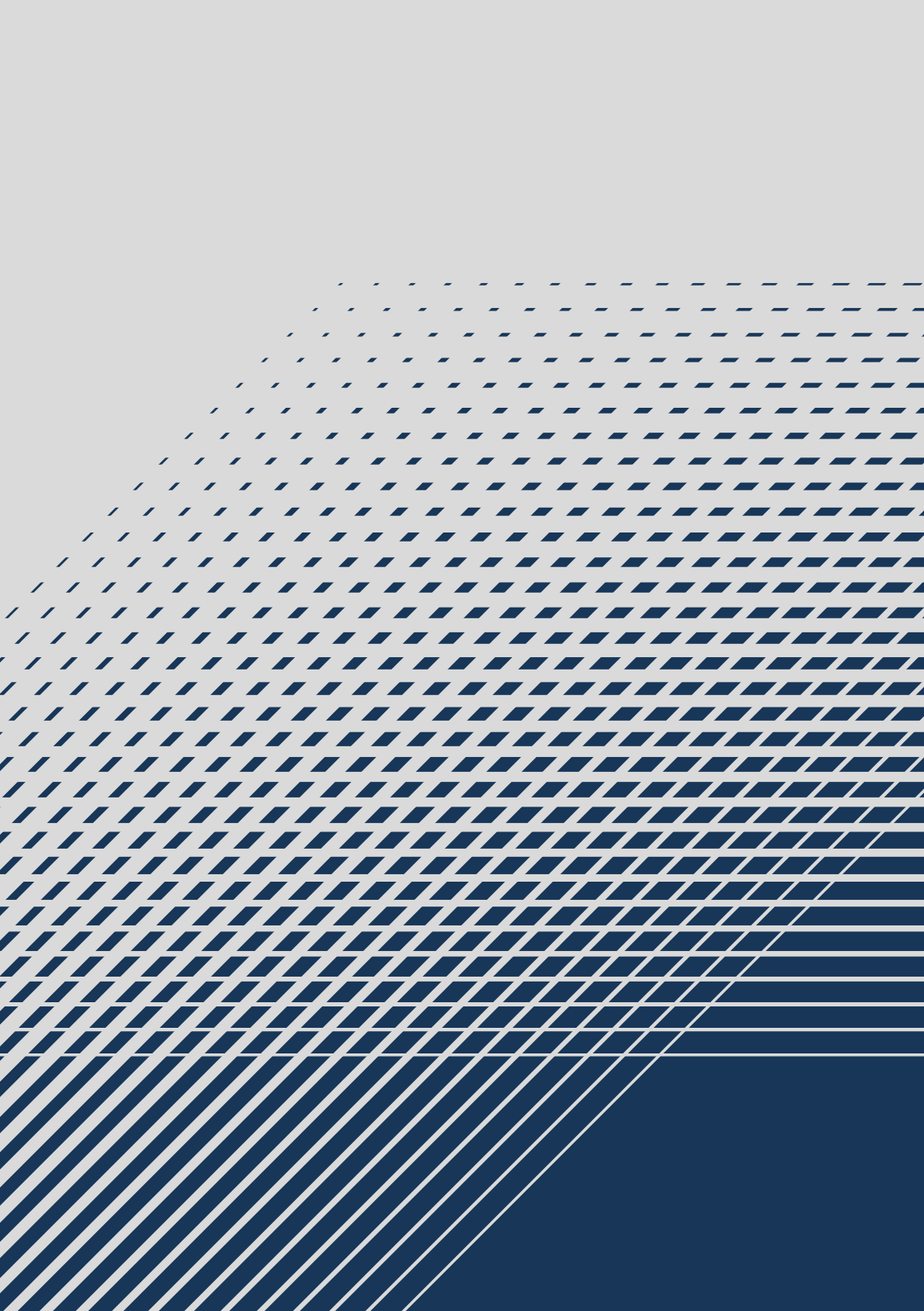


# The Sheffield College

Equality and Diversity  
Annual Report  
**2022–2023**



# CONTENTS

|  |    |
|--|----|
| Chair of Governors' introduction   | 04 |
| Chief Executive and Principal's overview                                   | 06 |
| Context  | 08 |
| Our Vision and Mission   | 10 |
| College-wide EDI Objectives  | 13 |
| <b>Student profiles and outcomes</b>                                       |    |
| Further Education Provision  | 14 |
| Provision for Young People   | 16 |
| Adult Learning Programmes  | 22 |
| Apprenticeships  | 28 |
| Higher Education   | 34 |
| The Sheffield College Employer Skills Academies                            | 41 |
| Awards, Competitions and Campaigns   | 44 |
| Further EDI Initiatives  | 46 |
| Equality Scheme 2022–2023  | 50 |
| The Sheffield College Workforce Profiles,<br>Gender and Ethnicity Pay Gaps | 52 |
| Ethnicity Pay Gap  | 61 |

# CHAIR OF GOVERNORS' INTRODUCTION

**Sheffield is a strong and diverse city and The Sheffield College is here to serve the city. We firmly believe that we can best do that by ensuring that all are welcome and feel welcome by the college, that everyone who comes to us as a student or a staff colleague can achieve to their best potential and that no-one is left behind. That is why we have a clear commitment to equality, diversity and inclusion so that this college reflects the communities of the city. Our commitment to this is not new and this report describes the work that has been done, the achievements that have been made and the challenges that remain.**

I have said in previous reports that ambition on this agenda is key but also key are honesty and openness about progress and performance. This annual report is comprehensive and that is because we want to be open and accountable. You will see from this report that the college continues to make progress and has consolidated with confidence the improvements of previous years. The continued external recognition of the college as a Leader in Diversity is especially significant as it shows the deep-seated nature of our approach.

The data shows progress in many areas but not in all areas. This matters as our commitment is for equality and fairness for all. We have therefore shared through this report our performance to date and our targets for the next year. These targets have been designed following consultation with staff colleagues and students and so reflect their views and draw upon their own commitment.

Our ambition is long term and each year's targets build on the work of previous years. In reading the report it will hopefully be clear that we are making good progress but with an undimmed ambition and commitment.



This commitment exists right through the organisation including the Governing Body that I chair. It is from that perspective that I am pleased to introduce this annual report as a practical demonstration of our performance to date and our plans for the year ahead.



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

# CHIEF EXECUTIVE'S OVERVIEW

**The Sheffield College has a diverse and inclusive community. Our staff and students bring a wide range of experiences and backgrounds to our college from across Sheffield. We celebrate, support and thrive on our differences and we respect and value the richness of our individual experiences.**

Through excellent education and training opportunities we continue to strive to transform the lives of almost 14,000 students and apprentices every year. We work hard to ensure that we address any barriers to success through extensive support systems.

In 2022/2023, we committed to the key values embodied by FREDIE+ (fairness, respect, equality, diversity, inclusion and engagement ) and to embedding our college behaviours of empowered, thriving, together across all aspects of our community and beyond.

During 2022/2023, an increasing number of students were living in socially deprived areas within our City. Many of those students being from ethnic minority backgrounds or having a declared learning disability or difficulty.

Our focus as a college continued to be on improving the social mobility of our students and apprentices through education and training and providing opportunities for high quality work related activities, overseas study trips, access to competitions and study enhancing visits that many of our students might not have had the opportunity to experience before.

I am proud that the college continues to hold the Leaders in Diversity accreditation and that we maintain a keen focus on embracing equity, celebrating diversity and fostering inclusion in all aspects of our work.

We worked hard to ensure that no students or apprentices were left behind and that we prepared our students and apprentices to be citizens of a multi-cultural, diverse city.



We achieved many of our goals, but not all of them. We will continue to work to ensure that there are no achievement gaps for our students and apprentices, that our workforce is increasingly diverse and that training for colleagues ensures that they are confident in our diverse workplace.

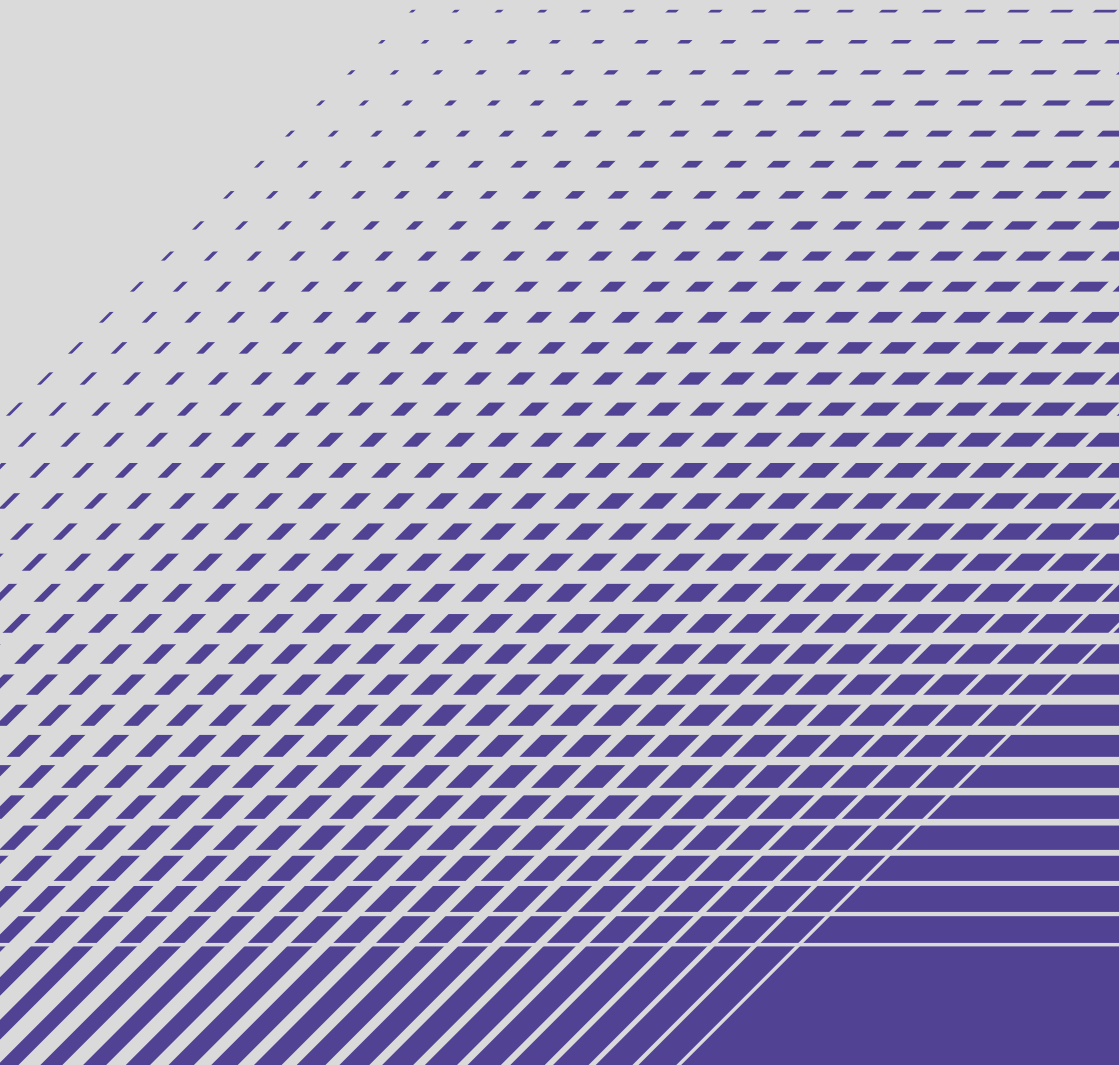
We will continue to make decisions about our estate, facilities, training opportunities and recruitment that ensures that we are a positive agent for change across the city. We will keep in sharp focus the recommendations of Sheffield's Race Equality Commission.

In 2023/2024, we will continue to embed and celebrate our FREDIE+ values and to support all of our community to go further in their careers.



**Angela Foulkes**  
Chief Executive and Principal,  
The Sheffield College

# THE SHEFFIELD 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 fair access to services and opportunities are key to future prosperity in the city.

Sheffield's population grew from 582,500 in 2018 to 595,100 in 2022. The population is forecast to increase to around 642,050 by 2040.

Sheffield ranks as the 93rd 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

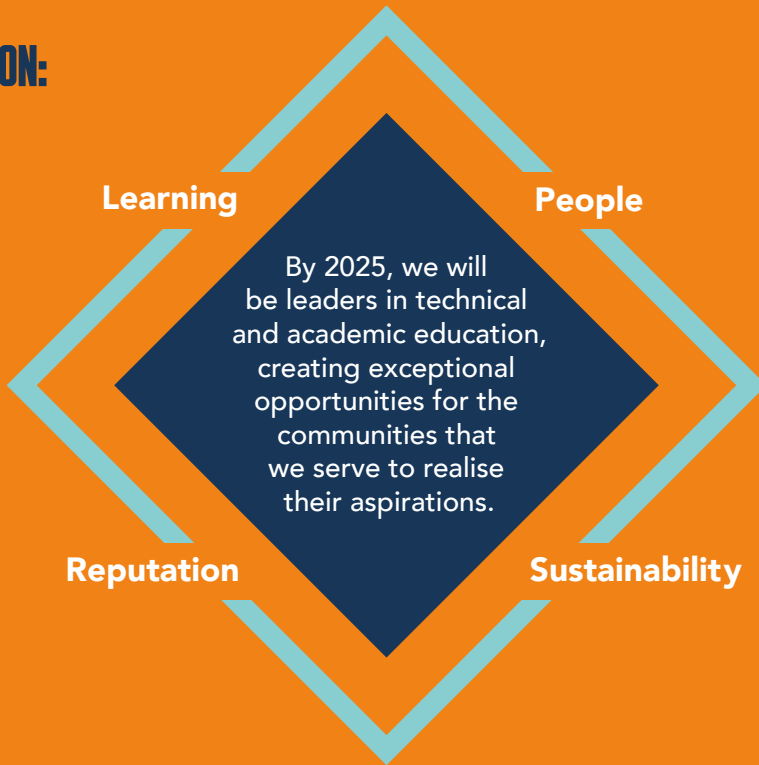
| Year    | % students living in a 'disadvantaged postcode area' | % of students from ethnic minority groups living in a 'disadvantaged postcode area' | % of students with a LDD living in a 'disadvantaged postcode area' |
|---------|--|---|--|
| 2022–23 | 60%  | 81%   | 60%  |
| 2021–22 | 54%  | 78%   | 58%  |
| 2020–21 | 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.

Our staff are aware of our students' and apprentices' backgrounds and the potential barriers to education that may have been previously experienced, or that continue. The recent pandemic and ongoing significant increases in the cost of living have 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 number 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, MISSION, VALUES AND BEHAVIOURS

## VISION:



## MISSION:

**TRANSFORM YOUR LIFE THROUGH LEARNING**

## OUR VALUES AND BEHAVIOURS

### **FAIRNESS**

We treat each other fairly, being open and honest

### **RESPECT**

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

### **EQUALITY**

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

### **DIVERSITY**

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

### **INCLUSION**

We make sure that everyone feels valued and included

### **ENGAGEMENT**

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



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

---

### **EMPOWERED**

Enabled to take positive action to reach our aspirational goals

### **THRIVING**

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

### **TOGETHER**

Embracing diversity and collaborating for the benefit of all

We have been working with the National Centre for Diversity since November 2019. In that time, we have embedded our values and behaviours framework. Initially, we adopted the **FREDIE** values recommended by the National Centre for Diversity before tweaking them to **FREDIE+** to incorporate our solutions focussed approach and innovative culture, and launching our behaviours element of the framework, **Empowered, Thriving, Together**, in December 2022.

Our partnership with the National Centre for Diversity has helped us to become established as one of the leading organisations nationally regarding equality, diversity, and inclusion. We have achieved numerous improvements for our students, apprentices and staff, but recognise there is still much to do.

We are proud to be recognised as a Leader in Diversity by the National Centre for Diversity, as a College of Sanctuary in a City of Sanctuary, and as an anchor institution in the city collaborating and actively working towards to ambition of Sheffield being an anti-racist city.



# COLLEGE-WIDE EDI OBJECTIVES FOR 2023 – 2025

Our college-wide EDI objectives for 2023 to 2025 were developed in consultation with staff and approved by the EDI Board in June 2023 for the 2023-2024 and 2024-2025 academic years.

## Learning:

L1: Our educational opportunities ensure that:

- no student or apprentice is left behind
- students and apprentices develop understanding of our FREDIE+ Values and how modelling them enables positive change in their communities
- students and apprentices develop their knowledge and understanding of contemporary 'Equality Matters'

## 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 our FREDIE+ values

- no colleagues are left behind in their understanding of our FREDIE+ values or 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 EDI outreach work drives our reputation as a Leader in Diversity, forging impactful partnerships which foster a sense of community within the college and across the city

## Sustainability:

SU1: FREDIE+ values routinely inform our strategic decision making so that our estate, facilities, people and partnerships are accessible for all and an agent for positive change

SU2: FREDIE+ values routinely inform our procurement strategy



# THE SHEFFIELD COLLEGE

The Sheffield College was Ofsted graded ‘Good’ at inspection in December 2022 and is a general further education college with a small higher education provision. The college provides academic, vocational and professional qualifications to approximately 13,000 young people and adults a year.

## Student and Apprentices profiles and Achievement Rates:

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 (provision for Young People and Adults).

Therefore, this report goes on to outline the volumes of students and apprentices and 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.

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.



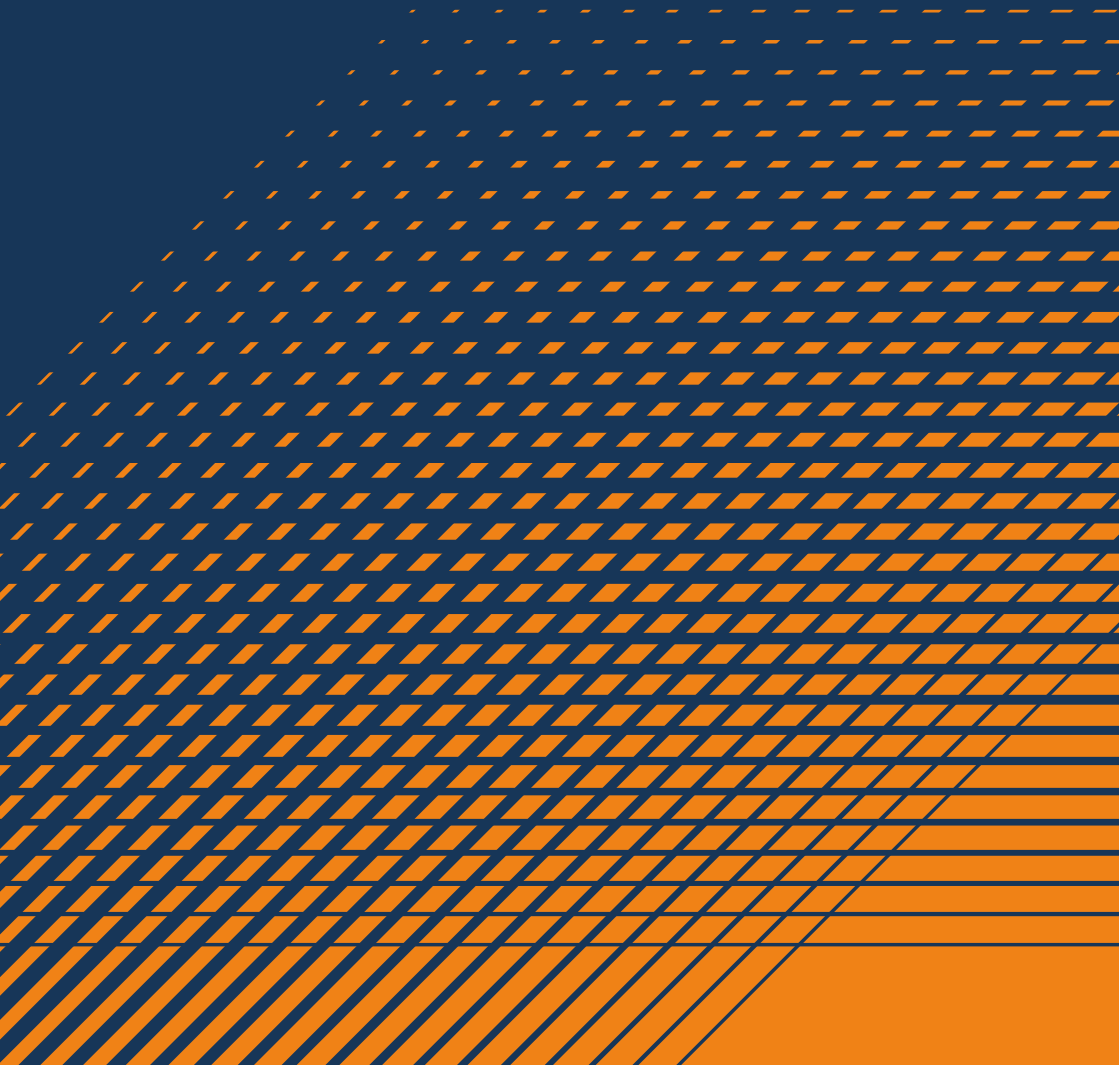
In-year equality data will also allow teams to agree any required further actions to mitigate any equality gaps that appear to be developing. This cycle ensures that our work is as comprehensive and pro-active as possible, keeping EDI matters central to our culture.

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

**Please note:** because some of the percentages are rounded, not all totals equal exactly 100%.

# STUDENT PROFILES AND OUTCOMES: PROVISION FOR YOUNG PEOPLE

\*all data in comparison to previous year





## TOTAL NO. OF STUDENTS

5,675



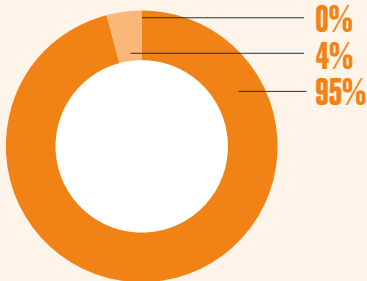
increase  
of 67

Whilst there has been a small amount of growth on our Provision for Young People, achievement has improved by 6pps to 81%. There is now only one significant equality achievement gap. Students who identified their ethnicity within the ethnic majority achieved 4pps lower than those who identified their ethnicity within the ethnic minority. Analysis of this gap will be a focus during 2023–2024.

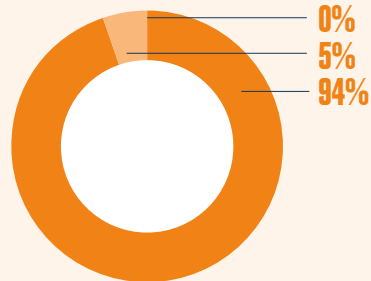
## PROFILES

### Age

2022–2023

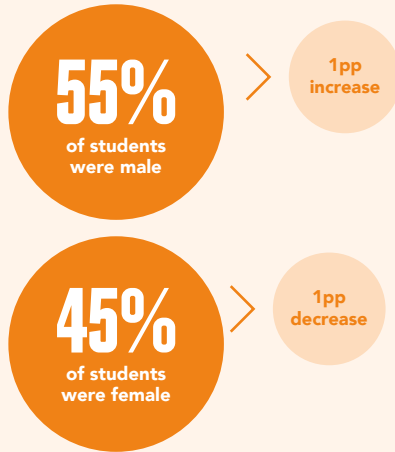


2021–2022

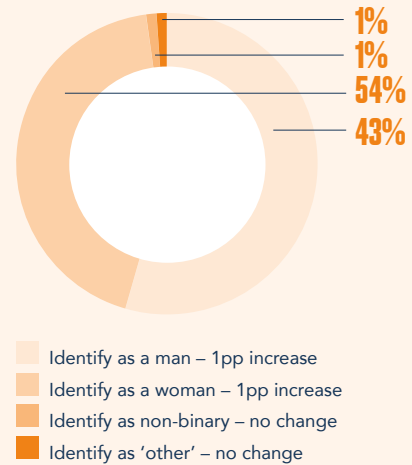


- Percentage of 16–18 year olds
- Percentage of 19+
- Percentage of under 16

## Sex



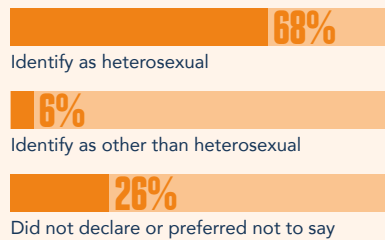
## Gender identity



## Learning Difficulty/ Disability



## Sexual orientation



## Ethnicity profile



of students identified from an ethnic minority background

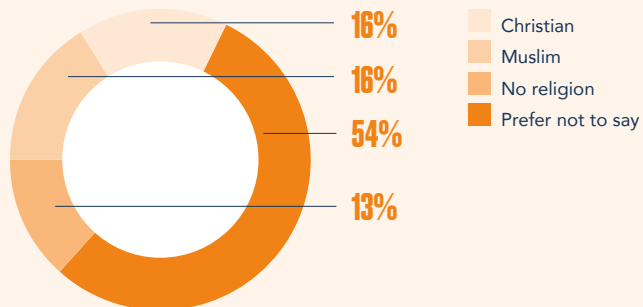
## Ethnicity profile significant changes of 1pp or more

**64.6%** White British – 2.5pp decrease

**5.7%** Asian or Asian British Pakistani – 1.4pp decrease

**4.9%** Black or Black British African – 1.2pp decrease

## Faith



### Achievement rate

81%



6pp increase

### Narrowing the achievement gaps

|   | Lower Achievement  | Higher Achievement      |   |         |
|---|--------------------|-------------------------|---|---------|
| <b>Age</b>                              | 16 – 18            | 19+                     | > | 2pp gap |
| <b>Sex</b>                              | Male               | Female                  | > | 1pp gap |
| <b>Learning Difficulty / Disability</b> | LDD                | No LDD                  |   | no gap  |
| <b>Gender Identity</b>                  | Different to birth | Same as birth           | > | 1pp gap |
| <b>Sexual Orientation</b>               | Heterosexual       | Other than Heterosexual | > | 1pp gap |
| <b>Ethnicity</b>                        | Ethnic Majority    | Ethnic Minority         | > | 4pp gap |

## Priority Groups

|                                   |       | Lower Achievement           | Higher Achievement                      |   |         |
|-----------------------------------|-------|-----------------------------|---|---|---------|
| Free Meals                        | 663   | 16 – 18 achievement         | Students accessing Free Meals           | > | 2pp gap |
| Disadvantaged 16 – 18             | 3,203 | From disadvantaged postcode | 16 – 18 achievement                     | > | 2pp gap |
| CLA / Care Leavers                | 230   | 16 – 18 achievement         | 16 – 18 student who are CLA achievement |   | no gap  |
| Funded High Needs                 | 309   | 16 – 18 achievement         | 16 – 24 Funded High Needs Students      | > | 2pp gap |
| English as an Additional Language | 544   | 16 – 18 achievement         | English is an Additional Language       | > | 6pp gap |

**“MY TIME AT COLLEGE HAS BEEN ENJOYABLE BECAUSE OF THE SUPPORT STAFF HAVE SHOWN ME ON AND OFF THE COURT, AND THE FREEDOM I HAVE BEEN GIVEN TO PURSUE MY DREAM.”**



**Dec Kom**  
– Sport student

# STUDENT PROFILES AND OUTCOMES: ADULT LEARNING PROGRAMMES

\*all data in comparison to previous year



## TOTAL NO. OF STUDENTS



Whilst student numbers on our adult provision have recovered to pre-pandemic levels, achievement has further improved by 1pp to 92%. Again, there is only one significant equality gap. Students who declared a learning difficulty and / or disability achieved 6pps lower than those that did not. Changes have already been implemented to provide specialist additional learning support in key areas of adult provision for 2023-2024.

## PROFILES

### Sex



## Learning Difficulty/ Disability

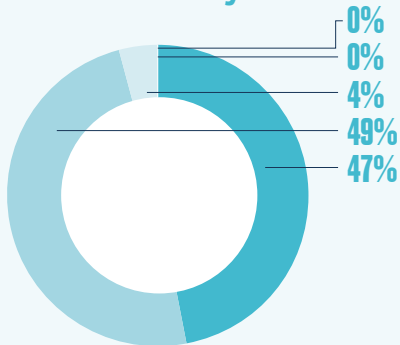
**18%**



4pp  
increase

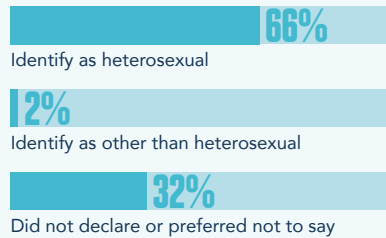
of students had a declared  
learning difficulty/disability

## Gender identity



- Identify as a man – 1pp increase
- Identify as a woman – 1pp increase
- Identify as non-binary – no change
- Identify as 'other' – no change
- Did not declare or preferred not to say – 5pp decrease

## Sexual orientation





## Ethnicity profile



of students identified from an ethnic minority background

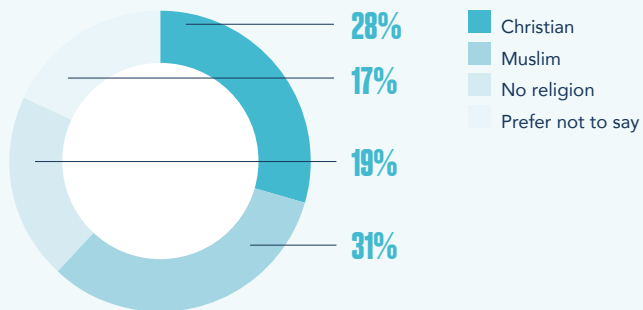
## Ethnicity profile significant changes of 1pp or more

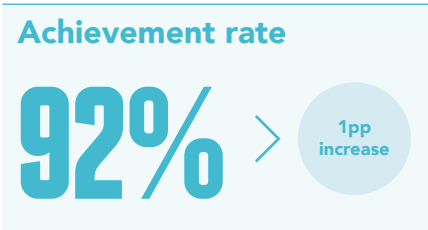
**29%** White British – 5pp increase

**13%** Arab – 2pp decrease

**8%** Black or Black British African – 1.6pp decrease

## Faith





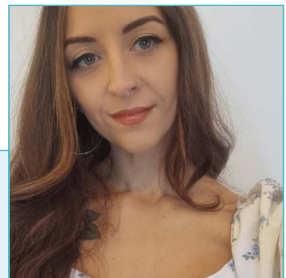
### Narrowing the achievement gaps

|   | Lower Achievement  | Higher Achievement      |   |         |
|---|--------------------|-------------------------|---|---------|
| <b>Sex</b>                              | Female             | Male                    | > | 2pp gap |
| <b>Learning Difficulty / Disability</b> | LDD                | No LDD                  |   | 6pp gap |
| <b>Gender Identity</b>                  | Different to birth | Same as birth           | > | no gap  |
| <b>Sexual Orientation</b>               | Heterosexual       | Other than Heterosexual | > | no gap  |
| <b>Ethnicity</b>                        | Ethnic Majority    | Ethnic Minority         | > | 2pp gap |

**“THE COLLEGE HAS HELPED ME SO MUCH WITH MY LEARNING, PROVIDING AN INTERPRETER AND A NOTE TAKER TO HELP ME OVERCOME BARRIERS.”**



**Samuel Davey**  
– Engineering student



**Chelsea Atkinson**  
– Access to University  
Level student

**“THE TUTORS HAVE ALWAYS BEEN ON HAND TO HELP AND THEY HAVE MADE LEARNING AS A MATURE STUDENT NOT FEEL AS DAUNTING. I CAN’T THANK THE STAFF ENOUGH FOR THE PASTORAL SESSIONS AND ONE-TO-ONE SUPPORT ON EVERYTHING TO DO WITH APPLYING TO UNIVERSITY. I HAVE ALSO MADE SOME AMAZING FRIENDS.”**

# APPRENTICESHIP PROFILES AND OUTCOMES

\*all data in comparison to previous year

## TOTAL NO. OF APPRENTICES IN LEARNING

1,987



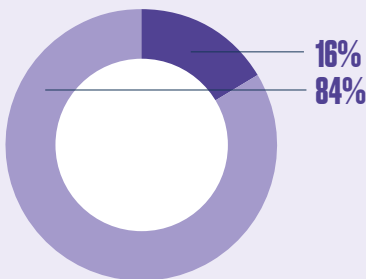
decrease  
of 792

The achievement rate of apprentices has remained static at 62%. The achievement gap between 16-18 and adult apprentices has narrowed significantly to 5pps, mainly due to improvements in the achievement rates of 16 – 18 year-old apprentices. However, further equality gaps remain for apprentices who declare a learning difficulty and / or disability and for apprentices who identify as an ethnic minority. Whilst work is underway to improve specialist additional learning support for those apprentices who need it and to implement additional wrap-around support for apprentices from ethnic minority groups as appropriate, there is also a need for the college to work with employers to ensure that they are supporting their apprentices appropriately in the work-place.

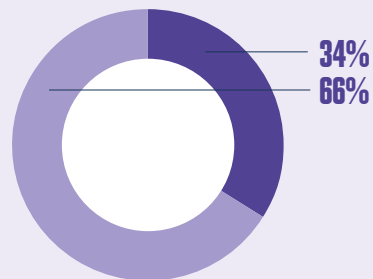
## PROFILES

### Age

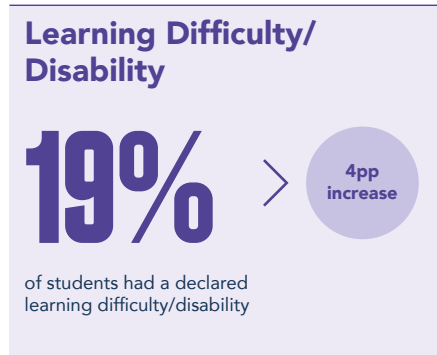
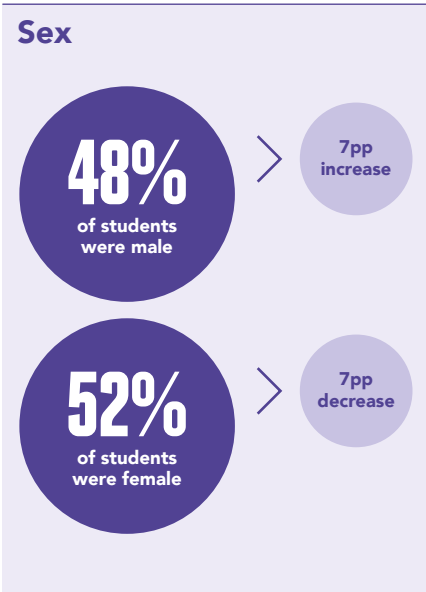
2022–2023



2021–2022



■ Percentage of 16–18 year olds   ■ Percentage of 19+



**“THE APPRENTICESHIP WAS INTENSE AND CHALLENGING. I LEARNT A TREMENDOUS AMOUNT AND BENEFITED NOT JUST FROM THE KNOWLEDGE ASPECT BUT APPLICATION OF THE SKILLS COMPONENT.”**



**Roshani Bagnall**  
– Operations/Departmental  
Manager Apprentice

## Ethnicity profile

91%



3pp  
increase

of students identified from  
an ethnic majority background

---

## Ethnicity profile significant changes of 1pp or more

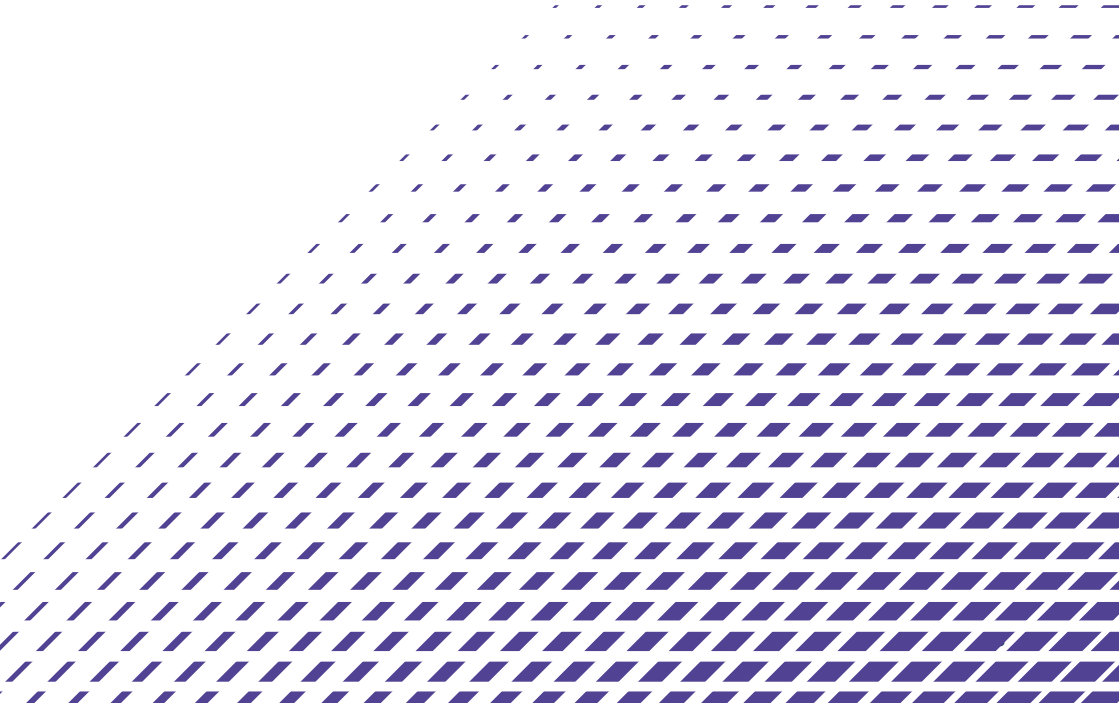
89% White British – 5pp decrease

**Please note:** at the time of producing this report, information for belief, religion and sexual orientation was not available.

## Achievement rates for Apprentices

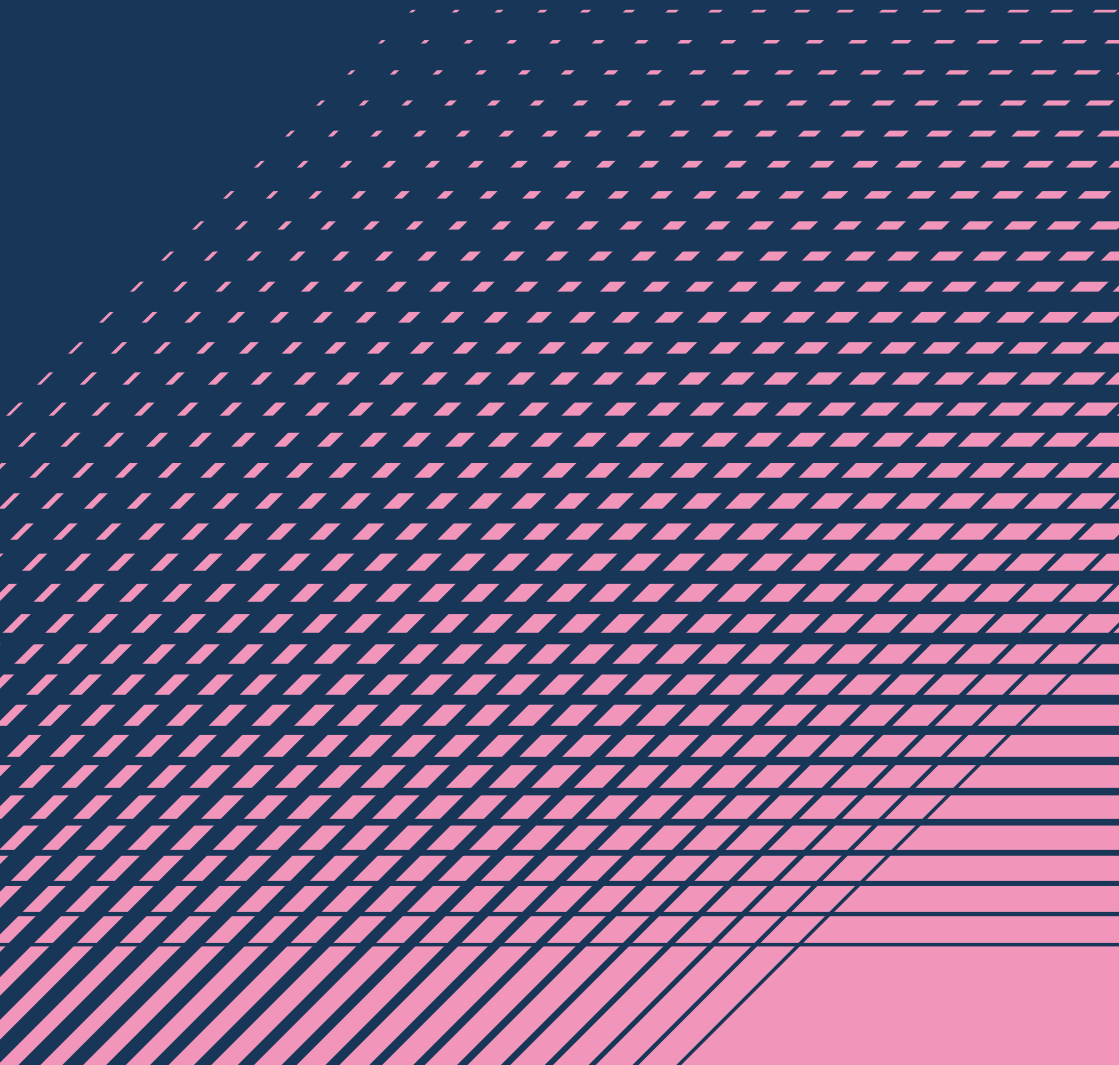
|   | Lower Achievement  | Higher Achievement      |   |          |
|---|--------------------|-------------------------|---|----------|
| <b>Age</b>                              | 16 – 18            | 19+                     | > | 5pp gap  |
| <b>Sex</b>                              | Male               | Female                  | > | 3pp gap  |
| <b>Learning Difficulty / Disability</b> | LDD                | No LDD                  | > | 11pp gap |
| <b>Gender Identity</b>                  | Different to birth | Same as birth           |   | no gap   |
| <b>Sexual Orientation</b>               | Heterosexual       | Other than Heterosexual |   | no gap   |
| <b>Ethnicity</b>                        | Ethnic Minority    | Ethnic Majority         | > | 14pp gap |





# STUDENT PROFILES AND OUTCOMES: HIGHER EDUCATION PROVISION

\*all data in comparison to previous year



## TOTAL NO. OF STUDENTS

303



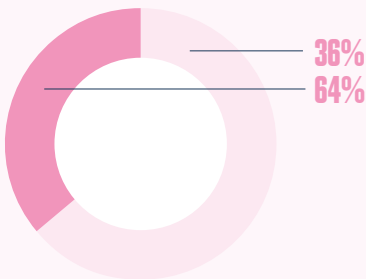
decrease  
of 80

There has been a continued decline in the number of student accessing our Higher Education provision, this has mainly been driven by a significant reduction in the number of mature students undertaking Higher Education courses. Feedback from potential students indicates that much of this is driven by the need to work more during the cost of living crisis. The achievement rate has fallen by 6pps to 70% and there is more variability in the achievement gap analysis due to the cohort being so small. However, the achievement gap identified as a concern and for action relates to students who identify from an ethnic minority as they achieved 11pps lower than those who identified as from the ethnic majority.

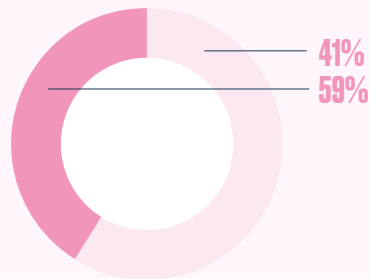
## PROFILES

### Age

2022–2023

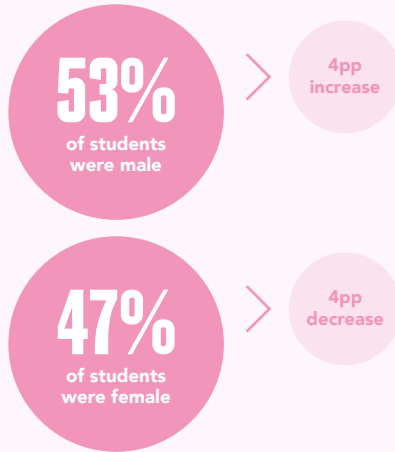


2021–2022

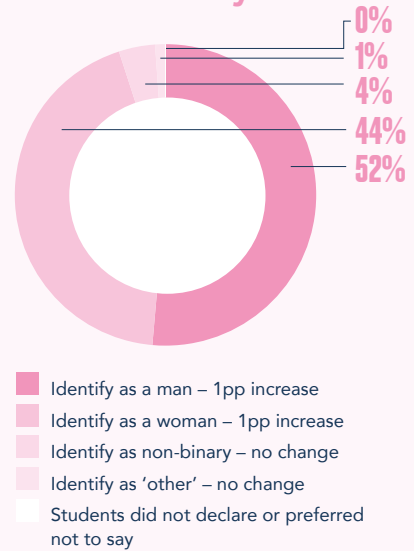


■ Percentage of Young Students (18–21)    ■ Percentage of Mature Students (21+)

## Sex



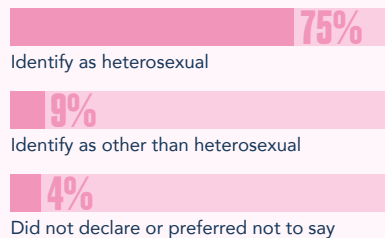
## Gender identity



## Students in receipt of Disability Support Allowance



## Sexual orientation

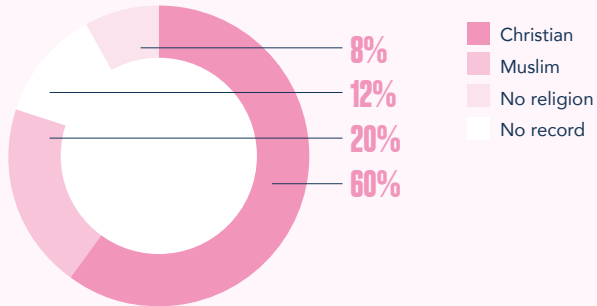


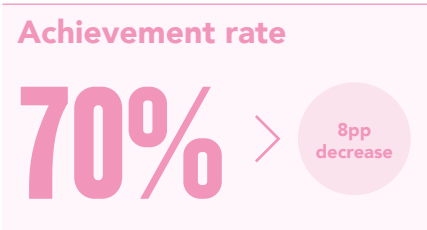
## Ethnicity profile



of students identified from an ethnic minority background

## Faith





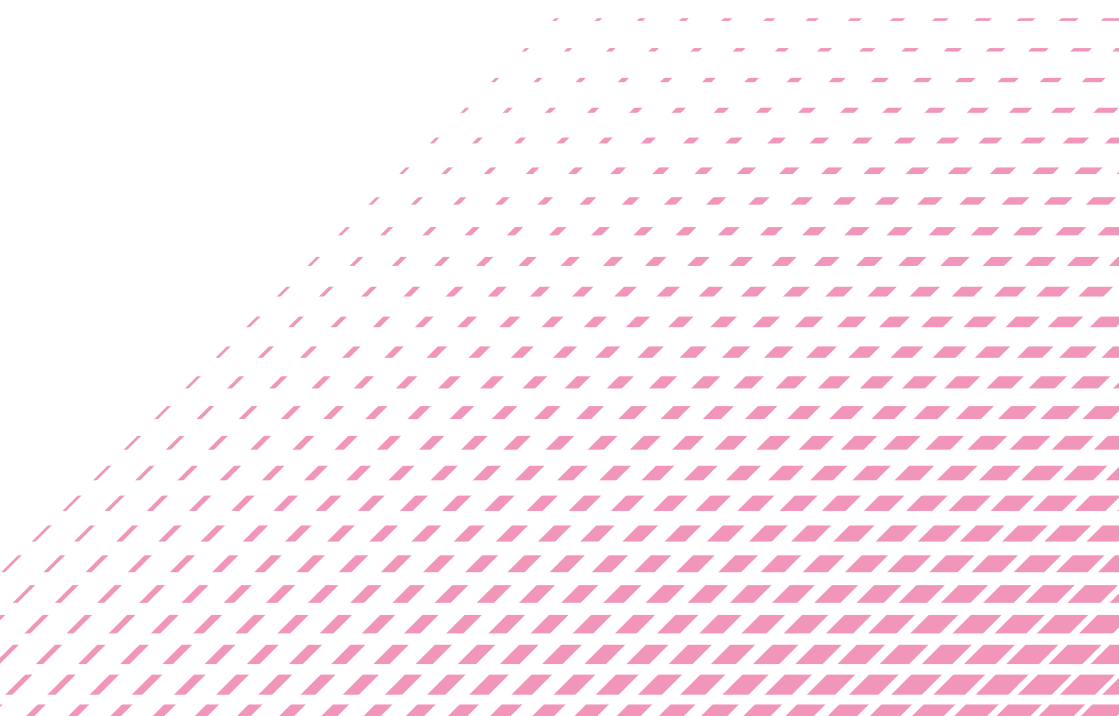
### Narrowing the achievement gaps

|   | Lower Achievement       | Higher Achievement |   |          |
|---|-------------------------|--------------------|---|----------|
| <b>Age</b>                              | 16 – 18                 | 19+                | > | 2pp gap  |
| <b>Sex</b>                              | Male                    | Female             |   | no gap   |
| <b>Learning Difficulty / Disability</b> | LDD                     | No LDD             |   | no gap   |
| <b>Sexual Orientation</b>               | Other than Heterosexual | Heterosexual       | > | 10pp gap |
| <b>Ethnicity</b>                        | Ethnic Minority         | Ethnic Majority    | > | 11pp gap |

**“I’VE COME A LONG WAY AND I JUST DIDN’T THINK THIS WAS POSSIBLE FOR PEOPLE LIKE MYSELF. STUDYING AT THE SHEFFIELD COLLEGE HAS CHANGED MY LIFE. I WANT TO SAY A MASSIVE THANK YOU TO THE COLLEGE.”**



**Naomi Conway**  
– Performing arts graduate



# IMPROVING SOCIAL MOBILITY THROUGH WORK RELATED ACTIVITY

**The College’s Online Employability Programmes, MoveAhead, GetAhead and StayAhead were designed and developed to enhance students’ 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 is 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 StayAhead programmes’ which details how to support each student depending on their specific need.

You can find more details on that support here: [Supporting SEND students in Work Related Activity](#)



## 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. Each Academy aims to deliver an innovative teaching and learning programme that provides 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. Our guest speakers and diverse employer-led activity opportunities reflect a true representation of our students and the local community. Students benefitted for 145 industry experts delivering workshops during 2022-2023.

The academies are inclusive to all students at The Sheffield College, and there is additional bespoke support for student with a Special Educational Need or Disability (SEND) throughout their study journey.

To address the balance of opportunities available, guest speakers work in as many of our academy areas as possible. To learn more about our academies, [click here](#).

### Employment Agency

The cost-of-living crisis is likely to impact some students' ability to study. However, the launch of the employment agency makes it easier for students to find paid work which will fit alongside their studies. Students receive support from our dedicated team of agency staff to find long term sustainable paid work, to allow them to stay at college and complete their studies. 85% of students who register state that without paid work they would not be able to stay and study at college. Paid work not only supports retention and achievement but also develops long term employability skills, confidence, and resilience. To find out more [click here](#).

### **Barclays Life Skills Academy**

This academy is designed to support our college students to develop life skills and knowledge, including resilience and confidence to achieve their own personal goals. This allows us to create a safe space for all our students in which they can access information they may not otherwise be able to. This can include Finances, Mental Health, and Wellbeing. [Click here to read more.](#)

### **Local Employers and Stakeholders**

From day one, we want the students to engage with work-related activity to further their career aspirations. We ensure the student inductions include diverse delivery methods to improve the number of participants, as well as the overall understanding of the importance of engaging in work-related activity. As part of the induction process, we focus on student's positive mental health and wellbeing by ensuring that they complete the SHAPE induction including the SHAPE passport which covers Staying Safe, Health and Well-being, Active citizenship, Progression & Careers and Equality Matters.

### **Our Work in The Community**

We are committed to increasing our positive impact on the communities that we serve by being a positive force for the future of our environment through educating young people and helping support sustainable projects. Our students have been involved in 20 local community projects, including supporting Wates Group with the repairs to The Archer Project's premises which was a homeless shelter that suffered from an arson attack in Sheffield City Centre. To continue reading, [click here.](#)

### **Our Charity Work**

We are passionate about supporting the work of local charities and over the last year have been involved in many events, including a footgolf tournament, sponsored by City Taxis, in support of Sheffield Churches Council for Community Care (SCCCC), a curling championship sponsored by Highlander Computing Solutions Ltd, in support of Cavendish Cancer Care, and Team Theos Glow in the Park Walk for The Children's Hospital Charity. In 2022-2023, for Time to Talk day, some of our students ran a raffle and raised over £200 for Rethink Mental Illness.

## **Route to Employment**

The team worked to help all individuals across Sheffield and South Yorkshire improve their skills and find sustainable employment. In 2022-2023, we facilitated 13 Sector Based Work Academies Programmes (SWAP), working directly with employers to assist them in recruiting their future workforce. 123 People joined our SWAP programmes and we have seen fantastic progression rates into employment with Aviva and Orridge. New opportunities have been created within the NHS, co-designed with the Job Centre. We have also been helping people from a range of backgrounds start their English for Speakers of Other Languages (ESOL) qualifications. In the academic year of 2022-2023 that support extended to 2,450 people.

# A SELECTION OF OUR AWARDS, COMPETITIONS AND CAMPAIGNS

## **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:

### **Mental Health and Wellbeing Awareness Week:**

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

- mental health and resilience workshops
- 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.

### **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.

### **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.

### **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.

### **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.

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

Staff, students and stakeholders continued to work with the National Centre for Diversity throughout 2022-2023. Our work ensured re-accreditation of the Leaders in Diversity Award in July 2023. The college was also successful in its re-accreditation of the Disability Confident (Leader) Award.

In the most recent table, 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.

Students' Union LGBTQ+ Officer, Leo, attended the Queer Student Awards as a shortlisted finalist for Role Model of the Year: Youth category in June 2023.

The College was also commended in innovation for work-related activity and social mobility categories in the Educate North Awards.

# FURTHER EDI INITIATIVES

## **Student Commission for Racial Justice:**

The Sheffield College has partnered with the Leaders Unlocked project: Student Commission for Racial Justice.

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 are proud of our Student Commission members. Their work on addressing issues of racial justice in 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, including Sheffield.

In addition, the Student Commissioners have developed two animations on racial justice. You can watch both animations via the YouTube addresses below:

It All Adds Up - YouTube

**([www.youtube.com/watch?v=axzNnGDFpmo](https://www.youtube.com/watch?v=axzNnGDFpmo))**

Speak Truth to Power - YouTube

**([www.youtube.com/watch?v=5oS2JdDjesA](https://www.youtube.com/watch?v=5oS2JdDjesA))**

These animations are now used at the college within our tutorial programme with up to 5,000 16 – 18-year-old students each year, alongside the latest film production which can be viewed via the YouTube address below:

We Are The Change - Student Commission on Racial Justice - YouTube **([www.youtube.com/watch?v=vtmchj2wixk](https://www.youtube.com/watch?v=vtmchj2wixk))**

### **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 are currently three individual groups focusing on LGBTQ+, Ethnicity and Disability. 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. The groups also plan and execute events throughout the year including but not limited to Black History Month, UK Disability History Month, Eid and Pride.

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

Our Learning Resource Centre's, or Learning Hubs, have been a beacon of EDI-related content for staff and students in the academic year 2022-2023. The Learning Hubs often host activities for students and put displays up 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 2022. This best practice is being developed and built on for 2023.

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

The Sheffield College remained fully engaged with the work of the Race Equality Commission in Sheffield, which has the aim of working with communities and anchor institutions such as the college, the universities, the emergency services, and the hospitals to make Sheffield an anti-racist city. The recommendations of the Commission were integrated into the College's EDI Development Plan and monitored by EDI Board.

### **Ramadan and Eid Celebrations**

As we continue to raise awareness of and celebrate the college’s diverse community in line with our FREDIE+ values, this year a campaign celebrating Ramadan and Eid was launched across the college campuses.

The campaign included messages across the campus digital screens, awareness raising emails and several parties and celebrations throughout our various curriculum areas.

This is the first in several planned EDI events taking place throughout the academic year, as we are committed to finding new ways to facilitate the sharing of EDI experiences, ideas and learning.

### **Pride Month**

For Pride Month, we hosted our very first Pride Picnic. Students and staff joined us at our Hillsborough and City Campuses and enjoyed a variety of activities from gender-affirming make-up stalls to live music. Students and staff also had the opportunity to talk to local LGBTQ+ support organisation, SAYIT.

### **Gender Neutral Changing Rooms**

As part of our commitment to the FREDIE+ values, we have been making some positive changes on campus to provide an inclusive and supportive environment for our students. One of these changes includes introducing gender neutral changing rooms, facilities that anyone can use, regardless of their gender identity.

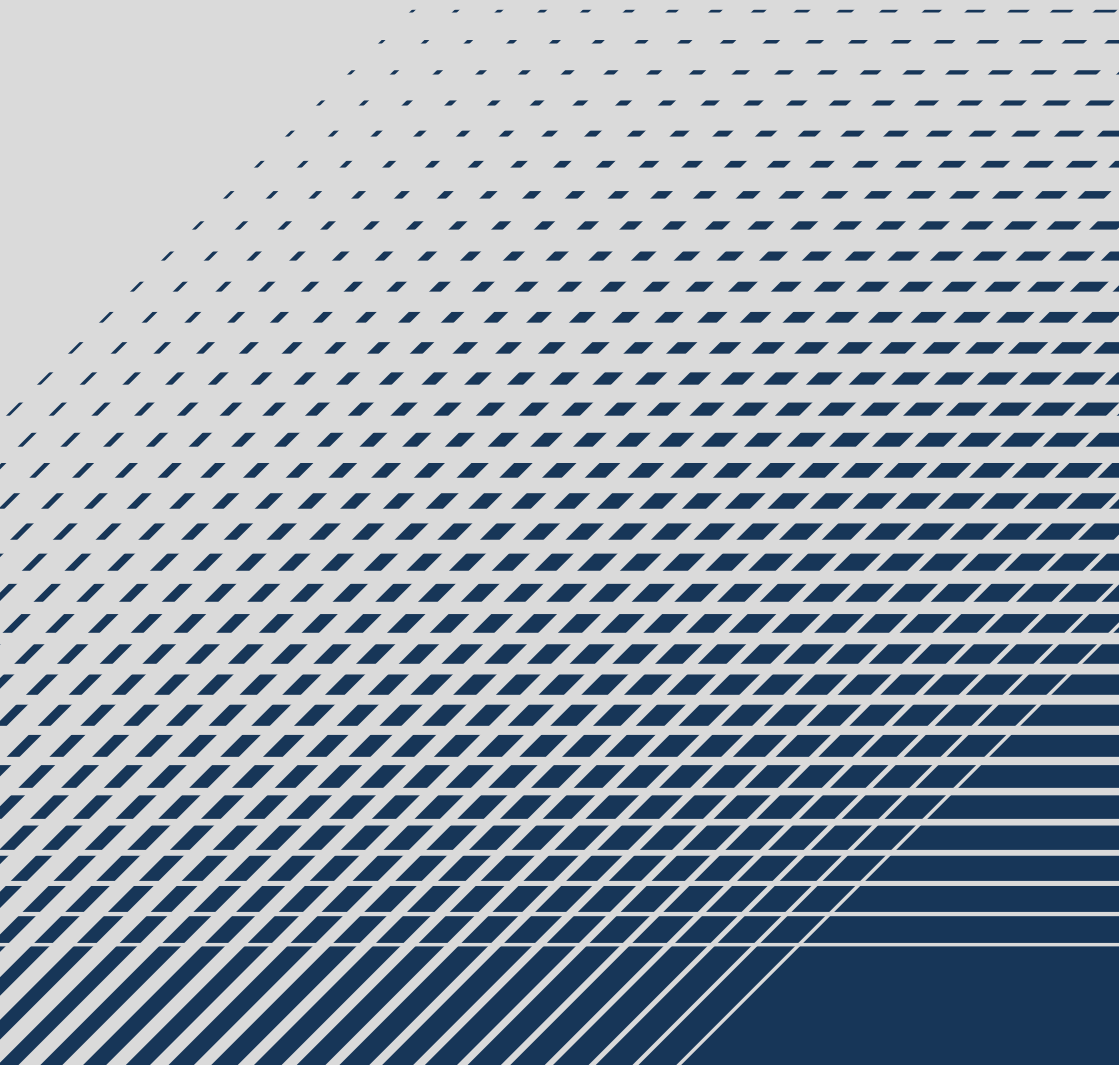
### **Sheffcol Community Kitchen**

Back in December, we officially launched The Sheffcol Community Kitchen. This project is the college’s response to the increasing demand for food banks across the country and as part of the project, dedicated spaces have been developed at each of our main campuses in which students and staff can donate unused food items.





# EQUALITY SCHEME 2023–2025



## The Sheffield College's updated Equality Scheme 2023 – 2025 sets out the college's commitment to provide an environment free from bullying, harassment, or victimisation, where all members of the college's community are treated with respect and dignity.

The scheme commits the college to further develop a culture of diversity within our community, providing a positive working and learning environment, where everyone is valued for their contribution and individuality.

The scheme outlines the following aims:

---

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

---

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

---

**To raise awareness of discrimination and ensure that all students, staff, stakeholders and service users are aware of their responsibilities under the current equality legislation**

---

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

---

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

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 in comparison to previous year

A decorative background pattern consisting of a grid of diagonal lines in a lighter shade of blue, creating a textured effect that fills the lower two-thirds of the page.

The information provided relates to staff employed directly by The Sheffield College and its three subsidiary companies; Sparks Teaching Services Limited (STS), Sparks Managed Services Limited (SMS) and Sparks Services Limited (SSL).

For transparency, figures are shown separately (each company individually), and then cumulatively.

Workforce profile data is taken as of 31 July 2023; the end of the colleges academic and financial year.

Pay Gap reports are as of 31 March 2023, in line with the reporting requirement for the Gender Pay Gap.

### The Sheffield College: Staff Profile Analysis 2022-2023

| Company                                  | 2022-2023 | 2021 – 2022 | 2020 -2021 |
|--|-----------|-------------|------------|
| <b>The Sheffield College</b>             | 895       | 891         | 861        |
| <b>Sparks Teaching Services Limited*</b> | 195       | 250         | 188        |
| <b>Sparks Managed Services Limited</b>   | 100       | 105         | 96         |
| <b>Sparks Solutions Limited</b>          | 10        | 35          | 31         |
| <b>Subsidiary Total</b>                  | 1,112**   | 1,026**     | 1,176      |

\* 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 and 2022/23 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   |       |       | SMS   |       |       | SSL   |       |       | STS   |       |       | Total For TSC inc. Subsidiaries |       |       |
|------------------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|---------------------------------|-------|-------|
|                        | 22-23 | 21-22 | 20-21 | 22-23 | 21-22 | 20-21 | 22-23 | 21-22 | 20-21 | 22-23 | 21-22 | 20-21 | 22-23                           | 21-22 | 20-21 |
| <b>Ethnic Majority</b> | 83    | 87    | 84    | 79    | 83    | 76    | 90    | 94    | 90    | 68    | 84    | 72    | 80                              | 87    | 85    |
| <b>Ethnic Minority</b> | 14    | 10    | 14    | 15    | 8     | 9     | 10    | 3     | 7     | 25    | 14    | 19    | 16                              | 10    | 11    |
| <b>Not disclosed</b>   | 3     | 3     | 2     | 6     | 10    | 15    | 0     | 3     | 3     | 7     | 3     | 9     | 4                               | 4     | 5     |

There have been changes in workforce ethnicity with all companies having a greater proportion of Ethnic Minority staff and the overall impact being a move from 10% to 16% of the workforce.

### Percentage of Staff by Male and Female

| Year              | TSC   |       |       | SMS   |       |       | SSL   |       |       | STS   |       |       | Total For TSC inc. Subsidiaries |       |       |
|-------------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|---------------------------------|-------|-------|
|                   | 22-23 | 21-22 | 20-21 | 22-23 | 21-22 | 20-21 | 22-23 | 21-22 | 20-21 | 22-23 | 21-22 | 20-21 | 22-23                           | 21-22 | 20-21 |
| <b>Female</b>     | 61    | 60    | 59    | 76    | 76    | 75    | 40    | 74    | 77    | 61    | 62    | 59    | 62                              | 62    | 61    |
| <b>Male</b>       | 39    | 40    | 41    | 24    | 24    | 25    | 60    | 26    | 23    | 39    | 38    | 41    | 38                              | 38    | 39    |
| <b>Non-Binary</b> | 0     | 0     | -     | 0     | 0     | -     | 0     | 0     | -     | 0     | 0     | -     | 0                               | 0     | -     |

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

The significant change in SSL is a result of reduced staff in SSL, as a number of those staff transferred to become employees of The Sheffield College.

## Percentage of Staff with a Declared Disability

| Year                   | TSC   |       |       | SMS   |       |       | SSL   |       |       | STS   |       |       | Total For TSC inc. Subsidiaries |       |       |
|------------------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|---------------------------------|-------|-------|
|                        | 22-23 | 21-22 | 20-21 | 22-23 | 21-22 | 20-21 | 22-23 | 21-22 | 20-21 | 22-23 | 21-22 | 20-21 | 22-23                           | 21-22 | 20-21 |
| Declared Disability    | 13    | 13    | 14    | 3     | 4     | 5     | 10    | 11    | 6     | 10    | 10    | 6     | 12                              | 13    | 10    |
| Declared No Disability | 77    | 77    | 78    | 75    | 73    | 66    | 90    | 83    | 87    | 78    | 83    | 77    | 77                              | 77    | 77    |
| Not disclosed          | 9     | 10    | 8     | 22    | 23    | 29    | 0     | 6     | 6     | 11    | 7     | 18    | 11                              | 10    | 13    |

The proportion of staff with a declared disability has declined by one percentage point, but this is counteracted by the two-point increase in those who have not declared whether they have a disability.

## Percentage of Staff by Faith, Religion and Belief

| Year                   | TSC   |       |       | SMS   |       |       | SSL   |       |       | STS   |       |       | Total For TSC inc. Subsidiaries |       |       |
|------------------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|---------------------------------|-------|-------|
|                        | 22-23 | 21-22 | 20-21 | 22-23 | 21-22 | 20-21 | 22-23 | 21-22 | 20-21 | 22-23 | 21-22 | 20-21 | 22-23                           | 21-22 | 20-21 |
| Christian              | 35    | 37    | 36    | 26    | 24    | 21    | 10    | 23    | 16    | 35    | 38    | 32    | 35                              | 35    | 34    |
| Other                  | 11    | 9     | 14    | 5     | 3     | 7     | 20    | 6     | 13    | 14    | 10    | 17    | 11                              | 8     | 10    |
| Atheist or No Religion | 42    | 54    | 39    | 46    | 59    | 45    | 50    | 71    | 58    | 42    | 52    | 35    | 41                              | 55    | 40    |
| Not Disclosed          | 11    | 1     | 11    | 23    | 14    | 27    | 20    | 0     | 13    | 12    | 0     | 17    | 13                              | 2     | 16    |

The proportion of staff who have not disclosed their religious status has risen significantly. This corresponds with a significant drop in the proportion of staff in the category of Atheist or No Religion. There is a three-percentage point increase in those stating a religion other than Christian.

**Number and Percentage of Staff by Sexual Orientation**

| Year                   | TSC       |           |           | SMS       |           |           | SSL       |           |           | STS       |           |           | Total For TSC inc. Subsidiaries |           |           |
|------------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|---------------------------------|-----------|-----------|
|                        | 22-23     | 21-22     | 20-21     | 22-23     | 21-22     | 20-21     | 22-23     | 21-22     | 20-21     | 22-23     | 21-22     | 20-21     | 22-23                           | 21-22     | 20-21     |
| Asexual                | 2         | 4         | 2         | 1         | 1         | 1         | 0         | 0         | 0         | 1         | 1         | 1         | 4                               | 5         | 4         |
| Bisexual               | 14        | 13        | 13        | 0         | 0         | 0         | 1         | 1         | 1         | 1         | 3         | 0         | 15                              | 14        | 14        |
| Gay                    | 10        | 9         | 10        | 0         | 0         | 0         | 0         | 1         | 1         | 2         | 1         | 3         | 11                              | 10        | 13        |
| Lesbian                | 6         | 6         | 6         | 1         | 0         | 0         | 0         | 0         | 0         | 0         | 0         | 0         | 6                               | 6         | 6         |
| Pan / Pan-sexual       | 2         | 3         | 2         | 0         | 1         | 0         | 0         | 0         | 0         | 0         | 0         | 0         | 2                               | 4         | 3         |
| Declined to specify    | 2         | 0         | 0         | 0         | 0         | 0         | 1         | 1         | 1         | 1         | 0         | 0         | 2                               | 1         | 1         |
| Other                  | 3         | 1         | 3         | 1         | 1         | 1         | 0         | 0         | 0         | 0         | 1         | 0         | 3                               | 2         | 4         |
| <b>Total %</b>         | <b>39</b> | <b>36</b> | <b>37</b> | <b>3</b>  | <b>3</b>  | <b>2</b>  | <b>2</b>  | <b>3</b>  | <b>3</b>  | <b>5</b>  | <b>6</b>  | <b>4</b>  | <b>46</b>                       | <b>42</b> | <b>45</b> |
| <b>LGBTQI+ Total %</b> | <b>4</b>  | <b>4</b>  | <b>8</b>  | <b>3</b>  | <b>3</b>  | <b>3</b>  | <b>10</b> | <b>9</b>  | <b>6</b>  | <b>2</b>  | <b>2</b>  | <b>1</b>  | <b>4</b>                        | <b>4</b>  | <b>3</b>  |
| <b>Heterosexual %</b>  | <b>85</b> | <b>85</b> | <b>81</b> | <b>73</b> | <b>70</b> | <b>68</b> | <b>70</b> | <b>80</b> | <b>81</b> | <b>79</b> | <b>88</b> | <b>79</b> | <b>83</b>                       | <b>83</b> | <b>81</b> |
| <b>Not Disclosed %</b> | <b>11</b> | <b>11</b> | <b>11</b> | <b>24</b> | <b>27</b> | <b>29</b> | <b>20</b> | <b>11</b> | <b>13</b> | <b>18</b> | <b>10</b> | <b>20</b> | <b>13</b>                       | <b>13</b> | <b>15</b> |

The proportions of staff in each category has only changed by a small amount.



**% Staff Age Profile**

| Year  | TSC   |       |       | SMS   |       |       | SSL   |       |       | STS   |       |       | Total For TSC inc. Subsidiaries |       |       |
|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|---------------------------------|-------|-------|
|       | 22-23 | 21-22 | 20-21 | 22-23 | 21-22 | 20-21 | 22-23 | 21-22 | 20-21 | 22-23 | 21-22 | 20-21 | 22-23                           | 21-22 | 20-21 |
| 18-21 | 3     | 0     | 0     | 9     | 5     | 6     | 10    | 3     | 3     | 5     | 0     | 4     | 4                               | 1     | 2     |
| 22-34 | 17    | 19    | 17    | 23    | 27    | 24    | 40    | 66    | 65    | 18    | 21    | 24    | 18                              | 21    | 19    |
| 35-44 | 24    | 23    | 23    | 21    | 19    | 19    | 20    | 17    | 16    | 21    | 26    | 17    | 23                              | 22    | 21    |
| 45-54 | 24    | 24    | 24    | 13    | 15    | 14    | 20    | 11    | 10    | 28    | 25    | 23    | 23                              | 23    | 23    |
| 55-64 | 27    | 29    | 31    | 28    | 28    | 29    | 10    | 3     | 6     | 21    | 24    | 21    | 27                              | 28    | 28    |
| 65+   | 5     | 6     | 4     | 6     | 7     | 8     | 0     | 0     | 0     | 7     | 4     | 11    | 6                               | 6     | 7     |

Across the college, including its subsidiaries, there have been small movements in age categories, with a small increase in 18-21- and 22-34-year-olds, and small decrease in those in the 45-54 and 55-64 age groups. However, the latter remain the largest groups.

### Gender Pay Gap

The Gender Pay Gap is a measure of the difference in average 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 Sheffield College Gender Pay Gap (excluding Subsidiaries)

|                                | 2021   | 2022   | 2023   |
|--------------------------------|--------|--------|--------|
| <b>Mean Gender Pay Gap %</b>   | 12.10% | 14.67% | 12.58% |
| <b>Median Gender Pay Gap %</b> | 11.64% | 18.46% | 14.82% |

| Year                | 2021   |         | 2022   |         | 2023   |         |
|---------------------|--------|---------|--------|---------|--------|---------|
| Quartile Values     | Male % | Women % | Male % | Women % | Male % | Women % |
| <b>Lower</b>        | 26.57  | 73.43   | 22.22  | 77.78   | 29.51  | 70.49   |
| <b>Lower Middle</b> | 33.17  | 66.83   | 37.36  | 62.64   | 33.33  | 66.67   |
| <b>Upper Middle</b> | 46.60  | 53.40   | 51.10  | 48.90   | 50.82  | 49.18   |
| <b>Upper</b>        | 57.78  | 42.22   | 57.69  | 42.31   | 59.89  | 40.11   |

The median gender pay gap has reduced by 2 percentage points against the previous year. The most significant change is in the movement women from the lower-to-lower middle quartile, which may be the result of the college implementing a change to its lowest pay rate in line with an increase the Foundation Living Wage and pay restructuring in other pay bands in the lower middle quartile.

### SMS Gender Pay Gap

|                         | 2021   | 2022   | 2023   |
|-------------------------|--------|--------|--------|
| Mean Gender Pay Gap %   | -2.06% | 14.99% | -1.30% |
| Median Gender Pay Gap % | 0.00%  | 0.00%  | 0.00%  |

The Mean Pay Gap has moved to -1.3%. The Median Pay Gap remains zero. The SMS workforce is increasingly female.

|              | 2021   |          | 2022   |          | 2023   |          |
|--------------|--------|----------|--------|----------|--------|----------|
|              | Male % | Female % | Male % | Female % | Male % | Female % |
| Lower        | 33.00  | 67.00    | 31.58% | 68.42%   | 15.00% | 85.00%   |
| Lower Middle | 13.00  | 87.00    | 5.26%  | 94.74%   | 10.00% | 90.00%   |
| Upper Middle | 29.00  | 71.00    | 15.70% | 84.21%   | 10.00% | 90.00%   |
| Upper        | 33.00  | 67.00    | 30.00% | 70.00%   | 28.57% | 71.43%   |

### SSL Gender Pay Gap

|                         | 2021  | 2022  | 2023   |
|-------------------------|-------|-------|--------|
| Mean Gender Pay Gap %   | 3.56% | 7.57% | 1.90%  |
| Median Gender Pay Gap % | 2.73% | 9.39% | -0.20% |

|              | 2021   |          | 2022   |          | 2023   |          |
|--------------|--------|----------|--------|----------|--------|----------|
|              | Male % | Female % | Male % | Female % | Male % | Female % |
| Lower        | 0.00   | 100.00   | 12.5%  | 87.5%    | 33.33% | 66.67%   |
| Lower Middle | 29.00  | 71.00    | 25.0%  | 75.0%    | 16.67% | 83.33%   |
| Upper Middle | 0.00   | 100.00   | 25.0%  | 75.0%    | 50.00% | 50.00%   |
| Upper        | 67.00  | 33.00    | 50.0%  | 50.0%    | 42.86% | 57.14%   |

The Mean Gender Pay Gap has reduced to 2.7%, but the Median has increased to 11.4%. Several staff transferred from SSL to TSC during the year, leaving a smaller number of staff in SSL and this has impacted the data.

### STS Gender Pay Gap

|                                | 2021  | 2022  | 2023   |
|--------------------------------|-------|-------|--------|
| <b>Mean Gender Pay Gap %</b>   | 3.56% | 7.57% | 1.90%  |
| <b>Median Gender Pay Gap %</b> | 2.73% | 9.39% | -0.20% |

|                     | 2021   |          | 2022   |          | 2023   |          |
|---------------------|--------|----------|--------|----------|--------|----------|
|                     | Male % | Female % | Male % | Female % | Male % | Female % |
| <b>Lower</b>        | 32.50  | 67.50    | 28.6%  | 71.4%    | 40.00% | 60.00%   |
| <b>Lower Middle</b> | 32.50  | 67.50    | 40.0%  | 60.0%    | 40.00% | 60.00%   |
| <b>Upper Middle</b> | 30.00  | 70.00    | 50.0%  | 50.0%    | 40.00% | 60.00%   |
| <b>Upper</b>        | 53.70  | 46.30    | 44.4%  | 55.6%    | 37.14% | 62.86%   |

Only active STS staff have been reported on, in line with the regulations. The Mean Gender Pay Gap has reduced to 1.9% and the Median Gender Pay Gap is now zero.

# ETHNICITY PAY GAP

This is the second year we have reported on our Ethnicity Pay Gap.

The Ethnicity Pay Gap is a measure of the difference in average pay received by Ethnic Majority and Ethnic Minority staff. The Ethnicity Pay Gap is expressed as a figure representing the pay of Ethnic Minority staff as a percentage of that received by Ethnic Majority.

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

|                                   | 2021   | 2022    | 2023  |
|-----------------------------------|--------|---------|-------|
| <b>Mean Ethnicity Pay Gap %</b>   | 0.20%  | 0.00%   | -0.3% |
| <b>Median Ethnicity Pay Gap %</b> | -3.99% | -23.30% | -4.0% |

|                     | 2021              |                   |                                  | 2022              |                   |                                  | 2023              |                   |                                  |
|---------------------|-------------------|-------------------|----------------------------------|-------------------|-------------------|----------------------------------|-------------------|-------------------|----------------------------------|
|                     | Ethnic Minority % | Ethnic Majority % | Prefer Not to Say/Not Declared % | Ethnic Minority % | Ethnic Majority % | Prefer Not to Say/Not Declared % | Ethnic Minority % | Ethnic Majority % | Prefer Not to Say/Not Declared % |
| <b>Lower</b>        | 9.23              | 90.26             | 0.51                             | 11.60             | 87.85             | 0.55                             | 10.38%            | 89.07%            | 0.55%                            |
| <b>Lower Middle</b> | 14.43             | 83.51             | 2.06                             | 10.40             | 86.74             | 2.76                             | 14.21%            | 81.42%            | 4.37%                            |
| <b>Upper Middle</b> | 15.46             | 81.96             | 2.58                             | 15.93             | 81.32             | 2.75                             | 18.03%            | 79.23%            | 2.73%                            |
| <b>Upper</b>        | 11.34             | 86.60             | 2.06                             | 13.74             | 84.07             | 2.20                             | 12.57%            | 86.34%            | 1.09%                            |

The Mean Ethnicity Pay Gap remains zero, meaning no difference in pay between Ethnic Majority and Ethnic Minority staff. The Median Ethnicity pay gap shows higher median pay for Ethnic Minority staff – though this has reduced from –23.3% to a more reasonable –4%.

**SMS Ethnicity Pay Gap**

|                                   | 2021   | 2022   | 2023 |
|-----------------------------------|--------|--------|------|
| <b>Mean Ethnicity Pay Gap %</b>   | -2.99% | -7.42% | 0.3% |
| <b>Median Ethnicity Pay Gap %</b> | 0.0%   | 0.0%   | 0.0% |

|                     | 2021              |                   |                                  | 2022              |                   |                                  | 2023              |                   |                                  |
|---------------------|-------------------|-------------------|----------------------------------|-------------------|-------------------|----------------------------------|-------------------|-------------------|----------------------------------|
|                     | Ethnic Minority % | Ethnic Majority % | Prefer Not to Say/Not Declared % | Ethnic Minority % | Ethnic Majority % | Prefer Not to Say/Not Declared % | Ethnic Minority % | Ethnic Majority % | Prefer Not to Say/Not Declared % |
| <b>Lower</b>        | 9.52              | 90.48             | 0.00                             | 10.53             | 78.95             | 10.53                            | 20.00%            | 80.00%            | 0.00%                            |
| <b>Lower Middle</b> | 13.64             | 68.18             | 18.18                            | 15.79             | 68.42             | 15.79                            | 15.00%            | 75.00%            | 10.00%                           |
| <b>Upper Middle</b> | 13.64             | 68.18             | 18.18                            | 10.53             | 73.68             | 15.79                            | 15.00%            | 75.00%            | 10.00%                           |
| <b>Upper</b>        | 4.55              | 72.73             | 22.73                            | 10.00             | 80.00             | 10.00                            | 9.52%             | 76.19%            | 14.29%                           |

The Mean Ethnicity Pay Gap has moved to zero. The Median Ethnicity Pay Gap in SMS remains zero.

## SSL Ethnicity Pay Gap

|                                   | 2021   | 2022   | 2023  |
|-----------------------------------|--------|--------|-------|
| <b>Mean Ethnicity Pay Gap %</b>   | -5.42% | -5.41% | 15.2% |
| <b>Median Ethnicity Pay Gap %</b> | 1.29%  | -0.97% | 18.9% |

|                     | 2021              |                   |                                  | 2022              |                   |                                  | 2023              |                   |                                  |
|---------------------|-------------------|-------------------|----------------------------------|-------------------|-------------------|----------------------------------|-------------------|-------------------|----------------------------------|
|                     | Ethnic Minority % | Ethnic Majority % | Prefer Not to Say/Not Declared % | Ethnic Minority % | Ethnic Majority % | Prefer Not to Say/Not Declared % | Ethnic Minority % | Ethnic Majority % | Prefer Not to Say/Not Declared % |
| <b>Lower</b>        | 0.00              | 100.00            | 0.00                             | 0.00              | 100.00            | 0.00                             | 16.67%            | 83.33%            | 0.00%                            |
| <b>Lower Middle</b> | 16.67             | 66.67             | 16.67                            | 12.50             | 75.00             | 12.50                            | 16.67%            | 66.67%            | 16.67%                           |
| <b>Upper Middle</b> | 14.29             | 85.71             | 0.00                             | 12.50             | 87.50             | 0.00                             | 0.00%             | 100.00%           | 0.00%                            |
| <b>Upper</b>        | 0.00              | 100.00            | 0.00                             | 0.00              | 100.00            | 0.00                             | 14.29%            | 85.71%            | 0.00%                            |

The Mean Ethnicity Pay Gap has changed significantly to 15.2% and the median to 18.9%. Several staff transferred from SSL to TSC during the year, leaving a small number of staff in SSL and this has impacted the data.

### STS Ethnicity Pay Gap

|                                   | 2021    | 2022   | 2023 |
|-----------------------------------|---------|--------|------|
| <b>Mean Ethnicity Pay Gap %</b>   | -22.24% | -3.43% | 8.1% |
| <b>Median Ethnicity Pay Gap %</b> | -39.41% | -4.83% | 5.9% |

|                     | 2021              |                   |                                  | 2022              |                   |                                  | 2023              |                   |                                  |
|---------------------|-------------------|-------------------|----------------------------------|-------------------|-------------------|----------------------------------|-------------------|-------------------|----------------------------------|
|                     | Ethnic Minority % | Ethnic Majority % | Prefer Not to Say/Not Declared % | Ethnic Minority % | Ethnic Majority % | Prefer Not to Say/Not Declared % | Ethnic Minority % | Ethnic Majority % | Prefer Not to Say/Not Declared % |
| <b>Lower</b>        | 9.09              | 68.18             | 22.73                            | 20.00             | 65.71             | 14.29                            | 14.29%            | 68.57%            | 17.14%                           |
| <b>Lower Middle</b> | 27.27             | 72.73             | 0.00                             | 11.43             | 74.29             | 14.29                            | 14.29%            | 80.00%            | 5.71%                            |
| <b>Upper Middle</b> | 36.36             | 59.09             | 4.55                             | 30.56             | 66.67             | 2.78                             | 40.00%            | 54.29%            | 5.71%                            |
| <b>Upper</b>        | 34.78             | 60.87             | 4.35                             | 30.56             | 66.67             | 2.78                             | 25.71%            | 68.57%            | 5.71%                            |



## Disability Pay Gap

This is the first year we have reported on our Disability Pay Gap.

The Disability Pay Gap is a measure of the difference in average pay received by staff who declare that they have disability and those who state they do not. The Disability Pay Gap is expressed as a figure representing the pay of staff declaring a disability as a percentage of that received by staff who state they do not have a disability.

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

|                           | 2023 |
|---------------------------|------|
| Mean Disability Pay Gap % | 9.5% |
| Mean Disability Pay Gap % | 4.3% |

|              | 2023                  |                           |                       |
|--------------|-----------------------|---------------------------|-----------------------|
|              | Declared not disabled | Unknown disability status | Declared a disability |
| Lower        | 73.22%                | 8.74%                     | 18.03%                |
| Lower Middle | 74.86%                | 10.93%                    | 14.21%                |
| Upper Middle | 74.86%                | 10.38%                    | 14.75%                |
| Upper        | 82.51%                | 6.56%                     | 10.93%                |

The Mean Pay gap of 9.5% and Median Pay Gap of 4.3% identify a gap that we will seek to understand further, having voluntarily reported on the Disability Pay Gap for the first time.

We note that there is a decline in the proportion of staff that declare a disability from the Lower to Upper quartiles (from 18% in the lower quartile to 11% in the Upper quartile) to explore further. We also need to look at ways to reduce the

amount of unknown disability status, which impacts the data.

**SMS Disability Pay Gap**

|                                  | 2023  |
|----------------------------------|-------|
| <b>Mean Disability Pay Gap %</b> | -0.2% |
| <b>Mean Disability Pay Gap %</b> | 0.0%  |

|                     | 2023                  |                           |                       |
|---------------------|-----------------------|---------------------------|-----------------------|
|                     | Declared not disabled | Unknown disability status | Declared a disability |
| <b>Lower</b>        | 75.00%                | 20.00%                    | 5.00%                 |
| <b>Lower Middle</b> | 70.00%                | 25.00%                    | 5.00%                 |
| <b>Upper Middle</b> | 70.00%                | 30.00%                    | 0.00%                 |
| <b>Upper</b>        | 71.43%                | 23.81%                    | 4.76%                 |

In SMS there is no disability pay gap, though the proportions of staff that declare a disability is small. Work will be done to see if we can encourage staff to declare whether they have a disability or not, to reduce the higher proportion of unknowns in this subsidiary company.

## SSL Disability Pay Gap

|                           | 2023  |
|---------------------------|-------|
| Mean Disability Pay Gap % | 21.0% |
| Mean Disability Pay Gap % | 21.8% |

|              | 2023                  |                           |                       |
|--------------|-----------------------|---------------------------|-----------------------|
|              | Declared not disabled | Unknown disability status | Declared a disability |
| Lower        | 83.33%                | 0.00%                     | 16.67%                |
| Lower Middle | 66.67%                | 16.67%                    | 16.67%                |
| Upper Middle | 100.00%               | 0.00%                     | 0.00%                 |
| Upper        | 100.00%               | 0.00%                     | 0.00%                 |

There is a 21% pay gap in SSL, however this is the smallest cohort of staff (25 people), which has an impact on the data.

### STS Disability Pay Gap

|                           | 2023  |
|---------------------------|-------|
| Mean Disability Pay Gap % | 18.8% |
| Mean Disability Pay Gap % | 45.6% |

|              | 2023                  |                           |                       |
|--------------|-----------------------|---------------------------|-----------------------|
|              | Declared not disabled | Unknown disability status | Declared a disability |
| Lower        | 65.71%                | 25.71%                    | 8.57%                 |
| Lower Middle | 80.00%                | 20.00%                    | 0.00%                 |
| Upper Middle | 85.71%                | 11.43%                    | 2.86%                 |
| Upper        | 91.43%                | 5.71%                     | 2.86%                 |

STS shows significant disability pay gaps, particularly in the Median pay gap. The quartile data is of limited value given the small amount of people who identify as having a disability in the reporting period (5 people).

There are few staff that declare a disability and significant proportions of unknown status, which impact how meaningful the data is. Work will be done to see if we can encourage staff to declare whether they have a disability or not, to reduce the higher proportion of unknowns in this subsidiary company.

## **Understanding Pay Gaps**

Pay Gap reporting helps us understand the differences in the average earnings of groups of staff with certain characteristics, however it does not help us to understand whether there is equal pay for equal work. Therefore, the college is starting to undertake comparisons of staff with these characteristics in common roles.

For example, an initial analysis of lecturer pay shows that there is a two-percentage point pay gap between men and women; much less than the gender pay gap. This helps us to understand that the pay gap is more likely a result of which job roles are populated by male and female staff, rather than an issue of pay inequity in the same role. This aligns with the data on pay quartiles.

Whilst we will continue to undertake further analysis on this, it means our focus is on equality of opportunity, rather than pay equity.

## **What has been done to address Pay Gaps?**

The College already had a range of policies and procedures that support equality and equal pay at work. This includes our family friendly policies, flexible working policy, equality and diversity policies and training, and our pay framework, with clear salary ranges in place for all job roles, which ensures that everyone is paid fairly for undertaking the same or similar role.

It is not possible to detail all the actions we take to encourage equal pay and the removal of pay gaps, but below we detail the key things we have done in 2022-2023.

We believe that addressing pay gaps is about our whole culture around EDI, rather than just addressing matters directly affecting pay, so the below is a broad range of activities that are part of our EDI culture:

- We launched a new set of organisational values and behaviours. Our FREDIE+ Values are based on the National Centre for Diversity's FREDIE. Our behaviours underpin these and are now being incorporated into all our policies and processes.
- We undertook a review of much of our pay structure.
  - We continue to pay the Foundation Living Wage rate as our minimum pay.
  - We reduced the number of pay points for several roles, making pay progression to the top of a band faster.
  - We changed the criteria for the different Lecturer pay bands, which should ensure the most appropriate salary offers.
- We have partnered with diversity jobs group to advertise job vacancies to a more diverse range of job applicants.
- We continue to have gender balanced recruitment panels.
- We have started to analyse data on the diversity of our job applicants, those shortlisted, interviewed and appointed, to guide the actions we need to take to increase the diversity of appointments.
- We continue to invest in equality and diversity training with: equality and diversity training a mandatory part of new staff inductions and forms part of on-going staff training.
  - E-learning training for all colleagues on the following themes:
    - Inclusive Terminology
    - LGBTQ+
  - Face to Face events on our Development Days as below:
    - Neurodiversity
    - Exploring Unconscious Bias and Micro Incivilities
- We set up and work with staff working groups for staff with a disability, those who identify as LGBTQ+ and those who are in the Ethnic Minority
- We continue to run an Aspiring Leaders programme that is attended by a diverse range of staff, to support diverse staff progressing. This includes a specific session on "Inclusive Learning Leadership".
- Continuing to work with the National Centre for Diversity. This year we became a Leader in Diversity.
- Continuing to commit to being Disability Confident and being revalidated as a Disability Confident Leader.

### **What else will we do?**

We are building career maps so that staff understand the internal career paths they could take.

- We are building competency frameworks that will help staff be clear on what they need to do to progress through salary bands.
- We are implementing a new succession planning approach. This will be underpinned by skills maps that help staff understand where they need to develop with regards to a new role.
- We will do further analysis of where there is pay inequity in any roles, to ensure that this is not a factor in pay gaps.
- We will start to look at the intersectionality of pay gaps, for example to identify if the pay gap is different for white females and non-white females.
- We will continue to ensure that there is board oversight of EDI issues.
- We will continue to raise the educational attainment among those groups that are under-performing within our student body.
- Furthermore, where we observe imbalances in the diversity of specific areas of our business, we will explore potential causation with the managers of those areas to remove any possible barriers to entry and progression









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