

Development of a Baseline

CASE FOR COLLECTION OF
DIVERSITY DATA

Questions we can't answer

Examples

Which diverse group is underrepresented?

Where do we need to focus our attention in terms of recruitment to ensure representation?

What policy changes do we need to ensure that we have wide representation?

Observations

Not enough BAME students are going into teaching

Diversity of the teaching workforce is not reflective of the population

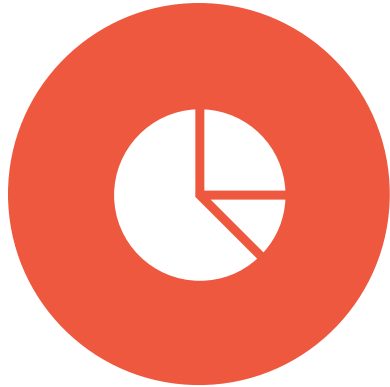
Teachers from a diverse range of backgrounds are not being given an opportunity to make it to leadership positions

HE does not have a balanced representation of a diverse workforce

We need to promote LGBTQ teachers to join teaching

Where is the data to back these observations?

Challenge



COLLATING CURRENT
NATIONAL DATA



MEASURING CHANGE
OR IMPACT



MAKING A CASE FOR
CHANGE AND ACTION

Impact of not having this data

Curriculum development – CCF

Policy

Subject development and content

Recruitment

Recognition

Research

Rationale

Give a deeper understanding of the teacher workforce to build a picture of the demographics of teacher education students across England

Develop a transparent understanding of who is undertaking courses to become a teacher and the nature of the teaching population in England

Help understand where there may be gaps and underrepresentation

Have a comprehensive dataset that details the teaching population from student teachers to senior leadership which allows for a holistic view of the diversity and its many intersections to be understood

Influence change and policy

Range of data

Students who apply

- UCAS
- Apply
- DfE

Students in programme

- Survey HEIs
- Survey SCITTs
- HESA

Teachers in the system and where they are in the system

- National Survey
- DfE

Teachers in HE

- Survey HEIs and SCITTs

Complexity

Definitions

Identity

Categorisation

Sensitive nature of the data

Location of the key groups

Purpose

Comparability

Trend analysis

Ethnicity

Ethnic group		2
+ Asian		
+ Black		
+ Mixed		
+ White		4
+ Other		
+ Unknown or Prefer Not To Say		
Total		5

UCAS

100	Asian - Bangladeshi or Bangladeshi British
101	Asian - Chinese or Chinese British
103	Asian - Indian or Indian British
104	Asian - Pakistani or Pakistani British
119	Any other Asian background
120	Black - African or African British
121	Black - Caribbean or Caribbean British
139	Any other Black background
140	Mixed or multiple ethnic groups - White or White British and Asian or Asian British

HESA

- Asian or Asian British
- Any other White background
- Black or Black British
- Any other Mixed background
- White Irish
- Any other ethnic group

DfE

Age

Age
+ 21 and under
+ 22
+ 23
+ 24
+ 25 - 29
+ 30 - 39
+ 40 and over
Total

UCAS

Don't collect age but
Date of birth

HESA

- % Under 25
- % 25 to 29
- % 30 to 39
- % 40 to 49
- % 50 to 59
- % 60 and over

DfE

Ways Forward

Guidance on the collection of diversity monitoring data from *Advance HE* offers the following

- A starting point
- Common format
- Possible approaches
- Multi purpose
- Sensitive approach

Principles for data collection

- ❖ The most current data set we have available
- ❖ Give a holistic picture
- ❖ The data is from England
- ❖ To inform wider research
- ❖ Enable a collective voice
- ❖ Data collected every 3 years



Scope of data



Phases

Phase 1 – Nov 2022

Students in programme

- Survey HEIs
- Survey SCITTs

Phase 2 – Autumn 2023

Teachers in the system

- National Survey
- DfE
- Unions
- Teacher Tap

Phase 3 – 2023

Students who apply

- UCAS
- Apply

Phase 4 – 2023

Teachers in HE

- Survey HEIs and SCITTs

Timeline

Planning

Review of pilot

Close survey

Headline reporting

Consider rolling census

Piloting

Launch

Data Analysis

Final outcomes



Sharing data

Data summaries

Report on trends across the sector

Through websites

Possible generation of questions by researchers

Dynamic data website

Thoughts?
