

## Equality Data Annual Report – April 2010

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## **1.0 Introduction**

### **1.1 Background**

Recent equality legislation has either explicitly required Higher Education institutions to regularly show evidence of staff and student profile monitoring, or it has been an implicit by product of the fulfilment of specific duties. Although such duties have modified under the Equality Act 2010 requirements for statistics will continue as they provide a firm basis for demonstrating how we are meeting our equality responsibilities as well as expose any areas for improvement.

This report builds on a basic framework of management information introduced in 2008 presenting the UEA's population by age, disability, ethnicity and gender. Information goes a stage further by drilling to Faculty and School level for all characteristics. Section 5 outlines next steps to develop the scope of future reports.

Despite covering the same areas of diversity for both staff and students they are reported separately since they each have a different set of dynamics and are, for the most part, governed by different policies and practices.

One of the key aims of this report is to reveal the evolution of populations at UEA to achieve greater awareness on the part of all those working with students and managing staff. Greater transparency in this respect will help people across the University achieve wider understanding of the relevance of measures introduced in equality legislation and develop practical measures to support those duties.

### **1.2 Data Routes and Integrity**

Care has been taken to ensure the information in this report is consistent with other key reports and routes for data across the institution.

Staff data reported here has been taken from reports drawn from the central Human Resources Resourcelink system. The staff figures represent a single snapshot, taken on 15 April 2010

Training data has been extracted from the CSED Administration system. The aim is to develop this information further when the training reporting system is incorporated into the main HR database.

Student data has been taken from Discoverer Reports, also representing a single point in time, on 6 January 2010. Exceptions are reports relating to CCE and 66 students registered directly to the Science Faculty for whom reports were run in April. In future, every effort will be made to run figures as close together as resource and system functionality permit.

These reports are derived from the same criteria underpinning the reports published on the Planning Office website under 'Facts and Figures – the University Body'.

### **1.3 Exceptions and Inclusions**

It should be noted that student information here excludes exchange and visiting students who may be at UEA for just a few weeks.

Staff data excludes staff on ad hoc and casual contracts. As well as the highly seasonal nature of some of these contracts it is also the case that monitoring information is much less rigorously collected on these groups than for core staff. 'Information unknown' can reach up to 60% for casual staff and inclusion with core staff would therefore distort figures to a level from which it is impossible to

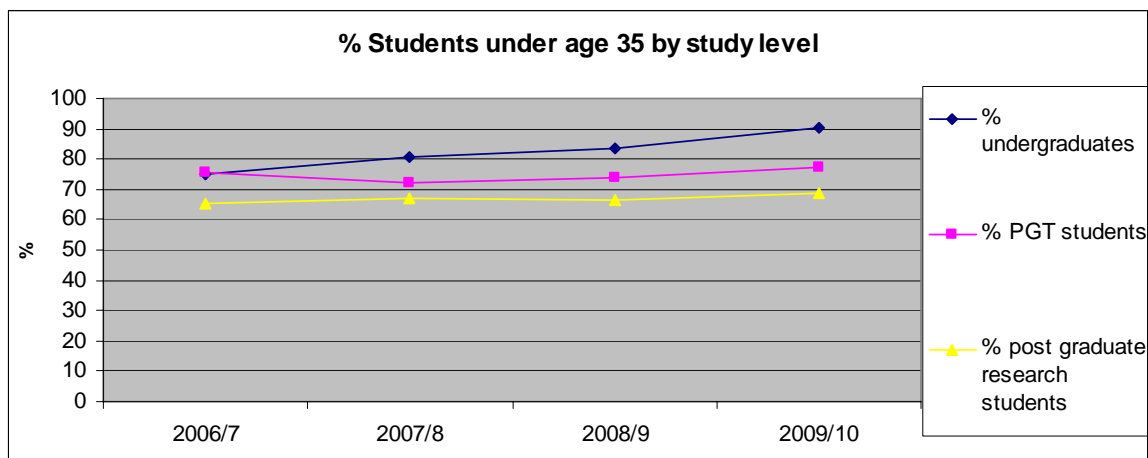
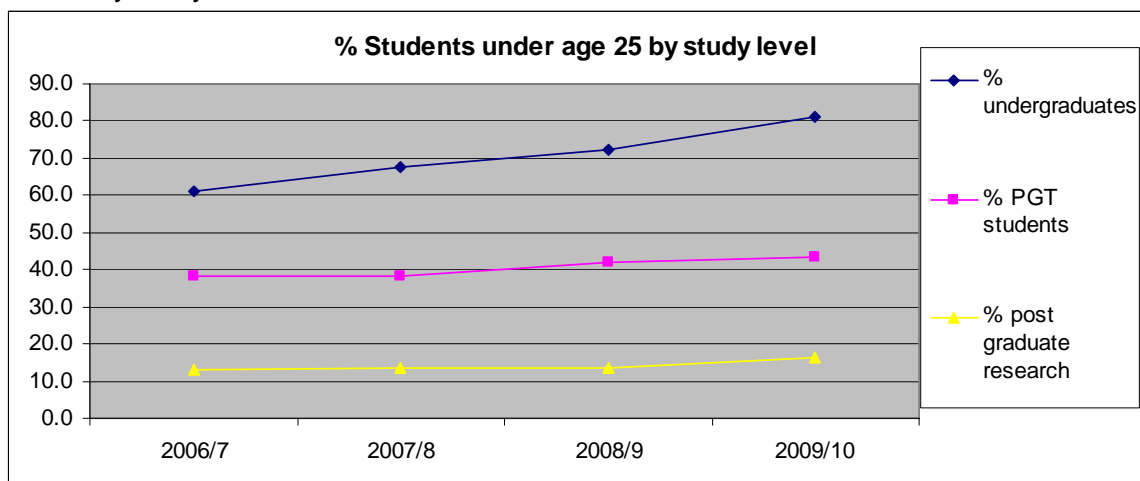
draw meaningful conclusions or on which to build trends. It is anticipated that separate reports and analyses will be carried out on casual and ad hoc staff data at other regular intervals. Core staff here includes staff on full time, part time, fixed and indefinite term contracts.

## 2.0 UEA Student Profile

The following paragraphs comment on data shown below extracted via the Discoverer system unless otherwise stated.

### 2.1 Age

Graphs below show the trend from 2006 to 2010 for students under the ages of 25 and 35 by study level:



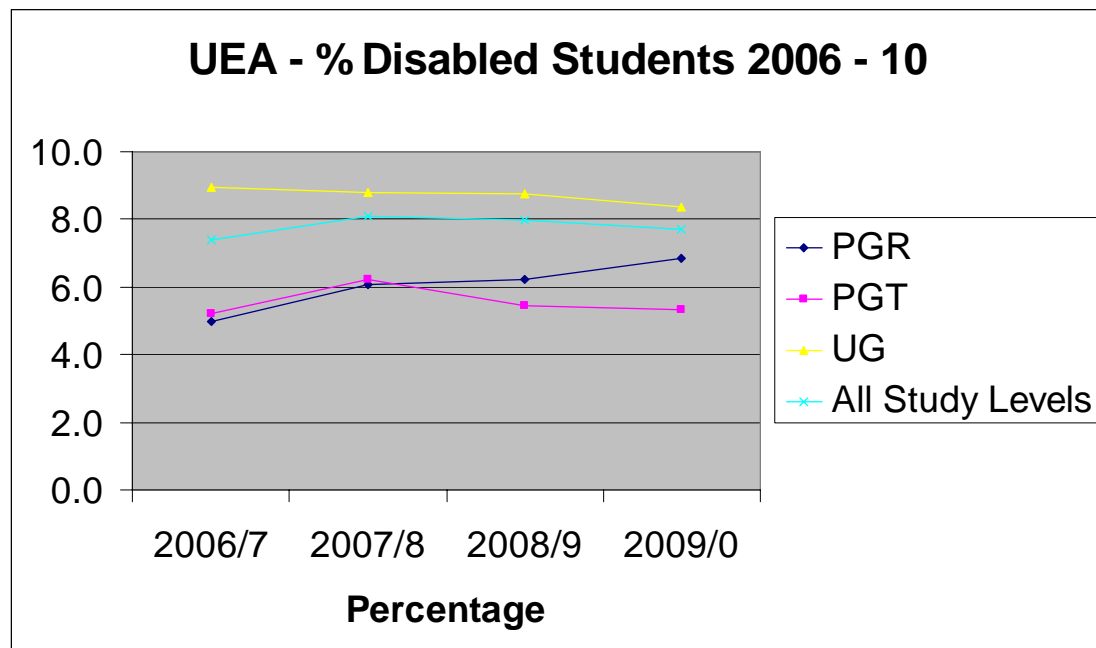
These show:

- A much higher percentage of the undergraduate population has fallen into the under 25 age bracket over this four year period – data for the whole University shows an increase of around 20% in the age groups under 25;
- Very slight rises in the percentage of PGT and PGR students have also taken place but in the region of 4 to 5% only;
- Data by Faculty shows HUM and SCI as having fairly stable age profiles during this period;
- FoH and SSF show sharp rises however: both have had a 25% rise in students aged under 25 during the period.

Appendix 1 shows graphs of percentage students under age 25 and 35 by Faculty.

## 2.2 Disability

Appendix 2 shows graphs and data relating to disabled students at UEA, Faculty and School level with 'snapshots' of 2009/10 and 2006/07.



Key points:

- 1077 students have declared a disability in the current academic year;
- The largest discrete group is formed by those declaring a Specific Learning Difficulty (e.g. dyslexia, dyspraxia, dyscalculia);
- The next two largest groups are Unseen Disabilities and Mental Health Difficulties;
- The overall trend at institutional level for disabled students has been relatively stable over the last four academic years but there are wide disparities between Faculties and Schools;
- Overall, UEA compares well with national figures for disabled students published by the Equality Challenge Unit for 2006/7 and 2007/8;
- Faculty of Health has the highest increase of disabled students at both undergraduate and post graduate level of all Faculties and joint highest percentage at post graduate. The overall percentage in the faculty has risen by almost 3% over the last four years;
- SSF has the lowest percentage of disabled students from 2006/7 to 2009/10 at both undergraduate and post graduate levels and its overall percentage of disabled students is half that of the Faculty of Health and 2.5% below that of the University overall. Two Schools which make up 36% of the faculty (ECO and NBS) have actively pursued the International student market achieving 19 and 16% growth in BME students during the last four years. It appears possible that this strategy may be having an adverse impact on the inclusion of disabled students and it is recommended that impact assessment and, potentially, mitigating action be undertaken in this respect;
- Application and admission data will be available in the near future and is required to create a wider context of disabled students aspiring to educate at UEA. This would be needed as part of the kind of impact assessment indicated above.

## 2.3 Ethnicity

Appendix 3 shows data and graphs of black and minority ethnic (BME) students at UEA, Faculty and School level with 'snapshots' of 2009/10 and 2006/07.

- In 2009/10, one fifth (20.4%) of all students at UEA is BME. This figure comprises international, EU and home fee groups and all study levels;
- Institutional growth in the number of BME students since 2006/7 is 6.2%;
- In **2007/8** 16.8% of UEA students were from BME background or heritage compared to 17.2% nationally, according to sector statistics published by the Equality Challenge Unit and derived from HESA. However it should be noted that the national figure comprises only those BME students domiciled in the UK. In this respect, the figure for UEA is much lower, at 8.5% (see comments below);
- Percentages of BME students at post graduate levels are generally much higher than, and in some cases more than double, those at undergraduate level – see Appendix 3, Graph Set 1;
- SSF has more than doubled its percentage of BME students at undergraduate level over the last four years;
- 7 Schools have shown a decrease in BME students since 2006/7, mostly in HUM: FTV, AMS, PHI, LIT, SWP, PHA, SCI;
- UEA has no huge 'secondary' ethnic population but the most predominant group within our total BME population is Chinese (6.3%, increased from 3.9% in 2006/7).
- Home Fee students form 81.9% of all UEA students (84.5% in 2006/7). Of that 81.9%, 8.5% are from BME populations. Within this, the largest group is Asian/Asian British – Indian (2.1%, increased from 1.5% in 2006/7);
- All Faculties show an increase in Home Fee BME students with Faculty of Health having the strongest acceleration:

	• <b>2009/10 Total % Home Students BME</b>	• <b>2006/07 Total % Home Students BME</b>
<b>FoH</b>	15.2	9.5
<b>SCI</b>	13.7	11.0
<b>SSF</b>	7.8	5.2
<b>HUM</b>	5.3	4.6

- Schools with subjects that attract international students also attract the highest number of Home Fee BME students, however, it should be understood that support requirements within both groups are likely to be quite different;
- Schools with a presence of more than 10% of Home Fee BME students are, typically, those with a professional focus to their study areas: PHA, MED, CHE, ECO, DEV, LAW, LCS, NBS and BIO. Appendix 3 Graph Set 2 shows data and growth in all Schools.
- Nationally, around one in five (18.8%) UK domiciled first degree students were from a BME background in 2007/8 and there is an opportunity for UEA to consider how to further access and attract students from this population, as part of the institutions long term sustainability.

## 2.4 Ethnicity and Degree Results

Appendix 3 Graph Set 3 shows graphs relating to degree classifications for UEA students graduating in summer 2009 and National HESA data relating to graduates of summer 2008. It is appreciated this information is out of 'sync' and that it doesn't reveal a trend; however, there are some points of interest despite these issues and it begins to provide information which can be built and improved upon in future reports.

It should be noted that NAM results are not included in the data as information is not yet recorded systematically onto SITS. MED results are not included as degrees from this subject area are not subject to traditional classification.

Points of interests between the national and UEA snapshots are:

- Black students form a lower percentage in the UEA cohort of graduates compared with nationally. Admission and retention data will be sought for future reports to provide meaningful context to this figure;
- Black students did not achieve First class degrees at UEA but did perform substantially better at 2:1 level (60.9% at UEA cf. 33.5% nationally) with a far lower percentage getting Third class awards (4.3% at UEA cf. 16.9% nationally);
- Asian students at UEA performed to similar levels as nationally at first and third class degree levels. They performed better at 2:1 level at UEA and vice versa at 2:2;
- Students in 'Other' ethnic groups also achieved a higher percentage of 2:1's with fewer third class awards;
- Asian students in the international fee group achieved a higher percentage of firsts and lower percentage of 2:1's than their Home fee counterparts. The highest proportion of international Asian students achieved 2:2's whereas Home Fee international Asian students were more evenly spread between 2:1 and 2:2 classifications.
- Degree classification data will be tracked annually and to Faculty level. It will also be extended to show information for the other protected characteristics where data is collected.

## 2.5 Gender

Appendix 4 shows data and graphs relating to the gender of students at UEA, Faculty and School level with 'snapshots' of 2009/10 and 2006/07.

- Overall, UEA has a predominantly female student population (57% in 2009/10) although there has been a slight shift in recent years towards greater gender balance (i.e. down from 60.3% in 2006/7).
- Study areas reflect traditional gender polarisation, from seven Schools having over 70% female students (NAM is the highest with 85.4%) to four with less than 40%, (the lowest being Computing with just 11.5%);
- Appendix 4 Graphs 1 and 2 show gender percentages for all Faculties and Schools;
- Graph 4 shows the percentage of women in Post Graduate research posts has risen very slightly since 2006/7 but still nearly 10% lower than women at PGT level. However, women in research still form over 50% of the overall Research population here.
- At Faculty level however greater polarity can be seen by subject area. Only HUM shows a significant drop in women progressing to research. An impact assessment of this trend is suggested.

- Despite SCI showing a lower percentage of women participating in the subject area overall progression of women to research level appears to hold up well.
- For all areas trends will continue to be monitored.

## 2.6 Other Protected Characteristics

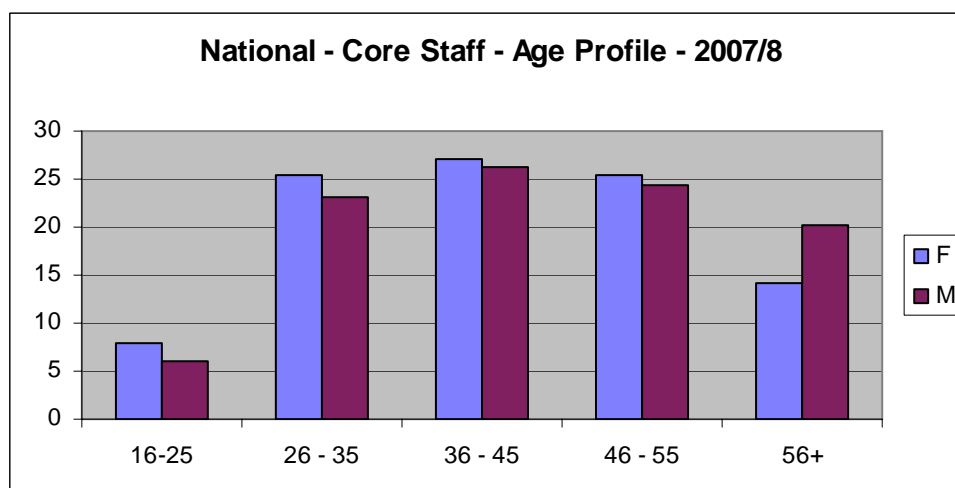
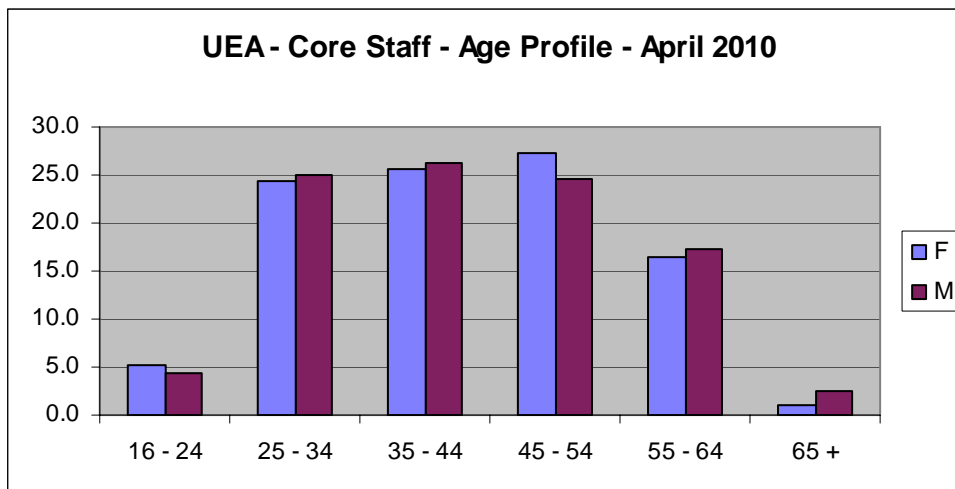
The University does not yet monitor students on religion and belief and sexual orientation. The intention is to introduce this in the near future to better understand these areas. The Equality Act 2010 strengthened rights in these areas and from April 2011 the new Public Sector Equality Duty (PSED) will come into force, replacing existing duties with a framework including these areas. Monitoring will assist us in meeting those duties. The University does not monitor Transgender students and there are no plans to introduce such monitoring due to the high sensitivity in this area.

Active support of transitioning students does take place and the University is proactively developing its capacity in this area on an on-going basis.

## 3.0 UEA Staff Profile

The following paragraphs highlight key points relating to data extracted from the Human Resources database in April 2010. Where possible trends at UEA are referred to as well as national data published for the sector.

### 3.1 Age



- The graphs above show a broad comparison between UEA staff profile by age and gender and that for the national sector. Differences in age banding (which keep being changed at national level) prevent an exact comparison but the graphs show strong similarities.
- Appendix 5, Graph Set 1 shows women and men by age band as at May 2008 and April 2010. Both profiles are stable with only small variations. Main differences are a slight increase in women in the two youngest age bands and slight decreases in men in the 55 – 65+ groups;
- There is a much lower percentage of Academic staff in the 55+ age group (15% than in Professional and Support roles (22.3%);

Academic staff aged 16-24 comprise mainly Associate Tutors. There is, for obvious reasons, a much higher percentage of Professional and Support staff in this youngest age group.

### 3.2 Disability

- National data for 2007/8 shows the overall HE sector percentage for staff declaring a disability as 2.7%;
- Data for UEA at April 2010 shows a total % of 2.4% of staff declaring a disability;
- Information refused has fallen from 9.4% in October 2008 to 6.3% in April 2010;
- Both male and female staff show the same percentage (2.4%) overall;
- Not all staff records show a declaration of the type of disability but of those that do the biggest group is 'long standing illness or health condition' (13.1% of all declared disabled), followed by 'physical impairment or mobility issues' (11.9% of all declared disabled);
- Highest percentages of staff declaring disabilities are in ALC and Associate Tutor staff categories (both 3.1%);
- 3 staff categories (Sportspark, Dental Assistants and Nursery Staff) show 0% declaration;
- 3.7% of Professors/Heads of School have declared a disability. This compares well with 2.1% at national level;

The current figures show an improved position on previous employment data at the University for disabled people which has been around 1.7% since (at least) 2004. Overall, now UEA holds up well against known national data for disabled employment.

More can be done to raise awareness of adjustments available to support disabled staff and now that the Disability Fund, previously held centrally, has been disaggregated to Faculties and Divisions it will be important to ensure access to appropriate support remains available.

### 3.3 Ethnicity

- The percentage of Black and Minority Ethnic (BME) staff has risen marginally from 5.4% in October 2008 to 6% in April 2010;
- This equals 208 staff by headcount;
- The largest group remains Chinese (1.4%), followed by Asian British/Asian – Indian (1.0%), and Other Asian (0.9%);



- Some staff categories are much more diverse than others. Unsurprisingly, academic staff operating in particular specialisms and likely to be recruited from a wider net than more generalist staff are more highly ethnically diverse: Research and Analagous staff: 12.4%, Associate Tutors: 8.4%, ATS staff 7.6%;
- Least diverse categories are Maintenance and Nursery staff which have no BME staff;
- UEA again compares well at headline figure of 6.0% to national data at 6.4%;
- At national level 6.4% of academic staff are BME and 6.3% of Professional and Support staff. At UEA there is more disparity: 8.8% and 5.5% respectively – but less difference than might have been expected given the regional profile;
- A further division has been made in UEA statistics to highlight ‘other White’ staff. This broad ethnic band makes up 18.8% of Academic staff but just 2.9% of Professional and Support staff. 28.8% of Research and Analogous staff are from this group and 21.8% of ATR staff;

### **3.4 Gender**

- UEA Statistics on broad gender balance show little variation generally from 2008 to 2010;
- Cutting data between Academic and Professional & Support staff reveals that UEA has a greater percentage of women Academics than shown in the sector nationally (see Appendix 6 Graph Set 1);
- Analysis of women in Professorial roles shows that just over a fifth of Professors are women (App 6, GS1). However, there has been a 2.5% increase since mid 2009, with a further four women moving into such positions;
- Analysis of women in Senior Management roles shows a better gender balance in lower managerial grades and substantial gender polarity at more senior levels;
- The highest proportion of women can be seen in traditional areas such as Secretarial and Clerical (85%), Nursery/Dental Assistant (both 100%) and ATS posts;
- Although in 2010 a 4% increase in men in ATS posts since Sept 2008 is evident ATR posts remain stubbornly male dominated;
- The area showing the biggest increase in women is that of Associate Tutor (10% increase over an 18 month period);
- It is anticipated that the Gender Project will assist in identifying continuing barriers and look at ways within the University’s power which might address these polarities.

### **3.5 Religion and Belief**

This information about our staff population is only just emerging. Some of the points made below are comments about the monitoring process and behaviour around it as this practice is still slightly controversial. Enhanced rights for religion and belief in the new Equality Act 2010 strengthen the case for monitoring so the University can make proportionate and informed decisions in policy and practice.

- The University introduced monitoring questions on Religion and Belief for new staff in 2009. As tables are not heavily populated information will only be analysed at University level as an extra safeguard to individuals’ identity;
- It is encouraging to note that questions are being answered reflecting people’s recognition that such monitoring is a current and standard practice;

- The data table at Appendix 7 shows responses to monitoring. As a percentage of staff in post just over a quarter (27.8%) have responded to this monitoring;
- Of those responding 11.1% preferred not to make a statement of religion or belief;
- Of those responding, 43.9% stated they had no religion, from a range of eleven ethnic groups;
- The largest group declaring a religion was Christian (39.5% of those who responded), from a range of ten ethnic groups, the largest proportion being White British (81.6%);
- Four people refused information on their ethnic background but did declare their religious belief;
- The next largest group consisted of 'Other' (2.5%) but we don't have further information to determine what 'Other' consists of;
- 0.9% of staff declared as Hindu;
- 0.7% of staff are Buddhist with a further 0.7% declaring as Muslim;
- The highest proportion of answers came from Associate Tutors, probably reflecting the on-going recruitment for such posts.

### **3.6 Sexual Orientation**

Monitoring on sexual orientation was introduced for applicants/new staff at the same time as that for religion and belief. The same sensitivities apply to the practice and the gathered information. As sexual orientation remains a protected characteristic under new equalities legislation it is intended to continue gathering this information.

- Just over a quarter of staff in post have responded to this monitoring (967 responses);
- Of those that responded:
  - 12.9% preferred not to make any statement about their sexual orientation;
  - 83.2% declared themselves Heterosexual/straight;
  - 3.8% declared themselves Gay/Lesbian/Bisexual

Information from other Universities and large organisations who have been monitoring this for several years suggests that increased confidence in declaring emerges over time and much higher percentages become evident. Stonewall advise that greater publicity and information of monitoring purpose and practice be undertaken to increase confidence in the process and encourage disclosure. Attention will be paid to this in the coming months.

### **3.7 Transgender**

The University does not monitor either transgender students or staff due to the continuing sensitivity surrounding gender transition. However, a small but increasing number of our transgender population are engaging with the organisation. The University will continue to positively support these students and staff and is proactively increasing institutional knowledge and capacity to do so with regular training and extension of knowledge. The University will once again host the Transgender Conference in the summer, a national bi-ennial event which offers the opportunity to gain detailed insight into the background and issues for this community.

### **4.0 Next Steps**

Data collation and analysis are still developing for equality strands and the University has made huge strides in establishing consistent management information for protected characteristics mainly due to the collaborative work between Planning Office, LTQO, the Discoverer team, Human Resources and the Equality Office.

For this work to obtain the depth of analysis required for it to be supportive and meaningful both to the groups monitored and to the organisation in terms of informing policy, practice and strategy, the next step must be to achieve links, across staff and student 'life cycles' or key points of interaction. This means the range of data commented on in this report must become standard and available annually for:

- Applications
- Widening Participation
- Admissions/Recruitment
- Retention
- Formal Complaints/Grievances (inc. harassment/bullying)
- Formal Disciplinary actions
- Training
- Retention
- Assessment
- Degree Classification
- Career Destination/Exit from employment

Work is currently developing particularly with regard to the Data Warehouse and it is envisaged that as much of the above as possible will be embedded within this. Liaison will continue with Human Resources to establish a full range of reports so trend information can continue to be built in all the above areas.

## **5.0 Conclusion**

Despite a popularly quoted impression that the University is not really affected by social changes nationally the reality is one of on-going and increasing change. This report makes explicit basic populations and groups and provides a confident set of benchmarks to be built on annually. Information now needs to be developed and linked horizontally and vertically across the organisation.

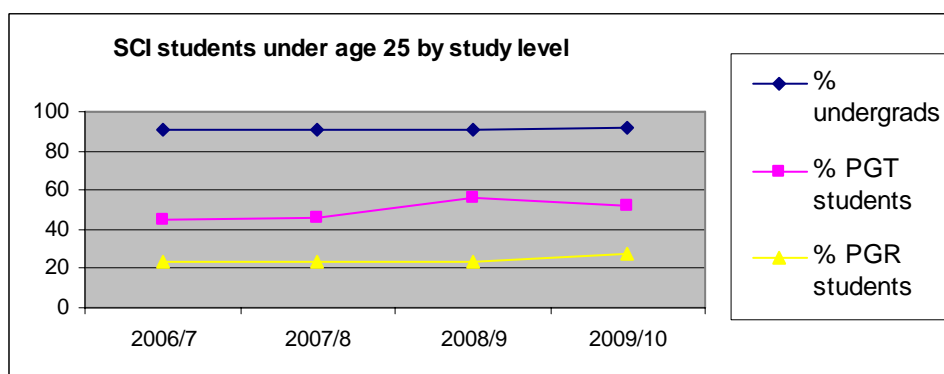
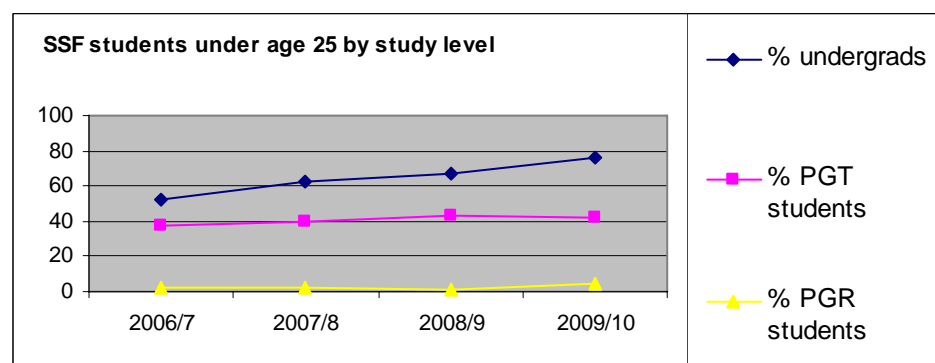
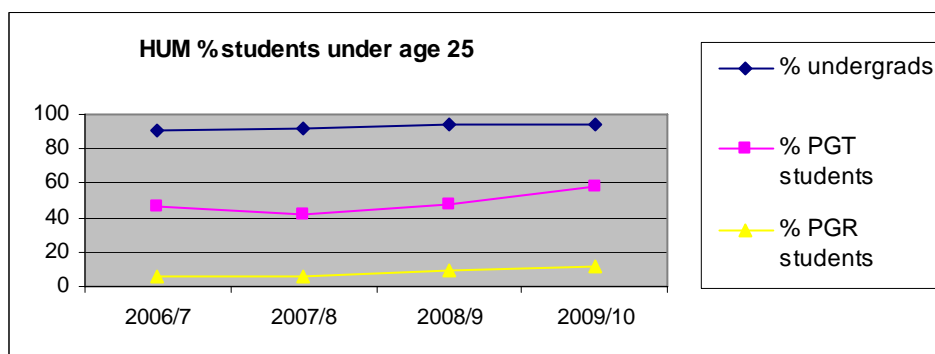
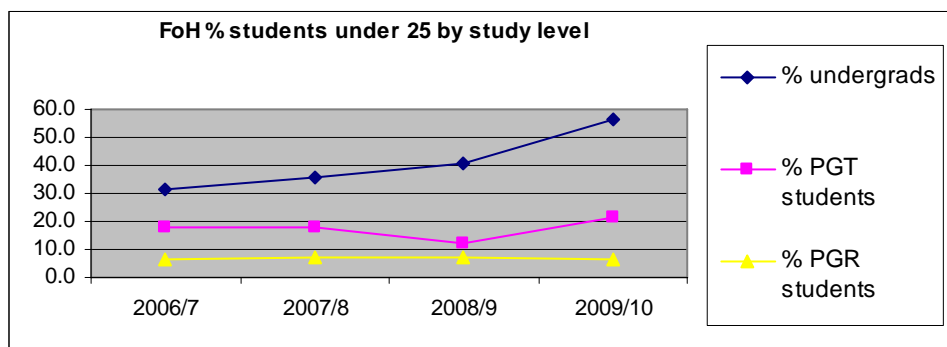
The University's population continues to be dynamic in many respects, most notably around ethnicity. Growth of key groups presents new challenges for the University to ensure the quality of experience for home and international students alike. Emerging information around religion, belief and sexual orientation will support policy development and help focus efforts to ensure the University meets all of its legal obligations, develops best practice and can demonstrate it is doing so particularly via Impact Assessment.

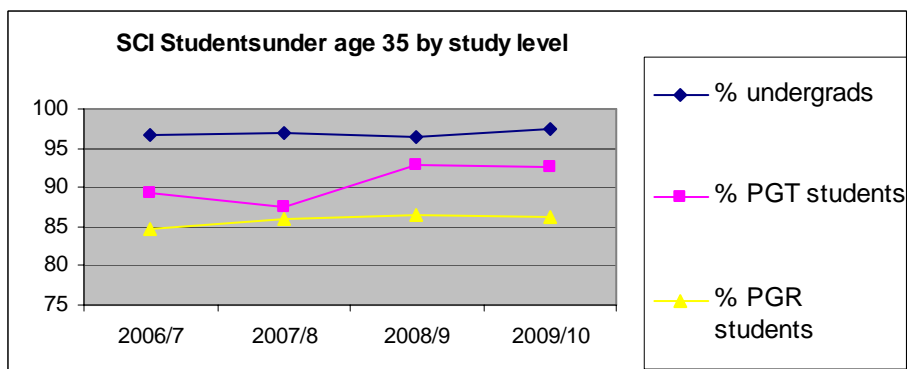
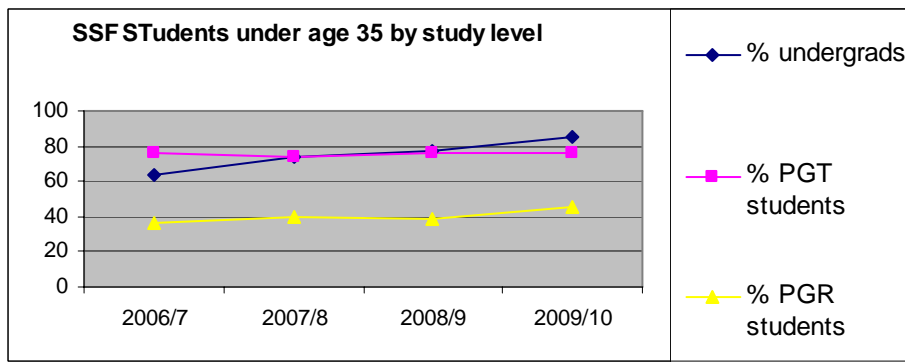
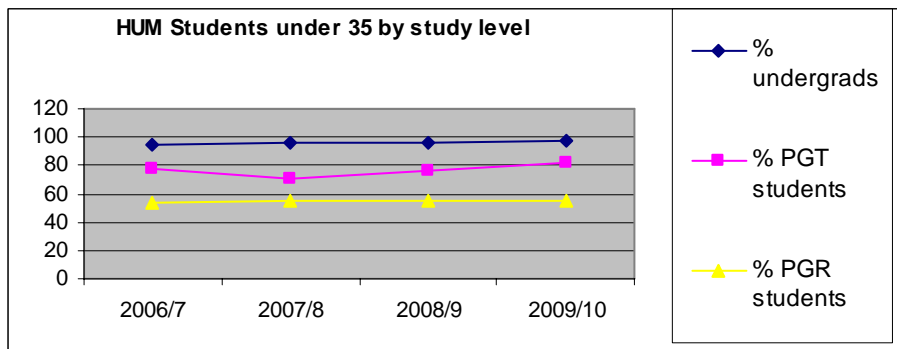
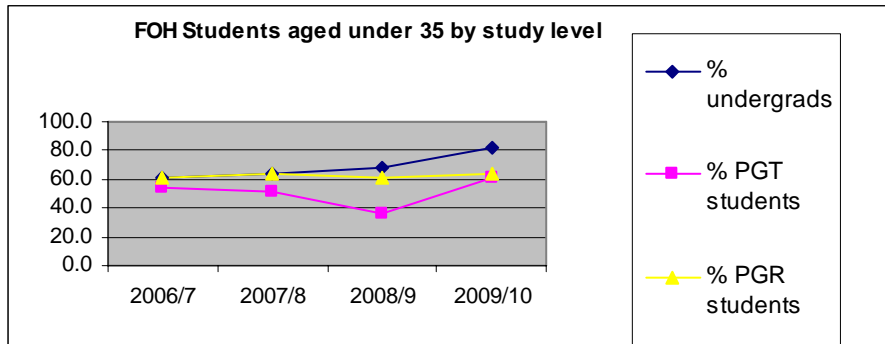
A key focus for the Equality Office over the next year will be the work outlined in section 4.0 above. Beyond this is a requirement to gather more information about dynamics in the region and to continue to link with national data trends to provide a fully meaningful context. The next national census due in 2011 will help in this respect along with continued publication of sector equality statistics by the Equality Challenge Unit. The ambition is to provide a cohesive set of information to enable fully informed management decisions at all levels and to contribute to the long term sustainability of the University.

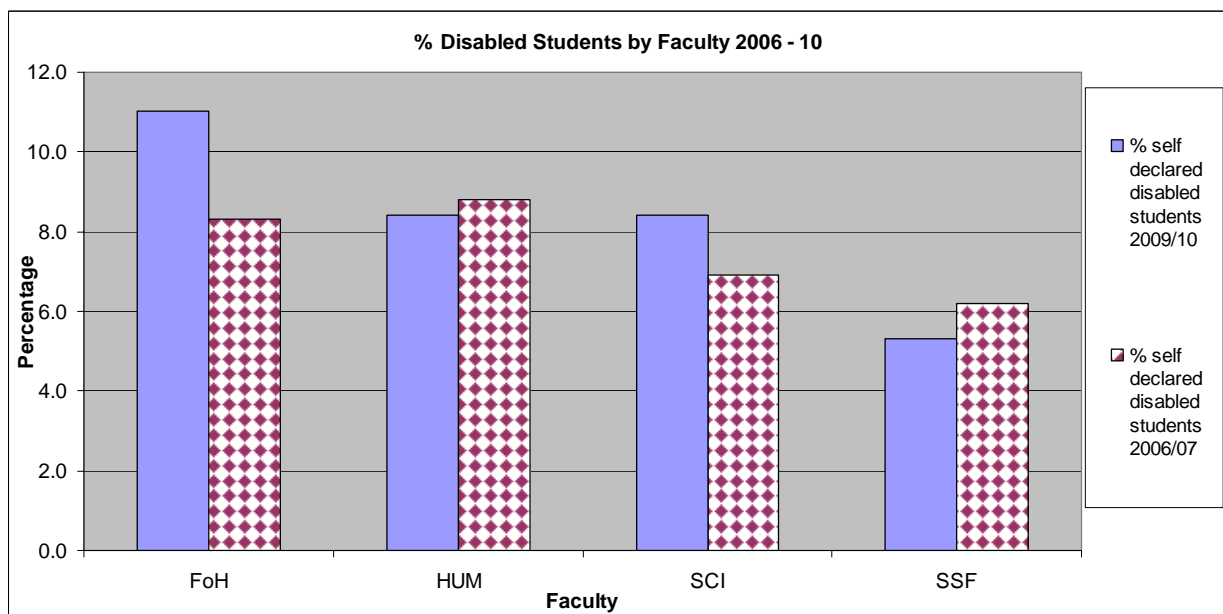
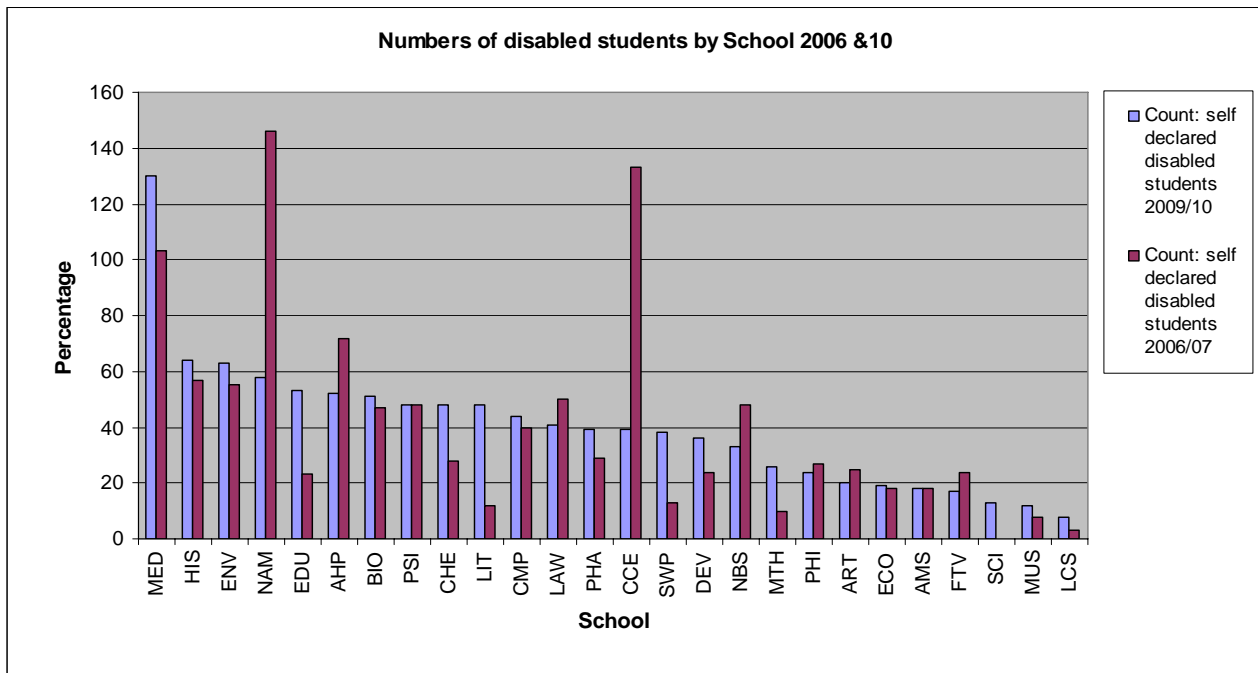
***Helen Murdoch***  
***Equality and Diversity Office***  
***April 2010***

## Appendices to Equality and Diversity Data Report – April 2010

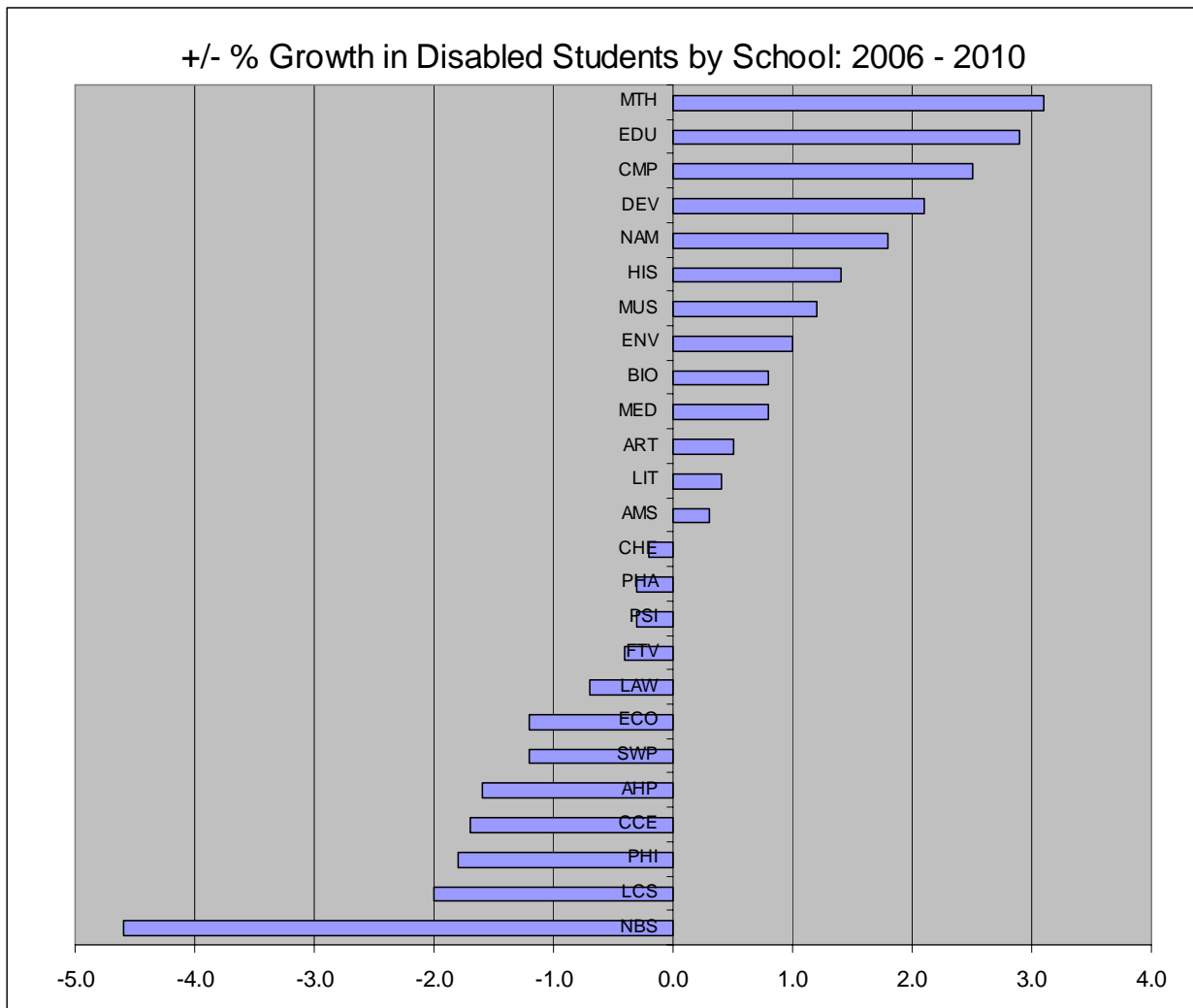
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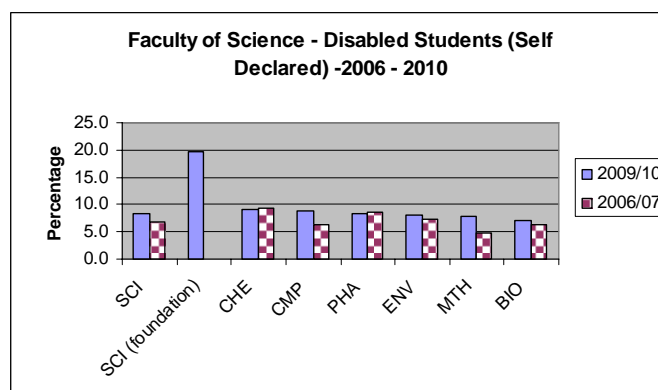
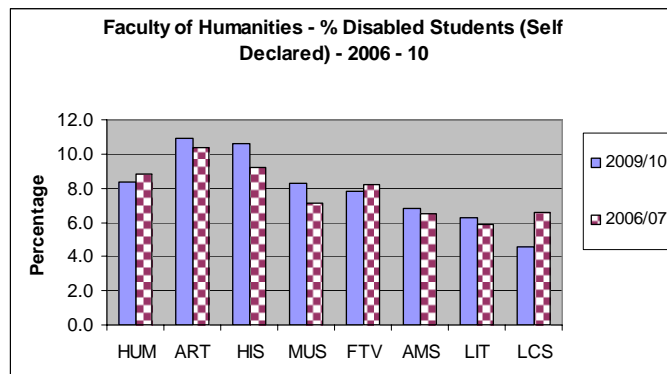
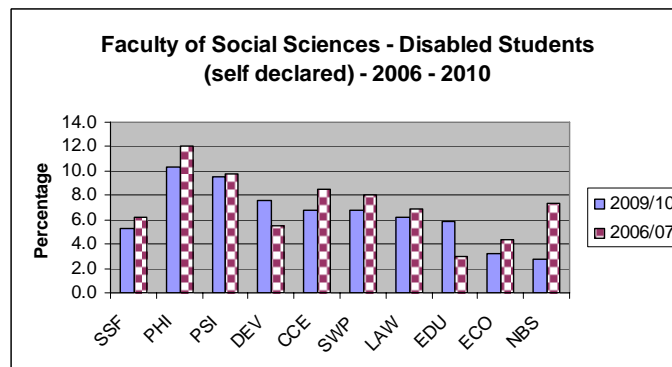
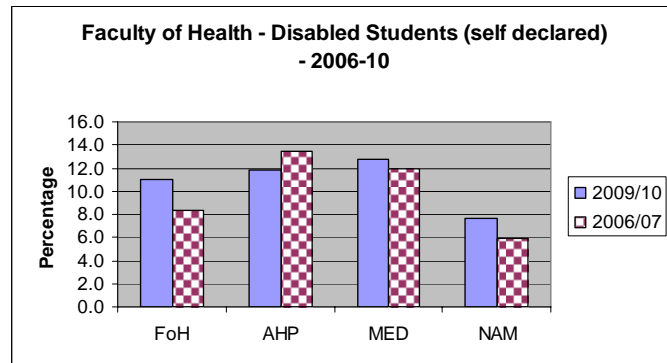


**Graph 2**





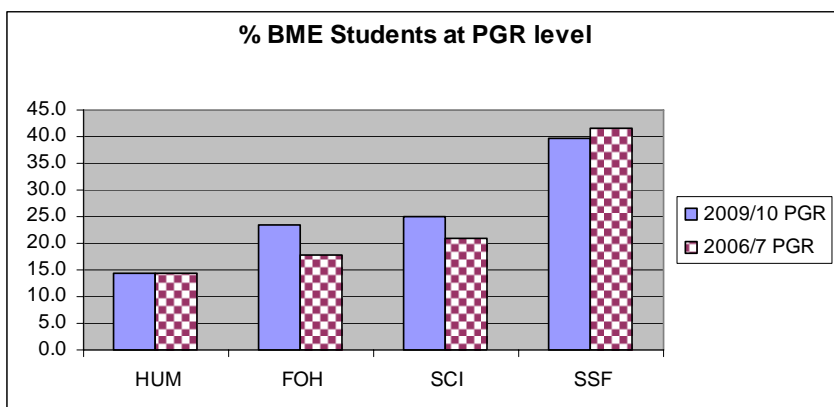
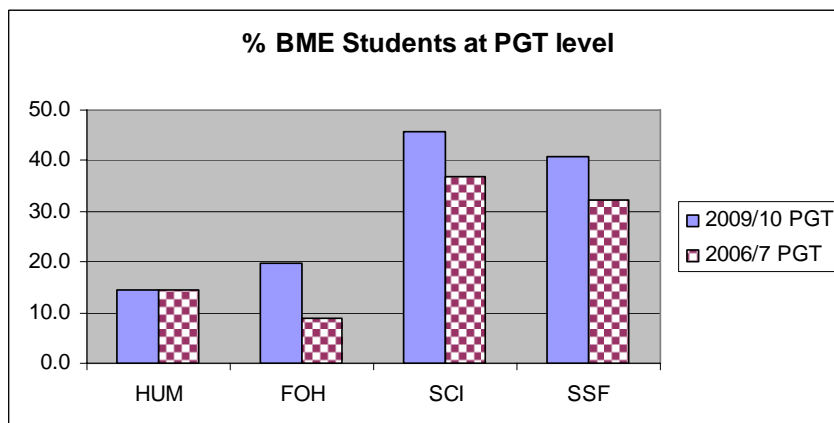
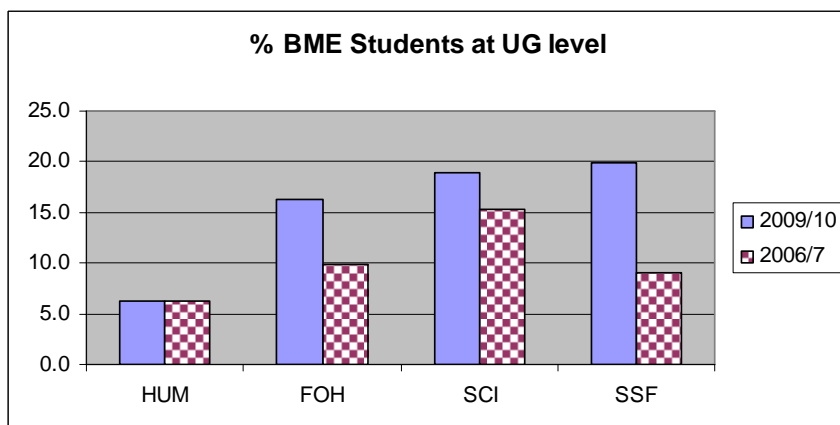
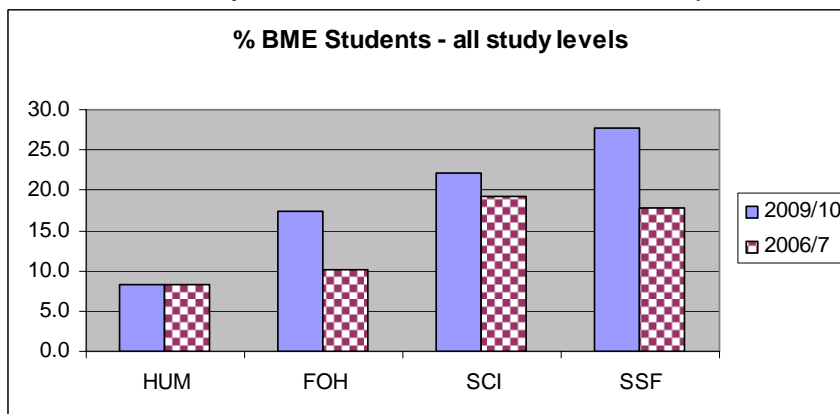
## Graph Set 3



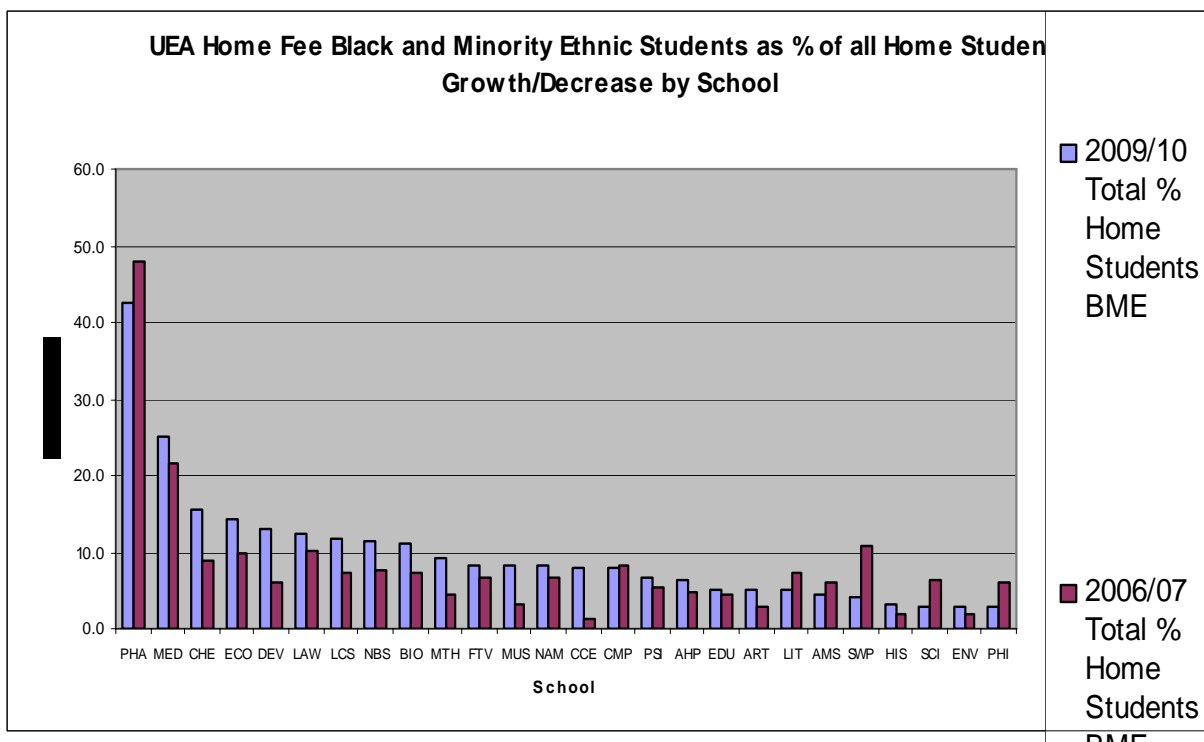
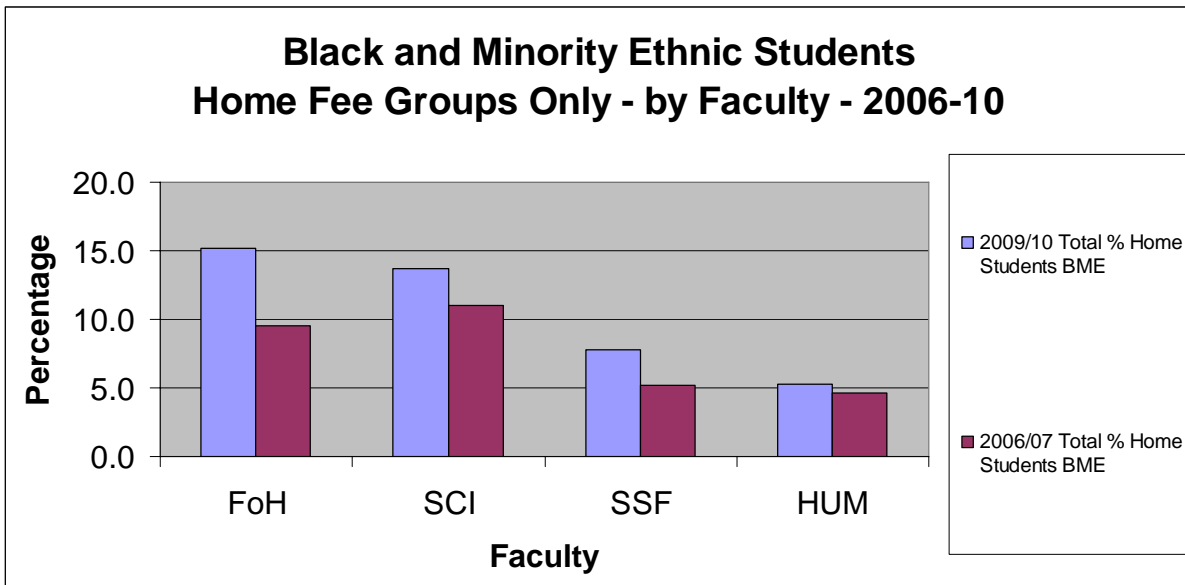
**Data Table 4: Disabled Students: University; Faculty; School**

Area	Count: all students 2009/10	Count: self declared disabled students 2009/10	Count: self declared disabled students 2006/07	% self declared disabled students 2009/10	% self declared disabled students 2006/07	% Specific learning difficulty eg dyslexia	Number declaring Specific Learning Difficulty
UEA	13664	1077	1159	7.7	7.4	3.7	520
FoH	2209	266	322	11.0	8.3	5.9	142
HUM	3122	263	293	8.4	8.8	4.1	135
SCI	3391	285	236	8.4	6.9	2.1	106
SSF	4943	264	335	5.3	6.2	3.6	137
AHP	440	52	72	11.8	13.4	7.7	34
AMS	264	18	18	6.8	6.5	3.4	9
ART	183	20	25	10.9	10.4	3.8	7
BIO	729	51	47	7.0	6.2	3.3	24
CCE	567	39	133	6.8	8.5	2.3	13
CHE	522	48	28	9.2	9.4	3.6	19
CMP	505	44	40	8.9	6.4	3.8	19
DEV	470	36	24	7.6	5.5	3.6	17
ECO	597	19	18	3.2	4.4		
EDU	896	53	23	5.9	3.0	2.5	22
ENV	769	63	55	8.2	7.2	4.2	32
FTV	256	17	24	7.8	8.2		
HIS	605	64	57	10.6	9.2	4.3	26
LAW	656	41	50	6.2	6.9	1.7	11
LCS	174	8	3	4.6	6.6	1.7	3
LIT	773	48	12	6.3	5.9		
MED	1024	130	103	12.7	11.9	8.7	89
MTH	329	26	10	7.9	4.8	2.1	7
MUS	120	12	8	8.3	7.1	2.7	3
NAM	749	58	146	7.7	5.9	3.0	22
NBS	1186	33	48	2.8	7.4	1.3	16
PHA	474	39	29	8.3	8.6	3.4	16
PHI	232	24	27	10.3	12.1	4.9	11
PSI	515	48	48	9.5	9.8	7.6	5
SCI	66	13		19.7		7.6	5
SWP	575	38	13	6.8	8.0	1.6	8
	13,676						

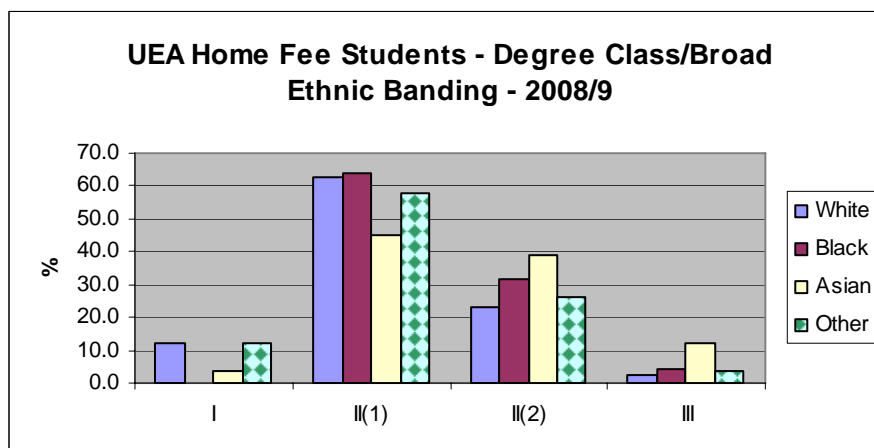
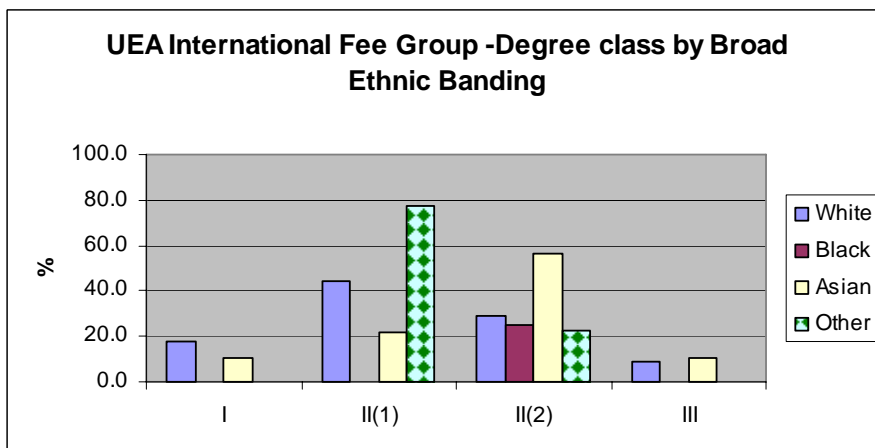
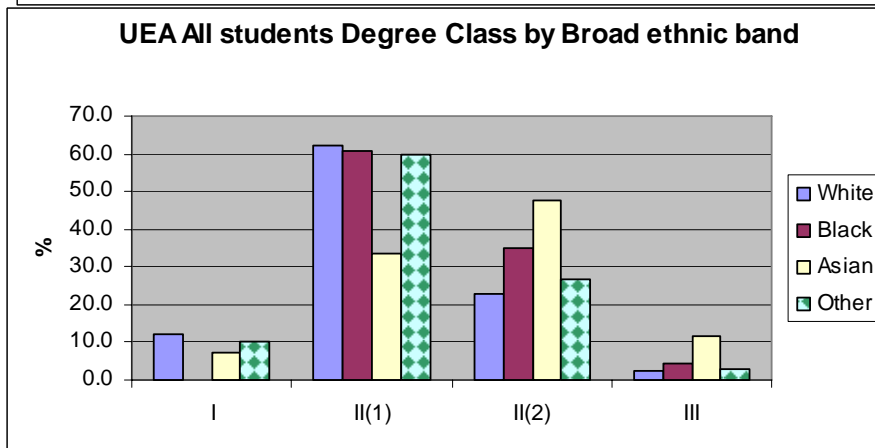
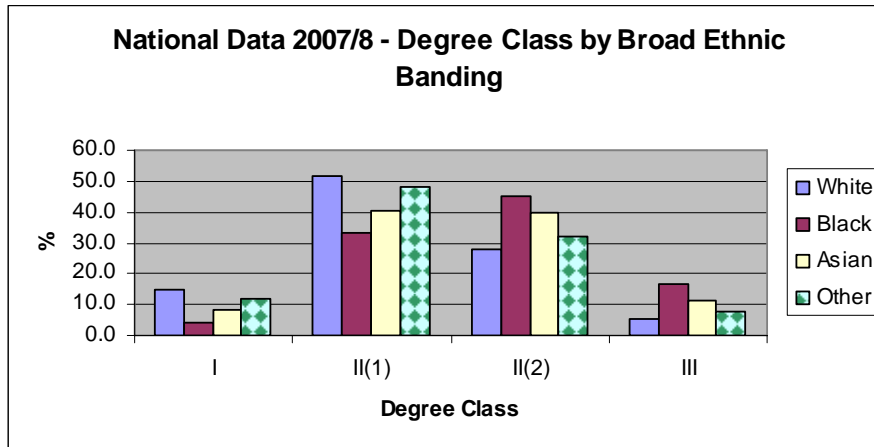
## Graph Set 1 Black and Minority Ethnic Students – All Fee Groups



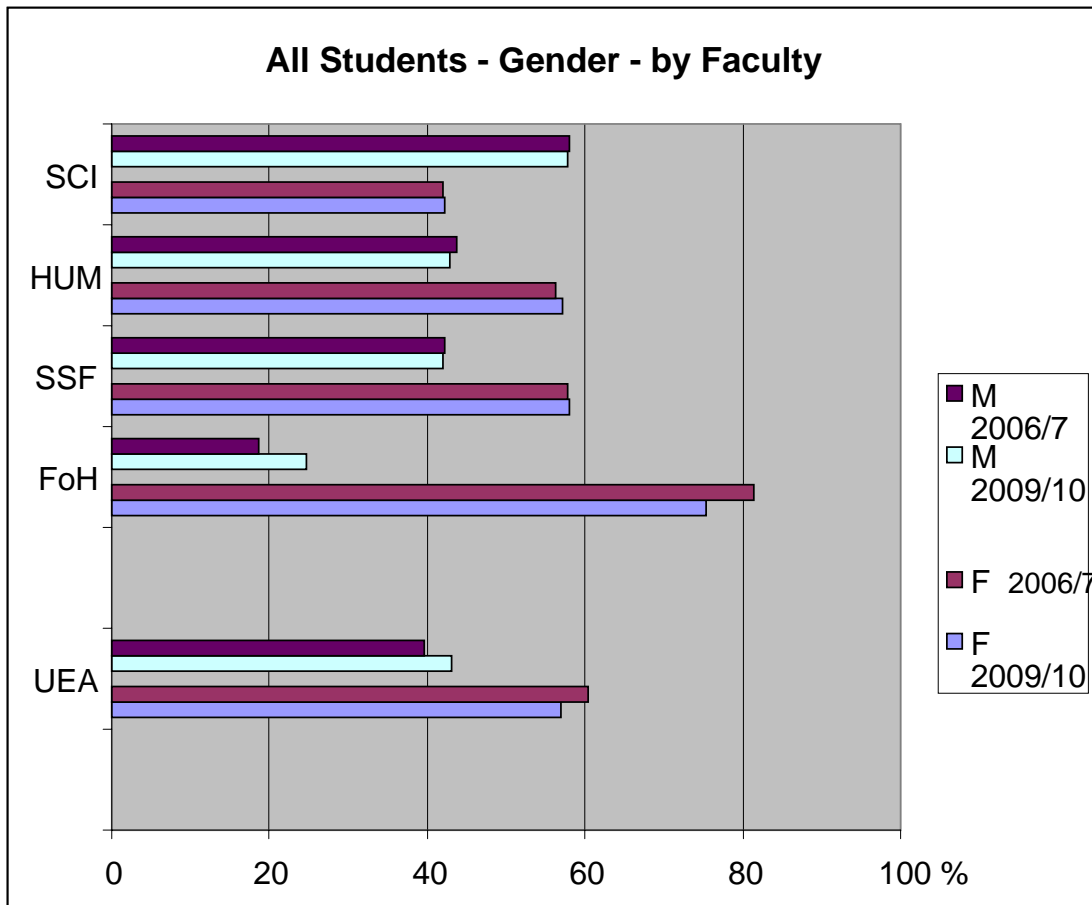
## Graph Set 2 Home Fee Group – Black and Minority Students



### Graph Set 3 – Ethnicity and Degree Result

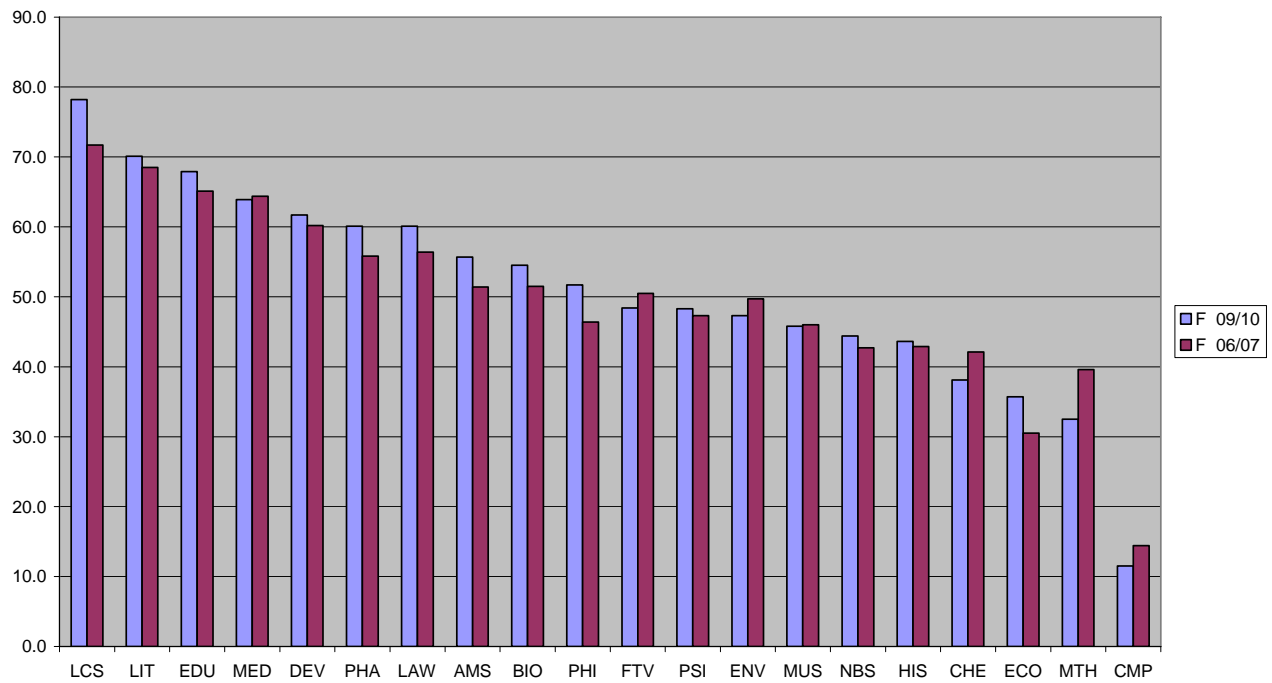


Gender  
Graph 1



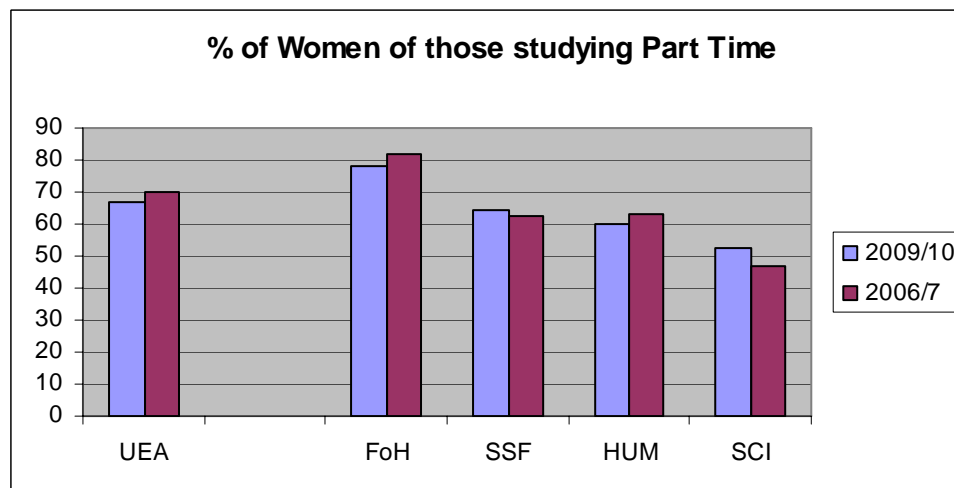
**Graph 2**

**% Female Students by School 2006/7 and 2010**



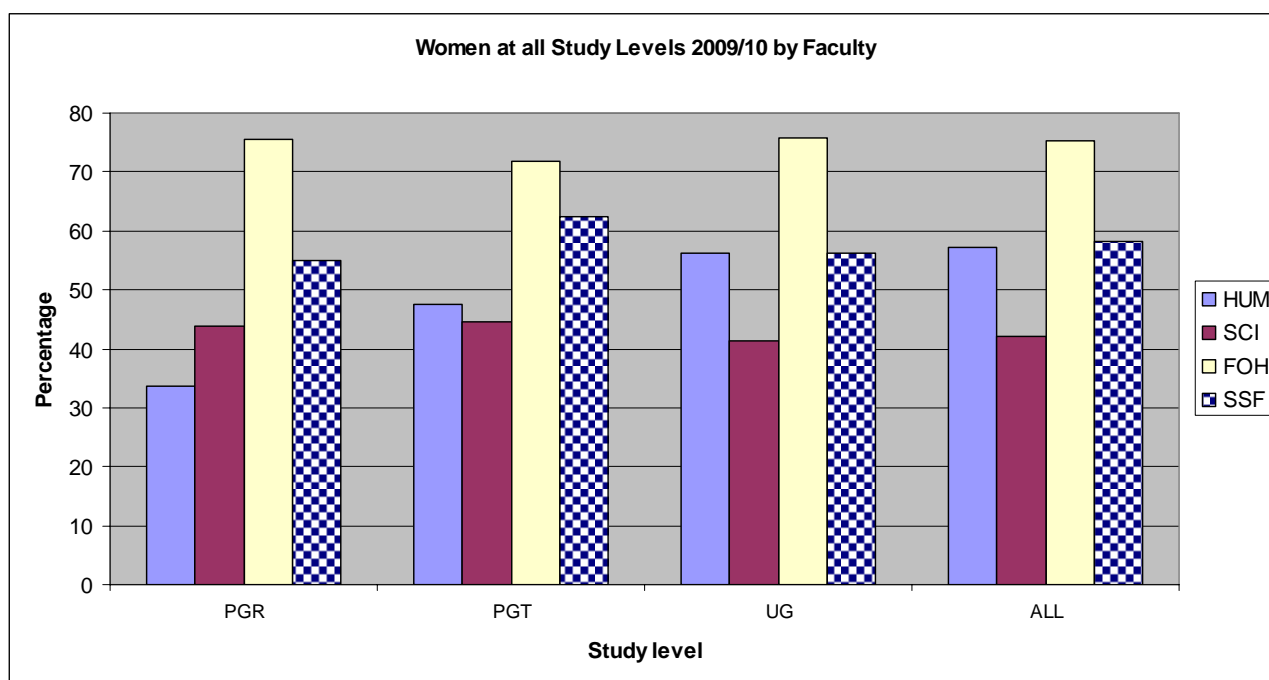
### Graph Set 3

Women in full and part time study – all study levels

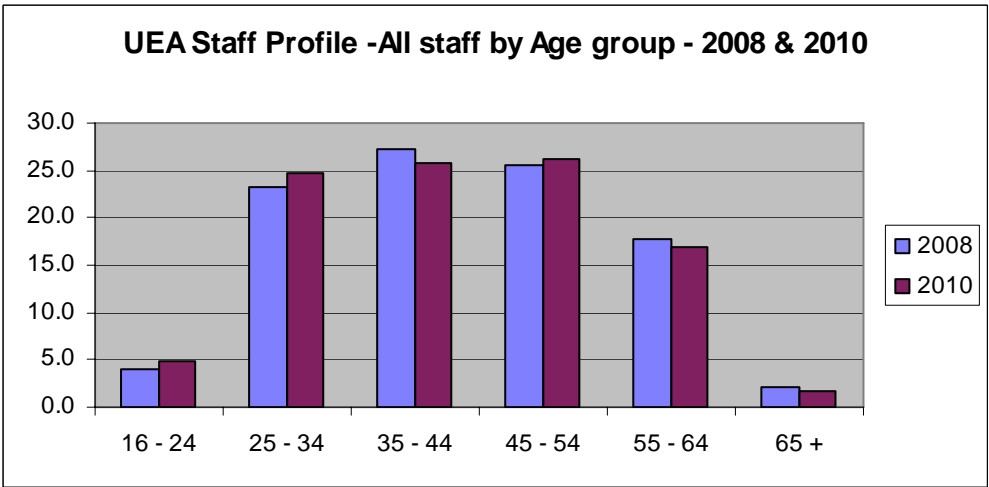
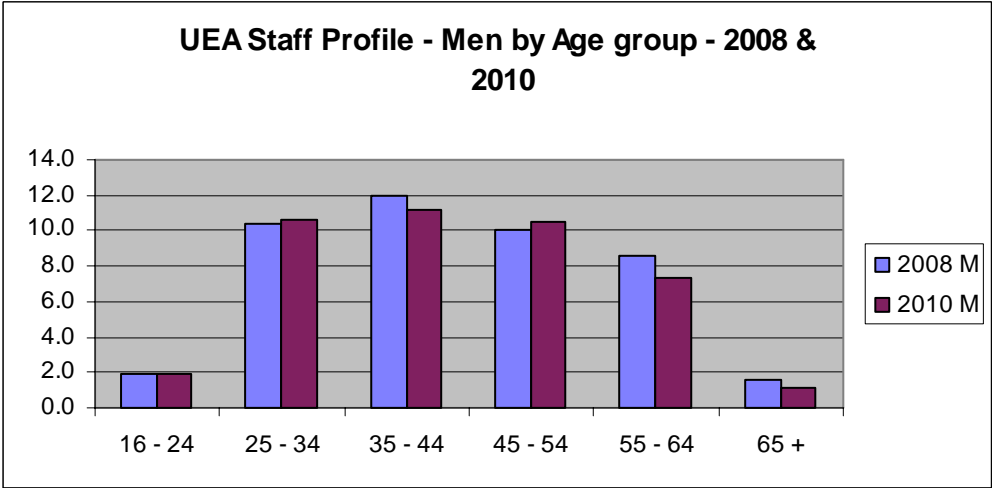
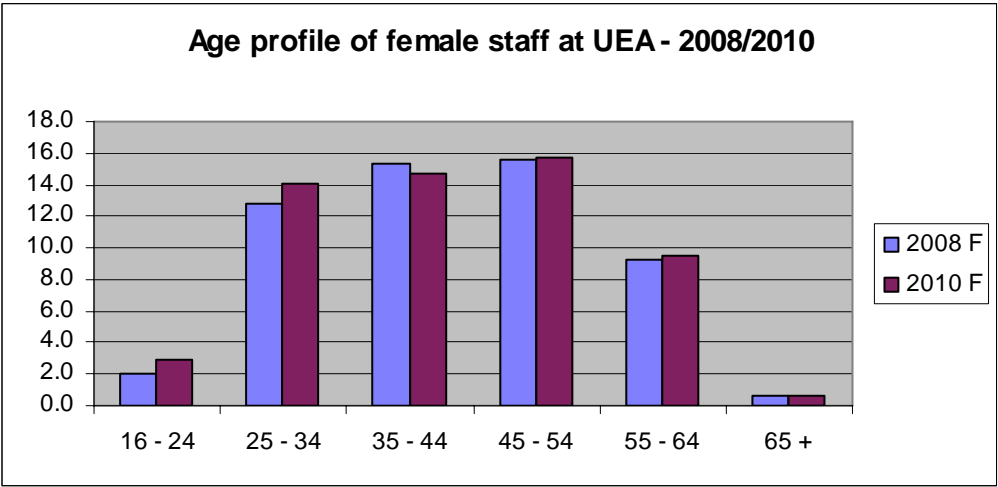




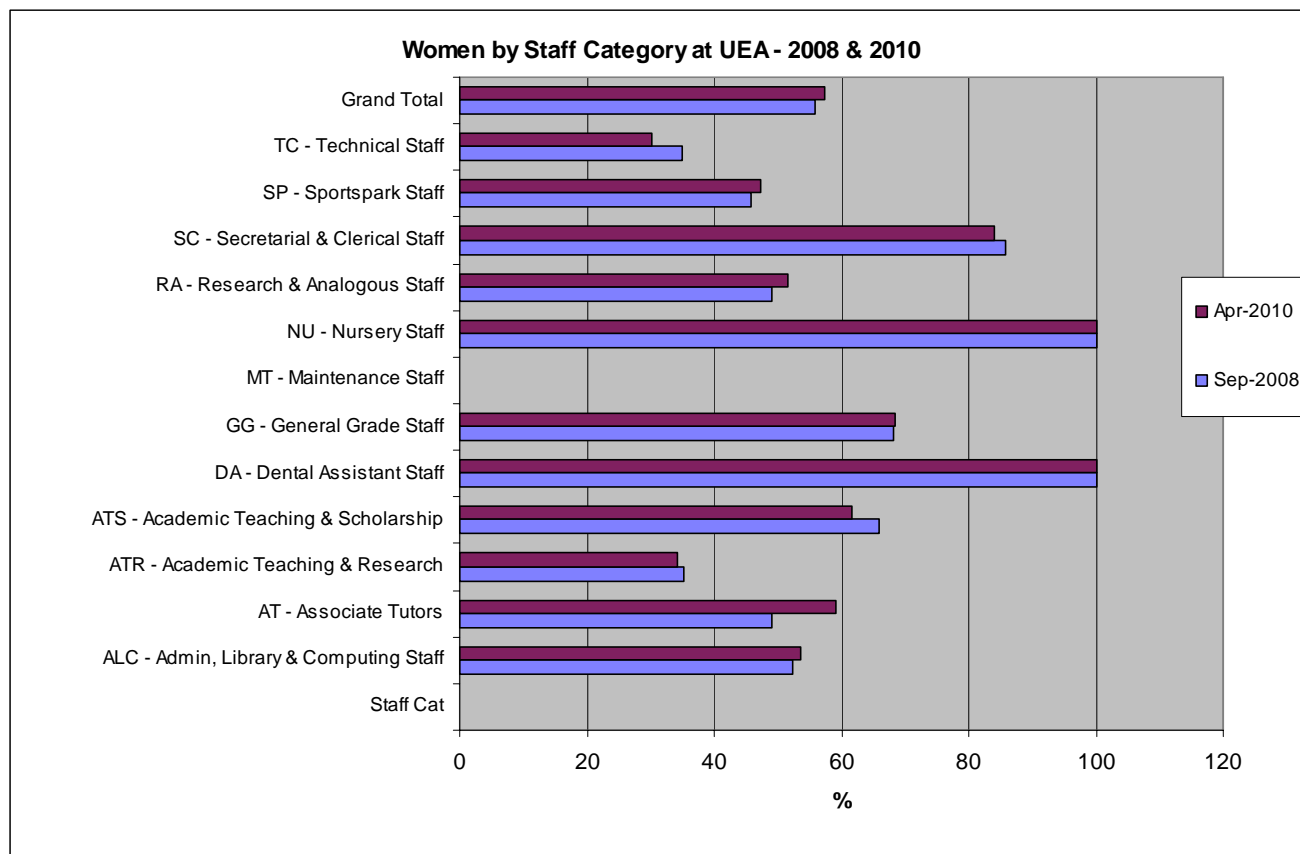
**Graph 4**



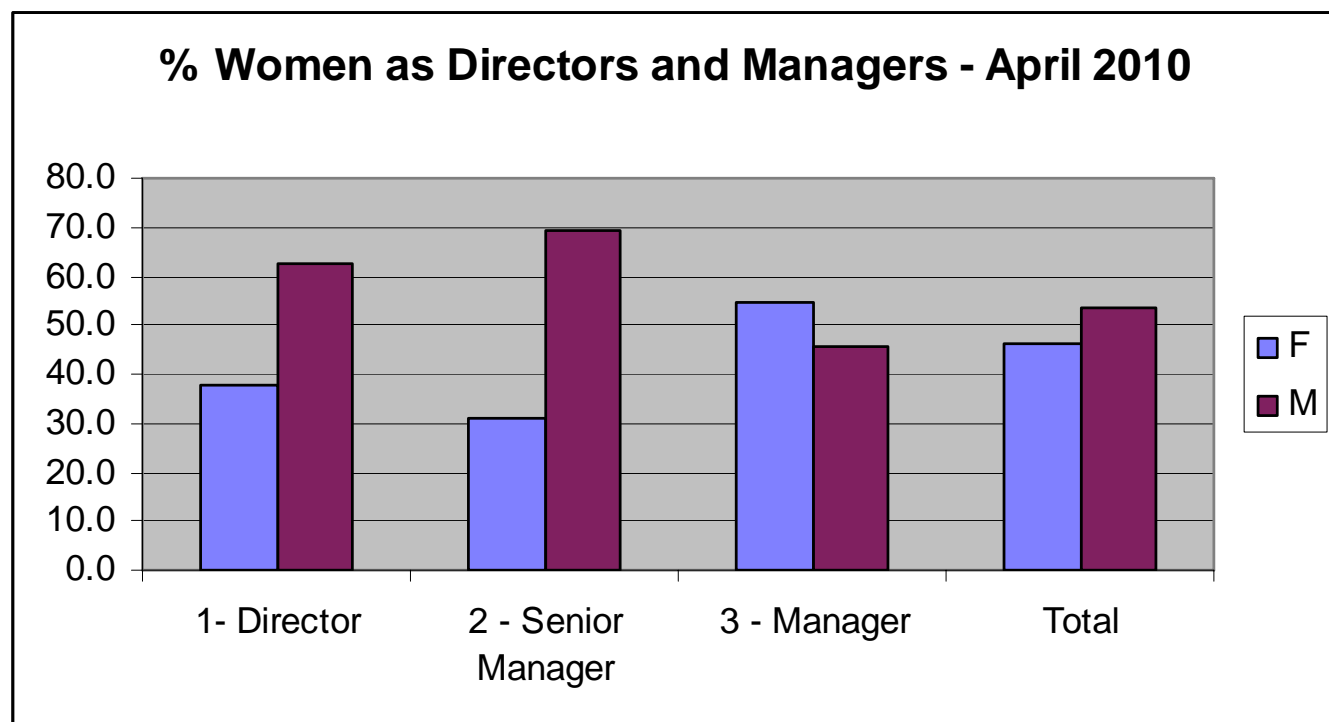
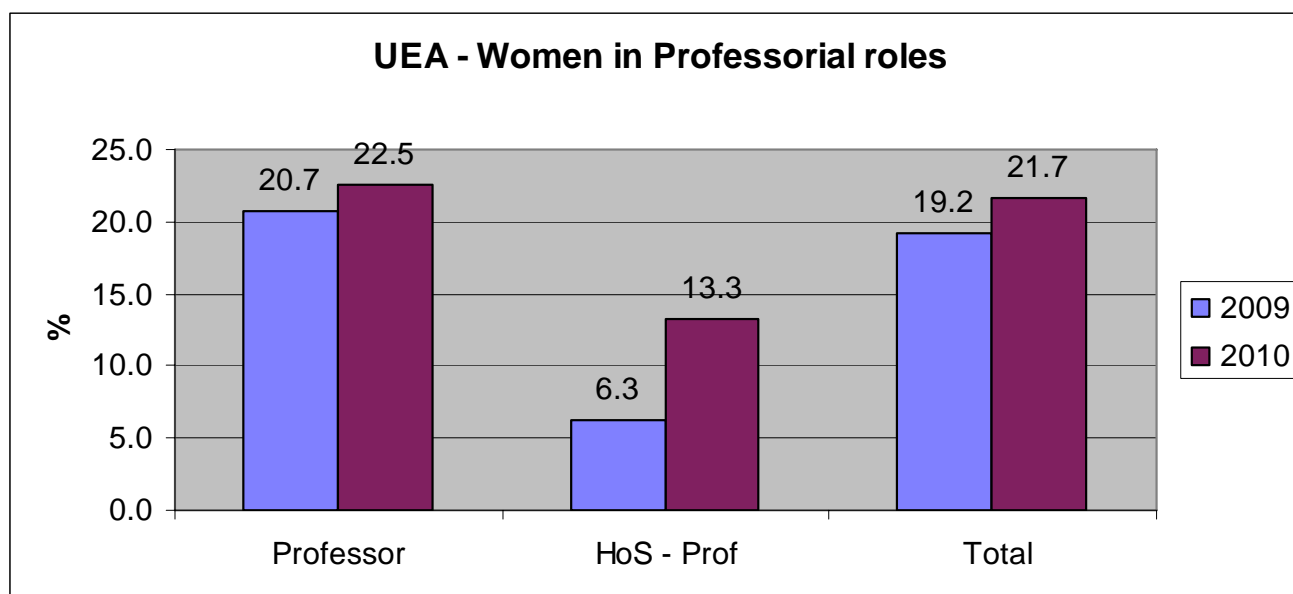
**Staff Profile**  
**Age**  
**Graph Set 1**



## Gender Graph Set 1



## Graph Set 2 Women in Senior Roles



## Religion and Belief

### Data Table 1

Count of Ethnicity	Religion Desc						
	BU - Buddhist	CH - Christian	HI - Hindu	JE - Jewish	MU - Muslim	SI - Sikh	NO - No Religion
Ethnicity							
11 - White - British	5	312		2	1		15
12 - White - Irish		9					1
19 - Other White background		46		2	1		6
21 - Black or Black British - Caribbean							1
22 - Black or Black British - African		2					
29 - Other Black background							
31 - Asian or Asian British - Indian		1	7			1	2
32 - Asian or Asian British - Pakistani					1		
33 - Asian or Asian British - Bangladeshi							
34 - Chinese	2	2					1
39 - Other Asian background		1	2		1		3
41 - Mixed - White and Black Caribbean							
42 - Mixed - White and Black African							1
43 - Mixed - White and Asian		2					2
49 - Other Mixed background		3			1		2
80 - Other Ethnic background		1		1	2		1
90 - Not Known							
98 - Information refused		3					1
<b>Grand Total</b>	<b>7</b>	<b>382</b>	<b>9</b>	<b>5</b>	<b>7</b>	<b>1</b>	<b>24</b>
<b>% of overall replies to monitoring question</b>	<b>0.7</b>	<b>39.5</b>	<b>0.9</b>	<b>0.5</b>	<b>0.7</b>	<b>0.1</b>	<b>2.5</b>

Number of staff replies/new appointments during period monitored	967
% staff replies of all staff in post	27.8
Number of staff who prefer not to say	107
%(of those who replied) of staff who prefer not to say	11.1
Number of staff who declare, including no religion	860
% staff who declare, including no religion	88.9
Number of staff who declare, excluding no religion	435
% staff who declare, excluding no religion	45.0

## Sexual Orientation

	Grand Total
Sexual Orientation Desc	
Bisexual	14
Gay Man	13
Lesbian	8
Heterosexual/Straight	805
OT – Other	2
PR - Prefer Not To Say	125
Unknown (not yet monitored)	2516
Grand Total	3483
Number of staff declaring sexual orientation	842
% of staff in post for whom sexual orientation is known	24.2
Number of staff declaring as Gay, Lesbian or Bisexual (LGB)	37
% of staff in post who have declared as LGB	1.1