

EQUALITY  
& DIVERSITY  
2016/2017

## Information Report 2016/17

Welcome to the Equality & Diversity Information Report for 2016/17. The University of Bolton is a highly diverse organisation and here at Bolton we are committed to equality of opportunity and to an inclusive approach to equality - which supports all groups of society.

# Equality and Diversity Annual Report 2016/2017

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## Forward

Welcome to the University of Bolton's annual Equality & Diversity Information Report for 2016/17.

As a truly widening participation, socially inclusive and therefore diverse Higher Education Institution 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. 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.

We enter 2018 with a focus on not just ensuring that the University is compliant with current legislation but that our practices help us to go beyond our legal obligations.

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

# University of Bolton – Key Achievements/Testimonials from Staff and Students

Life Lounge update:



**Who is the service for?** - The service is open to all current students studying at the University.

**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.

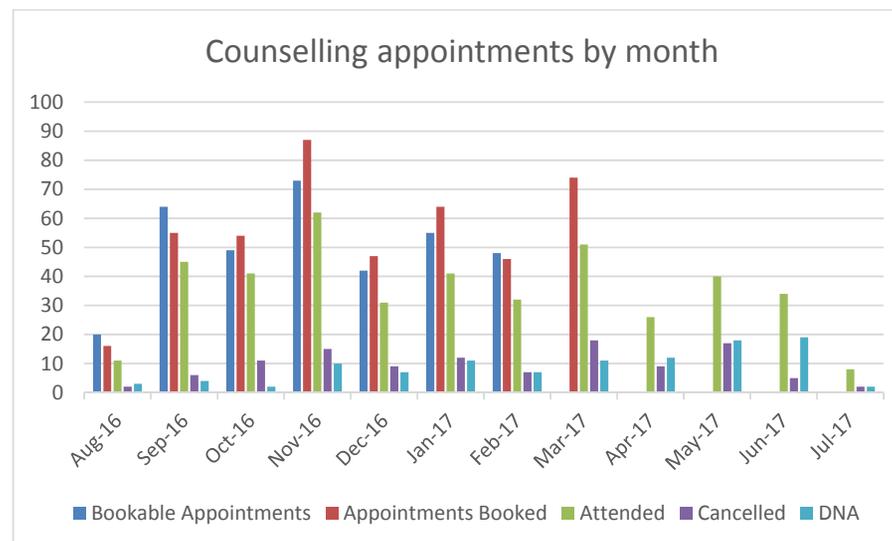
## Mental Health Advisor

In May 2017 the University employed a Mental Health Advisor (MHA) whose role is to provide comprehensive mental health assessments and support for our students with complex mental health needs and students experiencing a crisis or deterioration in their mental state and/or mood. The MHA provides appropriate support and where there is a need indicated, signposting information to appropriate external and internal health care providers. Since being in post our MHA has implemented some of the following initiatives:

- A referral pathway for the Mental Health Advisor via a single point of access
- Developed a number of wellbeing workshops to promote mental wellbeing for all students at the university and support our students with complex mental health needs
- Presented to staff to assist with developing awareness of how to engage with students who are experiencing mental health difficulties
- Implemented a 'Chill out box' for the students in the Life Lounge
- Designed a flowchart to assist line managers when supporting students experiencing a crisis
- Developed a welcome pack for all new students who have declared a mental health difficulty to introduce them to the services that are available, thus promoting early intervention.

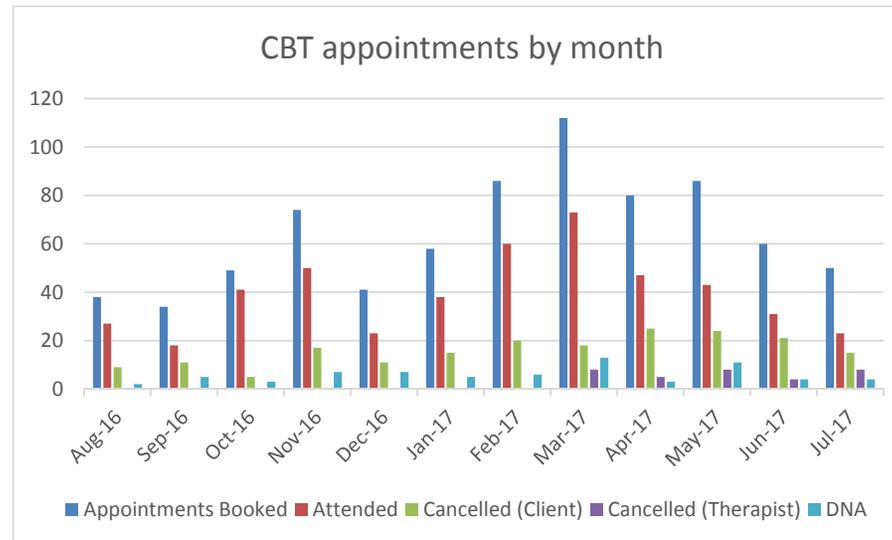
## Counselling

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.



## 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, low self-esteem, perfectionism, sleep problems, chronic health problems, bereavement and trauma.



## Chaplaincy

The Chaplaincy aims to provide pastoral support to any member of the University community; staff or students. The Chaplaincy does this by improving ways in which the spiritual development and well-being of students and staff of all faiths, and none, may be promoted, by advising the University on matters regarding religion and belief which may affect its' life and work, by maintaining good practice in related equality and diversity matters; promoting awareness of different religious and faith issues which may impinge upon the teaching, learning and research of the University and by strengthening links between the University and faith groups within other local institutions and the local community. 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 Tuesdays, Wednesdays and Fridays. 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 Officers, students within the Psychology department and staff from the National Autism charity and the NHS.

### **Pets as Therapy**

Since introducing Zara the Pets as Therapy (PAT) dog to the University back in January 2016, the service has continued to receive a demand for help from students with their stress levels before exams. One recent student said of the service *“I would highly recommend that students come to visit Zara before a presentation, during assignments and before sitting an exam! Perfect therapy before our final presentation”*.

The service has published dates on their website for when Zara is on campus, helping students to plan visits around stressful times. 80% of our students that have previously visited Zara said spending some time with the PAT dog has definitely improved their anxiety levels. Following the tragic incident that happened in Manchester in May 2017, Zara took a visit to Bolton College the following day, where initially she was greeted by tense and anguished faces. Her owner Fiona Valentine – Disability Services Manager commented *“Zara had a steady flow of students who saw the anguished faces turn to smiles and more relaxing body language – which was absolutely brilliant. She was a shining star and offered great relief and hope in an otherwise dark and dismal day”*. Following this successful visit it was decided that Zara should regularly visit the College as part of her regular attendance on campus and both the students and Zara loved it. Zara now has a regular following of students from the College and the University.



Due to the popularity of the PAT dog within the University and with our students the service now has a second dog that recently passed all the assessments and tests and will be joining the University in early 2018. By having the two dogs working on site with the students this will assist with the different locations, i.e. Student Halls of Residents, the University and Bolton College.



# Equality and Diversity Statistical Data – Staff

## Overview of 2016/2017

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.

When it comes to the Organisational and Development, Equality and Diversity Committee which oversees initiatives that promote our Equality and Diversity agenda, over the last 12 months we have succeeded in the following areas:

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

We have now appointed 9 academic members of staff to undertake the role/responsibility of the Equality, Diversity and Dignity Champions. They will play an important role in promoting a diverse environment for employees and students ensuring our Faculties and Professional Services are free from discrimination and anti-oppressive behaviour. Having the champions in place will help drive behavioural and cultural change here at the University. They will support the actions arising from the Organisational and Development, Equality and Diversity Committee and will 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)***

In December 2016, 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.

## **Disability Services Training**

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

## 96% completion rate

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

In July 2016 the University worked with our Employee Support Provider (EAP) 'AMIAN LTD' to deliver and train 27 members of Academic/Professional Support staff in Mental Health First Aid Awareness. As a University, we are aware there is 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.

In November 2016 a member of the Human Recourses team attended a two day Mental Health First Aid course – gaining an in depth understanding of mental health and the factors that can affect wellbeing. 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)***

AMIAN LTD provides the University with a specialist range of Employee Assistance Provision including Health & Wellbeing services. They have premises throughout the North West including Bolton, Manchester, Liverpool, Merseyside and Lancashire.

In order to trial staff appetite for an onsite employee psychological support, AMIAN LTD 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 become 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.

AMIAN LTD 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 provided 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'. This includes:

- Local authorities
- Schools (excluding higher and further education)
- Further education
- Higher education
- The health sector
- Prisons and probation
- The police

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:

**79%**

- ***Gender Pay Gap***

Following a period of internal consultation the University is on schedule to publish its Gender Pay Gap report with a supporting narrative outlining planned actions to address any gap by the end of March 2018.

# 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 2016/17. 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 2012/13, 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 2012/13 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

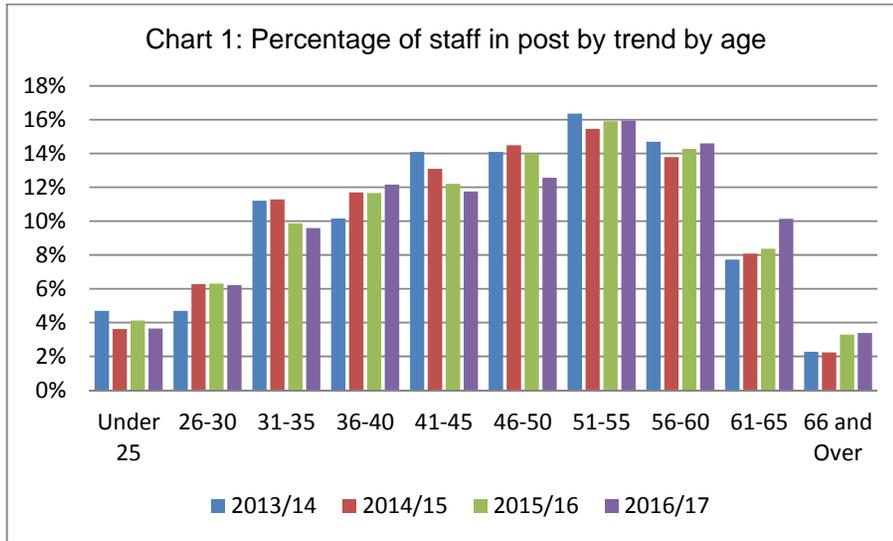
***\*this category is not recorded for our students.***

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

[www.ecu.ac.uk/guidance-resources/using-data-and-evidence/monitoring-questions](http://www.ecu.ac.uk/guidance-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

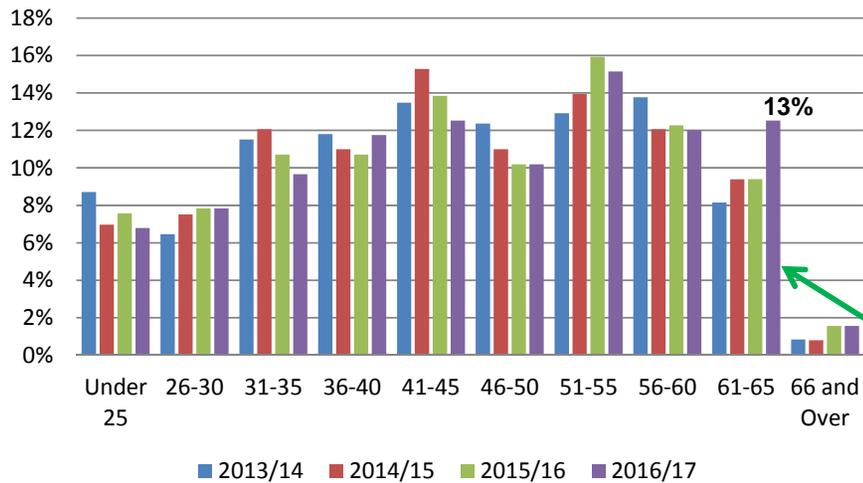


**Chart 1:** The overall age trend shows that the University has seen an increase in staff at age categories (51 to over 60); this is reflected in the figures taken from the Equality Challenge Unit (ECU), sector average (indicated below in green). The figures below highlight where the University is above 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
2016/17	3.6%	6.2%	9.6%	12.2%	11.8%	12.6%	15.9%	14.6%	10.1%	3.4%
ECU Sector Average <sup>1</sup>	5.9%	11.2%	14.8%	13.3%	12.7%	12.8%	12.1%	9.6%	5.3%	2.3%

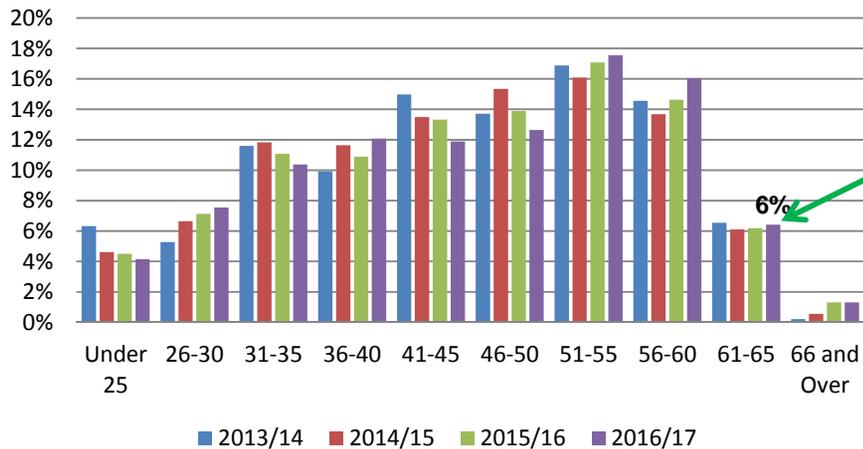
<sup>1</sup> Figures taken from ECU – Equality in higher education: staff statistical report 2017

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

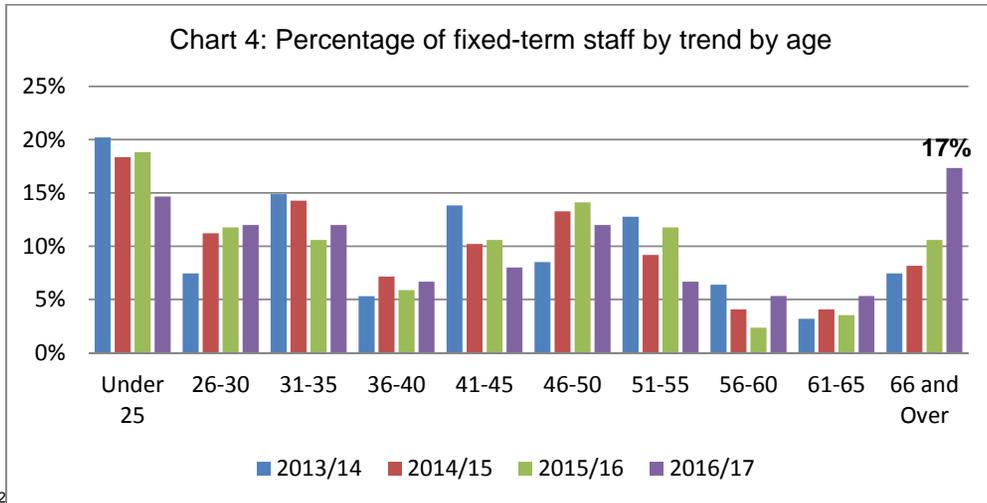


**Chart 2:** When looking at the staff that fall in the age category (61-65), over the last four years the trend highlights a **5%** increase.

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



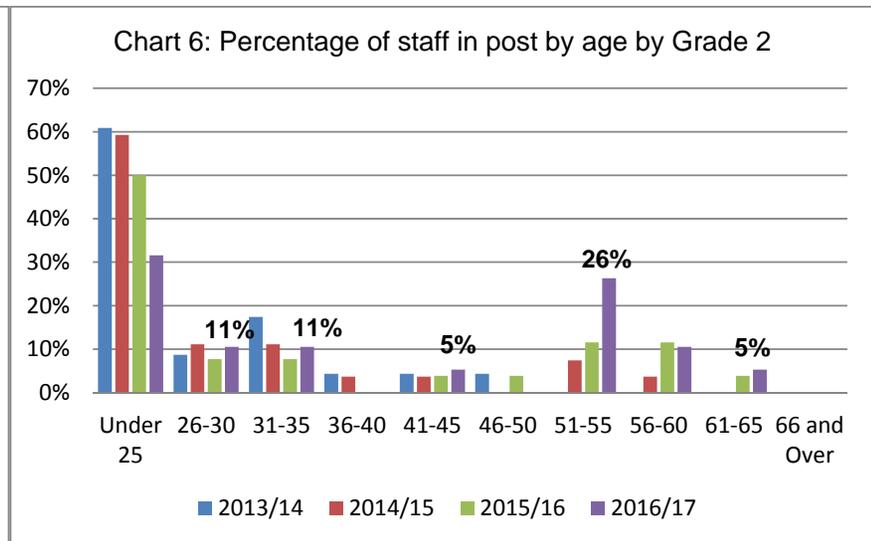
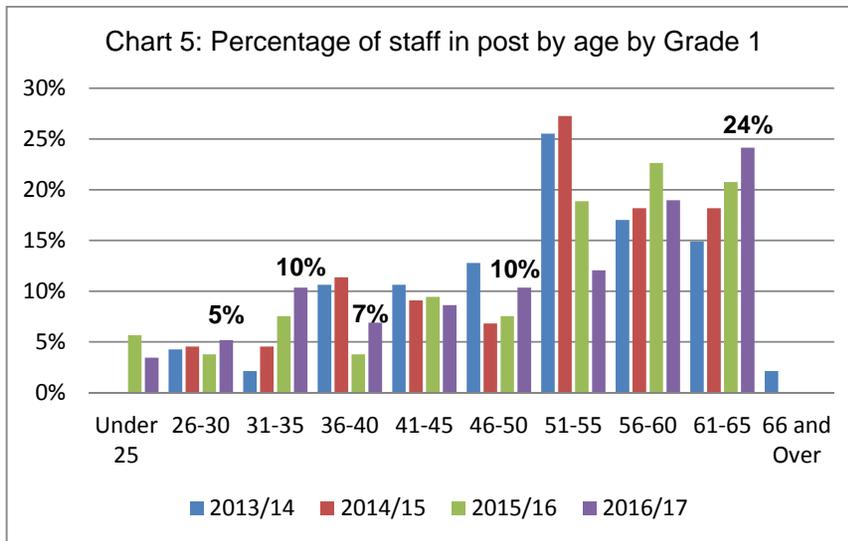
**Chart 3:** Overall the University has a higher proportion of its staff that work Full-Time, however we are not as high as the sector average (**7.8%**) within age category (61-65). However data indicates that the University has seen a **9%** increase over the last four years in staff who now work Part-Time in this category.



**Chart 4:** Over the past four years the University has had higher percentage of staff on a permanent contract, however, the trends shown here highlight an increase in the (over 66) age category, for those staff on a fixed-term contract. These numbers are significantly higher than the last three years, showing a **10%** increase in the age 66 and over age category.

ECU figures show **3.2%** in the age 66 and over category, which makes the University **6.8%** higher.

**Chart 5-14:** Shows the four year trend of staff by age by grade. The trends show five age categories (31-35), (46-50), (51-55), (56-60) and (61-65) where the percentage has increased consistently.



<sup>2</sup> Figures taken from ECU – Equality in higher education: staff statistical report 2017

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

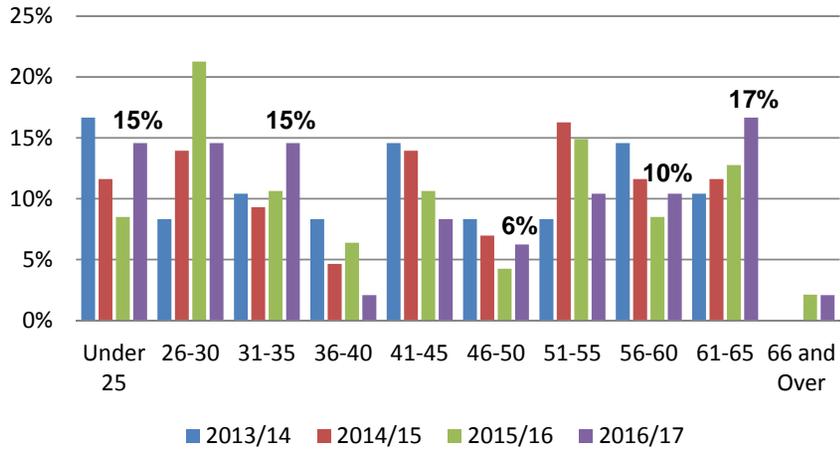


Chart 8: Percentage of staff in post by age by Grade 4

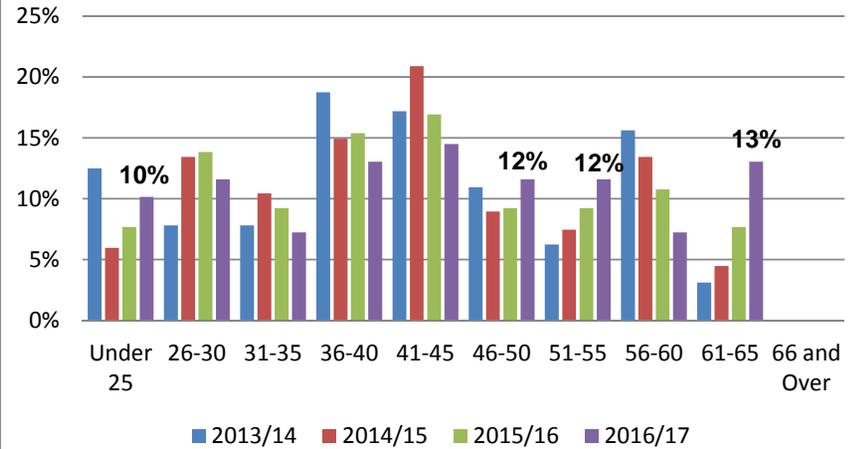


Chart 9: Percentage of staff in post by age by Grade 5

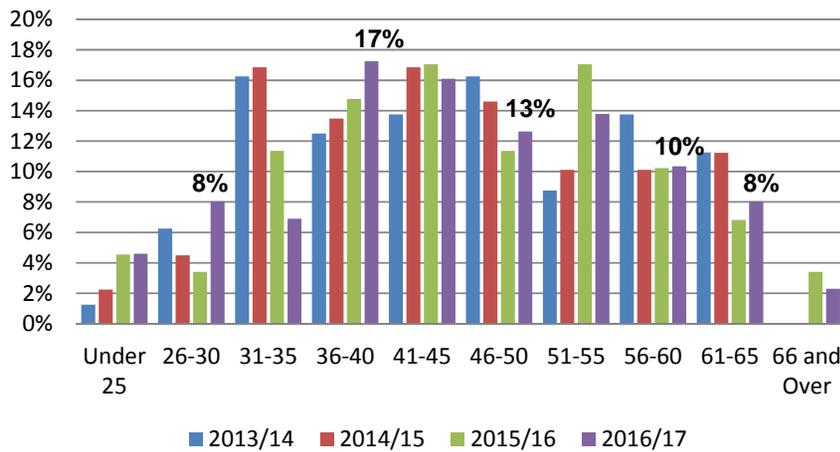


Chart 10: Percentage of staff in post by age by Grade 6

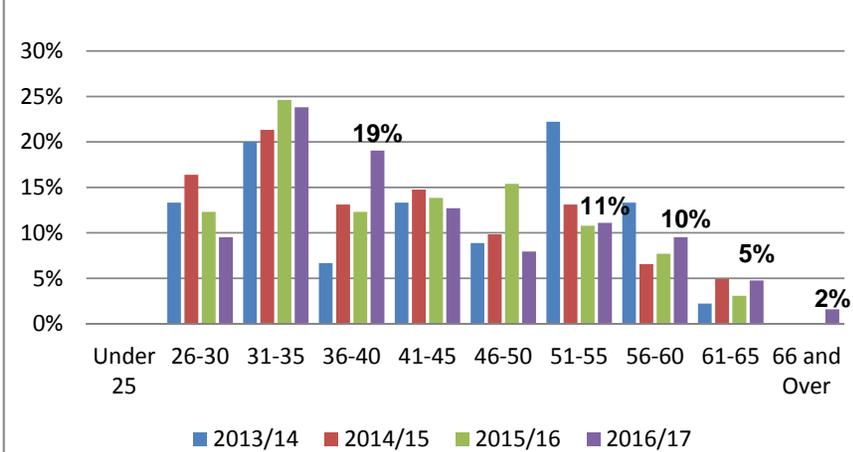


Chart 11: Percentage of staff in post by age by Grade 7

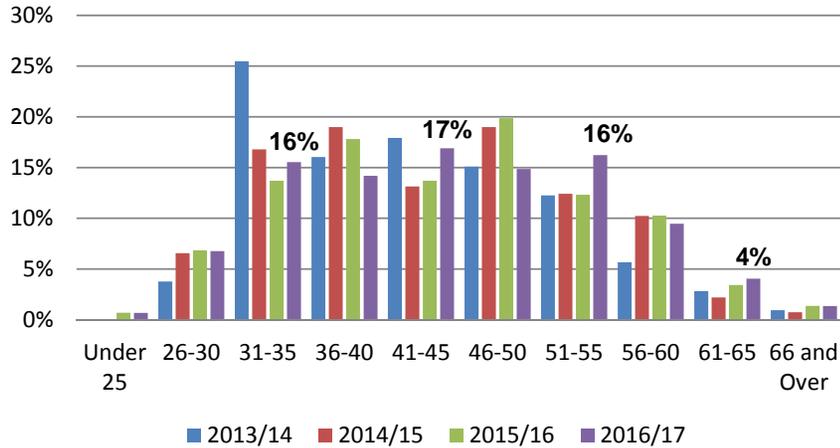


Chart 12: Percentage of staff in post by age by Grade 8

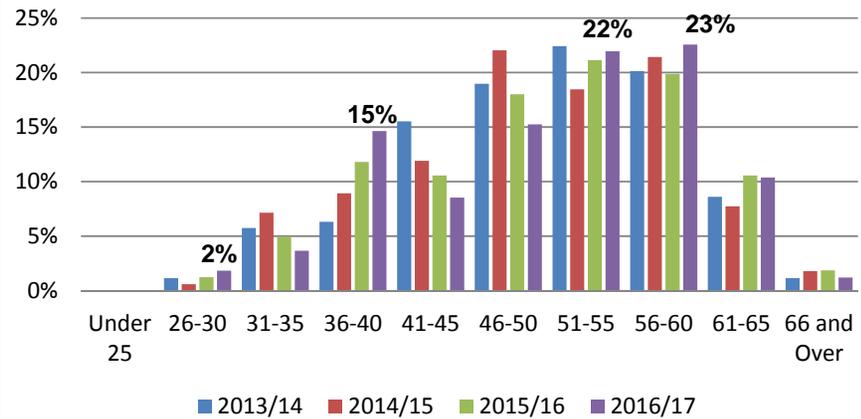


Chart 13: Percentage of staff in post by age by Grade 9

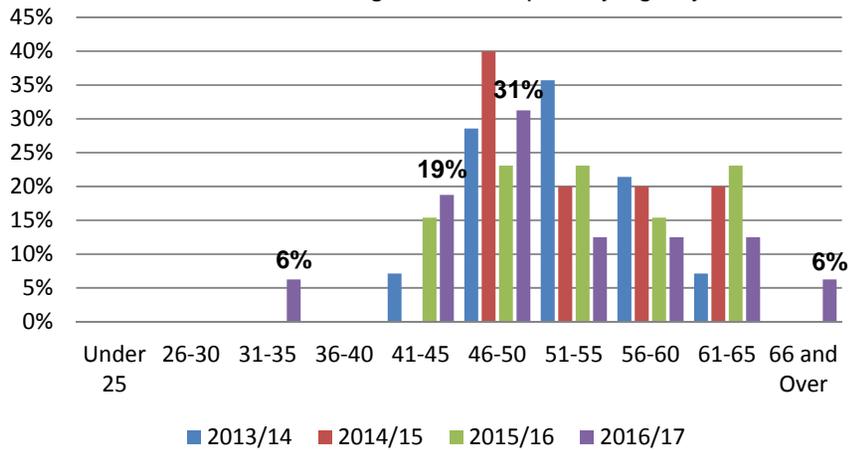
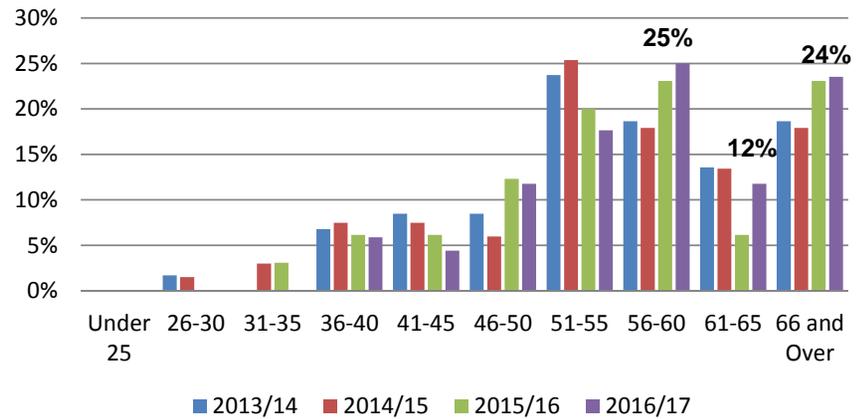


Chart 14: Percentage of staff in post by age by Fixed Grade



## • 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 four years. However, Academic staff that are declared disabled is 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	323330	95.3
No known disability	311440	91.8
Unknown/missing info	11895	3.5
Disabled	15770	4.7
All staff	339105	100.0

<sup>3</sup>

### Proportion of disabled staff by impairment type

		Proportion of disabled staff	
		No.	%
<b>All staff</b>			
BLIN	Blind or a serious visual impairment	425	2.3
SOC	Social/communication impairment	180	1.0
DEAF	Deaf or serious hearing impairment	1070	5.7
GENL	General learning disability	155	0.8
ILLN	Long standing illness or health condition	4630	24.8
MENT	Mental health condition	1965	10.5
PHYS	Physical impairment or mobility issues	1765	9.4
SPEC	Specific learning difficulty	3735	20.0
MULT	Two or more disabilities, impairments or conditions	1560	8.4
OTH	Other type of disability, impairment or condition	3190	17.1

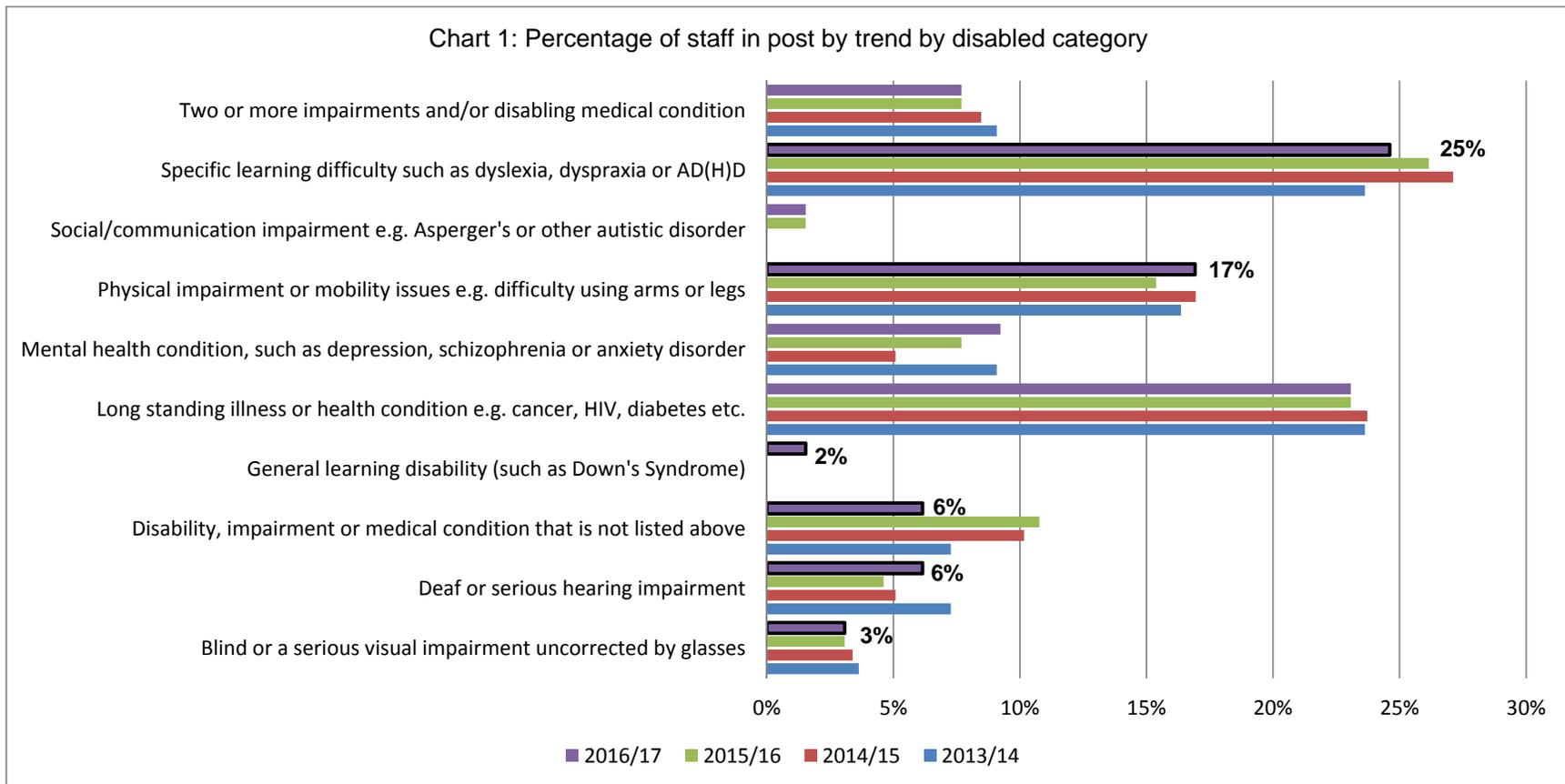
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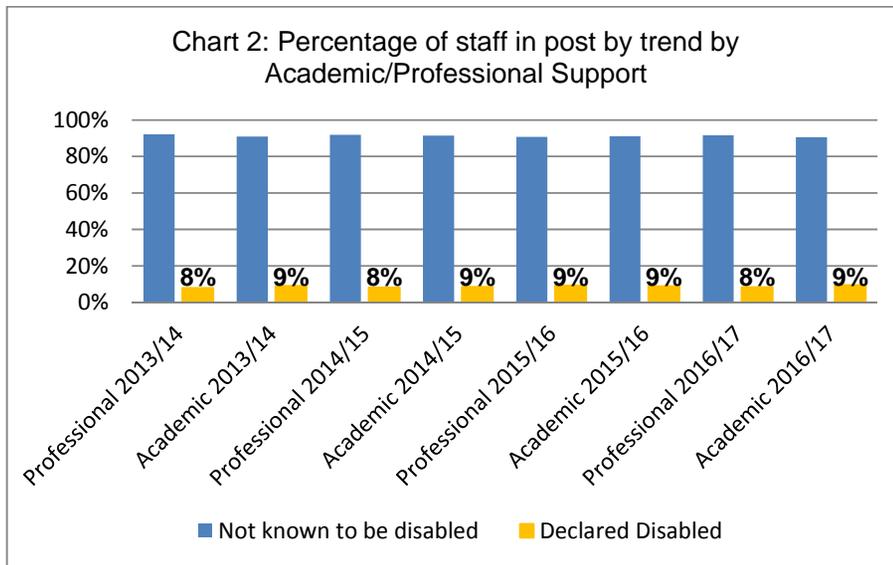
<sup>3</sup> Figures taken from ECU – Equality in higher education: staff statistical report 2017

<sup>4</sup> Figures taken from ECU – Equality in higher education: staff statistical report 2017

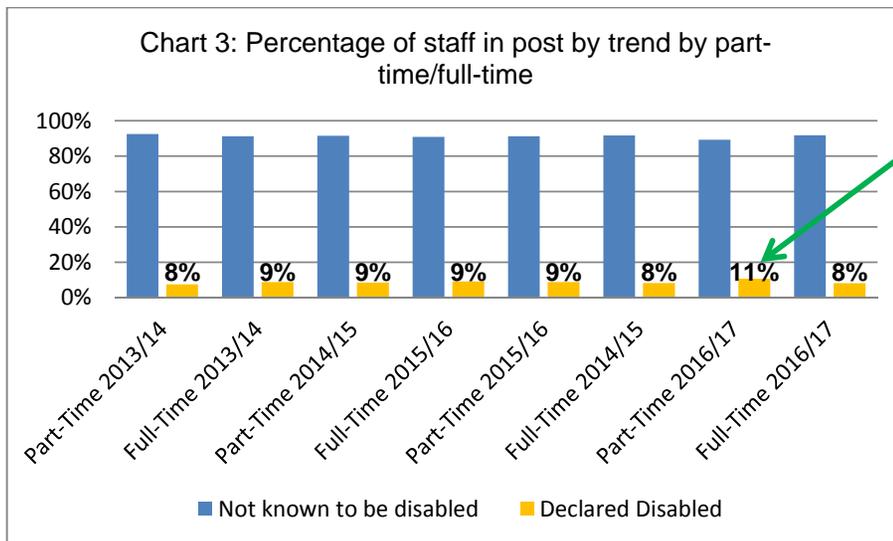
**Chart 1:** When we look at the staff at the University compared with that of ECU, figures show that in 6 out of the 10 impairment types for 2016/17, the University are above the sector average. Please see the chart below which demonstrates this:

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

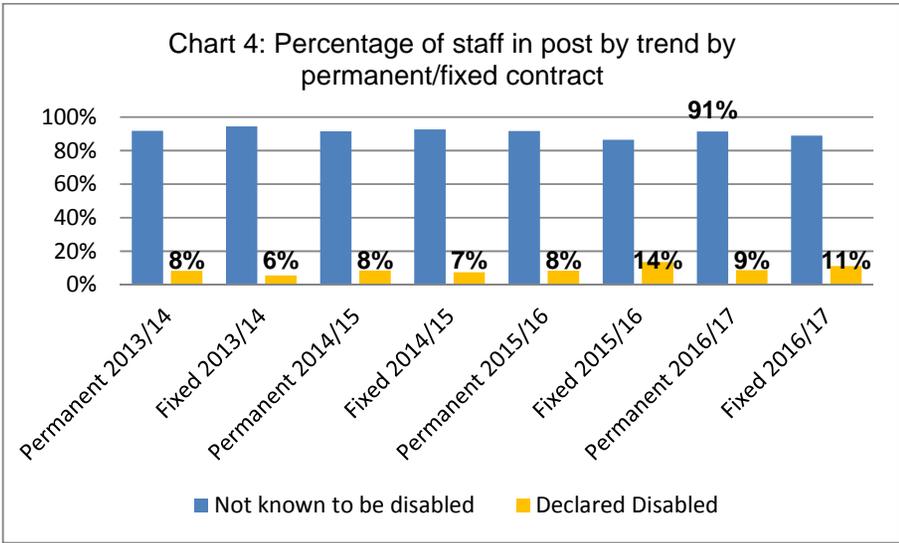




**Chart 2:** Over the last four years the figures have continued to be consistent for both Academic and Professional Support staff, however the Academic staff data is slightly higher in 2016/17 by 1% 'declared disabled'.



**Chart 3:** Here we can see a significant difference between the data regarding full-time and part-time staff. From 2013/14 to 2016/17 there has been a 3% increase of part-time staff who have declared themselves disabled.

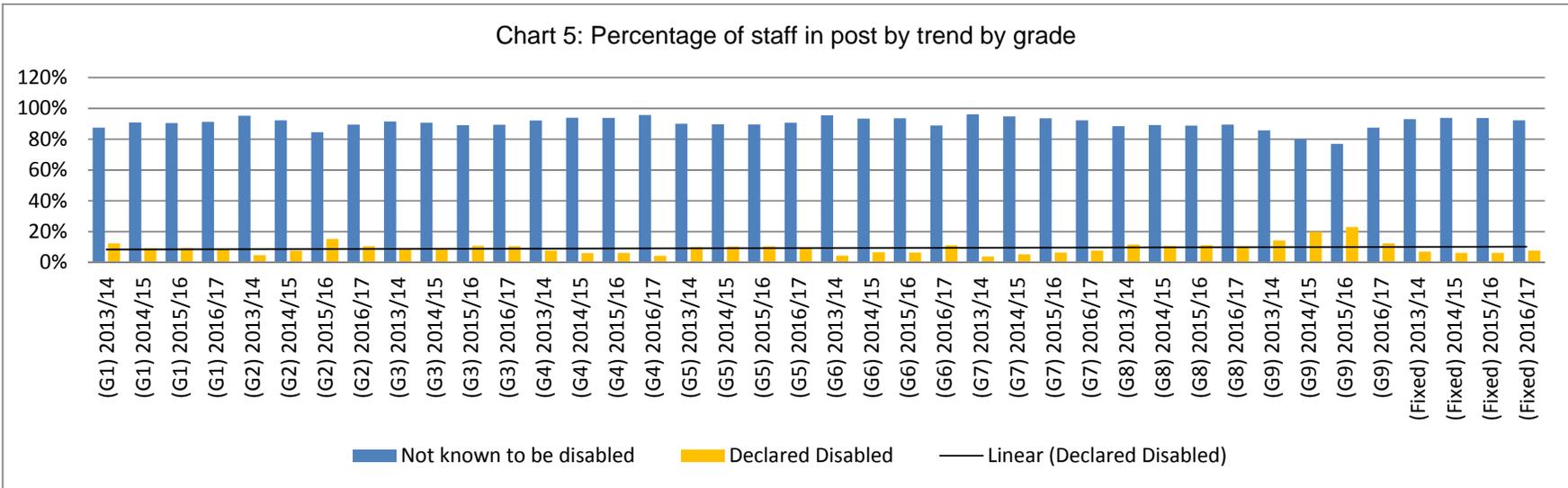


**Chart 4:** During 2013/14 to 2015/16 staff at the University who have been on a permanent contract has stayed consistent, however those staff on a fixed-term contract has increased slightly year on year.

2015/16 in particular we can see a significant increase in staff on a fixed-term contract. This figure has increased by 7% on the previous years.

With respect to staff who have declared themselves as ‘not know to be disabled’, the sector average for 2016/17 has reported that 76.9% are on permanent contracts. If we compare that to the University we are significantly higher with 91% of our staff on permanent contracts.

**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).



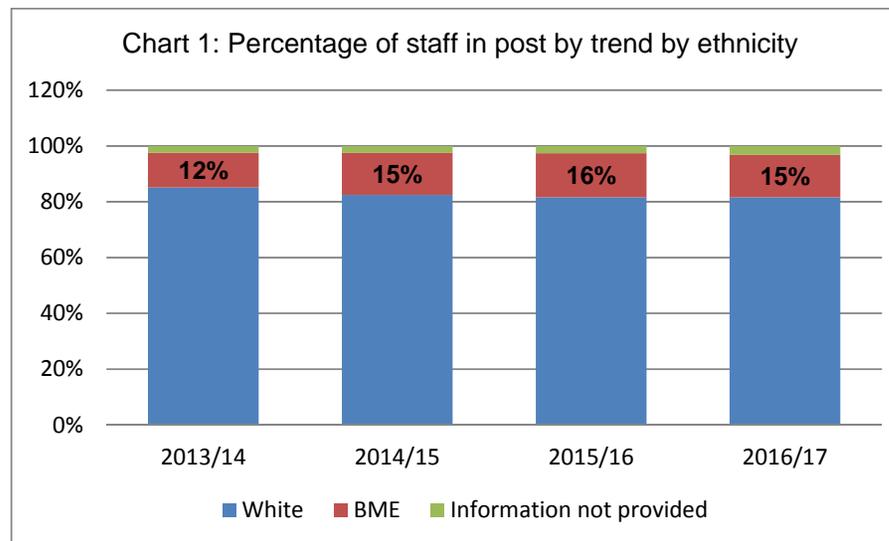
## • Ethnicity

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 **89.9%** and **10.1%** 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%**.



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

England		
	No.	%
<b>UK national</b>		
White	229655	89.9
<b>BME total</b>	<b>25665</b>	<b>10.1</b>
Black	5735	2.2
Asian	11050	4.3
Chinese	2585	1.0
Mixed	4340	1.7
Other	1955	0.8
<b>All staff</b>	<b>255320</b>	<b>100.0</b>
Unknown	12855	5.0
<b>Non-UK national</b>		
White	43325	71.1
<b>BME total</b>	<b>17590</b>	<b>28.9</b>
Black	2675	4.4
Asian	6670	10.9
Chinese	4510	7.4
Mixed	1610	2.6
Other	2125	3.5

**BME UK/non-UK staff by ethnic group**

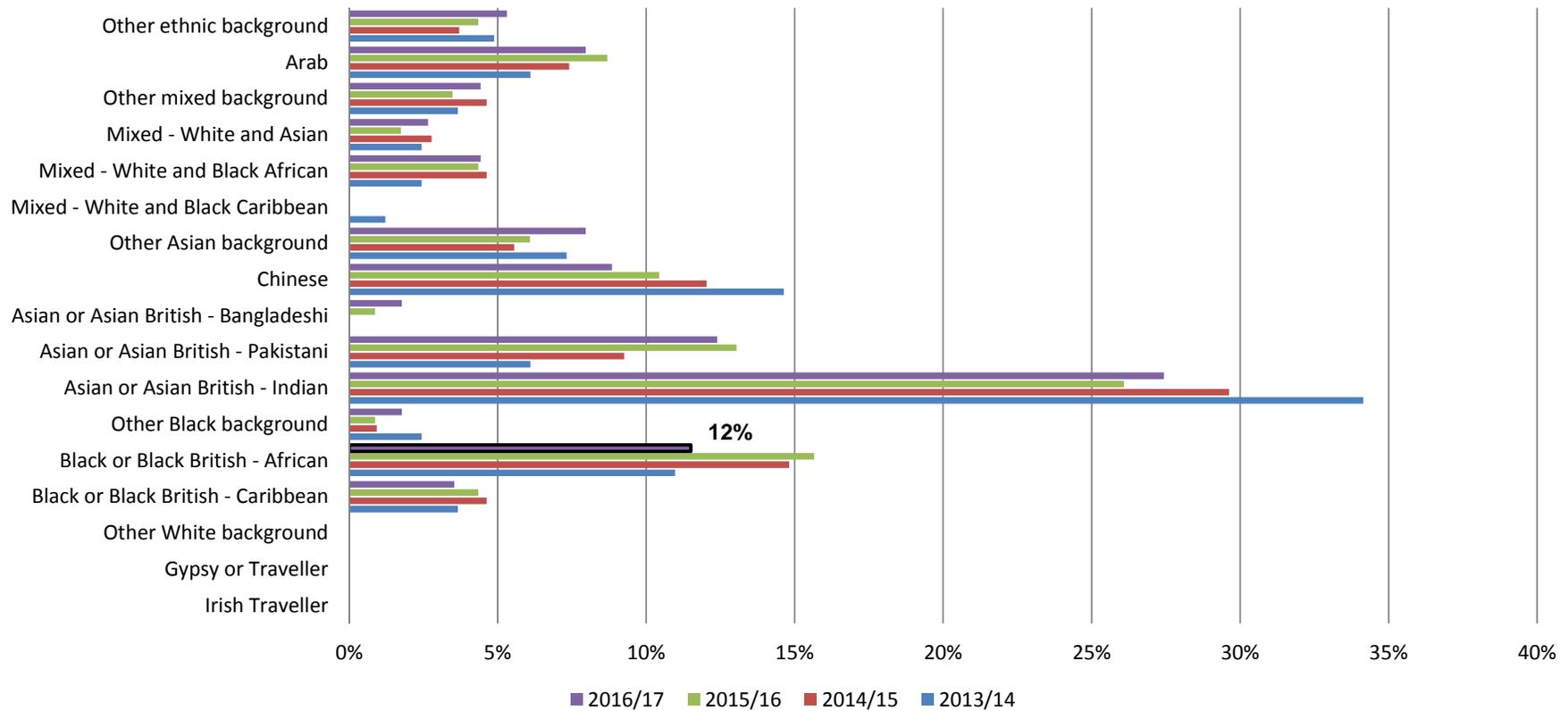
All staff			
		No.	↓ %
<b>B</b>	<b>Black</b>	<b>8870</b>	<b>18.5</b>
BC	Caribbean	3290	6.9
BA	African	4840	10.1
BD	Other	735	1.5
<b>A</b>	<b>Asian</b>	<b>19415</b>	<b>40.5</b>
AI	Indian	9660	20.1
AP	Pakistani	2720	5.7
AB	Bangladeshi	1270	2.7
AO	Other	5760	12.0
<b>C</b>	<b>Chinese</b>	<b>8200</b>	<b>17.1</b>
<b>M</b>	<b>Mixed</b>	<b>6560</b>	<b>13.7</b>
MBC	Black Caribbean/white	1010	2.1
MBA	Black African/white	640	1.3
MA	Asian/white	1850	3.9
MO	Other	3065	6.4
<b>O</b>	<b>Other</b>	<b>4915</b>	<b>10.3</b>
OA	Arab	720	1.5
OO	Other	4195	8.7 <sup>5</sup>

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 four 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 **16%**. However if we look closely at these ethnic groups there hasn't really been any significant changes over the last four years. We can only see a **4%** decrease compared to that of last year in the Black or Black British African category.

<sup>5</sup> Figures taken from ECU – Equality in higher education: staff statistical report 2017

Chart 2: Percentage of staff in post by trend 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.<sup>6</sup>

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%**.<sup>7</sup>

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

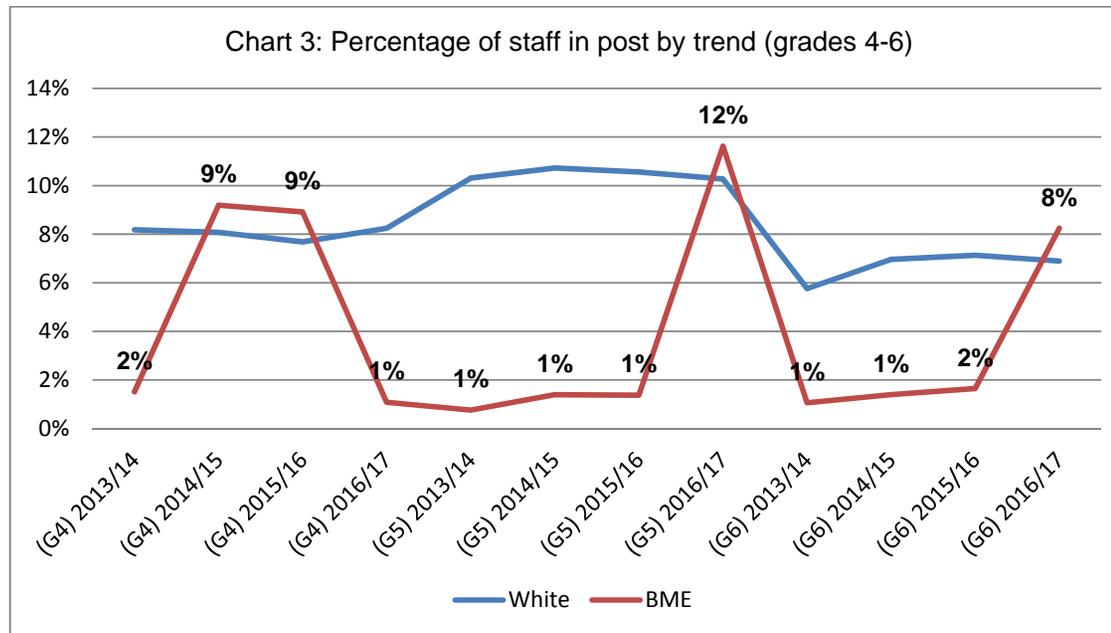
*\*The next census is due to take place in England and Wales in 2021.*

Although the majority of the university staff are White (**82%**), when looking at BME staff there is only a **1%** difference between Academics (**8%**) and Professional Support (**7%**). This has been a noticeable trend over the last four years. Similarly, for the last three years staff on either a part-time (**23%**) or full-time (**59%**) contract have also remained consistent.

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<sup>6</sup> People in Bolton 2011 Census Ethnicity Factfile updated October 2013

<sup>7</sup> ([http://www.theboltonnews.co.uk/news/10102424.Bolton\\_s\\_population\\_rise\\_lower\\_than\\_most/](http://www.theboltonnews.co.uk/news/10102424.Bolton_s_population_rise_lower_than_most/))



**Chart 3:** We can see some significant changes especially focusing on Grades 4, 5 and 6.

Grade 4 there has been an 8% ↓

Grade 5 there has been a large 11% ↑

Grade 6 there has been a 6% ↑

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 remained steady. (see chart 5).

Chart 4: Percentage of Academic staff in post by trend (fixed)

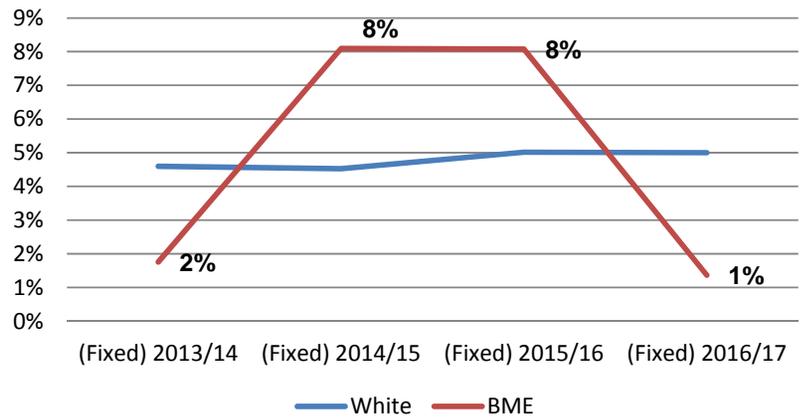
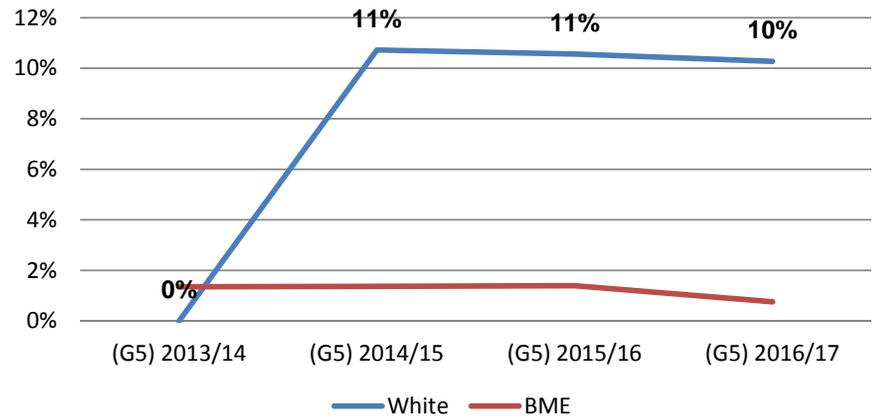
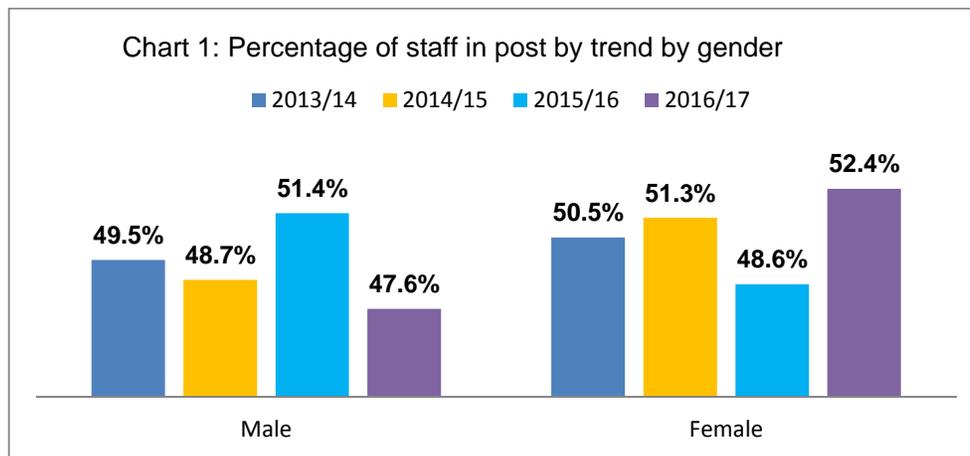


Chart 5: Percentage of Professional Support staff in post by trend (grade 5)

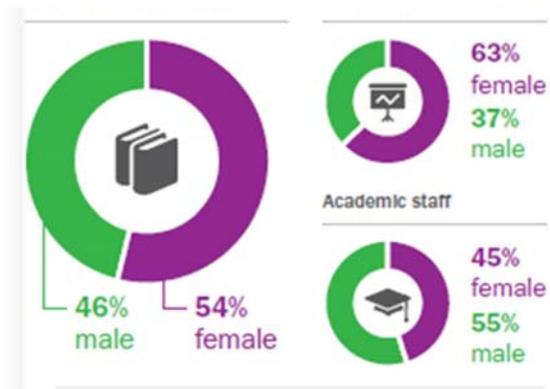


## • Gender

**Chart 1:** When looking back at years 2013/14 and 2014/15, the University has 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%**. This year the 2016/17 figures show it reverts back to there being more female staff than male, with an increase of **3.8%**. If we look at the figures taken from UCEA the University is slightly under the sector for male staff by **1.6%**.<sup>8</sup>



## UCEA's Figures – Sector average<sup>8</sup>



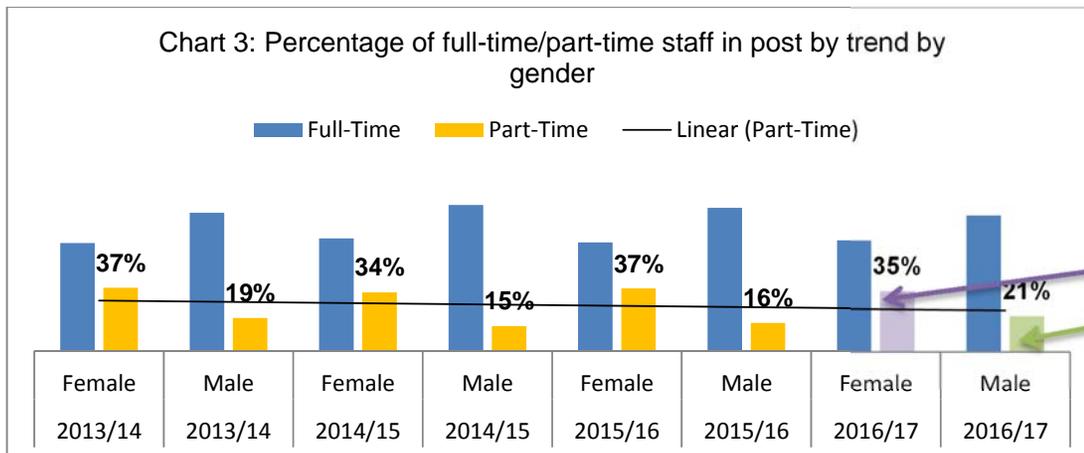
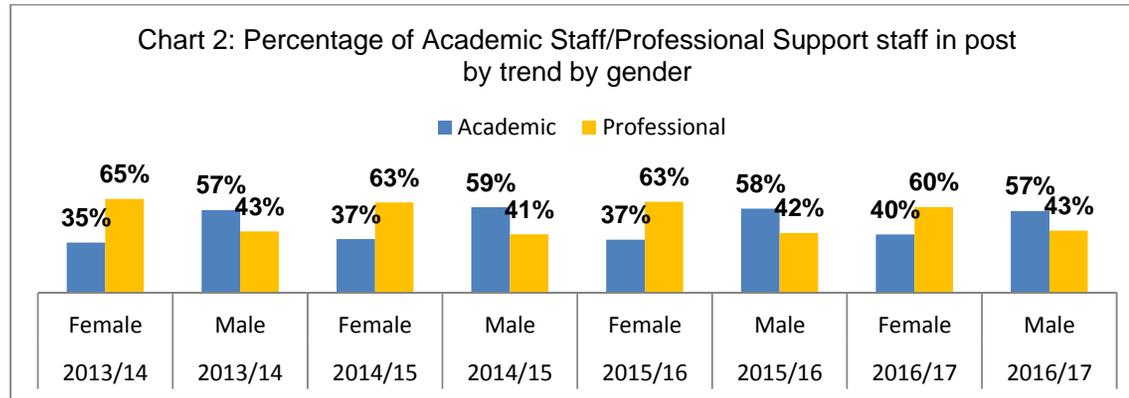
## Profile of staff over time by activity and gender

All staff	Female		Male		All staff
	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

<sup>8</sup> [www.ucea.ac.uk/en/publications/index.cfm/hegenderpaygap](http://www.ucea.ac.uk/en/publications/index.cfm/hegenderpaygap)

<sup>9</sup> Figures taken from ECU – Equality in higher education: staff statistical report 2017

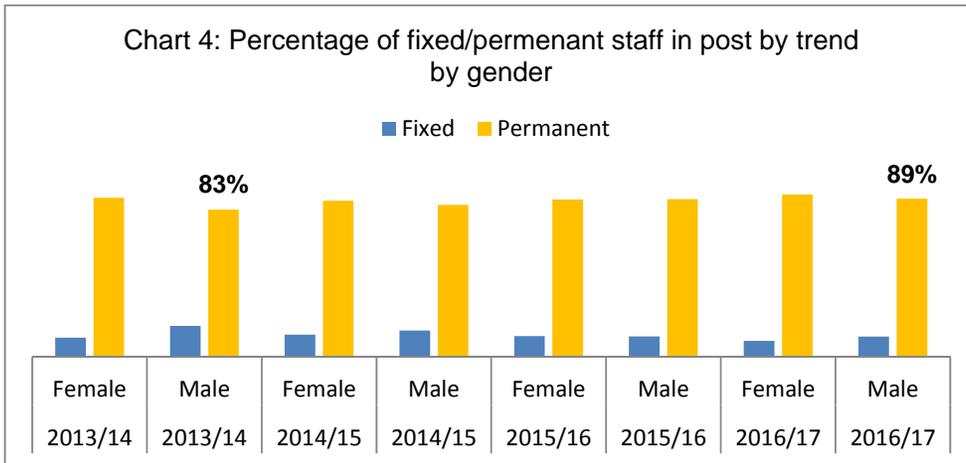
**Chart 2:** Even though we can see a **3%** decrease this year in female staff who are on a Professional Support contract, there are still more females than males carrying out Professional Support roles. In contrast, the majority of Academic roles are held by male staff.



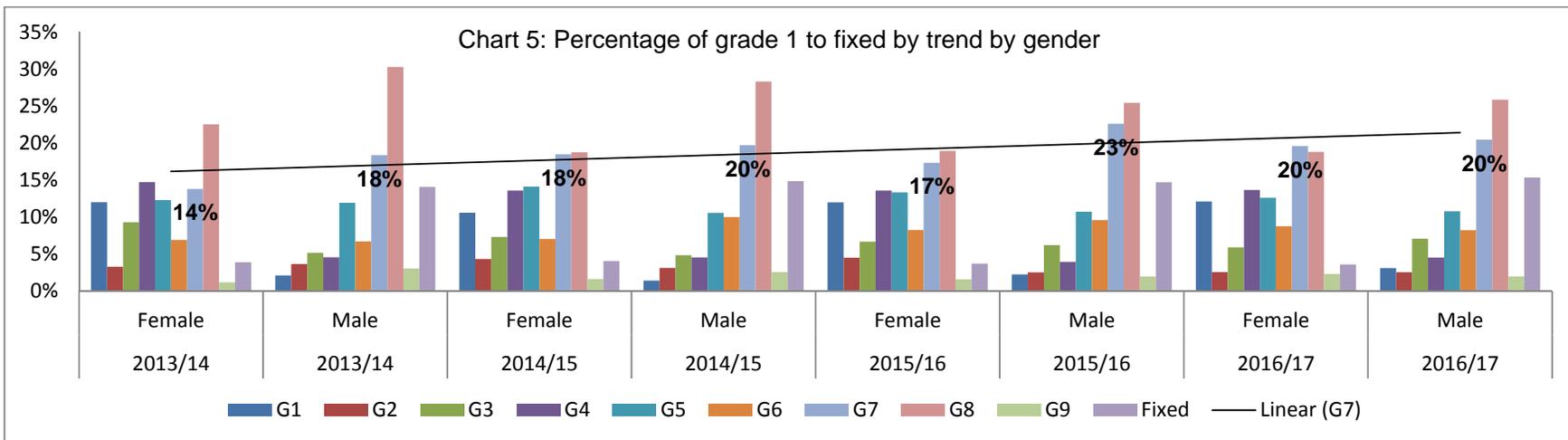
**UCEA's Figures – Sector average**



**Chart 4:** The trend in this chart highlights that more staff are securing permernant contracts regardless of there gender. If we take males in particular we can see a **6%** increase in those securing a permanent contact.



**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.



If we focus specifically on Academic staff at grade 7, there is a higher percentage of females on this grade (**39%**). However, this is very different when looking at males and females in fixed salary roles, whereby there is a **16%** difference in males securing a fixed grade (**21%**) compared to females (**4%**).

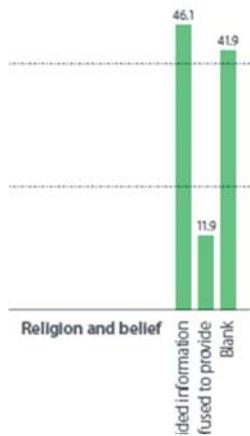
## **New Protected Characteristics**

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.<sup>11</sup>

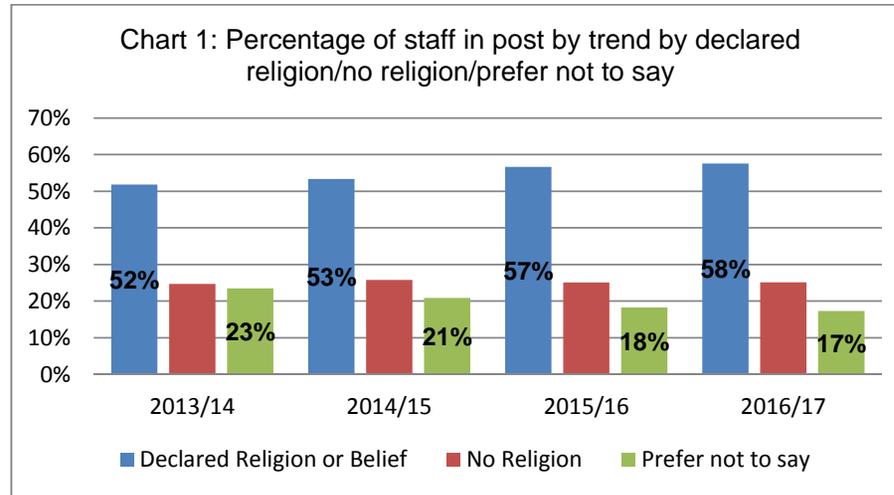
This data is returned to the Human Resources department when a new starter completes the Staff Record Form. This information also includes where a staff member has selected 'prefer not to say' or refused to complete this section on the form.

### **• 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 **46.1%**.



**ECU Religion and Belief figures**



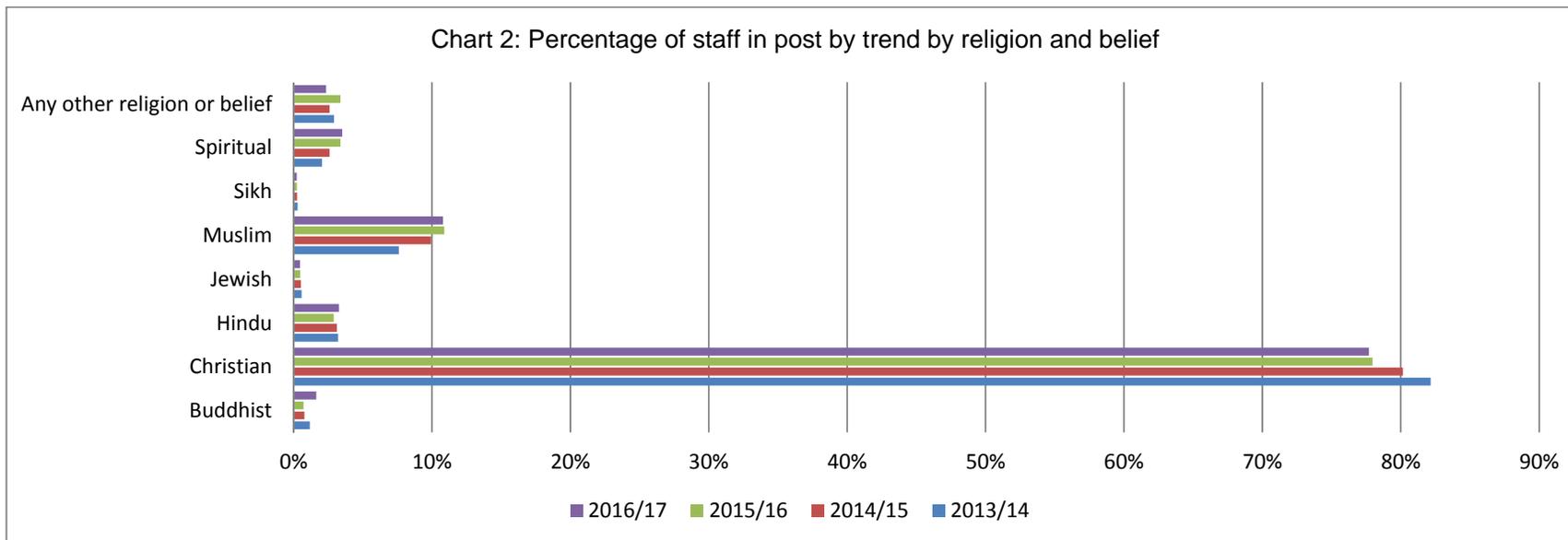
**Disclosure rates of Religion and Belief in institutions monitoring for this characteristic**

	Religion and belief	
	No.	↓%
Provided information	143130	46.1
Refused to provide	37050	11.9
Blank	130095	41.9
Staff total	310280	100.0

12

<sup>12</sup> ECU Equality and higher education staff statistical report 2017 (<http://www.ecu.ac.uk/publications/equality-in-higher-education-statistical-report-2017/>)

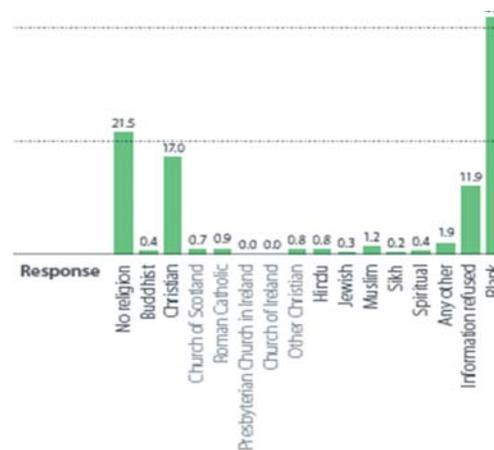
Chart 2: Percentage of staff in post by trend by religion and belief



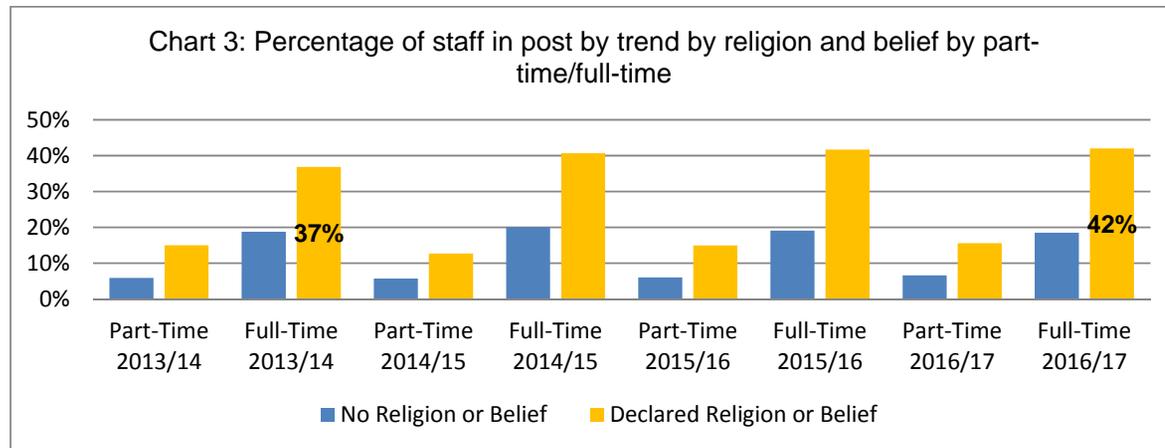
All staff/staff in institutions returning data by religion and belief

All staff		
	No.	↓ %
No religion	66775	16.3
Buddhist	1340	0.3
Christian	52610	12.8
Christian – Church of Scotland	2060	0.5
Christian – Roman Catholic	2640	0.6
Christian – Presbyterian Church in Ireland	20	0.0
Christian – Church of Ireland	15	0.0
Christian – Other denomination	2370	0.6
Hindu	2420	0.6
Jewish	1010	0.2
Muslim	3830	0.9
Sikh	745	0.2
Spiritual	1330	0.3
Any other religion or belief	5960	1.5
Information refused	37050	9.0
Blank	229950	56.1
<b>Total</b>	<b>410130</b>	<b>100.0</b>

ECU Religion and Belief figures



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 four years from **52%** to **58%**. The highest population of staff within this percentage are either following the Muslim faith (**11%**) 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.



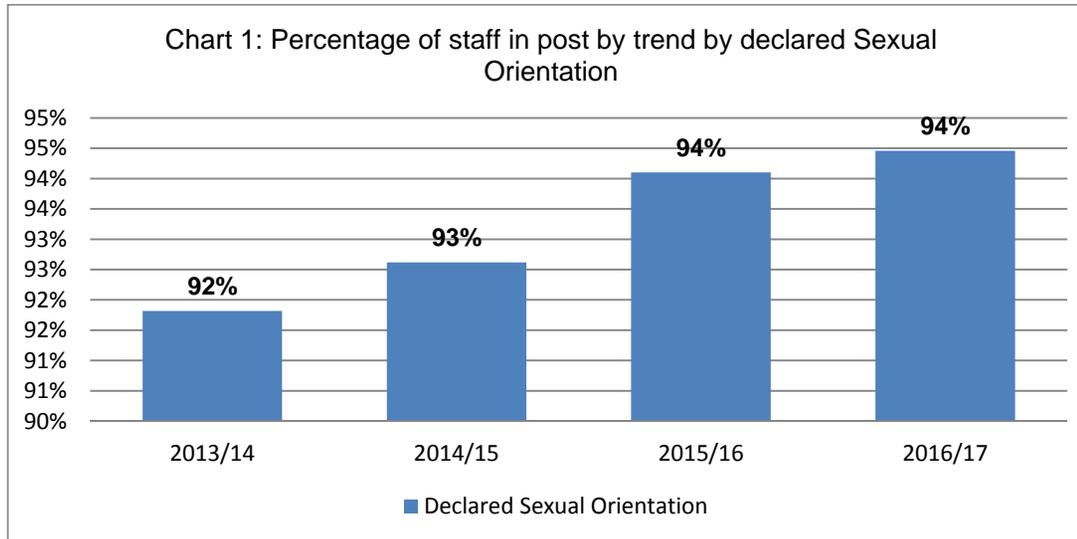
**Chart 3:** Figures show that there is a continuing increase in full-time staff who have declared a 'religion and belief' this highlights a four year trend with the percentages increasing by **5%**.

- **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.

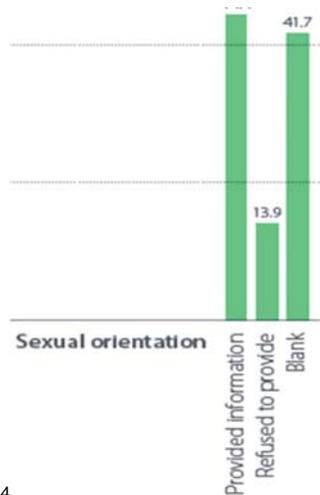
*\*other within this section includes 'information refused' and 'other'.*

**Chart 1:** The chart highlights an increasing trend of staff willing to provide this information year on year, with as little as 6% in 2016/17 refusing to provide the information.



**ECU:** Of the staff in institutions that returned sexual orientation data to HESA, at least 62% were given the option to provide information on their sexual orientation, with 47.3% providing information and the remaining 14.7% refusing to provide information. The proportion of all staff for which sexual orientation data is known increased by 19.2 percentage points from 40.8% in 2014/15 to 62.0% in 2015/16.

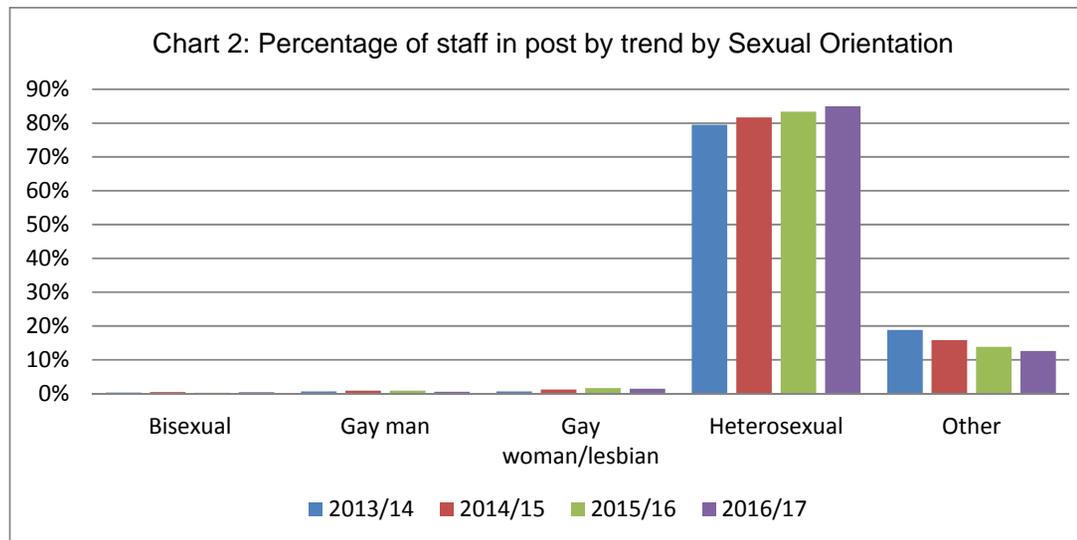
### ECU Sexual Orientation figures



### All staff/staff in institutions returning data by sexual orientation

	All staff		Staff in institutions returning data	
	No.	↓%	No.	↓%
Bisexual	1915	0.6	1915	0.6
Gay man	3195	1.1	3195	1.0
Gay woman/lesbian	1830	0.6	1830	0.6
Heterosexual	133935	44.7	133935	42.0
Other	745	0.2	745	0.2
Information refused	44155	14.7	44155	13.9
Blank	224360	38.0	132895	41.7
<b>Total</b>	<b>410130</b>	<b>100.0</b>	<b>318660</b>	<b>100.0</b>

14



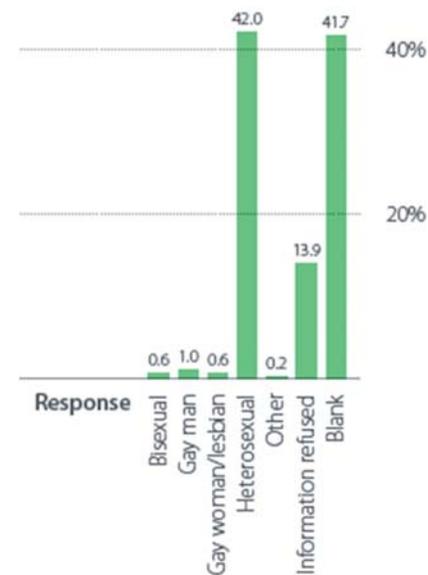
<sup>14</sup> ECU Equality and higher education staff statistical report 2017 (<http://www.ecu.ac.uk/publications/equality-in-higher-education-statistical-report-2017/>)

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

	Sexual orientation	
	No.	↓%
Provided information	141615	44.4
Refused to provide	44155	13.9
Blank	132895	41.7
Staff total	318660	100.0

15

### ECU Religion and Belief figures



Looking at the data provided by ECU for all institutions, 31% 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 5.8% refusal rate when collating Sexual Orientation information from staff.

<sup>15</sup> ECU Equality and higher education staff statistical report 2017 (<http://www.ecu.ac.uk/publications/equality-in-higher-education-statistical-report-2017/>)

# Equality and Diversity Statistical Data – Students

## Introduction

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 2016/17. 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.<sup>1</sup>

***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.***

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<sup>1</sup> ECU Equality and higher education students statistical report 2017 (<http://www.ecu.ac.uk/publications/equality-in-higher-education-statistical-report-2017/>)

## **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.<sup>2</sup>

## **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.

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<sup>2</sup> ECU Equality and higher education students statistical report 2017 (<http://www.ecu.ac.uk/publications/equality-in-higher-education-statistical-report-2017/>)

## 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.

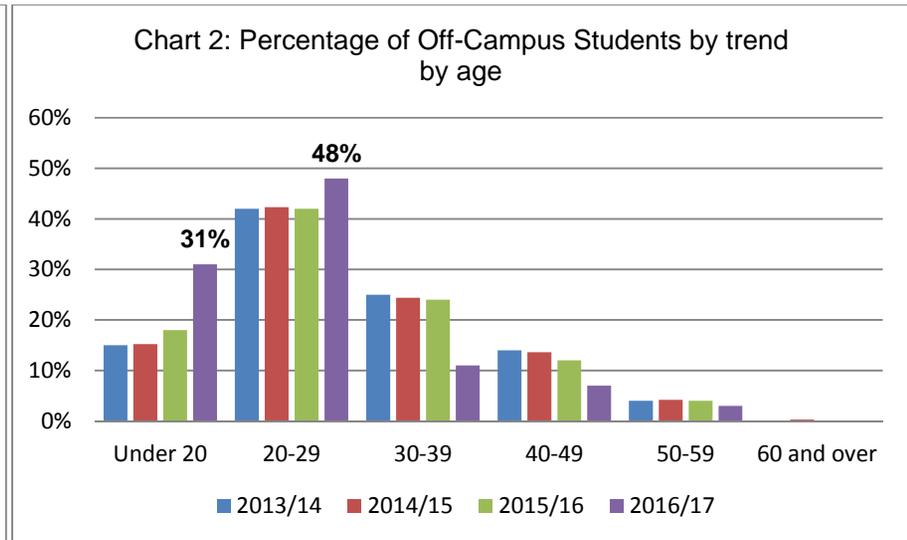
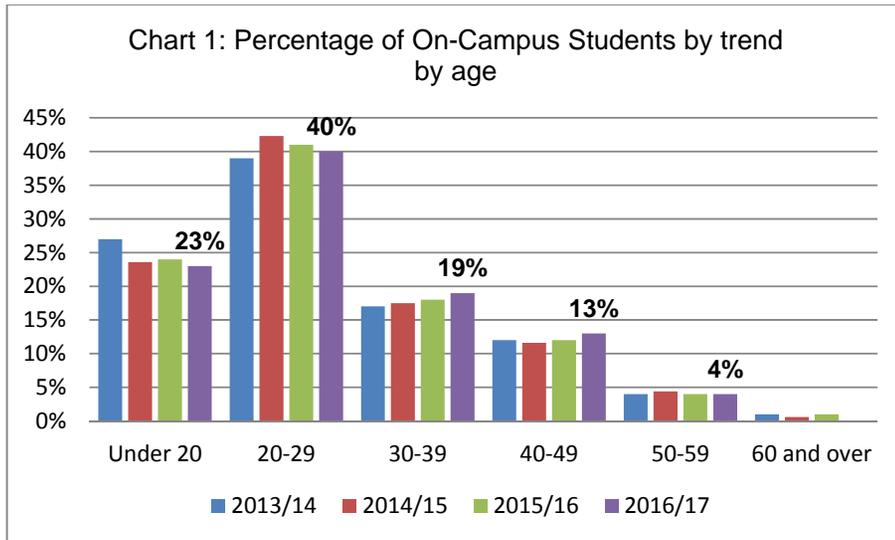
- Age

**ECU:** have detailed within their annual report that the proportion of mature students i.e. those over the age of 21 upon entry, has fallen since 2003/04 and particularly since 2010/11, with 2015/16 marking its lowest level to date.<sup>3</sup> 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 significant increase in particular this year in the younger age categories.

Under 20 ↑ 13%

20-29 ↑ 6%



<sup>3</sup> ECU Equality and higher education students statistical report 2017 (<http://www.ecu.ac.uk/publications/equality-in-higher-education-statistical-report-2017/>)

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

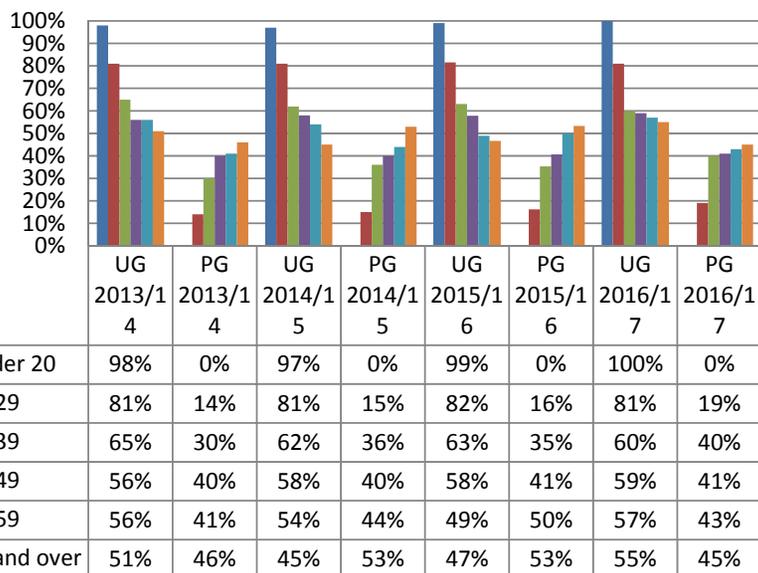
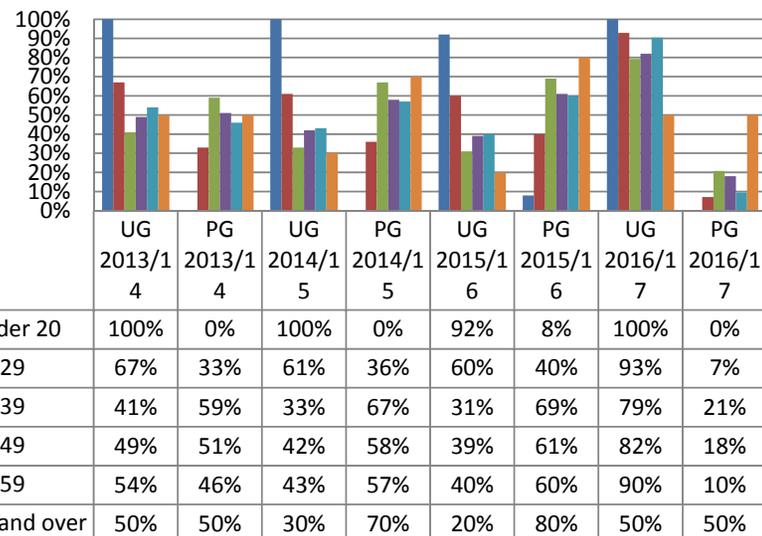
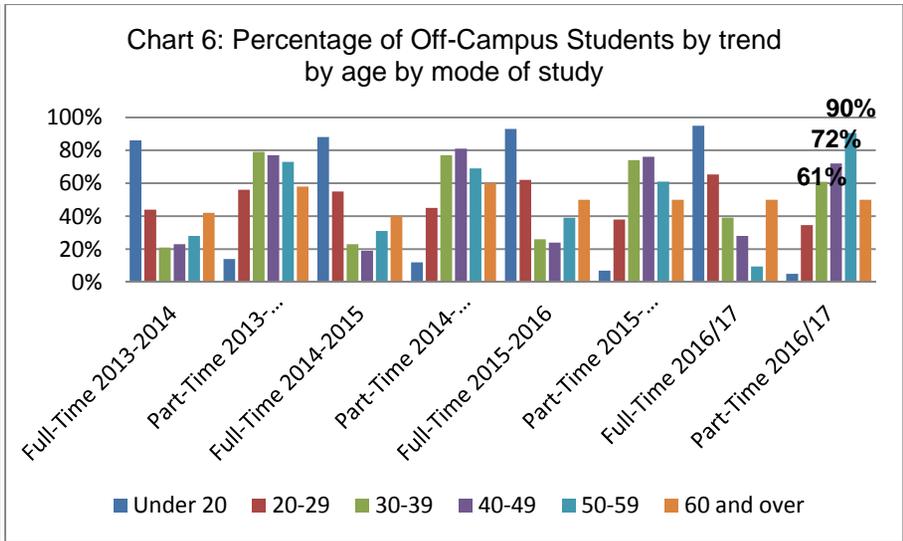
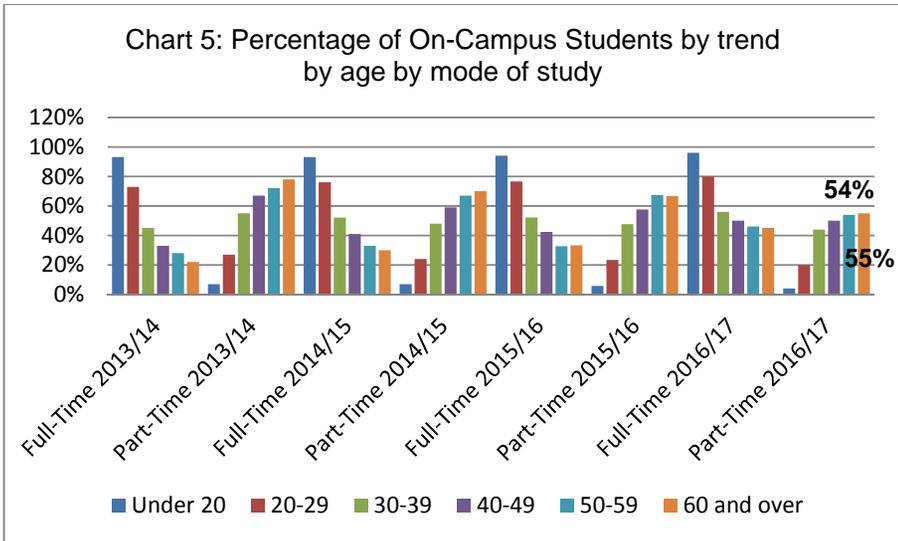


Chart 4: Percentage of Off-Campus Students by trend by age by level of study



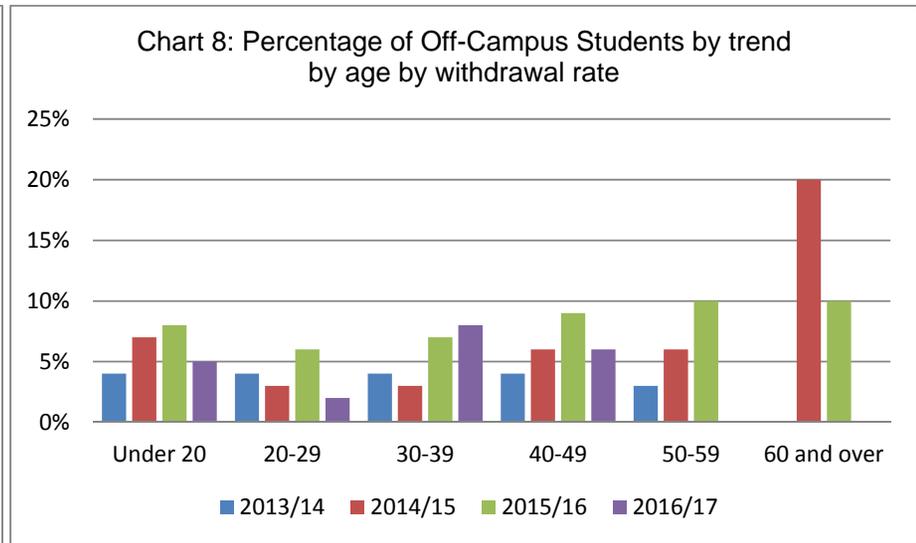
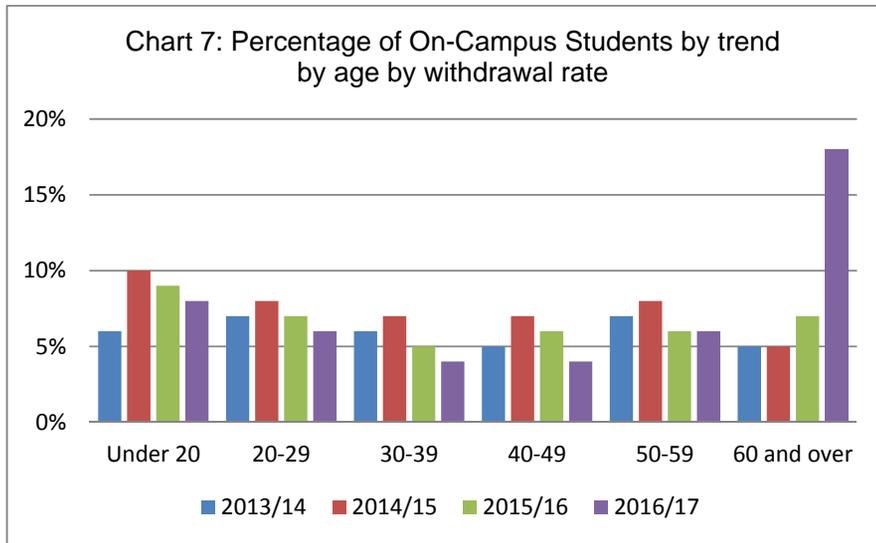
\*note: off-campus level of study for 40-49/50-59 for postgraduate and 60 and over for postgraduate and undergraduate for 2016/17 relates to less than 10 students

**Chart 3/4:** 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.



\*note: off-campus mode of study for full-time 50-59 and both part-time and full-time for 60 and over for 2016/17 relates to less than 10 students

**Chart 5/6:** 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 (55%). However, this differs slightly when looking at off-campus students as a higher percentage of part-time students are within age categories 30-39 (61%), 40-49 (72%) and 50-59 (90%).



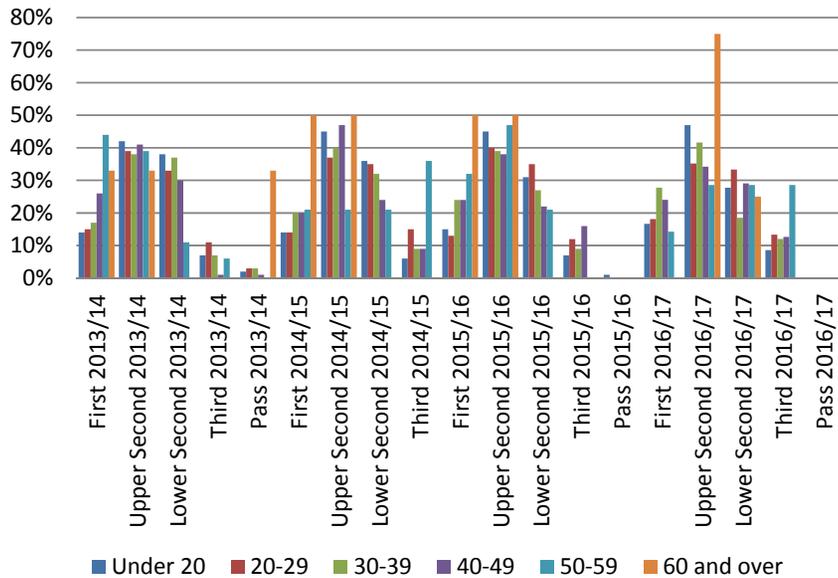
\*note: off-campus withdrawal rate for 20-29, 30-39 and 40-49 for 2016/17 relates to less than 10 students.

**Chart 7/8:** In both on-campus and off-campus there are some significant changes in particular for 2016/17. When looking at the on-campus trend it can be seen that within the '60 and over' age category there has been an **18%** increase in students withdrawing from their studies.

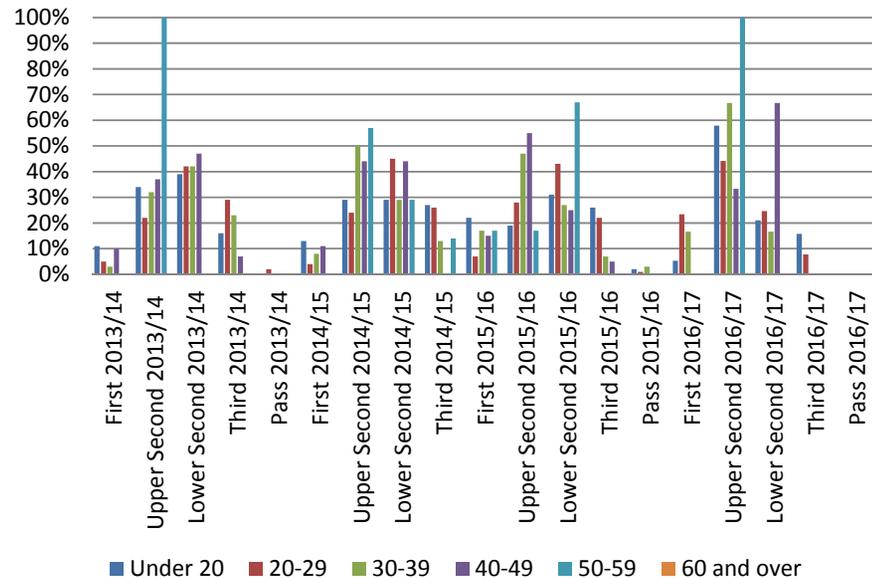
On the other hand, when looking at the trend for off-campus students all the figures have decreased - some less than others, with '50-59/60 and over' coming in at **10%**;

- Under 20 ↓ 3%
- 20-29 ↓ 4%
- 30-39 ↓ 1%
- 40-49 ↓ 3%
- 50-59 ↓ 10%
- 60 and over ↓ 10%

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



**Chart 10: Percentage of Off-Campus Students by trend by age by degree classification**



\*note: on-campus degree classification for 50-59 first/upper second/lower second/third and 60 and over upper second/lower second for 2016/17 relates to less than 10 students

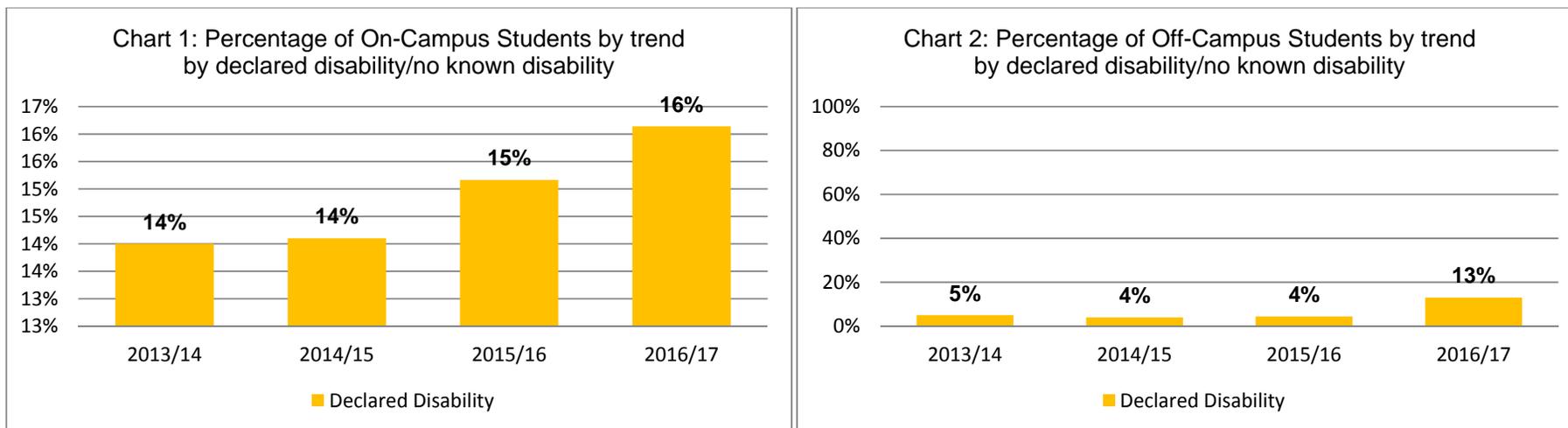
\*note: off-campus degree classification for under 20 first/lower second and third, 20-29 third, 30-39 first/upper second/lower second, 40-49 upper second/lower second and 50-59 upper second for 2016/17 relates to less than 10 students

**Chart 9:** The trends in this chart relate to mature students: those students obtaining a 'first' with a significant increase are age category '30-39' with an increase of **11%**; those with a 'upper second' in age category '60 and over' increasing by **42%**; those with a 'lower second' in age category '50-59' increasing by **18%** and the '60 and over' increasing by **25%**. Finally, those with a 'third' in age category '40-49' increasing by **12%** and the '50-59' increasing by **23%** from 2013/14 to 2016/17.

**Chart 10:** A similar trend is also identified in off-campus mature students as increasing figures show those obtaining a 'first' in age category '20-29' increasing by **18%** and '30-39' by **14%**. Those students with an 'upper second' have also increased '20-29' by **20%** and '30-39' by **35%**. However, we can see from off-campus student data, the 'under 20' has increased by **20%** from 2013/14 to 2016/17.

- **Disability**

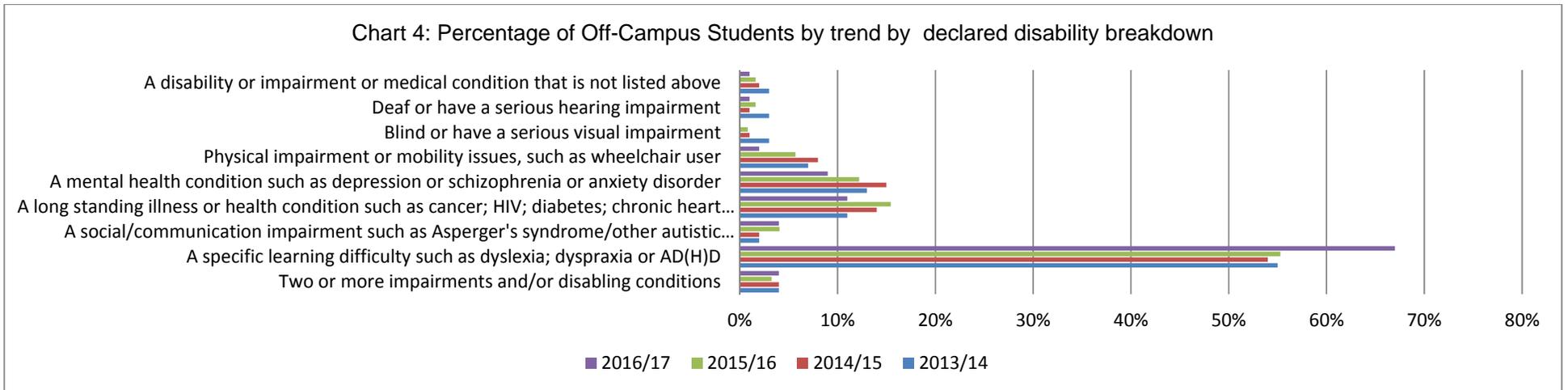
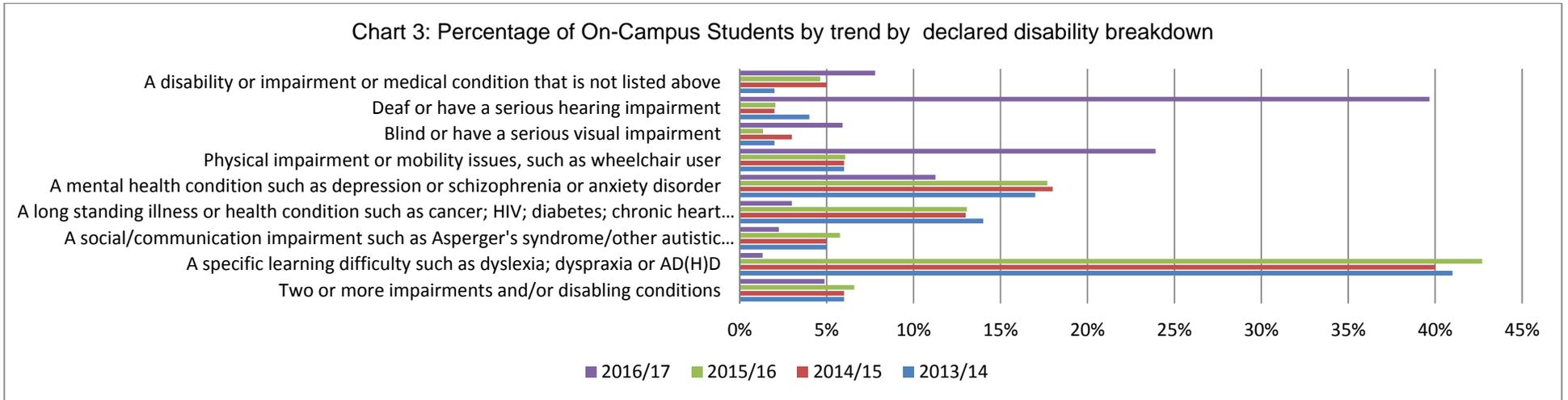
**ECU:** have identified that the disability disclosure rates have steadily increased amongst students in UK higher education, rising from **5.4%** in 2003/04 to **11.3%** in 2015/16. However, disability disclosure rates continue to be markedly higher among undergraduate than postgraduate students; among UK domiciled students compared with international students; and among students studying subjects such as creative arts and design compared with, for example business and administrative studies and engineering and technology. There has been a noticeable rise in disabled students disclosing a mental health condition since 2014/15 as well as a striking drop in the percentage of disabled students receiving Disabled Students Allowance (DSA).<sup>4</sup>



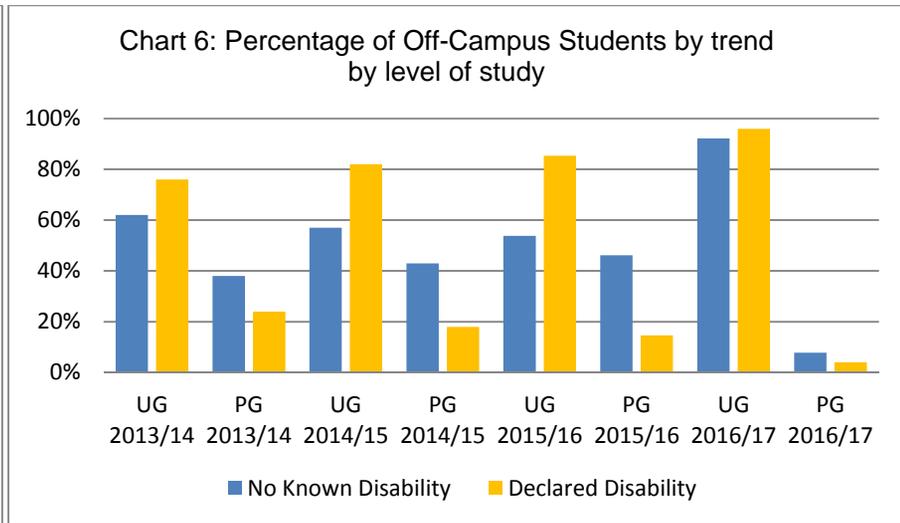
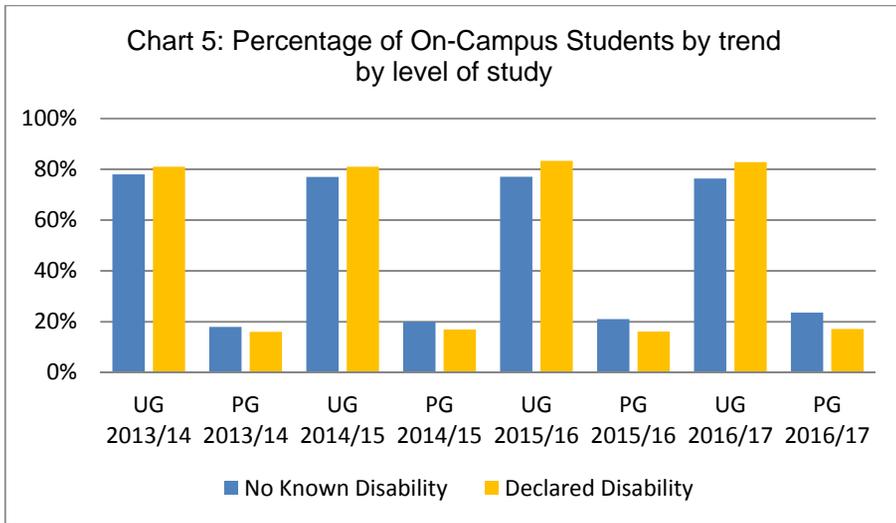
**Chart 1/2:** The trends show that the majority of our students are within the ‘no known disability’ however we can see that those with a disability increasing specifically within off-campus by **8%** between 2013/14 to 2016/17. We are also above the sector average which is **11.3%** ‘declared disability’.

<sup>4</sup> ECU Equality and higher education students statistical report 2017 (<http://www.ecu.ac.uk/publications/equality-in-higher-education-statistical-report-2017/>)

**Chart 3/4:** These charts breakdown in more detail the impairment type of those students that have a declared disability for both on-campus and off-campus.

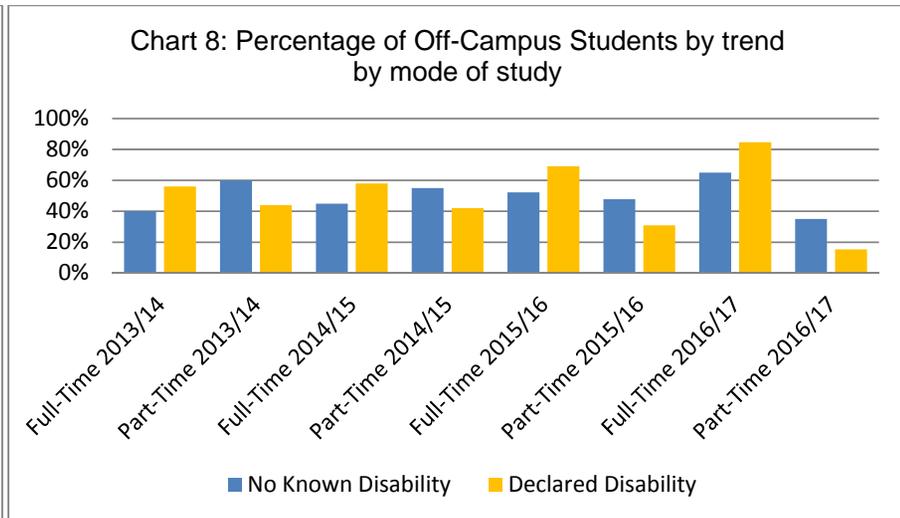
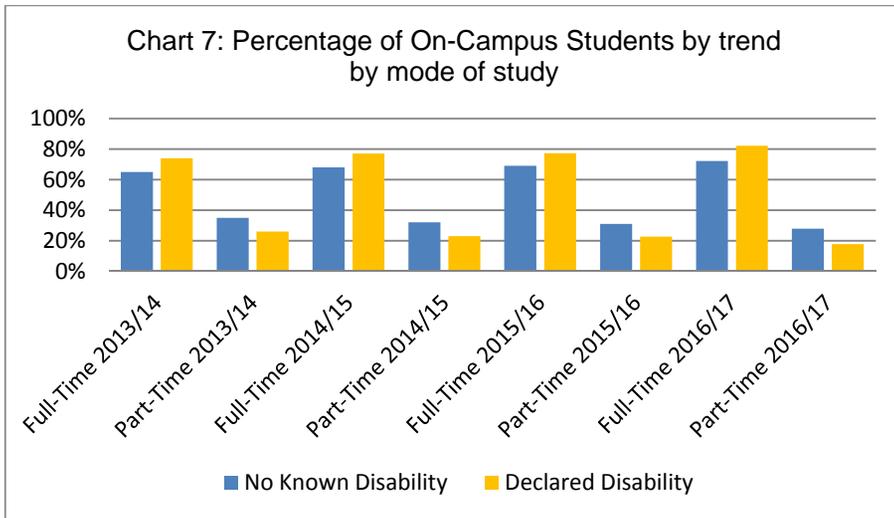


\*note: off-campus a social/communication impairment such as Asperger/deaf or have a serious hearing impairment/disability, impairment or medical condition/mental health condition, such as depression/physical impairment or mobility issues, such as wheelchair user and two or more impairments and/or disabling conditions for 2016/17 relates to less than 10 students.

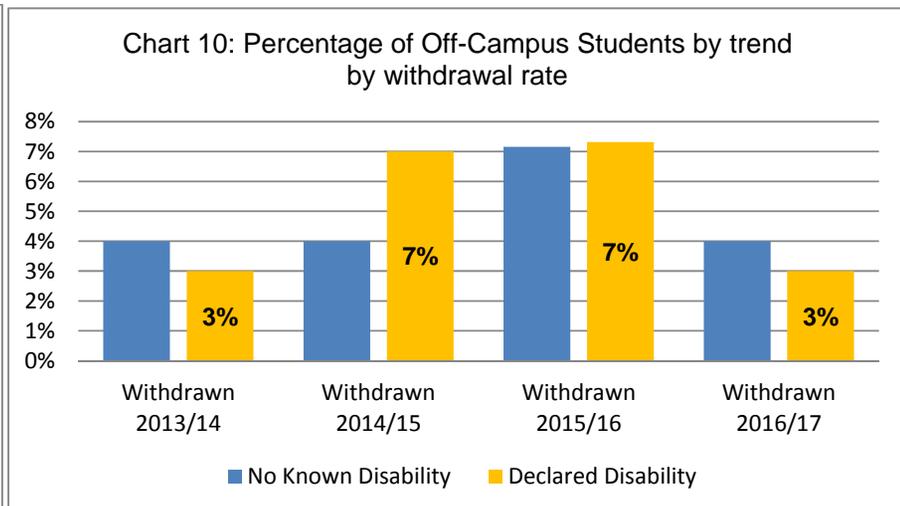
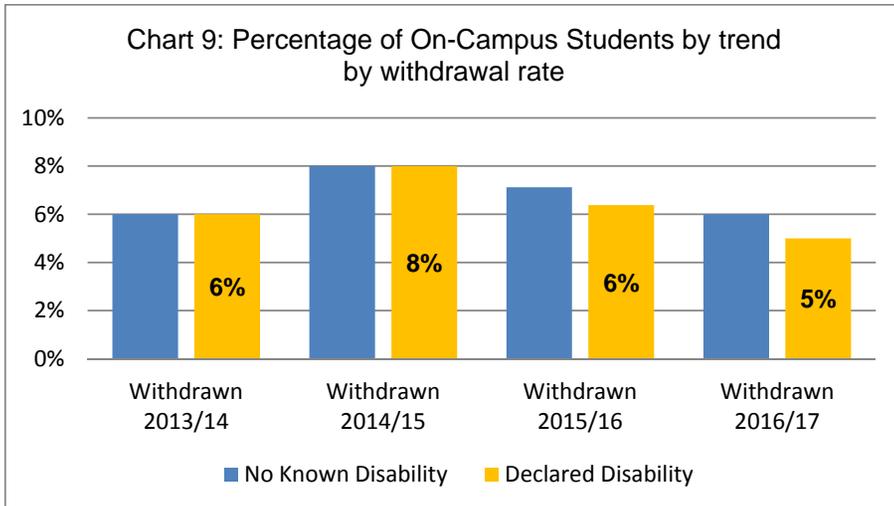


\*note: off-campus level of study for declared disability for postgraduate for 2016/17 relates to less than 10 students.

**Chart 5/6:** 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.

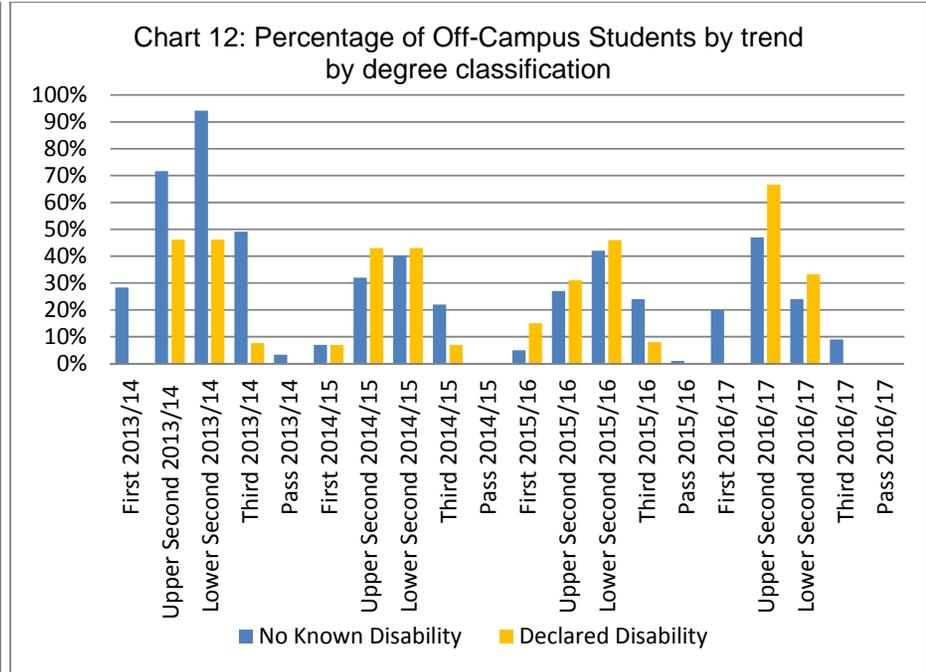
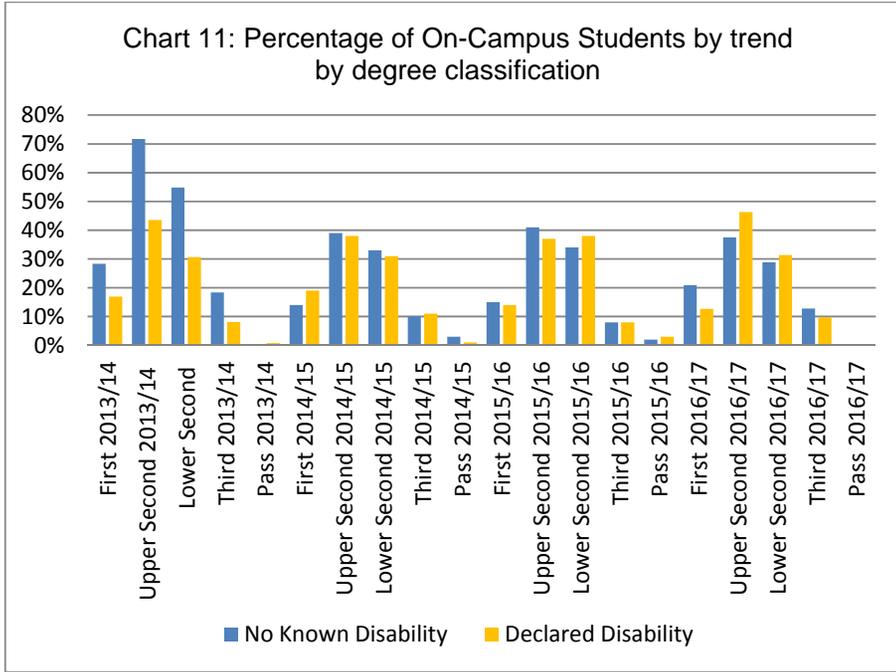


**Chart 7/8:** The trend for on-campus students who have a declared disability, on average is **9%** higher in those studying on a full-time course. However, for off-campus, the figures are slightly higher showing an average of **16.5%** higher at full-time level.



\*note: off-campus withdrawal rate for declared disability for 2016/17 relates to less than 10 students.

**Chart 9/10:** The underlying trend remains the same i.e. withdrawal rates are relatively the same whether students have a declared disability or not.

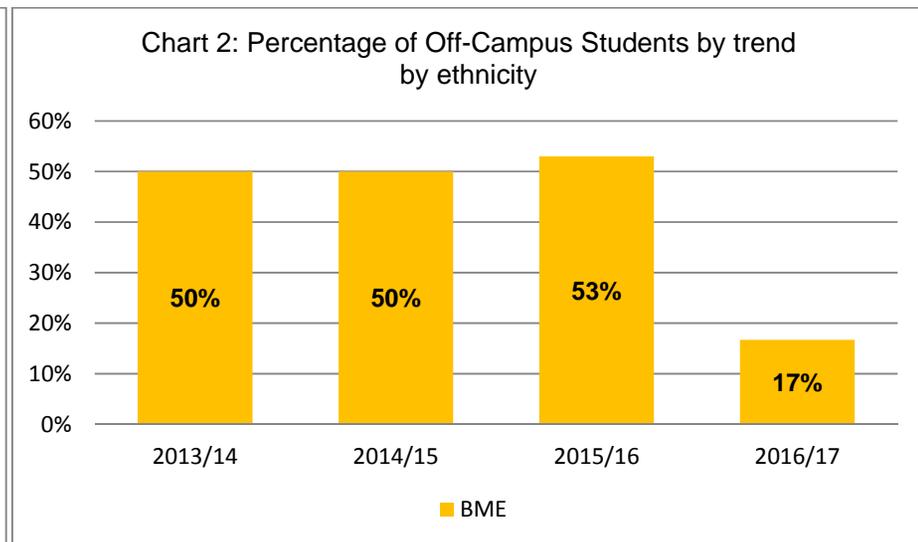
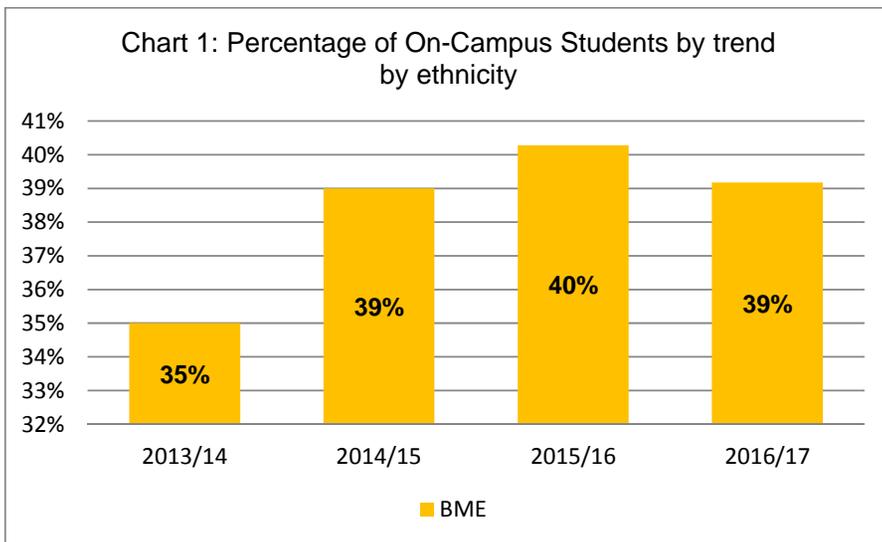


\*note: off-campus degree classification for no known disability third and declared disability upper second and lower second for 2016/17 relates to less than 10 students.

**Chart 11/12:** The trends here show that the majority of our students with a declared disability achieve an upper second/lower second degree classification, however off-campus have shown a **21%** increase from 2013/14 in students that are achieving an upper second degree classification, as opposed to a lower second degree classification.

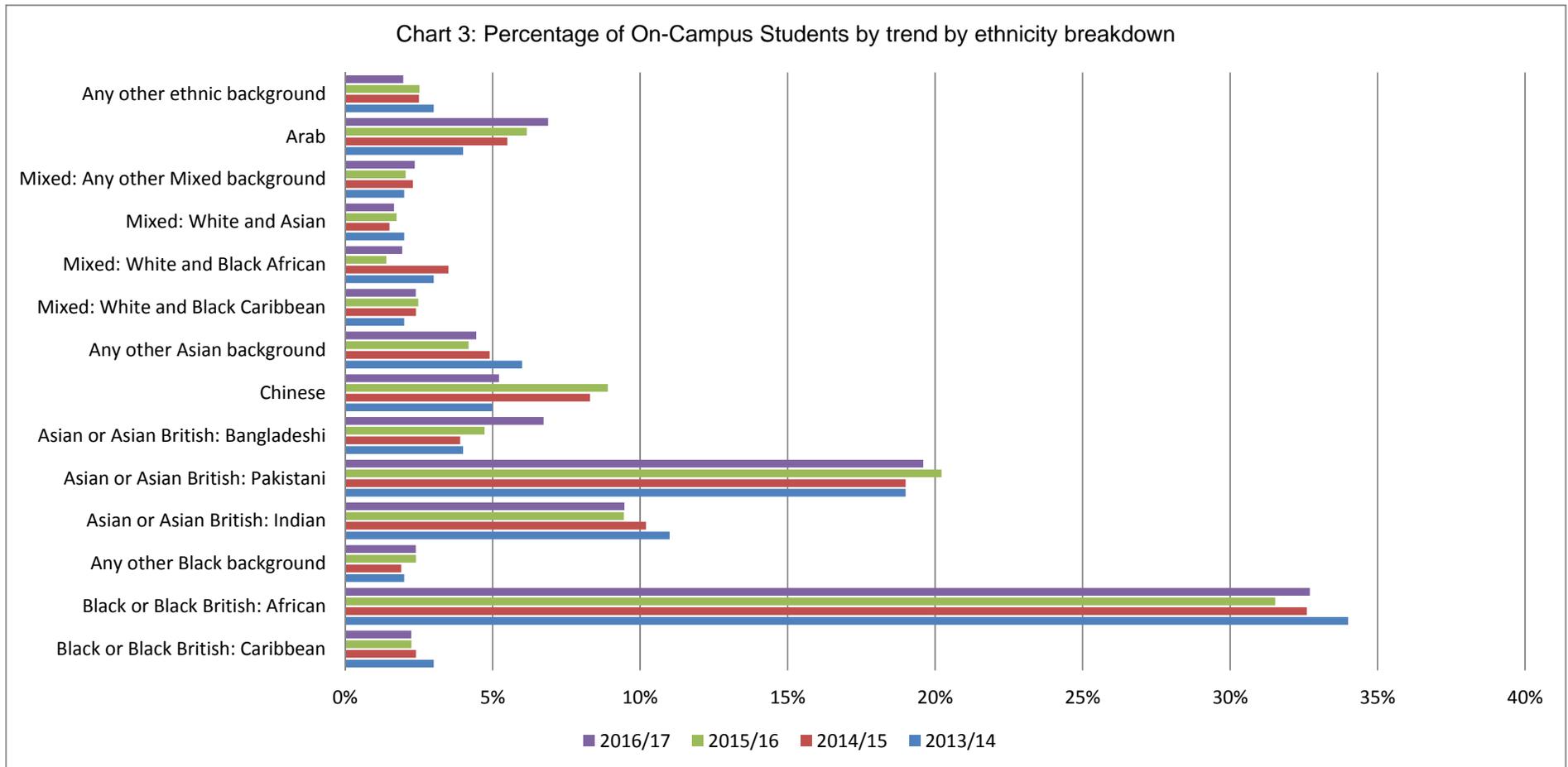
- **Ethnicity**

**ECU:** mention that the proportion of students who are identified as black and minority ethnic (BME) has steadily increased since 2003/04. In 2015/16, 395,690 of all UK domiciled students identified as BME, representing a **51.1%** 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 **6.7%** in 2015/16. In comparison, the proportion of mixed race students has grown by 2.1 percentage points, Asian by 2.1 percentage points, and other ethnic group by 0.5 percentage points. In this same time period, the proportion of UK domiciled students who were Chinese has consistently remained at **0.9%**.<sup>5</sup>



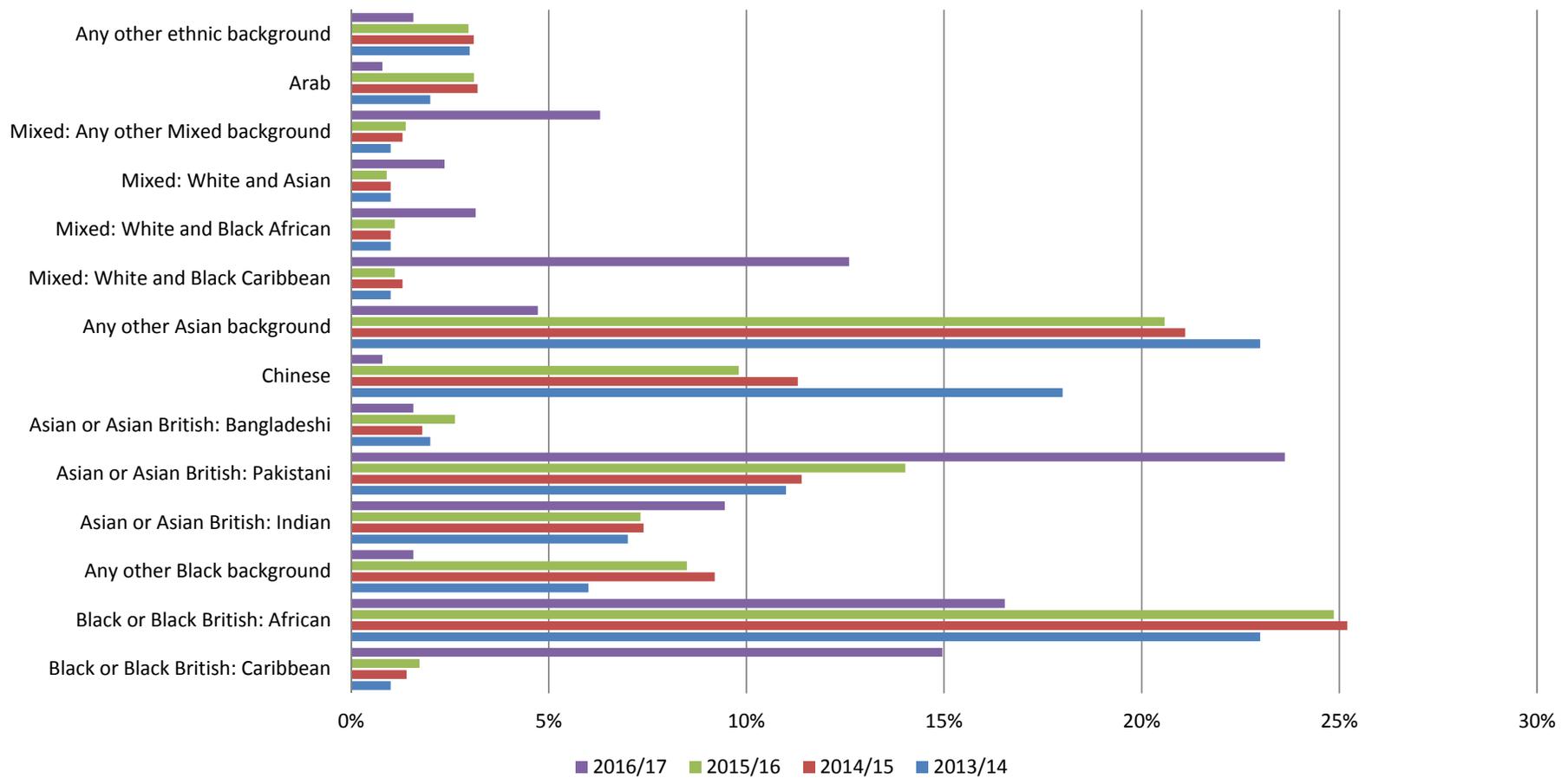
<sup>5</sup> ECU Equality and higher education students statistical report 2017 (<http://www.ecu.ac.uk/publications/equality-in-higher-education-statistical-report-2017/>)

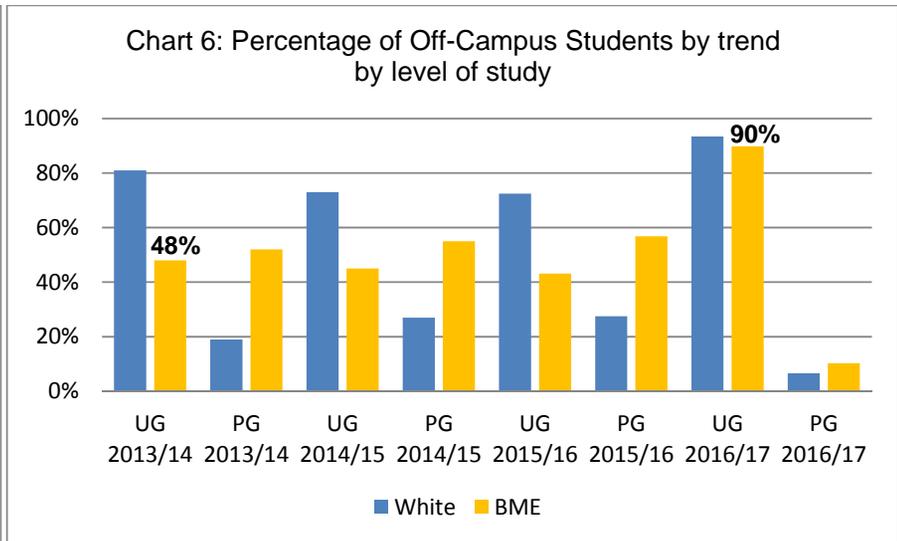
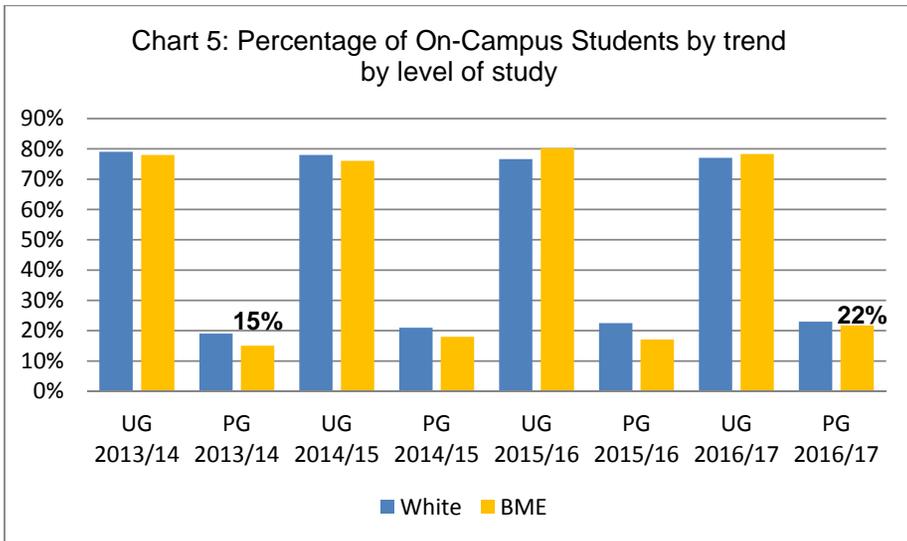
**Chart 3/4:** The charts within this section display the breakdown of on-campus and off-campus students who have declared themselves to be from a BME category. For the purpose of the following data, each of the categories have been grouped together and throughout this section will be referred to as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



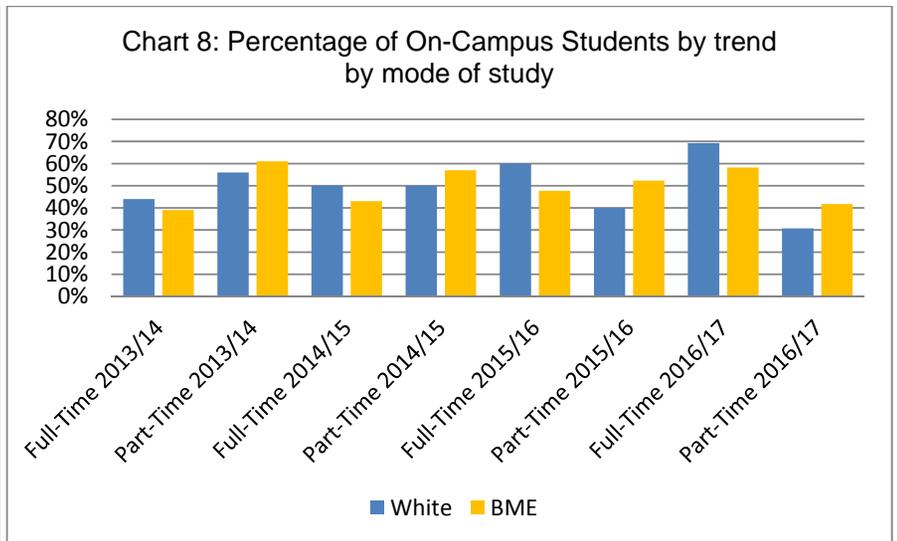
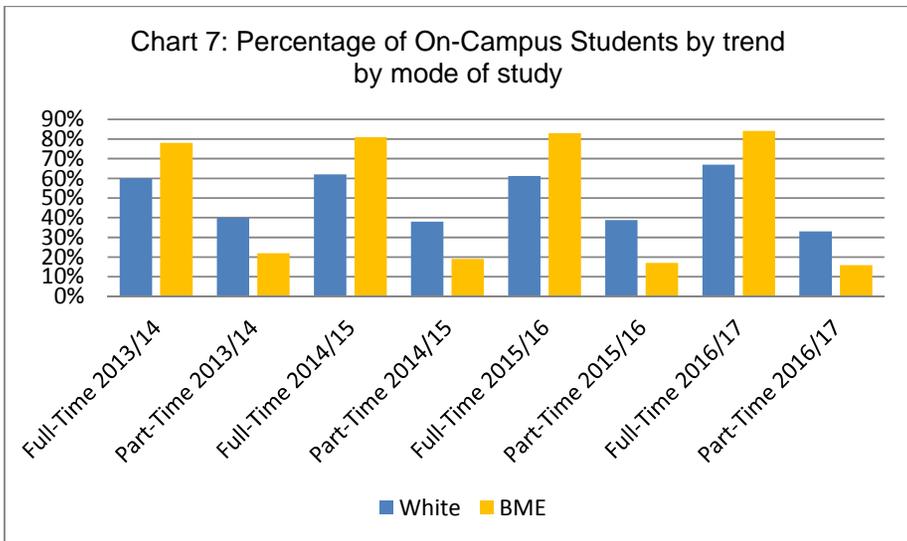
\*note: off-campus any other black background/asian or asian banglideshi/chinese/any other asian background/mixed white and black african/mixed any other mixed background/arab and any other ethnic background for 2016/17 relates to less than 10 students.

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

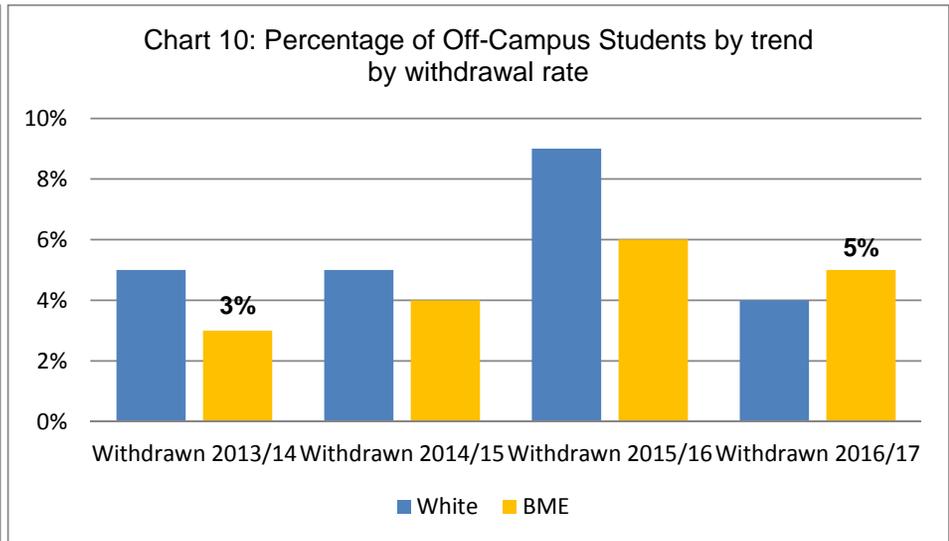
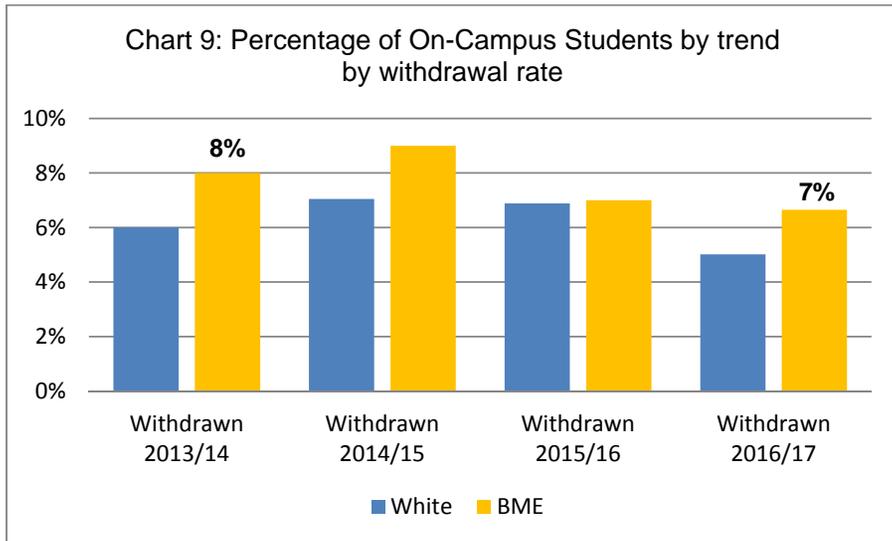




**Chart 5/6:** There are visible trends for both on-campus and off-campus students within the BME category. On-campus postgraduate students have increased by 7% and off-campus undergraduate students have increased by 42% from 2013/14 to 2016/17.



**Chart 7/8:** Over the last three years we have seen an increase in the BME students who are studying on a full-time basis. The upward trend for 2016/17 has continued with a **6%** increase since 2013/14.



\*note: off-campus withdrawal rate for BME for 2016/17 relates to less than 10 students.

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

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

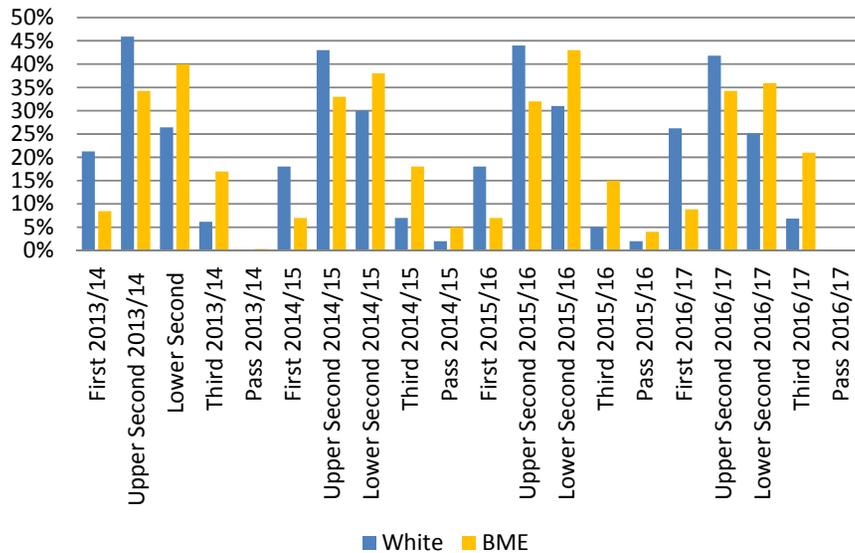
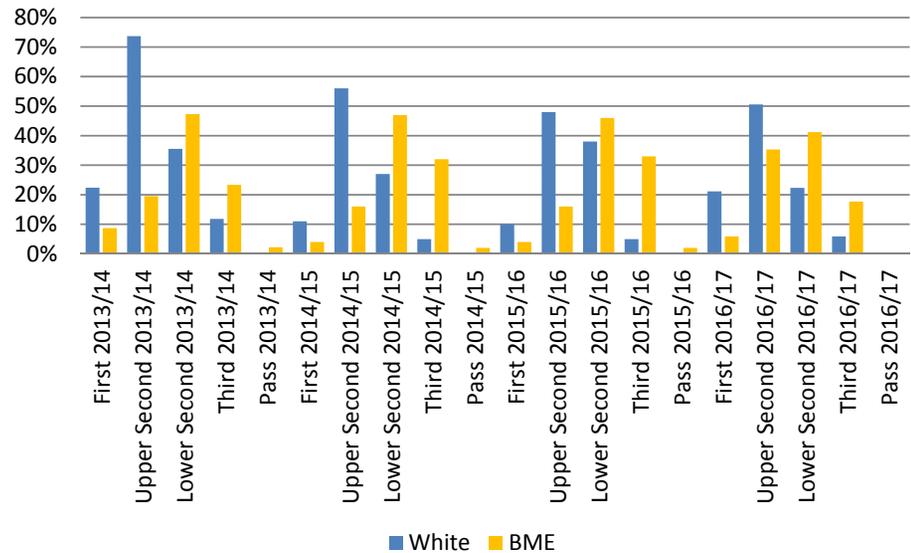


Chart 12: Percentage of Off-Campus Students by trend by degree classification

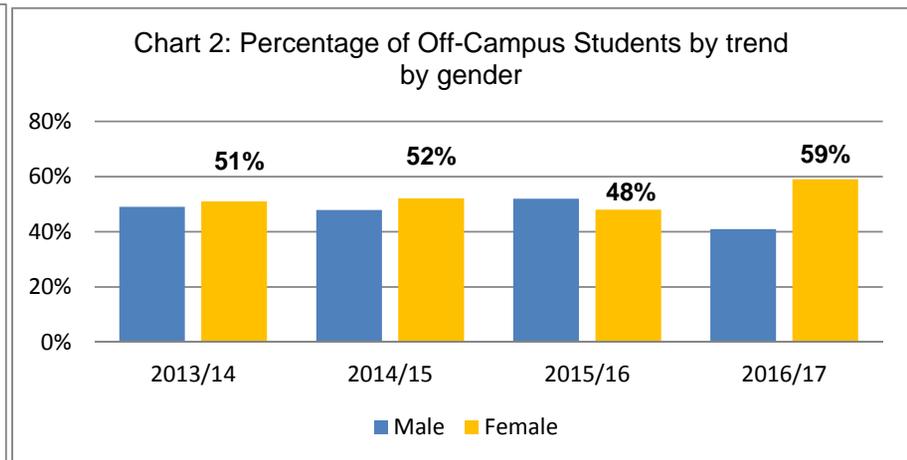
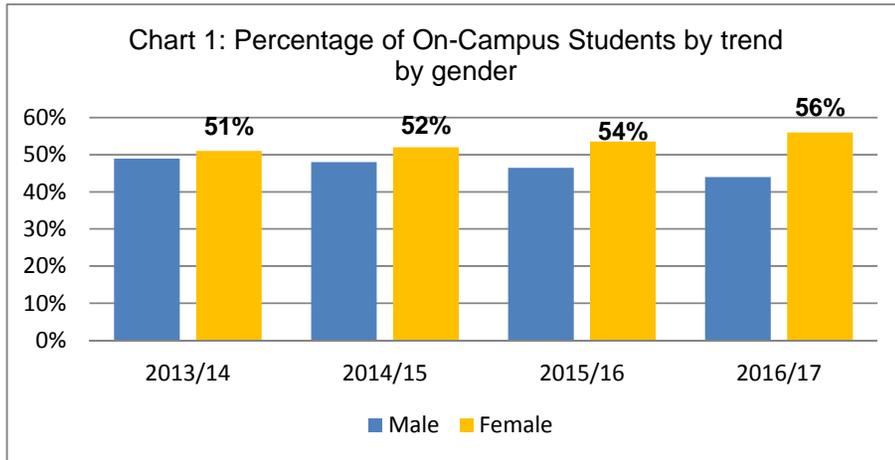


\*note: off-campus degree classification for white third and degree classification for BME first/upper second/lower second and third for 2016/17 relates to less than 10 students.

**Chart 11/12:** For both white and BME students, those either receiving first or upper second degree classification has remained remarkably consistent. For off-campus there is a large dip from 2013/14 to 2015/16 but 2016/17 has seen a recovery back to 2013/14 levels. A similar trend can also be seen for the BME students. Off-campus data shows that BME students gaining an upper second has more than doubled in the last year.

- **Gender**

**ECU:** although the decline in student numbers has proportionally been larger amongst women than men, women continue to make up the majority of students studying in the UK.<sup>6</sup>



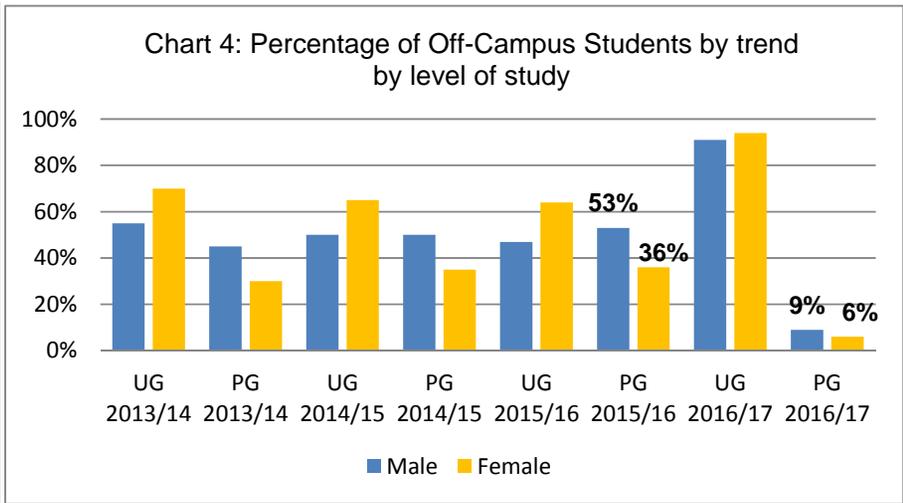
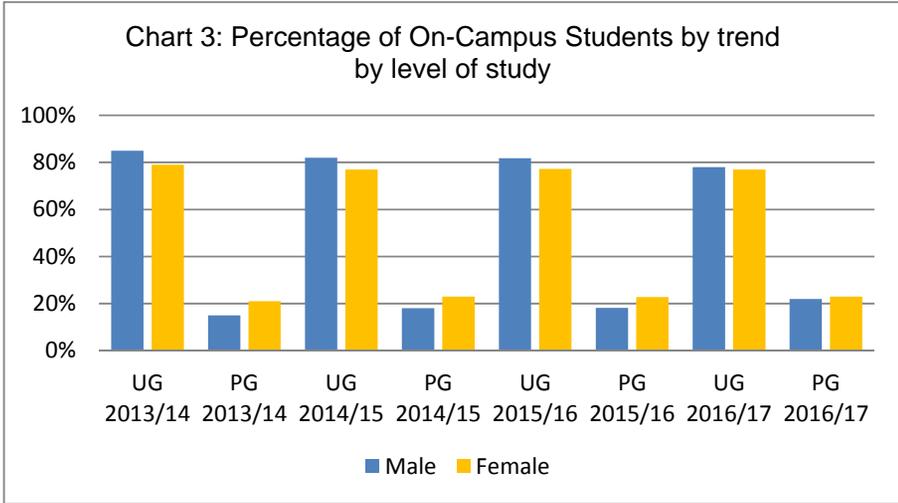
**Chart 1/2:** There is a continuing upward trend for on-campus female students. Off-campus also shows a similar trend with a slight decrease during 2015/16. However, over the last year the figure has improved to pre 2014/15 levels and is in fact now higher than on-campus.

**ECU: All students by country gender**

	England	
	No.	%
Female	1065355	56.5
Male	820800	43.5
All students	1886155	100.0

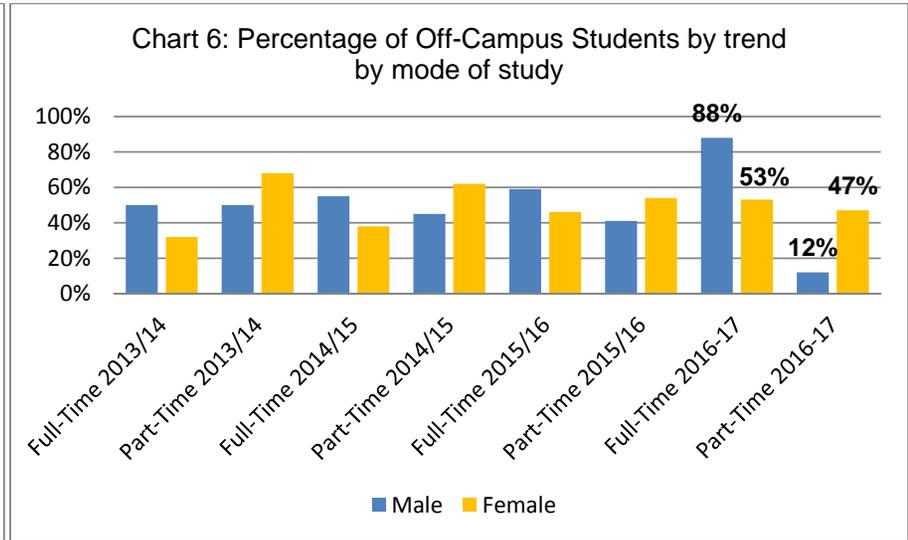
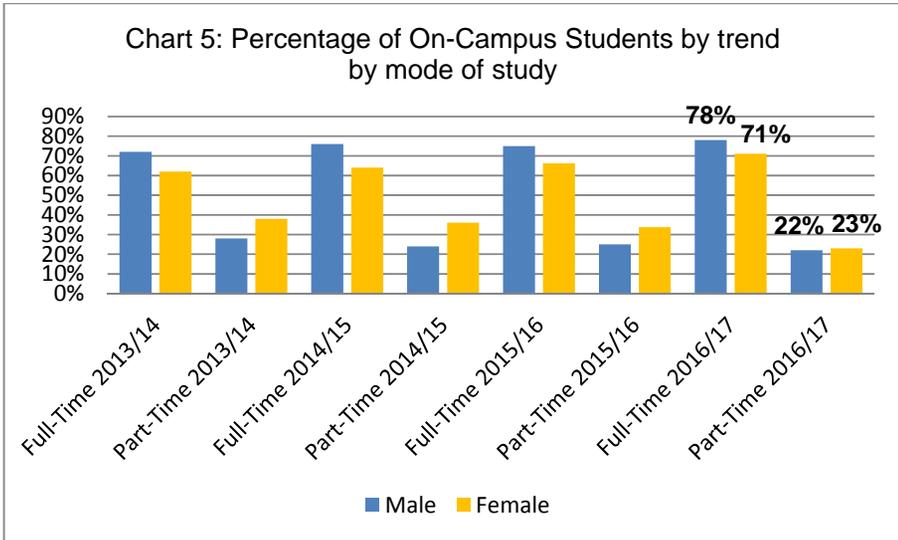
<sup>6</sup> ECU Equality and higher education students statistical report 2017 (<http://www.ecu.ac.uk/publications/equality-in-higher-education-statistical-report-2017/>)

<sup>7</sup> ECU Equality and higher education students statistical report 2017 (<http://www.ecu.ac.uk/publications/equality-in-higher-education-statistical-report-2017/>)

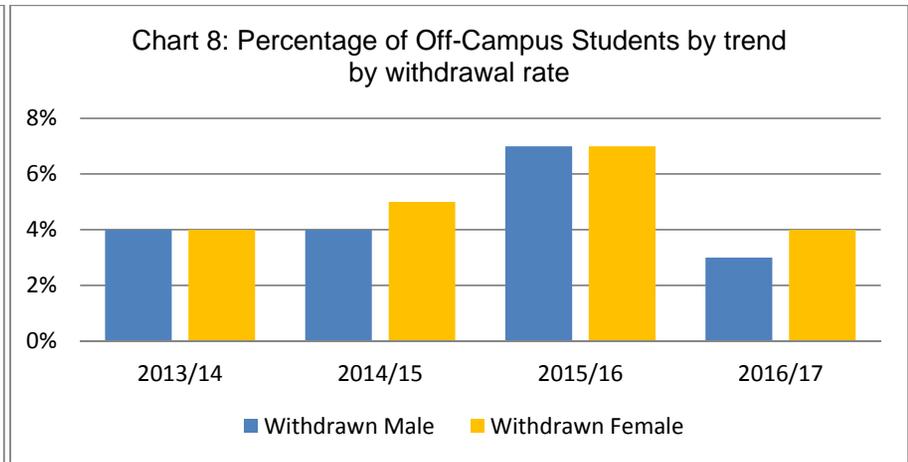
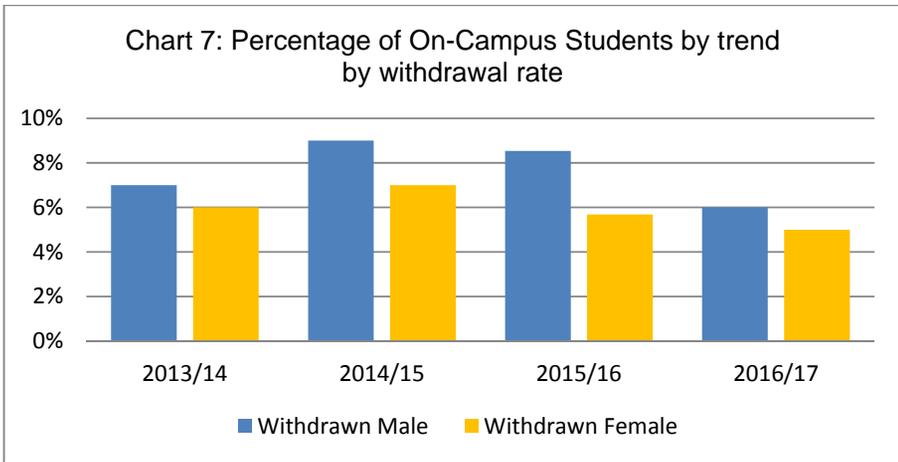


**Chart 3/4:** The trend in both on-campus and off-campus shows that the majority of our students are studying at undergraduate level these figures have remained fairly consistent. Although it can be seen that the majority of our off-campus students are studying at undergraduate level for off-campus both male and female students studying at postgraduate level there has been a significant drop. ECU's figures show that an average of **59%** female and **40%** male are studying at undergraduate level and **55%** female and **44 %** male are studying are postgraduate level.<sup>8</sup>

<sup>8</sup> ECU Equality and higher education students statistical report 2017 (<http://www.ecu.ac.uk/publications/equality-in-higher-education-statistical-report-2017/>)

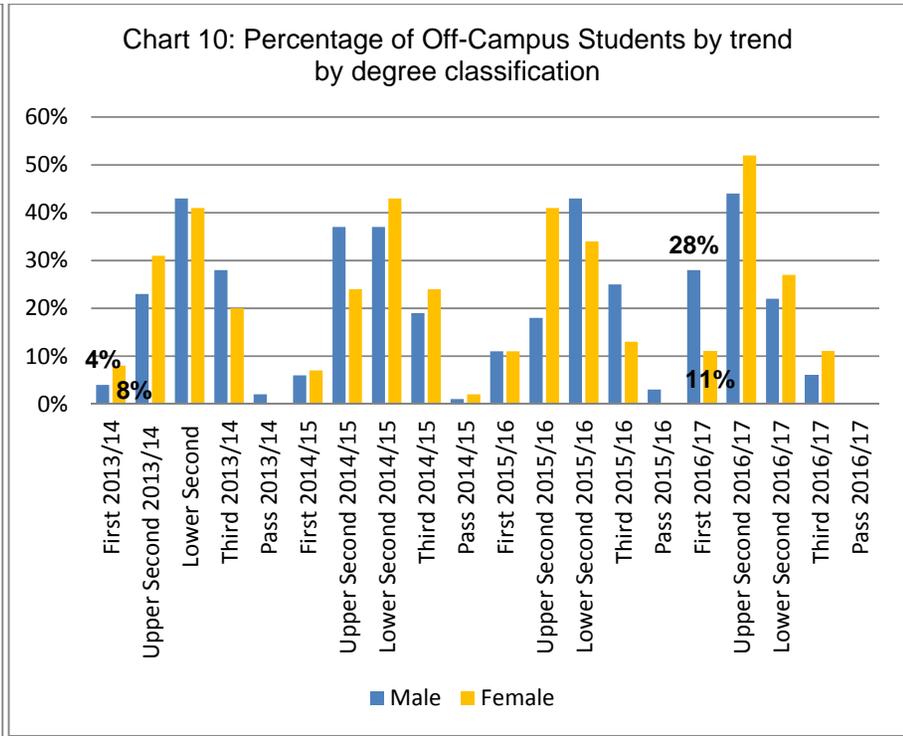
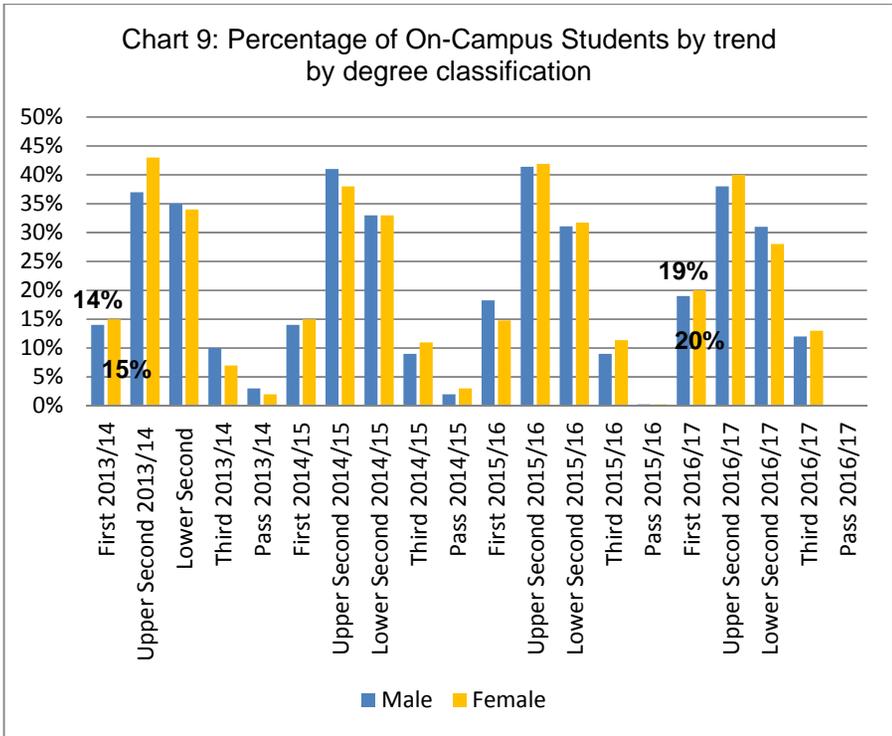


**Chart 5/6:** The trend shows that the majority of our on-campus students are studying full-time courses with a slightly higher percentage of these being male. ECU's figures show that 55% are female and 45% male studying full-time and 60% female and 39% male studying part-time.<sup>9</sup>



<sup>9</sup> ECU Equality and higher education students statistical report 2017 (<http://www.ecu.ac.uk/publications/equality-in-higher-education-statistical-report-2017/>)

**Chart 7/8:** The trend for both on-campus and off-campus students withdrawing from their studies has increased from 2013/14 to 2015/16, however in 2016/17 we can see that these figures have now started to improve.



\*note: off-campus degree classification for female first degree classification male and female third for 2016/17 relates to less than 10 students.

**Chart 9/10:** The trend shows that the percentage of students receiving a first degree classification has increased and this is the same for both on and off-campus. On-campus figures show that both male and female students receiving a first since has increased by **5%** and off-campus figures show that males receiving a first has increased by **24%** and females by **3%** since 2013/14.

- **Other Protected Characteristics**

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

# National Student Survey Results 2017

## Analysis of results for the University of Bolton (UoB)

The 2017 National Student Survey (NSS) marks the thirteenth annual survey of student experiences in higher education institutions (HEIs) in the United Kingdom. The NSS questionnaire has been changed for 2017. 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:

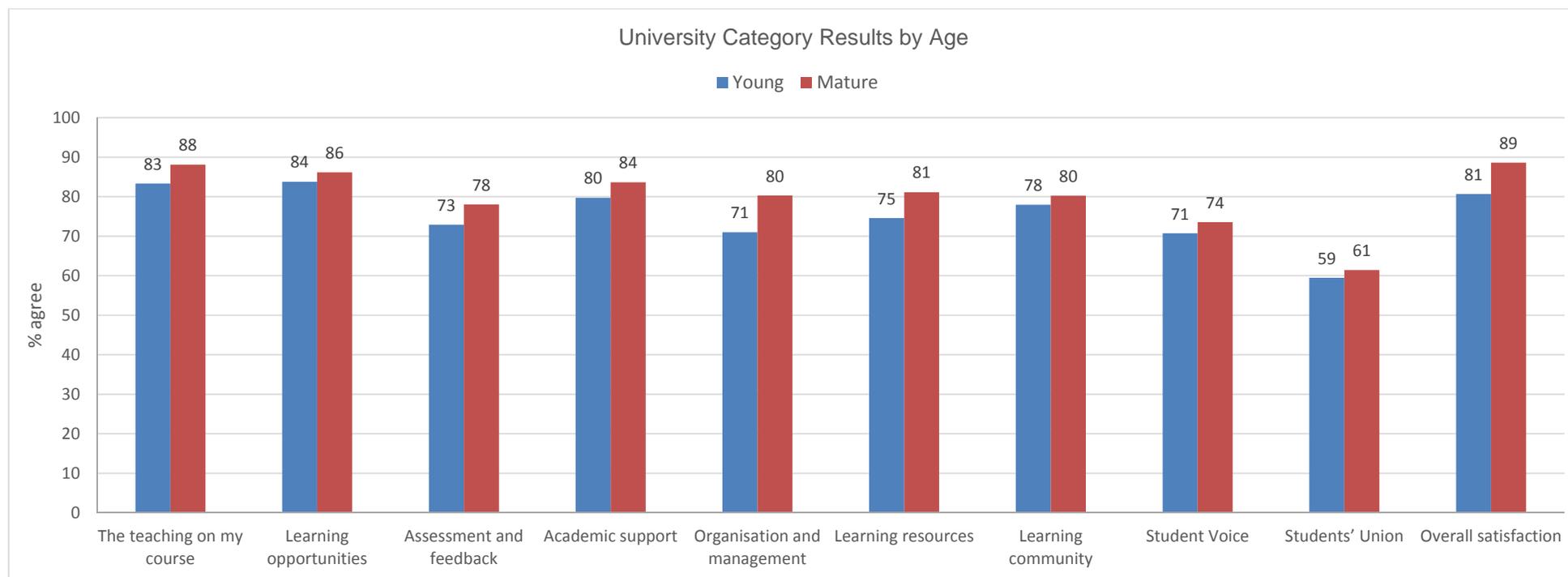
- Definitely Agree
- Mostly Agree
- Neither Agree Nor Disagree
- Mostly Disagree
- Definitely Disagree
- Not Applicable

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 - 2017

## By Category and Age

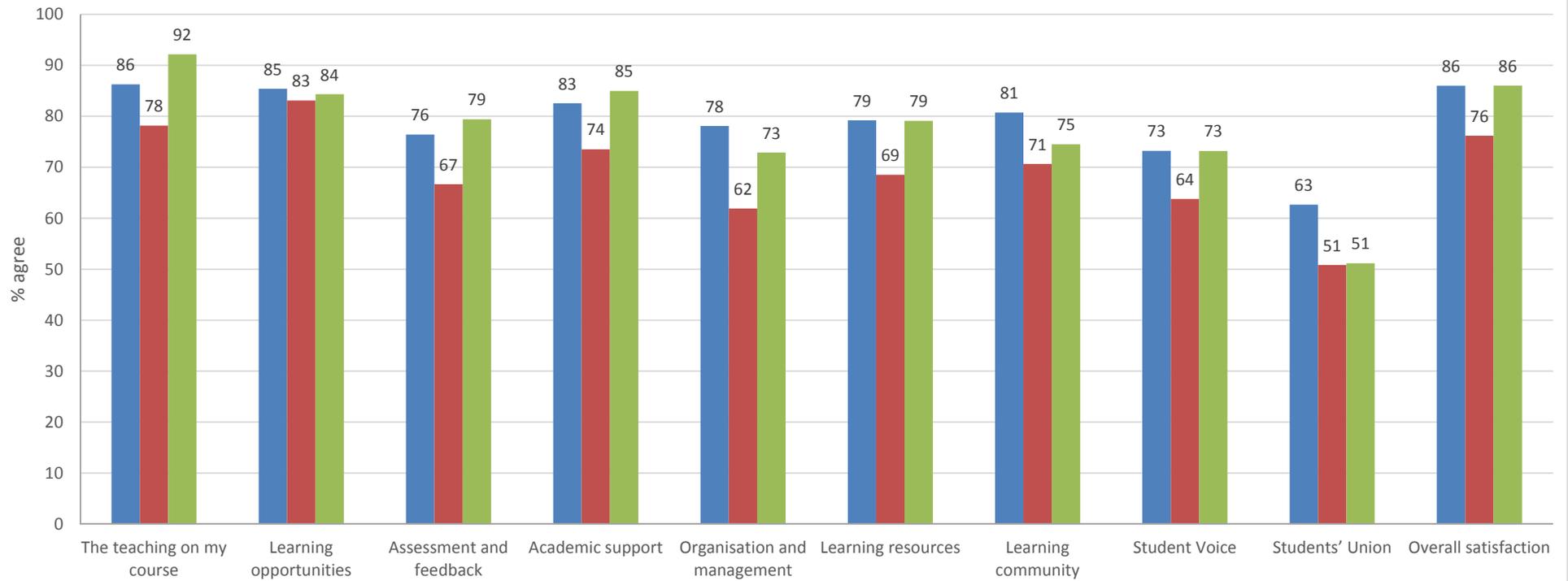
Students that are categorised under 'mature' students are students over the age of 21.



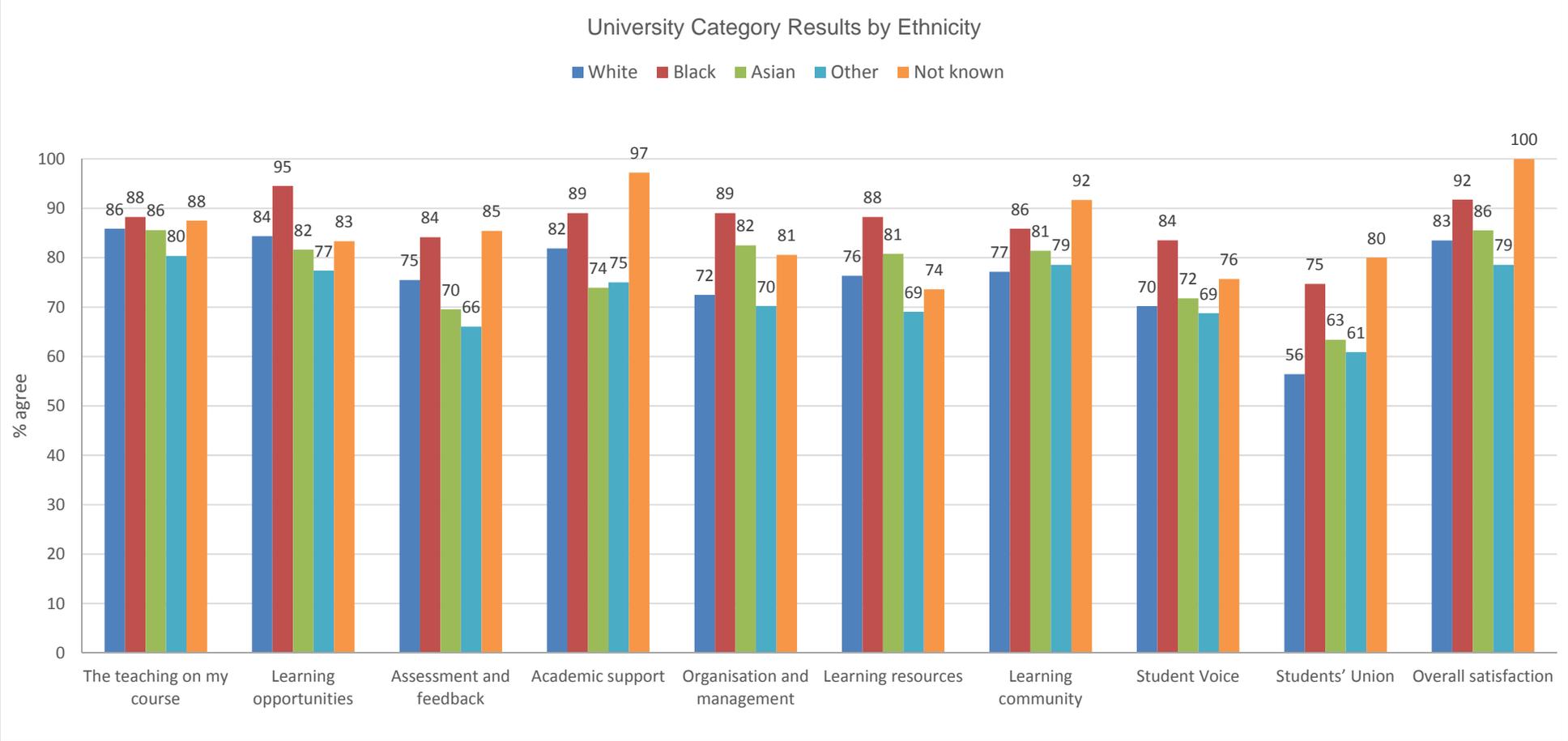
## By Category and Disability

University Category Results by Disability

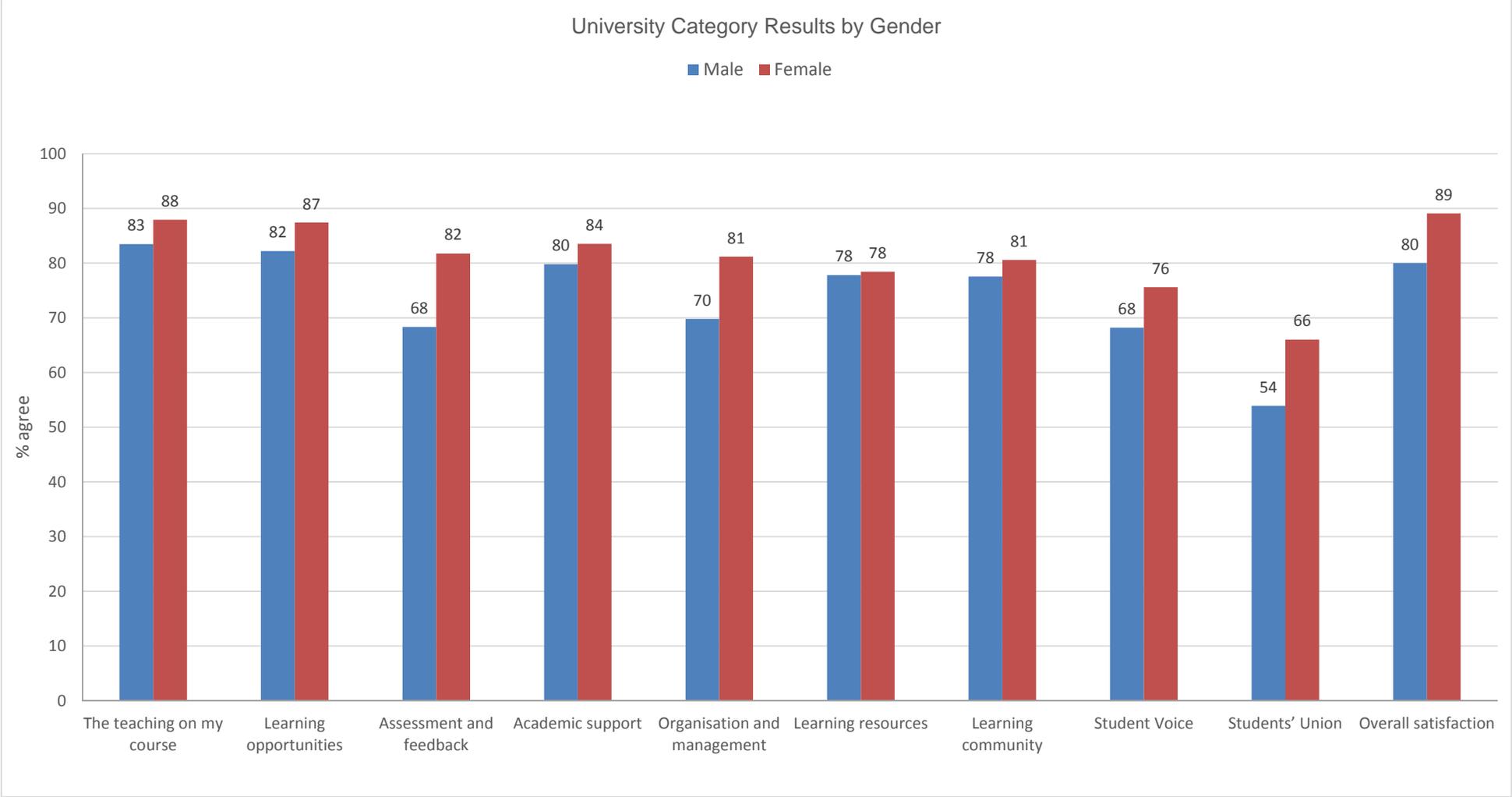
■ No known disability   ■ A specific learning disability (e.g. dyslexia, dyspraxia, ADHD)   ■ Other disability (Excluding Dyslexia, dyspraxia, ADHD)



# By Category and Ethnicity



# By Category and Gender



# Equality and Diversity Statistical Data – Board of Governors

Chart 1: Gender

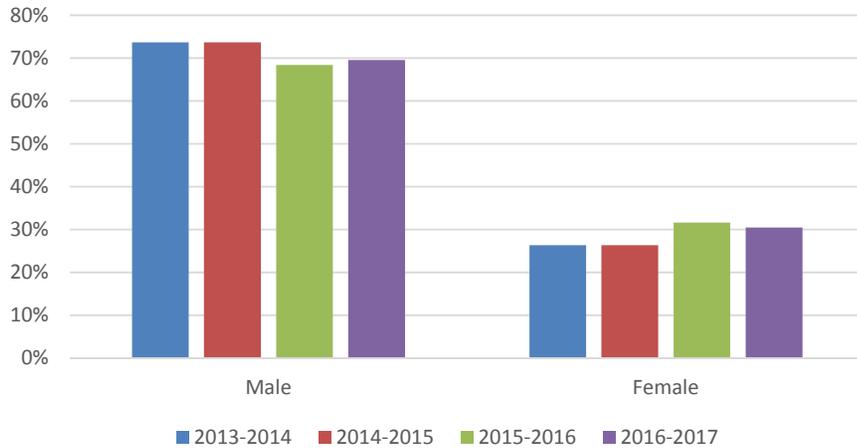


Chart 2: Age

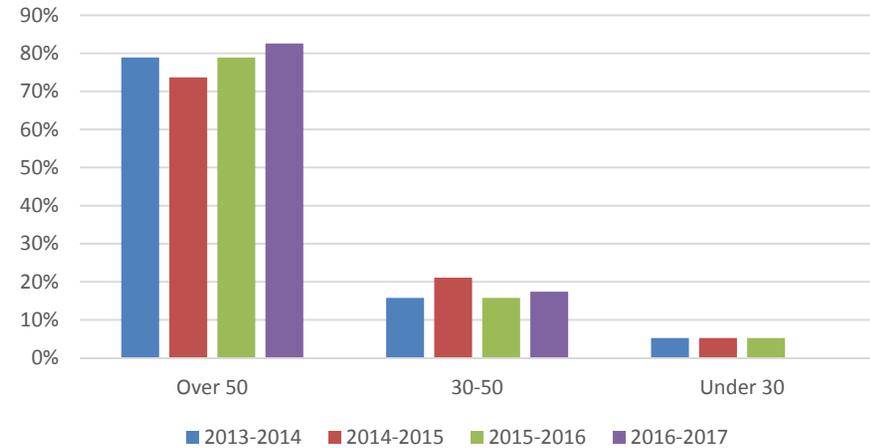
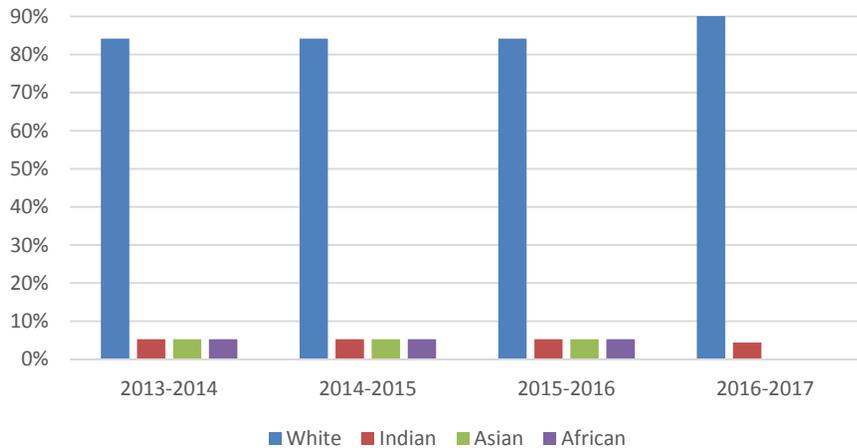


Chart 3: Ethnicity



As outlined in the 2015/2016 report, the number of members on the Board of Governors was expected to increase. The reason for this was due to new members joining from Bolton and Bury Colleges as a result of the then proposed three way merger with the University.

The priority for the University is to ensure that members of the University Board of Governors have the right skills, knowledge and experience and collectively act as the University's effective Governing Body and are responsible for overseeing the educational character and mission of the University with specific responsibilities for financial probity and the effective use of resources.

# Equality and Diversity Annual Report 2016/2017

To request another format please contact us at [hr@bolton.ac.uk](mailto:hr@bolton.ac.uk) or alternatively Mrs Kerry Prescott, Equality and Diversity Champion on 01204 903574.

This report is available online at [www.bolton.ac.uk/Diversity](http://www.bolton.ac.uk/Diversity) and can be made available in other formats.

