STUDENT EQUALITY DATA

Reporting Period
1st August 2020 – 31st July 2021

PRIFYSGOL
BANGOR
UNIVERSITY

INTRODUCTION

This report presents a snapshot of the gender, ethnicity and disability status of all Bangor University Students registered for the 2020/2021 academic year. It aims to assist those working to maintain an inclusive university community, to better understand the main equality challenges for students and to direct future efforts to overcome them.

The report compares Bangor University figures against the most recently available national statistics (2020/21), so that it may consider the diversity and inclusivity of the University student body whilst taking into account new and emerging trends. The complete Bangor University figures for the reporting period can be found in the appendix to this report.

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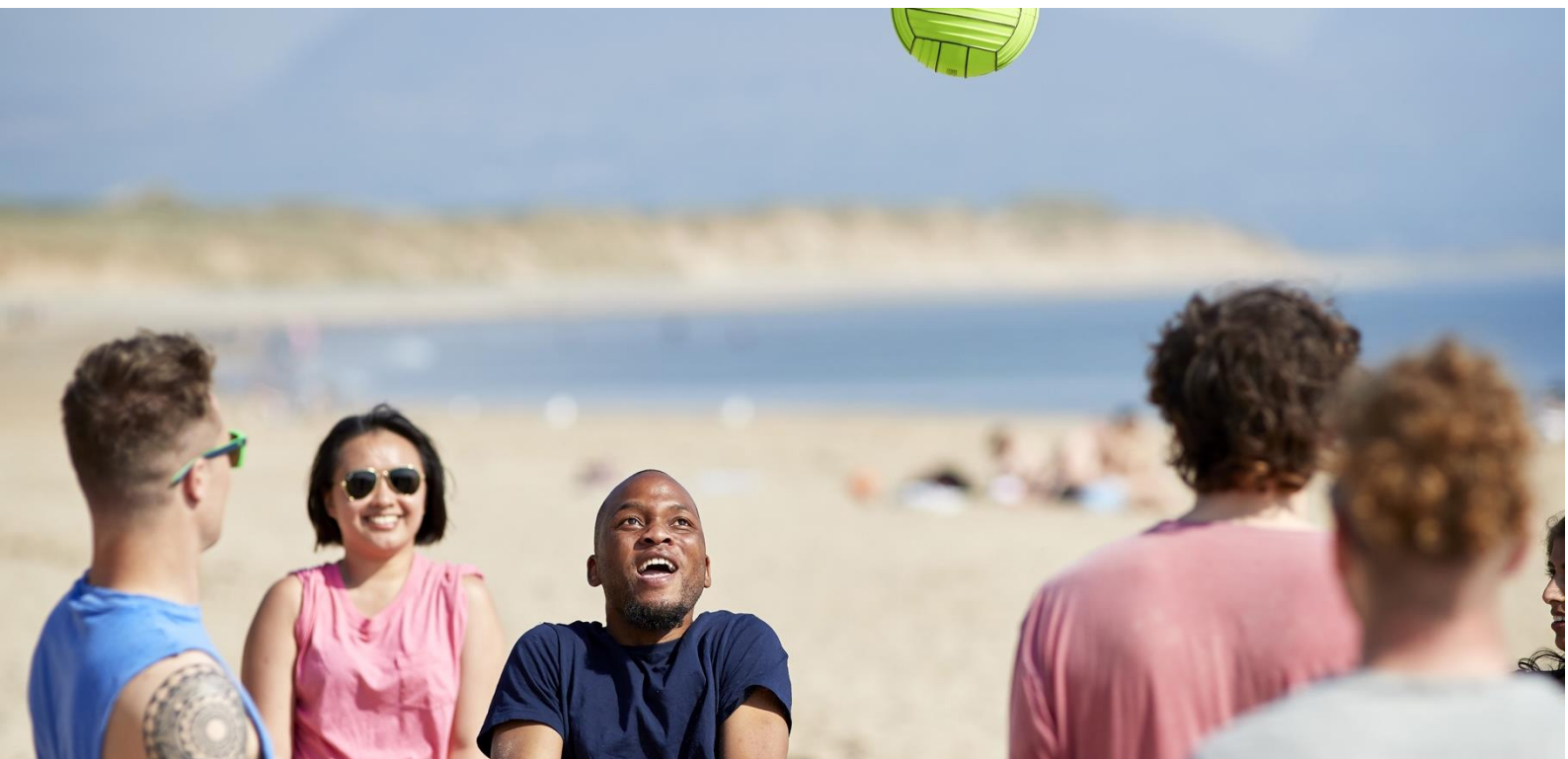
GENDER

Data on students' gender is returned to HESA with the possible options of 'Male', 'Female' and 'Other'. Due to the small number, and in line with HESA policy, students who have indicated their gender as 'Other' have been excluded from gender analyses in this report.

Women continue to make up the majority of students studying at Bangor with 61.6% of all students identifying as female and 38.4% identifying as male. This is higher than the UK figure of 57.0% and Wales figure of 56.4%. This is due to Bangor University having a high number of students within education, health, pyshcology and social science courses, which are traditionally female dominated subject areas.

There are gender variances at subject/school level, which correlate with national figures. By Bangor University school, men continue to make up the majority of students in the traditionally male-dominated subject areas within the Business School (57.0%), and the School of Computer Science and Electronic Engineering (83.2%).

Female students continue to make up the majority of students in many Schools, with particularly high proportions in the School of Educational Sciences (74.8%), and the School of Medical and Health Sciences (83.6%).

There are also small gender differences in outcomes, with more female students graduating with a first-class degree in 2020/21.

Gender	First	2:1	2:2	Third	Total Students
Female	46.2%	38.4%	12.9%	2.5%	61.6%
Male	41.2%	38.4%	17.0%	1.4%	38.4%

All Students by Gender and Level of Study

The proportion of female students in 2020/21, across all levels of study remains similar to the overall Bangor percentage of 61.6%. Only at the Research Postgraduate level can a lower percentage of female students be found, and this compares accordingly with UK figures.

Level of Study	Gender	Bangor	All UK Students
All Students	Female	61.6%	57.0%
	Male	38.4%	43.0%
Undergraduates	Female	61.7%	59.9%
	Male	38.3%	40.1%
Postgraduates	Female	61.9%	59.9%
	Male	38.1%	40.1%
Research Postgraduates	Female	54.5%	49.5%
	Male	45.5%	50.5%

All Students by Gender and Mode of Study

There is a slightly higher percentage of women studying part time at all levels of study with women currently making up 69.2% of all part time students in 2020/21.

All Students by Subject Area and Gender

In 2020/21, of Bangor's 9 schools only 3 demonstrate a gender balance which is within 5% of the University's overall figures of 61.6% female and 38.4% male. This includes the School of Arts, Culture and Language, the School of History, Law and Social Sciences and the School of Human and Behavioural Sciences. The remaining schools, however, do see gender imbalances and these correlate with national figures at subject level.

Gender imbalance towards Female Students

School	% Female Bangor	% Female UK
School of Education Sciences	74.8%	77.3%
School of Medical and Health Sciences	83.6%	79.2%

Gender imbalance towards Male Students

School	% Male at Bangor	UK
Business School	57.0%	51.8%
School of Natural Sciences	49.1%	
School of Ocean Sciences	48.0%	
Computer Science and Electronic Engineering	83.2%	80.1%

Schools teaching SET (Science, Engineering and Technology) subjects at Bangor tend to see a gender balance in favour of male students with the School of Computer Science and Electronic Engineering having the highest percentage of male students at 83.2%. Schools teaching non-SET subjects such as the School of Educational Sciences are attracting more female students and this correlates with UK trends. Where national figures are available, the UK percentage is presented in the column on the right.

The school with the highest gender imbalance in favour of female students is the School of Medical and Health Sciences at 83.6% female. This school offers courses in Nursing and Midwifery, professions still traditionally seen as being associated with women. Male students made up just over 10% of all registered nurses in the UK in 2017 (Nursing and Midwifery Council, 2017) and the Royal College of Nursing considers nursing to be one of the most gender segregated jobs in the UK (Royal College of Nursing, 2018).

Another area where the gender imbalance is particularly pronounced is within the School of Educational Sciences with 74.2% of students, almost 3 in 4, identifying as female. This is slightly lower than the UK figure for Education students of 77.3% but it is in line with national trends in the education sector. The General Teaching Council for Wales says Wales has three times as many female teachers as male.

It is the expectation that whilst society continues to view teaching and nursing as female roles, these trends will continue.

DISABILITY

This report uses the term 'disabled students' to refer to students who are recorded as having a disability on their university record. Disability is declared on the basis of a student's own self-assessment. The term 'non-disabled student' is used to refer to those who are not disabled, or whose disability status is unknown by the institution.

Rates of students disclosing as disabled in the UK have steadily increased amongst students in recent years, rising from 5.4% in 2003/04 to 22.5% in 2020/21. Rates continue to be higher amongst undergraduate students compared with postgraduates and amongst UK students compared with international students. (Advance HE, Equality and Higher Education, Student Statistical Report 2021).
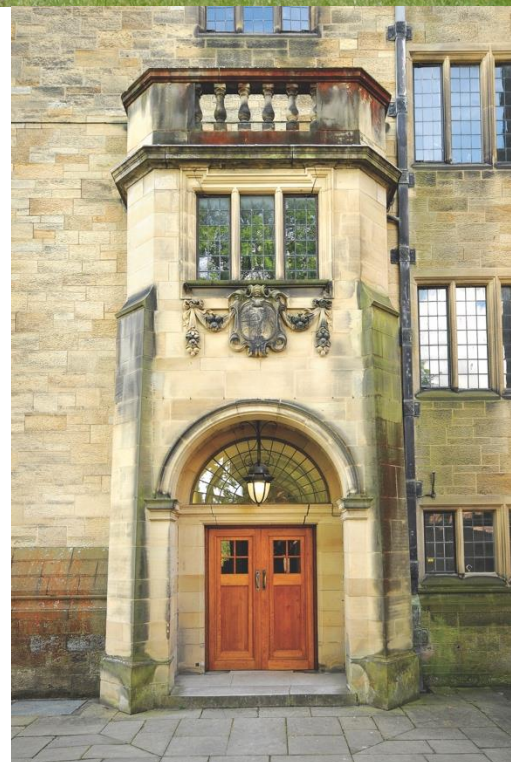
All Students by Disability

22.5% of Bangor University students registered during the period 2020/21, were recorded as having a disability compared with 23.8% in 2019/20, 19.9% in 2018/19 and 17.6% in 2017/18. This is much higher than the UK figure of 14.9% and the Wales figure of 15.8%.

All Students by Mode of Study and Disability

The overall proportion of part time students at Bangor University (2020/21) who were recorded as having a disability was lower than that of full-time students. National figures present a different picture however, and Bangor University is seeing a higher number of full-time students recorded as having a disability. These figures differ again when examining solely undergraduates.

	Bangor	All UK Students
All Full Time Students – Disabled	23.7%	15.1%
All Part Time Students – Disabled	13.0%	15.7%

	Bangor	All UK Students
All Full Time Undergraduate Students – Disabled	24.9%	16.6%
All Part Time Undergraduate Students – Disabled	13.5%	18.7%

Higher figures are still observed at Bangor University compared with the rest of the UK; however, the undergraduate group show a higher percentage amongst part time students compared to full time, which is observable in UK figures and could suggest that in the UK as a whole, some disabled students may be opting to study part time instead of full time.

All Students by Level of Study and Disability

There are more students recorded as having a disability amongst undergraduates than postgraduates in 2020/21. This is also observable in UK figures.

	Bangor	UK
All Full Time Undergraduate Students - Disabled	24.9%	16.6%
All Full Time Postgraduate Students - Disabled	19.5%	9.7%

All Students by Subject Area and Disability

Of Bangor's 9 schools, 1 has a percentage of students recorded as having a disability which is more than 5 percentage points higher than the overall Bangor University figure of 22.5%, the School of Arts, Culture and Language. One school has a percentage of students which is more than 5 percentage points lower than the over figure, the Business School.

School	% Disabled
Business School	13.5%
Arts, Culture and Language	27.6%
History, Law and Social Sciences	24.8%
Computer Science and Electronic Engineering	21.7%
Natural Sciences	27.1%
Ocean Sciences	24.9%
Educational Sciences	20.5%
Human and Behavioural Sciences	23.7%
Medical and Health Sciences	19.1%

Similar numbers of SET and non-SET students are recorded as having a disability, which is line with UK figures. UK figures also show that rates of those recorded as having a disability were highest amongst those studying humanities and liberal arts (23.8%) and historical and creative arts and design (22.3%). In contrast, only 7.7% of those studying business and administrative studies and 9.6% studying engineering and technology in the UK were recorded as having a disability which compares accordingly with Bangor's own figures.

All Students by Outcome and Disability

Of the 1845 students who graduated with an undergraduate degree in 2020/21, 433 (24.4%) were recorded as having a disability.

Degree Classification	Disabled Students	Non-disabled Students
First	39.2%	45.9%
2:1	41.9%	38.2%
2:2	16.2%	13.9%
Third	2.7%	1.9%

Overall, 84.3% of non-disabled students graduated in 2020/21 with a First/2:1 compared to 81.4% of disabled students. This represents a degree awarding gap of 2.9 percentage points. This is higher than the UK figure of 0 percentage points but higher than the previous year's figure at Bangor University of 0.5 percentage points.

According to Advance HE, a higher proportion of disabled leavers were unemplyed 15 months after qualifying than non-disabled leavers (8.0% compared with 6.4%). However, disabled leavers had higher rates of being in some form of further study than non-disabled leavers (20.4% compared with 19.9%). 57.9% of non-disabled leavers were in full-time work 15 months after qualifying, compared with 50.2% of disabled leavers.

ETHNICITY

The University collects and presents ethnicity data for all students at point of registration. It presents data for the ethnic categories, White, Asian, Black and Mixed/Other and categories where the information has been refused or where it is unknown. For comparison, HESA only presents data for UK domiciled students because it is only compulsory to collect ethnicity data for UK domiciled students that choose to disclose.

For comparison, HESA analysis aggregates groups into a single Black, Asian and Minority Ethnic group but acknowledges the liimtations of the acronym BAME, particularly:
-the assumption that minority ethnic students are a homogenous group
-the acronym's function as a label to describe minority ethnic groups of people, rather than identities with which people have chosen to identify
-the perception that this label refers only to non-white people, which does not consider white minority ethnic groups.

Where appropriate, data for Bangor students has also been separated into groups consisting of 'all students' and 'all UK domiciled students', so as to compare data accurately with HESA figures.

All UK Domiciled Students by Ethnicity

UK figures show us that, in 2020/21, 98.3% of all UK domiciled students disclosed ethnicity information. Of those whose ethnicity information is known, 25.3% identified as Black, Asian and Minority Ethnic. Black, Asian and Minority Ethnic representation varied considerably by country; 28.9% in England, 12.8% in Wales and 3.8% in Northern Ireland. There are also considerable regional differences across the UK. At Bangor 7.7% of all UK domiciled students identified as Black, Asian and Minority Ethnic.

All Students by Ethnicity

19.4% of all Bangor University students identified as Black, Asian and Minority Ethnic in 2020/21.

All UK Domiciled Students by Mode of Study and Ethnicity

At Bangor University, the proportion of UK domiciled students identifying as Black, Asian and Minority Ethnic across part time courses is less than that of full-time courses. This is similar to UK figures for 2020/21.

	Bangor	UK
UK Domiciled Full Time Students – Black, Asian and Minority Ethnic	7.8%	27.7%
UK Domiciled Part Time Students – Black, Asian and Minority Ethnic	6.7%	17.8%

All Students by Mode of Study and Ethnicity

The proportion of all students identifying as Black, Asian and Minority Ethnic across part time courses is much lower than that of full-time students in 2020/21. This is likely to be due to students coming from outside the UK, not opting to study part time because of visa requirements.

	Bangor
All Full Time Students – Black, Asian and Minority Ethnic	20.9%
All Part Time Students – Black, Asian and Minority Ethnic	7.9%

All UK Domiciled Students by Level of Study and Ethnicity

Black, Asian and Minority Ethnic representation amongst all undergraduates is 7.8% and 7.7% amongst postgraduate students in 2020/21.

All Students by Level of Study and Ethnicity

In contrast, when examining the figures for all Bangor University students, Black, Asian and Minority Ethnic representation amongst all undergraduates is 16.4% and 27.4% amongst postgraduate students, indicating higher than average numbers of students identifying as Black, Asian and Minority Ethnic in the latter. Bangor University recruits heavily in areas of the Middle East and Southeast Asia, which may account for this difference.

All UK Domiciled Students by Subject Area and Ethnicity

Of Bangor's 9 schools, only one school, the School of Educational Sciences has a percentage of UK domiciled students identifying as Black, Asian and Minority Ethnic which is less than 5 percentage points of the University figure of 7.7%. One school, the Business School has a percentage of UK domiciled students identifying as Black, Asian and Minority Ethnic which is more than 5 percentage points higher than the University's overall figure of 7.7% at 19.3%.

School	% Black, Asian and Minority Ethnic
Business School	19.3%
Arts, Culture and Language	7.8%
History, Law and Social Sciences	6.4%
Computer Science and Electronic Engineering	10.4%
Natural Sciences	5.8%
Ocean Sciences	6.4%
Educational Sciences	2.5%
Human and Behavioural Sciences	8.5%
Medical and Health Sciences	9.0%

All Students by Subject Area and Ethnicity

Al the University's 9 schools, 2 schools have a percentage of Black, Asian and Minority Ethnic students which is higher that the average of 19.4%, the School of Computer Science and Engineering and the Business School and where 73.4% of students identify as Black, Asian and Minority Ethnic.

School	% Black, Asian and Minority Ethnic
Business School	73.4%
Arts, Culture and Language	17.5%
History, Law and Social Sciences	15.0%
Computer Science and Electronic Engineering	29.4%
Natural Sciences	10.1%
Ocean Sciences	9.4%
Educational Sciences	7.5%
Human and Behavioural Sciences	15.4%
Medical and Health Sciences	12.7%

All UK Domiciled Students by Outcome and Ethnicity

Of the 1488 UK Domiciled students who graduated with an undergraduate degree in 2020/21, 99.6% had declared their ethnicity. 6.9% of the total number of graduates recorded their ethnicity as Black, Asian and Minority Ethnic. This is down from 7.9% in 2019/20 and 23.3% in 2018/19.

Classification	All Students – Black, Asian and Minority Ethnic	All Students – Ethnicity White
First	5.7%	
2:1	7.3%	
2:2	10.3%	
Third	7.4%	

Overall, 85.0% of white students graduated in 2020/21 with a first/2:1 compared to 77.3% of Black, Asian and Minority Ethnic students. This represents a degree awarding gap of 7.7 percentage points which is higher than 2019/20 of 6.9. This is lower than the UK average of 11.0 percentage points. When examining just those who obtained a first, 45.4% of white students achieved this level with 35.6% of Black, Asian and Minority Ethnic students achieving a first, which represents an attainment gap of 9.8% which is higher than the figure for those achieving a first/2:2, but still below the UK figure of 11.0 percentage points.

All Students by Outcome and Ethnicity

Of the 1845 students who graduated with an undergraduate degree in 2020/21, 97.2% had declared their ethnicity. 18.8% of the total number of graduates recorded their ethnicity as Black, Asian and Minority Ethnic.

Classification	All Students – Black, Asian and Minority Ethnic	All Students – Ethnicity White
First	33.5%	36.6%
2:1	43.5%	30.3%
2:2	21.8%	10.1%
Third	1.2%	1.9%

Overall, 85.0% of white students graduated in 2020/21 with a first/2:1 compared to 77.1% of Black, Asian and Minority Ethnic students. This represents a degree awarding gap of 7.9 percentage points which is lower than 2019/20 of 8.6. There are no sector figures available for this group of students against which to compare.

SUMMARY

Student Data will continue to be reported annually and as the data available to us changes, so too will the ways in which we are able to draw upon this data to inform our future Equality and Diversity planning and meet challenges.

As the University examines its student equality data over the next few years, comparisons with previous years will be able to be drawn and trends may emerge in future years. It would be helpful also examine 'Age' in the context of this report. Students' age on entry to the course is returned to HESA, and it is possible to derive the 'mature' and 'young' categories from Bangor's internal data; this information is not however available at the sector level, at present. It will also be helpful to expand upon the current domicile analysis in order to consider the diversity of the student body and ensure thorough examination of intersectional equality matters. For example, looking at a student's ethnicity and their gender to determine what other factors might create equality challenges.
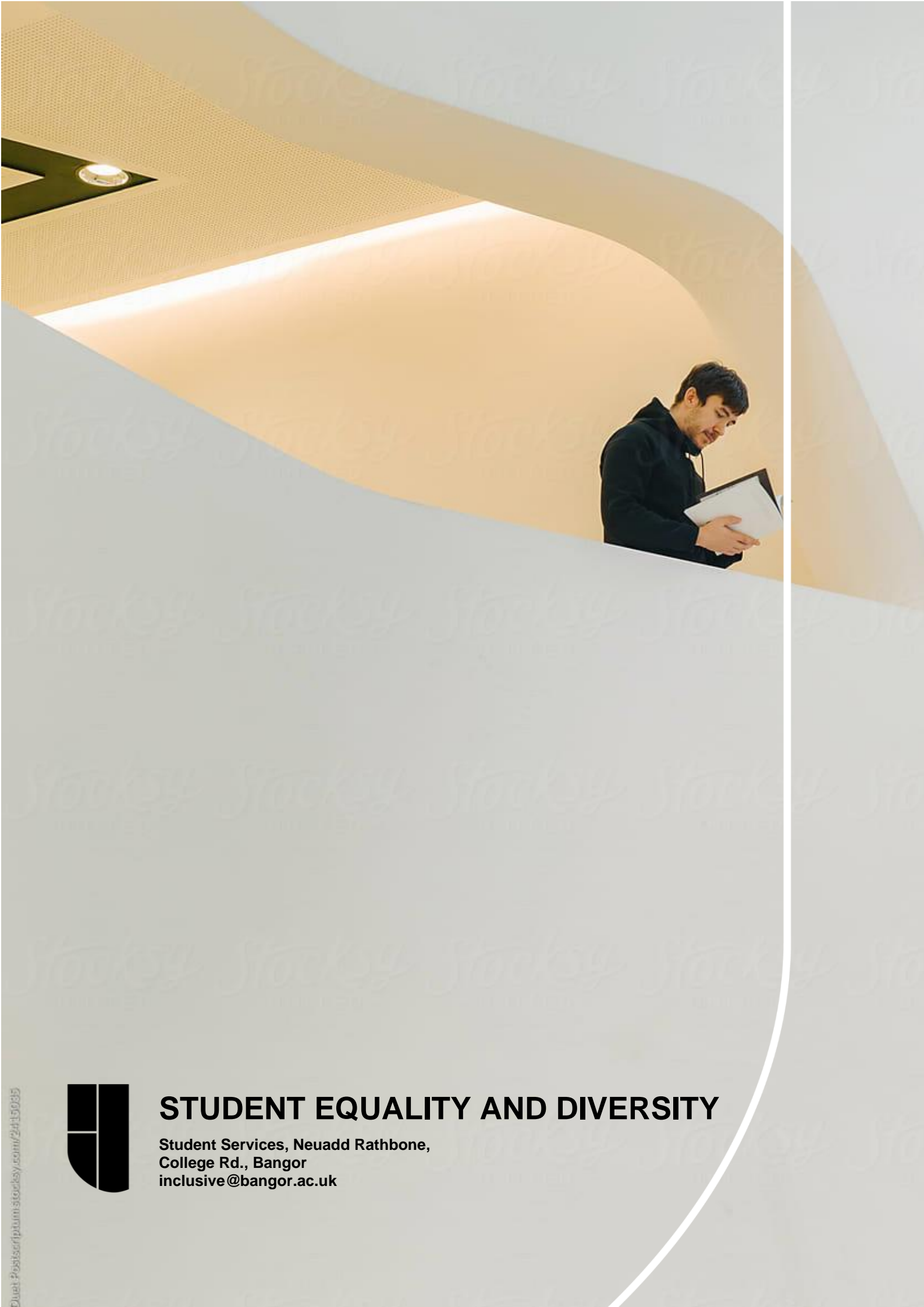
REFERENCES

Equality and Higher Education, Student Statistical Report 2021, Advance HE (2021)
Nursing and Midwifery Council www.nmc.org.uk
The General Teaching Council for Wales www.ewc.wales

STUDENT EQUALITY AND DIVERSITY

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