Sheffield Hallam University - Equality Monitoring Report

Introduction

To meet the Public Sector Equality Duty, the government requires all Universities to make equality information available publicly. Adhering to the new Act, this report reflects the make-up of students and staff at Sheffield Hallam University. Four core equality indicators have been assessed: gender; age; ethnicity; disability. Where meaningful, information is disaggregated to show various study levels and intensity (mode). Given the various tiers of data included in the report, **please refer to the annex for full descriptions of acronyms and groupings.**
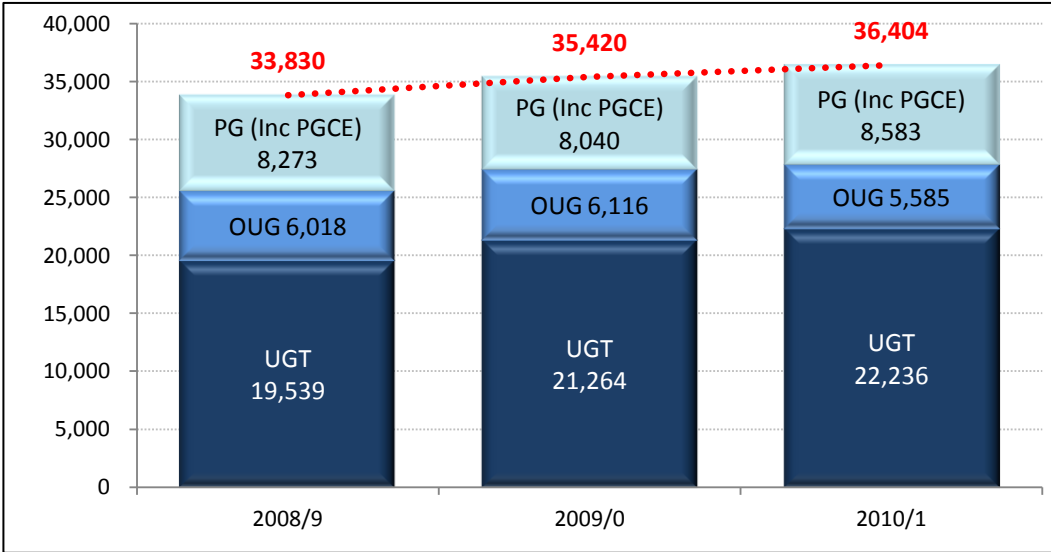
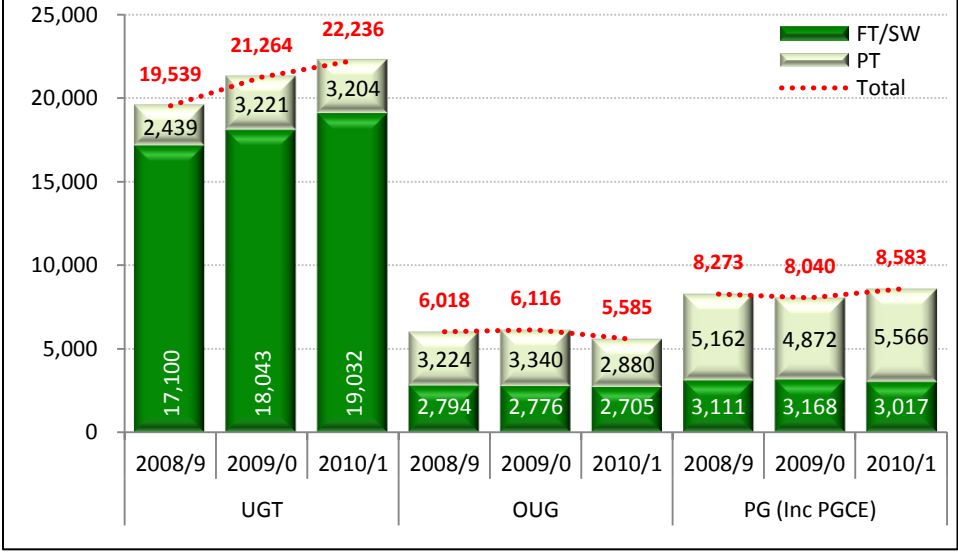**Contents**

Part 1: Student Equality Indicators

Section 1: Overall University Equality Indicators

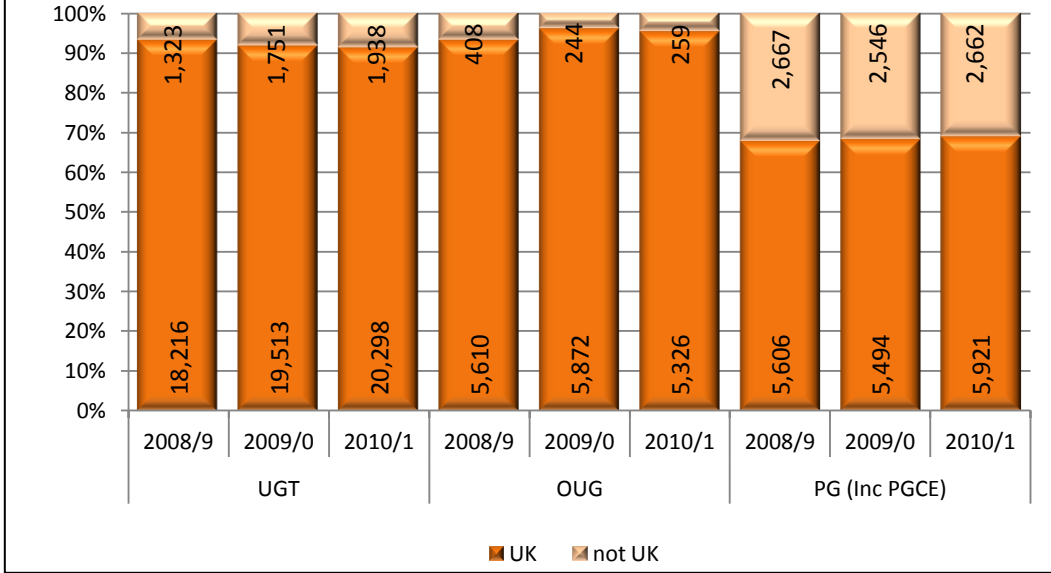### 1.1 University Size & Shape Overview

1.1.1 University Student Number Trends: Level

#### 1.1.2 University Student Number Trends: Level & Mode

#### 1.1.3 University Student Number Trends: Home vs.Overseas Domicile

> Total enrolments rose by 8% between 2008/9 and 2010/1 from 33,830 to 36,404.

> Growth within each level of study has been fairly consistent over the three years with the proportion of first undergraduate degree (UGT), other undergraduate (OUG) and postgraduate (PG) enrolments only changing very slightly. Approximately 60% of the population are on UGT courses, 15% on OUG courses and 24% on PG courses.

> Traditionally, the lowest proportion of part time enrolments are for UGTs with the highest in the PG area (14% vs. 65% in 2010/1).

> Overseas domiciled students represent a very small proportion of the population therefore have been included in this analysis (with the exception of ethnicity reporting).

1.2 University Gender Profile

1.2.1 Sheffield Hallam Gender Trends 2008/9 to 2010/1
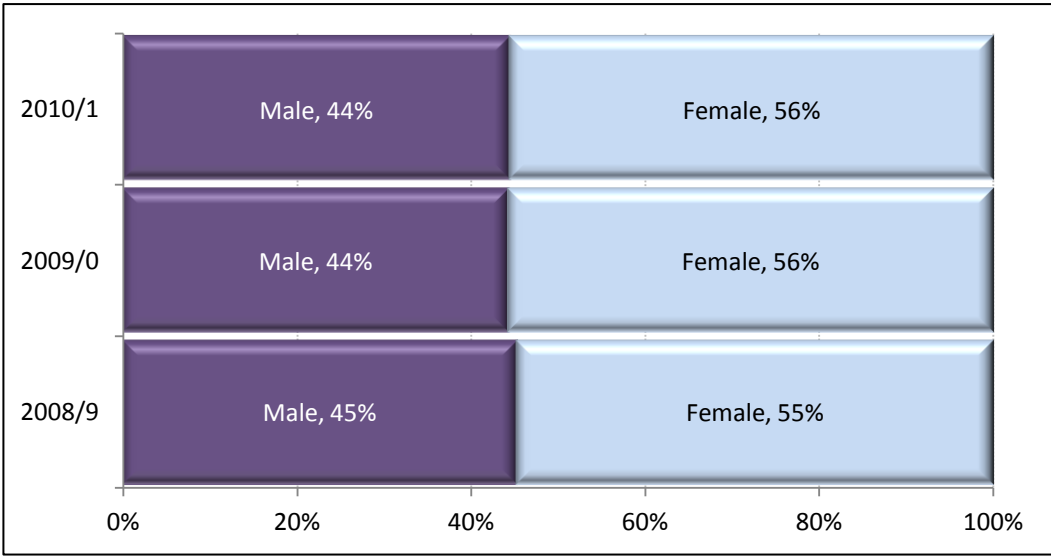
1.2.2 University Gender Profile 2010/1: Level & Mode
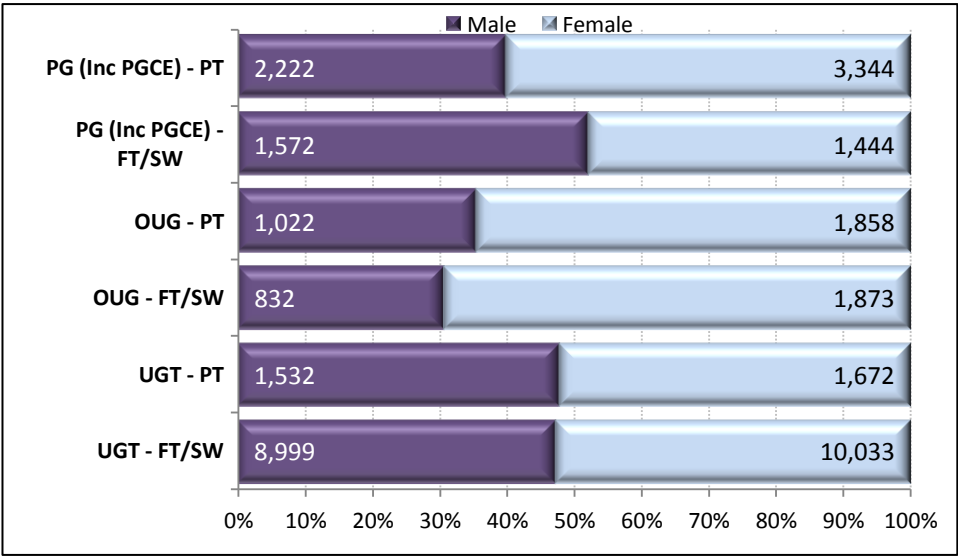
1.2.3 Proportion of Female Students: Trend by Level & Mode

Level - Mode	% Females		
	2008/9	2009/0	2010/1
UGT - FT/SW	51%	52%	53%
UGT - PT	42%	50%	52%
OUG - FT/SW	69%	68%	69%
OUG - PT	70%	73%	65%
PG (Inc PGCE) - FT/SW	42%	43%	48%
PG (Inc PGCE) - PT	62%	63%	60%

> The split of female/male students has remained consistent over the three year period; female students are in the majority - (circa) 56%.

> In 2010/1 the largest male population (%) was in the full time (FT) PG area (52%); largest female proportion was in the FT OUG area; the difference within the FT/SW UGT area was minimal.

> Compared with the previous two years, growth in female numbers in all but two areas is visible. PT OUG declined most, by 8%pts between 2009/0 and 2010/1.

Part 1: Student Equality Indicators

Section 1: Overall University Equality Indicators
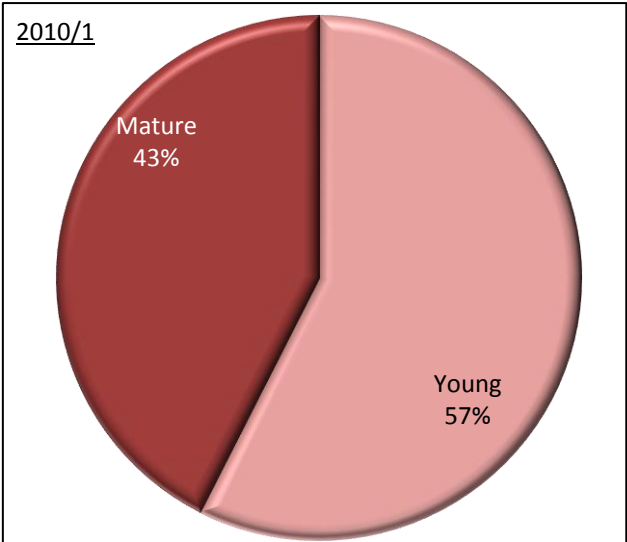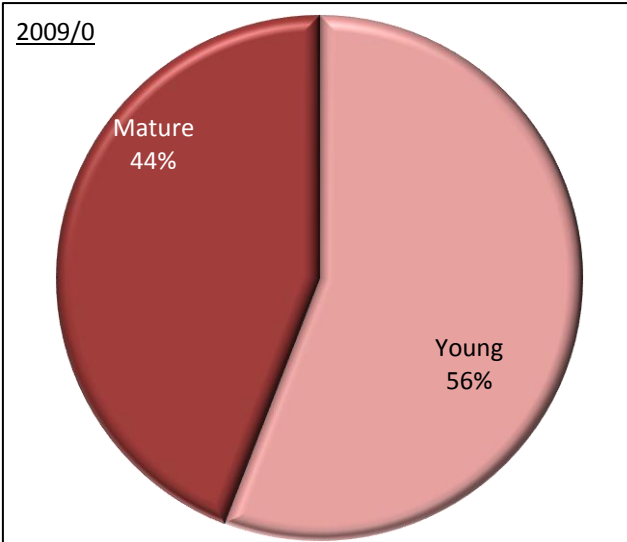
1.3 University Age Profile

1.3.1 Age Definition

	Young	Mature
UG	<21	>=21
PG	<25	>=25

➢ Age is calculated as at the start of the students instance of study with young/mature markers dependant on the level of study.
➢ Unknown ages are excluded from the analysis.

1.3.2 Sheffield Hallam Young/Mature on Entry Trends

	2008/9	2009/0	2010/1
Young	18,686	19,795	20,915
Mature	15,142	15,622	15,484

➢ The proportion of 'young' students has increased slightly year-on-year (+1%pt).

2008/9 — Mature 45%, Young 55%

2009/0 — Mature 44%, Young 56%

2010/1 — Mature 43%, Young 57%

1.3.3 Sheffield Hallam Age on Entry Trends: Age Group

Age Group	2008/9	2009/0	2010/1
>=36	4,896	5,325	5,149
26-35	4,701	5,201	6,006
22-25	4,970	5,633	(blank)
<=21	16,455	19,258	20,144

Year	<=21	22-25	26-35	>=36
2010/1	55%	16%	14%	14%
2009/0	54%	16%	15%	15%
2008/9	53%	16%	15%	16%
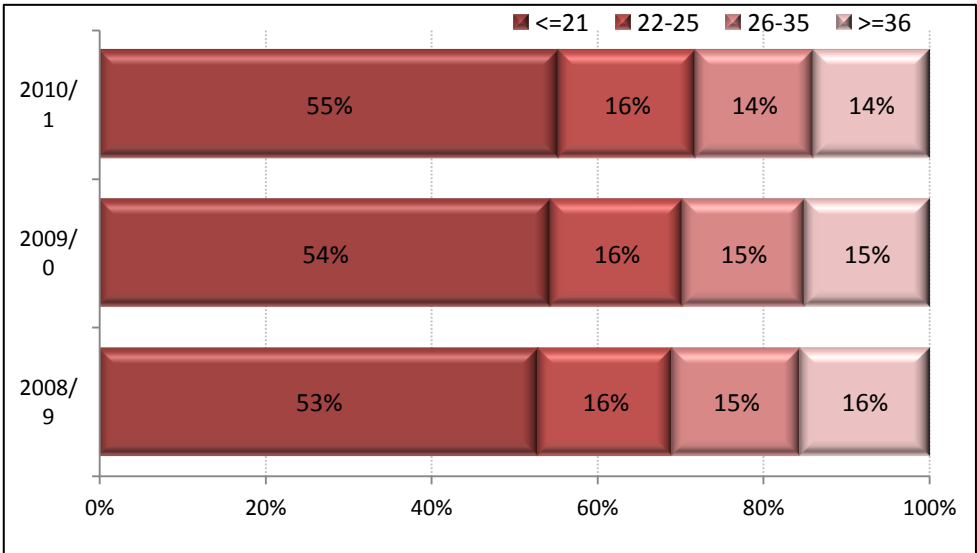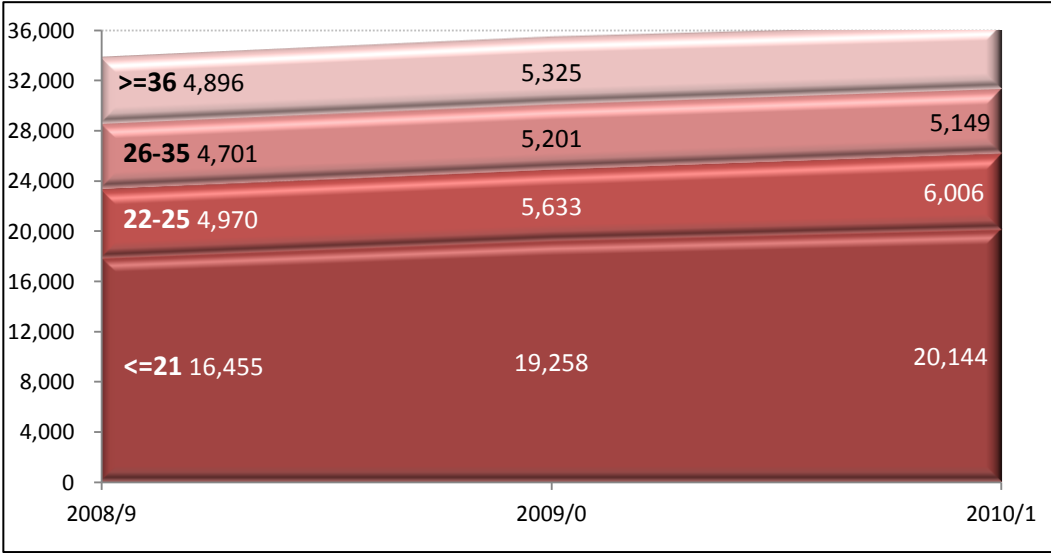
1.3.4 2010/1 Young/Mature Student Profile: Level & Mode
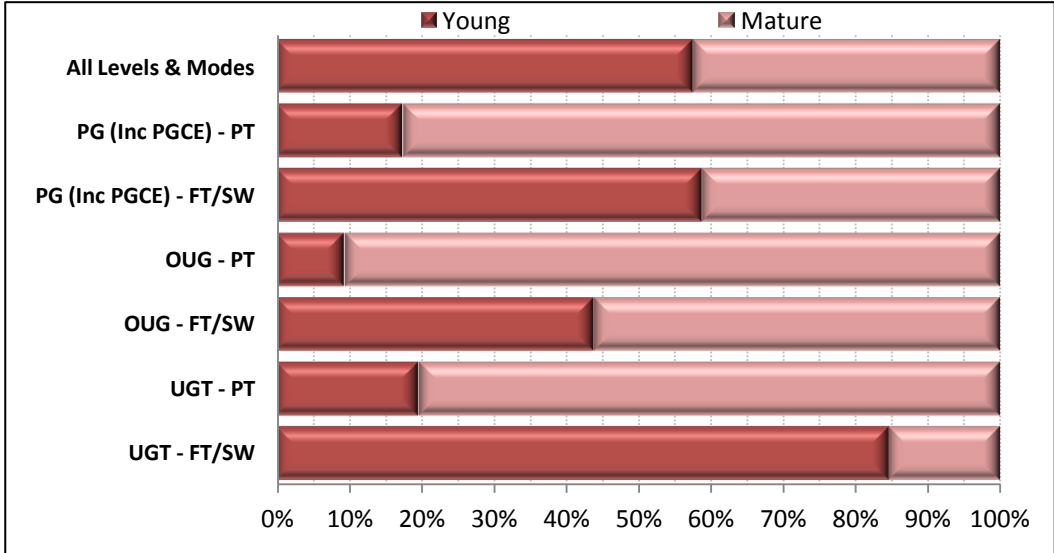
➢ The largest age group at the University is 21 or under which make-up over half the population.

➢ For age groups other than 21 or under, approximately the same proportions of students are within each of the three age groups. This is consistent across each of the three years (14% to 16%).

➢ Focusing on the age profile of 2010/1 students, the greatest proportion of young students is within the FT/SW UGT area (85%). The greatest proportion of mature students is within the PT OUG area (91%).

Section 1: Overall University Equality Indicators

1.3 University Age Profile, Continued

1.3.5 Young/Mature Student Trends: Level & Mode
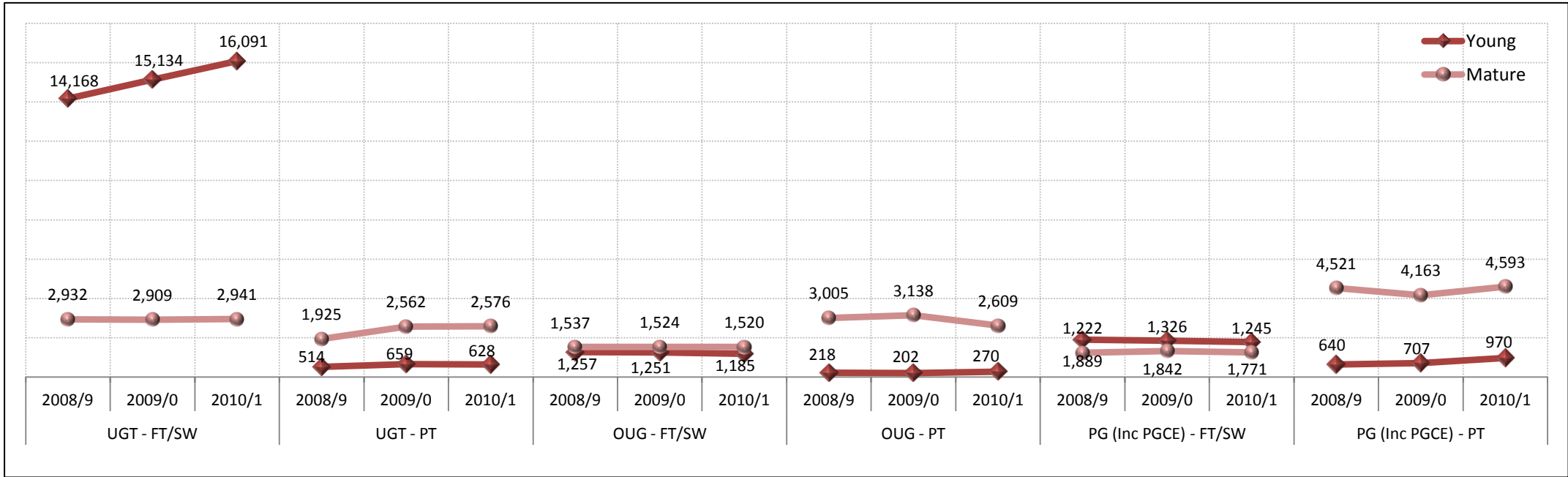
> In absolute terms, the gap between young and mature students is largest in the FT/SW UGT area where 2010/1 young enrolments are over five times that of mature enrolments.

> The gap in absolute counts of young/mature students is smallest in FT OUG and FT PG areas where enrolments are very similar across each of the three years (1.3.5).

> In 2010/1 the age profile is most varied in the PT UGT and FT OUG areas whereas the least variation in age is within the FT/SW UGT area.

> Areas with the largest proportions of students who were aged 36 or above in 2010/1 are PT OUG and PT PG.

1.3.6 2010/1 Student Age Group: Level & Mode
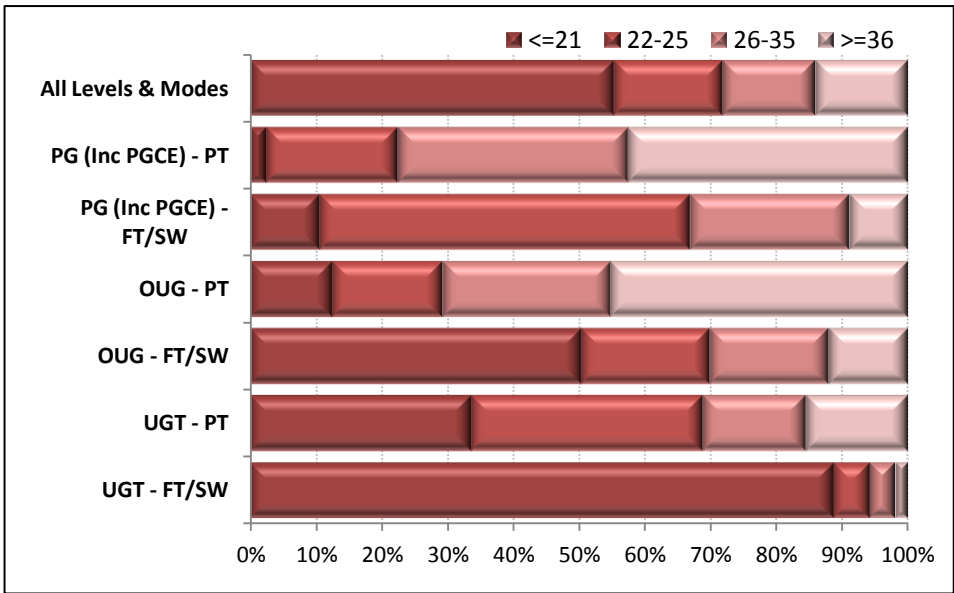
1.4 University Ethnicity Profile

1.4.1 Ethnicity Reporting Parameters

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

	2008/9	2009/0	2010/1
UK, Ethnicity Declared	28,804	30,459	31,298
UK, Ethnicity Unknown	628	420	247
Overseas, Ethnicity n/a	4,398	4,541	4,859

1.4.2 Sheffield Hallam UK Student Ethnicity (Grouped): Trends
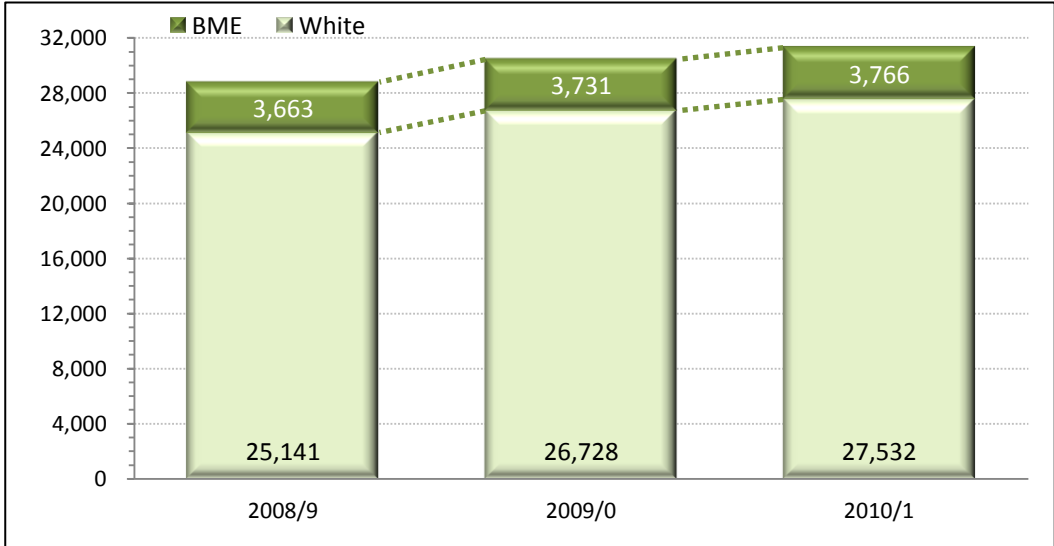
	2008/9	2009/0	2010/1
White	87%	88%	88%
BME	13%	12%	12%

*** BME=Black & Ethnic Minority ***

> The proportion of students from a white or BME background have remained consistent between 2008/9 and 2010/1 with 12% of students from a BME background in 2009/0 to 2010/1.

Part 1: Student Equality Indicators

Section 1: Overall University Equality Indicators
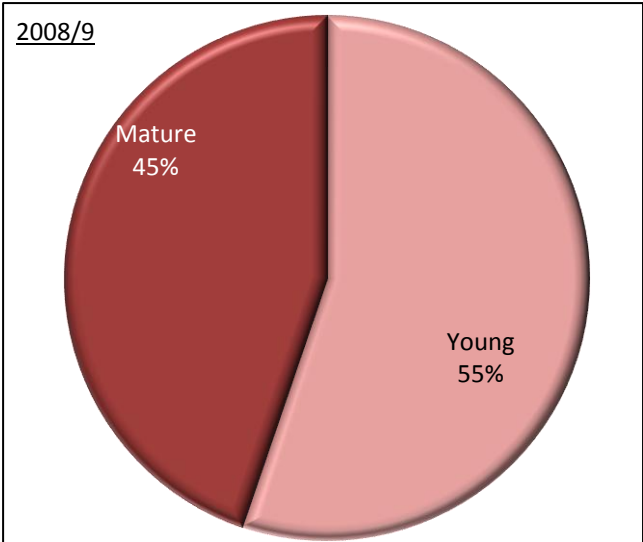
1.4 University Ethnicity Profile, Continued

1.4.3 Sheffield Hallam UK Student Ethnicity: Detailed Trends
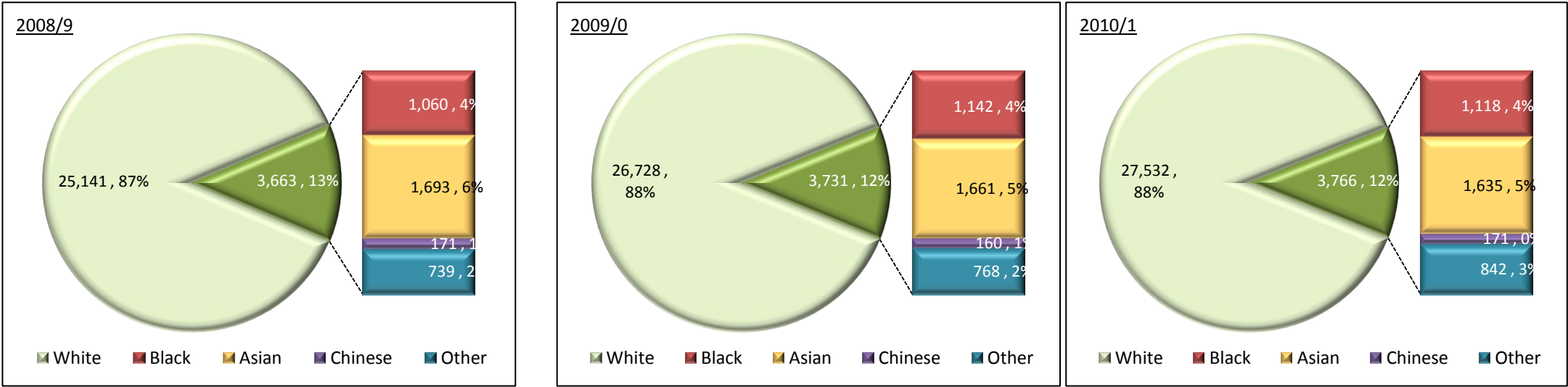
1.4.4 2010/1 Student Ethnicity Detail: Level & Mode

	White	Black	Asian	Chinese	Other
UGT - FT/SW	88%	3%	5%	1%	3%
UGT - PT	83%	6%	7%	1%	4%
OUG - FT/SW	86%	5%	6%	0%	3%
OUG - PT	91%	3%	4%	1%	2%
PG (Inc PGCE) - FT/SW	81%	7%	7%	1%	4%
PG (Inc PGCE) - PT	90%	3%	4%	0%	2%

➢ The mix of BME students has not changed significantly between 2008/9 and 2010/1: 4% of population are black, 5% are Asian, <1% are Chinese and 3% are from other BME backgrounds.

➢ By level, the smallest proportion of students were BME and studying a PT OUG course. Overall, the largest ethnic group studying across all levels are Asian students.

➢ Absolute number trends show the largest differences between white and BME students in the FT/SW UGT area; the largest gap being in 2010/1 due to the number of BME students declining slightly year-on-year.

➢ The smallest difference between white and BME students year-on-year is within FT PG. However, in absolute terms this is a difference of 781 students in 2010/1.

1.4.5 Student Ethnicity Trends: Level & Mode
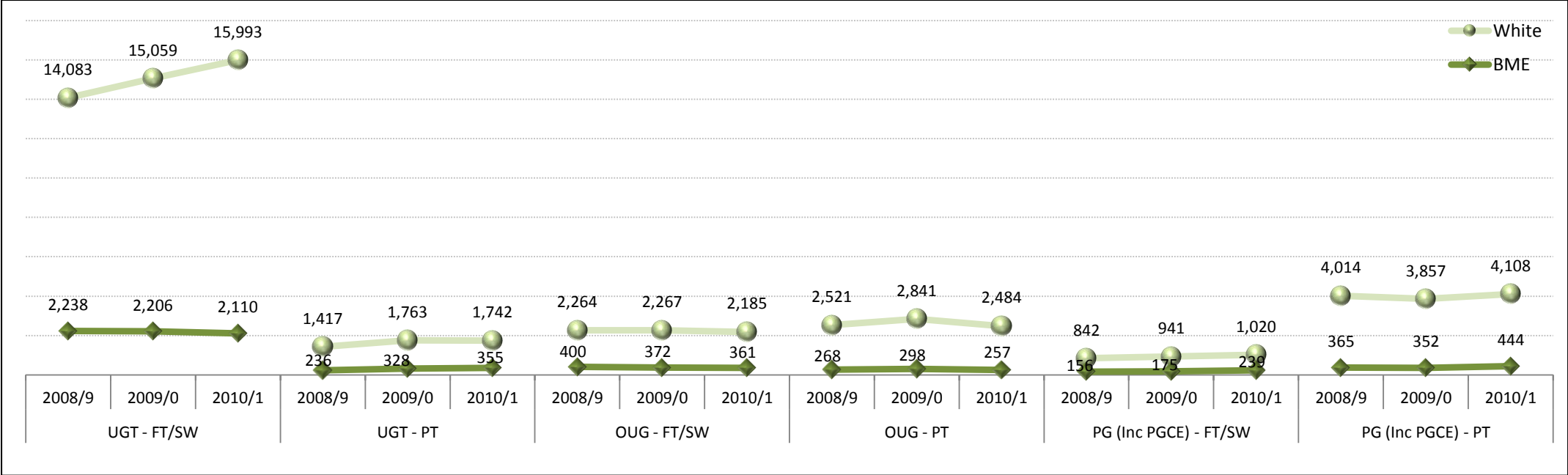
1.5 University Disability Profile

1.5.1 Student Number Trends: Disability

DisabilityGroup	2008/9		2009/0		2010/1	
Known Disability	2,605	8%	2,816	8%	3,262	9%
No Known Disability	31,192	92%	32,570	92%	32,745	90%
Unknown	33	0%	34	0%	397	1%
Total Students	33,830		35,420		36,404	

➢ Unknown disability status is excluded from the following analysis.
➢ Approximately 8% of the student population has declared a disability; rising to 9% in 2010/1.

Section 1: Overall University Equality Indicators

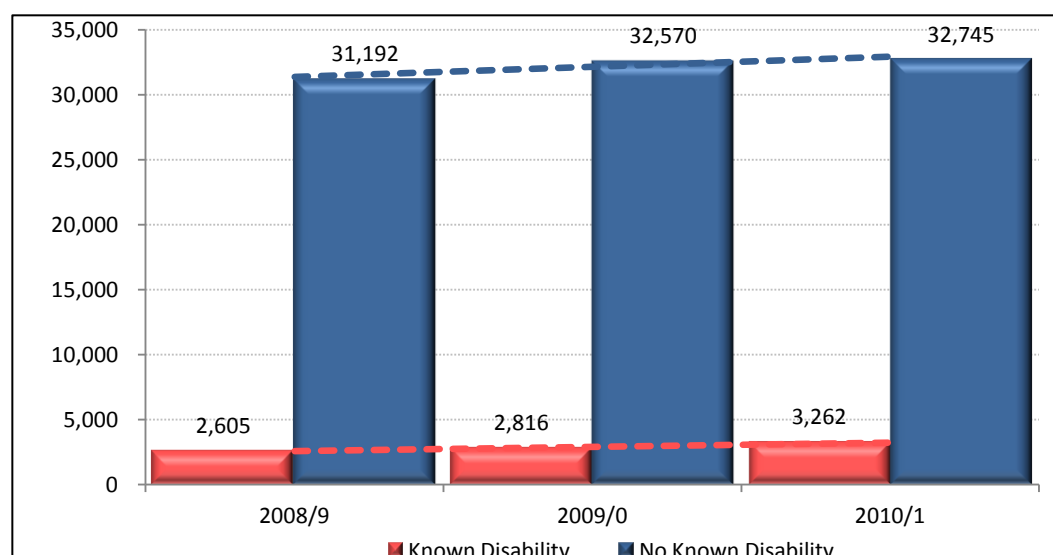**1.5 University Disability Profile, Continued**

1.5.1 Student Number Trends: Disability, Continued

- ➢ Numbers of students declaring a disability has increased by 25% since 2008/9, although in absolute terms this equates to 657 students.

- ➢ By level, the proportion of students declaring a disability has (in the majority) been 10% or under between 2008/9 and 2010/1.

- ➢ The greatest proportion of students declaring a disability in 2010/1 is within the FT OUG area (11% of students).

- ➢ Year on year, the smallest proportion of students declaring a disability study on FT PG courses (5% in 2010/1).

1.5.2 Student Disability Trends: Level & Mode
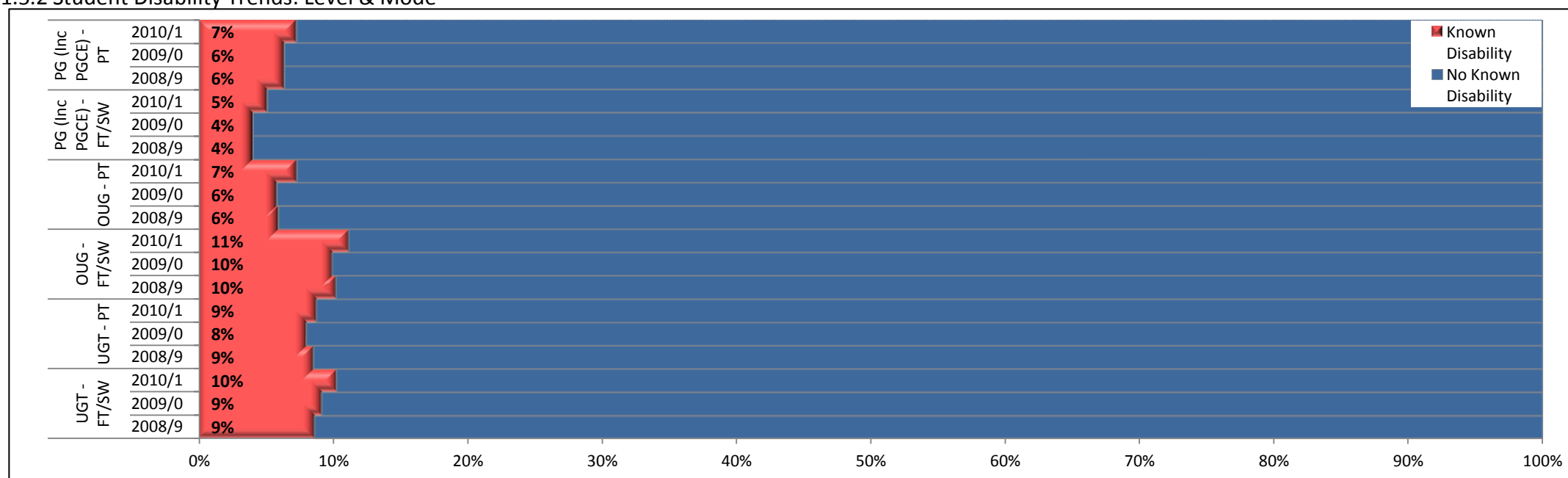
1.5.3 2010/1 Students with a Declared Disability: Type of Disability
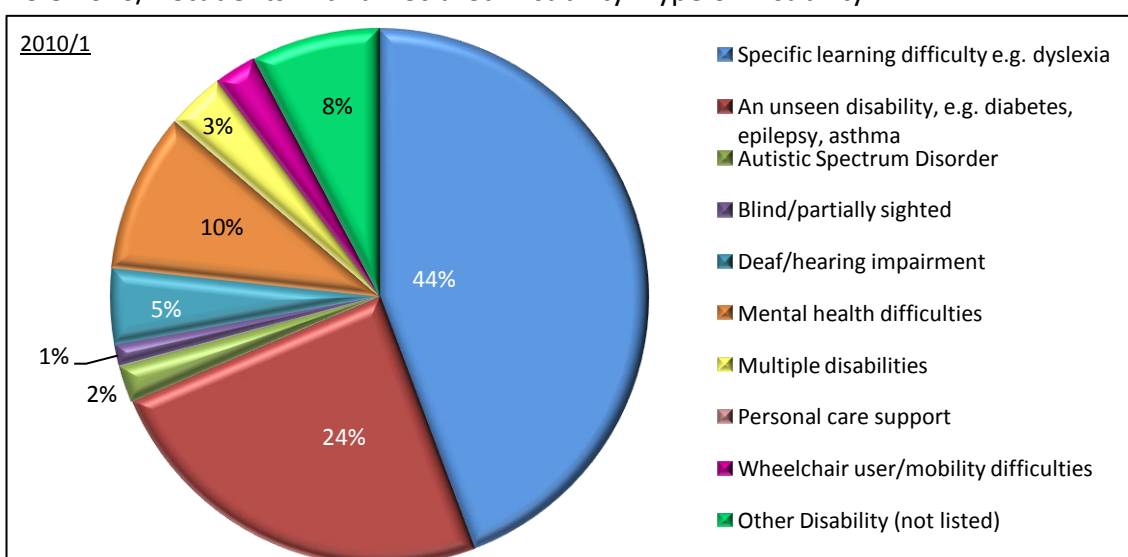
- ➢ Of the 9% of all students declaring a disability in 2010/1, the majority stated they has a specific learning difficulty e.g. dyslexia (44%).

- ➢ 24% of students declaring a disability in 2010/1 declared they had an unseen disability such as diabetes, epilepsy or asthma.

- ➢ These trends are reflected when viewing the information by level and mode: the majority of students declaring a disability had a specific learning difficulty or an unseen disability.

- ➢ The small absolute numbers of disabled students by level and mode should be taken into consideration when making conclusions based on proportions.

1.5.4 2010/1 Disabled Students: Disability by Level & Mode

Level	Mode	A specific learning difficulty	An unseen disability	Mental health difficulties	Other Disability	Disabilities For <=5% Total Stu Pop
UGT	FT/SW	927	404	213	124	219
	PT	112	68	30	23	38
OUG	FT/SW	149	70	24	23	39
	PT	79	68	<10	18	36
PG (Inc PGCE)	FT/SW	64	42	13	17	24
	PT	113	143	24	46	54
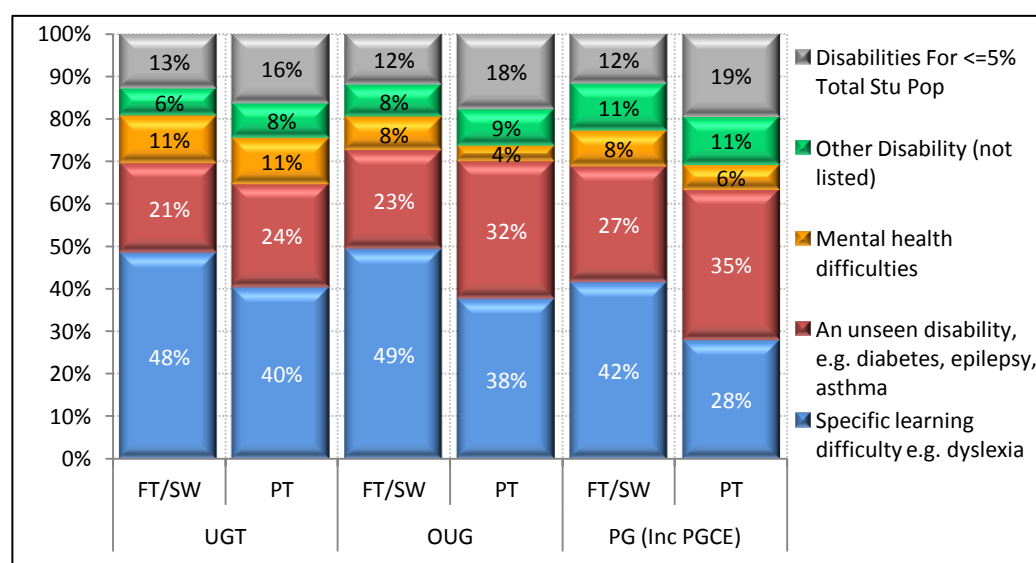
Section 2: Performance Measurements Using Equality Indicators

Section 2 of this report explores performance measures using the equality indicators outlined in section 1. Performance measures, for purposes of this report, are limited to: good honours (degree classification) and employment outcomes. Each of these performance measures is analysed by the equality indicators: gender; age; ethnicity; disability. (Please note, not all combinations of performance measure/equality indicator will be meaningful, but any exclusions and/or limitations of data are detailed under the relevant heading(s)).

2.1 First Degree Attainment

2.1.1 Sheffield Hallam First Degree Student Attainment Trends

** All of section 2.1 reports degree classification obtained down to 3rd class awards only; lower degree qualifications (e.g. pass without honours) have been excluded from the analysis**

➢ FT classifications are in-line with the overall University profile; most students achieved 2:1s over the period 2008/9 to 2010/1. There is little movement year-on-year.

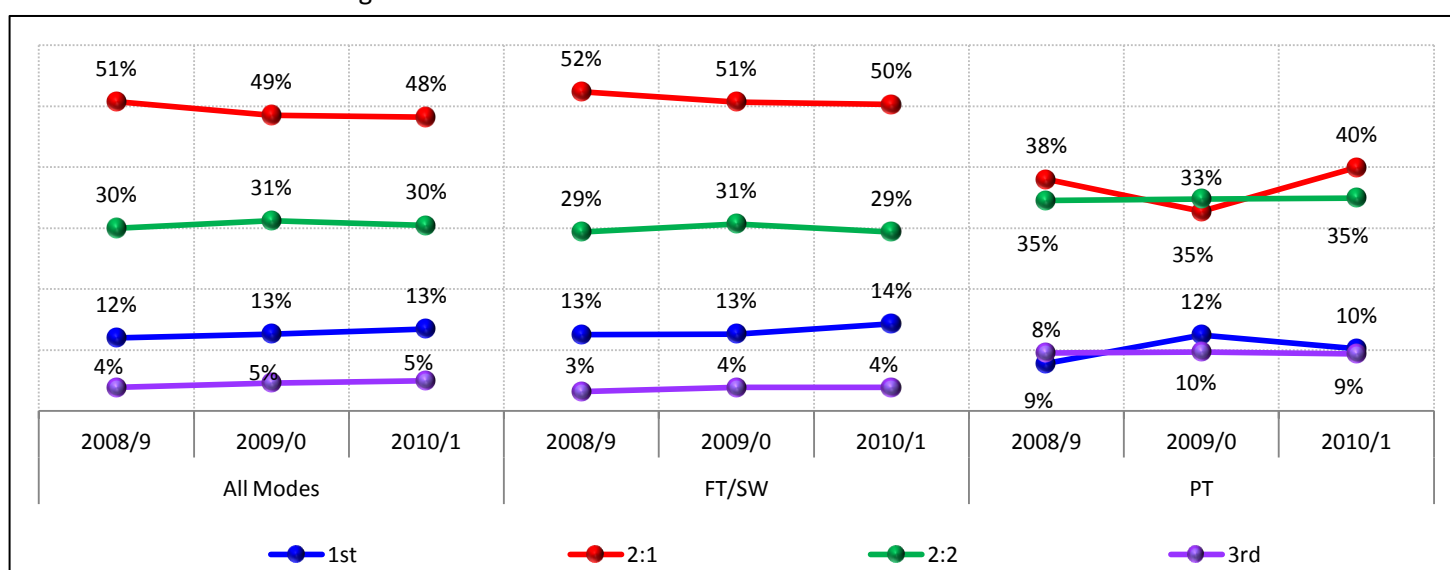➢ Most PT students achieve 2:2s and this is consistent between 2008/9 to 2010/1. The highest proportion of 3rd class degrees is in PT area.

2.1.2 First Degree Attainment in 2010/1: Gender and Mode
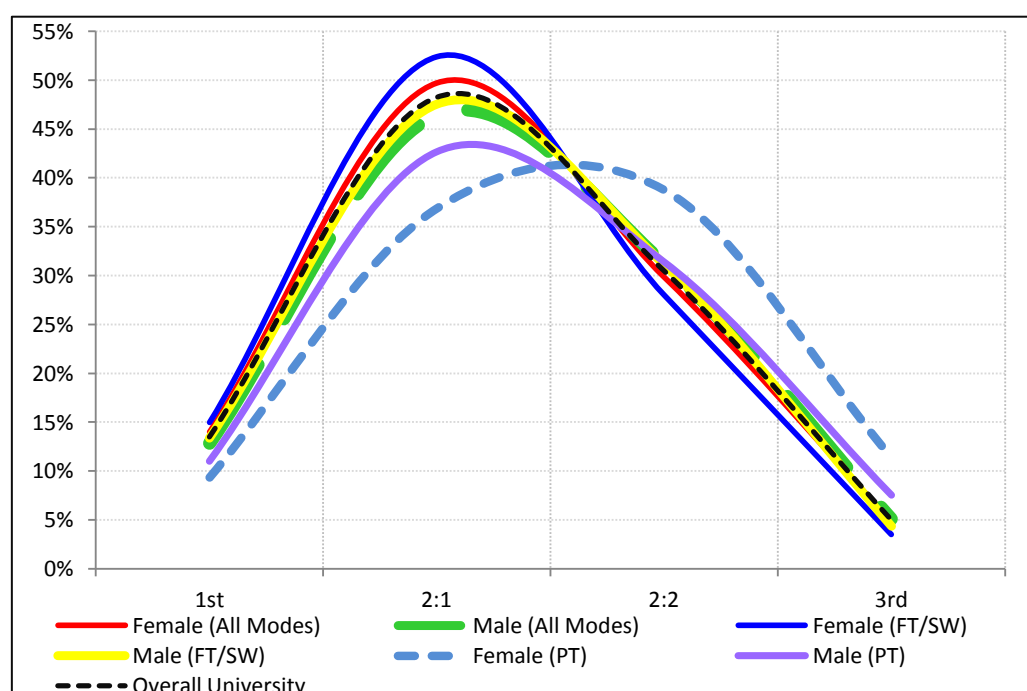
	Degree Class Attained			
Gender/Mode	1st	2:1	2:2	3rd
Overall University	13%	48%	30%	5%
Female (All Modes)	14%	50%	30%	5%
Male (All Modes)	13%	46%	31%	5%
Female (FT/SW)	15%	52%	28%	3%
Male (FT/SW)	13%	48%	31%	4%
Female (PT)	9%	37%	39%	11%
Male (PT)	11%	43%	31%	8%

➢ The largest proportion of 2:1 degree classifications were achieved by FT/SW female students.
➢ The largest variance from the overall University acheivement profile is within the PT area; particularly PT female students who achieved -11%pts less 2:1s and +9%pts more 2:2s.
➢ There is little difference in the proportion of students gaining a 1st class degree across gender and mode combinations.

2.1.3 First Degree Attainment in 2010/1: Age on Entry and Mode
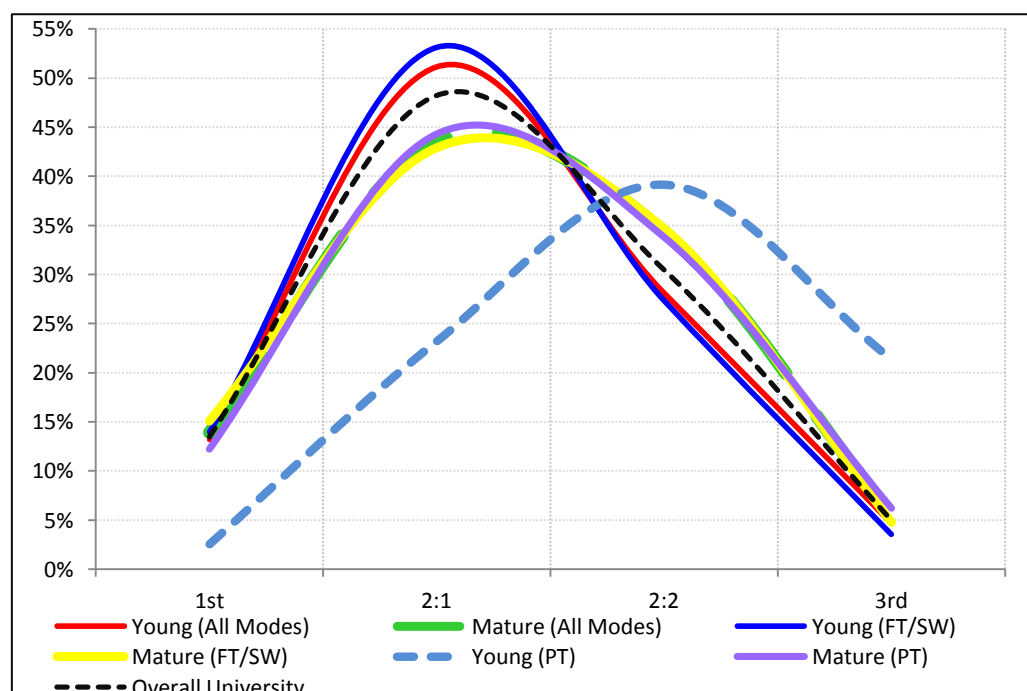
	Degree Class Attained			
Age/Mode	1st	2:1	2:2	3rd
Overall University	13%	48%	30%	5%
Young (All Modes)	13%	51%	28%	5%
Mature (All Modes)	14%	43%	34%	5%
Young (FT/SW)	14%	53%	27%	4%
Mature (FT/SW)	15%	43%	35%	5%
Young (PT)	3%	23%	39%	21%
Mature (PT)	12%	44%	34%	6%

➢ The proportion of students gaining a 1st in 2010/1 is in the range of 12-14% for all age/mode groups except young PT students where only 3% gained a 1st.

➢ The achievement profile for young PT students shows the greatest variance from overall University acheivement: this group mostly achieved 2:2 and 3rd class degrees in 2010/1.

Section 2: Performance Measurements Using Equality Indicators

2.1 First Degree Attainment Continued

2.1.4 First Degree Attainment in 2010/1: Ethnicity and Mode

*** BME = Black & Ethnic Minority ***

	Degree Class Attained			
Ethnicity/Mode	1st	2:1	2:2	3rd
Overall University	13%	48%	30%	5%
White (All Modes)	16%	52%	26%	4%
BME (All Modes)	7%	35%	40%	10%
White (FT/SW)	16%	54%	25%	3%
BME (FT/SW)	8%	40%	39%	7%
White (PT)	13%	38%	30%	12%
BME (PT)	3%	17%	44%	20%

➤ There is a wide variance in degree achievement between white and BME students in 2010/1.
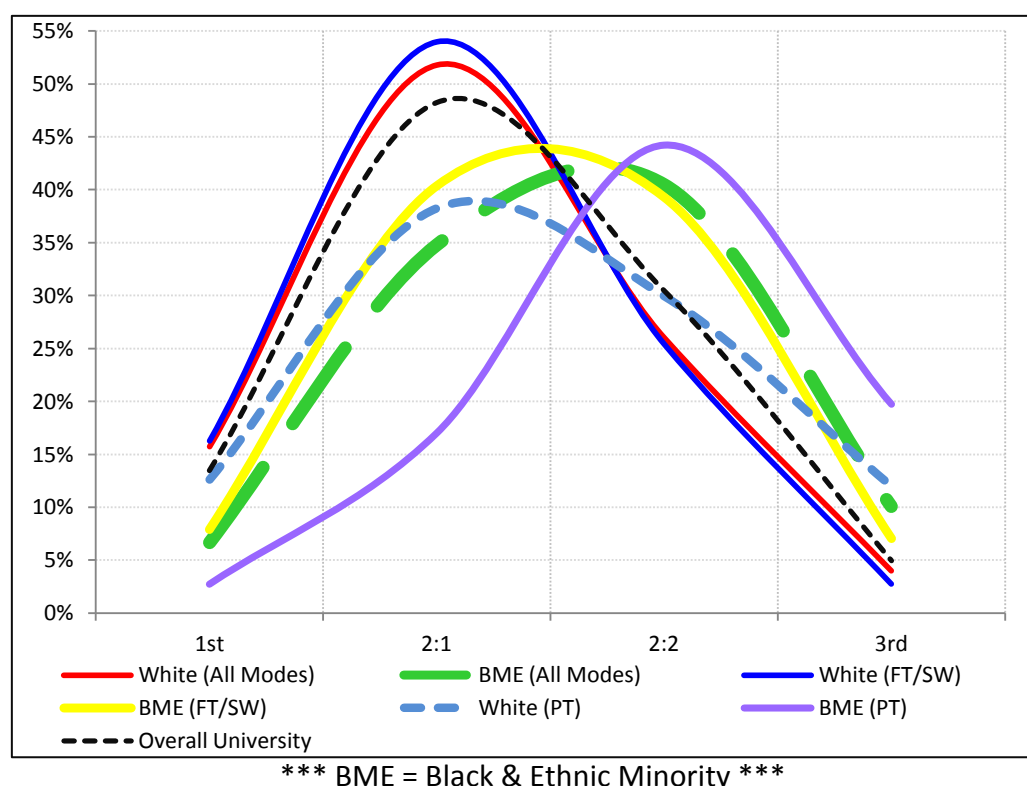➤ Irrespective of mode, almost half the poroption of BME students achieved a 1st compared to white students (16% vs 7%); there is a -17%pt variance for BME students achieving 2:1 and +14%pt variance in BME students achieving 2:2 (compared with white students).

➤ PT BME students achieved lower awards in the majority compared to the overall University achievement profile.

2.1.5 First Degree Attainment in 2010/1: Ethnicity Detail and Mode
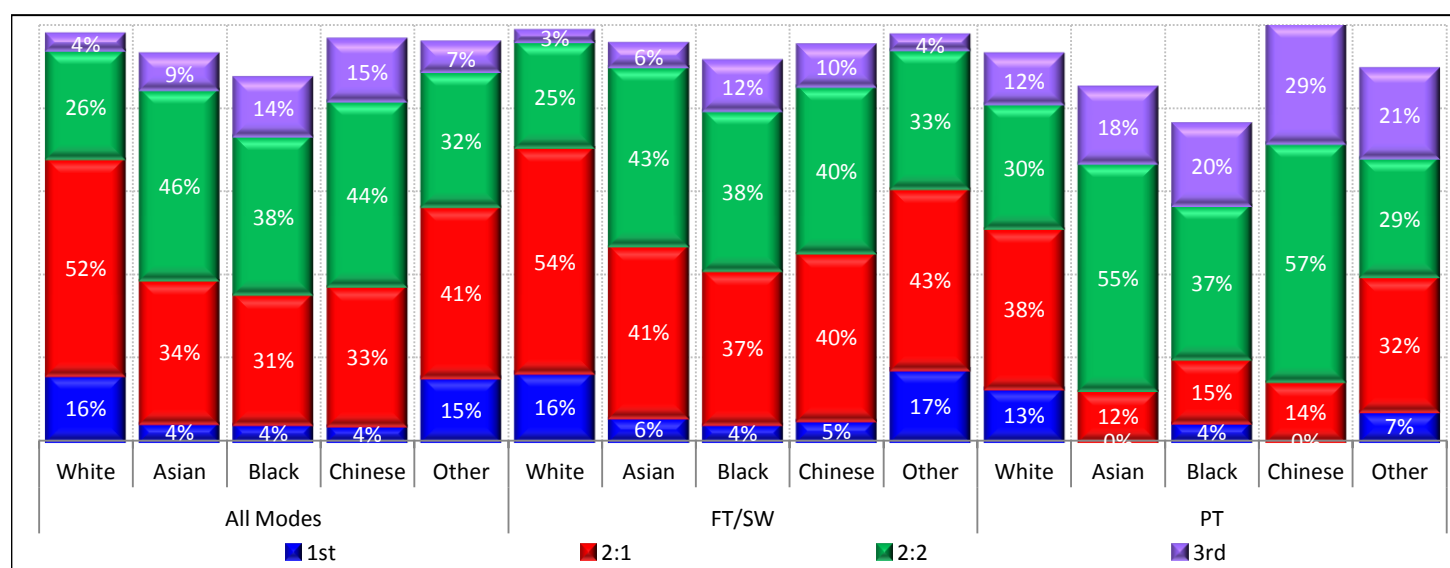
The bar stacks do not include awards less than a 3rd class degree resulting in totals being <100%

➤ Across all modes of study, the majority in each ethnic group achieved a 2:2 degree classifictaion in 2010/1. Proportions of achievements are closest to white students for 'other' ethnic groups (e.g. mixed race).

➤ The largest proportion of students gaining a 3rd class dregee were Chinese students studying on a PT basis (29%).

2.1.6 First Degree Attainment in 2010/1: Disability and Mode
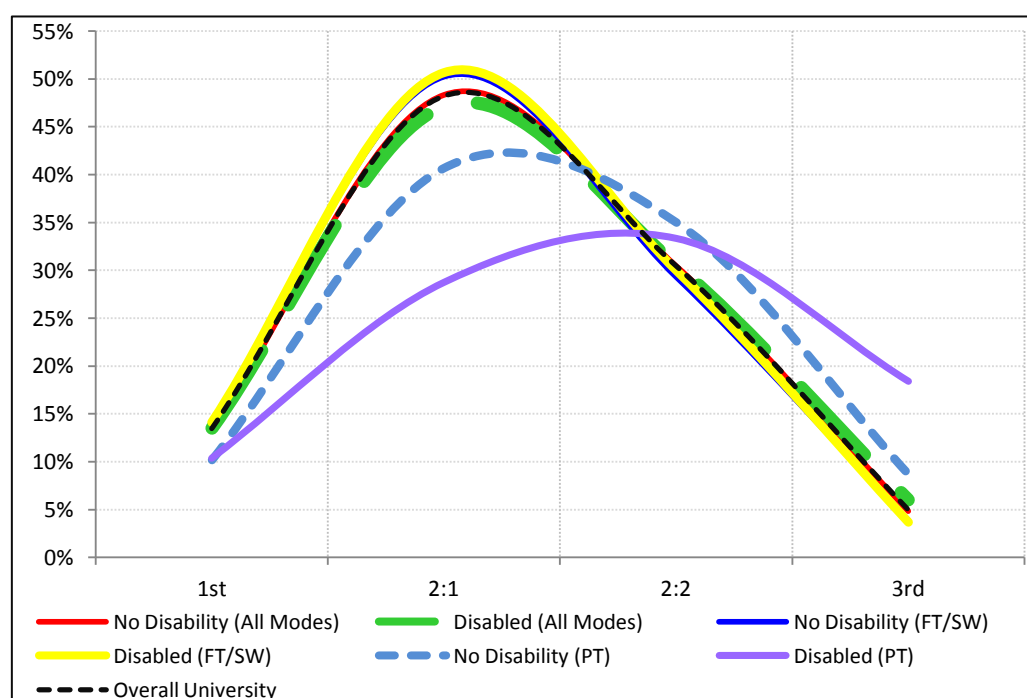
	Degree Class Attained			
Disability/Mode	1st	2:1	2:2	3rd
Overall University	13%	48%	30%	5%
No Disability (All Modes)	13%	48%	30%	5%
Disabled (All Modes)	14%	47%	31%	6%
No Disability (FT/SW)	14%	50%	29%	4%
Disabled (FT/SW)	14%	51%	30%	4%
No Disability (PT)	10%	41%	35%	9%
Disabled (PT)	10%	29%	33%	18%

➤ There is little variance between the attainment profile of non-disabled and disabled students in 2010/1.

➤ As with other areas, PT student acheivement shows the greatest variance with 29% of disabled PT students achieving a 2:1 compared with 41% of students without a disability.

Section 2: Performance Measurements Using Equality Indicators

2.1.7 First Degree Attainment in 2010/1: Disability Detail and Mode
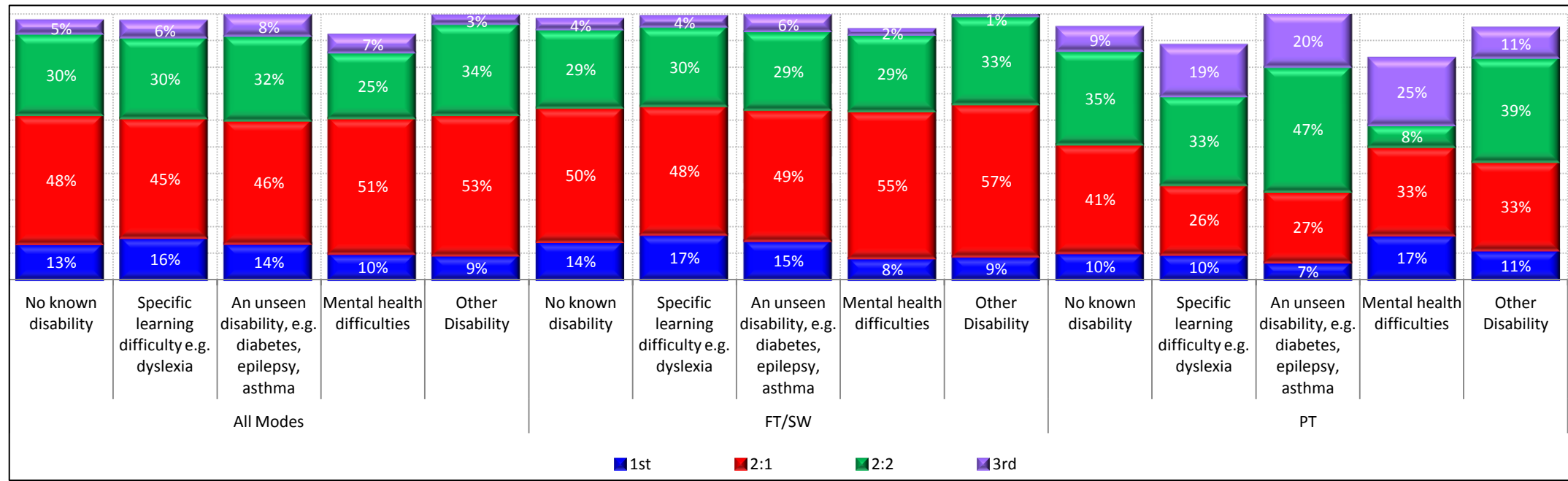
> There are no significant variances in degree award attained between disability types, with performance for FT/SW disabled students broadly in-line with non-disabled student attainment. The most variation compared with non-disabled students is within the PT area.
> A quarter of PT students declaring mental health difficulties achieved a 3rd class degree in 2010/1; this is the greatest proportion of all types of student (across all types of disability and compared with non-disabled students).
> 47% of students declaring an unseen disability achieved a 2:2 degree: this is the largest proportion for PT students.

2.2 Employment

Employment indicators are sourced from the results of the Destination of Leavers from Higher Education Survey (DLHE). Figures only reflect responses to the survey and have been grouped using categories defined by statutory bodies (HESA). Level groupings are based on the qualification acheived and not the qualification aimed for. Further information can be found in Annex 1 and Annex 3. Latest survey data (at the time of this reports creation) reflects students completing in academic year 2009/0.

2.2.1 Sheffield Hallam Student Employment Trends By Level (All Modes)
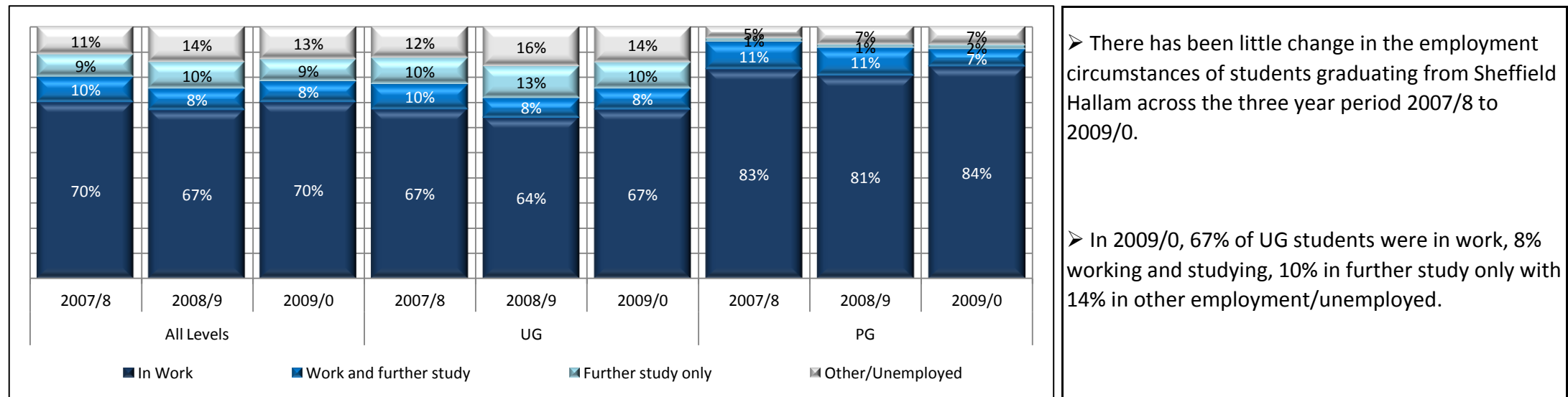
> There has been little change in the employment circumstances of students graduating from Sheffield Hallam across the three year period 2007/8 to 2009/0.

> In 2009/0, 67% of UG students were in work, 8% working and studying, 10% in further study only with 14% in other employment/unemployed.

Section 2: Performance Measurements Using Equality Indicators

2.2 Employment Continued

2.2.2 Employment Outcomes of 2009/0 Graduates: Gender and Level (All Modes)

	In Work	Work and further study	Further study only	Other/Unemployed
Male (PG, all modes)	82%	7%	2%	9%
Female (PG, all modes)	86%	6%	1%	7%
Male (UG, all modes)	68%	6%	10%	16%
Female (UG, all modes)	67%	11%	10%	13%
Male (All Levs&Modes)	70%	6%	9%	15%
Female (All Levs&Modes)	70%	10%	8%	12%
Overall University	70%	8%	9%	13%

➢ There is no significant difference in employment circumstances between males and females regardless of level/mode.

➢ UG employment by gender is also in-line with overall University results (all levels and modes).

➢ A greater proportion of female PG students than males entered work after graduating in 2009/0 (86% vs. 82%).

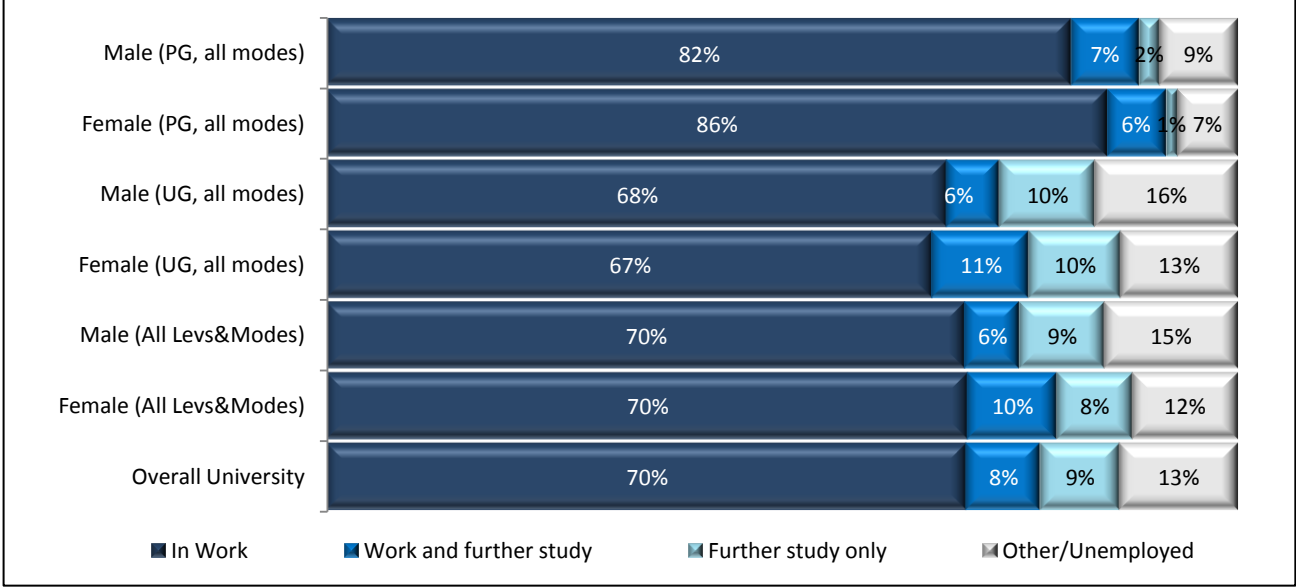2.2.3 Employment Outcomes of 2009/0 Graduates: Age on Entry and Level (All Modes)

➢ The greatest proportion of unemployment was declared by young UG graduates (15%).

➢ 14% of mature UG students went on to work and study after graduating in 2009/0 compared with 12% of young UG students progressing into further study only.

➢ Regardless of level, students graduating in 2009/0 who were mature on entry to the University, declared they were in work in greater proportions than young students.

	In Work	Work and further study	Further study only	Other/Unemployed
Mature (PG, all modes)	85%	6%	1%	8%
Young (PG, all modes)	81%	9%	4%	6%
Mature (UG, all modes)	66%	14%	7%	12%
Young (UG, all modes)	68%	6%	12%	15%
Mature (All Levs&Modes)	73%	11%	5%	11%
Young (All Levs&Modes)	69%	6%	11%	14%
Overall University	70%	8%	9%	13%
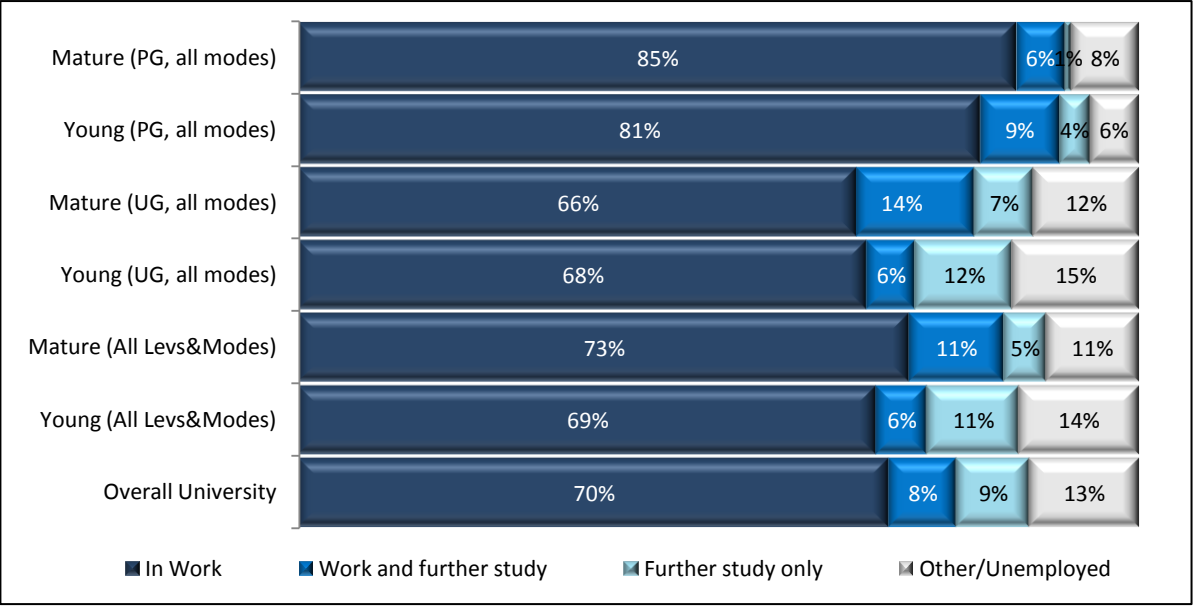
2.2.4 Employment Outcomes of 2009/0 Graduates: Ethnicity and Level (All Modes)

	In Work	Work and further study	Further study only	Other/Unemployed
BME (PG, all modes)	66%	10%	2%	22%
White (PG, all modes)	86%	7%	2%	6%
BME (UG, all modes)	53%	7%	16%	24%
White (UG, all modes)	69%	9%	9%	13%
BME (All Levs&Modes)	55%	8%	14%	24%
White (All Levs&Modes)	72%	8%	8%	11%
Overall University	70%	8%	9%	13%

*** BME =Black & Minority Ethnic ***

➢ For 2009/0 graduates, there were marked differences in employment circumstances between white and BME students.

➢ Regardless of level, 11% of white graduates declared they were in other employement/unemployed whereas almost a quarter of BME students declared the same status.

➢ Largest variation in the proportion of students declaring they are in work is seen in the PG area; 86% of white graduates stated they were in work compared with 66% of BME students (a 20%pt difference).

➢ A higher proportion of BME UG students went on to further study than white students (16% vs. 9%).

Sheffield Hallam University
SHARPENS YOUR THINKING

Section 2: Performance Measurements Using Equality Indicators

2.2 Employment Continued

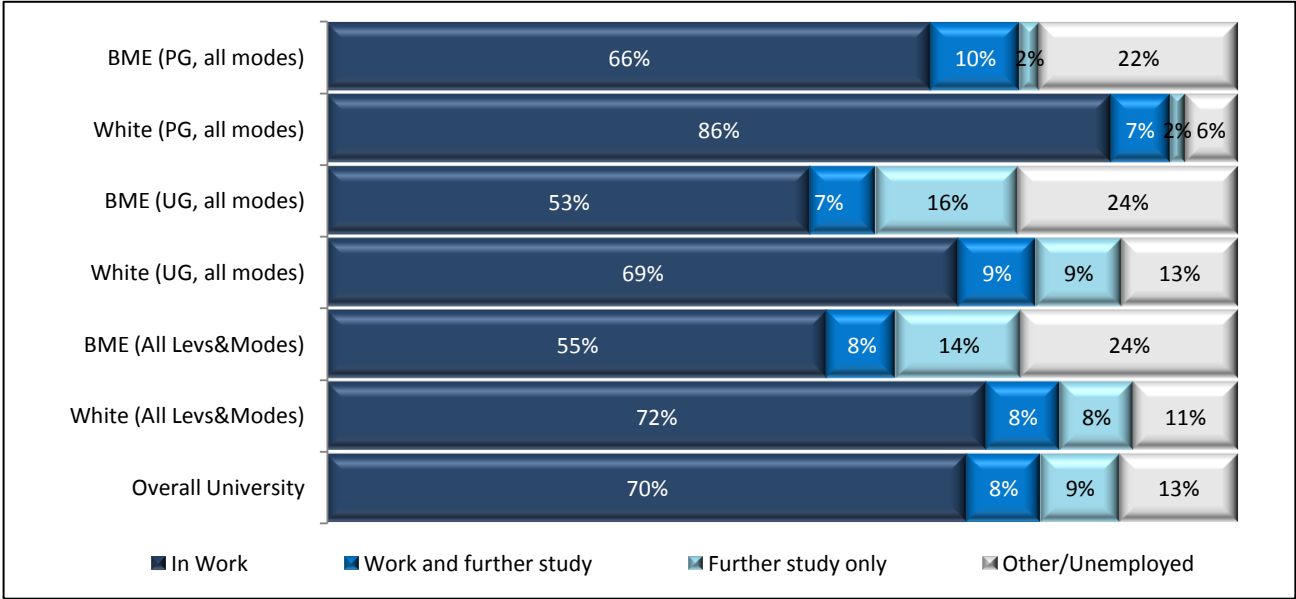2.2.5 Employment Outcomes of 2009/0 Graduates: Ethnicity Detail and Level (All Modes)

	White	Asian	Black	Chinese	Other	White	Asian	Black	Chinese	Other	White	Asian	Black	Chinese	Other
			All Levels					UG					PG		
In Work	72%	56%	53%	48%	56%	69%	55%	51%	44%	52%	86%	61%	64%	75%	79%
Work and further study	8%	7%	9%	0%	10%	9%	6%	9%	0%	9%	7%	9%	8%	0%	16%
Further study only	8%	14%	14%	13%	13%	9%	16%	15%	15%	15%	2%	2%	4%	0%	0%
Other/Unemployed	11%	23%	24%	39%	21%	13%	23%	24%	41%	24%	6%	27%	24%	25%	5%
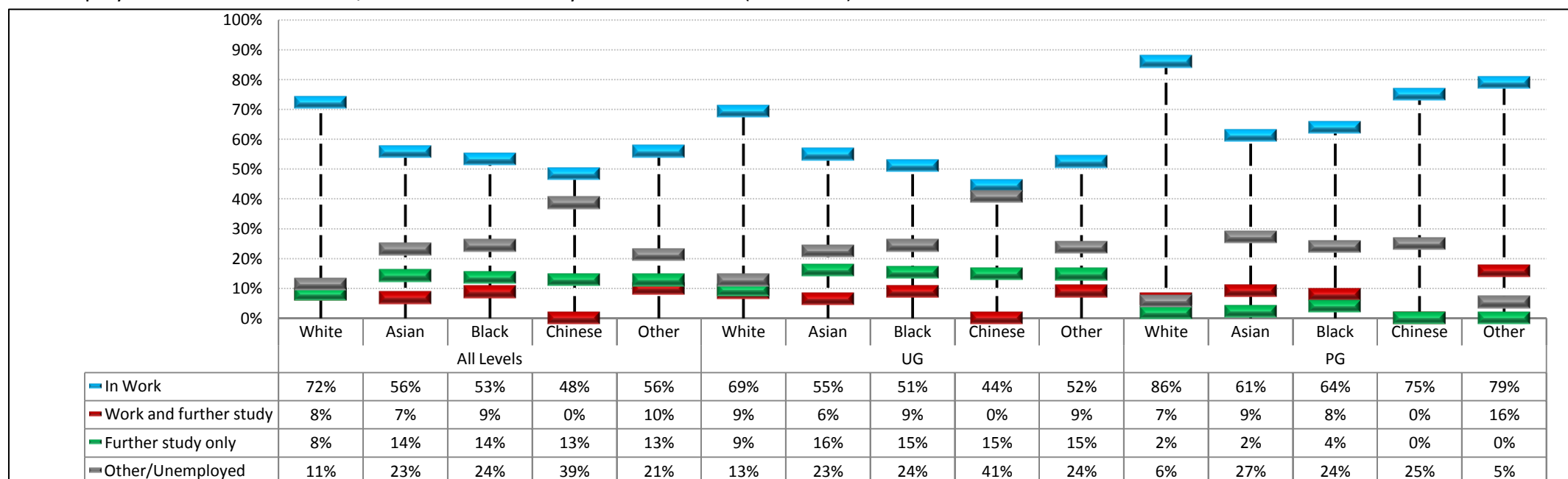
> Unemployment /other employment was declared most by UG Chinese students (41% of respondents) followed by Asian PG students (27%).
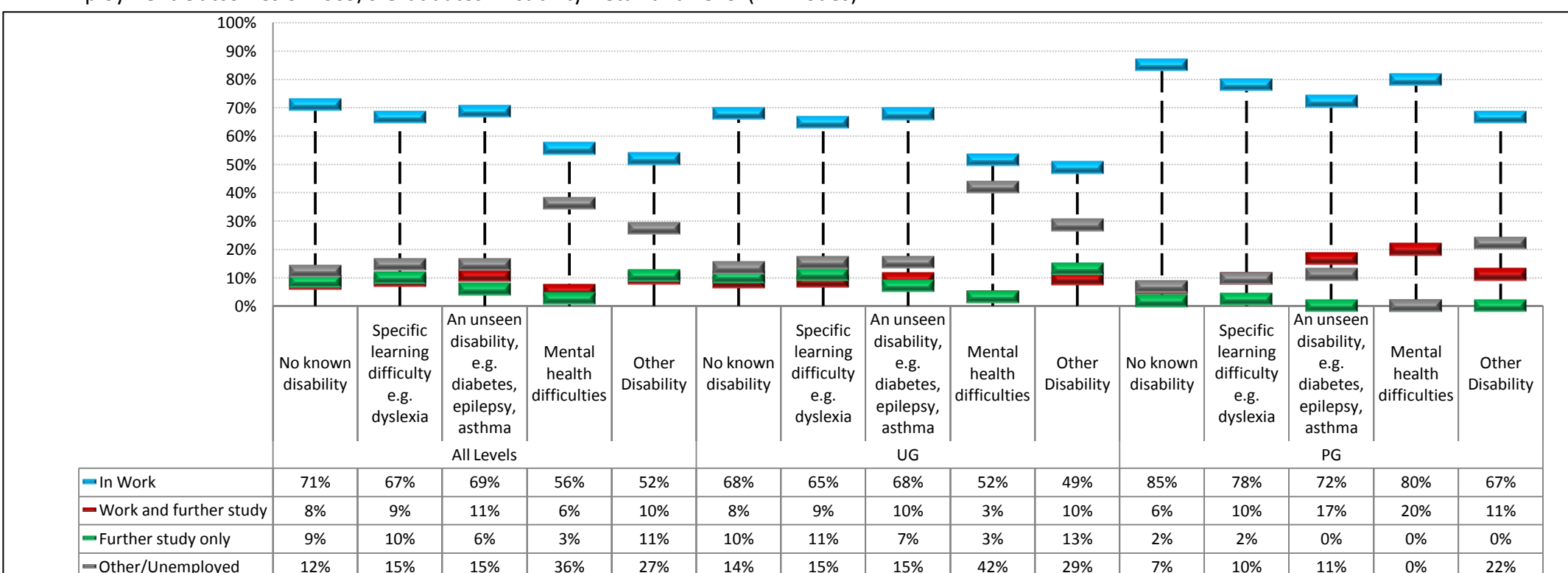> All ethnic groups except 'other' PG, achieved lower employment proportions than white graduates.
> Proportions may not provide meaningful comparissons across all groups due to small absolute counts.

2.2.6 Employment Outcomes of 2009/0 Graduates: Disability and Level (All Modes)
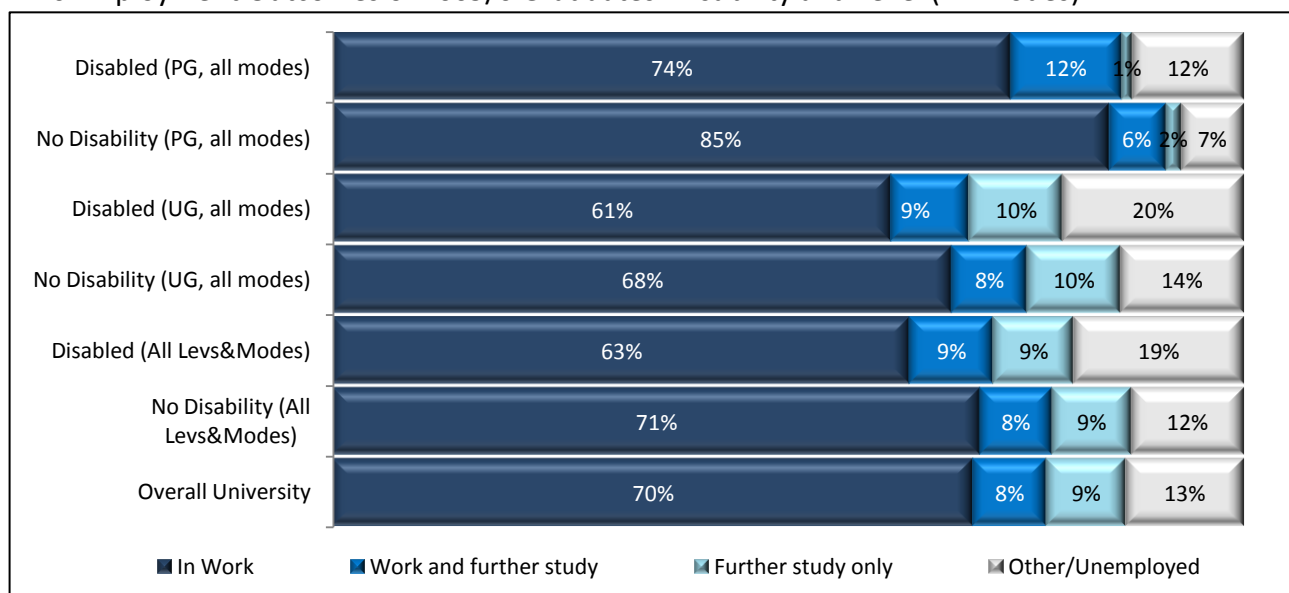
> Regardless of level of study, 63% of disabled students declared they were in work compared with 71% of students without a disability.

> The variation in the proportion of students in work is greatest for PG students with -11%pts difference between disabled and non-disabled graduates.

> The largest proportion of graduates declaring 'other/unemployed' status were disabled UG students (20%).

2.2.7 Employment Outcomes of 2009/0 Graduates: Disability Detail and Level (All Modes)

	No known disability	Specific learning difficulty e.g. dyslexia	An unseen disability, e.g. diabetes, epilepsy, asthma	Mental health difficulties	Other Disability	No known disability	Specific learning difficulty e.g. dyslexia	An unseen disability, e.g. diabetes, epilepsy, asthma	Mental health difficulties	Other Disability	No known disability	Specific learning difficulty e.g. dyslexia	An unseen disability, e.g. diabetes, epilepsy, asthma	Mental health difficulties	Other Disability
			All Levels					UG					PG		
In Work	71%	67%	69%	56%	52%	68%	65%	68%	52%	49%	85%	78%	72%	80%	67%
Work and further study	8%	9%	11%	6%	10%	8%	9%	10%	3%	10%	6%	10%	17%	20%	11%
Further study only	9%	10%	6%	3%	11%	10%	11%	7%	3%	13%	2%	2%	0%	0%	0%
Other/Unemployed	12%	15%	15%	36%	27%	14%	15%	15%	42%	29%	7%	10%	11%	0%	22%

> 42% of UG students with mental health difficulties declared they were in other employment/unemployed compared with all PG students with this disability declaring they were in work or studying.
> Students with a specific learning difficulty or an unseen disability were aligned in employment circulstances to those without a disability.
> Proportions may not provide meaningful comparissons across all groups due to small absolute counts.

Section 2: Performance Measurements Using Equality Indicators

2.3 Graduate Level Employment

The proportion of students in graduate level employment is sourced from the responses to the Destination of Leavers from Higher Education Survey (DLHE). This section concentrates on undergraduates only (excludes postgraduates). The proportion is calculated using the numbers of students declaring they are in work or working and studying. Graduate level occupations are determined using the Elias & Purcell method. Further information can be found in Annex 1 and Annex 3.

2.3.1 Sheffield Hallam Students in Graduate Employment - Undergraduate Trends (All Modes)
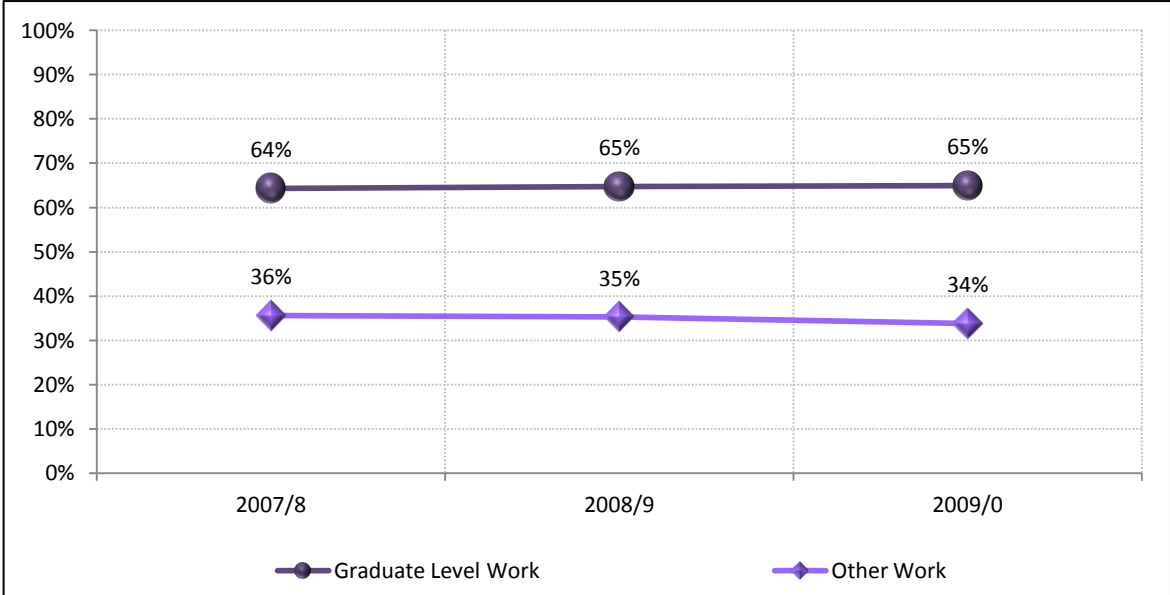
➢ There has been no siginifcant movement in the proportion of undergraduates gaining graduate level employment between 2007/8 and 2009/0; (circa) 65%.

➢ Approximately 34% of students in employment are in work that is not deemed to be of graduate level.

2.3.2 2009/0 Undergraduates in Graduate Employment: Equality Indicators (All Modes)
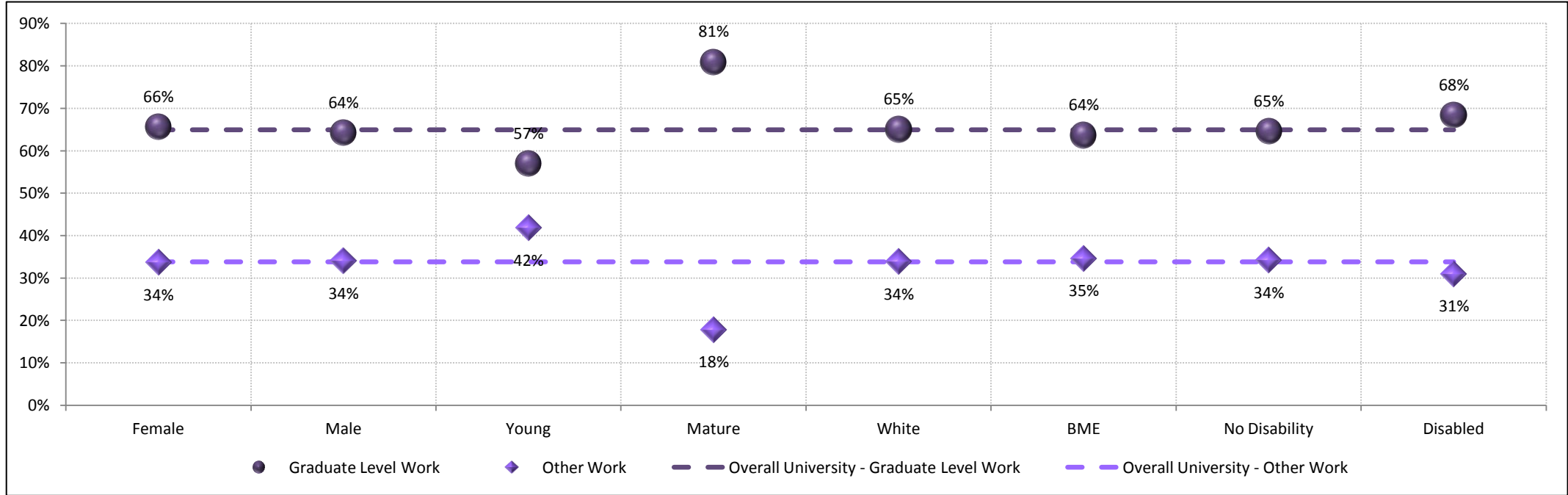
Equality Indicator	Graduate Level Work	Other Work
Overall University	65%	34%
Female	66%	34%
Male	64%	34%
Young	57%	42%
Mature	81%	18%
White	65%	34%
BME	64%	35%
No Disability	65%	34%
Disabled	68%	31%

➢ In comparing equality indicators and the proportion of graduate level employment achieved, there is little variance from the University average.

➢ There is only one area in which a key difference in graduate level employment is visible for students completing in 2009/0; age group. 81% of graduates who were mature on entry to their course entered graduate level employment (+16%pts on the overall University result).
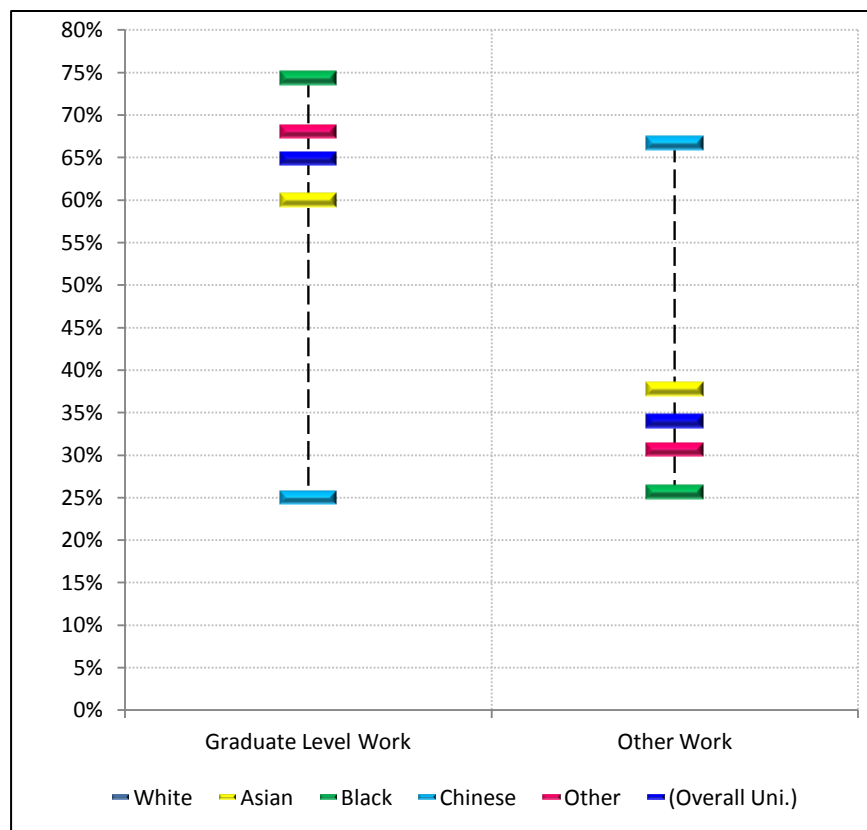
Section 2: Performance Measurements Using Equality Indicators

2.3 Graduate Level Employment Continued

2.3.3 2009/0 Undergraduates in Graduate Employment: Ethnicity Detail (All Modes)

Ethnicity	Graduate Level	Other Work
(Overall Uni.)	65%	34%
White	65%	34%
Asian	60%	38%
Black	74%	26%
Chinese	25%	67%
Other	68%	31%

➢ Although there is no significant variance between white and BME students entering graduate level employment, there is variation when comparing specific ethnicity.

➢ 74% of Black 2009/0 graduates achieved graduate level employment compared with the 65% of students at overall University level (+9%pts).

➢ The lowest proportion of students gaining graduate level employment were those of a Chinese background (25% in 2009/0).

➢ Proportions may not provide meaningful comparissons across all groups due to small absolute counts.

2.3.4 2009/0 Undergraduates in Graduate Employment: Disability Detail (All Modes)
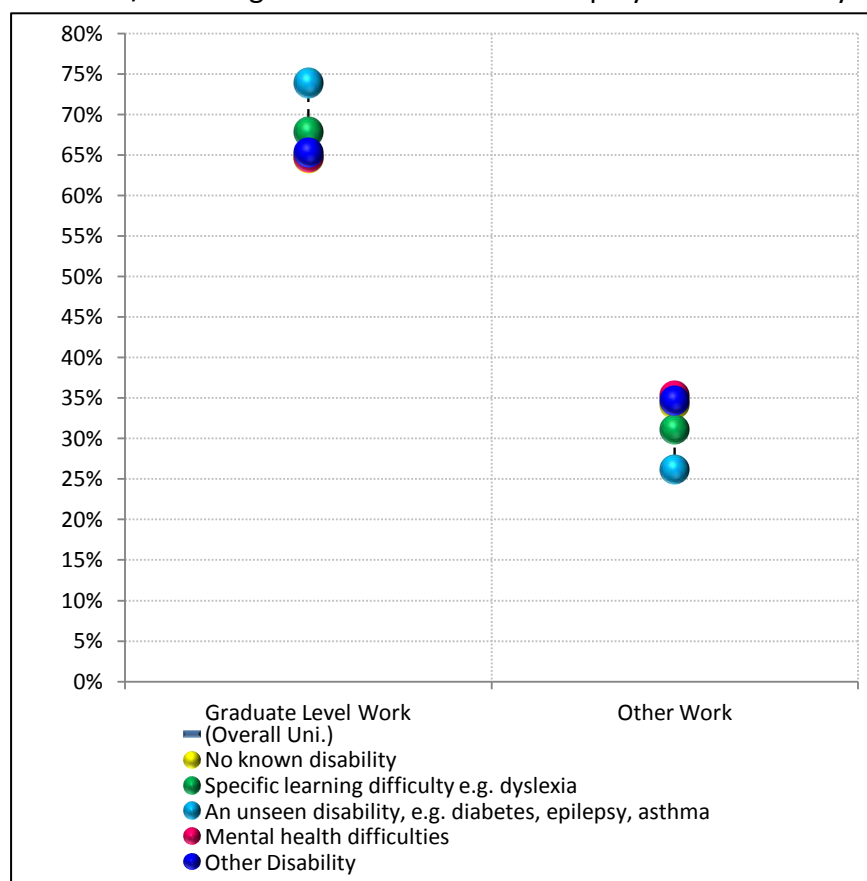
Disability	Grad. Level Work	Other Work
(Overall Uni.)	65%	34%
No known disability	65%	34%
Specific learning difficulty e.g. dyslexia	68%	31%
An unseen disability, e.g. diabetes, epilepsy, asthma	74%	26%
Mental health difficulties	65%	35%
Other Disability	65%	35%

➢ As evidenced with Ethnicity, there was no siginifcant variance between disabled and non-disabled students and the achievement of graduate level employment.

➢ When exploring further the disability decalred, this trend contiues; with little difference in results. Students with an unseen disability create the largest difference with 74% of students in graduate level work (compared with 65% at University level).

➢ Proportions may not provide meaningful comparissons across all groups due to small absolute counts.

Sheffield Hallam University
SHARPENS YOUR THINKING

Section 3: Staff Equality Indicators

Section 3 reports the overall make-up of Sheffield Hallam University staff. The values are correct as of 1st November 2011. All figures are inclusive of fixed-term as well as open-ended staff and reflect headcount (not full time equivalents).

3.1 Staff Overview

3.1.1 Staff Group

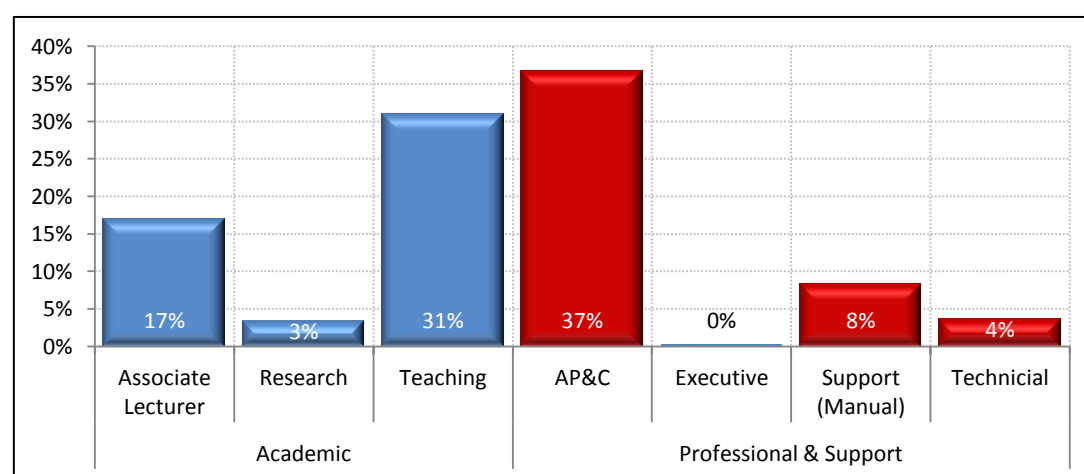| Staff Group	Count
Academic	2,199
Professional & Support	2,096
Total Staff	4,295

Academic, 51% | Professional & Support, 49%
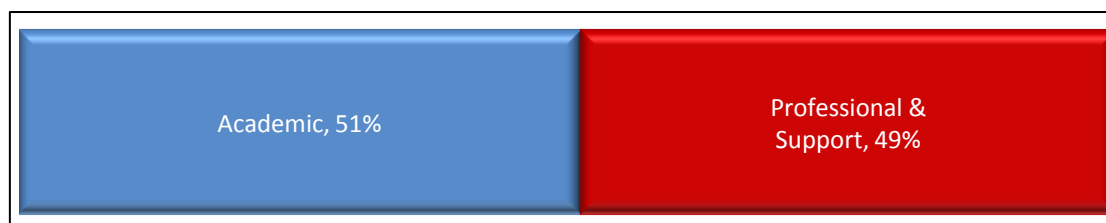
➢ Almost 4,300 staff are employed by the University, of which 51% are in Academic professions.

3.1.2 Staff Type

Staff Type	Count
Associate Lecturer	727
AP&C*	1,571
Executive	14
Research	141
Support (Manual)	357
Teaching	1,331
Technical	154
Total Staff	4,295

Administrative, Professional & Clerical

➢ The largest staff group is Administrative, Professional & Clerical (37%).

➢ Staff within the Research area make-up the smallest group (3%).

3.2 Staff Gender Profile

3.2.1 Staff Gender Splits

Gender	Count
Female	2,489
Male	1,806
Total Staff	4,295

3.2.1 Gender By Staff Group and Type

Staff Group	Female	Male
Academic	1,099	1,100
Professional & Support	1,390	706
Total Staff	2,489	1,806

➢ The majority of staff at Sheffield Hallam University are female (58%). By staff group, 49% of academics are female whereas 66% of professional and support staff are female.
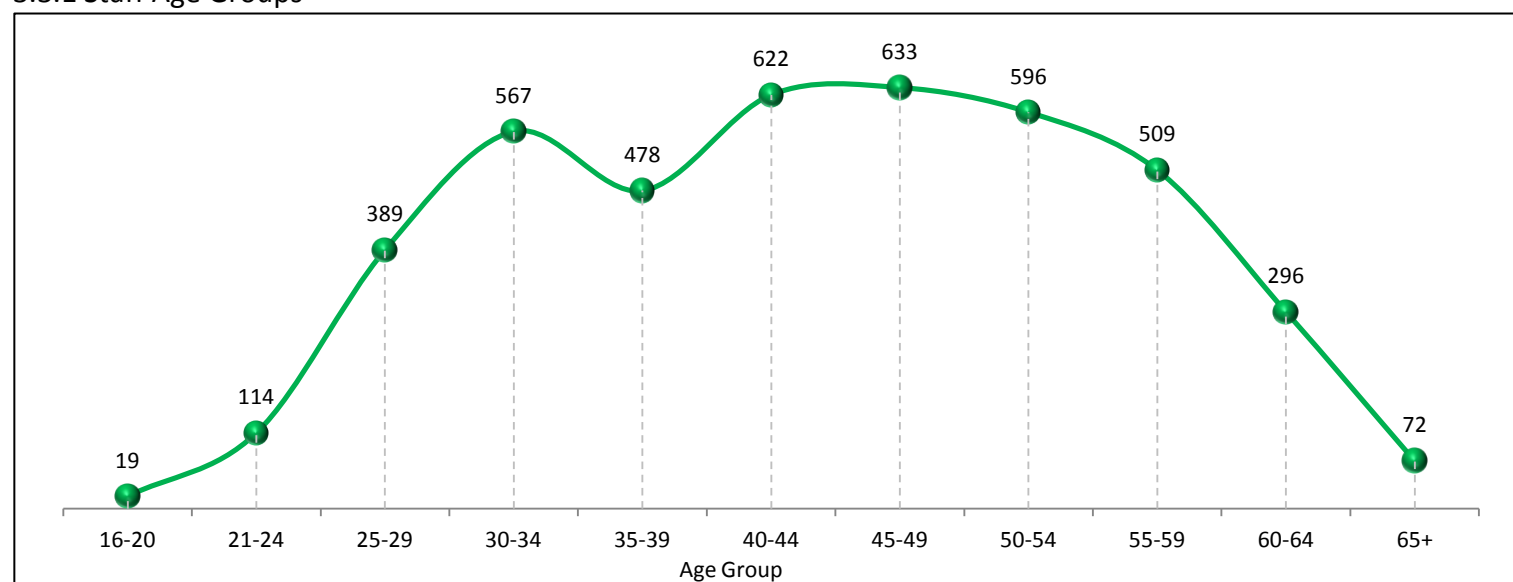
➢ There are no large differences in the gender split for the academic professions. However, there are in the professional and support staff groups, with 72% of AP&C staff being female compared with 21% of the Executive.
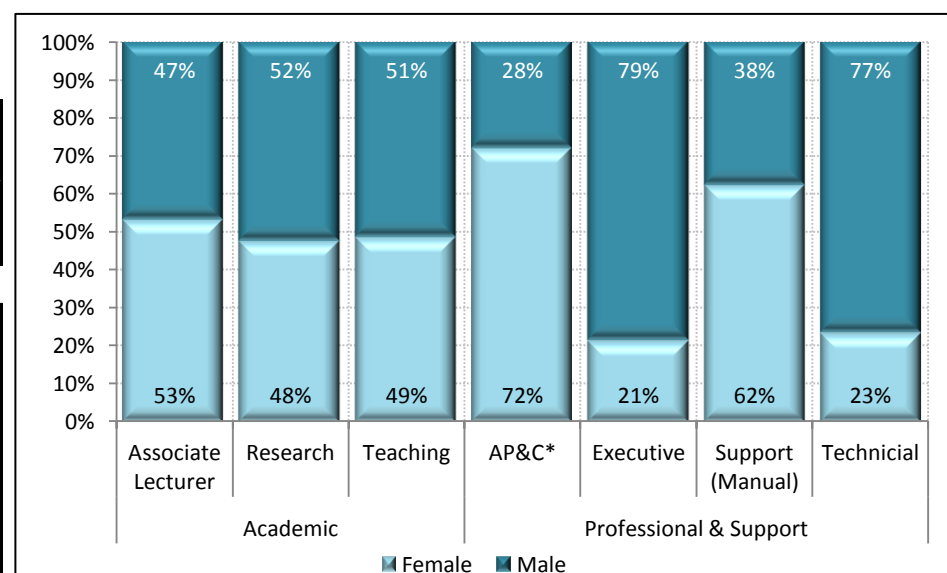
Administrative, Professional & Clerical

3.3 Staff Age Profile

3.3.1 Staff Age Groups

3.3.2 Age By Staff Group

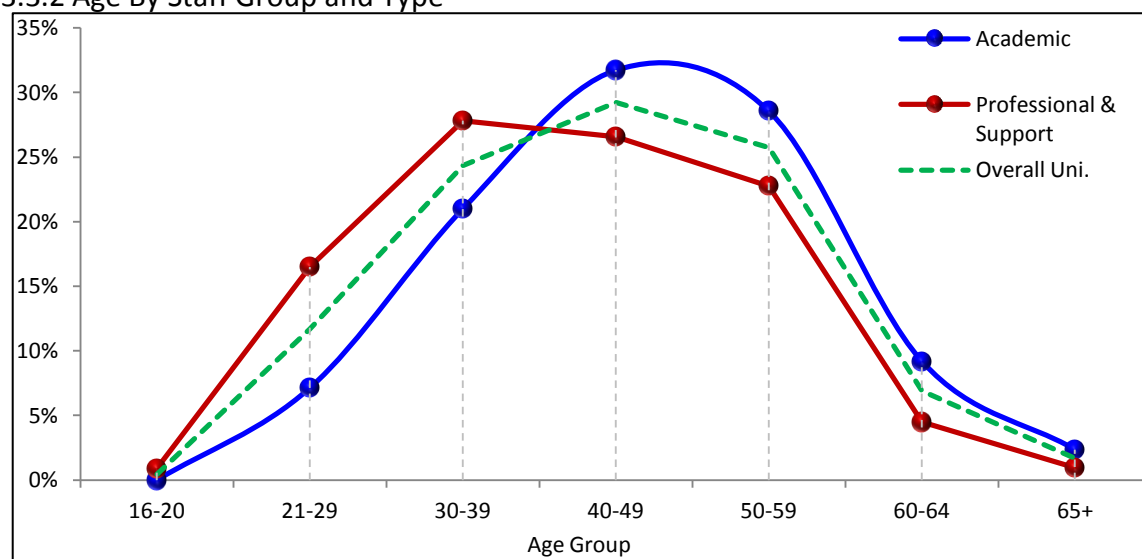| Age Group	Academic	Professional & Support
16-20	0	19
21-24	24	90
25-29	133	256
30-34	234	333
35-39	228	250
40-44	340	282
45-49	358	275
50-54	332	264
55-59	296	213
60-64	202	94
65+	52	20
Total	2,199	2,096

➢ Most staff employed by the Unversity are aged between 40 and 49 years.
➢ 56% of staff in this age group (40-49) are employed in academic professions.

Section 3: Staff Equality Indicators

3.3 Staff Age Profile Continued

3.3.2 Age By Staff Group and Type

➤ The overall profile of staff by age groups shows that academic staff are generally older than professional and support staff.

➤ Of the total staff population, the largest group are academic staff aged 40-49. The smallest group are professional and support staff aged 16-20 or over 65.

➤ Most Research and AP&C staff are aged between 30-39; most Associate Lecturers are aged between 40-49; most Teaching, Executive, Support and Technical staff are aged between 50-59 years.

Age Group	Academic	Professional & Support	Total Staff
16-20	0%	1%	0%
21-29	7%	17%	12%
30-39	21%	28%	24%
40-49	32%	27%	29%
50-59	29%	23%	26%
60-64	9%	4%	7%
65+	2%	1%	2%

Age Group	Academic			Professional & Support				Total Staff
	Associate Lecturer	Research	Teaching	AP&C*	Executive	Support (Manual)	Technicial	
16-20	0%	0%	0%	1%	0%	1%	0%	0%
21-29	15%	12%	2%	18%	0%	10%	14%	12%
30-39	24%	45%	17%	31%	0%	13%	28%	24%
40-49	26%	32%	35%	26%	14%	31%	23%	29%
50-59	19%	10%	36%	20%	64%	32%	29%	26%
60-64	11%	1%	9%	3%	21%	8%	6%	7%
65+	5%	0%	1%	0%	0%	5%	1%	2%

Administrative, Professional & Clerical

3.4 Staff Ethnicity Profile

3.4.1 Staff Ethnicity

BME_Flag	Total
White	3,707
BME	229
Unknown	359
Total	4,295

➤ Where ethnicity is declared, 6% of the staff base are of a BME background.

*** BME = Black & Ethnic Minority ***
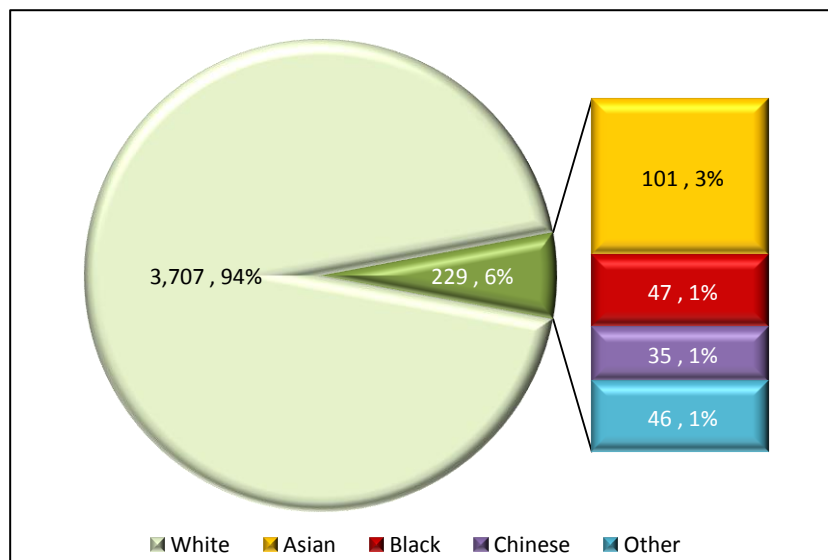
3.4.2 Ethnicity by Staff Group
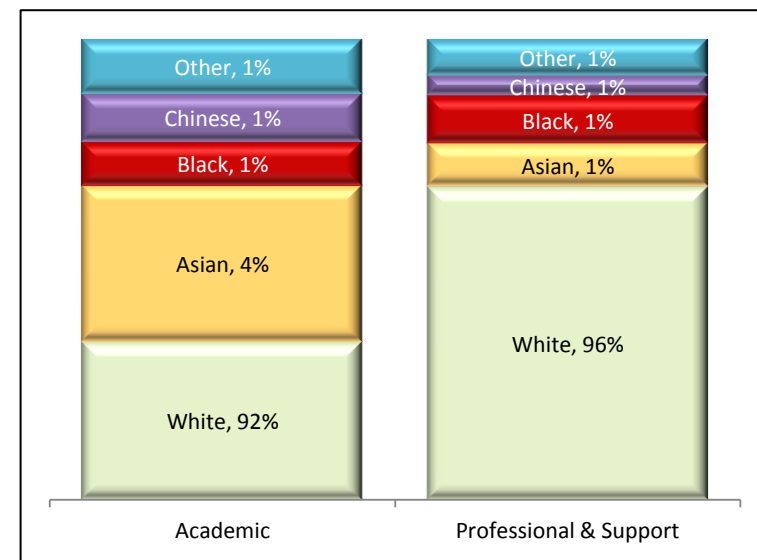
3.4.3 Ethnicity by Staff Type

Ethnicity	Associate Lecturer	AP&C*	Executive	Research	Support (Manual)	Teaching	Technicial
White	92%	96%	100%	86%	96%	93%	97%
Asian	4%	1%	0%	8%	1%	4%	1%
Black	2%	1%	0%	1%	2%	1%	1%
Chinese	0%	1%	0%	5%	0%	1%	0%
Other	1%	1%	0%	1%	0%	2%	1%

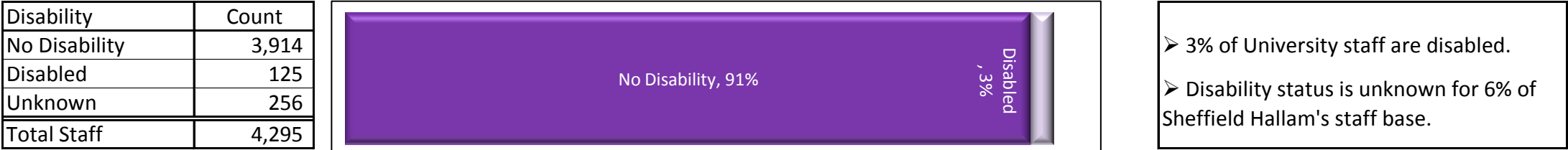*Administrative, Professional & Clerical*

➤ Most BME staff come from an Asian background and make-up 3% of the overall staff base.

➤ 7% of academic and 4% of professional and support staff are from an ethnic background.

➤ The largest proportion of BME staff are in Research roles, where 8% of the staff are Asian and 5% Chinese.

➤ There is only one staff group (the Executive) where all members are white.
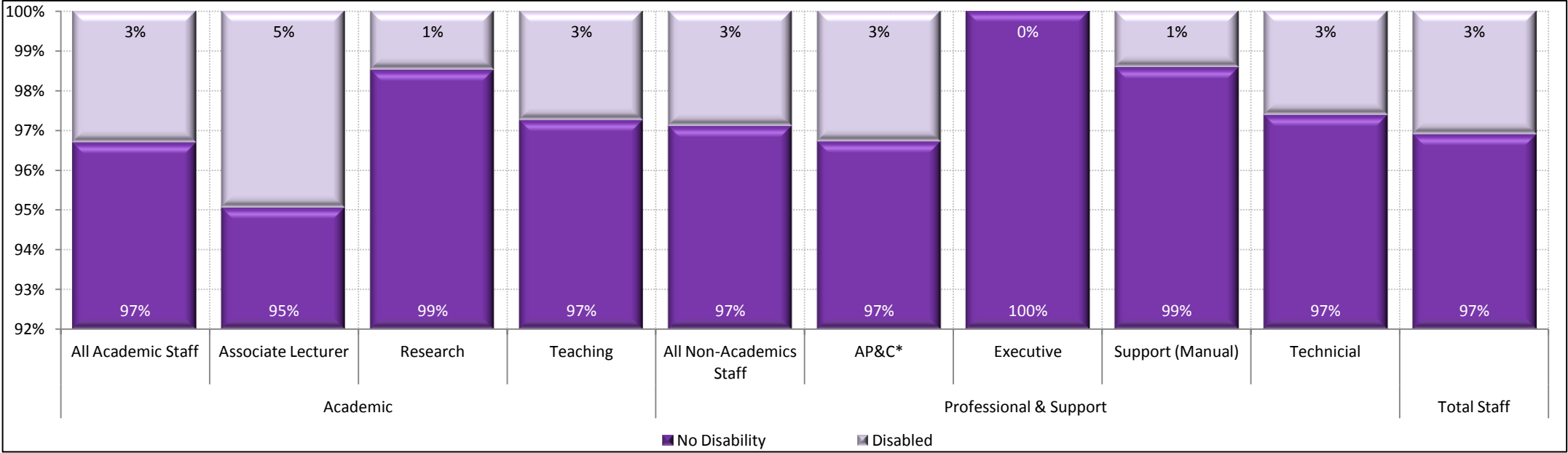
Section 3: Staff Equality Indicators

3.5 Staff Disability Profile

3.5.1 Staff Disability Counts

Disability	Count
No Disability	3,914
Disabled	125
Unknown	256
Total Staff	4,295

➢ 3% of University staff are disabled.

➢ Disability status is unknown for 6% of Sheffield Hallam's staff base.

3.5.2 Disability by Staff Group & Type

Administrative, Professional & Clerical

➢ Across the majority of staff groups, between 1% and 5% of staff have a declared disability. However, no member of the University's Executive has a declared disability.
➢ The staff group with the largest proportion of staff with a declared disability are Associate Lecturers (5%).

Section 4: Applications for Staff Vacancies

Section 4 reports the profile of applicants to vacancies at Sheffield Hallam University. This data is in the early stages of development and the University is seeking more systematic ways of collecting and analysing this information. The information provided in this report is the information available at the time of publication. All figures are inclusive of fixed-term as well as open-ended vacant post.
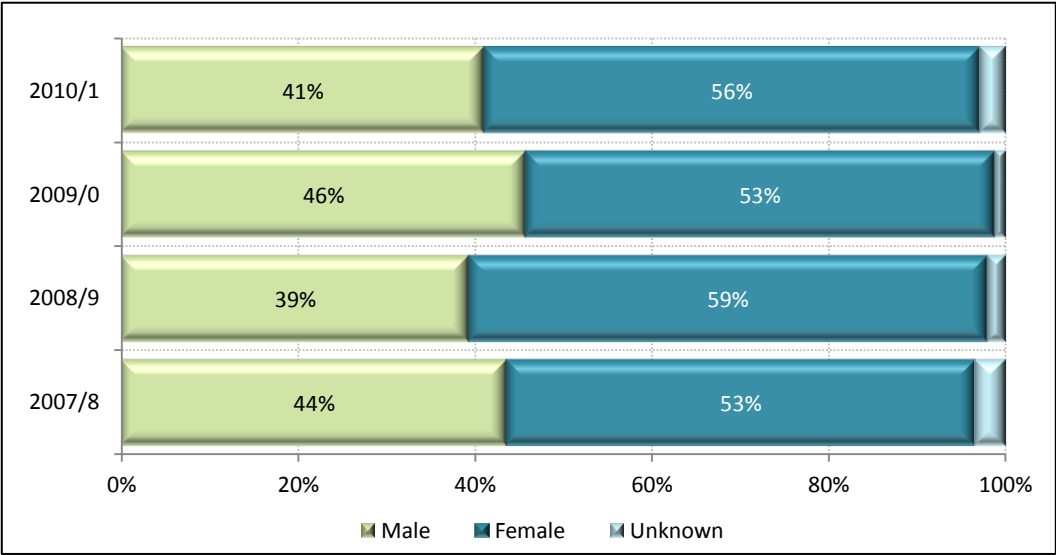
4.1 Applications for Staff Vacancies - Overview

Year	Applications
2007/8	9,446
2008/9	10,238
2009/0	6,677
2010/1	5,212

➢ Applications to staff vacancies have decreased each year since 2008/9 (-49% over the period). However, this does not take into account the volume of vacancies (and reduction in the number of vacancies) over this period.

## 4.2 Applications for Staff Vacancies - Gender Profile

4.2.1 Applicant Gender Split

Year	Male	Female	Unknown
2007/8	4,111	5,008	327
2008/9	4,020	6,003	215
2009/0	3,048	3,543	86
2010/1	2,135	2,924	153

➢ The majority of applications made to the University were from females. This is consistent year-on-year between 2007/8 and 2010/1

➢ Over half all the applications for staff vacancies were made by females; 59% in 2008/9 falling to 53% of applicants in 2010/1.

4.2.2 Applicant Gender Split - Staff Type Applied For
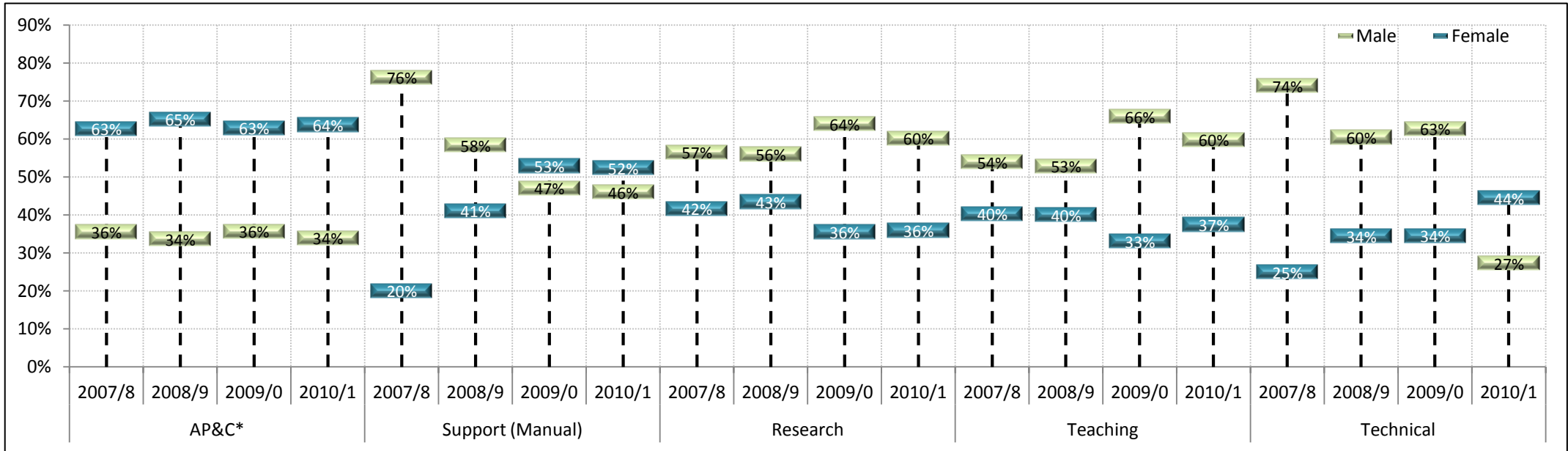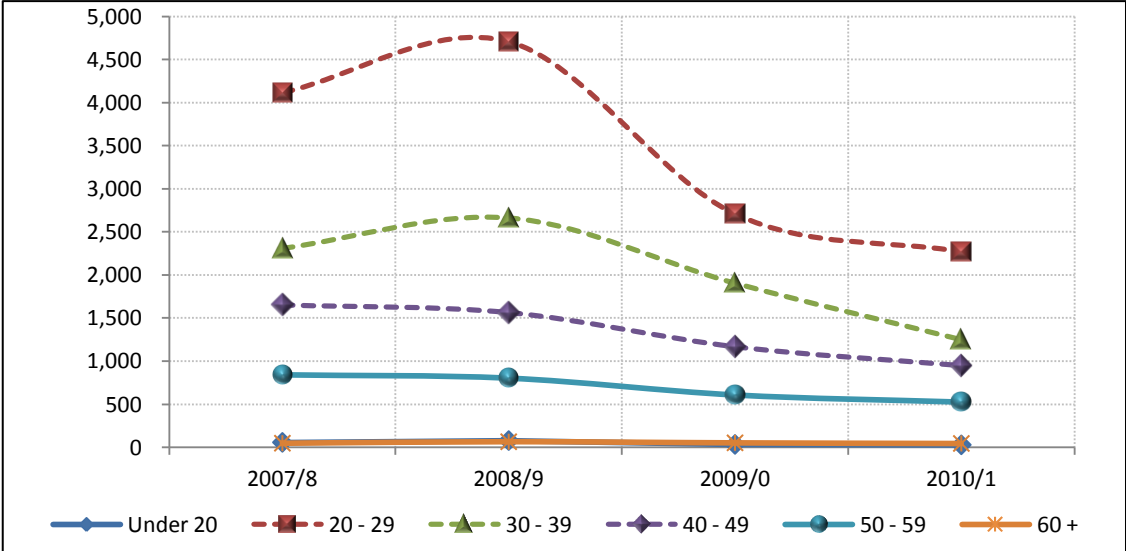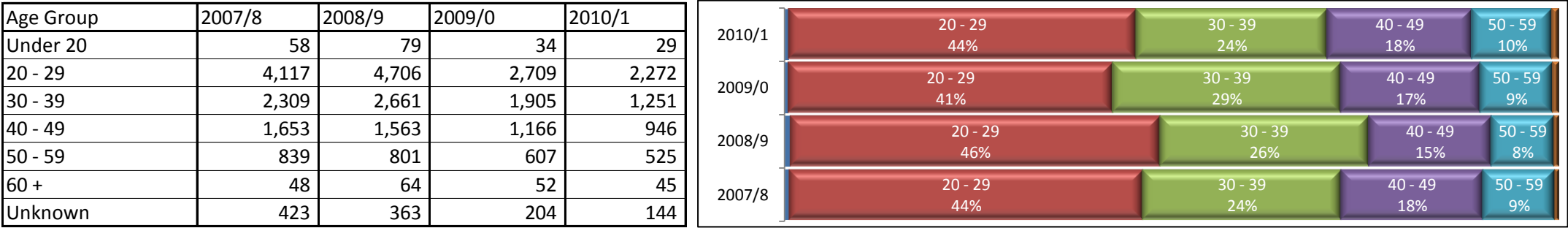

Administrative, Professional & Clerical

➢ In the time period covered by the data, the largest variation in applications by gender was for support vacancies, where in 2007/8, 20% of applications were from females and 76% from males. This variation has reduced in later years.
➢ The greatest proportion of applicants to both Research and Teaching vacancies are from males.
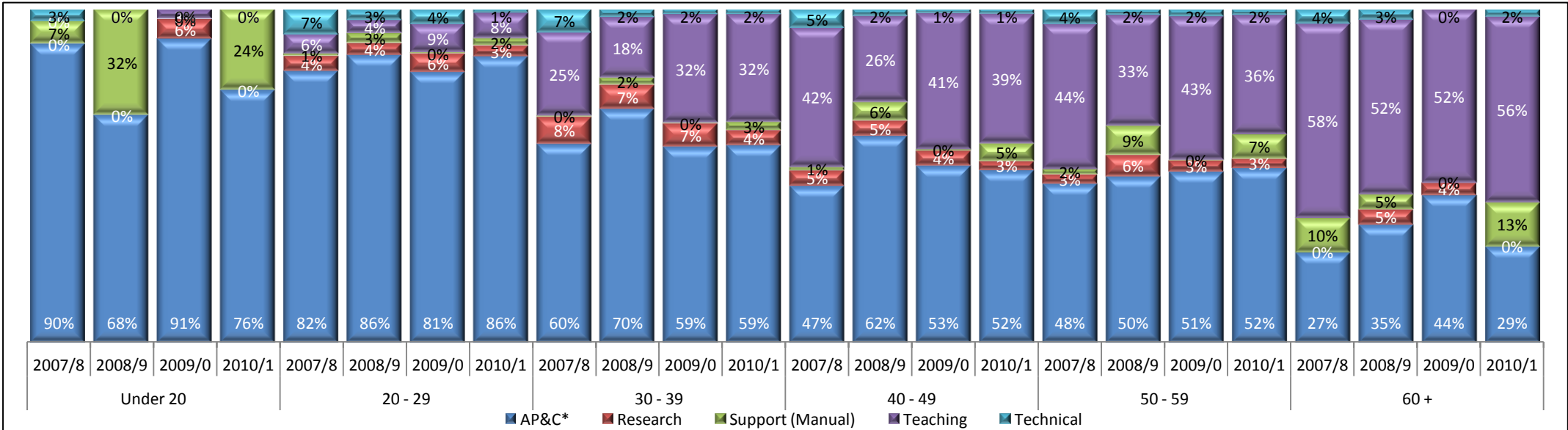
Section 4: Applications for Staff Vacancies

4.3 Applications for Staff Vacancies - Age Profile

4.3.1 Applicant Age Groups

Age Group	2007/8	2008/9	2009/0	2010/1
Under 20	58	79	34	29
20 - 29	4,117	4,706	2,709	2,272
30 - 39	2,309	2,661	1,905	1,251
40 - 49	1,653	1,563	1,166	946
50 - 59	839	801	607	525
60 +	48	64	52	45
Unknown	423	363	204	144

> The majority of applicants to staff vacancies are aged 20-29 years (44% of applications in 2010/1).

> In absolute terms, the age gap is widest for applications in 2008/9. The gap is smallest for applications made in 2010/1.

> Although the most applications are for AP&C vacancies, the proportion decreases as age of applicant increases; 76% of applicants aged under 20 applied to AP&C vacancies compared with only 29% made by those aged 60 and over.

> 56% of applicants aged over 60 were applying for teaching vacancies.
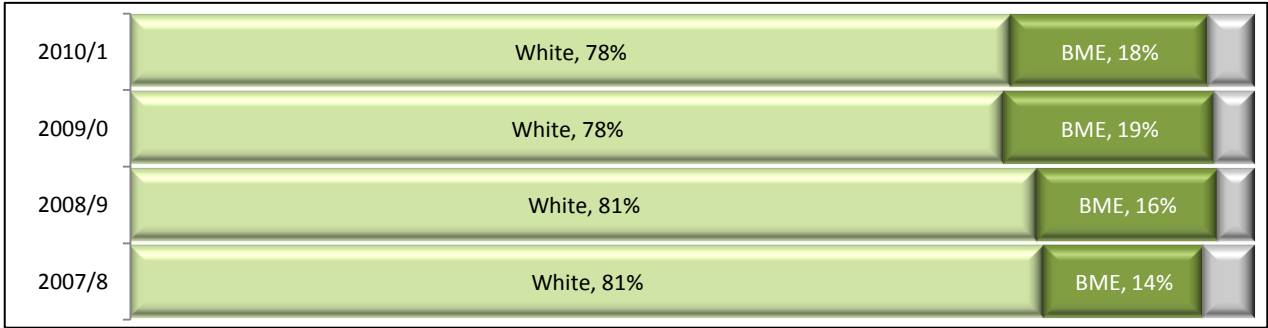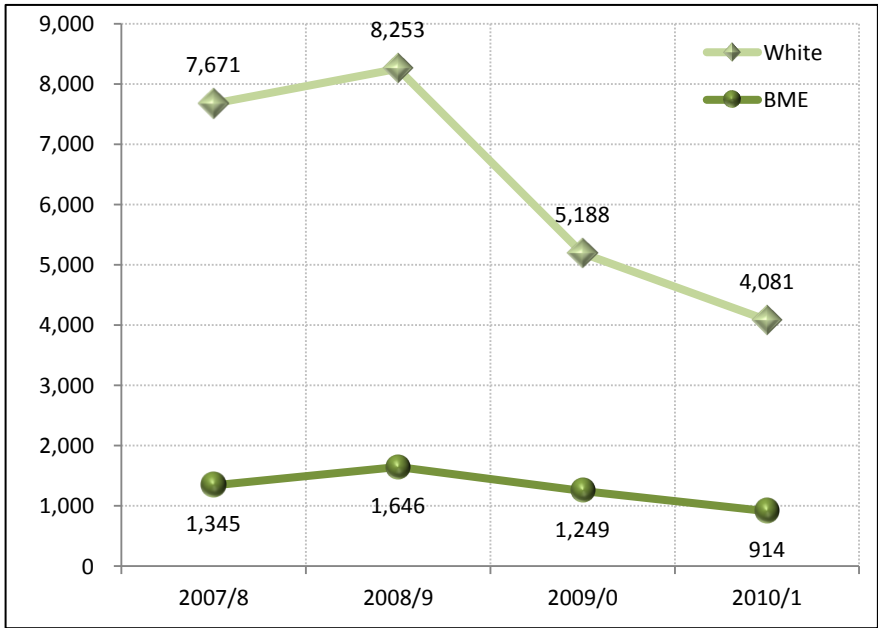
4.3.2 Staff Type Applied For by Age Group

Administrative, Professional & Clerical

Sheffield Hallam University
SHARPENS YOUR THINKING

Section 4: Applications for Staff Vacancies

4.4 Applications for Staff Vacancies - Ethnicity Profile

4.4.1 Applicant Ethnic Group

| Year	White	BME	Unknown
2007/8	7,671	1,345	430
2008/9	8,253	1,646	339
2009/0	5,188	1,249	240
2010/1	4,081	914	217

Year	White	BME
2010/1	White, 78%	BME, 18%
2009/0	White, 78%	BME, 19%
2008/9	White, 81%	BME, 16%
2007/8	White, 81%	BME, 14%

*** BME = Black & Minority Ethnic ***

➢ The number of white applicants has fallen at a greater rate than BME applicants since 2008/9; -50% vs. -44%.

➢ 18% of applications were made by people of a BME background; this proportion has grown between 2007/8 and 2010/1 (+4%pts).

4.4.2 Staff Type Applied For by Ethnic Group

AP&C* Support (Manual) Research Teaching Technical
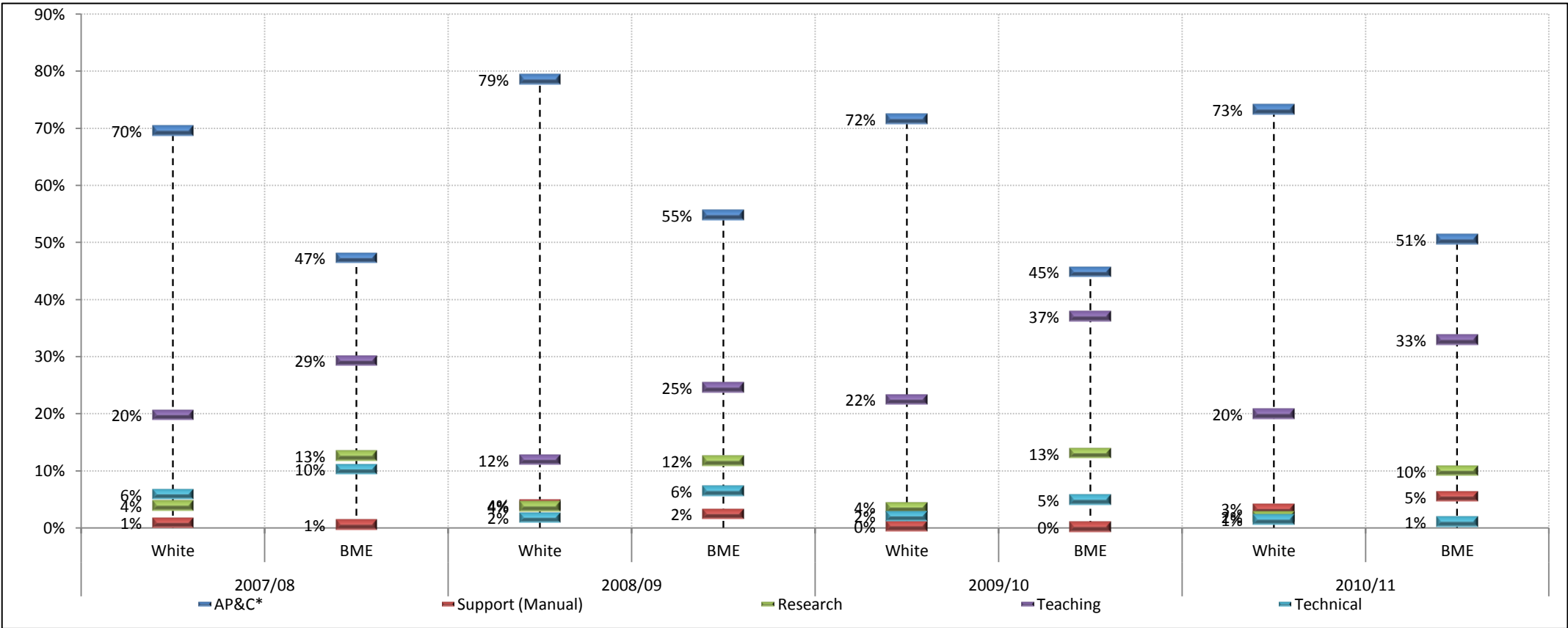
Administrative, Professional & Clerical

➢ The largest proportion of white applicants were applying for AP&C vacancies (73% in 2010/1). This is compared with 51% of BME applicants for AP&C roles. However, in 2010/11 AP&C vacancies are also the area with the most applications from people with a BME background.

➢ A larger proportion of applications from people with a BME background than applicants from a white background were made to Teaching vacancies. This is consistent across all four years 2007/8 to 2010/1 (20% of white applications vs. 29% of BME applications in 2007/8 compared with 20% of white applications vs. 33% of BME applications in 2010/1). This trend is also consistent in the profile of applications to Research posts.

Section 4: Applications for Staff Vacancies

**4.5 Applications for Staff Vacancies - Disability Profile**

4.5.1 Applicant Disability Status

Year	No Disability	Disabled	Unknown
2007/8	8,509	416	521
2008/9	9,400	381	458
2009/0	6,192	280	205
2010/1	4,784	240	188
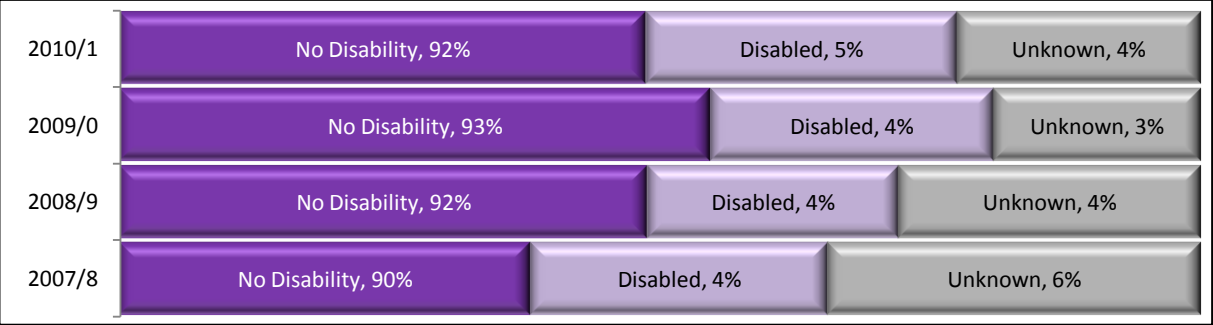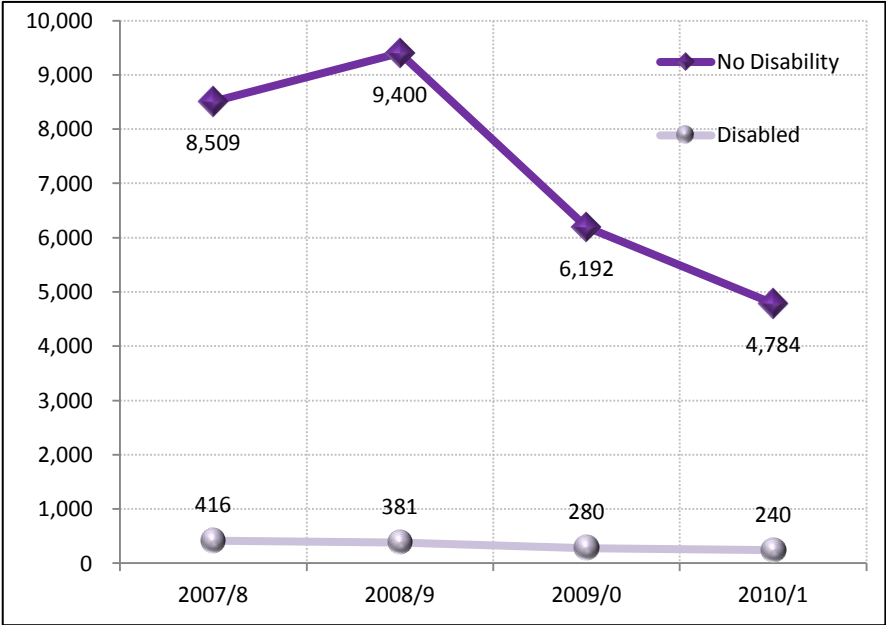
➢ Over 90% of the applications for staff vacancies between 2007/8 and 2010/1 were from people without a disability.

➢ Applications from people decarling a disability has decreased by -37% since 2008/9. This is at a lesser rate than those from non-disabled applicants (-49%).

➢ Regardless of disability status, most applications are made for AP&C posts: 69% of applications made by those without a disability in 2010/1 compared with 76% of applications made by those with a disability.

4.5.2 Staff Type Applied for by Disability Status
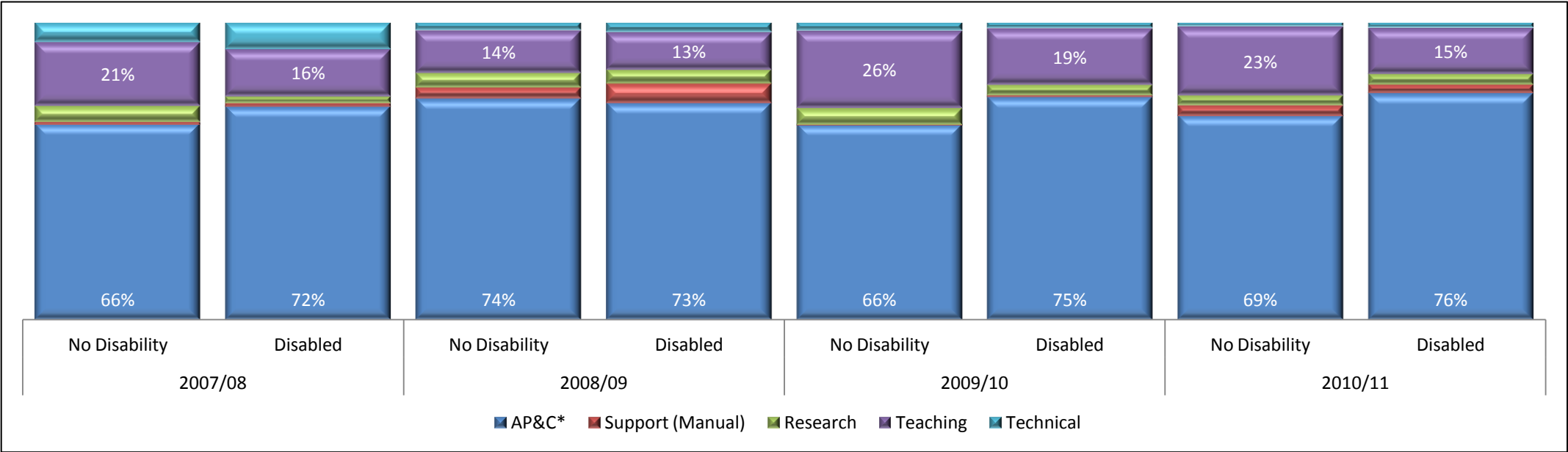
Administrative, Professional & Clerical

ANNEX 1 - Data Sources & Definitions

Student Data
* Student Data Source: Higher Education Statistical Agency (HESA) Standard Registration Population
* Student counts over the period 2008/9 to 2010/1 have been included.
* Data on four main equality markers have been included: gender, ethnicity, disability and age.
* The analysis concentrates of the profile of all students (new and continuing), with the following specific definitions:
> → Home students have been defined using domicile and not funding (Where domicile includes England/Scotland/Wales, Northern Island, Isle of Man, Channel Islands). This is the same definition with which HESA collects key student profile data.
> → Ethnicity indicators are based on home students only.
> → Age is calculated as at the start of the instance of study.
* Please see Annex 2 for further information on data groupings used within the student section of this report.

Degree Attainment Data
* Data Source: Higher Education Statistical Agency (HESA) Qualifiers Population
* Student attainment over the period 2008/9 to 2010/1 have been included. First degrees obtained are filtered (not first degree aims).

* Definitions of groupings for the fours main equality indicators follow the same definition as those used in the section detailed previously (Student Data).
* Undergraduate degree classifications attained from 1st class to 3rd class have been included in the analysis. Counts of students gaining results outside this (e.g. pass without honours) have been excluded from the analysis.

Student Employment Data
* Employment Data Source: Destination of Leavers from Higher Education (DLHE) Survey.
* Only students who responded to the Survey have been included in the analysis; non-respondents have been excluded.
* Definitions of groupings for the fours main equality indicators follow the same definition as those used in the section detailed earlier (Student Data).

* HESA define a suite of employment categories calculated from individual responses of employment circumstance. These categories are used natinally by HESA in any publications including DLHE as a source. Please see Annex 2 for further information on groupings used within the Employability section of this report.

* Two key indicators are included using DLHE as a source: *(please see Annex 2 for further information on groupings used within the Employability section of this report)*
> → Student employment type - further groups HESA employment categories to show student declaring they are: in work; in work and studying; in further study only; in other employment or unemployed.
> → Students in graduate level employment - calculates the proportion of students declaring they are in work/in work and studying, that are in occupations deemed to be graduate level. The assessment of graduate level occupations has been carried out using the Elias & Purcell method, widely adopted across the sector (including in the calculation of indicators as by The Times and The Independent).
> *(Elias & Purcell analysed all occupational codes to assess whether each was graudate level or not. This is not based on if a degree is needed to gain specific work but more about the range of skills required to fulfil a role).*

* The level of study is based on achievment and not the qualification aimed for. The mode on which the student studied is not considered (all modes are included).

Staff Data
* Staff Data Source: Sheffield Hallam HR Database
* Figures represent headcount and not full time equivalence (FTEs)
* Fixed-term staff as well as permanent staff are represented.
* Staff groups and types are reflective of groupings used within Sheffield Hallam University.
* Information reflects the staffing base as on 1st November 2011.

Applications for Staff Vacancies Data
* Data Source: Sheffield Hallam Recruitment Data
* Figures represent headcount applicants on does not reflect the full time equivalence of the role applied for (i.e. does not differentiate between full and part time work.
* Staff groups and types are reflective of groupings used within Sheffield Hallam University.

ANNEX 2 - Student Data Groupings

Level

Level	Level Name	Level Description	Higher-Level Mode Grouping
OUG	Other Undergraduate	HE diplomas and certificates at levels 4 to 6 of the National Qualifications Framework. Included HNDs, HNCs and foundation degrees	Undergraduate
UGT	Undergraduate Taught	First degree courses only.	Undergraduate
PG	Postgraduate	Courses leading to higher degrees, diplomas and certificates. Includes PGCE & PGR	Postgraduate

Mode

Mode	Mode Name	Mode Description
FT/SW	Full time / Sandwich	Attending courses at least 24 weeks in length within the year of study. Includes sandwich courses and study-related years out of the institution.
PT	Part time	Studying part-time or full-time in courses lasting less than 24 weeks, on block release or evening study only.

Age

Age is calculated at commencement of studies at the University. Any unknown ages (due to lack of relevant data) are excluded from the analysis. The following groupings have been used:

- 21 & Under
- 22 to 25
- 26 to 35
- 36 & Over

Age is given particular consideration when combining with level of study. Undergraduate students are mature if 21 or over where postgraduates are only regarded as mature if 25 years or over.

Disability

Disability Marker	Disability Grouping
No known disability	No known Disability
Blind/partially sighted	Known Disability
Deaf/hearing impairment	Known Disability
Wheelchair user/mobility difficulties	Known Disability
Personal care support	Known Disability
Mental health difficulties	Known Disability
An unseen disability, e.g. diabetes, epilepsy, asthma	Known Disability
Multiple disabilities	Known Disability
Autistic Spectrum Disorder	Known Disability
A specific learning difficulty e.g. dyslexia	Known Disability
A disability not listed above	Known Disability
Information refused	Unknown
Information not sought	Unknown
Not known	Unknown

Gender

Three categories are reported to HESA: male, female and indeterminate. Due to incredibly small numbers of students declaring an indeterminate gender within the sector, and to adhere to other publications produced using HESA data, only male and female are used.

Ethnicity

Ethnic Group	Definition of Group	BME* Marker
White	Includes White and Irish Traveller.	
Black	Includes Black or Black British Caribbean/African/other Black background.	BME
Asian	Includes Asian or Asian British Indian/Pakistani/Bangladeshi/Other Asian	BME
Chinese	Chinese	BME
Other	Includes mixed and other ethnic backgrounds	BME
Unknown	Unknown	

BME = Black and Minority Ethnic Groups

ANNEX 3 - Student Employment Data Groupings

Employment Category

Employment Type Reported	HESA Employment Category
In Work	Full-time paid work only (including self-employed)
	Part-time paid work only
Work and further study	Work and further study
Further study only	Further study only
Other/Unemployed	Not available for employment
	Other
	Voluntary/Unpaid work only
	Assumed to be unemployed

Graduate Level Employment

Graduate level employment is defined using the Elias & Purcell method (see Annex 1) which assigns a level of employment based on the occupation a student declares on response to the DLHE survery. There are almost 700 occupational codes included in the calculation so it is not feasible to include all groupings within this report.