

# Equality in Higher Education

Statistical Report 2008

**41.6%**  
**male**

**58.4%**  
**female**



Equality Challenge Unit

# Foreword

The mission of Equality Challenge Unit (ECU) is to support the higher education sector in promoting equality and diversity for all staff and students. To achieve this, we need to develop a shared understanding of the challenges the sector faces. Statistics can bring both clarity and focus to this task.

This report, commissioned by ECU, presents a selection of statistics relating to the higher education sector in terms of gender, race, disability and age. It is drawn primarily from the 2006/07 Higher Education Statistics Agency (HESA) data set, and reflects issues identified by ECU as priorities in its 2007–10 strategy. As our intention is to undertake a similar analysis in future years, it supports the development of a baseline in relation to one particular measure.

The report is drawn from the statistics and data that exist within the sector. It does not seek to measure the lived experience of staff and students, or to cover data in relation to religion and belief and sexual orientation. Other work being undertaken within the sector, and also by ECU, is seeking to examine these elements.

Transparency is a prerequisite for equality and diversity. In the higher education sectors of most other countries in the world, these data are not available and inequalities often remain invisible and unacknowledged. The level of transparency provided by the HESA data set is something of which the UK higher education sector should rightly be proud.

Nicola Dandridge  
Chief Executive

# Equality Challenge Unit

## Equality in Higher Education: Statistical Report 2008

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Figures shown on the cover refer to the gender balance of the undergraduate student population (page 3).

# 1. Introduction

The report is based mainly on analysis of Higher Education Statistics Agency (HESA, [www.hesa.ac.uk](http://www.hesa.ac.uk)) data for one year, the most recent, 2006/07, relating to gender, ethnicity, nationality, disability and age. It covers staff, students and graduates in UK higher education institutions (HEIs).<sup>1</sup>

Following a summary of key facts and figures, the data analysis is presented in four main sections:

- = staff
- = students and graduates
- = comparisons of staff and student data
- = institutional group profiles.

The analysis presented here is based on a small selection of the large amount of data available from HESA. Further details can be found on HESA's website or via the new heidi service ([www.heidi.ac.uk](http://www.heidi.ac.uk)). Other reports, such as the Higher Education Funding Council for England (HEFCE)'s report on staff trends and profiles (at English HEIs) and Universities UK's series of annual reports on institutional patterns, provide further details on some of the data shown here.

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1. The data cover the whole of the United Kingdom (including Scotland, where the Scottish Funding Council supports Equality Challenge Unit to work in partnership with Equality Forward).

# 2. Summary – some key facts and figures

## Staff

- = Women make up 42.3% of the academic staff population, but a lower proportion (17.5%) of heads of department and professors (7.9% in the SET<sup>2</sup> group of subjects).
- = 50.1% of staff in teaching-only posts are women, but a lower proportion of women than men (45.4% female) in research-only posts. 41.8% of women work part time, compared with 26.9% of men.
- = Of academics earning over £50,000, 21.6% are women and 78.4% are men.
- = Over one-fifth of the total academic population are non-UK nationals.
- = Among UK nationals, 6.1% are from a black or minority ethnic (BME) background. This compares with 8.7% in the UK employed population. Among all academic staff, including international staff, the BME percentage is higher at 10.9%.
- = 6.7% of academic staff (UK nationality) in England have a BME ethnic background compared with 3.3% in Scotland and Wales, and 2.4% in Northern Ireland.
- = BME academic staff (UK nationality) represent 4.8% of heads of department and professors, compared with 6.2% of staff below this level. The figure is higher in SET subjects (6.7% are BME) than in non-SET subjects (5.8%), and is higher in research-only posts (8.9%) than in teaching-only posts (5.1%). It is also higher among staff on fixed-term (7.2%) than on permanent/open-ended contracts (5.6%).
- = Asian or Asian British represent almost one-third (30%) of the total academic BME staff (UK nationals). The black or black British group represent a lower proportion, 15% of all BME staff.
- = The BME group represents 6.1% of both male and female UK academic staff (UK nationals).
- = 2.2% of academic staff declared a disability. The number is higher among female (2.4%) than male (1.9%) staff, and lower among research-only staff (1.6%) than in other employment functions.
- = 29.7% of academic staff are aged over 50 years. Women have a younger age profile than men. 24.8% of women are aged over 50 years compared with 33.5% of men.

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2. SET = science, engineering and technology, including the mathematical sciences.

- = 62.7%, of all professional and support (P&S) staff are women. Women represent 93.2% of secretaries/typists, receptionists and telephonists. Men represent 82.9% of chefs, gardeners, electrical and construction trades, mechanical fitters and printers, and 83.2% of drivers, maintenance supervisors and plant operatives. 49.7% of managers are women and 50.3% are men.
- = Female P&S staff are more than twice as likely as their male colleagues to be working part-time. 42.8% of women work part-time compared with 18.2% of men.
- = UK national BME representation among P&S staff is 5.9%, only slightly lower than among academic staff. The occupation group 'managers and professionals' has the lowest BME representation (4.8%). 6.6% of all P&S staff are BME, national and international.
- = 2.9% of P&S staff declared a disability, a slightly higher percentage than academic staff.
- = 28.2% of P&S staff are over 50, and this increases to 38.4% in the craft, manual and services occupational group.

## Students

- = 41.6% of the undergraduate student population are male and 58.4% are female. The gender balance varies by subject. In the SET group of subjects, 62% are male and 38% female. By contrast, others are more female-dominated, such as subjects allied to medicine (just 16.4% male), education (20.5% male) and veterinary science (22.1% male).
- = 35.9% of all female undergraduates study part time, compared with 28.7% of male undergraduates.
- = Around one in six (17%) of undergraduate (UK domiciled) students are from a BME background. The BME representation is 12.5% for part-time students, and lower among women (16.1%) than men (18.3%).
- = The largest BME group is Asian or Asian British (6.4%), the next largest is black or black British (5.4%).
- = 8.2% of the undergraduate student population declare a disability, almost half of whom (47%) have dyslexia. Just over 7000 declare mental health difficulties, accounting for 5% of the declared disabled group.
- = Almost two-thirds (66.4%) of the undergraduate student population are under 25 years of age. SET students are younger on average than non-SET; full-time students are younger on average than part-time; and white students are younger on average than BME students.

## Summary

- = There are data partial only on socio-economic status<sup>3</sup> and equality for undergraduates. Among full-time first-year undergraduates (where the data are more complete), 55% of white students come from a professional background, compared with 43.2% of BME students, and male students are slightly more likely to do so than female students.
- = Many of the patterns in the equality data for undergraduate students are repeated in the data for postgraduate students. The main differences are that the gender gap is smaller in postgraduate study, with 53.4% female and 46.6% male. BME representation among postgraduates (14.8% of UK domiciled) is lower than among undergraduate students. The declared disabled percentage is also lower (4.6%), and fewer disabled postgraduates than undergraduates declare dyslexia as their main area of disability (1.7% of all postgraduates).
- = Postgraduates are, on average, older than undergraduates. 30.8% are over 35.
- = On degree attainment, men perform less well than women, as do BME students compared with white students
- = In terms of overall satisfaction with their course of study, older students (31+ years) are more positive than younger ones, as are white students compared with BME groups, and disabled students.

## Graduates

- = 6.9% of male full-time first-degree graduates are unemployed initially, compared with 4.7% of women, although this gap diminishes in the first three years after graduation. BME graduates are more likely to be unemployed initially than white graduates (9.4% of BME graduates compared with 4.7% of white graduates), but this gap seems to change little over time.
- = Disabled graduates are less likely to be in work (59.2%) than graduates with no known disability (64.8%), but they are more likely to take further study (16.1% of disabled graduates on further study only). Initial unemployment rates are also higher for disabled graduates (7.7%) than for those with no known disability (5.4%).

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3. Issues of socio-economic status do not fall under Equality Challenge Unit's remit, but the intersection of class and equality is significant and is being increasingly acknowledged by, for example, the Equality and Human Rights Commission.

### **Staff–student comparisons**

- = Women are in the minority among academic staff (42.3% female) while the reverse is true among students, where men are in the minority (42.8% male).
- = BME groups are considerably better represented among students (16.6%) than staff (6.1%).
- = The percentage declaring a disability is higher for students (8.2%) than staff (2.24%) – although the question asked is slightly different.

### **Institutional groups**

Analysis by institutional group provides further insights into diversity across the higher education sector, by considering profiles of HEIs of different types. Variations are evident for all the equality characteristics analysed, but especially for nationality and ethnicity among staff, and also (although to a lesser extent) for students.

### 3. Staff data

The analysis of staff data is based on a data set supplied to ECU by the Higher Education Statistics Agency (HESA, [www.hesa.ac.uk](http://www.hesa.ac.uk)) covering all academic and professional and support (P&S) staff employed under contract of employment by an HEI in the UK in 2006/07 (known as the HESA staff contract population). This does not include staff employed under consultancy contracts or on atypical contracts. The analysis is divided into two main sections:

- = academic staff
- = P&S staff.

The data presented in the tables are based on counts of full-person equivalents to allow for individuals holding more than one contract in the 2006/07 academic year.

#### 3.1 Academic staff

**Academic staff** – academic professionals who are responsible for planning, directing and undertaking academic teaching and research within HEIs. They also include vice-chancellors, medical practitioners, dentists, veterinarians and other healthcare professionals who undertake lecturing or research activities.

#### Gender profile

Women make up a little under half of the academic staff population (42.3%). The female representation is lower at more senior levels, and differs by subject.

At head of department and professor grades,<sup>4</sup> women make up 17.5%. This compares with 45% at grades below this. Put another way, men are four times more likely than women to be in the head of department/professor grade group – 16.2% of all male academic staff, compared with just 4% of all female academic staff.

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4. This group includes heads of department, professors, former UAP scale researchers (grade IV), clinical professors and those appointed professors on a locally determined scale, as reported to HESA relating to an individual staff member's contract of employment. These reflect different grading scales used by institutions. Note that some institutions report staff on a single grade structure, which does not distinguish professors separately from senior lecturers, so some undercounting is likely in the professor grade category. Thus there needs to be some caution in drawing firm conclusions from these data.

In SET<sup>5</sup> (science, engineering and technology, including the mathematical sciences) departments, women represent 25.6% of academic staff, and an even lower proportion are at head of department/professor grades (just 7.9% are women). This contrasts with almost equal proportions of men and women working in non-SET departments. A much higher proportion of women, around one in four (27.8%), are at head of department/professor grade in non-SET than in SET departments.

	<b>All academic staff</b>	<b>At head of department/professor grade</b>	<b>In SET departments</b>	<b>Heads of department/professors in SET</b>
Female (%)	42.3	17.5	25.6	7.9
Male (%)	57.7	82.5	74.4	92.1
All (number)	168,990	16,430	50,265	5,555

For more detailed data on gender, see Table A1.

The gender academic staff profile varies in other ways, as follows.

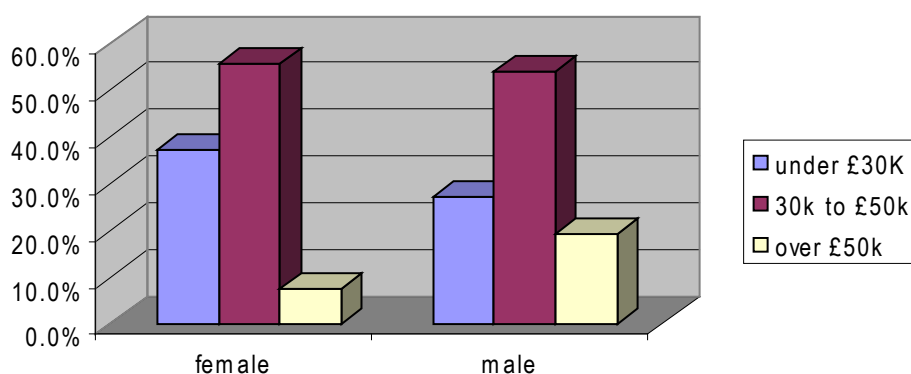
- = Employment function<sup>6</sup> – women are less likely to be doing research only (45.4% are female) or teaching and research (37% are female), but are as likely as men to be doing teaching only.
- = Type of contract – both women and men are more likely to be employed on a permanent or open-ended than on a fixed-term contract, but a slightly lower proportion of all female staff (58.6%) than of all male staff (65.2%) are on open-ended or permanent contracts.
- = Mode of employment – both women and men are more likely to be employed full time than part time, but part-time working is much more likely among women – 41.8% of women compared with 26.9% of men work part time. At senior levels, however, there is very little gender difference: 9.9% of women compared with 9.4% of men at head of department/professor grade are working part time.

5. In this analysis of academic staff data, SET includes the cost centres of: biosciences, chemistry, physics, agricultural sciences, engineering, mathematics, IT and computer software engineering.

6. It should be borne in mind that some of the differences might arise from differences between institutions in their staff contract arrangements which can affect their reporting of employment function for some staff.

## Staff data

= Salary gap – female academic staff are likely to be earning lower salaries on average than male academic staff. The gender gap is widest at the top end of the salary scales (£50,000+ band), where women are considerably outnumbered by men (21.6% women compared with 78.4% men). Put another way, only 6.6% of all female academic staff earn over £50,000, compared with almost three times that figure for men (17.5%). This difference can be explained by many factors, including some of the differences in employment shown above (e.g. grade, mode of working).



**Figure 1 Academic staff – salary distribution of female and male staff**

## Ethnicity profile

Ethnicity in the HESA staff data is based on the national classification system used in the 2001 Census. For this report, the individual ethnic categories in this classification have been aggregated into six groups: white, black or black British, Asian or Asian British, other Asian, Chinese, and other ethnic background. For some of the analysis, all the non-white categories have been aggregated into one group, black and minority ethnic (BME).

Staff may choose not to reveal their ethnicity, and in 2006/07 10.4% chose not to do so. But this means that a very high proportion did – almost 90%. The ethnicity analysis below has been undertaken on this subset of the population where ethnicity is known.

Significant differences are apparent in the ethnicity profiles of UK and non-UK nationality staff, especially in the representation of certain minority ethnic groups. The academic staff population includes a substantial number of non-UK nationals, almost 35,000, representing over one-fifth (21.8%) of the total with known

nationality, so it is important to consider the UK national and non-UK national populations separately.

### *UK nationals*

Among UK nationals, there is a higher ethnicity disclosure rate than for all academic staff: 93.8% of UK nationals are 'known ethnicity' (116,455). Of the UK national population with known ethnicity, 6.1% are from a BME group and 93.9% are from the white group. Ethnicity disclosure rates vary, but mostly only slightly, between different staff categories (see Table A2).

The figures for BME representation vary in several ways, but differences are mostly fairly small. The largest variations are:

- = at head of department/professor grade the BME percentage is 4.8%, compared with 6.2% for staff below this level
- = SET departments have a slightly higher BME representation (6.7%) than non-SET departments (5.8%)
- = between employment functions, BME representation is highest among research-only staff (8.9%), the lowest is in teaching-only (5.1%) and neither teaching nor research (3.8%; but the latter is based on a very small number)
- = by mode of employment, BME staff have higher representation among full-time (6.6%) than part-time staff (5.1%)
- = by term of employment, fixed-term contract staff have a higher BME percentage (7.2%) compared with those on a permanent or open-ended contracts (5.6%).

	<b>All academic staff</b>	<b>At head of department/ professor grade</b>	<b>In SET</b>	<b>Research-only</b>	<b>Fixed-term contract</b>
BME (%)	6.1	4.8	6.7	8.9	7.2
White (%)	93.9	95.2	93.3	91.1	92.8
All (number)	116,455	13,050	31,995	20,545	36,475

More detailed data are shown in Table A2.

## Staff data

The largest individual non-white groups among UK national staff are the Asian or Asian British group (2130), representing 30% of the total BME group, and the other ethnic background group, which includes mixed white/BME (2035, 29%); the smallest is the other Asian group (770, 11%).

The number of black or black British staff at senior grades (professor or head of department) is very low (below 52; see Table A3). As a percentage of all (known ethnicity) at this grade, this figure is lower than at below this grade. The representation of Asian or Asian British staff is also lower at senior grades, but there is little difference for other Asian and Chinese between those in senior grades and those below this level. The black or black British representation is lower also in SET than in non-SET departments, but much higher for Chinese (almost double) in SET than non-SET departments, and also higher for the other non-white groups (see Table A3).

By comparison, the size of the minority ethnic group in the UK employed population is 8.7% (based on the Labour Force Survey April–June 2008, see [www.statistics.gov.uk](http://www.statistics.gov.uk)), a little higher than in the UK academic staff population. Almost half the total minority ethnic population (48%) are in the Asian or Asian British group.

### *UK and non-UK nationality*

When all academic staff are considered (including international staff), BME representation is higher at 10.9%, and white representation is lower at 89.1%. BME representation varies between staff groups, more so than the variation among UK national staff only (as shown above). In particular:

- = BME representation at head of department/professor grade is lower at 6.2%, almost half the level at grades below this (11.4%)
- = in SET departments, BME representation is higher (14.7%) than in non-SET departments (9.3%)
- = the highest BME representation in employment functions is among research-only staff (18.4%).

There are also significant differences in the nationality profiles of each ethnic group (all academic staff), as Table 3 shows. While the vast majority of white staff are UK nationals, fewer than half of the BME staff are; and within the BME group, only a quarter of Chinese are UK nationals and just over a third of the other Asian group, compared with over half of black or black British and Asian or Asian British (see Table 3 for percentage figures for each ethnic group).

	<b>Black or black British</b>	<b>Asian or Asian British</b>	<b>Other Asian</b>	<b>Chinese</b>	<b>Other ethnic</b>	<b>All BME</b>	<b>White</b>
UK nationality (number)	1,095	2,130	770	1,035	2,035	7,070	109,390
UK nationals in each ethnic group (%)	53.2	51.1	34.2	24.6	53.0	42.8	81.0
All (number)	2,060	4,165	2,245	4,205	3,835	16,515	134,905

### *International staff*

The largest ethnic group among international staff (UK non-nationals) is Chinese, representing 35% of all non-UK national academic staff.

International staff have a wide range of nationalities, the largest groups coming from other European countries, USA, China, Australia and Canada (each with over 1000).

### *Ethnicity and gender*

Considering ethnicity and gender together, there is no difference in the proportions of white and BME groups between male and female UK national academic staff. Among all academic staff (both UK and non-UK nationals), women are slightly better represented among white staff (43% female) than among BME staff (38.8% female).

There is also very little difference between different groups of staff. In SET departments, where women are considerably outnumbered by men, female staff have a slightly higher percentage of the BME group than male staff (7.1% of female staff are BME, compared with 6.6% of male staff). At senior grades, where women are also considerably less numerous than men, BME representation is very similar for men and women (see Table A4).

By comparison, in the UK employed population, where women are slightly outnumbered by men (46 v. 54%), women are slightly better represented in the

## Staff data

white employed population (46% female) than in the BME population (42% female) (Labour Force Survey, April–June 2008).

### Disability profile

Disability is recorded on the HESA staff record on the basis of self-assessment, and in three ways:

- = not known to be disabled
- = declared disabled
- = information not provided.

In 2006/07, 156,080 staff provided information (a 92.4% disclosure rate). The disability analysis has been undertaken on this subset of the staff population.

Overall, 2.2% of academic staff are 'declared disabled'. This proportion varies slightly by gender (higher among female staff, 2.4% than male staff, 1.9%). The small numbers prevent much detailed analysis by other equality categories (for example disability by ethnicity). The percentage who declare having a disability varies slightly in other ways. It is:

- = *lower at senior levels* – 2% in professors and heads of department grade compared with 2.3% below this level (but disclosure rates are higher in the higher-grade group)
- = *lower in SET* than non-SET – 1.9 versus 2.4%
- = *lower among research-only staff* – 1.6% compared with 2.5% in teaching and research
- = *lower among fixed-term contract staff* – 1.8% (disability disclosure rate also lower)
- = *lower for more highly paid staff* – 1.9% among staff earning over £50k compared with 2.5% among staff earning under £30k (disability disclosure rate is lowest for those in the middle range (£30–50k) and highest at the top end of the salary range).

By comparison, 11.6% of the working-age population have a work-limiting disability and/or are considered disabled under the terms of the Disability Discrimination Act (see [www.opsi.gov.uk](http://www.opsi.gov.uk)), but of the employed population, this figure halves to a little over 5% (according to the Labour Force Survey, Quarter 1, 2007; but note this definition of 'disability' is different from that used in HESA staff data reporting).

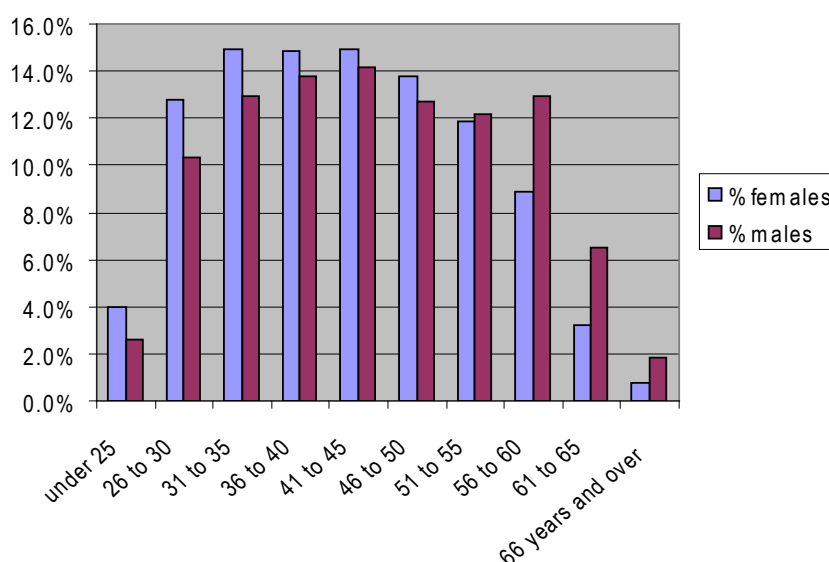
	<b>All academic staff</b>	<b>At head of department/ professor grade</b>	<b>In SET</b>	<b>Research-only</b>	<b>Fixed-term contract</b>
Declared disabled (%)	2.2	2.0	1.9	1.6	1.8
Disclosing disability status (%)	92.4	95.4	92.8	93.3	89.9

More detailed data are shown in Table A5.

### Age profile

The vast majority of academic staff (90.1%) fall between the ages of 26 and 60 years; 29.7% are aged over 50, and 6.5% over 60 years. Women tend to have a younger age profile than men (see Figure 2). In particular, almost two-thirds (64.9%) of the over-50 age group are men.

Age profiles of different groups of staff vary slightly, but the main difference is between the more senior and junior grades: the majority of staff in the professor/ head of department grade group are aged over 50 years (61.4%).



**Figure 2 Academic staff – age profile of women and men**

## Staff data

### Regional variations

There are some variations between the UK countries in the gender, disability and age profiles, but especially in the ethnic profiles of academic staff. The data are summarised in Table 5.

- = England has the highest percentage of female staff (42.7%), Northern Ireland the lowest (39.8%).
- = BME representation (among UK nationals) in Scotland, Wales and Northern Ireland is considerably lower than in England (less than half the English level). Ethnicity disclosure rates also vary, the lowest (89.7%) in Scotland, the highest (over 97%) in Wales and Northern Ireland.
- = The percentage declaring a disability ranged from 2.39% in England to 1.31% in Scotland. Disclosure rates also vary, from 90.5% in Scotland to 99.8% in Northern Ireland.
- = Age profiles vary slightly: Wales has the highest proportion of academic staff over 50 years, Northern Ireland the lowest.

	<b>England</b>	<b>Wales</b>	<b>Scotland</b>	<b>Northern Ireland</b>
Female (%)	42.7	41.1	40.3	39.8
Male (%)	57.3	58.9	59.7	60.2
BME (UK nationals) (%)	6.7	3.3	3.3	2.4
White (UK nationals) (%)	93.3	96.7	96.7	97.6
Declared a disability (%)	2.39	1.98	1.31	1.45
Aged over 50 years (%)	29.9	31.1	28.3	27.8
All (number)	140,785	8,315	16,360	3,520

Percentages are based on known totals for each category, a subset of the total number shown for each country.

### 3.2 Professional and support staff

Professional and support staff – staff defined as having a non-academic employment function, including managers, non-academic professionals, student welfare workers, secretaries, caretakers and cleaners.

#### Gender profile

Women make up the majority of P&S staff (62.7%), a much higher proportion than among academic staff.

Gender balance, however, varies between occupations, in particular:

- = the more female-dominated P&S staff groups are student support and administrative staff – the highest proportion of women is in the secretaries/typists, receptionists and telephonists group (93.2% female)
- = the more male-dominated groups are the technician, craft and manual occupations – the highest proportion of men is in the chefs, gardeners, electrical and construction trades, mechanical fitters and printers group (82.9% are male) and the drivers, maintenance supervisors and plant operatives group (83.2% male).
- = women and men are found more equally in some occupations, for example among managers (49.7% female, 50.3% male).

Table A7 shows the gender balance in all the occupational groups.

However, some of the grouping of occupations can mask significant gender bias in certain occupations. For example, occupation group 9 includes cleaners and catering staff, where in employment generally women tend to dominate, as well as security officers and porters, where the reverse is generally true and men tend to dominate, but the overall profile for this occupation group in the higher education sector shows a 60:40 female bias and cannot be disaggregated further.

For the rest of analysis, in order to look at differences by other variables, the 12 occupation groups have been aggregated into four broad groups:

- = managers and non-academic professionals
- = laboratory, engineering, building, IT and medical technicians (including nurses)
- = support and administrative staff
- = other (craft, manual and services).

## Staff data

The other variables are mode of working and type of contract.

- = Mode of working – female P&S staff are over twice as likely as male P&S staff to be working part time (42.8% of women work part time compared with 18.2% of men). In the technicians group, this ratio is much higher: women are four times more likely than men to be working part time (31.1% of women are part time compared with 7.8% of men). The highest proportion of women in part-time jobs is in the 'other' group (craft, manual, services), where 78.2% of women work part time (Table A9).
- = Type of contract – almost equal proportions of men and women are on fixed-term contracts (around 17%). But women working as technicians are more likely than men to be on a fixed-term contract, while the reverse is true in the support and administrative staff group (see Table A9).

### Ethnicity profile

The proportion of P&S staff who disclosed their ethnicity in 2006/07 was 91.5%. This was lowest in the 'other' group (87.1%).

Non-UK nationals represent 7.8% of P&S staff.

The largest non-UK nationalities are Republic of Ireland (2020) and China (1055). Others numbering over 500 include USA, Germany, India, France, Poland and Italy. A wide range of other nationalities, each with small numbers, is reported.

Considering UK nationals only:

- = the BME percentage in the P&S staff population is 5.9% (compared with 6.1% of UK national academic staff)
- = the support and administrative staff and technicians groups have the highest BME proportions (6.6 and 6.7%, respectively).

Considering all P&S staff (including international):

- = the BME percentage is 9.8%
- = the 'other' occupation group has the highest BME percentage (11.2%); the managers and professionals group has the highest white percentage (93.9%).

At individual ethnic group level:

- = black or black British make up 2.5% of all P&S staff (including international), but they have a higher representation in the support and administrative occupational group (4.4%)
- = Asian or Asian British make up a similar proportion overall (2.5%), but they have a higher representation in the technicians group (3.4%)
- = managers and professionals tend to have the lowest representation of any of the ethnic minority groups.

International staff are more likely to be on a fixed-term contract (32.6% of all non-UK national P&S staff). This proportion is even higher in the technicians group, where half the non-UK national staff are on fixed-term contracts (50.8%).

### **Disability profile**

The proportion of P&S staff who disclosed their disability status in 2006/07 was 92.4%. This was lowest among 'other' staff (89.4%).

Of those who provided information, 2.85% declared a disability. It was slightly higher among technicians (3.28%) and lowest among managers and professionals (2.55%).

### **Age profile**

28.2% of P&S staff are over the age of 50, and 4.7% are over 60 years. 10.8% are 25 years or under.

The age profile differs between some occupational groups: the 'other' occupational group has the oldest profile (38.4% aged over 50 and 10.3% over 60 years).

# 4. Student data

The analysis of student data is based on two special data sets purchased from HESA at the request of ECU: one relating to the 2006/07 HESA standard registered student population at UK HEIs, which has been derived from the HESA Student Record; the second relating to graduate destinations of first-degree graduates, based on the HESA Destinations of Leavers Survey 2006/07.

This section also includes some data taken from published research on degree attainment and the National Student Survey (see [www.ipsos-mori.com](http://www.ipsos-mori.com)).

The analysis is divided into five sections:

- = undergraduate participation
- = postgraduate participation
- = degree attainment
- = student satisfaction
- = graduate destinations

## 4.1 Undergraduate participation

**Undergraduates** – defined in the HESA data as students participating in undergraduate programmes of study aiming for qualifications at level of study of first degree, foundation degree or a range of higher education diplomas and certificates (levels 4–6 of the National Qualifications Framework).

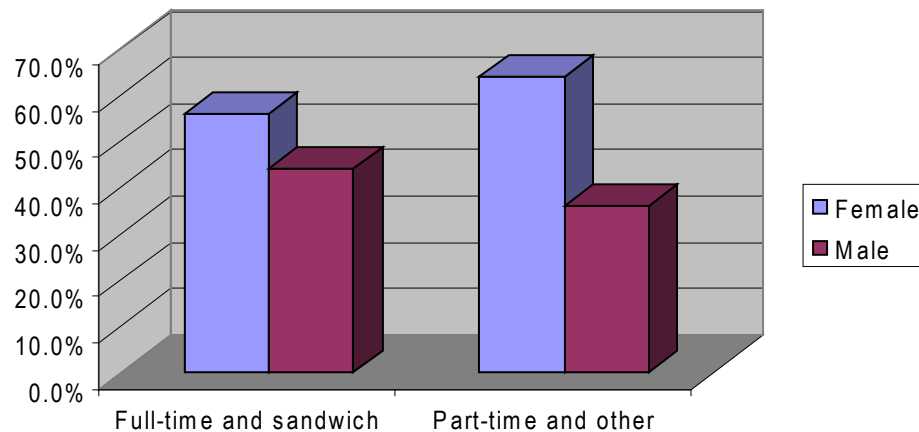
The HESA student data set used in this analysis comprises a population of 2.4 million students, of whom 1.8 million are undergraduates.

### Gender profile

- = Women outnumber men in the undergraduate student population: 58.4% are female compared with 41.6% male.
- = But in SET<sup>7</sup> subjects the ratio is reversed: men considerably outnumber women (38% female, 62% male). Within the SET group, engineering has the highest male percentage (85.6%). By contrast, in some non-SET subjects the male percentage

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7. In this analysis of student data, SET includes the subject groups: biological sciences, physical sciences, mathematical sciences, computer science and engineering and technology.



**Figure 3 Undergraduates – mode of study analysed by gender**

is very low – 16.4% in the group of subjects allied to medicine (nursing, pharmacy, etc.), 20.5% in education and 22.1% in veterinary science.

- ⇒ Women are more likely than men to be on part-time undergraduate study: 35.9% of all female undergraduates study part time compared with 28.7% of male undergraduates. Put another way, almost two out of three part-time undergraduate students are women (63.8% women, 36.2% men).

### Ethnicity profile

The ethnicity categories in the HESA Student Record are based on those used in the 2001 Census, and the individual ethnic categories have been aggregated in the same way as in the staff data analysis (Section 2). Non-UK domiciled students (167,000, 9.3% of the undergraduate total) are not required to disclose their ethnicity in this way, so the student data on ethnicity exclude non-UK students. Also excluded are those UK students whose ethnicity is unknown, some 90,000 undergraduates representing 5.5% of the UK student population. The ethnicity analysis has been undertaken on a subset of the undergraduate participants, some 1.5 million.

- ⇒ Overall, 83.4% of students are from a white ethnic background and 16.6% are from a BME background, twice as many as the 8% BME figure for the UK population.
- ⇒ BME representation is slightly higher in SET departments, at 17.9%.
- ⇒ It is also higher among full-time students (19.1%) than among part-time students (12.5%).
- ⇒ The ethnic disclosure rate is also much higher among full-time undergraduates (97.5%) than among part-time undergraduates (88.7%).

## Student data

The largest non-white group in the undergraduate student population is Asian or Asian British (6.4%), followed by black or black British (5.4%).

	<b>All under-graduates</b>	<b>Part time</b>	<b>Full time</b>	<b>Men</b>	<b>Women</b>
BME (%)	16.6	12.5	19.1	18.3	16.1
White (%)	83.4	80.9	87.5	81.7	83.9
All known ethnicity (number)	1,886,495	500,655	1,045,135	630,840	914,945

More detailed data are presented in Table B2.

### *Ethnicity and gender*

BME representation is higher among men (18.3%) than among women (16.1%) (see Table 6).

The gender/BME gap is smaller in SET subjects than overall: in SET, the BME representation among women is slightly higher (17.1%) than the all-subject figure, while among men it is almost unchanged (18.4%).

### **Disability profile**

The disability categories indicate the type of disability a student has on the basis of their own self-assessment. They can choose not to disclose this information. A high proportion of undergraduates do disclose the information (90.7%), and of these, 8.2% declare a disability (134,000).

Most non-disclosure is accounted for by part-time students: 72.8% of undergraduates in part-time study disclosed whether or not they were disabled, compared with 99.5% of full-time students (see Table B3). This difference is explained by the way the data are sought. For full-time students, information on disability is transferred from their UCAS application (and disability status is a compulsory field on their record), but for part-time students, who do not apply via UCAS, this information has to be sought by the institution at student registration.

Students can use a number of categories to describe their disability. By far the most common one used is dyslexia, comprising almost half the total declared disabled

(63,000, 3.8% of all who disclose disability information). Of the other disability categories, the next most common is 'an unseen disability' such as diabetes, epilepsy or asthma (20,600, 1.3%), followed by 'multiple disabilities' (13,800, 0.8%). 10% of all disabled students report 'mental illness' (as their main disability).

The proportion declared disabled is similar to the average in SET subjects, and by mode of study. It is slightly lower among first-year undergraduates (7.3%), and lower still among part-time first-year students (6.8%).

According to the former Disability Rights Commission's *Disability Briefing May 2007* (see [www.leeds.ac.uk/disability-studies/archiveuk](http://www.leeds.ac.uk/disability-studies/archiveuk)), there are some 6.9 million disabled people of working age (16–64 years for men, 16–60 years for women), representing one-fifth (19.3%) of the total UK working population.<sup>8</sup> 10% of all those disabled recorded mental health problems as their main disability.

### Age profile

The vast majority (99.7%) of undergraduate students disclose their age. They have a young age profile, with 66.4% under the age of 25 years (see Figure 4 overleaf).

- = SET students tend to have a younger profile (79.3% under 25 years)
- = part-time students are older on average than full-time students; 49.6% of part time students are aged over 35 years compared with 5% of full-time students
- = women have an older age profile than men (which is associated with more women being on part-time study): 22.8% of women compared with 15.1% of men are aged over 35 years
- = BME students have a slightly different age profile than white students: a higher percentage of undergraduates in the 21–35 age range are from a BME group (20.9%), but a lower percentage in the over 35 years age group (11.2%) compared with the overall (all ages) BME percentage (17%).

### Socio-economic status and equality

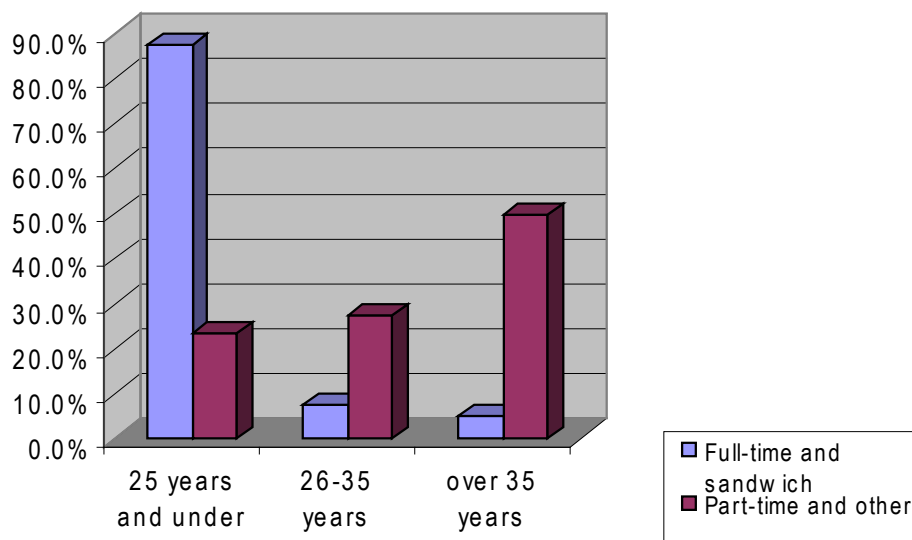
There is some information on socio-economic status<sup>9</sup> in the HESA student data, which is mainly derived from the UCAS data and is based on students' view of

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8. Note that the former Disability Rights Commission's definition of 'disabled' is different (broader) than that used for higher education students, and the definitions of disability categories also vary.

9. Issues of socio-economic status do not fall under Equality Challenge Unit's remit, but the intersection of class and equality is significant and is being increasingly acknowledged by, for example, the Equality and Human Rights Commission.

## Student data



**Figure 4 Undergraduates – age profile of full-time and part-time students**

their parents' occupations (the National Statistics Socio-economic Classification, NS-SEC). But a considerable amount of data are missing so results need to be treated with caution. The analysis below is based on just over half of the first-year full-time undergraduate population, where data are available on socio-economic status. Part-time students have been excluded as there are insufficient data (socio-economic status known for only 6%).

The more detailed occupational categories of the NS-SEC in the HESA data set have been aggregated into two groups – professional and non-professional. They show that, of full-time first-year undergraduate students:

- = white students are significantly more likely to be in the professional group (55%) than BME students (43.2%)
- = younger students are more likely to be in the professional group than mature students (21 years or over), and this applies also to both BME and white groups (57.8% of under-21-year-old white students and 44.9% of under-21-year-old BME students)
- = male students (55%) are slightly more likely than female students (51.8%) to be in the professional group.

## 4.2 Postgraduate participation

**Postgraduates** – students participating in postgraduate programmes of study aiming for higher degrees (PhD, MSc, MA, etc.), higher diplomas and certificates (including PGCE and professional qualifications), that is qualifications above level 6 in the National Qualifications Framework.

The HESA data set includes almost 560,000 students at this level of study. In some respects their equality profile is similar to that of undergraduate students, but there are some notable differences.

### Gender

Women slightly outnumber men: 53.4% are female compared with 46.6% male. This gender gap is smaller at postgraduate than at undergraduate level (see Table B1).

The majority of postgraduate students study part time (56.5% of the total), and women are more likely to be in part-time postgraduate study than men. As Table 7 shows, there are almost equal proportions of men and women in full-time study, but in part-time study the balance is more towards women. However, this female bias in part-time study is less than in undergraduate study (where 63.8% are female; see Table B1).

	<b>Full time</b>	<b>Part time and other</b>	<b>All</b>
Female (%)	50.6	55.5	53.4
Male (%)	49.4	44.5	46.6
All (number)	243,070	316,315	559,385

A more detailed data is presented in Table B1.

### Ethnicity

14.8% of postgraduates (UK domiciled) are from a BME group, which is a lower proportion than for undergraduate students (see Table B2), but still higher than in the UK population (8%). Note that one-third (32.9%) of all postgraduates are non-UK students, who are excluded from this ethnicity breakdown.

## Student data

There is a slightly lower ethnicity disclosure rate among UK-domiciled postgraduates (90.8% of known ethnicity) than among undergraduates (94.5), but this figure is still relatively high.

There are differences in the pattern of BME representation among part-time and full-time students studying at undergraduate and postgraduate levels. The BME percentage is higher among full-time postgraduates (17.4%) than among part-time postgraduates (13.6%), but slightly lower than for full-time undergraduates (19.1%). But the BME percentage is slightly higher among postgraduate part-time students (13.6%) than among undergraduate part-time students (12.5%).

Subject choice may be a factor in the data. At both postgraduate and undergraduate levels, BME groups are much better represented in some subjects (medicine, computer science, engineering, law and business studies in particular), but the overall subject pattern varies between undergraduate and postgraduate student populations. In particular, education (mainly PGCE courses) has a much higher share of the total at postgraduate than at undergraduate level, but the BME representation in education is below average in both (9.9% at postgraduate and 6.2% at undergraduate level). It would be useful to undertake further investigations to explore these and other possible explanatory factors further.

### Disability

The disability disclosure rate is higher among postgraduates (94.5%) than among undergraduates, but the declared disabled percentage is lower (4.6%), and fewer of the postgraduates declared their disability as dyslexia (37.5% of all declared disabled).

There is little difference between part-time and full-time postgraduates in the percentage declared disabled.

### Age profile

Most postgraduates are over the age of 25 (67.5%), and almost a third (30.8%) are over 35 years.

Full-time postgraduates are noticeably younger than their part-time counterparts: 55.5% are under 25 years on full-time study compared with 14.7% on part-time study.

### 4.3 Degree attainment

A number of factors are known to affect degree outcome, including student age, gender, prior attainment, ethnicity, social class and subject of study, often in combination, as previous research has shown.<sup>10</sup> In particular:

- = men are likely to get a lower degree classification than women, except when it comes to attaining a first, where there is little difference
- = the likelihood of getting a first increases with age
- = white students attain higher degree classes than BME students.

The attainment gap between white and some BME groups is wide: in the DfES research it was shown that 66% of white students got a first or upper second class degree in 2003/04 compared with 45% of black Caribbean and 43% of black African students. The DfES research showed that after controlling for the majority of factors that would be expected to have an impact (using HESA data), being from a minority ethnic group (with exception of mixed, other black and other groups) was still a statistically significant factor explaining attainment, although the gap is reduced. The ECU/Higher Education Academy project did not find any information to contradict the DfES findings, and showed that the cause of degree attainment was unlikely to be reducible to single knowable factors.

### 4.4 Student satisfaction

The annual National Student Survey provides evidence on student experiences and measures of satisfaction with their courses of study. In 2008 it covered nearly all final-year students on higher education programmes at UK HEIs and further education colleges. Satisfaction ratings are generally high. A section of the 2008 report provides analysis of scores of satisfaction for students with different characteristics over the 2005–07 surveys, including age, ethnicity, disability and parental socio-economic group.<sup>11</sup>

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10. Broecke, S. and Nicholls, T. (2005) *Ethnicity and Degree Attainment*. Research Report RW92. Department for Education and Skills, London. [www.dcsf.gov.uk/research/data/uploadfiles/RW92.pdf](http://www.dcsf.gov.uk/research/data/uploadfiles/RW92.pdf)  
 ECU/Higher Education Academy (2008) *Ethnicity, Gender and Degree Attainment: Final Report*. Equality Challenge Unit, London. [www.ecu.ac.uk/publications](http://www.ecu.ac.uk/publications)  
 11. SurrIDGE, P. (2008) RD12. HEFCE, London.

## Student data

Key findings from this analysis are as follows.

- = In terms of overall satisfaction, older students (aged 31 and over) were more positive on the whole than younger students.
- = On the satisfaction scales, those aged 31+ were more positive than those aged 18 or under on entry about their experiences on the teaching and learning scale and on the assessment and feedback scale.
- = However, on other scales, such as organisation and management and personal development, students aged 19–30 were less positive than younger students, and on learning resources all students over 18 were less positive than those aged 18 or younger on entry.
- = Generally, BME groups were less satisfied overall than white groups with their experiences.
- = Differences between ethnic groups were evident on some scales – Asians were less positive about teaching and learning, organisation and management, and learning resources than were white students; and black Caribbean students were more positive than white students about their experiences of assessment and feedback, organisation and management, and personal development.
- = Students with a declared disability (including dyslexia) were less positive about virtually all aspects of their courses than students with no declared disability.
- = Relatively few effects of socio-economic group were found on overall satisfaction or on the aspects of the courses in the satisfaction scales.

### 4.5 Graduate destinations

Data on graduate destinations come from the HESA Destinations of Leavers Survey 2006/07, which reports separately on what graduates are doing after qualifying in relation to both employment and study. This is a snapshot survey at around the 6-month stage, and so provides insights only into initial destinations of graduates. A special data set was requested from HESA in order to explore differences in graduate outcomes by student characteristics of gender, ethnicity, disability and age. It included all UK/EU domiciled students on full-time study obtaining first-degree qualifications in the August 06–July 07 year.

Graduates can be involved in a number of activities, the largest of which (for 64.2%) is work, including 55.4% in full-time paid work. Around one in six (15.2%) take further study only, and a further 9.3% are in work and study. A relatively small proportion (5.6%) are assumed unemployed.

Key differences in student characteristics (shown in more detail in Table B5) are as follows.

- = Men are more likely to be unemployed initially than women: 6.9% of men are unemployed compared with 4.7% of women. This seems mainly due to a higher incidence of female graduates than male graduates taking part-time paid work; similar proportions of both sexes are in full-time paid work and in further study.
- = BME graduates are almost twice as likely to be unemployed (9.4%) than white graduates (4.9%). They are also more likely than white graduates to be in further study (see Table B5).
- = BME male graduates have the highest initial unemployment rates (10.5%) of all ethnic/gender groups.
- = Disabled graduates are less likely to be in work (59.2%) than are graduates with no known disability; and slightly more likely to be in further study (16.1% of disabled graduates in further study only; 9.3% in work and study).
- = Older graduates do not seem to differ much from younger ones in their likelihood of being unemployed, but are less likely to be taking further study.

These are initial graduate outcomes – it is likely that these outcomes will change over time as graduates often take time to settle into careers. Data from the HESA Longitudinal survey published in 2007 show that three and a half years after graduating, a higher proportion of graduates are in work (80% of 2003 graduates).<sup>12</sup> Of full-time first-degree graduates, men are more likely than women to be in full-time paid work by this time (77 v. 73%), but are also still more likely to be unemployed (3 v. 2%), although the gender difference is much smaller than in the initial destination survey. The ethnic gap in graduate unemployment persists, however: white students are less likely than black or Asian students to be unemployed three and a half years after graduation (2% among white full-time first-degree graduates compared with 5 and 4%, respectively, among black and Asian graduates).

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12. HESA (2007) *Destinations of Leavers from Higher Education Longitudinal Survey*. Higher Education Statistics Agency, Cheltenham. [www.hesa.ac.uk](http://www.hesa.ac.uk)

## Student data

Postgraduate destinations and the different career paths graduates follow are not included in the above analysis. Some graduate occupations have particular gender biases, such as teaching. Recent data from the General Teaching Council show that men account for fewer than a quarter of those gaining newly qualified teacher status in 2007/08, and this figure seems to have fallen since 2006/07.

## 5. Staff and student profiles – the national picture

It is evident from the data analysis in the previous sections that there are differences in the equality profiles of staff and students in the UK higher education sector. These are summarised in Table 9.

- = While men slightly outnumber women among academic staff, the reverse is true among students and also among P&S staff.
- = BME representation is much higher among students than staff (UK only). It is slightly higher among academic staff than P&S staff.
- = There is little difference between academic and P&S staff in the percentage declared disabled in these populations, but the disability percentage is considerably higher among students (over double). However, the way the question about disability is asked of students is slightly different from that asked of staff, and there are different disclosure rates, which may be a factor.

There are likely to be many reasons for these apparent differences. These include historical factors and sector trends, in particular the changes to the student population over the past two decades, as well as different policies on equal opportunities within institutions relating to staff and students, and also different disclosure rates among staff and students.

	<b>Academic staff</b>	<b>P&amp;S staff</b>	<b>Students</b>
Female (%)	42.3	62.7	57.2
Male (%)	57.7	37.3	42.8
BME (%)*	6.1	5.9	16.6
White (%)	93.9	94.1	83.4
Declared disabled (%)	2.2	2.9	7.3
All (number)**	168,990	193,005	2,362,815
* UK only.			
** These are total numbers in the population, but percentages are based on 'knowns', which for ethnicity and disability are a subset of the population.			

# 6. Institutional group profiles

The data sets provided by HESA on staff and students enabled analysis also to be undertaken by types of institution, in order to show the extent of diversity across the sector between different institutional groups (not between individual institutions). An HEI may belong to a number of groups, or may remain outside them all.

The groups have different missions, reflected in their student populations. For example, the Russell Group of universities has a much higher proportion of postgraduate research students, while the Million+ group has comparatively more part-time undergraduates. There are also differences between groups due to the geographical locations and student markets of group members, some groups being dominated more by large inner-city institutions and an emphasis on local recruitment markets, while others focus more on national or international recruitment. Subject balance can also vary between group members. Some groups are less homogenous in their membership than others. All these factors can affect their profile according to the equality variables analysed here, and so contribute to explaining some of the differences between institutional groups. But there are likely to be other factors also. It is not the purpose of this report to attempt explanations, but to use the data analysis simply to illustrate the diversity that exists across the sector in different respects.

A selection of data is shown below in relation to academic and P&S staff (Appendix Table C1) and students (Appendix Table C2). Membership of groups has been taken from the most recent information available (membership can vary from year to year).

Key points of note relating to academic staff are as follows.

- = Variations exist between all the equality variables shown, but the largest variations are in relation to nationality and ethnicity.
- = Among UK national staff, there are higher BME representations in the Russell, Million+ and 1994 groups (over 6.5%). BME numbers are lowest in GuildHE institutions (3.6%).
- = The highest proportion of international academic staff are in the Russell Group (30.4% are non-UK nationality) and the 1994 group (28.6%), the lowest among GuildHE members (6.8%).

- = Including international staff in the ethnicity analysis has a more significant effect on the Russell and 1994 group figures, increasing their BME representation to 13.5 and 13%, respectively.
- = Women and men are almost equally represented in the GuildHE group (50.4%), but men are in the majority in other groups, and more so in the Russell and 1994 groups (over 60% male).
- = The percentage of staff declaring a disability varies between groups, ranging from 1.81% in the Russell Group to 2.90% in the University Alliance.
- = The Russell Group has the youngest age profile, and the Million+ group and GuildHE have the oldest.

Considering P&S staff, small variations are also apparent between groups. The largest variation is in ethnicity, but here the ethnicity pattern is different from that for academic staff, with the Million+ group having the highest representation (12.3%), almost twice that of most other groups.

The characteristics of students also vary between the different groups of institutions, but a slightly different pattern emerges from the staff analysis (see Table C2).

- = Lower male percentage in GuildHE group (32.3% male) than in others (40% plus).
- = Variation in representation of non-UK domiciled students between institution groups – over twice as high at 1994 and Russell group institutions than at University Alliance and GuildHE institutions.
- = Representation of BME students (UK domiciled) in the Million+ group (26.6%) is much higher than that of most other groups.
- = A range of 'declared disabled' percentages, from just over 5% at Russell Group universities to almost twice that at University Alliance and GuildHE institutions.
- = Variations in student age profiles, with the Million+ group having the oldest students.
- = Differences in social class profiles of institutional groups, with the Russell and 1994 groups having the highest percentage of first-year full-time undergraduate students from a professional background (over 60% of students).

Looking at both tables in Appendix C, and comparing profiles for students and academic staff in different institution groups, reveals the following.

## Institutional group profiles

- = Gender – women have higher representation among students than academic staff in all membership groups. The smallest difference in the representation of female staff between staff and students is in Million+ and University Alliance institutions.
- = Ethnicity – BME representation is much higher among students than academic staff (UK only) in all membership groups. In some groups the gap is large, such as in the Million+ group where the BME percentage is almost four times as high among students than staff.
- = Disability – percentages declared disabled are much lower among staff than students in each group. This variation between the two is greater at GuildHE institutions and for the 'no affiliation' group, and less in the Million+ group.

**Table 10. Academic staff and student profiles of institutional groups**

	<b>Million+*</b>	<b>University Alliance*</b>	<b>1994 group</b>	<b>Russell Group</b>	<b>GuildHE</b>	<b>No affiliation</b>
Female:						
Staff (%)	46.1	46.2	39.3	38.0	50.4	43.8
Students (%)	57.3	56.9	54.6	54.6	67.7	60.0
BME (UK only):						
Staff (%)	6.9	4.2	6.5	7.4	3.6	5.3
Students (%)	26.6	13.1	15.7	14.0	10.6	12.2
Disabled:						
Staff (%)	2.80	2.90	2.07	1.81	2.67	1.93
Students (%)	6.55	9.51	7.15	5.60	10.45	7.27

## Annex A: Staff tables

<b>Table A1. Academic staff – gender profiles</b>						
	<b>Female</b>		<b>Male</b>		<b>All</b>	
	<b>Number</b>	<b>%</b>	<b>Number</b>	<b>%</b>	<b>Number</b>	<b>%</b>
Total	71,500	42.3	97,485	57.7	168,990	100
Academic grade:						
Professor or head of department*	2,875	17.5	13,555	82.5	16,430	100
Below professor or head of department	68,625	45.0	83,930	55.0	152,555	100
Cost centre group:						
SET**	12,845	25.6	37,420	74.4	50,265	100
Non-SET	58,655	49.4	60,065	50.6	118,720	100
SET at professor or head of department grade	435	7.9	5,115	92.1	5,555	100
SET at grades below professor or head of department	12,410	27.8	32,300	72.2	44,715	100
Non-SET at professor or head of department grade:	2,435	22.4	8,438	77.6	10,875	100
Non-SET at grades below professor or head of department	56,215	52.1	51,625	47.9	107,845	100
Academic employment function:						
Teaching-only	21,615	50.1	21,515	49.9	43,130	100

## Annex A: Staff tables

<b>Table A1. Continued</b>						
	<b>Female</b>		<b>Male</b>		<b>All</b>	
	<b>Number</b>	<b>%</b>	<b>Number</b>	<b>%</b>	<b>Number</b>	<b>%</b>
Research-only	17,280	45.4	20,795	54.6	38,075	100
Teaching and research	31,825	37.0	54,095	63.0	85,925	100
Neither teaching or research	780	42.1	1,075	57.9	1,855	100
<b>Terms of employment:</b>						
Open-ended or permanent contract	41,925	39.8	63,515	60.2	105,445	100
Fixed-term contract	29,575	46.5	33,965	53.5	63,545	100
<b>Mode of employment:</b>						
Full-time	41,575	36.8	71,300	63.2	112,880	100
Part-time	29,925	53.3	26,185	46.7	56,110	100
Part-time – at head of department/ professor grades	285	18.2	1,280	81.8	1,565	100
<b>Salary:</b>						
Under 30k	23,710	49.5	24,200	50.5	47,910	100
£30–50k	35,385	42.4	48,145	57.6	83,535	100
Over £50k	4,700	21.6	17,055	78.4	21,755	100
Salary – at head of department/ professor grades: over £50k	2,475	16.9	12,172	83.1	14,645	100
<p>Percentages are numbers of females and males calculated as a percentage of total staff in each category (row percentages)</p> <p>*See footnote 1, applies to all tables.</p> <p>**Cost centre groups of science, technology, maths and engineering.</p>						

<b>Table A2. Academic staff (UK nationality) – ethnicity profile</b>							
	<b>White</b>		<b>BME*</b>		<b>All with known ethnic background</b>		<b>Disclosure rates</b>
	<b>Number</b>	<b>%</b>	<b>Number</b>	<b>%</b>	<b>Number</b>	<b>%</b>	<b>%</b>
Total	109,385	93.9	7,070	6.1	116,455	100	93.8
Academic grade:							
Professor or head of department:	12,420	95.2	625	4.8	13,050	100	93.8
Below professor or head of department	96,965	93.8	6,445	6.2	103,405	100	93.8
Cost centre group:							
SET	29,845	93.3	2,150	6.7	31,995	100	93.5
Non-SET	79,545	94.2	4,915	5.8	84,465	100	93.9
SET at professor or head of department grade	4,110	94.0	260	6.0	4,375	100	93.1
SET at grades below professor or head of department	25,730	93.2	1,885	6.8	27,620	100	93.5
Non-SET at professor or head of department grade	8,305	95.8	365	4.2	8,675	100	94.1
Non-SET at below professor or head of department	71,235	94.0	4,555	6.0	75,785	100	93.9

## Annex A: Staff tables

<b>Table A2. Continued</b>							
	<b>White</b>		<b>BME*</b>		<b>All with known ethnic background</b>		<b>Disclosure rates</b>
	<b>Number</b>	<b>%</b>	<b>Number</b>	<b>%</b>	<b>Number</b>	<b>%</b>	<b>%</b>
<b>Academic employment function:</b>							
Teaching-only	27,755	94.9	1,495	5.1	29,250	100	93.0
Research-only	18,720	91.1	1,825	8.9	20,545	100	91.7
Teaching and research	61,515	94.3	3,690	5.7	65,205	100	94.8
Neither teaching or research	1,400	96.2	55	3.8	1,455	100	95.6
<b>Terms of employment:</b>							
Open-ended or permanent contract	75,530	94.4	4,445	5.6	79,975	100	95.2
Fixed-term contract	33,855	92.8	2,620	7.2	36,475	100	91.0
<b>Mode of employment:</b>							
Full-time	73,195	93.4	5,135	6.6	78,325	100	94.4
Part-time	36,195	94.9	1,935	5.1	38,125	100	92.7
<b>Salary:</b>							
Under 30k	26,395	93.6	1,805	6.4	28,195	100	93.8
£30-50k	57,525	93.8	3,790	6.2	61,315	100	94.7
Over £50k	16,205	94.5	935	5.5	17,140	100	92.9
Salary – at head of department/ professor grades: over £50k	11,060	95.3	545	4.7	11,605	100	93.6
<p>*BME = black and Minority Ethnic group, and includes all non-white categories of black or black British, Asian or Asian British, Chinese, Other Asian, Mixed and other ethnic background.</p> <p>Percentages of white and BME groups (columns 1 and 2) are based on totals with known ethnic background (column 3). Column 4 shows disclosure rates, i.e. 'knowns' as percentage of all staff in each category.</p>							

Table A3. Academic staff (UK nationals) – individual BME groups										
	Black or black British		Asian or Asian British		Other Asian		Chinese		Other ethnic background*	
	Number	%	Number	%	Number	%	Number	%	Number	%
Total	1,095	0.94	2,130	1.83	770	0.66	1,035	0.89	2,035	1.75
Academic grade: professor or head of department	**	**	180	1.39	85	0.65	115	0.87	200	1.54
Cost centre group: SET	223	0.70	585	1.84	260	0.82	490	1.54	585	1.83
Percentages are based on known ethnicity totals (shown in Table A2)										
* includes mixed white/BME.										
** number is less than 52.										

## Annex A: Staff tables

<b>Table A4. Academic staff of UK nationality – gender and ethnicity</b>						
	<b>White</b>		<b>BME</b>		<b>All</b>	
	<b>Number</b>	<b>%</b>	<b>Number</b>	<b>%</b>	<b>Number</b>	<b>%</b>
All female staff	46,175	93.9	2,985	6.1	49,165	100
All male staff	63,205	93.9	4,085	6.1	64,420	100
Academic grade:						
Professor or head of department: female	2,220	95.4	105	4.6	2,325	100
Professor or head of department: male	10,200	95.1	520	4.9	10,720	100
Below professor or head of department: female	43,955	93.9	2,880	6.1	46,835	100
Below professor or head of department: male	53,005	93.7	3,560	6.3	56,570	100
Cost centre group:						
SET staff: female	7,265	92.1	555	7.1	7,820	100
SET staff: male	22,580	93.4	1,595	6.6	24,175	100
Non-SET staff: female	38,915	94.1	2,425	5.9	41,345	100
Non-SET staff: male	40,625	94.2	2,490	5.8	43,115	100
Row percentages calculated on known ethnicity totals.						

<b>Table A5. Academic Staff – disability</b>							
	<b>Declared disabled</b>		<b>Not known to be disabled</b>		<b>All known disability</b>		<b>Total who disclosed disability status</b>
	<b>Number</b>	<b>%</b>	<b>Number</b>	<b>%</b>	<b>Number</b>	<b>%</b>	<b>%</b>
Total	3,500	2.2	152,580	97.8	156,080	100	92.4
Academic grade:							
Professor or head of department	305	2.0	15,375	98.0	15,675	100	95.4
Below professor or head of department	3,195	2.3	137,205	97.7	140,400	100	92.0
Cost centre group:							
SET	885	1.9	45,745	98.1	46,630	100	92.8
Non-SET	2,615	2.4	106,830	97.6	109,450	100	92.2
Academic employment function:							
Teaching-only	925	2.4	38,595	97.6	39,520	100	91.6
Research-only	535	1.6	34,085	98.4	34,625	100	90.9
Teaching and research	1,995	2.5	78,205	97.5	80,205	100	93.3
Terms of employment:							
Open-ended or permanent contract	2,455	2.5	96,515	97.5	98,965	100	93.9
Fixed-term contract	1,045	1.8	56,065	98.2	57,115	100	89.9

## Annex A: Staff tables

Table A5. Continued							
	Declared disabled		Not known to be disabled		All known disability		Total who disclosed disability status
	Number	%	Number	%	Number	%	%
Mode of employment:							
Full-time	2,325	2.2	102,960	97.8	105,280	100	93.3
Part-time	1,175	2.3	49,620	97.7	56,110	100	90.5
Salary:							
Under 30k	1,935	2.5	75,860	97.5	77,795	100	93.1
£30–50k	885	2.1	42,125	97.9	43,010	100	89.8
Over £50k	405	1.9	20,210	98.1	20,615	100	94.7
Row percentages calculated on numbers disclosing disability status.							

Table A6. Academic staff – age profile by gender						
Age group (years)	Total		Female		Male	
	Number	%	Number	%	Number	%
Under 26	5,525	3.3	2,850	4.0	2,560	2.6
26–30	19,190	11.4	9,120	12.8	10,070	10.4
31–35	23,240	13.8	10,645	14.9	12,595	13.0
36–40	23,980	14.2	10,600	14.9	13,375	13.8
41–45	24,395	14.4	10,635	14.9	13,755	14.1
46–50	22,135	13.1	9,810	13.8	12,325	12.7
51–55	20,325	12.0	8,455	11.9	11,870	12.2
56–60	18,870	11.2	6,320	8.9	12,550	12.9
61–65	8,580	5.1	2,275	3.2	6,300	6.5
66 and over	2,365	1.4	545	0.8	1,815	1.9
Total known age	168,990	100	71,270	100	97,225	100
Age unknown	495		230		265	

	Female		Male		All	
	Number	%	Number	%	Number	%
	Total	120,975	62.7	72,035	37.3	193,005
1 Managers	6,870	49.7	6,965	50.3	13,835	100
2B Non-academic professionals	13,395	56.3	10,410	43.7	23,805	100
3A Laboratory, engineering, building, IT and medical technicians (including nurses)	9,375	34.9	17,485	65.1	26,865	100
3B Student welfare workers, careers advisers, vocational training instructors, personnel and planning officers	6,395	73.6	2,295	26.4	8,695	100
3C Artistic, media, PR, marketing and sports occupations	3,165	57.9	2,305	42.1	5,470	100
4A Library assistants, clerks and general administrative assistants	41,355	79.3	10,785	20.7	52,145	100
4B Secretaries/typists, receptionists and telephonists	17,375	93.2	1,265	6.8	18,645	100
5 Chefs, gardeners, electrical and construction trades, mechanical fitters, printers	875	17.1	4,245	82.9	5,120	100
6 Caretakers, residential wardens, sports and leisure attendants, nursery nurses and care occupations	2,685	53.5	2,335	46.5	5,020	100
7 Retail and customer service occupations	815	73.3	295	26.7	1,115	100
8 Drivers, maintenance supervisors and plant operatives	235	16.8	1,185	83.2	1,420	100
9 Cleaners, catering assistants, security officers, porters and maintenance workers	18,415	59.7	12,455	40.3	30,875	100

\*The occupational groups are a variant of the major groupings of the Standard Occupational Classification (SOC) system, used in national surveys such as the Labour Force Survey, and so can be used to make comparisons with other sectors in the economy. They include 12 broad occupational categories found in the higher education sector.

Table A8. Professional and support staff – occupational activity by gender, ethnicity, nationality, disability and age										
	Managers and professionals		Technicians (including nurses)		Support and administrative staff		Other		All	
	Number	%	Number	%	Number	%	Number	%	Number	%
Female	20,265	53.8	9,375	34.9	68,300	80.4	23,035	52.9	120,975	62.7
Male	17,375	46.2	17,485	65.1	16,655	19.6	20,515	47.1	72,035	37.3
BME*	2,160	6.1	2,195	9.1	6,955	8.8	4,238	11.2	15,545	9.8
Declared disabled	915	2.55	815	3.28	2,215	2.81	1,145	2.95	5,095	2.85
Non-UK nationals	2,435	6.5	1,865	6.9	6,345	7.5	4,315	9.9	14,960	7.8
BME and UK nationals**	1,560	4.8	1,445	6.7	4,672	6.6	1,550	4.9	9,225	5.9
Aged over 50	10,395	27.6	7,355	27.4	19,915	23.5	16,705	38.4	54,365	28.2
Total	37,640		26,860		84,995		43,550		193,005	

\*Percentages are of known totals.  
 \*\* BMEs as a percentage of UK nationals

<b>Table A9. Professional and support staff – Mode and terms of employment, by gender, ethnicity and nationality Percentages in each category</b>					
	<b>Managers and professionals</b>	<b>Technicians (including nurses)</b>	<b>Support and administrative staff</b>	<b>Other</b>	<b>All</b>
Total staff working part time (%)	16.4	15.9	36.7	53.7	33.7
Female staff working part time (%)	22.9	31.1	38.4	78.2	42.8
Male staff working part time (%)	8.7	7.8	29.4	26.3	18.2
Total staff on a fixed-term contract (%)	16.5	19.4	19.9	10.2	17.0
Female staff on a fixed-term contract (%)	16.7	29.3	17.7	10.1	17.0
Male staff on a fixed-term contract (%)	16.3	14.1	28.8	10.3	16.9
BME staff on a fixed-term contract (%)	23.9	30.4	26.7	17.5	24.3
White staff on a fixed-term contract (%)	15.1	17.9	17.4	8.1	15.0
BME UK national staff on a fixed-term contract (%)	19.2	20.3	20.3	8.9	18.2
Non-UK national staff on a fixed-term contract (%)	30.1	50.8	36.4	20.5	32.6

## Annex B: Student tables

<b>Table B1. Undergraduate and postgraduate students – gender</b>						
	<b>Female</b>		<b>Male</b>		<b>All</b>	
	<b>Number</b>	<b>%</b>	<b>Number</b>	<b>%</b>	<b>Number</b>	<b>%</b>
Total	1,352,420	57.2	1,010,390	42.8	2,362,815	100
Undergraduates	1,053,640	58.4	749,780	41.6	1,803,425	100
Postgraduates	298,780	53.4	260,605	46.6	559,385	100
Undergraduates in SET subjects	154,640	38.0	252,695	62.0	407,335	100
Postgraduates in SET subjects	42,925	35.2	79,145	64.8	122,065	100
Mode of study (undergraduates):						
Full-time	674,380	55.8	534,265	44.2	1,208,645	100
Part-time	379,260	63.8	215,515	36.2	594,775	100
Mode of study (postgraduates):						
Full-time	123,065	50.6	120,005	49.4	243,070	100
Part-time	175,715	55.5	140,605	44.5	316,315	100

Table B2. Students – ethnicity							
	White		BME*		All with known ethnic background		Disclosure rates
	Number	%	Number	%	Number	%	
Total	1,573,535	83.4	312,960	16.6	1,886,495	100	93.8
Undergraduates	1,283,285	83.0	262,495	17.0	1,545,785	100	94.5
Postgraduates	290,245	85.2	50,462	14.8	340,710	100	90.8
Undergraduates in SET subjects	287,745	82.1	62,545	17.9	350,295	100	96.3
Postgraduates in SET subjects	51,435	83.7	10,045	16.3	61,485	100	90.6
Mode of study (undergraduates):							
Full-time	845,305	80.9	199,825	19.1	1,045,135	100	97.5
Part-time	437,980	87.5	62,670	12.5	500,655	100	88.7
Mode of study (postgraduates)							
Full-time	91,585	82.6	19,305	17.4	110,890	100	94.1
Part-time	198,665	86.4	31,155	13.6	229,820	100	89.3

\*BME = black and minority ethnic group, and includes all non-white categories of black or black British, Asian or Asian British, Chinese, other Asian, mixed and other ethnic background.

Percentages of white and BME groups (columns 1 and 2) are based on total UK domiciled students with known ethnic background (column 3). Disclosure rates in column 4 are 'knowns' calculated as percentage of all UK domiciled students. Non-UK students are not required to disclose ethnicity; they have been excluded from this ethnicity analysis.

## Annex B: Student tables

<b>Table B3. Students – disability</b>				
	<b>Declared disabled</b>		<b>All known disability</b>	<b>Total who disclosed disability</b>
	<b>Number</b>	<b>%</b>	<b>Number</b>	<b>%</b>
Total	158,345	7.3	2,163,877	91.6
Undergraduates	134,065	8.2	1,635,405	90.7
Postgraduates	24,280	4.6	528,475	94.5
SET:				
Undergraduates	30,585	8.2	373,175	91.6
Postgraduates	5,160	4.5	114,885	94.1
Mode of study (undergraduates):				
Full-time	98,060	8.2	1,202,320	99.5
Part-time	36,000	8.3	433,085	72.8
Mode of study (postgraduates):				
Full-time	10,735	4.5	236,845	97.4
Part-time	13,540	4.6	291,625	92.2
First-year undergraduates				
Full-time	32,810	7.5	435,490	99.5
Part-time	16,735	6.8	247,395	72.5

<b>Table B4. Students – age profile</b>									
	<b>25 and under</b>		<b>26–35 years</b>		<b>Over 35 years</b>		<b>All known</b>		
	<b>Number</b>	<b>%</b>	<b>Number</b>	<b>%</b>	<b>Number</b>	<b>%</b>	<b>Number</b>	<b>%</b>	<b>%</b>
Total	1,374,745	58.3	457,365	19.4	524,000	22.2	2,356,110	100	
Undergraduates	1,193,455	66.4	252,085	14.0	352,255	19.6	1,797,805	100	
Postgraduates	181,285	32.5	205,275	36.8	171,745	30.8	558,305	100	
Mode of study (undergraduates):									
Full-time	1,056,535	87.4	91,725	7.6	60,190	5.0	1,208,455	100	
Part-time	136,920	23.2	160,355	27.2	292,068	49.6	589,345	100	
Mode of study (postgraduates):									
Full-time	134,915	55.5	82,500	34.0	25,560	10.5	242,975	100	
Part-time	46,370	14.7	122,775	38.9	146,180	46.4	315,325	100	

## Annex B: Student tables

<b>Table B5. Graduate destinations (full-time first-degree students)</b>						
	<b>In work* (%)</b>	<b>Work and further study (%)</b>	<b>Further study only (%)</b>	<b>Un-employed (%)</b>	<b>Other** (%)</b>	<b>Total number</b>
All	64.2	9.3	15.2	5.6	5.6	211,195
Female	65.1	9.5	15.1	4.7	5.7	122,070
Male	63.0	9.1	15.4	6.9	5.5	89,125
BME	59.4	9.8	15.6	9.4	5.8	30,465
White	66.2	9.3	14.0	4.9	5.7	168,670
Declared disabled	59.2	9.3	16.1	7.7	7.6	18,035
No known disability	64.8	9.1	15.3	5.4	5.4	188,945
Under 25	63.7	8.5	16.6	5.6	5.5	170,415
26–35	68.1	11.0	10.0	5.9	5.0	20,515
Over 35	64.3	14.3	8.9	5.1	7.4	20,245
*Includes full-time, part-time and unpaid or voluntary work.						
**Includes not available for employment.						

## Annex C: Institutional groups

<b>Table C1 Characteristics of staff in different institution groups (percentages*)</b>										
	<b>Million+**</b>	<b>University Alliance**</b>	<b>1994 group</b>	<b>Russell Group</b>	<b>GuildHE</b>	<b>No affiliation</b>	<b>All sector</b>			
All academic staff										
Female (%)	46.1	46.2	39.3	38.0	50.4	43.8	42.3			
BME (UK only) (%)	6.9	4.2	6.5	7.4	3.6	5.3	6.1			
BME (all) (%)	10.5	7.5	13.0	13.5	4.5	9.4	10.9			
Non-UK national (%)	12.4	11.5	28.6	30.4	6.8	20.7	21.8			
Declared disabled (%)	2.80	2.90	2.07	1.81	2.67	1.93	2.24			
Aged over 50 (%)	36.6	38.8	25.9	22.1	36.6	30.4	29.8			
All (number)	26,450	33,595	22,300	56,565	4,330	28,045	168,990			
All P&S staff										
Female (%)	65.2	63.6	62.2	60.8	65.9	63.1	62.7			
BME (%)	12.3	6.9	6.9	9.2	5.4	6.9	8.8			
Disabled (%)	2.91	3.25	3.05	2.83	2.93	2.28	2.85			
Over 50 (%)	26.7	28.6	30.1	27.8	30.2	22.4	28.2			
All (number)	29,625	33,965	25,635	66,044	6,135	34,455	193,005			
Number of HEIs	31	24	18	20	21	58	169			

\*Percentages calculated on known totals in each equality category (gender, ethnicity, disability, age), which is a subset of the total number shown.

\*\*A small number are included in both totals (2295 academic staff and 2855 P&S staff) as three institutions belong to both groups, so totals across groups add to more than the sector total.

Table C2. Characteristics of students in different groups of institutions (percentages*)							
	Million+**	University Alliance**	1994 group	Russell Group	GuildHE	No affiliation	All sector
All students							
Female (%)	57.3	56.9	54.6	54.6	67.7	60.0	57.2
BME (UK domiciled) (%)	26.6	13.1	15.7	14.0	10.6	12.2	16.6
Non-UK domiciled (%)	14.6	8.7	20.4	20.5	7.7	15.8	14.9
Disabled (%)	6.55	9.51	7.15	5.60	10.45	7.27	7.32
Over 35 (%)	44.0	28.7	18.9	15.3	20.8	23.2	22.2
All (numbers)	553,595	628,875	245,485	500,115	77,505	398,210	2,362,815
Undergraduate first-year students (%)							
'Professional' (NS-SEC) (%)	44.0	47.7	62.6	66.0	46.4	50.1	53.3
Number of HEIs	31	24	18	20	21	58	169

\*Percentages calculated on known totals in each equality category (gender, ethnicity, disability, age), which is a subset of the total number shown.

\*\*A small number are included in both totals (40,690) as three institutions belong to both groups, so totals across groups add to more than the sector total.





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