



**Bournemouth  
University**

# **Equality and Diversity Annual Report 2018-19**

**All Different:  
All Bournemouth University**

**[bournemouth.ac.uk/diversity](http://bournemouth.ac.uk/diversity)  
@EqualityatBU**

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## **1. Foreword**

We are pleased to introduce the annual Equality and Diversity report which covers the academic year 2018/19.

During the year we saw continued engagement in equality, both internally and externally via our planned programme of work. We have continued to work across all elements of equality, placing increased emphasis on Wellbeing (including mental health); Gender, through Athena SWAN; Equal and Gender Pay; and Race, (via the work towards the Race Equality Charter).

We have continued to work in partnership with a range of stakeholders, including AFC Bournemouth, Dorset HealthCare University NHS Foundation Trust, Intercom Trust, Access Dorset, MIND and the wider community. A number of prominent people have supported our equality agenda by sharing their experiences at key events which have helped raise the profile and reduce the stigma attached to elements of the equality agenda. These speakers have included, Nigel Owens and the LGBT speaker, activist and broadcaster Sophie Cook.

It is really pleasing to receive national recognition from the Crown Prosecution Service (CPS) for our work to raise student awareness of hate crime and the sources of available support both on and off campus. In recognition of BU's continued work on gender equality, we were successful in achieving a Bronze Athena SWAN Institutional award in addition to two successful departmental submissions in Psychology and Life and Environmental Sciences. As part of our aim to achieve Athena SWAN awards across all our departments through BU2025, the departments of Design and Engineering, Social Sciences and Social Work and Communication and Journalism will aim to submit for their accreditations in November 2020.

Feedback in respect of the equality and diversity events, which received Office for Students funding over the last four years, indicated a positive impact on attendees. Individuals stated that they had learnt or experienced something at these events that will change the way they work, live or think. Over the 4 year period this had increased from 82% to 92%.

As well as the above, this report provides information on the significant amount of work carried out across BU by staff, students and the wider community, all of whom have made a positive contribution to the equality and inclusivity agenda at BU.

We would like to thank the students, staff and members of the wider community who have worked with BU to deliver this programme of work which would not have been achieved without their engagement. We will look to continue this work in conjunction with BU2025 as we continue to embed inclusivity throughout BU. If you want to find out more about the work undertaken during 2018/19 please read this report and see our [Wakelet](#).

**Karen Parker, Director of Human Resources Services and Chair of the Equality and Diversity Committee**  
**Jim Andrews, Chief Operating Officer and University's Lead Director for Equality and Diversity**

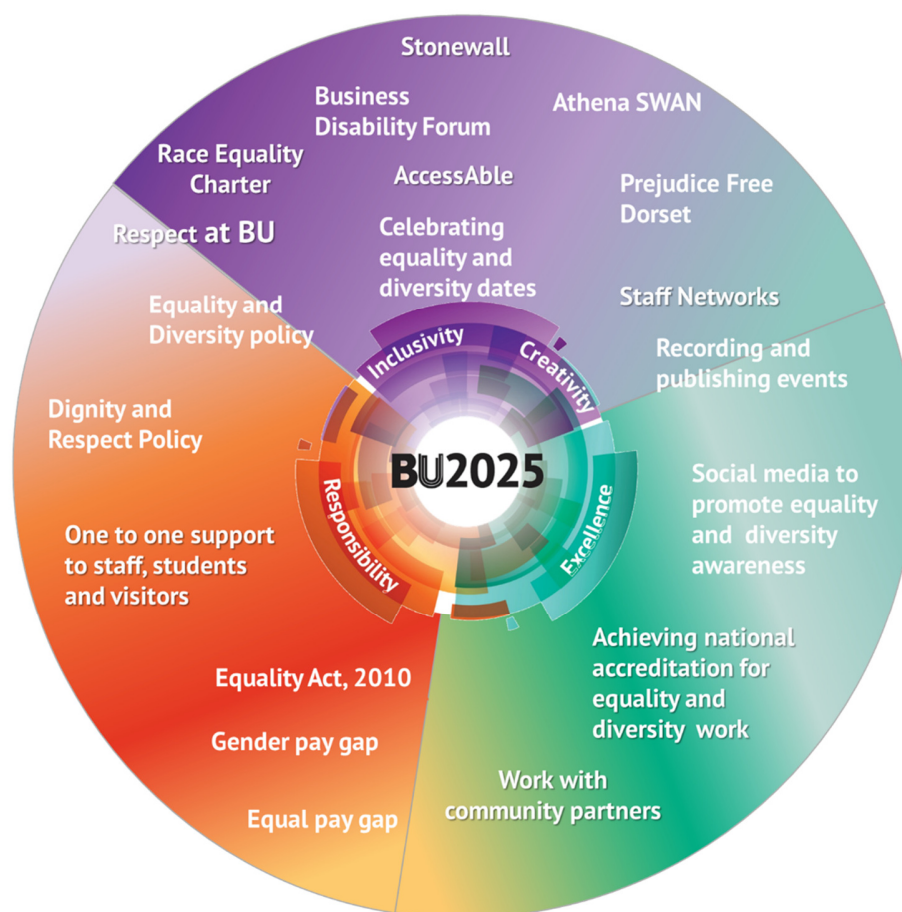


## 2. Introduction

*“Inclusivity is a core value that underpins the Bournemouth University (BU) strategic plan, BU2025. We are proud of our increasingly diverse community and work to take action to address gaps and challenges in equality and diversity in order to support development, progression and achievement for all.”*

Throughout 2018/19 we continued to effectively advance our commitment to Equality and Diversity through a structured programme of work aligned to our strategic plan. Much activity has taken place and this report provides a broad overview of the key elements for 2018/19. The end of this year firmly positions BU to continue to embed inclusivity and equality through BU2025. To support this work we have aligned it against the four BU values for BU20205.

**Figure 1: Equality and Diversity & BU2025**



Whilst activity has been across the equality agenda, this report focuses on the following key areas of activity:

- Wellbeing (Mental Health)
- Gender
- Race
- Lesbian, Gay, Bisexual, and Transgender (LGBT)

- Religion and Belief
- Equality and Diversity development, events and campaigns

Input has been informed by the work of:

- Equality and Diversity Committee
- Athena SWAN Steering Group
- Athena SWAN Self-Assessment Team
- Race Equality Charter Self-Assessment Team
- Staff LGBT+ network

Before being presented to the University Leadership Team (ULT) and the Board, the report is finally approved by:

- Chief Operating Officer, who holds the institutional remit for Equality and Diversity
- Chair of the Equality and Diversity Committee

### **3. Equality and Diversity Activity**

A summary of key activities/work undertaken in each of the areas outlined is provided below, some of which has been in partnership.

#### **3.1 Mental Health (Wellbeing)**

- BU continues to provide Mental Health First Aid training to staff with over 200 trained to date. Staff and Student Wellbeing Groups have merged to provide an integrated approach to Wellbeing,
- Implementation of Supporting Students - Boundaries & Wellbeing which supports staff supporting students with mental health issues and reinforces support pathways for both staff and students in crisis,
- Head of Student Wellbeing post created and appointed,
- The annual Dorset High Sheriff's Lecture considers the experiences of women in custody and mental health services,
- Planning for the recruitment of a Mental Health Adviser was undertaken and recruited at the end of September 2019. The post holder is an in-house specialist, who is able to work with students who have a diagnosed mental illness and who can access support funding via the Disabled Students' Allowance,
- Planning to introduce the Wellbeing Duty Officers (WDO) was undertaken. These are out of hours staff who will be replacing the current Serious Incident Officer role, contactable via 222. WDOs will be trained to respond to wellbeing issues and incidents which occur after hours and over weekends,
- Health & Wellbeing Adviser appointed to support staff wellbeing and events,
- BU has been working with Stormbreak. It is a charity supported by BU that aims to support awareness and improve mental health in children by promoting movement for mental health in primary schools. Stormbreak has received support from Public Health Dorset, from Bournemouth University and the University of Winchester, who are underpinning the project through academic expertise and research that will help to provide evaluation and feedback for the project as it develops,

- To support our strategic intentions, a programme of wellbeing events has been implemented, including World Mental Health Day and Eating Disorder Awareness Week. This involved speakers talking about subjects such as providing an overview of Child and Adolescent Mental Health (CAMHS), practical strategies for supporting students with eating disorders and a one-day conference on emotions and eating disorders,
- During Mental Health Awareness Week a 1 day conference was held on Emotions and Eating Disorders,
- The #LifeUnfiltered video was shortlisted for a Charity Film Award and was showcased at Camp Bestival 2019. It was also showcased at the BU Big match between AFC Bournemouth and Liverpool.

### **3.2 Disability**

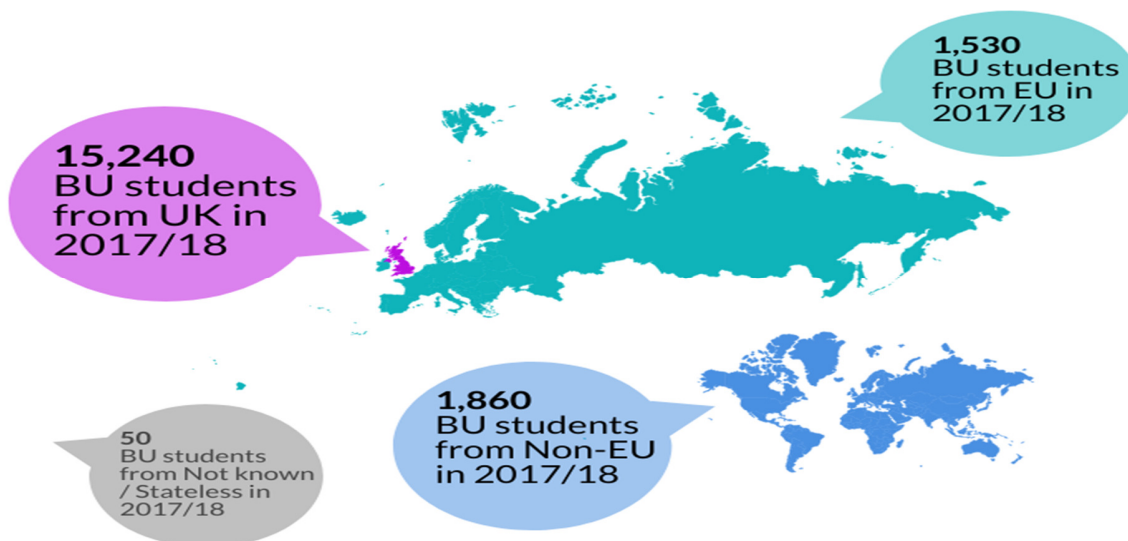
- BU became a Disability Confident Employer (Level 2),
- Estates ran an Accessibility workshop with support from the Centre for Accessible Environments and the Equality and Diversity Service,
- Chris Packham spoke at the University about his environmental work and living with autism,
- The Faculty of Health and Social Sciences in conjunction with Diverse Abilities are undertaking postgraduate research hydrotherapy for people with profound and multiple learning difficulties and physical disabilities,
- Additional Learning Support has provided a range of workshops for disabled students related to strategies for managing HE study, including basic mathematics, in order to enable students to become more independent and employable,
- Provision of guidelines for assistance dogs on campus for students with other conditions than visual impairment, such as Autism,
- Support network in place for staff with disabilities,
- BU implemented an Accessibility Guide, which encourages disclosure and provides support for staff with disabilities and guidance for managers.

### **3.3 Race**

- In seeking to establish why BU has low numbers of BAME students, work undertaken by the Access, Excellence and Impact Committee (AEIC) group has identified that an interview has a negative impact on the black offer rate and is identifying ways to address this,
- During 2018/19, the Vice-Chancellor signed the UUK/NUS pledge on the BAME attainment gap framework. AEIC will take responsibility for monitoring this work,
- Two projects (3D Pedagogy Framework and Journey to Success) focusing on the BAME attainment gap have been funded by AEIC,
- The Sir Michael Cobham Library hosted an exhibition on Dorset Windrush stories, which includes photographs and artwork by local residents. It was a joint enterprise with the Dorset Race Equality Council and BU's Community Partnerships,
- Dr Shelley Thompson has engaged staff within her department on priorities around inclusive education. This involved a talk by Lenrick Greaves (VP Education) presenting on the 'Why is my curriculum White' campaign, and Dr Deborah Gabriel introducing her 3D Pedagogy Framework,
- BU supported the Dorset Ethnic Minority Awards,

- David Lammy MP spoke at BU as part of Black History Month 2018,
- Virginia Cumberbatch, a Patron of Black British Academics and Head of the Center for Community Engagement at the University of Texas, visited BU in April 2019 to reinforce critical understandings around equality, equity and inclusion at BU,
- Georgia Dodsworth talked about her lived experience of Childhood Trauma, Depression, Anxiety and Borderline Personality Disorder as well as discussing being a black woman navigating the mental health system,
- SUBU, with support from the Equality and Diversity Team, undertook a short survey on the BAME student lived experience. The work also included two focus groups which involved 12 students,
- The Sir Michael Cobham Library has established a 'Decolonising the Curriculum' webpage and with links to further resources, such as diverse library collections elsewhere,
- BU has hosted Chinese football coaches on behalf of the Ministry of Education in China (MoE), China Scholarship Council (CSC) and the Federation of University Sports of China (FUSC)/China School Sports Federation (CSSF) in a bespoke three-month football training and education programme. This was in collaboration with AFC Bournemouth and taught by Strength & Conditioning coaches from SportBU,
- Rešad Trbonja spoke at BU and shared his experiences and research exploring the impact of genocide and lived experience of survivors and the relationship with wider hate crime related behaviour,.
- BU is piloting blind shortlisting by anonymizing job applications. This pilot has now finished and we expect as a result to broaden this during 19/20.

**Figure 2: Nationality of BU students 2017/18 based on HESA data<sup>1</sup>**



<sup>1</sup> Figure 2 shows HESA data which is always a year behind the current academic year.

### **3.4 Gender**

- BU continues to undertake work to reduce our gender pay gap and our report in 2018 was published showing a decrease and positive progress,
- Kate Adie became our 5th Chancellor (our 3<sup>rd</sup> female Chancellor), resulting in an all female Chancellery,
- Professor Sarah Bate was appointed to the post of Chair of the Athena SWAN Steering Group,
- BU achieved a Bronze Institutional Award under the post-May 2015 Athena SWAN initiative,
- The Departments of Psychology and Life and Environmental Sciences achieved Bronze Departmental Awards as part of Athena SWAN,
- The Menopause Guidance was published and implemented including development for staff provided by Henpicked,
- New Student Maternity, Adoption and Parent Policy and Procedure was published,
- Flexible working policy was implemented,
- Female only, preparing for promotion and pay progression sessions were held.

### **3.5 Lesbian, Gay, Bisexual and Transgender (LGBT+)**

- Nigel Owens, a prominent rugby referee visited BU to talk about his experiences as a gay man and living with mental health issues,
- Sophie Cook spoke about her own lived experience as part of the Respect at BU: Hate Crime - Why Speak Up?
- A short film has been produced which features an online hate crime scenario and provides details of how to report similar incidents. The work produced came from national funding from the Office for Students (OFS), which the university received in order to provide students with the knowledge of what a hate crime is, how to respond to it and where to seek support,
- We have established a staff LGBT+ network during 2018/19,
- BU had a presence at Bournemouth Pride. This involved taking part in the parade with AFC Bournemouth and having a stand in the lower gardens,
- A UK Stonewall Workplace Equality Index submission has been made. BU will receive feedback in 2020,
- BU has supported the LGBT+ SpeakOut Project. The work aims to collect different perspectives on the LGBT+ landscape in Bournemouth, both now and in the past,
- A conference on Queer Youth and Media Cultures: Five Years On and New Activism has been hosted at BU,
- BU is working with a number of LGBT+ community groups such as Chrysalis, Communi-T and Space Youth.



### 3.6 Religion and Belief

- The extended Islamic Prayer Room opening event was opened in October 2018.
- Three Chaplaincy Talks were delivered during 2018-19. These were talks on:
  - What does it mean to be human? (October 2018)
  - Quakers: War and Peace (November 2018)
  - Christian Perspective on Healing (December 2018)

These talks aimed to provide students, staff and the wider community to hear different perspectives on religion and belief.

- The former Chaplaincy was restructured to the Faith and Reflection Service in summer of 2019,
- Buddhist society has started to meet at BU,
- Global Café has continued to meet which is specifically for international students who need support in settling and adjusting to life in the UK,
- Faith society specific weeks have been marked. For example, the Christian Union have run their annual Events week and supported the Carol Service. The Islamic Society have continued to run the Islamic Awareness week,
- Through our partnership with AFC Bournemouth, the Islamic Society attended the AFC Bournemouth match with Tottenham Hotspur. This was to support the Equality and Diversity work at the club which had identified an under representation of people from different faiths attending a match,
- The Chaplaincy and the Doctoral College have continued to provide Chaplaincy lunches for PGR students. The aim is to provide an opportunity for students to meet in a social capacity as PGR research can be isolating,
- A short film has been produced which features a hate crime scenario on a night out and provides details of how to report it. The work produced came from national funding from the Office for Students, which the university received in order to provide students with the knowledge of what a hate crime is, how to respond to it and where to seek support.

### 3.7 Development

- A new video on reporting hate incidents/crimes was published. This also aims to help clarify what a hate crime is, and to raise awareness of services available for support,
- Respect at BU hate crime sessions were delivered to over 300 students,
- Development in relation to Dignity and Respect as been provided,
- Unconscious Bias sessions were provided as part of the recruitment and selection, internal funding panel workshops and the Prevent Management Group,
- Equality Act briefings have been provided to all staff involved with REF 2021,
- Equality and Diversity development sessions were provided to Nursing, Nutrition and Occupational Therapy students,
- An Equality Analysis briefing was provided as part of the ARPP 2018/19 annual review,
- Disability awareness forms part of management development relating to wellbeing,
- Mental Health First Aid training continues across BU,
- Development is ongoing with regard to managing the menopause in the workplace.

### 3.8 A number of other key achievements and activities within the equality agenda are summarised below:

- In conversation with AFC Bournemouth players and staff (Jimmy Class, Tyrone Mings and Simon Francis). The focus of the talks was on the subject of resilience.
- The Equal Pay report for 2018 was published.
- Anti-Slavery Student Ambassador development was delivered to FHSS students in partnership with the Crown Prosecution Service and other local voluntary agencies.

## 4. Reports, appeals and complaints

There were 5 reported hate incidents/crimes which affected BU students. Table 1 outlines the number of reported incidents/crimes over the last four years. Incidents are mainly related to race and there is an increase seen during national/international events.

**Table 1: BU reported hate incidents/crimes 2015-19**

Hate incidents/crimes	2015/16		2016/17		2017/18		2018/19	
	Students	Staff	Students	Staff	Students	Staff	Students	Staff
Race	6	4	1	2	1	0	3	0
Disability	0	0	0	0	0	0	1	0
LGBT+	0	1	1	1	0	0	1	0
Religion and belief	0	0	0	0	1	0	0	0
<b>Total</b>	<b>6</b>	<b>5</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>0</b>	<b>5</b>	<b>0</b>

During the reporting period, there was 2 academic appeals and 0 academic complaints that raised 'equality and diversity' elements at the Central Review Stage. An analysis of the cases shows that many of the complaints/appeals were not upheld. All academic-related complaints are handled by Academic Services. In addition to the above there was 2 non-academic complaint handled by Student Services.

There were 10 formal complaints from staff on equality grounds.

## 5. Impact

This part of the report considers the impact of the Equality and Diversity work during 2018/19.

### 5.1 Mental Health

BU, in partnership with a number of external partners has continued to encourage more open discussion on mental health issues.

We were pleased to see the #LifeUnfiltered work being shortlisted for a national award and shared at festivals such as Camp Bestival. Another example saw staff presenting alongside external partners to deliver a one-day conference on emotions and eating disorders which saw BU students presenting their

research. Students, staff and members of the community had the opportunity to hear what practical support in relation to wellbeing was provided to AFC Bournemouth players Simon Francis and Tyrone Mings.

**Figure 3: BU students presenting their research at the Emotions and Eating Disorder Conference 2019**



The impact of the lived experience is shown when Hope Virgo came to speak at BU. We published Hope's talk in June 2019 and it currently has received over 19,000 views on the BU Equality and Diversity YouTube channel.

**Figure 4: Me and My Best Friend Anorexia**

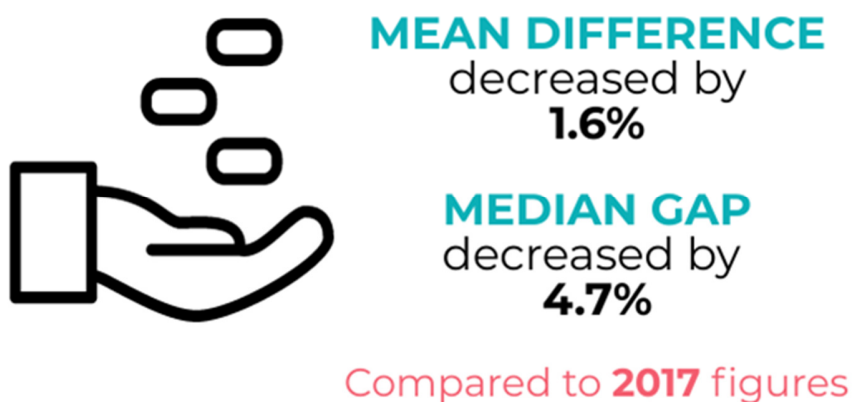


## 5.2 Gender Equality

There has been continued engagement in the BU commitment to progress gender equality. We published the 2018 gender pay gap report which identified that there had been a number of positive actions over the last twelve months.

Some of the key points to note is that the number of female professors have increased year-on-year and that all base pay gaps have reduced.

**Figure 5: Gender pay gap report 2018**



The overall percentage base pay gap at Bournemouth University is 14%, (decreasing from 16% in 2016), meaning that on average female staff at BU earn 86% of that earned by their male colleagues. This is the lowest base pay gap recorded since the inception of the equal pay review in the current format in 2014. The reason for this is due to an unequal distribution of men and women across the pay grades.

The distribution of men and women across the pay and grading structure varies considerably. In 2018 women represent 76% (94) of the workforce at grade three and 63% (128) of the workforce at grade four. Contrastingly men represent 65% (51) of the workforce at grade eleven and 65% (13) of the workforce at grade twelve. The pattern was very similar in 2014 and 2016. BU2025 actions (14, 75, 76, 77 and 78) aim to address this. Further information about equal pay work can be found at: <https://bit.ly/2PQSwiE>

BU's continued commitment to gender equality is demonstrated by the successful Athena SWAN Bronze institutional and departmental submissions within the Departments of Psychology and Life and Environmental Sciences during 2018/19. The feedback on the institutional submission identified in the gender decoder software used to identify coded language in job descriptions and adverts as an example of good practice.

A number of development sessions concerning the menopause were provided for staff. It is proposed that the sessions will be run again during 2019/20. 77% of individuals felt that the session had met their objective and commented that:

*“Greater understanding of how others feel with various symptoms and how to help. Being confident to discuss with team leader and/or line manager, even though they may be a male colleague, if adjustments are work required.”*

It is evident from the feedback that the sessions have given staff the confidence to talk about the menopause in the workplace.

### 5.3 Race Equality

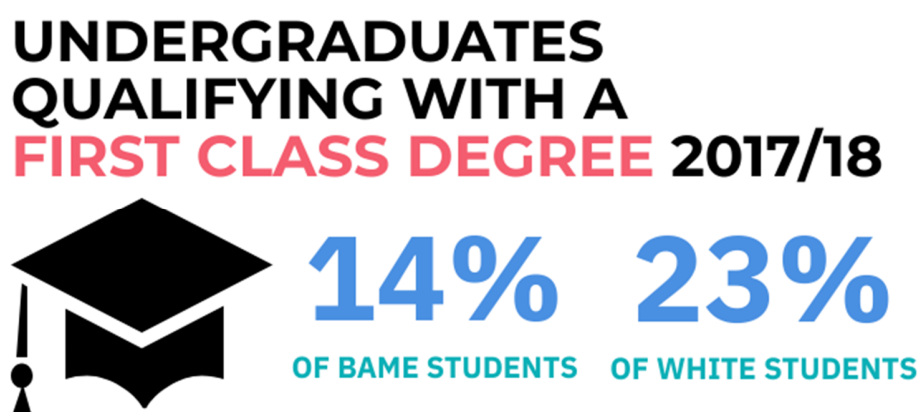
We have continued to invite speakers to BU to further develop awareness of race equality issues. The visit of Virginia Cumberbatch from the University of Texas provided attendees with the tools for leading conversations of inclusion, equity and justice. The impact of the prompted individuals: “to do more specifically about inclusivity at work in personal life.”

Work undertaken by the AEIC group has identified that an interview has a negative impact on the black offer rate, interview is not necessarily the single factor. Programmes such as Midwifery and Adult Nursing have a higher black offer rate than white and both courses have an interview as part of the selection process.

It is important to note that the low number of black applicants compared to white applicants can cause the percentage difference to look more significant than may actually be the case. The black offer rate in Events Management and History is approximately 25% smaller than the white offer rate however the difference in numbers is minimal.

Programmes with the greatest difference between offer rates are those with multiple selection measures (i.e. an interview *and* a subject requirement).

Figure 6: Degree results by ethnicity





We recognise that there is an attainment gap between different ethnicities. To understand this further an aim when developing the 2019/20 Access and Participation Plan was to investigate the nature of the gap. This work revealed that it resulted from a small (3.6%) difference in the mean final mark being magnified by proximity to the grade boundary for a higher degree, with the BAME students' mean mark slightly below and the White students' mean slightly above that boundary. Two projects directly targeting the gap have been funded by the AEIC. One of these, looking at the specific barriers to BAME student success in two departments, is active and initial findings are encouraging.

The Windrush display shared during Black History Month has gained interest from local libraries who have asked to borrow and display the exhibition.

Dr Shirley Thompson was put forward to receive an honorary doctorate which she accepted at the Bournemouth University Graduation Ceremony on 8th November 2019.

The recent published Equal Pay Report has shown Staff at Bournemouth University from BAME backgrounds earn 104% of that earned by white colleagues (increasing from 103% in 2016).

#### **5.4 LGBT+ Equality work**

Members of the BU community took part in the Bourne Free 2019 Pride event. One student who attended produced a short video outlining the day and a member of staff published a short blog piece.

The staff LGBT network continued to meet throughout the academic year. 24 staff are currently part of the network.

Findings from the Equal Pay Report showed that Staff who have declared that they are LGBT earn 96% of that earned by heterosexual staff (decreasing from 107% in 2016). Again it is not possible to identify within grade any 'marked patterns of difference in favour of one particular group'.

#### **5.5 Disability**

We have seen a significant increase in students who have complex issues and two or more impairments, as well as increases in those with Specific Learning Differences. This has meant that in addition to providing 1 to 1 support for students that are funded for non-medical help, we also provide a range of workshops for students related to strategies for managing HE study, including basic mathematics, in order to enable students to become more independent and employable.

We have seen an increase in students disclosing mental health conditions, as a result, in September 2019, BU has a DSA compliant Mental Health Mentor for non-medical support for students with mental health issues in addition to the existing student wellbeing and counselling resources.

BU has also initiated guidelines for assistance dogs on campus for students (and staff and visitors) with other conditions than visual impairment, such as Autism. This will mean that registered, trained and

insured assistance dogs may accompany students on campus. The final arrangements are yet to be confirmed.

**Figure 7: BU staff and student disability profile**



## 5.6 Religion and Belief

Students from the Christian Union and the Islamic Society have shown their commitment to religion and belief by running various events throughout the year. For example, the Christian Union have undertaken outreach work in the student community through 'Text a Toastie' and the Islamic Society have continued to run their annual charity week. The significance of this helps to show that BU students feel they can openly display and share their faith with others and also helps to show that the university is welcoming of all faiths.

The Islamic society, as part of the Activity Awards 2019, achieved the following multiple awards:

- Charity Volunteer of the Year Award
- Clubs Commendation Faith Award
- Five Star Club Award

## 5.7 Responding to Hate Crime project

The Responding to Hate Crime project, which was funded by the Office for Students, was completed during 2018/19. A total of ten Forum Theatre sessions have been delivered to over 300 participants. 85% of attendees confirmed that these sessions had a positive impact.

Feedback from academic staff outlines this impact;

*"I have heard from a number of students who attended the theatre workshop session indicating how much they enjoyed the session. This was because of a number of factors:*

- 1. It's hard hitting, no compromising approach to the issues*
- 2. The skills of the theatre group in portraying issues and handling emotions*
- 3. The knowledge base that underpinned the cases examined and delivered*
- 4. The interactive and innovative style of delivery*
- 5. Learning new material that is important to everyday life*

*One student indicated that she considered this to be the most enjoyable session she has attended throughout the whole course!*

Six students who took part in the work agreed to share their experiences via a short video interview.

## **5.8 Social Media**

Figure 9 shows a snapshot of the social media activity around the various activities and events as part of the E&D programme of work for 2018/19. As of 31<sup>st</sup> August 2019, our current total of Twitter followers stood at 1391. This has seen an increase of 219 new followers from the same time period in August 2018

## Figure 8: Overview of the equality and diversity work undertaken at BU 2018-19

Not long now before tonight's event @bournemouthuni for #BlackHistoryMonth @deborahgabriel



Students' Union at Bournemouth University @SU... - Oct 1, 2018  
Today is the first day of Black History Month and it's also Nigerian Independence Day!  
Happy Independence Day to all our Nigerian students and to all Nigerians. Join us this month as SUBU Bournemouth celebrates Black History.  
#NigerianIndependenceDay #sububhm18 @bournemouthuni



Bradley Powell @SUBUWelfare - Oct 18, 2018  
It was a pleasure to listen to @CynthiaDavis77 deliver an inspirational and insightful talk on how to start your own business as part of #BlackHistoryMonth @bournemouthuni @amerecruitment @EqualityatBU



Chloe @chloesw...  
Refreshing to hear footballers openly, and comfortably, talking about mental health. Especially with such young people in the audience. #AFCatBU @EqualityatBU



Equality at BU @EqualityatBU - Dec 5, 2018  
REMINDER - Two weeks to go before the @CharityFilm\_ awards shortlist is announced! Don't forget to vote for #LifeUnfiltered! @bournemouthuni @DorsetMHForum @DorsetMind @DorsetHealth @HwathDorset @DDrck @BoroughPoole @DorsetMHA



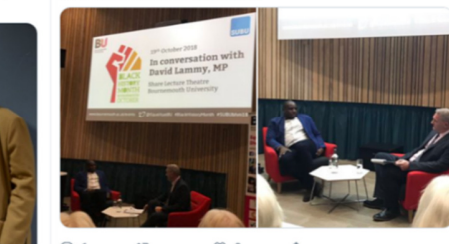
Students' Union at Bournemouth University @SU... - Oct 1, 2018  
Today is the first day of Black History Month and it's also Nigerian Independence Day!  
Happy Independence Day to all our Nigerian students and to all Nigerians. Join us this month as SUBU Bournemouth celebrates Black History.  
#NigerianIndependenceDay #sububhm18 @bournemouthuni



Bournemouth Uni @bournemouthuni - Oct 19, 2018  
Great to be joined by @DavidLammy at BU this evening to talk to staff, students and the public about his life and answer audience questions.

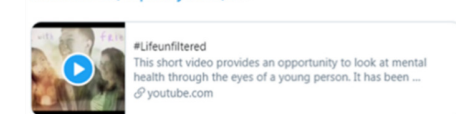


Chloe Schendel-Wilson @ChloeWilson - Oct 21, 2018  
Enjoyed hearing @DavidLammy speak on Friday night at @bournemouthuni for Black History Month. #SUBubhm18



Congratulations to @EqualityatBU - for their beautiful #LifeUnfiltered short film highlighting young people's mental health issues and some uplifting tips! Shortlisted for an Award and well deserved!! 🏆

Watch the film here [youtu.be/xrEKZ0AUjpQ](https://youtu.be/xrEKZ0AUjpQ)  
[twitter.com/EqualityatBU/s...](https://twitter.com/EqualityatBU/s...)



Students' Union at Bournemouth University @SU... - Nov 17, 2018  
Great to be joined by @DavidLammy at BU this evening to talk to staff, students and the public about his life and answer audience questions.  
Don't forget to nominate those who inspire you - here: [bit.ly/2MfAwads](https://bit.ly/2MfAwads)  
@bournemouthuni #bmeawards #bme\_talent



Dr. Deborah Gabriel @deborahgabriel - Dec 7, 2018  
Congrats to all the winners of the @SUBUBournemouth BME Awards 2018 - so proud of all our achievements - and a huge thanks to those that support it and contribute to its success @EqualityatBU Thanks too for my award-humbled and honoured to be valued by the student body 🙏



Bradley Powell @SUBUWelfare  
Pleasure to welcome AFC Bournemouth stars Simon Francis and Tyrone Mings to BU this evening. Insightful views on resilience and the power of positive thinking (and much more)! #upthecherries



This film encourages young people to open up about #mentalhealth - and it needs your vote [dorsetecho.co.uk/news/17281294...](https://dorsetecho.co.uk/news/17281294...)  
Thanks @DorsetEchoCaz @CharityFilm\_ #Healthwatch #Dorset #FridayMotivation #dorsethour @DorsetMind @EqualityatBU @DorsetMHForum @PooleUKYP @DDrck @DorsetYouth



Equality at BU @EqualityatBU - Dec 10, 2018  
Getting ready for the @Athena\_SWAN awards ceremony today with my colleagues from @bournemouthuni @Researchhule



Equality at BU @EqualityatBU - Dec 10, 2018  
Getting ready to receive the Media Production @Athena\_SWAN bronze award. Excited! @bournemouthuni @Researchhule



Sarah @sarahr81 - Jan 22  
Big thanks to @EqualityatBU for a fantastic evening tonight. Heartfelt, humorous and thought provoking - Diolch @Nigelreflowers now lets bring on the 6NI Cymru am Byth!



B'mouth Samaritans @SamsBournemouth - Apr 9  
We all need to take care of our #mentalhealth But if you need to talk it through #wearehere #RealPeopleRealStories  
Equality at BU @EqualityatBU - Apr 9  
"There's a common misconception that mental health days are just for those with a diagnosed mental illness. Everyone has mental health they need to look after, just as everyone has physical health that needs attention." [ow.ly/4ai330miTP](https://ow.ly/4ai330miTP)



Equality at BU @EqualityatBU - Feb 25  
We hear @HopeVirgo talk about her experiences of being in hospital and how a nurse helped her to identify a problem.



Equality at BU @EqualityatBU - Feb 25  
Today marks the start of Eating Disorder Awareness Week 2019! @HopeVirgo will help to kick things off today with her session on 'Me and My Best Friend Anorexia' @Bournemouthuni @EDAW2019 #EDU2019 @SUBUBournemouth @beatED @DorsetHealth



Equality at BU @EqualityatBU - Jan 22  
Very much looking forward to hearing @Nigelreflowers at our event this evening! @bournemouthuni Thank you to @bournemouthbc @dorsetpolice @DorsetHealth @DorsetFireRescue @SUBUBournemouth @WillmottDixon for your support #EDU19 #FightingBack [ow.ly/IRF30np5kx](https://ow.ly/IRF30np5kx)



Students' Union at Bournemouth University @SU... - Mar 22  
You VP Welfare has started his new campaign Here For A Beer, to encourage guys to be more open about how they're feeling. Asking the question is as easy as going 'I'm here for a beer'.  
Keep an eye out for these lovely beer mats across both campuses!  
#howyourhead



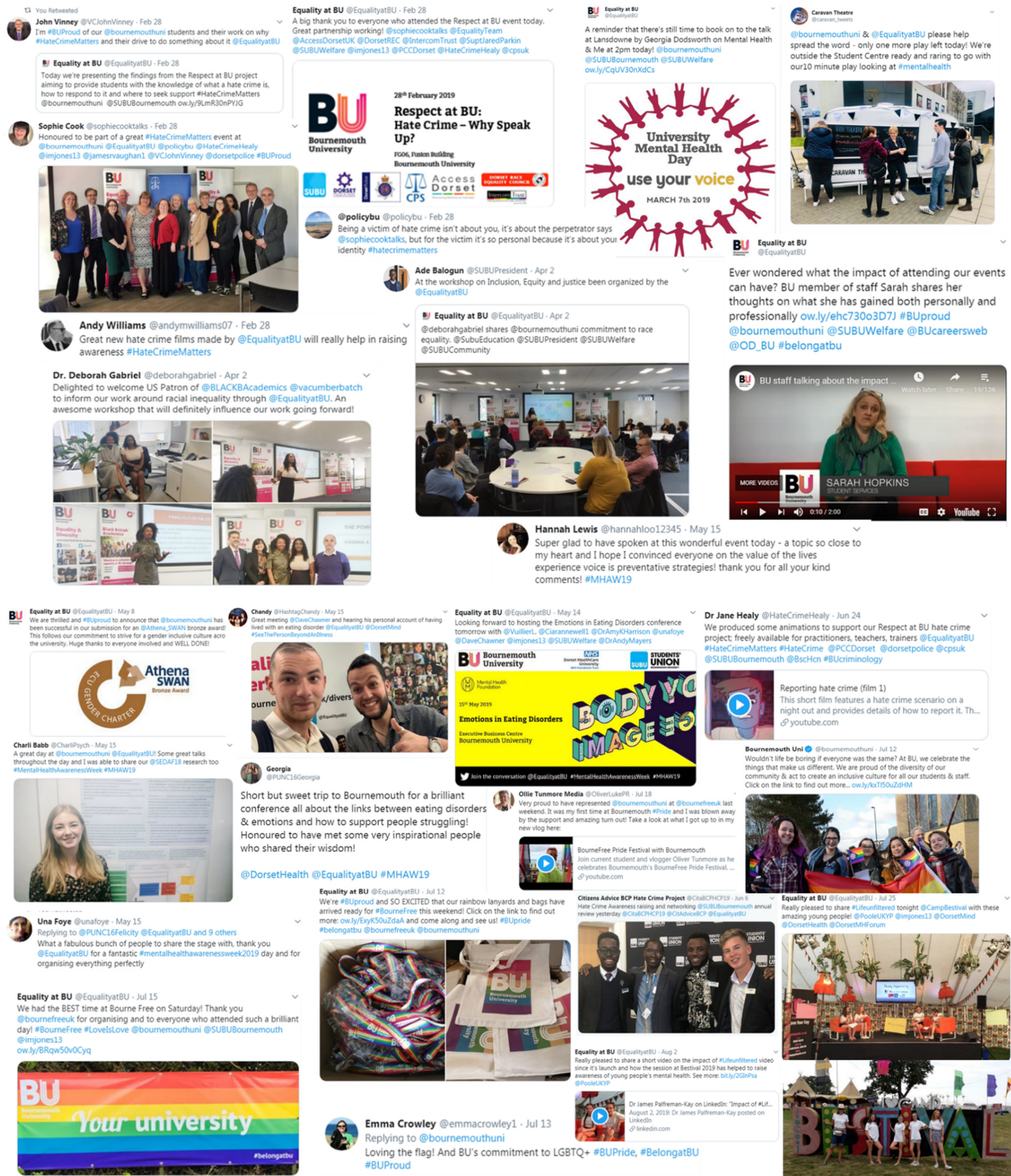
Lenrick Greaves @SubEducation - Jan 16  
A CURRICULUM WITHOUT COLOUR | WMCW  
So I had the opportunity to be filmed by some Level 5 Film Students regarding my campaign. Please check it out! Absolutely Amazing!!  
[facebook.com/23285433821...](https://facebook.com/23285433821...)



Jim Andrews @JimAndrews\_BU - Jan 29  
Delighted to welcome Dr Bruno (@frankbrunobover) back to @bournemouthuni today to discuss opportunities to support the @FrankBrunoFound. Such an advocate for #MentalHealthAwareness









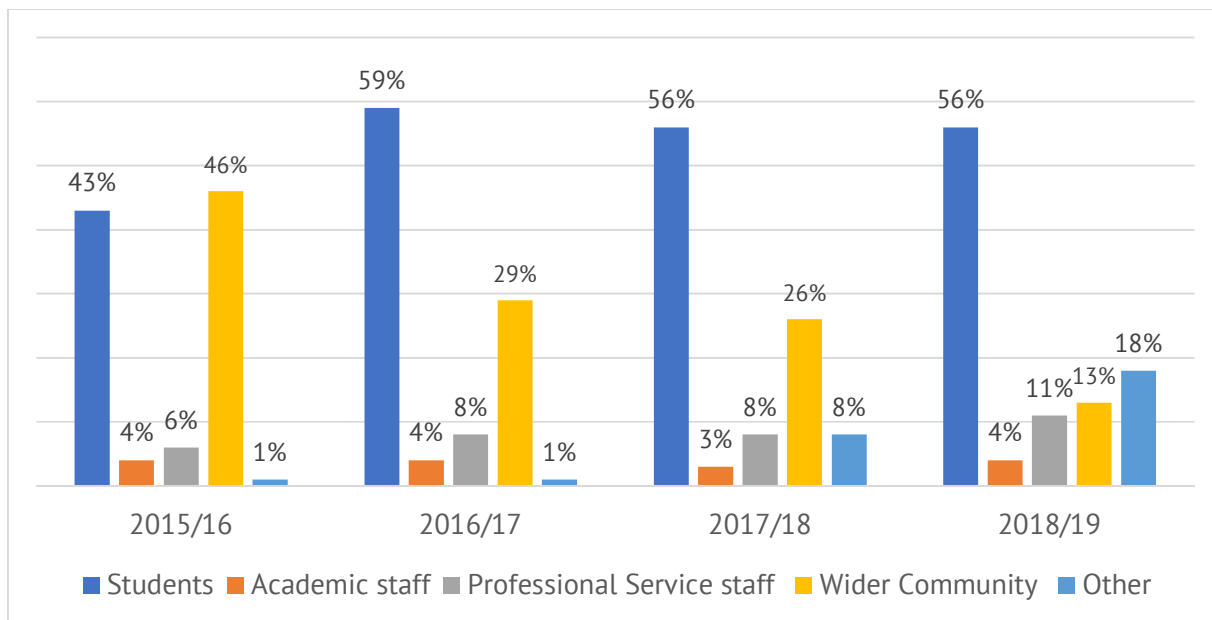
## 5.9 Equality and Diversity engagement events

To support BU's commitment to inclusion, a number of engagement events were organised to mark key equality and diversity dates. For example, Black History Month, World Mental Health Day, Eating Disorder Awareness Week or International Women's Day. The activity until 2018-19 was funded by the Office for Students funding. Tables 2-5 provide an overview of the impact.

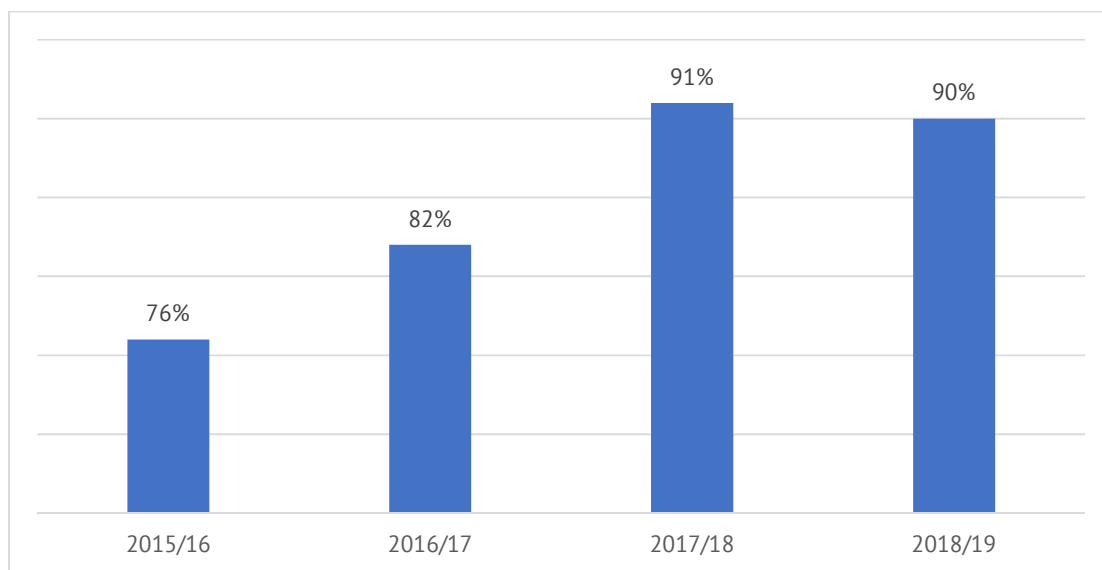
The following conclusions can be drawn:

- Students' attendance has increased from 43% to 56% (13% increase) between 2015-19. Increase in student attendance is a result of the events being embedded into student programmes.
- Academic staff attendance has remained stable at 4% over the last four years.
- Professional Service staff attendance has increased from 6% to 11% between 2015-19 (5% increase)
- Individuals who attended would recommend attending equality and diversity engagement events to colleagues, friend or family member. This has increased from 76% to 90% (14% increase).
- Individuals who attend an equality and diversity engagement event report an increase in confidence levels. For example, attendees in 2018-19 reported a 49% increase.
- Individuals who attended confirmed that they had learnt or experienced something at this event that will change the way they work, live or think. Over the 4 year period this had increased from 82% to 92% (10% increase).

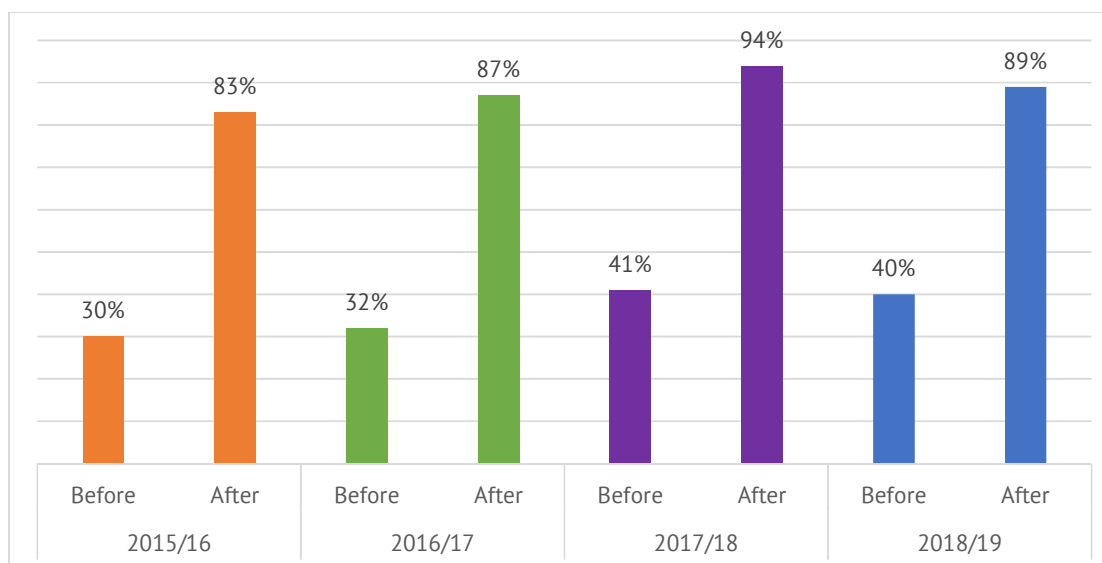
**Table 2: Groups who attended equality and diversity engagement activity 2015-19**



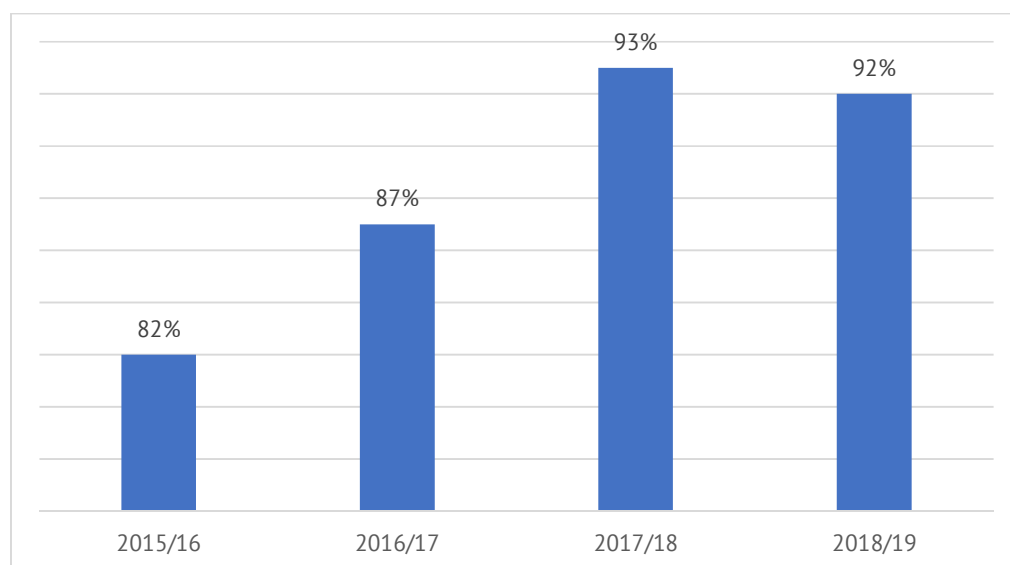
**Table 3: Recommending a colleague, friend or family member to attend an Equality and Diversity event 2015-19**



**Table 4: Confidence score in the topic area of either 7, 8, 9 or 10 out of 10 before and after attending an Equality and Diversity event 2015-19**



**Table 5: Individuals who attended confirmed that they had learnt or experienced something at this event that will change the way they work, live or think 2015-19**



**Figure 9: Selection of qualitative feedback from Equality and Diversity event attendees during 2018-19**

What has been the impact of the 2018/19 E&D events?



## 6. Programme of work for 2019/20

The equality and diversity work programme for 2019/20 will continue to be aligned to BU2025 and will include the areas that are outlined below. Additionally, these actions and activities are informed by data outlined in Appendix 1.

### 6.1 Race Equality Work

Race Equality
<b>Activity:</b> Progress Race Equality Charter work to successful submission underpinned by good practice at BU
<b>Rationale:</b> The data highlights the need to improve the representation, progression and success of Black Asian and Minority Ethnic staff and students within higher education. This work will enable BU to meet its 2025 commitments
<b>Lead Responsibility:</b> Chairs of the Race Equality Self-Assessment Team supported by Equality and Diversity Adviser & Executive Deans, Directors of Services
<b>Completion Date:</b> February 2021
<b>Activity:</b> Take action to continue to increase the numbers of Black, Asian and Minority Ethnic staff in senior academic and professional and support roles by the end of 2019/20 and continuing to BU2025
<b>Rationale:</b> The data highlights the need to improve the representation, progression and success of Black Asian and Minority Ethnic staff within higher education. This work will enable BU to meet its 2025 commitments
<b>Lead Responsibility:</b> Executive Deans; Directors of Services, Human Resources & Organisational Development
<b>Completion Date:</b> Throughout the 2019/20 academic year
<b>Activity:</b> Take action to reduce the attainment gap between white British students and UK-domiciled students from ethnic minority groups by the end of 2018/19 and continuing to BU2025
<b>Rationale:</b> Data has identified a 3.6% difference in the mean final mark between BAME and White students. Two projects targeting the gap have been funded by the AEIC. Findings from these pieces of work will be used to reduce this gap
<b>Lead Responsibility:</b> Executive Deans; AEIC
<b>Completion Date:</b> Throughout the 2019/20 academic year
<b>Activity:</b> Monitor activity and progress against the UUK/NUS pledge on the BAME attainment gap framework
<b>Rationale:</b> BU signed the pledge in 2018-19. It is expected that an update on activity will be provided by AEIC at key points throughout the year
<b>Lead Responsibility:</b> AEIC
<b>Completion Date:</b> Throughout the 2019/20 academic year

<b>Race Equality</b>
<b>Activity:</b> All staff who sit on interview panels to attend development with a focus on equality & diversity and unconscious bias. This development should be repeated every three years
<b>Rationale:</b> Work undertaken by the AEIC group has identified that an interview has a negative impact on the black offer rate. We anticipate this initiative and other work undertaken at BU will help to address this issue
<b>Lead Responsibility:</b> Academic Services and Human Resources & Organisational Development, Executive Deans, Directors of Services
<b>Completion Date:</b> Throughout the 2019/20 academic year
<b>Activity:</b> To progress the blind shortlisting of job applications across BU including a Faculty
<b>Rationale:</b> Work started during 2018-19 with two Professional Services and plan to expand the project during 2019-20
<b>Lead Responsibility:</b> Executive Deans, Directors of Services supported by Human Resources & Organisational Development
<b>Completion Date:</b> Throughout the 2019/20 academic year
<b>Activity:</b> Prepare for Ethnicity pay gap reporting
<b>Rationale:</b> Likely to be legislative requirement
<b>Lead Responsibility:</b> Human Resources & Organisational Development
<b>Completion Date:</b> Throughout the 2019/20 academic year

## 6.2 Gender Equality Work

<b>Gender Equality</b>
<b>Activity:</b> BU will continue to focus on progressing the actions from the Athena SWAN institutional action plan and provide support to departments to progress their action plans
<b>Rationale:</b> Continue to embed and promote best practice in line with Athena SWAN requirements
<b>Lead Responsibility:</b> Chair, Deputy Chair of the Athena SWAN Self-Assessment Team and Chairs of Departmental Athena SWAN Self-Assessment Teams & Action Owners
<b>Completion Date:</b> Work completed as identified by action plan
<b>Activity:</b> Support the following BU departments: Archaeology and Anthropology, Computer Animation, Computing and Informatics, Communication and Journalism, Creative Technology, Design and Engineering, Social Sciences and Social Work and Communication and Journalism to make Athena SWAN submissions. Support provided by Equality and Diversity Adviser
<b>Rationale:</b> Identified action from Athena SWAN Institutional Action Plan 2018



<b>Gender Equality</b>
<b>Lead Responsibility:</b> Chair of each Departmental Athena SWAN Self-Assessment Team
<b>Completion Date:</b> April 2020 and November 2020
<b>Activity:</b> Publish Gender Pay Gap report April 2019. Continue to take action in line with the agreed plan and appropriate steps to continue to reduce the gender pay gap year on year
<b>Rationale:</b> Legislative Compliance
<b>Lead Responsibility:</b> ULT
<b>Completion Date:</b> Throughout the 2019/20 academic year
<b>Activity:</b> To identify whether there are possible barriers that may be preventing professional and support staff working on a part-time basis above grade nine and to explore new initiatives to support flexible working amongst senior staff
<b>Rationale:</b> Low numbers of staff working part time in these grades
<b>Lead Responsibility:</b> Human Resources & OD (including E&D), Athena SWAN Self-Assessment Team, Faculties and Services
<b>Completion Date:</b> Throughout the 2019/20 academic year
<b>Activity:</b> To identify any possible barriers that may be preventing male employees from working on a part-time basis and to explore new initiatives to support flexible working amongst men
<b>Rationale:</b> Low numbers of male staff working part time
<b>Lead Responsibility:</b> Human Resources & OD (Including E&D) Athena SWAN Self-Assessment Team, Faculties and Services
<b>Completion Date:</b> Throughout the 2019/20 academic year
<b>Activity:</b> Respond to the requirements of the Good Work Plan, with regard to the proposals to support families including the outcome of consultation on Parental Leave and Pay and Neonatal Leave and Pay, Parental Bereavement and Pay
<b>Rationale:</b> Legislative Compliance
<b>Lead Responsibility:</b> Human Resources and Organisational Development
<b>Completion Date:</b> Throughout the 2019/20 academic year
<b>Activity:</b> Undertake work as appropriate with regard to Sexual Harassment as a result of the governments consultation which could include a revised Code of Practice
<b>Rationale:</b> Respond to legislative requirements
<b>Lead Responsibility:</b> Human Resources and Organisational Development
<b>Completion Date:</b> July 2020

### 6.3 Equality and Diversity Events

Events
<b>Activity:</b> Continue to mark the following national equality and diversity events to show commitment towards meeting the Public Sector Equality Duty: Black History (Oct) Month; World Mental Health Day (Oct); Disability History Month (Nov/Dec); LGBT History Month (Feb); Eating Disorder Week (Feb); University Mental Health Day (March); International Women's Day (March); International Day Against Homophobia and Transphobia (May); Mental Health Awareness Week (May); Bourne Free (July). Marking these events will help to show BU is an inclusive campus, learning and work environment. It will also help to promote the BU inclusivity value within the wider community
<b>Rationale:</b> Data has identified a 10% increase (82%-92%) in a change in behaviour from individuals who attended an E&D event over the last four years. 13% increase in student attendance 2015-19. Delivering these events support BU inclusivity value
<b>Lead Responsibility:</b> HR & OD, Equality and Diversity; Regional Community Partnerships; Health, Safety & Wellbeing; Women's Academic Network; Student Services
<b>Completion Date:</b> Throughout the 2019/20 academic year

### 6.4 Gender based harassment and violence/hate crime

Campaigns
<b>Activity:</b> BU to continue to promote the Respect at BU work to all students and staff which will involve working together to raise awareness of gender based harassment violence and hate crime and the support available within and outside the university. Undertaking this work will help to show BU is an inclusive campus, learning and work environment and promote behavioural expectations of staff and students
<b>Rationale:</b> Data has identified that hate incidents/crimes occur. This work will continue to provide staff and students with information about how to identify and respond to incidents if they occur on and off-campus.
<b>Lead Responsibility:</b> Student Services, HR and OD, (including E&D) and External Partners
<b>Completion Date:</b> Throughout 2019/20

### 6.5 Lesbian, Gay, Bisexual and Transgender (LGBT)

Lesbian, Gay, Bisexual and Transgender (LGBT) Equality
<b>Activity:</b> Develop a business case for BU to introduce a reverse mentoring program. This will initially involve matching a more junior LGBT member of staff with a more senior member of staff. The aim is to help the more senior member of staff understand some of the barriers that LGBT staff face inside and outside the workplace.

<b>Lesbian, Gay, Bisexual and Transgender (LGBT) Equality</b>
<b>Rationale:</b> The aim is to help the more senior member of staff understand some of the barriers that LGBT staff face inside and outside the workplace. We anticipate this activity will increase disclosure and may influence future Equal pay work in this area
<b>Lead Responsibility:</b> ULT, HR & OD (Equality and Diversity), LGBT staff network
<b>Completion Date:</b> July 2020
<b>Activity:</b> Develop the business case for BU to introduce a formal programme or initiative to engage all non-LGBT employees to become straight allies
<b>Rationale:</b> Data identifies small number of LGBT staff. We believe this is underreporting. We anticipate the development of an allies programme will help to create a more inclusive environment for both staff and students. It will help to bring to life the BU2025 inclusivity value
<b>Lead Responsibility:</b> ULT, EDC, HR & OD (including Equality and Diversity), LGBT staff network
<b>Completion Date:</b> May 2020
<b>Activity:</b> Make a submission to the UK Workplace Equality Index during September 2021. Undertaking this work will enable BU to measure progress on lesbian, gay, bi and trans inclusion in the workplace.
<b>Rationale:</b> Data identifies small number of LGBT staff. We believe this is underreporting. We anticipate working on this submission will encourage more disclosure. We anticipate a more inclusive environment for staff will have a positive impact for students
<b>Lead Responsibility:</b> ULT, HR & OD (including Equality and Diversity), LGBT staff network
<b>Completion Date:</b> September 2020

## 6.6 Under-represented groups

<b>Staff networks</b>
<b>Activity:</b> Establish an Accessibility focus group
<b>Rationale:</b> Identified action from Equality and Diversity Committee and to ensure that BU appropriately supports and implement any necessary actions
<b>Lead Responsibility:</b> HR & OD (including Equality and Diversity)
<b>Completion Date:</b> Throughout 2019/20
<b>Activity:</b> Establish a Parents group
<b>Rationale:</b> Identified action from Equality and Diversity Committee to ensure that BU is supporting and putting in appropriate support/processes for parents
<b>Lead Responsibility:</b> Equality and Diversity Service
<b>Completion Date:</b> Throughout 2019/20

## 6.7 Legislative Compliance

Legislative Compliance
<b>Activity:</b> Provide support to equality and diversity aspects of the BU 2021 Research Excellence Framework submission.
<b>Rationale:</b> Ensure BU is responding to the guidance provided by the UK higher education funding bodies
<b>Lead Responsibility:</b> Human Resources and Organisational Development
<b>Completion Date:</b> Throughout 2019/20
<b>Activity:</b> Review the Equality Analysis procedure
<b>Rationale:</b> Ensuring that when BU makes decisions and sets policies that the Equality Act 2010 is taken into consideration
<b>Lead Responsibility:</b> HR and Organisational Development
<b>Completion Date:</b> July 2020
<b>Activity:</b> Ensure BU is meeting the Public Sector Bodies Accessibility Regulations
<b>Rationale:</b> Respond to legislative requirements and the increase in numbers of disabled students and staff working at BU
<b>Lead Responsibility:</b> IT Services and Organisational Development
<b>Completion Date:</b> July 2020

## Appendix 1: Student data

This part of the annual report provides an overview of student equality data. Four-year trends are shown for some student data from the Higher Educational Statistical Agency (HESA). This report makes comparisons for BU data from HESA with the sector (all HEIs), and with south-coast HEIs. HESA data for 2017/18 was not available at the time of writing this report.

BU student data is provided by BU Student Administration and drawn from both Academic Standards and on-line registration data, which cannot be compared with national statistics. Service information has also been provided by Additional Learning Support.

Written percentages have been rounded (to the nearest 1%) and, therefore, may not total 100%.

## 7. Students

### 7.1 Age

Table 6 shows that largest proportion of students studying a BU programme are grouped in the age categories 18-20. Over the 4 year period there has been an increase from 41% to 44% which is above the sector average. BU is below the proportion for the South Coast. However, the gap between had reduced to 1% by 2017/18.

**Table 6: HESA student age profile (% under 21) at BU compared with all HEIs/South-Coast HEIs 2014-18**

Year	Institution	< 17 years	18 years	19 years	20 years	Total
2014/15	ALL HEI's	1%	10%	14%	15%	40%
	BU	0%	11%	15%	15%	41%
	South Coast	0%	11%	16%	17%	44%
2015/16	ALL HEI's	1%	11%	14%	15%	41%
	BU	0%	11%	16%	15%	42%
	South Coast	0%	12%	17%	17%	46%
2016/17	ALL HEI's	1%	11%	15%	15%	42%
	BU	0%	11%	16%	15%	42%
	South Coast	0%	11%	17%	18%	46%
2017/18	ALL HEI's	1%	11%	14%	15%	41%
	BU	0%	11%	16%	17%	44%
	South Coast	0%	11%	17%	18%	46%

Table 7 shows increases in the proportion of offers and enrollments for students of all ages between 2016-19. As expected BU receives the majority of its applications and offers from potential students under the age of 21.



There has been a significant increase in the proportion of mature students being offered a place on a BU undergraduate programme. The largest increase (19%) has been with mature students who are 30 and over. An explanation for this increase is that mature students see Higher Education as an opportunity to re-train and/or gain new qualifications which then open up new career opportunities.

**Table 7: BU FT UG Applications, Offers and Enrolments by Age 2016-19**

Year	Age on Entry	Apps	Offers	Enrolments
<b>2016-17</b>	Young (Under 21)	19562	15739 80%	3808 19%
	Mature (21-24)	2459	1292 53%	465 19%
	Mature (25-29)	1063	365 34%	181 17%
	Mature (30 and Over)	1236	399 32%	241 19%
	<b>Total</b>	<b>24320</b>	<b>17795 73%</b>	<b>4695 19%</b>
<b>2017-18</b>	Young (Under 21)	18234	13776 76%	3618 20%
	Mature (21-24)	2085	1125 54%	440 21%
	Mature (25-29)	752	315 42%	134 18%
	Mature (30 and Over)	880	366 42%	181 21%
	Not Known	1	0 0%	0 0%
	<b>Total</b>	<b>21952</b>	<b>15582 71%</b>	<b>4373 20%</b>
<b>2018-19</b>	Young (Under 21)	16147	13015 81%	3479 22%
	Mature (21-24)	1921	1172 61%	459 24%
	Mature (25-29)	705	347 49%	166 24%
	Mature (30 and Over)	780	400 51%	180 23%
	<b>Total</b>	<b>19553</b>	<b>14934 76%</b>	<b>4284 22%</b>

Table 8 shows the proportion of young students progressing with their studies has improved and reached 85% by 2017-18, which is a 3% increase. In contrast, there has been a reduction in mature students (21-24) progressing with their studies, with a drop to 9% by 2017-18. Other groups of mature students (25-29 and 30 and Over) have remained stable over the reporting period.

For students leaving BU, the proportion of those under 21 on entry has improved and reached 78% (3% improvement on 2015-16 figures). In contrast the proportion of mature students (21-24) leaving BU has increased, and reached 15% between 2016-17 and 2017-18. Other groups of mature students (25-29 and 30 and Over) are less likely to leave before they complete their studies and has remained relatively stable over the reporting period.

**Table 8: Non-continuation following year of entry by age**

Year	Age on Entry Group	Qualified or Continued		Left BU		Total
<b>2015/16</b>	Young (Under 21)	3214	82%	412	81%	3626
	Mature (21-24)	414	11%	56	11%	470
	Mature (25-29)	147	4%	22	4%	169
	Mature (30 and Over)	138	4%	21	4%	159
	<b>Total</b>	<b>3913</b>	<b>100%</b>	<b>511</b>	<b>100%</b>	<b>4424</b>
<b>2016/17</b>	Young (Under 21)	3408	83%	379	76%	3787
	Mature (21-24)	391	10%	76	15%	467
	Mature (25-29)	126	3%	23	5%	149
	Mature (30 and Over)	158	4%	23	5%	181
	<b>Total</b>	<b>4083</b>	<b>100%</b>	<b>501</b>	<b>100%</b>	<b>4584</b>
<b>2017/18</b>	Young (Under 21)	3169	85%	320	78%	3489
	Mature (21-24)	342	9%	62	15%	404
	Mature (25-29)	100	3%	11	3%	111
	Mature (30 and Over)	127	3%	15	4%	142
	<b>Total</b>	<b>3738</b>	<b>100%</b>	<b>408</b>	<b>100%</b>	<b>4146</b>

As expected, the majority of students studying at BU are individuals under the age of 21 which reflects national trends. The numbers of mature students have fluctuated between each age grouping. The largest grouping are individuals who are 30 and over. These numbers reflect the BU postgraduate student profile.

**Table 9: BU student age profile 2015-19**

Year	Young (Under 21)	Mature (21-24)	Mature (25-29)	Mature (30 and Over)	Unknown Age	Total
<b>2015/16</b>	10409	2044	1224	2592	5	16274
<b>2016/17</b>	11327	2462	1558	3532	9	18888
<b>2017/18</b>	11484	2344	1330	2962	26	18146
<b>2018/19</b>	11449	2281	1293	2635	0	17658

Table 10 shows the undergraduate degree results of students by age between 2015-18. The data shows the proportion of young students achieving 1<sup>st</sup> class degree has remained stable between 21 and 23%. Whereas there has been fluctuations between the different groups of mature students. For example, the proportion of mature students (21-24) achieving a 1st class degree has seen a 5% increase from 18% in 2015-16 to 23% by 2017-18. In contrast there has been a 4% decline in the proportion of mature students (25-29) graduating with a 1<sup>st</sup> class degree.

The proportion of young and mature students achieving a 2:1 between 2015-18 has identified some variations. The proportion of young students under 21 achieving a 2:1 has seen a small increase of 2% during the reporting period. There are differences between the different groups of mature students. Mature students in the age group 25-29 saw an 12% increase in the proportion achieving a 2:1.

Whereas students in the age group 21-24 saw a much smaller increase of 4%. A possible explanation for this is to commitment to the programme and subsequent life experience.

**Table 10: BU Undergraduate degree results by age 2015-18**

Year	Age on Entry Group	1st		2:1		2:2		3rd		Total
<b>2015-16</b>	Young (Under 21)	423	21%	1203	59%	397	19%	27	1%	2050
	Mature (21-24)	55	18%	152	49%	95	30%	11	4%	313
	Mature (25-29)	31	23%	66	49%	33	25%	4	3%	134
	Mature (30 and Over)	32	19%	89	52%	45	27%	3	2%	169
	<b>Total</b>	<b>541</b>	<b>20%</b>	<b>1510</b>	<b>57%</b>	<b>570</b>	<b>2%</b>	<b>45</b>	<b>2%</b>	<b>2666</b>
<b>2016-17</b>	Young (Under 21)	564	23%	1478	60%	382	16%	30	1%	2454
	Mature (21-24)	84	22%	171	44%	118	31%	13	3%	386
	Mature (25-29)	27	20%	76	57%	28	21%	3	2%	134
	Mature (30 and Over)	39	21%	92	48%	54	28%	5	2%	190
	<b>Total</b>	<b>714</b>	<b>23%</b>	<b>1817</b>	<b>57%</b>	<b>582</b>	<b>18%</b>	<b>51</b>	<b>2%</b>	<b>3164</b>
<b>2017-18</b>	Young (Under 21)	558	22%	1570	61%	420	16%	27	1%	2575
	Mature (21-24)	80	23%	188	53%	78	22%	8	2%	354
	Mature (25-29)	28	19%	89	61%	26	18%	3	2%	146
	Mature (30 and Over)	39	21%	80	43%	59	32%	6	3%	184
	<b>Total</b>	<b>705</b>	<b>22%</b>	<b>1927</b>	<b>59%</b>	<b>583</b>	<b>18%</b>	<b>44</b>	<b>1%</b>	<b>3259</b>

## 7.2 Ethnicity

Table 11 shows that there has been some variations in the proportion of UK Black Asian Minority Ethnic (BAME) students studying at BU. The University is below the sector and South Coast average with the proportion of Asian students studying at BU. Whereas the proportion of Black home students has seen a small increase and has remained stable at 5% over the last two years. BU is reflecting the proportion for the South-Coast, but not the sector as a whole.

For students who would define themselves as “Other” which would include (Mixed, Asian or Black) the proportion of student has increased to 8% by 2017/18. By the end of this academic year BU is reflecting the proportion for the sector and the South-Coast.

**Table 11: HESA UK BAME student profile at BU compared with all HEIs/South-Coast HEIs 2014-18**

Years	Comparator group	Asian	Black	Chinese	Other
<b>2014/15</b>	ALL HEI's	7%	5%	1%	7%
	South Coast	7%	6%	1%	6%
	BU	3%	4%	1%	7%
<b>2015/16</b>	ALL HEI's	7%	5%	1%	7%
	South Coast	3%	5%	0%	6%
	BU	5%	5%	1%	5%
<b>2016/17</b>	ALL HEI's	8%	6%	1%	7%
	South Coast	4%	5%	1%	8%
	BU	2%	5%	1%	7%
<b>2017/18</b>	ALL HEI's	8%	7%	1%	8%
	South Coast	4%	5%	1%	8%
	BU	3%	5%	1%	8%

Table 12 shows the proportion of BAME students have continued to increase over the last four years and reached 20% by 2018-19. When reviewing the data by ethnic group the largest grouping are Asian students. Over the reporting period the numbers of mixed race students has seen the largest increase of 159 between 2015-19. There are fluctuations between other ethnic groups with the number of Black students starting to decline during 2017-19. A possible explanation for this is that this group of students may not feel a sense of belonging at BU. This decline will be further explored as part of the Race Equality Charter work in 2019-20.

**Table 12: BU ethnicity student profile 2015-19**

Ethnicity	2015-16	2016-17	2017-18	2018-19
Arab	0	94	130	179
Asian	952	1122	1114	1096
Black	852	1010	966	911
Chinese	366	417	413	412
Mixed	596	728	753	755
Other	174	207	188	181
<b>BAME Total</b>	<b>2940</b>	<b>3578</b>	<b>3564</b>	<b>3534</b>
White	13076	14806	14184	13657
No equality info provided	259	504	398	467
<b>Total</b>	<b>16275</b>	<b>18888</b>	<b>18146</b>	<b>17658</b>

Table 13 shows the proportion of home BAME students being offered a full-time undergraduate place at BU has increased by 6% over the last three years (67% in 2016-17 to 73% by 2018-19). When looking at the data by ethnic group there has been an increase in offers across all groupings. Over the

three year period the largest increase has been Black and Chinese students. Table 13 shows there has been a 12% increase for Chinese and 8% for Black students.

At enrolment there has been an increase in the proportion of offers from 17% to 20%. When reviewing the data by ethnic group there are variations. For Asian and Chinese students the proportion of offers being accepted has remained stable, and for black students there has been a small increase. When looking at the other ethnic groups we have seen larger increases for Mixed (3%) and Other (6%) students.

Whilst the proportional increase in offers is a positive development it is important to explore why there is a gap between offers and enrolments which will be explored further as part of the Race Equality Charter work during 2019-20.

**Table 13: BU FT UG Applications, Offers and Enrolments by Ethnicity 2016-19 (Home)**

Year	Ethnicity	Apps	Offers	Enrolments		
2016-17	Asian	1190	820	69%	197	17%
	Black	1402	792	56%	195	14%
	Chinese	102	74	73%	19	19%
	Mixed	966	752	78%	220	23%
	Other Ethnicity	265	193	73%	51	19%
	<b>BAME Total</b>	<b>3925</b>	<b>2631</b>	<b>67%</b>	<b>682</b>	<b>17%</b>
	White	17393	12914	74%	3582	21%
	No equality info	531	416	78%	17	3%
	<b>Total</b>	<b>21849</b>	<b>15961</b>	<b>73%</b>	<b>4281</b>	<b>20%</b>
2017-18	Asian	1172	804	69%	226	19%
	Black	1251	755	60%	207	17%
	Chinese	87	61	70%	24	28%
	Mixed	939	688	73%	208	22%
	Other Ethnicity	224	159	71%	41	18%
	<b>BAME Total</b>	<b>3673</b>	<b>2467</b>	<b>67%</b>	<b>706</b>	<b>19%</b>
	White	15952	11398	71%	3291	21%
	No equality info	159	85	53%	24	15%
	<b>Total</b>	<b>19784</b>	<b>13950</b>	<b>71%</b>	<b>4021</b>	<b>20%</b>
2018-19	Asian	993	731	74%	171	17%
	Black	1073	690	64%	172	16%
	Chinese	86	73	85%	17	20%
	Mixed	869	695	80%	224	26%
	Other Ethnicity	211	160	76%	53	25%
	<b>BAME Total</b>	<b>3232</b>	<b>2349</b>	<b>73%</b>	<b>637</b>	<b>20%</b>
	White	13524	10469	77%	3267	24%
	No equality info	461	332	72%	16	3%
	<b>Total</b>	<b>17217</b>	<b>13150</b>	<b>76%</b>	<b>3920</b>	<b>23%</b>

Table 14 shows the proportion of home BAME students continuing with their studies has remained stable at 16% over the last three years. When reviewing the data by ethnic group there are some

variations. The proportion of Asian and Mixed race students continuing with their studies increases by 1%, whereas there is a similar decline with black students.

Black and Mixed race students are most likely to leave BU. Black and Mixed race students are most likely to leave BU. By 2017-18 this had reached 9% for Black students (2% increase from 2015-16) and 8% (4% increase from 2015-16) for Mixed race students.

**Table 14: Non-continuation following year of entry by ethnicity (home)**

Year	Ethnicity	Continued or Continued		Left BU		Total
2015-16	Asian	172	5%	27	6%	199
	Black	205	6%	29	6%	234
	Chinese	19	1%	0	0%	19
	Mixed	144	4%	20	4%	164
	Other Ethnicity	28	1%	5	1%	33
	<b>BAME Total</b>	<b>568</b>	<b>16%</b>	<b>81</b>	<b>18%</b>	<b>649</b>
	White	2962	84%	371	82%	3333
	No equality info	16	0%	3	1%	19
	<b>Total</b>	<b>3546</b>	<b>100%</b>	<b>455</b>	<b>100%</b>	<b>4001</b>
2016-17	Asian	166	5%	27	6%	193
	Black	161	4%	29	7%	190
	Chinese	16	0%	3	1%	19
	Mixed	190	5%	29	7%	219
	Other Ethnicity	44	1%	5	1%	49
	<b>BAME Total</b>	<b>577</b>	<b>16%</b>	<b>93</b>	<b>21%</b>	<b>670</b>
	White	3061	83%	344	78%	3405
	No equality info	34	1%	6	1%	40
	<b>Total</b>	<b>3672</b>	<b>100%</b>	<b>443</b>	<b>100%</b>	<b>4115</b>
2017-18	Asian	196	6%	23	6%	219
	Black	155	5%	32	9%	187
	Chinese	22	1%	2	1%	24
	Mixed	173	5%	29	8%	202
	Other Ethnicity	34	1%	8	2%	42
	<b>BAME Total</b>	<b>580</b>	<b>17%</b>	<b>94</b>	<b>26%</b>	<b>674</b>
	White	2834	83%	265	73%	3099
	No equality info	21	1%	5	1%	26
	<b>Total</b>	<b>3435</b>	<b>100%</b>	<b>364</b>	<b>100%</b>	<b>3799</b>



Table 15 shows the proportion of international BAME students being offered a full-time undergraduate place at BU has declined by 13% over the last three years. When looking at the data by ethnic group there has mainly been a reduction in offers. Black (12%) and Mixed (11%) race students have seen the largest reduction in offers. Whereas students from other ethnic groups have seen an increase in offers. The reason for this decline has been the change to the immigration rules concerning international students.

Reflecting the picture concerning offers for international BAME students there has been a 21% reduction in the proportion of enrolments.

**Table 15: BU FT UG Applications, Offers and Enrolments by Ethnicity 2016-19 (International)**

Year	Ethnicity	Apps	Offers		Enrolments	
2016-17	Asian	59	46	78%	35	59%
	Black	32	19	59%	12	38%
	Chinese	81	71	88%	42	52%
	Mixed	26	25	96%	12	46%
	Other Ethnicity	39	30	77%	26	67%
	<b>BAME Total</b>	<b>237</b>	<b>191</b>	<b>81%</b>	<b>127</b>	<b>54%</b>
	White	410	344	84%	171	42%
	No equality info	1824	1299	71%	116	6%
	<b>Total</b>	<b>2471</b>	<b>1834</b>	<b>74%</b>	<b>414</b>	<b>17%</b>
2017-18	Asian	45	37	82%	26	58%
	Black	33	23	70%	13	39%
	Chinese	80	70	88%	40	50%
	Mixed	17	10	59%	4	24%
	Other Ethnicity	35	32	91%	22	63%
	<b>BAME Total</b>	<b>210</b>	<b>172</b>	<b>82%</b>	<b>105</b>	<b>50%</b>
	White	329	293	89%	167	51%
	No equality info	1629	1167	72%	80	5%
	<b>Total</b>	<b>2168</b>	<b>1632</b>	<b>75%</b>	<b>352</b>	<b>16%</b>
2018-19	Asian	103	73	71%	39	38%
	Black	152	72	47%	18	12%
	Chinese	61	54	89%	32	52%
	Mixed	41	35	85%	24	59%
	Other Ethnicity	59	48	81%	26	44%
	<b>BAME Total</b>	<b>416</b>	<b>282</b>	<b>68%</b>	<b>139</b>	<b>33%</b>
	White	399	321	80%	146	37%
	No equality info	1521	1181	78%	79	5%
	<b>Total</b>	<b>2336</b>	<b>1784</b>	<b>76%</b>	<b>364</b>	<b>16%</b>

Table 16 shows the proportion of international BAME students continuing with their studies reached 30% by 2017-18, which is a decline of 2% since 2015-16. When reviewing the data by ethnic group there are some variations. The proportion of Black (2%), Chinese (12%) and students who identify from

other (3%) ethnic groups continuing with their studies has improved. There is a reduction in the proportion of Mixed race students progressing with their studies. An explanation for this is the reduction in the numbers of students from this ethnic group studying at the University by 2017-18.

The proportion of students leaving has improved for students from all ethnic groups, apart from students who identify as being from the Other ethnic group (2% increase). When considering this figure it is necessary to note that the number of international students who identify from the Other ethnic group remains small over the three year period.

**Table 16: Non-continuation following year of entry by ethnicity origin (international)**

Year	Ethnicity	Qualified or Continued		Left BU		Total
2015/16	Asian	36	10%	8	14%	44
	Black	7	2%	6	11%	13
	Chinese	41	11%	11	20%	52
	Mixed	21	6%	1	2%	22
	Other Ethnicity	12	3%	3	5%	15
	<b>BAME Total</b>	<b>117</b>	<b>32%</b>	<b>29</b>	<b>52%</b>	<b>146</b>
	White	241	66%	27	48%	268
	No equality info	9	2%	0	0%	9
	<b>Total</b>	<b>367</b>	<b>100%</b>	<b>56</b>	<b>100%</b>	<b>423</b>
2016/17	Asian	37	9%	2	3%	39
	Black	11	3%	1	2%	12
	Chinese	39	9%	7	12%	46
	Mixed	11	3%	1	2%	12
	Other Ethnicity	22	5%	6	10%	28
	<b>BAME Total</b>	<b>120</b>	<b>29%</b>	<b>17</b>	<b>29%</b>	<b>137</b>
	White	176	43%	34	59%	210
	No equality info	115	28%	7	12%	122
	<b>Total</b>	<b>411</b>	<b>100%</b>	<b>58</b>	<b>100%</b>	<b>469</b>
2017/18	Asian	21	7%	3	7%	24
	Black	12	4%	1	2%	13
	Chinese	35	12%	5	11%	40
	Mixed	3	1%	1	2%	4
	Other Ethnicity	19	6%	3	7%	22
	<b>BAME Total</b>	<b>90</b>	<b>30%</b>	<b>13</b>	<b>30%</b>	<b>103</b>
	White	145	48%	20	45%	165
	No equality info	68	48%	20	45%	165
	<b>Total</b>	<b>303</b>	<b>100%</b>	<b>44</b>	<b>100%</b>	<b>347</b>

Table 17 shows the undergraduate degree results of home students between 2015-18. The data show the proportion of BAME students achieving a 1<sup>st</sup> class degree has seen a 2% increase. Reviewing the data by ethnic group shows Asian and Chinese students have seen an increase in achieving a 1<sup>st</sup> class degree. Whereas students who identify as Black (2%) or from an Other (3%) ethnic group have seen declines. The proportion of Mixed race students achieving a 1<sup>st</sup> class degree has remained stable when you compare the figures between 2015-16 and 2017-18.

The proportion of BAME students achieving a 2:1 has increased by 7% over the three-year period. Students from nearly all the ethnic groups, apart from individuals who identify as being from an Other ethnic group, saw an increase. Asian home students saw the largest increase of 15% over the three-year period. An explanation for this is the increase in the number of Asian students graduating from BU by 2017-18. Whereas students who identify from an Other ethnic group saw a 11% decline, which can be attributed to the small number of students in this category.

**Table 17: BU Undergraduate degree results by ethnicity 2015-18 (home)**

Year	Ethnic Origin	1st		2:1		2:2		3rd		Total
2015/16	Asian	9	11%	36	42%	40	47%	1	1%	86
	Black	9	9%	49	49%	38	38%	5	5%	101
	Chinese	0	0%	6	50%	5	42%	1	8%	12
	Mixed	20	21%	53	55%	19	20%	5	5%	97
	Other Ethnicity	0	0%	7	64%	3	27%	1	9%	11
	<b>BAME Total</b>	<b>38</b>	<b>12%</b>	<b>151</b>	<b>49%</b>	<b>105</b>	<b>34%</b>	<b>13</b>	<b>4%</b>	<b>307</b>
	White	439	21%	1226	59%	396	19%	22	1%	2083
	No equality info	1	11%	4	44%	4	44%	35	0%	9
	<b>Total</b>	<b>478</b>	<b>20%</b>	<b>1381</b>	<b>58%</b>	<b>505</b>	<b>21%</b>	<b>35</b>	<b>1%</b>	<b>2399</b>
2016/17	Asian	15	14%	57	53%	28	26%	7	7%	107
	Black	4	4%	44	48%	39	42%	5	5%	92
	Chinese	4	18%	9	41%	7	32%	2	9%	22
	Mixed	15	14%	58	56%	30	29%	1	1%	104
	Other Ethnicity	2	8%	11	44%	11	44%	1	4%	25
	<b>BAME Total</b>	<b>40</b>	<b>11%</b>	<b>179</b>	<b>51%</b>	<b>115</b>	<b>33%</b>	<b>16</b>	<b>5%</b>	<b>350</b>
	White	601	24%	1477	59%	393	16%	23	1%	2494
	No equality info	3	33%	4	44%	1	11%	1	11%	9
	<b>Total</b>	<b>644</b>	<b>23%</b>	<b>1660</b>	<b>58%</b>	<b>509</b>	<b>18%</b>	<b>40</b>	<b>1%</b>	<b>2853</b>
2017/18	Asian	15	14%	62	57%	28	26%	3	3%	108
	Black	8	7%	66	55%	39	32%	8	7%	121
	Chinese	4	21%	10	53%	4	21%	1	5%	19
	Mixed	28	20%	78	57%	26	19%	6	4%	138
	Other Ethnicity	1	5%	10	53%	8	42%	0	0%	19
	<b>BAME Total</b>	<b>56</b>	<b>14%</b>	<b>226</b>	<b>56%</b>	<b>105</b>	<b>26%</b>	<b>18</b>	<b>4%</b>	<b>405</b>
	White	591	23%	1517	60%	407	16%	17	1%	2532
	No equality info	6	33%	9	50%	3	17%	0	0%	18
	<b>Total</b>	<b>653</b>	<b>22%</b>	<b>1752</b>	<b>59%</b>	<b>515</b>	<b>17%</b>	<b>35</b>	<b>1%</b>	<b>2955</b>

Table 18 shows the undergraduate degree results of international students between 2015-18. There are some variations over the 3 year period. When comparing the proportions for BAME students graduating with the 1<sup>st</sup> class degree between 2017-18 and 2015-16 the percentages have remained stable. Breaking the data down by ethnic group reveals a variation which is reflected with students by Asian (2%) and Mixed (13%) race groups seeing an increase in achieving a 1<sup>st</sup> class degree. Whereas students who are Black (7%), Chinese (2%) and from an Other (27%) ethnic group have seen a reduction in numbers achieving a 1<sup>st</sup> class degree.

There has been 7% increase in the proportion of international BAME students graduating with a 2:1 degree classification between 2015-18. When looking at the data by ethnic group there are some variations. The proportion of Asian (14%), Chinese (20%) and students from Other (14%) ethnic groups achieving a 2:1 degree classification has increased. In contrast the proportion of students who are Black (28%) or from a Mixed (10%) race background achieving a 2:1 degree classification has reduced. When considering the above, it is important to note that the numbers of BAME international students are. are small.

**Table 18: BU Undergraduate degree results by ethnicity 2015-18 (international)**

Year	Ethnic Origin	1st		2:1		2:2		3rd	
2015/16	Asian	3	11%	13	46%	9	32%	3	11%
	Black	1	13%	4	50%	3	38%	0	0%
	Chinese	3	9%	13	41%	14	44%	2	6%
	Mixed	1	11%	6	67%	2	22%	0	0%
	Other Ethnicity	1	33%	0	0%	2	67%	0	0%
	<b>BAME Total</b>	<b>9</b>	<b>11%</b>	<b>36</b>	<b>45%</b>	<b>30</b>	<b>38%</b>	<b>5</b>	<b>6%</b>
	White	54	30%	87	49%	33	19%	4	2%
	No equality info	0	0%	6	67%	2	22%	1	11%
	<b>Total</b>	<b>63</b>	<b>24%</b>	<b>129</b>	<b>48%</b>	<b>65</b>	<b>24%</b>	<b>10</b>	<b>4%</b>
2016/17	Asian	3	12%	11	42%	9	35%	3	12%
	Black	3	33%	3	33%	2	22%	1	11%
	Chinese	7	29%	9	38%	8	33%	0	0%
	Mixed	4	25%	8	50%	4	25%	0	0%
	Other Ethnicity	1	8%	5	42%	5	42%	1	8%
	<b>BAME Total</b>	<b>18</b>	<b>21%</b>	<b>36</b>	<b>41%</b>	<b>28</b>	<b>32%</b>	<b>5</b>	<b>6%</b>
	White	51	24%	112	53%	41	20%	6	3%
	No equality info	1	7%	9	64%	4	29%	0	0%
	<b>Total</b>	<b>70</b>	<b>23%</b>	<b>157</b>	<b>50%</b>	<b>73</b>	<b>23%</b>	<b>11</b>	<b>4%</b>
2017/18	Asian	4	13%	18	60%	8	27%	0	0%
	Black	1	6%	4	22%	10	56%	3	17%
	Chinese	1	6%	11	61%	5	28%	1	6%
	Mixed	5	24%	12	57%	4	19%	0	0%
	Other Ethnicity	1	6%	9	56%	6	38%	0	0%
	<b>BAME Total</b>	<b>12</b>	<b>12%</b>	<b>54</b>	<b>52%</b>	<b>33</b>	<b>32%</b>	<b>4</b>	<b>4%</b>
	White	40	21%	116	60%	32	17%	4	2%
	No equality info	0	0%	5	56%	3	33%	1	11%
	<b>Total</b>	<b>52</b>	<b>17%</b>	<b>175</b>	<b>58%</b>	<b>68</b>	<b>22%</b>	<b>9</b>	<b>3%</b>

### 7.3 Disability

Table 19 shows that the proportion of disabled students has increased. BU and the South-Coast is 1% above the sector average by 2017-18.

**Table 19: HESA student disability at BU compared with all HEIs/South Coast HEIs 2014-18**

Years	Comparator Group	Disabled
<b>2014/15</b>	ALL HEI's	11%
	BU	13%
	South Coast	12%
<b>2015/16</b>	ALL HEI's	11%
	BU	13%
	South Coast	13%
<b>2016/17</b>	ALL HEI's	12%
	BU	13%
	South Coast	13%
<b>2017/18</b>	ALL HEI's	13%
	BU	14%
	South Coast	14%

As reflected in the sector, BU has seen an increase in the proportion of students reporting mental health issues. By 2017-18 BU reflected the average for the sector and the South-Coast. However, BU is below the average for the South-West. For students with specific learning differences, BU has remained above the sector, the South-Coast and South-West average over the four year reporting period.

**Table 20: HESA student disability (mental health and specific learning difference) at BU compared with all HEIs/South Coast HEIs 2014-18**

Year	Comparator Group	Mental health issues	Specific learning difference
<b>2014-15</b>	ALL HEI's	2%	5%
	BU	1%	8%
	South Coast	2%	6%
	South West	2%	7%
<b>2015-16</b>	ALL HEI's	2%	5%
	BU	2%	8%
	South Coast	2%	6%
	South West	2%	7%
<b>2016-17</b>	ALL HEI's	2%	5%
	BU	2%	8%
	South Coast	3%	6%
	South West	3%	7%
<b>2017-18</b>	ALL HEI's	3%	5%
	BU	3%	7%

Year	Comparator Group	Mental health issues	Specific learning difference
	South Coast	3%	6%
	South West	4%	7%

Since 2015/16 there has been a marked increase in students disclosing mental health issues, reaching 524 during 2018/19. This increase continues to reflect BU's work in the area of mental health and the wider activity within and outside the sector.

**Table 21: BU mental health issues 2015-19**

Mental Health Issues	2015/16	2016/17	2017/18	2018/19
No.	270	378	458	524

Table 22 shows that the proportion of disabled students being offered a place has increased overall and reached 74% by 2018-19. At enrolment the proportion of disabled and non-disabled students enrolling on a BU programme has remained stable between 2016-19.

**Table 22: BU FT UG Applications, Offers and Enrolments by disability 2016-19**

Year	Disability	Apps	Offers	Enrolments		
2016-17	With a disability	2408	1729	72%	465	19%
	No known disability	21912	16066	73%	4230	19%
	Total	24320	17795	73%	4695	19%
2017-18	With a disability	2296	1509	66%	445	19%
	No known disability	19656	14073	72%	3928	20%
	Total	21952	15582	71%	4373	20%
2018-19	With a disability	2305	1712	74%	539	23%
	No known disability	17248	13222	77%	3745	22%
	Total	19553	14934	76%	4284	22%

Table 23 shows the proportion of disabled students continuing with their studies has increased and reached 16% by 2017-18. The proportion of disabled students leaving BU by 2017-18 was 13% which reflects the figures in 2015-16.

**Table 23: Non-continuation following year of entry by disability**

Year	Disability	Qualified or Continued		Left BU		Total
2015-16	With a Disability	457	12%	65	13%	522
	No known Disability	3456	88%	446	87%	3902
	Total	3913	100%	511	100%	4424
2016-17	With a Disability	563	14%	85	17%	648
	No known Disability	3520	86%	416	83%	3936
	Total	4083	100%	501	100%	4584



Year	Disability	Qualified or Continued		Left BU		Total
<b>2017-18</b>	With a Disability	585	16%	55	13%	640
	No known Disability	3153	84%	353	87%	3506
	<b>Total</b>	<b>3738</b>	<b>100%</b>	<b>408</b>	<b>100%</b>	<b>4146</b>

Table 24 presents information provided by Additional Learning Support within Student Services. These numbers always under represent those that declare a disability through UCAS, due to disclosure upon arrival at BU. These students have all registered with ALS and provided evidence in comparison with those that declare but do not go further with their application. The ALS BU student population varies between 11% and 14% of the student population.

**Table 24: ALS Student numbers 2016-19<sup>2</sup>**

HESA Category	% Total BU Pop	2016-17	2017-18	2018-19
Specific learning difficulty	6.5	1090	1125	1163
Two or more impairments and/or disabilities	1.2	86	100	224
Autistic disorder/Social/communication impairment	0.4	53	58	68
Long standing illness or health condition	0.6	69	84	101
Mental health condition	1.2	129	145	213
Other disability, impairment or medical condition	0.6	76	90	115
Deaf or have a serious hearing impairment	0.1	18	16	19
Blind or have a serious visual impairment	0.1	9	8	20
Physical impairment or mobility issues	0.2	32	28	27
Not disclosed	0.1	6	5	8
No known disability awaiting evidence	0.9	95	119	136
<b>Total</b>	<b>11.60%</b>	<b>1663</b>	<b>1778</b>	<b>2094</b>

Table 25 shows the proportion of disabled students graduating with a 1<sup>st</sup> class degree has seen a small increase over the last three years, which had reached 19% by 2017-18. The proportion of disabled students achieving a 2:1 has remained stable at 58%. The proportion of disabled students leaving BU with a 2:2 degree classification has improved with a 4% reduction. The number of disabled students graduating from BU has continued to increase. By 2017-18 the number of disabled students graduating from BU reached 547 which is an increase of 110 from 2015-16.

**Table 25: BU Undergraduate degree results by disability 2015-18**

Year	Disability	1 <sup>st</sup>		2:1		2:2		3 <sup>rd</sup>		Total
<b>2015/16</b>	No known disability	469	21%	1258	56%	463	21%	39	2%	2229
	With a disability	72	17%	252	58%	107	25%	6	1%	437
	<b>Total</b>	<b>541</b>	<b>20%</b>	<b>1510</b>	<b>57%</b>	<b>570</b>	<b>21%</b>	<b>45</b>	<b>2%</b>	<b>2666</b>
<b>2016/17</b>	No known disability	616	23%	1513	57%	481	18%	37	1%	2647
	With a disability	98	19%	304	59%	101	20%	14	3%	517

<sup>2</sup> Table 24 is based on Additional Learning Support figures.

Year	Disability	1 <sup>st</sup>		2:1		2:2		3 <sup>rd</sup>		Total
	Total	714	23%	1817	57%	582	18%	51	2%	3164
2017/18	No known disability	600	22%	1613	60%	468	17%	31	1%	2712
	With a disability	105	19%	314	57%	115	21%	13	2%	547
	Total	705	22%	1927	59%	583	18%	44	1%	3259

## 7.4 Gender identity

The University has continued to see an increase in the number of students disclosing a change in their gender identity overall and by 2018/19 this had reached 87. We believe this increase in disclosure is a result of more open discussion about gender within wider society.

**Table 26: BU gender identity student profile 2015-19**

Years	Gender identity changed since birth
<b>2015/16</b>	50
<b>2016/17</b>	84
<b>2017/18</b>	90
<b>2018/19</b>	87

The Athena SWAN institutional work has identified a programme of work which will continue to promote BU as an inclusive organisation. It is welcomed that the Trans and Non-Binary Students' Campaign is joining the Athena SWAN Self-Assessment Team in January 2020. The aim of this group is to coordinate Bournemouth University's SWAN programme of work at institutional and departmental levels.

## 7.5 Religion and belief

There has been a continued increase in the number of students disclosing their faith whilst studying at BU. The largest group of students (4,534) disclosing a religion and/or belief are individuals who identify as Christian. We have also seen a continued increase (538) in the number of students stating that they are Muslim. Whilst recognizing the above, the number of students confirming that they had no religion has continued to increase and reached 9,484 by 2018/19. This increase can be related to the growth of secularization within society.

**Table 27: BU religion and belief student profile 2015–19**

Religion and Belief	2015-16	2016-17	2017-18	2018-19
Buddhist	121	178	205	187
Christian	3292	4172	4693	4534
Hindu	106	142	201	195
Jewish	32	40	45	44
Muslim	254	382	515	538
Sikh	39	58	74	76

Religion and Belief	2015-16	2016-17	2017-18	2018-19
Spiritual	208	231	247	205
Any other religion or belief	153	174	193	182
<b>All religions and beliefs</b>	<b>4205</b>	<b>5377</b>	<b>6173</b>	<b>5961</b>
No religion	6128	7923	9374	9484
Information refused	485	642	2284	2143
No equality info provided	5456	4946	315	140
<b>Total</b>	<b>16274</b>	<b>18888</b>	<b>18146</b>	<b>17728</b>

## 7.6 Sexual orientation

The number of students talking about their sexual orientation has increased over the last four years. The largest increase has been with students disclosing that they are Bisexual (560). The largest group of students overall are individuals who identify as Heterosexual.

**Table 28: BU sexual orientation student profile 2015–19**

Sexual Orientation	2015-16	2016-17	2017-18	2018-19
Bisexual	285	389	468	560
Gay man	152	179	195	189
Gay woman/lesbian	77	108	111	109
<b>LGB</b>	<b>514</b>	<b>676</b>	<b>774</b>	<b>858</b>
Heterosexual	8725	11080	12034	11932
Other	150	211	203	223
Information refused	282	446	496	922
No equality info provided	6608	6475	4642	3726
<b>Total</b>	<b>16279</b>	<b>18888</b>	<b>18149</b>	<b>17661</b>

The number of students not providing any information concerning sexuality has continued to decline. We believe this is a result of more open discussions of sexuality within society.

Table 29 shows the proportion of LGBT students achieving a 1<sup>st</sup> class has declined from 24% to 21% by 2017-18. Whereas the proportion of LGBT students achieving a 2:1 degree classification has remained stable at 59%. The number of LGBT students graduating from the University has continued to increase between 2015-18.

**Table 29: BU Undergraduate degree results by sexual orientation**

Year	Sexual orientation	1 <sup>st</sup>		2:1		2:2		3 <sup>rd</sup>		Total
2015-16	LGBT	24	24%	58	59%	16	16%	0	0%	98
	Heterosexual	272	21%	747	57%	288	22%	12	1%	1319
	Unknown	245	20%	705	56%	266	21%	33	3%	1249
2016-17	LGBT	20	19%	64	60%	20	19%	3	3%	107
	Heterosexual	445	24%	1083	58%	313	17%	19	1%	1860

Year	Sexual orientation	1 <sup>st</sup>		2:1		2:2		3 <sup>rd</sup>		Total
	Unknown	249	21%	670	56%	249	21%	29	2%	1197
2017-18	LGBT	33	21%	93	59%	31	20%	1	1%	158
	Heterosexual	436	22%	1187	60%	321	16%	26	1%	1970
	Unknown	236	21%	647	57%	231	20%	17	2%	1131

## 7.7 Sex

Table 30 shows the proportion of female students has declined over the reporting period. By 2017-18 the proportion of female students enrolled on a BU programme was 55% which was below the sector average but above the South Coast. In contrast we have seen an increase in the proportion of male students studying at BU which places the figures above the sector average, but below for the South-Coast.

**Table 30: HESA student gender at BU compared with all HEIs/South Coast HEIs 2014-18**

Year	Comparator Group	Female	Male
2014/15	ALL HEI's	56%	44%
	BU	57%	43%
	South Coast	53%	47%
2015/16	ALL HEI's	57%	43%
	BU	58%	42%
	South Coast	53%	47%
2016/17	ALL HEI's	57%	43%
	BU	57%	43%
	South Coast	54%	46%
2017/18	ALL HEI's	57%	43%
	BU	55%	44%
	South Coast	54%	46%

Table 31 shows over the three period BU made more offers to male instead of female students. At enrolment there is a slightly higher proportion of male students enrolling on a BU full-time undergraduate programme. The proportion of male and female students enrolling on a BU programme has progressively increased.

**Table 31: BU FT UG Applications, Offers and Enrolments by gender 2016-19**

Year	Sex	Apps	Offers		Enrolments	
2016-17	Female	13208	8894	67%	2465	19%
	Male	11102	8892	80%	2221	20%
	Not Known	1	0	0%	0	0%
	X	9	9	100%	9	100%
	<b>Total</b>	<b>24320</b>	<b>17795</b>	<b>73%</b>	<b>4695</b>	<b>19%</b>
2017-18	Female	11449	7829	68%	2209	19%

Year	Sex	Apps	Offers		Enrolments	
	Male	10495	7746	74%	2160	21%
	X	8	7	88%	4	50%
	<b>Total</b>	<b>21952</b>	<b>15582</b>	<b>71%</b>	<b>4373</b>	<b>20%</b>
<b>2018-19</b>	Female	10301	7487	73%	2186	21%
	Male	9242	7437	80%	2089	23%
	Not Known	1	1	100%	1	100%
	X	9	9	100%	8	89%
	<b>Total</b>	<b>19553</b>	<b>14934</b>	<b>76%</b>	<b>4284</b>	<b>22%</b>
	<b>Grand Total</b>	<b>65825</b>	<b>48311</b>	<b>73%</b>	<b>13352</b>	<b>20%</b>

Table 32 shows that the proportion of female and male students continuing with their studies has remained stable over the last three years. In contrast, the proportion of students leaving varies by gender (female reduced by 5%) and (male increased by 5%).

**Table 32: Non-continuation following year of entry by gender**

Year	Gender	Qualified or Continued		Left BU		Total
<b>2015/16</b>	Female	2051	52%	223	44%	2274
	Male	1862	48%	288	56%	2150
	<b>Total</b>	<b>3913</b>	<b>100%</b>	<b>511</b>	<b>100%</b>	<b>4424</b>
<b>2016/17</b>	Female	2119	52%	221	44%	2340
	Male	1959	48%	280	56%	2239
	Other	5	0%	0	0%	5
	<b>Total</b>	<b>4083</b>	<b>100%</b>	<b>501</b>	<b>100%</b>	<b>4584</b>
<b>2017/18</b>	Female	1898	51%	159	39%	2057
	Male	1836	49%	249	61%	2085
	Other	4	0%	0	0%	4
	<b>Total</b>	<b>3738</b>	<b>100%</b>	<b>408</b>	<b>100%</b>	<b>4146</b>

Table 33 shows that there has been a higher number of female students enrolled on a BU programme over the last four years. The reduction in numbers for both genders in 2018-19 reflects a lower number of applicants to Higher Education generally.

**Table 33: BU student gender profile 2015-19**

Year	Female	Male	Other	Total
<b>2015/16</b>	9714	7372	8	17094
<b>2016/17</b>	10828	8261	6	19095
<b>2017/18</b>	10078	8116	20	18214
<b>2018/19</b>	9634	7998	25	17657

The University has continued to see an increase in the number of students studying at the University who have a dependent. This reached 814 by 2018-19. The reason for this increase can be inferred as a result of government efforts to widen participation and welfare reform, leading to an increase in the number of students with children.

**Table 34: BU students who have a dependent aged 16 or under 2015-19**

Years	Students with young children
2015/16	170
2016/17	493
2017/18	725
2018/19	814

Table 35 shows that BU has continued to see an increase in the number of students with caring responsibilities. The increase reflects the work undertaken within the sector to provide support to student carers, and to provide the support in place to progress with their studies.

**Table 35: BU students with caring responsibilities 2015-19**

Years	Students with caring responsibilities
2015-16	60
2016-17	222
2017-18	310
2018-19	343

The data presented in table 35 will be shared with the Students' Union for consideration and further discussion at the Athena SWAN Self-Assessment Team which has identified the need to consider support for carers.

Table 36 shows the proportion of female students achieving a 1<sup>st</sup> class degree has remained stable at 23%. The proportion of male students achieving a 1<sup>st</sup> class degree has increased from 18% during 2015-16 to 20% by 2017-18. The proportion of female and male students achieving a 2:1 degree classification has seen a small increase of 3% during the reporting period. This suggests male and female students are achieving similar outcomes.

**Table 36: BU Undergraduate degree results by sex 2015-18**

Year	Gender	1st		2:1		2:2		3rd		Total
2015-16	Female	337	22%	900	59%	269	18%	16	1%	1522
	Male	204	18%	610	53%	301	26%	29	3%	1144
	Other	0	0%	0	0%	0	0%	0	0%	0
	Total	541	20%	1510	57%	570	21%	45	2%	2666
2016-17	Female	399	23%	1094	62%	255	14%	14	1%	1762
	Male	315	22%	723	52%	326	23%	37	3%	1401



Year	Gender	1st		2:1		2:2		3rd		Total
	Other	0	0%	0	0%	1	100%	0	0%	1
	<b>Total</b>	<b>714</b>	<b>23%</b>	<b>1817</b>	<b>57%</b>	<b>582</b>	<b>18%</b>	<b>51</b>	<b>2%</b>	<b>3164</b>
<b>2017-18</b>	Female	411	23%	1118	62%	260	14%	20	1%	1809
	Male	294	20%	808	56%	322	22%	24	2%	1448
	Other	0	0%	1	50%	1	50%	0	0%	2
	<b>Total</b>	<b>705</b>	<b>22%</b>	<b>1927</b>	<b>59%</b>	<b>583</b>	<b>18%</b>	<b>44</b>	<b>1%</b>	<b>325</b>

## Appendix 2: Staff data

This part of the annual report provides an overview of staff equality data. Four-year trends are shown for some staff data from the Higher Educational Statistical Agency (HESA). This report makes comparisons for BU data from HESA with the sector (all HEIs), and with south-coast HEIs. HESA data for 2017/18 was not available at the time of writing this report.

BU staff data is provided by Human Resources. Written percentages have been rounded (to the nearest 1%) and, therefore, may not total 100%.

## 8. Staff

### 8.1 Age

Table 37 shows that when compared with the sector and the South Coast, BU is below the average for the age profile of staff when looking at those under the age of 30. A change occurs when looking at those aged between 36-40, where you see BU is above the sector and South Coast. A possible explanation is that staff apply to work at the University after working elsewhere within Higher Education and decide to relocate to the South Coast because the geographical location of the University makes it an attractive place to work.

**Table 37: HESA staff under 40, by age group, at BU compared with all HEIs/South-Coast HEIs 2014-18**

Year	Comparator Group	25 years & under	26 - 30 years	31 - 35 years	36 - 40 years
<b>2014/15</b>	ALL HEIs	6%	11%	15%	13%
	BU	4%	8%	15%	13%
	South Coast	7%	10%	13%	13%
<b>2015/16</b>	ALL HEIs	6%	11%	15%	13%
	BU	3%	9%	14%	15%
	South Coast	7%	10%	13%	13%
<b>2016/17</b>	ALL HEIs	6%	11%	14%	14%
	BU	4%	8%	13%	15%
	South Coast	8%	9%	13%	13%
<b>2017/18</b>	ALL HEIs	6%	11%	14%	14%
	BU	4%	8%	11%	16%
	South Coast	7%	9%	12%	14%

The majority of staff working at BU have been grouped around the age categories 41-55 over the last four years. We can see there has been an increase in the number of staff in the age category 61-65 (127 by 2018-19) working at the BU which may relate to changes within the wider society and individuals working lives being longer. The commitment at BU to flexible working will enable the University to respond to requirements of an ageing workforce.

**Table 38: BU staff age profile 2015-19**

Age Group	2015-16	2016-17	2017-18	2018-19
20-25	44	51	50	66
26-30	121	118	131	117
31-35	207	202	183	193
36-40	255	290	289	291
41-45	243	245	253	242
46-50	236	252	269	279
51-55	235	244	243	250
56-60	184	207	201	203
61-65	95	95	113	127
66-70	31	32	34	30
>70	12	16	18	20
<b>Total</b>	<b>1663</b>	<b>1752</b>	<b>1784</b>	<b>1818</b>

## 8.2 Disability

Table 39 shows that the proportion of staff disclosing a disability has increased overall. By 2017-18 BU was above the sector average but reflects the proportion of staff disclosing a disability at other South Coast universities.

**Table 39: HESA disability staff profile compared against all HEIs/South Coast 2014-18**

Years	Comparator Group	Disabled
<b>2014/15</b>	ALL HEIs	4%
	BU	5%
	South Coast	5%
<b>2015/16</b>	ALL HEIs	4%
	BU	5%
	South Coast	5%
<b>2016/17</b>	ALL HEIs	5%
	BU	5%
	South Coast	6%
<b>2017/18</b>	ALL HEIs	5%
	BU	6%
	South-Coast	6%

The number of staff disclosing a disability has seen small increases over the last four years. By 2018-19 the number of staff who had disclosed a disability had reached 104 which is 6% of the total BU staff profile. When compared with national census data for the region, BU is below the average of 9%.

The largest grouping of staff with a disclosed disability comes from specific learning differences. These numbers have progressively increased over the last four years (29 by 2018-19). The increase reflects greater awareness of dyslexia, and other specific learning differences within wider society.

The number of staff disclosing a mental health issue has remained consistent over the last four years. It is evident from the below that the number of staff who work at BU, and do not have a disability, has progressively increased over the last four years to 92% (1667 by 2018-19). We recognise that staff may choose not to disclose information concerning a disability for a number of reasons. It is anticipated that one of the pieces of work concerning inviting staff to disclose equality information (if they have not done so already) will result in the numbers of staff disclosing a disability increasing from 2019-20 onwards.

**Table 40: BU staff disability profile 2015-19**

Disability	2015-16	2016-17	2017-18	2018-19
Cognitive impairment e.g. autism	4	5	6	5
Deaf/hearing impaired	3	2	4	3
Specific Learning Difference	20	22	25	29
Long standing illness/health condition	17	22	20	17
Mental Health Issues	12	12	12	14
Other type of disability	11	12	13	14
Physical Impairment	11	16	17	19
Multiple disabilities	4	3	2	3
<b>Disclosed disability</b>	<b>82</b>	<b>94</b>	<b>99</b>	<b>104</b>
No known disability	1505	1601	1590	1667
No equality info provided	76	18	95	47
<b>Total all</b>	<b>1663</b>	<b>1752</b>	<b>1784</b>	<b>1818</b>

### 8.3 Ethnicity

Table 41 shows that BU reflects the sector for the proportion of Black, Chinese and staff who identify from an Other ethnic background. BU is below the sector and South Coast average for the proportion of Asian staff working in the sector.

**Table 41: HESA staff ethnicity profile compared against all HEIs/South-Coast 2014-18**

Years	Comparator Group	Asian	Black	Chinese	Other
<b>2014/15</b>	ALL HEIs	5%	2%	2%	3%
	BU	3%	1%	2%	2%
	South Coast	3%	1%	2%	3%
<b>2015/16</b>	ALL HEIs	5%	2%	2%	3%
	BU	3%	1%	2%	2%

Years	Comparator Group	Asian	Black	Chinese	Other
	South Coast	3%	2%	2%	3%
2016/17	ALL HEIs	5%	2%	2%	3%
	BU	4%	1%	2%	3%
	South Coast	4%	2%	2%	3%
2017/18	ALL HEIs	5%	2%	2%	3%
	BU	3%	2%	2%	3%
	South Coast	4%	1%	2%	3%

The number of BAME staff working at BU has progressively increased over the last four years. By the end of 2018-19 199 (11%) of BAME staff are working in an academic or professional service role. There are some differences within each ethnic group. For example, the number of Asian staff peaked in 2017/18 at 61, but then reduced to 37 in 2018-19 and reflected previous years.

The information presented below continues to show that the majority of the staff workforce is White (87% in 2018/19).

**Table 42: BU staff ethnicity profile 2015-19**

Ethnic group	2015-16	2016-17	2017-18	2018-19
Arab	1	2	2	5
Asian	28	29	61	37
Black	19	23	23	25
Chinese	30	34	33	32
Mixed	12	17	38	23
Other	51	58	24	58
<b>BAME Total</b>	<b>140</b>	<b>158</b>	<b>169</b>	<b>180</b>
White	1481	1550	1563	1598
No equality info provided	42	28	52	40
<b>Total All</b>	<b>1663</b>	<b>1752</b>	<b>1784</b>	<b>1818</b>

## 8.4 Religion and Belief

When asked to provide information concerning religion and belief the majority of staff confirmed that they either have no religion or provide no information. By 2018-19 the number of staff confirming they have no religion or did not provide any information reached 1309 (72%) which is a progressive increase over the last four years. As expected, Christianity is the largest faith group with the other faiths showing a small increase. This reflects a similar picture when the 2011 census was undertaken, showing that 60% of individuals living within Bournemouth, Christchurch and Poole identified as Christian.

**Table 43: BU staff religion and belief profile 2015-19**

Religion and Belief	2015-16	2016-17	2017-18	2018-19
Any other religion or belief	12	14	13	14
Buddhist	8	9	11	11
Christian	381	399	414	430
Hindu	8	10	12	13
Jewish	8	8	8	8
Muslim	13	11	12	15
Spiritual	15	13	14	17
Sikh	1	0	0	1
<b>All religions and beliefs</b>	<b>446</b>	<b>464</b>	<b>484</b>	<b>509</b>
No religion	339	385	416	465
No equality info provided	878	903	884	844
<b>Total</b>	<b>1663</b>	<b>1752</b>	<b>1784</b>	<b>1818</b>

### 8.5 Sexual orientation profile

A mixed picture is shown with staff providing information about their sexual orientation. Over the reporting period the number of staff confirming they are Bisexual or Lesbian has remained small. There has been an increase in the number of male staff disclosing that they are Gay. This number has increased from 20 (1%) in 2015-16 to 34 (2%) by 2018-19. The small number of staff identifying themselves as either Bisexual or as a Gay woman/Lesbian has resulted in the individual categories being merged together under the term LGB.

Table 44 shows the number of staff disclosing that they are Heterosexual has progressively increased (53%) during the last few years. Over the last four years reaching 959 (53%) by 2018-19. The number of staff not providing any information concerning their sexual orientation has continued to decrease to 802 (44%) by the end of 2018-19. This reduction reflects more open discussion within society about sexual orientation.

It is difficult to benchmark available information because it is not a mandatory return to the Higher Education Statistical Agency (HESA).

**Table 44: BU staff sexual orientation 2015-19**

Sexual Orientation	2015-16	2016-17	2017-18	2018-19
Bisexual	5	3	6	9
Gay Man	20	24	33	34
Gay Woman/Lesbian	10	10	12	13
<b>LGB Total</b>	<b>35</b>	<b>37</b>	<b>51</b>	<b>56</b>
Heterosexual	759	827	880	959
Other	1	3	4	1
No equality info provided	868	885	849	802
<b>Total</b>	<b>1663</b>	<b>1752</b>	<b>1784</b>	<b>1818</b>

## 8.6 Gender Identity

It is not possible to comment on the number of Trans and Non-Binary staff working or leaving the University due to very small numbers. It is difficult to benchmark available information because it is not a mandatory return to the Higher Education Statistical Agency (HESA). The planned programme of work for 2019-20 will hopefully encourage increased disclosure which will be reflected in future annual reports.

## 8.7 Sex

Table 45 shows that the proportion of female staff working within Higher Education has remained stable over the reporting period. BU has continued to remain above the sector average with the proportion of female staff working in either an academic or professional support role. In contrast, BU is below the sector but reflects the South Coast average for the proportion of male staff working in the sector.

**Table 45: HESA staff sex profile compared against all HEIs/South-Coast 2014-18**

Years	Comparator Group	Female	Male
2014/15	ALL HEIs	54%	46%
	BU	56%	44%
	South Coast	54%	46%
2015/16	ALL HEIs	54%	46%
	BU	56%	44%
	South Coast	54%	46%
2016/17	ALL HEIs	54%	46%
	BU	55%	45%
	South Coast	54%	46%
2017/18	ALL HEIs	54%	46%
	BU	55%	45%
	South Coast	55%	45%

The number of female staff working at the University has increased and by the end of 2018-19 just over 1,000 (55%) female staff are working at BU.

**Table 46: BU staff sex profile 2015-19**

Gender	2015-16	2016-17	2017-18	2018-19
Female	926	969	972	1006
Male	737	783	812	812
<b>Total</b>	<b>1663</b>	<b>1752</b>	<b>1784</b>	<b>1818</b>