University of Bolton

Teaching Intensive Research Informed

EQUALITY & DIVERSITY 2015/2016

Equality & Diversity Information Report 2015/16

Welcome to the Equality & Diversity Information Report for 2015/16. The University of Bolton is a highly diverse organisation and here at Bolton we are committed to equality of opportunity and to an inclusive approach to equality - which supports all groups of society.

We enter 2017 with a further focus on raising awareness and developing the skills of our staff on equality and diversity issues. This will be particularly important as the University implements its new strategy.

Equality and Diversity Annual Report 2015/2016

Contents:

Welcome

Welcome to the University of Bolton's Annual Equality & Diversity Information Report for 2015/16.

The University of Bolton is a highly diverse organisation and here at Bolton we are committed to equality of opportunity and to an inclusive approach to equality - which supports all groups of society.

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

We enter 2017 with a further focus on raising awareness and developing the skills of our staff on equality and diversity issues. This will be particularly important as the University implements its new strategy.

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

Introduction

Here at the University we are committed to equality of opportunity, encouraging the pursuit of diversity amongst our staff and student population within a supportive environment for all. This will be reflected in our governance arrangements and relationships with our wider community. Staff and students are expected to contribute and actively support the University in working towards the elimination of discrimination and harassment, promoting equality of opportunity in terms of access to the University's services, employment opportunities and support for students in their welfare and education.

We are committed to treating all people with dignity and respect equally irrespective of the protected characteristics. In particular, the University:

- ✓ Promotes a culture of respect and welcomes diversity of origin, background and experience amongst our staff and student community.
- ✓ Strives to ensure that the work, teaching and learning environment is free from harassment and bullying and that everyone is treated with dignity and respect.
- ✓ Ensures any acts of discrimination, harassment, bullying or victimisation against staff, students, visitors or contractors are treated as disciplinary offences and dealt with under the appropriate University disciplinary procedure.

How do we deliver this?

Equality and Diversity Committee

The Committee is the University's principal vehicle for consultation on equality and diversity matters, with responsibility for ensuring that corporate equality objectives are set and met. The action plan formed by the Committee is included within this report and will utilise the statistics and trends identified throughout the report.

Monitor and Evaluate

In order to monitor and evaluate on how we are delivering on equality and diversity, the University collects data which provides statistical analysis on our staff and student profiles. We also collect and analyse data from our staff and student surveys. We collect this information not only to monitor but to actively seek ways we can make improvements.

Training

The University has implemented mandatory equality and diversity training which must be completed by all staff at the University. This is to ensure good understanding of all equality and diversity matters and so appropriate action can be taken if need be. Currently we have employed support provision from Amian, to support staff with workplace issues, stress, anxiety or any personal issues.

Raising Awareness

The University hosts an annual event Celebrating Diversity Day for staff and students to raise awareness of the issues around equality and diversity. The event is an excellent opportunity for our staff and students to explore different culture and gain a better understanding of the 9 protected characteristics which are set out in the Equality Act 2010.

The Purpose of this Report

This report mainly focuses on gender, ethnicity, disability, sexual orientation, religion or belief and age displaying statistics regarding the equality and diversity of both staff and students. It looks into the overall split of these protected characteristic and compares the minority with the majority in a number of ways.

It details the percentage of each protected characteristic of staff and whether their position is academic/professional, full-time/part-time, fixed/permanent and their salary. The report also identifies statistics regarding the percentage of each students protected characteristic in relation to their mode of study, level of study etc. Using these statistics the University is able to identify certain trends that may or may not be considered desirable by the University.

NB: The reporting period is for the academic year 2015/16 and is published in the academic year 16/17

Equality and Diversity
Statistical Equality Data
Staff

Equality and Diversity Statistical Data – Staff

Overview

The University continues to strive to achieve equality of opportunity amongst all staff and impending staff. The University has a diverse community amongst its staff enhanced with culture of a variety of protected characteristics, adding a variety of expertise, views and knowledge. It is the diverse expertise, views and knowledge that motivates improvement and creativity at the University.

The Organisation and Development, Equality and Diversity Committee goes from strength to strength, looking at new initiatives such as:

- Appointing Diversity Champions
- Athena Swan Accreditation
- Mental Health Awareness First Aid Training
- Consideration of a University wide flexitime scheme
- Consideration/implementation of the Dignity at Study Student policy
- Obtained a membership of the Equality Challenge Unit (ECU)

Following on from previous 'Celebrating Diversity Day' the committee are looking to build on its success by conducting a review/revamp to keep it topical and at the forefront of staff and students minds.

The University are now underway with the equality and diversity training programme which was launched in 2014-2015 and has been rolled out to all its new starters. This training is also going to become compulsory to all staff across the University, on recommendation of the Committee. By completing this training it provides staff with an understanding of the importance of equality and diversity and how to react if they encounter any instances of discrimination, harassment or bullying. Only those who have completed this training will then be eligible to participate on interview panels.

This report contains data regarding the protected characteristics and in some instances highlights three year trends. It is looking into employee terms of employment, mode of employment and whether or not staff fulfil an academic role or a professional support role. The salaries of each protected characteristic will also be identified, looking at the percentage of each protected characteristic on each grade. The data has been compiled with thanks to the support of HR's Systems Officer and Student Data Management Data Analyst's. The data accurately shows how the university performs in areas of Age, Gender, Ethnicity and Disability. For the first time the staff data also looks at data around Sexual Orientation and Religion or Belief.

NB: S*taff have only been categorised as fixed salary if their salary exceeds that of grade 9.*

- **Gender**

Chart 1: Percentage of Staff in post by trend by Gender

	Male	Female
■ 2015-2016	51.4%	48.6%
■ 2014-2015	48.7%	51.3%
■ 2013-2014	49.5%	50.5%

■ 2015-2016　■ 2014-2015　■ 2013-2014

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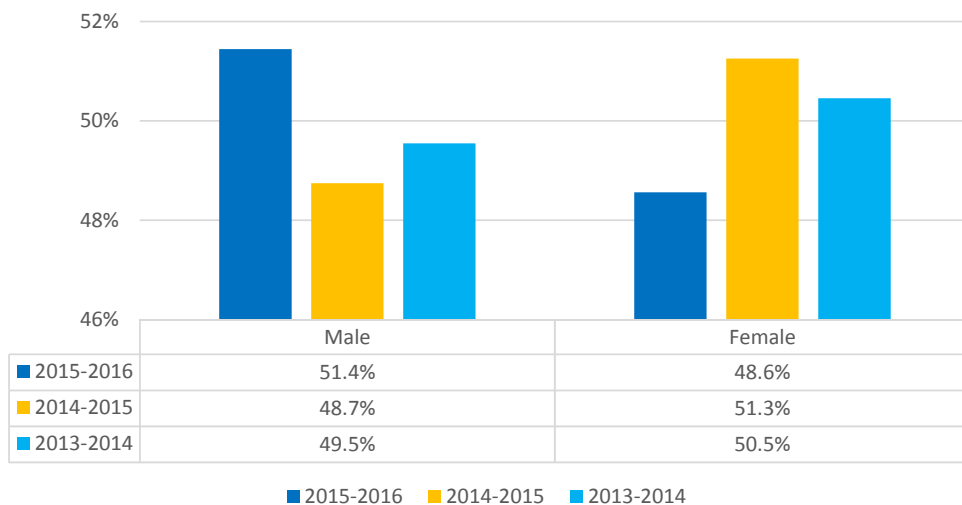**Chart 1:**   Upon looking at the gender split, during the previous two years there have been a continuing increase in the number of female staff, however this year there is a slight shift as males have increased by just over 2.5%. Within the HE Sector[1] an avarage of 55.6% of the workforce are female compared with 58.6% for the Large Public Sector comparator group.

[1] Figures taken from DLA Piper

Chart 2: Percentage of Academic/Professional Staff in post by trend by gender

Legend:
- 2015-2016 - Male
- 2015-2016 - Female
- 2014-2015 - Male
- 2014-2015 - Female
- 2013-2014 - Male
- 2013-2014 - Female

Academic: 58%, 37%, 59%, 37%, 57%, 35%
Professional: 42%, 63%, 41%, 63%, 43%, 65%

Chart 2:   There continues to be a higher percentage of female staff working in professional support areas than that of the academic. The trends are almost the complete opposite for males as most males work in an academic role. The University has a higher percentage of females in professional support roles than the HE Sector average[2] of 55.6% of the workforce are female compared with 58.6% for the Large Public comparator group.

Chart 3: Percentage of Full-Time/Part-Time Staff in post by trend by Gender

Legend:
- 2015-2016 Male
- 2015-2016 Female
- 2014-2015 Male
- 2014-2015 Female
- 2013-2014 Male
- 2013-2014 Female

Full-Time: 83%, 63%, 85%, 66%, 81%, 63%

Part-Time: 17%, 37%, 15%, 34%, 19%, 37%

Chart 3: A higher percentage of university staff work in full-time positions regardless of their gender, and year on year the figures have remained relatively stable. Within the HE Sector[3], an average of 30.7% of the workforce work part-time, compared with 32.2% for the Large Public Sector comparator group.

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[3] Figures taken from DLA Piper

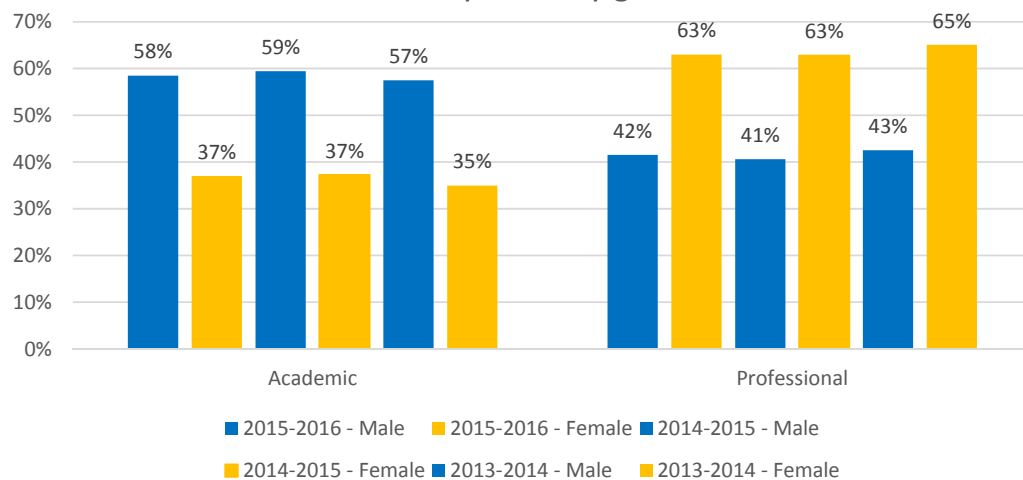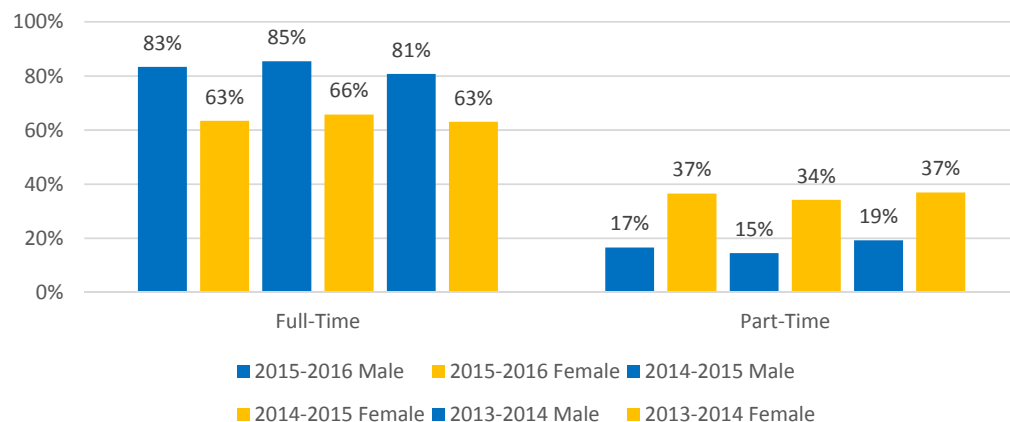## Chart 4: Percentage of Fixed/Permenant Staff in post by trend by Gender

Legend:
- 2015-2016 Male
- 2015-2016 Female
- 2014-2015 Male
- 2014-2015 Female
- 2013-2014 Male
- 2013-2014 Female

Fixed: 12%, 12%, 15%, 13%, 17%, 11%
Permanent: 88%, 88%, 85%, 88%, 83%, 89%

Chart 4: The majority of staff hold a permanent role at the university with only a slight percentage difference over the last three years for that of both men and women. The trend is very similar also for those in a fixed role, although it's a smaller percentage the trend over the three years has also kept the same give or take 1-2%. However when we look at the HE Sector[4] it has an average of 19.2% of the workforce on a fixed-term or temporary basis compared with 15.8% for the Larger Public Sector comparator group.

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[4] Figures taken from DLA Piper

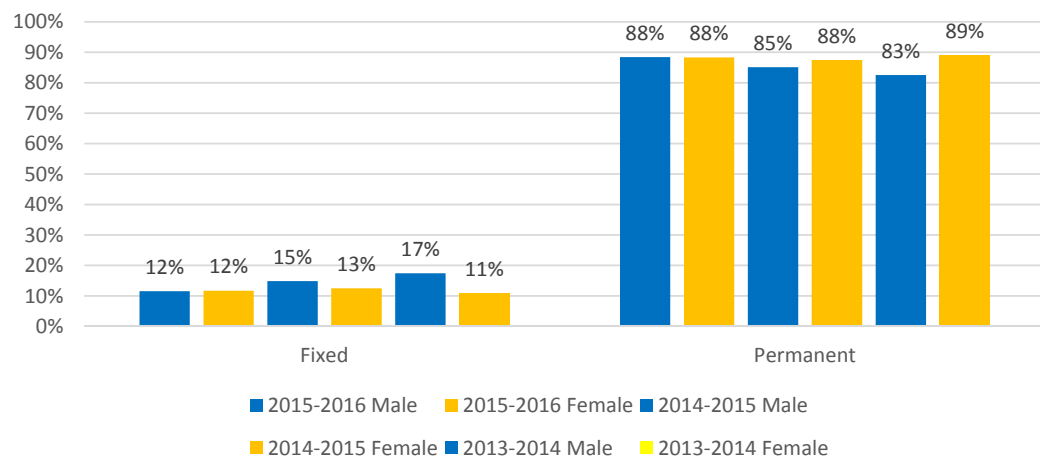## Chart 5: Percentage of Grade 1-5 Staff in post by trend by Gender

Legend: 2015-2016 Male, 2015-2016 Female, 2014-2015 Male, 2014-2015 Female, 2013-2014 Male, 2013-2014 Female
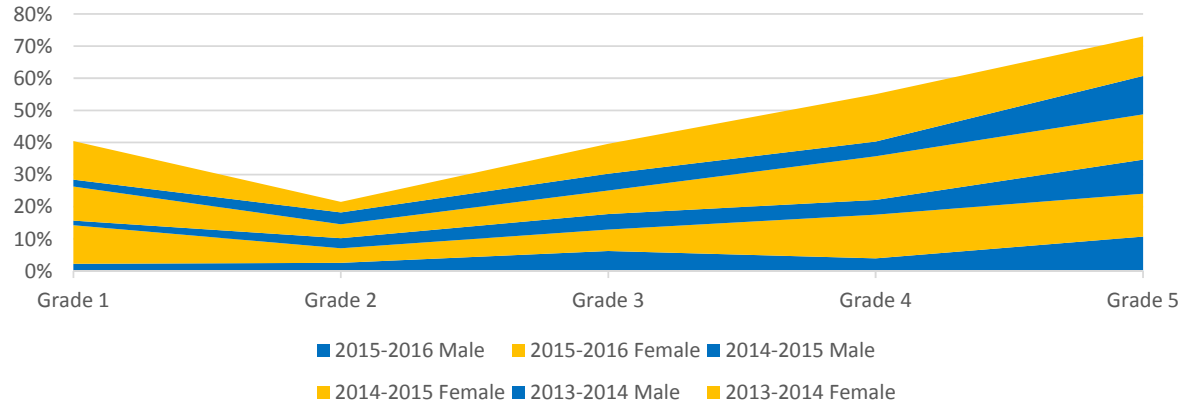
Chart 6: Percentage of Grade 6-Fixed Staff in post by trend by Gender

Legend: 2015-2016 Male, 2015-2016 Female, 2014-2015 Male, 2014-2015 Female, 2013-2014 Male, 2013-2014 Female
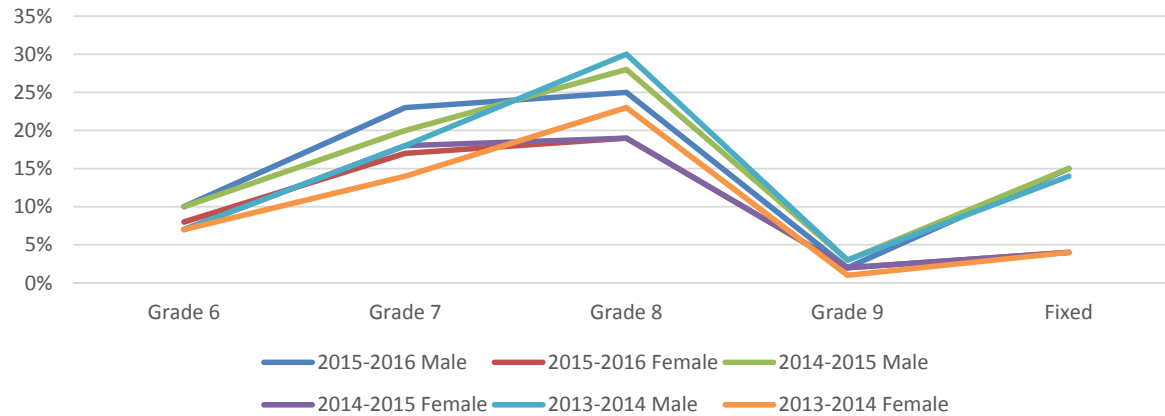
Chart 5/6:   You can see from these charts that there is a clear trend, showing the majority of staff that occupy the higher graded roles are male, in particular grades 8 and above.

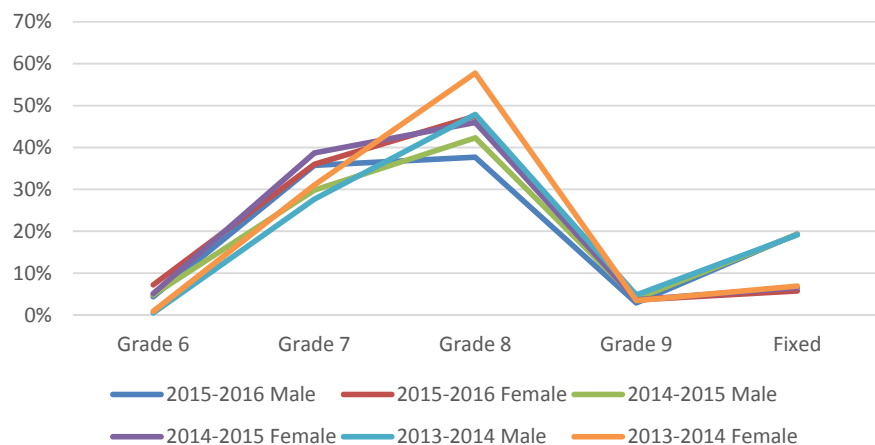**Chart 7: Percentage of Academic Staff in post by trend by Gender**

Legend:
- 2015-2016 Male
- 2015-2016 Female
- 2014-2015 Male
- 2014-2015 Female
- 2013-2014 Male
- 2013-2014 Female

Chart 8: Pecentage of Professional Staff in post by trend by Gender

Legend:
- 2015-2016 Male
- 2015-2016 Female
- 2014-2015 Male
- 2014-2015 Female
- 2013-2014 Male
- 2013-2014 Female
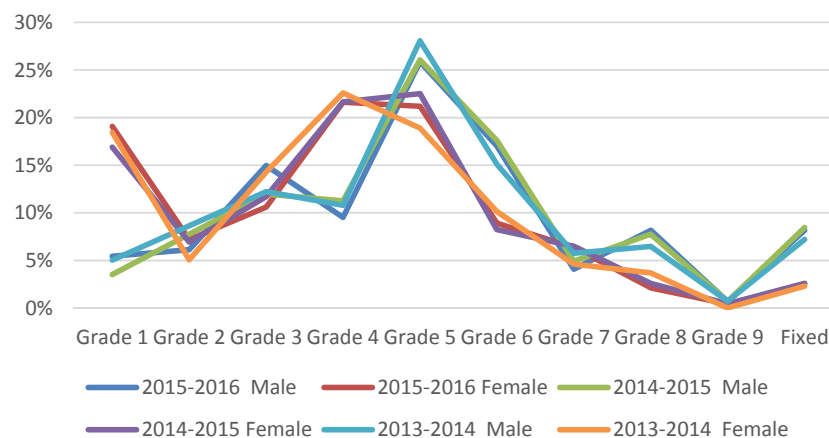
Chart 7/8:   When looking at Academic versus professional over the three years it can be seen that there is less movement in the professional support roles than that of the academic, with only 1 to 2% differences up or down. However in particular when looking at Grade 7 and 8 in Academic staff for Grade 7 there has been a 5% (female) and 8% (male) increase at this grade and at Grade 8 there has been an 11% (female) and 10% (male) decrease at this grade from 2013-14 compared to the figures at 2015-16.

Gender Overall – The charts show the University to be evenly split when looking at the gender of its staff. There is a difference in the percentage however when looking at whether they are in academic or professional support roles. This trend can also be seen in the HEI as the HE sectors shows a trend of a higher percentage of males work in an academic role and a higher percentage of females work in professional support roles. There is also a trend when looking at the amount of each gender occupying a full-time role as it appears that there is a larger percentage of males in a full-time role than the percentage of females in a full-time role.

- ## **Age**

The age categories presented in this section of the report are calculated from staff ages at 31 December of the reporting year. The age categories have also been revised compared to that of previous year to include a more in depth analysis.

Chart 8: Percentage of Staff in post trend by Age Group
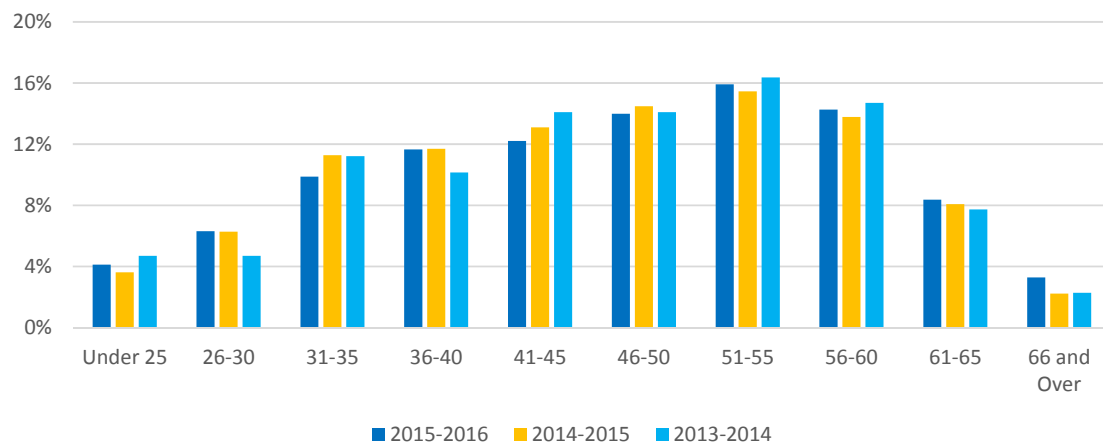
Chart 8:   At the University the majority of our staff are sat within age categories 31 to 60 and over, however when we look at, in particular 51+ age categories here at the university we have over 41% of staff, which is over 6% higher than the HE Sector[5] coming in with an average of 35% of the workforce aged 50+ compared with 36.3% within the Larger Public sector contributor group. Within HEIs, just over half (53.1%) of the workforce are aged between 35 and 54. This is very similar within the Large Public Sector comparator group for the same age range (53.7%). Over a fifth (21.4%) of the HE workforce are aged over 55 which is the same as the Large Public Sector.

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[5] Figure taken from DLA Piper

Chart 9a: Percentage of staff in post by Age Group Academic/Professional 2015-2016
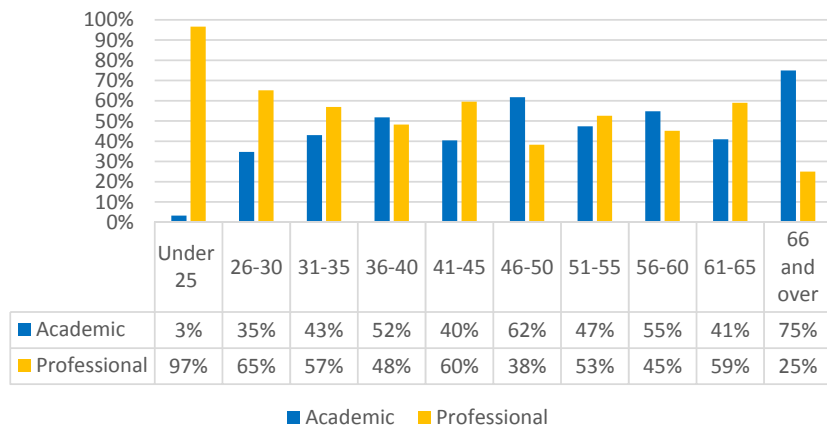
	Under 25	26-30	31-35	36-40	41-45	46-50	51-55	56-60	61-65	66 and over
Academic	3%	35%	43%	52%	40%	62%	47%	55%	41%	75%
Professional	97%	65%	57%	48%	60%	38%	53%	45%	59%	25%

■ Academic ■ Professional

Chart 9b: Percentage of staff in post by Age Group Academic/Professional 2014-2015

	Under 25	26-30	31-35	36-40	41-45	46-50	51-55	56-60	61-65	66 and over
Academic	0%	38%	44%	51%	39%	61%	53%	55%	40%	81%
Professional	100%	62%	56%	49%	61%	39%	47%	45%	60%	19%

■ Academic ■ Professional
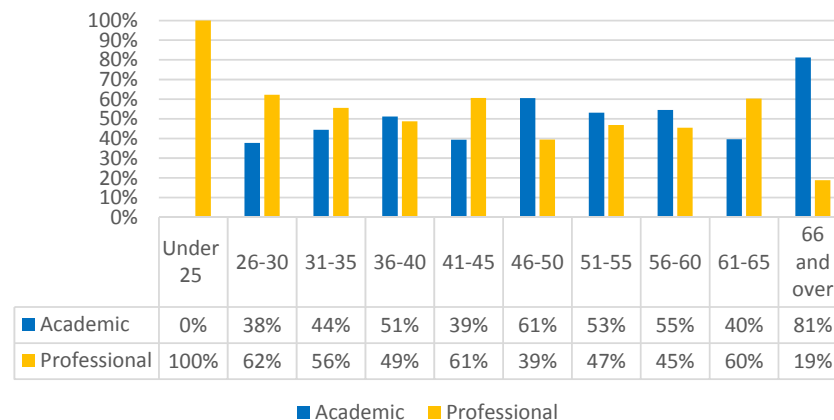
Chart 9c: Percentage of staff in post by Age Group Academic/Professional 2013-2014

	Under 25	26-30	31-35	36-40	41-45	46-50	51-55	56-60	61-65	66 and over
Academic	0%	26%	45%	37%	48%	53%	57%	49%	43%	80%
Professional	100%	74%	55%	63%	52%	47%	43%	51%	57%	20%

■ Academic ■ Professional
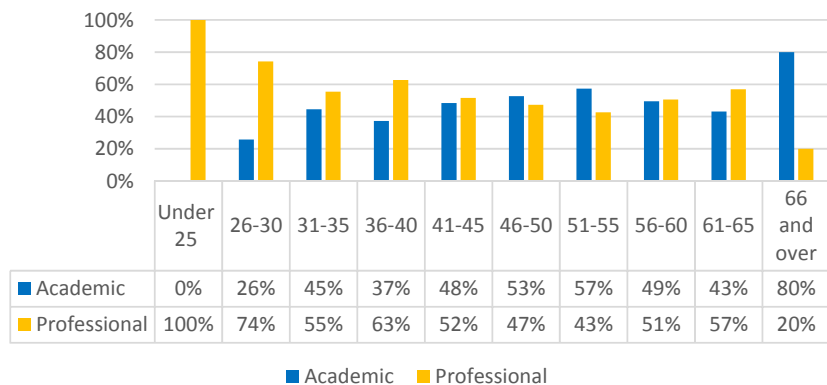
Chart 9a/9b/9c: When looking at a three year comparison it is clear that for this year alone there has been a 3% increase of academic staff in the Under 25 age category as previous years this figure has been 0%. When looking at the other end of the age categories in particular the 66 and over we have seen a 5% increase in the professional support staff. However the middle of the age categories has remained fairly consistent give or take 1 to 2 percent.

Chart 10a: Percentage of staff in post by Age Group Full-Time/Part-Time 2015-2016

	Under 25	26-30	31-35	36-40	41-45	46-50	51-55	56-60	61-65	66 and over
■ Full-Time	80%	83%	82%	68%	80%	73%	78%	75%	54%	29%
■ Part-Time	20%	17%	18%	32%	20%	27%	22%	25%	46%	71%

■ Full-Time ■ Part-Time

Chart 10b: Percentage of staff in post by Age Group Full-Time/Part-Time 2014-2015

	Under 25	26-30	31-35	36-40	41-45	46-50	51-55	56-60	61-65	66 and over
■ Full-Time	96%	80%	79%	75%	78%	80%	78%	75%	57%	19%
■ Part-Time	4%	20%	21%	25%	22%	20%	22%	25%	43%	81%
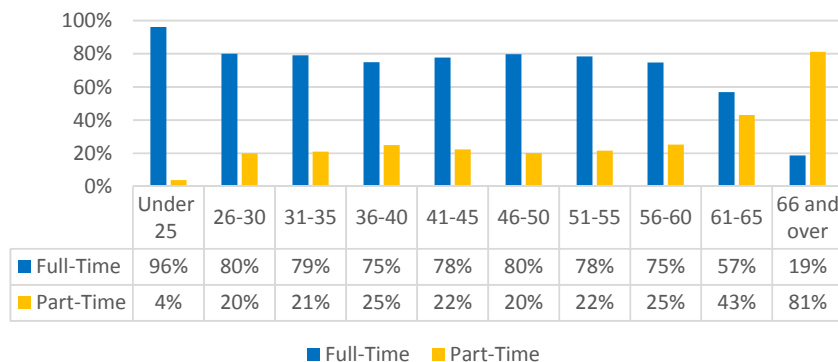
■ Full-Time ■ Part-Time

Chart 10c: Percentage of staff in post by Age Group Full-Time/Part-Time 2013-2014

	Under 25	26-30	31-35	36-40	41-45	46-50	51-55	56-60	61-65	66 and over
■ Full-Time	97%	81%	74%	70%	76%	70%	74%	71%	61%	7%
■ Part-Time	3%	19%	26%	30%	24%	30%	26%	29%	39%	93%

■ Full-Time ■ Part-Time

Chart 10a/10b/10c: When looking at a three year comparison the university has had a 16% increase in staff working in a part-time capacity. Whereas pervious years this figure has been only 3 to 4%. However we are not quite as high as the HE Sector[6], were an average of 30.7% of the workforce work part-time compared with 32.2% for the Large Sector comparator group.

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[6] Figures taken from DLA Piper

Chart 11a: Percentage of staff in post by Age Group Fixed/Permanent 2015-2016
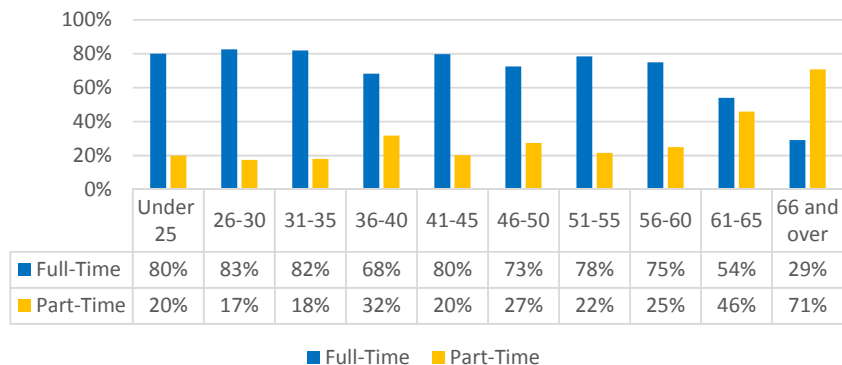

	Under 25	26-30	31-35	36-40	41-45	46-50	51-55	56-60	61-65	66 and over
Fixed	53%	22%	13%	6%	10%	12%	9%	2%	5%	38%
Permanent	47%	78%	88%	94%	90%	88%	91%	98%	95%	63%

Chart 11b: Percentage of staff in post by Age Group Fixed/Permanent 2014-2015

	Under 25	26-30	31-35	36-40	41-45	46-50	51-55	56-60	61-65	66 and over
Fixed	69%	24%	17%	8%	11%	13%	8%	4%	7%	50%
Permanent	31%	76%	83%	92%	89%	88%	92%	96%	93%	50%

Chart 11c: Percentage of staff in post by Age Group Fixed/Permanent 2013-2014

	Under 25	26-30	31-35	36-40	41-45	46-50	51-55	56-60	61-65	66 and over
Fixed	61%	23%	18%	8%	14%	9%	11%	6%	6%	47%
Permanent	39%	77%	82%	92%	86%	91%	89%	94%	94%	53%
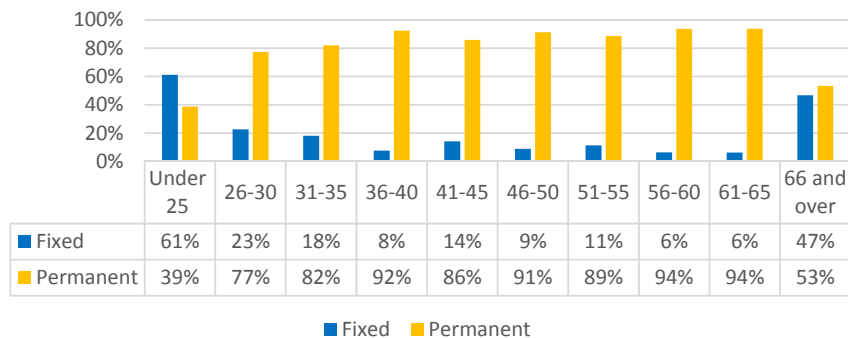
Chart 11a/11b/11c: The charts over the three years show that we have a higher percentage of staff holding a permanent contract however the trends show that there has been an increase in the 66 and over age category as the percentage of permanent staff has raised by nearly 10% over three years and those on a fixed-term contract the percentage has decreased by an average of 12%. Within the HE Sector[7] an average 19.2% of the workforce work on a fixed-term or temporary basis compared with 15.8% for the Large Public Sector comparator group.

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[7] Figures taken from DLA Piper

Chart 12a: Percentage of Staff in post by Age Group by Pay Grade 2015-2016

Chart 12b: Percentage of Staff in post by Age Group by Pay Grade 2014-2015

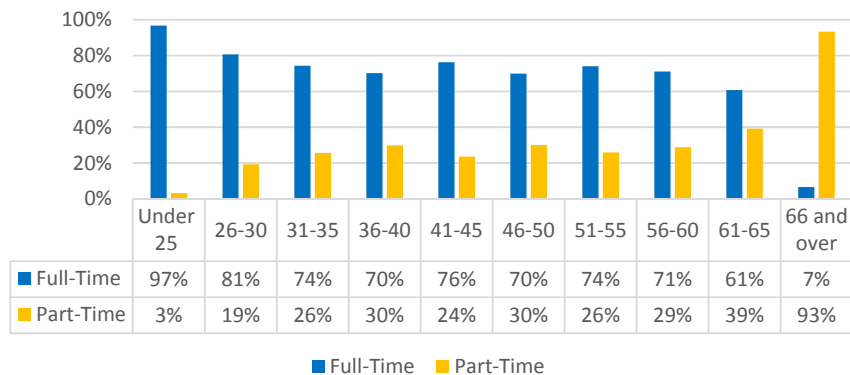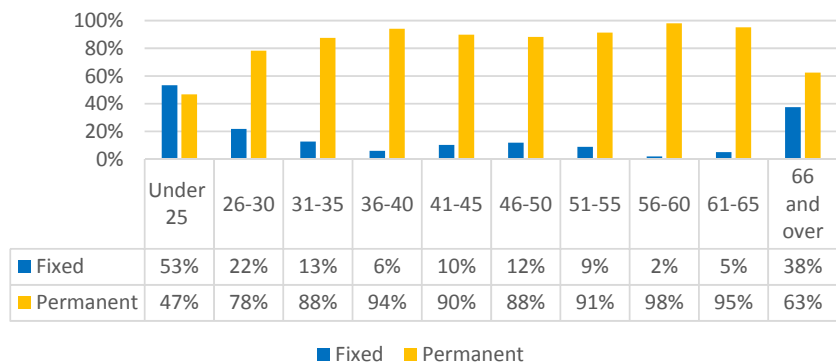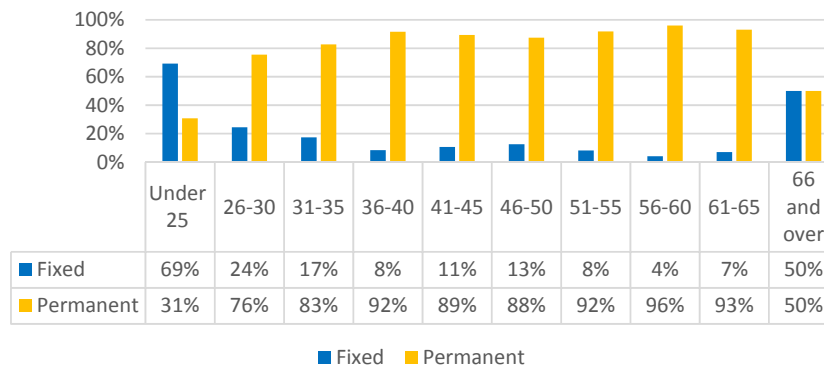**Chart 12a/12b/12c:**   It can be seen that over the last three years the staff at the university fulfil all various types of roles with different grades. By looking at the charts different trends can be identified. It would appear that there are less staff under the age of 25 fulfilling roles as they get higher up in the pay frame work. It also highlights a trend showing that a higher percentage of staff sit within grades 7 and 8.

Chart 12c: Percentage of Staff in post by Age Group by Pay Grade 2013-2014

Chart 13a: Percentage of Academic Staff in post by Age Group by Pay Grade 2015-2016
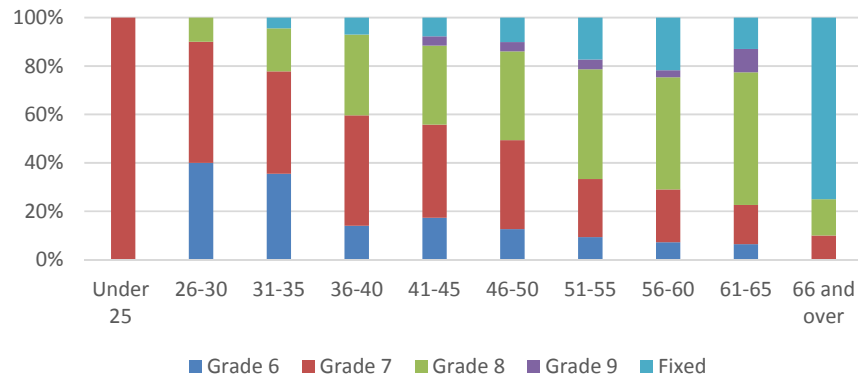
Chart 13b: Percentage of Academic Staff in post by Age Group by Pay Grade 2014-2015
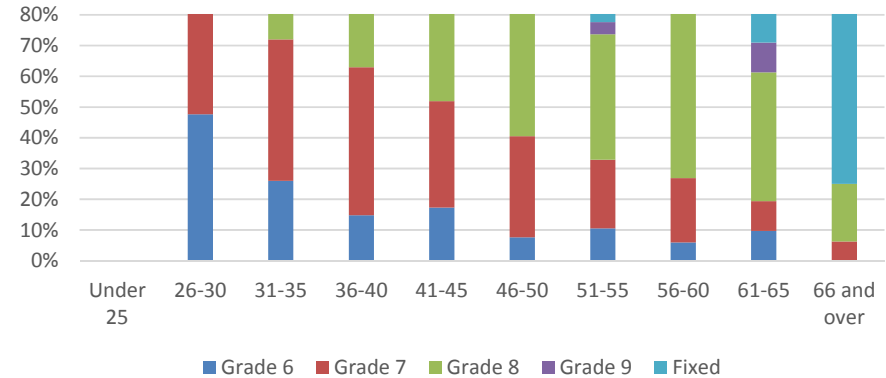
Chart 13a/13b/13c: Now that the age categories are more detailed we can see that over the last three years there are more academic staff in the under 25 age category securing a job at grade 7. It can also be seen that at the other end of the age categories, looking at the 66 and over there are less 75% (2015-2016) academic staff with a fixed-term roll compared to that of the previous two years 78.6% (2013-2014). What is also good to see for this year in particular is there is now evidence of more diverse age group across the grades.

Chart 13c: Percentage of Academic Staff in post by Age Group by Pay Grade 2013-2014

Chart 14a: Percentage of Professional Staff in post by Age Group by Pay Grade 2015-2016
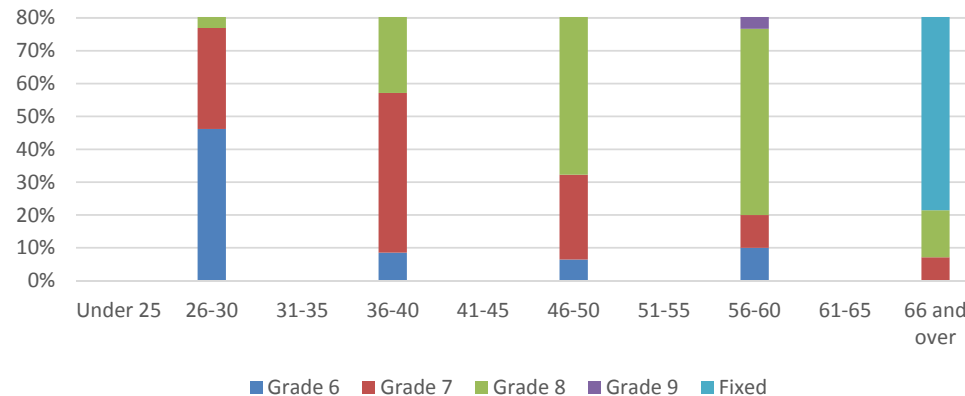
Chart 14b: Percentage of Professional Staff in post by Age Group by Pay Grade 2014-2015

Chart 14a/14b/14c: The charts show there is a mix of staff or various ages at the different paygrades within the organisation. However one clear trend is that of younger staff under 25 being positioned in a wider range of paygrades than previous years. A similar movement is happening at the opposite end of the age categories 66 and over, these include grade 3 and grade 5.

Chart 14c: Percentage of Professional Staff in post by Age Group by Pay Grade 2013-2014
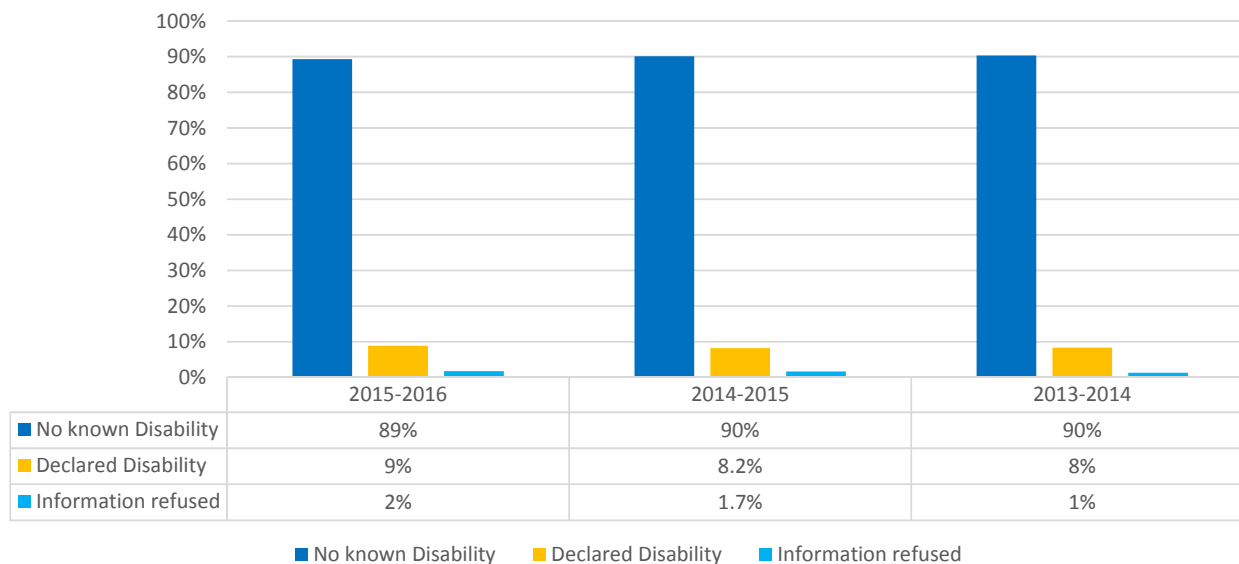
Age Overall – The University continues to put its faith in qualified staff at all levels regardless of their age. The graphs highlight the shift towards a younger staff profile whilst at the same time valuing our long standing staff members utilising the skills and experience. This gives our students the opportunity to mix with staff which they can relate and aspire to whilst also being able to benefit from staff who have built up a lifetime of experience in the profession/sector.

- ## Disability

At appointment stage all staff at the university complete a staff record form. On this form staff specify whether they have a disability, are non-disabled or if they prefer they can choose not to disclose the information. This is aligned with the HESA changes brought in, in 2012. Within the HE Sector[8] an average of 4.6% of the workforce report a disability compared with 3.9% for the Large Public Sector comparator group. The average proportion of employees reporting a disability is 3.9% for Academic employees and 4.9% for Professional Support.

Chart 15: Percentage of Staff in post trend by Disability/None Disability

	2015-2016	2014-2015	2013-2014
No known Disability	89%	90%	90%
Declared Disability	9%	8.2%	8%
Information refused	2%	1.7%	1%

■ No known Disability ■ Declared Disability ■ Information refused

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[8] Figures taken from DLA Piper

Chart 16: Percentage of Staff in post trend with a declared disability

Category	
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.	
Disability, impairment or medical condirion that is not listed above	
Deaf or serious hearing impairment	
Blind or a serious visual impairment uncorrected by glasses	

■ 2013-2014 ■ 2014-2015 ■ 2015-2016

*When referring to disability it relates to one or more of the above categories.

Chart 17: Percentage of Staff in post by trend by Disability/None Disability by Academic/Profesional

	Academic 2015-2016	Professional 2015-2016	Academic 2014-2015	Professional 2014-2015	Academic 2013-2014	Professional 2013-2014
Declared Disability	9%	9%	8.6%	8.2%	9.1%	7.9%
No known Disability	91%	91%	91.4%	91.8%	90.9%	92.1%

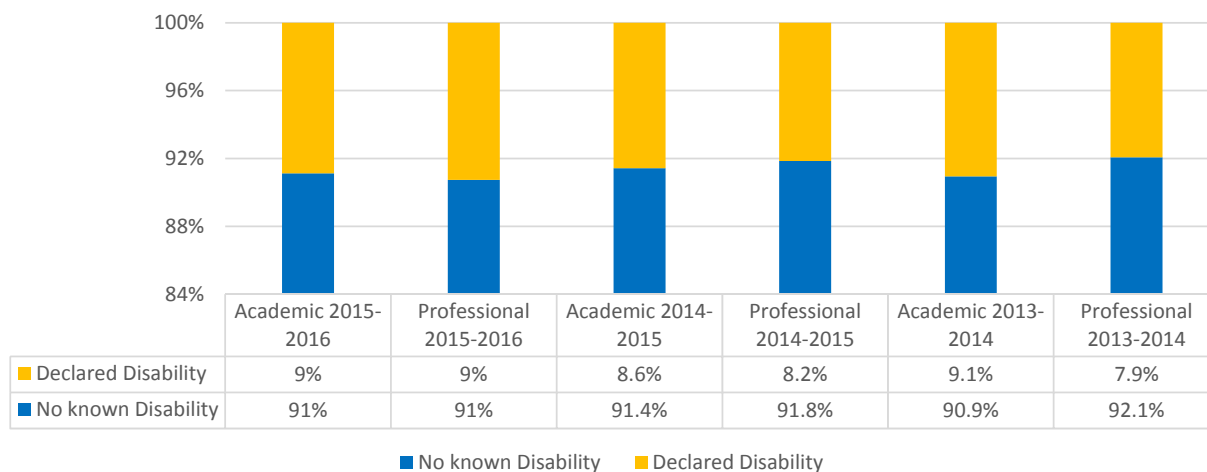■ No known Disability ■ Declared Disability

Chart 17:

Over the last three year there has been an increase year on year when we look at the Professional Support staff. 7.9% (2013-2014) increasing to 9% (2015-2016) declared having a disability. When looking at Academic staff the figures are over double the HE Sector (3.9%).

Chart 18: Percentage of Staff in post by trend by Disability/None Disability by Full-Time/Part-Time
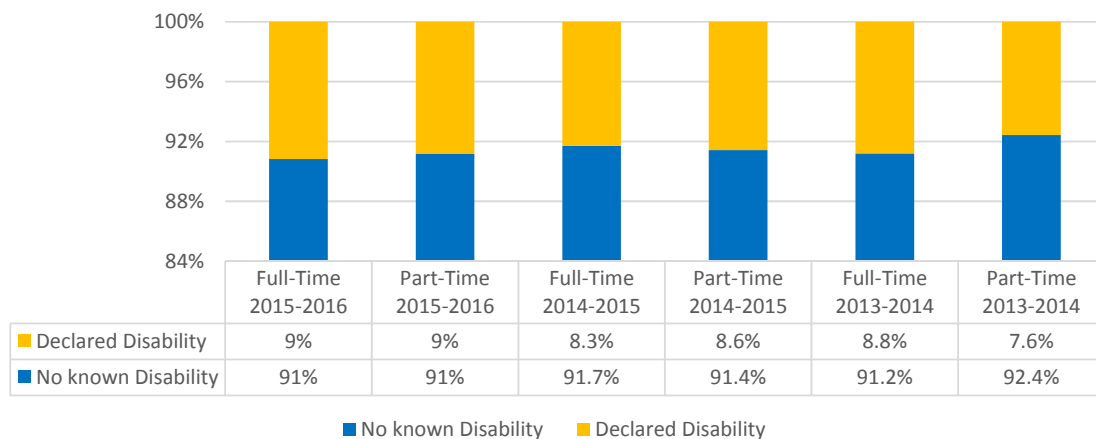
	Full-Time 2015-2016	Part-Time 2015-2016	Full-Time 2014-2015	Part-Time 2014-2015	Full-Time 2013-2014	Part-Time 2013-2014
Declared Disability	9%	9%	8.3%	8.6%	8.8%	7.6%
No known Disability	91%	91%	91.7%	91.4%	91.2%	92.4%

■ No known Disability ■ Declared Disability

Chart 18:

There is very little difference when looking at full-time and part-time staff and whether they have declared a disability or not.

Over the last three years the percentages have rarely altered.

Chart 19: Percentage of Staff in post by trend by Disability/None Disability by Fixed/Permenant
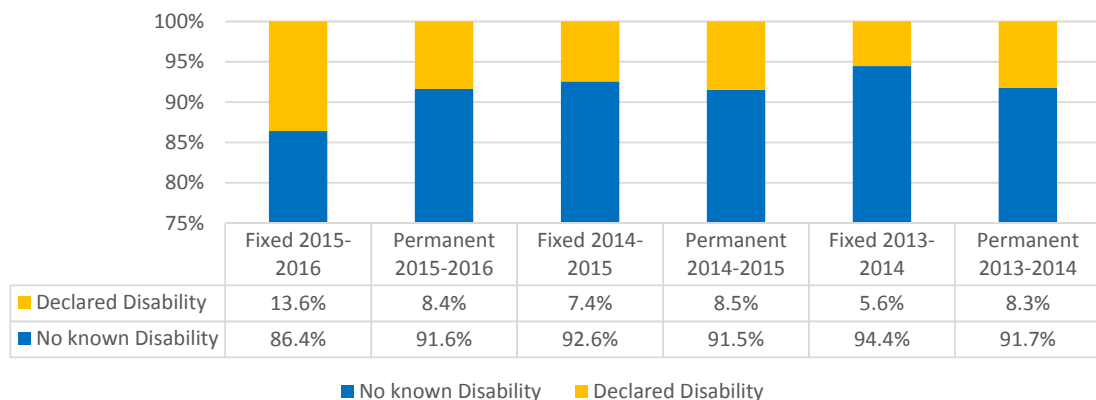
	Fixed 2015-2016	Permanent 2015-2016	Fixed 2014-2015	Permanent 2014-2015	Fixed 2013-2014	Permanent 2013-2014
Declared Disability	13.6%	8.4%	7.4%	8.5%	5.6%	8.3%
No known Disability	86.4%	91.6%	92.6%	91.5%	94.4%	91.7%

■ No known Disability ■ Declared Disability

Chart 19:

Over the last three years staff that are on a fixed-term contracts who have declared a disability has increased by 6.2%.

Chart 20: Percentatge of Staff in post by trend by Disability/None Disability - Grade 1-5
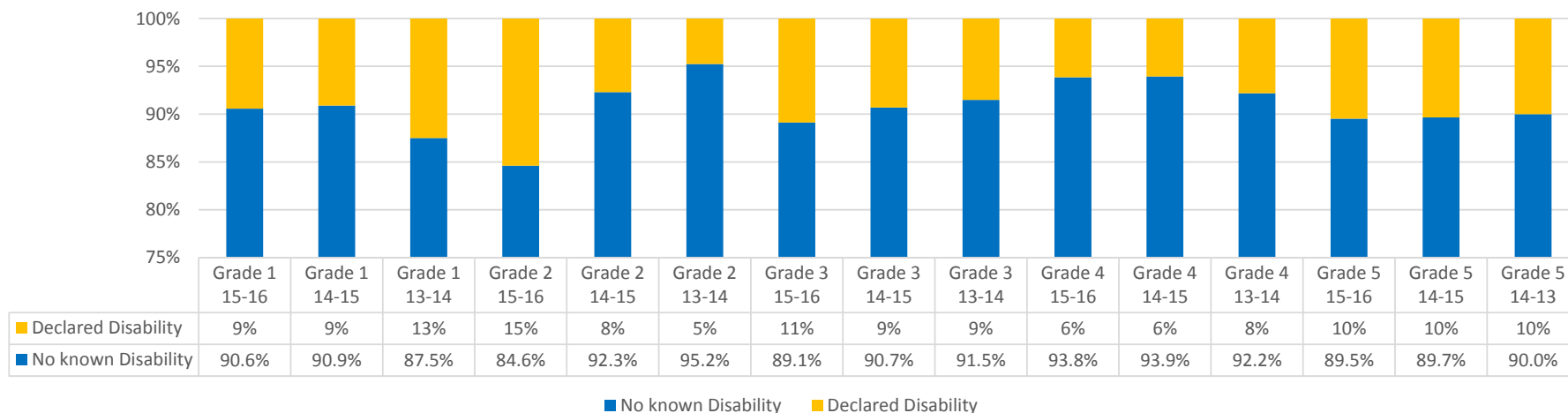

	Grade 1 15-16	Grade 1 14-15	Grade 1 13-14	Grade 2 15-16	Grade 2 14-15	Grade 2 13-14	Grade 3 15-16	Grade 3 14-15	Grade 3 13-14	Grade 4 15-16	Grade 4 14-15	Grade 4 13-14	Grade 5 15-16	Grade 5 14-15	Grade 5 14-13
Declared Disability	9%	9%	13%	15%	8%	5%	11%	9%	9%	6%	6%	8%	10%	10%	10%
No known Disability	90.6%	90.9%	87.5%	84.6%	92.3%	95.2%	89.1%	90.7%	91.5%	93.8%	93.9%	92.2%	89.5%	89.7%	90.0%

Chart 20/21/22/23: Overall the figures are quite stable, however the biggest change looks to be at Grade 2 (10% increase) these potentially could be graduate interns and Grade 9 (9% increase) the majority being Reader positions.

Chart 21: Percentage of Staff in post by trend by Disability/None Disability - Grade 6-Fixed
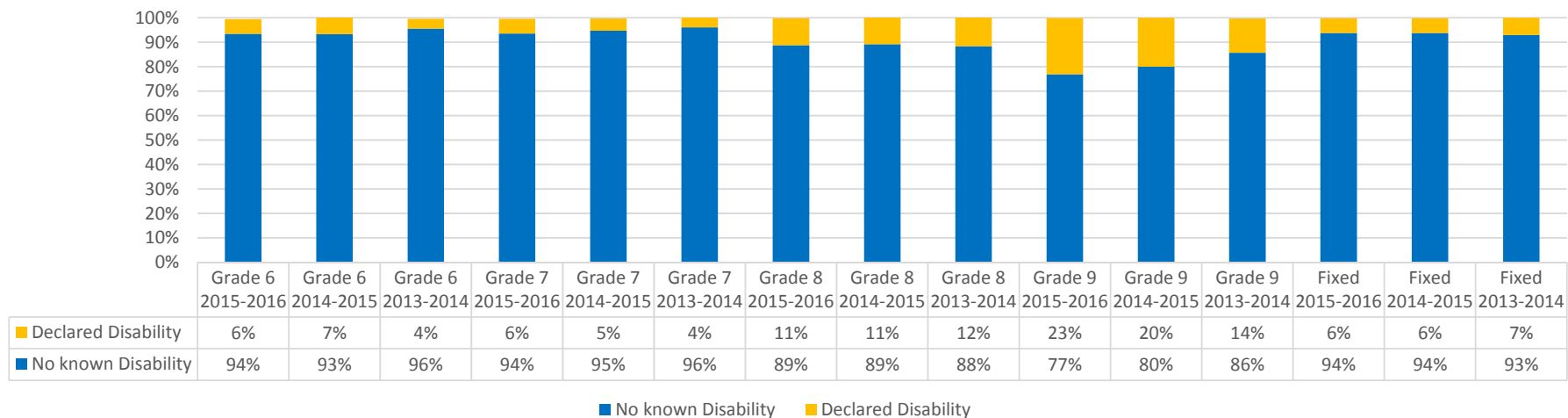

	Grade 6 2015-2016	Grade 6 2014-2015	Grade 6 2013-2014	Grade 7 2015-2016	Grade 7 2014-2015	Grade 7 2013-2014	Grade 8 2015-2016	Grade 8 2014-2015	Grade 8 2013-2014	Grade 9 2015-2016	Grade 9 2014-2015	Grade 9 2013-2014	Fixed 2015-2016	Fixed 2014-2015	Fixed 2013-2014
Declared Disability	6%	7%	4%	6%	5%	4%	11%	11%	12%	23%	20%	14%	6%	6%	7%
No known Disability	94%	93%	96%	94%	95%	96%	89%	89%	88%	77%	80%	86%	94%	94%	93%

Chart 22: Percentage of Academic Staff in post by trend by Disability/None Disability

■ No known Disability ■ Declared Disability
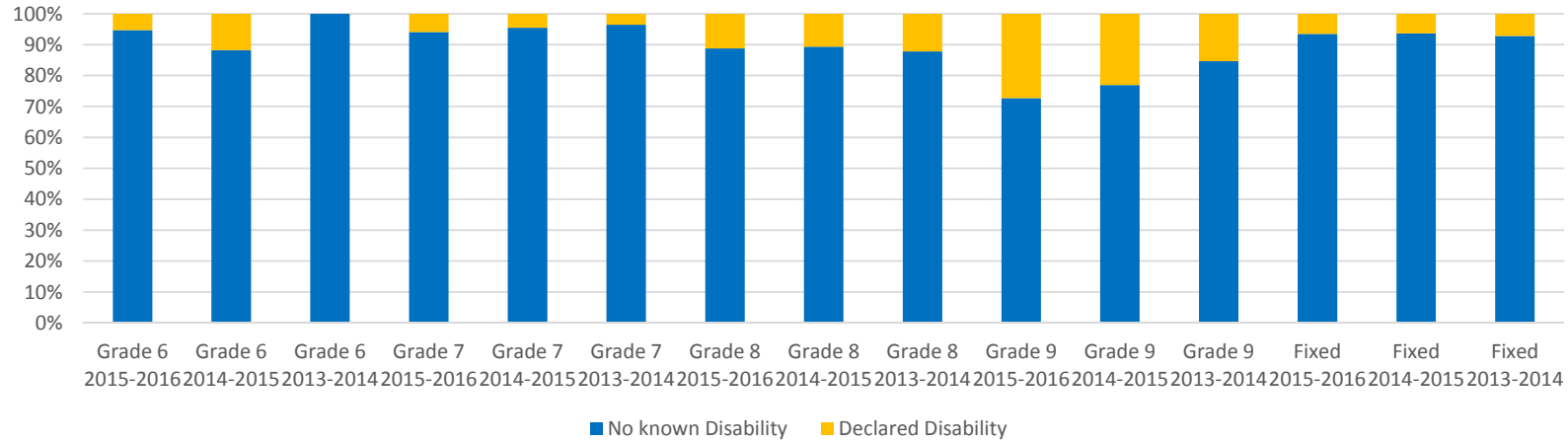
Chart 23: Percentage of Professional Staff in post by trend by Disability/None Disability

■ No known Disability ■ Declared Disability
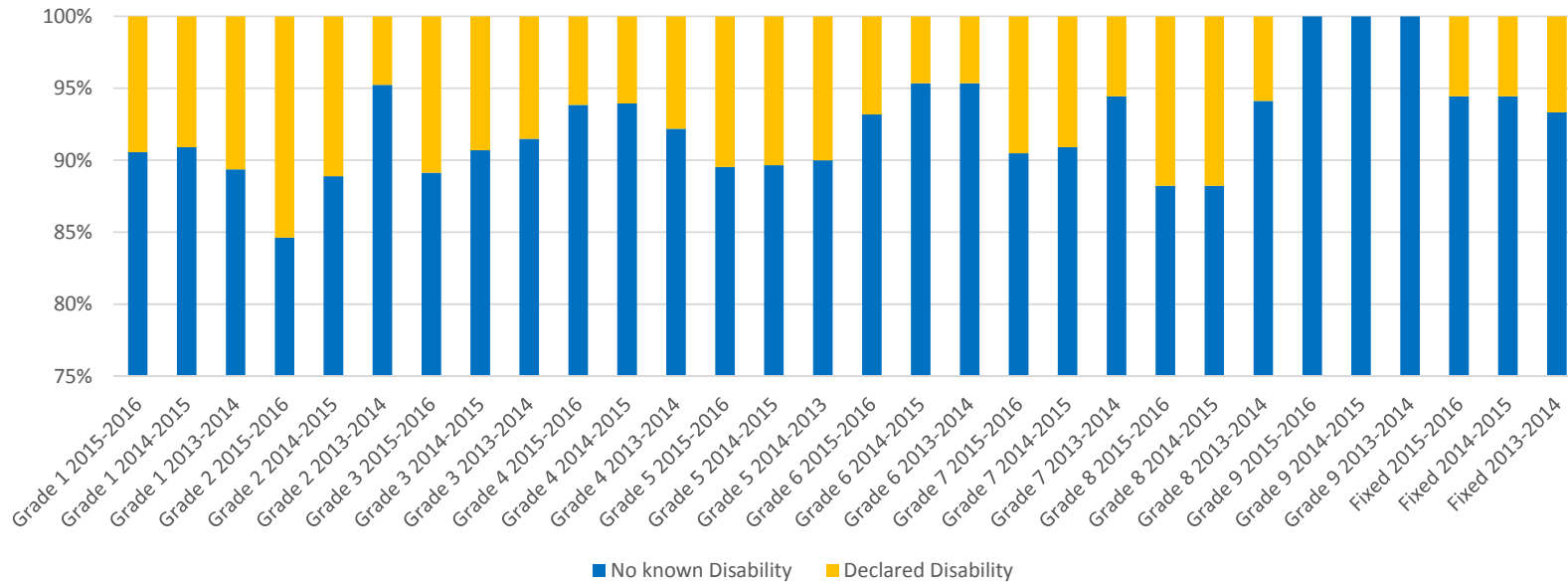
Disability Overall – 9% of the University's staff have a disability, the average in the university sector is 4.4% showing the university employs more than double the national average in terms of disabled staff. This has remained relatively constant over the last three years and of those with a disability they are distributed evenly throughout the university. The largest change have been seen in Grade 2 and Grade 9 with an increase over the three year of 10% and 9% respectively.

- ## Ethnicity

Chart 24: Percentage of Staff in post by trend by Ethnicity

	2015-2016	2014-2015	2013-2014
White	82%	82%	85%
BME	16%	15%	12%
Unknown	3%	3%	2%

White   BME   Unknown
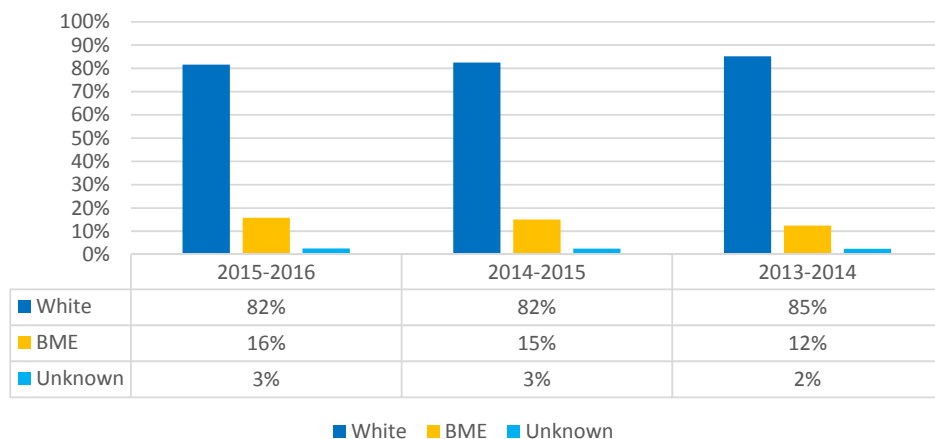
Chart 24: Year on year the percentage of BME staff is increasing going from 12% in 2013-2014 to 16% in 2015-2016. These figures are higher than the HE Sector[9], were on average 11.8% of the workforce have a Black or Minority Ethnic background compared with 11.0% for the Large Public Sector comparator group.

---

[9] Figures taken from DLA Piper

Chart 25a: Percentage of Staff in post by Ethnicity 2015-2016

White

BME

13% 1% 10%
6%
0%
4%
2%
3%
9%
4%
27%
16%
1%
16%
0%
0%
0%
4%
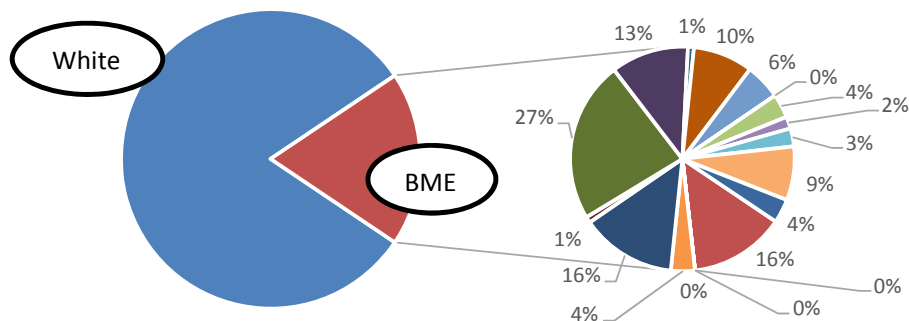
Legend:
- White
- BME
- Irish Traveller
- Gypsy or Traveller
- Other White background
- Black or Black British - Caribbean
- Black or Black British - African
- Other Black background
- Asian or Asian British - Indian
- Asian or Asian British - Pakistani
- Asian or Asian British - Bangladeshi
- Chinese
- Other Asian background
- Mixed - White and Black Caribbean
- Mixed - White and Black African
- Mixed - White and Asian
- Other mixed background
- Arab
- Other ethnic background

Chart 25b: Percentage of Staff in post by ethnicity 2014-2015

White

BME

0% 12%
9%
6%
0%
5%
3%
5%
7%
29%
4%
15%
1%
0%
14%
0%
5%
0%
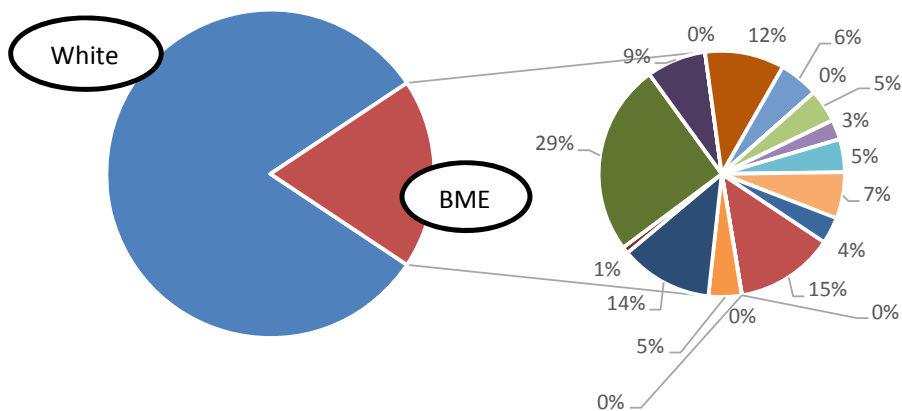
Chart 25c: Percentage of Staff in post by Ethnicity 2013-2014

White

BME

6% 0% 15%
7%
1%
2%
2%
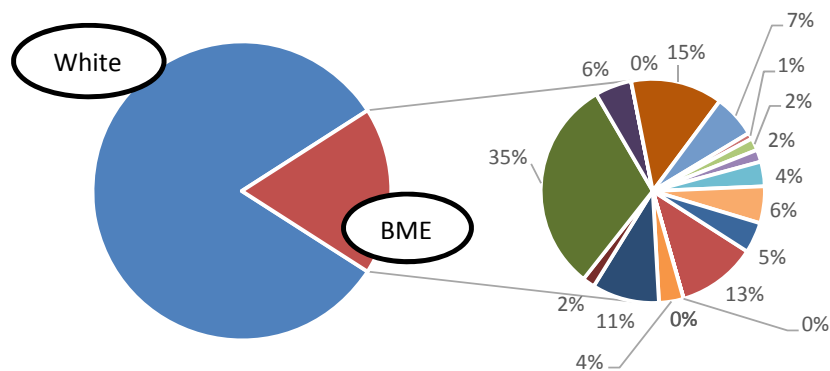4%
6%
35%
5%
13%
2%
0%
11%
0%
4%

Chart 25a/25b/25c: The University are very good at collating the ethnicity details for its staff and this is shown in Chart 24, where only a small percentage (3%) of staff have not provided us with these details.

Overall figures show that over the last three years the BME has remained the same 19%, however when looking closer at the breakdown of the BME Staff it is clear that there have been significant changes happening in all categories. Some are highlighted below:

- Asian or Asian British – Pakistani has increase over the last three years by 6%
- Black or Black British – African has increased over the last three years by 5%

There are also some categories that have also reduced significantly, these are highlighted below:

- Chinese has decreased over the last three years by 5%
- Asian or Asian British – Indian has decreased over the last three years by 8%

The current population in Bolton has been broken down by ethnicity, with the largest ethnic group white British at 79.4 per cent, followed by British Indian at 7.8 per cent and British Pakistani at 4.3 per cent.

Across the UK, the white British ethnic group makes up 80.5 per cent of the population, at 45.1 million. The majority ethnic group is white, at 86 per cent, down from 91 per cent in 2001 and 94 per cent in 1991.

Between 2010 and 2011, 1,561 people came to Bolton from outside the UK, which is one per cent of the town's population increase over 10 years.

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

"In the last 10 years we have grown in scale through investment in major developments and infrastructure." [10]

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[10] Figures taken from The Bolton News (http://www.theboltonnews.co.uk/news/10102424.Bolton___s_population_rise_lower_than_most/)

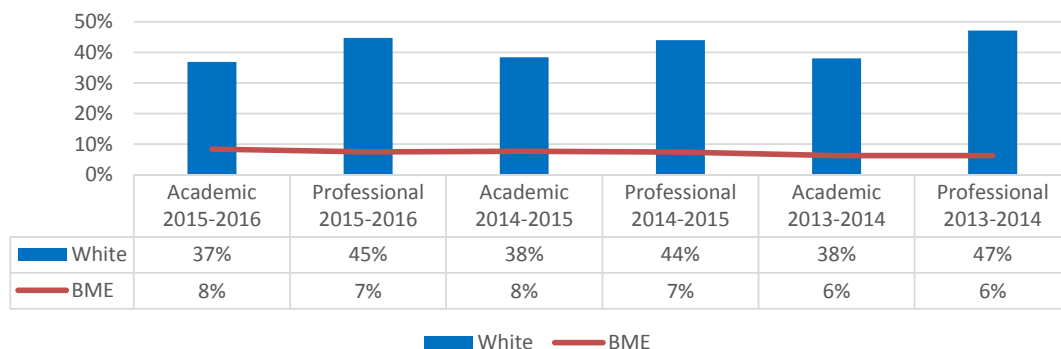## Chart 26: Percentage of Staff in post by trend by Ethnicity Academic/Professional

	Academic 2015-2016	Professional 2015-2016	Academic 2014-2015	Professional 2014-2015	Academic 2013-2014	Professional 2013-2014
White	37%	45%	38%	44%	38%	47%
BME	8%	7%	8%	7%	6%	6%

White   BME

Chart 26:

There is a good divide shown in Chart 26 between academic and professional support roles with only a 1% difference with a higher percentage of BME staff working in an academic role.

Within the HE Sector[11] on average 11.8% of the workforce have a Black or Minority Ethnic background compared with 11% for the Large Public Sector comparator group.

Chart 27: Percentage of Staff in post by trend by Ethnicity Part-Time/Full-Time

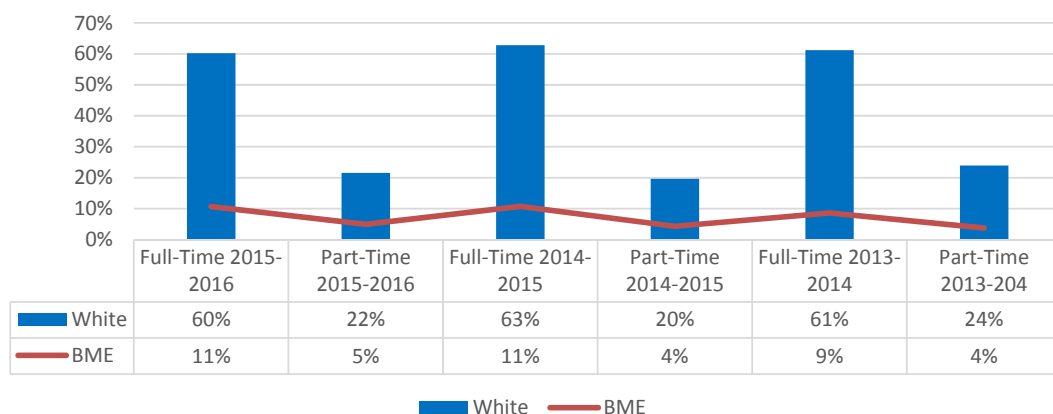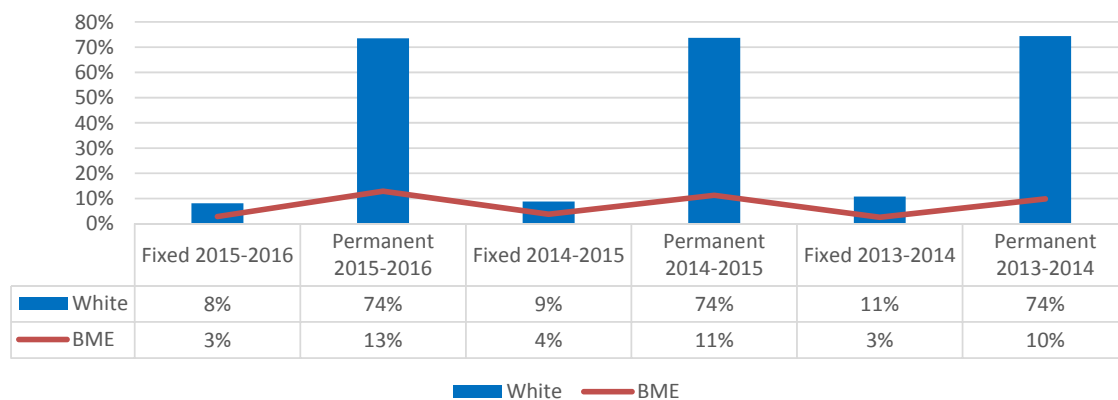|	Full-Time 2015-2016	Part-Time 2015-2016	Full-Time 2014-2015	Part-Time 2014-2015	Full-Time 2013-2014	Part-Time 2013-204
White	60%	22%	63%	20%	61%	24%
BME	11%	5%	11%	4%	9%	4%

White   BME

Chart 27:

The figures here show that over the last three years whether staff are part-time/full-time or White/BME the university's figures have remained quite consistent.

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[11] Figures taken from DLA Piper

Chart 28: Percentage of Staff in post by trend by Ethnicity Fixed/Permenant

	Fixed 2015-2016	Permanent 2015-2016	Fixed 2014-2015	Permanent 2014-2015	Fixed 2013-2014	Permanent 2013-2014
White	8%	74%	9%	74%	11%	74%
BME	3%	13%	4%	11%	3%	10%

The highest proportion of Black or Minority Ethnic employee's is found in the Academic employee category 12.3%, compared with 10.3% for Professional Support employees[12].

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[12] Figures taken from DLA Piper

Chart 29: Percentage of Staff in post by trend by Ethnicuity Grade 1-5

Legend: White, BME

Chart 30: Percentage of Staff in post by trend by Ethnicity Grade 6-Fixed
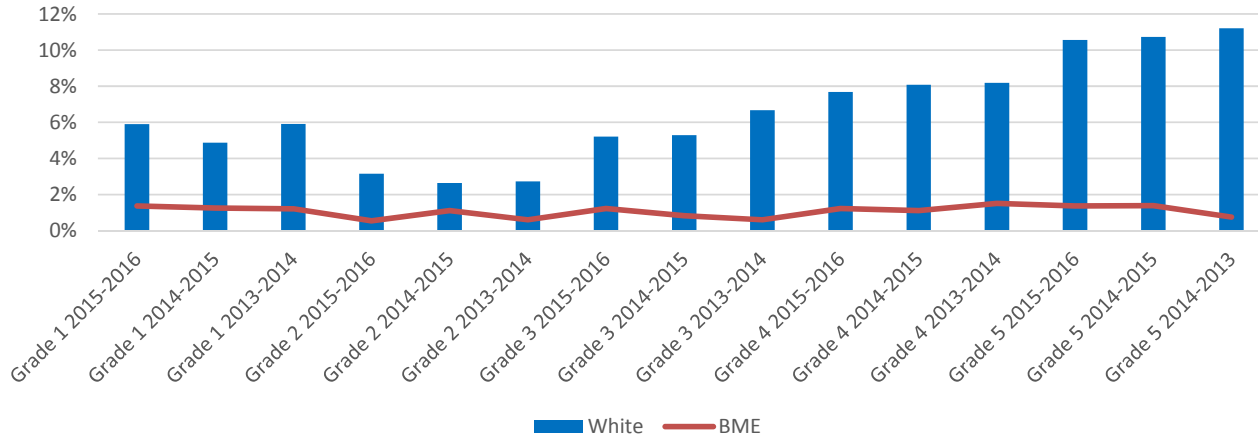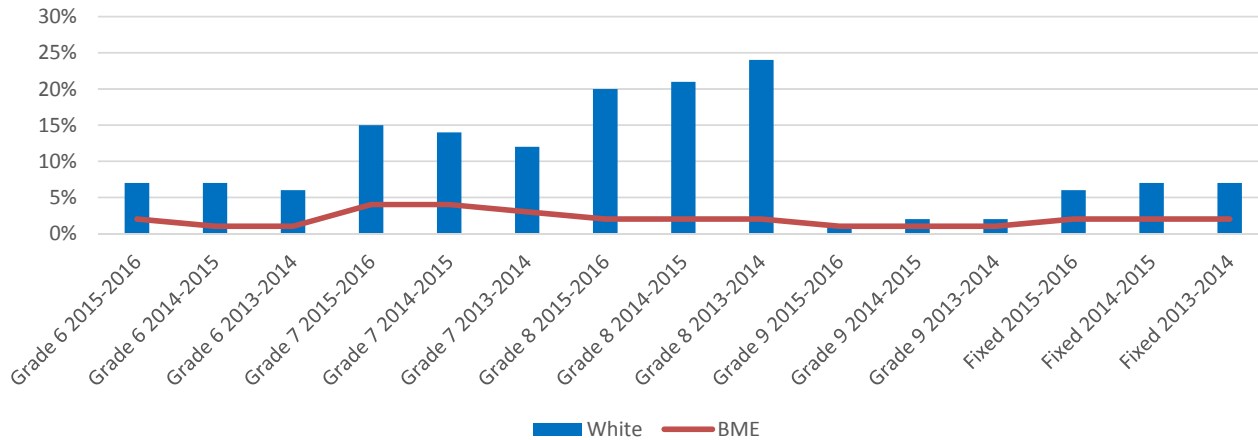

Legend: White, BME

Chart 29/30:

These charts show that the percentage of both White and BME staff in relation to their grade. There is only a slight percentage difference; however staff seem to be evenly distributed amongst grades regardless of their ethnicity.

At Grade 9 there are exactly the same amount of White and BME staff working at the university.

It can also be seen that there have been a slight increases of BME staff at Grade 6 and Grade 7.

Chart 31: Percentage of Academic Staff in post by trend by Ethnicity

	Grade 6 2015-2016	Grade 6 2014-2015	Grade 6 2013-2014	Grade 7 2015-2016	Grade 7 2014-2015	Grade 7 2013-2014	Grade 8 2015-2016	Grade 8 2014-2015	Grade 8 2013-2014	Grade 9 2015-2016	Grade 9 2014-2015	Grade 9 2013-2014	Fixed 2015-2016	Fixed 2014-2015	Fixed 2013-2014
White	2%	2%	0%	12%	12%	10%	17%	19%	21%	1%	1%	1%	5%	5%	5%
BME	1%	1%	0%	3%	3%	3%	2%	2%	2%	1%	1%	1%	2%	2%	1%

■ White — BME

Chart 32: Percentage of Professional Staff in post by trend by Ethnicity

■ White — BME

Charts 31/32:

These charts represent a similar trend for both academic and professional support staff. The university continues to grow its BME staff at the higher grades, this trend started last year with a slight increase and has remained steady.

Ethnicity Overview – It is clear that overall there is a wide distribution of different ethnicity at the university, that being said BME are a minority as 16% of the university's staff population being from a BME background; however this represents a 2% increase from that of last year's figures (2014-2015) which in itself was a 2% increase from the previous year (2013-2014).

Of those with known ethnicity, 8.5% of UK staff identified as BME. However, this proportion varied by country, ranging from to 2.1% in Northern Ireland to 9.6% in England. The proportion of staff identifying as BME was considerably higher among non-UK staff, at 28.3%[13]

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 2012/13 allowed institutions to return this information on an optional basis[14].

This section presents high level findings on collection and monitoring rates. Due to this data being voluntary to return, I am unable to obtain any national demographic picture of the HE staff population in regarding to gender identity, religion and belief, or sexual orientation. However the Equality Challenge Unit have mentioned that once the data begins to be captured and the numbers become reliable, ECU hope to provide further detail on these characteristics in the future[15].

- About this data

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 provide information about the characteristic in question.

In May 2013 the University re surveyed all of its staff to collate data on Religion or Belief and Sexual Orientation, the staff record form was also amended at this stage to reflect these new categories.

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[13] Figures taken from ECU Equality in higher education staff statistical report 2016 (http://www.ecu.ac.uk/publications/equality-in-higher-education-statistical-report-2016/)

[14] ECU Equality and higher education staff statistical report 2016 (http://www.ecu.ac.uk/publications/equality-in-higher-education-statistical-report-2016/)

[15] ECU Equality and higher education staff statistical report 2016 (http://www.ecu.ac.uk/publications/equality-in-higher-education-statistical-report-2016/)

- **Religion or Belief**

ECU Religion and Belief figures

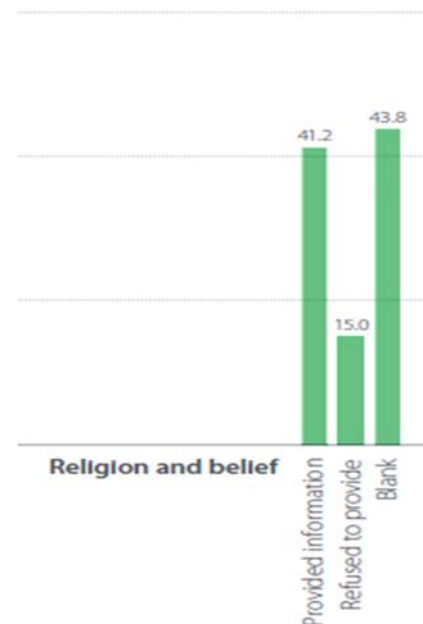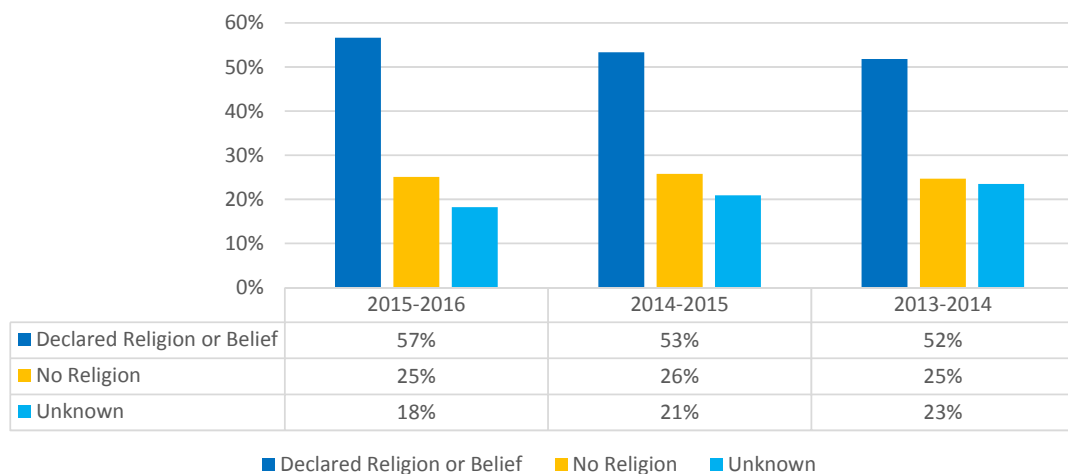**Chart 33: Percentage of Staff in post by tend by Religion or Belief**

	2015-2016	2014-2015	2013-2014
■ Declared Religion or Belief	57%	53%	52%
■ No Religion	25%	26%	25%
■ Unknown	18%	21%	23%

■ Declared Religion or Belief ■ No Religion ■ Unknown

Chart 33: Even though the information is not compulsory the university have managed to obtain a high proportion of good quality data. This data shows that 57% of our staff have declared a Religion or Belief compared to only 41.2% from the ECU chart[16]. Our trend also shows that from 2013-2014 to date there has been a 5% increase on staff proving this data. This also shows that less staff are refusing to provide this information as this figure had decreased by 5%. We also record data for those staff who do not have a religion or belief.

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[16] Figures taken from ECU Equality and higher education staff statistical report 2016 (http://www.ecu.ac.uk/publications/equality-in-higher-education-statistical-report-2016/)
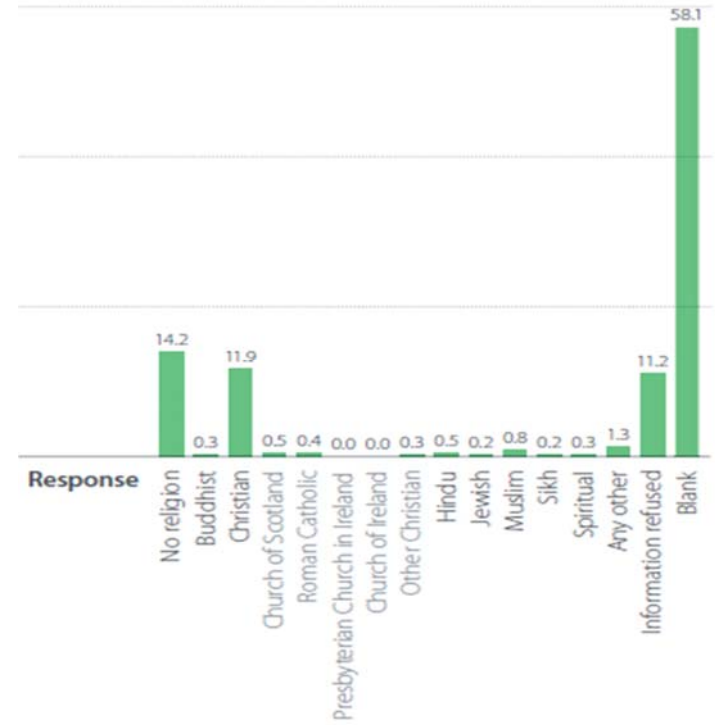
ECU Religion or Belief breakdown

Chart 34: Percentage of Staff in post by trend by Religion or Belief
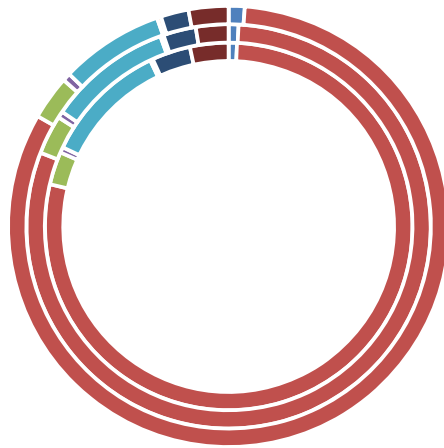
Legend: ■ Buddhist ■ Christian ■ Hindu ■ Jewish ■ Muslim ■ Sikh ■ Spiritual ■ Any other religion or belief

Religion or Belief Breakdown	2015-2016	2014-2015	2013-2014
Buddhist	1%	1%	1%
Christian	78%	80%	82%
Hindu	3%	3%	3%
Jewish	0%	1%	1%
Muslim	11%	10%	8%
Sikh	0%	0%	0%
Spiritual	3%	3%	2%
Any other religion or belief	3%	3%	3%

The figures highlighted (page 35/35) show just how well the University are doing in collating the Religion or Belief data against that of the data collected by ECU. Although we have 25% of our staff with no religion and 18% unknown we have captured a trend when looking at the different breakdown of religion or beliefs. It also highlights a continuing increase of staff who follow the Muslim faith, this has increased by 3% over the last three years.

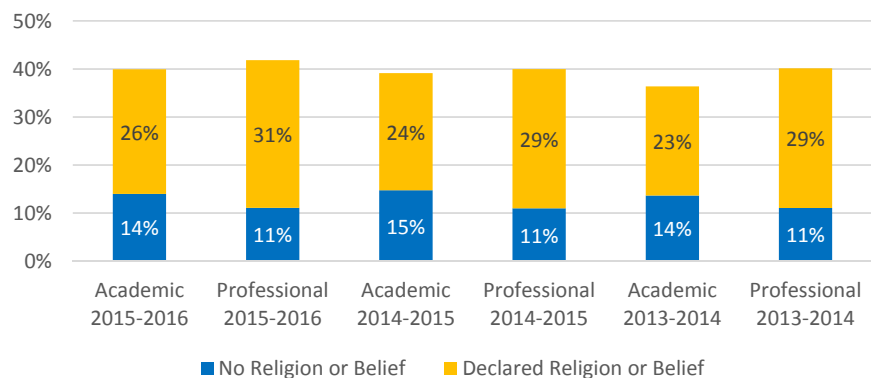### Chart 35: Percentage of Staff in post by trend by Religion or Belief by Academic/Professional

Category	No Religion or Belief	Declared Religion or Belief
Academic 2015-2016	14%	26%
Professional 2015-2016	11%	31%
Academic 2014-2015	15%	24%
Professional 2014-2015	11%	29%
Academic 2013-2014	14%	23%
Professional 2013-2014	11%	29%

Chart 36: Percentage of Staff in post by trend by Religion or Belief by Full-Time/Part-Time

Category	No Religion or Belief	Declared Religion or Belief
Full-Time 2015-2016	19%	42%
Part-Time 2015-2016	6%	15%
Full-Time 2014-2015	20%	41%
Part-Time 2014-2015	6%	13%
Full-Time 2013-2014	19%	37%
Part-Time 2013-2014	6%	15%
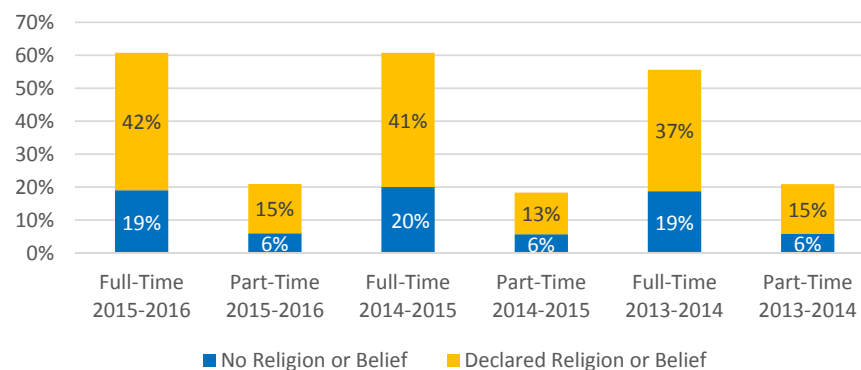
Chart 37: Percentage of Staff in post by trend by Religion or Belief by Fixed/Permemant

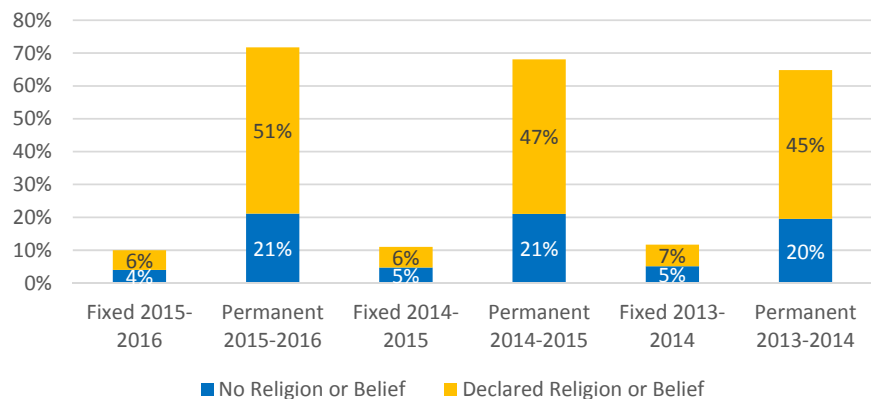| Category	No Religion or Belief	Declared Religion or Belief
Fixed 2015-2016	4%	6%
Permanent 2015-2016	21%	51%
Fixed 2014-2015	5%	6%
Permanent 2014-2015	21%	47%
Fixed 2013-2014	5%	7%
Permanent 2013-2014	20%	45%

Chart 35/36/37:

When looking at the Academic versus the Professional Support staff it is clear that there are more staff that have declared a religion or belief than them that haven't, however it clear that these figures are increasing year on year. Figures show an increase of 2% for Professional Support staff and an increase of 3% for Academic staff.

Figures have also increased for staff in a full-time position by 5% over the three year period.

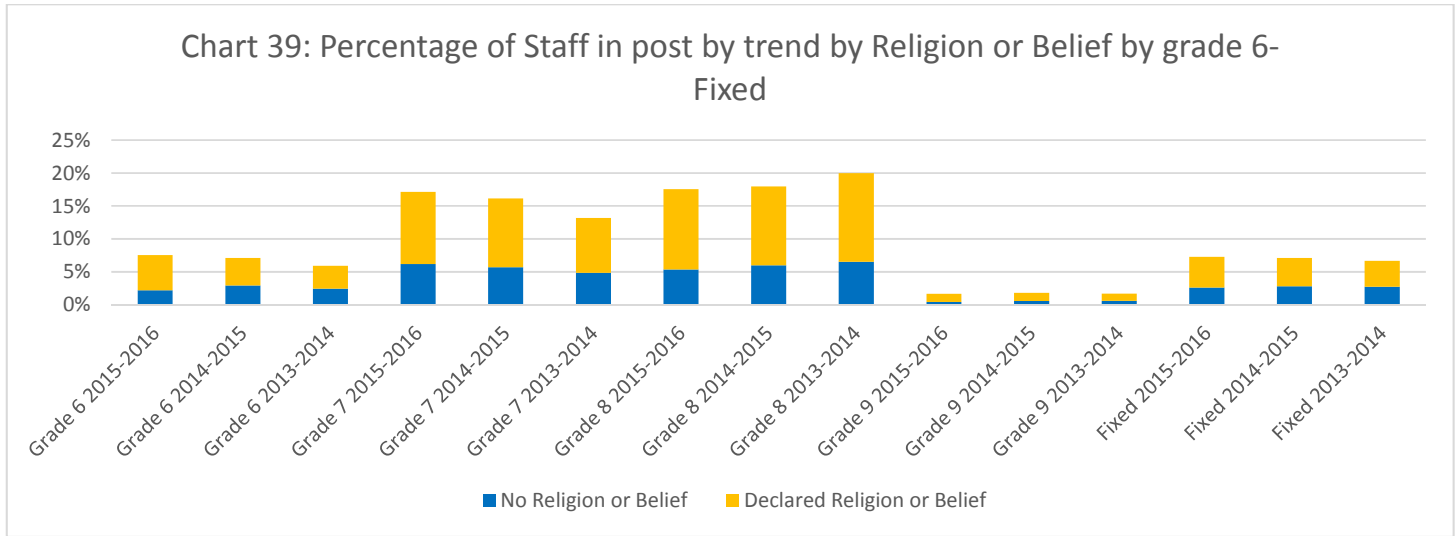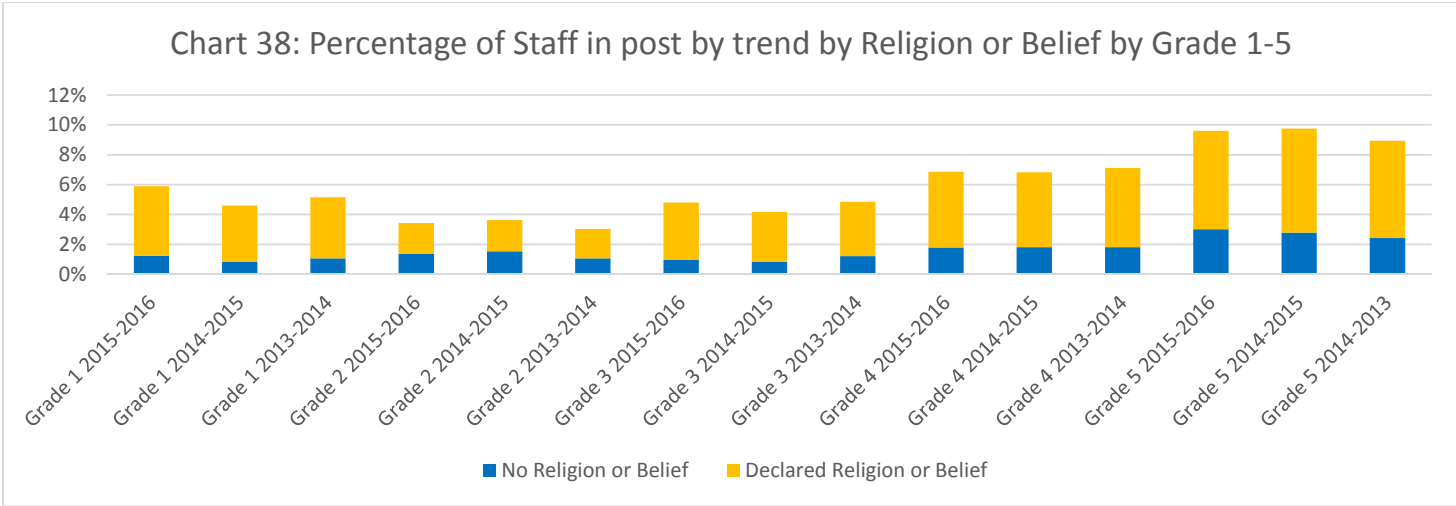Figures have also increased by 4% for staff in a permanent position over the same period.

Chart 38: Percentage of Staff in post by trend by Religion or Belief by Grade 1-5

Legend: ■ No Religion or Belief ■ Declared Religion or Belief

Chart 39: Percentage of Staff in post by trend by Religion or Belief by grade 6-Fixed

Legend: ■ No Religion or Belief ■ Declared Religion or Belief

Chart 38/40: When looking at the staff by grade the trend shows that over the last three years this data has remained fairly consistent with very little change.

Chart 40: Percentage of Academic Staff in post by trend by Religion or Belief

Legend: No Religion or Belief, Declared Religion or Belief

Chart 41: Percentage of Professional Staff in post by trend by Religion or Belief

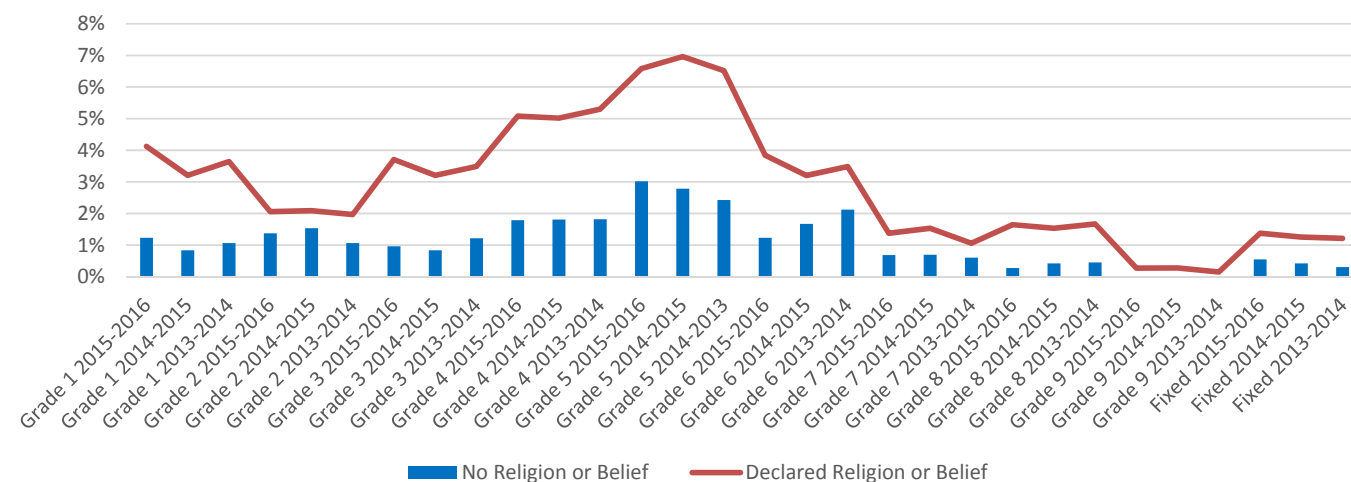Legend: No Religion or Belief, Declared Religion or Belief
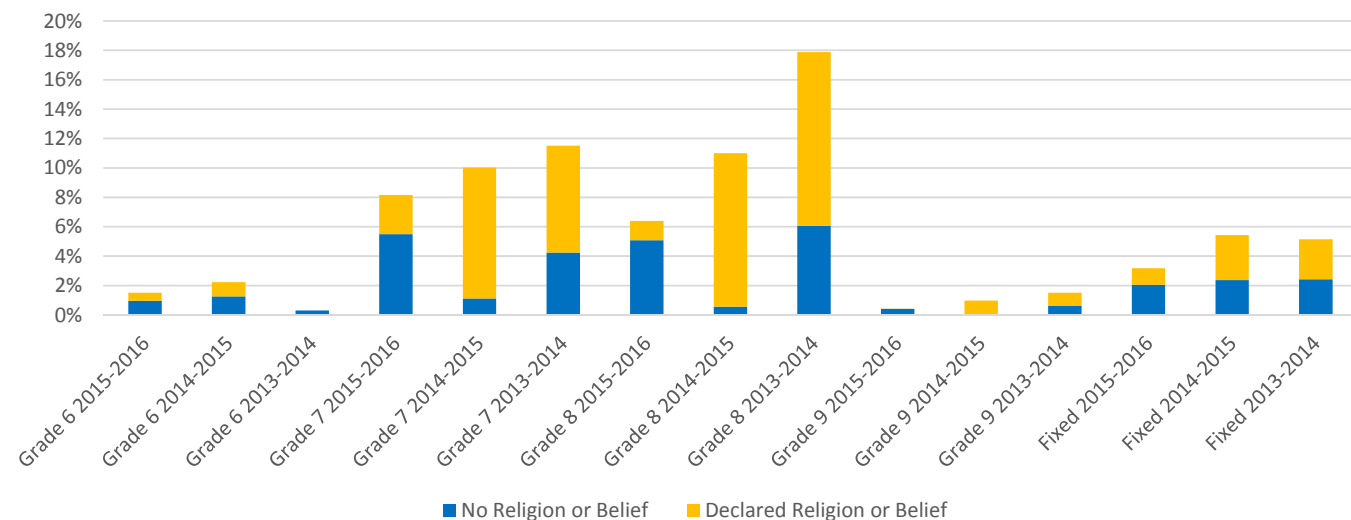
Chart 40:

Looking at the trend for academic staff there have been a number of percentage decreases in staff who have declared a religion or belief at the following grades Grade 7, Grade 8, Grade 9 and Fixed.

This is an average percentage decrease of 4.5% on that of last year's figures.

Chart 41:

For the professional support staff the trend show that the figures have remained steady.

- **Sexual Orientation**

Chart 42: Percentage of Staff in post by trend by Sexual Orientation

	Declared Sexual Orientation	Information refused
2015-2016	94%	6%
2014-2015	93%	7%
2013-2014	92%	8%

2015-2016 2014-2015 2013-2014

ECU chart values: Sexual orientation — Provided information 29.9, Refused to provide 10.8, Blank 59.2

Chart 42: Even though the information is not compulsory the university have managed to obtain a high proportion of good quality data. This data shows that 94% of our staff have declared a Sexual Orientation compared to only 29.9% from the ECU chart. Our trend also shows that over the last three years the figure has been increasing. It also demonstrates there are less staff refusing to provide this information as this figure had decreased by 2%.

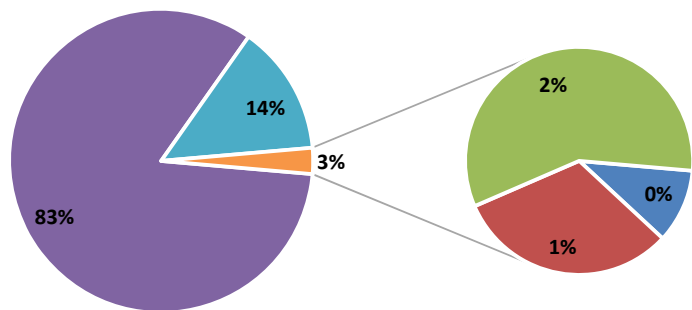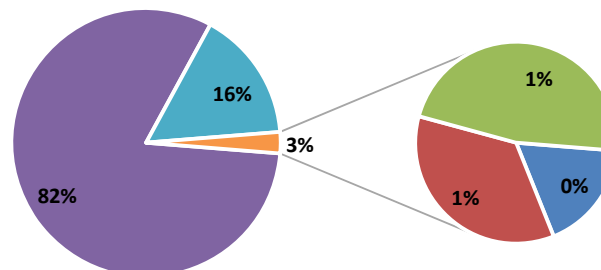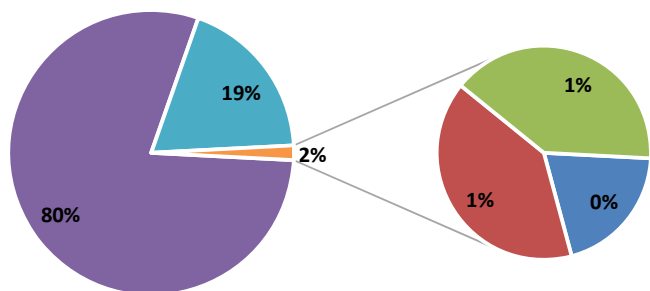**Chart 43a: Percentage of Staff in post by Sexual Orientation 2015-2016**

83%
14%
3%
2%
1%
0%

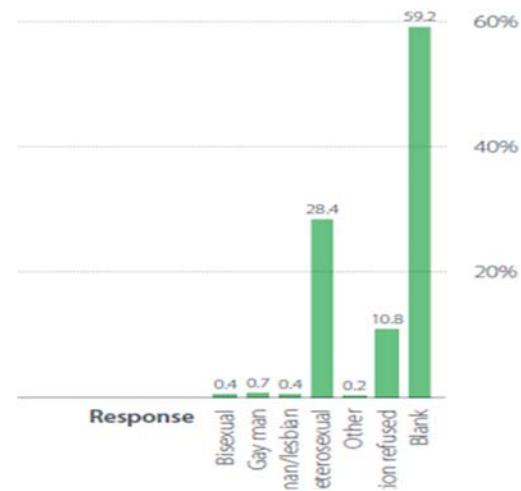**Chart 43b: Percentage of Staff in post by Sexual Orientation 2014-2015**

82%
16%
3%
1%
1%
0%

■ Bisexual ■ Gay man ■ Gay woman/lesbian ■ Heterosexual ■ Other

Chart 43c: Percentage of Staff in post by Sexual Orientation 2013-2014

80%
19%
2%
1%
1%
0%

ECU Sexual Orientation figures

59.2
28.4
10.8
0.4 0.7 0.4 0.2

Response

Bisexual
Gay man
nan/lesbian
eterosexual
Other
ion refused
Blank

60%
40%
20%

* Other refers to people who have declined to provide this information

The figures (page x) show just how well the University are doing in collating the Sexual Orientation data against that of the data collected by ECU. Although we have 14% of our staff that have selected 'other' as they have declined to specify we can provide a breakdown of the other 2% of staff.
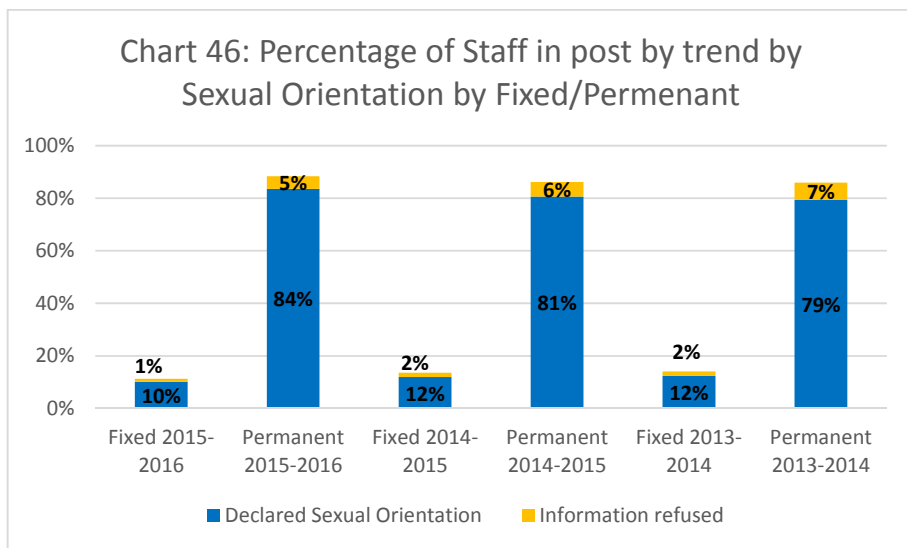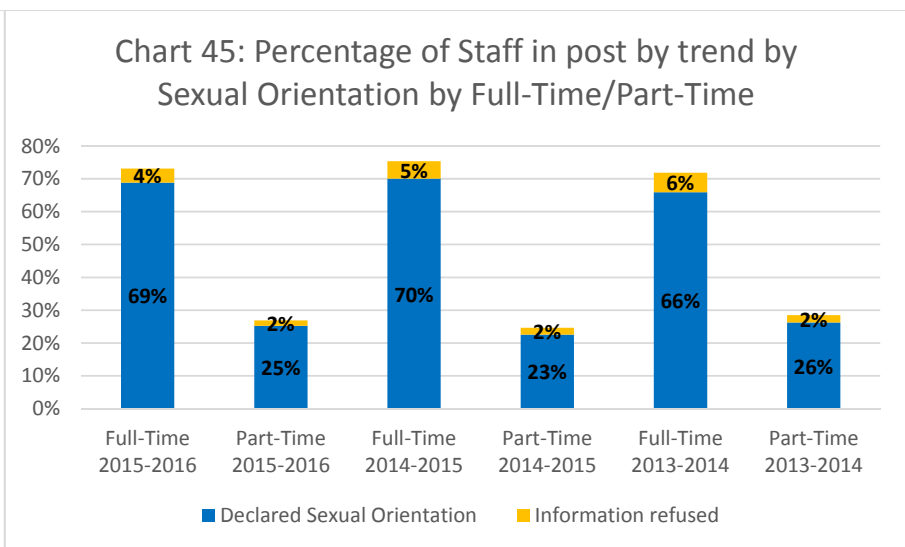

Chart 44: Percentage of Staff in post by trend by Sexual Orientation by Academic/Professional

Chart 45: Percentage of Staff in post by trend by Sexual Orientation by Full-Time/Part-Time

Chart 46: Percentage of Staff in post by trend by Sexual Orientation by Fixed/Permenant
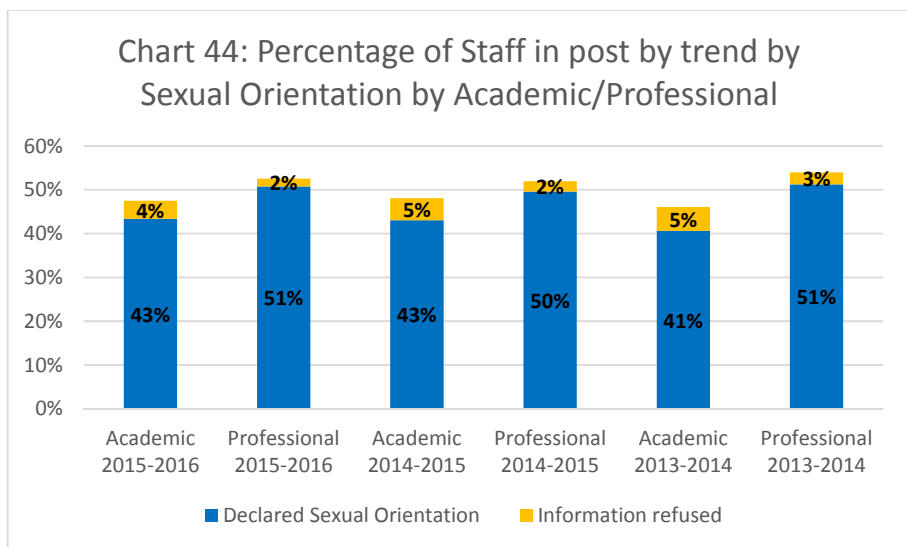
Chart 44/45/46:

By looking at the trends in these three charts it is clear that staff are more inclined to provide information regarding their sexual orientation than that relating to their religion or belief. The trends in all three charts also show that even though the percentage of those that have declined to specify is small this percentage is also reducing from 2013/14 to 2015/16 whether this be academic/professional support, full-time/part-time or permanent/fixed.

Chart 47: Percentage of Staff in post by trend by Sexual Orientation by Grade
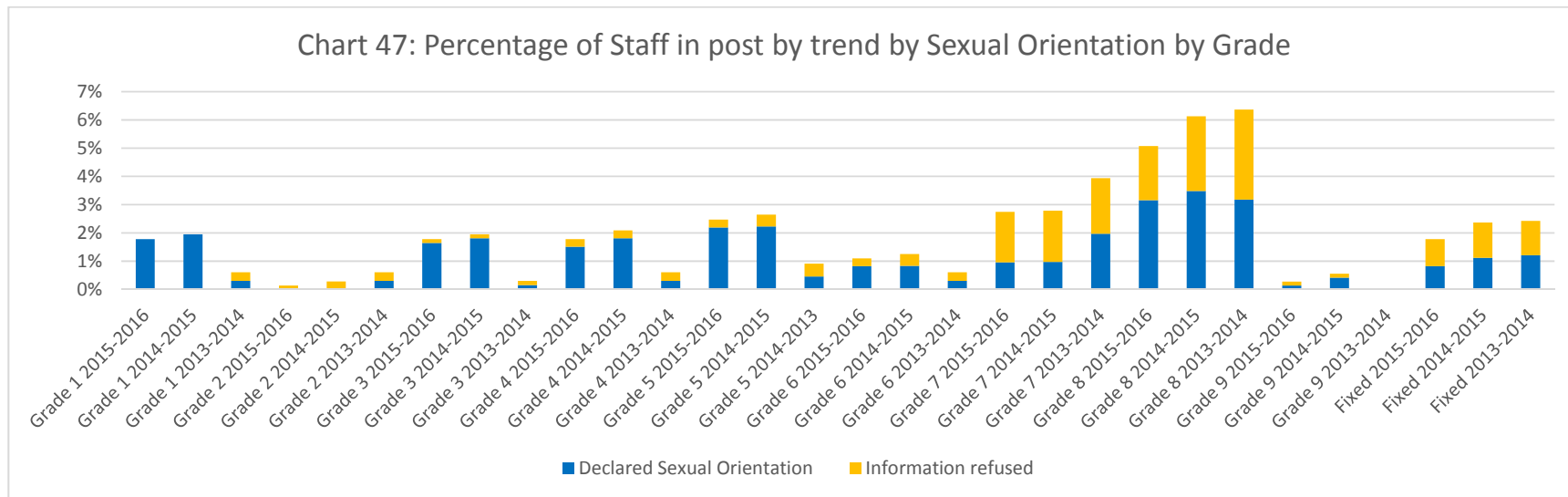
Legend: ■ Declared Sexual Orientation ■ Information refused

Chart 47: When looking at the staff by grade the trend shows that over the last three years this data has remained fairly consistent with very little change.

Chart 48: Percentage of Academic Staff in post by trend by Sexual Orientation

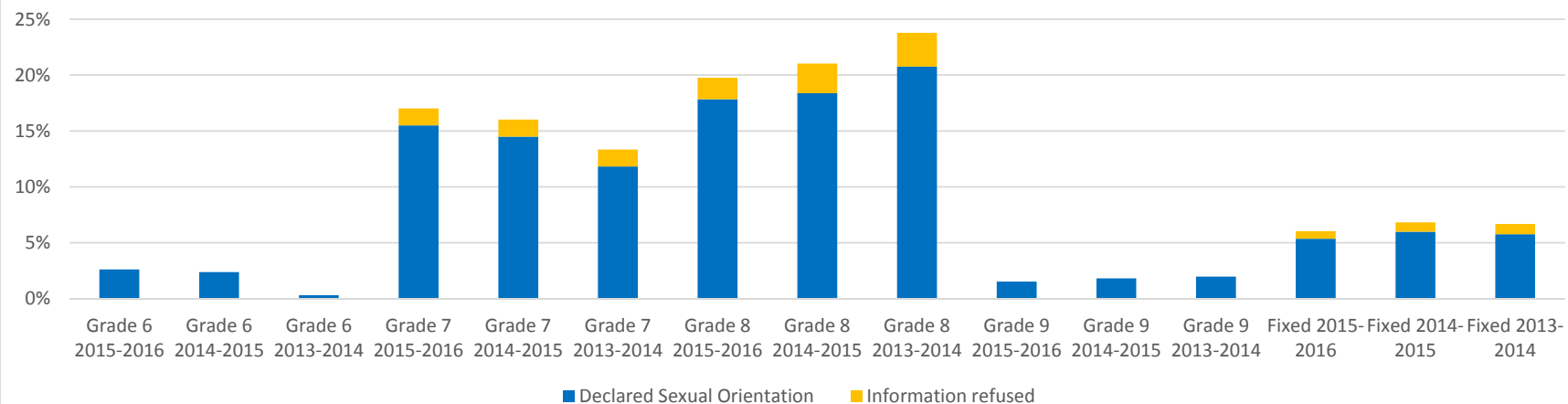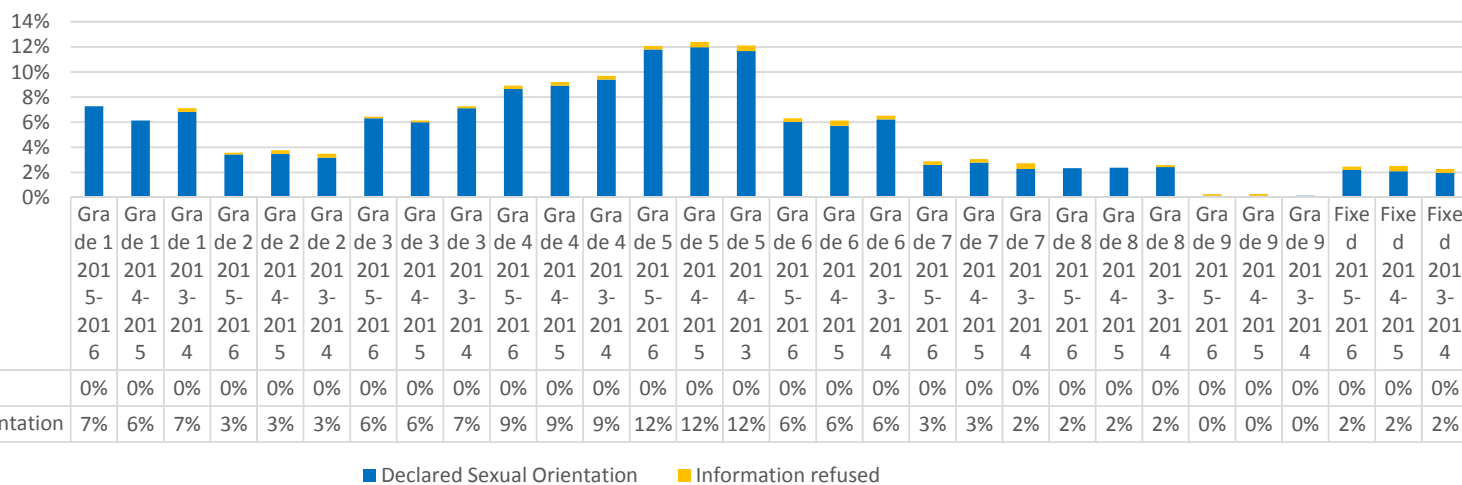| | Grade 6 2015-2016 | Grade 6 2014-2015 | Grade 6 2013-2014 | Grade 7 2015-2016 | Grade 7 2014-2015 | Grade 7 2013-2014 | Grade 8 2015-2016 | Grade 8 2014-2015 | Grade 8 2013-2014 | Grade 9 2015-2016 | Grade 9 2014-2015 | Grade 9 2013-2014 | Fixed 2015-2016 | Fixed 2014-2015 | Fixed 2013-2014 |

■ Declared Sexual Orientation ■ Information refused

Chart 48/49: This data shows a 4% increase at Grade 7, Grade 8 and Fixed grade there has been a 2% decrease in academic staff providing information on their sexual orientation. However for professional support staff the trend shows that figures remain unchanged.

Chart 49: Percentage of Professional Staff in post by trend by Sexual Orientation

	Grade 1 2015-2016	Grade 1 2014-2015	Grade 1 2013-2014	Grade 2 2015-2016	Grade 2 2014-2015	Grade 2 2013-2014	Grade 3 2015-2016	Grade 3 2014-2015	Grade 3 2013-2014	Grade 4 2015-2016	Grade 4 2014-2015	Grade 4 2013-2014	Grade 5 2015-2016	Grade 5 2014-2015	Grade 5 2014-2013	Grade 6 2015-2016	Grade 6 2014-2015	Grade 6 2013-2014	Grade 7 2015-2016	Grade 7 2014-2015	Grade 7 2013-2014	Grade 8 2015-2016	Grade 8 2014-2015	Grade 8 2013-2014	Grade 9 2015-2016	Grade 9 2014-2015	Grade 9 2013-2014	Fixed 2015-2016	Fixed 2014-2015	Fixed 2013-2014
Information refused	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Declared Sexual Orientation	7%	6%	7%	3%	3%	3%	6%	6%	7%	9%	9%	9%	12%	12%	12%	6%	6%	6%	3%	3%	2%	2%	2%	2%	0%	0%	0%	2%	2%	2%

■ Declared Sexual Orientation ■ Information refused

Equality and Diversity
Statistical Equality Data
Students

Equality and Diversity Statistical Data – Students

Overview

The University of Bolton is proud to have a strong history of representing tolerance and promoting equality of opportunity and are very proud to be part of a multi-cultural community. The University has a diverse range of students and staff and seeks to ensure that all students and employees are able to fulfil their potential regardless of their background. Students who choose to study here are guaranteed to be in good company, joining an energetic mix of international, EU and UK students and staff. By having a diverse population it brings to the university experience, skills and knowledge which is then reflected in our students. We embrace these differences and value the contribution made by all sectors of our community. We incorporate equality into our core objectives, making every effort to eliminate discrimination, create equal opportunities and develop good working relationships between different students and staff.

This report contains data regarding the protected characteristics and in some instances highlights three year trends. This section of the report will be looking into students' mode of study, level of study, degree classification, withdrawal rate and the (NSS) National Student Survey results.

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

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

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

- ## **Gender**

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

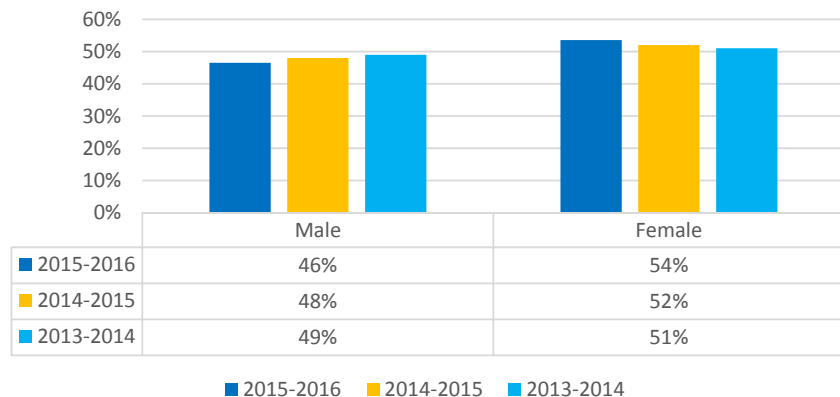### Chart 1: Percentage of On-Campus Students by trend by Gender

	Male	Female
2015-2016	46%	54%
2014-2015	48%	52%
2013-2014	49%	51%

2015-2016 2014-2015 2013-2014

Chart 2: Percentage of Off-Campus Students by trend by Gender

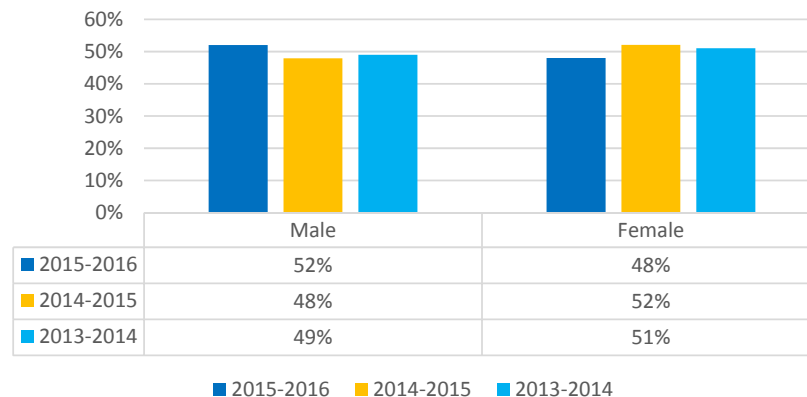|	Male	Female
2015-2016	52%	48%
2014-2015	48%	52%
2013-2014	49%	51%

2015-2016 2014-2015 2013-2014

Chart 1/2: There is a continuing trend when it comes to there being more females' year on year for on-campus students, however when looking at off-campus it shows that previous years females have been the higher percentage, this is not the case for 2015-2016 as we now have more male students in off-campus. ECU's[1] (equality challenge unit) figures show the national average to be 57.2% female and 42.8% male.

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[1] ECU Equality and higher education student statistical report 2016 (http://www.ecu.ac.uk/publications/equality-in-higher-education-statistical-report-2016/)

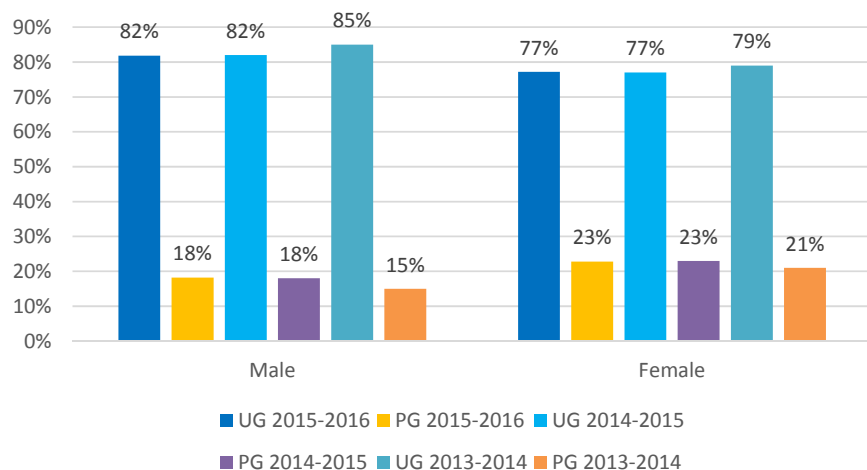**Chart 3: Percentage of On-Campus Students by trend by Gender by Level of Study**

Chart 4: Percentage of Off-Campus Students by trend by Gender by Level of Study

Chart 3 legend: UG 2015-2016, PG 2015-2016, UG 2014-2015, PG 2014-2015, UG 2013-2014, PG 2013-2014

Chart 4 legend: UG 2015-2016, PG 2015-2016, UG 2014-2015, PG 2014-2015, UG 2013-2014, PG 2013-2014
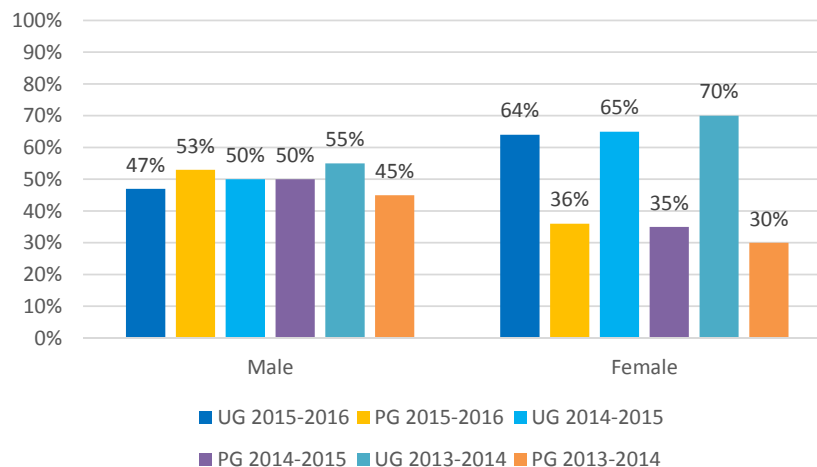
Chart 3/4: The trend in on-campus shows that the majority of our students' level of study is undergraduate and these figures have remained fairly stationary. This stationary trend is also present in the off-campus with a similar pattern occurring but only with our female students. However the level of study in off-campus for our male students show only a slight percentage difference. ECU's[2] figures show that an average of 59.7% female and 40.3% are studying undergraduate and 55.4% female and 44.5% male are studying postgraduate.

[2] ECU Equality and higher education student statistical report 2016 (http://www.ecu.ac.uk/publications/equality-in-higher-education-statistical-report-2016/)

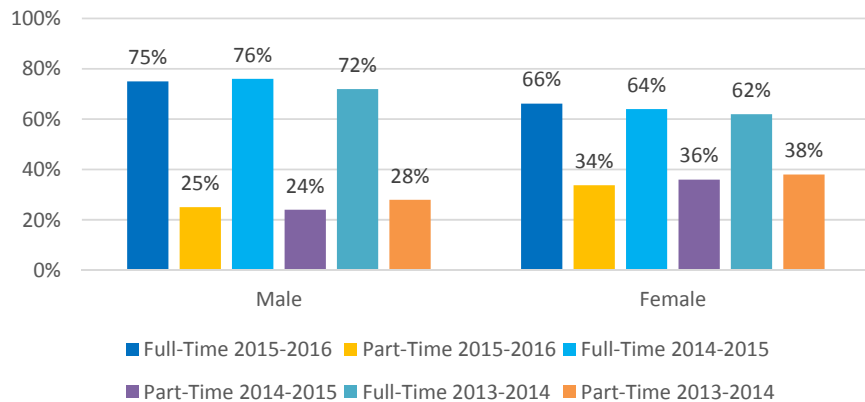Chart 5: Percentage of On-Campus Students by trend by Gender by Mode of Study

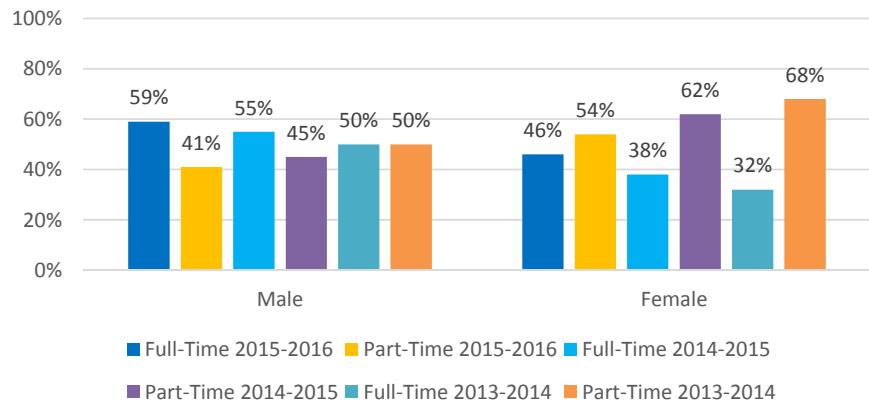Chart 6: Percentage of Off-Campus Students by trend by Gender by Mode of Study

Chart 5/6: The trend in our on-campus students shows that the majority of our students' mode of study is full-time and these figures have remained fairly stationary, with a slightly higher percentage of females studying part-time. However the mode of study in our off-campus students, specifically with males there is very little difference between those students studying part-time or full-time. ECU's[3] figures show that 54.8% are female and 45.2% are male studying full-time and 60.3% female and 39.7% male studying at part-time.

ECU Gender figures

		Female			Male		
		No.	↓%	→%	No.	↓%	→%
All students							
FT	Full-time	930380	73.1	54.8	766525	77.2	45.2
PT	Part-time	342955	26.9	60.3	225845	22.8	39.7
All	All modes	1273335	100.0	56.2	992370	100.0	43.8

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[3] ECU Equality and higher education student statistical report 2016 (http://www.ecu.ac.uk/publications/equality-in-higher-education-statistical-report-2016/)

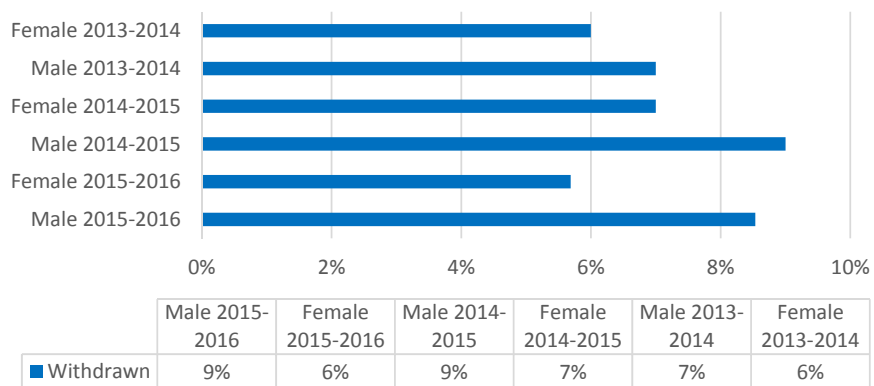**Chart 7: Percentage of On-Campus Students by trend by Gender by Withdrawal Rate**

	Male 2015-2016	Female 2015-2016	Male 2014-2015	Female 2014-2015	Male 2013-2014	Female 2013-2014
■ Withdrawn	9%	6%	9%	7%	7%	6%

Chart 8: Percentage of Off-Campus Students by trend by Gender by Withdrawal Rate

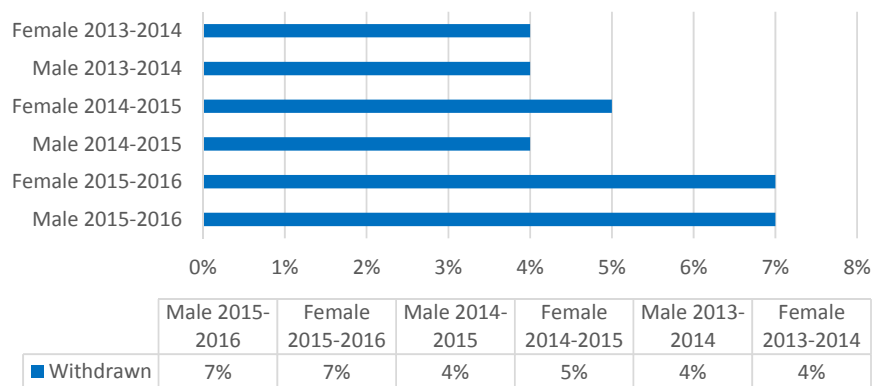|	Male 2015-2016	Female 2015-2016	Male 2014-2015	Female 2014-2015	Male 2013-2014	Female 2013-2014
■ Withdrawn	7%	7%	4%	5%	4%	4%

Chart 7/8:   The trend for both on-campus and off-campus students shows that the withdrawal rate for male and female students has increased over the last three years by an average of 3%.

Each figure represents the percentage of each gender that graduated, for example in 2015-2016 18% of male on-campus graduates achieved a first.

Chart 9a: Percentage of On-Campus Students by Gender by Degree Classification 2015-2016
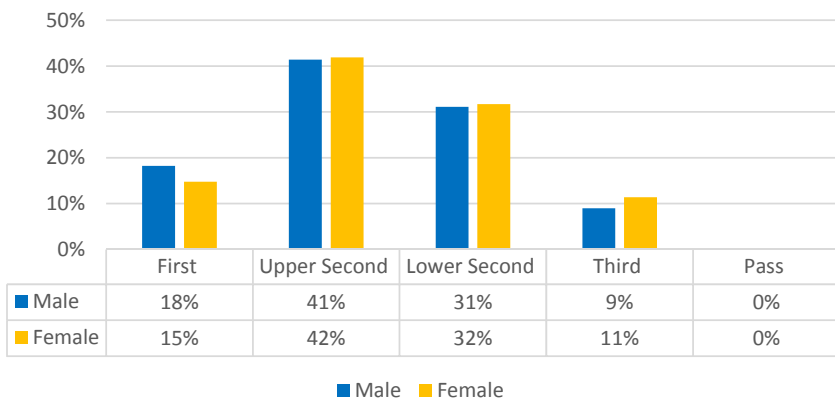
	First	Upper Second	Lower Second	Third	Pass
■ Male	18%	41%	31%	9%	0%
■ Female	15%	42%	32%	11%	0%

■ Male ■ Female

Chart 9b: Percentage of Off-Campus Students by Gender by Degree Classification 2015-2016

	First	Upper Second	Lower Second	Third	Pass
■ Male	11%	18%	43%	25%	3%
■ Female	11%	41%	34%	13%	0%

■ Male ■ Female

Chart 10a: Percentage of On-Campus Students by Gender by Degree Classification 2014-2015

	First	Upper Second	Lower Second	Third	Pass
Male	14%	41%	33%	9%	2%
Female	15%	38%	33%	11%	3%

Chart 10b: Percentage of Off-Campus Students by Gender by Degree Classification 2014-2015

	First	Upper Second	Lower Second	Third	Pass
Male	6%	37%	37%	19%	1%
Female	7%	24%	43%	24%	2%

Chart 11a: Percentage of On-Campus Students by Gender by Degree Classification 2013-2014

	First	Upper Second	Lower Second	Third	Pass
Male	14%	37%	35%	10%	3%
Female	15%	43%	34%	7%	2%

Chart 11b: Percentage of Off-Campus Students by Gender by Degree Classification 2013-2014

	First	Upper Second	Lower Second	Third	Pass
Male	4%	23%	43%	28%	2%
Female	8%	31%	41%	20%	0%
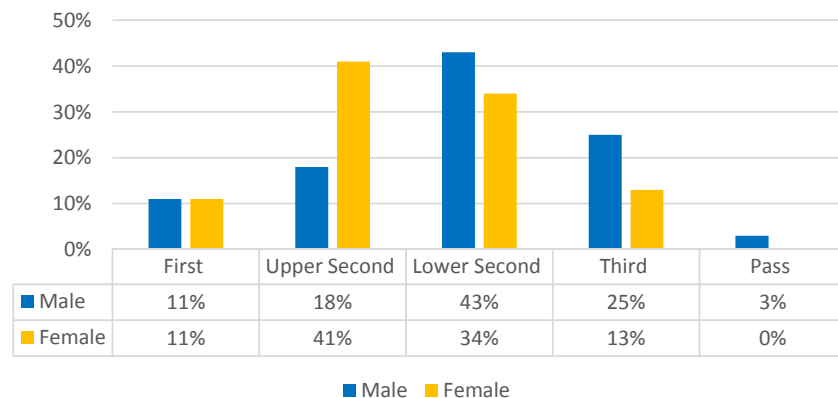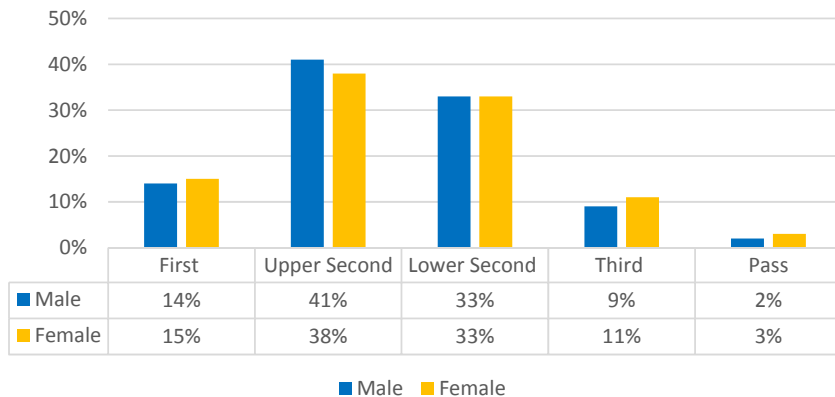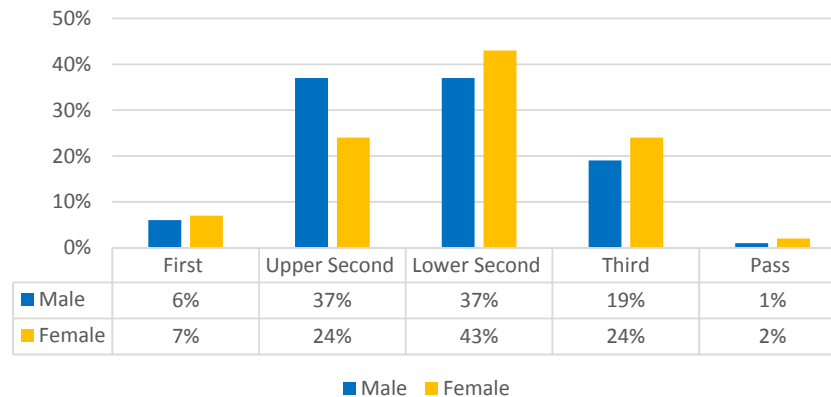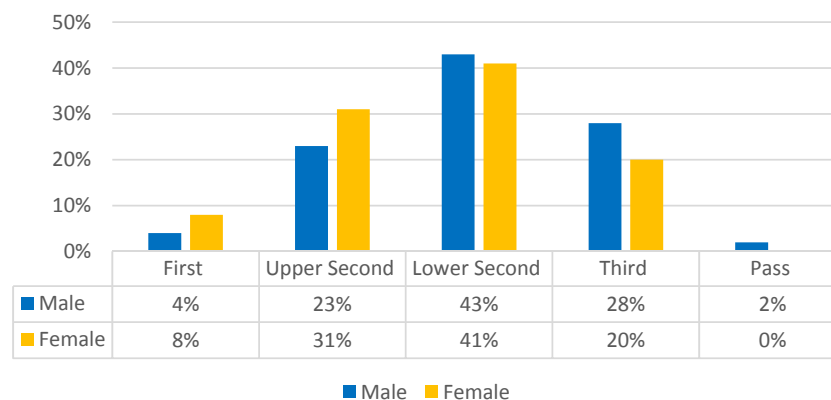
The above degree classification charts show a significant percentage increase for those students who have received a first. From 2013/14 to date, males achieving a first has gone up by 4% (on-campus) and 7% (off-campus).

Gender Overall – We have slightly more female students than males' on-campus but this is reverse when looking at the male/female student split for off-campus. We are also slightly under the national average of 57.2% (female). There is a high percentage of students whose level of study is undergraduate. We have an increasing percentage of students both male and female achieving a first for both on-campus and off-campus.

- ## Age

This report uses the following age categories

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

ECU have mentioned within their annual report that those over the age of 21 upon entry – has fallen since 2003/04 and in particular since 2010/11, with 2014/15 marking its lowest level to date[4]. However the University's figures show the larger percentage of students at the 20-29 age category and this is the same for both on-campus and off-campus.

Chart 12: Percentage of On-Campus Students by trend by Age

	Under 20	20-29	30-39	40-49	50-59	60 and over
2015-2016	24%	41%	18%	12%	4%	1%
2014-2015	24%	42%	18%	12%	4%	1%
2013-2014	27%	39%	17%	12%	4%	1%
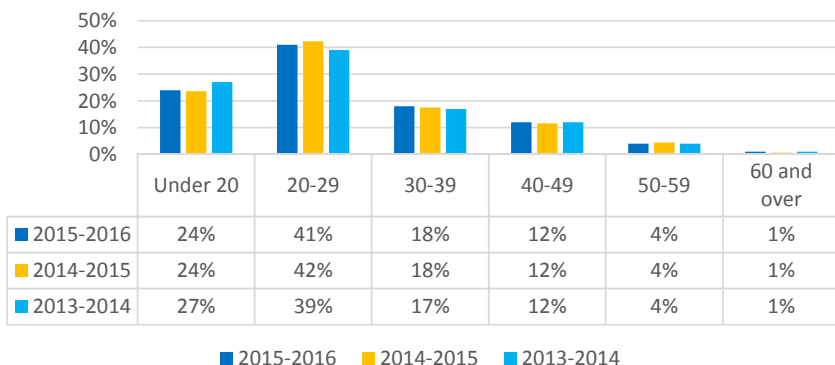
Chart 13: Percentage of Off-Campus Students by trend by Age

	Under 20	20-29	30-39	40-49	50-59	60 and over
2015-2016	18%	42%	24%	12%	4%	0%
2014-2015	15%	42%	24%	14%	4%	0%
2013-2014	15%	42%	25%	14%	4%	0%

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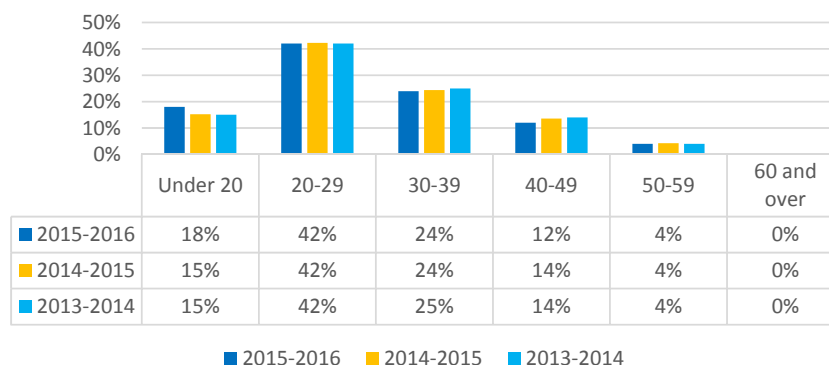
[4] ECU Equality and higher education student statistical report 2016 (http://www.ecu.ac.uk/publications/equality-in-higher-education-statistical-report-2016/)

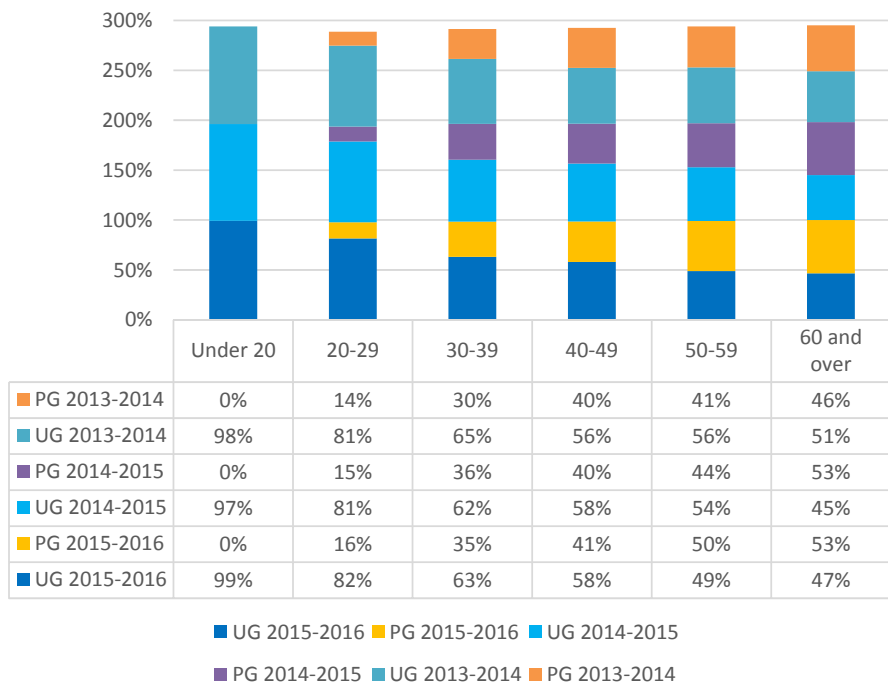**Chart 14: Percentage of On-Campus Studnets by trend by Age by Level of Study**

	Under 20	20-29	30-39	40-49	50-59	60 and over
PG 2013-2014	0%	14%	30%	40%	41%	46%
UG 2013-2014	98%	81%	65%	56%	56%	51%
PG 2014-2015	0%	15%	36%	40%	44%	53%
UG 2014-2015	97%	81%	62%	58%	54%	45%
PG 2015-2016	0%	16%	35%	41%	50%	53%
UG 2015-2016	99%	82%	63%	58%	49%	47%

■ UG 2015-2016　■ PG 2015-2016　■ UG 2014-2015
■ PG 2014-2015　■ UG 2013-2014　■ PG 2013-2014

Chart 15: Percentage of Off-Campus Students by trend by Age by Level of Study:

	Under 20	20-29	30-39	40-49	50-59	60 and over
PG 2013-2014	0%	33%	59%	51%	46%	50%
UG 2013-2014	100%	67%	41%	49%	54%	50%
PG 2014-2015	0%	36%	67%	58%	57%	70%
UG 2014-2015	100%	61%	33%	42%	43%	30%
PG 2015-2016	8%	40%	69%	61%	60%	80%
UG 2015-2016	92%	60%	31%	39%	40%	20%

■ UG 2015-2016　■ PG 2015-2016　■ UG 2014-2015
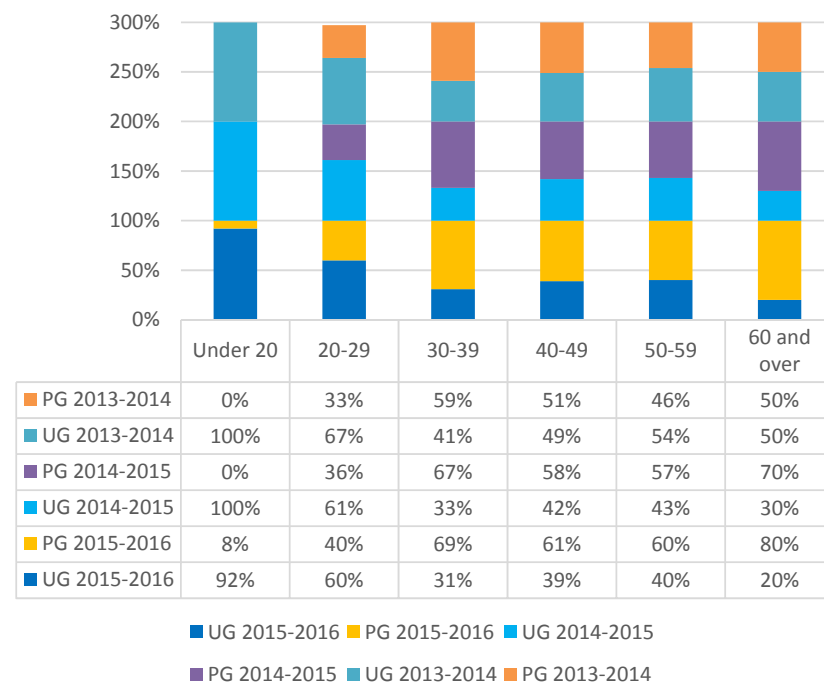■ PG 2014-2015　■ UG 2013-2014　■ PG 2013-2014

Chart 14/15: The trend shows that as our students get older a higher percentage of students study at post graduate level. However as students will have firstly completed an undergraduate degree before beginning postgraduate study this makes it more likely that a higher percentage of younger students will study at undergraduate level.

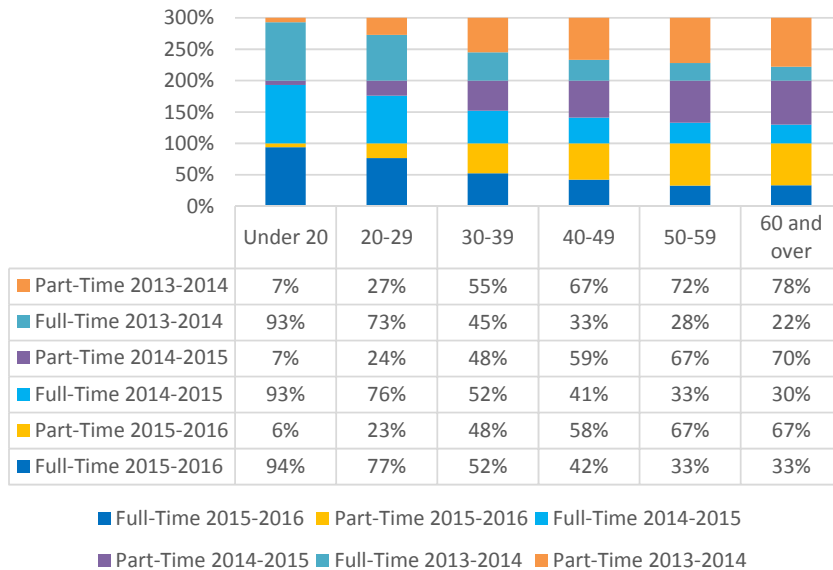## Chart 16: Percentage of On-Campus Students by trend by Age by Mode of Study

	Under 20	20-29	30-39	40-49	50-59	60 and over
■ Part-Time 2013-2014	7%	27%	55%	67%	72%	78%
■ Full-Time 2013-2014	93%	73%	45%	33%	28%	22%
■ Part-Time 2014-2015	7%	24%	48%	59%	67%	70%
■ Full-Time 2014-2015	93%	76%	52%	41%	33%	30%
■ Part-Time 2015-2016	6%	23%	48%	58%	67%	67%
■ Full-Time 2015-2016	94%	77%	52%	42%	33%	33%

■ Full-Time 2015-2016 ■ Part-Time 2015-2016 ■ Full-Time 2014-2015
■ Part-Time 2014-2015 ■ Full-Time 2013-2014 ■ Part-Time 2013-2014

Chart 17: Percentage of Off-Campus Students by trend by Age by Mode of Study

	Under 20	20-29	30-39	40-49	50-59	60 and over
■ Part-Time 2013-2014	14%	56%	79%	77%	73%	58%
■ Full-Time 2013-2014	86%	44%	21%	23%	28%	42%
■ Part-Time 2014-2015	12%	45%	77%	81%	69%	60%
■ Full-Time 2014-2015	88%	55%	23%	19%	31%	40%
■ Part-Time 2015-2016	7%	38%	74%	76%	61%	50%
■ Full-Time 2015-2016	93%	62%	26%	24%	39%	50%

■ Full-Time 2015-2016 ■ Part-Time 2015-2016 ■ Full-Time 2014-2015
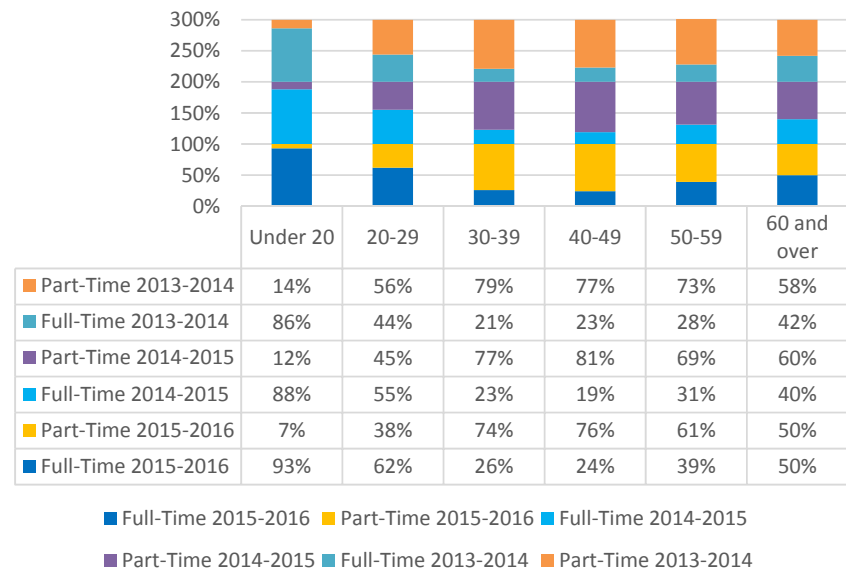■ Part-Time 2014-2015 ■ Full-Time 2013-2014 ■ Part-Time 2013-2014

Chart 16/17:   The figures for on-campus show we have a large percentage of students studying full-time at 94% which is more or less the same as our off-campus students at 93%. Both on-campus and off-campus charts also show that the percentage of students 60 and over studying full-time and part-time has increased.

Chart 18: Percentage of On-Campus Students by trend by Age by Withdrawal Rate
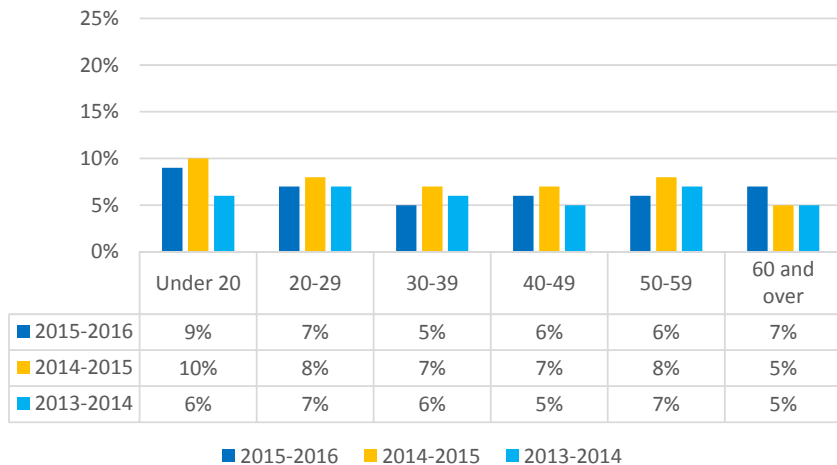
	Under 20	20-29	30-39	40-49	50-59	60 and over
2015-2016	9%	7%	5%	6%	6%	7%
2014-2015	10%	8%	7%	7%	8%	5%
2013-2014	6%	7%	6%	5%	7%	5%

Chart 19: Percentage of Off-Campus Students by trend by Age by Withdrawal Rate

	Under 20	20-29	30-39	40-49	50-59	60 and over
2015-2016	8%	6%	7%	9%	10%	10%
2014-2015	7%	3%	3%	6%	6%	20%
2013-2014	4%	4%	4%	4%	3%	0%
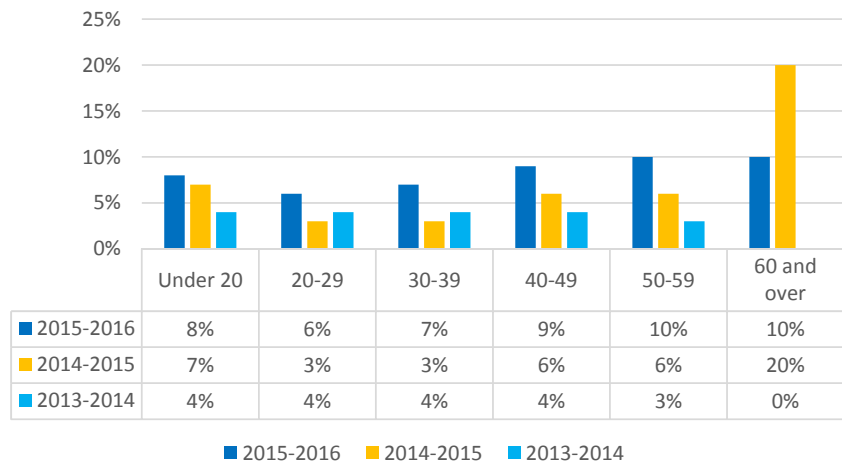
Chart 18/19:   On campus withdrawal rates have remained fairly static whereas off-campus there is an upward trend of students withdrawing across all age ranges, other than the 60 and over where there has been a significant improvement 10% less than the previous year 2014/15.

Chart 20a: Percentage of On-Campus Students by Age by Degree Classification 2015-2016
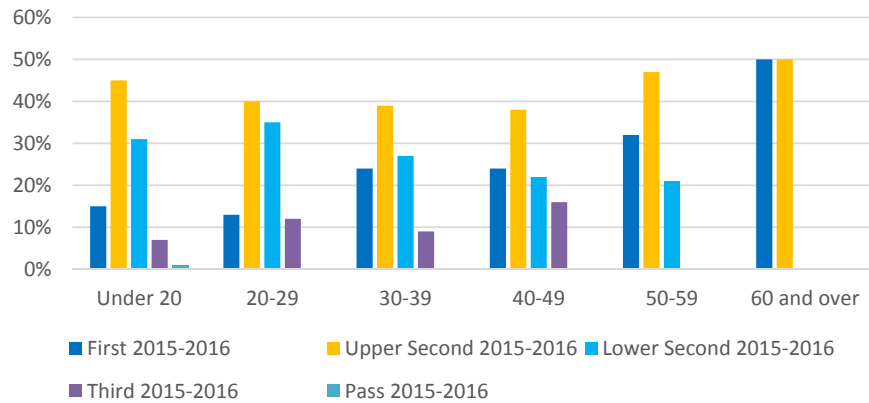
Legend: First 2015-2016, Upper Second 2015-2016, Lower Second 2015-2016, Third 2015-2016, Pass 2015-2016

Chart 20b: Percentage of Off-Campus Students by Age by Degree Classification 2015-2016

Legend: First, Upper Second, Lower Second, Third, Pass
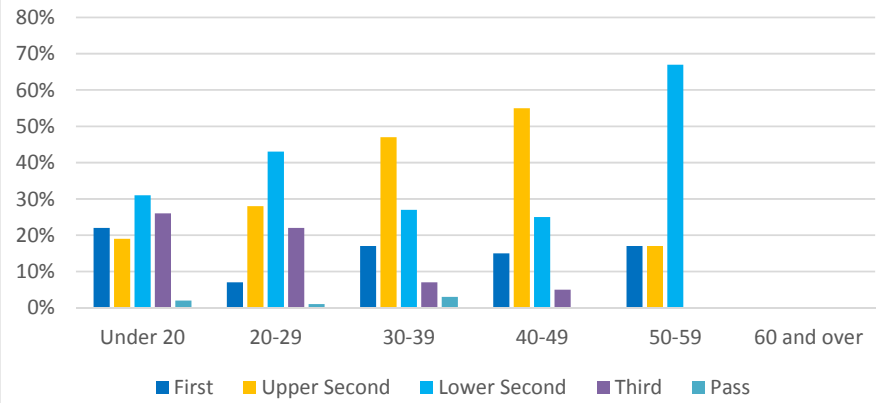
Chart 21a: Percentage of On-Campus Students by Age by Degree Classification 2014-2015

Legend: First 2014-2015, Upper Second 2014-2015, Lower Second 2014-2015, Third 2014-2015
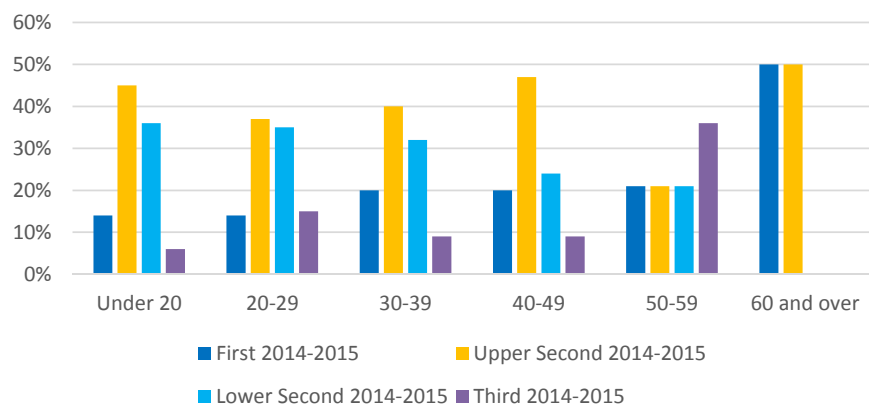
Chart 21b: Percentage of Off-Campus Students by Age by Degree Classification 2014-2015

Legend: First, Upper Second, Lower Second, Third
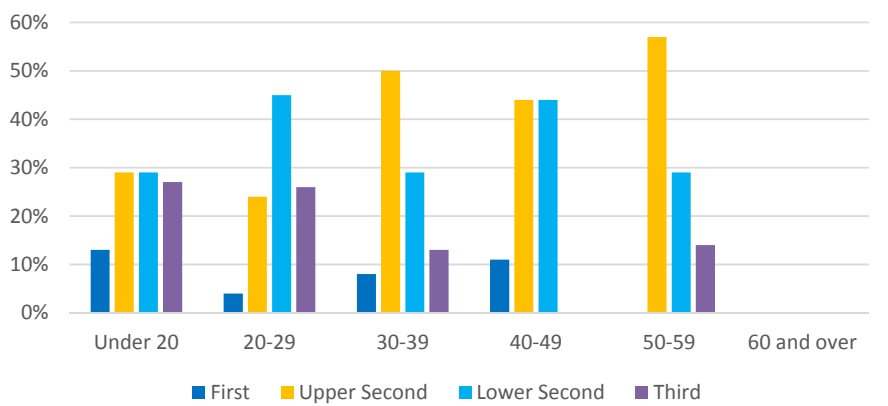
Chart 22a: Percentage of On-Campus Students by Age by Degree Classification 2013-2014

- First 2013-2014
- Upper Second 2013-2014
- Lower Second 2013-2014
- Third 2013-2014
- Pass 2013-2014
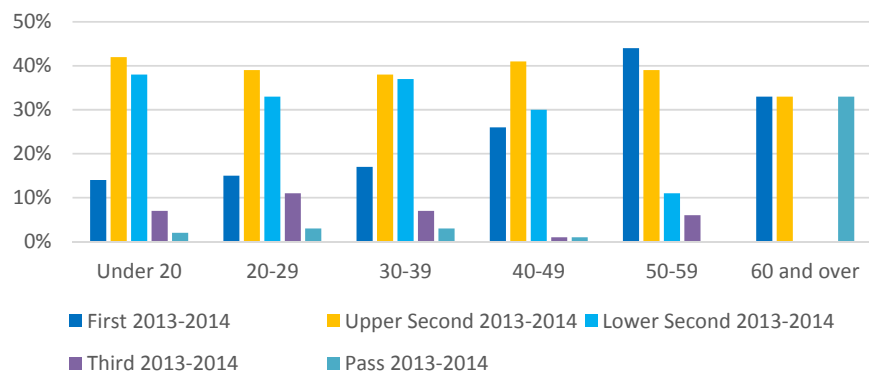
Chart 22b: Percentage of Off-Campus Students by Age by Degree Classification 2013-2014

- First
- Upper Second
- Lower Second
- Third
- Pass
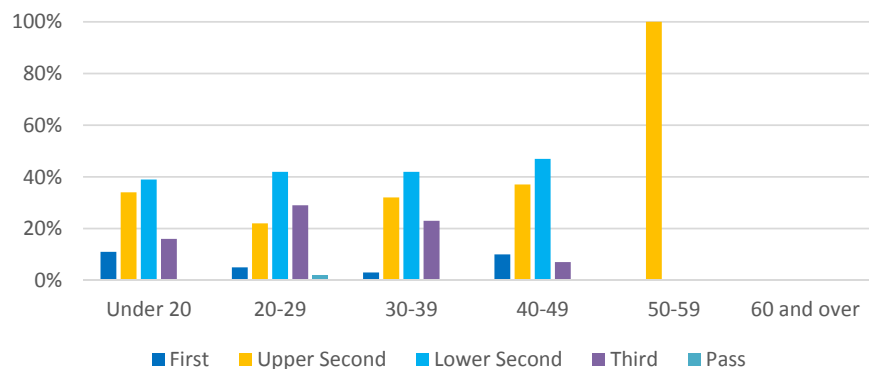
ECU Degree Classification[5]

	First/2:1		First		2:1		2:2		Third/pass		All
	No.	→%	No.	→%	No.	→%	No.	→%	No.	→%	No.
All modes											
≤21	95805	77.1	25370	20.4	70440	56.7	25195	20.3	3250	2.6	124250
22–25	129355	70.6	42035	22.9	87320	47.7	43075	23.5	10790	5.9	183220
26–35	23745	63.8	8555	23.0	15190	40.8	9890	26.6	3590	9.6	37225
≥36	16410	62.6	5680	21.7	10725	40.9	7090	27.1	2710	10.3	26205
All age groups	265315	71.5	81640	22.0	183680	49.5	85250	23.0	20340	5.5	370905

Chart 20a to Chart 22b: The trend for on-campus shows a 7% increase at age category 30-39 and a 17% increase at age category 60 and over in our students achieving a first class degree. The trend for off-campus show an average percentage increase across the board at all age categories of 13% acheving a first class degree.

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[5] ECU Equality and higher education student statistical report 2016 (http://www.ecu.ac.uk/publications/equality-in-higher-education-statistical-report-2016/)

- ## Disability

The below charts display the breakdown of students both on-campus and off-campus that have declared themselves to have a disability. For the purpose of this report each of these categories below have been grouped together and throughout this section will be referred to as 'declared disability'.

= **Disability Categories**

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 epilepsy

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

Chart 23: Percenage of On-Campus Students by trend by Disability/None Disability
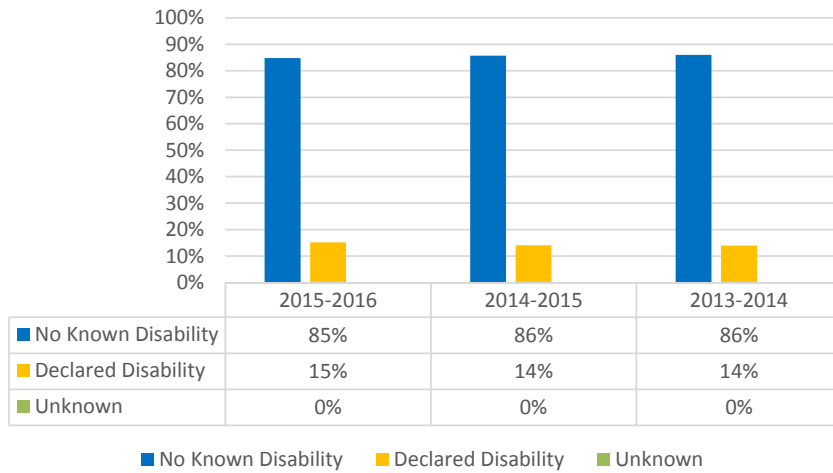
	2015-2016	2014-2015	2013-2014
■ No Known Disability	85%	86%	86%
■ Declared Disability	15%	14%	14%
■ Unknown	0%	0%	0%

■ No Known Disability ■ Declared Disability ■ Unknown

Chart 24: Percentage of Off-Campus Students by trend by Disability/None Disability

	2015-2016	2014-2015	2013-2014
■ No Known Disability	95%	95%	95%
■ Declared Disability	4%	4%	5%
■ Unknown	0%	0%	0%

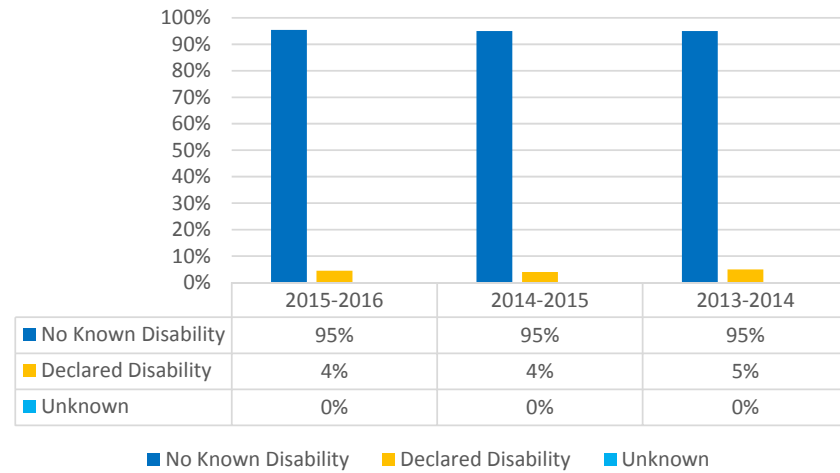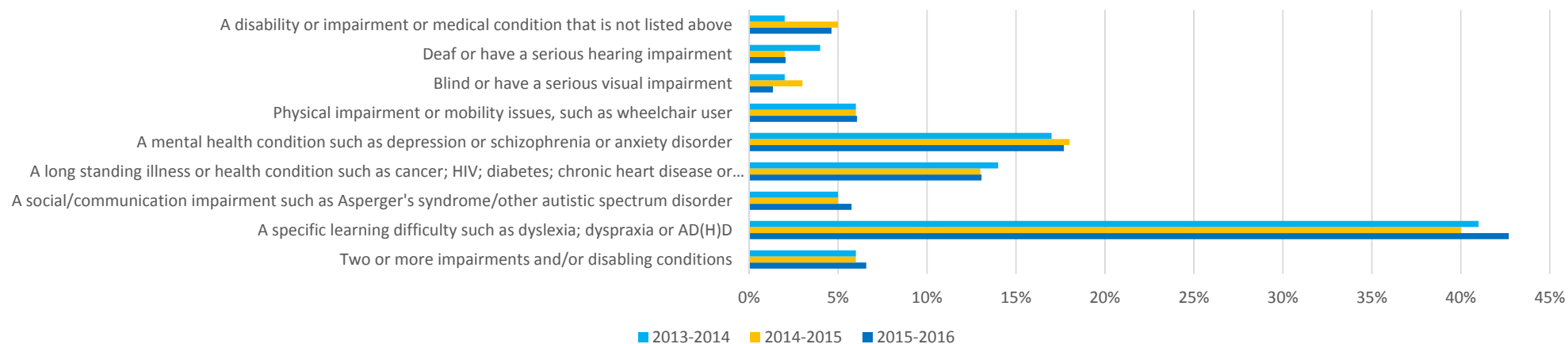■ No Known Disability ■ Declared Disability ■ Unknown

Chart 23/24:   The trends show that the majority of our students have not declared themselves to have a disability. There has been a 1% increase on-campus of those students that have declared a disability. Off-campus is showing at 4% which is below the national average (10.6%).

On-campus those students that have declaired a disability

Chart 25: Percentage of On-Campus Students by trend by Disability

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: ■ 2013-2014 ■ 2014-2015 ■ 2015-2016

Off-campus those students that have declaired a disability

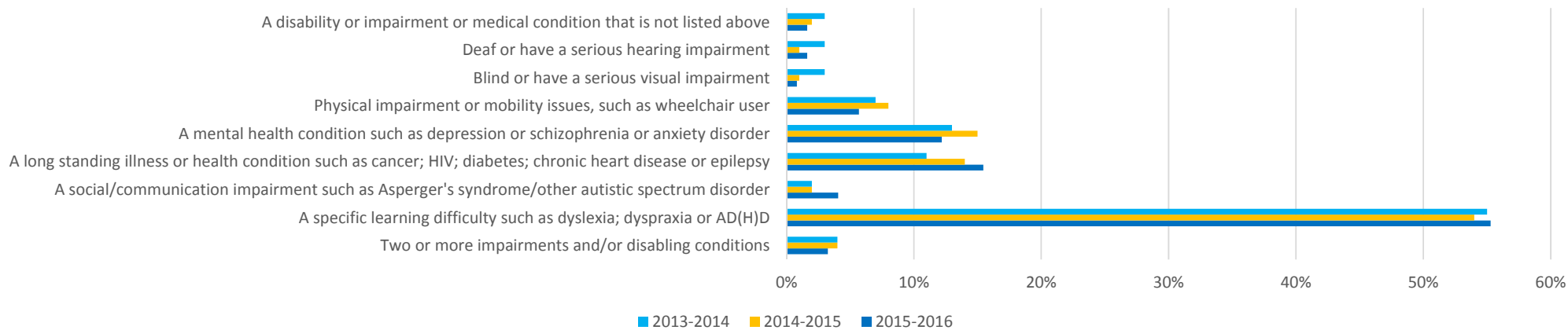### Chart 26: Percentage of Off-Campus Students by trend by Disability

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 epilepsy
- 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: ■ 2013-2014 ■ 2014-2015 ■ 2015-2016

Chart 27: Percentage of On-Campus Students by trend by Disability by Level of Study

	UG 2015-2016	PG 2015-2016	UG 2014-2015	PG 2014-2015	UG 2013-2014	PG 2013-2014
Declared Disability	83%	16%	81%	17%	81%	16%
No Known Disability	77%	21%	77%	20%	78%	18%

■ Declared Disability   ■ No Known Disability

Chart 28: Percentage of Off-Campus Students by trend by Disability by Level of Study

	UG 2015-2016	PG 2015-2016	UG 2014-2015	PG 2014-2015	UG 2013-2014	PG 2013-2014
Declared Disability	85%	15%	82%	18%	76%	24%
No Known Disability	54%	46%	57%	43%	62%	38%

■ Declared Disability   ■ No Known Disability

Chart 27/28:   The trend for both on-campus and off-campus is very similar and shows no real variance when it comes to students declaring a disability.

Chart 29: Percentage of On-Campus Students by trend by Disability by Mode of Study
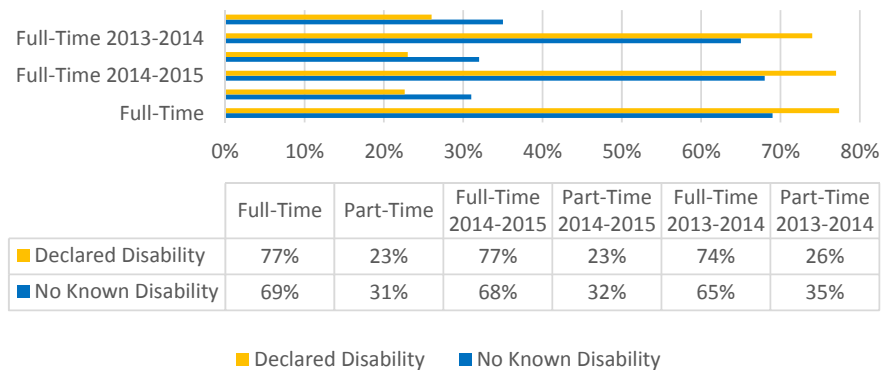
	Full-Time	Part-Time	Full-Time 2014-2015	Part-Time 2014-2015	Full-Time 2013-2014	Part-Time 2013-2014
Declared Disability	77%	23%	77%	23%	74%	26%
No Known Disability	69%	31%	68%	32%	65%	35%

■ Declared Disability   ■ No Known Disability

Chart 30: Percentage of Off-Campus Students by trend by Disability by Mode of Study

	Full-Time	Part-Time	Full-Time 2014-2015	Part-Time 2014-2015	Full-Time 2013-2014	Part-Time 2013-2014
Declared Disability	69%	31%	58%	42%	56%	44%
No Known Disability	52%	48%	45%	55%	40%	60%

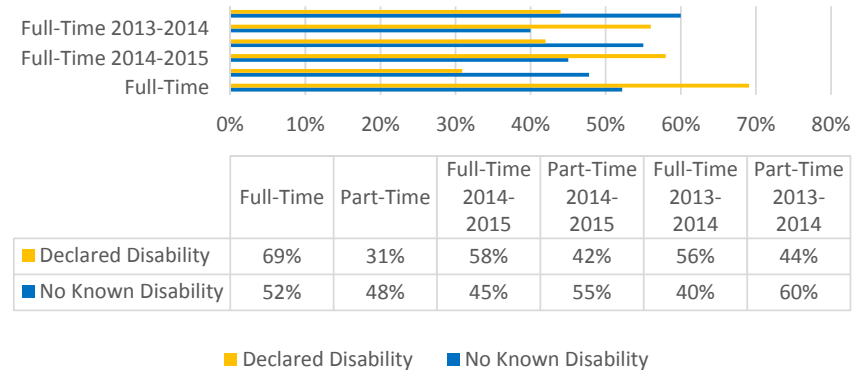■ Declared Disability   ■ No Known Disability

Chart 29/30:   The trend shows that there are nearly 10% more on-campus students that have declared a disability. For off-campus there are more students this year that have declared a disability studying full-time, this has increased by 11%.

Chart 31: Percentage of On-Campus Students by trend by Disability by Withdrawal Rate
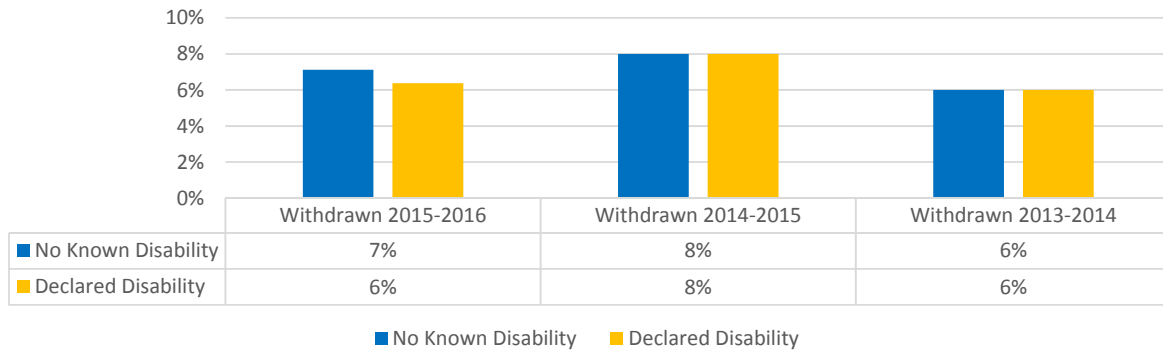
	Withdrawn 2015-2016	Withdrawn 2014-2015	Withdrawn 2013-2014
■ No Known Disability	7%	8%	6%
■ Declared Disability	6%	8%	6%

■ No Known Disability ■ Declared Disability

Chart 32: Percentage of Off-Campus Students by trend by Disability by Withdrawal Rate

	Withdrawn 2015-2016	Withdrawn 2014-2015	Withdrawn 2013-2014
■ No Known Disability	7%	4%	4%
■ Declared Disability	7%	7%	3%

■ No Known Disability ■ Declared Disability
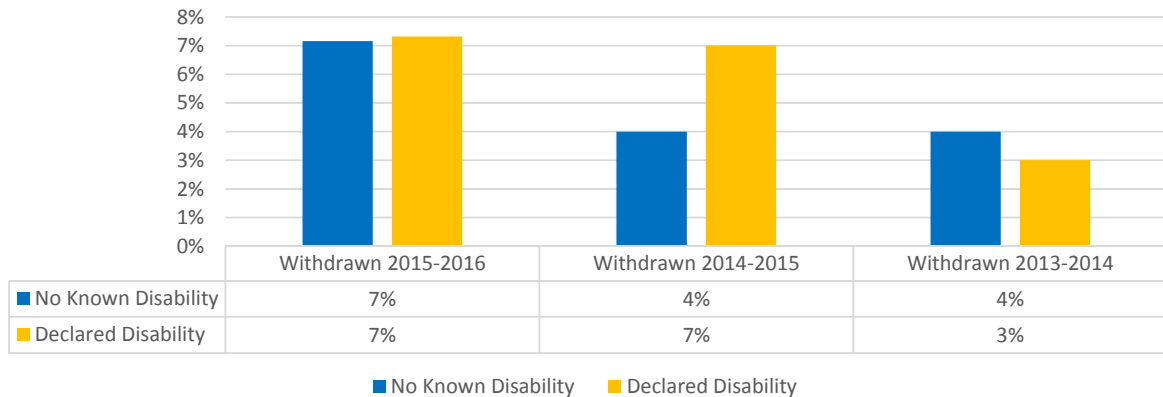
Chart 31/32:   The trends show that there is very little variance when it comes to students' withdrawal rate. Declared disability or no known disability is shown to be irrelevant with this trend.

Chart 33a: Percentage of Off-Campus Students by Disability by Degree Classification 2015-2016

Classification	No Known Disability	Declared Disability
First	28%	0%
Upper Second	72%	46%
Lower Second	94%	46%
Third	49%	8%
Pass	3%	0%

■ No Known Disability   ■ Declared Disability
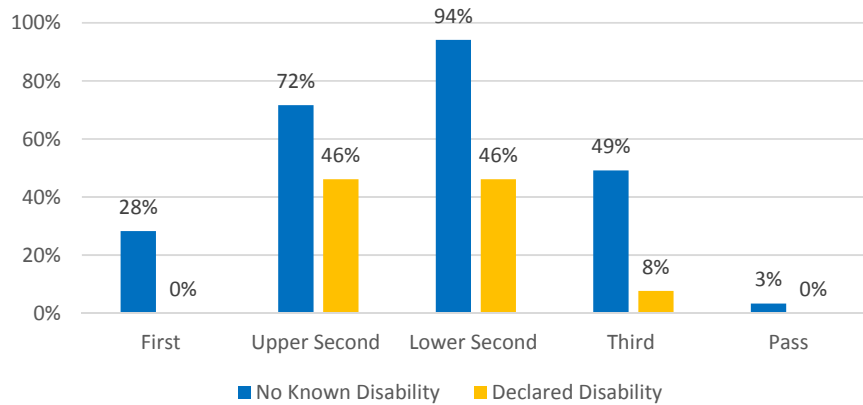
Chart 33b: Percentage of On-Campus Students by Disability by Degree Classification 2015-2016

Classification	No Known Disability	Declared Disability
First	28%	17%
Upper Second	72%	44%
Lower Second	55%	31%
Third	18%	8%
Pass	0%	1%

■ No Known Disability   ■ Declared Disability
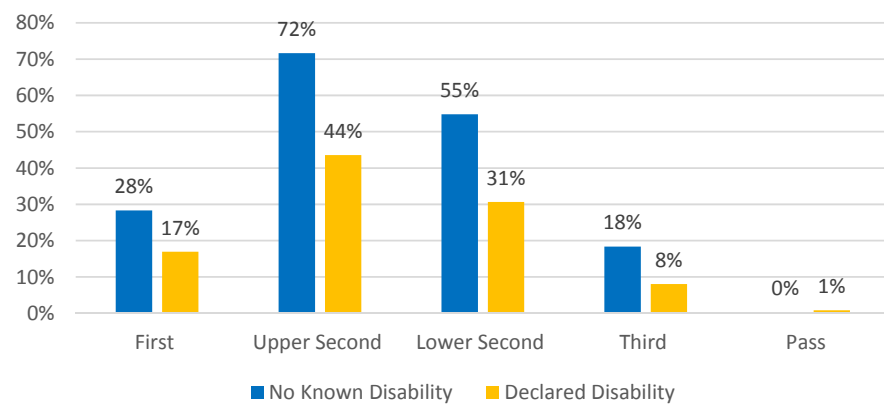
Chart 34a: Percentage of On-Campus Students by Disability by Degree Classification 2014-2015

Classification	No Known Disability	Declared Disability
First	14%	19%
Upper Second	39%	38%
Lower Second	33%	31%
Third	10%	11%
Pass	3%	1%

■ No Known Disability   ■ Declared Disability
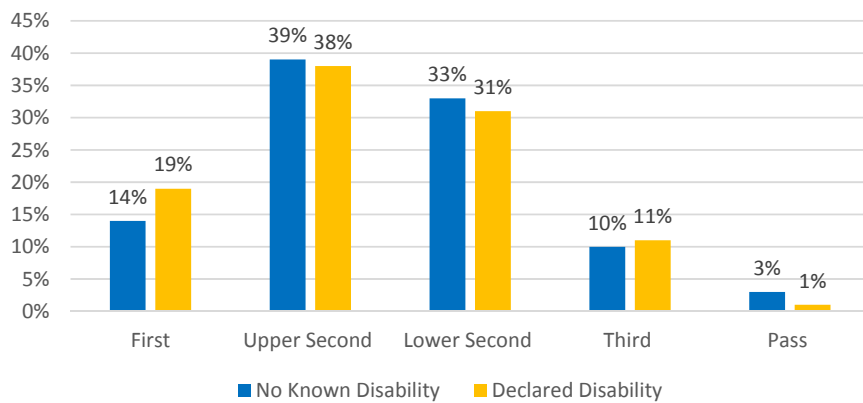
Chart 34b: Percentage of Off-Campus Students by Disability by Degree Classification 2014-2015

Classification	No Known Disability	Declared Disability
First	7%	7%
Upper Second	32%	43%
Lower Second	40%	43%
Third	22%	7%
Pass	0%	0%

■ No Known Disability   ■ Declared Disability
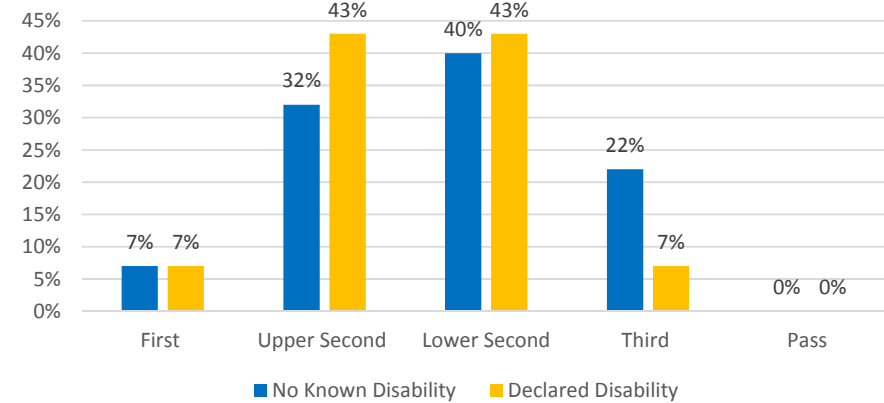
Chart 35a: Percentage of On-Campus Students by Disability by Degree Classification 2013-2014

	First	Upper Second	Lower Second	Third	Pass
No Known Disability	15%	414%	34%	8%	2%
Declared Disability	14%	37%	38%	8%	3%
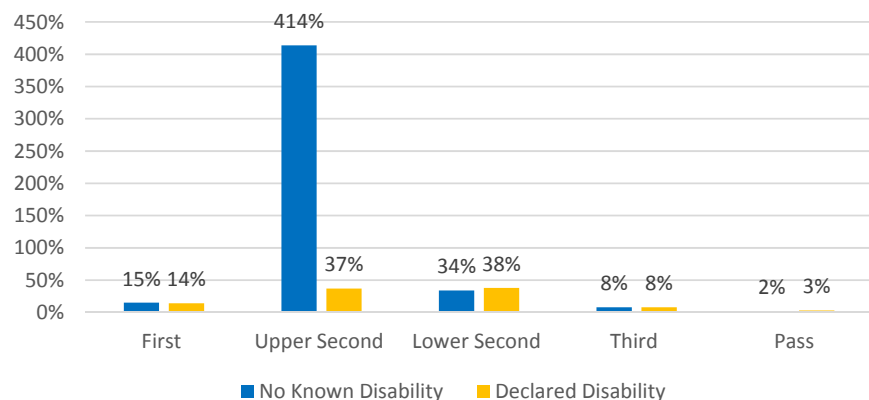
Chart 35b: Percentage of Off-Campus Students by Disability by Degree Classification 2013-2014

	First	Upper Second	Lower Second	Third	Pass
No Known Disability	5%	27%	42%	24%	1%
Declared Disability	15%	31%	46%	8%	0%
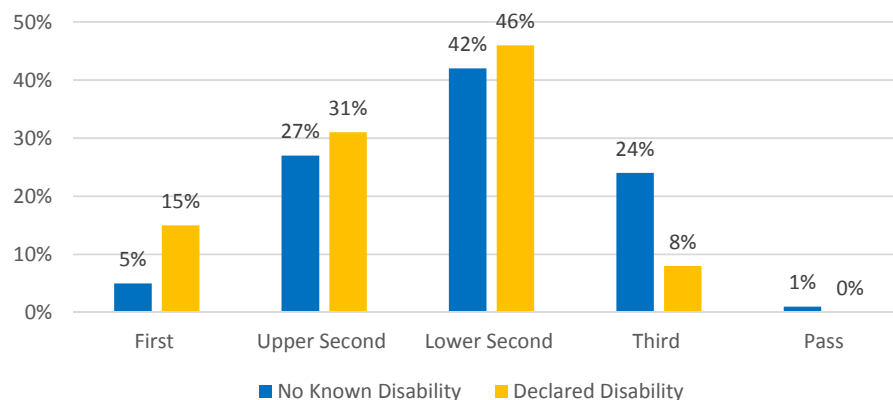
ECU Degree Classification[6]

		First/2:1		First		2:1		2:2		Third/pass		All
		No.	→%	No.	→%	No.	→%	No.	→%	No.	→%	No.
England												
ND	Non-disabled	199780	71.6	62645	22.5	137135	49.2	63565	22.8	15640	5.6	278985
DIS	Disabled	25625	70.4	7355	20.2	18270	50.2	8680	23.9	2085	5.7	36390
All	All students	225405	71.5	70000	22.2	155405	49.3	72250	22.9	17720	5.6	315375

Disability Overall - The number of disabled students studying at the University has increased in 2015-16 which is in line with other Universities. The numbers of students declaring two or more disabilities or Co-morbidity has also increased over this time. This is also a national raising trend in Higher Education. Although the separate disabilities that make up the Co-morbidity are not recorded, anecdotally this is thought to be due to the rise in mental health issues being declared alongside other disabilities. This would also explain why the Mental Health disclosure on its own appears to be static.

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[6] ECU Equality and higher education student statistical report 2016 (http://www.ecu.ac.uk/publications/equality-in-higher-education-statistical-report-2016/)

- ## **Ethnicity**

The charts below display the breakdown of students both on-campus and off-campus that have declared themselves to be from a BME category. For the purpose of this report each of these categories below have been grouped together and throughout this section will be referred to as 'BME'.

= **BME Categories**

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

Chart 36: Percentage of On-Campus Students by trend by Ethnicity

	2015-2016	2014-2015	2013-2014
White	58%	60%	64%
BME	40%	39%	35%
Unknown	2%	2%	1%

■ White ■ BME ■ Unknown

Chart 39: Percentage of Off-Campus Students by trend by Ethnicity

	2015-2016	2014-2015	2013-2014
White	42%	45%	45%
BME	53%	50%	50%
Unknown	5%	5%	5%

■ White ■ BME ■ Unknown
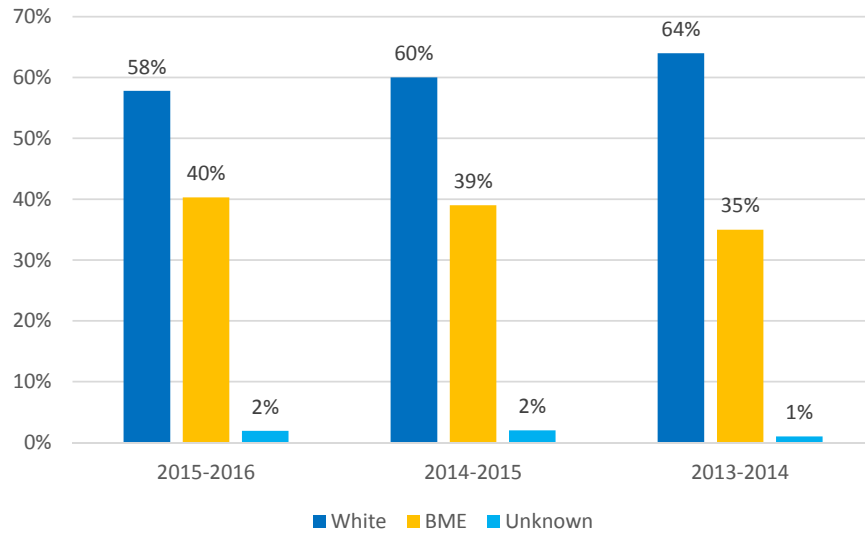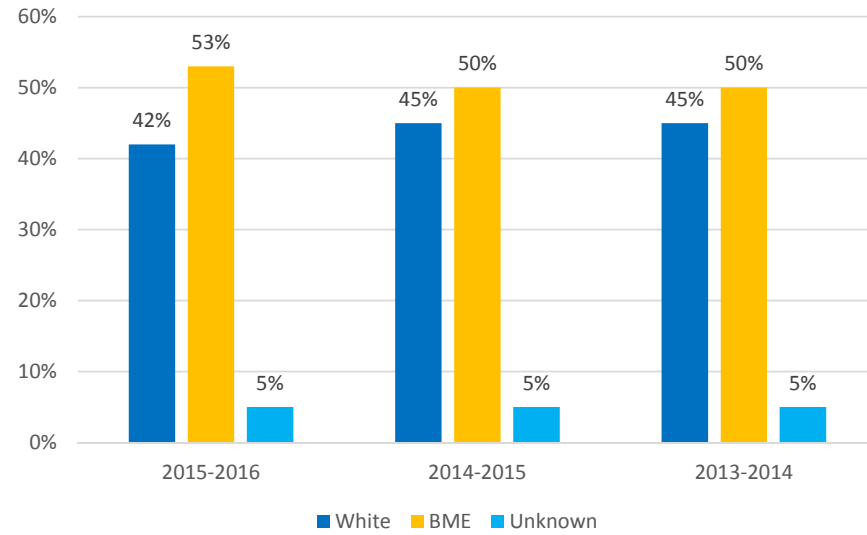
Chart 36/37: The trends show that there is a high propration of BME students studing at the university. This shows a trend increase year on year, with BME increasing by 5% from 2013/14 to date. The number of students not declaring their ethnic background is firly low.

On-campus BME breakdown

Chart 38: Percentage of On-Campus Students by trent by Ethnicity Breakdown

Legend: 2013-2014 | 2014-2015 | 2015-2016

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

Off-campus BME breakdown

Chart 39: Percentage of Off-Campus Students by trend by Ethnicity Breakdown

Ethnicity	2013-2014	2014-2015	2015-2016
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			

Chart 40: Percentage of On-Campus Students by trend by Ethnicity by Level of Study
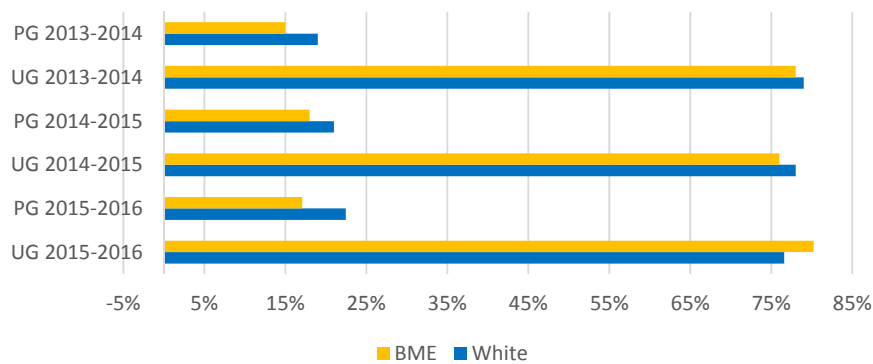
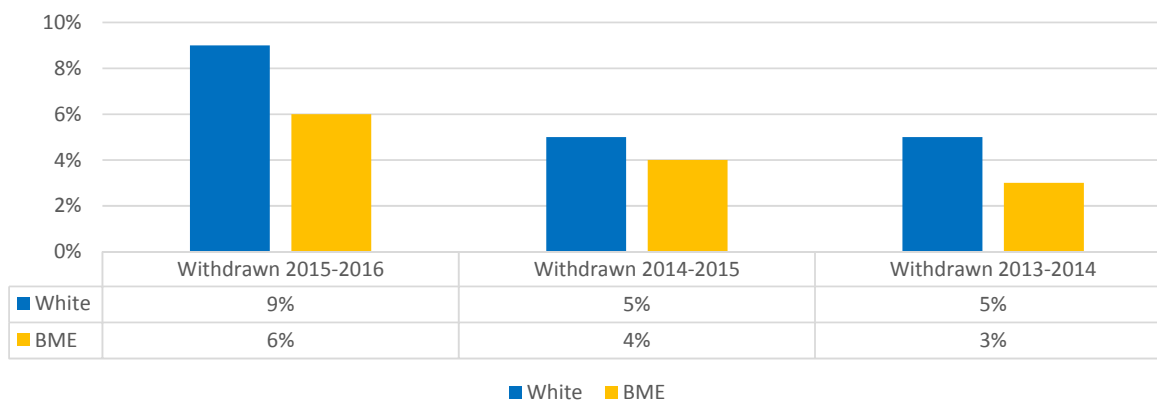## Chart 41: Percentage of Off-Campus Students by trend by Ethnicity by Level of Study
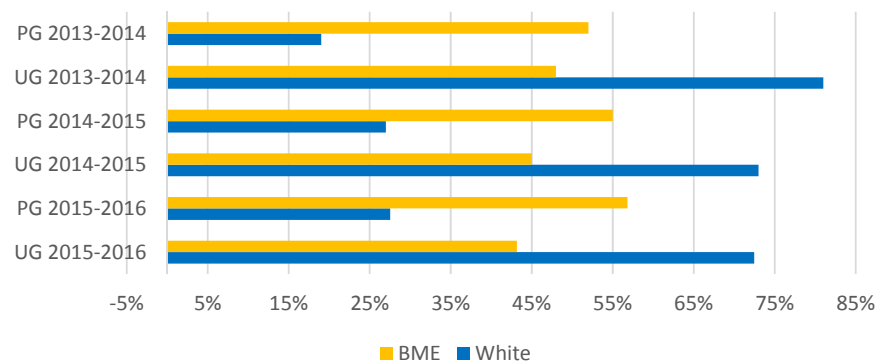
Chart 40/41: There has been a 4% increase of BME students studying undergraduate level (80%) ECU's figures show that the national average is 78.8%[7].

Chart 42: Percentage of On-Campus Students by trend by Ethnicity by Mode of Study
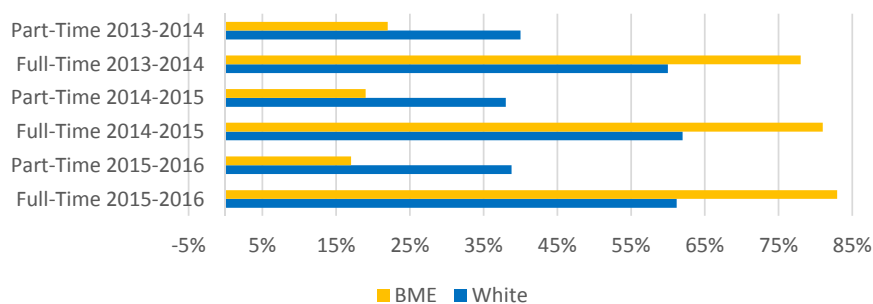
Chart 43: Percentage of Off-Campus Students by trend by Ethnicity by Mode of Study
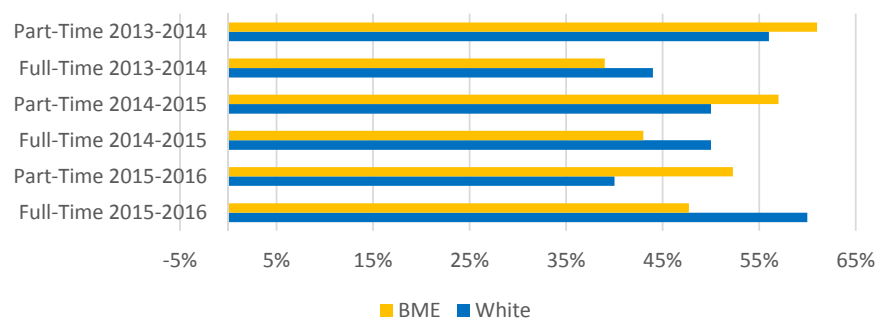
Chart 42/43: The percentage of BME students studying full-time has increased by 5% over the last 3 year. The trend shows that white students tend to study part-time in comparison to BME counterparts.

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[7] ECU Equality and higher education student statistical report 2016 (http://www.ecu.ac.uk/publications/equality-in-higher-education-statistical-report-2016/)

Chart 44: Percentage of On-Campus Students by trend by Ethnicity by Withdrawal Rate
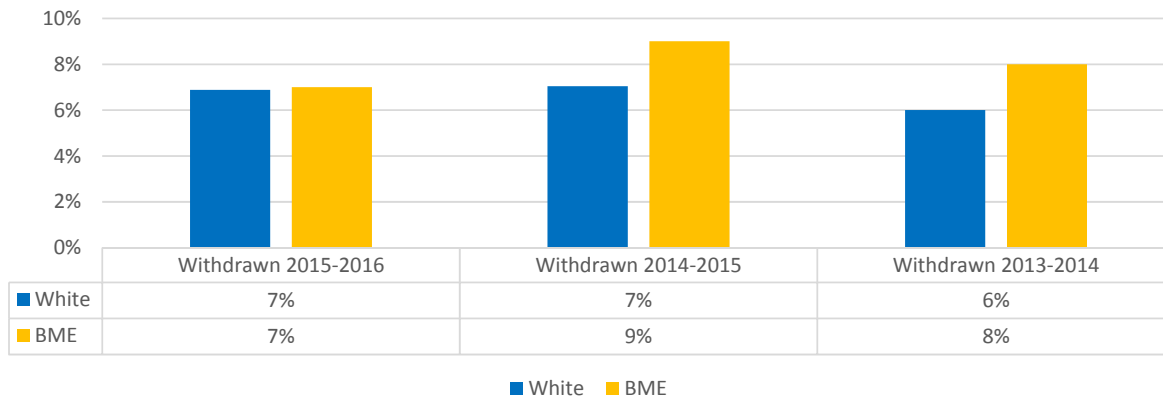
	Withdrawn 2015-2016	Withdrawn 2014-2015	Withdrawn 2013-2014
White	7%	7%	6%
BME	7%	9%	8%

Legend: White, BME

Chart 45: Percentage of Off-Campus Students by trend by Ethnicity by Withdrawal Rate

	Withdrawn 2015-2016	Withdrawn 2014-2015	Withdrawn 2013-2014
White	9%	5%	5%
BME	6%	4%	3%

Legend: White, BME

Chart 44/45:   Withdrawal rates for on-campus White students has remained steady and for BME student it's seen a fall from a peak of 9% to 7% which now matches the White withdrawal rate. For off-campus both White and BME students have seen a withdraw rates all but double.

Chart 46a: Percentage of On-Campus Students by Ethnicity by Degree Clarification 2015-2016

	First	Upper Second	Lower Second	Third	Pass
White	21%	46%	26%	6%	0%
BME	8%	34%	40%	17%	0%
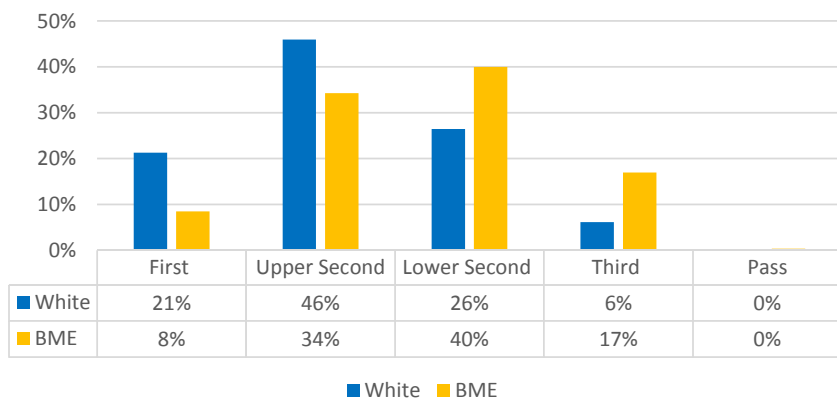
Chart 46b: Percentage of Off-Campus Students by Ethnicity by Degree Clarification 2015-2016

	First	Upper Second	Lower Second	Third	Pass
White	22%	74%	36%	12%	0%
BME	9%	20%	47%	23%	2%
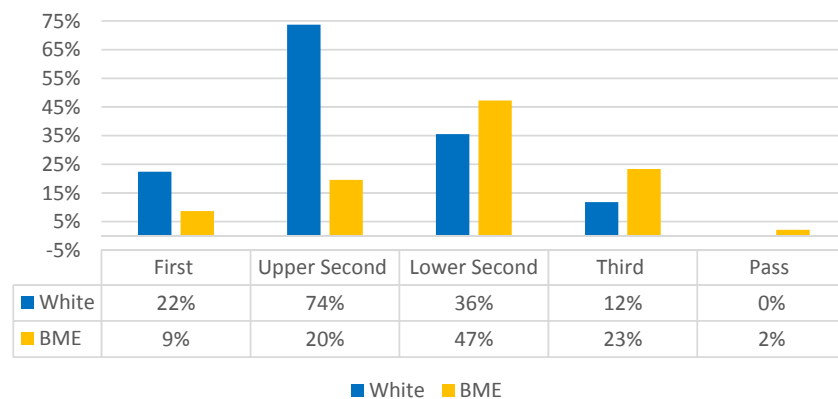
Chart 47a: Percentage of On-Campus Students by Ethnicity by Degree Clarification 2014-2015

	First	Upper Second	Lower Second	Third	Pass
White	18%	43%	30%	7%	2%
BME	7%	33%	38%	18%	5%
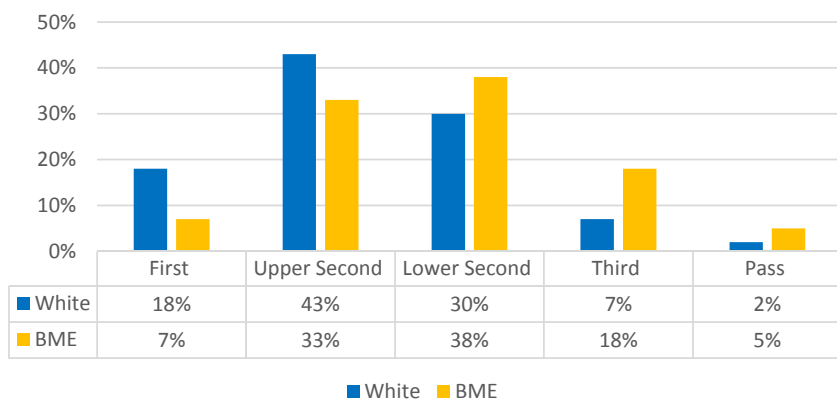
Chart 47b: Percentage of Off-Campus Students by Ethnicity by Degree Clarification 2014-2015

	First	Upper Second	Lower Second	Third	Pass
White	11%	56%	27%	5%	0%
BME	4%	16%	47%	32%	2%
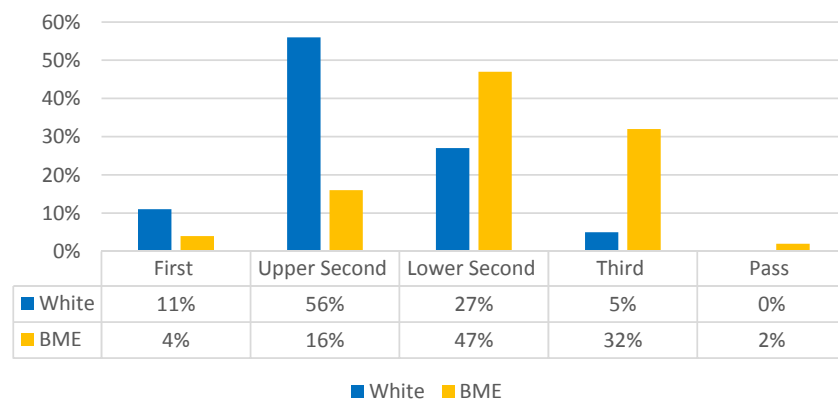
Chart 48a: Percentage of On-Campus Students by Ethnicity by Degree Clarification 2013-2014

	First	Upper Second	Lower Second	Third	Pass
White	18%	44%	31%	5%	2%
BME	7%	32%	43%	15%	4%
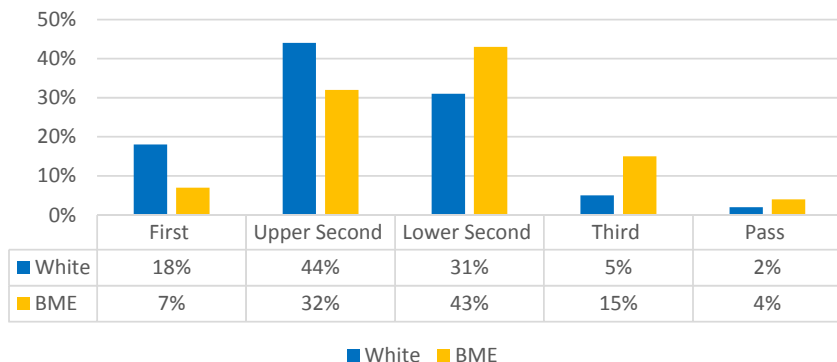
Chart 48b: Percentage of Off-Campus Students by Ethnicity by Degree Clarification 2013-2014

	First	Upper Second	Lower Second	Third	Pass
White	10%	48%	38%	5%	0%
BME	4%	16%	46%	33%	2%
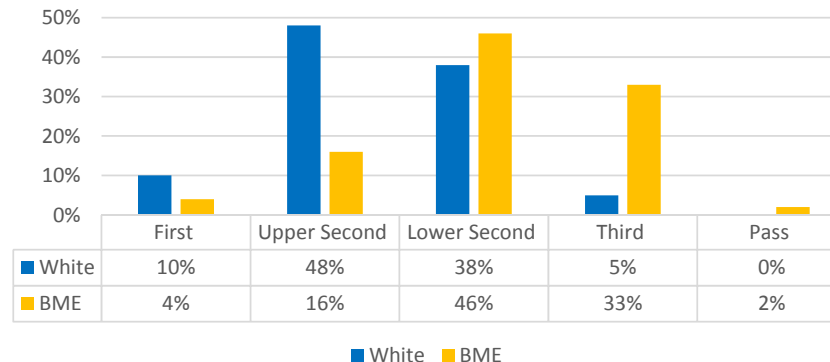
ECU BME Catergories[8]

		First/2:1		First		2:1		2:2		Third/pass		All
		No.	→ %	No.	→ %	No.	→ %	No.	→ %	No.	→ %	No.
W	White	183535	77.1	58805	24.7	124735	52.4	45645	19.2	8945	3.8	238125
BME	BME total	38465	61.8	9690	15.6	28775	46.2	18875	30.3	4940	7.9	62280
B	Black	9715	50.8	1870	9.8	7845	41.0	7175	37.5	2245	11.7	19135
BC	Caribbean	2345	54.2	480	11.1	1870	43.1	1530	35.3	455	10.5	4335
BA	African	6955	49.7	1315	9.4	5640	40.3	5345	38.2	1680	12.0	13975
BO	Other	415	50.2	75	9.2	340	41.1	305	36.7	110	13.0	830
A	Asian	17345	64.7	4665	17.4	12680	47.3	7700	28.7	1785	6.7	26830
AI	Indian	7415	70.1	2180	20.6	5235	49.5	2610	24.7	555	5.2	10580
AP	Pakistani	4855	60.9	1230	15.4	3625	45.4	2550	32.0	575	7.2	7975
AB	Bangladeshi	2010	62.1	460	14.2	1550	48.0	1000	30.9	225	6.9	3235
AO	Other	3070	60.9	800	15.8	2270	45.0	1540	30.5	435	8.6	5045
C	Chinese	1885	70.6	560	21.0	1325	49.6	620	23.2	165	6.2	2675
M	Mixed	7410	72.1	2015	19.6	5395	52.5	2360	23.0	510	5.0	10285
O	Other	2100	62.9	575	17.1	1530	45.6	1020	30.4	235	6.9	3355
OA	Arab	420	63.8	105	16.1	315	47.7	210	31.6	30	4.6	660
OO	Other	1680	62.3	465	17.3	1215	45.0	815	30.1	205	7.5	2700
All	All students	222000	73.9	68490	22.8	153510	51.1	64520	21.5	13885	4.6	300405

8 ECU Equality and higher education student statistical report 2016 (http://www.ecu.ac.uk/publications/equality-in-higher-education-statistical-report-2016/)

Ethnicity Overall - The number of BME students studying at the University this year is 40% this has seen an increase of 5% over the last three years. The figure is well above the national average which stands at 24.1% for 2015/16 as per the figures shown in the annual ECU report[9].

- ## Other Protected Characteristics

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

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[9] ECU Equality and higher education student statistical report 2016 (http://www.ecu.ac.uk/publications/equality-in-higher-education-statistical-report-2016/)

National Student Survey Results 2016
Analysis of results for the University of Bolton

The 2016 National Student Survey (NSS) marks the twelfth annual survey of student experiences in higher education institutions (HEIs) in the United Kingdom. Final year undergraduate students are invited to measure their satisfaction in relation to six key areas as well as providing an overall satisfaction and Students' Union rating. The six key areas are:

- The Teaching on my Course
- Assessment and Feedback
- Academic Support
- Organisation and Management
- Learning Resources
- Personal Development

Each category contains a number of questions (21 in total). Question 22 provides an overall satisfaction score and Question 23 asks the students to rate the Students' Union. Students are asked to rate the extent to which they agree or disagree with each of the 23 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 - 2016

In 2016 the University's target population was 1,156. The University achieved a response rate of 67%; this is 3% lower than the response rate achieved by the University in 2015 and 6% lower than the sector average. Those students within the 'mature' category are the proportion of students over the age of 21.
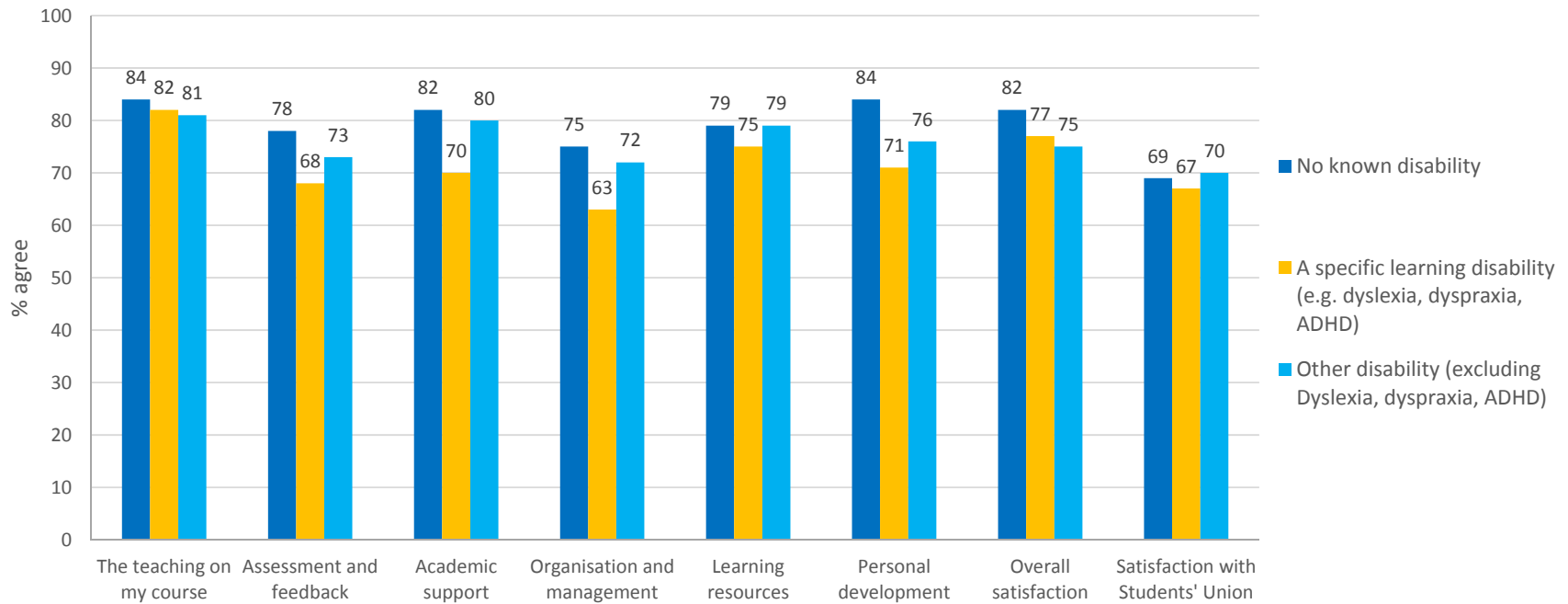
- **By Category and Age**
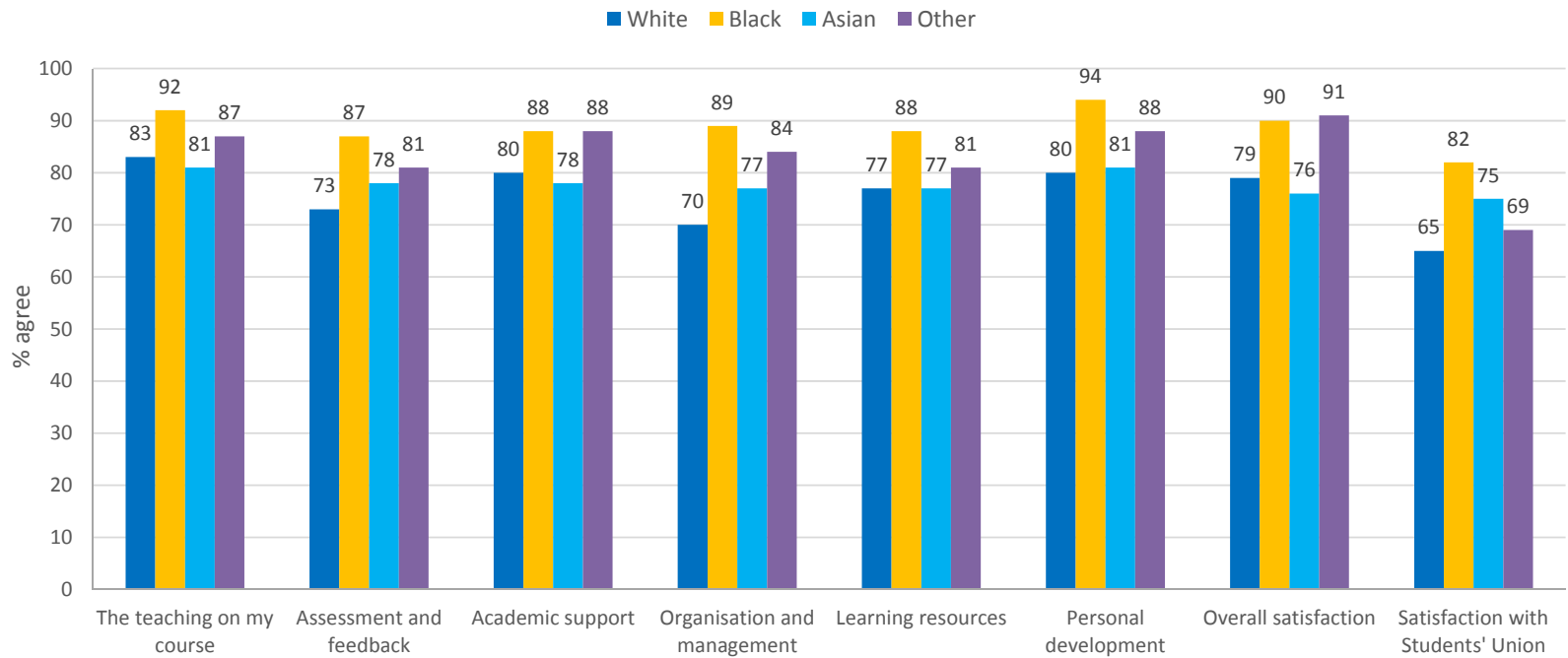
University Category Results by Age

Legend: ■ Young ■ Mature

Category	Young	Mature
The teaching on my course	81	87
Assessment and feedback	73	80
Academic support	78	84
Organisation and management	68	80
Learning resources	75	82
Personal development	79	86
Overall satisfaction	77	84
Satisfaction with Students' Union	64	74

Y-axis: % agree (0–100)
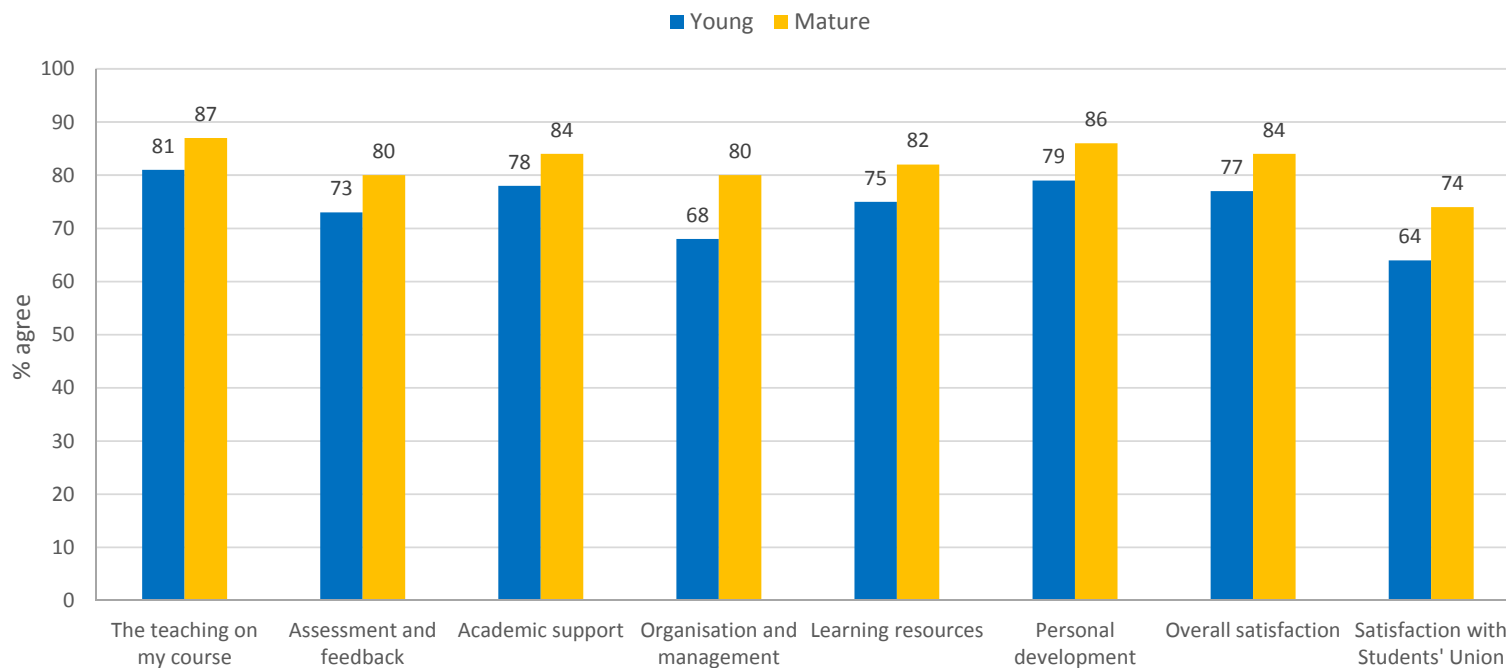
- **By Category and Disability**

University Category Results by Disability

Category	No known disability	A specific learning disability (e.g. dyslexia, dyspraxia, ADHD)	Other disability (excluding Dyslexia, dyspraxia, ADHD)
The teaching on my course	84	82	81
Assessment and feedback	78	68	73
Academic support	82	70	80
Organisation and management	75	63	72
Learning resources	79	75	79
Personal development	84	71	76
Overall satisfaction	82	77	75
Satisfaction with Students' Union	69	67	70

% agree

- **By Category and Ethnicity**

University Category Results by Ethnicity

■ White ■ Black ■ Asian ■ Other

Category	White	Black	Asian	Other
The teaching on my course	83	92	81	87
Assessment and feedback	73	87	78	81
Academic support	80	88	78	88
Organisation and management	70	89	77	84
Learning resources	77	88	77	81
Personal development	80	94	81	88
Overall satisfaction	79	90	76	91
Satisfaction with Students' Union	65	82	75	69

% agree

- **By Category and Gender**

University Category Results by Gender

■ Male ■ Female
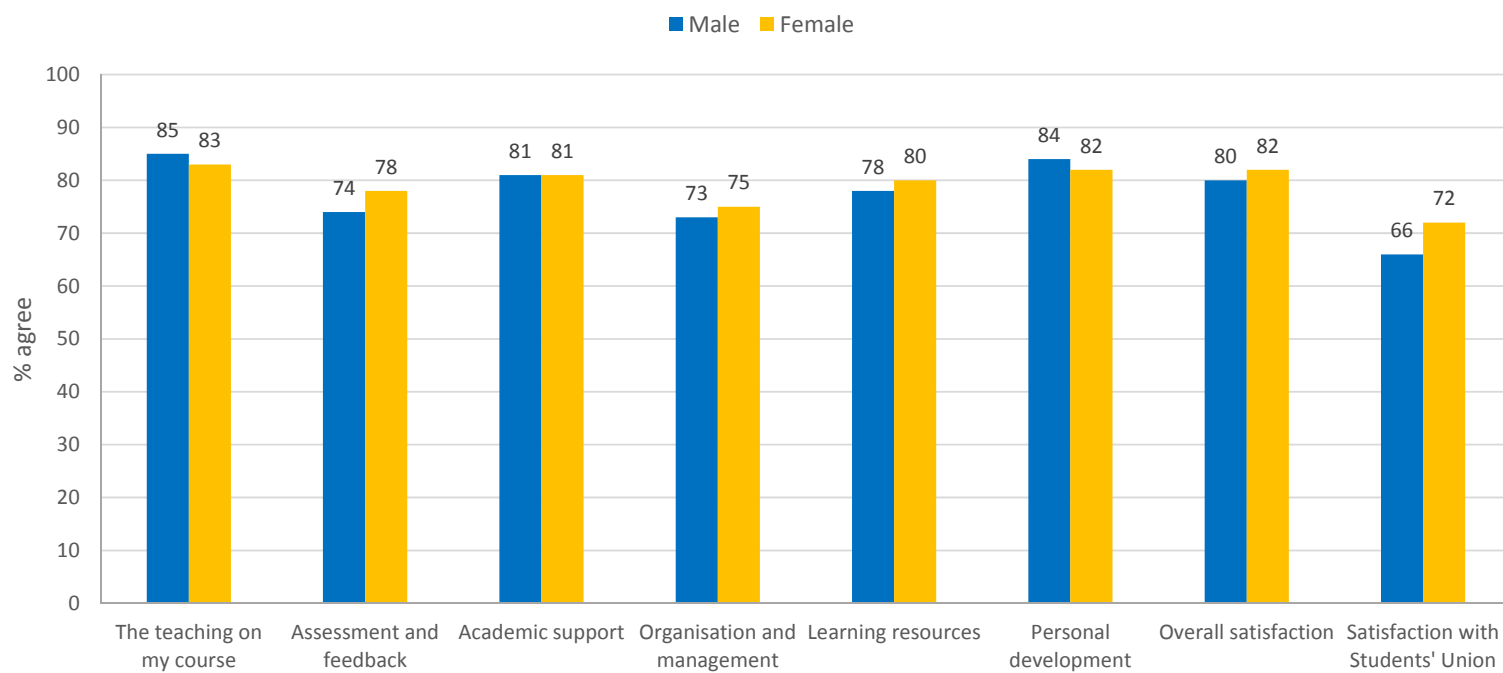
Equality and Diversity Statistical Data – Board of Governors

Chart 1: Percentage of Board of Governors by trend by Gender

	Male	Female
■ 2013-2014	73.7%	26.3%
■ 2014-2015	73.7%	26.3%
■ 2015-2016	68.4%	31.6%

■ 2013-2014   ■ 2014-2015   ■ 2015-2016
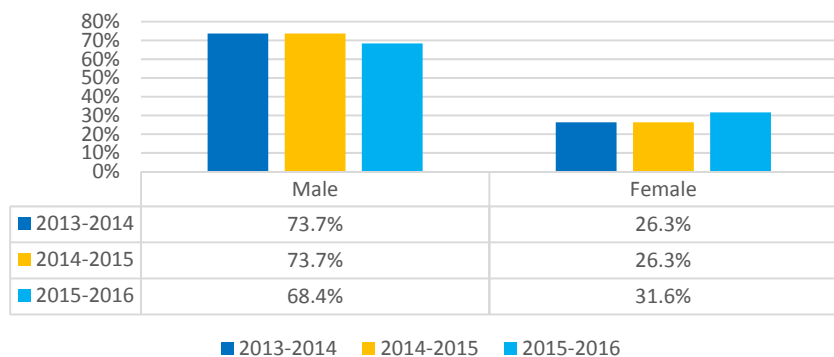
Chart 2: Percentage of Board of Governors by trend by Age

	Over 50	30-50	Under 30
■ 2013-2014	78.9%	15.8%	5.3%
■ 2014-2015	73.7%	21.1%	5.3%
■ 2015-2016	78.9%	15.8%	5.3%

■ 2013-2014   ■ 2014-2015   ■ 2015-2016
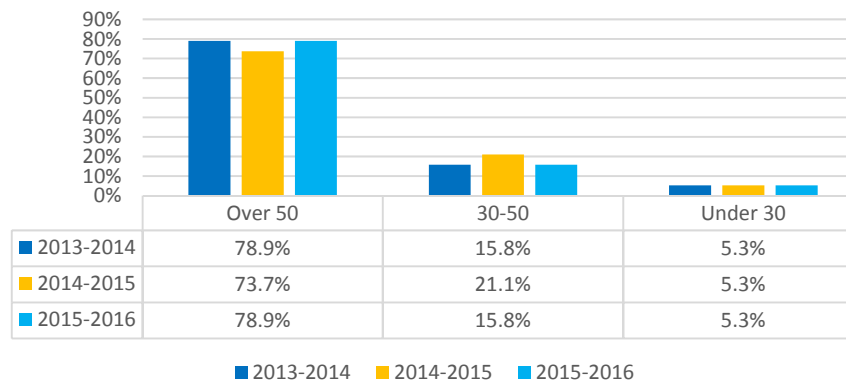
Chart 3: Percentage of Board of Governors by trend by Ethnicity

	White	Indian	Asian	African
■ 2013-2014	84.2%	5.3%	5.3%	5.3%
■ 2014-2015	84.2%	5.3%	5.3%	5.3%
■ 2015-2016	84.2%	5.3%	5.3%	5.3%

■ 2013-2014   ■ 2014-2015   ■ 2015-2016
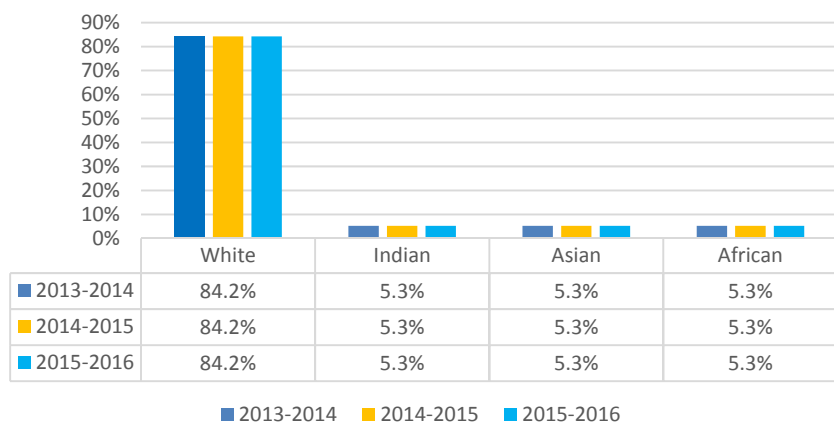
Chart1/2/3:

Although a large proportion of the Board members are white, male and over 50, the group is diverse in the fact that there are a number of different ethnicities on the board with members of varying ages.

The university is continuing to ensure it has experienced/knowledgeable and qualified governors.

There is likely to be some changes in next year's figures due to new members joining the board from Bolton and Bury Colleges.

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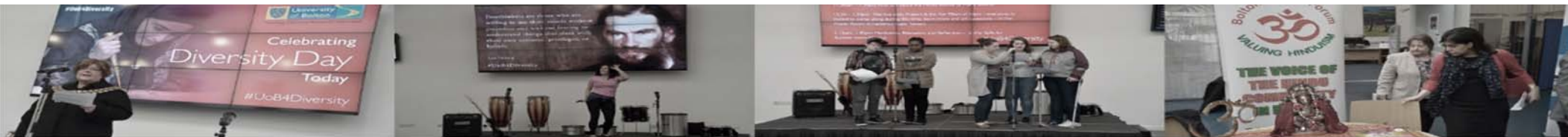
University of Bolton – Key Achievements/Testimonials from Staff and Students

Chaplaincy aims to provide pastoral support to any member of the University, staff or student; to develop ways in which the spiritual development and well-being of students and staff of all faiths and none may be promoted; to advise the University on matters regarding religion and belief which affect its life and work, maintaining good practice in related equality and diversity matters; to promote the awareness of different religious and faith issues which impinge upon the teaching, learning and research of the University and to strengthen links between the University and faith groups within other local institutions and the local community.

At present the chaplaincy offers regular times of prayer or worship for students of differing faith backgrounds on Tuesdays, Wednesdays and Fridays. Special events to mark seasons, festivals and commemorations within the different faith traditions are advertised in a timely manner. There are drop in sessions offered, both in the chaplaincy and in other locations on campus.

The service is currently staffed Monday, Wednesday and Friday, and in Café Athena every Wednesday lunchtime. 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.
- We have a presence in the Chaplaincy Monday, Wednesday and Friday, and in Café Athena every Wednesday lunchtime.
- The coordinating 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 weekly time when all prayers left here are prayed for has been implemented.
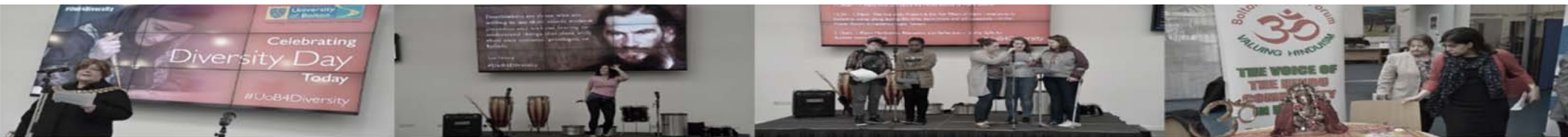
Student Matthew Hadfield: is studying Sports Development and Coaching. He is a wheelchair user with hereditary spastic paraplegia and is focused on a career goal of becoming a Sports Development Officer within a local authority.

In his first year of university, Matthew has become involved in different areas. He decided to embark on the Bolton Award, which enabled him to benefit from Careers Advice and Guidance. He carries out the role of Student Representative with Bolton Students' Union, and makes a difference to the community by volunteering for Link4Life Disability. To enhance his personal and professional development, Matthew has attended the Philosophy Society and enjoys participating in sports such as wheelchair basketball and tennis. Off-campus, Matthew has delivered a presentation about disability at the college where he previously studied, and participated in two training courses about sports coaching. Matthew succeeded in completed his Bolton Award in 6 months, and due to his continued commitment and enthusiasm, he also won the Decathlon Prize!

Matthew Says: ''I wanted to do the Bolton Award in my first year while I had more time and I've found it's really helped with things like my communication skills and confidence.''
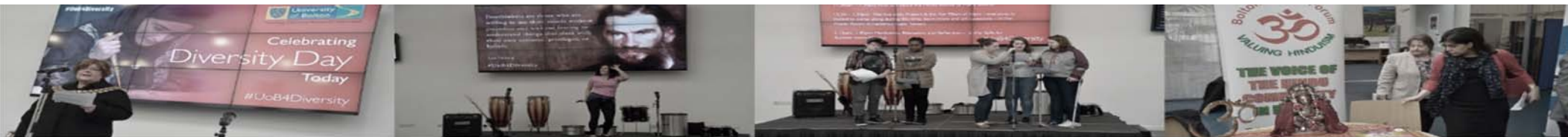
First Class Games Design Graduate, Declan Peach

''The disability team gave me the extra push I needed to overcome my anxiety and excel at my course. They were always there to help and were able to lay out a scheme of support that was tailored to me and me alone''
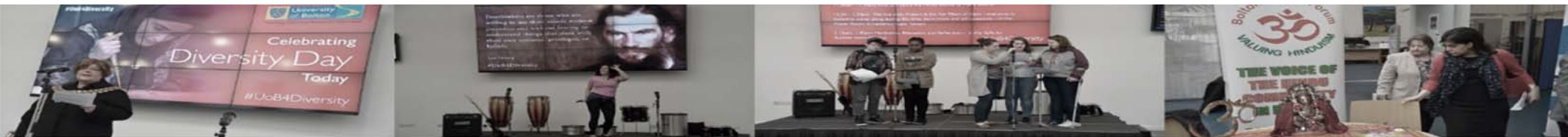
Pets As Therapy Scheme:

Zara is a curly coated retriever and is the University's Pets as Therapy dog. First introduced in January 2016 and students were invited to spend time

with her in an effort to reduce exam related stress. Zara was assessed by Pets As Therapy (PAT) to ensure she had the right temperament for supporting people. Her owner is Fiona Valentine, Disability Service Manager. PAT is a national charity founded in 1983, providing therapeutic visits to hospitals, hospices, nursing and care homes, special needs schools and a variety of other establishments. Since its beginning over 28,000 dogs have become registered PAT dogs. This is the first time the University has brought in pet stress-busters for students, but they are used by several American universities, including Harvard. Research shows that interaction with pets decreases the level of cortisol – or stress hormone – and increases endorphins, known as the happiness hormone. 'Petting a trained therapy dog in a controlled environment has been shown to reduce people's blood pressure and heart-rate, and generally instil a feeling of well-being for the recipient, with some of these changes lasting well beyond the initial interaction," said Dr Jacqui Harrison, Senior Psychology Lecturer here at the University. Feedback from students who saw Zara on her first visit in January 2016 was fantastic - every student who provided feedback said they would definitely use the service again and 80 per cent of them said spending some time with Zara had definitely improved their anxiety levels. **Some of the student's feedback included:**
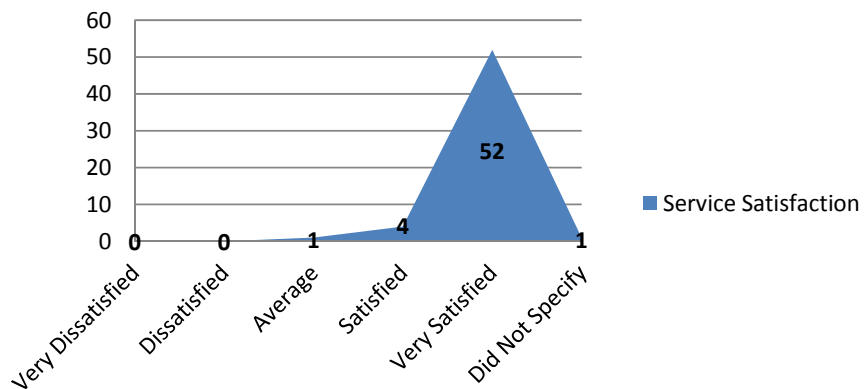
'Zara is a really sweet calm dog, which makes the experience really great' and that it was 'a novel and relaxing way to take time out.'
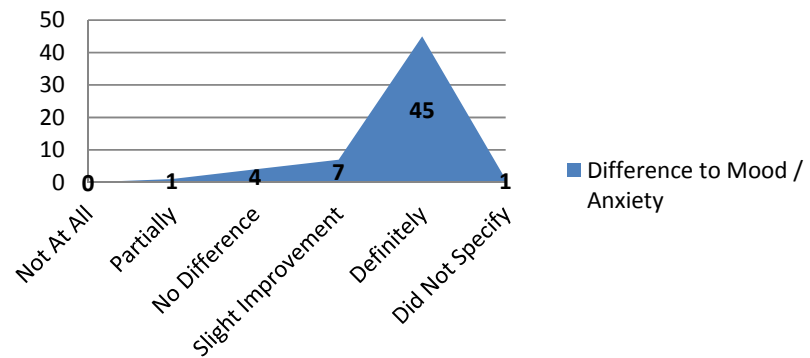
Another said 'I found it a very calming dog, she is well trained and very friendly' with one admitting that they felt 'calmer even though my deadline is in 24 hours.'
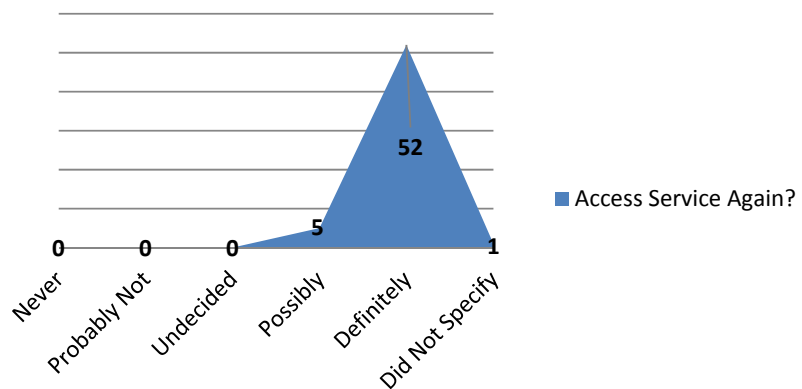
Where you satisfied with the service?

60	
50	
40	
30	**52**
20	
10	
0	0 0 1 4 1

Very Dissatisfied | Dissatisfied | Average | Satisfied | Very Satisfied | Did Not Specify

■ Service Satisfaction

Has using the service made a difference to your anxiety levels?

50	
40	**45**
30	
20	
10	
0	0 1 4 7 1

Not At All | Partially | No Difference | Slight Improvement | Definitely | Did Not Specify

■ Difference to Mood / Anxiety

Would you access the service again?

52

0   0   0   5   1

Never | Probably Not | Undecided | Possibly | Definitely | Did Not Specify

■ Access Service Again?

Life Lounge update:

Following on from the opening of the Life Lounge in September 2015 new arrangements have been made to ensure that students have access to the right information and appropriate support when they visit the Life Lounge. Debra and Kay (Student Liaison Officers) have introduced a new working pattern which ensures that they spend an equal proportion of their time helping students and we are moving towards a more proactive model of support:
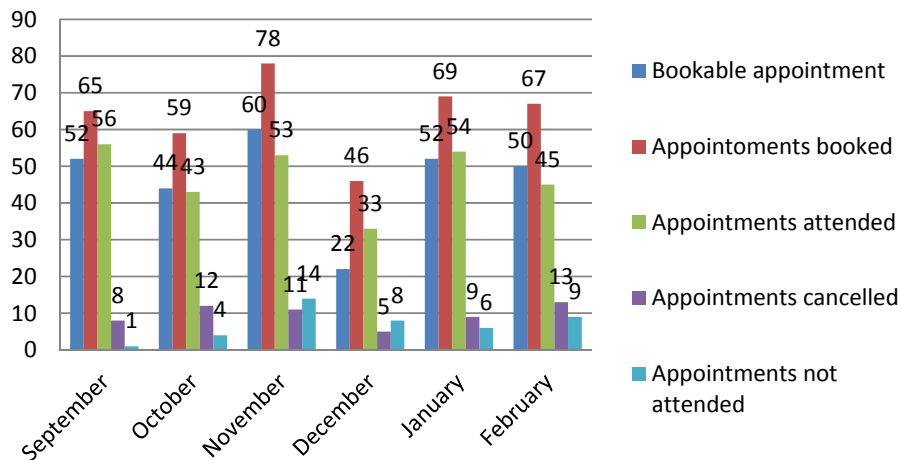

- *The CBT Clinic*
- *Counselling*
- *Student Liaison Officers*
- *Study Skills*
- *Nurse Advisor Clinic*

## Student Contact Data September 2015 to April 2016:
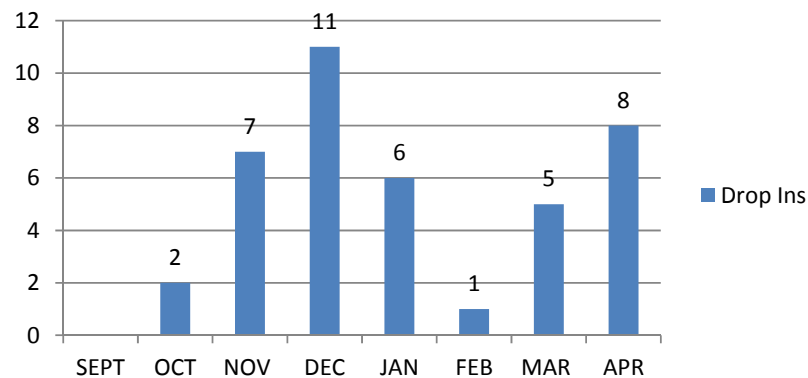
Analysis of Counselling appointments by Month

Legend:
- Bookable appointment
- Appointoments booked
- Appointments attended
- Appointments cancelled
- Appointments not attended

Data by month:
- September: 52, 65, 56, 8, 1
- October: 44, 59, 43, 12, 4
- November: 60, 78, 53, 11, 14
- December: 22, 46, 33, 5, 8
- January: 52, 69, 54, 9, 6
- February: 50, 67, 45, 13, 9

Appointments with a Student Liaison Officer by Month

Appointment Slots Attended:
- SEPT: 59
- OCT: 113
- NOV: 115
- DEC: 112
- JAN: 121
- FEB: 110
- MAR: 92
- APR: 123
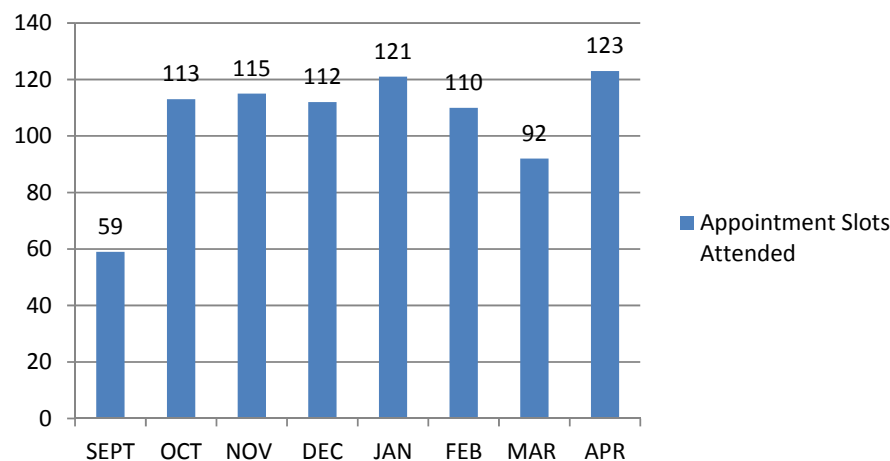
Telephone Appointments with Student Liaison Officer by Month

Telephone Appointments:
- SEPT: 0
- OCT: 10
- NOV: 9
- DEC: 4
- JAN: 14
- FEB: 1
- MAR: 5
- APR: 7
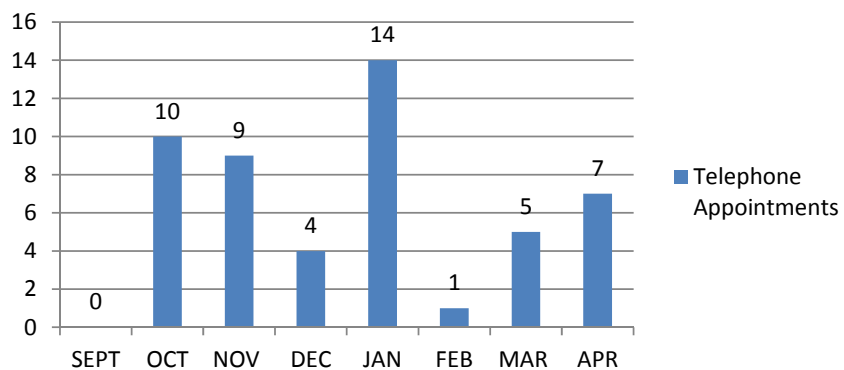
Students seen by a Student Liaison Officer outisde appointment times by Month

Drop Ins:
- SEPT: (none)
- OCT: 2
- NOV: 7
- DEC: 11
- JAN: 6
- FEB: 1
- MAR: 5
- APR: 8
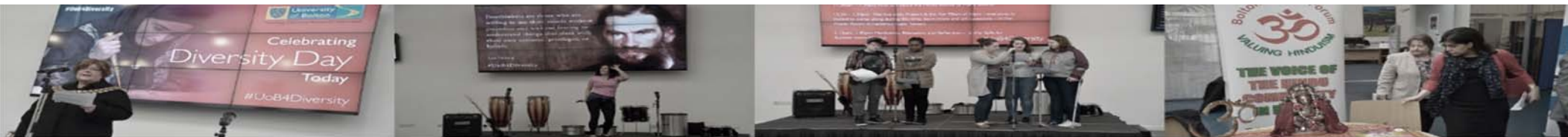
Students seen at Queens Specialist Building by Month

Chart data (Students seen at Queens):
- November: 6
- December: 2
- January: 3
- February: 3
- March: 0
- April: 0

CBT Appointments by Month

Chart data:

Month	Appointments booked	Attended	Cancelled	Did not attend
September	3	3	0	0
October	11	10	0	1
November	24	20	2	2
December	15	14	1	1
January	31	19	9	3
February	32	20	8	4
March	32	28	2	2
April	27	18	3	6
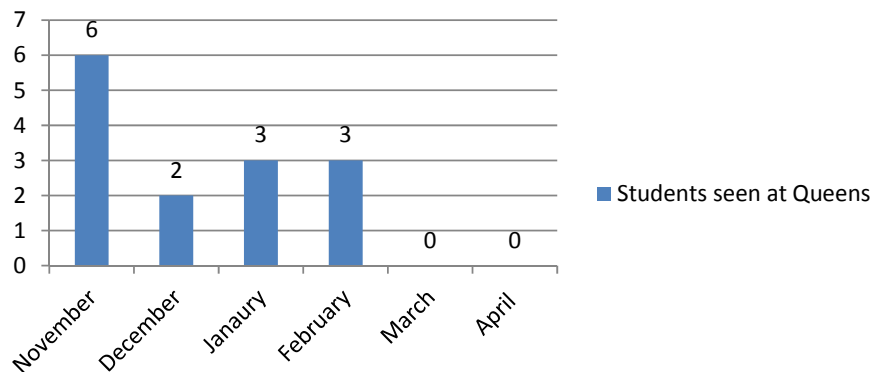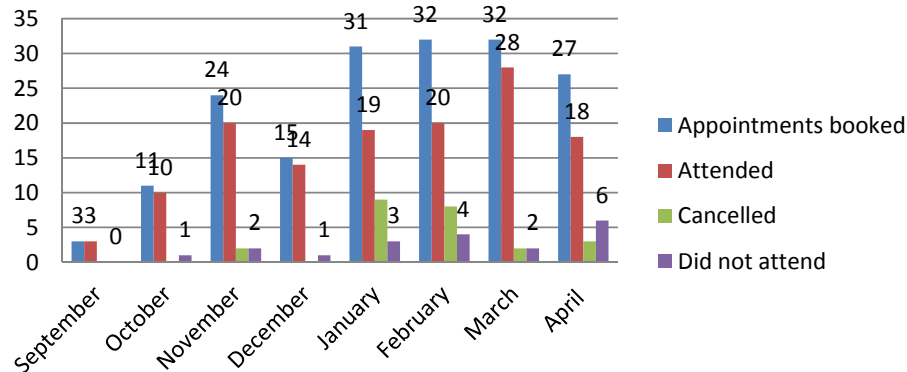
Some of the new initiatives for Academic year 15/16:

Early Enrolment – Held on Monday 7 September 2015. Event gave prospective students the opportunity to access services at a quieter time, students could bring guests. 64 students registered to attend. Following the success of this Early Enrolment will now run at the beginning of each academic year. In conjunction with this the University has commenced an individual induction programme. One of our Academic Group Co-ordinators has commented to say ''the approach taken with all students is that everyone is individual and that one-size does not fit all. Therefore an individualised approach is taken to supporting students''.

Examples of this include:

- International students have a bespoke induction, giving them an opportunity to join the International Society and also where the University has staff who have an international background will provide specific cultural support to help students transition into University life in the UK.
- Students studying on the Access to HE Diplomas aimed at mature learners returning to education have tutors who specialise in teaching mature learners. In addition an academic society has been established where ex-Access students who have completed their diploma support returners to education through the PASS (peer assisted study support) initiative and also tutors arrange for ex-students to regularly visit class to encourage and motivate learners studying on these intensive courses.
- Students with disabilities have 1:1 tutorials with academic staff to ensure that their needs are being met. In the form of tutors providing tailored reading lists, giving individual tutorials to explain specific issues and providing discreet support within the classroom such as colour specific handouts and PowerPoints to facilitate students' learning.

Sensitivity when designing group activities and implementing such activities in the classroom environment is taken to ensure that age, gender issues and faith are taken into consideration. For example, ensuring that students are made aware that their own personal views which are to be encouraged need to be disseminated to groups with an awareness of diversity in the classroom.

Much of the work of supporting students from diverse backgrounds is embedded into the teaching methods adopted by tutors. For example, tutors knowing their students well ensures that their needs can be met sensitively. A student with dyslexia may need small rest breaks from theory input within the class session, these can be facilitated sensitively by tutors recapping periodically. This will allow the student to recharge and refocus.

Autism Network – Meets every Tuesday during term time, 4 till 6pm. Opportunity for students with an Autistic spectrum condition to meet each with other, facilitated by staff from the National Autistic society and the NHS service for adults with Autism. University Careers staff also facilitating employability sessions.

UTC Bolton
A UNIVERSITY TECHNICAL COLLEGE

Bringing a unique style of 14-18 education to Bolton and the surrounding areas

• GCSEs and A-levels with a focus on health sciences and engineering technology
• Curriculum designed by the University of Bolton and local employers
• Linking classroom learning to projects and equipment supplied by business
• Learning programmes tailored to ensure each student achieves
• no formal homework
• year for every student
• ties to develop wider skills
• state-of-the-art technology

...RE IN THE WORLD ARE YOU FROM?

SOCIAL

Celebrating Diversity D...

Bolton Hindu Forum
VALUING HINDUISM

THE VOICE OF THE HINDU COMMUNITY ON B...

#UoB4Diversity

University of Bo...
Teaching Intensive

Celebr...
Diversity D...
T...
#UoB4Div...

Freethinkers are those who are willing to use their minds without prejudice and without fearing to understand things that clash with their own customs, privileges, or beliefs.

Leo Tolstoy
#UoB4Diversity

Events in the Chaplaincy, Hindu, Christian and Muslim, this week, are

11.30am – 1.30pm Find out about the Hindu festival of Maha Shivrati

12.30 – 1.30pm The five daily Prayers & the five Pillars of Islam – everyone is invited to come along during this time, learn more and ask questions – in the Prayer Room (Chaplaincy, Eagle Tower)

1.15pm -1.45pm Meditation, Relaxation and Reflection – in the Skills for Success room (Library)
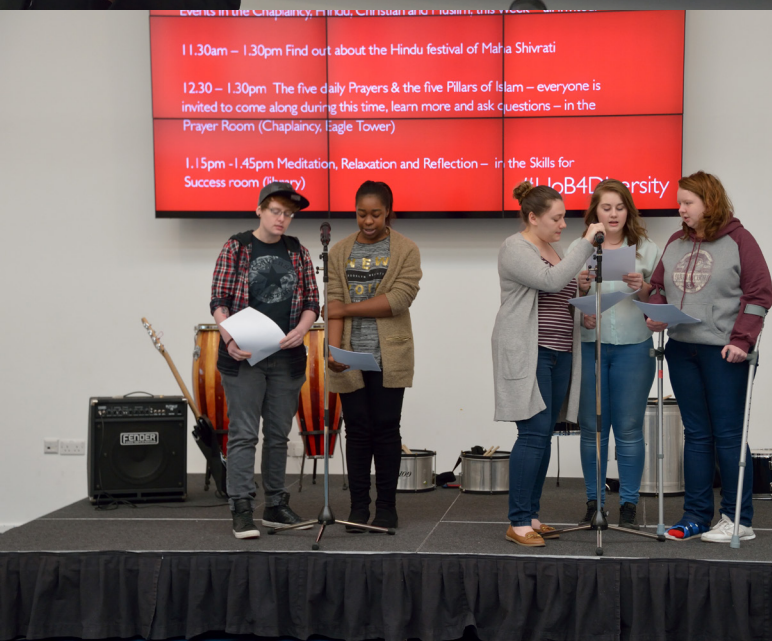#UoB4Diversity

...nation will rise up and live out the true meaning of its creed: 'We hold these truths to be self-evident: that all men are created equal.'

Martin Luther King, Jr.

#UoB4Diversity

Equality and Diversity Annual Report 2015/2016

To request another format please contact us at 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 and can be made available in other formats.