

EDC15D018

Title: Annual Statutory Report – Student Profile 2016
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Issue: The University has a statutory duty to report internally and externally on its student profile disaggregated by protected characteristics. This paper fulfils that duty.

Recommendation: n/a

Resource Implications: n/a

Risk Implications: the University can be taken to judicial review if the document is not published

Equality and Diversity: the focus is on the profile of the student population disaggregated by equality statistics

Timing of decisions: n/a

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Background: The Equality Act 2010 introduced the duty to report equality statistics annually. This paper, in conjunction with its sister paper on the staff profile, fulfils that legal duty.

Discussion: The committee is asked to note trends and reflect on implications for training, service delivery, access etc within their specific areas of influence.

Equality Data Annual Report – Student Profile January 2016

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1.0 Introduction

1.1 Background

The University of East Anglia is gradually building a robust set of data reflecting the proportions of its student and staff populations within the defined protected characteristics of the Equality Act 2010. This year we are able to include a wider and deeper range of information than has previously been possible and are committed to further work during the coming year to continue to build a more detailed 'pipeline' for both students and staff from the point of application to their next choice of destination once studies or work at UEA have finished. This goes beyond being a legal requirement to make such information available to being an essential and embedded part of our consideration and thinking when making decisions of policy and practice.

This report builds on a framework of management information introduced in 2008 presenting the UEA's population by age, disability, ethnicity and gender. Our monitoring of sexual orientation and religion and belief as self-declared by students and new staff is gathering depth and developing trends for the whole University are included in the [Student Profile Summary](#). Religion and belief and sexual orientation for both staff and students are reported at University level only to preserve anonymity as figures in some categories are very low but other characteristics are 'drilled' to Faculty level. Section 5 outlines next steps to develop the scope of future reports. Full data tables for all graphs included in this document can be found from in our [2015/16 Student Profile](#) report on the Equality Information page of the Equality and Diversity website.

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, develop practical measures to support those duties and facilitate a proactive, holistic approach in decision making to the benefit of students and staff.

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. The student information has for the first time used information drawn from the University's Data Warehouse, built by the Business Intelligence Unit (BIU) and colleagues have worked extremely hard to ensure consistency of data during the transition from the Discoverer system. The use of the Data Warehouse greatly improves efficiency and in the near future will allow us to explore a whole 'pipeline' of statistics from a students' first application to UEA to their post-degree destination. In turn, this will enable a more sophisticated understanding of where groups with a range of characteristics may be in need of different levels of support or services to help maximise every student's potential.

Staff data reported here has been taken from reports drawn from the central Human Resources Resourcelink system. The staff figures represent a single 'snapshot' of figures each year and for the first time data is represented as a time-series from 2008

(wherever possible). Staff figures in this report are all at total UEA level, but a series of Faculty figures will follow in June 2015.

These reports are derived from the same criteria underpinning the reports published on the Business Intelligence Unit website under 'Facts and Figures'.

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. The figures do not include students studying at INTO.

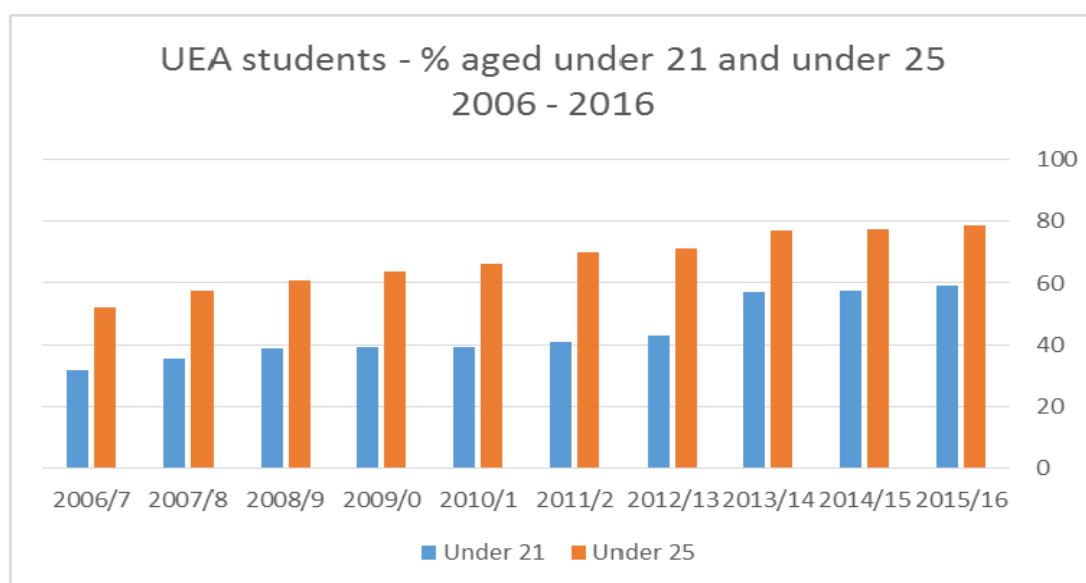
Staff data is based on core staff (including Associate Tutors) and includes staff on full time, part time, fixed and indefinite term contracts.

2.0 UEA Student Profile

The following paragraphs comment on data shown below extracted for the first time from the University's Data Warehouse system unless otherwise stated. It is encouraging to note that the change from one system to another has not caused any issue and we continue to be able to present a meaningful trend analysis. Figures shown include all students (undergraduate, post graduate taught and post graduate research). A full Summary Table can be found on our website under '[student profile](#)'.

2.1 Age

- A much higher percentage of the student population has fallen into the **under 25** age bracket since 2006/7 – data for the whole University (students at all study levels) shows an increase of 21% to a total of 78% of students aged under 25;



Faculties vary greatly in their overall percentage of students aged **over 25**:

	2016	(2006/7)
• Faculty of Medicine & Health:	37.2%	77.5%
• Faculty of Humanities:	12.6%	13.5%
• Faculty of Social Sciences:	24.6%	54.9%
• Faculty of Science:	12.2%	31.2%

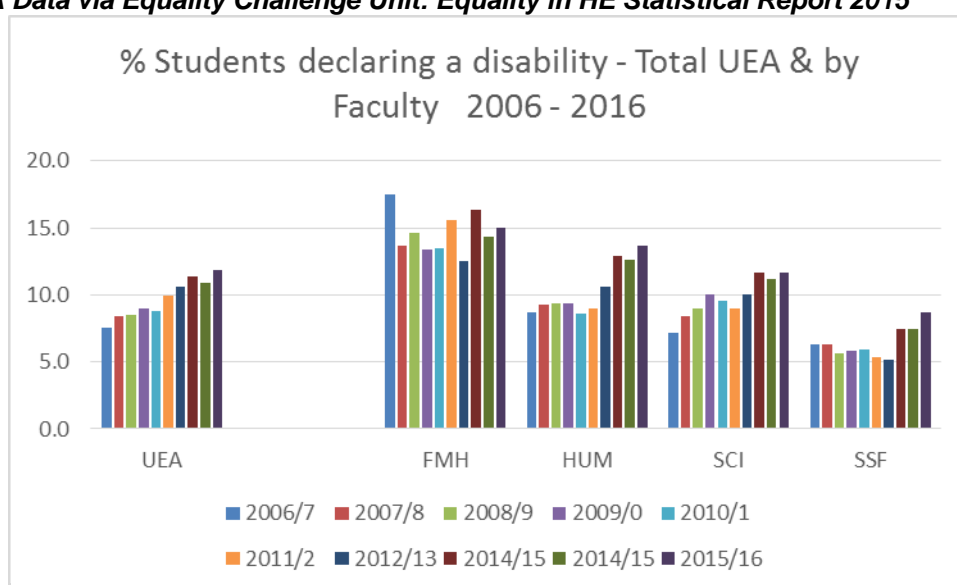
But all show a substantial reduction in mature students.

2.2 Disability

Key points:

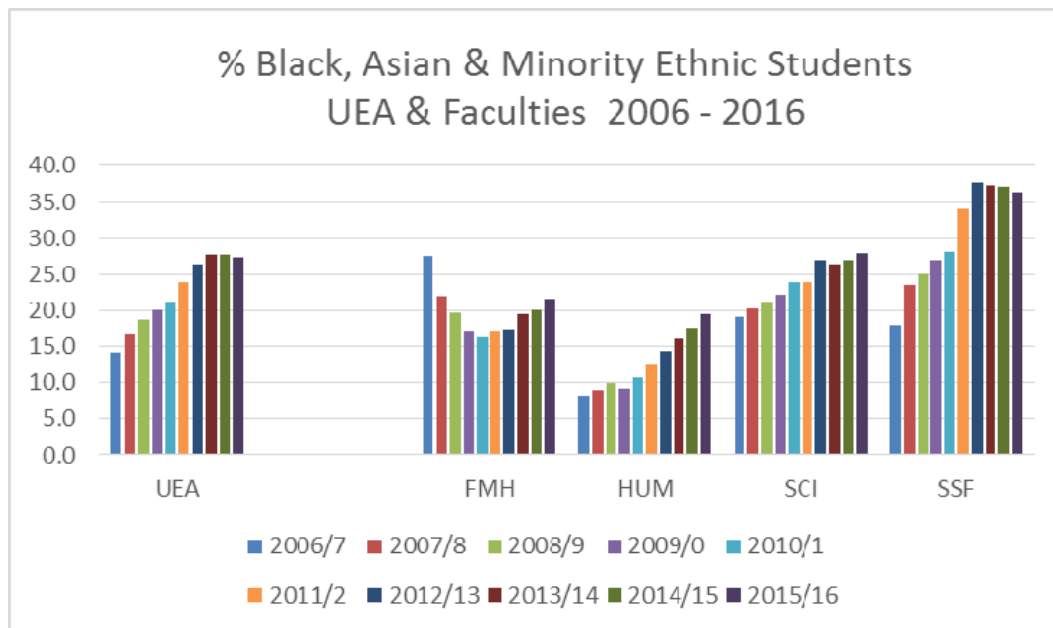
- 1780 students (11.9%) have declared a disability so far in the current academic year. This is a year on year increase of 1% and compares with 1181 (7.6%) in 2006/7. These figures are based on those students declaring a disability at registration at the beginning of the academic year.
- The largest discrete group is formed by those declaring a Specific Learning Difficulty (e.g. dyslexia, dyspraxia, dyscalculia). In 2015/16 817 students have declared within this group (5.5%);
- 365 students (2.4%) have so far declared Mental Health Difficulties in 2015/16, a year on year increase of +0.6%. Significant support is provided via the Mental Health Team in Dean of Students Offices and the Counselling Services for students experiencing a range of issues, both temporary and chronic. Many students do not necessarily declare issues at registration and the Mental Health and Counselling Teams see far higher levels of students than the number declaring an issue at registration. The University has joined the Time for Change campaign and has an action plan focussing on support for staff and students wellbeing. UEA is committed to reducing stigma and increasing mental wellbeing across campus.
- The overall trend has gradually risen at institutional level for disabled students from 7.6% to 11.9% (c.f. benchmark figure for all undergraduate students in the Sector in 2013/14*: 10.0%). There are wide disparities between Faculties with 15% of students in the Faculty of Medicine and Health Sciences declaring a disability compared to 8.7% in Social Sciences. It should be noted that the percentage of overseas students shows an inverse correlation in these faculties and differing cultural attitudes to disability as well as the potentially reduced opportunity to study abroad for overseas disabled students may have a part to play in the differing proportions. The Faculties of Humanities and Science have a 13.7% and 11.7 disability declaration rate respectively.

* HESA Data via Equality Challenge Unit: Equality in HE Statistical Report 2015



- Overall, UEA compares well with national figures for disabled students published by the Equality Challenge Unit in its Statistical Reports. However, the University recognises the necessity for continuous improvement to physical and educational access to remove potential barriers to learning for existing and future students. Application, admission and attainment data will be analysed in the near future and is required to create a wider context of disabled students aspiring to educate at UEA.

2.3 Ethnicity



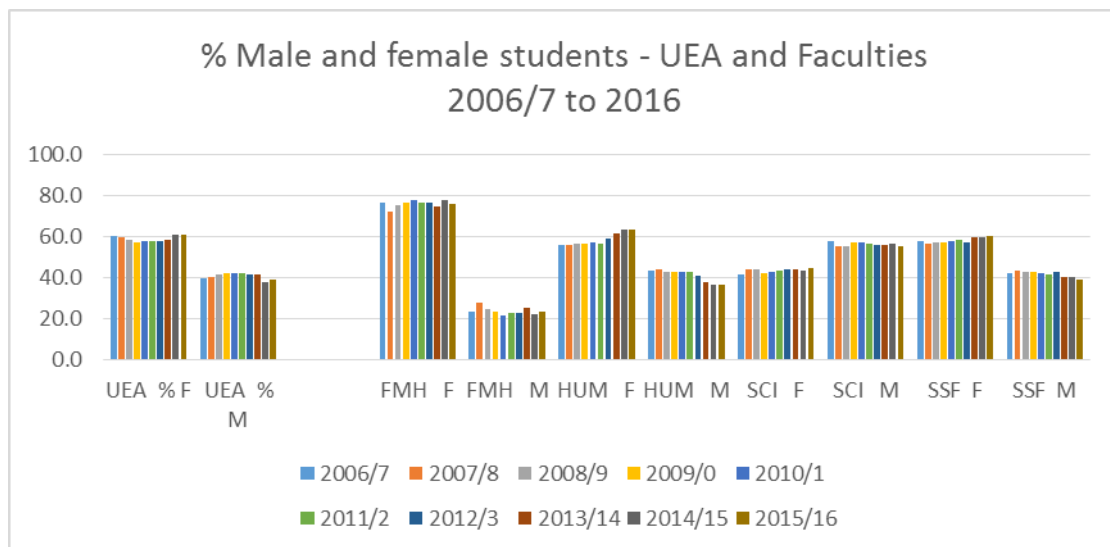
The graph above shows the percentage of Black, Asian and Minority Ethnic (BAME) students (all study levels) for the whole University and also by each Faculty.

- Institutional growth in the proportion of Black, Asian and Minority Ethnic students (BAME) students since 2006/7 is 13.2% from 14.2% to 27.4%, almost a third of our student population;
- The Faculty of Social Sciences has increased its proportion of minority ethnic students by almost 20%, and has the highest proportion at 36.4% having more than doubled from 17.9% in 2006/7; Most of these students choose to study in Norwich Business School and the School of Economics.
- UEA has no huge 'secondary' ethnic population but the most predominant group within our total BAME population are those students from China (10.6%, increased from 3.9% in 2006/7 – although a decrease of 1.5% from 2014/15);
- 10.6% of UEA students are from minority ethnic communities in the UK. These 'Home BAME' students comprise 17% of all Home Fee students and 38% of all minority ethnic students at UEA (62% of BAME students have international backgrounds).
- Within the Home Fee group, the largest group is of Black/African heritage of whom we have 383 students (8.2% of home students). This group has overtaken the number of students of Asian/Asian British – Indian heritage, previously the largest group, now comprising 259 students (5.6% of our home student population).
- Schools with subjects that attract international students also attract the highest number of Home Fee BAME 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.
- Nationally, the proportion of UK-domiciled students who were from a BAME background increased from 14.9% in 2003/4 to 20.2% in 2012/13 and there is an opportunity for UEA to consider how to further access and attract students from these populations, as part of the institutions' long term sustainability and commitment to widening participation.

2.5 Gender



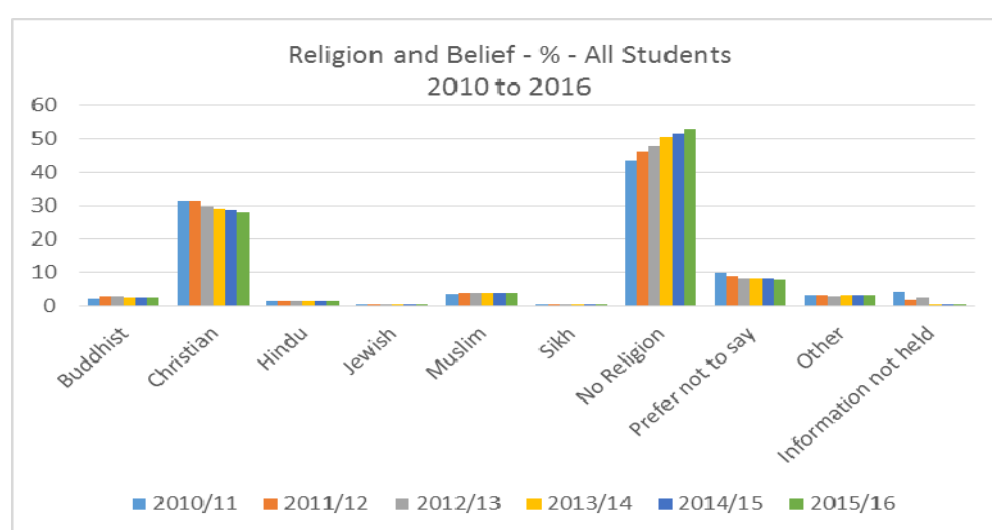
- Overall, UEA has a predominantly female student population (61.0% in 2015/16) and this gender split, determined largely by the University's subject mix, has been relatively constant since at least 2006/7.
- Some study areas reflect traditional gender polarisation, from seven Schools having over 70% female students (HSC is the highest with 88.7%) to four with less than 40%, (the lowest being Computing with just 16.1% although this has increased from 11.5% in 2012/13). The graph above reflects this difference with women comprising almost 80% of students in the Faculty of Medicine and Health and just over 40% of students in the Faculty of Science;
- In April 2016 the University gained its renewed Bronze Athena Swan award, having gained this for the first time in April 2012. The work involved in this award includes examining trends for students (as well as staff) and was originally designed to identify ways of encouraging women in Science, Technology, Engineering, Medicine and Maths (STEMM) disciplines to attain highly and pursue careers within these areas of traditional underrepresentation. Between the original institutional Bronze award and its renewal this year the University has gained 9 School awards at Bronze level and 1 at Silver. With the expansion of the Charter in 2015 Schools beyond STEMM disciplines can now participate and in April 2016 three submissions were made, for the Schools of Economics, Chemistry and Politics, Philosophy Language & Communication respectively. Results are expected in October 2016.

The activities inspired through Athena SWAN work benefit both students and staff.

2.6 Other Protected Characteristics

The University has recently started monitoring students on religion and belief and sexual orientation. This is done at the point of registration each year and as time has gone on the percentage of 'information refused' has been decreasing providing a more comprehensive and reliable set of information. We now have three years of information which can be found in the Student Summary Tables. Due to the sensitivity of both areas this information will only be reported at University level so that individuals cannot be identified. If volumes allow, it is possible we may report to Faculty level at some point in the future.

2.6i Religion and Belief

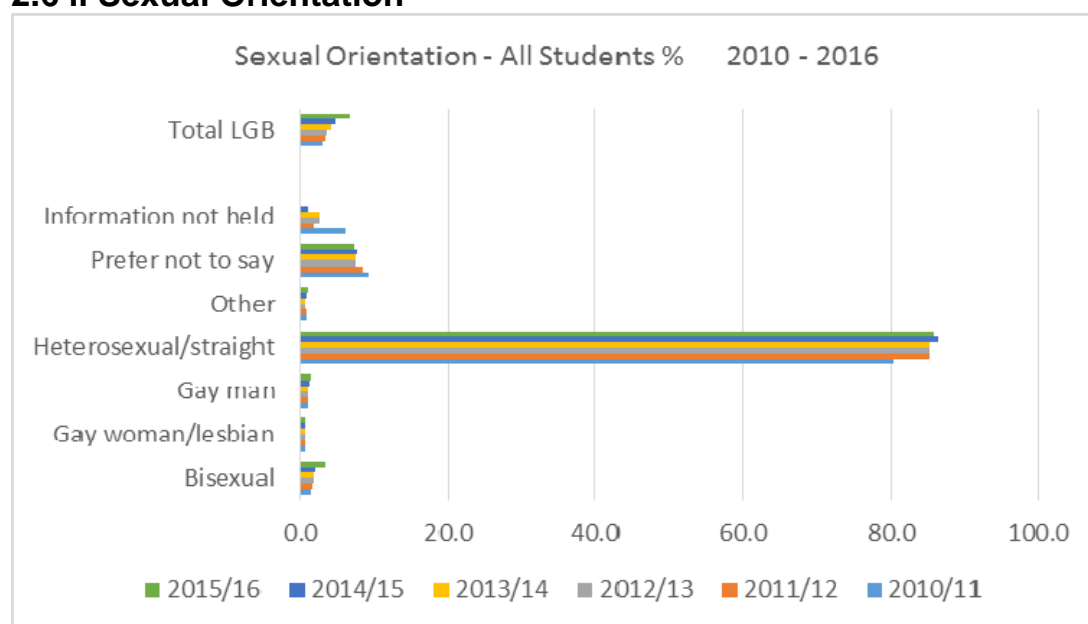


Religion and Belief (available at UEA level only)	2010/1	2011/2	2012/13	2013/14	2014/15	2015/16
Headcount						
Buddhist	333	377	416	405	366	358
Christian	4,532	4,569	4,493	4,421	4,205	4,191
Hindu	208	214	226	227	215	206
Jewish	60	60	52	66	40	34
Muslim	527	559	599	585	586	580
Sikh	45	45	52	49	57	48
No Religion	6,302	6,762	7,213	7,683	7,530	7,941
Prefer not to say	1,429	1,307	1,216	1,234	1,157	1,150
Other	481	461	446	488	459	460
Information not held	932	268	396	37	6	2
Total	14,849	14,622	15,109	15,195	14,621	14,970

As can be seen from the graph and table above the largest single group is of those students who do not have a religion. 53% (7,941) students chose this option. In terms of religious belief, Christians form the largest group at 28% (4,191) in 2015/16. The next largest group are Muslim students who comprise 3.9% (580) of the student population. Buddhists are the next largest group at 2.4% (358). The percentage of students who prefer not to say (7.7%/1,150) and those for whom information was not held at the time of creating this report has reduced by 2.2% since monitoring began in 2010/11.

We will work with Student Records Office to review wording at registration to see if people can be encouraged to declare their religion, while respecting the right not to declare. Religion remains a sensitive area of identity. Ideally, students would feel safe to be open at UEA as the information helps us inform policy and practice across the campus, as reflected by the activity of the Multi Faith Group. These data were useful in the impact assessment of what should continue to be provided on campus in the form of faith facilities, if anything, and along with consultation, this led to a more informed position from which to base decision making.

2.6 ii Sexual Orientation



%	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16
Bisexual	1.5	1.7	1.9	1.9	2.0	3.5
Gay woman/lesbian	0.6	0.7	0.6	0.6	0.7	0.7
Gay man	1.1	1.1	1.1	1.1	1.3	1.5
Heterosexual/straight	80.4	85.3	85.3	85.3	86.5	85.9
Other	0.8	0.8	0.7	0.7	0.8	1.1
Prefer not to say	9.4	8.6	7.6	7.6	7.7	7.3
Information not held	6.3	1.8	2.6	2.6	1.0	0.0
Total LGB	3.1	3.5	3.7	4.3	4.8	6.8

As can be seen from the graph and table above although the percentages of students who have declared as either gay (1.5%), lesbian (0.7) or bisexual (3.5%) are relatively small there is a slow but steady growth. It is hoped this will continue and noted that the percentage of students who prefer not to say or for whom information is not held is reducing over the period shown. 7.3% chose not to state their orientation, but this percentage is gradually reducing over time and if this trend

continues it will help establish a fuller picture. 85.9% of students declared themselves straight, this percentage growing by 6% between 2010 and 2016. 1.1% declared themselves as 'other'.

It should be noted that the true numbers of students declaring as LGB is also growing, so that the increased percentages are not due to any fluctuation in overall numbers of students. Headcount is shown below:

Sexual Orientation - Headcount	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16
Bisexual	216	246	284	319	392	518
Gay woman/lesbian	88	101	98	122	105	109
Gay man	162	164	173	213	211	220
Other	119	116	112	137	136	162

2.6 iii Trans Students

The University doesn't currently report on transgender students (or staff) but will continue to review this annually as developments take place within the Sector. Stonewall, with whom the University has membership, announced in May 2015 it is extending its support, campaigning and services to include trans people. This is very welcome and will complement work with Athena SWAN which also now includes a specific section about support for trans students and staff in its submission process.

Support routes are in place for both staff and students who may transition, or be in the process of doing so, during their time at UEA and one of our key objectives for the year is to formalise guidance for both transitioning staff and students and those who support them. The University has also recently converted a number of toilets across campus to Gender Neutral ensuring that all genders are catered for.

3.0 Conclusion

The Equality Act 2010 strengthened rights in all the areas above and from April 2011 the new Public Sector Equality Duty (PSED) came into force, replacing existing duties with a framework including these areas.

This year's updated report shows an increasing diversity at UEA which may surprise some outside observers. Work continues through the University's Equality and Diversity Committee in raising awareness and influencing policy here. In addition, most other Committees here also consider a huge variety of work with embedded themes of equality. At a later date in the year we will extend our data to consider attainment within different groups across the University.

Any enquiries about this document or the Staff Profile can be addressed to equality@uea.ac.uk.

H Murdoch, Head of Equality & Diversity, April 2016