

## **Public Sector Equality Duty - Equality Data**

Every year the University has to submit statistical data to the Higher Education Statistical Agency (HESA) for both the student population known as the Student Return and staff population known as the Staff Return. These returns included data on the profiles by the protected characteristics of ethnicity, gender, age and disability. Over the next two years this information will also include sexual orientation and religion and belief.

Any gaps in the University's equality data is identified in our Single Equality Scheme Action Plan with appropriate action, target date, lead officer and desired outcome details identified for action by the appropriate Advisory Group based on the protected characteristics: Disability; Gender and Sexual Orientation; Race; and Faith and Spirituality. This action plan is available to view on <http://www.bolton.ac.uk/AboutUs/Resources/SingleEqualitySchemeActionPlan.pdf>

### **HESA Equality Data Profiles**

The HESA data is currently available to view on <http://www.bolton.ac.uk/AboutUs/KeyFacts/Images2010-11/Key-Statistics-Report-2010-11.pdf>. Alternatively the student profile can be downloaded from <http://www.bolton.ac.uk/AboutUs/KeyFacts/StudentProfile.aspx> and the staff profile can be downloaded from <http://www.bolton.ac.uk/AboutUs/KeyFacts/OurStaff.aspx>

### **University held equality data**

The University currently does not collect information on student sexual orientation although it does collect information on student religion and belief. These are reproduced in Charts 13, 14 and 15.

The University does not currently collect information on staff sexual orientation or staff religion or belief although this data will be actively collected to meet the criteria for the Staff HESA Return. Information on staff sexual orientation and religion/belief is sought through the staff diversity survey.

In addition to this staff equality data supplied to HESA, the University holds other diversity related data. This is collected in different formats, sources and at different anniversary dates compared to the data collected for the HESA return.

### **Staff profiles as at 31 July 2011**

## Staff profile overall by Full Time Equivalent FTE

■ Academic ■ Managerial ■ Professional

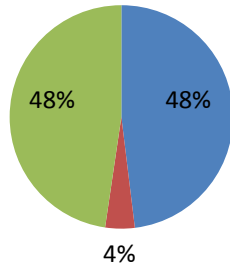


Chart 1 – staff profile by Full Time Equivalents

The remaining staff data is shown as full time equivalents.

## Full time staff by FTE

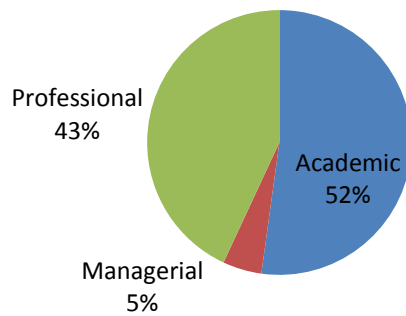


Chart 2 – Full time staff by Full Time Equivalent

## Part time staff by FTE

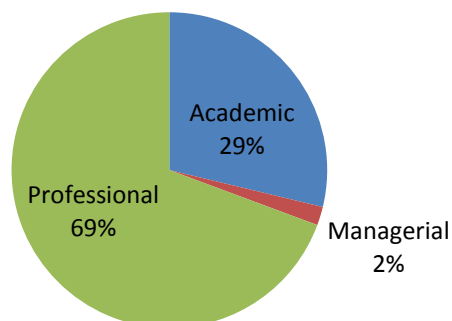


Chart 3 – part time staff by Full Time Equivalent

### Permanent staff by FTE

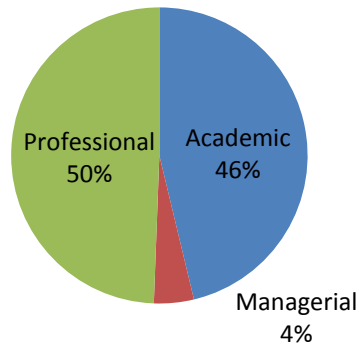


Chart 4 – permanent staff by Full Time Equivalent

### Fixed term staff by FTE

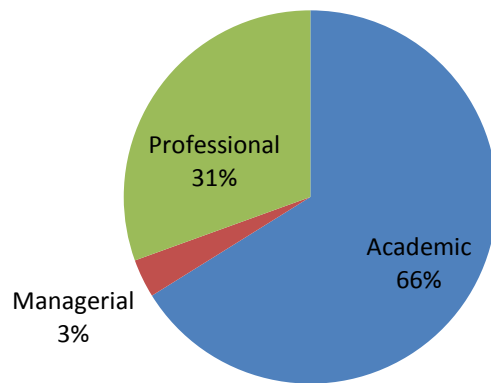


Chart 5 – fixed term staff by Full Time Equivalent

### Diversity and workforce composition

The following pie charts are shown by headcount.

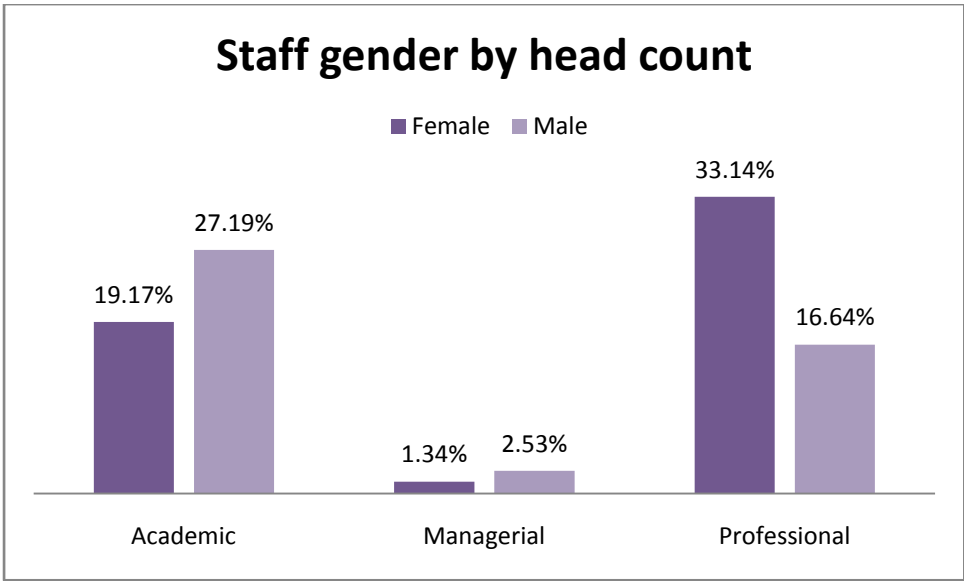


Chart 6 – staff gender by head count

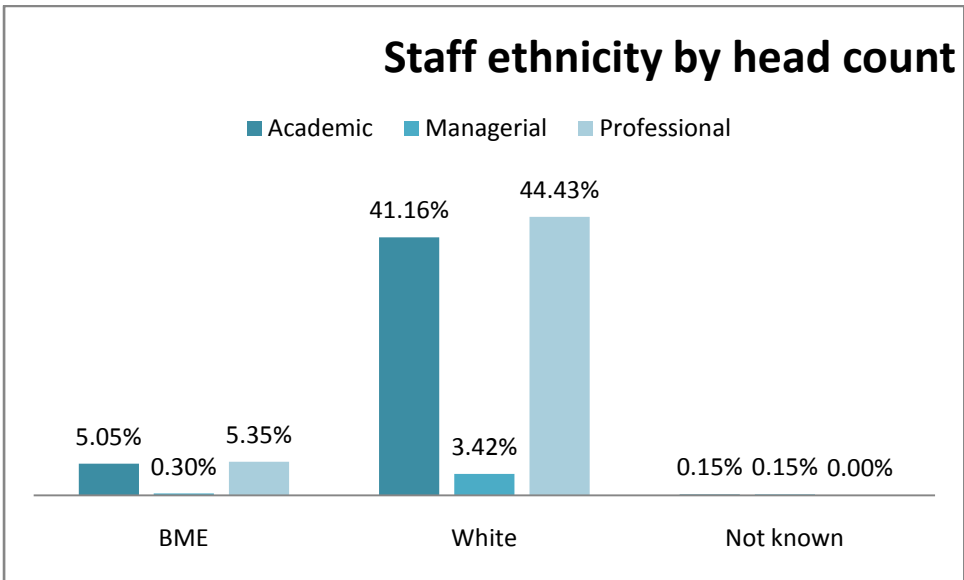


Chart 7 – staff ethnicity by head count

Please note that staff ethnicity non-disclosure is 0%.

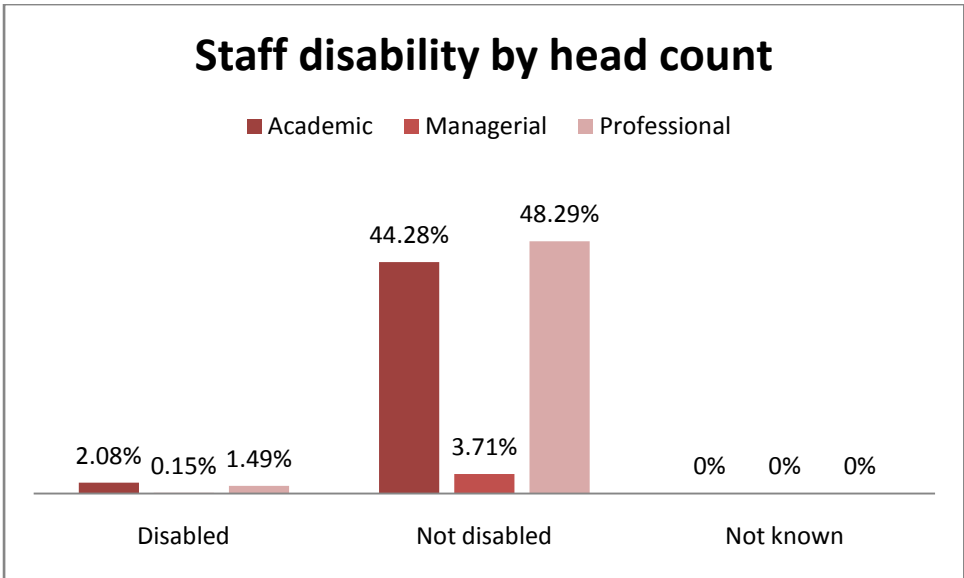


Chart 8 – staff disability by head count

Please note that staff disability non-disclosure rate is 0%.

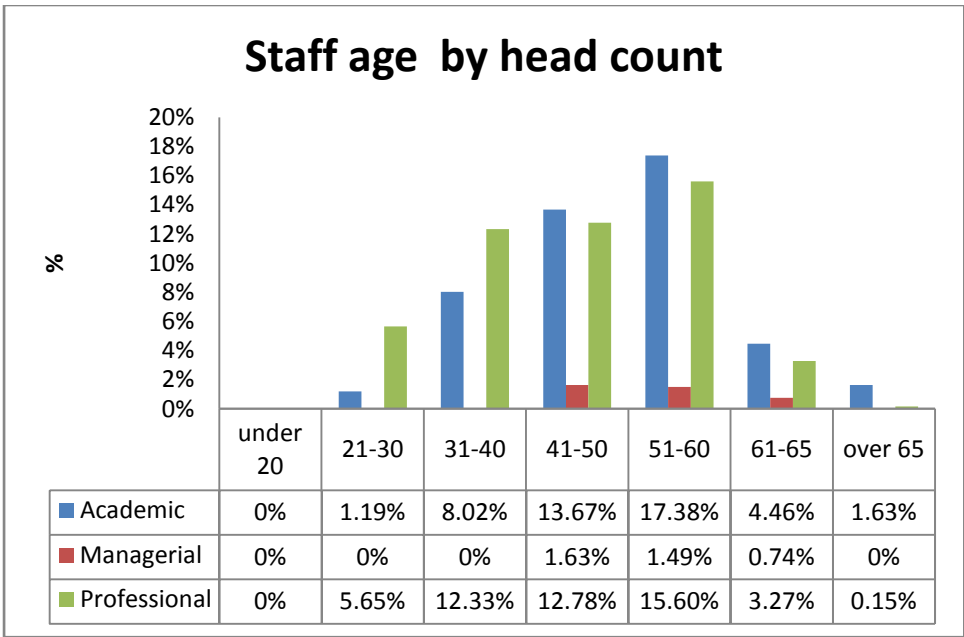


Chart 9 – staff age by head count

### Staff recruitment data

Please note that this information is only illustrated by gender, ethnicity and disability. Data is calculated as a proportion of the new starter workforce (head count).

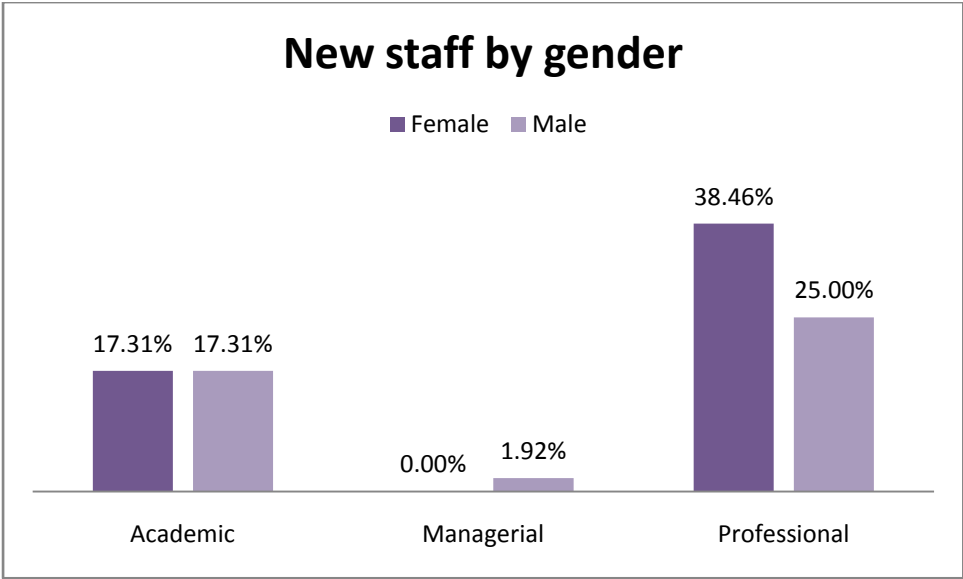


Chart 10 – new staff by gender (head count)

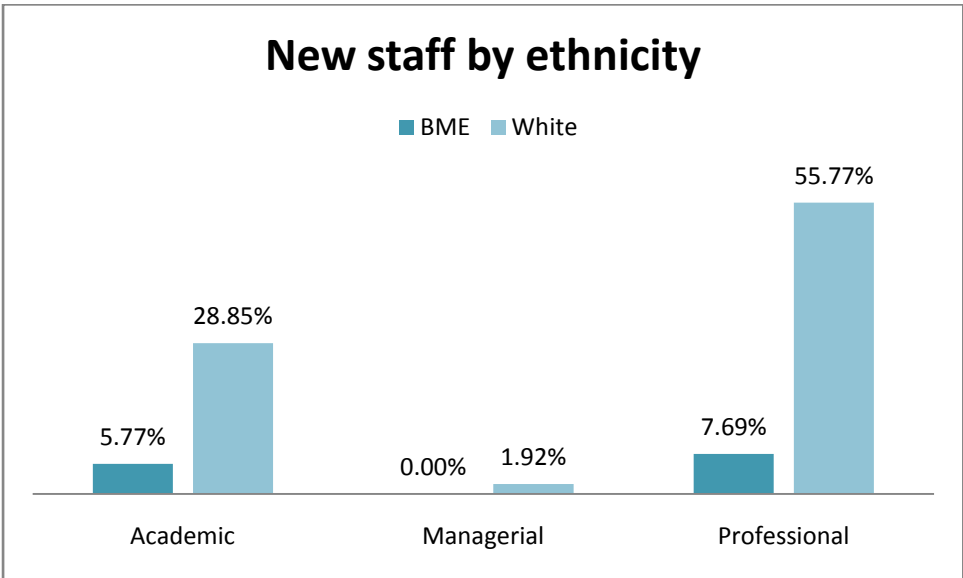


Chart 11 – new staff by ethnicity (head count)

Please note that staff ethnicity disclosure was 0%

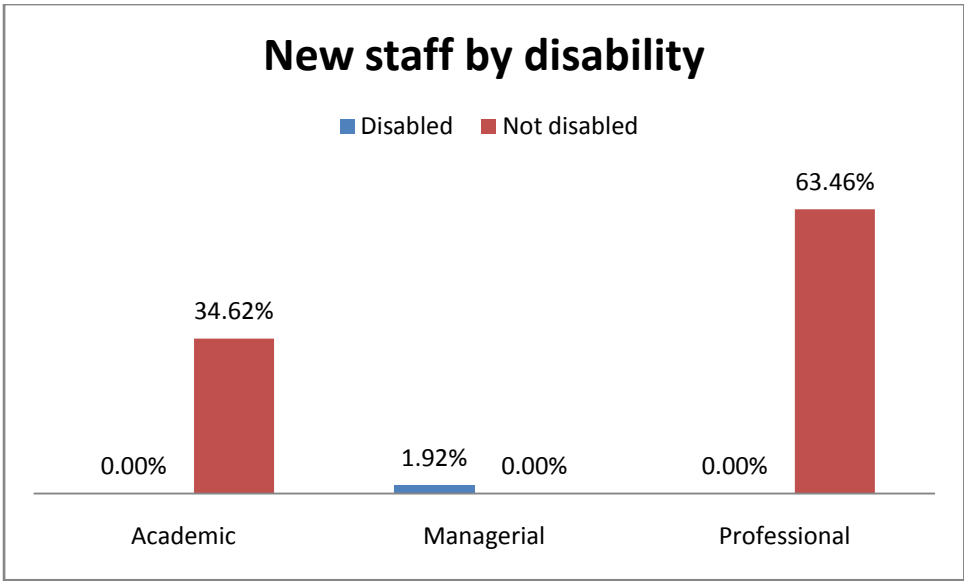


Chart 12 – new staff by disability (head count)

**Workplace environment and practices**

**Request for flexible working**

During 2010/11 only 0.45% of our staff took up the request for flexible working to care for a child or elderly relative. All staff were white female with no disability with 33% below the age of 35 and 66% aged 35 – 54 years.

**Pregnancy and Maternity Leave**

Of the female staff who have been pregnant during this time period, 18% were BME and 82% were white, 75% were under the age of 35 and 25% between 35-54 years of age, and 10% declared a disability.

Of the staff who took up maternity leave, 93% of them returned to work after the birth of their child during this period. Of these 93%, 29% were BME and 71% were white, 57% were under 35 years of age and 43% between 35 – 54 years, none had a declared disability.

**Paternity and adoption Leave**

Of the staff who applied for paternity leave, 100% were white male with no declared disability, with 50% under the age of 35 years and 50% between 35-54 years.

No staff applied for adoption leave in this time period.

**Equality Pay Audit**

Implementation of the single pay framework, coupled with the higher education role analysis (HERA) exercise that has been undertaken, has established that the

University has ensured that the grading structure achieves the objective of equal pay being applied for jobs of equal value, with any variation between the genders being attributed to length of service in the relevant grade (refer to data charts for reference). Data is relevant to the period ending 31 January 2012.

The University’s objective is to maintain equal pay for jobs of equal value by continuous monitoring and adherence to the grading structures that have already been put in place, particularly where new roles are being created.

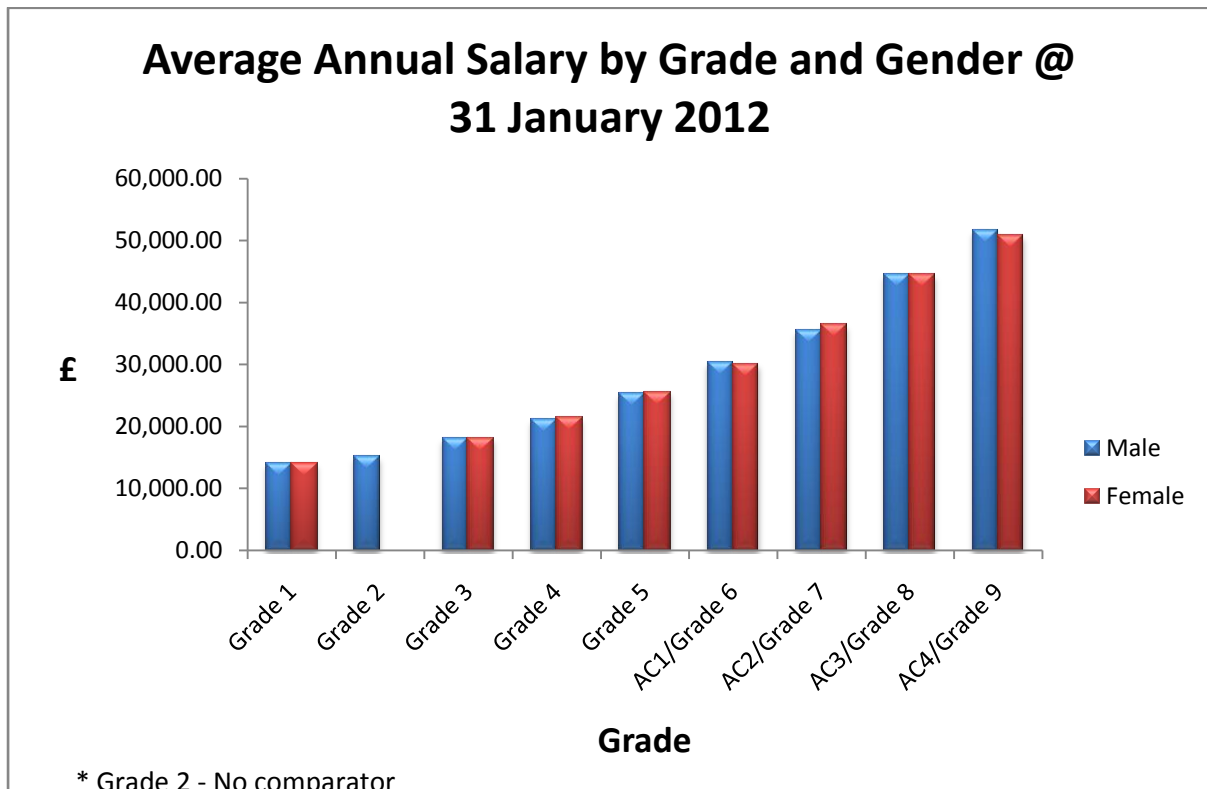


Chart 13 – Average Annual Salary by Grade and Gender – 31 January 2012



## Board of Governors Equality Data

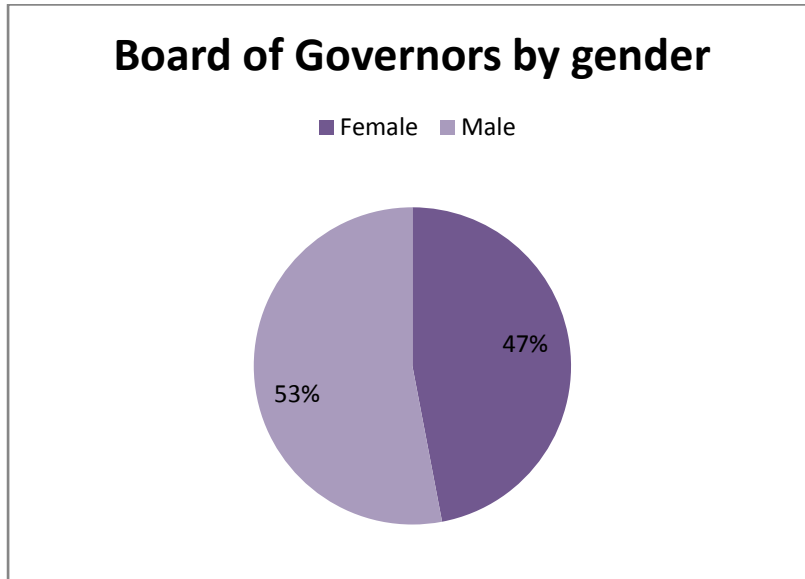


Chart 14 – Board of Governors by gender

The gender profile of the Board of Governors (Chart 14) which reflects the gender profile of University core staff (53.64% male and 46.36% female) as at 31 July 2011.

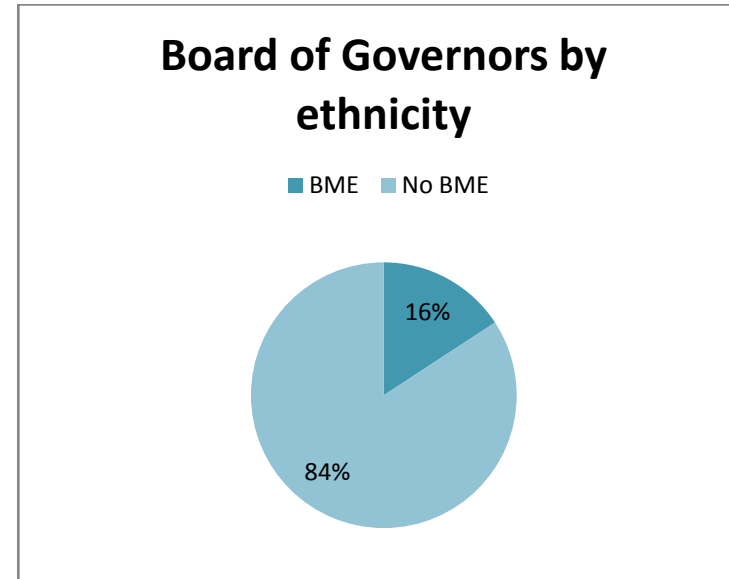


Chart 15 – Board of Governors by ethnicity

The ethnicity profile of the Board of Governors (Chart 15) compares favourably with the University cores staff ethnicity profile (10.7% BME, 89% White and a non-disclosure rate of 0.3%) as at 31 July 2011.

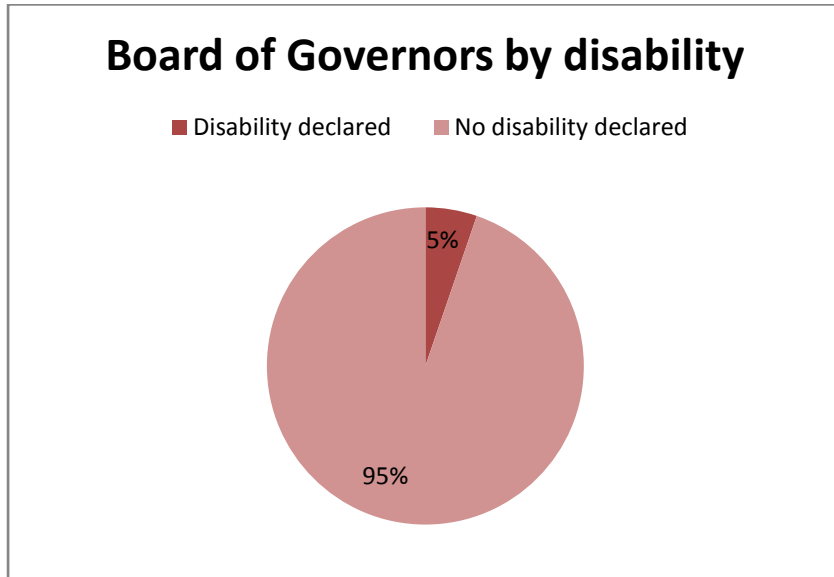


Chart 15 – Board of Governors by disability

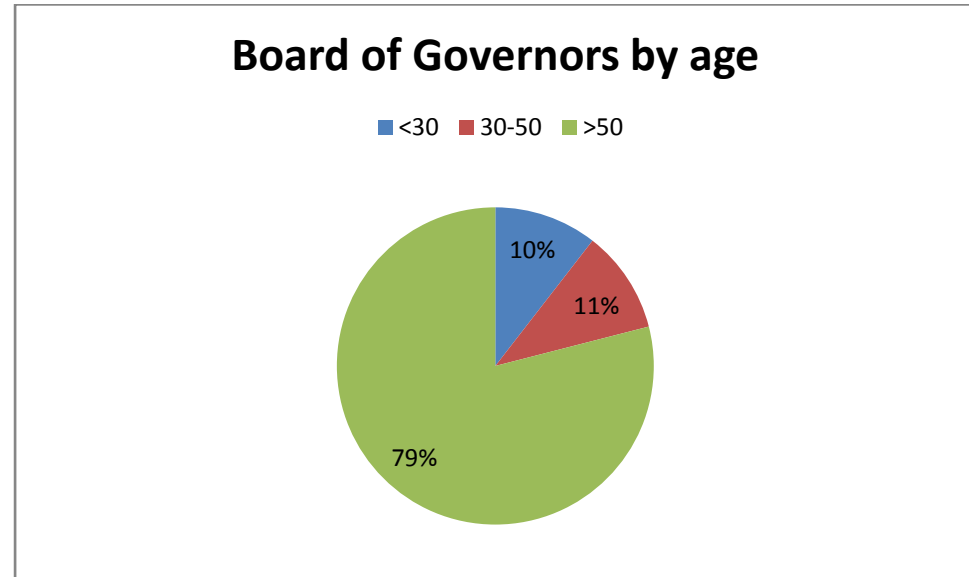


Chart 16 – Board of Governors by age

Similarly, the Board of Governors disability profile (Chart c) reflects the University core staff profile of 96.29% no disability declared and 3.71% disability declared as at 31 July 2011.

The Board of Governors age profile (Chart d) is not as reflective of the University core staff age profile (6.84% 30 and under, 48.44% aged 31 – 50 and 10.25% over 50) as at 31 July 2011. This is to be expected due to the particular mixture of academic and professional staff recruited within the HE sector compared to the recruitment profile of someone who would be appointed as a Governor.

## Student profile on religion and belief as at 31 July 2011

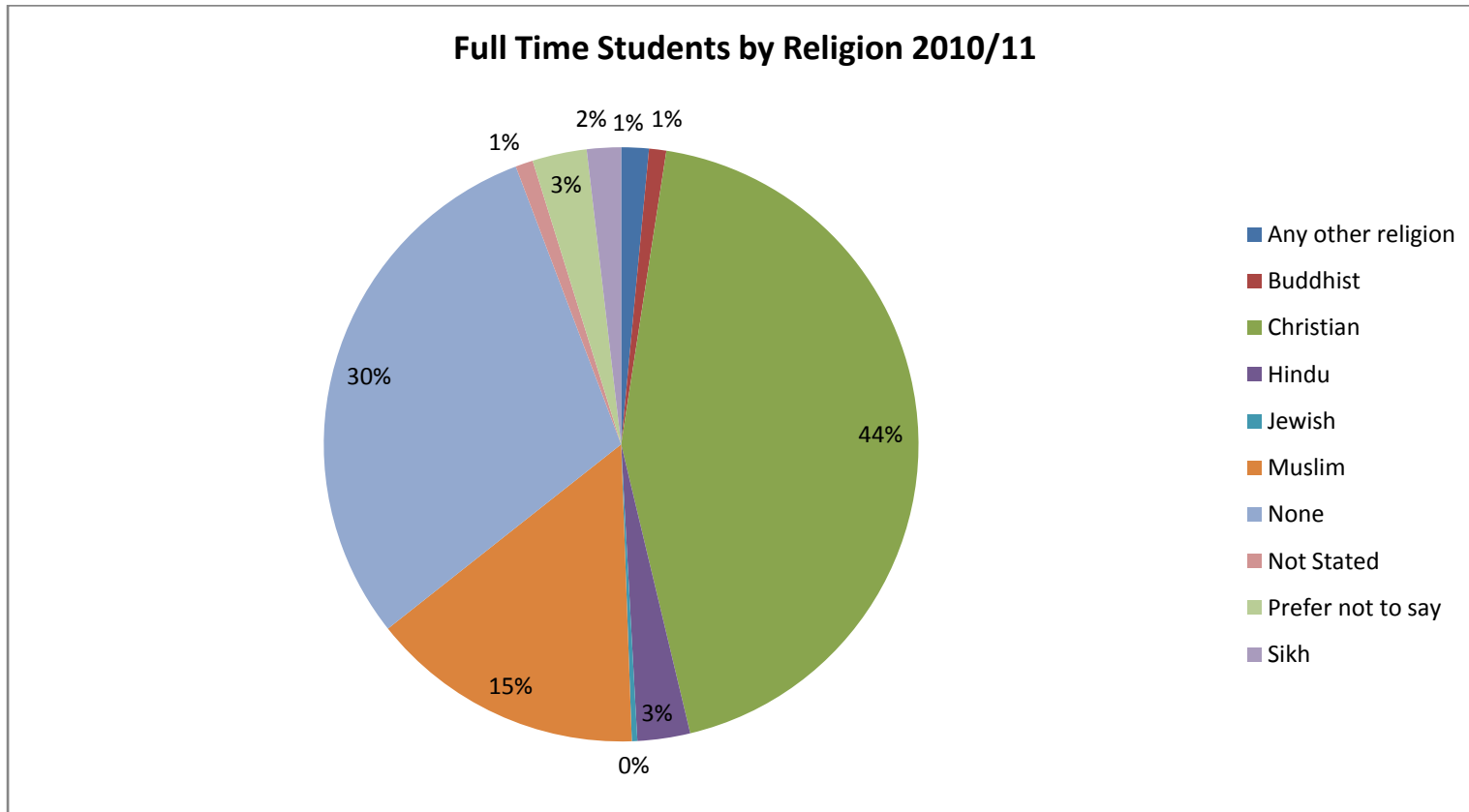


Chart 17 – full time students by religion

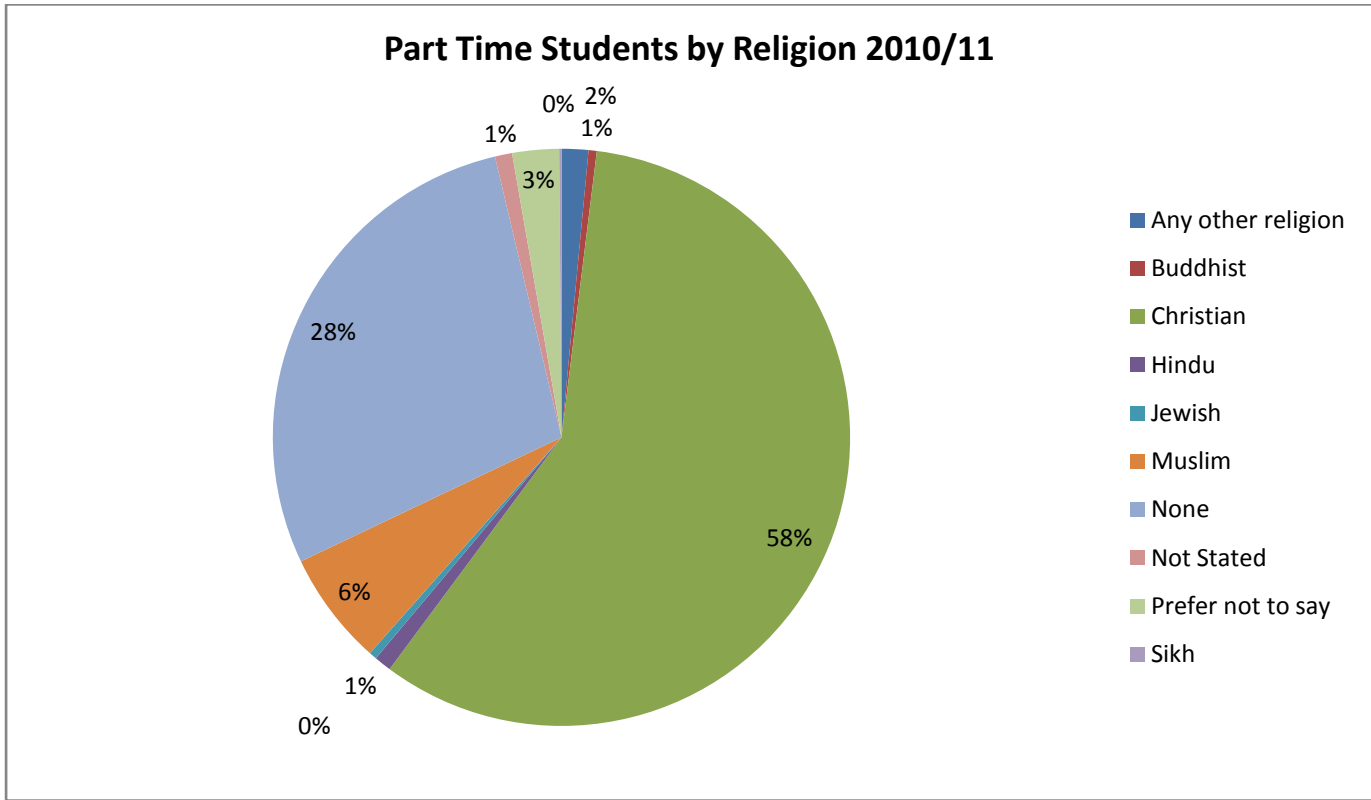


Chart 18 – part time students by religion

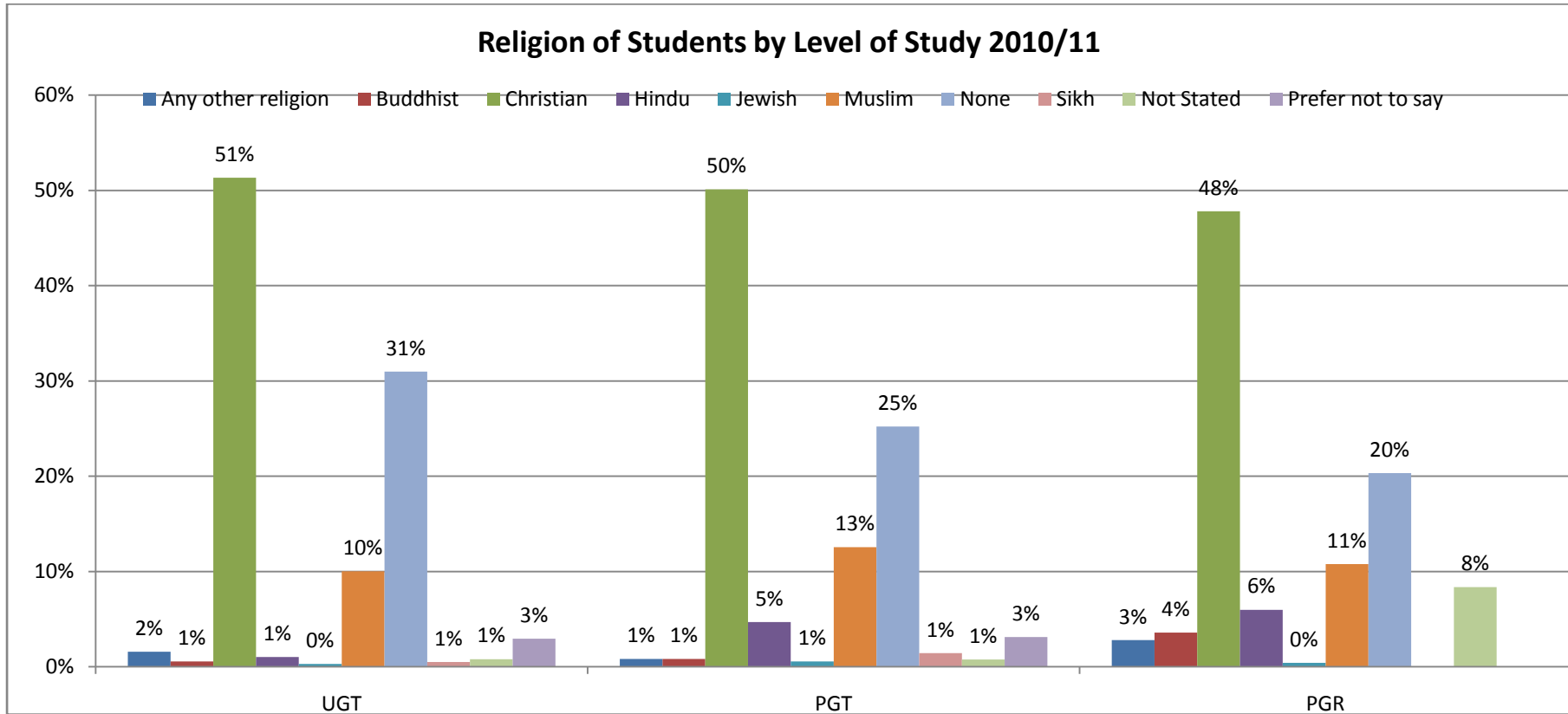


Chart 19 – religion of students by level of study

## National Student Survey Results 2011

### Analysis of results for the University of Bolton

#### Extract relating to Equality Data

The 2011 National Student Survey (NSS) marks the seventh annual survey of student experiences in higher education institutions (HEIs) in the United Kingdom. Final year undergraduate students are invited to measure their satisfaction in relation to six key areas as well providing an overall satisfaction rating. The six key areas are:

- The Teaching on my Course
- Assessment and Feedback
- Academic Support
- Organisation and Management
- Learning Resources
- Personal Development

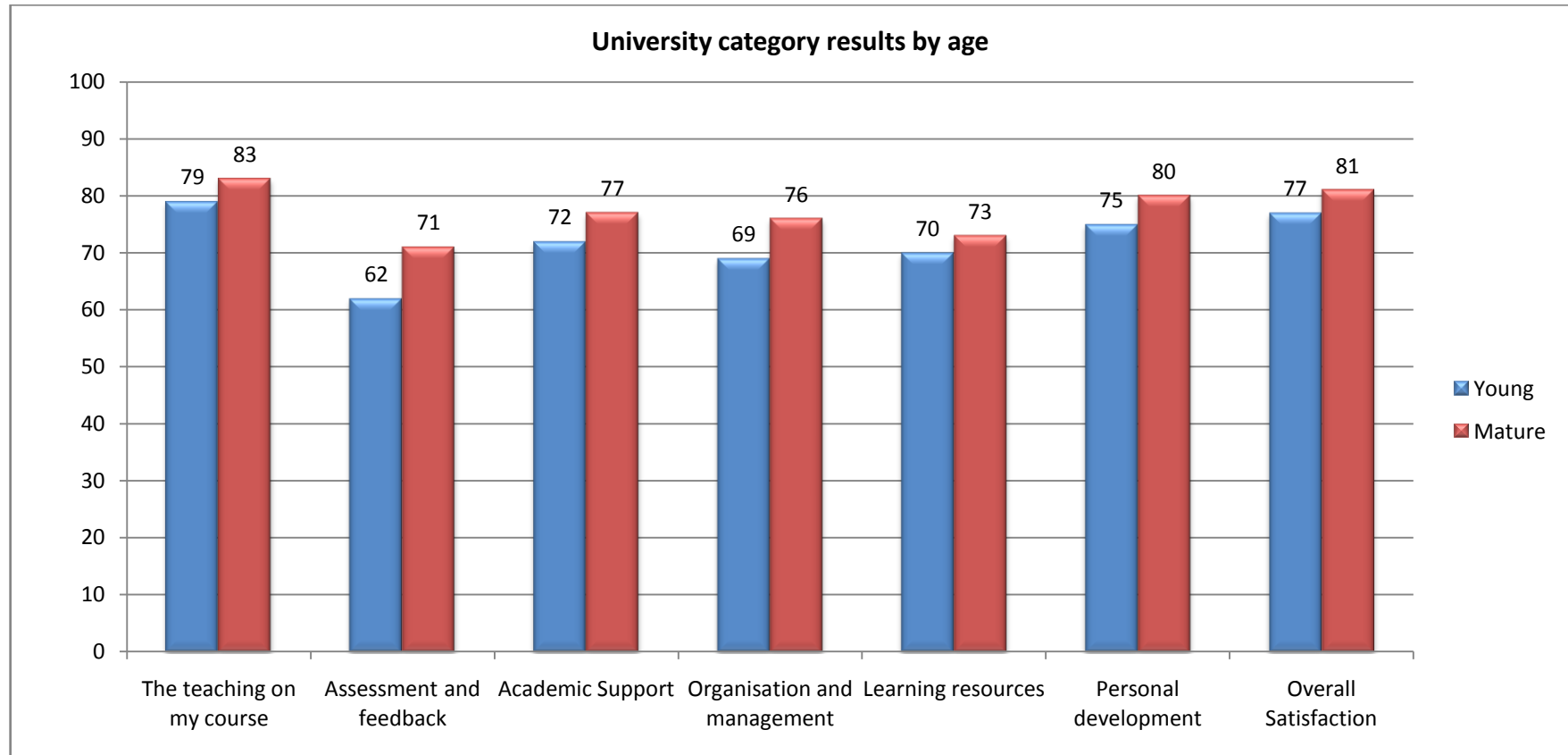
Each category contains a number of questions (21 in total). Question 22 provides an overall satisfaction score. A full set of questions is included in page 6 of this document version.

Students are asked to rate the extent to which they agree or disagree with each of the 22 statements in the survey. The results analysis uses the % who positively agree (includes 'Definitely Agree' and 'Mostly Agree' response categories) for students registered at the University. This includes both on and off-campus (franchise) students.

The University also agreed to include an optional set of bank questions – not included in this document.

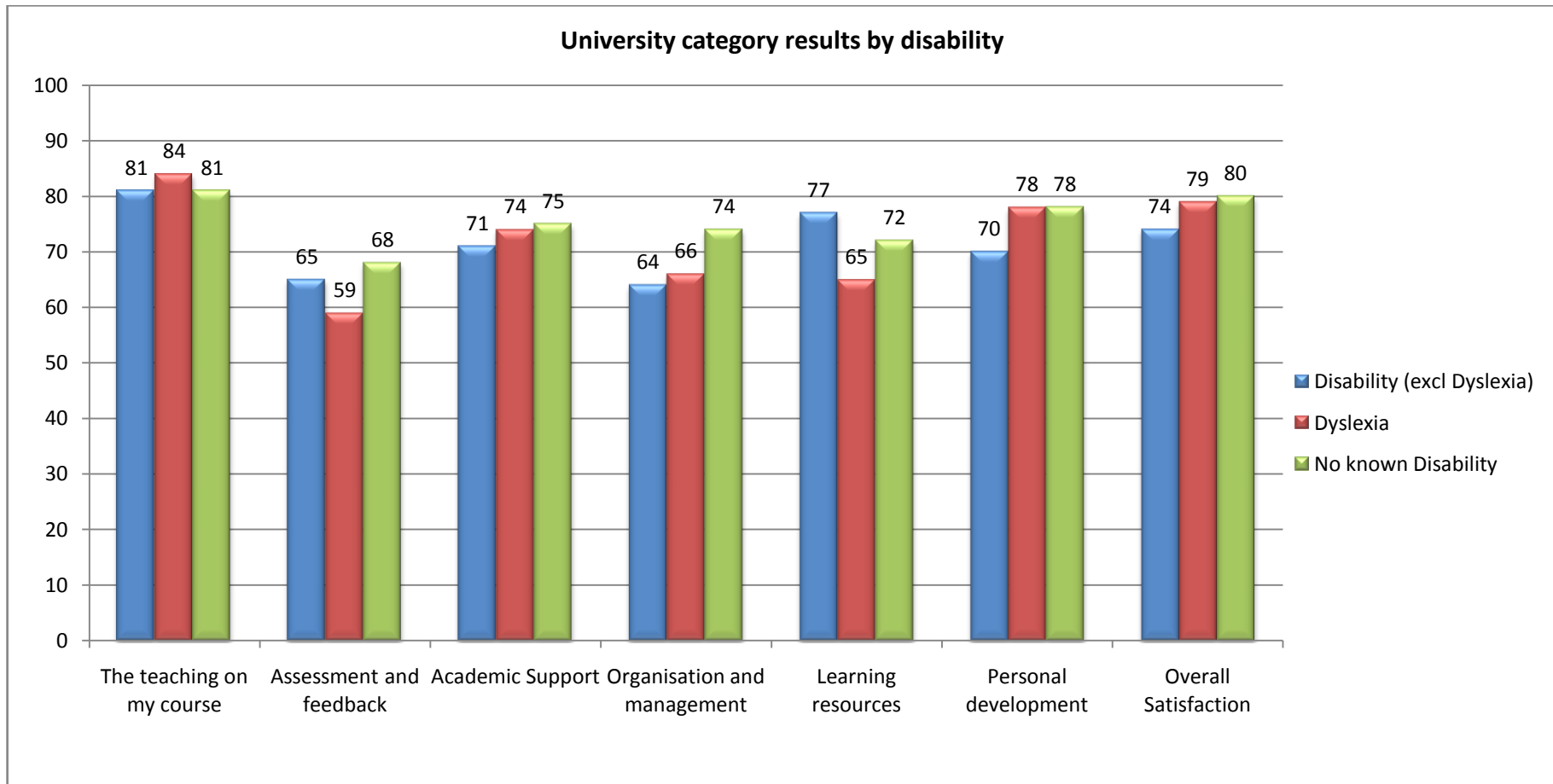
### By Category and Age

- Mature students were more satisfied than young students in all categories, with the largest difference in score being for assessment and feedback where there was a 9 percentage point difference.



### By Category and Disability

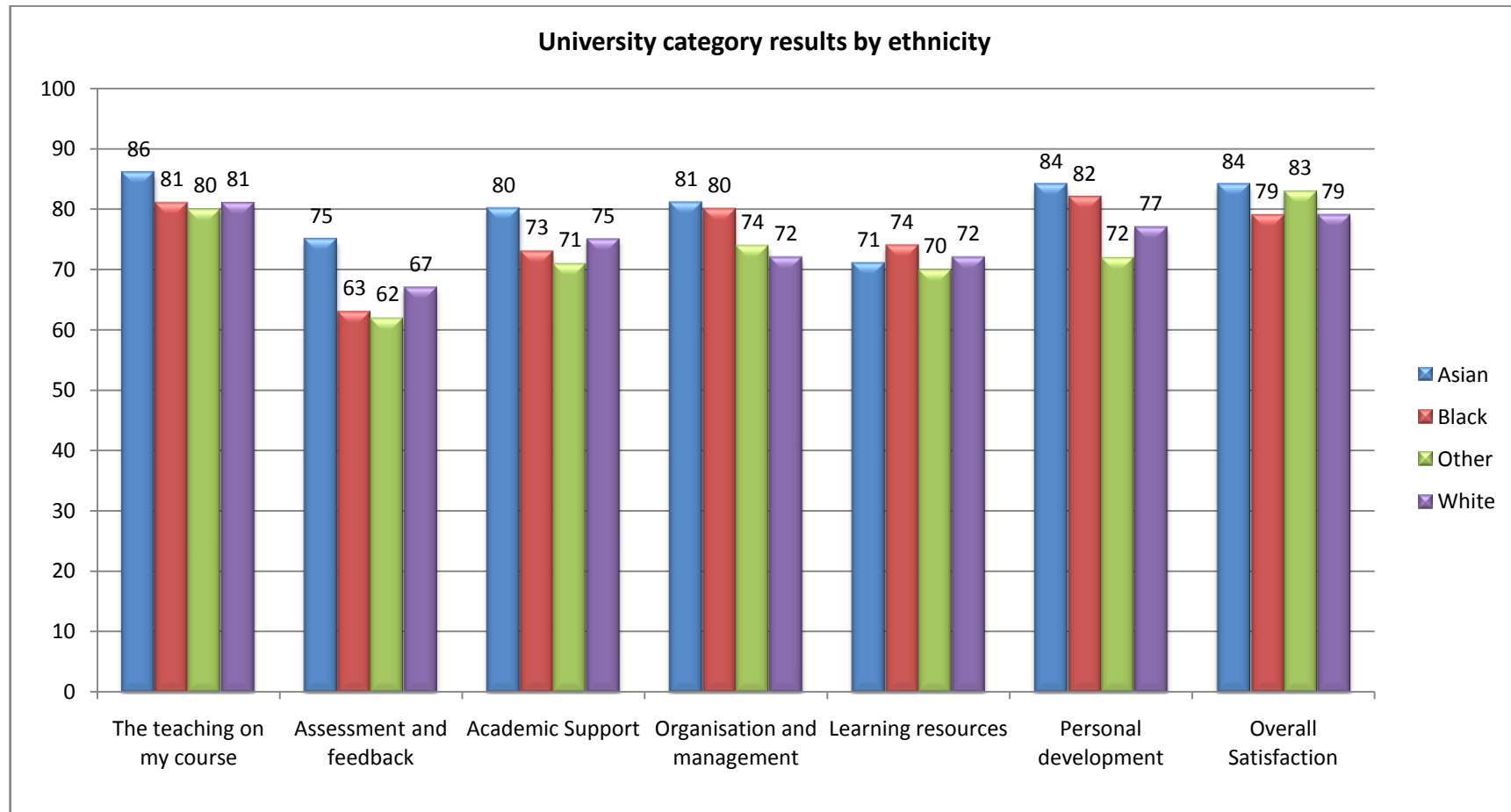
- Disabled students were more satisfied than students without a disability in one category, 'learning resources', although this was not the case for students with dyslexia who were significantly less satisfied.
- Assessment and feedback, organisation and management and personal development saw a significantly lower level of satisfaction amongst disabled students with compared with students without disabilities.





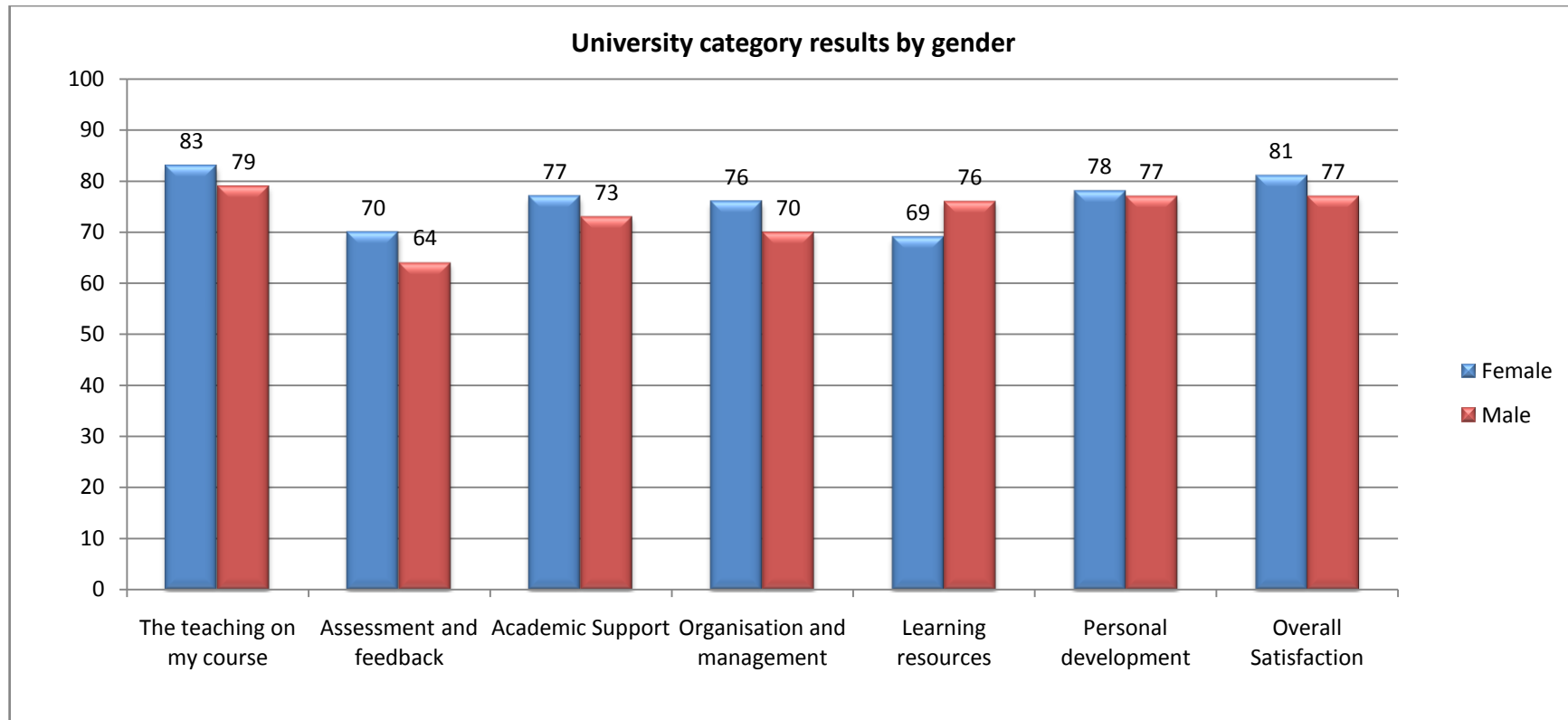
### By Category and Ethnicity

- Asian students were more satisfied than students from other ethnic groups in all of the categories apart from learning resources.
- Students in the 'other' group were least likely to be satisfied out of the ethnic groups in five categories: teaching, assessment and feedback, academic support, learning resources and personal development.



### By Category and Gender

- Female students were more satisfied than male students in all categories apart from learning resources where male students were significantly more satisfied with a 7 percentage point difference.



## National Student Survey Questions

### **The teaching on my course**

1. Staff are good at explaining things
2. Staff have made the subject interesting
3. Staff are enthusiastic about what they are teaching
4. The course is intellectually stimulating

### **Assessment and feedback**

5. The criteria used in marking have been made clear in advance
6. Assessment arrangements and marking have been fair
7. Feedback on my work has been prompt
8. I have received detailed comments on my work
9. Feedback on my work has been prompt

### **Academic support**

10. I have received sufficient advice and support within my studies
11. I have been able to contact staff when I needed to
12. Good advice was available when I needed to make study choices

### **Organisation and Management**

13. The timetable works efficiently as far as my activities are concerned
14. Any changes in the course or teaching have been communicated effectively
15. The course is well organised and is running smoothly

### **Learning resources**

16. The library resources and services are good enough for my needs
17. I have been able to access general It resources when I needed to
18. I have been able to access specialised equipment, facilities or rooms when I needed to

### **Personal development**

19. The course has helped me to present myself with confidence
20. My communication skills have improved
21. As a result of the course, I feel confident tackling unfamiliar problems

### **Overall**

22. I am satisfied with the quality of my course

## **Promoting good relations between those with protected characteristics and those who do not share one – staff development**

All Equality and Diversity training is delivered by the University's Learning Enhancement and Professional Development Unit (LEPDU) in conjunction with the Equality and Diversity Officer. Equality and Diversity induction is mandatory delivered by the Equality and Diversity Officer. These sessions are delivered to all new staff as Equality, Diversity and Disability induction in conjunction with the Disability Services Team who inform staff of the support available to disabled students.

Equality and Diversity training is promoted under the banner of Professional Communication delivered to staff by TheatreAnd, a theatre company that specialises in diversity training using a combination of actors and a facilitator to promote awareness in an interactive format. Due to the Equality Act 2010 amendments it was viewed as an opportunity to review the delivery of equality and diversity to all staff. Although this format was effective, it was no longer cost effective.

During 2010/11 the University developed, scripted, and filmed their own Diversity DVD, lead by both Equality and Diversity and Professional Development Officers. The DVD involved students in production including filming and editing. One of our disabled students, Claire May Minett was involved in the production and you can view her talking about her experience on <http://www.youtube.com/watch?v=UB3LWZL7OLM>

The DVD was previewed at the Teaching and Learning Conference on 7 July 2011 as "Lights... Camera, Act on Diversity". The presentation can be viewed downloaded from <http://www.bolton.ac.uk/POD/DiversityMatters/Celebrations.aspx>. Initial feedback on the Classroom Scenario was very positive.

The DVD comprises of three scenarios (Visually Impaired, Office, and Classroom) and four talking heads using the protected characteristics as case studies. The DVD will be used for delivering training on Professional Communications training and Student Harassment and Bullying in addition to induction. These training sessions will be mandatory for all new staff and available for current staff to attend by booking through the Professional Development programme.

### **Diversity events**

The University has hosted two World AIDS Day awareness events on 1 December in 2010 and 2011. These events were in collaboration with our partners: NHS Bolton ([Sexual and Reproductive Health Services](#)), [One Bolton](#), Bolton Council, [George House Trust](#), [Bolton Interfaith Council](#), and the [Lesbian and Gay Foundation](#)

The event also held a display of the [AIDS memorial quilts](#). Photos of these events can be viewed on <http://www.bolton.ac.uk/POD/Images/mayor.jpg> and

<http://www.bolton.ac.uk/Students/AdviceAndSupport/Diversity/WorldAIDSDayevent.pdf>

On Tuesday 17th May 2011 the University participated in IDAHO (International Day Against Homophobia and Transphobia) with the Rainbow Flag displayed in the Library, case studies displayed on the Library Notice Board and information on how to report hate crime were available in the Student Centre and Halls of Residence.

[To view the case studies slideshow click here.](#)

More events that the University has been involved in are:

The University also hosted an event in collaboration with the African Community Association of Bolton (ACAB) to celebrate Black History Month in October 2011. Click on the link to access photos of the event. More information on the event can be found on <http://www.bolton.ac.uk/News/News-Articles/2011/Oct2011-13.aspx>

The University celebrated a fair trade event in December 2011.

<http://www.bolton.ac.uk/News/News-Articles/2011/Dec2011-10.aspx>

Shirley Silcock – Equality and Diversity Officer – January 2012