



# Foreword



Sheffield Hallam University is committed to advancing equality of opportunity and to creating and sustaining an inclusive culture in which a high quality, vibrant learning experience is unhampered by artificial barriers. The University values and celebrates diversity, recruiting and developing talented people from diverse backgrounds. We are committed to providing an equal chance to all.

The Equality Information report provides information about the protected characteristics of our students and our employees as well as potential students and employees. It is used to inform policy development and decision-making to ensure Sheffield Hallam University maintains and enhances its inclusive

environment.

## Equality Priorities

The [equality priorities](#), available on the Sheffield Hallam website, were approved by the Board of Governors in February 2015 and set out the University's strategic ambitions for equality and diversity. The equality priorities form part of a suite of thematic plans which support the [University Strategy](#).

## Events

- International Women's Day: we showcased a large number of inspirational female staff and students on our website and hosted two events in collaboration with University of Sheffield focusing on advancing women's careers and closing the gender pay gap.
- LGBT <sup>1</sup>history month: we sponsored a weekend of community events in Sheffield to celebrate LGBT history month in collaboration with Friends of Edward Carpenter, Sheffield City Council and Millennium Art Gallery.
- Athena SWAN: In March 2015 we held an Athena SWAN event, celebrating and encouraging women into science, engineering, technology and maths-based subjects and launched our ['Your Life'](#) Pledge.
- Coming out day: we showcased five of our LGBT staff and students in videos that are featured on our external equality and diversity website.
- Black history month: we ran a number of events for black history month in October 2015.

## Equality Highlights

We published the [second edition of our](#) Equality Highlights magazine last year. The Equality Highlights magazine for 2014-15 will look at collaborative working with internal and external stakeholders.

## Unconscious bias

We launched our unconscious bias training module, aimed at removing an unconscious inclination or prejudice for or against a person or group this year. It allows staff to focus on removing any bias that may be affecting their workplace interactions and decisions.

## Benchmarking

We have experienced significant progression with our participation in benchmarking activities, achieving:

- a silver for the BME<sup>2</sup> workplace [Race for Opportunity](#) charter
- a 10 out of 10 score for Stonewall's Gay by Degree 2015 guide, identifying the university as LGBT friendly to prospective and current students
- our first entry to the Stonewall workplace equality index in 2014, which we hope to build on this year.

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<sup>1</sup> Lesbian, gay, bisexual and transgender

<sup>2</sup> Black minority and ethnic

Four departments across the University have also been recognised with Athena SWAN awards. Our STEM<sup>3</sup> departments have dedicated Athena SWAN champions and are working towards submitting applications to the April 2016 submission rounds.

A working group chaired by an Assistant Director of Human Resources has been recently established to manage and co-ordinate the benchmarking submissions.

### **BME attainment gap**

We recognise a reduction of the BME attainment gap of 5% since 2012, however we have committed to making further progress in this area with a dedicated equality priority to 'reduce the current BME attainment gap firstly to bring it in line with the sector average before working to eliminate it.'

A steering group sponsored by a Pro Vice-Chancellor Dean has been established to provide oversight and co-ordination of the work on BME attainment. The purpose is to evaluate research, existing work and proposing/reviewing new activities; the group will co-ordinate actions to raise awareness of BME success outcomes and address the current under-performance of this student group relative to the sector.

Liz Winders  
SECRETARY AND REGISTRAR  
Chair of Equality and Diversity Board

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<sup>3</sup> Science, technology, engineering and mathematics

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# Introduction

To meet the Public Sector Equality Duty, the government requires all universities to make equality information available publicly. Adhering to the Act, this report looks at the make-up of students and staff at Sheffield Hallam University. Four core equality indicators have been assessed: gender, age, ethnicity and disability. The report provides comparisons with the sector and the Sheffield City Region.

## Regional Context

The University recruits a large proportion of students from South Yorkshire, which has one of the lowest rates of participation in higher education in the UK. In 2012/13 almost half (47%) of the University's home UK students were from Yorkshire and the Humber and 96.9% were from state schools or colleges.

## Population

[Sheffield City Council](#) reports that, with a population of 551,800 in mid-2011, the City of Sheffield is England's third largest metropolitan authority. The most recent population projections for Sheffield are based on the 2008 population estimates.

Sheffield's population is projected to increase by more than 122,000 people over the 25 year period to 661,900 in 2033. The increase in recent years is largely the result of 2 factors:

1. There are now more births than deaths in Sheffield, resulting in a positive 'natural change' in the population.
2. There has been an increase in the level of international migration to Sheffield.

Longer life expectancy had meant that there were more females than males in the population, but increases in life expectancy for men coupled with higher male in-migration have led to a projection, of more males than females in Sheffield from 2010 onwards.

Sheffield's population shows a clear bulge in the population in the 20-24 age group. This is caused by Sheffield's significant student population at its two universities.

## Community Knowledge Profiles

Sheffield City Council publishes [community knowledge profiles](#), a series of reports about different communities in Sheffield, looking at topics such as demographics, language, employment, education, health and housing.

This enables a quick understanding of a variety of communities, namely: Bangladeshi, Black African, Black Caribbean, carers, Chinese, people with a disability, Eastern European, Gypsy or Irish Traveller, Indian, LGBT, lone parents, Pakistani, Roma, Somali, White Irish, women and Yemeni.

## Ethnicity and diversity

Sheffield is an ethnically diverse city, with around 19% of its population from black or minority ethnic groups. The largest of those groups is the Pakistani community, but Sheffield also has large Caribbean, Indian, Bangladeshi, Somali, Yemeni and Chinese communities. More recently, Sheffield has seen an increase in the number of overseas students and in economic migrants from within the enlarged European Union.

## **Disability**

There is no perfect source of data on disabled people's characteristics but the 2011 Census provides the best available information, especially at a local level. 103,715 people in Sheffield have a long-term health condition or disability, so nearly a fifth of Sheffield's population has a long-term health condition or disability. 50,470 people in Sheffield's day-to-day activities are limited a lot by their long-term health condition or disability, 9% of the total population. 22,500 people in Sheffield hold Blue Badges.

## **State of Sheffield report**

[The State of Sheffield 2015 report](#) looks at what has changed in Sheffield over the last year; how Sheffield compares to its peer cities around the globe; how a range of national challenges are impacting on the city and the people that live in it; and how Sheffield should respond to the challenges and opportunities the report highlights.

Government policies to fundamentally change welfare provision are forecast to impact heavily on the city, with Sheffield expected to lose some £169m a year in benefit income, equivalent to £460 a year for every adult of working age in the city.

As in much of the rest of the country, the proposed reforms to incapacity benefits account for the largest losses in Sheffield, while reductions in tax credits and the policy not to uprate benefits with inflation also account for substantial sums.

Sheffield Citizens Advice is receiving significant levels of requests for assistance, focused around welfare and debt advice. Typical clients are residents of city wards that are ranked as being deprived, BME groups (33% of clients compared to the Sheffield population of 19%) or people with a disability (40% of clients had a disability or long-term health condition compared to 20% of Sheffield population).

## **Sheffield Hallam University**

We are one of the largest, most innovative universities in the UK, with more than 33,000 students and 4,500 staff. Sheffield City Polytechnic became Sheffield Hallam University in 1992, but we can trace our history right back to 1836 and the opening of Sheffield Collegiate School.

Sheffield Hallam University takes pride in making a difference - to our students, our staff and to the businesses and professions we work with. Our research and business ideas, alongside our sought after graduates, contribute to the economic and social development of our region and to the UK as a whole.

Our teaching is first-rate and is supported by applied research and up-to-date professional practice. We offer top quality teaching and learning facilities and the ability to learn flexibly in a way that best suits students' needs. For example, we are one of the UK's leading universities in e-learning and offer a range of distance learning and part-time courses as well as the more traditional full-time courses. Our students are supported to get the most from their studies.

Our industry partners choose Sheffield Hallam because of our flexible, business-led approach and our high quality research, facilities and students. Our partners include Sony, BP, NHS, Network Rail, Cisco, SAP and Microsoft.

# Student equality information

This section presents the demographic data that we hold on both applicants to courses at Sheffield Hallam and those who go on to study here. For applicants we look at their success rates in the application process, we then go on to look at the profile of students who study at the University and how outcomes (degree classification, withdrawal rates, employment) differ by protected characteristic.

## Headline findings

### Gender

- 54% of our students are now female, down from 55% in 2012/13.
- In 2013/14, male applicants to Sheffield Hallam University were more likely to be offered a place on a course (71% at undergraduate, 76% at postgraduate) than female applicants (61% at both undergraduate and postgraduate), but were then more likely to withdraw (9% compared to 6%) and less likely to achieve good honours.
- The attainment gap between male and female students in 2013/14 stood at 10%, up from 8% in 2012/13, and above the sector average of 4.6%.

### Age

- The proportion of our students who are young has been growing in recent years from 59% in 2011/12 to 63% in 2013/14.
- Young applicants (<21) were more likely to receive an offer of study at undergraduate level, whereas mature applicants had a better rate at postgraduate level.
- Age did not appear to impact greatly on either retention or attainment rates.
- There was also little impact on the percentage of leavers in employment, but the type of employment did vary, with 89% of mature students moving into professional or managerial roles compared to 59% of young students.

### Ethnicity

- The proportion of students at Sheffield Hallam who identify as BME has increased slightly from 13% in 2012/13 to 14% in 2013/14.
- Although retention rates for different ethnic groups were similar, there was an attainment gap of 17% between White and BME students in 2013/14 i.e. the percentage of White students achieving a first or 2:1 was 17 point above the rate for BME students. This gap was, however, down from 21% in 2012/13 and 24% the year before.
- Six months after leaving Sheffield Hallam, White students were more likely to be in work (83%) than BME students (72%), and those in work were more likely to be in professional or managerial roles. 65% of White students in work were in such a role, compared to 58% of Black students and 49% of Asian students.

### Disability

- The percentage of our students with a known disability rose by one point to 11% in 2013/14.
- Applicants with a known disability were more likely to be accepted onto an undergraduate course than those with no known disability, and were more likely to accept the offer. There were no real difference in acceptance rates based on gender, age or ethnicity, but 44% of disabled candidates accepted an offer, compared to 33% of other students, repeating a pattern also seen in the two previous years.
- Disability appeared to have little impact on retention, attainment or employment rates.

## Applications

This section looks at applications to study at Sheffield Hallam between 2011/12 and 2013/14.

The analysis looks at 'home' applicants only - based on nationality and residency over the three years prior to study.

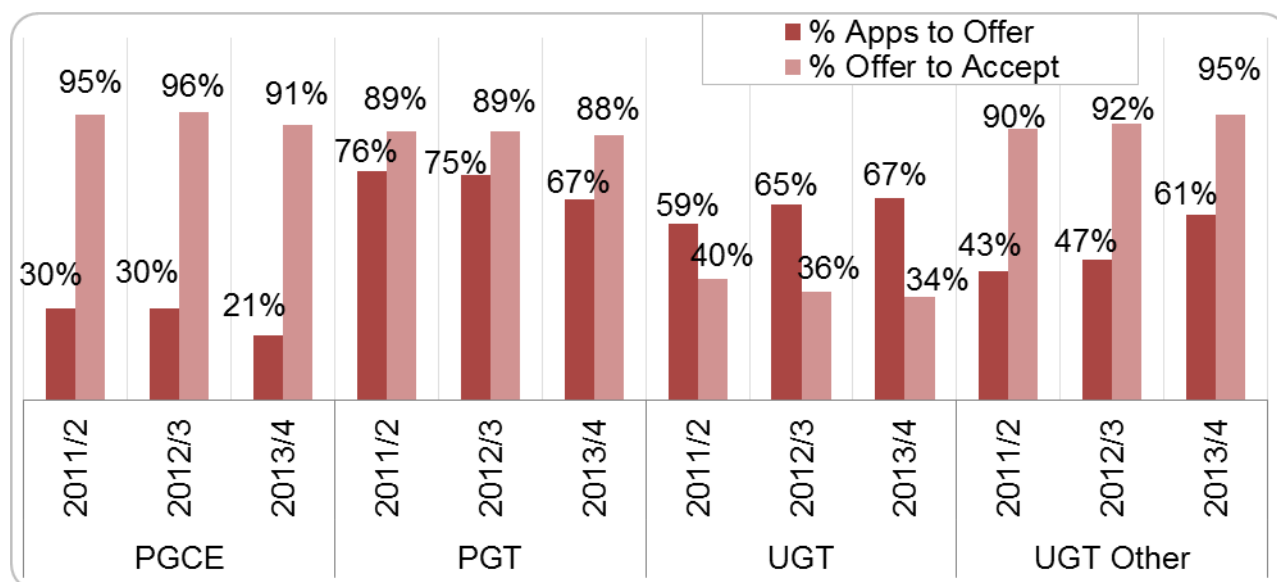
Key measures of the application process are the conversion rates from both applications to offers and from offers to acceptances. We have analysed the difference in these rates by the available equality indicators: gender, age and disability. Ethnicity data for applications is currently too unreliable for reporting purposes.

### Sheffield Hallam overview

The data, when split by equality indicator, must be considered in the context of overall changes in applications at Sheffield Hallam:

- There has been a drop in the conversion rate from applications to offers for postgraduate courses, including PGCE, and an increase in the conversion rate for undergraduate courses.
  - There has been an 8% increase in the conversion rate for undergraduate full-time/sandwich courses.
  - For part-time undergraduate courses there has been a 17% decrease.
- There have been no significant changes in the offer to acceptance conversion rate for all students; however there has been a 5% decrease for PGCE students and a 3% increase for other undergraduate courses.
  - For undergraduate other full-time/sandwich courses there has been a 12% increase since last year in the conversion rate.
  - For part-time undergraduate courses there has been a 7% decrease.

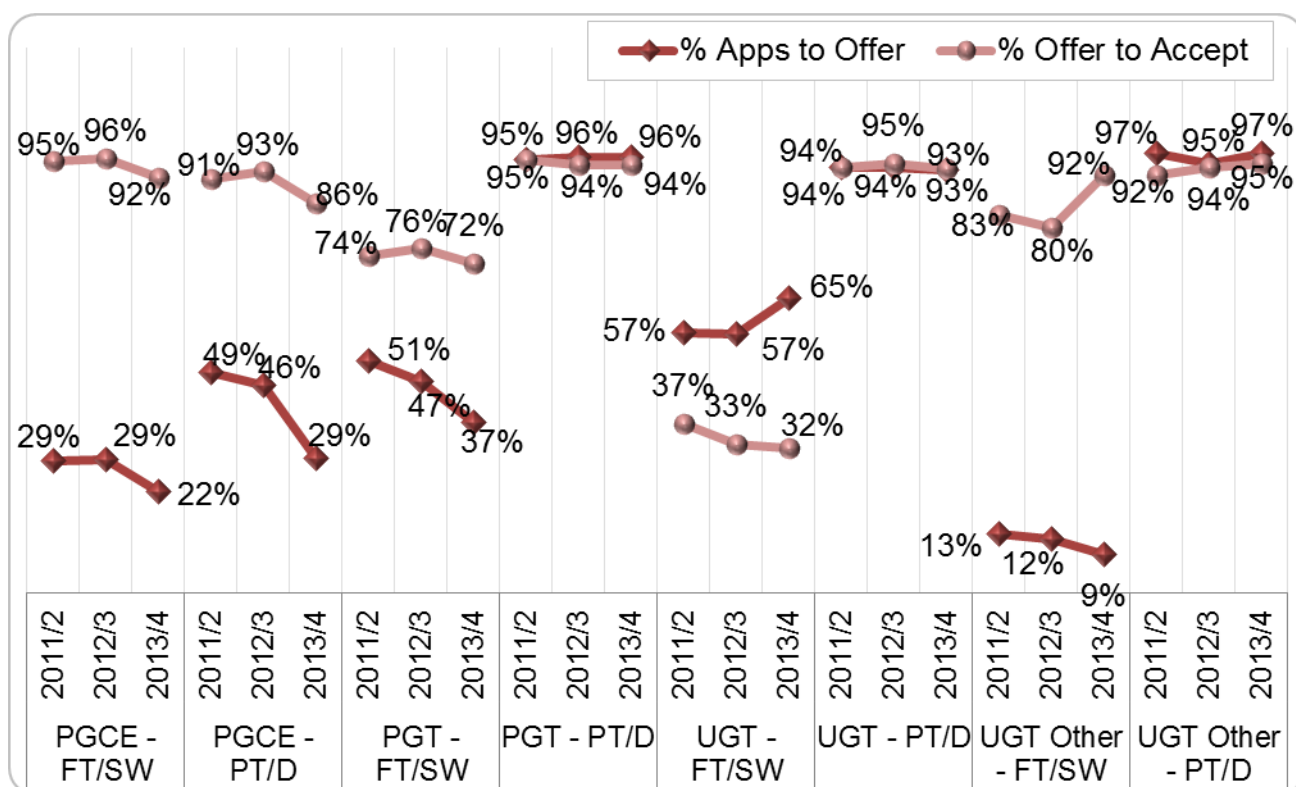
#### 1.1.1 Application Conversion Rates: Level (All Years)<sup>4</sup>



<sup>4</sup> Codes used (PGT, UGT etc.) are explained in Annex 1 (p61)



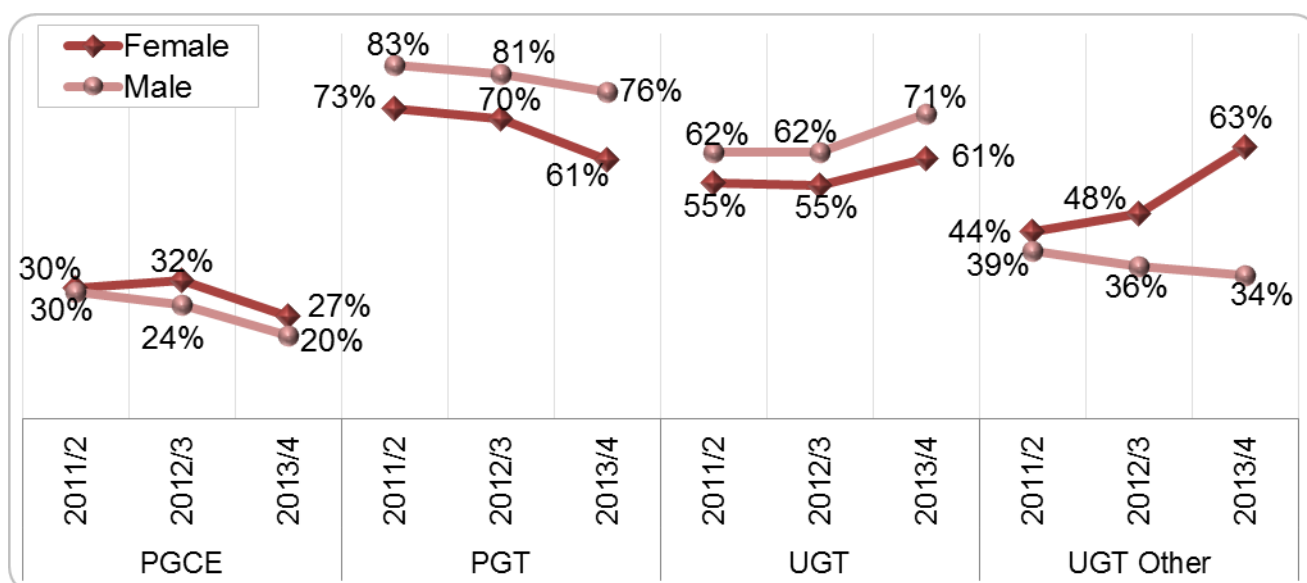
### 1.1.2 Application Conversion Rates: Level & Mode (All Years)



### Gender

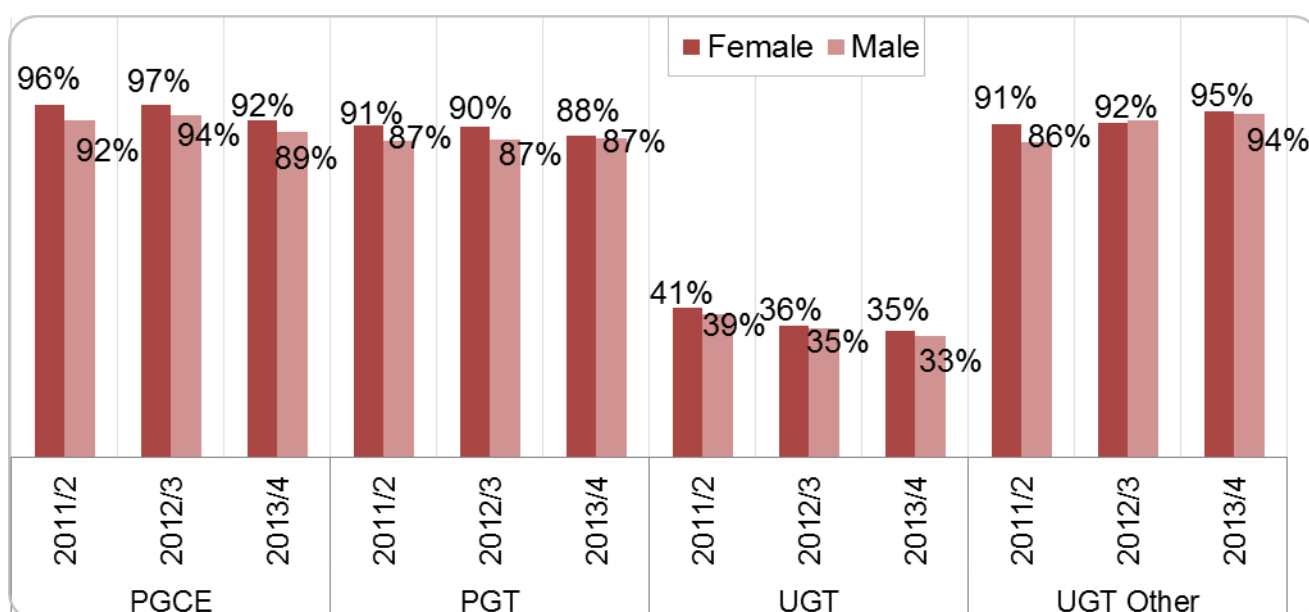
Application to offer conversion rates by gender vary between modes. Success rates are higher for male applicants on regular undergraduate and postgraduate courses, but females have a better conversion rate for undergraduate other courses, 63% against 34% for males, and a slightly higher rate on PGCE courses.

### 1.1.3 Application to Offer Conversion Rates by Level: Gender



There is very little difference between the genders across the board for the offer to acceptance conversion rate. The conversion for female applicants is slightly higher across all modes of study.

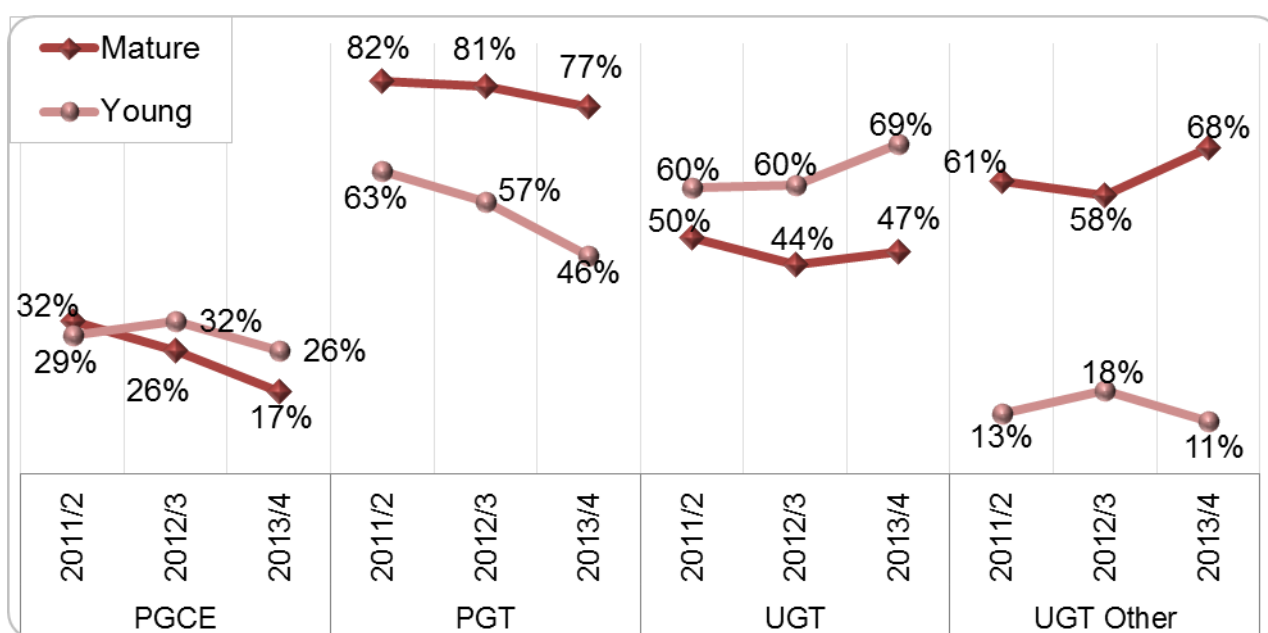
#### 1.1.4 Offer to Accept Conversion Rates by Level: Gender



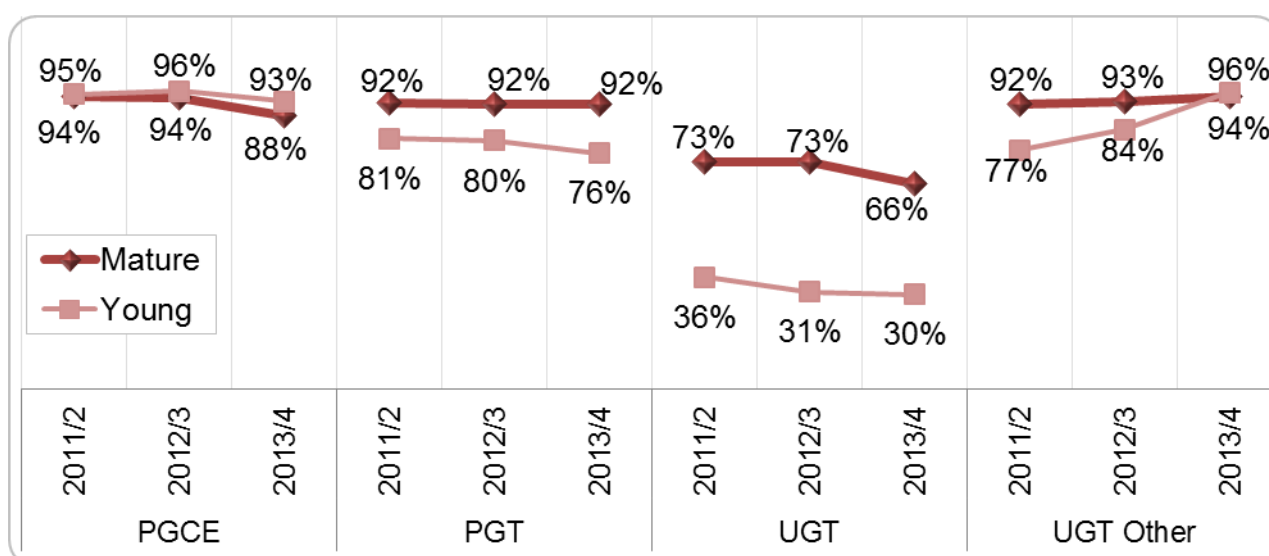
#### Age

- Mature applicants have a better conversion rate to offers than young applicants at postgraduate level, but a worse rate than young students at undergraduate.
- The application to offer rate has increased by ten percentage points (from 58% to 68%) in the last year for mature students studying on other undergraduate courses.
- Mature students have a slightly better offer to acceptance conversion rate than young students for postgraduate courses, but a far better rate at the undergraduate level (66% to 30%).
- However, the rate is similar for young and mature students in PGCE and other undergraduate courses.

#### 1.1.5 Application to Offer Conversion Rates: Age



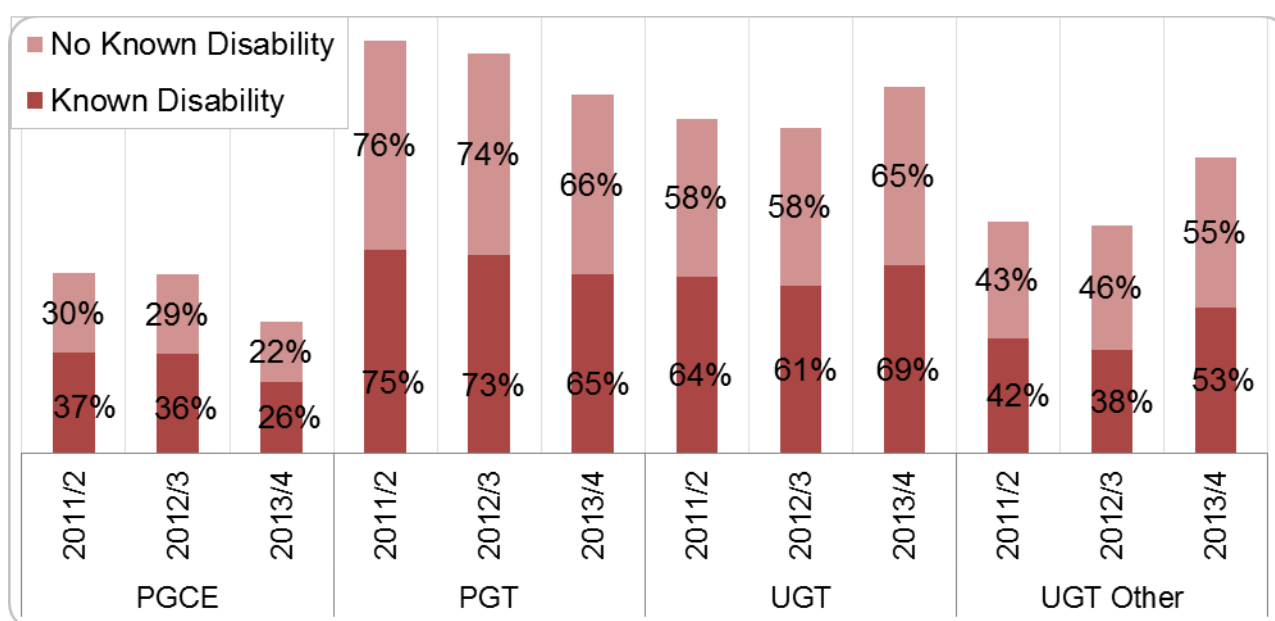
### 1.1.6 Offer to Accept Conversion Rates: Age



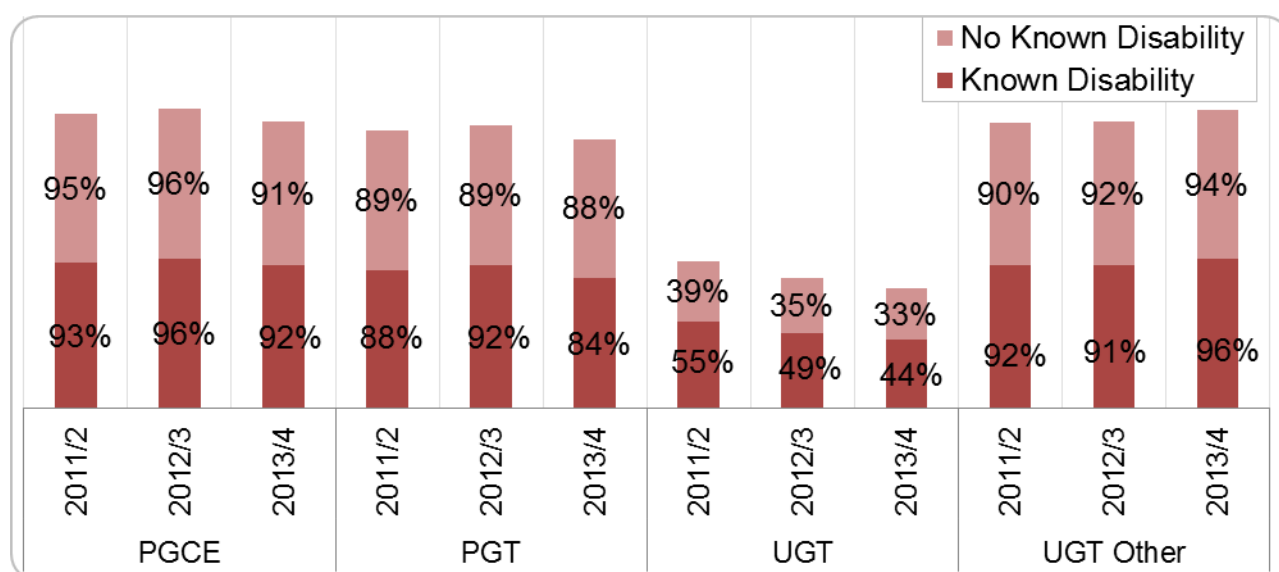
### Disability

- The total number of applicants with a known disability is relatively low, other than at undergraduate level, so numbers may be expected to change each year to some degree. Application to offer rates are similar across most levels of study for those with a known disability and those with no known disability.
- For undergraduate courses, applicants with a known disability have had a slightly higher conversion rate to offer than those with no known disability over the last three years - 69% to 65% in 2013/14.
- An almost identical pattern can be seen in the offer to acceptance conversion rates. Figures are similar across most categories, with a markedly higher conversion rate for those with a known disability at undergraduate level.

### 1.1.7 Application to Offer Conversion Rates: Disability



### 1.1.8 Offer to Accept Conversion Rates: Disability



## Student profile

In this section, we break down our student population by gender, age, ethnicity and disability. We also look at how this varies across different levels of study.

### Gender

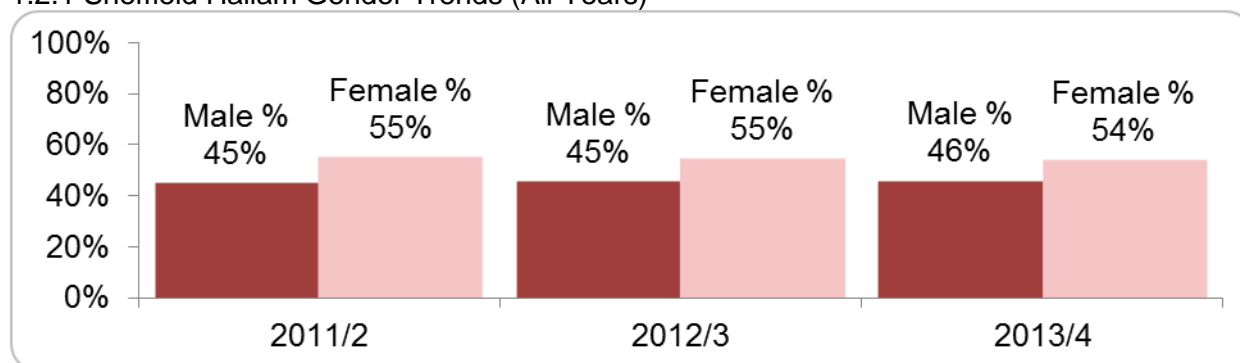
Sector overview:

Nationally, female students made up 56% of all students and 58% of first year students. Overall, female students comprised the majority of students in all degree levels with the exception of research postgraduates, where 53.1% were male.

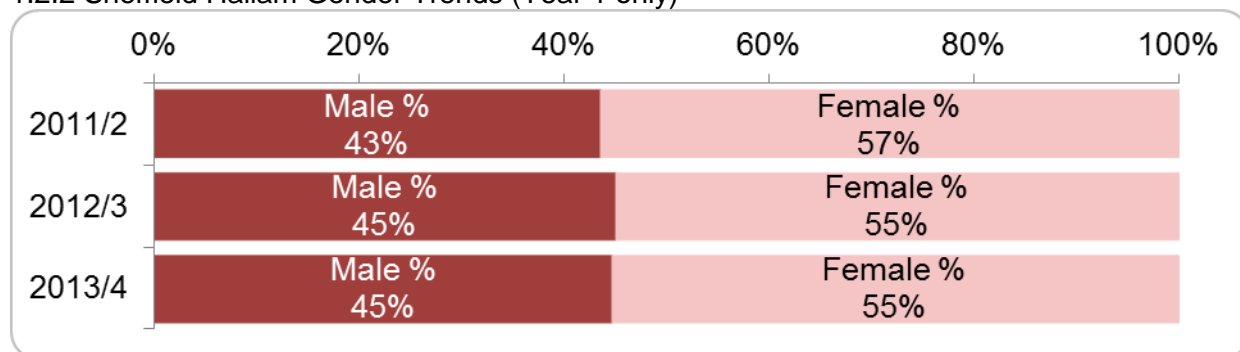
Sheffield Hallam overview:

Female students made up 54% of all students and 55% of first year students - both slightly down on previous years. Overall, female students were in the majority at all degree levels with the exception of undergraduate part-time courses, where 54% were male.

#### 1.2.1 Sheffield Hallam Gender Trends (All Years)



#### 1.2.2 Sheffield Hallam Gender Trends (Year 1 only)



#### 1.2.3 Proportion of Female Students: Trend by Level & Mode

Level - Mode	Percentage of female students			
	2011/2	2012/3	2013/4	Trend
UGT - FT/SW	52%	52%	52%	—
UGT - PT	51%	46%	46%	—
OUG - FT/SW	69%	73%	70%	—
OUG - PT	64%	60%	56%	—
PG (Inc PGCE) - FT/SW	52%	53%	57%	—
PG (Inc PGCE) - PT	61%	63%	61%	—

## Age

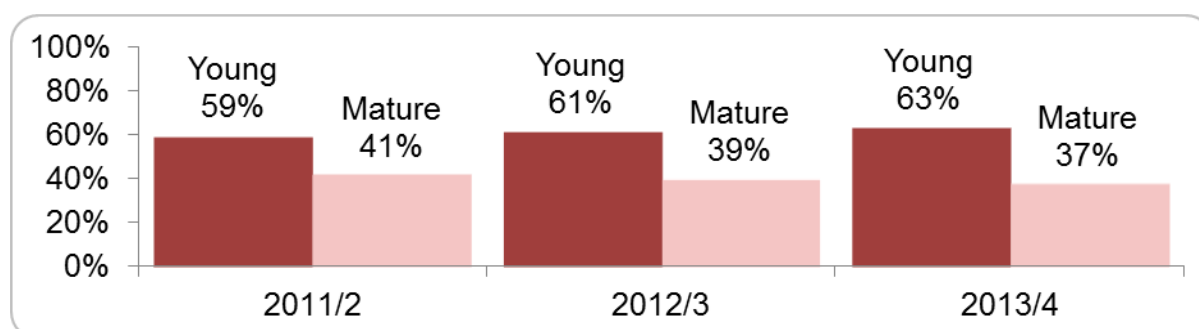
### Sector overview:

53.7% of students were aged 21 and under. This number varied across the UK from 57.5% in Northern Ireland (57.5%) to 53.3% in England.

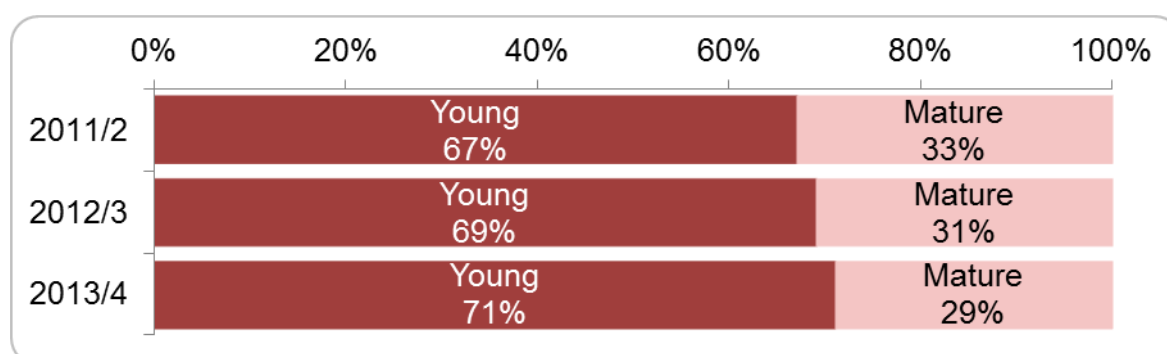
### Sheffield Hallam overview:

- The split between young and mature students has been changing in favour of young students over the last three years. The number of both groups has been in decline, but the number of mature students has fallen more steeply (from 15,244 in 2011/12 to 12,268 in 2013/14).
- The change has largely come in undergraduate numbers, with little difference in the postgraduate balance since 2011/12.
- At Sheffield Hallam, 44% of first year students were aged 22 and over, compared with 37% of all students.

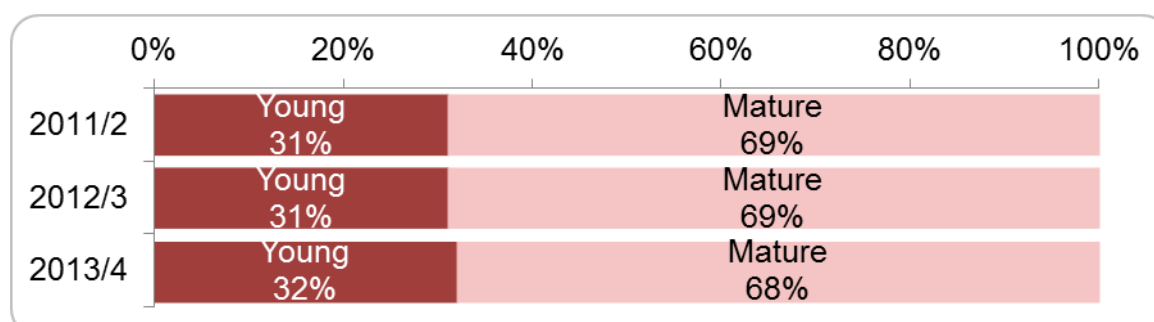
#### 1.2.4 Sheffield Hallam Young/Mature on Entry Trends (All Years)



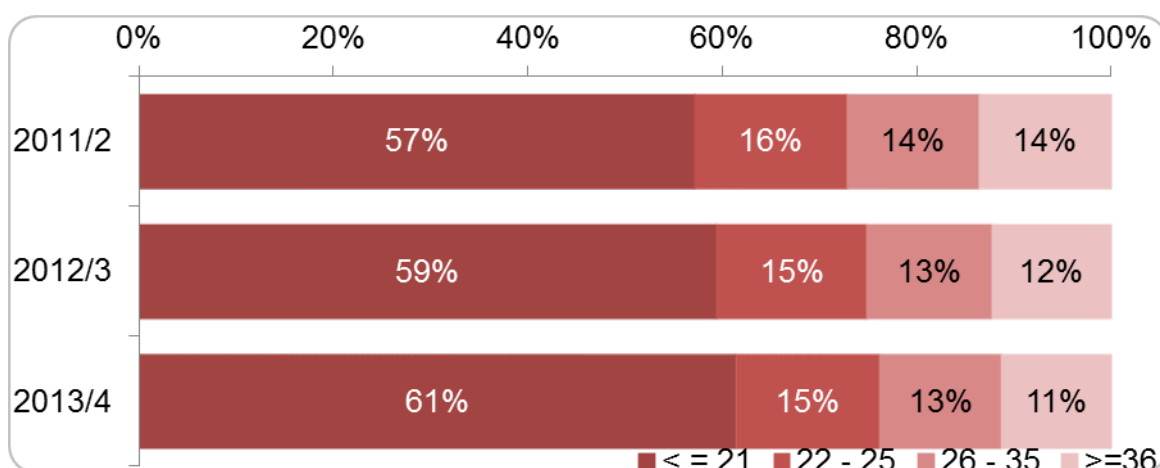
#### 1.2.5 Sheffield Hallam - Undergraduate Young/Mature on Entry Trends (All Years)



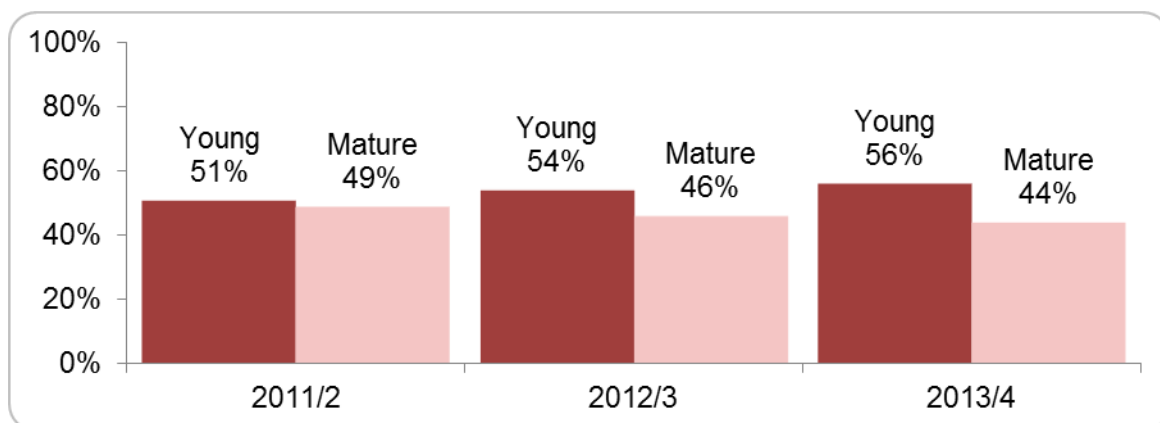
#### 1.2.6 Sheffield Hallam - Postgraduate Young/Mature on Entry Trends (All Years)



### 1.2.7 Sheffield Hallam Age on Entry Trends: Age Group (All Years)



### 1.2.8 Sheffield Hallam Young/Mature on Entry Trends (Year 1 only)



## Ethnicity

Sector overview:

There has been an increase in the proportion of all BME groups with the exception of Chinese students, which has remained static.

Sheffield Hallam overview:

- There has been an increase in the proportion of BME groups from 13% in 2012/13 to 14% in 2013/14; however the proportion of Chinese students has dropped very slightly to less than 1% in 2013/14.
- The proportion of BME students does vary by mode and level of study to some degree. 16% of part-time undergraduates are BME, as opposed to 13% on full-time courses. However, this difference between full-time and part-time study is reversed at postgraduate level.

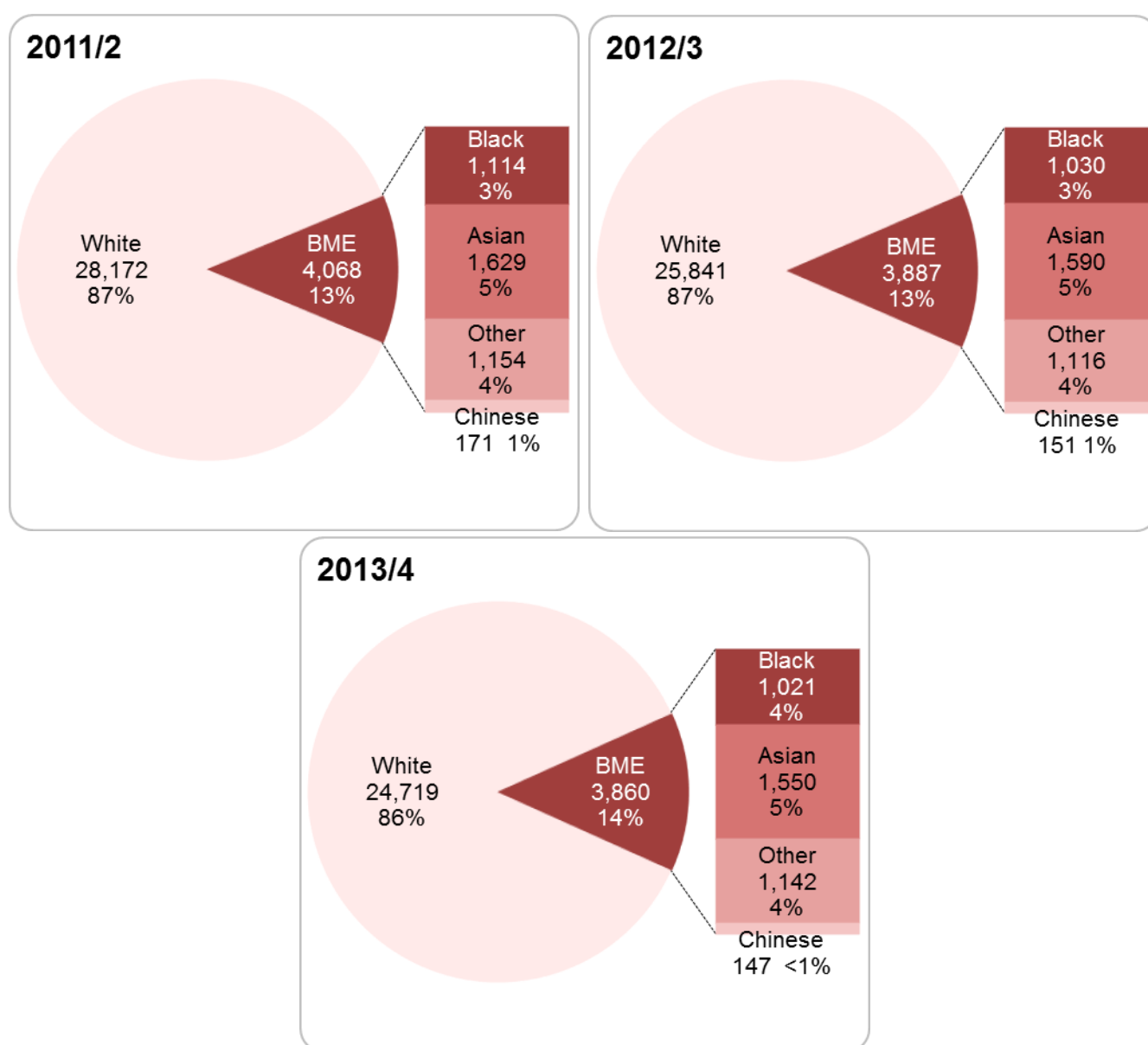


Ethnicity reporting is restricted to UK domiciled students. In the following analysis, ethnicity is reported for (circa) 85% of the population.

### 1.2.9 Student Ethnicity Detail: Level and Mode (All Years) 2013/14

Mode	Percentage of students by ethnicity				
	White	Black	Asian	Chinese	Other
UGT - FT/SW	87%	3%	6%	1%	4%
UGT - PT	84%	6%	5%	0%	5%
OUG - FT/SW	84%	7%	6%	0%	4%
OUG - PT	89%	3%	4%	0%	3%
PG (inc PGCE) - FT/SW	85%	5%	6%	1%	3%
PG (inc PGCE) - PT	86%	4%	6%	1%	4%

### 1.2.10 Sheffield Hallam UK Students - Detailed Ethnicity Trends (All Years)





## Disability

Sector overview:

The sector saw an increase of 0.9% of students declaring a disability in 2013/14 compared to 2012/13.

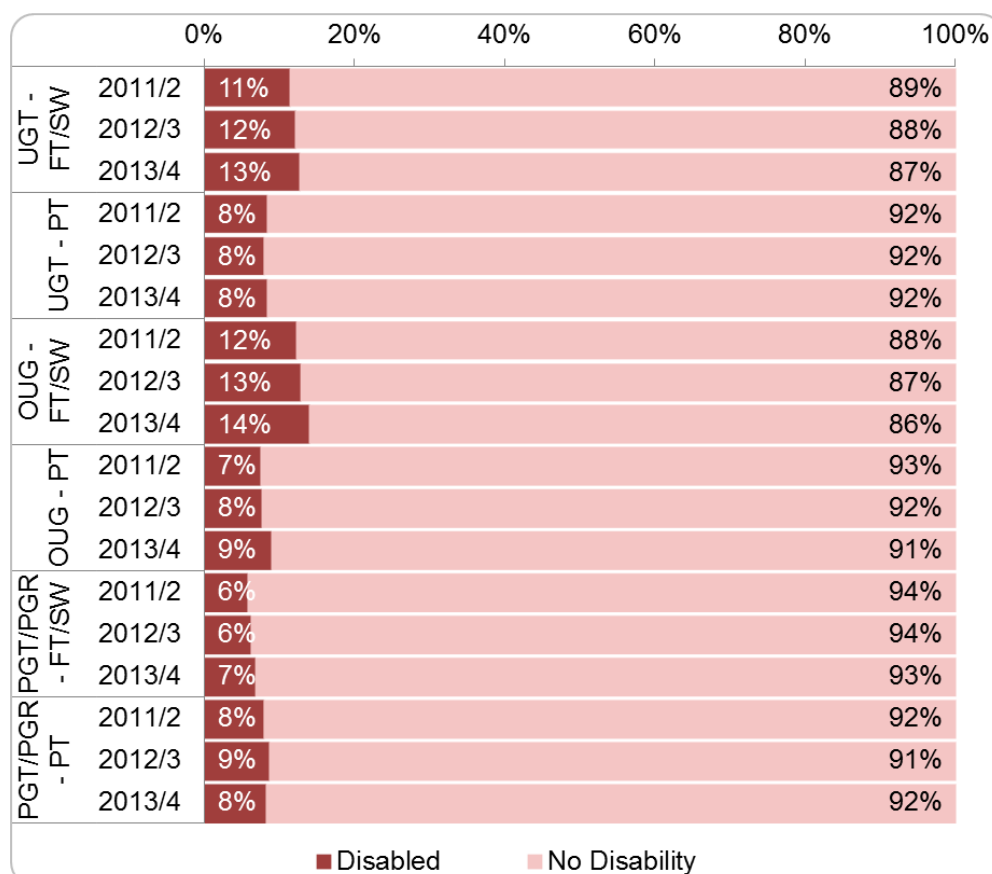
Sheffield Hallam overview:

- Mirroring the sector, the proportion of students declaring a disability has increased by one percentage point to 11%.
- There are differences between modes and level of study. Full-time undergraduates are most likely to have a declared disability (13%-14%), with lower figures at part-time undergraduate (8%) and postgraduate (7%-8%).
- When looking at impairment type we are similar to the national average, with 50% of students at Sheffield Hallam with a disability disclosing a specific learning difficulty.

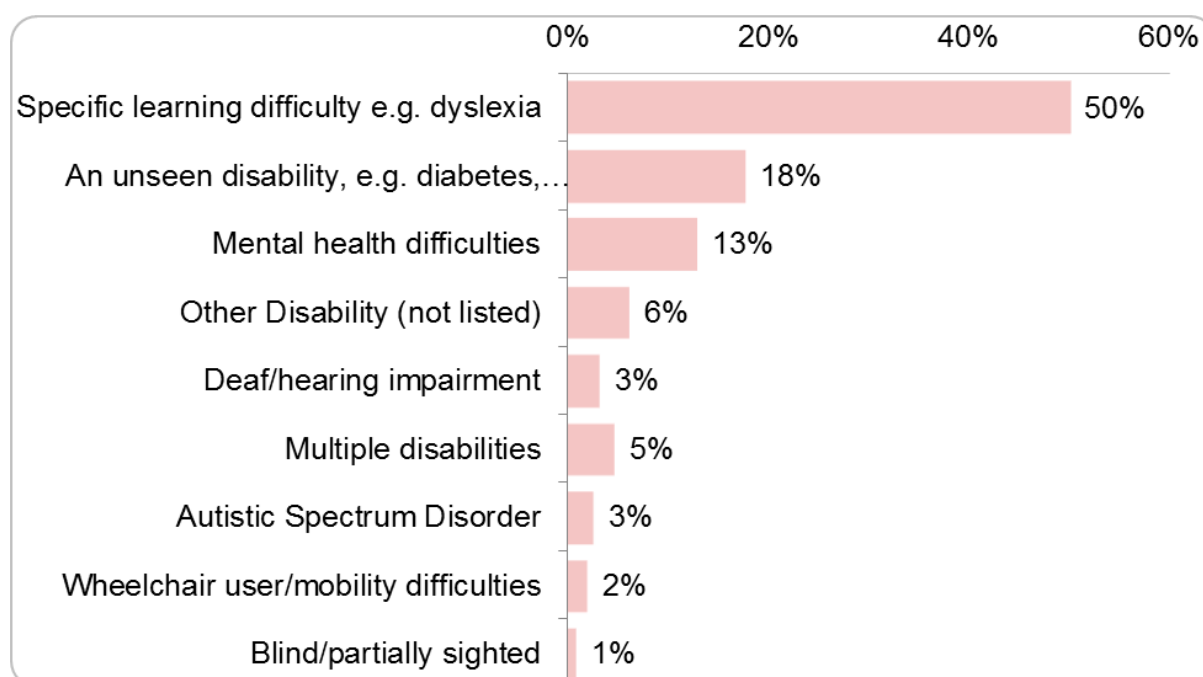
### 1.2.11 Student Number Trends: Disability (All Years)

Disability Group	Count / percentage of students by disability					
	2011/2		2012/13		2013/14	
Disabled	3,611	10%	3,599	10%	3,644	11%
No Disability	33,067	89%	30,766	89%	29,455	89%
Unknown / Not Provided	388	1%	353	1%	0	0%
<b>Total Students</b>	<b>37,066</b>		<b>34,718</b>		<b>33,099</b>	

### 1.5.2 Student Disability Trends: Level & Mode (All Years)



### 1.2.12 Disabled students: Type of disability (All Years) 2013/14



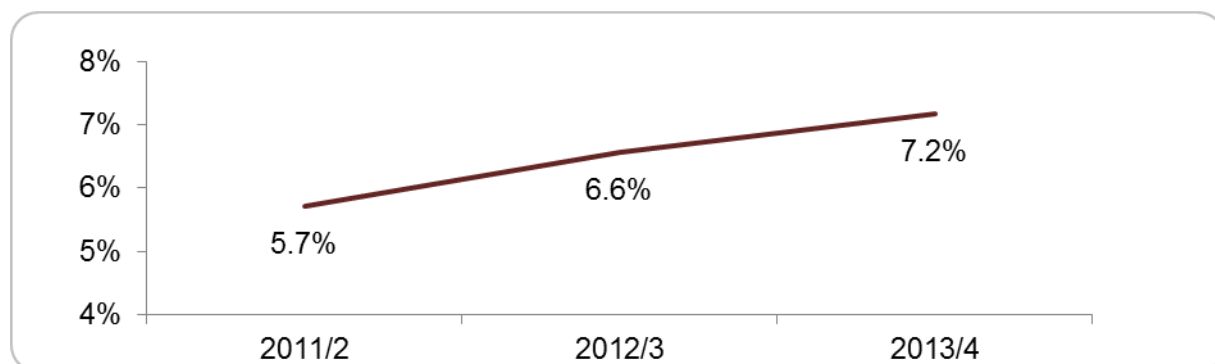
## Retention and withdrawals

Student retention rates at Sheffield Hallam University refer to undergraduate students on year 1 of their first degree only.

Sheffield Hallam overview:

There has been a slight increase in withdrawal rates at Sheffield Hallam since 2011/12, with the figure for year 1 undergraduates rising from 6.6% in 2012/13 to 7.2% in 2013/14.

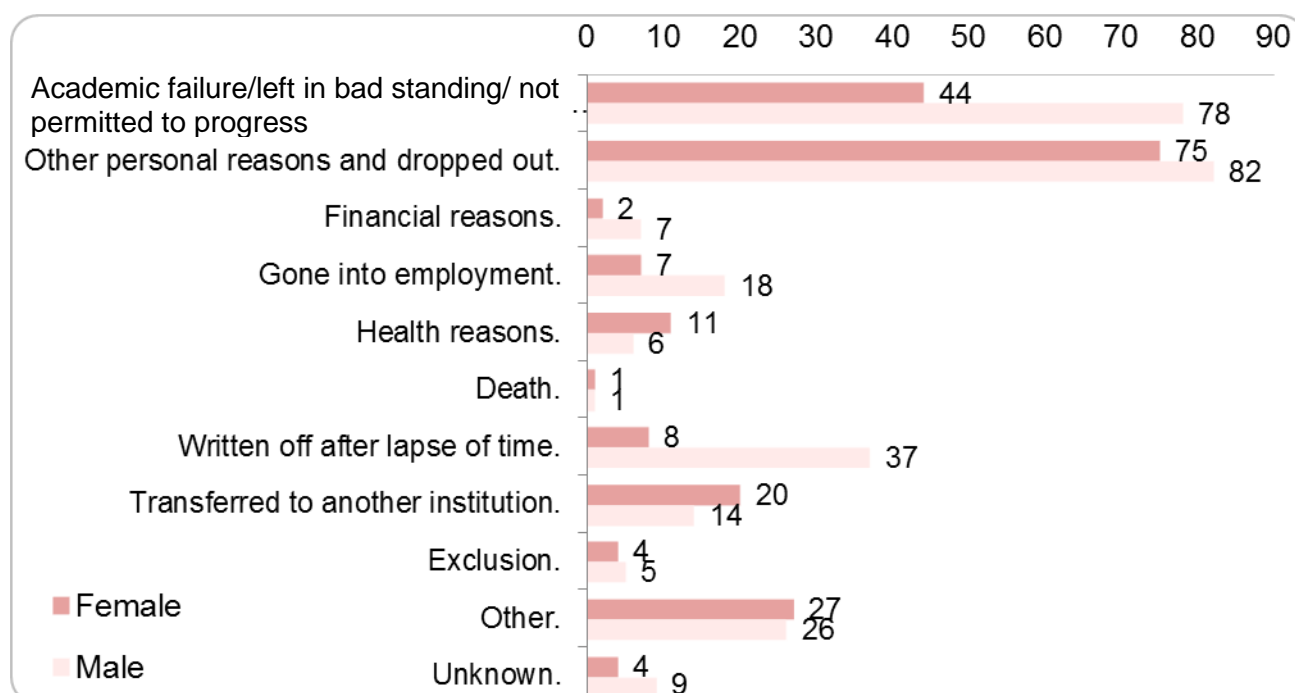
### 1.3.1 Withdrawals Overview (Year 1 UG only)



### Gender

- Female withdrawal rates have remained the same as last year at 6%, with the male withdrawal rate rising from 7% to 9%.
- The higher rate for male students would appear to relate to two areas in particular. Amongst those who withdrew, a higher proportion of male than female students did so due to academic failure or 'lapse of time'.

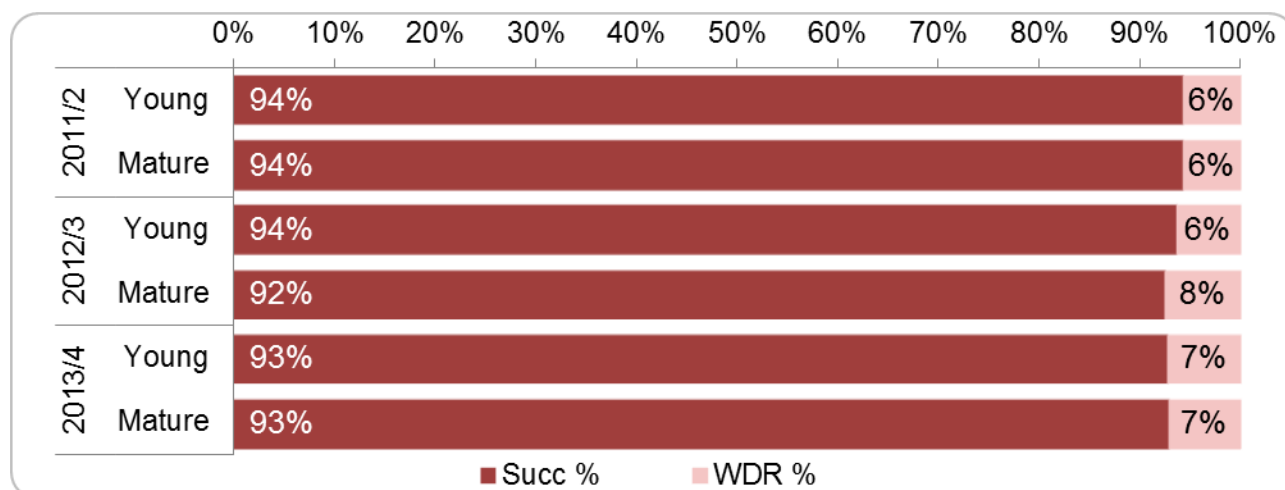
### 1.3.2 Reason for Withdrawal by Gender (Year 1 UG only) 2013/14



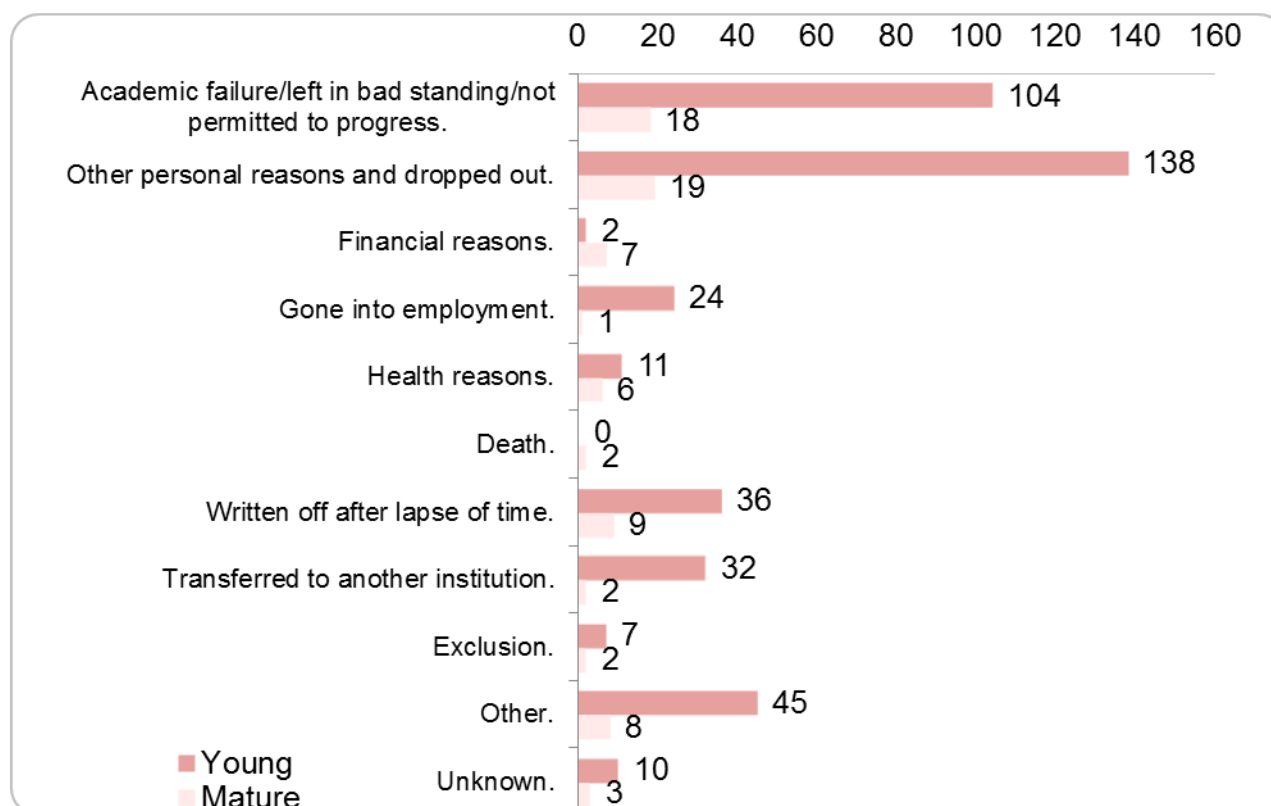
## Age

- In the last year the proportion of young students withdrawing has shifted upwards slightly and the number of mature students withdrawing has moved in the other direction, leaving both groups at a 7% withdrawal rate.
- Both young and mature students were most likely to withdraw for 'other personal reasons', followed by academic failure.

### 1.3.3 Withdrawals by Age (Year 1 UG only)



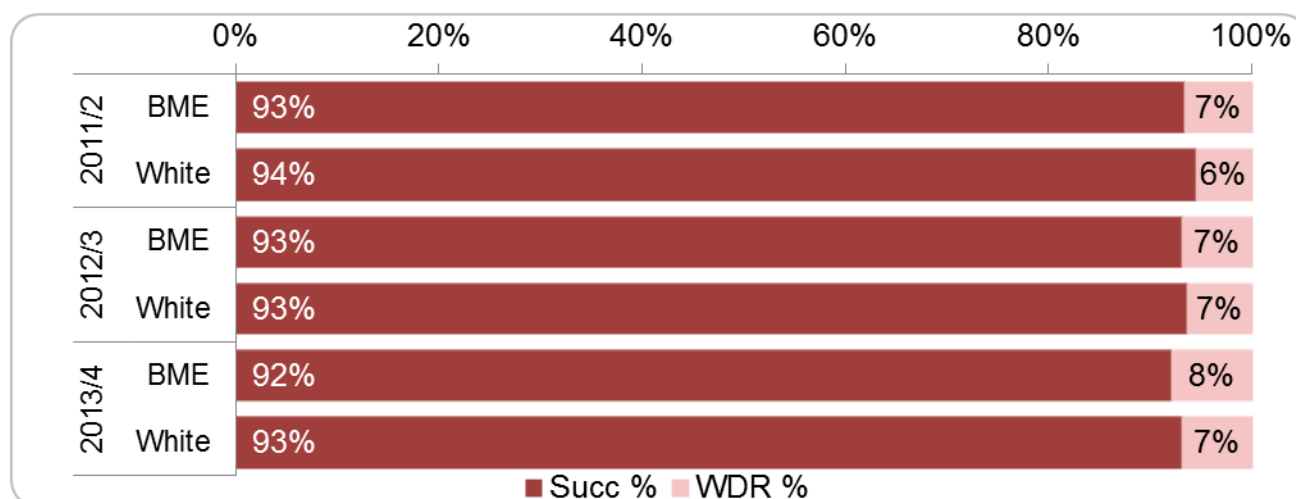
### 1.3.4 Reason for Withdrawal by Age (Year 1 UG only) 2013/14



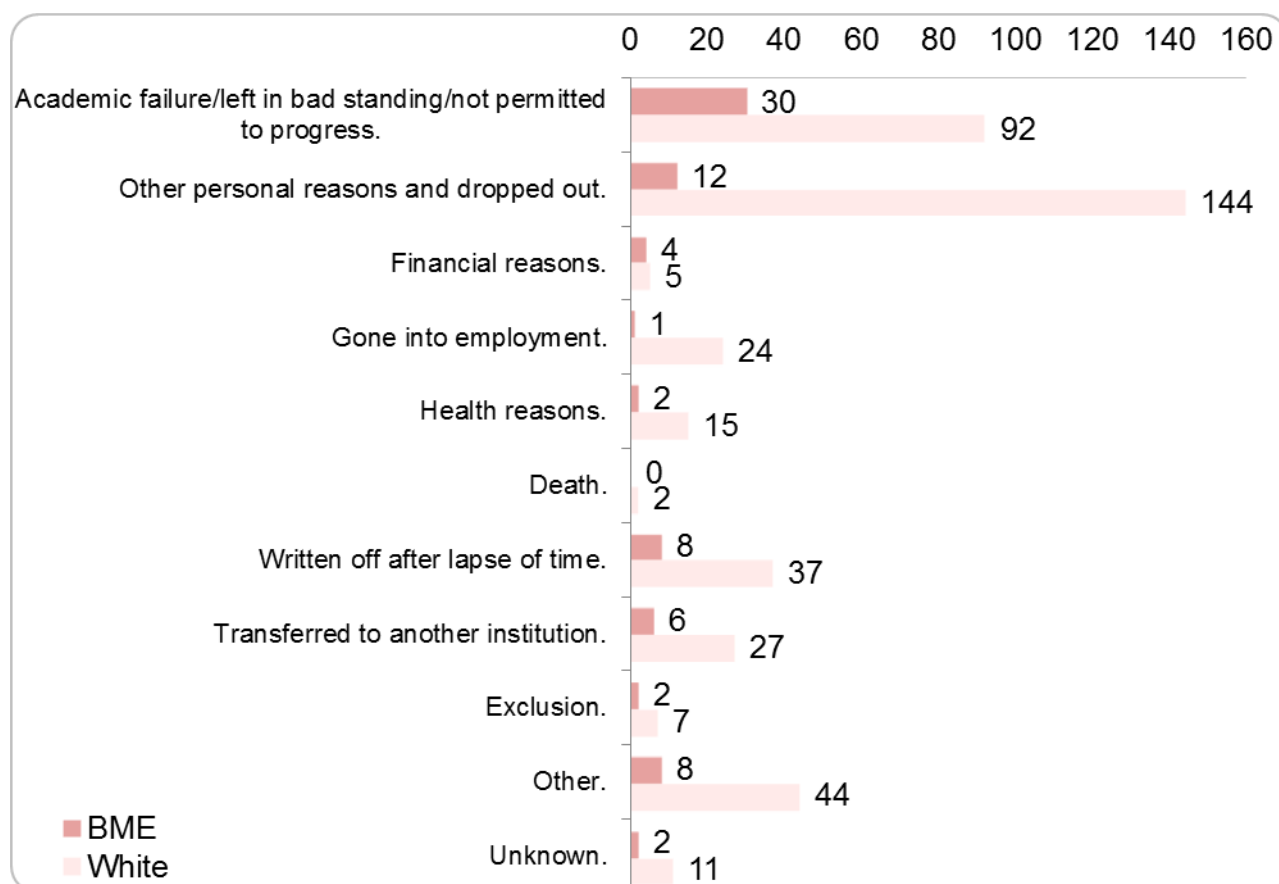
## Ethnicity

- In 2012/13, withdrawal rates for White and BME students were roughly level at 7%. In 2013/14, the BME rate has increased to 8%.
- Whereas White students were most likely to withdraw for other personal reasons, BME students were most likely to withdraw due to academic failure. The number withdrawing for this reason (30) was more than twice as big as any other reason.

### 1.3.5 Withdrawals by Ethnicity (Year 1 UG only)



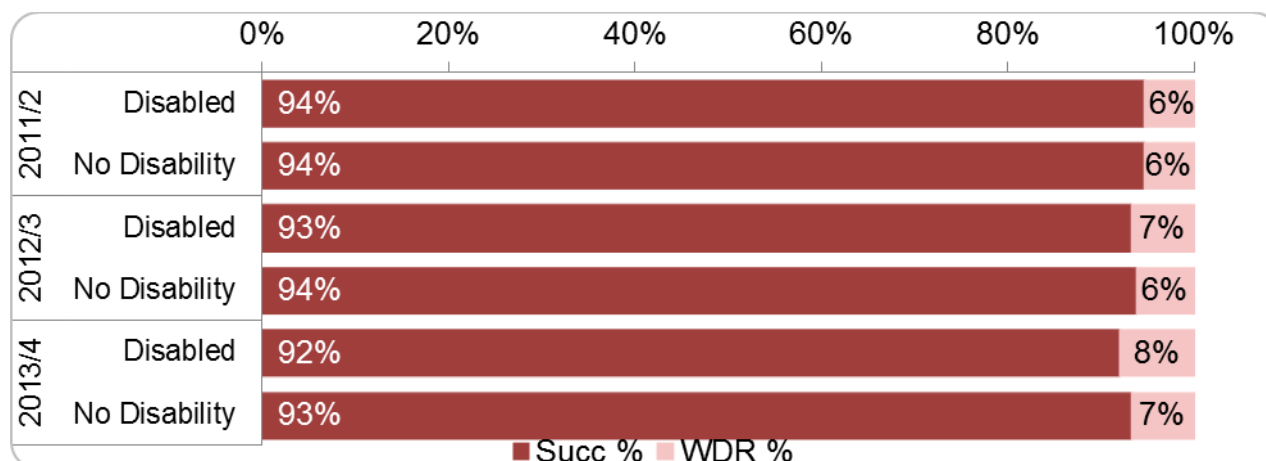
### 1.3.6 Reason for Withdrawal by Ethnicity (Year 1 UG only) 2013/14



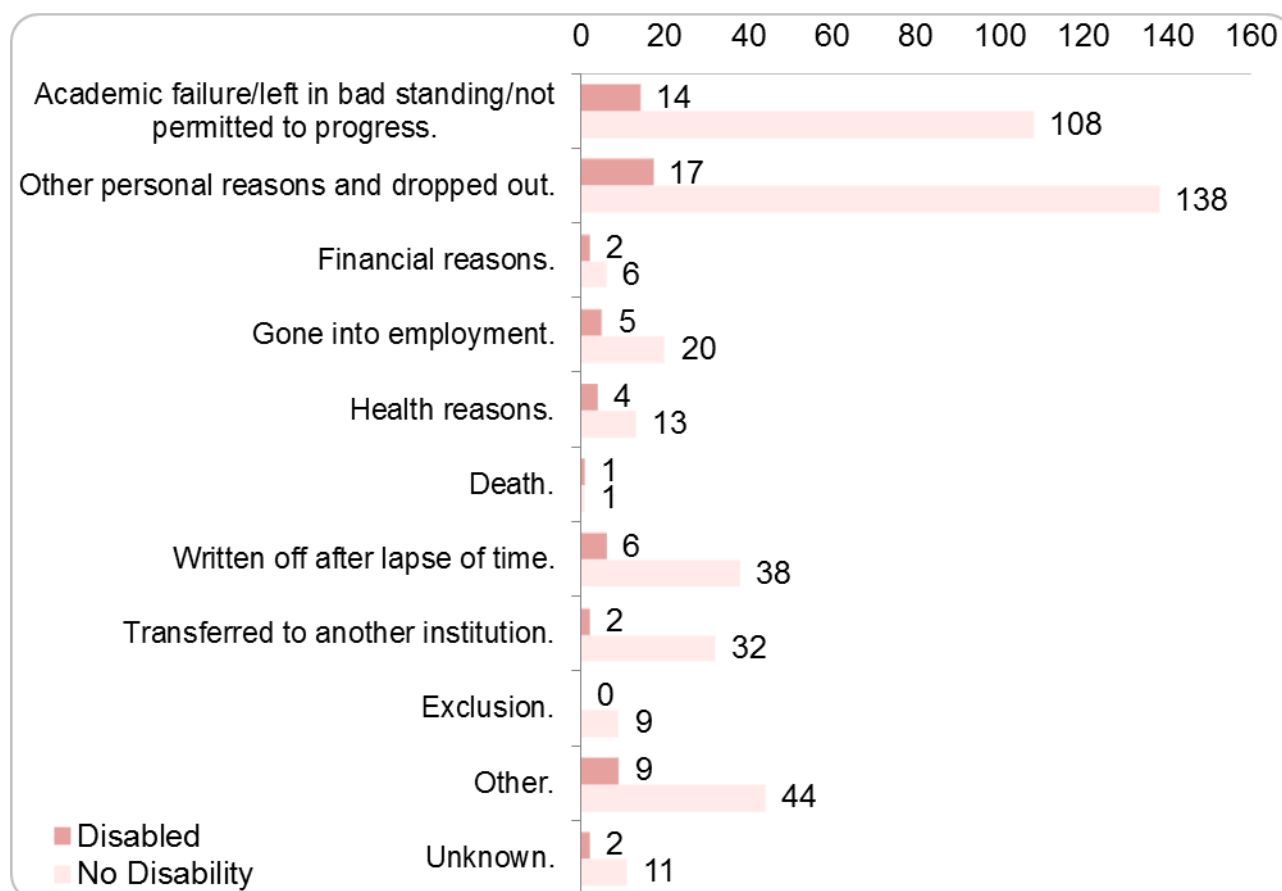
## Disability

- The proportion of both disabled and non-disabled students withdrawing has increased by 1%, to 8% and 7% respectively.
- The reasons for withdrawal show no real disparities between disabled and non-disabled students, although low numbers of disabled students who withdrew make conclusions hard to draw.

### 1.3.7 Withdrawals by Disability (Year 1 UG only)



### 1.3.8 Reason for Withdrawal by Disability (Year 1 UG only) 2013/14



## Level of educational attainment

### Context

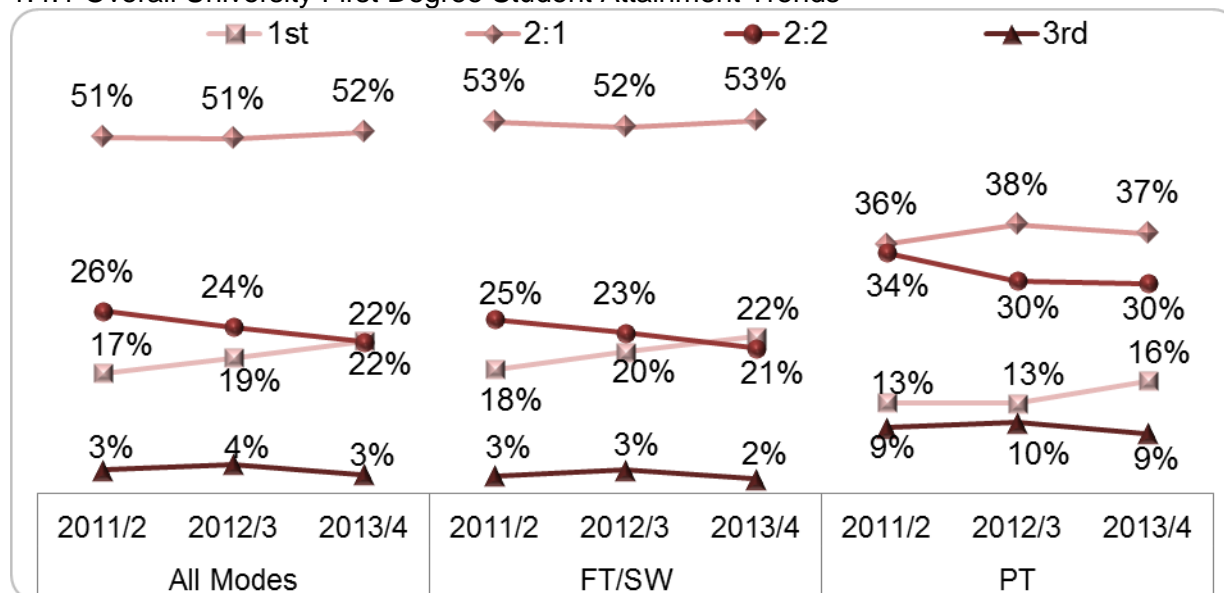
Sector overview:

- In England 18.6% of first degree undergraduate qualifiers attained a first class degree, 49.2% a 2:1 classification and 25.8% a 2:2.
- Compared with 2011/12, the proportion of qualifiers who obtained a 'good honours' degree (first or 2:1) increased in all countries, by between 0.7% (in Scotland) and 3.7% (in Northern Ireland).

Sheffield Hallam overview:

- The percentage of students receiving a good honours degree has increased from 2011/12, with an overall increase (4%) in students attaining a 1<sup>st</sup> or 2:1 degree.
- Since 2012/13 there has been a 2% increase in students getting a 1<sup>st</sup> class degree on a full-time or sandwich course and a 3% increase for those on part-time courses.

#### 1.4.1 Overall University First Degree Student Attainment Trends



### Gender

Sector overview:

- Across the UK, a higher proportion of female qualifiers received a first/2:1 than male qualifiers.
- The gaps are as follows: Wales -8.2%, Northern Ireland -4.9%, England -4.6% and Scotland -4.2%.

Sheffield Hallam overview:

- 24% of females achieve a 1st class degree and 54% a 2:1, compared to 19% of males achieving a 1st class degree and 49% a 2:1, thereby creating a 10% gender attainment gap (up from 8% last year).

- A slightly higher proportion of part-time male students achieved a first, but the overall proportion achieving a good honours degree was still lower than for female students.

#### 1.4.2 First degree attainment in 2013/14: Gender and Mode

Gender/Mode	Degree Class Attained			
	1st	2:1	2:2	3rd
Overall University	22%	52%	22%	3%
Female (All Modes)	24%	54%	18%	2%
Male (All Modes)	19%	49%	26%	4%
Female (FT/SW)	25%	56%	17%	1%
Male (FT/SW)	19%	50%	25%	3%
Female (PT)	15%	40%	31%	7%
Male (PT)	17%	35%	30%	10%

### Age

Sector overview:

- A higher proportion of full-time qualifiers aged 21 and under achieved a good honours degree than qualifiers in older age groups.
- The opposite was true of those studying part-time. 44% of part-time qualifiers aged 21 and under received a first/2:1, compared with 60% of those aged 36 and over. (This information was taken from the [ECU statistical report](#) and measured age as of July 2013 - Sheffield Hallam look at age upon entry).

Sheffield Hallam overview:

- At Sheffield Hallam mature students are more likely to achieve a 1<sup>st</sup> class degree (28%) than their young counterparts (20%).
- This trend continues regardless of mode, with 31% of mature students achieving a 1<sup>st</sup> class degree on a full-time/sandwich course compared to 21% for their young counterparts. In addition, 22% of mature students on a part-time course achieved a 1<sup>st</sup> class degree with only 9% of young students achieving the same.
- Young part-time students have the highest proportion of 3<sup>rd</sup> class degrees at 14%, with the next highest proportion at 4% for mature part-time students.

#### 1.4.3 First degree attainment in 2013/14: Age on Entry and Mode

Age/Mode	Degree Class Attained			
	1st	2:1	2:2	3rd
Overall University	22%	52%	22%	3%
Young (All Modes)	20%	54%	22%	3%
Mature (All Modes)	28%	44%	22%	3%
Young (FT/SW)	21%	55%	21%	2%
Mature (FT/SW)	31%	45%	20%	2%
Young (PT)	9%	32%	35%	14%
Mature (PT)	22%	41%	26%	4%



## Ethnicity

### Sector overview:

Across the UK the degree attainment gap was highest in England, where 74% of white qualifiers obtained a first/2:1 compared with 57% of BME qualifiers (17% gap). 21% of white students achieved a 1<sup>st</sup> class degree as opposed to 12% of BME students.

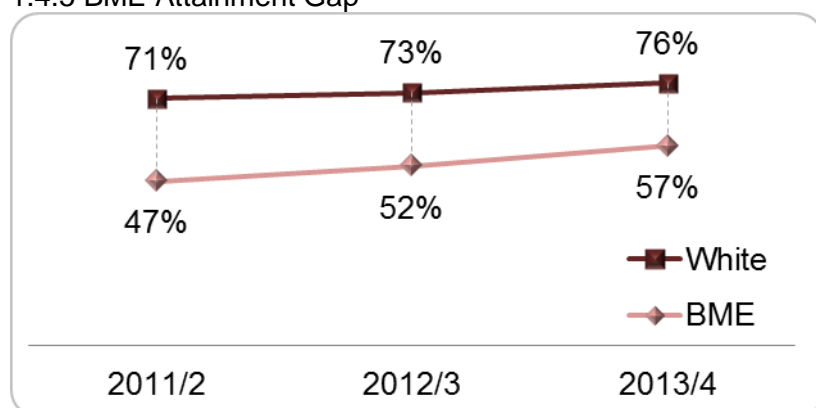
### Sheffield Hallam overview:

- The overall gap for good honours is almost identical to the national average, with attainment rates of 76% for White students and 57% for BME students. There is a difference, however, in the split between firsts and 2:1s.
- The attainment gap between white students and BME students is slightly larger than the national average for achieving a 1<sup>st</sup> class degree, with white students at 23% for all modes and BME students at 10%.
- However, the attainment gap is smaller for 2:1 classifications, with White students achieving 52% and BME students achieving 47%.
- At Sheffield Hallam the BME attainment gap has decreased in the last three years, down from 24% to 19%. The percentage of White students gaining a good honours degree has increased, but the percentage of BME students gaining a good honours degree is rising at a faster rate.

#### 1.4.4 First degree attainment in 2013/14: Ethnicity and Mode

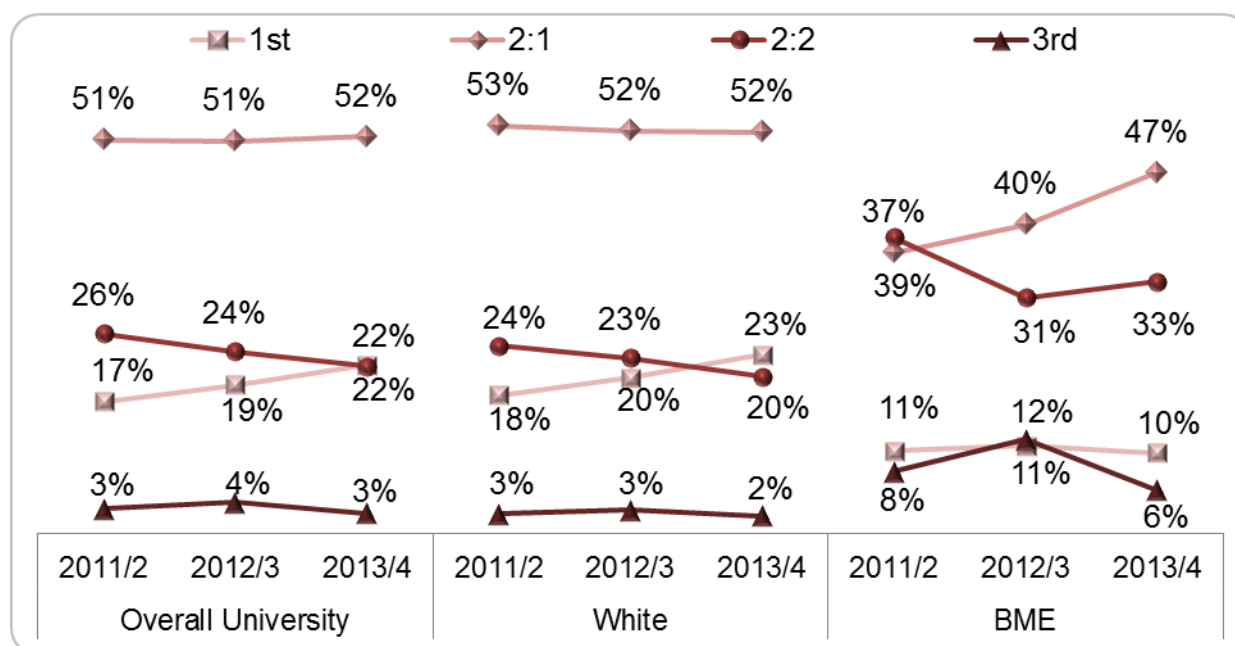
Ethnicity/Mode	Degree Class Attained			
	1st	2:1	2:2	3rd
Overall University	22%	52%	22%	3%
White (All Modes)	23%	52%	20%	2%
BME (All Modes)	10%	47%	33%	6%
White (FT/SW)	24%	53%	20%	2%
BME (FT/SW)	11%	51%	31%	4%
White (PT)	19%	40%	28%	7%
BME (PT)	5%	20%	45%	15%

#### 1.4.5 BME Attainment Gap



The lines show the proportion of leavers within each ethnicity grouping gaining good honours degrees.

### 1.4.6 First Degree Attainment - Ethnicity Trends (All Modes)



## Disability

Sector overview:

- A higher proportion of disabled qualifiers obtained a first/2:1 (66.9%) than those who did not receive Disabled Students' Allowance (DSA) (65.3%)
- Compared with 2011/12, the proportion of disabled qualifiers who received a first/2:1 increased from 63.9% to 66.0%.

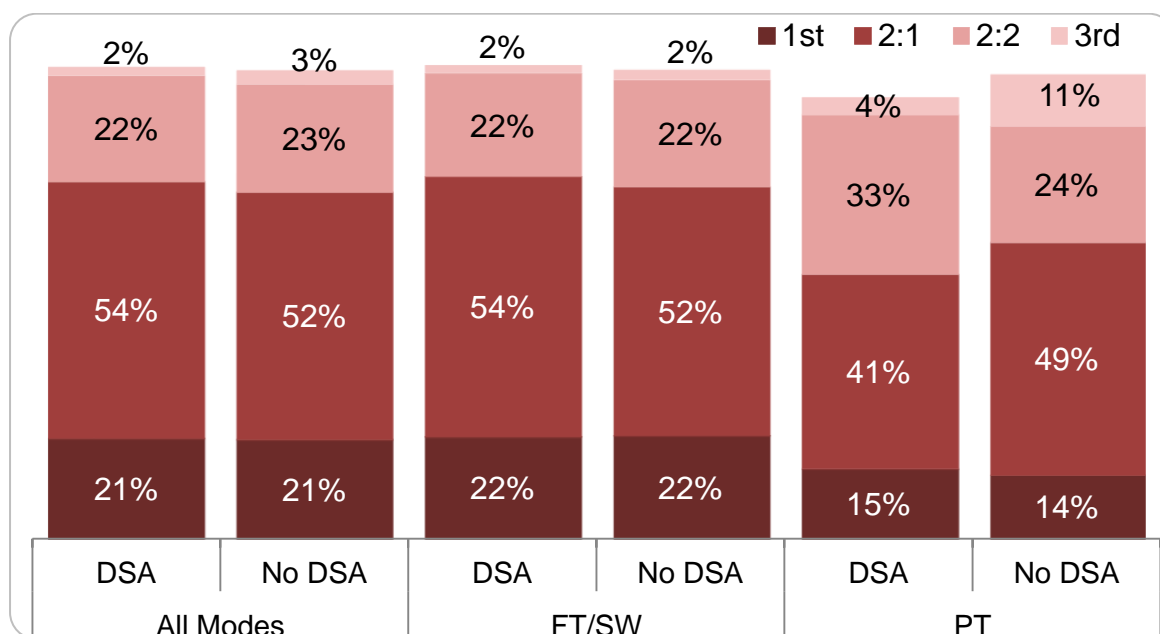
Sheffield Hallam overview:

- There is very little difference between the proportions of students with a disability and non-disabled students attaining a good honours degree. However, less disabled part-time students achieved a 1<sup>st</sup> class degree in 2013/14 (by 3%), but more achieved a 2:1 than their counterparts, with disabled students at 45% and non-disabled students at 36%.
- When comparing disability allowance and mode there is very little difference between student degree attainment and their access to DSA, with it equal for 1<sup>st</sup> class degrees at 22% for both sets of students on a full-time/sandwich course and 1% less for students with no DSA on part-time courses.
- However students with no DSA on part-time courses were more likely to get a 3<sup>rd</sup> class degree (11%) when compared with their DSA counterparts (4%).
- Our statistics for students with a specific learning disability are more detailed, but low numbers in each group make it hard to draw conclusions.

#### 1.4.7 First Degree Attainment in 2013/14: Disability and Mode

Disability/Mode	Degree Class Attained			
	1st	2:1	2:2	3rd
Overall University	22%	52%	22%	3%
No Disability (All Modes)	22%	52%	22%	3%
Disabled (All Modes)	21%	53%	22%	2%
No Disability (FT/SW)	23%	53%	21%	2%
Disabled (FT/SW)	22%	53%	22%	2%
No Disability (PT)	16%	36%	30%	9%
Disabled (PT)	13%	45%	30%	7%

#### 1.4.8 First Degree Attainment in 2013/14: Disability Allowance and Mode



#### 1.4.9 First Degree Attainment in 2013/14: Disability Detail and Mode

Mode	Disability	Degree Class Attained				
		1st	2:1	2:2	3rd	Other
FT/SW	No known disability	1,069	2,526	975	99	67
	Specific learning difficulty e.g. dyslexia	101	252	99	11	5
	An unseen disability, e.g. diabetes, epilepsy, asthma	28	66	27	3	3
	Mental health difficulties	29	48	19	1	2
	Other Disability	20	71	33	1	3
PT	No known disability	89	197	163	47	47
	Specific learning difficulty e.g. dyslexia	6	7	11	3	0
	An unseen disability, e.g. diabetes, epilepsy, asthma	0	11	1	1	0
	Mental health difficulties	1	2	3	0	1
	Other Disability	2	0	0	1	1

## Destination of leavers from higher education

The *Destination of leavers from higher education* (DLHE) survey, conducted by HESA, collects information on the activities of leavers from higher education programmes six months after qualifying from their higher education course (employed, engaged in further study etc.).

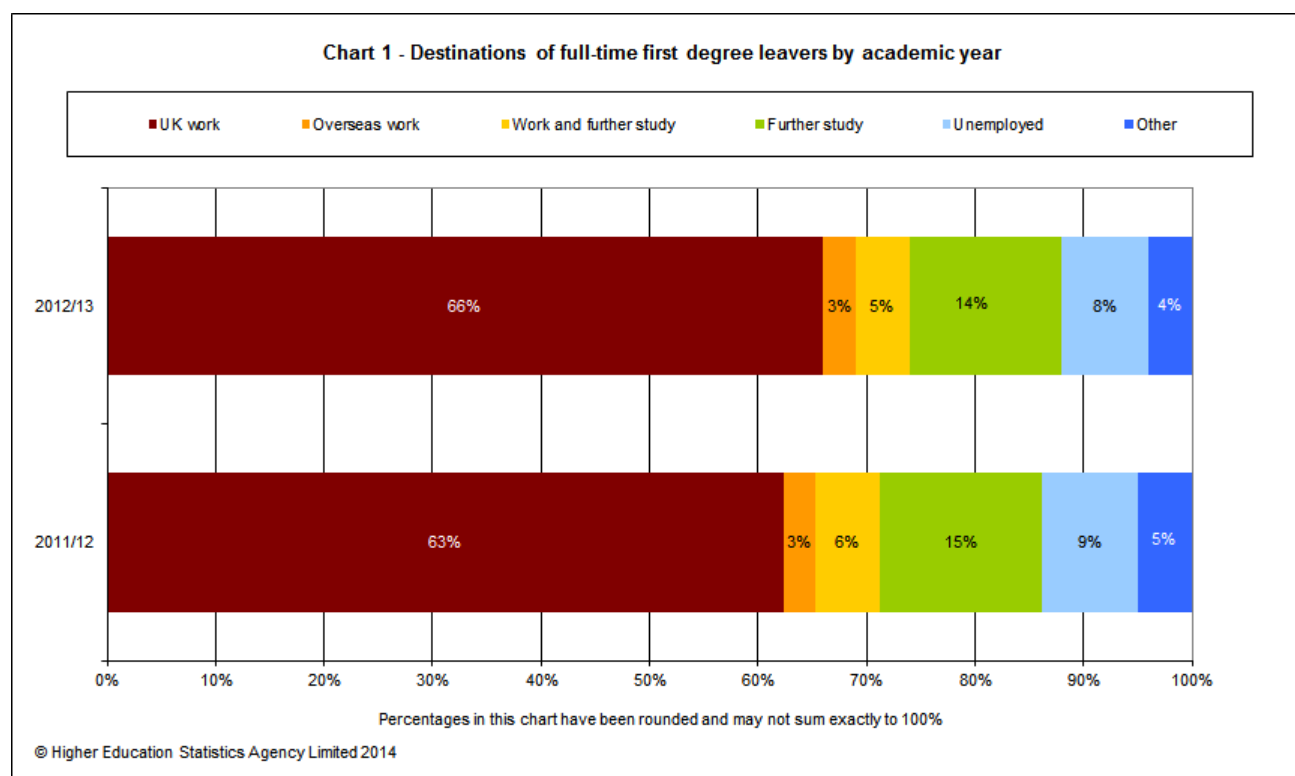
The data in this report is taken from Sheffield Hallam's results for students completing in academic year 2012/13.

### Context

Sector overview:

- In 2012/13 there were 244,025 (232,110 in 2011/12) full-time first degree UK and EU leavers whose destinations were known.
- 69% (167,255) were in employment (either in the UK or overseas) and were not also studying, showing an increase from 66% in 2011/12. 8% (18,500) were unemployed compared to 9% (20,415) in 2011/12 [HESA].

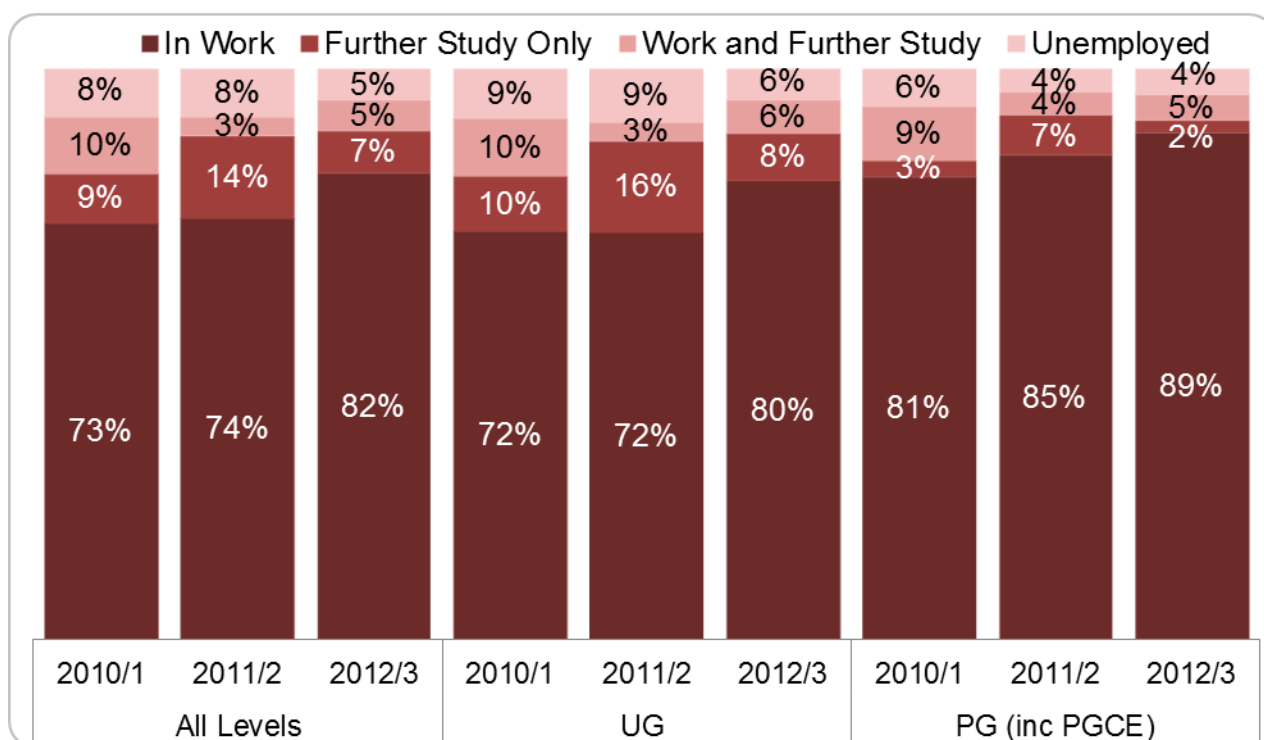
#### 1.5.1 - Destinations of full-time first degree leavers by academic year - whole sector



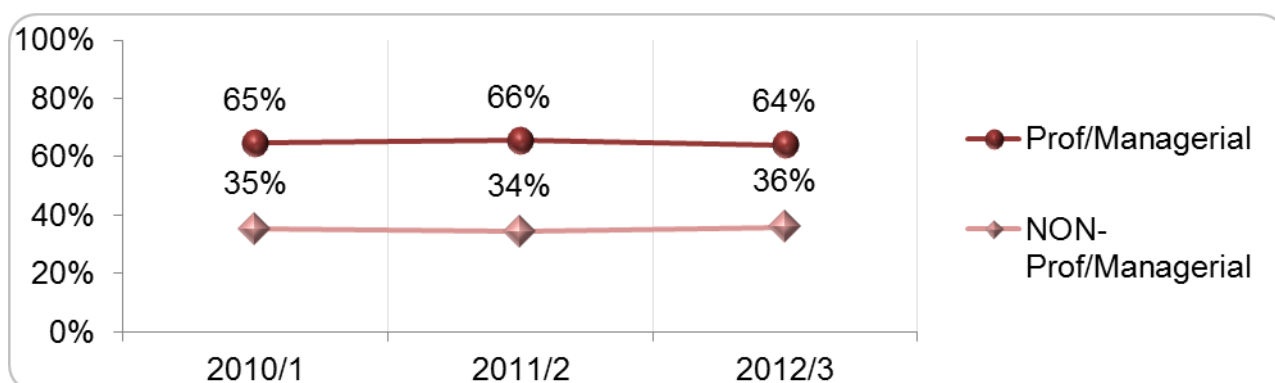
Sheffield Hallam overview:

- Of the 2012/13 graduates, 4,162 provided a response to the survey, 50 explicitly refused and 775 were contacted but did not respond.
- Across all levels of study, there has been an increase of eight percentage points of people in work since last year, with a corresponding reduction of people in further study only. The picture for undergraduates mirrors this overall outcome.
- The increase for those graduating from a postgraduate course has been smaller, going from 85% to 89% in work.
- However, the proportion of undergraduate students with a professional/managerial job six months after graduation has dropped from 66% to 64% in the last year.

### 1.5.2 Sheffield Hallam Student Employment Trends by Level (All Modes)



### 1.5.3 Sheffield Hallam Students in Professional/Managerial Job - Undergraduate trends (all modes)



## Gender

### Sector overview:

- Although similar proportions of male and female leavers were in full-time work, a slightly higher proportion of males were in professional full-time work than females (47.3% compared with 45.0%).
- There were higher rates of non-professional full-time work and part-time work among females than males.
- A higher proportion of male leavers (12.9%) than female leavers (10.6%) went on to full-time study.

### Sheffield Hallam overview:

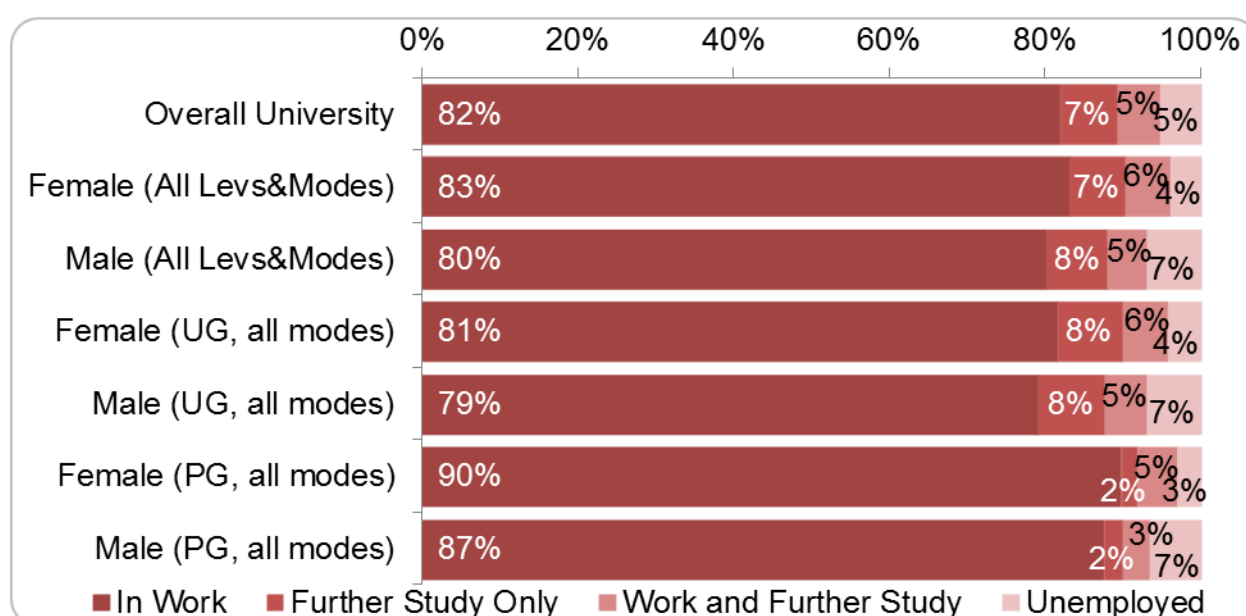
- Female graduates were slightly more likely to be in work six months after graduation, with 83% from all levels and modes in employment. For male graduates this figure stands at 80%.

- 7% of male graduates who responded to the survey were unemployed, higher than the percentage of women out of work (4%).
- Contrary to the national picture, more female graduates from Sheffield Hallam (65%) were in a professional/managerial job than males (63%) but more males had gone into further study (8%) compared to females (7%).

#### 1.5.4 2012/13 Undergraduates in Professional/Managerial Job: Gender

Equality Indicator	Prof / Man	Other Work
Overall University	64%	36%
Female	65%	35%
Male	63%	37%

#### 1.5.5 Employment Outcomes of 2012-13 Graduates: Gender and Level (All Modes)



### Age

#### Sector overview:

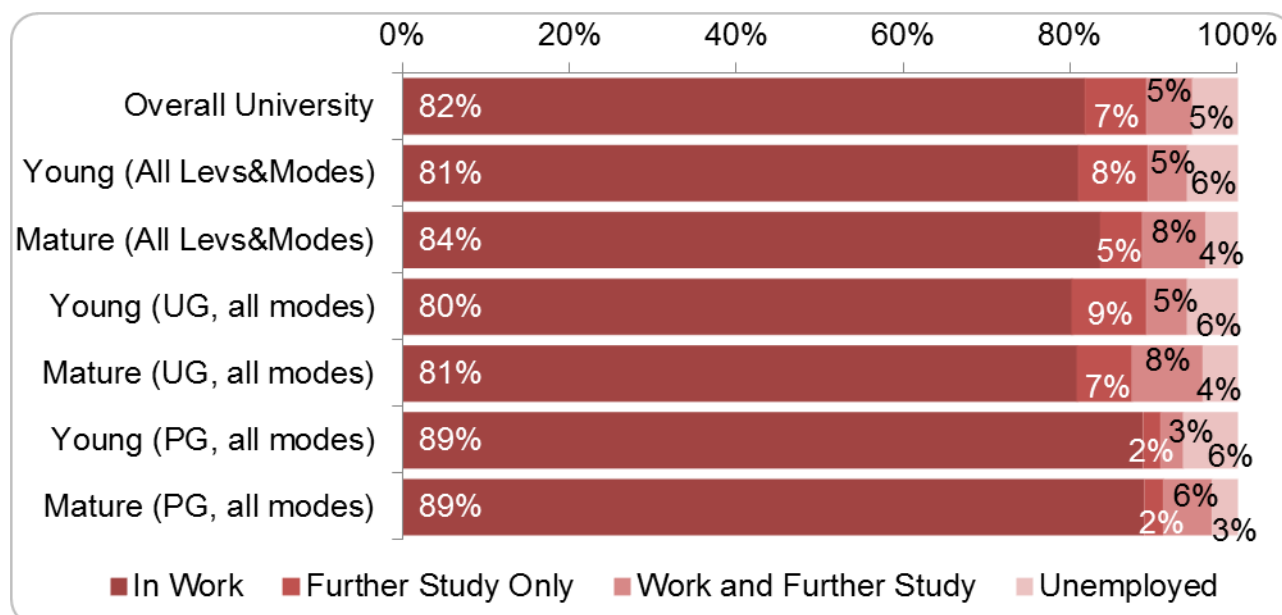
- Full-time employment rates were lower among leavers aged 21 and under (46.5%) than in older age groups.
- The proportion of leavers who were unemployed fell with age. 7.1% of leavers aged 21 and under were unemployed, compared with 4.7% of those aged 36 and over.
- The proportion of leavers who went on to full-time study also decreased with age. 19.4% of those aged 21 and under went on to full-time study, compared with 4.4% of leavers aged 36 and over.

#### Sheffield Hallam overview:

- There is a lower level of employment among young graduates (21 and under) for all levels and modes (81%) than for their mature counterparts (84%) but young graduates are more likely to go into further study only (8%) than mature graduates (5%).

- Employment rates for mature and young graduates from postgraduate courses are both equal at 89%.
- However the type of work varies greatly - 89% of mature graduates are in professional/managerial work compared to 59% of young graduates.

#### 1.5.6 Employment Outcomes of 2012-13 Graduates: Age on entry and Level (All Modes)



#### 1.5.7 2012/13 Undergraduates in Professional/ Managerial Job: Age

Equality Indicator	Prof / Man	Other Work
Overall University	64%	36%
Young	59%	41%
Mature	89%	11%

### Ethnicity

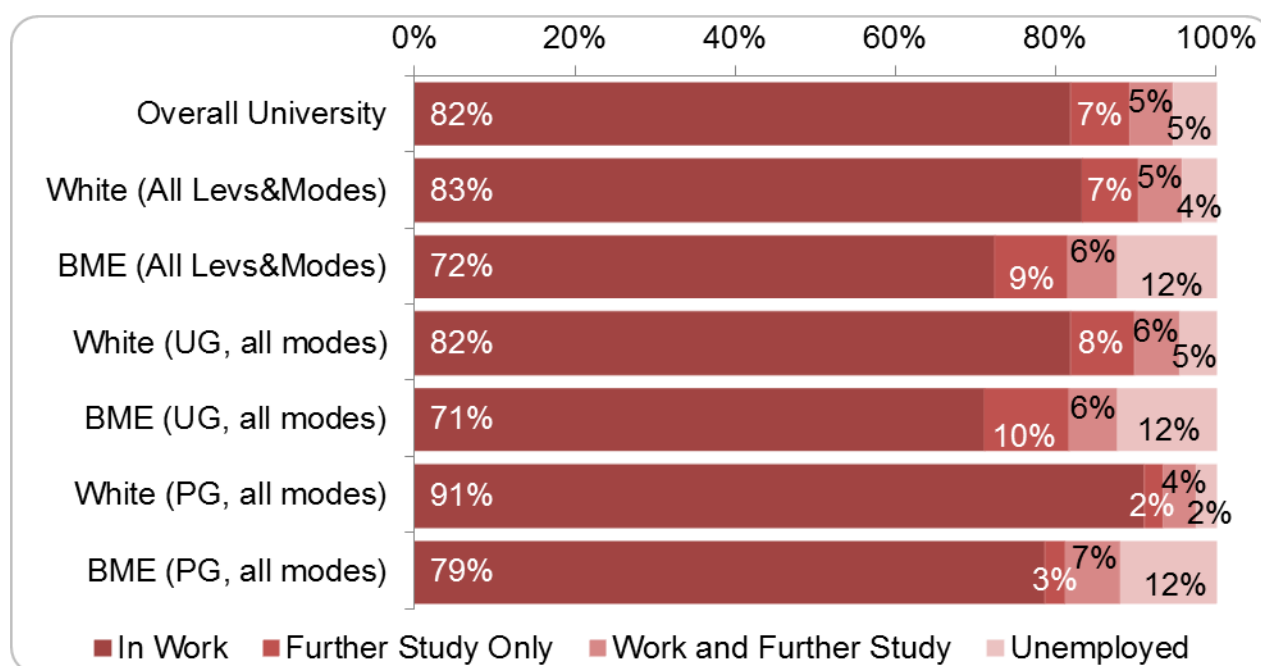
Sector overview:

- 59% of White leavers were in full-time work, compared with 51% of BME leavers.
- Full-time employment was particularly low among Arab (41%), Asian: Bangladeshi (46%) and Asian: Pakistani (46%) leavers.
- Overall, 12% of White and 14% of BME leavers were in full-time and part-time study.

Sheffield Hallam overview:

- Overall 83% of White graduates were employed 6 months after graduation compared to 72% of BME graduates [3.2.5].
- Unemployment for BME graduates (12%) is three times that for White graduates (4%), with BME graduates who studied an undergraduate course at the lowest employment rate for all levels and modes - 71%.
- Similar to the national picture, Asian graduates have a lower employment rate at 71%.

### 1.5.8 Employment Outcomes of 2012-13 Graduates: Ethnicity and Level (All Modes)

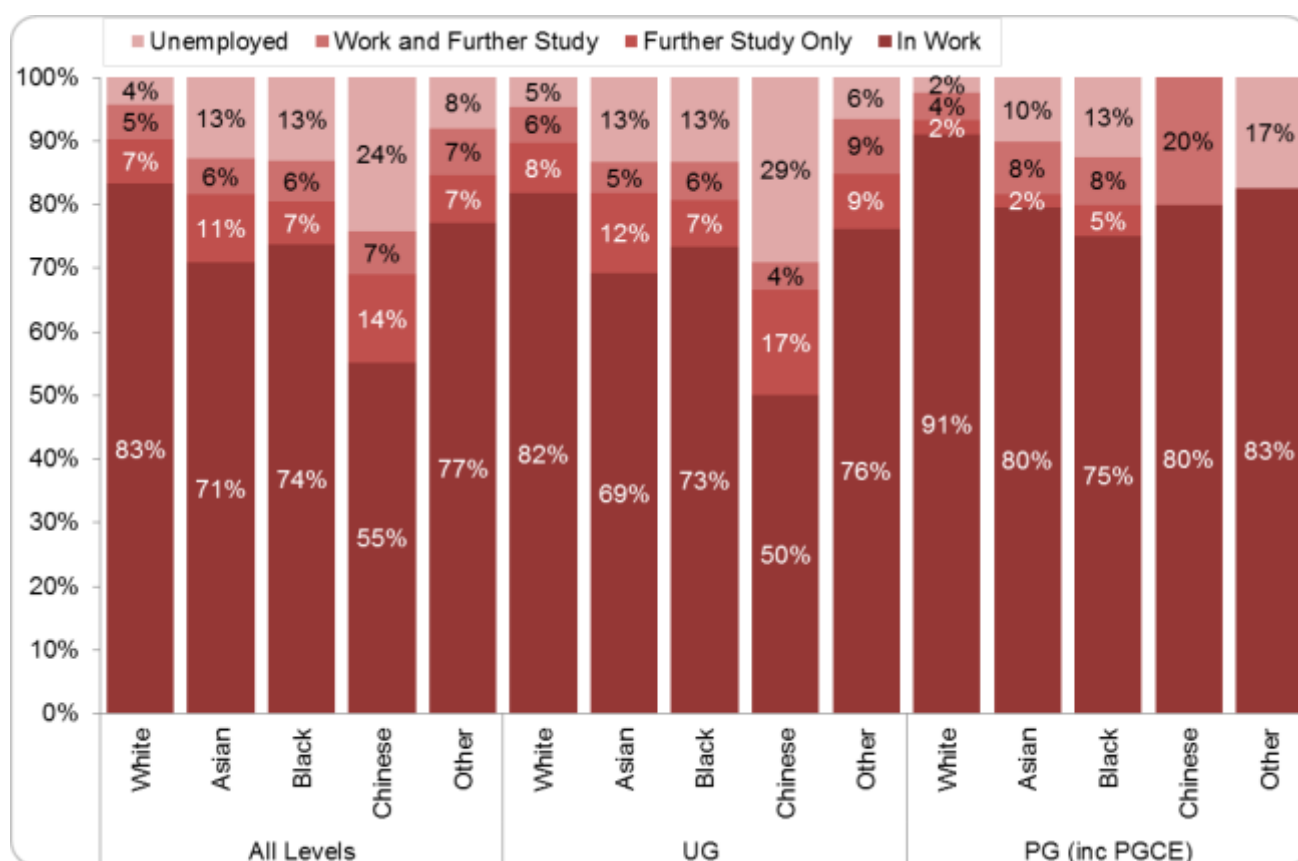


### 1.5.9 2012/13 Undergraduates in a Professional/ Managerial Job: Ethnicity Detail (All Modes)

Ethnicity	Prof / Man	Other Work
(Overall Uni.)	64%	35%
White	65%	35%
Asian	49%	51%
Black	58%	42%
Chinese	67%	33%
Other	63%	37%



### 1.5.10 Employment Outcomes of 2012-13 Graduates: Ethnicity Detail and Level (All Modes)



## Disability

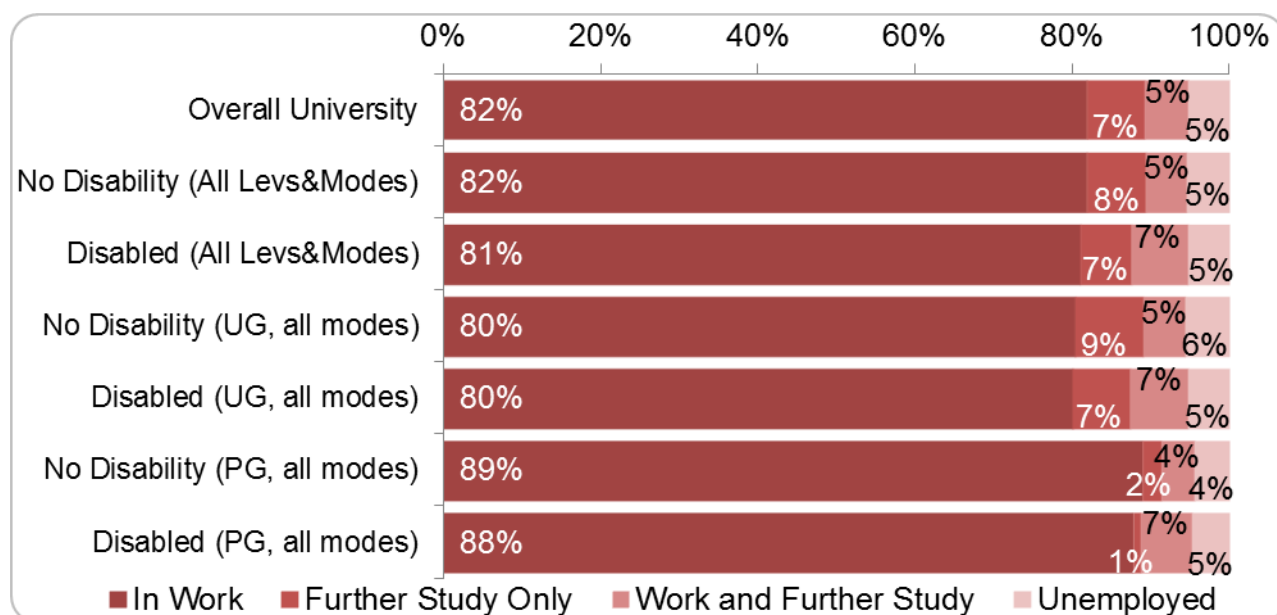
### Sector overview:

- A lower proportion of leavers with a disability worked full-time (50%) than non-disabled leavers (58%). 8.8% of disabled leavers were unemployed compared with 6.1% of non-disabled leavers.
- 56% of leavers who disclosed a specific learning disability worked full-time, compared with 30% who disclosed a social communication or autistic spectrum disorder.

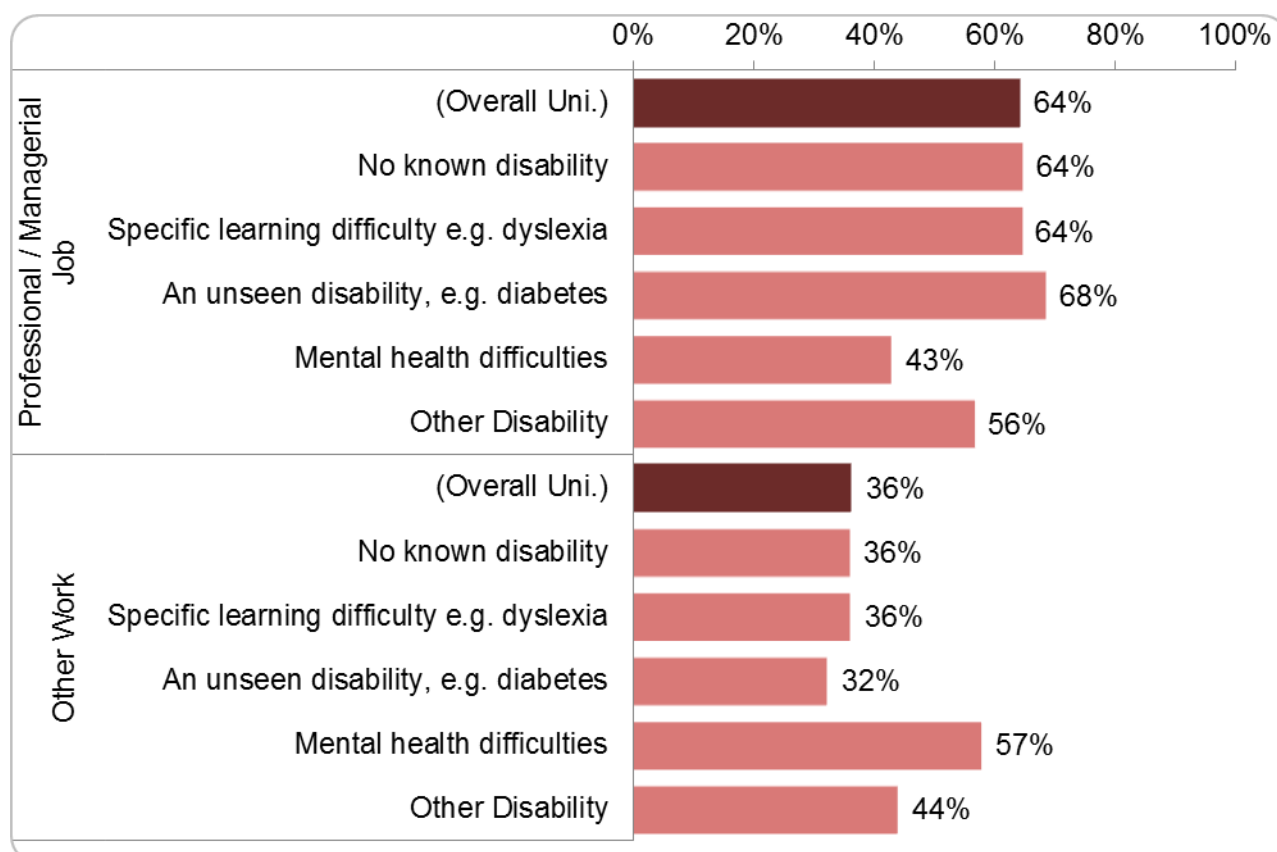
### Sheffield Hallam overview:

- There is little variation between those that have declared a disability and those that haven't, with an overall 82% of non-disabled graduates in employment compared to 81% of graduates that declared a disability. The slight difference comes at postgraduate level.
- Graduates with mental health difficulties or an 'other disability' have lower employment rates at 79% and 66% respectively.
- Overall 64% of graduates in work who declared a disability attained a professional/managerial job compared to 62% of graduates who had not declared a disability. Figures vary by the type of disability declared, but these figures should be treated with some caution due to the low numbers concerned (eg total of 47 for mental health difficulties).
- The type of disability declared does seem to impact on the attainment of professional/managerial jobs. In particular, those with mental health difficulties were less likely to gain this type of role.

### 1.5.11 Employment Outcomes of 2012-13 Graduates: Disability and Level (All Modes)



### 1.5.12 2012/13 Undergraduates in a Professional/ Managerial Job: Disability Detail



## Complaints

Collecting and using equality information can help to gain an understanding of the impact of policies, practices and decisions on people with different protected characteristics, and thereby approach them more effectively. One method to assess satisfaction levels is to consider information about complaints.

The following information looks at student complaints in 2013/14 and compares to data we have available from previous years. The report looks at three protected characteristics: age, gender and ethnicity.

The numbers of complaints are very small, so any trends should be treated cautiously because slight variations can have a significant impact.

### Faculty Resolution stage (Stage 1)

A student can take their complaint to Stage 1 of the complaints process if they have attempted early resolution and feel that the outcome of raising their concern is not reasonable or fair, or is taking too long. A complaint can be made against teaching or service related matters.

### University Resolution stage (Stage 2)

A student can take their concerns to the University resolution stage if they feel that the outcome of their concern raised at faculty resolution stage (Stage 1) is not reasonable or fair. Students cannot raise new concerns at this point.

### Stage 1 complaint statistics

#### 1.6.1 Sheffield Hallam overall complaints in 2013/14

		Total
Sheffield Hallam Overall 2013/14	Number of Complaints	89
	Upheld	18
	Partially Upheld	15
	Not Upheld	42
	Information Missing	14
		178

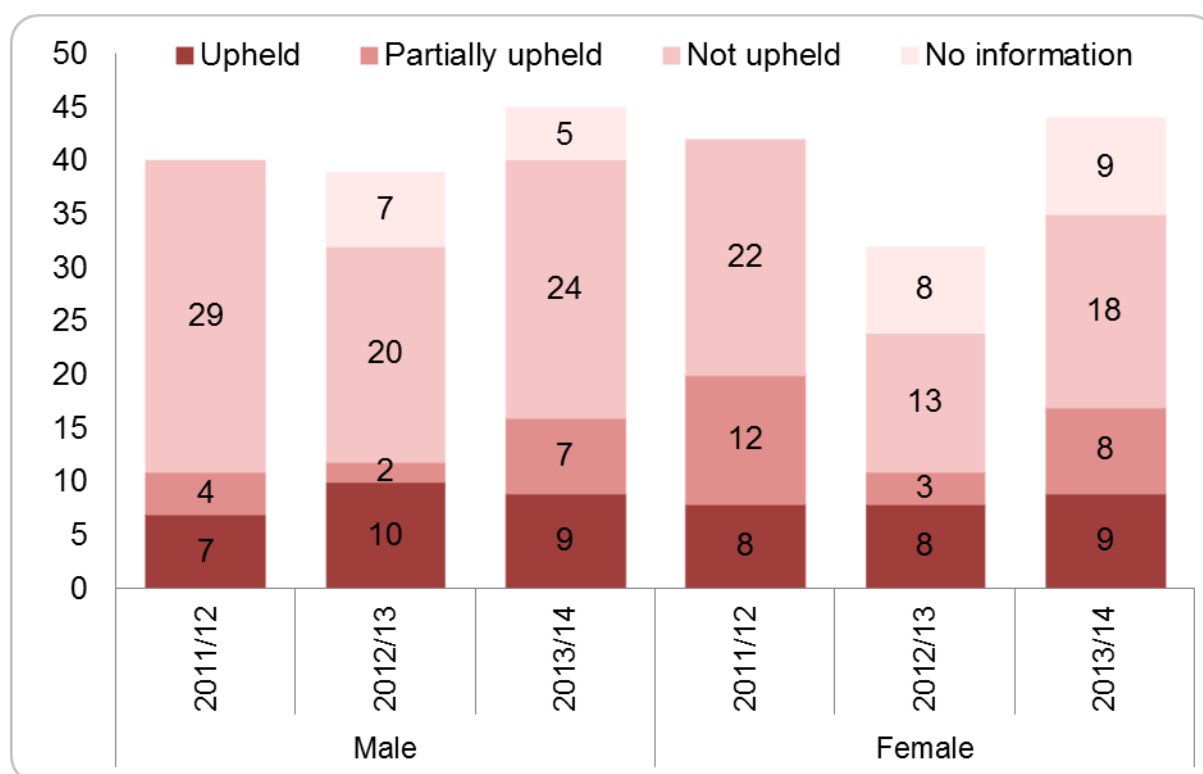
### Gender

- The number of complaints by gender is split evenly, with males submitting one more complaint than females.
- The increase from last year was greater for females, with 12, compared to 6 for male students.

### 1.6.2 Sheffield Hallam overall stage 1 complaints by gender

	Male			Female		
	2011/12	2012/13	2013/14	2011/12	2012/13	2013/14
Upheld	7	10	9	8	8	9
Partially upheld	4	2	7	12	3	8
Not upheld	29	20	24	22	13	18
No information	0	7	5	0	8	9
<b>Total</b>	<b>40</b>	<b>39</b>	<b>45</b>	<b>42</b>	<b>32</b>	<b>44</b>

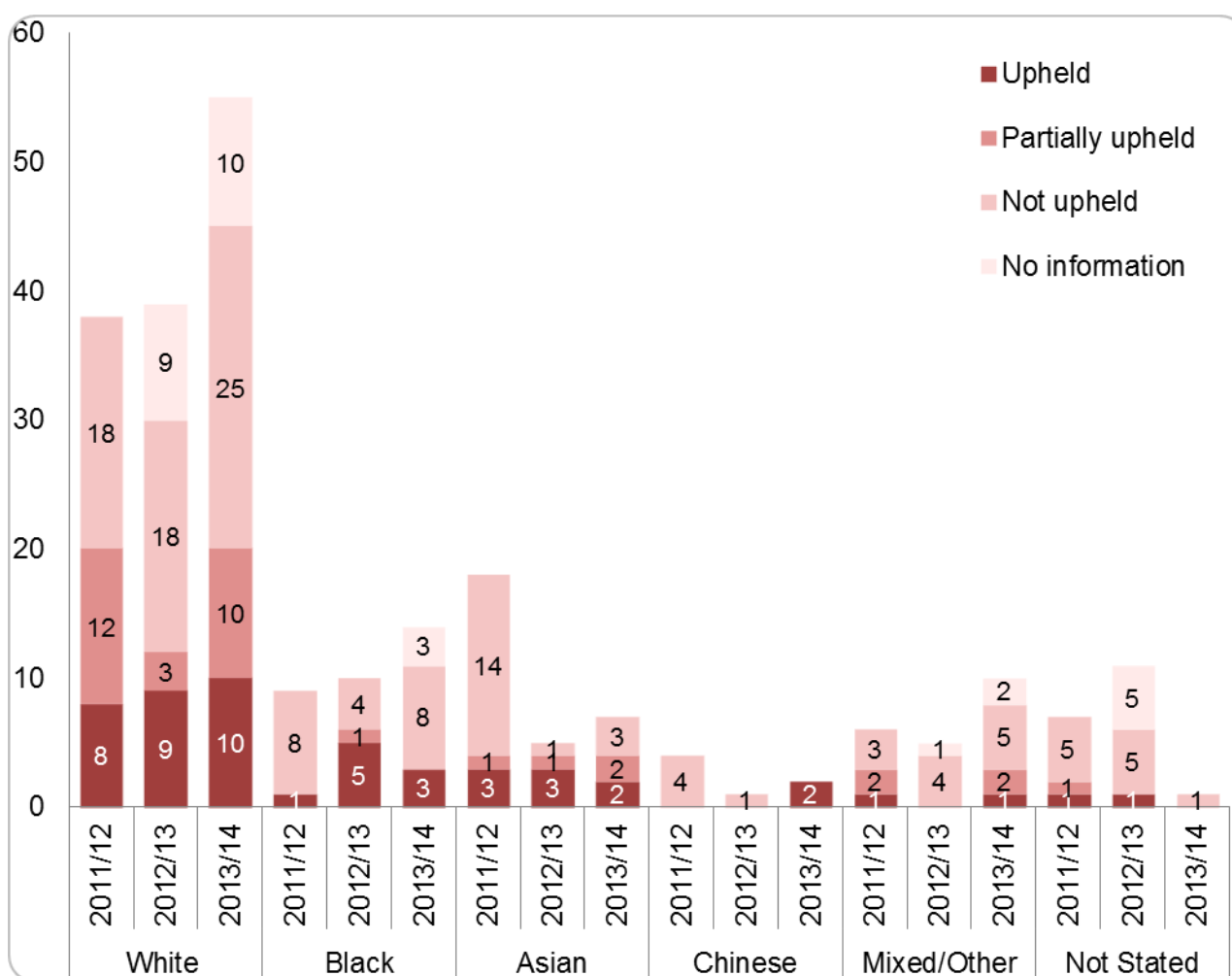
### 1.6.3 Sheffield Hallam overall stage 1 complaints by gender



### Ethnicity

- The number of complaints by all groups of students was higher in 2013/14 than in the previous year. As would be expected given the student profile, most complaints (45) came from White students. The next highest group (14) was Black students.
- The number of complaints for non-White students is too low to allow for any comparisons in outcomes.

#### 1.6.4 Sheffield Hallam overall stage 1 complaints by ethnicity



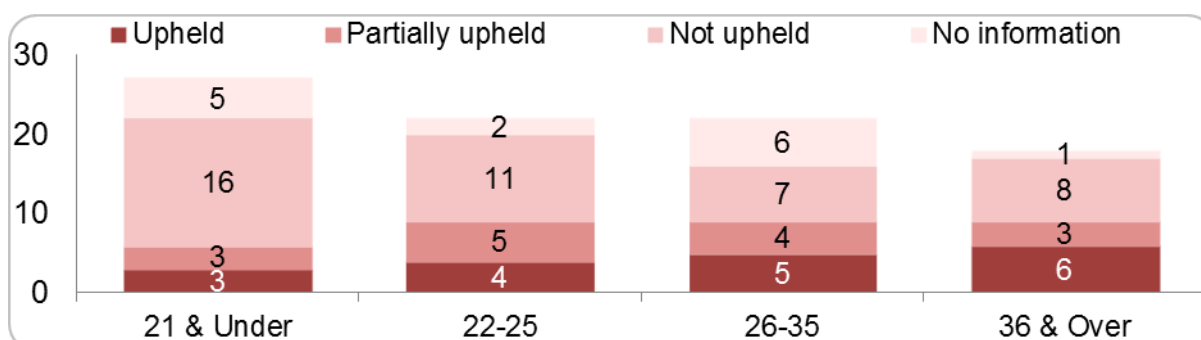
#### Age

2013/14 was the first year that age was identified with regards to complaints at Sheffield Hallam, so the data below details information only for this year.

Sheffield Hallam overview:

- Students aged 21 and under made the most complaints with 27 overall.
- There was an equal amount of complaints (22 each) for the 22-25 and 26-35 categories.
- Fewer students aged 36 and over made a complaint - 18 in total.

#### 1.6.5 Sheffield Hallam overall 2013/14 only stage one complaints by age



## Stage 2 complaint statistics

Stage 2 complaints are to some extent a subset of the data from stage 1 statistics because they all have to go through stage 1 before deciding whether to progress to stage 2. Gender and ethnicity data has been collected for this stage. Numbers are too low for any real analysis, but shown here for transparency and completeness.

### Gender

- 10 of our stage 2 complaints were from male students and nine from female students.

#### 1.6.6 Sheffield Hallam overall 2013/14 stage two complaints by gender

	Male	Female	Total
<b>Accepted, therefore review of decision requested</b>	<b>2</b>	<b>2</b>	<b>4</b>
- decision upheld in review	1	1	2
- decision not upheld in review			
- no review decision available yet			
- student rejected decision	1	1	2
- student left the university			
<b>Partially Accepted</b>	<b>2</b>		<b>2</b>
<b>Not Accepted</b>	<b>4</b>	<b>4</b>	<b>8</b>
- Not Accepted after full investigation	3	4	7
- Dealt with outside appeal procedure			
- No Grounds			
- Submitted out of time	1		1
<b>Withdrawn or Void</b>			
<b>In Progress or awaiting decision</b>	<b>2</b>	<b>3</b>	<b>5</b>
<b>TOTAL Complaints</b>	<b>10</b>	<b>9</b>	<b>19</b>

### Ethnicity

- 14 White, 2 Asian, 2 Mixed/other and 1 not stated student progressed their complaint to stage 2.
- Of the 4 students that had their stage 2 complaint accepted, 3 were White and one identified as Mixed/other.

#### 1.6.7 Sheffield Hallam overall 2013/14 stage two complaints by ethnicity

	White	Black	Asian	Chinese	Mixed/Other	Not Stated	Total
<b>Accepted, therefore review of decision requested</b>	<b>3</b>				<b>1</b>		<b>4</b>
- decision upheld in review	2						2
- decision not upheld in review							
- no review decision available yet							
- student rejected decision	1				1		2
- student left the university							
<b>Partially Accepted</b>	<b>1</b>		<b>1</b>				<b>2</b>
<b>Not Accepted</b>	<b>6</b>				<b>1</b>	<b>1</b>	<b>8</b>
- Not Accepted after full investigation	5				1	1	7
- Dealt with outside appeal procedure							
- No Grounds							
- Submitted out of time	1						1
<b>Withdrawn or Void</b>							
<b>In Progress or awaiting decision</b>	<b>4</b>		<b>1</b>				<b>5</b>
<b>TOTAL Complaints</b>	<b>14</b>		<b>2</b>		<b>2</b>	<b>1</b>	<b>19</b>

## Staff equality information



### Headline findings

#### Gender

- 56% of employees at Sheffield Hallam, and 48% of employees in point 1 roles (managers, directors and senior officials) are women.
- More females (and fewer males) applied for jobs at Sheffield Hallam in 2013/14, with a resultant increase in females shortlisted and appointed to roles.

#### Age

- 29% of staff at the University are aged between 41 and 50, and 55% between 36 and 55.
- The age of applicants has remained similar to previous years, with higher proportions of young candidates applying for professional service roles, and higher proportions of older candidates applying for academic roles.

#### Ethnicity

- BME staff make up 6.5% of the workforce at Sheffield Hallam.
- Professional occupations (point 2 roles) are the most ethnically diverse (8% BME). 94% of employees in point 1 roles are White, and 3% of unknown ethnicity.

#### Disability

- 3.5% of staff identified themselves as disabled in 2013/14.
- The proportion of disabled candidates applying for teaching roles is lower than the proportion of non-disabled candidates.

## Staff Profile

This section explores staff numbers at Sheffield Hallam University by gender, age, ethnicity, disability, religion and sexual orientation. Staff data is from the 2011/12, 2012/13 and 2013/14 HESA returns.

A breakdown of all staff by operational group is shown below. These categories will be used to aid analysis throughout this section. The categories come from the Office for National Statistics' (ONS) Standard Occupational Classification (SOC) Hierarchy. More information on the categories, and the jobs included in each, can be found on the [ONS website](#).

Please note that, due to small numbers and the possibility of identification of individuals, we do not provide any demographic information on occupational group 8 - Process, plant and machine operatives.

### 2.1.1 Staff by Occupational Group

Occupational Group	FTE	%
1. Managers, directors and senior officials	155	4%
2. Professional occupations	2120	58%
3. Associate professional and technical occupations	562	15%
4. Administrative and secretarial occupations	470	13%
5. Skilled trades occupations	49	1%
6. Caring, leisure and other service occupations	37	1%
7. Sales and customer service occupations	22	1%
8. Process, plant and machine operatives	3	0%
9. Elementary occupations	219	6%
<b>Grand Total</b>	<b>3636</b>	<b>100%</b>

## Gender

Sector overview:

- 54% of staff working in UK HEIs are women.
- The majority of professional and support staff are women (63%), whereas the majority of academic staff are men (56%).
- 11.8% of male staff are in senior contract levels, nearly three times the proportion of female staff (4.3%).

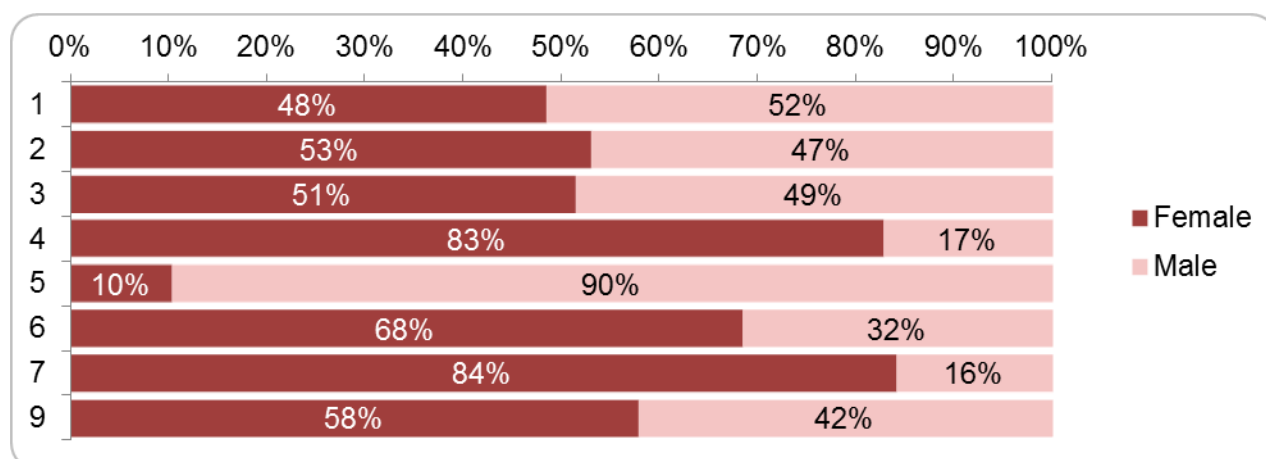
Sheffield Hallam overview:

56% of staff at Sheffield Hallam are female. However, this is not reflected in the upper tier of occupations, where 52% of managers, directors and senior officials are male. Certain occupations are more heavily dominated by one sex:

- 90% of employees in skilled trades (occupation 5) are male.
- Women make up 84% of the sales and customer service occupations (occupation 7), 83% of administrative and secretarial occupations (occupation 4), and 68% of caring, leisure and other service occupations (occupation 6).



### 2.1.2 Staff Gender by Occupational Group



### Age

Sector overview:

- The age profile of staff differed slightly across nations. For example, 17% of staff in England were aged 30 and under, compared with 11% of staff in Northern Ireland.
- The proportion of academic staff on open/permanent contracts increased with age up to the 56-60 age group.

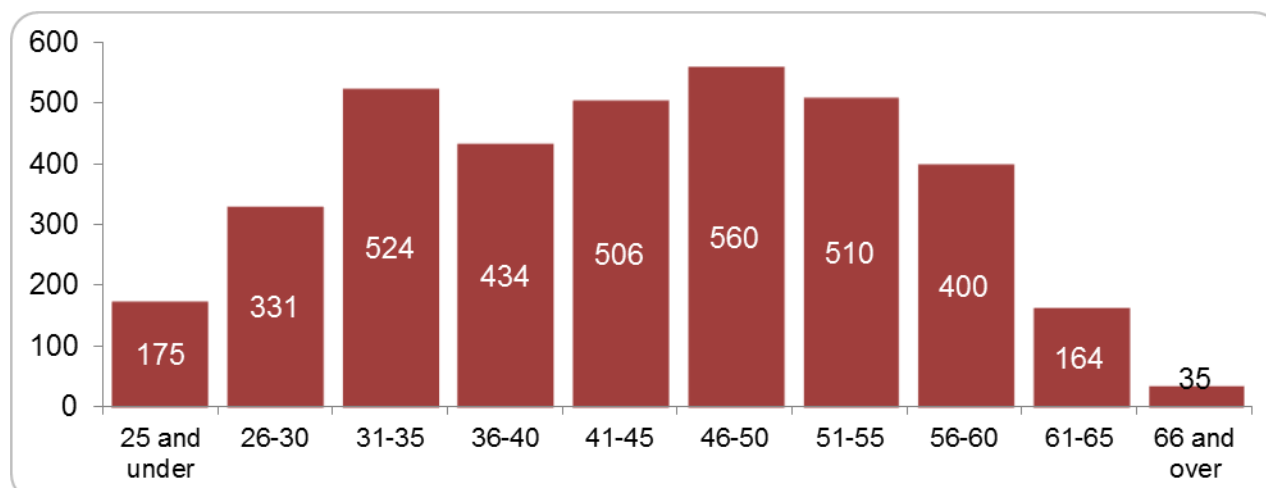
Sheffield Hallam overview:

The largest group of employees at Sheffield Hallam is aged between 41 and 50 (29% of employees), although staff numbers are relatively evenly spread between the ages of 30 and 60. Around 14% of our staff are aged 30 and under. Only 2% of senior roles are occupied by people aged 30 or under, and 55% are taken up by those aged over 45.

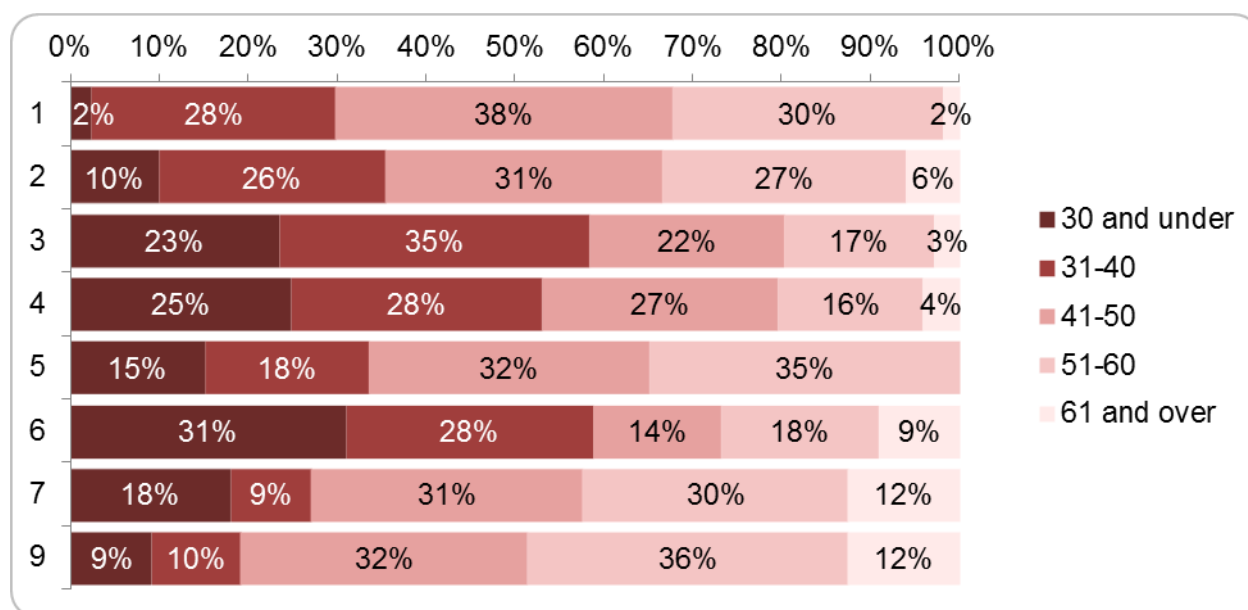
Within the occupations with over 50 FTE:

- Associate professional and technical, and administrative roles have younger than average age profiles (23% and 25% under 30 respectively).
- 65% of staff in elementary occupations are aged 46 or above.

### 2.1.3 Staff Age Split



### 2.1.4 Staff Age by Occupational Group



### Ethnicity

Sector overview:

- 95% of UK national and 93% of non-UK national staff chose to report their ethnicity.
- 7.8% of UK staff and 28.6% of non-UK staff with known ethnicity were BME.
- The proportion of UK and non-UK staff who were BME was highest in England (8.9% and 29.8%, respectively) and lowest in Northern Ireland (1.9% and 9.4%).

Sheffield Hallam overview:

- 6.5% of staff at Sheffield Hallam with a known ethnicity reported as BME (Asian, Black, Chinese, Mixed or Other). The equivalent figure for 2012/13 was 6.4%.
- Staff in professional occupations are the most ethnically diverse (8% BME). 2.7% of known staff in senior roles, and 3.6% in elementary occupations identified as BME.

### 2.1.5 Staff Ethnicity Split

Ethnicity	FTE	%
Asian	97	3%
Black	43	1%
Chinese	36	1%
Mixed	41	1%
Other	9	0%
Unknown	163	4%
White	3247	89%
<b>Grand Total</b>	<b>3636</b>	<b>100%</b>

### 2.1.6 Staff Ethnicity by Occupational Group

Occupational Group	Asian	Black	Chinese	Mixed	Other	Unknown	White
1	1%	0%	0%	1%	0%	3%	94%
2	4%	1%	1%	1%	0%	5%	87%
3	2%	1%	0%	1%	0%	3%	92%
4	1%	1%	1%	2%	0%	3%	92%
5	0%	0%	0%	0%	0%	3%	97%
6	2%	0%	3%	0%	0%	8%	88%
7	3%	0%	0%	0%	0%	0%	97%
9	1%	2%	0%	1%	0%	3%	93%
<b>Grand Total</b>	<b>3%</b>	<b>1%</b>	<b>1%</b>	<b>1%</b>	<b>0%</b>	<b>4%</b>	<b>89%</b>

## Disability

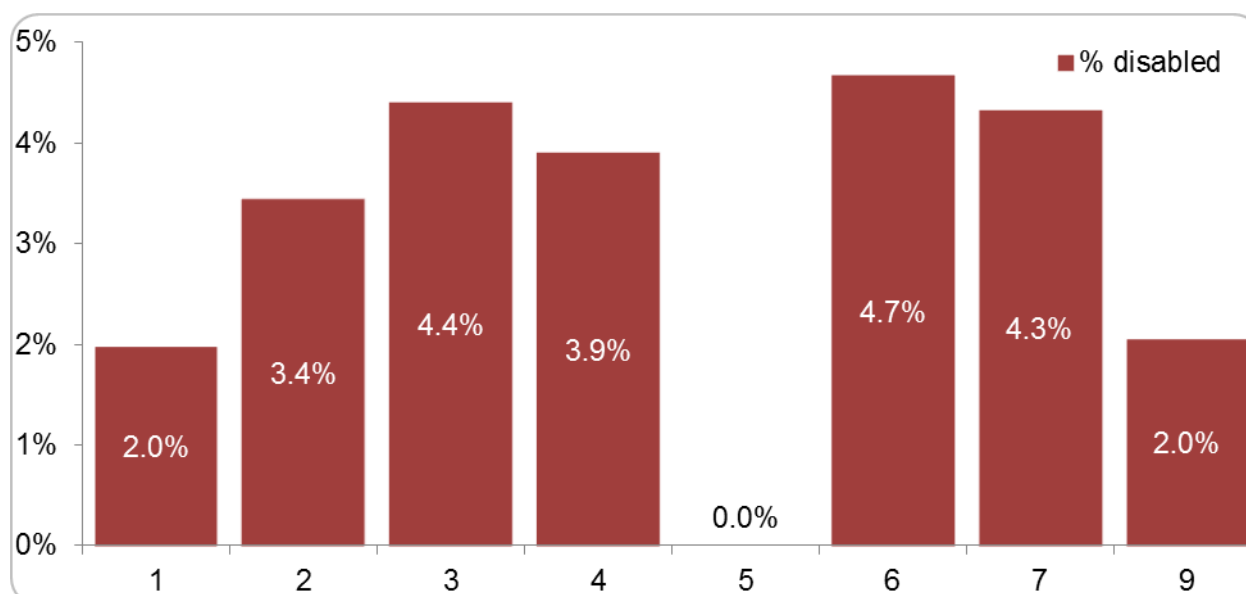
### Sector overview:

- Between 2011/12 and 2012/13 the proportion of staff disclosing as disabled increased by 0.5 percentage points to 3.9%.
- Overall, 7.7% of non-disabled staff were in senior contract levels, compared with 5.9% of disabled staff.

### Sheffield Hallam overview:

- 3.5% of Sheffield Hallam staff (126 FTE) identified themselves as disabled in 2013/14, up from 1.7% in 2012/13 and 0.9% the year before.
- 2.0% of managers, directors and senior officials are disabled.
- The percentage of disabled staff across the larger occupational groups is very similar, with the highest figure (4.4%) in associate professional and technical occupations and the lowest (2.0%) in elementary occupations.

### 2.1.7 Staff Disability by Occupational Group



## Recruitment at Sheffield Hallam

This section reports the profile of applicants for vacancies at Sheffield Hallam University. All figures are inclusive of fixed term as well as permanent posts.

We classify roles at Sheffield Hallam as Teaching, Research, Technical, Support, or AP&C (Administrative, Professional and Clerical).

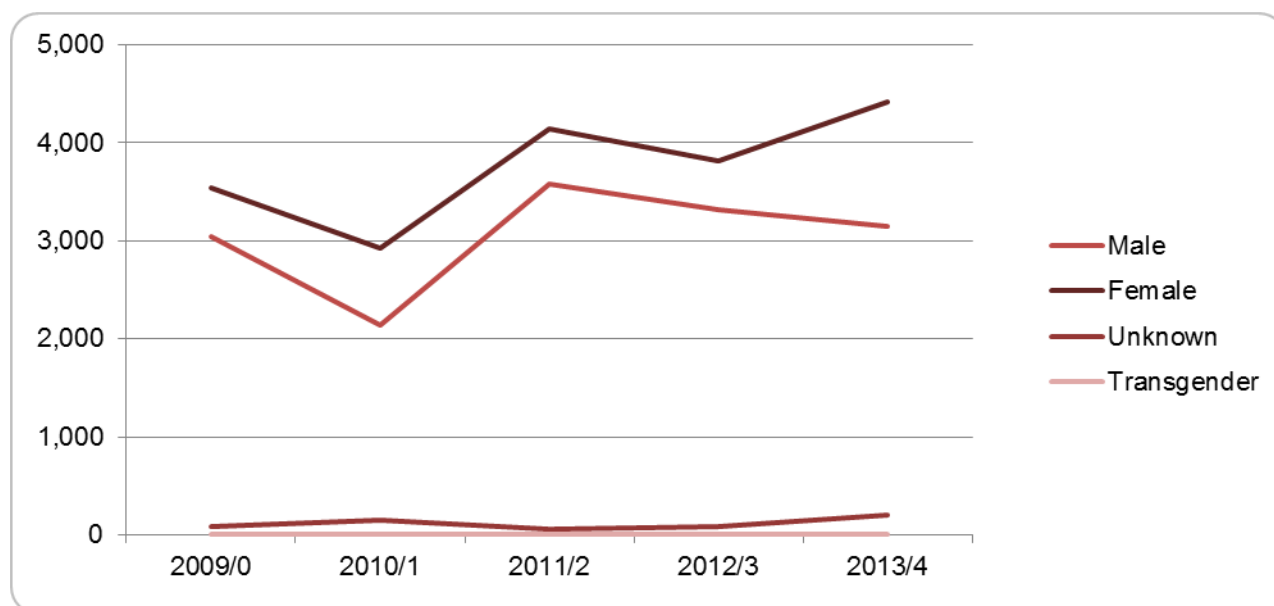
### Applications

In 2013/14, we had 7,783 applications for 560 vacancies at Sheffield Hallam.

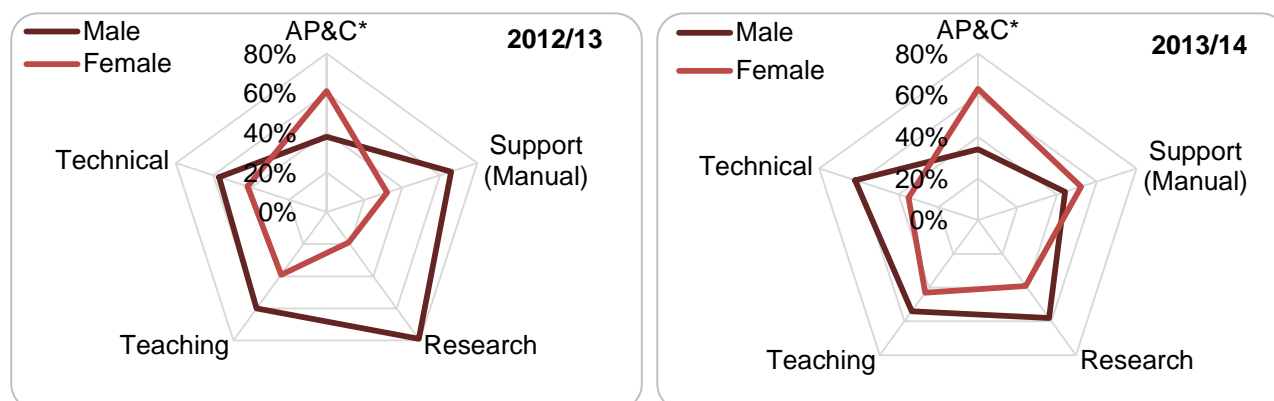
#### Gender

- There has been a decrease of 175 applications from men and an increase of 614 applications from women since 2012/13.
- The proportion of applications from men has risen by 5 percentage points in technical roles and decreased elsewhere. A more even split of applicants is particularly notable in Research.
- 6 transgender candidates applied for roles at Sheffield Hallam in 2013/14, up from 1 in 2012/13 and 4 in 2011/12.

#### 2.2.1 Applicant gender split over time



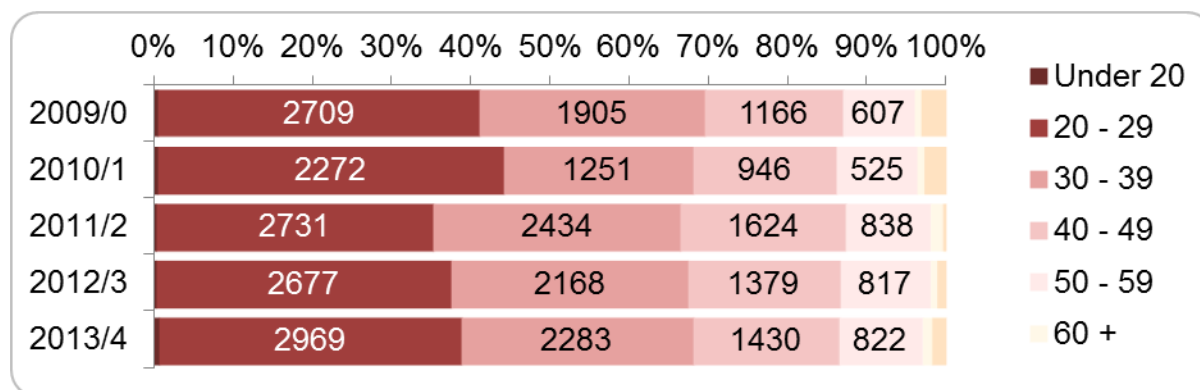
#### 2.2.2 Applicant Gender Split by role type



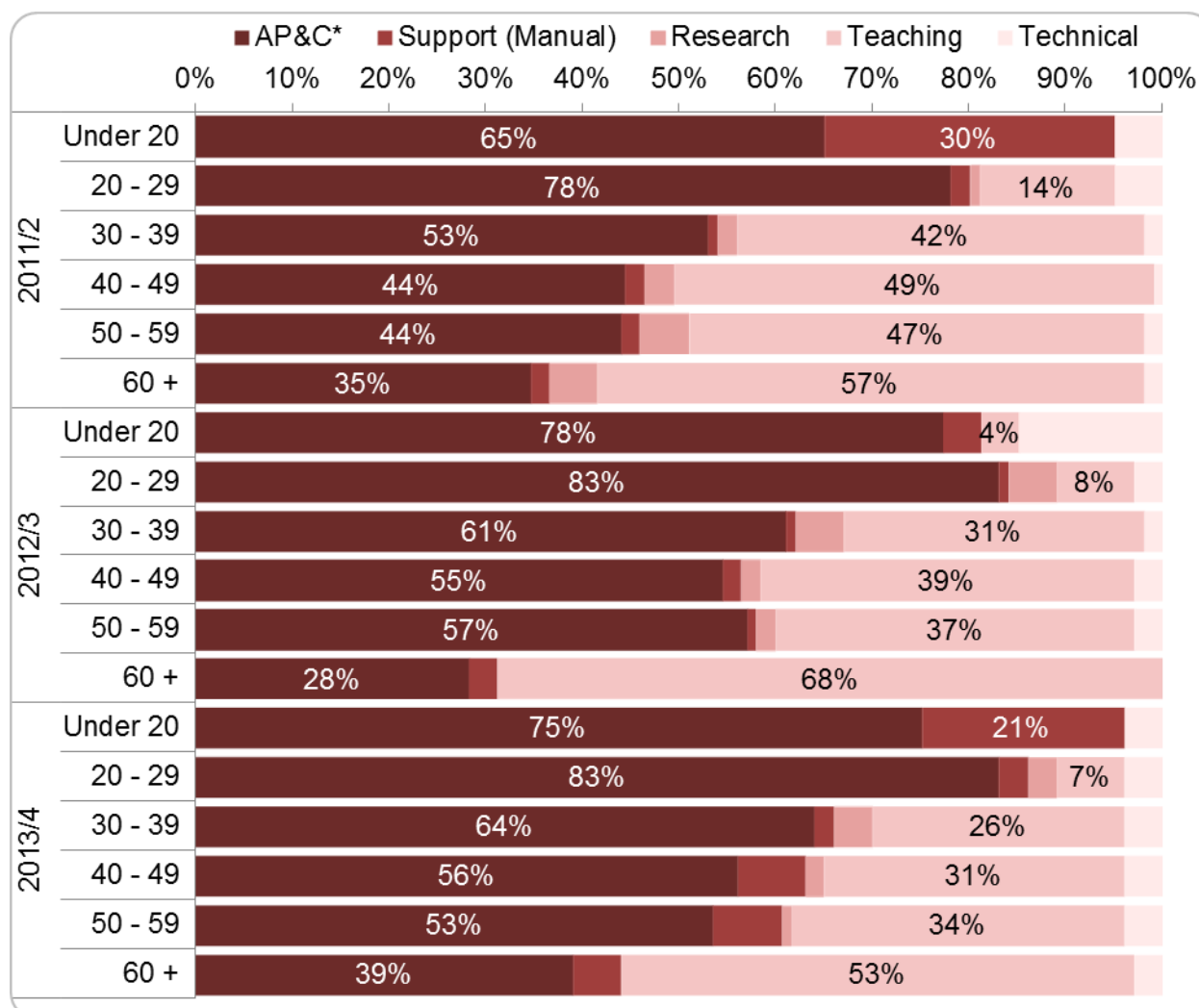
## Age

- The number of applications from all age groups increased in 2013/14.
- The distribution of age groups in different roles has remained largely the same. There are more under 20s in manual roles (21%) compared to last year (4%), but total numbers are low.

### 2.2.3 Applicant Age Groups



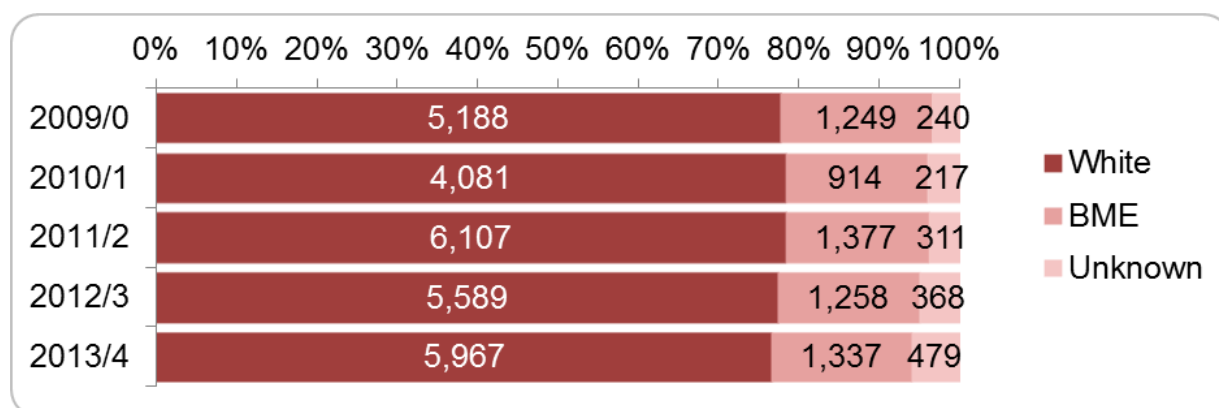
### 2.2.4 Staff Type Applied for by Age Group



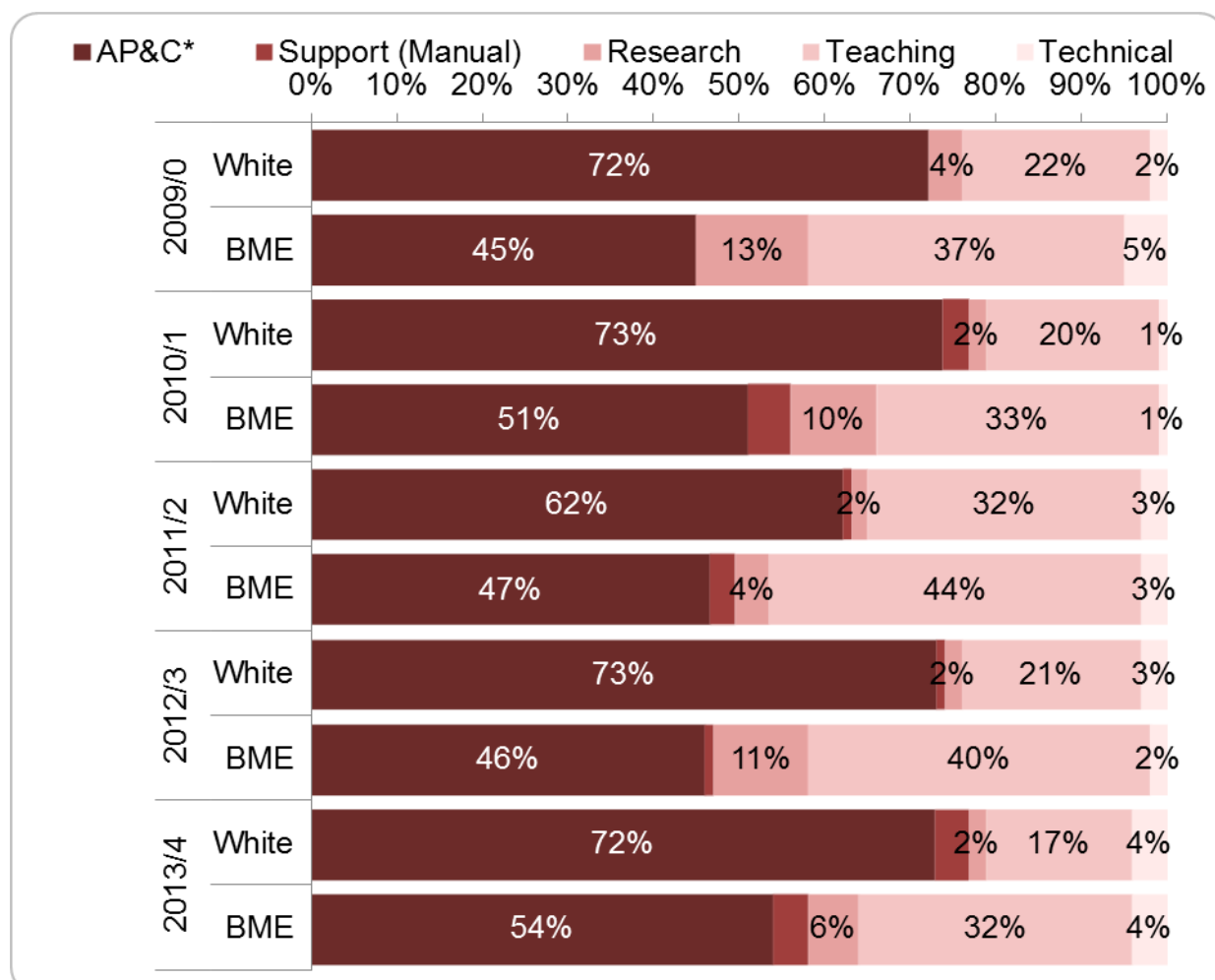
## Ethnicity

- There has been an increase in the number of applications from all groups in 2013/14, with BME applications up 6% and applications from White candidates up by 7%.
- AP&C roles have had an 8% increase from BME applicants.
- The percentage of BME candidates applying for AP&C roles reached the highest level in the last five years - 54%.

### 2.2.5 Applications for Staff Vacancies - Ethnicity Profile



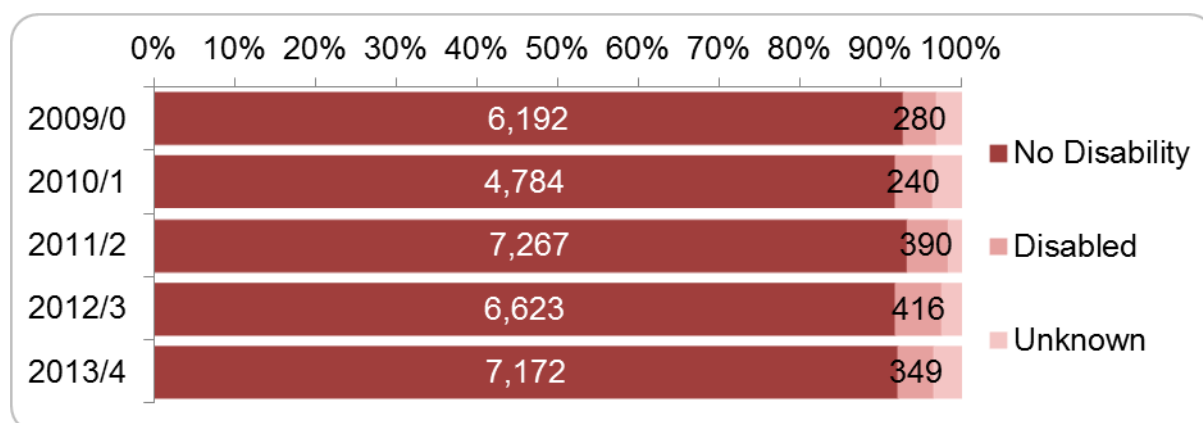
### 2.2.6 Staff Type Applied for by Ethnic Group



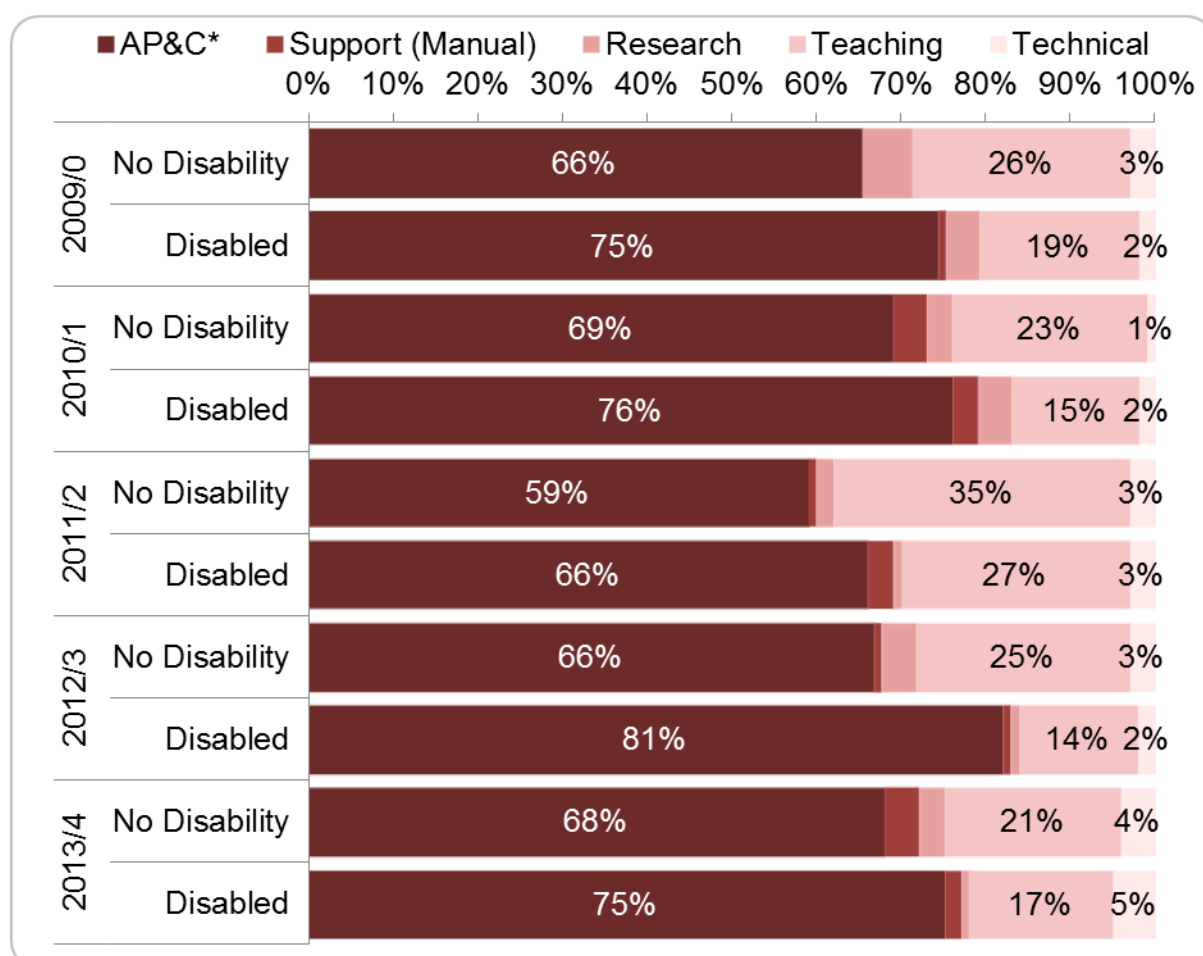
## Disability

- There has been a slight decrease of applications from those declaring a disability but an increase in those that are 'unknown'.
- Relatively low numbers of applicants declaring a disability means that the split across categories can vary year-on-year.

### 2.2.7 Applicant Disability Status



### 2.2.8 Staff Type Applied for by Disability Status



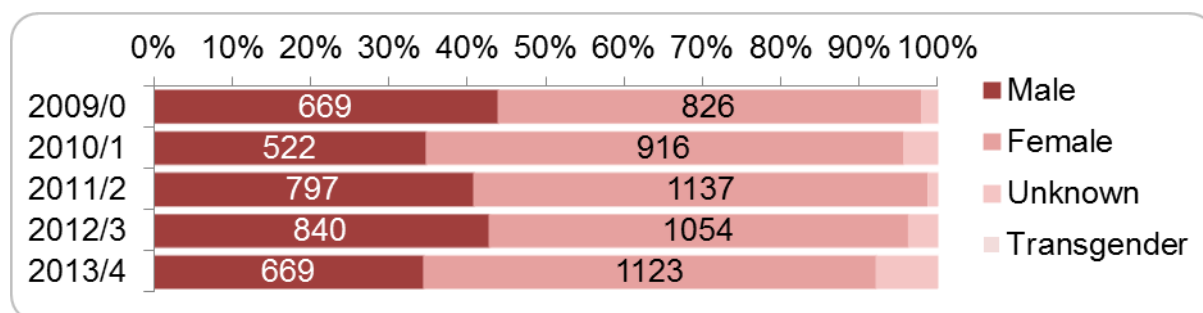
## Shortlisting

This section reports the profile of shortlisted candidates to vacancies at Sheffield Hallam University. Application/shortlisted/appointed information provided in this report is based on data available at the time of publication. All figures are inclusive of fixed term as well as open ended vacant posts. 1,944 people were shortlisted in 2012/13 and 1,966 people were shortlisted in 2013/14.

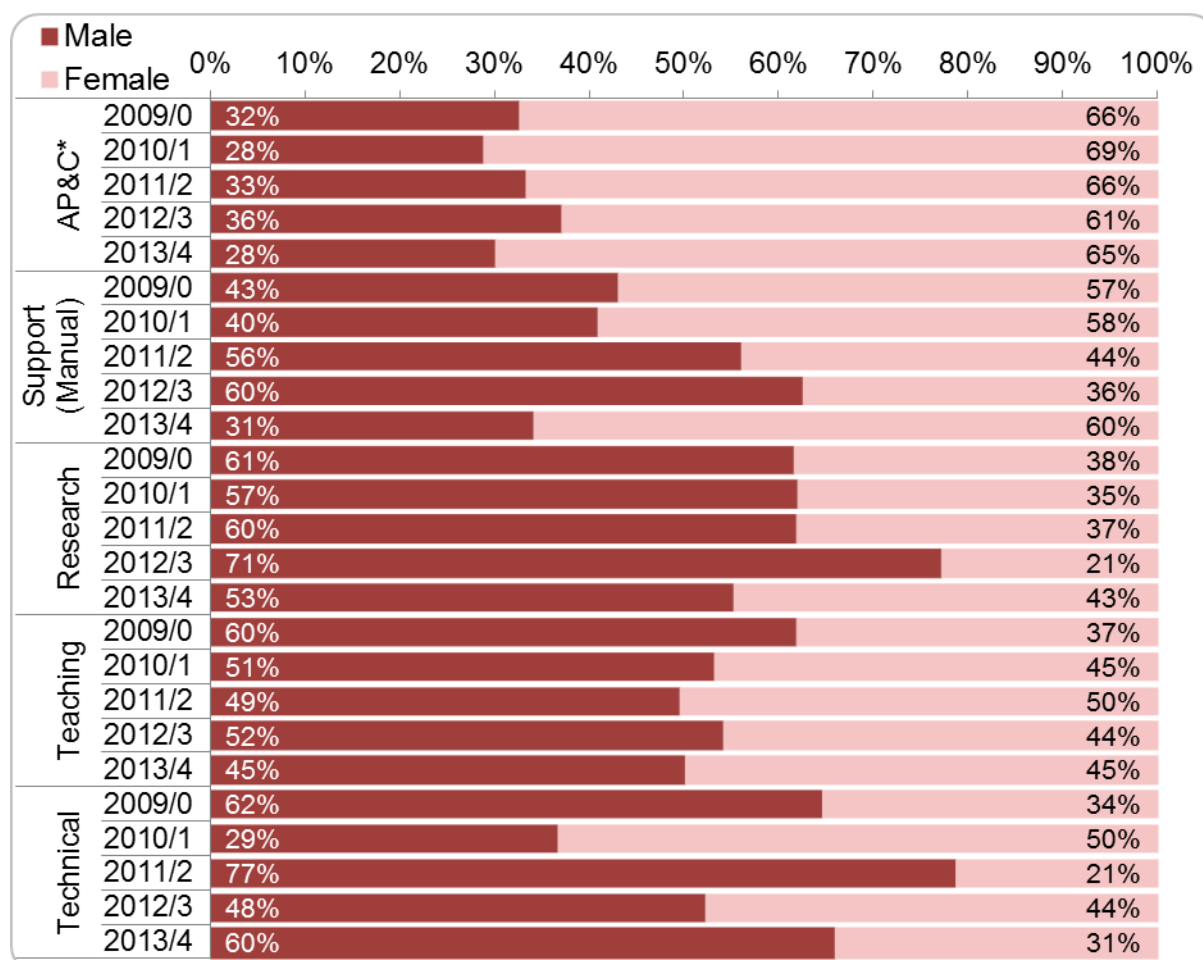
### Gender

- The number of male candidates shortlisted fell from 840 in 2012/13 to 669 in 2013/14. At the same time, the number of female candidates shortlisted went up from 1,054 to 1,123.
- The proportion of shortlisted candidates who were female increased in all job types except in technical roles.

#### 2.3.1 Shortlisted Candidate Gender Split



#### 2.3.2 Shortlisted Candidate Gender Split - Staff Type Shortlisted

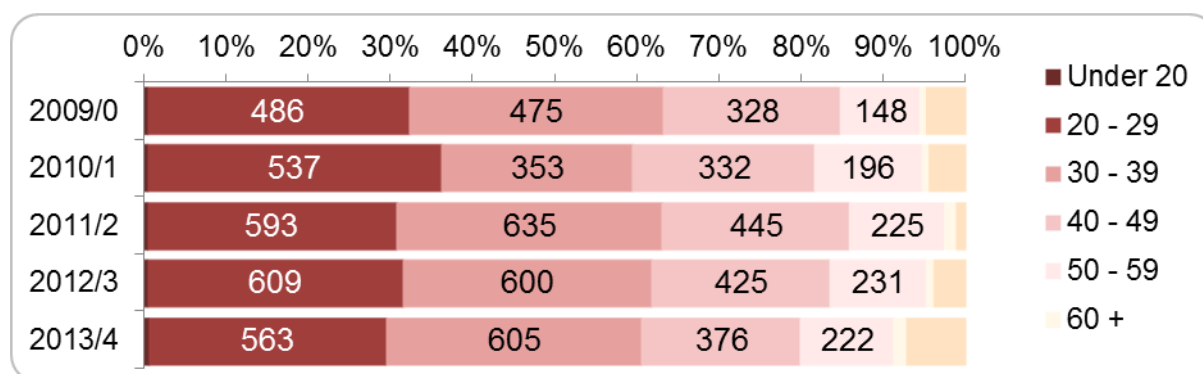




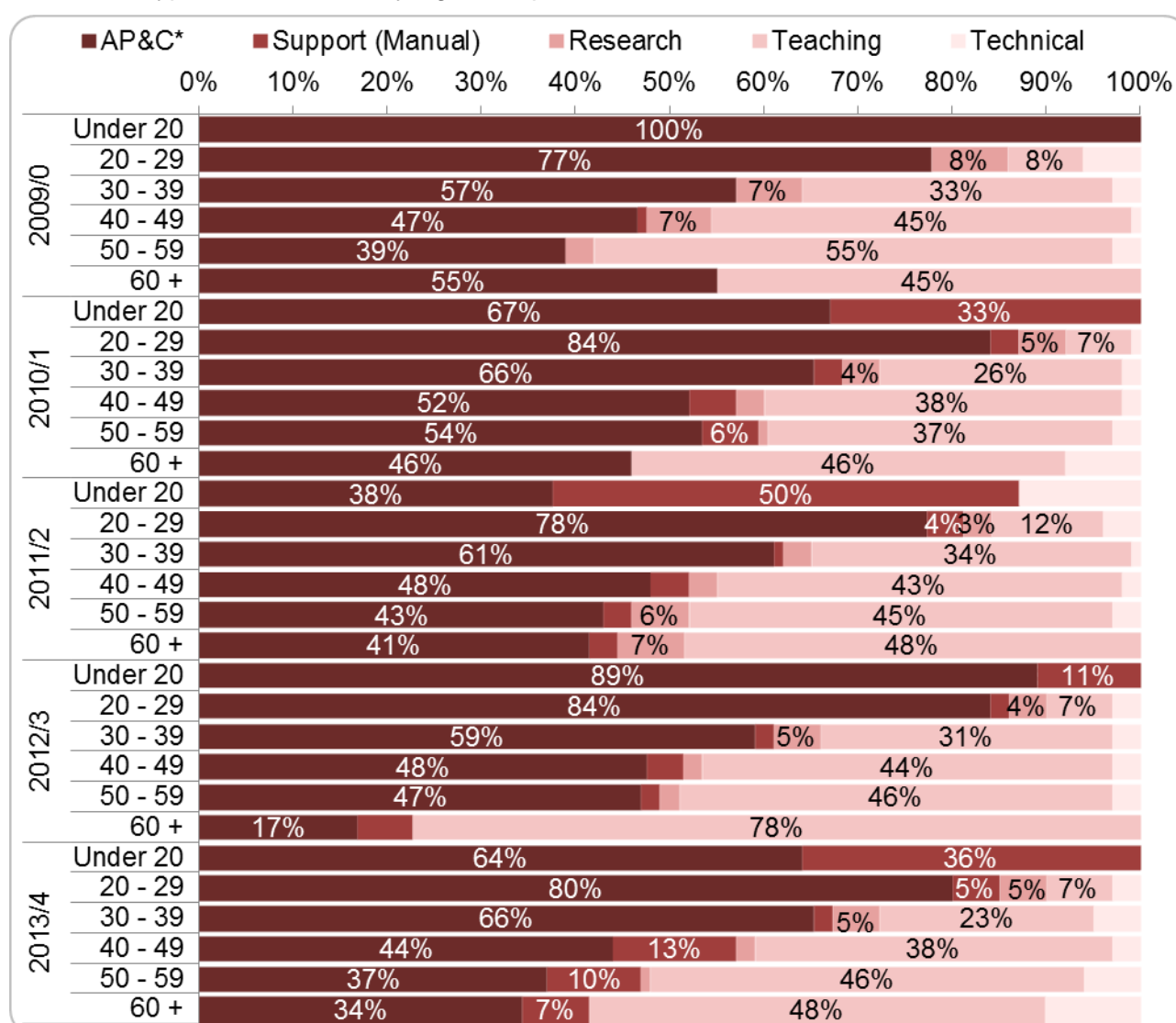
## Age

- There has been little variation in the age of shortlisted candidates from 2012/13 to 2013/14, but there has been an increase in the proportion whose age is unknown.
- As age increases, the likelihood of working in a teaching role becomes steadily higher, with the reverse true for AP&C roles.

### 2.3.3 Shortlisted Candidate Age Groups



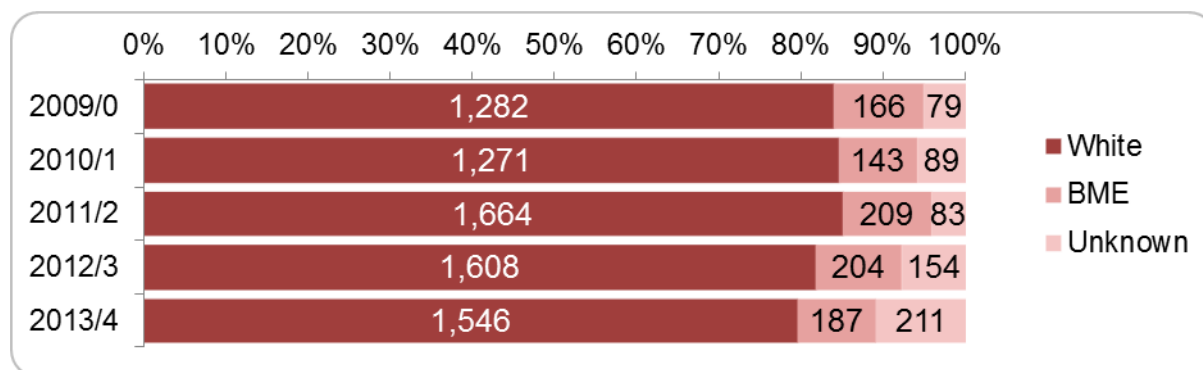
### 2.3.4 Staff Type Shortlisted for by Age Group



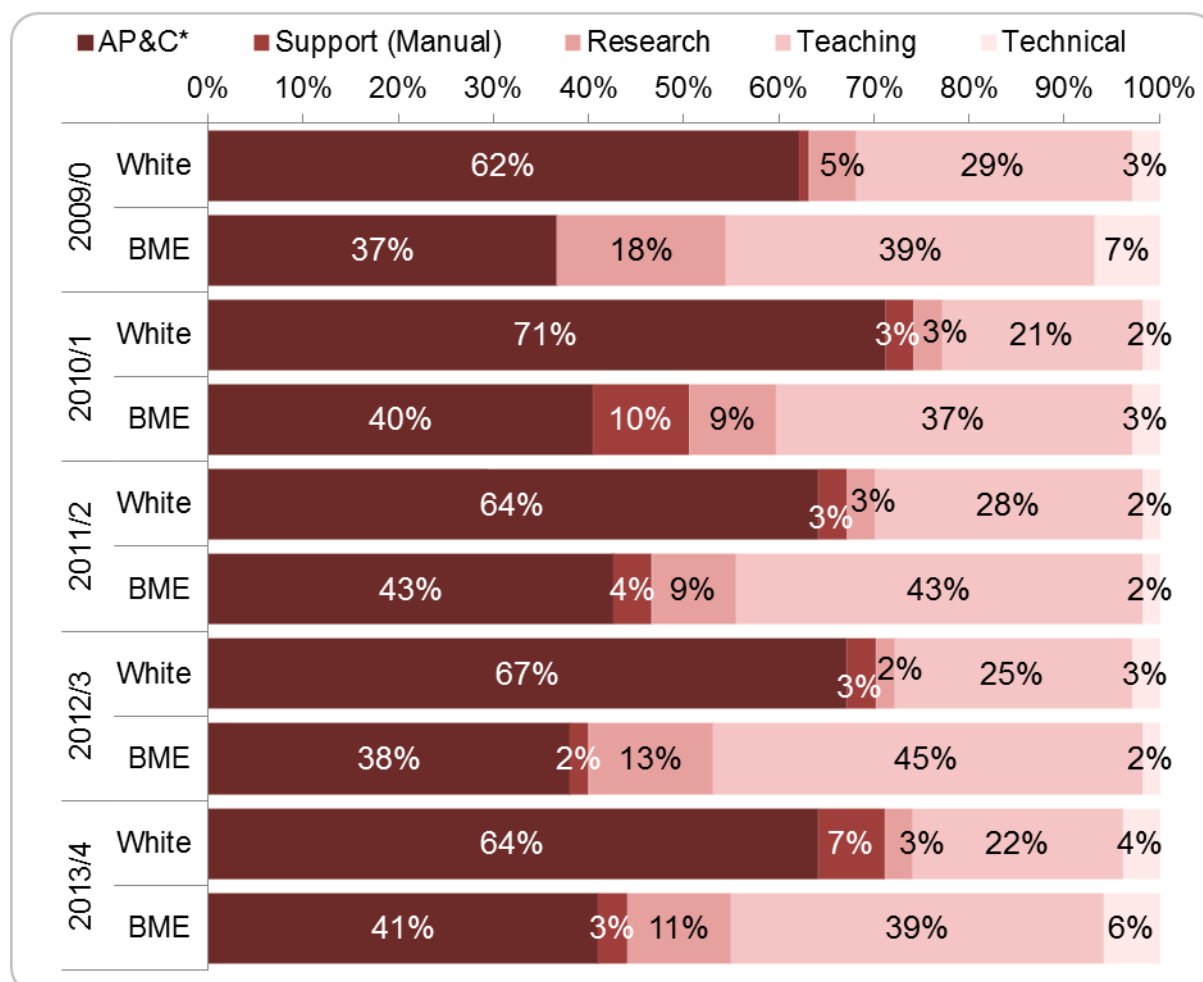
## Ethnicity

- There has been a small drop in the number of BME and White candidates shortlisted but an increase in the number of 'unknown' candidates.
- A larger proportion of shortlisted BME candidates are for teaching roles, and less for AP&C, when compared to shortlisted White candidates.

### 2.3.5 Shortlisted Candidate Ethnic Group



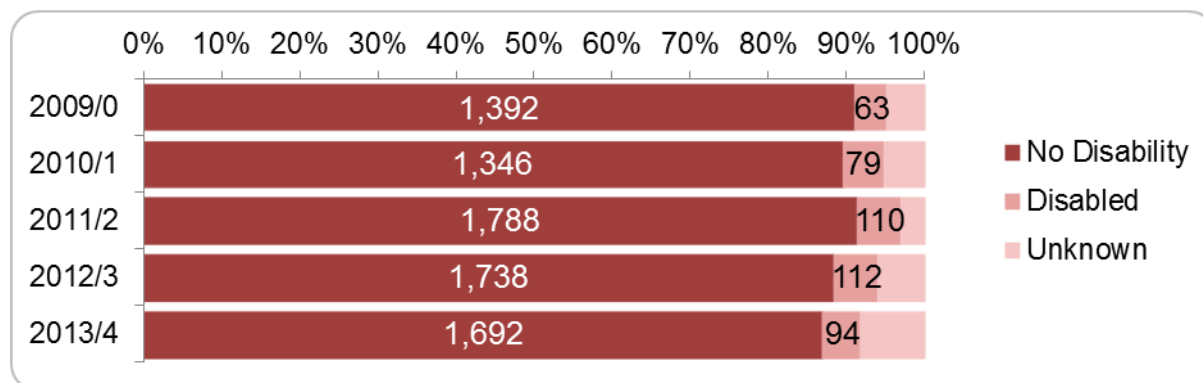
### 2.3.6 Staff Type Shortlisted for by Ethnic Group



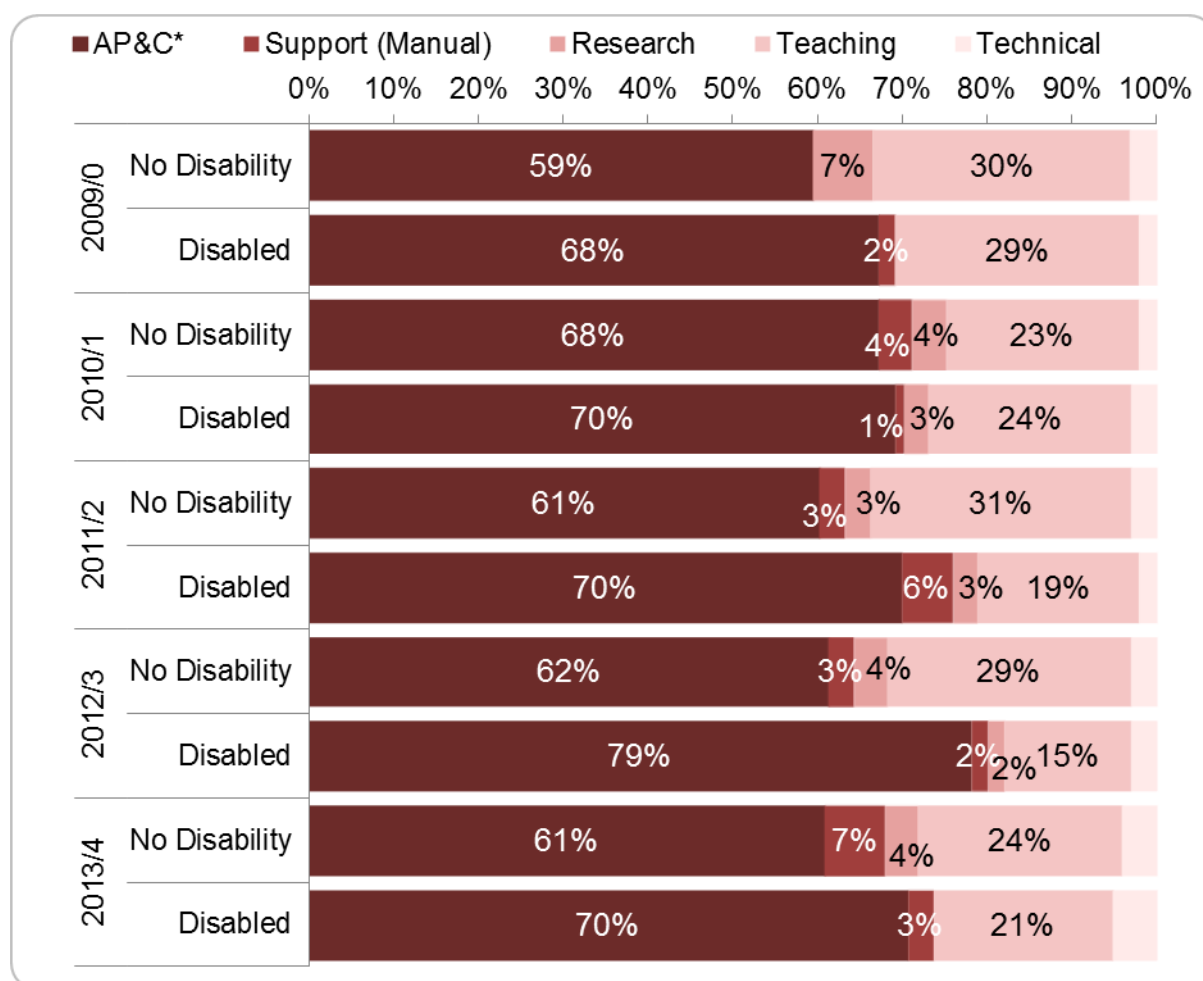
## Disability

- There has been a drop in the number of disabled and non-disabled candidates shortlisted but an increase in the number of 'unknown' candidates.
- The type of job that disabled candidates are shortlisted for changes each year, and is roughly similar to non-disabled candidates on average.

### 2.3.7 Shortlisted Candidate Disability Status



### 2.3.8 Staff Type Shortlisted for by Disability Status



## Appointments

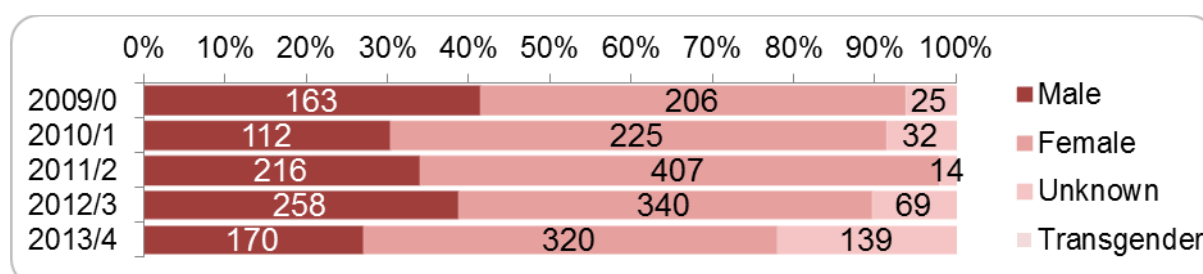
This section reports the profile of appointments to vacancies at Sheffield Hallam University. Application/shortlisted/appointed information provided in this report is based on data available at the time of publication. All figures are inclusive of fixed term as well as open ended vacant posts.

629 members of staff were appointed in 2013/14 compared to 667 members of staff appointed in 2012/13.

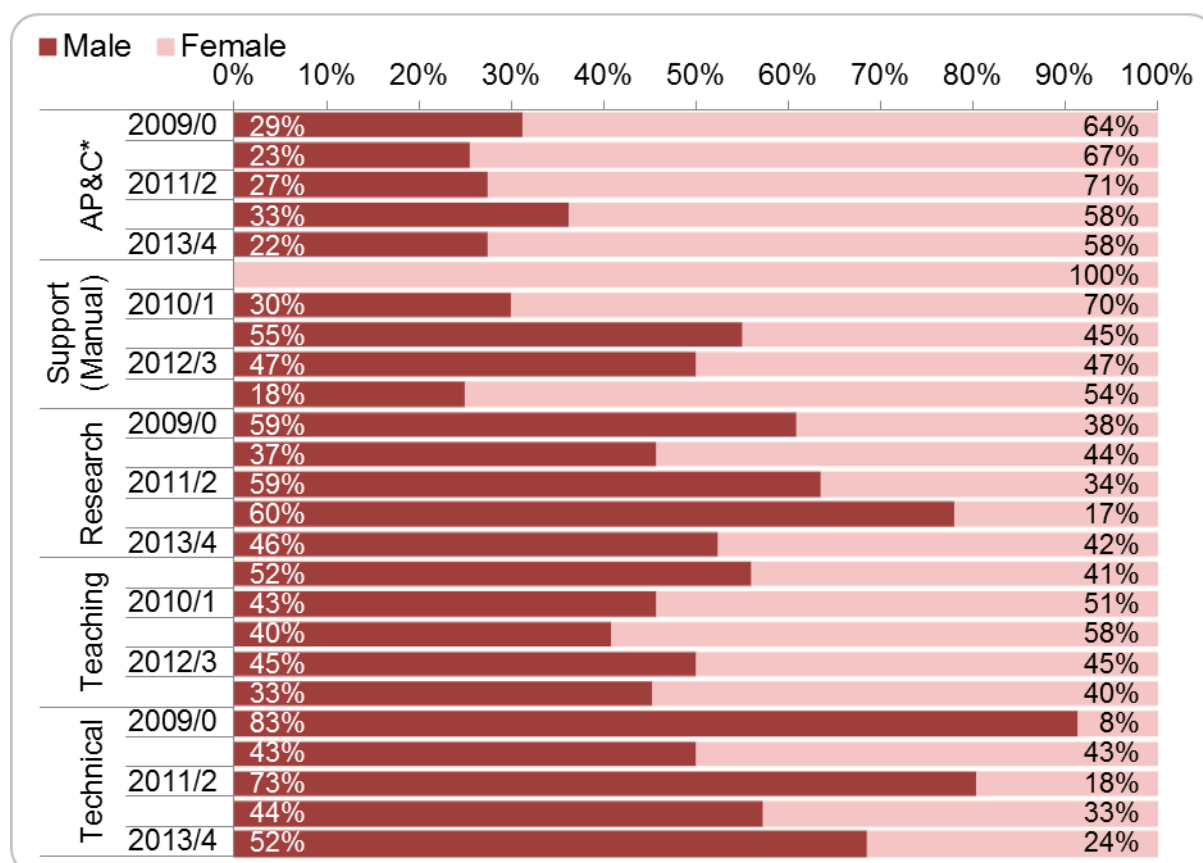
### Gender

- There has been a decrease in the proportion of males appointed to all roles except for technical roles, where there has been an 8% increase from 44% (2012/13) to 52% (2013/14).
- Females have on the whole been appointed proportionally to more roles than they were the previous year, with the largest increase for research roles, from 17% (2012/13) to 42% (2013/14).

#### 2.4.1 Appointee Gender Split



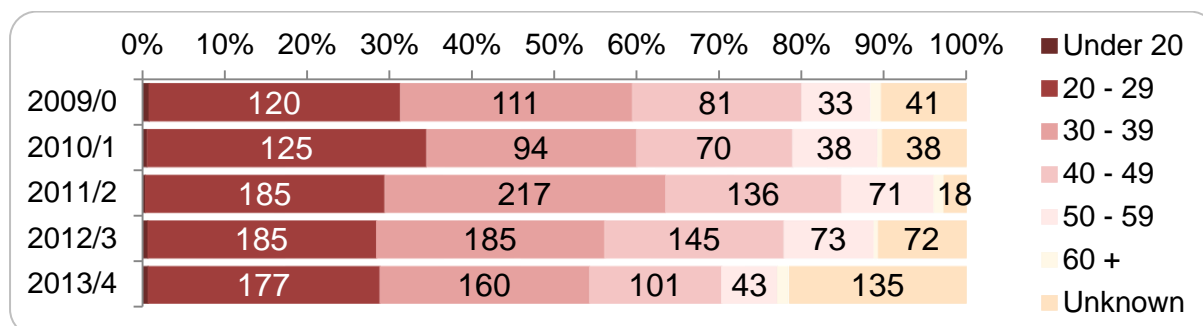
#### 2.4.2 Appointee Gender Split - Staff Type Appointed



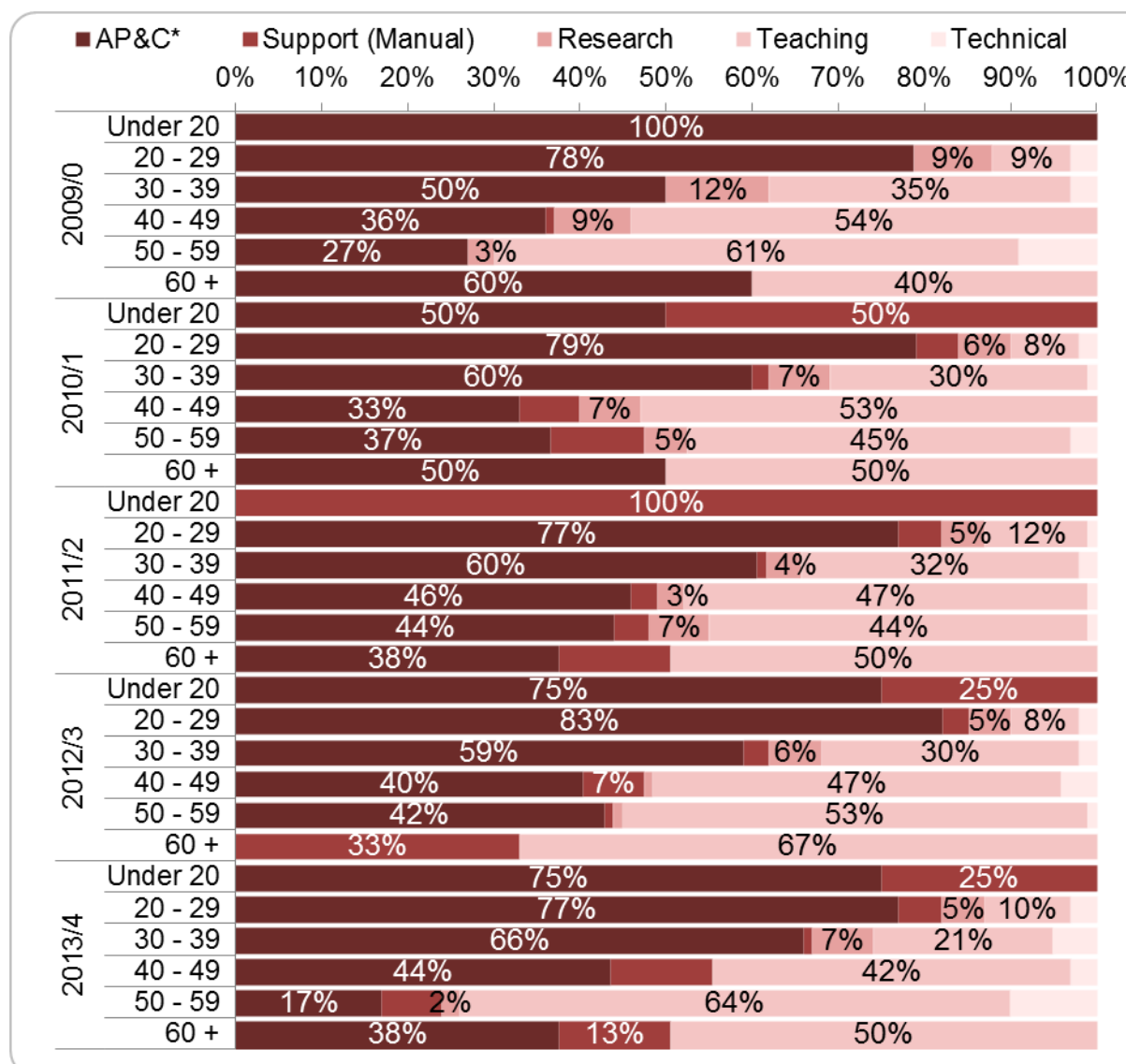
## Age

- The slight drop in appointments, and an increase in the number with an unknown age, means that appointment numbers have dropped in each age category in 2013/14.
- Following on from the information in previous sections, the age profile for teaching roles is older than those for other roles.

### 2.4.3 Appointment to Staff Vacancies - Age Profile



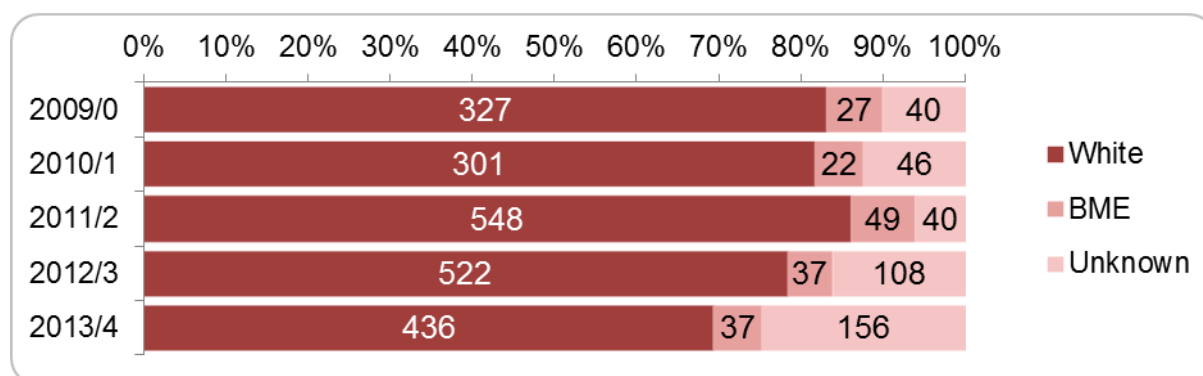
### 2.4.4 Staff Type Appointed to by Age Group



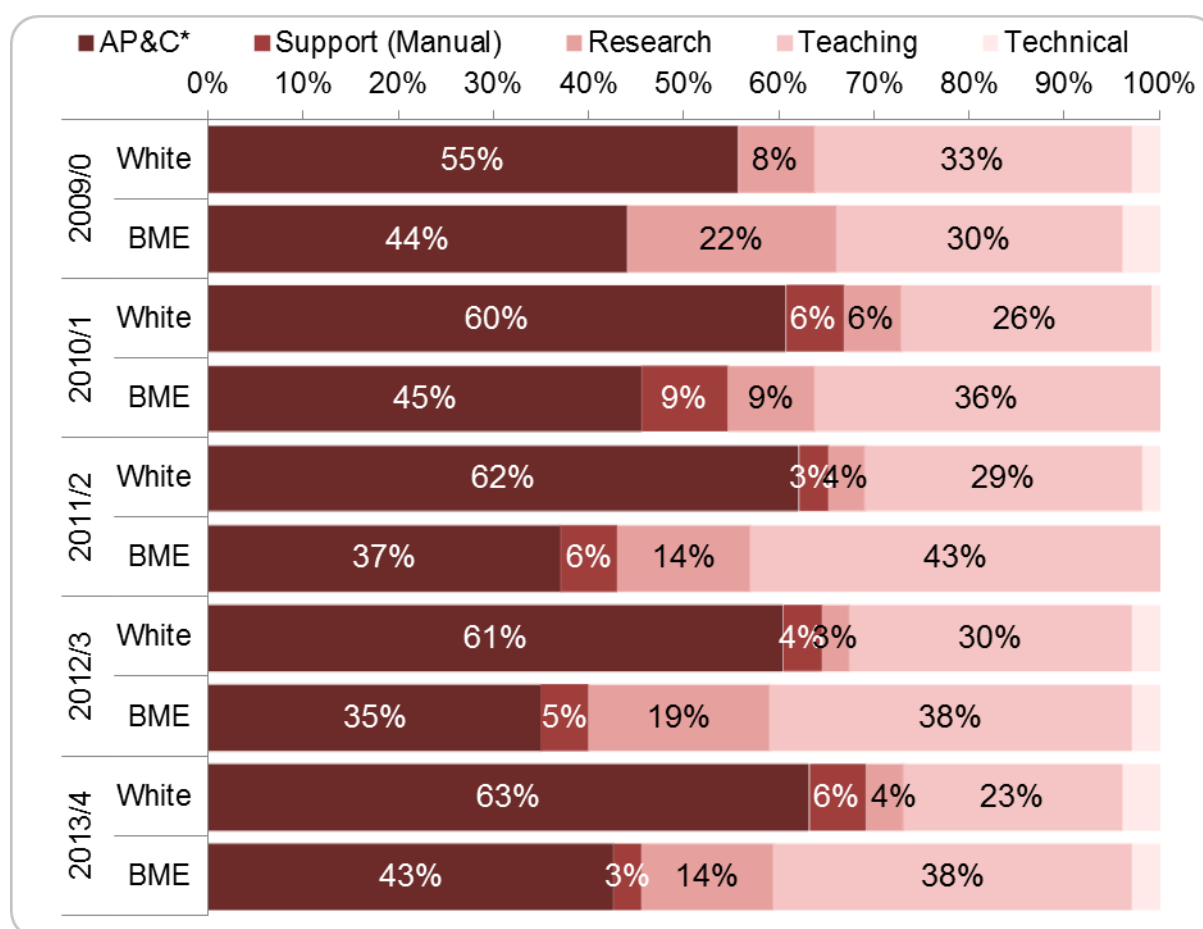
## Ethnicity

- The number of BME staff appointed in the last year was identical to 2012/13, but there has been a decrease in the number of White staff and an increase in staff whose ethnicity is.
- As the number of BME appointees is relatively low, it is hard to draw conclusions, but there tends to be a slightly higher proportion of research appointments, and lower proportion to AP&C, when compared to White appointees.

### 2.4.5 Appointee Ethnic Group



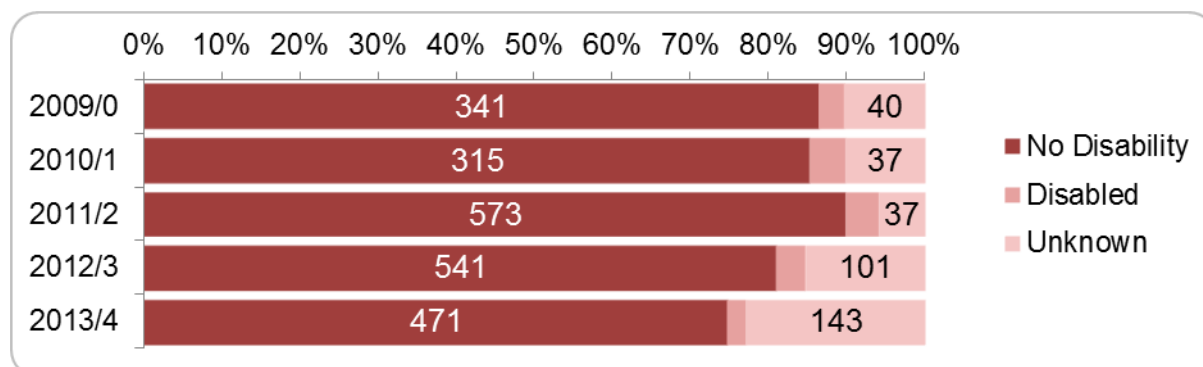
### 2.4.6 Staff Type Appointed to by Ethnic Group



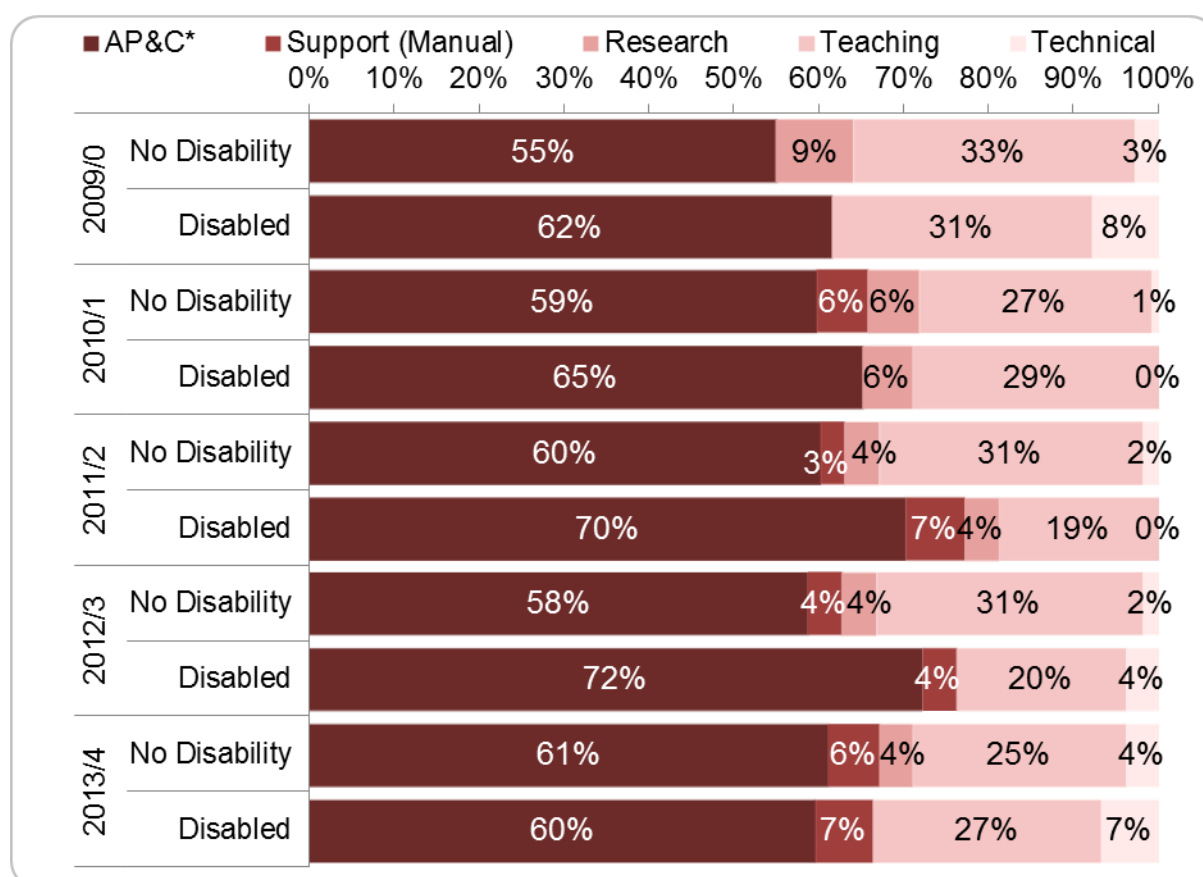
## Disability

- The increase in the number of staff whose disability status is unknown means we cannot tell if proportions of disabled staff have increased or not.
- There has been an increase in the proportion of disabled appointees in teaching roles from 20% (2012-13) to 27% (2013-14), but these figures move up and down each year.

### 2.4.7 Appointee Disability Status



### 2.4.8 Staff Type Appointed to by disability status



## Sheffield Hallam University Leadership Team and Board of Governors

### Executive Staff

As at 1 December 2014, of 14 executive staff, just over a quarter were female and all identified themselves as White. A small percentage declared that they had a disability. Half of all executive staff were aged between 50 and 59.

### Governing Body

Equality data was provided by the Board of Governors as at 31 July 2014. Of the responses received:

- Just over half of the members were aged between 55 and 64. 13% of members fell in to the 18-24 age category, with no representation in age group 25-34 and 20% of members aged 65 and over.
- A small percentage of the members of the Board of Governors declared a disability.
- Almost 90% of the Board of Governors described themselves as White British, with the remainder identifying as being from another White background.
- One in three Governors was female.
- 40% identified as Christian with almost all others stating that they had no religion.
- Almost all stated that they were heterosexual, with a small number preferring not to say.

### Applications for Board of Governors

Applicants from 2012-2014 were asked to fill in an equality monitoring form. The below information is taken from the applicants that filled in these details. Due to small numbers we can only display a few statistics.

- 2012 applicants: 36% aged 45-54, 32% aged 55-64, 82% male, 27% BME, 10% disabled, 68% Christian, 95% heterosexual.
- 2013 applicants: 36% aged between 45-54, 36% aged between 55-64, 79% male, 7% BME, 7% disabled, 57% Christian.
- 2014 applicants: 33% aged 45-54, 33% aged 65 and over, 67% male, 17% BME, 67% Christian.



## Employee Opinion Survey

Sheffield Hallam University surveys our staff every three years. In November 2014 all staff were invited to complete the employee opinion survey to provide the University with their views<sup>5</sup>.

As part of this survey, staff opinions were sought on how the University treats its employees fairly irrespective of a number of characteristics. Of those characteristics covered in 2008, there were increases in all categories between 2008 and 2011.

### 2.6.1 Sheffield Hallam EOS fair treatment results 2014

Indicator	2014 Mean	2011 Mean	Variance between 2014 and 2011	2014 %age agree	TWF benchmark	Benchmark variance from 2014 mean score
<b>Sheffield Hallam University treats all employees fairly irrespective of:</b>						
Age	0.99	1.05	=	69%	0.93	=
Caring responsibilities	0.90			59%		
Disability	1.06	1.15	=	68%	1.00	=
Full or part time working	0.81	0.88	=	64%	0.88	=
Gender	1.05	1.10	=	72%	1.00	=
Gender reassignment	1.01	1.07	=	46%	0.93	=
Marriage or civil partnership	1.13	1.18	=	63%	1.01	+
Pregnancy and maternity	1.12	1.16	=	68%	0.97	+
Race	1.16	1.18	=	69%	1.00	+
Religion or belief	1.15	1.19	=	67%	1.04	+
Sexual orientation	1.16	1.19	=	65%	1.04	+

<sup>5</sup> All employee opinion survey data in this report has been provided by Facta Consult in April 2015.

## 2.6.2 Sheffield Hallam EOS equal opportunities results 2014

Indicator	2014 Mean	2011 Mean	Variance between 2014 and 2011	2014 %age agree	TWF benchmark	Benchmark variance from 2014 mean score
<b>Equal Opportunities</b>						
The University shows through its actions that it is committed to being an equal opportunities employer	0.89			68%	0.61	++
I feel I have equal access to promotion and secondment opportunities	0.41	0.19	++	50%	0.14	++
I feel I have equal access to learning and development opportunities	0.74			64%	0.29	++
I am clear about my part in delivering the University's equality and diversity responsibilities	0.93			70%		
I know what to do if I observe inappropriate behaviour within the University community	0.79			67%		

The 2011 survey asked respondents about equal access to promotion and secondment opportunities, as well as questions about fair treatment regardless of diversity. In 2014, additional questions have been asked to find out views about a broader range of equal opportunities issues.

Comparisons with The Work Foundation benchmarks show that University results are positive. The only statement to have been asked in both 2011 and 2014 (equal access to promotion and secondment opportunities) also shows an improvement since 2011, though with 50% agreeing and 22% disagreeing, there is clearly more that can be done in this area.

Although all answers are more positive than the survey responses in 2011, there are areas of particular development needed. 46% of staff believe Sheffield Hallam treats all employees fairly irrespective of gender reassignment and 59% for those with caring responsibilities.

In addition to results giving a general endorsement of University efforts to create an equal opportunities environment, individuals recognise their personal responsibilities, with 70% agreeing that they are clear on their part in delivering the University's equality and diversity responsibilities and only 6% disagreeing, and 67% saying they are clear on what to do if they observe inappropriate behaviour (11% disagree). Only 50% of staff believe they have equal access to promotion and secondment opportunities.

## Further development of our Equality Information

Public bodies in England, including HEIs, published equality data for the first time in April 2012. The Equality and Human Rights Commission (EHRC) conducted a review to determine how well HEIs had met their legal requirement to publish equality information. One of the EHRCs recommendations was that public authorities acknowledge information gaps.

Acknowledging gaps in information and identifying plans to address those gaps is an indicator of how comprehensive published equality information is. It can also help public bodies to communicate clearly where and how they intend to improve their equality information.

The following paragraph highlights the steps Sheffield Hallam University is taking to develop and improve its equality information.

In academic year 2016/17 the University will be introducing reporting for the protected characteristics of Sexual Orientation and Religion and Belief. The University will also be exploring how we improve our understanding of the protected characteristic of Gender Reassignment. There are currently a number of internal and external research projects which aim to use qualitative methods to provide insight in to the experience of people who are transitioning or have transitioned. The outcomes of this research will inform the University on how best to support students and staff, and ensure they have an excellent experience at Sheffield Hallam.

## Acknowledgments

Thanks to the following for providing the data and graphs for use in this report:

- Governors Support Officer in the Secretary and Registrar's Directorate for the Board of Governors data
- MIPI Student and Performance Business Analyst in the Directorate of Corporate Affairs for information regarding student applications and admissions
- People MI Data Specialist in the Human Resources Directorate for appointed and prospective Sheffield Hallam staff data
- Planning Analyst in the Secretary and Registrar's Directorate for the student data (excluding the complaints information and applications and admissions data)
- Regulation and Policy Officer in the Secretary and Registrar's Directorate for student complaint data
- The People Development team in the Human Resources Directorate for the 2014 Employee Opinion Survey information

## Annex 1 - Data definitions and notes

### Student data

The sources of student data for this report are the Higher Education Statistical Agency (HESA) standard registration population and the Destination of Leavers from Higher Education (DLHE) Survey. Student counts over the period 2011/12 to 2013/14 have been included.

We have used a variety of sources to compare Sheffield Hallam University's performance with the sector. The Equality Challenge Unit's (ECU) [Equality in higher education: statistical report 2014](#) has been used extensively – largely to provide sector overviews. The sector overviews provided throughout the student section of this report are all directly quoted, or paraphrased, from the [ECU Equality in HE: part 2: students](#) unless stated otherwise.

The ECU statistical reports provide national figures presenting the gender, ethnicity, disability and age of students and staff in higher education for the 2012/13 academic year. For the first time, this edition presents high level findings on institutional collection and return rates for data on religion and belief, staff gender identity and sexual orientation.

### Higher Education Funding Council for England (HEFCE):

The Higher Education Funding Council for England promotes and funds high quality, cost-effective teaching and research, meeting the diverse needs of students, the economy and society.

### Black and minority ethnic (BME)

This definition is widely recognised and used when looking at patterns of marginalisation and segregation caused by an individual's ethnicity. In line with ECU, Sheffield Hallam recognises the limitations of this definition, particularly the assumption that minority ethnic students and staff are a homogenous group.

### Disability

The disability categories indicate types of impairment based on an individual's self-assessment. Respondents can choose not to disclose this information.

### Good honours

A degree that is awarded with either first class or upper second-class honours is often described as a 'good' degree or 'good honours'.

### Science, engineering and technology (SET). Science, technology, engineering and mathematics (STEM).

SET and STEM are acronyms for the fields of study in the categories of science, technology, engineering, medicine and mathematics.

### Destinations of Leavers from Higher Education survey (DLHE)

The Destinations of Leavers from Higher Education survey or [DLHE](#) is a statistical survey conducted by the United Kingdom's [Higher Education Statistics Agency](#) (HESA). The survey aims to contact UK and EU domiciled graduates of UK universities six months after graduation and to establish what type of employment or further study they are engaged in, and their income, on one specific day in the survey period.

Employment indicators are sourced from the results of DLHE. Figures only reflect responses to the survey and have been grouped using categories defined by HESA. Level groupings are based on the qualification achieved and not the qualification aimed for.

The latest data available is for graduates who responded to the 2012/13 DLHE. There were some significant changes in the new DLHE survey, impacting on data (and categorisation), which, have

meant that direct 'like for 'like' comparisons with previous years are no longer possible. Data have however been mapped as closely as possible to provide indicative trends. For the first time, overseas domiciled students were included in the 2011/12 DLHE Survey. It should be noted however that the indicators in this report concentrate on 'UK' and 'Other EU' domiciled graduates only.

Data provided on degree classifications goes down to 3rd class awards only. Lower degree qualifications (e.g. pass without honours) have been excluded from the analysis.

**Leavers in work or further study:** all full-time (UK) students who achieved an undergraduate qualification (first degree only), entering any level of work (full-time or part-time) or entering further study (any mode), as a proportion of respondents deemed to have been actively seeking employment (i.e. excluding employment statuses of 'other' and 'unavailable for employment'). *This is a change in definition since last years published Performance Review.*

**Leavers in employment in a professional/managerial job:** all full-time (UK) students who achieved an undergraduate qualification (first degree only), entering a professional/managerial job (occupation codes beginning 1, 2 or 3), full-time or part-time, as a proportion of DLHE respondents employed in any work (either full-time or part-time).

*This is a change in definition from Leavers in employment in a graduate job since last year's published Performance Review.*

**Leavers in further study:** all full-time (UK) students who achieved an undergraduate qualification (first degree only), entering further study (any mode) as a proportion of respondents deemed to have been actively seeking employment (i.e. excluding employment statuses of other and unavailable for employment).

### Mature Students

Age is calculated at 30 September of the academic year in which the student is recorded as commencing their studies. At undergraduate study, young students are those who are aged under 21; mature students are those who are aged 21 or over.

### Codes/abbreviations used

Code	Description
UGT	Undergraduate
PG (inc PGCE)	Postgraduate including Postgraduate Certificate in Education
OUG	Other undergraduate (eg Foundation degree, HNC)
FT/SW	Full-time/Sandwich courses
PT	Part time

### Staff profile

The sector overviews provided throughout the section are all directly quoted, or paraphrased, from the [ECU Equality in HE: part 2: staff](#) unless stated otherwise.

At the time the data for this report was collected, internal applications did not take the equality and diversity monitoring information from existing staff details, so the large number of unknown equality details is likely to be attributed to this. This has since been rectified from the introduction of the e-recruitment system at the end of 2014 and will subsequently improve the accuracy of equality data in future Equality Information reports.

## References

The following sources have been used as information to compile this report:

- [Athena SWAN Your Life pledge](#)
- [DLHE overview](#)
- [Equality and Diversity reports](#) Sheffield Hallam University
- [Equality Highlights 2014](#) Sheffield Hallam University
- [Equality in higher education: statistical reports for students and staff 2014](#)
- [Graduates in Sheffield](#) The Guardian
- [HESA overview](#)
- [Race for Opportunity benchmarking overview](#)
- [Sheffield Employment Strategy 2012](#)
- [State of Sheffield 2015 report](#)

