

KNOW YOUR NUMBERS

Equality in higher education 2014:
Students statistics



Equality Challenge Unit

www.ecu.ac.uk **E:** info@ecu.ac.uk



Introduction

This report presents a snapshot of the disability, ethnicity and gender of students in higher education (HE) in the 2012/13 academic year. There were 2,340,275 students studying in UK institutions during this time.

The statistics in this booklet are taken from the report *Equality in higher education: statistical report 2014: students*. Both the full report and this booklet are available on our website **www.ecu.ac.uk**.

A note on representation



represents all people regardless of gender or other characteristic.
We have tried to represent a range of impairments throughout.

We acknowledge the limitations of infographic design in fully representing the diversity of people involved in HE. For further info, contact **pubs@ecu.ac.uk**



INCREASE OVER TIME

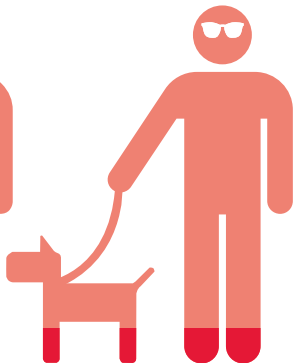
Understanding the demographics of students helps you to design inclusive support services, develop accessible campus environments and make everyone feel welcome at your institution.

It also helps develop understanding about what you can do to embed equality and diversity in the mission, practices and development of your institution.

The proportion of students who **disclosed as disabled** varied by nation.



9.6%
ENGLAND



6.5%
NORTHERN
IRELAND



9.5%
WALES

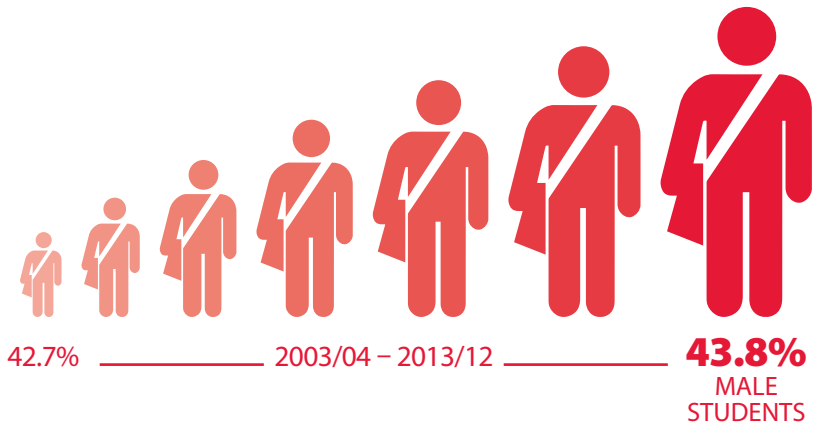


8.4%
SCOTLAND

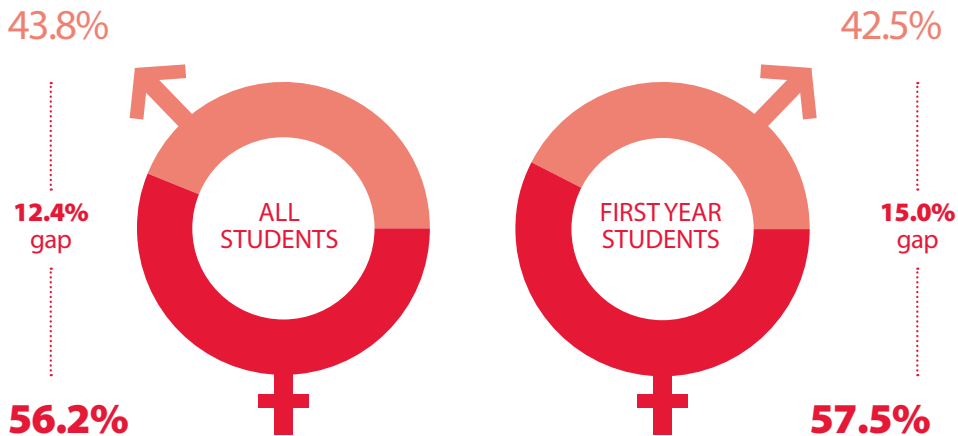


SINCE 2003/04 THE PROPORTION OF UK DOMICILED STUDENTS WHO WERE BLACK AND MINORITY ETHNIC HAS INCREASED.

While there has consistently been a higher proportion of female students, the proportion of male students has gradually increased since 2003/04. A significant difference remains between genders.



Female students made up **56.2%** of all students and **57.5%** of first year students in the UK.



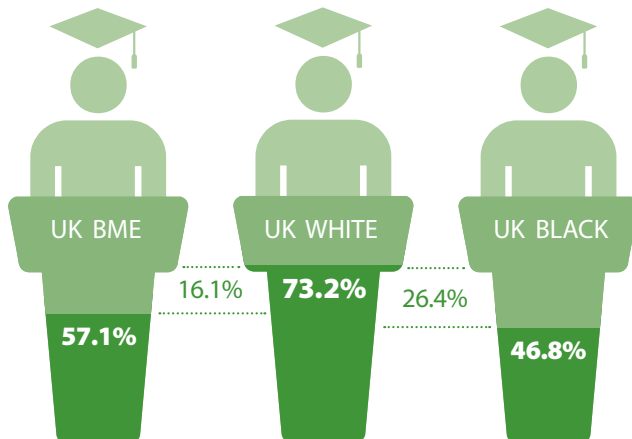


DEGREE ATTAINMENT

The degree attainment gap is the difference in 'top degrees' – a first or 2:1 classification – awarded to different groups of students.

The degree attainment gap has persisted for at least the last decade, and it requires a variety of different initiatives and approaches to address inequalities.

The proportion of UK black first degree undergraduates receiving a first or 2:1 was lower than for all other ethnic groups.



The ethnicity degree attainment gap is at its lowest since 2003/4.
Despite this, the gap in attainment remains considerable.

Across the UK there was a **negative gender degree attainment gap** with a higher proportion of female first degree undergraduates receiving a first or 2:1 than male first degree undergraduates.



N.IRELAND
-4.9%



WALES
-8.2%

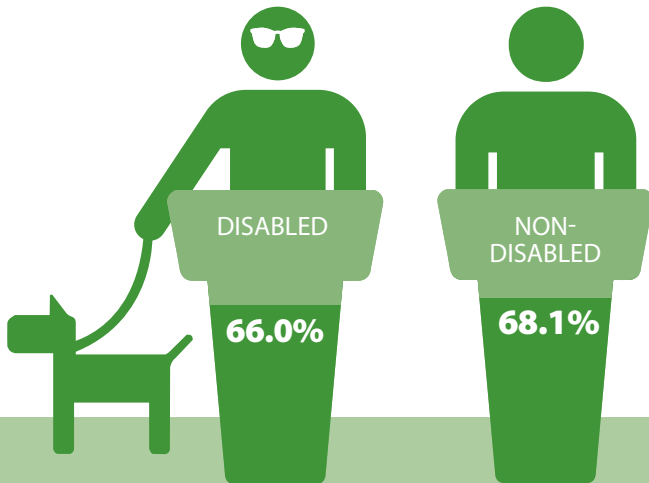


ENGLAND
-4.6%

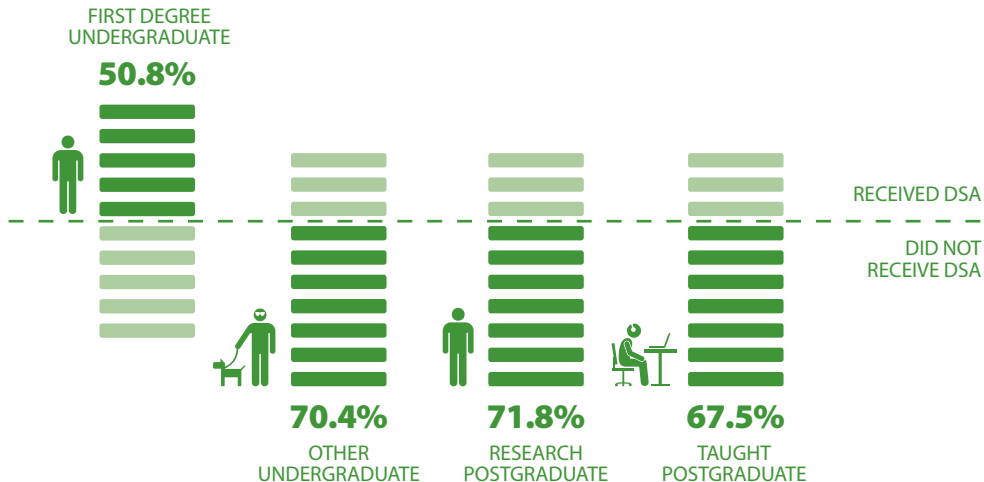


SCOTLAND
-4.2%

More non-disabled students obtained a first or 2:1 than disabled students.



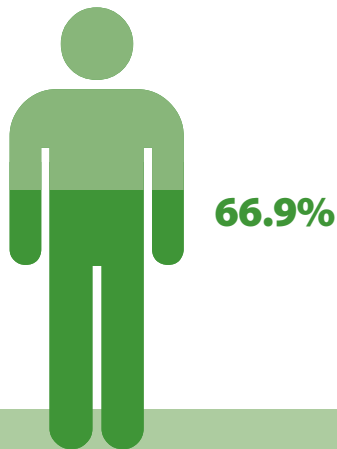
Half of disabled first degree undergraduates received disabled students' allowance (DSA). At all other degree levels, the majority of disabled students did not receive DSA.



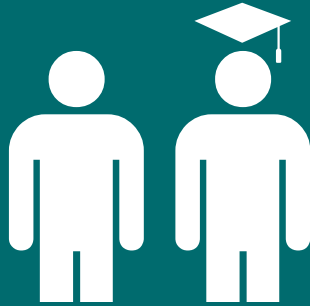
More disabled first degree undergraduates who received disabled students' allowance (DSA) obtained a first or 2:1 degree than those who did not receive DSA.



DID NOT RECEIVE DSA



RECEIVED DSA



UNDERGRADUATE AND POSTGRADUATE

Understanding the demographics of the student population allows you to identify groups of students who may need support during their studies. In 2012/13 there were 1,803,840 undergraduates and 536,435 postgraduates studying in higher education institutions in the UK.

Within all degree levels except other undergraduates,
a lower proportion of first-year students studied part-time
than students across all years of study.

12.5%



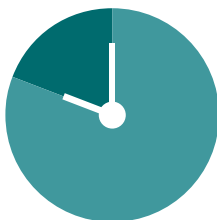
FIRST DEGREE
UNDERGRADUATE

80.6%



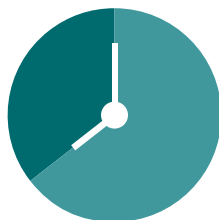
OTHER
UNDERGRADUATE

19.1%



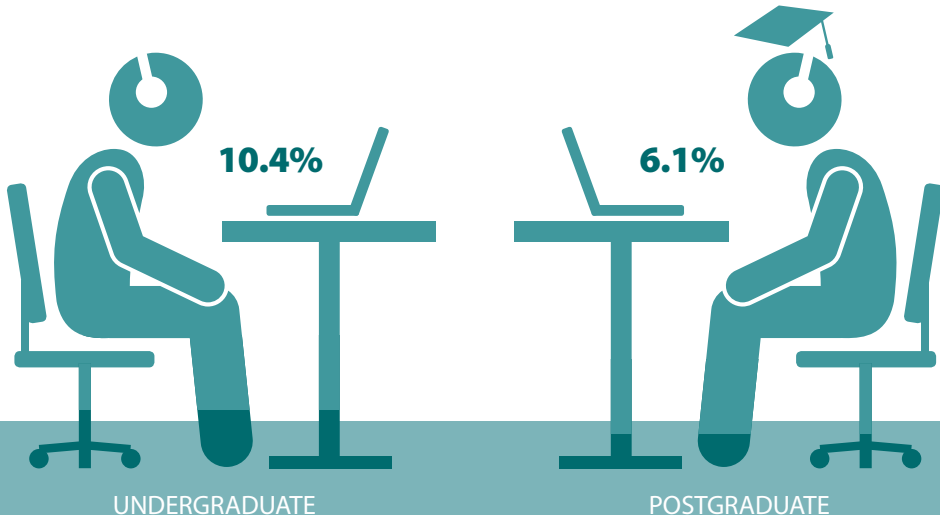
RESEARCH
POSTGRADUATE

35.3%

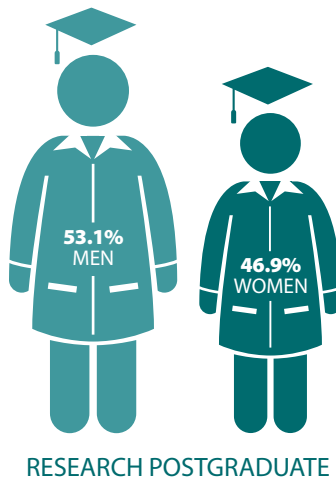


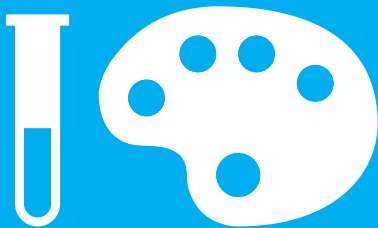
TAUGHT
POSTGRADUATE

The proportion of students who **disclosed as disabled** was higher at undergraduate level than at postgraduate level.



Female students comprised the majority of students in all degree levels with the exception of research postgraduates.



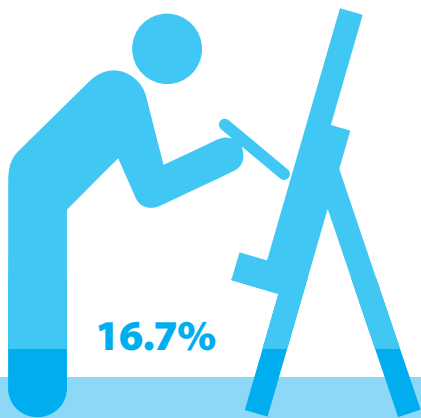


SUBJECT AREA

The equality issues that exist in science, engineering and technology can differ from those in the arts, humanities and social sciences subjects.

Understanding these differences helps you identify the barriers to recruitment, retention and attainment of students of these subjects and take action in your institution to address them.

The proportion of students who **disclosed as disabled** within a subject area was highest in creative arts and design and lowest in business and administrative studies.

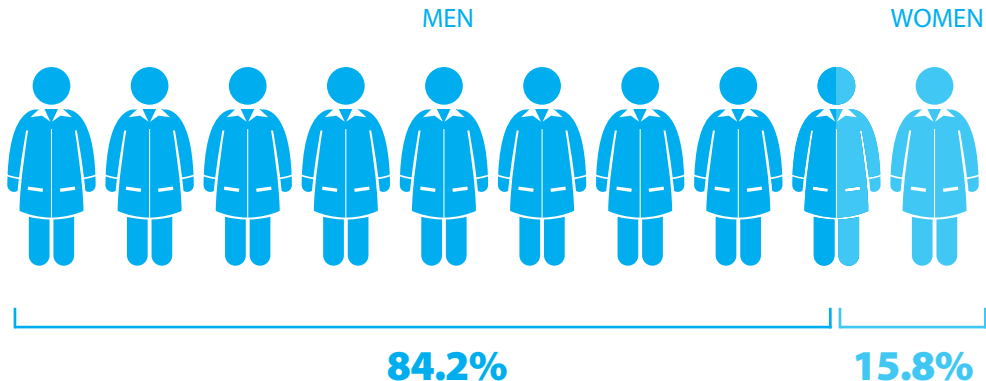


CREATIVE ARTS AND DESIGN




BUSINESS AND ADMINISTRATIVE STUDIES

There was a significant gender gap in science, engineering and technology (SET) subjects.



SET subjects with the largest gender gap across all degree levels were engineering and technology.



**A HIGHER PROPORTION OF UK DOMICILED
BLACK AND MINORITY ETHNIC STUDENTS
STUDIED SCIENCE, ENGINEERING AND
TECHNOLOGY SUBJECTS (47.9%) THAN UK
DOMICILED WHITE STUDENTS (43.7%).**



FIRST DEGREE
UNDERGRADUATE

WOMEN 55.0%
MEN 45.0%

POSTGRADUATE

WOMEN 55.6%
MEN 44.4%

The 'leaky pipeline' describes the continuous loss of women at consecutive career stages within academia.

ECU's equality charter marks seek to address the underrepresentation of women in senior roles in higher education. To find out more, visit our website www.ecu.ac.uk/equality-charter-marks

NON-PROFESSORIAL
ACADEMICS

WOMEN 47.0%
MEN 53.0%



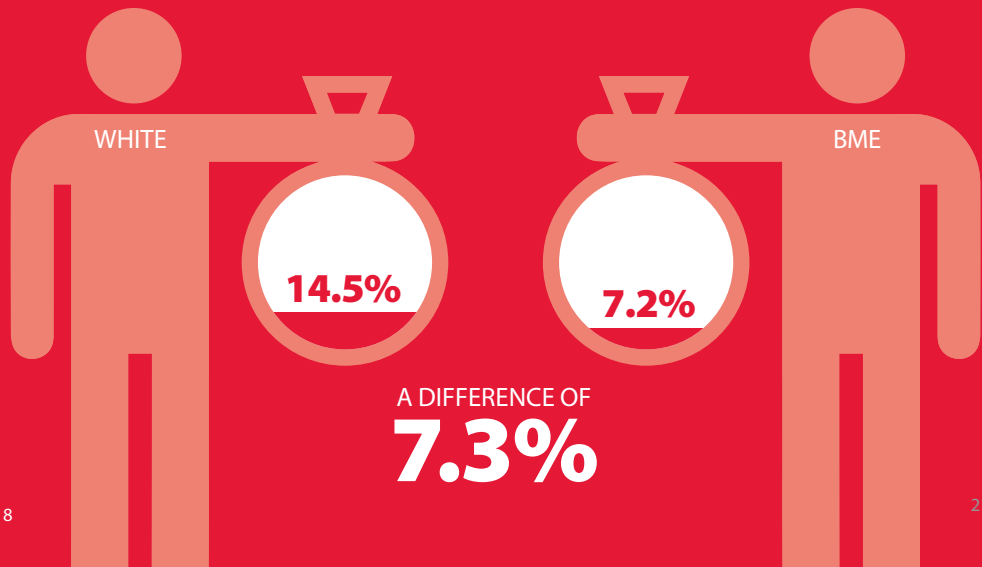
PROFESSORS
WOMEN 21.7%
MEN 78.3%



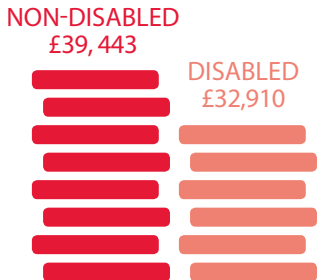
Around one in five white, Chinese and other UK academic staff earned a salary in the highest pay spine of over **£56,467**. In contrast, less than one in ten black UK academic staff were in this pay spine.



AMONG NON-UK ACADEMIC STAFF, 14.5% OF WHITE STAFF EARNED A SALARY OF £56,467 OR MORE, COMPARED WITH 7.2% OF BLACK AND MINORITY ETHNIC STAFF.

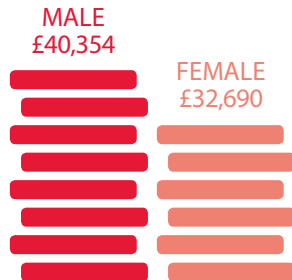


In the UK, the mean **disability** pay gap was **6.0%**.



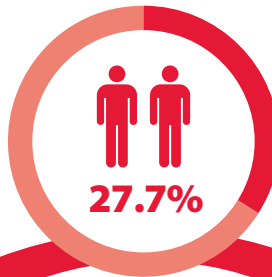
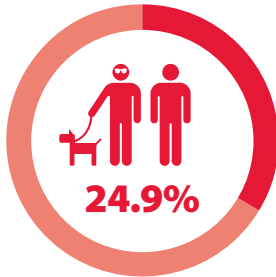
6.0% GAP

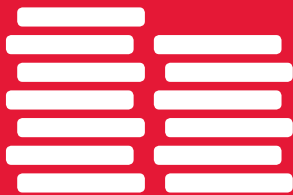
In the UK, the mean **gender** pay gap was **19.0%**.



19.0% GAP

A higher proportion of non-disabled academic staff were in the highest salary range of over £50,000 than disabled academic staff.



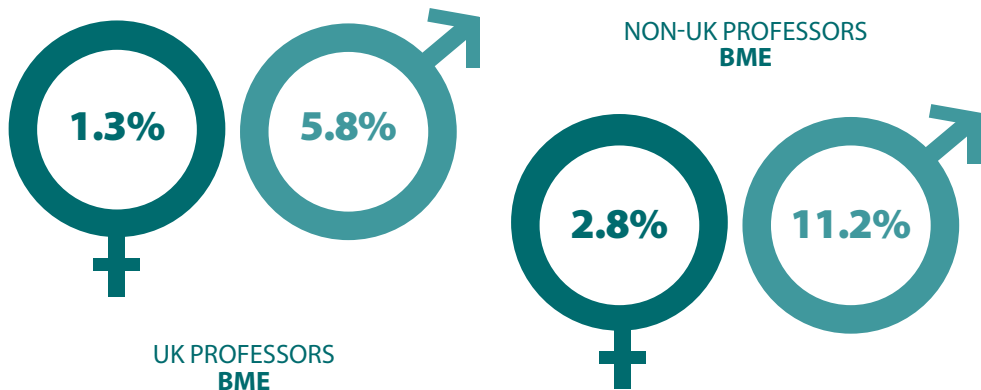


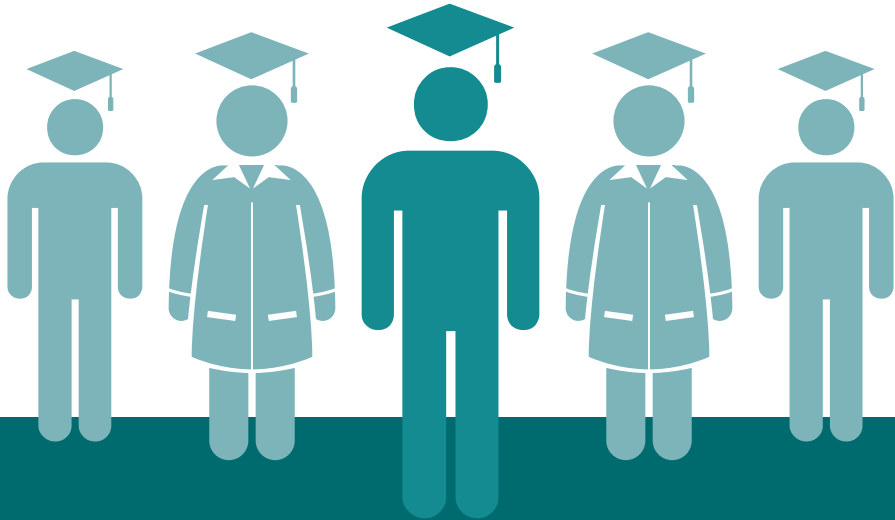
EQUAL PAY

Equal pay is about ensuring people are paid the same for like work, work rated as equivalent or work of equal value.

A pay gap is the percentage difference in pay between different groups of workers. Most commonly the groups compared are men and women, although pay gaps can exist for other protected groups.

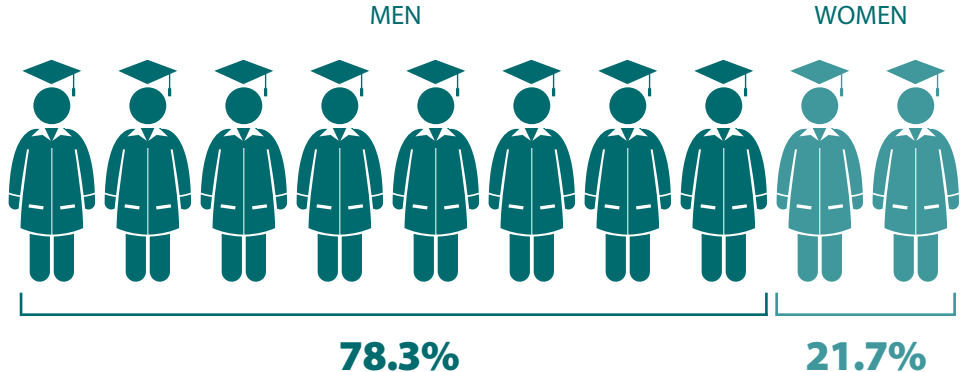
Only **5.8%** of UK professors were Black and Minority Ethnic (BME) men and only **1.3%** of UK professors were BME women. The difference was also apparent in non-UK professors where **11.2%** were BME men and **2.8%** were BME women.



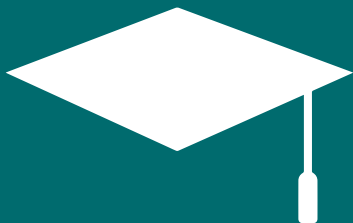


ONLY ONE IN FIVE PROFESSORS WERE WOMEN

The majority of all professors were men.



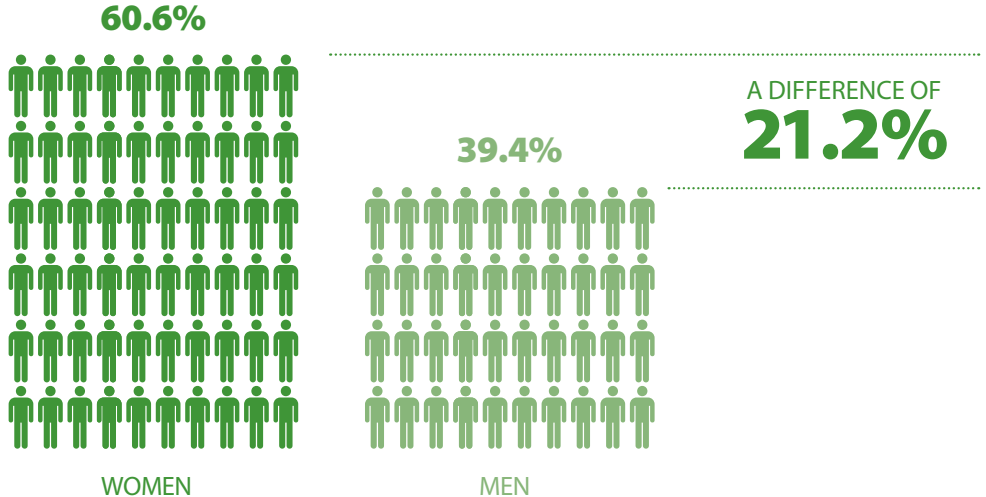
This gender difference was most notable among full-time professors working in science, engineering and technology subject areas (male professors 82.8% and female professors 17.2%).



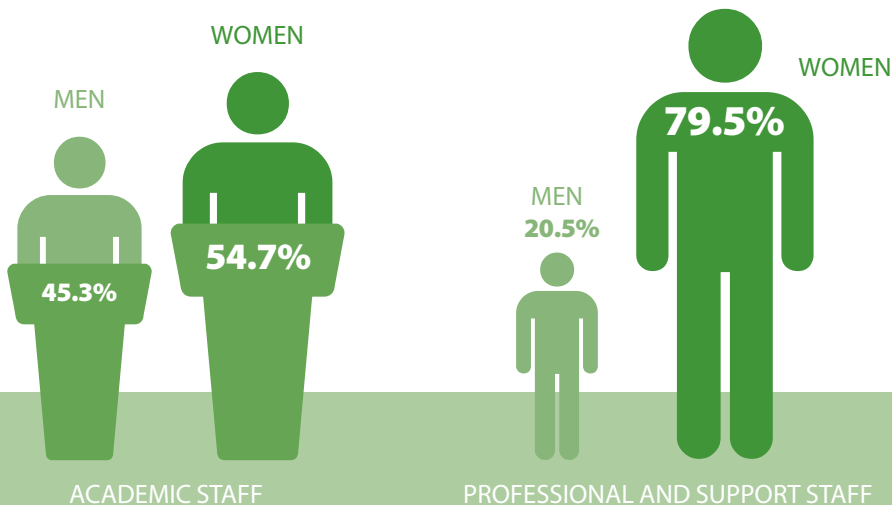
FOCUS ON PROFESSORS

Understanding the demographics of professors allows you to identify the barriers to career development and progression experienced by staff.

The largest **gender gap** was found among UK black staff.



Women comprised the majority of both part-time academic staff and part-time professional and support staff.



Women were most starkly underrepresented at the head of institution level:



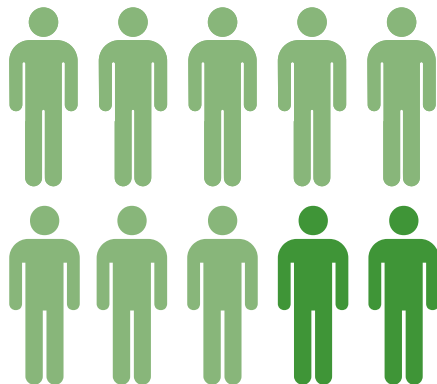
57.7% Routine task provider roles



69.0% Assistant professional and administrative staff



58.4% Professional/technical/senior administrative staff, assistant roles

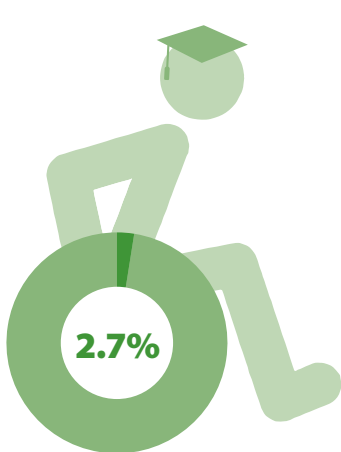


ONLY 20.1% OF ALL HEADS OF INSTITUTIONS WERE **WOMEN**

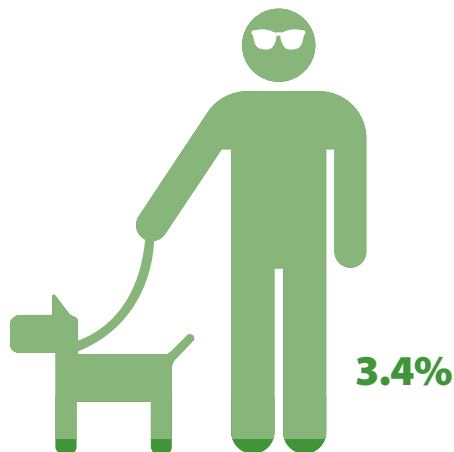


THE PROPORTION OF UK STAFF WHO WERE BLACK AND MINORITY ETHNIC WAS LOWER AMONG MANAGERS, DIRECTORS AND SENIOR OFFICIALS ON ACADEMIC CONTRACTS (2.6%) AND STRIKINGLY HIGHER AMONG PROFESSIONAL AND SUPPORT STAFF IN SALES AND CUSTOMER SERVICE OCCUPATIONS (10.3%).

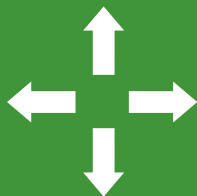
A lower proportion of professors **disclosed as disabled** than academic staff in non-professorial roles.



PROFESSOR



NON-PROFESSOR



OCCUPATIONAL SEGREGATION

There are two main dimensions to occupational segregation:

Horizontal segregation is when workers with certain characteristics are clustered in certain types of jobs across an organisation.

Vertical segregation is when workers with certain characteristics are clustered at certain levels of jobs within an organisation's hierarchy.

Some of the underlying causes of occupational segregation include stereotyping, lack of flexible working opportunities, unequal access to training and development and undervaluing some kinds of jobs.

37.4%



62.6%

The majority of **professional and support staff** were women.

The majority of **academic staff** were men.



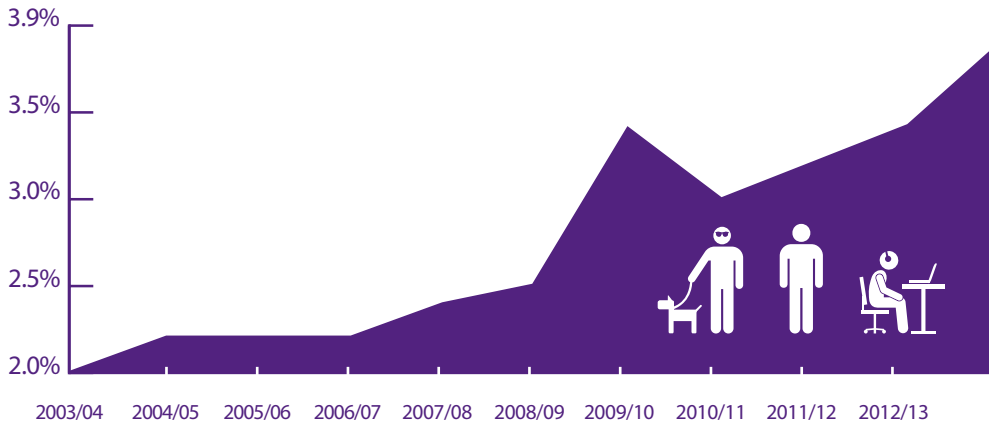
WOMEN

MEN



SINCE 2003/04 THE PROPORTION OF STAFF THAT WERE UK BLACK AND MINORITY ETHNIC INCREASED AMONG BOTH ACADEMIC (BY 1.2%) AND PROFESSIONAL AND SUPPORT STAFF (BY 2.3%).

The proportion of staff disclosing as disabled has **gradually increased**.





INCREASE OVER TIME

Understanding the demographics of your workforce helps you develop the best policies and practice to support people as their careers develop at your institution. You can use this information to embed equality and diversity in the mission, practices and development of your institution.

Introduction

This report presents a snapshot of the disability, ethnicity and gender of the higher education (HE) workforce in the academic year 2012/13. There were 185,585 academic staff and 196,935 professional and support staff employed in UK institutions during this time.

The statistics in this booklet are taken from the report *Equality in higher education: statistical report 2014: staff*. Both the full report and this booklet are available on our website **www.ecu.ac.uk**.

A note on representation



represents all people regardless of gender or other characteristic.
We have tried to represent a range of impairments throughout.

We acknowledge the limitations of infographic design in fully representing the diversity of people involved in HE. For further info, contact **pubs@ecu.ac.uk**

KNOW YOUR NUMBERS

Equality in higher education 2014:
Staff statistics



Equality Challenge Unit

www.ecu.ac.uk **E:** info@ecu.ac.uk

