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**Diversity and Equality Annual monitoring report 2020/2021**

**BISHOP GROSSETESTE UNIVERSITY**

**ANNUAL EQUALITY MONITORING REPORT - ACADEMIC YEAR 2020/2021**

1. **INTRODUCTION**

This is the University’s Annual Equality Monitoring Report for the Academic Year 2020/21. It has been prepared by the People and Inclusion Committee and provides the most up to date equality-related data alongside trend data from the last four years. These data provide us with an evidence-based approach to equality, enabling the University to prioritise and focus our resources on specific equality issues.

Publication of this data also demonstrates our compliance with the requirement of the Public-Sector Equality Duty to publish relevant equality information and supports the University in identifying activity to meet the three elements of the general equality duty, which need to:

* eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act 2010
* advance equality of opportunity between people from diverse groups
* foster good relations between people from different groups.

The University equality data is taken from the online Higher Education Information Database for Institutions (Heidi). This data is also compared and contrasted with the other Cathedrals Group universities, rather than the whole University Sector. This is the appropriate benchmark group for realistic and meaningful e comparative analysis.

It should be noted that some of the data included in this report reflect very low numbers, hence some caution should be exercised in the interpretation and analysis.

In line with the Equality Duty, the University will be setting a number of equality objectives. These will consist of three broad, over-arching objectives and a series of specific goals under each. These will form part of the work of the work of the People and Inclusion Committee. The People and Inclusion Committee have agreed that for 2021/22 the intention is to produce an action plan that includes both the workforce and students.

1. **STAFF DATA**

**2.1 Staff Gender**

**Table 2.1.1: Gender Profile of BGU Staff**

*NOTE: Total number of employed staff (excluding staff on casual contracts) is 330 for Academic Year 2020/21. All data is for the Academic Year as submitted to HESA.*

**Table 2.1.2: Gender Profile of BGU Staff**

The overall gender ratio of the staff has remained steady over the past five years at around 2:1 female to male. For 2020/21 at BGU, 33.94% of staff were male and 66.06% were female.

**Table 2.1.3: Gender Profile of BGU Academic Staff**

The chart above shows that the proportion of women employed in academic roles at the University has consistently been significantly greater than men over the last five years. The proportion of all male staff employed in academic roles at the University has fluctuated slightly, the percentage has increased by 3.7% for the academic year 2020/21 compared to the previous year. Our proportion of male staff employed in academic roles at the University is significantly less than the Cathedrals Group sector average of 44%.

**Table 2.1.4: Gender Profile of BGU Professional Support Staff**

The chart above shows that 67.5% of Professional Support Staff at the University are women which is slightly higher than the Cathedrals Group sector average is 65% in 2020/21. Females are more prevalent in administrative roles. This figure has remained consistent throughout the previous four years.

**2.2 Staff Ethnicity**

**Table 2.2.1: Ethnic Profile of BGU Staff**

*NOTE: Total number of employed staff (excluding staff on casual contracts) is 330 for Academic Year 2020/21. All data is for the Academic Year as submitted to HESA. Information Refused/Unknown is under further validation and being sought as part of a data cleanse and gathering exercise in order to update in future reports and on electronic records.*

The percentage of BGU staff that have declared themselves as being from an ethnically diverse background in 2020/21 has increased slightly to 3.33% compared to the previous year. Despite this, our figure remains lower than the average for the Cathedrals Group (10%). Despite this, the University has been making steady progress and efforts will continue to recruit people from underrepresented groups. Increasing the ethnic diversity of the workforce remains an area of focus and an item to address within BGU’s EDI ambitions.

**2.3 Staff Disability**

**Table 2.3.1: Disability declaration of BGU Staff**

*NOTE: Total number of employed staff (excluding staff on casual contracts) is 330 for Academic Year 2020/21. All data is for the Academic Year as submitted to HESA. Information Refused/Unknown is under further validation and being sought as part of a data cleanse and gathering exercise in order to update in future reports and on electronic records.*

During 2020/21 6.36% of BGU staff declared a disability. This is lower than the Cathedrals Group average (9%). The most prevalent disability to have been declared for this academic year is a ‘Specific Learning Difficulty’, which includes dyslexia, dyspraxia, or ADHD. We have been working closely with the Health and Safety Officer to conduct individual risk assessments for those with disabilities. We have also been working closely with Occupational Health to ensure all staff are fully supported in their return to work following sickness absences etc.

**2.4 Age**

**2.4.1: Age of BGU Staff**

*NOTE: Total number of employed staff (excluding staff on casual contracts) is 330 for Academic Year 2020/21. All data is for the Academic Year as submitted to HESA. Information Refused/Unknown is under further validation and being sought as part of a data cleanse and gathering exercise in order to update in future reports and on electronic records.*

Overall, the University’s age profile is similar to the Cathedrals Group. In the academic year of 2020/21, 37% of the University’s staff were aged over 50 years old - the same as the Cathedrals Group average. The proportion of the University’s staff aged under 35 years old (26.1%) is slightly higher than the Cathedrals Group average (22.7%). The Cathedrals Group average for staff aged between 36 years and 50 years is 40% and the percentage of staff in this age group at Bishop Grosseteste University is 37%.

**Table 2.4.2: Age of BGU Staff**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | 2016/17 % | 2017/18 % | 2018/19 % | 2019/20 % | 2020/21  % |
| 25 years & under | 7% | 8% | 6% | 6% | 6% |
| 26 to 30 years old | 6% | 7% | 11% | 11% | 8% |
| 31 to 35 years old | 11% | 9% | 9% | 9% | 11% |
| 36 to 40 years old | 8% | 9% | 13% | 14% | 12% |
| 41 to 45 years old | 10% | 12% | 12% | 11% | 12% |
| 46 to 50 years old | 18% | 17% | 14% | 14% | 14% |
| 51 to 55 years old | 16% | 16% | 15% | 14% | 15% |
| 56 to 60 years old | 15% | 15% | 13% | 14% | 13% |
| 61 to 65 years old | 9% | 8% | 6% | 5% | 7% |
| 66 years & over | 0% | 1% | 2% | 2% | 2% |

**2.5 Recruitment & Selection**

**Table 2.5.1:** **Recruitment applicant numbers across equality and diversity indicators**

**Table

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*NOTE: Total number of applicants that applied for posts through the e-recruitment system. Total number of applicants for 2019/2020 is 1079. All data is as on 31st July of each Academic Year.*

**2020/2021 Data**

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*NOTE: Total number of applicants that applied for posts through the e-recruitment system. Total number of applicants for 2020/2021 is 741. All data is as on 31st July of each Academic Year.*

In the academic year of 2020/21, there were 38 permanent roles and 29 casual and fixed-term roles advertised. Despite the total number of vacancies advertised being similar to 2019/20, the data show a large decrease in the number of applicants, down to 741 applicants 2020/2021 compared to 1,079 in 2019/2020.

In comparison to the previous year, there has been a slight increase (6%) male applicants in 2020/21, as well as a slight increase (4%) in applications received by applicants of an ethnically diverse background. The percentage of applicants across age groups, and those declaring a disability, has remained stable compared to the previous year’s figures.

Candidates’ characteristics are protected from the selection panel during the selection process to ensure the University’s recruitment and selection procedure is a fair, systematic, and reliable process for hiring the most suitable candidate for a given role regardless of an applicant’s characteristics and based purely on their performance in the interview, supported by their suitability to role requirements. To further support this the University makes diversity and equality training mandatory for all employees.

**3. STUDENT DATA**

**Undergraduate Student enrolments (Table 3.1.1)**

There was a modest increase in the number of undergraduate enrolments in 2020/21, compared to the previous year. Performance in all monitored categories was negative when compared to the previous year, with the exception of ‘male’ recruitment. ‘Disability’ was the only monitored category performing better than the benchmark for the total student population.

**Table 3.1.1: BGU undergraduate applications and enrolments 2020/21**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Applied** | **Enrolled** | **% Enrolled**  **of Applied** | **2019/20 Comparison** | |
| **Enrolled** | **% Applied** |
| **BAME** | 60 | 16 | *27%* | 11 | 71% |
| **White** | 560 | 423 | *76%* | 421 | 37% |
| **Disabled** | 287 | 133 | *46%* | 143 | 47% |
| **No known disability** | 884 | 308 | *35%* | 292 | 32% |
| **Male** | 293 | 103 | *35%* | 89 | 34% |
| **Female** | 878 | 338 | *38%* | 333 | 35% |
| **Mature (21+)** | 361 | 108 | *30%* | 100 | 48% |
| **Young (under 21)** | 1027 | 333 | *32%* | 335 | 33% |
| **All** | **1171** | **441** | ***38%*** | **435** | **35%** |

**PGCE Student enrolments (Table 3.1.2)**

The proportion of Disabled students (44%) recruited to PGCE programmes was noticeably higher than the proportion for the total students (37%). BAME recruitment improved significantly over the previous year, however it should be noted that the small numbers of students in this category leads to volatile statistics.

**Table 3.1.2 BGU PGCE applications and enrolments 2020/21**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Applied** | **Enrolled** | **% Enrolled**  **of Applied** | **2019/20 Comparison** | |
| **Enrolled** | **% Applied** |
| **BAME** | 33 | 17 | *51%* | 9 | 28% |
| **White** | 611 | 370 | *61%* | 287 | 54% |
| **Disabled** | 217 | 96 | *44%* | 85 | 38% |
| **No known disability** | 831 | 295 | *35%* | 212 | 31% |
| **Male** | 308 | 108 | *35%* | 70 | 27% |
| **Female** | 738 | 283 | *38%* | 227 | 35% |
| **Mature (25+)** | 455 | 151 | *33%* | 118 | 30% |
| **Young (under 25)** | 593 | 240 | *40%* | 179 | 34% |
| **All** | **1048** | **391** | ***37%*** | **297** | **32%** |

**Postgraduate Taught and Research Student enrolments**

The proportion of Disabled students (81%) recruited to PGCE programmes was noticeably higher than the proportion for the total students (76%). Recruitment of BAME students improved over the previous year, however it should be noted that the small numbers of students in this category leads to volatile statistics.

**Table 3.1.3 BGU Postgraduate Taught and Research applications and enrolments 2020/21**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Applied** | **Enrolled** | **% Enrolled**  **of Applied** | **2019/20 Comparison** | |
| **Enrolled** | **% Applied** |
| **BAME** | 48 | 17 | *35%* | 18 | 30% |
| **White** | 140 | 153 | *109%* | 163 | 91% |
| **Disabled** | 57 | 46 | *81%* | 60 | 86% |
| **No known disability** | 166 | 123 | *74%* | 125 | 56% |
| **Male** | 71 | 43 | *61%* | 39 | 39% |
| **Female** | 153 | 127 | *83%* | 146 | 76% |
| **Mature (25+)** | 150 | 142 | *75%* | 125 | 70% |
| **Young (under 25)** | 75 | 28 | *50%* | 60 | 63% |
| **All** | **225** | **170** | ***76%*** | **185** | **63%** |

**Undergraduate Student enrolments (Figure 3.2)**

The gender balance of the student population over the last five years has typically been around 5:1 female to male students. In 2020/21 this improved to around 4:1 female to male students. The high ratio of females to males is reflective of the portfolio of subjects on offer at BGU and is in line with the ratio of females to males on Education programmes across the UK[[1]](#footnote-2).

The proportion of students identifying themselves as Black and Minority Ethnic (BAME) improved in 2020/21 to the highest level in recent years at 5.3%. Fluctuations are more likely for this group due to the volatility around small numbers, but the overall proportion is broadly in line with the local population from which BGU recruits[[2]](#footnote-3).

The proportion of students recorded as having a specific learning disability is broadly similar throughout the period. Students with a mental health condition have steadily increased from around 6% to over 10% of the student population. The proportion of students with a disability has increased substantially over the five year period, from 26.4% in 2016/17 to 33.9% in 2020/21, and exceeds the proportion of working age Lincolnshire population who consider their day-to-day activities limited by disability (8.7%)[[3]](#footnote-4).

The proportion of mature students in the 2020/21 student population increased by 7.0 per cent compared with the previous year. There has been a sustained increase in mature student numbers over the recent period (38.3% in 2016/17 rising to 51.4% in 2020/21).

**Figure 3.2: All enrolled students 2016/17 to 2020/21 by gender, ethnicity, disability and age**

**Undergraduate First Degree Continuation and Graduation (Figures 3.3.1 – 3.3.4)**

There were differences in outcomes for protected characteristics in terms of continuation (from year to year) in course and progression (into employment or further study):

* The proportion of females progressing was higher than males (87.9% compared with 84.3%);
* More white students progressed than BAME (87.7% compared with 79.3% - a 15.7 percentage point drop on the previous year for BAME students);
* The proportion of disabled students progressing was lower than those with no known disability (86.0% and 88.1% respectively - a 5.6 percentage point drop on the previous year for disabled students);
* Progression for those aged 21 and over dropped significantly from 92.6% to 81.5%. 89.1% of young students continued or graduated (compared with 92.2% the previous year)

**Figure 3.3.1:** **Undergraduate first degree continuation and completion, females and males, 2016/17 to 2020/21**

**Figure 3.3.2:** **Undergraduate first degree continuation and completion by ethnicity, 2016/17 to 2020/21**

**Figure 3.3.3:** **Undergraduate first degree continuation or completion by disability status, 2016/17 to 2020/21**

**Figure 3.3.4:** **Undergraduate progression by age, 2016/17 to 2020/21**

**Student attainment (Figures 3.4.1 - 3.4.4)**

**Good Degree outcomes by gender**

In the last five years, outcomes were similar in terms of the proportion of males and females achieving upper degrees (1sts or 2.1s). In 2019/20 the gap widened to a 13.1 percentage point difference but this gap has narrowed once more in 2020/21 and has re-established the usual pattern of outcomes.

**Figure 3.4.1:**

**Degree classifications by ethnicity**

Statistics on degree outcomes by ethnicity are volatile owing to the small number of minority ethnic students in the graduating population.

In 2020/21, 55.0 per cent of graduating BAME students achieved a good degree compared with 68.8 per cent of white students. Although this difference is less than the previous year (minus 20 percentage points compared to 2019/20), the figure is derived from a small number of students and is highly volatile. The outcomes for BAME students in 2019/20 were better than for white students.

**Figure 3.4.2:**

**Degree classifications by disability**

In 2020/21, the proportion of disabled students achieving a good degree decreased by 2.8 percentage points. The proportion of disabled students achieved good degrees in 2020/21 (61.6%) compared with non-disabled students (72.1%) reflects a pattern that is consistent over the recent five-year period.

**Figure 3.4.3:**

**Degree classifications by age**

The last five academic years have seen a higher proportion of young undergraduate students achieved upper degrees compared with those aged 21 and over (70.5% and 62.2% respectively in 2020/21).

**Figure 3.4.4:**

**Student satisfaction (Figure 3.5)**

The 2021 BGU Student Satisfaction Survey reports that 88.6% of students with a known disability expressed satisfaction compared with 94.7% of those with no known disability.

Overall, males were more satisfied than females, with 93.2% stating overall satisfaction compared with 92.5% of females or other.

93.0% of BAME students expressed satisfaction compared to 92.5% of white students.

**Figure 3.5: NSS Outcomes for overall satisfaction 2020**

1. 20% of total HE enrolments on Education subject programmes were male (HESA student record 2015/16 <https://www.hesa.ac.uk/file/6436/download?token=Sy_P0qYn>) [↑](#footnote-ref-2)
2. *2.4% of Lincolnshire population is BME.*  2011 Census http://www.research-lincs.org.uk/2011-Census.aspx [↑](#footnote-ref-3)
3. 2011 Census http://www.research-lincs.org.uk/2011-Census.aspx [↑](#footnote-ref-4)