

Race Equality Monitoring Measures

Ethnicity of applicants, students and staff at
Welsh Higher Education providers for the academic
years 2016/17 to 2021/22: a first report

2016/17 to 2021/22



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Race Equality Monitoring Measures: Ethnicity of applicants, students and staff at Welsh Higher Education providers for the academic years 2016/17 to 2021/22: a first report

Context and Commentary

1. Introduction

- 1.1. The purpose of HEFCW's race equality data monitoring is to have a more detailed understanding of the diversity of the higher education population in Wales (staff and students).
- 1.2. Our race equality monitoring will inform our actions, including but not limited to, our anti-racism policy developments and our strategic equality plan commitments. The monitoring will contribute to the [Welsh Government's Anti-racist Wales Action Plan](#) (the Plan), our Equality Act (2010) duties and the Well-being of Future Generations Act (2105) goals. Our intention is to work with higher education providers to change the culture in higher education, tackle racism and secure race equality.
- 1.3. In the Anti-racist Wales Action Plan, the Welsh Government confirms its expectations that: 'the HE sector will make rapid and sustained progress in tackling racism and in improving the experience of ethnic minority staff and students in HE' (p.42). As part of actions to achieve this, the Plan notes: 'To measure change over time we have an urgency to improve both the completeness and the use of data on ethnicity in education. We need to use data currently available more systematically' (p.41). There is an action on higher education to 'Publish an annual race equality report and performance measures for the sector, including outcomes for students and staff' from 2023.
- 1.4. The Anti-racist Wales Action Plan identifies actions to be undertaken between June 2022 and June 2024. These data and the accompanying narrative provide a benchmark of the diversity of higher education in Wales. We recognise there is much more to be done to improve the diversity of higher education in Wales and these data contribute to our evidence for taking action.
- 1.5. Our race equality monitoring may develop and evolve over time, in consultation with providers and other interested parties, taking into account reviews of the Anti-racist Wales Action Plan and including as we transition into the Commission for Tertiary Education and Research (the Commission). The Commission will have responsibilities for the whole post-16 sector and deliver against the specific duties of the Tertiary Education and Research (Wales) Act (2022) including promoting equality of opportunity, encouraging participation in tertiary education, as well as a condition of registration relating to student welfare.

2. Monitoring

- 2.1. This document provides some context and commentary on the race equality in higher education data monitoring we have [published](#) and should be read in

conjunction with this monitoring. This document should also be read in conjunction with HEFCW circulars [W22/28HE](#) and [W23/06HE](#).

- 2.2. This race equality in higher education data monitoring uses data that spans the period 2016/17 to 2021/22. This first report covers the Covid-19 pandemic period 2020/21.
- 2.3. We aim to use data already available to us, for example individualised data collected by the Higher Education Statistics Agency [HESA](#), or we will use publically available data such as data held by [UCAS](#), wherever possible to reduce the reporting burden on higher education providers. More information about data sources used in this analysis can be found in Annex B which provides Technical Information.
- 2.4. Pre-entry to higher education data relates to UK domiciled applicants to full-time undergraduate courses in Wales. Student data relates to UK domiciled full-time and part-time undergraduates studying in Wales unless stated otherwise. Staff data relates to all staff in higher education in Wales including international staff. The data is aggregated data from all universities in Wales, including the Open University in Wales and three further education colleges in Wales directly funded under the Higher Education (Wales) Act 2015. The commentary refers to these institutions as higher education providers. A list of these higher education providers is found in the glossary.
- 2.5. As indicated in circular W22/28HE we are monitoring data at an individual institutional level, but the data we have published is at a Wales sector level only. This is necessary due to the presence of small numbers and the need to abide by data disclosure control practices to avoid revealing information about individuals. Caution should be exercised when drawing conclusions from the data, and with any onward use of the data, due to these issues. More information about the limitations of the data, what other actions we are taking to supplement the data and our data disclosure control methodology can be found in Annex B.
- 2.6. The performance measures used in this analysis are listed in Annex C of W23/06HE. There are two types of measures:
 - the first type looks at the number of individuals from a particular group by ethnic background; and
 - the second type looks at the unexplained gap between the proportion of individuals from a particular group achieving something, and the proportion of individuals in that group from a particular ethnic background achieving the same thing.

This is explained more fully in Annex B.

3. Context and purpose

- 3.1. The purpose of this race equality data monitoring is to have a more detailed understanding of the diversity of the higher education population in Wales (staff and students) and to contribute to an Anti-racist Wales.
- 3.2. Our race equality monitoring may develop and evolve over time, in consultation with providers and other interested parties.
- 3.3. This analysis is published following consultation on use of data and indicators through HEFCW circular [W22/28HE](#). Consultation responses were published in HEFCW circular [W23/06HE: Safe and inclusive higher education: supporting equality and diversity education](#).
- 3.4. In this commentary we focus on some aspects of the data which appear notable in some way. In drawing attention to one particular ethnic group, we are not purposefully ignoring or aiming to suppress the data relating to any other ethnic group.

4. Applicant and application data for UK domiciled applicants to full-time undergraduate courses in higher education in Wales

- 4.1. The information in this section relates to data about applicants and applications to full-time, undergraduate higher education courses in Wales. Applicants can make up to five applications to UK higher education providers. See the information and data provided in tables 1-2 of the accompanying analysis.
- 4.2. For applications to higher education in Wales, both the number and the proportion of applications from applicants from each minority ethnic background was greater in 2022 than in 2016, with those from an Asian ethnic background seeing the biggest increase in both these figures, followed by those from a Mixed ethnic background. The number of applications from applicants from an Asian ethnic background rose from 5,725 in 2016 to 8,285 in 2022, and the proportion of all applications that were from applicants from an Asian ethnic background rose from 6.2 to 8.4 per cent across the same period. The number of applications from applicants from a Mixed ethnic background rose from 2,780 in 2016 to 4,430 in 2022, and the proportion of all applications that were from applicants from a Mixed ethnic background rose from 3.0 to 4.5 per cent across the same period.
- 4.3. Applicant figures produce a similar story to applications, with both the number and the proportion of applicants from each minority ethnic background being greater in 2022 than in 2016, and applicants from an Asian ethnic background seeing the biggest increase in both figures, followed by those from a Mixed ethnic background. The number of applicants from an Asian ethnic background rose from 4,575 in 2016 to 6,560 in 2022, and the proportion of all applicants that were from an Asian ethnic background rose from 7.2 to 9.5 per cent across the same period. The number of applicants from a Mixed ethnic background rose from 2,185 in 2016 to 3,400 in 2022, and the proportion of all applicants that were from a Mixed ethnic background rose from 3.4 to 4.9 per cent across the same period.

5. Offer rates for UK domiciled applicants to full-time, undergraduate courses in higher education in Wales

- 5.1. The information in this section relates to the offers higher education providers make to applicants, see the information and data provided in table 3 of the accompanying analysis. For an explanation of how gaps are measured and what a negative or a positive gap means refer to Annex B.
- 5.2. There is a large (negative) gap between the overall offer rate (the proportion of applications that receive an offer) and the offer rate for applicants from Asian, Black and Other¹ minority ethnic backgrounds in every year of the period. This is true for both 18 year old applicants and applicants of all ages. The charts provided in the accompanying analysis demonstrate this very clearly. An example of this in 2021/22 is the offer rate for applications from 18 year old applicants from an Asian ethnic background which was 68.9 per cent, while the offer rate for all 18 year old applicants was 84.5 per cent. The offer rate for 18 year olds from an Asian ethnic background is 15.6 percentage points lower than the offer rate for all 18 year olds in 2021/22. Another example in 2021/22 is the offer rate for applications from 18 year old applicants from a Black ethnic background which was 70.4 per cent, which is 14.1 percentage points lower than the offer rate for all 18 year olds in 2021/22 (84.5 per cent).
- 5.3. The gap between the overall offer rate and the offer rate for applicants from a Black ethnic background for applicants of all ages is considerably wider than the same gap for 18 year old applicants in every year of the period. The charts provided in the accompanying analysis demonstrate this very clearly. For example in 2021/22, the gap between the overall offer rate for 18 year old applicants and the offer rate for 18 year old applicants from a Black ethnic background is 14.1 percentage points below the overall offer rate for 18 year olds, while in the same year the gap between the overall offer rate for applicants of all ages and the offer rate for applicants of all ages from a Black ethnic background is 20.5 percentage points below the overall offer rate for applicants of all ages. The situation for Asian applicants was different. The gap between the overall offer rate and the offer rate for applicants from an Asian ethnic background for applicants of all ages was slightly narrower than the same gap for 18 year old applicants in every year of the period. For example in 2021/22, the gap between the overall offer rate for 18 year old applicants and the offer rate for 18 year old applicants from an Asian ethnic background is 15.6 percentage points below the overall offer rate for 18 year olds, while in the same year the gap between the overall offer rate for applicants of all ages and the offer rate for applicants of all ages from an Asian ethnic background is 14.4 percentage points below the overall offer rate for applicants of all ages.
- 5.4. Care must be taken when interpreting these figures as applicants from some minority ethnic backgrounds may be more likely to apply for particular types of course, have particular types of predicted grades, apply to courses that have high competition for places like Medicine, or represent very small numbers in

¹ See Annex A for more information on why this term is used and what it means in a data analysis context. We recognise it is a contested term.

comparison to the number of applicants from the ethnic majority in higher education in Wales.

6. UK domiciled applicants achieving places on full-time, undergraduate courses in higher education in Wales

- 6.1. The information in this section provides information on 'placed applicants', that is, applicants who have met the conditions of their offer of a place from a higher education provider. See the information and data provided in table 4 of the accompanying analysis.
- 6.2. Figures about applicants achieving places at Welsh higher education providers produce a similar story to figures about applications and applicants to Welsh higher education providers, with both the number and the proportion of placed applicants from each minority ethnic background being greater in 2022 than in 2016, and placed applicants with an Asian ethnic background seeing the biggest increase in both figures, followed by those from a Mixed ethnic background. The number of applicants from an Asian ethnic background achieving places at Welsh higher education providers rose from 1,065 in 2016 to 1,520 in 2022, and the proportion of all applicants achieving places at Welsh higher education providers that were from an Asian ethnic background rose from 4.6 to 6.6 per cent across the same period. The number of applicants from a Mixed ethnic background achieving places at Welsh higher education providers rose from 675 in 2016 to 1,045 in 2022, and the proportion of all applicants achieving places at Welsh higher education providers that were from a Mixed ethnic background rose from 2.9 to 4.5 per cent across the same period.

7. Entrants to UK domiciled, full-time and part-time undergraduate higher education in Wales

- 7.1. This section provides information about those students entering full-time and part-time undergraduate higher education in Wales. See information and data in table 5 in the accompanying analysis.
- 7.2. There was an increase in both the number and the proportion of entrants from each minority ethnic background across the period, with the largest increase in both these figures for entrants from an Asian ethnic background, followed by those from a Mixed background. Between 2016/17 and 2021/22 the number of entrants from an Asian ethnic background rose from 1,665 to 2,455, while the proportion of all entrants from an Asian ethnic background rose from 4.4 per cent to 6.1 per cent. There was a particularly large increase in the number of entrants from an Asian ethnic background in 2017/18 (from 1,665 to 2,375), due to an expansion of campus locations. Between 2016/17 and 2021/22 the number of entrants from a Mixed ethnic background rose from 915 to 1,335, while the proportion of all entrants from a Mixed ethnic background rose from 2.4 per cent to 3.3 per cent.

8. Retention of UK domiciled, full-time undergraduate and part-time first degree students in higher education in Wales

- 8.1. This section provides information on UK domiciled undergraduate students retained in higher education. See data and information provided in table 6 in the accompanying analysis.
- 8.2. In general, the proportion of **full-time undergraduate** UK domiciled entrants still in higher education one year following the year of their entry was lower for entrants from each minority ethnic background than it was for all entrants, and the gap between these figures increased across the period, with entrants from a Black ethnic background seeing particularly wide gaps. The proportion of full-time undergraduate UK domiciled entrants from a Black ethnic background still in higher education one year following the year of their entry fell from 89.3 per cent to 77.4 per cent between 2016/17 and 2020/21, while the proportion of entrants overall fell from 91.9 per cent to 89.4 per cent across the same period; this represents a gap of 2.6 percentage points in 2016/17 widening to a gap of 11.9 percentage points in 2020/21. The proportion of full-time undergraduate UK domiciled entrants from an Asian ethnic background still in higher education one year following the year of their entry fell from 93.9 per cent to 85.1 per cent between 2016/17 and 2020/21, representing a gap of 2 percentage points above the proportion of entrants overall in 2016/17, widening to a gap of 4.3 percentage points below the proportion of entrants overall in 2020/21.
- 8.3. Data for **part-time first degree** UK domiciled entrants is harder to interpret due to the small number of these entrants from minority ethnic backgrounds.

9. Degree Differentials: the degree classifications that are awarded to UK domiciled, full-time and part-time students in higher education in Wales

- 9.1. This section provides information on the different degree classifications awarded to UK domiciled, full-time and part-time students in higher education in Wales. See the data and information in table 7 in the accompanying analysis.
- 9.2. First degree graduates from minority ethnic backgrounds were proportionately much less likely to achieve a **first** class degree than graduates from a White ethnic background, with those from a Black ethnic background the least likely of all minority ethnic groups, followed by those from an Asian ethnic background. The chart provided in the accompanying analysis demonstrates this very clearly. For example, in 2021/22, the proportion of those from a Black ethnic background achieving a first class degree was 15.9 per cent, a gap of 14.6 percentage points lower than the figure of 30.5 per cent for first class degree graduates overall, while for graduates from an Asian ethnic background the proportion achieving a first class degree was 21.2 per cent, a gap of 9.3 percentage points lower than the overall figure and for graduates from a White ethnic background the proportion was 32.1 per cent, 1.6 percentage points higher than the overall figure.
- 9.3. First degree graduates from Asian, Black and Other minority ethnic backgrounds were proportionately much more likely to achieve a **2:2** degree classification than

those from White or Mixed ethnic backgrounds, with those from a Black ethnic background being the most likely of all ethnic groups. The chart provided in the accompanying analysis demonstrates this very clearly. For example in 2021/22, the proportion of those from a Black ethnic background achieving a 2:2 degree classification was 30.8 per cent, a gap of 12.4 percentage points greater than the proportion of all first degree graduates achieving a 2:2 degree classification which was 18.4 per cent, while the proportion of those from an Asian ethnic background achieving a 2:2 degree classification was 24.1 per cent, a gap of 5.7 percentage points greater than the overall proportion.

- 9.4. With respect to the proportion of first degree graduates achieving a **2:1** or a **third** class degree classification, there has been progress in recent years in achieving greater parity between each ethnic background. This is demonstrated in the charts in the accompanying analysis by the bars becoming closer to 0 in recent years. For example in 2021/22, the gap between the proportion of all first degree graduates and the proportion of first degree graduates from each minority ethnic background achieving a 2:1 degree classification was 4 percentage points or less, and for third class degree classifications the gap was 2.6 percentage points or less.
- 9.5. Across the period 2016/17 to 2021/22 there appeared to be little change in the proportion from each ethnic background receiving an **unclassified** degree, with proportions varying from 4.1 percentage points or less above the overall proportion in any one year for each minority ethnic group. The unclassified categorisation includes aegrotat² and Medicine degrees.

10. Staff in higher education in Wales

- 10.1. Tables 8 to 11 in the accompanying analysis relate to staff in higher education in Wales. Data about staff include staff with UK and non-UK nationalities. Non-academic staff are much less likely to include non-UK nationals than academic staff. For example in 2021/22 94 per cent of non-academic staff in Wales were UK nationals, while 78 per cent of academic staff in Wales were UK nationals. The glossary defines the terms 'academic' and 'non-academic' and 'atypical' contracted staff. Data about academic staff excludes staff on atypical contracts only.
- 10.2. Between 2016/17 and 2021/22, both the number and the proportion of **academic** staff from each of the Asian, Black and Mixed minority ethnic backgrounds increased annually. The largest increase in both these figures was for academic staff from an Asian ethnic background rising from 560 to 770 (increase of 210), or 5.8 to 8.3 per cent of all academic staff across the period 2016/17 to 2021/22. Staff from a Black ethnic background rose from 90 to 165 (increase of 75), or 0.9 to 1.8 per cent of all academic staff across the period 2016/17 to 2021/22.
- 10.3. Although overall numbers of **non-academic** staff were similar to academic staff numbers, the numbers and proportions of non-academic staff from minority ethnic

² The term 'aegrotat' is defined in the glossary.

backgrounds were smaller, and the change seen across the period 2016/17 to 2021/22 was smaller.

- 10.4. Both the number and the proportion of **non-academic** staff from each of the Asian, Black and Mixed minority ethnic backgrounds increased across the period, with the largest increases across the period for both these figures being at a similar level for those from an Asian ethnic and from a Mixed ethnic background. Numbers from a Mixed ethnic background rose by 35 to 125, and from an Asian ethnic background by 30 to 250, while both proportions rose by 0.4 percentage points each, reaching 2.5 per cent for those from an Asian ethnic background and 1.3 per cent for those from a Mixed ethnic background.
- 10.5. **Academic staff with atypical contracts only** are not a homogenous group of staff. Such staff are employed for flexible, short-term or one-off tasks and numbers of these staff can fluctuate considerably between years. In addition, there are high proportions of unknown ethnicity among this group of staff, typically information not provided about ethnicity is as high as half of all staff in any one year. Due to the high volume of unknowns, an analysis of the data for this group of staff has not been published. We will continue to monitor this group of staff and the level of unknown ethnicity recorded.

11. Staff terms of employment

- 11.1. For both academic and non-academic staff there were considerable gaps between the proportion of staff from each minority ethnic background on permanent terms of employment and the proportion of staff overall on permanent terms of employment, with in general some bigger gaps seen for academic staff than non-academic staff.
- 11.2. The gap between the proportion of **academic** staff from a Black ethnic background on permanent terms of employment and the proportion of all academic staff on permanent terms of employment widened considerably across the period, with the proportion of Black academic staff on permanent terms of employment being 8.5 percentage points below the proportion of all academic staff on permanent terms of employment in 2016/17, and that gap widening to 24.7 percentage points in 2021/22. The same gap widened for academic staff from a Mixed ethnic background, but not to the same extent. The proportion of Mixed academic staff on permanent terms of employment was 9.9 percentage points below the overall figure in 2016/17, and that gap widening to 17.5 percentage points in 2021/22.
- 11.3. The gap between the proportion of **non-academic** staff from a Mixed ethnic background on permanent terms of employment and the proportion of all non-academic staff on permanent terms of employment widened considerably across the period, with the proportion of non-academic staff from a Mixed ethnic background on permanent terms of employment being 7.9 percentage points below the proportion of all non-academic staff on permanent terms of employment in 2016/17, and that gap widening to 15.5 percentage points in 2021/22. However the gap between the proportion of non-academic staff from a

Black ethnic background on permanent terms of employment and all non-academic staff on permanent terms of employment narrowed considerably, starting the period at 16.2 percentage points lower than the overall proportion of non-academic staff on permanent terms of employment, but ending the period at 2.7 percentage points lower than this overall proportion.

12. Staff grade

Grade groupings

12.1. In this analysis, staff grades were initially grouped³ as follows to allow for specific analyses:

Group 1:	Senior managers
Group 2:	Professors
Group 3:	Management / budget responsibility, experts
Group 4:	Staff responsibility, limited/no management responsibility, team budget/no budget responsibility
Group 5:	No staff or budget responsibility, little or no experience

12.2. This grouping was aggregated further as, depending on the type of staff, some groups were not relevant e.g. Professors are academic only, while others had very small numbers. Retaining the utility of the data whilst not disclosing information about individuals results in the following grouping used in the text that follows:

Staff type	Secondary grouping referred to in text		
	Higher grades	Middle grades	Lower grades
Academic	Groups 1 & 2	Group 3	Groups 4 & 5
Non-academic*	Groups 1 & 3 & 4		Group 5

*Group 2 (Professors) is an academic only grade

Academic contract staff

12.3. The proportion of academic staff from each of the Asian, Black and Mixed ethnic backgrounds employed in the **higher** grade group (1 & 2) was smaller than the proportion of all academic staff employed in this grade group, in every year of the period. For example, in 2021/22, the proportion of academic staff from each of the Asian, Black and Mixed ethnic backgrounds employed in the higher grade group was 8.6, 4.8 and 6.6 per cent respectively, while the proportion of all academic staff employed in the higher grade group was 12.5 per cent in the same year.

³ More information about this initial grouping is provided in the Notes sheet in the [accompanying analysis](#).

- 12.4. In 2016/17 the proportion of academic staff from a Mixed ethnic background employed in the **higher** grade group was 13.1 per cent, 1.5 percentage points lower than the proportion of all academic staff employed in this grade group (14.6 per cent). In 2021/22 the proportion of academic staff from a Mixed ethnic background employed in the higher grade group was 6.6 per cent, 5.9 percentage points lower than the proportion of all academic staff employed in this group (12.5 per cent). Therefore there was a widening of the gap between the proportion of staff from a Mixed ethnic background and all staff in the higher grade group of 4.4 percentage points across the period.
- 12.5. The proportions of academic staff from a Black and a Mixed ethnic background employed in the **middle** grade group (3) were smaller than the proportion of all academic staff employed in this grade group, in every year of the period. For example, in 2021/22, the proportion of academic staff from each of the Black and Mixed ethnic backgrounds in the middle grade group was 4.9 and 11.4 per cent respectively, while the proportion of all academic staff in the middle grade group was 14.4 per cent.
- 12.6. In 2016/17, the proportion of academic staff from a Black ethnic background employed in the **middle** grade group was 8.1 per cent, 4.8 percentage points lower than the proportion of all academic staff employed in this grade group (12.9 per cent). In 2021/22 the proportion of academic staff from a Black ethnic background employed in the middle grade group was 4.9 per cent and 9.5 percentage points lower than the proportion of all academic staff employed in this group (14.4 per cent). Therefore there was a widening of the gap between the proportion of staff from a Black ethnic background and all staff in the middle grade group of 4.7 percentage points across the period. During the same period, the gap between the proportion of academic staff from a Mixed ethnic background employed in the middle grade group and the proportion of all academic staff employed in this grade group narrowed by 4.9 percentage points.
- 12.7. The proportion of academic staff from each of the Asian, Black and Mixed ethnic backgrounds employed in the **lower** grade group (4 & 5) was greater than the proportion of all academic staff employed in that grade group in every year of the period. For example, in 2021/22 the proportion of academic staff from each of the Asian, Black and Mixed ethnic backgrounds employed in the lower grade group was 75.3, 90.3 and 82.0 per cent respectively while the proportion for all academic staff employed in this grade group was 73.1 per cent in the same year.
- 12.8. The gap between the proportion of academic staff from each ethnic background employed in the **lower** grade group and the proportion of all academic staff employed in this grade group was generally wider than for the other grade groups. For example, in 2021/22 the proportion of academic staff from a Black ethnic background in the higher grade group was 4.8 per cent, a gap of 7.7 percentage points below the overall proportion (12.5 per cent), while the proportion of academic staff from a Black ethnic background in the lower grade group was 90.3 per cent, a gap of 17.2 percentage points above the overall proportion (73.1 per cent).

Non-academic contract staff

- 12.9. As there are only two grade groups to analyse for non-academic staff, the figures and findings for the one group are the converse for the other group.
- 12.10. The proportion of non-academic staff from each of the Black and Mixed ethnic backgrounds employed in the **higher** grade group (1, 3 & 4) was smaller than the proportion of all non-academic staff employed in the same grade group, in every year of the period. For example in 2021/22 the proportion of non-academic staff from each of the Black and Mixed ethnic backgrounds employed in the higher grade group was 41.7 and 54.2 per cent respectively, while the proportion of all non-academic staff employed in the same grade group in the same year was 56.5 per cent.
- 12.11. The gap between the proportion of non-academic staff from a Black ethnic background employed in the **higher** grade group and the proportion of all non-academic staff employed in the higher grade group fluctuated across the period, but ended the period with a similar gap to the start of the period at 15 percentage points below the proportion of all non-academic staff employed in this group. The gap between the proportion of non-academic staff from a Mixed ethnic background employed in the higher grade group and the proportion of all non-academic staff employed in the higher grade group also fluctuated across the period, but ended the period with a reduction in the gap, that is, falling to 2.3 percentage points below the proportion of all non-academic staff employed in this group.
- 12.12. In the first three years of the period (2016/17 to 2018/19), the proportion of non-academic staff from an Asian ethnic background in the **higher** grade group (1, 3 & 4) was greater than the proportion of all non-academic staff employed in this group and, in the second three years of the period (2019/20 to 2021/22), was smaller than the proportion of all non-academic staff employed in this group. The gap between the proportion of non-academic staff from an Asian ethnic background in the higher grade group and the proportion of all non-academic staff employed in this group narrowed across the period from 8.2 percentage points greater than the proportion of all non-academic staff employed in this group at the start to 1.6 percentage points below the proportion of all non-academic staff employed in this group by the end of the period.
- 12.13. The gap between the proportion of non-academic staff from an Other ethnic background in the **higher** grade group (1, 3 & 4) and the proportion of all non-academic staff employed in this group grew each year by 1 or 2 percentage points, until the end of the period when the gap widened by 6.6 percentage points between 2020/21 and 2021/22. By the end of the period the proportion of non-academic staff from an Other ethnic background in the **higher** grade group (1, 3 & 4) was 67.4 per cent and 10.8 percentage points greater than the proportion of all non-academic staff employed in this group (56.5 per cent). This can be seen quite clearly in the chart in the accompanying analysis.

Staff with academic atypical contracts only

12.14. As noted in paragraph 10.5, numbers of academic atypical staff from minority ethnic backgrounds are very small, plus academic atypical staff are not a homogenous group of staff, being employed for flexible, short-term or one off tasks and numbers of these staff can fluctuate considerably between years. In addition, there are high proportions of unknown ethnicity among this group of staff, typically information not provided is as high as half of all staff in any one year. Due to this high volume of unknown ethnicity, it has not been possible to perform a gap analysis of staff with academic atypical contracts only by grade group.

13. Boards of Governors

13.1. The number of governors in the higher education sector in Wales from minority ethnic backgrounds was very small, however, across the period the proportion of governors from an Asian, a Black or a Mixed ethnic background increased, with the largest proportion of minority ethnic background governors in 2021/22 being 4.4 per cent from an Asian ethnic background.

14. Next steps

14.1. This is the first report of race equality in higher education data monitoring in this form and, clearly, there is more work to do in analysing the data. Where the findings of this analysis are showing unexplained gaps we will do more work drilling down into the data to determine if the data can provide further insights or whether other action is required. Where there are gaps in our understanding due to the limitations of the data we will be undertaking other qualitative work.

14.2. We recognise that this report does not include intersectional data⁴. Paragraph 2.5 of this report and section 5 of Annex B clearly outline that there are limitations to what can be analysed due to the small numbers involved even when data about ethnicity are aggregated for the Wales HE sector. These limitations are even more likely when analysing intersectional data. We plan to include analysis at an intersectional level in our internal monitoring and will publish if possible our findings in future publications.

14.3. We will commission a survey on the lived experiences of Black, Asian and ethnic minority staff and students in higher education in Wales. This qualitative survey will contribute to our evidence-base underpinning policy developments.

⁴ “Intersectional data” in the context of this report is described in the glossary.

Ethnic groups used in this report

1. Grouping ethnicity categories

- 1.1. Ethnicity categories in HESA student and staff data are aligned with Census categories⁵. These categories have been grouped into five broader ethnic groups for the purposes of this analysis as shown below. The naming and aggregation used to create these broader groups is consistent with broader groups used elsewhere to publish data about ethnicity e.g. [UCAS](#), [HESA](#), the [Office for National Statistics](#).

Ethnic groups used in this report	Each group includes the following ethnicities recorded on HESA staff or student data
White	White Gypsy or Traveller ⁶
Black	Black or Black British - Caribbean Black or Black British - African Other Black background
Asian	Asian or Asian British - Indian Asian or Asian British - Pakistani Asian or Asian British - Bangladeshi Chinese Other Asian background
Mixed	Mixed - White and Black Caribbean Mixed - White and Black African Mixed - White and Asian Other mixed background
Other	Arab Other ethnic background

2. Reasons for grouping ethnicity categories

- 2.1. We respect the uniqueness of different racial backgrounds. Where we aggregate data our intention is to avoid publishing data that are too small and, therefore, with the potential to disclose individuals' identity⁷. Such aggregation is not intended to be disrespectful but to enable us to highlight issues revealed in the data which should be addressed by policy and practice.

⁵ Technical information about HESA data, including ethnicity categories can be found in Annex B.

⁶ Gypsy or Traveller is a single 2011 Census ethnicity category, which is correct for the years of HESA data used in this report. See Annex B for more information.

⁷ More information on limitations of the data, and data disclosure control can be found in Annex B.

Technical information

1. Data sources

- 1.1. Data about applicants and applications to full-time undergraduate courses at Welsh higher education providers are taken from information published by [UCAS](#) in their sex, area background and ethnic group reports, for entry cycles 2016 to 2022. Data about staff and students at Welsh higher education providers are taken from the [HESA staff](#) and [student](#) records, 2016/17 to 2021/22. Ethnicity is reported by UCAS for UK domiciled applicants. [Ethnicity](#) is collected by HESA for all staff but it is only mandatory for [ethnicity](#) to be collected for UK domiciled students.
- 1.2. As noted in Annex A above, ethnicity categories in HESA student and staff data are aligned with Census categories. For the data used in this report which relate to the academic years 2016/17 to 2021/22 this is 2011 Census categories. For 2022/23 HESA data this will change to 2021 Census categories. Due to the need to aggregate data into broader ethnic groups, as explained in Annex A, this is unlikely to impact on the race equality monitoring measures.
- 1.3. More information about the data used in this analysis can be found in the Notes page of the [accompanying analysis](#).
- 1.4. Details of how each measure is calculated is provided on our [website](#), and will be updated annually in our latest Data Requirements circular⁸.

2. Definition of atypical staff contracts

- 2.1. The definition of '[atypical](#)' staff contracts was set out by the Department for Trade and Industry (DTI):

'The term 'atypical' is used to describe working arrangements that are not permanent, involve complex employment relationships and/or involve work away from the supervision of the normal work provider. These may be characterised by a high degree of flexibility for both the work provider and the working person, and may involve a triangular relationship that includes an agent.'

Source: Department of Trade and Industry (DTI) Discussion Document on Employment Status, July 2003, paragraph 23.
- 2.2. In addition to this definition from the DTI, some higher education specific guidance has been devised by HESA. Atypical contracts meet one or more of the following conditions:
 - Are for less than four consecutive weeks - meaning that no statement of terms and conditions needs to be issued.
 - Are for one-off/short-term tasks - for example answering phones during clearing, staging an exhibition, organising a conference. There is no mutual obligation between the work provider and working person beyond the given period of work or project. In some cases individuals will be paid a fixed fee for the piece of work unrelated to hours/time spent.

⁸ Latest data requirements circular [W23/27HE: Higher Education Data Requirements 2023/24 HESA Data Futures – Final Update](#).

- Involve work away from the supervision of the normal work provider - but not as part of teaching company schemes or for teaching and research supervision associated with the provision of distance learning education.
- Involve a high degree of flexibility often in a contract to work 'as-and-when' required - for example conference catering, student ambassadors, student demonstrators.

3. Types of performance measure used in this analysis

- 3.1. The performance measures used in this analysis are listed in Annex C of W23/06HE. There are two types of measure:
- the first type monitors the number, proportion, annual percentage change in number and annual percentage point change in the proportion by ethnic background for a particular group of individuals, and
 - the second type monitors the “unexplained” gap between the proportion of all individuals from a particular group achieving something, and the proportion of individuals from a specific ethnic background within that group achieving the same thing.
- 3.2. For example, the group of individuals may be applicants, graduates or staff and the “something” being achieved may be an offer to an applicant, attaining a specific degree classification or being on a contract with permanent terms of employment.
- 3.3. Where a gap is being measured, the proportion for all individuals is taken away from the proportion of individuals from a particular ethnic background. If the gap is negative this means that the proportion of individuals from a particular ethnic background is smaller than the proportion of all individuals.

4. Other data notes

- 4.1. It is possible to identify separately within the data those staff and students who identify themselves as “Gypsy or Traveller”, however this White minority ethnic group has not been identified separately from the total White group throughout this analysis due to small numbers, as discussed below. At Welsh higher education providers overall, between 2016/17 and 2021/22, the number of Gypsy or Traveller:
- entrants varied from 5 to 30;
 - graduates with first degrees varied from 5 to 10;
 - staff with academic contracts varied between 0 and 5;
 - academic staff on atypical contracts only were 0 throughout the period, and
 - staff with non-academic contracts varied between 0 and 5.
- 4.2. It is worth bearing in mind when considering these figures that the rounding methodology has been applied, which means that 0 may be 0, or 1 or 2 rounded to 0.

5. Limitations of the data

- 5.1. There are limitations on the analysis of staff and students at Welsh higher education providers by ethnicity, due to the small numbers of students and staff within each minority ethnic group at each Welsh higher education provider and sometimes even for Wales overall.
- 5.2. Small numbers can give rise to large fluctuations in percentages from year to year, and it is not possible to determine any specific patterns in the data, to perform any meaningful analysis or draw any meaningful conclusions. Additionally, data disclosure issues arise, where the potential to disclose an individual's identity may occur, hence the requirement for a data disclosure control procedure as outlined below.
- 5.3. As the data become more disaggregated, the number of cells with small values increase. This means that it becomes more difficult to perform meaningful analysis and a greater amount of suppression is required, rendering the data less useful and not beneficial to publish it. The issue of small numbers is why we announced in circular W22/28HE, that whilst we would monitor data at an individual institutional level, we would publish our monitoring at a national level only.
- 5.4. Although there may be limitations to how useful the data can be, there are other actions we can take to supplement the data. We recognised this in W22/28HE:
 - “The data proposed provides a means of understanding more about race equality at key points for staff and students. We recognise that these key points are proxy measures and, therefore, will be considered alongside qualitative evidence.”
 - “Where we identify areas of concern we will drill down in the data to identify if there are underlying factors we should address. We will use additional, supplementary monitoring, our annual equality plan reporting or commission research, to address new and emerging issues of concern.”

6. Data disclosure control methodology

- 6.1. The data disclosure control methodology has been applied to all data in this analysis. This means that:
 - All numbers are rounded up or down to the nearest multiple of 5. Any number lower than 2.5 is rounded to 0. Halves are rounded upwards (e.g. 2.5 is rounded to 5).
 - Percentages are calculated on unrounded data. Percentages calculated on populations which contain fewer than 22.5 individuals are suppressed and represented as ".".
 - In addition, percentages where the numerator is less than 10 are also suppressed and represented as ".".

Academic contract staff	Academic contract staff are defined as professionals holding a contract for planning, directing and undertaking academic teaching and research within HE providers. Examples of such contracts include those for vice-chancellors, medical practitioners, dentists, veterinarians and other health care professionals who undertake lecturing or research activities.
Aegrotat	A student who is not able to take exams because of illness can sometimes be awarded an aegrotat degree; this is an honours degree without classification, awarded on the understanding that had the candidate not been unwell, they would have passed.
Atypical contract	See section 2 of Annex B.
Atypical contract staff	Atypical contract staff are those staff on atypical contracts only i.e. they may have one or more contracts within the academic year, which may be consecutive or concurrent, but all of their contracts are atypical,. Atypical contracts are explained in section 2 of Annex B.
Intersectional data	Data that enables analysis within and between groups of people based on two or more personal characteristics e.g. race and gender.
Non-academic contract staff	Non-academic contract staff are defined as members of staff who are not holders of an academic contract, including managers, non-academic professionals, student welfare workers, secretaries, caretakers and cleaners.
Offer rate	The proportion of applications that receive an offer from a higher education provider
Welsh higher education providers	University of South Wales Aberystwyth University Bangor University Cardiff University University of Wales Trinity Saint David Swansea University Cardiff Metropolitan University Wrexham University Open University in Wales University of Wales Grŵp Llandrillo Menai Grŵp Colegau NPTC Group of Colleges Gower College Swansea