



Title	Annual Report of the Equality, Diversity and Inclusion Committee 2021-22
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Strategic context	University Governance - Equality, Diversity & Inclusion (ED&I) Routine Annual report to Council
Summary	<p>This annual report provides an update against the agreed ED&I Strategic Priorities and an overview of the ED&I Committee activity during 2021-22. The report covers the following main areas:</p> <ul style="list-style-type: none">• One University ED&I Strategy and Delivery• Strategic Priority 1 - How we are improving the representation, progression and success of Black, Asian and Other Minority Ethnic (BAME) students and staff, both home and overseas, through the creation of an even more culturally inclusive and diverse University community.• Strategic Priority 2 - How we are addressing the challenges experienced by disabled students and staff, particularly those experiencing mental health difficulties.• Strategic Priority 3 – How we are improving the representation, progression, retention, experiences and success of students and staff for whom religion, belief and no belief, is an important aspect of their identity. (The Religion, Belief and no Belief Strategy and Action Plan is at appendix 1 – Reading Room)• Strategic Priority 4 - How we are embedding diversity into workforce planning to create high performing teams.• Strategic Priority 5 – How we are improving the representation, progression, retention, experiences and success of LGBT+ students and staff. (The LGBT+ Inclusion Strategy and Action Plan is at appendix 2 – Reading Room)• Covid-19 – Equality Impact Assessment• Athena SWAN• Sexual Harassment• Gender Pay Gap (GPG) and Equal Pay Audit (EPA) (the published 2021 GPG data is at appendix 3 – Reading Rom the published EPA report is at Appendix 4 - Reading Room)• Ethnicity Pay Gap• A summary of data against the Protected Characteristics of The Equality Act (appendix 5)

Essential reading	Sections 5, 6 and 7.
Information Classification and FoI & Data Protection implications	Public
Consultation	The Report has been prepared in consultation with the ED&IC Chair and the HR Manager for ED&I
Recommendation	<p>Council is requested to:</p> <ol style="list-style-type: none"> 1. Approve the Annual Report 2021-22 2. Note the progress made towards championing ED&I at all levels of the institution and to specifically note progress with development of the LGBT+ Equality Strategy and Action Plan, the Religion and Belief/non-Belief Equality Strategy and Action Plan and progress with the Race Equality Strategy and Action Plan. 3. Note the external recognition of our continued commitment to ED&I through the Athena SWAN Awards. 4. Reflect on the extent to which the activity set out in the report is sufficient as a basis for assurance, and/or whether any further monitoring or reporting may be desirable.



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THE UNIVERSITY OF SHEFFIELD
ANNUAL REPORT OF THE EQUALITY, DIVERSITY AND INCLUSION COMMITTEE
2021-22

1. Introduction

As a Higher Education Institution the University is required to meet specific Public Sector Equality Duties under The Equalities Act 2010. The Council has devolved responsibility to develop and implement actions to meet these duties to the Equality, Diversity and Inclusion Committee (ED&IC). These duties require the organisation to eliminate unlawful discrimination, advance equality of opportunity and foster good relations. The University is also obligated to publish equality information on an annual basis. This Annual Report, for the 2020-21 session, provides Council with an update on the activities of ED&IC, and its sub-committees, and assurance that the organisation is meeting its obligations.

To meet these obligations and to progress ED&I across the University, the Committee has continued to focus on its four strategic priorities to:

1. Improve the representation, progression and success of Black, Asian and other Minority Ethnic (BAME) students and staff, both home and overseas.
2. Address the challenges experienced by disabled students and staff; particularly those experiencing mental health difficulties.
3. Improve the representation, progression, retention, experience and success of students and staff for whom religion, belief and no-belief is an important aspect of their identity.
4. Embed diversity into workforce planning to create high performing teams.

During the year, ED&IC has continued to recognise the experience of staff and students with respect to religion and belief equality as a new emerging strategic priority (agreed by the Council in October 2021) and has focussed on this alongside its existing strategic priorities.

The Committee has focused on five significant work streams:

1. Progressing the development of a Religion, Belief and no-Belief Strategy and action plan.
2. The refresh of the University wide LGBT+ Equality Strategy and Action Plan
3. Progress against the Race Equality Action Plan.
4. The development and launch of the Disability Equality Strategy and Action Plan.
5. Progress against the Gender Pay Gap Action Plan.
6. The continued development of mandatory ED&I training.

The Committee has also received reports and updates on the development of a One University Strategy for ED&I, a review of ED&I Governance, the newly published Universities UK (UUK) guidance on Tackling Islamophobia and Muslim Hatred, the development of a new

University of Sheffield Code of Conduct, updates on the Academic Career Pathway Review, Athena SWAN, Ethnicity Pay Gap (EPG), the annual report of the Sexual Violence and Harassment Steering Group on preventing and addressing harassment and sexual misconduct, and the University's alignment with the Office of Students statement of expectations on harassment and sexual misconduct. The Committee also received updates on ED&I Training and updates from the Chaplaincy Steering Group.

Council is invited to:

- Approve the Annual Report 2021-22;
- Note the progress made with and the launch of the Disability Equality Strategy and Action Plan, progress made towards championing ED&I at all levels of the institution and to specifically note progress with development of the LGBT+ Equality Strategy and Action Plan, the Religion, Belief and no-Belief Equality Strategy and Action Plan and progress with the Race Equality Strategy and Action Plan;
- Note the external recognition of our continued commitment to ED&I through the Athena SWAN Awards and;
- Reflect on the extent to which the activity set out in the report is sufficient as a basis for assurance, and/or whether any further monitoring or reporting may be desirable.

2. Membership

One new category has been added to the Committee's membership this year: A Representative of the newly established Staff Carers Network. Following a review of the Committee's membership, the Council Nominations Committee agreed (June 2022) to change the membership status of the Chairs of the Disability Equality Delivery Group and the LGBT+ Strategy Delivery Group from 'in attendance' to the 'ex-officio' member category of the committee; this will take place only following the launch of each strategy, at which point the respective group will become an official sub-Committee of ED&IC, on a par with the Gender Equality and Race Equality sub-Committees. There has been an amendment to the wording for the category of membership for the Chair of ED&IC, to delete the wording "a serving or former Vice-President". Following the appointment of the Directors of One University Strategy Delivery (FDOUs), they were invited to review the membership categories and representatives on all central ED&I Committees and propose any changes, this work was completed over the summer of 2022, and all changes took immediate effect and are reflected in the 2022-23 Terms of Reference for each Committee / Sub-Group. In terms of Faculty and Professional Services representation on ED&IC, the category '*Chairs of Faculty and Professional Services Equality & Diversity Committees*' has been changed to '*Faculty and Professional Services representatives for Equality, Diversity & Inclusion*' with representation from a mix of FDOUs and Faculty Directors for ED&I and Wellbeing.

There is currently a vacancy for a '*lay member of the Council*', once a suitable candidate has been identified, a recommendation will be made to the Council Nominations Committee.

The Ex-officio and Lay Member membership during the year 2021-22 was as follows:

Ex-Officio Members

Professor Gill Valentine, Provost and Deputy Vice Chancellor (Chair) 2019-2022*

Professor Mary Vincent, Vice President for Education

Professor Susan Fitzmaurice, Chair of the Race Equality Committee

Professor Katherine Linehan, Chair of the Gender Equality Committee

Shona Tulloch, Liberation Officer, Students' Union

Blair Jamila, BAME Students Officer, Students' Union

Iz Ostrowska, Disabled Student Officer, Students' Union

Hannah Budd, Women Students Officer, Students' Union

(a maximum of three SU representatives to attend as appropriate)

Dr Lauren Selfe, Dr Mark Pendleton, Dr Themesa Neckles, Dr Lisa Stampnitzky, Dr Ben Purvis and Joe Hill, Representatives for the Campus Trade Unions *(a maximum of one TU representative to attend as appropriate)*

Lay members

Professor Keith Layden, Lay member of the Council - 2019-2022*

Professor Dame Athene Donald, Lay member approved by the Council – 2019-2022

Mr Gurpreet Durha, Lay member approved by the Council – 2019-2022

*denotes members of the University Council during the period.

The membership also includes representation from Professional Services, including the HR Manager for ED&I, two members appointed by the Senate, the Chairs of the Faculty Equality and Diversity Committees, a representative of the University Chaplaincy and the University Staff Network Chairs. The Chairs of the LGBT+ Equality Strategy Review Group (now the LGBT+ Equality Delivery Group) and the Disability Equality Delivery Group are also in regular attendance.

Gill Valentine stepped down as Chair of ED&IC at the end of 2021-22 after serving as Chair for seven years. The Committee would like to thank Gill for her leadership and commitment to steering the ED&I agenda, particularly her work to drive forward and support the development of the Race Equality Strategy, the Disability Equality Strategy, the LGBT+ Equality Strategy and the Religion, Belief and no-Belief Equality Strategy. The Committee would also like to thank Zaidah Ahmed MBE, HR Manager for ED&I, and her team for their support in progressing significant areas of ED&I work over the last year.

3. Committee Meetings and Terms of Reference

The Committee met three times during the session and there has been good representation from members across the membership categories. The Committee is grateful for their input. Kate Sullivan has acted as Secretary to the Committee and we would like to thank her for her support. There were no changes to the Committee's terms of reference during the year.

4. Sub-Committees

There are now three formal Sub-Committees of ED&IC: the Gender Equality Committee (GEC), the Race Equality Steering Group (RESG) and most recently the Disability Equality Strategy Delivery Group (DESDG). Each has delegated responsibility from ED&IC to oversee the development and implementation of specific areas of the ED&IC agenda. Over the course of 2021-22, the Chair has continued to meet regularly with the Chair of the GEC, the Chair of the RESG as well as the HR Manager for ED&I and the Chairs of the Faculty Equality and Diversity Committees. This has provided a dedicated space to raise awareness of key issues facing their particular areas.

5. One University ED&I Strategy and Delivery

ED&IC has overseen the development of a number of ED&I strategies and action plans in recent years, with more in the pipeline. Our ED&I strategy delivery looks across both staff and students and has led to the creation of individual strategies based on a specific protected characteristic. While this approach has provided the space and time to truly explore issues associated with specific forms of marginalisation, there is the potential to overlook issues of intersectionality. Furthermore, as momentum around delivery continues to build, there is the potential for a siloed approach to delivery which could lead to duplication and an inefficient use of resources, particularly with some of the interventions and solutions being applicable to each of the strategies. In order to mitigate these risks, ED&IC agreed to establish a standard format for the creation of ED&I strategies and action

plans and to create an overarching ED&I Strategy, which will identify core actions that are applicable across all protected characteristics. The Committee has agreed a set of principles to guide this work and in 2022-23 work will commence with the One University Cabinet members to assign areas of leadership responsibility and create detailed project plans for delivery.

6. Update against the strategic priorities:

6.1 Improving the representation, progression and success of Black, Asian and, Other Minority Ethnic (BAME) staff and students, both home and overseas, through the creation of an even more culturally inclusive and diverse University community.

Our commitment to progressing this area was formalised with the launch of the Race Equality Strategy and Action Plan in March 2019. Since that time the Strategy and Action Plan has been continually reviewed. Following an extensive collaboration with key stakeholders in 2021, the Strategy was relaunched to update and clarify the content of actions, include action owners, set clear realistic timeframes for outcomes and an assessment of outcomes and to align them to the Race Equality Charter. A new live version of the strategy and Action Plan was also launched [on-line here](#). The University continues to work closely with the BAME Staff Network and the Race Equality Steering Group (RESG) to ensure that race-related issues for staff and students are progressed.

While they remain fundamentally unchanged, the objectives and commitments set out in our [Race Equality Strategy and Action Plan](#) have been updated. The five overarching aims of the strategy (refreshed in 2021) are to:

1. Create an inclusive campus culture that facilitates belonging and promotes respect for students and staff and the wider community, measured by an increased sense of belonging reported in staff and student surveys.
2. Widen access for students from BAME backgrounds through their transition to higher education and support these students to succeed once at TUoS.
3. Reduce the ethnicity awarding gap between BAME and white students to zero.
4. Improve graduate outcomes and sustain or improve progression to postgraduate education for BAME students.
5. Increase the diversity of the staff body and support the career progression of BAME staff.

The RESG has delegated responsibility from ED&IC to oversee the implementation of the University's Race Equality Strategy and Action Plan. ED&IC receives regular updates on this work and significant work has been taken forward since the first launch of the Strategy and Action Plan, in March 2019. Key aspects during 2021-22 include:

Race Equality Charter – During 2020-21, the University formally committed to starting work on the Race Equality Charter and, as well as aligning the Race Equality Strategy and Action Plan to the Charter, work commenced to scope out the Terms of Reference and a formal Self-Assessment Team (SAT). The SAT was established in February 2022 and met with the Head of the Race Equality Charter to discuss the application process and plan development. ED&IC is pleased to report that the University has now signed up formally to REC membership in addition to our standard membership to Advance HE. The Race Equality Charter is one of the five institutional action points in our Race Equality Strategy and Action Plan. Working towards gaining this Charter Award is important because it not only allows the University to benchmark progress against a set standard, but also, and crucially, will help to drive real institutional change that is needed for the University to become a more inclusive and fairer organisation in terms of race equality.

Diversifying and Decolonising the Curriculum Sub-Group – in 2020-21, the RESG established a Curriculum Sub-Group to develop an institutional approach to the inclusive curriculum. The sub-group continues to work on improving the University's curriculum and teaching through the lens of decolonisation. In 2022, five student interns were appointed to work on decolonisation of the curriculum in 5 departments. They are working with the departmental leads on various projects and they will gather a range of views from academics and students to assess the best way to decolonise the curriculum and teaching methods, propose best practices and identify common issues and concerns.

Staff Training - Mandatory ED&I staff training was launched at the end of November 2020. The ED&I training implementation group has continued to work on developing a range of training to support the ED&I agenda. In November 2021, Race Equality resources were shared with stakeholders and as the result of the feedback received, a Race Equality baseline training module for all staff is under development and will cover definitions, terminology and awareness around language and allyship.

Student Race Awareness – 2021-22 is the third year that the anti-racism lectures have been delivered to first year students. The sessions, held online this year, provide an introduction to the University's race equality work (including how to report incidents), the University's initiatives to diversify the curriculum and how different disciplines can improve their work by taking into account race related issues when relevant. The sessions also mention the importance of free speech and how we are confident that our race equality work aligns with our commitment to freedom of expression.

Addressing the Award and Progression Gaps for BAME students – In addition to the review of the Race Equality Strategy and Action Plan, work to develop Implicit Bias Training and to prioritise the decolonisation of the curriculum (outlined above), the University continues to work to address the award and progression gaps for BAME Students and better understand what kind support and interventions are needed, and the appropriate stage for these to take place. Work continues to analyse student data and compare it against entry grades, with the aim of identifying which students are most at risk in terms of the award gap.

6.2 Addressing the challenges experienced by disabled students and staff, particularly those experiencing mental health difficulties.

Following an extensive staff and student consultation and agreement of the proposed next steps by ED&IC in February 2022, the Disability Equality Strategy and Action Plan was approved by UEB in March 2022. Subsequently, a presentation of the plan and the future planned disability work was made to the Council in April 2022. This was followed by communication to all staff and Students by the Vice Chancellor and a launch event on 17 June 2022, where key speakers included Lord David Blunkett. To maximise accessibility, the launch event was fully hybrid and interactive, with a British Sign Language (BSL) interpreter present for the whole event. All places were booked within a short period of time. Responsible stakeholders continue to be fully engaged with this work and actions are progressing well. The Action plan dashboard is now publicly available on the University webpages here.

Disability Equality Delivery Group – A Disability Equality Delivery Group has been established, to lead the delivery work. This group has been meeting every 6 weeks with a focus on ensuring progress, supporting operational leads, and providing strategic oversight.

Disability Action Plan Advisory Sub Group - A Disability Action Plan Advisory Group has also been established. This Group is made up of members with lived experience of disability and/or expertise in this area. The Group will provide feedback on and advice to shape the progress of the work where appropriate and take a critical friend approach to delivery. This

Group has met regularly and has been instrumental in shaping how best to engage with our disabled staff and student community.

Disability Survey - An invite has been extended to all staff and students to complete a short survey about their experience of disability was communicated on the 30th May. The responses will provide us with valuable baseline data and offer additional insights to inform our work in this area. In June 2022 we received 376 responses. An update on the findings of the survey will be discussed at the next ED&IC meeting.

Disability Staff Network – ED&IC is pleased to report that after significant engagement work during 2019-20, the Disability Staff Network continues to see high levels of engagement. The Staff Disability Network Committee has also become well established and members attend regular meetings with Chairs of the other Staff Networks.

Student Learning Support Plans (LSPs) and Alternative Exam Arrangements (AEAs) – In 2021, the Disability and Dyslexia Support Service (DDSS) and the Faculty of Engineering collaborated on a project to develop and implement a software system to make it easier for academics and professional support staff to store, share and take action in relation to Learning Support Plans (LSPs). The new LSPs and Alternative Exam Arrangements (AEAs) System pilot began in September 2021, with a further roll out in February 2022. The system is currently in use within the Faculty of Arts and Humanities, the Faculty of Engineering, the Faculty of Science and the Department of Journalism Studies. At the time of writing, plans were in place to release the system across remaining academic departments in September 2022 and as of 18 August 2022, 2051 LSPs had been uploaded.

Since the initial launch in September 2021, the DDSS has made several improvements to the system based on user feedback. Additional functionality has already been released with further updates in the September 2022 rollout. These include uploading applicant LSPs; uploading limited consent LSPs, with the ability to share with individual staff members and AEAs, including the generation of the Exam Teams' report. The system is being continually reviewed and developed with more functionality to be released over the next academic year.

Engagement - Given the overwhelming response to the launch event for the Disability Equality Strategy and Action Plan, we are in the process of planning a schedule of future staff and student engagement opportunities. These will ensure that those who wish to contribute to the work will have the opportunity to do so and that the important conversation around disability continues. A short google survey has been sent out to staff and students to indicate which areas of the Action Plan would be of interest for future engagement.

Mental Health – We are committed to creating a culture that seeks to reduce the stigma associated with mental health illness through providing accessible and timely support to staff and students. To show our commitment to this, the University is for the first time developing a One University Mental Health Strategy. We have also launched a number of initiatives and activities as part of Mind's two-year Mentally Healthy Universities Pilot Programme and signed the Student Minds University Mental Health Charter, a quality assurance programme which aims to give universities the tools needed to enhance staff and student mental health. The University is working towards achieving a formal Charter accreditation. The University also signed up to the Mental Health at Work Commitment and continues to work towards the six mental health standards. Over 90 staff members have been trained as Staff Wellbeing and Mental Health Champions.

6.3 Improving the representation, progression, retention, experience and success of students and staff for whom religion, belief and no-belief is an important aspect of their identity.

In October 2021, on behalf of Council, ED&IC undertook to develop a comprehensive University Religion, Belief and no-Belief Equality Strategy and action plan. ED&IC established a Religion and Belief Strategy Steering Group and commissioned a University-wide listening project. The Steering Group has undertaken significant work during 2021-22 to develop the Strategy and actions which aim to improve the representation, progression, retention, experience and success of students and staff for whom religion, belief and no-belief is an important aspect of their identity at the University of Sheffield.

The overarching objectives of the Strategy are to:

- Create an environment to maximise access, experience and learning for students for whom religion, belief and no-belief is an important aspect of their identity.
- Create an environment where applicants and existing staff members for whom religion, belief and no-belief is an important aspect of their identity, are supported with their personal development and career progression.
- Create an equitable, inclusive and open culture that facilitates belonging and promotes respect for staff, students and the wider community for whom belief, no-belief forms an important part of their identity.
- Address religious hatred and intolerance to ensure that our culture remains equitable, inclusive and open.

The actions contained within it have been identified in response to a Listening Project established by the University's Chaplaincy Centre, and guidance outlined in 'Religion and belief: supporting inclusion of staff and students in higher education and colleges', Advance HE, 20 September 2018. In providing consultancy through the Listening Project, the Chaplaincy Centre has considered and suggested actions that reflect the full scope of Advance HE's guidance. It has been the responsibility of the Steering Group to synthesise these suggestions into a strategy and action plan document and reflect the structure of our existing ED&I strategies. The consultancy provided by the Chaplaincy Centre has also provided specific examples of activities to support the delivery of the actions proposed. This detail will be used to help populate our delivery plan. The Chaplaincy Centre will continue to provide consultancy throughout the delivery phase and we will ensure that it is adequately resourced and positioned to be able to do this. The Strategy and Action plan has been approved by ED&IC and UEB and will be launched in the 1st Semester of 2022-23. Alongside this, the Religion, Belief and No-Belief Inclusion Action Plan will be published to an external facing dashboard (in line with the Race Equality and Disability Equality Action Plans) and a Religion, Belief and No-Belief Inclusion Delivery Group will be established, to be accountable for the delivery of the Action Plan. The Religion, Belief and No-Belief Strategy and Action Plan is available at appendix 1, in the reading room.

6.4 Embedding diversity into workforce planning to create high performing teams

Our One University Vision recognises that our people are the key to our success. It sets out the aim to attract a diverse community of staff and students from a broad range of backgrounds, demographics and cultures, and create an inclusive environment in which everyone can succeed and flourish. To support this aim, HR has continued to build on previous work across the University to develop our approach to debiasing the recruitment and selection process, providing guidance and sharing resources about the use of positive action, allowing for reasonable adjustments, avoiding conformity bias, increasing engagement with adverts and developing job adverts and About the Job (ATJ) to attract high quality, diverse talent.

Staff Training – During 2021-22, the University established the ED&I Training Implementation Group and the ED&I Training Oversight Group, to replace the previous Task & Finish Group. The implementation phase has focussed on ED&I training development based on the new guiding principles for the development, commissioning and delivery of ED&I training which ensures a 'One University' approach. The University has continued to develop and deliver ED&I training in the key areas previously identified for content development. These include an introduction to ED&I at UoS, implicit bias training, LGBT+ terminology and Trans Awareness and race equality training. Further ED&I training requirements identified through the Gender Equality action plan, the Race Equality Strategy, the Disability Equality Strategy and the LGBT+ Equality Strategy have also been taken forward. The Committee is pleased with the work done so far, which is an excellent example of linking with the ED&I strategies and action plans. The Implementation Group has prioritised Implicit Bias as a key area of focus to reduce and mitigate bias across a number of structural processes. A wide range of implicit bias training modules have been developed and these have been well received. In addition to the creation of Implicit Bias training materials we have also updated the ED&I Training page, the induction training pages and check lists to maximise uptake of the Introduction to Implicit bias training. As part of the submission for the University Mental Health Charter, we have audited and mapped the current provision for training, learning and development that supports good practice around Mental Health, priority and longer term actions have been identified and will be taken forward over the coming year.

Staff Networks – Significant work has been undertaken by the HR ED&I team over the last 2 years to encourage engagement with the Staff Networks and to emphasise their value and importance as a safe space for members to connect and support each other and as a collective voice to feed into University work. Although at various stages of maturity, our networks are continuing to grow. The Committee was pleased to see the establishment of the Staff Carers Network during 2021-22, to support staff who balance work and caring responsibilities. The group was established following the introduction of a policy for emergency time off for carers, which came into effect from 1 October 2021, in line with the new annual leave year. The Policy entitles carers to take up to 5 days per annum paid emergency leave. This can be used as either half or full days, as and when required for emergency caring responsibilities. Communications to senior leaders and all staff included an explanation of the policy, and an endorsement from Professor Sue Yeandle from the Department of Sociological Studies who leads research into caring and is Director of CIRCLE, the Centre for International Research on Care Labour and Equalities. To ensure there are transparent, consistent and sustainable network provisions, Chairs of each network meet regularly. These meetings facilitate discussion around key matters and are a forum to agree on collective and respective actions and ensure ongoing dialogue with the HR ED&I team.

Working Environment – A review was undertaken of parental leave policies to ensure that Shared Parental Leave is normalised as an option by including it in the 'models' for parental leave, as part of information to support decision making and explore the possibility of presenting SPL as the 'default' parental leave option. The review also considered the approach to inclusive language and ensuring policies are accessible and understood. The University continues to work to improve the Flexible Working Policy to ensure a greater consistency of application across all departments, greater transparency in decision-making and formalise flexible working agreements.

Access Service Updates - Previously known as the Widening Participation Team, the Access Service in Student Recruitment Marketing and Admissions (SRMA) has established, with Executive approval, a stretching goal to increase the number of students registering at the University of Sheffield from groups underrepresented in HE, who have the potential to attain and benefit from one of our degrees in line with our Access and Participation Plan and the University's current Vision. In 2022 nearly a quarter of our UG Home intake is from a

widening access background taking into consideration the wide range of personal characteristics applied via our [Access+ policy](#) and there is further expansion of the groups this policy will support now being implemented for 2023 degree entrants. We are also increasing our transition support to these groups ensuring they have the information, advice and guidance as well as equipment and financial support to successfully begin their studies with us. A new cohort of Aziz Scholars will be joining the University, with the work of this foundation continuing to support the increase of black students to the University.

Recruitment to sustained access programmes across the pre and post-16 schools landscape continues to progress well and we see increasing diversity amongst these prospective future students with 5% of successful applicants having a declared disability and over 35% being from Black or Minority Ethnic groups. Our national outreach programme, Discover Sheffield, also continues to grow, thanks in part to generous financial support from the Ambition programme, and maintains a focus on supporting working class students, particularly white males, from the North and South of England. Students accepted onto these programmes in 2021/22 will be expected to progress to degree programmes over the next 2-4 years. Linked to the University's Race Equality Strategy and Action Plan we have also successfully established and already benefited from the insight of a BAME Student Advisory Group. The purpose of this group is to help the service apply in practice learning from students' personal experiences of progression to higher education, including the barriers and challenges faced, so we can do more to eradicate these via our pre-entry support initiatives. These current students, our Aziz Scholars and other diverse student groupings are all targeted to join us in supporting the next generation of Sheffield students as ambassadors. We have over 370 current student ambassadors from a wide range of ethnicities and personal backgrounds and we have seen a noticeable growth in Black and Care Experienced students in particular training to work with us.

Staff Code of Conduct – In 2021, ED&IC reported to Council that work was underway to develop a Staff Code of Conduct. In 2022, ED&IC considered the draft Code, which has been shared with UEB, Campus Trade Unions, Staff Network Chairs and academic workforce consultative groups. ED&IC provided feedback on the Code and a wider consultation has since taken place with other groups. The Code has now been approved by UEB for launch at the start of the 2022-23 session. The Code sets out expected behaviours of staff, including how to respectfully engage in disagreements, behaviour considered unacceptable, expectations of managers and how to challenge and report unacceptable behaviour. The Code is applicable to all employees, students, visiting academics and agency staff.

Report and Support – The Report and Support system provides a visible route for reporting and accessing support and confirming the University's commitment to be an inclusive, tolerant and diverse community encouraging a culture of empowerment and transparency for both staff and students. Since its launch in November 2019 to June 2022 there have been 500 reports, of which 385 relate to students and 64 to staff (51 reports are from others such as visitors to the University). 177 reports were submitted anonymously. Reports are accessed by key staff in Welfare and HR and assigned appropriately. Reports relating to staff are assigned to HR colleagues directly in the Report and Support system. The Report and Support Oversight Group provides oversight of all matters relating to the use of and access to the Report and Support platform. It is responsible for the effective delivery of the overarching procedures and ensures that all risks are appropriately mitigated. It focuses on shared activities and priorities and aims to reduce duplication and provide a cross-cutting oversight. An annual calendar provides a framework for the Group to ensure that it maintains oversight by establishing key checks, measures and reporting and enables the group to provide direction.

6.5 LGBT+ Equality

In June 2021, ED&IC agreed that LGBT+ inclusion should be an ED&I priority for the 2021-22 academic year, with the intention to review and refresh our LGBT+ strategy work to date. The goal of this review and refresh was to foster a holistic, joined-up institutional approach to LGBT+ inclusion which is tailored to our HE context, including by ensuring our work is fully inclusive of the student community and aligned with the work of Student Services and the Students' Union.

An LGBT+ Strategy Review Group was formed in January 2022. It produced a draft Strategy and Action Plan, which was subsequently considered and approved by ED&IC in June 2022 and by UEB in September 2022. At the time of writing, an LGBT+ Equality Delivery Group is being established to lead on the implementation of the Strategy and Action Plan. It will be assisted in this by an LGBT+ Advisory Group, which will consist of staff and student representatives. The Advisory Group will function as a critical friend for the Delivery Group, which is modelled on the successful approach adopted in our Disability Equality Work. The LGBT+ Strategy and Action Plan is available at appendix 2, in the reading room.

7. Creating and Inclusive and Diverse Community / Other Activities

7.1 Covid-19 – Equality Impact Assessment

The University continues to consider potential longer term impacts of the pandemic on individuals' ability to carry out their roles and how this might impact on their future career development including considerations such as ability to undertake different types of research. This has been incorporated into the review of the Academic Career Pathway. Guidance was put in place which allowed individuals seeking promotion to highlight ways in which the pandemic had impacted on their ability to fulfil specific criteria from the Academic Career Pathway framework and this was widely used. Guidance was provided to HoDs and promotion panels on how to consider the Covid impacts and make adjustments to expectations. In recognition that the impact of the pandemic may be prolonged in some cases, we have retained the adjustment guidance for this year's promotion round.

7.2 Athena SWAN

Due to the impact of the Covid-19 Pandemic, Advanced HE offered an extension to all awards which expired after April 2020; our Institutional Athena Swan Silver award, which was due to expire in September 2022, was successfully extended to 30 November 2023. This award recognises our ongoing commitment to progressing gender equality. The University developed a revised Athena Swan Action Plan to support the extension application; this provided an opportunity to capture the institutional work around closing the Gender Pay Gap and the review of policies related to gender and parenting. In October 2021, ED&IC confirmed its commitment to the Athena Swan revised Charter and Principles, which were developed in full consultation with specialist groups and the sector. ED&IC also approved the actions identified in the revised action plan that will allow the University to secure our next in November 2023. The revised plan includes ambitious actions to address the gender pay gap and the impact of the pandemic on women's careers. The institutional Athena Swan action plan has been reviewed to evaluate progress across the University. Areas where progress is slower than anticipated have been followed up with the owners of the actions to determine if any additional support is required to bring the actions to fruition. The Gender Equality Committee, which has devolved responsibility from ED&IC to oversee the implementation and further development of the University's Athena SWAN action plan and the application of good practice to all departments (STEM and non-STEM), continues to take forward the Athena SWAN Action Plan.

7.3 Sexual Harassment

In 2021, the Office for Students (OfS) published a Statement of Expectations relating to providers' systems, policies and processes to prevent and respond to harassment and sexual misconduct. The Statement also includes specific expectations regarding providers' governance arrangements, which require universities to establish a group similar to the UEB Sexual Violence and Harassment Steering Group (SVHSG) but with a reporting line to the governing body. Noting that there is an existing Council Equality, Diversity and Inclusion Committee (ED&IC), the Steering Group and UEB endorsed an approach whereby the Steering Group reports to UEB but also reports into Council through ED&IC. In June 2022, ED&IC considered an update from the SVHSG on the University's activities against each statement of expectation, actions taken to meet each principle, potential risks identified in regard to complying with each principle and further actions required. ED&IC noted that there are three OfS Principles that require further consideration. ED&IC reviewed the action plan and is assured that appropriate actions are being taken to meet the principles. ED&IC was pleased to note that a new Safeguarding Prevent Steering Group has been established within Student Support Services. This Group will include Faculty representative and will involve the new Faculty Directors of One University. A separate Annual Report from the SVHSG on preventing and addressing harassment and sexual misconduct is included in the Council papers at item 10.2 on the Council agenda.

7.4 Gender Pay Gap

The University is required to calculate, report and publish its gender pay gap (GPG) each year, following strict criteria set out in legislation introduced in 2017. The calculation is based on a snapshot of data taken on 31st March and must be published by the end of March the following year. The University of Sheffield has reported and published its 2021 GPG Report, available at appendix 3, in the reading room.

The GPG figures for 2021 show a further gradual reduction in both the mean and median gender pay gap compared with the previous 3 years. The mean GPG for was 15.8%, compared to 16.5% in 2020, 17.8% in 2019 and 17.9% in 2018 and the median GPG in 2021 was 8.4% compared to 11.5% in 2020, 10.7% in 2019 and 10.7% in 2018. Although we are pleased to see that our gender pay gap continues to fall and compare well with the gender pay gap figures published by other Russell Group universities last year, we recognise we still need to do more to reduce the gap at a greater pace. A detailed analysis of the snapshot of our pay quartile figures (proportion of males and females in each grade) continues to show that the root cause of our gender pay gap is that we have a higher proportion of females in lower pay quartiles and a higher proportion of males in our upper pay quartiles. Work has continued this year to develop the Gender Pay Gap Action Plan and a dashboard has been developed to allow us to monitor progress in key areas of activity under each theme. It is based on information and feedback obtained from a wide range of sources including the SRDS review consultation, the Gender Equality Committee (GEC), Faculty Directors of ED&I, and the academic promotions using the ACP criteria. The GEC has also continued to support HR in their review of University wide policies pertaining to gender, parenting, caring and also in relation to transparent recruitment processes for department and faculty leadership roles. The plan identifies opportunities to improve career progression for female staff through making improvements to existing processes, alongside opportunities to develop new approaches to tackling issues associated with gender equality, including a standardised approach to establishing starting salaries and improvements to information available to support flexible working.

The University also undertook an Equal Pay Audit (EPA), in line with the Joint Negotiating Committee for Higher Education Staff (JNCHES) Equal Pay Reviews and Gender Pay Gap reporting guidance. The review, which the University carries out on a 3 yearly cycle, the Audit compares the pay of men and women doing equal work to identify any differences in pay. The review also considered other characteristics and variables such as ethnicity, contract

type and working commitment. Undertaking this review alongside gender pay gap reporting is useful because it allows us to breakdown the overall workforce data to explore whether there are any pay gaps between males and females within grades. The 2021 equal pay review showed no significant gender pay gaps within any of the University's grades, including the senior pay bands, and showed an improvement from the 2018 equal pay audit. The University of Sheffield has 2021 EPA Report, including narrative, is available at appendix 4, in the reading room.

There is an institutional commitment to reduce the Gender Pay Gap further by 2025. To drive this, targets have been incorporated into the Faculty and Departmental Planning Framework, agreed by UEB in 2020-21, with VPs and HoDs holding responsibility for delivering on these. Faculties and Departments can select from a dashboard of actions in order to meet the Faculty Gender Pay Gap reduction targets set in the institutional planning rounds.

The University continues to make improvements to the information available to support flexible working, in particular through the creation of a 'how we work' page which will enable staff to easily explore the range of options available. Further improvements have also been made to 'Menopause in the Workplace' resources for staff members experiencing the menopause, including the launch of a short interactive course 'Let's talk about menopause', key elements include, why we all need to talk about menopause, what is menopause and how it could affect you or a colleague, how to get help and support and managing your menopause - a 3-stage process. This work is an important step in our efforts to eliminate the gender pay gap by providing support for staff, improve staff wellbeing and make a significant difference to the experiences of our whole University community.

An asynchronous Implicit Bias in Academic Promotions module has been developed in partnership with Dr. Jules Holroyd for academic promotion panel members and has been used as part of the academic promotion round this year. An Implicit Bias in Recruitment module has also been developed, in partnership with Dr. Jules Holroyd. The Committee noted that some Universities have found that entry level pay/starting pay negotiations were a significant factor in the GPG, with men much more likely to be appointed at a higher pay point; The University recognised and is developing a policy, aimed at establishing a standardised approach to starting salaries.

7.5 Ethnicity Pay Gap

From April 2023 the University will be required to report its Ethnicity Pay Gap (EPG) as well as the GPG; this will be reported in future ED&IC annual reports. The University is working to ensure we are able to meet this future requirement; initial analysis shows that the mean EPG is 1% in favour of non-BAME staff, and the median is 0%.

8. Staff Data by Protected Characteristics: as at August 2022

As part of the Public Sector Equality Duties, Universities must publish annual data on their workforce by protected characteristic; the data is available at appendix 5, in the reading room.

October 2022

Appendix 3.

GPG Data 2021



1. Regulations:

Regulations make it mandatory for all organisations with more than 250 employees to report their gender pay gap on an annual basis. Universities, along with other public sector bodies, are required to report their gender pay gap based on data at 31 March each year. The gender pay gap measures differences in pay between men and women across the entire workforce, which includes jobs of different size and level.

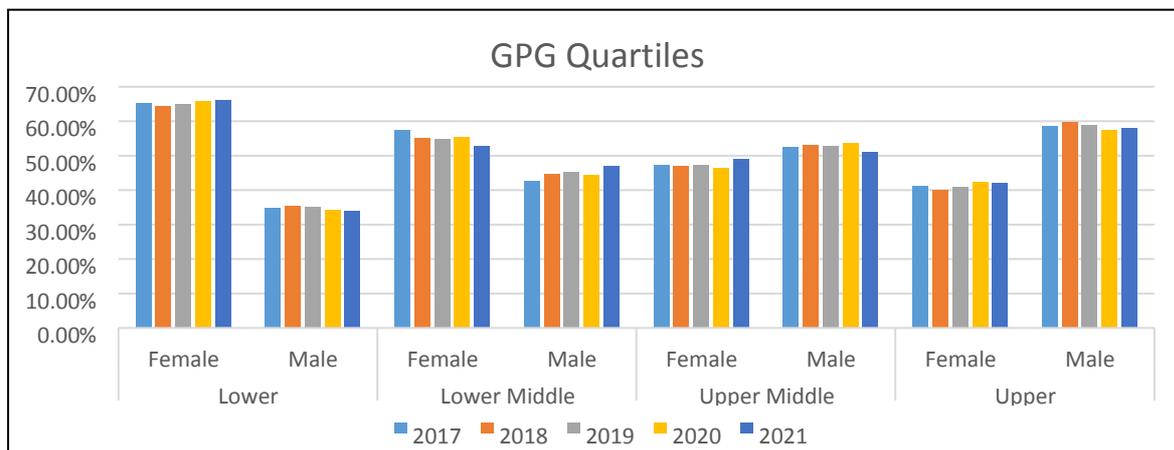
This report provides the outcomes of our mandatory gender pay gap reporting requirements and is based on 2020 data. It reports on the following across our entire workforce:

- Proportion of males and females within pay quartiles
- Gender pay gap
- Bonus pay gap
- Proportion of males and females who received a bonus or recognition payment.

We take a partnership approach to our gender pay gap analysis and action planning, working closely with senior academic colleagues, Human Resources, trade unions, our Gender Equality Committee and Equality, Diversity and Inclusion Committee.

2. Pay Quartiles:

Pay quartiles show a breakdown of the percentage of males and females by pay quartile – where the workforce is split into equal quarters according to level of pay: *Table 1: Percentage of males and females by pay quartile 2017-2021*



Note: The quartiles broadly equate to our grade structure (lower G1-4, lower middle G4-7, upper middle G7-8, upper G8+) but this is variable given that pay is based on gross pay after salary sacrifice, so individuals who are in salary sacrifice schemes may be in a lower pay quartile than we would expect for their grade.

The quartile data shows some shifts in the gender balance in the lower middle (showing a lower proportion of females and a higher proportion of males) and upper middle quartiles (showing a higher proportion of females and a lower proportion of males). These shifts are likely to have contributed to a further reduction in our gender pay gap in 2021. However, our pay quartile figures continue to show the root cause of our gender pay gap – we have a higher proportion of females in our lower pay quartiles (our lower pay grades) and a higher proportion of males in our upper pay quartiles (our higher pay grades).

3. Gender Pay Gap:

The gender pay gap shows the difference between the average (mean or median) earnings of men and women across the whole workforce, expressed as a percentage of men's earnings:

Our 2021 figures show a further reduction in both our mean and median gender pay gap compared with the three previous years.

Table 2: 2017-2021 mean and median gender pay gap

Gender Pay Gap Snapshot	Legislation Snapshot				
Data Group	Based on the entire workforce (includes clinical academics and zero hours' employees and workers paid in March) Excludes individuals who were on reduced/nil pay due to absence Includes additional pay such as allowances Based on pay after salary sacrifice deductions				
PAY GAP	2021	2020	2019	2018	2017
Mean %	15.8	16.5	17.8	17.9	19.0
Median %	8.4	11.5	10.7	10.7	11.1

Mean = average, Median = the mid-point value of a sorted list of values

The gap between male and female earnings is lower for the median (mid-point) than the mean (average). This is because the mean is impacted by outliers (individuals with earnings higher than the norm) within our workforce.

The median tends to be a better indicator of the most typical figure, where a range of figures have an outlier, and is the normal salary measure used by the Office for National Statistics.

Although we are pleased to see that our gender pay gap continues to fall and compare well with the gender pay gap figures published by other Russell Group universities last year, we recognise we still need to do more to reduce the gap at a greater pace.

4. Gender Bonus Gap

The gender bonus gap shows the difference between the average (mean or median) bonus received by men and women across the whole workforce. A positive bonus gap shows that males have received, on average, a higher bonus value than females.

Our bonus gap figures are normally based on bonus, incentive and recognition payments from our standard reward schemes paid from April to March. However, in 2020-21, we paused some schemes and we introduced one-off recognition schemes to recognise our staff for their efforts during the pandemic.

These changes impacted on our 2020-21 figures which show a significant reduction in our bonus gap compared to previous years and a higher proportion of both males and females receiving a bonus award across the organisation.

When we next report on our gender bonus gap (for the period April 2021 to March 2022) our standard bonus and incentive schemes will be re-instated. This will enable us to better measure progress with previous years.

Table 3: Mean and median bonus gap 2016-17, 2017-18, 2018-19, 2019-2020 and 2020-21

	April 2020 – March 2021	April 2019 – March 2020	April 2018 – March 2019	April 2017 – March 2018	April 2016 – March 2017
BONUS GAP					
Mean %	37.1	64.3	64.4	64.5	68.6
Median %	0	0	20	6.3	40.0

Table 4: Proportion of workforce by gender who received a bonus award in 2016-17, 2017-18.

2018-19, 2019-2020 and 2020-21

	April 2020 – March 2021	April 2019 – March 2020	April 2018 – March 2019	April 2017 – March 2018	April 2016 – March 2017
PROPORTION RECEIVING BONUS					
Female	71.1	26.2	23.6	22.8	20.3
Male	76.8	20.5	20.1	19.3	16.2

In 2020-21, our bonus pay gap figures were based on the combined bonuses and awards paid from the schemes listed below:

Clinical Excellence Awards Scheme: This scheme applies to clinical academics in our employment but who are on NHS terms and conditions and pay scales, and is not controlled by the University. We have classified these awards as bonus pay in line with the NHS.

Recognition Award Scheme: This scheme is available to all staff and enables departments to nominate individuals and teams to receive awards throughout the year for a job well done. In line with the legislation, this only includes monetary and voucher awards for individuals, not team awards or individual non-monetary gifts.

One-off Recognition Award Schemes: In 2020, we implemented a number of recognition schemes to reward and recognise our staff for their efforts during the pandemic. This included payment of a £50 voucher to all our regular paid employees.

The legislation requires us to combine and report on the bonus gap of the schemes together. **The impact of combining these very different schemes is to create a higher overall mean bonus gap than if they were each assessed separately.**

As with our pay gap, the bonus gap between males and females is lower for the median (midpoint) than the mean (average). This is because, overall, the mean is impacted by outliers (males with higher bonus or award values) across the above schemes.

Fluctuations in the mean or median bonus gap of the differing component schemes can have an impact on the overall bonus gap, particularly the median bonus gap.

Gender Pay Gap narrative

Introduction

Our vision for the University of Sheffield includes a commitment to 'identify and tackle patterns of inequality, to ensure that staff and students can achieve their full potential'. This commitment is at the heart of our ambition to eliminate our Gender Pay Gap.

We take a partnership approach to our gender pay gap analysis and action planning, working closely with senior academic and professional services colleagues, campus trade unions through our joint Gender Pay Gap Working Group, our Gender Equality Committee and Equality, Diversity and Inclusion Committee. To enable us to remain on track to achieve the elimination of the Gender Pay Gap, we have set ambitious targets for Gender Pay Gap reduction of five percentage points by 2025. We will review progress against this target annually and increase it if we are able to meet it before 2025.

Local action plans for faculties and professional services are supported by a central programme of work that is designed to address structural and cultural contributors to gender inequality. This work includes actions to improve recruitment processes and career progression opportunities for women, a review of the impact of unequal workload allocation on research performance and a commitment to create transparent processes for filling significant departmental leadership roles.

Recruitment

We will undertake a programme to transform our recruitment process. This will include support to ensure that each department attracts a diverse pool of talent and is more inclusive. We are continuing to develop specific bias training for all those involved in the recruitment, our programme of support and training for recruiters and promotion panel members includes the roll out of mandatory implicit bias training.

Work is already underway to improve recruitment panels themselves, through the use of gender balanced panels, as well as trialling anonymous shortlisting and recruitment systems that design out bias to improve our recruitment process. We are also developing a policy to tackle the gender pay gap as it emerges from salary negotiations at the start of a contract

Career progression

We will use the development of Professional Services Pathways to provide opportunities to increase the number of women in senior roles in Professional Services departments.

Promotions data will be reviewed systematically as part of the annual academic promotions process to identify particular areas where female success rates are significantly lower than men at all University levels. Promotion panels will also be encouraged to reflect on department actions which the University can take to proactively address the Gender Pay Gap (GPG). Panel members will also be expected to undertake implicit bias training.

Career development discussions will be improved through the creation of workload allocated Staff Review and Development Scheme (SRDS) review roles in academic departments. This will be supplemented by targeted action for roles that are predominantly undertaken by female colleagues, such as learning and teaching roles.

Workload

We will undertake a review of the allocation of personal tutoring and pastoral support roles to better understand the disproportionate allocation of these roles to female members of staff and examine the impact of unequal workload allocation on research performance and will recommend actions to address any inequality.

Leadership

We will ensure our processes are transparent for recruiting to key leadership positions, consistent with practice adopted across the University. Our Leadership Development programme will also be reviewed to improve its contribution to increasing the number of female leaders across the University, with a focus on how leaders and managers can create inclusive cultures and support creating and sustaining diverse teams.

We will continue to develop the leadership and management programmes with a focus on inclusion and widening participation for female colleagues to support their leadership journeys, ensuring that development is accessible and coherent to all colleagues to provide focused support and learning opportunities.

Working environment

We have introduced new Menopause in the Workplace resources for staff members experiences the menopause, including a staff toolkit and information to help staff get the support they need whilst at work. Alongside this we launched a separate managers guide to ensure managers are equipped to support staff. We also invested in Peppy Health, a specialist menopause support app, available for free to staff, this work is an important step in our efforts to eliminate the gender pay gap by providing support for staff at all stages of their lives.

We will deliver an online training module to staff and managers to supplement the existing resources and improve awareness and understanding. To further strengthen the support in place for all staff who are on a fertility or parenthood journey, we will deliver personalised baby and fertility support.

To enable us to provide a working environment that recognises the additional pressures that both impact exclusively on or traditionally disproportionately on female colleagues and to mitigate the impact of these on career progression, actions will be taken to deliver support for carers, including introducing a new policy for emergency leave for those with caring responsibilities and the establishment of a staff network for carers, which will progress the work to support staff who balance work and caring responsibilities.

We will ensure that the transition to hybrid working enables maximum opportunities for progressing gender equality and potentially negative impacts are mitigated.

Appendix 4.

Equal Pay Audit

An equal pay review involves comparing the pay of males and females doing the same jobs, similar jobs or work of equal value within an organisation. The purpose of this is to identify and investigate any differences, and then explore and address any instances of unequal pay that cannot be justified.

Work of equal value is work which is of equivalent value in terms of a range of factors which may include effort, skill and decision-making as determined by a job evaluation (grading) scheme. At the University, roles of equal value are paid on the same grade within the University's grading structure. The University carries out an equal pay review on a three-yearly cycle. In 2021, we based this data on a snapshot of 30 March to align with our gender pay gap snapshot date.

The equal pay review was undertaken in line with the new Joint Negotiating Committee for Higher Education Staff (JNCHEs) Equal Pay Reviews and Gender Pay Gap reporting guidance and included consideration of other characteristics and variables such as ethnicity, contract type and working commitment. It is useful to undertake an equal pay review alongside gender pay gap reporting, as it allows us to break the overall workforce data down and explore if there are any pay gaps between males and females within grades.

Our 2021 equal pay review shows that there are not any significant gender pay gaps within any of the University's grades, including the senior pay bands, which shows an improvement from the 2018 equal pay audit.

Table 5: Gender pay gaps within grades

		G1	G2	G3	G4	G5	G6	G7	G8	G9	P1	P2	P3
All EEs	Headcount	377	64	376	445	734	937	2131	1282	657	268	195	83
	Average Salary	£16,737	£17,356	£18,551	£21,029	£24,692	£29,601	£36,569	£47,549	£58,463	£70,855	£85,091	£119,347
Gender	Male Headcount	84	43	184	160	250	397	1089	663	391	177	141	65
	Female Headcount	293	21	192	285	484	540	1042	619	266	91	54	18
	Average Male Salary	£16,736	£17,361	£18,600	£21,110	£24,653	£29,542	£36,319	£47,750	£58,643	£71,012	£85,307	£119,624
	Average Female Salary	£16,737	£17,346	£18,503	£20,984	£24,712	£29,645	£36,831	£47,334	£58,197	£70,551	£84,527	£118,349
	Pay Gap (Female vs Male)	0.0%	0.1%	0.5%	0.6%	-0.2%	-0.3%	-1.4%	0.9%	0.8%	0.6%	0.9%	1.1%

We also explored whether there were any pay gaps in relation to other characteristics or working commitment variables, for example part-time versus full time. This showed some pay gaps in our mid-grades in relation to contract type (open-ended versus fixed-term) which we are exploring further.

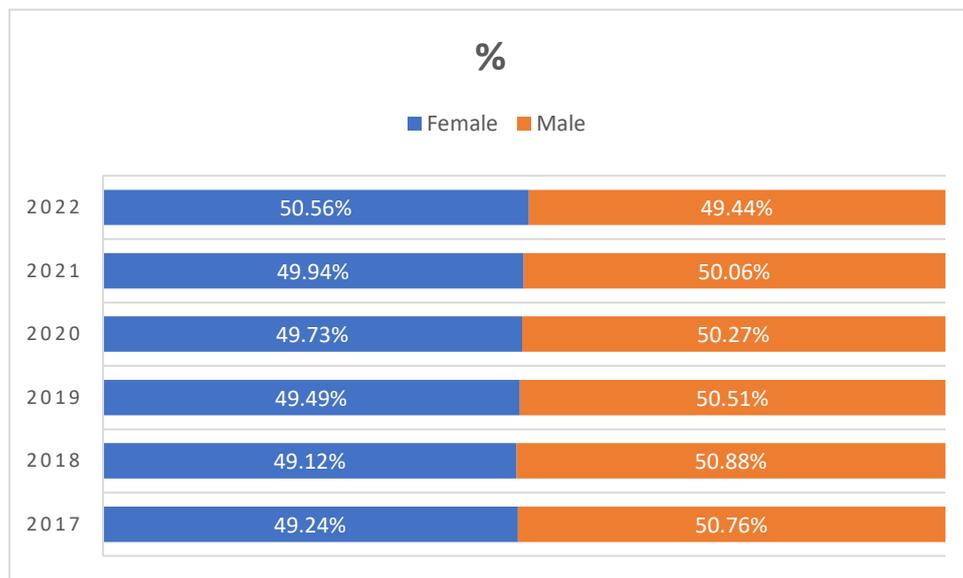
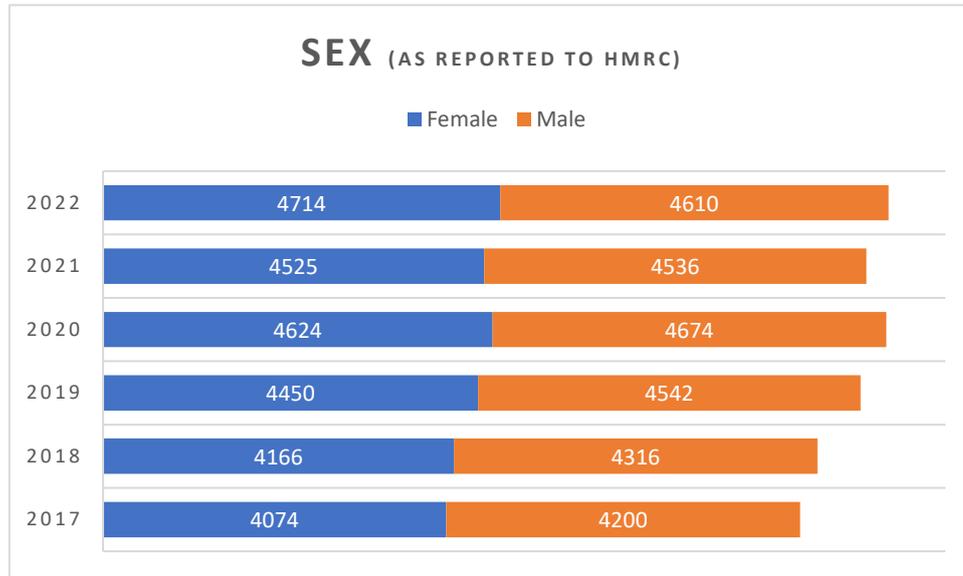
Overall, our equal pay review demonstrates that our overall gender pay gap is largely driven by our workforce profile, rather than any pay gaps, or equal pay issues, within our grading structure.

Footnote: The Equality and Human Rights Commission cites, as a general rule, that pay gap differences of 5 per cent or more, or any recurring differences of 3 per cent or more as meriting further investigation.

Appendix 5.

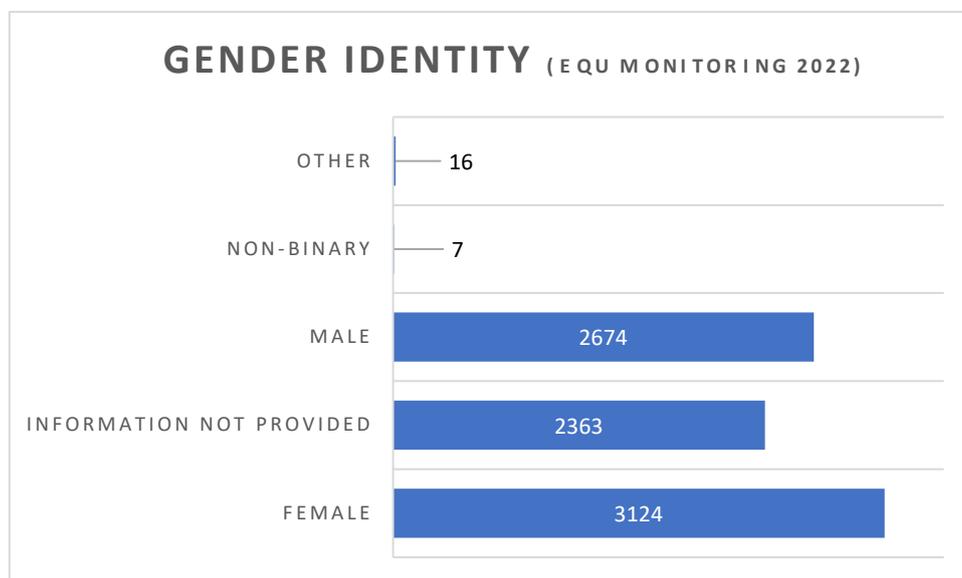
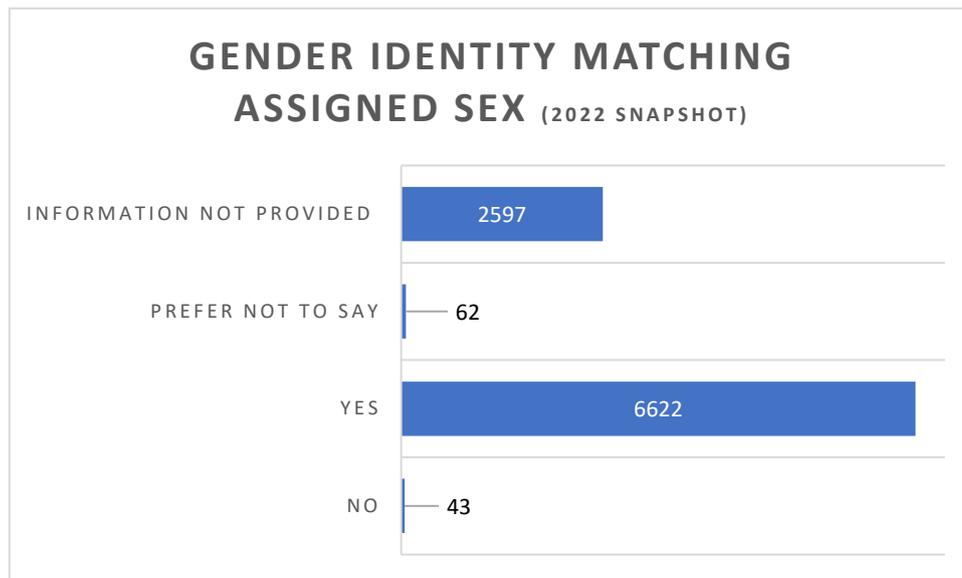
Sex

The trend continues with regards to sex (as recorded for HMRC reporting) with a broadly even split between Female and Male, although this there is a higher percentage of Female employees. These percentages are in line with the make-up of the local community and wider Sheffield area, with the Sheffield at 50.73% and 49.27% for Female and Male populations respectively.



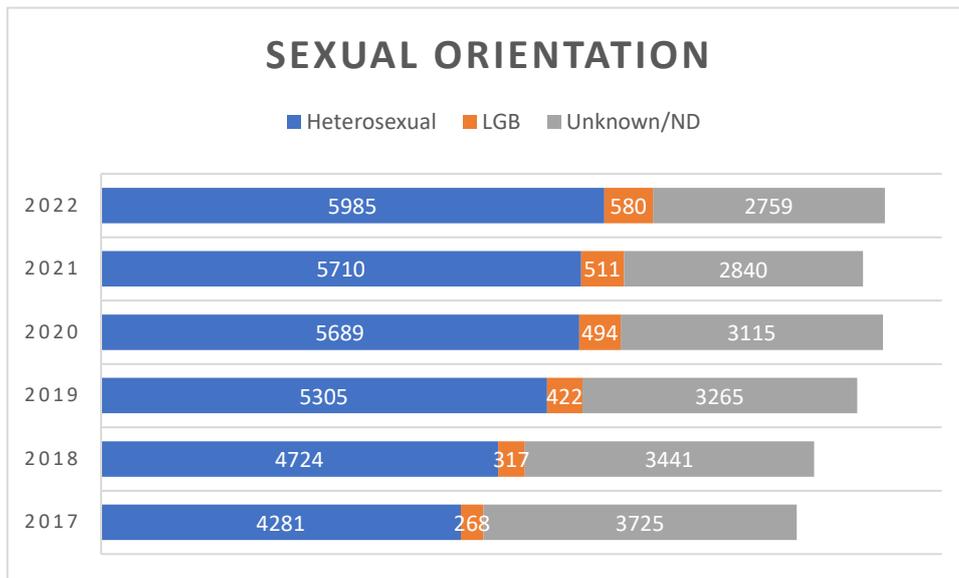
Gender

In terms of Gender, we can see that small cohorts of staff are recording an identity outside of the binary with 7 recording their identity as non-binary and 16 recording their identity as 'other'. It should be noted that this is below the number of people who have recoded an answer of 'no' for their gender identity matching that of the sex they had been assigned (43). Although these numbers are low, they are still a small increase on numbers from last year. In terms of benchmarking, no questions about gender identity were asked as part of the 2011 census and the 2021 data will not be released until late October 2022.



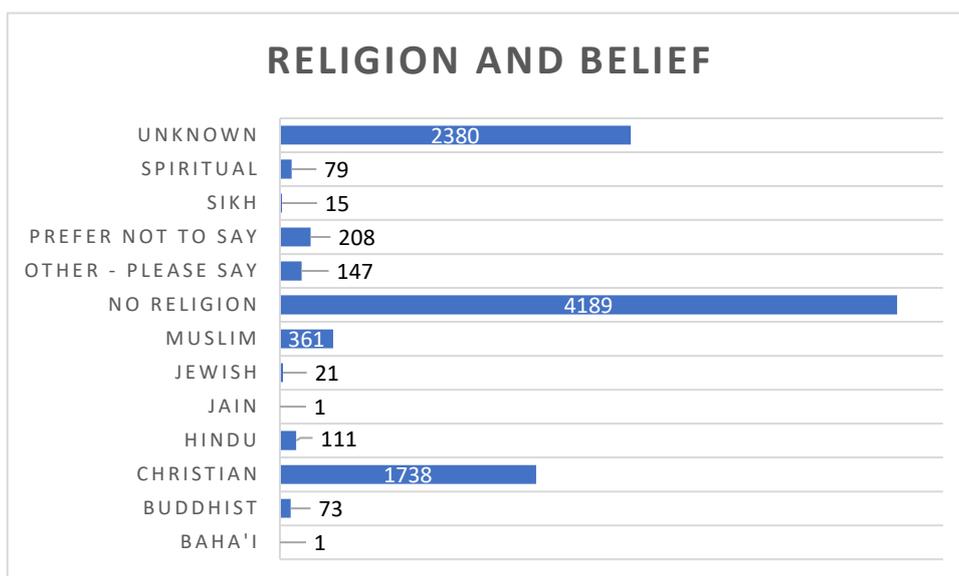
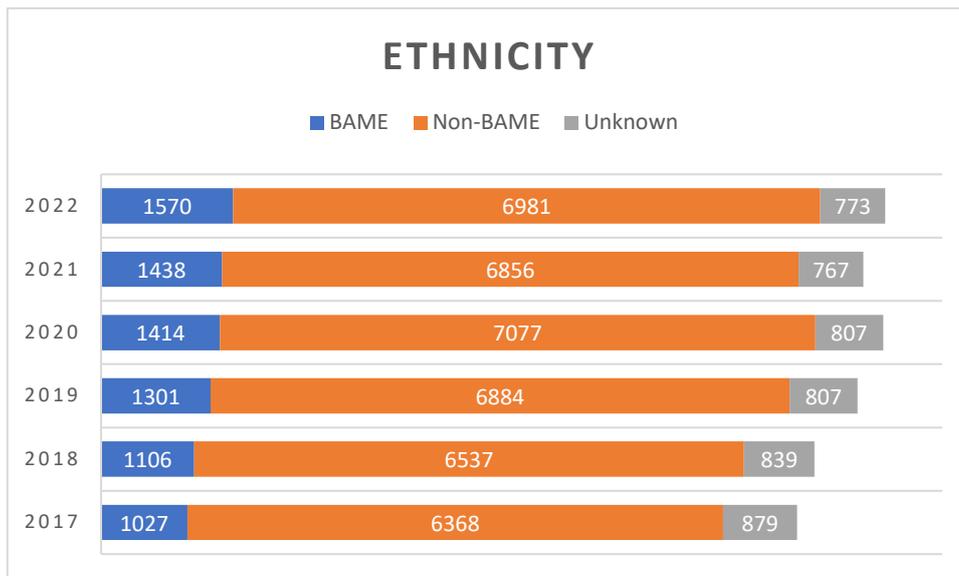
Sexual Orientation

Disclosure rates for Sexual Orientation continue to rise with only 30% of staff coming under the 'unknown' category, which consists of not answered, other and prefer not to say. Staff identifying as gay, lesbian or bisexual is 6%. This is above the most recent UK population information for LGBT individuals from the Office of National Statistics, which states an estimated 3.1% population of people aged over 16 identifying and gay, lesbian or bisexual. It should also be noted that people identifying as bisexual make up over 50% of the total number of staff identifying as LGB.



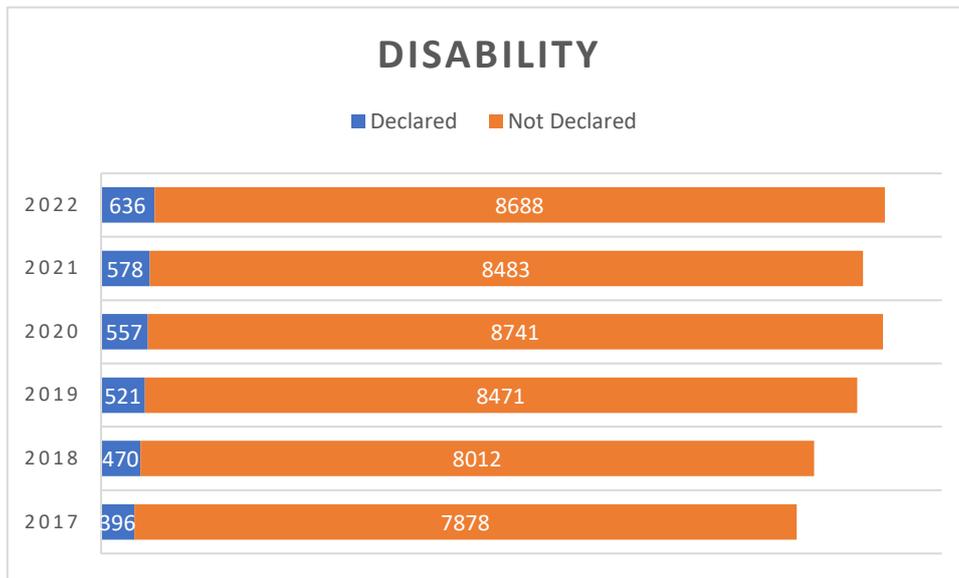
Ethnicity

Members of staff from minority ethnicity backgrounds remains on and upward trajectory, increasing by 0.9% compared to last year and now representing 16.8% of our total workforce. This is lower than the data for the Sheffield community which is 19.2% and the UK community which is 20.2%. It should be noted that this information is based on declarations and the difference may be accounted for under the unknown heading. We should notice greater impact on numbers following the implementation of the refreshed Race Equality action plan. This will be a useful annual check for impact on the actions that relate to recruitment and retention.



Disability

Despite the overall number of disclosures of disability being at their highest, the percentage of disclosures is down at below 5%. Rates of disclosure have been steadily declining over the past 6 years. With the launch of the Disability action plan, we expect to see an improvement in disclosure rates.



Age

Age populations have remained consistent over the last 6 years. The only notable change was a greater fluctuation in the percentage of 16-24 employees in 2021, an impact of covid, which has since risen back to just below regular levels this year.

