



Foreword



Sheffield Hallam University is committed to the promotion of equality of opportunity and to creating and sustaining an inclusive culture in which there is high quality, vibrant learning experience 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 2014 provides information about the protected characteristics of our students and our employees as well as potential students and employees based on data currently available. It is used to inform policy development and decision-making to ensure Sheffield Hallam University maintains and enhances its inclusive environment.

Athena SWAN

Sheffield Hallam joined the Athena SWAN Charter, the national scheme that recognises commitment to advancing women's careers in STEMM in higher education and research, in 2008. We submitted our University bronze renewal application in April 2013, which was successful. In April 2012, our psychology, bioscience and biomedical research departments gained bronze and silver awards respectively. In 2013 architecture and planning, engineering, and maths achieved bronze department awards.

E-module

As part of the University's on-going commitment to equality and diversity, an online learning module in Equality and Diversity is mandatory for all staff. The module has recently been reviewed and updated following feedback from across the University to make it shorter, more engaging and more accessible. It also includes updates on relevant legislation.

Equality Highlights report

[The Equality Highlights report](#), the first report of its kind, focused on the 2012/13 academic year highlighting activities related to equality and diversity. It included both stories reflecting some of Sheffield Hallam's successes as well as five role models, individuals who are making a real difference to the lives of students and staff alike.

Equality Priorities

In 2014 Sheffield Hallam University's Equality Priorities will be refreshed to develop more specific SMART objectives with clear links to the outcomes identified in our equality information. The refresh will also reflect changes in expectations within the sector such as enhanced equality requirements of Access Agreements, the QAA code of practice, and funding requirements.

Stonewall and Race for Opportunity

The University became a member of both [Stonewall](#) and [Race for Opportunity](#) and made a strong commitment to undertaking each organisations' benchmarking exercise in 2014. The benchmarking measures efforts to tackle discrimination and create inclusive workplaces.

Liz Winders

SECRETARY AND REGISTRAR

Chair of Equality and Diversity Board

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Introduction

This Equality Information Report is a facts and figures reflection of Sheffield Hallam University's student and staff profile accompanied by supportive text. Its aim is to provide a snapshot of the equality data presently available and present this in an accessible format using both quantitative (numerical) and qualitative (descriptive) information, providing comparisons with the sector and considering change over time.

What is Equality and Diversity?

Equality is about ensuring that people are given equal opportunities and are treated equally and fairly irrespective of background. Current legislation requires public bodies to promote equality and protect staff and students in higher education during the course of their employment and time of study from discrimination on grounds of age, disability, gender reassignment, marriage or civil partnership, pregnancy and maternity, race, religion or belief, sex (gender), and/or sexual orientation.

Diversity is about recognising, valuing and taking account of people's different backgrounds, knowledge, skills, and experiences, and encouraging and using those differences to create a productive and effective workforce and environment to study.

The University has a diverse workforce and student population with a rich balance of skills, experience and understanding. A successful diverse university enables people at all levels who have a range of different characteristics to be able to be themselves. A diverse university requires all members of the community to treat each other with respect and to celebrate their diversity.

Publication of Equality Information Report

The introduction of the Equality Act 2010 has brought about a significant shift in the manner in which equality and diversity considerations are embedded into policies, practices and decision making processes. The Act has also introduced a general Public Sector Equality Duty. This equality duty is placed on all public bodies, including Higher Education Institutions, and requires them to take proactive steps to:

- eliminate discrimination, victimisation and harassment;
- advance equality of opportunity between groups of people of diverse backgrounds and with diverse needs; and
- foster and promote good relations between such groups of people.

The equality duty is supported by specific duties. The specific duties are designed to help improve the performance of public bodies and encourage them to be transparent in their approach to meeting the equality duty. There are three specific duties. These are:

- to publish information to demonstrate compliance with the equality duty, at least annually (first release - 31st January 2012);
- to set and publish one or more specific and measurable equality objective, at least every four years (first release - April 2012);
- to publish equality information and equality objectives in a manner that is accessible to the public.

Equality Priorities

Sheffield Hallam's refreshed Corporate Plan 2011-13 outlined our commitment to advancing inclusion as a key feature of all our activities as we believe this is ethically right, socially responsible and contributes to the academic and business strengths of the University.

Our initial equality priorities were developed in line with the objectives set out in the refreshed corporate plan. These were established by evaluating and analysing data in relation to protected characteristics, understanding sector-wide issues that are also relevant to us, and by understanding the further work we need to do to develop our systems and processes in order to embed equality and diversity into our planning and performance monitoring processes.

The initial priorities are currently being refreshed, using the new information we have gathered and published, taking into account any relevant changes to our business, and ensuring our priorities are deliverable through appropriate action plans.

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.

Yorkshire and the Humber

Yorkshire and the Humber had a population of 5.3 million at mid-2012, 8% of the total UK population. The increase from mid-2011 was 0.5%, compared with an increase of 0.7% for the UK. As a region, Yorkshire and The Humber covers 6% of the total area of the UK, an area of 15,400 square kilometres (sq km).

After London, Yorkshire and the Humber has the third largest representation of the ethnic minority population in the UK. Of the well-established black, Asian and minority ethnic (BAME) population, the largest group is the Asian community. This community is concentrated in West Yorkshire, and to a lesser extent South Yorkshire in which Sheffield Hallam University is based.

Sheffield

[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.

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.

An increase in the city's population in recent years is largely the result of two factors: firstly, there are now more births than deaths in Sheffield, resulting in a positive 'natural change' in the population; and secondly, there has been an increase in the level of international migration to Sheffield.

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.

Sheffield Hallam University

In 1992 Sheffield City Polytechnic became Sheffield Hallam University; however, we can trace our history back to 1836 when Sheffield Collegiate School opened.

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 both 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.

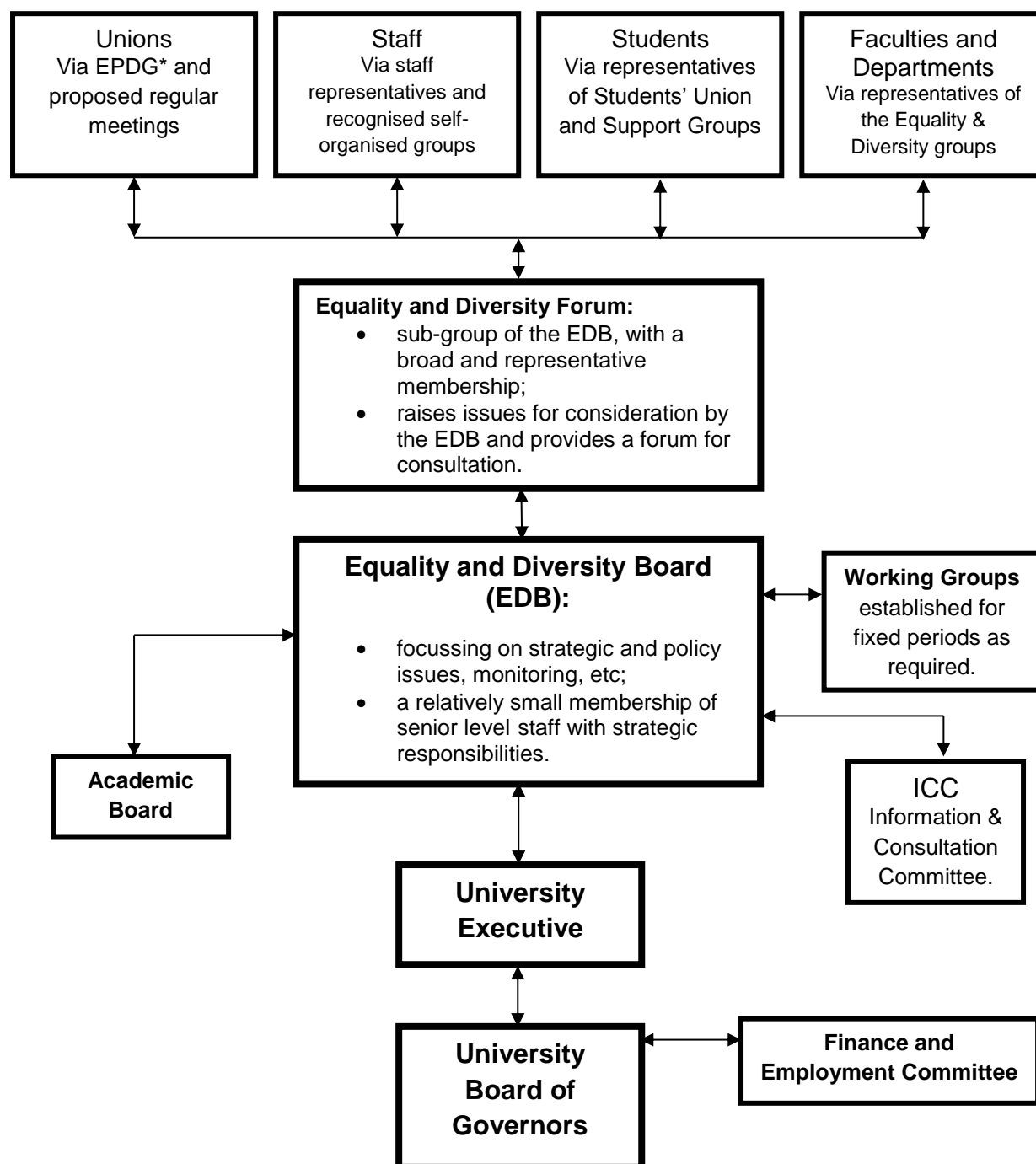
Our industry partners choose Sheffield Hallam because of our flexible, business led approach and our high quality research, facilities and students. Our partners include Sony, BP, NHS, Network Rail, Cisco, SAP and Microsoft.

University Governance, Leadership and Management

The Board of Governors has ultimate legal accountability for compliance with the Equality Act 2010, and it receives annual progress reports on equality and diversity issues.

Strategic leadership is provided by the Secretary and Registrar who is a member of the University's Executive Group. The Secretary and Registrar exercises delegated responsibility and accountability to the Vice-Chancellor and the Board of Governors.

Reporting Structure and Engagement



*Employee Development Policy Group

Data definitions and notes

The source of student data for this report is the Higher Education Statistical Agency (HESA) standard registration population and Destination of Leavers from Higher Education (DLHE) Survey.

To provide comparison of Sheffield Hallam University performance with the performance of the sector a variety of sources have been used; however the Equality Challenge Unit's (ECU) [Equality in higher education: statistical report 2013](#) has been used extensively. These statistical reports provide national figures presenting the gender, ethnicity, disability and age of students in higher education for the 2011/12 academic year.

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 to identify 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 the type of impairment that the individual has on the basis of their own self-assessment. They 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/'good honours'.

Science, engineering and technology (SET). Science, technology, engineering, medicine and mathematics (STEMM).

SET and STEMM 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 were engaged in, and their income, on one specific day in the survey period.

Changes to the DLHE survey

There are some significant changes in the new DLHE survey, impacting on data (and categorisation of), which, in turn, have meant that literal 'like for like' trends with previous years are now not possible. Data has however been mapped as closely as possible to provide indicative trends across the differing data collections.

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 or part time, as a proportion of DLHE respondents employed in any work (either full or part time). This is a change in definition from *Leavers in employment in a graduate job* since last year's published Performance Review. The change was made in order to align the definition to that applied by HEFCE in the calculation of Performance Indicators.

Employment indicators are sourced from the results of the Destination of Leavers from Higher Education Survey (DLHE). Figures only reflect response to the survey and have been grouped using categories defined by statutory bodies (HESA). Level groupings are based on the qualification achieved and not the qualification aimed for.

All of the data provided on degree classification obtained down to a 3rd class awards only; lower degree qualifications (e.g. pass without honours) have been excluded from the analysis.

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.

Description of codes/abbreviations used.

Code	Description
UGT - FT/SW	Undergraduate - Full time/Sandwich courses
UGT - PT	Undergraduate - Part time
OUG - FT/SW	Other undergraduate - Full time/Sandwich (HND, advanced diploma)
OUG - PT	Other undergraduate - Part time
PG (inc PGCE) - FT/SW	Postgraduate including postgraduate certificate in education - Full time/Sandwich courses
PG (inc PGCE) - PT	Postgraduate including postgraduate certificate in education - Part time

Staff

Staff Data Source: Higher Education Statistical Agency (HESA) Standard Registration Population

- Staff FTE over the period 2010/1 to 2012/3 have been included.
- Data on four main equality markers have been included: gender, age, ethnicity and disability.
- Please see page 36 for further information on data groupings used within the staff section of this report.

Recruitment data is gathered from applicants during the recruitment process through the use of an online survey and is over the period 2009/10 to 2012/13.

For full data sources and definitions and further information data, please refer to the relevant information report located on the Sheffield Hallam University [Equality and Diversity website](#).

Student Equality Information



Headline Findings

Age

- A drop in the number of mature students applying to university has been widely reported. Since 2010/11 Sheffield Hallam has seen a 4% decrease in the number of mature students entering the University.

Disability

- Across all modes of study, there was no difference between students declaring a disability and students with no known disability achieving a first class honours (19%). However, the number of students declaring a disability who attained a second class honours, upper division (2:1), was 4% less than students with no known disability.

Ethnicity

- As with the national picture, a gap in degree attainment for students with different ethnicities persists. At Sheffield Hallam the difference between the proportion of white qualifiers receiving a good honours degree and the proportion of black and minority ethnic qualifiers with a good honours degree is 21% across all modes of study, which is more than 3% higher than the difference for all UK-domiciled students (17.7%).

Gender

- In 2012/13, there were more female students (55%) at Sheffield Hallam than male (45%).
- Females (74%) outperform males (66%) in achieving good degree passes across all modes.
- A slightly lower proportion of females (65%) were in professional/managerial work than males (66%).

1. Applications

Sector Overview

All applications to UK universities for full-time courses are made through UCAS, the Universities and Colleges Admissions Service. Part-time course applicants contact universities directly to apply.

The increase in tuition fees to a maximum of £9,000 a year led to a clear drop in the number of English students applying for university places in autumn 2012. The number of university applicants in England dropped by 8.8% compared with 2010. There was a 7.2% fall in numbers of 18- and 19-year-old applicants in England between 2012 and 2010, the last year of applications before the cap on tuition fees was raised. The decline in England has not been mirrored in other parts of the UK where fees have not been raised, and the drop can only partly be explained by falling numbers of young people in the population.

Sheffield Hallam University Overview

Applications for September 2012 entry were lower than the record high we experienced in 2011, though our demand relative to the number of available places remained strong, and at nearly 42,000 UCAS applications, we were the sixth most popular institution in the country in terms of undergraduate applications. We also received over 10,000 applications for full-time postgraduate courses, making us the eighth most popular university in terms of applications for full-time postgraduate provision.

Figure 1.1: Application Conversion Rates: Level (All Years)

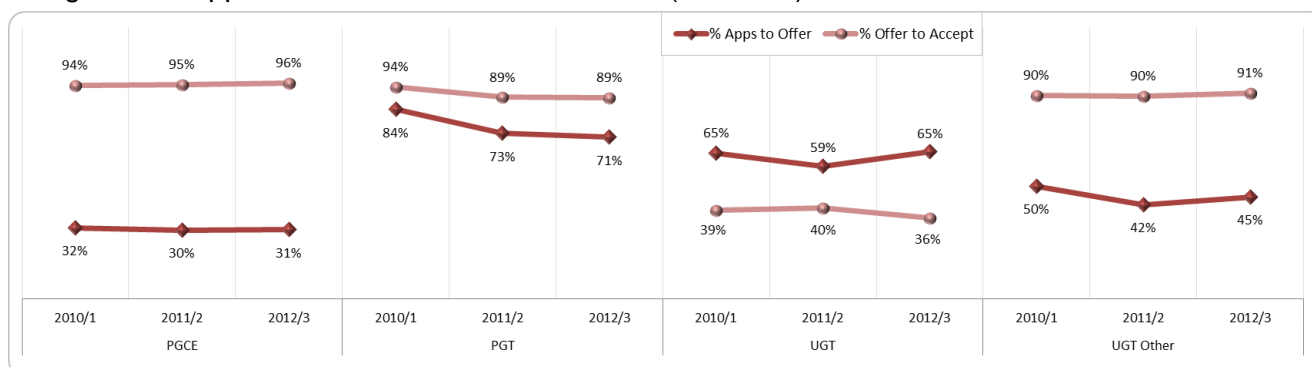
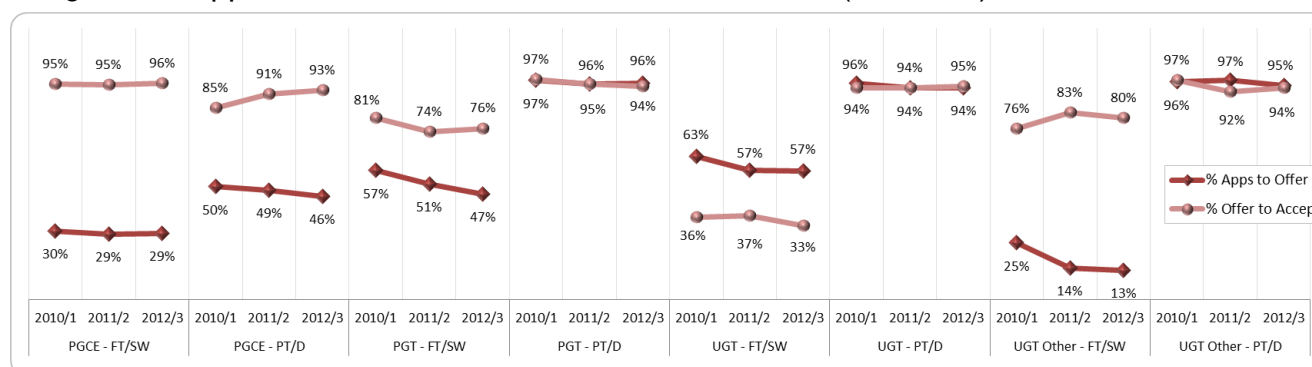


Figure 1.2: Application Conversion Rates: Level & Mode (All Years)



Age Sector

The number of older university applicants continues to decline, with another drop in 2013 from levels of 2012. There were 16,500 fewer mature applicants across the UK in 2013 than in 2010. This overall drop again was largely among applicants resident in England, where there were 18,500 fewer applicants than in 2010, whereas mature applicant numbers rose in Scotland and Northern Ireland. These figures also do not include part-time students, where HEFCE have shown a 40% decline in the number of part-time undergraduate students starting in 2012/13, compared to 2010/11.

Sheffield Hallam University

- The greatest disparity between young and mature students for application conversion across the three year period 2010/11 to 2012/13 was on other undergraduate courses.
- Across the modes of study there is no clear trend in relation to application to offer conversion rates, with differing experiences dependent on mode.
- In 2012/13, there was almost a 30% difference between the offer to acceptance conversion rates on undergraduate full-time and sandwich course between young (60%) and mature (33%).

Figure 1.3: Application to Offer Conversion Rates: Age

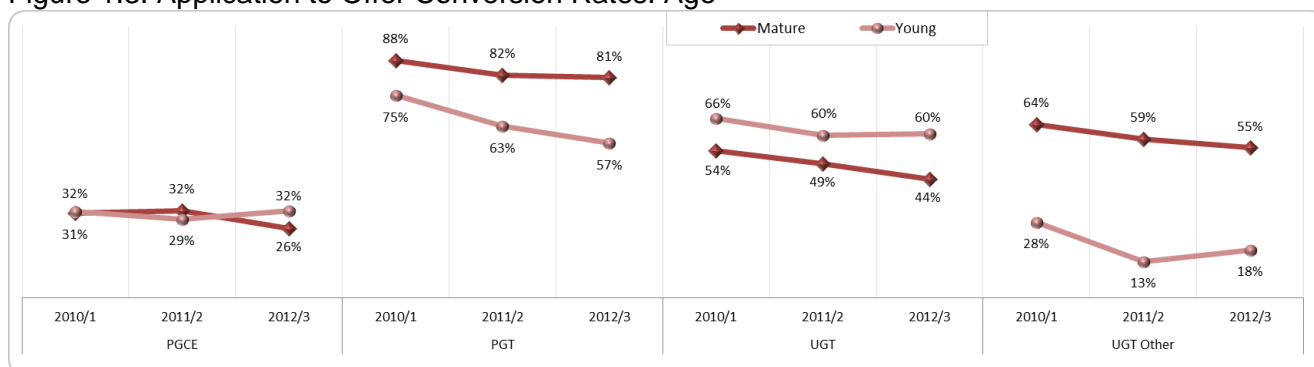
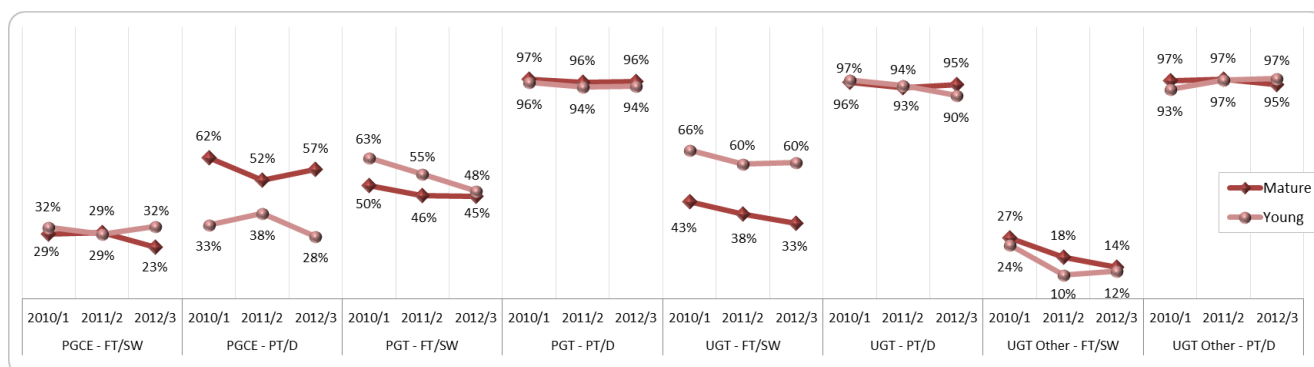


Figure 1.4: Offer to Accept Conversion Rates by Level & Mode



Disability

Sector

Getting funding to cover care and other costs related to a student's disability is one of the most pressing concerns for disabled people eager to enter higher education. Cuts to local authority budgets in the last year and the closure of the Independent Living Fund mean it is becoming increasingly difficult to secure funding.

The Disabled Students' Allowance (DSA) offers students up to £20,000 a year and covers specialist equipment and non-medical help, such as note takers.

A report produced by the Equality Challenge Unit last year showed that at all degree levels, disabled students were more likely to study part-time than non-disabled students.

Sheffield Hallam University

Sheffield Hallam University is committed to [policies and practices](#) based on the principle of inclusion and this is reflected in the support we offer disabled students. This support is provided by the Disabled Student Support Team to all disabled students - full or part-time, undergraduate or postgraduate - and is available throughout their period of study.

The basis of the support is a belief that students should not be disadvantaged by their disability, whatever form it takes, and that a commitment to inclusion and equality of opportunity is intended to enable all students to realise their potential.

The University's teaching and learning practices are aimed at producing independent and autonomous learners and this applies to all students. Students have, therefore, responsibility for their own learning, and the Disabled Student Support Team, in partnership with students and tutors, seeks to maximise this independence and autonomy.

- In 2012/3, 35% of applicants to Postgraduate Certificate in Education (PGCE) declaring a disability would be offered a place compared with 30% with no known disability.
- There was no difference between students declaring a disability and students with no known disability on postgraduate taught courses in 2012/3.
- In general, across the three year period across all modes of study, the conversion rate of those students declaring a disability is greater than those with no known disability.

Figure 1.5: Application to Offer Conversion Rates

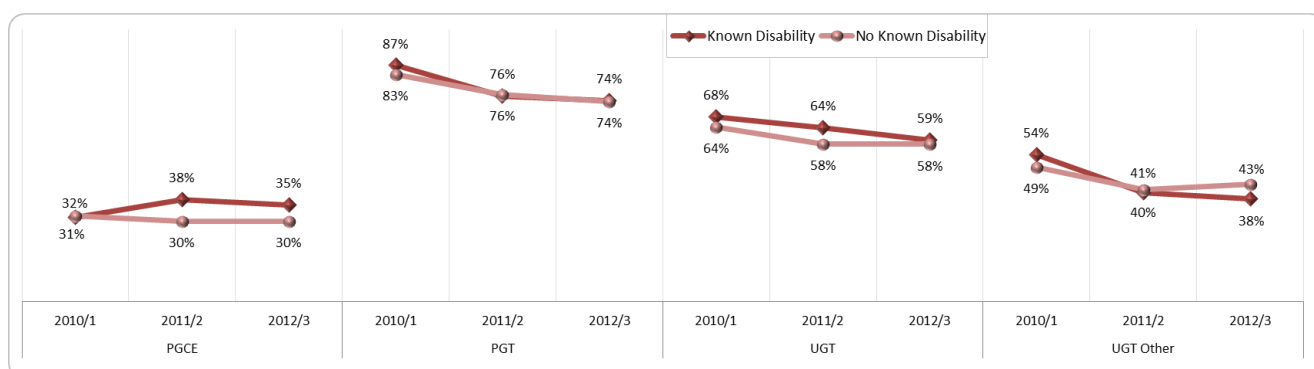
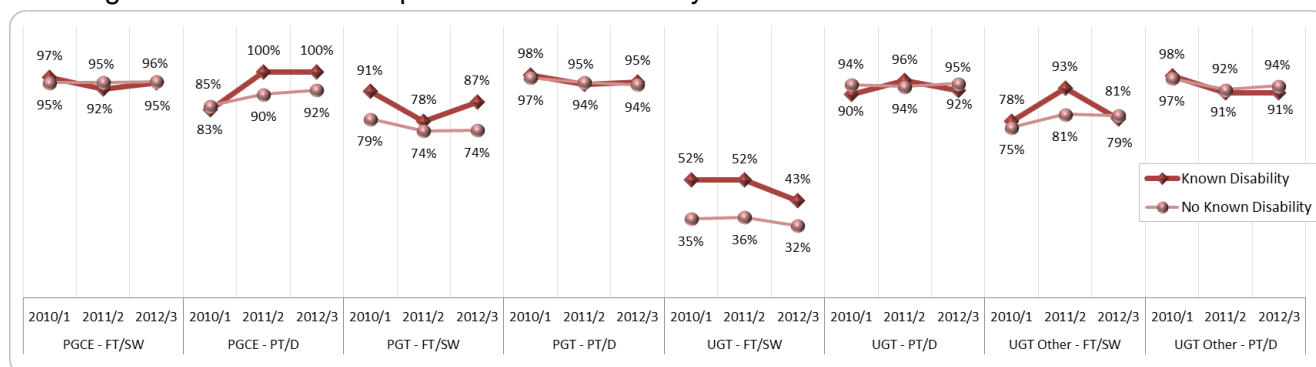


Figure 1.6: Offer to Accept Conversion Rates by Level & Mode



Gender

Sector

The gender gap in applications from young applicants shows a growing disparity; nowadays girls are more likely to apply to university than boys of the same age group. 30% of male school-leavers applied to university for autumn 2012, compared to 40% of female school-leavers, according to UCAS.

Sheffield Hallam University

- Across undergraduate courses over the three year period 2010/11 to 2012/13, males have a higher conversion rate of applications to offers. Conversely on undergraduate other courses females consistently have a higher conversion rate.
- The Postgraduate Certificate in Education (PGCE) has the least differential in terms of the gender of applications between the sexes. In 2011/12 there was no difference, although in 2012/13 there was a 5% gap with females converting at the higher rate of 32%.
- Undergraduate full time and sandwich courses have the lowest conversion of offers to acceptances; this is the same for both males and females.

Figure 1.7: Application to Offer Conversion Rates by Level

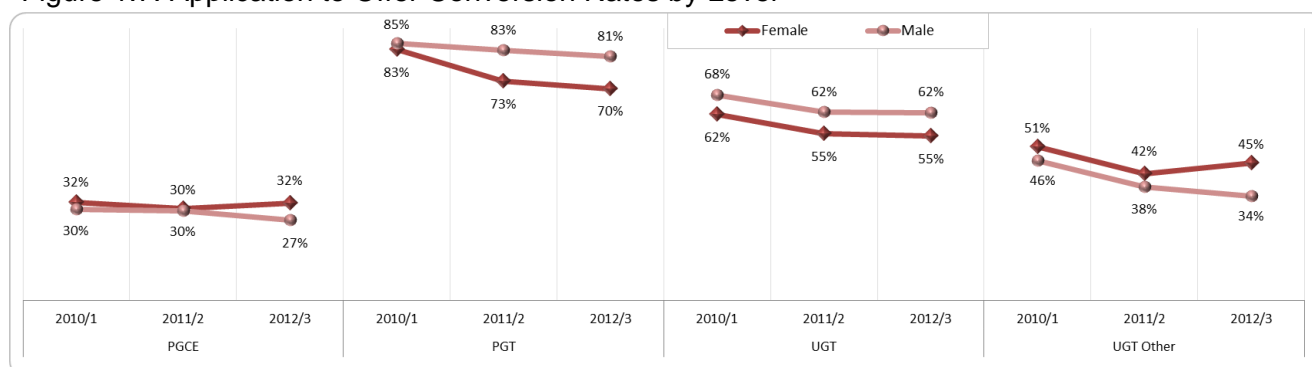
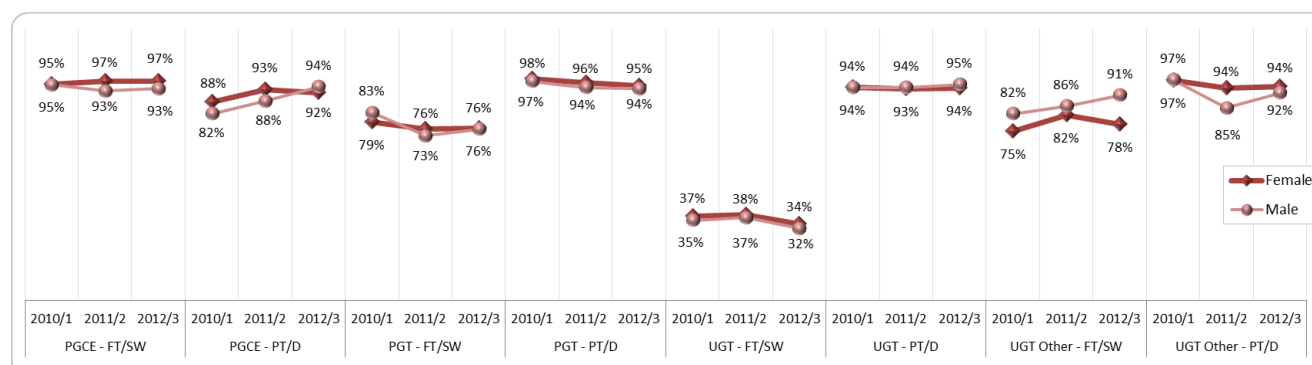


Figure 1.8: Offer to Accept Conversion Rates by Level & Mode



2. Admissions

Sector Overview

The government higher education reforms, which took effect for the intake of new students for the 2012/13 academic year, aimed to deliver a high-quality university sector for the UK that is more responsive to the needs of students.

In 2012/13 some institutions recruited fewer high achieving (AAB+) students than anticipated. The fear of over-recruitment, however, meant institutions had limited flexibility in their admissions strategies. While some institutions experienced increases in their overall entrant numbers, the median decrease for higher education institutions was 13%.

Sheffield Hallam University Overview

In 2012/13 Sheffield Hallam had 34,718 students.

Age

Sector

Across all degree levels, much higher proportions of students aged 26-35 and 36 and over studied part-time than students in the younger age groups. This was most pronounced at the postgraduate taught level, where 85.8% of students aged 36 and over studied on a part-time basis compared with 12.4% of students aged 21 and under.

Universities UK published a report in response to recent drops in numbers of part time students. Following a decade of slow decline, the numbers of students recruited to undergraduate part-time courses in England fell by 40% in two years (2010/11 to 2012/13): equivalent to 105,000 fewer students. The report also looked at the demographic of part-time students. The vast majority are aged between 21 and 65 and are more likely to be female (62%) than male (38%).

As provided by the Equality Challenge Unit's (ECU) statistical report 2013, in 2011/12 51.3% of all students were aged 21 and under. In the period 2003/04 to 2010/11 the proportion of students 21 and under increased year on year by 5.9%; 2.0% of this increase occurred in the last year.

Mirroring the national picture, Sheffield Hallam has seen a decrease in the number of mature students entering the University. However, the decline is more marked than the national picture.

- There has been an increase in the proportion of young students entering the University year-on-year from 57% in 2010/11 to 61% in 2012/13.
- The largest proportion of young students in 2012/13 were studying on full time and sandwich courses, with nearly 83% of these students being under 21.
- There has been little movement in the age profile of postgraduate provision over the three year period.

Figure 2.1: Age on Entry Trends (All Year Years)

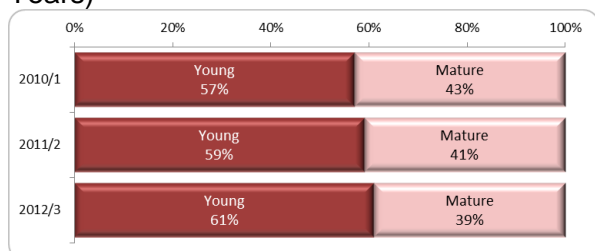


Figure 2.2: Age Profile Level & Mode (All

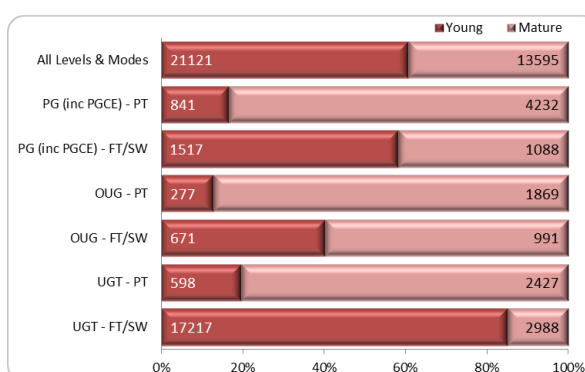
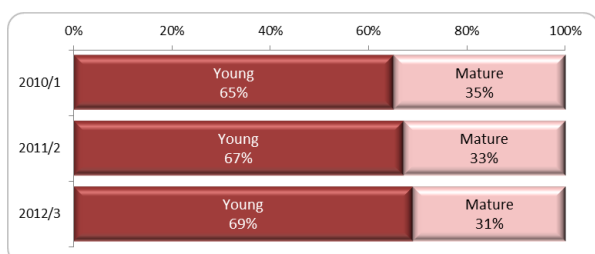
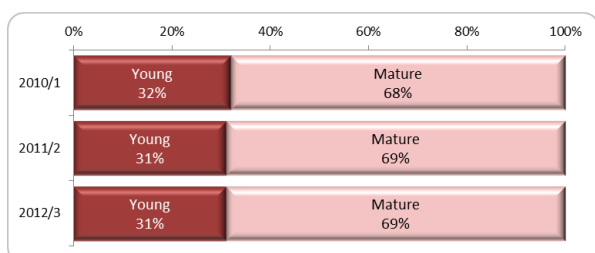


Figure 2.3: Undergraduate Young/Mature on Entry Trends (All Years)



Count of undergraduate students				
Age	2010/1	2011/2	2012/3	Trend
Young	18,174	19,098	18,763	
Mature	9,646	9,309	8,275	

Figure 2.4: Postgraduate Young/Mature on Entry Trends (All Years)



Count of postgraduate students				
Age	2010/1	2011/2	2012/3	Trend
Young	2,741	2,720	2,358	
Mature	5,838	5,935	5,320	

Disability Sector

According to 2011/12 statistics from the Higher Education Statistics Agency (HESA), nationally 8.6% of students in higher education declared a disability. A specific learning difficulty (eg dyslexia) is the most common impairment disclosed (accounting for 48.4% of student disclosures).

Sheffield Hallam University

- 10% of the total student population declared a disability in 2012/13; this was consistent with previous years.
- Of those who declared a disability, 50% stated that they had a specific learning disability, a 3% increase from 2011/12.
- As with previous years, students on other undergraduate courses had the highest proportion of declared disabilities at 13%

Figure 2.5: Student Number Trends: Disability

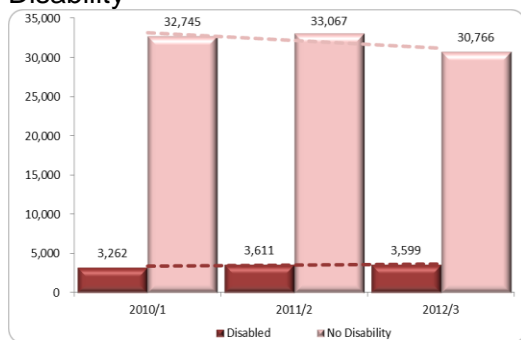


Figure 2.6: Type of Disability (All Years)

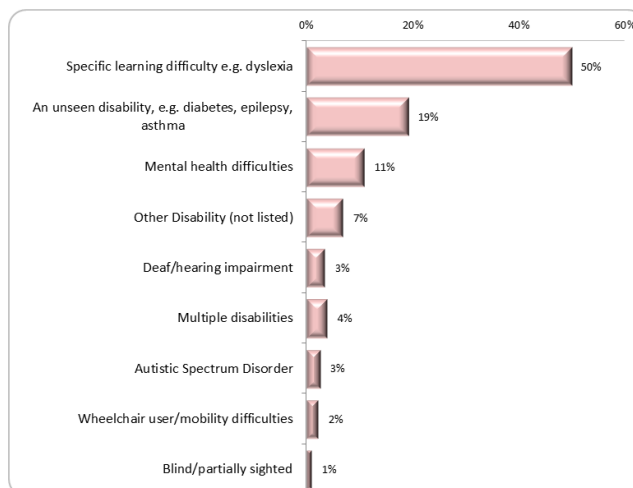
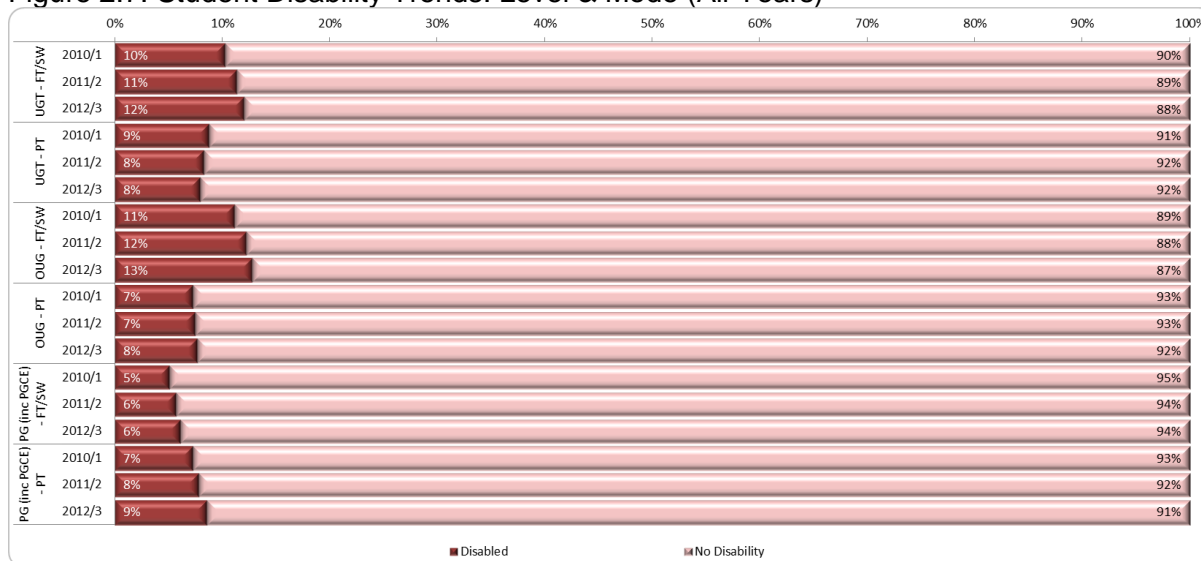


Figure 2.7: Student Disability Trends: Level & Mode (All Years)



Ethnicity

Sector

In 2011/12, across the UK, 18.8% of UK-domiciled students with known ethnicity information were black and minority ethnic (BME). The proportion of UK-domiciled BME students increased by almost 4% from 2003/4 figures of 14.9% to 18.8% in 2010/11.

97.7% of UK-domiciled students disclosed ethnicity information.

Sheffield Hallam University

Sheffield is an ethnically diverse city, with around 19% of its population from black or minority ethnic groups.

85% of Sheffield Hallam UK domiciled students disclosed ethnicity information.

- In 2012/13, 13% of Sheffield Hallam total student population were BME, this proportion remains consistent across the three years.
- In 2012/13 there was a 1% increase of BME Year 1 students to 14%.
- Other undergraduate part time courses have the lowest BME student participation at 9%. Conversely undergraduate part-time has the highest participation at 18%.

Figure 2.8: Sheffield Hallam UK domiciled students

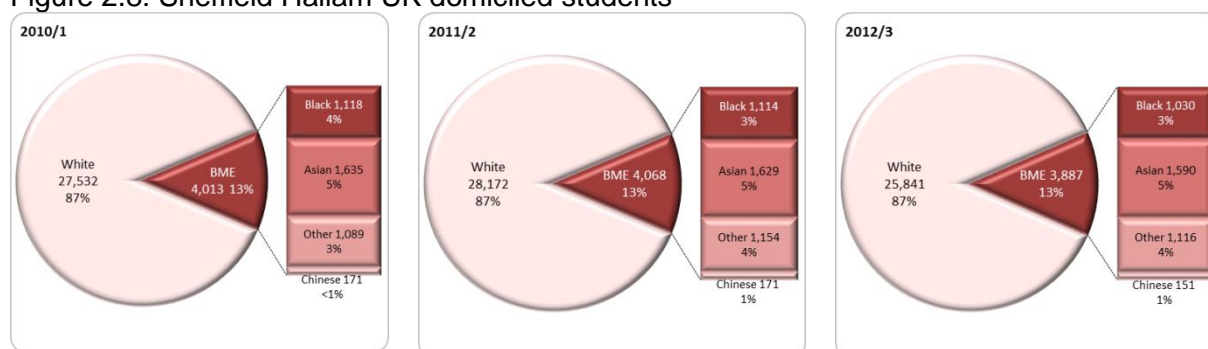


Figure 2.9: Sheffield Hallam UK domiciled students Year 1

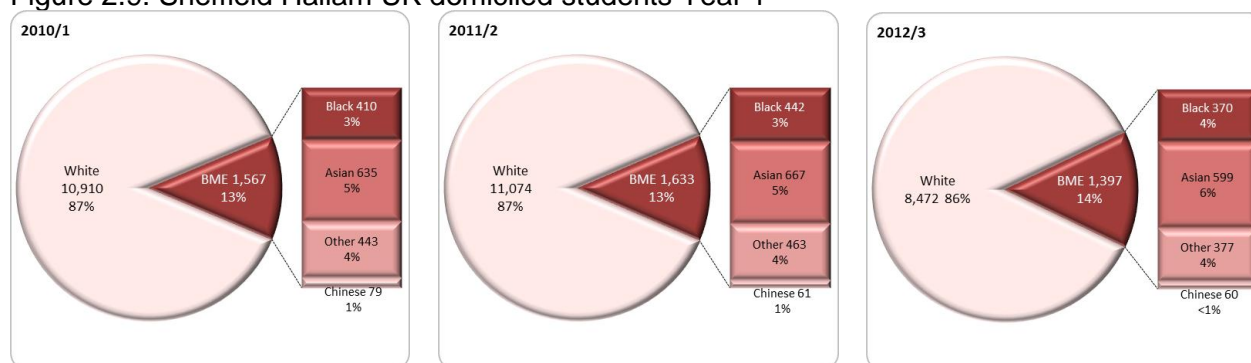


Figure 2.10: 2012/3 Student Ethnicity Detail: Level & Mode
All Years & 1st Year UK

Mode	Percentage of students by ethnicity					Mode	Percentage of students by ethnicity				
	White	Black	Asian	Chinese	Other		White	Black	Asian	Chinese	Other
UGT - FT/SW	88%	3%	5%	1%	3%	UGT - FT/SW	88%	3%	5%	1%	3%
UGT - PT	82%	8%	6%	0%	4%	UGT - PT	82%	8%	6%	0%	4%
OUG - FT/SW	87%	5%	5%	0%	3%	OUG - FT/SW	87%	5%	5%	0%	3%
OUG - PT	91%	3%	4%	0%	2%	OUG - PT	91%	3%	4%	0%	2%
PG (inc PGCE) - FT/SW	83%	6%	8%	1%	3%	PG (inc PGCE) - FT/SW	83%	6%	8%	1%	3%
PG (inc PGCE) - PT	88%	4%	5%	0%	2%	PG (inc PGCE) - PT	88%	4%	5%	0%	2%

Gender Sector

In 2010/11, there were more female (55%) than male (45%) full-time undergraduates enrolled at university in the UK. The [latest statistics released by the University and Colleges Admissions Service \(Ucas\)](#) revealed a 22,000 drop in the number of male students enrolling at university. This meant that last autumn women were a third more likely to start a degree than their male counterparts, despite the fact that there are [actually more young men than women in the UK](#).

Sheffield Hallam University

- As with the national picture, there are more female students at Sheffield Hallam than male.
- The split of female/male students has remained consistent over the three year period.
- The largest proportion of female students are on other undergraduate full time and sandwich level/modes.

Figure 2.11: Sheffield Hallam Gender Trends Level (All Years)

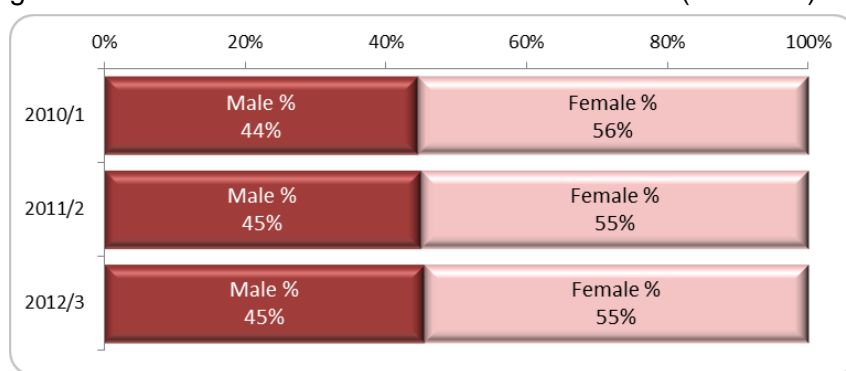
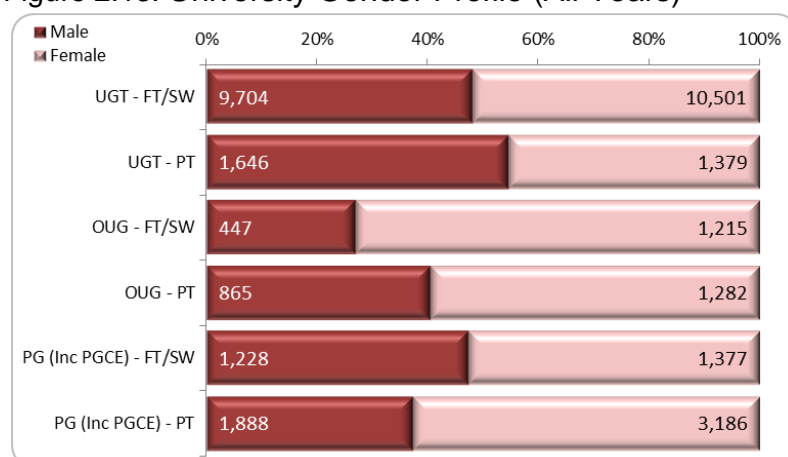


Figure 2.12: Proportion of Female Students: Trend by and Mode

Level - Mode	Percentage of female students			
	2010/1	2011/2	2012/3	Trend
UGT - FT/SW	53%	52%	52%	
UGT - PT	52%	51%	46%	
OUG - FT/SW	69%	69%	73%	
OUG - PT	65%	64%	60%	
PG (Inc PGCE) - FT/SW	48%	52%	53%	
PG (Inc PGCE) - PT	60%	61%	63%	

Figure 2.13: University Gender Profile (All Years)



3. Level of educational attainment

Sector Overview

Education is a complex topic for survey measurement, and the individual's educational attainment is only a narrow snapshot of possible measures relating to an individual's educational experience (Smith, 1995). HEFCE's report "Higher education and beyond: outcomes from full-time first degree study" highlights that students experience and benefit from higher education differ depending on their background.

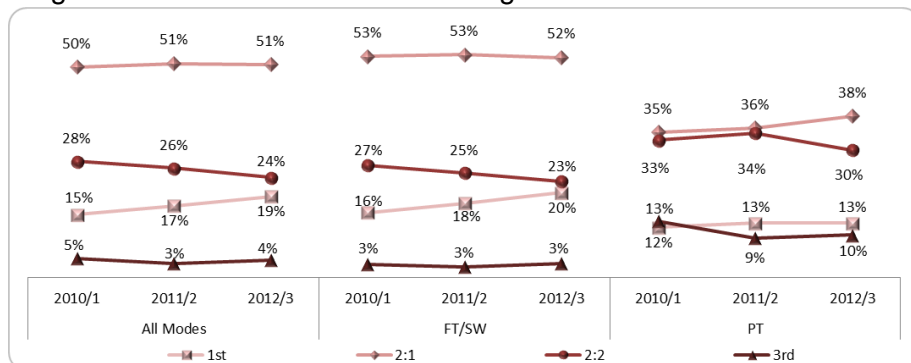
Since 2001 the number of students gaining a first degree has risen by 17%,

The different outcomes for students highlight the need for higher education institutions to consider their specific student experience and the academic and pastoral support tailored for, and available to students.

Sheffield Hallam University Overview

Across all modes, the percentage of students receiving a good honours degree has increased year-on-year since 2010/11.

Figure 3.1: Sheffield Hallam First Degree Student Attainment Trends.



Age

Sector

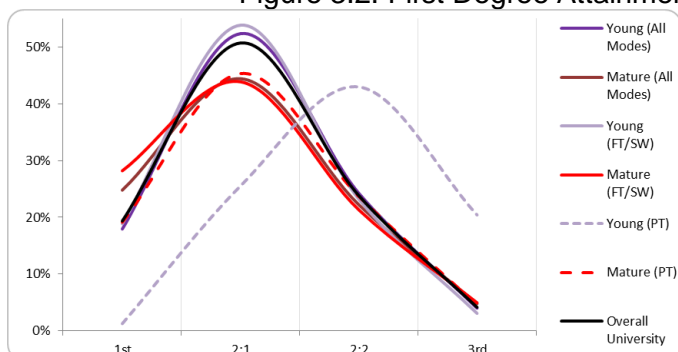
The proportion of qualifiers obtaining a first class honours degree increased with age; 14.7% of qualifiers aged 21 and under compared with 19.7% of those aged 36 and over.

Sheffield Hallam University

Across all age/mode groups, Sheffield Hallam students achieved increases in first class honours (1st) and second class honours, upper division (2:1) from the previous year.

- The achievement profile for young part-time students shows the greatest variance from the overall University achievement; this group achieved the largest proportion of 2.2s.
- In 2012/13 1% of young part-time students achieved a first. This is a drop of 2% on 2011/12 figures.
- 28% of mature full time students achieved a first, an increase of 7% from 2011/12.

Figure 3.2: First Degree Attainment in 2012/13: Age on Entry and Mode



Age/Mode	Degree Class Attained			
	1st	2:1	2:2	3rd
Overall University	19%	51%	24%	4%
Young (All Modes)	18%	52%	24%	4%
Mature (All Modes)	25%	44%	22%	5%
Young (FT/SW)	19%	54%	23%	3%
Mature (FT/SW)	28%	44%	21%	5%
Young (PT)	1%	26%	43%	20%
Mature (PT)	19%	45%	24%	5%

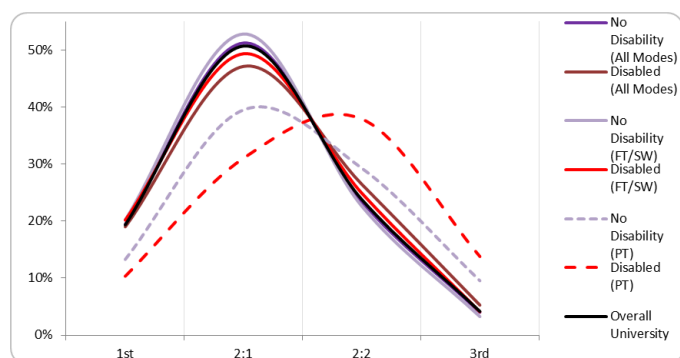
Disability Sector

In a recent (July 2013) report by HEFCE examining the degree outcomes and later employment of students who began full-time degree courses, students who received the Disabled Students Allowance (DSA) performed better than expected given other aspects of their profile, whereas disabled students not receiving DSA performed below expectations.

Sheffield Hallam University

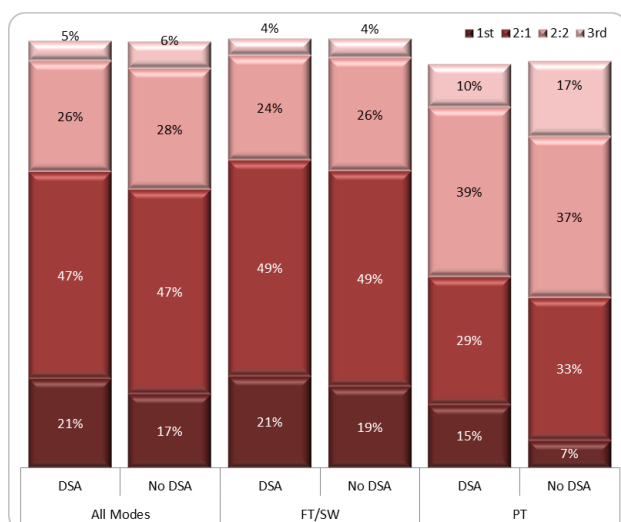
- As with other protected characteristics, part-time students' achievement showed the greatest variance to the overall University. In 2012/13, 31% of disabled part-time students achieved a 2:1, whereas 40% of part-time students with no disability gained the same award, the overall University achievement was 51%.
- Part-time students with no known disability achieved more firsts than those declaring a disability, at 13% compared to the 10% who declared a disability.
- Across all modes, students in receipt of the DSA gained more 1st class awards than students declaring a disability but not receiving DSA. However, across all modes, there was no percentage difference in those gaining a 2:1.

Figure 3.3: First Degree Attainment: Disability and Mode



Disability/Mode	Degree Class Attained			
	1st	2:1	2:2	3rd
Overall University	19%	51%	24%	4%
No Disability (All Modes)	19%	51%	23%	4%
Disabled (All Modes)	19%	47%	26%	5%
No Disability (FT/SW)	20%	53%	23%	3%
Disabled (FT/SW)	20%	49%	25%	4%
No Disability (PT)	13%	40%	29%	10%
Disabled (PT)	10%	31%	38%	14%

Figure 3.4: First Degree Attainment in 2012/3: Disability Allowance and Mode



Mode	DSA?	Degree Class Attained				
		1st	2:1	2:2	3rd	Other
FT/SW	DSA	76	177	86	14	5
	No DSA	52	136	72	12	4
PT	DSA	6	12	16	4	3
	No DSA	3	15	17	8	3

The bar stacks do not include awards less than a 3rd class degree resulting in totals being <100%

Ethnicity Sector

A gap in the attainment of black and minority ethnic students has been noted nationally for some time. Researchers have found that fewer minority ethnic students gain first and upper second class degrees than white students and the gap does not disappear when controlled for entry qualification and previous schooling.

A growing body of evidence suggests that students from minority ethnic backgrounds have a different experience of higher education from their white peers. This points to the need for more inclusive curriculum design, assessments and culture. Many higher education institutions have set objectives to tackle the differences in degree attainment.

Sheffield Hallam University

- There was a wide variance in degree attainment between white and BME students in 2012/13.
- Irrespective of mode, a much lower proportion of BME students achieve a 'good' honours degree. This is a trend which continues year-on-year (Figure 3.6).
- Across all modes, for good honours degrees, there is a 21% attainment gap. When reviewing part-time provision this increases to 37%.

Figure 3.5: Ethnicity Attainment 2012/3: Ethnicity and mode

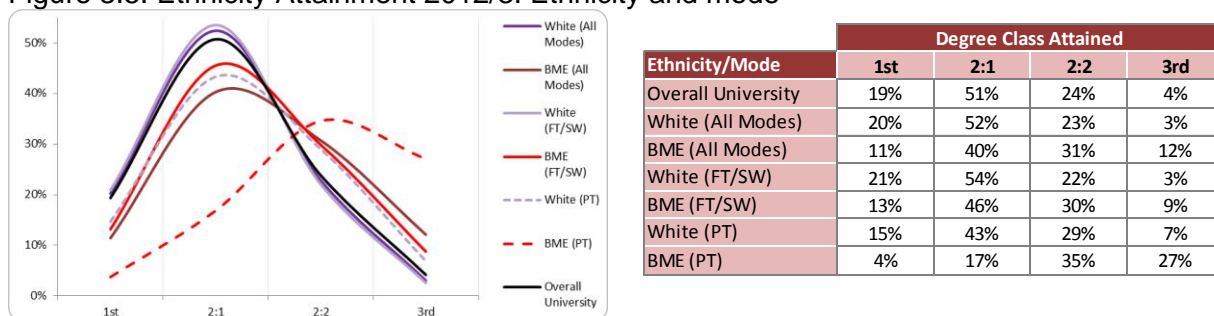


Figure 3.6: Ethnicity Attainment 2012/3: Ethnicity and good honours

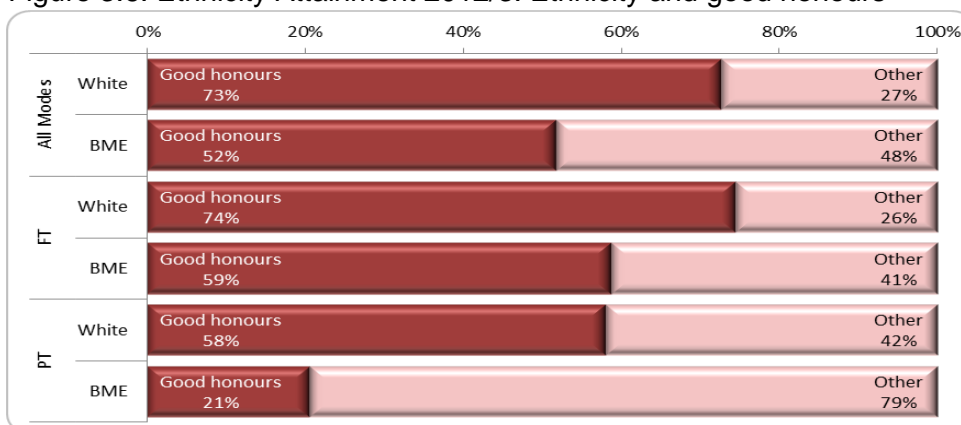
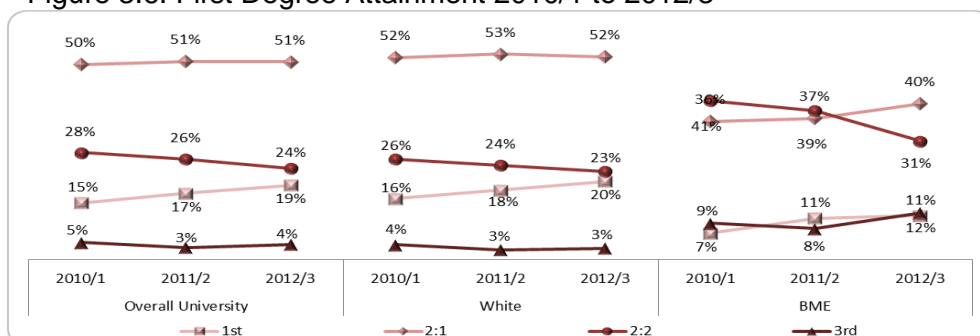


Figure 3.6: First Degree Attainment 2010/1 to 2012/3



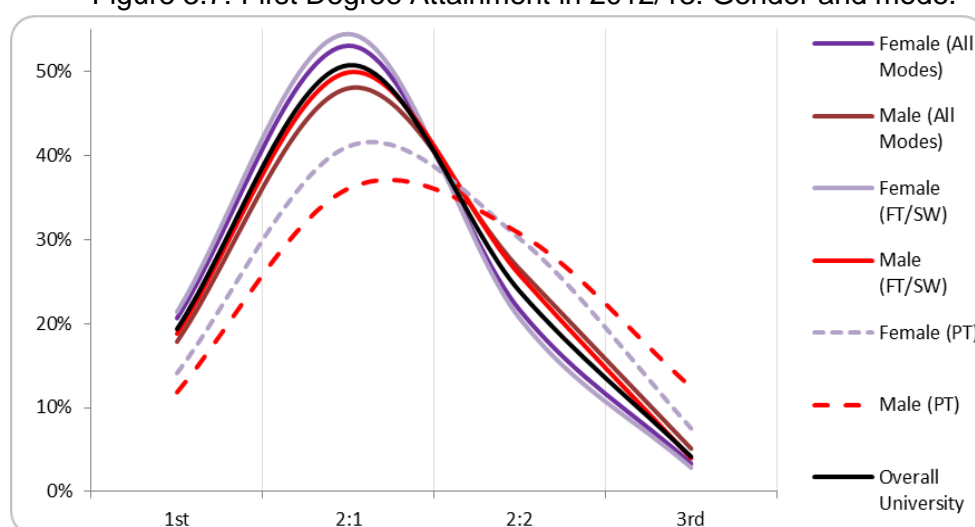
Gender Sector

As provided by the Equality Challenge Unit's (ECU) statistical report 2013, it stated that across the UK there was a gender attainment gap with a higher proportion of female students receiving a first/2:1 than male students.

Sheffield Hallam University

- Females outperform males achieving good degree passes across all modes.
- There is a 5% difference between females and males across all modes for second class honours, upper division.
- The smallest gap between the genders is in part-time provision, with only 1% more males gaining a 2.2 than females.

Figure 3.7: First Degree Attainment in 2012/13: Gender and mode.



Gender/Mode	Degree Class Attained			
	1st	2:1	2:2	3rd
Overall University	19%	51%	24%	4%
Female (All Modes)	21%	53%	22%	3%
Male (All Modes)	18%	48%	26%	5%
Female (FT/SW)	21%	54%	21%	3%
Male (FT/SW)	19%	50%	26%	4%
Female (PT)	14%	41%	30%	8%
Male (PT)	12%	36%	31%	12%

4. Employment outcomes post-graduation

Sector Overview

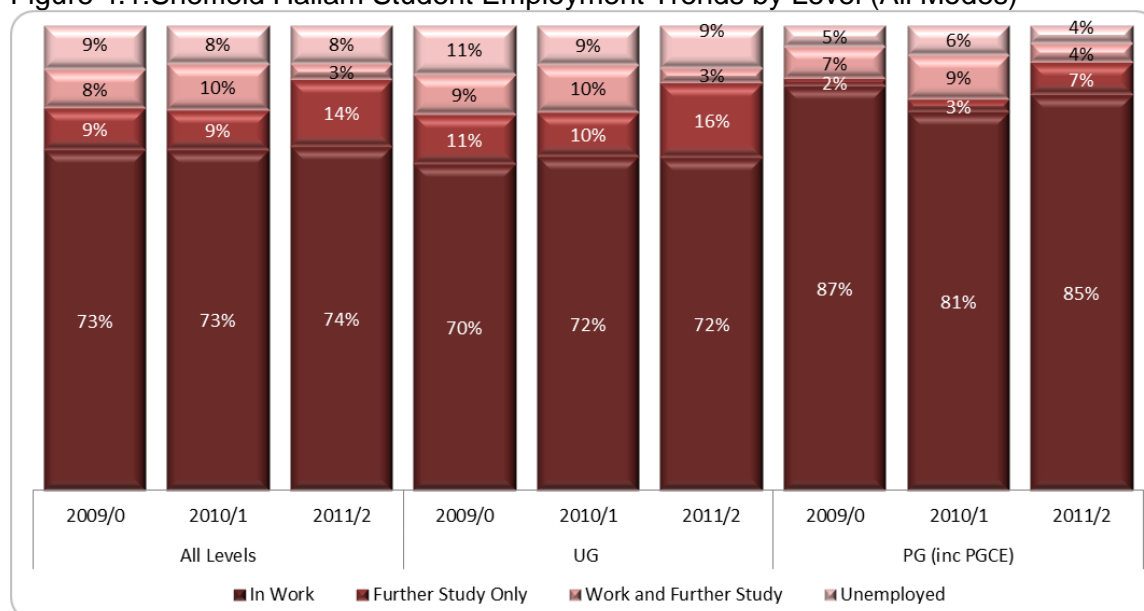
Graduates, defined by the Office for National Statistics (ONS) as those leaving education with a qualification higher than A-level, were more likely to be employed than those who left education with qualifications of a lower level. But the unemployment rate for recent graduates, at 9%, is up from 8% a year ago and well above rates of 5% seen in early 2008. The ONS reports that going on to higher education can help a young person find a job, with the unemployment rate for non-graduates aged 21 to 30 much higher than for recent graduates at 14%.

ECU reports that the majority of graduates were in full-time work (54.7%) and 12.7% were in part-time work. 12.1% were in full-time study and 7.3% were unemployed.

Sheffield Hallam University Overview

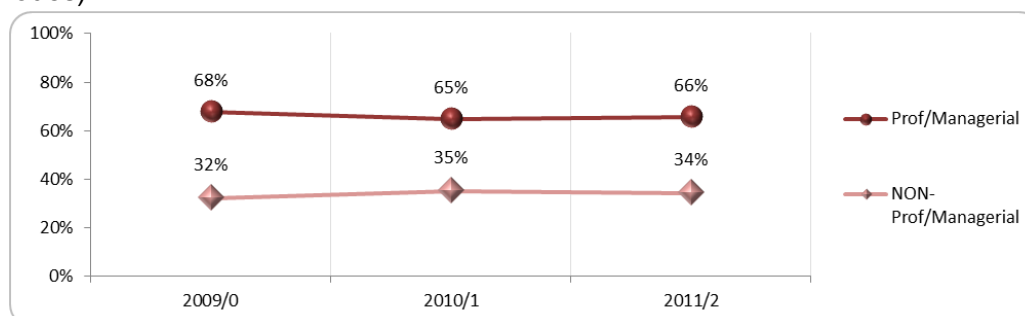
Across all levels, there has been little percentage change of employment trend of those in work, from 2009/10 to 2011/12. However, there was a marked increase in the percentage of students entering further study in 2011/12, from previous level 9% in 2009/10 and 2010/11 to 14% in 2011/12.

Figure 4.1: Sheffield Hallam Student Employment Trends by Level (All Modes)



The proportion of undergraduates gaining a professional/managerial job (previously graduate level employment) in 2011/12 increased 1% point to 66% from 2010/11.

Figure 4.2: Sheffield Hallam Students in a Professional / Managerial Job - Undergraduate Trends (All Modes)



Age Sector

In its annual report, ECU found that 43.9% of leavers aged 21 and under were in full-time work, compared with 63.5% of those aged 26–35. The highest proportion of leavers in part-time work was in the 36 and over age group (15.8%).

Sheffield Hallam University

- The highest proportion of leavers in work were those studying postgraduate courses, regardless of age.
- Young undergraduate students declared the highest unemployment rate at 10%.
- 89% of qualifiers who were mature on entry to their course entered professional/managerial employment, conversely only 59% of young qualifiers were in a professional/managerial job.

Figure 4.3: Employment Outcomes of 2011/2 Graduates: Age on Entry and Level (All Modes)

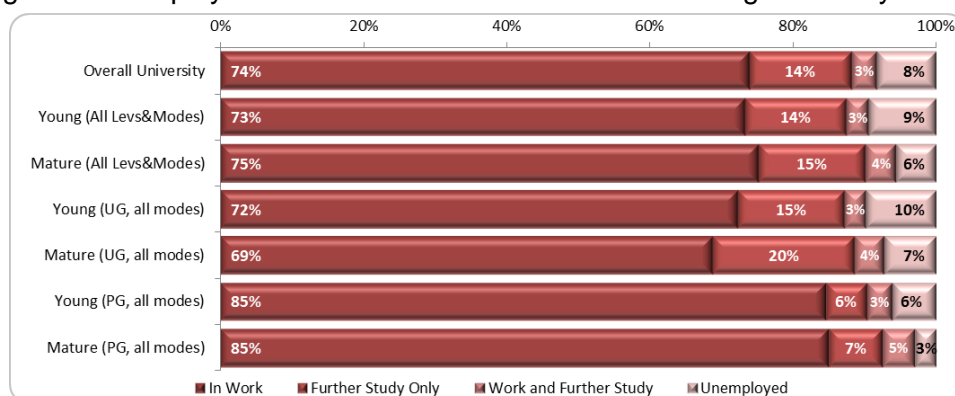
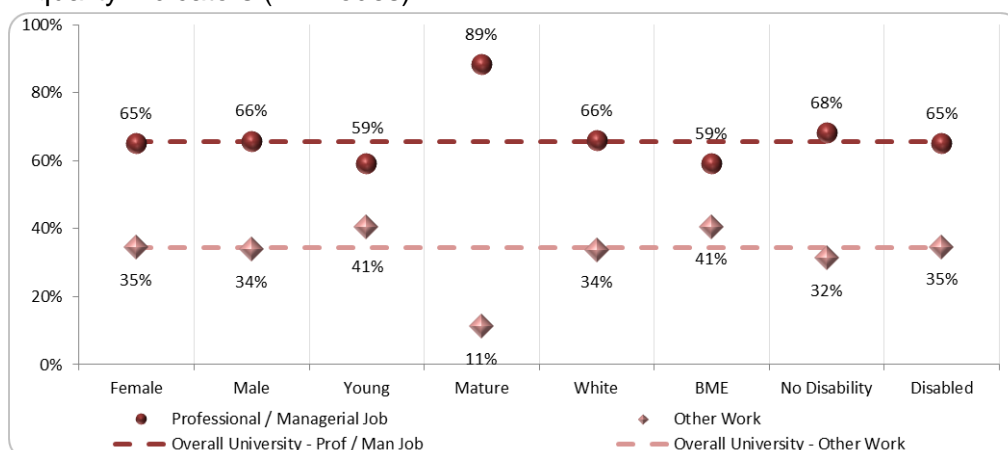


Figure 4.4: 2011/2 Undergraduates in a Professional / Managerial Job: Equality Indicators (All Modes)



Disability

Sector

ECU reported that in 2011/2 a lower proportion of disabled leavers were in full-time paid work than non-disabled leavers (47.4% compared with 55.4%). Proportions in full-time study were similar (12.6% and 12.1% respectively).

Sheffield Hallam University

- Regardless of level and mode of study, 70% of disabled students declared they were in work compared with 74% non-disabled leavers.
- The difference in the proportion of students in work between disabled and non-disabled has decreased from 7% in 2009/0 to 4% in 2011/2.
- A lower proportion of disabled leavers were in professional/managerial work than non-disabled students.

Figure 4.5: Employment Outcomes of 2011/2 Graduates: Disability and Level (All Modes)

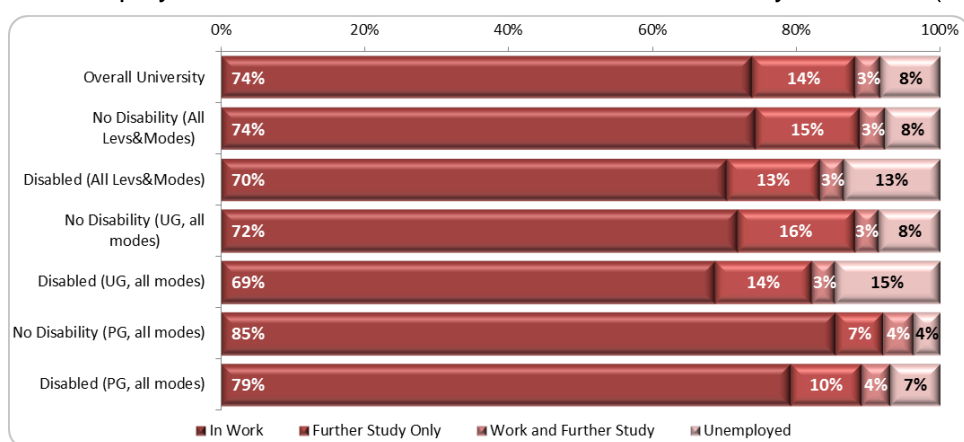
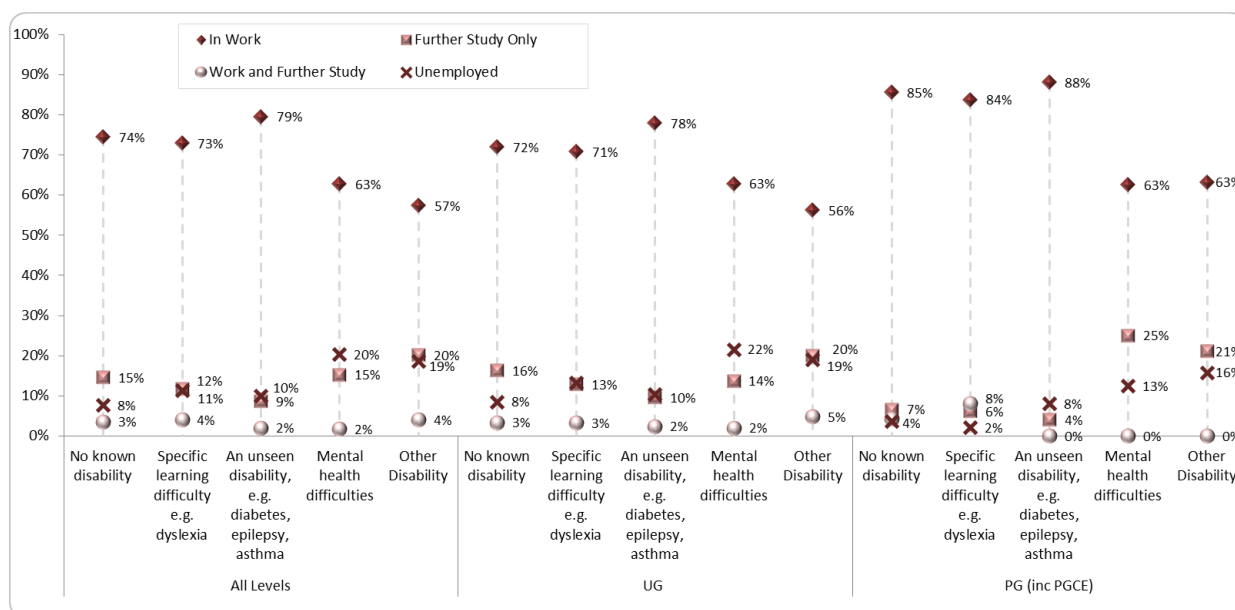


Figure 4.6: Employment Outcomes of 2011/2 Graduates: Disability Detail and Level (All Modes)



Ethnicity Sector

Research showed that diversity factors have a significant impact on success within the labour market; including ethnic background and the education level of a graduate's parents. Ethnic minority students tend to face additional financial and discriminatory pressures that continue when job-hunting.

Asian graduates were less likely to have worked in non-graduate jobs than other ethnic groups and more likely to have undertaken further study. White students were less likely to have been unemployed than all other racial groups.

ECU reported that for 2011/12 56.5% of white UK-domiciled leavers were in full-time work, compared with 47.8% of BME UK-domiciled leavers. The ethnic group with the lowest proportion of UK-domiciled leavers in full-time work was Asian or Asian British: Bangladeshi (42.1%), and the group with the highest proportion of leavers who were unemployed was black or black British: African (16.2%).

Sheffield Hallam University

As with previous years, there were marked differences in employment circumstances between white and BME students.

- Regardless of level, 7% of white graduates declared they were unemployed, whereas 19% of BME students declared the same status.
- Overall 76% of Sheffield Hallam University's white graduates were in work, compared with 60% of our BME graduates.
- The ethnic group with the highest proportion of UK-domiciled students in professional/managerial work was Chinese (71%) and the lowest was Asian (55%).

Figure 4.7: Employment Outcomes of 2011/2 Graduates: Ethnicity and Level (All Modes)

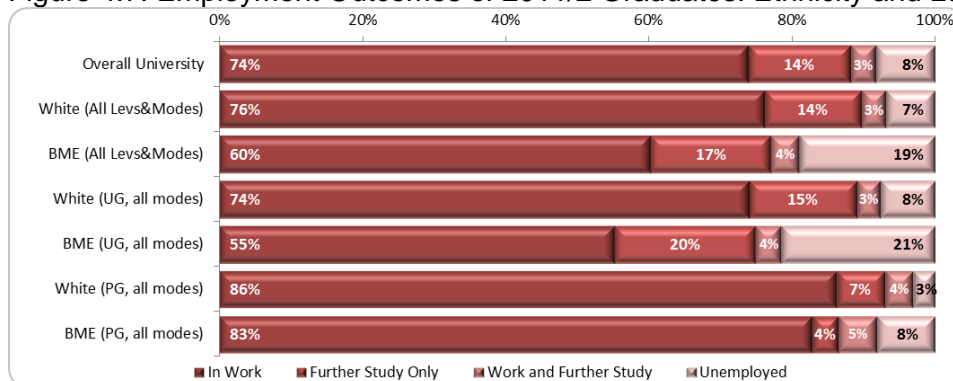
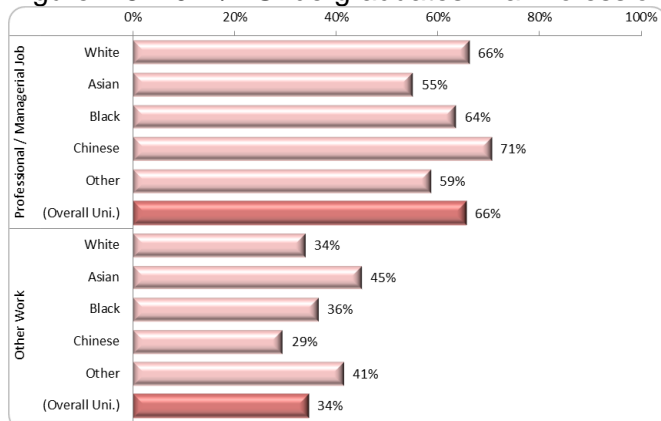


Figure 4.8: 2011/2 Undergraduates in a Professional / Managerial Job: Ethnicity Detail (All Modes)



Gender Sector

Gender wage differences operate across the economy irrespective of sector, university, qualifications on entry to university, category of degree, or occupation.

A report, by the University of Warwick's Institute for Employment, commissioned by the Higher Education Careers Service Unit (HECSU) found female graduates earn thousands of pounds less than their male counterparts - even if they studied the same subject at university.

Across the sector, the ECU reports that although similar proportions of female and male leavers were in full-time work, a higher proportion of male leavers were in professional full-time work than female leavers (45.3% compared with 42.7%).

Sheffield Hallam University

- In 2011/12, a higher proportion of females were in full-time work (77%), than males (70%).
- A slightly lower proportion of females (65%) were in professional/managerial work than males (66%).

Figure 4.9: Employment Outcomes of 2011/2 Graduates: Gender and Level (All Modes)

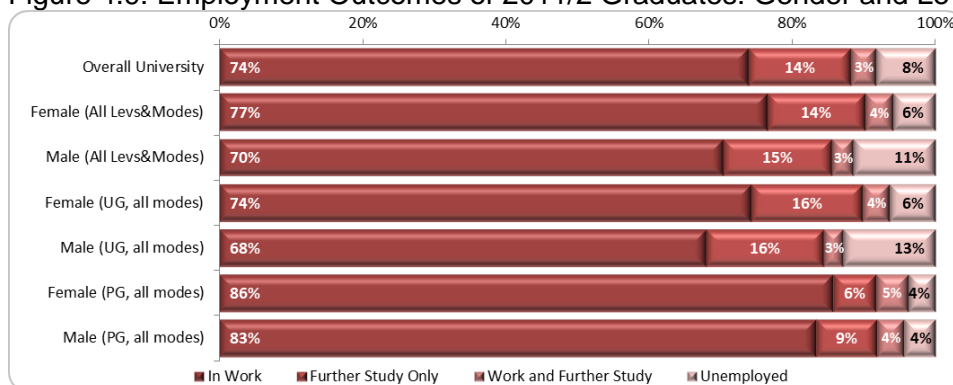
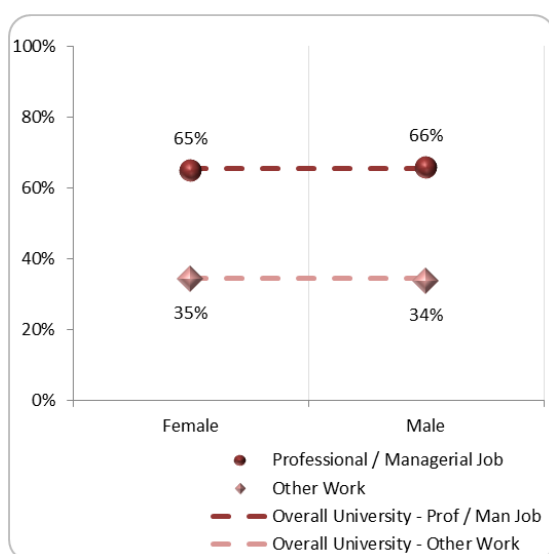


Figure 4.10: 2011/2 Undergraduates in a Professional /Managerial Job: Equality Indicators (All Modes)



5. Sheffield Hallam University Continuation

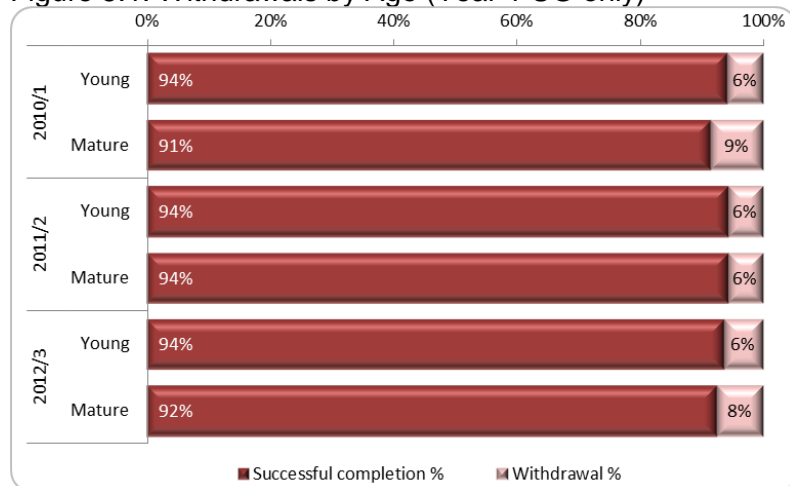
Student Retention

Student retention rates at Sheffield Hallam University refer to undergraduate students on year 1 of their first degree only. The undergraduate year one student withdrawal rate has remained consistent across all four of the equality indicators of age, disability, ethnicity and gender, over the three year period.

Age

Over the three year period, year 1 young students have a lower withdrawal rate compared to mature.

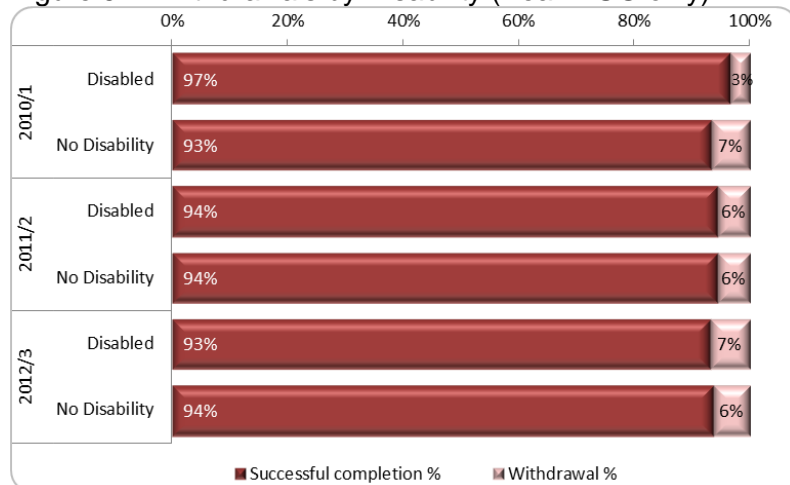
Figure 5.1: Withdrawals by Age (Year 1 UG only)



Disability

Although there was a large disparity between those with a disability and those with no known disability in 2010/11, in the preceding two years there is little variance in withdrawal rate.

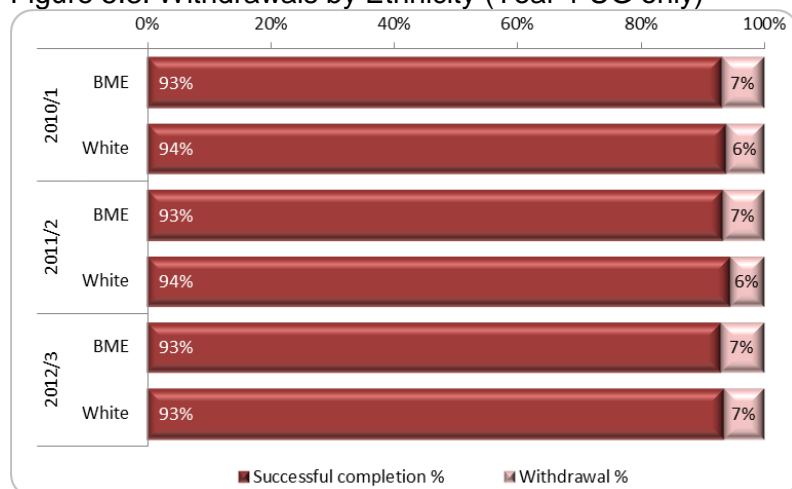
Figure 5.2: Withdrawals by Disability (Year 1 UG only)



Ethnicity

93% of year 1, Sheffield Hallam University, UK-domiciled BME students, continued compared with 94% of white students in 2010/11 and 2011/12; both were 93% in 2012/13.

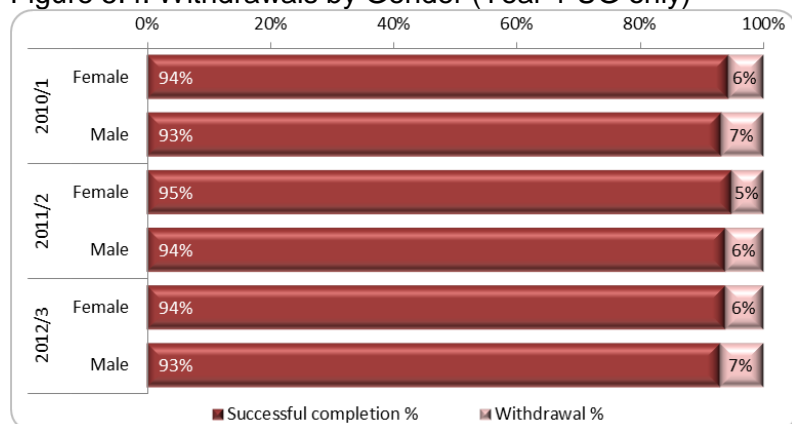
Figure 5.3: Withdrawals by Ethnicity (Year 1 UG only)



Gender

Across the three years from 2010/11, females have a higher success rate; consistently a 1% differential.

Figure 5.4: Withdrawals by Gender (Year 1 UG only)



6. Sheffield Hallam University student complaint statistics

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 plan them more effectively. One method to assess satisfaction levels is to consider information about complaints.

Disability

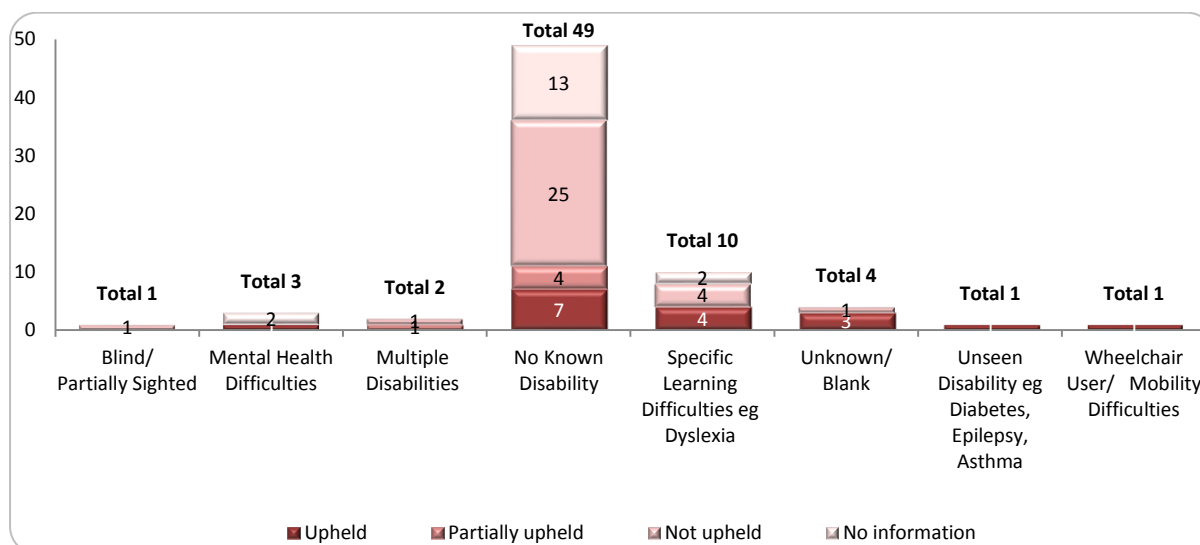
The complaint information by disability has been collected for the first time in 2012/3.

- In 2012/13 the majority of complaints (69%) were received from students with no known disability.
- Of those who declared a disability, the majority of complaints were from those that stated that they had a specific learning disability; 40% of these were upheld.

Figure 5.1: Disability compliant numbers

	Blind/Partially Sighted	Mental Health Difficulties	Multiple Disabilities	No Known Disability	Specific Learning Difficulties eg Dyslexia	Unknown/Blank	Unseen Disability eg Diabetes, Epilepsy, Asthma	Wheelchair User/Mobility Difficulties
Upheld		1		7	4	3	1	1
Partially upheld			1	4				
Not upheld	1		1	25	4	1		
No information		2		13	2			
Total	1	3	2	49	10	4	1	1

Figure 5.2: Disability compliant numbers



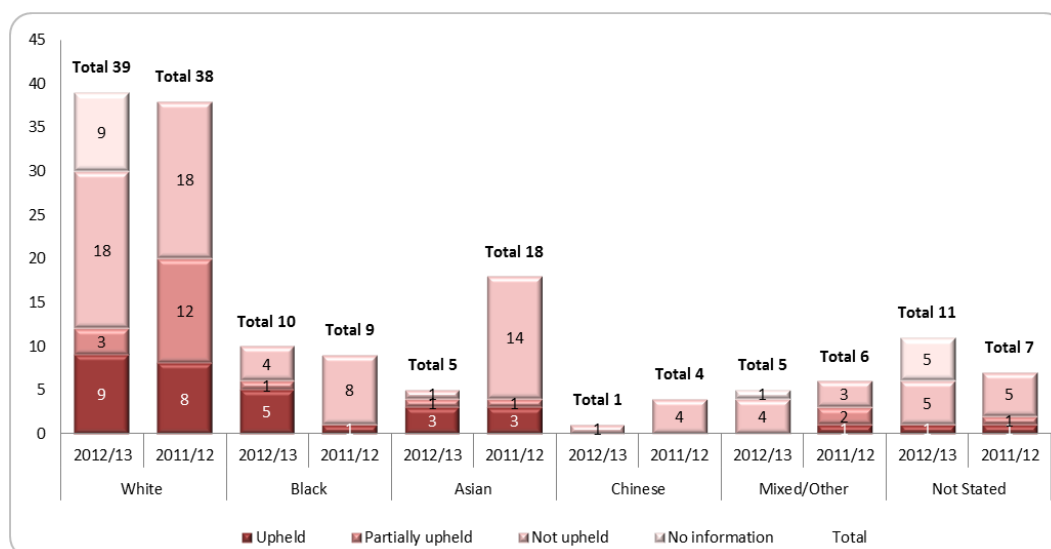
Ethnicity

- The highest proportion of complaints across the two years were received from White students, 54% in 2012/13 and 46% in 2011/12. However, when the proportion of total student population is taken into account (13% of Sheffield Hallam's total population), there are a disproportionate number of BME students submitting complaints.
- In 2011/12, a high proportion of complaints were received from Asian students, (18). 78% of these were not upheld. The number of complaints in 2012/13 was 5 for Asian students.

Figure 5.3: Ethnicity complaint numbers

	White		Black		Asian		Chinese		Mixed/Other		Not Stated	
	2012/13	2011/12	2012/13	2011/12	2012/13	2011/12	2012/13	2011/12	2012/13	2011/12	2012/13	2011/12
Upheld	9	8	5	1	3	3				1	1	1
Partially upheld	3	12	1		1	1				2		1
Not upheld	18	18	4	8	1	14	1	4	4	3	5	5
No information	9								1		5	
Total	39	38	10	9	5	18	1	4	5	6	11	7

Figure 5.4: Ethnicity complaint numbers



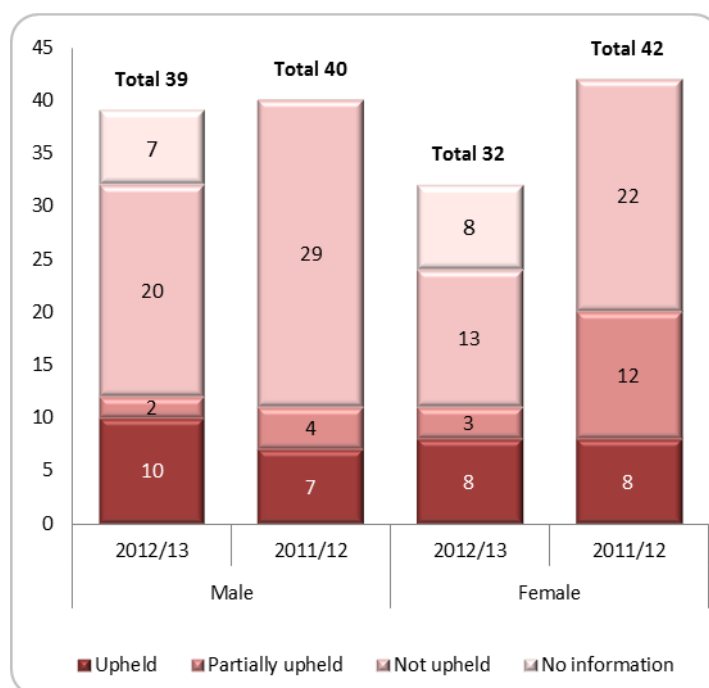
Gender

- Across the two years of information, there are no clear trends in the number of complaints received between the sexes.
- Across the two years, males have more cases not upheld than females.

Figure 5.5: Gender compliant numbers

	Male		Female	
	2012/13	2011/12	2012/13	2011/12
Upheld	10	7	8	8
Partially upheld	2	4	3	12
Not upheld	20	29	13	22
No information	7	0	8	0
Total	39	40	32	42

Figure 5.6: Gender compliant numbers



Staff Equality Information



Headline Findings

Age

- The age groups 41-45 and 51-55 have the highest proportion of staff in the University (15%).
- Although 20-29 age group account for 40% of the applications, they only account for 28% of the appointed candidates in 2012/3.

Disability

- Unknown disability status of University staff remains consistent at 3%, compared to a national sector average of 7.8%
- The percentage of disabled applicants remains the same at application and shortlisting stages (6%) but decreases to 4% at appointment stage in 2012/13.

Ethnicity

Sheffield is an ethnically diverse city, with around 19% of its population from black or minority ethnic groups.

- Where ethnicity is declared, 6% of the University's staff are from black and minority ethnic groups, this has remained static over the 3 year period 2010/11 to 2012/13.
- In 2012/13, between application, shortlisting and appointment stages the percentage of BME candidates decreases from 17% to 10% to 6% respectively.

Gender

- Year on year female staff are in the majority. In 2012/13, 57% of University's staff is female.
- 23% of the University's Executive is female
- Of those governors who completed the gender question, there was a 44% representation of females on the Board of Governors.

6. Staff Profile

The Staff profile section of this report explores staff figures at Sheffield Hallam University. Each of the performance measures is analysed by the equality indicators: gender, age, ethnicity and disability.

Staff data is from the 2012-13 HESA return with the exception of the 3 year trend which details the 2010-11, 2011-12 and 2012-13 HESA returns. HESA data is classified according to the following Occupational Groups listed below. The data on staff recruitment is not required for HESA and is classified using local definitions: Administration, professional and clerical (AP&C), Support (Manual), Research, Teaching and Technical.

Occupational groups

Group Name

Managers, directors and senior officials

Professional occupations

Associate professional and technical occupations

Administrative and secretarial occupations

Skilled trades occupations

Caring, leisure and other service occupations

Sales and customer service occupations

Process, plant and machine operatives

Elementary occupations

The data on staff recruitment is not required for HESA and is classified using local definitions:

Group Name

Administration

Professional and clerical (AP&C),

Support (Manual),

Research,

Teaching and Technical.

Sector

Equality Challenge Unit headline findings from its annual statistical report 2013 shows that there continue to be lower proportions of women and black minority ethnic staff in professional or leadership roles. For example;

- within the academic staff group, white men accounted for 68.8% of senior managers.
- 15.9% of white male academics are employed at professor level. While this actually represents a decrease in the proportion of professors who were white males from the 2010/11 figures, the disparity in numbers for other groups is pronounced.
- 2.8% of BME female academics are professors.

Sheffield Hallam University

As at 1st December 2013, Sheffield Hallam University employed almost 3570 staff (Full time equivalent (FTE)). The largest staff group is professional and support staff, comprising 59%. This is slightly higher than the HE sector average of 52% for this staff group.

Age Sector

ECU's Equality in higher education: statistical report 2013, noted that among staff aged 25 and under, 54.7% were employed on part-time contracts; 85.8% of staff aged 66 and over were on part-time contracts. The majority of staff within all other age groups were employed on full-time contracts.

The staff age profile varied by occupational group. For example, 29.4% of the caretakers, leisure, nursery nurses occupational group were aged 25 and under, whereas only 0.7% of managers and 2.7% of academic staff were in that age group.

Sheffield Hallam University

- The age groups 41-45 and 51-55 have the highest proportion of staff in the University each at 15%.
- 11% of SHU staff are 36-40, compared with the Higher Education UK staff total of 13%.
- Staff under 30 tend to be in associate professional, administrative and service occupations. Staff over 40 are more likely to be in a managerial, professional, skilled trades, process operatives and elementary occupations.

Figure 6.1: Staff Age Split

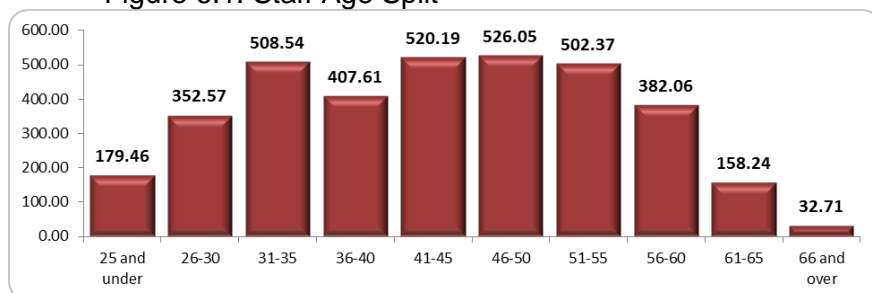
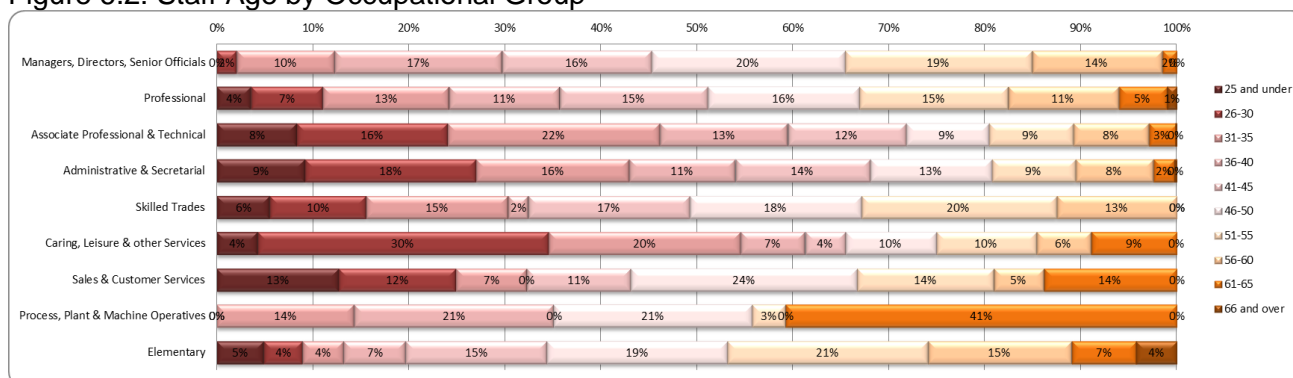


Figure 6.2: Staff Age by Occupational Group



Disability

Nationally, according to the [Labour Force Survey](#), disabled people are now more likely to be employed than they were in 2002, but disabled people remain significantly less likely to be in employment than non-disabled people. In 2012, 46.3 per cent of working-age disabled people are in employment compared to 76.4 per cent of working-age non-disabled people. There is therefore a 30.1 percentage point gap between disabled and non-disabled people, representing over 2 million people. The gap has reduced by 10 percentage points over the last 14 years and has remained stable over the last two years despite the economic climate.

Sector

The disability status of 7.8% of staff in the sector was unknown. Of staff who declared their disability status, 3.4% declared that they were disabled. The proportion of disabled staff gradually increased between 2003/04 (2.2%) and 2011/12 (3.4%).

The occupation group with the lowest proportion of disabled staff was the academic professionals occupational group (2.9%).

Sheffield Hallam University

Unknown disability status of University staff remains consistent at 3%. In 2012/13, 2% of University staff declared a disability.

- The proportion of disabled staff is greater in associate professional, and service occupations.
- The groups with the highest proportion of disabled staff were associate professional and technical occupations and caring, leisure and other service occupations (3%).
- Associate professional and technical occupations had the highest proportion of non-disclosure along with professional occupations and sales and customer service occupations (3%).

Disability Status	FTE	%
Disabled	60.31	2%
No disability	3413.55	96%
Unknown	95.95	3%
Grand Total	3569.80	100%

Figure 6.3: Staff Disability by Occupational Group

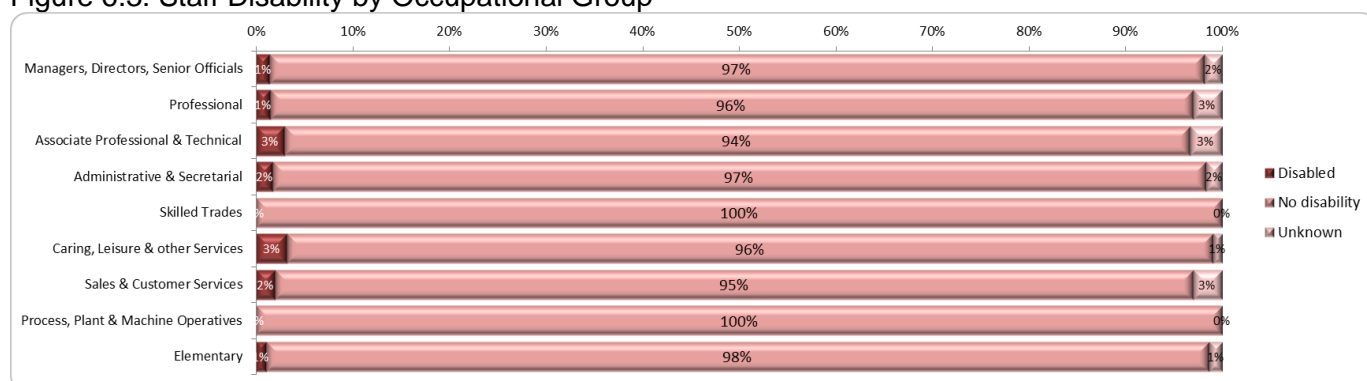
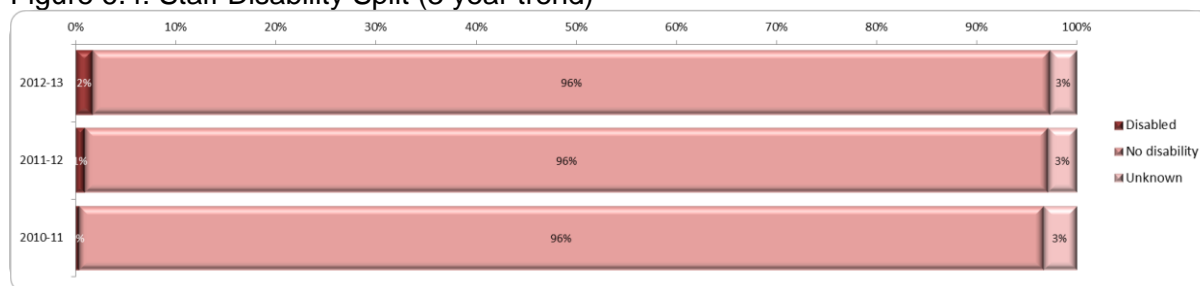


Figure 6.4: Staff Disability Split (3 year trend)



Gender

Overall, the median gender pay gap in the UK was 16.2% and the mean 19.0%. However, the size of the gender pay gap varied across the nations and employment activities.

Sector

In 2011/12, 54% of staff working in UK higher education institutions were women. In the last nine years, the proportion of female staff has increased by 2% from 52% in 2003/04 to 54% in 2011/12.

The secretaries, typists, receptionists and telephonists occupational group had the highest proportion of women (90.7%) while chefs, gardeners, electrical and construction trades, mechanical fitters and printers occupational group had the highest proportion of men (86.5%).

Sheffield Hallam University

- In 2012/13, 57% of University's staff is female.
- The female proportion of staff has increased yearly by 1% since 2010/11.
- Women have the greatest representation in the administrative and secretarial occupation (83%).

Figure 6.5: Staff Gender Split (3 year trend)

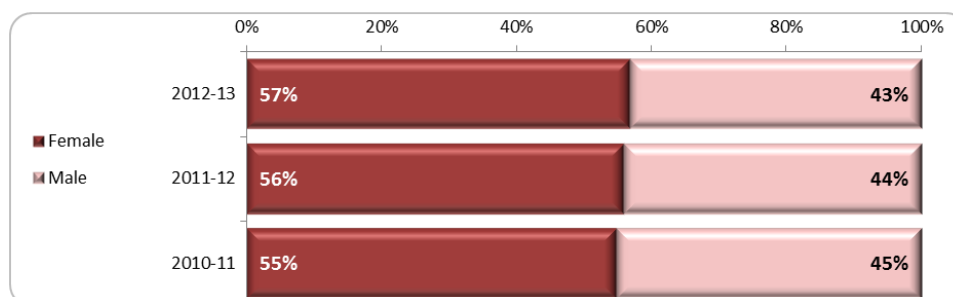
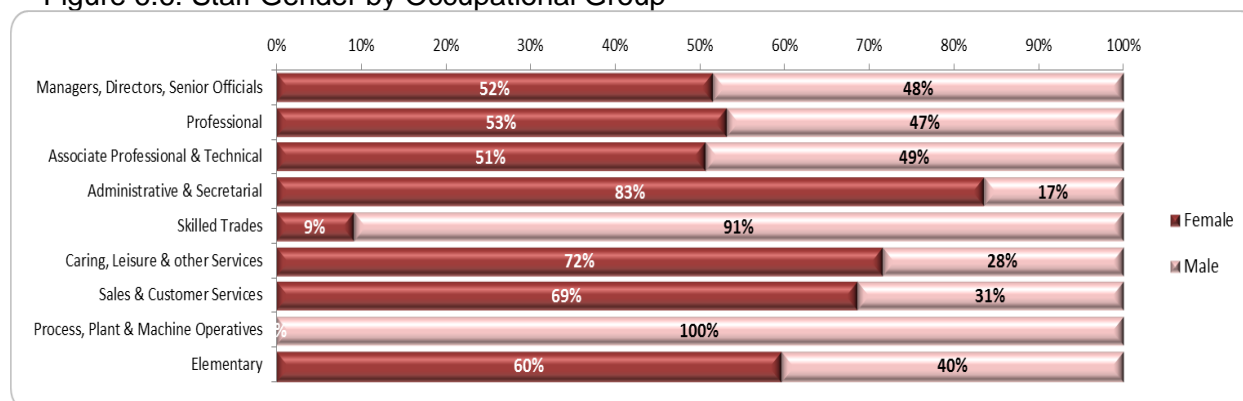


Figure 6.6: Staff Gender by Occupational Group



Ethnicity Sector

The majority of staff chose to report their ethnicity, with a 95% disclosure rate for UK national staff.

The proportion of all staff who are UK BME has increased over the last nine years from 5% in 2003/4 to 6.3% in 2011/2. The increase in the proportion of staff who are UK BME is more pronounced within professional and support staff (2% rise since 2003/04) than within academic staff (a 1% increase). In 2011/12, 7% of professional and support staff were UK BME, compared with 5.8% of academic staff.

Sheffield Hallam University

97% of Sheffield Hallam staff chose to disclose their ethnicity.

- Where ethnicity is declared, 6% of staff are BME, this has remained static over the 3 year period 2010/1 to 2012/3.
- The largest proportion of BME staff are in sales and customer service occupations, although this group only represents 1% of the total staff figures.
- 96% of Managers, directors and senior officials are white staff. (Academic managers are categorised in occupational group 2, professional occupations.)

Figure 6.7: Staff Ethnicity Split

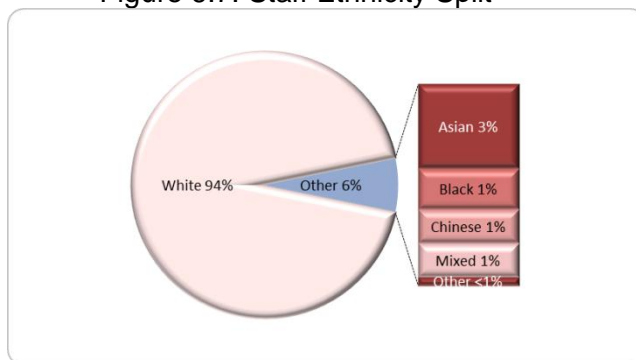


Figure 6.8: Staff Ethnicity by Occupational Group

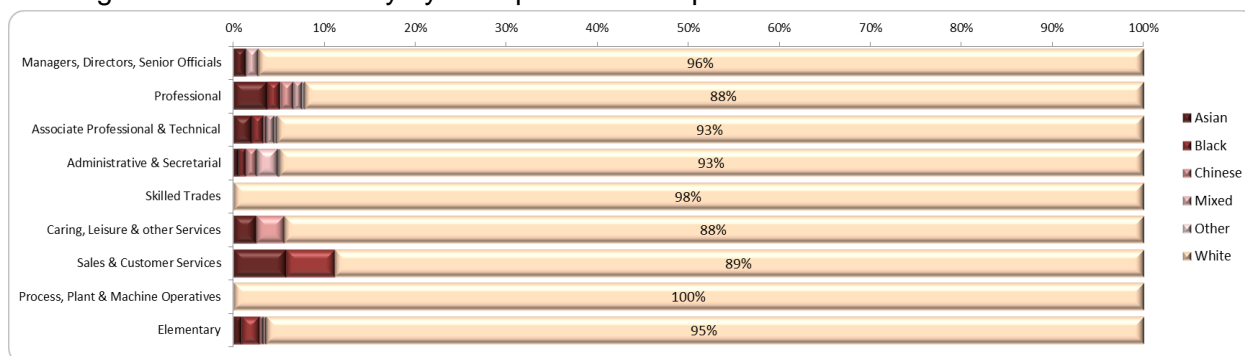
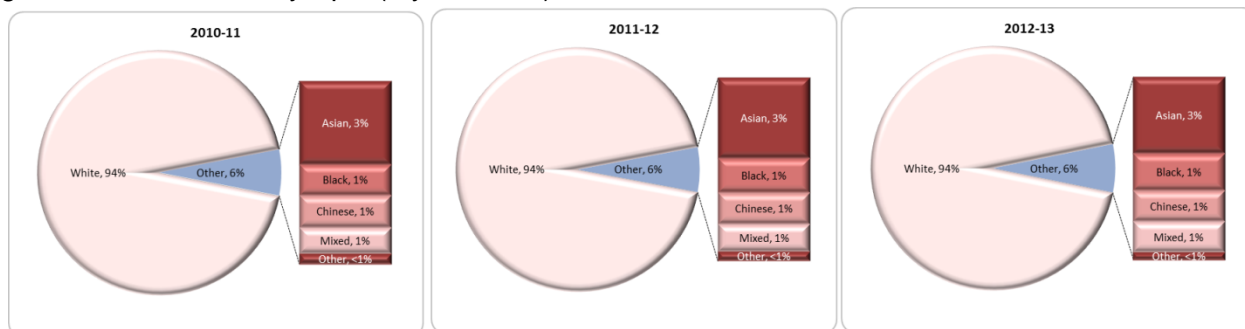


Figure 6.9: Staff Ethnicity Split (3 year trend)



7. Recruitment

Sheffield Hallam University

Sheffield Hallam University Application/Shortlisted/Appointed information provided in this report is based on data available at the time of publication (census date 01/12/2013). The University is seeking more systematic ways of collecting and analysing this data. All figures are inclusive of fixed term as well as permanent vacant posts.

After a 49% increase in applications in 2011/12, Sheffield Hallam experienced a 7% decrease this year, the increase in 2011/12 was in part due to a large scale academic recruitment campaign.

Application

Age

- The majority of applicants to staff vacancies are aged 20-29 years. This has been consistent for the last 4 years.
- In percentage terms, the 20-29 age group has accounted for approximately 40% of applications since 2009/10.
- As the age group of the applicant increases, the trend chart shows that they are more likely to apply for a teaching vacancy and less likely for an AP&C vacancy. AP&C has shown an increase in number of applications in all age groups compared to last year except for 60+ age group.

Figure 7.1: Applicant Age Groups

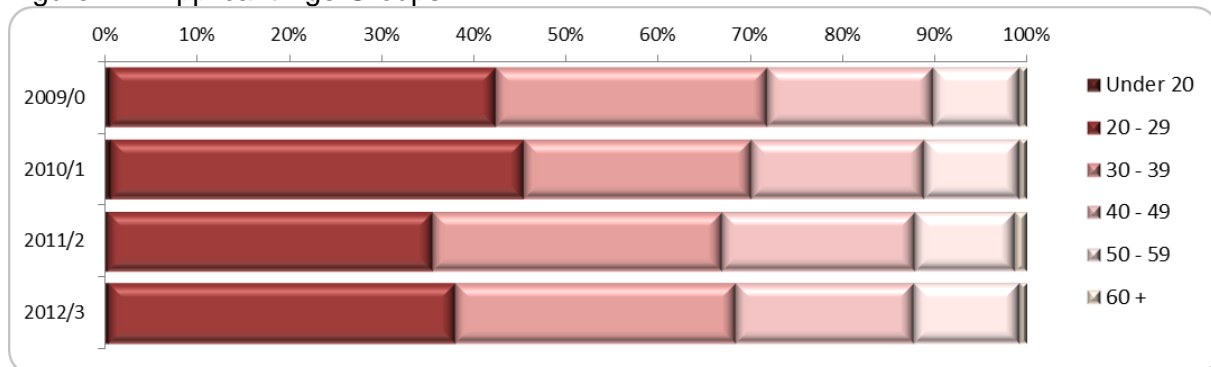
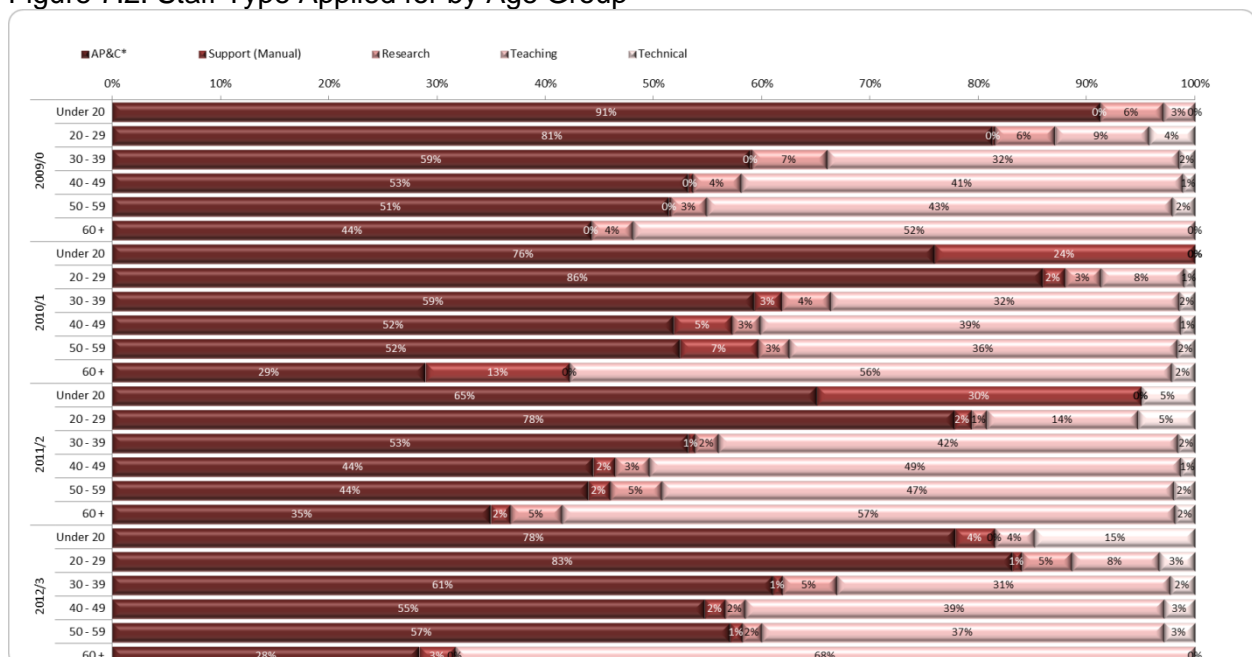


Figure 7.2: Staff Type Applied for by Age Group



Disability Two ticks

The two ticks scheme is a recognition given by Jobcentre Plus to employers based in Great Britain who have agreed to take action to meet five commitments regarding the employment, retention, training and career development of disabled employees. It is represented by the two ticks disability symbol (displayed right) that participating organisations are authorised to display.



The University signed up for 'Two Ticks' Disability Symbol User status, which recognises our commitment to developing good practice in employing disabled people.

- Over 90% of the applications for staff vacancies between 2009/10 and 2012/13 were from people without a disability.
- Over the three year period from 2010/11 applications from people declaring a disability increased year-on-year.
- The University receives a higher proportion of applications from disabled people for AP&C roles than for roles in other occupational classes. The percentage of disabled people applying for teaching roles has almost halved compared to 2011/12.

Figure 7.3: Applicant Disability Status

Year	No Disability	Disabled	Unknown
2009/0	6192	280	205
2010/1	4784	240	188
2011/2	7267	390	138
2012/3	6623	416	176

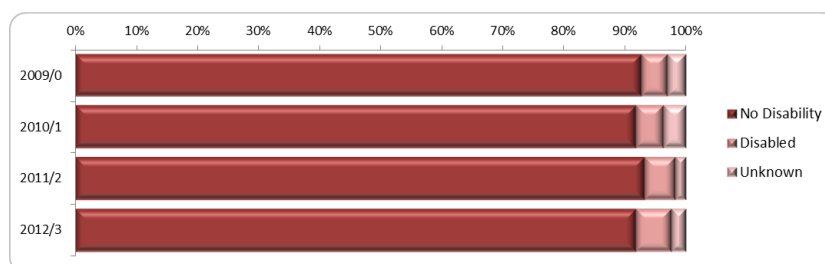
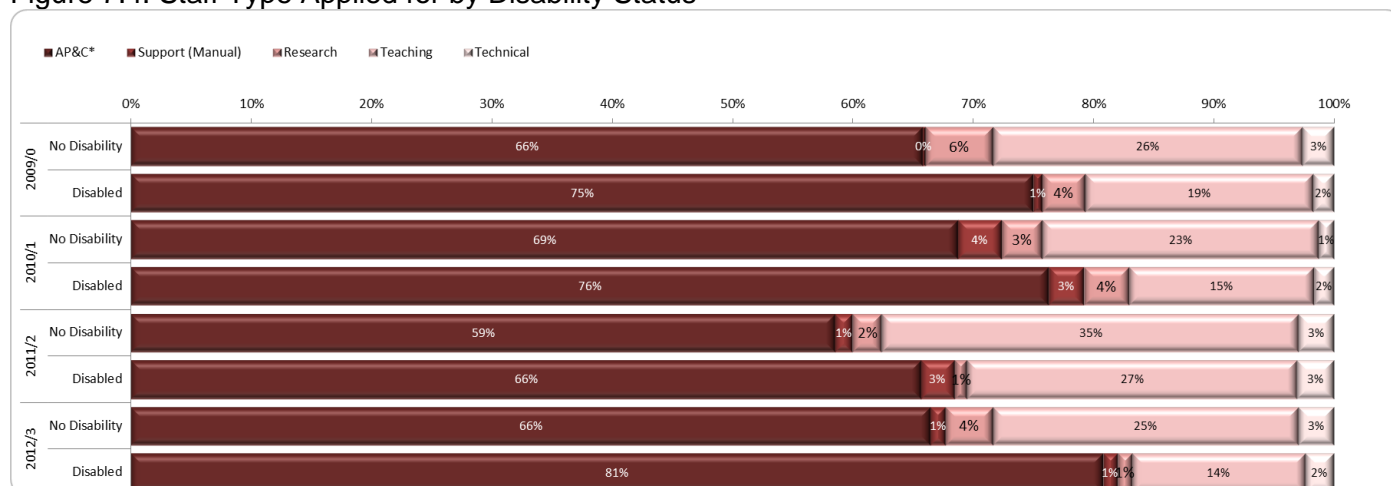


Figure 7.4: Staff Type Applied for by Disability Status



Ethnicity

- The percentage of white applicants has remained static over the 4 years with the percentage of BME applicants showing a slight reduction compared to 2011/12.
- The University receives a higher percentage of applications from white applicants for AP&C roles than for other roles, whereas the highest percentage of BME applications is for teaching roles.

Figure 7.5: Applicant Ethnic Group

Year	White	BME	Unknown
2009/0	5188	1249	240
2010/1	4081	914	217
2011/2	6107	1377	311
2012/3	5589	1258	368

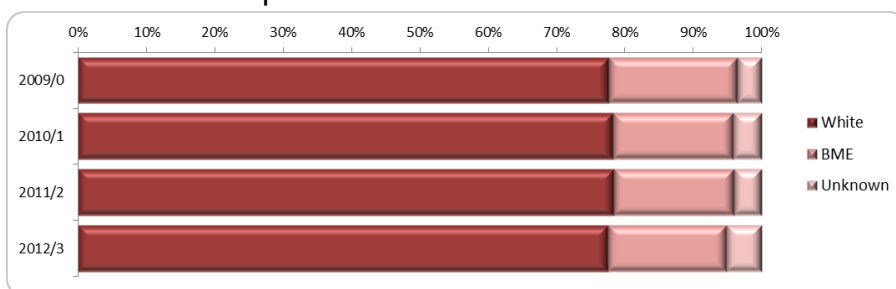
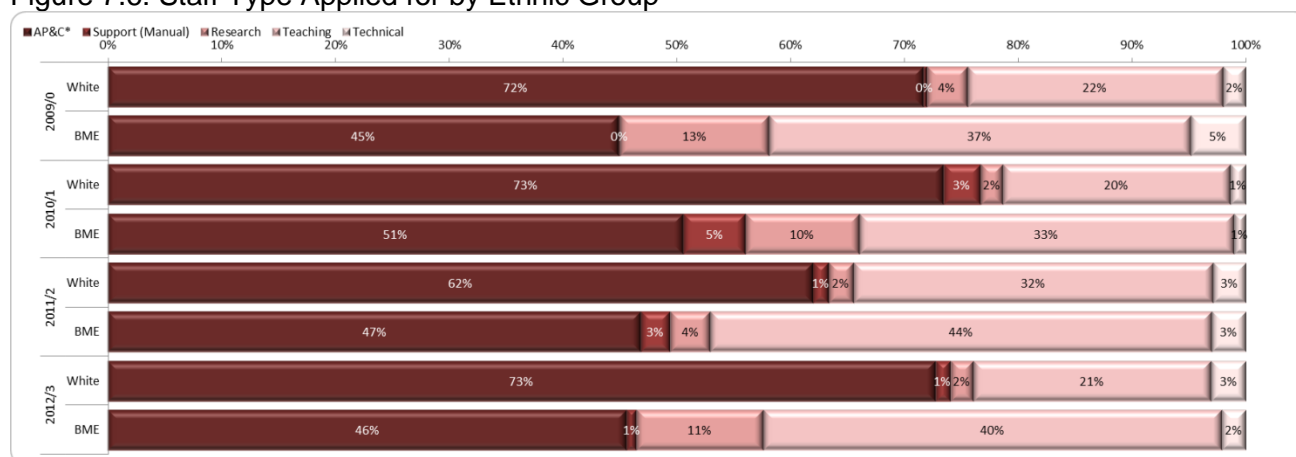


Figure 7.6: Staff Type Applied for by Ethnic Group



Gender

- Female applications are consistently received in greater proportions than male applications for all staff posts.
- The split between male and female applications has remained static compared to last year at 46% and 53% respectively.
- The general trend shows year-on-year that the University receives a higher proportion of applications from males for research, teaching and technical roles whereas the highest percentage of applications from females are for AP&C and support (manual) roles.

Figure 7.7: Applicant Gender Split

Year	Male	Female	Unknown	Trans gender
2009/0	3048	3543	86	0
2010/1	2135	2924	153	0
2011/2	3583	4148	64	0
2012/3	3316	3810	88	1

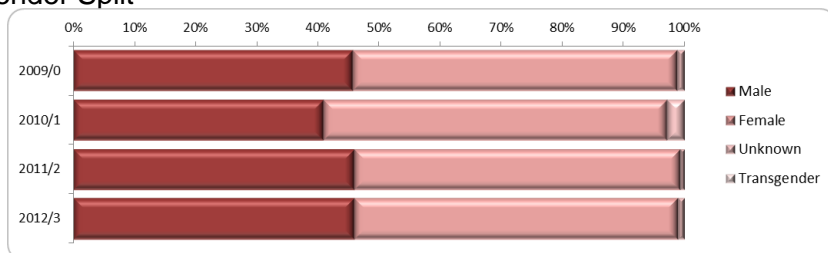
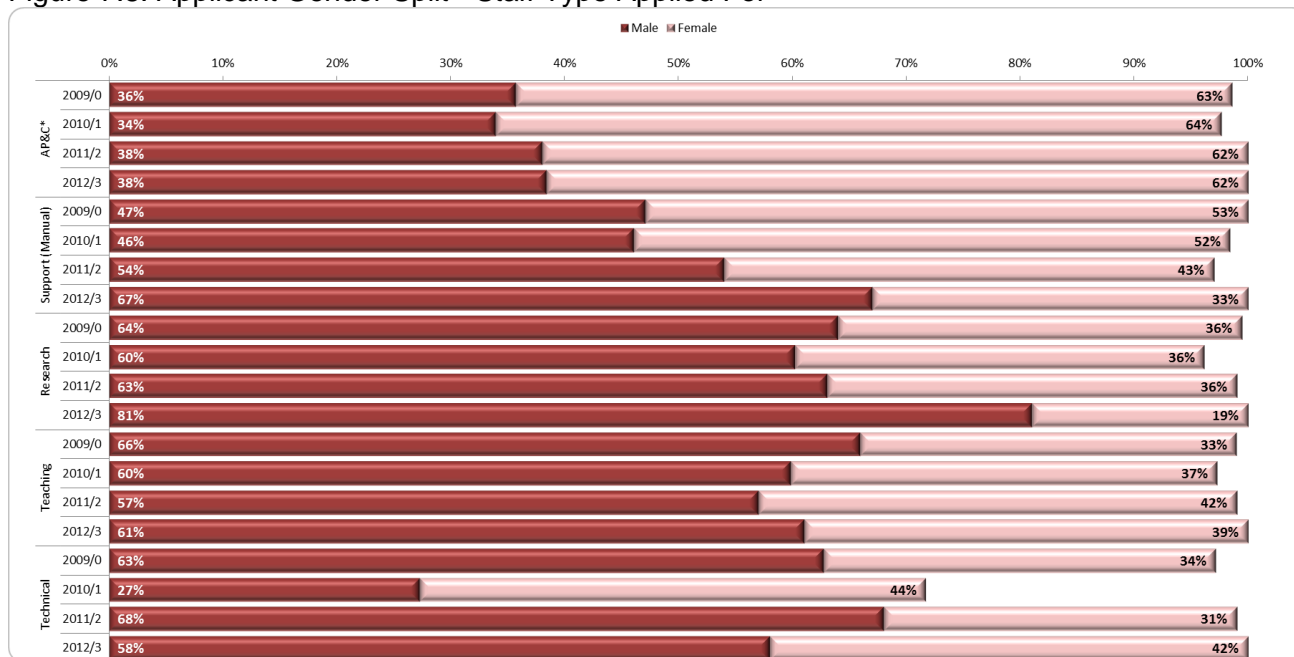


Figure 7.8: Applicant Gender Split - Staff Type Applied For



8. Shortlisted candidates

The number of applicants shortlisted increased slightly compared to last year even though the number of applicants decreased by 7%.

Age

- Although the 20-29 age group account for 40% of the applications, they only account for 30% of the shortlisted candidates in 2012/3.
- As applicant age group increases, percentage of applicants shortlisted for teaching roles increases, whereas for AP&C roles it decreases.

Figure 8.1: Shortlisted Candidate Age Groups

Age Group	2009/0	2010/1	2011/2	2012/3
Under 20	6	6	8	9
20 - 29	486	537	593	609
30 - 39	475	353	635	599
40 - 49	328	332	445	425
50 - 59	148	196	225	231
60 +	11	13	29	18
Unknown	73	66	21	74

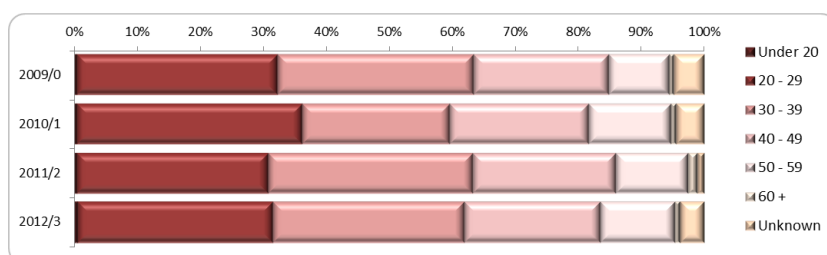
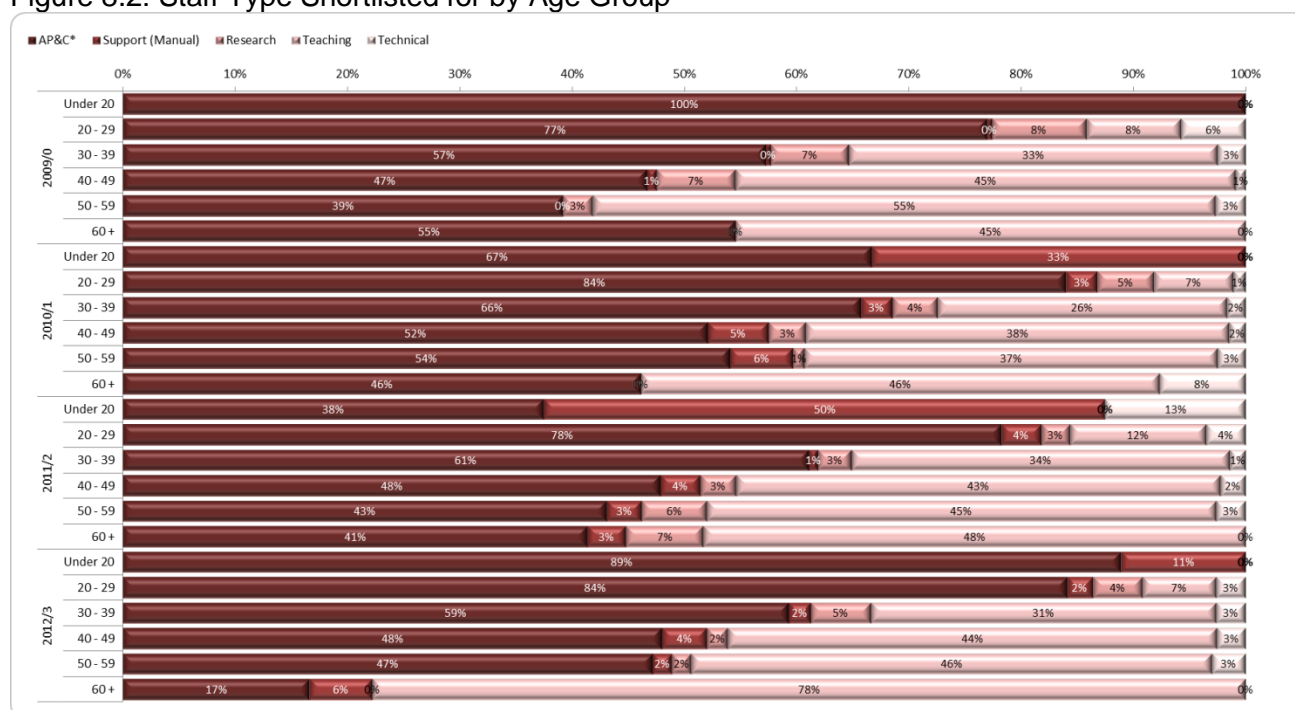


Figure 8.2: Staff Type Shortlisted for by Age Group



Disability

- The percentage of disabled applicants remains the same at application and shortlisting stages candidates (6%). For non-disabled staff, this decreases from 92% to 88% between application and shortlisting stages in 2012/13.
- The percentage of disabled staff shortlisted for AP&C roles has increased year-on-year (from 68% in 2009/10 to 79% in 2012/13) whereas it has decreased for teaching roles (from 29% in 2009/10 to 15% in 2012/13).

Figure 8.3: Shortlisted Candidate Disability Status

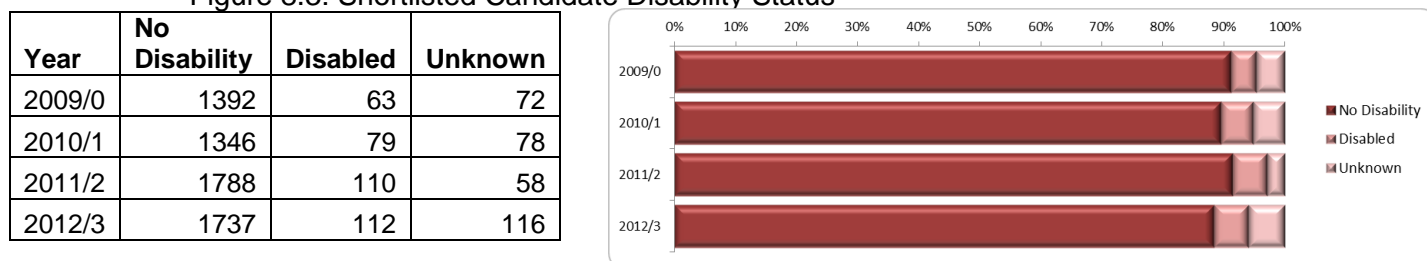
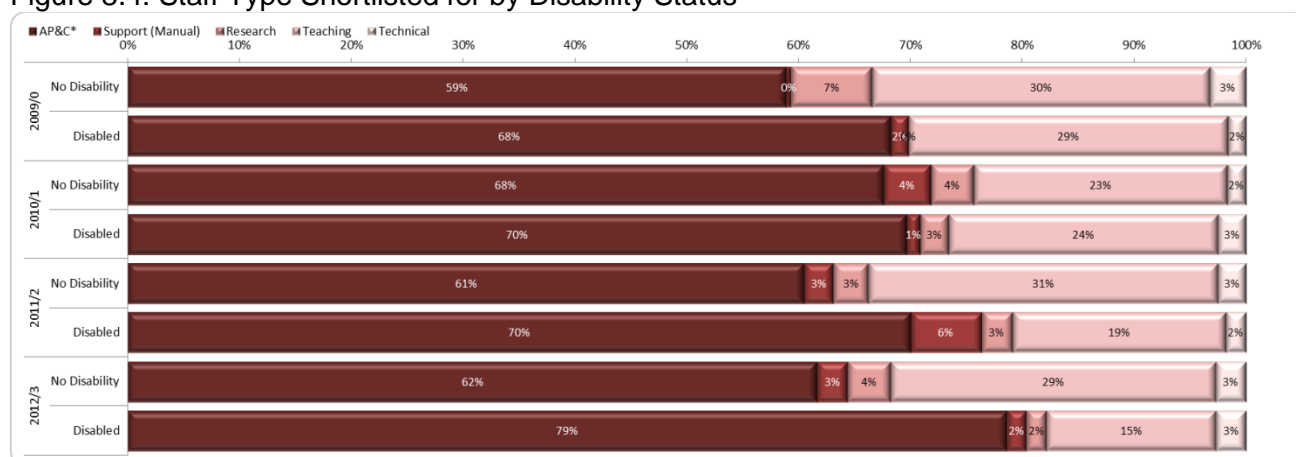


Figure 8.4: Staff Type Shortlisted for by Disability Status



Ethnicity

- In 2012/13, BME candidates account for 17% of applications and 10% of the shortlisted candidates whereas white applicants account for 77% of the applications and 82% of the shortlisted candidates in 2012/13.
- The percentage of BME applicants shortlisted for AP&C and teaching roles decreased in 2012/13 compared to 2011/12 but more than doubled for research roles.

Figure 8.5: Shortlisted Candidate Ethnic Group

Year	White	BME	Unknown
2009/0	1282	166	79
2010/1	1271	143	89
2011/2	1664	209	83
2012/3	1607	204	154

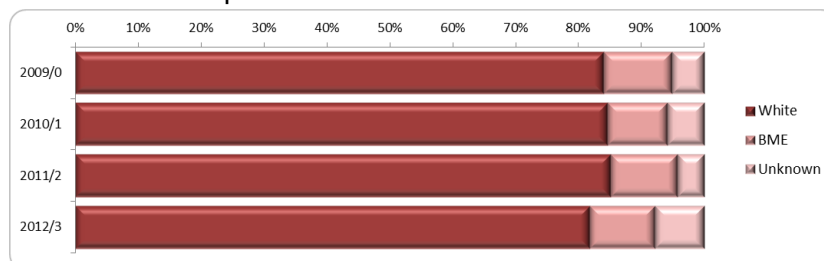
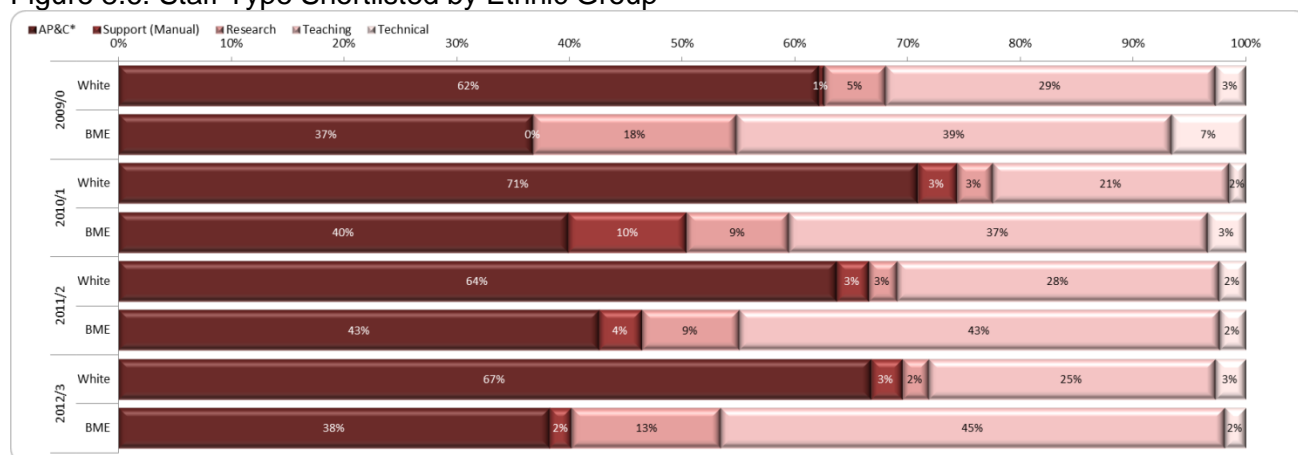


Figure 8.6: Staff Type Shortlisted by Ethnic Group



Gender

- There has been a small increase in the number of males shortlisted in 2012/13 compared to 2011/12. Females are more likely to be shortlisted than males when comparing the percentage split of applicants (53% vs 46%) to shortlisted candidates (54% vs 43%).
- Over all four years, a higher percentage of female applicants have been shortlisted for AP&C roles whereas a higher percentage of males have been shortlisted for research, teaching and technical roles. In the last two years, males have overtaken females in terms of the percentage of applicants being shortlisted for support (manual) roles.

Figure 8.7: Shortlisted candidate by staff type and gender split

Year	Male	Female	Unknown
2009/0	669	826	32
2010/1	522	916	65
2011/2	797	1137	22
2012/3	839	1054	72

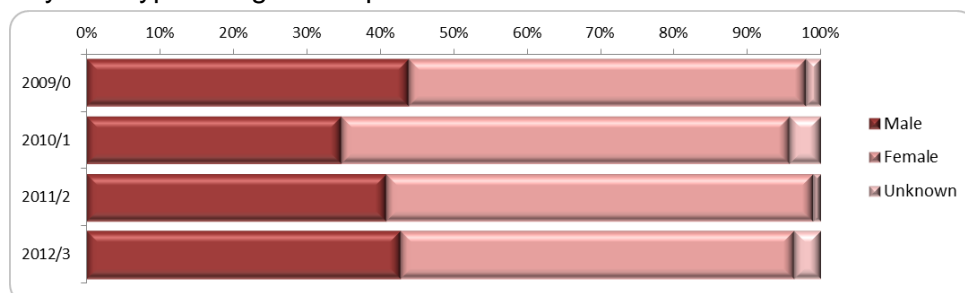
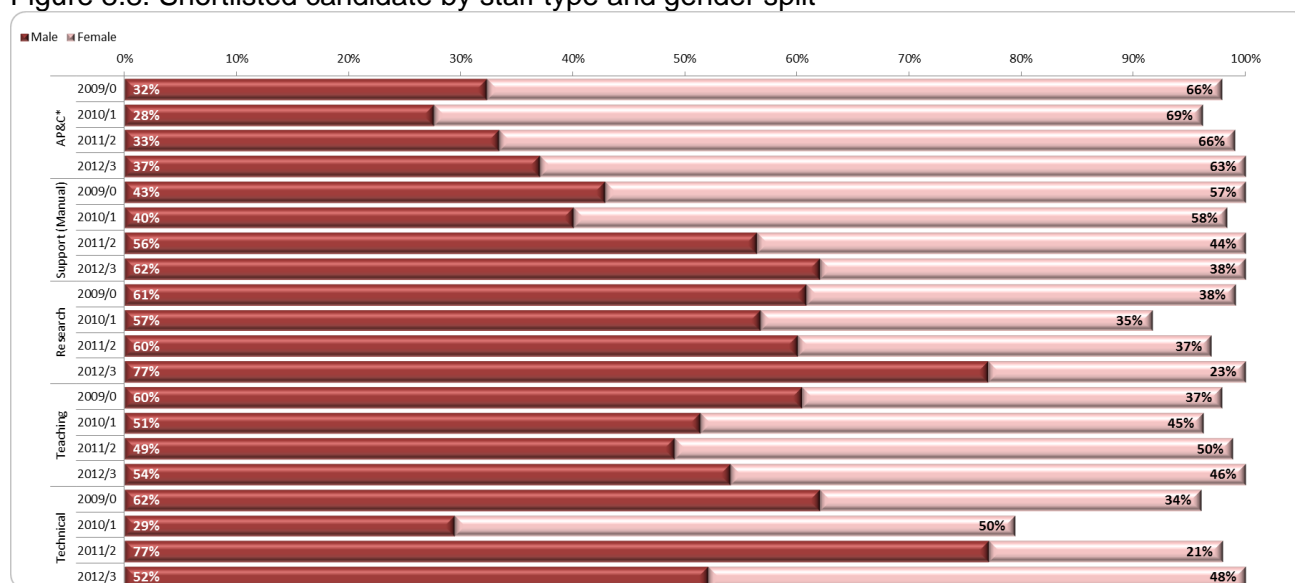


Figure 8.8: Shortlisted candidate by staff type and gender split



9. Appointment

The number of appointments has increased by 4% despite the number of applications decreasing by 7% compared to last year.

Age

- The 20-29 age group show the biggest differences between the application, shortlisting and appointment stages in 2012/3 (with 40% of application, 30% of shortlisted candidates and 28% of appointees coming from this age group).
- Appointments to AP&C roles have decreased in all age groups of 30 and above compared to last year.

Figure 9.1: Appointee Age Groups

Age Group	2009/0	2010/1	2011/2	2012/3
Under 20	3	2	2	4
20 - 29	120	125	185	185
30 - 39	111	94	217	184
40 - 49	81	70	136	144
50 - 59	33	38	71	73
60 +	5	2	8	3
Unknown	41	38	18	72

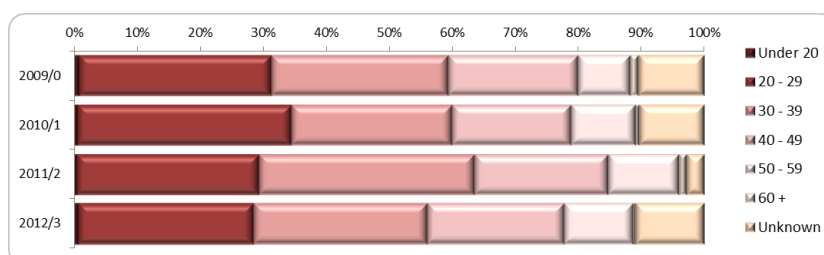
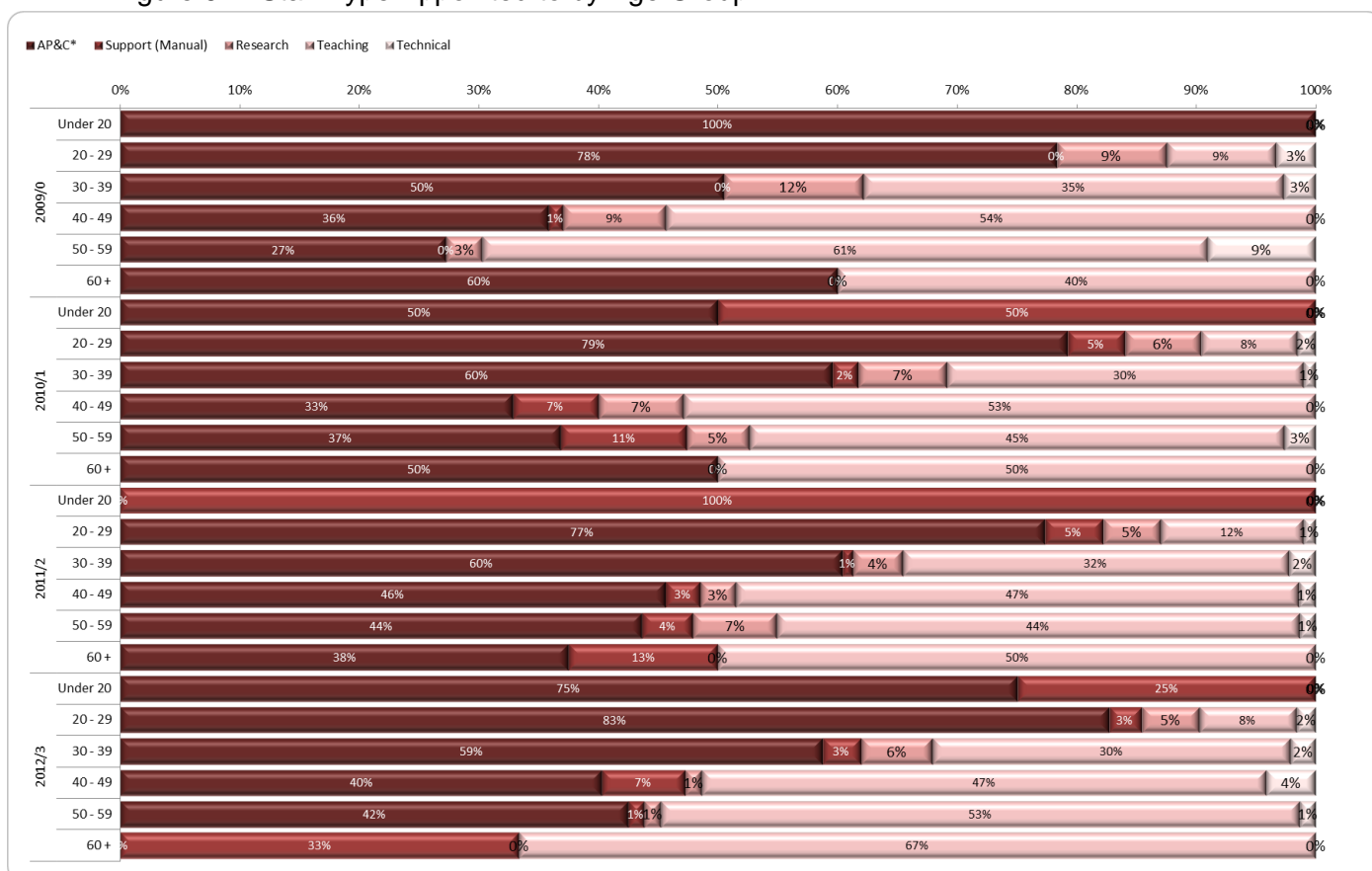


Figure 9.2: Staff Type Appointed to by Age Group



Disability

- The percentage of disabled applicants remains static between application and shortlisting stages (6%) but decreases to 4% at appointment stage in 2012/13.
- The percentage of disabled applicants appointed to AP&C roles has increased year-on-year from 62% in 2009/10 to 72%.

Figure 9.3: Appointee Disability Status

Year	No Disability	Disabled	Unknown
2009/0	341	13	40
2010/1	315	17	37
2011/2	573	27	37
2012/3	539	25	101

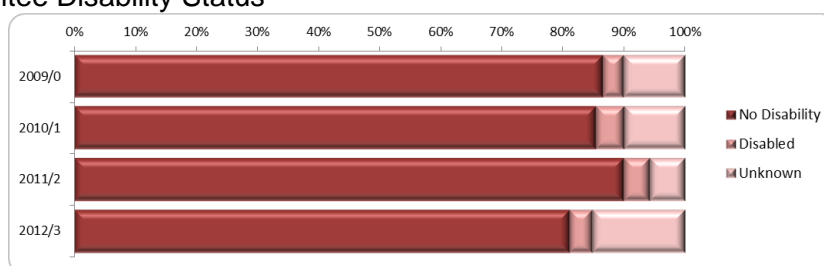
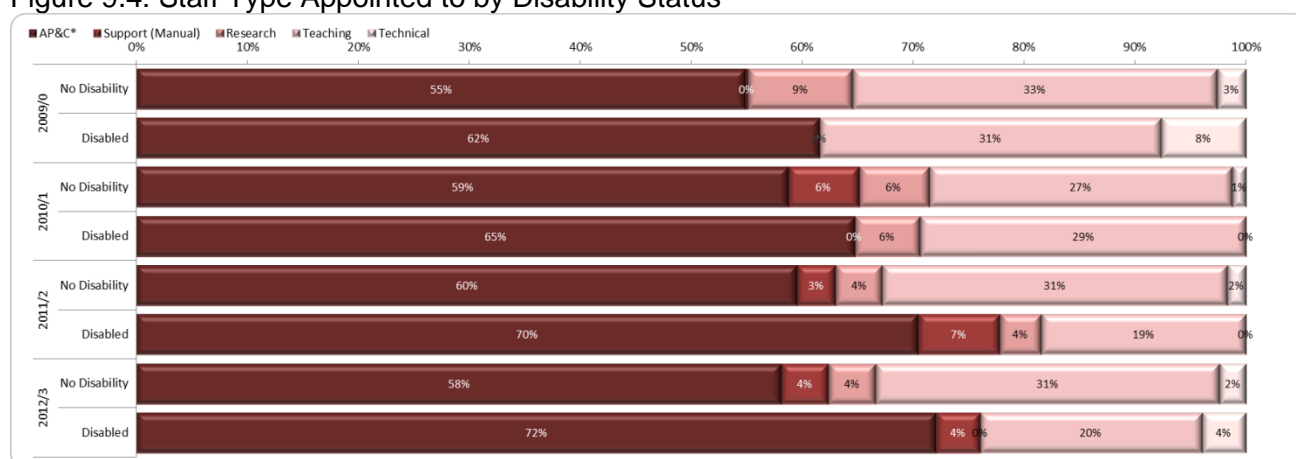


Figure 9.4: Staff Type Appointed to by Disability Status



Ethnicity

- In 2012/13, between application, shortlisting and appointment stages the percentage of BME candidates decreases from 17% to 10% to 6% respectively.
- The percentage of BME candidates appointed to AP&C and teaching roles decreased compared to last year but increased in research and technical roles.

Figure 9.5: Appointee Ethnic Group

Year	White	BME	Unknown
2009/0	327	27	40
2010/1	301	22	46
2011/2	548	49	40
2012/3	520	37	108

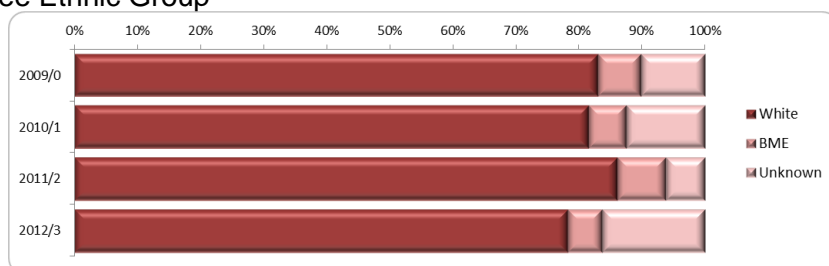
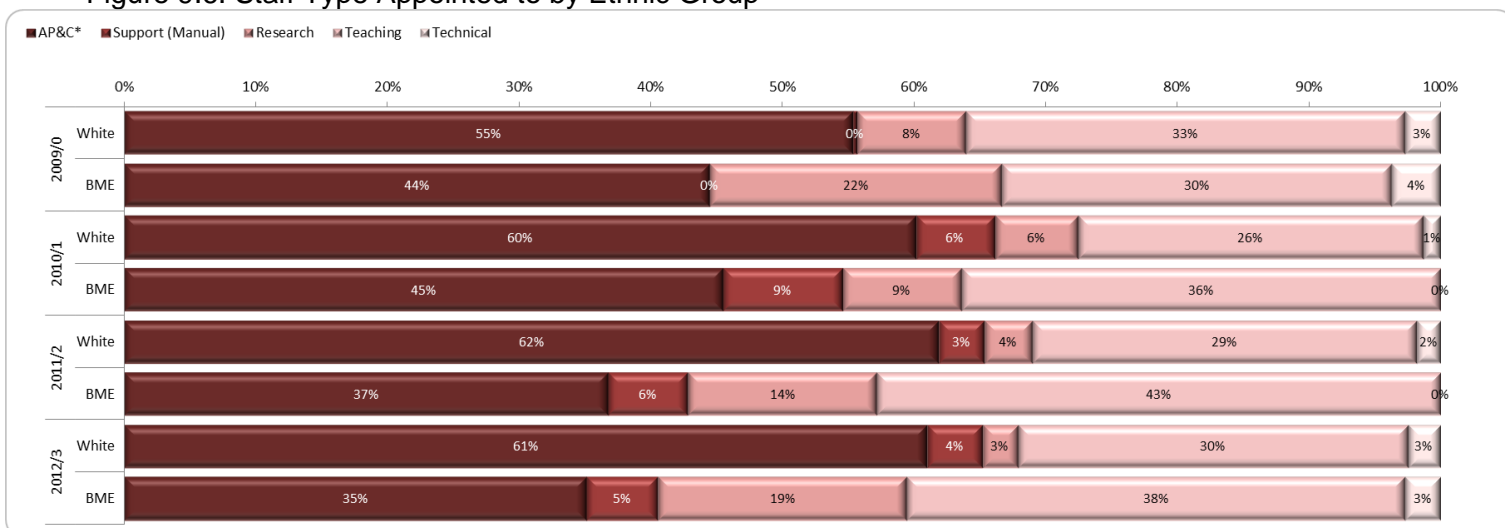


Figure 9.6: Staff Type Appointed to by Ethnic Group



Gender

- In 2012/13, the percentage of male candidates decreases between application, shortlisting and appointment stages (from 46% to 43% to 38% respectively).
- Males have an above average appointment percentage in support (manual), research, teaching and technical roles in 2012/13.

Figure 9.7: Appointee Gender Split

Year	Male	Female	Unknown
2009/0	163	206	25
2010/1	112	225	32
2011/2	216	407	14
2012/3	256	340	69

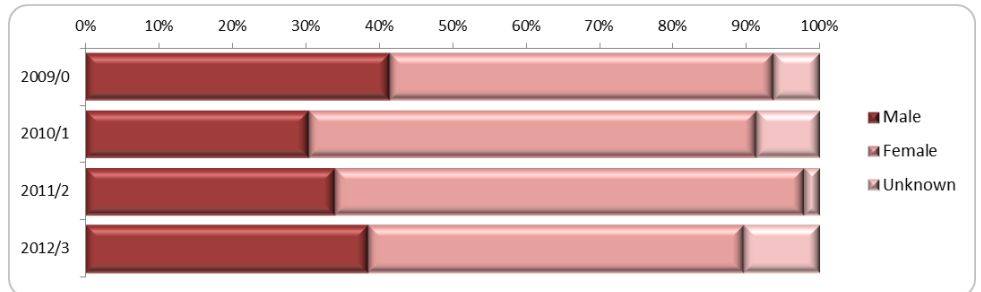
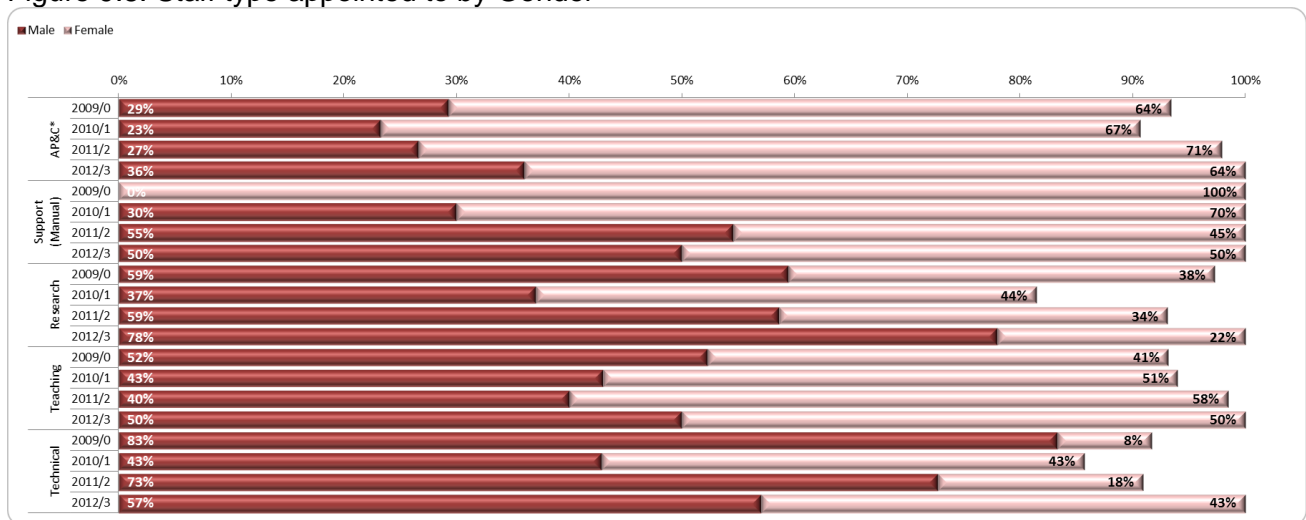


Figure 9.8: Staff type appointed to by Gender



Sheffield Hallam University Executive Group and Board of Governors

Executive Staff

As at the 1st December 2013, of 13 Executive staff, 23% were female, 100% identified themselves as white and a small percentage declared that they had a disability. The majority (62%) were aged between 46 and 55.

Governing Body

The equality data is provided by the Board of Governors as at 31 July 2013.

- The majority (63%) of members were aged between 55-64. 12.5% of members fall in the category 18-24, with no representation in either age groups 25-34 or 35-44.
- 13% of the members of the Board of Governors declared a disability
- 81% of the Board of Governors describe themselves as White British, 13% identify as being from a UK domiciled BME group.
- Of those governors who completed the gender question, there was a 44% representation of females on the Board of Governors.

Equal Pay Review

The Equality Act 2010 gives women and men a right to equal pay for equal work. The Act replaces the following legislation Equal Pay Act 1970, Sex Discrimination Act 1975 and the equal provisions in the Pensions Act 1995.

In the UK, the full time gender pay gap has narrowed since the Sex Discrimination Act came in to force in 1975, however the complexity of the pay gap between men and women has increased as can be shown in the following headline figures:

Women on average earn 16% less than their male counterparts. Widening to 27% for women aged over 40. For women who have a disability/ women who do not have a disability the pay gap is 22%. The gap between men who have a disability and men who do not is 11%

Sheffield Hallam University

Sheffield Hallam University is committed to the principle of equal pay for work of equal value for all its employees. We recognise that equal pay is a legal right under both domestic and European law, regardless of contractual status, age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. The University believes that operating a fair, transparent and objective pay system sends a positive message to its employees and stakeholders, and is fundamental to sustaining organisational reputation, well-being and success.

The University is committed to working in partnership with the recognised trade unions to consider appropriate measures to tackle any unfair, unjust or unlawful practices that are identified.

Equal Pay Audit

As part of the Local Framework Agreement the University made a commitment to undertake an Equal Pay Audit (EPA) following the implementation of the new pay and grading structure. The first EPA, based on data from 1 August 2010, was completed at the start of 2011. This showed an overall gender pay gap of 12% in favour of male employees which compared favourably with an overall pay gap nationally of 19%, and within the HE sector of 21%, both in favour of males.

The Equality Review has also been compared with the last Equal Pay Audit from 2006. This shows there has been an improvement in the gender pay gap, which was previously 19%, and also an improvement in the majority of the gaps previously identified in relation to age, staff type and contractual arrangement.

Employee Opinion Survey

Sheffield Hallam University surveys our staff every three years. In November 2011 all staff were invited to complete the employee opinion survey to provide the University with their views.

Overall, results generally show that the 'majority group' within each protected characteristic are frequently significantly more satisfied and engaged than their 'minority' colleagues. This is generally the case for women, for heterosexuals, for those with British ethnicity, those with no restrictions resulting from disability/health and for Christians. By age, the youngest and oldest are the most satisfied overall. The exception is for working hours – where part-time staff both tend to be significantly more satisfied than their more numerous full time colleagues, and to have higher engagement levels (while full time respondents are significantly less engaged overall).

Disability is the only area where a specific minority group is both consistently less satisfied overall and less engaged than colleagues. Those whose abilities are limited a little by disability/health issues return lower agreement across most of the questionnaire and are also less engaged than their colleagues whose activities are restricted a lot/not at all. These groups, together with those aged 45 – 64, Lesbians, Black/Black British, Mixed/Multiple Ethnicity and Asian/Asian British groups, plus those who work part time or on an as and when basis are also the groups who are significantly less likely to agree that the University treats all employees equally regardless of their specific types of diversity.

As part of this survey staffs 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.

Indicator	2011 % agree	2011 Mean	2008 % agree	2008 Mean
Age	75%	1.05	68%	0.96
Disability	75%	1.15	68%	1.07
Gender	76%	1.1	72%	1.06
Gender reassignment	50%	1.07		
Marriage or civil partnership	67%	1.18		
Pregnancy and maternity	71%	1.16		
Race	73%	1.18	71%	1.15
Religion or belief	72%	1.19	69%	1.14
Sexual orientation	69%	1.19	68%	1.13
Full or part time working	66%	0.88	60%	0.79

Further development of our Equality Information

Public authorities in England, including HEIs, published equality data for the first time in April 2012. The Equality and Human Rights Commission (EHRC) assessed how well they 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 authorities to communicate clearly where and how they intend to improve their equality information.

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

Gender identity, Pregnancy and maternity, Religion and Belief & Sexual Orientation

In the EHRC report 'Publishing equality information: Commitment, engagement and transparency', about how public authorities in England had performed with regard to the first specific duty (publication of equality information), highlighted that HEIs were the lowest performers in providing equality information on religion and belief and on sexual orientation.

This report does not include data on the above protected characteristic; this information is not currently collected at national sector level. Changes to HESA student and staff record 2013/13 allow institutions to provide this information to HESA on an optional basis. Sheffield Hallam is currently exploring how and when to respond to this.

Students

Admissions Ethnicity data

Unfortunately it is not possible to provide the admissions ethnicity data as the data request has previously not been sufficiently accurate to provide a meaningful analysis. A request has been submitted to HESA that will result in sufficiently accurate ethnicity data for future years.

Student complaint age statistics

Students submitting complaints are currently not analysed by age. Sheffield Hallam is currently exploring how we will proceed on this in the future.

National Student Survey (NSS)

The University will explore how we are to incorporate information from the NSS in future equality information reports.

Subject area of study

The University will explore how we will analysis student subject choice by equality for future equality information reports.

Staff

The University has implemented a new staff information system (CorePortal) that allows employees to view their own personal information and update certain items including their diversity information; disability details, ethnic origin, religion, sexual orientation, gender.

Promotion Pay Gap

Full promotion data is not yet currently recorded in CorePortal. This situation will improve once the e-recruitment module is used from Spring/Summer 2014. The data may have to build up for a certain period of time to be worth reporting on as it has not been decided if historic data will be recorded in CorePortal.

Training and Development opportunities

CorePortal has the capability to report on training and development opportunities but currently is used for recording attendance at internal training courses. We do not currently report on training and diversity details together.

Analysis of complaints of discrimination and other prohibited conduct

This is not currently recorded combined with diversity information. Only complaints that have got to a particular stage are recorded centrally.

Specific Protected Characteristic needs

Reasonable Adjustments

Reasonable adjustments are monitored by our outsourced occupational health providers who maintain confidential records. We are not currently planning on reporting on these areas. This may change in the future when we utilise the corePortal further and processes change but there are no definite dates.

Flexible working requests

This is currently managed at local level within the University and information is not collated centrally.

As part of the action plan for the University Athena SWAN award, a review of the application and successful take-up of job-share and flexible working options by women is to be monitored at local level.

References

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

[Analysis of university application for 2012/3](#) Sutton Trust

[Disabled students access to university life](#) Equality Challenge Unit

[Flexible working](#) Opportunity Now

[Gender admissions gap 'growing' under higher fees](#) Times Higher Education

[Graduate gender pay gap](#) The Guardian

[Graduates in the UK Labour Market 2013](#) Office for National Statistics

[Higher education and beyond: outcomes from full-time first degree study](#)
Higher Education Funding Council for England

[Publishing equality information: Commitment, engagement and transparency](#) Equality & Human Rights Commission

[Race for Opportunity](#)

[Rise in university applications from BME students](#) Operation Black Vote

[Sheffield City Council](#)

[UUK review of part-time and mature higher education](#) **Universities UK**

[2013 ONS regional characteristics analysis for Yorkshire and The Humber](#) Office for National Statistics