

# **Equalities Monitoring 2014/15 to 2016/17**

**Analysis of characteristics of  
staff and students  
at Welsh higher education providers  
for the academic years  
2014/15 to 2016/17**

Unless otherwise stated all comparisons are for students or staff at Welsh higher education providers (HEPs) across the period 2014/15 to 2016/17.

Student and staff populations used in this analysis have been revised to be in line with data published by the Higher Education Statistics Agency (HESA) and are therefore not directly comparable with data previously published by HEFCW.

Data for non-academic staff on atypical contracts are no longer being collected from 2015/16 onwards and have therefore been excluded from this analysis. This means that data for academic staff on both atypical and non-atypical contracts and data for non-academic staff on non-atypical contracts only are included in data on 'all' staff.

Data for students at HEFCW directly funded higher education provision at Welsh further education institutions (FEIs) have been included in the HESA student record for the first time in 2016/17. Although equivalent data is not available for earlier years, the 2016/17 data has been included in this analysis. The data equate to 1,400 enrolments at Welsh FEIs, and the impact of including the data for one year only does not materially affect any of the conclusions drawn.

## Age Monitoring

### Students

- Overall, there was a 2.7% decrease in the total number of students across the period. This decrease was due to large drops in those aged 25 to 29 (-10.2%) and those aged 30 and over (-11.0%). There was an increase of 8.3% in those aged 18 and under and there were small increases (less than 1.5%) in the other age groups. At UK HEPs overall, there was a 2.3% increase in students across the period, with increases in all age groups under 25 (between 3.7% and 6.4%) and decreases in those aged 25 and over. The 30 and over age group saw the largest percentage drop at both Welsh and UK HEPs, -11.0% and -5.1% respectively.
- Although the number of students with unknown age has increased in Wales, the number remains at a very low level throughout the period.

### Staff

- There was an increase in all age groups of **academic** staff, with the 39 and under and 65 and over age groups seeing increases greater than 10%, with the largest percentage increase of 45% in the 24 and under age group. The age group with the smallest percentage increase of 1.5% was the 45 to 49 age group.
- There were also increases in all age groups for all staff, with the 24 and under and the 65 and over age groups seeing increases greater than 10%. The largest percentage increase of 21% was in the 24 and under age group. The

40 to 44 and 45 to 49 age groups saw the smallest percentage increases of 1.7% and 1.6% respectively.

- For **academic** staff on **non-atypical** contracts, there were decreases in four age groups, with the 24 and under and 25 to 29 age groups seeing the largest percentage drops of 47% and 18% respectively. There were increases (of 5.1% or lower) in five age groups, and there was little change in the 65 and over age group. For **all** staff on **non-atypical** contracts, there were drops in six age groups with the 24 and under and 25 to 29 age groups also seeing the largest percentage drops of 8.5% and 8.8% respectively.
- For **academic** staff on **atypical** contracts, there were very large percentage increases in all age groups, varying between 59% and 156%, resulting in an overall increase of 104%. It is mostly these increases that are impacting on the figures for all academic and all staff outlined above.

## Disability Monitoring

### Students

- In 2016/17 there were 16,830 disabled students studying at Welsh HEPs (13.0% of total students). Just over two fifths of those with a disability have a specific learning disability such as dyslexia, dyspraxia or attention deficit (hyperactivity) disorder (AD(H)D).
- The number of students declaring themselves as having a mental health condition, such as depression, schizophrenia or anxiety disorder increased by 54%, and as having a social/communication impairment such as Asperger's syndrome/other autistic spectrum disorder increased by 43%.
- The number of disabled students in receipt of Disabled Students' Allowance (DSA) rose by 3.8%, while the number not in receipt of DSA rose by 40% and the number where information about DSA was not known fell by 70% (from 1,420 to 430). The number of students declaring themselves disabled rose by 13.3%.
- The proportion of disabled students claiming DSA at Welsh HEPs continues to be higher than the proportion at UK HEPs as a whole.

### Staff

- The proportion of **academic** staff declared as disabled fell from 4.8% to 4.5% but the number increased from 530 to 565, as the number of staff overall increased at a greater rate.
- Similarly, the proportion of **all** staff declared as disabled fell from 5.7% to 5.4% but the number increased from 1,205 to 1,245.
- The number of **academic** staff on **non-atypical** contracts who were declared as disabled was 430 at the start and the end of the period but dipped to 400 in

2015/16. Similarly, the number of **all** staff on **non-atypical** contracts who were declared as disabled was around the same number at the start and end of the period (1,105 and 1,110 respectively) but dipped to 1,075 in 2015/16.

- The number of **academic** staff on **atypical** contracts who were declared as disabled rose by 38% from 100 to 135 while those with no known disability rose by over 100% from 1,210 to 2,560.
- The two most common disabilities declared by staff (**academic** and **all**) are a long-standing illness or health condition or a specific learning difficulty such as dyslexia, dyspraxia or AD(H)D. In 2016/17, a quarter of disabled **academic** staff declared a specific learning difficulty such as dyslexia, dyspraxia or AD(H)D and almost a quarter declared a long-standing illness or health condition. A quarter of **all** disabled staff declared a long-standing illness or health condition and two fifths declared a specific learning difficulty such as dyslexia, dyspraxia or AD(H)D
- The number of staff whose information on disability was refused decreased by 36% from 800 to 510 for **academic** staff and 31% from 1,395 to 960 for **all** staff.
- The number of staff whose information on disability was refused fell by 41% for **academic** staff on **non-atypical** contracts and 34% for **all** staff on **non-atypical** contracts.
- For **academic** staff on **atypical** contracts, there was an increase in numbers where information on disability was refused of 50%, although numbers were small (a rise from 45 to 70).

## Ethnicity Monitoring

### Students

- There were increases in the number of students in all ethnic minority groups except Chinese (2.8% decrease) and White (1.8% decrease). The groups that saw the greatest proportional increase in student numbers were Bangladeshi (63%), Black Caribbean (24%), Asian Other (24%), and Other (19%).
- The number of students with information about ethnicity refused fell by 21% (from 2,255 to 1,790) while the number of students with information about ethnicity not known rose by 39% (from 470 to 650). In 2016/17, the proportion of students with information about ethnicity refused was 1.7% and the proportion with information unknown was 0.6%.
- In 2016/17, the proportion of Welsh domiciled students from each ethnic minority background (except White and Chinese) at Welsh HEPs was greater than or equal to the proportions in the Wales census population. The proportion of UK domiciled students from each ethnic minority background (except White, Mixed and Bangladeshi) of UK domiciled students at Welsh HEPs was lower than these proportions in the UK census population.

- In 2016/17, the proportion of UK domiciled students from ethnic minority backgrounds collectively is higher than the UK student weighted census population.

#### Staff

- In 2016/17, the proportion of **all** staff and **academic** staff from each ethnic minority background was lower than each of these proportions in the UK census population, except Chinese and Other ethnic minority backgrounds.
- In 2016/17, the proportion of **all** staff from each ethnic minority background was greater than or equal to each of these proportions in the Wales census population, except for Bangladeshi and Mixed ethnic minority groups. The proportion of **academic** staff from each ethnic minority background was also greater than or equal to the Wales census population, except for the Bangladeshi group.

### Gender Monitoring

#### Students

- Female applicants to UK HEPs and female students at UK and Welsh HEPs had greater representation than females in the census population aged 16 and over.

#### Staff

- Across the period, **all** female staff at Welsh HEPs had greater representation than females in the census population aged 16 and over and economically active.
- In 2014/15, the proportion of female **academic** staff was just below the proportion of females in the census population, but in the following two years the proportion was just above the population proportion.
- In 2016/17, 52.9% of **academic** staff are male but only 46.0% of **all** staff are male.
- Across the period, the proportion of **all** staff on **non-atypical** contracts that were female had greater representation than in the census population, and the proportion of female **academic** staff on **non-atypical** contracts was lower than the census population, however this proportion increased each year and in 2016/17 is 0.3 of a percentage point lower than the population proportion.
- The proportion of **academic** staff on **atypical** contracts that were male was lower than the proportion of males in the census population.

## Technical Notes

### Population

Students included in the HESA standard registration population<sup>1</sup> and staff included in either the 1 December staff contract population<sup>2</sup> or academic staff included in the staff atypical population are included in this analysis. Using these populations enables this analysis to be consistent with other analyses published by HESA.

The population data has been included from the 2011 census.

#### *Students*

This analysis includes individual student enrolments, returned on the HESA student record who are counted in the student registration population.

For the analyses of students by age, gender, and disability, the population includes all such students at Wales HEPs and at UK HEPs.

For the analysis of the ethnicity of students, only UK domiciled students at Welsh HEPs have been included. UK domiciled students have been selected for the analysis of ethnicity of students as recording ethnicity is not compulsory for non-UK domiciled students.

### Unknowns - HESA definitions

#### *Staff*

- Ethnicity not known – used for staff where ethnicity is not known, can be used for staff who do not genuinely know their ethnicity, e.g. staff who are adopted.
- Ethnicity refused – used for staff who explicitly refused to provide the information
- Disability refused – where it is not known if a staff member has a disability they are recorded as ‘no known’ disability, and only disability refused is used for staff who explicitly refuse.
- Unknown age – all cases where date of birth is missing, or when the date of birth causes the calculated age to be 0.

#### *Students*

- Ethnicity refused – used where a student has explicitly refused to provide the information.

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<sup>1</sup> <https://www.hesa.ac.uk/support/definitions/students#standard-registration-population>

<sup>2</sup> <https://www.hesa.ac.uk/support/definitions/staff#staff-coverage>

- Ethnicity not known – used when a student genuinely does not know their ethnicity, for example individuals who were adopted.
- DSA not known/not sought – includes cases where the student has a disability but it is not known whether or not they are in receipt of Disabled Students' Allowance.
- Unknown age – all cases where date of birth is missing, or when the date of birth causes the calculated age to be 0.

## **Disability**

Since 1996 there has been no registration of disability. Disability is recorded on the basis of the staff member or student's own self-assessment.

Students in receipt of DSA are UK domiciled only.

## **Age**

Age is the student or staff member's age at the 31<sup>st</sup> August within the academic year.

## **UK Domiciled**

For the purposes of the analysis of ethnicity of students, UK domiciled students are taken to include students domiciled in Scotland, England, Northern Ireland, Wales, Channel Islands and Isle of Man.

## **Data disclosure control policy**

HEFCW's standard data disclosure control procedure<sup>3</sup> has been applied. This means that:

- All numbers are rounded up or down to the nearest multiple of 5. Any number lower than 2.5 is rounded to 0. Halves are rounded upwards (e.g. 2.5 is rounded to 5).
- Percentages are calculated on unrounded data. Percentages calculated on populations which contain fewer than 22.5 individuals are suppressed and represented as ".".
- Totals are the rounded sum of unrounded data and may not equal the sum of rounded data shown

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<sup>3</sup> [https://www.hefcw.ac.uk/about\\_us/internal\\_policies/data\\_disclosure\\_control.aspx](https://www.hefcw.ac.uk/about_us/internal_policies/data_disclosure_control.aspx)

## Definition of atypical

The definition of 'atypical' was set out by the Department for Trade and Industry (DTI):

'The term 'atypical' is used to describe working arrangements that 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.'

Source: Department of Trade and Industry (DTI) Discussion Document on Employment Status, July 2003, paragraph 23.

In addition to this definition from the DTI, some HE specific guidance has been devised. 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.
- Involve a high degree of flexibility often in a contract to work 'as-and-when' required - for example conference catering, student ambassadors, student demonstrators.