

Equality in Higher Education

Statistical Report 2009

7.3%

Disabled students* 2007/8

5.5%

Disabled students* 2003/4



Foreword

Issues around equality and diversity present an increasingly challenging agenda for the higher education sector. While much progress has been made to promote equality and reduce discrimination across the sector, the current economic situation is leading institutions to review their financial priorities and to focus resources. Progress on equality is needed to support students and staff in achieving their highest standards, and institutions need to be able to analyse and prioritise areas where action is needed and can be most effective. The equality agenda should be developed from a robust evidence base.

This report aims to enable individual institutions to compare themselves against national statistics to assess their own progress on equality. It presents a selection of statistics relating to the gender, race, disability and age of staff and students across the higher education sector, drawn primarily from the 2007/08 Higher Education Statistics Agency (HESA) data set. In addition, it provides information on lesbian, gay, bisexual and trans staff and students gathered from our in-depth 2008 survey (www.ecu.ac.uk/our-projects/lgbt-in-he), and also looks at degree attainment levels in relation to gender, disability and ethnicity. By using the data as an evidence base, institutions can prioritise and focus their specific equality agendas.

The 2009 report builds on last year's publication (www.ecu.ac.uk/publications/equality-in-he-stats-08), providing further analysis including combinations of equality characteristics, and includes data from the past five years to allow analysis of key trends over time. You will also find sections on pay gaps (for gender, ethnicity and disability), and a full breakdown of the higher education workforce by occupational group, grade and mode.

The analysis highlights continuing challenges for the sector as a whole. For example, although the representation of women within academic staff increased from 40.0% (03/04) to 42.6% (07/08), only 18.7% of heads of department/professors were women. Another significant finding is that, although the percentages of black and minority ethnic first-degree students achieving first and second class honours degrees have increased over the past five years, the attainment gap has become wider. Exploring the reasons for these inequalities provides an important basis for action to improve the experiences of all staff and students in higher education.

Sue Cavanagh

Deputy Chief Executive (Interim Chief Executive)

*Figures shown on the front cover refer to the increase in the proportion of students disclosing a disability – from 5.5% in 2003/04 to 7.3% in 2007/08 (see section 4.4).

Equality Challenge Unit

Equality in Higher Education: Statistical Report 2009

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1 Introduction

The report is based mainly on analysis of Higher Education Statistics Agency (HESA, www.hesa.ac.uk) data for the 2007/08 academic year relating to gender, ethnicity, disability and age. It covers staff, students and graduates in UK higher education institutions (HEIs).¹ The report also includes some aspects of time series, covering the past five years' data, 2003/04 to 2007/08.

Following a summary of key facts and figures, the data analysis is presented in two main chapters, each of which is split into sections covering each of the main indicators in turn:

- ▬ Staff
 - Gender
 - Ethnicity
 - Disability
 - Age
 - Sexual orientation
 - Regional variations
 - Atypical staff
- ▬ Students, graduates and leavers
 - Gender
 - Ethnicity
 - Disability
 - Age
 - Sexual orientation
 - Socio-economic status (National Statistics Socio-economic Classification, NS-SEC).

The analysis presented here is based on a small selection of the large amount of data available from HESA. All counts of students and staff have been rounded to the nearest five in accordance with HESA policy in order to protect the confidentiality of individuals. In addition, all percentages based on 52 or fewer

1. The data cover the whole of the UK (including Scotland, where the Scottish Funding Council supports ECU to work in collaboration with the Scottish higher education sector).

Introduction

staff/students or averages based on seven or fewer staff/students have been suppressed to protect against overinterpretation of small numbers. Percentages are based on those students and staff for whom the data in question are known.

Further information can be found on HESA's website (www.hesa.ac.uk) or via the heidi management information system for HEIs and sector bodies (www.heidi.ac.uk). Version 3 of the heidi system was released on 14 September 2009, and incorporated a newly developed set of data and reports on equality and diversity issues within higher education, prepared collaboratively by HESA and ECU. Other reports – including a report on staff trends and profiles at English HEIs by the Higher Education Funding Council for England (HEFCE, www.hefce.ac.uk) and a series of annual reports on institutional patterns from Universities UK (www.universitiesuk.ac.uk) – provide further details on some of the data presented here.

2 Summary – some key facts and figures

2.1 Staff – key points

- = Across all types of staff within HEIs, women were in a slight majority at 53.2% in 2007/08. This figure had risen slightly over the period from 2003/04 (52.4%).
- = Representation of women varied markedly between different occupational types. Highest levels of representation existed within the support and administration occupations whereas lowest representation was seen within the technician, manual and craft areas.
- = Women were much better represented among part-time than full-time staff. In 2007/08, 46.0% of full-time staff were female compared with 67.6% of part-time staff.
- = Within academic staff, representation of women stood at 42.6% in 2007/08. This had increased year-on-year since the equivalent figure of 40.0% in 2003/04.
- = Representation of women was lower in senior academic-grade groups than in less senior ones. Women made up 18.7% of staff at professor/head of department grades in 2007/08 compared with 45.4% for other grades.
- = Women were less well represented within science, engineering and technology (SET)² departments than in others. In 2007/08, only 25.4% of staff in SET departments were women compared with 49.0% for non-SET departments.
- = Men were much more likely to be earning higher salaries than women. In 2007/08, 22.8% of male academic staff were earning more than £50,000 compared with just 9.4% of female academic staff.
- = For all staff in 2007/08, 6.4% reported their ethnicity within the black and minority ethnic (BME) group. This showed an increase from the 2003/04 figure of 5.4%.
- = The largest single ethnic group was Asian or Asian British, amounting to 33.8% of all BME staff.
- = Representation of BME staff varied slightly by occupational group. Within academic staff, the percentage of BME staff stood at 6.4% in 2007/08.
- = BME staff were less likely than white staff to be in senior academic grades. 9.7% of BME academic staff were at professor/head of department grades in 2007/08 compared with 12.1% of white academic staff.

2. In this analysis, SET includes biosciences, chemistry, physics, earth, marine and environmental sciences, engineering, mathematics, IT and computer software engineering.

Summary – some key facts and figures

- = BME staff were better represented among research-only staff (9.2%) than among teaching-only (5.5%) or staff with combined teaching and research functions (6.0%).
- = BME staff were slightly less likely than white staff to be earning a high salary. 17.4% of BME academic staff were earning more than £50,000 in 2007/08 compared with 19.5% of white staff.
- = Of all staff in 2007/08 who disclosed their disability status, 2.7% declared a disability. This was up from 2.4% in 2003/04.
- = Representation of disabled staff was lower at higher academic grades than at lower grades, and was also lower in SET departments than in non-SET departments. Taking these effects together, only 1.6% of professors/department heads in SET departments were declared disabled in 2007/08.
- = Research-only staff showed lower representation of disabled staff (1.7%) than combined teaching and research staff (2.6%).
- = Disabled staff were more likely than staff with no known disability to be employed on permanent or open-ended contracts. 2.6% of staff on permanent contracts were disabled compared with 1.9% of academic staff on fixed-term contracts.
- = Pay gaps were much wider between male and female staff than between the other equality categories of ethnicity and disability. Across all staff types in 2007/08, the median pay gap between men and women was 18.2%. The equivalent pay gap between BME and white staff was zero, and between disabled and non-disabled staff was 3.4% in favour of non-disabled staff.
- = Overall, pay gaps across the three equality categories of gender, ethnicity and disability had reduced over the period 2003/04 to 2007/08.
- = Overall, women showed a younger age profile than men. Among academic staff aged 51 or over, almost two-thirds (64.2%) were men.
- = The proportion of academic staff aged 51 or over increased from 27.5% in 2003/04 to 30.2% in 2007/08.

2.2 Staff equality at a glance

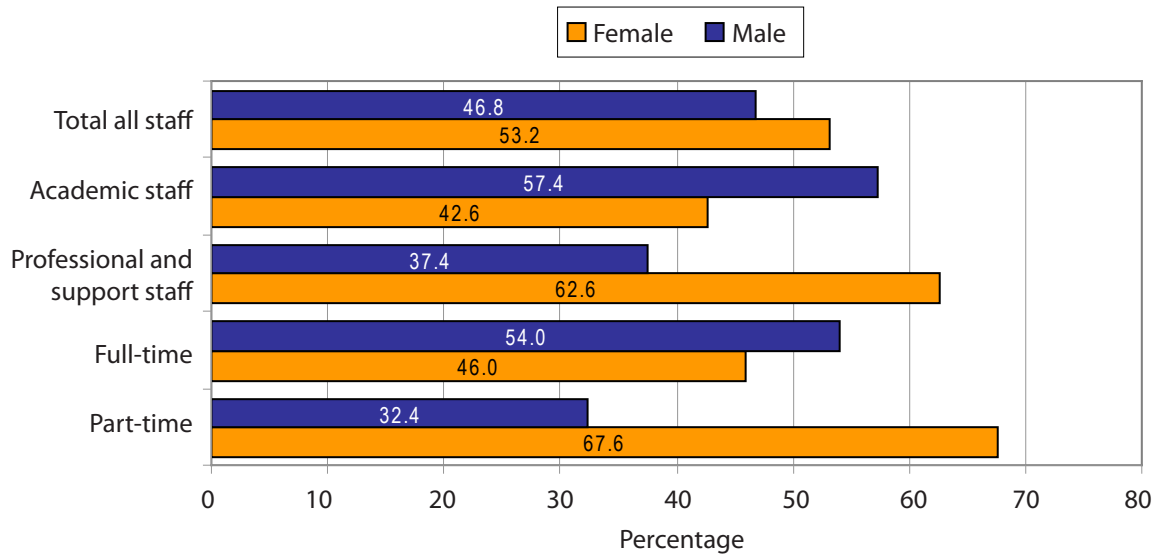


Figure 2.1 Gender profiles of all staff, 2007/08

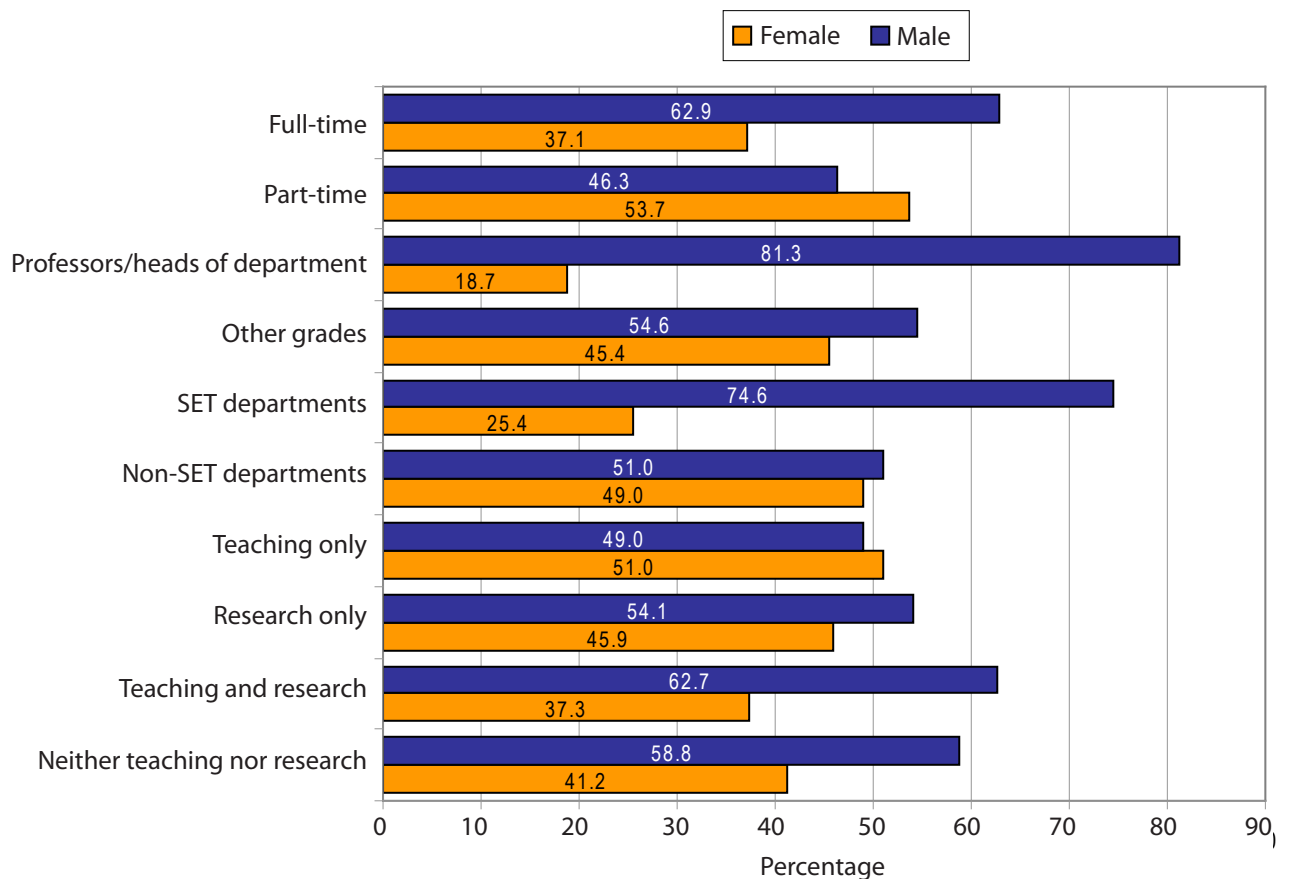


Figure 2.2 Gender profiles of all academic staff, 2007/08

Summary – some key facts and figures

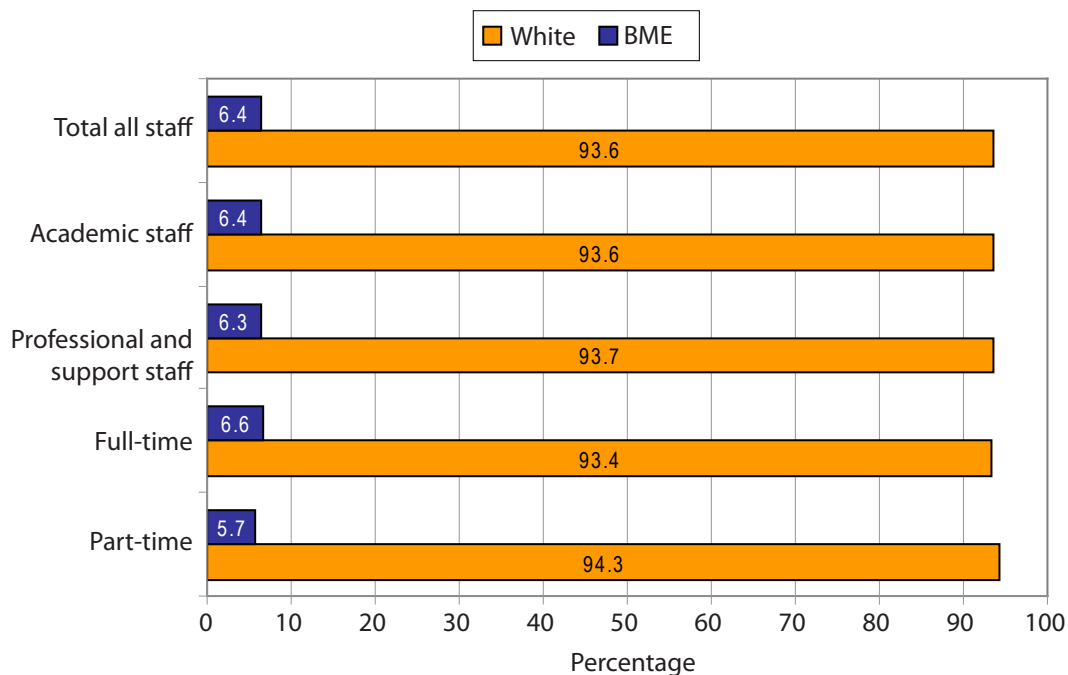


Figure 2.3 Ethnicity profiles of all UK national staff, 2007/08

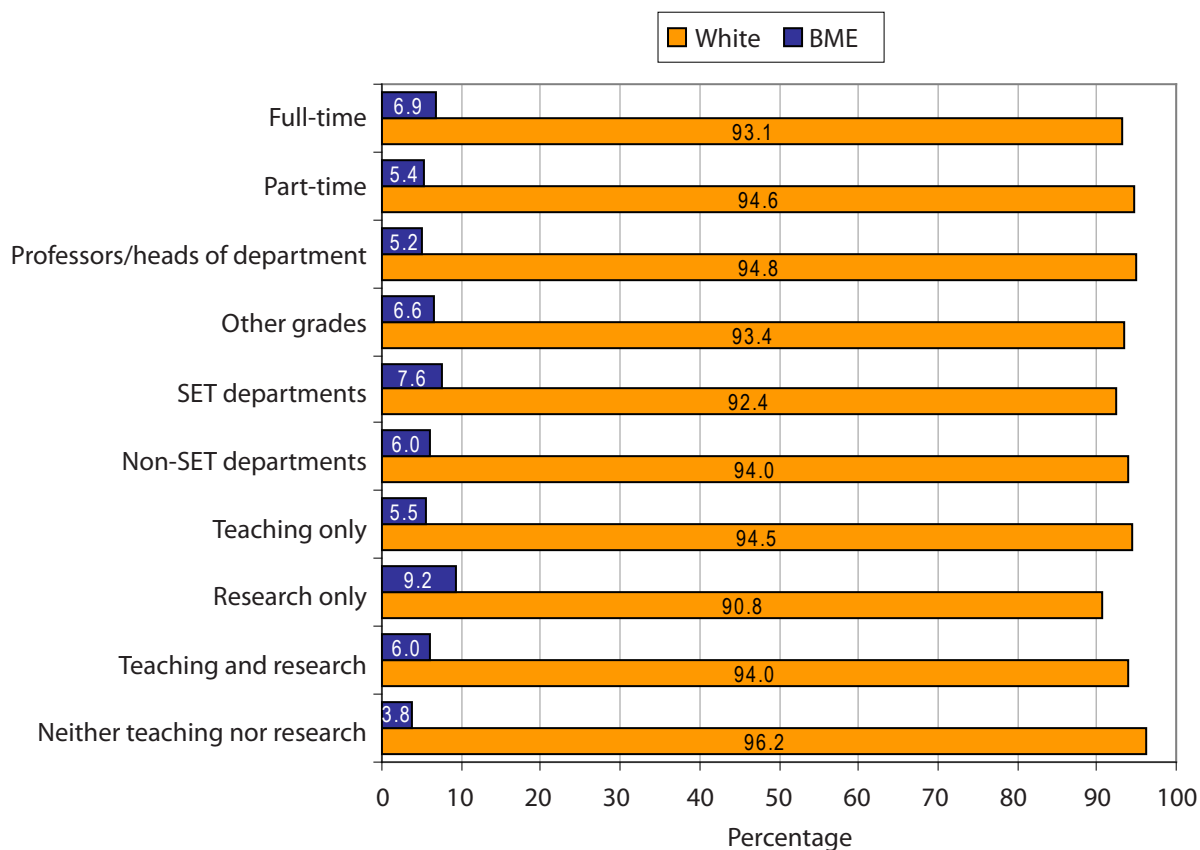


Figure 2.4 Ethnicity profiles of academic UK national staff, 2007/08

Summary – some key facts and figures

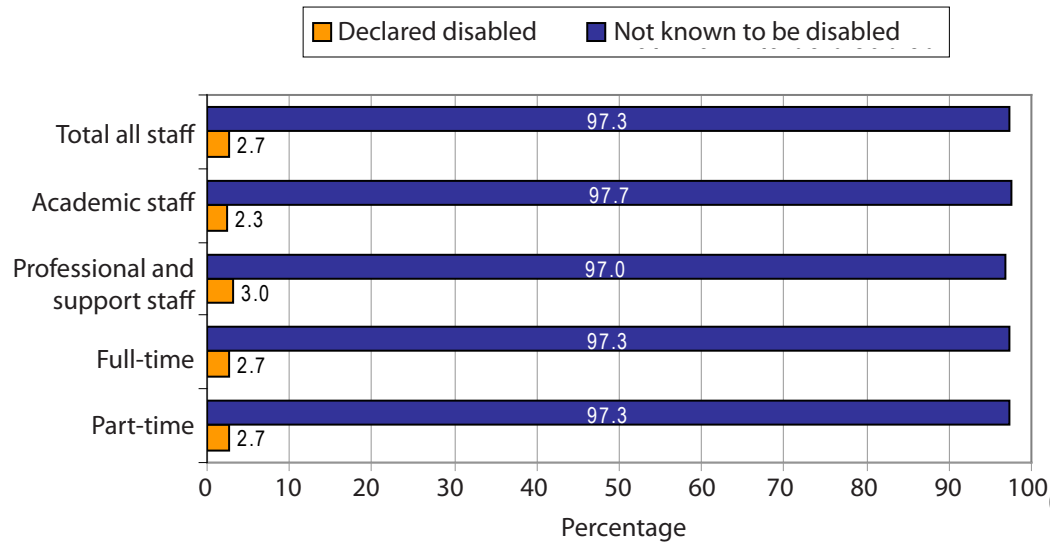


Figure 2.5 Disability profiles of all staff, 2007/08

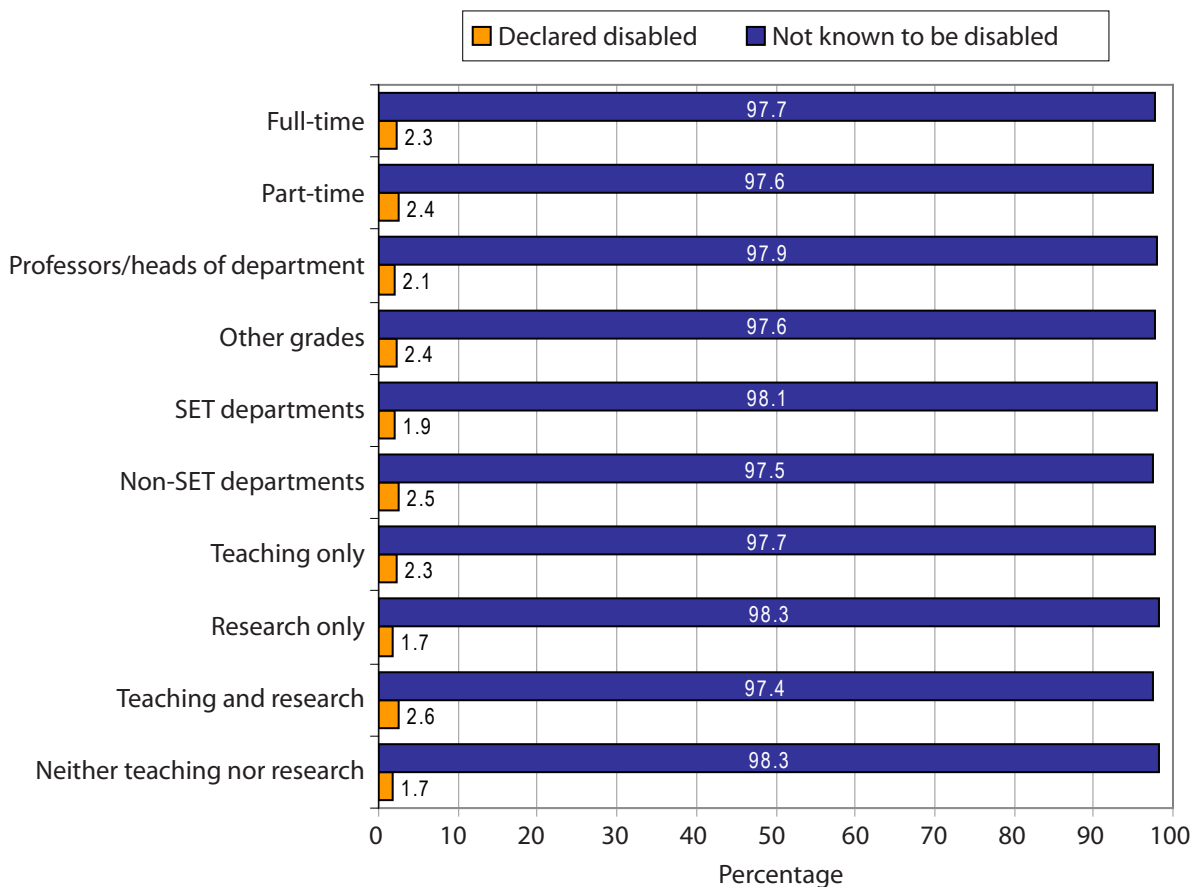


Figure 2.6 Disability profiles of academic staff, 2007/08

Summary – some key facts and figures

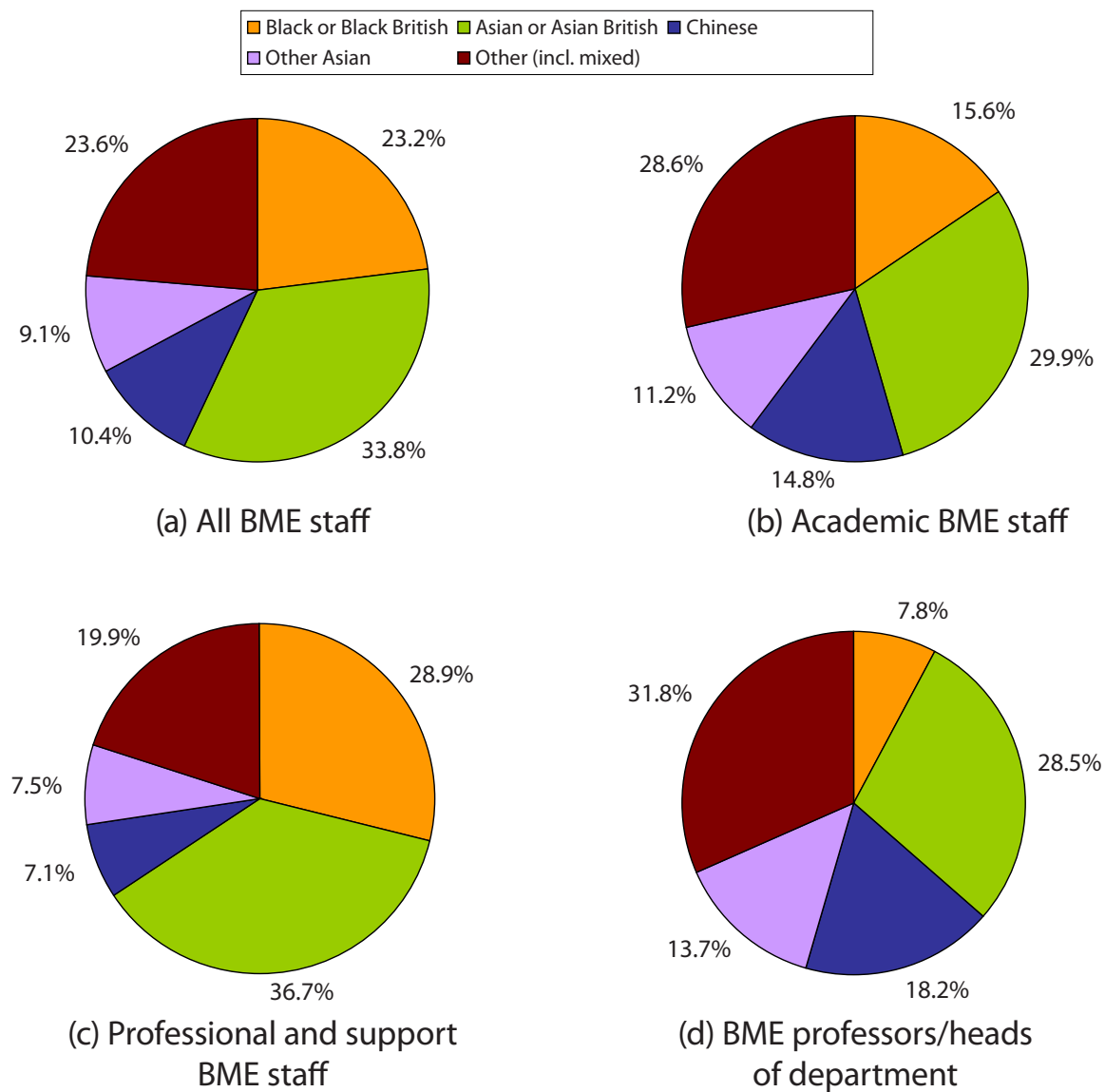
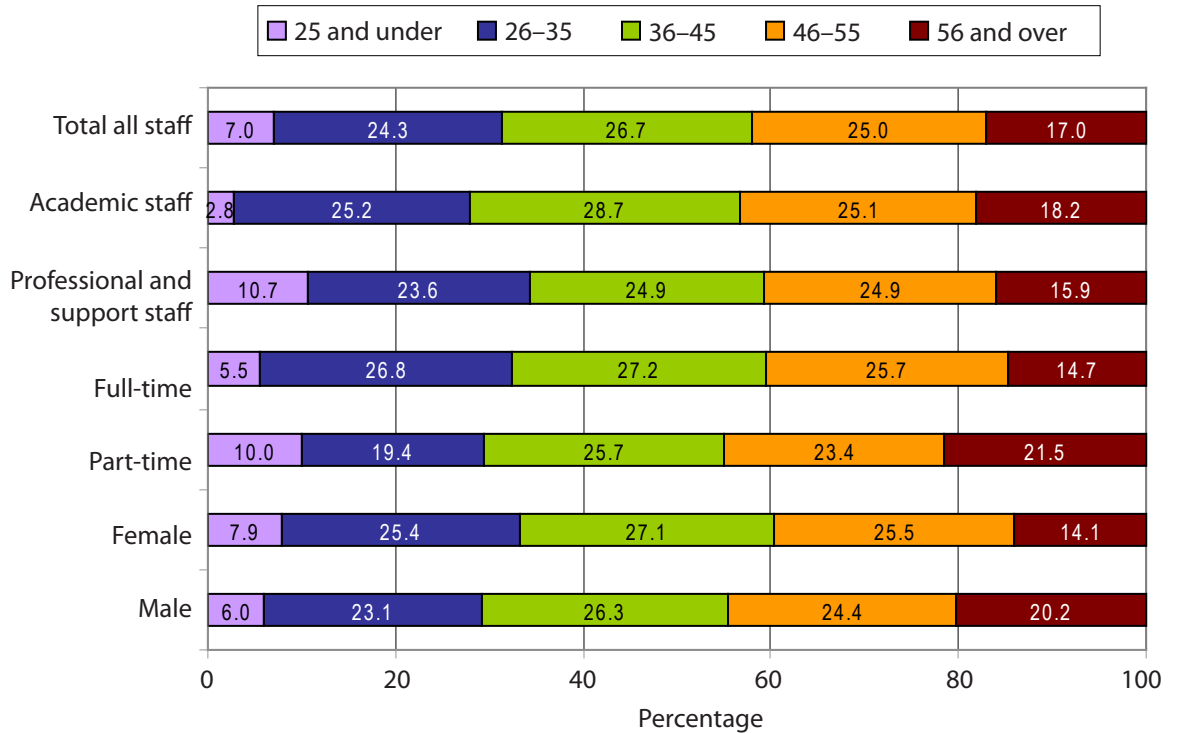
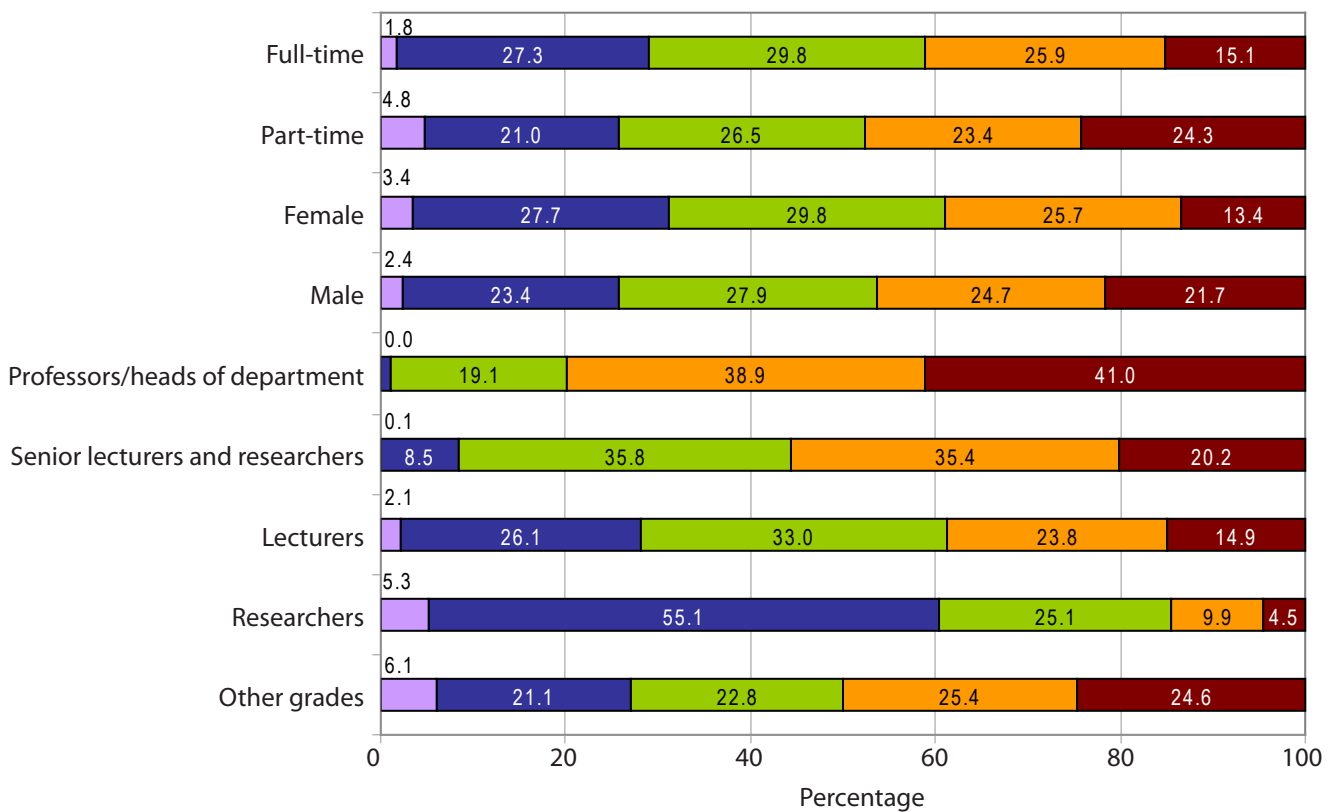


Figure 2.7 Ethnicity profiles of UK national black and minority ethnic (BME) staff 2007/08

Summary – some key facts and figures



(a) All staff, 2007/08



(b) Academic staff, 2007/08

Figure 2.8 Age profiles of staff

Summary – some key facts and figures

2.3 Students – key points

- = Over the past five years, the proportion of male students compared with female students has remained relatively stable, with women outnumbering men. In 2007/08, females made up 57.1% of the student population with the remaining 42.9% being male.
- = SET subjects were much more male-dominated than the non-SET subjects. Around two-thirds (62.6%) of students studying SET subjects were male. Women, however, dominated part-time study, with nearly two-thirds (61.4%) of all part-time students being women.
- = In general, women were more likely to obtain a higher class of degree than men, with 63.8% of females obtaining a first or upper second class honours degree compared with 58.2% of males.
- = 8.3% of male leavers were unemployed six months after leaving their institution, compared with 5.2% of female leavers. Of the 2004/05 cohort of leavers, 3.4% of male leavers and 2.0% of female leavers were unemployed three-and-a-half years after leaving their institution.
- = The proportion of BME students studying at HEIs has gradually increased from 14.9% in 2003/04 to 17.2% in 2007/08. The largest BME group was Asian across all years (when Asian or Asian British, Chinese, Other Asian).
- = Around one in five (18.8%) UK-domiciled first-degree students were from a BME background. The proportion of BME students was higher for full-time than for part-time students.
- = Among first-degree qualifiers, nearly two-thirds (66.4%) of white qualifiers achieved a first or upper second class honours degree, this was higher than for BME qualifiers (48.1%).
- = A higher proportion of Asian leavers (77.0%) were in full-time paid work three-and-a-half years after leaving their institution than white leavers (76.3%). Black leavers were more likely to be unemployed than the other ethnic groups.
- = Of all students known to have a disability, nearly half (49.3%) were returned as having 'a specific learning difficulty e.g. dyslexia'.
- = Of those students recorded as having autistic spectrum disorder, 80.2% were men. In every other disability category, the proportions of women were higher than men.

Summary – some key facts and figures

- = Just over half (59.3%) of first-degree qualifiers known to have a disability obtained a first or upper second class honours degree compared with nearly two-thirds (62.0%) of those not known to have a disability. However, among those first-degree qualifiers with mental health difficulties, the percentage who achieved a first or upper second class honours degree was higher (65.0%) than for those not known to have a disability.
- = The proportion of 2004/05 disabled leavers who were engaged in full-time employment on 24 November 2008 was lower (69.9%) than those who were not known to have a disability (76.9%). However, a higher proportion of disabled leavers (8.4%) were engaged in 'Further study only' than students without a disability (5.6%).
- = The age profile of students has changed slightly, with the population generally becoming slightly younger. The proportion of students aged 21 and under on entry has grown steadily from 45.4% in 2003/04 to 47.7% in 2007/08.
- = Nearly half (45.7%) of all part-time students were aged 36 years and over compared with only 5.2% of full-time students. On the whole, the age profile of students studying SET subjects was younger than that of those studying non-SET subjects.

2.4 Student equality at a glance

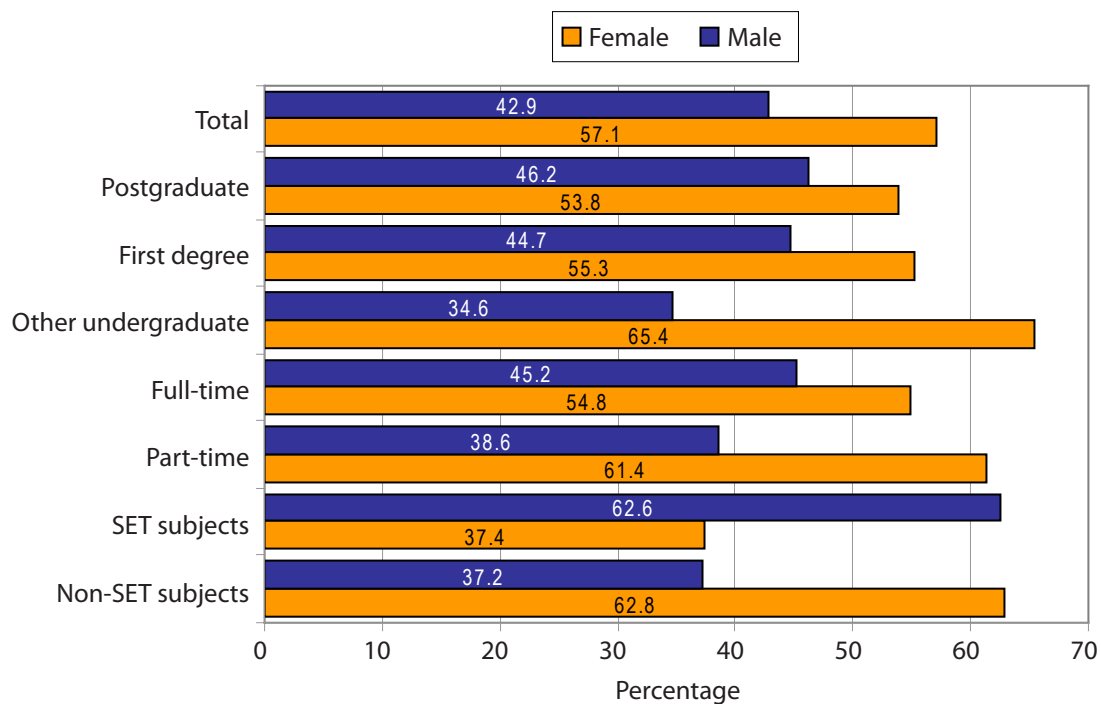


Figure 2.9 Gender profiles of students, 2007/08

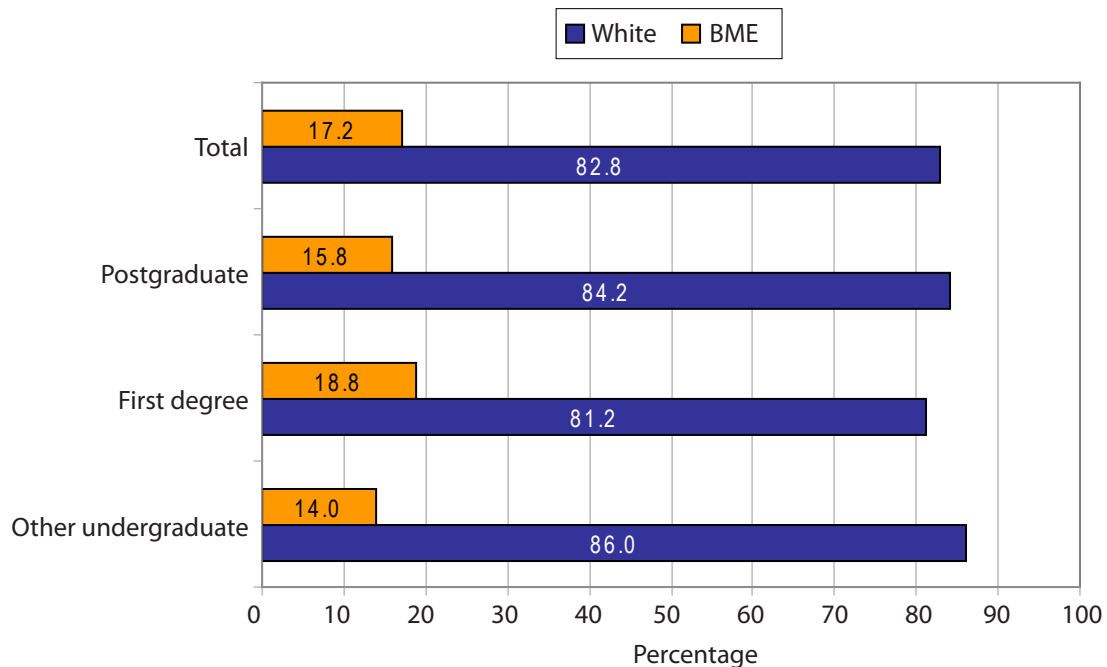


Figure 2.10 Ethnicity profiles of UK-domiciled students, 2007/08

Summary – some key facts and figures

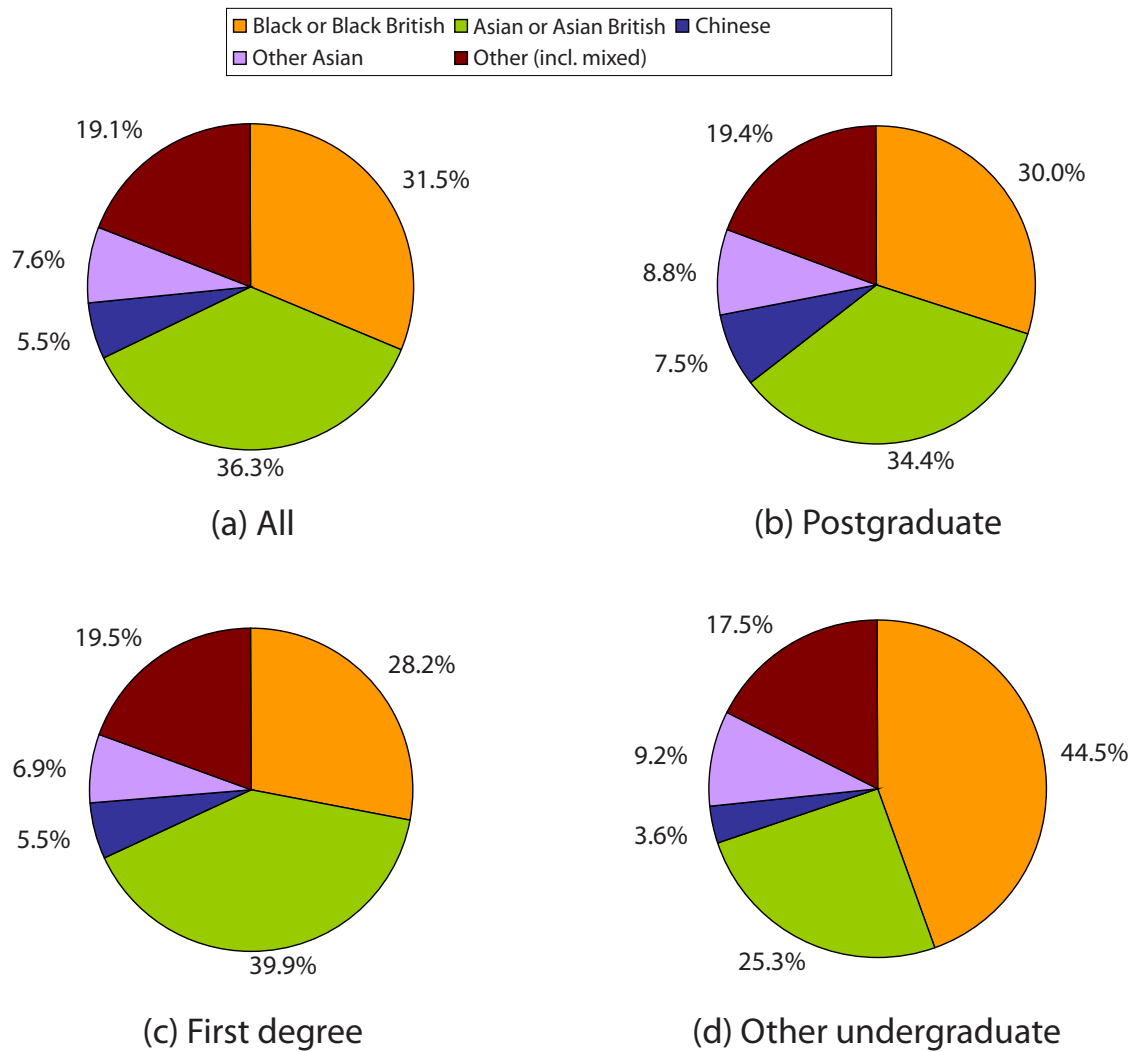


Figure 2.11 Ethnicity profiles of UK-domiciled BME students, 2007/08

Summary – some key facts and figures

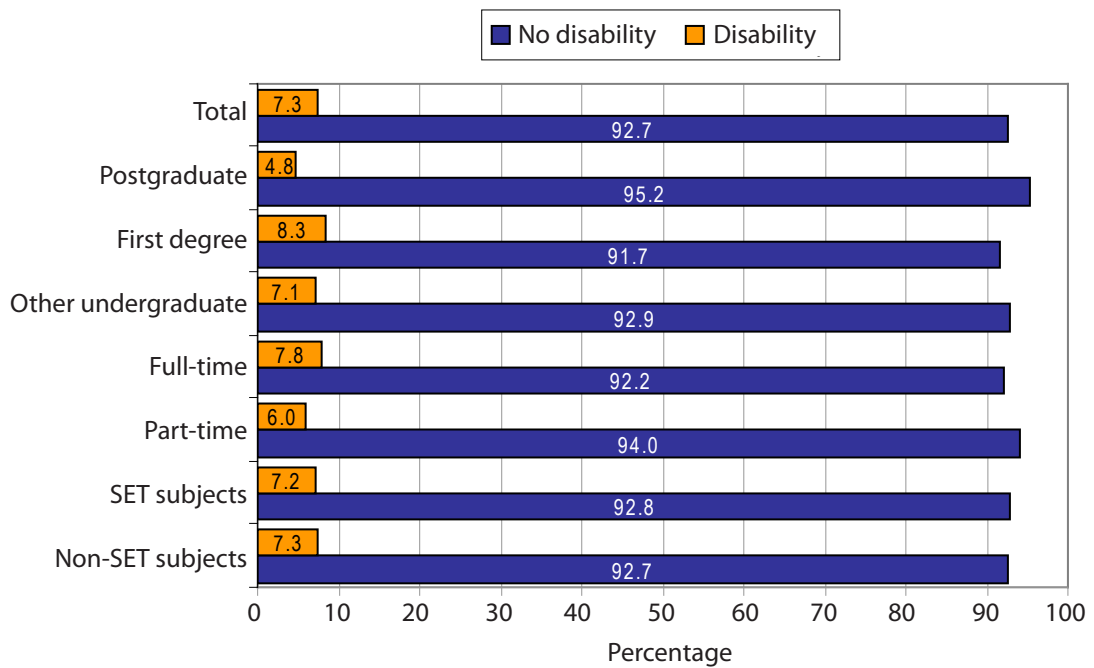


Figure 2.12 Disability profiles of students, 2007/08

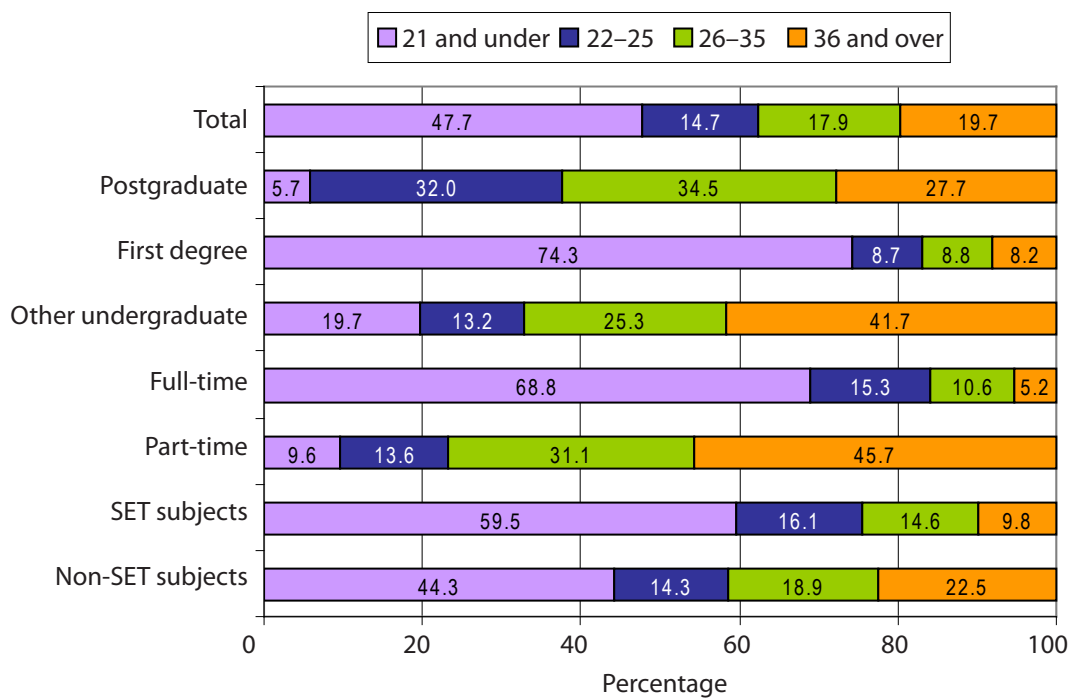


Figure 2.13 Age profiles of students, 2007/08

3 Staff data

The analysis in this chapter is based on data drawn from the HESA Staff Record 2003/04 to 2007/08. This record covers all academic, professional and support staff holding one or more contracts of employment with a UK HEI. The HESA Staff Record collects a smaller subset of information about atypical staff.³ For this reason, atypical staff are covered in a separate section at the end of this chapter. Information regarding staff on consultancy contracts is not collected within the Staff Record.

Counts of staff represent counts of full-person equivalents to allow for staff holding multiple contracts or cases where contracts involve more than one activity (such as academic and managerial functions).

All figures quoted relate to 2007/08 unless otherwise stated.

3.1 Gender profile of staff

Note on trans staff

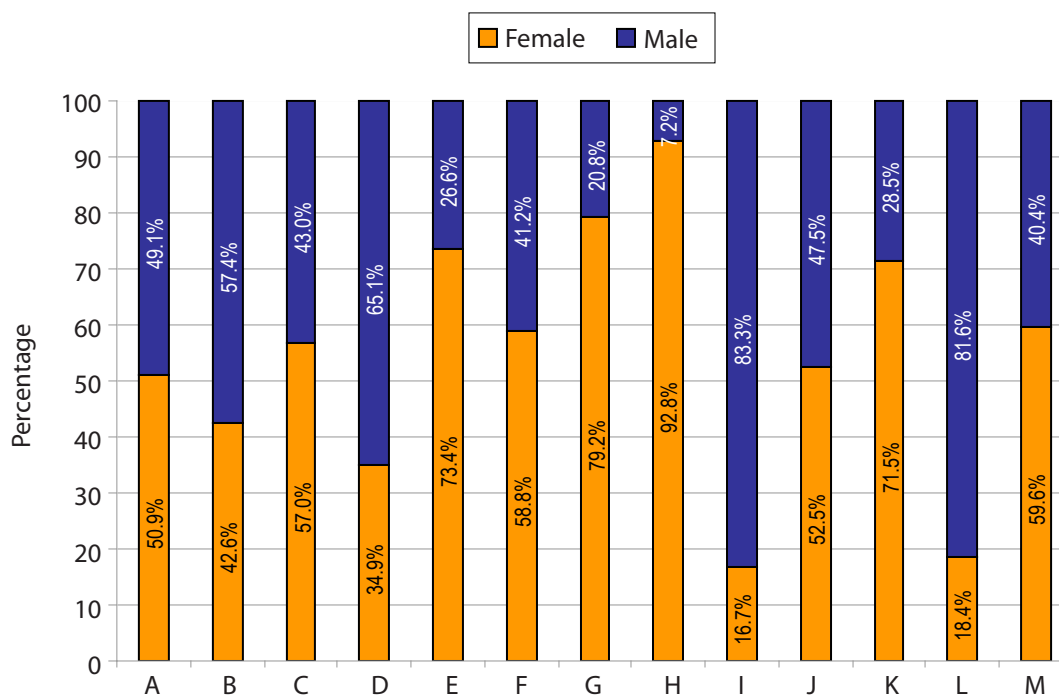
Robust statistics on the number of trans staff in higher education do not exist. A survey conducted by ECU in 2008, *The experiences of lesbian, gay, bisexual trans staff and students in higher education* (www.ecu.ac.uk/publications/lgbt-staff-and-students-in-he), suggests that trans people in higher education do experience significant concerns relating to their gender identity. ECU is working with the relevant higher education sector organisations to develop mechanisms for collecting more robust data on the number of trans people in higher education.

All staff

Overall in 2007/08, women were in a slight majority at 53.2%, a figure that has increased only slightly over the period from 2003/04 (52.4%). However, representation of women varied markedly once data were disaggregated into the various subgroups. The relative proportions of men and women in each occupational group⁴ of staff in 2007/08 are shown in Figure 3.1.

3. Atypical staff include those staff taken on for one-off or short-term tasks, staff working for less than four consecutive weeks, staff working away from the supervision of the normal work provider, or staff holding contracts involving a high degree of flexibility to work as and when required.

4. Staff contracts are categorised within the HESA Staff Record into one of 13 groups derived using the standard occupational classification system.



A, managers; B, academic professionals; C, non-academic professionals; D, laboratory, engineering, building, IT and medical technicians (including nurses); E, student welfare workers, careers advisers, vocational training instructors, personnel and planning officers; F, artistic, media, public relations, marketing and sports occupations; G, library assistants, clerks and general administrative assistants; H, secretaries, typists, receptionists and telephonists; I, chefs, gardeners, electrical and construction trades, mechanical fitters and printers; J, caretakers, residential wardens, sports and leisure attendants, nursery nurses and care occupations; K, retail and customer service occupations; L, drivers, maintenance supervisors and plant operatives; M, cleaners, catering assistants, security officers, porters and maintenance workers

Figure 3.1 All staff by gender, 2007/08

The highest proportion of women can be seen within the ‘secretaries, typists, receptionists and telephonists’ category (92.8%), with other categories in the general support and administration areas also showing high levels of female representation. The lowest proportions of women can be seen within technician, manual and craft areas (lowest of all being in the ‘chefs, gardeners, electrical and construction trades, mechanical fitters and printers’ category at 16.7%). The ‘managers’ and ‘caretakers, residential wardens, sports and leisure attendants, nursery nurses and care occupations’ showed more even gender balances. However, some of these groups are aggregations of occupations that traditionally show quite different gender profiles, and this must be borne in mind when comparing them. The HESA Staff Record does not collect any finer information on staff occupation types for these groups, so further disaggregation is not possible.

One of the factors with a clear influence on representation of women is mode of employment. Overall, women made up 46.0% of full-time staff in 2007/08 compared with 67.6% of part-time staff. In every occupation group without exception, women were better represented within part-time than full-time modes.

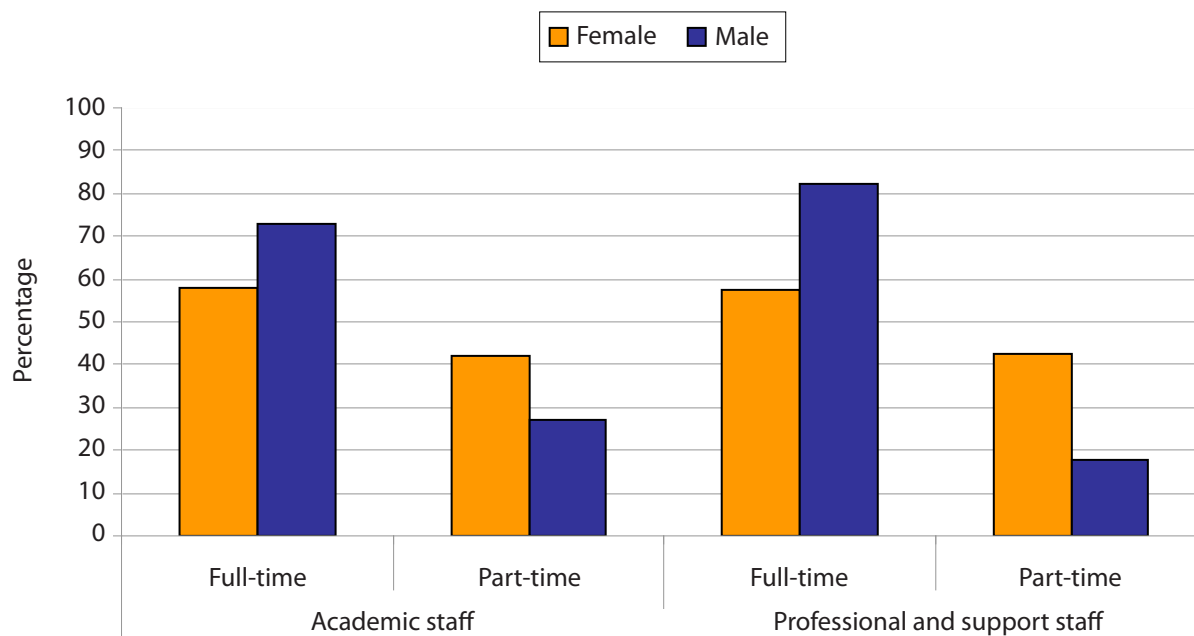


Figure 3.2 Staff by mode and type, 2007/08

As Figure 3.2 shows, women were more likely than their male colleagues to be working part-time in both academic and professional and support roles. Within professional and support occupations, women were more than twice as likely as men to be working part-time.

Table A3 (annex A) shows the median salaries⁵ of staff by occupational group and gender, with a 'pay gap' figure defined using the method proposed by the Joint Negotiating Committee for Higher Education Staff in its publication *Equal Pay Reviews – Guidance for Higher Education Institutions* (March 2007; www.ucea.ac.uk/ucea/filemanager/root/site_assets/jnches/1176796034234.pdf). Table A3 also shows equivalent pay gaps for previous years back to 2004/05 (the earliest year that can be compared directly with the latest figures). Within the HESA Staff Record, salaries for part-time staff are reported at full-time equivalent levels to enable fair comparisons between full- and part-time modes.

5. Salaries are gross basic salaries associated with contracts held by individuals. These do not include any regular payments for additional duties, responsibility allowances or honoraria regardless of their source. Subsequent back-dated pay awards are also excluded. Therefore these figures do not reflect 'total monies paid'; these data are not currently collected within the HESA Staff Record.

Staff data

The median salary of all female staff in HEIs was £27,000 in 2007/08 compared with £33,000 for all male staff. The overall median pay gap therefore stood at 18.2%. This covered all occupations and modes of employment. Within the separate occupational groups, the largest pay gaps were apparent in two groups with low representation of women – ‘drivers, maintenance supervisors and plant operatives’ and ‘chefs, gardeners, electrical and construction trades, mechanical fitters and printers’. In the latter group the pay gap appeared to be reducing over time from 2004/05, whereas in the former case it did not appear to be showing any consistent decreasing trend. The only occupational groups in which women earned more than men on average were ‘artistic, media, public relations, marketing and sports occupations’ and ‘secretaries, typists, receptionists and telephonists’ – two groups with high representation of women. For most groups, and indeed overall, the pay gap appeared to be closing over time. Recent reform of pay scales may have had an impact in reducing pay gaps over the period in question. More in-depth research would be needed to ascertain whether this is an explanatory factor.

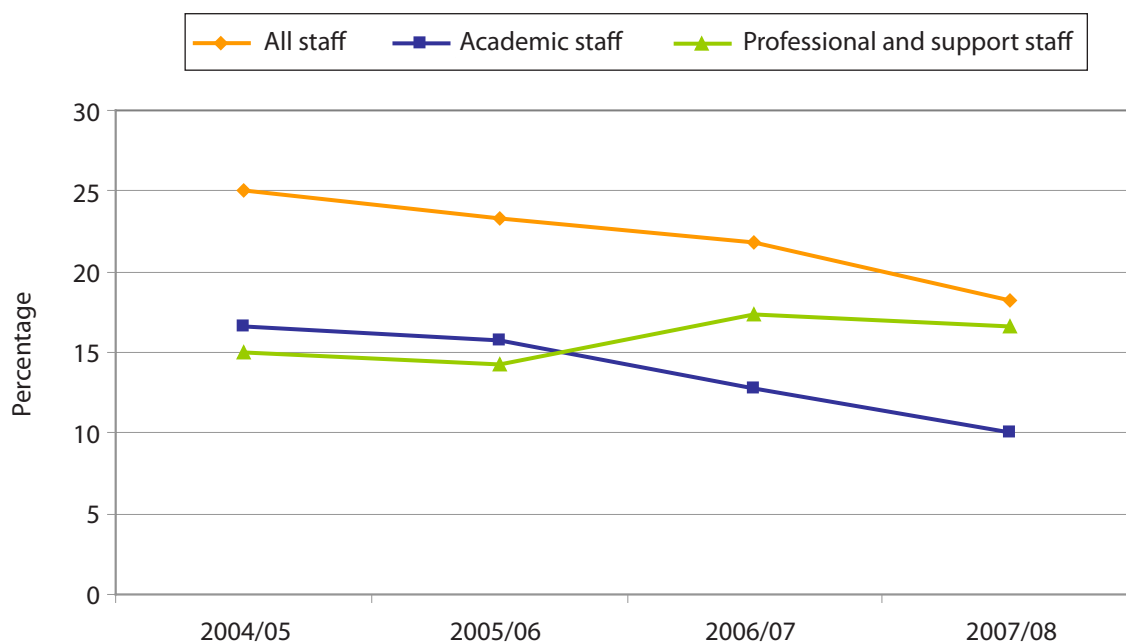


Figure 3.3 Median pay gap between female and male staff in higher education

Examining the alternative measure of mean pay gap, we find that in 2007/08 the mean salary of all female staff was £28,297 compared with £36,505 for all male staff. This results in a mean pay gap of 22.5% for that year.

Academic staff

Academic staff are defined as those staff responsible for planning, directing and undertaking academic research and teaching within HEIs. This category may also include vice-chancellors, principals, and clinical and healthcare professionals who undertake teaching or research activities.

Representation of women within academic staff in 2007/08 stood at 42.6%. This had increased over time from the figure of 40.0% in 2003/04. Once again, disaggregation into the various subgroups revealed marked variations in gender balance. The range of data available from the HESA Staff Record for academic staff is particularly extensive, permitting some in-depth analysis.

In general, representation of women was lower in senior-grade groups than in less senior groups. It also varied significantly by department.⁶

In the professor/head of department⁷ grade group women made up 18.7% of academic staff in 2007/08. This compared with 45.4% at grades below this group. Men were just over three times more likely than women to be in the most senior-grade group (4.6% of women compared with 14.8% of men). However, this situation appeared to be improving over the period covered by this report. Looking back to 2003/04, women made up 15.1% of staff at the top grades and men were almost four times more likely to be in the top-grade group than women.

6. Strictly, the HESA Staff Record captures the concept of 'cost centres', which provide a generic classification of academic departments. Cost centres indicate where the salary for an individual will be aggregated for financial purposes.

7. This group includes heads of department, professors, former Universities Authoritative Panel scale researchers (grade IV), clinical professors and those recorded as professors on a locally determined scale. Note that some institutions report staff on a single grade structure that does not have a separate category for the professor grade, so some undercounting may be evident in the professor category. Consequently, some caution is advised when drawing conclusions from these data.

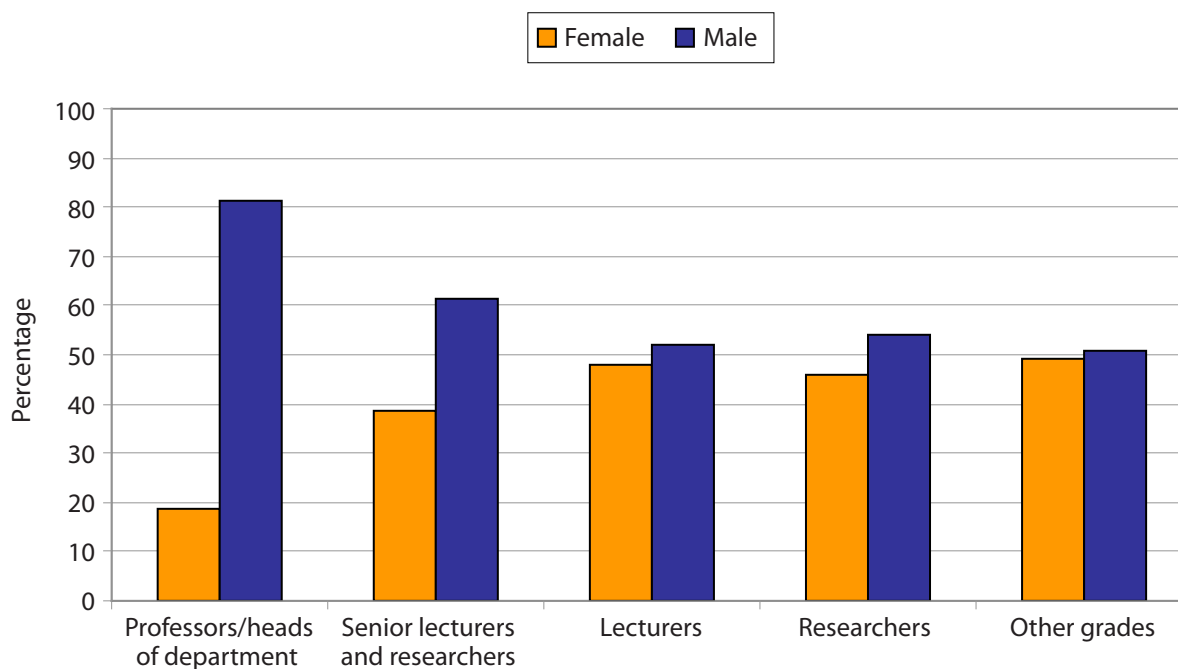


Figure 3.4 Academic staff grade by gender, 2007/08

Moving on to gender balance by department, a lower representation of women in science, engineering and technology (SET) disciplines⁸ was evident. In 2007/08, only one in four (25.4%) academic staff in SET departments were women compared with 49.0% for non-SET departments. Representation of women in some SET departments was very low, for example 11.9% in ‘electrical, electronic and computer engineering’, 13.4% in ‘mechanical, aero and production engineering’ and 15.5% in ‘physics’. Representation of women in these departments had shown only slight increases over the period from 2003/04.

Women were even less likely to be at professor/head of department grades in SET departments than in non-SET (8.3% of professors/heads of department were women in SET departments compared with 23.3% in non-SET departments in 2007/08). In lower-grade groups, women comprised 27.7% of academic staff in SET departments and 51.9% of academic staff in non-SET departments.

Other factors that have an influence on gender profile of academic staff include academic employment function, type of contract and mode of employment. Key findings on these follow.

8. In this analysis, SET includes biosciences, chemistry, physics, earth, marine and environmental sciences, engineering, mathematics, IT and computer software engineering.

- = Women were less prevalent among staff on contracts designated as 'teaching and research' (37.3% women) and 'research only' (45.9% women) than 'teaching only' (51.0% women).⁹
- = The majority of academic staff (64.4% in 2007/08) were on permanent or open-ended contracts. A slightly lower proportion of women (60.9%) than men (67.0%) were on permanent or open-ended contracts.
- = Women were more likely than men to be working part-time in academic roles at every grade group level, although the difference was smallest in the professor/head of department grades. Overall, 42.1% of female academic staff worked part-time compared with 27.0% of male academic staff. At the most senior grades these figures were 12.1% of female and 11.4% of male academic staff.

Salary

Men were much more likely to be earning a higher salary within academic staff in 2007/08. 22.8% of male academic staff were earning more than £50,000 compared with 9.4% of female academic staff, meaning that men were more than twice as likely to be in the top salary bracket. Conversely, women were more likely to be earning a salary in the lowest bracket (less than £30,000) – 27.3% of female academic staff compared with 19.0% of male academic staff. Median salaries for academic staff were £36,000 for women and £40,000 for men in 2007/08, giving a median pay gap of 10.0%. Three years earlier, in 2004/05, this pay gap had been 16.7% and had fallen steadily up to 2007/08.

Mean salaries for academic staff in 2007/08 were £37,586 for women and £43,860 for men, giving a mean pay gap of 14.3%.

Pay gaps for academic staff can be explained by a number of factors, most notably the grade profile by gender described above.

9. Some of the noted differences may be attributable to the staff contract arrangements in place at different HEIs.

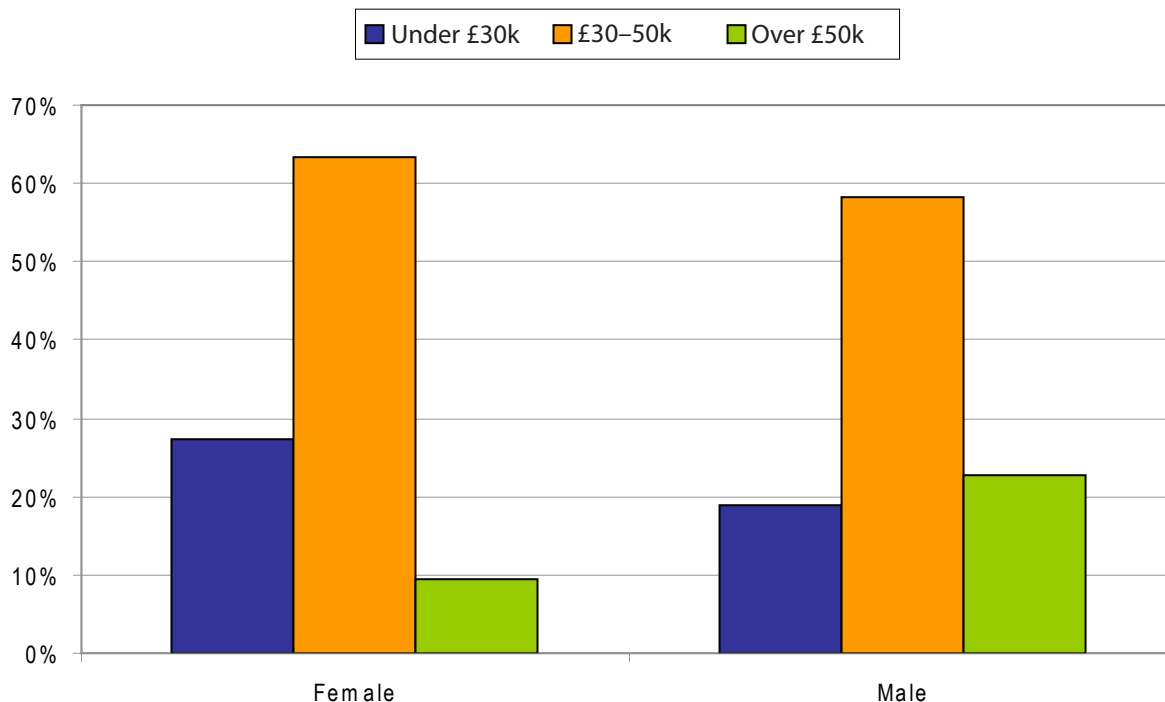


Figure 3.5 Academic staff salary by gender, 2007/08

3.2 Ethnicity profile of staff

Ethnicity within the HESA Staff Record is based on the Census 2001 classification system. For the purposes of this report, the Census categories have been aggregated into six groups: white, black or black British, Asian or Asian British, other Asian, Chinese, and other ethnic background. For some analyses the non-white groups have been further aggregated into a single black and minority ethnic (BME) group.

Staff were not compelled to report their ethnicity, but the vast majority (90.8% in 2007/08) did so. Ethnicity information was collected for both UK and non-UK national staff, with broadly similar rates of disclosure for these groups.

Non-UK nationals comprise some 15.6% of all higher education staff in the UK of known nationality. Because of the size of this group and the differences in the ethnic profile between UK and non-UK nationals, these two groups are considered separately.

UK nationals

Disclosure rates among UK national staff (94.5%) were slightly higher than for non-UK nationals (91.7%) in 2007/08. Overall for UK national staff, 6.4%¹⁰ reported a BME ethnicity and 93.6% reported ethnicity within the white group. Over time, representation of BME staff at UK HEIs appeared to have increased. In 2003/04, representation of BME staff stood at 5.4% and had increased year-on-year since then.

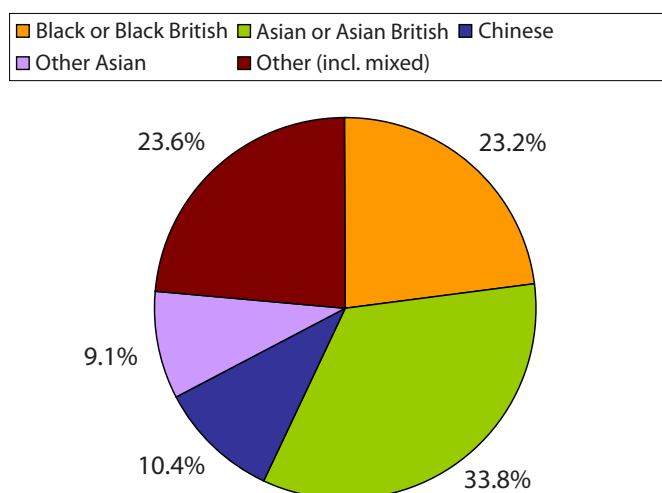


Figure 3.6 UK national BME staff at UK HEIs by ethnic group, 2007/08

Of the BME groups, the largest was Asian or Asian British at 33.8% of BME staff, followed by other ethnic background staff at 23.6% and black or black British at 23.2%.

Turning to the distribution of ethnicity by occupational groups, the highest representation of BME staff in 2007/08 appeared within the groups 'library assistants, clerks and general administrative assistants' (8.0% of known ethnicity) and 'laboratory, engineering, building, IT and medical technicians (including nurses)' (6.9%). Lowest representation was within the groups 'drivers, maintenance supervisors and plant operatives' (2.9%) and 'chefs, gardeners, electrical and construction trades, mechanical fitters and printers' (3.3%). However, representation differed markedly by ethnic group. For staff in the black or black British group the highest representation was in 'cleaners, catering assistants, security officers, porters and maintenance workers' (2.6%), whereas for staff in the Asian group of ethnicities (Asian or Asian British, other Asian, Chinese) the highest representation was in the

10. Of staff of known ethnicity.

Staff data

'laboratory, engineering, building, IT and medical technicians (including nurses)' occupations (4.4%). Highest representation of staff in the white ethnic group was within the 'drivers, maintenance supervisors and plant operatives' occupations (97.1%) – a group that also showed the lowest representation individually for staff of black or black British ethnicities (0.9%) and one of the lowest for Asian ethnicities (0.9%).

There was little difference overall between white and BME staff in the likelihood of working part-time, although BME staff were slightly less likely to do so (29.1%) than white staff (32.4%). Such a small difference is probably explained by differences in representation across occupational groups noted above, together with the different likelihood of working part-time within each group.

Salary

The overall median pay gap between UK national BME staff and white staff in 2007/08 was zero, the median salary for both groups being £29,000. Within the different occupational groups, the pay gap varied. The highest median pay gap existed within 'student welfare workers, careers advisors, vocational training instructors, personnel and planning officers' (6.9%). However, for many occupational groups, median salaries were equal between BME and white staff and in some groups the pay gap was in favour of BME staff (see Table A8, annex A). Over the period 2004/05 to 2007/08 there had been a net reduction in pay gap in most occupational groups and, indeed, overall.

Mean salaries for all staff by ethnicity in 2007/08 were £32,384 for white staff and £31,329 for BME staff, giving a mean pay gap of 3.3%.

International staff

Of non-UK national staff, 69.4% were of white ethnicity. The next largest ethnic group was Chinese (9.0%), reflecting the large number of staff with nationality reported as the People's Republic of China (3760).

Other nationalities with more than 2000 staff at UK HEIs included Republic of Ireland, Germany, USA, Italy, France, India and Greece.

Academic staff

Among academic staff of all nationalities, the percentage of BME staff stood at 11.4%. Within the UK national population, this figure was 6.4%. The remainder of this section refers to UK national staff only.

Other key features of the ethnic profile of academic staff follow.

- = Representation of BME staff in professor/head of department grades (5.2%) was slightly lower than for other grades (6.6%). Overall, BME academic staff were less likely than white academic staff to be at senior grades (9.7% of BME and 12.1% of white staff).
- = Representation of black or black British staff at the top grades was particularly low at 0.4% compared with 3.1% for Asian ethnicities and 1.6% for other ethnic groups (and 94.8% for white groups). Put another way, black or black British academic staff were less than half as likely as staff of most other ethnic groups to be at the highest grades.
- = SET departments showed a slightly higher representation of BME staff at 7.6% compared with 6.0% for non-SET departments.
- = Representation of BME staff in research-only contracts (9.2%) was notably higher than for teaching-only (5.5%) or teaching and research (6.0%). This difference was greater for non-SET departments than for SET departments.
- = Staff on fixed-term contracts showed a higher representation of BME staff (7.6%) than permanent or open-ended contract staff (5.9%). However, this difference is probably explained by the higher proportion of BME staff in research-only roles, which tend to involve a higher proportion of fixed-term contracts than other employment functions.
- = Over time, representation of BME academic staff at UK HEIs has increased, but not quite at the same rate as it has for professional and support staff. In 2003/04 representation of BME academic staff was 5.9% compared with the 2007/08 figure of 6.4%. In contrast, BME representation in professional and support staff saw a rise over the same period from 5.1 to 6.3%. However, this faster rise has only served to bring BME representation in professional and support staff more into line with that for academic staff.

Table 3.1 Academic staff – ethnicity profiles in professors, SET, research posts (UK nationals)

	All academic staff	Professor/ head of department	In SET departments	Research only	Fixed-term contract
BME (%)	6.4	5.2	8.1	8.8	7.6
White (%)	93.6	94.8	91.9	91.2	92.4
All (number)	119,050	14,265	59,715	19,785	34,800

By comparison, the size of the minority ethnic group in the UK employed population in 2008 was 8.7% according to the Labour Force Survey (April–June 2008, see www.statistics.gov.uk), a little higher than in the UK academic staff population. Almost half the total minority ethnic population (48%) were in the Asian or Asian British group.

Salary

Across all UK national academic staff, BME staff were slightly more likely to earn less than £30,000 compared with white staff, and were slightly less likely to earn more than £50,000. 20.3% of BME staff were in this lowest salary range compared with 18.3% of white staff. 17.4% of BME staff were in the highest salary range compared with 19.5% of white staff. The median salary for academic staff from BME groups in 2007/08 was £39,000, whereas the median salary for white staff was £40,000, giving a median pay gap of 2.5%. The pay gap had diminished over time from a figure in 2004/05 of 5.6%.

Mean pay levels for academic staff in 2007/08 were £41,415 for BME staff and £42,808 for white staff, resulting in a mean pay gap of 3.3%.

As noted previously, pay gaps can be explained by differences in grade profile as well as a number of other factors.

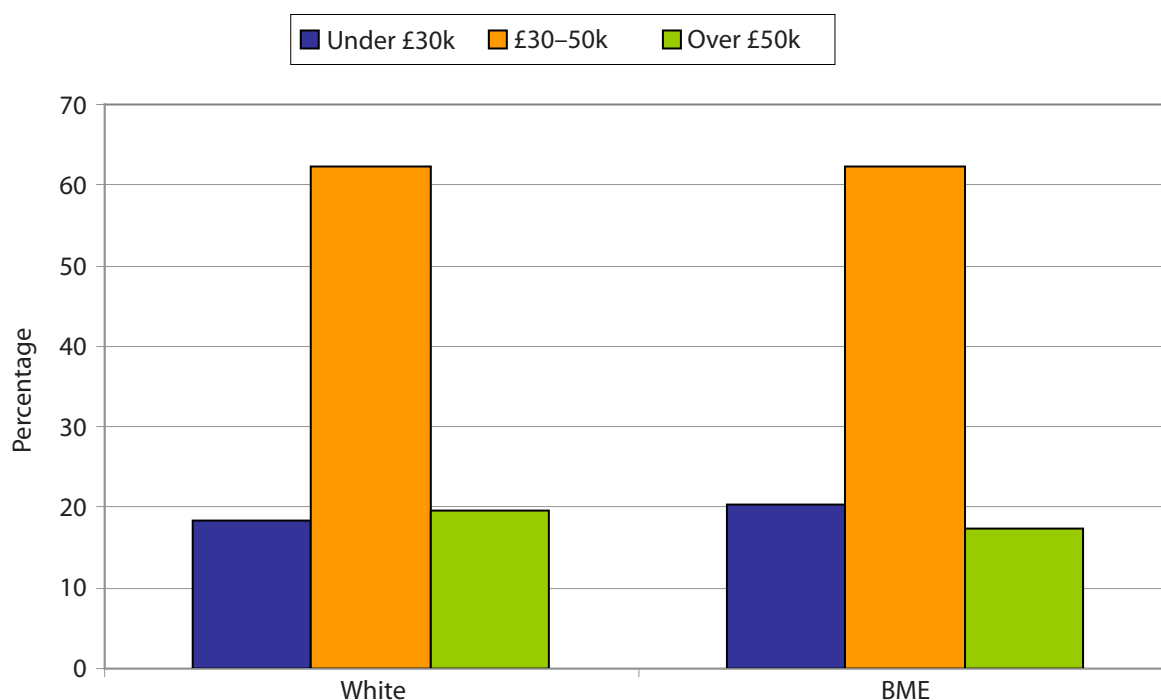


Figure 3.7 Academic staff salary by ethnicity, 2007/08

Ethnicity and gender

When ethnicity and gender were considered together, there was no difference in the percentages of white and BME groups between male and female UK national academic staff. Among all academic staff (both UK and non-UK nationals), women were slightly better represented among white staff (43.4% female) than among BME staff (39.2% female).

3.3 Disability profile of staff

Disability is recorded within the HESA Staff Record on the basis of self-assessment using one of three possible categories:

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

Type of disability is not presently recorded, although this is due to change from the 2008/09 HESA Staff Record collection (not available at the time of writing).

Overall, 92.6% of staff disclosed their disability status in 2007/08. Of these, 2.7% were 'declared disabled' (up from 2.4% in 2003/04).

Staff data

Among the different occupational groups in HEIs, highest representation of those staff declaring a disability was evident in the 'student welfare workers, careers advisors, vocational training instructors, personnel and planning officers' group (4.3%). Notably, the lowest representation could be observed in the 'academic professionals' group (2.3%). There was no difference in representation by mode of employment overall.

Salary

For all staff, those with a declared disability were slightly more likely than those with no known disability to be earning at the lower bracket (less than £30,000). 54.2% of disabled staff were in this category compared with 50.7% of staff with no known disability. Disabled staff were also less likely to be paid at higher rates – 7.3% of disabled staff compared with 9.5% of staff with no known disability earned more than £50,000. The median salary for staff declaring a disability in 2007/08 was £28,000. The equivalent figure for staff with no known disability was £29,000 – representing a pay gap of 3.4% (4.0% in 2004/05). Mean salaries in 2007/08 were £30,722 for all staff declaring a disability and £32,312 for staff with no known disability. This produced a mean pay gap of 4.9%.

Academic staff

Of the 161,565 academic staff who disclosed their disability status in 2007/08, 3780 or 2.3% were 'declared disabled'. Women were slightly better represented within disabled academic staff – 45.5% of disabled staff were women compared with 42.5% of staff with no known disability.

Other key features of staff disability data include the following.

- = Representation of disabled staff was lower at higher grades. 2.1% of staff at professor/head of department grades were declared disabled, compared with 2.4% at lower grades.
- = A lower proportion of staff were declared disabled in SET than non-SET departments (1.9% in SET versus 2.5% in non-SET departments). Taking the effects of department and grade group together, only 1.6% of professors/heads of department in SET departments were declared disabled.
- = Representation of disabled staff was lower in research-only roles (1.7%) than in teaching and research roles (2.6%).
- = Disabled staff were more likely than staff with no known disability to be employed on permanent or open-ended contracts. 2.6% of staff on permanent contracts were disabled compared with 1.9% of academic staff on fixed-term contracts.

Table 3.2 Academic staff declared disabled, senior grades, research posts (UK nationals)			
	All academic staff	At head of department/ professor grade	Research only
Declared disabled (%)	2.3	2.1	1.7

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

Salary

Disabled academic staff were more likely to be found in the middle of the salary range compared with staff of no known disability, and are less likely to be found at the two extremes.

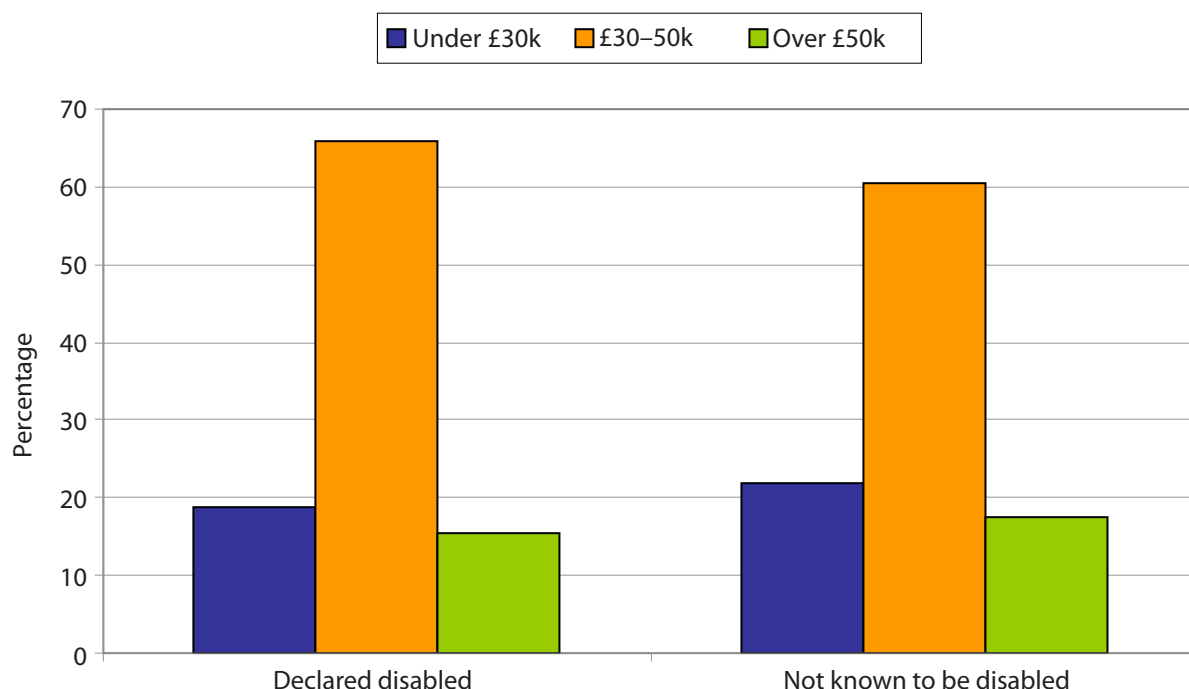


Figure 3.8 Academic staff salary by disability status, 2007/08

Staff data

Median salaries in 2007/08 were £40,000 for academic staff declaring a disability and £39,000 for staff with no known disability – a median pay gap of 2.6% in favour of disabled staff. Median salaries for disabled academic staff had been higher than for non-disabled staff consistently over the period 2004/05 to 2007/08, although the gap had narrowed from the 2004/05 figure of 5.9% in favour of disabled staff. Mean salaries in 2007/08 were £41,156 for disabled academic staff and £41,436 for non-disabled academic staff. On this measure, the pay gap swung back marginally in favour of non-disabled staff at 0.7%.

3.4 Age profile of staff

Figure 3.9 shows the distribution of staff by age band and gender.

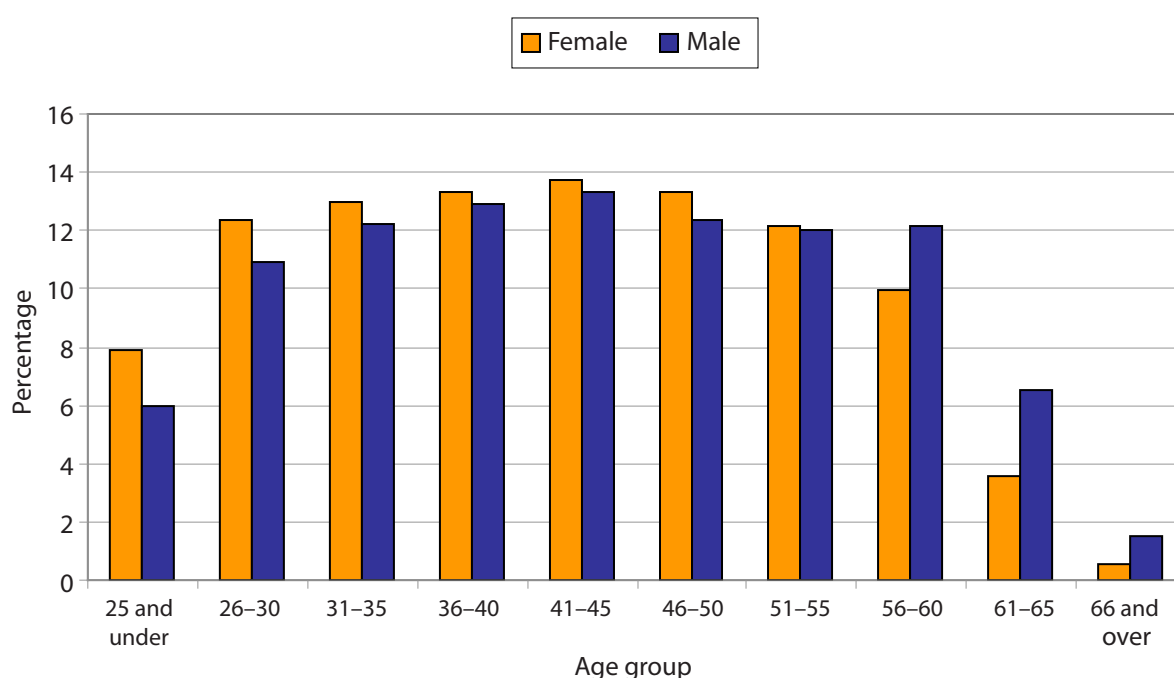


Figure 3.9 Age distribution of staff by gender, 2007/08

As Figure 3.9 shows, women had a younger age profile than men overall. Women were in the clear majority in the 50 and under age groups (55.3%), but they were in the minority in the 51 and over age groups (48.1%). The difference in age profile by gender is more pronounced when academic staff are considered.

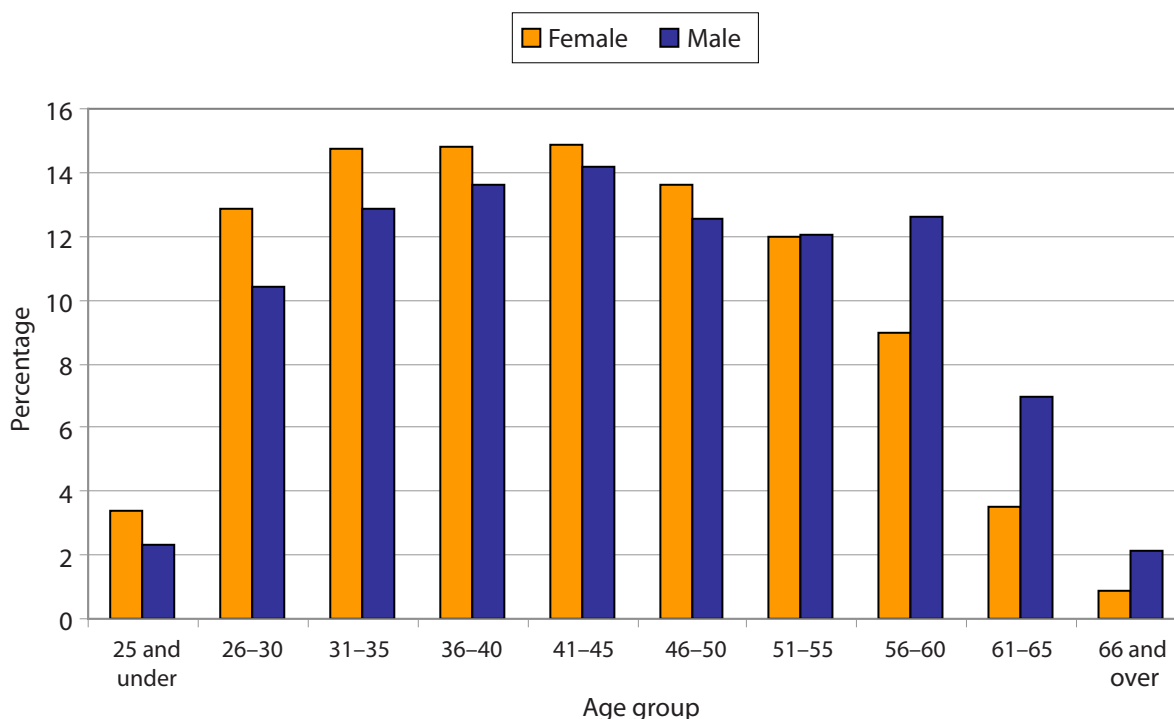


Figure 3.10 Age distribution of academic staff by gender, 2007/08

Within academic staff aged 51 and over, almost two-thirds (64.2%) were men.

When analysed by academic grade, staff in more senior grade groups tended to be older. However, what may not be so obvious is that the academic staff age profile appears to be changing over time. Table 3.3 shows average (mean) ages of academic staff over the past five years.

	2003/04	2004/05	2005/06	2006/07	2007/08
Professors	52.4	52.4	52.5	52.6	52.9
Senior lecturers and researchers	47.9	47.6	47.6	47.7	47.3
Lecturers	42.9	43.1	43.1	43.1	43.0
Researchers	34.6	34.8	35.1	35.3	35.7
Other grades	42.4	44.2	44.1	44.8	45.0
Total all grades	42.7	43.2	43.3	43.5	43.7

Staff data

Over the period shown, the average age of the academic staff population has increased from 42.7 to 43.7. Within each grade group, all but one have shown an increasing average age. Only the senior lecturers and researchers group has shown a decrease in average age, from 47.9 to 47.3. Looking at this another way, the proportion of academic staff aged 51 and over has grown from 27.5% in 2003/04 to 30.2% in 2007/08.

3.5 Sexual orientation staff data

HESA does not collect data on the sexual orientation of staff, and few data exist in society more generally. Government statistics suggest that 6% of the general population are lesbian, gay or bisexual (LGB). Currently approximately 20 HEIs are thought to seek information regularly on the sexual orientation of their staff.

In 2008 ECU conducted a survey on the experiences of LGB staff and students in higher education, with 1501 staff and 2704 students completing the survey. The results were published in March 2009 (*Lesbian, gay, bisexual and trans staff and students in higher education*, www.ecu.ac.uk/our-projects/lgbt-in-he).

Evidence from the research indicated that over 50% of LGB staff would disclose their sexual orientation in a human resources data collection exercise. The research also suggests that being LGB increases the likelihood of suffering discrimination from the institution, colleagues or students. Collection of data in future national collection exercises would help facilitate understanding of the sexual orientation composition of the higher education workforce.

3.6 Regional variations

Some variation is apparent in the equality category profiles between the UK countries. These differences are summarised in Table 3.4.

Table 3.4 All staff – characteristics in different UK countries				
	England	Wales	Scotland	Northern Ireland
Female (%)	53.3	52.5	53.3	52.5
BME (UK nationals) (%)	7.2	2.6	2.1	1.3
Declared a disability (%)	2.8	3.0	1.6	3.0
Aged 51 and over (%)	29.1	28.9	29.2	28.2
All (number)	306,620	19,315	38,980	7540

The main differences between the UK countries were as follows.

- ⇒ The proportion of BME staff was much higher within HEIs located in England at 7.2% than in other UK countries. The lowest proportion could be observed in Northern Ireland HEIs, at 1.3%.
- ⇒ Representation of staff declaring a disability was lowest in HEIs in Scotland (1.6%) but highest in HEIs in Wales and Northern Ireland (3.0%).

3.7 Atypical staff data

The analysis in this section is based on data drawn from the HESA Staff Record 2007/08 and covers atypical staff only.¹¹ The different nature of the relationship between atypical staff and their employer HEI compared with other types of staff presents additional challenges to the data capture process. Because of this, a reduced set of data is collected for such staff within the HESA Staff Record. Information on mode of employment, academic employment function, grade and salary is therefore not included in this section. Data on atypical staff may also be subject to more variable quality and coverage than data on other staff. Anecdotal evidence suggests that the distinction between atypical and other types of staff may be drawn slightly differently at different HEIs. The data in this section should therefore be treated with slightly more caution than the other sections of this report.

11. Atypical staff include those staff taken on for one-off or short-term tasks, staff working for less than four consecutive weeks, staff working away from the supervision of the normal work provider, or staff holding contracts involving a high degree of flexibility to work as and when required.

Staff data

Gender profile of atypical staff

As was the case for other staff in 2007/08, there were fewer female academic atypical staff than male (46.8%), whereas the proportion of non-academic atypical staff who were female was 55.1%. Of those non-academic atypical staff, the categories 'student welfare workers, careers advisors, vocational training instructors, personnel and planning officers' and 'retail and customer service occupations' showed the largest proportions of female staff, at 62.3 and 62.2%, respectively. The number of male atypical staff outweighed females significantly in the categories 'managers' (61.9%) and 'drivers, maintenance supervisors and plant operatives' (65.5%).

There were more male than female academic atypical staff in both SET and non-SET departmental groups (67.8 and 50.2%, respectively), the largest differences in the SET grouping of academic atypical staff being in 'electrical, electronic and computer engineering' (82.1% male), 'mechanical, aero and production engineering' (82.0% male) and 'civil engineering' (80.4% male).

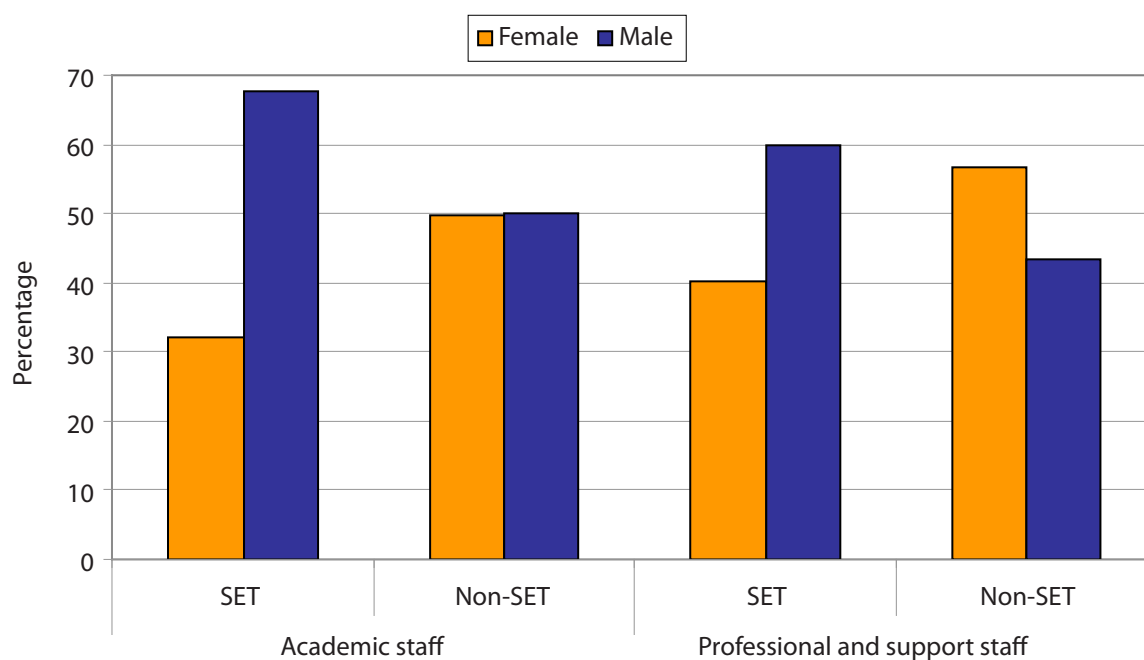


Figure 3.11 Atypical staff gender by type and departmental category, 2007/08

Ethnic profile of atypical staff

The proportion of atypical staff choosing not to reveal their ethnicity in 2007/08 was, at 42.8%, far greater than for staff employed on other terms. As for non-atypical staff, ethnic profiles are given here for UK national atypical staff only (who account for 79.8% of those atypical staff who chose to reveal their nationality).

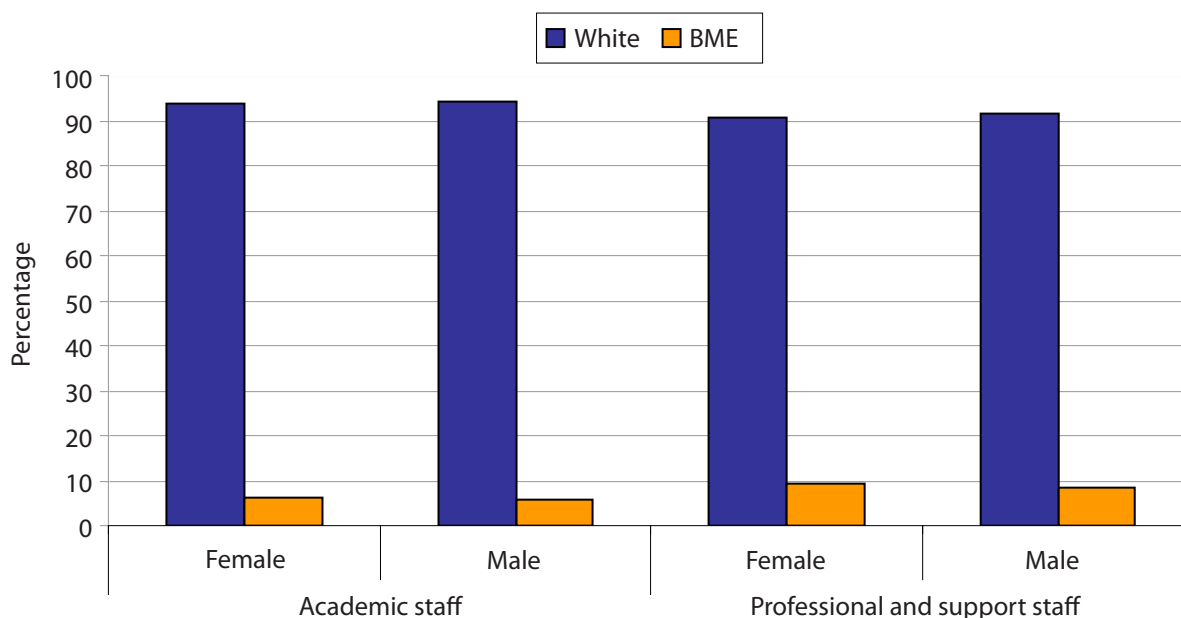


Figure 3.12 Atypical staff ethnicity by type and gender, 2007/08

The highest proportion of UK national BME staff was observed among female professional and support staff (9.3%). The lowest proportion was among male academic staff (5.9%).

Disability profile of atypical staff

Again, the disability disclosure rate amongst atypical staff in 2007/08 was less than that among staff employed on other terms, at 72.8%. Of those who did disclose their disability profile, the differences in proportions of atypical staff who declared themselves disabled by gender were negligible (1.4% female, 1.3% male).

There was also little difference in the proportions of atypical staff who declared themselves disabled at English, Welsh and Scottish institutions (1.4% in all cases), although only 0.4% of atypical staff at institutions located in Northern Ireland were declared disabled.

Staff data

Age profile of atypical staff

The largest proportion of all atypical staff (40.4%) were aged 25 years and under, followed by 26 to 30 year olds (11.3%), with the smallest proportion (3.4%) being aged 66 years and over.

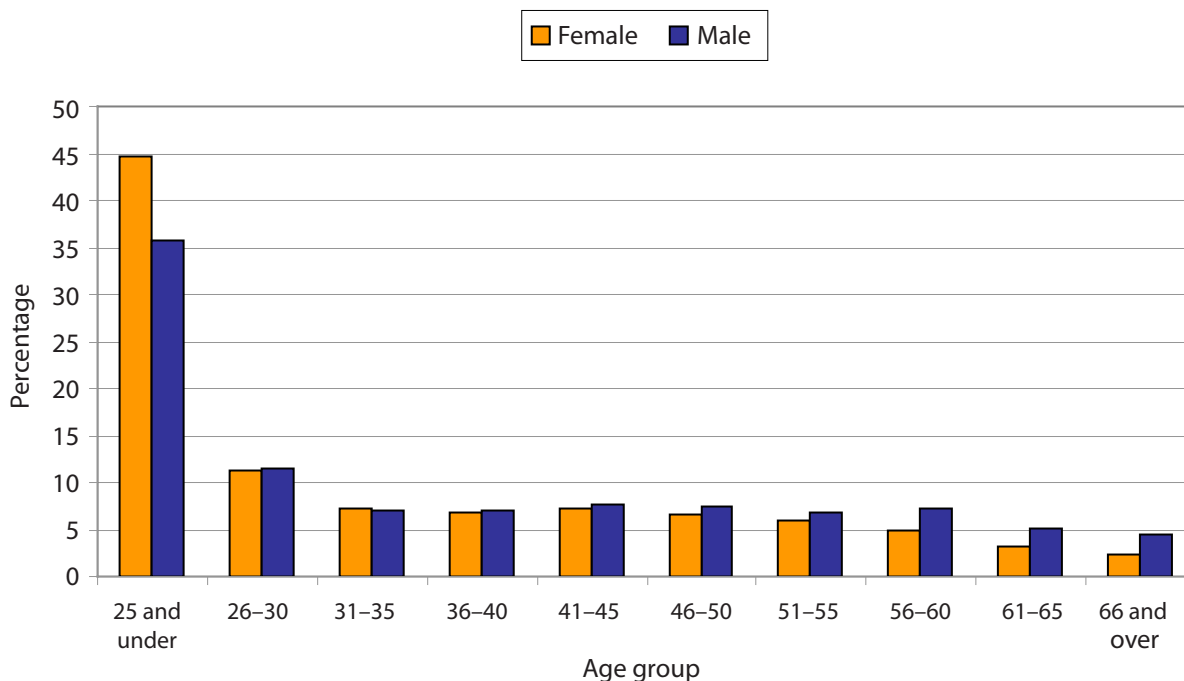


Figure 3.13 Atypical staff by age group and gender, 2007/08

As with other types of staff, there was a tendency for women to be better represented within the younger age groups than the older age groups.

4 Student data

4.1 Student definitions

This chapter analyses data drawn from the HESA Student Record 2003/04 to 2007/08, the HESA Destinations of Leavers from Higher Education Institutions (DLHE) Survey 2007/08, and the HESA Destinations of Leavers from Higher Education Longitudinal Survey 2004/05.

The 2007/08 data are based on 2,306,105 students in the HESA standard registration population and 676,460 students in the HESA qualifiers population. The populations are consistent with the 2007/08 definitions and may not be strictly comparable with the figures given in the 2008 report.

The DLHE data are based on responses from 344,715 qualifiers who were surveyed approximately six months after they left their institution. The DLHE longitudinal data come from a follow-up weighted sample survey of 41,395 leavers from the 2004/05 DLHE population. This survey was carried out on 24 November 2008, approximately three-and-a-half years after the qualifiers left their institution (for additional data see www.hesa.ac.uk/publications/dlhe_longitudinal).

Throughout this chapter, postgraduate students are defined as those working towards higher degrees, diplomas and certificates. Undergraduates are students participating in undergraduate programmes of study aiming for qualifications at the level of first degree, foundation degree or a range of higher education diplomas and certificates (levels 4–6 of the National Qualifications Framework). In the majority of the analysis, undergraduates have been disaggregated into first-degree and 'other undergraduate' students.

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

Throughout the analysis on leavers, the term 'full-time paid work' has been used to mean full-time paid work only (including self-employed).

4.2 Gender profiles

Note on trans students

Robust statistics on the number of trans students in higher education do not exist. A survey conducted by ECU in 2008, *The experiences of lesbian, gay, bisexual trans staff and students in higher education* (www.ecu.ac.uk/publications/lgbt-staff-and-students-in-he), suggests that trans people in higher education do experience significant concerns relating to their gender identity. ECU is working with the relevant higher education sector organisations to develop mechanisms for collecting more robust data on the number of trans people in higher education.

Student gender profiles

Over the past five years the proportion of male compared with female students has remained relatively stable, with women outnumbering men. The percentage was at its highest in 2005/06, 57.6% women compared with 42.4% men. Since then the percentage of women has dropped to 57.1% in 2007/08 (42.9% were men).



Figure 4.1 Gender profiles of students by academic year

Figures quoted in the remainder of this section relate to academic year 2007/08, at which point there were 1,317,735 female students and 988,220 male students. A very small proportion of the student population was not classified as either male or female and has been excluded from the gender profiles due to the risks in drawing conclusions based on such small numbers.

The difference in gender balance was more noticeable among those studying part-time. Nearly two-thirds (61.4%) of part-time students were women compared with 54.8% of full-time students.

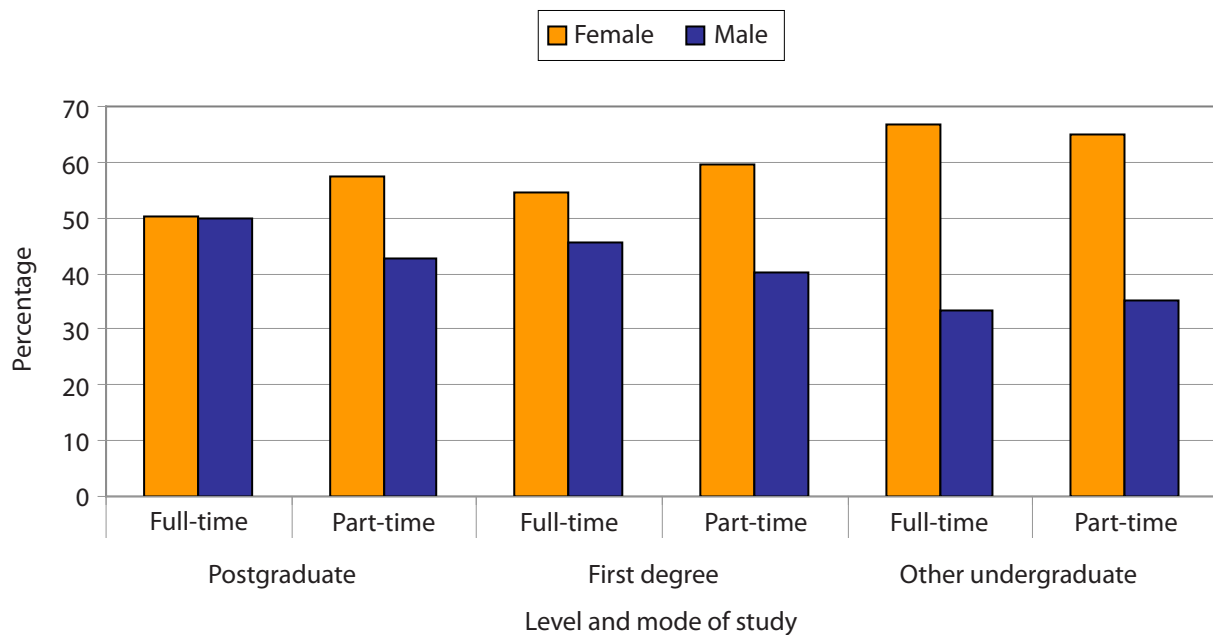


Figure 4.2 Gender profiles of students by level and mode of study, 2007/08

The gender split was also more apparent among ‘other undergraduates’, of whom almost two-thirds (65.4%) were female and 34.6% were male. However, for ‘other undergraduates’ the proportion of part-time students who were women was slightly lower than the proportion of full-time students who were women (65.0% part-time; 66.6% full-time).

Among full-time postgraduates, the female-to-male split was very even, 50.1% female compared with 49.9% male.

For students studying SET subjects the reverse was the case, with higher proportions of men than women. Nearly two-thirds (62.6%) of students who studied SET subjects were men compared with 37.4% women.

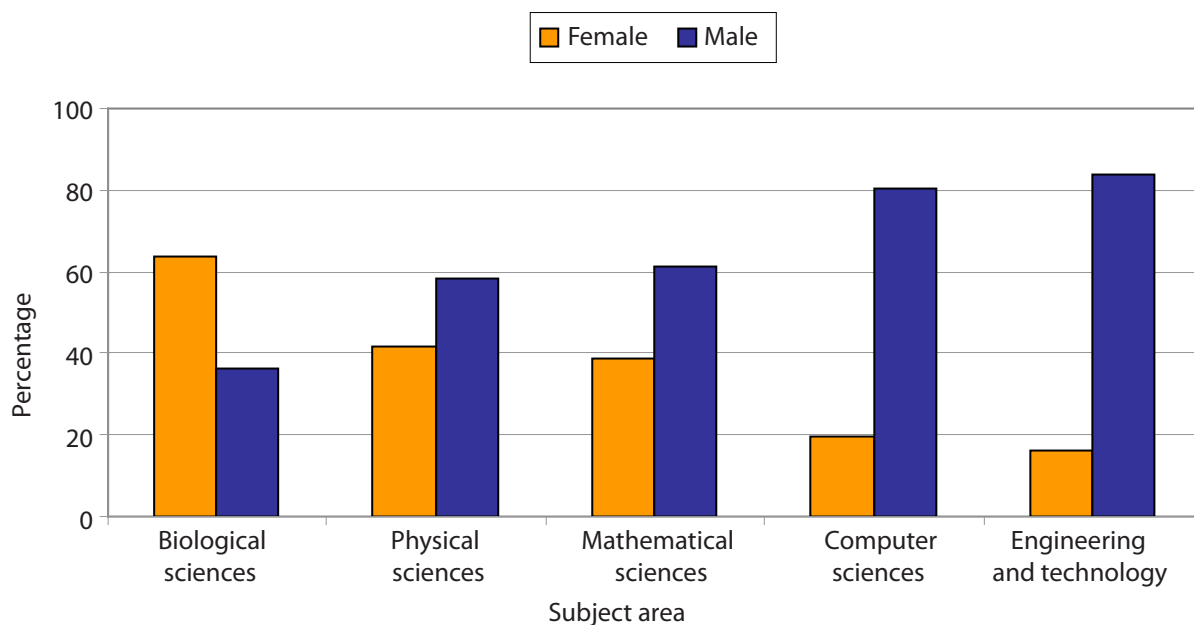


Figure 4.3 Gender profiles of students studying SET subject areas by subject area, 2007/08

'Engineering and technology' was the most male-dominated of the subject areas, with 83.6% men. The only female-dominated of the SET subjects was 'biological sciences', with 63.8% women.

Qualifiers' gender profiles

Over the past five years, the proportion of first-degree qualifiers who obtained a first or upper second class honours degree increased from 58.7% in 2003/04 to 61.4% in 2007/08.

In general, females were more likely than males to obtain a higher class of degree, with 63.8% of females obtaining a first or upper second class honours degree in 2007/08 compared with 58.2% of males. The percentage of males who obtained a first or upper second class honours degree has increased by 3.7% since 2003/04; among females this percentage has increased by only 1.9%.

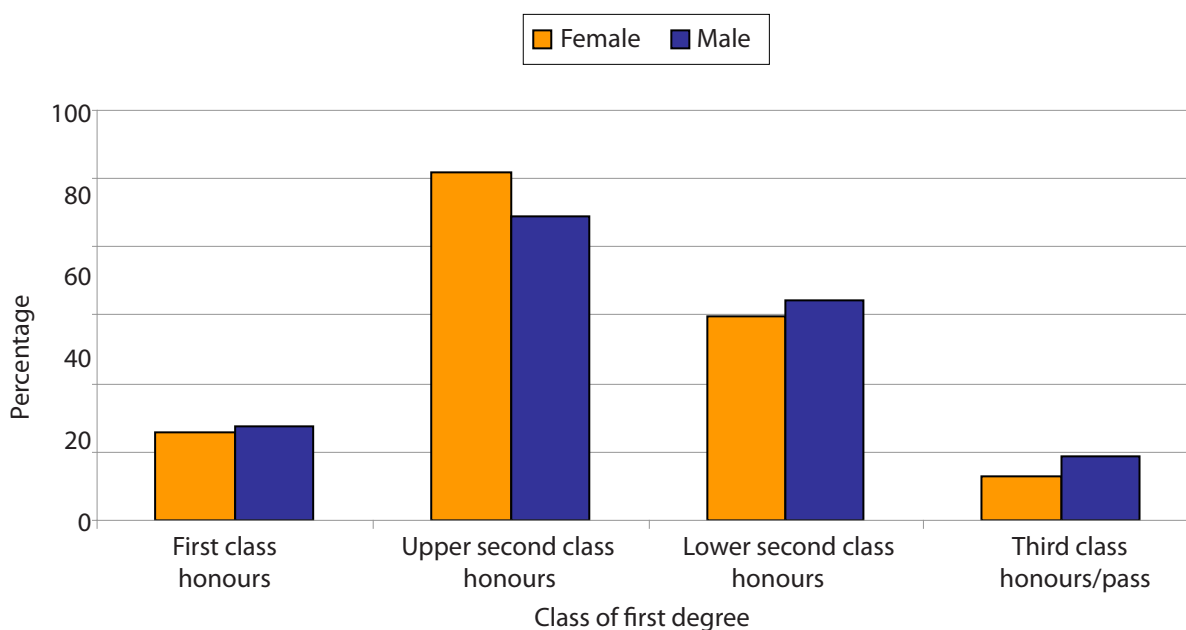


Figure 4.4 Gender profiles of first-degree qualifiers by class of first degree, 2007/08

In 2007/08, the proportion of qualifiers who gained qualifications in SET subject areas was higher among males than females across all levels of qualification. The difference was greatest among 'other undergraduates', of whom 28.6% of males had studied a SET subject compared with 7.0% of females. The highest percentage was observed for first-degree qualifiers, where 35.4% of males studied SET subjects compared with 18.0% of females.

Although first-degree males were more likely to have studied SET subjects than first-degree females, a higher proportion (66.3%) of females who studied SET subjects achieved a first or upper second class honours degree, compared with 57.5% of males.

Leavers' gender profiles

Over half of leavers who responded to the DLHE survey six months after graduating were in full-time paid work, with similar proportions of females (55.9%) and males (54.7%). There were gender differences among those leavers in 'part-time paid work only' (9.8% of females and 6.7% of males) and also for those who were 'assumed to be unemployed' (5.2% of females and 8.3% of males).

Table 4.1 Gender profiles of DLHE leavers by activity, 2007/08		
DLHE activity	Gender	
	Female (%)	Male (%)
Full-time paid work only (including self-employed)	55.9	54.7
Part-time paid work only	9.8	6.7
Voluntary/unpaid work only	1.2	1.0
Work and further study	10.2	9.1
Further study only	12.8	15.3
Assumed to be unemployed	5.2	8.3
Not available for employment	3.6	3.5
Other	1.2	1.3

Among leavers who responded to the DLHE longitudinal survey 2004/05, a higher proportion of men (80.6%) than women (73.0%) were engaged in full-time paid work. A greater proportion of men (3.4%) than women (2.0%) were 'assumed to be unemployed'.

Table 4.2 Gender profiles of DLHE longitudinal leavers by activity, 2004/05		
DLHE longitudinal activity	Gender	
	Female (%)	Male (%)
Full-time paid work only (including self-employed)	73.0	80.6
Part-time paid work only	8.3	2.9
Voluntary/unpaid work only	0.4	0.3
Employed mode unknown	0.4	0.3
Work and further study	7.4	5.7
Further study only	5.7	5.6
Assumed to be unemployed	2.0	3.4
Not available for employment	2.6	1.0
Other	0.2	0.3

Across all modes and levels of qualification, higher proportions of females than males indicated that they were 'very satisfied' with their career up to 24 November 2008. Part-time female postgraduates were generally the most satisfied of the leavers, with 47.7% being 'very satisfied' with their career. Full-time male 'other undergraduates' were the least satisfied, with 6.0% indicating that they were 'not at all satisfied' and a further 12.4% 'not very satisfied'.

4.3 Ethnicity profiles

Student ethnic profiles

The ethnicity categories in the HESA Student Record are based on those used in the 2001 Census. The individual ethnic categories have been aggregated into 'white', 'black', 'Asian' and 'other'. Black includes 'Black or Black British – Caribbean', 'Black or Black British – African' and 'other Black background'. Asian includes 'Asian or Asian British – Indian', 'Asian or Asian British – Pakistani', 'Asian or Asian British – Bangladeshi', 'Chinese' and 'other Asian background'. 'Other' includes mixed ethnicities and other ethnic backgrounds.

Ethnicity data are compulsory only for UK-domiciled students, so this section is restricted to students domiciled in the UK. Of students in the 2007/08 standard registration population, 1,964,310 (85.2%) were UK-domiciled and of those, 1,866,150 (95.0%) had known ethnicity data.

First-degree students were more likely to disclose their ethnicity data than postgraduates and 'other undergraduates'. In 2007/08, a large majority of first-degree students had known ethnicity data (97.0%) compared with 92.3% of postgraduates and 91.9% of 'other undergraduates'. Ethnicity data were more likely to be missing for part-time students (8.6%) than for full-time students (2.7%).

On the whole, the proportion of women who disclosed their ethnicity was higher (95.2%) than for men (94.7%). For the remainder of this section, students with missing ethnicity information have been excluded. For some of the analysis, all the non-white categories have been aggregated into one group, BME.

Over the past five years, the proportion of BME students has gradually increased from 14.9% in 2003/04 to 17.2% in 2007/08. This has been the case across all ethnic groups, with the percentage of black students increasing from 4.4 to 5.4%, Asian students from 8.1 to 8.5%, and other ethnic group students from 2.4 to 3.3%.

Student data

Table 4.3 Ethnic profiles of UK-domiciled students by academic year

Academic year	Ethnicity group				
	White (%)	Black (%)	Asian (%)	Other (%)	BME total (%)
2003/04	85.1	4.4	8.1	2.4	14.9
2004/05	84.5	4.7	8.2	2.5	15.5
2005/06	83.9	5.0	8.3	2.8	16.1
2006/07	83.4	5.2	8.4	3.0	16.6
2007/08	82.8	5.4	8.5	3.3	17.2

The remainder of this section looks at ethnic profiles for the academic year 2007/08.

White students made up 82.8% of the student population; the remaining 17.2% were from a BME background. Across the different levels of study, the proportion of BME students was highest among first-degree students, 18.8% of whom were BME.

Overall, the percentage of BME students was lowest among 'other undergraduate' students (14.0%). However, the percentage of BME students was higher for full-time 'other undergraduates' (20.4%) than for those at any other mode and level of study.

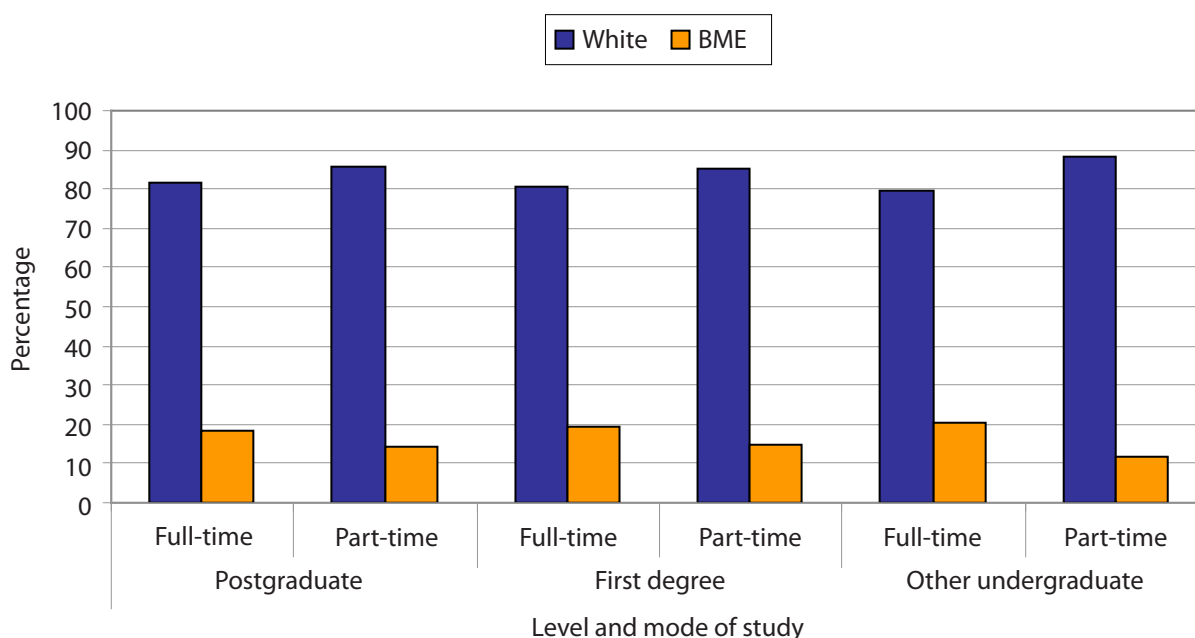


Figure 4.5 Ethnic profiles of UK-domiciled students by level and mode of study, 2007/08

Across all levels of study, the percentage of BME students was lower for part-time than for full-time students. Overall, 19.5% of full-time students were BME, compared with 13.3% of part-time students.

Slightly higher proportions of BME students were studying SET subjects (18.1%) than non-SET subjects (17.0%). For undergraduates, the proportions of BME students studying SET subjects were similar to those studying non-SET subjects.

Of all the SET subject areas, 'computer science' had the highest proportion of BME students (28.3%) and 'physical sciences' had the lowest (9.7%). The proportion of BME students studying 'computer science' was highest for first-degree students (30.3%).

Of all postgraduate students, 15.8% were known to be from BME groups. The percentage of postgraduates studying SET subjects (17.3%) was higher than for non-SET subjects (15.5%).

A higher proportion of male students (18.6%) were from BME groups than female students (16.2%). This is the case across all modes and levels of study.

Qualifiers' ethnic profiles

For UK-domiciled postgraduate and first-degree qualifiers, the percentage who obtained their qualification in a SET subject was higher among BME qualifiers than among white qualifiers. Nearly a fifth (18.2%) of BME postgraduate qualifiers had studied a SET subject compared with 14.8% of white postgraduate qualifiers.

Among first-degree qualifiers, nearly two-thirds (66.4%) of white qualifiers achieved a first or upper second class honours degree; this was higher than for BME qualifiers (48.1%). Of the ethnic groups, the percentage who achieved a first or upper second class honours degree was lowest among black students (37.7%).

Student data

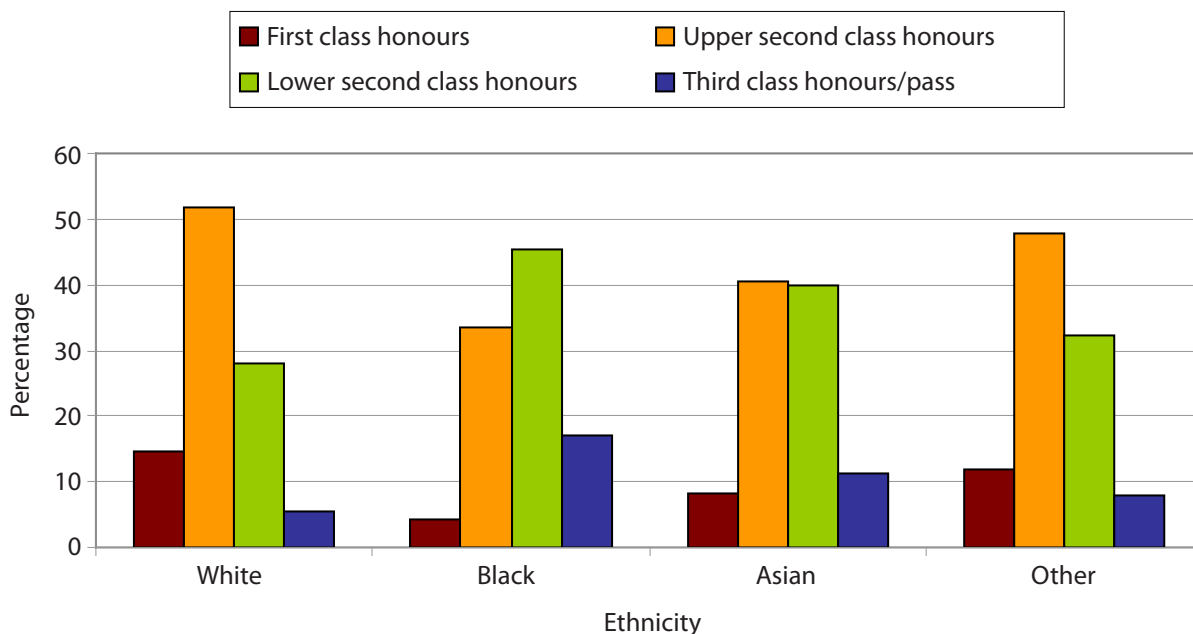


Figure 4.6 Ethnic profiles of UK-domiciled first-degree qualifiers by class of degree, 2007/08

For first-degree qualifiers, the percentage who achieved a first class honours degree was higher for those who had studied a SET subject area (17.4%) than for those studying non-SET subjects (12.2%). This trend was reflected across all ethnicity groups.

Over the past five years the percentage of first-degree leavers achieving a first or upper second class honours degree has steadily increased for all ethnicity groups.

Figure 4.7 shows the ethnic profiles of UK-domiciled first-degree leavers obtaining a first or upper second class honours degree by academic year. An equivalent table for those obtaining a lower second or third class honours degree can be found in Annex B.

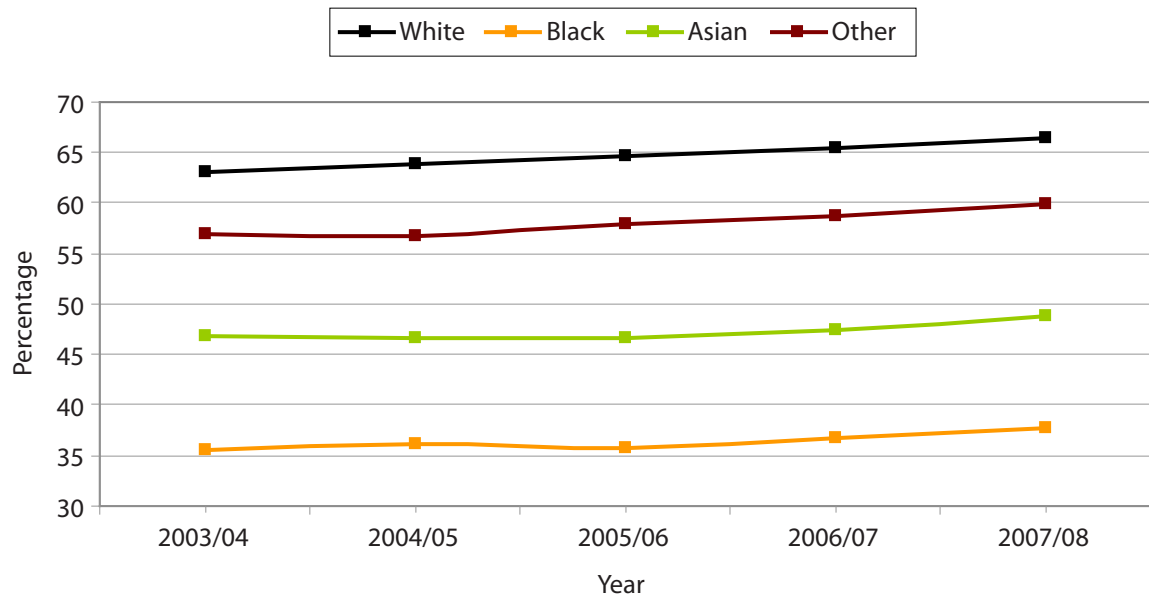


Figure 4.7 Ethnic profiles of UK-domiciled first-degree leavers obtaining a first or upper second class honours degree by academic year

Although the percentage achieving first and upper second class honours degrees has increased, the attainment gap between white and BME students grew wider over the same period. The difference between white and BME students achieving first or upper second class honours degrees has increased from 17.2% in 2003/04 to a peak of 18.8% in 2005/06. This attainment gap is seen between white students and all other ethnic groups. This was most obvious between white and black students, where the difference was 28.7% in 2007/08, compared with 6.5% difference between white and other ethnic groups.

Table 4.4 Ethnicity profiles of UK-domiciled first degree leavers by academic year			
Academic year	Ethnic marker	Classification of first degree	
		First and upper second (%)	Lower second, third and pass (%)
2003/04	White	63.1	36.9
	BME	45.9	54.1
	Gap	17.2	-17.2
2004/05	White	63.8	36.2
	BME	46.0	54.0
	Gap	17.9	-17.9
2005/06	White	64.7	35.3
	BME	45.9	54.1
	Gap	18.8	-18.8
2006/07	White	65.5	34.5
	BME	46.9	53.1
	Gap	18.6	-18.6
2007/08	White	66.4	33.6
	BME	48.1	51.9
	Gap	18.3	-18.3

Leavers' ethnic profiles

Over half (57.3%) of UK-domiciled white leavers were in full-time paid work six months after leaving, compared with just under half (46.8%) of BME leavers. A higher proportion (16.8%) of UK-domiciled BME leavers were in further study than white leavers (12.5%). Just over one in ten (10.9%) of UK-domiciled BME leavers were assumed to be unemployed, compared with 5.7% of white leavers.

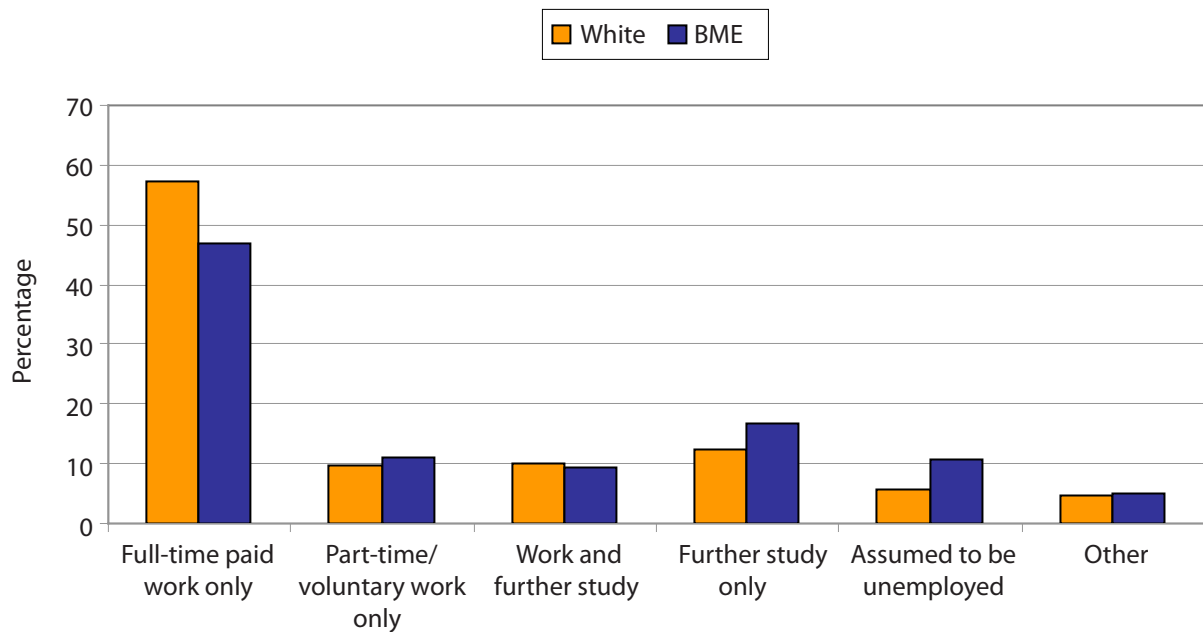


Figure 4.8 Ethnic profile of UK-domiciled leavers by activity, 2007/08

Among UK-domiciled leavers who responded to the 2004/05 DLHE longitudinal survey, a higher proportion (76.3%) of white leavers than BME leavers (74.7%) were engaged in full-time paid work. However, the proportion of Asian leavers in full-time paid work was higher (77.0%) than for white leavers. Black leavers were more likely to be unemployed (6.3%) than the other ethnic groups.

Table 4.5 UK-domiciled DLHE longitudinal leavers by activity and ethnicity, 2004/05

DLHE longitudinal activity	White (%)	BME			BME total (%)
		Black (%)	Asian (%)	Other (%)	
Full-time paid work only (including self-employed)	76.3	69.9	77.0	69.8	74.7
Part-time paid work only	6.2	7.7	4.7	5.6	5.4
Voluntary/unpaid work only	0.4	0.3	0.3	0.3	0.3
Employed mode unknown	0.3	1.0	0.5	0.6	0.6
Work and further study	6.7	7.0	5.2	7.6	5.9
Further study only	5.6	5.8	5.1	7.6	5.6
Assumed to be unemployed	2.2	6.3	5.0	5.9	5.4
Not available for employment	2.1	1.7	1.7	2.4	1.8
Other	0.2	0.2	0.4	0.2	0.4

Across all levels of qualification, a higher proportion of white leavers were ‘very satisfied’ with their career up to 24 November 2008 than the other ethnic groups. Over a third of white first degree leavers (37.8%) were ‘very satisfied’ compared with 30.2% of Asian, 32.4% of black and 33.7% of other ethnic groups.

4.4 Disability profiles

Student disability profiles

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.

Due to a coding error in 2007/08, one HEI has not been included in the analysis in this section. Excluding this institution, only 1.9% of the student population had missing disability information.

Disability information was more likely to be missing for ‘other undergraduates’ (4.3%) than for postgraduates (2.7%) and first-degree students (0.7%). Part-time

students were less likely to disclose this information than full-time students (4.2% of part-time students had unknown disability compared with 0.9% of full-time students).

Data are collected differently for full- and part-time students. 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.

Academic year	Disability status		Students with missing disability information (%)
	Not known to have a disability (%)	Known to have a disability (%)	
2003/04	94.5	5.5	2.3
2004/05	94.0	6.0	2.2
2005/06	93.6	6.4	2.0
2006/07	93.1	6.9	2.0
2007/08	92.7	7.3	1.9

During the past five years the proportion of students who did not disclose their disability status has dropped from 2.3% in 2003/04 to 1.9% in 2007/08. Excluding those with missing data, the proportion known to have a disability increased from 5.5% in 2003/04 to 7.3% in 2007/08.

For the remainder of this section, students whose disability status was unknown have been excluded from the analysis. Unless specified, data are quoted for the academic year 2007/08.

Students can use a number of categories to describe their disability. In 2007/08, the disability category 'dyslexia' was replaced by the category 'a specific learning difficulty e.g. dyslexia'. This is still the most common category used. Of those students whose disability status was known, 3.6% declared 'a specific learning difficulty e.g. dyslexia'. The 'dyslexia' category has shown the biggest increase over time, with 2.4% of students declaring that they were dyslexic in 2003/04, up to 3.3% in 2006/07.

Student data

Nearly half (49.3%) of all students declared disabled were returned as having 'a specific learning difficulty e.g. dyslexia'. The second most commonly recorded was 'an unseen disability, e.g. diabetes, epilepsy, asthma', for 17.0% of those known to have a disability.

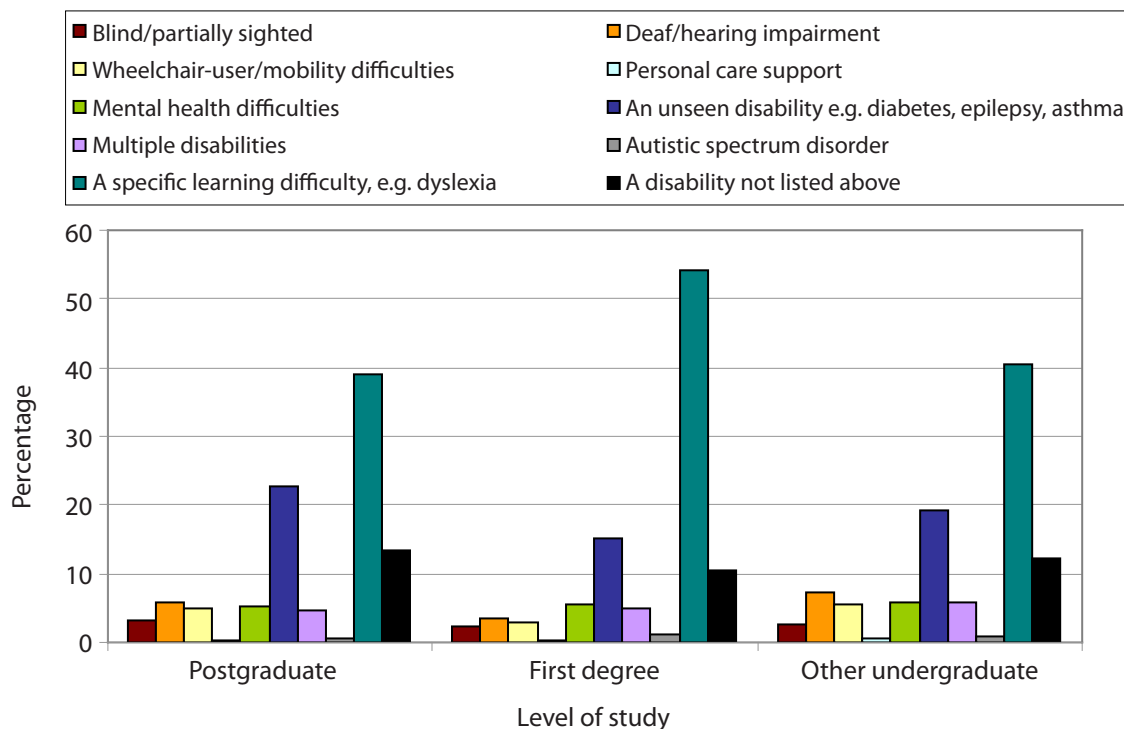


Figure 4.9 Disability profiles of students known to have a disability by level of study, 2007/08

Across all levels of study, a higher proportion of first-degree students (8.3%) were recorded as having a disability than 'other undergraduates' (7.1%) and postgraduates (4.8%). Overall, a slightly higher proportion of full-time students (7.8%) were known to be disabled compared with part-time students (6.0%). However, this was not the case for first-degree students: 8.7% of part-time first-degree students were known to have a disability compared with 8.3% of full-time students.

Of those students recorded as having 'autistic spectrum disorder', 80.2% were men. In every other disability category, the proportions of women were higher than men.

There was very little difference in the breakdown of disability by SET subjects. The overall proportion of students who declared themselves as being disabled was 7.2% for SET subjects and 7.3% for non-SET subjects.

Qualifiers' disability profiles

Overall, first-degree qualifiers known to have a disability were slightly less likely to obtain a first or upper second class honours degree than those not known to have a disability. Just over half (59.3%) of first-degree qualifiers known to have a disability obtained a first or upper second class honours degree compared with nearly two-thirds (62.0%) of those not known to have a disability.

Among those first-degree qualifiers with mental health difficulties, the percentage who achieved a first or upper second class honours degree was higher (65.0%) than for those not known to have a disability. Of those first-degree qualifiers with multiple disabilities, 56.8% obtained a first or upper second class honours degree.

The percentage obtaining a first or upper second class honours degree was lowest (44.4%) for part-time first-degree qualifiers known to have a disability.

Leavers' disability profiles

The activity profile of leavers not known to have a disability is fairly similar to those known to have a disability. The main difference can be seen among those engaged in full-time paid work. Over half (56.2%) of leavers without a disability were in full-time paid work compared with under half (49.2%) of disabled leavers. Slightly higher proportions of disabled leavers were in 'further study only' or 'assumed to be unemployed' than for leavers without a disability.

Table 4.7 Leavers by activity and disability status, 2007/08

DLHE activity	Disability status	
	Not known to have a disability (%)	Known to have a disability (%)
Full-time paid work only (including self-employed)	56.2	49.2
Part-time paid work only	8.5	9.3
Voluntary/unpaid work only	1.1	1.8
Work and further study	9.4	9.1
Further study only	14.0	15.2
Assumed to be unemployed	6.4	9.0
Not available for employment	3.4	4.7
Other	1.1	1.7

Student data

The proportion of 2004/05 disabled leavers who were engaged in full-time employment on 24 November 2008 was lower (69.9%) than the proportion of those who were not known to have a disability (76.9%). However, a higher proportion of disabled leavers (8.4%) were engaged in 'further study only' than students without a disability (5.6%).

Table 4.8 DLHE longitudinal leavers by activity and disability status, 2004/05

DLHE longitudinal activity	Disability status	
	Not known to have a disability (%)	Known to have a disability (%)
Full-time paid work only (including self-employed)	76.9	69.9
Part-time paid work only	5.9	5.7
Voluntary/unpaid work only	0.3	0.6
Employed mode unknown	0.3	0.9
Work and further study	6.6	7.1
Further study only	5.6	8.4
Assumed to be unemployed	2.5	4.7
Not available for employment	1.8	2.3
Other	0.2	0.4

4.5 Age profiles

Student age profiles

This section looks at the age of students at the commencement date of their studies. In 2007/08 the proportion of students whose age on entry was unknown was relatively small (0.2%), and these have been excluded from the remainder of the chapter.

Over the past five years, the age profile of students in higher education has changed slightly with the population generally becoming younger. The proportion of students aged 21 and under on entry has grown steadily from 45.4% in 2003/04 to 47.7% in 2007/08. In contrast, the proportion aged 36 years and over has decreased steadily from 21.3% in 2003/04 to 19.7% in 2007/08.

The 22 to 25 years and 26 to 35 years age groups have remained fairly stable, with the younger group increasing by 0.4% and the older group generally decreasing by 1.2%.

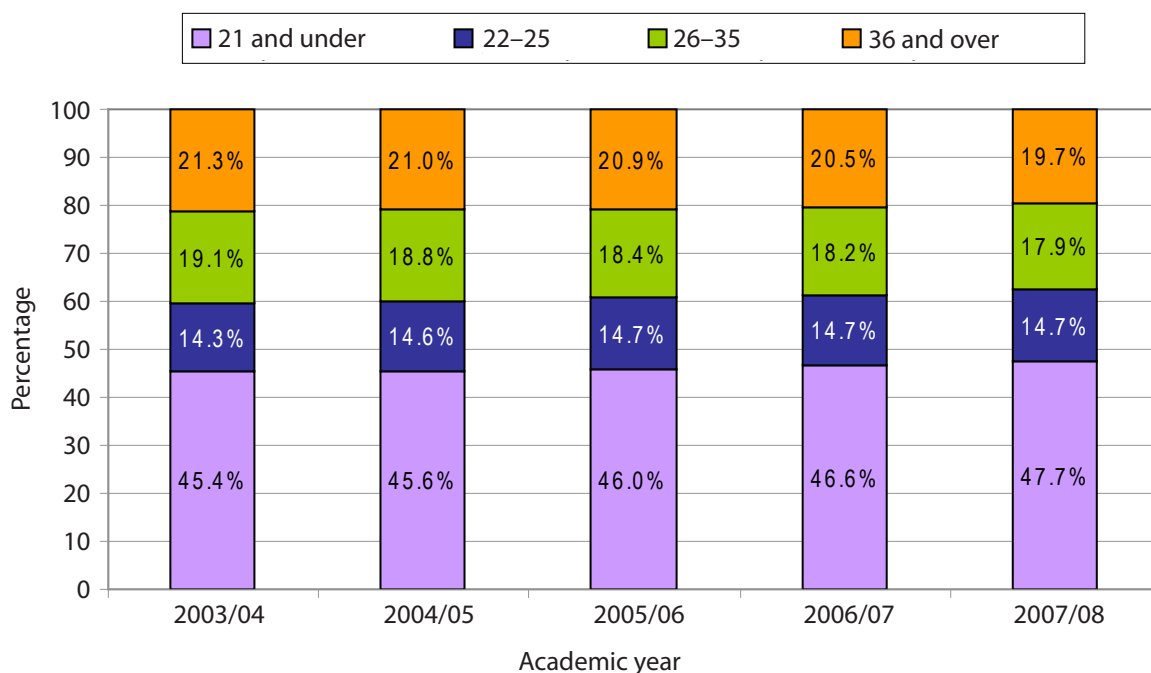


Figure 4.10 Age profiles of students by academic year

The age profile of students varies quite considerably across all levels and modes of study. Over four-fifths (84.5%) of full-time first-degree students were aged 21 and under, compared with 46.4% of full-time 'other undergraduates' and 10.1% of full-time postgraduates. Nearly half (49.2%) of full-time postgraduates were aged 22 to 25 years with a further 31.0% aged 26 to 35 years.

Part-time students were generally older than full-time students. Nearly half (45.7%) of all part-time students were aged 36 years and over compared with only 5.2% of full-time students. Over two-thirds (68.8%) of all full-time students were aged 21 years and under on entry compared with 9.6% of part-time students.

Student data

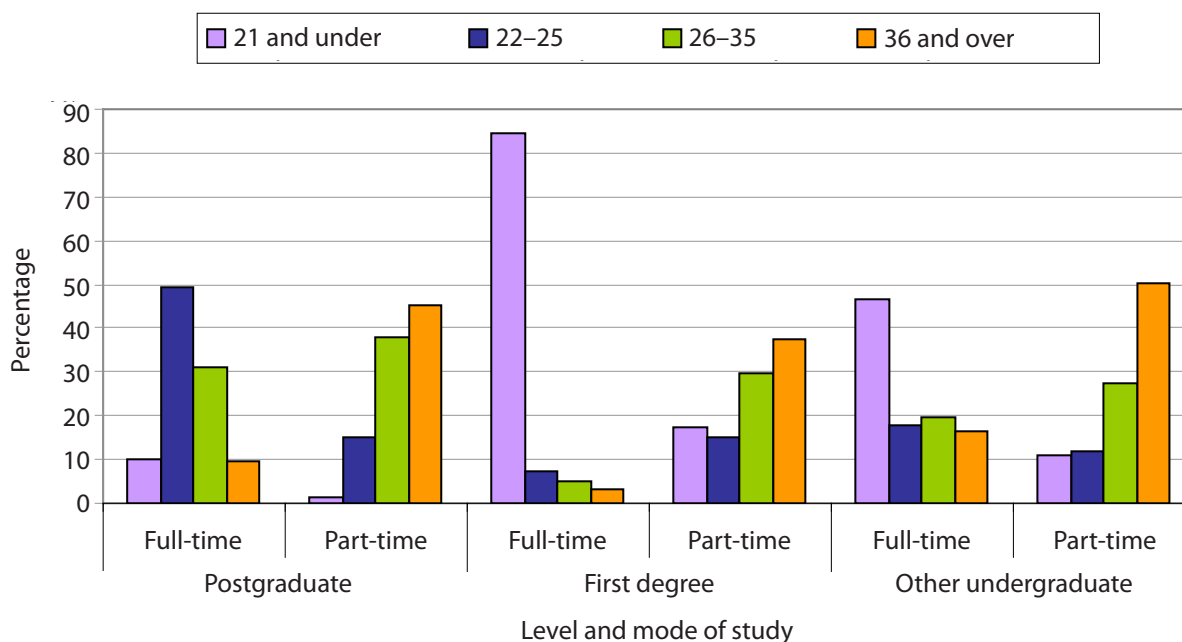


Figure 4.11 Age profiles of students by level and mode of study, 2007/08

Over half of part-time 'other undergraduates' (50.1%) were aged 36 and over. Just under half (45.4%) of part-time postgraduates were 36 years and over compared with 37.7% of part-time first-degree students.

On the whole, the age profile of students studying SET subjects was younger than for those studying non-SET subjects. Over half (59.5%) of the students studying SET subjects were aged 21 years and under, with a further 16.1% aged 22 to 25 years. The comparative figures for non-SET subjects were 44.3 and 14.3%, respectively. Nearly a quarter (22.5%) of students studying non-SET subjects were aged 36 years and over compared with only 9.8% of those studying SET subjects.

Within the student population, women generally had an older age profile than men. Of all women, 22.2% were aged 36 years and over compared with 16.3% of men. Just under half (47.8%) of women studying part-time were aged 36 and over compared with 42.4% of men in part-time study.

The age profile of students is quite varied by ethnicity. Of all UK-domiciled students, over half (55.1%) of BME students were aged 21 and under compared with 49.7% of white students; however, this was not the case in the BME groups. Asian students tended to be younger than the other groups, with nearly two-thirds (65.9%) of Asian students aged 21 and under compared with 37.2% of black students. Around

a quarter (26.1%) of black students were aged 36 years and over, compared with 8.1% of Asian students.

Qualifiers' age profiles

Nearly a fifth (17.8%) of first-degree qualifiers aged 36 and over on 31 July 2008 achieved a first class honours degree. Those aged 21 and under were the least likely to obtain a first (11.0%), but across all age groups they were most likely to achieve an upper second class honours degree (53.1%).

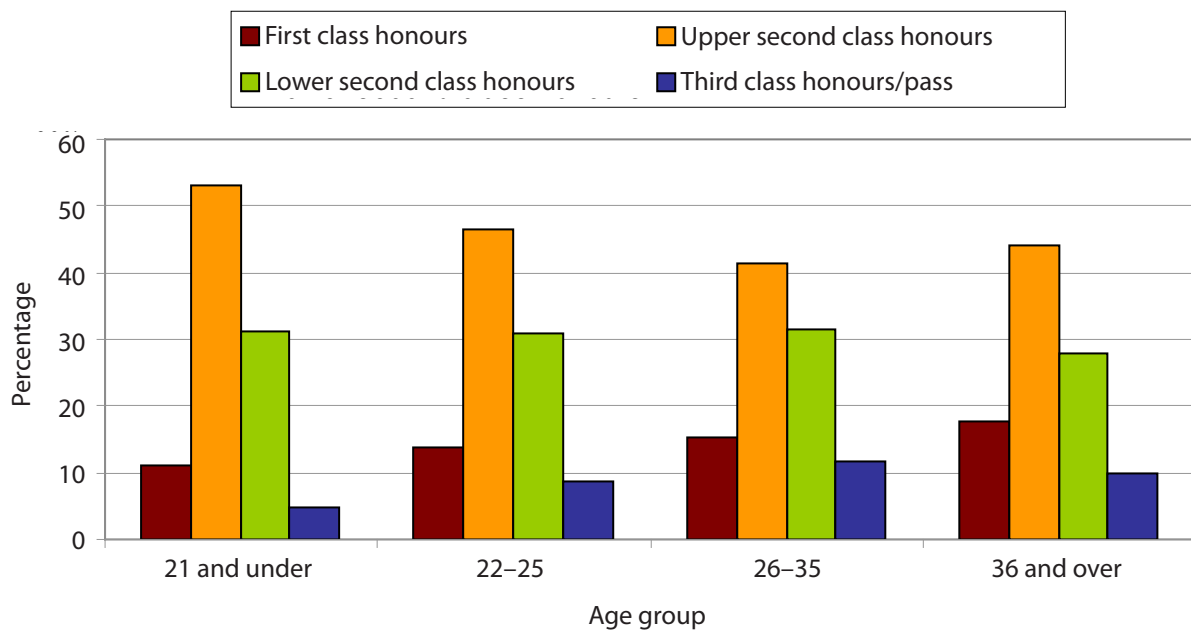


Figure 4.12 Age profiles of first-degree qualifiers by class of first degree, 2007/08

The age differences were more apparent by mode of study. Among full-time first-degree qualifiers, 11.0% of those aged 21 and under achieved a first class honours degree compared with 4.9% of part-time qualifiers. Of full-time first-degree qualifiers aged 36 and over, 19.3% achieved a first class honours degree, compared with 16.4% of part-time first-degree qualifiers.

Leavers' age profiles

Across all age groups, those leavers aged 26 to 35 were more likely to be in full-time paid work (65.1%). A higher proportion (22.3%) of leavers aged 21 and under than in the other age groups were in 'further study only'.

Table 4.9 Destinations of leavers by age and activity, 2007/08

DLHE activity	Age group (%)			
	21 and under	22–25	26–35	36 and over
Full-time paid work only (including self-employed)	44.9	57.4	65.1	56.4
Part-time paid work only	9.6	7.3	7.0	11.6
Voluntary/unpaid work only	1.4	1.2	0.6	1.0
Work and further study	8.4	8.0	10.4	15.1
Further study only	22.3	14.0	8.3	6.5
Assumed to be unemployed	7.8	7.3	4.8	4.1
Not available for employment	4.4	3.4	2.6	3.8
Other	1.1	1.2	1.2	1.5

The activity profile of respondents to the DLHE longitudinal survey 2004/05 varied according to age: a higher proportion (78.2%) of leavers under the age of 36 went into full-time paid work than of those aged 36 and over (65.9%). In contrast, a higher proportion (14.9%) of leavers aged 36 and over were engaged in 'part-time paid work only' than of those under the age of 36 (4.3%).

Table 4.10 Age profiles of DLHE longitudinal leavers by activity, 2004/05

DLHE activity	Age group (%)			
	21 and under	22–25	26–35	36 and over
Full-time paid work only (including self-employed)	77.7	78.8	77.3	65.9
Part-time paid work only	3.1	3.7	7.6	14.9
Voluntary/unpaid work only	0.3	0.2	0.3	0.8
Employed mode unknown	0.3	0.3	0.4	0.5
Work and further study	7.3	6.1	6.5	7.7
Further study only	7.7	6.6	2.8	3.2
Assumed to be unemployed	2.6	2.7	2.3	2.6
Not available for employment	1.0	1.6	2.7	3.9
Other	0.1	0.1	0.2	0.6

4.6 Sexual orientation student data

No data yet exist in the sector on the proportion of students who are lesbian, gay or bisexual (LGB). In 2008 ECU conducted a survey to establish the experiences of LGB staff and students in higher education, *Lesbian, gay, bisexual and trans staff and students in higher education* (www.ecu.ac.uk/our-projects/lgbt-in-he). 1501 staff and 2704 students completed the survey. The results were published in March 2009.

Evidence from the research indicated sexual orientation can have an impact on the student experience. Of the respondents, 13.1% of LGB students reported that they had been bullied or discriminated against since starting university, 10.4% had been treated negatively by tutors or lecturers, and 20% had taken time off from their course.

It may be helpful to consider including sexual orientation in the National Student Survey to ascertain the experience of LGB students relative to other equality indicators.

4.7 Socio-economic classification (SEC) profiles

Student SEC profiles

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

The HESA student record includes a limited amount of information on socio-economic status. The data are derived mainly from the UCAS data, and are based on students' view of their parents' occupations (the NS-SEC).

Categories include: 1 higher managerial and professional occupations; 2 lower managerial and professional occupations; 3 intermediate occupations; 4 small employers and own account workers; 5 lower supervisory and technical occupations; 6 semi-routine occupations; 7 routine occupations; 8 long-term unemployed or never worked.

In 2007/08, nearly two-thirds (63.1%) of the student population had unknown NS-SEC data. Among UK-domiciled full-time first degree young (aged under 21)

Student data

students, the proportion who had unknown NS-SEC data was under a fifth (19.5%). These restrictions have been applied for the following analysis.

Almost a third (31.7%) of students came from 'lower managerial and professional occupations' backgrounds. A further quarter (25.9%) came from 'higher managerial and professional occupations' backgrounds.

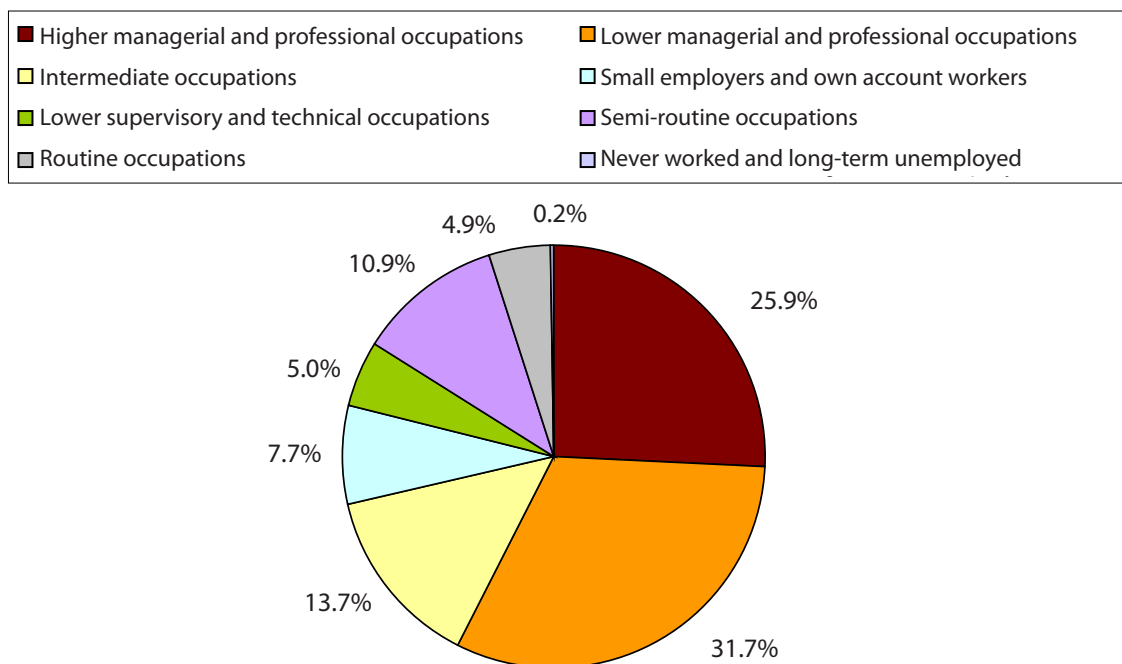


Figure 4.13 UK-domiciled full-time first-degree students aged under 21 by NS-SEC, 2007/08

According to 'Performance indicators in higher education in the UK 2007/08' (www.hesa.ac.uk/pis), 29.5% of UK-domiciled young full-time first degree entrants were recorded as NS-SEC categories 4 to 7. Over the past five years, the proportion of students in NS-SEC categories 4 to 7 has gradually increased from 28.6% in 2003/04, with a slight peak at 29.8% in 2006/07.

In 2007/08, of all UK-domiciled young full-time first-degree students, 28.6% were recorded as being in NS-SEC categories 4 to 7. A higher proportion of women (29.5%) than men (27.5%) were in this group.

A much higher proportion (40.1%) of BME students than white students (26.5%) were recorded in NS-SEC categories 4 to 7.

Qualifiers' SEC profiles

Of those UK-domiciled full-time first-degree qualifiers aged under 25 who were in NS-SEC classes 1 to 3, 14.3% obtained a first class honours degree and a further 54.8% obtained an upper second class honours degree. This compares with 11.6 and 49.5%, respectively, of those in NS-SEC categories 4 to 7.

A higher proportion of UK-domiciled full-time first-degree qualifiers aged under 25 in the NS-SEC category 'higher managerial and professional occupations' obtained a first class honours degree (16.0%) than in the other NS-SEC categories. Of those in NS-SEC category 'never worked and long-term unemployed', 8.6% obtained a first class honours.

Annex A: Staff tables

Table A1 All staff by occupation group – gender¹ profile, 2007/08

Occupation group	Female		Male		All: number (100%)
	Number	%	Number	%	
Managers	7,590	50.9	7,315	49.1	14,905
Academic professionals	74,590	42.6	100,355	57.4	174,940
Non-academic professionals	14,715	57.0	11,120	43.0	25,835
Laboratory, engineering, building, IT and medical technicians (including nurses)	9,470	34.9	17,655	65.1	27,120
Student welfare workers, careers advisers, vocational training instructors, personnel and planning officers	6,875	73.4	2,490	26.6	9,365
Artistic, media, public relations, marketing and sports occupations	3,410	58.8	2,395	41.2	5,805
Library assistants, clerks and general administrative assistants	41,640	79.2	10,950	20.8	52,590
Secretaries, typists, receptionists and telephonists	16,880	92.8	1,305	7.2	18,185
Chefs, gardeners, electrical and construction trades, mechanical fitters and printers	855	16.7	4,275	83.3	5,130
Caretakers, residential wardens, sports and leisure attendants, nursery nurses and care occupations	2,690	52.5	2,435	47.5	5,125
Retail and customer service occupations	875	71.5	350	28.5	1,225
Drivers, maintenance supervisors and plant operatives	265	18.4	1,180	81.6	1,450
Cleaners, catering assistants, security officers, porters and maintenance workers	18,335	59.6	12,450	40.4	30,785
Total	198,185	53.2	174,270	46.8	372,455

¹Excludes unknown gender.

Table A2 All staff by occupation group and mode of employment – gender¹ profile, 2007/08				
Occupation group	Full-time		Part-time	
	Female (%)	Male (%)	Female (%)	Male (%)
Managers	47.7	52.3	78.4	21.6
Academic professionals	37.1	62.9	53.7	46.3
Non-academic professionals	51.8	48.2	77.8	22.2
Laboratory, engineering, building, IT and medical technicians (including nurses)	28.5	71.5	68.6	31.4
Student welfare workers, careers advisers, vocational training instructors, personnel and planning officers	68.9	31.1	82.1	17.9
Artistic, media, public relations, marketing and sports occupations	54.7	45.3	70.3	29.7
Library assistants, clerks and general administrative assistants	77.1	22.9	82.6	17.4
Secretaries, typists, receptionists and telephonists	92.5	7.5	93.3	6.7
Chefs, gardeners, electrical and construction trades, mechanical fitters and printers	12.5	87.5	62.9	37.1
Caretakers, residential wardens, sports and leisure attendants, nursery nurses and care occupations	43.6	56.4	64.7	35.3
Retail and customer service occupations	65.3	34.7	77.0	23.0
Drivers, maintenance supervisors and plant operatives	12.0	88.0	53.3	46.7
Cleaners, catering assistants, security officers, porters and maintenance workers	25.5	74.5	78.5	21.5
Total	46.0	54.0	67.6	32.4
¹ Excludes unknown gender.				

Annex A: Staff tables

Table A3 Median salaries and pay gap for all staff by gender¹, 2004/05 to 2007/08

Occupation group	2007/08		Pay gap (%)			
	Female (£)	Male (£)	2007/08	2006/07	2005/06	2004/05
Managers	38,000	43,000	11.6	11.9	15.0	15.4
Academic professionals	36,000	40,000	10.0	12.8	15.8	16.7
Non-academic professionals	33,000	36,000	8.3	8.6	11.8	12.5
Laboratory, engineering, building, IT and medical technicians (including nurses)	24,000	26,000	7.7	12.0	8.7	9.1
Student welfare workers, careers advisers, vocational training instructors, personnel and planning officers	28,000	30,000	6.7	6.9	3.7	7.7
Artistic, media, public relations, marketing and sports occupations	26,000	26,000	0.0	-4.2	0.0	-4.5
Library assistants, clerks and general administrative assistants	19,000	19,000	0.0	0.0	0.0	0.0
Secretaries, typists, receptionists and telephonists	19,000	18,000	-5.6	-5.9	-6.3	-6.7
Chefs, gardeners, electrical and construction trades, mechanical fitters and printers	17,000	20,000	15.0	15.8	22.2	23.5
Caretakers, residential wardens, sports and leisure attendants, nursery nurses and care occupations	16,000	16,000	0.0	-7.1	-7.7	0.0
Retail and customer service occupations	16,000	16,000	0.0	0.0	0.0	0.0
Drivers, maintenance supervisors and plant operatives	15,000	19,000	21.1	22.2	17.6	23.5
Cleaners, catering assistants, security officers, porters and maintenance workers	13,000	14,000	7.1	7.7	8.3	8.3
Academic staff	36,000	40,000	10.0	12.8	15.8	16.7
Professional and support staff	20,000	24,000	16.7	17.4	14.3	15.0
All staff	27,000	33,000	18.2	21.9	23.3	25.0

¹Excludes unknown gender.

**Table A4 Academic staff by grade group and type of department
– gender¹ profile, 2007/08**

Grade group	Female		Male		All: number (100%)
	Number	%	Number	%	
Professors/heads of department	3,415	18.7	14,875	81.3	18,290
Full-time	3,005	18.6	13,180	81.4	16,180
Part-time	410	19.6	1,695	80.4	2,110
SET departments	465	8.3	5,185	91.7	5,655
Non-SET departments	2,950	23.3	9,685	76.7	12,635
Senior lecturers and researchers	14,250	38.6	22,705	61.4	36,955
Full-time	11,120	35.3	20,385	64.7	31,505
Part-time	3,130	57.4	2,325	42.6	5,450
SET departments	1,650	18.5	7,265	81.5	8,915
Non-SET departments	12,600	44.9	15,445	55.1	28,040
Lecturers	24,845	47.9	27,045	52.1	51,890
Full-time	12,560	43.0	16,620	57.0	29,180
Part-time	12,285	54.1	10,425	45.9	22,710
SET departments	2,465	27.3	6,560	72.7	9,025
Non-SET departments	22,380	52.2	20,490	47.8	42,865
Researchers	17,430	45.9	20,545	54.1	37,975
Full-time	13,280	41.7	18,590	58.3	31,875
Part-time	4,150	68.0	1,950	32.0	6,100
SET departments	5,480	31.2	12,105	68.8	17,580
Non-SET departments	11,955	58.6	8,440	41.4	20,395
Other grades	14,645	49.1	15,185	50.9	29,830
Full-time	3,235	41.7	4,520	58.3	7,750
Part-time	11,410	51.7	10,665	48.3	22,075
SET departments	1,970	31.9	4,205	68.1	6,175
Non-SET departments	12,675	53.6	10,980	46.4	23,655
Total	74,590	42.6	100,355	57.4	174,940
¹ Excludes unknown gender.					

Annex A: Staff tables

Table A5 Academic staff by mode of employment, terms of employment, salary range – gender¹ profile, 2007/08

Mode of employment	Terms of employment/salary range	Female		Male		All: number (100%)
		Number	%	Number	%	
Full-time		43,200	37.1	73,295	62.9	116,495
	Open-ended/permanent	29,860	35.2	55,035	64.8	84,895
	Fixed-term contract	13,340	42.2	18,260	57.8	31,600
	Under £30k	8,615	46.9	9,760	53.1	18,370
	£30–50k	29,410	39.8	44,530	60.2	73,935
	Over £50k	5,095	21.3	18,835	78.7	23,930
Part-time		31,385	53.7	27,060	46.3	58,450
	Open-ended/permanent	15,530	56.1	12,165	43.9	27,695
	Fixed-term contract	15,855	51.6	14,900	48.4	30,755
	Under £30k	9,895	55.5	7,940	44.5	17,840
	£30–50k	13,575	58.3	9,720	41.7	23,295
	Over £50k	1,275	34.5	2,420	65.5	3,695
All modes		74,590	42.6	100,355	57.4	174,940
	Open-ended/permanent	45,390	40.3	67,195	59.7	112,590
	Fixed-term contract	29,195	46.8	33,160	53.2	62,355
	Under £30k	18,510	51.1	17,700	48.9	36,210
	£30–50k	42,980	44.2	54,250	55.8	97,230
	Over £50k	6,365	23.0	21,255	77.0	27,625
Teaching only		21,890	51.0	21,060	49.0	42,950
Research only		18,045	45.9	21,245	54.1	39,290
Teaching and research		34,040	37.3	57,175	62.7	91,215
Neither teaching nor research		615	41.2	875	58.8	1,485

¹Excludes unknown gender.

**Table A6 UK national staff by occupation group
– ethnicity¹ profile, 2007/08**

Occupational group	White		BME		All: number (100%)
	Number	%	Number	%	
Managers	12,620	95.4	610	4.6	13,225
Academic professionals	111,435	93.6	7,610	6.4	119,050
Non-academic professionals	20,685	94.2	1,265	5.8	21,950
Laboratory, engineering, building, IT and medical technicians (including nurses)	20,170	93.1	1,500	6.9	21,670
Student welfare workers, careers advisers, vocational training instructors, personnel and planning officers	7,635	93.4	540	6.6	8,170
Artistic, media, public relations, marketing and sports occupations	4,555	94.1	285	5.9	4,840
Library assistants, clerks and general administrative assistants	39,595	92.0	3,450	8.0	43,045
Secretaries, typists, receptionists and telephonists	14,625	94.9	780	5.1	15,400
Chefs, gardeners, electrical and construction trades, mechanical fitters and printers	3,915	96.7	135	3.3	4,050
Caretakers, residential wardens, sports and leisure attendants, nursery nurses and care occupations	3,815	95.2	190	4.8	4,010
Retail and customer service occupations	905	95.0	45	5.0	955
Drivers, maintenance supervisors and plant operatives	1,170	97.1	35	2.9	1,205
Cleaners, catering assistants, security officers, porters and maintenance workers	20,595	94.0	1,305	6.0	21,900
Total	261,715	93.6	17,750	6.4	279,465
¹ Excludes unknown ethnicity.					

Annex A: Staff tables

Table A7 UK national staff by occupation group and mode of employment – ethnicity¹ profile, 2007/08				
Occupational group	Full-time		Part-time	
	White (%)	BME (%)	White (%)	BME (%)
Managers	95.3	4.7	96.0	4.0
Academic professionals	93.1	6.9	94.6	5.4
Non-academic professionals	94.1	5.9	95.0	5.0
Laboratory, engineering, building, IT and medical technicians (including nurses)	92.9	7.1	94.1	5.9
Student welfare workers, careers advisers, vocational training instructors, personnel and planning officers	93.0	7.0	94.2	5.8
Artistic, media, public relations, marketing and sports occupations	93.8	6.2	95.0	5.0
Library assistants, clerks and general administrative assistants	91.4	8.6	93.0	7.0
Secretaries, typists, receptionists and telephonists	94.9	5.1	95.0	5.0
Chefs, gardeners, electrical and construction trades, mechanical fitters and printers	96.8	3.2	95.1	4.9
Caretakers, residential wardens, sports and leisure attendants, nursery nurses and care occupations	95.7	4.3	94.4	5.6
Retail and customer service occupations	93.8	6.2	96.3	3.7
Drivers, maintenance supervisors and plant operatives	97.2	2.8	96.9	3.1
Cleaners, catering assistants, security officers, porters and maintenance workers	94.4	5.6	93.8	6.2
Total	93.4	6.6	94.3	5.7

¹Excludes unknown ethnicity.

Table A8 Median salaries and pay gap for UK national staff by ethnicity¹, 2004/05 to 2007/08

Occupation group	2007/08 (£)		Pay gap (%)			
	White	BME	2007/08	2006/07	2005/06	2004/05
Managers	40,000	40,000	0.0	2.6	2.6	0.0
Academic professionals	40,000	39,000	2.5	2.6	2.7	5.6
Non-academic professionals	34,000	33,000	2.9	3.0	3.1	6.7
Laboratory, engineering, building, IT and medical technicians (including nurses)	25,000	26,000	-4.0	0.0	0.0	0.0
Student welfare workers, careers advisers, vocational training instructors, personnel and planning officers	29,000	27,000	6.9	3.7	3.8	4.0
Artistic, media, public relations, marketing and sports occupations	26,000	26,000	0.0	0.0	0.0	0.0
Library assistants, clerks and general administrative assistants	19,000	20,000	-5.3	0.0	-5.6	0.0
Secretaries, typists, receptionists and telephonists	19,000	19,000	0.0	-5.6	0.0	-6.3
Chefs, gardeners, electrical and construction trades, mechanical fitters and printers	19,000	20,000	-5.3	0.0	5.9	6.3
Caretakers, residential wardens, sports and leisure attendants, nursery nurses and care occupations	16,000	17,000	-6.3	-6.7	0.0	0.0
Retail and customer service occupations	17,000	17,000	0.0	0.0	0.0	-7.1
Drivers, maintenance supervisors and plant operatives	18,000	18,000	0.0	11.1	6.3	6.7
Cleaners, catering assistants, security officers, porters and maintenance workers	13,000	13,000	0.0	-8.3	0.0	0.0
Academic staff	40,000	39,000	2.5	2.6	2.7	5.6
Professional and support staff	22,000	22,000	0.0	0.0	0.0	5.3
All staff	29,000	29,000	0.0	0.0	0.0	4.0

¹Excludes unknown ethnicity.

Table A9 UK national academic staff by grade group, terms of employment – ethnicity profile, 2007/08

Grade group	White		BME		All: number (100%)
	Number	%	Number	%	
Professors/heads of department	13,530	94.8	735	5.2	14,265
Full-time	12,060	94.7	670	5.3	12,730
Part-time	1,470	95.6	70	4.4	1,535
SET departments	4,075	93.3	295	6.7	4,370
Non-SET departments	9,455	95.5	440	4.5	9,900
Senior lecturers and researchers	27,645	94.0	1,765	6.0	29,415
Full-time	23,305	93.7	1,570	6.3	24,875
Part-time	4,345	95.7	195	4.3	4,540
SET departments	6,235	92.3	525	7.7	6,755
Non-SET departments	21,415	94.5	1,245	5.5	22,655
Lecturers	32,550	93.1	2,400	6.9	34,950
Full-time	18,465	92.9	1,420	7.1	19,885
Part-time	14,085	93.5	985	6.5	15,070
SET departments	5,180	91.9	455	8.1	5,635
Non-SET departments	27,370	93.4	1,945	6.6	29,315
Researchers	18,045	91.2	1,735	8.8	19,785
Full-time	14,325	90.5	1,500	9.5	15,820
Part-time	3,725	94.0	240	6.0	3,960
SET departments	7,150	91.5	665	8.5	7,820
Non-SET departments	10,895	91.0	1,070	9.0	11,965
Other grades	19,660	95.3	970	4.7	20,635
Full-time	5,575	94.8	305	5.2	5,880
Part-time	14,090	95.5	665	4.5	14,755
SET departments	4,115	94.1	255	5.9	4,370
Non-SET departments	15,550	95.6	715	4.4	16,265
Total	111,435	93.6	7,610	6.4	119,050

Table A10 UK national academic staff by mode of employment, terms of employment and salary range – ethnicity¹ profile, 2007/08

Mode of employment	White		BME		All: number (100%)
	Number	%	Number	%	
Full-time	73,725	93.1	5,460	6.9	79,185
Open-ended/permanent	59,695	93.7	3,985	6.3	63,675
Fixed-term contract	14,035	90.5	1,480	9.5	15,510
Under £30k ²	8,145	91.7	730	8.3	8,875
£30–50k ²	47,720	92.9	3,650	7.1	51,370
Over £50k ²	17,685	94.3	1,070	5.7	18,750
Part-time	37,710	94.6	2,150	5.4	39,860
Open-ended/permanent	19,590	95.2	980	4.8	20,570
Fixed-term contract	18,120	93.9	1,170	6.1	19,290
Under £30k ²	10,755	93.8	715	6.2	11,470
£30–50k ²	16,630	95.4	805	4.6	17,435
Over £50k ²	2,525	93.7	170	6.3	2,695
All modes	111,435	93.6	7,610	6.4	119,050
Open-ended/permanent	79,285	94.1	4,965	5.9	84,250
Fixed-term contract	32,150	92.4	2,650	7.6	34,800
Under £30k ²	18,895	92.9	1,450	7.1	20,345
£30–50k ²	64,355	93.5	4,455	6.5	68,805
Over £50k ²	20,205	94.2	1,240	5.8	21,445
Teaching only	27,430	94.5	1,590	5.5	29,020
Research only	18,700	90.8	1,900	9.2	20,600
Teaching and research	64,160	94.0	4,080	6.0	68,245
Neither teaching nor research	1,145	96.2	45	3.8	1,190
¹ Excludes unknown ethnicity.					
² Unknown salaries are excluded.					

Annex A: Staff tables

Table A11 All staff by occupation group – disability¹ profile, 2007/08

Occupation group	Not known to be disabled		Declared disabled		All: number (100%)
	Number	%	Number	%	
Managers	13,755	97.2	405	2.8	14,160
Academic professionals	157,785	97.7	3,780	2.3	161,565
Non-academic professionals	23,665	97.4	635	2.6	24,300
Laboratory, engineering, building, IT and medical technicians (including nurses)	24,285	96.5	885	3.5	25,175
Student welfare workers, careers advisers, vocational training instructors, personnel and planning officers	8,445	95.7	375	4.3	8,820
Artistic, media, public relations, marketing and sports occupations	5,280	97.2	155	2.8	5,430
Library assistants, clerks and general administrative assistants	47,630	96.9	1,520	3.1	49,150
Secretaries, typists, receptionists and telephonists	16,650	97.5	420	2.5	17,070
Chefs, gardeners, electrical and construction trades, mechanical fitters and printers	4,515	96.5	160	3.5	4,675
Caretakers, residential wardens, sports and leisure attendants, nursery nurses and care occupations	4,560	97.4	120	2.6	4,680
Retail and customer service occupations	1,095	97.5	30	2.5	1,125
Drivers, maintenance supervisors and plant operatives	1,270	96.9	40	3.1	1,315
Cleaners, catering assistants, security officers, porters and maintenance workers	26,735	97.0	825	3.0	27,555
Total	335,670	97.3	9,350	2.7	345,020

¹Excludes unknown disability status.

Table A12 All staff by occupation group and mode of employment – disability¹ profile, 2007/08

Occupation group	Full-time		Part-time	
	Not known to be disabled (%)	Declared disabled (%)	Not known to be disabled (%)	Declared disabled (%)
Managers	97.1	2.9	97.8	2.2
Academic professionals	97.7	2.3	97.6	2.4
Non-academic professionals	97.5	2.5	97.0	3.0
Laboratory, engineering, building, IT and medical technicians (including nurses)	96.4	3.6	96.7	3.3
Student welfare workers, careers advisers, vocational training instructors, personnel and planning officers	96.0	4.0	95.3	4.7
Artistic, media, public relations, marketing and sports occupations	97.1	2.9	97.5	2.5
Library assistants, clerks and general administrative assistants	96.9	3.1	96.9	3.1
Secretaries, typists, receptionists and telephonists	97.6	2.4	97.5	2.5
Chefs, gardeners, electrical and construction trades, mechanical fitters and printers	96.5	3.5	96.6	3.4
Caretakers, residential wardens, sports and leisure attendants, nursery nurses and care occupations	97.3	2.7	97.5	2.5
Retail and customer service occupations	97.9	2.1	97.1	2.9
Drivers, maintenance supervisors and plant operatives	97.0	3.0	96.0	4.0
Cleaners, catering assistants, security officers, porters and maintenance workers	96.4	3.6	97.4	2.6
Total	97.3	2.7	97.3	2.7

¹Excludes unknown disability status.

Annex A: Staff tables

Table A13 Median salaries and pay gap for all staff by disability status¹ 2004/05 to 2007/08

Occupation group	2007/08 (£)		Pay gap (%)			
	Not known to be disabled	Declared disabled	2007/08	2006/07	2005/06	2004/05
Managers	40,000	40,000	0.0	0.0	2.6	0.0
Academic professionals	39,000	40,000	-2.6	-5.4	-8.6	-5.9
Non-academic professionals	34,000	34,000	0.0	0.0	3.1	3.3
Laboratory, engineering, building, IT and medical technicians (including nurses)	25,000	24,000	4.0	0.0	4.3	0.0
Student welfare workers, careers advisers, vocational training instructors, personnel and planning officers	29,000	28,000	3.4	0.0	-3.8	-4.0
Artistic, media, public relations, marketing and sports occupations	26,000	24,000	7.7	8.0	4.3	9.1
Library assistants, clerks and general administrative assistants	19,000	19,000	0.0	0.0	0.0	0.0
Secretaries, typists, receptionists and telephonists	19,000	19,000	0.0	0.0	-5.9	-6.3
Chefs, gardeners, electrical and construction trades, mechanical fitters and printers	19,000	19,000	0.0	0.0	0.0	-6.3
Caretakers, residential wardens, sports and leisure attendants, nursery nurses and care occupations	16,000	15,000	6.3	6.7	0.0	0.0
Retail and customer service occupations	16,000	17,000	-6.3	6.3	-13.3	14.3
Drivers, maintenance supervisors and plant operatives	18,000	18,000	0.0	8.3	9.4	6.7
Cleaners, catering assistants, security officers, porters and maintenance workers	13,000	13,000	0.0	-8.3	0.0	0.0
Academic staff	39,000	40,000	-2.6	-5.4	-8.6	-5.9
Professional and support staff	22,000	21,000	4.5	0.0	-5.3	0.0
All staff	29,000	28,000	3.4	0.0	3.8	4.0

¹Excludes unknown disability status.

**Table A14 Academic staff by grade group, type of department
– disability¹ profile, 2007/08**

Grade group	Not known to be disabled		Declared disabled		All: number (100%)
	Number	%	Number	%	
Professors/heads of department	16,945	97.9	360	2.1	17,305
Full-time	15,025	97.9	325	2.1	15,345
Part-time	1,920	98.2	35	1.8	1,955
SET	5,270	98.4	85	1.6	5,360
Non-SET	11,675	97.7	270	2.3	11,945
Senior lecturers and researchers	33,720	97.1	1,010	2.9	34,735
Full-time	28,820	97.1	855	2.9	29,670
Part-time	4,905	96.9	160	3.1	5,060
SET	8,260	97.5	210	2.5	8,470
Non-SET	25,460	96.9	800	3.1	26,260
Lecturers	45,905	97.6	1,110	2.4	47,015
Full-time	26,715	97.5	685	2.5	27,400
Part-time	19,190	97.8	425	2.2	19,615
SET	8,235	98.0	170	2.0	8,410
Non-SET	37,665	97.6	940	2.4	38,605
Researchers	33,920	98.3	605	1.7	34,520
Full-time	28,530	98.4	470	1.6	29,000
Part-time	5,390	97.6	135	2.4	5,525
SET	15,730	98.6	230	1.4	15,965
Non-SET	18,185	98.0	370	2.0	18,560
Other grades	27,300	97.5	695	2.5	27,995
Full-time	7,115	97.7	165	2.3	7,275
Part-time	20,185	97.4	530	2.6	20,715
SET	5,635	97.4	150	2.6	5,780
Non-SET	21,665	97.5	545	2.5	22,210
Total	157,785	97.7	3,780	2.3	161,565

¹Excludes unknown disability status.

Annex A: Staff tables

Table A15 Academic staff by mode, terms of employment, employment function and salary range – disability¹ profile, 2007/08

Mode of employment	Terms of employment/ salary range	Not known to be disabled		Declared disabled		All: number (100%)
		Number	%	Number	%	
Full-time		106,195	97.7	2,495	2.3	108,695
	Open-ended/permanent	77,820	97.4	2,045	2.6	79,870
	Fixed-term contract	28,375	98.4	450	1.6	28,825
	Under £30k	16,295	98.1	310	1.9	16,605
	£30–50k	67,430	97.5	1,700	2.5	69,130
	Over £50k	22,240	97.9	485	2.1	22,725
Part-time		51,585	97.6	1,280	2.4	52,870
	Open-ended/permanent	25,000	97.3	680	2.7	25,680
	Fixed-term contract	26,590	97.8	600	2.2	27,190
	Under £30k	15,430	97.7	355	2.3	15,790
	£30–50k	20,695	97.0	640	3.0	21,335
	Over £50k	3,340	98.2	60	1.8	3,400
All modes		157,785	97.7	3,780	2.3	161,565
	Open-ended/permanent	102,820	97.4	2,730	2.6	105,550
	Fixed-term contract	54,965	98.1	1,050	1.9	56,015
	Under £30k	31,730	97.9	665	2.1	32,390
	£30–50k	88,125	97.4	2,340	2.6	90,465
	Over £50k	25,580	97.9	545	2.1	26,125
Teaching only		38,360	97.7	915	2.3	39,275
Research only		35,200	98.3	610	1.7	35,810
Teaching and research		82,845	97.4	2,230	2.6	85,075
Neither teaching nor research		1,385	98.3	25	1.7	1,405
¹ Excludes unknown disability status. ² Unknown salaries are excluded.						

Table A16 Staff – age¹ profile, 2007/08

	25 and under (%)	26 to 35 (%)	36 to 45 (%)	46 to 55 (%)	56 and over (%)
All staff	7.0	24.3	26.7	25.0	17.0
Full-time	5.5	26.8	27.2	25.7	14.7
Part-time	10.0	19.4	25.7	23.4	21.5
Female	7.9	25.4	27.1	25.5	14.1
Male	6.0	23.1	26.3	24.4	20.2
Academic staff	2.8	25.2	28.7	25.1	18.2
Full-time	1.8	27.3	29.8	25.9	15.1
Part-time	4.8	21.0	26.5	23.4	24.3
Female	3.4	27.7	29.8	25.7	13.4
Male	2.4	23.4	27.9	24.7	21.7
Professors/heads of department	0.0	1.0	19.1	38.9	41.0
Senior lecturers and researchers	0.1	8.5	35.8	35.4	20.2
Lecturers	2.1	26.1	33.0	23.8	14.9
Researchers	5.3	55.1	25.1	9.9	4.5
Other grades	6.1	21.1	22.8	25.4	24.6
Professional and support staff	10.7	23.6	24.9	24.9	15.9
Full-time	8.8	26.4	24.9	25.6	14.3
Part-time	14.5	17.9	25.0	23.4	19.1
Female	10.6	24.0	25.4	25.4	14.6
Male	10.9	22.8	24.1	24.0	18.2
¹ Excludes staff of unknown age.					

Table A17 Academic (UK nationality) ethnic profile ¹ by type of department and grade, 2007/08									
Ethnicity/ SET cost centre (departments)	Grade group						Grade group (%)		
	Professors/ heads of department	Senior lecturers and researchers	Lecturers	Researchers	Other grades	Total with known grade	Professors/ heads of department	All other grades	
White	13,530	27,645	32,550	18,045	19,660	111,435	12.1	87.9	
	4,075	6,235	5,180	7,150	4,115	26,755	15.2	84.8	
Non-SET	9,455	21,415	27,370	10,895	15,550	84,680	11.2	88.8	
Black or Black British	50	280	440	155	145	1,070	4.8	95.2	
	15	45	50	45	30	180	7.0	93.0	
Non-SET	40	235	390	110	115	890	4.3	95.7	
Other Black background	5	25	45	15	20	115	5.3	94.7	
	0	0	5	5	5	15	7.3	92.7	
Non-SET	5	25	45	10	15	100	5.0	95.0	
Asian or Asian British	210	475	685	600	305	2,275	9.2	90.8	
	65	130	130	200	85	610	10.8	89.2	
Non-SET	145	345	560	400	220	1,665	8.6	91.4	

Table A17 Continued

Ethnicity/ SET cost centre (departments)	Grade group						Grade group (%)	
	Professors/ heads of department	Senior lecturers and researchers	Lecturers	Researchers	Other grades	Total with known grade	Professors/ heads of department	All other grades
Other Asian background	100	210	260	185	95	850	11.9	88.1
SET	55	80	55	75	25	290	18.3	81.7
Non-SET	50	130	205	105	70	560	8.6	91.4
Chinese	135	255	285	360	95	1,130	11.9	88.1
SET	90	125	100	180	30	530	17.3	82.7
Non-SET	40	130	180	180	65	595	7.1	92.9
Other (including mixed)	235	515	685	425	315	2,175	10.8	89.2
SET	70	140	115	160	80	565	12.3	87.7
Non-SET	165	375	570	265	235	1,610	10.2	89.8
Total	14,265	29,415	34,950	19,785	20,635	119,050	12.0	88.0

¹Excludes unknown ethnicity.

Annex A: Staff tables

Table A18 All staff gender¹, ethnicity² and disability³ profile by academic year

	2003/04	2004/05	2005/06	2006/07	2007/08
All staff					
Female (%)	52.4	52.7	53.0	53.1	53.2
Male (%)	47.6	47.3	47.0	46.9	46.8
White (%)	94.6	94.4	94.1	93.9	93.6
BME (%)	5.4	5.6	5.9	6.1	6.4
Not known to be disabled (%)	97.6	97.6	97.6	97.4	97.3
Declared disabled (%)	2.4	2.4	2.4	2.6	2.7
Academic staff					
Female (%)	40.0	41.2	41.9	42.3	42.6
Male (%)	60.0	58.8	58.1	57.7	57.4
White (%)	94.1	94.2	94.1	93.9	93.6
BME (%)	5.9	5.8	5.9	6.1	6.4
Not known to be disabled (%)	97.9	97.9	97.9	97.8	97.7
Declared disabled (%)	2.1	2.1	2.1	2.2	2.3
Professional and support staff					
Female (%)	62.2	62.7	62.5	62.6	62.6
Male (%)	37.8	37.3	37.5	37.4	37.4
White (%)	94.9	94.5	94.2	94.0	93.7
BME (%)	5.1	5.5	5.8	6.0	6.3
Not known to be disabled (%)	97.3	97.3	97.3	97.1	97.0
Declared disabled (%)	2.7	2.7	2.7	2.9	3.0
¹ Excludes unknown gender.					
² Excludes unknown ethnicity.					
³ Excludes unknown disability status.					

Table A19 UK national atypical staff – ethnicity¹ profile by activity, 2007/08

Occupation type	White		BME		All: number (100%)
	Number	%	Number	%	
Managers	335	95.4	15	4.6	355
Academic professionals	33,135	94.0	2,115	6.0	35,250
Non-academic professionals	4,050	94.5	235	5.5	4,285
Laboratory, engineering, building, IT and medical technicians (including nurses)	1,870	92.2	155	7.8	2,025
Student welfare workers, careers advisers, vocational training instructors, personnel and planning officers	3,865	90.3	415	9.7	4,280
Artistic, media, public relations, marketing and sports occupations	2,490	93.0	185	7.0	2,680
Library assistants, clerks and general administrative assistants	16,305	89.4	1,930	10.6	18,230
Secretaries, typists, receptionists and telephonists	2,160	92.7	170	7.3	2,335
Chefs, gardeners, electrical and construction trades, mechanical fitters and printers	210	96.4	10	3.6	215
Caretakers, residential wardens, sports and leisure attendants, nursery nurses and care occupations	1,455	90.5	155	9.5	1,605
Retail and customer service occupations	690	89.3	85	10.7	770
Drivers, maintenance supervisors and plant operatives	200	96.5	5	3.5	205
Cleaners, catering assistants, security officers, porters and maintenance workers	6,300	92.2	530	7.8	6,835
Total	73,065	92.4	6,010	7.6	79,075
¹ Excludes unknown ethnicity.					

Annex B: Student tables

**Table B1 Students by level of study, mode of study and SET status
– gender¹ profile, 2007/08**

Level of study, mode of study and SET status	Female		Male		All: number (100%)
	Number	%	Number	%	
Postgraduate	269,560	53.8	231,525	46.2	501,085
Full-time	124,400	50.1	123,975	49.9	248,380
Part-time	145,160	57.4	107,550	42.6	252,710
SET subjects	37,665	35.8	67,450	64.2	105,115
Non-SET subjects	231,895	58.6	164,075	41.4	395,970
First degree	722,655	55.3	584,165	44.7	1,306,820
Full-time	604,405	54.5	504,260	45.5	1,108,665
Part-time	118,250	59.7	79,905	40.3	198,155
SET subjects	137,840	38.9	216,875	61.1	354,715
Non-SET subjects	584,815	61.4	367,285	38.6	952,100
Other undergraduate	325,520	65.4	172,530	34.6	498,055
Full-time	82,125	66.6	41,185	33.4	123,305
Part-time	243,400	65.0	131,350	35.0	374,745
SET subjects	16,520	31.2	36,485	68.8	53,005
Non-SET subjects	309,005	69.4	136,045	30.6	445,050
Total	1,317,735	57.1	988,220	42.9	2,305,960
Full-time	810,930	54.8	669,420	45.2	1,480,350
Part-time	506,805	61.4	318,800	38.6	825,610
SET subjects	192,020	37.4	320,815	62.6	512,835
Non-SET subjects	1,125,715	62.8	667,410	37.2	1,793,125

¹Excludes unknown gender.

**Table B2 Students by level of study and SET subject areas
– gender¹ profile, 2007/08**

Level of study/SET subject area	Female		Male		All: number (100%)
	Number	%	Number	%	
Biological sciences	103,075	63.8	58,520	36.2	161,595
Postgraduate	17,365	65.3	9,225	34.7	26,590
First degree	79,930	63.8	45,270	36.2	125,200
Other undergraduate	5,775	58.9	4,030	41.1	9,805
Physical sciences	34,125	41.6	47,995	58.4	82,120
Postgraduate	7,080	39.8	10,710	60.2	17,790
First degree	23,925	41.3	34,010	58.7	57,935
Other undergraduate	3,120	48.8	3,280	51.2	6,400
Mathematical sciences	13,135	38.5	20,985	61.5	34,120
Postgraduate	1,645	32.1	3,480	67.9	5,120
First degree	10,330	39.7	15,660	60.3	25,995
Other undergraduate	1,155	38.5	1,845	61.5	3,005
Computer science	18,820	19.7	76,750	80.3	95,570
Postgraduate	4,140	20.7	15,805	79.3	19,940
First degree	10,310	17.1	49,965	82.9	60,275
Other undergraduate	4,375	28.5	10,985	71.5	15,355
Engineering and technology	22,870	16.4	116,560	83.6	139,430
Postgraduate	7,435	20.8	28,235	79.2	35,670
First degree	13,345	15.6	71,970	84.4	85,315
Other undergraduate	2,090	11.3	16,350	88.7	18,440
All SET subject areas total	192,020	37.4	320,815	62.6	512,835
Postgraduate	37,665	35.8	67,450	64.2	105,115
First degree	137,840	38.9	216,875	61.1	354,715
Other undergraduate	16,520	31.2	36,485	68.8	53,005
All non-SET subject areas total	1,125,715	62.8	667,410	37.2	1,793,125
Postgraduate	231,895	58.6	164,075	41.4	395,970
First degree	584,815	61.4	367,285	38.6	952,100
Other undergraduate	309,005	69.4	136,045	30.6	445,050
Total	1,317,735	57.1	988,220	42.9	2,305,960

¹Excludes unknown gender.

Annex B: Student tables

Table B3 First degree qualifiers by class of first degree and SET status – gender¹ profile, 2007/08

SET status/class of first degree	Female		Male		All	
	Number	%	Number	%	Number	%
All subjects	175,675	100.0	132,775	100.0	308,450	100.0
First class honours	22,730	12.9	18,415	13.9	41,145	13.3
Upper second class honours	89,355	50.9	58,890	44.4	148,245	48.1
Lower second class honours	52,200	29.7	42,900	32.3	95,100	30.8
Third class honours/pass	11,390	6.5	12,570	9.5	23,955	7.8
SET subjects	33,335	100.0	47,965	100.0	81,300	100.0
First class honours	5,535	16.6	8,665	18.1	14,200	17.5
Upper second class honours	16,570	49.7	18,890	39.4	35,460	43.6
Lower second class honours	9,310	27.9	15,150	31.6	24,460	30.1
Third class honours/pass	1,925	5.8	5,255	11.0	7,180	8.8
Non-SET subjects	142,335	100.0	84,810	100.0	227,145	100.0
First class honours	17,195	12.1	9,750	11.5	26,945	11.9
Upper second class honours	72,785	51.1	40,000	47.2	112,785	49.7
Lower second class honours	42,890	30.1	27,750	32.7	70,640	31.1
Third class honours/pass	9,465	6.6	7,315	8.6	16,775	7.4

¹Excludes unknown gender.

Table B4 UK-domiciled students by level of study, mode of study and SET status – ethnicity¹ profile, 2007/08					
Level of study, mode of study and SET status	White		BME		All: number (100%)
	Number	%	Number	%	
Postgraduate	259,415	84.2	48,570	15.8	307,985
Full-time	89,365	81.4	20,395	18.6	109,760
Part-time	170,050	85.8	28,175	14.2	198,225
SET subjects	44,385	82.7	9,260	17.3	53,645
Non-SET subjects	215,030	84.5	39,310	15.5	254,340
First degree	916,230	81.2	212,490	18.8	1,128,725
Full-time	766,250	80.5	186,060	19.5	952,310
Part-time	149,980	85.0	26,430	15.0	176,410
SET subjects	246,690	81.2	57,085	18.8	303,770
Non-SET subjects	669,545	81.2	155,410	18.8	824,950
Other undergraduate	369,415	86.0	60,025	14.0	429,440
Full-time	85,685	79.6	21,935	20.4	107,620
Part-time	283,735	88.2	38,090	11.8	321,820
SET subjects	39,785	85.9	6,550	14.1	46,335
Non-SET subjects	329,630	86.0	53,475	14.0	383,105
Total	1,545,060	82.8	321,085	17.2	1,866,150
Full-time	941,295	80.5	228,390	19.5	1,169,690
Part-time	603,765	86.7	92,695	13.3	696,460
SET subjects	330,860	81.9	72,890	18.1	403,750
Non-SET subjects	1,214,200	83.0	248,195	17.0	1,462,395
¹ Excludes unknown ethnicity.					

Annex B: Student tables

Table B5 UK-domiciled students by level of study and SET subject areas – ethnicity¹ profile, 2007/08

Level of study/SET subject area	White		BME		All: number (100%)
	Number	%	Number	%	
Biological sciences	119,545	84.6	21,825	15.4	141,370
Postgraduate	15,835	86.6	2,445	13.4	18,280
First degree	96,115	84.1	18,225	15.9	114,340
Other undergraduate	7,595	86.8	1,150	13.2	8,750
Physical sciences	62,605	90.3	6,760	9.7	69,370
Postgraduate	9,750	90.2	1,060	9.8	10,815
First degree	47,695	90.0	5,275	10.0	52,970
Other undergraduate	5,160	92.4	425	7.6	5,585
Mathematical sciences	21,330	79.3	5,550	20.7	26,885
Postgraduate	2,060	80.9	485	19.1	2,550
First degree	17,005	78.1	4,775	21.9	21,780
Other undergraduate	2,265	88.6	290	11.4	2,555
Computer science	52,315	71.7	20,690	28.3	73,005
Postgraduate	5,515	70.1	2,350	29.9	7,860
First degree	35,820	69.7	15,595	30.3	51,415
Other undergraduate	10,980	80.0	2,750	20.0	13,730
Engineering and technology	75,060	80.6	18,065	19.4	93,125
Postgraduate	11,225	79.4	2,915	20.6	14,140
First degree	50,055	79.1	13,215	20.9	63,270
Other undergraduate	13,780	87.7	1,935	12.3	15,715
All SET subject areas total	330,860	81.9	72,890	18.1	403,750
Postgraduate	44,385	82.7	9,260	17.3	53,645
First degree	246,690	81.2	57,085	18.8	303,770
Other undergraduate	39,785	85.9	6,550	14.1	46,335
All non-SET subject areas total	1,214,200	83.0	248,195	17.0	1,462,395
Postgraduate	215,030	84.5	39,310	15.5	254,340
First degree	669,545	81.2	155,410	18.8	824,950
Other undergraduate	329,630	86.0	53,475	14.0	383,105
Total	1,545,060	82.8	321,085	17.2	1,866,150

¹Excludes unknown ethnicity.

Table B6 UK-domiciled first degree qualifiers by class of first degree, ethnicity ¹ and SET status									
SET status/ ethnicity	First class honours		Upper second class honours		Lower second class honours		Third class honours/ pass		All: number (100%)
	Number	%	Number	%	Number	%	Number	%	
All subjects	35,055	13.5	128,995	49.8	77,690	30.0	17,345	6.7	259,085
White	31,625	14.7	111,515	51.7	60,385	28.0	12,080	5.6	215,605
Black	460	4.2	3,720	33.5	5,040	45.4	1,875	16.9	11,100
Asian	1,960	8.2	9,710	40.6	9,540	39.9	2,725	11.4	23,930
Other	1,010	11.9	4,050	47.9	2,730	32.3	665	7.9	8,450
SET subjects	11,740	17.4	30,505	45.1	20,135	29.8	5,230	7.7	67,615
White	10,470	18.7	26,155	46.8	15,640	28.0	3,615	6.5	55,885
Black	170	6.6	815	31.7	1,130	43.9	455	17.8	2,570
Asian	765	10.9	2,605	37.1	2,700	38.4	950	13.6	7,020
Other	335	15.7	930	43.4	670	31.2	205	9.7	2,140
Non-SET subjects	23,315	12.2	98,490	51.4	57,555	30.1	12,115	6.3	191,470
White	21,155	13.2	85,355	53.4	44,745	28.0	8,465	5.3	159,720
Black	290	3.4	2,905	34.1	3,910	45.8	1,420	16.7	8,525
Asian	1,190	7.1	7,105	42.0	6,840	40.5	1,770	10.5	16,910
Other	675	10.7	3,120	49.4	2,060	32.6	460	7.3	6,315

¹Excludes unknown ethnicity.

Table B7 Ethnic profiles of UK-domiciled first degree leavers obtaining a lower second or third class honours degree by academic year									
Academic year	White (%)		Black (%)		Asian (%)		Other (%)		
	First and upper second class honours	Lower second and third class honours/pass	First and upper second class honours	Lower second and third class honours/pass	First and upper second class honours	Lower second and third class honours/pass	First and upper second class honours	Lower second and third class honours/pass	
2003/04	63.11	36.89	35.51	64.49	46.93	53.07	56.92	43.08	
2004/05	63.83	36.17	36.17	63.83	46.68	53.32	56.65	43.35	
2005/06	64.71	35.29	35.70	64.30	46.56	53.44	57.89	42.11	
2006/07	65.52	34.48	36.70	63.30	47.40	52.60	58.72	41.28	
2007/08	66.39	33.61	37.70	62.30	48.76	51.24	59.86	40.14	

Table B8 Students by level of study, mode of study and SET status – disability¹ profile, 2007/08

Level of study, mode of study and SET subject status	Not known to be disabled		Known to be disabled		All: number (100%)
	Number	%	Number	%	
Postgraduate	449,960	95.2	22,680	4.8	472,635
Full-time	231,540	95.2	11,565	4.8	243,105
Part-time	218,420	95.2	11,115	4.8	229,530
SET subjects	94,420	95.5	4,485	4.5	98,905
Non-SET subjects	355,540	95.1	18,195	4.9	373,735
First degree	1,107,500	91.7	100,775	8.3	1,208,275
Full-time	1,010,760	91.7	91,540	8.3	1,102,295
Part-time	96,745	91.3	9,235	8.7	105,980
SET subjects	300,300	92.0	26,010	8.0	326,310
Non-SET subjects	807,200	91.5	74,765	8.5	881,965
Other undergraduate	374,950	92.9	28,510	7.1	403,455
Full-time	109,470	90.2	11,860	9.8	121,330
Part-time	265,475	94.1	16,650	5.9	282,125
SET subjects	37,575	92.8	2,915	7.2	40,490
Non-SET subjects	337,375	92.9	25,590	7.1	362,965
Total	1,932,410	92.7	151,960	7.3	2,084,370
Full-time	1,351,770	92.2	114,965	7.8	1,466,735
Part-time	580,640	94.0	36,995	6.0	617,635
SET subjects	432,295	92.8	33,410	7.2	465,705
Non-SET subjects	1,500,110	92.7	118,550	7.3	1,618,665

¹Excludes students with unknown disability status.

Table B9 First degree qualifiers by class of first degree – disability ¹ status, 2007/08						
Disability	First and upper second class honours		Lower second and third class honours/pass		All: number (100%)	
	Number	%	Number	%		
Total	184,165	61.8	113,975	38.2	298,140	
No known disability	169,025	62.0	103,585	38.0	272,605	
Blind/partially sighted	320	60.9	205	39.1	530	
Deaf/hearing impairment	510	62.6	305	37.4	815	
Wheelchair user/mobility difficulties	380	58.0	275	42.0	655	
Personal care support	15	..	20	..	35	
Mental health difficulties	735	65.0	395	35.0	1,130	
An unseen disability, e.g. diabetes, epilepsy, asthma	2,460	62.8	1,455	37.2	3,915	
Multiple disabilities	620	56.8	470	43.2	1,090	
Autistic spectrum disorder	100	64.1	55	35.9	155	
A specific learning difficulty, e.g. dyslexia	8,420	57.6	6,195	42.4	14,615	
A disability not listed above	1,580	60.9	1,015	39.1	2,590	
¹ Excludes students with unknown disability status.						

Table B10 Students by level of study, mode of study and SET status – age¹ profile, 2007/08

Level of study, mode of study and SET status	21 years and under		22–25 years		26–35 years		36 years and over		All: number (100%)
	Number	%	Number	%	Number	%	Number	%	
	Postgraduate	28,740	5.7	160,025	32.0	172,780	34.5	138,575	
Full-time	24,980	10.1	122,210	49.2	76,940	31.0	24,150	9.7	248,280
Part-time	3,760	1.5	37,815	15.0	95,840	38.1	114,425	45.4	251,835
SET subjects	7,150	6.8	45,665	43.5	34,710	33.1	17,495	16.7	105,020
Non-SET subjects	21,590	5.5	114,360	28.9	138,065	34.9	121,080	30.6	395,090
First degree	970,825	74.3	113,250	8.7	114,945	8.8	107,670	8.2	1,306,695
Full-time	936,380	84.5	83,250	7.5	55,950	5.0	33,040	3.0	1,108,620
Part-time	34,445	17.4	30,000	15.1	59,000	29.8	74,630	37.7	198,075
SET subjects	280,640	79.1	28,825	8.1	27,215	7.7	18,015	5.1	354,695
Non-SET subjects	690,180	72.5	84,430	8.9	87,735	9.2	89,655	9.4	952,000
Other undergraduate	97,675	19.7	65,580	13.2	125,470	25.3	206,755	41.7	495,475
Full-time	57,195	46.4	21,710	17.6	24,260	19.7	20,090	16.3	123,255
Part-time	40,480	10.9	43,865	11.8	101,205	27.2	186,665	50.1	372,215
SET subjects	17,015	32.2	7,980	15.1	13,030	24.6	14,885	28.1	52,905
Non-SET subjects	80,660	18.2	57,600	13.0	112,440	25.4	191,870	43.4	442,570
Total	1,097,235	47.7	338,855	14.7	413,195	17.9	453,000	19.7	2,302,280
Full-time	1,018,555	68.8	227,175	15.3	157,150	10.6	77,280	5.2	1,480,155
Part-time	78,680	9.6	111,680	13.6	256,045	31.1	375,720	45.7	822,125
SET subjects	304,805	59.5	82,465	16.1	74,950	14.6	50,395	9.8	512,620
Non-SET subjects	792,430	44.3	256,390	14.3	338,240	18.9	402,605	22.5	1,789,660

¹Age is at commencement date, excludes unknown age.

Table B11 First degree qualifiers by class of first degree and mode of study – age ¹ profile, 2007/08									
Mode of study/age at qualification	First class honours		Upper second class honours		Lower second class honours		Third class honours/pass		All: number (100%)
	Number	%	Number	%	Number	%	Number	%	
All modes	41,150	13.3	148,260	48.1	95,140	30.8	23,990	7.8	308,535
21 and under	11,315	11.0	54,685	53.1	32,005	31.1	4,980	4.8	102,990
22–25	20,335	13.8	68,925	46.6	45,865	31.0	12,655	8.6	147,785
26–35	4,915	15.3	13,265	41.4	10,055	31.4	3,785	11.8	32,020
36 and over	4,585	17.8	11,385	44.2	7,210	28.0	2,565	10.0	25,740
Full-time	37,435	13.5	136,855	49.2	84,800	30.5	18,980	6.8	278,070
21 and under	11,295	11.0	54,570	53.2	31,850	31.0	4,905	4.8	102,620
22–25	19,930	14.2	66,870	47.8	42,395	30.3	10,740	7.7	139,940
26–35	3,855	16.5	10,000	42.9	7,095	30.4	2,385	10.2	23,335
36 and over	2,355	19.3	5,415	44.5	3,460	28.4	950	7.8	12,180
Part-time	3,710	12.2	11,405	37.4	10,340	33.9	5,010	16.4	30,465
21 and under	20	4.9	115	31.9	155	41.7	80	21.5	365
22–25	405	5.2	2,055	26.2	3,470	44.2	1,915	24.4	7,850
26–35	1,060	12.2	3,260	37.6	2,965	34.1	1,400	16.1	8,685
36 and over	2,225	16.4	5,965	44.0	3,750	27.7	1,615	11.9	13,560

¹Age is at 31 July 2008, excludes unknown age.



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