

**EDC13D006**

**Title:** Annual Statistics – Student Profile Update  
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**Issue**

Equality Data Annual Report – April 2014, supporting our legal requirement to make such data available.

**Recommendation**

For Information.

**Resource Implications**

N.A.

**Risk Implications**

The University could be fined if it neglected to provide this information.

**Equality and Diversity**

Provides time series on the evolution of different groups with protected characteristics present at UEA.

**Timing of decisions**

N.A.

**Further Information**

Further information is available from:

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**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 build on previous work over a wide range of protected characteristics 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.

## Equality Data Annual Report – April 2014

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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 build on previous work over a wide range of protected characteristics 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 for the first time in the ([Student Profile Summary Tables](#)). Religion and belief and sexual orientation are reported at University level only to preserve anonymity as figures in some categories are very low but other characteristics can be reported to School level. 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, which focuses on our student body, is to reveal the evolution of different groups and communities to achieve greater awareness on the part of all those working with students of the potential for different support and access needs. 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. Work on the University's Data Warehouse will shortly streamline and embed equality information into standard report production routes.

Student data has been taken from Discoverer Reports, representing a single point in time, on 30 April 2014 unless stated otherwise. Ideal timing for the report on students is April each year as many Health students are registered as an April intake. Year on year our figures may be revised to reflect this and updated similarly in subsequent years.

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

### **1.3 Exceptions and Inclusions**

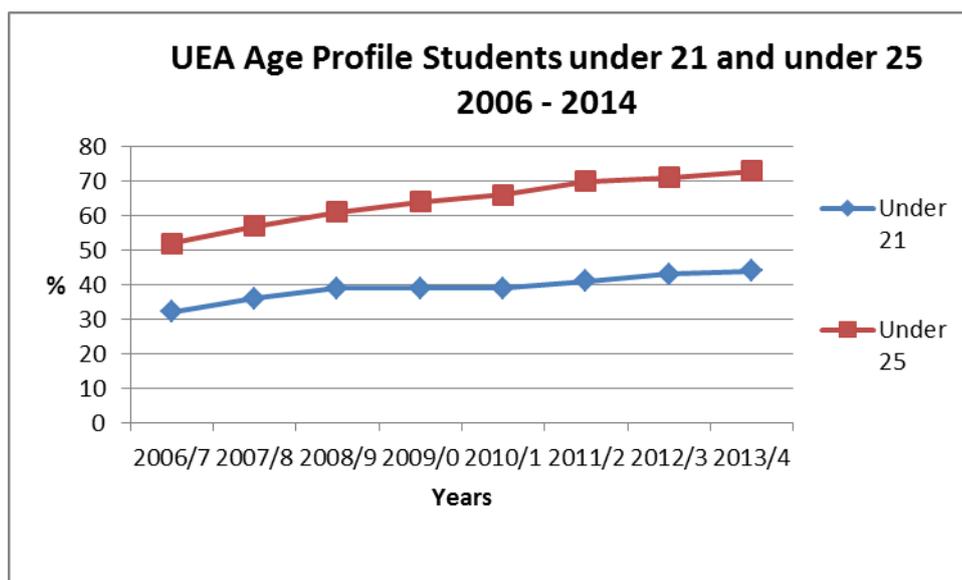
It should be noted that student information here excludes exchange and visiting students who may be at UEA for just a few weeks.

## 2.0 UEA Student Profile

The following paragraphs comment on data shown below extracted via the Discoverer system unless otherwise stated. Figures shown include all students (undergraduate, post graduate taught and post graduate research unless otherwise stated). 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 shows an increase of 21% in the age groups under 25;



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

- Faculty of Science: 79%
- Faculty of Humanities: 72%
- Faculty of Social Sciences: 53%
- Faculty of Health: 50%

These variances are due in part to the attraction of mature students to the availability of career opportunities in later life such as those afforded through the Nursing or Rehabilitation Sciences routes in the Faculty of Health.

### 2.2 Disability

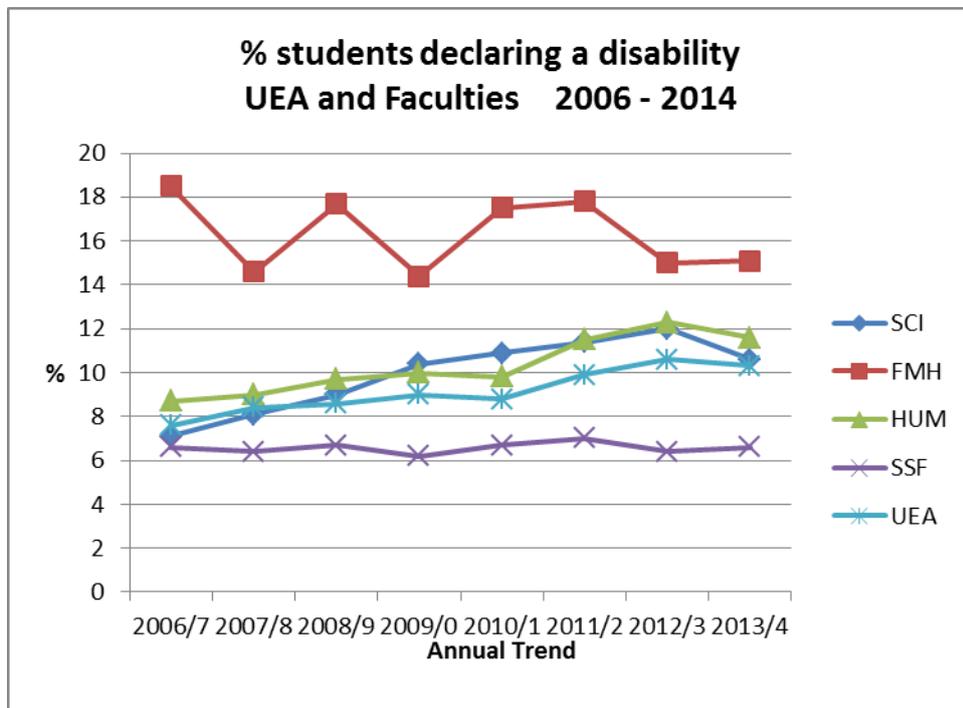
Key points:

- 1,562 students (10.3%) have declared a disability so far in the current academic year; this compares with 1,371 (9.1%) in the last academic year and 1,181 (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 2013/4 822 students have declared within this group (5.4%), increased from 3.7% in 2006/7;
- The next two largest groups are Long standing/on-going health conditions (227 or 1.5%) and Mental Health Difficulties (1.4%);

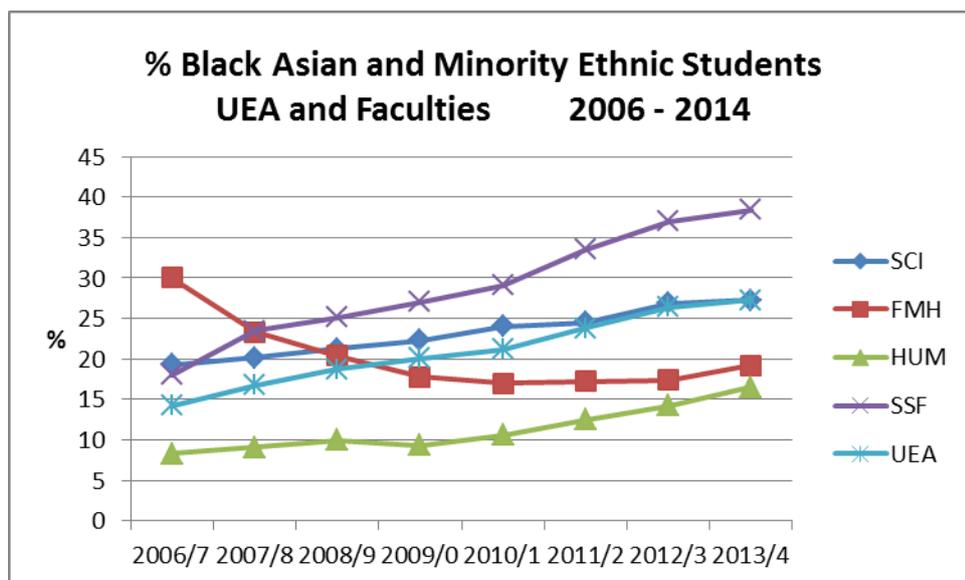
- The overall trend at institutional level for disabled students has been a gradual upward trend since 2006/7: from 7.6% to 10.3% (c.f. benchmark figure for all students in the Sector in 2011/12: 8.6% (source: Equality Challenge Unit). There are wide disparities between Faculties:

Faculty of Medicine & Health	15.1%
Faculty of Science:	10.6%
Faculty of Humanities:	11.6%
Faculty of Social Sciences:	6.6%

- 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 declaration rates.
- 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 and admission data will be available in the near future and is required to create a wider context of disabled students aspiring to study at UEA.



## 2.3 Ethnicity

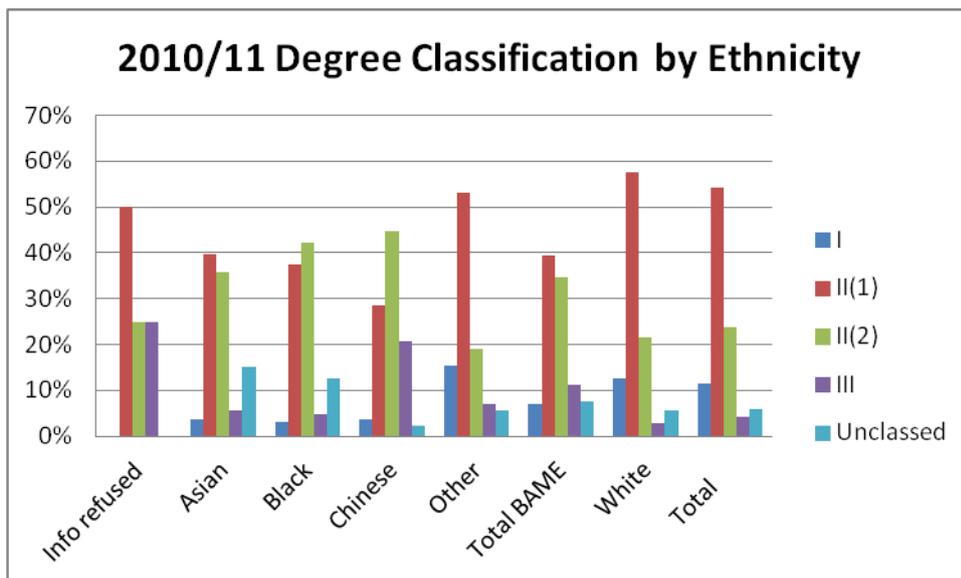


The graph above shows the percentage of all students declaring as Black, Asian or Minority Ethnic by background or heritage at all study levels for the whole University and also by each Faculty.

- Institutional growth in the number of Black, Asian and Minority Ethnic students (BAME) students since 2006/7 is just over 13%;
- Nationally, according to sector statistics published by the Equality Challenge Unit and derived from HESA, 18.8% of students are known to be BAME - however it should be noted that the national figure comprises only those BAME students domiciled in the UK. In this respect, the figure for UEA is much lower, at 10.4% (see comments below);
- The Faculty of Social Sciences has more than doubled its percentage of BAME students since 2006/7 and has the highest proportion at 38.4%; Most of these students 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 (10.8% in 2012/13, increased from 3.9% in 2006/7)
- 10.4% of UEA students are from minority ethnic communities in the UK. These 'Home BAME' students comprise 38% of all minority ethnic students at UEA.
- Within this UK group, the largest group is Asian/Asian British – Indian (2.1% in 2012/13, increased from 1.5% in 2006/7);
- 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.
- Nationally, around one in five (18.8%) UK domiciled first degree students were from a BME background in 2012/13 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



		2010/1						
		I	II(1)	II(2)	III	Unclassed	Classification not applicable	Total
<b>Info refused/Not known</b>	<b>Info refused/Not known</b>		50%	25%	25%			100%
	<b>Total</b>		50%	25%	25%			100%
<b>Black, Asian and Minority Ethnic (BAME)</b>	<b>Asian</b>	4%	40%	36%	6%	15%		100%
	<b>Black</b>	3%	38%	42%	5%	13%		100%
	<b>Chinese</b>	4%	29%	45%	21%	2%		100%
	<b>Other</b>	15%	53%	19%	7%	6%		100%
	<b>Total</b>	7%	40%	35%	11%	7%		100%
<b>White</b>	<b>White</b>	13%	58%	22%	3%	6%		100%
	<b>Total</b>	13%	58%	22%	3%	6%		100%
<b>Total</b>		12%	54%	24%	4%	6%		100%

For the first time in 2010/11 the University was able to disaggregate degree results by age, disability, gender and ethnicity at University, Faculty and School level and information will be regularly available from the Data Warehouse in the near future. This will be published as a separate report. The graph above shows, as a simple example, degree classification by broad ethnic grouping for the whole University level and for all students completing their first degree in 2010/11.

A percentage of students within each broad group achieved firsts. In a previous 'snapshot' from 2008/9, no Black students had achieved a first, although a high proportion (61%) had achieved a 2:1. Our forthcoming report will look in detail to determine there are any trends.

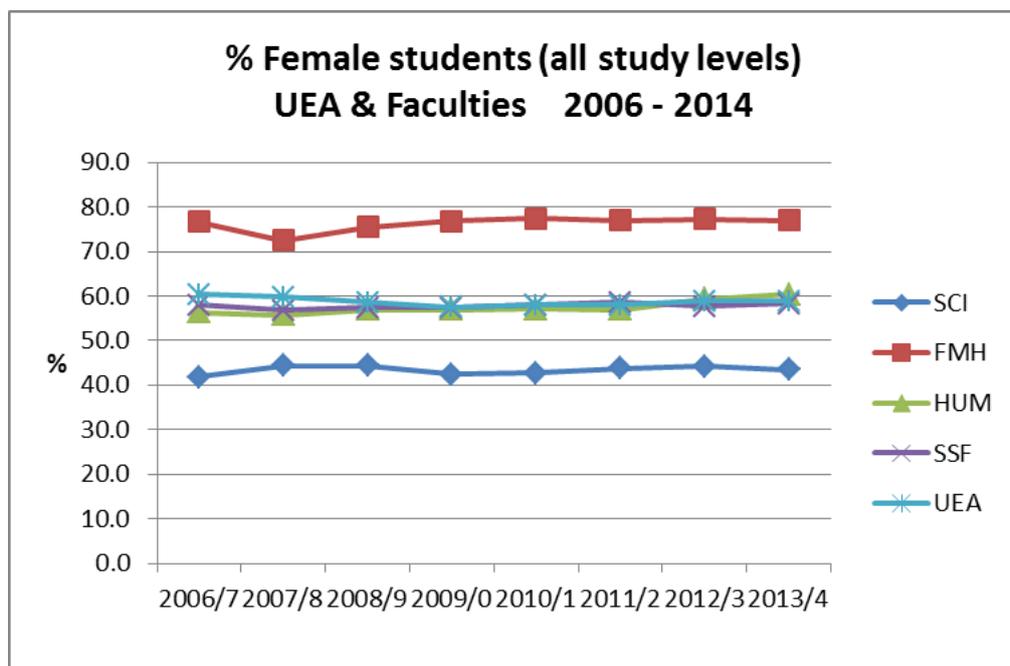
The percentages of Black, Asian and Chinese students achieving first degrees is lower than for those in White and Other categories. Further analysis will be undertaken in our forthcoming report to determine whether there are differences in attainment between international Black, Asian and Minority Ethnic (BAME) and UK students from minority backgrounds. This information will help us determine what support may be appropriate for underachieving groups and whether existing support is, in fact, effectively targeted.

In drilling from UEA level to Faculty and School levels we will also determine if students from minority groups have any differential attainment levels by subject area.

A further indicator of the importance of looking at achievement by this breakdown can be seen in the table above in which 22% of Asian students received unclassified degrees, although 12% of this group attained firsts. There could be any number of reasons for this and hence trend information along with the full range of levels to drill to will be an exciting step forward in our understanding of a rapidly changing student population.

Once our first report is completed in March this year it will become an annual measure as part of our equality statistics.

## 2.5 Gender



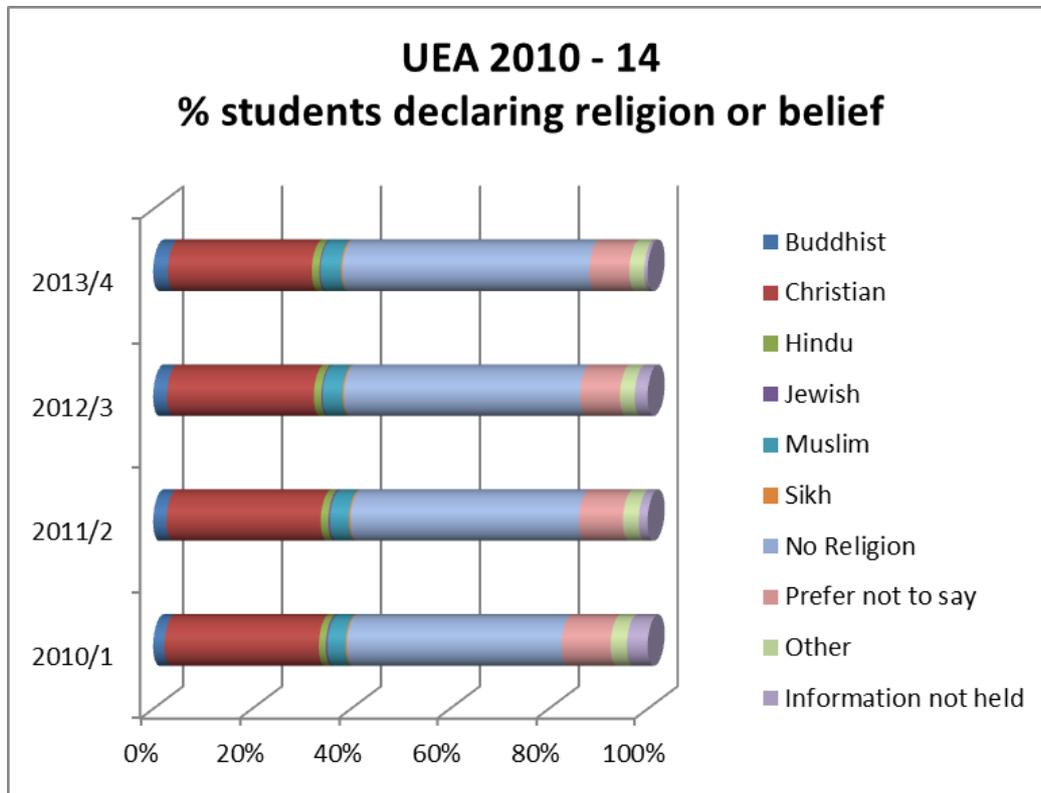
- Overall, UEA has a predominantly female student population (58.2% in 2011/13) and this gender split, determined largely by the University's subject mix and the trends within certain areas has been relatively constant since at least 2006/7. Some study areas reflect traditional gender polarisation, from 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%). The graph above reflects this difference with women comprising 77% of students in the Faculty of Medicine and Health and 40% of students in the Faculty of Science;
- In April 2012 the University gained its Bronze Athena Swan award for the first time. The work involved in this award includes examining trends for students and identifies ways of encouraging women in Science, Medicine, Technology and Maths disciplines to attain highly and pursue careers within these areas of traditional underrepresentation. Following on from the University award the Schools of Pharmacy, Biological Sciences and Norwich Medical School have also gained Bronze awards and are working towards Silver. The Schools of Environmental, Rehabilitation and Nursing Sciences have also submitted for Bronze awards. All Schools in the Faculty of Health and the Science Faculty are engaged in Athena Swan work with other Schools such as Economics and Law preparing for the Gender Equality Charter Mark to be launched in October 2014. The inclusion of student profiles and qualitative information from surveys in this work is essential to help ensure we are not losing talented individuals from study and work;
- For all areas trends will continue to be monitored.

## 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.

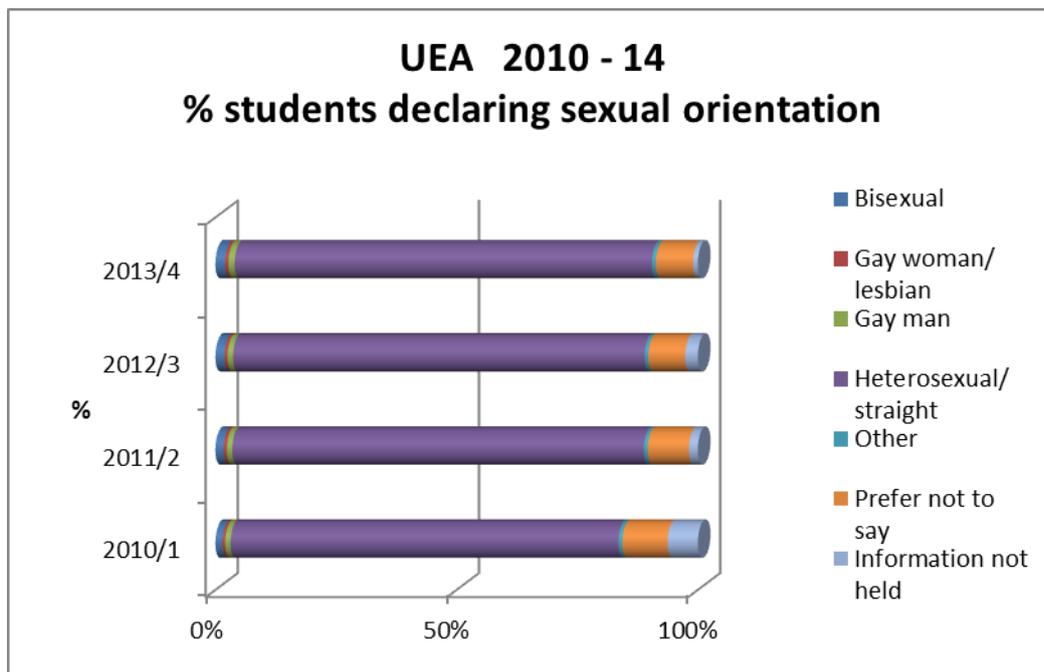
## 2.6i Religion and Belief



	2010/1	2011/2	2012/3	2013/4
<b>Buddhist</b>	2.3	2.7	2.8	3.0
<b>Christian</b>	31.2	31.2	29.7	29.1
<b>Hindu</b>	1.4	1.5	1.5	1.5
<b>Jewish</b>	0.4	0.4	0.3	0.3
<b>Muslim</b>	3.6	3.8	4	4.1
<b>Sikh</b>	0.3	0.3	0.3	0.3
<b>No Religion</b>	43.4	46.2	47.7	49.9
<b>Prefer not to say</b>	9.9	8.9	8.1	8.1
<b>Other</b>	3.3	3.2	3.0	3.0
<b>Information not held</b>	4.2	1.8	2.6	0.7
<b>Total</b>	100.0	100.0	100.0	100.0

As can be seen from the graph and table above the largest single group is of those students who do not have a religion. 50% (7,467) students chose this option. In terms of religious belief, Christians form the largest group at 29% (4,355) over the three year period monitored. The next largest group are Muslim students who comprise around 4% (617) of the student population. Buddhists are the fourth largest group at 3% (410). The percentage of students who prefer not to say (8.1%/1,204) and those for whom information was not held at the time of creating this report (125 students) is diminishing gradually over time. This helps create a robust data set. These data were useful in the recent impact assessment of what should continue to be provided on campus in the form of faith facilities, if anything, and this, along with feedback from all represented faith groups as well as those who value the quiet space provided by the Chaplaincy, led to a more informed basis on which to make decisions.

## 2.6 ii Sexual Orientation



	2010/1	2011/2	2012/3	2013/4
<b>Bisexual</b>	1.5	1.7	1.9	2.0
<b>Gay woman/lesbian</b>	0.6	0.7	0.6	0.7
<b>Gay man</b>	1.1	1.1	1.1	1.3
<b>Heterosexual/straight</b>	80.4	85.3	85.3	86.5
<b>Other</b>	0.8	0.8	0.7	0.8
<b>Prefer not to say</b>	9.4	8.6	7.6	7.7
<b>Information not held</b>	6.3	1.8	2.6	1.0
<b>Total</b>	100.0	100.0	100.0	100.0

As can be seen from the graph and table above small percentages of students have declared as either gay (1.3%), lesbian (0.7) or bisexual (2.0%). 7.7% chose not to state their orientation, but this percentage combined with 'information not held' (1.0%) is gradually reducing over time and if this trend continues will help establish a fuller picture. 86.5% of students declared themselves straight, this percentage growing by 6.5% between 2010 and 2014. 0.8% declared themselves as 'other'.

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. The University is a member of Stonewall and aims to strengthen links with them in the next Academic year.

### **2.6 iii Transgender**

The University does not monitor either transgender students or staff due to the continuing sensitivity surrounding gender transition but will continue to review this annually and cross reference with wider Sector activity. 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 hosts the Transgender Conference, a national biennial event which offers the opportunity to gain detailed insight into the background and issues for this community.

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 2014/15 is to formalise guidance for both transitioning staff and students and those who support them.

## **3.0 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. It is anticipated that the introduction of the Data Warehouse will enable the Equality Office to draw a more sophisticated range of data on the University's student population more quickly and with fewer 're-work' steps than the current systems allow.

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 will be to report annually on:

- Applications
- Widening Participation
- Admissions
- Retention
- Formal Complaints/Grievances (inc. harassment/bullying)
- Retention
- Assessment
- Degree Classification
- Career Destination

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.

## **4.0 Conclusion**

Despite a popularly quoted impression that the University is neither diverse nor affected by social changes nationally the reality is one of on-going and increasing change. This report makes explicit a basic overview of our student population 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.

***Helen Murdoch***  
***Equality and Diversity Office***  
***May 2014***