

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 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.**

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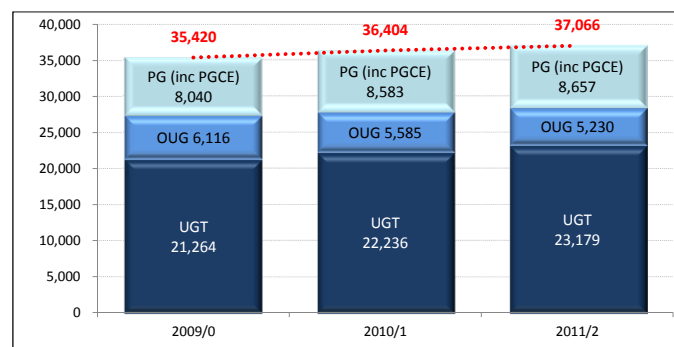
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Part 1: Student Equality Indicators

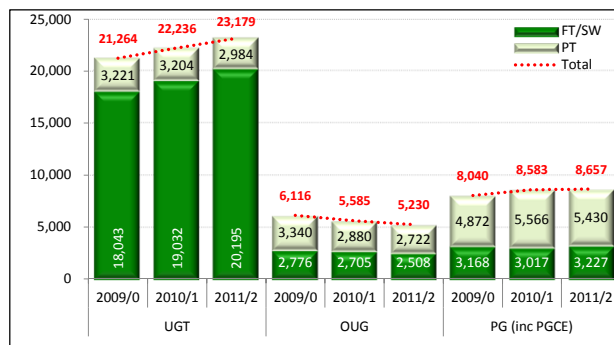
Section 1: Overall University Equality Indicators

1.1 University Size & Shape Overview

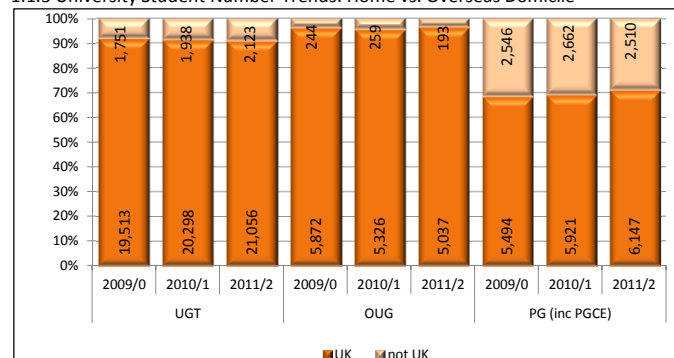
1.1.1 University Student Number Trends: Level



1.1.2 University Student Number Trends: Level & Mode



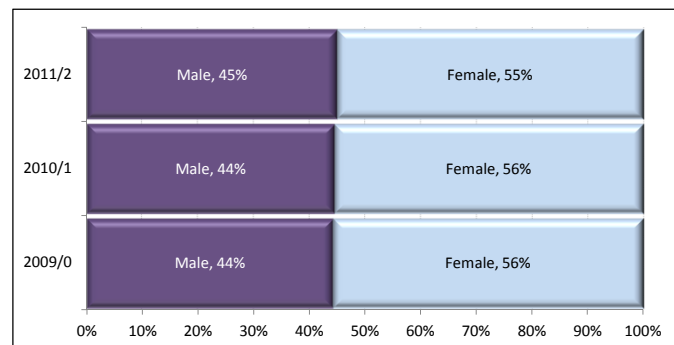
1.1.3 University Student Number Trends: Home vs. Overseas Domicile



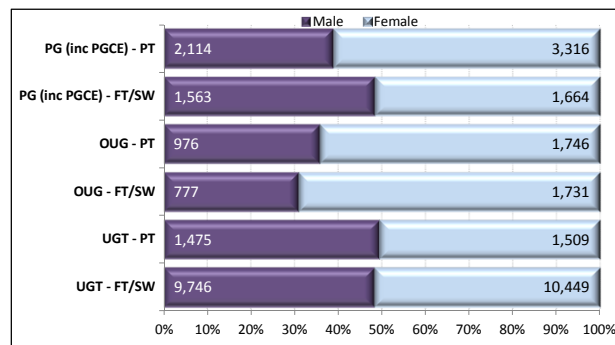
- Total enrolments rose by almost 5% between 2009/0 and 2011/2 from 35,420 to 37,066.
- Growth within each level of study has been fairly consistent over the three years with the proportion of first undergraduate degree (UGT) and postgraduate (PG) enrolments rising slightly. Approximately 63% of the population are on UGT courses, 14% on OUG courses and 23% on PG courses.
- The number of students studying at OUG level has fallen by 14% between 2009/0 and 2011/2.
- Overseas domiciled students represent a very small proportion of the population therefore they have been included in this analysis (with the exception of ethnicity reporting).

1.2 University Gender Profile

1.2.1 Sheffield Hallam Gender Trends 2009/0 to 2011/2



1.2.2 University Gender Profile 2011/2: Level & Mode



1.2.3 Proportion of Female Students: Trend by Level & Mode

Level - Mode	% Females		
	2009/0	2010/1	2011/2
UGT - FT/SW	52%	53%	52%
UGT - PT	50%	52%	51%
OUG - FT/SW	68%	69%	69%
OUG - PT	73%	65%	64%
PG (inc PGCE) - FT/SW	43%	48%	52%
PG (inc PGCE) - PT	63%	60%	61%

- The split of female/male students has remained consistent over the three year period; female students are in the majority, (circa) 55%.
- In 2011/2 the largest male population (%) was in the part time (PT) UGT area (49%); 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. FT PG (inc PGCE) rose most, by 9%pts between 2009/0 and 2011/2. PT OUG fell most, again by 9%pts.

Part 1: Student Equality Indicators

Section 1: Overall University Equality Indicators

1.3 University Age Profile

1.3.1 Age Definition

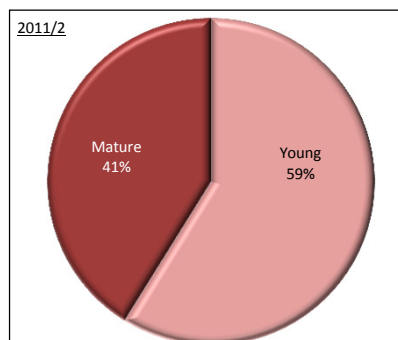
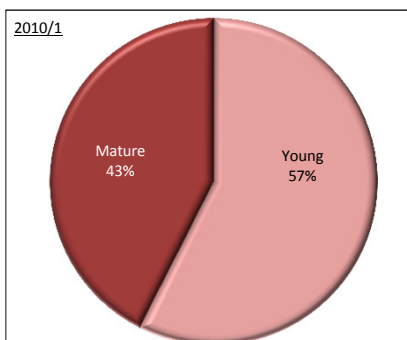
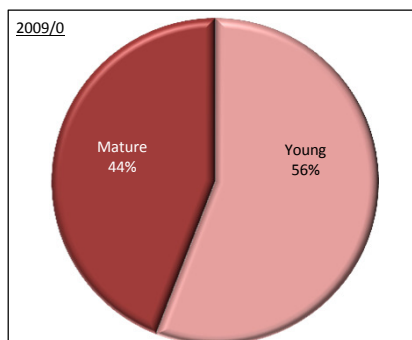
	Young	Mature
UG	<21	>=21
PG	<25	>=25

➤ 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.

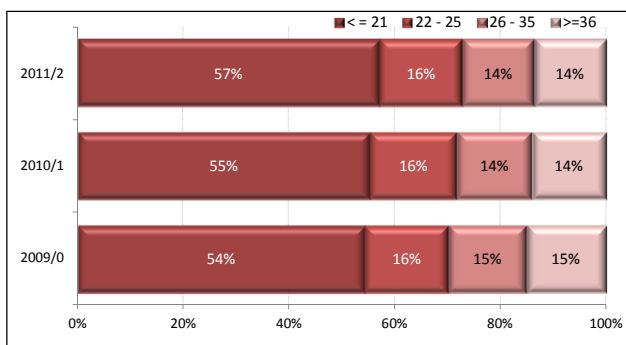
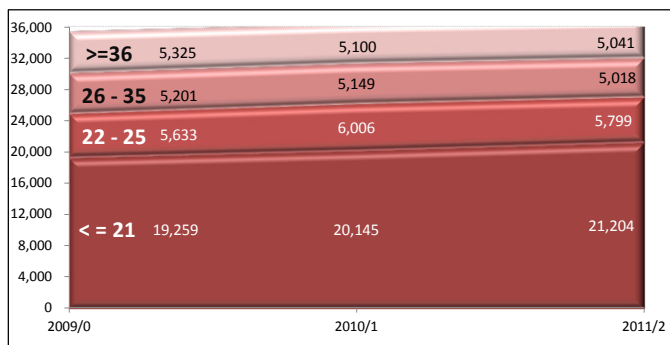
1.3.2 Sheffield Hallam Young/Mature on Entry Trends

	2009/0	2010/1	2011/2
Young	19,795	20,915	21,818
Mature	15,622	15,484	15,244

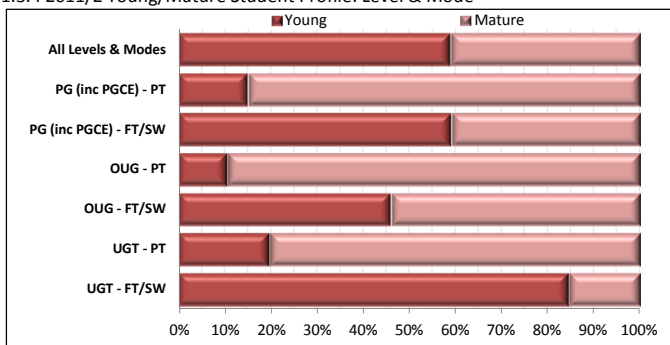
➤ The proportion of 'young' students has increased slightly since 2009/0 (+3%pt).



1.3.3 Sheffield Hallam Age on Entry Trends: Age Group



1.3.4 2011/2 Young/Mature Student Profile: Level & Mode



➤ The largest age group at the University is 21 or under which makes up over half the population. The proportion in this age group has risen from 54% in 2009/0 to 57% in 2011/2.

➤ Approximately the same proportions of students are within each of the three age groups greater than 21 years. This is consistent across each of the three years (14% to 16%).

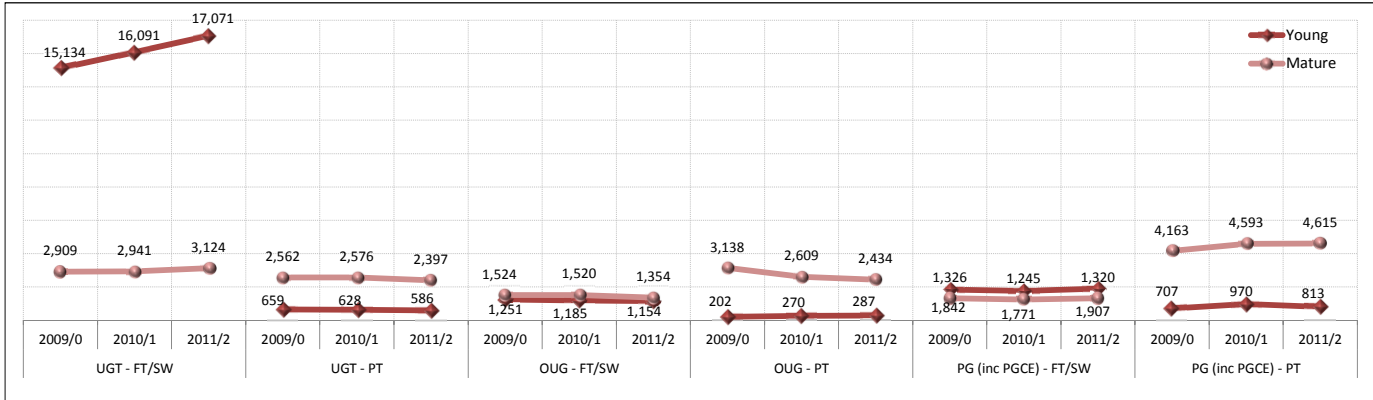
➤ Focusing on the age profile of 2011/2 students, the greatest proportion of young students is within the FT/SW UGT area (85%). The greatest proportion of mature students is within the PT OUG area (89%).

Part 1: Student Equality Indicators

Section 1: Overall University Equality Indicators

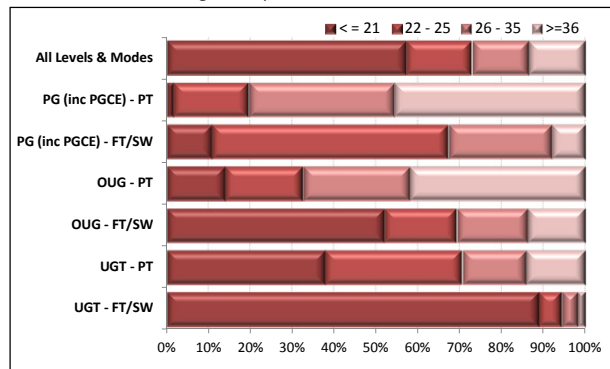
1.3 University Age Profile, Continued

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 the total number of 2011/2 young enrolments is 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 2011/2 the age profile is most varied in the PT OUG and PG (inc PGCE) 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 2011/2 are PT OUG and PT PG.

1.3.6 2011/2 Student Age Group: Level & Mode



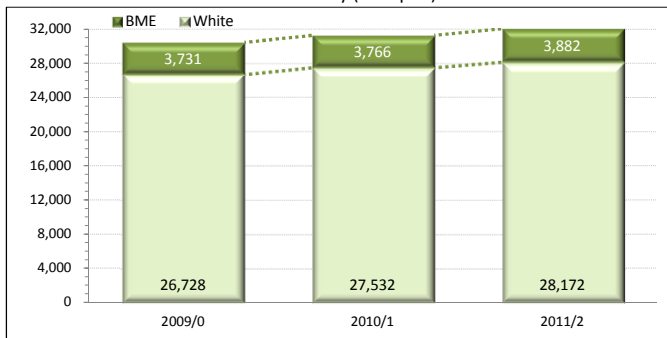
1.4 University Ethnicity Profile

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.

	2009/0	2010/1	2011/2
UK, Ethnicity Declared	30,459	31,298	32,054
UK, Ethnicity Unknown	420	247	186
Overseas, Ethnicity n/a	4,541	4,859	4,826

1.4.2 Sheffield Hallam UK Student Ethnicity (Grouped): Trends



	2009/0	2010/1	2011/2
White	88%	88%	88%
BME	12%	12%	12%

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

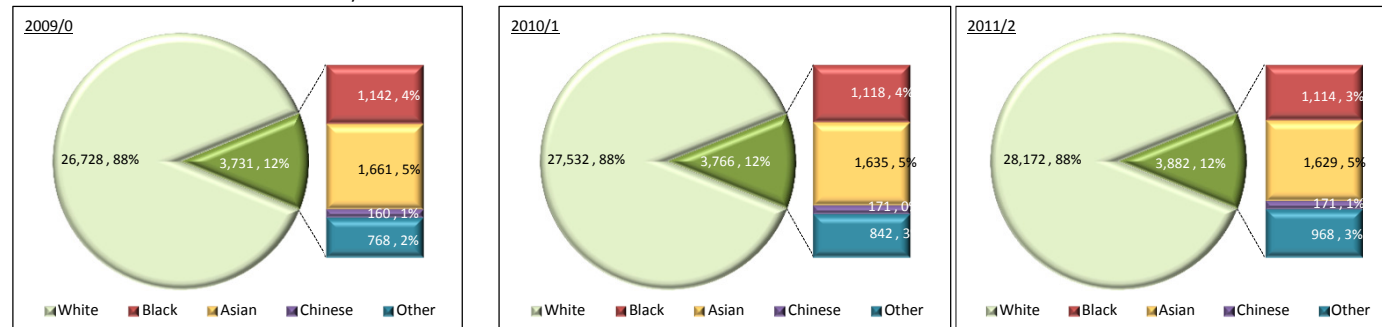
- The proportion of students from a white or BME background has remained consistent between 2009/0 and 2011/2 with 12% of students being from a BME background.

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 2011/2 Student Ethnicity Detail: Level & Mode

	White	Black	Asian	Chinese	Other
UGT - FT/SW	88%	3%	5%	1%	3%
UGT - PT	84%	6%	6%	0%	3%
OUG - FT/SW	86%	5%	5%	0%	3%
OUG - PT	91%	3%	4%	0%	2%
PG (inc PGCE) - FT/SW	83%	6%	6%	1%	4%
PG (inc PGCE) - PT	89%	4%	5%	0%	2%

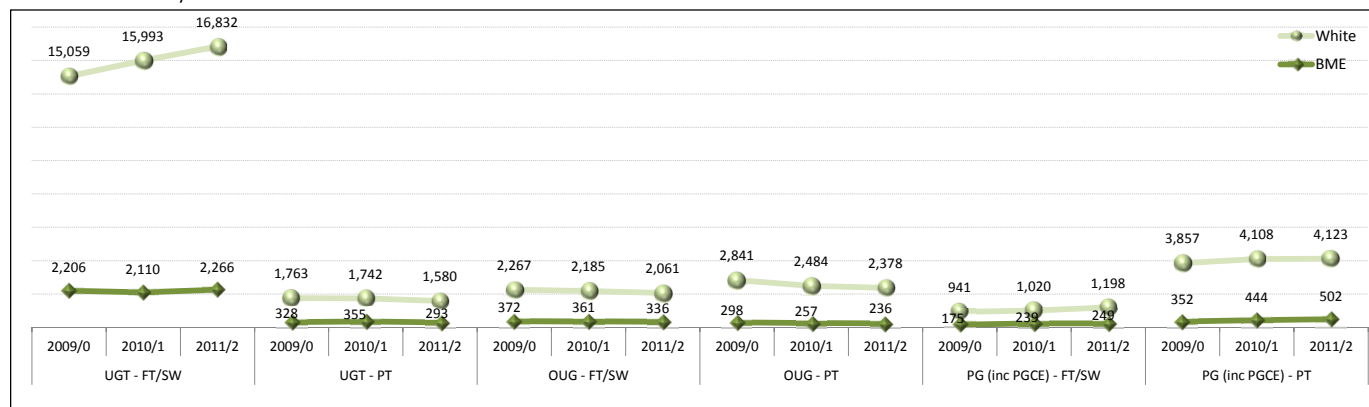
➤ The mix of BME students has not changed significantly between 2009/0 and 2011/2: 3% of population are black, 5% are Asian, 1% are Chinese and 3% are from other BME backgrounds.

➤ 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 2011/2 due to growth in white students compared with only slight increases in BME students.

➤ The smallest difference between white and BME students year-on-year is within FT PG. However, in absolute terms this is a difference of 949 students in 2011/2.

1.4.5 Student Ethnicity Trends: Level & Mode



1.5 University Disability Profile

1.5.1 Student Number Trends: Disability

Disability Group	2009/0	2010/1	2011/2
Disabled	2,816 8%	3,262 9%	3,611 10%
No Disability	32,570 92%	32,745 90%	33,067 89%
Unknown / Not Prov	34 0%	397 1%	388 1%
Total Students	35,420	36,404	37,066

➤ Unknown disability status is excluded from the following analysis.

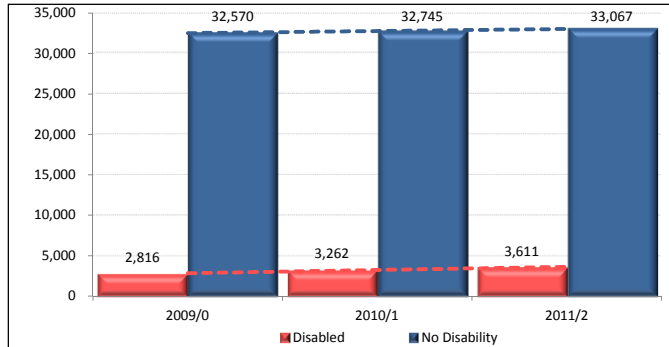
➤ Approximately 10% of the student population declared a disability in 2011/2.

Part 1: Student Equality Indicators

Section 1: Overall University Equality Indicators

1.5 University Disability Profile, Continued

1.5.1 Student Number Trends: Disability, Continued



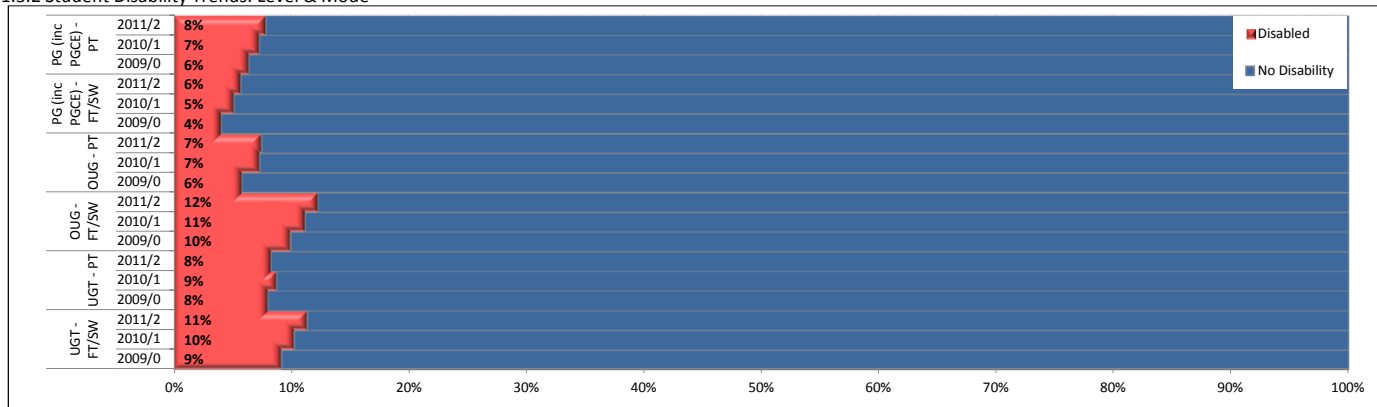
➤ Numbers of students declaring a disability has increased by 28% since 2009/0, although in absolute terms this equates to 795 students.

➤ By level, the proportion of students declaring a disability has (in the majority) been 10% or under between 2009/0 and 2011/2.

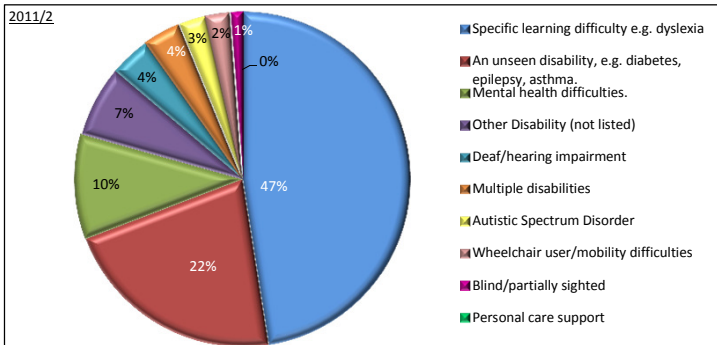
➤ The greatest proportion of students declaring a disability in 2011/2 is within the FT OUG area (12% of students).

➤ Year on year, the smallest proportion of students declaring a disability study on FT PG courses (6% in 2011/2). (Although the proportion has increased year on year).

1.5.2 Student Disability Trends: Level & Mode



1.5.3 2011/2 Students with a Declared Disability: Type of Disability



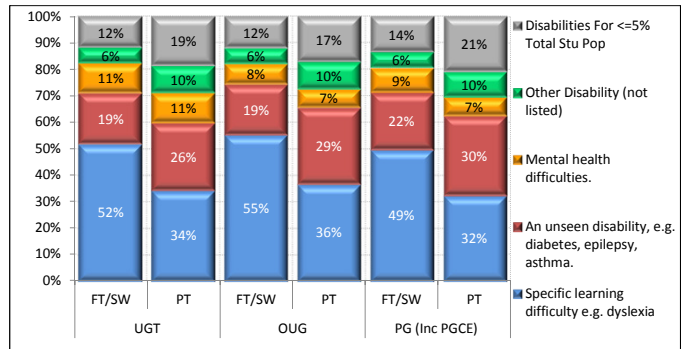
➤ Of the students declaring a disability in 2011/2, the majority stated they have a specific learning difficulty e.g. dyslexia (47%).

➤ 22% of students declaring a disability in 2011/2 declared they had an unseen disability such as diabetes, epilepsy, 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.

1.5.4 2011/2 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	1160	435	253	131	267
	PT	84	63	28	25	46
OUG	FT/SW	169	59	24	18	37
	PT	74	59	14	21	35
PG (Inc PGCE)	FT/SW	91	40	17	11	25
	PT	137	128	30	41	89



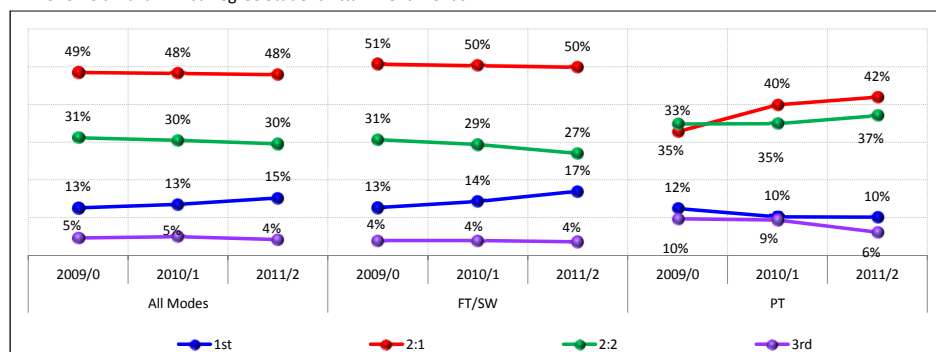
Part 1: Student Equality Indicators

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

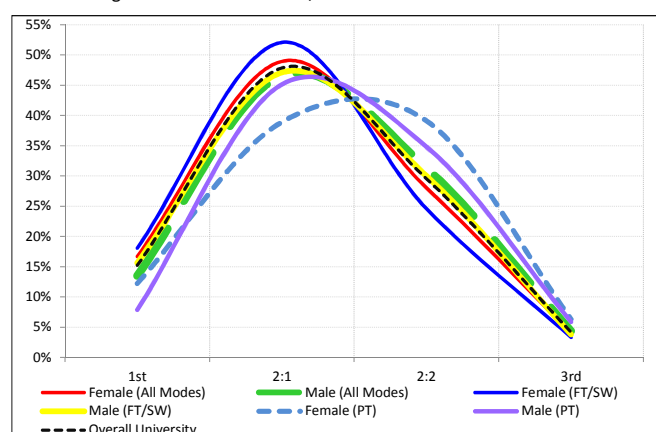


** All of section 2.1 reports degree classification obtained down to 3rd class awards only; lower degree qualifications (e.g. pass without honours) have been excluded from the analysis**

➤ FT classifications are in-line with the overall University profile; most students achieved 2:1s over the period 2009/0 to 2011/2. There is little movement year-on-year.

➤ Fewer PT students achieve 2:1s and this is consistent between 2009/0 to 2011/2, although the gap is closing.

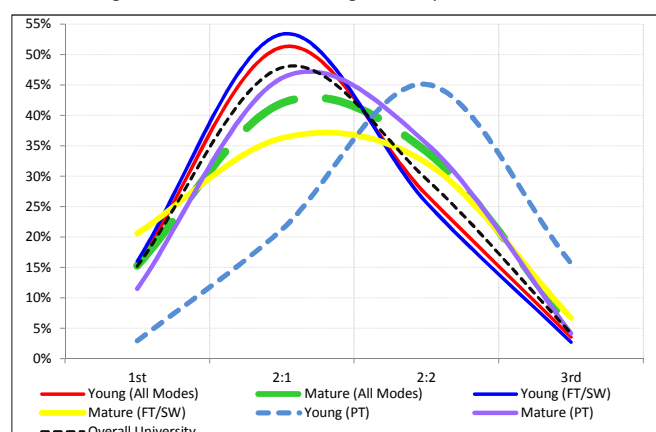
2.1.2 First Degree Attainment in 2011/2: Gender and Mode



Gender/Mode	Degree Class Attained			
	1st	2:1	2:2	3rd
Overall University	15%	48%	30%	4%
Female (All Modes)	17%	49%	28%	4%
Male (All Modes)	14%	47%	31%	4%
Female (FT/SW)	18%	52%	25%	3%
Male (FT/SW)	16%	47%	30%	4%
Female (PT)	12%	39%	39%	6%
Male (PT)	8%	45%	35%	6%

- The largest proportion of 2:1 degree classifications were achieved by FT/SW female students.
- The largest variance from the overall University achievement profile is within the PT area; particularly PT female students who achieved -9%pts fewer 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 2011/2: Age on Entry and Mode



Age/Mode	Degree Class Attained			
	1st	2:1	2:2	3rd
Overall University	15%	48%	30%	4%
Young (All Modes)	15%	51%	27%	4%
Mature (All Modes)	15%	42%	34%	5%
Young (FT/SW)	16%	53%	26%	3%
Mature (FT/SW)	21%	36%	32%	7%
Young (PT)	3%	21%	45%	16%
Mature (PT)	11%	46%	35%	4%

➤ In 2011/2 11- 15% across all age/mode groups gained a 1st except young PT students where only 3% obtained a 1st and Mature FT/SW students where 21% gained a 1st.

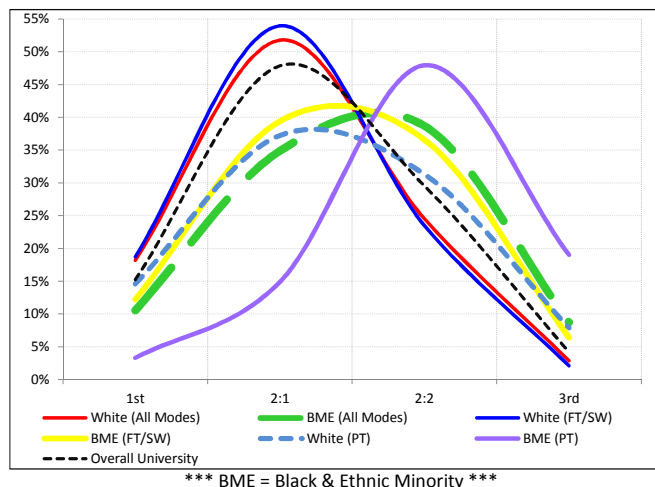
➤ The achievement profile for young PT students shows the greatest variance from overall University achievement: this group achieved the largest proportion of 2:2s and more students obtained a 3rd than a 1st.

Part 1: Student Equality Indicators

Section 2: Performance Measurements Using Equality Indicators

2.1 First Degree Attainment Continued

2.1.4 First Degree Attainment in 2011/2: Ethnicity and Mode



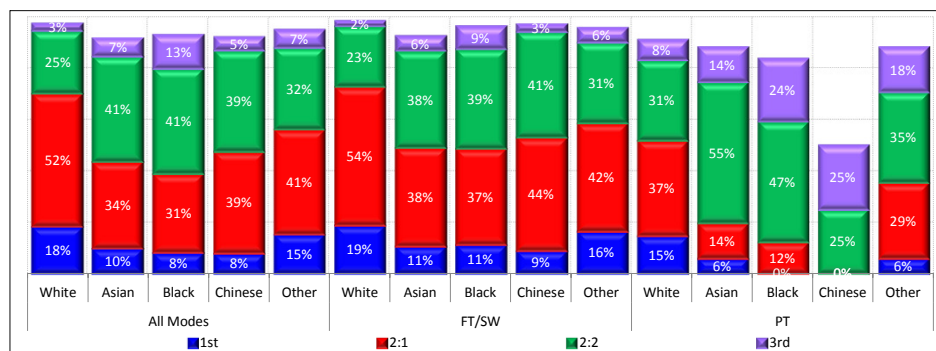
Ethnicity/Mode	Degree Class Attained			
	1st	2:1	2:2	3rd
Overall University	15%	48%	30%	4%
White (All Modes)	18%	52%	25%	3%
BME (All Modes)	11%	35%	39%	9%
White (FT/SW)	19%	54%	23%	2%
BME (FT/SW)	12%	39%	37%	6%
White (PT)	15%	37%	31%	8%
BME (PT)	3%	15%	48%	19%

➤ There is a wide variance in degree achievement between white and BME students in 2011/2.

➤ Irrespective of mode, a much lower proportion of BME students achieved a 1st compared to white students (18% vs. 11%); 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 and white students.

2.1.5 First Degree Attainment in 2011/2: Ethnicity Detail and Mode

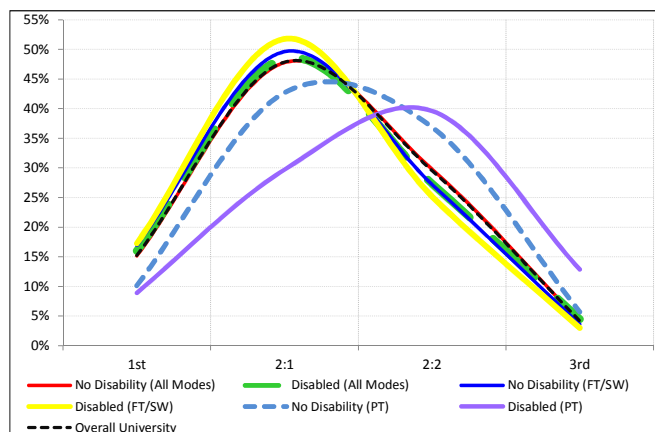


The bar stacks do not include awards less than a 3rd class degree resulting in totals being <100%

➤ Across all modes of study, black students obtained the lowest proportion of 2:1s and the highest proportion of 3rds. Proportions of achievements are closest to white students for 'other' ethnic groups (e.g. mixed race).

➤ The largest proportion of PT students gaining a 3rd class degree were Chinese students (25%).

2.1.6 First Degree Attainment in 2011/2: Disability and Mode



Disability/Mode	Degree Class Attained			
	1st	2:1	2:2	3rd
Overall University	15%	48%	30%	4%
No Disability (All Modes)	15%	48%	30%	4%
Disabled (All Modes)	16%	48%	27%	4%
No Disability (FT/SW)	17%	50%	27%	4%
Disabled (FT/SW)	17%	52%	25%	3%
No Disability (PT)	10%	43%	37%	6%
Disabled (PT)	9%	30%	40%	13%

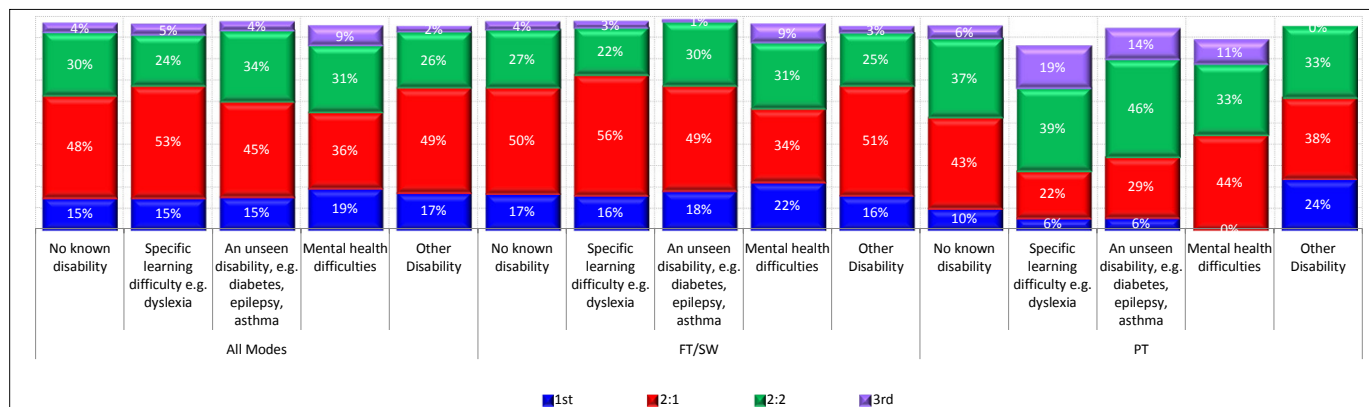
➤ There is little variance between the attainment profile of non-disabled and disabled students in 2011/2.

➤ As with other areas, PT student achievement shows the greatest variance with 30% of disabled PT students achieving a 2:1 compared with 43% of students without a disability.

Part 1: Student Equality Indicators

Section 2: Performance Measurements Using Equality Indicators

2.1.7 First Degree Attainment in 2011/2: Disability Detail and Mode

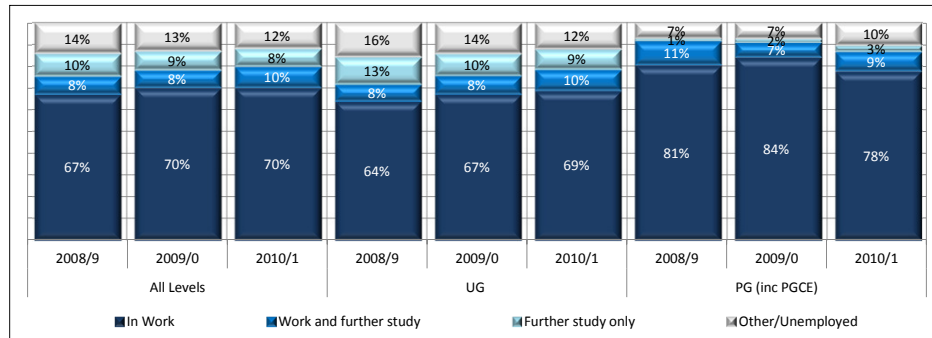


- There is little variance in attainment between disability types, apart from a lower proportion of those with mental health difficulties obtaining a 2:1. Performance for FT/SW disabled students is broadly in-line with those without disabilities.
- In general, disabled students studying PT did not attain as highly as disabled students studying FT/SW, obtaining fewer 2:1s and more 3rds.
- 46% of PT 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 achieved 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 2010/1.

2.2.1 Sheffield Hallam Student Employment Trends By Level (All Modes)



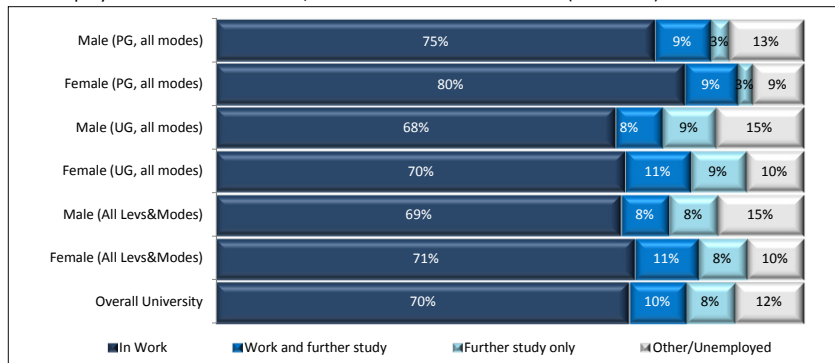
- There has been little change in the employment circumstances of students graduating from Sheffield Hallam across the three year period 2008/9 to 2010/1.
- In 2010/1, 69% of UG students were in work, 10% working and studying, 9% in further study only with 12% in other employment/unemployed.

Part 1: Student Equality Indicators

Section 2: Performance Measurements Using Equality Indicators

2.2 Employment Continued

2.2.2 Employment Outcomes of 2010/1 Graduates: Gender and Level (All Modes)



➤ 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 2010/1 (80% vs. 75%).

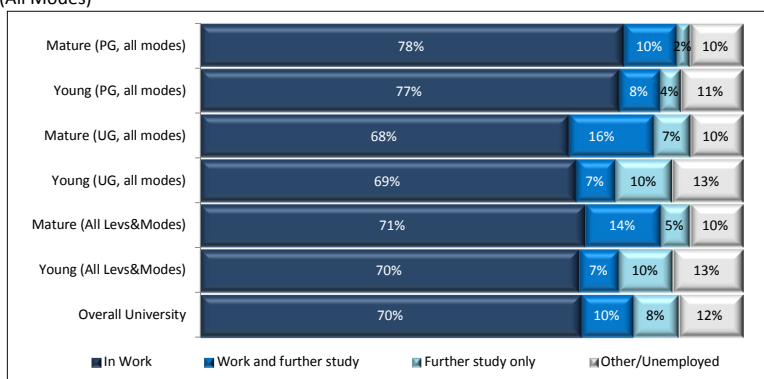
➤ Male unemployment in 2010/1 across all modes was higher than for females (15% vs. 10%).

2.2.3 Employment Outcomes of 2010/1 Graduates: Age on Entry and Level (All Modes)

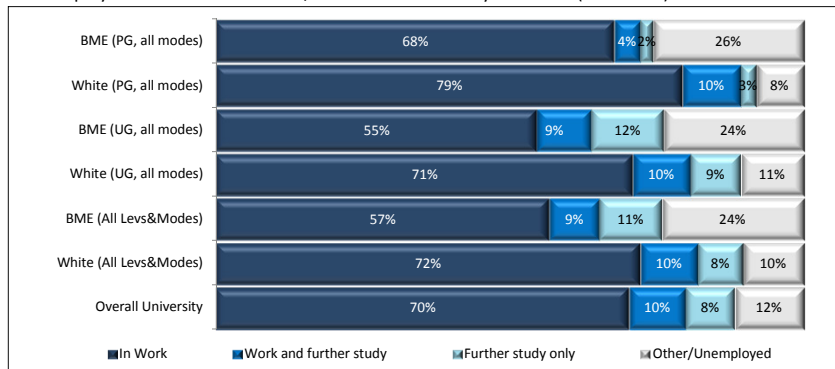
➤ The greatest proportion of unemployment was declared by young UG graduates (13%).

➤ 16% of mature UG students went on to work and study after graduating in 2010/1 compared with 10% of young UG students progressing into further study only.

➤ Regardless of level, students graduating in 2010/1 who were young on entry to the University were more likely to go on to further study only compared to mature students (10% vs. 5%).



2.2.4 Employment Outcomes of 2010/1 Graduates: Ethnicity and Level (All Modes)



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

➤ For 2010/1 graduates, there were marked differences in employment circumstances between white and BME students.

➤ Regardless of level, 10% of white graduates declared they were in other employment/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; 79% of white graduates stated they were in work compared with 68% of BME students (an 11% difference).

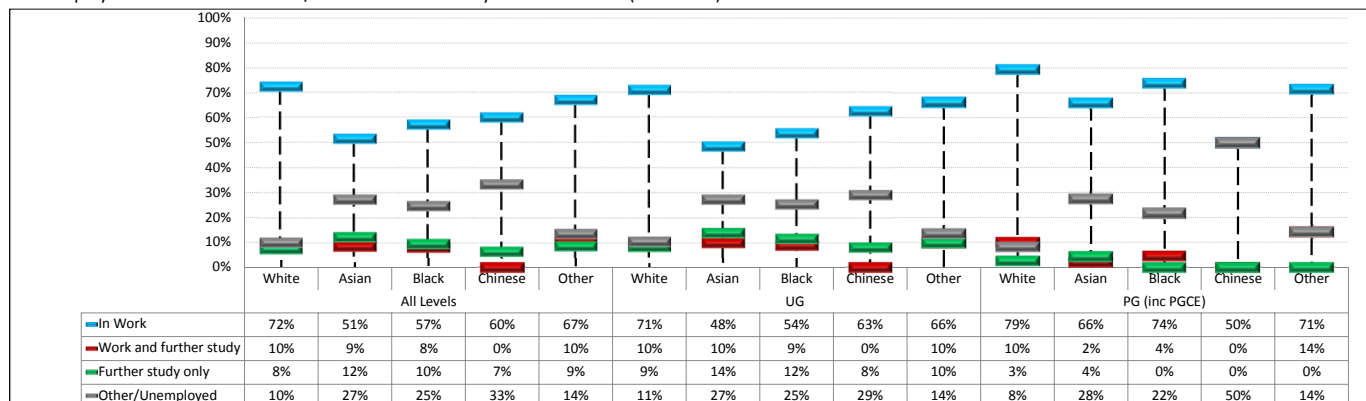
➤ A higher proportion of BME students at all levels went on to further study only than the university as a whole (11% vs. 8%).

Part 1: Student Equality Indicators

Section 2: Performance Measurements Using Equality Indicators

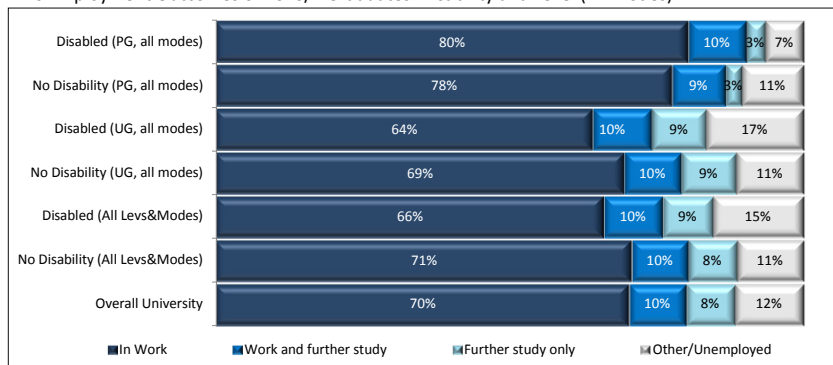
2.2 Employment Continued

2.2.5 Employment Outcomes of 2010/1 Graduates: Ethnicity Detail and Level (All Modes)



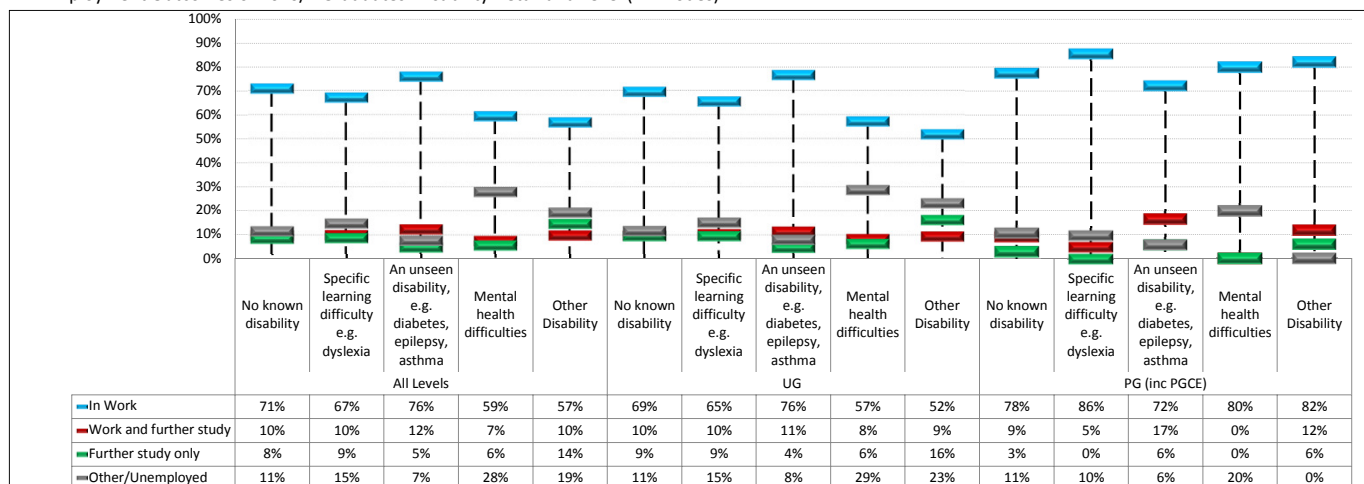
- Unemployment /other employment was declared most by Chinese students (33% of All-Level respondents).
- All ethnic groups achieved lower employment proportions than white graduates.
- Proportions may not provide meaningful comparisons across all groups due to small absolute counts.

2.2.6 Employment Outcomes of 2010/1 Graduates: Disability and Level (All Modes)



- Regardless of level of study, 66% 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 UG students with -5%pts difference between disabled and non-disabled graduates.
- The largest proportion of graduates declaring 'other/unemployed' status were disabled UG students (17%).

2.2.7 Employment Outcomes of 2010/1 Graduates: Disability Detail and Level (All Modes)



- At all levels of study, the highest proportion of students in work are those with an unseen disability (76%).
- 29% of UG students in 2010/1 with mental health difficulties declared they were in other employment/unemployed compared with 11% of UGs with no known disability.
- Proportions may not provide meaningful comparisons across all groups due to small absolute counts.

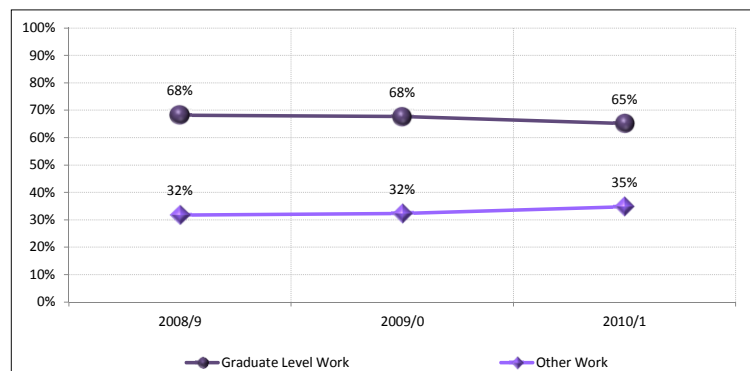
Part 1: Student Equality Indicators

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 new KIS Graduate level method. Further information can be found in Annex 1 and Annex 3.

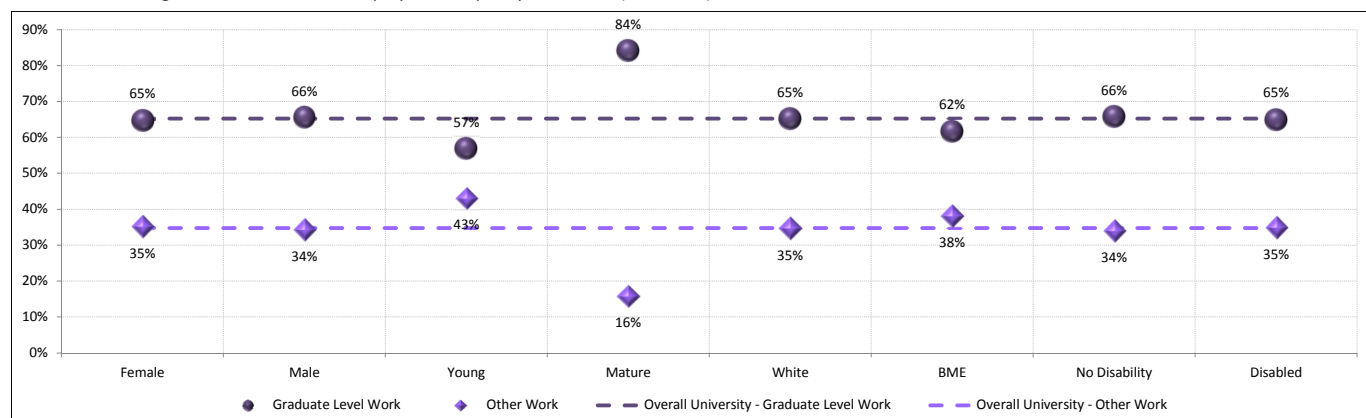
2.3.1 Sheffield Hallam Students in Graduate Employment - Undergraduate Trends (All Modes)



➤ The proportion of undergraduates gaining graduate level employment between 2008/9 and 2010/1 has dropped from 68% to 65%.

➤ Approximately 35% of 2010/1 qualifiers were in work that is not deemed to be of graduate level. This has increased by +3%pts from a consistent 32% over 2008/9 and 2009/0.

2.3.2 2010/1 Undergraduates in Graduate Employment: Equality Indicators (All Modes)



Equality Indicator	Graduate Level Work	Other Work
Overall University	65%	35%
Female	65%	35%
Male	66%	34%
Young	57%	43%
Mature	84%	16%
White	65%	35%
BME	62%	38%
No Disability	66%	34%
Disabled	65%	35%

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

➤ A key difference in graduate level employment is visible for students completing in 2010/1; 84% of qualifiers who were mature on entry to their course entered graduate level employment (+19%pts on the overall University result).

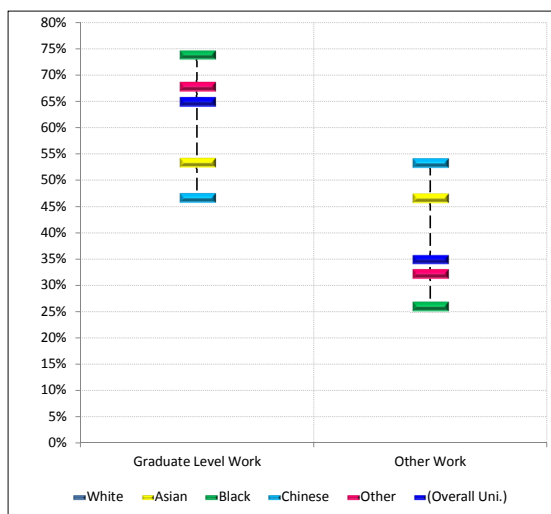
➤ Young graduate and BME graduates both slightly underperform the university average in terms of the proportion in graduate level employment.

Part 1: Student Equality Indicators

Section 2: Performance Measurements Using Equality Indicators

2.3 Graduate Level Employment Continued

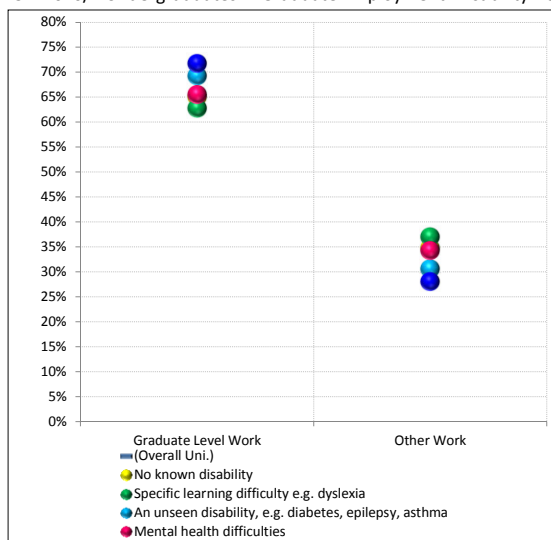
2.3.3 2010/1 Undergraduates in Graduate Employment: Ethnicity Detail (All Modes)



Ethnicity	Graduate Level	Other Work
(Overall Uni.)	65%	35%
White	65%	35%
Asian	53%	47%
Black	74%	26%
Chinese	47%	53%
Other	68%	32%

- BME students slightly underperform the university as a whole in terms of the proportion obtaining graduate employment (62% vs. 65%), there is more variation when comparing specific ethnicity.
- 74% of Black 2010/1 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 (47% in 2010/1).
- Proportions may not provide meaningful comparisons across all groups due to small absolute counts.

2.3.4 2010/1 Undergraduates in Graduate Employment: Disability Detail (All Modes)



Disability	Grad. Level Work	Other Work
(Overall Uni.)	65%	35%
No known disability	65%	35%
Specific learning difficulty e.g. dyslexia	63%	37%
An unseen disability, e.g. diabetes, epilepsy, asthma	69%	31%
Mental health difficulties	66%	34%
Other Disability	72%	28%

- There is no significant variance between disabled and non-disabled students in the achievement of graduate level employment.
- When exploring further by the type of disability declared, this trend continues with little difference in results. Students with an 'other' disability create the largest difference with 72% of students in graduate level work (compared with 65% at all University level).
- Proportions may not provide meaningful comparisons across all groups due to small absolute counts.

Part 2: Staff Equality Indicators

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 2012. 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	2,357
Professional &	2,319
Total Staff	4,676

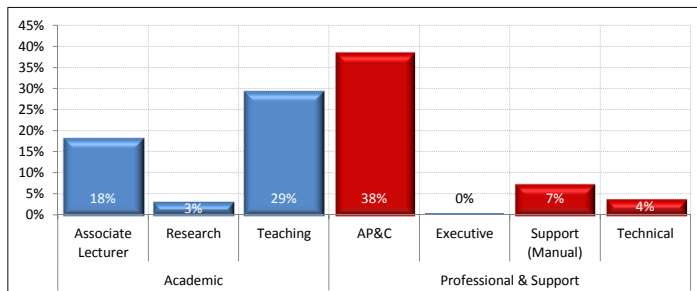


➤ Almost 4,700 staff are employed by the University, split evenly between academic and professional groups.

3.1.2 Staff Type

Staff Type	Count
Associate Lecturer	851
AP&C*	1,798
Executive	15
Research	142
Support (Manual)	340
Teaching	1,364
Technical	166
Total Staff	4,676

*Administrative, Professional & Clerical



➤ The largest staff group is Administrative, Professional & Clerical (38%).

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

3.2 Staff Gender Profile

3.2.1 Staff Gender Splits

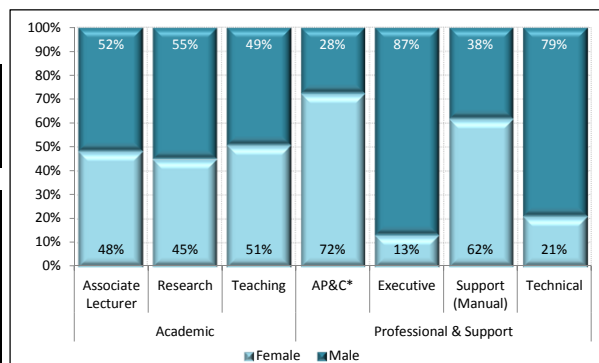
Gender	Count
Female	2,716
Male	1,960
Total Staff	4,676

3.2.1 Gender By Staff Group and Type

Staff Group	Female	Male
Academic	1,167	1,190
Professional & Support	1,549	770
Total Staff	2,716	1,960

➤ The majority of staff at Sheffield Hallam University are female (58%). By staff group, 50% of academics are female whereas 67% of professional and support staff are female.

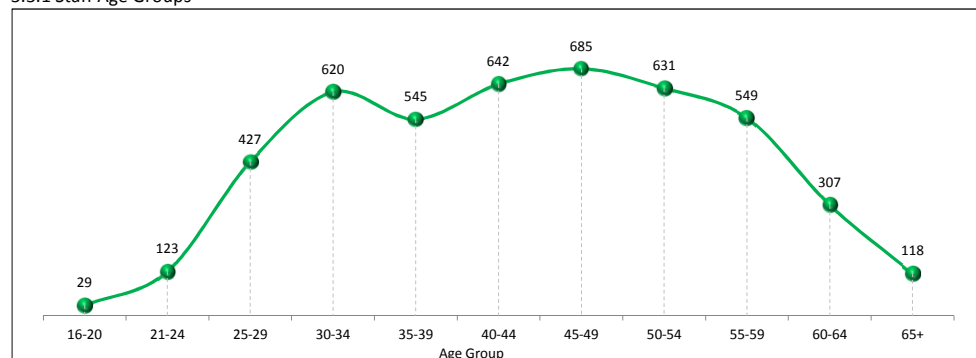
➤ There are no large differences in the gender split for the academic professions. However, there are in the professional and support staff groups, with 72% of AP&C staff being female compared with 13% of the Executive.



*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	29
21-24	16	107
25-29	167	260
30-34	245	375
35-39	259	286
40-44	334	308
45-49	379	306
50-54	361	270
55-59	305	244
60-64	200	107
65+	91	27
Total	2,357	2,319

➤ Most staff employed by the University are aged between 45 and 49 years.

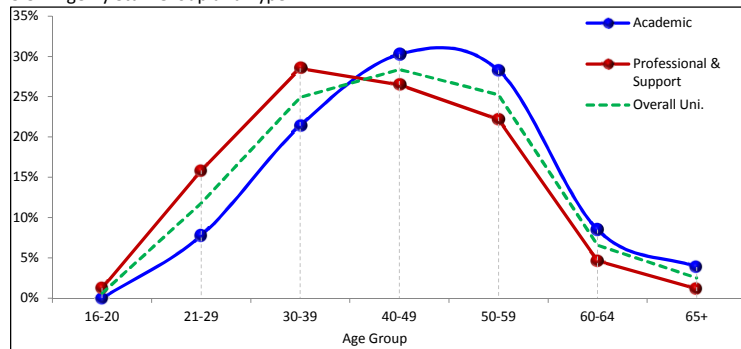
➤ 55% of staff in this age group (45-49) are employed in academic professions.

Part 2: Staff Equality Indicators

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

Age Group	Academic	Professional & Support	Total Staff
16-20	0%	1%	1%
21-29	8%	16%	12%
30-39	21%	29%	25%
40-49	30%	26%	28%
50-59	28%	22%	25%
60-64	8%	5%	7%
65+	4%	1%	3%

Age Group	Academic			Professional & Support				Total Staff
	Associate Lecturer	Research	Teaching	AP&C*	Executive	Support (Manual)	Technical	
16-20	0%	0%	0%	1%	0%	1%	0%	1%
21-29	15%	12%	3%	17%	0%	10%	13%	12%
30-39	23%	43%	18%	32%	0%	12%	30%	25%
40-49	24%	34%	34%	26%	27%	30%	25%	28%
50-59	20%	9%	35%	20%	47%	32%	23%	25%
60-64	9%	2%	9%	3%	27%	10%	8%	7%
65+	8%	0%	2%	0%	0%	5%	1%	3%

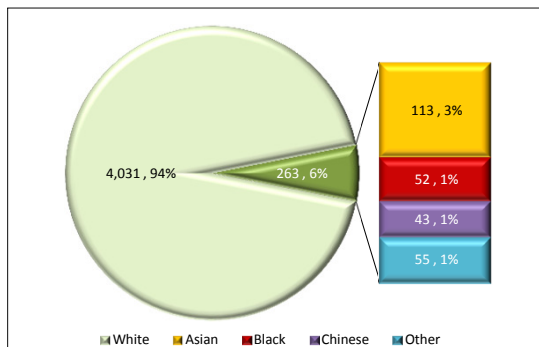
*Administrative, Professional & Clerical

3.4 Staff Ethnicity Profile

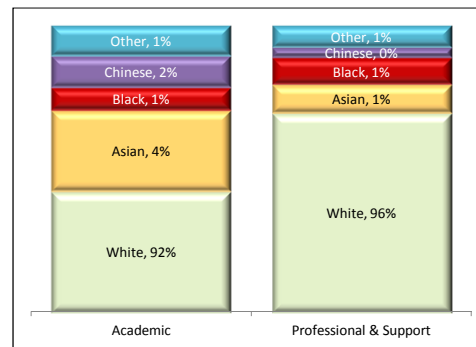
3.4.1 Staff Ethnicity

BME_Flag	Total
White	4,031
BME	263
Unknown	382
Total	4,676

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



3.4.2 Ethnicity by Staff Group



3.4.3 Ethnicity by Staff Type

Ethnicity	Associate Lecturer	AP&C*	Executive	Research	Support (Manual)	Teaching	Technical
White	93%	96%	100%	85%	96%	92%	96%
Asian	3%	1%	0%	8%	1%	4%	3%
Black	1%	1%	0%	1%	2%	1%	1%
Chinese	1%	1%	0%	5%	0%	1%	0%
Other	1%	1%	0%	2%	0%	2%	0%

*Administrative, Professional & Clerical

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

➤ 8% 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.

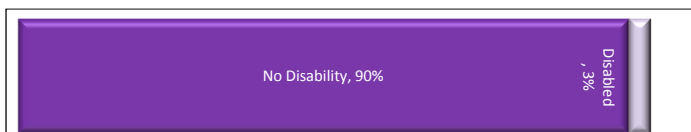
Part 2: Staff Equality Indicators

Section 3: Staff Equality Indicators

3.5 Staff Disability Profile

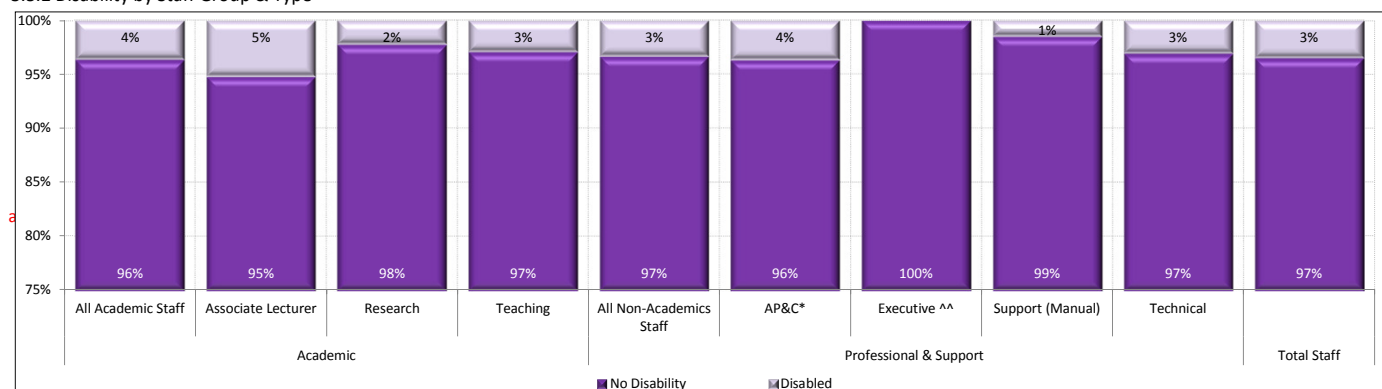
3.5.1 Staff Disability Counts

Disability	Count
No Disability	4,212
Disabled	151
Unknown	313
Total Staff	4,676



- 3% of University staff are disabled.
- Disability status is unknown for 7% 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.

➤ The staff group with the smallest proportion of staff with a declared disability are Support (Manual) (1%).

^^ Disability has been disclosed within the Executive but counts are 3 or less and as such are required to be suppressed in consideration of data protection.

Part 2: Staff Equality Indicators

Section 4: Applications for Staff Vacancies

Section 4 reports the profile of applicants to vacancies at Sheffield Hallam University. Application/Shortlisted/Appointed information provided in this report is based on data available at the time of publication. The University is seeking more systematic ways of collecting and analysing this data. All figures are inclusive of fixed-term as well as open-ended vacant posts.

4.1 Applications for Staff Vacancies - Overview

Year	Applications
2008/9	10,238
2009/0	6,677
2010/1	5,212
2011/2	7,795

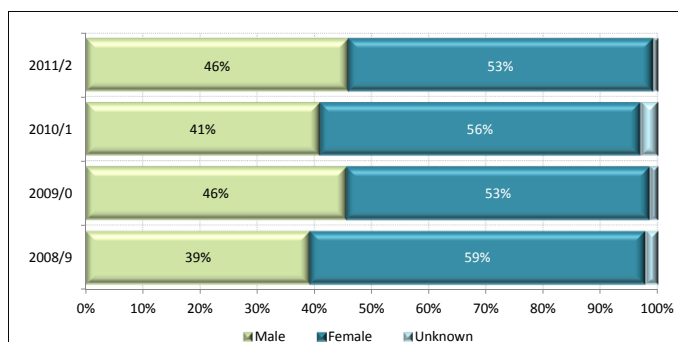
➤ Applications to staff vacancies decreased each year between 2008/9 and 2010/1 (-49% over the period), but rose in 2011/2 due in part to large scale academic recruitment campaigns.

4.2 Applications for Staff Vacancies - Gender Profile

4.2.1 Applicant Gender Split

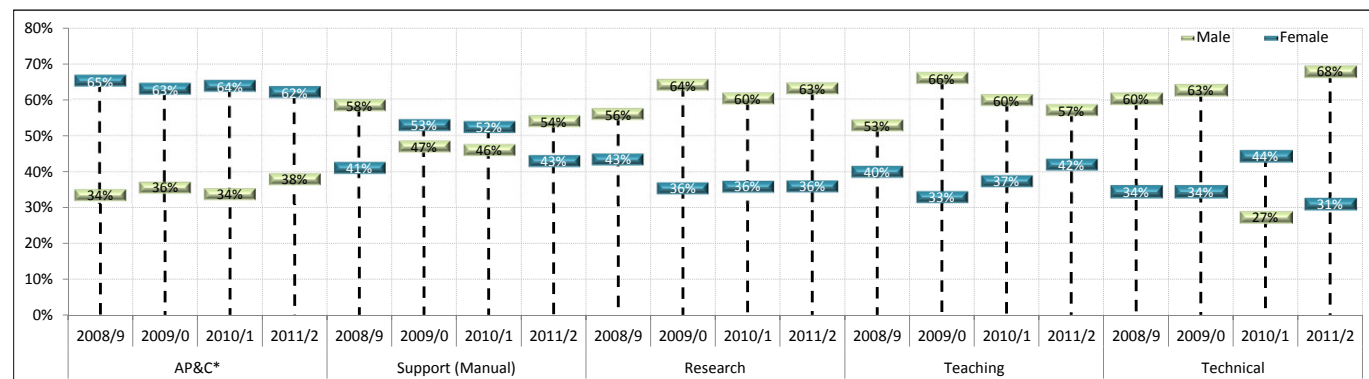
Year	Male	Female	Unknown
2008/9	4,020	6,003	215
2009/0	3,048	3,543	86
2010/1	2,135	2,924	153
2011/2	3,583	4,148	64

➤ The majority of applications made to the University were from females. This is consistent year-on-year between 2008/9 and 2011/2.



➤ Over half all applications for staff vacancies were made by females; 59% in 2008/9 falling to 53% of applicants in 2011/2.

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 AP&C vacancies where in 2008/9, 34% of applications were from females and 65% from males. This variation has reduced slightly in later years.

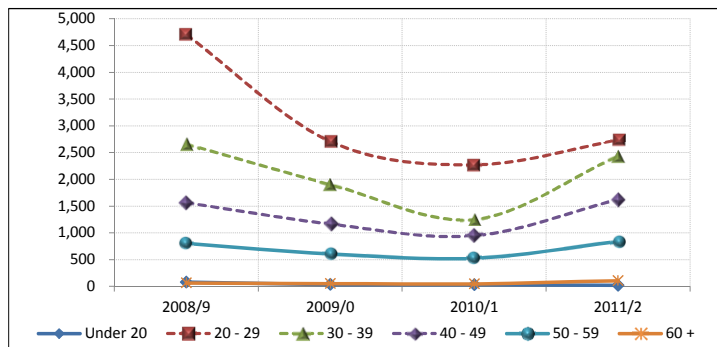
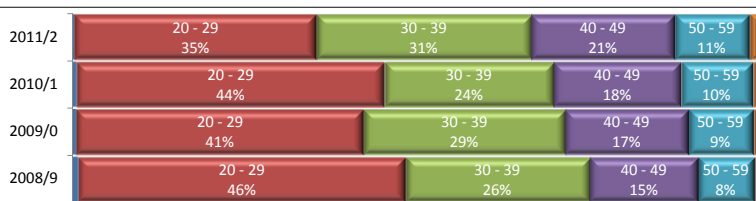
➤ The greatest proportion of applicants to Research, Teaching and Technical vacancies are from males.

Section 4: Applications for Staff Vacancies

4.3 Applications for Staff Vacancies - Age Profile

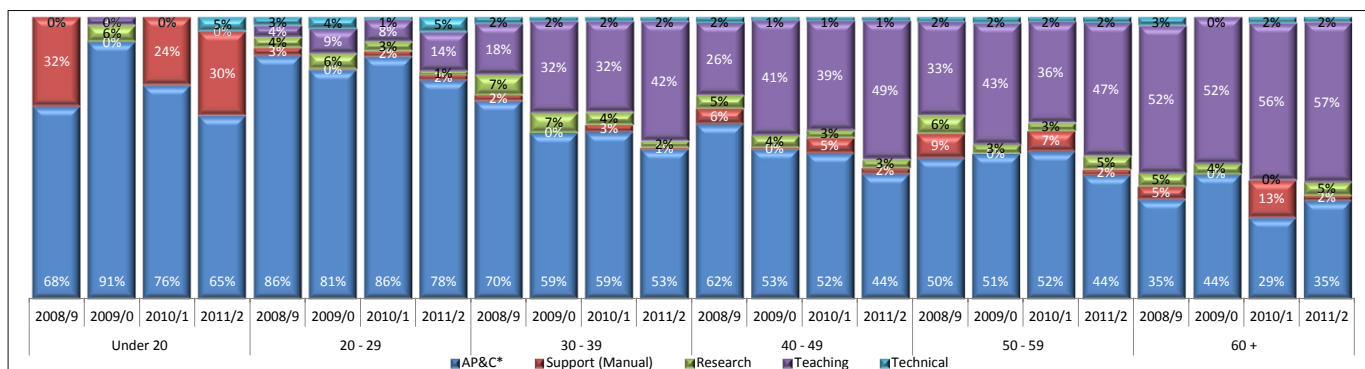
4.3.1 Applicant Age Groups

Age Group	2008/9	2009/0	2010/1	2011/2
Under 20	79	34	29	20
20 - 29	4,706	2,709	2,272	2,731
30 - 39	2,661	1,905	1,251	2,434
40 - 49	1,563	1,166	946	1,624
50 - 59	801	607	525	838
60 +	64	52	45	106
Unknown	363	204	144	42



- The majority of applicants to staff vacancies are aged 20-29 years. However, in 2011/2 the proportion from this group dropped with increases in applications from those aged 30-39.
- 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, generally, the proportion decreases as age of applicant increases.
- Consistently across the time period covered by the data, more than half of all applicants aged over 60 were applying for teaching vacancies.

4.3.2 Staff Type Applied For by Age Group



*Administrative, Professional & Clerical

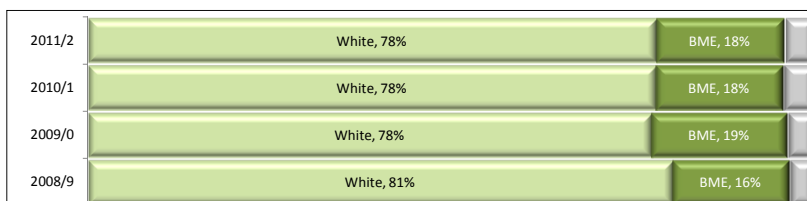
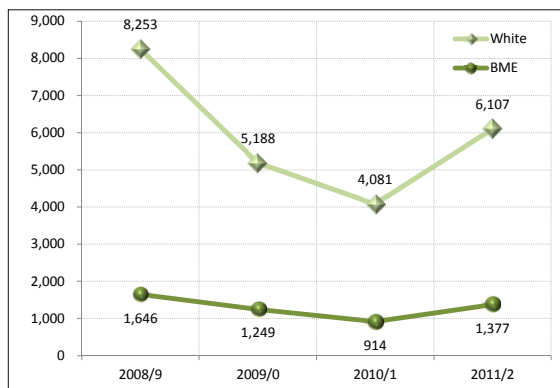
Part 2: Staff Equality Indicators

Section 4: Applications for Staff Vacancies

4.4 Applications for Staff Vacancies - Ethnicity Profile

4.4.1 Applicant Ethnic Group

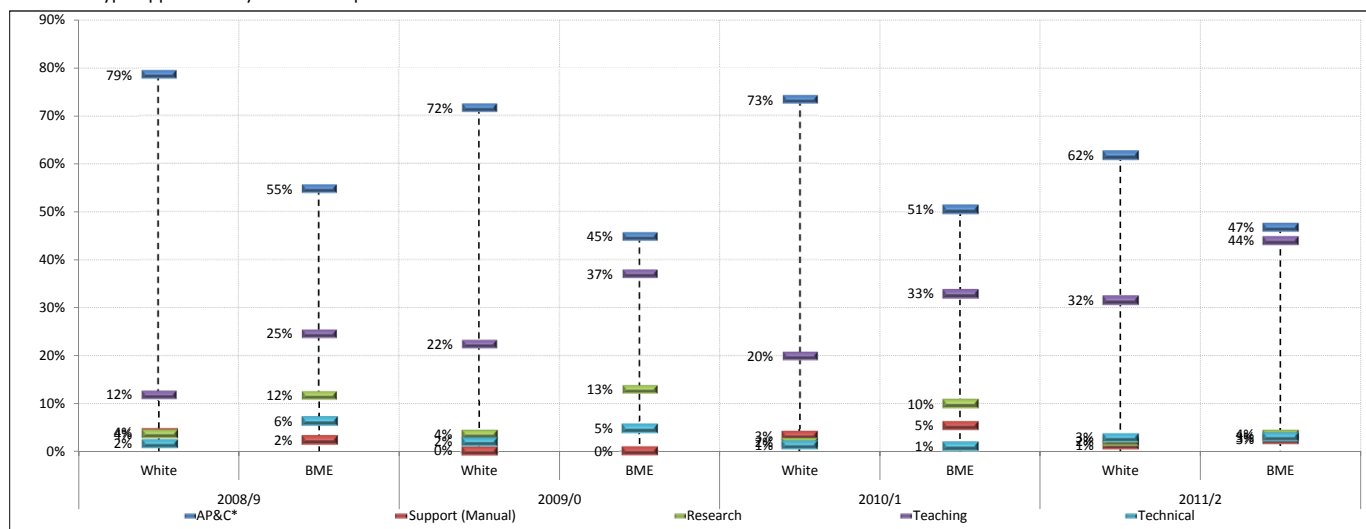
Year	White	BME	Unknown
2008/9	8,253	1,646	339
2009/0	5,188	1,249	240
2010/1	4,081	914	217
2011/2	6,107	1,377	311



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

- The number of white applicants fell at a greater rate than BME applicants until 2011/2 when it rose significantly.
- The proportion of applicants from BME backgrounds grew from 16% in 2008/9 to 19% in 2009/0 and has remained consistent at 18% for the last two years.

4.4.2 Staff Type Applied For by Ethnic Group



*Administrative, Professional & Clerical

- The largest proportion of white applicants were applying for AP&C vacancies (62% in 2011/2). This is compared with 47% of BME applicants for AP&C roles.
- 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 2008/9 to 2011/2.

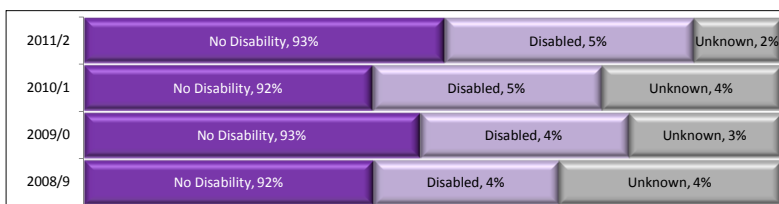
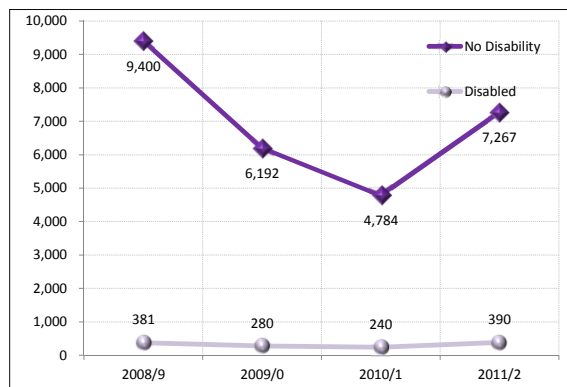
Part 2: Staff Equality Indicators

Section 4: Applications for Staff Vacancies

4.5 Applications for Staff Vacancies - Disability Profile

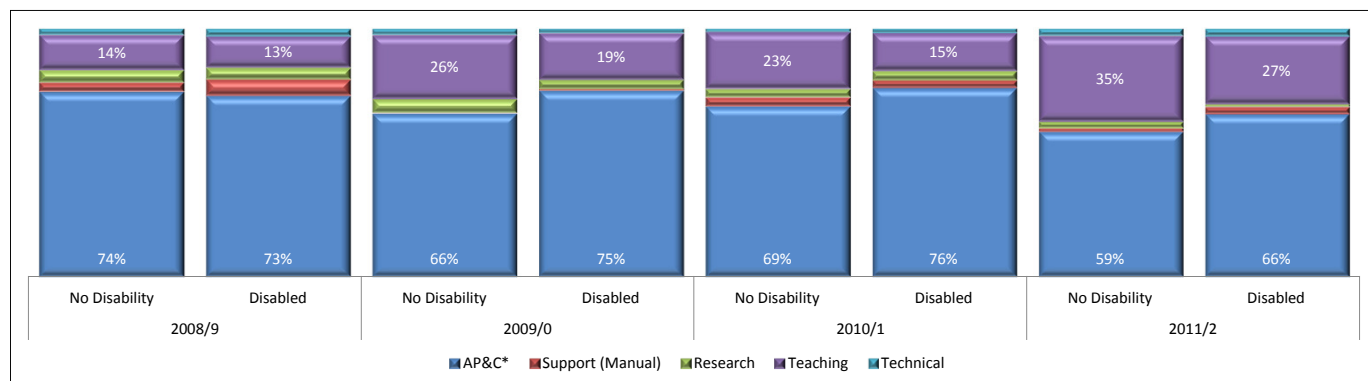
4.5.1 Applicant Disability Status

Year	No Disability	Disabled	Unknown
2008/9	9,400	381	458
2009/0	6,192	280	205
2010/1	4,784	240	188
2011/2	7,267	390	138



- Over 90% of the applications for staff vacancies between 2008/9 and 2011/2 were from people without a disability.
- Applications from people declaring a disability decreased between 2008/9 and 2010/1 but increased in 2011/2. Approximately 5% of applications were from those with a disability.
- Regardless of disability status, most applications are made for AP&C posts: 59% of applications made by those without a disability in 2011/2 compared with 66% of applications made by those with a disability.
- The proportion of applications for teaching vacancies from both those declaring a disability and those without a disability increased in 2011/2.

4.5.2 Staff Type Applied for by Disability Status



*Administrative, Professional & Clerical

Part 2: Staff Equality Indicators

Section 5: Shortlisted Candidates for Staff Vacancies

Section 5 reports the profile of shortlisted candidates to vacancies at Sheffield Hallam University. Application/Shortlisted/Appointed information provided in this report is based on data available at the time of publication. The University is seeking more systematic ways of collecting and analysing this data. All figures are inclusive of fixed-term as well as open-ended vacant posts.

5.1 Shortlisted Candidates for Staff Vacancies - Overview

Year	Shortlisted
2008/9	1,996
2009/0	1,527
2010/1	1,503
2011/2	1,956

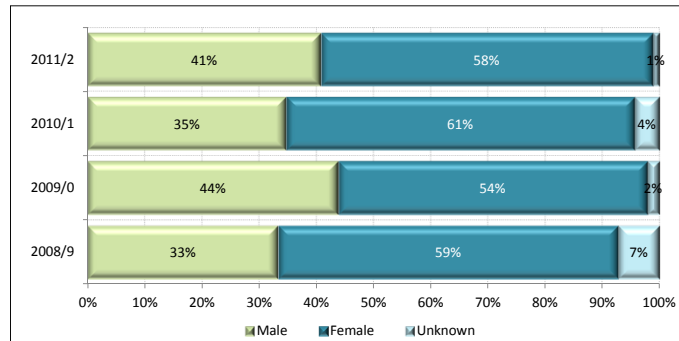
➤ Shortlisting to staff vacancies decreased each year between 2008/9 and 2010/1 (-25% over the period), but rose significantly in 2011/2 due in part to large scale academic recruitment campaigns.

5.2 Shortlisted Candidates for Staff Vacancies - Gender Profile

5.2.1 Shortlisted Candidate Gender Split

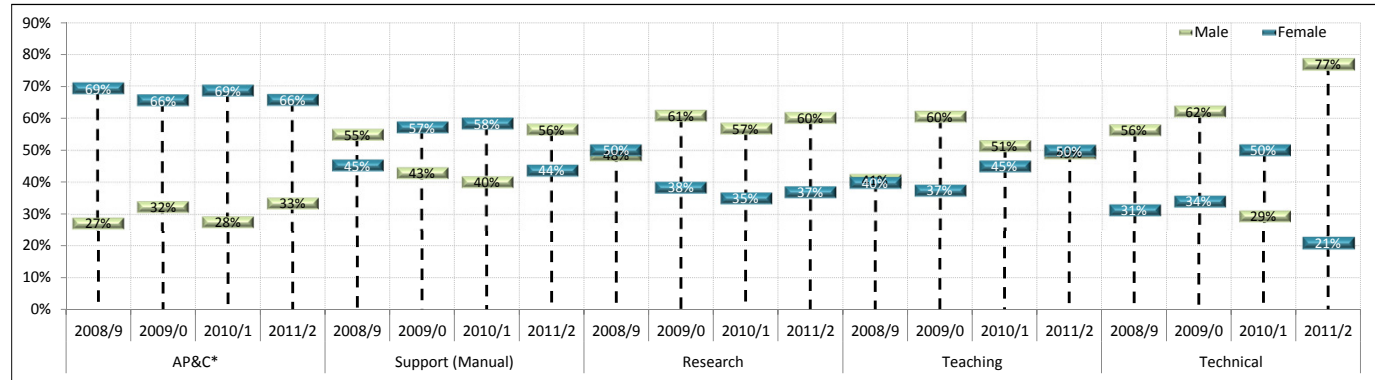
Year	Male	Female	Unknown
2008/9	665	1,187	144
2009/0	669	826	32
2010/1	522	916	65
2011/2	797	1,137	22

➤ The majority of shortlisted candidates were females. This is consistent year-on-year between 2008/9 and 2011/2.



➤ Over half of shortlisted candidates were females; 59% in 2008/9, slightly decreasing to 58% in 2011/2.

5.2.2 Shortlisted Candidate Gender Split - Staff Type Applied For



*Administrative, Professional & Clerical

➤ In the time period covered by the data, the largest and most consistent variation in shortlisted candidates by gender was for AP&C vacancies. Over the four year period, approximately double the number of females than males are shortlisted for AP&C vacancies.

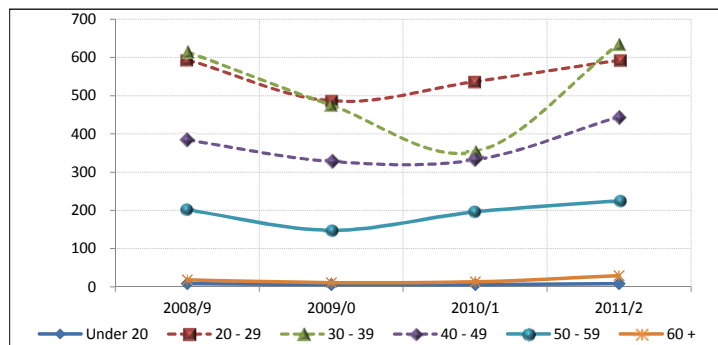
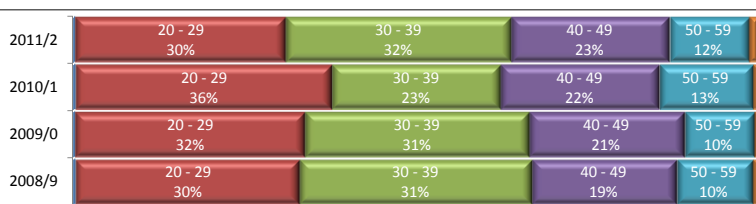
➤ The greatest proportion of shortlisted candidates to Research, Teaching and Technical vacancies are male, although in the case of Teaching vacancies the gap reduced between 2010/1 and 2011/2.

Section 5: Shortlisted Candidates for Staff Vacancies

5.3 Shortlisted Candidates for Staff Vacancies - Age Profile

5.3.1 Shortlisted Candidate Age Groups

Age Group	2008/9	2009/0	2010/1	2011/2
Under 20	8	6	6	8
20 - 29	594	486	537	593
30 - 39	615	475	353	635
40 - 49	384	328	332	445
50 - 59	201	148	196	225
60 +	18	11	13	29
Unknown	176	73	66	21



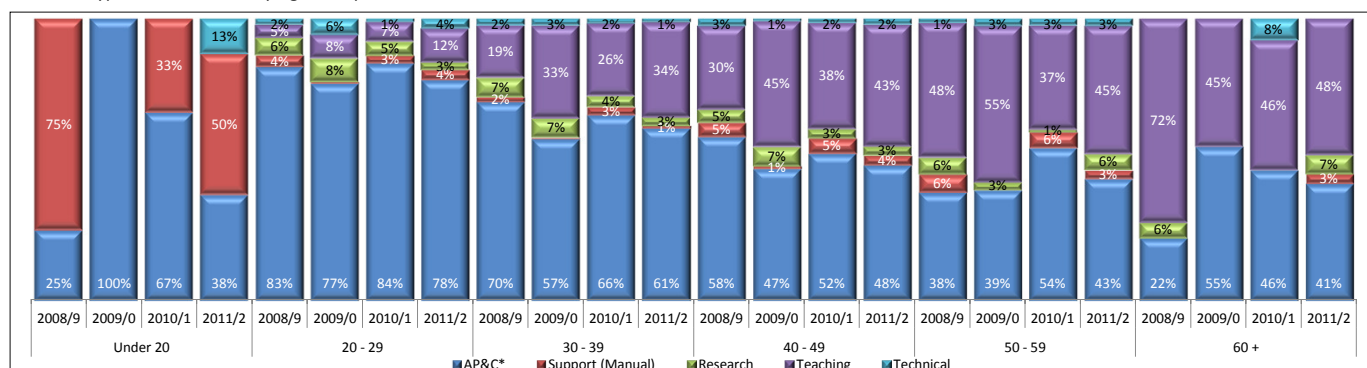
➤ In 2011/2, the majority of shortlisted candidates to staff vacancies were aged 30-39.

➤ In absolute terms, the age gap is widest for shortlisted candidates in 2011/2. The gap is smallest for applications made in 2009/0.

➤ Although the most shortlisted candidates are for AP&C vacancies, the proportion decreases as age of applicant increases.

➤ Consistently across the time period covered by the data, around 80% of shortlisted candidates aged 20-29 were applying for AP&C vacancies.

5.3.2 Staff Type Shortlisted For by Age Group



*Administrative, Professional & Clerical

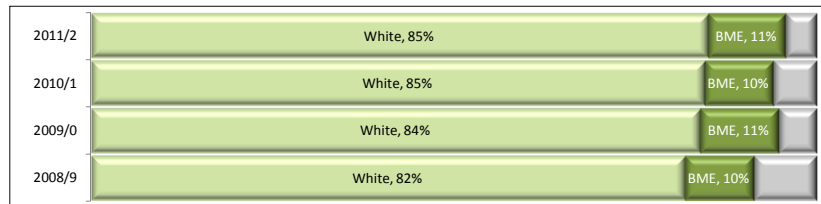
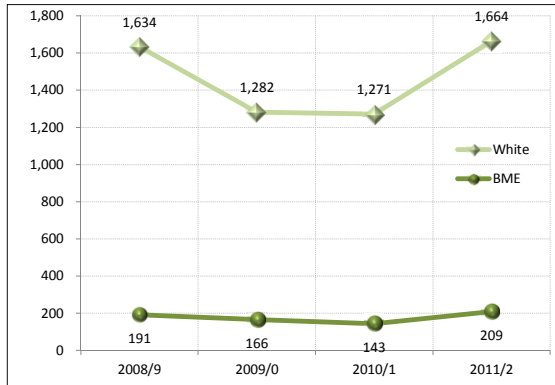
Part 2: Staff Equality Indicators

Section 5: Shortlisted Candidates for Staff Vacancies

5.4 Shortlisted Candidates for Staff Vacancies - Ethnicity Profile

5.4.1 Shortlisted Candidates - Ethnic Group

Year	White	BME	Unknown
2008/9	1,634	191	171
2009/0	1,282	166	79
2010/1	1,271	143	89
2011/2	1,664	209	83

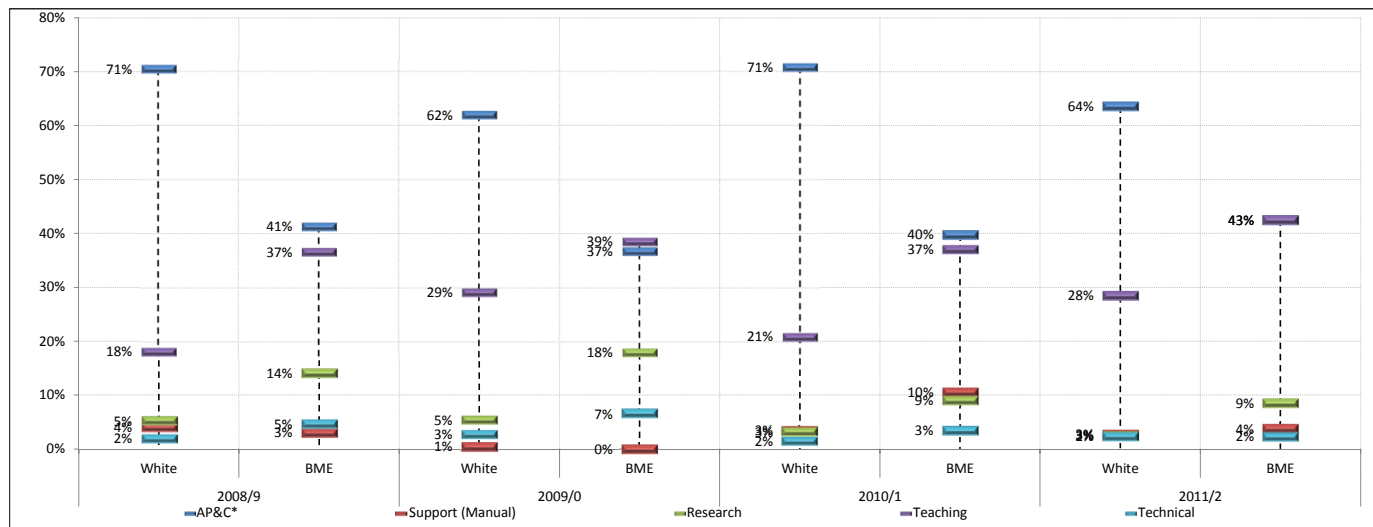


*** BME = Black & Minority Ethnic ***

➤ The number of white shortlisted candidates increased at a greater rate in percentage terms than BME candidates over the four year period.

➤ In considering absolute counts, the number of shortlisted candidates from BME backgrounds decreased between 2008/9 to 2010/1 by 25% but increased by 46% in 2011/2. The number of candidates from white backgrounds also increased by 31%.

5.4.2 Staff Type Shortlisted For by Ethnic Group



*Administrative, Professional & Clerical

➤ The majority of white applicants were shortlisted for AP&C roles (64% in 2011/2), compared with approximately 40% of BME applicants.

➤ In 2011/2 a greater proportion of BME than white applicants were shortlisted for Support (Manual), Research and Teaching roles.

➤ Consistently over the period 2008/9 to 2011/2, a greater proportion of BME applicants than white applicants have been shortlisted for Teaching roles.

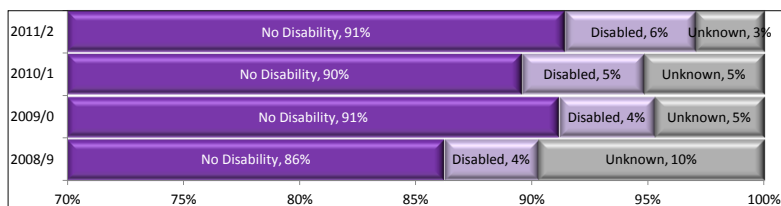
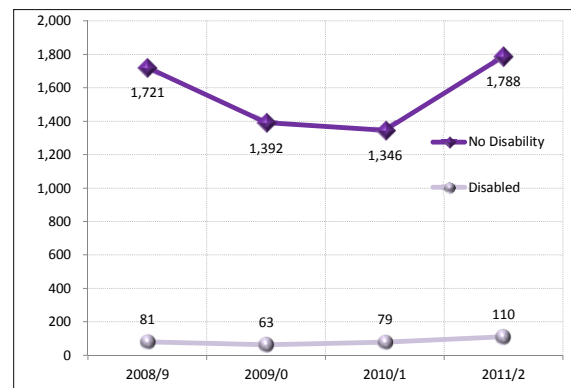
Part 2: Staff Equality Indicators

Section 5: Shortlisted Candidates for Staff Vacancies

5.5 Shortlisted Candidates for Staff Vacancies - Disability Profile

5.5.1 Shortlisted Candidate Disability Status

Year	No Disability	Disabled	Unknown
2008/9	1,721	81	194
2009/0	1,392	63	72
2010/1	1,346	79	78
2011/2	1,788	110	58

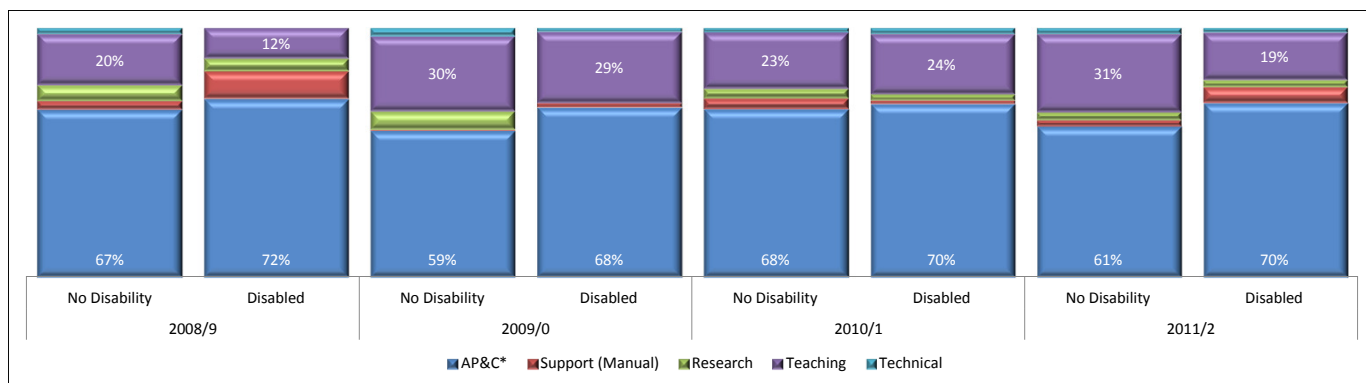


➤ Around 90% of the shortlisted candidates for staff vacancies between 2009/0 and 2011/2 did not have a disability.

➤ Similar proportions of applicants with/without a disability were shortlisted for all available positions.

➤ The only area with greatest variance is for Teaching roles in 2011/2 where 31% of those without a disability were shortlisted but 19% of those declaring a disability were shortlisted (a 12%pt difference).

5.5.2 Staff Type Shortlisted for by Disability Status



*Administrative, Professional & Clerical

Part 2: Staff Equality Indicators

Section 6: Appointment to Staff Vacancies

Section 6 reports the profile of appointments to vacancies at Sheffield Hallam University. Application/Shortlisted/Appointed information provided in this report is based on data available at the time of publication. The University is seeking more systematic ways of collecting and analysing this data. All figures are inclusive of fixed-term as well as open-ended vacant posts.

6.1 Appointment to Staff Vacancies - Overview

Year	Appointees
2008/9	470
2009/0	394
2010/1	369
2011/2	637

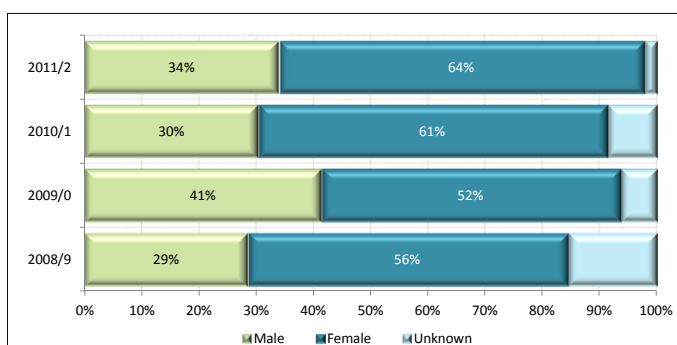
➤ Appointees to staff vacancies decreased each year between 2008/9 and 2010/1 (-21% over the period). This is inline with the number of applications and available posts.

6.2 Appointment to Staff Vacancies - Gender Profile

6.2.1 Appointee Gender Split

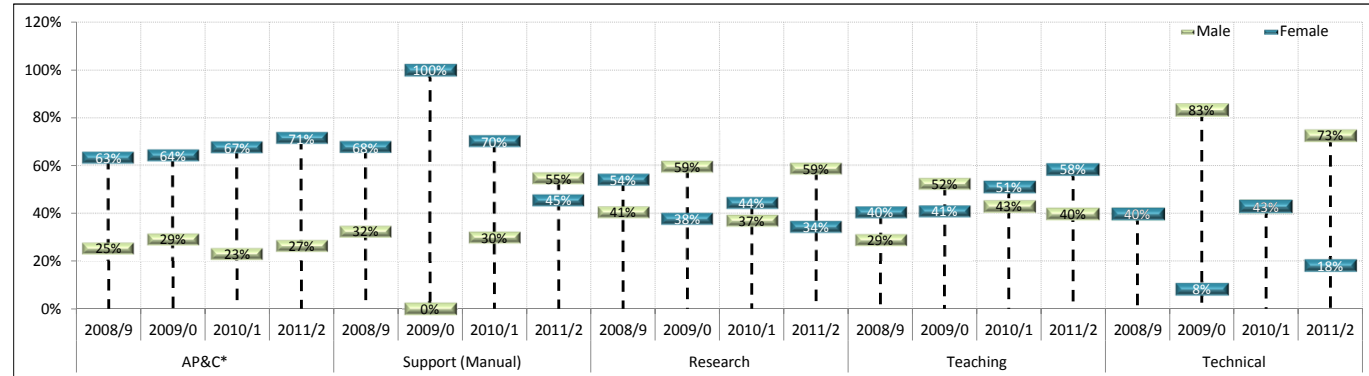
Year	Male	Female	Unknown
2008/9	134	263	73
2009/0	163	206	25
2010/1	112	225	32
2011/2	216	407	14

➤ The majority of appointees to vacancies were females. This is consistent year-on-year between 2008/9 and 2011/2.



➤ Female appointees have increased from 56% to 64% over the four year period.

6.2.2 Appointees Gender Split - Staff Type Offered



*Administrative, Professional & Clerical

➤ In the time period covered by the data, the largest variation in appointment by gender was for support vacancies in 2009/10, where all appointees were female. This variation has reduced in later years and in 2011/2, more males were appointed than females.

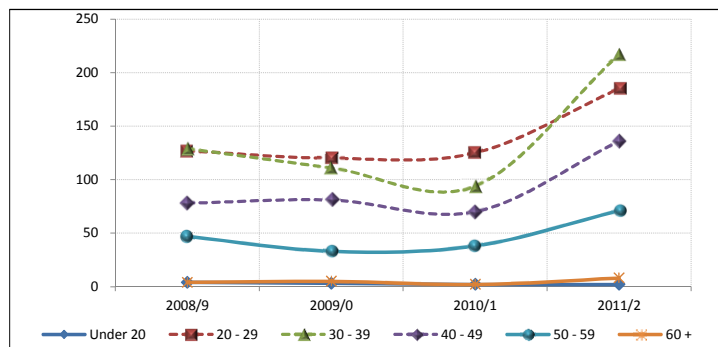
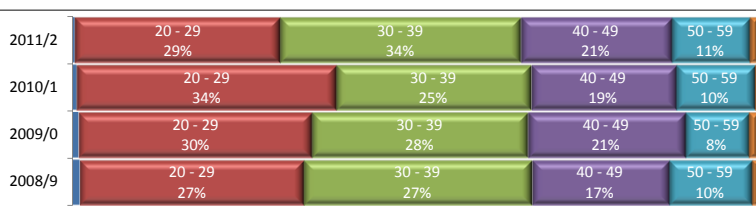
➤ Only AP&C vacancies have had a greater percentage of females appointed every year from 2008/9 to 2011/2. Relatively, the appointment gap is smallest for teaching vacancies.

Section 6: Appointment to Staff Vacancies

6.3 Appointment to Staff Vacancies - Age Profile

6.3.1 Appointee Age Groups

Age Group	2008/9	2009/0	2010/1	2011/2
Under 20	4	3	2	2
20 - 29	127	120	125	185
30 - 39	129	111	94	217
40 - 49	78	81	70	136
50 - 59	47	33	38	71
60 +	4	5	2	8
Unknown	81	41	38	18



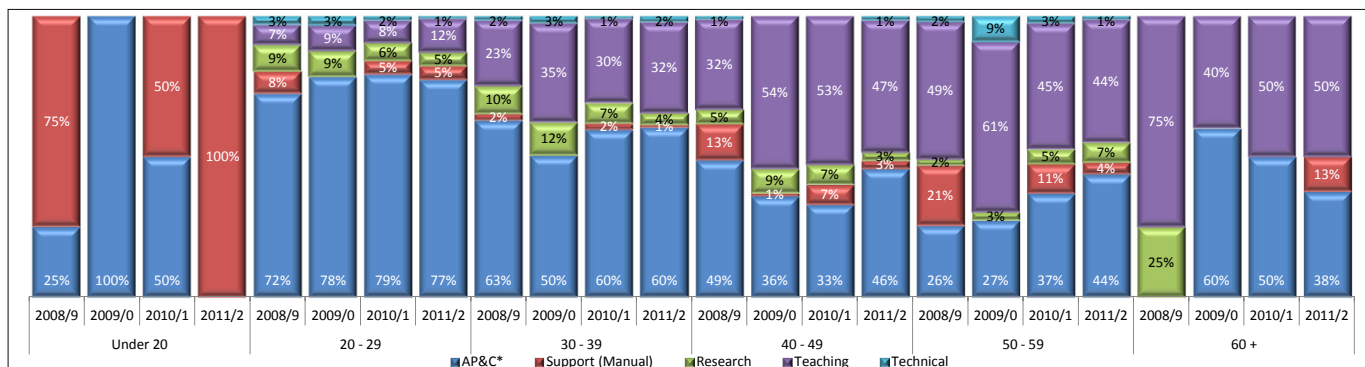
➤ The age profile of appointees has remained relatively stable over 2009/0-2011/2; in 2011/2 the majority of appointments made were of those aged 30-39 (34% of all appointed roles).

➤ In absolute terms, the age gap is widest for applications in 2011/2. Previous to this there was a moderately even spread across age groups.

➤ 20-39 year olds were mostly appointed to AP&C roles

➤ The greatest proportion of 40 to 59 year old appointees secured Teaching roles.

6.3.2 Staff Type Appointed to by Age Group



*Administrative, Professional & Clerical

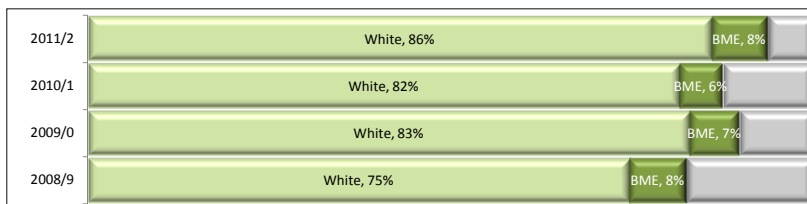
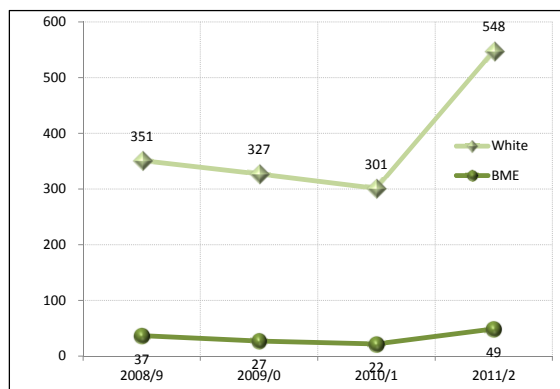
Part 2: Staff Equality Indicators

Section 6: Appointment to Staff Vacancies

6.4 Appointment to Staff Vacancies - Ethnicity Profile

6.4.1 Appointee Ethnic Group

Year	White	BME	Unknown
2008/9	351	37	82
2009/0	327	27	40
2010/1	301	22	46
2011/2	548	49	40

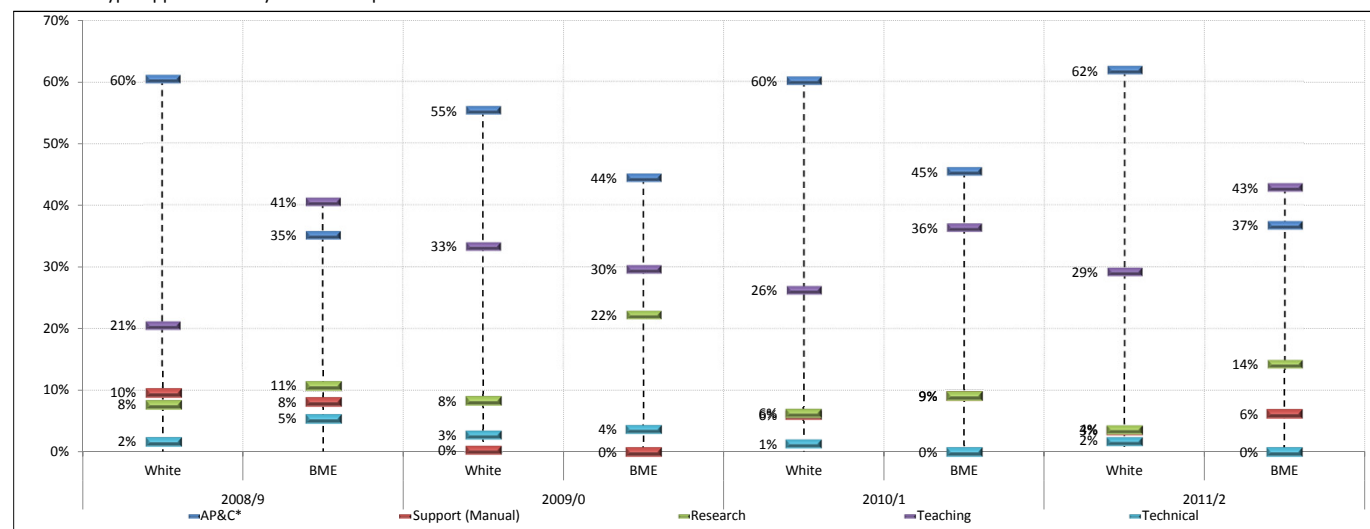


*** BME = Black & Minority Ethnic ***

➤ A greater proportion of white applicants were appointed in 2011/2 than in any of the previous years (86%); BME applicants represented 8% of appointments.

➤ In absolute terms, the number of appointees from BME backgrounds grew from 37 in 2008/9 to 49 in 2011/2, a 32% increase. White appointees increased by 56% in the same period.

6.4.2 Staff Type Appointed to by Ethnic Group



*Administrative, Professional & Clerical

➤ The largest proportion of white appointees in 2011/2 were for AP&C vacancies (62%). This is compared with 37% of BME applicants for AP&C roles. A greater proportion of BME appointments however, were made to teaching vacancies than for white appointments (2011/2).

➤ A larger proportion of appointments to people with a BME background were made to Teaching vacancies. This is true across all four years except 2009/0.

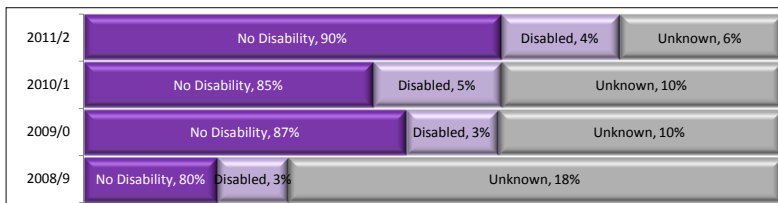
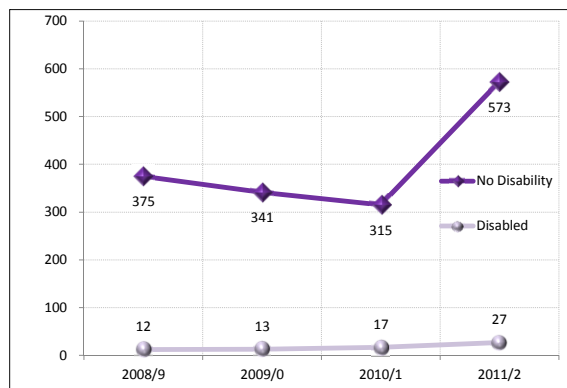
Part 2: Staff Equality Indicators

Section 6: Appointment to Staff Vacancies

6.5 Appointment to Staff Vacancies - Disability Profile

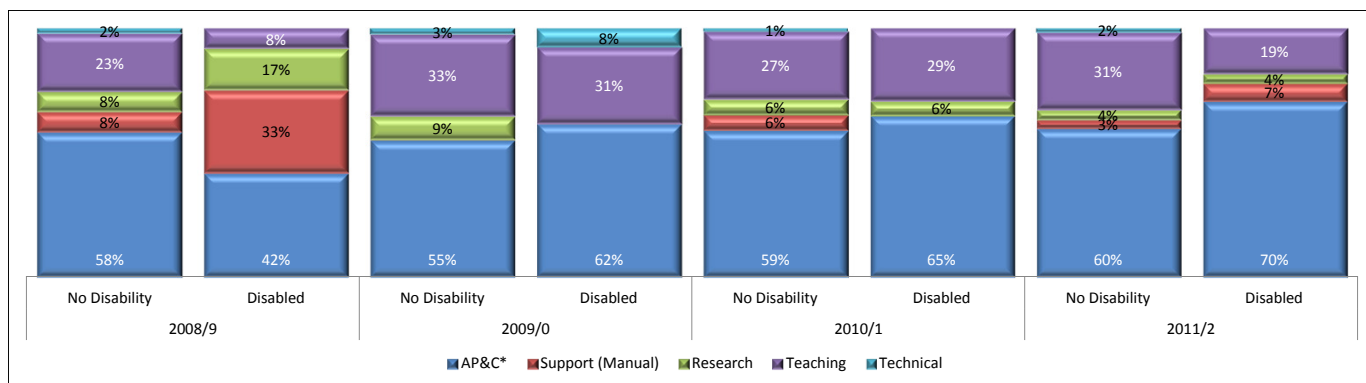
6.5.1 Appointee Disability Status

Year	No Disability	Disabled	Unknown
2008/9	375	12	83
2009/0	341	13	40
2010/1	315	17	37
2011/2	573	27	37



- The profile of appointees shows a decline for those with a disability between 2010/1 and 2011/2 (5% to 4%).
- Appointments made varies very little between those declaring a disability and those without a disability, although a growing trend is emerging where the majority of disabled appointments are made to AP&C roles.
- The proportion of appointments to teaching vacancies for those declaring a disability decreased in 2011/2 (29% to 19%).

6.5.2 Staff Type Appointed to 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 2009/0 to 2011/2 have been included.
- * Data on four main equality markers have been included: gender, ethnicity, disability and age.
- * The analysis concentrates on 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 2009/0 to 2011/2 is included. First degrees obtained are filtered (not first degree aims).
- * Definitions of groupings for the four 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 four 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 nationally 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 KIS method, looking at the standard occupational codes of graduates, this is widely reported and used in information given to students prior to application and made available on the university's website.
- * The level of study is based on achievement 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 2012.

Staff Vacancies Data: Applications / Shortlisted / Appointed

- * Data Source: Sheffield Hallam Recruitment Data, Sheffield Hallam Equality & Diversity Database
- * Figures represent headcount applicants and do 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.
- * Ethnicity and Disability markers are as defined by the University, and collected via applications forms.
- * Age is calculated using the date of birth provided on application compared with the date on which the application was made.
- * Shortlisting is determined using internal recruitment procedures, and represents all candidates invited to the next stage of recruitment (interview/assessment). Those who were shortlisted but opted out of attending further recruitment events are included in the count.
- * Appointment is determined using internal recruitment procedures, and represents all candidates offered the post to which they applied. Each offer to a role is counted. Where an initial offer is declined but another candidate is offered the role, this is counted twice (it should be noted that there are very few instances of this).

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 KIS method (see Annex 1) which assigns a level of employment based on the destination of leavers standard occupational classification (SOC) generated on response to the DLHE survey. SOC codes beginning with 1, 2 or 3 are classed as graduate whilst the remainder are non graduate.