University of Bolton
Teaching Intensive, Research Informed

Equally & Diversity

Information Report

2020
2021

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Equality and Diversity Annual Report 2020/2021

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1) Forward

Welcome to the University of Bolton's Equality & Diversity Information Report for 2020/2021. We hope that you find this year's report a useful summary of equality and diversity information on our staff and student communities.

This report sets out the key equality-related data for the last year and highlights trends over a five year period. It provides us with an evidence-based approach to equality, diversity and inclusion.

Here at the University of Bolton we are proud of our diverse staff and student community. We are committed to making sure that the University not only meets its statutory obligations but more critically that equality, diversity and inclusion remains resolutely at the heart of the way we do things. In this endeavour we encourage everyone in the wider University community to work together to ensure we continue to have an organisational culture that everyone regardless of their background and irrespective of any protected characteristic (i.e. age, disability, gender reassignment, marriage or civil partnership, pregnancy and maternity, race, religion or belief, gender and sexual orientation.) feels safe, supported and able to contribute to the success of University.

I am honored to be the Chair of the Organisational Development, Equality and Diversity Committee and am grateful for all of the efforts of my colleagues who help to develop the equality, diversity and inclusion agenda, making the University of Bolton a great place to work and study.

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

2) Key Achievements

a) Staff – Developments & Support 2020/2021

The University of Bolton's workforce continued to grow between the period 1 September 2020 – 31 August 2021 employing 853 members of staff, all 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*** overseas initiatives that promote our Equality and Diversity agenda. Over the last 12 months, we have succeeded in the following areas:

i) Equality, Diversity and Dignity Champions

We have a number of employees who undertake the role of Equality, Diversity and Dignity Champions and continue to seek additional people to undertake this important role for the University. 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.

ii) Customer Service Excellence Standard

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;

- ***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;
- ***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;
- ***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 any protected characteristics. This positive experience is further enhanced by ongoing induction sessions relating to Equality and Diversity and Disability Services

iii) Employee Assistance Programme

VIVUP continues to provide the University with a specialist range of Employee Assistance Provision including Health & Wellbeing services. During the Pandemic they have continued to provide services remotely to support staff and increase their awareness for mental health support during the pandemic.

iv) 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.

v) 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.

vi) Gender Pay Gap

Following the period of consultation, the University published the report in March 2020, 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://gender-pay-gap.service.gov.uk/Employer/QLxMss0h/2020

b) Staff - Equality & Diversity Training:

i) 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%.

ii) 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.

iii) 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 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.

All managers involved in Recruitment and Selection are required to undertake this training.

iv) Disability Services Training

During the period 1 September 2020 – 31 August 2021, the University welcomed 113 new staff members, all of which were offered in-house Disability Services Training.

v) Mental Health Awareness Training/First Aider

During 2020/2021, the arena around Mental Health unfortunately stopped due to the Covid-19 pandemic. The University recognises the importance of training around Mental Health Awareness and plans to continue to roll this programme out when permissible.

c) Students Support Services:

i) Life Lounge

The Life Lounge is the University of Bolton's Student Mental Health and Wellbeing Hub. The Life Lounge opened in 2015 in response to feedback that the Students wanted a location away from the busy, open plan, Student Centre, to access Counselling support.

Following a review in 2019, there was significant investment into the University's student mental health and wellbeing provision and a number of improvements were made including;

- Increased staffing levels;
- Improved facilities;
- Commissioning of a Student Mental Health and Wellbeing Strategy.

The Life Lounge now offers the following services:

- Counselling
- Cognitive Behavioural Therapy
- Mental Health Advice and Assessments
- Wellbeing Advice
- Signposting to external support
- Referrals to the Greater Manchester Universities Student Mental Health Service (NHS)
- Advice and guidance on Health Wellbeing, Support Study Policy and Procedure and Dignity at Study
- Dignity at Study Referrals (Bullying and Harassment)

The Life Lounge is staffed by:

- 1 full-time Wellbeing Advisor (replacement to the Duty Student Advisor);
- 1 full-time Wellbeing Coordinator;
- 2 full-time Mental Health Advisors
- 1.5 Student Counsellors
- 1 full-time Cognitive Behavioural Therapist (CBT).

In addition to this the Life Lounge works collaboratively with colleagues from the School of Education and Psychology to offer placement opportunities to students on the MSc Cognitive and Behaviour Psychotherapies program, who also provide a CBT service from within the Life Lounge. In 2020 two students commenced counselling placements within the Life Lounge expanding on the counselling provision accessible to students.

ii) Disability Support:

The university had over 1200 students registered with a disability in 2020/21. The Disability support service offers:

- Information, Advice and Guidance for any disabled applicant or student including looking at reasonable adjustments
- Car parking for blue badge holders where appropriate
- Support in liaising with academic tutors and other relevant staff members
- Support in applying for the Disabled Students Allowance (DSA) & Individual Assessments of Study Needs.
- Equipment loans i.e. laptops, voice recorders.
- Individual exam arrangements.
- Library book loan extensions & help with retrieving and collecting books.
- Coloured overlays.

The Disability Advisors provide a service to students and support staff who are working with students from the Student Centre, Chancellors Mall.

The service is staffed by:

- 3 full time Disability Advisors
- 1 Disability Service Administrator

iii) The Chaplaincy

The Chaplaincy aims to provide pastoral support to all members of the University community (including staff, students, those of all faiths and those of none) by improving the ways in which their spiritual development and well-being may be promoted. The Chaplain and volunteers are independent - you can talk to them in confidence about your difficulties and innermost fears.

They will:

- help you along your spiritual journey & you can talk to them about the purpose of life
- help you find answers to those religious questions you always wanted to ask but...
- take your beliefs seriously, whether traditional faith, atheist or just confused;
- not tell you what to believe

The Chaplaincy is staffed by:

- the Coordinating Chaplain (who is also available outside of normal working hours)
- a small team of volunteer Chaplains/Pastoral Assistants, of different faiths who attend the University on a regular basis according to their individual commitments.

The chaplaincy throughout 2020/21 has offered different means of engagement in accordance with any national restrictions as a result of the COVID-19 pandemic. The Coordinating Chaplain has remained accessible to students and delivered a number of mindfulness and meditation sessions online when unable to offer a service in person. Special events to mark seasons, festivals and commemorations within the different faith traditions have also been offered throughout 2020/21.

All of the student support services identified in this report are able to provide specialist support to students which is free to access.

d) Students - Key Developments– 2020/21:

i) COVID-19 Pandemic

The COVID-19 Pandemic significantly changed the way in which the University provides support to students, leading to the development of several new initiatives.

In response to periods of lockdown between March & September 2020, the Life Lounge and Disability Team moved to providing all services either online or by telephone. Feedback from an all student survey about the service provided during this time, was overwhelmingly positive, with 100% satisfaction levels recorded.

Following the easing of restrictions in September 2020 and building on the successful remote service provision during lockdown, the Life Lounge and Disability Team have moved to new service-delivery model of "blended support". Services are now provided in person and online or by telephone, with students choosing their preferred method of engagement.

This model is continuously, evaluated in terms of flexibility for student engagement with mental health services, as well as satisfaction levels. If this remains positive, it is likely to continue beyond the pandemic and the need for social distancing.

Other developments, as a result of the Covid 19 pandemic include:

- introduction of Umii –an app that allows students to make connections with other students based on shared interests and hobbies and includes a series of useful resources to support students with their mental health and wellbeing
- Life Lounge and Disability Online Repository –two new online repositories of information, advice and guidance in relation to student metal health, wellbeing and disability support, including bespoke information for international students, student nurses, BAME & LGBTQ+ Students

ii) Safeguarding and Domestic Abuse Support:

The staff in the Life Lounge who provide students with support in relation to their mental health and wellbeing are all also Senior Designated Safeguarding Champions (SDSCs). All safeguarding referrals are managed in line with the University Safeguarding Policy and Procedure and are referred to external agencies as appropriate, including children's or adults social care referrals.

During the COVID-19 crisis It was widely reported, nationally in the news, that there has been a significant growth in domestic violence, with those living with an abusive partner or family member being at greater risk of an escalation in abuse, due to the added tensions and frustration caused by the whole family having to stay indoors.

To raise awareness of this emerging challenge and others, such as increased risk of online grooming and radicalisation and to ensure staff are able to support or signpost students appropriately, a staff guide to safeguarding during the Covid-19 crisis was produced by the Deputy Safeguarding Officer.

In addition, the following are new initiatives that have been developed, during the 2020/21 academic year:

- Two LEAP Modules:
  - What is Domestic Abuse?
  - Healthy Relationships

- A Domestic Abuse staff webinar was delivered on 2nd July 2020 with the support of Baroness Helen Newlove. The aim of this event was to give an overview of the Domestic Abuse guide and provide clear information to staff in relation to signposting and support both within the University and externally. This webinar was well attended and has now been offered on multiple occasions throughout 2020/21.
- A number of Senior Designated Safeguarding Champions have now completed online Domestic Abuse training offered by Independent Domestic Abuse Services (IDAS). This training will be extended to the Designated Safeguarding Champions, Student Advisors, Student Liaison Officer and Students' Union.
- A Domestic Abuse Digital Guide for staff and students has been developed and has been published on the Life Lounge online repository.
- The Life Lounge Online Wellbeing Resource centre includes a section on Domestic Abuse.

iii) The Greater Manchester Universities Mental Health Service

In 2019, the University worked in partnership with the Greater Manchester Health and Social Care Partnership (GMHSCP) and four other Higher Education Providers in Greater Manchester, to invest in and develop accessible and timely mental health and wellbeing services, specifically for their students.

The service, called the Greater Manchester Universities Mental Health Service (GMUMHS) allows the University of Bolton Life Lounge staff to make direct referrals to this newly created dedicated NHS specialist service. Students can promptly access extended services not offered by the University, including but not limited to:

- Group Dialectical Behaviour Therapy (DBT);
- Trauma focused group support;
- Compassioned focused therapy groups;
- Psychiatrist – able to prescribe (Outside of this project students are only able to access this through GP or a mental health referral via other NHS services).

The service opened in September 2019 for an initial two-year pilot and is the first of its kind in the UK involving collaboration of several Higher Education providers. By February 2021 a total of 49 University of Bolton students had been referred to The Greater Manchester Universities Mental Health Service.

iv) Student Mental Health and Wellbeing Strategy 2021-2026

In March 2021 the University Executive Board approved the Student Mental Health and Wellbeing Strategy 2021-2026.The purpose of this strategy is to ensure that the University is recognised as an institution that promotes the positive mental health and wellbeing of all its students during their time studying at the University.

Promoting positive mental health and wellbeing is a priority for the University. Ensuring effective support is available in a timely manner for all students to help maintain and recover positive mental health is of key importance. The University is taking an institutional wide approach to mental health and wellbeing to provide the best possible experience for all students.

The University of Bolton's approach as documented in the strategy will reflect our diverse student community. Working closely with partner organisations, stakeholders, local community and external support providers the University aims to ensure all students can thrive during and after their time at the University of Bolton. The strategy consists of over 50 new strategic initiatives that aim to

- continue to put our students at the centre of everything we do;
- continue to develop the mental health and wellbeing support services for students;
- strive to continually improve the student experience;
- develop independence;
- provide a safe place for students from all backgrounds, ways of life, beliefs and faiths that is non-judgmental and inclusive;
- help our students recognise their potential and develop their skills to allow them to progress, successfully, in their chosen careers.

Following launch of the Strategy the university established a sub-committee of the Executive Board to be known as 'Student Mental Health & Wellbeing Committee' chaired by the Assistant Vice Chancellor (Transformation). This sub-committee reports to the Executive Board and oversees the work of the newly created (i) the Mental Health & Wellbeing Working Group and (ii) the University Suicide Prevention and Response Strategy Working Group. The establishment of these groups demonstrates the whole university approach to improving Student Mental Health and Wellbeing.

3)Staff – Equality & Diversity Data

a) Overview:

During the 2020/21 period the university employed a total of 853 staff. This is a total increase of 113 employees in the 5 year period from 2016/17.

Of the staff employed in the period 2020/21:

- 52% (444) were Academic staff and 48% (409) were Professional staff.
- 72% work Full Time and 28% are employed part-time
- 87% of staff are permanent, and 13% work on fixed-term contracts

The following is the latest Equality and Diversity data for staff at the University.

The analysis in this section of the report is based upon data drawn from the HESA staff records 2016/17 to 2020/21, presenting a snapshot of the, age, disability, ethnicity, gender. 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 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' to refer to staff who indicated as disabled on their HESA staff record. 'Non-disabled staff' refers to staff 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.

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'.

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

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

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:

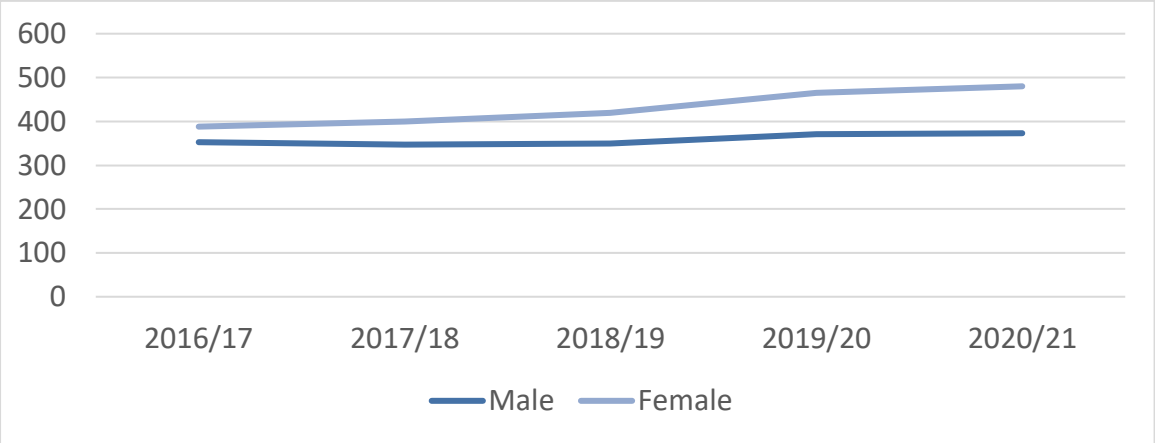
- Bisexual
- Gay man
- Gay woman/lesbian
- Heterosexual
- Other
- Information refused

Further information on this category can be found on the following link: www.ecu.ac.uk/guideance-resources/using-data-and-evidence/monitoring-questions .

b) Staff – Statistics & Trends

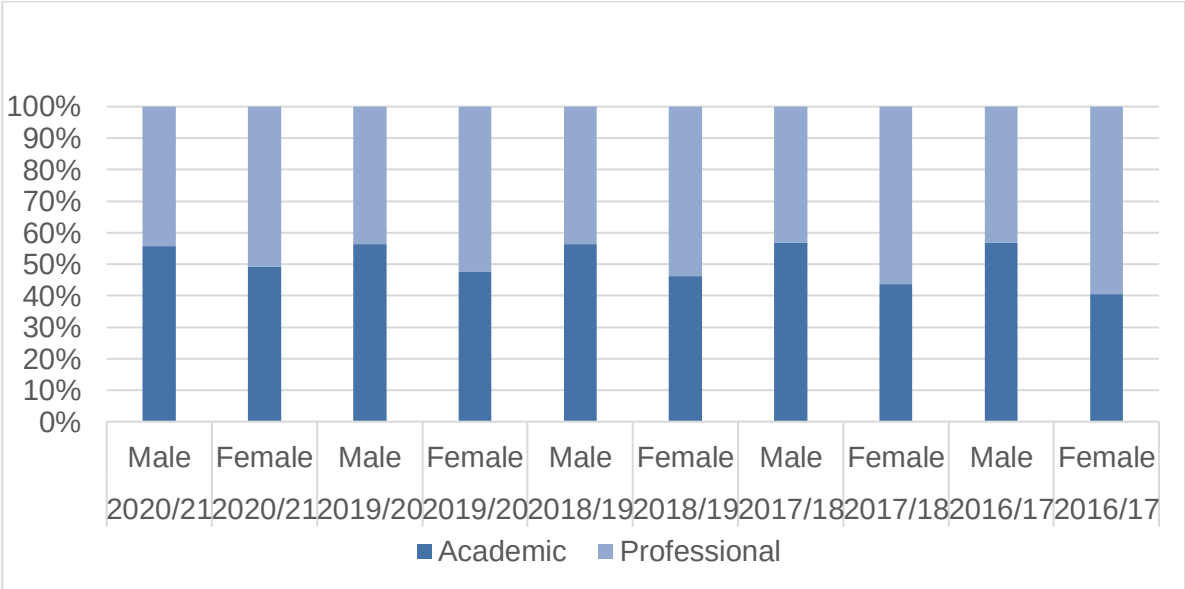
i) Gender:

Over the period 2016/17 to 2020/21 the University has employed a greater and increasing proportion of female to male staff. This has lead to a steady widening in the overall gender split from a 4.8% gap in 2016/17 to a 12.6% gap in 2020/21, where 56.3% of staff were female and 43.7% (373) were male.



A graph to show the overall gender split from 2016/2017 to 2020/2021

Over the 5 year period there has been a consistently greater proportion of male staff undertaking Academic roles. In 2020/21 56% of male staff undertook Academic roles and 44% undertook professional roles. However, there has been a steady rise in the number and proportion of female staff in Academic roles from 175/40% in 2016/17 to 236/49% in 2020/21, meaning that the proportions of female staff in Academic and Professional roles was broadly similar in 2020/21.



A graph to show the percentage of Academic Staff / Professional Support Staff by Gender from 2016/2017 to 2020/2021

Although overall the university employs more female than male staff, in the period 2016/17 – 2020/21, a consistently greater proportion of females than males worked part-time.

Year	Gender	Full-Time	Part-Time
2020/21	Male	77%	23%
2020/21	Female	69%	31%
2019/20	Male	77%	23%
2019/20	Female	68%	32%
2018/19	Male	81%	19%
2018/19	Female	65%	35%
2017/18	Male	80%	20%
2017/18	Female	68%	33%
2016/17	Male	79%	21%
2016/17	Female	65%	35%

A table to show the percentage of male and female employees on full-time and part-time contracts;

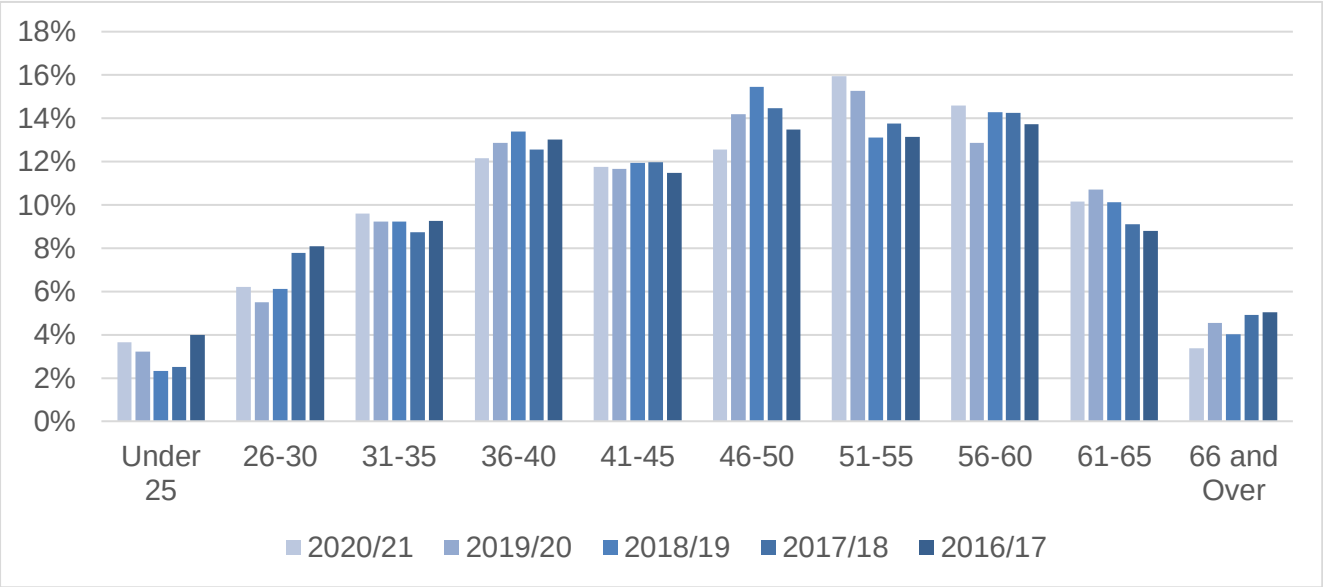
However, whilst the proportions of female staff working on fixed-term contracts has remained fairly consistent over the period 2016/17 - 2020/21, the number of males working on fixed term contracts has increased steadily from 11% in 2016/17 to 17% in 2020/21.

Year	Gender	Fixed	Permanent
2020/21	Male	17%	83%
2020/21	Female	9%	91%
2019/20	Male	16%	84%
2019/20	Female	9%	91%
2018/19	Male	13%	87%
2018/19	Female	7%	93%
2017/18	Male	11%	89%
2017/18	Female	9%	91%
2016/17	Male	11%	89%
2016/17	Female	9%	91%

A table to show the percentage of male and female employees on fixed-term and permanent contracts;

ii) Age

The proportion of staff employed in each age group has remained broadly constant over the 2016/17 to 2020/21 period with no more than a 2% fluctuation in any group. Under 25's represent the smallest proportion of the workforce at c4% with over half the workforce (57%) aged 46 or over.



A graph to show the percentage of staff in post by age

iii) Disability

The total number of staff employed by the University, with a declared disability has risen from 65 in 2016/17 to 98 in 2020/21.Overall, there has been a 2% increase in the number of staff who have declared a disability from 9% in 2016/17 to 11% in 2020/21. Staff unwilling to declare this information has remained consistent at 2%.

Overall Disability Split	**2016/17**	**2017/18**	**2018/19**	**2019/20**	**2020/21**
Non-disabled	662	667	682	737	739
Declared Disability	65	66	72	85	98
Information refused	13	14	16	14	16

A table to show the total overall disability split amongst staff from 2016 to 2021;

The Breakdown of type of disability's declared has seen some significant fluctuations with a 10% increase in staff declaring a mental health condition (9% in 2016/17 to 19% in 2020/21) and a 9% reduction in staff declaring a physical impairment or mobility issue (17% in 2016/17 to 8% in 2020/21).

Disability Breakdown	**2020/21**	**2019/20**	**2018/19**	**2017/18**	**2016/17**
Blind or a serious visual impairment uncorrected by glasses	1%	1%	1%	3%	3%
Deaf or serious hearing impairment	4%	5%	7%	6%	6%
Disability, impairment or medical condition that is not listed above	7%	8%	7%	6%	6%
General learning disability (such as Down's Syndrome)	1%	1%	0%	0%	2%
Long standing illness or health condition e.g. cancer, HIV, diabetes etc.	20%	20%	25%	24%	23%
Mental health condition, such as depression, schizophrenia or anxiety disorder	19%	15%	17%	12%	9%
Physical impairment or mobility issues e.g. difficulty using arms or legs	8%	8%	10%	14%	17%
Social/communication impairment e.g. Asperger's or other autistic disorder	1%	0%	0%	0%	2%
Specific learning difficulty such as dyslexia, dyspraxia or AD(H)D	27%	29%	26%	26%	25%
Two or more impairments and/or disabling medical condition	11%	12%	7%	9%	8%
	100%	**100%**	**100%**	**100%**	**100%**

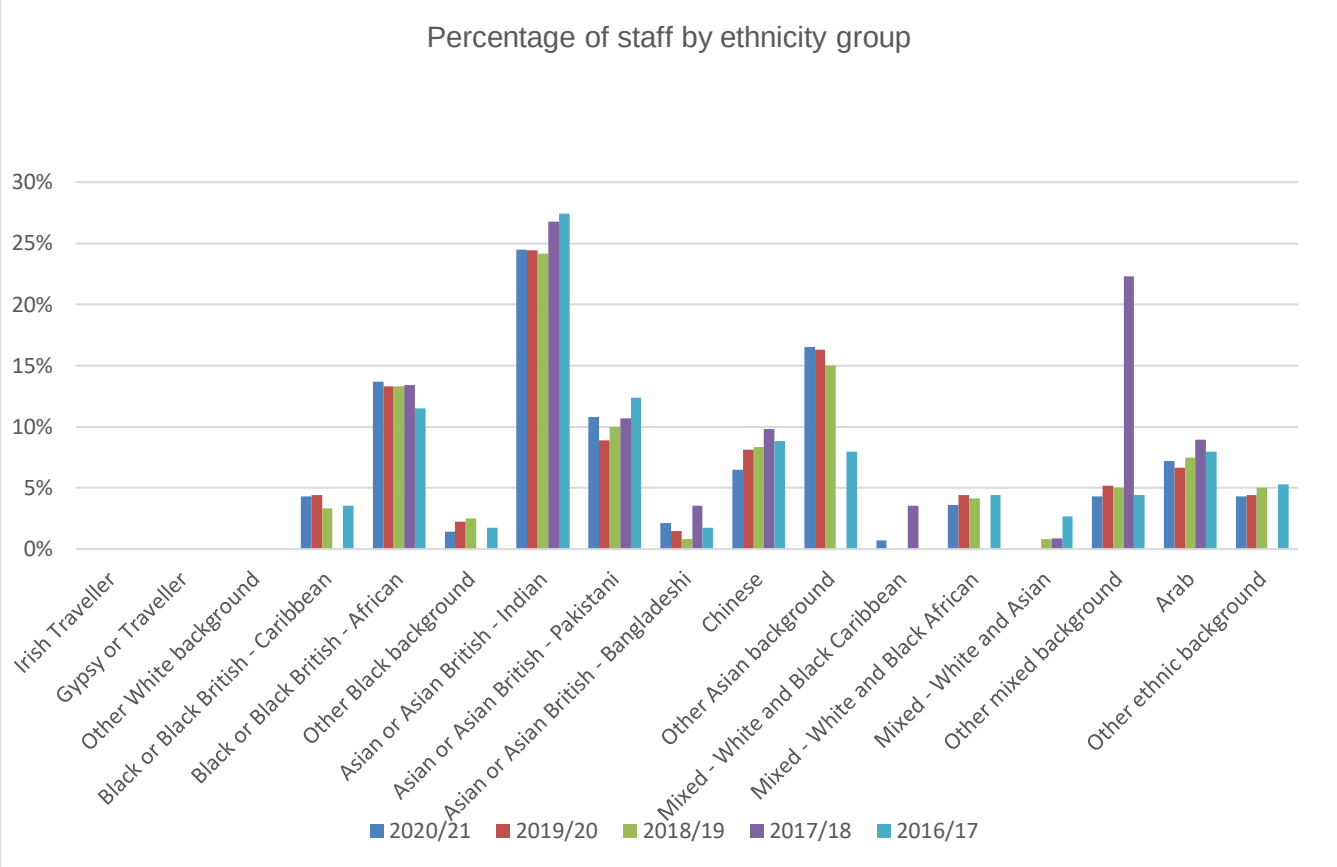
iv) Ethnicity

In 2020/21, the university employed 139 BAME employees, an increase of 26 from 113 in 2016/17.

The overall ethnicity split has remained consistent over the period 2016/17 – 2020/21 (see below table).

Overall Ethnicity Split	2020/21	2019/20	2018/19	2017/18	2016/17
White	81%	81%	82%	82%	82%
BAME	16%	16%	16%	15%	15%
Unknown	3%	2%	2%	3%	3%

Within the BAME population, there has been an 8% increase in staff declaring their Ethnicity as 'Other Asian Background', between 2016/17 and 2020/21, whilst there has been a 3% decrease in the number of staff declaring their ethnicity as Asian or Asian British – Indian in the same period.



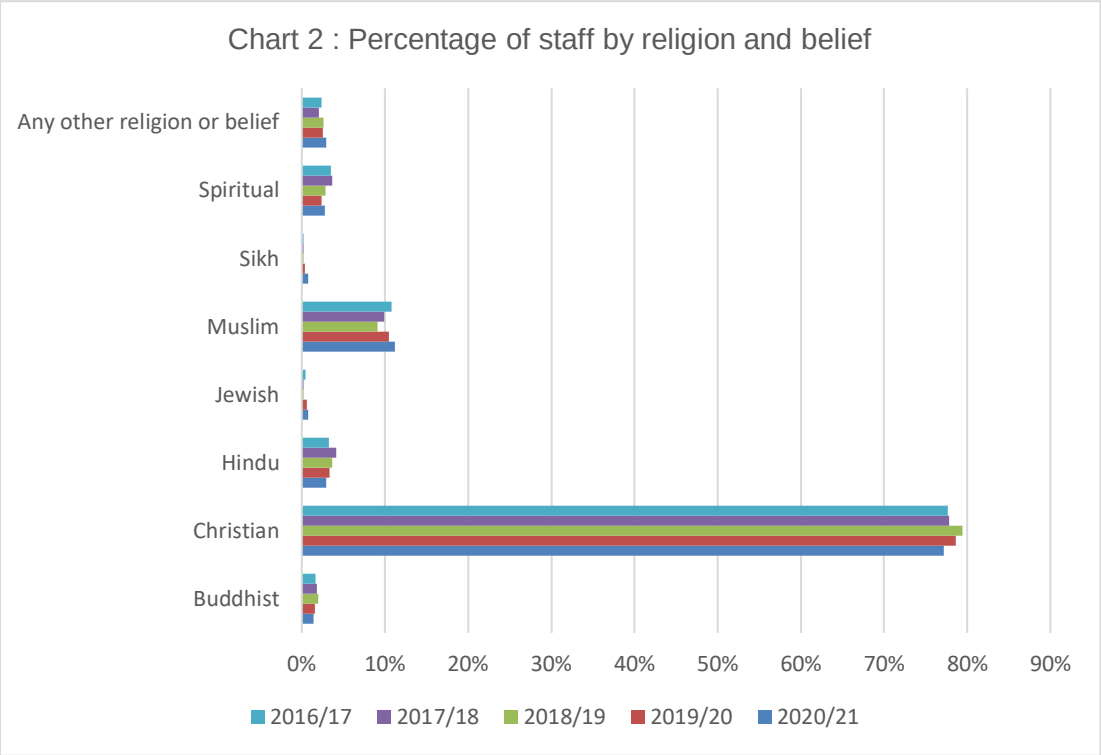
A graph to show the percentage of staff by ethnic group

v) Religion or Belief

In 2020/21, 62% of the University's staff declared a religion or belief whilst 29% declared they had no religion. There has been a 4% rise overall in these proportions in the period 2016/17 – 2020/21 with a corresponding 8% reduction in the unknown category.

Religion or Belief	2016/17	2017/18	2018/19	2019/20	2020/21
Declared Religion or Belief	58%	58%	64%	60%	62%
No Religion	25%	26%	28%	27%	29%
Unknown	17%	16%	7%	12%	9%

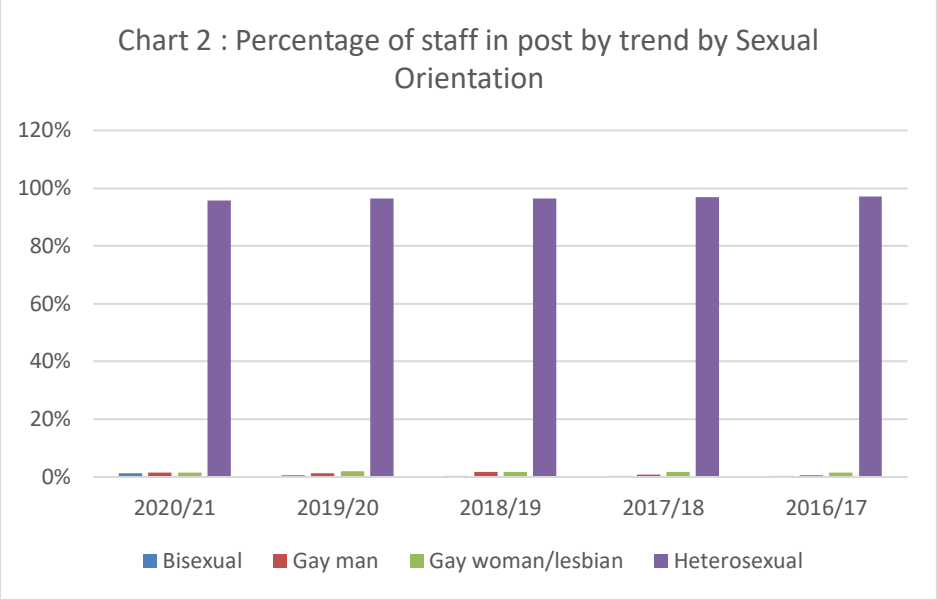
The breakdown of staff by religion or belief has reamined largely consistent over the 5 year period, with over 77% staff declaring themselves Christian.



A graph to show the % of staff by religion/belief

vi) Sexual Orientation

There has been a 9% increase in the period 2016/17 to 2020/21 in staff willing to declare their sexual orientation from 83% in 2016/17 to 92% in 2020/2



Over the 5 year period, the majority of staff working for the University are heterosexual .

1) Student – Equality & Diversity Data

a) Overview:

The University of Bolton is proud to have a strong history of 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 2016/17 to 2020/21. This section of the report will look at a five-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 surveys, involvement activities and academic feedback exercises.

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

Gender

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.

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.

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

Religion or Belief

this category is not recorded for our students.

Sexual Orientation

this category is not recorded for our students.

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.

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

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.[1]

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

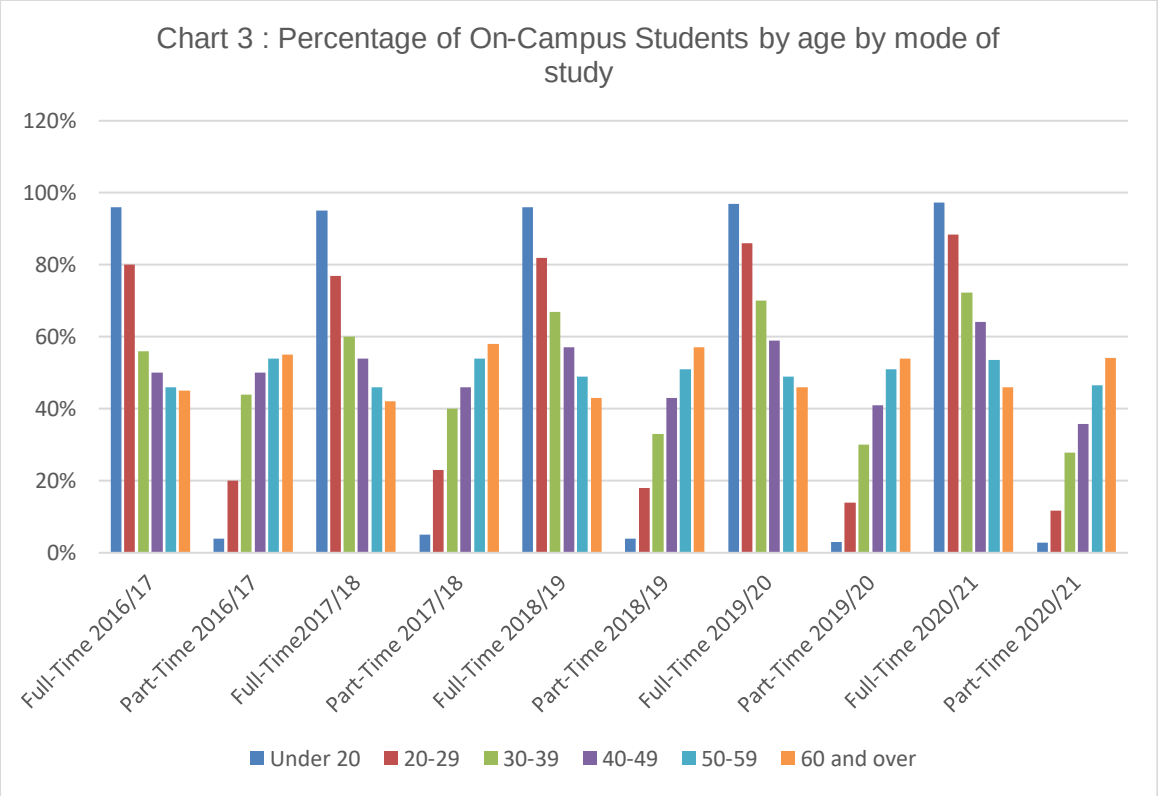
b) Students – Statistical Data & Trends

i) On – Campus Students

(1) Mode of Study

(a) Mode of Study by age

All age groups have seen a decline in the numbers of students studying part-time in the period 2016/17-2020/21. The largest decline was seen in the 30-39 age group at 16%.

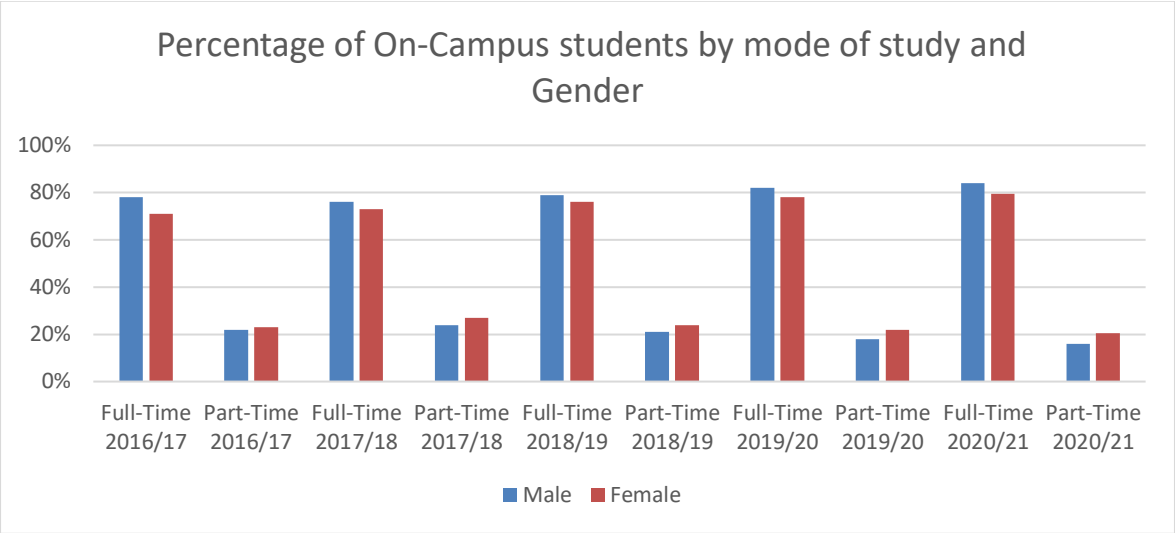


(b) Mode of Study by Disability

Over a 5 year period the percentage of all On-campus students studying full-time has steadily increased. Proportionately over the 5 years, more Disabled students than those with no known Disability have studied full-time with the most up to date figures showing rates of 86% and 78%, respectively.

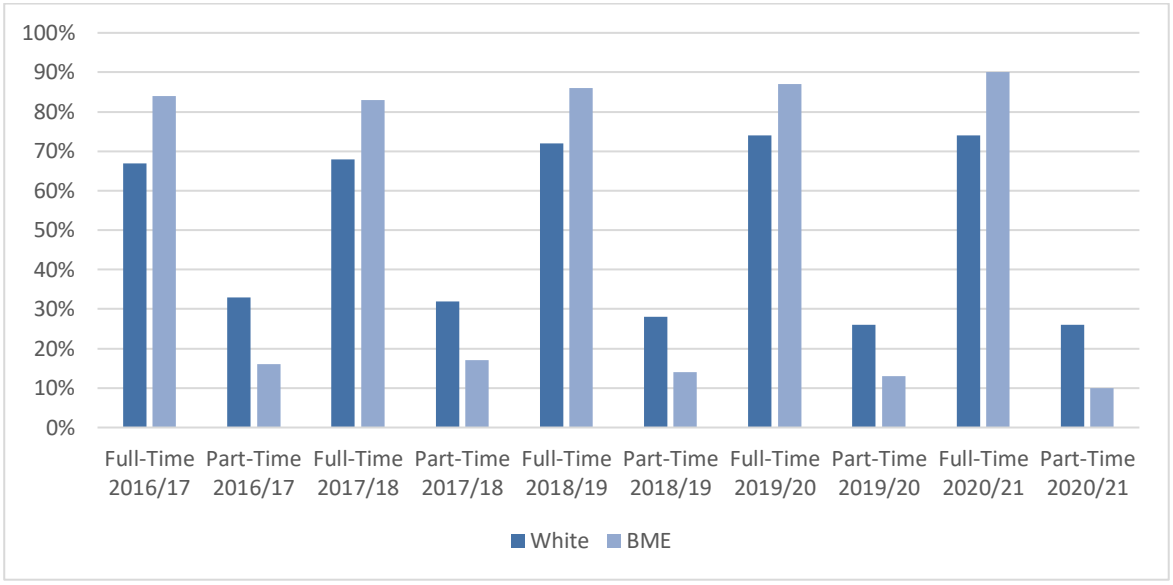
(c) Mode of Study by Gender

There has been a modest overall decline in both male and female on campus students studying part- time to 16% and 20% respectively in 2020/21.



(d) Mode of Study by Ethnicity

The proportion of all students in the on-campus population as a whole, has seen a year on year increase in the 5 year period. In addition the proportion of BAME on-campus students, studying full time, has been consistently higher than the proportion of White students studying full-time and was at a 5 year high of 90% in t 2020/2.

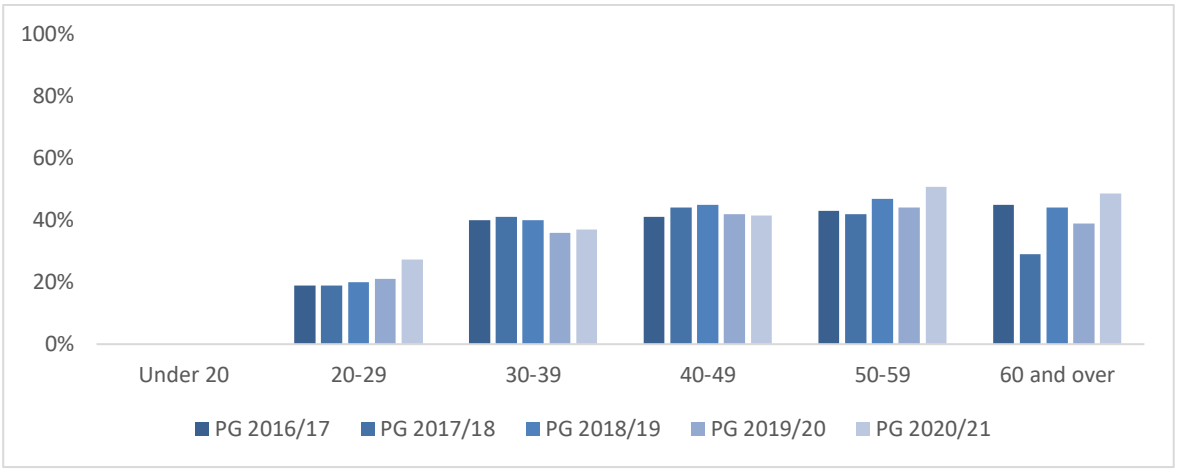


A graph to show the Mode of Study by ethnicity

(2) Level of Study

(a) Level of Study by Age

There has been an increase in the number of students studying at postgraduate level in the 20-29 and 50-59 age groups with a 8% and 7% increase, respectively in the period 2016/17 to 2020/21.



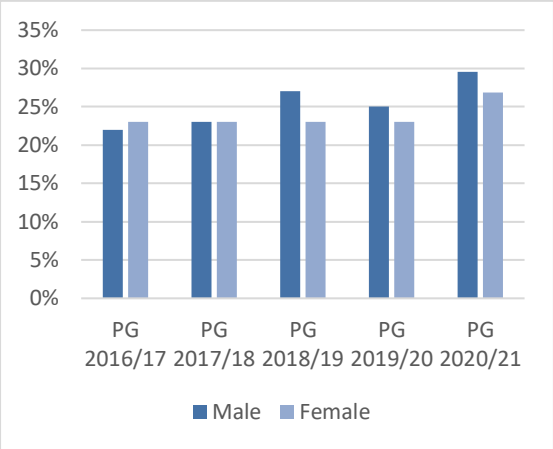
A graph to show the number of students studying at postgraduate level from 2016/17 to 2020/21.

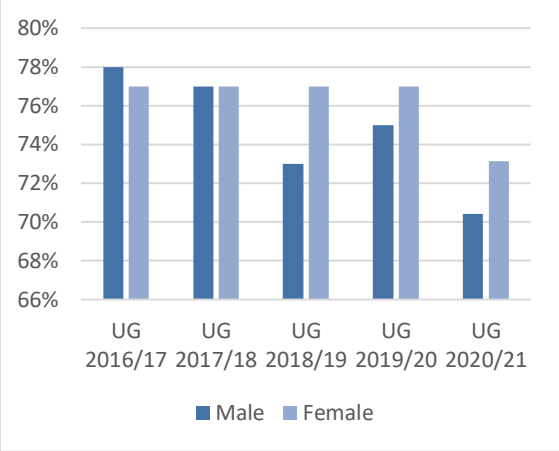
(b) Level of Study by Disability

Overall the percentage of on-campus students studying at Undergraduate and Post Graduate level has remained broadly consistent over a 5 year period. However, proportionately less students with a Declared Disability, than those with no known disability are studying at Post Graduate level with recent rates of 15% and 26% respectively.

(c) Level of Study by Gender

There has been an overall increase in both male and female on-campus students studying at post-graduate level during the 5 year period. Females have increased from 23% (2016/17) to 27% (2020/21). Males have increased from 22% (2016/17) to 30% (2020/21). Correspondingly, there has been a decrease in both male and female on-campus students studying at under-graduate level during the 5 year period. Females have decreased from 78% (2016/17) to 70% (2020/21). Males have decreased from 77% (2016/17) to 73% (2020/21).

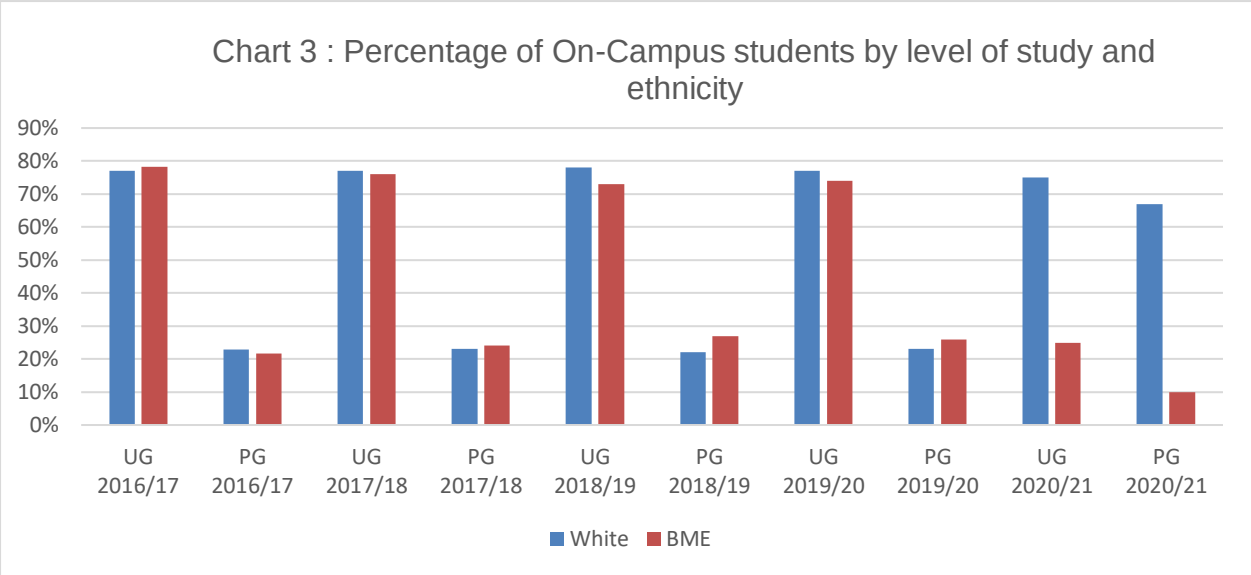




Graphs to show the total number of on-campus students studying postgraduate and undergraduate courses from 2016/17 to 2020/21

(d) Level of Study by Ethnicity

Whilst the proportions of white students studying at undergraduate and post graduate levels have remained relatively stable during the 5 year period, there have been a reduction in BAMEon campus students studying at post graduate level during the 5 year period. This has reduced from a high of 27% in 2018/19 to 10% in 2020/21.



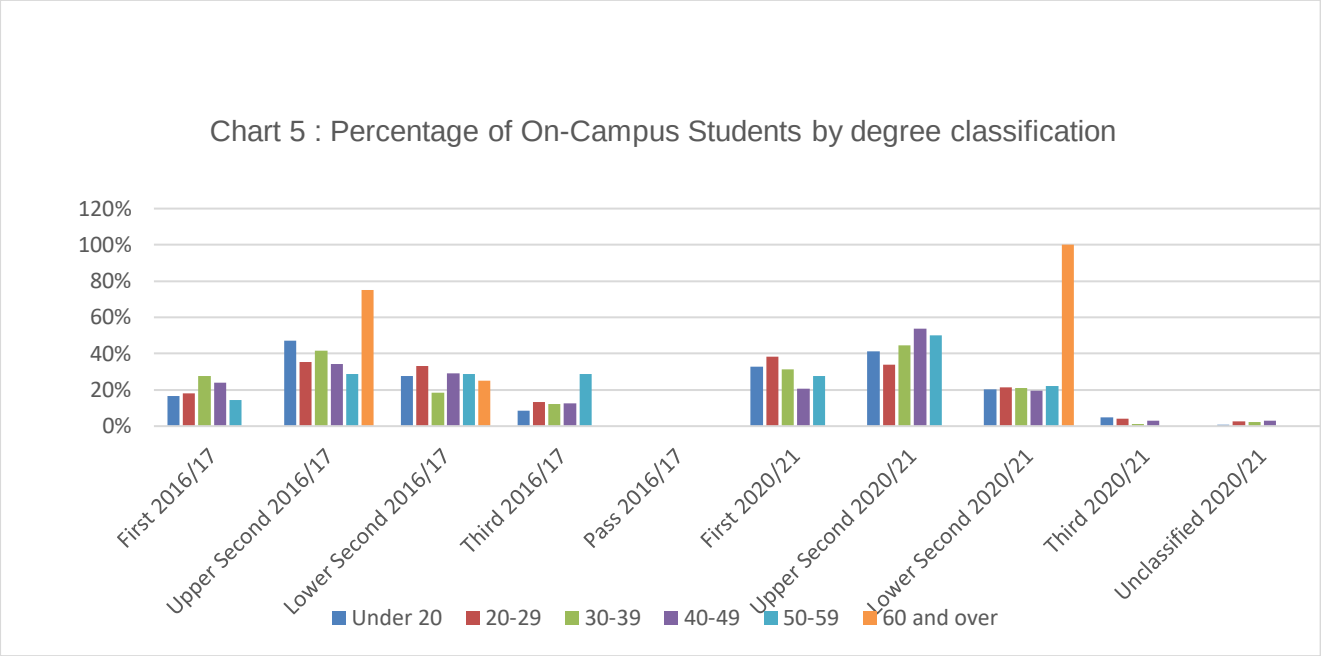
(3) Degree Outcomes

(a) Degree Outcomes by Age

The percentage of students achieving a first class honors degree has increased in every age group in the period 2016/17 – 2020/21 with the biggest increase in the Under 20 and 20-29 age group at 16% and 20% respectively. The 50-59 age group has also increased by 14%.

The percentage of students achieving upper second class degrees has fluctuated within each age group, over the 5 year period. However, overall the 40-49 and 50-59 age-groups have seen increases of 20% and 21% respectively in 2020/21 when compared to 2016/17.

The percentage of students achieving a lower second class degree has reduced significant reduction in the 20-29 age over the period with a 12% decrease. The percentage of students achieving a third class honors degree is significantly lower in 2020/21 in comparison to 2016/17.



(b) Degree Outcomes by Disability

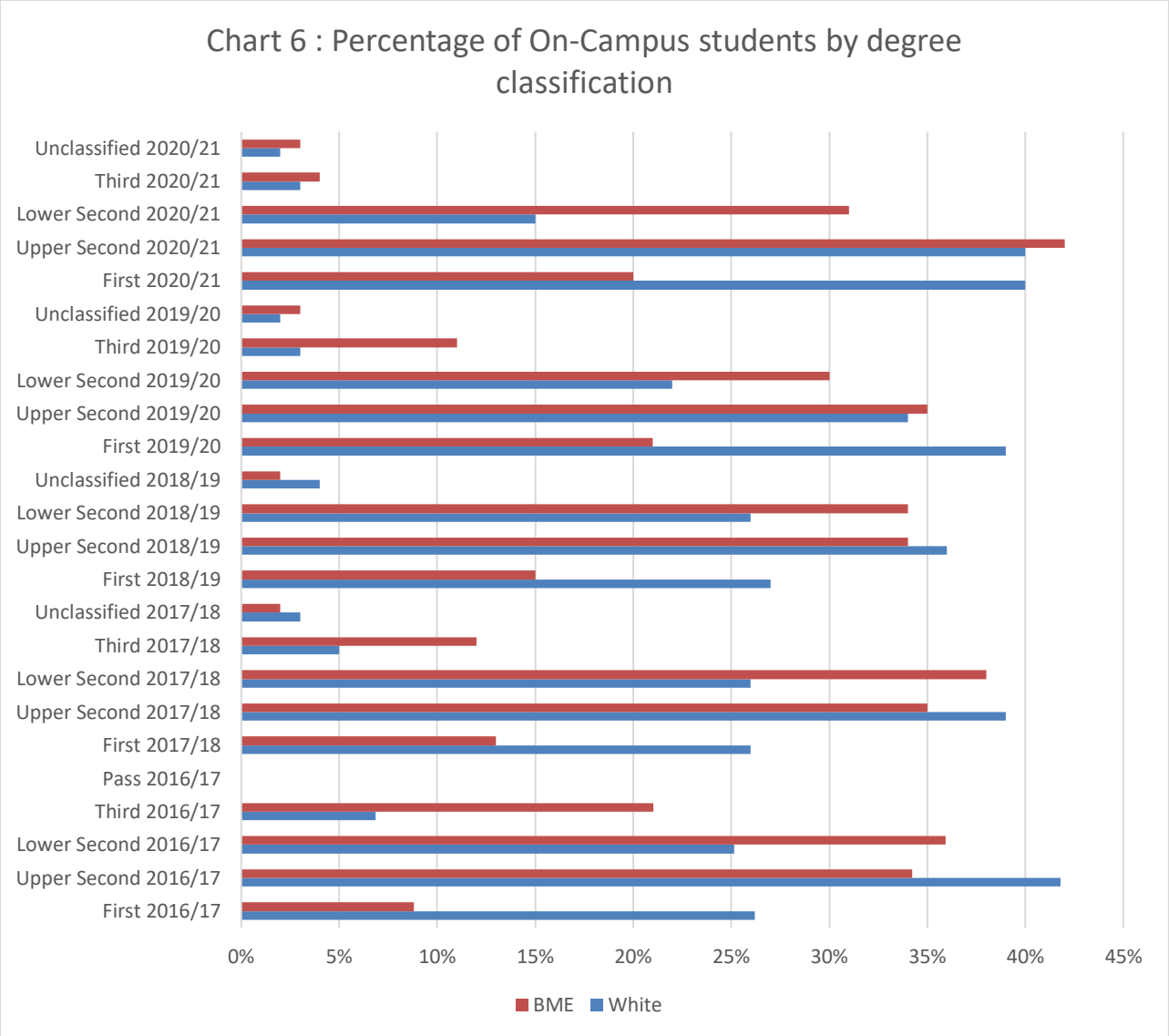
Overall, the majority of all on-campus students attain a first or 2nd class degree. Recent figures show that 32% of all students (both Disabled and those with non known disability) attained a first class degree, the highest rate for the 5 year period.

(c) Degree Outcomes by Gender

The percentages of both Male and Female on-campus students achieving First and Upper second Degrees has increased in the 5 year period. Recent figures show that a slightly higher proportion of female students received both first class degrees (33% in comparison to males at 31%) and 2nd class degrees (60% in comparison to males at 33%).

(d) Degree Outcomes by Ethnicity

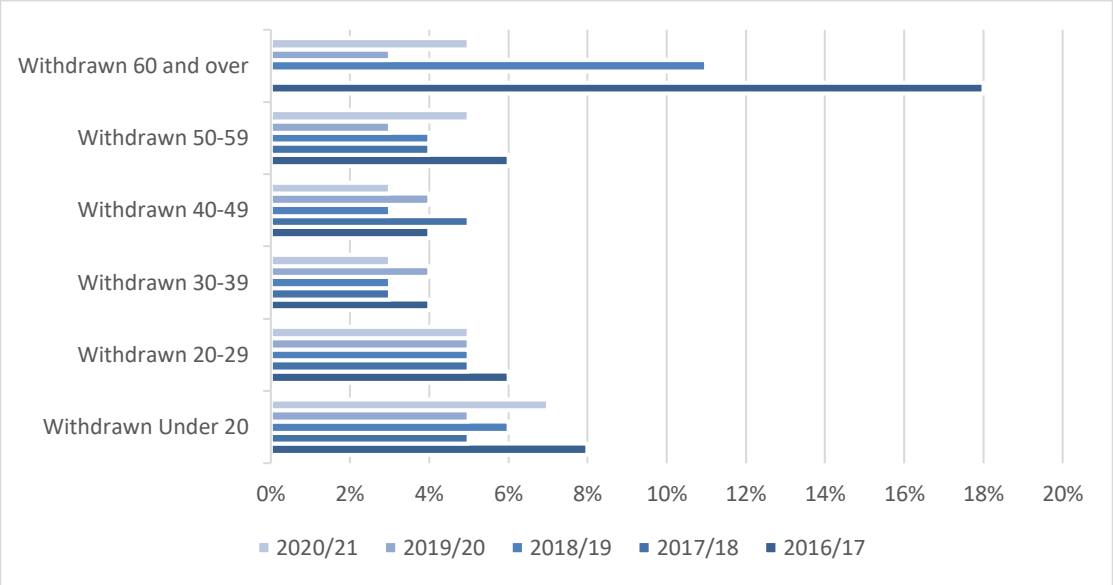
Over the 5 year period a greater proportion of both White and BAME students are attaining a first or 2nd Class degree. However, a greater percentage of white than BAME students attain a first. In 2020/21 40% of white compared to 20% BAME students attained a first.



(4) Withdrawal Rates

(a) Withdrawal rates by Age

Withdrawal rates are lower in all age groups in 2020/21 when compared to 2016/17.



(b) Withdrawal rates by Disability

Withdrawal rates for all students on Campus have remained broadly similar over a 5 year period for both Disabled students and those with no known Disability. Disabled students have consistently been less likely to withdraw than students with no known Disability with most recent figures showing a respective withdrawal rate of 4% and 5%.

(c) Withdrawal rates by Gender

Withdrawal rates have remained at a relatively stable rate for both male and female on-campus students over the period 2016/17 to 2020/21 sitting at 6% and 4% respectively in 2020/21.

Year	Male	Female
2016/17	6%	5%
2017/18	6%	4%
2018/19	5%	4%
2019/20	5%	4%
2020/21	6%	4%

(d) Withdrawal rates by Ethnicity

There are no significant trends in withdrawal rates according to Ethnicity with 5% of both BAME and White students withdrawing in 2020/21.

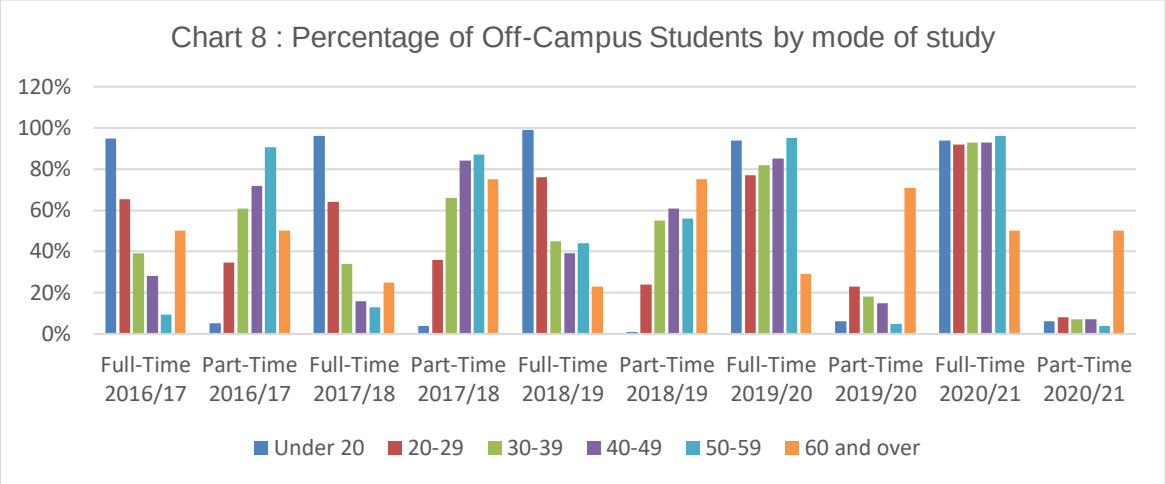
ii) Off-Campus Students

(1) Mode of Study

(a) Mode of Study by Age

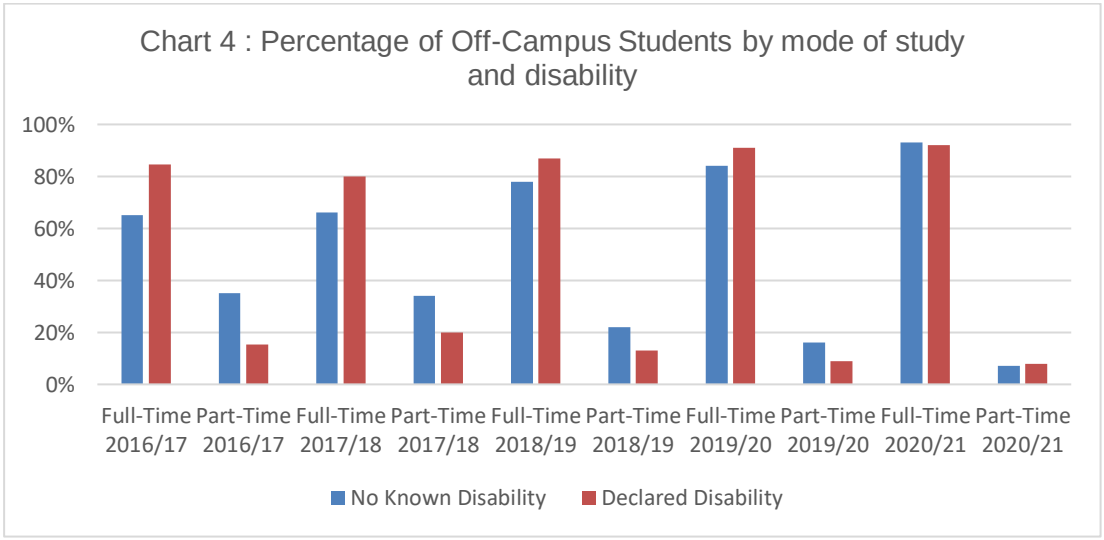
In the period 2016/17 to 2020/21 the percentage of off-campus students under 20 studying part-time, has remained consistently low at 6% or less.

Off campus students in the 20-29, 30-39, 40-49 and 50-59 age groups have all significantly declined in the numbers of students studying part-time in the period, with a 5 year low in 2020/21 of 8% or less of students in each group studying part-time.



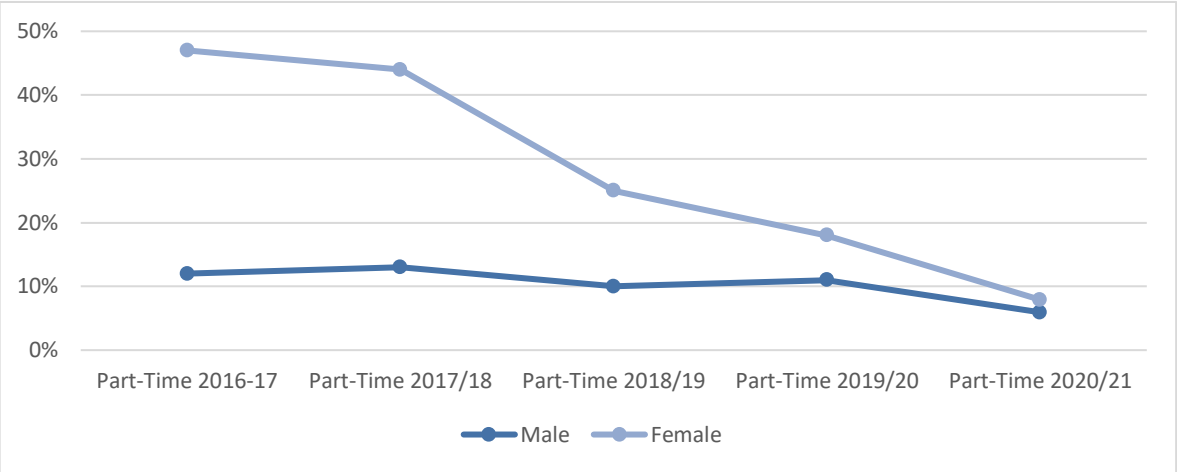
(b) Mode of Study by Disability

In the period 2016/17 -2019/20, a greater proportion of disabled students than those with no known disability, studied full time. However in 2020/21, broadly the same percentage of disabled students and students with no known disability studied full-time, at 92% and 93% respectively.



(c) Mode of Study by Gender

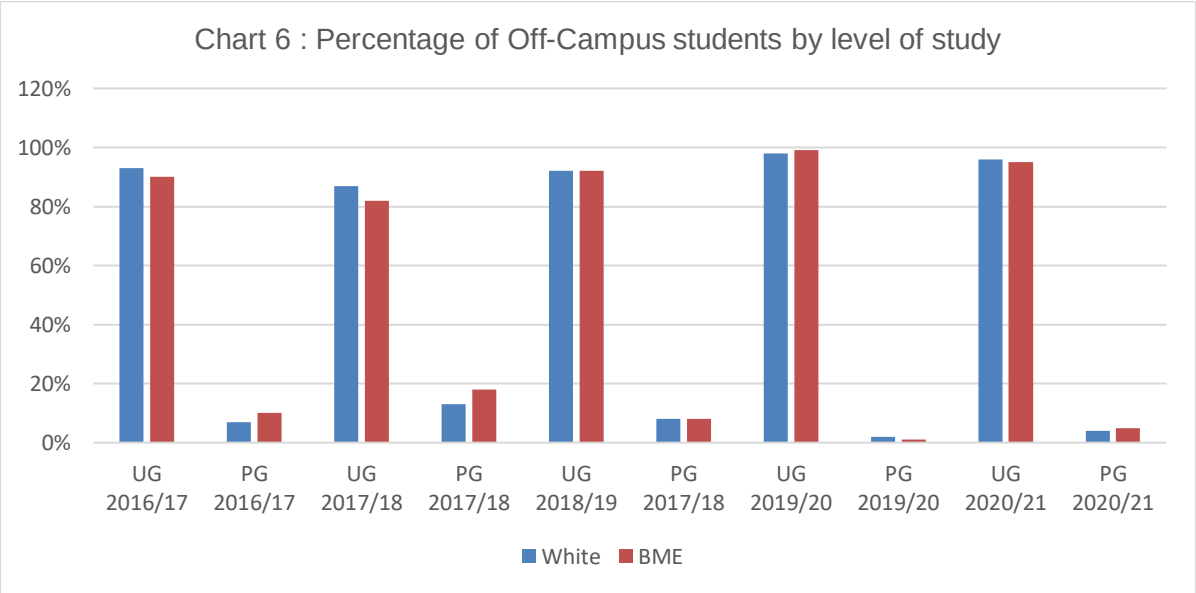
Over the 5 year period, the numbers of male, off-campus students studying part-time has remained relatively stable, whilst the numbers of female, off-campus students studying part-time has seen a significant decline. Proportions of both Male and Female students studying part-time are now broadly similar in 2020/21 at 6% and 8% respectively.



A graph to show the mode of study by gender from 2016/17 to 2020/21

(d) Mode of study by Ethnicity

Over the 5 year period, the % of BAME and White, off-campus students studying at Post Graduate Level have declined. Students studying at Post Graduate-level were broadly comparable in 2020/21at 4% and 5% respectively for White and BAME students.



(2) Level of Study

(a) Level of Study by Age

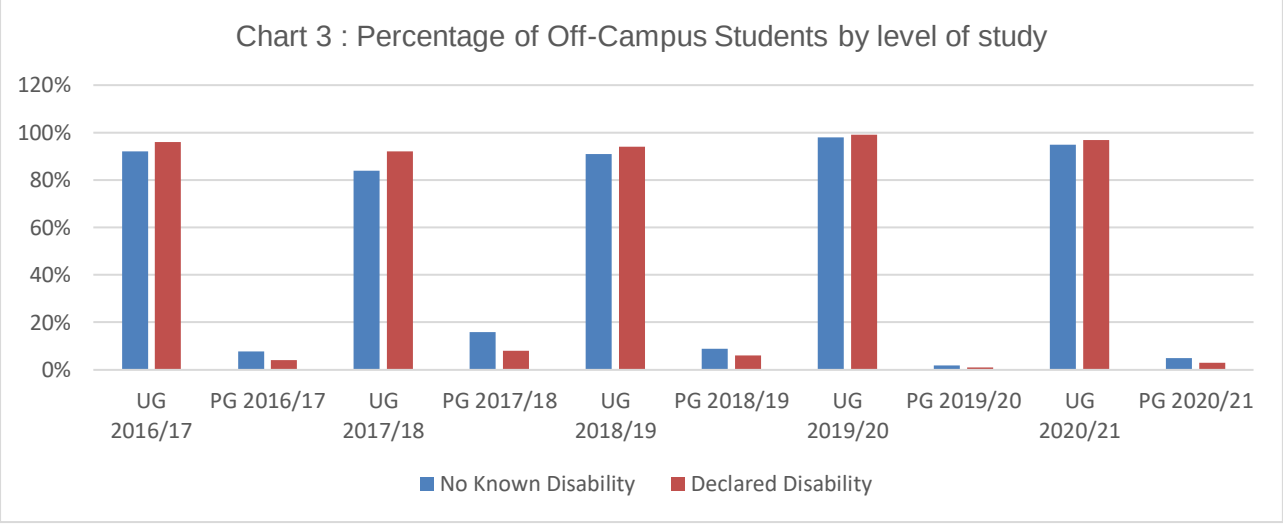
In the 5 year period, there have been no off-campus students in the under 20 age range studying at post graduate level.

There have been significant fluctuations in all other age groups studying at undergraduate and postgraduate levels in the period 2016/17 to 2018/19. However, in the last 2 year period (2019/20 - 2020/21) all age groups within the off campus population have had small proportions of students studying at post graduate level (7% or less), although figures are steadily rising.

Off-Campus	UG 2016/17	PG 2016/17	UG 2017/18	PG 2017/18	UG 2018/19	PG 2018/19	UG 2019/20	PG 2019/20	UG 2020/21	PG 2020/21
Under 20	100%	0%	100%	0%	100%	0%	100%	0%	100%	0%
20-29	93%	7%	86%	14%	90%	10%	99%	1%	96%	4%
30-39	79%	21%	55%	45%	75%	25%	97%	3%	94%	6%
40-49	82%	18%	67%	33%	72%	28%	95%	5%	93%	7%
50-59	90%	10%	63%	38%	88%	13%	100%	0%	93%	7%

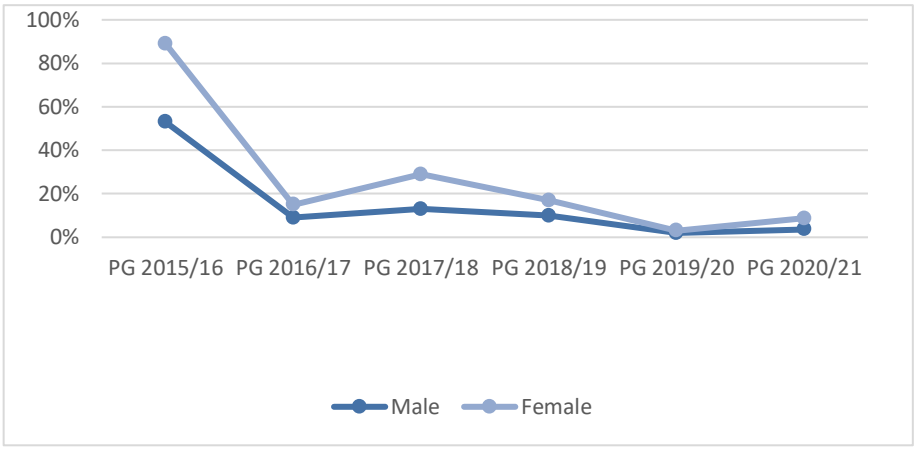
(b) Level of Study by Disability

Over the 5 year period there have been fluctuations in the numbers of both students who have declared a disability and students with no known disability, studying at postgraduate level. However in 2020/21, rates were broadly comparable at 3% & 5% respectively.



(c) Level of Study by Gender

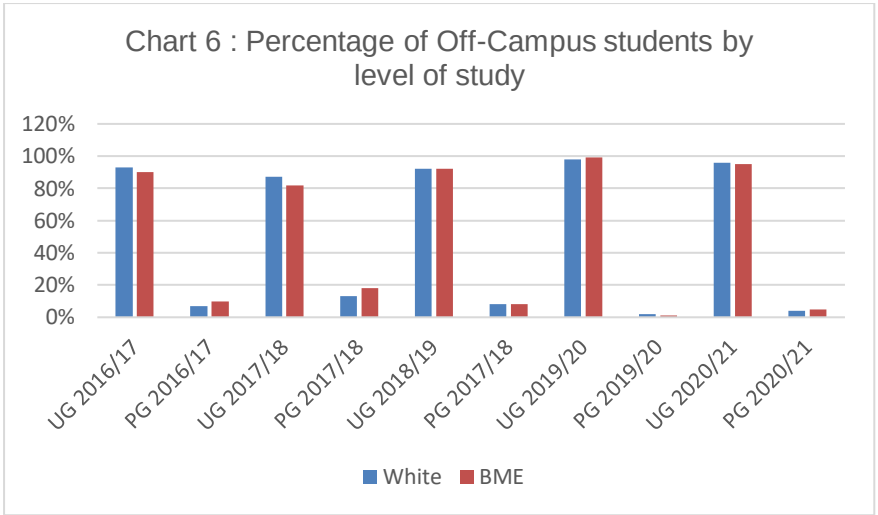
The majority of both male and female, off-campus students study at undergraduate level. Post-graduate study levels were at a 5 year low in 2019/20 at 2% and 1% of male and female students respectively. However, figures have begun to rise slightly for both genders in 2020/21.



A graph to show the gender of post-graduate students from 2016/17 to 2020/21

(d) Level of study by Ethnicity

Over the 5 Year period there have been some fluctuations in the % of BAME and white students studying at Undergraduate and Postgraduate levels. However, in 2020/21, rates were broadly comparable with 5% of BAME and 4% White students studying at post graduate level.



(3) Degree Classification

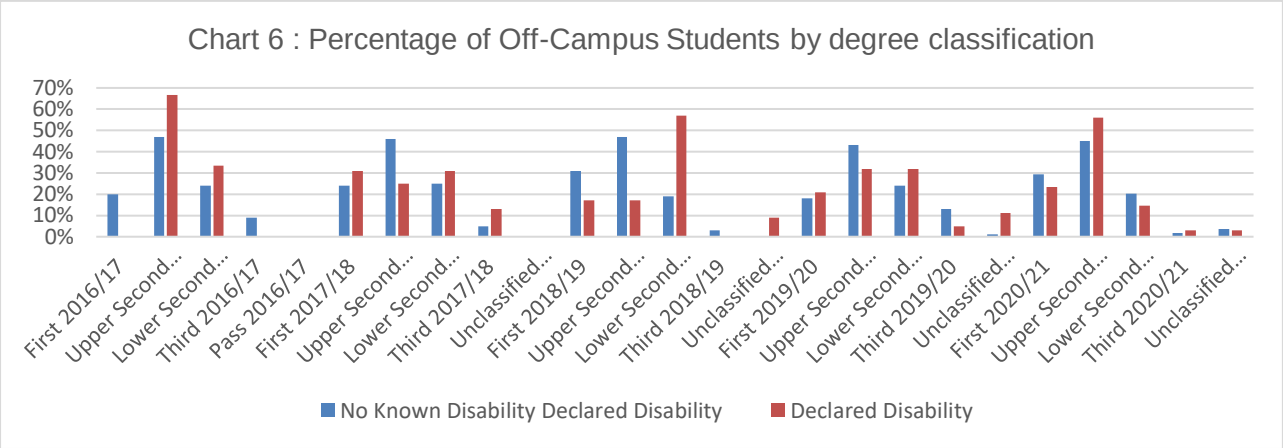
(c) Degree Outcomes by Age

All age groups in the off-campus population have experienced fluctuations in degree outcomes. In 2020/21, the numbers of students under 20 achieving a first class honors degree was at a 5 year high of 41%, with a further 47% of students in this age group achieving an upper-second.

Within the 20-29, 30-39, 40-49 and 50-59 age groups, the majority of students attained a second class honors degree in 2020/21. The numbers of students aged 50-59 achieving an unclassified degree was at a 5 year high of 18% in 2020/21.

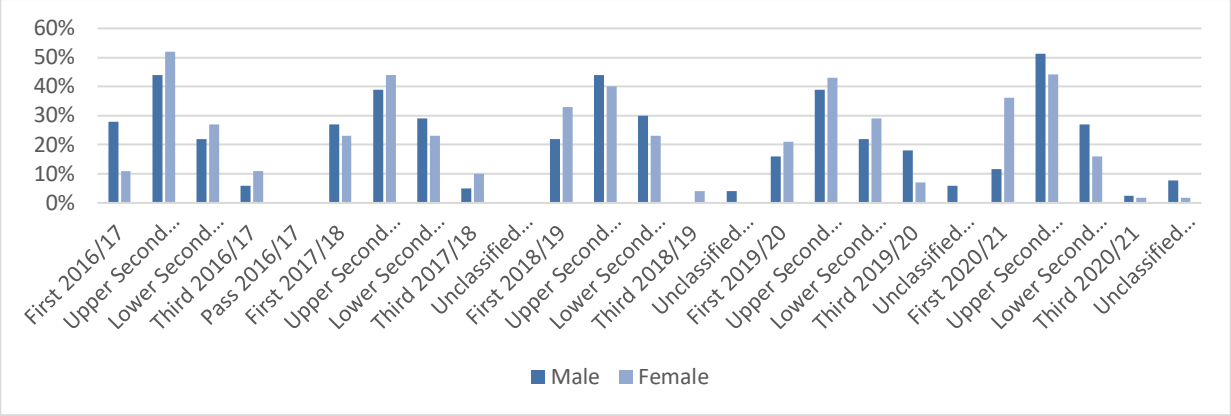
(b) Degree Classification by Disability

Over the 5 year period there have been significant fluctuations in the degree classifications attained by both students with a declared disability and students with no known disability. In 2020/21, whilst the % of students with no known disability attaining a first was higher than those with a Declared Disability (at 29% and 24% respectively), the % of students with a declared disability attaining an upper-second class degree was higher than students with no known disability (at 56% and 45% respectively).



(c) Degree Classification by Gender

The percentage of male off-campus students attaining a first class honours degree has declined steadily over the 5 year period from 28% in 2016/17 to 12% in 2020/21. Conversley, the percentage of female off-campus students attaining the same classification has risen and was at a 5 year high of 36% in 2020/21. Over the 5 year period, both male and female, off-campus students have most frequently achieved a upper-second class honours degree.



A graph to show the percentage of off-campus students by degree classification

(d) Degree Classification by Ethnicity

Over the 5 year period there has consistently been a greater number of White than BAME students attaining a First or Upper-second class degree. In 2020/21 the rates were:

Off-Campus	First 2020/21	Upper Second 2020/21
White	32%	49%
BAME	21%	40%

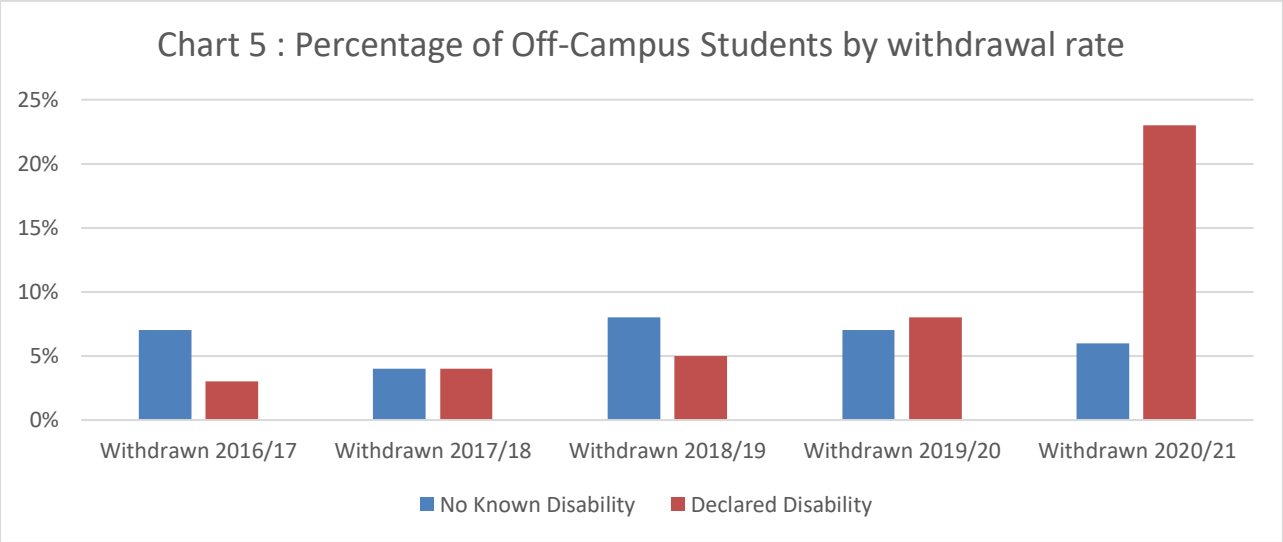
(4) Withdrawal Rates

(a) Withdrawal Rates by Age

From 2016/17 to 2019/20 off-campus students withdrawing in all age groups remained low apart from the over 60s age group which had a significant rise of 25% in 2018/19. However, in 2020/21 the under 20, 20-29 and 50-59 saw noteable increases in students withdrawing especially within the under 20 age group which experienced a withdrawal rate of 25%.

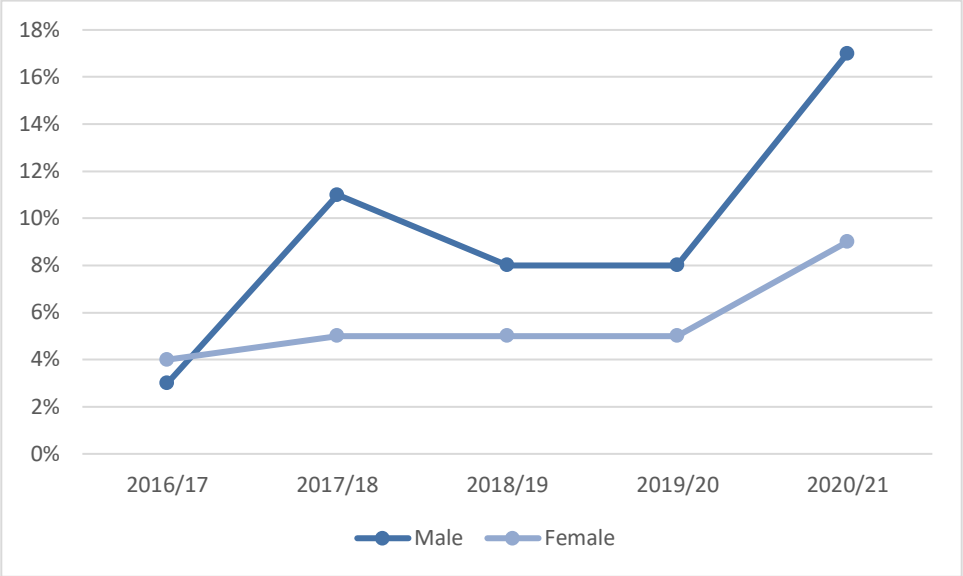
(b) Withdrawal Rates by Disability

Whilst withdrawal rates fluctuated slightly for both Disabled students and students with no known disability over the period 2016/17 – 2019/20, in 2020/21 withdrawal rates rose sharply for disabled students, to 23%.



(c) Withdrawal Rates by Gender

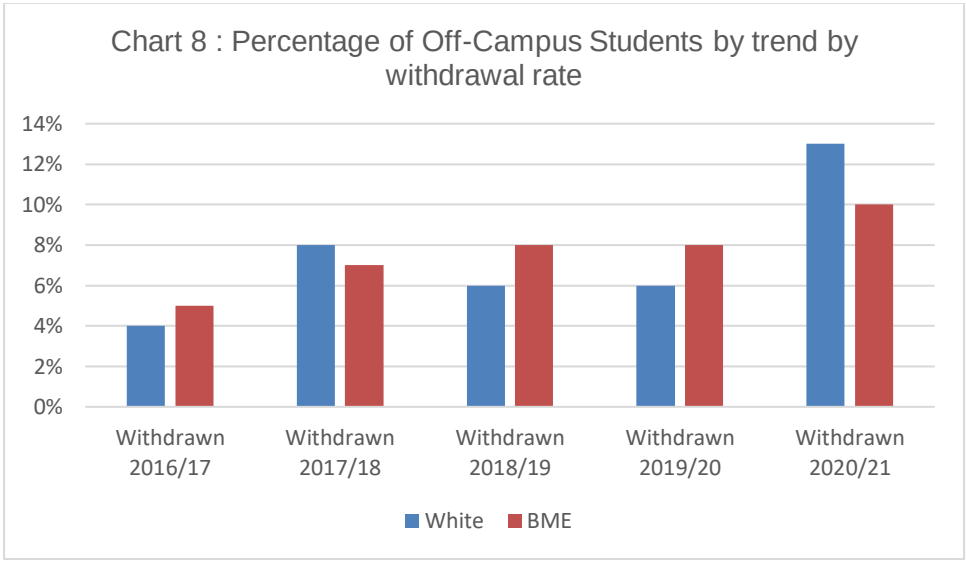
Withdrawal rates have increased in both the male and female off-campus populations over the 5 year period from 9% and 4% respectively in 2016/17 to rates at a 5 year high in 2020/21 at 17% for the males population and 9% for the female population.



Graph to show withdrawal rates by gender

(d) Withdrawal Rates by Ethnicity

Withdrawal rates have fluctuated slightly for both BAME and White students in the 5 year period. In 2020/21 withdrawal rates were at their highest for both White and BAME students, at 13% and10% respectively.



5) National Student Survey Results 2021

a) Overview:

The 2021 National Student Survey (NSS) marks the seventeenth 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 are 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:

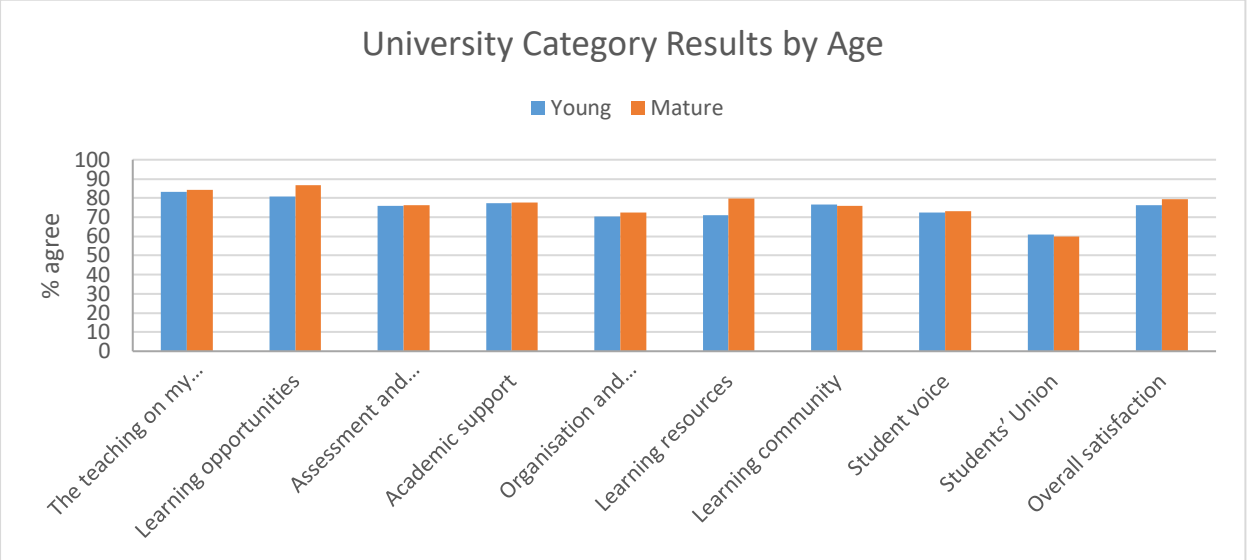
- Definitely Agree
- Mostly Agree
- Neither Agree Nor Disagree
- Mostly Disagree
- Definitely Disagree
- Not Applicable

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)'.

b) Results:

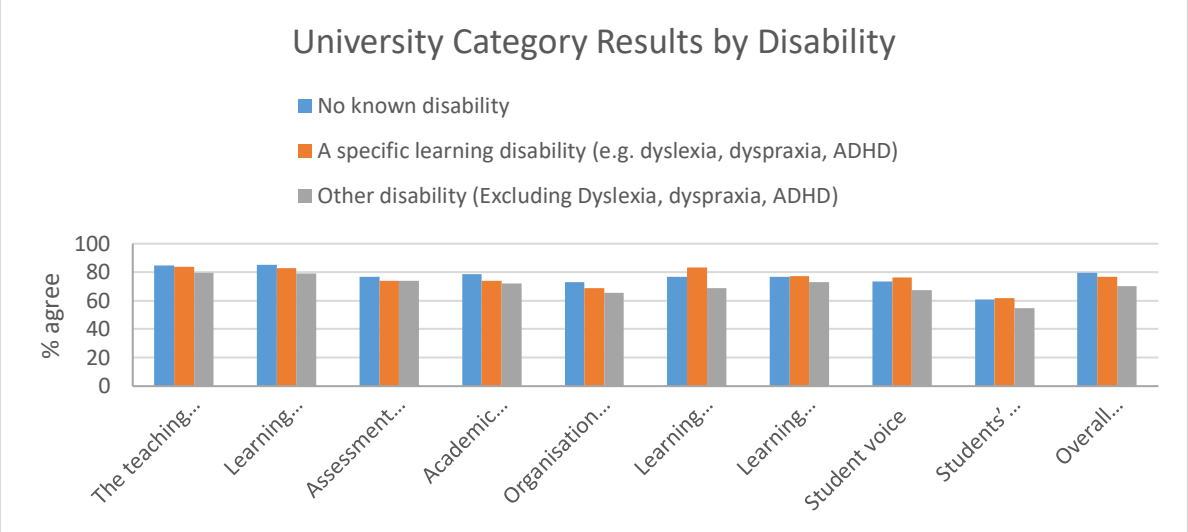
In 2021, the University's target population was 1,499. The University achieved a response rate of 66%, which is 4% higher than the response rate achieved by the University in 2020.

i) Age

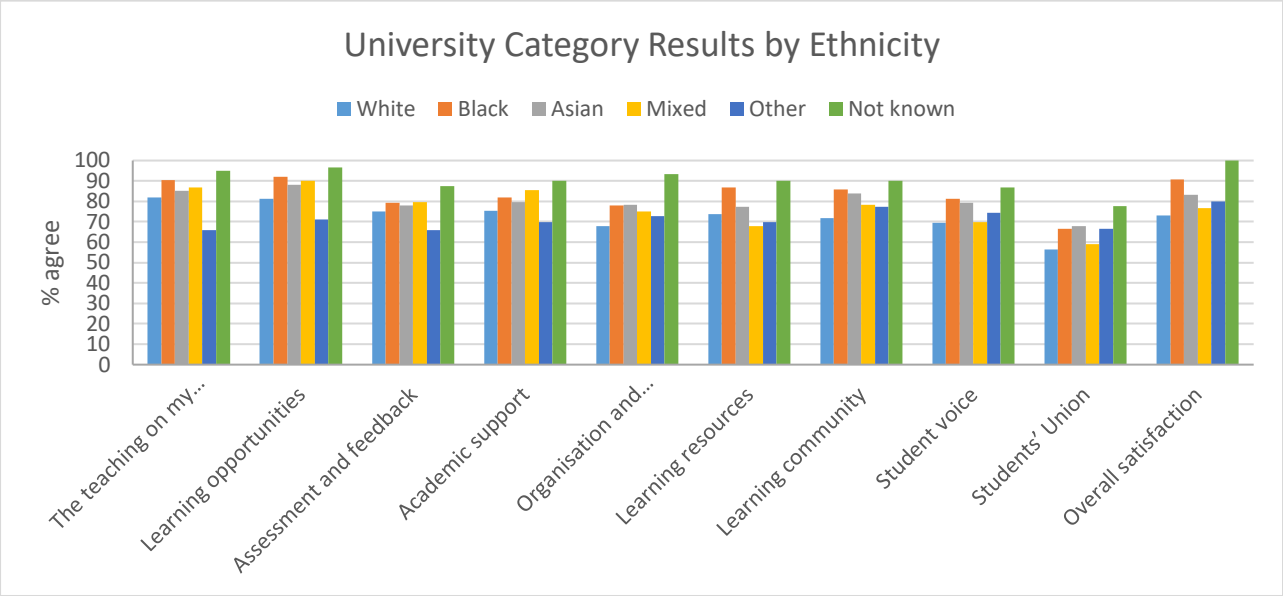


Age is based on the age of the student at the commencement date of entry to Higher Education. The 'Young' category is for students aged under 21 and the 'Mature' category is students aged 21 or over.

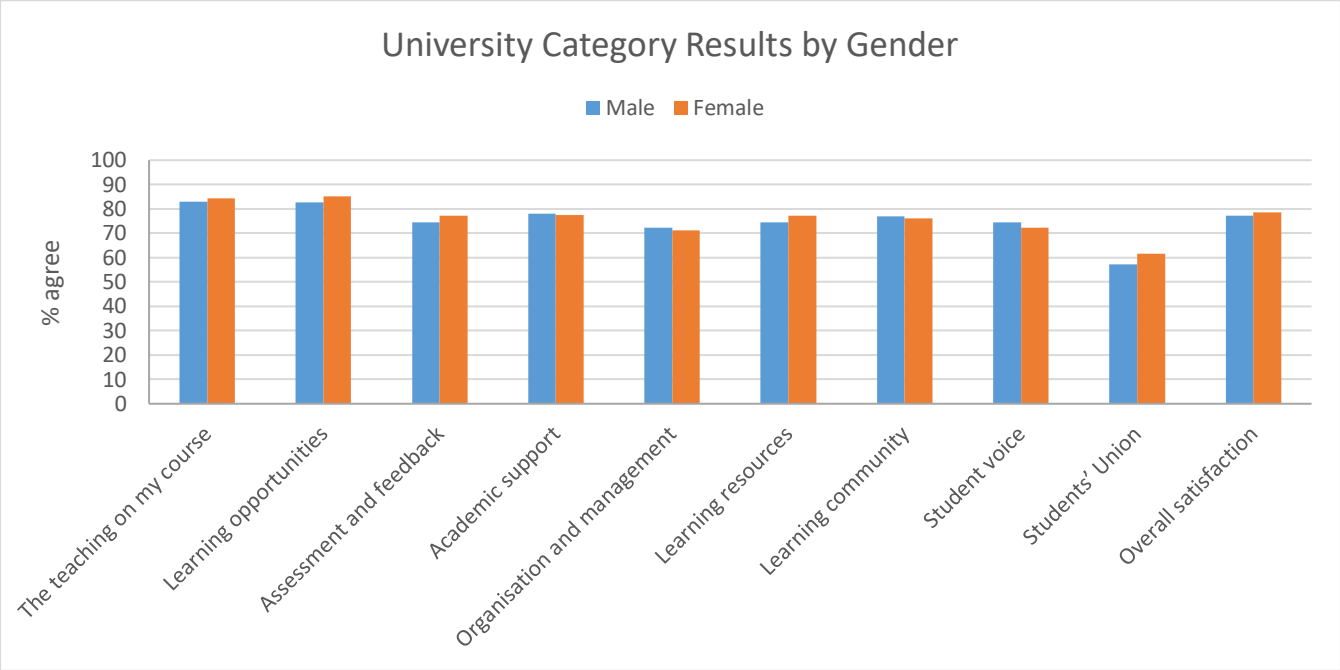
ii) Disability



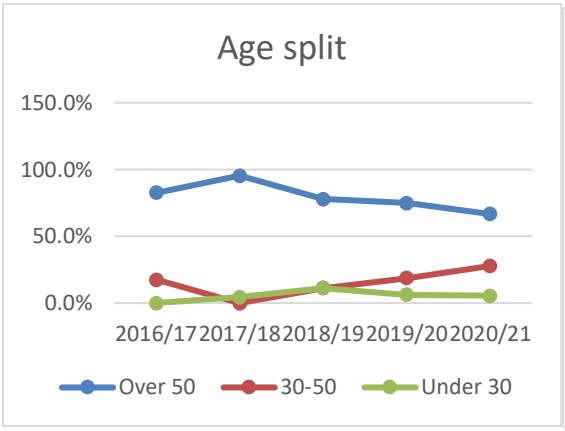
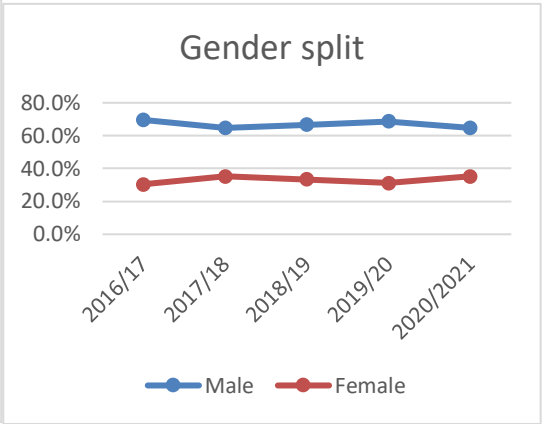
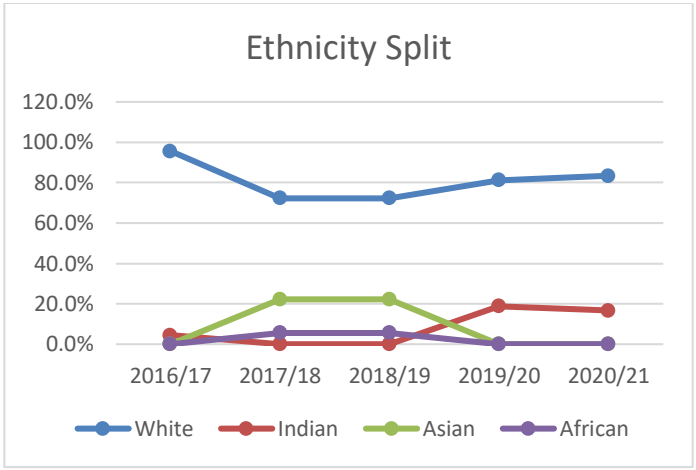
iii) Ethnicity



iv) Gender



6) Board of Governors

a) Overview & Data

As the figures suggest, the Board of Governors has increased by two people in 2020/21 taking the membership back up to 18, replacing members lost the previous year. Work continues to ensure that the board members have the right skills, experience and knowledge across the Group all working collaboratively to oversee the educational character and mission of the University Group.