Equality & Diversity
Information Report 2013/14

Welcome to the Equality & Diversity Information Report for 2013/14. The University of Bolton is a highly diverse organisation and here at Bolton we are committed to equality of opportunity and to an inclusive approach to equality - which supports all groups of society.

We enter 2015 with a further focus on raising awareness and developing the skills of our staff on equality and diversity issues. This will be particularly important as the University implements its new strategy.
Welcome to the Equality & Diversity Information Report for 2013/14. The University of Bolton is a highly diverse organisation and here at Bolton we are committed to equality of opportunity and to an inclusive approach to equality - which supports all groups of society.

This document sets out the equality-related data that we have gathered over the last year and provides us with an evidence-based approach to equality and demonstrates our compliance with the requirement to publish relevant equality information. It also enables the University to prioritise and focus our resources on specific areas. Where appropriate, sector-wide equality data from the Equality Challenge Unit has been used.

We enter 2015 with a further focus on raising awareness and developing the skills of our staff on equality and diversity issues. This will be particularly important as the University implements its new strategy.

Chris McClelland
HR Director
Chair of the Organisation and Development, Equality and Diversity Committee
1. Introduction

The University is committed to equality of opportunity, the pursuit of diversity amongst its staff and student population and a supportive environment for all members of our community. It expects that all staff and students alike will contribute to and actively support the University in working towards the elimination of discrimination and harassment and the promotion of equality of opportunity in terms of access to the University's services, employment opportunities and support for students in their welfare and education.

In particular, the University:

- Promotes a culture of respect for people and welcomes diversity of origin, background and experience amongst our staff and student community as enriching the experience of all those who participate in the life and work of the University.
- Strives to ensure that the work, teaching and learning environment is free from harassment and bullying and that everyone is treated with dignity and respect, this is an important aspect of ensuring equal opportunities.
- Ensures any acts of discrimination, harassment, bullying or victimisation against staff, students, visitors or contractors are treated as disciplinary offences and will be dealt with under the appropriate University disciplinary procedure.

How do we deliver this?

Equality and Diversity Committee

The University has a formal structure for raising equality and diversity matters through the Equality and Diversity Committee. The Equality and Diversity Committee is the University's principal vehicle for consultation on equality and diversity matters, with responsibility for ensuring that corporate equality objectives are set and met. The committee has an action plan that is reviewed annually (appendix 1).

Monitor and Evaluate

To monitor and evaluate how we are delivering on equality and diversity the University collects data providing statistical analysis on our staff and student profiles and analysis of our staff and student surveys. We collect this not only to monitor but to actively seek ways in which we can improve as a University.

Training

The University has also implemented mandatory equality and diversity training which must be completed by all staff of the University. To ensure that all staff of the University have a good understanding of all equality and diversity matters and are able to act appropriately if they encounter an instance of bullying, harassment, victimisation or discrimination.
Raising Awareness

The University hosts events such as the upcoming Celebrating Diversity Day on a regular basis to raise awareness of the issues related to equality and diversity and also to celebrate the diversity here at the University. Events such as these are an excellent opportunity for our staff and students to gain a better understanding of different cultures and people with different characteristics. The university also hosts different activities which staff and students can attend to learn about different cultures such as religious festivals.

The Purpose of this Report:

*The protected characteristics that will be focused on throughout this report are; Gender, Ethnicity, Disability and Age. Sexual Orientation and Religion will be briefly mentioned as not enough data is available regarding these characteristics for both Staff and Students.

This report displays statistics regarding the equality and diversity of both staff and students; it looks into the overall split of each protected characteristic and compares the minority with the majority in a number of ways. Such as the percentage of each protected characteristic of staff and whether their position is fixed/permanent, academic/support and their salary. The report also identifies statistics regarding the percentage of each student protected characteristic in relation to their mode of study, level of study etc. The report also makes use of the results of the National Student Survey to identify the levels of satisfaction amongst each protected characteristic. Using these statistics the University is able to identify certain trends that may or may not be considered desirable by the University. The action plan formed by the Equality and Diversity Committee is also included in this report and will make use of the statistics and trends identified throughout this report.

*The reporting period is for the academic year 13/14 and is published in the academic year 14/15.
2. Staff

2.1. Overview

The University of Bolton strives to achieve equality of opportunity amongst all staff and potential staff. The University currently has a diverse community amongst its staff enriched with culture of a variety of protected characteristics, adding a variety of expertise, views and knowledge. It is the diverse expertise, views and experiences that inspires innovation and creativity at the University.

The University is currently working towards implementing a new equality and diversity training programme which all staff will have to complete; this is to ensure that all staff have an understanding of the importance of equality and diversity and how to react if they encounter any instances of discrimination, harassment or bullying.

Throughout this section of the report statistics regarding each protected characteristic will be analysed looking into their terms of employment, mode of employment and whether or not they fulfil an academic role or a professional support role. The salaries of each protected characteristic will also be identified, looking at the percentage of each protected characteristic on each grade.

*Staff have only been categorised as fixed salary if their salary exceeds that of grade 9.*
2.2. Gender

Overall Gender Split

This chart shows the overall distribution of the gender of staff throughout the University.

As can be seen there is an even split of female and male staff at the University, with slightly more females than males.

UK HEI average – 46% Male and 54% Female. The University has a more even split than the national average for Higher Education Institutes.

The following charts display how each gender is distributed throughout the University.

*Each chart represents the percentage of the 49.8% Male and the 50.2% Female.

Chart A) displays the percentage of each gender that work in either professional support services or academic.

It can be seen that more females work in professional support services than they do academic, the statistics are almost the complete opposite for males as most males work in an academic role as opposed to a role in professional support services.

This trend is equivalent to the national average.

A) Gender - Academic / Professional
Chart B) displays the percentage of each gender working in either a full time position or a part time position.

As can be seen the majority of staff work in a full time position regardless of their gender.

However a higher percentage of males work in full time as opposed to part time than females.

Chart C) displays the percentage of each gender working in either a fixed term position or a permanent position.

As can be seen the majority of staff have a permanent position, there is very little difference in regards to whether a higher percentage of females or males fulfil a permanent position.
It can be seen that a much higher percentage of males are at the higher end of the pay scales as there is a much higher percentage of males on each grade from grade 7 and above as there are females.

This trend can also be seen across academic roles as a higher percentage of males are on grade 9 and a fixed salary than that of females, however the issue is less apparent across academic roles as a much higher percentage of females are on grade 8 than that of males.
It would appear that the issue in which a higher percentage of males are at the higher end of the pay scales is even more apparent across professional support roles as there is a significantly higher percentage of males at the higher end of the pay scales than that of females.

![Professional Gender Salary](chart.png)

**Gender Overview** – As the charts show the University is quite evenly split throughout in regards to the gender of our staff. There is a variance in the percentage of each gender working in either an academic area or professional support service. However this trend can be seen in Higher Education Institutes throughout the country as the national average suggests that the trend is that a higher percentage of males work in an academic role and a higher percentage of females work in professional support services. There is also a variance in the amount of each gender that occupy a full time position as it appears that the percentage of males in a full time position is higher than the percentage of females in a full time position. One issue that can be identified is that it appears that a higher percentage of males are fulfilling roles at the higher end of the pay scales.
2.3. Ethnicity

This chart shows the overall distribution of the ethnicity of the staff at the University.

The national average in UK higher education is that 7.8% of staff are BME, the university is exceeding this as 13% of staff are BME. Showing that the University is more diverse than the national average.

**BME Breakdown** – Below can be seen a chart displaying a breakdown of the BME at the University of Bolton. As can be seen Asian or Asian British – Indian accounts for 35.4% of the BME staff at the University although this group is very diverse in itself.
The following charts display how BME staff and White staff are distributed throughout the University.
*Each Chart represents the percentage of the 12% BME and the 85% White.

### A) Ethnicity - Academic / Professional
![Chart A](chart_a.png)

Chart A) displays the percentage of each ethnicity that work in either professional support services or academic.

This chart displays that white staff are evenly split between academic roles and professional support services. However a slightly higher percentage of BME staff work in an academic role.

This is quite the opposite of the national average as in the UK more BME staff work in professional support services.

### B) Ethnicity - Full Time / Part Time
![Chart B](chart_b.png)

Chart B) displays the percentage of each ethnicity that fulfils either full time positions or part time positions.

As can be seen in the chart there is no variance between ethnicities as to whether staff occupy a full time position or part time position.

Showing that 72% of staff work in a full time position at the University regardless of their ethnicity.

### C) Ethnicity - Fixed / Permanent
![Chart C](chart_c.png)

Chart C) displays the percentage of each ethnicity that occupies either a fixed term contract or a permanent contract.

As can be seen in the chart there is little variance between ethnicities as to whether staff occupy a fixed term contract or permanent contract.

Showing that approximately 80% of staff work in a full time position at the University regardless of their ethnicity.
This chart displays the percentage of both white staff and BME staff in relation to the grade of the position they currently fulfil. There does not appear to be any correlation between staff ethnicity and their grade as although there are some variances, staff seem to be evenly distributed amongst grades regardless of their ethnicity.

This chart displays the percentage of academic staff and BME staff in relation to their grade. Again there seems to be little variance although it does appear that BME staff are more evenly distributed amongst the grades whereas it appears that the majority of white academic staff fulfil roles that are grade 8.
As can be seen it would appear that there are no BME professional support staff that fulfil positions that are grade 8, grade 9 or a fixed term salary. Although there are very few white professional support staff that fulfil roles at grades as high as this, suggesting that this is due to there being few professional support positions at this end of the pay scale and that there is not an imbalance between BME staff and white staff.

Ethnicity Overview – It is apparent through the overall distribution of ethnicity at the university that BME are a minority at the university as 12% of the Universities staff population being BME. However this is much higher than the national average at only 7.8%. As can be seen through the multiple charts included although the total population of BME staff and white staff are very different, in percentage terms they are evenly spread throughout the university.
2.4. Disability

This chart shows the overall percentage of staff with a disability and the overall percentage of staff without a disability.

The national average for staff in Higher Education to declare that they have a disability is 5% however the University of Bolton is exceeding this as 8% of staff at the University of Bolton have declared that they have a disability.

Disability Breakdown

- Two or more impairments and/or disabling medical conditions
- A specific learning difficulty such as dyslexia, dyspraxia or AD(H)D
- A long standing illness or health condition such as cancer, HIV, diabetes, chronic heart disease, or epilepsy
- A mental health condition, such as depression, schizophrenia or anxiety disorder
- A physical impairment or mobility issues, such as difficulty using arms or using a wheelchair or crutches
- Deaf or serious hearing impairment
- Blind or a serious visual impairment uncorrected by glasses
- A disability, impairment or medical condition that is not listed above
The following charts display how staff with or without a disability are distributed throughout the University. *Each chart represents the percentage of the 8% that have declared a disability and the 91% that have not.*

Chart A) displays the percentage of staff with and without a disability that work in either an academic role or professional support role.

Of the staff that have declared themselves to have a disability that do work at the University a higher percentage of them work in an academic role than they do a professional support role. Through a proportionate comparison can be seen that a slightly higher percentage of staff with a disability work in an academic role than that of staff without a disability.

Chart B) displays the percentage of staff with and without a disability that work in either a full time role or a part time role.

As can be seen in the chart there is no variance between staff with a disability and staff without a disability as to whether staff occupy a full time position or part time position.

Showing that 72% of staff work in a full time position at the University regardless of their ethnicity.

Chart C) displays the percentage of staff with and without a disability that work in either a fixed term position or permanent position.

This chart suggests that despite only a small percentage of staff have declared themselves to have a disability, a larger percentage of those that have declared themselves to be disabled occupy permanent positions than that of staff that have not declared themselves to be disabled.
There is little correlation between the grade that staff are on in relation to whether or not they have declared themselves to have a disability, however as can be seen a much greater percentage of staff that have declared themselves to have a disability are at grade 8.

This chart only shows the salary of the staff that work in an academic role at the University. It can be seen that there is still no correlation between having declared a disability or not and the grade that the staff are on. It can be seen that there is still a much greater percentage of staff that have declared that they have a disability in roles at grade 8.
There is little correlation between the grade that staff are on in relation to whether or not they have declared themselves to have a disability, however as can be seen a much greater percentage of staff that have declared themselves to have a disability are at grade 8.

Disability Overview – The University of Bolton has a larger percentage of disabled staff than the national average. The 8% of staff that declared themselves to have a disability are spread throughout the university in an equal proportion to that of the staff that have not declared themselves to have a disability.
2.5. Age

This chart shows the overall percentage of each age group at the University.

As can be seen the majority of staff are within the 35-54 age group with 54% of staff falling within this age range. Only 19% of staff are under 35 making this a clear minority at the university. According to the equality challenge unit 30.9% of staff in the UK are 35 and under. This shows that the University of Bolton has an aging workforce.

The following charts display how each age group is split throughout the University.

*Each chart represents the percentage of the 19% under 35 staff, the 27% 35-54 staff and the 54% 55 and over staff.

Chart A) displays the percentage of each age group that work in either an academic role or in professional support services.

This chart shows that staff that fall within the 35-54 age group and the 55 and over age group are similarly split between an academic role and professional support services with slightly more in an academic role. However of the 19% of staff that are under 35 only 31% work in an academic role. This is an issue as staff under 35 are a minority in general at the university but are even more so in the academic sector of the University.
Chart B) displays the percentage of each age group that work in either a full time role or part time role.

This chart suggests that at the University of Bolton older staff are more likely to have a part time position than younger staff as the chart displays a higher percentage in part time workers as the age groups get older.

Chart C) displays the percentage of each age group that work in either a fixed term position or a permanent position.

This chart suggests that at the University of Bolton younger staff are more likely to have a fixed term position as the chart displays that as the age groups get older less staff have fixed term contracts.
It would appear that staff of all ages fulfil all various types of roles with different grades at the University. By looking at the overall age salary chart certain trends can be identified. It would appear that there are less staff aged under 35 fulfilling roles as they get higher through the pay scale. With the exception of grade 7 there is a lesser percentage of under 35 staff on each grade as the grades get higher. This could potentially be due to career progression in most cases taking years, some under 35 staff may be at the beginning of their career and have not had the experience or time to progress their career.

There is little variance in grade that staff are on in relation to their age, however although it seems that the majority of academic staff over 35 are currently on grade 8 whereas the majority of academic staff under 35 are on grade 7. There is little to no variance between staff aged 35-54 and staff aged 55 and over as they are quite evenly spread throughout although under 35 staff seem to be spread out amongst slightly lower grades.
Age Overview – One particular issue that can be identified through these charts is the minority of under 35 staff and even more so is the minority of under 35 staff in academic roles. As previously identified only 19% of staff are under 35 and only 32% of them staff work in an academic role, however this may be a result of the prerequisites required to gain an academic role as the qualifications and experience required make it unlikely that staff below a certain age will be eligible to fulfil an academic role. Another issue is that of the 19% of staff that are under 35 only 68% of these staff have a permanent position meaning that 32% of the under 35 staff have a contract end date which could lead to further issues in regards to this.
2.6. Other Protected Characteristics

Religion – According to the equality challenge unit the religion of 73.1% of all staff working in higher education institutes in the UK is blank and an additional 9% refused to share this information. At the University of Bolton 27% of staff refused this information and 23% stated that they do not have a religion. Of the remaining 50% of staff that confirmed themselves to have a particular religion, 41% stated Christian leaving only 9% of staff that confirmed themselves to have any other religion.

Sexual Orientation – According to the equality challenge unit the sexual orientation of 61% of all staff working in higher education institutes in the UK is blank and an additional 13.3% refused to provide this information. At the University of Bolton 10% of staff refused to provide this information and 88% confirmed themselves to be heterosexual leaving only 2% of staff to have confirmed themselves to have a sexual orientation other than heterosexual.
3. Students

3.1. Overview

Here at the University of Bolton we are proud to be a part of a multi-cultural community that is reflected in our vibrant diverse student community. The University tries to create the most inclusive community possible to help all students with a variety of different protected characteristics to feel involved and to feel as though they can make use of all services and the University and engage in their studies and any activities that take place.

The University hosts a Celebrating Diversity Day in which there are a variety of stands and activities to encourage an understanding of equality and diversity, to offer a chance for all students to experience different cultures and to learn more about different protected characteristics.

This section of the report will cover each protected characteristic looking into students’ mode of study, level of study, degree classification, withdrawal rate and the national student survey.

*Postgraduate Research and Postgraduate Taught are both grouped together as ‘Postgraduate’ for the purpose of the level of study charts within this section.

**Off-Campus includes UK based students studying at an external UK based centre only.
3.2. Gender

Overall On-Campus Gender Divide

These charts show the overall divide of gender of both on-campus students and off-campus students.

49% Female
51% Male

Overall Off-Campus Gender Divide

It can be seen that the split between each gender at the University of Bolton is almost even with slightly more females than males. This is more balanced than the national average as only 43.8% of students in the UK are male. However only 32% of the University of Bolton’s off-campus students are male, this is below the national average by more than 10%.
The following charts display how student gender is divided throughout the University

*Each On-Campus chart represents the percentage of the 49% males and the 51% females. Each Off-Campus chart represents the percentage of the 32% males and the 68% Females.

A) Gender of On-Campus Students by Level of Study

Charts A) and B) display how each gender is divided between each level of study.

B) Gender of Off-Campus Students by Level of Study

It can be seen that the majority of students' level of study is undergraduate regardless of the gender or whether they are on-campus or off-campus. However for both on-campus and off-campus a higher percentage of females are at the level of postgraduate than that of males.
Gender Withdrawal Rate

As the tables below display there is very little variance between males and females in regards to their withdrawal rate however males have a slightly higher withdrawal rate in both on-campus and off-campus.

<table>
<thead>
<tr>
<th></th>
<th>On Campus</th>
<th>Off-campus</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Female</td>
<td>Male</td>
</tr>
<tr>
<td>Withdrawn</td>
<td>6.0%</td>
<td>6.1%</td>
</tr>
</tbody>
</table>

Gender Degree Classification

The tables below show the percentage of each gender and the degree classification they achieved.

*Each figure represents the percentage of each gender that graduated. *Example:* 14.7% of female on-campus graduates achieved a first.

<table>
<thead>
<tr>
<th>On-Campus</th>
<th>First</th>
<th>Upper second</th>
<th>Lower second</th>
<th>Third</th>
<th>Pass</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>14.7%</td>
<td>43.2%</td>
<td>33.7%</td>
<td>6.7%</td>
<td>1.8%</td>
</tr>
<tr>
<td>Male</td>
<td>14.4%</td>
<td>37.3%</td>
<td>35.5%</td>
<td>9.5%</td>
<td>3.2%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Off-Campus</th>
<th>First</th>
<th>Upper second</th>
<th>Lower second</th>
<th>Third</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>13.9%</td>
<td>44.4%</td>
<td>38.9%</td>
<td>2.8%</td>
</tr>
<tr>
<td>Male</td>
<td>5.6%</td>
<td>50.0%</td>
<td>38.9%</td>
<td>5.6%</td>
</tr>
</tbody>
</table>
National Student Survey

Female students scored all eight of the question categories higher than male students.

**University Category Results by Gender**

![Bar chart showing gender comparison in university categories](chart)

- The teaching on my course: Male 81, Female 87
- Assessment and feedback: Male 72, Female 78
- Academic support: Male 77, Female 82
- Organisation and management: Male 73, Female 81
- Learning resources: Male 78, Female 80
- Personal development: Male 77, Female 84
- Overall satisfaction: Male 78, Female 85
- Satisfaction with Students' Union: Male 52, Female 61

The largest differences in score can be seen in satisfaction with the Students' Union and organisation and management which were scored higher by female students by 9% and 8% respectively.

**Student Gender Overview**

As can be seen there are slightly more females on-campus and a significant number more off-campus. A higher percentage of females also achieve a first class degree than that of males. According to the National Student Survey females also scored the university more positively than males. This could all suggest that males are not achieving as well as females at the University of Bolton and also that females are much more satisfied with the services offered by the university.
3.3. Student Ethnicity

These charts show the overall divide of the ethnicity of both on-campus students and off-campus students.

It can be seen that the majority of students at the University of Bolton are white, however a large portion of students (particularly on-campus with 34%) are BME. The percentage of on-campus BME students is much higher than that of the national average at only 19.6%, however the off-campus split is less diverse than then national average.
These charts display the breakdown of BME students. For the purpose of this report each of these ethnicities will be grouped together as BME.

**On-Campus BME Breakdown**

- Arab: 33.25%
- Asian - Bangladeshi: 18.97%
- Asian - Chinese: 10.25%
- Asian - Indian: 6.23%
- Asian - Other: 4.79%
- Asian - Pakistani: 3.79%
- Black - African: 3.45%
- Black - Caribbean: 1.96%
- Gypsy or traveller: 2.30%
- Other: 2.35%
- Other Mixed: 0.10%
- Other White background: 0.58%
- White and Asian: 0.58%
- White/Black African: 3.83%
- White/Black Caribbean: 0.24%

**Off-Campus BME Breakdown**

- Arab: 30.64%
- Asian - Bangladeshi: 17.92%
- Asian - Chinese: 8.67%
- Asian - Indian: 8.67%
- Asian - Other: 8.67%
- Asian - Pakistani: 8.67%
- Black - African: 4.05%
- Black - Caribbean: 2.89%
- Gypsy or traveller: 2.31%
- Other: 2.31%
- Other Mixed: 1.16%
- Other White background: 0.58%
- White and Asian: 0.58%
- White/Black African: 5.78%
- White/Black Caribbean: 3.47%
The following charts display how student ethnicity is divided throughout the University.

*Each On-Campus chart represents the percentage of the 34% BME students and the 65% White Students. Each Off-Campus chart represents the percentage of the 13% BME Students and the 85% White Students.

A) On-Campus Ethnicity by Level of Study

Charts A) and B) display how each ethnicity is divided between each level of study.

B) Off-Campus Ethnicity by Level of Study

It can be seen that the majority of students’ level of study is undergraduate regardless of their ethnicity. There is also no variance between on-campus and off-campus in relation to ethnicity. It can be seen that a slightly higher percentage of white students are studying at postgraduate level than are BME students.
Ethnicity Withdrawal Rate

As can be seen below, on-campus BME students have a much higher withdrawal rate than that of on-campus white students and all off-campus students. Off-campus BME students and white students have a lower withdrawal rate of on-campus students, particularly BME students with off-campus BME students having a 2.3% less withdrawal rate.

<table>
<thead>
<tr>
<th>On Campus</th>
<th>BME</th>
<th>White</th>
</tr>
</thead>
<tbody>
<tr>
<td>Withdrawn</td>
<td>6.9%</td>
<td>5.6%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Off-campus</th>
<th>BME</th>
<th>White</th>
</tr>
</thead>
<tbody>
<tr>
<td>Withdraw</td>
<td>4.6%</td>
<td>5.4%</td>
</tr>
</tbody>
</table>
Ethnicity Degree Classification.

The tables below show the percentage of BME students and white students and the degree classification they achieved.

*Each figure represents the percentage of each ethnicity that graduated. Example; 6.8% of BME on-campus graduates achieved a first.

<table>
<thead>
<tr>
<th>On-Campus Graduates</th>
<th>First</th>
<th>Upper second</th>
<th>Lower second</th>
<th>Third</th>
<th>Pass</th>
</tr>
</thead>
<tbody>
<tr>
<td>BME</td>
<td>6.8%</td>
<td>31.8%</td>
<td>43.0%</td>
<td>14.8%</td>
<td>3.6%</td>
</tr>
<tr>
<td>White</td>
<td>17.8%</td>
<td>44.1%</td>
<td>31.2%</td>
<td>5.0%</td>
<td>2.0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Off-Campus Graduates</th>
<th>First</th>
<th>Upper second</th>
<th>Lower second</th>
<th>Third</th>
</tr>
</thead>
<tbody>
<tr>
<td>BME</td>
<td>12.5%</td>
<td>37.5%</td>
<td>50.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>White</td>
<td>11.1%</td>
<td>47.5%</td>
<td>37.4%</td>
<td>4.0%</td>
</tr>
</tbody>
</table>

These tables suggest that on campus BME graduates are not achieving as high degree classifications as white students, however off-campus a higher percentage of BME graduates achieved a first than white graduates do.
National Student Survey

Black students gave the highest scores for the teaching on their course, personal development, overall satisfaction and satisfaction with the Students’ Union, whilst students who indicated they were from an ‘other’ ethnic group gave the highest scores for assessment and feedback, organisation and management and learning resources.

Asian students gave the lowest scores for five of the categories, whilst white students gave the lowest scores for organisation and management, learning resources and personal development.

Student Ethnicity Overview

It can be seen that on-campus is very diverse in terms of ethnicity however off-campus is slightly below the national average in regards to the percentage of students that are BME. According to the National Student Survey BME students are as satisfied with the services provided as white students are. However on-campus BME students are not achieving as high degree classifications as white students.
3.4. Student Disability

It can be seen that the majority of students at the University of Bolton have not declared themselves to have a disability, 13% of on-campus students have declared a disability, this is significantly higher than the national average at 9.5% of students declaring that they have a disability, on-campus is higher than the national average in relation to this and off-campus is almost equal to the national average.

These charts show the overall divide of the students that have declared themselves to have a disability and students that have not of both on-campus students and off-campus students.
These charts display the breakdown of students with a disability. For the purpose of this report each of these groups will be grouped together as ‘declared disability’.

**On-Campus Student Disability Breakdown**

**Off-Campus Student Disability Breakdown**
The following charts display how student disability is divided throughout the University

*Each On-Campus chart represents the percentage of the 13% students that have declared a disability and the 87% students that have not. Each Off-Campus chart represents the percentage of the 9% students that have declared a disability and the 91% that have not.

A) On-Campus Students
Disability by Level of Study

There is no variance at all on-campus in regards to how students that have declared a disability and students that have not and their level of study. There is also very little variance off-campus as a slightly higher percentage of students that have declared themselves to have a disability are studying at a higher level.

B) Off-Campus Students
Disability by Level of Study

Charts A) and B) display how students who have declared a disability and students that have not are divided by each level of study.
Disability Withdrawal Rate

As can be seen students that have declared themselves to have a disability have a much lower withdrawal rate than that of students that have not declared themselves to have a disability. This trend can be seen both on-campus and off-campus.

<table>
<thead>
<tr>
<th>On-Campus</th>
<th>Declared Disability</th>
<th>No known Disability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Withdrawn</td>
<td>5.40%</td>
<td>6.15%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Off-Campus</th>
<th>Declared Disability</th>
<th>No known Disability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Withdrawn</td>
<td>3.42%</td>
<td>5.54%</td>
</tr>
</tbody>
</table>
Disability Degree Classification

The tables below show the percentage of students with a disability and students without a disability and the degree classification they achieved.

*Each figure represents the percentage of each characteristic that graduated. Example; 16.7% of on-campus graduates that have declared themselves to have a disability achieved a first.

<table>
<thead>
<tr>
<th>Off-Campus</th>
<th>First</th>
<th>Upper second</th>
<th>Lower second</th>
<th>Third</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total With Disability</td>
<td>16.7%</td>
<td>33.3%</td>
<td>50.0%</td>
<td>0%</td>
</tr>
<tr>
<td>No disability/No known disability</td>
<td>10.4%</td>
<td>47.9%</td>
<td>37.5%</td>
<td>4.2%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>On-Campus</th>
<th>First</th>
<th>Upper second</th>
<th>Lower second</th>
<th>Third</th>
<th>Pass</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total with disability</td>
<td>12.9%</td>
<td>35.7%</td>
<td>39.3%</td>
<td>8.6%</td>
<td>3.6%</td>
</tr>
<tr>
<td>No disability/No known disability</td>
<td>14.8%</td>
<td>40.9%</td>
<td>33.9%</td>
<td>8.0%</td>
<td>2.3%</td>
</tr>
</tbody>
</table>

As can be seen a higher percentage of graduates that have declared themselves to have a disability achieved a first than that of graduates that did not declare themselves to have a disability. However both on-campus and off-campus a higher percentage of graduates that did not declare themselves to have a disability achieved an upper second.
Students with no known disability scored four of the question categories higher than the other students. Students who indicated they had a disability other than a specific learning disability scored five of the categories lower than the other students, with the lowest score being 50% for satisfaction with the Students’ Union. Students with a specific learning disability scored three of the categories lower than the other students, but gave the highest score for satisfaction with the Students’ Union.

Disability Overview

*(Sentence Deleted)*

Students that have declared a disability are similarly spread throughout the University as students that have not declared themselves to have a disability. However it would appear that a higher percentage of off-campus students with a disability choose to study full time whereas students without a disability off-campus choose to study part time. Students with a disability also have a lower withdrawal rate than students who have not declared a disability.
3.5. Student Age

On-Campus Student Age Divide

These charts show the overall divide of the age of students at the University, both on-campus and off-campus.

It can be seen that the University of Bolton is quite diverse in regards to the age of the students both on campus and off-campus. There is a clear majority at 38% of students are between the ages of 20 to 29.

Only 5% of students are aged over 50 so are in a minority.

According to the Equality Challenge Unit only 14.7% of students are above the age of 36 suggesting that any age group above this will be a minority.

Off-Campus Student Age Divide
The following charts display how student age is divided throughout the University

*Each On-Campus chart represents the percentage of the 39% of students that are aged between 20-29 etc. and each Off-Campus chart represents the 21% of students that are aged under 20 etc.

A) On-Campus Age by Level of Study

Charts A) and B) display how each age group is divided by each level of study.

It can be seen in chart A) that as students get older a much higher percentage study at post graduate level. However due to having to have first completed an undergraduate degree before beginning postgraduate study this makes it more likely that a higher percentage of younger students will study at undergraduate level.

Chart B) has been heavily influenced by the fact that the majority of off-campus students study at undergraduate level regardless of their age.

B) Off-Campus Age by Level of Study
Although some age groups have a higher withdrawal rate than others, there doesn’t seem to be any trends noticeable across both on-campus students and off-campus students in regards to their age and withdrawal rate. There does not seem to be any correlation or reason to suggest that older or younger students are more likely to withdraw themselves.

### Student Age Withdrawal Rate

<table>
<thead>
<tr>
<th>On-Campus</th>
<th>Under 20</th>
<th>20 - 29</th>
<th>30 - 39</th>
<th>40 - 49</th>
<th>50 - 59</th>
<th>60 and over</th>
</tr>
</thead>
<tbody>
<tr>
<td>Withdrawn</td>
<td>5.85%</td>
<td>6.47%</td>
<td>5.78%</td>
<td>5.08%</td>
<td>7.30%</td>
<td>5.88%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Off-Campus</th>
<th>Under 20</th>
<th>20 - 29</th>
<th>30 - 39</th>
<th>40 - 49</th>
<th>50 - 59</th>
<th>60 and over</th>
</tr>
</thead>
<tbody>
<tr>
<td>Withdrawn</td>
<td>6.59%</td>
<td>5.13%</td>
<td>5.51%</td>
<td>5.10%</td>
<td>1.79%</td>
<td>0.00%</td>
</tr>
</tbody>
</table>

Charts C) and D) display how each student age group is divided by their mode of study, it can be seen that both on-campus and off-campus there is a direct correlation between the age of students and the percentage of the age group that studies either full time and part time. A much higher percentage of the younger age groups study full time and vice versa for that of the older age groups. However a higher percentage of off-campus students study part time.
**Student Age Degree Classification**

The tables below show the percentage of each student’s age group and the degree classification that they achieved.

*Each figure represents the percentage of each characteristic that graduated. Example; 10.9% of on-campus graduates aged under 20 achieved a first.*

<table>
<thead>
<tr>
<th>On-Campus</th>
<th>First</th>
<th>Upper second</th>
<th>Lower second</th>
<th>Third</th>
<th>Pass</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under 20</td>
<td>10.9%</td>
<td>42.2%</td>
<td>37.7%</td>
<td>6.9%</td>
<td>2.4%</td>
</tr>
<tr>
<td>20 - 29</td>
<td>14.6%</td>
<td>39.1%</td>
<td>32.8%</td>
<td>10.7%</td>
<td>2.8%</td>
</tr>
<tr>
<td>30 - 39</td>
<td>17.0%</td>
<td>37.5%</td>
<td>36.6%</td>
<td>7.1%</td>
<td>1.8%</td>
</tr>
<tr>
<td>40 - 49</td>
<td>26.1%</td>
<td>40.6%</td>
<td>30.4%</td>
<td>1.4%</td>
<td>1.4%</td>
</tr>
<tr>
<td>50 - 59</td>
<td>44.4%</td>
<td>38.9%</td>
<td>11.1%</td>
<td>5.6%</td>
<td>0.0%</td>
</tr>
<tr>
<td>60 and over</td>
<td>33.3%</td>
<td>33.3%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>33.3%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Off-campus</th>
<th>First</th>
<th>Upper second</th>
<th>Lower second</th>
<th>Third</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under 20</td>
<td>9.1%</td>
<td>54.5%</td>
<td>36.4%</td>
<td>0.0%</td>
</tr>
<tr>
<td>20 - 29</td>
<td>15.2%</td>
<td>47.8%</td>
<td>30.4%</td>
<td>6.5%</td>
</tr>
<tr>
<td>30 - 39</td>
<td>3.3%</td>
<td>43.3%</td>
<td>50.0%</td>
<td>3.3%</td>
</tr>
<tr>
<td>40 - 49</td>
<td>15.0%</td>
<td>40.0%</td>
<td>45.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>50 - 59</td>
<td>0.0%</td>
<td>100.0%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>60 and over</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

It would appear that each and every age group achieves a variety of degree classifications, however on-campus it can be seen that a much higher percentage of older students achieve a first, peaking at the age group of 50-59 with 44.4% of on-campus students within this age range achieving a first.
**National Student Survey**

Mature students scored all eight of the categories higher than young students at the University this year. The biggest difference in score was in assessment and feedback and personal development, with mature students scoring both these categories 7% higher than young students.

*Young – Students under the age of 21.*  
*Mature – Students age 21 and above.*

**University Category Results by Age**

![Bar chart showing university category results by age](chart.png)

**Age Overview**

It can be seen that a greater percentage of students both on-campus and off-campus are aged between 20 and 29 making this a clear majority at the University of Bolton. On-campus this age group also has one of the highest withdrawal rates. Trends can be identified in both level of study and mode of study as it seems that a higher percentage of younger students study a full time at undergraduate level whereas a higher percentage of older students study part time at postgraduate level.
3.6. Other Protected Characteristics

Religion – 32% of on-campus university of Bolton students stated that they do not have any religion, 46% stated that they are Christian and 15% stated that they are Muslim, leaving only 7% of the on-campus student population stating that they have any other religion. The University is exceeding the national average in regards to collecting data regarding student religion as 80.4% of all UK students’ religion was shown as blank.

Sexual Orientation – This information is not collected about our students.

4. Board of Governors

*There are no governors with a disability.

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>83.3%</td>
</tr>
<tr>
<td>Indian</td>
<td>5.6%</td>
</tr>
<tr>
<td>Asian</td>
<td>5.6%</td>
</tr>
<tr>
<td>African</td>
<td>5.6%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Age</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Over 50</td>
<td>77.8%</td>
</tr>
<tr>
<td>30-50</td>
<td>16.7%</td>
</tr>
<tr>
<td>Under 30</td>
<td>5.6%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Gender</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>72.2%</td>
</tr>
<tr>
<td>Female</td>
<td>27.8%</td>
</tr>
</tbody>
</table>

Although the majority of the Board of Governors are white, male and above the age of 50 the group is quite diverse as there are four different ethnicities on the Board of Governors, and people of varying ages. There is also a gender mix with more than 1 in 4 governors being female.

The issue the University faces is to continue to ensure it has experienced and qualified governors.
**Appendix 1 – Equality and Diversity Action Plan**

<table>
<thead>
<tr>
<th>E&amp;D Objectives (STAFF)</th>
<th>How it will be achieved</th>
<th>Responsibility</th>
<th>Timescale</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ED01</strong> Maintenance of key information related to equality &amp; diversity</td>
<td>Updated contact details of relevant staff and assistance available to staff in this area on the University website and other avenues.</td>
<td>HR</td>
<td>Ongoing</td>
</tr>
<tr>
<td><strong>ED02</strong> Continuation of the delivery of training sessions on “equality and diversity” for all new staff joining the university</td>
<td>Training sessions as part of the standard induction programme.</td>
<td>HR</td>
<td>Completed</td>
</tr>
<tr>
<td><strong>ED03</strong> Continuation of the best practices implemented in previous years for all staff on “Disability awareness and relevant support provision to students”</td>
<td>Training sessions</td>
<td>Beverley Knights</td>
<td>Ongoing</td>
</tr>
<tr>
<td><strong>ED04</strong> Raise staff awareness of “Faith Issues”</td>
<td>Pilot training to staff via Moodle and other relevant technologies. Distribution of key learning materials, cases, best practice examples etc. via Moodle and other relevant technologies.</td>
<td>Phil Edwards</td>
<td>Summer 2015</td>
</tr>
<tr>
<td><strong>ED05</strong> Delivery of equality and diversity training sessions to current staff to raise awareness of equality and diversity issues and legislation</td>
<td>Via an online system, using Moodle and other relevant technologies. Distribution of key learning materials, cases, best practice examples etc. via relevant technologies.</td>
<td>Marie Norman/ HR</td>
<td>May 2015</td>
</tr>
<tr>
<td><strong>ED06</strong> Organise and facilitate a mentoring scheme for female academic members of staff aspiring to be Doctors, Professors and Readers at the University</td>
<td>Additional training and support for staff at the start of the process.</td>
<td>Marie Norman/ HR</td>
<td>2014 - 16</td>
</tr>
<tr>
<td><strong>ED07</strong> Organise and facilitate a scheme for female members of staff aspiring to enter into senior management roles at the University</td>
<td>Additional training and support for staff at the start of the process i.e. Aurora leadership development initiative.</td>
<td>Marie Norman</td>
<td>Completed</td>
</tr>
<tr>
<td><strong>ED08</strong> Appoint Equality and Diversity champions to promote and implement equality and diversity best practices</td>
<td>Academic Group Leaders and Heads of Department to appoint a member of staff.</td>
<td>Academic Group Leaders / Heads of Department</td>
<td>June 2015</td>
</tr>
<tr>
<td>ED09</td>
<td>Improve equality and diversity monitoring for disabled, LGBT and ethnic minority staff across the University and to evaluate equality statistical data to identify any gaps and challenges in this area and develop initiatives to address them</td>
<td>Raise awareness of benefits of disclosure amongst staff. Disclosure campaigns</td>
<td>HR</td>
</tr>
</tbody>
</table>
| ED10 | Continue to review policies and procedures to ensure that they:  
• Do not result in discrimination against a protected group  
• Adequately cater for the requirements of different protected groups  
• Positively contribute to the participation of underrepresented groups in the University's activities | Review policies and procedures continuing to consider their impact on equality and diversity via equality impact assessments. | HR / Head of Student Services / Academic Group Leaders | 2014-16 |
<p>| ED11 | Continue to embed E&amp;D developments in learning and teaching and explore areas of improvement | Review of learning and teaching practices and implementation of changes if required. | Academic Group Leaders | 2014-16 |
| ED12 | Options for a flexible working scheme (subject to operational requirements) | Set up working groups to discuss flexible working practices appropriate to the University in achieving its strategic aims. | HR BP’s | December 2015 |
| ED13 | Networks set up for staff with specific characteristics | | HR | December 2015 |
| ED14 | External awards and recognition could/should be sought i.e. kite marks such as “Two-Ticks” | | HR | December 2015 |</p>
<table>
<thead>
<tr>
<th>E&amp;D Objectives (STUDENTS)</th>
<th>How it will be achieved</th>
<th>Responsibility</th>
<th>Timescale</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDS01 Maintenance of key information related to Equality and Diversity</td>
<td>Updated contact details of relevant staff and assistance available to students in this area on the University website and other avenues.</td>
<td>HR</td>
<td>Ongoing</td>
</tr>
<tr>
<td>EDS02 Continuation of the analysis of key student information related to the Equality &amp; Diversity through annual course monitoring data (e.g. percentage of disabled students, LGBT, ethnic minorities in various degree courses). This will involve an in-depth analysis of the admission requirements, enrolments, and performance of students (Retention, attainment of qualifications etc.) in various categories. Based on this analysis, the University will identify any gaps and challenges in this area and develop initiatives to address them.</td>
<td>Raise awareness of benefits of disclosure amongst students. Disclosure campaigns Social media communication</td>
<td>Student Data Management</td>
<td>2014-16</td>
</tr>
<tr>
<td>EDS03 Ensure emphasis on E&amp;D issues within the University.</td>
<td>• Equality themed days • Equality Impact Analysis • Student Advice ensuring commitment to all activities in student services • E&amp;D awareness campaigns</td>
<td>Marie Norman/Student Services/HR</td>
<td>2014-16</td>
</tr>
</tbody>
</table>