

LEEDS METROPOLITAN UNIVERSITY

# PUBLIC SECTOR EQUALITY DUTY COMPLIANCE REPORT

Data provided by the Higher Education Statistics Agency (HESA)  
for academic year 2009/10.

Written by the Equality & Diversity Team,  
Leeds Metropolitan University.

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## **Foreword**

Leeds Metropolitan University's Public Sector Equality Duty Compliance Report is a living document. In these pages we have listed the actions that our University has taken - and intend to take - to ensure we comply with the general duty of the Equality Act 2010. In the Appendix sections we have included some headline data which has supported the development of our equality objectives. Underpinning these objectives are two of our University's strategic themes:

- Engaging, valuing and developing our diverse community of colleagues
- Providing a supportive, inclusive and welcoming environment and preparing students for employment and lifelong learning,

Before April 2012, we will publish our equality objectives and would welcome your comments.

Although there is a requirement to update this report annually we intend to do it bi-monthly. This will ensure that all of our new and on-going activities are reported. We would expect this report to be read in conjunction with other items on our website in order to give a complete picture of equality at Leeds Metropolitan University. Additionally, we will be providing the latest data sets as they become available.

**Ian Clarke**  
**Equality and Diversity Manager December 2011**

## **Equality policy at Leeds Metropolitan University**

Leeds Metropolitan University is a dynamic and forward thinking university. We are committed to equality and fairness for our student body and workforce. Our University community has a diverse range of social and cultural backgrounds and we celebrate diversity as a key strength. We actively promote a positive learning and working environment that is free from discrimination, harassment or victimisation. Leeds Metropolitan University welcomes applications from anyone who wishes to work or study with us.

For more information please read:

- Our strategic plan - [www.leedsmet.ac.uk/strategicplan](http://www.leedsmet.ac.uk/strategicplan)
- Our Equality & Diversity Policy - [www.leedsmet.ac.uk/diversity](http://www.leedsmet.ac.uk/diversity)

### **About the Public Sector Equality Duty**

The Public Sector Equality Duty was brought into force in April 2011. It replaced the current public sector duties in the Race Relations (Amendment) Act 2000, the Disability Discrimination Act 2005 and the Equality Act 2006.

Eight of the nine protected characteristics covered by the Equality Act 2010 are included in the Public Sector Equality Duty - these are:

- Age
- Disability
- Gender reassignment
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

Marriage and Civil partnership is a protected characteristic but it is not covered by the Public Sector Equality Duty.

### **Compliance with the Public Sector Equality Duty**

The Public Sector Equality Duty requires Leeds Metropolitan University to pay due regard to the following:

1. Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act 2010;
2. Advance equality of opportunity between people from different groups. This involves considering the need to:
  - a. remove or minimise disadvantages suffered by people due to their protected characteristics,
  - b. meet the needs of people with protected characteristics,
  - c. encourage people with protected characteristics to participate in public life or in other activities where their participation is low;
3. Foster good relations between people from different groups. This involves tackling prejudice and promoting understanding between people from different groups.

Our University takes these obligations very seriously and we have a range of initiatives that seek to meet them fully. These are described below.

## **1) Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act 2010.**

- Leeds Metropolitan University has a robust equality and diversity governance structure which comprises of advisory groups from all faculties and service areas. This facilitates free communication across the institution as well as serving as a means to escalate localised issues.
- We work with colleagues in our Finance Department to ensure that companies who work with us understand their duty to comply with the organisational values we derive from equality and diversity practice.
- Our University welcomes employment applications from a diverse range of people. This is best demonstrated through our subscriptions to the Positive About Disabled People scheme, the Mindful employer scheme and Stonewall.
- Our University works hard to ensure it is accessible to a wide a range of students. We continually anticipate the general requirements of disabled people with a wide range of impairments and health conditions and build these in to our policies and procedures.
- Our University recognises that some students and staff will require individual adjustments to enable them to access our assessment, learning, teaching and employment provision. For this reason we have a trained Disability Services Team and Occupational Health Team who can assess where any reasonable adjustments need to be made.
- Our course review procedures include questions about equality and diversity so that if issues arise, they can be escalated quickly and action can be taken to resolve them for our current and future students.
- We have a fair and practical student pregnancy, adoption and maternity policy that offers appropriate support and guidance when our students need it.
- We are participating in an Equality Challenge Unit initiative to examine the experiences of Black and minority ethnic staff in higher education.
- Our Equality & Diversity Team offers a programme of essential training on equality and diversity for all managers, including the Corporate Management Team. All staff with manager/supervisor responsibilities are required to have undertaken this training and between 2012-15 this programme will also be rolled out to other staff. The aims of this programme are to:
  - Identify and understand the difference between equality and diversity.
  - Demonstrate an awareness of equality and diversity legislation.
  - Identify the benefits of equality and diversity at our University.
  - Affirm how prejudice and discrimination happens and the impact it has on individuals, teams and the institution.
  - Understand how to recognise what language might cause offence and how to use respectful language in the workplace.
- Equality and diversity training is also included in our generic recruitment and selection provision for any staff taking part in recruitment panels.
- In the 2009/10 academic year three groups of staff also completed a Mental Health First Aid programme and Residential Officers in our student accommodation also received specific equality and diversity training.
- To provide an effective response to conflict or harassment we operate an internal Mediation Service and the Dignity and Respect Network. Both of these services are staffed by trained volunteers from a cross section of the University. Further details are available at:
  - [www.leedsmet.ac.uk/mediation](http://www.leedsmet.ac.uk/mediation)
  - [www.leedsmet.ac.uk/respect](http://www.leedsmet.ac.uk/respect)

## **2) Advance equality of opportunity between people from different groups.**

- Our University has several equality forums for staff and students to contribute towards equality policy in the organisation. These groups work together to impact assess key university policies. We have staff forums for disability, faith, age, gender, lesbian and gay, and race. Our students union also has an active diversity forum.

- Our University has a strong widening participation strategy that aims to increase the number, retention, achievement and progression of students from under-represented groups. These groups particularly include:
  - White working-class boys
  - Asian girls
  - African-Caribbean boys
  - Looked after children and care leavers
  - Mature learners
  - Students with disabilities.

### **3) Foster good relations between people from different groups. This involves tackling prejudice and promoting understanding between people from different groups..**

- Our equality and diversity website can be found at [www.leedsmet.ac.uk/diversity](http://www.leedsmet.ac.uk/diversity). This has lots of information about diversity at Leeds Metropolitan University and in the wider community.
- We celebrate a range of events annually, these might include:
  - Black History month
  - LGBT History month
  - International Women's Day
- We provide access to multi use prayer rooms on both of our campuses.
- We have training in place on appropriate language/banter as part of the essential training for managers.
- Our Mediation Skills training for residential officers helps them to deal with conflict, and recognise and challenge inappropriate language and behaviour.
- We have completed training with our Campus and Residential Services about appropriate behaviour and respect.
- We liaise with the students' union on key equality issues and work collaboratively to ensure excellent experiences for our students.
- We have developed a one hour equality session for all new students which will be delivered by academic staff as part of our induction process. This was piloted in 2011/12 and will be rolled out over the forthcoming academic years.
- We have undertaken research into social network bullying and harassment. Recommendations have been implemented via student induction sessions.

### **Systemic change pilot: advancing race equality**

We are participating in an Equality Challenge Unit initiative to examine the experiences of Black and minority ethnic staff in higher education. We feel that our participation in this project will allow us to open up further debate on the experiences of BME staff at our University. We have also commenced work on linking our findings to the experiences of students and have established a further project via our University's Race Forum to examine BME student attainment data.

The outcomes of these projects will be reported in a future version of the Public Sector Equality Duty.

### **Equality Impact Assessment**

At Leeds Metropolitan University we undertake equality impact assessments on our policies and procedures. This helps us to understand the effect of our practices on equality and ultimately enhances the accessibility, openness and fairness of our institution. The data available in the appendices of this report has been used to evidence the impact assessment process.

To view our impact assessments you can visit our Wiki site at: [www.eqia.leedsmet.ac.uk](http://www.eqia.leedsmet.ac.uk).

## Equal Pay Audit

Our University's Equal Pay Audit will be available in January 2012. Please visit [www.leedsmet.ac.uk/hr](http://www.leedsmet.ac.uk/hr).

## Equality objectives

As part of the Public Sector Equality Duty our University is required set equality objectives based on an analysis of equality data. These will be published in time for the April 2012 deadline.

## Important information about the data in this report

This report uses equality monitoring information to describe diversity at Leeds Metropolitan University. The statistics are based on analysis of data from the Higher Education Statistics Agency (HESA) covering staff and student gender, ethnicity, disability and age for the 2009/10 academic year. This report also offers comparisons with previous years and other institutions as a means to benchmark within the sector and highlight patterns when appropriate. The key principle of the report is to make a critical analysis of equality at our University, from which objectives can be set that will have a positive impact on the staff and student communities that we serve.

The report is divided into two parts. Part A presents equality statistics relating to staff at our University and part B concerns equality statistics for students. Both parts cover gender, ethnicity, disability and age.

A list of definitions and notes precede the data to clarify some of the terms used and how the data have been presented.

Due to the provisions of the Data Protection Act 1998 and the Human Rights Act 1998, HESA now implements a strategy to prevent the disclosure of personal information about any individual. This strategy involves rounding all numbers to the nearest multiple of 5. A summary of this strategy is as follows:

0, 1, 2 are rounded to 0

All other numbers are rounded to the nearest multiple of 5

For example 3 is represented as 5, 22 is represented as 20, 3286 is represented as 3285 while 0, 20, 55, 3510 remain unchanged.

As a result of the HESA rounding strategy, not all of the figures in this report are exact. However, by adopting the strategy in this report our University has also met its obligations to staff and students under the Data Protection Act 1998.

This report also uses two benchmark groups to assess our University's performance against other institutions in the sector. *All Universities* is the average data for the full list of HEI's in the HESA database. *Benchmark Institutions* is the average data for a group of universities selected by the Vice Chancellors Group. A list of our University's benchmark institutions is provided at the back of this document along with a glossary of other terms.

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## 1 Staff: Gender

- In 2009/10 the majority of all staff at our University were female (53.5%). This percentage has decreased since 2004/05 (56.0%) demonstrating a greater gender balance.
- Female staff made up 48.7% of full-time staff compared with 60.5% of part-time staff.
- Leeds Metropolitan University has a better gender balance than the average for its benchmark institutions.
- 58.1% of full-time academic staff were male compared with 46.2% of full-time professional and support staff.
- 53.8% of part-time academic staff were female compared with 69.5% of part-time professional and support staff.
- Our University's gender balance is in line with the sector overall.

### 1.1 Staff by gender

All university staff		
Our University	53.3% Female	46.7% Male
Benchmark Institutions	56.0% Female	44.0% Male
All institutions	53.8% Female	46.2% Male

### 1.2 Full-time and part-time staff by gender

Full-time academic staff		
Our University	41.9% Female	58.1% Male
Benchmark Institutions	42.0% Female	58.0% Male
All institutions	38.3% Female	61.7% Male

Part-time academic staff		
Our University	53.8% Female	46.2% Male
Benchmark Institutions	55.6% Female	44.4% Male
All institutions	54.5% Female	45.5% Male

Full-time professional and support staff		
Our University	54.0% Female	46.0% Male
Benchmark Institutions	55.5% Female	44.5% Male
All institutions	54.1% Female	45.9% Male

Part-time professional and support staff		
Our University	69.5% Female	30.5% Male
Benchmark Institutions	79.7% Female	20.3% Male
All institutions	78.7% Female	21.3% Male

## Occupational groups

- Managers at Leeds Metropolitan University are more likely to be male (57.7%) which is in contrast to the sector average and our University's benchmark institutions.
- The proportion of female academic professionals at Leeds Metropolitan University (47.6%) is larger than the sector overall (44.0%) and slightly larger than our benchmark institutions (47.1%).

### 1.3 Occupational group by gender

Managers		
Our university	42.3% Female	57.7% Male
Benchmark Institutions	56.0% Female	44.0% Male
All institutions	52.1% Female	47.9% Male

Academic Professionals		
Our university	47.6% Female	52.4% Male
Benchmark Institutions	47.1% Female	52.9% Male
All institutions	44.0% Female	56.0% Male

Non-academic professionals		
Our university	50.0% Female	50.0% Male
Benchmark Institutions	64.9% Female	35.1% Male
All institutions	58.0% Female	42.0% Male

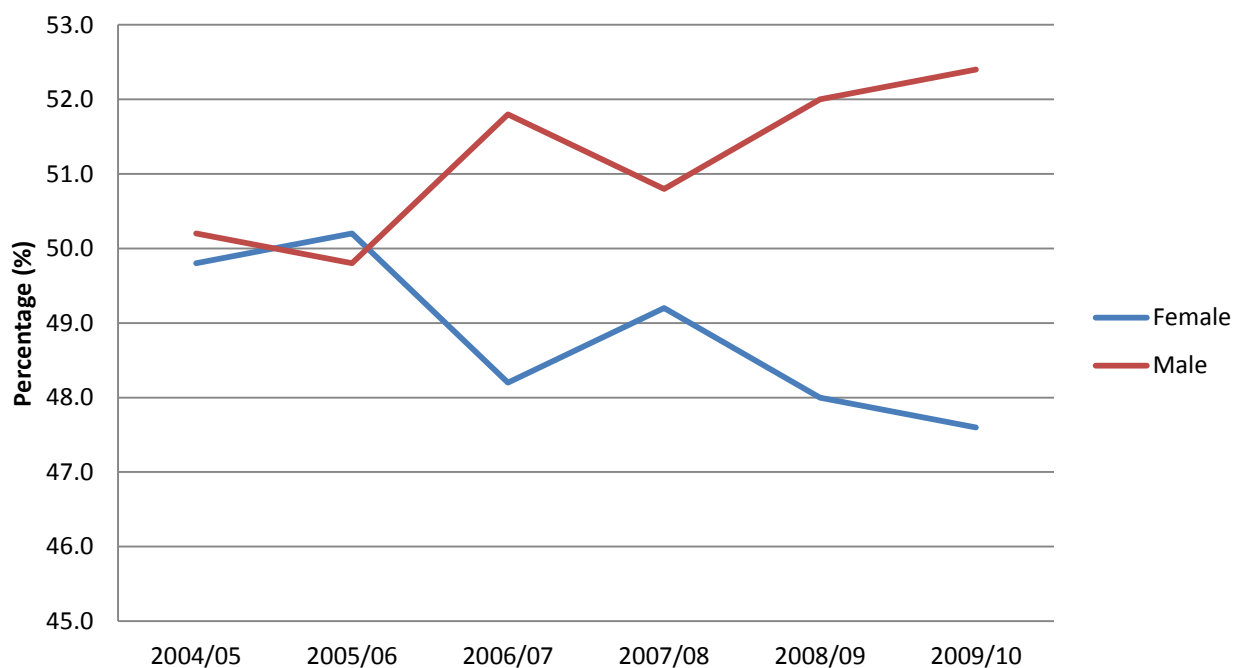
### Staff gender by year

- Gender balance at our University has remained fairly static since 2004/05, with the percentage of male academic staff increasing slightly from 50.2% to 52.4% in 2009/10.
- The gender balance for academic staff at Leeds Metropolitan University fluctuates from year to year. There is no evidence to suggest that this fluctuation is meaningful.

### 1.4 Academic staff 2003/04 to 2009/10 by gender

2004/05	49.8% Female	50.2% Male
2005/06	50.2% Female	49.8% Male
2006/07	48.2% Female	51.8% Male
2007/08	49.2% Female	50.8% Male
2008/09	48.0% Female	52.0% Male
2009/10	47.6% Female	52.4% Male

**Fig. A1 Academic staff gender by year**



### Professors

- In 2009/10 a higher proportion of staff in professorial roles were male than female (80.0%, 20.0%).

### 1.5 Academic staff by professorial status, subject area and gender

	Female		Male		Total No.
	No.	%	No.	%	
Professor	10	20.0	40	80.0	50
Full-time	10	22.2	35	77.8	45
Part-time	0	0.0	5	100	5
SET departments	0	0.0	10	100	10
Non-SET departments	10	28.6	25	71.4	35
Non-professor	725	48.2	775	51.5	1505
Full-time	340	43.0	450	57.0	790
Part-time	385	54.2	325	45.8	710
SET departments	205	44.1	260	55.9	465
Non-SET departments	520	50.0	520	50.0	1040
Total	735	47.4	815	52.6	1550

### Academic contract type

- Women were less likely than men to be employed on academic contracts designated as teaching and research (60.5% women, 67.9% men).
- A lower proportion of women (60.8%) than men (68.1%) were on academic contracts that were permanent or open-ended.

### 1.6 Academic staff teaching and research roles by gender

	Female		Male		Total	
	No.	%	No.	%	No.	%
Teaching-only	275	37.4	250	30.9	525	33.8
Research-only	15	2.0	10	1.2	35	2.3
Teaching and research	445	60.5	550	67.9	995	63.9
Neither teaching nor research	0	0.0	0	0.0	0	0.0
Total	735	100	810	100	1555	100

### 1.7 Academic staff contract terms by gender

	Female		Male		Total	
	No.	%	No.	%	No.	%
Open-ended/permanent	450	60.8	555	68.1	1005	64.6
Fixed-term contract	290	39.2	260	31.9	550	35.4
Total	740	100	815	100	1555	100

## 2 Staff: Ethnicity

- The vast majority of staff at Leeds Metropolitan University disclosed their ethnicity information in 2009/10 (93.3%).
- Ethnicity information was collected for both UK and non-UK national staff.
- Non-UK nationals comprise 8.6% of all staff at our University.
- In 2009/10, 67.3% of non-UK-national staff were of White ethnicity. The next largest ethnic groups were Asian (15.4%) and Black (9.6%).
- 94.5% of UK-national staff were White, 2.6% were Asian and 1.6% were Black. 1.3% were from another ethnicity including mixed backgrounds.
- Overall for UK-national staff, 5.5% were BME and 94.5% were White.

### 2.1 UK-national and non-UK-national staff by ethnicity

	UK nationals		Non-UK nationals		Total
	No.	%	No.	%	No.
White	2580	94.5	175	67.3	2755
Black	45	1.6	25	9.6	70
Asian	70	2.6	40	15.4	110
Other (inc. mixed)	35	1.3	20	7.7	55
BME total	150	5.5	85	32.7	235
Total with known ethnicity	2730	100.0	260	100.0	2990

### Occupational groups

The following points refer to UK and non-UK national staff at Leeds Metropolitan University:

- Our University has a lower proportion of BME managers than the sector as a whole.
- Our University has a higher proportion of White academic professionals than our benchmark group and the sector as a whole.
- Our University has a higher proportion of BME non-academic professionals than our benchmark group and the sector as a whole.

### 2.2 Staff by occupational group and ethnicity

Managers		
Our University	96.2% White	3.8% BME
Benchmark Institutions	96.6% White	3.4% BME
All institutions	94.6% White	5.4% BME

Academic Professionals		
Our University	92.5% White	7.5% BME
Benchmark Institutions	91.1% White	8.9% BME
All institutions	88.0% White	12.0% BME

Non-academic professionals		
Our University	90.5% White	9.5% BME
Benchmark Institutions	94.1% White	5.9% BME
All institutions	92.1% White	7.9% BME

### Staff ethnicity by year

- Over time, the percentage of BME academic staff at UK institutions has increased. This trend is also evident at Leeds Metropolitan University where the proportion of BME academic staff has risen from 6.25% in 2004/05 to 7.5% in 2009/10.
- There is a higher proportion of BME staff in non-academic roles than in academic roles at Leeds Metropolitan University.

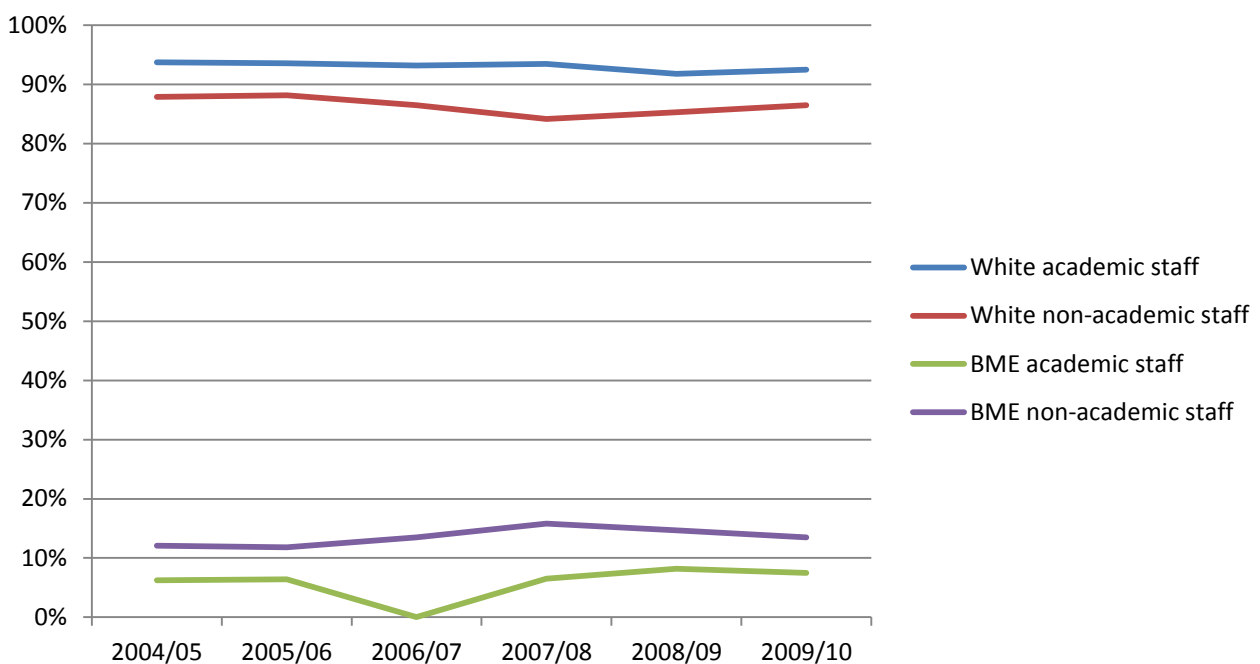
### 2.3 Academic staff by ethnicity and year

2004/05	White 93.75%	BME 6.25%
2005/06	White 93.6%	BME 6.4%
2006/07	White 93.2%	BME 6.8%
2007/08	White 93.5%	BME 6.5%
2008/09	White 91.8%	BME 8.2%
2009/10	White 92.5%	BME 7.5%

### 2.4 Support staff by ethnicity and year

2004/05	White 87.9%	BME 12.1%
2005/06	White 88.2%	BME 11.8%
2006/07	White 86.5%	BME 13.5%
2007/08	White 84.2%	BME 15.8%
2008/09	White 85.3%	BME 14.7%
2009/10	White 86.5%	BME 13.5%

Fig. A2 Staff by ethnicity and year



## Professors

- The HESA statistics show that there were less than five BME staff in professorial roles at Leeds Metropolitan University in 2009/10.
- This was much lower than for non-professorial academic roles where 7.4% of staff in these positions were from a BME background.

### 2.5 Academic staff by professorial status and ethnicity

	Non-professor		Professor		Total	
	No.	%	No.	%	No.	%
White	1375	92.6	45	100.0	1420	92.8
Black	30	2.0	0	0.0	30	2.0
Asian	50	3.4	0	0.0	50	3.2
Other	30	2.0	0	0.0	30	2.0
BME total	110	7.4	0	0.0	110	6.7
All staff	1485	100	45	100	1530	100

Excludes academic staff where ethnicity is not known

### Academic contract type

- In 2009/10 the proportion of BME staff on research-only contracts at Leeds Metropolitan University was 5.3%.
- This was higher than for White staff at 1.4%.

### 2.6 Academic staff teaching and research roles by ethnicity

	White		BME		All academic staff	
	No.	%	No.	%	No.	%
Teaching-only	480	33.8	20	21.0	500	33.0
Research-only	20	1.4	5	5.3	25	1.7
Teaching and research	915	64.4	70	73.7	985	65.0
Neither teaching nor research	5	0.4	0	0.0	5	0.3
Total	1420	100	95	100	1515	100

### 2.7 Academic staff contract terms by ethnicity

	White		BME		All staff	
	No.	%	No.	%	No.	%
Open-ended/permanent	920	64.8	75	65.2	995	64.8
Fixed-term contract	500	35.2	40	34.8	540	35.2
Total	1420	100	115	100	1535	100

### 3 Staff: Disability

- In 2009/10, 49.2% of all staff at Leeds Metropolitan University had not provided information on their disability status.
- Of the 50.8% of staff who did disclose their disability status, 6.3% were disabled.
- Of those staff known to have a disability, 15.4% of professional and support staff and 8.3% of academic staff declared a long-standing illness or health condition.
- Of all the academic staff that declared having a disability, 25.0% cited a physical impairment or mobility issues.
- 16.7% of academic staff and 15.4% of professional and support staff had a specific learning difficulty or cognitive impairment.

#### 3.1 Staff with declared disability

	Professional and support staff		Academic staff	
	No.	%	No.	%
Specific learning disability	10	15.4	10	16.7
General learning disability	0	0.0	0	0.0
Cognitive impairment	10	15.4	10	16.7
Long-standing illness or health condition	10	15.4	5	8.3
Mental health condition	0	0.0	0	0.0
Physical impairment or mobility issues	5	7.7	15	25.0
Deaf or serious hearing impairment	5	7.7	5	8.3
Blind or serious visual impairment	5	7.7	0	0.0
Multiple disabilities	5	7.7	10	16.7
Other disability	15	23.1	5	8.3
Total with known disability	65	100.0	60	100.0

## Occupational groups

- Leeds Metropolitan University has a higher proportion of managers with a disability than its benchmark institutions and the sector as a whole.
- Similarly with academic professionals and non-academic professionals, our University had a higher proportion of staff with a disability than the benchmark group and the sector average

### 3.2 Occupational group by disability status

Managers		
Our University	10.0% declared disability	90.0% not known to have a disability
Benchmark Institutions	4.1% declared disability	95.9% not known to have a disability
All institutions	3.1% declared disability	96.9% not known to have a disability

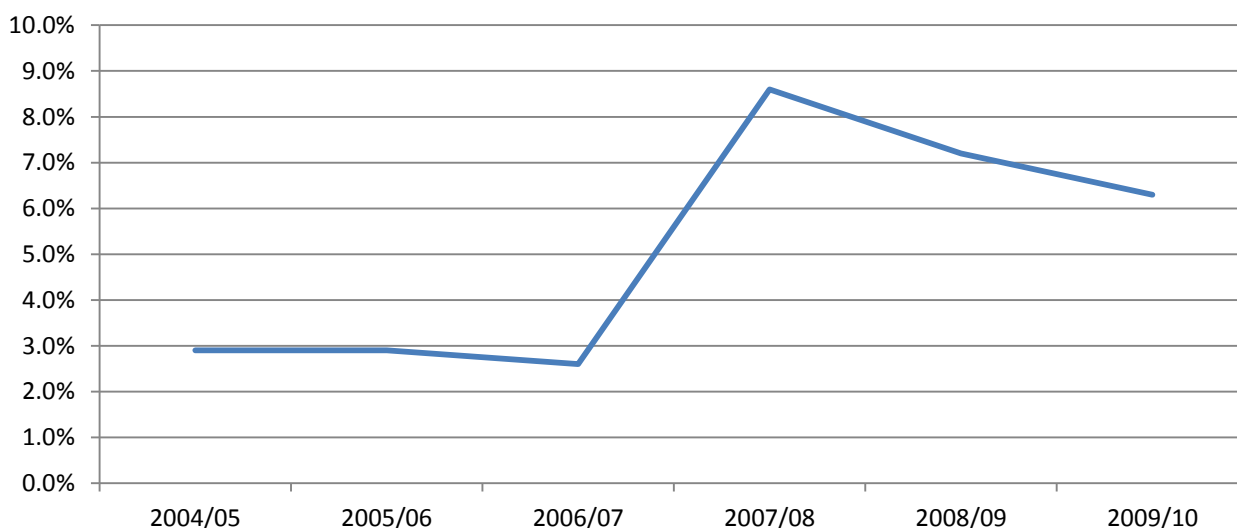
Academic professionals		
Our University	6.0% declared disability	94.0% not known to have a disability
Benchmark Institutions	3.1% declared disability	96.9% not known to have a disability
All institutions	2.8% declared disability	97.2% not known to have a disability

Non-academic professionals		
Our University	5.9% declared disability	94.1% not known to have a disability
Benchmark Institutions	4.5% declared disability	95.5% not known to have a disability
All institutions	3.5% declared disability	96.5% not known to have a disability

### Staff disability status by year

- Disability disclosure amongst staff at Leeds Metropolitan University has fluctuated between 2004 and 2010.
- Overall staff declaring a disability rose from 2.9% to 6.3% during this period.
- The sharp incline in 2007/08 was due to an initiative designed to increase disclosure.

**Fig. A3 Staff who have declared a disability**



### 3.3 All staff 2004/05 to 2009/10 by disability status

2004/05	
not known to be disabled	97.1%
declared disabled	2.9%
2009/10	
not known to be disabled	93.7%
declared disabled	6.3%

Excludes staff where disability status is unknown

#### Professors

- The HESA statistics show that at Leeds Metropolitan University there were less than five Professors who had declared themselves as having a disability in 2009/10.
- 8.3% of full-time non-professorial academic staff declared a disability compared to 4.4% that worked part-time.

### 3.4 Academic staff by professorial status, subject area, mode of attendance and disability status

	Not known to be disabled		Declared disabled		Total
	No.	%	No.	%	No.
Professor	15	100.0	0	0.0	15
Full-time	15	100.0	0	0.0	15
Part-time	0	0.0	0	0.0	0
SET departments	0	0.0	0	0.0	0
Non-SET departments	15	100.0	0	0.0	15
Non-professor	770	93.9	50	6.1	820
Full-time	330	91.7	30	8.3	360
Part-time	435	95.6	20	4.4	455
SET departments	240	92.3	20	7.7	260
Non-SET departments	530	94.6	30	5.4	560
Total	785	94.0	50	6.0	835

### Academic contract type

- 70.0% of staff who declared a disability worked in teaching and research roles, the other 30.0% worked in teaching-only roles.
- A higher proportion of disabled staff were employed on permanent or open-ended contracts than staff not known to have a disability (60.0%, 50.3%).

### 3.5 Academic staff teaching and research roles by disability status

	Not known to be disabled		Declared disabled		Total	
	No.	%	No.	%	No.	%
Teaching-only	360	46.2	15	30.0	375	45.2
Research-only	15	1.9	0	0.0	15	1.8
Teaching and research	405	51.9	35	70.0	440	53.0
Neither teaching nor research	0	0.0	0	0.0	0	0.0
Total	780	100	50	100	830	100

### 3.6 Academic contract terms by disability status

	Not known to be disabled		Declared disabled		Total	
	No.	%	No.	%	No.	%
Open-ended/permanent	395	50.3	30	60.0	425	50.9
Fixed-term contract	390	49.7	20	40.0	410	49.1
Total	785	100	50	100	835	100

### 3.7 Academic staff teaching and research roles by disability status

Declared disabled	
teaching and research	30.0%
Neither teaching nor research	0.0%
teaching only	70.0%

Not known to be disabled	
teaching and research	46.2%
Neither teaching nor research	1.9%
teaching only	51.9%

#### 4 Staff: Age

- The highest proportion of female staff were aged 26 to 30 (13.7%) whereas the highest proportion of men were aged 46 to 50 (13.7%).
- In 2009/10 women were a majority in the 26 to 55 age groups but in a minority in the 25 and under and the 56 and over age groups – this is in contrast to the sector generally.

#### 4.1 All staff age groups by gender

	Female		Male		Total	
	No.	%	No.	%	No.	%
25 and under	130	7.8	135	9.2	265	8.5
26 to 30	230	13.7	185	12.7	415	13.2
31 to 35	240	14.3	155	10.6	395	12.6
36 to 40	215	12.8	180	12.3	395	12.6
41 to 45	220	13.1	190	13.0	410	13.1
46 to 50	225	13.4	200	13.7	425	13.6
51 to 55	215	12.8	160	11.0	375	12.0
56 to 60	145	8.7	150	10.3	295	9.4
61 to 65	55	3.3	95	6.5	150	4.8
66 and over	0	0.0	10	0.7	10	0.3
Total	1,675	100.0	1,460	100.0	3135	100.0

#### 4.2 All staff age groups by gender

25 and under		
Our University	49.1% Female	50.9% Male
Benchmark Institutions	59.1% Female	40.9% Male
All institutions	59.5% Female	40.5% Male

26 to 30		
Our University	55.4% Female	44.6% Male
Benchmark Institutions	59.6% Female	40.4% Male
All institutions	57.3% Female	42.7% Male

31 to 35		
Our University	60.8% Female	39.2% Male
Benchmark Institutions	57.5% Female	42.5% Male
All institutions	55.0% Female	45.0% Male

36 to 40		
Our University	54.4% Female	45.6% Male
Benchmark Institutions	59.2% Female	40.8% Male
All institutions	54.4% Female	45.6% Male

41 to 45		
Our University	53.7% Female	46.3% Male
Benchmark Institutions	57.1% Female	42.9% Male
All institutions	54.5% Female	45.5% Male

46 to 50		
Our University	52.9% Female	47.1% Male
Benchmark Institutions	58.3% Female	41.7% Male
All institutions	55.3% Female	44.7% Male

51 to 55		
Our University	57.3% Female	42.7% Male
Benchmark Institutions	56.9% Female	43.1% Male
All institutions	54.6% Female	45.4% Male

56 to 60		
Our University	49.2% Female	50.8% Male
Benchmark Institutions	52.1% Female	47.9% Male
All institutions	49.7% Female	50.3% Male

61 to 65		
Our University	36.7% Female	63.3% Male
Benchmark Institutions	41.8% Female	58.2% Male
All institutions	40.2% Female	59.8% Male

66 and over		
Our University	0.0% Female	100.0% Male
Benchmark Institutions	34.0% Female	66.0% Male
All institutions	33.1% Female	66.9% Male

## Occupational groups

- Most managers were aged 35 to 49 (53.8%).
- At Leeds Metropolitan University, only the Academic Professionals group had any staff aged 66 and over (0.6%).
- There are fewer academic professionals at Leeds Metropolitan University aged 34 & under than in the sector as a whole, but more than in the benchmark institutions.

### 4.3 Occupational group by age

Managers			
	Our University	Benchmark Institutions	All Institutions
34 & under	11.5%	16.1%	15.9%
35 to 49	53.8%	47.6%	48.0%
50 to 65	34.6%	36.6%	36.0%
66 & over	0.0%	0.0%	0.1%

Academic professionals			
	Our University	Benchmark Institutions	All Institutions
34 & under	19.7%	18.2%	25.1%
35 to 49	43.2%	43.3%	41.9%
50 to 65	36.5%	37.0%	31.2%
66 & over	0.6%	1.5%	1.8%

Non-academic professionals			
	Our University	Benchmark Institutions	All Institutions
34 & under	33.3%	28.4%	26.5%
35 to 49	47.6%	45.6%	46.0%
50 to 65	19.0%	26.0%	27.1%
66 & over	0.0%	0.0%	0.3%

## Academic contract type

- For academic staff aged 25 and under, the highest proportion had teaching-only contracts (77.8%).
- For academic staff aged 26 to 30, 51.9% had teaching-only contracts and 44.4% had teaching and research contracts.
- For academic staff aged 31 to 66 and over, the highest proportion had teaching and research contracts (68.6%).
- For academic staff aged 66 and over, 50.0% had teaching-only contracts, the other 50.0% had teaching and research roles.
- The age group with the highest proportion of staff in research-only roles was 25 and under (11.1%).

## 4.4 Academic staff teaching and research roles by age group

	Teaching-only		Research-only		Teaching and research		Neither teaching nor research		Total
	No.	%	No.	%	No.	%	No.	%	
25 and under	35	77.8	5	11.1	5	11.1	0	0.0	45
26 to 30	70	51.9	5	3.7	60	44.4	0	0.0	135
31 to 35	60	34.3	10	5.7	105	60.0	0	0.0	175
36 to 40	60	30.8	5	2.6	130	66.7	0	0.0	195
41 to 45	75	31.3	0	0.0	165	68.8	0	0.0	240
46 to 50	60	25.5	0	0.0	175	74.5	0	0.0	235
51 to 55	55	24.4	0	0.0	170	75.6	0	0.0	225
56 to 60	55	29.7	0	0.0	130	70.3	0	0.0	185
61 to 65	45	42.9	0	0.0	60	57.1	0	0.0	105
66 and over	5	50.0	0	0.0	5	50.0	0	0.0	10
Total	520	33.5	25	1.6	1005	64.8	0	0.0	1550

## **5 Staff: Monitoring other equality areas**

There is currently no legal obligation to monitor gender identity, pregnancy and maternity status, religion and belief or sexual orientation of staff, and HESA does not currently collect this information. However Leeds Metropolitan University has started collecting information on religion and belief and sexual orientation in 2011/12. This will be done through the employee self-service system known internally as iTrent.

Leeds Metropolitan University feels that the benefits of collecting this information include:

- Being able to identify, address and prevent discrimination against staff
- Understanding whether employee responses reflect the national demographic, and whether they are represented across all grades in the institution
- Providing a basis for changing discriminatory practice
- Building a reputation for supporting staff
- Recruiting and retaining people from the widest talent pool by identifying and removing barriers that people may face
- Supporting the provision of targeted facilities and services
- Avoiding risk of legal action through demonstrating that it is taking equality seriously
- Understanding whether equality characteristics have an impact on staff performance and retention
- Demonstrating that the University regards these equality areas to be as important as others.

Leeds Metropolitan University encourages all staff to contribute to this pool of information as it will help the institution to meet the diverse requirements of our staff.

This information will be associated with individual staff profiles but it would never be published in a format that reveals their identity. This is in line with The Data Protection Act 1998.

## **Appendix B: Student data analysis**

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#### **5 Students: Monitoring other equality areas**

## 1 Students: Gender

- In the academic year 2009/10, women made up 52.4% of the student population.
- For first degree undergraduate courses, men were more likely to study part-time.
- For other undergraduate and postgraduate courses, female students were more likely to study part-time than male students.
- On other undergraduate courses there were more women than men for part-time courses and less women than men on full-time courses.
- Whilst more women (53.9%) than men (46.1%) were studying at postgraduate level, 55.9% of full-time postgraduates students were male.

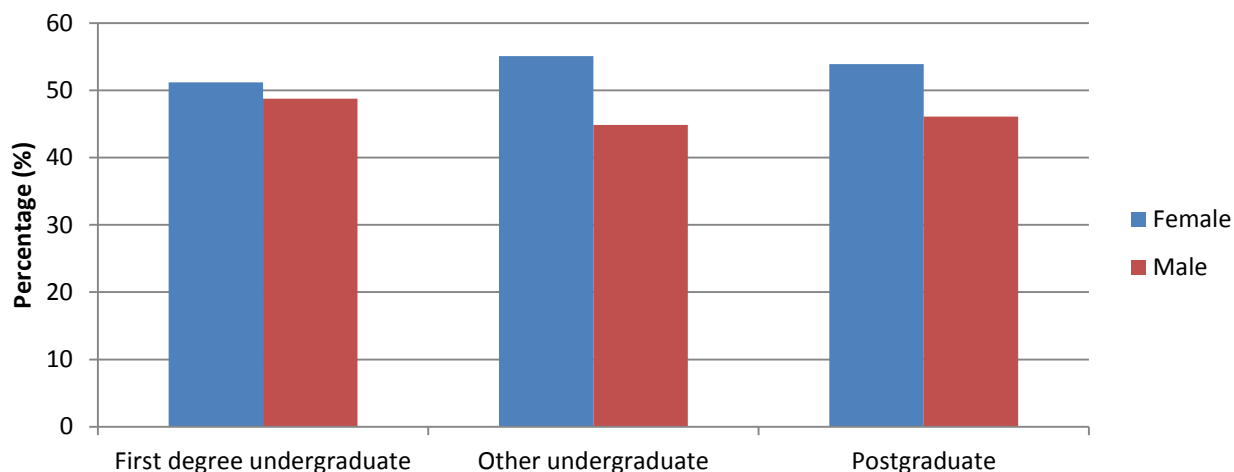
### 1.1 Full-time and part-time students by level of study and gender

First degree undergraduate: full-time	
Female 51.8%	Male 48.2%
First degree undergraduate: part-time	
Female 44.8%	Male 55.2%
Other undergraduate: full-time	
Female 35.9%	Male 64.1%
Other undergraduate: part-time	
Female 61.7%	Male 38.3%
Postgraduate: full-time	
Female 44.1%	Male 55.9%
Post graduate: part-time	
Female 60.2%	Male 39.8%

### 1.2 Full-time and part-time students by level of study and gender

	Female		Male		Total
	No.	%	No.	%	No.
First degree undergraduate	9,180	51.2	8,760	48.8	17,940
Full-time	8,445	51.8	7,855	48.2	16,300
Part-time	735	44.8	905	55.2	1,640
Other undergraduate	3,015	55.1	2,460	44.9	5,475
Full-time	505	35.9	900	64.1	1,405
Part-time	2,510	61.7	1,560	38.3	4,070
Postgraduate	2,395	53.9	2,050	46.1	4,445
Full-time	770	44.1	975	55.9	1,745
Part-time	1,625	60.2	1,075	39.8	2,700
Total	14,590	52.4	13,270	47.6	27,860

**Fig. B1 Gender balance of students**



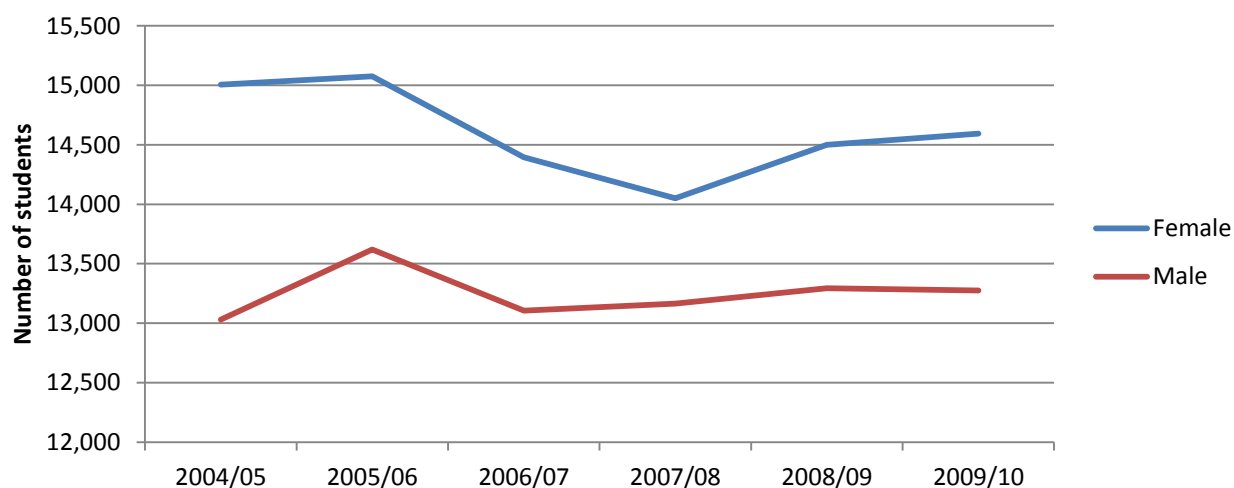
**Student numbers**

- During the past six years there have consistently been more female students than male students at Leeds Metropolitan University.
- Although the proportion of male students has increased overall, in 2009/10 there remains a gap of 4.7% between female and male student representation.

**1.3 Students by academic year and gender**

	Female		Male		Total	Gap
	No.	%	No.	%		
2004/05	15,005	53.5	13,030	46.5	28,035	7.0
2005/06	15,075	52.5	13,620	47.5	28,695	5.1
2006/07	14,395	52.3	13,105	47.7	27,500	4.7
2007/08	14,050	51.6	13,165	48.4	27,215	3.3
2008/09	14,500	52.2	13,295	47.8	27,795	4.3
2009/10	14,595	52.4	13,275	47.6	27,870	4.7

**Fig. B2 Number of students by gender**



#### 1.4 Students by academic year and gender

2004/05	Female 53.5%	Male 46.5%
2005/06	Female 52.5%	Male 47.5%
2006/07	Female 52.3%	Male 47.7%
2007/08	Female 51.6%	Male 48.4%
2008/09	Female 52.5%	Male 47.8%
2009/10	Female 52.4%	Male 47.6%

## 2 Students: ethnicity

- First degree undergraduate students were more likely to disclose their ethnicity data than postgraduates and other undergraduates.
- Fewer full-time students than part-time students disclosed their ethnicity.
- Across the different levels of study, the proportion of BME students was highest among full-time postgraduate students (26.0%) and lowest among part-time other undergraduate students (9.1%).
- A higher proportion of BME students on first degree undergraduate courses studied part time.
- More than twice as many BME students study full-time than part-time amongst other undergraduate students (18.9%; 9.1%) and postgraduate students (26.0%; 12.8%).

### 2.1 UK-domiciled students by level of study and ethnicity

First degree undergraduate: full-time	
87.0% White	13.0% BME
First degree undergraduate: part-time	
81.0% White	19.0% BME
Other undergraduate: full-time	
81.1% White	18.9% BME
Other undergraduate: part-time	
90.9% White	9.1% BME
Postgraduate: full-time	
74.0% White	26.0% BME
Postgraduate: part-time	
87.2% White	12.8% BME

### 2.2 UK-domiciled students by level of study and ethnicity

	White		BME		Total with known ethnicity
	No.	%	No.	%	No.
First degree undergraduate	14,495	86.6	2,250	13.4	16,745
Full-time	13,410	87.0	1,995	13.0	15,405
Part-time	1,085	81.0	255	19.0	1,340
Other undergraduate	3,930	88.2	525	11.8	4,455
Full-time	985	81.1	230	18.9	1,215
Part-time	2,945	90.9	295	9.1	3,240
Postgraduate	2,205	82.9	455	17.1	2,660
Full-time	640	74.0	225	26.0	865
Part-time	1,565	87.2	230	12.8	1,795
Total	20,630	86.5	3,230	13.5	23,860

### 2.3 UK-domiciled students by level of study and unknown ethnicity

	Total with unknown ethnicity	
	No.	%
First degree undergraduate	420	24.3
Full-time	195	11.3
Part-time	225	13.0
Other undergraduate	760	44.1
Full-time	50	2.9
Part-time	710	41.2
Postgraduate	545	31.6
Full-time	90	5.2
Part-time	455	26.4
Total	1725	100.0

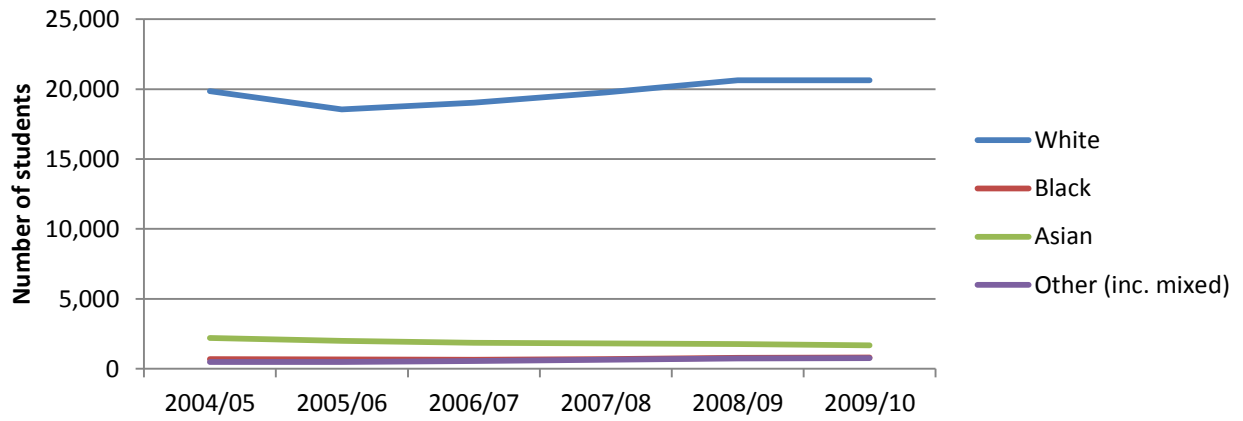
#### Student numbers

- Over the past six years the percentage of Black students has increased from 3.0% to 3.4%.
- Other ethnicities including mixed has increased from 2.1% to 3.1%.

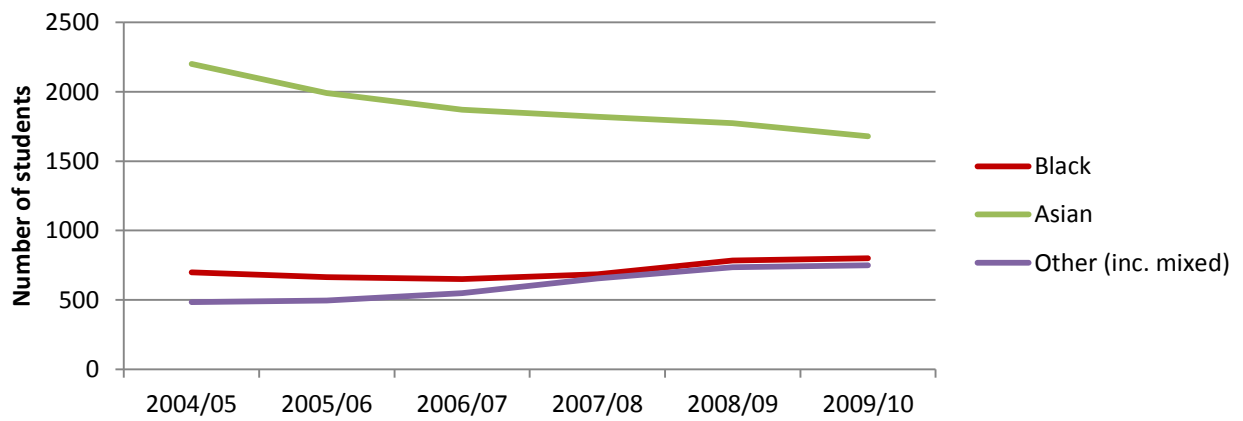
### 2.4 UK-domiciled students by academic year and ethnicity

		2004/05	2005/06	2006/07	2007/08	2008/09	2009/10
White	No.	19,865	18,545	19,040	19,770	20,645	20,625
	%	85.4	85.5	86.1	86.2	86.2	86.5
Black	No.	700	665	650	685	785	800
	%	3.0	3.1	2.9	3.0	3.3	3.4
Asian	No.	2,200	1,990	1,870	1,820	1,775	1,680
	%	9.5	9.2	8.5	7.9	7.4	7.0
Other (inc. mixed)	No.	485	495	550	655	735	750
	%	2.1	2.3	2.5	2.9	3.1	3.1
BME total	No.	3,385	3,150	3,070	3,160	3,295	3,230
	%	14.6	14.5	13.9	13.8	13.8	13.5
Total students	No.	23,250	21,695	22,110	22,930	23,940	23,855

**Fig. B3 Student ethnicity at Leeds Metropolitan University**



**Fig. B4 BME students at Leeds Metropolitan University**



### 3 Students: Disability

- The disability categories indicate the type of disability a student has on the basis of their own self-assessment. 1.1% chose not to declare this information in 2009/10.
- Other undergraduates (3.0%) and postgraduates (2.0%) were more likely to choose not to disclose disability information than first degree undergraduates (0.3%).
- Part-time students were less likely to disclose this information than full-time students. This difference may be partly explained by the way the information is sought. For full-time students information on disability is usually transferred from their UCAS application and disability status is a compulsory field on their record. Part-time students do not usually apply via UCAS so this information has to be sought by the institution at student registration.
- Across all levels of study, a higher proportion of first degree undergraduates (5.1%) were recorded as having a disability than other undergraduates (2.8%) and postgraduates (2.4%).

#### 3.1 Full-time and part-time students by level and disability status

	Students known to have a specific learning difficulty e.g. dyslexia		Students with an other known disability		Total known have a disability		Students with no known disability	
	No.	%	No.	%	No.	%	No.	%
First degree undergraduate	910	5.1	415	2.3	1,325	7.4	16,560	92.6
Full-time	840	5.2	355	2.2	1,195	7.3	15,065	92.7
Part-time	70	4.3	60	3.7	130	8.0	1,495	92.0
Other undergraduate	150	2.8	115	2.2	265	5.0	5,050	95.0
Full-time	85	6.1	40	2.9	125	9.0	1,270	91.0
Part-time	65	1.7	75	1.9	140	3.6	3,780	96.4
Postgraduate	105	2.4	120	2.8	225	5.2	4,135	94.8
Full-time	45	2.6	40	2.3	85	4.9	1,635	95.1
Part-time	60	2.3	80	3.0	140	5.3	2,500	94.7
Total	1,165	4.2	650	2.4	1,815	6.6	25,745	93.4

### 3.2 Full-time and part-time students by level and unknown disability status

	Students where disability information was not sought or is not known	
	No.	%
First degree undergraduate	60	0.3
Full-time	45	0.3
Part-time	15	0.9
Other undergraduate	165	3.0
Full-time	15	1.1
Part-time	150	3.7
Postgraduate	90	2.0
Full-time	30	1.7
Part-time	60	2.2
Total	315	1.1

#### Disability categories

- Students can use a number of categories to describe their disability. In recent years the disability category dyslexia has been replaced by the category specific learning difficulty. 66.3% of first degree undergraduates with a disability declared that they had a specific learning difficulty in 2009/10.
- The proportion of students at Leeds Metropolitan University with a disability who have a specific learning difficulty is higher than the sector average and our benchmark institutions.
- Our University caters for proportionately more wheelchair users than the sector average and our benchmark institutions – particularly at Postgraduate level.
- There are a higher proportion of students with autistic spectrum disorder studying at postgraduate and other undergraduate level at Leeds Metropolitan University than in our benchmark institutions and the sector overall.

### 3.3 First year students known to have a disability by level of study and type of disability

Blind or partially sighted			
	Our University	Benchmark Institutions	All institutions
First degree undergraduate	1.1%	2.0%	2.1%
Other Undergraduate	3.4%	1.4%	5.2%
Postgraduate	4.0%	2.5%	2.6%

Deaf or hard of hearing			
	Our University	Benchmark Institutions	All institutions
First degree undergraduate	3.4%	3.6%	3.4%
Other Undergraduate	3.4%	8.6%	6.7%
Postgraduate	0.0%	5.4%	5.1%

Wheelchair user or mobility difficulty			
	Our University	Benchmark Institutions	All institutions
First degree undergraduate	4.5%	3.1%	2.7%
Other Undergraduate	6.9%	3.2%	5.2%
Postgraduate	8.0%	5.0%	4.1%

Personal care support			
	Our University	Benchmark Institutions	All institutions
First degree undergraduate	0.0%	0.3%	0.1%
Other Undergraduate	0.0%	0.0%	0.2%
Postgraduate	0.0%	0.8%	0.2%

Mental health difficulty			
	Our University	Benchmark Institutions	All institutions
First degree undergraduate	3.4%	6.7%	7.0%
Other Undergraduate	6.9%	4.3%	7.3%
Postgraduate	4.0%	6.2%	5.8%

Unseen disability (eg diabetes, epilepsy, asthma)			
	Our University	Benchmark Institutions	All institutions
First degree undergraduate	10.1%	15.6%	13.2%
Other Undergraduate	10.3%	18.7%	10.6%
Postgraduate	20.0%	21.1%	21.3%

Multiple disabilities			
	Our University	Benchmark Institutions	All institutions
First degree undergraduate	3.4%	7.4%	7.7%
Other Undergraduate	3.4%	11.2%	11.7%
Postgraduate	0.0%	5.4%	5.4%

Autistic spectrum disorder			
	Our University	Benchmark Institutions	All institutions
First degree undergraduate	2.2%	2.5%	2.3%
Other Undergraduate	3.4%	1.4%	1.1%
Postgraduate	4.0%	0.8%	1.0%

Specific learning difficulty (eg dyslexia)			
	Our University	Benchmark Institutions	All institutions
First degree undergraduate	66.3%	49.1%	51.3%
Other Undergraduate	55.2%	40.3%	38.3%
Postgraduate	52.0%	40.9%	42.9%

Other disability			
	Our University	Benchmark Institutions	All institutions
First degree undergraduate	5.6%	9.6%	10.2%
Other Undergraduate	6.9%	10.8%	10.6%
Postgraduate	8.0%	12.0%	11.6%

### Student numbers

- During the past six years the proportion of students who did not disclose their disability status increased from 0.4% in 2005/05 to 1.1% in 2009/10 – this is in contrast to the sector where generally the trend is that disclosure is increasing.
- Of those students for whom disability information was available, the proportion known to have a disability has increased from 5.3% in 2004/05 to 6.5% in 2009/10.

### 3.4 Students by academic year and disability status

	Declared disabled		Not known to have a disability		Students missing disability status	
	No.	%	No.	%	No.	%
2004/05	1480	5.3	26,435	94.3	120	0.4
2005/06	1,535	5.3	27,010	94.1	155	0.5
2006/07	1,615	5.9	25,700	93.5	185	0.7
2007/08	1,700	6.2	25,315	93.0	200	0.7
2008/09	1,770	6.4	25,820	92.9	210	0.8
2009/10	1,810	6.5	25,745	92.4	315	1.1

### 3.5 Students by academic year and disability status

2004/05	5.3% declared disabled	94.7% not known to be disabled
2005/06	5.4% declared disabled	94.6% not known to be disabled
2006/07	5.9% declared disabled	94.1% not known to be disabled
2007/08	6.3% declared disabled	93.7% not known to be disabled
2008/09	6.4% declared disabled	93.6% not known to be disabled
2009/10	6.6% declared disabled	93.4% not known to be disabled

#### 4 Students: Age

- The highest proportion of first degree undergraduates were aged under 21 on entry (73.1%).
- Just over half of other undergraduates were 30 and over on entry (50.3%).
- Over half of postgraduate students were aged between 21 and 29 on entry (53.9%).
- For first degree undergraduates, younger students aged under 21 were more likely to study full time (78.8%).
- For other undergraduate qualifications and postgraduate degree qualifications, students aged 30 and over were more likely to study part time (62.2%, 66.2%).

#### 4.1 Students by level of study and age group

	Under 21		21-24		25-29		30 & over	
	No.	%	No.	%	No.	%	No.	%
First degree undergraduate	4760	73.1	975	15.0	305	4.7	470	7.2
Full time	4745	78.8	865	14.4	220	3.7	195	3.2
Part time	15	3.1	110	22.7	85	17.5	275	56.7
Other undergraduate	680	18.9	565	15.7	540	15.0	1805	50.3
Full time	545	73.2	130	17.4	35	4.7	35	4.7
Part time	135	4.7	435	15.3	505	17.8	1770	62.2
Postgraduate	20	0.8	825	33.1	520	20.8	1130	45.3
Full time	20	1.9	620	60.2	230	22.3	160	15.5
Part time	0	0.0	205	14.0	290	19.8	970	66.2

## **5 Students: monitoring other equality areas**

There is currently no legal requirement to monitor sexual orientation or religious belief for students. Whilst our University recognises that in order to foster good relations between different groups it would be useful to understand this information, we do not currently have the systems in place to do this.

### Appendix C: Draft equality objectives

Objective	Timescale	Lead responsibility	Progress/notes
To monitor and produce an action plan for our university's inclusion in the top 100 of the Stonewall's Workplace Equality index.	To be in Stonewall's top 1000 Workplace equality Index by 2015	HR	Meeting with Madeline Lasko from Stonewall to discuss progress February 2012
Ensure that methods to encourage the greater participation of BME staff in the recruitment and selection process are in place as part of the Equality Challenge Unit project 'Achieving systemic change'	August 2013	HR	Objectives and plan outlined in ECU plan
To deliver staff equality and diversity training as part of a rolling programme.	June 2013	Equality and Diversity	Plan to train 400 staff
Review the schedule of new and established policies required to undergo Equality Impact Assessments based on their potential impact on our staff and students and the diversity priorities identified with respect to the Equality Act.	September 2012	HR	Equality Impact Assessments will have been completed in line with agreed timescale and loaded on Wiki
To establish a strategy for advancing female and BME staff into senior roles	May 2012	HR	Report produced and strategy for positive action to advance BME and female staff into senior posts
Work with the University Research Office to produce a code of practice for the Research Excellence Framework	July 2012	Equality and Diversity and REF manager	Code of practice produced and approved

## **Glossary of terms**

The definitions provided below are based on those of the Equality Challenge Unit and HESA.

### **Academic staff**

Academic staff are defined as those staff responsible for planning, directing and undertaking academic research and teaching within higher education institutions. This category may also include vice-chancellors, principals, and clinical and healthcare professionals who undertake teaching or research activities.

### **Age (students)**

Student age is calculated at the commencement date of their studies. Qualifiers' age is calculated at 31 July 2009. This report uses the following age categories:

- Under 21
- 22 to 24
- 25 to 29
- 30 and over

### **All universities**

In the tables of this report, this term refers to the average data for the full list of Higher Education Institutions in the UK. It is also referred to as the sector average.

### **Benchmark Institutions**

The following HEI's have been selected for our University's benchmark group. In this report, the data for Benchmark Institutions is calculated as an average of this group.

- The University of Bradford
- The University of Central Lancashire
- The University of Huddersfield
- The Manchester Metropolitan University
- The University of Northumbria at Newcastle
- The Nottingham Trent University
- The University of Portsmouth
- Sheffield Hallam University

### **BME**

Black and minority ethnic

### **Classification**

The classification of an undergraduate degree indicates the qualification class that the student obtained. Certain qualifications obtained at first degree undergraduate level are not subject to classification of the award, notably general degrees. These, together with ordinary degrees and qualifications considered as passed by a student too ill to finish the appropriate material, have been included within the unclassified category. Third class honours, fourth class honours and the pass category have been aggregated into third class honours/pass. Lower second and undivided second class honours have been aggregated in to second class honours.

### **Departments**

This report uses generic classification of academic departments from the HESA staff record.

Departments classified as science, engineering and technology (SET) in this report are:

- agriculture and forestry
- anatomy and physiology
- archaeology
- architecture, built environment and planning
- biosciences
- chemical engineering

- chemistry
- civil engineering
- clinical dentistry
- clinical medicine
- earth, marine and environmental sciences
- electrical, electronic and computer engineering
- general engineering
- geography
- IT and systems sciences, computer software engineering
- mathematics
- mechanical, aero and production engineering
- mineral, metallurgy and materials engineering
- nursing and paramedical studies
- pharmacy and pharmacology
- physics
- psychology and behavioural sciences
- veterinary science

Departments classified as non-SET in this report are:

- business and management studies
- catering and hospitality management
- central administration and services
- continuing education
- design and creative arts
- education
- health and community studies
- humanities and language-based studies
- media studies
- modern languages
- premises
- residences and catering
- social studies
- sports science and leisure studies
- staff and student facilities

### **Disability (staff)**

Disability is recorded within the HESA staff record on the basis of self-assessment using one of three possible categories:

- declared disabled
- not known to be disabled
- information not provided

### **Disability (students)**

The disability categories indicate the type of disability that a student has on the basis of their own self-assessment. They can choose not to disclose this information.

### **DLHE**

Destination of leavers from higher education

## **Ethnicity**

Ethnicity within the HESA staff and student record is based upon the 2001 census classification system. For the purposes of this report, the census categories have been aggregated into four groups:

- White
- Black
- Asian
- other (includes mixed ethnicity and other ethnic backgrounds)

For some analyses the non-White groups have been further aggregated into a single Black and minority ethnic (BME) group.

It is only compulsory to collect ethnicity data for UK-domiciled students (although students can choose not to disclose) and therefore analysis of student ethnicity is restricted to UK domiciles.

## **Fixed-term contract staff**

Fixed-term contract staff are those employed for a fixed period or who have an end date on their contract of employment. This includes staff on rolling fixed-term contracts.

## **Full-time student**

Full-time students are those normally required to attend an institution for periods amounting to at least 24 weeks within the year of study, on sandwich courses, and those on a study-related year out of their institution. During that time, students are normally expected to undertake periods of study, tuition or work experience that amount to an average of at least 21 hours per week.

## **Gender**

HESA records whether a person's sex is male, female or indeterminate. Indeterminate refers to intersex people. Intersex people can have a combination of male and female anatomy so their biological sex cannot easily be classified. The numbers of known intersex people at Leeds Metropolitan University is very small so the HESA rounding strategy (see note) has excluded them from reporting results.

## **Leavers**

The destination of leavers from higher education (DLHE) survey conducted by HESA collects information on what leavers from higher education programmes are doing six months after qualifying from their higher education course (employed, engaged in further study and so on).

Throughout the analysis on leavers, the term full-time paid work has been used to mean full-time paid work only (including self-employed).

## **Neither teaching nor research staff**

Staff whose contracted academic employment function is neither teaching nor research, eg vice-chancellor.

## **Occupational group**

Staff contracts are categorised within the HESA staff record into one of 13 groups derived using the standard occupational classification system:

- managers
- academic professionals
- non-academic professionals
- laboratory, engineering, building, IT and medical technicians (including nurses)
- student welfare workers, careers advisors, vocational training instructors, personnel and planning officers
- artistic, media, public relations, marketing and sports occupations
- library assistants, clerks and general administrative assistants
- secretaries, typists, receptionists and telephonists

- chefs, gardeners, electrical, mechanical and construction trades and printers
- caretakers, residential wardens, sports and leisure attendants, nursery nurses and care occupations
- retail and customer service occupations
- drivers, maintenance supervisors and plant operatives
- cleaners, catering assistants, security officers, porters and maintenance workers

### **Part-time student**

Part-time students are those recorded as studying part-time, or studying full-time on courses lasting less than 24 weeks, on block release, or studying during the evenings only.

### **Permanent staff**

Those who are employed on a contract of employment that states the member of staff as permanent or on an open-ended contract. This includes term time-only staff who are employed on an open-ended contract.

### **Postgraduate students**

Throughout this report, postgraduate students are defined as those on courses leading to higher degrees, diplomas and certificates. HESA records postgraduate study under both research and taught. These have been aggregated in this report.

### **Professional and support staff**

Those who do not have an academic employment function, such as managers, non-academic professionals, student welfare workers, cleaners, caterers and secretaries

### **Professorial status**

HESA no longer collects data relating to staff grades. HESA does, however, collect information on professorial status. Professor indicates whether the contract confers the title of professor to the holder, regardless of whether an institution's local grade structure contains a professor grade.

### **Research-only staff**

Research-only staff are those whose contract of employment states that their primary academic employment function is research only, even though the contract may include a limited number of teaching hours.

### **SET**

Science, engineering and technology.

In this report, science, engineering and technology (SET) includes the following subject groups – these were selected to correspond with the Equality Challenge Unit Equality in higher education Statistical report 2010:

- agriculture and related subjects
- architecture, building and planning
- biological sciences
- computer science
- engineering and technology
- mathematical sciences
- medicine and dentistry
- physical sciences
- subjects allied to medicine
- veterinary science

### **Teaching and research staff**

Teaching and research staff are those whose contract of employment states that they are employed to undertake both teaching and research.

**Teaching-only staff**

Teaching-only staff are those whose contract of employment states that they are employed only to undertake teaching.

**Undergraduate students**

Undergraduates are students participating in undergraduate programmes of study aiming for qualifications at level of study of first degree, foundation degree or a range of higher education diplomas and certificates (levels 4–6 of the National Qualifications Framework). In the majority of the analysis, undergraduates have been disaggregated into first degree undergraduates and 'other undergraduate' students.