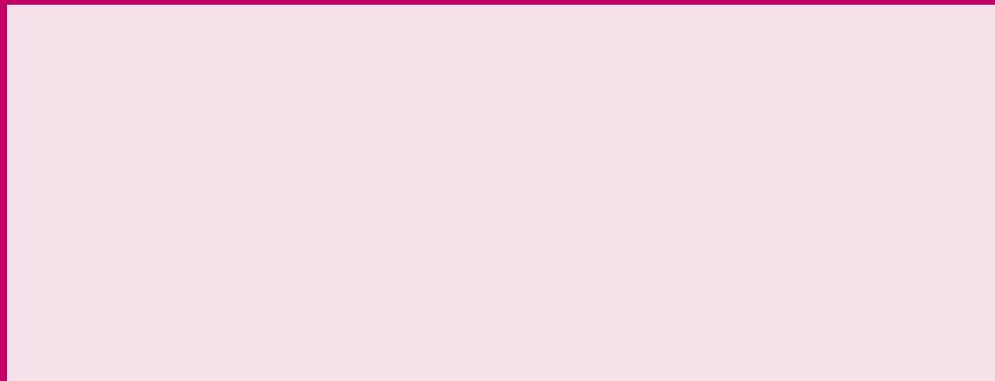


Collecting data on non-academic atypical staff



Acknowledgments

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Further information

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Collecting data on non-academic atypical staff

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Introduction

Feedback from higher education institutions (HEIs) suggests that they find the collection of data, and particularly diversity monitoring data, on non-academic atypical (NAA) staff onerous and overly burdensome. As a result, data for these staff members may not be as complete and reliable as that for other groups.

This guidance highlights some of the issues that exist in collecting this data, and provides examples of good practice that have been identified from across the higher education sector.

Definition of atypical staff

Atypical staff are individuals with employment contracts and/or for whom an HEI pays class one national insurance contributions, and whose relationship with the HEI would meet the following definition:

'Atypical should include staff whose working arrangements are not permanent, involve complex employment relationships and/or involve work away from the supervision of the normal work provider. These may be characterised by a high degree of flexibility for both the work provider and the working person, and may involve a triangular relationship that includes an agent.'

Department of Trade and Industry

Discussion document on employment status, July 2003

In addition, some higher education-specific guidance has been devised by the Higher Education Statistics Agency (HESA) in consultation with HEIs. Atypical contracts meet one or more of the following conditions.

- = Are for less than four consecutive weeks – meaning that no statement of terms and conditions needs to be issued.
- = Are for one-off/short-term tasks – for example answering phones during clearing, staging an exhibition, organising a conference. There is no mutual obligation between the work provider and working person beyond the given period of work or project. In some cases individuals will be paid a fixed fee for the piece of work unrelated to hours/time spent.
- = Involve work away from the supervision of the normal work provider – but not as part of teaching company schemes or for teaching and research supervision associated with the provision of distance learning education.

Benefits of collecting data

Understanding the composition of the whole workforce

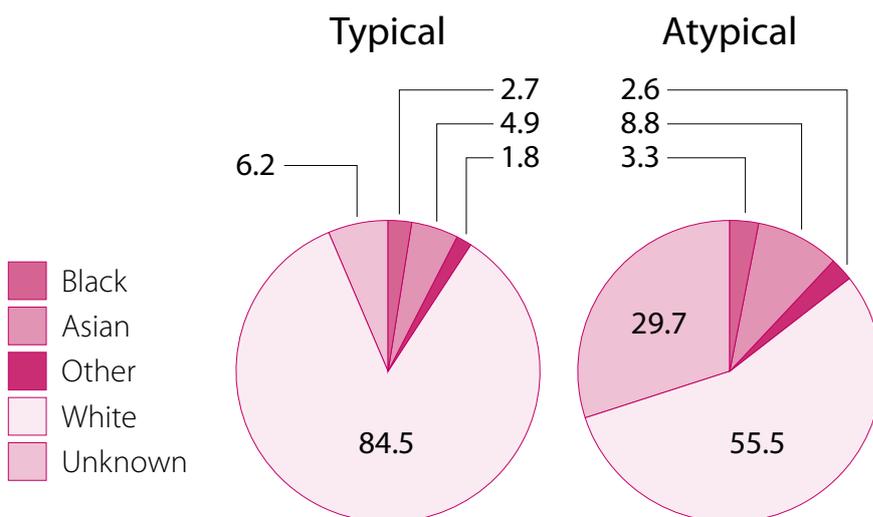
In 2010/11 34 per cent of non-academic staff were on atypical contracts, according to HESA. While each individual NAA staff member may not have spent more than a few hours in an HEI in any one period, collectively they form a significant percentage of the total workforce. While the numbers fluctuate by institution, the average HEI monitors only 66 per cent of their professional staff if their NAA staff are not included.

Collecting the data for all staff allows institutions to identify and understand any workforce trends and could help institutions to better understand their whole workforce.

One individual from a participating institution highlighted:

'If you don't collect the data you don't have the complete picture and you can't see where there might be issues and where there might be problems. It's about completeness and knowing you have full data and can draw on that and analyse and identify issues.'

A good example of this is the ethnic composition of non-academic staff, which varies greatly by typical and atypical contract type.



The significantly greater proportion of unknown entries for atypical staff is to be expected, and ultimately is the basis of this report. What is interesting is the greater proportions of Asian and black atypical staff compared with typical staff. Other research, including Equality Challenge Unit (ECU)'s statistical reports on typical staff, highlights the prevalence of black and minority ethnic (BME) staff on fixed-term or temporary contracts and that trend seems to follow with atypical staff.

ECU (2012) *Equality in higher education: statistical report 2012*.
www.ecu.ac.uk/publications/equality-in-he-stats-2012

Further analysis based on the national data available is difficult, but institutions may find it useful to look at the composition of their atypical workforce in different departments and compare it to their typical workforce. Where the demographic changes significantly, it may be worth exploring why and assessing any potential issues in recruitment and selection arrangements.

Tracking role-specific trends

In some instances NAA staff are used for special events or for specific tasks, such as answering calls during clearing or driving campus buses over the summer period. In such instances the majority of staff in that particular role may be on atypical contracts.

In public-facing roles such as catering staff or bus drivers, it may be that the NAA staff are primarily of one gender or one ethnicity, without the HEI being able to identify or monitor such trends. In a higher education environment where students are looking to study in an inclusive, equal environment, it is important that they can see diversity in a representative workforce. It is only possible to identify whether any trends exist, or if any stereotypes play out in the workforce, if monitoring data is collected and analysed, or an alternative data collection exercise is carried out.

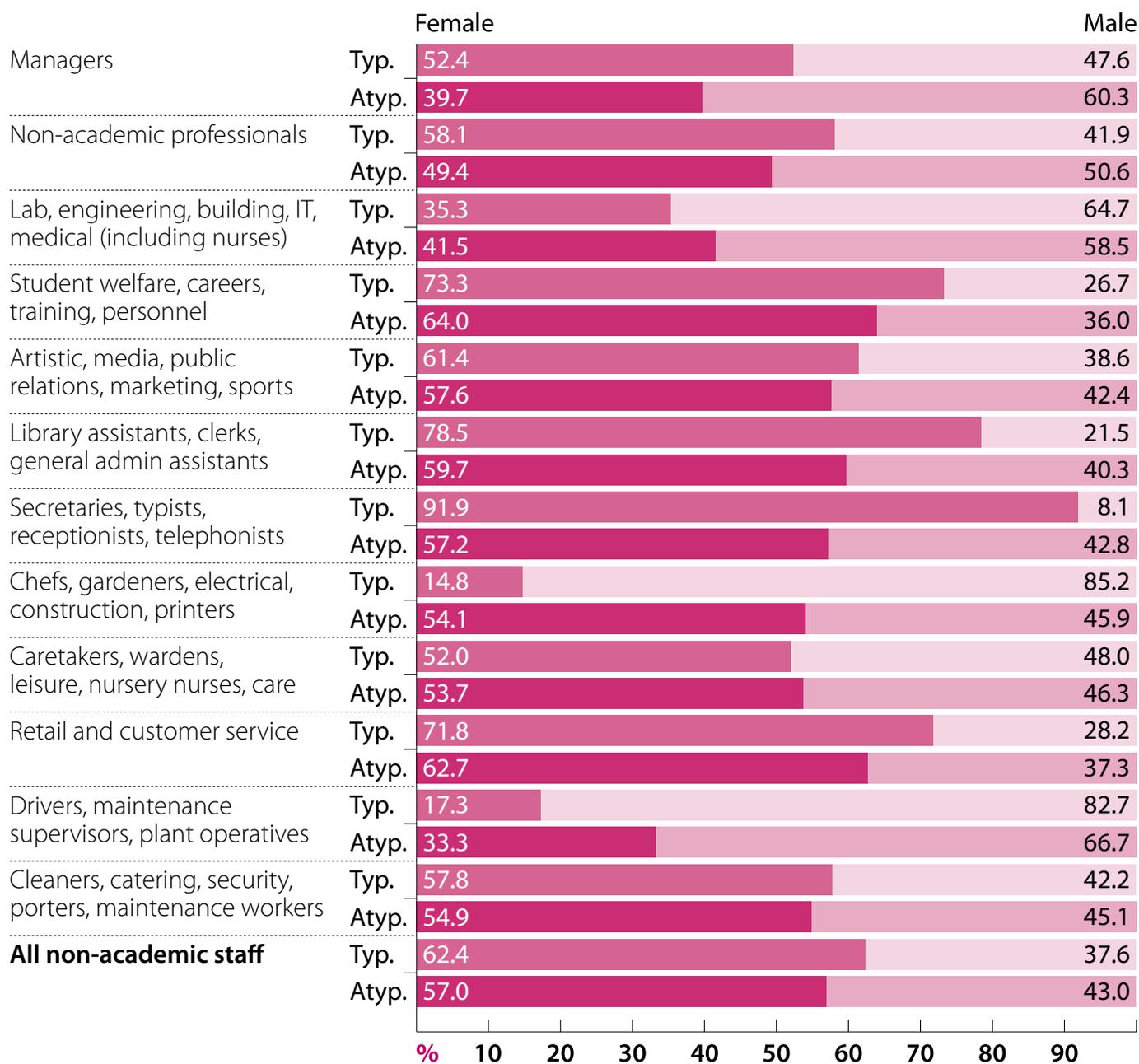
It may be that the atypical workforce actually helps to create a better public-facing workforce. For example, by analysing specific job roles by gender, it becomes clear that the gender balance of some roles improves with atypical staff when compared with typical staff, but this also raises other issues.

91.9 per cent of secretaries, typists, receptionists and telephonists on typical contracts are female employees and 8.1 per cent male. This predominance of female employees confirms societal trends in these roles. However, the atypical workforce has a much greater balance with 57.2 per cent female employees and 42.8 per cent male.

The reasons for this difference are not obvious and institutions may find it valuable to see whether similar trends appear in their own data in order to explore them further. Institutions may wish to consider the motivations for staff taking on this work on an atypical rather than a typical basis, any trends or barriers in recruitment and selection (both at a typical and atypical level), and rates of pay for these roles compared with others (again based on typical and atypical employment).

85.2 per cent of chefs, gardeners, electrical and construction trades, mechanical fitters and printers who are on typical contracts are male employees and 14.8 per cent female. Again, this trend changes significantly for atypical staff where 54.1 per cent are female and 45.9 per cent are male.

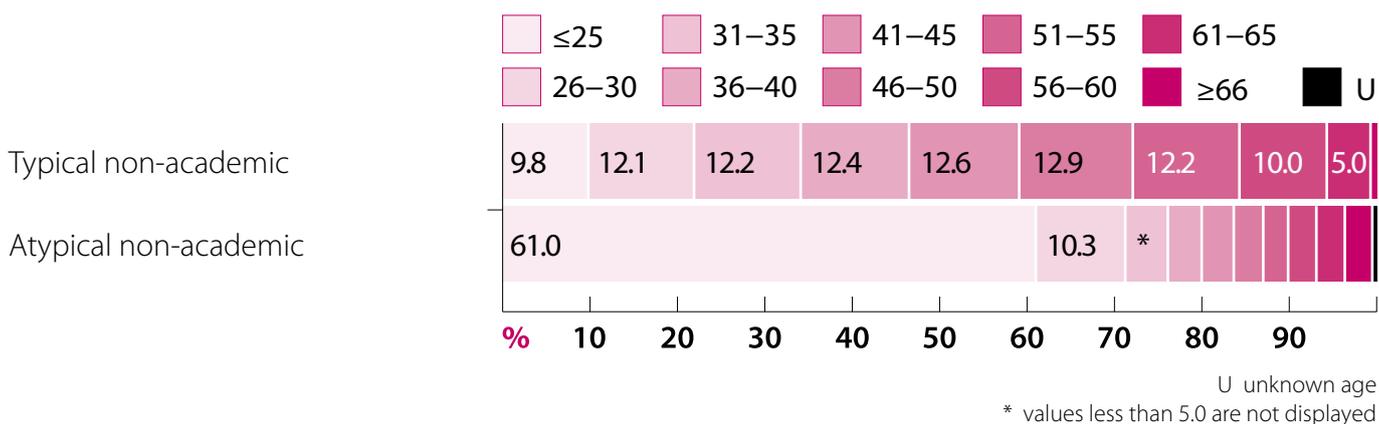
It is possible that due to increased recruitment of atypical staff for one of the roles within the category, the gender composition for the whole category is changed, or it may be linked to pay and recruitment practices.



Typ. = staff on typical contracts
 Atyp. = staff of atypical contracts

Employing students fairly

Several of the institutions involved in the project felt that the majority of their NAA employees were students. Some HEIs were targeting employment opportunities within the institution to increase students' employability skills and experience. To ensure the institution is providing equal opportunities for all students, it is important to monitor those being employed.



Over 70 per cent of the NAA workforce are under 30, which could suggest that many of them are students.

In addition to knowing the composition of the students accessing employment opportunities, it is important to consider which students are accessing which jobs. Some roles will add greater value to a student's CV than others and accordingly institutions have a responsibility to ensure that all students have equal access to all roles. This includes teaching opportunities for postgraduate students.

Institutions may wish to examine their data and inquire further into the causes of significant trends. For example, based on the analysis above, and on page 2, atypical staff are more likely to be BME than typical staff, and are much more likely to be under 25. Could this suggest patterns in student employment with significant numbers of BME students undertaking atypical employment? Analysing atypical data may provide useful information on the student body which can help improve institutions' services and support.

Allocating resources

Monitoring the numbers of NAA staff by role and total hours worked can help to identify patterns in their employment, which in turn can improve financial and resource allocation. For example, some institutions found that they employed a significant number of NAA staff in the summer months as cover for those on leave and to work on seasonal projects such as using halls of residence for conferences or private hire. By recognising patterns of employment they were able to plan for future years and allocate budgets accordingly. This analysis could be undertaken alongside equality and diversity analysis.

Creating an inclusive campus

NAA staff may have specific requirements or access needs. In order to promote the inclusivity of the institution, it is important that all staff are considered in significant decisions relating to the provision of campus facilities and data needs to be collected to facilitate this.

One institution involved in the project found significant differences in the diversity of their workforce when they compared their data for typical and atypical non-academic staff. In addition to age, disability, ethnicity and gender they monitored for religion and belief and found that their atypical staff represented a much broader range of religions and beliefs than typical staff.

The institution used the analysis in the decision to create a multi-faith prayer room in addition to the chapel, which benefited a range of students and staff and also provided a more inclusive campus environment for future staff and students.

Meeting legal obligations

The Equality Act 2010 sets out that all employers and service providers must not unlawfully discriminate against their employees and service users on the basis of their protected characteristics, which are:

- = age
- = disability
- = gender reassignment
- = marriage and civil partnership status (only in employment)
- = pregnancy and maternity status
- = race
- = religion and belief
- = sex
- = sexual orientation

For more information on the Equality Act 2010, see ECU's website www.ecu.ac.uk/law/equality-act

In addition, HEIs must show 'due regard' to the public sector duty which has three aims: to eliminate discrimination, advance equality of opportunity and foster good relations for their staff and students.

In order to show due regard in employment, institutions need to understand their workforce (atypical as well as typical), and be aware of any relevant issues, such as job segregation, that may exist. Ensuring that adequate diversity monitoring data is collected and analysed for NAA staff, alongside other data, will help institutions to show due regard to the duty.

Assessing current practice

In 2012 ECU set out to identify institutions with high levels of monitoring data on their NAA staff and explore how they collect and use that data. To identify suitable institutions, ECU analysed HESA staff return data using the following filters:

- = percentage of non-academic atypical staff
- = amount of data on non-academic staff's age, disability status, ethnicity and gender
- = range of HESA-categorised employment areas
- = size and location of institution

Seven HEIs were selected to discuss their data collection and monitoring processes for NAA staff and to identify good practice in this area.

Percentage of non-academic atypical staff

While the project focused specifically on the collection of monitoring data on NAA staff rather than the actual levels of such staff being employed at an institution, it was nevertheless important that participating institutions had a reasonably high level of NAA staff. The higher the numbers of NAA staff, the bigger the task of data collection. On the basis of this rationale, the project filtered for institutions with 40 per cent or more NAA staff in any of the 13 standard occupational classification (SOC) categories.

Amount of data on non-academic staff's age, disability status, ethnicity and gender

Filters were applied to exclude those with lower levels of data (under 80 per cent) on the age, disability status, ethnicity and gender of their NAA staff across all of the SOC categories. Generally gender had a high rate of return, followed by disability status and age, with markedly lower response rates for ethnicity.

Range of HESA-categorised employment areas

When institutions submit their staff data to HESA they connect them to a SOC category. As far as possible, institutions selected for the project covered a broad range of employment areas in order to identify trends and examine whether it is more challenging to collect and monitor equality data on particular roles.

Size and location of institution

The final factors in choosing institutions were their size (varying from small specialist institutions with fewer than 500 staff, to large institutions with over 5000 staff) and their location (the project included institutions from across the UK).

Methodology

Research for this project consisted of:

- = a questionnaire for the selected institutions
- = telephone interviews with key staff from each institution to discuss the processes in place to collect and monitor data on NAA staff
- = a call for further contributions through HESA's Jiscmail list
- = follow-up with a number of institutions who had previously expressed to HESA that they experienced difficulties in collecting data on NAA staff

The results of these exercises are outlined in this guidance, including good practice examples and recommendations for further work.

Collecting data

Institutions generally found that data collection was no different for academic atypical staff than for NAA staff. However, there are logistical issues in collecting data on any staff members, and those issues are exacerbated by the nature of atypical employment.

Which data to collect

Protected characteristics

HESA is introducing new fields for the staff 2012/13 records in relation to religion or belief, sexual orientation, gender identity and parental leave. For the time being, it will be optional for institutions to collect and supply this data. ECU encourages institutions to collect and return this data when possible, to enable analysis of these characteristics at sector level and also to indicate the willingness of individuals, when asked, to provide the data.

The institutions involved in the project asked as a minimum employees' age, disability status, ethnicity and gender. Some also asked about religion and belief and sexual orientation.

ECU recommends that where HEIs are not already collecting information on a particular protected characteristic or where disclosure is low, that institutions seek to develop a safe and supportive environment and develop trust to encourage staff to disclose protected characteristics.

If an HEI chooses to include the voluntary questions, it may be useful to clearly state:

- = **why the information is being collected**
For example, to better understand the diversity of applicants and staff, and to identify and remove any barriers that might prevent or disadvantage certain groups of people applying or being appointed.
- = **that it is voluntary to disclose the information**
- = **that the information is confidential to the institution and will be kept in compliance with the Data Protection Act**

The wording of questions on monitoring forms is a sensitive area and further guidance on what to ask and how to ask it is available on ECU's website www.ecu.ac.uk/your-questions/how-do-we-monitor-protected-characteristics

The Equality Act 2010 requires HEIs to demonstrate due regard to the public sector equality duty in all aspects of university life. Monitoring data can be one of the steps taken to meet this. If an institution decides not to collect monitoring data on religion or belief, sexual orientation and gender identity, it will need to explore other ways to ensure it has a sufficiently robust evidence base.

Student status

It may be useful to ask NAA staff whether they are also a student. This information will allow institutions to gain an understanding of the number of students who pursue work alongside their studies (or at least work within the institution), and whether there are any patterns or trends among those that do undertake work and which roles they undertake (see [Students and employment opportunities](#) for more detail).

When to collect data

One of the main challenges to collecting data on NAA staff is their short period of time in employment. In some instances they may only be on campus for a few hours, making it difficult to capture monitoring data initially and even more difficult to contact them and collect information once they have left.

Linking monitoring data to payment information

Regardless of the length of time in employment, HR and payroll teams will need to collect some personal details in order to pay NAA staff. This provides a good opportunity to collect diversity monitoring data.

Where a cheque is being issued, a name, address and national insurance number will be required, and so some details need to be requested and provided.

Institutions involved in the project collected the monitoring data at the point that payment details were submitted. NAA staff were generally paid through a direct payment to their bank account and bank details were required to process payments. The form requesting those bank details asked for the monitoring data at the same time.

ECU recommends that staff involved in the recruitment of atypical staff are aware of the information required and ask for it at the earliest opportunity in order to minimise gaps in the data and unnecessary follow-up work.

It is important to emphasise the need to handle data sensitively and confidentially with only essential individuals having sight and access to the information (see [Encouraging disclosure from staff members](#) for more detail). This may necessitate NAA staff returning forms directly to HR, rather than to their line manager.

Following up missing details

One participating institution requested an email address from all employees and automatically sent an email through their online system asking for further details when missing data fields were detected.

While not everyone will have, or choose to provide, an email address, and NAA employees are unlikely to give high priority to returning any non-essential missing details, this strategy may help to improve data collection.

Managing devolved responsibility for recruitment of NAA staff

Ideally, payment and monitoring details should be requested during the recruitment process and at least at the point of employment. However, NAA staff are often employed through informal mechanisms. One of the main constraints in collecting monitoring data was the lack of, or late, access to the NAA staff. Central HR and payroll teams are reliant on those recruiting NAA staff to inform them of their employment so that they can then administer the appropriate procedures.

The individual employing the NAA staff member will need to check their eligibility to work in the UK, carry out adequate legal checks, and issue them with some kind of contract, even if it is not a written contract. Collecting personal details, payment information and monitoring data could be streamlined into this process. This would increase the chances of HR and payroll being informed at the point of employment. If diversity monitoring questions are part of the standard employment paperwork and checks, and those individuals recruiting staff are aware that they are responsible for ensuring it is complete, then the process of collating the data will be made easier.

Institutions involved in the project had spent time working with permanent employees to explain why they need to know about NAA staff from the outset, what data they need and how the data is used. They ensured the process was straightforward and that staff knew which forms needed to be completed, how to access the forms and how the completed forms should be returned.

One institution identified specific departments that tended to be slow to inform HR of the employment of NAA staff. The HR team targeted these departments to encourage them to improve their practice.

Messages to staff regarding the importance of following due process and informing HR about the recruitment of NAA staff may be more effective coming from a member of senior management. It may be helpful to have clear support from the leadership team for the need to collect adequate data and to lead a drive to promote better data collection.

Logging the data

Logging monitoring data was not seen as particularly burdensome by the participating HEIs as it could be done at the same time as inputting bank and other personal details. However, institutions cited issues around the duplication of data, working out the final number of hours worked for each employee, and knowing which employment category to put them in.

Avoiding duplication of equality data

Logging atypical staff is often undertaken on an ad hoc basis, therefore individuals who undertake multiple atypical contracts throughout the year may be logged as a separate entry each time. Institutions found that some individuals were employed more than once for different roles, on different contracts, and in some instances they worked at the institution on an annual basis.

While there are benefits to asking NAA staff to complete paperwork each time they begin an atypical contract (such as capturing changes to address, bank and personal details), duplication of staff data can pose challenges to HR staff when they prepare to return this data to HESA.

Institutions can minimise unnecessary work by asking NAA staff on the relevant form whether they have previously worked for the institution, allowing HR staff to identify them by their national insurance number and update details if required. If that record can then be linked to payroll, tracking NAA individuals and the amount they have been paid will be easier.

One institution was piloting an online system for staff to log in, view and update their own details. The institution planned to roll this out for atypical as well as typical staff. While this would not be relevant for individuals who were only working at the institution as a one-off, it would benefit regular NAA employees (such as those who carry out work annually) as they would only need to provide their data once, and thereafter simply update it as and when required.

Calculating hours worked for HESA returns

It can be difficult to establish how many hours each NAA staff member has worked as timesheets are often processed by a separate payroll team, who are not involved in submitting the final data to HESA. For institutions that do not have joined-up HR and payroll processes, this may require a time-consuming process at the end of the year to calculate total hours worked.

To streamline this process, ECU recommends that HR data and payroll data are collected and processed on the same system, or that there is a joined-up approach linking the two systems

together, so that NAA staff members' final hours and pay can be more easily calculated at the end of the year. It may be useful to consider such requirements when the systems are next replaced and/or updated.

Where this is not possible, strategies could be introduced to ensure timesheets have the detail required for HR staff to link pay and hours information easily. For example, NAA staff could be issued with an employee number (or other unique identifier) that they could include on their timesheets. Alternatively, the payroll office could log the national insurance number next to the payment, with the hourly rate of pay, so it is easier to generate the final hours worked for each individual.

Work categorisation codes

Due to the irregular nature of NAA staff's work, it can be difficult for HR staff to categorise these roles into the 13 SOC categories, which is required when returning the data to HESA. Line managers can streamline this process by clarifying the SOC codes for the NAA staff they are responsible for at the time of employment, so that the correct code is recorded alongside the staff member's hours and pay information.

One institution had in place a timesheet system for NAA staff to record their weekly hours. The timesheet would then be passed to their line manager to confirm the hours and add the rate of pay, before sending the timesheet to the payroll office for payment. The line manager could also add the SOC code to the timesheet at this point.

Encouraging disclosure from staff members

There will always be some people who do not wish to disclose data, but the same strategies that encourage long-term staff to disclose monitoring data are likely to encourage atypical staff.

The institutions involved in the project did not find atypical staff any more reluctant to disclose their diversity monitoring information than any other staff.

Explaining why data is being collected

Making it clear why the data is being collected is a good starting point to encouraging people to disclose. To help NAA staff to understand the institution's reasons for collecting data, include a paragraph detailing the institution's commitment to equality and diversity for all staff, including those on short-term contracts, on the equality monitoring form.

Example paragraph

[Institution name] strives to create an inclusive environment for all staff regardless of their length of time in employment. To ensure we are achieving this aim and in order to identify any potential issues with recruitment, retention and promotion we ask all staff to complete the following questions. The data will be held confidentially, according to [the institution's] data protection policy, which is available at [link to the policy]. If you have any questions about how the data will be used, please contact [person and/or website].

Ensuring confidentiality

It is vital that robust processes are in place to ensure that data is handled confidentially.

One of the difficulties in collecting diversity monitoring data on NAA staff is the need to complete and return forms in a short period of time.

It may seem obvious for the individual's line manager, or the person recruiting the NAA staff member, to take responsibility for all of the forms being completed and returned. However, where a staff member is disclosing personal data, such as their ethnicity and disability status, they may not want their line manager to know this information. One solution may be for NAA staff members to return the form directly to HR.

Where line managers are required to provide details, this information can be provided separately or the required fields provided before the form is then passed to the NAA staff member to complete and return.

Missing data

Where forms are returned and diversity questions have been left unanswered, it is important that a blank return is recorded on institutional systems rather than guessing or assuming the answer. For example, if an individual has not ticked any answer to a question on whether they consider themselves to be disabled, it is important to log this as unknown, rather than assuming they do not consider themselves to be disabled. Assuming the answers to such questions will lead to an unreliable data set.

Analysing the data

The majority of the institutions involved in the project found it relatively straightforward to collect data on NAA staff where their internal processes allowed them to do so. However, they all acknowledged the difficulty in using the data in any meaningful way, particularly when there are limited resources to do so.

'The priority has to be the people who are employed by us [who have a] long-term career and aspirations for us.'

'The time that we invest [to] convert data into meaningful information with our core workforce who are, in the simplistic sense, a homogeneous group and the time taken to invest to make sense of atypical data, would be disproportionate.'

It is important to keep a sense of perspective when directing resources to data analysis and interpretation. It is unlikely that institutions will want to analyse data on NAA staff to the extent to which they do for their long-term staff. That said, it is important to do some basic analysis of the data.

Below are some suggestions for initial, light-touch analysis that could be used as a starting point.

Whole workforce analysis

A top-level comparison between the workforce as a whole, which includes NAA staff compared with the workforce without NAA staff, is a good starting point in analysis.

The diversity of the NAA workforce may better reflect the local community or the student population. Comparing the two overall workforce numbers by age, disability status, ethnicity and age (and sexual orientation and religion or belief where the data is available) could highlight useful trends and indicate where there may be gaps in the workforce.

Such analysis does not need to be particularly time consuming. The purpose is to look at the diversity of staff employed by the institution, so there is no need to ascertain the length of time they were employed.

One thing that will need to be considered is whether individuals have been employed more than once within the year so that they are only counted once within the analysis, though this procedure will have already taken place for the purpose of returning data to HESA.

For basic diversity analysis, the important thing to ascertain is the diversity of staff employed by an institution throughout the year, and year-on-year so that employment trends can be identified.

This is not to suggest that institutional policies and practices should be targeted at atypical staff with the same importance as typical staff, but that for simple analysis it is the diversity of the individuals employed that is important. The HESA staff return for 2012/13 allows institutions to submit overall data on their NAA staff, without the need to work out their full-time equivalent (FTE), which assists this analysis. By submitting this data to HESA, institutions will be able to benchmark their NAA staff composition with other institutions and assess the national trend based on those who have returned the data.

Resource allocation

Staff numbers by department

Institutions may also benefit from departmental analysis by FTE. The resource required for such analysis depends largely on internal systems and the process should be straightforward, particularly where payroll and HR systems are linked.

This analysis will help to identify trends in employment at different points in the year, by role and department. Establishing spikes when NAA staff are employed and where they are employed can help with business planning and future budget allocations.

Comparing the diversity of the NAA workforce with that of the typical workforce on a departmental level will allow an institution to identify departments that may be more or less diverse and to identify potential issues that might exist. Any gap between the composition of the NAA workforce and the rest of the workforce is worth examining, and could potentially highlight areas for further exploration.

Rates of pay across the institution

Due to the informality and ad hoc approach to the recruitment of NAA staff, the rates of pay can vary considerably for people employed for similar roles within different departments. Apart from the potential equality issues that exist in paying staff in this way, it makes it difficult to ensure good value for money for HEIs and also to consider future business planning.

Institutions should consider monitoring the rates of pay for different roles across the institution, and devise standard rates of pay to be used for specific tasks and roles where appropriate. It is worth analysing rates of pay by diversity areas to identify any patterns. This may help institutions to understand pay differentials for both atypical and typical staff and help to inform any initiatives addressing inequality by pay.

Staff profile by role

Some roles may be staffed entirely by individuals on NAA contracts. Where they are public-facing roles it is important to consider the potential impact on the reputation of the institution.

One of the institutions had a campus bus service, and the bus drivers were primarily on NAA contracts at certain times of year. On the face of it the composition of the bus drivers seems irrelevant, until the perception of the bus users is considered.

Students want to see diversity in the workforce of their institution and that is likely to apply to different roles and grades. Monitoring the diversity of NAA staff within different roles ensures that institutions are aware of any trends that occur and potentially any workforce stereotypes that are being replicated.

Certain roles, such as student ambassadors that require the postholder to represent the student population, are particularly important. Institutions should consider the composition of staff within these roles to ensure that there are no equality issues.

Students and employment opportunities

One of the main functions of HEIs is to provide a service to students and ensure they are given fair opportunities to thrive and succeed, both while studying and in subsequent employment. Many NAA roles within institutions are filled by students, however the future benefit to the student varies greatly by role. Being employed as a student ambassador may suggest a broader skill set, or cultural capital, to a potential employer than working behind a bar. Institutions have a duty to ensure that all students have the opportunity to be employed in all roles and that no equality issues exist.

NAA staff are often employed through informal means and, inevitably, word-of-mouth employment and hearing about opportunities through friends relies on having the right contacts. Although it would be impossible for institutions to conduct formal recruitment campaigns for every NAA opportunity, more popular opportunities could be formalised to ensure that vacancies are filled through a fair and transparent process.

At the present time, it is not possible to accurately assess the national equality and diversity issues in student NAA employment due to a lack of formal data. Institutions should consider asking NAA staff whether they are students, and analyse the diversity of students employed in different roles.

It may also be useful to monitor hours worked by students to look for any patterns. Students who are reliant on additional work to support themselves through their course may work more hours than they can cope with, which may inadvertently affect their studies. By identifying trends between student characteristics and hours worked, institutions could use this information to inform student services, pastoral support and student bursary policies.

Recommendations

- = Ask for monitoring data alongside payment information**
Most institutions pay staff centrally and directly into their bank accounts, and even where a cheque is issued personal details are required. Ask for diversity monitoring data at the same time.
- = Have a simple, standard form for NAA staff – and those recruiting them – to complete**
Streamline the process for employing and paying NAA staff. Ensure the process and related forms are easy to access, complete and return. Ask for all information at the same time and consider asking for data on all of the protected characteristics.
- = Communicate the importance of data collection to the wider staff body**
Emphasise the need for NAA staff to return their personal details to be paid on time, to comply with various legislative requirements and to help the institution monitor its workforce as a whole. Ensure recruiters are aware of their responsibilities and target teams and departments that are often late in reporting recruitment of NAA staff.
- = Senior management support**
Send a message to all staff from a senior manager, emphasising the need to comply with internal policies when recruiting staff and highlighting what they need to do to ensure legal compliance as well as compliance with institutional policies.
- = Reassure NAA staff of the reasons for collecting the data and the confidentiality in handling it**
Encourage NAA staff in the same way that typical staff are encouraged to disclose their monitoring data. Consider extending standard lines to include the rationale for collecting data on all staff, including NAA staff and the confidentiality of data storage and use. Ensure NAA staff can return their data directly to HR.
- = Link up HR and payroll data**
Consider how an NAA staff member's final hours worked are calculated and how they submit timesheets. Ensure that there is appropriate data given on the timesheet to allow central teams to easily match the two systems, if this is not done automatically.

= Be realistic, but do some analysis of the data

It is not realistic to conduct in-depth analysis on all NAA staff data on a regular basis, but it is important to have an overview. Consider starting with whole-workforce analysis both, with and without NAA staff included, and then consider the diversity of people in a specific role with high levels of NAA staff.

= Consider students who are NAA staff

If the majority of NAA staff in an institution are students, think about the impact on their employability. Are there trends where students with certain protected characteristics are employed in certain roles or are working a greater amount of hours? How does that impact on their graduate employability and/or are the hours they are working adversely affecting their studies?

Equality Challenge Unit

ECU works to further and support equality and diversity for staff and students in higher education across all four nations of the UK, and in colleges in Scotland.

ECU works closely with colleges and universities to seek to ensure that staff and students are not unfairly excluded, marginalised or disadvantaged because of age, disability, gender identity, marital or civil partnership status, pregnancy or maternity status, race, religion or belief, sex, sexual orientation or through any combination of these characteristics or other unfair treatment.

Providing a central source of expertise, research, advice and leadership, we support institutions in building a culture that provides equality of both opportunity and outcome, promotes good relations, values the benefits of diversity and provides a model of equality for the wider UK society.

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