Equality and Diversity

Annual Report
2020

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Introduction

Teesside University is committed to equality of opportunity in a diverse learning and working environment and aims to be a caring, fair and supportive institution which seeks to optimise and enhance the experience of its staff, students, partners and external clients. This approach underpins our Vision and Mission and is articulated in the University Values and Behaviours Framework.

Equality and diversity is embedded in all the work that Teesside University undertakes as it seeks to enhance the experience of all the students, staff and external partners. It is reflected in all of the University Values and Behaviours and is clearly reinforced by a specific value; that of embracing diversity and actively opposing prejudice.

In order to support all its values, Teesside University has specific aims for Equality and Diversity. These are:

- To raise awareness in the University community of equality and diversity and to develop understanding of respect, rights and responsibilities amongst students, staff and those engaged with the University.
- To reduce inequalities in the experience and attainment of students and staff to ensure that the whole University community can understand and achieve their potential.
- To embed equality and diversity into wider University activities.

An ambitious four-year plan was introduced in 2016 to support achievement of these aims that each year has continued to improve equality and diversity at the University and which includes specific objectives relating to the University's student community and embedding equality and diversity into the approach to learning and teaching.

In addition to the above, in January 2020 the University launched the Values & Behaviours Framework which clearly sets out expected behaviours in relation to embracing diversity for all colleagues, people managers and senior leadership.

This report summarises the progress by the University against the Equality and Diversity Plan and Aims, detailing the activities and achievements in relation to our equality and diversity objectives, and highlighting the progress made in the 2019/20 academic year.

The Covid 19 global pandemic brought significant challenges in 2020. It is testament to the University's commitment to equality, diversity and inclusion that awareness, events and activities which support inclusion have continued despite the pandemic. The University's proactive response to supporting our most vulnerable staff and students during the Covid 19 outbreak is a clear example of our approach as a caring, fair and supportive institution.

Completion of the University's extensive four year equality and diversity plan, in support of the equality objectives represents a significant achievement and clearly demonstrates the commitment to equality, diversity and inclusion across the whole University community.

Juliet Amos
Executive Director of Human Resources

Equality and Diversity Governance

The importance of equality and diversity at the University is reinforced through a governance structure that focusses on equality and diversity matters and which is supported by a range of key processes.

The University's Executive and Senior Management Teams are committed to raising awareness of equality and diversity throughout the University and addressing the issues and barriers that prevent effective support to staff and students for all protected groups. Equality and diversity is steered at a senior level by the University's Executive Equality and Inclusion Group (EEIG). Decisions made by this Group inform and steer the work of the Equality and Inclusion Group (EIG) as well as ensuring that issues raised by the relevant staff and student focus groups are addressed. Through its Chair, the Executive Director of Human Resources, the Group also ensures that awareness of this important agenda and the key issues are reported on and discussed by the University's Executive Team.

This EEIG comprises senior leadership roles to ensure equality and diversity is placed at the heart of the University. The current membership of the EEIG is:

- Executive Director of Human Resources (Chair)
- Director of Student Recruitment and Marketing
- Director of Student and Library Services
- Director of Finance and Commercial Development
- Dean of the MIMA School of Art and Design and Director of MIMA
- Head of Learning and Teaching Enhancement
- Equality and Diversity Advisor
- President of the Student Union.

Supporting the EEIG is the EIG, chaired by the Deputy Director of Human Resources, membership of which consists of employees from all Schools and Departments, trade union representatives and members of the Student's Union. The EIG meets four times a year, reporting on achievements against the University's Equality Objectives, identifying operational actions that may be undertaken to enhance equality and diversity and, discussing any other issues or matters of concern regarding equality and diversity at the University.

The EEIG confers with the EIG and reports progress on the University's Equality and Diversity agenda to the Vice Chancellor's Executive via the Executive Director of Human Resources. The University's Executive Team is also consulted on Equality and Diversity issues as and when necessary.

The EIG has a number of sub-groups, known as Focus Groups and these represent various protected characteristics. Currently there are four focus groups as follows:

- Disability
- Ethnicity, Faith & Belief
- LGBTQ+
- Gender

The Focus Groups are formed primarily by employees but also include student representatives from the Elected Officers of the Students Union, advised by the Equality and Diversity Adviser. The Focus Groups meet regularly, coinciding with the EIG meeting cycle, to enable issues relevant to those particular protected characteristics to be discussed and, if necessary, communicated to EIG and vice versa. During the Covid 19 pandemic the groups have continued to meet and used tools such as Microsoft Teams to collaborate and share information.

Each Focus Group has an Executive Champion that primarily acts as a figurehead for that particular protected characteristic, taking an active interest in activities by attending events and focus group meetings, whenever possible, and taking every opportunity to raise awareness amongst staff and students as well as taking forward actions to address identified barriers. This demonstrates to University staff, students and the wider public the level of importance the University places on equality, diversity and inclusion.

The equality and diversity governance structure provides a vital link between under-represented groups within the University and the University's Executive Team, allowing communication, in both directions, and a method for consultation on strategic decisions.

<h1 style="text-align: center; color: orange;">Equality and Diversity – Key Highlights 2020</h1>

The Covid 19 pandemic influenced the work of the University in an unprecedented way in 2019/20. The University took a proactive approach to supporting vulnerable staff during the pandemic by making rapid arrangements to facilitate staff to shield where appropriate and by providing resources to enable remote working. A series of pulse surveys were launched from June 2020 to collate feedback on staff experiences and ensure colleagues were supported to adapt to hybrid working practices. A range of guidance and information was made available, including:

> Development and provision of an online guide for staff on managing anxiety due to Covid-19 and returning to Campus
> Working well from home guide
> Covid 19 Managers Toolkit
> Vulnerable persons risk assessment

Values and Behaviours Framework: In January 2020 the University launched the Values and Behaviours Framework. The University core values identify how the organisation seeks to demonstrate its aim to enhance the experience of its students, staff and external partners. To bring the values to life a **Values and Behaviours Framework** has been established. This new initiative sets out the standards of behaviour expected of everyone who works at the University. A cross representation of more than 80 staff helped to develop the framework.
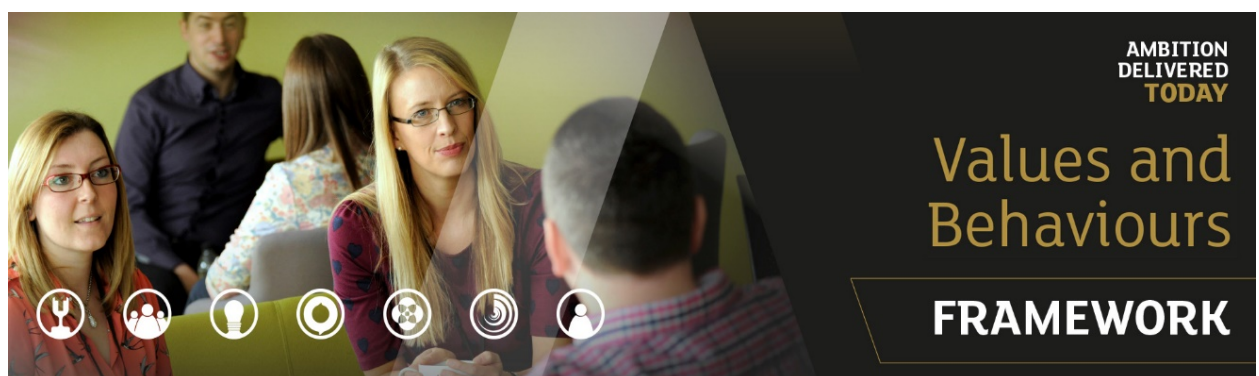
With a clear inclusive thread running through the behaviour standards the framework formally expresses Teesside University's approach to inclusion in the workplace. The strong commitment, identified in the framework, of **"Embracing**
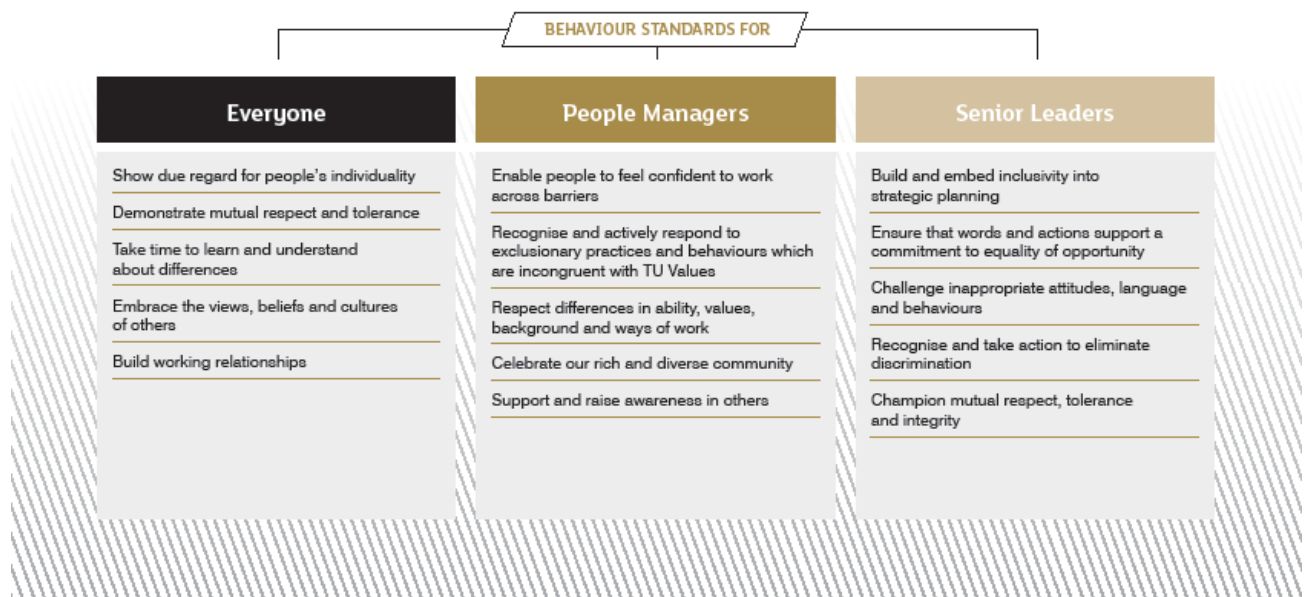
Diversity and actively opposing prejudice through creating an environment where equality and inclusivity can flourish" reinforces this message.

"Having a Values and Behaviours Framework means that as an organisation we are recognising that people matter. We may not all agree on things but by setting a standard we have something we can all strive to work towards where difference is respected and embraced within parameters which are safe and realistic." – **Angela Ramage, Vice-Chair LGBT+ Focus Group**

Embracing Diversity

Embracing diversity and actively opposing prejudice through creating an environment where equality and inclusivity can flourish

BEHAVIOUR STANDARDS FOR

Everyone	People Managers	Senior Leaders
Show due regard for people's individuality	Enable people to feel confident to work across barriers	Build and embed inclusivity into strategic planning
Demonstrate mutual respect and tolerance	Recognise and actively respond to exclusionary practices and behaviours which are incongruent with TU Values	Ensure that words and actions support a commitment to equality of opportunity
Take time to learn and understand about differences	Respect differences in ability, values, background and ways of work	Challenge inappropriate attitudes, language and behaviours
Embrace the views, beliefs and cultures of others	Celebrate our rich and diverse community	Recognise and take action to eliminate discrimination
Build working relationships	Support and raise awareness in others	Champion mutual respect, tolerance and integrity

Athena SWAN Bronze Award: The University achieved the prestigious Athena SWAN Bronze Award as part of its commitment to gender equality across the institution in 2017. The Athena Swan Charter is a framework which is used across the globe to support and transform gender equality within higher education (HE) and research. Established in 2005 to encourage and recognise commitment to advancing the careers of women in science, technology, engineering, maths and medicine (STEMM) employment, the Charter is now being used across the globe to address gender equality more broadly, and not just barriers to progression that affect women. The Bronze award for Teesside specifically highlights the University's work on

gender equality. New Athena SWAN web pages developed in 2020 highlight plans to deliver a number of strategic projects which improve equality of opportunity for all colleagues, regardless of gender and feature inspirational examples of colleagues who are embracing the Athena SWAN principles.

Stonewall: The University achieved 40th place in the Stonewall Workplace Equality Index (WEI) in January 2020, out of 503 organisations, a rise of 7 places from January 2019 and its highest ever ranking. This result also meant that Teesside maintained a place in the 'Top 100 employers' for the fourth consecutive year, the only University from the North East Region to achieve this accolade. The Stonewall WEI is a powerful evidence based benchmarking tool used to assess achievements and progress on lesbian, gay, bisexual and transgender equality in the UK workforce. Each participating organisation must demonstrate their expertise and level of compliance against criteria detailing distinct areas of employment policy, practice, service delivery and public engagement. The University continues to actively pursue initiatives and actions to promote LGBTQ+, all of which have been recognised by the Stonewall accreditation.

Race at Work Charter: In this area the University has developed an action plan to outline how the five principles of the charter will be demonstrated with relevant actions. In 2020 the revised Ethnicity, Faith and Belief Focus Group appointed a 2nd chair to ensure a collaborative co-chair arrangement for the group.

Disability Confident: The University continued to retain status at level three, Disability Confident Leader in 2019/20, in recognition of the support and initiatives it promotes in relation to disability. Previously the University had subscribed to the 'Two Ticks' disability scheme, administered by the Department of Work and Pensions. To be able to display the 'Two Ticks' symbol the University had to demonstrate that it was satisfying a number of criteria in relation to the recruitment and retention of disabled staff. In 2017, this scheme was replaced by 'Disability Confident' which, although similar, required the demonstration of a more robust and comprehensive set of criteria. The University is one of only a few organisations in the Tees Valley to hold the Disability Confident leader award, the highest level awarded.

An action plan to ensure that we continue to progress our work in this area has been developed in conjunction with the Disability Focus Group.

Mental Health: The Teesside University Health and Wellbeing strategy was launched in October 2019 and has included a range of initiatives.

- The establishment of Be the Best You, a mental health drop-in workshop has evolved into online Connecting with Others sessions, where staff can talk about mental health in a confidential forum facilitated by the Occupational Health Adviser and a counsellor from the University's counselling service.
- Delivery of Mental Health and Stress Workshops for managers on-line.
- Training of 30 staff to become Mental Health Champions as part of the Mentally Healthy Universities Project: a joint initiative between Goldman Sachs Gives and local MIND offices to promote mental wellbeing.
- Establishment of a Mental Health Champions Peers Support Group, a Carers Peer Support Group and a Menopause Peer Support Group.

UHR Award Recognition: Teesside University was awarded 'runner up' in the national Universities HR (UHR) awards in June 2020 in the UHR Equality, Diversity and Inclusion category. UHR is the professional organisation for university human resources practitioners in the UK and Ireland. The University was recognised for ensuring that LGBT+ staff and students feel supported and engaged as part of Team Teesside through our programme of events, the LGBT+ ally scheme, changes to policy and practice, plus additional high profile one-off activities. The collaborative work between the LGBT+ focus group and the HR department was particularly highlighted by the judging panel.

Investors in People Gold Accreditation: A successful annual review against the IiP standard indicators was completed in 2020. At this annual review, the assessment concentrated on the continued delivery of strategies to enhance people management, development and engagement. In particular, due to the impact of Covid-19 there was a focus on work-based inclusion practices which provided the opportunity to explore how the University had responded and adapted to the challenges faced by the pandemic. The assessor noted that the commitment to

equality, diversity and inclusion continues to gain momentum and that there was a strong sense that people are pulling together, demonstrating our values and behaviours and strengthening the Team Teesside culture.

Achievements against Objectives

The University's Equality Objectives were reviewed and updated in April 2016, in accordance with legislative requirements, and defined for a four year period, ending in 2020. The 2016-2020 objectives, which can be found in **Appendix 1** of this report, are effective for a period of four years from the 6 April 2016 to 5 April 2020.

This section of the report details the progress made in 2019/20 against each of the University's Equality Objectives.

Objective One: Equality and Diversity Training

The University continues to maintain and improve its training provision to ensure 95% or more of staff have received equality and diversity training. The portfolio of delivery for 2019/2020 has included:

- Equality and Diversity half-day workshop; delivered face to face, in a classroom setting, by staff with specialist Equality & Diversity experience.
- A shorter and less interactive version of the half day workshop is available, aimed at larger groups and suitable as a refresher.
- An e-learning package available to staff, highlighted at induction for all new starters.
- Bespoke training for specific teams in relation to their particular needs on request. In 2019/20 this included specialist sessions for student ambassadors and catering staff.
- In response to staff feedback about how to support trans staff and students the University worked with Hart Gables to develop a bespoke series of staff training workshops, A Journey Through Transition - Exploring Gender Identity.
- Specialised Equality and Diversity training has been incorporated into the Leadership and Management Development Framework programmes and includes;
    - Equality and Diversity for Leaders
    - Equality and Diversity for Academics
    - Unconscious bias
    - Lesbian, Gay, Bisexual and Transgender Awareness

- Mental Health Awareness

  - Cultural Awareness

  - Understanding language based learning difficulties in the workplace.

- A range of detailed resources to support the training options are also available on the University's Equality and Diversity intranet site.
- General equality and diversity awareness training is mandatory at the University and is monitored both through regular on-line management information reports to managers and through the University's Professional Development Plan and Review (PDPR) scheme. Line managers are expected to identify whether staff have completed the equality and diversity training at the Annual PDPR discussion and reinforce the need for the training to be completed.
- The mandatory scheme was further developed in 2020 to include a system which sends automatic completion reminders to staff as required, helping to ensure that completions remain at a high level.
- A dedicated mandatory training page has been developed to ensure staff are aware of the training they are required to undertake and the frequency for refresher training.

Objective Two: Raising Awareness of Equality and Diversity

The University hosted events during 2019/20 to raise awareness of a wide range of equality and diversity perspectives. The majority of events hosted by the University were open to students and staff, many of which also encouraged participation from the general public. Some events were initiated by the Focus Groups or by individual schools, but others were joint initiatives between the University and local support organisations for the mutual benefit of both. Hosting events such as these not only developed greater understanding of difference but also provided opportunities for staff, students and members of the public to learn about different cultures, religions and backgrounds. The Covid 19 pandemic has affected the number of 'on campus'

activities that were able to take place however where possible activities have been moved online to allow them to continue.

Fostering good relations is a requirement of the General Duty of the Public Sector Duty, but also helps enhance the University's good standing with the local community, contributes to community cohesion and increases student recruitment opportunities.

Events, Communications and Engagement Activities during 2019/20 included:

Middlesbrough Pop up Pride: The University LGBTQ+ Focus Group organised involvement by Teesside University in Middlesbrough Pride, held in September 2019 and hosted creative activities at MIMA.

Black History Month: Held in October 2019 as a celebration of community and achievement with the theme of 'black migrations'. The University's involvement included hosting and supporting a wide and varied programme of activities including art work by Sonia Boyce at MIMA, the Black History Youth Awards, Taste of Africa showcase and the Tees Valley BME achievement awards.

Faith and Reflection Events: In November 2019 the Faith Fayre provided an opportunity to meet with people from the local community of different faiths and beliefs. Additionally, various events were held on campus including Carols on Campus and Diwali and Holi celebrations organised by students in the Indian society and supported by the Faith Co-ordinator and the SU.

Mindfulness and Meditation: staff sessions were made available on campus and virtually.

Faith Talks: various talks have been hosted by the Faith and Reflection service, for example Humanists UK in October 2019 and the 'Ask a Muslim' event held in the SU which was led by our female faith adviser.

Trans Week of Remembrance: From 18th to 23rd November 2019 various activities took place including; a minutes silence with a memorial tree bearing the names of people who have died as a result of violence due to their gender identity, Trans 101 Diversity discussion session and interactive activities at MIMA.

Holocaust Memorial Day: Teesside University marked Holocaust Memorial Day on 27 January 2020 with an event in the Constantine Gallery which included a series of talks and readings and the planting of a memorial tree at Kind Edward's Square. The exhibition 'Anne Frank: A History for Today' was hosted in the Gallery during January 2020 to mark the 75th anniversary of the liberation of Auschwitz and Bergen-Belsen concentration camps.

Menopause Advice: World Menopause Day was marked on 18th October 2020 with guidance made available to managers about how to hold discussions about menopause related issues.

Festival of Wellbeing: From 3 – 5 December 2019 a free event for staff and students with activities, talks, taster sessions took place on the theme of Global Happiness and Wellbeing.

Alzheimer's Awareness: In December 2019 colleagues were encouraged to share their support in light hearted elf-themed activities to raise money and awareness of those suffering from dementia. Demonstrating Teesside's commitment to supporting those affected by Alzheimer's as a dementia-friendly university.

Supporting Carers: In 2019/20 a group of staff were engaged in developing the University's first Carer Policy. This involved workshops to explore the support that colleagues need when combining work with caring. In addition, a series of workshops about carers rights were delivered during 2019/20.

Diverse Stories: Jan Blake, one of the UK's leading storytellers, performed at the Curve in February 2020, sharing stories from Africa, the Caribbean and the Middle East.

International Women's Day: An event arranged on 8 March 2020 which encompassed a number of activities and speakers on the theme of #eachforequal encouraging people to actively challenge stereotypes, fight bias, broaden perceptions, improve situations and celebrate women's achievements. This included a two day event with workshops and performances to help build the self awareness and confidence of girls from across the Tees Valley.

Health Promotion Events: Throughout 2019/20 a series of events have taken place including; Sexual Health Month in September 2019, World Mental Health Day in October 2019 which launched the Be the Best You campaign, National Loneliness Awareness Day and International Men's day in November 2019.

Mental Health Awareness Week: During 18 – 24 May 2020 there was a focus on recognising actions of kindness throughout Team Teesside. During this week over 200 e-cards were sent between colleagues to share their thanks and appreciation and spread kindness.

Crafting for Wellbeing: The group has continued to meet virtually during the Covid 19 pandemic and activities have involved producing range of NHS bears, rainbow hearts and mask protectors for local hospitals.

Objective 3: Incorporating Equality and Diversity in Student Inductions.

The University published a new Student Code of Conduct in 2018 which reminded students of the commitment to equality, diversity and inclusion. The University continues to ensure all students are made aware of the Code of Conduct at induction and must sign up to its principles and to the values of the University. Breaches of equality and diversity are handled through the appropriate student processes.

In January 2020 Teesside's innovative approach to providing student support and wellbeing services was identified as an example of best practice by Universities Minister, Chris Skidmore at the official opening of the new £13.2m Student Life building. This brings all student-facing services together under one roof easier for students to access services they need, from counselling to careers advice, plus wellbeing, relaxation and social activities.

Objective 4: Development of Equality and Diversity evidence base

Employee data continues to be primarily collated from information provided on job applications and from updates to staff records following regular reminders to staff to check and update the data held on them, in accordance with GDPR provisions.

The University has supported a collaborative method to data collection via its HR Information System which incorporates an online self-service facility where employees can view and make changes to their records at any time, or as and when their circumstances change. This employee self-service approach continues to assist in significantly reducing the level of "unknown" data on equality and diversity profiles, particularly in relation to sexual orientation and religion and belief.

The HR Department collates and monitors key equality and diversity information about its employees and makes available management Information on a monthly and quarterly basis, which is analysed so that any trends and areas where positive action may be appropriate can be identified.

 In March 2020 Manager Self Service (MSS) was launched; information and analysis to University Deans and Directors ensuring they have access to real time information and to facilitate discussion with HR Business Partners about the nature of the workforce. This information assists with developments at School/Department level but also increases awareness of equality profiling across the University.

The People and Organisation Development Committee and the University's Board of Governors also receive an annual staff equality and diversity report to enable Governor oversight of equality and diversity.

The University continues to subscribe to the HESA data service 'HEIDI' (Higher Education Information Database for Institutions), which allows the University to review pertinent equality staff data and produce tailored comparison groups for a point of reference, across the sector.

AdvanceHE (formerly the Equality Challenge Unit) provides universities and colleges with a central source of expertise, research, advice and leadership. Each year AdvanceHE produces a report, known as the 'Equality in Higher Education - Statistical Report' which is based on the HESA data, and gives evidence of current equality issues at a national level to inform policy and the direction of equality work in higher education institutions.

The University continues to make extensive use of all this comparable data to benchmark development in relation to the Equality and Diversity employee profiles with those of the extended higher education sector and helping to identify priority

areas of work. Infographics have been used to provide staff information in an accessible format and include sector benchmark data in **Appendix 2**.

The University participates in the Tees Valley Equality Forum with representatives from organisations such as Middlesbrough College, Middlesbrough Council, housing associations and the NHS, this is helpful in sharing best practice, identifying areas for improvement and benchmarking equality data with comparable organisations.

Objective 5: Best practice and quality excellence

The University subscribes to a number of charters and accreditations in order to ensure it meets current best practice and as a means of improving its practices to achieve quality excellence. These include:

- *The Stonewall Workplace Equality Index* - a powerful evidence based benchmarking tool used to assess achievements and progress on lesbian, gay, bisexual and transgender equality in the UK workforce. Participating employers demonstrate their work in a number of areas of employment policy and practice and staff from across the organisation also complete an anonymous survey about their experiences of diversity and inclusion at work. In January 2020 the University was ranked 40 out of 503 participating organisations and was the only North East University to achieve a place in the Top 50 of the list of employers. The University will continue to strive for excellence in this area. 4th out of 54 universities who submitted to the index. This is the fifth consecutive year that we have been included in the charity's Top 100 list of employers, which are recognised for their outstanding efforts to create an inclusive workplace for their LGBT+ employees.
- The University achieved *Athena Swan* accreditation at Bronze Institutional Award in 2018, which recognised its commitment to gender equality and its development of an inclusive culture that values all its staff. The Athena Swan Charter is a framework which is used across the globe to support and transform gender equality within higher education (HE) and research. Established in 2005 to encourage and recognise commitment to advancing the careers of women in science, technology, engineering, maths and medicine (STEMM) employment, the Charter is now being used across the

globe to address gender equality more broadly, and not just barriers to progression that affect women.

- *Disability Confident* is the replacement for the 'Two Ticks' DWP accreditation and is a more comprehensive set of criteria aimed at assessing how we treat our disabled staff and job applicants. The University was successful in achieving *Disability Confident Leader (Level 3),* the top level awarded, status in 2018. This confirmed that the University was taking all core actions to be a Disability Confident employer and was ensuring that disabled people and those with long term health conditions had opportunities to fulfil their potential and realise their ambitions. Organisations operating at this level are also expected to provide guidance and mentoring to other local organisations who are working to achieve the Disability Confident standards. The University also continues to subscribe to the *Mindful Employer Charter*, which requires the demonstration of best practice for staff with mental health conditions.

- The University works with Business in The Community to address racial equality issues and has committed to the *Race at Work Charter* for two years. This has five principal calls to action for leaders and organisations across all sectors and by signing up the University commits to taking practical steps to ensure that workplace barriers faced by black and minority ethnic individuals in recruitment and progression are tackled and that the University is representative of British society today.

- The University continues to work with and support those affected by dementia and has been formerly recognised as a *Dementia Friendly Organisation.*

Objective 6: Narrowing gaps in participation, retention, attainment and outcome for students with protected characteristics.

Key developments include:

- **Mental health and disability** - Production of Student Support Plans for students with disabilities and supporting access funding for specialist support to reduce the impact of their disability on study activities.

- Introduction of the out of hours service in SLS running evenings and weekends, out of hours advisers have a broad role including providing advice

and guidance to disabled students where it might be more suitable for them to speak to someone outside of office hours.

- **Faith and Reflection** – providing students with opportunities to explore and support their faith. Weekly sessions such as Christian prayer, Buddhist meditation and Global Chat have meant students have been able to access specific support for their own faith but have also been able to mix with other students in more of a social interfaith activity. 'Soul Talk' was a weekly 6 week programme of sessions run by two Muslim students who were supported by our Imam and female Faith Adviser. These sessions were open to anyone wanting to know more about Islam but also for Muslims to come together to share their experiences.

- The Faith and Reflection Service provides one to one specialist support to students of faith. Students may be referred by the Faith Co-ordinator to one of the faith advisers who are more specialist in their knowledge of a particular faith and can provide the dedicated faith support that the student needs.

- Individual advice service to all **international students** (and their Student Visa dependants) who may often have specialist needs.

- The **Student Life Building** has opened as a 'one stop shop' for student support services including more specialist support for students with protected characteristics, for example a wellbeing room with facilities in place for breast feeding/milk expression.

- Expanded **on site gym** offer including female only and 'quiet hours' sessions to ensure the gym is accessible for all.

- Further development of **transition support** for new students. In 2019 a pilot was completed for a transition day for autistic applicants with positive feedback.

- Inclusive **Learning Hub** offer to all students. Succeed@Tees workshops and one-to-one tutorials have included support to students with dyslexia and from the BAME community. The tutorials offer specialist support to students come with personal concerns, which are often linked to their protected characteristic.

- Volunteer PASS (Peer Assisted Study Session) leaders are trained specifically to support students with protected characteristics.

- Twenty Plus, a pre-induction event to support **mature students**. A half day on-campus event for new local students who are aged over 21 on entry. Students are able to meet university staff, network with other mature students, find out about the range of services on-campus and the Students' Union. Current mature students will give a 'first-hand' account of life as a mature student at Teesside with the aim of alleviating fears of entering higher education.

Objective 7: Development of an inclusive curriculum which both addresses issues of equality and diversity

Key developments include:

- In September 2019, the University launched StREAM, our new learner analytics platform. Utilised by Personal Tutors and a range of key student support staff, StREAM provides actionable insight into the engagement of individual students and cohorts to enable effective, personalised support interventions to be but in place, where required. StREAM also provides students with access to their own engagement data and informs meaningful discussions with Personal Tutors.

- Accessibility Help Guides were developed and published to ensure that content developed on our VLEs support inclusivity and diversity of learning opportunities.

- Significant work was undertaken with regard to the technical implementation of Ally, our new accessibility tool, ahead of launch in early 2021. Ally integrates seamlessly with Blackboard. It assists academic colleagues in producing more accessible learning materials. It gives students greater choice on how they interact and engage with course content, including audiobook and industry standard accessible formats.

- Personal Tutoring at TU is underpinned by ensuring that each student is known, valued and their respective needs recognised and supported. Throughout the academic year, training and development activities were

delivered to new and existing Personal Tutors to continue to enhance their practice. Following the onset of the Covid-19 pandemic, additional guidance was published for Personal Tutors to promote best practice whilst operating remotely.

- The Academic Enhancement Framework (AEF) provides a mechanism through which key strategic initiatives are embedded within curriculum design and delivery. Forming part of the Strategic Transformation & Change Programme, the AEF provides structured guidance for course teams relating to nine distinctive themes. The AEF replaces the previous Threshold Quality Standards (TQS) and forms a core focus for professional development and support activities. AEF thematic guidance has been developed by cross-University working groups and was approved by Academic Board in July 2019 Following a launch across the University in September 2019, the AEF has been embedded in approval and review processes, alongside course design activities. Specific themes within the AEF address transitions and wellbeing.

- A review of student engagement at course level has resulted in the formation of Student Voice Fora, which are specifically designed to enhance the representation of students in discussions and quality assurance processes at course level.

Objective 8: Reducing the gender pay gap

Overview: Teesside University has been continually developing its management information in relation to staff which has included undertaking equal pay audits. The information and audits have included a range of data that enables the University to identify protected characteristics in relation to categories concerning staff (such as age groups, contract types, grade levels etc) alongside comparisons for ethnicity and disability as well as gender. The equality data for Q3 2019 tells us that:

- The University employs more female staff than male staff, 59%/41%
- Across pay bands/job roles, men and women are paid the same.

- The gender pay gap is vertical rather than horizontal, meaning that more women are concentrated in the lower paid job roles.
- More women than men work part time.

Equal Pay: The University is an equal pay employer which means that female and male employees are paid the same pay for the same types of work. This has been a legal requirement for 48 years and the University fully supports this principle. Under the Equality Act 2010, it is unlawful to pay people unequally on the basis of their gender, the implementation of the National Pay Spine and deliberations of the Senior Management Remuneration Committee ensure that the University maintains equality of pay. The University also applies the Voluntary Living Wage to ensure that all colleagues in the lower pay bands receive the best possible salary given the nature of their roles.

Gender Pay Gap: The gender pay gap is not the same as equal pay. Gender pay gaps are not caused by unequal pay for women, but by the impact of occupational segregation, both horizontal and vertical, on women's pay. An organisation will have a gender pay gap if a majority of women are in lower paid jobs and there is an equal balance between genders or more males in the higher paid jobs, despite paying male and female employees the same amount for similar roles.

Under the Gender Pay Gap reporting requirements defined in 2016, the University publishes its Gender Pay Gap each year, reporting on the previous year's gap. The Report for 2020 identified a 15.4% 'mean' gap. One issue, which negatively affects the gender pay gap at Teesside, is that the University employs its own staff in areas such as cleaning and caretaking which other organisations may choose to outsource. Cultural traditions from when the Middlesbrough area was primarily manufacturing and 'heavy' industries, resulted in gender stereotypes being formed in relation to employment. As a result, females tended to be employed in administrative and service roles and the ramifications of these perceptions are taking time to change. Currently, as a result of these traditions, there tends to be a higher concentration of female staff in lower paid roles, specifically in cleaning and catering. In many institutions, these roles are contracted out and therefore this group of staff do not appear in staff data, giving those organisations a lower (better) pay gap

figure. Excluding the data relating to manual staff, the University's mean gender pay gap data reduces the figure to 12% compared to the published figure of 15.4%.

At Teesside, we are proud of the fact that we continue to directly employ our manual staff and that these employees are in receipt of the Voluntary Living Wage, in contrast to the lower national minimum wage paid to staff in these roles in other organisations. A key project in the new Equality and Diversity Action Plan is being developed to improve the diversity profile of this staff group with particular emphasis on increasing the recruitment of males into these roles.

The Office for National Statistics reported that the UK gender pay gap for all employees in 2020 was 15.5%.

To reduce the gender pay gap for all protected characteristics, Teesside University has identified the following actions going forward:

- Targeted recruitment initiatives in areas with traditional gender bias using a variety of online/social media approaches to attract a greater diversity of candidates
- Further analysis of maternity leaver feedback following implementation of support initiatives.
- A review of the Lecturer to Senior Lecturer progression to establish whether gender specific support is required.
- Development of progression pathways for Research Assistants and Research Associates
- Audit flexible working arrangements and explore barriers to transitioning from part time to full time employment.
- Enhance the mentoring training to incorporate specific actions to encourage and support female staff to consider senior roles.
- Development of work shadowing opportunities to enhance careers
- Development of a new agile and hybrid working policy.
- Enhancement of webpages for advertising all CPD opportunities.
- Improvement of female representation on University Groups and Committees.
- Provision of data on outputs and impact case studies.

Equal Pay Audit 2020: The University continually monitors equal pay as a separate overarching approach to ensure that it continues to meet the requirements of the Equal Pay Act. The audit gives greater granularity to different pay bands and the variances within each, noting that these variances are more likely to be a result of an individual's length of service, as staff joining the University will usually start at the bottom of their appointed grade and then progress up the scale on an annual basis.

Key headlines from the Equal Pay Audit 2020 are shown below:

Gender: In July 2020 there was a positive variance of +1.1% for female staff in Teaching roles compared to a -3.1% variance against female staff in Research roles; the former meaning the numbers of female staff and their position in Grade meant overall they were 'better paid' than their male equivalents, whilst the latter was true for Research staff. The largest gender variance in terms of contract types is -19.9% within the Senior Management Team including UET. The smallest gender variance is -0.9%, for professorial staff.

BAME and Disability: The BAME/Non-BAME variance is positive at +8.6% and the disability variance is -2.7% between disabled and non-disabled staff. The numbers of BAME and disabled staff are too small to break down the analysis into staff groups to provide any further comparisons.

Full details from the Equality Pay Audit are shown in **Appendix 3.**

Objective 9: Maintaining and developing policies and procedures which actively oppose and eradicate prejudice.

The University has continued to undertake equality analysis on both new HR policies and revisions to existing policies throughout 2020. The University Policy Framework standardises the format and implementation of all new and revised policies and includes a requirement to demonstrate evidence of equality analysis. This ensures that equality analysis is embedded into the development of all new policies and into the revision of any existing ones.

An agreed policy review schedule ensures HR policies are revised and updated regularly, incorporating equality analysis as part of the process. The major HR policies reviewed during 2020 included Equality and Inclusion, Dignity at Work (replacing Bullying and Harassment), and Carer policies all of which have been amended to ensure they meet current equality and diversity requirements.

The Focus Groups and the Equality and Inclusion Group are valuable as consultative bodies where a new or changed policy may have differential impact on people with protected characteristics and their feedback helps to inform the policy reviews.

Teesside University is committed to ensuring that all members of our University community are respected and supported in an inclusive, safe environment, feel able to challenge any prejudice and discrimination and know that the University will take a zero tolerance approach to all forms of hate crime, harassment and bullying. Our 'Yes to Respect' campaign both raises awareness around these issues and offers a confidential reporting tool for students to report incidents and seek additional support. Advisers from both student wellbeing and the Students Union have been specially trained to support students making reports.

For staff there is support in the form of a team of Harassment Advisers. These are volunteer staff who have received specific training around bullying and harassment and who act as a network to advise staff on issues relating to bullying and harassment. There is also a team of Safe Place Champions who are trained to support staff who are experiencing domestic abuse. These trained advisers signpost staff to external support systems.

The University has an external independent counselling service provided by Alliance, which is freely available to staff to access either directly or via their manager. In addition online support services are available via the Recovery College which was enhanced in 2019/20 to include Covid 19 specific self help materials.

New Equality and Diversity Objectives 2021-2025

A new set of objectives have now been developed to cover a five year period in line with the University's Strategic Plan, Teesside 2025, which will further integrate the Equality Objectives into University Strategy. The first progress report against these new objectives will be provided in the University's 2021 Equality and Diversity Report.

Staff Data Analysis

Overview: The total number of staff employed at the University for 2019/2020 was 1581 FTE. Academic and research staff account for 39% of the total, professional, technical and support staff 58%, for 3% and Senior Management 3%. Full details are provided in Appendix 2, but highlights include:

- Gender: The University reported in the Gender Pay Gap 2020 Report that it employs more female staff than male staff; a 59% to 41% split. Across the four quartile pay bands it was reported that the Upper Quartile was 47%/53% female/male, the Upper Middle Quartile 52%/48% female/male, the Lower Middle Quartile 62%/38% female/male and the Lower Quartile 74%/26% female/male.
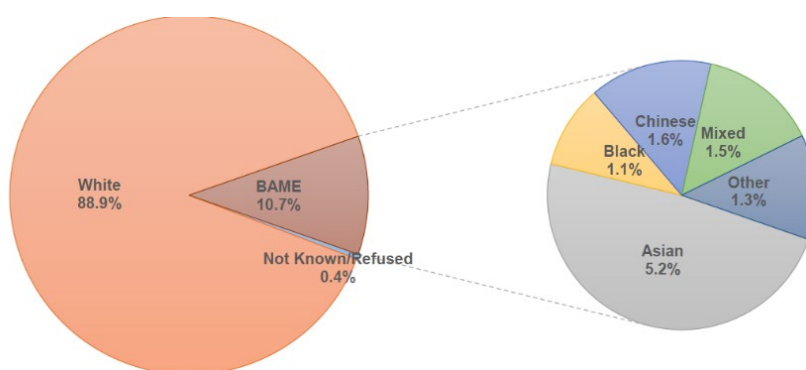
- Ethnicity: The University amended its recording of ethnicity in 2019 to align to the revised Office for National Statistics classifications which removed the 'other' category and assigned staff to either BAME or White categories. The percentage of BAME staff for each year. There has been a year on year increase since 2015 from 6.33% to 10.7% in 2020. The 1.2% increase on the previous year represents the largest increase in BAME staff population since figures were recorded in this format. It is worth noting that the Teesside University BAME profile is significantly above the 2011 Census for the North East for BAME (4.7%) and above that of similar local large public sector employers in 2020 but slightly below Middlesbrough Town (11.8%) in 2019.

Of those staff who identify as other than white British, 49% are Asian compared to 48% last year and 15% of our ethnic minority staff identify as Chinese compared to 18% last year. The percentage of Black staff has increased by 2% in the last year to 10% whilst the percentages for 'other' and 'mixed' have remained the same as last year.

At the time of finalising this report the Commission on Race and Ethnic Disparities has now made the recommendation that using the term BAME may limit understanding of disparities and outcomes for specific ethnic groups. Data analysis in relation to ethnicity from 2021 onwards will be produced in line with the 2021 report recommendations however remains compliant as it is broken down into the five main groupings.

- Disability: The number of staff declaring a disability has remained fairly constant with a marginal increase in 2020 from the 2019 figures. In 2020, 5.7% of TU staff declared themselves disabled; a slightly higher proportion than the HE sector benchmark (5.3%). The University continues to actively encourage staff to disclose this information by creating an environment where people feel supported and by offering adjustments.

	2018	2019	2020
Yes	5.9%	5.6%	5.7%
No	93.1%	93.1%	92.9%
Not Known	1.1%	1.3%	1.4%
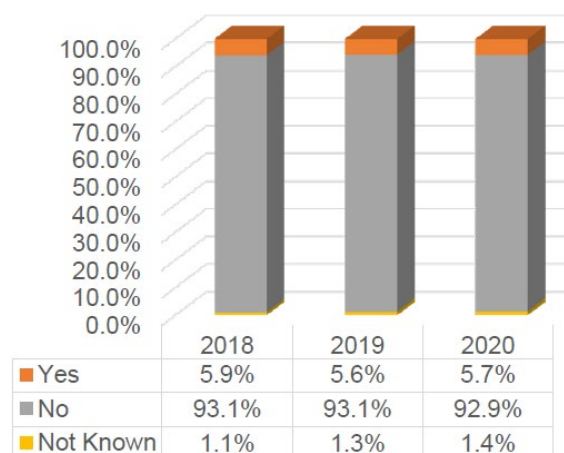
- Sexual Orientation: Since 2012, the number of TU staff who have disclosed their sexual orientation has steadily increased and, although this level of disclosure is not as high as the University would wish, it is rising and compares favourably with the level of disclosure in other HEI's.

The number of bisexual members of staff has witnessed a steady increase with the 2020 total coming to 1.6%. Gay man and gay woman/ lesbian has also seen a steady increase. The heterosexual option is the most prevalent with 69.2%. However those who have chosen the 'prefer not to say' option has increased from 0.66% to 6.1% since 2012 and, whilst the high percentage, to some extent, reflects an increase generally in the number of staff providing the University with information, more work is required to understand why staff are reluctant to declare their sexual orientation. The University continues to encourage existing staff to update their information as part of the annual records check.

- Religion and Belief: Similar to the data on Teesside University staff's sexual orientation, the staff who have submitted information regarding their faith or religion has seen a large increase since 2012. The percentage of staff whose religion was unknown has dropped from 88.7% to 21.5% in 2020. 34% of staff have declared their religion as 'Christian', with the next largest group of staff, 31.1%, stating that they have no religion. 8.4% of all staff are members of a non-Christian religion.

- Age: There has been no significant change to the University's age profile in the last year. The 50-59 age group represents the largest of our staff population, and whilst it has seen a slight reduction since 2017, 39% of staff are aged 50 years or over which has significant implications for workforce planning at the University. The University continues to encourage applications from younger people and to develop apprentice opportunities where possible.
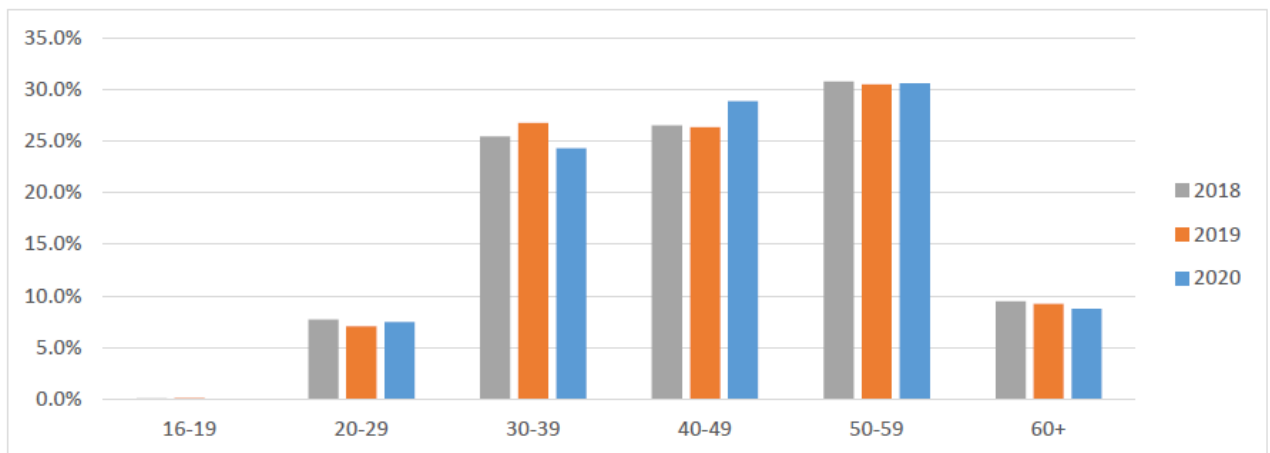
Student Data Analysis

Student Equality and Diversity Statistics 2019-20

This report includes data on students who have protected characteristics defined by the Equality Act, full details are presented in Appendix 4 – Student Data. The data covers the characteristics of age, disability, race, gender, religion and belief, sexual orientation and gender identify. With regards to marriage and civil partnership and pregnancy and maternity, the University does not systematically collect this information.

The data presented includes a range of information broken down for each protected characteristic including enrolment numbers, performance of students with given protected characteristics against the University KPIs, changes in numbers of students with a given characteristic over the years and the proportion of students with a given characteristic against the total university student population.

Key headlines are as follows:

- **Age:** The percentage of students aged 25 and above has remained relatively constant since 2012/13. However, full time students over 25 are at their highest level for the past eight years with a 1,910 headcount increase from 2015/16 to 2019/20. In attracting a higher proportion of older students the University has continued to develop support services relevant to all ages, including the student life building.

  Part-time students continue to reduce across the board in all age groups. Over 25s make up 71.5% of all part time students.

- **Ethnicity:** The percentage of non-white or BAME students has fluctuated throughout the last six years with a higher proportion studying full time. In 2012/13, 11.2% of all students were BAME rising to 21.4% in 2019/20 which is a significant rise of 5.1% in comparison with the previous year.

- **Religion and Belief:** The percentage of Non-Christian students has increased gradually year on year and the number of Information Refused/Blank has decreased. This reflects both the recruitment from local communities alongside increases in international students from the Indian

sub-continent, China and Africa. Very minor increases are present year on year in students who declare that they have no religion.

- **Sexual Orientation:** The number of students who declare their sexual orientation continues to increase with 1,482 declaring non heterosexual status in 2019/20, 7.7% of the student population, an increase of over 6% since 2012/13. The University's success in the Stonewall Workplace Equality Index, mentioned earlier in this report, has raised the profile of LGBTQ+ inclusion and contributed to an increase in the number of LGBTQ+ students joining the University and feeling comfortable to disclose their sexual orientation.

- **Disability:** The percentage of disabled students has increased year on year since 2012/13. In 2019/20 2,688 students have a disability, a small increase from 2018/19. The number of part-time students with a disability has shown a significant increase with 599 students in 2018/19 to 717 in 2019/20. There is a notable increase in students declaring a Mental Health condition, consistent with increased awareness about and support for mental health.

- **Gender:** Female students make up 54.8% of the student cohort at the University and there has been an increase in both male and female full time students from 2012/13 to 2019/20. There have been significant reductions in both male and female students on part time courses with a bigger reduction in female students since 2012/13. In 2019/20 there has been a minor increase in the percentage of males in comparison with the previous year.

- **Gender Reassignment:** Due to the low level of students who have declared they have a different gender to the one they were assigned at birth, the statistics provided are for information only. 0.9% of all students and 1.1% of full time students in 2019/20 declared they are a different gender from that assigned at birth. The numbers who have refused to respond to the question has reduced significantly over the past 3 years indicating students are more comfortable to disclose this information.

- **Overall**: The Student data now available across a range of protected characteristics provides a sound basis for identifying actions to address shortfalls within the University's next Equality and Diversity Objectives and Action Plan 2020 to 2025.

Summary

This report demonstrates the University's ongoing commitment to equality and inclusion in both our staff and student communities. The University is proud to have obtained a number of charter marks as accreditation of our work in this area and will work to continue to embed inclusion across the organisation. 2020 marks the completion of the comprehensive four year action plan to address the University equality objectives. In 2019/20 as in previous years significant work has been undertaken to enhance the experiences of our staff and students and embrace diversity across the University.

Appendix 1 – Equality Objectives

Equality Objectives, 6.4.16 to 5.4.20: The University equality and diversity aims and objectives have been developed in consultation with staff and students via the Equal Opportunities Committee and the Focus Groups. Objectives have been identified which support the University's mission and values and ensure compliance with the requirements of the Public Sector Equality Duty (PSD).

Aim One: *To raise awareness in the University community of equality and diversity and to develop understanding of respect, rights and responsibilities amongst students, staff and those engaged with the University.*

Objective 1: From 2016 until 2020, we will meet and maintain a minimum 95% of staff having received relevant equality and diversity training appropriate to their level of responsibility.

No.	Steps to achieve:	Status
1.1	Continue to roll out existing mandatory training.	Complete
1.2	Continue to review current training provision to ensure it meets the needs of all staff.	Complete
1.3	Encourage staff to attend training through PDPRs and reminders.	Complete
1.4	Further develop training options to meet diverse needs.	Complete
1.5	Review and develop training options for managers.	Complete
1.6	Develop mandatory refresher training for staff involved in recruitment and selection. To include unconscious bias training.	Complete (will be further extended in next plan)

Objective 2: To continue to develop a varied programme of awareness raising and consultative opportunities which encompass all of the protected characteristics.

No.	Steps to achieve:	Status
2.1	Maintain the Focus Groups, EOC and EOCE. (n.b. groups renamed during the year)	Complete
2.2	Continue to develop the Calendar of Events.	Complete
2.3	Increase collaborative working with the Department of External Relations and the Student Union to ensure appropriate marketing and publicity of events.	Complete
2.4	Establish links with other schools and departments to prevent duplication and promote collaborative working.	Complete
2.5	Work with and support appropriate community group activities.	Complete
2.6	Monitor, evaluate and review events.	Complete
2.7	Extend and develop mechanisms to incorporate student views in partnership with the Students' Union (TUSU).	Complete
2.8	To build upon work with TUSU to address issues of engagement with sporting and other organised activities.	Complete

Objective 3: To ensure that all student inductions encompass awareness of Equality and Diversity and an understanding of the University's commitments and their part in that.

No.	Steps to achieve:	Status
3.1	Incorporate into review of student life cycle as a key component.	Complete
3.2	Work with TUSU to ensure consistency of messaging.	Complete
3.3	Develop resources to deliver.	Complete

Aim Two: *To reduce inequalities in the experience and attainment of students and staff and to ensure that the whole University community can understand and achieve their potential.*

Objective 4: To refine the development of a clear evidence base to support investigation, analysis, and inform future development.

No.	Steps to achieve:	Status
4.1	Undertake a campaign to further encourage students and staff to disclose E&D data.	Complete
4.2	Further develop E&D data sets and analysis to demonstrate compliance.	Complete
4.3	Build capacity to analyse available data.	Complete

Objective 5: To achieve best practice and quality excellence through appropriate external sector and national benchmarking.

No.	Steps to achieve:	Status
5.1	Further develop benchmarking with other HEI's and externally.	Complete

5.2	Maintain a position within the Stonewall Workplace Equality Index of Top 100 Employers. (Achieved for last three years).	Achieved
5.3	Achieve Athena Swan Institutional Bronze Award.	Achieved
5.4	Retain our 'Two Ticks' disability employer symbol status. (now replaced by Disability Confident level 2)	Achieved
5.5	Continue to subscribe to the 'Mindful Employer Charter'.	Achieved

Objective 6: To narrow gaps in participation, retention, attainment and outcome for students with protected characteristics.

No.	Steps to achieve:	Status
6.1	Analysis of data to identify areas for action against University's standard key performance indicators for student performance.	Complete
6.2	Further develop specialist support for applicants and students with protected characteristics.	Complete
6.3	Develop targeted interventions and special initiatives to address specific concerns.	Complete
6.4	Link work to University planning and review process and to work related to the agreement with the Office for Fair Access	Complete

Objective 7: Further develop an inclusive curriculum which both addresses issues of equality and diversity and develops accessible learning and teaching methods.

No.	Steps to achieve:	Status
7.1	Deliver a learner-centred curriculum.	Complete

7.2	Deliver a curriculum that recognises the diversity of starting points, identities, learning styles and experiences of all students.	Complete
7.3	Deliver a holistic student experience through cross institutional collaboration.	Complete
7.4	Provide students with a clear overview of their course and the course expectations to help them to plan and effectively participate in their own learning journey.	Complete
7.5	Use flexible and blended learning approaches to increase equality of access and opportunity.	Complete

Objective 8: To reduce the gender pay gap.

No.	Steps to achieve:	Status
8.1	Continue annual equal pay audits.	Complete
8.2	Build annual equal pay audits into standard data monitoring systems.	Complete
8.3	Audit the implementation of family friendly policies and support across the University to monitor implementation of relevant policies and procedures and to identify best practice.	Complete
8.4	Continue to develop initiatives that encourage the progression of female staff.	Complete
8.5	Develop recruitment initiatives to encourage both genders into non-traditional job roles.	Complete (further work on this area in will follow

Objective 9: To maintain and develop policies and procedures which actively oppose and eradicate prejudice.

No.	Steps to achieve:	Status
9.1	Embed equality analysis into all HR policy development and review procedures.	Complete

9.2	Comprehensive review of policies and processes which manage students' interactions with the University and each other.	Complete
9.3	Establishment of clear and robust reporting mechanism for issues of concern for students.	Complete

Aim Three: *To embed equality and diversity into wider University activities.*

Objective 10: By 6.4.20, 90% of our suppliers will have demonstrated their legal compliance to the requirements of the Equality Act 2010.

No.	Steps to achieve:	Status
10.1	Raise awareness of recent changes in procurement processes.	Complete
10.2	Monitor and review procurement processes to ensure they are fit for purpose.	Complete
10.3	Implement test checks on suppliers to ensure accuracy of compliance statements.	Complete
10.4	Work with suppliers on meeting the E&D criteria.	Further work in this area will continue in the next action plan

Appendix 2 – Staff Data

Teesside University – All Employee Equality Data 2020

Staff Profiles: Gender
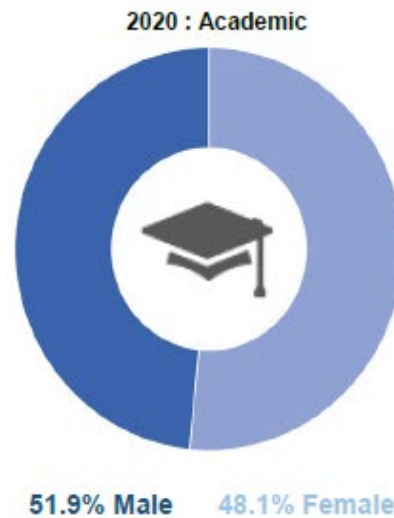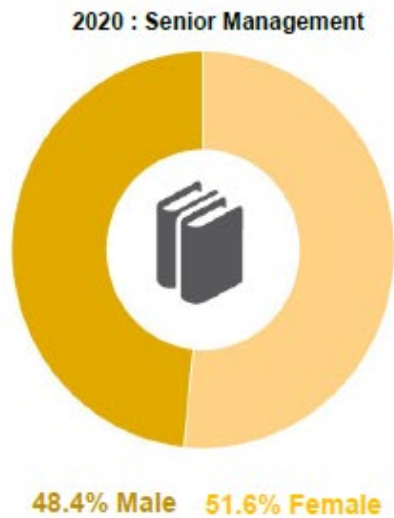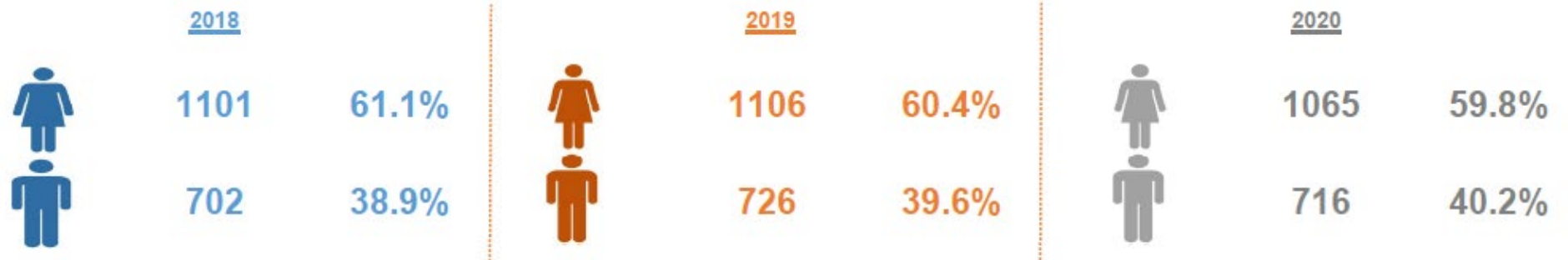
Staff Profiles: Ethnicity
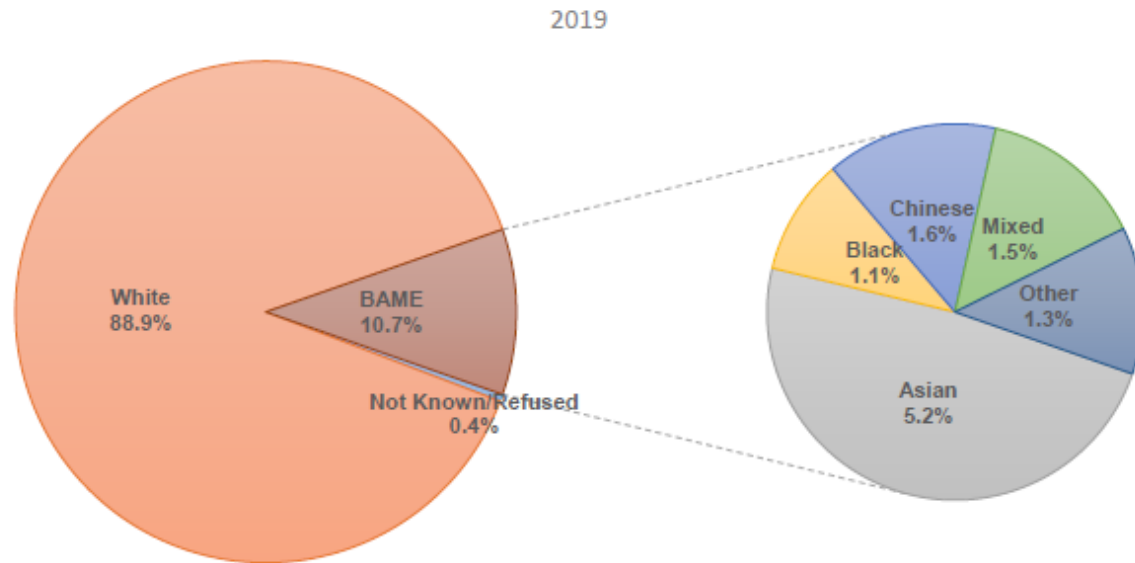
2019

The amount of staff stating White Ethnicity has reduced by 65 position(s) from 1648 in 2019 to 1583 in 2020. This is a decrease of 3.9%. The amount of staff declaring themselves as in an Ethnic Minority has increased by 15 position(s) from 175 in 2019 to 190 in 2020. This is an increase of 8.6%. The amount of staff unknown ethnicity has reduced by 1 position(s) from 9 in 2019 to 8 in 2020. This is a decrease of 11.1%.

Commentary
The groupings for ethnicity have been taken from the ONS guidance. Staff declaring their ethnicity as 'Other White Background' have been grouped as 'White', for the purposes of analysis. If this group was classified as 'Other', the current percentages would be as stated below as this group would then be shown as a minority.

White	84.5%
BAME	15.0%
Not Known/Refused	0.4%

Group	#	%
White	84.5%	1505
Black	1.1%	19
Asian	5.2%	92
Chinese	1.6%	28
Mixed	1.5%	27
Other	5.7%	102
Information Refused	0.1%	1
Not Known	0.4%	7
Total	100%	1781

Benchmark Comparison

Source: Advance HE.ac.uk
Survey: Equality in higher education: staff statistical report 2020

	Benchmark	2018		2019		2020	
White	85.50%	91.1%	↑	90.0%	↑	88.9%	↑
BAME	14.50%	8.3%	↓	9.6%	↓	10.7%	↓

Note: Not Known/Refused TU Staff are not included in the benchmark comparison table, therefore totals may not add up to 100%. BAME consists of Asian, Black, Chinese, Mixed and Other.

Staff Profiles: Disabled Status
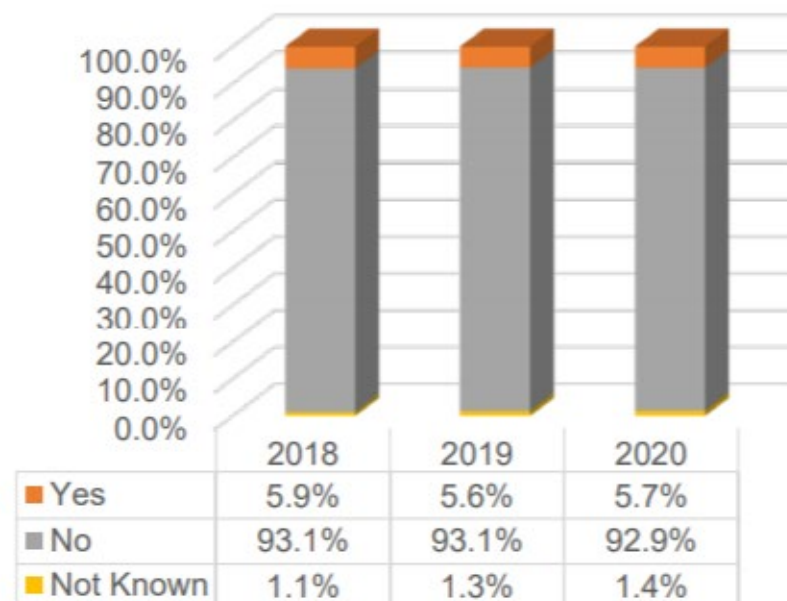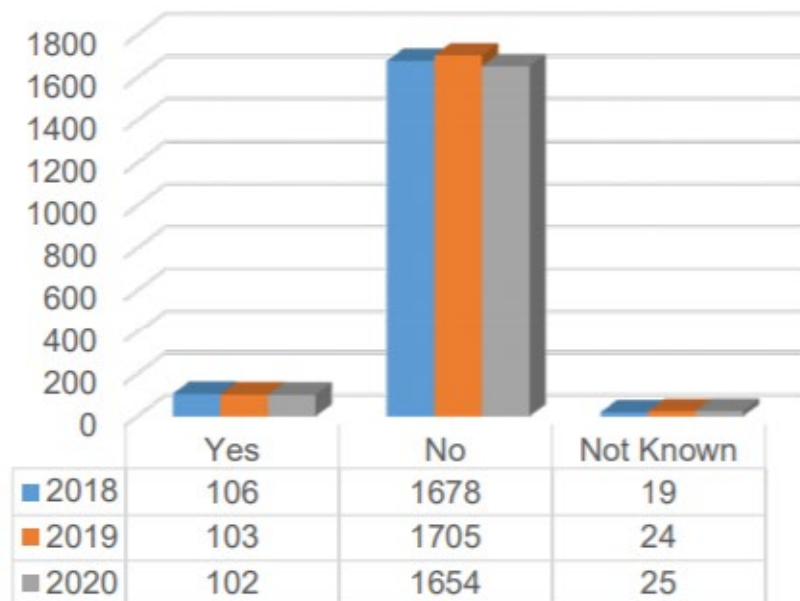
	Yes	No	Not Known
2018	106	1678	19
2019	103	1705	24
2020	102	1654	25

	2018	2019	2020
Yes	5.9%	5.6%	5.7%
No	93.1%	93.1%	92.9%
Not Known	1.1%	1.3%	1.4%

Benchmark Comparison

Source: Advance HE.ac.uk
Survey: Equality in higher education: staff statistical report 2020

	Benchmark	2018		2019		2020	
All disabled staff	5.30%	5.9%	⬆	5.6%	⬆	5.7%	⬆
All non-disabled staff *	94.70%	94.1%	⬇	94.4%	⬇	94.3%	⬇

*For the purposes of benchmarking, all TU "Not Known" staff have been classified as 'non-disabled'.

Staff Profiles: Age
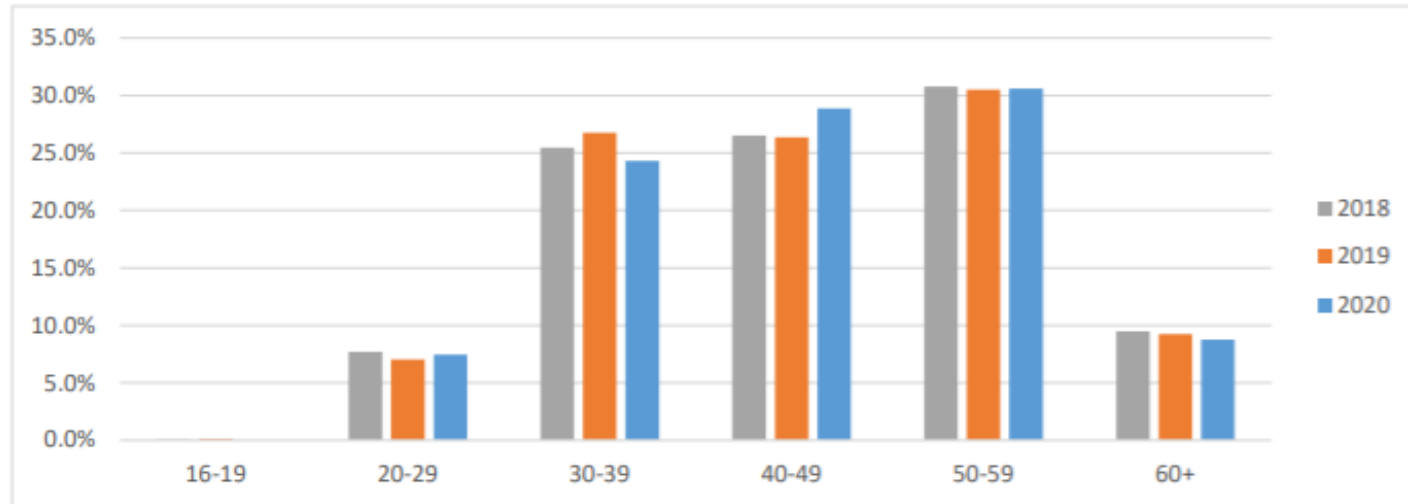
2020

	16-19	20-29	30-39	40-49	50-59	60+
Academic	0.0%	5.9%	25.0%	32.3%	29.7%	7.1%
Administrative	0.0%	10.8%	28.8%	28.3%	26.9%	5.2%
Manual	0.0%	2.5%	8.7%	13.7%	45.3%	29.8%
Research	0.0%	18.6%	44.3%	20.0%	10.0%	7.1%
Security	0.0%	5.0%	20.0%	20.0%	50.0%	5.0%
Senior Management	0.0%	0.0%	11.3%	32.3%	48.4%	8.1%
SPT	0.0%	0.7%	17.1%	37.9%	38.6%	5.7%
Technical	0.0%	6.1%	25.6%	32.9%	24.4%	11.0%
Tech-Academic	0.0%	16.7%	22.7%	24.2%	25.8%	10.6%

Staff Profiles: Sexual Orientation
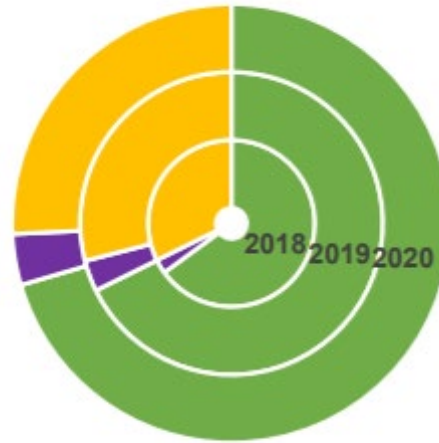
■ Heterosexual   ■ Non-Heterosexual   ■ Not Known/Refused

Benchmark Comparison

Source: Advance HE.ac.uk
Survey: Equality in higher education: staff statistical report 2020

	Benchmark	2018		2019		2020	
Bisexual	0.90%	1.0%	⬆	1.1%	⬆	1.6%	⬆
Gay man	1.10%	0.9%	⬇	1.2%	⬆	1.4%	⬆
Gay woman/lesbian	0.60%	0.8%	⬆	0.8%	⬆	1.1%	⬆
Heterosexual	42.00%	64.9%	⬆	67.7%	⬆	69.2%	⬆
Other	0.30%	0.1%	⬇	0.2%	⬇	0.3%	⬆
Information refused	9.80%	4.2%	⬇	4.4%	⬇	6.1%	⬇
Not Known	45.30%	28.1%	⬇	24.6%	⬇	20.2%	⬇

Staff Profiles: Faith & Belief
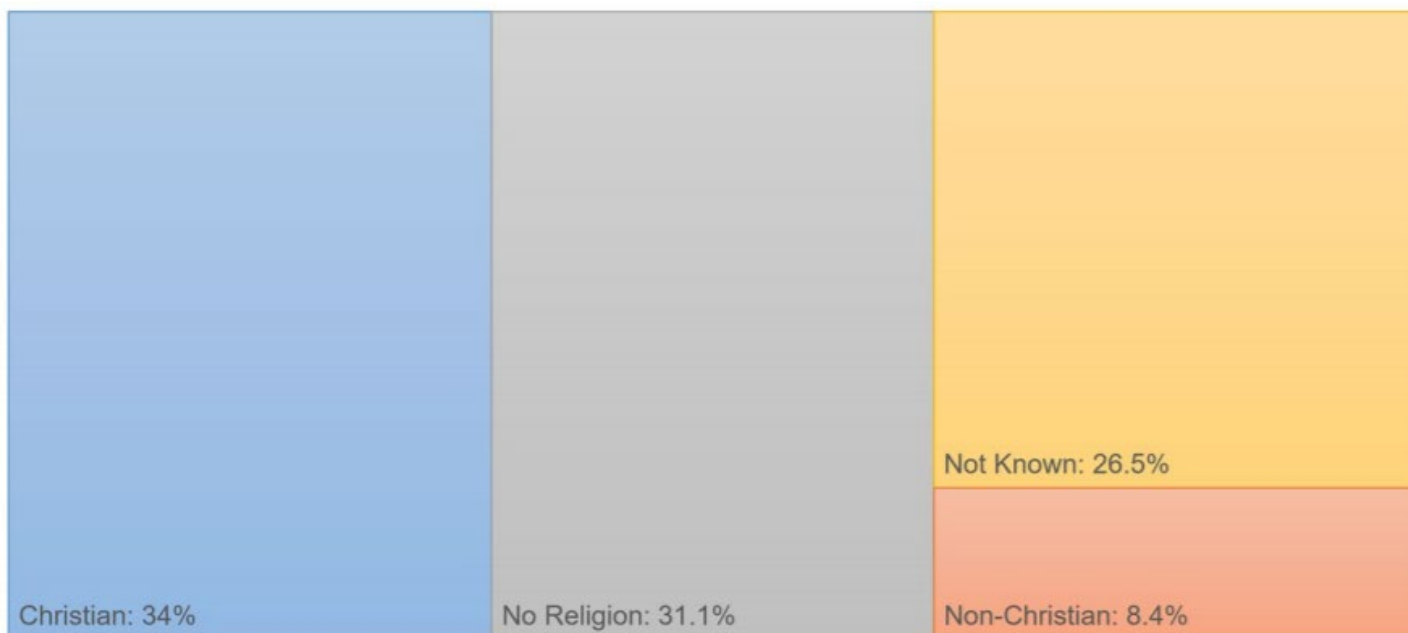
Benchmark Comparison

Source: Advance HE.ac.uk
Survey: Equality in higher education: staff statistical report 2020

	Benchmark	2018		2019		2020	
No religion	23.00%	27.8%	⬆	29.3%	⬆	31.1%	⬆
Buddhist	0.40%	0.4%	⬆	0.5%	⬆	0.5%	⬆
Christian	17.70%	33.7%	⬆	34.4%	⬆	34.0%	⬆
Hindu	0.80%	0.6%	⬇	0.5%	⬇	0.6%	⬇
Jewish	0.30%	0.0%	⬇	0.1%	⬇	0.1%	⬇
Muslim	1.60%	2.3%	⬆	2.8%	⬆	3.8%	⬆
Sikh	0.30%	0.2%	⬇	0.3%	⬆	0.2%	⬇
Spiritual	0.50%	1.2%	⬆	1.2%	⬆	1.6%	⬆
Any other religion or belief	1.50%	1.4%	⬇	1.6%	⬆	1.6%	⬆
Information refused	9.40%	4.5%	⬇	4.9%	⬇	5.0%	⬇
Not Known	44.40%	27.9%	⬇	24.5%	⬇	21.5%	⬇

Appendix 3 – Equal Pay Data 2020

To protect the identity of individual members of staff data has been removed where the staff represented in that group is less than 5. In relation to gender further details are included in the separate Gender Pay Gap report published July 2021.

Gender Information							

Contract Type	Female		Male		Total	Total Average Salary	Variance
	Total	Average Salary	Total	Average Salary			
Administrative & Clerical	507	£26,276.45	130	£27,719.05	637	£26,570.86	-5.2%
Graduate Tutor	15	£25,269.67	21	£24,618.90	36	£24,890.06	2.6%
Manual	153	£18,045.92	31	£18,627.90	184	£18,143.97	-3.1%
Professorial	7	£74,751.43	13	£75,455.00	20	£75,208.75	-0.9%
Research	32	£32,263.16	34	£33,291.88	66	£32,793.11	-3.1%
Security	2	£22,848.50	16	£22,436.00	18	£22,481.83	1.8%
Senior Academic	13	£71,125.23	20	£72,930.65	33	£72,219.42	-2.5%
Senior Management inc. UET	26	£81,862.63	21	£102,139.81	47	£90,922.65	-19.9%
Senior, Professional and Technical	80	£47,223.96	70	£48,500.33	150	£47,819.60	-2.6%
Teaching	267	£47,256.57	272	£46,739.76	539	£46,995.77	1.1%
Technical	37	£28,992.57	107	£31,067.41	144	£30,534.29	-6.7%
Grand Total	**1139**	**£33,876.04**	**735**	**£41,096.26**	**1874**	**£36,707.88**	**-17.6%**

Full Time/Part Time Comparison

Contract Type	Full Time		Part Time		Total	Total Average Salary	Variance
	Total	Average Salary	Total	Average Salary			
Administrative & Clerical	393	£27,427.91	244	£25,190.45	637	£26,570.86	8.9%
Graduate Tutor	36	£24,890.06			36	£24,890.06	
Manual	39	£18,590.26	145	£18,023.94	184	£18,143.97	3.1%
Professorial	17	£75,287.59	3	£74,762.00	20	£75,208.75	0.7%
Research	46	£32,987.74	20	£32,345.45	66	£32,793.11	2.0%
Security	18	£22,481.83			18	£22,481.83	
Senior Academic	32	£72,139.97	1	£74,762.00	33	£72,219.42	-3.5%
Senior Management inc. UET	45	£91,848.59	2	£70,089.00	47	£90,922.65	31.0%
Senior, Professional and Technical	119	£48,441.81	31	£45,431.13	150	£47,819.60	6.6%
Teaching	476	£47,017.86	63	£46,828.86	539	£46,995.77	0.4%
Technical	123	£31,035.45	21	£27,598.95	144	£30,534.29	12.5%
Grand Total	**1344**	**£40,183.28**	**530**	**£27,894.79**	**1874**	**£36,707.88**	**44.1%**

BAME Information

Contract Type	BAME		Not BAME		Not Known		Total	Variance (BAME vs Non-BME)
	Total	Average Salary	Total	Average Salary	Total	Average Salary	Total	
Administrative & Clerical	21	£22,834.00	616	£26,698.25			637	-14.5%
Graduate Tutor	11	£24,744.09	24	£24,943.33	1	£25,217.00	36	-0.8%
Manual	1	£17,942.00	182	£18,144.49	1	£18,251.00	184	-1.1%
Professorial	4	£74,762.00	16	£75,320.44			20	-0.7%
Research	19	£30,693.53	44	£34,080.39	3	£27,210.33	66	-9.9%
Security			18	£22,481.83			18	
Senior Academic	2	£78,564.00	31	£71,810.10			33	9.4%
Senior Management inc. UET	2	£73,020.50	45	£91,718.30			47	-20.4%
Senior, Professional and Technical	8	£47,725.88	142	£47,824.88			150	-0.2%
Teaching	107	£43,710.09	429	£47,809.20	3	£47,864.67	539	-8.6%
Technical	11	£31,183.00	132	£30,470.14	1	£31,866.00	144	2.3%
Grand Total	**186**	**£39,552.88**	**1679**	**£36,410.47**	**9**	**£33,395.44**	**1874**	**8.6%**

Age Band Information

Age Band	Female		Male		Total	Total Average Salary	Variance
	Total	Average Salary	Total	Average Salary	Total		
<21			1	£17,942.00	1	£17,942.00	
21-30	107	£25,993.63	65	£25,986.25	172	£25,990.84	0.0%
31-40	302	£31,942.67	214	£37,696.57	516	£34,328.97	-15.3%
41-50	280	£37,559.88	213	£43,686.40	493	£40,206.84	-14.0%
51-60	347	£36,112.34	189	£47,966.25	536	£40,292.17	-24.7%
>60	103	£30,185.07	53	£38,883.30	156	£33,140.24	-22.4%
Grand Total	**1139**	**£33,876.04**	**735**	**£41,096.26**	**1874**	**£36,707.88**	**-17.6%**

Disability Information

Contract Type	Disabled		Not Disabled		Not Known		Total	Variance (Disabled vs Non-Disabled)
	Total	Average Salary	Total	Average Salary	Total	Average Salary		
Administrative & Clerical	40	£28,033.18	597	£26,472.88			637	5.9%
Graduate Tutor	3	£24,225.33	33	£24,950.48			36	-2.9%
Manual	11	£18,082.45	173	£18,147.88			184	-0.4%
Professorial	2	£74,762.00	18	£75,258.39			20	-0.7%
Research	3	£38,588.67	63	£32,517.13			66	18.7%
Security	2	£22,417.00	16	£22,489.94			18	-0.3%
Senior Academic	1	£65,473.00	32	£72,430.25			33	-9.6%
Senior Management inc. UET	1	£64,315.00	46	£91,501.07			47	-29.7%
Senior, Professional and Technical	9	£49,002.00	141	£47,744.13			150	2.6%
Teaching	26	£49,322.54	513	£46,877.84			539	5.2%
Technical	10	£30,817.90	134	£30,513.13			144	1.0%
Grand Total	**108**	**£35,781.53**	**1766**	**£36,764.53**			**1874**	-2.7%

School Professionals & Senior Management

Contract Type	Female		Male		Total	Total Average Salary	Variance
	Total	Average Salary	Total	Average Salary			
Senior Management inc. UET	6	£73,041.17	4	£91,563.50	10	£80,450.10	-20.2%
Senior, Professional and Technical	1	£44,045.00	11	£45,902.82	12	£45,748.00	-4.0%
Grand Total	**7**	**£68,898.86**	**15**	**£58,079.00**	**22**	**£61,521.68**	18.6%

Dept Professionals & Senior Management

Contract Type	Female		Male		Total	Total Average Salary	Variance
	Total	Average Salary	Total	Average Salary			
Senior Management inc. UET	20	£84,509.06	17	£104,628.36	37	£93,753.06	-19.2%
Senior, Professional and Technical	79	£47,264.20	59	£48,984.61	138	£47,999.74	-3.5%
Grand Total	**99**	**£54,788.42**	**76**	**£61,431.24**	**175**	**£57,673.30**	-10.8%

Academic/Teaching Professionals

Grade	Female		Male		Total	Total Average Salary	Variance
	Total	Average Salary	Total	Average Salary			
Grade 5	15	£25,269.67	21	£24,618.90	36	£24,890.06	2.6%
Grade 7	54	£36,056.13	61	£35,670.97	115	£35,851.83	1.1%
Grade 7-8a-8b	149	£48,081.59	149	£48,078.94	298	£48,080.27	0.0%
Grade 8b							
Grade 9	47	£57,424.55	45	£57,780.89	92	£57,598.85	-0.6%
Professor	8	£74,752.75	16	£76,460.25	24	£75,891.08	-2.2%
Senior Academic	7	£68,489.86	11	£69,312.64	18	£68,992.67	-1.2%
Grand Total	**265**	**£47,261.88**	**282**	**£47,460.76**	**547**	**£47,365.04**	-0.4%

Support Staff

Contract Type	Female		Male		Total	Total Average Salary	Variance
	Total	Average Salary	Total	Average Salary			
Administrative & Clerical	507	£26,276.45	130	£27,719.05	637	£26,570.86	-5.2%
Manual	153	£18,045.92	31	£18,627.90	184	£18,143.97	-3.1%
Security	2	£22,848.50	16	£22,436.00	18	£22,481.83	1.8%
Technical	37	£28,992.57	107	£31,067.41	144	£30,534.29	-6.7%
Grand Total	**699**	**£24,608.88**	**284**	**£27,690.60**	**983**	**£25,499.23**	**-11.1%**

Research Staff

Contract Type	Female		Male		Total	Total Average Salary	Variance
	Total	Average Salary	Total	Average Salary			
Research	32	£32,263.16	34	£33,291.88	66	£32,793.11	-3.1%
Grand Total	**32**	**£32,263.16**	**34**	**£33,291.88**	**66**	**£32,793.11**	**-3.1%**

Gender by Grade

Grade	Female		Male		Total	Total Average Salary	Variance
	Total	Average Salary	Total	Average Salary			
Grade 1	108	£17,944.87	10	£17,957.50	118	£17,945.94	-0.1%
Grade 2	38	£18,234.79	16	£18,251.00	54	£18,239.59	-0.1%
Grade 2-3	84	£19,594.95	19	£19,466.84	103	£19,571.32	0.7%
Grade 3	8	£18,538.63	4	£20,130.00	12	£19,069.08	-7.9%
Grade 4	123	£21,948.44	41	£21,906.68	164	£21,938.00	0.2%
Grade 4-5	10	£23,210.20	9	£22,572.44	19	£22,908.11	2.8%
Grade 5	163	£25,512.51	86	£25,278.14	249	£25,431.56	0.9%
Grade 6	103	£30,527.87	63	£30,783.71	166	£30,624.97	-0.8%
Grade 6-7	17	£34,661.41	18	£33,030.00	35	£33,822.40	4.9%
Grade 7	140	£36,087.04	127	£36,406.36	267	£36,238.93	-0.9%
Grade 7-8a-8b	149	£48,081.59	149	£48,078.94	298	£48,080.27	0.0%
Grade 8a	42	£42,762.50	30	£42,322.43	72	£42,579.14	1.0%
Grade 8ab	28	£45,681.36	21	£44,882.52	49	£45,339.00	1.8%
Grade 8b	13	£48,614.54	26	£49,013.31	39	£48,880.38	-0.8%
Grade 9	66	£57,293.50	61	£58,035.98	127	£57,650.13	-1.3%
Professor	8	£74,752.75	16	£76,460.25	24	£75,891.08	-2.2%
Senior Academic	7	£68,489.86	11	£69,312.64	18	£68,992.67	-1.2%
Senior Management	31	£81,369.20	24	£83,711.67	55	£82,391.37	-2.8%
VCE			4	£166,403.27	4	£166,403.27	
Grand Total	**1138**	**£33,876.04**	**735**	**£41,096.26**	**1873**	**£36,707.88**	**-17.6%**

Note: There are some Senior Academics on the Senior Management Grades.

Appendix 4 – Student Equality Data

Student equality data is detailed below by equality strand. **Change 18/19 to 19/20** identifies the change in the measure between the two years. **Difference from overall** identifies the difference in the measure compared to the overall student population.

Student Data: Age

	Measure		Overall			25 - 49				50+			
	KPI	Detail	2018/19	2019/20	Change 18/19 to 19/20	2018/19	2019/20	Change 18/19 to 19/20	Diff from overall	2018/19	2019/20	Change 18/19 to 19/20	Diff from overall
A	Enrolment Full-time	Enrolled Students	11,876	12,615	+6.2%	3,361	3,802	+13.1%	+6.9%	122	154	+26.2%	+20.0%
	Enrolment Part-time	Enrolled Students	6,791	6,677	-1.7%	4,472	4,247	-5.0%	-3.4%	556	525	-5.6%	-3.9%
B	-	Progression - % Pass/Proceed (HEFCE, FT, Degree)	85.9% (8,622/10,032)	87.9% (8,848/10,061)	+2.0%	87.9% (2,186/2,486)	89.5% (2,349/2,626)	+1.6%	+1.5%	90.1% (82/91)	89.1% (90/101)	-1.0%	+1.2%
	KPI 3	Good Honours	71.8% (2,096/2,921)	77.1% (2,251/2,920)	+5.3%	68.4% (488/713)	76.4% (533/698)	+7.9%	-0.7%	69.6% (16/23)	70.6% (12/17)	+1.0%	-6.5%

KPI 4*	*UCAS Tariff (FT, Degree, Home)*	**121**	**115**	-6	**-**	**-**	-	-	**-**	**-**	-	-
KPI 14*	*DLHE – In Work/Further Study (FT, Degree, UK Domiciled)*	**92.4%** (1,444/1,562)	**93.6%** (1,529/1,633)	+1.2%	**94.8%** (294/310)	**95.8%** (338/353)	+1.0%	+2.2%	**85.7%** (6/7)	**100.0%** (4/4)	+14.3%	+6.4%
KPI 15*	*DLHE – Professional Level Jobs (FT, Degree, UK Domiciled)*	**56.9%** (888/1,562)	**57.7%** (943/1,633)	+0.8%	**71.0%** (220/310)	**71.1%** (251/353)	+0.1%	+13.4%	**71.4%** (5/7)	**25.0%** (1/4)	-46.4%	-32.7%

* KPI 4 is based on Young students (aged under 21) so any students above this age are not included in analysis.
** KPI 14 and 15 is based on 2015/16 and 2016/17 DLHE surveys.

2019/20 enrolled students (all years, all modes)

Age Group	2017/18			2018/19			2019/20		
	Full Time	Part Time	Total	Full Time	Part Time	Total	Full Time	Part Time	Total
Under 21	6,092	848	6,940	5,610	764	6,374	5,668	891	6,559
21 - 24	2,307	1,040	3,347	2,783	999	3,782	2,991	1,014	4,005
25 - 49	3,031	4,479	7,510	3,361	4,472	7,833	3,802	4,247	8,049
Over 50	93	487	580	122	556	678	154	525	679
Total	11,523	6,854	18,377	11,876	6,791	18,667	12,615	6,677	19,292
Over 25	3,124	4,966	8,090	3,483	5,028	8,511	3,956	4,772	8,728
% over 25	27.1%	72.5%	44.0%	29.3%	74.0%	45.6%	31.4%	71.5%	45.2%

* Age of student is classified when the student is first enrolled, and they stay in this age group until leaving their study.

Percentage of Students Over 25 Enrolled at University

	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20
Full Time	21.1%	21.3%	22.7%	24.9%	27.1%	29.3%	31.4%
Part Time	74.3%	74.5%	75.2%	73.4%	72.5%	74.0%	71.5%
Total	45.4%	45.6%	46.4%	44.3%	44.0%	45.6%	45.2%

Number of Full Time Enrolled at University

	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20
Under 21	6,125	5,867	5,909	6,142	6,092	5,610	5,668
Over 25	2,132	2,077	2,310	2,781	3,124	3,483	3,956
Total	10,084	9,750	10,181	11,152	11,523	11,876	12,615

Students over 25 are at their highest level over the past few years with an 1,879 headcount increase from 2014/15 to 2019/20.

Number of Part Time Enrolled at University

	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20
Under 21	1,053	1,000	950	877	848	764	891
Over 25	6,311	6,089	6,309	5,435	4,966	5,028	4,772
Total	8,498	8,171	8,395	7,402	6,854	6,791	6,677
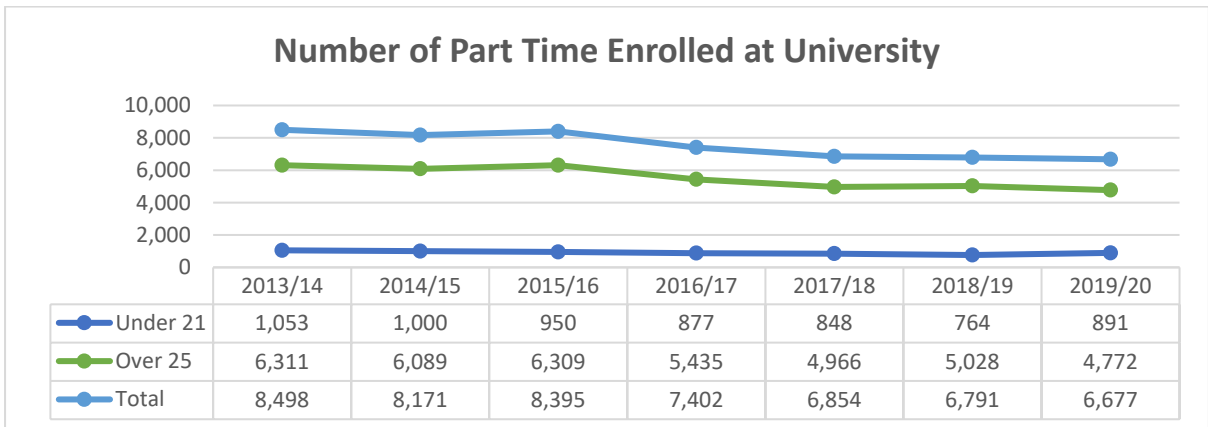
Part-time students have reduced significantly across the board in over 25. Those under 21 have increased by 127 from 2018/19. In comparison those over 25 have reduced by 256.

Student Data: Religion

	Measure		Overall			Christian				Non-Christian			
	KPI	*Detail*	2018/19	2019/20	Change 18/19 to 19/20	2018/19	2019/20	Change 18/19 to 19/20	Diff from overall	2018/19	2019/20	Change 18/19 to 19/20	Diff from overall
A	Enrolment Full-time	*Enrolled Students*	11,876	12,615	+6.2%	3,438	3,634	+5.7%	-0.5%	1,462	2,005	+37.1%	30.9%
	Enrolment Part-time	*Enrolled Students*	6,791	6,677	-1.7%	1,905	1,927	+1.2%	+2.8%	254	311	22.4%	+24.1%
B	-	*Progression - % Pass/Proceed (HEFCE, FT, Degree)*	85.9% (8,622/10,032)	87.9% (8,848/10,061)	+2.0%	88.5% (2,583/2,917)	89.8% (2,629/2,928)	+1.3%	+1.8%	82.5% (757/918)	87.2% (863/990)	+4.7%	-0.8%
	KPI 3	*Good Honours*	71.8% (2,096/2,921)	77.1% (2,251/2,920)	+5.3%	73.2% (629/859)	75.6% (667/882)	+2.4%	-1.5%	72.2% (153/212)	76.4% (194/254)	+4.2%	-0.7%
	KPI 4	*UCAS Tariff (FT, Degree, Home)*	121	115	-6	117	116	-1	+1	121	112	-9	-3

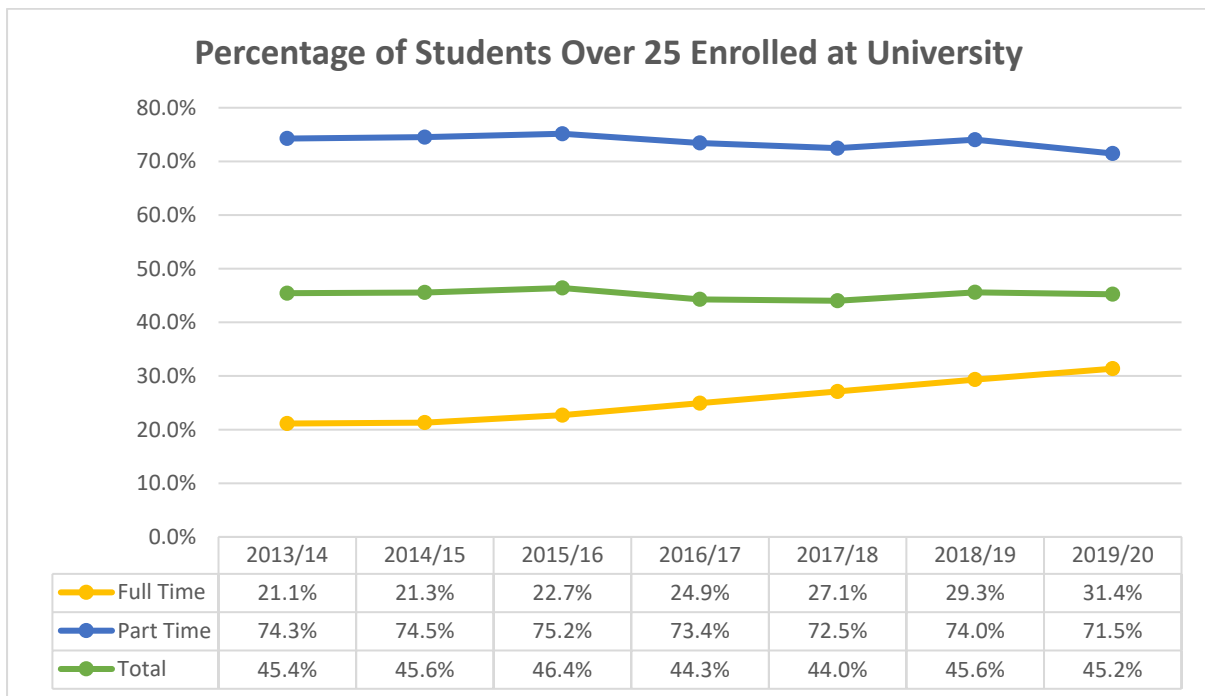|												
KPI 14**	*DLHE – In Work/Further Study (FT, Degree, UK Domiciled)*	**92.4%** (1,444/1,562)	**93.6%** (1,529/1,633)	+1.2%	**95.4%** (513/538)	**94.1%** (509/541)	-1.3%	+0.5%	**88.1%** (118/134)	**88.7%** (94/106)	+0.6%	-4.9%
KPI 15**	*DLHE – Professional Level Jobs (FT, Degree, UK Domiciled)*	**56.9%** (888/1,562)	**57.7%** (943/1,633)	+0.8%	**62.5%** (336/538)	**61.7%** (334/541)	-0.8%	+4.0%	**47.0%** (63/134)	**53.8%** (57/106)	+6.8%	-3.9%

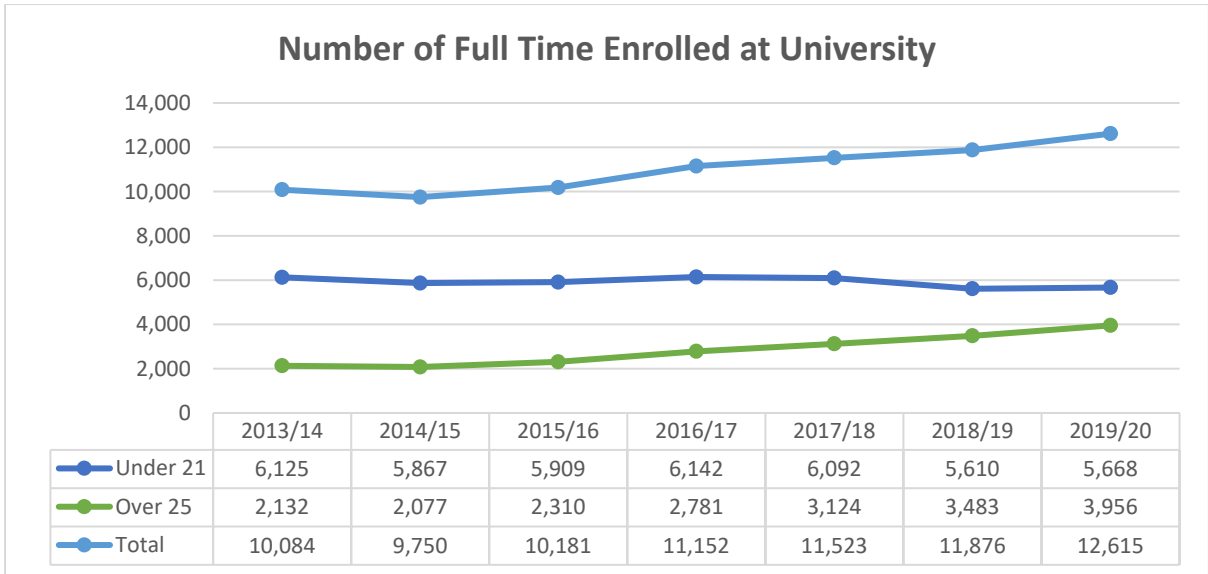* KPI 4 is based on Young students (aged under 21) so any students above this age are not included in analysis.

** KPI 14 and 15 is based on 2015/16 and 2016/17 DLHE surveys.

	KPI	Detail	Overall			No Religion				Info Refused/Blank			
			2018/19	2019/20	Change 18/19 to 19/20	2018/19	2019/20	Change 18/19 to 19/20	Diff from overall	2018/19	2019/20	Change 18/19 to 19/20	Diff from overall
A	Enrolment Full-time	*Enrolled Students*	**11,876**	**12,615**	+6.2%	**6,259**	**6,443**	+2.9%	-3.3%	**717**	**533**	-25.7%	-31.9%
	Enrolment Part-time	*Enrolled Students*	**6,791**	**6,677**	-1.7%	**2,109**	**2,408**	+14.2%	+15.9%	**2,523**	**2,031**	-19.5%	-17.8%
B	**-**	*Progression - % Pass/Proceed (HEFCE, FT, Degree)*	**85.9%** (8,622/10,032)	**87.9%** (8,848/10,061)	+2.0%	**85.1%** (4,752/5,586)	**87.3%** (5,017/5,749)	+2.2%	-0.7%	**86.7%** (530/611)	**86.0%** (339/394)	-0.7%	-1.9%
	KPI 3	*Good Honours*	**71.8%** (2,096/2,921)	**77.1%** (2,251/2,920)	+5.3%	**70.8%** (1,108/1,565)	**78.4%** (1,242/1,584)	+7.6%	+1.3%	**72.3%** (206/285)	**74.0%** (148/200)	+1.7%	-3.1%
	KPI 4	*UCAS Tariff (FT, Degree, Home)*	**121**	**115**	-6	**122**	**115**	-7	+0	**132**	**118**	-14	+3
	KPI 14**	*DLHE – In Work/Further Study (FT,*	**92.4%** (1,444/1,562)	**93.6%** (1,529/1,633)	+1.2%	**91.8%** (650/708)	**94.3%** (771/818)	+2.5%	+0.7%	**89.6%** (163/182)	**92.3%** (155/168)	+2.7%	-1.3%

	Degree, UK Domiciled)											
KPI 15**	*DLHE – Professional Level Jobs (FT, Degree, UK Domiciled)*	**56.9%** (888/1,562)	**57.7%** (943/1,633)	+0.8 %	**53.1%** (376/708)	**54.2%** (443/818)	+1.1 %	- 3.5%	**62.1%** (113/182)	**64.90%** (109/168)	+2.8 %	+7.2 %

* KPI 4 is based on Young students (aged under 21) so any students above this age are not included in analysis.
** KPI 14 and 15 is based on 2015/16 and 2016/17 DLHE surveys.

	Measure		Christian	Non-Christian		No Religion		Info Refused/Blank	
	KPI	*Detail*	**Diff from overall**	**Diff from overall**	**Diff from Christian**	**Diff from overall**	**Diff from Christian**	**Diff from overall**	**Diff from Christian**
A	**Enrolment Full-time**	*Enrolled Students*	-0.5%	+30.9%	+31.4%	-3.3%	-2.8%	-31.9%	-31.4%
	Enrolment Part-time	*Enrolled Students*	+2.8%	+24.1%	+21.3%	+15.9%	+13.0%	-17.8%	-20.7%
B	**-**	*Progression - % Pass/Proceed (HEFCE, FT, Degree)*	+1.8%	-0.8%	-2.6%	-0.7%	-2.5%	-1.9%	-3.7%
	KPI 3	*Good Honours*	-1.5%	-0.7%	+0.8%	+1.3%	+2.8%	-3.1%	-1.6%
	KPI 4	*UCAS Tariff (FT, Degree, Home)*	+1	-3	-4	+0	-1	+3	+2
	KPI 14**	*DLHE – In Work/Further Study (FT, Degree, UK Domiciled)*	+0.5%	-4.9%	-5.4%	+0.7%	+0.2%	-1.3%	-1.8%
	KPI 15**	*DLHE – Professional Level Jobs (FT, Degree, UK Domiciled)*	+4.0%	-3.9%	-7.9%	-3.5%	-7.5%	+7.2%	+3.2%

2019/20 enrolled students (all years, all modes)

Religion	2017/18			2018/19			2019/20		
	Full Time	Part Time	Total	Full Time	Part Time	Total	Full Time	Part Time	Total
Christian	3,437	1,746	5,183	3,438	1,905	5,343	3,634	1,927	5,561
Buddhist	59	31	90	63	23	86	86	27	113
Hindu	120	12	132	336	16	352	688	23	711
Jewish	5	4	9	4	2	6	5	1	6
Muslim	640	123	763	762	116	878	922	152	1,074
Sikh	33	12	45	39	8	47	49	9	58
Spiritual	100	46	146	102	40	142	103	50	153
Other	143	51	194	156	49	205	152	49	201
No Religion	6,032	2,023	8,055	6,259	2,109	8,368	6,443	2,408	8,851
Info Refused/Blank	954	2,806	3,760	717	2,523	3,240	533	2,031	2,564
Total	**11,523**	**6,854**	**18,377**	**11,876**	**6,791**	**18,667**	**12,615**	**6,677**	**19,292**
Non-Christian	**1,100**	**279**	**1,379**	**1,462**	**254**	**1,716**	**2,005**	**311**	**2,316**
% Christian	**29.8%**	**25.5%**	**28.2%**	**28.9%**	**28.1%**	**28.6%**	**28.8%**	**28.9%**	**28.8%**
% Non-Christian	**9.5%**	**4.1%**	**7.5%**	**12.3%**	**3.7%**	**9.2%**	**15.9%**	**4.7%**	**12.0%**
% No Religion	**52.3%**	**29.5%**	**43.8%**	**52.7%**	**31.1%**	**44.8%**	**51.1%**	**36.1%**	**45.9%**

Percentage of Non-Christian Students Enrolled at University

	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20
Full Time	6.5%	8.1%	8.8%	8.0%	9.5%	12.3%	15.9%
Part Time	2.3%	2.7%	2.8%	3.6%	4.1%	3.7%	4.7%
Total	4.6%	5.7%	6.1%	6.2%	7.5%	9.2%	12.0%
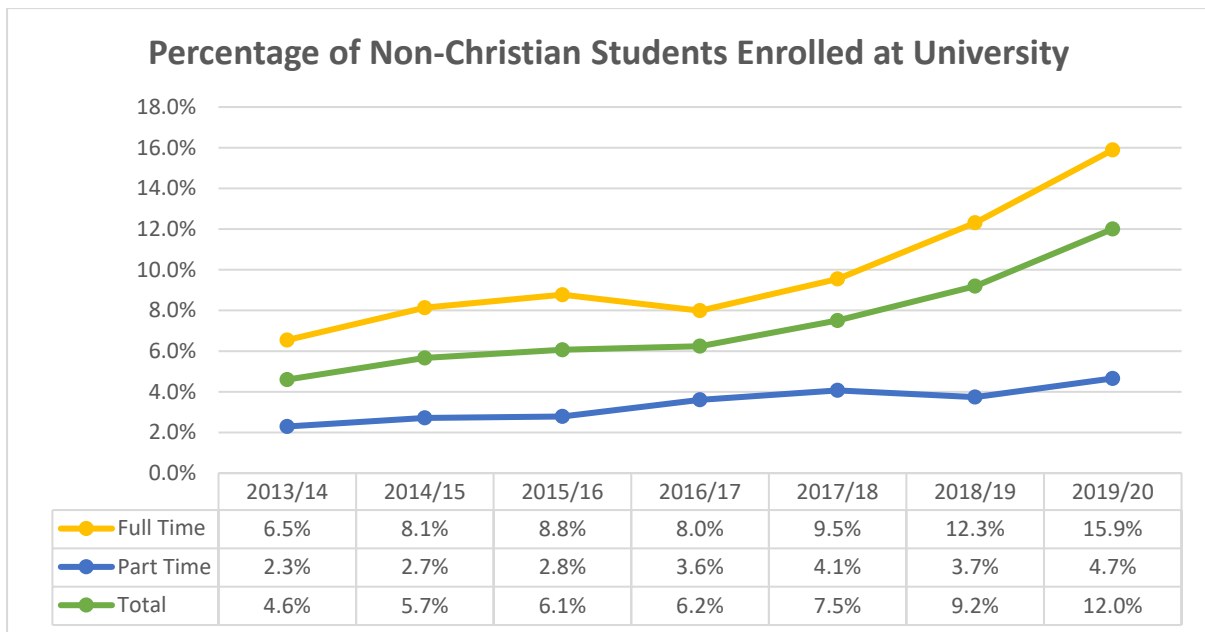
The percentage of Non-Christian students has increased year on year as the number of Information Refused/Blank has decreased with the highest proportion being Full-time (15.9%).

Number of Full Time Students Enrolled at University
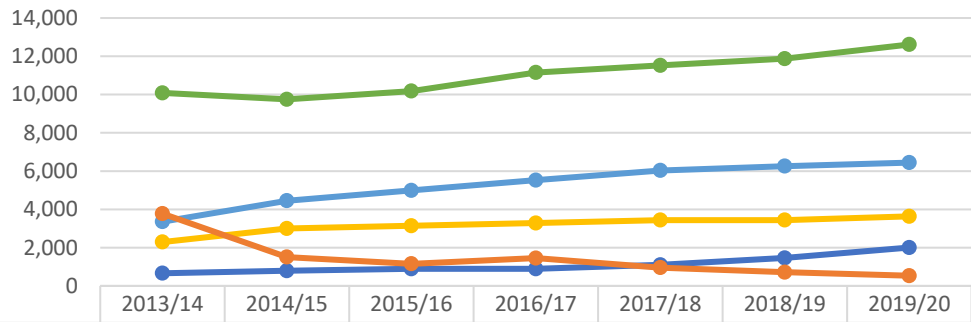
	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20
Christian	2,291	3,000	3,143	3,284	3,437	3,438	3,634
Non-Christian	660	793	893	891	1,100	1,462	2,005
No Religion	3,357	4,449	4,991	5,526	6,032	6,259	6,443
Info Refused/Blank	3,776	1,508	1,154	1,451	954	717	533
Total	10,084	9,750	10,181	11,152	11,523	11,876	12,615

Number of Part Time Students Enrolled at University
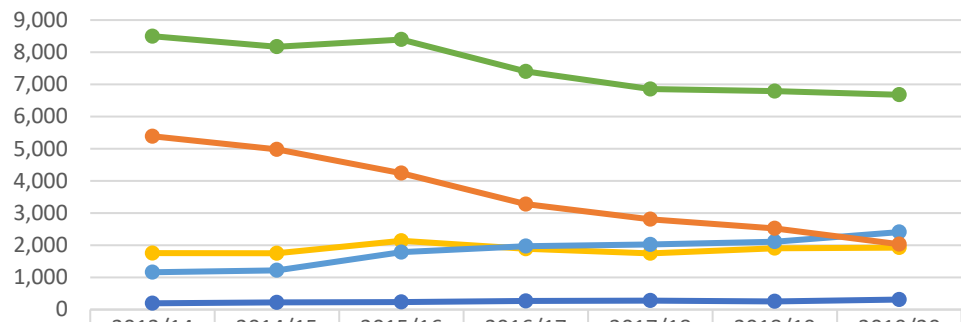
	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20
Christian	1,755	1,749	2,138	1,888	1,746	1,905	1,927
Non-Christian	195	222	234	267	279	254	311
No Religion	1,160	1,220	1,783	1,970	2,023	2,109	2,408
Info Refused/Blank	5,388	4,980	4,240	3,277	2,806	2,523	2,031
Total	8,498	8,171	8,395	7,402	6,854	6,791	6,677

Student Data: Sexual Orientation

	Measure		Overall			Heterosexual				Non-Heterosexual			
	KPI	*Detail*	**2018/19**	**2019/20**	**Change 18/19 to 19/20**	**2018/19**	**2019/20**	**Change 18/19 to 19/20**	**Diff from overall**	**2018/19**	**2019/20**	**Change 18/19 to 19/20**	**Diff from overall**
A	**Enrolment Full-time**	*Enrolled Students*	**11,876**	**12,615**	+6.2%	**9,560**	**10,264**	+7.4%	+1.1%	**1,025**	**1,186**	+15.7%	+9.5%
	Enrolment Part-time	*Enrolled Students*	**6,791**	**6,677**	-1.7%	**3,875**	**4,238**	+9.4%	+11.0%	**241**	**296**	+22.8%	+24.5%
B	**-**	*Progression - % Pass/Proceed (HEFCE, FT, Degree)*	**85.9%** (8,622/10,032)	**87.9%** (8,848/10,061)	+2.0%	**86.3%** (7,151/8,288)	**88.4%** (7,480/8,465)	+2.1%	+0.4%	**80.8%** (623/771)	**84.6%** (747/883)	+3.8%	-3.3%
	KPI 3	*Good Honours*	**71.8%** (2,096/2,921)	**77.1%** (2,251/2,920)	+5.3%	**72.3%** (1,666/2,304)	**77.7%** (1,855/2,388)	+5.4%	+0.6%	**69.2%** (135/195)	**75.5%** (157/208)	+6.3%	-1.6%
	KPI 4	*UCAS Tariff (FT, Degree, Home)*	**121**	**115**	-6	**121**	**115**	-6	+0	**117**	**116**	-1	+1

KPI 14*	*DLHE – In Work/Further Study (FT, Degree, UK Domiciled)*	**92.4%** (1,444/1,562)	**93.6%** (1,529/1,633)	+1.2%	**92.7%** (1,160/1,251)	**94.0%** (1,278/1,356)	+1.3%	+0.4%	**93.8%** (61/65)	**95.1%** (77/81)	+1.3%	+1.5%
KPI 15*	*DLHE – Professional Level Jobs (FT, Degree, UK Domiciled)*	**56.9%** (888/1,562)	**57.7%** (943/1,633)	+0.8%	**57.5%** (563/1,099)	**57.7%** (783/1,356)	+0.2%	+0.0%	**38.5%** (25/65)	**51.9%** (42/81)	+13.4%	-5.8%

* KPI 14 and 15 is based on 2015/16 and 2016/17 DLHE surveys.

	Measure		Overall			Information Refused / Blank			
	KPI	*Detail*	**2018/19**	**2019/20**	**Change 18/19 to 19/20**	**2018/19**	**2019/20**	**Change 18/19 to 19/20**	**Diff from overall**
A	**Enrolment Full-time**	*Enrolled Students*	**11,876**	**12,615**	+6.2%	**1,291**	**1,165**	-9.8%	-16.0%
	Enrolment Part-time	*Enrolled Students*	**6,791**	**6,677**	-1.7%	**2,675**	**2,143**	-19.9%	-18.2%
B	**-**	*Progression - % Pass/Proceed (HEFCE, FT, Degree)*	**85.9%** (8,622/10,032)	**87.9%** (8,848/10,061)	+2.0%	**87.2%** (848/973)	**87.1%** (621/713)	-0.1%	-0.8%
	KPI 3	*Good Honours*	**71.8%** (2,096/2,921)	**77.1%** (2,251/2,920)	+5.3%	**69.9%** (295/422)	**73.8%** (239/324)	+3.9%	-3.3%
	KPI 4	*UCAS Tariff (FT, Degree, Home)*	**121**	**115**	-6	**129**	**117**	-12	+2
	KPI 14*	*DLHE – In Work/Further Study (FT, Degree, UK Domiciled)*	**92.4%** (1,444/1,562)	**93.6%** (1,529/1,633)	+1.2%	**90.7%** (223/246)	**90.3%** (177/196)	-0.4%	-3.3%
	KPI 15*	*DLHE – Professional Level Jobs (FT, Degree, UK Domiciled)*	**56.9%** (888/1,562)	**57.7%** (943/1,633)	+0.8%	**58.5%** (144/246)	**60.2%** (118/196)	+1.7%	+2.5%

* KPI 14 and 15 is based on 2015/16 and 2016/17 DLHE surveys.

| Measure | | Heterosexual | Non-Heterosexual | | Bisexual | | Gay Man | | Gay Woman/Lesbian | | Other | |
KPI	Detail	Diff from overall	Diff from overall	Diff from Hetero-sexual	Diff from overall	Diff from Hetero-sexual	Diff from overall	Diff from Hetero-sexual	Diff from overall	Diff from Hetero-sexual	Diff from overall	Diff from Hetero-sexual
A Enrolment Full-time	*Enrolled Students*	+1.1%	+9.5%	+8.3%	+11.1%	+10.0%	+5.9%	+4.8%	+32.2%	+31.0%	-3.0%	-4.2%
Enrolment Part-time	*Enrolled Students*	+11.0%	+24.5%	+13.5%	+39.3%	+28.3%	+15.0%	+4.0%	+14.0%	+2.9%	+25.1%	+14.0%
B -	*Progression - % Pass/Proceed ed (HEFCE, FT, Degree)*	+0.4%	-3.3%	-3.8%	-5.2%	-5.6%	-1.9%	-2.3%	-3.4%	-3.8%	+1.3%	+0.9%
KPI 3	*Good Honours*	+0.6%	-1.6%	-2.2%	+2.1%	+1.5%	+2.0%	+1.4%	-11.6%	-12.2%	-7.1%	-7.7%
KPI 4	*UCAS Tariff (FT, Degree, Home)*	+0	+1	+1	+1	+1	-5	-5	+5	+5	+0	+0
KPI 14*	*DLHE – In Work/Furth*	+0.4%	+1.5%	+1.1%	-1.7%	-2.1%	+6.4%	+6.0%	+6.4%	+6.0%	+0.5%	+0.1%

	er Study (FT, Degree, UK Domiciled)											
KPI 15*	DLHE – Professional Level Jobs (FT, Degree, UK Domiciled)	+0.0%	-5.8%	-5.8%	-9.1%	-9.1%	-3.2%	-3.2%	+17.3%	+17.3%	-22.4%	-22.4%

2019/20 enrolled students (all years, all modes)

Sexual Orientation	2017/18			2018/19			2019/20		
	Full Time	Part Time	Total	Full Time	Part Time	Total	Full Time	Part Time	Total
Heterosexual	9,497	3,726	13,223	9,560	3,875	13,435	10,264	4,238	14,502
Bisexual	380	82	462	501	77	578	588	106	694
Gay man	155	49	204	148	60	208	166	68	234
Gay Woman/ Lesbian	127	43	170	125	57	182	173	64	237
Other	221	50	271	251	47	298	259	58	317
Info Refused/ Blank	1,143	2,904	4,047	1,291	2,675	3,966	1,165	2,143	3,308
Total	11,523	6,854	18,377	11,876	6,791	18,667	12,615	6,677	19,292
Non-Heterosexual	883	224	1,107	1,025	241	1,266	1,186	296	1,482
% Heterosexual	82.4%	54.4%	72.0%	80.5%	57.1%	72.0%	81.4%	63.5%	75.2%
% Non-Heterosexual	7.7%	3.3%	6.0%	8.6%	3.5%	6.8%	9.4%	4.4%	7.7%

Percentage of Non Hetrosexual Students Enrolled at University

	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20
Full Time	4.0%	5.2%	5.8%	6.5%	7.7%	8.6%	9.4%
Part Time	1.4%	1.9%	2.0%	2.7%	3.3%	3.5%	4.4%
Total	2.8%	3.7%	4.1%	5.0%	6.0%	6.8%	7.7%
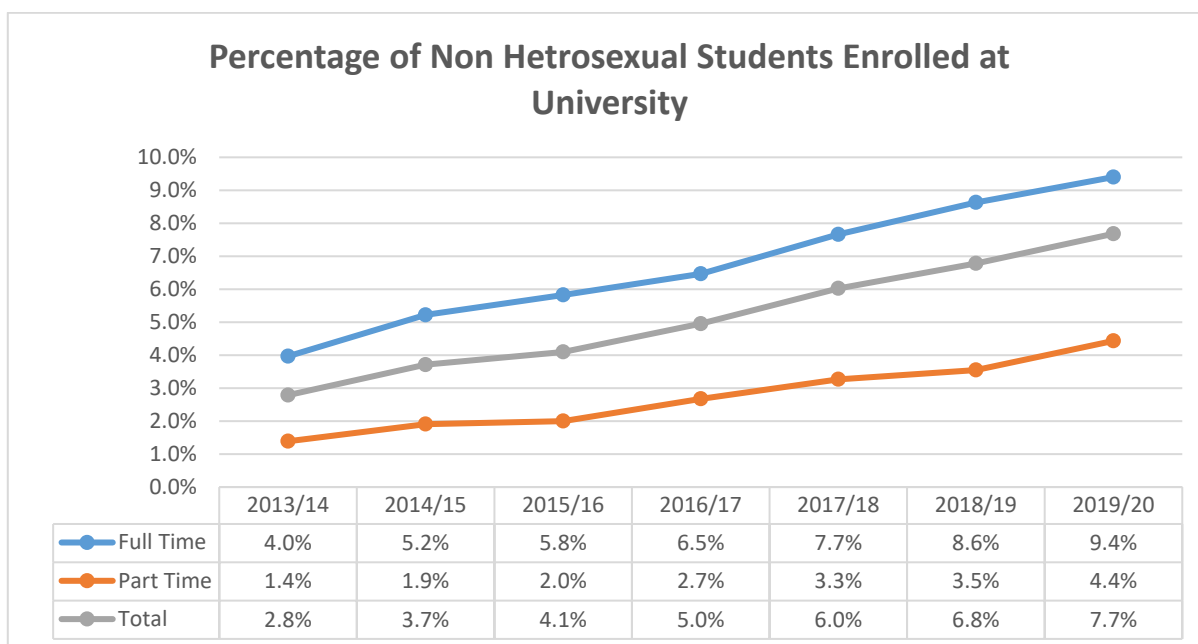
The number of information refused/blank responses have decreased by 2,954 since 2015/16 but still remains the second highest group. Due to this decrease both the percentage and actuals for Heterosexual and non-Heterosexual students have increased.

Number of Full Time Students Enrolled at University
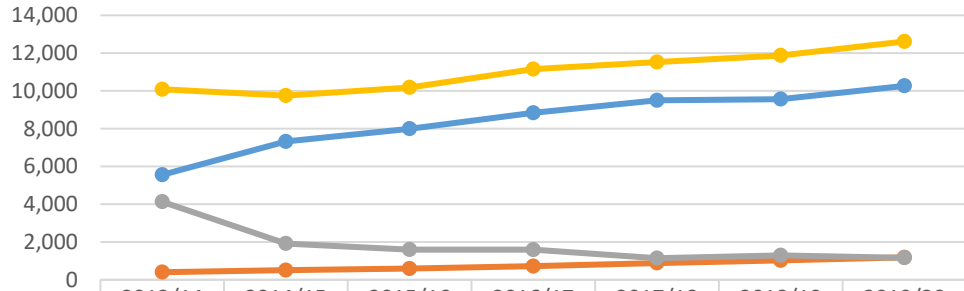
	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20
Heterosexual	5,555	7,321	7,993	8,839	9,497	9,560	10,264
Non-Heterosexual	400	509	593	721	883	1,025	1,186
Info Refused/ Blank	4,129	1,920	1,595	1,592	1,143	1,291	1,165
Total	10,084	9,750	10,181	11,152	11,523	11,876	12,615

Number of Part Time Students Enrolled at University
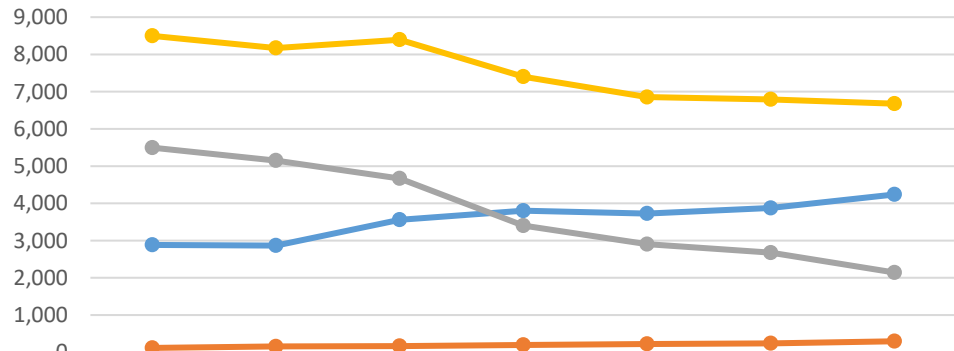
	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20
Heterosexual	2,884	2,866	3,560	3,802	3,726	3,875	4,238
Non-Heterosexual	118	156	168	198	224	241	296
Info Refused/ Blank	5,496	5,149	4,667	3,402	2,904	2,675	2,143
Total	8,498	8,171	8,395	7,402	6,854	6,791	6,677

Student Data: Disability

	Measure		Overall			Declared Disability				DSA Recipient			
	KPI	*Detail*	2018/19	2019/20	Change 18/19 to 19/20	2018/19	2019/20	Change 18/19 to 19/20	Diff from overall	2018/19	2019/20	Change 18/19 to 19/20	Diff from overall
A	**Enrolment Full-time**	*Enrolled Students*	**11,876**	**12,615**	+6.2%	**1,864**	**1,971**	+5.7%	-0.5%	**1,066**	**1,018**	-4.5%	-10.7%
A	**Enrolment Part-time**	*Enrolled Students*	**6,791**	**6,677**	-1.7%	**599**	**717**	+19.7%	+21.4%	**235**	**190**	-19.1%	-17.5%
B	**-**	*Progression - % Pass/Proceed (HEFCE, FT, Degree)*	**85.9%** (8,622/10,032)	**87.9%** (8,848/10,061)	+2.0%	**80.5%** (1,312/1,629)	**83.9%** (1,440/1,716)	+3.4%	-4.0%	**82.0%** (778/949)	**86.4%** (768/889)	+4.4%	-1.6%
B	**KPI 3**	*Good Honours*	**71.8%** (2,096/2,921)	**77.1%** (2,251/2,920)	+5.3%	**64.2%** (276/430)	**74.6%** (332/445)	+10.4%	-2.5%	**64.0%** (174/272)	**70.9%** (185/261)	+6.9%	-6.2%
B	**KPI 4**	*UCAS Tariff (FT, Degree, Home)*	**121**	**115**	-6	**118**	**121**	+3	+6	**124**	**129**	+5	+14

KPI 14*	*DLHE – In Work/Further Study (FT, Degree, UK Domiciled)*	**92.4%** (1,444/1,562)	**93.6%** (1,529/1,633)	+1.2%	**92.1%** (210/228)	**91.9%** (238/259)	-0.2%	-1.7%	**91.0%** (132/145)	**93.4%** (155/166)	+2.4%	-0.2%
KPI 15*	*DLHE – Professional Level Jobs (FT, Degree, UK Domiciled)*	**56.9%** (888/1,562)	**57.7%** (943/1,633)	+0.8%	**59.2%** (135/228)	**57.9%** (150/259)	-1.3%	+0.2%	**67.6%** (98/145)	**58.4%** (97/166)	-9.2%	+0.7%

* KPI 4 is based on Young students (aged under 21) so any students above this age are not included in analysis.
** KPI 14 and 15 is based on 2015/16 and 2016/17 DLHE surveys.

2019/20 enrolled students (all years, all modes)

Disability	2017/18			2018/19			2019/20		
	Full Time	Part Time	Total	Full Time	Part Time	Total	Full Time	Part Time	Total
Specific learning difficulty	846	254	1,100	728	261	989	705	276	981
Physical impairment or mobility issue	63	34	97	71	35	106	68	31	99
Long standing illness	211	80	291	208	76	284	208	109	317
Disability not listed above	96	36	132	90	46	136	108	45	153
Deaf or hearing impaired	30	19	49	32	20	52	42	21	63
Blind or visually impaired	11	9	20	9	7	16	15	5	20
Multiple disabilities	137	43	180	144	32	176	134	48	182
Mental health condition	397	93	490	447	110	557	552	152	704
Social/communication impairment	123	25	148	135	12	147	139	30	169
Total Disabled	**1,914**	**593**	**2,507**	**1,864**	**599**	**2,463**	**1,971**	**717**	**2,688**
No Known Disability	9,609	6,261	15,870	10,012	6,192	16,204	10,644	5,960	16,604
Total	**11,523**	**6,854**	**18,377**	**11,876**	**6,791**	**18,667**	**12,615**	**6,677**	**19,292**
% declaring disability	**16.6%**	**8.7%**	**13.6%**	**15.7%**	**8.8%**	**13.2%**	**15.6%**	**10.7%**	**13.9%**

Students who are receiving Disabled Students' Allowances (DSA's)

	2017/18		2018/19		2019/20	
Full time Students	1,056	9.2%	1,066	9.0%	2,018	8.1%
Part time Students	208	3.0%	235	3.5%	190	2.8

Percentage of Disabled Students Enrolled at University

	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20
Full Time	11.5%	12.9%	14.5%	14.7%	16.6%	15.7%	15.6%
Part Time	5.8%	6.6%	6.2%	7.3%	8.7%	8.8%	10.7%
Total	8.9%	10.0%	10.8%	11.7%	13.6%	13.2%	13.9%
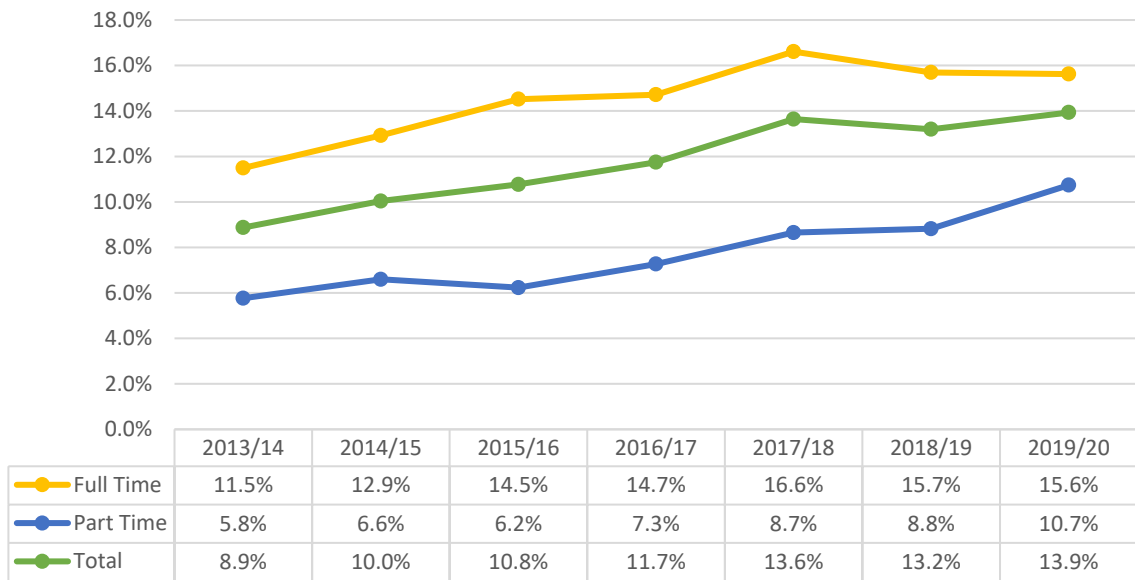
The percentage of disabled students has reduced slightly between 2017/18 and 2018/19 before increasing once more in 2019/20, but is still at a level higher than any other year before 2017/18.

Number of Full Time Disabled Students Enrolled at University

	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20
DSLD	636	672	760	801	846	728	705
MHC & ASC	204	252	320	396	520	582	691
Other Disability	319	336	398	444	548	554	575
Total Disability	1,159	1,260	1,478	1,641	1,914	1,864	1,971
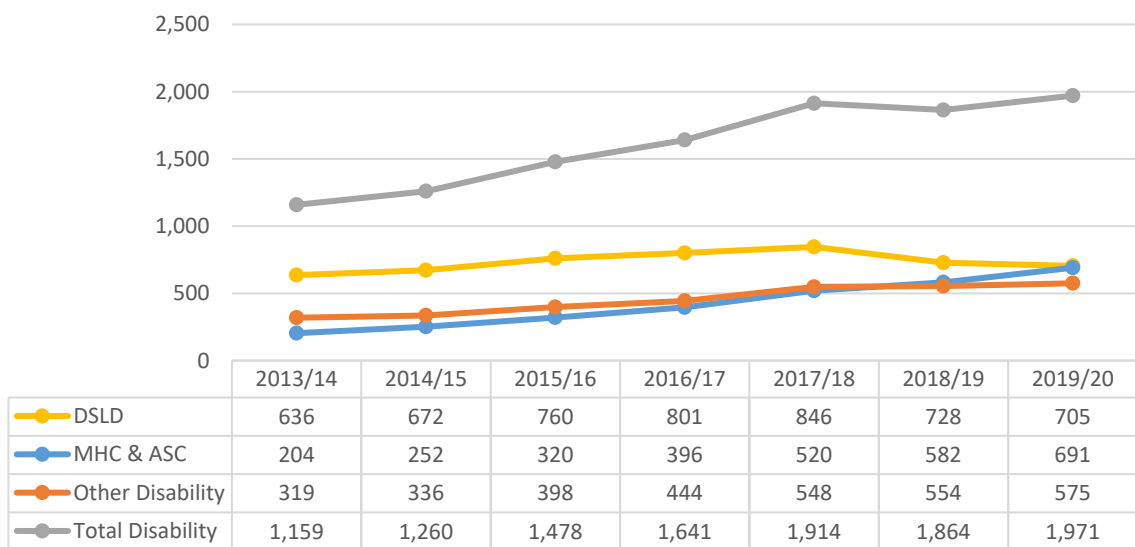
A higher proportion of full-time students have declared they have a Specific Learning Disability (DSLD), which is more than all other types of disability but there has been a fall since 2017/18 from 846 to 705 in 2019/20. There have been increases of the other categories over the same period.

Number of Part Time Disabled Students Enrolled at University

	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20
DSLD	234	271	267	261	254	261	276
MHC & ASC	67	70	72	76	118	122	182
Other Disability	189	198	184	201	221	216	259
Total Disability	490	539	523	538	593	599	717
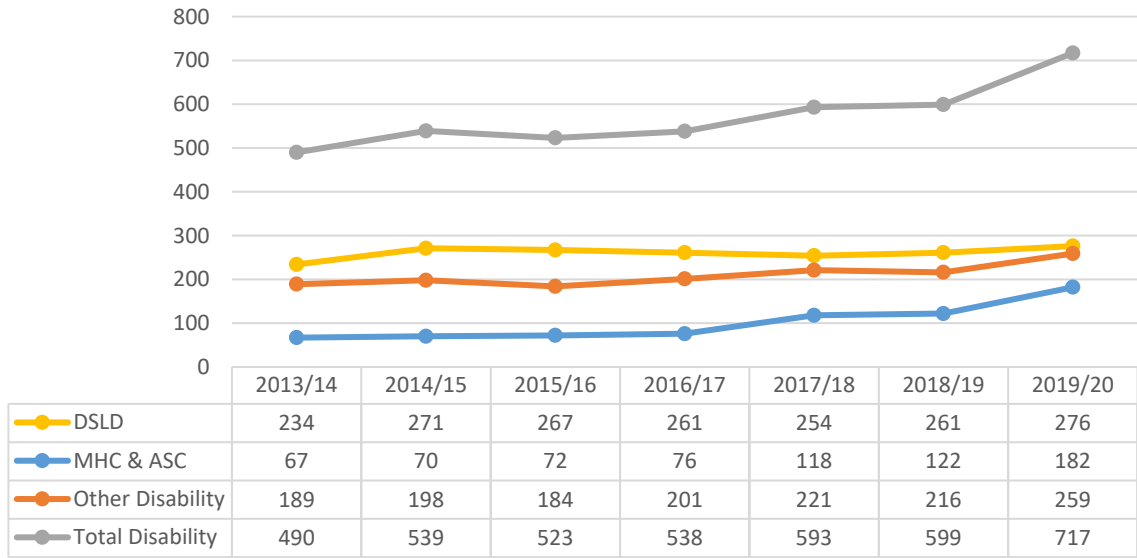
A higher proportion of part-time students have declared they have a Specific Learning Disability, which is more than all other types of disability. The number of part-time disabled students has seen slight increases year on year overall since 2013/14 with 490 compared to 717 in 2019/20.

Student Data: Gender

		Measure	Overall			Male				Female			
	KPI	*Detail*	2018/19	2019/20	Change 18/19 to 19/20	2018/19	2019/20	Change 18/19 to 19/20	Diff from overall	2018/19	2019/20	Change 18/19 to 19/20	Diff from overall
A	**Enrolment Full-time**	*Enrolled Students*	**11,876**	**12,615**	+6.22%	**4,989**	**5,303**	+6.3%	+0.1%	**6,885**	**7,310**	+6.2%	+0.0%
A	**Enrolment Part-time**	*Enrolled Students*	**6,791**	**6,677**	-1.68%	**3,292**	**3,399**	+3.3%	+4.9%	**3,488**	**3,269**	-6.3%	-4.6%
B	**-**	*Progression - % Pass/Proceed (HEFCE, FT, Degree)*	**85.9%** (8,622/10,032)	**87.9%** (8,848/10,061)	+2.0%	**82.2%** (3,347/4,070)	**83.9%** (3,284/3,912)	+1.7%	-4.0%	**88.5%** (5,275/5,961)	**90.5%** (5,563/6,148)	+2.0%	+2.5%
B	**KPI 3**	*Good Honours*	**71.8%** (2,096/2,921)	**77.1%** (2,251/2,920)	+5.29%	**71.2%** (869/1,221)	**78.6%** (946/1,204)	+7.4%	+1.5%	**72.2%** (1,227/1,700)	**76.1%** (1,305/1,715)	+3.9%	-1.0%
B	**KPI 4**	*UCAS Tariff (FT, Degree, Home)*	**121**	**115**	-6	**121**	**112**	-9	-3	**121**	**117**	-4	+2

KPI 14*	DLHE – In Work/Further Study (FT, Degree, UK Domiciled)	**92.4%** (1,444/1,562)	**93.6%** (1,529/1,633)	+1.2 %	**88.8%** (562/633)	**90.8%** (581/640)	+2.0 %	- 2.8%	**94.9%** (882/929)	**95.5%** (948/993)	+0.6 %	+1.9 %
KPI 15*	DLHE – Professional Level Jobs (FT, Degree, UK Domiciled)	**56.9%** (888/1,562)	**57.7%** (943/1,633)	+0.8 %	**53.6%** (339/633)	**53.3%** (341/640)	-0.3%	- 4.4%	**59.1%** (549/929)	**60.6%** (602/993)	+1.5 %	+2.9 %

* KPI 4 is based on Young students (aged under 21) so any students above this age are not included in analysis.
** KPI 14 and 15 is based on 2015/16 and 2016/17 DLHE surveys.

	KPI	Detail	Male		Female	
			Diff from overall	**Diff from Female**	**Diff from overall**	**Diff from Male**
A	**Enrolment Full-time**	*Enrolled Students*	+0.1%	+0.1%	-0.0%	-0.1%
	Enrolment Part-time	*Enrolled Students*	+4.9%	+9.5%	-4.6%	-9.5%
B	**-**	*Progression - % Pass/Proceed (HEFCE, FT, Degree)*	-4.0%	-6.5%	+2.5%	+6.5%
	KPI 3	*Good Honours*	+1.5%	+2.5%	+1.0%	-2.5%
	KPI 4	*UCAS Tariff (FT, Degree, Home)*	-3	-5	+2	+5
	KPI 14	*DLHE – In Work/Further Study (FT, Degree, UK Domiciled)*	-2.8%	-4.7%	+1.9%	+4.7%
	KPI 15	*DLHE – Professional Level Jobs (FT, Degree, UK Domiciled)*	-4.4%	-7.3%	+2.9%	+7.3%

2019/20 enrolled students (all years, all modes)

Gender	2016/17			2017/18			2018/19		
	Full Time	Part Time	Total	Full Time	Part Time	Total	Full Time	Part Time	Total
Male	4,793	3,464	8,257	4,989	3,292	8,281	5,303	3,399	8,702
Female	6,728	3,380	10,108	6,885	3,488	10,373	7,310	3,269	10,579
Total	11,523*	6,854*	18,377*	11,876*	6,791*	18,667*	12,615*	6,677*	19,292*
% Male	41.6%	50.5%	44.9%	42.0%	48.5%	44.4%	42.0%	50.9%	45.1%
% Female	58.4%	49.3%	55.0%	58.0%	51.4%	55.6%	57.9%	49.0%	54.8%

includes a number of students who have selected Other as their gender

Percentage of Female Students Enrolled at University

	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20
Full Time	54.2%	54.8%	55.6%	57.0%	58.4%	58.0%	57.9%
Part Time	56.1%	54.5%	50.5%	48.3%	49.3%	51.4%	49.0%
Total	55.1%	54.6%	53.3%	53.6%	55.0%	55.6%	54.8%

Number of Full Time Students Enrolled at University

	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20
Male	4,619	4,410	4,525	4,789	4,793	4,989	5,303
Female	5,465	5,340	5,656	6,362	6,728	6,885	7,310
Total	10,084	9,750	10,181	11,152	11,523	11,876	12,615

There has been an increase in both male and female students from 2013/14 to 2019/20.
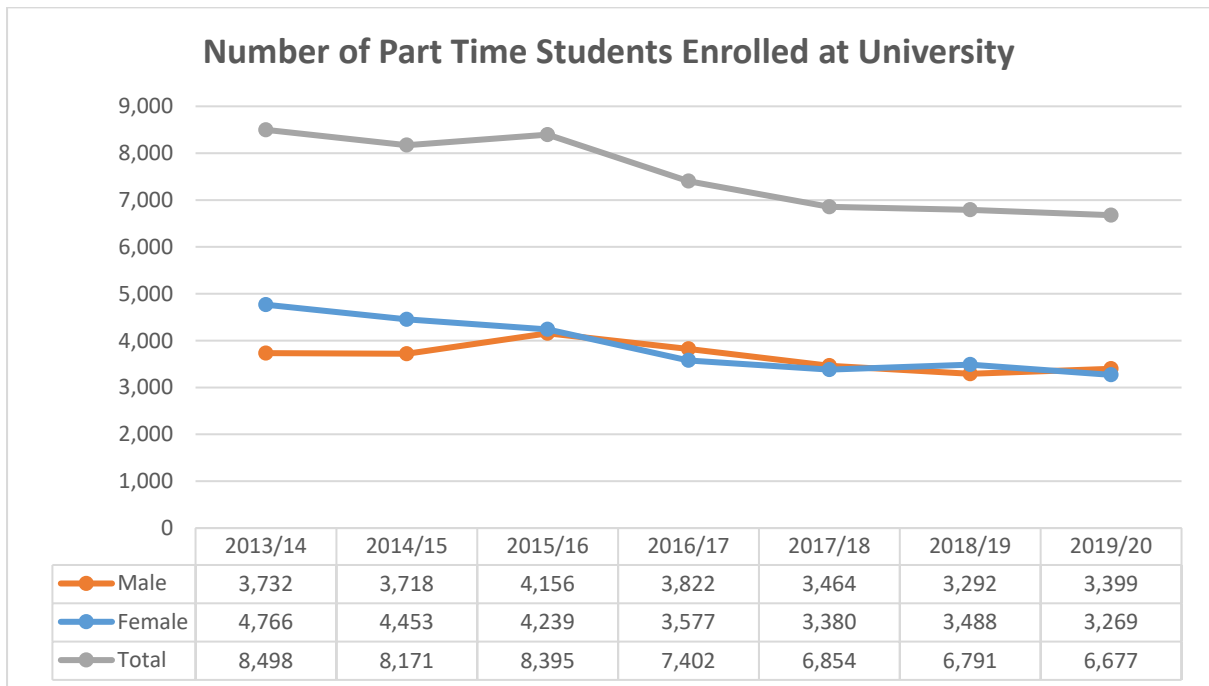
Number of Part Time Students Enrolled at University

	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20
Male	3,732	3,718	4,156	3,822	3,464	3,292	3,399
Female	4,766	4,453	4,239	3,577	3,380	3,488	3,269
Total	8,498	8,171	8,395	7,402	6,854	6,791	6,677

There have been significant reductions in both male and female students on part-time courses with a bigger reduction in female students since 2013/14.

Student Data: Gender Identity

This details the comparisons between total students who have the same gender as they were born with.
Students have been grouped into one of three bands namely: Yes – their gender is the same; No – their gender has changed; Information refused/blank.

	Measure		Overall			Yes				No			
	KPI	*Detail*	2018/19	2019/20	Change 18/19 to 19/20	2018/19	2019/20	Change 18/19 to 19/20	Diff from overall	2018/19	2019/20	Change 18/19 to 19/20	Diff from overall
A	**Enrolment Full-time**	*Enrolled Students*	**11,876**	**12,615**	+6.2%	**11,071**	**11,910**	+7.6%	+1.4%	**104**	**137**	+31.7%	+25.5%
	Enrolment Part-time	*Enrolled Students*	**6,791**	**6,677**	-1.7%	**4,209**	**4,210**	+0.0%	+1.7%	**36**	**30**	-16.7%	-15.0%
B	**-**	*Progression - % Pass/Proceed (HEFCE, FT, Degree)*	**85.9%** (8,622/10,032)	**87.9%** (8,848/10,061)	+2.0%	**85.9%** (8,052/9,379)	**88.0%** (8,429/9,579)	+2.1%	+0.1%	**85.2%** (75/88)	**86.7%** (98/113)	+1.5%	-1.2%
	KPI 3	*Good Honours*	**71.8%** (2,096/2,921)	**77.1%** (2,251/2,920)	+5.3%	**72.3%** (1,867/2,582)	**77.8%** (2,063/2,652)	+5.5%	+0.7%	**41.7%** (10/24)	**73.3%** (22/30)	+31.6%	-3.8%
	KPI 4	*UCAS Tariff (FT,*	**121**	**115**	-6	**121**	**115**	-6	+0	**138**	**103**	-35	-12

	Degree, Home)											
KPI 14	*DLHE – In Work/Further Study (FT, Degree, UK Domiciled)*	**92.4%** (1,444/1,562)	**93.6%** (1,529/1,633)	+1.2%	**92.7%** (1,277/1,378)	**93.7%** (1,380/1,473)	+1.0%	+0.1%	**100.0%** (5/5)	**50.0%** (1/2)	- 50.0%	- 43.6%
KPI 15	*DLHE – Professional Level Jobs (FT, Degree, UK Domiciled)*	**56.9%** (888/1,562)	**57.7%** (943/1,633)	+0.8%	**56.5%** (779/1,378)	**57.6%** (849/1,473)	+1.1%	- 0.1%	**80.0%** (4/5)	**0.0%** (0/2)	- 80.0%	- 57.7%

* KPI 4 is based on Young students (aged under 21) so any students above this age are not included in analysis.

** KPI 14 and 15 is based on 2015/16 and 2016/17 DLHE surveys.

	Measure		Overall			Information refused/Blank			
	KPI	*Detail*	**2018/19**	**2019/20**	**Change 18/19 to 19/20**	**2018/19**	**2019/20**	**Change 18/19 to 19/20**	**Diff from overall**
A	**Enrolment Full-time**	*Enrolled Students*	**11,876**	**12,615**	+6.2%	**701**	**568**	-19.0%	-25.2%
	Enrolment Part-time	*Enrolled Students*	**6,791**	**6,677**	-1.7%	**2,546**	**2,437**	-4.3%	-2.6%
B	**-**	*Progression - % Pass/Proceed (HEFCE, FT, Degree)*	**85.9%** (8,622/10,032)	**87.9%** (8,848/10,061)	+2.0%	**87.6%** (495/565)	**87.0%** (321/369)	-0.6%	-1.0%
	KPI 3	*Good Honours*	**71.8%** (2,096/2,921)	**77.1%** (2,251/2,920)	+5.3%	**69.5%** (219/315)	**69.7%** (166/238)	+0.2%	-7.3%
	KPI 4	*UCAS Tariff (FT, Degree, Home)*	**121**	**115**	-6	**136**	**118**	-18	+3
	KPI 14**	*DLHE – In Work/Further Study (FT, Degree, UK Domiciled)*	**92.4%** (1,444/1,562)	**93.6%** (1,529/1,633)	+1.2%	**90.5%** (162/179)	**93.7%** (148/158)	+3.2%	+0.1%
	KPI 15**	*DLHE – Professional Level Jobs (FT, Degree, UK Domiciled)*	**56.9%** (888/1,562)	**57.7%** (943/1,633)	+0.8%	**58.7%** (105/179)	**59.5%** (94/158)	+0.8%	-32.9%

2019/20 enrolled students (all years, all modes)

Gender ID	2017/18			2018/19			2019/20		
	Full Time	Part Time	Total	Full Time	Part Time	Total	Full Time	Part Time	Total
Yes	10,452	3,820	14,272	11,071	4,209	15,280	11,910	4,210	16,120
No	85	21	106	104	36	140	137	30	167
Info Refused/ Blank	986	3,013	3,999	701	2,546	3,247	568	2,437	3,005
Total	**11,523**	**6,854**	**18,377**	**11,876**	**6,791**	**18,667**	**12,615**	**6,677**	**19,292**
% Yes	**90.7%**	**55.7%**	**77.7%**	**93.2%**	**62.0%**	**81.9%**	**94.4%**	**63.1%**	**83.6%**
% No	**0.7%**	**0.3%**	**0.6%**	**0.9%**	**0.5%**	**0.7%**	**1.1%**	**0.4%**	**0.9%**
% Info Refused /Blank	**8.6%**	**44.0%**	**21.8%**	**5.9%**	**37.5%**	**17.4%**	**4.5%**	**36.5%**	**15.6%**

Percentage of Gender ID Students Enrolled at University

	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20
Full Time	1.2%	0.6%	0.6%	0.5%	0.7%	0.9%	1.1%
Part Time	0.3%	0.2%	0.3%	0.3%	0.3%	0.5%	0.4%
Total	0.8%	0.4%	0.5%	0.4%	0.6%	0.7%	0.9%
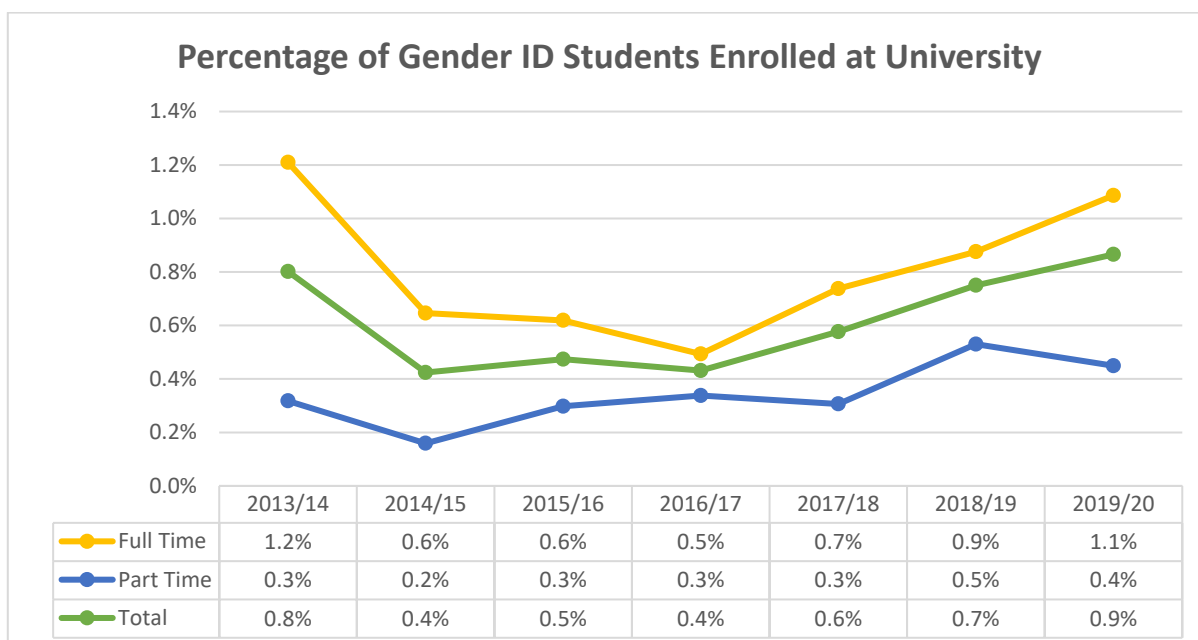
The number of Information Refused has continued to reduce. The majority are Part-time students (36.5% compared to 4.5% full-time). The percentage who responded No account for 0.9% of the population.

Number of Full Time Students Enrolled at University
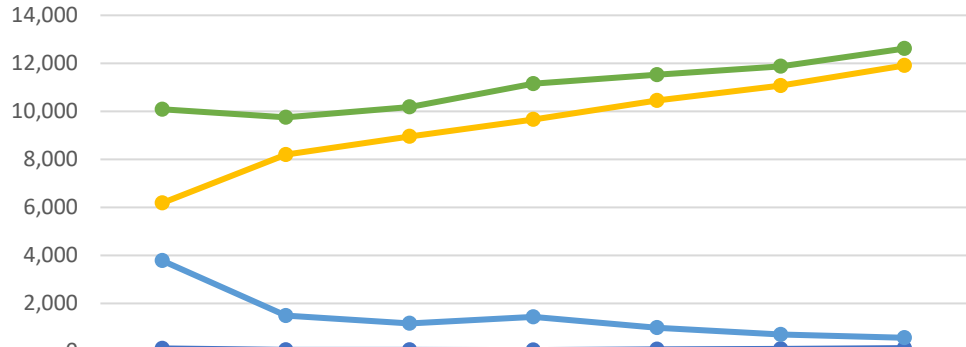
	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20
Yes	6,182	8,197	8,953	9,661	10,452	11,071	11,910
No	122	63	63	55	85	104	137
Info Refused/ Blank	3,780	1,490	1,165	1,436	986	701	568
Total	10,084	9,750	10,181	11,152	11,523	11,876	12,615

Student Data: Ethnicity

Each section details the comparisons between total students and those classed as Non-White. Students have been grouped into one of six groups namely: White; Other; Asian; Black; Chinese; Not Known. These are then grouped into three groups White, Non-White and Not Known. At the time of finalising this report the Commission on Race and Ethnic Disparities has now made the recommendation that using the term BAME or non-white may limit understanding of disparities and outcomes for specific ethnic groups, this will be taking into consideration for future reporting purposes. Using the six groups as detailed below ensures current compliance with reporting requirements.

	Measure		Overall			White				Non-White* exc Info refused			
	KPI	*Detail*	2018/19	2019/20	Change 18/19 to 19/20	2018/19	2019/20	Change 18/19 to 19/20	Diff from over all	2018/19	2019/20	Change 18/19 to 19/20	Diff from over all
A	**Enrolment Full-time**	*Enrolled Students*	**11,876**	**12,615**	+6.22%	**9,392**	**9,169**	-2.37%	-8.6%	**2,432**	**3,389**	+39.35%	+33.1%
	Enrolment Part-time	*Enrolled Students*	**6,791**	**6,677**	-1.68%	**6,102**	**5,879**	-3.65%	-2.0%	**618**	**730**	+18.12%	+19.8%
B	-	*Progression - % Pass/Proceed (HEFCE, FT, Degree)*	**85.9%** (8,622/10,032)	**87.9%** (8,848/10,061)	+2.0%	**86.3%** (7,255/8,411)	**88.0%** (7,209/8,195)	+1.7%	+0.0%	**84.4%** (1,339/1,586)	**88.0%** (1,610/1,830)	+3.6%	+0.0%

KPI												
KPI 3	Good Honours	71.8% (2,096/2,921)	77.1% (2,251/2,920)	+5.29%	73.2% (1,774/2,424)	78.3% (1,767/2,258)	+5.06%	+1.2%	64.7% (319/4943)	73.0% (477/653)	+8.35%	-4.0%
KPI 4	UCAS Tariff (FT, Degree, Home)	121	115	-6	121	116	-5	+1	119	111	-8	-4
KPI 14**	DLHE – In Work/Further Study (FT, Degree, UK Domiciled)	92.4% (1,444/1,562)	93.6% (1,529/1,633)	+1.2%	93.0% (1,271/1,366)	94.7% (1,381/1,459)	+1.7%	+1.1%	88.3% (173/196)	85.1% (148/174)	-3.2%	-8.5%
KPI 15**	DLHE – Professional Level Jobs (FT, Degree, UK Domiciled)	56.9% (888/1,562)	57.7% (943/1,633)	+0.8%	57.6% (787/1,366)	59.2% (864/1,459)	+1.6%	+1.5%	81.5% (101/196)	45.4% (79/174)	-36.1%	-12.3%

* KPI 4 is based on Young students (aged under 21) so any students above this age are not included in analysis.
** KPI 14 and 15 is based on 2015/16 and 2016/17 DLHE surveys.

Group	KPI	Detail	White Diff from overall	Non-White Diff from overall	Non-White Diff from White	Other Diff from overall	Other Diff from White	Asian Diff from overall	Asian Diff from White	Black Diff from overall	Black Diff from White	Chinese Diff from overall	Chinese Diff from White	Not Known/Info Refused Diff from overall	Not Known/Info Refused Diff from White
A	Enrolment Full-time	*Enrolled Students*	-8.6%	+33.1%	+41.7%	-6.9%	+1.6%	+49.5%	+58.1%	+23.2%	+31.8%	+39.1%	+47.7%	+3.4%	+12.0%
A	Enrolment Part-time	*Enrolled Students*	-2.0%	+19.8%	+21.8%	+19.1%	+21.0%	+5.9%	+7.9%	+6.8%	+8.8%	+306.2%	+308.2%	-2.5%	-0.6%
B	-	*Progression - % Pass/Proceed (HEFCE, FT, Degree)*	+0.0%	+0.0%	+0.0%	-4.0%	-4.0%	-1.2%	-1.2%	-3.3%	-3.3%	+6.8%	+6.7%	-7.4%	-7.4%
B	KPI 3	*Good Honours*	+1.2%	-4.0%	-5.2%	+1.0%	-0.2%	-1.2%	-2.4%	-19.0%	-20.2%	-4.0%	-5.2%	+0.7%	-0.5%
B	KPI 4	*UCAS Tariff (FT, Degree, Home)*	+1	-4	-5	-1	-2	-6	-7	-7	-8	+16	+15	-7	-8
B	KPI 14**	*DLHE – In Work/Further Study (FT, Degree, UK Domiciled)*	+1.1%	-8.5%	-9.6%	-0.6%	-1.7%	-11.4%	-12.5%	-12.3%	-13.4%	-4.7%	-5.8%	+6.4%	+5.3%

| KPI 15** | DLHE – Professional Level Jobs (FT, Degree, UK Domiciled) | +1.5% | -12.3% | -13.8% | | -1.9% | -3.4% | -12.5% | -14.0% | -18.1% | -19.6% | -24.4% | -25.9% | -57.7% | -59.2% |

** KPI 14 and 15 is based on 2015/16 and 2016/17 DLHE surveys.

2019/20 enrolled students (all years, all modes)

Ethnic Group	2017/18			2018/19			2019/20		
	Full Time	Part Time	Total	Full Time	Part Time	Total	Full Time	Part Time	Total
White	9,584	6,181	15,765	9,392	6,102	15,494	9,169	5,879	15,048
Other	369	143	512	413	138	551	410	162	572
Asian	818	260	1,078	1,163	282	1,445	1,811	294	2,105
Black	431	178	609	479	176	655	620	185	805
Chinese	288	29	317	377	22	399	548	89	637
Not Known	33	63	96	52	71	123	57	68	125
Total	11,523	6,854	18,377	11,876	6,791	18,667	12,615	6,677	19,292
Non-White	1,906	610	2,516	2,432	618	3,050	3,389	730	4,119
% White	83.2%	90.2%	85.8%	79.1%	89.9%	83.0%	72.7%	88.0%	78.0%
% Non-White	16.5%	8.9%	13.7%	20.5%	9.1%	16.3%	26.9%	10.9%	21.4%
% Not Known	0.3%	0.9%	0.5%	0.4%	1.0%	0.7%	0.5%	1.0%	0.6%

Percentage of Non White Students Enrolled at University

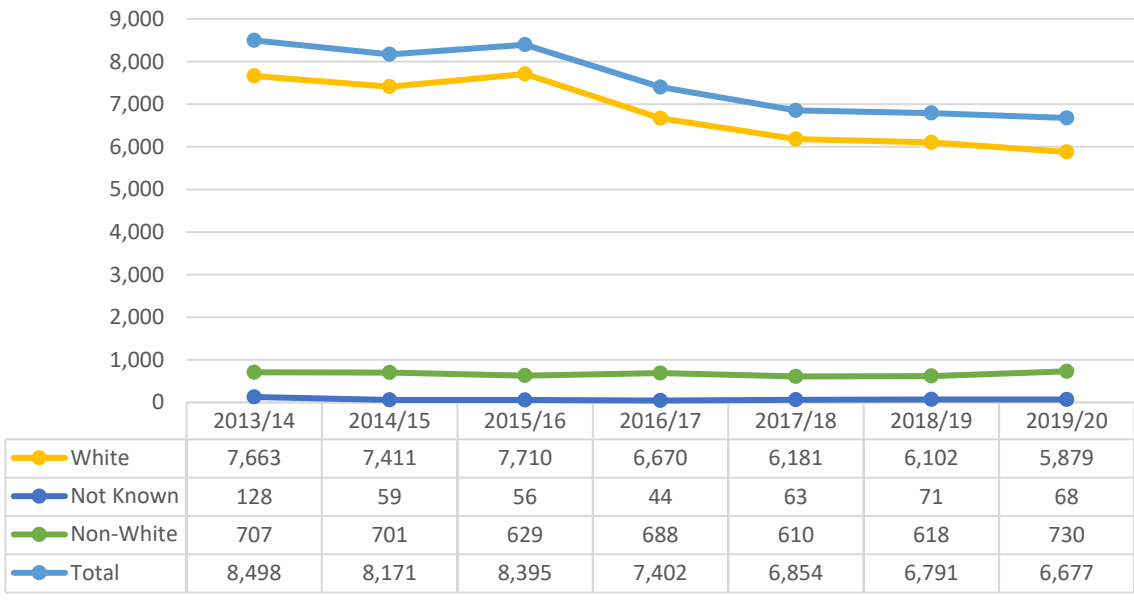|	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20
Full Time	16.3%	16.8%	16.5%	15.8%	16.5%	20.5%	26.9%
Part Time	8.3%	8.6%	7.5%	9.3%	8.9%	9.1%	10.9%
Total	12.6%	13.1%	12.5%	13.2%	13.7%	16.3%	21.4%
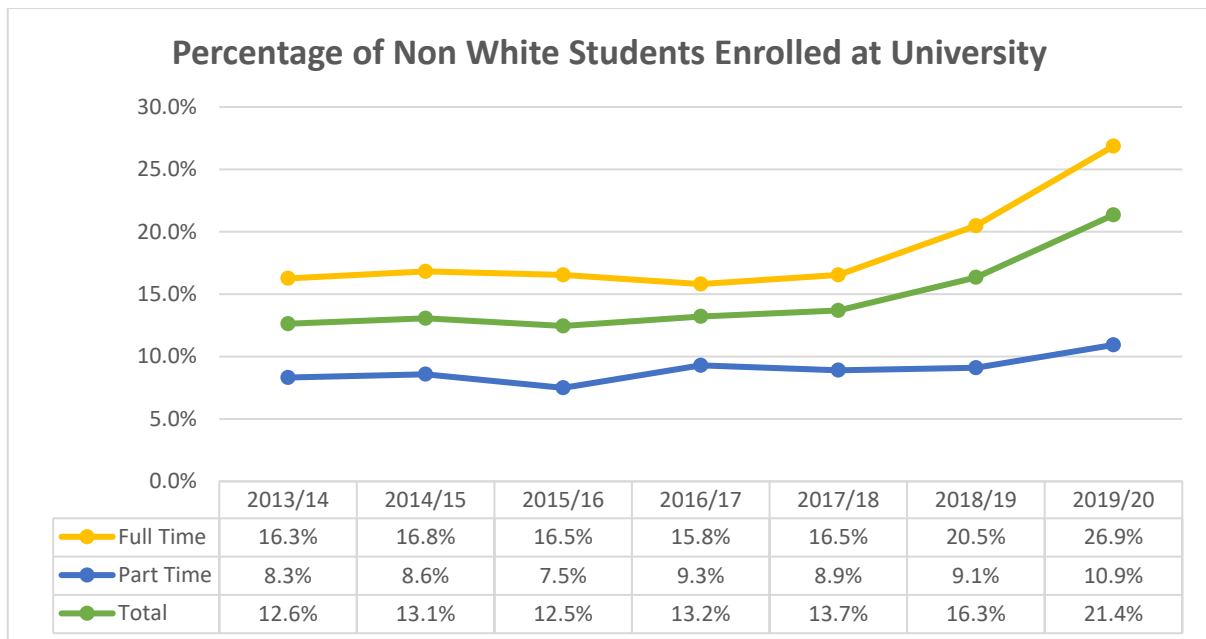
There has been an 8.2% increase in the total percentage of non-white students from 2016/17 (13.2%) to 2019/20 (21.4%).

Number of Full Time Students Enrolled at University

	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20
White	8,415	8,089	8,468	9,372	9,584	9,392	9,169
Not Known	29	21	29	17	33	52	57
Non-White	1,640	1,640	1,684	1,763	1,906	2,432	3,389
Total	10,084	9,750	10,181	11,152	11,523	11,876	12,615

Number of Part Time Students Enrolled at University

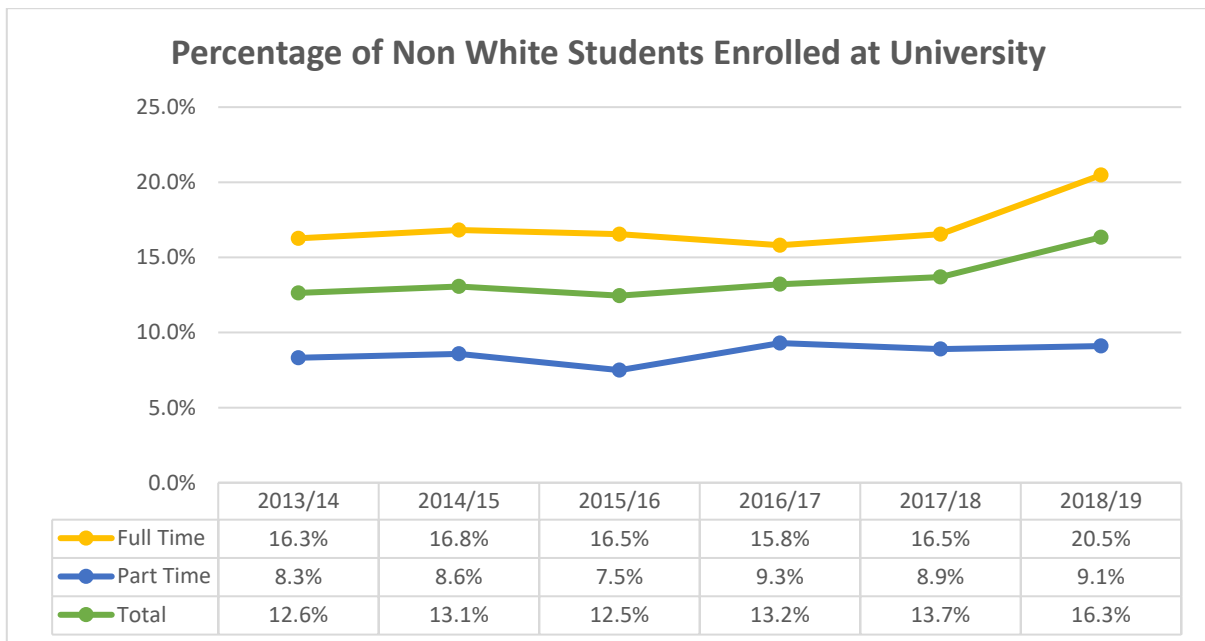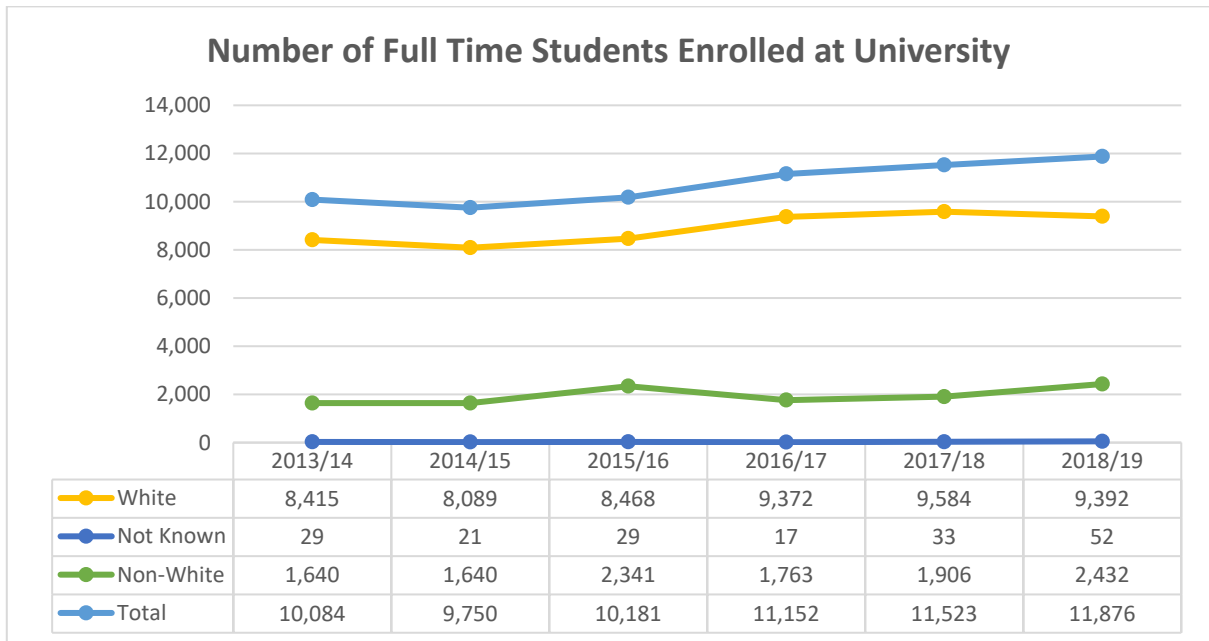|	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20
White	7,663	7,411	7,710	6,670	6,181	6,102	5,879
Not Known	128	59	56	44	63	71	68
Non-White	707	701	629	688	610	618	730
Total	8,498	8,171	8,395	7,402	6,854	6,791	6,677
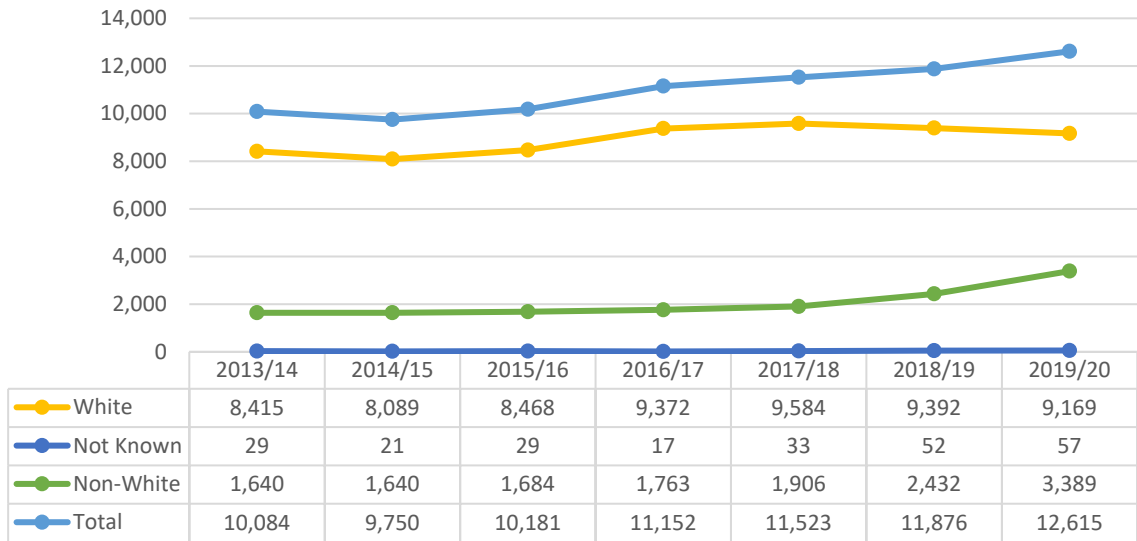
There has been a reduction from 2015/16 (7,710) to 2019/20 (5,879) of White students. Non-White students have seen a slight increase in the last few years.

KPI 14/15 – Student Destinations (Full Time First Degree UK Domiciled Students)
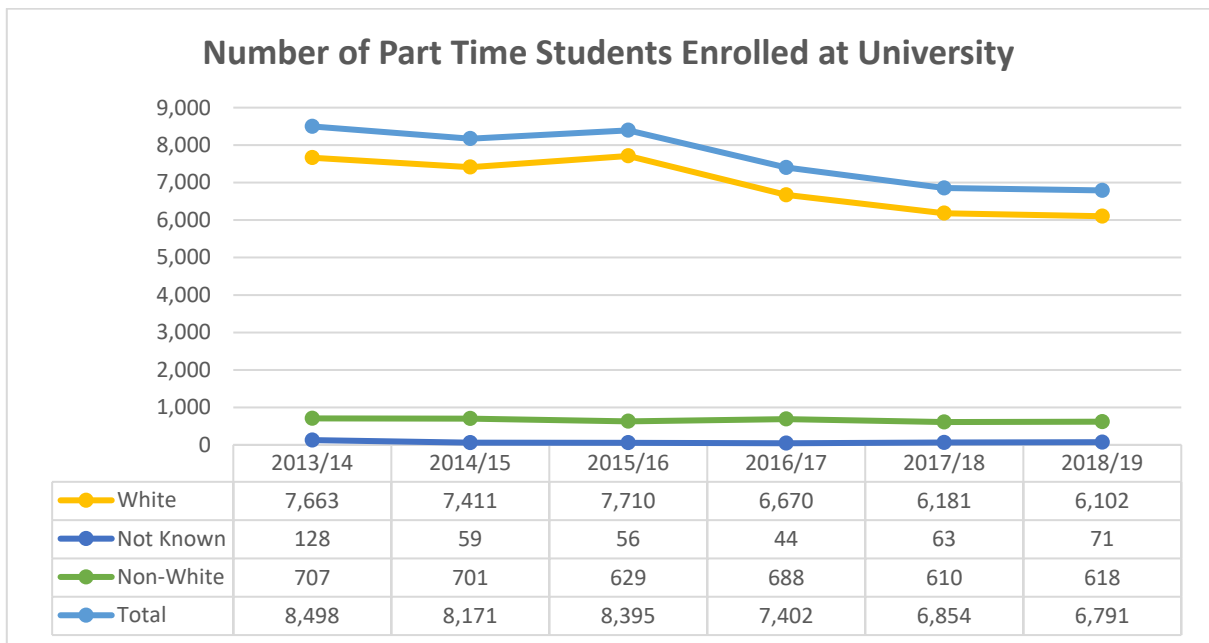
Ethnic Origin	2014/15					2015/16					2016/17				
	% in work and further study	No	% Prof/Man Jobs	No	Total	% in work and further study	No	% Prof/Man Jobs	No	Total	% in work and further study	No	% Prof/Man Jobs	No	Total
White	90.5%	1,341	54.7%	811	1,482	93.0%	1,271	57.6%	787	1,366	94.7%	1,381	59.2%	864	1,459
Other	94.6%	35	56.8%	21	37	88.6%	39	47.7%	21	44	93.0%	40	55.8%	24	43
Asian	78.5%	62	41.8%	33	79	86.2%	81	50.0%	47	94	82.2%	60	45.2%	33	73
Black	81.8%	36	52.3%	23	44	95.9%	47	57.1%	28	49	81.3%	39	39.6%	19	48
Chinese	71.4%	5	42.9%	3	7	62.5%	5	50.0%	4	8	88.9%	8	33.3%	3	9
Not Known	100.0%	1	100.0%	1	1	100.0%	1	100.0%	1	1	100.0%	1	0.0%	0	1
Total	89.7%	1,480	54.1%	892	1,650	92.4%	1,444	56.9%	888	1,562	93.6%	1,529	57.7%	943	1,633
Non-White	82.6%	138	47.9%	80	167	88.2%	172	51.3%	100	195	85.0%	147	45.7%	79	173

Ethnic Group	2016/17			2017/18			2018/19		
	Full Time	Part Time	Total	Full Time	Part Time	Total	Full Time	**Part Time**	**Total**
White	9,372	6,670	16,042	9,584	6,181	15,765	9,392	6,181	15,765
Other	370	133	503	369	143	512	413	143	512
Asian	653	314	967	818	260	1,078	1163	260	1,078
Black	410	213	623	431	178	609	479	178	609
Chinese	330	28	358	288	29	317	377	29	317
Not Known	17	44	61	33	63	96	52	63	96
Total	11,152	7,402	18,554	11,523	6,854	18,377	11,876	**6,854**	**18,377**
Non-White	1,763	688	2,451	1,906	610	2,516	2,432	**610**	**2,516**
% White	84.0%	90.1%	86.5%	83.2%	90.2%	85.8%	79.1%	**90.2%**	**85.8%**
% Non-White	15.8%	9.3%	13.2%	16.5%	8.9%	13.7%	20.5%	**8.9%**	**13.7%**
% Not Known	0.2%	0.6%	0.3%	0.3%	0.9%	0.5%	0.4%	**0.9%**	**0.5%**

Percentage of Non White Students Enrolled at University

	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19
Full Time	16.3%	16.8%	16.5%	15.8%	16.5%	20.5%
Part Time	8.3%	8.6%	7.5%	9.3%	8.9%	9.1%
Total	12.6%	13.1%	12.5%	13.2%	13.7%	16.3%

Number of Full Time Students Enrolled at University

	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19
White	8,415	8,089	8,468	9,372	9,584	9,392
Not Known	29	21	29	17	33	52
Non-White	1,640	1,640	2,341	1,763	1,906	2,432
Total	10,084	9,750	10,181	11,152	11,523	11,876

There has been an increase in both White and Non-White students since 2013/14.

Number of Part Time Students Enrolled at University

	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19
White	7,663	7,411	7,710	6,670	6,181	6,102
Not Known	128	59	56	44	63	71
Non-White	707	701	629	688	610	618
Total	8,498	8,171	8,395	7,402	6,854	6,791

There has been a reduction from 2013/14 to 2018/19 for White and Non-White students.