



BISHOP
GROSSETESTE
UNIVERSITY

DIVERSITY AND EQUALITY ANNUAL MONITORING REPORT 2021-22



Introduction

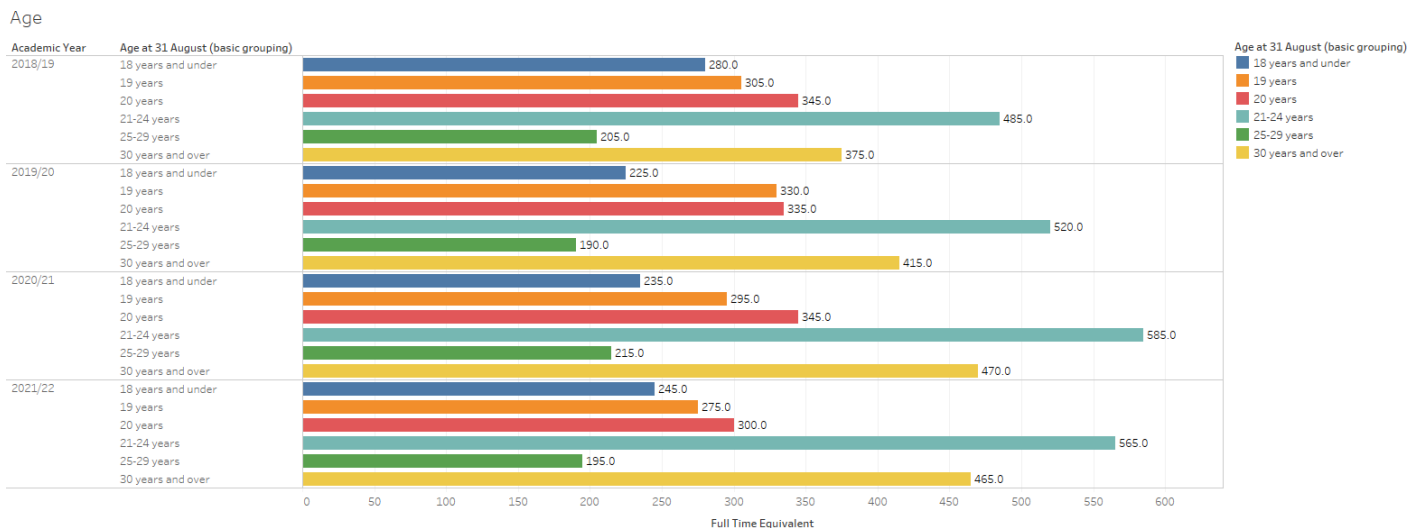
This report provides an overview of equality information for our staff and students. These data have been produced using BGU's HESA returns, extracted from the HEIDI plus system. All numbers show full time equivalent (FTE) and have been rounded to the nearest five to ensure data protection particularly for those cohorts with small numbers.

As a widening-participation HEI (see BGU's Access and Participation Plan [Policies and Procedures | Bishop Grosseteste University \(bgu.ac.uk\)](#)) access and participation at BGU is not 'a project with a minority of our learners'. Rather, it underpins and informs all that we do across the whole University.

Student profile

In 21/22 BGU had 2045 students, of which:

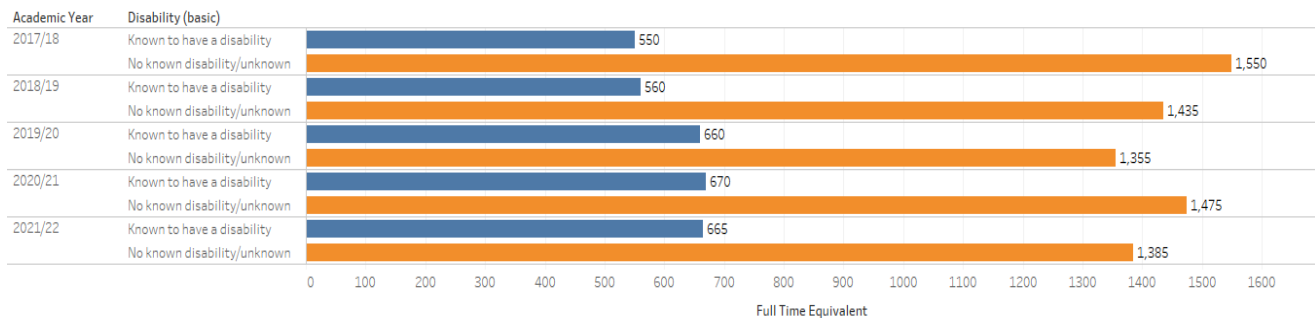
- 75.5% of students were female and 24.2% were male and >1% were other.
- 40% of BGU students were aged 20 and under and 60% were 21 and over.
- 67.5% have no known disability and 32.5% have at least one disability.
- 92.4% of BGU students were white and 4.9% were BAME and 2.6% had no ethnicity information cited.
- 75.5% of the student body were undergraduates and 24.5% were postgraduate students.



Graph 1 (Source HEIDI Plus via HESA data)

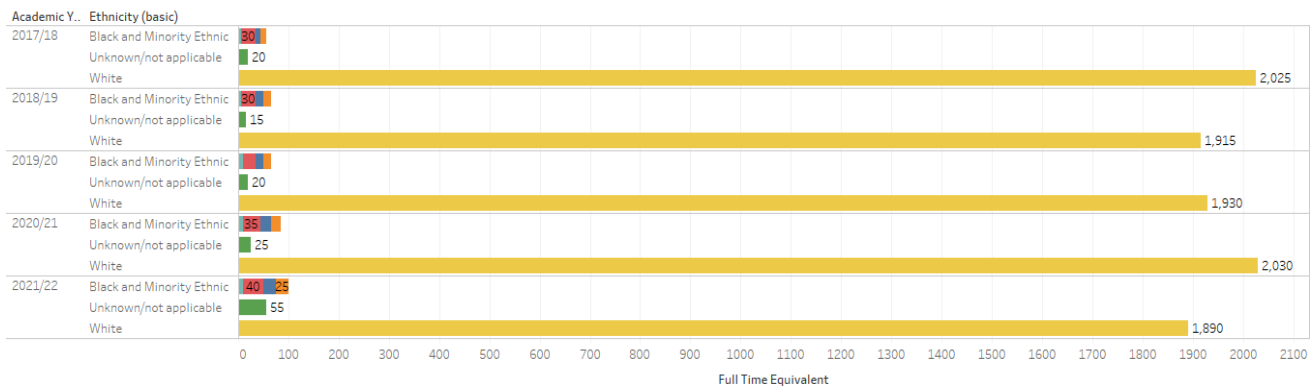


Disability



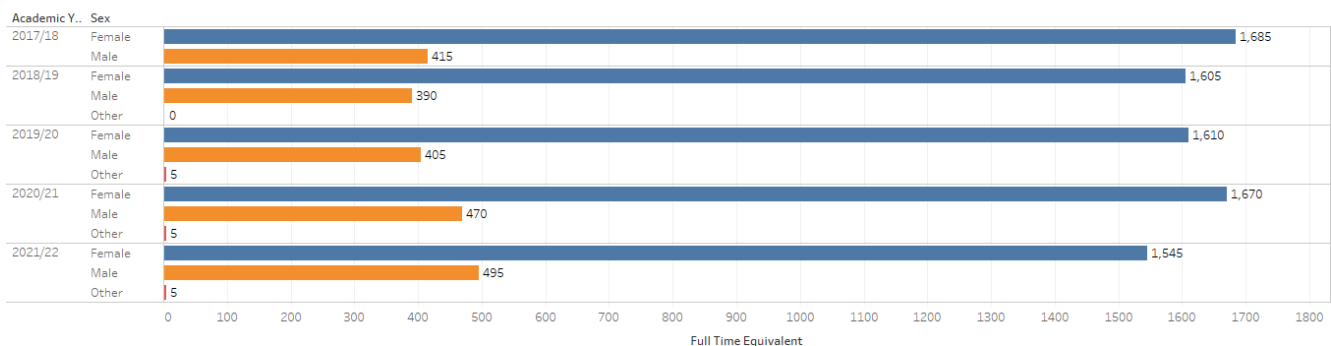
Graph 2 (Source HEIDI Plus via HESA data)

Ethnicity



Graph 3 (Source HEIDI Plus via HESA data)

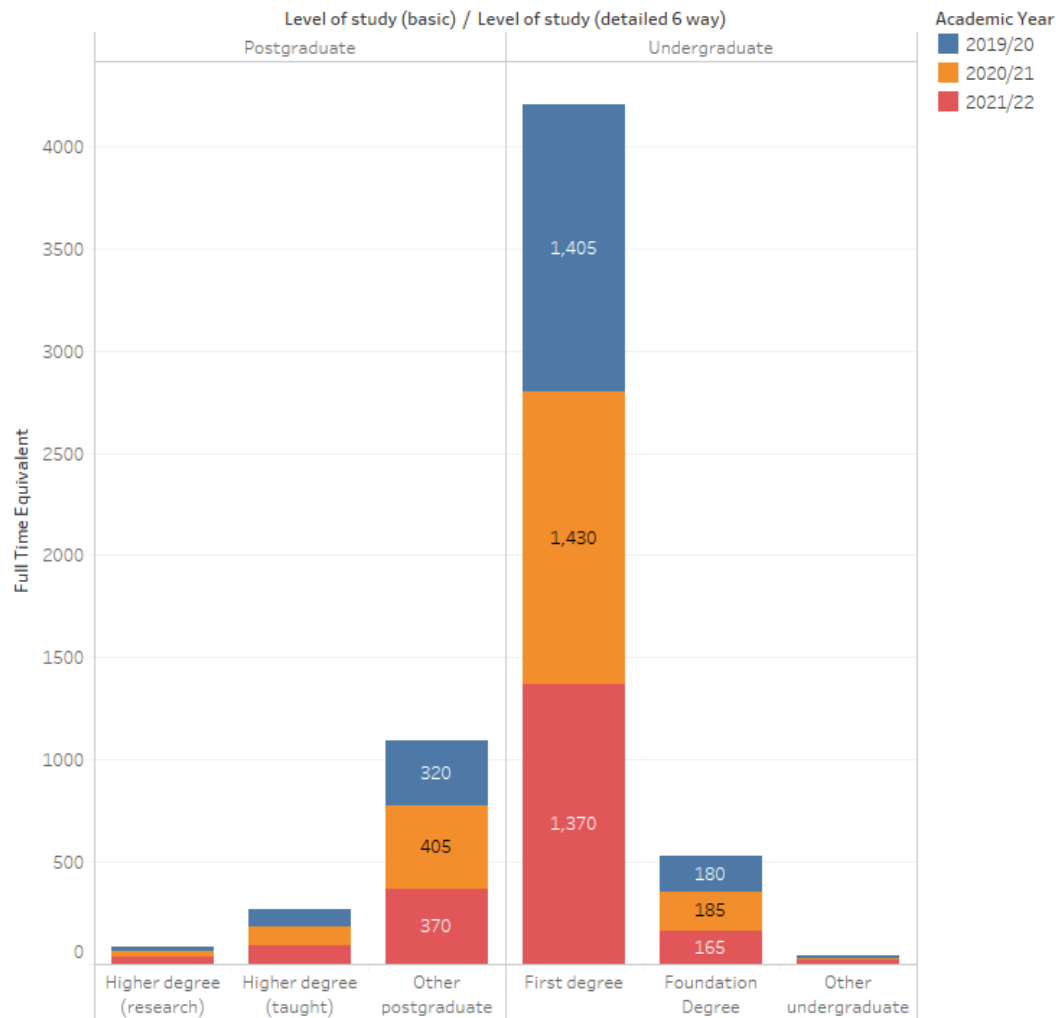
Sex



Graph 4 (Source HEIDI Plus via HESA data)



Level of study



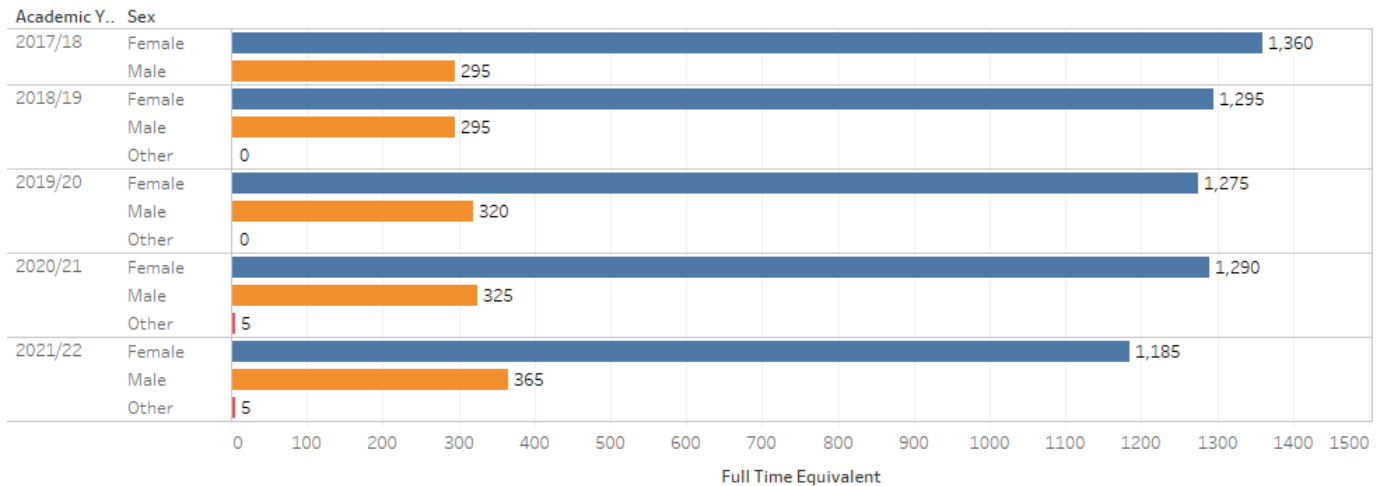
Graph 5 (Source HEIDI Plus via HESA data)

Sex

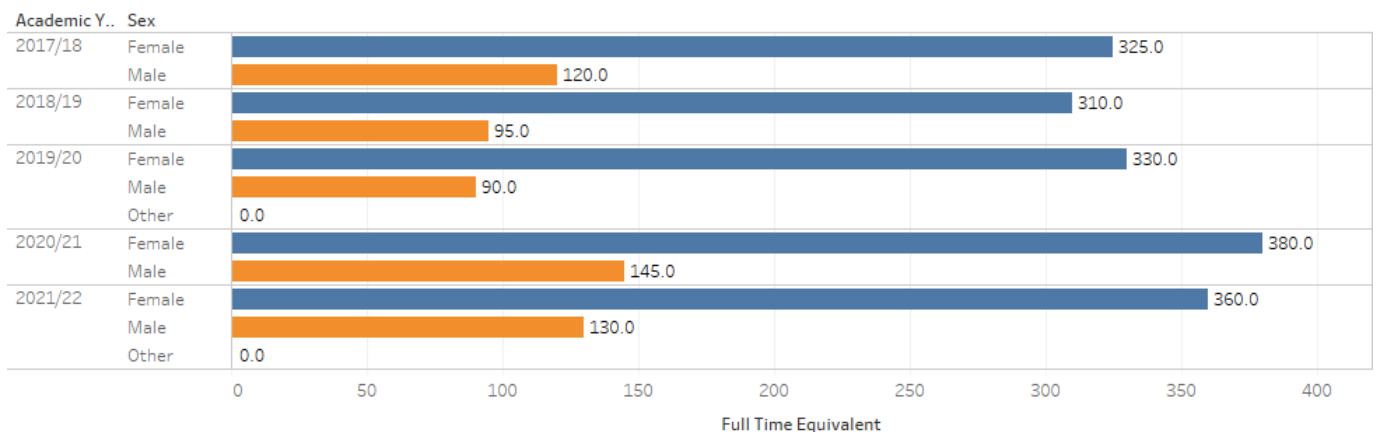
Over the last five years, the number and proportion of males have steadily increased, with 25.5% of undergraduates in 21/22 identifying as male. At a postgraduate level the proportions of male and female students have been less consistent, with 26.5% of the 21/22 cohort identifying as male.



Sex Undergraduate



Sex Postgraduate



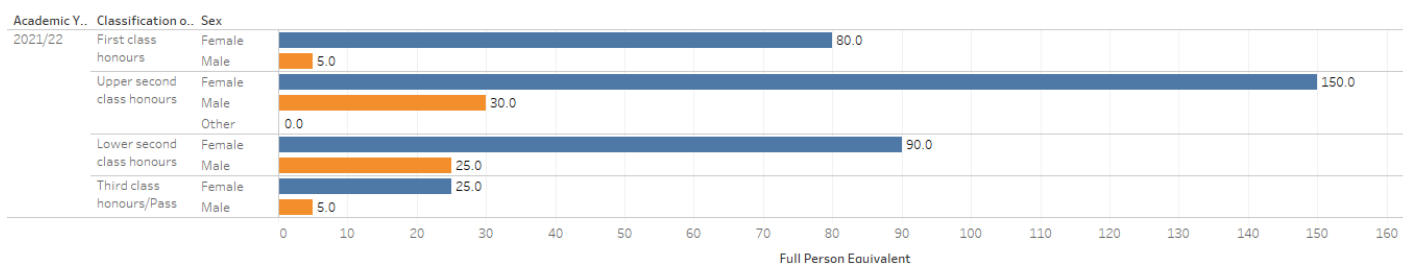
Graph 6 (Source HEIDI Plus via HESA data)

In terms of student outcomes by sex, in 21/22 23.1% of all graduating females received a first-class honours, whilst 7.7% of all graduating males received a first. In the same year 43.5% of all female graduates were awarded upper second-class degree compared to 46% of males.

26% of all graduating females received and lower second-class degree, compared to 38% of all graduating males and 7% of all females graduated with third-class honours versus 7.7% of males.



Degree Classification by Sex



Graph 7 (Source HEIDI Plus via HESA data)

Age

Over the last three years at BGU the proportion of mature students (those aged over 21) studying undergraduate degrees has steadily increased, from 44.2% of all undergraduates in 2019/20 to 47.1% of all undergraduate students in 2021/22.

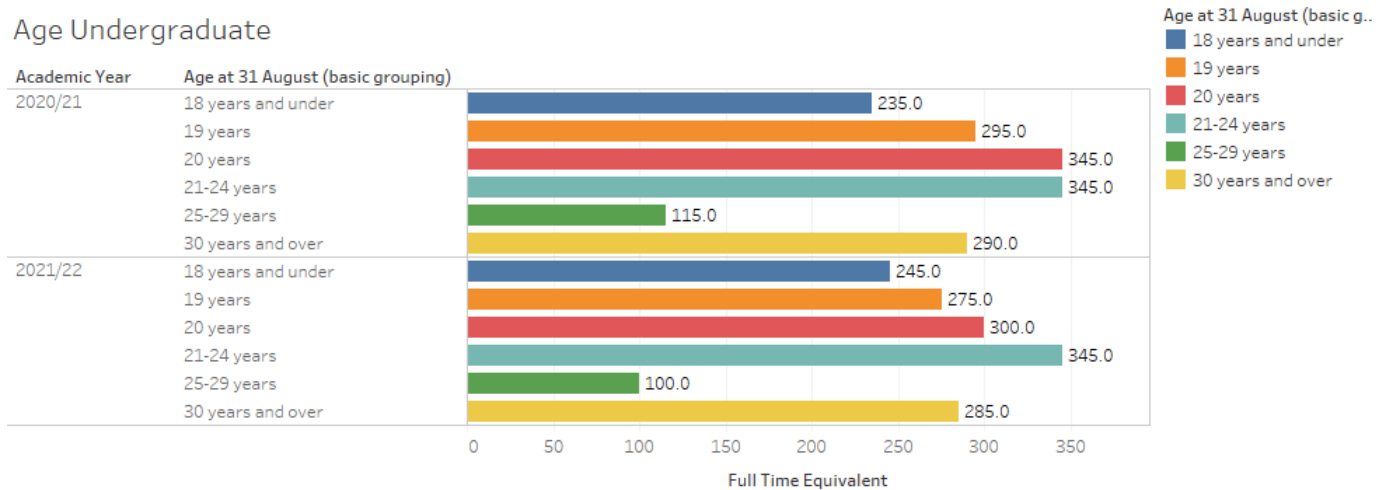
In terms of degree classification by age at an undergraduate level, those students aged 18 to 20 were split very evenly between first-class honours, upper second and lower second-class honours, none of the cohort received third class honours.

The majority of graduates aged 21 to 24 years of age received upper second-class honours (43.1%) followed by 29.3% who received lower second-class honours.

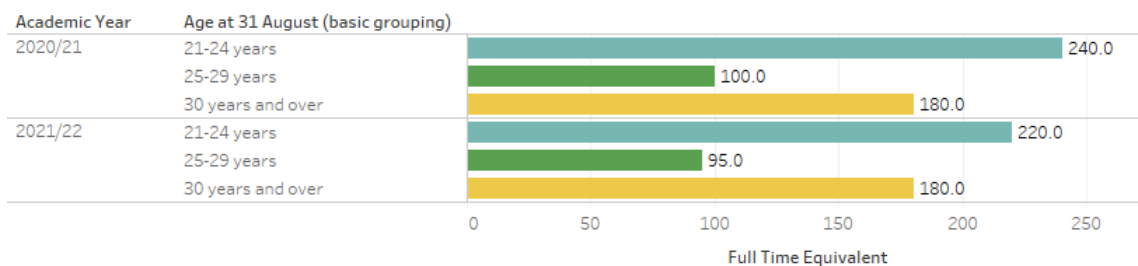
Those aged 25 to 29 years of age most commonly received an upper second-class honours followed by a lower second-class honour. Graduates in this age group also made up the largest proportion of students receiving a third-class honours degree, 14.3% of 25- to 29-year-olds compared to 6.9% of 21- to 24-year-olds and 6.25% of those aged over 30.



Age Undergraduate



Age Postgraduate



Graph 8 (Source HEIDI Plus via HESA data)

Disability

In 21/22 35% of the undergraduate cohort had at least one known disability this is a slight increase in real terms and proportion compared to 20/21 when 33.3% of the undergraduate cohort had at least one known disability.

At a postgraduate level in 21/22 23% of postgraduate students had at least one known disability, this is a slight drop compared to the previous year when 24.7% of the postgraduate students had a know disability.

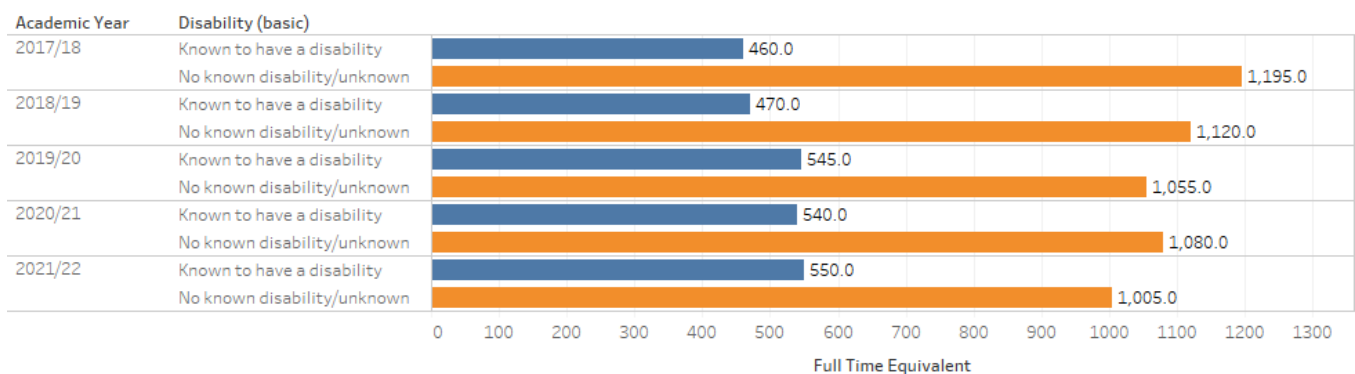
22.2% of undergraduate students with no known disability graduated with a first-class honours in 21/22, 42.5% with upper second-class honours, 29.6% with lower second-class honours and 5.5% with third-class honours.



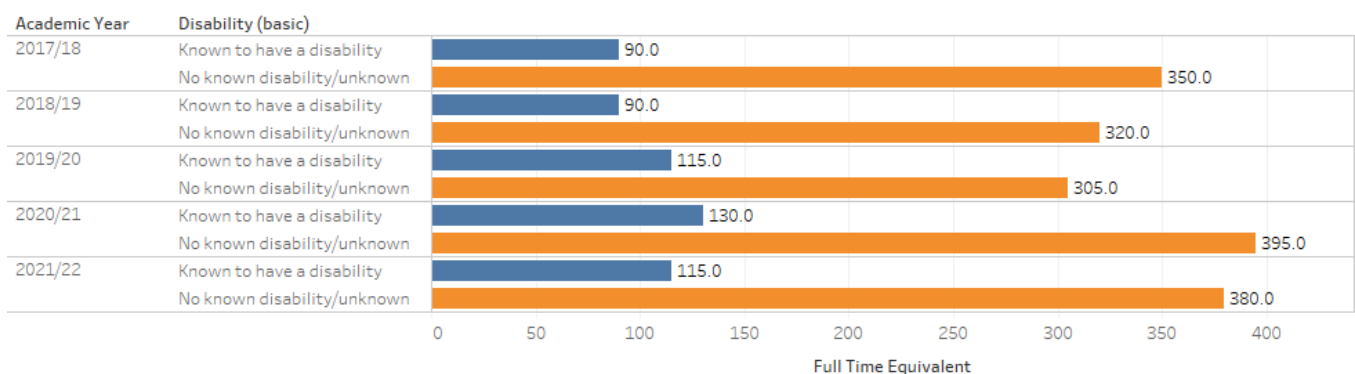
The next largest groups of graduating students in 21/22 were those with a mental health condition (n=45) and those with a specific learning disability (n=45). 22.2% of students with a mental health condition graduated with first-class honours and the same proportion graduated with lower second-class honours. 44.4% of this cohort graduated with upper second-class honours and 11.1% graduated with a third-class honours degree.

22.2% of students with a specific learning disability graduated with first-class honours, 44.4% of the cohort graduated with upper second-class honours, 22.2% graduated with lower second-class honours and 11.1% graduated with third-class honours.

Disability Undergraduate

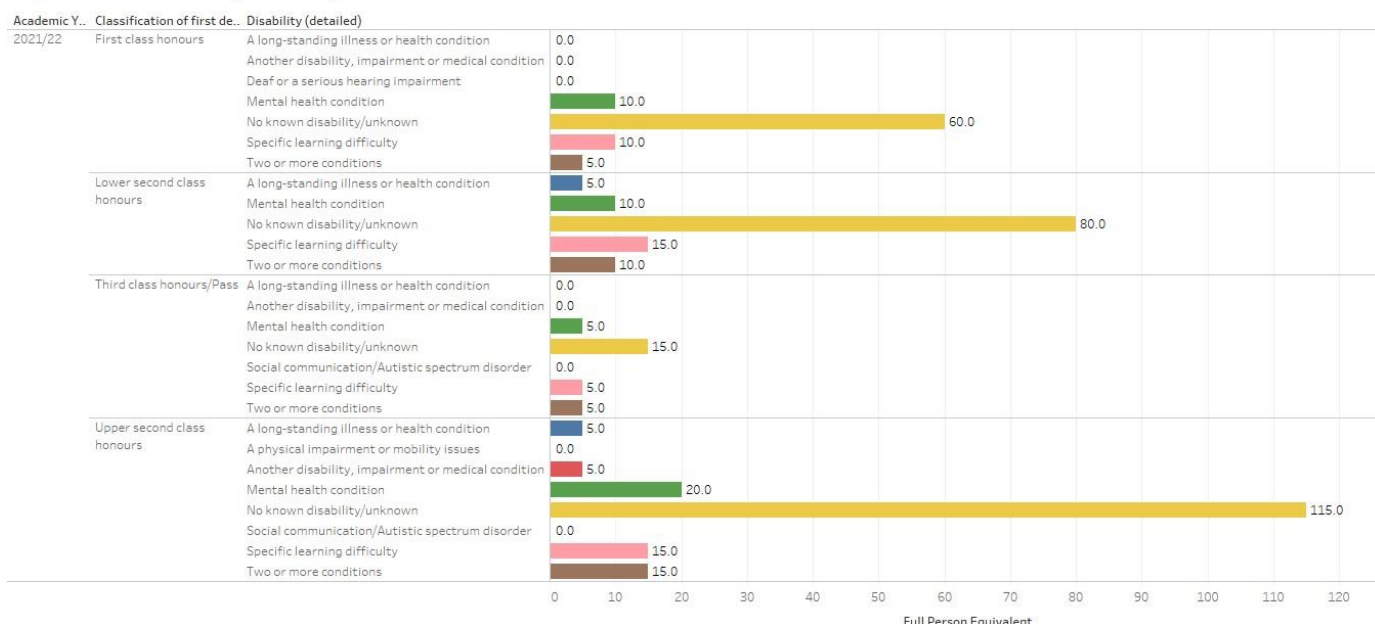


Disability Postgraduate



Graph 9 (Source HEIDI Plus via HESA data)

Degree Classification by Disability



Graph 10 (Source HEIDI Plus via HESA data)

Ethnicity

In 21/22 4.8% of the undergraduate cohort were from BAME backgrounds, 2% had no ethnicity recorded and 93.2% of BGU undergraduates were white. Even though there was a decrease in all undergraduate numbers from 2020/21 and 2021/22 (1620 to 1560) the number and portion of BAME students increased (60 or 3.7% in 2020/21 to 75 or 4.8% in 2021/22).

At a postgraduate level in 21/22 5.2% of postgraduate students came from BAME backgrounds, 6.1% had no ethnicity recorded and 88.7% were white. Focussing specifically on the BAME cohort, this is a slight drop compared to the previous year when 5.7% of the postgraduate students came from BAME backgrounds.

Unfortunately, numbers of BAME graduates are too low in a single year to allow proper analysis, so the graph below combined the last 5 years of data.

One third (33.3%) of Asian graduates from BGU received a first-class honours degree, the same percentage also received an upper second-class honours and lower second-class honours degree.

One third (33.3%) of all Black graduates received an upper second-class honours degree, with the same proportion of black graduates receiving lower second-class and third-class honours.

14.2% of graduates of mixed ethnicity received a first-class honours degree, whilst 42.8% received upper second-class honours degree, 28.6% received lower second-class degrees and 14.2% received a third-class honours degree.

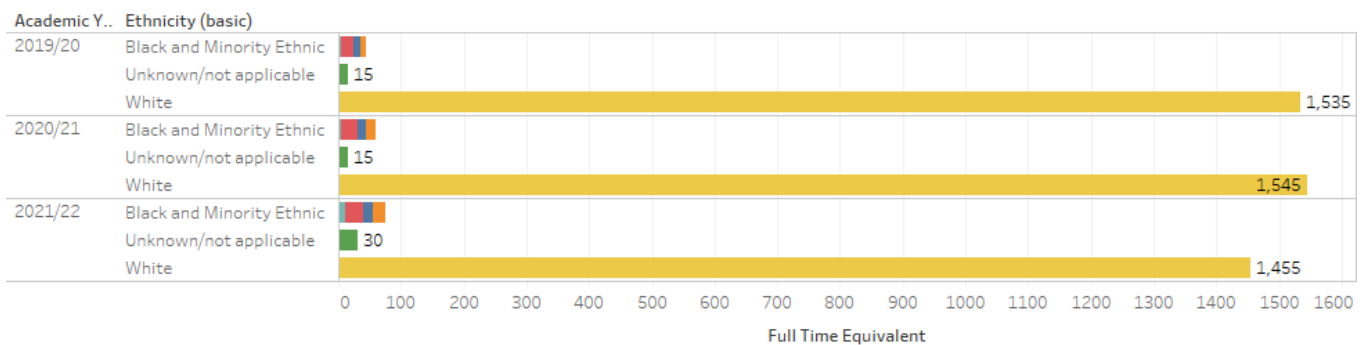
All graduates who cited their ethnicity as other received an upper second-class honours degree. 22.2% of those who had no ethnicity recorded received first-class honours, the same percentage also received upper



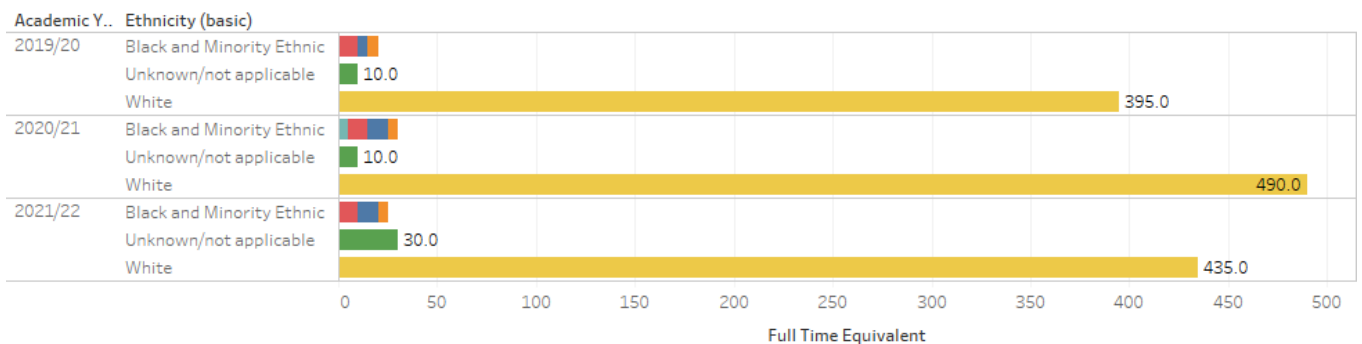
second-class honours, whilst 44.4% received lower second-class honours and 11.1% received third-class honours.

22.5% of all white graduates received first-class honours, 48% received upper second-class honours, 19.7% received lower second-class honours and 9.8% received third-class honours.

BAME Undergraduate



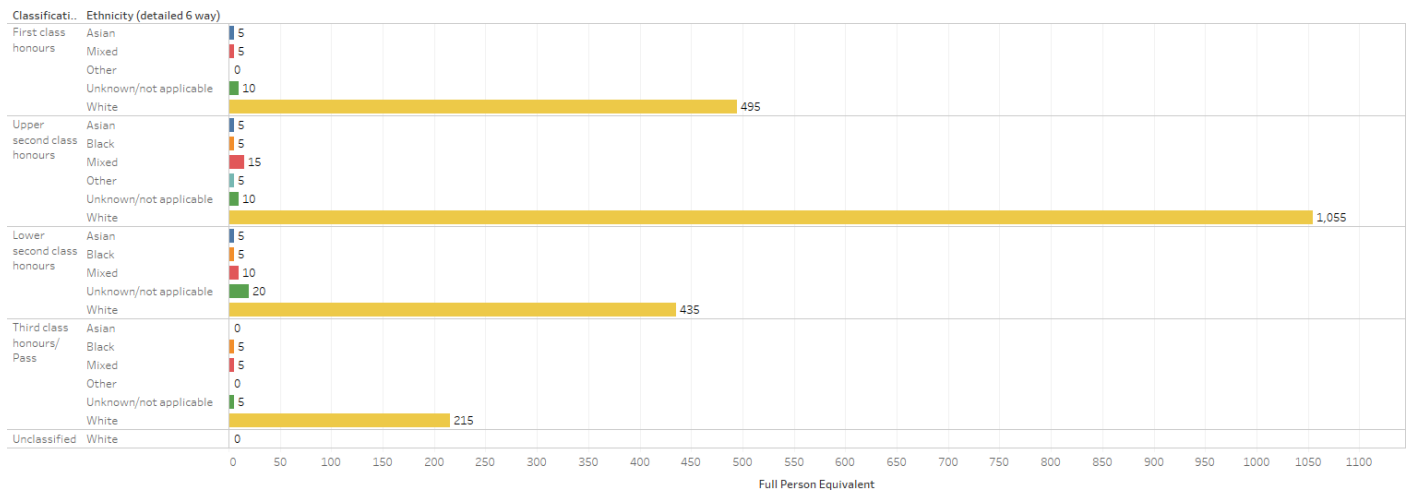
BAME Postgraduate



Graph 11 (Source HEIDI Plus via HESA data)



Degree Classification by Ethnicity (5 Year Totals)



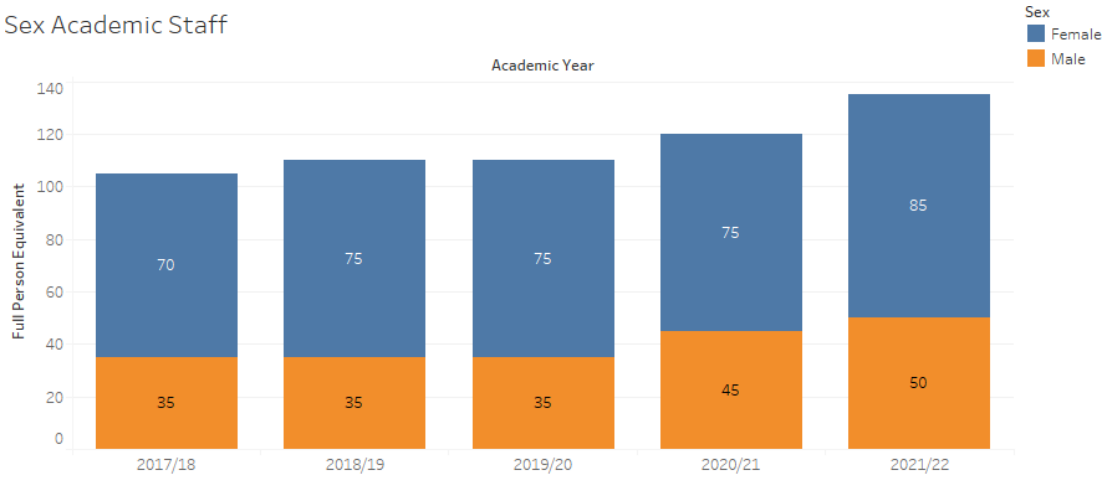
Graph 12 (Source HEIDI Plus via HESA data)

Staff Profile

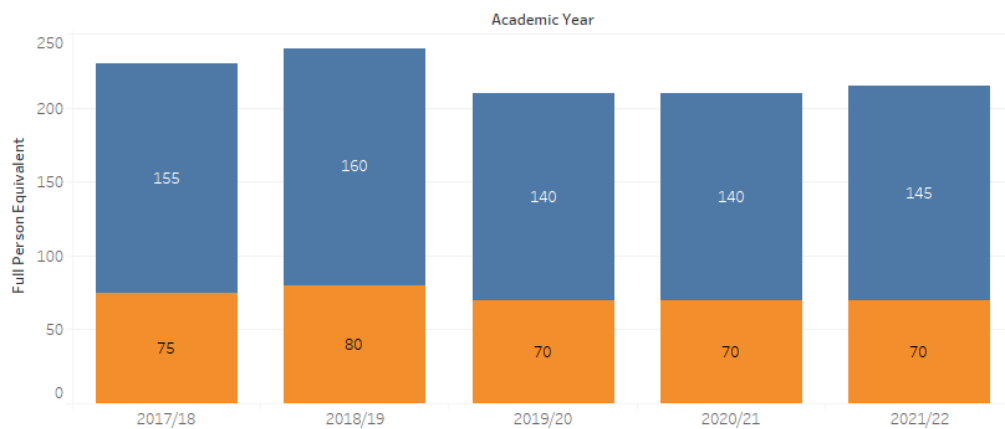
In 21/22 34% of all staff were male, this is a slight increase from the previous year when that proportion was 33%. The proportion of male academic staff members in 21/22 was slightly higher than the whole staff group (37%) this has remained static year on year.



Sex Academic Staff



Sex Non Academic Staff

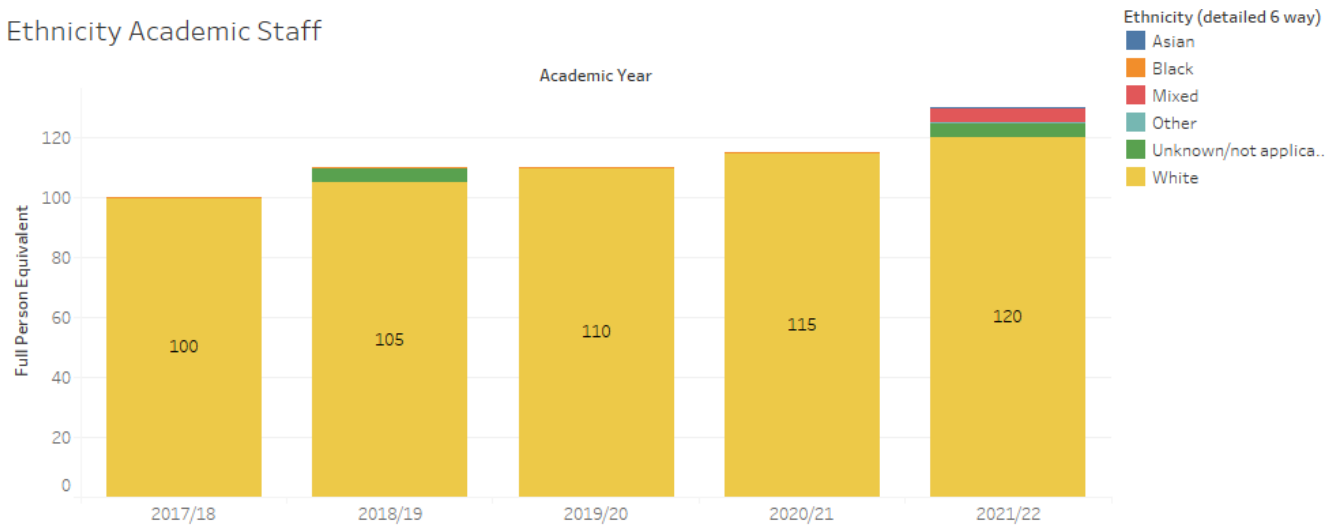


Graph 13 (Source HEIDI Plus via HESA data)

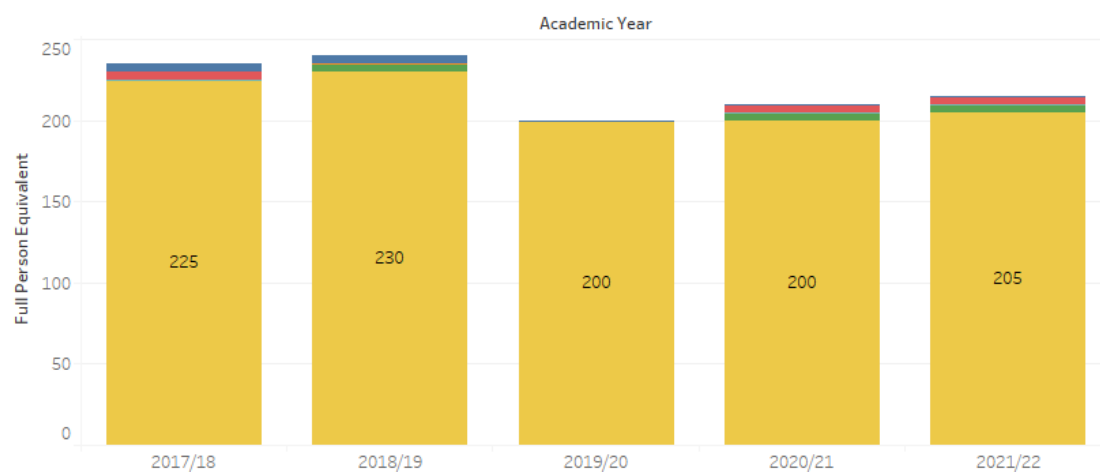
In 21/22 just 4% of BGU staff were from BAME communities, this is an increase on the previous year when the proportion was 1.5%. The proportion of BAME academic staff was 7.7%, again this was an increase on the previous year when the proportion was 4%.



Ethnicity Academic Staff



Ethnicity Non Academic Staff

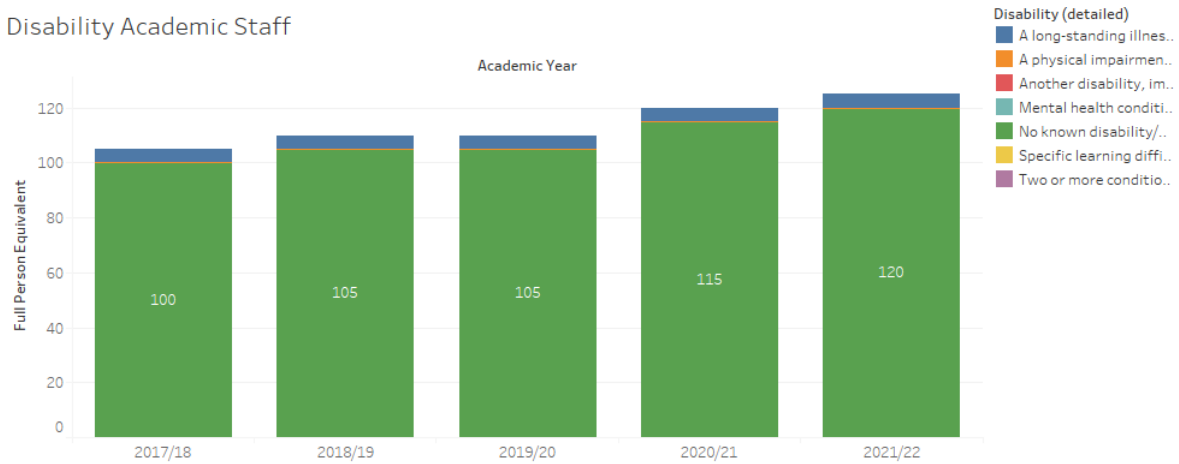


Graph 14 (Source HEIDI Plus via HESA data)

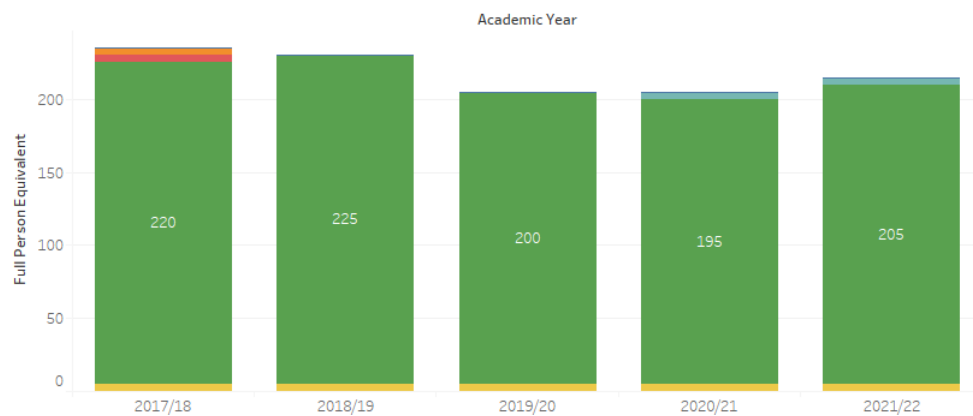
In 21/22 7% of all staff members were known to have a disability, a slight increase on the previous year when the proportion was 6%. This trend is similar in the academic staff group too 7% this year and 8% last year.



Disability Academic Staff



Disability Non Academic Staff



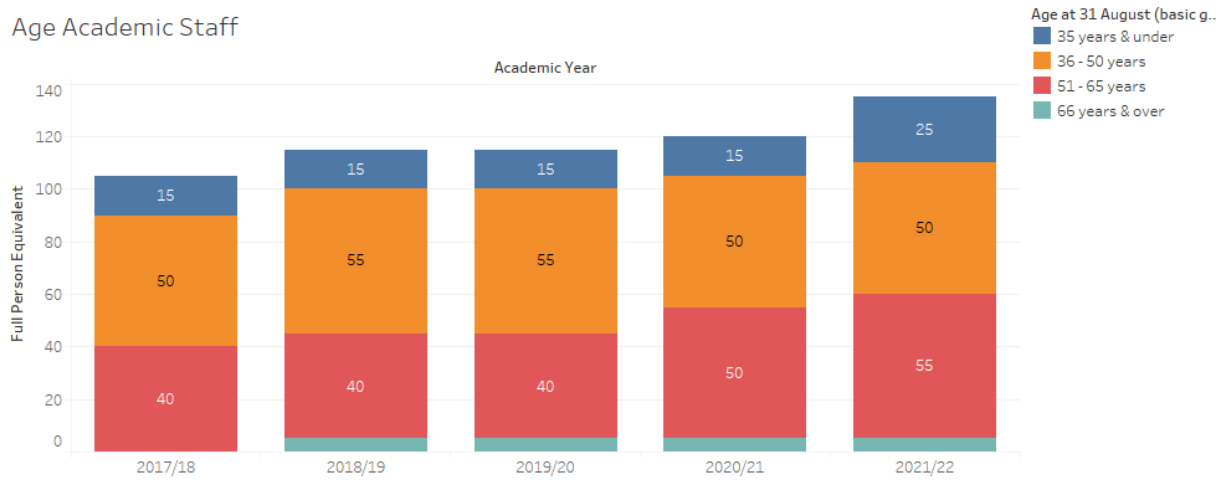
Graph 15 (Source HEIDI Plus via HESA data)

In 21/22 35.7% of all staff were aged between 36 to 50 years of age, the same percentage (35.7%) were between 51 and 65 years of age. 27.1% of all staff were 35 years of age and under and 1.43% of all staff were 66 years or older. These trends broadly reflect previous years.

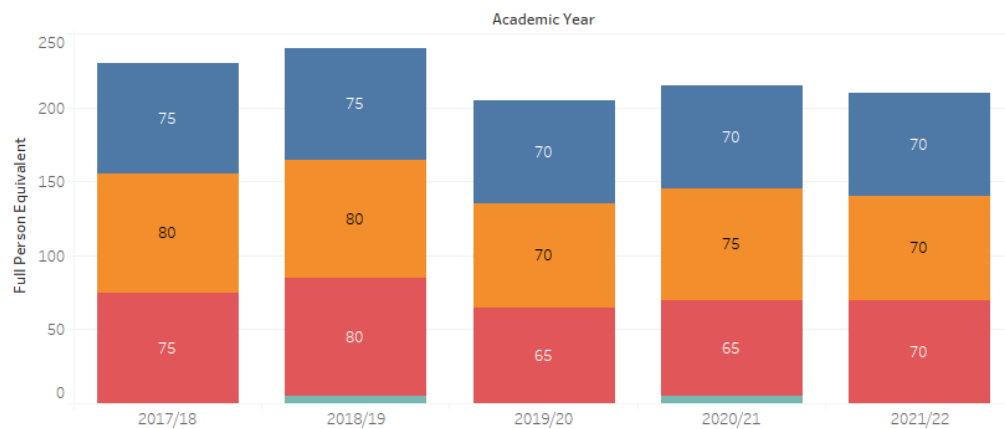
In 21/22 the non-academic staff group broke down equally across three of the age brackets, 35 years and under, 36 to 50 years of age and 51 to 65 years of age, with 33.3% of the staff group in each age bracket. The academic staff group 18.5% were aged 35 years and under, 37% were aged between 36 and 50, 40.7% were aged between 51 to 65 and 3.7% were over 66 years of age.



Age Academic Staff



Age Non Academic Staff



Graph 16 (Source HEIDI Plus via HESA data)

The table below shows the number of job applicants during the 2021/22 academic year by characteristic and stage of the job application process that they reached.

TOTAL APPLICANTS 2021/22 = 586	No. of Applicants Applied	% of Applicants Applied (out of total applicants)	No. of Applicants Interviewed	% of Applicants Interviewed (out of total applied)	No. Appointed	% Appointed (out of total interviewed)
Female	374	63.82%	124	33.16%	10	8.06%
Male	206	35.15%	65	31.55%	5	7.69%
Information withheld / not known	6	1.02%	2	33.33%	1	50.00%
BAME	86	14.68%	19	22.09%	3	15.79%
White	486	82.94%	167	34.36%	12	7.19%
Information withheld / not known	14	2.39%	5	35.71%	1	20.00%
Disability	55	9.39%	15	27.27%	0	0.00%
No disability	506	86.35%	167	33.00%	13	7.78%
Information withheld / not known	25	4.27%	9	36.00%	3	33.33%
Under 20 years old	38	6.48%	14	36.84%	0	0.00%
20 to 34 years old	294	50.17%	100	34.01%	6	6.00%
35 to 49 years old	140	23.89%	36	25.71%	5	13.89%
50 to 65 years old	105	17.92%	39	37.14%	4	10.26%
Over 65 years old	4	0.68%	0	0.00%	0	0.00%
Information withheld / not known	5	0.85%	2	40.00%	1	50.00%
Christian	181	30.89%	59	32.60%	4	6.78%
Other	375	63.99%	120	32.00%	11	9.17%
Information withheld / not known	30	5.12%	12	40.00%	1	8.33%
Heterosexual	450	76.79%	144	32.00%	13	9.03%
Other	92	15.70%	33	35.87%	1	3.03%
Information withheld / not known	44	7.51%	14	31.82%	1	7.14%
Same sex as at birth	564	96.25%	182	32.27%	14	7.69%
Same sex as at birth - No	6	1.02%	0	0.00%	0	0.00%
Information withheld / not known	11	1.88%	7	63.64%	1	14.29%

Fig. 1 (Source – BGU internal systems)

Access and Participation Aims and Objectives

BGU's Access and Participation plan can be found here [Access-Participation-Plan-20-21-to-24-25.pdf](#). The following bullet points summarise the aims and objectives from that plan.

- Access – Recruitment BAME: To increase the proportion of BAME students recruited onto BGU undergraduate programmes.
- Access – Recruitment IMD: To increase the proportion of IMD combined Q1+Q2 students recruited onto BGU undergraduate programmes.



- Success – Attainment BAME: To improve degree attainment for BAME students; thus, reducing and minimising the percentage difference gap in degree attainment between BAME and White students on both undergraduate and PGCE programmes.
- Success – Attainment Mature: To improve degree attainment for mature students; thus, reducing and minimising the percentage difference gap in degree attainment between mature and young students on undergraduate programmes.
- Success – Attainment Known Disability: To improve degree attainment for students with a known disability; thus, reducing and minimising the percentage difference gap in degree attainment between students with and without a known disability on both undergraduate and PGCE programmes.
- Success – Attainment IMD Q1: To improve degree attainment for IMD Q1 students; thus, reducing and minimising the percentage difference gap in degree attainment between IMD Q1 and Q5 students on undergraduate programmes.
- Progression Mature: To improve progression rates for mature students; thus, reducing and minimising the percentage difference gap in progression rates between mature and young students on undergraduate programmes.
- Progression Known Disability: To improve progression rates for students with a known disability; thus, reducing and minimising the percentage difference gap in degree attainment between students with and without a known disability on undergraduate programmes.
- Care Leavers: BGU aims to improve its current recruitment (at least 0.4% of entrants to 0.9% by 2024-25) and retention rates for care leavers. Whilst the emphasis within the plan is on access for care leavers, success and progression will be monitored so that 'satisfactory' outcomes are maximised. This means continuation and attainment rates, averaged across the 5-year period of the plan (the cohort numbers are so small it is not possible to identify statistically significant continuation and attainment gaps for each year) will be comparable to the student body as a whole.