

Equality & Diversity

Information Report

2018/19



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Equality and Diversity Annual Report 2018/2019

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Forward

Welcome to the University of Bolton's Equality & Diversity Information Report for 2018/2019. We hope that you find this year's report a useful summary of equality and diversity information on our staff and our student communities.

As a truly widening participation, socially inclusive and therefore diverse Higher Education Institution (HEI) we value the diversity of all in the University community.

As a provider of education, employment and opportunity for over 190 years, we are proud of our diversity and the vast range of experience perspectives this brings to University life and the local community.

This comprehensive document sets out the key equality-related data that we have gathered over the last year and provides us with an evidence-based approach to equality, diversity and inclusion. Not only does it demonstrate our compliance with the requirement to publish relevant equality information but it also enables the University to continue to prioritise and focus our resources on specific areas of activity. Where appropriate and available, sector-wide equality data has been used.

In the content of HEIs working to improve equality of opportunity for underrepresented groups to access, succeed in and progress from higher education this institution remains committed to providing a positive and fully inclusive work and study environment. It achieves this by promoting equality and opportunity irrespective of; age, disability, gender reassignment, marriage or civil partnership (in employment only), pregnancy and maternity, race, religion or belief, gender and sexual orientation.

The University continues to work towards ensuring our practices are embedded in our institution and also help us to go beyond our legal obligations. We are grateful for the contribution and commitment of all of our colleagues in supporting us on this important journey.

Mr Chris McClelland
Executive Director of HR
Chair of the Organisation and Development, Equality and Diversity Committee

Key Achievements : Staff and Students

Life Lounge update:



The Life Lounge initially opened in September 2019 where it offered specialist services for University students free of charge.

In October 2019, Pro-Vice Chancellor, Baroness Newlove opened a newer, bigger, better Life Lounge offering students the support they require within a safe space.

Staffed by Duty Student Advisors, support continues to be available and appointments are made either dropping into the centre or by contacting an Advisor.

Duty Student Advisors are the primary contact for any academic enquiry ranging from :

- ❖ Extension to assignment deadlines
- ❖ Appeals
- ❖ Withdrawing from studies

Duty Student Advisors are in a position to make appointments for students looking for specialist staff including Cognitive Behavioural Therapy or Counselling.

Nightline, is a confidential listening and information service run by students for students was introduced in 2019 and is available from 8.00pm to 8.00am term-time. Help and support is available to students with numerous issues including relationships, drugs, housing, friends and family.

Nightline runs in conjunction with the Big White Wall, mental health and wellbeing service offering 24 / 7, 365 days per year around the clock. Peer support is offered via their online community where resources are available to students to enable self-management.

Fully qualified clinicians together with registered and accredited therapists and counsellors are available to provide guided support and 1:1 therapy.

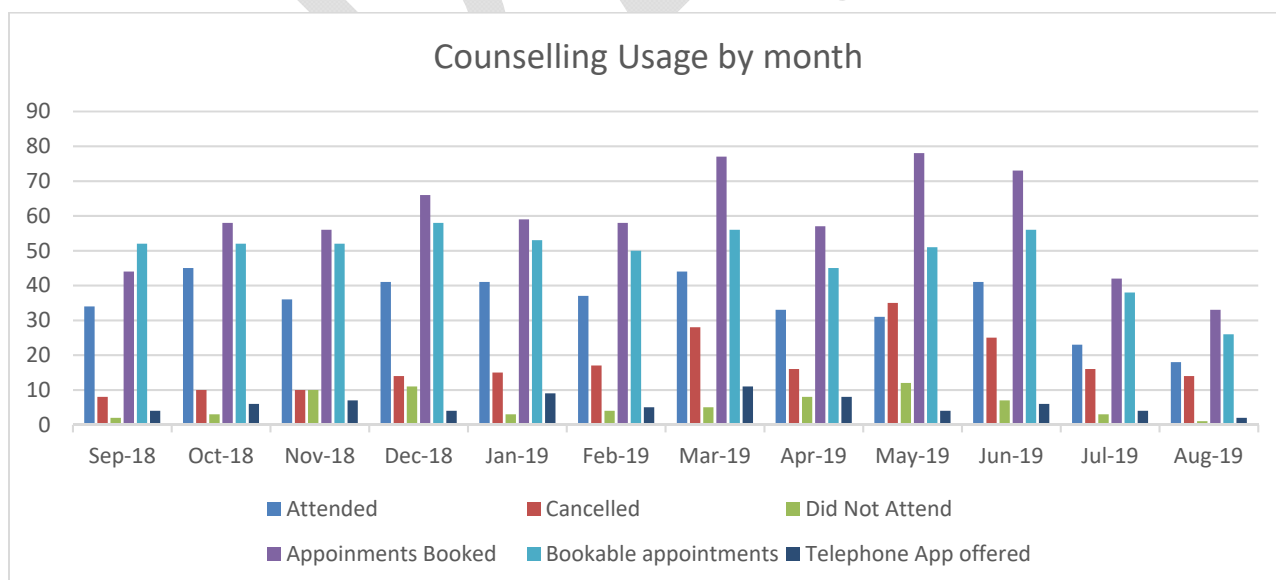
Mental Health Advisor

Following the successful appointment of the Mental Health Advisor (MHA) in May 2017, an additional MHA appointment was made in May 2019 to support the comprehensive services offered to both staff and students to promote mental health and wellbeing.

The advisors will continue to provide appropriate support where required and signpost information to appropriate external and internal health care providers.

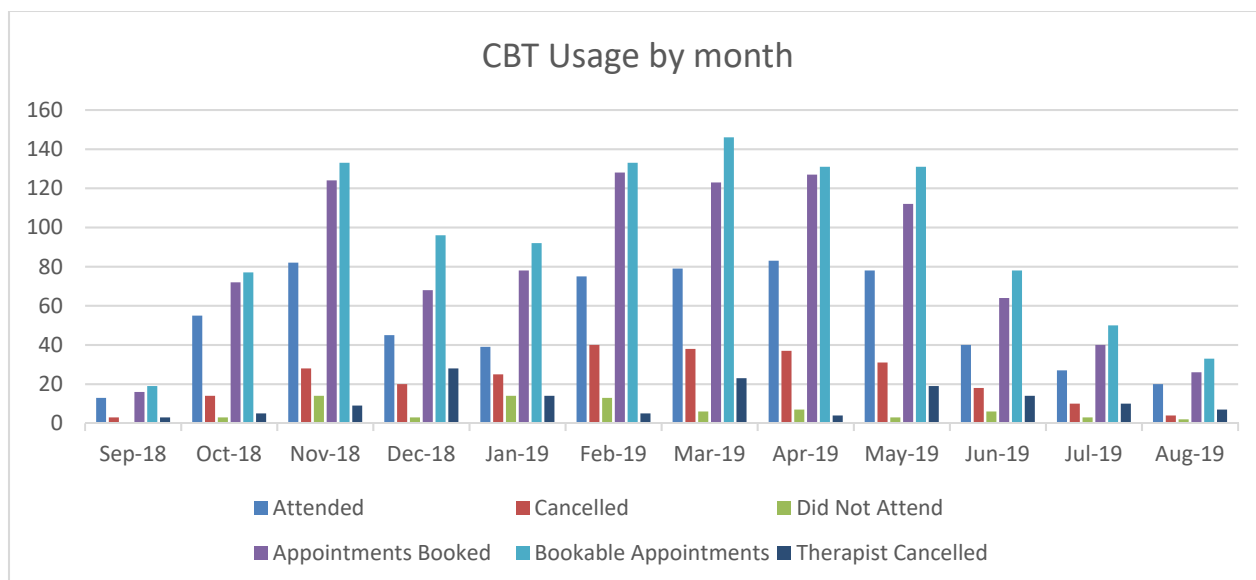
Counselling

The University has a fully qualified Counsellor for students and this service is completely free and confidential. The Counsellor has a good understanding of the specific problems facing today's students. This service is particularly useful for students wanting to engage in support with someone who is not involved in their academic work or personal life.



The CBT Clinic

This service is provided by our postgraduate students who are completing their training in a BABCP – accredited Postgraduate Diploma in Cognitive Behavioural Psychotherapies. Students are closely supervised in their practice and are available for scheduled time slots to provide therapy in relation to various mental and physical health conditions such as anxiety, low mood, anger issues, low self-esteem, perfectionism, sleep problems, chronic health problems, bereavement and trauma.



Chaplaincy

The Chaplaincy aims to provide pastoral support to any member of the University community; staff or students. The Chaplaincy does this by improving ways in which the spiritual development and well-being of students and staff of all faiths, and none, may be promoted, by advising the University on matters regarding religion and belief which may affect its' life and work, by maintaining good practice in related equality and diversity matters; promoting awareness of different religious and faith issues which may impinge upon the teaching, learning and research of the University and by strengthening links between the University and faith groups within other local institutions and the local community. The Chaplaincy is staffed by the Co-ordinating Chaplain and a team of volunteer Chaplains and Pastoral Assistants of different faiths.

At present the Chaplaincy is open for prayer and reflection every day during the week. Regular Christian Holy Communion is held on Wednesday and Muslim Friday prayer on Friday. The service is staffed for part of every weekday with times advertised in the Chaplaincy. Meditation sessions are offered on Wednesdays and Thursdays by the Co-ordinating Chaplain and is open to both staff and students. Special events to mark seasons, festivals and commemorations within the different faith traditions are advertised in a timely manner. There are also drop in sessions offered, both in the Chaplaincy and in other locations on campus.

The Chaplain can be contacted outside of her normal working hours and will arrange to meet with students. The Chaplains telephone number is advertised in the Chaplaincy. The Coordinating Chaplain is responsible for facilitating the work of a team of volunteer Chaplains and Pastoral Assistants who attend the University on a regular basis according to their individual commitments, ranging from twice weekly, through to termly.

Support for Students and Staff

- Members of the Chaplaincy Team continue to give pastoral support to students and staff, irrespective of their faith or belief system.
- There is a presence in the Chaplaincy on a Monday, Tuesday, Wednesday, Thursday and Friday.
- The Co-ordinating and other Chaplains will respond to emergency requests for assistance at any time and have made themselves available to come onto campus at other times when requested.
- A Prayer box and a weekly time when all prayers left are prayed for, has also been implemented.

Pets as Therapy

Following the introduction of Zara back in 2016 and Ali in 2017, Pets as Therapy has continued to grow in popularity. In September 2019, newly trained Willow was introduced to students as they enrolled on their courses.

Willow is a three year old Newfypoo and belongs to the University's Director of Jobs for Students, Louise Iredale.

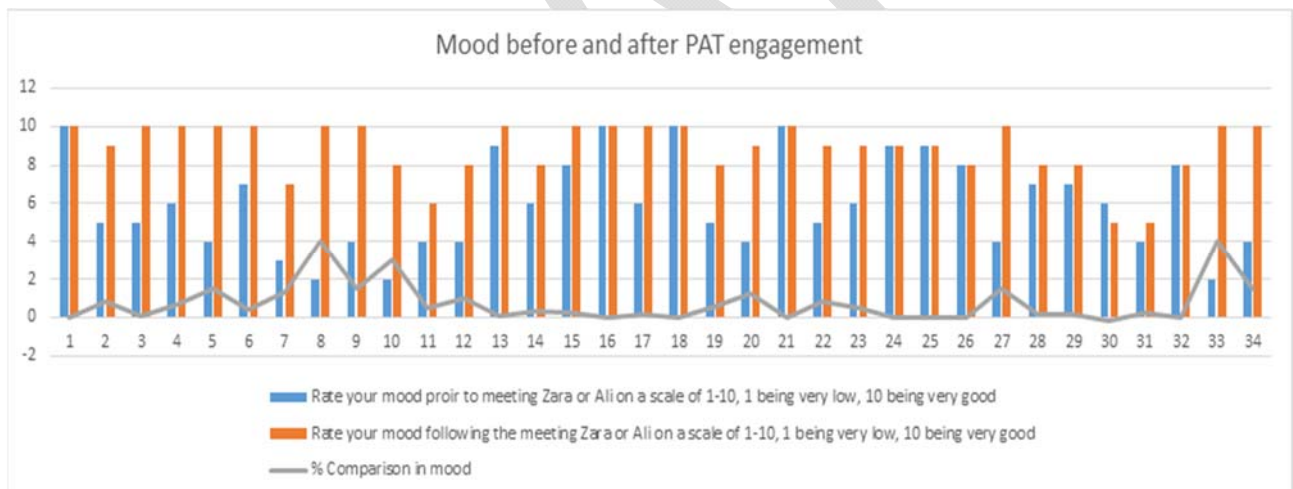
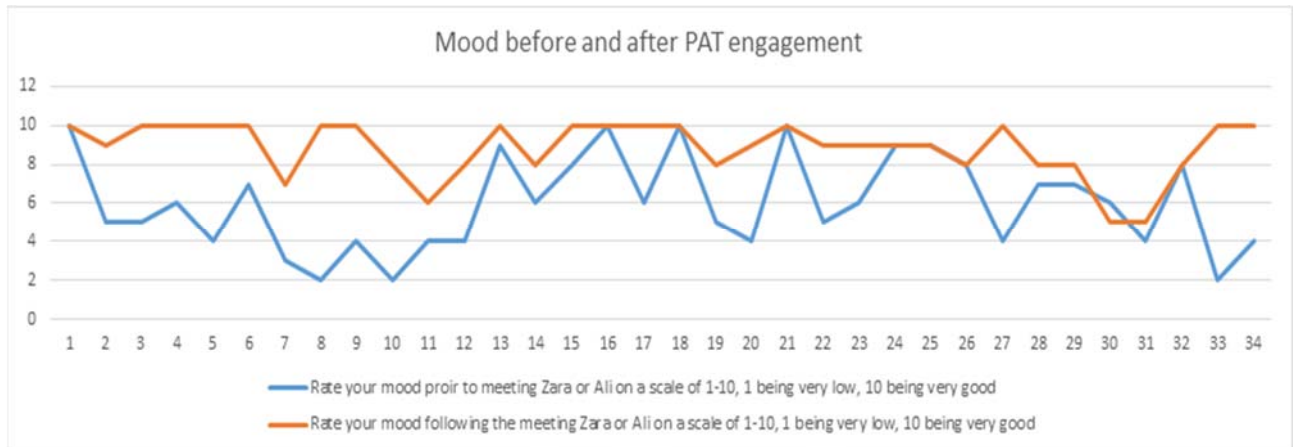


Zara and Ali both continue with regular visits at the University and also visit the students from Bolton College, during these visits, students have time away to relax and enjoy “down” time, which they may not usually have on the run up to exams.

Statistics show that on average there is a 75% increase in student mood after engaging in Pets as Therapy Sessions.

Student comments include :

- Such a lovely dog, highlight of my week.
- Service is amazing, enjoyed every minute of it, Love Zara.
- Loved it. Improved my mood immensely. Thank you.
- Helped me to relax, had a chat and feel more comfortable.
- Ali made my day! Feel so much more calm and positive now.



Staff Overview of 2018/2019

The University of Bolton continues to grow and currently has over 770 members of staff, working to deliver the University's mission to become a distinctive Teaching Intensive, Research Informed higher education institution. Ensuring that all staff members understand the University's objectives and any changes being implemented to deliver these objectives, is key to the University's success.

The Organisational and Development, Equality and Diversity Committee oversees initiatives that promote our Equality and Diversity agenda. Over the last 12 months we have succeeded in the following areas:

- ***Equality, Diversity and Dignity Champions***

We have appointed 5 academic and 7 professional support members of staff to undertake the role/responsibility of the Equality, Diversity and Dignity Champions. They play an important role in promoting a diverse environment for employees and students ensuring our Schools and Professional Services are free from discrimination and anti-oppressive behaviour. Having the champions in place helps drive behavioural and cultural change here at the University. They support the actions arising from the Organisational and Development, Equality and Diversity Committee and work closely with colleagues from Human Resources and Student Services on Equality, Diversity and Dignity matters, and support the Dignity at Study Policy. The aim is to look to expand this initiative by appointing additional champions from Professional Support staff.

- ***Customer Service Excellence – review of the induction process and recruitment (focus groups)***

The Human Resources team achieved the Customer Service Excellence Standard, along with four other professional services teams including the Library, Reception, Careers and Student Services. Customer Services Excellence is designed to operate on three distinctive levels;

1. **As a driver of continuous improvement:** By allowing organisations to self-assess their capability, in relation to customer focussed service delivery, identifying areas and methods for improvement;
2. **As a skills development tool:** By allowing individuals and teams within the organisation to explore and acquire new skills in the area of customer focus and customer engagement, thus building their capacity for delivering improved services;
3. **As an independent validation of achievement:** By allowing organisations to seek formal accreditation to the Customer Service Excellence standard, demonstrate their competence, identify key areas for improvement and celebrate their success.

This will ensure a positive and consistent approach for all our stakeholders regardless of the protected characteristics. This positive experience is further enhanced by ongoing induction sessions relating to Equality and Diversity and Disability Services. In December 2019, the Human Resources Department underwent a full inspection where we retained the original accreditation.

Disability Services Training

During the period 1 September 2018 – 31 August 2019, the university welcomed 134 new staff members, of which 81.5% have participated in Disability Services in-house training.

- ***Mental Health Awareness Training/First Aider***

During 2018/2019, the arena around Mental Health steadily grew and the University continues to invest in staff training and development in this area. Further training will be rolled out during 2019/2020.

- ***Counsellor***

VIVUP continues to provide the University with a specialist range of Employee Assistance Provision including Health & Wellbeing services. They attend site on a regular basis to provide a drop in service providing face to face consultations as well as supporting the university at regular events.

- ***Armed Forces Covenant***

As part of the University's commitment to the British Armed Forces Covenant and to ensure that ex-armed forces personnel are not disadvantaged as a result of their service, veterans of the British armed forces applying for a job at the University will be guaranteed the offer of an interview provided that:

- They are currently serving in the British armed forces and are within 12 weeks of their discharge date
- They were in long-term employment within the British armed forces within the last 5 years
- They meet the essential criteria for the advertised role.

- ***Equality Check Process***

The University has developed an 'Equality Check' process (a simplified Equality Impact Assessment tool) that helps the University to ensure that their policies, practices and procedures are fair, meet the needs of their staff and students and do not inadvertently discriminate against any protected group.

- ***Equality and Diversity online training***

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. To support this the Human Resources department has continued to provide interactive e-learning packages for both staff and line managers, which provides them with up-to-date knowledge and understanding of equality and diversity and related issues. We have adapted the e-learning package to include sound (preferable) or with subtitles, we expect all our staff that complete this to achieve a score of at least 80%.

Training completion rates for staff during 2018/2019 was 60%

- ***Prevent online training***

Since the 1 July 2015 the Counter-Terrorism and Security Act 2015 places a duty on certain bodies to have 'due regard to the need to prevent people from being drawn into terrorism'.

The University has an important role in challenging extremist views and ideologies whilst at the same time protecting academic freedom and the promotion of free speech. As a diverse HEI, preventing people from being drawn into terrorism is in keeping with our equality agenda and also with our concern for student and employee wellbeing. Our approach has been to take measured and proportionate steps to meet the requirements of the legislation by establishing a working group, identifying risks and developing an action plan. To support these Human Resources has developed an interactive e-learning package to give our employees relevant and up to date information.

Training completion rates for staff during 2018/2019 was 100%

- ***Challenging Unconscious Bias***

Unconscious (or hidden) bias has been identified as a significant challenge in the workplace, introducing potential unintentional prejudice and poor decision-making. One definition of unconscious bias is "our implicit people preferences, formed by our socialisation, our experiences, and by our exposure to others' views about other groups of people".

As part of the University's Diversity and Equality training a new Unconscious Bias training course has been designed to help prevent this from happening. The course provides managers with the opportunity to think about situations where their own unconscious bias might affect their ability to make objective decisions. The course enables staff to recognise and overcome any biases, and provides a practical, non-confrontational framework for challenging biased thinking and decisions effectively.

Training completion rate for managers is 81.96%

- ***Gender Pay Gap***

Following the period of consultation, the University published the report in March 2019, this outlined the university's commitment to the Gender Pay Gap. The report highlighted proportionate measures to close the gender pay gap. The report can be accessed via the link below :

<https://www.bolton.ac.uk/wp-content/uploads/2019/04/GPG-Report-29-March-2019-v1.pdf>

Introduction

The following is the latest Equality and Diversity Information Report for staff and students at the University. The aim is to provide our stakeholders with a better understanding of the main equality challenges for staff and students and direct future efforts to overcome them.

The analysis in this report is based upon data drawn from the HESA staff and student record 2014/15 to 2018/2019. Presenting a snapshot of the, age, disability, ethnicity, gender of staff and students. Additional information is collated for all staff in relation to religion and belief and sexual orientation.

Age

This report uses the following age categories and is calculated at the 31 August in the reporting year:

- under 25
- 26-30
- 31-35
- 36-40
- 41-45
- 46-50
- 51-55
- 56-60
- 61-65
- 66 and over

Disability

Disability is recorded within the HESA staff/student record on the basis of self-assessment using one of the three possible categories:

- declared disabled
- not known to be disabled
- information not provided

This report uses the term 'disabled staff/student' to refer to staff/students who indicated as disabled on their HESA staff/student record. 'Non-disabled staff/students' refers to staff/students who have indicated that they are not disabled, or whose disability status is unknown by the University. This enables us to align with the changes to HESA reporting standards in 2012.

Ethnicity

This report uses the following below categories:

- White
- White - Scottish
- Irish Traveller
- Gypsy or Traveller
- Other White background
- Black or Black British - Caribbean
- Black or Black British - African
- Other Black background
- Asian or Asian British - Indian
- Asian or Asian British - Pakistani
- Asian or Asian British
- Bangladeshi
- Chinese
- Other Asian background
- Mixed - White and Black Caribbean
- Mixed - White and Black African
- Mixed - White and Asian
- Other mixed background
- Arab
- Other ethnic background
- Not known
- Information refused

Sexual Orientation*

Sexual orientation is a person's romantic or sexual orientation towards people of the same sex, people of a different sex or both sexes. This relates to a person's feelings rather than their actions. From 2012/2013 institutions had the option of returning sexual orientation data to HESA. The HESA sexual orientation field has the following options:

- Bisexual
- Gay man
- Gay woman/lesbian
- Heterosexual
- Other
- Information refused

****this category is not recorded for our students.***

Further information on this category can be found on the following link:

www.ecu.ac.uk/guideance-resources/using-data-and-evidence/monitoring-questions .

Gender

In 2012/2013, HESA replaced the gender field with the legal sex field, of which the possible options are male and female.

For the purpose of this report the data from the legal sex field is referred to as 'gender'.

Religion or Belief

Religion or belief refers to the full diversity of religious and belief connections within the UK, including non-religious and philosophical beliefs.

Institutions have the option of returning religion and belief data to HESA. The information in this report is based on staff/student's own self-assessment.

The possible fields for this category are:

- No religion
- Buddhist
- Christian
- Hindu
- Jewish
- Muslim
- Sikh
- Spiritual
- Any other religion or belief
- Information refused
- Unknown

****this category is not recorded for our students.***

Age

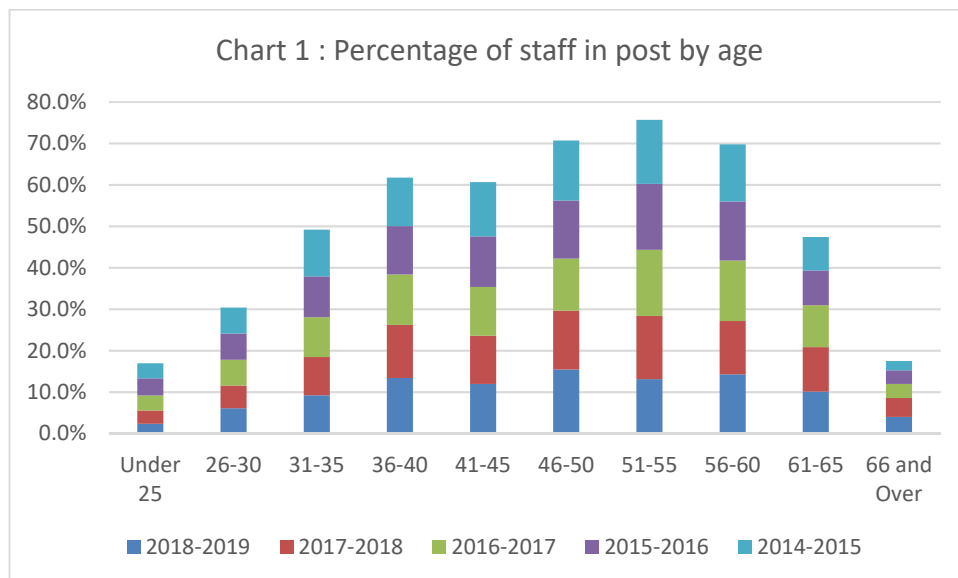


Chart 1 : The overall age trend shows that the University has seen an increase in staff in the age categories 26-30, 31-35, 36-40, 41-45, 46-50 and 56-60, although there is a slight decrease in the category age groups under 25, 51-55, 61-65 and 66 and over.

The figures taken from the Equality Challenge Unit (ECU), sector average (indicated below in green) indicate that the University is still above the sector average for the age group 46 and over.

Please note that when referring to 'Fixed Grade' within the report, this is staff on Grade 10 or above.

Year	Under 25	26-30	31-35	36-40	41-45	46-50	51-55	56-60	61-65	66 and Over
2018-2019	2.3%	6.1%	9.2%	13.4%	11.9%	15.5%	13.1%	14.3%	10.1%	4.0%
ECU Sector Average ¹	5.9%	11.0%	14.4%	14.2%	12.4%	12.5%	12.2%	9.5%	5.4%	2.5%

¹ Figures taken from ECU – Equality in higher education: staff statistical report 2019

Chart 2 : Percentage of academic staff by age

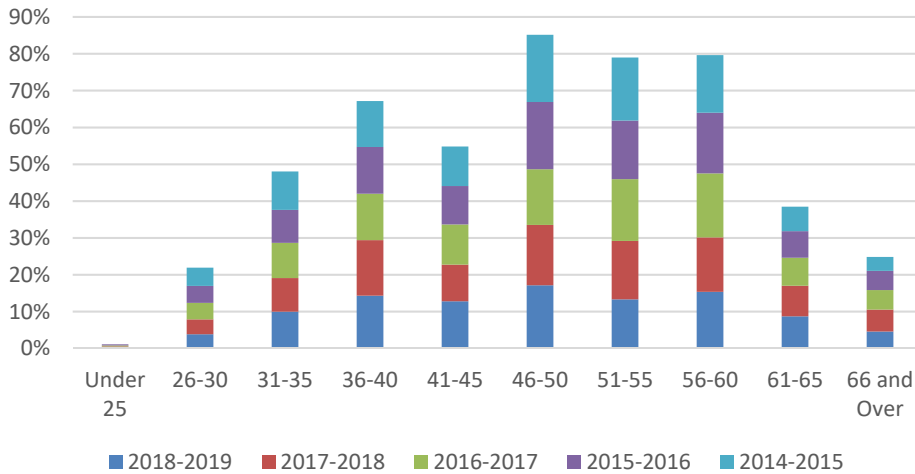


Chart 2 : When looking at the academic staff that fall in the age category (41-45), over the last 12 months highlights a **3%** increase, although there is also a **3%** decline in the age category 51-55.

Chart 3 : Percentage of professional support staff by age

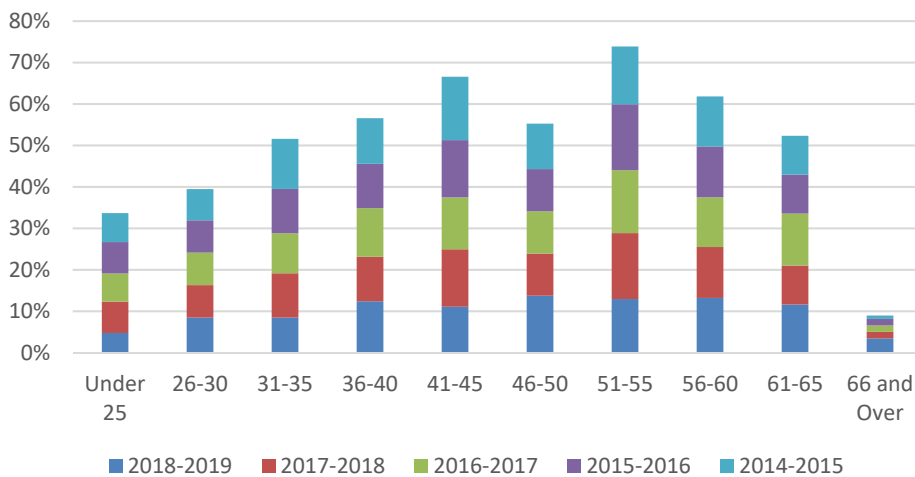


Chart 3 : When looking at the professional support staff that fall in the age categories 46-50, 56-60, 61-66 and 66 and over, all show an increase.

Chart 4 : Percentage of full time staff by age

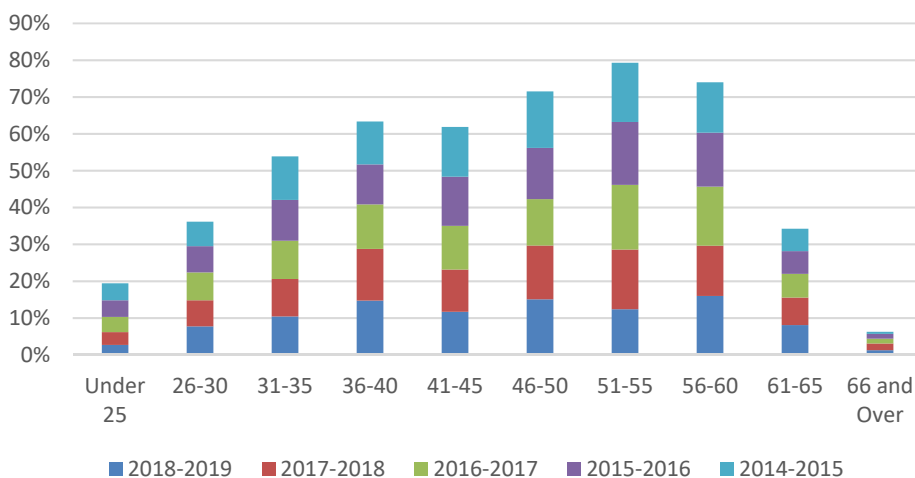


Chart 4 : Looking at the age category 51-55, shows a 4% decline in staff working full time hours.

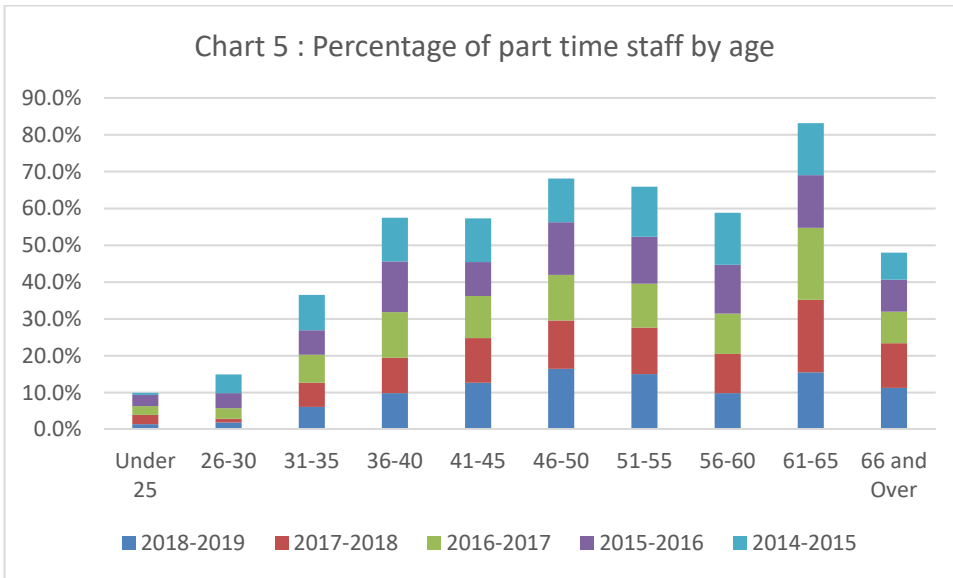


Chart 5 : The percentage figures for part time staff has increased in the age categories 36-40, 41-45, 46-50 and 51-55 since 2017/2018.

The University figures show 16.4% and 15% in the age categories 46-50 and 51-55, which is a significant difference to the ECU figures reported of **11.7%**

DRAFT

• Disability

At the appointment stage all new staff, as part of their starter process, we ask staff to complete a 'staff record form'. This form provides staff with three options with respect to self-assessing their disability status:

- Not known to be disabled
- Declared disabled
- Information not provided

Within the University, **9%** of staff have declared a disability and **89%** of staff are declared 'not known to be disabled'. This has continued to be stable over the last four years. However, Academic staff declaring a disability has increased slightly since 2017/2018 whereas Professional Support staff show a 2% decrease

ECU's figures show the sector average of people who declare themselves disabled is **5.1%**. When it comes to the proportions of disabled staff by impairment type the University have used the same ten impairment types to show this breakdown for their staff.

Staff by country of institution and disability status

2

	England	
	No.	↓ %
Non-disabled	335,635	94.9
No known disability	325,720	92.1
Unknown/missing info	9,920	2.8
Disabled	18,060	5.1
All staff	353,695	100.0

Staff by activity and impairment type

3

		No.	Proportion of disabled staff ↓ %	Proportion of all staff ↓ %
All staff				
BLIN	Blind or a serious visual impairment	425	2.0	0.1
DEAF	Deaf or serious hearing impairment	1,125	5.2	0.3
GENL	General learning disability	195	0.9	0.0
ILLN	Long standing illness or health condition	5,225	24.4	1.3
MENT	Mental health condition	2,810	13.1	0.7
PHYS	Physical impairment or mobility issues	1,900	8.9	0.5
SOCC	Social/communication impairment	295	1.4	0.1
SPEC	Specific learning difficulty	4,610	21.5	1.1
MULT	Two or more disabilities, impairments or conditions	1,900	8.9	0.5
OTHD	Other type of disability, impairment or condition	2,960	13.8	0.7
DIS	All disabled staff	21,435	100.0	5.1
ND	Non-disabled staff	396,225		94.9
All	All staff	417,665		100.0

Chart 1 : When we look at the staff at the University compared with that of ECU, figures show that in 50% of the 10 impairment types for 2018/19, the University are above sector average. The chart below also shows a comparison against the 2017/18 figures which shows that there has been a reduction in the number of staff with a declared physical impairment or mobility and the number of staff with two or more impairments compared to 2017/18. However there has been an increase in the number of staff declaring a specific learning difficulty and mental health condition.

*When a member of staff declares a disability, it refers to one of the impairment types below.

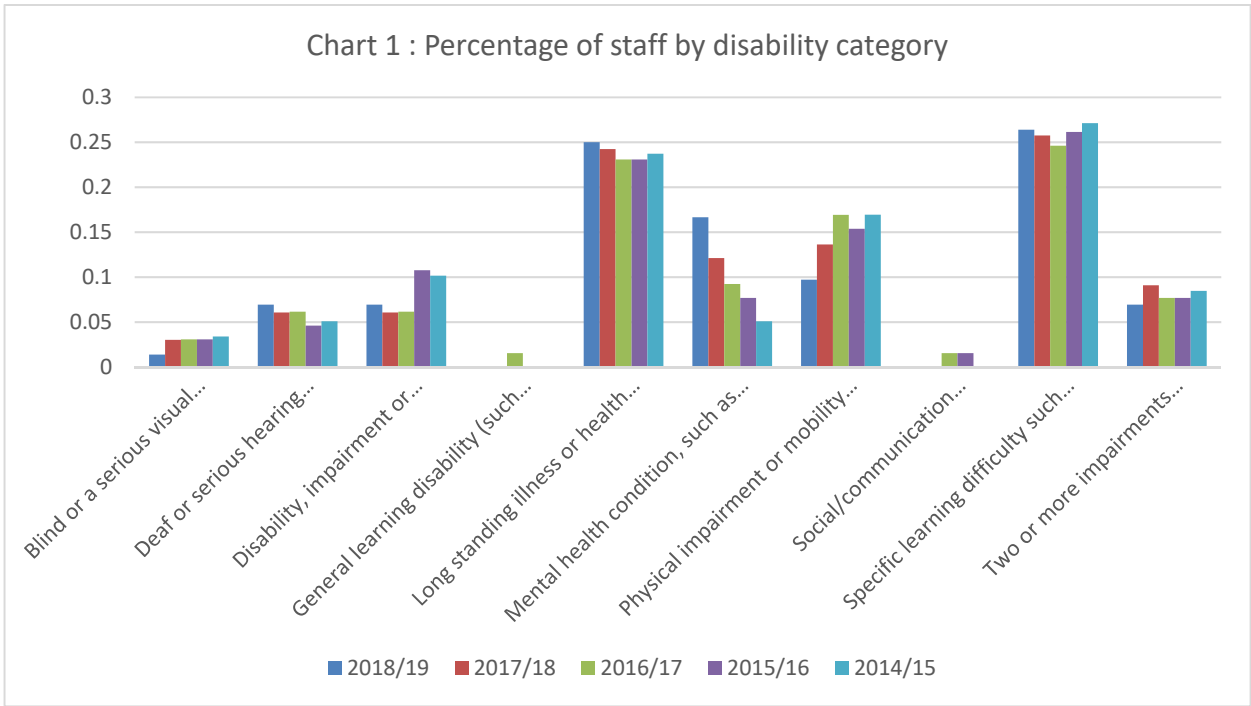
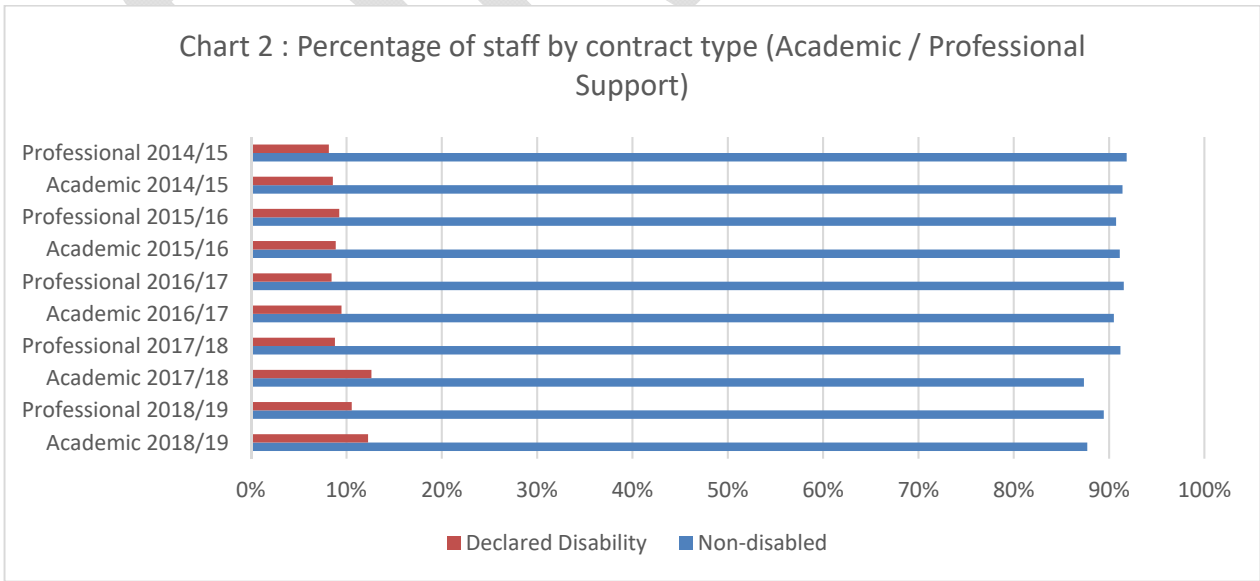


Chart 2 : Indicates a slight decrease in both academic and professional support staff declaring a disability from 2018/2019.



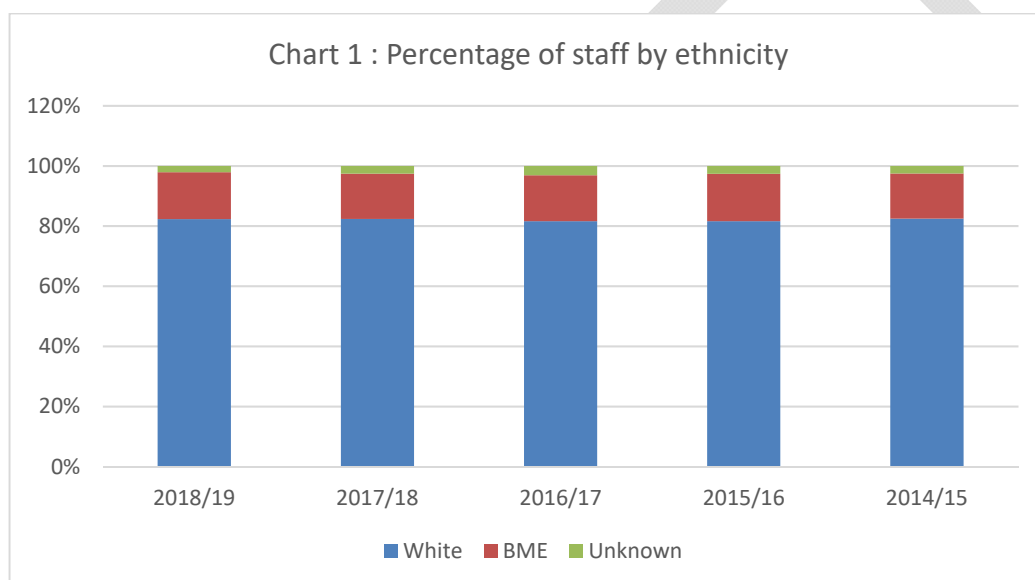
• Ethnicity

Ethnicity within the HESA staff record is based upon the 2011 Census classification system. The census used six categories, however the University break this information down further to provide a more detailed report. To do this the University has used 19 ethnic groups and gives staff the option of selecting 'information not provided/information refused'.

The three main sections detailed within this part of the report will refer to the following;

- White
- BME
- Information not provided

ECU's figures show the sector average of people who declare themselves White is **88.9%** and **11.1%** BME. When it comes to the proportions of White/BME staff at the university, we continue to have a higher percentage of BME staff than the sector average coming in at **16%**.



UK/non-UK staff by country of institution and ethnic group

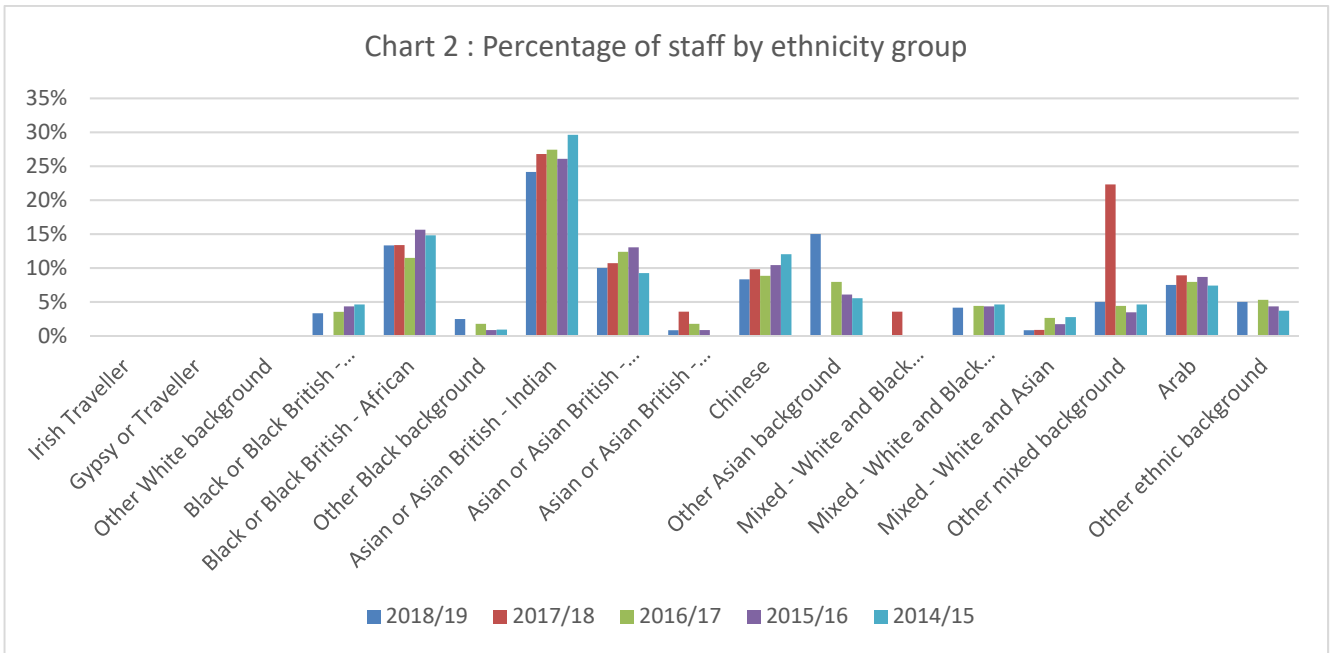
England		
	No.	%
UK nationals		
White	235,430	88.9
BAME total	29,450	11.1
Asian	12,790	4.8
Black	6,565	2.5
Chinese	2,860	1.1
Mixed	5,025	1.9
Other	2,215	0.8
All staff	264,880	100.0
Unknown	14,280	5.1

BME UK/non-UK staff by ethnic group

All staff		
	No.	↓%
A Asian	22,055	40.0
AB Bangladeshi	1,600	2.9
AI Indian	10,835	19.7
AP Pakistani	3,245	5.9
AO Other	6,375	11.6
B Black	10,080	18.3
BA African	5,705	10.4
BC Caribbean	3,590	6.5
BO Other	790	1.4
C Chinese	9,165	16.6
M Mixed	7,990	14.5
O Other	5,795	10.5
OA Arab	1,215	2.2
∞ Other	4,580	8.3
BAME BAME total	55,095	100.0

The University continues to maintain a positive record in collating ethnicity information for its staff and this can be seen in the following charts, where only a small percentage of information has not been provided / information refused.

Chart 2 : continues with minimal change within the figures for BME staff. In this year, staff who have recorded their ethnicity as a BME with the University is **16%**. Looking closely at the ethnic groups these remain consistent over the past five years.



2011 Census*

- Since 2001 Bolton has become more ethnically diverse, however the vast majority (four-fifths) of the population still identify themselves as White British.
- The largest minority groups in Bolton were Indian (8%) followed by Pakistani (4%) and White Other (2%). For the first time further information was also available on more detailed ethnic categories and smaller ethnic groups in the Bolton area.
- The largest growth in Bolton from 2001-11 was from the Black African and Black Other groups. Further growth was also seen in Other Asian, Other Ethnic Group and Chinese groups, although these remain at quite small numbers overall.
- The distribution of majority groups remains predominantly around the town centre areas of the borough.²

On the 2011 Census day, Bolton's population was estimated to be 276,800, which was a 6% increase from previous years. The breakdown revealed **6.2%** were born in Asia, including **2.8%** in India and **1.8%** in Pakistan. African births accounted for **2%** of residents, with **1.3%** born in Eastern Africa.

The population of Bolton was broken down by ethnicity, with the largest ethnic group White British at **79.4%**, followed by British Indian at **7.8%** and British Pakistani at **4.3%**.³

As reported by Bolton Metropolitan Borough Council, the official 2018 mid-year estimates build on the 2011 Census based mid-year estimates. In mid-2018 Bolton was home to approximately 285,400 people, this is an increase of 600 people or 0.2% over the previous 2017 estimate of 284,800.

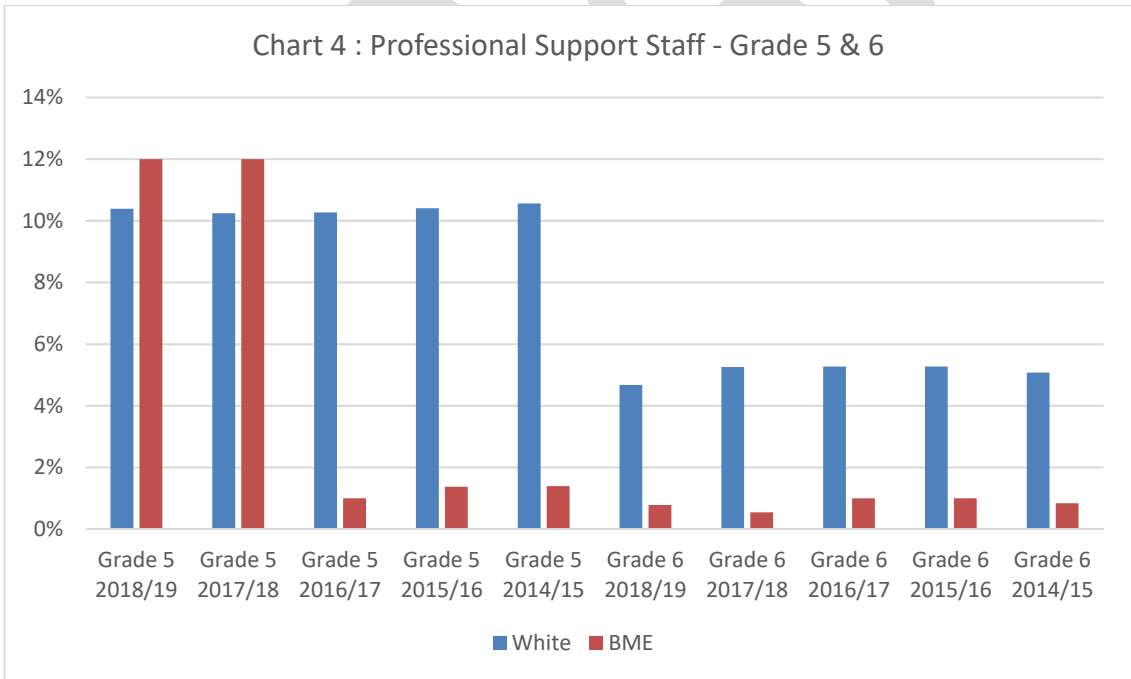
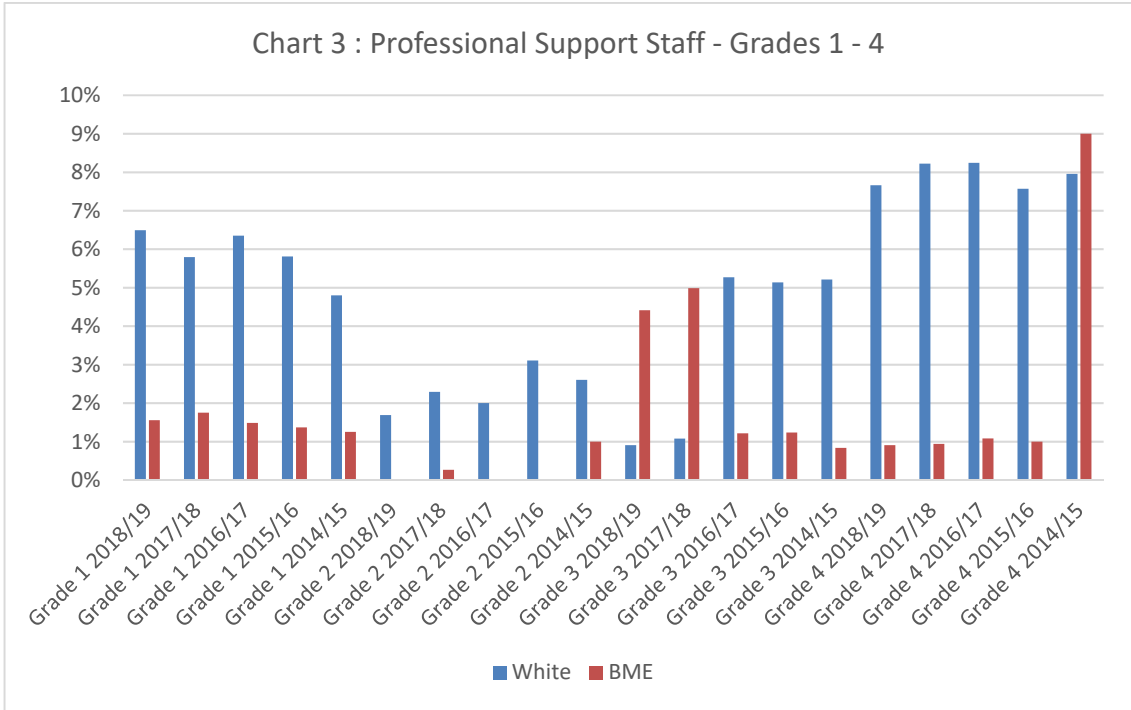
The population of Bolton continues to increase over the past decade with an increase of 14,900 people in the last 10 years a 5.5% change).

**The next census is due to take place in England and Wales in 2021.*

² People in Bolton 2011 Census Ethnicity Factfile updated October 2013

³ (<https://www.bolton.gov.uk/downloads/file/2285/2018-population-estimates-factfile-updated-july-2019>)

Although the majority of the university staff are White (**82%**), when looking at BME staff, there is a **4%** difference between Academics (**11%**) and Professional Support (**7%**). This trend remains steady since 2017/18. Staff working part-time (**5%**) has declined during 2018/2019 by 1% but remains as reported for 2017/18 at 13% for this period.



Looking at previous years, we report that Grades 4, 5 and 6 remain consistent, although there is a slight decline shown against Grade 3.

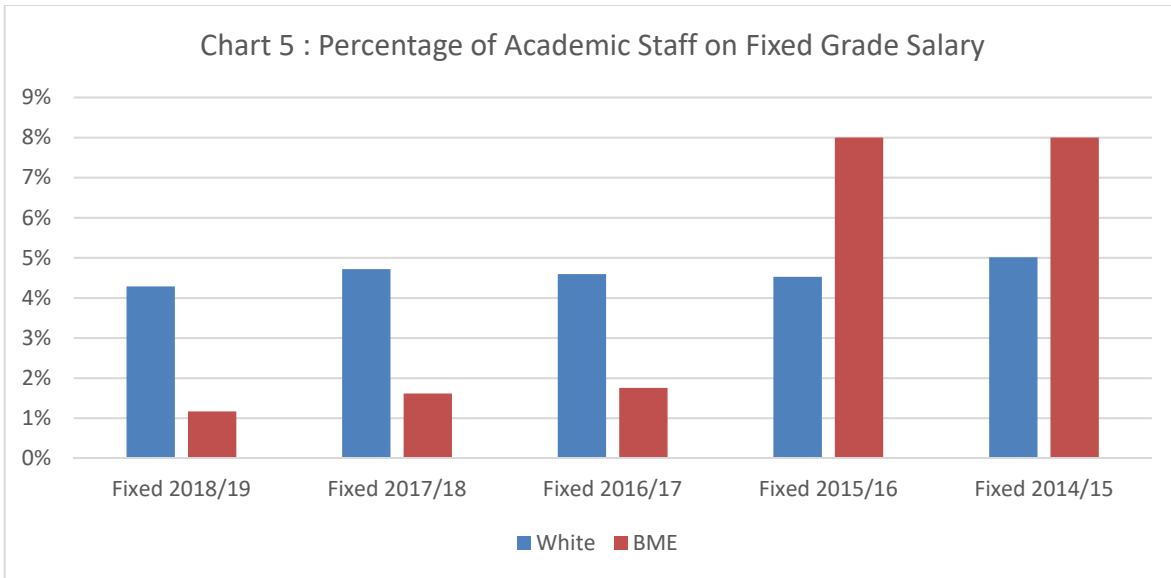
Grade 3 shows a decline of 1% against 2017/18

Grade 4 remains consistent against 2017/18

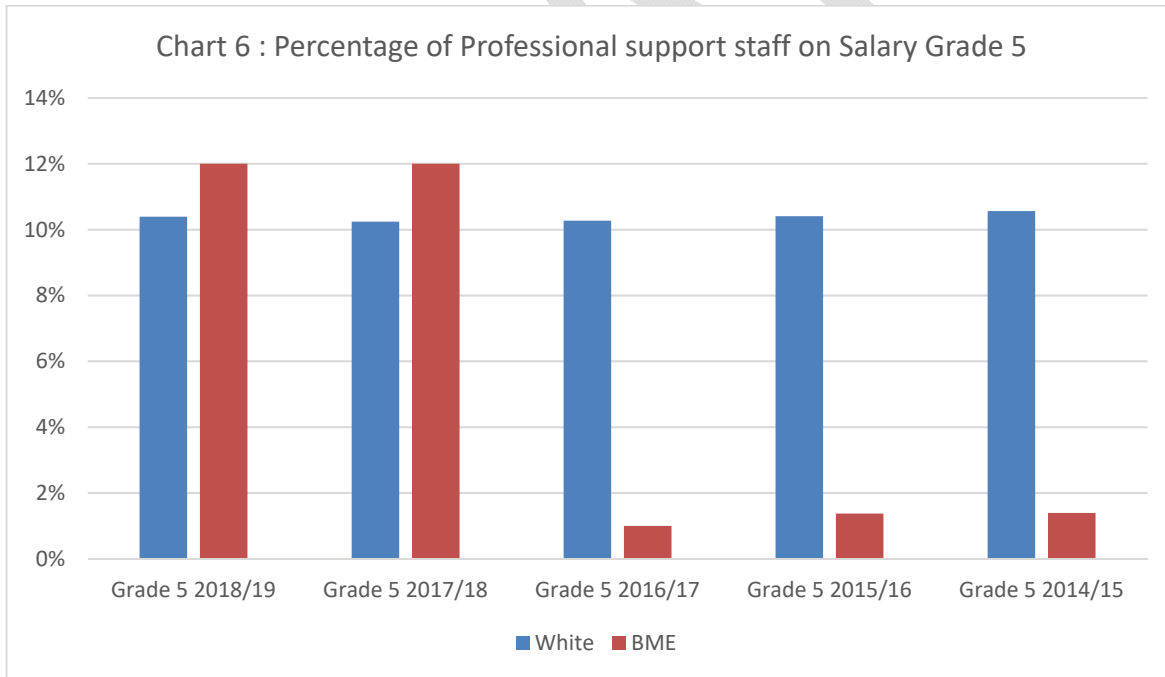
Grade 5 remains consistent against 2017/18

Grade 6 remains consistent for the past 5 years

Focusing on Academic and Professional Support staff separately, there has been a further 1% decrease in the percentage of Academic staff on a fixed grade, but the 5-year trend shows an overall 7% decline.

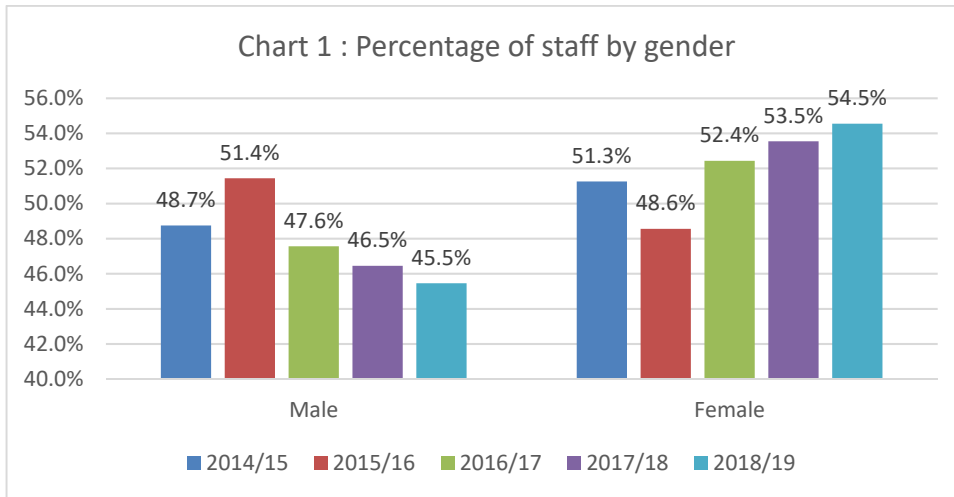


In terms of Professional Support, staff numbers within the BME category has remained consistent against 2017/18, which indicated an 11% increase from previous years.



• Gender

Chart 1 : The five-year trend figures show that during 2015/16, there was a shift in males employed by the University. Since 2016/17 figures show a steady increase in females employed. The figures taken from UCEA show a split of 54.3% female workers and 45.7% male. The University is slightly above the sector for female staff by **0.2%**.⁴



Staff by country of institution and gender

England		
	No.	%
Female	192,170	54.3
Male	161,445	45.7
All staff	353,615	100.0

⁴ www.ucea.ac.uk/en/publications/index.cfm/hgenderpaygap

Profile of staff overtime by activity and gender

All staff	Female		Male		All staff	
	No.	→ %	No.	→ %	No.	
2003/04	177,045	52.4	161,060	47.6	338,105	
2004/05	182,630	52.7	163,675	47.3	346,305	
2005/06	188,270	53.0	167,140	47.0	355,410	
2006/07	193,500	53.1	170,660	46.9	364,160	
2007/08	198,185	53.2	174,265	46.8	372,455	
2008/09	205,010	53.6	177,745	46.4	382,755	
2009/10	208,390	53.8	179,035	46.2	387,425	
2010/11	205,195	53.7	176,590	46.3	381,785	
2011/12	203,420	53.8	174,825	46.2	378,245	
2012/13	206,040	53.9	176,475	46.1	382,515	
2013/14	212,905	53.8	182,870	46.2	395,780	
2014/15	218,030	54.0	185,805	46.0	403,835	
2015/16	222,000	54.1	188,130	45.9	410,130	
2016/17	227,670	54.2	192,040	45.8	419,710	
2017/18	233,550	54.4	195,920	45.6	429,470	

5

⁵ Figures taken from ECU – Equality in higher education: staff statistical report 2019

Chart 2 : Trends show that female staff on Professional Support contracts continues to decline, where male staff on Professional Support contracts continue to increase. Female staff within Academic roles continue to increase, where figures show that male staff within Academic roles show a slow decline over the five-year period.

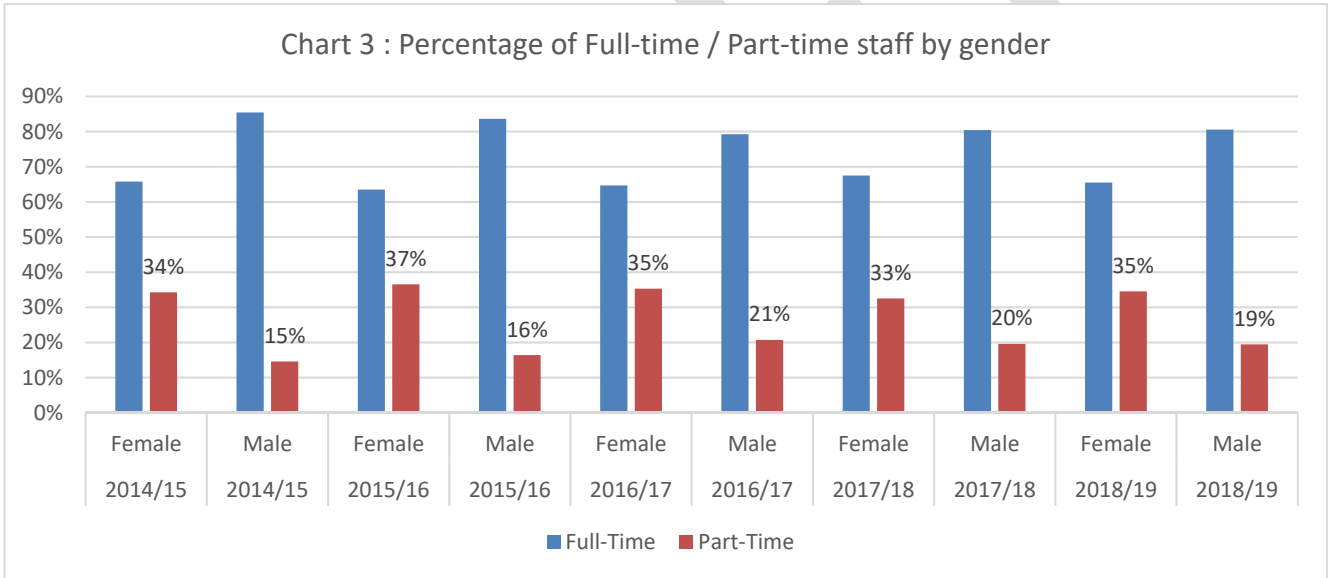
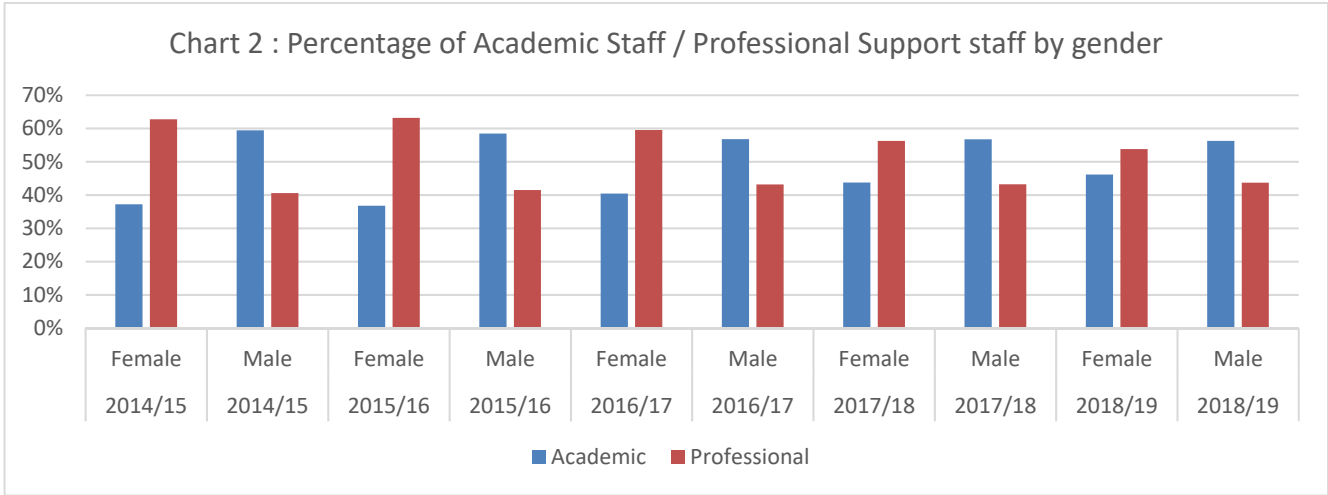


Chart 4 : The trend below highlights a 2% increase in female staff securing a permanent contract with the University against 2017/18, whereas there is a 2% decrease in male staff securing a permanent contract with us against 2017/18 but shows a 2% increase of male staff accepting a fixed term contract.

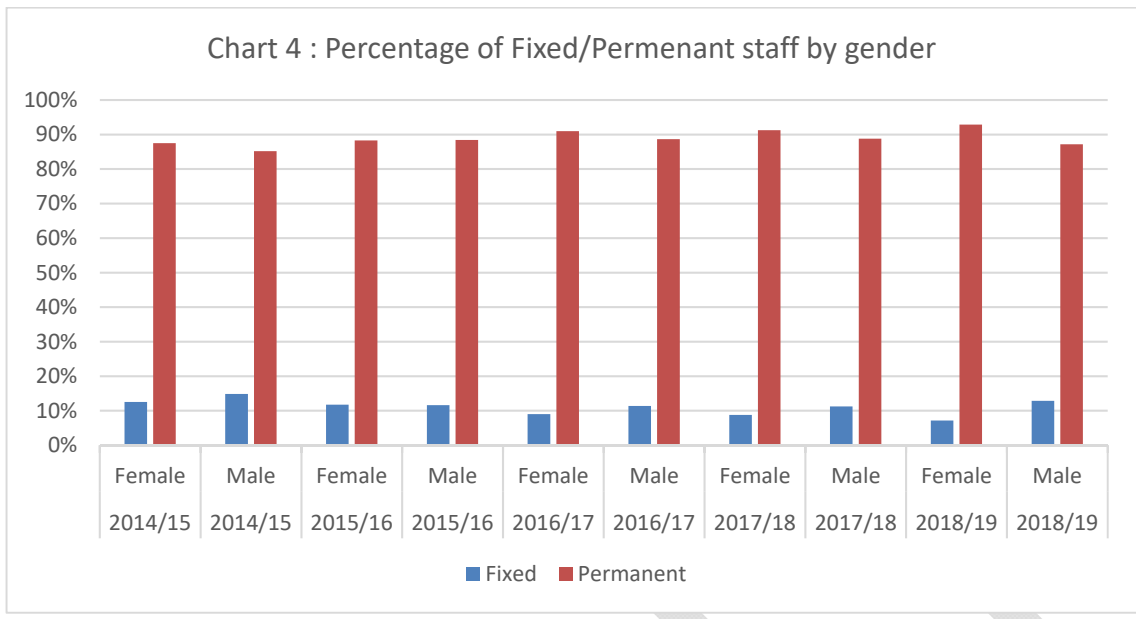


Chart 5: Trends show that female staff within salary Grade 6 remains consistent, however female staff within salary Grade 7 has continued to increase year on year from 2015/16. Although female staff in salary Grades 8 and 9 continues to decline.

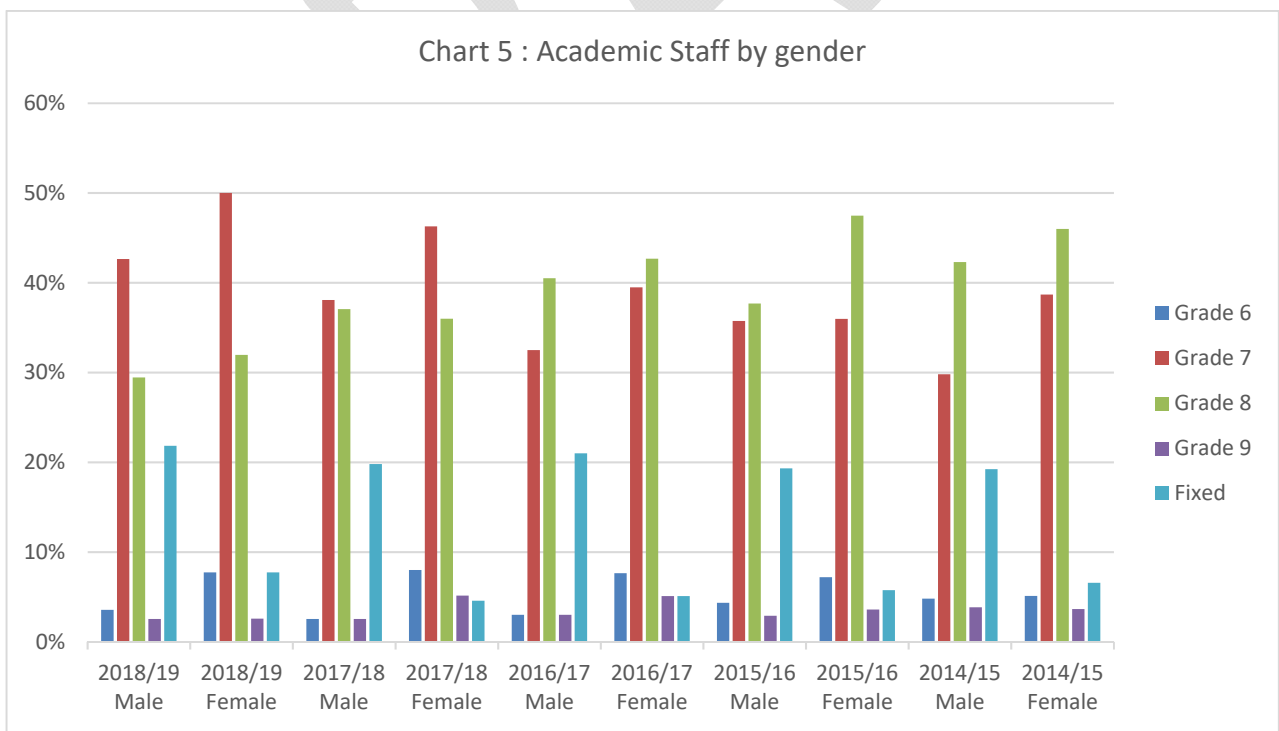
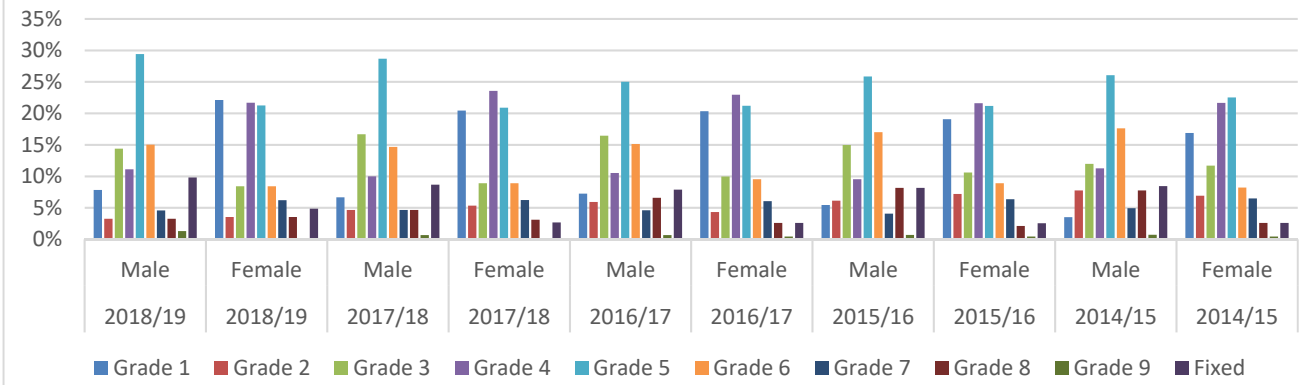


Chart 6 : Percentage of Grade 1 to Fixed by gender



New Protected Characteristics

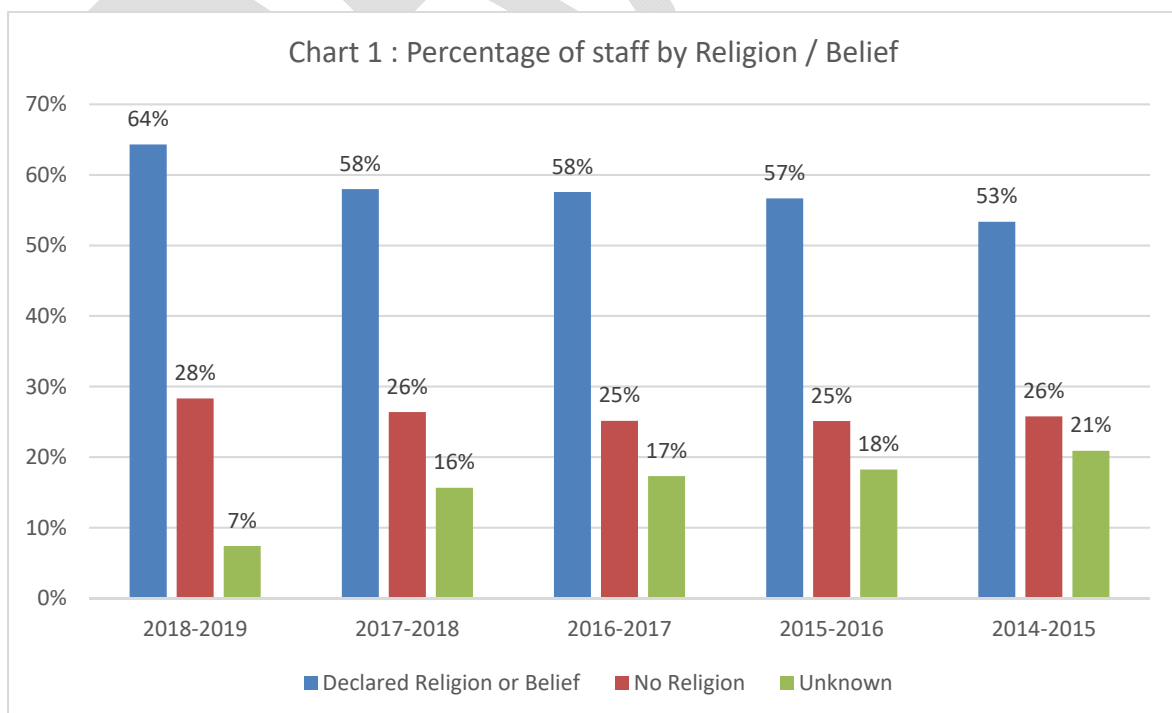
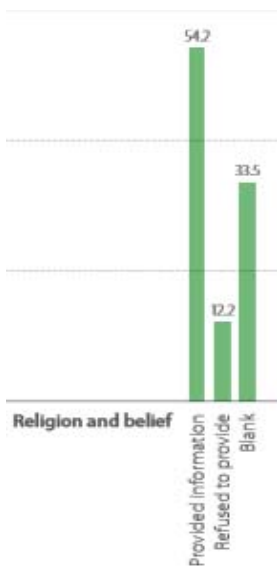
The Equality Act 2010 extended the number of protected characteristics to cover new areas including gender identity, religion and belief, and sexual orientation. Changes to the HESA staff record for 2012/13 allowed institutions to return this information on an optional basis. This section presents high level findings on collection and monitoring rates. Due to this data being voluntary to return, the University is unable to obtain a national demographic picture of the HE staff population with regard to gender identity, religion and belief, or sexual orientation. However the Equality Challenge Unit (ECU) have stated that once the data begins to be captured and the numbers become reliable, they hope to provide further detail on these characteristics in future reports as the number of institutions returning these data steadily increases and become more representative.⁶

This data is provided to the Human Resources department when a new starter completes the Staff Record Form. This information also includes where a staff member has selected 'prefer not to say' or refused to complete this section on the form.

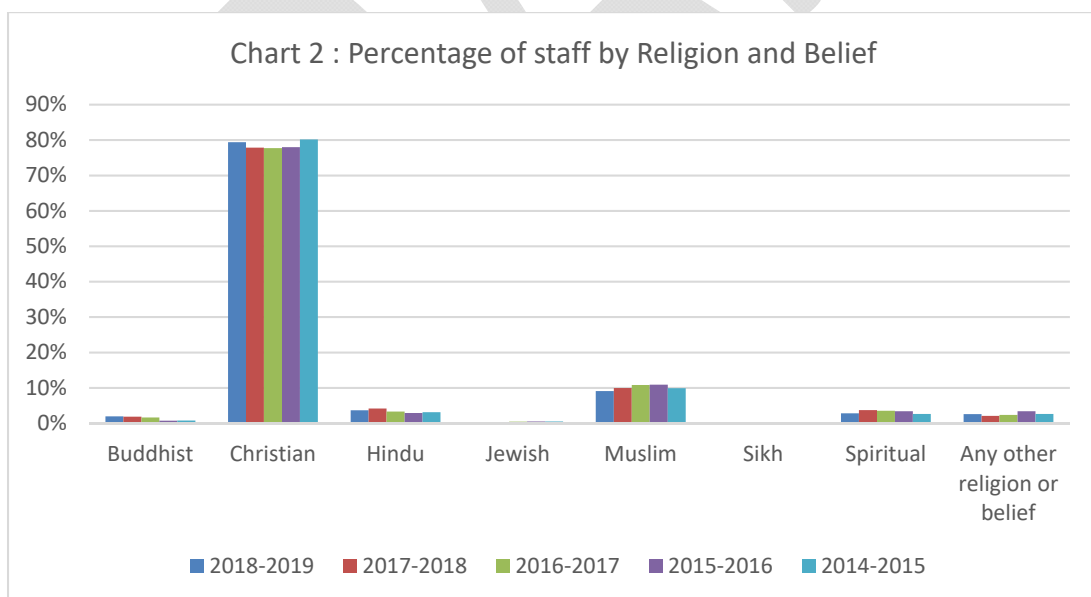
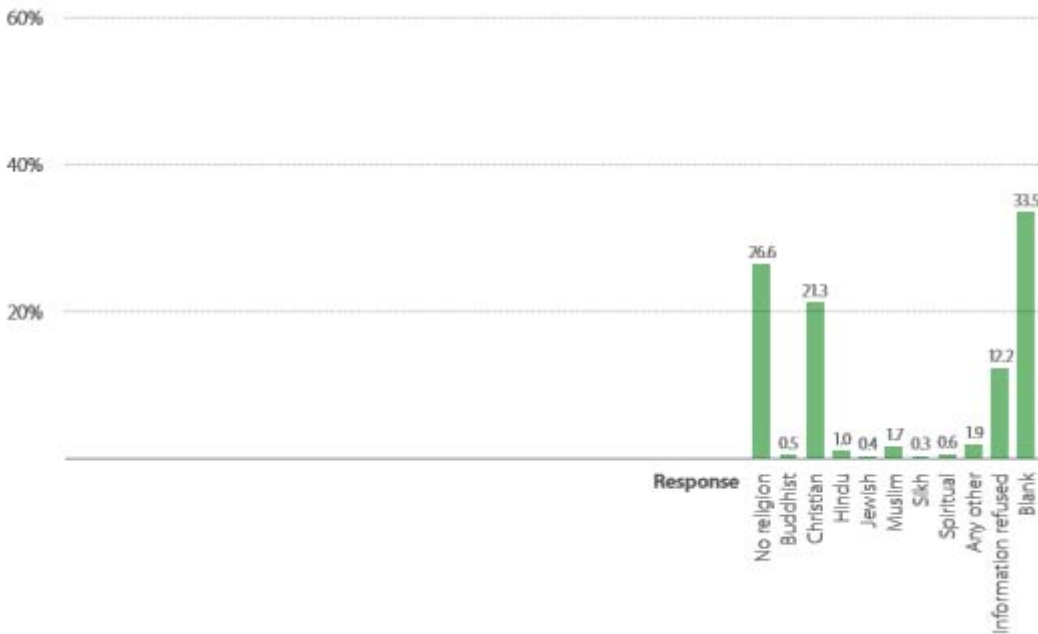
• Religion and Belief

Even though this information is not compulsory, changes to the HESA staff record 2012/13 allowed institutions to return this information on an optional basis. The University has succeeded in obtaining a high proportion of good quality data, showing that just over half its staff population have provided details of their religion and belief. When we look at the University's returned data compared to ECU we can see that we have a record of **64%** compared to ECU's record of **54.2%**.

ECU Religion and Belief figures



Disclosure rates of Religion and Belief in institutions monitoring for this characteristic



Although **28%** of University staff have declared 'no religion and belief' we can see that the percentage of staff declaring this information continues to increase over the past five years. The highest population of staff within this percentage are either following the Muslim faith (**9%**) or Christian faith (**79%**). As you can see, according to the data from ECU 'ECU Religion and Belief breakdown' the highest percentages are also Muslim and Christian faiths.

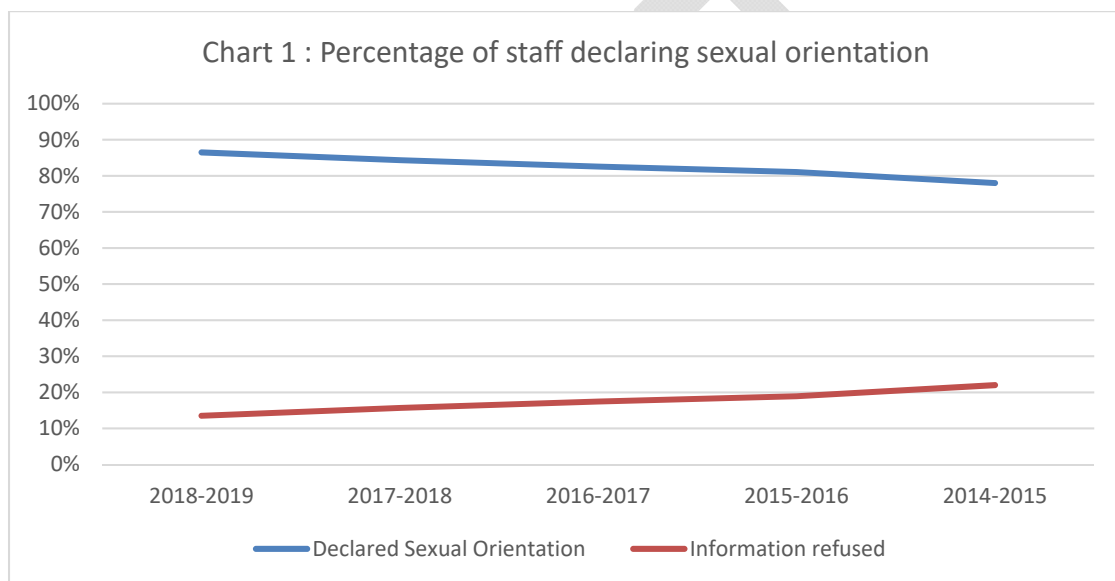
^{7&8} ECU Equality and higher education staff statistical report 2019 (<http://www.ecu.ac.uk/publications/equality-in-higher-education-statistical-report-2019/>)

• Sexual Orientation

Although it is not compulsory for staff to provide this information, the University has been able to obtain a declaration from a high proportion of staff. This data is collected from the Staff Record Form that an individual completes on joining the University or makes any personal amendments in their employee life cycle.

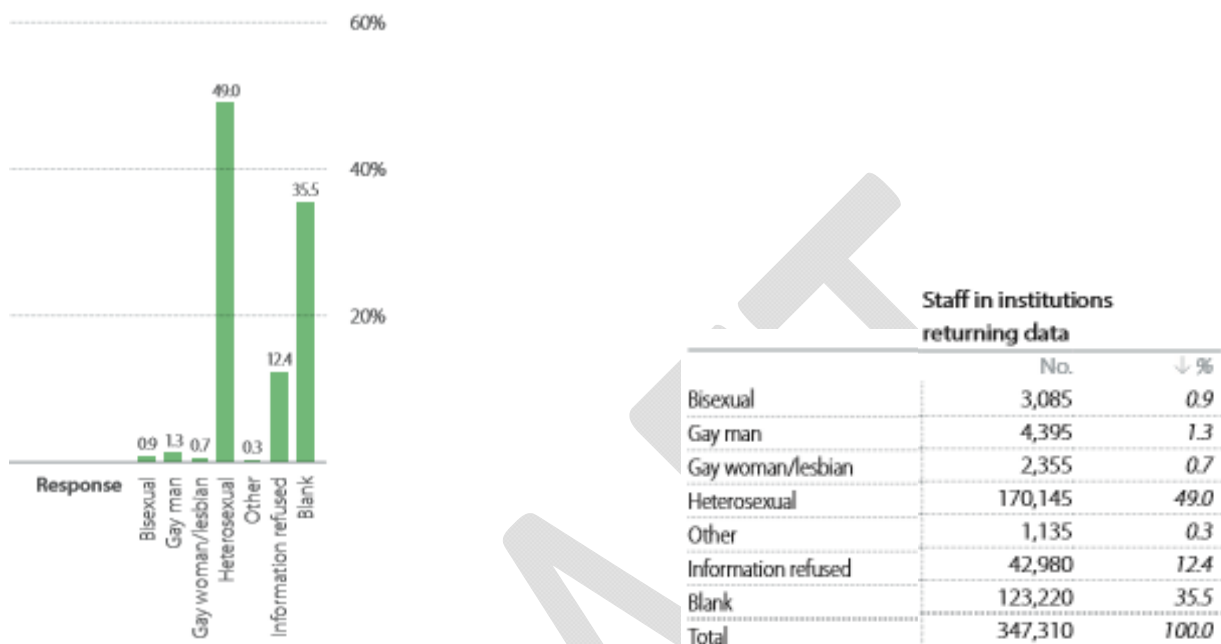
**other within this section includes 'information refused' and 'other'.*

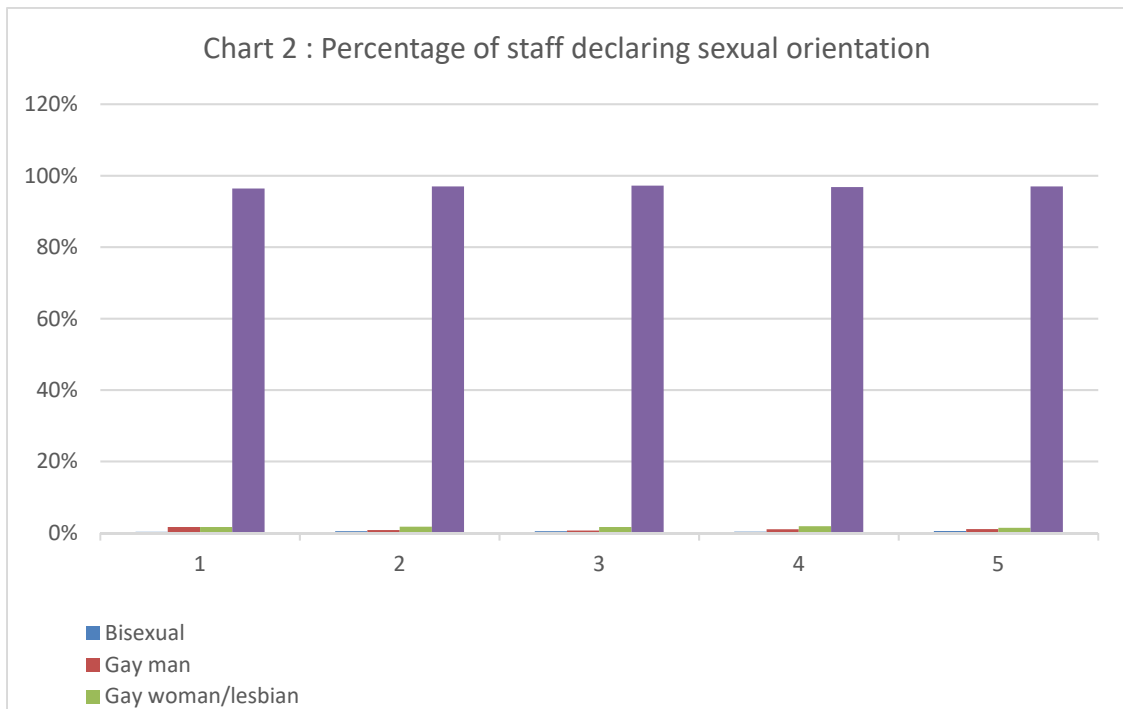
Chart 1 : The chart highlights an increasing trend of staff willing to provide this information year on year. 2018/19 showed that 14% of staff refused to provide as opposed to 22% from 2014/2015.



ECU: Of the staff in institutions that returned sexual orientation data to HESA, 87.6% provided information and the remaining 12.4% refused to provide.

Disclosure rates of Sexual Orientation in institutions monitoring for this characteristic.





Looking at the data provided by ECU for all institutions, 12.4% of responders declined to provide their Sexual Orientation information, whereas the data collected by the University indicates that 14% of staff declined to provide.

DRAFT

Student Overview of 2018/2019

The University of Bolton is proud to have a strong history of representing tolerance and promoting equality of opportunity as part of a multi-cultural community. The University has a diverse community of students, and seeks to ensure that all students are able to fulfil their potential regardless of their background. Students choosing to study at the University are guaranteed to be in good company, joining an energetic mix of international, EU and UK students. The diverse population of staff help to bring experience, skills and knowledge which is then transferred to students. The University embraces these differences and values the contribution made by all sectors of its' community. Equality is incorporated into the University's core objectives, with the determination to eliminate discrimination, create equal opportunities and develop good working relationships between our students.

The analysis in this report is based upon data drawn from the HESA student record 2014/15 to 2018/19. This section of the report will look at a four-year trend of the students' mode of study, level of study, degree classification, withdrawal rate and the latest National Student Survey results (NSS).

It is important to note that the monitoring information that the University supply to HESA is not the only source of equality information within the institution. For example, the University will also collect information via student and staff surveys, involvement activities and academic feedback exercises.

***Please note that the criteria has changed slightly this year to only include students who were reported to HESA in the 2016/17 student return.**

N.B. Off-Campus includes UK based students studying at an external UK based centre only.

Level of Study

Undergraduate students: are students participating in undergraduate programmes of study aiming for qualifications at level of study of first degree, foundation degree or a range of higher education diplomas and certificates (level 4-6 of the national qualifications framework).

Postgraduate students: are defined as those on courses leading to higher degrees, diplomas and certificates.¹

N.B. Postgraduate Research and Postgraduate Taught are both grouped together as 'Postgraduate' for the purpose of the level of study charts within this section.

¹ ECU Equality and higher education students statistical report 2019
(<http://www.ecu.ac.uk/publications/equality-in-higher-education-statistical-report-2019/>)

Mode of Study

Full-time: are those students normally required to attend an institution for periods amounting to at least 24 weeks within the year of study, on sandwich courses, and those on a study-related year out of their institution. During that time, students are normally expected to undertake periods of study, tuition or work experience that amounts to an average of at least 21 hours per week.

Part-time: are those recorded as studying part-time, or studying on full-time on courses lasting less than 24 weeks, on block release, or studying during the evening only.²

Age

Students' age is calculated at the commencement date of their studies. Qualifiers' age is calculated at 31 August in the reporting year.

- Under 20
- 20-29
- 30-39
- 40-49
- 50-59
- 60 and over

**these age categories slightly differ from those set out by ECU*

Disability

The disability categories indicate the type of impairment that a student has on the bases of their own self-assessment. They can choose not to disclose this information.

- declared disabled
- not known to be disabled
- information not provided

It should be noted that from 2010/11, new entrants could no longer be returned to HESA coded as 'information refused', 'information not sought or not known'. These codes could only be used for continuing students.

As a result this section of the report uses the term 'disabled student' to refer to students who are indicated as disabled on their HESA student record. 'Non-disabled students' is used to refer to students who are not indicated as disabled, or whose disability status is unknown by the university.

Data on students' sex is returned to HESA with the possible option of 'male', 'female' and 'other'. For the purposes of this report, data from the sex field will be referred to as gender.

Ethnicity

Ethnicity within the HESA student record is based upon the 2001 census classification system. For the purposes of this section of the report, the University use the following categories;

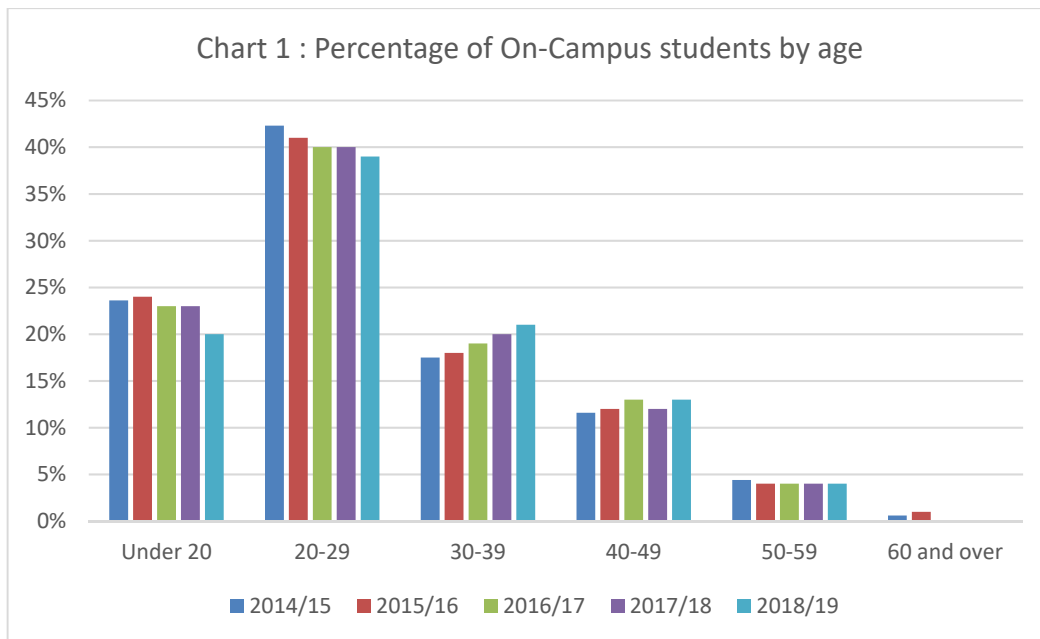
- Black or Black British: Caribbean
- Black or Black British: African
- Any other Black background
- Asian or Asian British: Indian
- Asian or Asian British: Pakistani
- Asian or Asian British: Bangladeshi
- Chinese
- Any other Asian background
- Mixed: White and Black Caribbean
- Mixed: White and Black African
- Mixed: White and Asian
- Mixed: Any other Mixed background
- Arab
- Any other ethnic background

**these categories slightly differ from those set out by ECU*

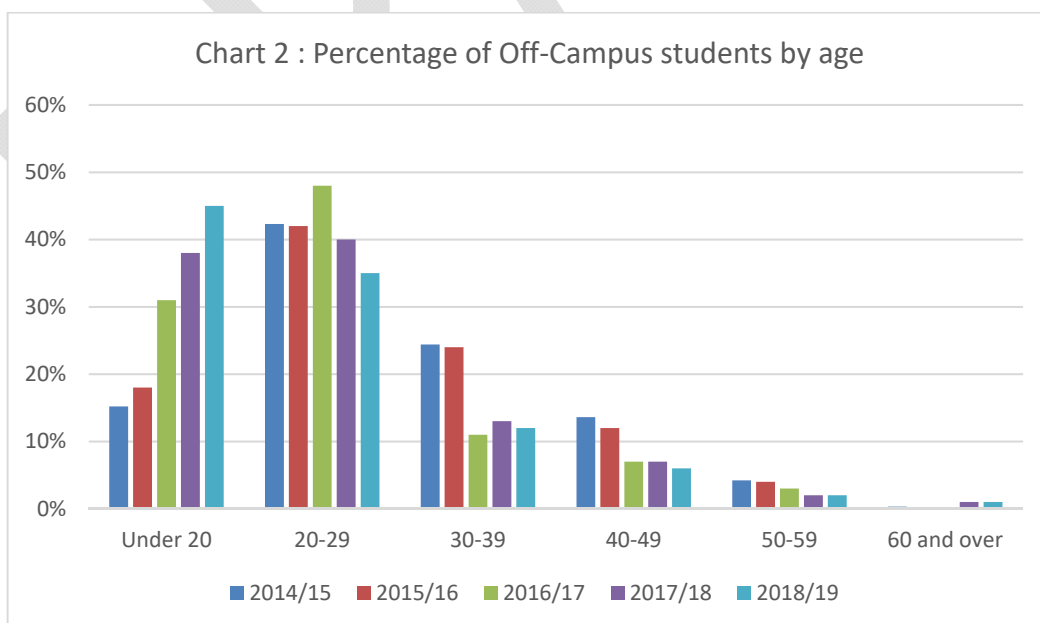
² ECU Equality and higher education students statistical report 2019 (<http://www.ecu.ac.uk/publications/equality-in-higher-education-statistical-report-2019/>)

- Age

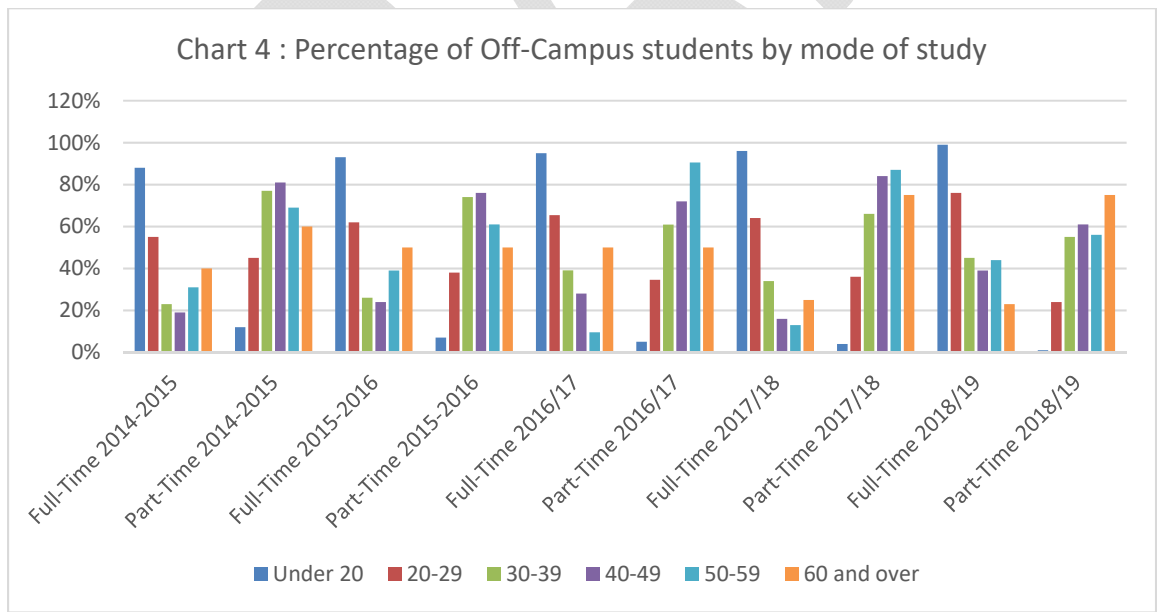
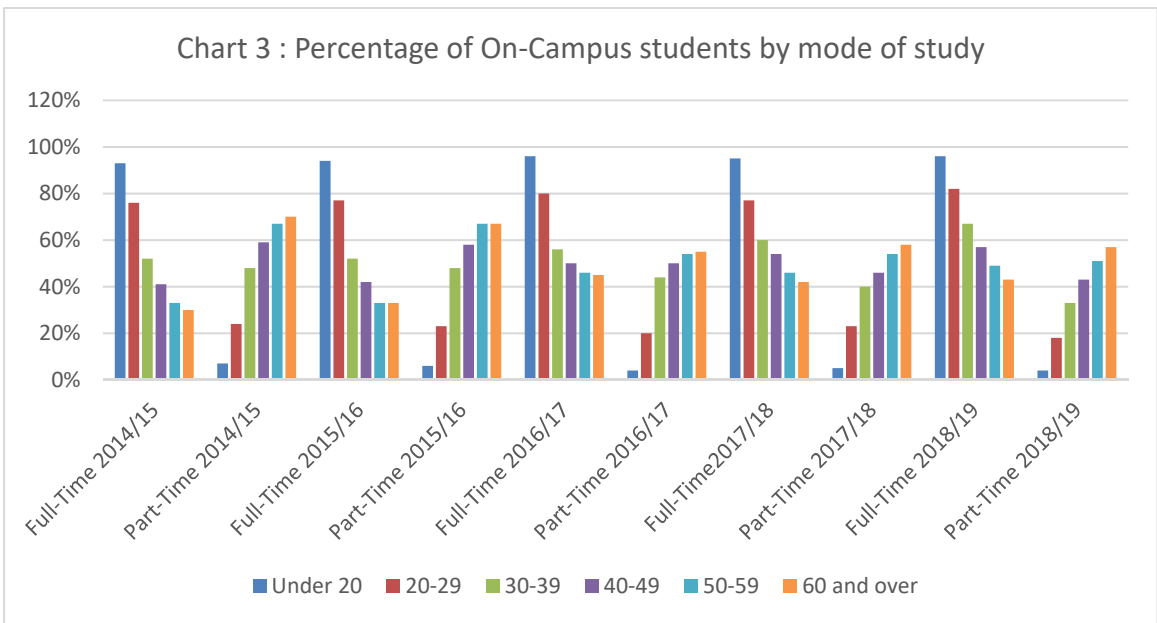
ECU : outlines a 57.8% of students over the age of 21 upon entry, where as our Off Campus students under the age of 20 is recoded at 45% and students within the age range 20 – 29 is showing at 35%, although this is a 5% decrease from our 2017/2018 figures.



Data indicates that off-campus students are showing another 7% increase this year in the under 20 age category.



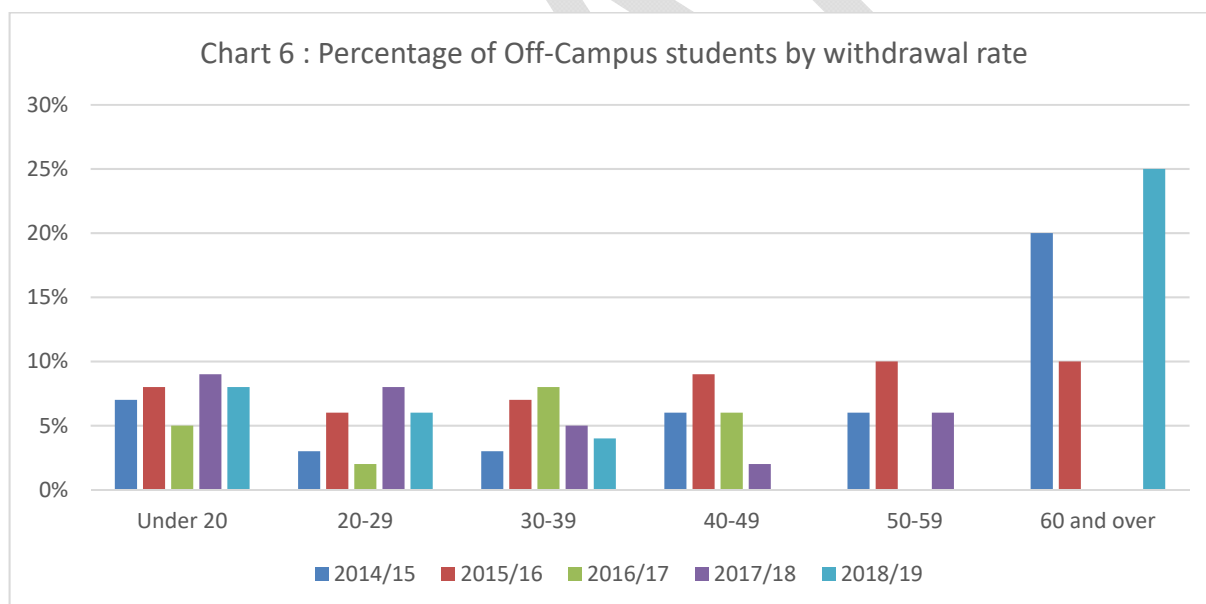
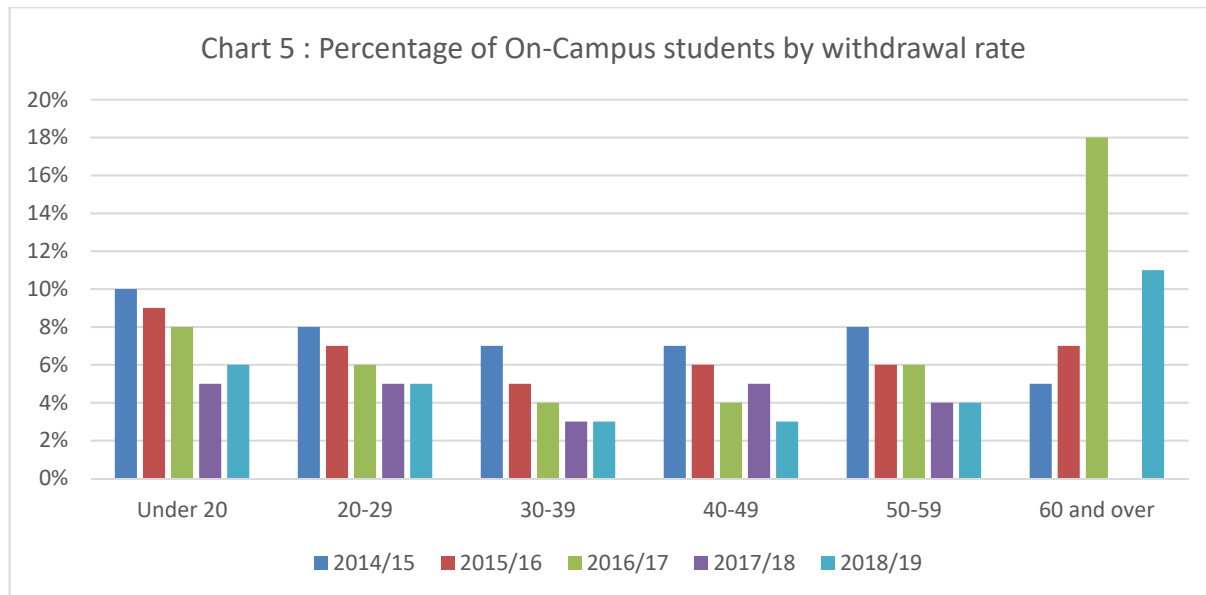
Charts 3 and 4 : The trends highlight very different patterns when comparing on-campus students to off-campus students. Trends show that there is a slight decrease in both On and Off Campus part time students from 2017/2018. However, both On and Off Campus full time students have increased from 2017/2018.



* note: off-campus mode of study for part-time under 20, full-time and 60+ and 60+ full time relates to less than 5 students. Full-time and part-time 50-59 relates to less than 10 students but more than or equal 50 to 5 students.

Charts 5 and 6 :

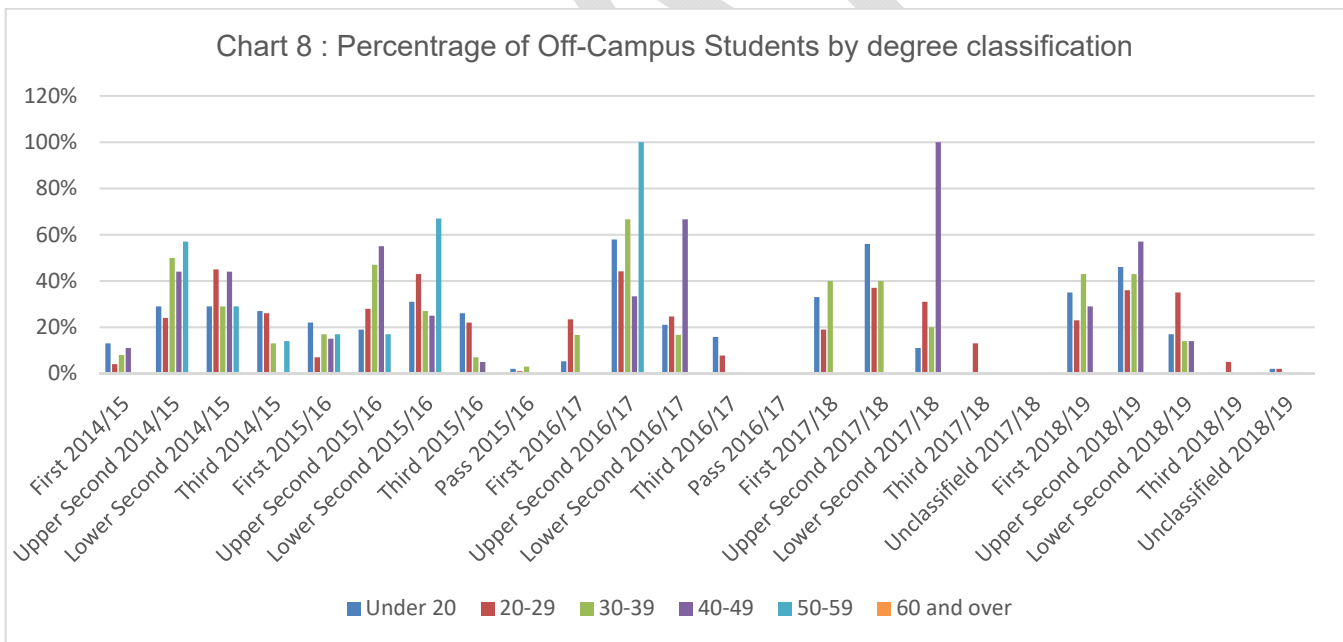
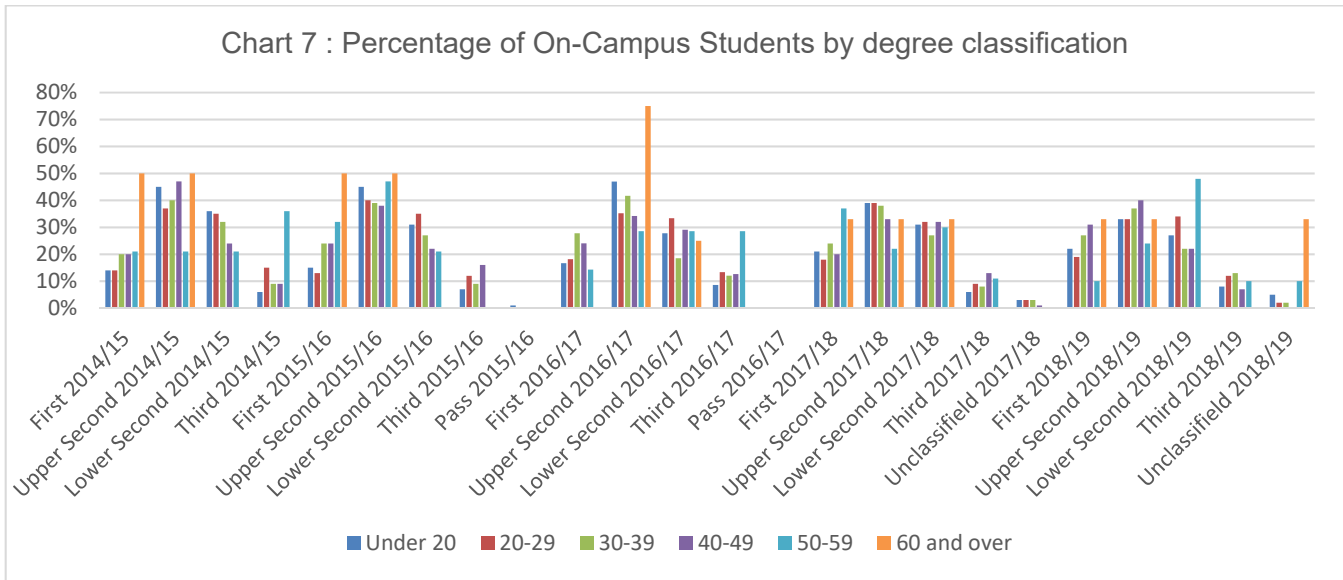
Trend shows that both Off and On Campus students remain consistent with previous years, although there is a 2% reduction in the age group 40-49.



* note: Both On and Off Campus withdrawal rate for 60+ relates to less than 10 students.

Chart 7 : Those students obtaining a ‘first’ with a slight increase are age category ‘under 20’ with an increase of **1%**; those with a ‘upper second’ in age category ‘20-29’ decreasing by **6%**; those with a ‘lower second’ in age category ‘40-49’ decreasing by **5%**.

Chart 8 : Trend has identified in Off Campus a 2% increase in the age category Under 20 obtaining a “first” and a 1% decress in the age category 20-29 obtaining an “Upper Second”.

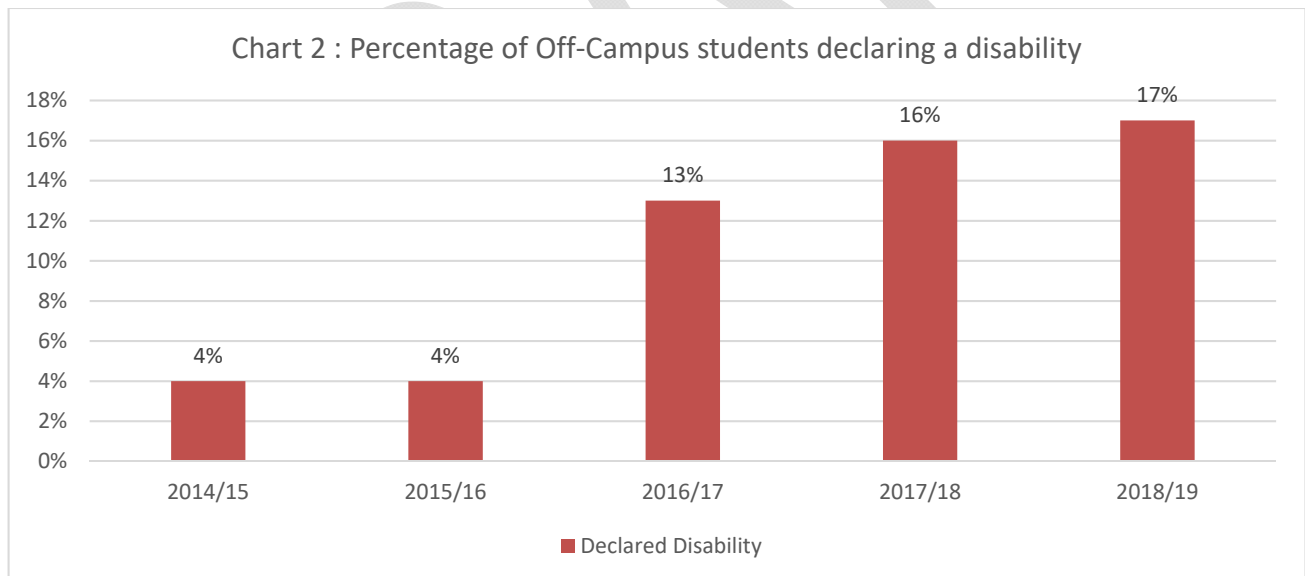
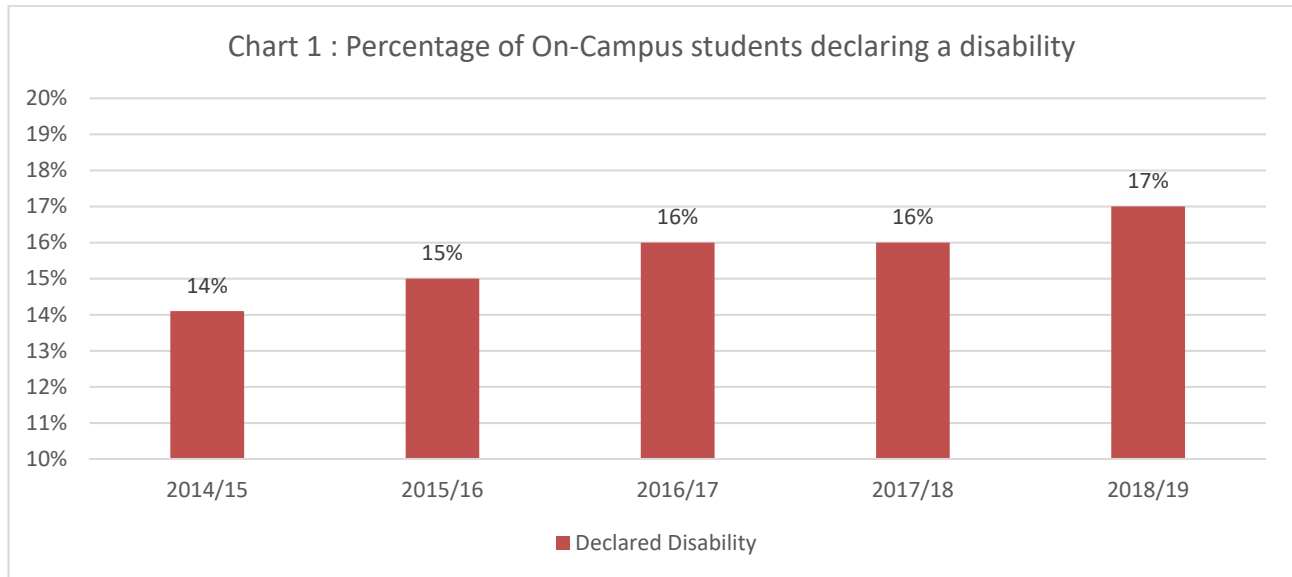


- * note: On Campus degree classification for first 50-59 and 60+ upper and lower second 60+, third 50-59 and 60+ and 30-39 upwards relates to less than 5 students. Where upper second 50-59 and third 40-49 relates to less than 10 students but more or equal to 5.
- * note: Off Campus degree classification for 30-39 onwards within the first, super second, lower second all age categories for third and unclassified relate to 5 students or less. Degree classification for lower second in the Under 20 age category relates to less than 10 students by more or equal to 5.

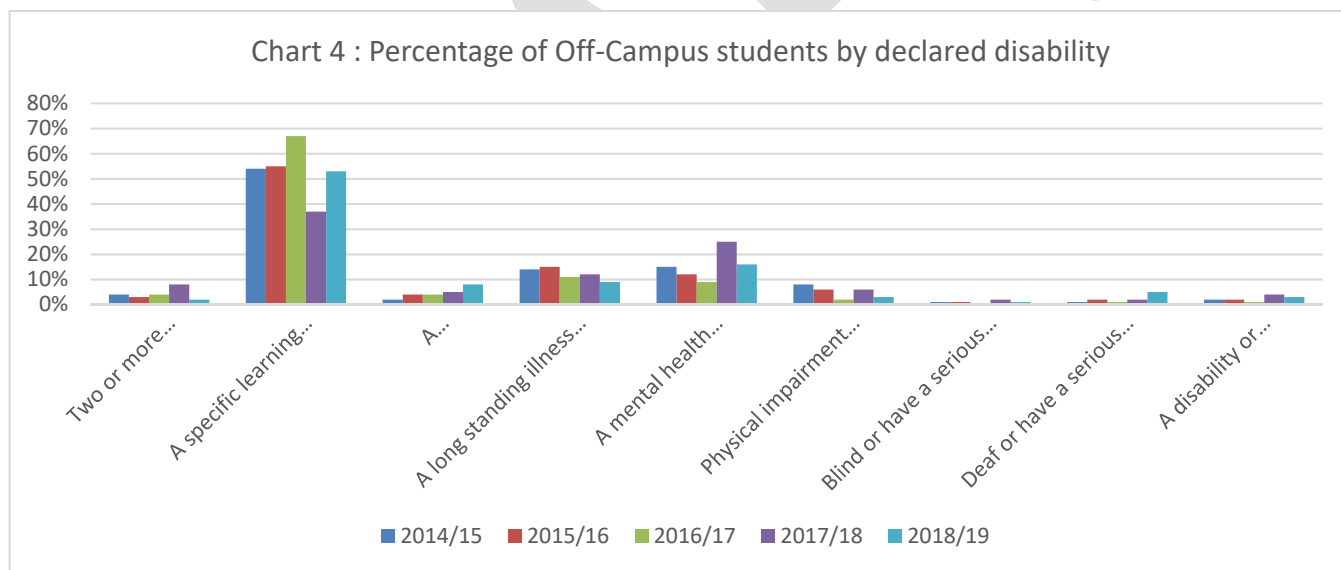
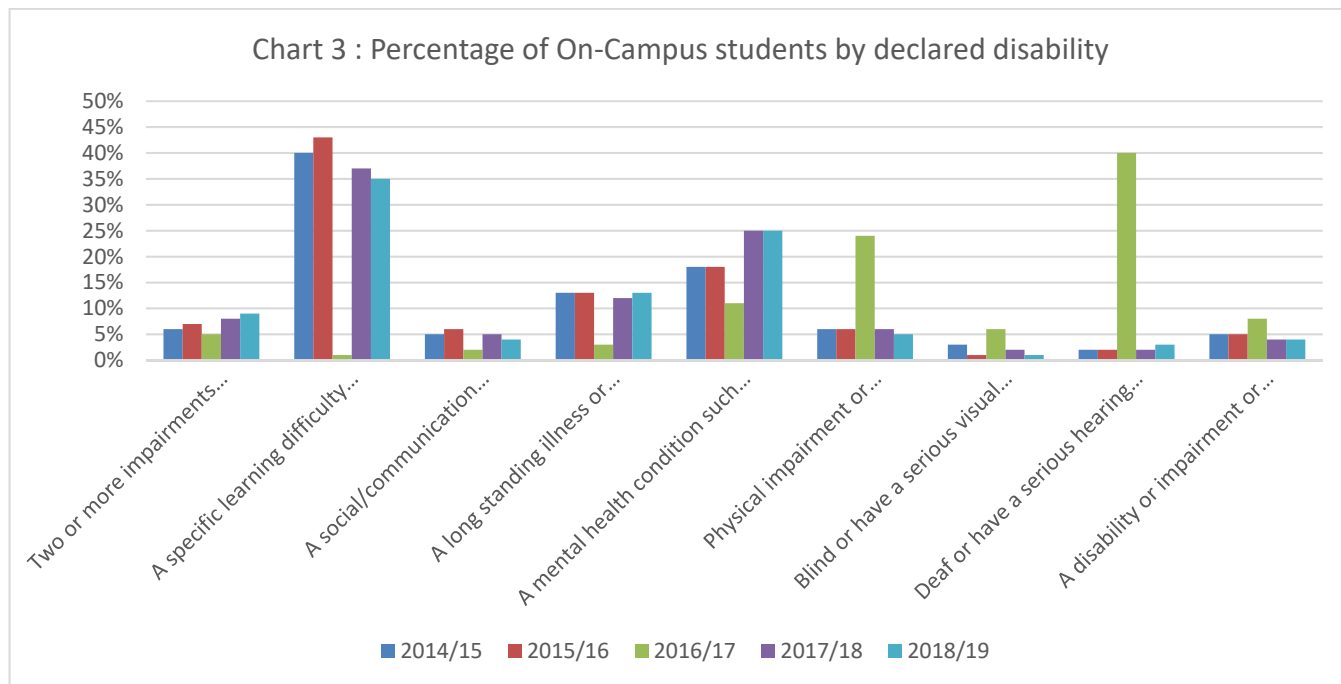
• Disability

ECU: have identified that the disability disclosure rates have steadily increased amongst students in UK higher education, rising from **5.4%** in 2003/04 to **13.0%** in 2018/19.

Charts 1 and 2 : The trends show that the majority of our students are within the 'no known disability' however we can see that those with a disability within both On and Off Campus have increased by 1% from 2017/2018. We are also above the sector average which is **13%** 'declared disability'.

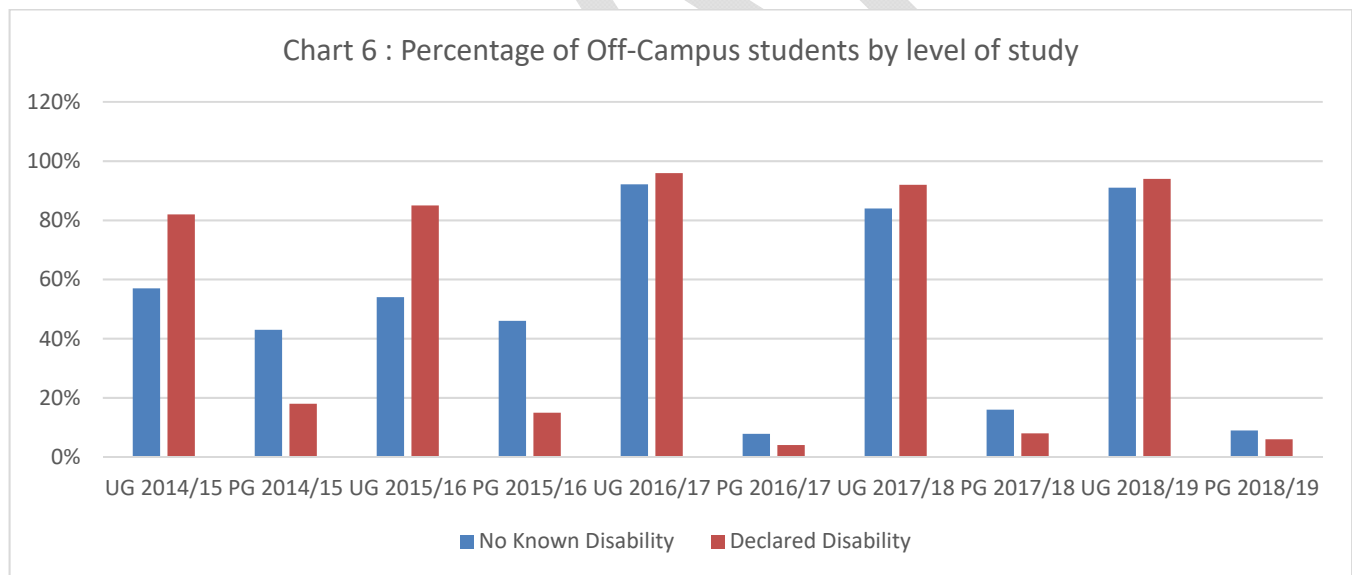
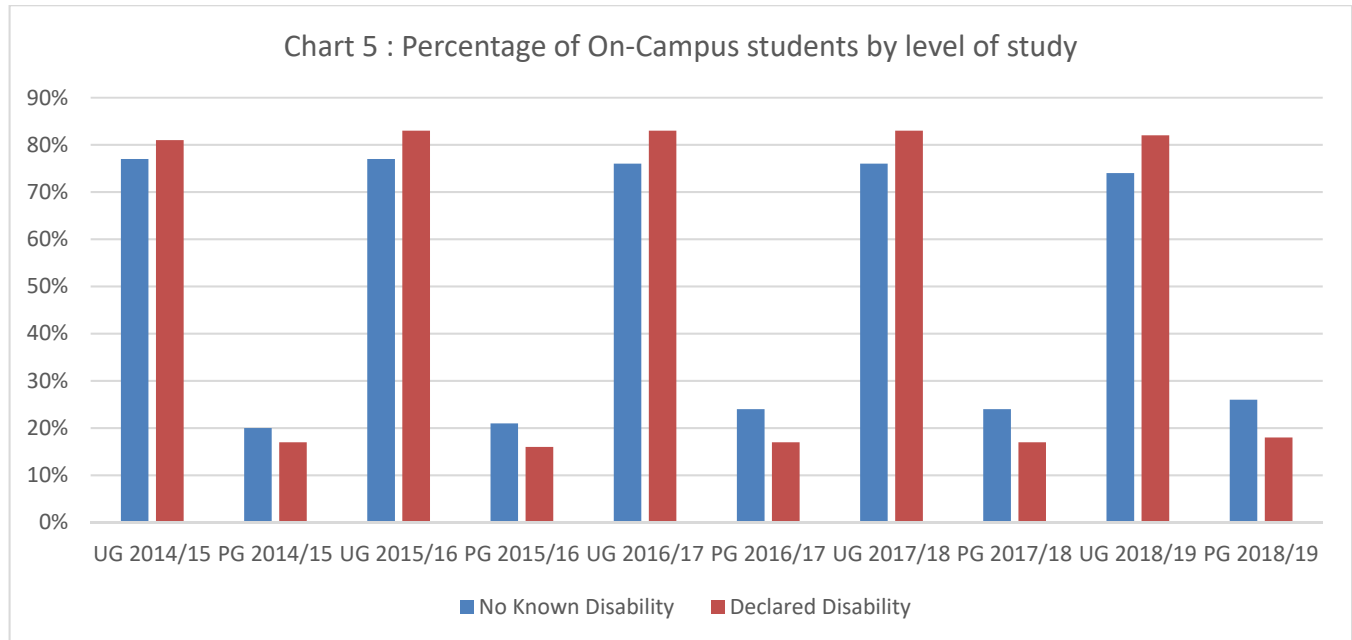


Charts 3 and 4 : These charts breakdown in more detail the impairment type of those students that have declared a disability for both On and Off Campus.



* note: off-campus two or more impairments and/or disabling conditions, physical impairment or mobility issues, Blind or serious visual impairment and disability or impairment or medical condition that is not listed relate to less than 5 students.

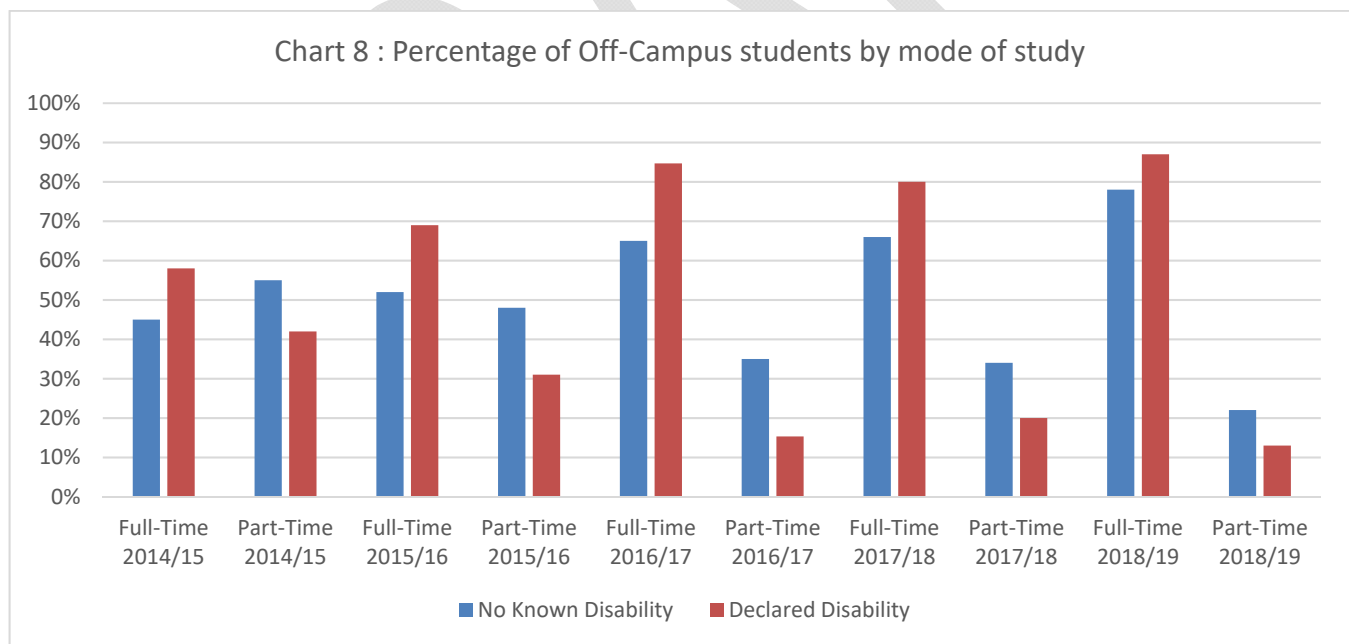
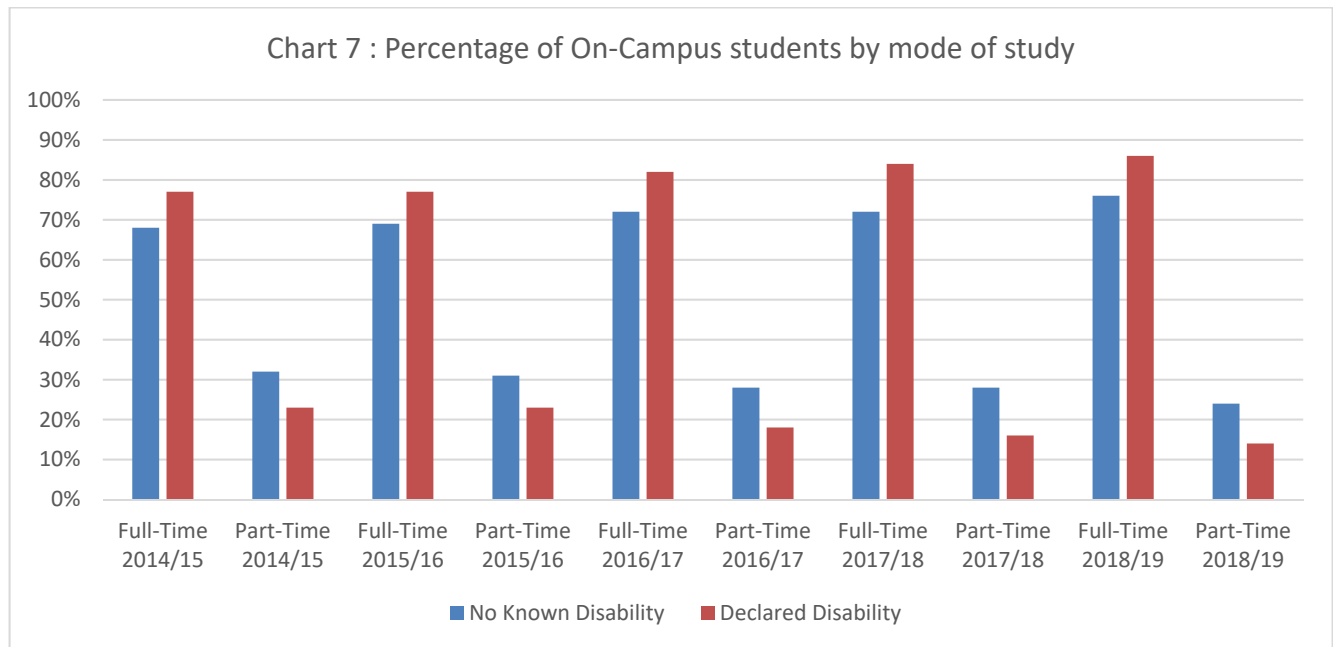
Charts 5 and 6: The trends here highlight that, irrespective of on-campus or off-campus, the University has a higher percentage of students with a declared disability studying at undergraduate level. However, when looking at students that are studying at postgraduate level, there are a higher percentage of students with no known disability.



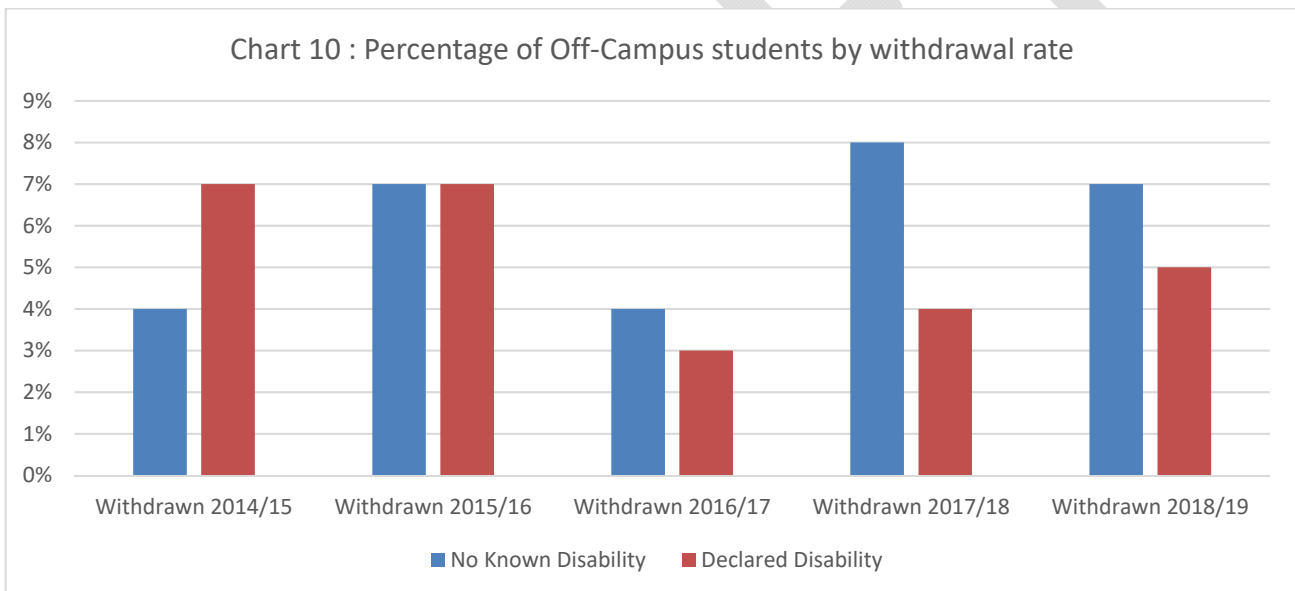
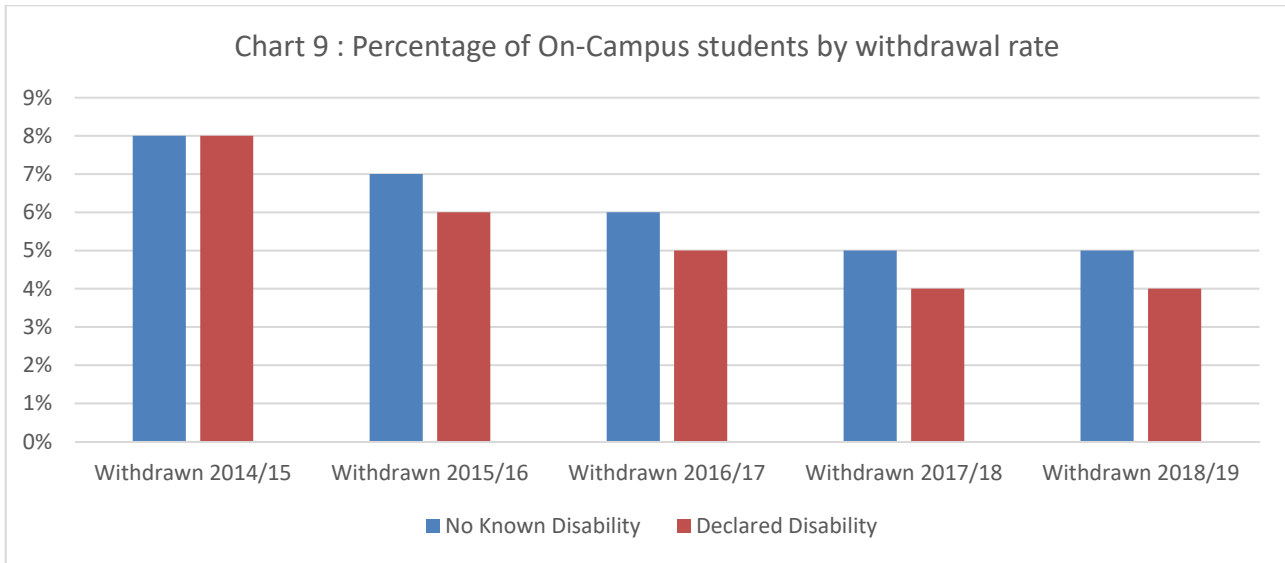
*note: off-campus level of study for declared disability for postgraduate relates to less than 5 students.

Charts 7 and 8: The trend for on-campus students who have a declared disability has reduced by 2% in those studying on a part-time course. However, has increased by 2% for full-time students.

Off Campus students show a reduction in part-time students, although there is significant increase in full-time students against 2017/2018 figures.

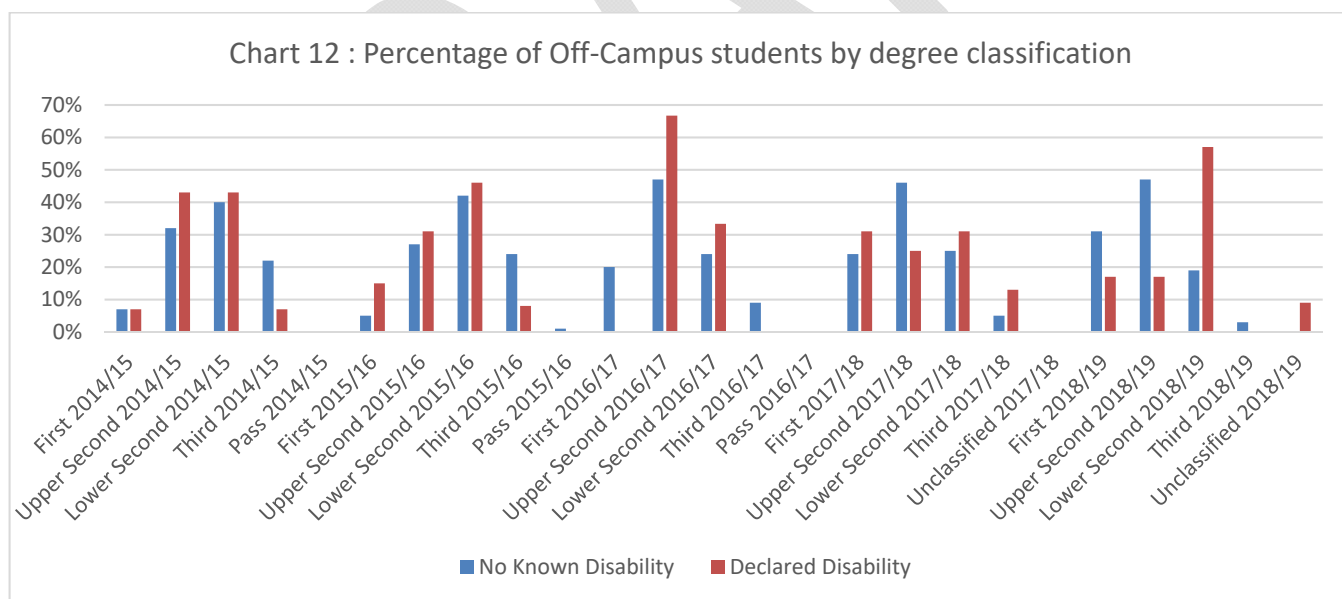
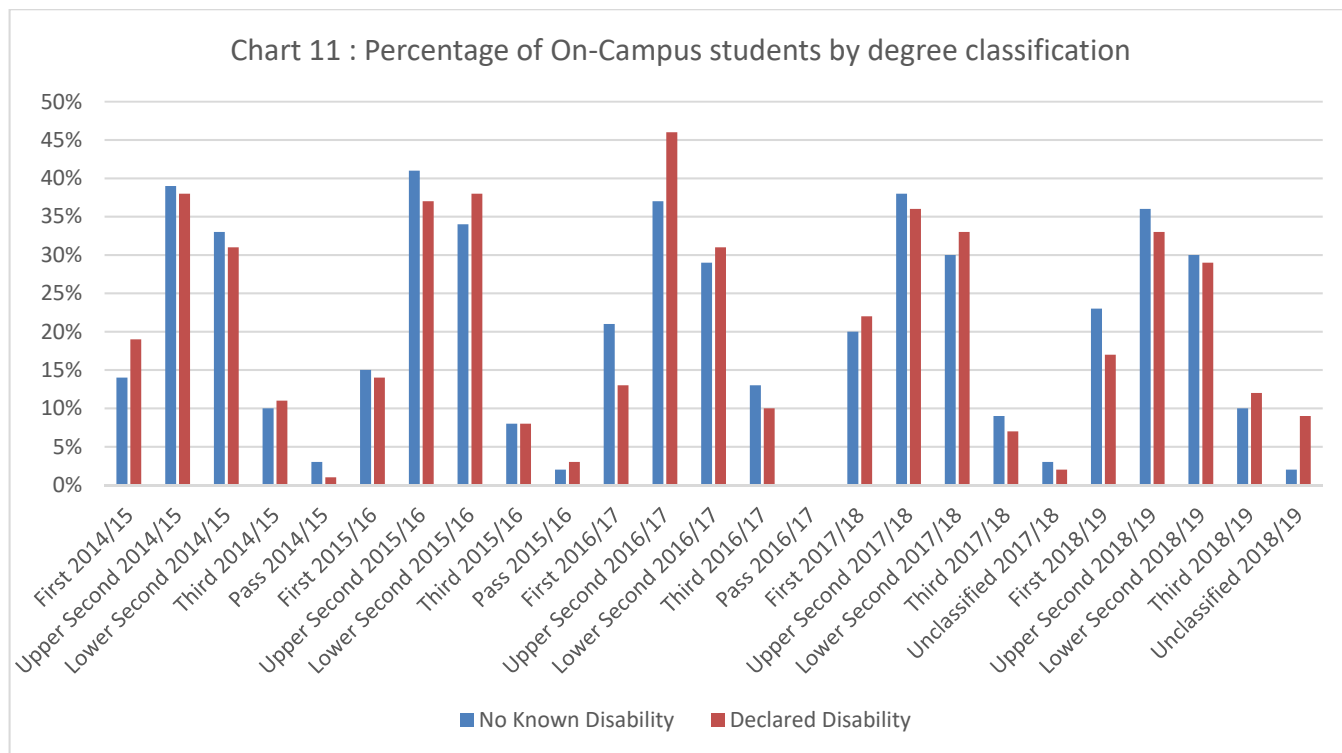


Charts 9 and 10: The withdrawal rates are relatively similar whether students have a declared disability or not.



*note: off-campus withdrawal rate for declared disability relates to less than 5 students.

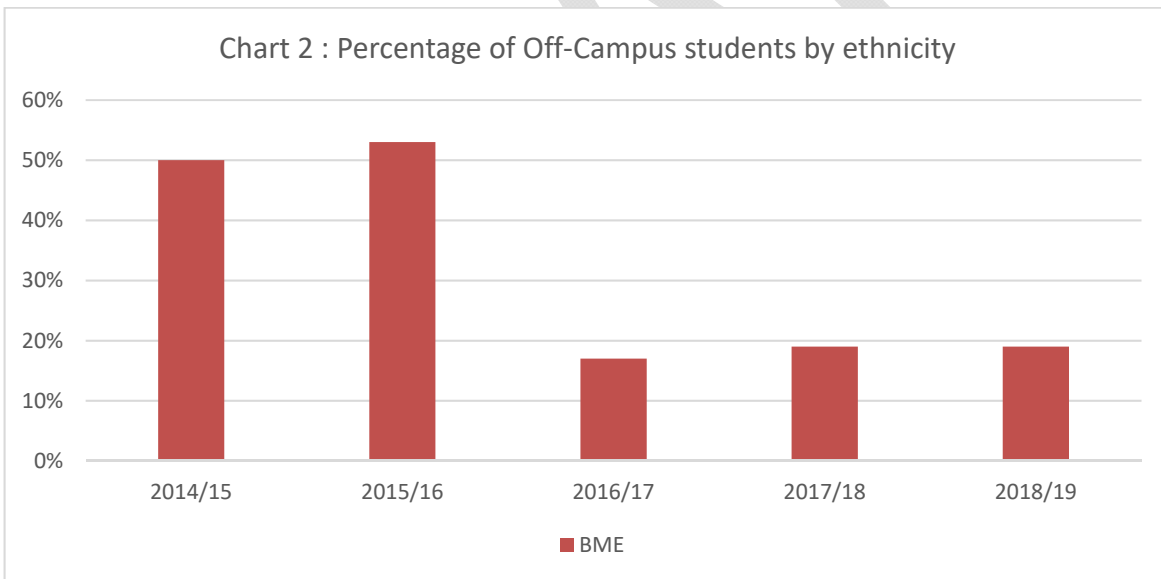
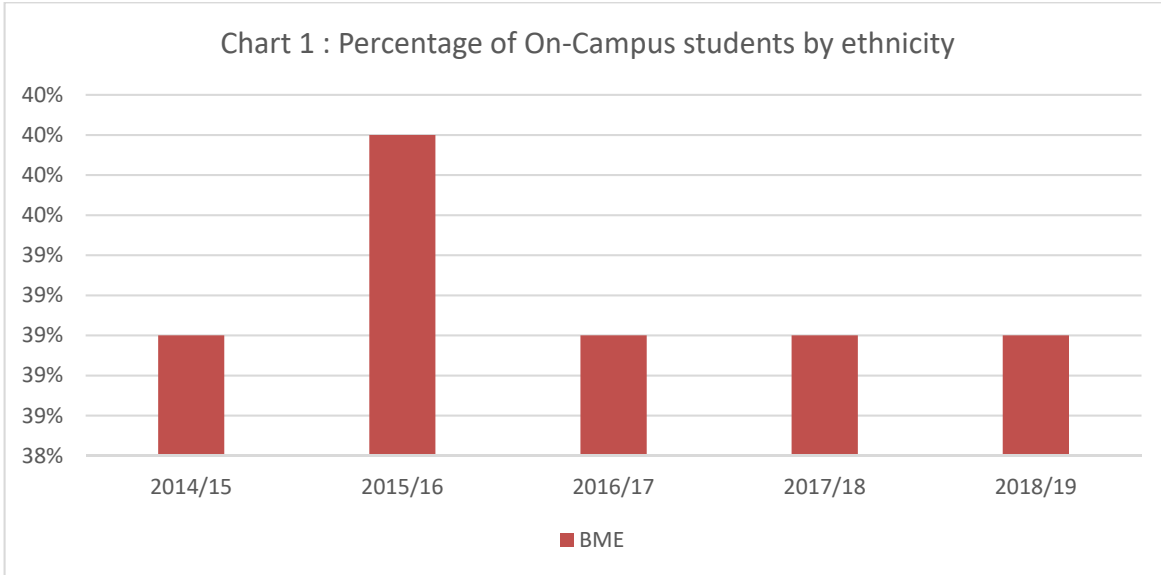
Charts 11 and 12: The majority of our students with a declared disability achieve an upper second/lower second degree classification.



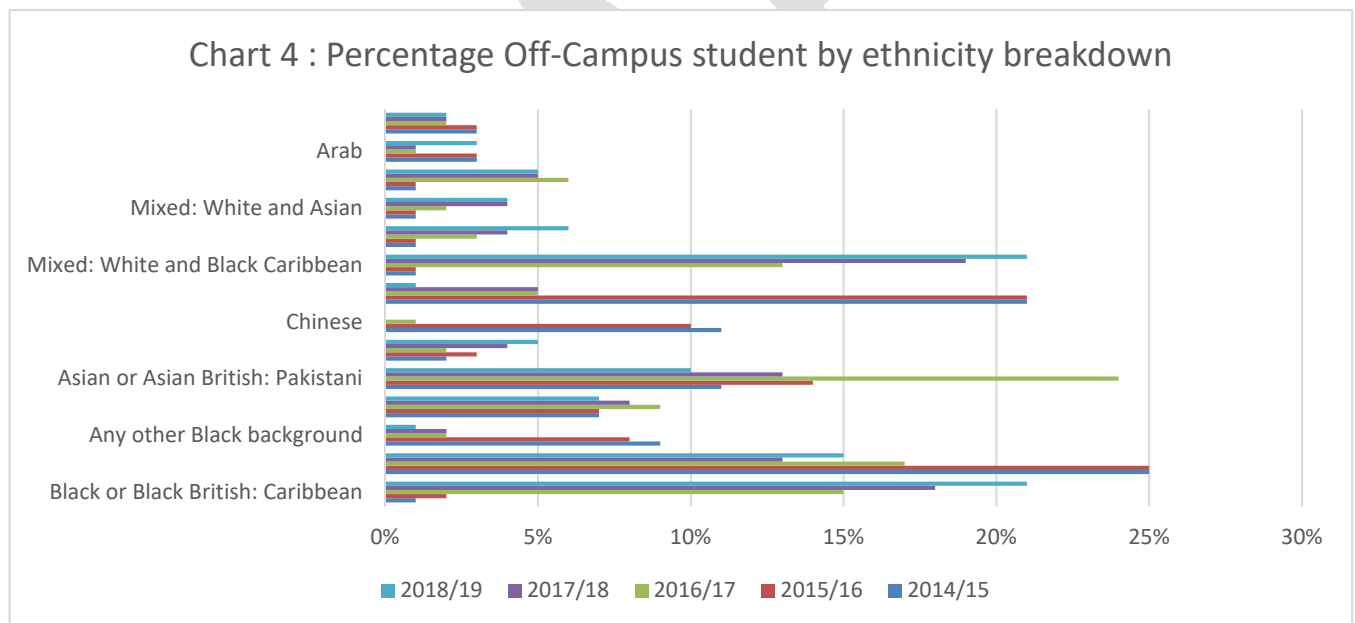
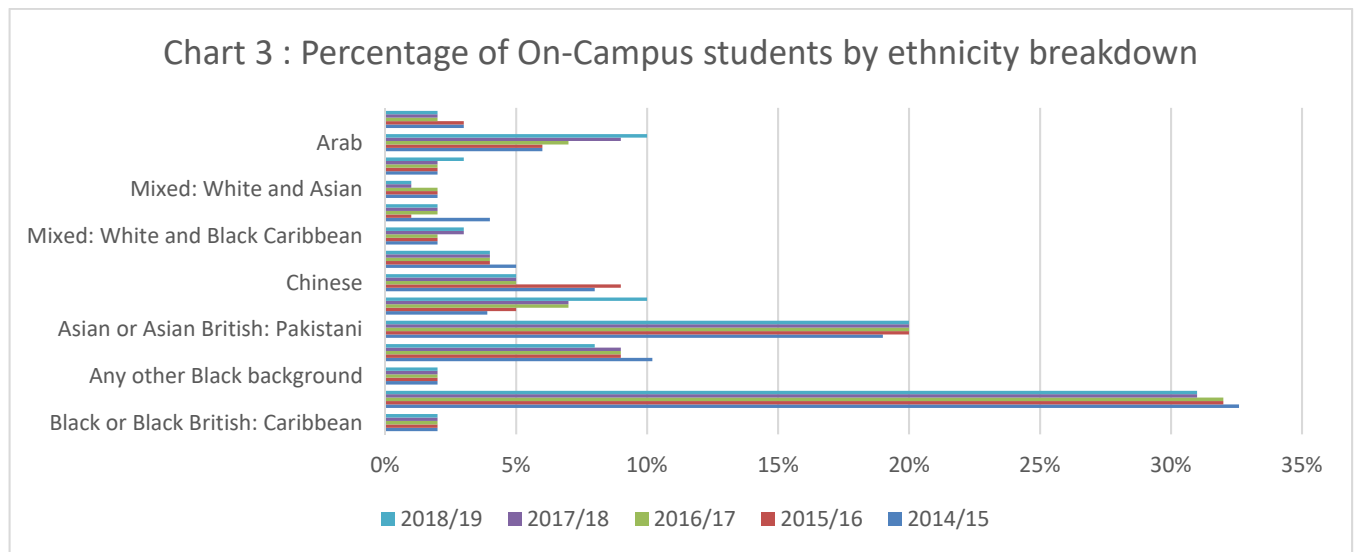
* note: off-campus degree classification for no known disability for first, upper second, third and unclassified relates to less and 5 students.

- **Ethnicity**

ECU: During 2018/2019 the BAME figure was recorded at 406,830 which equates to 26.9% of the English student population. As trend shows, students for On Campus are above the national figure.

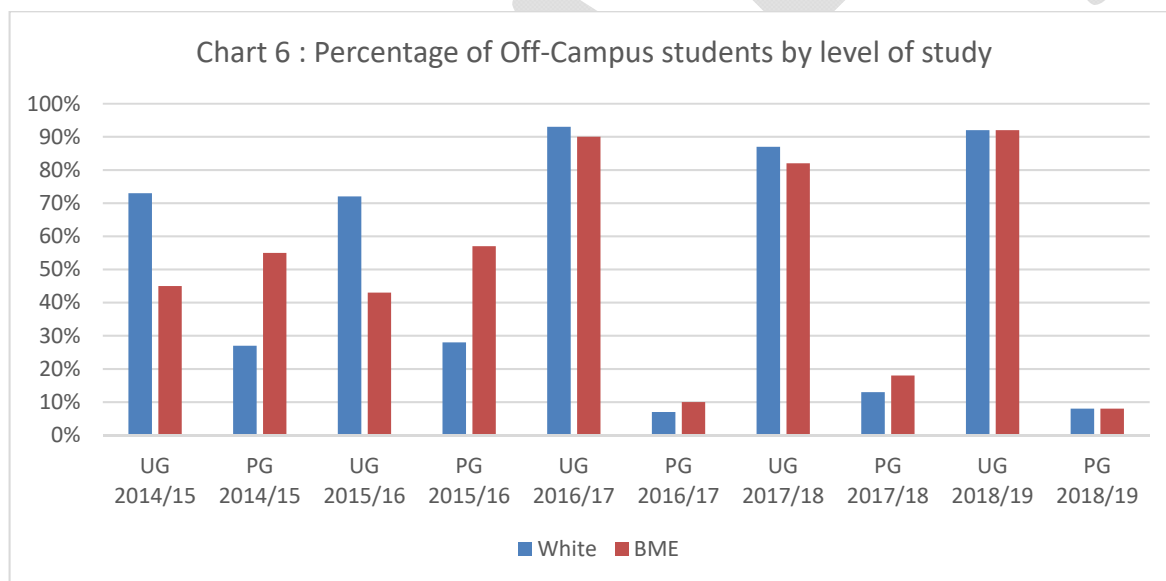
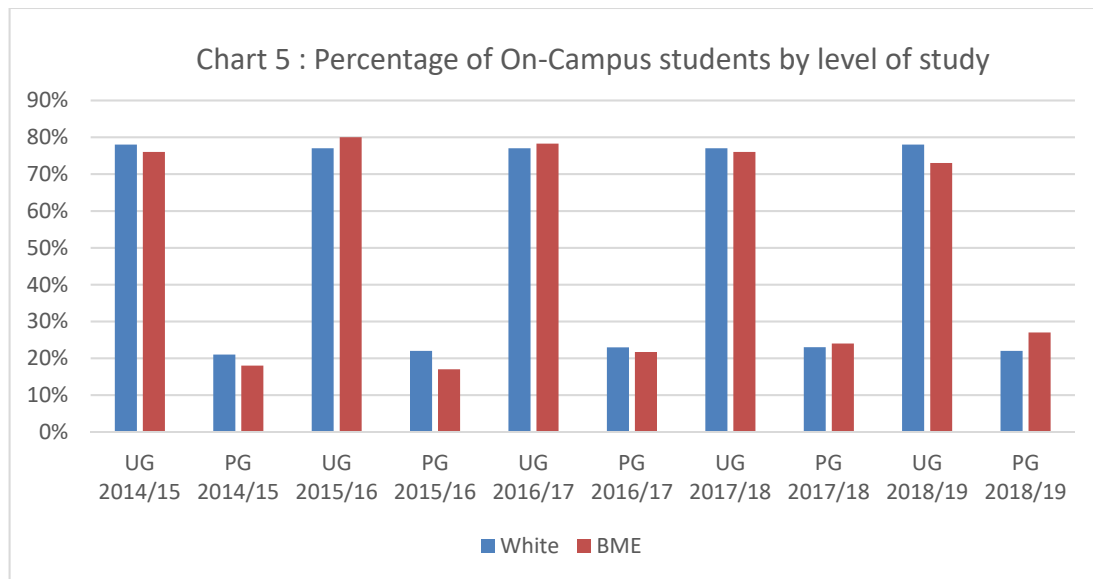


Charts 3 and 4: The charts within this section display the breakdown of on-campus and off-campus students who have declared themselves to be from a BME category. For the purpose of the following data, each of the categories have been grouped together and throughout this section will be referred to as 'BME'.

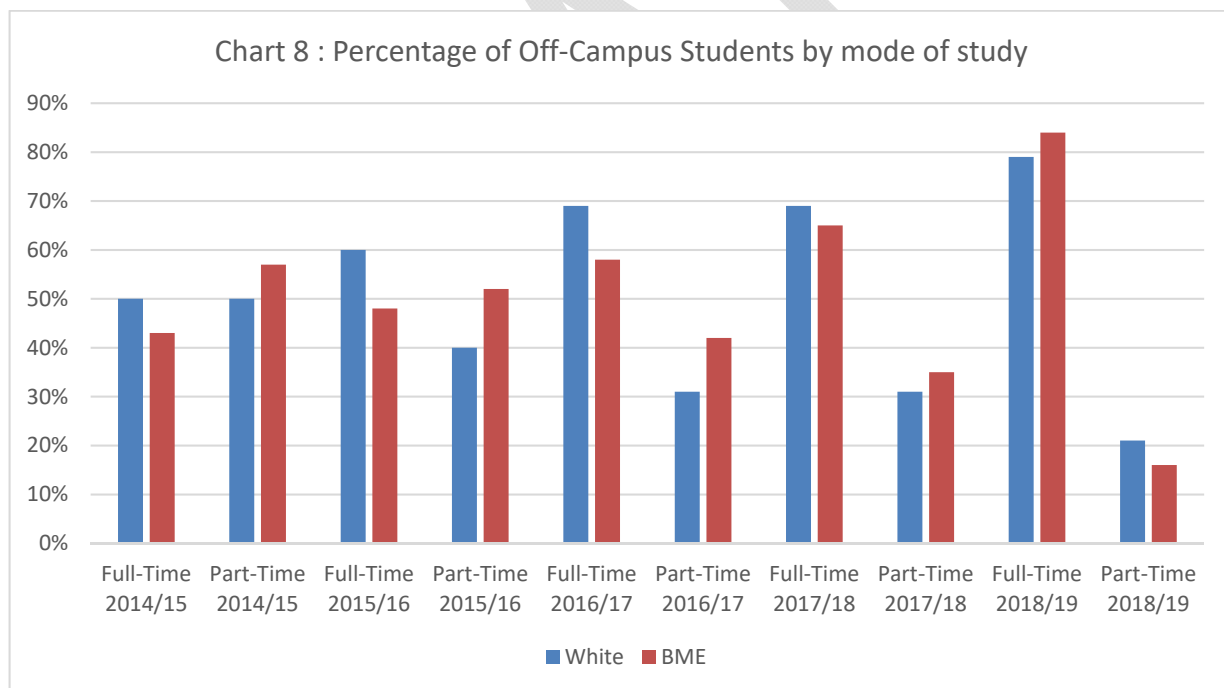
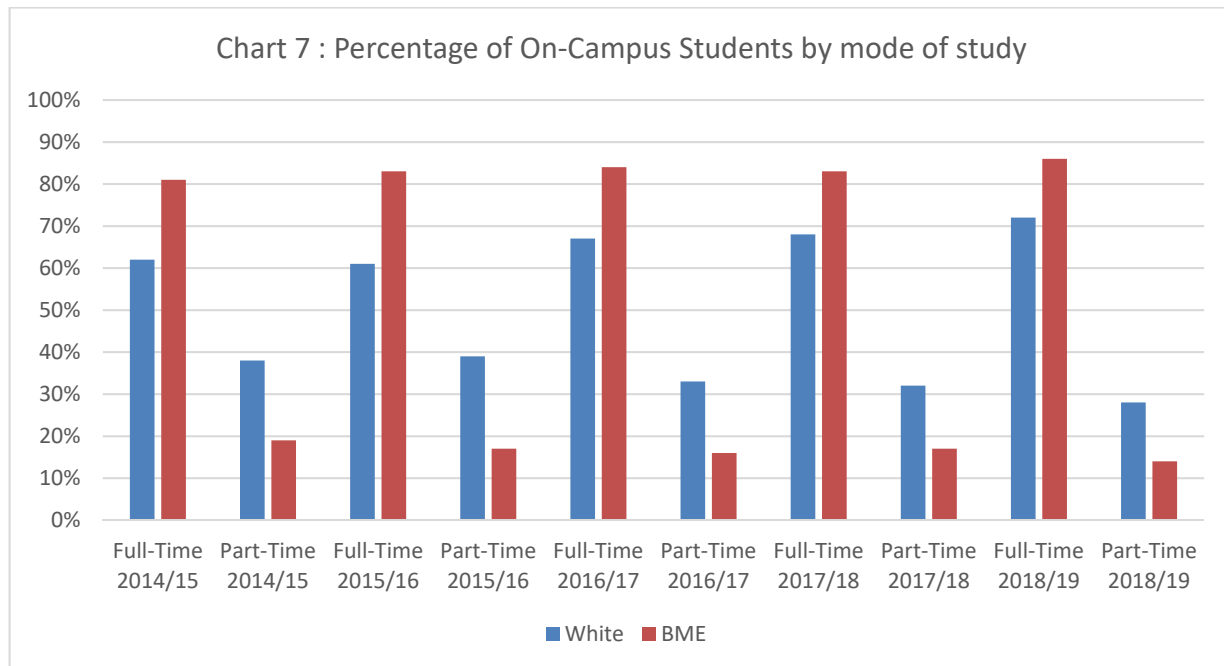


* note: off-campus any other black background, Chinese, Any other Asian, Arab and any other ethnic background relate to less than 5 students.

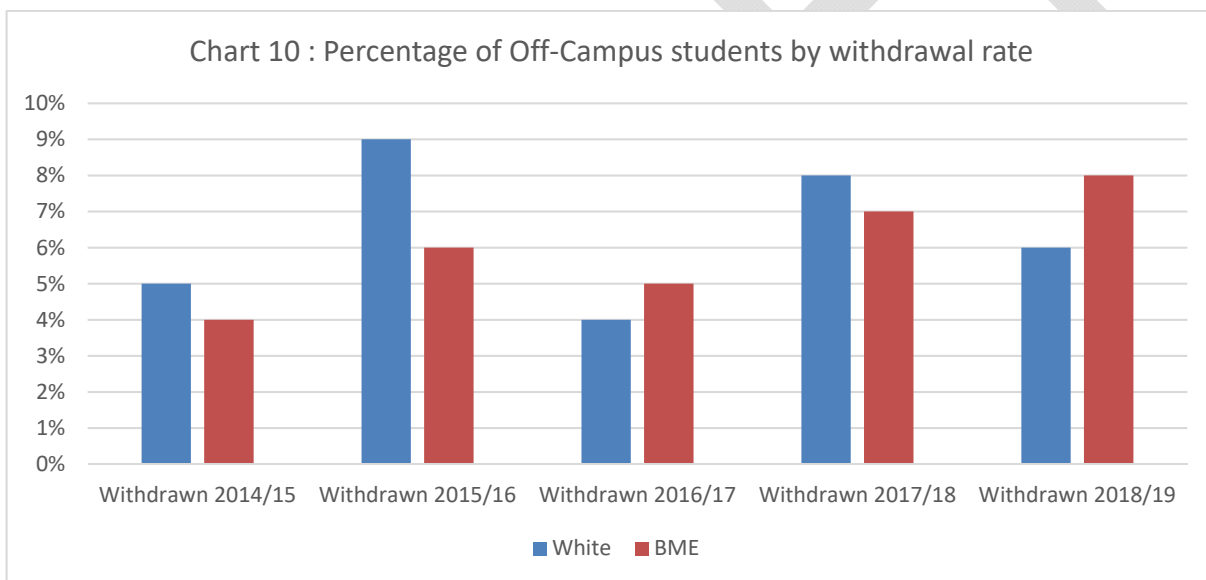
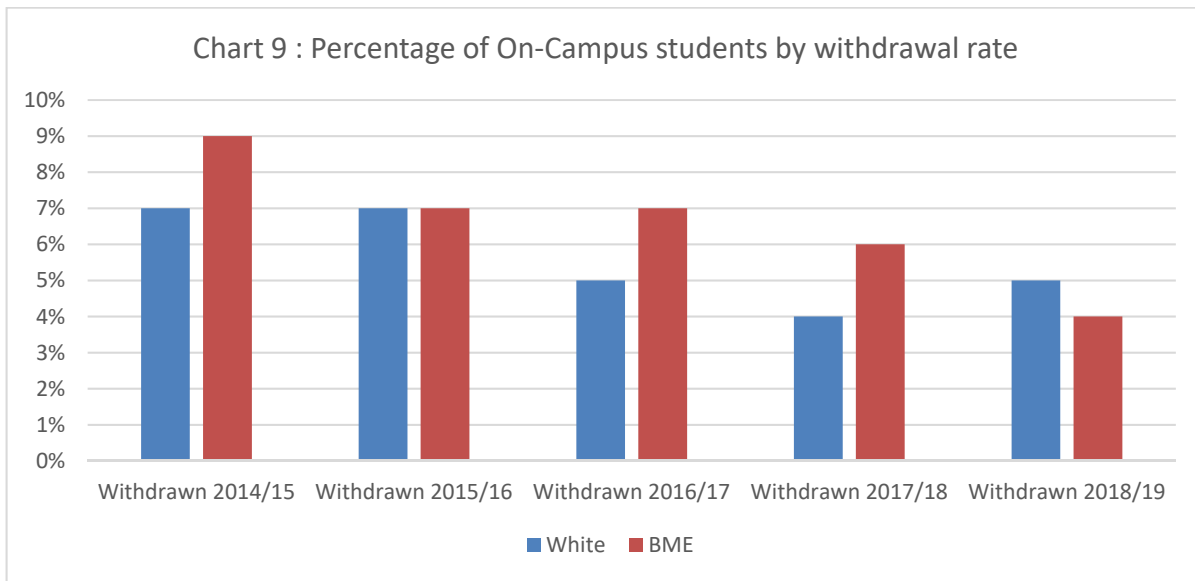
Charts 5 and 6: There are visible trends for both On and Off Campus students within the BME category. On-campus undergraduate students have increased by **1%** and off-campus undergraduate students have increased by **5%** from 2017/18.



Charts 7 and 8: During 2018/2019 we saw an increase of **3%** of On Campus students deciding to study full-time, where Off Campus saw an increase of **19%** of students studying full time compared to 2017/2018; this figure continues to grow year on year.

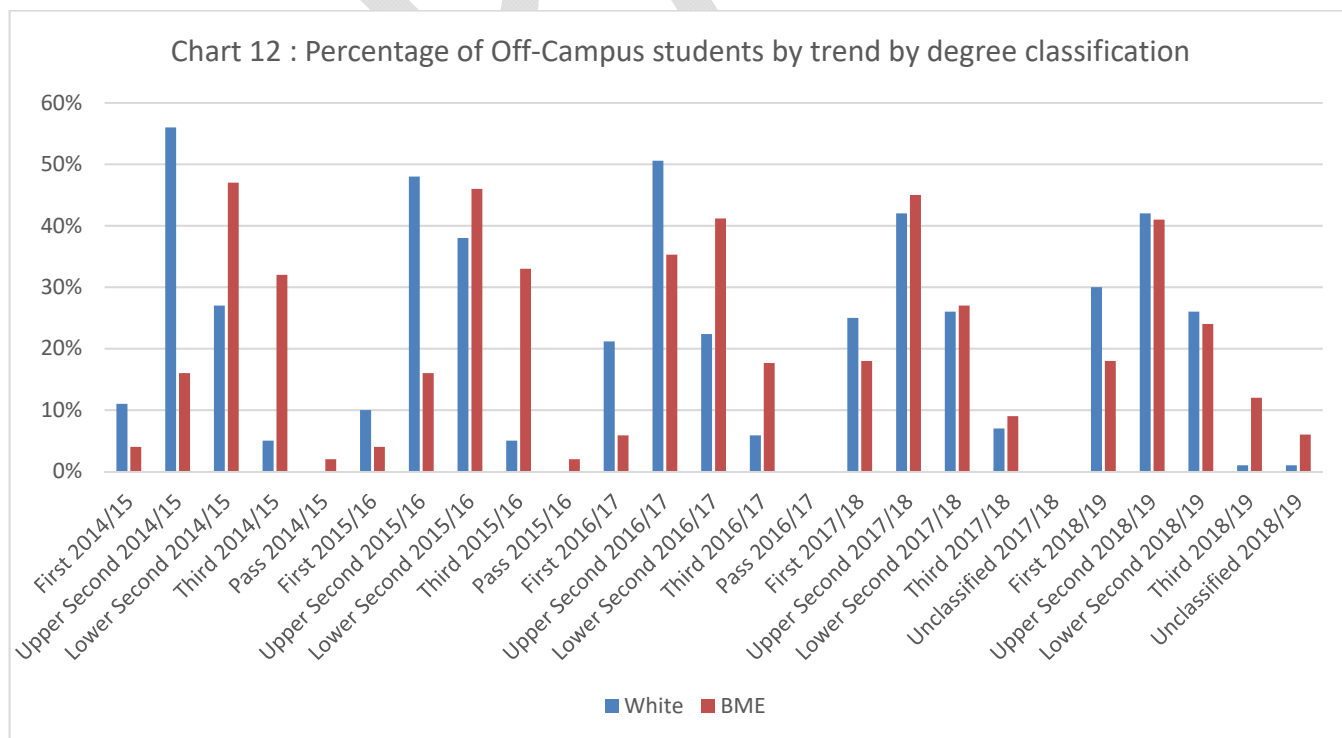
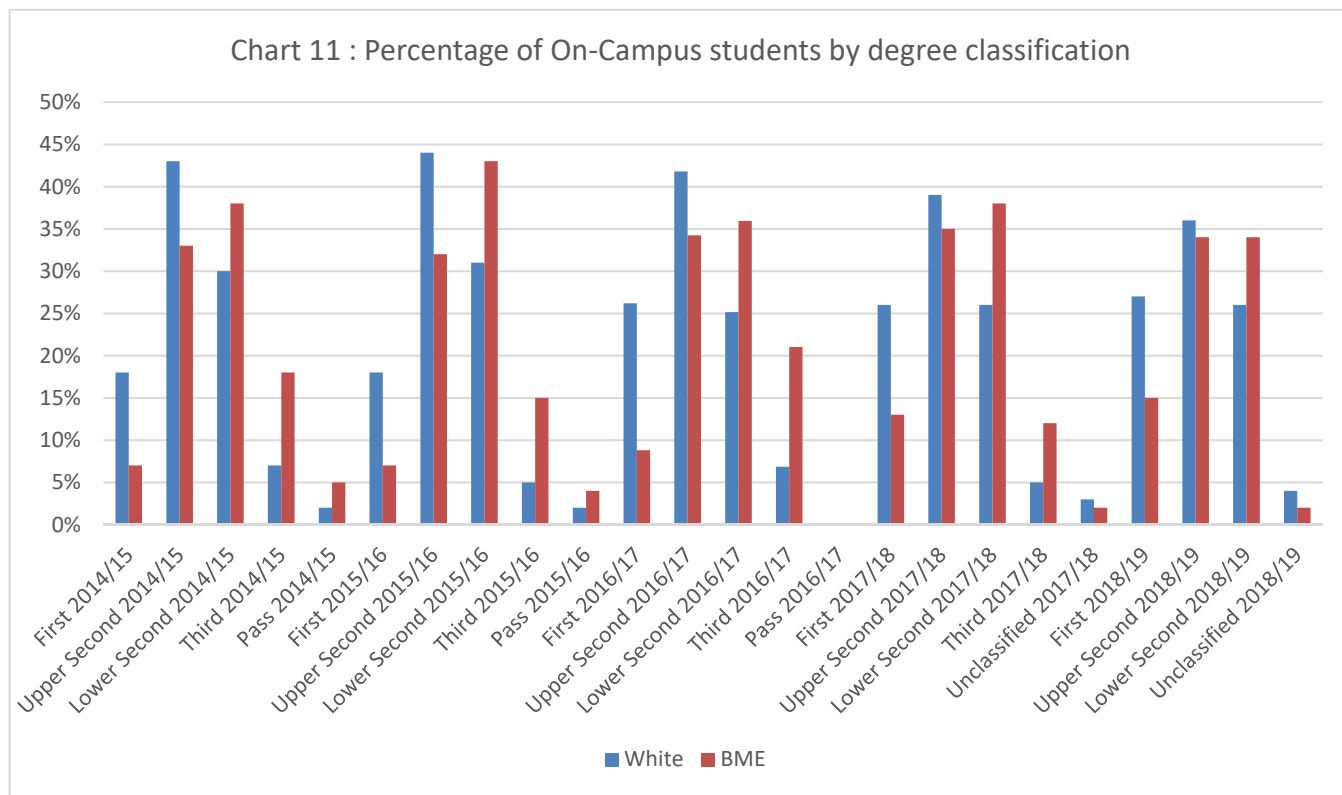


Charts 9 and 10: There is a **1%** decrease of BME students withdrawing from their studies when looking at on-campus. Equally, there is a **2%** increase for the same category studying off-campus.



Charts 11 and 12: Statistics indicate On Campus students receiving a first degree continues to increase over the past three years, where there is a **1%** decline in students receiving an upper second qualification.

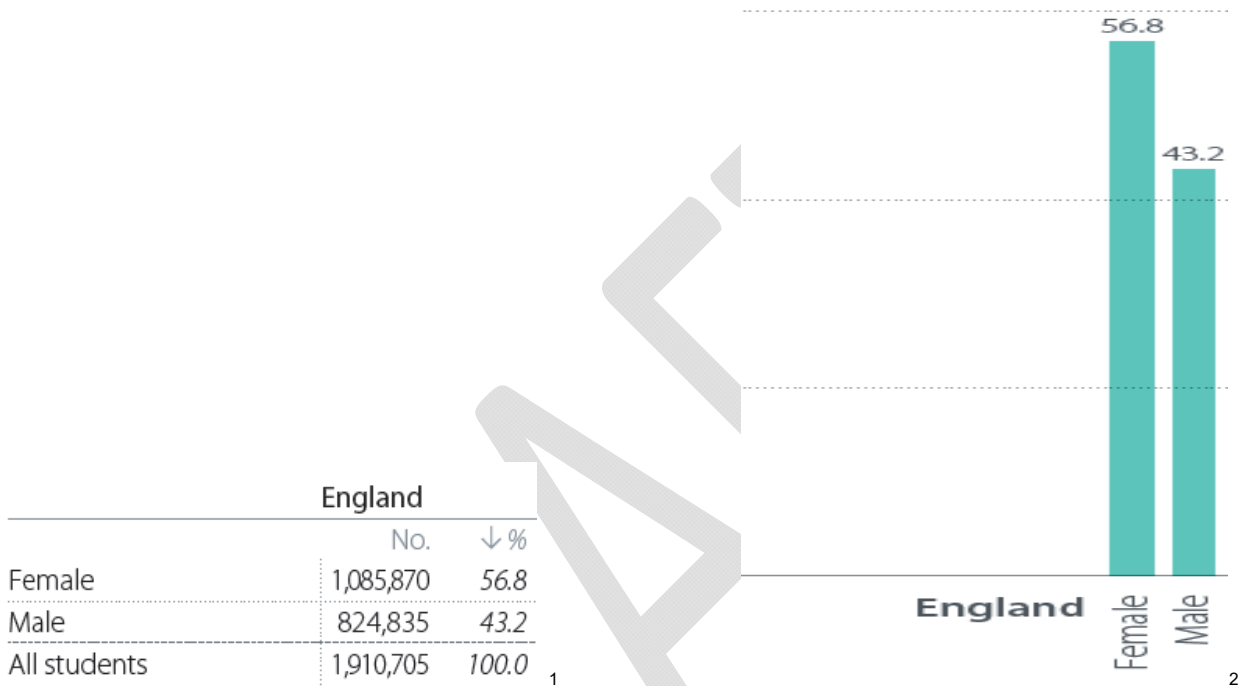
Off Campus students receiving a first degree has remained stable since 2017/2018, However, has overall increased by **14%** since 2014/15.



- Gender

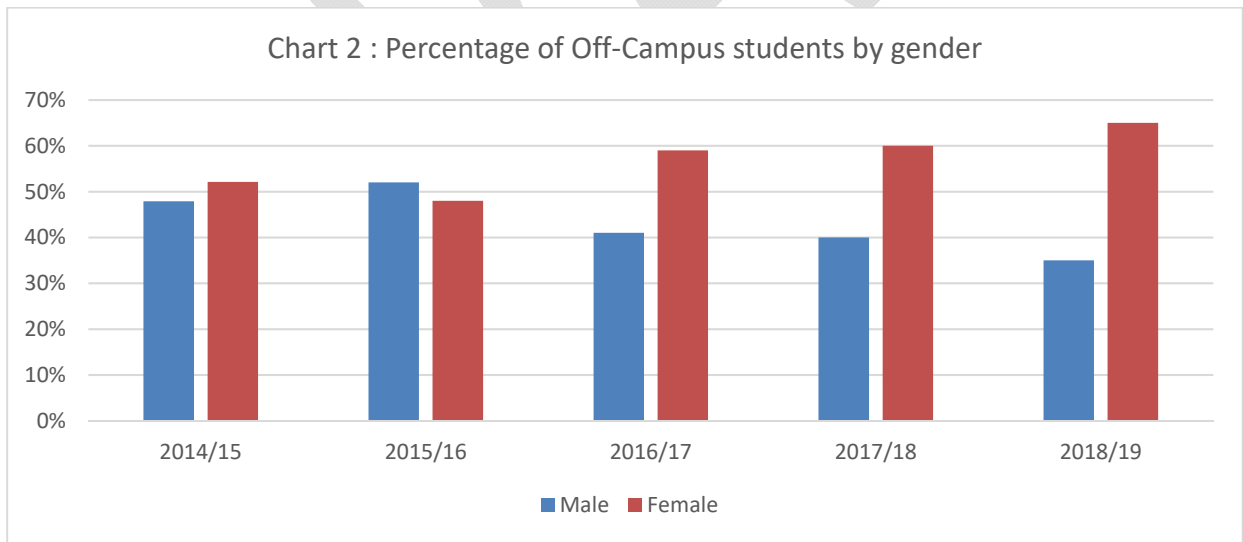
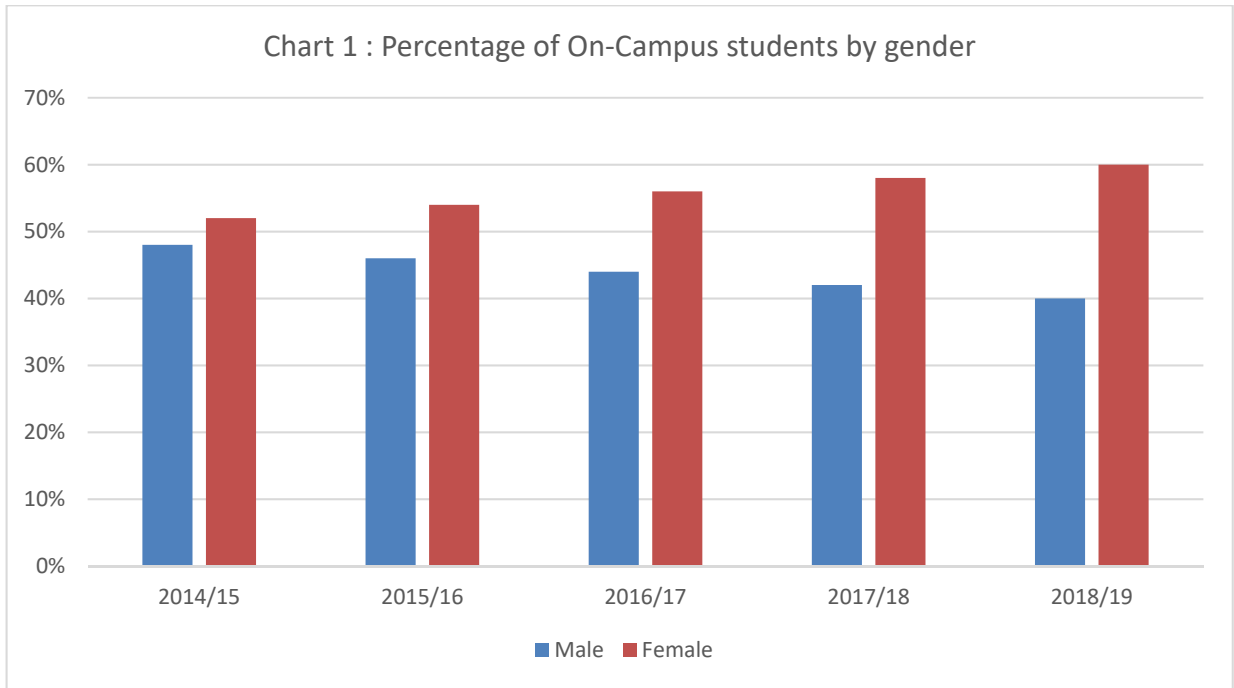
ECU: Student figures recorded in England during 2018/2019 56.8% were female students, 43.2% male.

ECU : All students by Country of institution and Gender



^{1& 2} ECU Equality and higher education students statistical report 2019
 (<http://www.ecu.ac.uk/publications/equality-in-higher-education-statistical-report-2019/>)

Charts 1 and 2: Trend shows that On Campus female students continues to rise year on year with an 8% difference between 2014/2015 and 2018/2019. Off Campus female students continues to dominate the gender figures, where all apart from 2015/2016 female students are the majority.



ECU's figures show that an average of **56.4%** female and **43.6%** male are studying at first degree undergraduate level and **63.7%** female and **36.3 %** male are studying are postgraduate level.³

	Female			Male		
	No.	↓%	→%	No.	↓%	→%
All students						
UK	1,085,685	81.4	57.7	797,515	79.1	42.3
EU	77,190	5.8	55.6	61,760	6.1	44.4
Non-EU	170,760	12.8	53.5	148,445	14.7	46.5
All	1,333,635	100.0	57.0	1,007,720	100.0	43.0

First degree undergraduate

UK	779,415	86.0	56.4	602,490	84.3	43.6
EU	51,235	5.7	57.1	38,435	5.4	42.9
Non-EU	75,815	8.4	50.7	73,625	10.3	49.3
All	906,465	100.0	55.9	714,550	100.0	44.1

Other undergraduate

UK	87,990	90.5	63.7	50,075	87.4	36.3
EU	2,225	2.3	51.3	2,110	3.7	48.7
Non-EU	7,045	7.2	58.1	5,080	8.9	41.9
All	97,265	100.0	62.9	57,265	100.0	37.1

3

³ ECU Equality and higher education students statistical report 2019
(<http://www.ecu.ac.uk/publications/equality-in-higher-education-statistical-report-2019/>)

Chart 3 and 4: On Campus students continues to be consistent for females studying at undergraduate level, where males studying at postgraduate level continues to increase year on year.

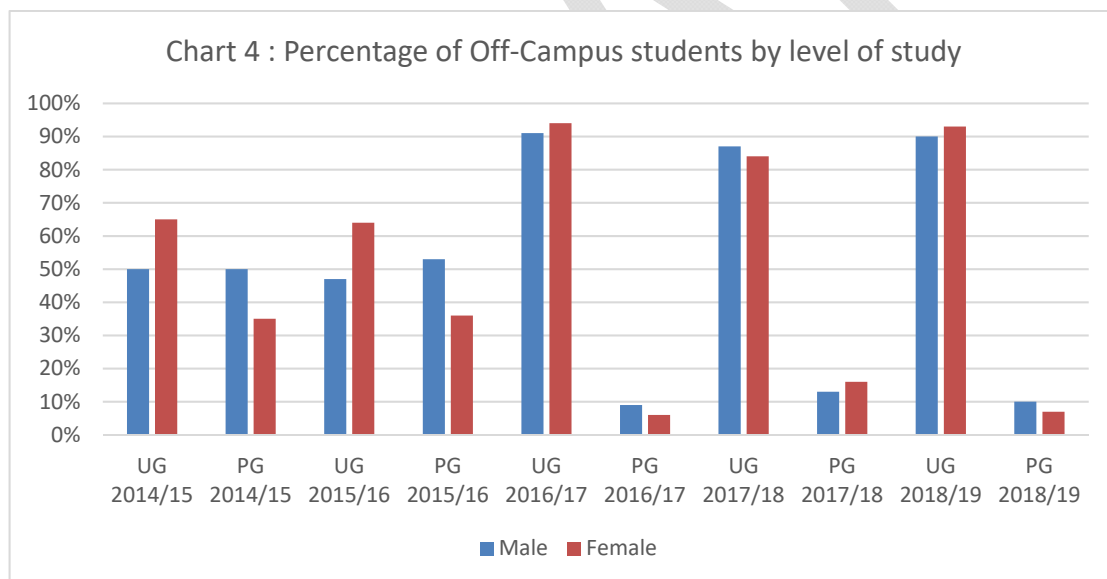
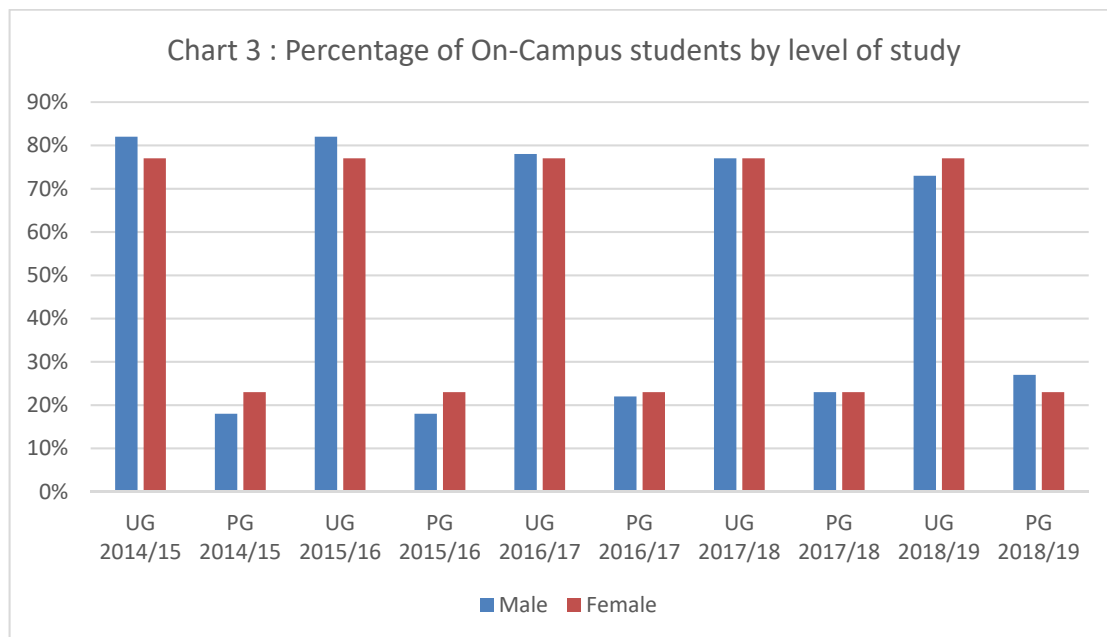


Chart 5 and 6: Trend highlights year on year increase for On Campus students, both male and female students deciding to study full-time, where figures show a slight decline for students studying part-time.

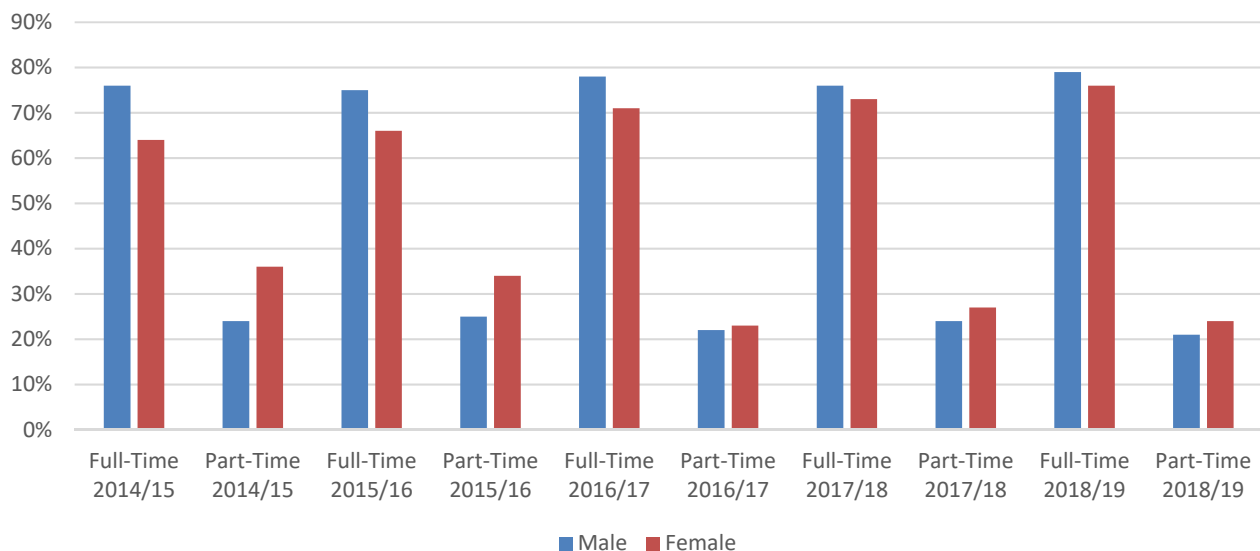
Off Campus male show a **3%** increase in choosing to study full-time compared to 2017/2018, where there a a massive increase of 19% of Off Campus females choosing to study full time.

The trend shows that the majority of our on-campus students are studying full-time courses with a slightly higher percentage of these being female. ECU's figures show that **56%** are female and **44%** male studying full-time and **60.3%** female and **39.7%** male studying part-time.³

All students by degree level, mode and gender

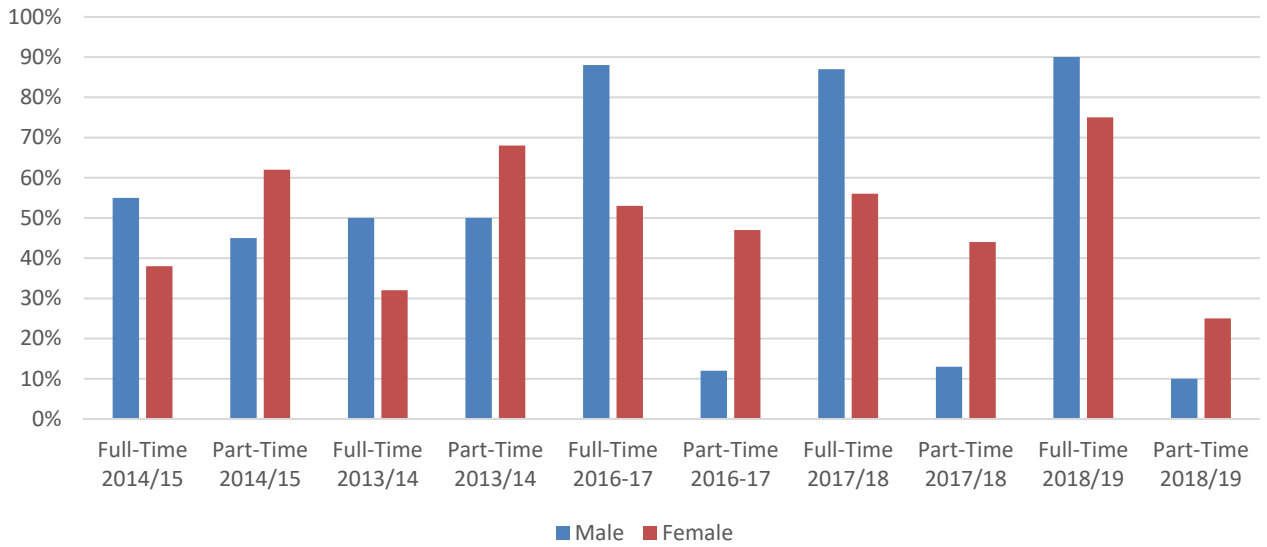
		Female			Male			All students	
		No.	↓ %	→ %	No.	↓ %	→ %	No.	↓ %
All students									
FT	Full-time	1,033,180	77.5	56.0	810,215	80.4	44.0	1,843,395	78.7
PT	Part-time	300,475	22.5	60.3	197,515	19.6	39.7	497,990	21.3
All	All modes	1,333,650	100.0	57.0	1,007,730	100.0	43.0	2,341,385	100.0
First degree undergraduate									
FT	Full-time	814,035	89.8	55.9	643,385	90.0	44.1	1,457,420	89.9
PT	Part-time	92,435	10.2	56.5	71,170	10.0	43.5	163,600	10.1
All	All modes	906,465	100.0	55.9	714,555	100.0	44.1	1,621,020	100.0
Other undergraduate									
FT	Full-time	27,410	28.2	58.4	19,540	34.1	41.6	46,955	30.4
PT	Part-time	69,860	71.8	64.9	37,725	65.9	35.1	107,585	69.6
All	All modes	97,270	100.0	62.9	57,270	100.0	37.1	154,540	100.0

Chart 5 : Percentage of On-Campus students by mode of study



³ ECU Equality and higher education students statistical report 2019 (<http://www.ecu.ac.uk/publications/equality-in-higher-education-statistical-report-2019/>)

Chart 6 : Percentage of Off-Campus students by mode of study



Charts 7 and 8: 2018/2019 figures indicate a **1%** decline in On Campus male students withdrawing from studies, whereas females remain the same at **4%**. Trend shows that male Off Campus students have declined by **3%** although females figures remain the same as 2017/2018 at **5%** female.

Chart 7 : Percentage of On-Campus Students by withdrawal rate

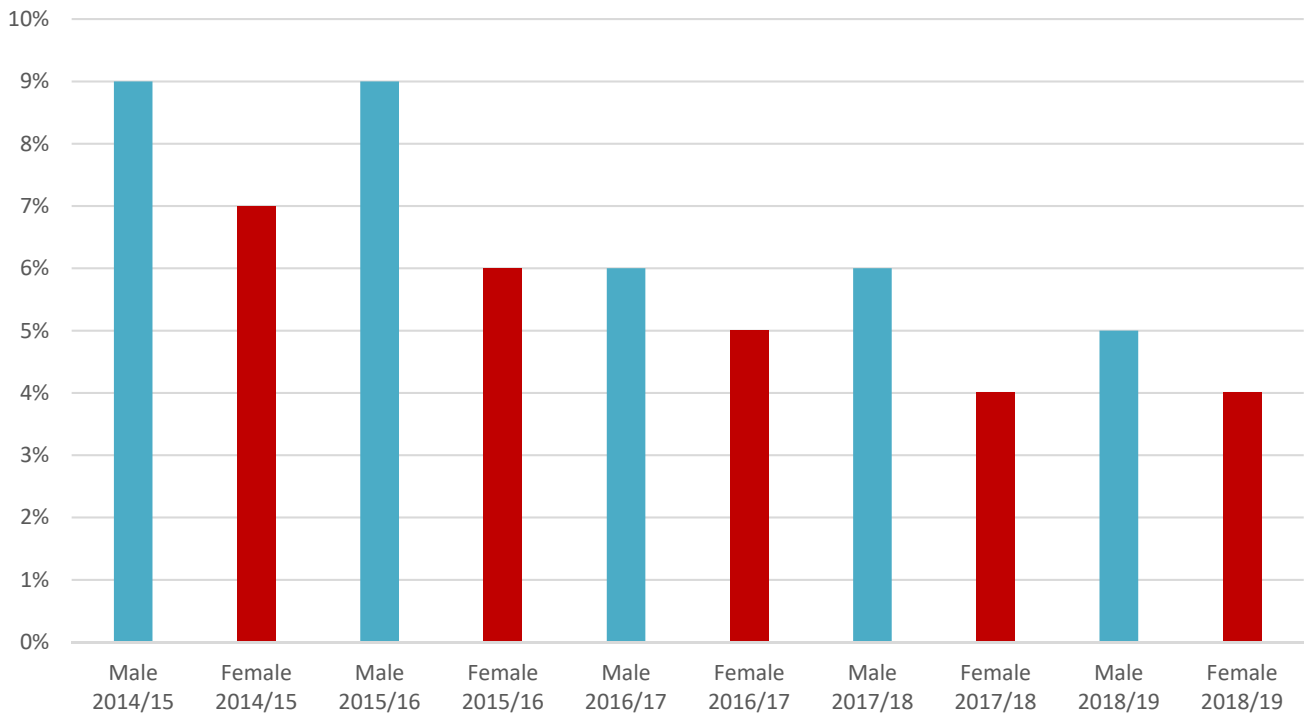
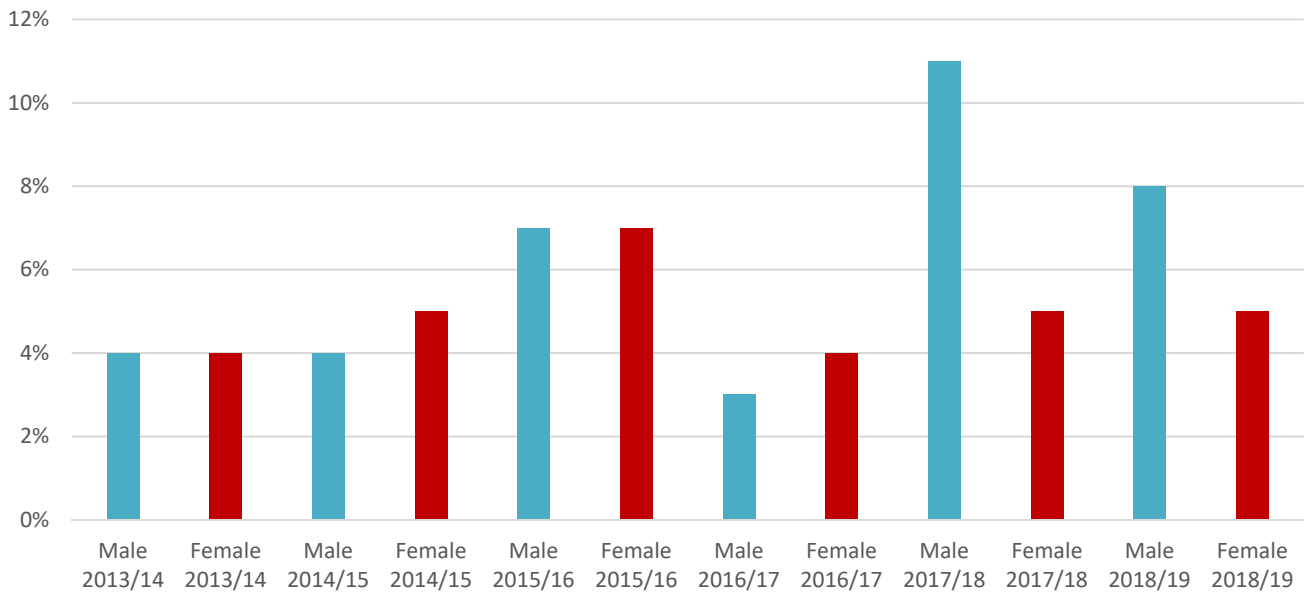


Chart 8 : Percentage of Off-Campus Students by withdrawal rate



Charts 9 and 10: The trend shows that the percentage of students receiving a first degree classification has increased by 2% for our females and shows a 1% increase for our male On-Campus students. Off-Campus female students receiving a first degree classification has again increased by 10%, although figures show a 5% decline in our male students.

Chart 9 : Percentage of On-Campus Students by degree classification

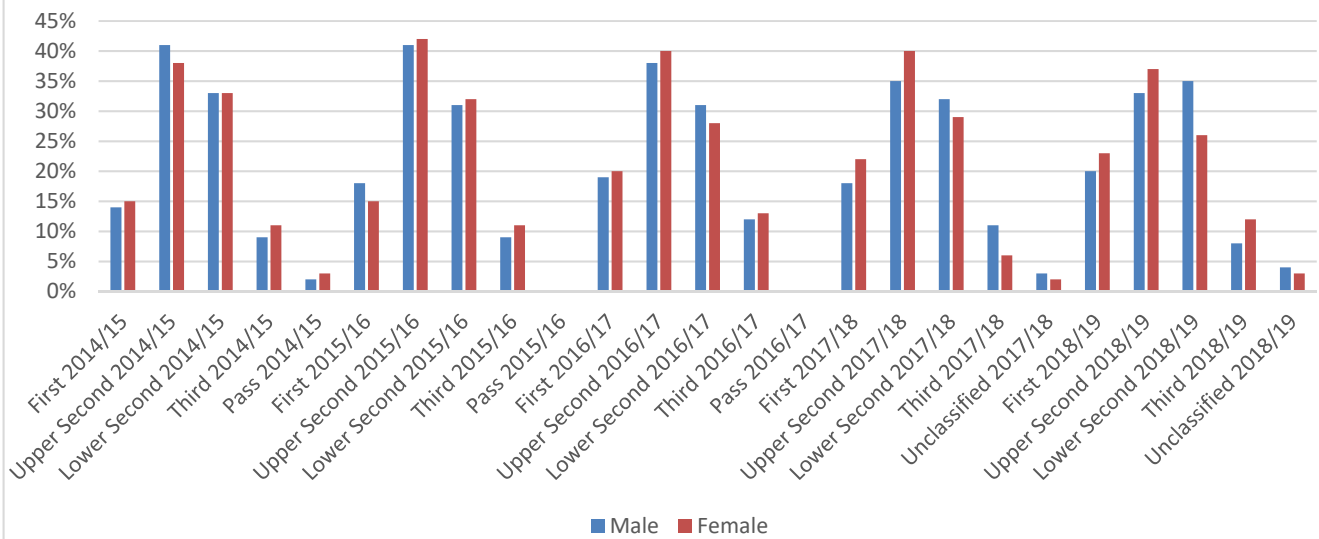
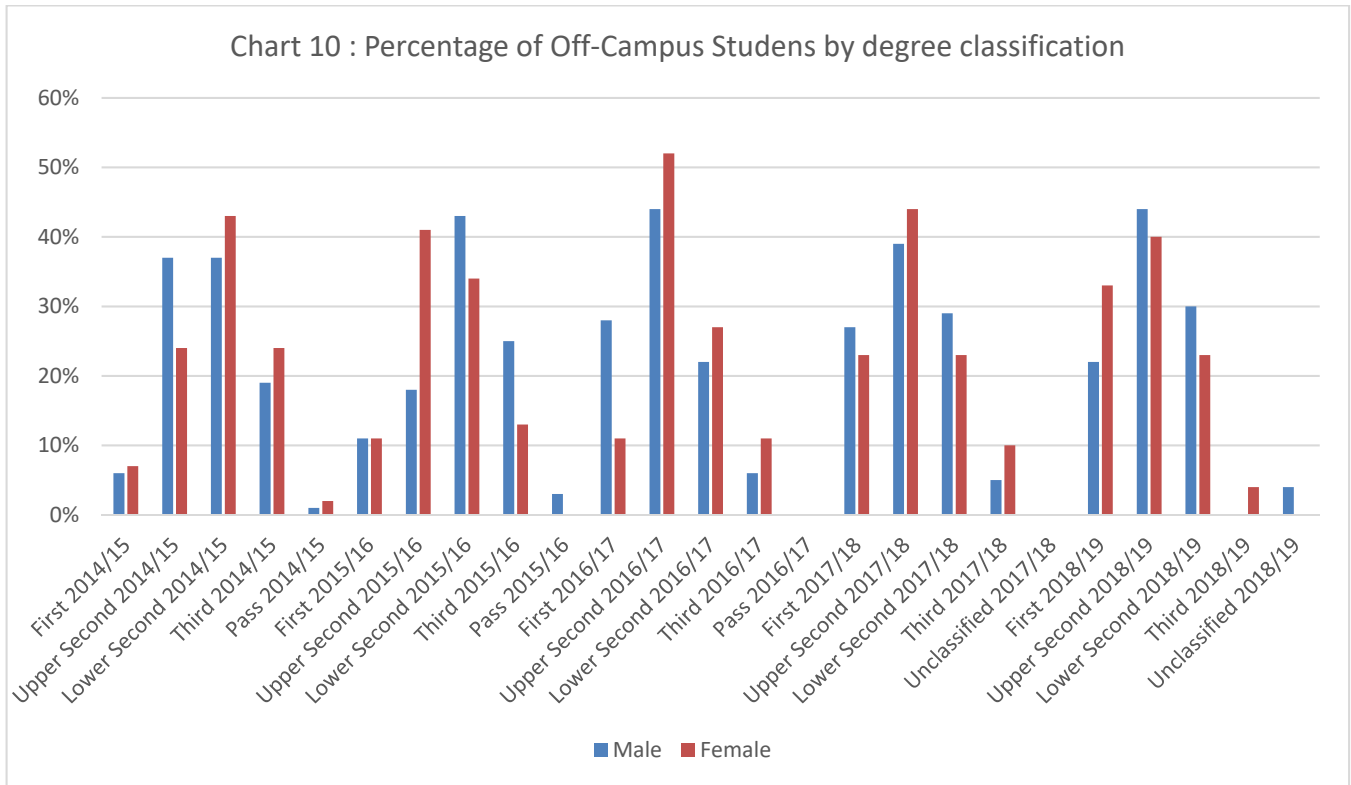


Chart 10 : Percentage of Off-Campus Studens by degree classification



*note: off-campus degree classification for male and female for third degree and unclassified for relates to less than 5 students.

- **Other Protected Characteristics**

Sexual Orientation and Religion or Belief – This information is not collected about our students

National Student Survey Results 2019

Analysis of results for the University of Bolton (UoB)

The 2019 National Student Survey (NSS) marks the fifteenth annual survey of student experiences in higher education institutions (HEIs) in the United Kingdom. Final year undergraduate students were invited to measure their satisfaction in relation to eight key areas as well as providing a Students' Union and overall satisfaction rating. The eight key areas are:

- The Teaching on my Course
- Learning Opportunities
- Assessment and Feedback
- Academic Support
- Organisation and Management
- Learning Resources
- Learning Community
- Student Voice

Each category contains a number of questions (25 in total). Question 26 asks the students to rate the Students' Union and Question 27 provides an overall satisfaction score. Students were asked to rate the extent to which they agree or disagree with each of the 27 statements in the survey by selecting one of the following response categories:

- Definitely Agree
- Mostly Agree
- Neither Agree Nor Disagree
- Mostly Disagree
- Definitely Disagree
- Not Applicable

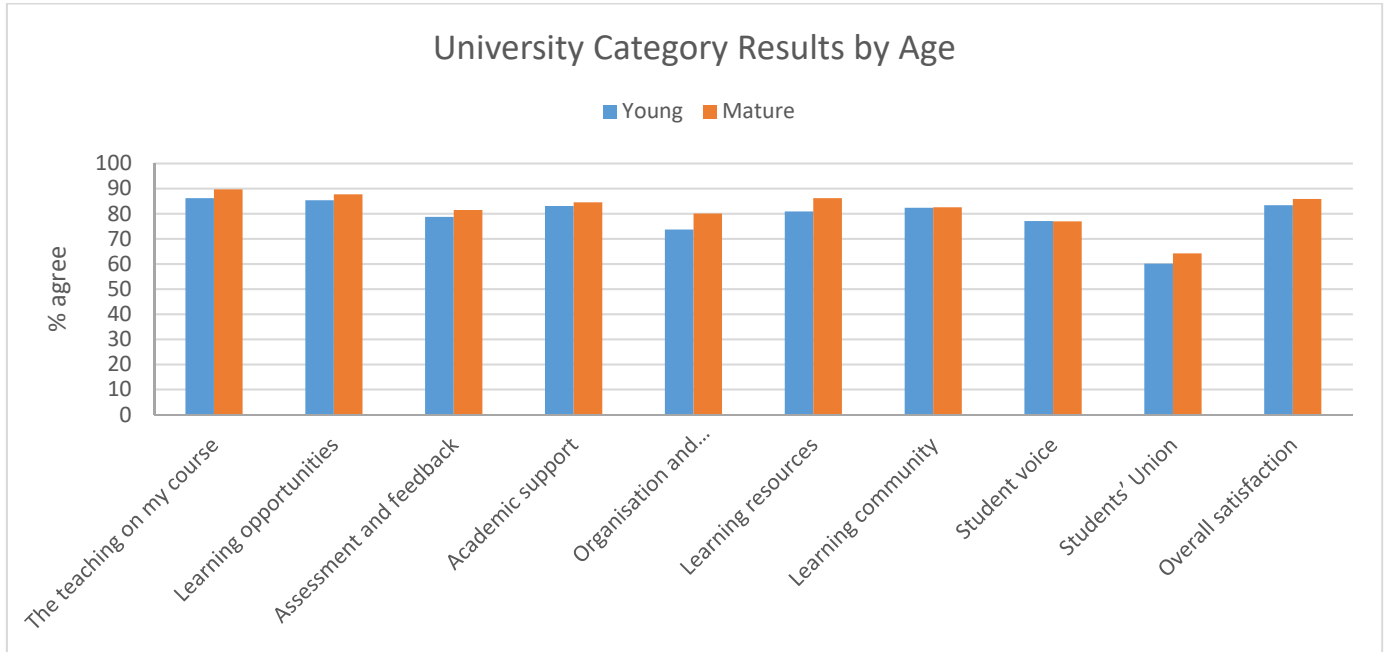
The results analysis uses the percentage of respondents who agree ('Definitely Agree' and 'Mostly Agree' response categories) with the given statement as the score, excluding answers of 'Not Applicable' and answers left blank, for students registered at the University. This includes both on-campus and UK off-campus (franchise) students. The '% agree' scores for scaled questions for the category results are calculated using the '% agree (TEF method)'.

University Results

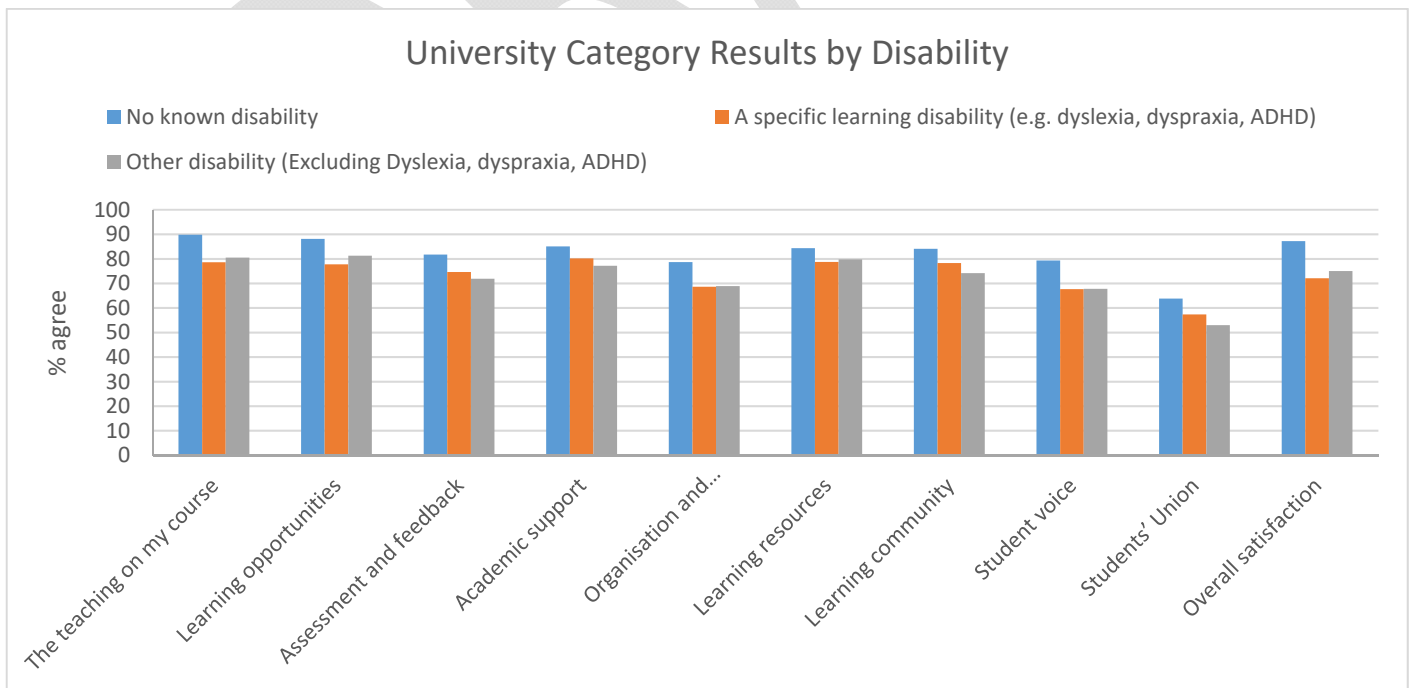
In 2019, the University's target population was 1,174. The University achieved a response rate of 66%, which is 4% lower than the response rate achieved by the University in 2018.

By Category and Age

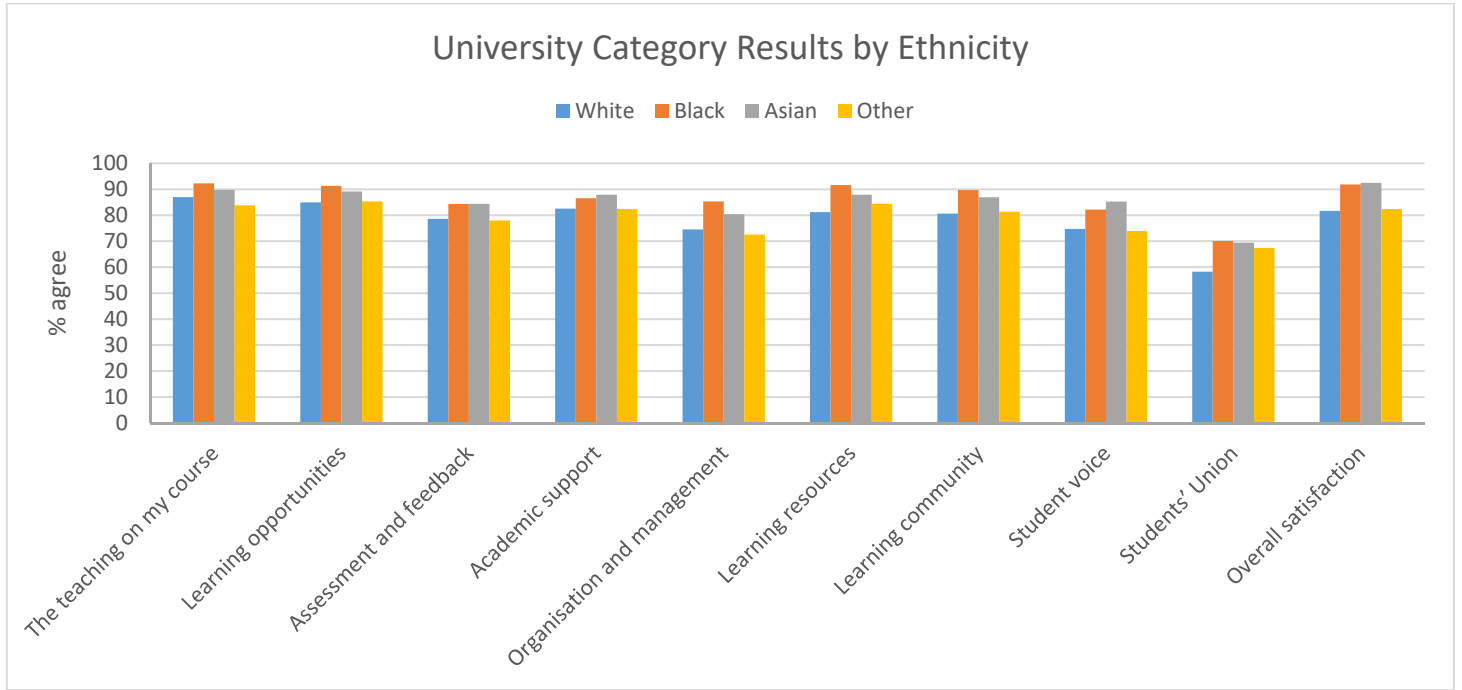
Age is based on the age of the student at the commencement date of entry to Higher Education. The 'Young' category is for students aged under 21 and the 'Mature' category is students aged 21 or over.



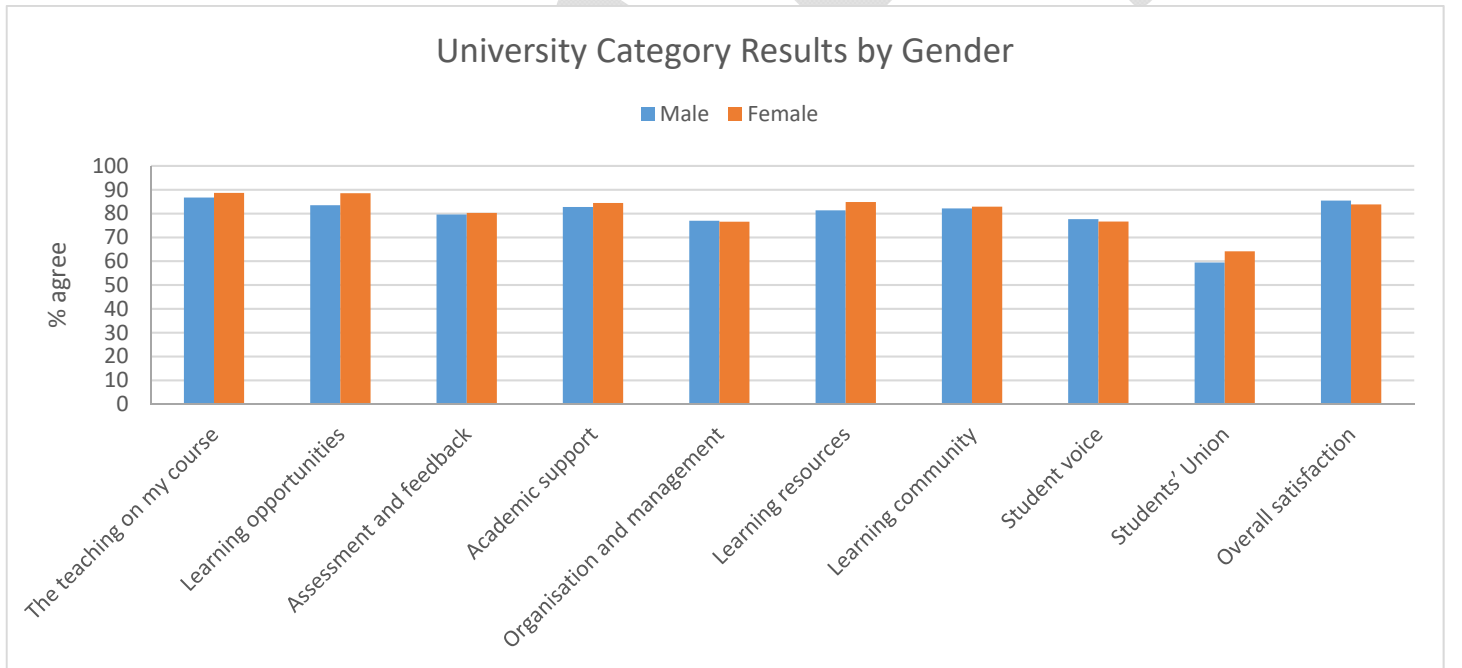
By Category and Disability



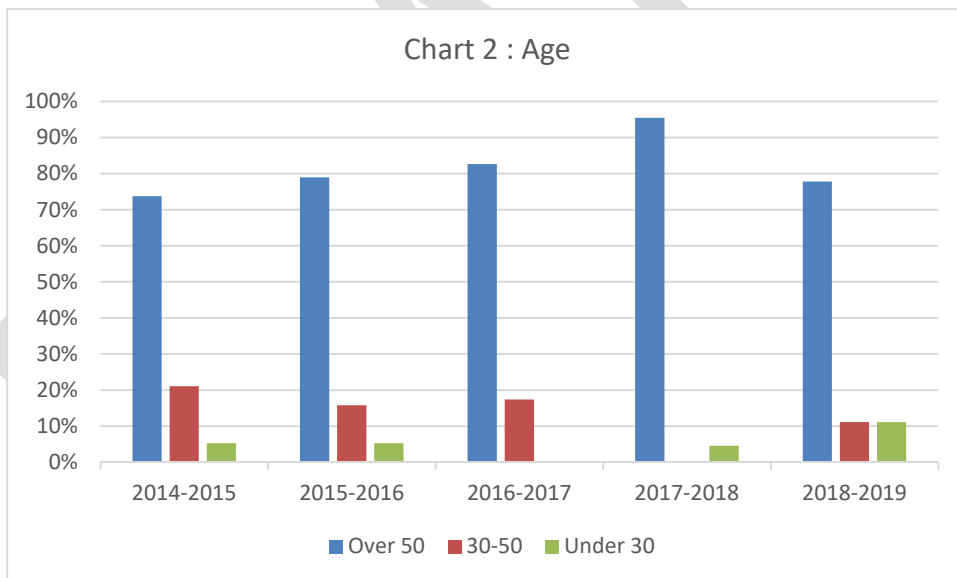
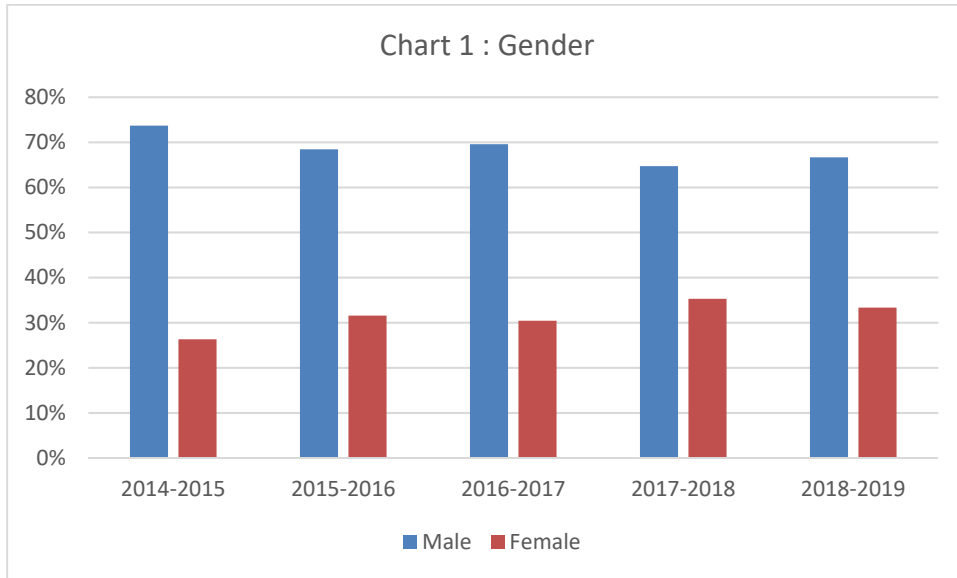
By Category and Ethnicity

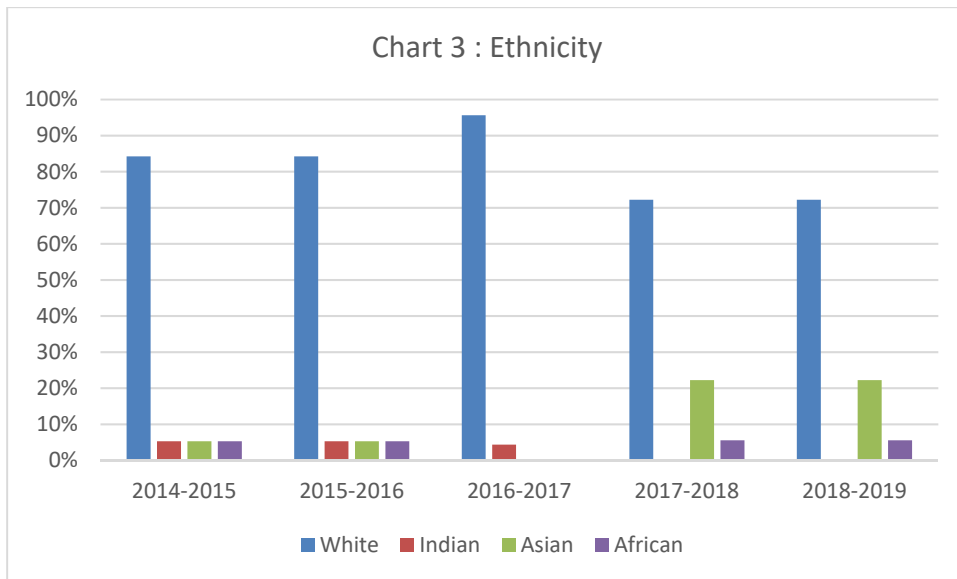


By Category and Gender



Equality and Diversity Statistical Data – Board of Governors





As figures indicate, during 2018/2019, the Board of Governors has slightly increased by one person. Work continues ensuring that the board have the right skills, experience and knowledge across the University Group working collaboratively to oversee the educational character and mission of the University Group.

Equality and Diversity Annual Report 2018/2019

To request another format please contact us at hr@bolton.ac.uk or alternatively Suzanne Fairclough, Equality and Diversity Champion on 01204 903 582.

This report is available online at www.bolton.ac.uk/Diversity and can be made available in other formats.

