

Medr statistics

Higher Education Race Equality Monitoring Measures

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Email: HEStats@medr.cymru

Summary: This publication is based on data published by UCAS and the Higher Education Statistics Agency (HESA), providing a specific focus on the ethnic backgrounds of those applying to higher education providers in Wales, studying at higher education providers in Wales and staff working at universities in Wales.

Theme: Higher Education

Source: UCAS end of cycle data and Higher Education Statistics Agency (HESA) Student and Staff records



Main points

Applicants and Applications

- The proportion of UK-domiciled UCAS applicants and applications to full-time undergraduate courses at Welsh Higher Education (HE) providers who are from a minority ethnic background has increased from 2016 to 2024. This is true for all of the ethnic background groups used in this report (Asian, Black, Mixed and Other).
- The percentage of applicants being made an offer is consistently higher for those from a White or Mixed ethnic background than those from an Asian, Black or Other ethnic background. This is true for 18 year old applicants and applicants of all ages.
- The proportion of applicants meeting the conditions of their offer who are from minority ethnic backgrounds has increased from 2016 to 2024.

Students

- The proportion of UK-domiciled entrants from minority ethnic backgrounds to courses at Welsh HE providers has increased from 10.3% in 2016/17 to 17.9% in 2023/24. There is a general trend for an increasing proportion of entrants being from each of the Asian, Black, Mixed and Other ethnic background groupings, with the largest increases being amongst those from an Asian ethnic background.
- Between 2016/17 and 2023/24, students from a White ethnic background have consistently been more likely to be awarded a first class honours degree than students from any other ethnic background.
- Students from a Black ethnic background have consistently been more likely to be awarded a lower second class or third class degree than students from other ethnic backgrounds.

Staff

- The proportion of staff, academic and non-academic, from minority ethnic backgrounds has increased from 2016/17 to 2023/24. The largest increases have been amongst staff from Asian ethnic backgrounds.
- Staff from a White ethnic background are more likely to be on permanent terms of employment than staff from any other ethnic backgrounds.
- Academic staff from Black ethnic backgrounds are more likely to be employed at a middle or lower grade compared to staff from other ethnic backgrounds. A higher proportion of academic staff from the White and Other ethnic background groupings are employed in the higher grades compared to the other ethnic background groupings.
- Differences between ethnic backgrounds in the proportion of non-academic staff employed at each grade have narrowed between 2016/17 and 2023/24.
- Although the number of governors in the higher education sector is low, the proportion who are from minority ethnic backgrounds has increased from 3.1% in 2016/17 to 13.6% in 2023/24.

Introduction

This statistical release is an update to the Race Equality Monitoring Measures that was published by one of Medr's predecessor organisations, the Higher Education Funding Council for Wales (HEFCW), in 2024.

This release contains information on the ethnic backgrounds of:

- those applying to higher education via UCAS.
- the numbers of students at higher education providers in Wales and their degree outcomes.
- the numbers of staff at universities in Wales and their terms of employment.

This report is accompanied by a spreadsheet containing the full data that is described in this report and can be found on the [Medr website](#).

The measures were first published by HEFCW to meet an action in the Welsh Government's [Anti-racist Wales Action Plan: 2022](#). Publishing this updated version of the measures provides up-to-date information that can contribute to monitoring the progress of this plan.

Medr uses the data to inform our Strategic Equality Plan and as part of our monitoring for regulatory and funding purposes. Data and evidence inform our policy developments and contribute to our assessment of our contribution to the Welsh Government's Anti-racist Wales Action Plan. As Medr develops its regulatory and funding processes we may use the data to inform our understanding of equality of opportunity, staff and student welfare, the learner experience, and performance and risk.

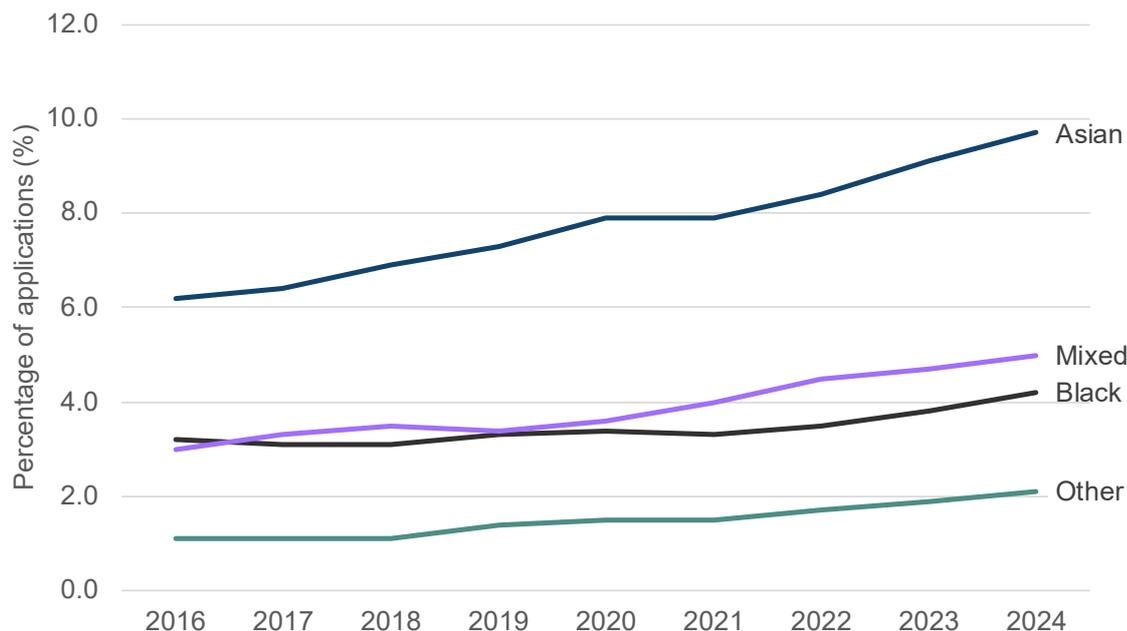
The measures also contribute to monitoring the goals of the [Well-being of Future Generations Act](#), and also to Medr's duties from the Tertiary Education and Research (Wales) Act (2022) and the Equality Act (2010).

Students – UCAS Data

This section contains data published by UCAS about applicants and applications to full-time undergraduate higher education courses at Welsh providers in their [end of 2024 cycle data](#). UCAS is not a producer of Official Statistics so these data are not Official Statistics. However, UCAS is a voluntary adopter of the Code of Practice for Statistics which provides assurance that the data is of high quality and is trustworthy.

Application and applicant data

Chart 1: Percentage of UCAS applications to full-time undergraduate courses at Welsh HE providers from UK-domiciled applicants from minority ethnic backgrounds, 2016 to 2024



Description: The percentage of UCAS applications that are made by applicants from minority ethnic backgrounds has increased from 2016 to 2024.

Data in Table 1.1 of the accompanying workbook

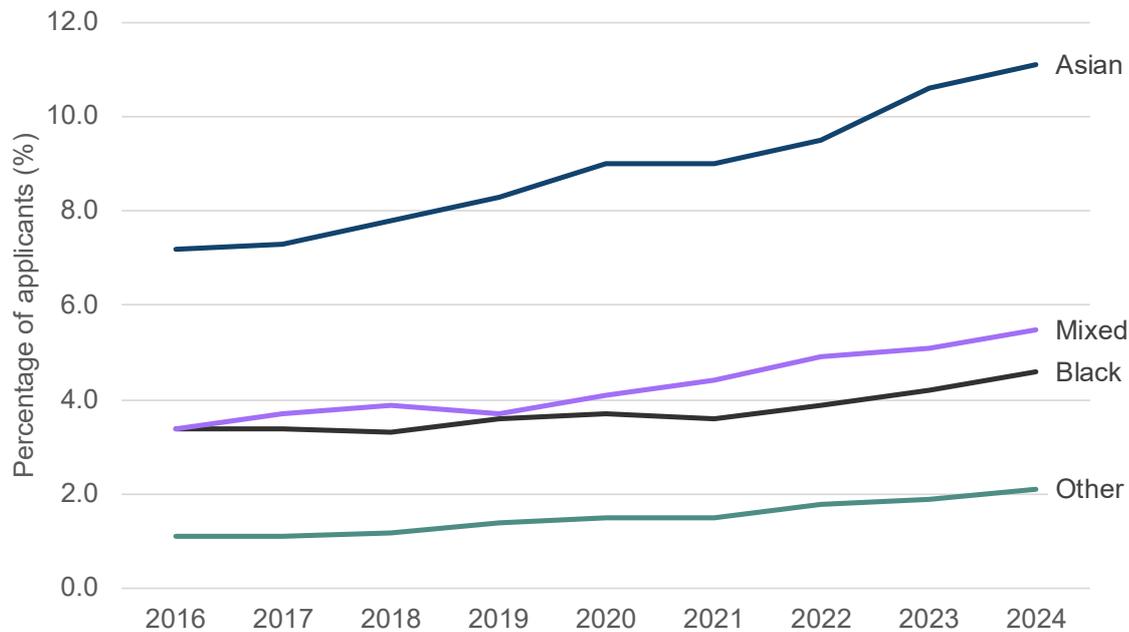
This section looks at applications and applicants. The number of applications an applicant makes may vary, and not all of an applicant's applications are necessarily to Welsh HE providers.

For applications to higher education in Wales, both the number and the proportion of applications from applicants from each minority ethnic background group has increased most years from 2016 to 2024. In contrast the number of applications from applicants from a White ethnic background has fluctuated and in 2024 was slightly lower than in 2016.

Applications from those with an Asian ethnic background has seen the largest increase in number and proportion of all applications, 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 9,615 in 2024, and went from accounting for 6.2% of applications where the applicants ethnic background was known, to 9.7%.

The number of applications from applicants from a Mixed ethnic background rose from 2,780 in 2016 to 4,960 in 2024, and went from accounting for 3.0% of all applications to 5.0%.

Chart 2: Percentage of UK-domiciled UCAS applicants to full-time undergraduate courses at Welsh HE providers from minority ethnic backgrounds, 2016 to 2024



Description: The percentage of applicants who are from a minority ethnic background has increased from 2016 to 2024.

Data in Table 1.2 of the accompanying workbook

The trend amongst applicants was the same as for applications, with the number and proportion of applicants from each ethnic background increasing from 2016 to 2024.

Again, the largest increases in numbers and proportion were amongst those with an Asian ethnic background (increasing from 4,575 to 7,580, and 7.2% to 11.1%) followed by those from a Mixed ethnic background (increasing from 2,185 to 3,790, and 3.4% to 5.5%).

One factor related to the increase in applicants and applications from those with minority ethnic backgrounds is an increasing proportion of applicants to Welsh HE providers being English domiciled. As the population of England has a higher proportion from minority ethnic backgrounds than Wales this change in where applicants are domiciled is also likely to be seen in their ethnic backgrounds. In 2016, 68% of UK-domiciled applicants to Welsh HE providers were domiciled in England (55% of applications), by 2024 this had increased to 73% of UK-domiciled applicants (61% of applications).

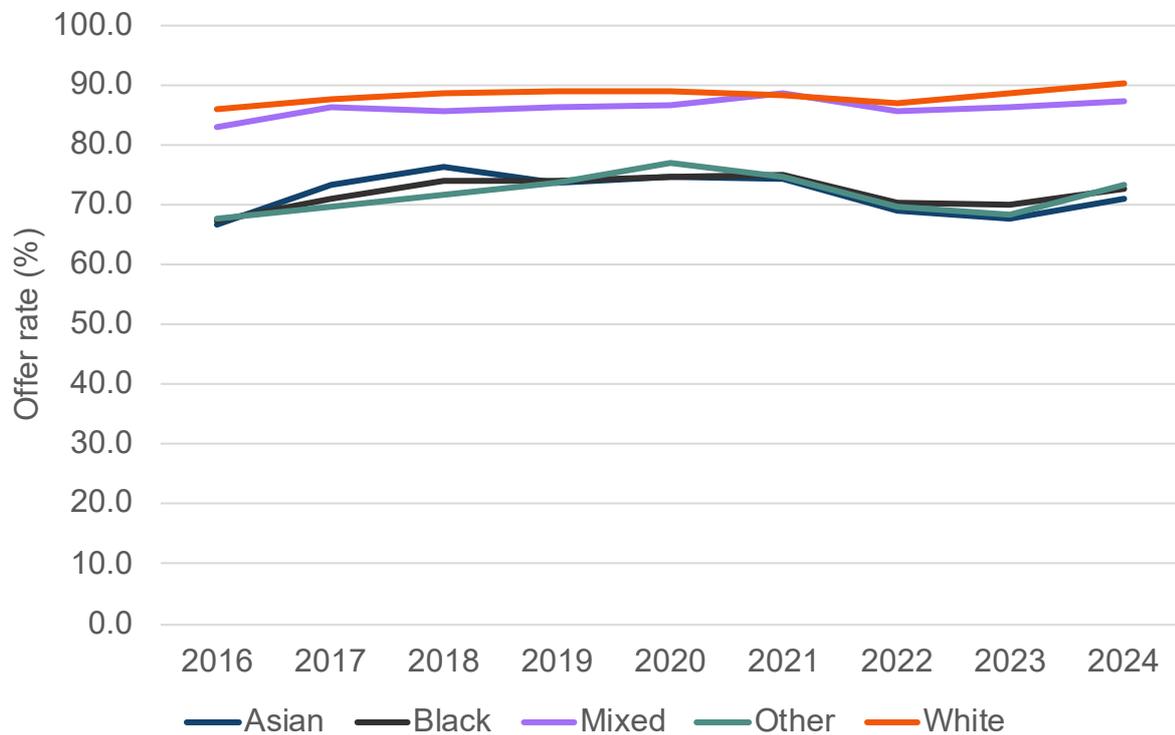
Offer rates

The percentage of applications receiving an offer, known as the offer rate, has been considerably lower for applicants from an Asian, Black, or Other ethnic background than the overall offer rate for all applicants each year from 2016 to 2024. This was true whether looking at the offer rate for 18 year old applicants, or applicants of all ages. However, this offer rate does not account for whether applicants with different ethnic

backgrounds are applying to different types of courses or if predicted grades amongst applicants differs by ethnic background, which would affect the offer rate.

The offer rates have fluctuated throughout the years from 2016 to 2024, however there are some persistent trends:

Chart 3: Offer rate for 18 year old UK-domiciled UCAS applicants to full-time undergraduate courses at Welsh HE providers by ethnic background, 2016 to 2024

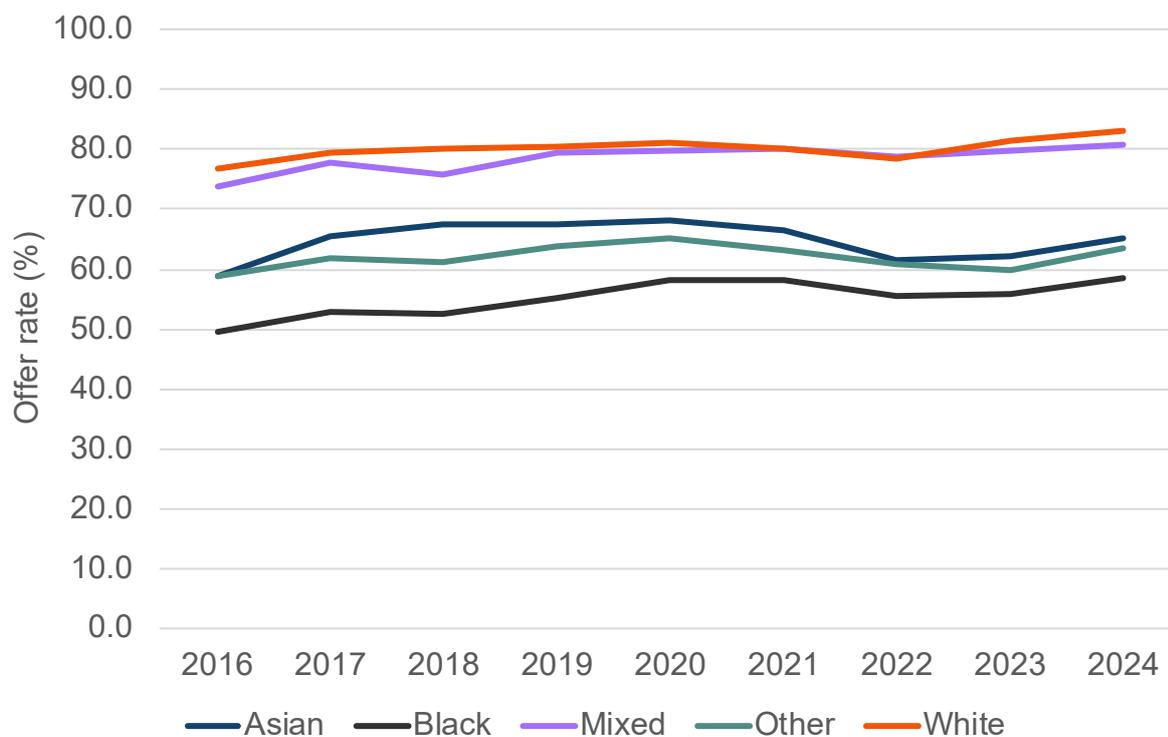


Description: The offer rate for 18 year old applicants from a White or Mixed ethnic background has been higher than for applicants from Asian, Black or Other ethnic backgrounds in all years.

Data in Table 1.3 of the accompanying workbook

Amongst 18 year old applicants, those with an Asian ethnic background have had the lowest offer rate in most years. In 2024 it was 16.4 percentage points below the offer rate for all applications. The offer rates for those with a Black ethnic background and Other ethnic background were 15.0 and 14.2 percentage points lower than the offer rate for all applications.

Chart 4: Offer rate for UK-domiciled UCAS applicants of all ages to full-time undergraduate courses at Welsh HE providers by ethnic background, 2016 to 2024



Description: The offer rate for applicants of all ages from a White or Mixed ethnic background has been higher than for applicants from Asian, Black or Other ethnic backgrounds in all years. Applicants from a Black ethnic background have consistently had the lowest offer rate.

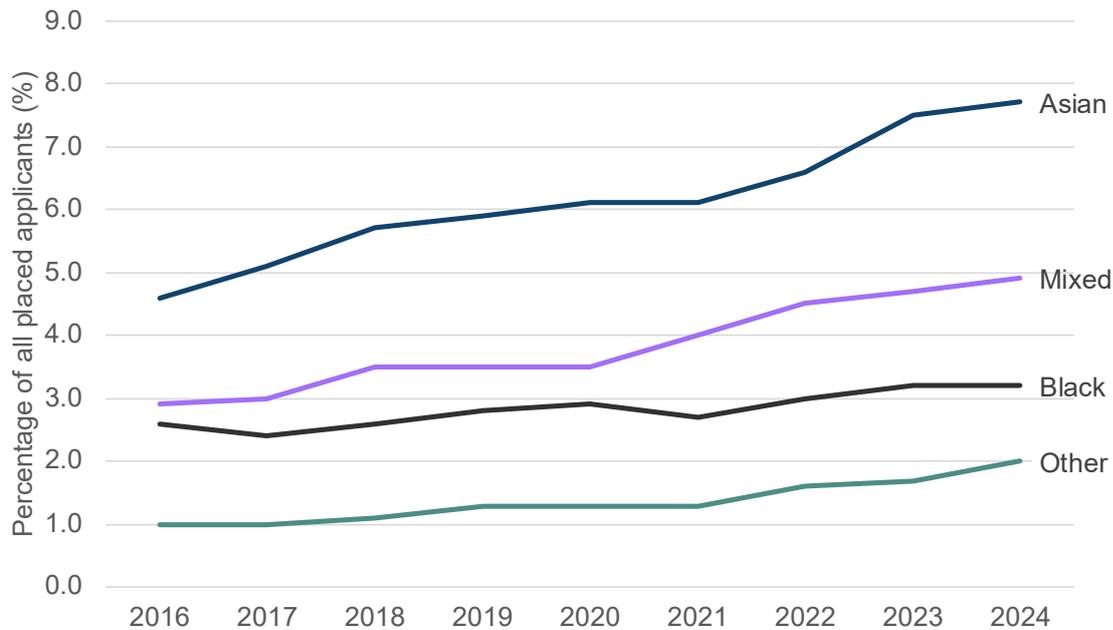
Data in Table 1.3 of the accompanying workbook

The offer rates for all ages are lower than the offer rates for 18 year olds across all ethnic backgrounds, however the difference is largest amongst those from a Black ethnic background.

The offer rate for applicants with a Black ethnic background is lower than for any other ethnic background in all years. However, the offer rate for applicants with a Black ethnic background has increased more than any other group from 2016 to 2024, increasing by 9 percentage points from 49.5% to 58.5%. In 2024 the offer rate for applications from those with a Black ethnic background was 21.3 percentage points lower than the offer rate for all applications.

Applicants being placed

Chart 5: Ethnic backgrounds of placed UK-domiciled UCAS applicants to full-time undergraduate courses at Welsh HE providers, 2016 to 2024



Description: The proportion of placed applicants from minority ethnic backgrounds has increased from 2016 to 2024.

Data in Table 1.4 of the accompanying workbook

A placed applicant is an applicant who has met the conditions of their offer of a place at a higher education provider.

The number and the proportion of placed applicants from minority ethnic backgrounds increased steadily from 2016 to 2024.

The number and proportion increased most over this period amongst applicants with an Asian ethnic background, followed by those with a Mixed ethnic background.

The number of placed applicants with an Asian ethnic background increased from 1,065 in 2016 to 1,730 in 2024. As a proportion of all placed applicants where ethnic background was known, those with an Asian ethnic background went from 4.6% in 2016 to 7.7% in 2024.

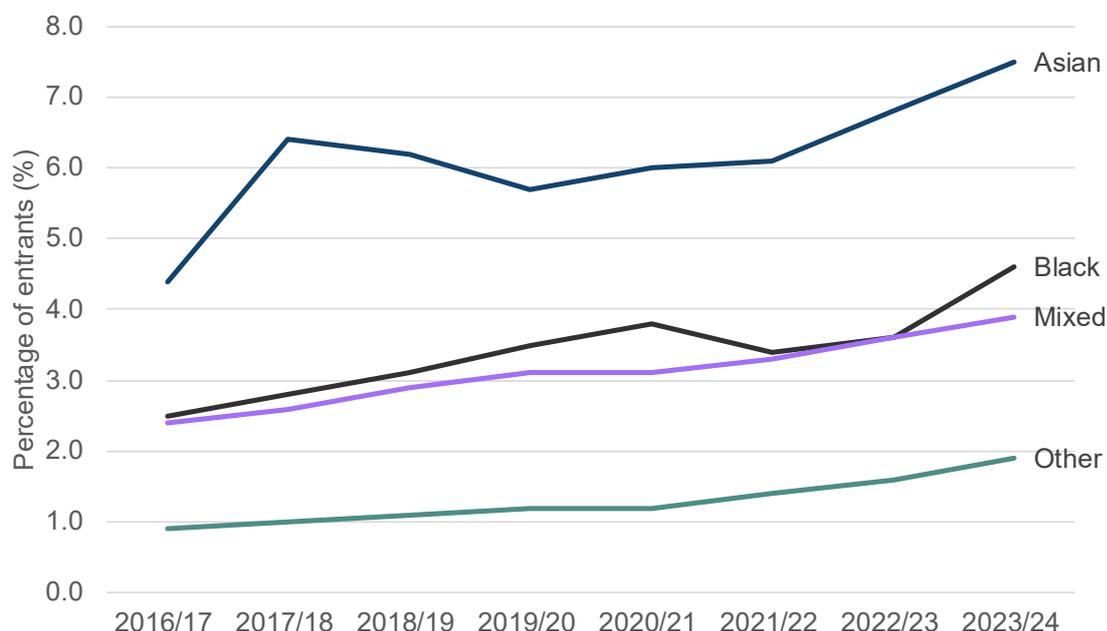
The number of placed applicants with a Mixed ethnic background increased from 675 in 2016 to 1,115 in 2024. As a proportion of all placed applicants where ethnic background was known, those with a Mixed ethnic background went from 2.9% in 2016 to 4.9% in 2024.

Students – Higher Education Statistics Agency (HESA) Data

The data about students who are studying at higher education providers in Wales comes from the HESA student record and is published by HESA as official statistics.

Entrants

Chart 6: Percentage of UK-domiciled entrants to undergraduate courses at Welsh providers by ethnic background, 2016 to 2024



Description: The percentage of entrants to undergraduate courses at Welsh HE providers has increased from 2016/17 to 2023/24.

Data in Table 1.5 of the accompanying workbook

The number and proportion of entrants who are from minority ethnic backgrounds to higher education at providers in Wales has increased from 2016/17 to 2023/24, with increases in most years over this period. The proportion of entrants from minority ethnic backgrounds has increased from 10.3% in 2016/17 to 17.9% in 2023/24.

The largest increases in the number of entrants and the proportion of all entrants are seen amongst entrants with an Asian ethnic background. The number of entrants with an Asian ethnic background went from 1,665 in 2016/17 to 3,060 in 2024/25. As a proportion of all entrants where ethnic background is known, entrants with an Asian ethnic background accounted for 4.4% of entrants in 2016/17 and 7.5% of entrants in 2023/24.

The next largest increase was amongst entrants with a Black ethnic background. There were 955 entrants with a Black ethnic background in 2016/17 compared to 1,900 in 2023/24. As a proportion of all entrants with a known ethnic background this meant entrants with a Black ethnic background went from accounting for 2.5% in 2016/17 of all entrants to 4.6% in 2023/24.

Retention

The first release of Race Equality Monitoring measures included a measure of retention of undergraduate students.

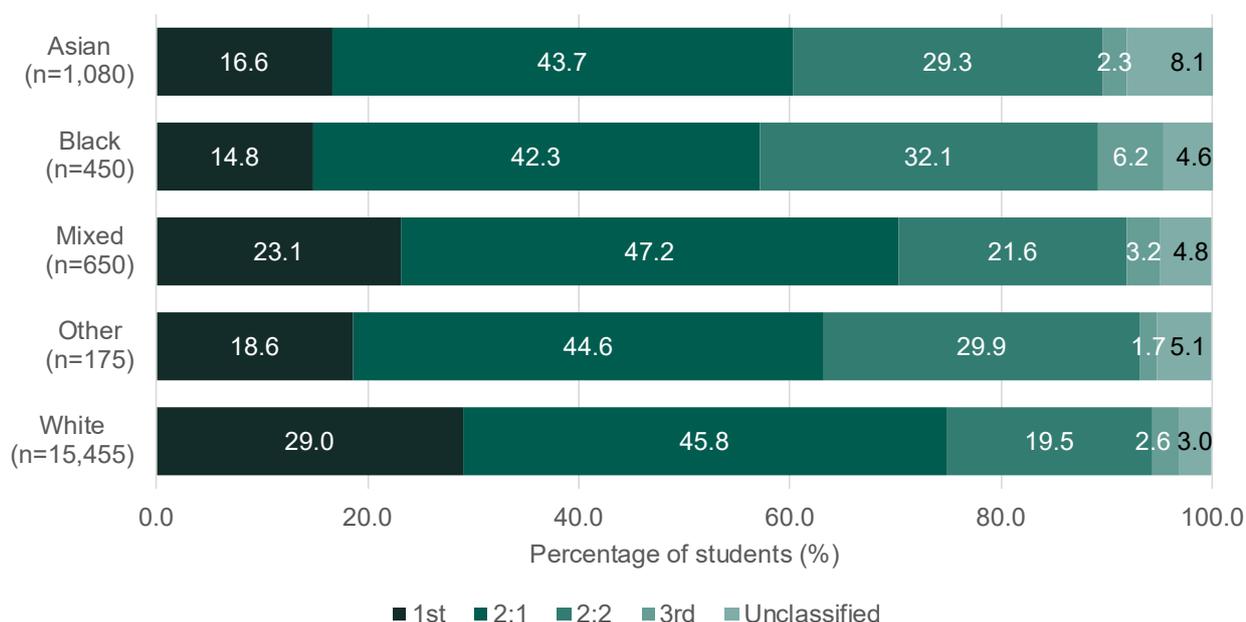
This measure used UK Higher Education Performance Indicators that were produced by HESA until they were discontinued following the publication of the indicators for the 2020/21 academic year.

Medr intend to develop a new methodology to calculate retention, however it was not possible to do so for inclusion in this release.

Degree classifications

This section looks at the degree classifications awarded to UK-domiciled students who were awarded a first degree by a Welsh provider. This includes those which are recorded as unclassified as certain qualifications at are not subject to classification of award at first degree level. This includes medical degrees, general degrees and aegrotat qualifications.

Chart 6: Degree classifications for UK-domiciled students awarded a first degree at Welsh HE providers by ethnic background. 2023/24



Description: Of students who were awarded a first degree, a higher proportion of those from a White ethnic background were awarded a first class degree (29%) in 2023/24 than any other ethnic background. Those from a Black ethnic background were awarded a higher proportion of third class degrees (6.2%) than those from other ethnic backgrounds.

Data in Table 1.7 of the accompanying workbook

First class degree classification

A higher proportion of graduates from a White ethnic background were awarded a first class degree than graduates from any other ethnic background in every year from 2016/17 to 2023/24. Graduates with a Black ethnic background were awarded the lowest proportion of first class degrees in every year from 2016/17 to 2023/24.

In 2023/24, 29.0% of graduates with a White ethnic background received a first class degree. In comparison, 14.8% of graduates with a Black ethnic background received a first class degree.

Upper second class degree classification

There is less of a consistent difference between most ethnic background groups in the proportion of graduates being awarded a upper second class degree. However, one consistent trend was that graduates with a Black ethnic background were awarded the lowest proportion of upper second class degrees in every year except 2020/21.

Lower second class degree classification

There are large differences in the proportion of graduates being awarded a lower second class degree. A higher proportion of graduates from an Asian, Black or Other ethnic background were awarded a lower second class degree than graduates with a Mixed or White ethnic background throughout the period from 2016/17 to 2023/24

As with first class degrees, the largest difference is found amongst graduates with a Black ethnic background which is the group with the highest proportion of graduates receiving a lower second class degree in every year since 2016/17.

In 2023/24, 32.1% of graduates with a Black ethnic background received a lower second class degree compared to 19.5% of graduates with a White ethnic background.

Third class degree classifications

A higher proportion of graduates with a Black ethnic background are awarded third class honours than graduates with any other ethnic background. In 2023/24, 6.2% of graduates with a Black ethnic background were awarded a third class degree, while the other ethnic background groups were all between 1.7% and 3.2%.

Unclassified degrees

Graduates with an Asian ethnic background receive the highest proportion of unclassified degrees, with the difference being more noticeable in 2022/23 and 2023/24 than in previous years.

In 2023/24, 8.1% of graduates with an Asian ethnic background received an unclassified degree. The second highest ethnic background group was the Other ethnic background group where 5.1% of graduates were awarded an unclassified degree.

Staff

The data about staff comes from the HESA Staff record and is published as Official Statistics. This section only includes Welsh universities as the HESA Staff record doesn't collect information from further education providers. Staff at the Open University are also not included as the Open University data in the Staff record covers staff across the whole of the UK and cannot be split into the UK nations.

Staff are grouped into academic and non-academic staff, not including those that are on an atypical contract. Atypical staff are those members of staff whose contracts involve working arrangements that are not permanent, involve complex employment relationships and/or involve work away from the supervision of the normal work provider. Data for academic staff on atypical contracts has not been included in this analysis due to the high proportion of staff with unknown ethnic background in the HESA Staff record. We will continue to monitor this group of staff and will consider whether they can be included in this analysis in the future.

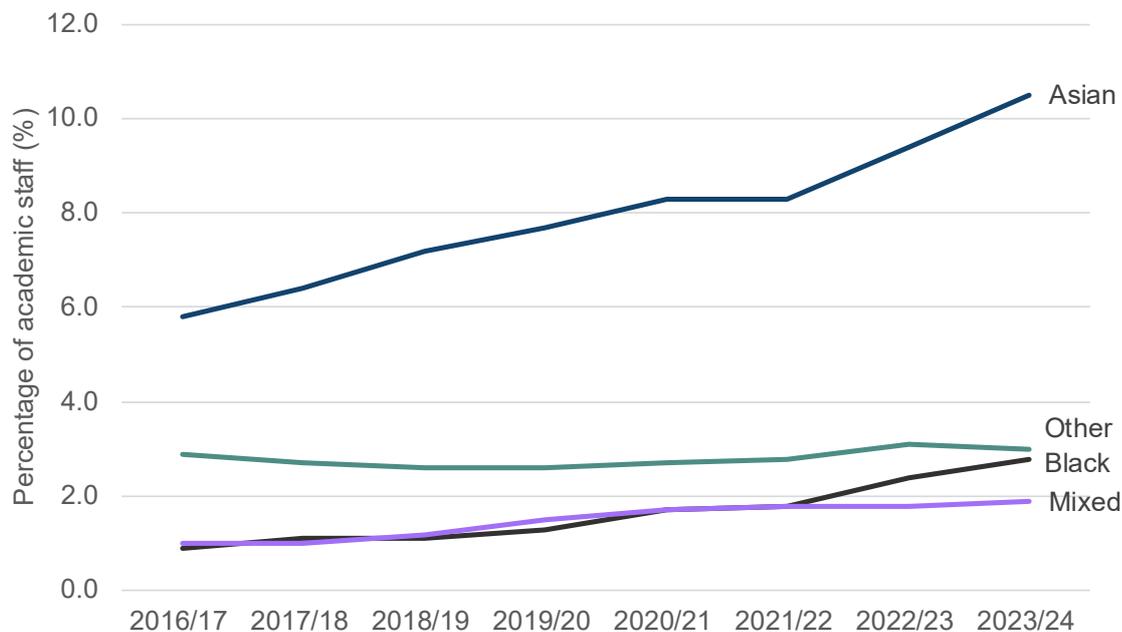
Ethnic background is returned on the HESA Staff record for all nationalities. This differs to the HESA Student Record where ethnic background is only returned for UK domiciled students. Non-academic staff are more likely to be a UK national than academic staff which will have an impact on the diversity of ethnic backgrounds between the different staff types.

Amongst academic staff, the proportion of staff with an unknown ethnic background in the HESA Staff record has increased from 5% in 2016/17 to 13% in 2023/24. Ethnic background could be unknown if the staff member does not know their ethnicity, refuses to provide the information or the university does not know the information. For non-academic staff the level of unknown ethnic backgrounds has been more stable and in 2023/24 4% of non-academic staff were recorded as having an unknown ethnic background in the HESA Staff record. The proportions in this section for the number of staff with each ethnic background have been calculated excluding those with an unknown ethnic background.

Numbers of staff

Academic staff

Chart 7: Percentage of academic staff (excluding atypical) at Welsh universities by ethnic background, 2016/17 to 2023/24



Description: The percentage of academic staff from minority ethnic backgrounds has increased from 2016/17 to 2023/24. There have been particularly noticeable increases for staff from Asian and Black ethnic backgrounds.

Data in Table 1.8 of the accompanying workbook

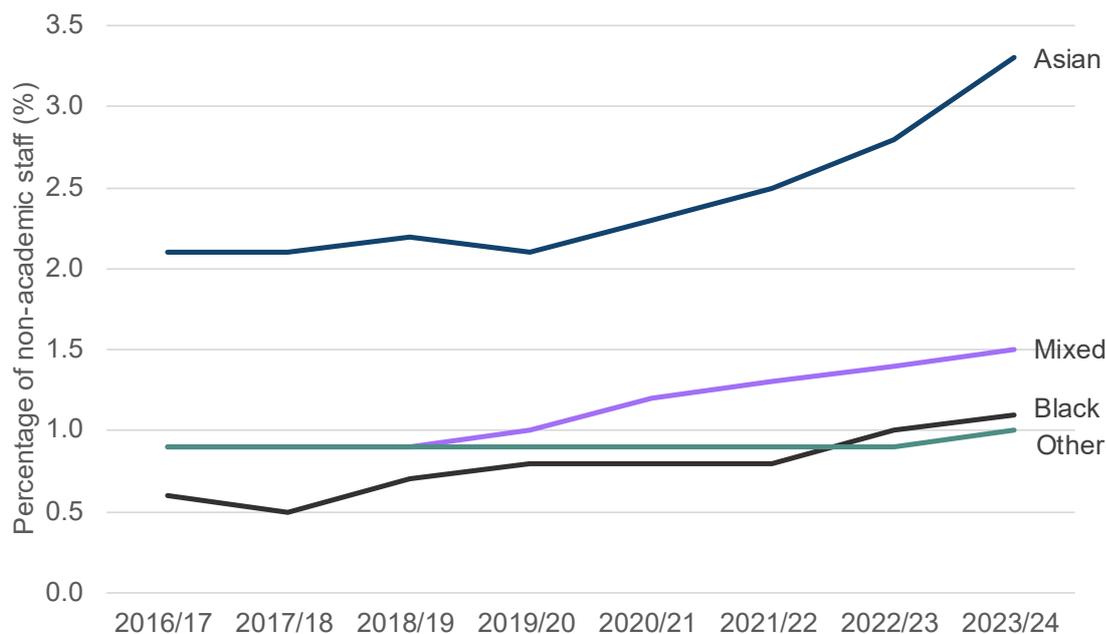
Between 2016/17 and 2023/24 the number and proportion of academic staff from minority ethnic backgrounds has increased. Both of these figures have been increasing annually amongst staff with Asian, Black and Mixed ethnic backgrounds, while there hasn't been much change in the Other ethnic background group. The proportion of academic staff with any minority ethnic background has increased from 10.7% in 2016/17 to 18.2% in 2023/24.

The largest increase in both of these figures was for staff with an Asian ethnic background, increasing from 560 in 2016/17 to 1,045 in 2023/24, and going from 5.8% of academic staff with known ethnic background to 10.5%

In contrast, the number of academic staff with a White ethnic background fell every year from 2016/17 to 2021/22. From 2021/22 although the proportion of academic staff with a White ethnic background has continued to decrease, there has been an increase in numbers.

Non-academic Staff

Chart 8: Percentage of non-academic staff at Welsh universities by ethnic background, 2016/17 to 2023/24



Description: The percentage of non-academic staff from minority ethnic backgrounds has increased from 2016/17 to 2023/24. There have been a particularly noticeable increase amongst staff with an Asian ethnic background since 2019/20.

Data in Table 1.8 of the accompanying workbook

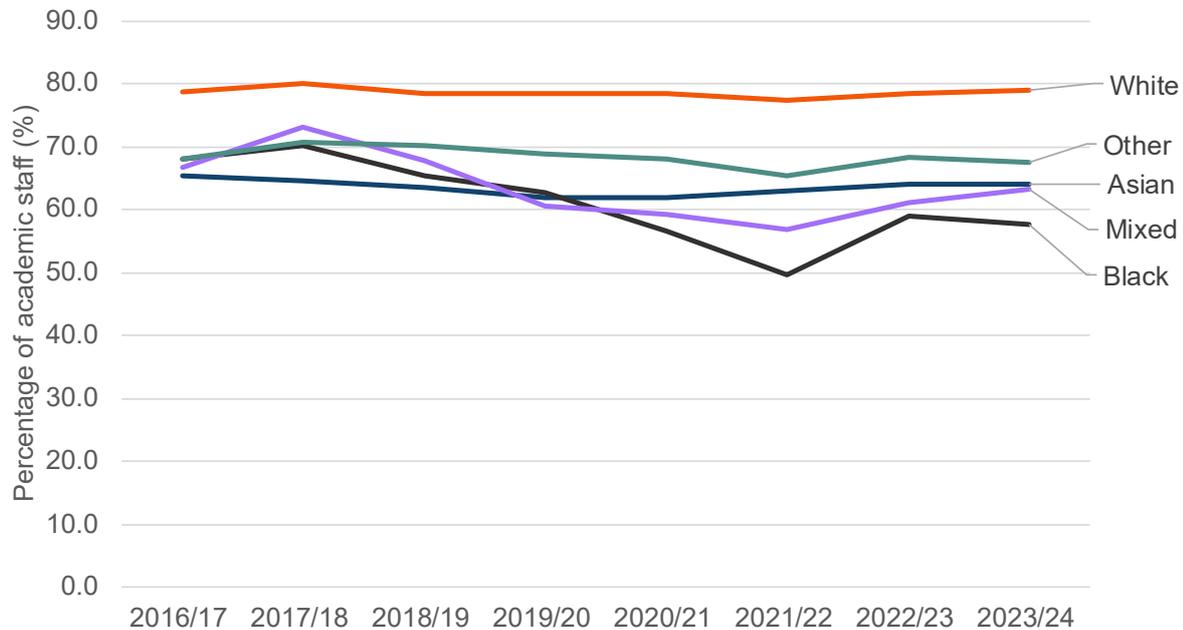
As with academic staff, the number and proportion of non-academic staff with a minority ethnic background has increased annually from 2016/17 to 2023/24. However, while the total number of non-academic staff is similar to the number of academic staff, the proportion with a minority ethnic background is considerably lower. In 2016/7 4.4% of non-academic staff had a minority ethnic background rising to 6.9% in 2023/24.

The increases in number and proportion have mostly been in the Asian, Black and Mixed ethnic background groups, while the Other ethnic background group has been relatively stable. The largest increases in both number and proportion was in staff with an Asian ethnic background, increasing from 220 staff in 2016/17 to 355 in 2023/24, or from 2.1% of non-academic staff to 3.3%.

Terms of employment

Academic staff

Chart 9: Percentage of academic staff (excluding atypical) at Welsh universities on permanent terms of employment by ethnic background, 2016/17 to 2023/24



Description: Academic staff with a White ethnic background are the most likely to be on permanent terms of employment. In 2023/24 there was a difference of more than 10 percentage points between staff from a White ethnic background and those from any other ethnic background.

Data in Table 1.9 of the accompanying workbook

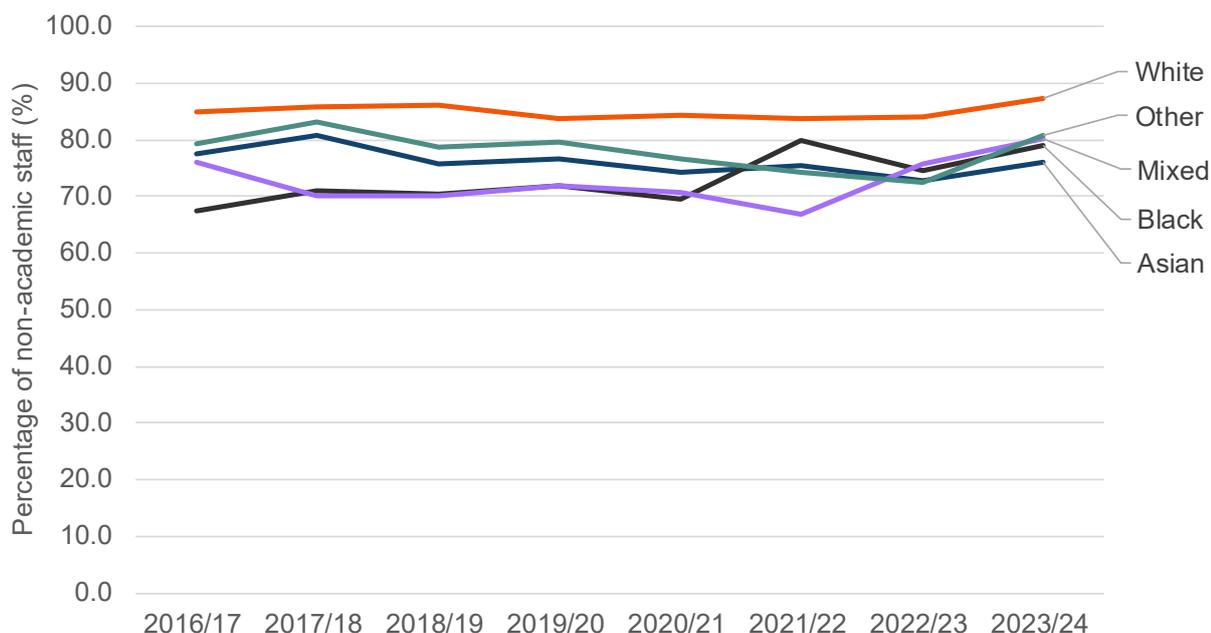
There were considerable differences between ethnic background groups in the proportion of academic staff on permanent terms of employment. Academic staff with a White ethnic background were considerably more likely to be on permanent terms of employment than those with other ethnic backgrounds. In 2023/24, 78.9% of academic staff with a White ethnic background were on permanent terms of employment. The next highest proportion was amongst staff in the Other ethnic background group with 67.5% being on permanent terms of employment. The lowest proportion was amongst those with a Black ethnic background where 57.7% were on permanent terms of employment.

The difference between the proportion for staff with a White ethnic background and those with Asian or Other ethnic background has been relatively stable over the period from 2016/17 to 2023/24.

The difference between the proportion for staff with a White ethnic background and those with Black or Mixed ethnic background widened noticeably between 2016/17 to 2021/22. This difference was smaller in 2022/23 and 2023/24 compared to 2021/22, after the proportions of those from Black and Mixed ethnic backgrounds on permanent terms increased in 2022/23.

Non-academic Staff

Chart 10: Percentage of non-academic staff at Welsh universities on permanent terms of employment by ethnic background, 2016/17 to 2023/24



Description: Non-academic staff with a White ethnic background are more likely to be on permanent terms of employment.

Data in Table 1.9 of the accompanying workbook

Non-academic staff with a White ethnic background are the most likely to be on permanent terms of employment, with 87.3% of this group being on permanent terms in 2023/24.

The proportion of non-academic staff from a Black ethnic background on permanent terms of employment has increased considerably from 67.6% in 2016/17 to 79.0% in 2023/24. This has reduced the percentage point difference when compared to those from a White ethnic background.

The percentage point difference between those with Asian, Mixed or Other ethnic backgrounds and those with a White ethnic background has fluctuated throughout the period from 2016/17 to 2023/24.

Grade

In this analysis the following grade groups are used:

- 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

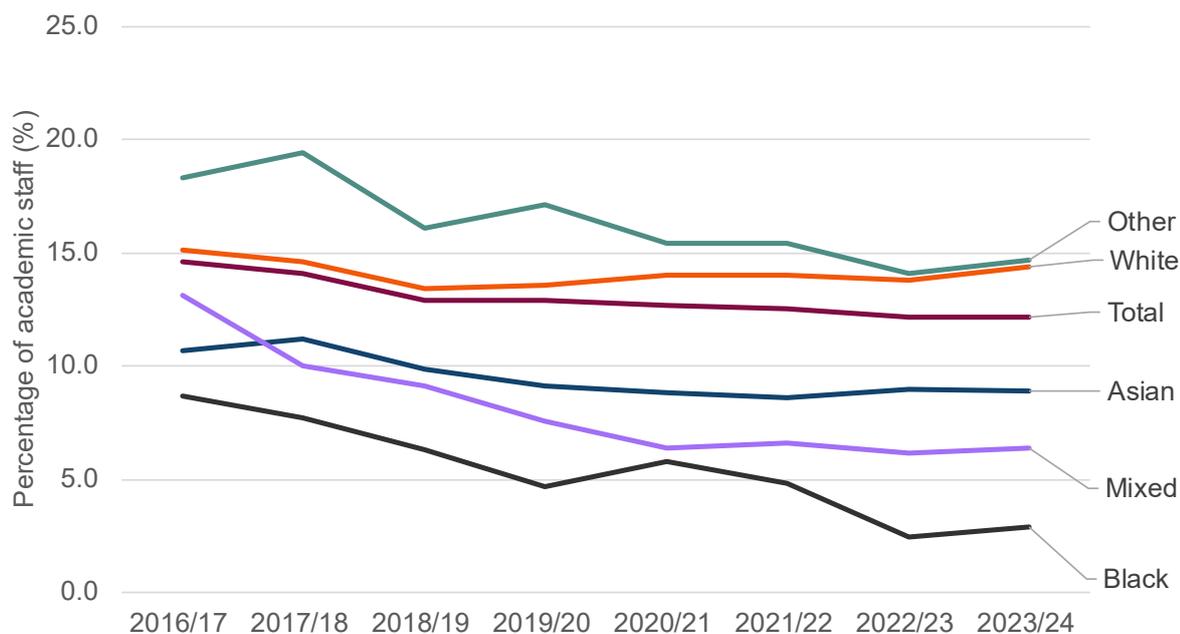
These groups have then been aggregated differently for academic and non-academic staff based on the distribution of staff across grades for the two types of staff. For non-academic staff Group 2 is not relevant as it only applies to academic staff. The aggregations used are:

Table 1: Staff grade groupings for each staff type

Staff type	Higher grades	Middle grades	Lower grades
Academic	Groups 1 & 2	Group 3	Groups 4 & 5
Non-academic	Groups 1 & 3 & 4		Group 5

Academic staff

Chart 11: Percentage of academic staff (excluding atypical) at Welsh universities of each ethnic background in the higher grades group, 2016/17 to 2023/24



Description: Academic staff from Other and White ethnic backgrounds are more likely to be in the higher grades group than the overall rate amongst all academic staff. The proportion of academic staff from Black and Mixed ethnic backgrounds has fallen considerably, however the small numbers of staff in these groups mean percentages can change quickly.

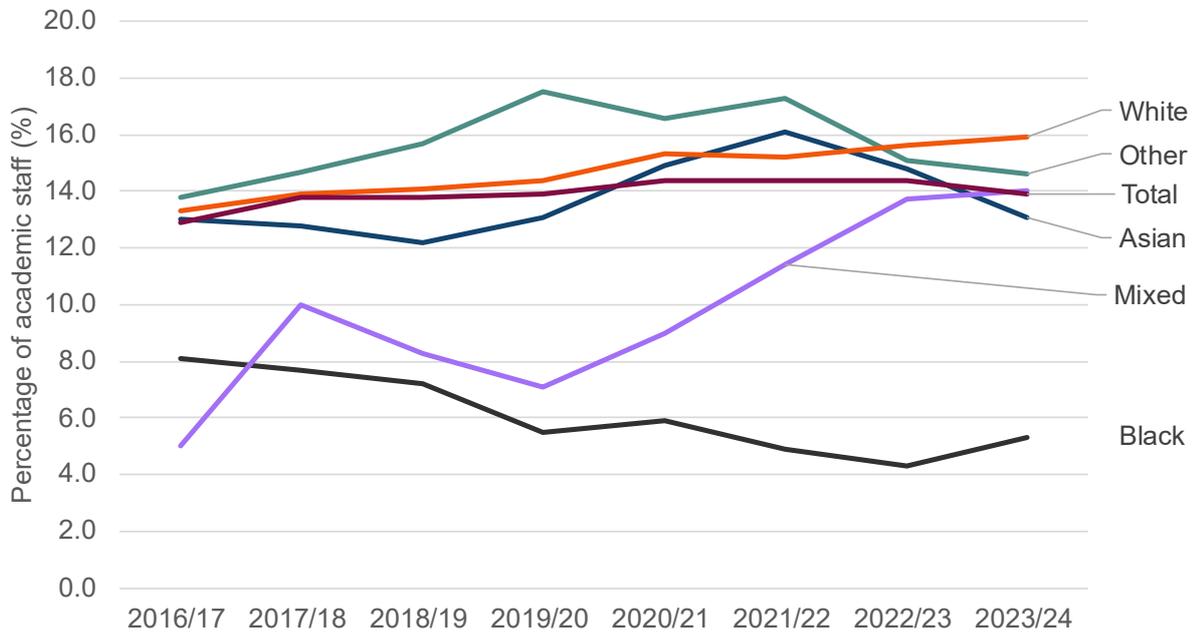
Data in Table 1.10 of the accompanying workbook

In every year from 2016/17 to 2023/24, academic staff members from the Other ethnic background group were more likely to be in the higher grades group than those from another ethnic background. The proportion of academic staff from a White ethnic background that were in the higher grades group was higher than the proportion for all staff in each of these years.

The proportion of academic staff with an Asian ethnic background being employed in the higher grades group has been about 3 to 4 percentage points behind the proportion for all academic staff throughout the period from 2016/17 to 2023/24.

The proportion of academic staff from Black and Mixed backgrounds in the higher grades group has fallen between 2016/17 and 2023/24. The reason for this is that while the number of staff from these ethnic backgrounds has remained at the same level over these years, the number of staff employed in the middle and lower grades group has increased. As the numbers of academic staff in these groups is relatively small it means that small changes in numbers can lead to large changes in percentages.

Chart 12: Percentage of academic staff (excluding atypical) at Welsh HE providers of each ethnic background in the middle grades group, 2016/17 to 2023/24



Description: In 2023/24 the proportion for those from a Black ethnic background employed in the middle grade group was 7.8 percentage points or more below the percentage for any other ethnic background and 8.7 percentage points below the overall percentage.

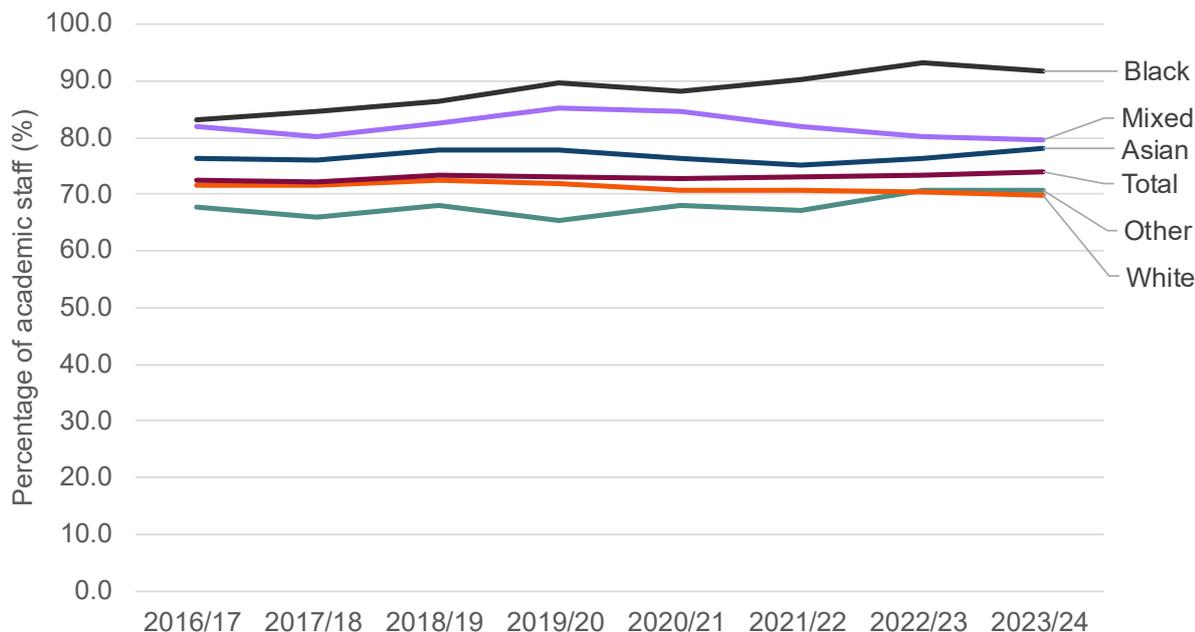
Data in Table 1.10 of the accompanying workbook

In 2023/24 the difference in the proportion of academic staff from each ethnic background employed in the middle grades group is relatively narrow for most ethnic backgrounds, with the exception of those from a Black ethnic background.

In 2023/24, between 13.1% and 15.9% of academic staff were employed in the middle grades group for each of the Asian, Mixed, Other and White ethnic background groups.

However only 5.3% of academic staff with a Black ethnic background were employed in the middle grade group in 2023/24. This was 8.7 percentage points below the proportion for all academic staff, a wider gap than in 2016/17 when there was a 4.8 percentage point difference.

Chart 13: Percentage of academic staff (excluding atypical) at Welsh HE providers of each ethnic background in the lower grades group, 2016/17 to 2023/24



Description: Academic staff from a Black ethnic background are consistently the more likely to be employed in the lower grade group than staff from other ethnic backgrounds. This difference has increased between 2016/17 and 2023/24.

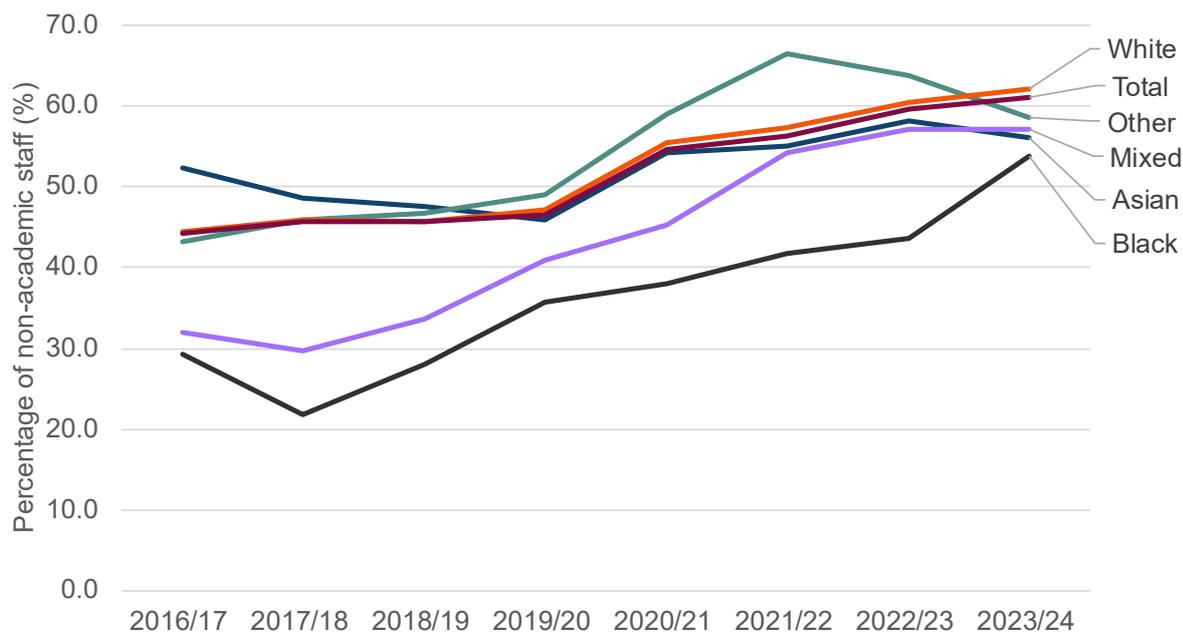
Data in Table 1.10 of the accompanying workbook

Academic staff with a Black ethnic background were more likely to be employed in the lower grades group (91.8% in 2023/24) when compared to staff from other ethnic backgrounds. The difference in this proportion for staff from Black ethnic backgrounds and the proportion of all academic staff has increased from 10.7 percentage points in 2016/17 to 17.9 percentage points in 2023/24.

The proportion of staff employed in the lower grades group is also higher than the overall proportion for those with an Asian or Mixed ethnic background. For those with a Mixed ethnic background the proportion has narrowed annually since 2019/20 and was 5.7 percentage points higher than the overall proportion of 73.9% in 2023/24. For staff with an Asian background the gap was 4.1 percentage points in 2023/24, similar to most years since 2016/17 although the gap had narrowed to less than 3 percentage points in 2021/22 and 2022/23.

Non-academic Staff

Chart 14: Percentage of non-academic staff at Welsh HE providers of each ethnic background in the higher grades group, 2016/17 to 2023/24



Description: The differences in the percentage of non-academic staff from each ethnic background in the higher grade group have decreased from 2016/17 to 2023/24. In 2016/17 there was a 23.1 percentage point difference between the highest and lowest percentages compared to a difference of 8.2 percentage points in 2023/24.

Data in Table 1.10 of the accompanying workbook

For non-academic staff, the proportion of staff in the higher grades group has generally increased from 2016/17 to 2023/24 and this has been the case for staff in each ethnic background group too. However differences in the rate of the increase have affected the gaps between ethnic backgrounds. In 2023/24 the range of proportions of non-academic staff employed in the higher grades group was narrower than any year since 2016/17, with a difference of 8.2 percentage points between the lowest proportion (53.8% for staff with a Black ethnic background) and the highest (62.0% for staff with a White ethnic background). In most other years this difference has been 20 percentage points or more.

Non-academic staff with a Black ethnic background have been the least likely to be employed in the higher grades group in every year, with a proportion that has generally been about 15 percentage points below the proportion of all staff. However in 2023/24 the gap narrowed to 7.2 percentage points.

The proportion of non-academic staff with a Mixed ethnic background that are employed in the higher grades group has increased considerably from 31.9% in 2016/17 to 57.0% in 2023/24. This means the proportion for this group is 4.0 percentage points below the overall proportion in 2023/24 compared to 12.3% in 2016/17.

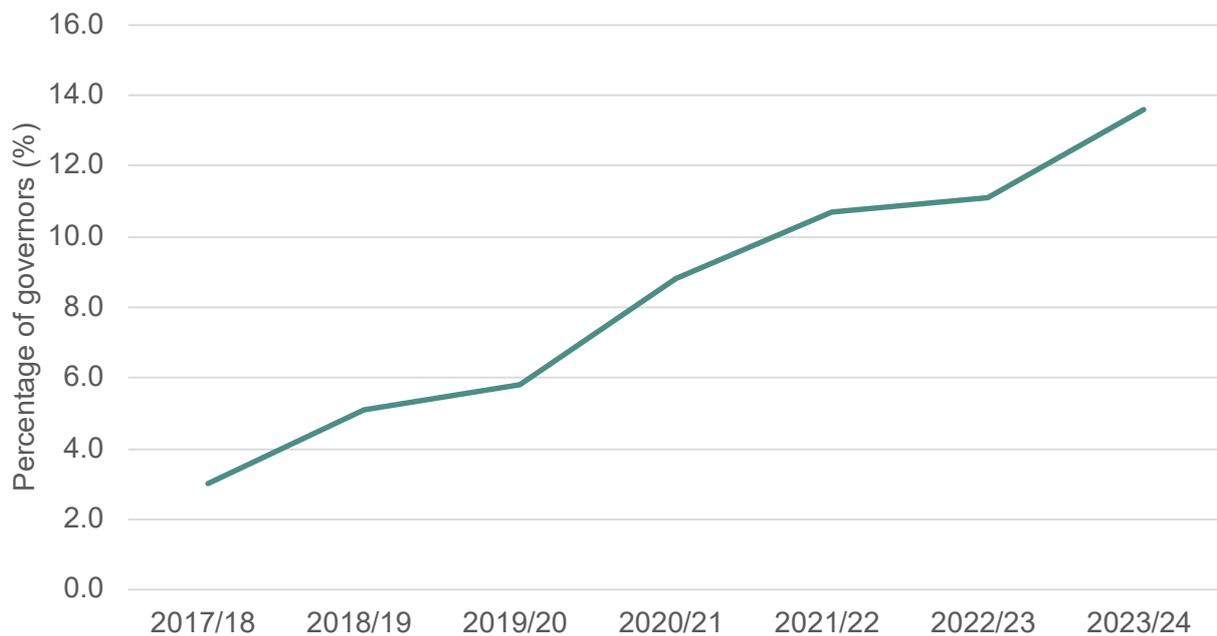
The proportion of non-academic staff with an Asian ethnic background that are employed in the higher grades group has increased more slowly. In 2016/17 staff with an Asian ethnic background were the most likely to be employed in the higher grades at 52.4%,

8.2 percentage points above the overall proportion. In 2023/24 this proportion was 56.1%, 4.8 percentage points below the proportion for all non-academic staff.

As there are only two grade groups for non-academic staff, the patterns for those employed in the lower grades group are in the opposite direction of what is described above, with a similar narrowing of the differences between ethnic background groups in 2023/24.

Governors

Chart 15: Percentage of governors at Welsh universities from a minority ethnic background, 2017/18 to 2023/24



Description: The percentage of staff from an minority ethnic background has increased from 3.0% in 2017/18 to 13.6% in 2023/24.

Data in Table 1.11b of the accompanying workbook

The number of governors in universities in Wales with minority ethnic backgrounds is small at 25 from a total of 190 in 2023/24. However the numbers and proportion have increased from 2017/18 to 2023/24.

In 2023/24, 13.6% of governors had a minority ethnic background compared to 5.1% in 2018/19. In 2017/18, 3.0% of governors were from a minority ethnic background, but the level of unknowns was notably higher than in other years.

Quality and Methodology Information

Please see the accompanying Quality and Methodology document for detailed information.

Statement of compliance with the Code of Practice for Statistics

Our statistical practice is regulated by the Office for Statistics Regulation (OSR). OSR sets the standards of trustworthiness, quality and value in the Code of Practice for Statistics that all producers of official statistics should adhere to.

All of our statistics are produced and published in accordance with a number of statements and protocols to enhance trustworthiness, quality and value. These are set out in Medr's Statement of Compliance with the Code of Practice for Statistics. The standards expected around trustworthiness, quality and public value have been demonstrated and improved in the following ways.

Trustworthiness

From the beginning the measures have been developed by professional statisticians according to the Medr's Statement of Compliance and pre-release access to official statistics policy. Release dates are pre-announced, protocols around data confidentiality are followed.

Occasionally, revisions can occur due to errors in our statistical processes or when a data supplier notifies Medr that they have submitted incorrect information. In these cases, a judgement is made as to whether the change is significant enough to publish a revised statistical release. Where changes are not deemed to be significant, figures will be corrected if they appear in future releases.

Quality

The data in this report comes from well established data sources.

While the UCAS data is not Official Statistics, UCAS are a voluntary adopter of the Code of Practice for Statistics showing their commitment to produce trustworthy data of high quality.

HESA publish their student data as Accredited Official Statistics and staff data as Official statistics, including information on ethnic background. This report uses the same data source which has gone through a high degree of quality assurance and provides a more detailed analysis of the figures for students and staff at Welsh higher education providers.

Value

The measures included in this report were first published by the Higher Education Funding Council for Wales to meet an action in the Welsh Government's [Anti-racist Wales Action Plan](#). Publishing this updated version of the measures provides up-to-date information that can contribute to monitoring the progress of this plan.

The measures also contribute to monitoring the goals of the [Well-being of Future Generations Act](#), and also to Medr's duties from the Tertiary Education and Research (Wales) Act (2022) and the Equality Act (2010).

Related statistics

The first release of the 'Higher Education race equality monitoring measures' which was published by HEFCW can be found on the Medr website. It consisted of a [written report](#) and a separate document containing [data tables and charts](#). The measures included were agreed following a consultation by HEFCW with the agreed measures being published in Annex C of the [W23/06HE](#) circular.

Further data from the data sources used in this release are available on the [UCAS End of Year Monitoring](#) web page and [HESA Open Data](#) website.

In 2022, the Welsh Government published the statistical article [Post-16 learning statistics by learners' ethnic group](#), which brought together similar statistics for learners in sixth forms, further education, work based learning and adult learning. The article aimed to provide baseline statistics in support of one of the goals in the [Anti-racist Wales Action Plan](#) to systematically monitor participation, outcomes, and progression for post-16 learners from different ethnic backgrounds.

The article included a commitment to incorporate this analysis into the regular statistical reports covering these parts of the tertiary education sector moving forwards. Medr is now responsible for most of these reports and provides a range of detailed statistics.

The statistical release [Further education, work-based learning and community learning](#) provides statistics on learners, programmes and activities being taken at colleges, work-based learning providers and in local authority community learning. Analysis by learners' ethnic background is on pages 15 to 16 of the latest report, with more granular statistics available in the accompanying tables (see 'secondary documents') and on [StatsWales](#).

More recent provisional statistics on apprenticeship starts by learners' ethnic background are available in our [interactive dashboard](#).

[Consistent performance measures for post-16 learning: achievement](#) provides statistics on the achievement of learning programmes and individual courses in sixth forms and further education. Analysis by ethnic background can be found on pages 19 to 21 of the main report and in the following accompanying tables:

- Tables 1.8a, 1.8b, 1.9a and 1.9b – general education programme outcomes by aggregated and detailed ethnic groups, and gender/sex
- Table 1.13 – general education programme outcomes by aggregated ethnic groups and eligibility for free school meals
- Tables 2.8 and 2.9 – vocational programme outcomes by aggregated and detailed ethnic groups, and English for Speakers of Other Languages status
- Tables 3.8 and 3.9 – Welsh Baccalaureate outcomes by aggregated and detailed ethnic groups
- Tables 4.4 and 5.4 – course measures by sector subject area and aggregated ethnic group.

[Learner outcome measures for apprenticeships](#) by aggregated and detailed ethnic groups are available on page 9 of the main report and in the following accompanying tables:

- Table 1.3a - Foundation apprenticeship outcomes by aggregated and detailed ethnic groups
- Table 1.3b - Level 3 Apprenticeships outcomes by aggregated and detailed ethnic groups
- Table 2.2 - Completion, attainment and success rate of adult learning activities by aggregated and detailed ethnic groups
- Table 2.3 - Success rates of English for Speakers of Other languages adult learning activities by aggregated and detailed ethnic groups

Medr hopes to shortly resume the publication of the [learner destinations measure](#), part of the consistent performance measures for post-16 learning. This will also include analysis by learners' ethnic background.

Statistics on [Progression from Year 11 to tertiary education](#) by learners' ethnic background are also available on pages 10 to 11 of the main report and the accompanying table 4 to table 7.

Contact information

We welcome any feedback on any aspect of these statistics.

Feedback, questions, and requests for further data can be directed by email to HEStats@medr.cymru

Medr

Y Comisiwn Addysg Drydyddol ac Ymchwil
Commission for Tertiary Education and Research

www.medr.cymru

2 Cwr y Ddinas
Stryd Tyndall
Caerdydd
CF10 4BZ

2 Capital Quarter
Tyndall Street
Cardiff
CF10 4BZ



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