KNOW YOUR NUMBERS

Equality in higher education

STUDENT STATISTICS
THERE WERE 2,299,355 STUDENTS STUDYING IN UK HIGHER EDUCATION INSTITUTIONS IN 2013/14

This report illustrates some of the key representation, progression and outcome statistics for those students. It is presented by the characteristics of age, disability, ethnicity and gender.

The statistics in this booklet are taken from the report *Equality in higher education statistical report 2015: students*. Data sources from the report are referenced for each illustration, for example *Age – Fig 1.2*.

Both the full report and this booklet, along with downloadable versions of the infographics are available on our website:

FIVE EFFECTIVE STEPS FOR MEASURING PROGRESS

1. Establish Baselines
2. Formulate Indicators
3. Monitor Data
4. Analyse Progress
5. Report Progress
THE PROPORTION OF STUDENTS OVER THE AGE OF 26 HAS DECREASED SINCE 2003/4

<table>
<thead>
<tr>
<th>Year</th>
<th>Proportion</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003/4</td>
<td>40.4%</td>
</tr>
<tr>
<td>2004/5</td>
<td>39.8%</td>
</tr>
<tr>
<td>2005/6</td>
<td>39.3%</td>
</tr>
<tr>
<td>2006/7</td>
<td>38.7%</td>
</tr>
<tr>
<td>2007/8</td>
<td>37.6%</td>
</tr>
<tr>
<td>2008/9</td>
<td>37.4%</td>
</tr>
<tr>
<td>2009/10</td>
<td>36.3%</td>
</tr>
<tr>
<td>2010/11</td>
<td>34.9%</td>
</tr>
<tr>
<td>2011/12</td>
<td>33.1%</td>
</tr>
<tr>
<td>2012/13</td>
<td>30.7%</td>
</tr>
<tr>
<td>2013/14</td>
<td>29.5%</td>
</tr>
</tbody>
</table>
THE PROPORTION OF FIRST DEGREE UNDERGRADUATES STUDYING PART TIME INCREASED WITH AGE

- 21 & under: 3.3%
- 22–25: 25.5%
- 26–35: 48.1%
- 36 & over: 66.3%
THE PROPORTION OF STUDENTS DISCLOSING AS DISABLED HAS NEARLY DOUBLED SINCE 2003/4

5.4%  10.0%

2003/4  2013/14
DISABILITY DISCLOSURE WAS LOWEST AMONG POSTGRADUATE STUDENTS

Undergraduate

- First degree: 11.4%
- Other degree: 8.6%
- Taught PG: 6.3%

Postgraduate

- Research PG: 6.7%
A lower proportion of disabled students accessed the Disabled Students Allowance at postgraduate level than at undergraduate level.

- UG degree: 50.5%
- Taught Postgrad: 31.7%
- Research Postgrad: 28.7%
SIX MONTHS AFTER LEAVING UNEMPLOYMENT RATES WERE MUCH HIGHER AMONG LEAVERS WITH CERTAIN IMPAIRMENTS THAN NON-DISABLED LEAVERS

- **Non-disabled**: 5.3%
- **Physical impairment**: 12.1%
- **Social / communication / autistic spectrum**: 18.5%
THE PROPORTION OF BME STUDENTS IN HIGHER EDUCATION HAS SEEN A LARGE INCREASE SINCE 2003/4

<table>
<thead>
<tr>
<th>Year</th>
<th>Proportion</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003/4</td>
<td>14.9%</td>
</tr>
<tr>
<td>2004/5</td>
<td>15.5%</td>
</tr>
<tr>
<td>2005/6</td>
<td>16.1%</td>
</tr>
<tr>
<td>2006/7</td>
<td>16.6%</td>
</tr>
<tr>
<td>2007/8</td>
<td>17.2%</td>
</tr>
<tr>
<td>2008/9</td>
<td>17.8%</td>
</tr>
<tr>
<td>2009/10</td>
<td>18.1%</td>
</tr>
<tr>
<td>2010/11</td>
<td>18.4%</td>
</tr>
<tr>
<td>2011/12</td>
<td>18.8%</td>
</tr>
<tr>
<td>2012/13</td>
<td>19.6%</td>
</tr>
<tr>
<td>2013/14</td>
<td>20.2%</td>
</tr>
</tbody>
</table>
THE PROPORTION OF RESEARCH POSTGRADUATES WHO WERE BLACK WAS NEARLY HALF THAT OF FIRST DEGREE UNDERGRADUATES

6.6%

First degree undergraduate

3.5%

Research Postgraduate
THE ATTAINMENT GAP HAS NARROWED OVER TIME, BUT THE GAP VARIES BY ETHNICITY

UK domiciled first degree undergraduate qualifiers receiving a first/2:1
At 15.2 percentage points the overall BME degree attainment gap is the lowest it has been in 10 years.

However, in that period, the proportion receiving a first/2:1 has widened between UK domiciled first-degree undergraduate white qualifiers and those from a mixed, other Asian, or other Black background.

The gap remains considerable for some ethnic groups, such as UK domiciled first degree undergraduate qualifiers from an other Black background (28.2 percentage points) and from a Black African ethnicity (27.0 percentage points).
While the proportion of male students has slightly increased from 42.7% in 2003/04 to 43.9% in 2013/14, women continue to comprise the majority of students.
GENDER IMBALANCE IN SUBJECT CHOICE WAS STARK IN STEMM

Allied to medicine
- Male: 20.5%
- Female: 79.5%

Veterinary science
- Male: 23.9%
- Female: 76.1%

Biological sciences
- Male: 39.2%
- Female: 60.8%

Engineering and technology
- Male: 83.9%
- Female: 16.1%

Computer science
- Male: 82.9%
- Female: 17.1%

Architecture, building and planning
- Male: 65.0%
- Female: 35.0%
A higher proportion of female qualifiers received first/2:1s than male qualifiers.

- Female: 72.5%
- Male: 67.3%

First degree undergraduate qualifiers receiving a first/2:1
A LOWER PROPORTION OF WOMEN STUDIED RESEARCH POSTGRADUATE DEGREES THAN MEN

55.1% 58.2% 47.0%

First degree Taught Postgrad Research Postgrad
KNOW YOUR NUMBERS

Equality in higher education

STAFF STATISTICS

Equality Challenge Unit
THERE WERE 194,245 ACADEMIC AND 201,535 PROFESSIONAL AND SUPPORT STAFF WORKING IN UK HIGHER EDUCATION INSTITUTIONS IN 2013/14

This report illustrates some of the key statistics for those staff. It is presented by the characteristics of age, disability, ethnicity and gender.

The statistics in this booklet are taken from the report *Equality in higher education statistical report 2015: staff*

Data sources from the report are referenced for each illustration, for example Age – Fig 1.5.

Both the full report and this booklet, along with downloadable versions of the infographics are available on our website:

QUANTITY AND QUALITY

Numbers are a key part of understanding where there is disadvantage and underrepresentation in your university. Taken together with qualitative information a rich and detailed picture can be built of the lived experience of your staff and students.

ECU’s subscribers can access a wide range of materials, resources and guidance online to help advance equality – including through ECU’s Athena SWAN and Race Equality Charters, which aim to transform gender and race equality in HE.

Find out if your university subscribes to ECU here:

www.ecu.ac.uk/our-subscribers
THE PROPORTION OF STAFF ON OPEN-ENDED/PERMANENT CONTRACTS VARIED WITH AGE AND ACTIVITY

Percentage of academic and professional & support staff in open-ended/permanent contracts
ACADEMIC STAFF FROM YOUNGER AGE GROUPS WERE MORE CONCENTRATED IN RESEARCH ONLY ROLES THAN OLDER STAFF

Percentage of academic staff in research only roles

- 37.1% ≤25
- 56.4% 26–30
- 44.8% 31–35
- 26.8% 36–40
- 16.1% 41–45
- 11.2% 46–50
- 8.3% 51–55
- 7.1% 56–60
- 6.4% 61–65
- 9.9% ≥66
STAFF DISABILITY DISCLOSURE RATES HAVE STEADILY INCREASED SINCE 2003/4

Academic staff

- 2003/4: 1.8%
- 2013/14: 3.7%

Professional and support staff

- 2003/4: 2.4%
- 2013/14: 4.8%
A LOWER PROPORTION OF DISABLED ACADEMICS WERE ON SENIOR ACADEMIC CONTRACTS THAN NON-DISABLED ACADEMICS

14.0% Non-disabled

10.8% Disabled
A higher proportion of UK BME academic staff were on fixed-term contracts than UK white academic staff.
A HIGHER PROPORTION OF WHITE ACADEMICS EARNED OVER £50k THAN BME ACADEMICS

- **White UK**: 31.3%
- **BME UK**: 28.9%
- **White non-UK**: 25.4%
- **BME non-UK**: 14.0%
PROPORTIONALLY UK WHITE ACADEMICS HELD FAR MORE PROFESSORIAL ROLES THAN UK BLACK ACADEMICS
PROPORTIONALLY FEWER BME AND WHITE FEMALE ACADEMIC STAFF WERE PROFESSORS COMPARED WITH WHITE MEN

- White male: 15.2%
- BME male: 9.3%
- White female: 5.4%
- BME female: 3.3%
AMONG UK PROFESSIONAL AND SUPPORT STAFF, A SMALLER PROPORTION OF BME STAFF HELD MANAGER, DIRECTOR AND SENIOR OFFICIAL POSITIONS THAN WHITE STAFF
BME STAFF WERE UNDERREPRESENTED AMONG ACADEMICS HOLDING SENIOR MANAGEMENT POSITIONS

- **White male**: 65.9%
- **BME male**: 4.2%
- **White female**: 29.0%
- **BME female**: 0.9%

**ETHNICITY – Fig 5.8**

STAFF
A HIGHER PROPORTION OF ACADEMIC MALE STAFF HELD PERMANENT CONTRACTS THAN ACADEMIC FEMALE STAFF

66.5% Male

61.5% Female
MALE STAFF HELD OVER THREE QUARTERS OF PROFESSORSHIPS
THE PROPORTION OF MALE STAFF ON A SENIOR CONTRACT LEVEL WAS NEARLY THREE TIMES HIGHER THAN FOR FEMALE STAFF.
MEDIAN SALARIES WERE HIGHER FOR MEN THAN WOMEN

£45,043
Academic staff
Male

£38,907
Female

£27,317
Professional and support staff
Male

£24,289
Female
HESA DATA ON SEXUAL ORIENTATION, GENDER IDENTITY AND RELIGION AND BELIEF REMAINS INCOMPLETE

<table>
<thead>
<tr>
<th></th>
<th>Gender identity</th>
<th>Religion and belief</th>
<th>Sexual orientation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Percentage</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Student</strong></td>
<td>57.5%</td>
<td>67.3%</td>
<td>68.5%</td>
</tr>
<tr>
<td><strong>Staff</strong></td>
<td>56.9%</td>
<td>57.5%</td>
<td>56.9%</td>
</tr>
</tbody>
</table>

Percentage of HEIs submitting data to HESA
IMPROVING DISCLOSURE

While it is important to understand one’s own institutional demographic composition, it is also useful to have a national picture of the higher education sector. Returning equality data to the Higher Education Statistics Agency (HESA) will help to provide this and facilitate comparisons to understand disadvantage.

Monitoring can be a sensitive issue, and disclosure rates may initially be low. However, over time in a safe and supportive environment, disclosure rates are likely to increase and the quality and validity of the data will improve.

In order to build a culture of trust and understanding, it is important to explain clearly why information is being sought and how it will be used. It is also important to provide reassurance that the institution will follow guidelines on data collection, storage and use, including complying with the Data Protection Act.

For further information on improving disclosure visit: www.ecu.ac.uk/encouraging-disclosure-equality-info