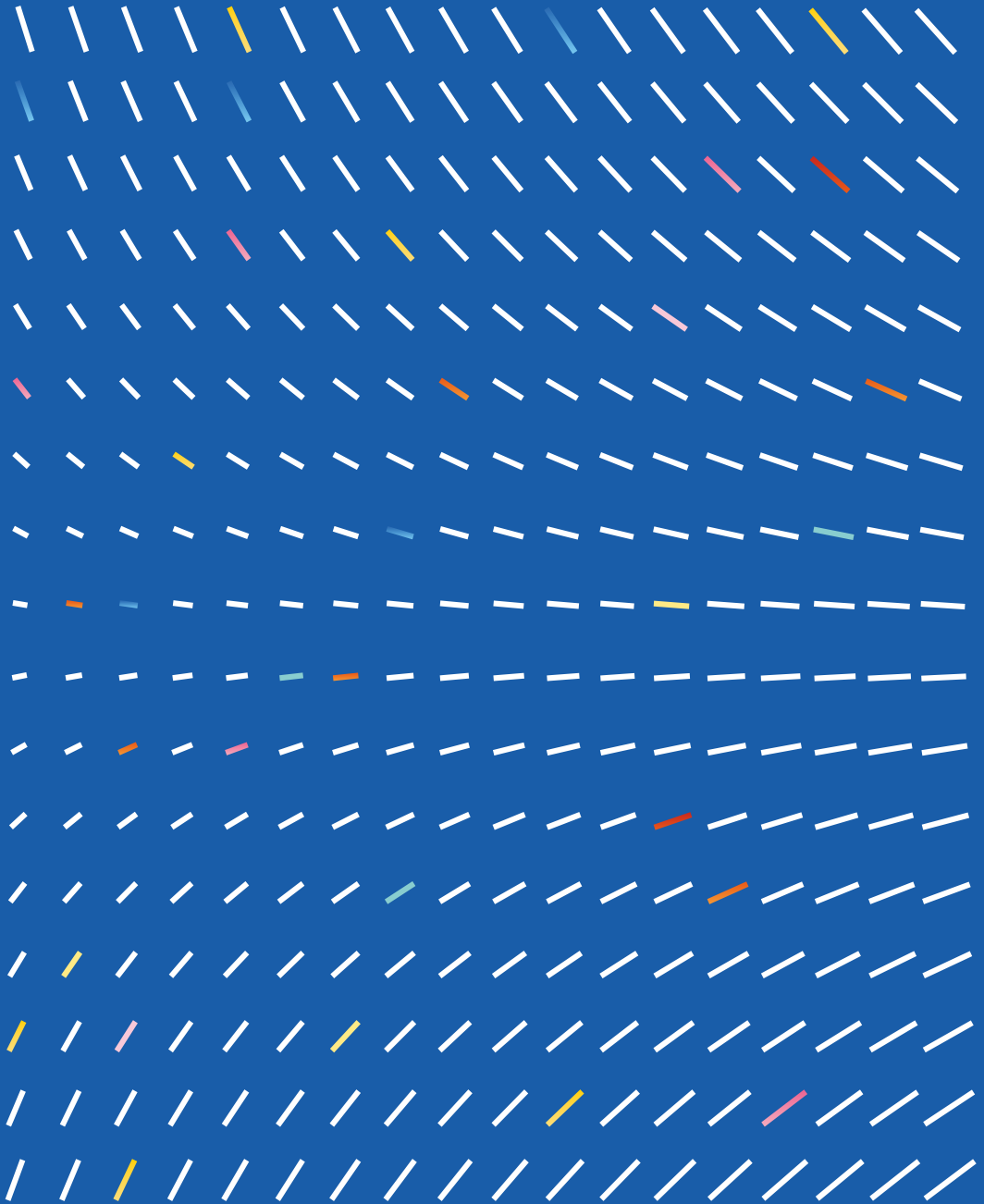
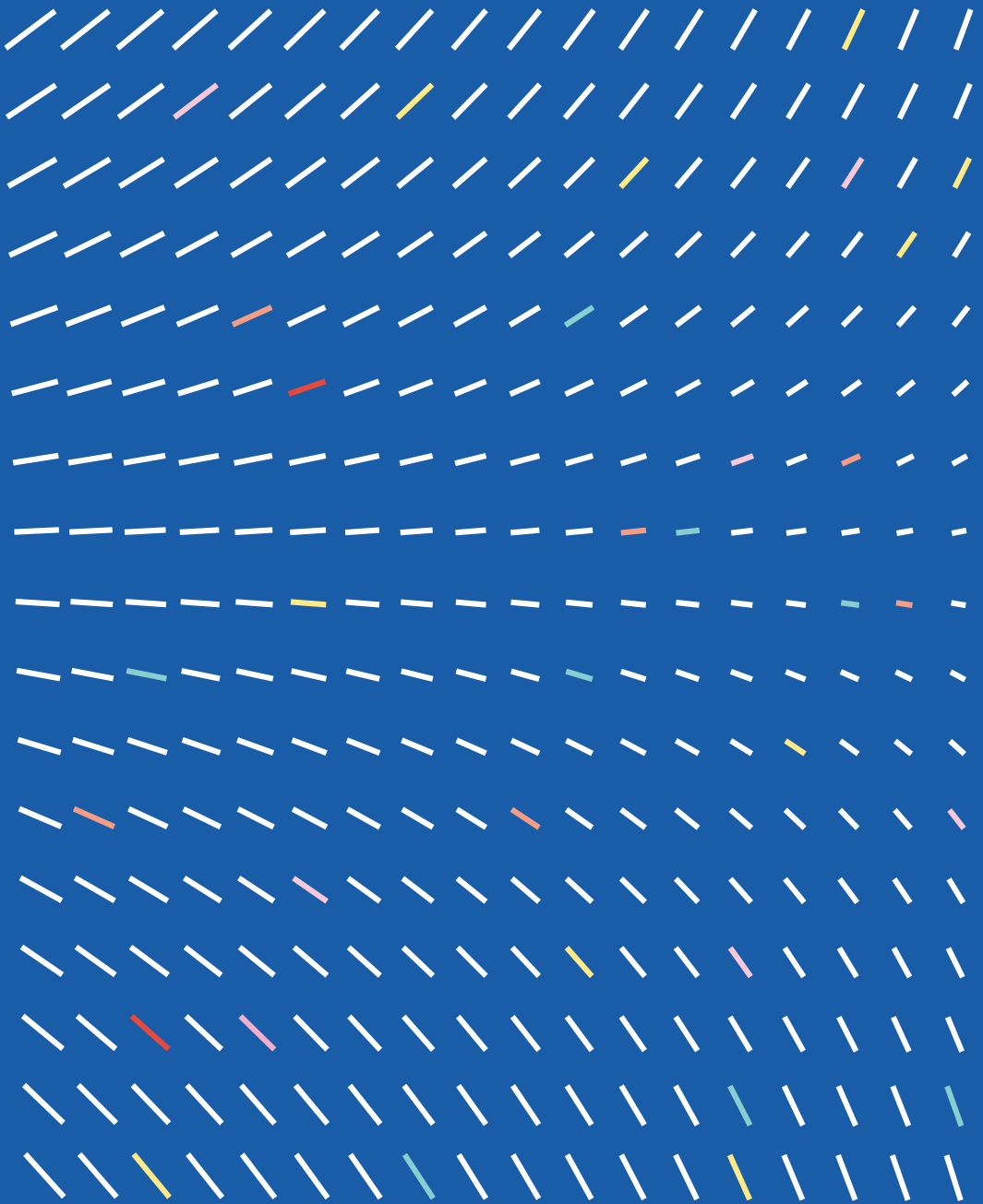


# The Sheffield College



Equality and Diversity Annual Report  
2021 – 2022



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# CHAIR OF GOVERNORS' INTRODUCTION

**The Sheffield College is a diverse college serving a diverse city. We have always committed to being open about our duties and ambitions, clear about our achievements and honest about the issues upon which more progress is needed. That clarity, determination and honesty will, in our view, underpin our work to reflect fully the city that we serve.**

This Equality and Diversity Annual Report does show that the College helps learners from a wide range of backgrounds make big progress in their lives. We celebrate this as we also do the College's contribution to social inclusion and cohesion, and to the economic development of Sheffield and the wider region. We are now a fully embedded and leading partner in this city.

The report provides a snapshot of student and staff numbers by category. We publish the report and the actions it contains to reflect our commitment to put into practice all three elements of the Public Sector Equality Duty, namely:

- to eliminate discrimination, harassment, and victimisation
- to advance equality of opportunity
- to foster good relations

As an employer, the College is committed to ensuring that everyone at the College is valued for their contribution, and we are uncompromising about running the college in a way that is free from discrimination.

Alongside this we are committed to ensuring that our employment policies and practices promote equality of opportunity, and that we take action to address

inequalities. We know that we have more work to do to ensure that the composition of our staff becomes more representative of our student body. We remain absolutely wedded to this ambition, building on the committed staff that we know we already have.

Drawing on the results of our work with the National Centre for Diversity, which we intend will lead during 2023 so the College retains the Centre's Leaders in Diversity kite-mark, and through the efforts of our now well-established EDI Board, our Governing Body and our leadership team are determined that the College will continue to change and develop in the years ahead.

We are making good progress and we remain focussed on furthering our ambition and achievements. This report is an important part of that journey.



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

# CHIEF EXECUTIVE AND PRINCIPAL'S OVERVIEW

The Sheffield College is a diverse and inclusive community with a rich mix of backgrounds both within our staff and student communities. We continue to strive to celebrate, 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.

60% of our students lived in deprived postcode areas in the academic year 2021–2022. The number of students living in deprivation is increasing year on year and the outlook for the next few years does not look better. At The Sheffield College we are committed to supporting our students through excellent education and skills training, so that no one is left behind and will strive tirelessly to ensure that all of our students have the opportunity to succeed and to go further with their aspirations.

We will continue our drive to ensure that our workforce is diverse and will continue our relentless focus on building an inclusive community where all colleagues are treated with the respect that they deserve as unique human beings.

We are proud to have achieved College of Sanctuary status in 2021–2022 and will continue to work hard to ensure that there are no barriers in the College for students and staff to achieve their potential.

We have made a firm commitment to the key principles embodied by FREDIE+ and we will continue to do this in 2022–2023.

**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 to advance **EQUALITY** 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 firmly at the heart of everything that we do we must strive to be **INCLUSIVE**.

In 2022–2023 we will continue to work towards our equality objectives and goals, we will continue to celebrate our diverse community and we will continue to strive to be the best place to work and study for all as a result of our approach to equality, diversity and inclusivity.



**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 decreased from 569,200 in 2015 to 556,500 in March 2021. The population is forecast to increase to around 618,050 by 2030.

Sheffield ranks as the 61st most deprived local authority in England.

There are notable pockets of deprivation within Sheffield, with 116 of the 345 neighbourhoods falling within the 20% most income-deprived nationally.

### Social Deprivation – The Sheffield College Student Community

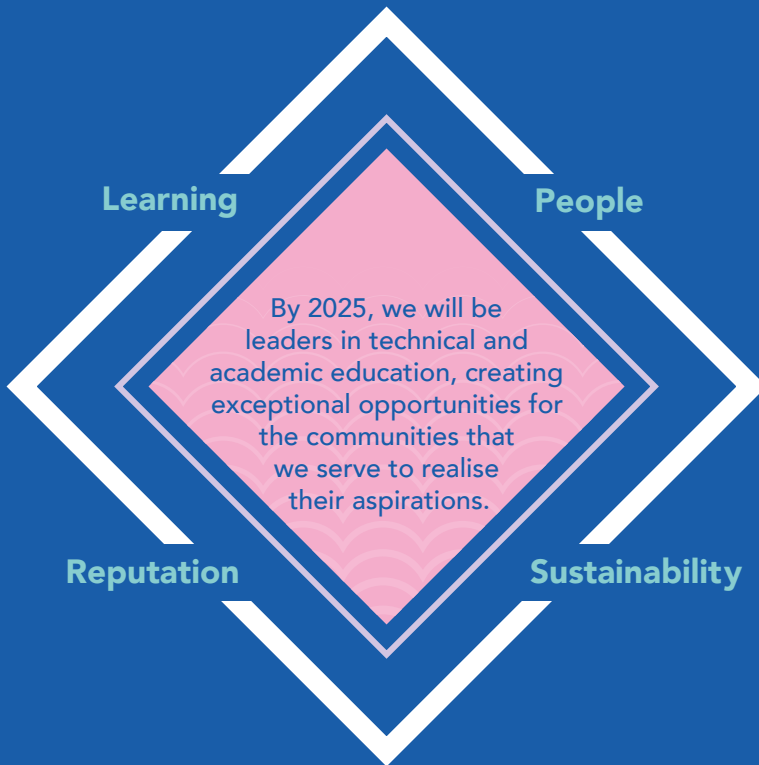
Year	% students living in a 'disadvantaged postcode area'	% of students from ethnic minority groups living in a 'disadvantaged postcode area'	% of students with a LDD living in a 'disadvantaged postcode area'
2021–22	60%	81%	60%
2020–21	54%	78%	58%
2019–20	53%	77%	56%

An increasingly high proportion of the college's student and Apprentice population live in disadvantaged postcode areas. A similarly high proportion of students with a declared learning difficulty or disability live in disadvantaged postcode areas and an even higher proportion of students from minority ethnic 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 pandemic has only increased potential barriers to education and the opportunities for social mobility that inclusive education can bring. The impact that social deprivation can have on educational outcomes is ever more important to acknowledge and understand 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



LOVE OUR COLLEGES

The Sheffield College

102

Open Days

City Wilderness, Peabro and Olive Grove

THURS 21<sup>st</sup> OCT 2010  
THURS 17<sup>th</sup> NOV 2010  
THURS 23<sup>rd</sup> JAN 2011  
MON 1<sup>st</sup> MAR 2011

Open Days

Meadowhall

The Sheffield College

GO FURTHER

Stagercoach

SUPERTRAM

# 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:

L1: Our educational opportunities ensure that:

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

## People:

PE1: Our inclusive culture and career opportunities attract and retain people from a diverse range of communities in the college workforce

PE2: 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:

PA1: The college remains a Leader in Diversity and a College of Sanctuary, and as such is recognised as an anchor institution in the region

PA2: Our culture and reputation encourage people from a diverse range of communities to join the college workforce

## Sustainability:

S1: **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

S2: **FREDIE+** values routinely inform our procurement strategy





# **STUDENT PROFILES AND OUTCOMES**

## **ALL FURTHER EDUCATION PROVISION**

## Student Numbers

There were 12,281 funded students participating in Further Education during 2021–2022, 1,106 more than the previous year. There was growth in provision for young people and significant growth on adult provision, with numbers of students on both provision types greater than pre-pandemic levels.

2021–2022	<b>12,281</b>
2020–2021	<b>11,175</b>
2019–2020	<b>11,574</b>

## Age

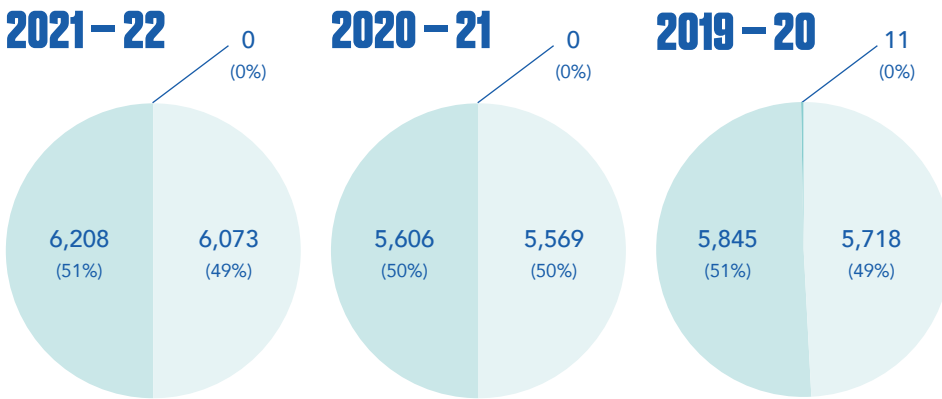
Previously, the size of the college’s 19+ cohort was impacted by the pandemic as a high proportion of our 19+ students access ESOL and employability programmes which start throughout the year. Fewer students aged 19+ were able to access such provision towards the end of 2020–2021 due to lockdown. However, in 2021–2022, both the number of students aged 16–18 and 19+ increased. As the numbers of students aged 19+ increased significantly, the proportion of adult students also increased by 2pps compared to the previous year. Students aged 19+ made up 55% of the Further Education cohort in 2021–2022, in line with pre-pandemic proportions.

Year	16–18 year olds	19+	Under 16
2021–2021	5,479 (45%)	6,714 (55%)	88 (1%)
2020–2021	5,358 (48%)	5,799 (52%)	18 (0%)
2019–2020	5,177 (45%)	6,356 (55%)	40 (0%)

## 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 as outlined in the college’s Equality Scheme, strategies remain in place to encourage applications from males and females for all programmes.

■ Female 
 ■ Male 
 ■ Prefer Not to Say / Not Declared



## Learning Difficulty / Disability Profile

The proportion of students declaring a learning difficulty or disability declined by 4pps on Further Education provision. This decline was entirely related to a decline in the proportion of students on adult provision who declared a learning difficulty or disability on application.

Year	Number of Students who Declare LDD
2021–21	3,550 (29%)
2020–21	3,735 (33%)
2019–20	3,035 (26%)



## Gender Identity

There has been a significant increase in the number and proportion of students who did not declare their Gender Identity, or preferred not to declare it, at enrolment. The college moved to an online enrolment process to improve the student experience by allowing students to enrol when and where it suited them. However, an unintended consequence of this appears to be that fewer students declared this information.

However, the balance of men and women remained relatively equal with 31% of the cohort declaring as men and 30% declaring as women. 50 students declared as non-binary.

Year	Number of Men	Number of Women	Number Non-binary	Number Other	Number Prefer Not to Say / Not Declared
2021–22	3,805 (31%)	3,688 (30%)	50 (0%)	3 (0%)	4,735 (39%)
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%)



**“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**  
Photography student

## Sexual Orientation

Similarly, there has been a significant increase in the number and proportion of students who did not declare their sexual orientation, or preferred not to declare it, at enrolment. However, the proportion of students who self-described as not heterosexual remained the most constant proportion of the student cohort at 5%, equating to 552 individuals.

Year	Hetero-sexual	Self-described as not Heterosexual	Number Prefer Not to Say / Not Declared
2021–22	4,835 (39%)	552 (5%)	6,894 (56%)
2020–21	6,734 (60%)	734 (7%)	3,707 (33%)
2019–20	7,508 (65%)	770 (6%)	3,296 (28%)

## Ethnicity Profile

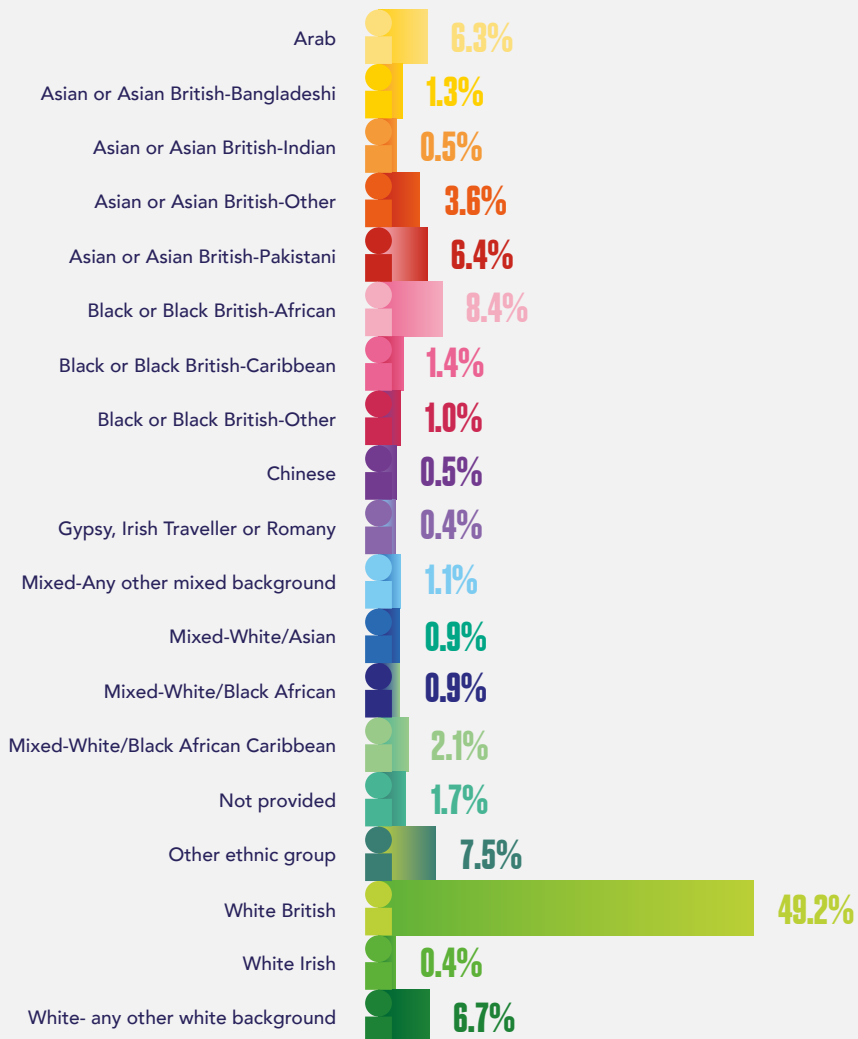
The percentage of students who declared their ethnicity as from an ethnic minority background increased by 4pps in 2021–2022. In the 2020–2021 annual report, it was commented that “It is likely that this decline was linked to the reduction in adults being referred to provision, such as ESOL.” Conversely, in 2021–2022 a full adult programme was offered, and the decline was fully reserved.

Year	Total Ethnic Majority	Total Ethnic Minority	Prefer Not to Say / Not Declared
2021–22	6,903 (56%)	5,175 (42%)	192 (2%)
2020–21	6,716 (60%)	4,287 (38%)	1,65 (1%)
2019–20	6,683 (58%)	478 (41%)	127 (1%)

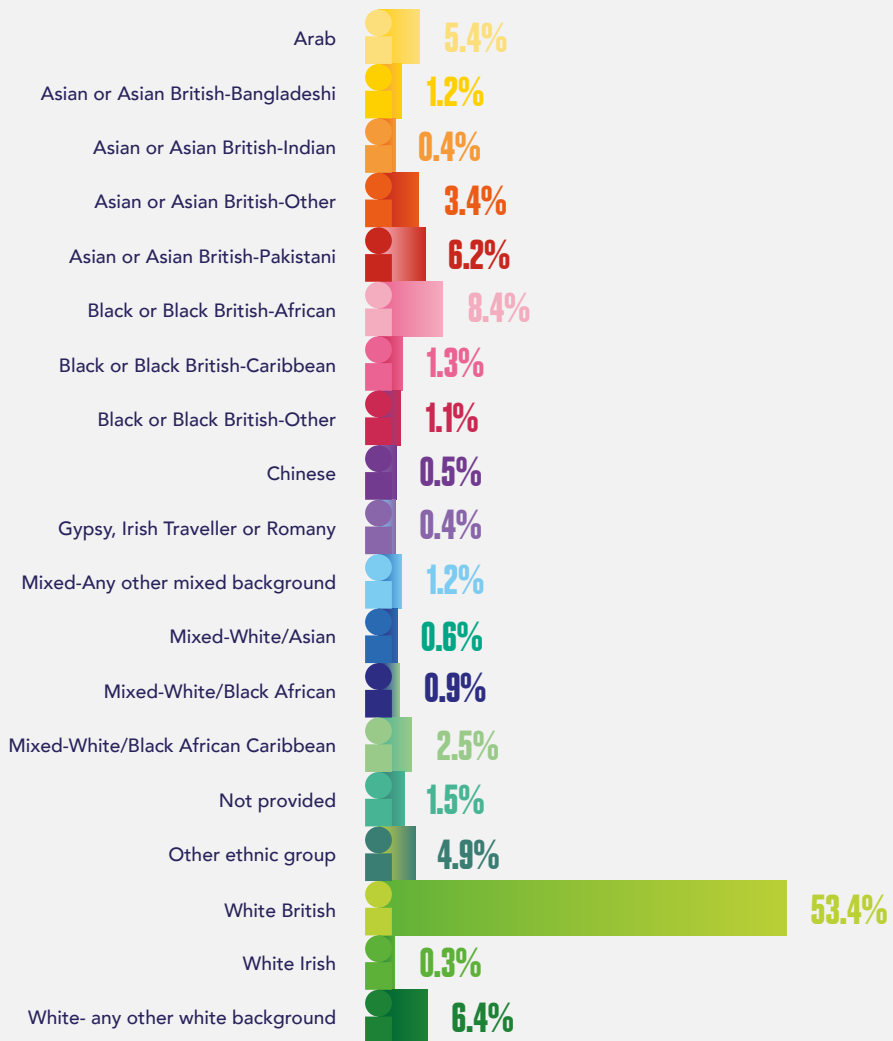
## Ethnicity Profile Breakdown

Students declaring as White British increased by 4pps to 49% of the Further Education cohort. There were slight increases in the proportion of most ethnic minority backgrounds, most notable increases were Arab and Other Ethnic Group.

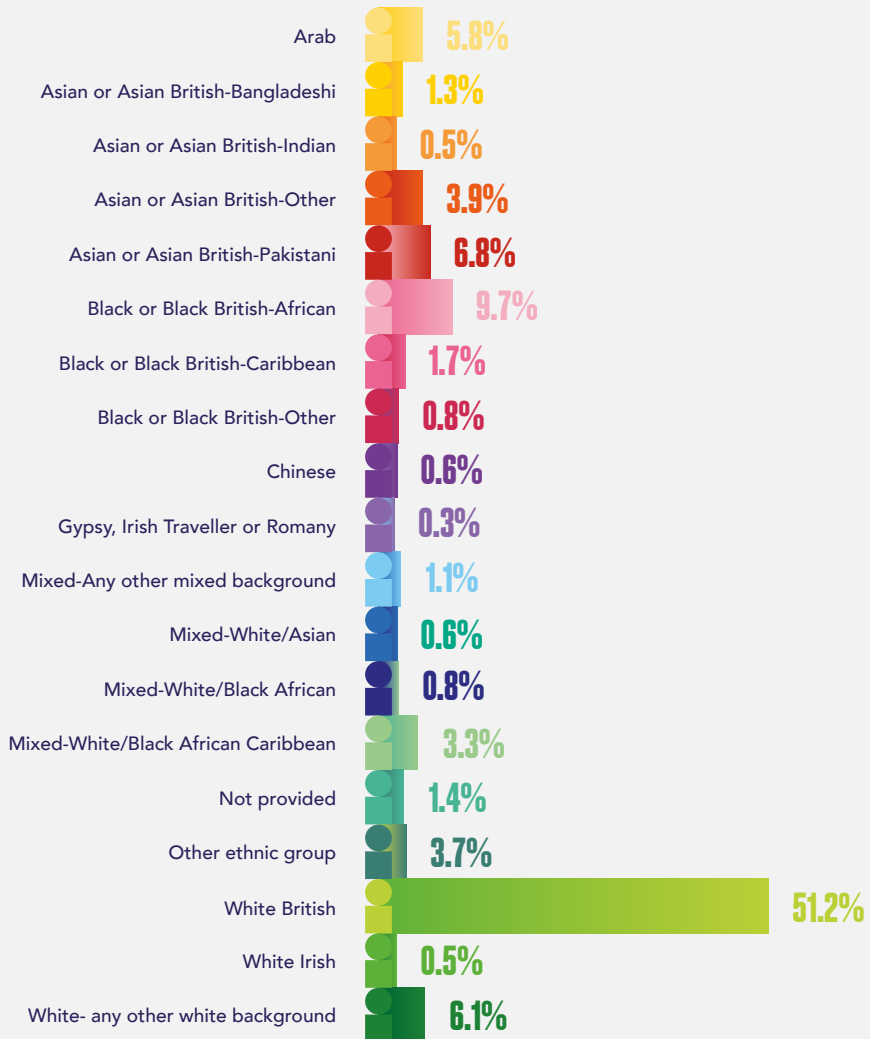
### 2021 – 2022



## 2020 – 2021



## 2019 – 2020



## Faith, Religion or Belief

39% of the cohort declared that they had no religion. There was a 2pp increase in the proportion of Muslim students back to pre-pandemic levels, with little other significant change. After no religion, Muslim is the next largest faith group proportionally with 23% of students, followed by Christian at 21%. This information continues to be used to inform our faith, religion and belief education and celebrations.

Faith, Religion or Belief	2021–22		2020–21	
	Student Numbers	(% of cohort)	Student Numbers	(% of cohort)
<b>Buddhist</b>	35	0.3	37	0.3
<b>Christian</b>	2,619	21.3	2,530	22.6
<b>Hindu</b>	32	0.3	28	0.3
<b>Jewish</b>	4	0.0	6	0.1
<b>Muslim</b>	2,793	22.7	2,294	20.5
<b>No Religion</b>	4,741	38.6	4,453	39.8
<b>Not Declared</b>	199	1.6	111	1.0
<b>Other</b>	130	1.1	151	1.4
<b>Prefer Not to Say</b>	1,643	13.4	1,478	13.2
<b>Sikh</b>	16	0.1	24	0.2
<b>Spiritual</b>	69	0.6	63	0.6

## Achievement Rates: Further Education (Provision for Young People and Adult Provision combined)

Student achievement rates on funded further education provision fell in 2021–2022 to 84%. However, a clear improvement trajectory from 2018–2019 to 2021–2022 can clearly be seen. Drops in achievement at the college, mirrored nationally, are likely to be related to the widespread re-introduction of examinations for the first time since 2018–2019.

Year	% Achievement All Ages
2021–2022	84
2020–2021	87
2019–2020	82

To understand equality gap data effectively, it must be analysed by provision type, rather than at whole college level or even across the whole of Further Education.

Therefore, this report goes on to analyse equality gaps across each of the following provision types:

- Provision for Young People
- Adult Provision
- Apprenticeship Provision
- Higher Education Provision

Analysing equality data by provision type gives a comprehensive overview regarding how the college is performing in terms of supporting all students to achieve, no matter their starting point or background, and enabling improved social mobility.

However, further to this report, each curriculum team analyses their own equality data and agrees their academy or departmental EDI development plan. These wide-ranging EDI development plans are scrutinised by the Executive Leadership Team at quarterly Performance Reviews.

In-year equality data will also allow teams to agree any required further actions to mitigate any equality gaps that appear to be developing. This cycle ensures that our work is as comprehensive and pro-active as possible, keeping EDI matters central to our culture.

Whilst the college will continually work to eradicate all equality achievement gaps entirely, an achievement gap of 2pps or less is not considered significant.

# STUDENT PROFILES AND OUTCOMES

## PROVISION FOR YOUNG PEOPLE

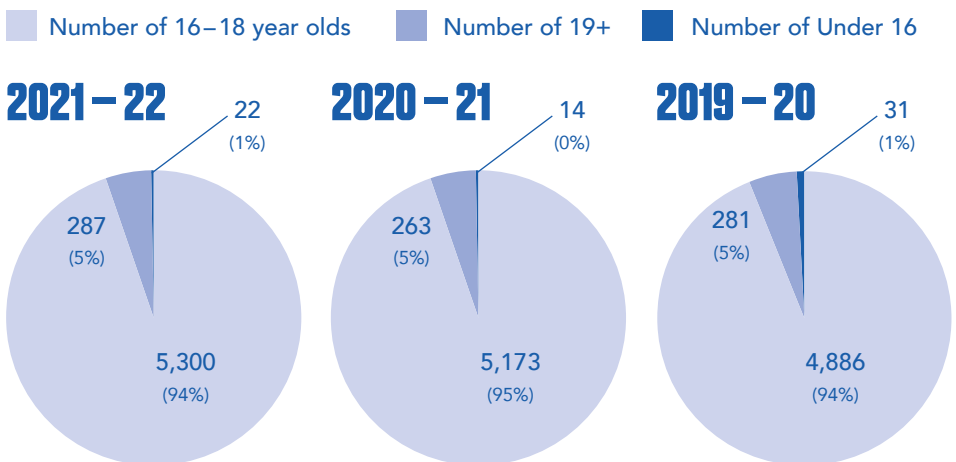


## Student Numbers

The number of students on study programmes for young people increased by 302 students in 2021–2022 compared to the previous year.

### Student Numbers: 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 287 students or 5% of the cohort in 2021–2022.



### Student Numbers: Sex

The proportions of male students on provision for young people has somewhat reduced over previous three years since 2019–2020 with 54% of the cohort male in 2021–2022.

Year	Male Students	Female Students	Achievement Gap
2021–22	3,041 (54%)	2,568 (46%)	0
2020–21	2,979 (55%)	2,471 (45%)	0
2019–20	2,914 (56%)	2,284 (44%)	0

**Student Numbers: Learning Difficulty / Disability (LDD) 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 out of every ten students declaring a learning difficulty or disability annually.

Year	Students Who Declare LDD
2021–22	2,158 (38%)
2020–21	2,089 (38%)
2019–20	2,042 (39%)

**Student Numbers: Gender Identity**

Of those that declared their Gender Identity, only 19 students declared it as non-binary or other than man or woman. Whilst 44% of students did not declare or preferred not to say, this did not significantly impact on the numbers of students declaring as non-binary.

Year	Number of Men	Number of Women	Number Non-binary	Number Other	Number Prefer Not to Say / Not Declared
2021–22	1,779 (32%)	1,362 (24%)	17 (0%)	2 (0%)	2,448 (44%)
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%)

### Student Numbers: Sexual Orientation

Of those that declared their sexual orientation, only 266 or 5% of students declared it as other than heterosexual, this is a 2pp reduction on the previous year. 58% of students did not declare or preferred not to say, which is significantly greater than previously.

Year	Heterosexual	Self-described in a Category Other Than Heterosexual	Number Prefer Not to Say / Not Declared
2021–22	2,089 (37%)	266 (5%)	3,254 (58%)
2020–21	3,313 (61%)	445 (7%)	1,692 (31%)
2019–20	3,799 (73%)	450 (9%)	949 (18%)

### Student Numbers: Ethnicity Profile

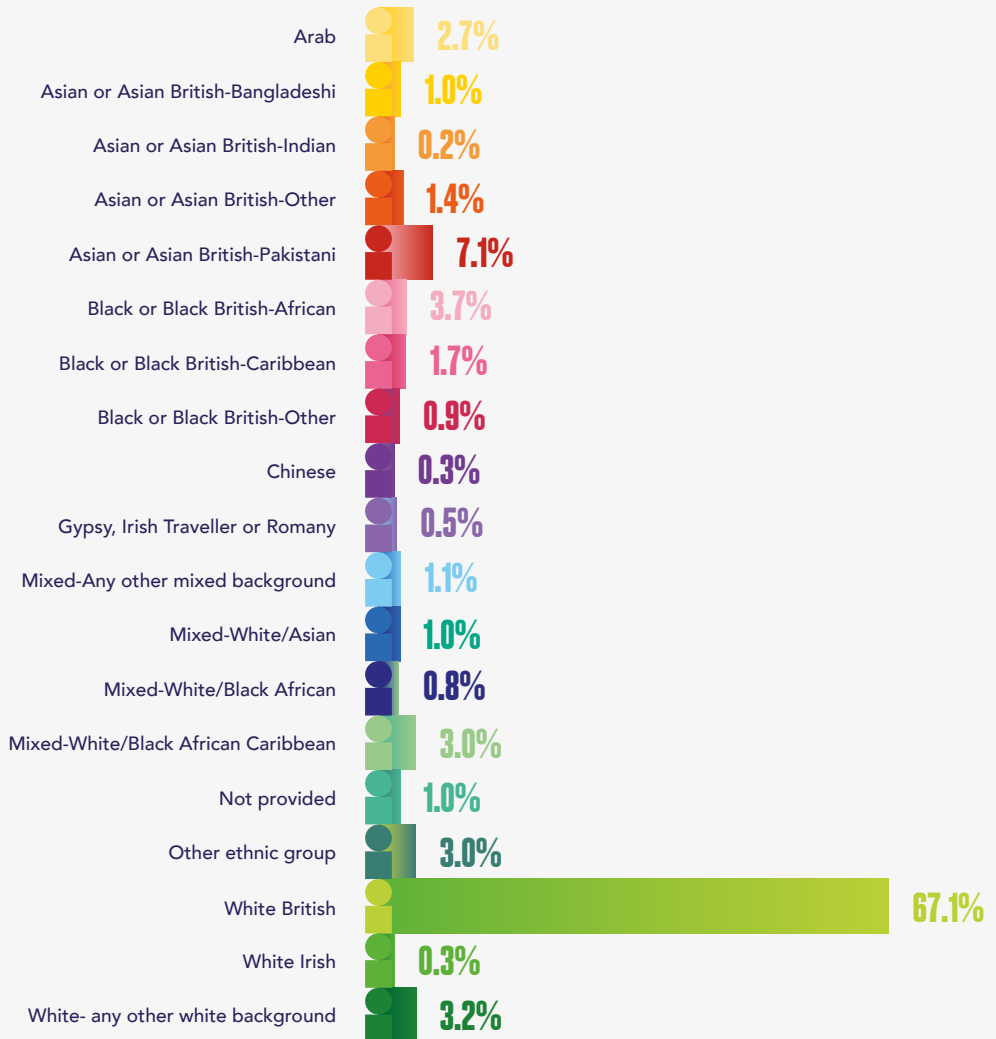
The proportion of our student population from ethnic minority backgrounds on provision for young people has remained stable over the past three years with about three in every ten students from ethnic minority backgrounds.

Year	% Achievement Ethnic Majority	% Achievement Ethnic Minority	Gap
2021–22	3,957 (71%)	1,596 (28%)	53 (1%)
2020–21	3,885 (71%)	1,514 (28%)	50 (1%)
2019–20	3,799 (71%)	1,496 (29%)	36 (1%)

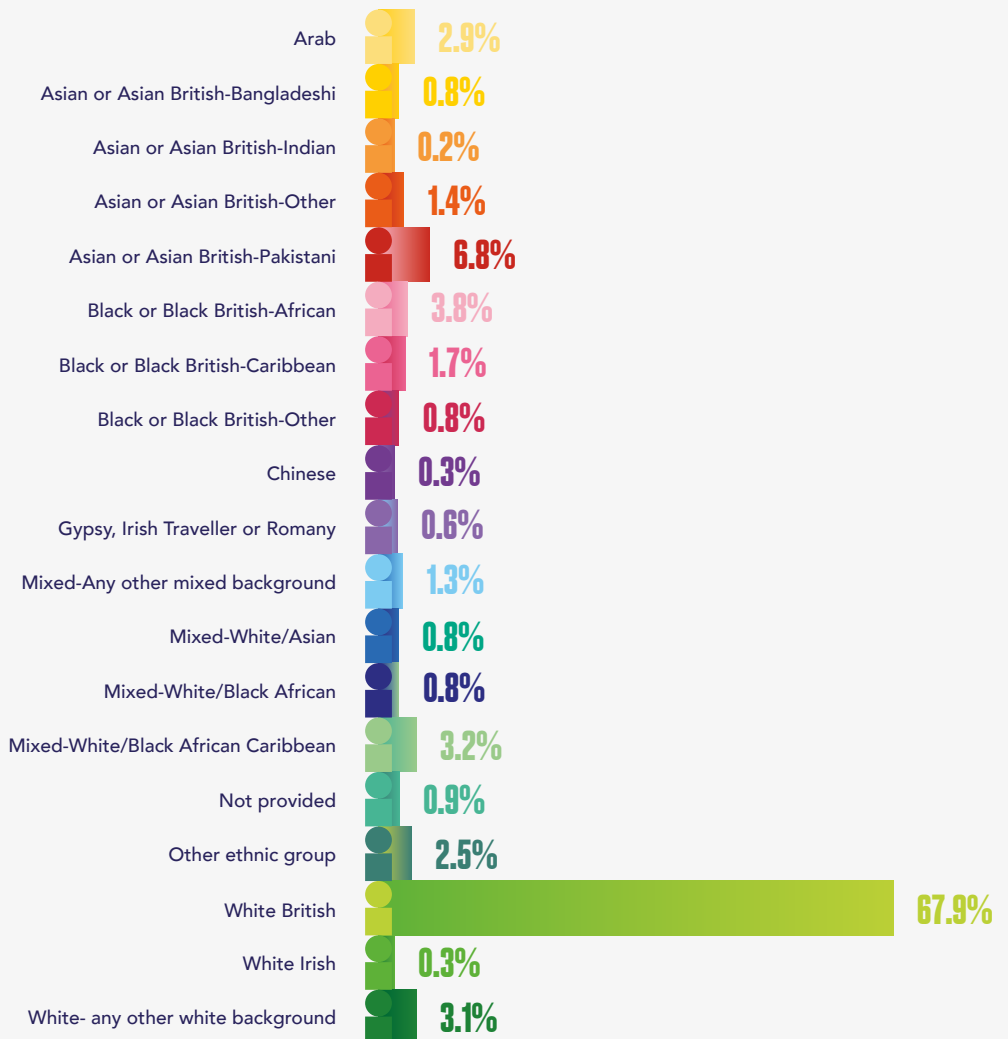
## Student Numbers: Ethnicity Profile Breakdown

The proportion of students declaring as White British decreased by 1pp to 67% of the cohort. There were no other significant shifts, of at least 1pp, in the ethnicity profile on provision for young people.

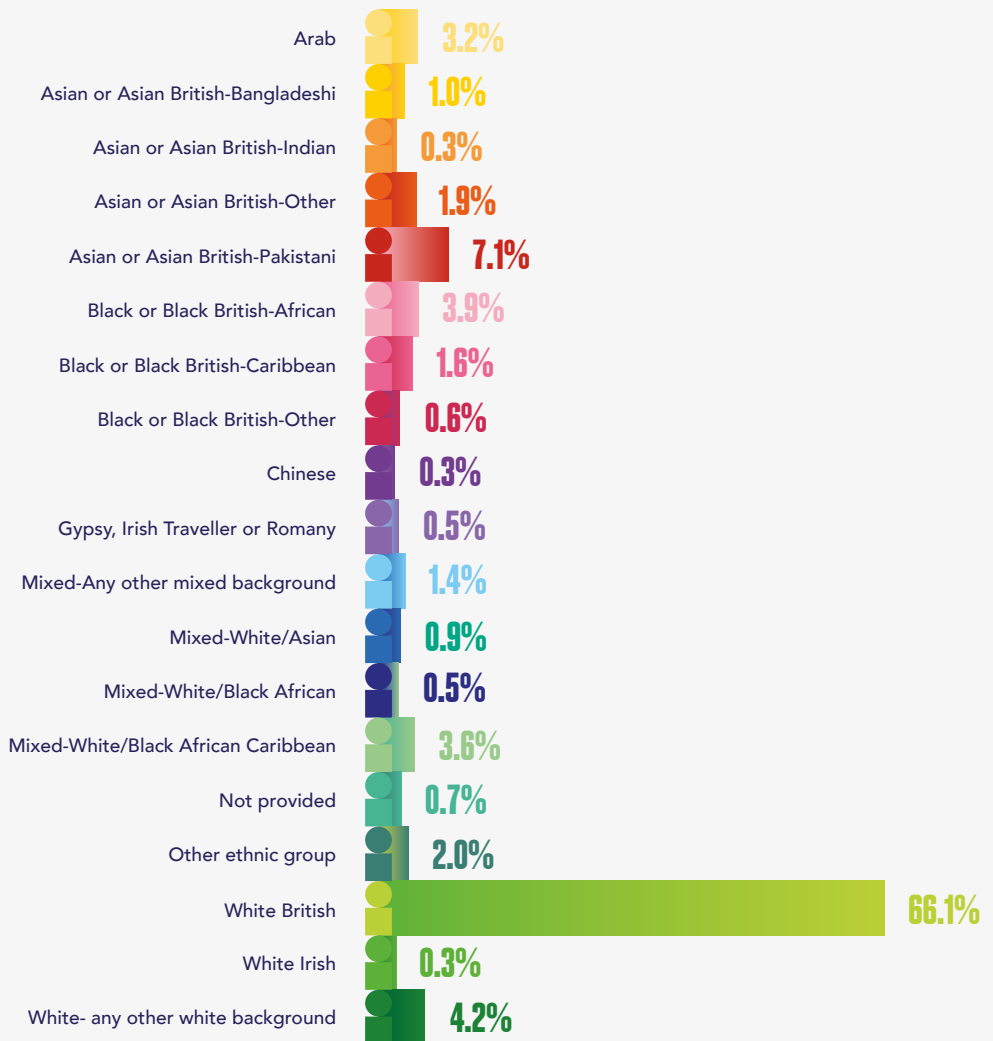
### 2021 – 2022



## 2020 – 2021



## 2019 – 2020



## Student Numbers: Faith, Religion or Belief

57% of students on provision for young people declared that they have no religion, compared to 39% across all college provision and 17% of students on adult provision. 18% of students on provision for young people declared as Christian and 15% as Muslim. 10% of students prefer not to say, which is a 3pp decrease on the previous year.

Faith, Religion or Belief	2020–21		2019–20	
	Student Numbers	(% of cohort)	Student Numbers	(% of cohort)
Buddhist	5	0.2	10	0.2
Christian	905	18.0	882	16.2
Hindu	5	0.1	4	0.1
Jewish	1	0.0	3	0.1
Muslim	823	14.7	768	14.1
No Religion	3,186	56.8	2,948	54.1
Not Declared	13	0.2	12	0.2
Other	71	1.3	80	1.5
Prefer Not to Say	557	9.9	699	12.8
Sikh	4	0.1	5	0.1
Spiritual	39	0.7	39	0.7

## Achievement rates

Student achievement rates on provision for young people at The Sheffield College were disproportionately impacted by the widespread return of examinations in 2021–2022. Achievement rates of provision for young people fell to 75%, a fall in achievement on this provision type mirrors the national picture. Given the significant changes to assessment following the pandemic, the focus in this report is on the equality achievement gap analysis, rather than outcomes compared to the previous years.

Year	% Achievement All Ages
2021–2022	75
2020–2021	86
2019–2020	79

**Narrowing the Achievement Gaps: Age**

The achievement gap between 16–18-year-olds and students aged 19+ on provision for young people continued to close with 16–18-year-olds achieving 1pp higher than their older peers in 2021–2022.

Year	Higher Achievement	Achievement Gap
2021–22	16–18 cohort	1pp
2020–21	19+ cohort	2pps
2019–20	19+ cohort	4pps

**Narrowing the Achievement Gaps: Sex**

The achievement gap between male and female students on provision for young people remained static at 2pps with females achieving 2pps higher than males in 2021–2022.

Year	Higher Achievement	Achievement Gap
2021–22	Females	2pps
2020–21	Females	2pps
2019–20	Females	3pps

**Percentage Achievement Rates: Learning Difficulty / Disability (LDD) Profile**

The achievement gap between student who declared a learning difficulty or disability narrowed to 2pps with students with no LDD declared achieving higher.

Year	Higher Achievement	Achievement Gap
2021–22	No LDD	2pps
2020–21	No LDD	3pps
2019–20	No LDD	2pps



### Percentage Achievement Rates: Gender Identity

The achievement gap between men and women on provision for young people remained static at 2pps with women achieving 2pps higher than men in 2021–2022. Non-binary students achieved as well as women, again 2pps higher than men.

Year	Higher Achievement	Achievement Gap
2021–22	Women	2pps
2020–21	Women	2pps
2019–20	Women	4pps

\*Of note, non-binary students achieved as well as women and 1pp above all students on provision for young people.

\*\*Students who preferred not to say or did not declare their Gender Identity achieved 2pps lower than all students on provision for young people.

### Percentage Achievement Rates: Sexual Orientation

The achievement gap between heterosexual students and those students who self-described as other than heterosexual widened to 4pps with heterosexual students achieving higher in 2021–2022. Narrowing the achievement gap by improving achievement for students who self-describe as other than heterosexual will be a key focus in 2022–2023.

Year	Higher Achievement	Achievement Gap
2021–22	Heterosexual	4pps
2020–21	Heterosexual	2pps
2019–20	No Gap	0pps

\* Students who preferred not to say or did not declare their sexual orientation achieved 1pp above all students on provision for young people.

### Percentage Achievement Rates: Ethnicity

Ethnicity is the only protected characteristic where there is an equality gap of concern across provision for young people. In 2021–2022, students from ethnic minority backgrounds achieved four percentage points higher than ethnic majority students. Narrowing this gap without the achievement rates for ethnic minority students falling will be a key focus in 2022–2023.

Year	Higher Achievement	Achievement Gap
2021–22	Ethnic Minority	4pps
2020–21	Ethnic Minority	2pps
2019–20	No Gap	0pps

**Percentage Achievement Rates: Ethnicity Breakdown**

The three known ethnic minority groups that achieved less well, with significant numbers of 50 students or more, were Asian or Asian British-Pakistani and Black or Black British-Caribbean and Mixed-White/Black African Caribbean. Whilst Academy Directors will have this information and knowledge, there is no evidence of a trend of poorer outcomes over multiple years from the identified ethnic minority groups.

	2021–22	2020–21	2019–20
<b>Ethnicity</b>	<b>% Achievement</b>	<b>% Achievement</b>	<b>% Achievement</b>
Arab	82%	88%	80%
Asian or Asian British-Bangladeshi	79%	89%	77%
Asian or Asian British-Indian	65%	78%	89%
Asian or Asian British-Other	87%	88%	86%
Asian or Asian British-Pakistani	73%	90%	84%
Black or Black British-African	82%	90%	85%
Black or Black British-Caribbean	63%	88%	84%
Black or Black British-Other	87%	89%	84%
Chinese	81%	97%	91%
Gypsy, Irish Traveller or Romany	87%	84%	79%
Mixed-Any other mixed background	76%	83%	72%
Mixed-White/Asian	72%	86%	76%
Mixed-White/Black African	80%	88%	81%
Mixed-White/Black African Caribbean	69%	80%	79%
Not Provided	69%	79%	84%
Other ethnic group	86%	85%	79%
White British	73%	85%	82%
White Irish	91%	87%	78%
White-any other white background	77%	87%	85%

### Priority Groups in Provision for Young People

The college continued to operate a quarterly Business Review activity where discussions were held with the Executive Leadership Team about progress against key objectives. This will be known as Performance Review from 2022–2023 onwards.

The in-year retention and attendance and the end of year achievement rates of each of the 16–18 priority groups were monitored closely through this process.

These were:

#### Students in receipt of Free College Meals (FCM)

#### Students from Disadvantaged Postcode Areas

#### Looked After Children / Care Leavers (LAC)

#### Funded High Needs Students

#### Students for whom English is an Additional Language (EAL)

The achievement rates for each of the Priority Groups is in line with or higher than the overall achievement rate for Young People provision, with the exception of students living in disadvantaged postcode areas whose achievement rate is 2pps lower than the overall achievement rate.

### Priority Groups: Free College Meals

Year	Headcount	Gap	Higher Achievement
2021–22	630	1pp	FCM
2020–21	822	0pps	FCM
2019–20	785	2pps	No Gap

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

Year	Headcount	Gap	Higher Achievement
2021–22	2,698	2pps	Not Disadvantaged
2020–21	2,618	1pp	Not Disadvantaged
2019–20	2,317	2pps	Not Disadvantaged

### Priority Groups: LAC / Care Leavers

Year	Headcount	Gap	Higher Achievement
2021–22	186	4pps	LAC/Care Leaver
2020–21	163	2pps	LAC/Care Leaver
2019–20	141	4pp	LAC/Care Leaver

### Priority Groups: High Needs

Year	Headcount	Gap	Higher Achievement
2021–22	264	4pps	High Needs
2020–21	260	0pps	No Gap
2019–20	235	4pps	High Needs

### Priority Groups: EAL

Year	Headcount	Gap	Higher Achievement
2021–22	224	11pps	EAL
2020–21	293	1pp	EAL
2019–20	317	0pps	No Gap



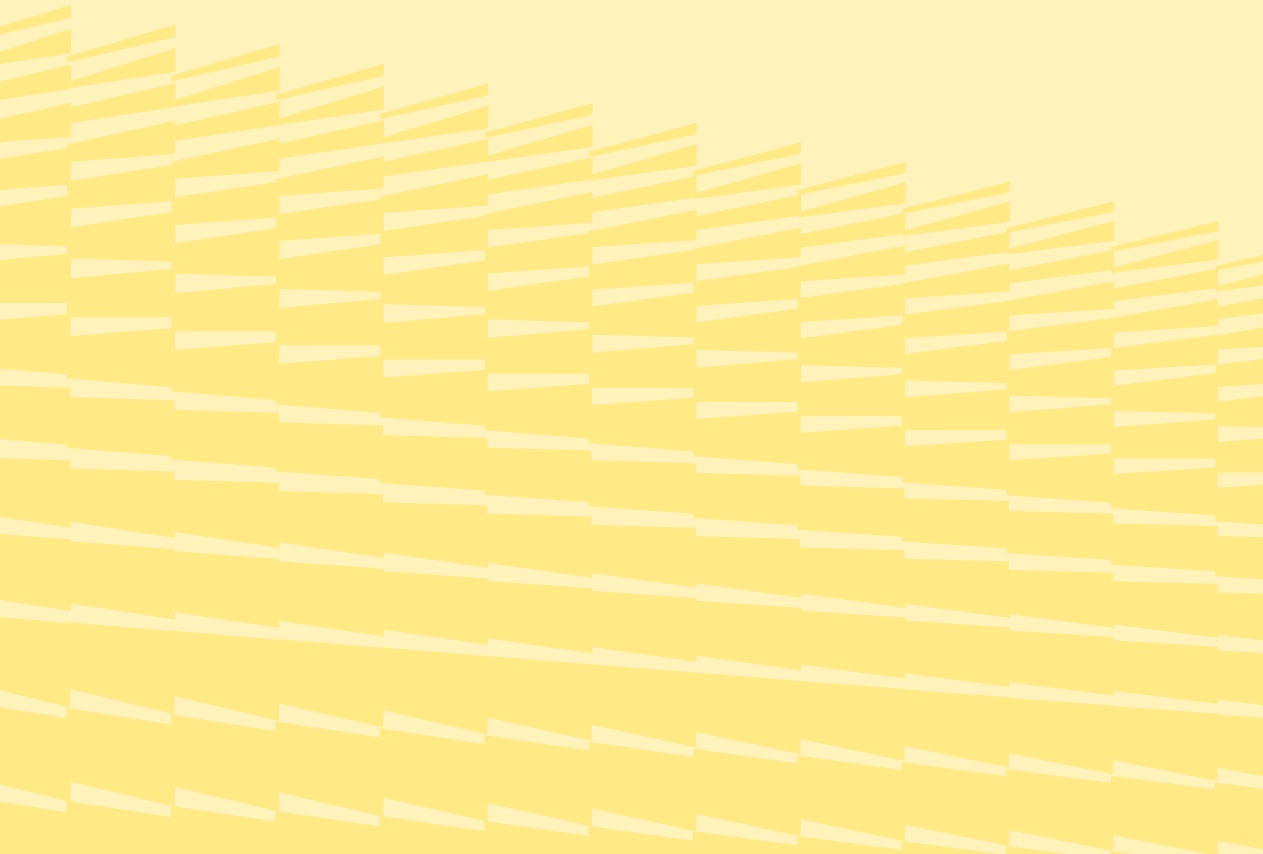
**“THROUGH THE SUPPORT OF THE SHEFFIELD COLLEGE, I HAVE LEARNT A NEW LANGUAGE AND ACHIEVED HIGH GRADES.”**

**Lodmilla**  
Applied Science student



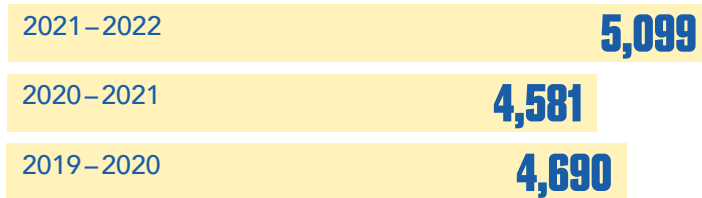
# STUDENT PROFILES AND OUTCOMES

## ADULT LEARNING PROGRAMMES



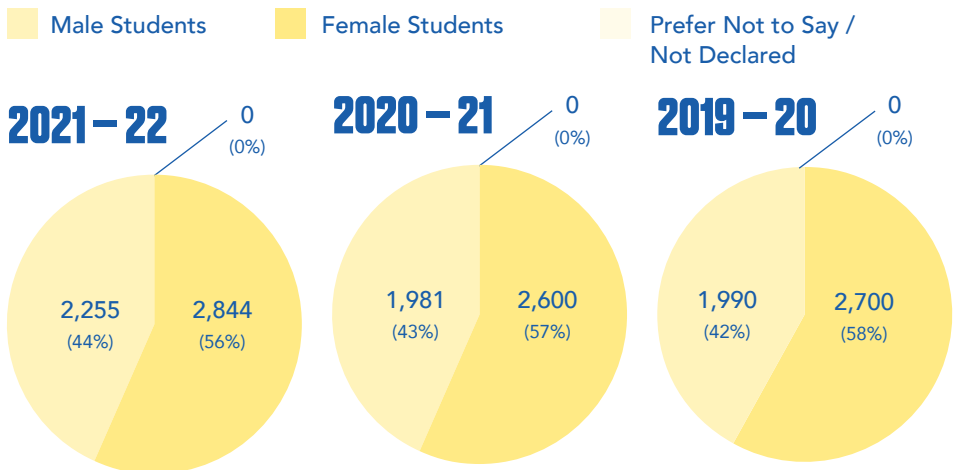
## Student numbers

The number of students on adult learning programmes increased by 518 students in 2021–2022 compared to the previous year.



## Student Numbers: Sex

The percentage of male students on adult provision increased by 1pp to 44% of the cohort.



### Student Numbers: Learning Difficulty / Disability (LDD) Profile

The percentage of students declaring a learning difficulty or disability on adult provision decreased significantly by 10pps to 22% of the cohort, following a 15pp increase during the previous year. In the 2020–2021 annual report it was commented that “The college 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.” Many of the adult students that declare LDD study on long adult provision such as Access to Higher Education Diplomas, however enrolments to this type of provision have declined and the numbers declaring LDD has declined with it. Of note, though, both the proportion and number of adult students declaring LDD is greater than pre-pandemic levels.

Year	Number of Students Who Declare LDD
2021–22	1,099 (22%)
2020–21	1,479 (32%)
2019–20	790 (17%)

### Student Numbers: 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
2021–22	1,531 (30%)	1,873 (37%)	28 (1%)	0	1,667 (33%)
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%)





**“STUDYING AT THE SHEFFIELD COLLEGE HAS CHANGED MY LIFE.”**

**Stuart**  
Essential Digital Skills student

### Student Numbers: Sexual Orientation

Of those that declared their sexual orientation, 189 or 4% of students declared it as other than heterosexual, this is a 1pp decrease on the previous year. 56% of students did not declare or preferred not to say, which is significantly greater than previously.

Year	Hetero-sexual	Self-described as Other than Heterosexual	Number Prefer Not to Say / Not Declared
2021–22	2,074 (41%)	189 (4%)	2,836 (56%)
2020–21	2,699 (59%)	201 (5%)	1,671 (36%)
2019–20	2,796 (60%)	233 (4%)	1,648 (35%)

### Student Number: Ethnicity Profile

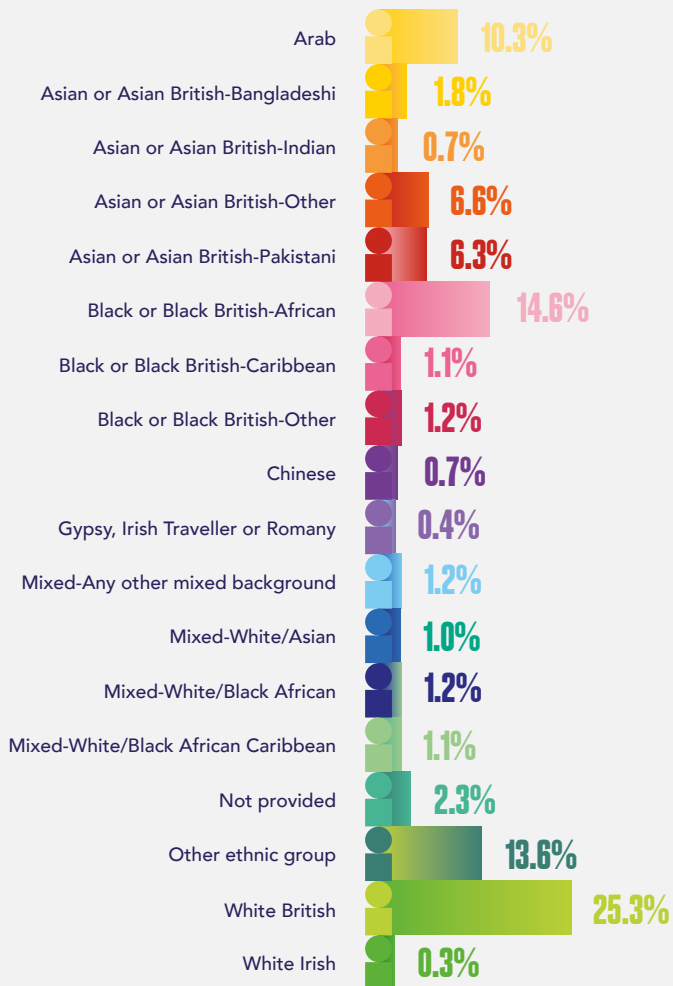
The percentage of students from ethnic minority backgrounds on provision for adults increased to just over six in every ten students from just over five in every ten. It was commented in the 2020–2021 annual report that “The proportion of students from ethnic minority backgrounds is expected to increase again for provision for adults in 2021–2022.” This was due to the reduction in 2020–2021 being associated with the lack of accessibility to our part-time ESOL provision during lockdown and the expectation that this would be reversed in 2021–2022 which, evidently, has happened as expected.

Year	Total Ethnic Majority	Total Ethnic Minority	Prefer Not to Say / Not Declared
2021–22	1,826 (36%)	3,158 (62%)	108 (2%)
2020–21	1,943 (42%)	2,533 (53%)	101 (2%)
2019–20	1,827 (39%)	2,790 (59%)	69 (1%)

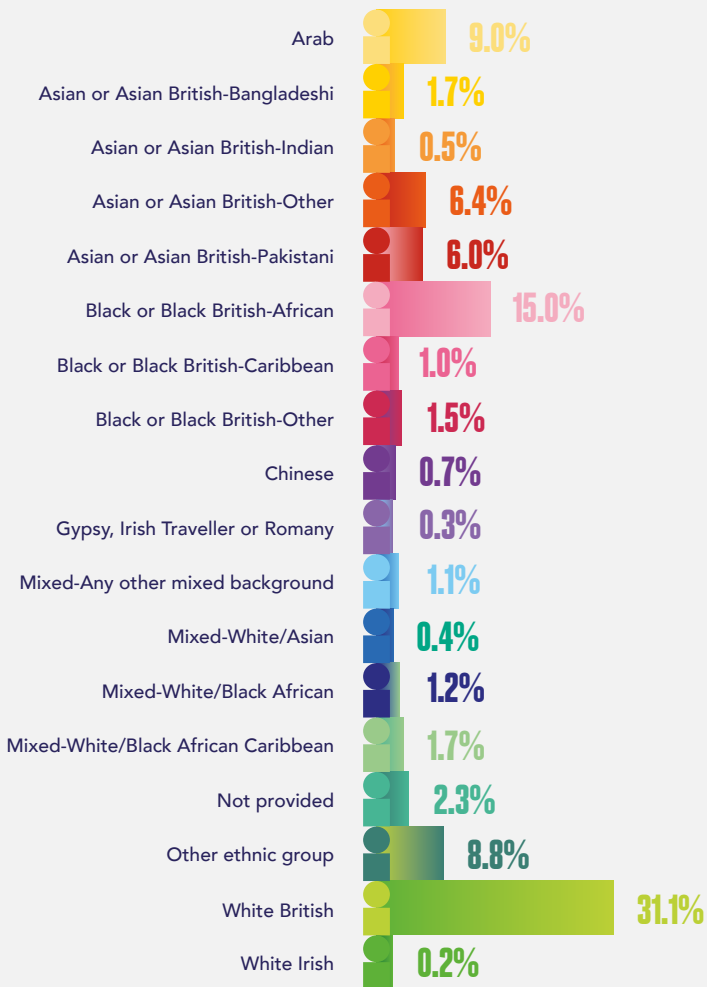
## Student Numbers: Ethnicity Profile Breakdown

The proportion of students declaring as White British in 2021–2022 decreased by 6pps to 25% of the cohort. The largest increase was students declaring their ethnicity as Other, with this increasing by 5pps. The largest ethnic minority group was Black or Black British-African with 15% of the cohort, followed by Arab with 10% of the cohort. Cognisant of this, the college is planning more frequent celebrations of black history throughout 2022–2023, not just during October 2022.

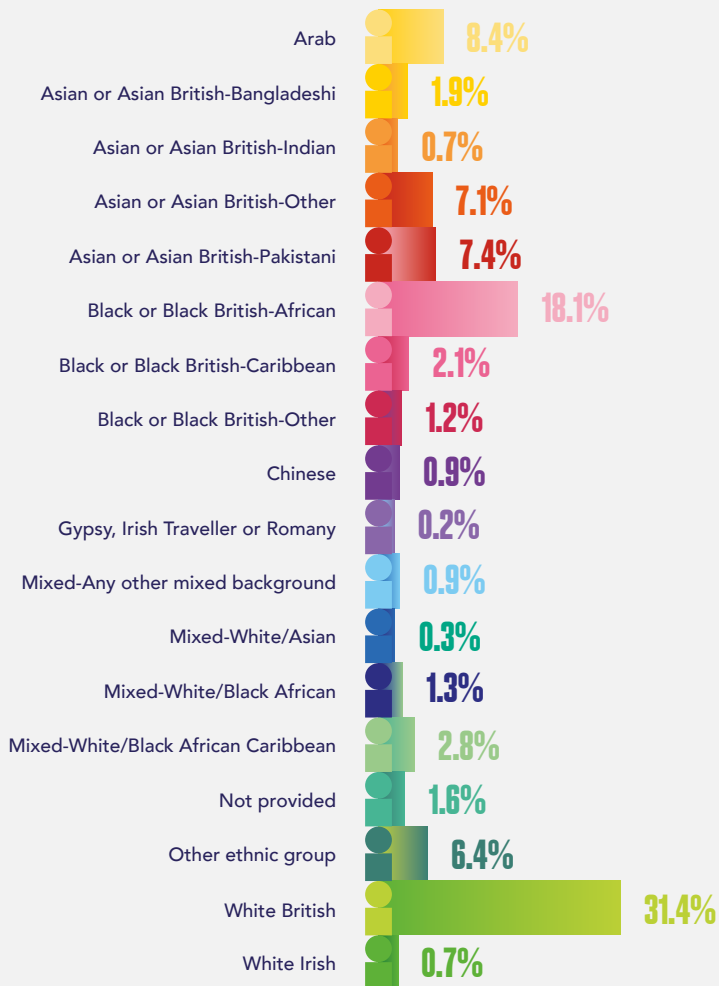
## 2021 – 2022



## 2020 – 2021



## 2019 – 2020



### Student Numbers: Faith, Religion or Belief

17% of students on adult provision declared that they have no religion, compared to 39% across all college provision and 57% of students on provision for young people. 35% of students on adult provision declared as Muslim, with 26% Christian. The college will continue to use this information when planning celebrations and education regarding faith, religion and belief.

Faith, Religion or Belief	2021–2022		2020–2021	
	Student Numbers	(% of cohort)	Student Numbers	(% of cohort)
Buddhist	25	0.5	25	0.5
Christian	1,341	26.3	1,394	30.4
Hindu	23	0.5	18	0.4
Jewish	3	0.1	3	0.1
Muslim	1,774	34.8	1,430	31.2
No Religion	880	17.3	964	21.0
Not Declared	134	2.6	30	0.7
Other	39	0.8	58	1.3
Prefer Not to Say	850	16.7	623	13.6
Sikh	11	0.2	16	0.3
Spiritual	19	0.4	20	0.4

### Percentage achievement rates

Student achievement rates on adult learning provision continued to improve in 2021–2022. Achievement rate data indicated a further 2pp improvement in student achievement rates on adult learning provision compared to the same date in the previous year, up from 90% in 2020–2021.

Year	% Achievement
2021–22	92
2020–21	90
2019–20	85
2018–19	82

### Percentage Achievement Rates: Sex

It was commented in the 2020–2021 annual report that “Female achievement rates on adult provision will remain an area of focus into 2021–2022.” This focus has been successful with achievement rates rising for all students, but faster for females with the gap closing to less than 1pp.

Year	Higher Achievement	Gap
2021–22	No gap	0pps
2020–21	Males	4pps
2019–20	Males	5pps

### Percentage Achievement Rates: Learning Difficulty / Disability (LDD) Profile

Achievement rates for students who declared a learning difficulty or disability have improved by 9pps since 2019–2020. However, achievement rates for students on adult provision who did not declare a learning difficulty or disability have improved by 5pps in the same timeframe with the achievement gap narrowing to 5pps. Of note, the gap was narrower in 2020–2021, but this was supported, in part, by there being fewer high achieving ESOL students with no LDD declared. The increased proportion of such students in 2021–2022 has served to widen the gap again.

Year	Higher Achievement	Gap
2021–22	No LDD	5pps
2020–21	No LDD	1pp
2019–20	No LDD	9pps

### Percentage Achievement Rates: Gender Identity

The achievement gap narrowed to 1pps, with both men and women achieving better outcomes in 2021–2022 than they did in the previous year. However, the improvements in achievement outcomes were greater for women than for men.

Year	Higher Achievement	Gap
2021–22	Men	1pps
2020–21	Men	4pps
2019–20	Men	4pps

\*Of note, non-binary students achieved 1pp lower than all students on adult provision.

\*\*Students on adult provision who preferred not to say or did not declare their Gender Identity achieved 2pps lower than all students on adult provision.

### 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 13pps in the achievement of students declaring in any other category than heterosexual has been achieved over 2 years. However, the achievement of heterosexual students on provision for adults also improved meaning that the gap has narrowed from 7pps in 2019–2020 to 3pps in 2021–2022.

Year	Higher Achievement	Gap
2021–22	Heterosexual	3pps
2020–21	Heterosexual	3pps
2019–20	Heterosexual	7pps

### Percentage Achievement Rates: Ethnicity

Achievement rates for students who declared their ethnicity as part of the ethnic majority cohort declined by 2pps. However, achievement rates for students who declared their ethnicity as part of the ethnic minority cohort improved by 3pps. This has widened the gap to 7pps in 2021. The widening of this gap has been, in part, driven by increased enrolments of ethnic minority students to our outstanding ESOL provision. Due to the very different nature of our programmes across the adult provision, it will remain very difficult to eradicate this gap.

Year	% Achievement Ethnic Majority	% Achievement Ethnic Minority	Gap
2021–22	87	94	7
2020–21	89	91	2
2019–20	80	88	8

### Percentage Achievement Rates: Ethnicity Breakdown

It was commented in the 2021–2022 annual report that “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 2021–2022 to help ensure students from all backgrounds continue feel welcome at the college.” It was pleasing to note that 99% of adult students agreed that the college was a welcoming place to people of all backgrounds in the 2021–2022 student survey. Each of the ethnic groups identified above had improved achievement rates in 2021–2022.



	2021–20	2020–21	2019–20
<b>Ethnicity</b>	<b>% Achievement (Heads)</b>	<b>% Achievement</b>	<b>% Achievement</b>
<b>Arab</b>	94.9 (526)	90.8 (412)	91.9
<b>Asian or Asian British-Bangladeshi</b>	92.1 (93)	87.4 (78)	86.7
<b>Asian or Asian British-Indian</b>	94.3 (35)	75.5 (25)	89.1
<b>Asian or Asian British-Other</b>	95.1 (338)	91.3 (292)	91.3
<b>Asian or Asian British-Pakistani</b>	91.5 (323)	90.7 (275)	86.6
<b>Black or Black British-African</b>	92.1 (745)	91.6 (686)	86.8
<b>Black or Black British-Caribbean</b>	78.3 (55)	72.9 (45)	84.5
<b>Black or Black British-Other</b>	83.2 (59)	89.3 (70)	82.3
<b>Chinese</b>	95.5 (35)	97.4 (33)	94.2
<b>Gypsy , Irish Traveller or Romany</b>	95.7 (22)	100 (16)	75.0
<b>Mixed-Any other mixed background</b>	91.6 (63)	85.7 (50)	81.1
<b>Mixed-White/Asian</b>	91.4 (52)	94.7 (17)	75.9
<b>Mixed-White/Black African</b>	90.8 (62)	84.9 (54)	84.8
<b>Mixed-White/Black African Caribbean</b>	86.6 (55)	80.6 (77)	83.8
<b>Not Provided</b>	94.8 (115)	90.5 (105)	87.0
<b>Other ethnic group</b>	96.5 (695)	93.9 (403)	91.3
<b>White British</b>	81.1 (1291)	87.3 (1425)	79.2
<b>White Irish</b>	72.7 (14)	66.7 (11)	86.5
<b>White-any other white background</b>	95.6 (521)	93.3 (507)	91.2

# 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 2021–2022 and this smaller number is used to calculate achievement rates in year.

The number of Apprentices in learning decreased in 2021–2022 with 269 fewer Apprentices in learning when compared to 2020–2021. This decrease is, in part at least, due to the ongoing impact of the pandemic.

## Apprentice Numbers in Learning

2021–22	<b>2,181</b>
2020–2021	<b>2,450</b>
2019–2020	<b>2,687</b>

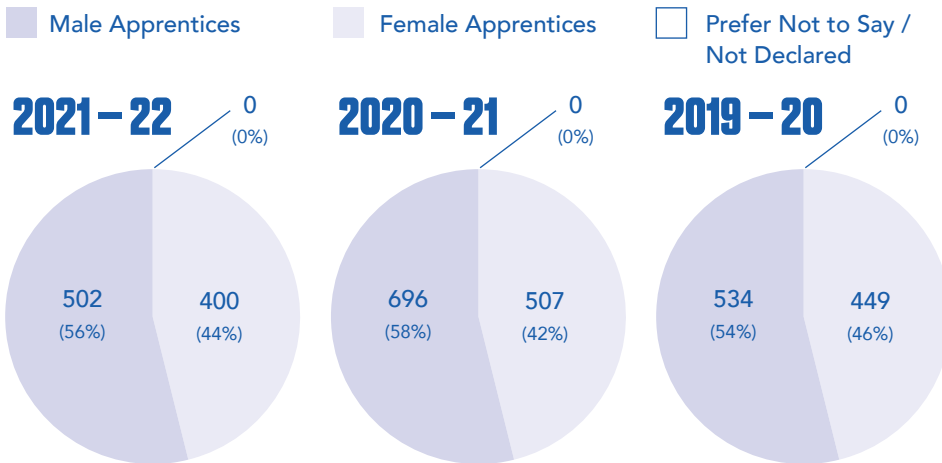
## Apprentice Numbers and Proportions Completing in Year (By Age Group)

Despite there being more Apprentices in learning, 282 fewer were expected to complete their Apprenticeship in 2021–2022 compared to 2020–2021. Whilst the college put strategies in place to enable those in learning to continue and achieve wherever possible, furlough and a break in learning was inevitable for some Apprentices leading to fewer completing in 2021–2022. The percentage of the cohort expected to complete aged 16–18 increased by 3pp to 34% and the 19–23 age group percentage also increased by 3pps to 34%, however the percentage of the cohort aged 24 and over decreased by 5pps to 32%.

Year	16–18 year olds	19–23	24+	All
2021–22	314 (34%)	314 (34%)	293 (32%)	921
2020–21	377 (31%)	376 (31%)	450 (37%)	1,203
2019–20	345 (35%)	300 (31%)	338 (34%)	983

### Apprentice Numbers & Proportions Completing in Year (By Sex)

In 2021–2022 the percentage of male Apprentices expected to complete increased by a further 2pps to 60% of the cohort.



### Apprenticeship Numbers completing in Year: Sexual Orientation

In 2021–2022, the proportion of Apprentices who self-described as other than heterosexual increased by 3pps to 6% of the cohort. The proportion of Apprentices identifying as heterosexual increased by 8pps to 79%, as the proportion of Apprentices who preferred not to say of did not provide their sexual orientation fell from 13% and 12% respectively to 7% for each.

Year	Hetero-sexual	Prefer to Self-describe	Not Provided	Number Prefer Not to Say
2021–22	729 (79%)	57 (6%)	69 (7%)	66 (7%)
2020–21	857 (71%)	44 (3%)	154 (13%)	148 (12%)
2019–20	N/A	N/A	N/A	N/A

## Apprentice Numbers and Proportions completing in Year (Declared Learning Difficulty / Disability [LDD])

The percentage of Apprentices who declared a learning difficulty or disability increased by a further 5pps to 15% of the cohort. Increasing the proportion of Apprentices with a declared learning difficulty or disability was a key objective as it was important to ensure that everyone felt able to access Apprenticeships and declare a disability so that appropriate support could be provided.

Year	Number of Apprentices who Declared LDD	% of Apprentices who Declared LDD
2021–22	134	15
2020–21	119	10
2019–20	58	6

## Ethnicity Profile for Apprentices Completing in Year

Whilst the number of Apprentices from an ethnic minority background completing 2021–2022 remained static, as fewer Apprentices overall were completing, the proportion of the cohort rose by 3pps to 12%. The proportion has doubled in three years and engaging people from ethnic minorities backgrounds in Apprenticeships will remain an area of focus.

Year	Total Apprentices	Total Ethnic Majority	Total Ethnic Minority	Unknown
2021–22	902	808 (88%)	112 (12%)	2 (0%)
2020–21	1,203	1,087 (90%)	112 (9%)	4 (0%)
2019–20	983	887 (90%)	93 (9%)	3 (0%)

## Percentage Achievement Rates: Ethnicity Breakdown

	2021–22	2020–21	2019–20
Ethnicity	% Achievement (Heads)	% Achievement (Heads)	% Achievement
Arab	50% (2)	50% (2)	0% (1)
Asian or Asian British-Bangladeshi	100% (1)	100% (2)	100% (3)
Asian or Asian British-Indian	0% (2)	50% (4)	83% (6)
Asian or Asian British-Other	67% (3)	60% (5)	57% (7)
Asian or Asian British-Pakistani	60% (20)	56% (25)	55% (20)
Black or Black British-African	67% (6)	57% (7)	29% (7)
Black or Black British-Caribbean	75% (4)	70% (10)	100% (5)
Black or Black British-Other	50% (2)	0% (2)	50% (2)
Chinese	100% (1)	N/A	0% (1)
Mixed-Any other mixed background	25% (4)	58% (12)	0% (4)
Mixed-White/Asian	25% (4)	50% (2)	0% (1)
Mixed-White/Black African	38% (6)	100% (2)	33% (3)
Mixed-White/Black African Caribbean	54% (50)	46% (38)	62% (29)
Not Provided	0% (1)	25% (4)	33% (3)
Other ethnic group	50% (4)	0% (1)	0% (3)
White British	62% (777)	64% (1037)	60% (806)
White Irish	60% (5)	50% (10)	75% (4)
White-any other white background	65% (26)	60% (40)	50% (32)

Providing an Apprenticeship offer that is attractive and accessible, specifically considering attracting apprentices from ethnic minority backgrounds and Apprentices with learning difficulties and disabilities, remains a high priority into 2022–2023.

The work undertaken with the National Centre for Diversity will continue to 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. However, the work started two to three years ago appears to be having some impact.

### 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
2021–22	58	71	54	65
2020–21	60	68	62	63
2019–20	61	66	47	58

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

In the 2020–2021 annual report it was commented that the “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.” This was undertaken and, although the pandemic hindered progress, male achievement improved by 1pp and the gap was narrowed.

Year	Higher Achievement	Gap
2021–22	Female	3pps
2020–21	Female	4pps
2019–20	Male	5pps

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

In the 2020–2021 annual report it was stated that “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.” A member of staff was appointed and worked closely with the Apprenticeship team throughout the year. Achievement rates for apprentices with LDD improved by 8pps and the achievement gap narrowed by the same amount to 7pps.

Year	Higher Achievement	Gap
2021–22	No LDD	7pps
2020–21	No LDD	15pps
2019–20	No LDD	8pps

**Percentage Achievement Rates: Sexual Orientation**

In 2021–2022, Apprentices who declared as heterosexual achieved 2pps lower than those who self-described as not heterosexual. 56 Apprentices declared as not heterosexual.

Year	Hetero-sexual	Total of self-described as not Heterosexual	Gap	Not Provided	Prefer Not to Say
2021–22	61	64	3pps	65	65
2020–21	67	62	5pps	45	57

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

In the 2020–2021 annual report it was identified that “Supporting achievement of Apprentices from ethnic minority backgrounds will be a key focus of 2021–2022.” There has been specific work undertaken to support all Apprentices, however the achievement gap has only narrowed by 1pp meaning that significant further work is required in 2022–2023.

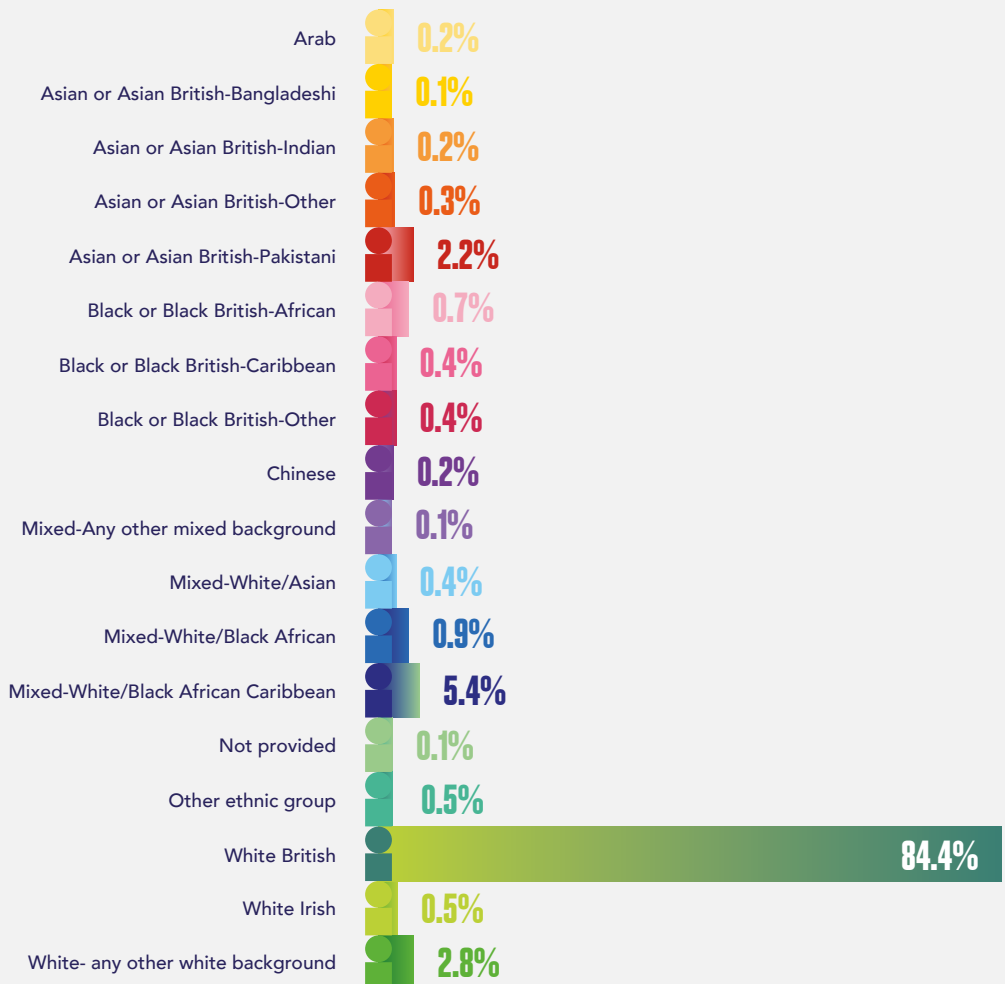
Year	Higher Achievement	Gap
2021–22	Ethnic Majority	9pps
2020–21	Ethnic Majority	10pps
2019–20	Ethnic Majority	4pps



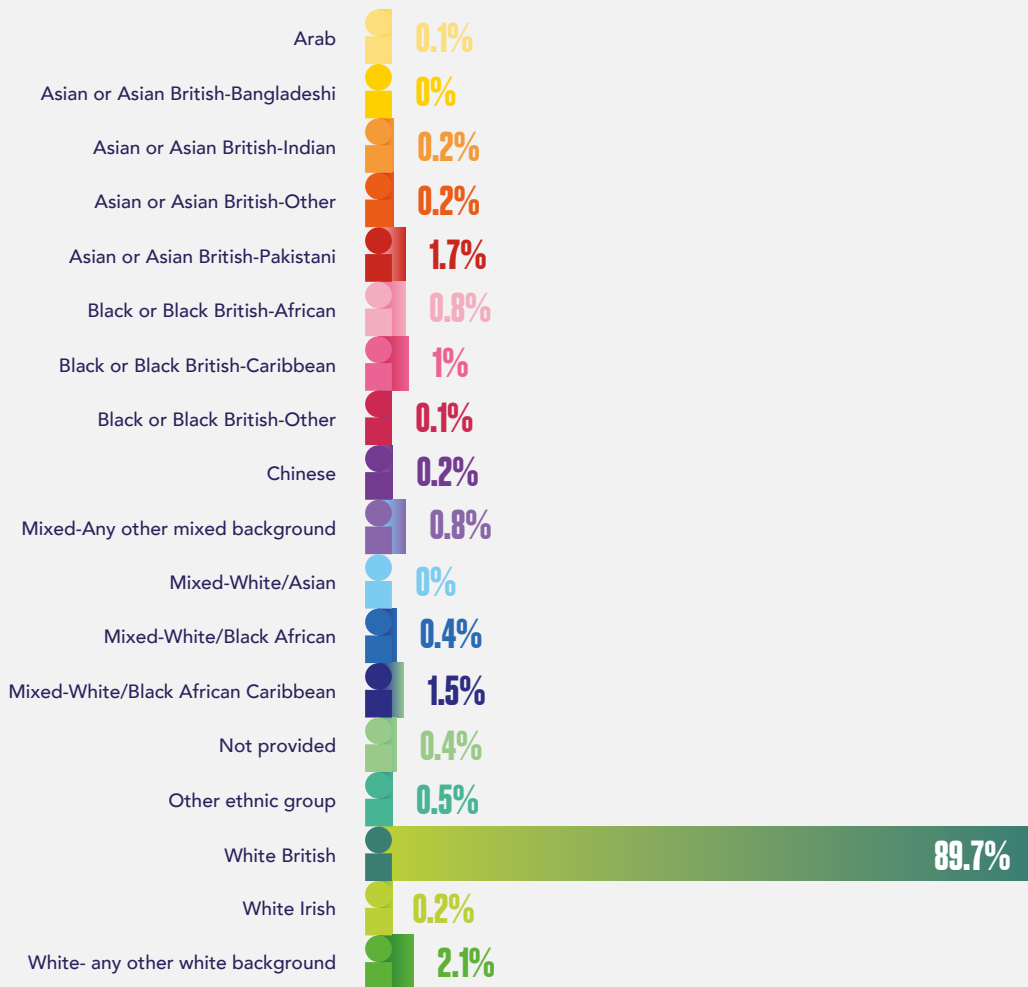
## Ethnicity Profile Breakdown for Apprentices Completing in Year

The proportion of White British Apprentices decreased by 5pps to 84% of the cohort in 2020–2021. There was a 4pp increase in the proportion of Mixed-White/Black African Caribbean who represent 5% of the Apprenticeship cohort with 50 Apprentices. There was little other change to the ethnicity profile of the Apprenticeship provision.

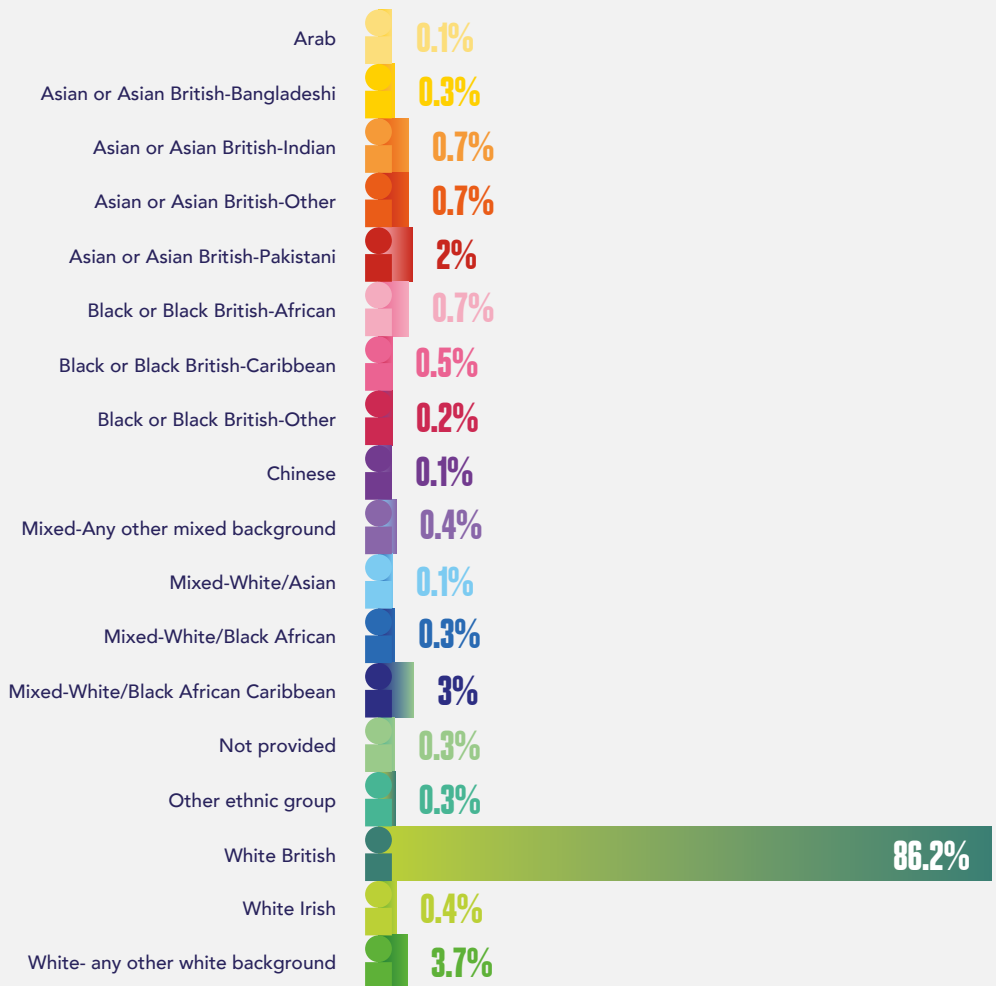
### 2022 – 2021



## 2021 – 2021



## 2019 – 2020





**“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



# HIGHER EDUCATION STUDENT PROFILES AND OUTCOMES



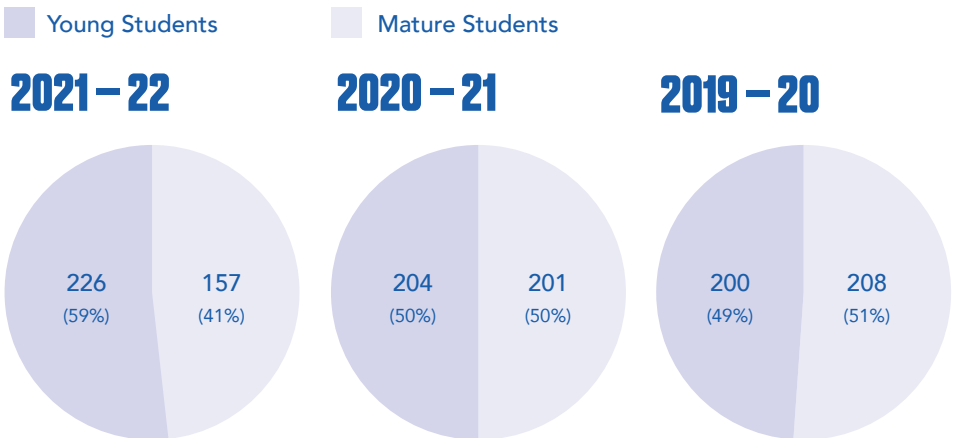
## Student Numbers

The number of students participating in Higher Education (HE) programmes at The Sheffield College is relatively small. The number of students accessing our Higher Education provision decreased by 22 to 383 in 2021–2022. 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.

2021–2022	<b>383</b>
2020–2021	<b>405</b>
2019–2020	<b>408</b>

## Student Numbers (By Age)

There were three more young students (226) than mature students (157) on this provision in 2021–2022. This shift may have been related, in part, to the pandemic as more prospective mature HE students were informing the college that plans had changed due to the need to remain in current employment.



### Student Numbers (By Sex)

The proportion of male and female HE students remained balanced with 49% of the cohort being male in 2021–2022.

Year	Male Students	Female Students	Prefer Not to Say / Not Declared
2021–22	186 (49%)	197 (51%)	0 (0%)
2020–21	195 (48%)	210 (52%)	0 (0%)
2019–20	192 (47%)	216 (53%)	0 (0%)

### Percentage of Cohort (DSA)

The percentage of students with disability support allowance has risen by a further 3pps to 13% of the cohort in 2021–2022. This has been driven by improved information and support for HE students being in place.

Year	% of Students DSA	% of Students No DSA
20201– 22	13	87
2020–21	10	90
2019–20	7	93

### Percentage of Cohort (ALS)

Year	% of Students DSA	% of Students No DSA
2021–22	0	100
2020–21	1	99
2019–20	NA	NA



## Gender Identity

The proportion of men and women also remained balanced, however only 1% of the cohort self-described as non-binary. The proportion of the cohort who did not declare or preferred not to say what their Gender Identity is increased slightly to 8% of the cohort.

Year	Number of Men	Number of Women	Number Non-binary	Number Other	Number Prefer Not to Say / Not Declared
2021–22	171 (45%)	178 (46%)	2 (1%)	0 (0%)	32 (8%)
2020–21	179 (44%)	200 (49%)	1 (0%)	0 (0%)	25 (6%)
2019–20	172 (42%)	N/A	2 (0%)	0 (0%)	33 (8%)

## Student Numbers: Sexual Orientation

263 students (69%) declared as heterosexual. 42 student (11%) of the cohort self-described as other than heterosexual, a 2pp increase on the previous year. 78 students (20%) preferred not to say or did not declare, a 1pp increase on the previous year.

Year	Hetero-sexual	Self-described as Other than Heterosexual	Number Prefer Not to Say / Not Declared
2021–22	263 (69%)	42 (11%)	78 (20%)
2020–21	289 (71%)	40 (9%)	76 (19%)
2019–20	304 (75%)	34 (8%)	70 (17%)

## Student Numbers and Proportions (Ethnicity profile)

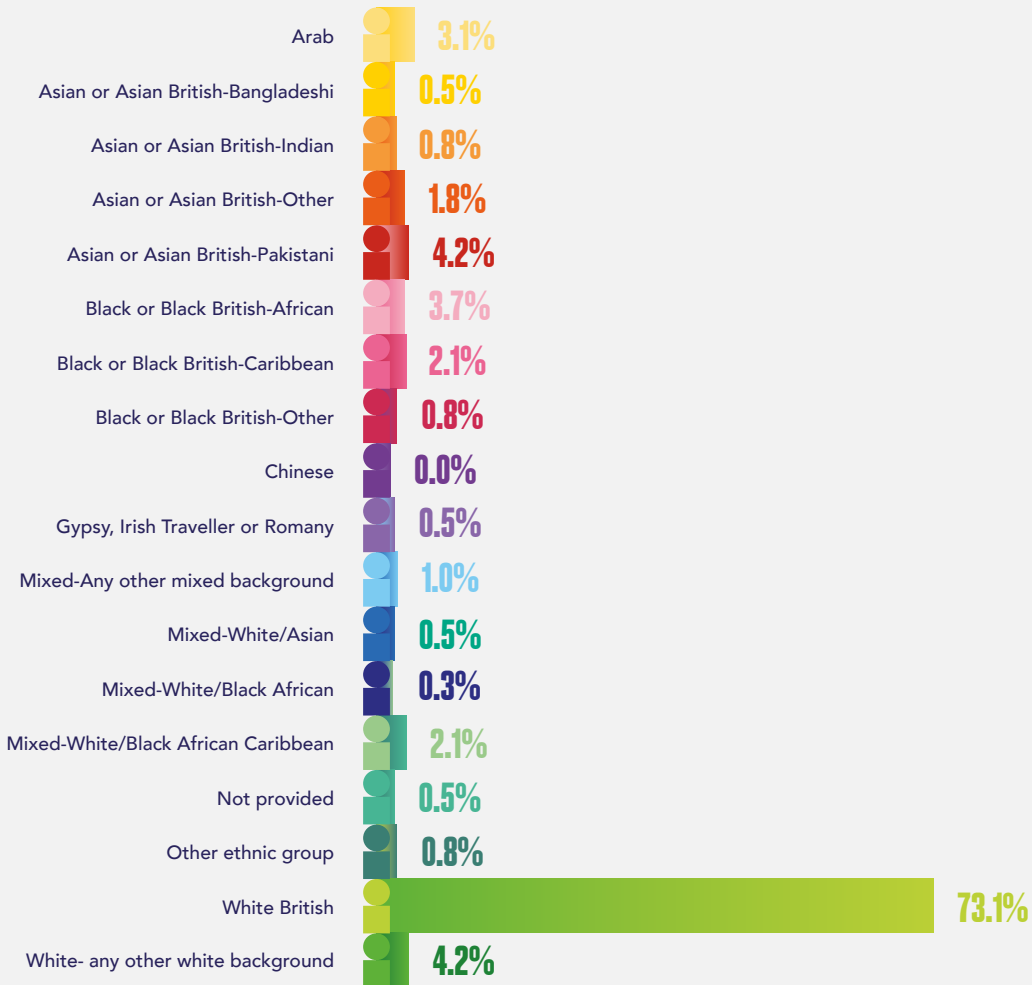
296 students (77%) were from ethnic majority backgrounds, with 85 (22%) from ethnic minority backgrounds, which is proportionally in line with 2020–2021.

Year	Total Ethnic Majority	Total Ethnic Minority	Not Provided
2021–22	296 (77%)	85 (22%)	2 (1%)
2020–21	314 (78%)	88 (22%)	3 (1%)
2019–20	314 (77%)	93 (23%)	1 (0%)

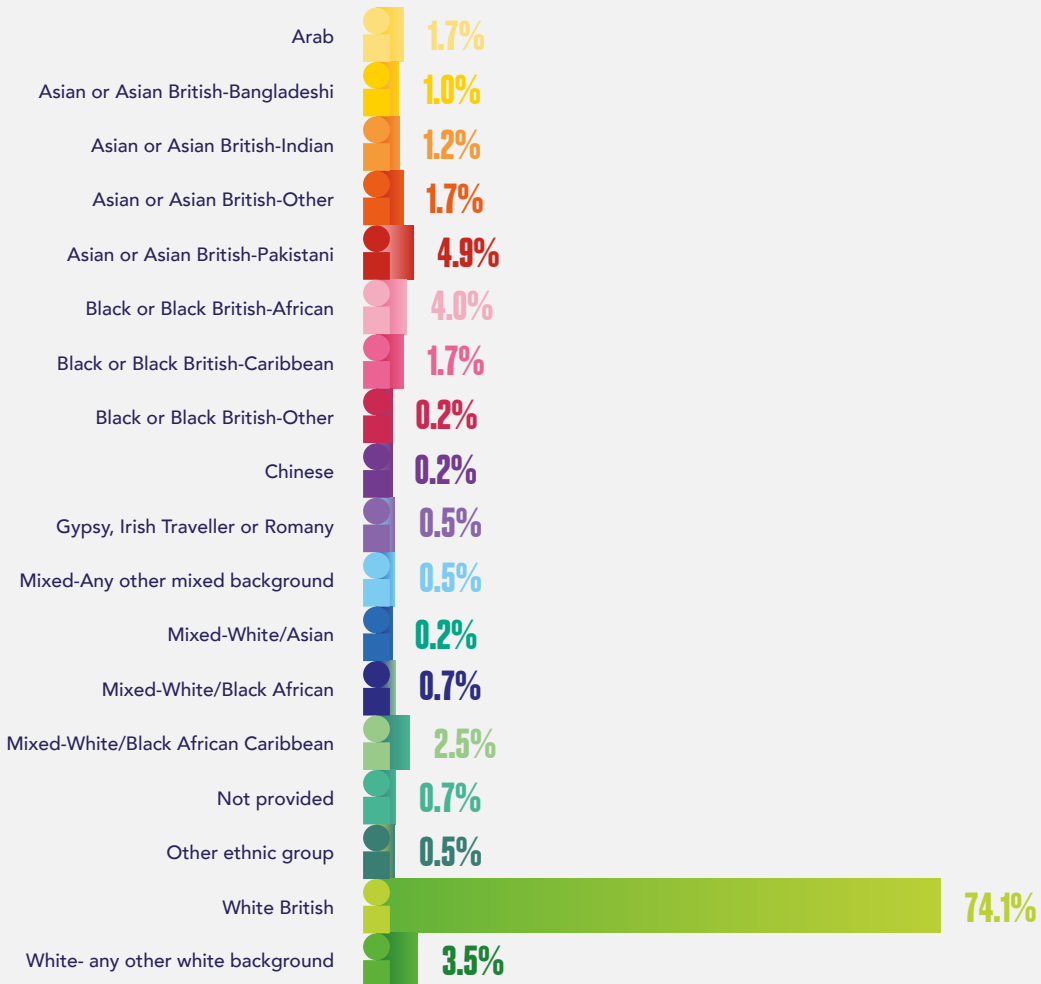
**Numbers: Ethnicity profile breakdown**

280 students declared as White British, meaning the cohort decreased by 1pp to 73%. Arab students made up 3.1% of the cohort in 2021–2022, a 1.4pp increase. However, overall, there were no significant changes to the ethnic make-up of the cohort.

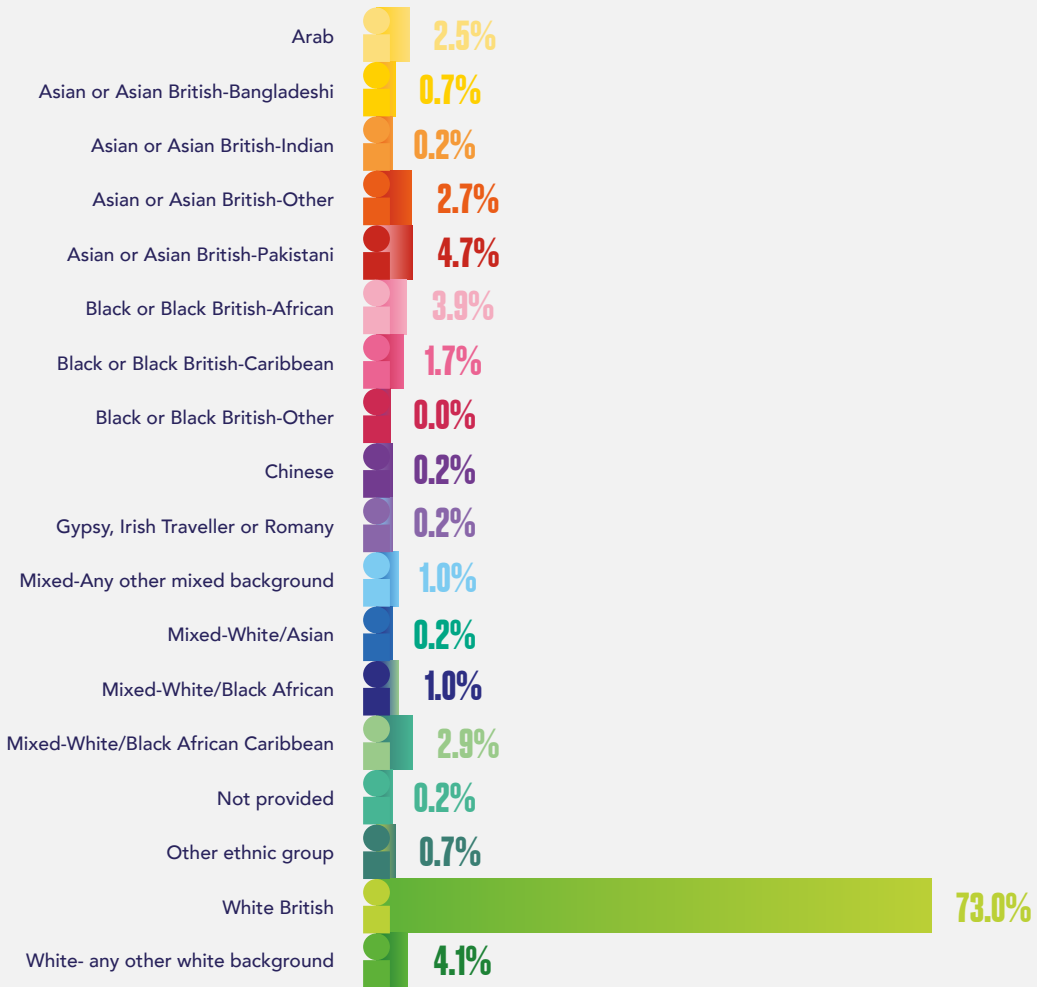
**2021 – 2022**



## 2020 – 2021



## 2019 – 2020



## Numbers: Faith, Religion or Belief

225 students (59%) declared that they had no religion, faith or belief, whilst 73 (19%) declared their faith, religion or belief to be Christian and 35 (9%) Muslim. This is in line with the 2020–2021 cohort.

Faith, Religion or Belief	2021–22		2020–21	
	Student Numbers	(% of cohort)	Student Numbers	(% of cohort)
Buddhist	2	0.5	3	0.7
Christian	73	19.1	81	20.0
Hindu	1	0.3	1	0.2
Jewish	0	0.0	0	0.0
Muslim	35	9.1	38	9.4
No Religion	225	58.7	237	58.5
Not Declared	0	0.0	3	0.7
Other	4	1.0	2	0.5
Prefer Not to Say	35	9.1	31	7.7
Sikh	1	0.3	2	0.5
Spiritual	7	1.8	7	1.7

## Higher Education Provision Achievement

### Achievement Rates–All

The achievement rate on higher education provision improved by 10pps in 2021–22.



**Percentage Achievement Rates: Age**

The smaller cohort of mature HE students achieved significantly better than young students on our HE programmes. Whilst the achievement rates for young students improved by 5pps the achievement rate for mature students increased by 13pps, driving an 8pp achievement gap.

Year	Higher Achievement	Gap
2021–22	Mature	8pps
2020–21	No Gap	0pps
2019–20	Mature	7pps

**Percentage Achievement Rates: Sex**

The achievement rate of male students on Higher Education provision remained static at 77%, however the achievement rates of female students improved by 12pps, closing the equality gap to 4pps. In the 2020–2021 annual report it was commented that “Strategies, including programme specific actions, will be implemented, and monitored in 2021–2022 to improve the achievement of female students on this provision.” The results of this work have helped to significantly narrow this gap.

Year	Higher Achievement	Gap
2021–22	Male	4pps
2020–21	Male	15pps
2019–20	Male	6pps

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

In the 2020–2021 annual report it was commented that “Strategies will be developed and monitored in 2021–2022 to improve the achievement of students without DSA on this provision.” There was a 7pp improvement in achievement for students not in receipt of DSA, however those with DSA increased by 9pp, widening the achievement gap by a further 2pps.

Year	Higher Achievement	Gap
2021–22	With DSA	13pps
2020–21	With DSA	11pps
2019–20	With DSA	4pps

### Percentage Achievement Rates: Gender Identity

The achievement gap narrowed by 5pps to 7pps in 2021–2022. The achievement rate of men on Higher Education provision was 80% in 2021–2022 whereas it was 73% for women.

Year	Higher Achievement	Gap
2021–22	Men	7pps
2020–21	Men	12pps

\*The achievement rate of non-binary students (2) was 100%.

### Percentage Achievement Rates: Sexual Orientation

The achievement of students who self-described as other than heterosexual improved by 4pps, however as the overall achievement rate improved rapidly, a 10pp gap has emerged. This is exacerbated by the small numbers on the HE cohort.

Year	Higher Achievement	Gap
2021–22	Heterosexual	8pps
2020–21	Heterosexual	1pp

### Percentage Achievement Rates: Ethnicity

There was an 5pp improvement in outcomes for HE students from ethnic minority backgrounds and a 1pp improvement for students from ethnic majority backgrounds. This has narrowed the achievement gap to 3pps. This gap has narrowed by 14pps in two years as the achievement rate for ethnic minority students is 17pps better than two years ago.

Year	Higher Achievement	Gap
2021–22	Ethnic Majority	3
2020–21	Ethnic Majority	7
2019–20	Ethnic Majority	17

# THE SHEFFIELD COLLEGE EMPLOYER SKILLS ACADEMIES

After launching another six new Employer Skills Academies in September 2022, we now have a programme of 21 interactive academies sponsored by 18 different employers. The academies aim to deliver an innovative teaching and learning programme that provide outstanding technical and professional education for college students.

The academies enable students 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 also contains several press releases and success stories.

**[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 placement opportunities and projects to enhance our students' employability skills and with a focus on building resilience.



**The 21 Employer Skills Academies are:**

Kier Construction Academy, City Campus

WANdisco Data Academy, City Campus

Millgate Networking & Cyber-Security Academy, City Campus

Work-Wise STEM Development Academy, Olive Grove Campus

Discovery STEM Education Academy, City Campus

City Taxis Business, Sales & Marketing Academy, City Campus

Elite Sports Academy, City & Hillsborough Campuses

Greene King Catering & Hospitality Academy, City Campus

Kryolan Professional Makeup Academy, City Campus

MSK Professional Cookery & MSK Patisserie Academies, City Campus

NextGen Games, Animation & VFX Academy, Hillsborough Campus

Yorkshire Film & TV Academy, Hillsborough Campus

Sheffield Chamber of Commerce Business & Enterprise Academy, City Based, open to all students

Force Contracts Plumbing Academy, Olive Grove Campus

Highlander Computing HE Academy, City Campus

University of Sheffield Healthcare Academy, City & Hillsborough Campuses

Barclays Life Skills Academy, City Based, open to all students

HEW Coaching & Development Academy, Peaks Campus





## Tackling the Digital Divide

In 2021, 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 the global pandemic 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. Due to the success of the programme, 2022 saw the launch of Laptops for All, a campaign that continues to provide technology and internet access to anyone in the local community that needs it. The students in the WANdisco Academy continue to work on this as part of their college studies.

## Virtual Reality Hub (VR)

Throughout 2021–2022, as part of the covid recovery plan, the college continued its transformative approach to online platforms with our Virtual Reality (VR) Hub, allowing every student the opportunity to explore new industries beyond theoretical skills and knowledge. Through 360° cameras, students can access virtual tours of business premises with interactive voice overs, sensory noises, and employer workshops.

The workforce of the future will need comprehensive and modern digital skills so, in creating virtual opportunities for students, we are enabling them to access new software and technologies. Virtual experience of work will allow every student access, no matter their location to explore new industries beyond theoretical skills and knowledge.

So far, the VR hub includes opportunities from:

- Power Martial Arts Centre
- Universal Office Products
- Kickabout Academy
- Kier Group Ltd
- Sheffield Wednesday Football Club
- Virgin Money

## Improving Social Mobility through Work-related Activity

The college's online employability programmes, MoveAhead, GetAhead and StayAhead, were designed and developed to enhance student's employability skills, with 60% of the content designed and delivered by academy employers and their stakeholders.

All students at the college are expected to engage in some form of work-related activity, which develops their employability skills, gives them the opportunity to develop their technical skills, and build relationships with local employers supported by our Employer Skills Academies. The relevant activity differs on an individual basis to meet the requirements of a student and varies depending on the type of qualification and employment sector they choose. The style, content, timing, length and objectives of purposeful work-related activity are also adapted to meet individual needs.

The work-related activity journey begins with experience of work, a short burst of activity involving an employer, allowing those students who are less confident or lacking work readiness to develop key employability skills. An industry taster is the next step, further building confidence. It is a snapshot into a career, where the employer invites the student to spend up to 35 hours in industry. The final stage in line with the StayAhead programme is a 315-hour industry placement. These longer, more substantial encounters, allow students to develop their skills, knowledge, and behaviours in a real working environment, as well as gaining practical experience directly related to their course, to help prepare them for the world of work and further study.

We have also implemented the 'Supporting SEND students along the Move, Get and Stay Ahead programmes' which details how to support each student depending on their specific need.



**“THE EMPLOYER SKILLS ACADEMIES ARE ALREADY CHANGING LIVES. THE FEEDBACK FROM BOTH THE STUDENTS AND THE GUEST SPEAKERS...”**

**Steve**  
Employer Skills Academy sponsor

# AWARDS, COMPETITIONS AND CAMPAIGNS

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## The Sheffield College Students' Union

The Students' Union played an active and influential role regarding Equality and Diversity in 2021–2022. 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:

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### Mental Health and Well-being Awareness Week

In November 2022, the Students' Union organised key events and activities for staff and students in relation to Mental Health and Well-being Awareness Week. This included:

- Mental Health and Resilience Workshops facilitated by UniHeads Student Ambassadors.
- Yoga sessions
- Wellbeing Cafés
- Stepping out of your comfort zone workshops

The week included support specifically tailored for minority ethnic groups including the sharing of experiences, information on microaggressions and some education around social and economic inequalities based on ethnicity.

There was also a specific pop-up for male staff and students due to the continuing rise of suicide rates in the male population.

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### The Period Project

In January, the Students' Union relaunched the availability of free period products (funded by the Department for Education). This included pop-up stalls handing out the products and chatting to students to make sure they were aware of the scheme. Some informational graphics were also shared on social media and in the student newsletter. A large part of this scheme is de-stigmatising periods.

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### International Women's Day

For International Women's Day, the Women's Society (led by our Students' Union Women's Officer) at college ran a fundraising bake sale for two local charities that support women who have been victims of domestic violence. They also handed out period products to promote the scheme and had students doing a bit of karaoke! Some informational resources were also shared on social media and in the student newsletter.

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### **Our Planet (Earth Day)**

Coinciding with Earth Day, this campaign was largely informational, sharing statistics about changes students can make to lower their carbon footprints, as well as broader information on the climate crisis. This was shared on social media and in the student newsletter, with the aim of building ecological empathy.

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### **One Body, One Mind**

This campaign focused on body image and its relation to mental health. A series of pop-up stalls were run with some activities to get students talking about how the college might be able to better tackle these issues. There were some informational graphics and signpost to support also shared in person, on social media and in the newsletter.

# FURTHER EDI INITIATIVES

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## Antisemitic definition

In November 2021, we revised our definition of Antisemitism and agreed to adopt the IHRA's working definition of Antisemitism. This was encouraged by the Secretary of State and was formally recognised in the UK on 12th September 2016. The definition provides a framework to understand and recognise what is considered Antisemitic and shows further commitment to our FREDIE values.

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## Public Statement of Commitment

In April 2022, we finalised our Public Statement of Commitment: Equality, Diversity and Inclusion (EDI). This display document highlights our commitment to FREDIE values and our commitment to doing the “right thing for our students, Apprentices, staff and the communities we serve.” It recognises that we have a social, moral and economical obligation to prepare our students and Apprentices for life and work in a world that is diverse. It solidifies our commitment to:

- Demonstrate leadership in EDI
- Actively value diversity
- Listen to the communities we serve
- Ensure EDI is reflected in our curriculum
- Embed EDI into our policies and practices

This is whilst also confirming what we will do to track our progress against these obligations.

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## Prevent Strategy

Under the Counterterrorism and Security Act 2015, The Sheffield College has a duty to have due regard to the need to prevent people from being drawn into terrorism. Our Prevent Strategy document highlights this duty in addition to our commitment to promoting open debate and free expression. The Prevent Strategy highlights that we will:

- promote and reinforce FREDIE values of Fairness, Respect, Equality, Diversity, Inclusion and Engagement and, in doing so, promote British Values
- promote community cohesion by supporting open dialogue, promoting student and staff voices, and eliminating discrimination in line with our Equality Scheme
- safeguard our students and staff from the risk of radicalisation and, through education and training, empower students and staff to protect themselves and each other from harm

In this strategy, we demonstrate a commitment to social justice, equality of opportunity, mutual respect, tolerance and inclusion.

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## Student Commission for Racial Justice

The Sheffield College is proud to be partnered with the Leaders Unlocked: Student Commission for Racial Justice project. The Student Commission provides a powerful platform for thousands of young people across the country, giving them a collective voice on racial justice in England. We couldn't be prouder of our Student Commission members. Their work on addressing issues of racial justice in England is much needed and we fully support their recommendations for actions. The project aims to:

- provide a platform for students to work collectively to tackle racial injustice through social action
- explore young people's experiences across four key areas: education, employment, health and policing and criminal justice
- develop recommendations to challenge racial injustice and disseminate these in a final report and stakeholder event
- engage the wider college community in open conversations about racial justice and allyship

The project takes a youth-led approach at every stage. Student Commissioners have co-designed peer research, analysed data, identified project findings and recommendations and presented them to stakeholders around the country.

In addition, the Student Commissioners have developed two animations on racial justice which has been viewed over 4000 times online! You can watch both animations by clicking these links:

**It All Adds Up – YouTube**

**Speak Truth To Power – YouTube**

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## Diversity Working Groups

The Executive Director for People has been working collaboratively with staff across the college community to discuss issues relating to employment, recruitment and college life. There is currently a group which focusses on LGBTQ+ and another in terms of ethnicity. This provides staff with a safe space to raise any issues or concerns they have, whilst working towards ensuring inclusivity for all. It helps to ensure that we can work together to achieve the best outcomes for all identified priorities.

Discussion is often based on live data, staff experiences and a city-wide picture. Members of the Senior Leadership Team also sit within these groups to develop ideas around policy/protocols in line with what staff are identifying as priorities for improvement.

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## Outstanding Contributions by our Learning Resource Centres (Learning Hubs)

Our Learning Resource Centres, or Learning Hubs, have been a beacon of EDI-related content for staff and students in the academic year 2021–2022. The Learning Hubs often host activities for students and put-up displays relating to EDI celebrations. An example of EDI related content in the Learning Hubs is the Black History Month displays and activities they implemented for students in October 2021. This best practice is being developed and built on for 2022. Learning Hub staff received a FREDIE Thank You card from the EDI Board in 2022 for the support they have given to promoting FREDIE values.

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### **Race Equality Commission: Sheffield**

The Chief Executive and Principal gave evidence at the Race Equality Commission in Sheffield, specifically relating to education. Following this, the Chief Executive and Principal and the Vice Principal Student Experience attended the launch of the findings, recommendations and actions, with the relevant elements already embedded in our 2022–2023 EDI development plan to ensure we are undertaking action as part of our role as an anchor institution in the city.

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### **College of Sanctuary**

The college gained official recognition as a College of Sanctuary in April 2022. The college has been welcoming and working with refugees and asylum seekers for over 30 years. Working alongside the City of Sanctuary and a variety of refugee and community organisations across Sheffield, the college is the largest provider of English as a Second Language Courses and is seen as a new starting point for many learners.

Siân Summer-Rees, Chief Officer, City of Sanctuary UK, said: “We all have a part to play in building a more welcoming, inclusive, and compassionate society. The Sheffield College is going above and beyond. Their work breaks down barriers, increases understanding and builds community cohesion. We are over the moon that they have achieved this award.”

The college is committed to building and continuing this work both within the region and nationally, acting as an adviser and ambassador for organisations across the country.

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### **Leaders in Diversity Award & Numerous Other Accolades**

Staff, students, and stakeholders continued to work with the National Centre for Diversity following our achievement of the Leaders in Diversity award in July 2021. The college was also successful in its re-accreditation of the Disability Confident (Leader) Award.

The College was ranked 6th in the Most Inclusive Workplace Index nationally, as calculated by the National Centre for Diversity, in which over 700 organisations participate from numerous sectors.

The college was also a finalist in seven categories at the FREDIE awards in May 2022 and were winners of the National Centre for Diversity CEO’s Organisation of the Year Award.

This award was the culmination of a special year where the College was also runner up in an AoC Beacon Award for Inclusive Learning Leadership, runner up in a further AoC Beacon Award for Inclusive Student Support, achieved College of Sanctuary status and was a finalist in the Educate North award for Supporting Social Mobility.



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
<b>In the context of your workplace do you understand what the following means?</b>			
* Protected characteristics	79.00	78.00	90.16
<b>Have you witnessed any of the following between staff within your organisation, in the last 12 months?</b>			
* 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
<b>Which of the following people in your organisation do you feel take FREDIE seriously in the way that they behave?</b>			
* 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
<b>Have you had any training in promoting good mental health at work?</b>			
* Yes	29.00	45.00	63.39
<b>Do you know what Unconscious Bias is?</b>			
* Yes	87.00	86.00	95.60

It is pleasing that there are so many 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:

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**To ensure potential and current staff, students and visitors do not experience discrimination**

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**To create a positive and inclusive work and study environment for all staff and students where all members feel valued and respected**

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**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**

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**To support personal and professional development of all out staff and students**

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The success of the scheme is monitored at our EDI Board.

From July to December 2022, the Equality Scheme 2023–2025 was co-designed with staff, students, and other stakeholders. It was scrutinised by the EDI Board and approved by our Governing Body. The updated Equality Scheme builds on the previous version and continues to set out our intent, implementation, and impact of our EDI work. It is available publicly on our website.

# THE SHEFFIELD COLLEGE WORKFORCE PROFILES, GENDER & ETHNICITY PAY GAPS

## All data reported is as at 31 July 2022

The information provided relates to staff employed directly by The Sheffield College (TSC) and its three subsidiary companies, Sparks Teaching Services Ltd (STS), Sparks Managed Services Ltd (SMS) and Sparks Services Ltd (SSL). 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 2021 – 2022

As mentioned above, the staff data snapshot is taken on 31st July 2022 except for the Pay Gap Reporting which is in line with the required date of 31 March 2022.

Company	2021 – 2022	2020 – 2022	2019 – 2020
<b>The Sheffield College*</b>	891	861	821
<b>Sparks Teaching Services Ltd**</b>	250	188	166
<b>Sparks Managed Services Ltd</b>	105	96	94
<b>Sparks Solutions Ltd</b>	35	31	31
<b>Subsidiary Total</b>	1,026***	1,176	1,112

\*Please note the above staff data for The Sheffield College in 2019/20 did not include casual staff, so differs slightly to the total number of staff reported in subsequent years.

\*\* STS mainly employs staff on zero hours contracts to meet fluctuating staffing demands. The data only includes those that received pay during July 2022.

\*\*\* Please note the total staff data in 2021/22 does not duplicate staff who have contracts within multiple companies, so the figure differs slightly compared to previous years.

## Percentage of Staff by Ethnicity

Year	TSC			Subsidiary Total STS		
	21–22	20–21	19–20	21–22	20–21	19–20
<b>White British</b>	87%	84%	85%	87%	85%	81%
<b>Non-White British</b>	10%	14%	13%	10%	11%	14%
<b>Not disclosed</b>	3%	2%	2%	4%	5%	5%

There have been small percentage point shifts in the workforce ethnicity. The workforce has become slightly more White British. This is most notable in STS. 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

Year	TSC			Total For TSC inc. Subsidiaries		
	21–22	20–21	19–20	21–22	20–21	19–20
<b>Female</b>	60%	59%	60%	62%	61%	62%
<b>Male</b>	40%	41%	40%	38%	39%	38%
<b>Non-Binary</b>	0%	-	-	0%	-	-

The proportion of female/male staff has remained broadly the same in respect of The Sheffield College and its subsidiary companies.

## Percentage of Staff with a Declared Disability

Year	TSC			Total For TSC inc. Subsidiaries		
	21-22	20-21	19-20	21-22	20-21	19-20
<b>Declared Disability</b>	13%	14%	14%	13%	10%	11%
<b>Declared No Disability</b>	77%	78%	79%	77%	77%	80%
<b>Not disclosed</b>	10%	8%	7%	10%	13%	9%

The proportion of staff who have not declared whether they have a disability has increased slightly in TSC but reduced in subsidiary companies. The percentage of staff with a declared disability has reduced by 1% in TSC but increased by 3% across subsidiary companies.

## Percentage of Staff by Faith, Religion and Belief

Year	TSC			Total For TSC inc Subsidiaries		
	21-22	20-21	19-20	21-22	20-21	19-20
<b>Christian</b>	37%	36%	38%	35%	34%	36%
<b>Other</b>	9%	14%	12%	8%	10%	9%
<b>Atheist or No Religion</b>	54%	39%	38%	55%	40%	40%
<b>Not Disclosed</b>	1%	11%	12%	2%	16%	15%

The proportion of staff declaring as Christian has increased by 1pp. Those declaring another faith, religion or belief has reduced. The number of staff declaring as atheist or no religion has increased significantly, which could be linked to the significant reduction in staff with no faith, religion or belief declared.

## Number and Percentage of Staff by Sexual Orientation

		TSC			Total For TSC inc Subsidiaries		
		21–22	20–21	19–20	21–22	20–21	19–20
Headcount	Asexual	4%	2%	2%	5%	5%	3%
	Bisexual	13%	13%	10%	14%	20%	16%
	Gay	9%	10%	10%	10%	16%	14%
	Lesbian	6%	6%	6%	6%	6%	6%
	Pan / Pansexual	3%	2%	1%	4%	2%	1%
	Declined to specify	0%	0%	0%	1%	0%	0%
	Other	1%	3%	2%	2%	6%	3%
	<b>Total</b>	<b>36%</b>	<b>37%</b>	<b>31%</b>	<b>42%</b>	<b>45%</b>	<b>34%</b>
%	<b>LGBTQI+ Total</b>	<b>4%</b>	<b>8%</b>	<b>7%</b>	<b>4%</b>	<b>3%</b>	<b>3%</b>
	<b>Heterosexual / Straight</b>	<b>85%</b>	<b>81%</b>	<b>82%</b>	<b>83%</b>	<b>81%</b>	<b>83%</b>
	<b>Not Disclosed</b>	<b>11%</b>	<b>11%</b>	<b>11%</b>	<b>13%</b>	<b>15%</b>	<b>14%</b>

The proportion of staff that declare other than heterosexual is small, meaning that any change affects the profile quite significantly. The changes in the percentage points here are affected by the changes in staff numbers in the companies also.



**“THE COLLEGE DO A FANTASTIC JOB OF SUPPORTING STAFF AND CREATING A COMMUNITY WHERE THE WORK WE DO IS VALUED AND CELEBRATED.”**

**Summer**  
Industry Placement Coach



## Percentage Staff Age Profile

Year	TSC			Total For TSC inc Subsidiaries		
	21–22	20–21	19–20	21–22	20–21	19–20
18–21	0%	0%	0%	1%	2%	1%
22–34	19%	17%	14%	21%	19%	17%
35–44	23%	23%	23%	22%	21%	21%
45–54	24%	24%	25%	23%	23%	24%
55–64	29%	31%	33%	28%	28%	29%
65+	6%	4%	4%	6%	7%	8%

Across the college, including its subsidiaries, there have been small movements in age categories, with an increase in 22–34-year-olds and a reduction in those who are 55 and over; however the latter still remains the largest groups.

## 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 snapshot of the data as of 31st March each year, therefore a snapshot as of 31st March 2022 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)

	2020	2021	2022
<b>Mean Gender Pay Gap %</b>	14.73%	12.10%	14.67%
<b>Median Gender Pay Gap %</b>	15.51%	11.64%	18.46%

Year	2020		2021		2022	
Quartile Values	M %	F %	M %	F %	M %	F %
<b>Lower</b>	22.22	77.77	26.57	73.43	22.22	77.78
<b>Lower Middle</b>	33.88	66.10	33.17	66.83	37.36	62.64
<b>Upper Middle</b>	47.22	52.77	46.60	53.40	51.10	48.90
<b>Upper</b>	57.54	42.45	57.78	42.22	57.69	42.31

The median gender pay gap has increased by 2.5pps against the previous year. Whilst the upper quartile has remained static, changes in the other quartiles have led to this position.

## SMS Gender Pay Gap

	2021	2022
<b>Mean Gender Pay Gap %</b>	-2.06%	14.99%
<b>Median Gender Pay Gap %</b>	0.00%	0.00%

	2021		2022	
	Male %	Female %	Male %	Female %
<b>Lower</b>	33.00	67.00	31.58%	68.42%
<b>Lower Middle</b>	13.00	87.00	5.26%	94.74%
<b>Upper Middle</b>	29.00	71.00	15.70%	84.21%
<b>Upper</b>	33.00	67.00	30.00%	70.00%

The Mean Pay Gap has moved to 14.99%. This is mainly due to changes in the lower and upper middle quartiles. There is no Median Gender Pay Gap. Female representation is greater than Male Representation across every quartile throughout SMS.

## SSL Gender Pay Gap

	2021	2022
Mean Gender Pay Gap %	14.23%	11.54%
Median Gender Pay Gap %	11.91%	4.65%

	2021		2022	
	Male %	Female %	Male %	Female %
Lower	0.00	100.00	12.5%	87.5%
Lower Middle	29.00	71.00	25.0%	75.0%
Upper Middle	0.00	100.00	25.0%	75.0%
Upper	67.00	33.00	50.0%	50.0%

The Mean Gender Pay has reduced to 11.54% and the Median Gender Pay Gap to 4.65%. SSL has a small number of employees and there are few males in the organisation and no male representation in the Lower and Upper Middle Quartile whilst Male representation is higher in the Upper Quartile.

## STS Gender Pay Gap

	2021	2022
Mean Gender Pay Gap %	3.56%	7.57%
Median Gender Pay Gap %	2.73%	9.39%

	2021		2022	
	Male %	Female %	Male %	Female %
Lower	32.50	67.50	28.6%	71.4%
Lower Middle	32.50	67.50	40.0%	60.0%
Upper Middle	30.00	70.00	50.0%	50.0%
Upper	53.70	46.30	44.4%	55.6%

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 has increased to 7.57% and a Median Pay Gap of 9.39%.

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

We currently have a number of ways that we try to address the Gender Pay Gap, these include:

- family friendly policies
- flexible working policy
- childcare facilities available on site
- Equality and Diversity training remains a key part of the induction process as well as annual refresher training
- Gender Neutral Language Training is provided across the college to support with writing job descriptions/adverts
- payment of the Foundation Living Wage for as the college’s minimum pay
- the college successfully achieving Investors in Diversity



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

The Gender Pay Gap has widened over the course of the past year. As a college, we will undertake a number of actions to address the Gender Pay Gap, these include:

- continuing to implement gender balanced selection panels.
- ensuring gender neutral language within all our adverts/communications/ job descriptions and person specifications.
- ensuring the promotion of women’s successes across the college through targeted marketing material
- gathering feedback through Employee Forums to better understand current employees’ perspectives
- updating our EDI policy and Special Leave policy to ensure more support for individuals.
- undertaking further analysis of our recruitment practices.
- reviewing our opportunities for internal progression.
- encouraging the uptake of Shared Parental Leave through better awareness across the college
- ensuring consistency in the approach to new starter pay as well as progression
- where appropriate, at advertising stage, encouraging either female/male applicants where there is an occupation where there is heavy weighting by a particular gender
- enhancing support for women through menopause awareness and training for all
- apportioning places to females in the college’s Aspiring Leaders Programme
- developing mentoring and coaching schemes specifically to enhance women’s potential

# 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 2022.

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.

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

	2021	2022
Mean Ethnicity Pay Gap %	0.20%	0.00%
Median Ethnicity Pay Gap %	-3.99%	-23.30%

	2021			2022		
	Non-White British %	White British %	Prefer Not to Say/Not Declared %	Non-White British %	White British %	Prefer Not to Say/Not Declared %
Lower	9.23	90.26	0.51	11.60	87.85	0.55
Lower Middle	14.43	83.51	2.06	10.40	86.74	2.76
Upper Middle	15.46	81.96	2.58	15.93	81.32	2.75
Upper	11.34	86.60	2.06	13.74	84.07	2.20

The Mean Ethnicity Pay Gap is zero, meaning no difference in pay between White British and Non-White British staff. The Median Ethnicity pay gap shows substantially higher median pay for Non-White British staff.

### SMS Ethnicity Pay Gap

	2021	2022
Mean Ethnicity Pay Gap %	-2.99%	-7.42%
Median Ethnicity Pay Gap %	0.00%	0.00%

	2021			2022		
	Non-White British %	White British %	Prefer Not to Say/Not Declared %	Non-White British %	White British %	Prefer Not to Say/Not Declared %
Lower	9.52	90.48	0.00	10.53	78.95	10.53
Lower Middle	13.64	68.18	18.18	15.79	68.42	15.79
Upper Middle	13.64	68.18	18.18	10.53	73.68	15.79
Upper	4.55	72.73	22.73	10.00	80.00	10.00

The Mean Ethnicity Pay Gap has a figure of -7.42% meaning higher pay among Non-White British staff, and there is no Median Ethnicity Pay Gap.

### SSL Ethnicity Pay Gap

	2021	2022
Mean Ethnicity Pay Gap %	-5.42%	-5.41%
Median Ethnicity Pay Gap %	1.29%	-0.97%

	2021			2022		
	Non-White British %	White British %	Prefer Not to Say/Not Declared %	Non-White British %	White British %	Prefer Not to Say/Not Declared %
<b>Lower</b>	0.00	100.00	0.00	0.00	100.00	0.00
<b>Lower Middle</b>	16.67	66.67	16.67	12.50	75.00	12.50
<b>Upper Middle</b>	14.29	85.71	0.00	12.50	87.50	0.00
<b>Upper</b>	0.00	100.00	0.00	0.00	100.00	0.00

The Mean Ethnicity Pay Gap has a figure of -5.41% meaning higher pay among Non-White British staff, and there is no Median Ethnicity Pay Gap.

### STS Ethnicity Pay Gap

	2021	2022
<b>Mean Ethnicity Pay Gap %</b>	-22.24%	-3.43%
<b>Median Ethnicity Pay Gap %</b>	-39.41%	-4.83%

	2021			2022		
	Non-White British %	White British %	Prefer Not to Say/Not Declared %	Non-White British %	White British %	Prefer Not to Say/Not Declared %
<b>Lower</b>	9.09	68.18	22.73	20.00	65.71	14.29
<b>Lower Middle</b>	27.27	72.73	0.00	11.43	74.29	14.29
<b>Upper Middle</b>	36.36	59.09	4.55	30.56	66.67	2.78
<b>Upper</b>	34.78	60.87	4.35	30.56	66.67	2.78

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 -3.43% whilst the Median Ethnicity Pay Gap is -4.83%. This is a significant reduction of the gap from 2020/21, but still reflects higher pay among Non-White British staff.

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

The following actions have been taken to maintain our positive position on the Ethnicity Pay Gap:

- 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
- Several 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 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

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

- We will continue to review our recruitment practices to ensure best practice at all times
- We will ensure marketing material is representative of individuals across the college
- We will begin tracking data on a regular basis and conducting an analysis part way through the year
- We will consider cultural language used within job descriptions/adverts and more focussed for Black and Ethnic Minorities
- 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 include a proportion of staff from Black and Ethnic Minorities in the college Aspiring Leaders & Solutions Focussed Leadership Training Programmes
- We will use job boards/recruiters that focus primarily on Black and Ethnic Minority recruitment
- We will develop a mentoring scheme specifically for the development of Black and Ethnic Minority staff
- We will continue to ensure that there is board oversight of EDI issues
- 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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