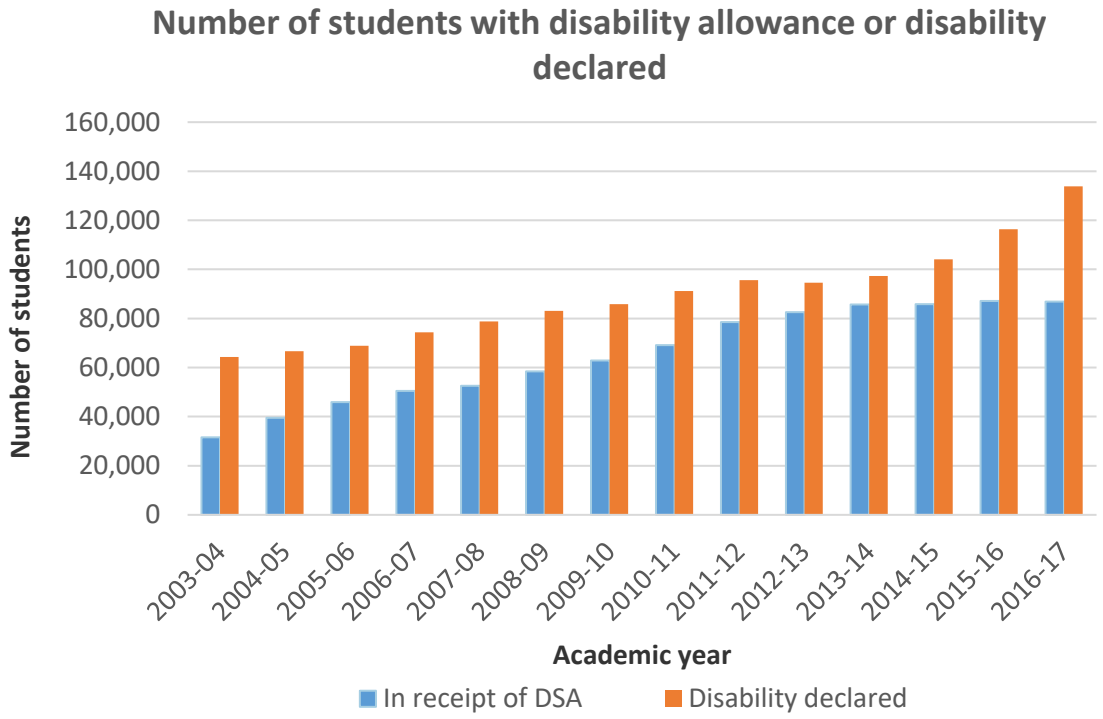
Annex A

Equality and Diversity Objectives for the Office for Students

1. In this Annex we present the key available statistics and trends for equality and diversity for both students and staff in the higher education sector to give board members some context to aid their discussions around the OfS's equality objectives. The data relates to students and staff in publicly-funded higher education institutions.

Figure 1: Numbers of disabled students at HEFCE-funded HEIs, 2003/04 to 2015/16



EU or UK-domiciled students at HEFCE-funded HEIs.

Source: HESA student record, 2003-2016

The number of students in receipt of DSA has nearly trebled between 2003/04 and 2015/16, with the number increasing by 175%, and the number of students with a declared disability has increased by around 140%, while the number of non-disabled students has increased by 25% over this period.

Figure 2: Student numbers and percentage change by type of disability and mode of study, 2008-09 to 2016-17

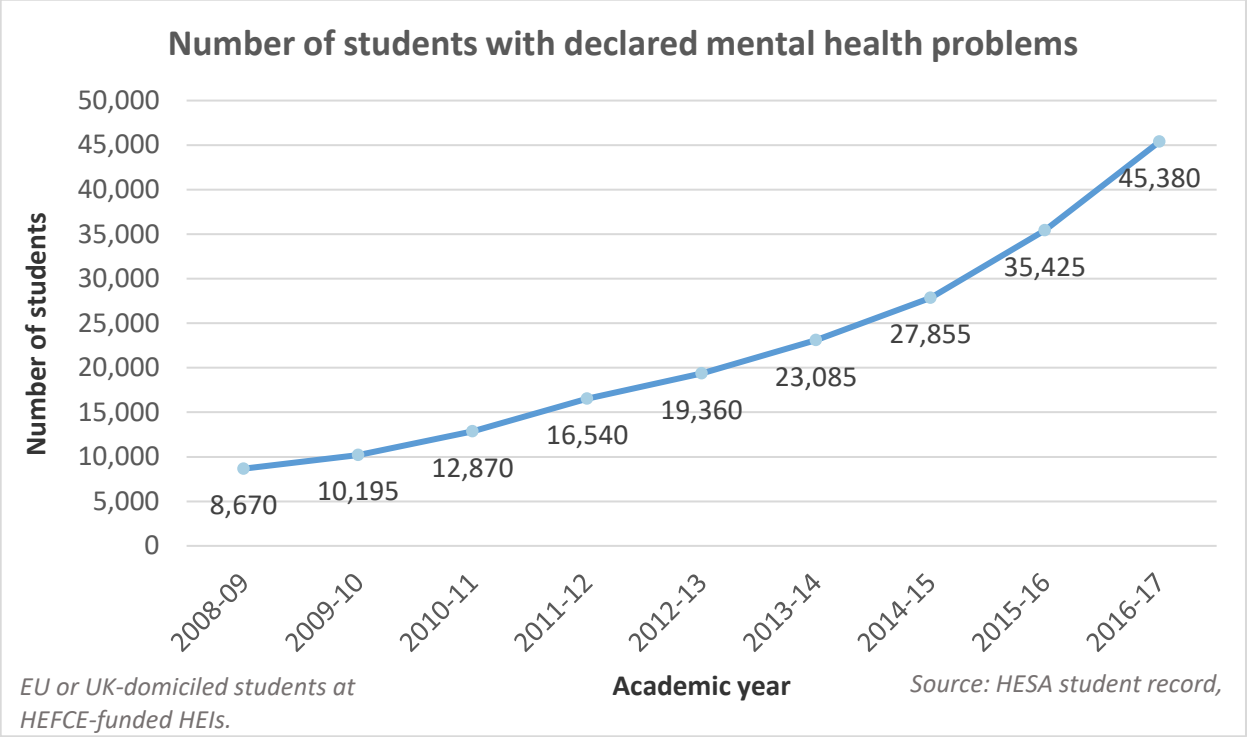
	Full-time			Part-time		
	2008	**2016**	**% change**	**2008**	**2016**	**% change**
A long standing illness or health condition	13,510	15,820	17.11%	7,140	5,175	-27.50%
A mental health condition, such as depression, schizophrenia or anxiety disorder	5,450	36,950	577.90%	3,220	8,435	161.80%
A physical impairment or mobility issues	2,290	4,820	110.20%	2,075	1,845	-11.07%
A social/communication impairment such as Asperger's syndrome/other autistic spectrum disorder	1,315	6,605	402.50%	215	945	335.50%
A specific learning difficulty such as dyslexia, dyspraxia or AD(H)D	55,685	77,150	38.55%	13,450	16,070	19.45%
Blind or a serious visual impairment uncorrected by glasses	1,815	1,800	-0.94%	1,060	765	-27.57%
Deaf or a serious hearing impairment	3,140	2,790	-11.08%	2,740	1,440	-47.41%
A disability, impairment or medical condition that is not listed above	8,735	12,795	46.44%	7,015	5,205	-25.85%
Two or more impairments and/or disabling medical conditions	4,840	12,595	160.20%	7,890	9,475	20.12%
No known disability	985,725	1,066,525	8.20%	633,820	340,170	-46.33%
All students	1,082,505	1,237,845	14.35%	678,630	389,530	-42.60%

Source: HESA student record

Note: These are UK or EU domiciled students at HEFCE-funded HEIs

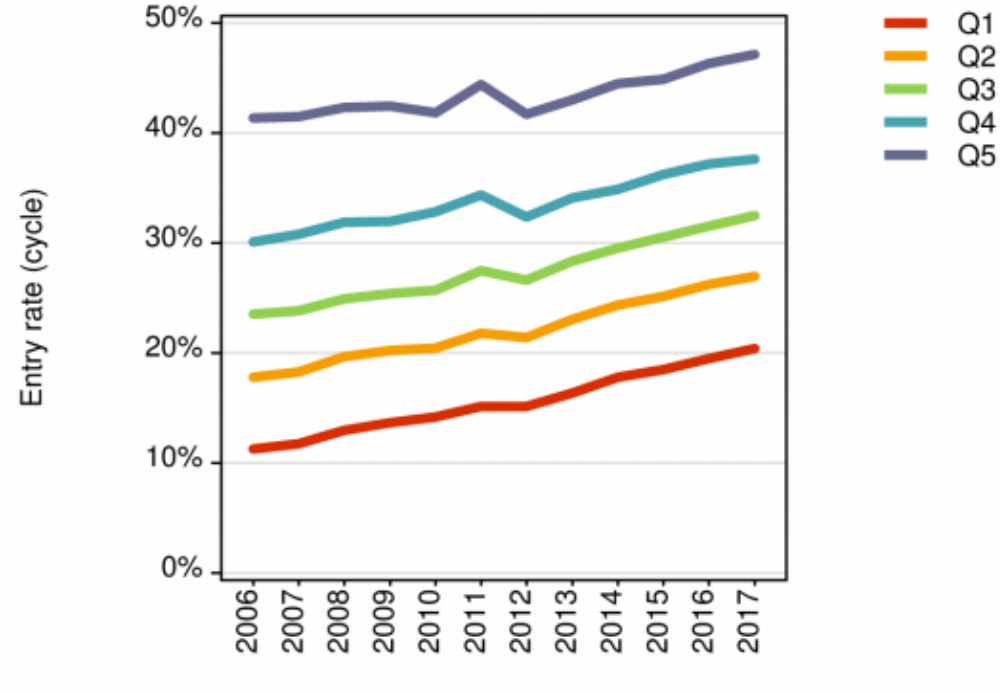
Figure 2 shows that for full-time students, between 2008/09 and 2016/17 there have been significant increases across all types of disability apart from ‘Blind or a serious visual impairment uncorrected by glasses’ or ‘Deaf or a serious hearing impairment’.

Figure 3: Number of students with declared mental health problems between 2008/09 and 2016/17



There have been large increases in recent years in the number of students with a known mental health condition.

Figure 4: 18 year olds in England, entry rates by POLAR3 groups (Q5 = most advantaged areas)

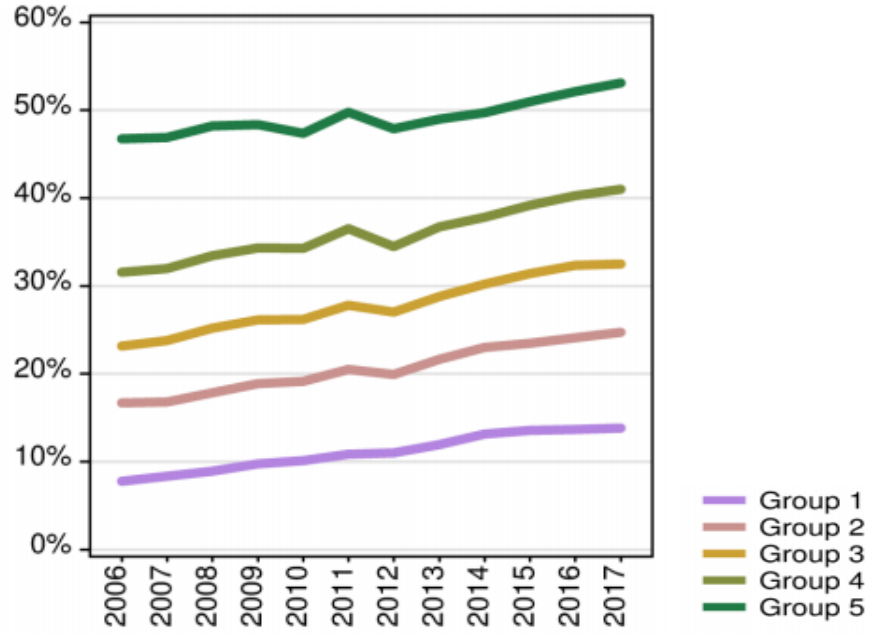


Source: UCAS End of cycle report 2017[1]

Among young entrants, the entry rate for those from the lowest participation neighbourhoods increased by 82 per cent between 2006 and 2017. Students are still, however, 2.3 times less likely to enter higher education if they are from the lowest participation neighbourhoods relative to those from the highest participation neighbourhoods, and 5.5 times less likely in the higher tariff institutions. These figures rise to 3.9 and 9.8 once intersections of student characteristics are taken into account; the higher education participation rate for white males on free school meals (FSM) in the lowest participation areas for example is 6.5%.

[1] UCAS 2017, End of Cycle Report: Patterns by Applicant Characteristics – https://www.ucas.com/file/140396/download?token=ekh0PW6p

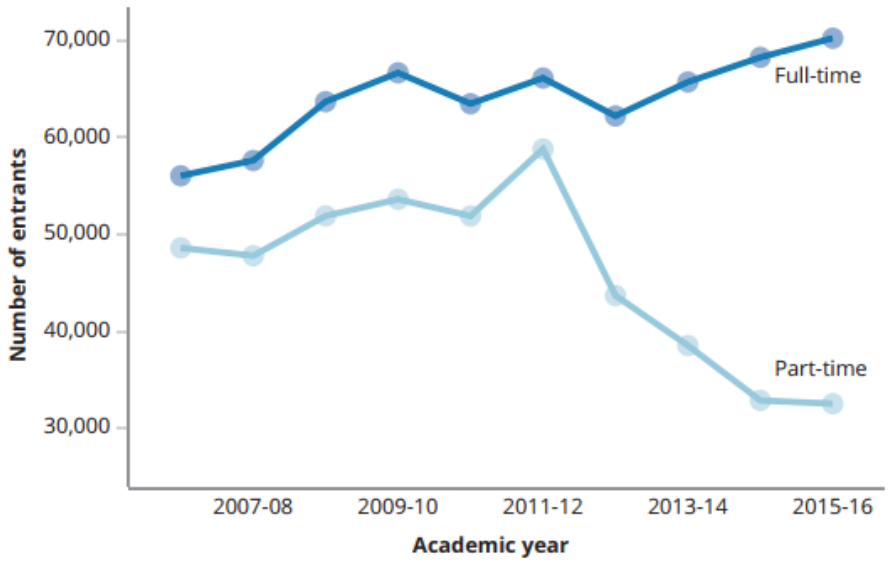
Figure 5: Entry rates for English 18 year olds by multiple equality measure groups



Source: End of cycle report 2017, UCAS

Recognising the intersections of under-representation and protected characteristics is critical. UCAS has developed one way of doing this through its Multiple Equality Measure (MEM). The MEM brings together information on several equality dimensions for which large differences in the probability of progression into higher education exist. These equality dimensions include sex, ethnic group, where people live (using the POLAR3 classification), secondary education school sector (state or private), and income background (as measured by whether a person was in receipt of FSM). These are then combined, the probability of entering in higher education calculated and the numbers grouped 1 to 5, with group 1 having the lowest probability of entry to higher education and group 5 the highest probability.

Figure 6: Mature first degree entrants by mode of study



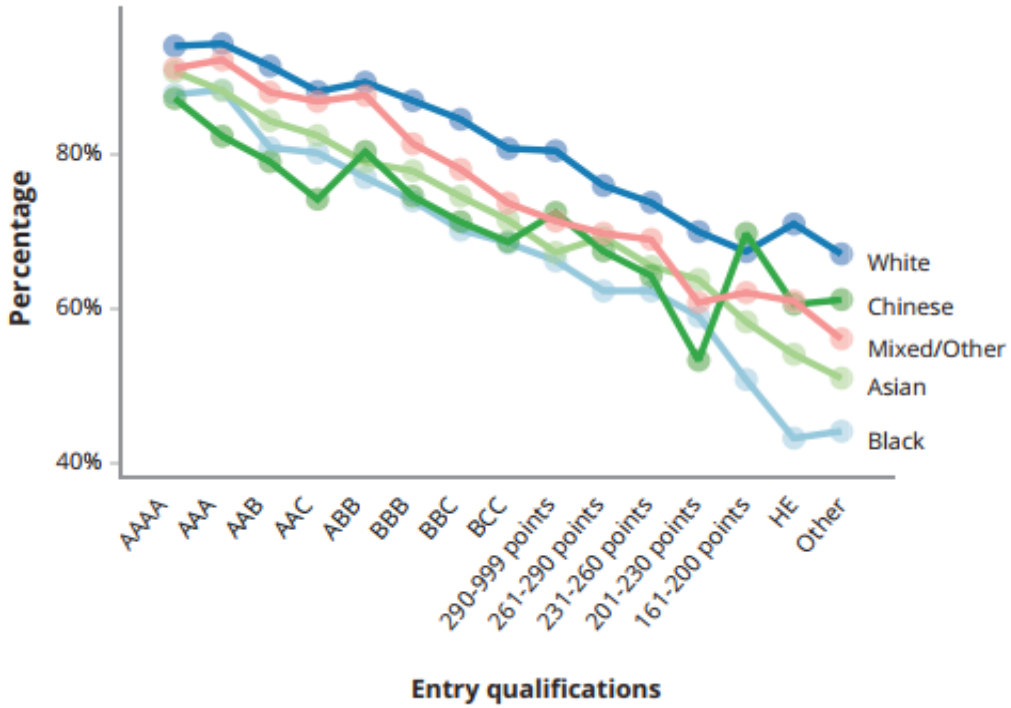
Source: HEFCE Higher Education in England[2]

Alongside the gaps in access for young people, fewer people are improving their capabilities and credentials by entering higher education whilst they are in work and later in life. Part-time study has more than halved since 2011-12, with most of this due to the decline in study by people older than 25 and studying at less than 50 per cent intensity[3].

[2] HEFCE 2017 Higher Education in England – www.hefce.ac.uk/analysis/HEinEngland/students/age/

[3] HEFCE 2017 analysis from HESA 2015-16 student record

Figure 7: Percentage of graduates achieving a first or upper second class degree by ethnicity



Source: HEFCE Higher Education in England[4]

Non-continuation rates are low in English higher education compared with many other countries, and they have been sustained despite the expansion and diversification of the student body. Notwithstanding this, the data shows that they are affected by student background and characteristics, reaching 9 per cent for those from the lowest participation neighbourhoods[5] within the young student population, and more than 10 per cent for black students. This represents a 4 percentage point gap between the rates for the most and least underrepresented groups, and between white and black students[6].

There is also long-standing evidence that your background and characteristics affect your likelihood of being satisfied with your academic experience and achieving the best grades. Black Caribbean and Asian Bangladeshi students respectively report 4.1 per cent and 2.1 per cent lower satisfaction with their experience than white students, even once their characteristics other than ethnicity are taken into account. Disabled students are 2.7 per cent

[4] HEFCE 2017 Higher Education in England – www.hefce.ac.uk/analysis/HEinEngland/students/

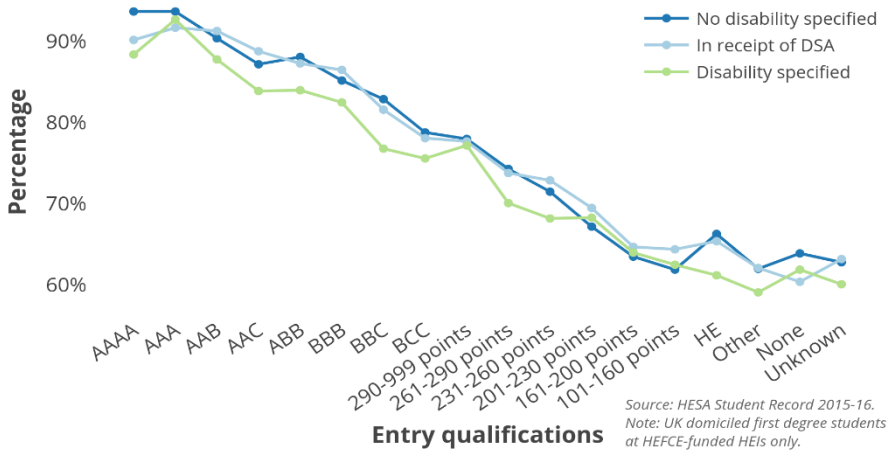
[5] POLAR4 Quintile 1 – Participation of Local Areas – www.hefce.ac.uk/analysis/yp/POLAR/

[6] HEFCE 2017 analysis from HESA student record

less satisfied using the same analysis. There is a broad correlation between these patterns and the degree outcomes for these groups[7].

There is a profound gap in degree outcomes based on ethnicity; black students, for example, are 15 per cent less likely to gain a first or upper second class degree than white students and there are gaps across all entry grades.

Figure 8: Percentage of graduates achieving a first or upper second class degree by disability



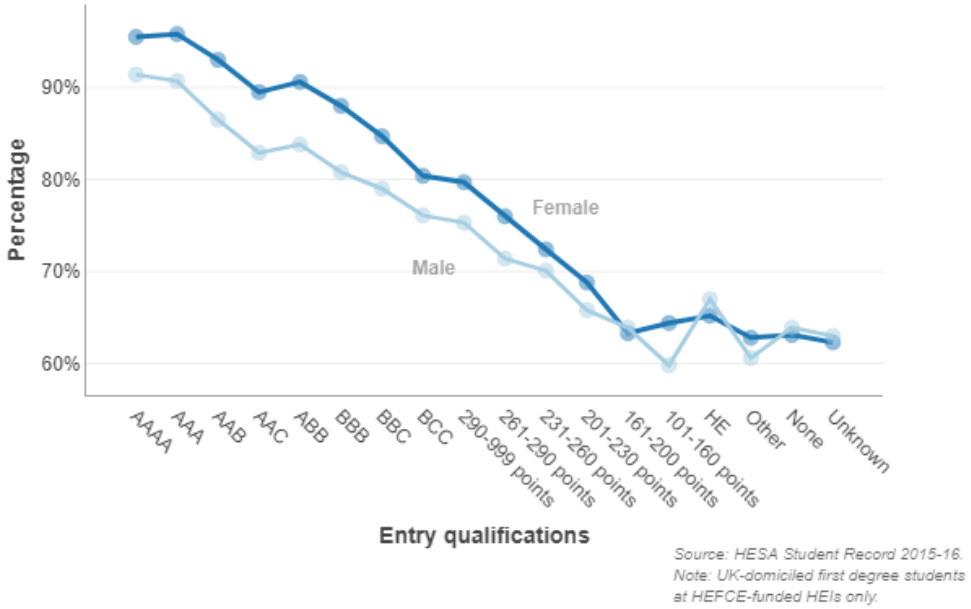
Source: HESA Student Record 2015-16

Degree outcomes for disabled students in receipt of DSA are broadly in line with those of students with no known disability. However, outcomes are typically worse for students who have declared a disability, but who are not in receipt of DSA. Disabled students not in receipt of DSA are less likely than their peers to achieve a first or upper second class degree. For most levels of prior attainment, these students are between three and five percentage points less likely to achieve this than a student with no disability, whereas the degree outcomes for students in receipt of DSA are not notably different from those with no disability[8].

[7] HEFCE 2018 tbc, National Student Survey 11 Year Review: Results and Trends Analysis

[8] HEFCE 2017 Higher Education in England – www.hefce.ac.uk/analysis/HEinEngland/students/disability/

Figure 9: Percentage of graduates achieving a first or upper second class degree by sex



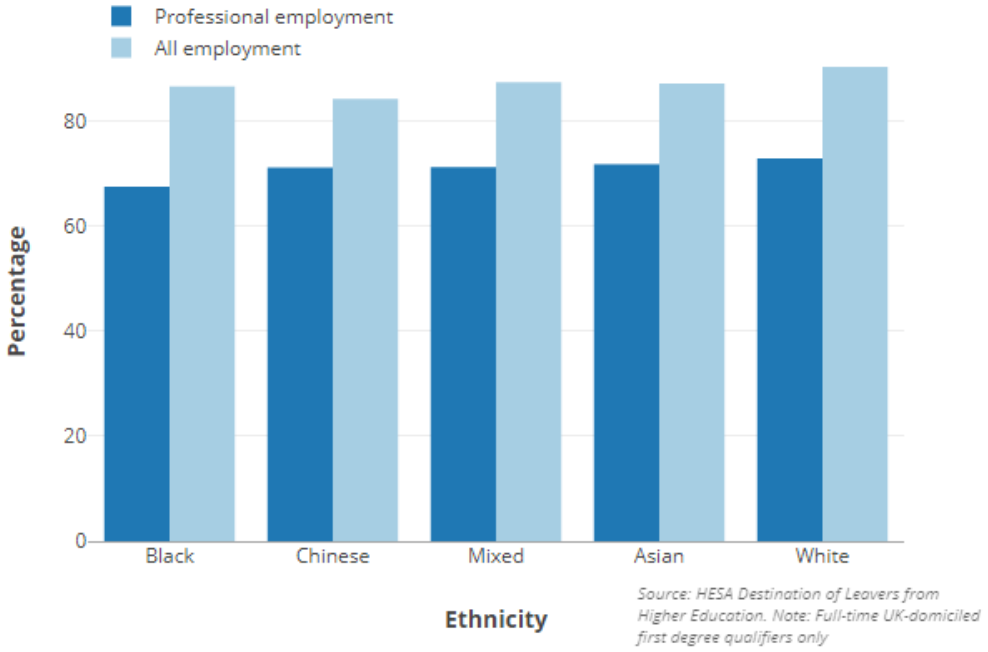
Source: HESA student record 2015-16

There are more female than male entrants to first degrees in England, and women are more likely to achieve better degree outcomes. The most recent data suggests that the differences between the sexes are growing. Women are less likely to leave higher education at the end of their first year than men; and while non-continuation rates have increased for all students since 2011-12, the rate for male students has increased more than that for female students, widening the gap between the two sexes.

In terms of degree outcomes, for nearly all levels of prior attainment, female students have on average better degree outcomes than male students. The rate at which women achieve first and upper second class degrees is typically between two and seven percentage points higher than men[9].

[9] Higher education in England 2017 – www.hefce.ac.uk/analysis/HEinEngland/students/sex/

Figure 10: Employment outcomes by ethnicity

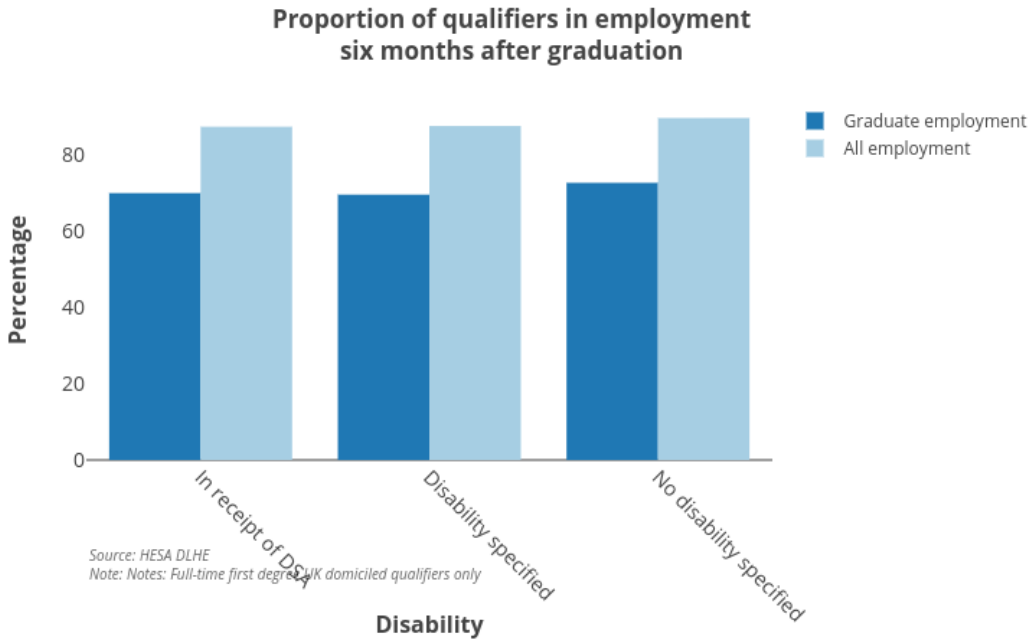


Source: HESA 2015 Destinations of Leavers from Higher Education (DLHE) data

The proportion of graduates entering professional jobs within 40 months of their studies is 17 percentage points lower for black Caribbean students than their white peers[10].

[10] HEFCE 2016, Differences in Employment Outcomes – www.hefce.ac.uk/analysis/employment/201011/

Figure 11: Employment outcomes by disability



Source: HESA 2015 DLHE data

Disabled students not in receipt of DSA are two percentage points lower in terms of general employment six months after graduation, compared to their counterparts who have no disability specified. For graduate level employment they are three percentage points lower.

Other protected characteristics covered by the Public Sector Equality Duty

We do not yet have sufficient data to monitor the non-continuation rate or degree attainment trends of individuals possessing other characteristics covered by the PSED. However, there is some information available on the characteristics of these entrants. We will continue to collect and monitor trends for students possessing these protected characteristics and ensure that due regard is given to these students in future regulatory functions and policy making.

Figure 12: Religion and belief

Religion and belief	2015-16 entrants (%)[11]
Buddhist	1%
Christian	32%
Hindu	2%
Jewish	0%
Muslim	10%
Sikh	1%
Spiritual	1%
Other	1%
No religion	45%
Information refused	6%

Figure 13: Sexual orientation

Sexual orientation	2015-16 entrants (%)[12]
Heterosexual	88%
Bisexual	2%
Gay man	1%
Gay woman / lesbian	1%
Other	1%
Information refused	7%

[11] HEFCE 'Additional equality and diversity data' www.hefce.ac.uk/analysis/opthesa/religion/

[12] HEFCE 'Additional equality and diversity data' www.hefce.ac.uk/analysis/opthesa/sexorient/

Figure 14: Gender identity

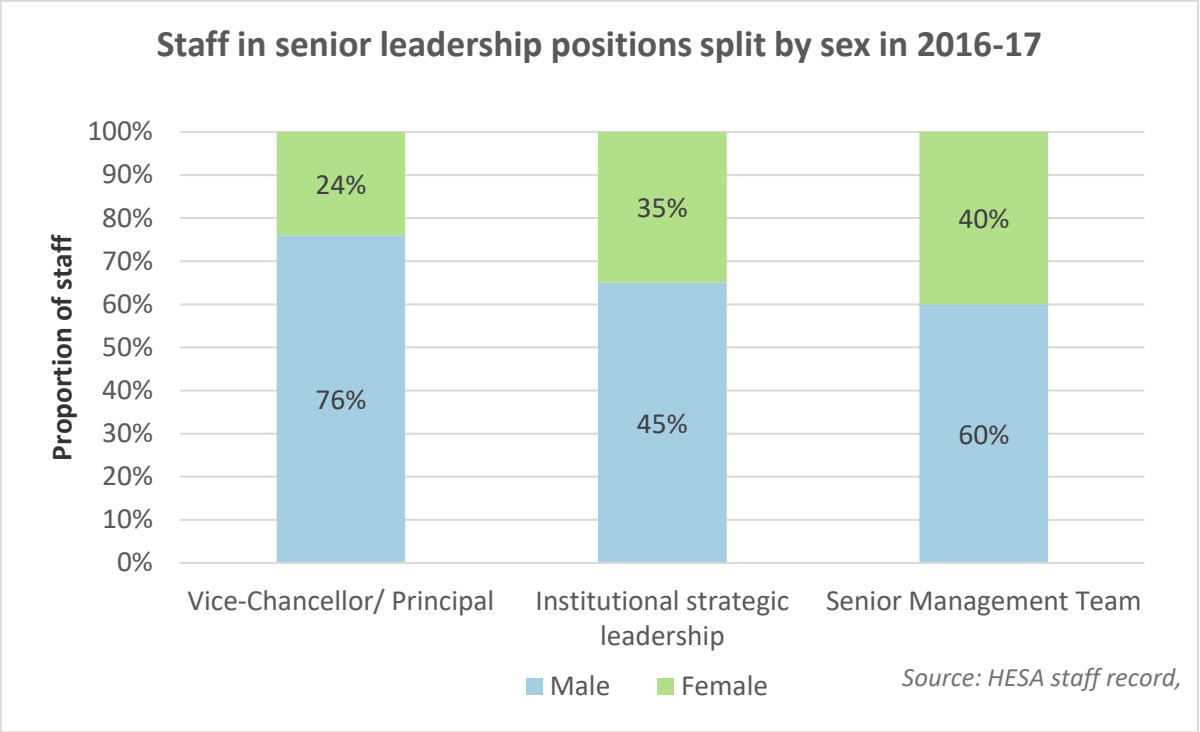
Is your gender identity the same as you were assigned at birth?	2015-16 entrants (%)[13]
Yes	95%
No	3%
Information refused	2%

[13] HEFCE 'Additional equality and diversity data' www.hefce.ac.uk/analysis/opthesa/gender/

Figure 15: Sex diversity of staff in senior leadership positions, 2013-17

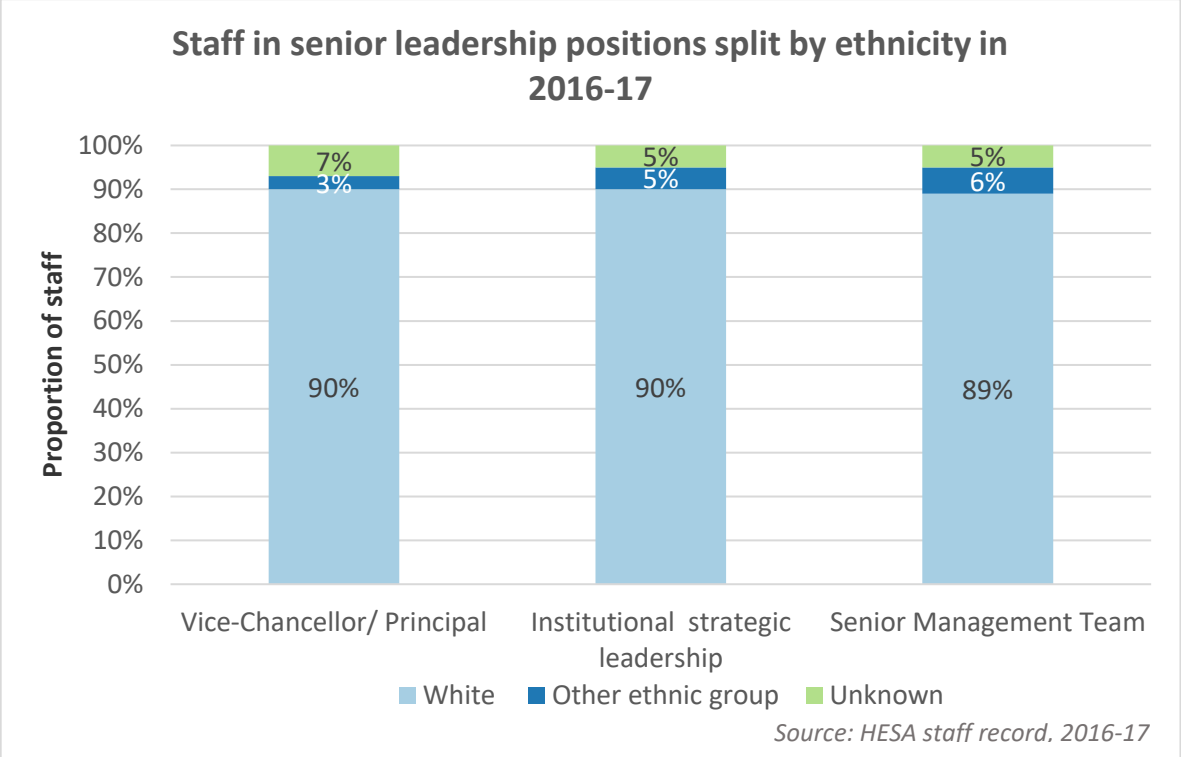
Job type																
	2013-14				2014-15				2015-16				2016-17			
	Sex				Sex				Sex				Sex			
	Female		Male		Female		Male		Female		Male		Female		Male	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Vice-Chancellor / Principal	25	18	110	82	25	19	115	81	25	20	105	80	30	23	100	77
Institutional strategic leadership	265	36	475	65	200	32	425	68	210	35	395	65	205	35	375	65
Senior Management Team	645	36	1,125	64	670	38	1,085	62	680	38	1,095	62	705	39	1,085	61
Source: HESA staff record, 2013-2017																

Figure 16



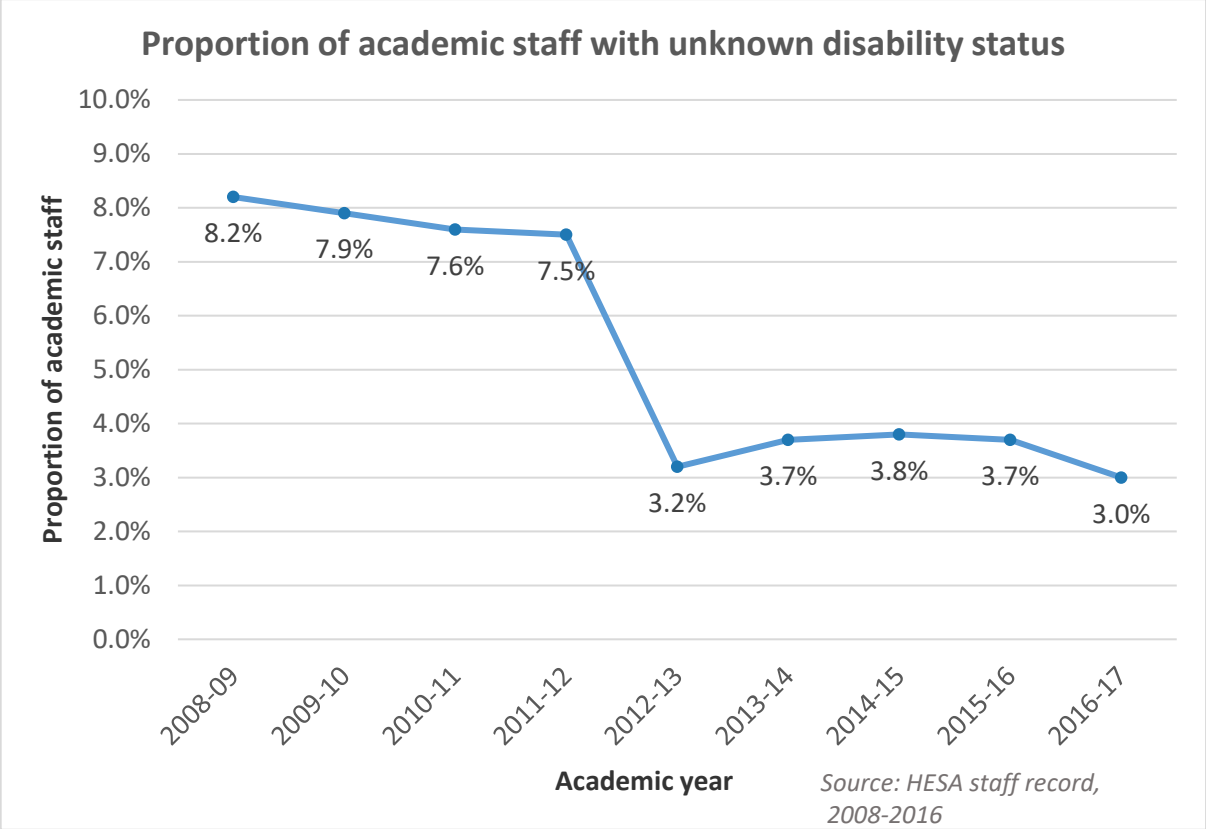
Figures 15 and 16 show that the sector still has a considerable gender imbalance in senior management positions, with women representing only 35% of institutional strategic leadership. Though the number of women in senior managerial positions slowly continues to rise, there remained little change in these figures over the past four years; however 2016-17 saw an increase of 5 female Vice Chancellors or Principals bringing the total to 30 or 23%.

Figure 17



There is little change in the numbers of BME staff in senior positions, BME staff continue to be underrepresented in comparison with the national average. There has been a 1% increase in BME staff in institutional strategic leadership positions over the last year, however no percentage increase in the number of BME staff in vice chancellor/principal roles or in senior management teams.

Figure 18



In 2016-17, non-disclosure of disability status by academic staff fell by 0.7% indicating they are more comfortable in declaring their disability to their employer, continuing a largely positive trend since 2008.