Senate

Loughborough University

Paper Title: Annual Equality, Diversity and Inclusion Compliance Report 2019

Origin: Manuel Alonso, Associate Chief Operating Officer and Director of Student Services; Adèle MacKinlay, Director of Human Resources and Organisational Development

Date: 27 February 2020

1. Decision Required by Committee	To ENDORSE this report and REFER to Council for approval and publication.
2. Executive Summary	This report, along with the two background Equality and Diversity (E&D) statistical reports on staff and students (2019) at: http://www.lboro.ac.uk/services/hr/equality-diversity/published-information/), provides evidence that supports Loughborough University meeting the legal duties, both general and specific, in the Equality Act 2010. The report provides brief summaries of our achievements and progress on staff and student issues during 2018/19, areas of opportunity and recommendations.
3. Committees/Groups previously considering item.	n/a

1. Context

1.1. The University is required to publish an annual report on how it is meeting the Public Sector Equality Duty in the Equality Act 2010, as well as on the specific legal duties on key EDI objectives and the publishing of staff and student statistics by 30th March 2019. The statistical background reports relating to this can be accessed here: http://www.lboro.ac.uk/services/hr/equality-diversity/published-information/.

1.2. Last year, Council approved the University's Equality, Diversity and Inclusion (EDI) Strategy and 2019/2020 Action Plan, which identified areas of priority activity (including the visibility of EDI issues, Gender Pay Gap, black student attainment, disabled student attainment and achieving charters/ accreditation in certain areas).

1.3. In the Summer of 2019 the University also submitted a new Access and Participation Plan for approval by the Office for Students. This plan sets out targets the University has committed around student equality, diversity and inclusion. Targets have been set around:

- Increasing the number of students from low HE participation areas and low socio-economic groups;
- Closing the student attainment gap between Black and White students and between Asian and White students;
- Increasing placement uptake rates for Black students;
- Increasing the number of students with physical or sensory disabilities entering the University.

1.4. This report does not replicate the content of the APP or the EDI Action Plan, but instead highlights specific achievements during the past year for both staff and students along with some areas for improvement.

1.5. Together with the statistical reports referred to in 1.1 above, this report is designed to provide HRC with assurance that the University is meetings its obligations under the Public Sector Duty in the Equality Act 2010.

2. Main Achievements - Staff

2.1. The University became a Stonewall Diversity Champion in October 2019 which means that the University is recognised as an institution that aims to provide a supportive and inclusive environment for the LGBT+ community. In addition, the University's LGBT+ staff group was successfully re-launched in 2019 and has run a number of successful campaigns, including rainbow shoelaces.

2.2. A full day of events to mark International Women's Day took place in March which was attended by many. The theme for the day was Balance for Better and it consisted of guest speakers, workshops and a networking lunch. A variety of other events took place on Campus including a women's march, a career's panel and a run.

Copyright © Loughborough University. All rights reserved.

2.3. Work has continued on understanding our gender pay gap data and implementing measures to reduce it. Data analysis has been carried out to understand the gap in more detail and to identify specific areas of focus. An example of this includes the work that has identified that the numbers of female staff on grade 7 is reducing. Some further qualitative research is being carried out to understand the experiences of female staff on grade 7 and to identify actions to reverse this trend. A Gender Equality Project Management Board has been convened and its first meeting will take place in February 2020. In addition, task and finish groups have been established with the Campus Unions to work in partnership on reducing the gender pay gap amongst other issues.

2.4. The Schools of Science and Social Science and Humanities both successfully applied for an Athena SWAN Bronze Award. A total of 5 Schools have now achieved an award. The Annual Claudia Parsons Memorial Public lecture took place in May. The guest speaker was Dr Suzanne Imber, an Associate Professor in Space Physics who won the BBC2 series, 'Astronauts: Do you have what it takes?' in 2017.

2.5. The work of the Non-Binary Inclusion Task Group is continuing. Toilets in various buildings across campus were converted to unisex toilets in summer 2019 and training has been delivered to colleagues in Academic Registry and Marketing and Advancement so that they are able to support students and prospective students appropriately.

2.6. Nominations Committee approved proposals to improve the diversity of Council and its sub-committees. Work is now underway to establish a detailed process for recruiting Committee members, including developing profiles for the roles and arrangements to identify potential future members.

2.7. A Race Equality Charter action group has been established to oversee the activities in support of the University's membership of the REC. A working group has also been convened to support the delivery of the action plan which will prepare the University for its renewal application in July 2021. An EDI survey is being prepared and will be sent to all staff in March 2019. The results will provide valuable feedback that will support our submissions to both REC and Athena SWAN.

2.8. The structure within Human Resources and Organisational Development was reviewed during the year and following the departure of Abida Akram, Equality, Diversity and Inclusion Adviser, in November 2019, EDI has been successfully embedded into all sections of the department to ensure that it forms part of everyday activities and operations. For example, HR Partners are working closely with School Senior Management Teams to develop EDI action plans and the Organisational Development Advisors are supporting the review of EDI training provision.

2.9. The University held its inaugural Leadership Forum in June 2019 and the focus for the day was Inclusive Leadership. The forum was facilitated by Fantail, an external company who specialise in supporting organisations with their EDI agenda and Ebony Rainford-Brent, former cricketer, was guest speaker. The day was a huge success and a range of initiatives and actions have followed. An example of this is the roll out of training to all PDR reviewers ahead of the 2020 PDR round, on the Art of Inclusive Performance Conversations. Over 750 PDR reviewers have attended the training since September with the remaining sessions concluding by the end of January 2020, it is expected that over 95% of all PDR reviewers will have attended.

2.10. A Project Management Board has been established to review the current nursery provision on campus, and what opportunities there might be to provide other childcare, such as holiday camps, in the future.

Copyright © Loughborough University. All rights reserved.

2.11. A member of the Organisational Development Team has been seconded to work on mental health awareness during 2019. A range of training opportunities have been available to staff on mental health ranging from an awareness course to mental health first aider training. A pilot training session has taken place for the technician community to inform specific training for technicians around mental health and wellbeing. An event also took place to coincide with World Mental Health Day on 10th October which comprised a mental health walk, yoga sessions and guest speakers, including Matt Jones, who gave a lecture titled Misadventures in Time and Space: a writer's journey through addiction and depression.

2.12. Together with the HR Business Partners, the Organisational Development Advisors also support and help to facilitate bespoke events for teams and groups in the area of EDI, including support to Imago and their international themed event and Estates and Facilities with local EDI awareness sessions.

2.13. EDI continues to be a focus of mandatory training for all staff and includes; a face to face workshop 'Respecting Diversity', an 'Unconscious Bias' online package and 'Diversity in the Workplace' for colleagues who are employed for 13 or less hours per week or for some lower graded staff. In addition there is also 'EDI training for REF' and 'how to do an Equality Impact Assessment' online package. A review of all mandatory training is currently underway and will form part of a refreshed Staff Induction programme.

2.14. The Research and Enterprise Office have supported a new initiative with the first meeting of CALM (Community at Loughborough for Mental Health) Research Network having taken place. The network has a focus on research relating to Mental Health and Wellbeing and will operate as a key knowing sharing community.
.

3. Main Achievements - Students

3.1. Last year's report highlighted research carried out by colleagues in Social Sciences around the experience of BAME students at the University. This produced a range of recommendations. These were taken forward to relevant committees (Learning and Teaching Committee and Student Experience Team) and approved. Since last year's report, and as a consequence of this work, the University has implemented an anonymous coursework marking policy, has created guidance around group work to support a more inclusive environment and has rolled out further Unconscious Bias training across the Wardens Service. More work is underway in this area. We anticipate that improvements in the experience of BAME students (academic and more broadly) may also address the issue of the over-representation of BAME students in Academic Appeals (see the data contained in the statistical report).

3.2. The Loughborough Bursary for Unpaid Placements (LBUP) ran for a fourth year. Although the scheme aims to support unpaid placements across a range of subject areas, it provides funding opportunities for some groups of students with protected characteristics. Of the 40 students who met the eligibility criteria in 2018, 9 were BAME, 10 were registered as disabled and 10 were from POLAR Q1 or Q2 (those areas with lowest participation in HE). These numbers are broadly in line with last year for BAME students and slightly higher in terms of number of disabled students. The efficacy of the scheme in terms of meeting the University's APP targets has been reviewed and a decision taken by the Access and Participation Sub-committee to re-invest some of the money allocated to the LBUP scheme into other APP-related activity from 2020/21. The impact of this will be kept under review by the Access and Participation Sub-committee.

Copyright © Loughborough University. All rights reserved.

3.3. Student Services has made further enhancements to the services it provides to students around health and wellbeing issues, including students with protected characteristics. In September 2019 the Counselling and Disability Service restructured and became Student Wellbeing and Inclusivity. In doing so, it brought together cognate services and activity supporting student mental health and wellbeing (Counselling, Wellbeing Advisers and the Mental Health Support Team) into one structure. There is now a common referral and assessment pathway allowing a more holistic consideration of students' needs.

3.4. As a correlate of the restructure detailed above, Student Services also enhanced its response to serious and urgent incidents (including sexual assault, mental health crisis, domestic violence and safeguarding issues). A new Duty, Assessment and Inclusion Team was created with specific capacity created to respond on the day to serious incidents, ensuring that students are supported and any help they need (including any health care or safety considerations) is centrally co-ordinated. In the first term of 2019 (September – December) the new team dealt with 170 incidents, 69 of which were mental health crises.

3.5. Work has also continued on the theme of sexual violence. This included the successful hosting of our second conference on the theme of Sexual Violence in Higher Education with attendance from across the country and a number of high-profile speakers. There were a total of 57 delegates, of which 9 were Loughborough University students. The conference provided an opportunity for sharing best practice across the sector and gained very positive feedback from delegates and speakers.

3.6. The University continued to deploy Consent Matters (an online training platform on consent and healthy sexual relationships). This is not mandatory training for students but has been incentivized through the hall structure. In 2019, 558 students completed the module. We continue to keep a review on whether to try to make this training mandatory. Since its introduction 4 years ago, well over 2,000 students have completed the training.

3.7. Mandatory training continued for all Fresher Helpers and Hall Committees. The training (which was developed in conjunction with LSU) includes input around a range of protected characteristics (e.g. mental health), inclusion and sexual violence. 790 students completed this training which was a condition of students being able to take up the role.

3.8. As an output of the Student Services Quadrennial Review, a review of Student and Hall Culture was commissioned. The review group was chaired by the Chief Operating Officer and concluded its work in June 2019. A series of recommendations, a number of which deal with inclusion in halls and through induction, are now being worked through by colleagues in Student Services and LSU.

4. Areas for Improvement

4.1. Staff:

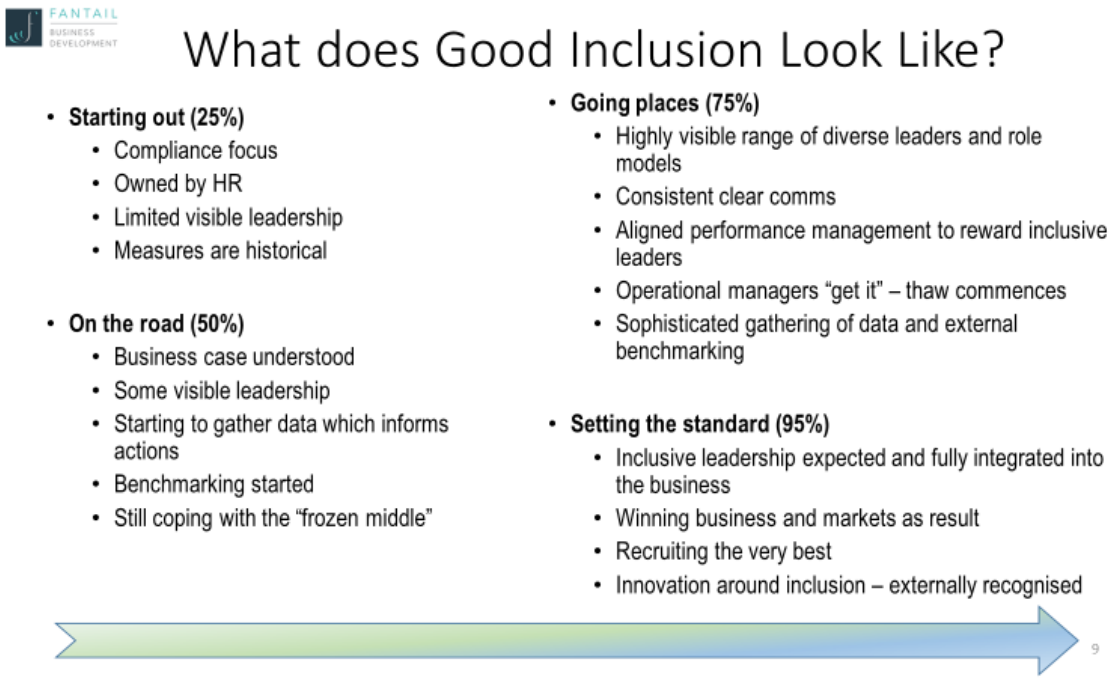
4.1.1. The PDR and reward analysis for 2019 highlights that there are differences in PDR outcomes (and consequently rewards) for BAME staff and part time staff. 26% of BAME staff received a rating of exceeds expectations while 35% of white staff received the same rating. 25% of part-time staff received a rating of exceeds expectations and 37% of full-time staff received exceeds expectations. It is anticipated that the Art of Inclusive Performance Conversations training referred to in 2.9 will help to address these imbalances. In addition, a comprehensive review of recognition and reward at the University is underway.

Copyright © Loughborough University. All rights reserved.

4.1.2. Female academic career progression continues to be a focus of attention. The Gender Equality PMB will concentrate on identifying short term and long-term initiatives to improve the progression rates for female academic staff.

4.1.3. Further work is required to continue to improve the diversity of our candidate pools and our staff. While the data shows that some progress is being made, 18% of appointments made during 2018/19 were BAME against a workforce of 14.8% BAME staff, for example, further work is required. A project has commenced to improve the candidate experience; EDI will feature heavily in this work.

4.1.4. Work is underway to refresh the People Strategy including the EDI Strategy and Action Plan. Creating a diverse, respectful and inclusive culture is one of the key people priorities contained within the Strategy. Our intention is to make significant progress on the continuum below:



4.1.5. A review of all mandatory training is underway and consideration will be given to; moving Equality Impact Assessment training from online to coaching sessions and increasing group sizes on 'Respecting Diversity' and including content on LGBTQIA+. In addition a mandatory training policy stating the frequency for refresher training will be developed. The whole learning and development offering will be reviewed to look for opportunities to further embed EDI dimensions to the content.

Copyright © Loughborough University. All rights reserved.

4.2. Students:

4.2.1. A number of the student-related areas for improvement are driven by targets set in the University's Access and Participation Plan (as set out in paragraph 1.3 above). These are therefore not replicated here, but HRC can be confident that these are institutional level priorities in terms of student equality, diversity and inclusion issues.

4.2.2. In last year's report we noted that 2019 would see the launch of an online reporting tool for hate crimes, sexual violence and safeguarding concerns. Unfortunately, this launch had to be delayed, but we can now confirm that the tool will be launched on 3rd February 2020. It will be accompanied with a supporting web presence which will provide students, staff and third parties with information, links to support and the ability to make reports around a ranges of issues (sexual violence, hate crimes, domestic violence). The tool has been very widely demonstrated and tested and will provide an improved experience for students reporting incidents and staff supporting students to report, both in terms of ease of reporting and timeliness of response. The tool will also provide the University with more reliable data on reporting trends. This works follows as a direct result of HRC's support of a recommendation to this effect in 2018 Annual Compliance Report.

4.2.3. There continues to be an over-representation of BAME students in the University's disciplinary processes (this is noted in the statistical report). This has been a trend for a number of years despite some interventions, such as unconscious bias training for those involved in enacting the University's disciplinary procedures. Further consideration will be given to appropriate interventions through Student Discipline Committee, informed by the Equality and Diversity Operational Group and the Race Equality Charter Working group.

5. Recommendation

5.1. Through the two background statistical reports on staff and students and this report compliance has been demonstrated. HRC is asked to endorse this report and refer it to Senate and Council for full approval and publication in line with the specific legal duties under the Equality Act 2010.

Copyright © Loughborough University. All rights reserved.

Appendix - List of Staff Support Groups/Networks

Age Group

Black and Ethnic Minority Group

Inclusivity Group

Religion or Belief Group

Lesbian, Gay, Bisexual and Trans(gender) Group +

Women at Loughborough

Part Time / Flexible Working Group

International Staff Group

Working Parents Network

Armed Forces Network

Apprenticeship Network

Menopause Staff Support Group

And:

AdNet (administrative staff)

TechNet (technicians)

Copyright © Loughborough University. All rights reserved.

Staff EDI Statistical Report 2019

Gender

	2017			2018			2019		
	Female	**Male**	**Grand Total**	**Female**	**Male**	**Grand Total**	**Female**	**Male**	**Grand Total**
Academic	416	842	1258	430	893	1323	466	876	1342
Non-Academic	1381	820	2201	1421	851	2272	1468	866	2334
Grand Total	**1797**	**1662**	**3459**	**1851**	**1744**	**3595**	**1934**	**1742**	**3676**

- The gender split of employees has remained consistent over the last three years (52% women and 48% men)
- 22.9% of professors are women which is an improvement from 2017 – 18.3%
- 34.7% of our academic staff are female – the sector average is 45.9%
- Females represent 42% of our committee membership

Ethnicity

	2017			2018			2019		
	FT	**PT**	**Total**	**FT**	**PT**	**Total**	**FT**	**PT**	**Total**
BAME	362	120	482	380	126	506	393	150	543
Not Known	49	22	71	36	26	62	45	14	59
White	1970	936	2906	2051	976	3027	2036	1038	3074
Grand Total	**2381**	**1078**	**3459**	**2467**	**1128**	**3595**	**2474**	**1202**	**3676**

- 14.7% of staff identify as BAME which is an increase of 0.6% on 2018. This is slightly higher than the sector average of 13.7%
- BAME staff are underrepresented at grades 2 and 5
- BAME representation on committees is 7%

Disability

	2017			2018			2019		
	FT	**PT**	**Total**	**FT**	**PT**	**Total**	**FT**	**PT**	**Total**
Disabled	68	34	102	70	34	104	101	53	154
Not disabled	2226	1009	3235	2315	1057	3372	2302	1122	3424
Not Known	87	35	122	82	37	119	71	27	98
Grand Total	**2381**	**1078**	**3459**	**2467**	**1128**	**3595**	**2474**	**1202**	**3676**

- 4.1% of staff have disclosed a disability, which is an increase of 1.2% on the previous year. This is welcomed but there is further work to do to encourage more staff to declare disabilities as the sector average is 5.1%

Sexual Orientation

Sexual Orientation	**2017**	**2018**	**2019**
Asexual	7	9	10
Bisexual / Pansexual	20	26	31
Declined to specify	201	213	248
Gay	28	29	32
Heterosexual	2047	2240	2400
Lesbian	17	18	27
Other	10	13	13
(blank)	1039	951	822
Grand Total	**3369**	**3499**	**3583**

- 30% of staff have declined to specify their sexual orientation which is a slight reduction on the previous year (33%)

Religion

	2017	2018	2019
Agnostic	161	182	204
Any other religion or belief	39	38	44
Atheist	225	255	272
Buddhist	12	14	17
Christian	1010	1083	1098
Confucian	1	2	2
Hindu	91	99	98
Jewish	5	4	6
Muslim	47	61	68
No religion or belief	638	700	800
Pagan	3	2	2
Prefer not to say	169	171	197
Sikh	15	12	15
Tao	1	2	1
(blank)	952	874	759
Grand Total	3369	3499	**3583**

- 26% of staff have chosen not to state their religious classification which is significantly below the sector average of 45.6%
- 31% of staff have identified themselves as being Christian
- 22% of staff have indicated that they do not have a religion

Age

Age Category	Age Category	2017	2018	2019
< or = 34	**< or = 34**	22.3%	23.2%	25.4%
35 to 49	**35 to 49**	40.1%	39.5%	39.7%
50 to 65	**50 to 65**	35.3%	34.8%	32.8%
> or = 66	**> or = 66**	2.3%	2.5%	2.1%

- The age profile of staff has remained fairly static over the period in question with the most represented age group being 35-49
- In comparison to the sector, the University has a slightly older staff profile as the sector's highest represented age group is 31.25

Other Statistical Information of Note

- Academic staff represent 36.5% of the overall workforce while the sector average is 49.3%
- In recruitment, white applicants were more than twice as likely to progress (8.99%) from applied to appointment stage than BAME applicants (3.35%). This is consistent with last year's progression rates of 8.56% and 3.17% respectively
- The total number of academic promotions has dropped in 2019 compared to 2018 (52 in 2018 and 37 in 2019) however,
    - The percentage of BAME promotions has increased year on year from 13.3%, 17.3% and 24.3% respectively
    - There has also been steady increase in the percentage of promotions for female staff over the same period from 31.1% in 2017 to 35.1% in 2019
    - 100% of all promotions to Reader in 2019 were female

Equality & Diversity Statistical Report

(**Student Data:** Evidence for the Annual Equality & Diversity Compliance Report)

2018/2019

TABLE OF CONTENTS

1. INTRODUCTION 4

2. DEMOGRAPHIC PROFILE 5

2.1. Student Profile by Ethnicity (BAME/White) and Mode of Study **5**

2.2. Student Profile by Ethnicity (BAME/White) and Level of Study **5**

2.3. Student Profile by Ethnicity (detailed) **6**

2.4. Student Profile by Gender and Mode of Study **6**

2.5. Student Profile by Gender and Level of Study **7**

2.6. Student Profile by Disability and Mode of Study **7**

2.7. Student Profile by Disability and Level of Study **8**

2.8. Student Profile by Religion and Belief **8**

2.9. Commentary **9**

3. ATTAINMENT 10

3.1. Commentary **10**

4. ACADEMIC APPEALS 10

4.1. Total Number of Academic Appeals **10**

4.2. Academic Appeals by Gender **11**

4.3. Academic Appeals by Ethnicity **11**

4.4. Academic Appeals by Disability **11**

4.5. Outcomes of Academic Appeals by Gender **11**

4.6. Outcomes of Academic Appeals by Ethnicity **12**

4.7. Outcomes of Academic Appeals by Disability **12**

4.8. Commentary **12**

5. DISCIPLINARY OFFENCES 12

5.1. Section 2 Offences by Age **12**

5.2. Section 3 Offences by Age **12**

5.3. Section 2 Offences by Disability **13**

5.4. Section 3 Offences by Disability 13

5.5. Section 2 Offences by Ethnicity 13

5.6. Section 3 Offences by Ethnicity 13

5.7. Section 2 Offences by Gender 13

5.8. Section 3 Offences by Gender 13

5.9. Commentary 14

1. Introduction

This statistical report provides data collected by the University on student-related equality and diversity issues. The report uses the most recent datasets available in each case.

The report has been structured across the following strands:

- Demographic profile of the student body;
- Attainment (in terms of degree outcome);
- Academic Appeals;
- Disciplinary data (analysis of student disciplinary cases by protected characteristics).

A brief commentary on the data is provided at the end of each section. Links to other relevant documents and information are embedded throughout the document.

2. Demographic Profile

Note: All of the below Demographic tables use HESA data. HESA rounds all date to the closest 5.

2.1. Student Profile by Ethnicity (BAME/White) and Mode of Study

		Academic Year											
		15/16				16/17				17/18			
		Nr			%	Nr			%	Nr			%
Provider	Mode of Study	BAME	Unknown/ NA	White	**BAME**	BAME	Unknown/ NA	White	**BAME**	BAME	Unknown/ NA	White	**BAME**
LU	Full-time	2,310	3,195	9,710	**15.2%**	2,450	3,325	9,830	**15.7%**	2,620	3,695	9,755	**16.3%**
LU	Part-time	220	380	1135	**12.8%**	200	345	980	**13.1%**	150	225	865	**12.1%**
LU	**Total**	2,535	3,570	10,845	**14.9%**	2,645	3,670	10,810	**15.5%**	2,770	3,925	10,620	**16.0%**
Russ & 94	Full-time	91,915	220,630	358,060	**13.7%**	101,920	228,925	370,485	**14.5%**	110,420	242,980	374,890	**15.2%**
Russ & 94	Part-time	18,365	18,160	71,965	**16.9%**	18,490	19,005	70,160	**17.2%**	18,455	18,750	68,365	**17.5%**
Russ & 94	**Total**	110,280	238,790	430,025	**14.2%**	120,410	247,930	440,645	**14.9%**	128,875	261,730	443,255	**15.5%**
Whole Sector	**Total**	395,690	467,835	1,417,300	**17.3%**	419,105	473,110	1,425,665	**18.1%**	436,990	488,240	1,417,860	**18.7%**

2.2. Student Profile by Ethnicity (BAME/White) and Level of Study

		Academic Year											
		15/16				16/17				17/18			
		Nr			%	Nr			%	Nr			%
Provider	Level of study	BAME	Unknown /NA	White	**BAME**	BAME	Unknown /NA	White	**BAME**	BAME	Unknown /NA	White	**BAME**
LU	First degree	2,195	1,300	9,225	**17.3%**	2,255	1,425	9,255	**17.4%**	2,410	1,560	9,140	**18.4%**
LU	PGR	90	570	430	**8.4%**	85	535	415	**8.3%**	85	475	405	**8.9%**
LU	Postgraduate (taught)	245	1,695	1190	**7.8%**	305	1,715	1,145	**9.7%**	275	1,885	1,075	**8.5%**
LU	**Total**	2,535	3,570	10,845	**14.9%**	2,645	3,670	10,810	**15.5%**	2,770	3,925	10,620	**16.0%**
Russ & 94	First degree	81,350	112,590	311,395	**16.1%**	89,550	118,975	318,480	**17.0%**	96,905	125,075	321,035	**17.8%**
Russ & 94	Other undergraduate	4,230	8,150	19,450	**13.3%**	3,870	8,855	17,540	**12.8%**	3,300	9,170	15,910	**11.6%**
Russ & 94	Postgraduate (research)	6,385	35,710	32,960	**8.5%**	6,355	35,030	33,155	**8.5%**	6,475	34,625	33,045	**8.7%**
Russ & 94	Postgraduate (taught)	18,315	82,345	66,220	**11.0%**	20,630	85,075	71,470	**11.6%**	22,190	92,860	73,265	**11.8%**
Russ & 94	**Total**	110,280	238,790	430,025	**14.2%**	120,410	247,930	440,645	**14.9%**	128,875	261,730	443,255	**15.5%**
Whole Sector	**Total**	395,690	467,835	1,417,300	**17.3%**	419,105	473,110	1,425,665	**18.1%**	436,990	488,240	1,417,860	**18.7%**

2.3. Student Profile by Ethnicity (detailed)

	15/16		16/17		17/18	
	Nr	%	Nr	%	Nr	%
Asian	1,215	7.2%	1,255	7.3%	1,310	7.6%
Black	720	4.2%	770	4.5%	800	4.6%
Other (including mixed)	595	3.5%	620	3.6%	665	3.9%
Unknown/not applicable	3,570	21.1%	3,670	21.4%	3,925	22.7%
White	10,845	64.0%	10,810	63.1%	10,620	61.3%

2.4. Student Profile by Gender and Mode of Study

		Academic Year											
		15/16				16/17				17/18			
		Nr			%	Nr			%	Nr			%
Provider	Mode of Study	Female	Male	Other	Female	Female	Male	Other	Female	Female	Male	Other	Female
LU	Full-time	5,975	9,240		**39.3%**	6,260	9,345		**40.1%**	6,555	9,515		**40.8%**
LU	Part-time	515	1,220		**29.7%**	480	1,045		**31.5%**	410	835		**32.9%**
LU	Total	6,490	10,460		**38.3%**	6,740	10,390		**39.3%**	6,960	10,350		**40.2%**
Russ & 94	Full-time	362,355	308,100	155	**54.0%**	380,620	320,370	340	**54.3%**	397,780	329,900	615	**54.6%**
Russ & 94	Part-time	64,835	43,605	45	**59.8%**	64,120	43,370	160	**59.6%**	62,715	42,475	380	**59.4%**
Russ & 94	Total	427,190	351,705	200	**54.8%**	444,740	363,745	500	**55.0%**	460,490	372,375	995	**55.2%**
Whole Sector	Total	1,288,680	991,670	480	**56.5%**	1,314,035	1,002,820	1025	**56.7%**	1,333,650	1,007,730	1,710	**56.9%**

2.5. Student Profile by Gender and Level of Study

		Academic Year											
		15/16				16/17				17/18			
		Nr			%	Nr			%	Nr			%
Provider	Level of study	Female	Male	Other	Female	Female	Male	Other	Female	Female	Male	Other	Female
LU	First degree	4,810	7,915		**37.8%**	4,975	7,960		**38.5%**	5,170	7,940		**39.4%**
LU	Postgraduate (research)	410	685		**37.4%**	405	630		**39.1%**	400	570		**41.3%**
LU	Postgraduate (taught)	1270	1,860		**40.5%**	1,360	1,805		**43.0%**	1,395	1,845		**43.1%**
LU	Total	6,490	10,460		**38.3%**	6,740	10,390		**39.3%**	6,960	10,350		**40.2%**
Russ & 94	First degree	271,080	234,140	110	**53.6%**	283,590	243,235	180	**53.8%**	292,840	249,920	260	**53.9%**
Russ & 94	Other undergraduate	20,395	11,420	15	**64.1%**	19,375	10,815	75	**64.0%**	17,760	10,410	210	**62.6%**
Russ & 94	Postgraduate (research)	35,715	39,310	30	**47.6%**	35,640	38,840	60	**47.8%**	35,550	38,475	120	**47.9%**
Russ & 94	Postgraduate (taught)	100,000	66,830	45	**59.9%**	106,135	70,855	185	**59.9%**	114,340	73,570	410	**60.7%**
Russ & 94	Total	427,190	351,705	200	**54.8%**	444,740	363,745	500	**55.0%**	460,490	372,375	995	**55.2%**
Whole Sector	Total	1,288,680	991,670	480	**56.5%**	1,314,035	1,002,820	1025	**56.7%**	1,333,650	1,007,730	1,710	**56.9%**

2.6. Student Profile by Disability and Mode of Study

		Academic Year								
		15/16			16/17			17/18		
		Nr		%	Nr		%	Nr		%
Provider	Mode of Study	Known to have a disability	No known disability/unknown	Known to have a disability	Known to have a disability	No known disability/unknown	Known to have a disability	Known to have a disability	No known disability/unknown	Known to have a disability
LU	Full-time	2,015	13,200	**13.2%**	2,090	13,515	**13.4%**	2,260	13,810	**14.1%**
LU	Part-time	140	1,595	**8.0%**	125	1,395	**8.3%**	145	1,100	**11.6%**
LU	Total	2,155	14,795	**12.7%**	2,220	14,910	**12.9%**	2,405	14,910	**13.9%**
Russ & 94	Full-time	63,625	606,980	**9.5%**	71,505	629,830	**10.2%**	80,660	647,630	**11.1%**
Russ & 94	Part-time	9,330	99,155	**8.6%**	10,190	97,465	**9.5%**	10,695	94,870	**10.1%**
Russ & 94	Total	72,955	706,135	**9.4%**	81,695	727,290	**10.1%**	91,355	742,505	**11.0%**
Whole Sector	Total	256,995	2,023,835	**11.3%**	279,115	2,038,760	**12.0%**	302,705	2,040,390	**12.9%**

2.7. Student Profile by Disability and Level of Study

		Academic Year								
		15/16			16/17			17/18		
		Nr		%	Nr		%	Nr		%
Provider	Mode of Study	Known to have a disability	No known disability/unknown	Known to have a disability	Known to have a disability	No known disability/unknown	Known to have a disability	Known to have a disability	No known disability/unknown	Known to have a disability
LU	Full-time	2,015	13,200	**13.2%**	2,090	13,515	**13.4%**	2,260	13,810	**14.1%**
LU	Part-time	140	1,595	**8.0%**	125	1,395	**8.3%**	145	1,100	**11.6%**
LU	Total	2,155	14,795	**12.7%**	2,220	14,910	**12.9%**	2,405	14,910	**13.9%**
Russ & 94	Full-time	63,625	606,980	**9.5%**	71,505	629,830	**10.2%**	80,660	647,630	**11.1%**
Russ & 94	Part-time	9,330	99,155	**8.6%**	10,190	97,465	**9.5%**	10,695	94,870	**10.1%**
Russ & 94	Total	72,955	706,135	**9.4%**	81,695	727,290	**10.1%**	91,355	742,505	**11.0%**
Whole Sector	Total	256,995	2,023,835	**11.3%**	279,115	2,038,760	**12.0%**	302,705	2,040,390	**12.9%**

2.8. Student Profile by Religion and Belief

Note: the below two Religion and Belief tables round numbers to the closest 5.

UG students	**Academic year of intake**					
	2016-17		2017-18		2018-19	
Religion (group)	Nr	%	Nr	%	Nr	%
Christian	1465	38.9%	1330	35.2%	1395	34.2%
No religion	750	19.9%	775	20.5%	805	19.8%
Atheist	715	19.0%	695	18.4%	770	18.9%
Agnostic	325	8.6%	370	9.8%	410	10.1%
Prefer not to say/unknown	115	3.1%	140	3.7%	190	4.7%
Muslim	140	3.7%	175	4.6%	185	4.5%
Hindu	120	3.2%	140	3.7%	170	4.2%
Sikh	40	1.1%	45	1.2%	70	1.7%
Other	60	1.6%	60	1.6%	55	1.3%
Buddhist	40	1.1%	40	1.1%	25	0.6%

Grand Total	3765	100.0%	3775	100.0%	4075	100.0%

PG students (PGT + PGR)	Academic year of intake					
	2016-17		2017-18		2018-19	
Religion (group)	Nr	%	Nr	%	Nr	%
No religion	995	38.0%	1075	40.9%	1220	42.3%
Christian	615	23.5%	575	21.9%	555	19.2%
Atheist	275	10.5%	290	11.0%	255	8.8%
Prefer not to say/Unknown	140	5.4%	110	4.2%	180	6.2%
Hindu	85	3.3%	105	4.0%	160	5.5%
Muslim	160	6.1%	140	5.3%	155	5.4%
Agnostic	145	5.5%	130	4.9%	130	4.5%
Buddhist	90	3.4%	85	3.2%	120	4.2%
Other	95	3.6%	115	4.4%	100	3.5%
Sikh	20	0.8%	10	0.4%	10	0.3%
Grand Total	2615	100.0%	2630	100.0%	2885	100.0%

2.9. Commentary

We can offer the following commentary in respect of the demographic data set presented above:

- The number of BAME students registered at the University has been rising steadily over the past 3 years, reaching 16% of the total student population in 2017/18. This is slightly in advance of other Russell Group institutions but below the sector average (18.7%). The majority of our BAME students are registered on undergraduate courses of study.
- Asian students continue to represent the single largest ethnicity within the profile of BAME students.
- Our gender split continues to show we have a significantly lower proportion of female to male students in comparison to the sector. It may be reasonable to assume that this is in part due to our particular portfolio of subject areas. We have, however, seen a steadily increasing percentage of female students registering at the University, with the proportion rising above 40% in 2017/18 (up from 37% in 2014/15). In this context it is perhaps notable that we have seen an almost 1% increase in our proportion of female students, whilst the sector has remained static in this regard.
- As in previous years, our proportion of disabled students continues to run in advance of the sector. Indeed, we saw a 1% rise in the proportion of disabled students at the University between 2016/17 and 2017/18, and we remain a percentage point in advance of the sector on this measure.
- For our Undergraduate students, Christianity is the religion with which most students self-identify, although the proportion of students identifying this way continues to decline. By contrast we have seen a steady increase in the number of students identifying as Hindu, a modest increase in the number of students identifying as Sikh and a static number of students identifying as Muslim. Amongst our postgraduate population a significant number do not identify with a religion.

3. Attainment

The University developed a comprehensive Access and Participation Plan which was agreed by the Office for Students in the Summer of 2019. The plan is publicly available on our website.

The statistical analysis carried out as part of the development of the plan identified an attainment gap between White and Black and White and Asian students, but did not find statistically significant attainment gaps across other protected characteristics. We have therefore only presented attainment data related to to ethnicity in this report. Further details are available in our Access and Participation Plan.

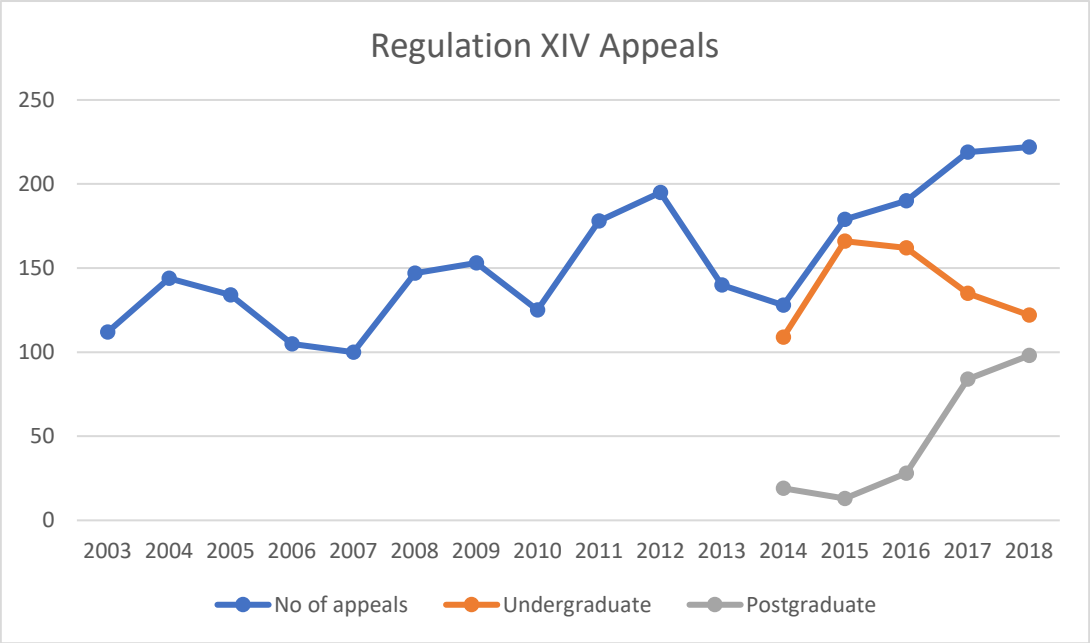
	% 1st/2:1					Gap Eth Gp and White						
Year/Gap	2014-15	2015-16	2016-17	2017-18	2018-19	2014-15	2015-16	2016-17	2017-18	2018-19	Avg Gap 5 yrs	Target 2024/25
White	86.4%	83.6%	87.9%	89.0%	87.8%							
Asian	73.3%	77.7%	78.7%	77.0%	76.5%	13.1%	5.9%	9.2%	12.0%	11.3%	10.3%	7%
Black	62.0%	65.3%	76.1%	64.3%	78.5%	24.4%	18.3%	11.8%	24.7%	9.3%	17.7%	10%
All BAME	70.0%	74.5%	76.7%	74.8%	87.7%	16.4%	9.1%	11.2%	14.2%	0.1%	10.2%	No target set

3.1. Commentary

- As the data above demonstrate, there is a significant attainment (or awarding) gap between White and Black students. This was noted in the last 2 years' reports and interventions have been developed over this period to address this issue. In this context we may note a significant reduction in the gap from 24.7% in 17/18 to 9.3% in 2018/19. The University has set a target in its Access and Participation Plan of reducing the gap to 10% within 5 years.
- There is also a significant attainment gap between White and Asian students. Again, interventions have been developed, and continue to be developed, to address this issue. There has been a very modest reduction in the gap from 12% in 17/18 to 11.3% in 18/19. There remains work to be done to reach the target of 7% which was set as part of the University's Access and Participation Plan.

4. Academic Appeals

4.1. Total Number of Academic Appeals



4.2. Academic Appeals by Gender

Gender	2014		2015		2016		2017		2018	
	No.	%	No.	%	No.	%	No.	%	No.	%
Male	84	*65.6*	115	*64.2*	121	*63.7*	82	*58.6*	131	*59.01*
Female	44	*34.4*	64	*35.7*	69	*36.3*	58	*41.4*	87	*39.19*
N/A									4	*1.80*
Total	128	*100*	179	*100*	190	*100*	140	*100*	*222*	*100*

4.3. Academic Appeals by Ethnicity

Ethnicity	2014		2015		2016		2017		2018	
	No.	%	No.	%	No.	%	No.	%	No.	%
White	80	*62.5*	111	*62.0*	95	*50.0*	88	*40.2*	82	*36.9*
BAME	41	*32.0*	57	*31.8*	86	*45.3*	104	*47.5*	121	*54.5*
Other	7	*5.5*	11	*6.1*	8	*4.2*	23	*10.5*	13	*5.8*
Not known	0	*0*	0	*0*	1	*0.5*	4	*1.8*	5	*2.3*
Total	128	*100*	179	*100*	190	*100*	219	*100*	*222*	*100*

4.4. Academic Appeals by Disability

Disability	2014		2015		2016		2017		2018	
	No.	%	No.	%	No.	%	No.	%	No.	%
Yes	27	*21.1*	35	*19.5*	42	*22.1*	30	13.7	39	*17.55*
No	101	*78.9*	144	*80.4*	148	*77.9*	186	84.9	178	*80.2*
Not known	0	*0*	0	*0*	0	*0*	3	1.4	5	*2.25*
Total	128	*100*	179	*100*	190	*100*	219	*100*	*222*	*100*

4.5. Outcomes of Academic Appeals by Gender

		F	M	N/A	Total
Dismissed by PVC(T)	Nr	9	20		29
	%	*10.2*	*15.3*		*13.1*
Dismissed by AR	Nr	38	51		89
	%	*43.2*	*38.9*		*40.1*
Upheld	Nr	36	52	3	91
	%	*40.9*	*39.7*	*100.0*	*41.0*
Withdrawn	Nr	5	8		13
	%	*5.7*	*6.1*		*5.9*
Total		88	131	3	222

4.6. Outcomes of Academic Appeals by Ethnicity

Ethnicity		BAME	Other	White	Not known	Total
Dismissed by PVC(T)	Nr	15	2	12	0	29
	%	*12.3*	*15.4*	*14.6*	*0.0*	*13.1*
Dismissed by AR	Nr	60	5	23	1	89
	%	*49.2*	*38.5*	*28.0*	*20.0*	*40.1*
Upheld	Nr	41	6	41	3	91
	%	*33.6*	*46.2*	*50.0*	*60.0*	*41.0*
Withdrawn	Nr	6	0	6	1	13
	%	*0.8*	*7.7*	*1.2*	*20.0*	*0.5*
Total		122	13	82	5	222

4.7. Outcomes of Academic Appeals by Disability

		Yes	No	Not known	Total
Dismissed by PVC(T)	Nr	6	23	0	29
	%	*15.4*	*12.8*		*13.1*
Dismissed by AR	Nr	13	76	0	89
	%	*33.3*	*42.5*		*40.1*
Upheld	Nr	19	69	3	91
	%	*48.7*	*38.5*	*75.0*	*41.0*
Withdrawn	Nr	1	11	1	13
	%	*2.6*	*6.1*	*25.0*	*5.9*
Total		39	179	4	222

4.8. Commentary

- The number of Appeals rose slightly in 2017/18, but at a slower rate than 3 years.
- Female students do not appear to be over-represented in appeals (39% of appeals from female students against a population of 40% female students). The outcomes of appeals were also equitable in terms of gender (40% of female appeals upheld, vs. 39% of male appeals).
- BAME student are over-represented however, with 54.5% of appeals coming from BAME students against a student population of 16%. Appeals from BAME students were also less likely to be upheld than appeals from White students (33% vs. 46%).
- Disabled students are over-represented, making up 17.55% of appeals but only 13.9% of the overall student population. Significantly, appeals from disabled students were more likely to be upheld (48.7% vs 38.5%).

5. Disciplinary Offences

5.1. Section 2 Offences by Age

By age range:	2015/2016		2016/2017		2017/18		2018/2019	
	Number	%	Number	%	Number	%	Number	%
<=21	190	82%	298	79%	198	70%	302	67%
>21	40	17%	77	21%	86	30%	158	33%
Unknown	1	0.40%	0	0%	1	0%	0	0%
Grand Total	**231**	**100%**	**375**	**100%**	**285**	**100%**	**460**	**100%**

5.2. Section 3 Offences by Age

By age:	2015/2016		2016/2017		2017/2018		2018/2019	
	Number	%	Number	%	Number	%	Number	%
<=21	17	85%	8	100%	6	66.7%	8	100%
>21	3	15%	0	0%	2	22.2%	0	0%
Unknown	0	0%	0	0%	1	11.1%	0	0%

5.3. Section 2 Offences by Disability

By Disability:	2015/2016		2016/2017		2017/18		2018/2019	
	Number	%	Number	%	Number	%	Number	%
Yes	8	3.5%	8	2%	15	5%	22	4.8%
No	222	96.1%	367	98%	270	95%	438	95.2%
(blank)	1	0.4%	0	0%	0	0%	0	0%
Grand Total	**231**	**100%**	**375**	**100%**	**285**	**100%**	**460**	**100%**

5.4. Section 3 Offences by Disability

By Disability:	2015/2016		2016/2017		2017/2018		2018/2019	
	Number	%	Number	%	Number	%	Number	%
No	19	95%	7	88%	0	0%	0	0%
Yes	1	5%	1	13%	9	100%	8	100%
Grand Total	**20**	**100%**	**8**	**100%**	**9**	**100%**	**8**	**100%**

5.5. Section 2 Offences by Ethnicity

By Ethnicity:	2015/2016		2016/2017		2017/2018		2018/2019	
	Number	%	Number	%	Number	%	Number	%
BAME	68	29%	107	29%	91	32%	135	29.3%
White	160	69%	256	68%	188	66%	319	69.3%
Unknown	3	1%	12	3%	4	2%	6	1.3%

5.6. Section 3 Offences by Ethnicity

By Ethnic Group:	2015/2016		2016/2017		2017/2018		21018/2019	
	Number	%	Number	%	Number	%	Number	%
BAME	4	20%	2	25%	4	44.4%	2	25%
White	16	80%	6	75%	5	55.6%	6	75%

5.7. Section 2 Offences by Gender

By Gender:	2015/2016		2016/2017		2017/2018		2018/2019	
	Number	%	Number	%	Number	%	Number	%
Female	40	17%	65	17%	63	22%	91	19.8%
Male	190	82%	310	83%	222	78%	369	80.2%
Unknown	1	0.40%	0	0%	0	0%	0	0%
Grand Total	**231**	**100.00%**	**375**	**100%**	**285**	**100%**	**460**	**100%**

5.8. Section 3 Offences by Gender

By Gender:	2015/2016	2016/2017	2017/2018	2018/2019

	Number	%	Number	%	Number	%	Number	%
Female	2	10%	0	0%	0	0%	0	0%
Male	18	90%	8	100%	9	100%	8	100%
Grand Total	**20**	**100%**	**8**	**100%**	**9**	**100%**	**8**	**100%**

5.9. Commentary

- BAME students are over-represented both in the Section 2 and Section 3 offences, making up 29% and 25% of offences respectively, whilst only representing 16% of the student population.
- Neither female nor disabled students are over-represented in disciplinary offences.