EQUALITY
& DIVERSITY
INFORMATION REPORT
2017/2018

01204 900 600

bolton.ac.uk

Deane Road, Bolton, BL3 5AB

University of Bolton
Teaching Intensive, Research Informed

Equality and Diversity Annual Report 2017/2018

Contents:

Forward

Welcome to the University of Bolton's Equality & Diversity Information Report for 2017/2018. We hope that you find this year's report a useful review 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 document sets out the equality-related data that we have gathered over the last year and provides us with an evidence based approach to equality and demonstrates our compliance with the requirement to publish relevant equality information. It also enables the University to continue to prioritise and focus our resources on specific areas of activity. Where appropriate and available, sector-wide equality data has been used.

The institution remains committed to 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 our colleagues 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:

Who is the service for? - The service continues to available to all current students studying at the University of Bolton.

The Duty Student Advisor – What do we do? - The Life Lounge Reception is staffed by Student Advisors, known in the Life Lounge as Duty Student Advisors. The support available from a Duty Student Advisor can also be accessed by seeing or contacting a Student Advisor in the Student Centre.

The Duty Student Advisor or Student Advisors (Student Centre) are the first point of contact for all academic enquiries including:

- Mitigating circumstances
- Appeals
- Suspending studies
- Withdrawing from your studies

The Duty Student Advisors are also able to make appointments for our students to see the specialist staff working in the Life Lounge including Counselling and Cognitive Behavioural Therapy (CBT) Clinic.

Mental Health Advisor

Following the successful appointment of a Mental Health Advisor (MHA) back in May 2017, the University is currently in the process of recruiting a further MHA 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.
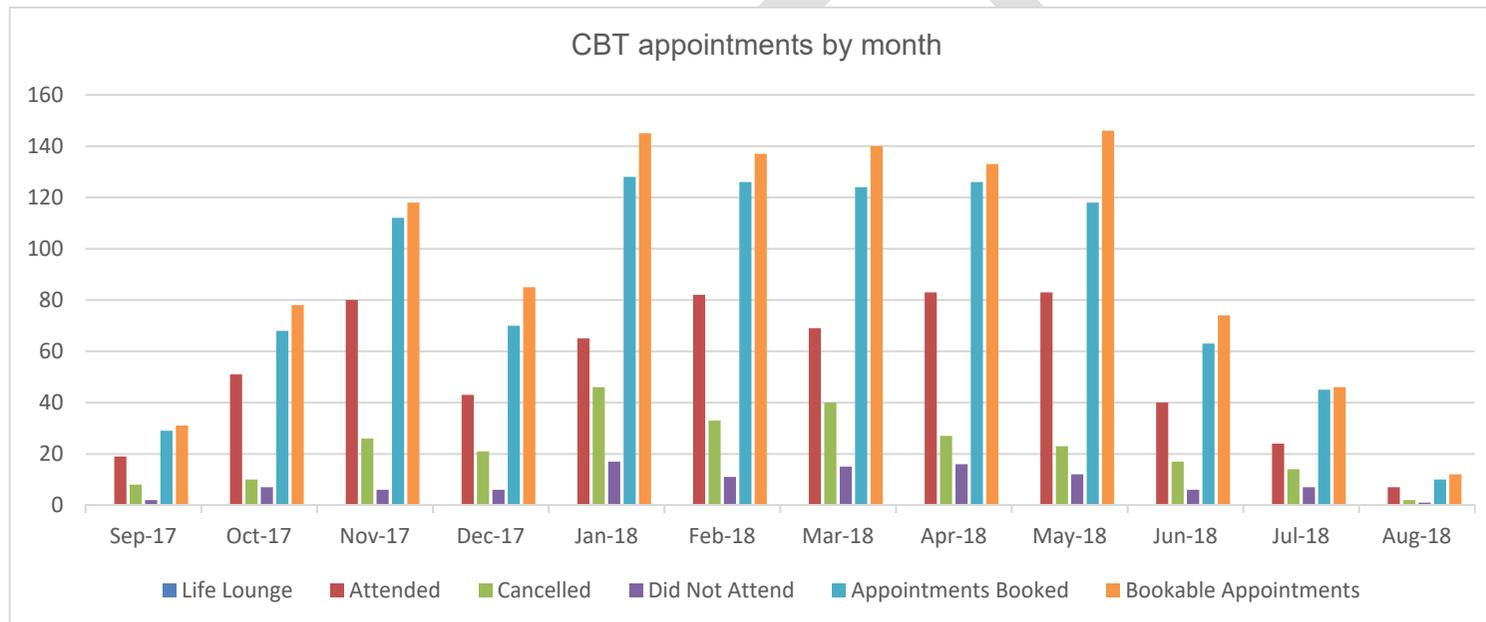
Counselling

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

Counselling appointments by month

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.

CBT appointments by month

Legend: Life Lounge, Attended, Cancelled, Did Not Attend, Appointments Booked, Bookable Appointments

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. A new Co-ordinating Chaplain was appointed early this year after a period without regular chaplaincy following the retirement of the previous incumbent.

At present the Chaplaincy offers regular times for prayer or worship for students of differing faith backgrounds on Monday morning, Wednesdays and Thursdays between 10am – 3pm. Meditation sessions are offered on Wednesdays by the Co-ordinating Chaplain and Buddhist meditation will run on an occasional basis and will be well advertised in advance. 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 service is currently staffed Monday, Wednesday and Friday. The Co-ordinating Chaplain makes a monthly visit to Orlando Halls of Residence to chat with students over a cup of tea. For the future the service also plans to have regular visits to the revamped Vista Café Bar. The Co-ordinating 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, Wednesday 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.

Autism Network

The Autism Network supports students by running a number of sessions including Yoga and Study Skills and promotes opportunities for socialising to help students make friends and integrate into the University community. The network is supported by the Disability Team, Student Liaison Offers, students within the Psychology department and staff from the National Autism charity and the NHS.

Pets as Therapy

Following the introduction of Zara back in January 2016, Pets as Therapy has grown in popularity where were have recently introduced Ali to the service. Following a recent survey, the feedback from students has shown that they were either very satisfied or satisfied with the service provided and that expectations has been met or exceeded. A student has feedback that they **"left feeling very calm and happy, perfect therapy for exam anxiety"** whilst another students commented that "**Both dogs at one session. Zara is majestic, she always cheers me up"**

Following the success at the University, Pets as Therapy has also been introduced to the students of Bolton College who can now benefit from this service too.

The charts below outline the successful service provided by PAT.
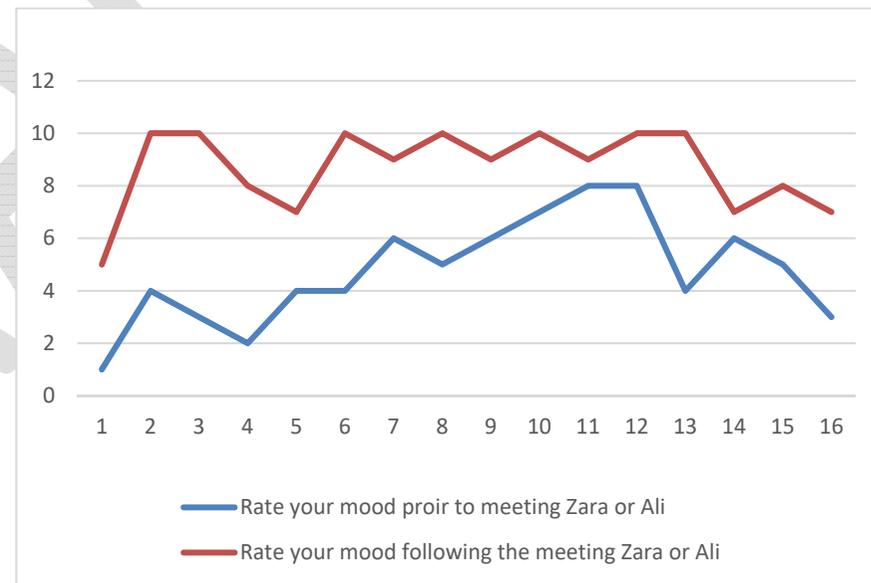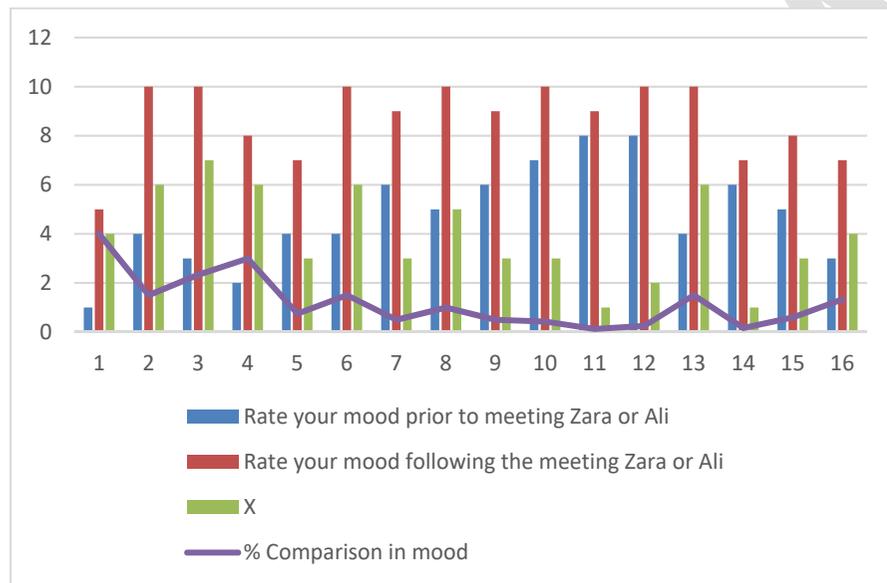
Staff Overview of 2017/2018

The University of Bolton has over 700 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 overseas 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 2018, the Human Resources Department were re-inspected where we retained the original accreditation.

Disability Services Training

Staff that have participated in Disability Services in-house training;

96.4% completion rate

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

During the period 2017/2018, the University has continued to invest in Mental Health Awareness training following the successful training delivered to 27 members of Academic/Professional Support staff in 2017. 12 staff members were invited and subsequently trained during a two day "in-house" session which highlights the importance of mental health and wellbeing both for staff and students. This course is being offered as part of the university's commitment to continuous professional development. Further courses are being scheduled to be undertaken over the academic year.

As a University, we are aware there maybe a stigma associated with mental health and understand that this may deter people from seeking the right help or support. The purpose of the training package was to raise awareness of issues affecting our staff and students in relation to mental health in line with the University's Equality and Diversity agenda. It provided development for staff in recognising the early signs and symptoms of some common mental health problems – in themselves, their colleagues and in students – and how to give initial assistance, care and where to signpost people.

The Human Recourses now have three administrators who have attended the Mental Health First Aid course, with additional staff scheduled to undertake the 2 half day courses in the near future. The skills gained include; practical skills to spot the triggers and signs of mental health issues; having the confidence to step in, reassure and support a person in distress; enhance interpersonal skills such as non-judgement listening and having the knowledge to help someone recover their health by guiding them to further support - whether that's self-help resources, through the University as an employer, the NHS or a combination of support.

- ***Counsellor (3 month trial period for staff)***

VIVUP provides the University with a specialist range of Employee Assistance Provision including Health & Wellbeing services.

In order to trial staff appetite for an onsite employee psychological support, VIVUP located one of their counsellors to work from the University one day each week for a period of three months.

Workplace counselling appears to work best in a face to face context, where the employee meets and is treated at the professional premises of the counsellor, however they do understand that this is not always an easy option for those who may not drive, have a disability or even became anxious in a different setting other than their home. To accommodate this, our counsellors will also meet them closer to their home or even at their home address which helps to remove some of those perceived barriers to accessing counselling. A telephone option can also be provided for a more immediate opportunity.

VIVUP has embraced new technologies and offer email, instant messaging and online counselling. The UK Employee Assistance Professionals Association (EAPA) study reviewed the outcome of more than 28,000 EAP counselling interventions. The findings indicate the success of EAPs when it comes to engaging with clients and matching client problems with relevant and appropriate counsellors, as well as offering speedy interventions that minimise the time employees are required to wait for professional support.

- ***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 two interactive e-learning packages: one for line managers and the other for employees, to provide 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:

89% of the Equality, Dignity and Diversity Champions
93% of the Organisational and Development, Equality and Diversity committee
64% of our Heads of School/Service

- ***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 rate:

80%

- ***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:

63.83%

- ***Gender Pay Gap***

Following the period of consultation the University published its report in March 2018 which outlined the university's commitment to the Gender Pay Gap. The report highlighted proportionate measures to close the gender pay gap. It can be accessed via the link below :

https://www.bolton.ac.uk/wp-content/uploads/2018/04/GPG-Report-March-2018-v1.pdf

Introduction

This is the latest Equality and Diversity Information Report for staff and students at the University. Its 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 2013/14 to 2017/2018. Presenting a snapshot of the, age, disability, ethnicity, gender of staff and students. Additional information is collated for 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

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.

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 .

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

- ## Age

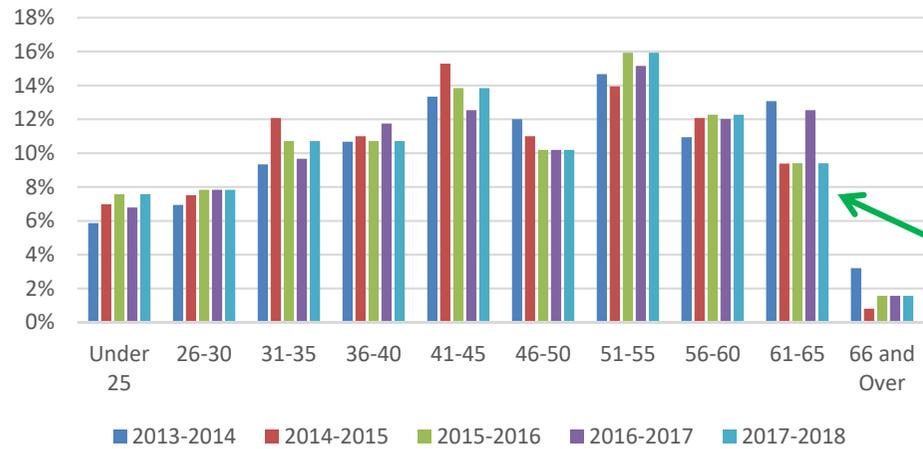Chart 1 : Percentage of staff in post by trend by age
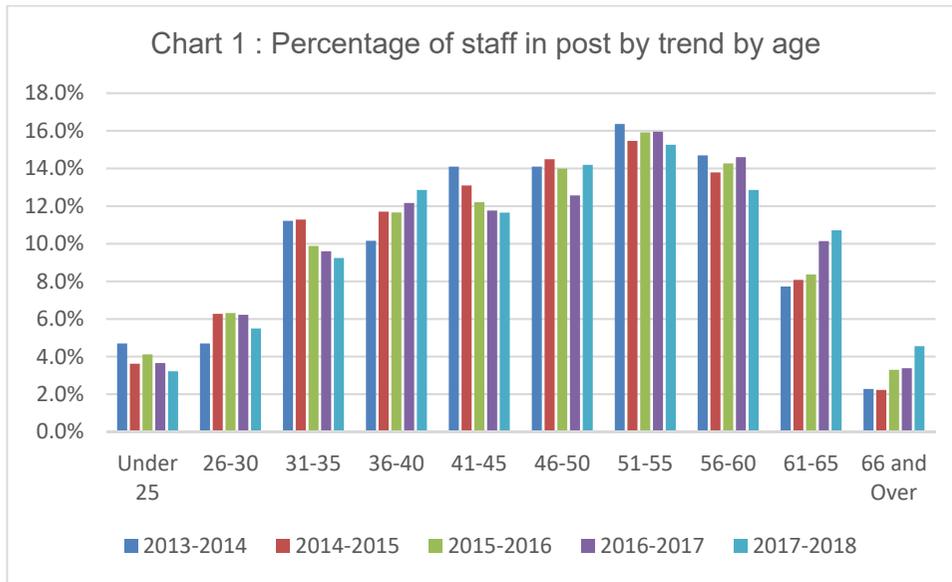
Chart 1 : The overall age trend shows that the University has seen an increase in staff in all categories, however there is a significant increase in the category age group 56-60 and 61-65; this is reflected in the figures taken from the Equality Challenge Unit (ECU), sector average (indicated below in green). The figures below highlight where the University is above the sector average for these particular age categories.

| Year	Under 25	26-30	31-35	36-40	41-45	46-50	51-55	56-60	61-65	66 and Over
2017-2018	3.2%	5.5%	9.2%	12.9%	11.6%	14.2%	15.3%	12.9%	10.7%	4.6%
ECU Sector Average[1]	5.9%	11.1%	14.6%	13.8%	12.6%	12.6%	12.2%	9.5%	5.3%	2.4%

[1] Figures taken from ECU – Equality in higher education: staff statistical report 2018

Chart 2 : Percentage of professional support staff by trend by age

Legend: 2013-2014, 2014-2015, 2015-2016, 2016-2017, 2017-2018

Chart 2 : When looking at the staff that fall in the age category (61-65), over the last 12 months the trend highlights a **5%** decline.

Chart 3 : Percentage of full-time staff by trend by age

Legend: 2013-2014, 2014-2015, 2015-2016, 2016-2017, 2017-2018
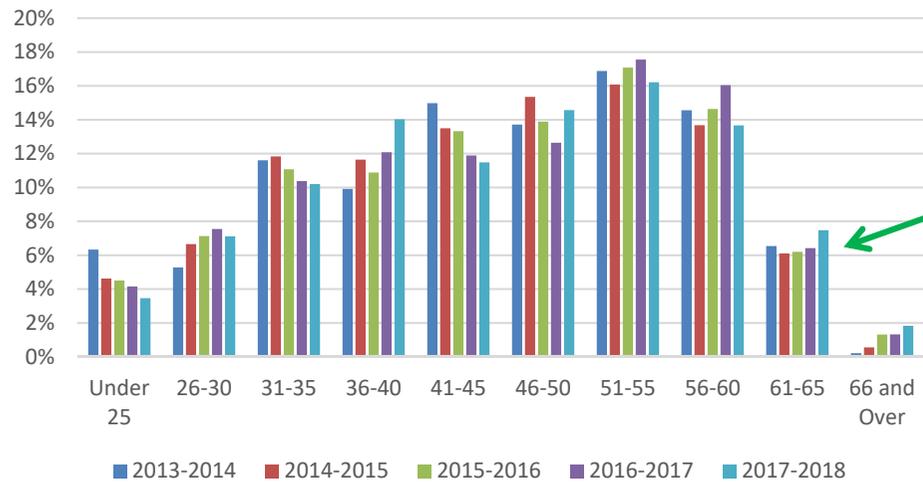
Chart 3 : Overall the University has a higher proportion of staff that work Full-Time and note that the university exceeds the sector average of (**4.1%**) within the age category (61-65).

Chart 4 : Percentage of fixed-term staff by trend by age

Legend: 2013-2014, 2014-2015, 2015-2016, 2016-2017, 2017-2018
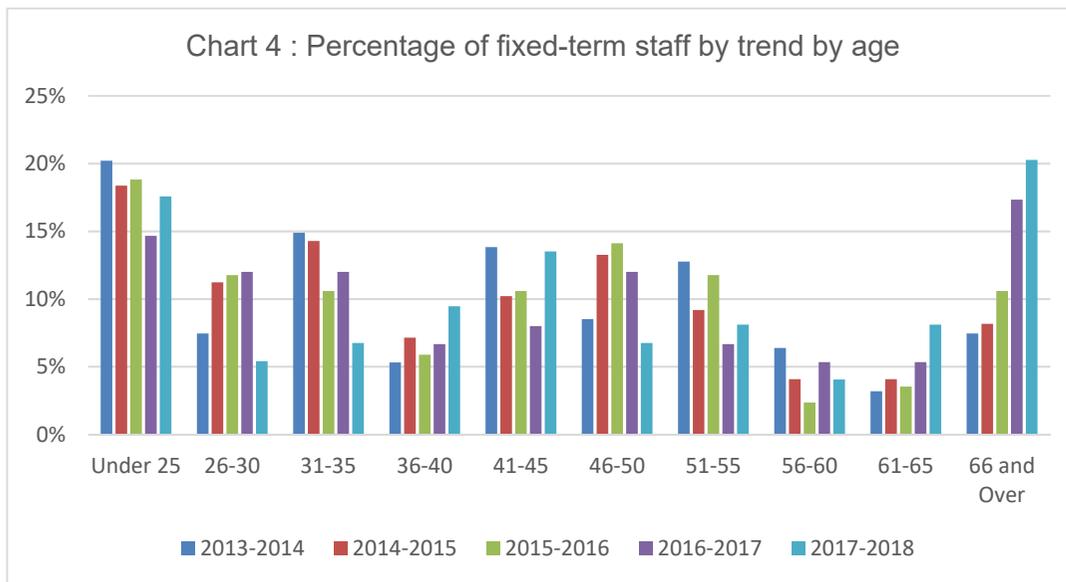
Chart 4 : The percentage figures for fixed term contracts in the (66 and over) age category has increased over the past five years. This now shows a 3% increase between 2016/2017 and 2017/2018

ECU figures show **3.3%** in the age 66 and over category, which makes the University **16.7%** higher.

Chart 5 – 14 : Shows the five year trend of staff by age by grade. The trends show five age categories (31-35), (46-50), (51-55), (56-60) where the percentage has increased consistently.

Chart 5 : Percentage of staff in post by age by Grade 1

Legend: 2013-2014, 2014-2015, 2015-2016, 2016-2017, 2017-2018

Chart 6 : Percentage of staff in post by age by Grade 2

Legend: 2013-2014, 2014-2015, 2015-2016, 2016-2017, 2017-2018

Chart 7 : Percentage of staff in post by age by Grade 3

Legend: 2013-2014, 2014-2015, 2015-2016, 2016-2017, 2017-2018

Chart 8 : Percentage of staff in post by age by Grade 4

Legend: 2013-2014, 2014-2015, 2015-2016, 2016-2017, 2017-2018

Chart 9 : Percentage of staff in post by age by Grade 5

Chart 10 : Percentage of staff in post by age by Grade 6

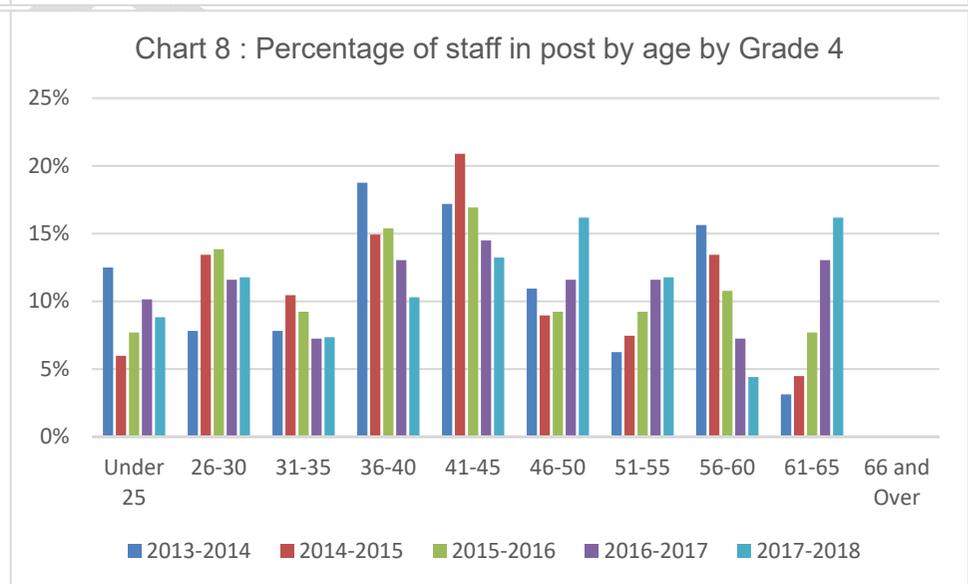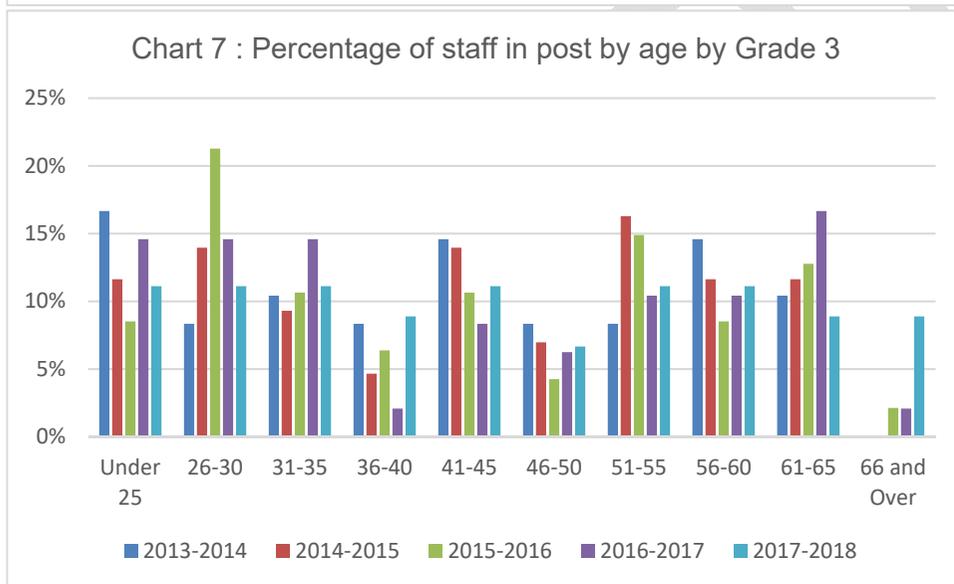Chart 11 : Percentage of staff in post by age by Grade 7
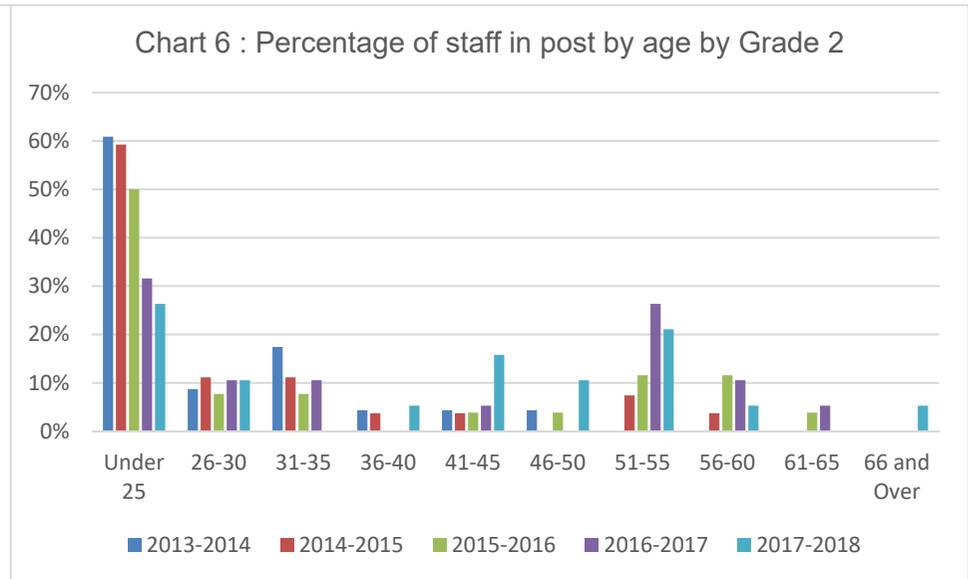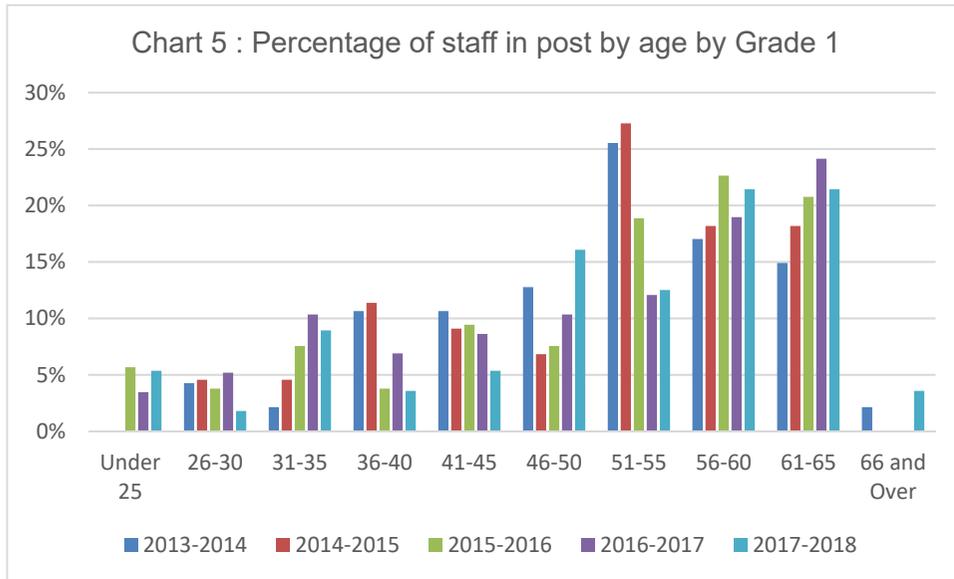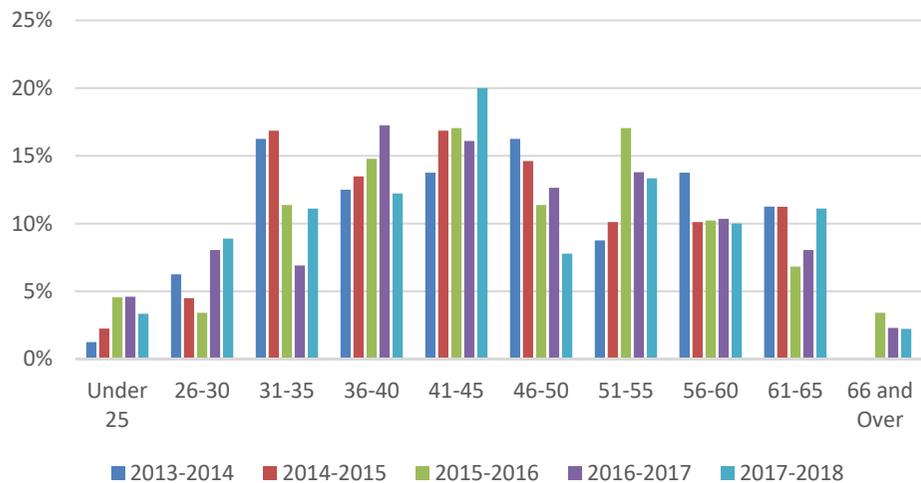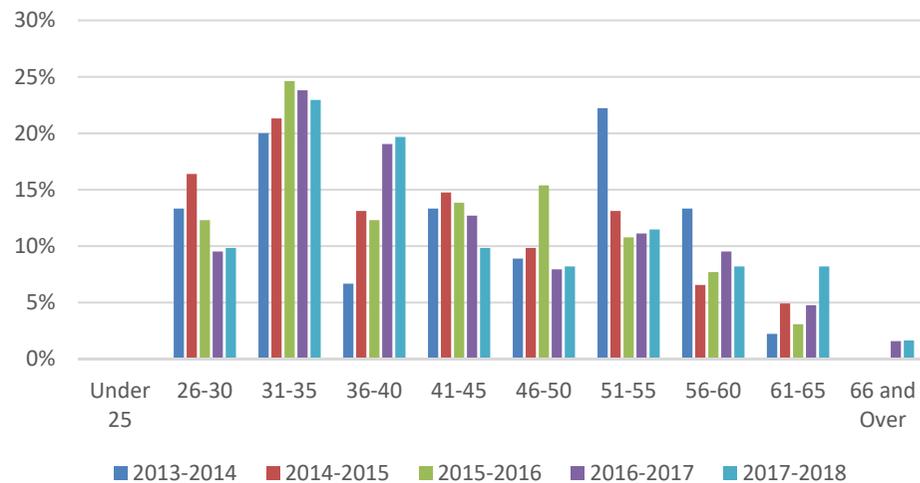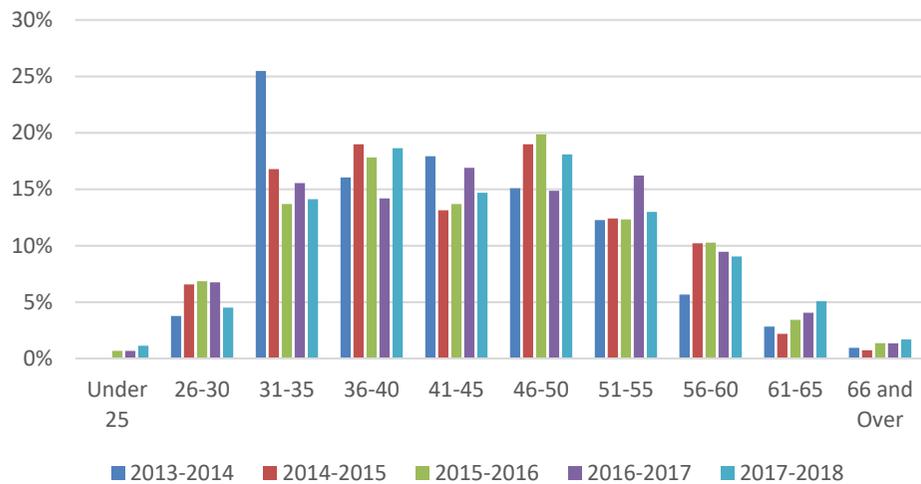
Chart 12 : Percentage of staff in post by age by Grade 8
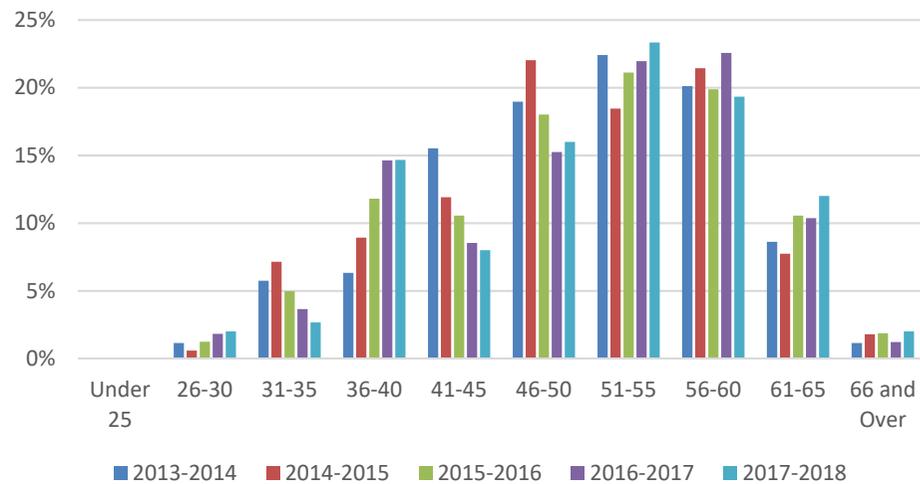
Chart 13 : Percentage of staff in post by age by Grade 9
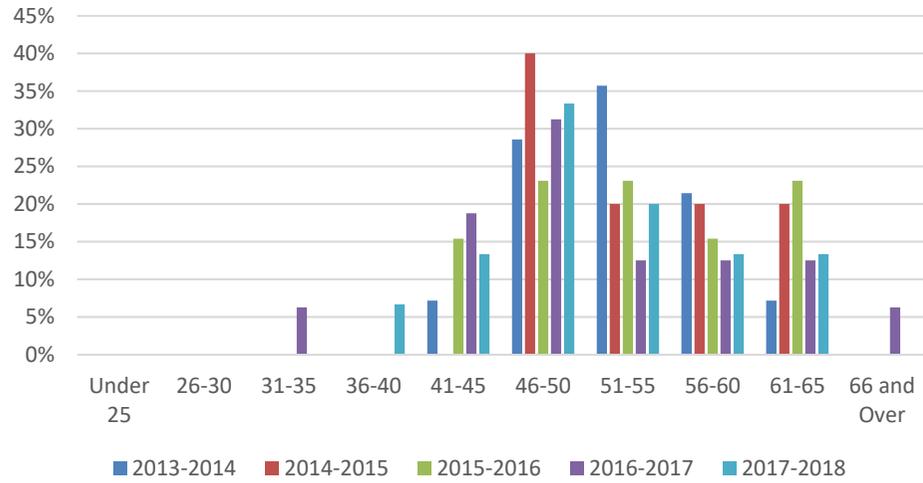
Chart 14 : Percentage of staff in post by age by Fixed Grade
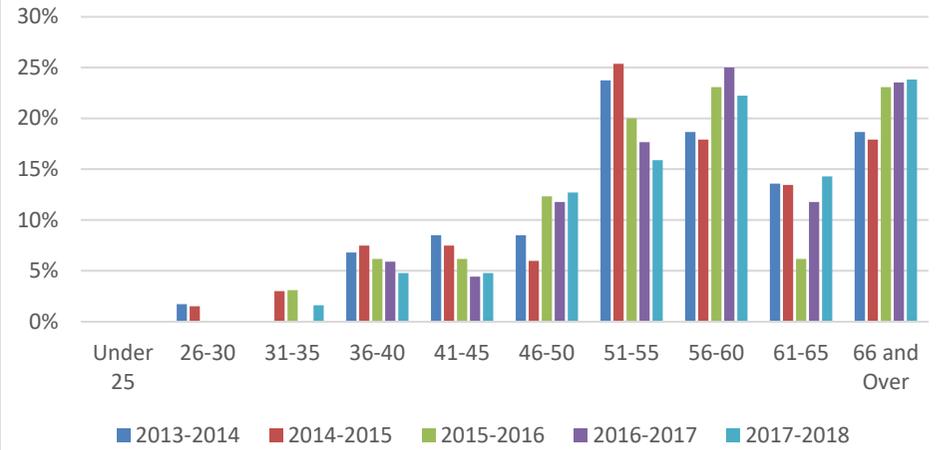
- ## **Disability**

At the appointment stage all staff at the University, as part of their starter paperwork, are asked to complete a 'staff record form'. On this form staff are given three options with respect to self-assessing their disability status:

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

These options are aligned with the HESA changes of 2012. Within the University, **9%** of staff are declared disabled and **89%** of staff are declared 'not known to be disabled'. This has continued to be consistent over the last five years. However, Academic staff that are declared disabled are slightly higher than Professional Support staff (see chart 2).

ECU's figures show the sector average of people who declare themselves disabled is **4.7%**. 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

England

	No.	%
Non-disabled	331160	95.2
No known disability	321410	92.4
Unknown/missing info	9750	2.8
Disabled	16700	4.8
All staff	347860	100.0

2

Proportion of disabled staff by impairment type

			No.	Proportion of disabled staff %	Proportion of all staff %
All staff					
	BLIN	Blind or a serious visual impairment	420	2.1	0.1
	DEAF	Deaf or serious hearing impairment	1085	5.5	0.3
	GENL	General learning disability	175	0.9	0.0
	ILLN	Long standing illness or health condition	4865	24.6	1.2
	MENT	Mental health condition	2340	11.8	0.6
	PHYS	Physical impairment or mobility issues	1825	9.2	0.4
	SOCC	Social/communication impairment	220	1.1	0.1
	SPEC	Specific learning difficulty	4110	20.8	1.0
	MULT	Two or more disabilities, impairments or conditions	1760	8.9	0.4
	OTHD	Other type of disability, impairment or condition	2995	15.1	0.7
	DIS	All disabled staff	19800	100.0	4.9
	ND	Non-disabled staff	388005		95.1
	All	All staff	407805		100.0

3

Chart 1 : When we look at the staff at the University compared with that of ECU, figures show that in 6 out of the 10 impairment types for 2017/18, the University are above the sector average. Please see the chart below which demonstrates this:

*When a member of staff declares themselves 'declared disabled' in this section, it refers to one of the impairment types below.

---

[2] Figures taken from ECU – Equality in higher education: staff statistical report 2018
[3] Figures taken from ECU – Equality in higher education: staff statistical report 2018

Chart 1 : Percentage of staff by disability category

Categories (top to bottom):
- Two or more impairments and/or disabling medical condition
- Specific learning difficulty such as dyslexia, dyspraxia or AD(H)D
- Social/communication impairment e.g. Asperger's or other autistic disorder
- Physical impairment or mobility issues e.g. difficulty using arms or legs
- Mental health condition, such as depression, schizophrenia or anxiety disorder
- Long standing illness or health condition e.g. cancer, HIV, diabetes etc.
- General learning disability (such as Down's Syndrome)
- Disability, impairment or medical condirion that is not listed above
- Deaf or serious hearing impairment
- Blind or a serious visual impairment uncorrected by glasses

Legend: 2013-2014, 2014-2015, 2015-2016, 2016-2017, 2017-2018

X-axis: 0%, 5%, 10%, 15%, 20%, 25%, 30%

Chart 2 : Over the last five years the figures have been consistent for both Academic and Professional Support staff, however the Academic staff data is higher in 2017/18 by **4%** 'declared disabled'.
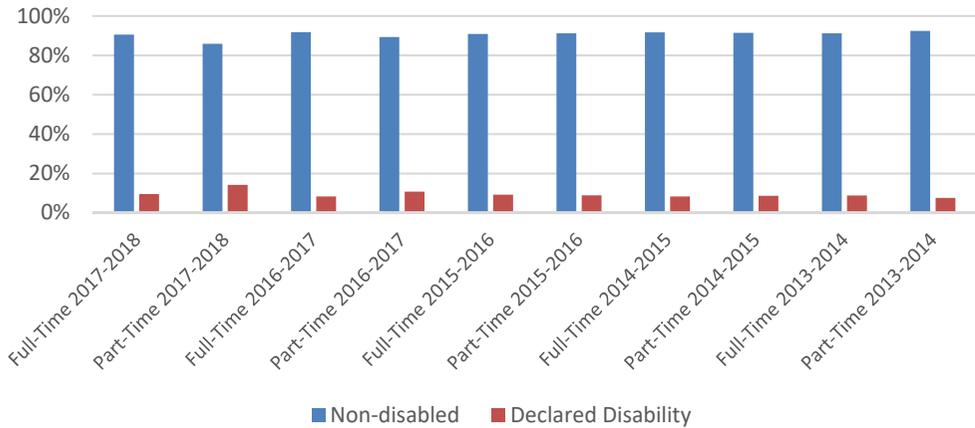
Chart 3 : Shows a 3% increase of part-time staff who have declared a disability between 2016/17 to 2017/18

Chart 4 : Percentage of staff by permanent / fixed contract
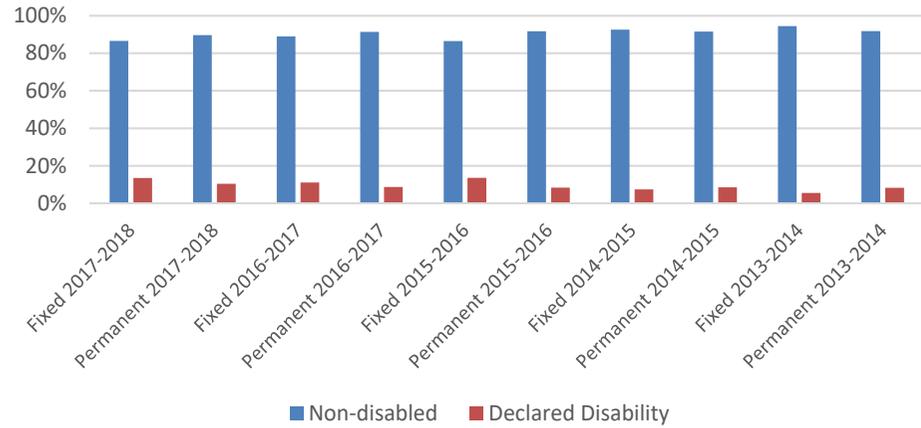
Chart 4 : During 2013/14 to 2017/18 staff at the University who have been on a permanent contract remained consistent, however those staff on a fixed-term contact increased slightly year on year, until 2017/18 where it shows a 3% decline.

Chart 5 : Overall the figures are quite stable; however there are five grades where the percentage has increased over the last four years. These are (G1), (G4), (G5), (G8) and (G9).

Chart 5 : Percentage of staff by grade
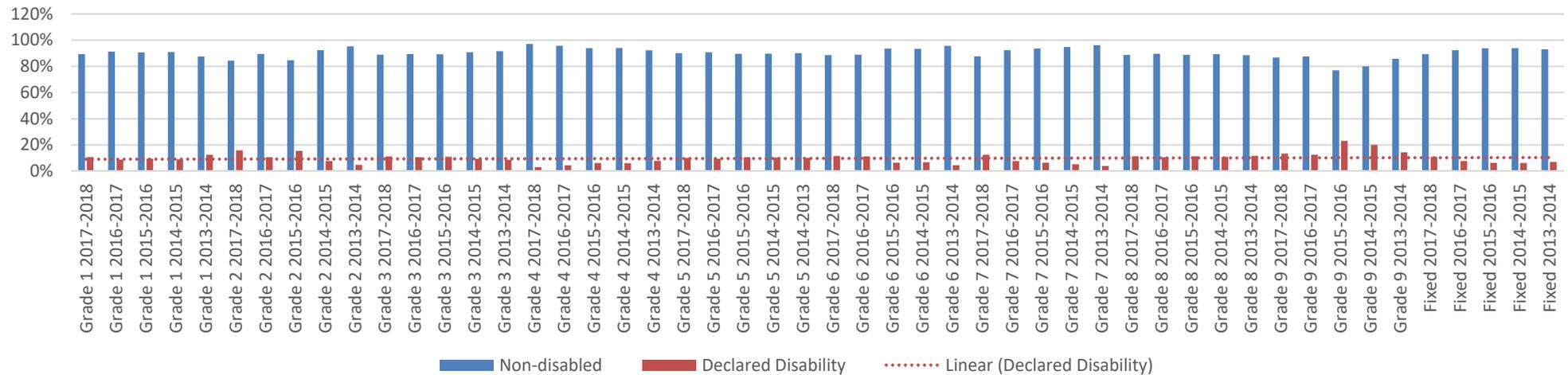
• **Ethnicity**

Ethnicity within the HESA staff record is based upon the 2011 Census classification system. The census used six categories, however the University break it down further to provide a more detailed report. To do this the University has used 19 ethnic groups and also give 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 **89.4%** and **10.6%** BME. When it comes to the proportions of White/BME staff at the university we have a higher percentage of BME staff than the sector average coming in at **15%.**

Chart 1 : Percentage of staff by ethnicity
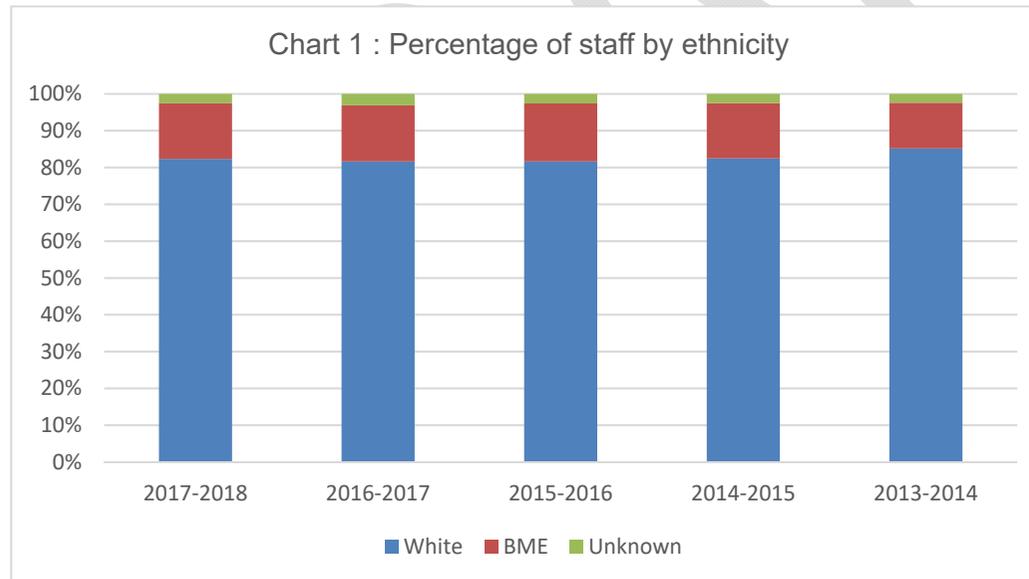
UK/non-UK staff by country of institution and ethnic group

BME UK/non-UK staff by ethnic group

	England
	No.
UK nationals	
White	232695
BME total	27700
Asian	11995
Black	6190
Chinese	2725
Mixed	4705
Other	2090
All staff	260400
Unknown	14485
Non-UK nationals	
White	45570
BME total	18655
Asian	6900
Black	2895
Chinese	4680
Mixed	1850
Other	2330
All staff	64225
Unknown	5690

		All staff	
		No.	↓ %
A	Asian	20680	40.3
AB	Bangladeshi	1410	2.8
AI	Indian	10265	20.0
AP	Pakistani	2975	5.8
AO	Other	6025	11.7
B	Black	9545	18.6
BA	African	5325	10.4
BC	Caribbean	3440	6.7
BO	Other	785	1.5
C	Chinese	8535	16.6
M	Mixed	7215	14.1
MA	Asian/white	1955	3.8
MBA	Black African/white	715	1.4
MBC	Black Caribbean/white	1140	2.2
MO	Other	3405	6.6
O	Other	5350	10.4
OA	Arab	960	1.9
OO	Other	4395	8.6
BME	BME total	51325	100.0

The University is very good at collating ethnicity information for its staff and this can be seen in Chart 2 on the following page, where only a small percentage of 'information not provided' **(3%)**.

Chart 2 : highlights a five year trend where we have seen little change in the figures for BME staff. In this year alone staff who have recorded their ethnicity as a BME with the University is **15%**. However if we look closely at these ethnic groups there hasn't really been any significant changes over the last five years and have remained consistent with the figures reported for last year.

Chart 2 : Percentage of staff by ethnicity group
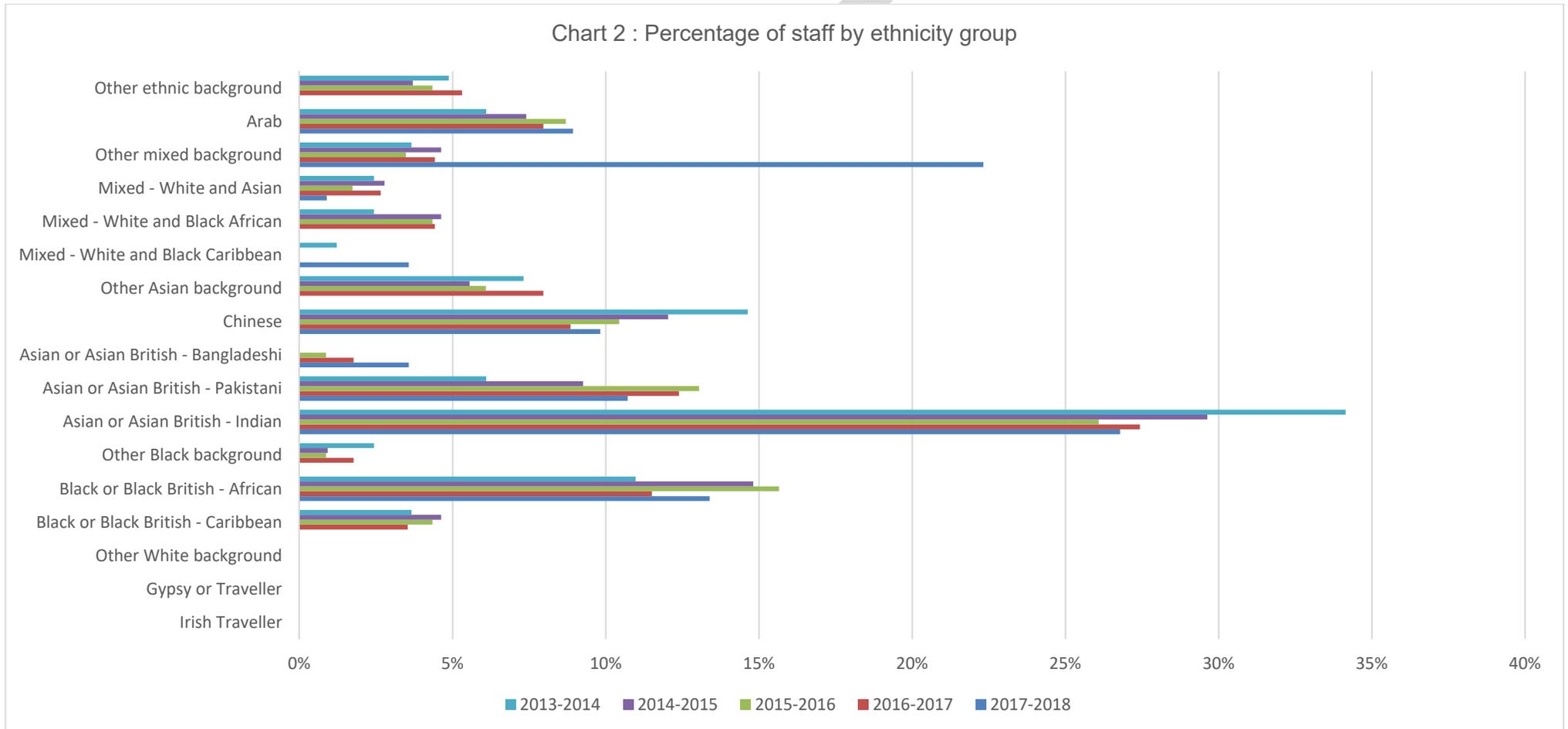
__2011 Census__*

- 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.[4]

Bolton's population has increased by 15,749 in the last 10 years.

The town has had a **6.3%** increase in population, which falls below the national average of **7%** and takes the overall number of residents to 276,786. Of Bolton's population, **11.3%** were not born in the UK – nationally the figure is **13%**.

A 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 current population in Bolton has been 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%**.[5]

A council spokesman said: *''we've always said Bolton is a good place to live, work and study and this data proves that.''*

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

---

[4] People in Bolton 2011 Census Ethnicity Factfile updated October 2013
[5] (http://www.theboltonnews.co.uk/news/10102424.Bolton_s_population_rise_lower_than_most/)

Although the majority of the university staff are White (**82%**), when looking at BME staff there is a **3%** difference between Academics (**11%**) and Professional Support (**8%**). This has been a noticeable trend over the last five years. Similarly, for the last four years staff on either a part-time (**21%**) or full-time (**61%**) contract have also remained consistent.

Chart 3 : Percentage of staff BME (Grades 3 - 6)
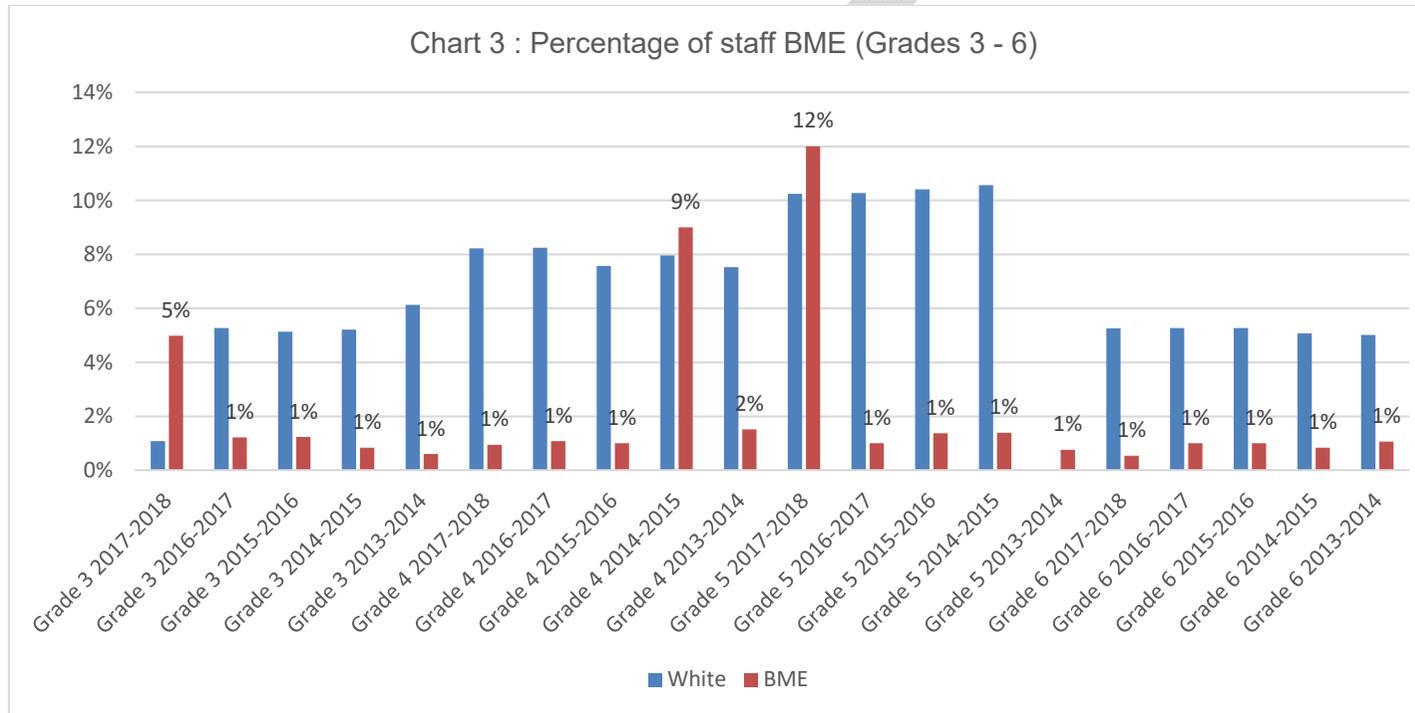
Chart 3 : We can see some significant changes especially focusing on Grades 3, 4 and 5 over five years.

Grade 3 shows an increase of 4%

Grade 4 continues to be an 8% decline

Grade 5 has seen an increase of 11%

Grade 6 has seen a decline of 7%

When breaking this down further, focusing on Academic and Professional Support staff separately, there has been a **7%** decrease in the percentage of Academic staff that are on a fixed grade that have declared their ethnicity as a BME. (see chart 4).

In terms of Professional Support staff numbers within the BME category has seen a consistent trend. (see chart 5).

Chart 4 : Percentage of Academic Staff on Fixed Grade Salary

Chart 5 : Percentage of Professional Support staff on Salary Grade 5
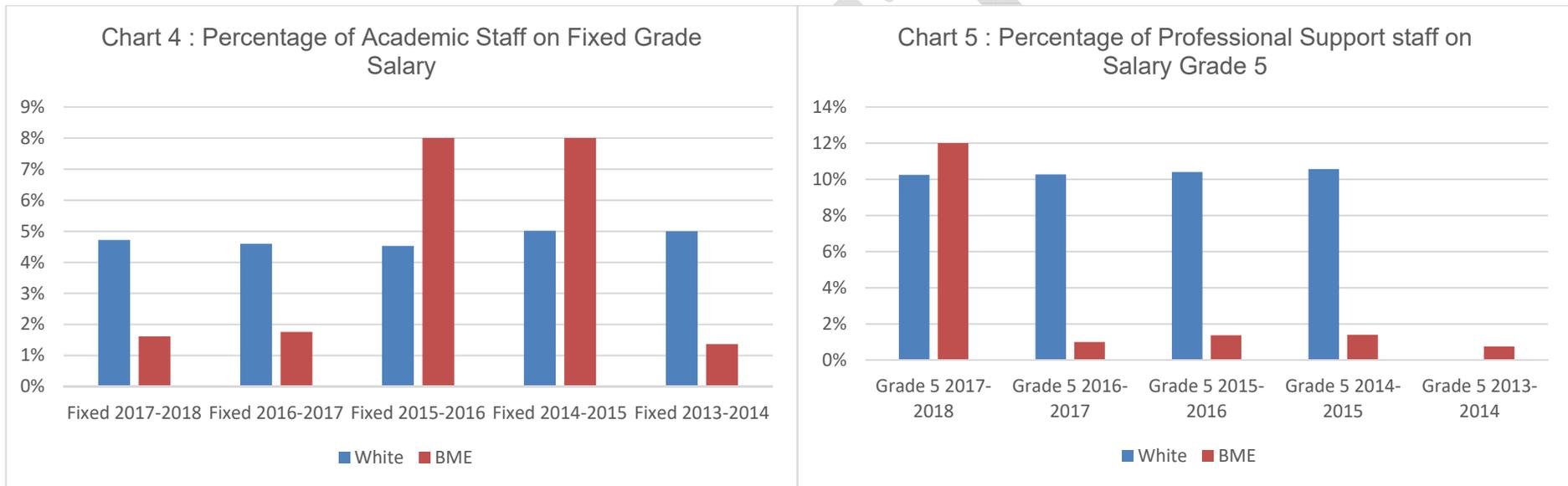
• Gender

Chart 1 : When looking back at years 2013/14, 2014/15 and 2016/17, the University had a higher percentage of females than males employed. However, during 2015/16 we saw a change in the dynamics and the number of male staff increase by **2.8%**. The 2017/18 figures show it reverts back to their being more female staff than male, with an increase of **7%**. The figures taken from UCEA the University is slightly above the sector for male staff by **0.7%**.[6]

Chart 1 : Percentage of Staff by Gender
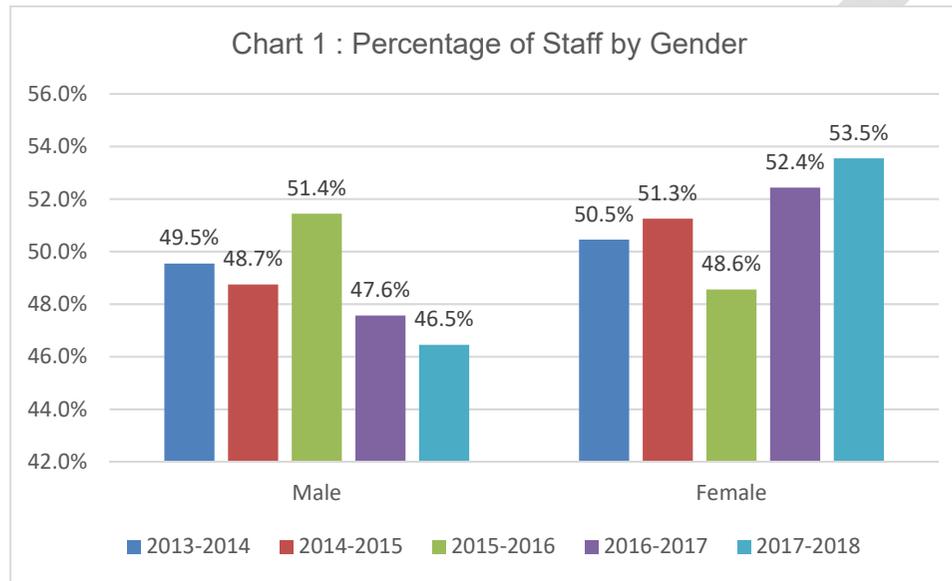
UCEA's Figures – Sector average [8]

	England	
	No.	%
Female	188545	54.2
Male	159320	45.8
All staff	347860	100.0

---

[6] www.ucea.ac.uk/en/publications/index.cfm/hegenderpaygap

Profile of staff over time by activity and gender

All staff	Female		Male		All staff
	No.	%	No.	%	No.
2003/04	177045	52.4	161060	47.6	338105
2004/05	182630	52.7	163675	47.3	346305
2005/06	188270	53.0	167140	47.0	355410
2006/07	193500	53.1	170660	46.9	364160
2007/08	198185	53.2	174265	46.8	372455
2008/09	205010	53.6	177745	46.4	382755
2009/10	208390	53.8	179035	46.2	387425
2010/11	205195	53.7	176590	46.3	381785
2011/12	203420	53.8	174825	46.2	378245
2012/13	206040	53.9	176475	46.1	382515
2013/14	212905	53.8	182870	46.2	395780
2014/15	218030	54.0	185805	46.0	403835
2015/16	222000	54.1	188130	45.9	410130
2016/17	227670	54.2	192040	45.8	419710

[7]

---

[7] Figures taken from ECU – Equality in higher education: staff statistical report 2018

Chart 2 : Even though we can see a **9%** decrease this year in female staff who are on a Professional Support contract, there are still more females than males carrying out Professional Support roles. In contrast, the majority of Academic roles are held by male staff.

Chart 2 : Percentage of Academic / Professional Support staff by gender

Chart 3 : Percentage of Full-time / Part-time staff by gender

	Female 2013/14	Male 2013/14	Female 2014/15	Male 2014/15	Female 2015/16	Male 2015/16	Female 2016/17	Male 2016/17	Female 2017/18	Male 2017/18
Part-Time	37%	19%	34%	15%	37%	16%	35%	21%	33%	20%

Legend: Full-Time, Part-Time, Linear (Part-Time)
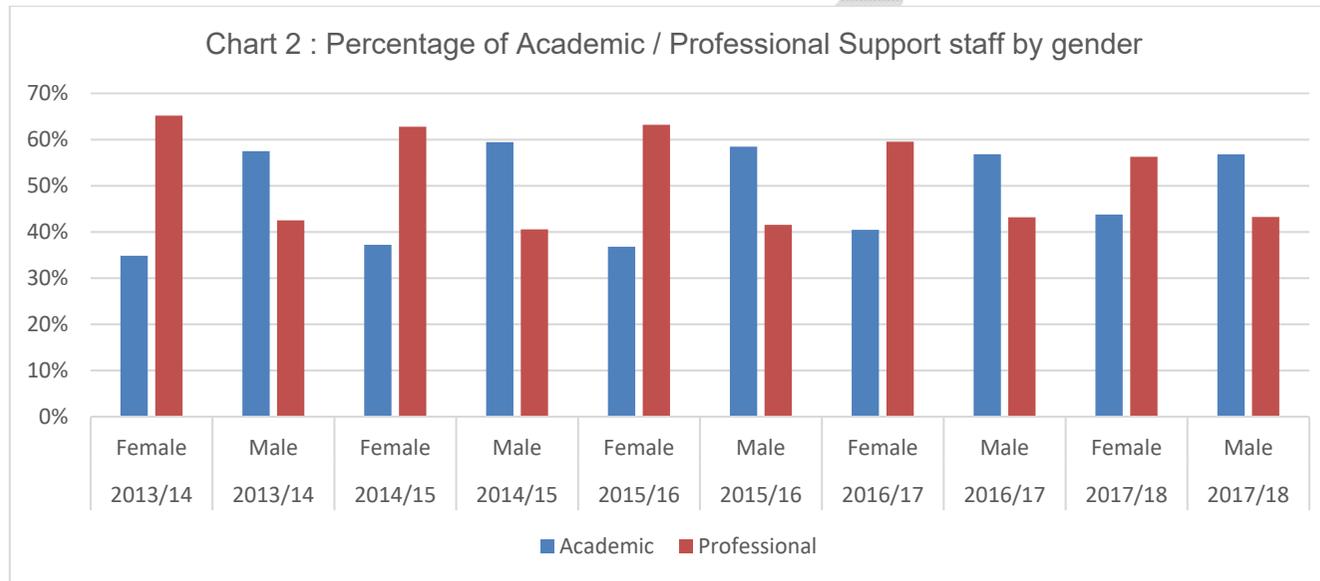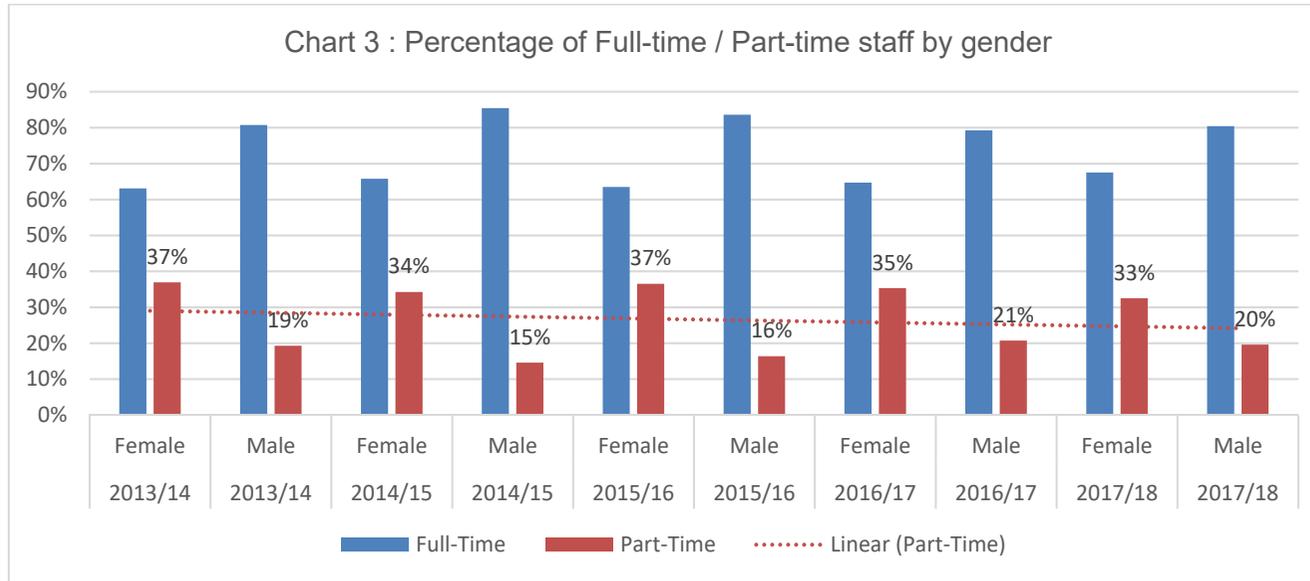
Chart 4 : The trend in this chart highlights that more staff are securing permemant contracts regardless of their gender. If we take males in particuar we can see a **6%** increase in those securing a permenant contact.

Chart 4 : Percentage of Fixed / Permenant staff by gender

	Female 2013/14	Male 2013/14	Female 2014/15	Male 2014/15	Female 2015/16	Male 2015/16	Female 2016/17	Male 2016/17	Female 2017/18	Male 2017/18
Permanent	89%	83%								89%

Legend: Fixed, Permanent
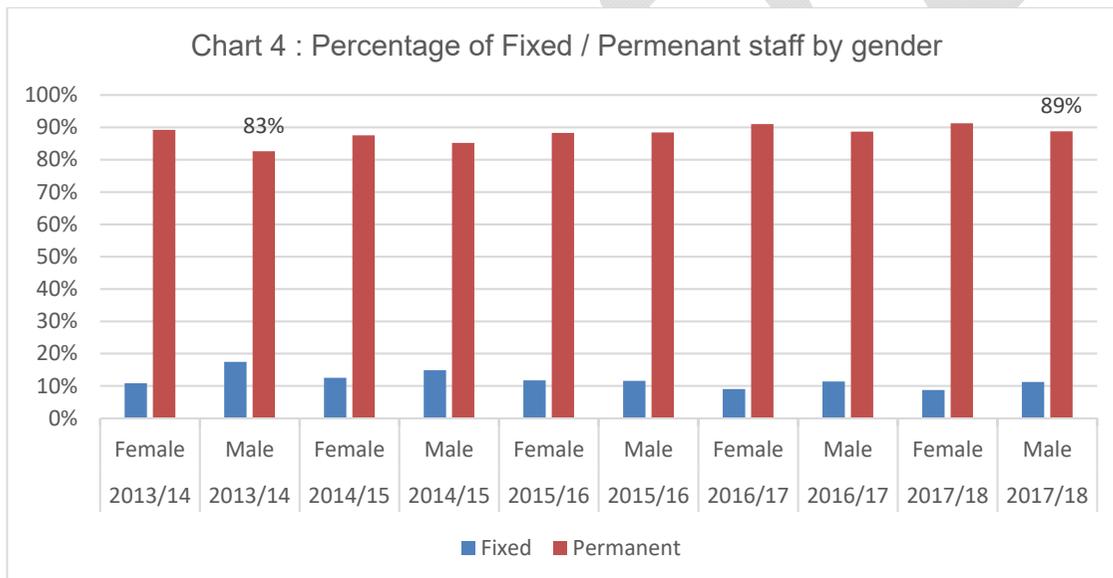
Chart 5 : In grades 8, 9 and for those on fixed salaries, it is clear that there is a greater percentage of male staff securing roles at the higher end of the pay framework. However, if we look at females in particular at grade 7 we can see a **6%** increase. This indicates that the number of females securing roles at the higher end of the pay framework is increasing.

Chart 5 : Percentage of Grade 1 to Fixed by gender
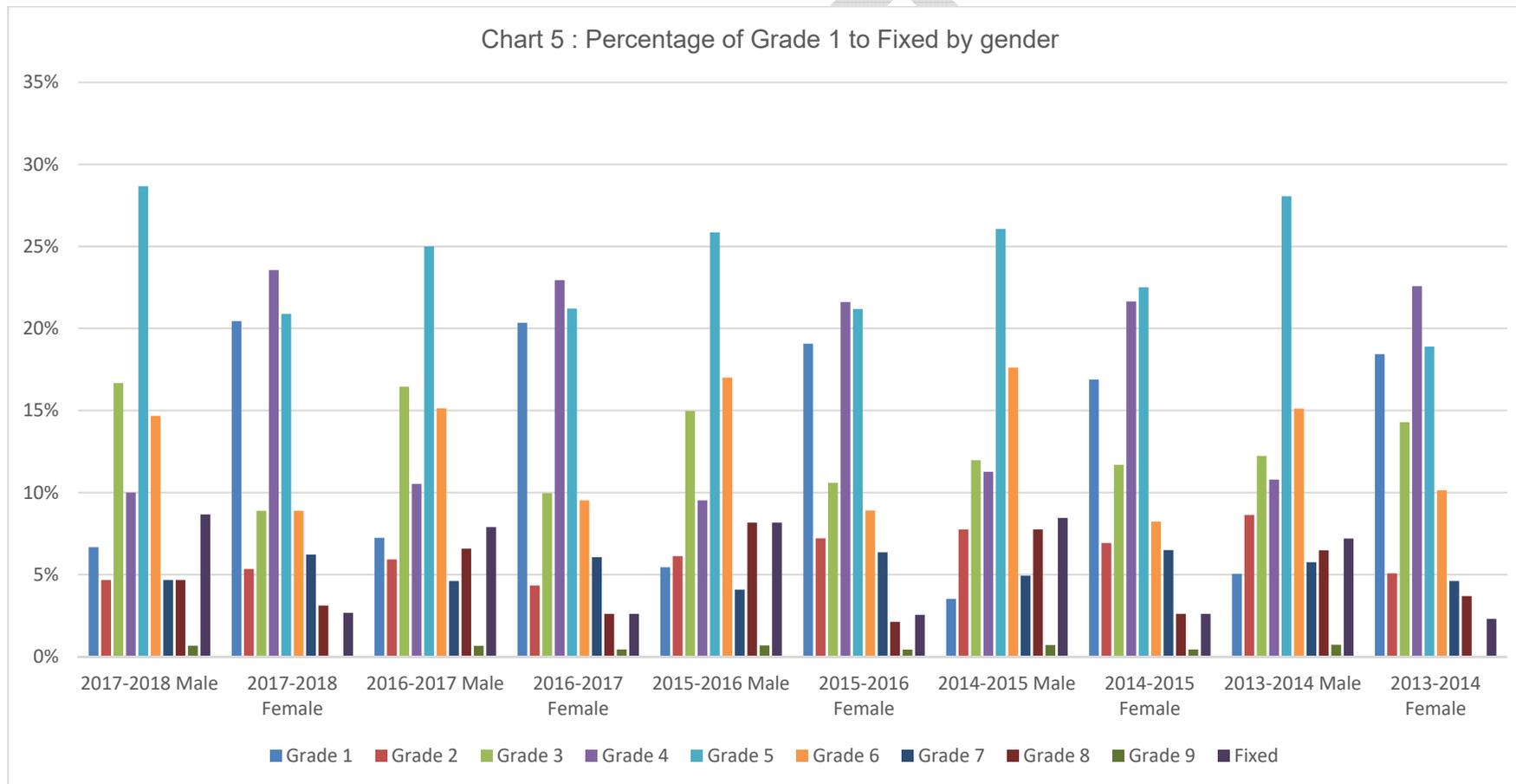
If we focus specifically on Academic staff at grade 7, there is a higher percentage of females on this grade (**6%**). However, this is very different when looking at males and females in fixed salary roles, whereby there is a **6%** difference in males securing a fixed grade (**9%**) compared to females **(3%)**.

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.[8]

This data is returned 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 **58%** compared to ECU's record of **50.5%**.

ECU Religion and Belief figures

Chart 1 : Percentage of staff by declared religion / no religion / prefer not to say
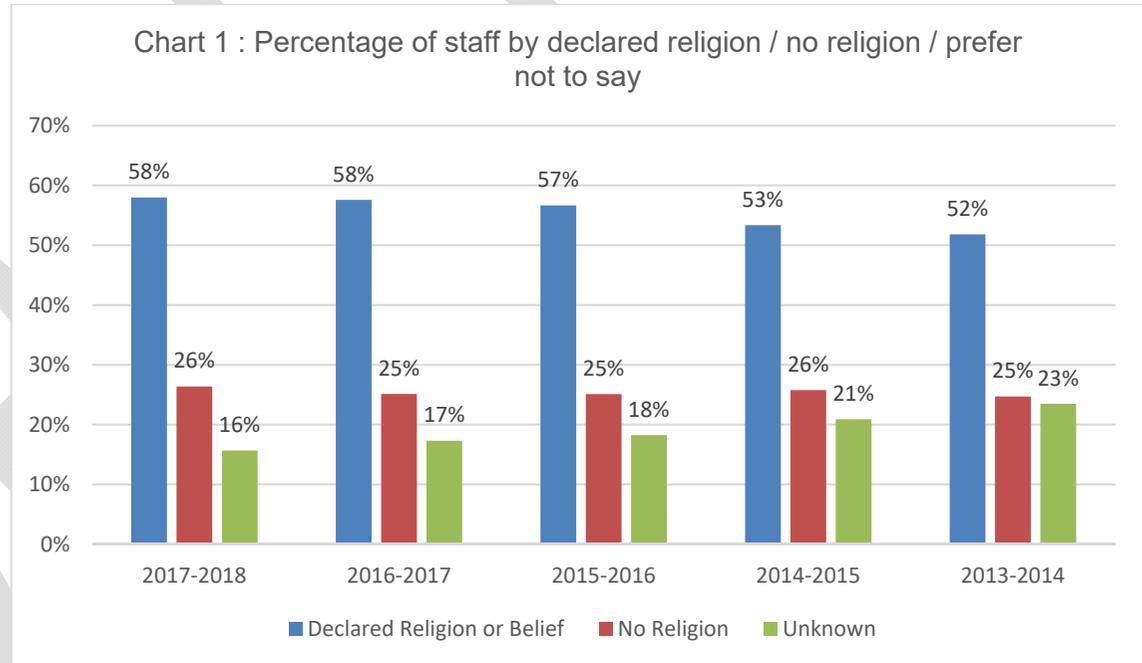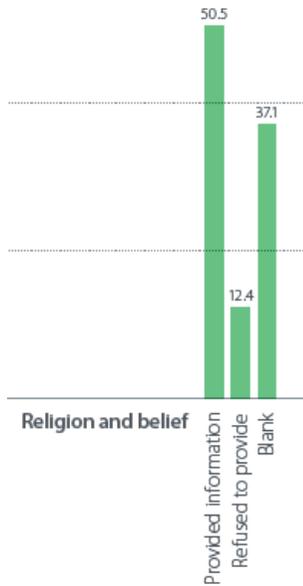
Disclosure rates of Religion and Belief in institutions monitoring for this characteristic

	All staff		Staff in institutions returning data	
	No.	↓ %	No.	↓ %
No religion	79875	19.0	79875	24.1
Buddhist	1570	0.4	1570	0.5
Christian	60220	14.3	60220	18.2
Christian – Church of Scotland	2290	0.5	2290	0.7
Christian – Roman Catholic	2880	0.7	2880	0.9
Christian – Presbyterian Church in Ireland	25	0.0	25	0.0
Christian – Church of Ireland	20	0.0	20	0.0
Christian – Other denomination	2675	0.6	2675	0.8
Hindu	2925	0.7	2925	0.9
Jewish	1110	0.3	1110	0.3
Muslim	4955	1.2	4955	1.5
Sikh	985	0.2	985	0.3
Spiritual	1640	0.4	1640	0.5
Any other religion or belief	6105	1.5	6105	1.8
Information refused	41150	9.8	41150	12.4
Blank	211290	50.3	122930	37.1
Total	419710	100.0	331350	100.0

[9]

---

[9] ECU Equality and higher education staff statistical report 2018 (http://www.ecu.ac.uk/publications/equality-in-higher-education-statistical-report-2018/)

Chart 2 : Percentage of staff by religion and belief

Legend: 2013-2014, 2014-2015, 2015-2016, 2016-2017, 2017-2018
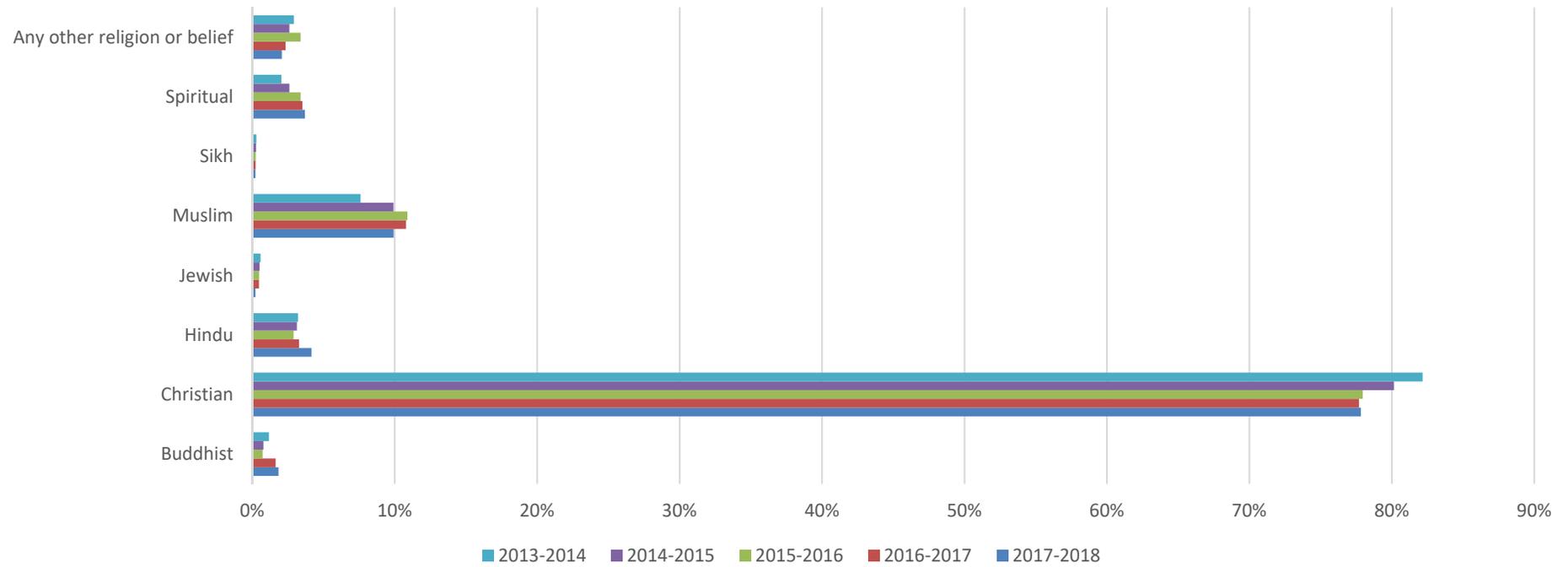
All staff / staff in institutions returning data by religion and belief

	All staff		Staff in institutions returning data	
	No.	↓ %	No.	↓ %
No religion	79875	19.0	79875	24.1
Buddhist	1570	0.4	1570	0.5
Christian	60220	14.3	60220	18.2
Christian – Church of Scotland	2290	0.5	2290	0.7
Christian – Roman Catholic	2880	0.7	2880	0.9
Christian – Presbyterian Church in Ireland	25	0.0	25	0.0
Christian – Church of Ireland	20	0.0	20	0.0
Christian – Other denomination	2675	0.6	2675	0.8
Hindu	2925	0.7	2925	0.9
Jewish	1110	0.3	1110	0.3
Muslim	4955	1.2	4955	1.5
Sikh	985	0.2	985	0.3
Spiritual	1640	0.4	1640	0.5
Any other religion or belief	6105	1.5	6105	1.8
Information refused	41150	9.8	41150	12.4
Blank	211290	50.3	122930	37.1

Although **25%** of University staff have declared 'no religion and belief' we can see that the percentage of staff declaring this information has increased over the five years. The highest population of staff within this percentage are either following the Muslim faith **(10%)** or Christian faith **(78%)**. As you can see, according to the data from ECU 'ECU Religion and Belief breakdown' the highest percentages are also Muslim and Christian faiths.

Chart 3: Percentage of staff by religion and belief by part-time / full-time

Legend: ■ No Religion or Belief ■ Declared Religion or Belief
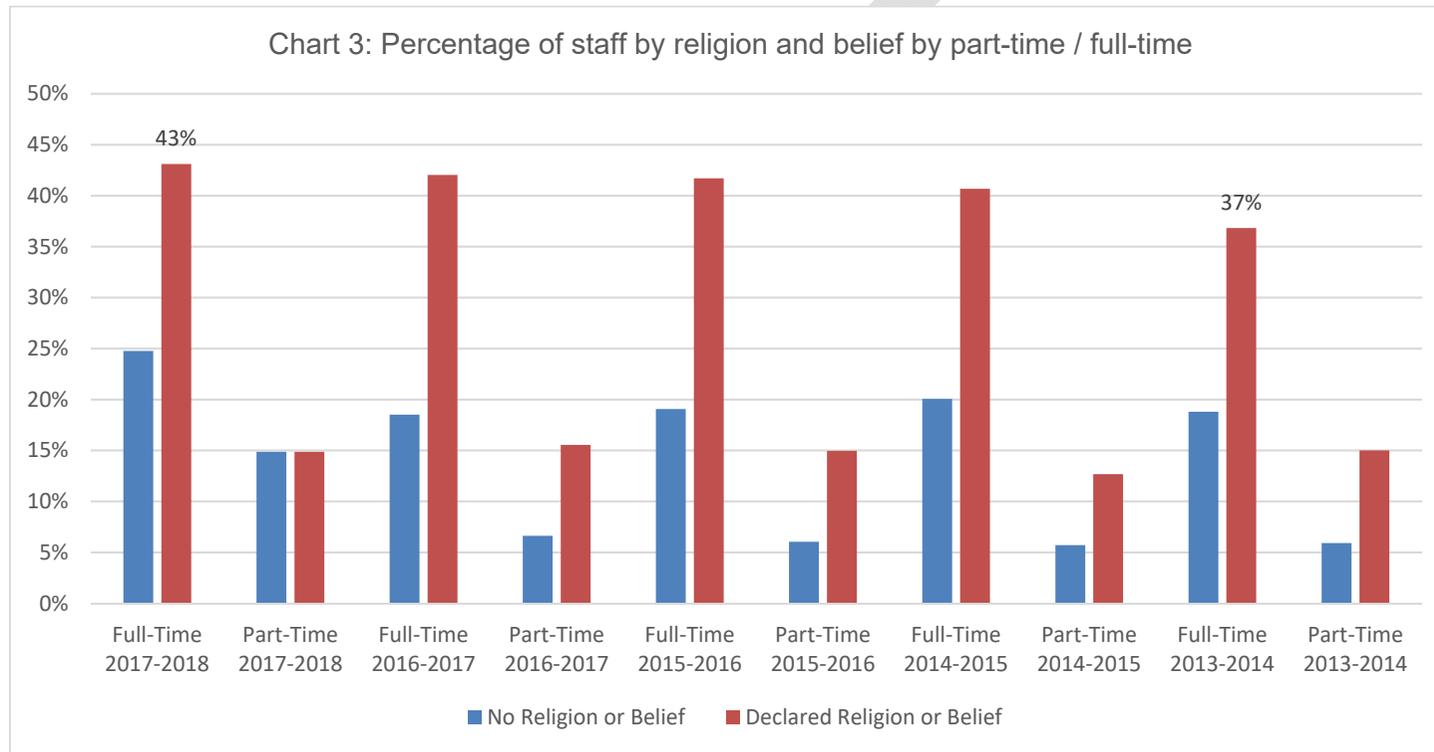
Chart 3 : Figures show that there is an increase of 6% in full-time staff who have declared a 'religion and belief' compared to previous years.

- ## Sexual Orientation

Although it is not compulsory for staff to provide this information, the University has been able to obtain a declaration from the vast majority 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, with as little as 5% in 2017/18 refusing to provide this information.

Chart 1 : Percentage of staff declaring Sexual Orientation

Year	Percentage
2017-2018	95%
2016-2017	94%
2015-2016	94%
2014-2015	93%
2013-2014	92%
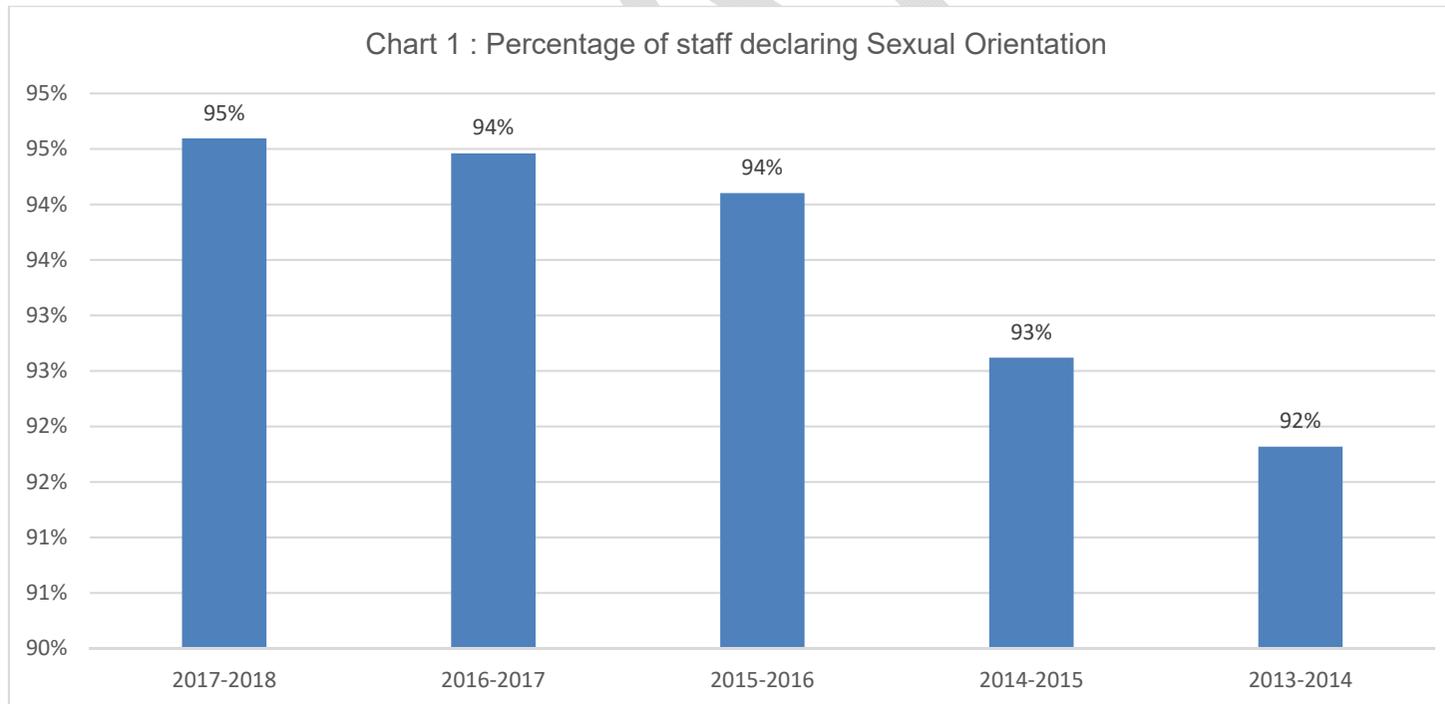
ECU: Of the staff in institutions that returned sexual orientation data to HESA, 78.2% provided information and the remaining 12.3% refused to provide.

Disclosure rates of Sexual Orientation in institutions monitoring for this characteristic.
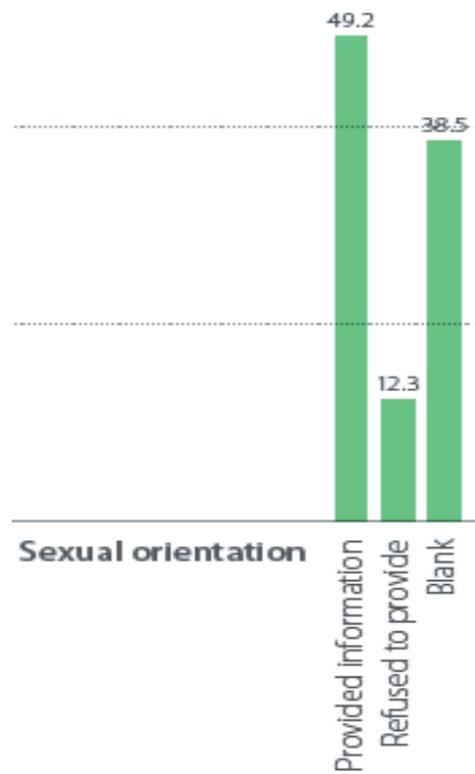
Sexual orientation	
No.	↓ %
166180	49.2
41515	12.3
130240	38.5
337935	100.0

[10] ECU Equality and higher education staff statistical report 2018 (http://www.ecu.ac.uk/publications/equality-in-higher-education-statistical-report-2018/)

Chart 2 : Percentage of staff declaring Sexual Orientation

Legend: Bisexual | Gay man | Gay woman/lesbian | Heterosexual | Other
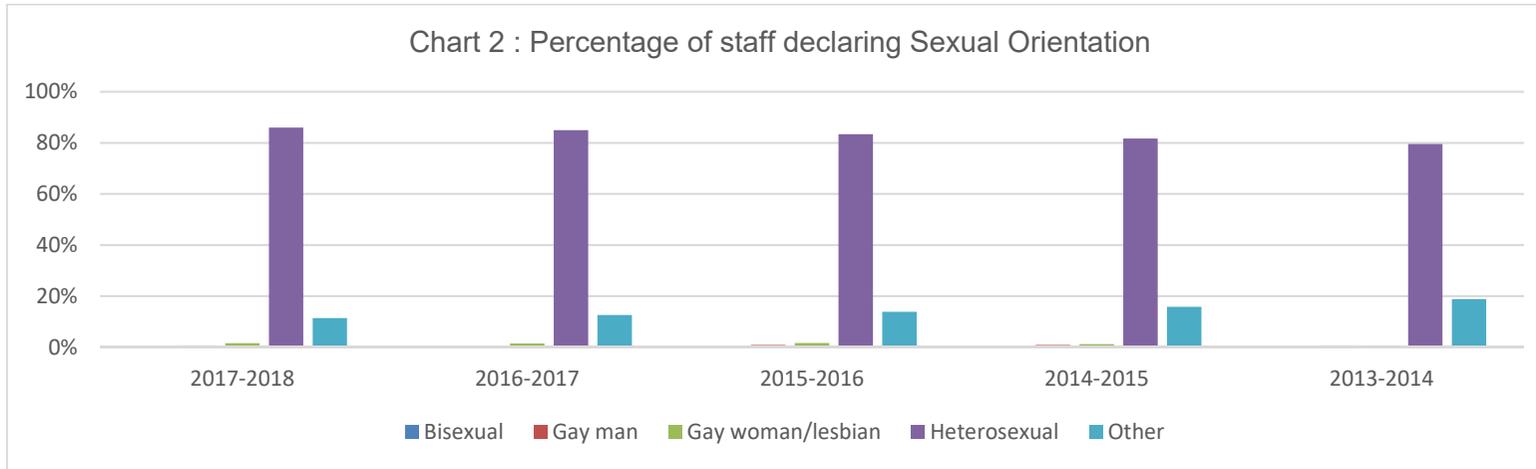
Looking at the data provided by ECU for all institutions, 12.3% of responders refused to provide their Sexual Orientation information. The data collected by the University is of a higher quality as we only have a 4% refusal rate when collating Sexual Orientation information from staff.

Student Overview of 2017/2018

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 2013/14 to 2017/18. 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 2018 (http://www.ecu.ac.uk/publications/equality-in-higher-education-statistical-report-2018/)

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.

---

[2] ECU Equality and higher education students statistical report 2018 (http://www.ecu.ac.uk/publications/equality-in-higher-education-statistical-report-2018/)

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

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.

• Age

ECU : have detailed within their annual report that the proportion of mature students i.e. those over the age of 21 upon entry, has increased against 2015/16 reporting figures.[3] Although the University's off-campus figures mirror a similar pattern, the same cannot be said for on-campus students where since 2015/16 figures are showing a slight increase.

Data indicates that off-campus students are showing a further increase this year in the under 20 age category.

Under 20 ⬆ 7%

Chart 1 : Percentage of On-Campus Students by age

Chart 2 : Percentage of Off-Campus Students by age

---
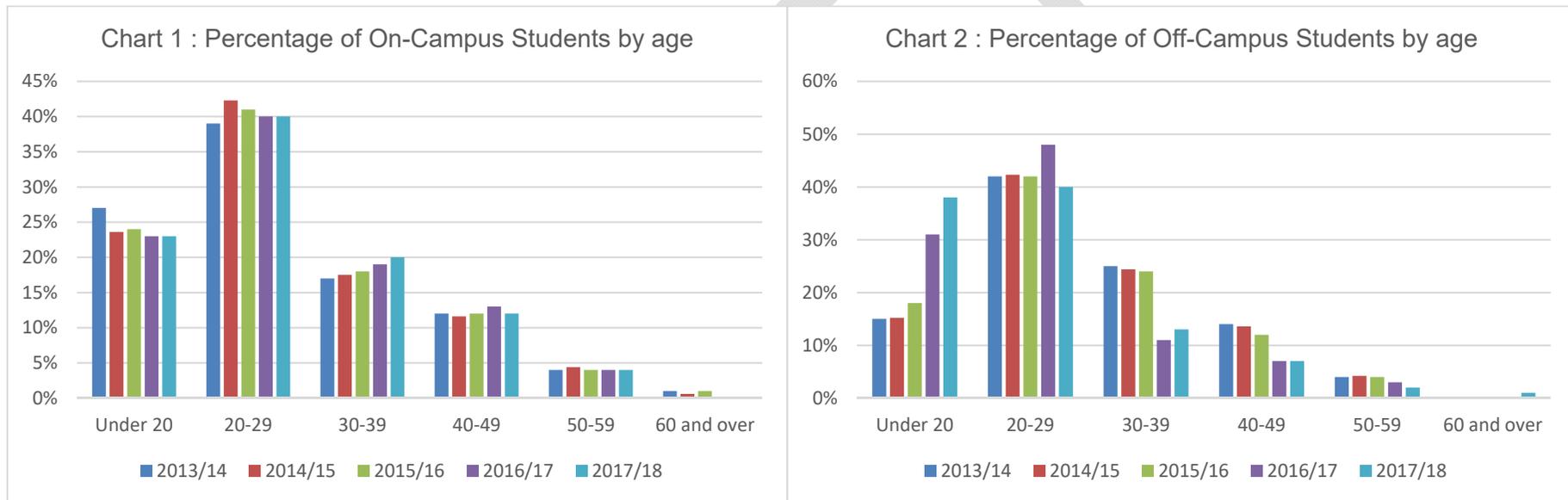
[3] ECU Equality and higher education students statistical report 2018 (http://www.ecu.ac.uk/publications/equality-in-higher-education-statistical-report-2018/)

Chart 3 : Percentage of On-Campus Students by age by level of study

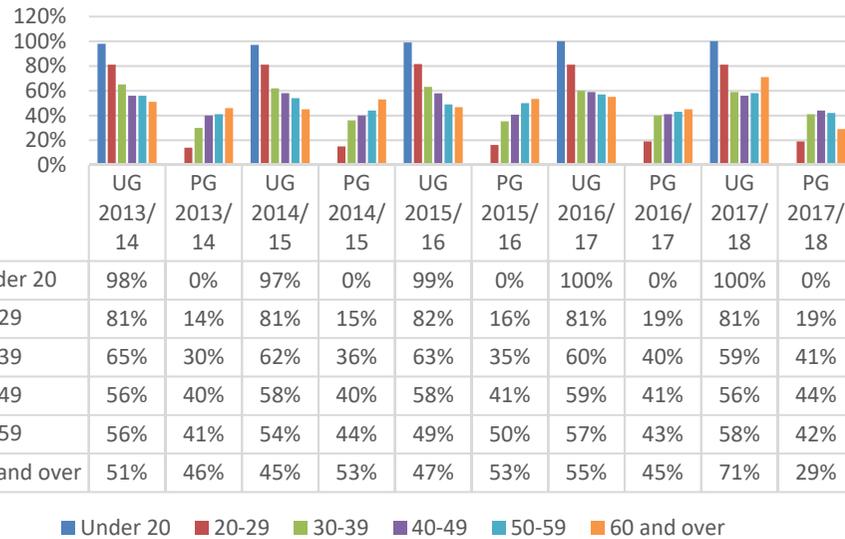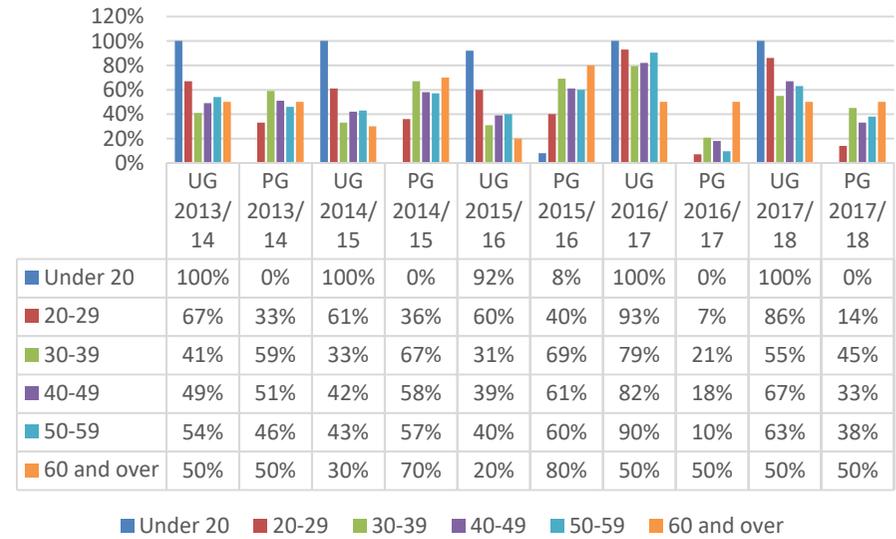|	UG 2013/14	PG 2013/14	UG 2014/15	PG 2014/15	UG 2015/16	PG 2015/16	UG 2016/17	PG 2016/17	UG 2017/18	PG 2017/18
Under 20	98%	0%	97%	0%	99%	0%	100%	0%	100%	0%
20-29	81%	14%	81%	15%	82%	16%	81%	19%	81%	19%
30-39	65%	30%	62%	36%	63%	35%	60%	40%	59%	41%
40-49	56%	40%	58%	40%	58%	41%	59%	41%	56%	44%
50-59	56%	41%	54%	44%	49%	50%	57%	43%	58%	42%
60 and over	51%	46%	45%	53%	47%	53%	55%	45%	71%	29%

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

Chart 4 : Percentage of Off-Campus Students by age by level of study

	UG 2013/14	PG 2013/14	UG 2014/15	PG 2014/15	UG 2015/16	PG 2015/16	UG 2016/17	PG 2016/17	UG 2017/18	PG 2017/18
Under 20	100%	0%	100%	0%	92%	8%	100%	0%	100%	0%
20-29	67%	33%	61%	36%	60%	40%	93%	7%	86%	14%
30-39	41%	59%	33%	67%	31%	69%	79%	21%	55%	45%
40-49	49%	51%	42%	58%	39%	61%	82%	18%	67%	33%
50-59	54%	46%	43%	57%	40%	60%	90%	10%	63%	38%
60 and over	50%	50%	30%	70%	20%	80%	50%	50%	50%	50%

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

*note: off-campus level of study for 50-59 for postgraduate and 60 and over for postgraduate and undergraduate for 2017/18 relates to less than 10 students.

Charts 3 and 4 : The trend shows that as students become older a higher percentage of them are reported as studying at postgraduate level. It is known that students will have firstly completed an undergraduate degree before beginning their postgraduate studies, making it more likely that a higher percentage of younger students will study at undergraduate level.

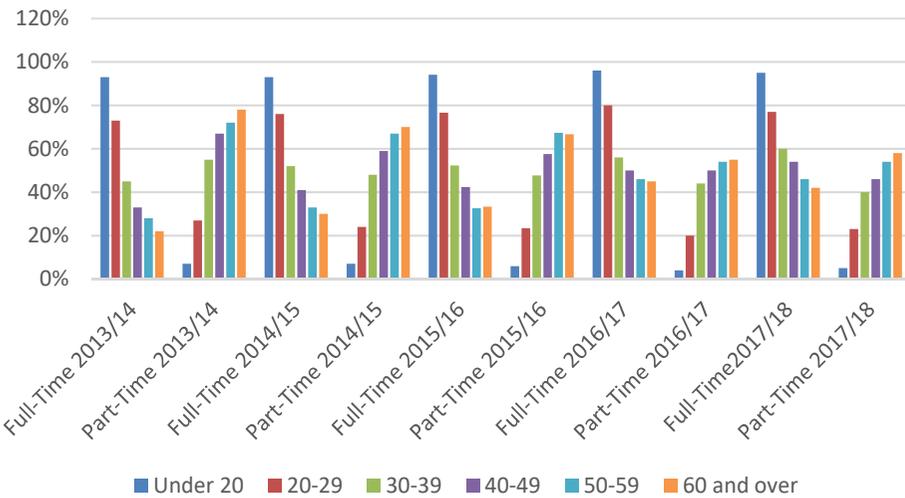**Chart 5 : Percentage of On-Campus Students by age by mode of study**

Chart 6 : Percentage of Off-Campus Students by age by mode of study

Legend (both charts): ■ Under 20 ■ 20-29 ■ 30-39 ■ 40-49 ■ 50-59 ■ 60 and over
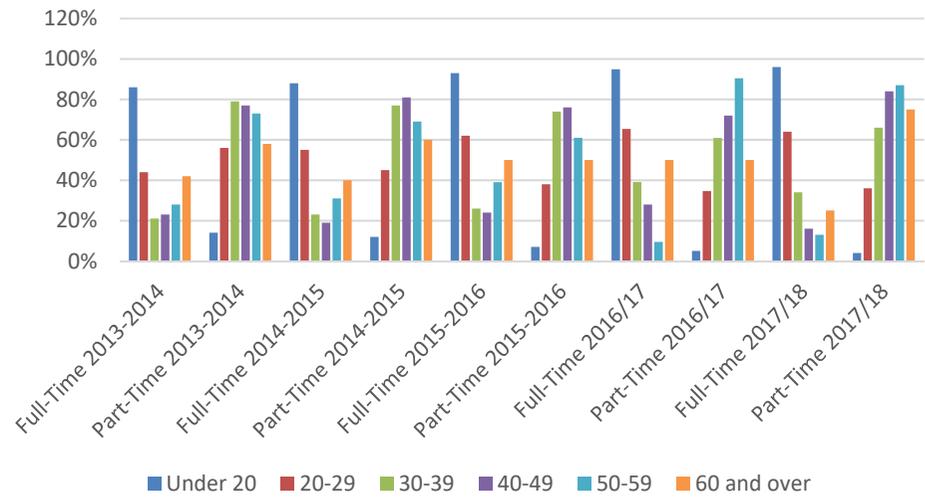
*   note: off-campus mode of study for part-time under 20, full-tim 40-49 and 50+ for 2017/18 relates to less than 10 students.

Charts 5 and 6 : The trends highlight very different patterns when comparing on-campus students to off-campus students. When looking at on-campus students, there is a higher percentage of part-time students within age category 50-59 (**54%**) and 60 and over (**58%**). However, this differs slightly when looking at off-campus students as a higher percentage of part-time students are within age categories 30-39 (**66%**), 40-49 (**84%**) and 50-59 (**87%**).

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

	Under 20	20-29	30-39	40-49	50-59	60 and over
2013/14	6%	7%	6%	5%	7%	5%
2014/15	10%	8%	7%	7%	8%	5%
2015/16	9%	7%	5%	6%	6%	7%
2016/17	8%	6%	4%	4%	6%	18%
2017/18	5%	5%	3%	5%	4%	

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

	Under 20	20-29	30-39	40-49	50-59	60 and over
2013/14	4%	4%	4%	4%	3%	
2014/15	7%	3%	3%	6%	6%	20%
2015/16	8%	6%	7%	9%	10%	10%
2016/17	5%	2%	8%	6%		
2017/18	9%	8%	5%	2%	6%	
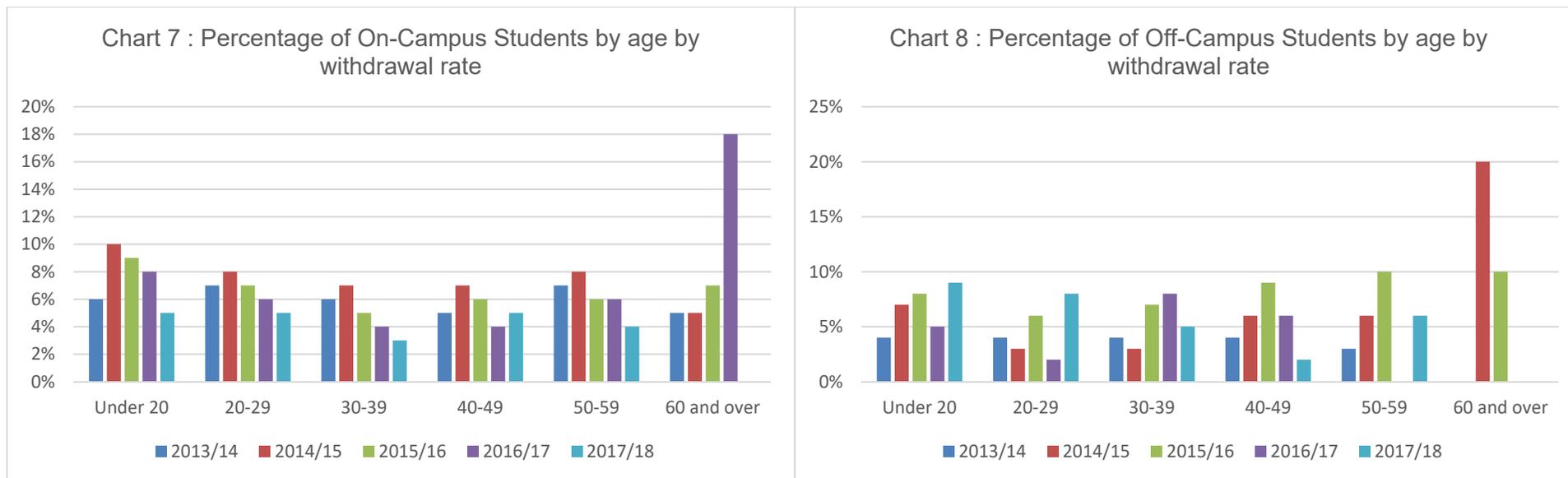
* note: off-campus withdrawal rate for 30-39 and 40-49 for 2017/18 relates to less than 10 students.

Charts 7 and 8 : In both on-campus and off-campus there are some significant changes in particular for 2017/18. When looking at the on-campus trend it can be seen that within the '60 and over' age category there have been **0%** of students withdrawing from their studies.

When looking at the trend for off-campus students the figures for the 30-39 and 40-49 age category have decreased, however there are slight increases in other age categories ;

Under 20 ⬆ 4%

20-29 ⬆ 6%

30-39 ⬇ 3%

40-49 ⬇ 4%

50-59 ⬆ 6%

60 and over remains consistent at 0%

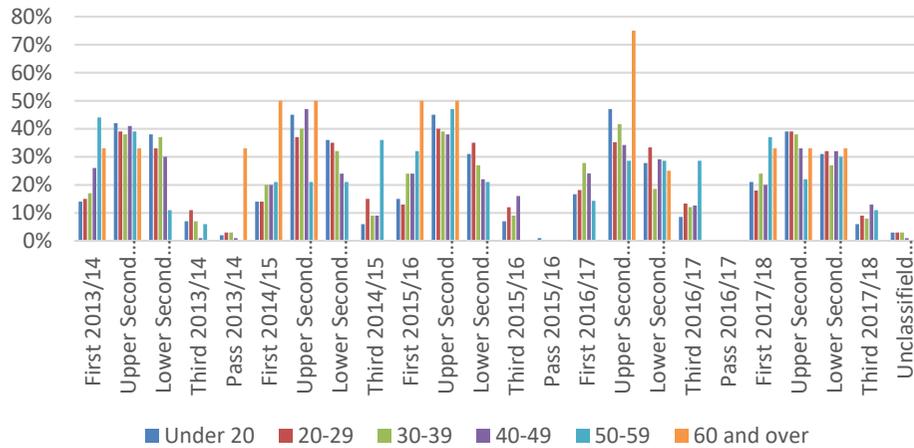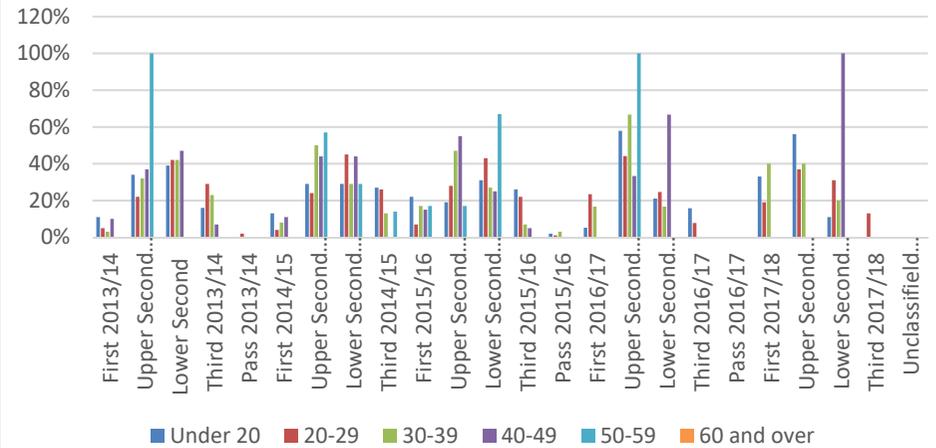Chart 9 : Percentage of On-Campus Students by age by degree classification

Chart 10 : Percentrage of Off-Campus Students by age by degree classification

* note: on-campus degree classification for 60 and over first, 50-59 and 60 and over upper second/lower second, 40-49 and 50-59 third and under 20, 30-39 and 40-49 unclassifield for 2017/2018 relates to less than 10 students.
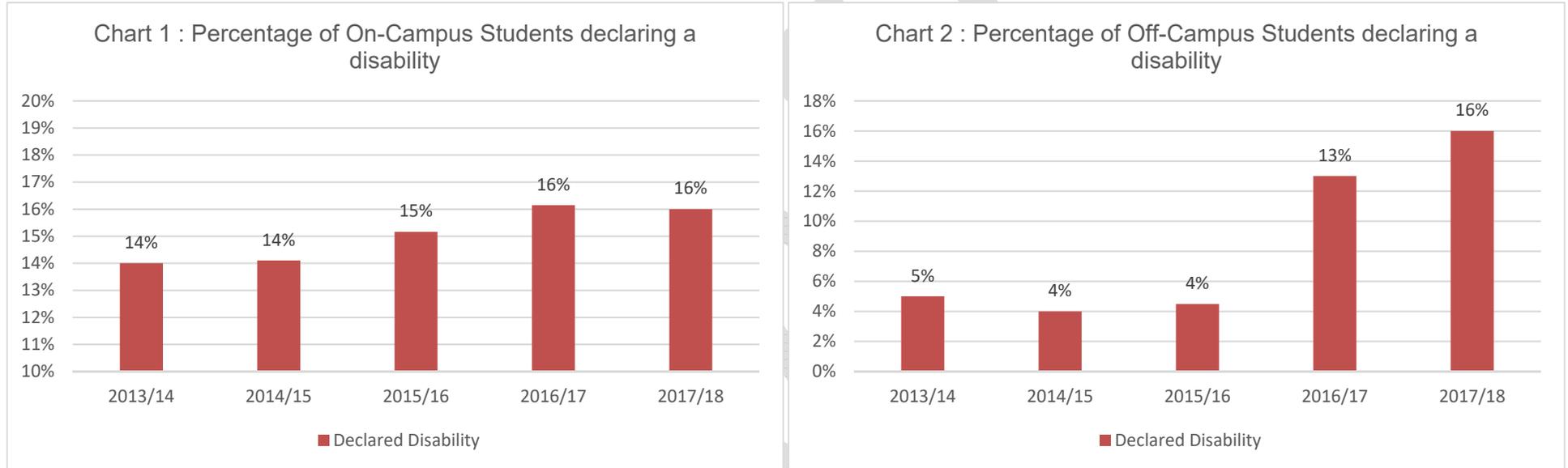
* note: off-campus degree classifictaion for under 20 and 30-39 first, 30-39 second, under 20, 30-39 and 40-49 lower second and 20-29 third, for 2017/18 relates to less than 10 students.

Chart 9 : Those students obtaining a 'first' with a slight increase are age category 'under 20' with an increase of **4%**; those with a 'upper second' in age category '20-29' decreasing by **7%**; those with a 'lower second' in age category '40-49' increasing by **3%** and the '60 and over' increasing by **8%**.

Chart 10 : A similar trend has also identified in off-campus mature students as increasing figures show those obtaining a 'first' in age category 'under 20' increasing by **28%** and '30-39' by **14%**. Those students with an 'upper second' have also increased '20-29' by **20%** and '30-39' by **33%**.

- ## **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 **12.1%** in 2017/18. Disability disclosure rates this year are slightly lower among undergraduate (83% v 92%) and postgraduate (17% v 8%) students; among UK domiciled students compared with international students.

Chart 1 : Percentage of On-Campus Students declaring a disability

	2013/14	2014/15	2015/16	2016/17	2017/18
Declared Disability	14%	14%	15%	16%	16%

Chart 2 : Percentage of Off-Campus Students declaring a disability

	2013/14	2014/15	2015/16	2016/17	2017/18
Declared Disability	5%	4%	4%	13%	16%

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 have inreacsed within off-campus by 11**%** between 2013/14 to 2017/18. We are also above the sector average which is **12.1%** '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-campus and Off-campus.

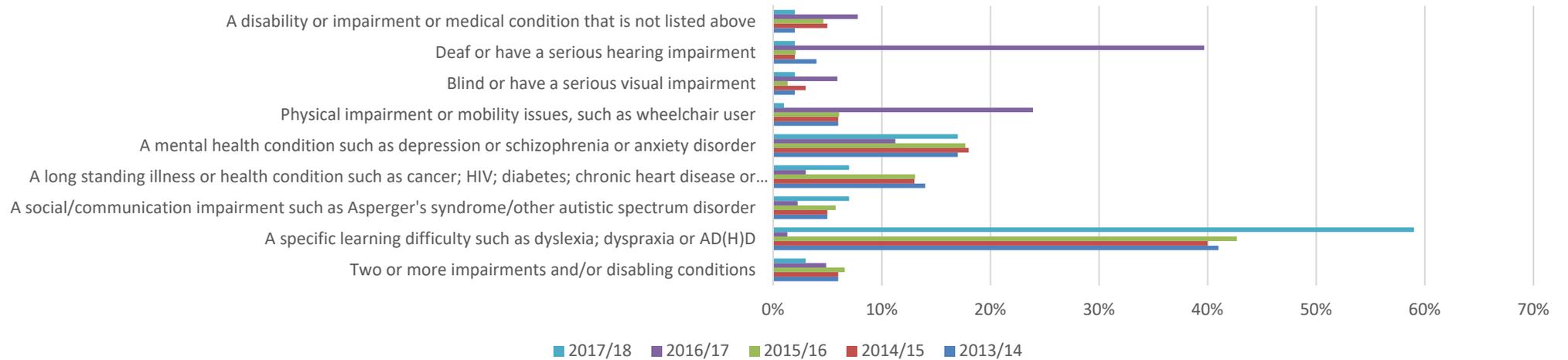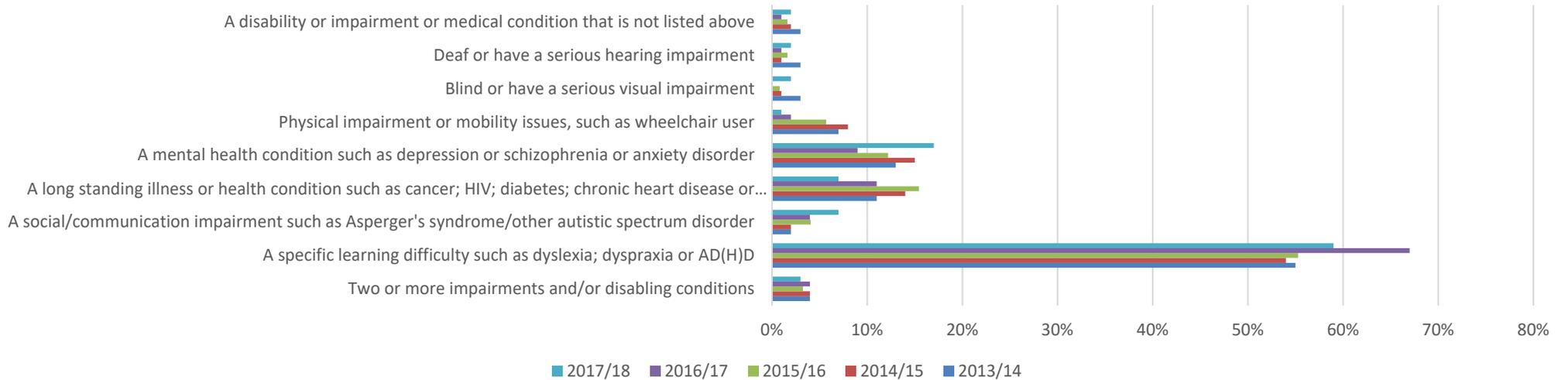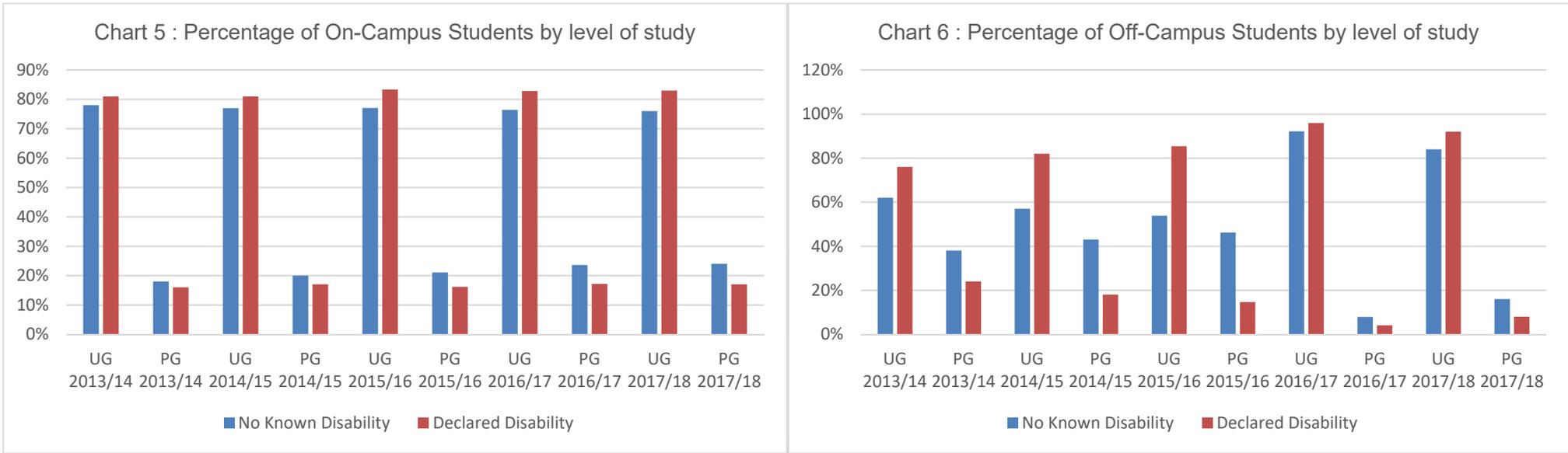Chart 3 : Percentage of On-Campus Students by declared disability breakdown

- A disability or impairment or medical condition that is not listed above
- Deaf or have a serious hearing impairment
- Blind or have a serious visual impairment
- Physical impairment or mobility issues, such as wheelchair user
- A mental health condition such as depression or schizophrenia or anxiety disorder
- A long standing illness or health condition such as cancer; HIV; diabetes; chronic heart disease or…
- A social/communication impairment such as Asperger's syndrome/other autistic spectrum disorder
- A specific learning difficulty such as dyslexia; dyspraxia or AD(H)D
- Two or more impairments and/or disabling conditions

0%   10%   20%   30%   40%   50%   60%   70%

■ 2017/18   ■ 2016/17   ■ 2015/16   ■ 2014/15   ■ 2013/14

Chart 4 : Percentage of Off-Campus Students by declared disability breakdown

Categories (top to bottom):
- A disability or impairment or medical condition that is not listed above
- Deaf or have a serious hearing impairment
- Blind or have a serious visual impairment
- Physical impairment or mobility issues, such as wheelchair user
- A mental health condition such as depression or schizophrenia or anxiety disorder
- A long standing illness or health condition such as cancer; HIV; diabetes; chronic heart disease or…
- A social/communication impairment such as Asperger's syndrome/other autistic spectrum disorder
- A specific learning difficulty such as dyslexia; dyspraxia or AD(H)D
- Two or more impairments and/or disabling conditions

Legend: ■ 2017/18 ■ 2016/17 ■ 2015/16 ■ 2014/15 ■ 2013/14

*note: off-campus a social/communication impairment such as Asperger/blind or have a serious visual impairment/deaf or have a serious hearing impairment/long standing illness or health condition/physical impairment or mobility issues, such as wheelchair user and two or more impairments and/or disabling conditions and disability or impairment or medical condition that is not listed for 2017/18 relates to less than 10 students.
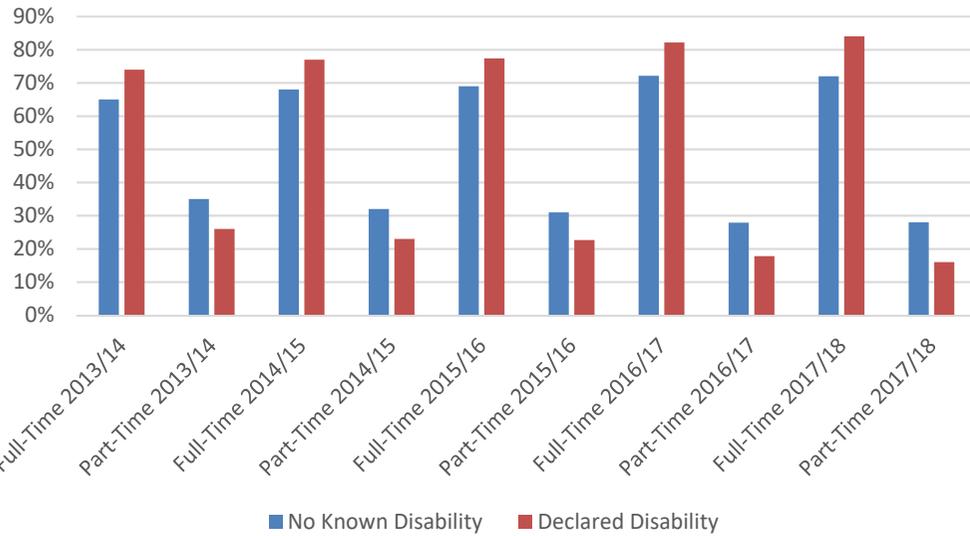
Chart 5 : Percentage of On-Campus Students by level of study

Chart 6 : Percentage of Off-Campus Students by level of study

*note: off-campus level of study for declared disability for postgraduate for 2017/18 relates to less than 10 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.

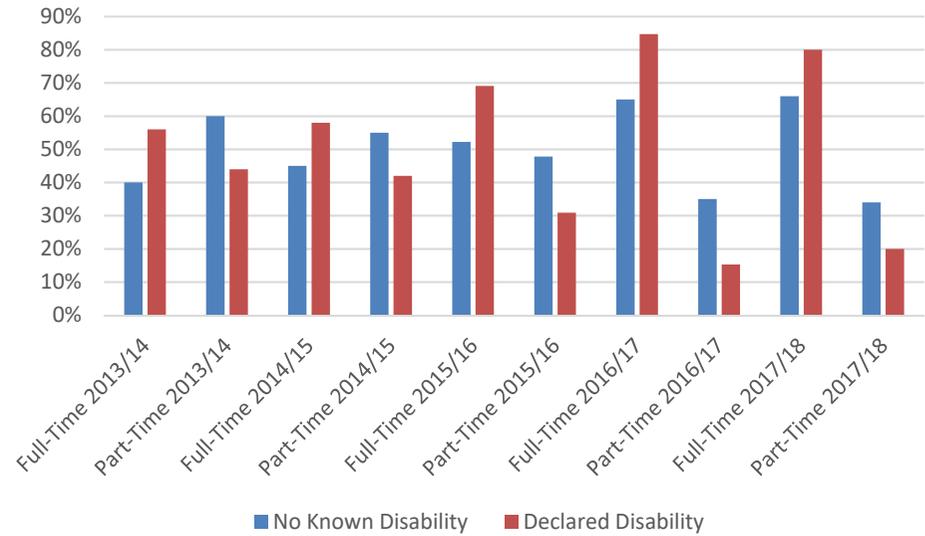**Chart 7 : Percentage of On-Campus Students by trend by mode of study**

Chart 8 : Percentage of Off-Campus Students by trend by mode of study

Charts 7 and 8: The trend for on-campus students who have a declared disability, on average is **12%** higher in those studying on a full-time course. However, for off-campus, the figures are slightly higher showing an average of **14%** higher at full-time level.

Chart 9 : Percentage of On-Campus Students by withdrawal rate

Chart 10 : Percentage of Off-Campus Students by withdrawal rate
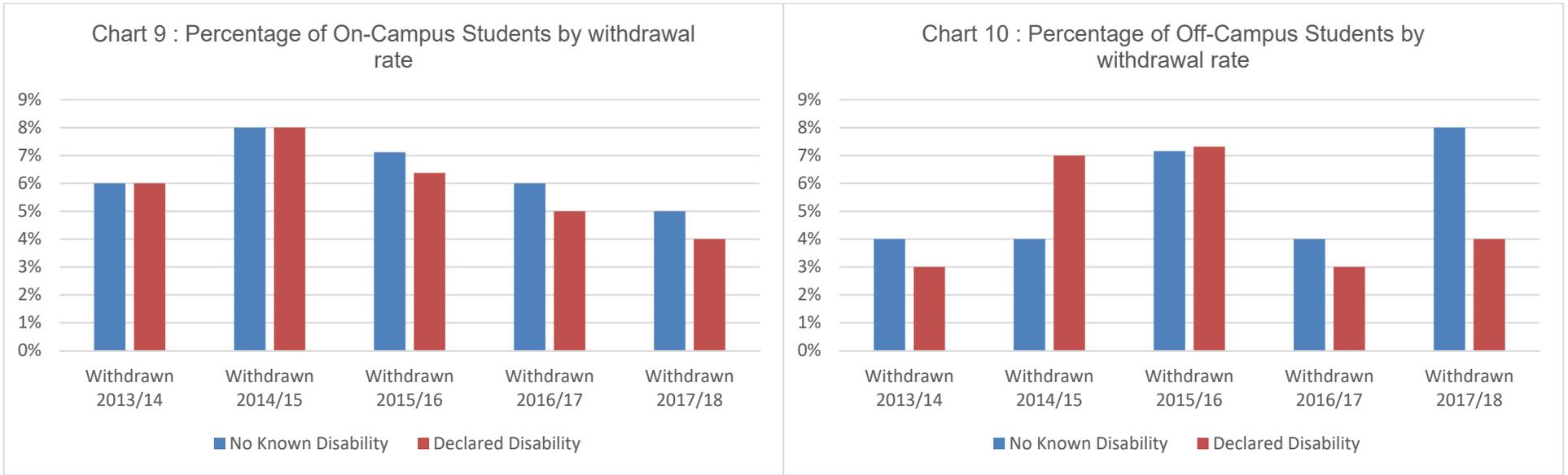
*note: off-campus withdrawal rate for declared disability for 2017/18 relates to less than 10 students.

Charts 9 and 10: The withdrawal rates are relatively similar whether students have a declared disability or not.
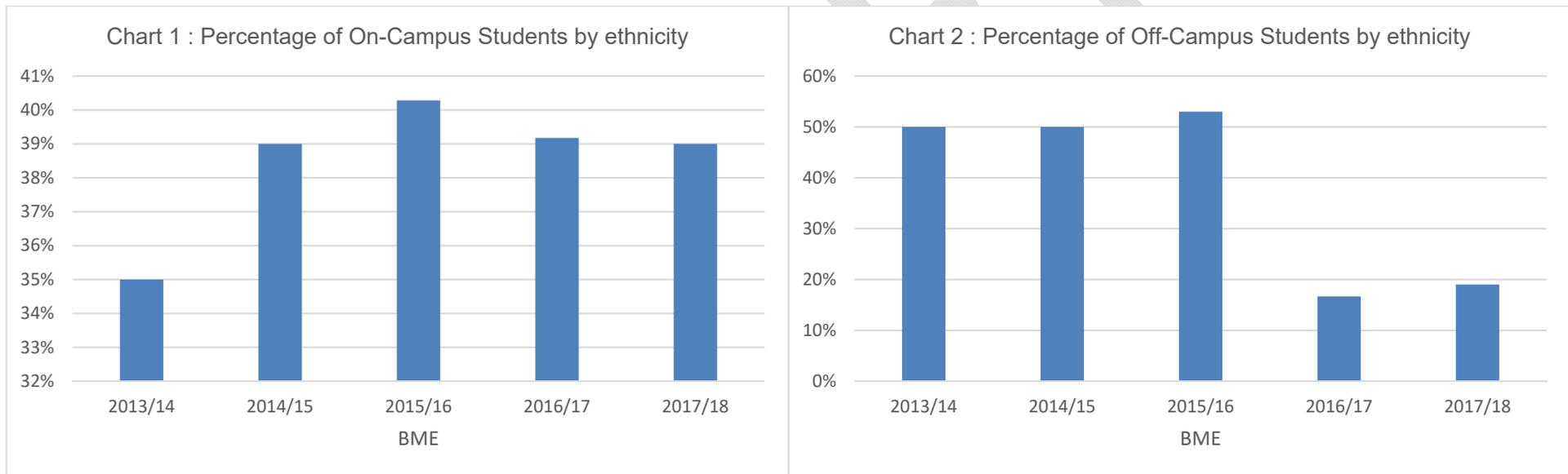
Chart 11 : Percentage of On-Campus Students by degree classification

Chart 12 : Percentage of Off-Campus Students by degree classification
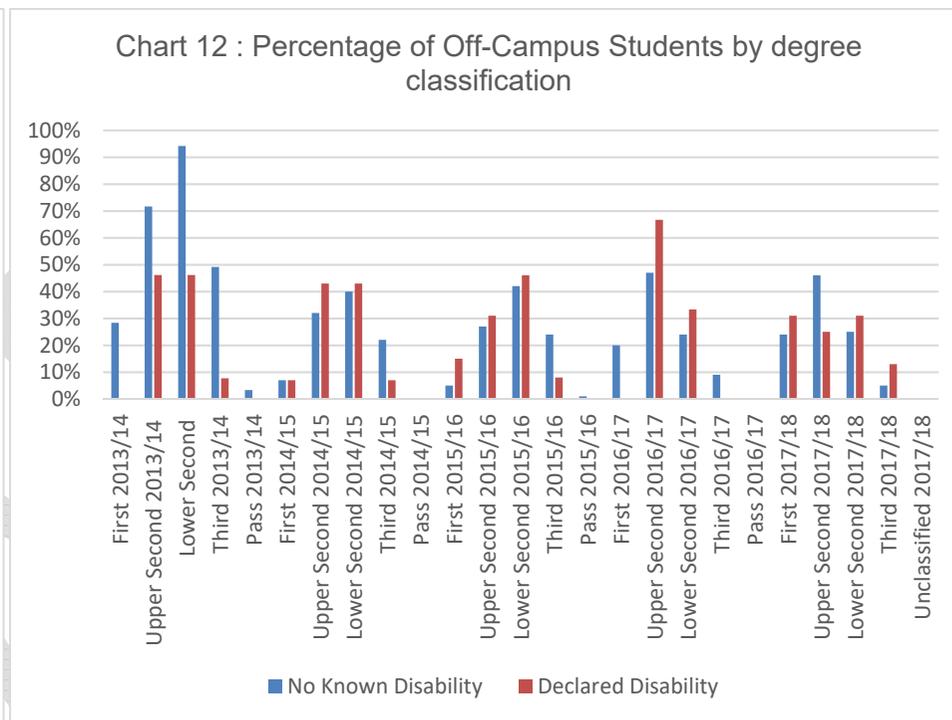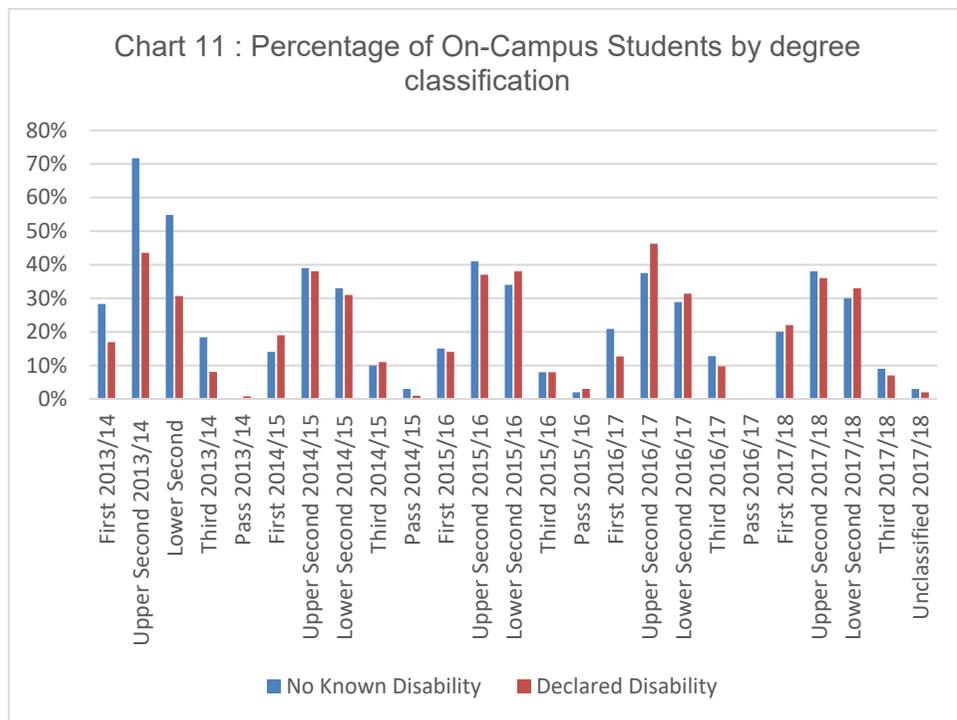
*note: off-campus degree classifictaion for no known disability third and declared disability upper second and lower second for 2017/18 relates zero students.

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

- ## **Ethnicity**

ECU: mention that the proportion of students who are identified as black and minority ethnic (BME) has steadily increased year on year. In 2016/17, 419,105 of all UK domiciled students identified as BME, representing a **60%** increase from 2003/04 numbers. The proportion of students who were black has seen the most growth among ethnic groups in this time period, increasing from **4.4%** of all UK domiciled students in 2003/04 to **7%** in 2016/17. In comparison, the proportion of mixed race students has grown by 2.4 percentage points, mixed race has grown by 2.3 percentage points, and other ethnic grop by 0.6 percentage points. In this same time period, the proportion of UK domiciled students who were Chinese decreased by 0.1 percentage points since 2015/16 to 0.8% in 2016/17.[4]

Chart 1 : Percentage of On-Campus Students by ethnicity

Chart 2 : Percentage of Off-Campus Students by ethnicity

[4] ECU Equality and higher education students statistical report 2018 (http://www.ecu.ac.uk/publications/equality-in-higher-education-statistical-report-2018/)

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'.
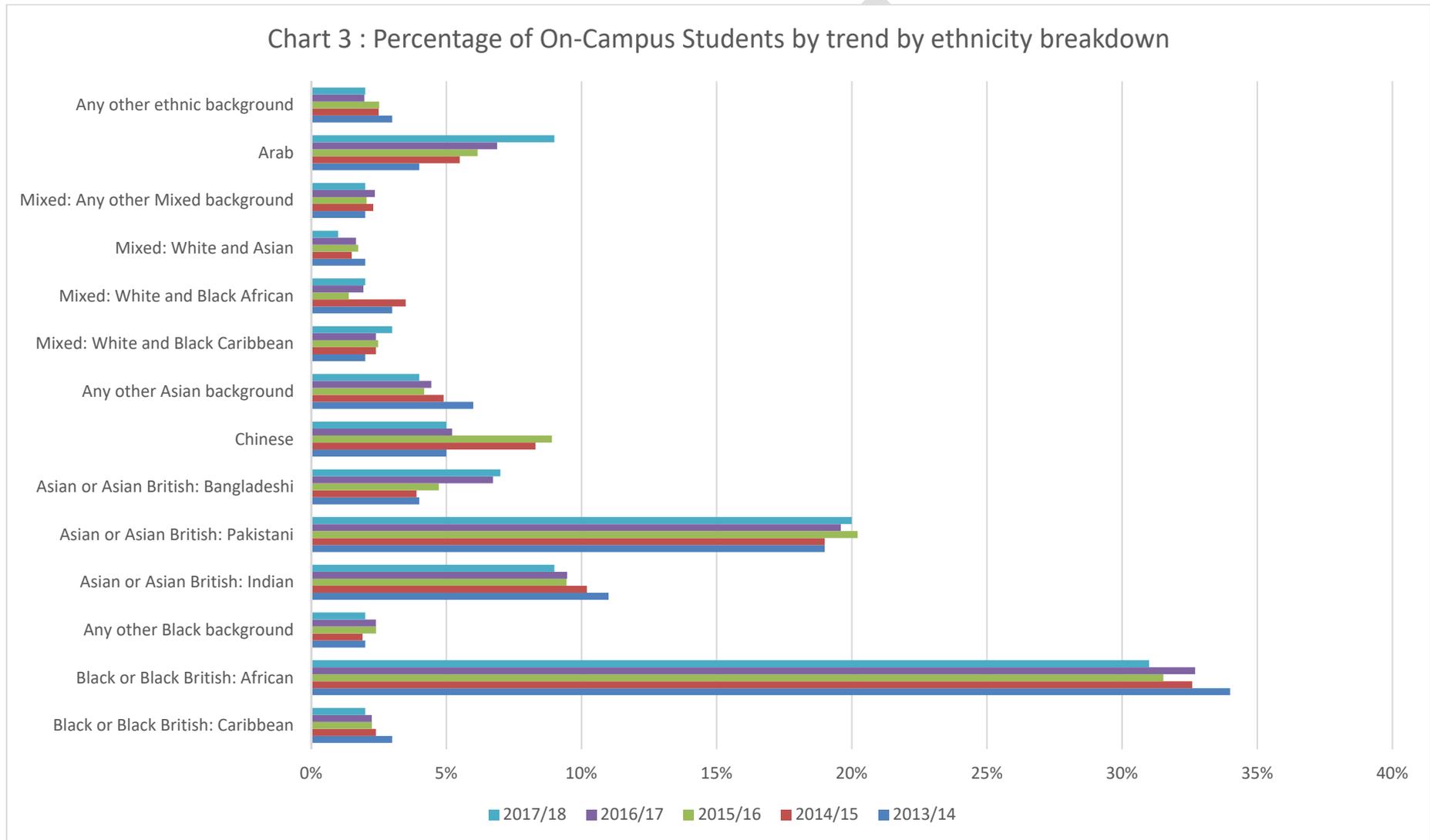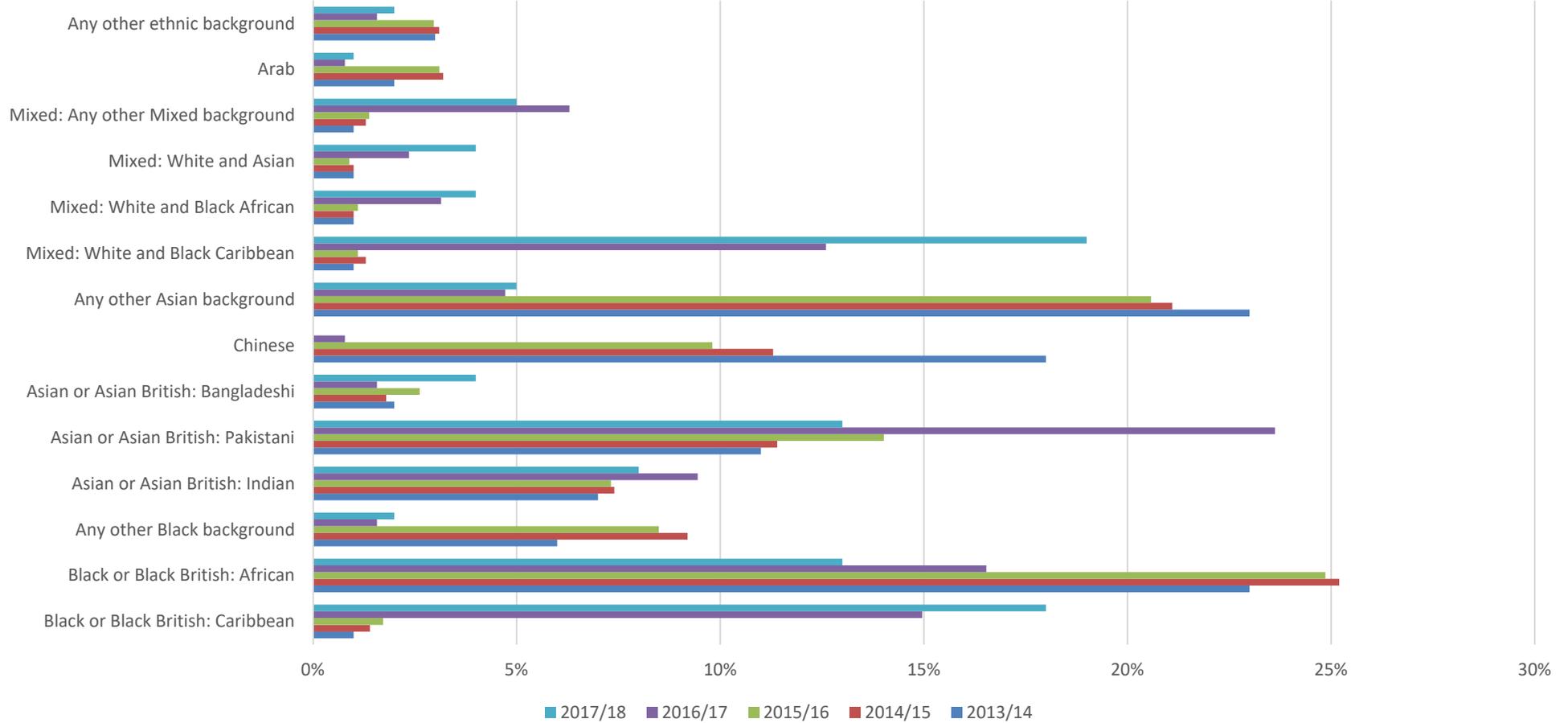

Chart 3 : Percentage of On-Campus Students by trend by ethnicity breakdown

Legend: 2017/18, 2016/17, 2015/16, 2014/15, 2013/14

Chart 4 : Percentage of Off-Campus Students by ethnicity breakdown

Legend: 2017/18, 2016/17, 2015/16, 2014/15, 2013/14

Categories (top to bottom):
- Any other ethnic background
- Arab
- Mixed: Any other Mixed background
- Mixed: White and Asian
- Mixed: White and Black African
- Mixed: White and Black Caribbean
- Any other Asian background
- Chinese
- Asian or Asian British: Bangladeshi
- Asian or Asian British: Pakistani
- Asian or Asian British: Indian
- Any other Black background
- Black or Black British: African
- Black or Black British: Caribbean

X-axis: 0% to 30%

*note: off-campus any other black background/asian or asian banglideshi/chinese/any other asian background/mixed white and Asian/mixed white and black african/mixed any other mixed background/arab and any other ethnic background for 2017/87 relates to less than 10 students.

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

Chart 6 : Percentage of Off-Campus students by level of study
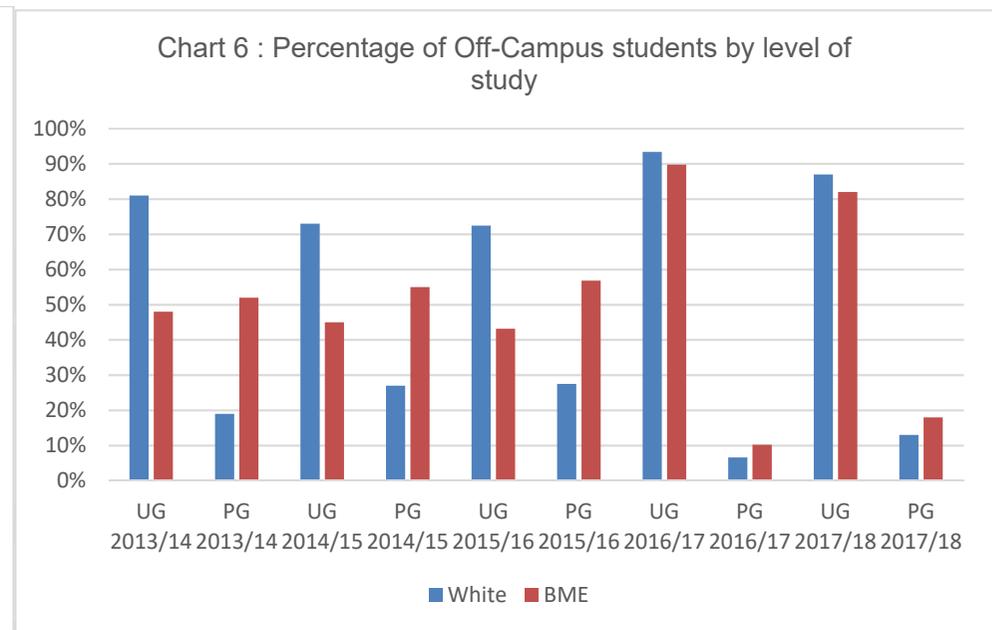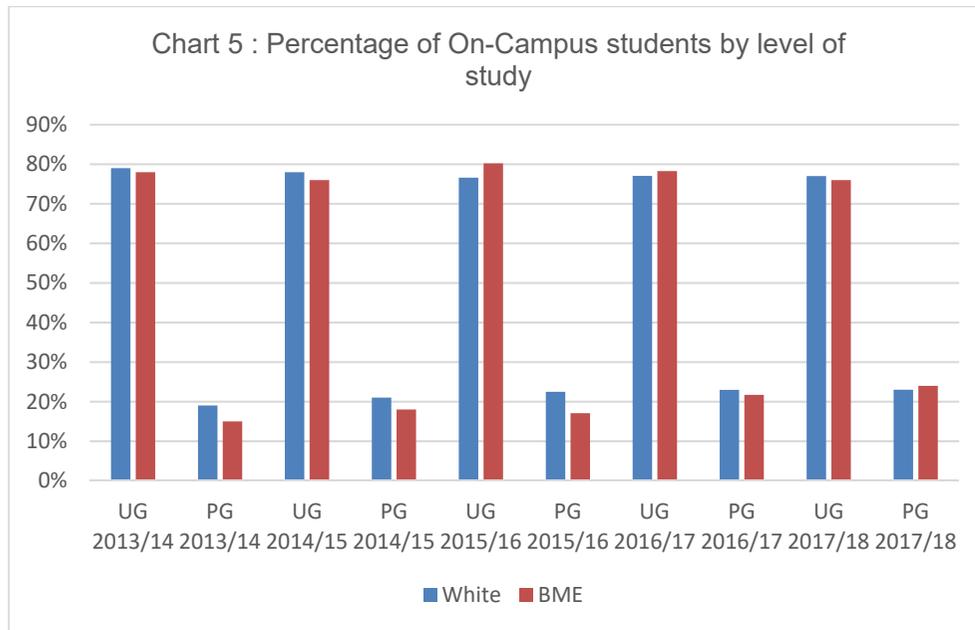
Charts 5 and 6: There are visible trends for both on-campus and off-campus students within the BME category. On-campus postgraduate students have increased by **9%** and off-campus undergraduate students have increased by **30%** from 2013/14 to 2017/18, although there is an 8% decrease for off-campus undergraduate students between 2016/17 and 2017/18.

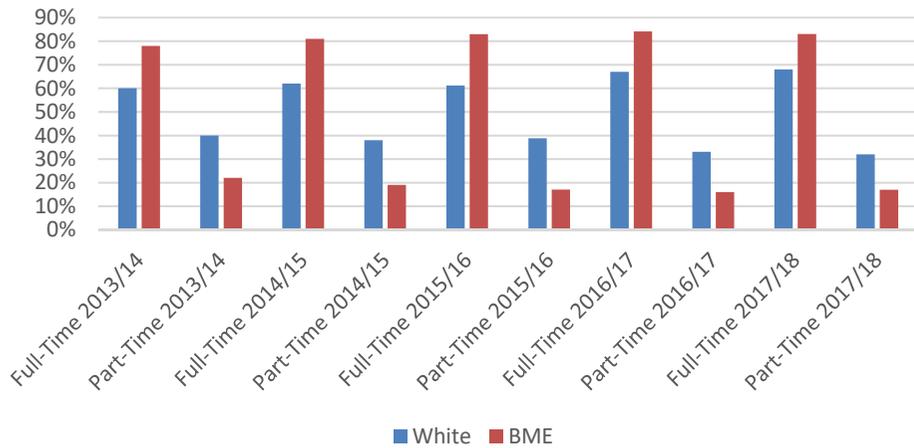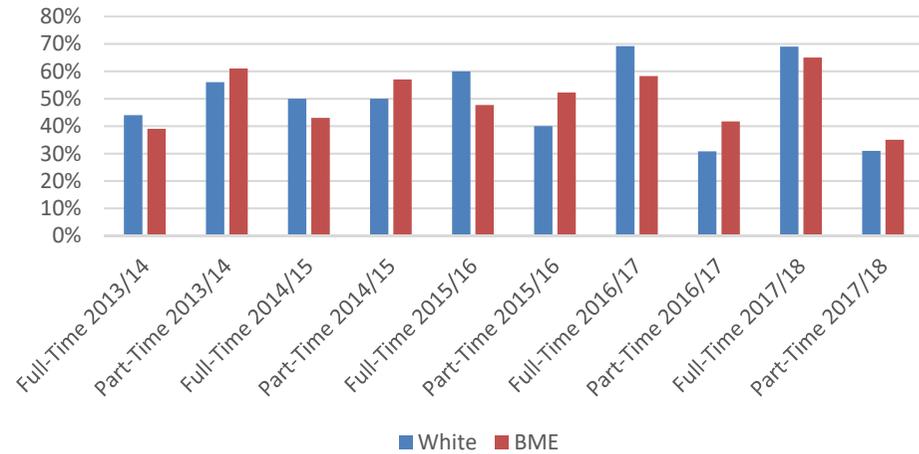Chart 7 : Percentage of On-Campus Students by mode of study

Chart 8 : Percentage of Off-Campus Students by mode of study

Charts 7 and 8: Between 2016/17, we saw a **6%** increase in the BME students studying on a full-time basis. However 2017/18, figures indicate a 1% decrease.

Chart 9 : Percentage of On-Campus Students by withdrawal rate

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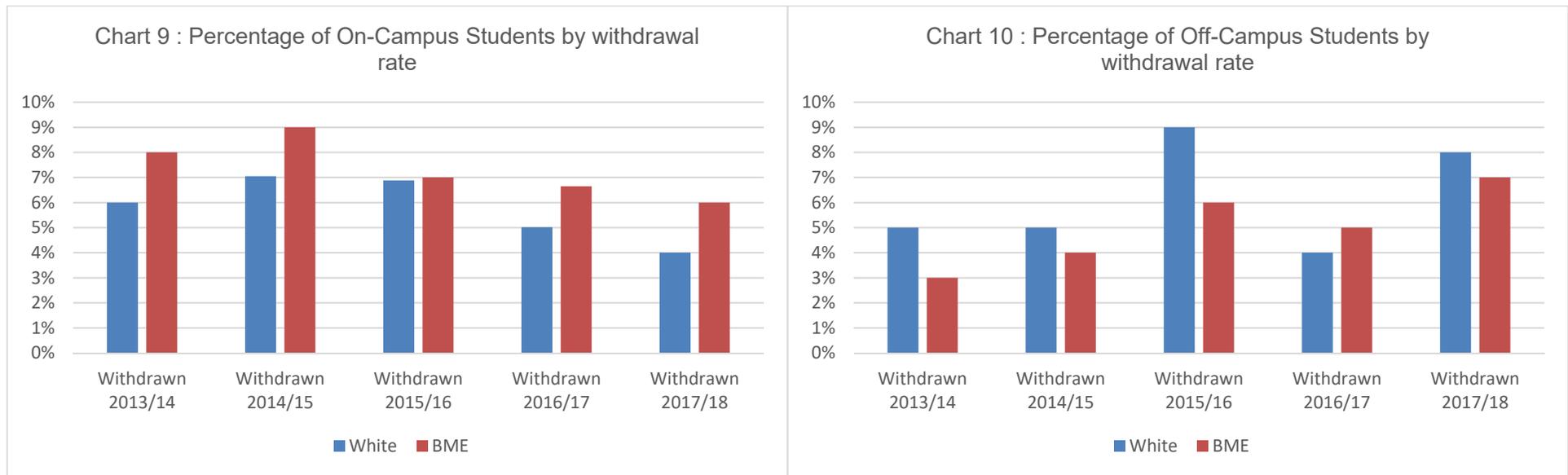
Charts 9 and 10: There is a **1%** decrease of BME students withdrawing from their studies when looking at on-campus. Equally, there is a **2%** increase for the same category studying off-campus.

Chart 11 : Percentage of On-Campus Students by degree classification

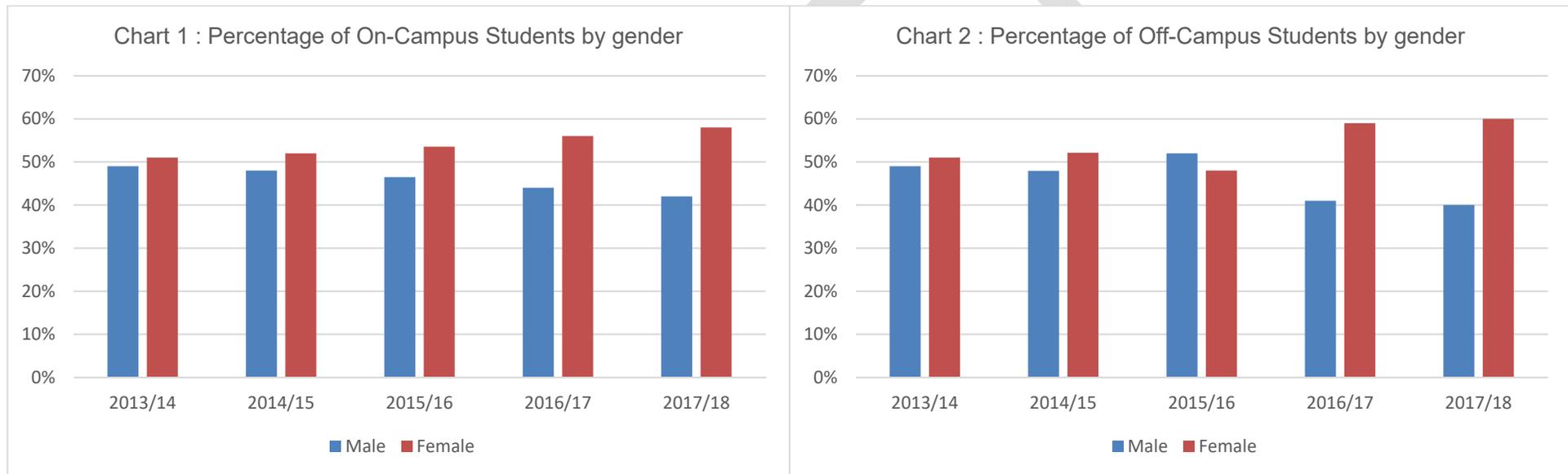Chart 12 : Percentage of Off-Campus Students by degree classification
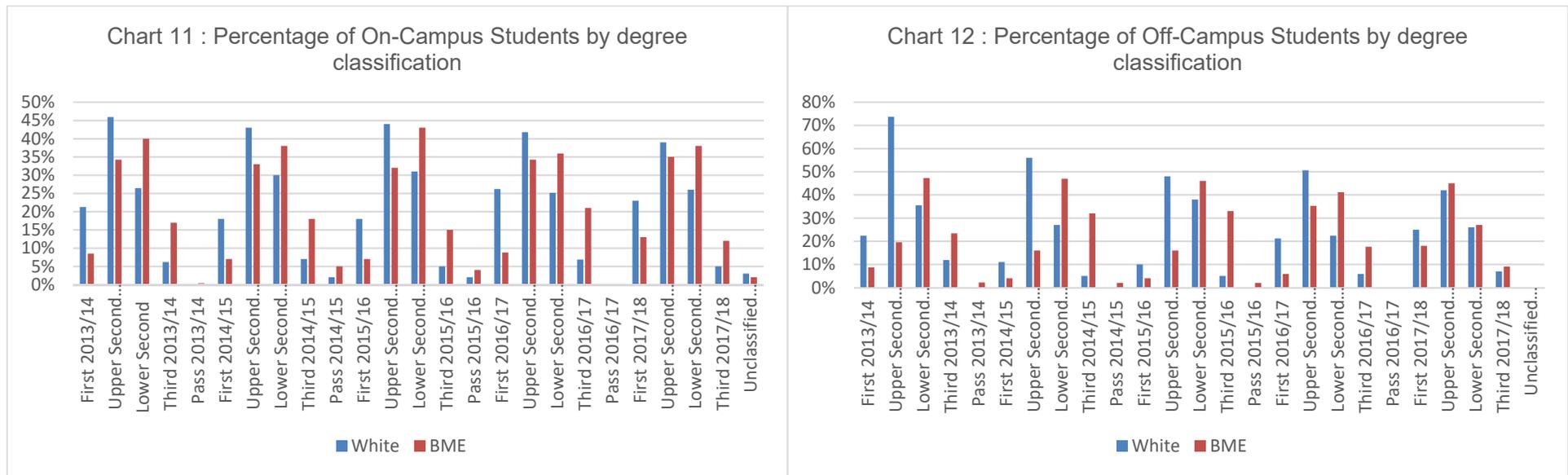
*note: off-campus degree classification for white third and degree classification for BME first/upper second/lower second and third for 2017/18 relates to less than 10 students.

Charts 11 and 12: Statistics indicate that white students either receiving first/upper/third, there is a slight decrease against 2016/17 figures reported, however, there is a 2% decrease for white students receiving a third qualification. However, there has been a consistent increase for BME students acrossall qualification levels.

Off-campus data shows that BME students gaining a first has more than doubled in the last year.

- **Gender**

ECU: After four consecutive years of decline, 2016/17 marks the second year in a row that overall student numbers have increased. However, in contrast to 2015/16 there the increase was only present for female students, 2016/17 marks the first year since 2013/14 that the overall number of male students in UK higher education has increased. While the proportion of men has gradually increased from 42.7% in 2003/04 to 43.3% in 2016/17, women continue to make up the majority of students studying in UK higher education.[5]

Chart 1 : Percentage of On-Campus Students by gender

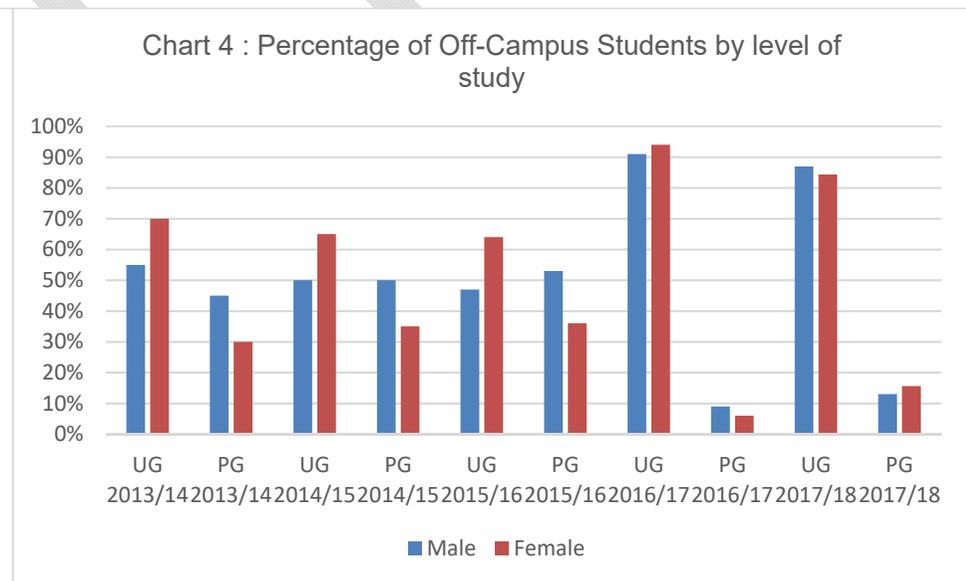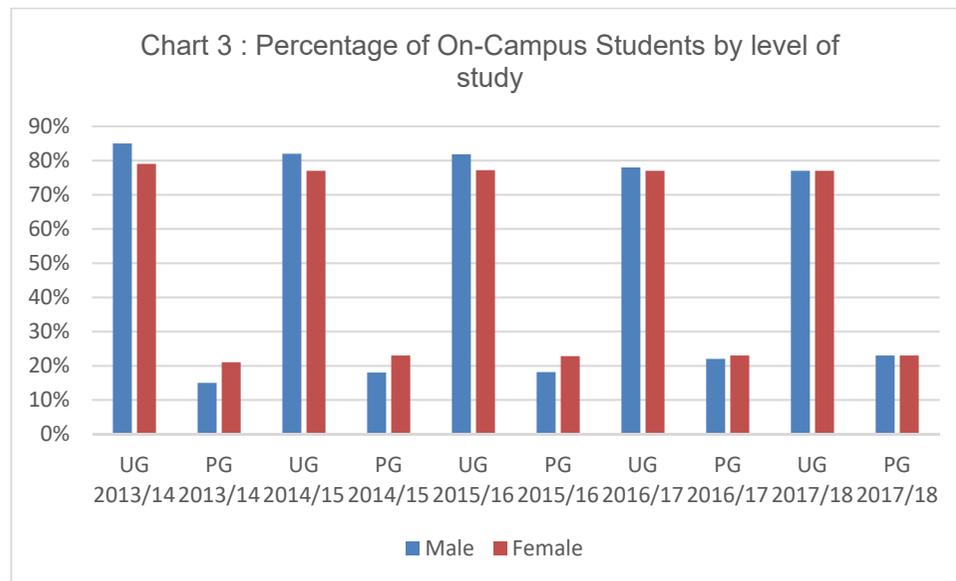Chart 2 : Percentage of Off-Campus Students by gender

Charts 1 and 2: There continues to be a steady upward trend for on-campus female students. Off-campus also maintains a similar trend following the slight decrease during 2015/16.

---

[5] ECU Equality and higher education students statistical report 2018 (http://www.ecu.ac.uk/publications/equality-in-higher-education-statistical-report-2018/)

ECU: All students by country gender

England		
	No.	%
Female	1070825	56.6
Male	820430	43.4
All students	1891250	100.0

6

Chart 3 : Percentage of On-Campus Students by level of study

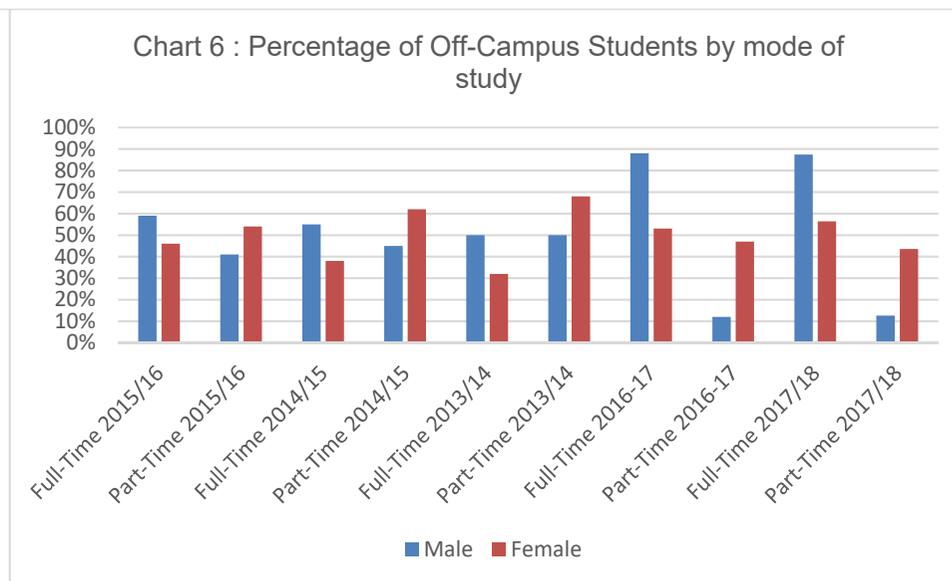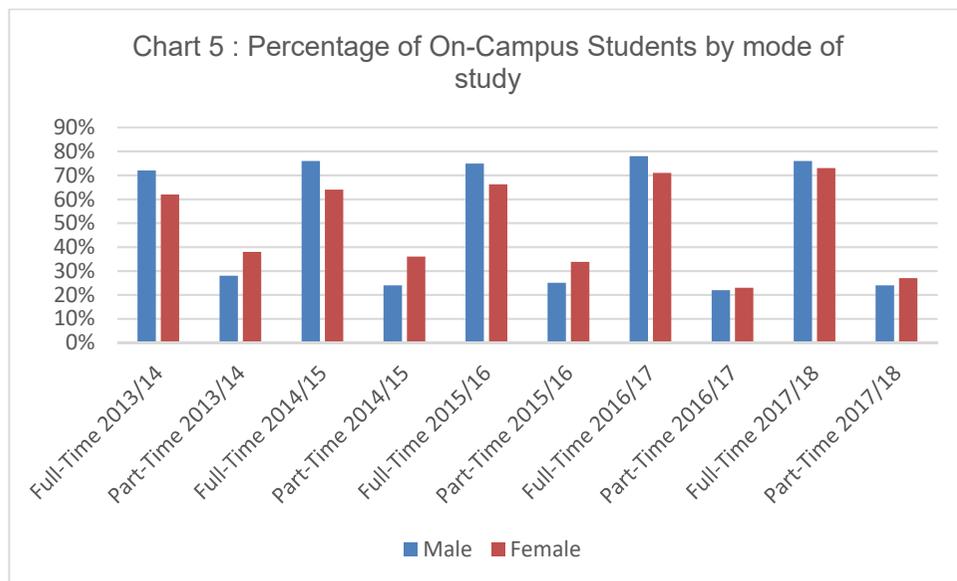Chart 4 : Percentage of Off-Campus Students by level of study

Chart 3 and 4: Both on-campus and off-campus shows that the majority of our students are studying at undergraduate level these figures have remained fairly consistent. Although it can be seen that the majority of our off-campus students are studying at undergraduate level for off-campus both male and female students studying at postgraduate level there has been a significant increase. ECU's figures show that an average of **56.2%** female and **43.8%** male are studying at undergraduate level and **61.8%** female and **38.2 %** male are studying are postgraduate level.[7]

---

[6] ECU Equality and higher education students statistical report 2018 (http://www.ecu.ac.uk/publications/equality-in-higher-education-statistical-report-2018/)

[7] ECU Equality and higher education students statistical report 2018 (http://www.ecu.ac.uk/publications/equality-in-higher-education-statistical-report-2018/)

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

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

Chart 5 and 6: The trend shows that the majority of our on-campus students are studying full-time courses with a slightly higher percentage of these being male. ECU's figures show that **55.7%** are female and **44.3%** male studying full-time and **60.4%** female and **39.6%** male studying part-time.[8]
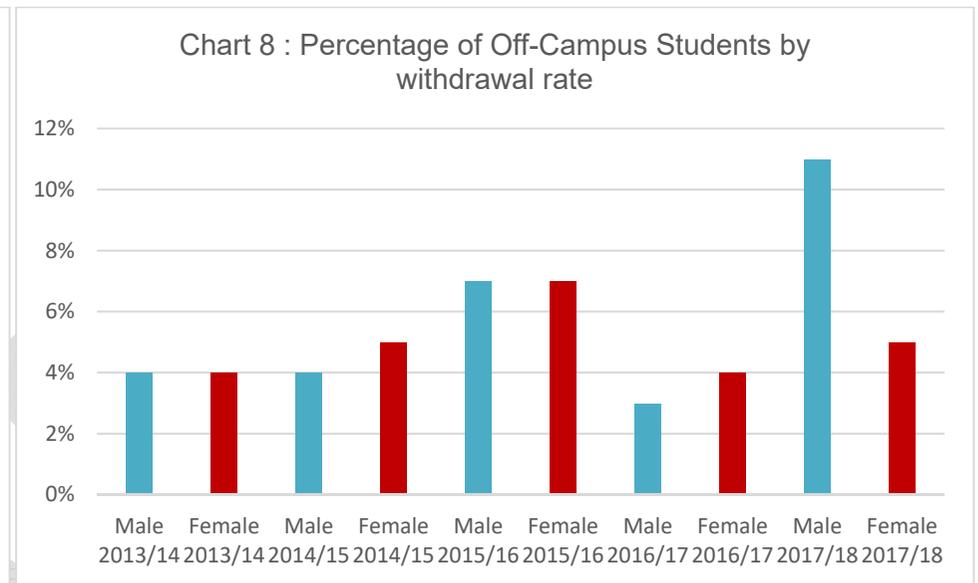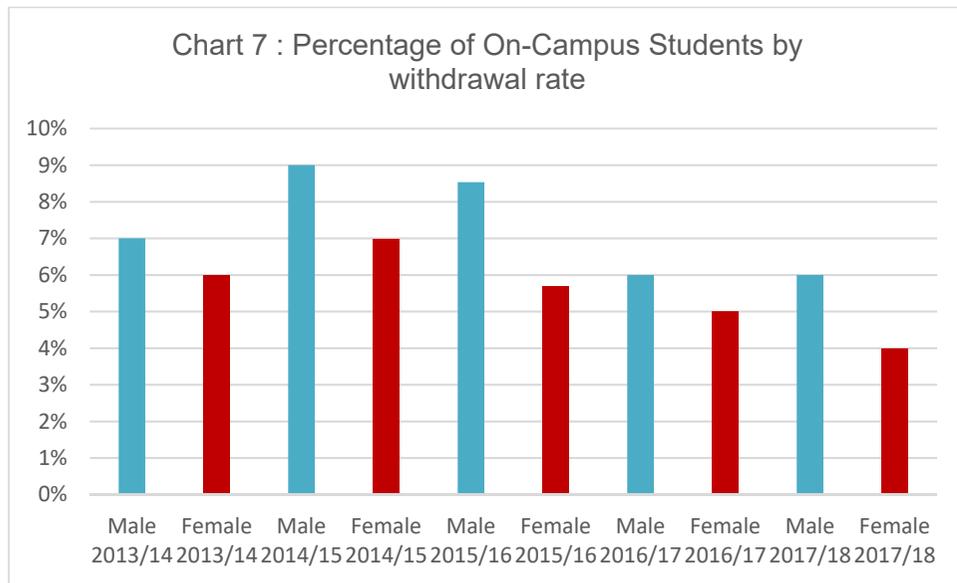
---

[8] ECU Equality and higher education students statistical report 2018 (http://www.ecu.ac.uk/publications/equality-in-higher-education-statistical-report-2018/)

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

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

Charts 7 and 8: Figures indicate that there has been a steady decline in On-Campus students withdrawing from their studies. However, 2017/18 has seen an increase for both male and female students withdrawing from their studies in Off-Campus.

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

Legend: ■ Male ■ Female

Chart 10 : Percentage of Off-Campus Studens by degree classification
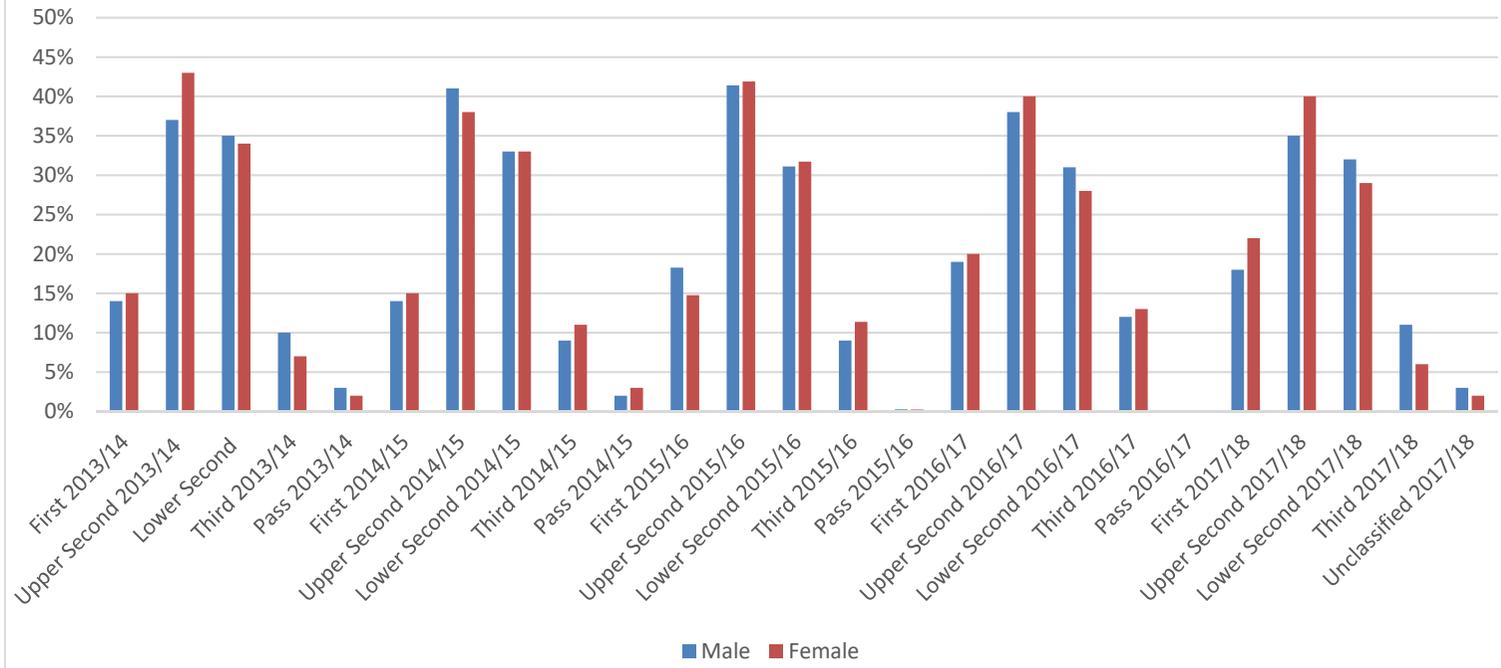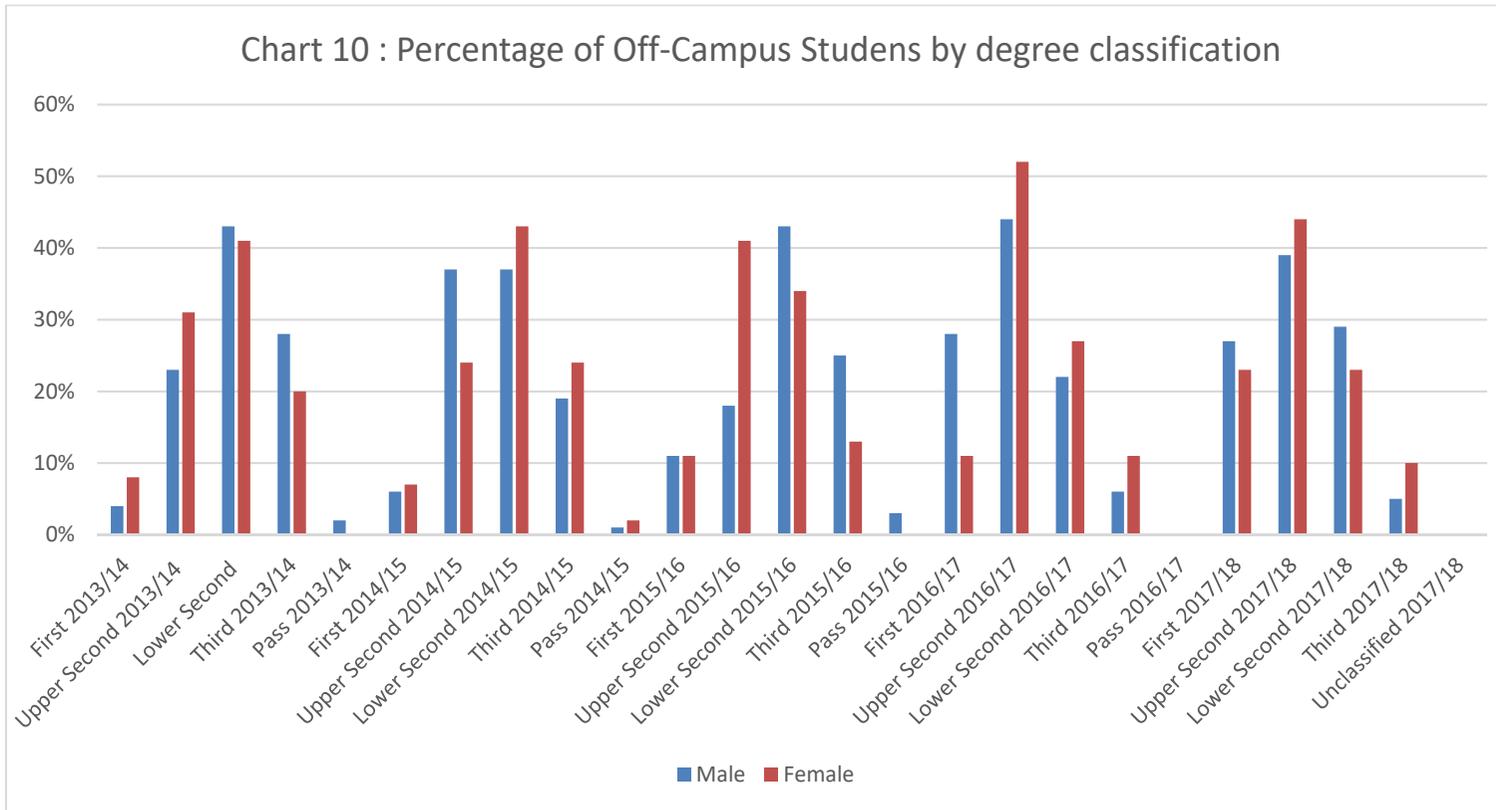
*note: off-campus degree classification for male and female for third degree classification for 2017/18 relates to less than 10 students.

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% decline for our male On-Campus students. However Off-Campus female students receving a first degree classification has increased by 12%, although figures show a 1% decline in our male students.

- ## Other Protected Characteristics

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

National Student Survey Results 2018
Analysis of results for the University of Bolton (UoB)

The 2018 National Student Survey (NSS) marks the fourteenth 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.

University Results - 2018

In 2018 the University's target population was 1,140. The University achieved a response rate of 70% which is 3% higher than the response rate achieved by the University in 2017.

By Category and Age

Students that are categorised under 'mature' students are students over the age of 21.

University Category Results by Age

■ Young ■ Mature

Category	Young	Mature
The teaching on my course	84	90
Learning opportunities	82	90
Assessment and feedback	73	86
Academic support	81	88
Organisation and management	75	85
Learning resources	77	85
Learning community	78	87
Student voice	74	84
Students' Union	60	69
Overall satisfaction	75	89

% agree (y-axis, scale 0–100)
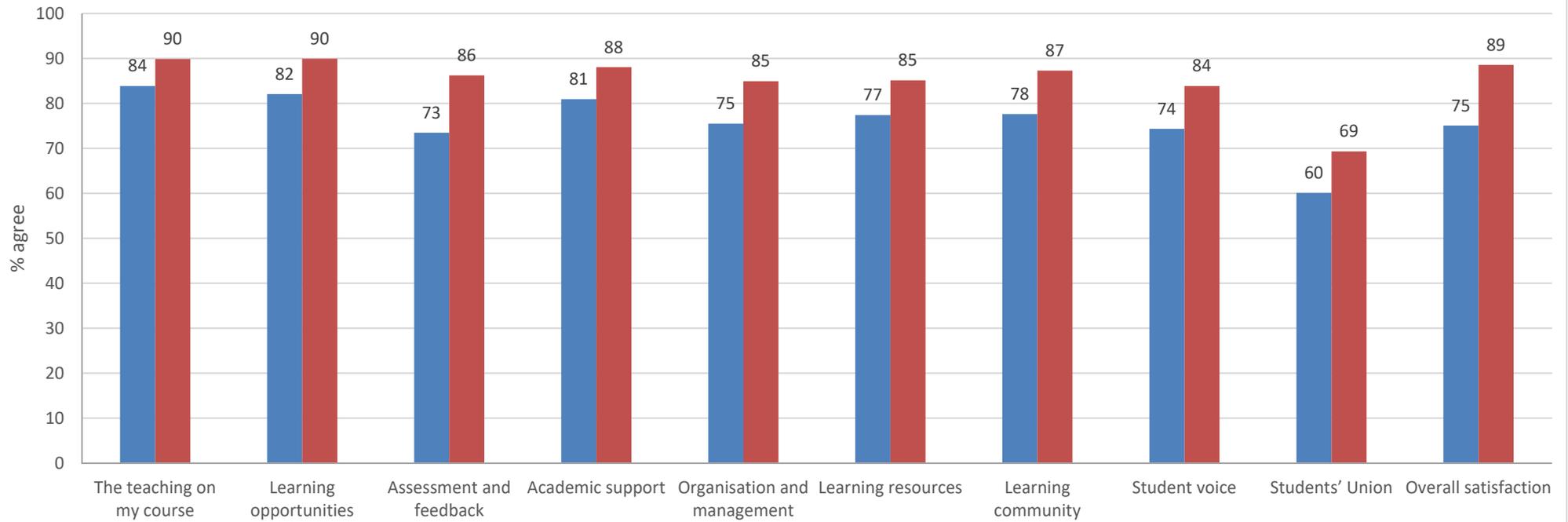
By Category and Disability

University Category Results by Disability

- ■ No known disability
- ■ A specific learning disability (e.g. dyslexia, dyspraxia, ADHD)
- ■ Other disability (Excluding Dyslexia, dyspraxia, ADHD)

% agree

Category	No known disability	A specific learning disability	Other disability
The teaching on my course	88	83	89
Learning opportunities	87	81	89
Assessment and feedback	81	75	83
Academic support	86	79	85
Organisation and management	81	73	84
Learning resources	83	74	83
Learning community	83	83	87
Student voice	80	76	83
Students' Union	66	58	67
Overall satisfaction	83	76	84

By Category and Ethnicity

University Category Results by Ethnicity

Legend: ■ White ■ Black ■ Asian ■ Other ■ Not known

Y-axis: % agree

Category	White	Black	Asian	Other	Not known
The teaching on my course	86	90	89	92	82
Learning opportunities	84	93	87	94	83
Assessment and feedback	79	87	78	85	77
Academic support	83	91	86	91	83
Organisation and management	78	88	83	87	76
Learning resources	79	88	84	90	86
Learning community	81	90	84	91	71
Student voice	76	87	84	86	88
Students' Union	60	77	73	74	71
Overall satisfaction	79	90	85	88	100

By Category and Gender

University Category Results by Gender

■ Male ■ Female

% agree

Category	Male	Female
The teaching on my course	82	90
Learning opportunities	81	90
Assessment and feedback	75	84
Academic support	82	87
Organisation and management	76	83
Learning resources	79	84
Learning community	80	85
Student voice	75	83
Students' Union	57	70
Overall satisfaction	78	85

Equality and Diversity Statistical Data – Board of Governors

Chart 1 : Gender

Legend: Male, Female

Chart 2 : Age

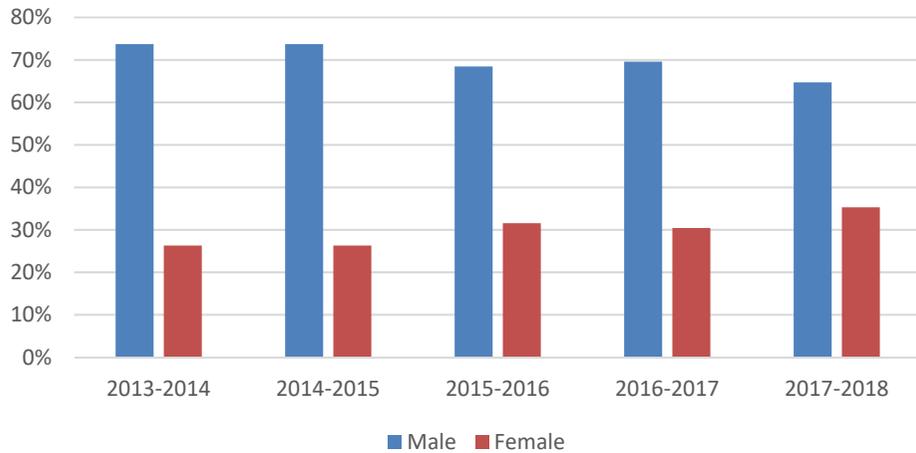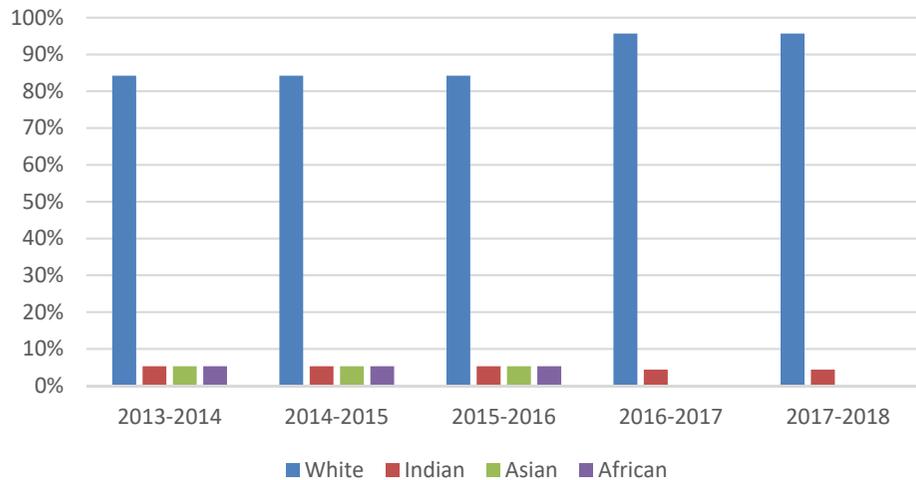Legend: Over 50, 30-50, Under 30

Chart 3 : Ethnicity

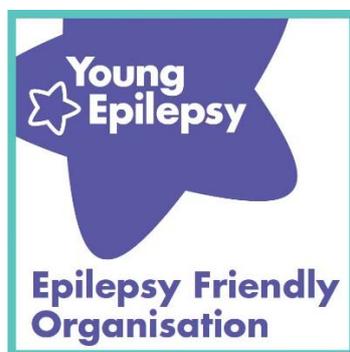Legend: White, Indian, Asian, African

As outlined in the 2016/2017 report, the number of members on the Board of Governors was expected to increase following the merger with both Bolton and Bury College.

Unfortunately the merger with Bury College did not proceed and work continues to ensure that members of the Board of Governors have the right skills, knowledge and experience and collectively act as the Governing Body and are responsible for overseeing the educational character and mission of both the University and Bolton College with specific responsibilities for financial probity and the effective use of resources.

Equality and Diversity Annual Report 2017/2018

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.