ANNUAL EQUALITY REPORT

1 APRIL 2015 TO 31 MARCH 2016

The University's Strategic Plan 2015-2020 "Building on Success"

The University's Strategy outlines its commitment to building on success, working with diverse and distinctive communities to deliver "the best we can be" in terms of teaching, scholarship and research, retaining a strong emphasis on a distinctive and valued student contribution and remaining true to our unique bilingual and cultural context.

Our Mission is:

"**A strong confident institution recognised regionally, nationally and internationally as a centre of excellence for its varied portfolio of teaching and research, and for the unique multicultural, inclusive experience it provides for its staff and students".**

The University's Strategic Equality Plan 2016 - 2020 Equality commitment:

Bangor University aims to provide an environment which respects and values the positive contribution of all its members so enabling them to achieve their full potential and to gain benefit and enjoyment from their involvement in the life of the University. To achieve this aim, the University acknowledges the following basic rights for all its members and prospective members:

- To be treated with dignity and respect
- To be treated fairly
- To receive encouragement to reach their full potential

Introduction

The Equality Act 2010 (the Act) consolidated the many pieces of existing anti-discrimination legislation, strengthening areas, removing inconsistencies and generally simplifying the approach to equality legislation. The Act laid out in the General Duties the requirement to have "*due regard*" to the need to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act 2010
- Advancing equality of opportunity between people from different groups
- Fostering good relations between people from different groups

The University recognises that it has special responsibilities for Welsh Language and culture. Although not specifically included under the Equality Act and therefore not reported under this document, the University has adopted a Welsh Language Scheme and more information about the Scheme and reporting on its implementation and operation can be found at the University's Canolfan Bedwyr web site:

http://www.bangor.ac.uk/canolfanbedwyr/index.php.en

This is the fourth annual report on the progress of the University's Strategic Equality Plan and covers the period 1 April 2015 to 31 March 2016.

This report contains updates from Services and Units working in the area of equality relating to progress towards meeting their aims and objectives during the reporting period. Web links are also provided to key strategic and reporting documents.

The University published its Strategic Equality Plan and Equality Objectives Action Plan in April 2016. The Strategic Equality Plan and Action Plan can be accessed at:
http://www.bangor.ac.uk/hr/equalitydiversity/policy.php.en

During this reporting period and in preparation for exploring new equality objectives going forward, a full review of the existing equality objectives action plan commenced. It is pleasing to note that considerable progress has been made towards achieving the aims and objectives of the action plan.
Bangor University is proud to report on the successes and achievements that build on a history of commitment to equal opportunities for staff and students.

The University's Equality Objectives and Update on Progress

Bangor University's Equality Objectives have been developed to support the University's "Building on Success" Strategic Plan 2015 – 2020 and sets out the University's equality objectives for 2016-2020.

The actions are drawn from work that is already in progress and which has been identified as important to continue, including the Athena Swan agenda; objectives drawn from other key strategic documents e.g. The Student Experience Strategy, key objectives relating to the University's direction with the Widening Access and Reaching wider, and work that has been identified as a direct result of consultation with staff e.g. in relation to disabled staff.

Each action plan objective is related to at least one of the Equality Act protected characteristics of age, disability, gender identity, pregnancy or maternity, race religion or belief, sex and sexual orientation.

Progress on the Strategic Equality Plan and the Objectives Action Plan is reported to the Equality and Diversity Task Group, which in turn reports to the University's main decision making body, the University Executive.

The University's Equality objectives are:

Objective 1
Mainstream Equality and Diversity through the University's Strategic Enablers
- Equality Impact Assessment
- Disseminating the commitment to Equality
- Staff and student training
- Monitoring
- Publishing
- Equal pay and contractual matters
- Disabled staff
- Procurement and sustainability
- Physical access

Objective 2
An Excellent Education and Student Experience
- Student Experience Strategy
- Student Mental Health Strategy
- International office
- Students' Union

Objective 3
Enhancing Research Success
- Athena SWAN
- Research Excellence Framework

PROGRESS AGAINST THE
EQUALITY OBJECTIVES

Objective 1
Mainstream Equality and Diversity through the University's Strategic Enablers

Equality Impact Assessment

The existing guidance and forms have been revised and are currently being piloted in the Financial Sustainability Review. Training has taken place with key staff, and further online training is being developed to raise awareness amongst all staff.

Disseminating the commitment to equality

The Welcome Programme, which is an induction programme for new starters to the University, includes information on the University's commitment to equality and creating an environment in which all staff can flourish.

The Equality and Diversity Task Group received briefings on equality issues that are either the result of legislative change or are challenging issues affecting Higher Education Institutions.

Staff Training

Staff Equality Training

The University has identified that appropriate staff training on equality and diversity is an important and effective way of fostering good relations between people from different groups, eliminating discrimination and advancing equality of opportunity. The Staff Development Team has developed a programme of equality training designed to meet the needs of specific groups of staff.

The following summarises the main achievements in the reporting period and plans for the future:

1. Mental Health Advisors continue to run in-house programmes of Mental Health First Aid training. A further 2 cohorts were arranged during the reporting period. Currently, 55 members of staff have attended the 2 day training programme including all Student Wardens and Security Staff.
Personal tutors and those in pastoral care roles were encouraged to attend and to date all Student Wardens and Security Staff have attended.
2. A further 369 staff members have successfully completed the University's on-line equality training programme during the reporting period bringing the total to 1,369. Since 2010 all newly appointed staff are automatically enrolled on the programme. Central Department completion rates are running at approximately 98%. Completion rates within the Academic Colleges vary and the aim this year is to get those completion rates up even further. Some challenges exist here due to the nature of many of the roles which are for a fixed term or short periods and many staff may be working away or on sabbaticals.

3. Tailored equality training programmes are continuously developed to meet the needs of particular groups of staff. For example, catering staff, security staff, student wardens, Students' Union sabbatical officers, staff working with international students and staff undertaking equality impact assessments. During 2014/15 period face to face training was delivered to all DLO (Direct Labour Office) personnel and during 2016/17 a refresher will be offered to all Campus Services front line staff such as domestics, security and reception staff.

4. A 'New to Management Programme' took place in November 2016 and it is scheduled to run again in May 2017. This training will serve to remind managers of their key areas of responsibility, including those in the areas of equality and managing fairly. Specific Equality for Managers workshops will be offered twice yearly and this is part of an ongoing rolling programme that has been in existence for a number of years. On average between 30 and 50 managers attend this event on a yearly basis.

5. Equality training has been embedded into Performance Reviews and Professional Development Plans.

6. The Human Resources Team have undertaken a complete review of the Recruitment and Selection Policy, procedures and supporting appendices. This provided a timely opportunity to review Recruitment and Selection Training. This is now in place and includes details of Bangor's recruitment process, best practice, and employment law and equality considerations. Training received from the Equality Challenge Unit for trainers on Unconscious Bias has been incorporated into the material. It was agreed by the Human Resources Task Group that all Chairs of a Recruitment panel must attend this training within a 12 month period so as to be eligible to chair recruitment panels in Bangor in the future. These workshops will continue to be offered on a bi-monthly basis as part of the central training provision.

Women in University's Mentoring Scheme (WUMS)
Bangor University continues to manage the Women in University's Mentoring Scheme process.   This year approximately 102 female staff from across Wales took part in the scheme.   They were able to meet staff from different universities thus offering opportunities for staff to link with and learn from more senior and experienced colleagues and providing networking opportunities.

Welsh Language
The University's Welsh Language Tutor again provided training for over 100 staff using a mix of workshop and one to one sessions. More work has been carried out in the development of Welsh in the Workplace certification at levels 1-6 to encourage staff to use Welsh in their individual work situation. A mentoring scheme has continued in the Library to support staff less confident in using the language. This scheme has now been expanded to Student Services.

Monitoring

STAFF DATA

Data relating to the profile of University Staff is collected on an annual basis and is presented in a data monitoring report which can be accessed at:
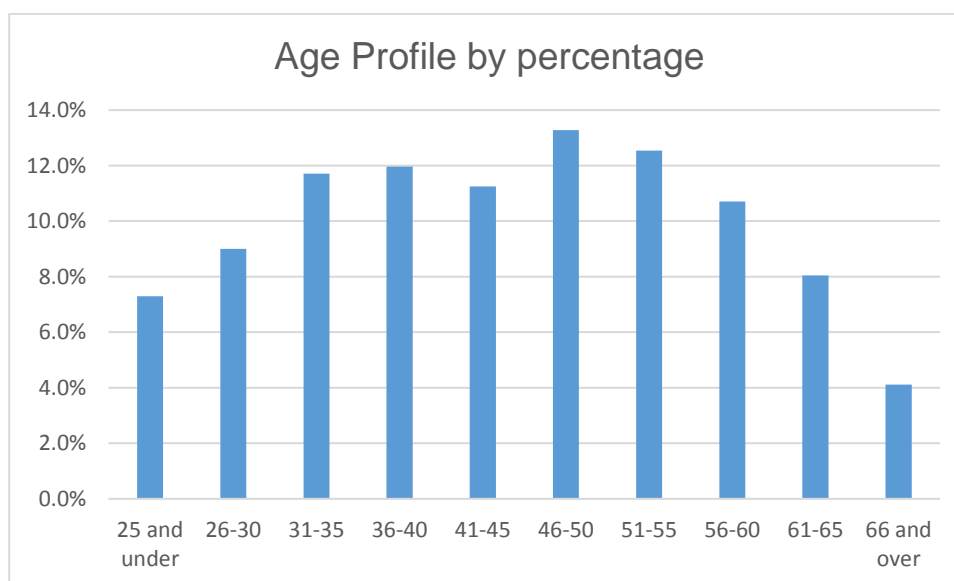
http://www.bangor.ac.uk/hr/equalitydiversity/monitoring.php.en

The main source of the data for monitoring is taken from the University's Human Resources system and is based on data reported to HESA[1].

At a high level, the staff profile of the University as at 31 March 2016 is as follows:

Gender	%
Female	59
Male	41

Ethnicity Group	%
White	94
Black, Minority Ethnic	6
undeclared	0

Disability	%
not known to be disabled	91
declared disability	7
information not provided or refused	2

Age Profile by percentage

Age Group	%
25 and under	7.3%
26-30	9.0%
31-35	11.7%
36-40	12.0%
41-45	11.2%
46-50	13.2%
51-55	12.5%
56-60	10.7%
61-65	8.0%
66 and over	4.1%

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[1] HESA – Higher Education Statistics Agency

Religion and Belief	%
No religion	36.6
Buddhist	0.54
Christian	35.48
Hindu	0.29
Jewish	0.12
Muslim	0.83
Spiritual	1.37
Any other religion or belief	1.16
Information refused	23.53
(blank)	0.08

Gender reassignment	
Is your gender the same as your gender at birth?	%
Yes	83.61
No	0.12
Information refused	16.18
(blank)	0.09

Employment type by percentage of total staff employed	%
Permanent Full Time	44.65
Permanent Part Time	26.56
Temporary Full Time	11.40
Temporary Part Time	17.39

Sexual Orientation	%
Bisexual	1.24
Gay man	0.95
Gay woman / Lesbian	0.60
Heterosexual	69.83
Other	0.58
Information Refused	26.72
(blank)	0.08

Profile of Staff Leaving Bangor University

Staff leaving employment are encouraged to complete an online questionnaire. The questionnaire encourages staff to consider their positive and negative experience of working at the University and in so doing allows data to be drawn which would identify if there are issues that need addressing. Thus far no issues have been identified.

As a summary of the staff leavers:

- 43.9% left because their fixed term contracts ended and 33.24% resigned. There were other reasons for leaving that included, retirement, severance (voluntary and redundancy), TUPE transfers and dismissals as a result of following a particular policy or procedure.
- 63.80% of leavers were female
- 7.77% of leavers declared a disability
- 92.49% of leavers were from a white ethnic background

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Re-grading, Promotions and Remuneration

Promotions and regrading panels meet twice a year to consider applications from staff linked to the HERA[2] grades.   The Senior Remuneration Committee takes decisions in relation to senior staff salaries. Both routes of progression include appeal mechanisms for staff disappointed by an outcome.

HERA Grade Outcomes (figures don't add up to 100% because some received a discretionary award instead of promotion).

Promotions	Female %	Male %
Of all applications	60	40
Of successful	38	30
Of unsuccessful	21	8

This reporting year, the Senior Remuneration Committee was presented with detailed comparisons of applications for 2015. The comparisons covered gender, age, occupation, length of service, and department/college.

In this reporting year, a higher percentage of female staff applied to the Senior Remuneration Committee and a higher percentage of female staff were successful. This was an upward trend. The Committee was pleased to see a steady increase in the gender balance of applications.

Further staff profile information can be found at Appendix 1.

Information and data monitoring relating to Athena SWAN reporting can be found at:
http://www.bangor.ac.uk/hr/equalitydiversity/gender.php.en

Information and data Monitoring relating to Equal Pay can be found on:
http://www.bangor.ac.uk/hr/**equal**itydiversity/**equalpay**.php.en

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[2] HERA – Higher Education Role Analysis

STUDENT DATA

High level profile of UK domiciled Students – All the following student data is based on Higher Education Statistical return date 2014 - 2015

Disability Status	%
Disability Declared	16
No Disability Declared	84

Gender	
Female	56.5
Male	43.5

Ethnic Group	
White	77.5
Asian	10.9
Black	3.8
Information Refused	0.5
Mixed / Other	4.4
Not Known	2.9

Further student profile information can be found at Appendix 2.

Publishing

The Equality Objectives Action Plan requires the University to annually publish reports and monitoring data on the equality web page by March each year, this was delivered in March 2016.

Equal Pay and Contractual Matters

During the period of this report the University has undertaken its fifth Equal Pay Audit covering the period 1 September 2014 – 31 August 2015. In addition to gender-based reports, analysis was also undertaken in relation to disability, ethnicity and age.

The audit concluded that since the 51 point pay structure was implemented as part of the Framework Agreement in which year, Bangor University has no gender grade pay gaps. Top level reports continue to indicate significant pay variances in the groupings Pay Greater that point 51 (excluding Professorial) i.e. Directors. However, further analysis has shown that no pay gaps exist due to each role being unique.

Following recommendations in previous Equal Pay Audit action plans, formal starting salary/progression and promotion policies have been implemented and will continue.

Disabled Staff and Students

- **<u>Disability Services' Annual Report</u>**

The University's Disability Services aim to provide a quality service which ensures the full inclusion of disabled students within the academic and social community, fostering resilience and self-reliance. Operating within a social model of disability, we work with our partners across the institution to remove barriers and promote equality by embedding inclusivity in everyday practice.

Since the previous report, we have seen a successful restructure of Disability Services with the one service consisting of the following teams:

- Assessment Centre
- Support Workers Scheme
- Dyslexia Team
- Mental Health Advisers
- Disability Advisers

Bangor Assessment Centre

Diagnostic assessments
As part of the restructure, diagnostic assessments for specific learning differences (SpLDs) on students studying at Bangor University now come under the auspices of the Assessment Centre, which also incorporates the Access Centre.

Following restructure, during the period 1 August 2015 to 30 April 2016, 151 students underwent diagnostic assessment for SpLDs.

Access Centre

The purpose of the Access Centre is to carry out study needs assessments for students who are eligible for Disabled Students Allowances (DSAs). The Centre is accredited and operates within the DSA Quality Assurance Framework and it is also responsible for overseeing the work of its Outreach Centre based at Aberystwyth University.

The Access Centre works towards two main key performance indicators (KPIs)[3], and has consistently achieved KPIs of 93% throughout the year (national average is 89%). The Centre gained 97% in its annual external audit.

During the period 1 August 2015 to 30 April 2016 a total of 304 students (including students assessed at our Aberystwyth Outreach Centre) underwent Study Needs Assessments for DSAs.

Support Worker Scheme

As evidenced in our end of year survey, students highly rate our Support Workers Scheme:

- 100% respondents felt their support worker was easy to contact.
- 100% respondents felt their support worker gave the support needed.
- 100% respondents felt the notes they received were effective for revision purposes.
- 100% respondents felt their notes were provided by efficient and professional note takers.

High level satisfaction rates were obtained despite a number of in-year changes introduced by Student Finance England (SFE), including the non-payment of university cancelled lectures and limitations on the number of missed sessions by students without providing 24 hours' notice. The Scheme will continue to evolve and develop to reflect the needs of its users, and will plan ahead to ensure effective provision in light of removal of DSA funding of a number of support worker roles, including notetaking support, by SFE in 2016-17

Dyslexia Team

The Dyslexia Team provides all-round support for Bangor University students with dyslexia and other SpLDs, such as dyspraxia and ADD /ADHD, and also carries out initial screenings on students who feel their difficulties may be related to an SpLD. The new structure of the Dyslexia Team has proved successful, meeting student demand without a waiting list.

By the end of the reporting period, 891 students were registered with the Dyslexia Team and had a Personal Learning Support Plan (PLSP) in place. Student feedback was obtained in a number of ways, including the end of year survey as well as snapshot questionnaires, revealing that the majority of students who received support found it extremely useful and that it had enabled them to develop study strategies and move forward.

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[3] Study Needs assessments within 15 working days / Study Needs report issued within 10 working days

In response to student feedback, a number of enhancements were implemented over the course of the year, including:

- Out of hours' service offered on a Wednesday evening to 7pm.
- Drop-in service introduced every day 12-1 pm during term-time, including Maths Support and support through the medium of Welsh.

Disability Advisers

The continued increase in numbers of students coming forward for support and the complexity of their support requirements has contributed to an increased demand upon the service, including the need for specialist mentoring support. Numbers of students on the autistic spectrum has risen year on year. The Advisers continue to offer the Socialeyes[4] programme and whilst the number of students participating is relatively low, the positive impact reported by students faced with complex social communication barriers is high.

Mental Health Advisers

In the past year, there has been a further increase in the overall number of students registered with the Mental Health Advisers. By the end of the reporting period, 409 students had a PLSP as a result of having a mental health condition. In addition to offering 1:1 appointments, Mental Health Advisers run successful drop-in sessions in Pontio promoting mental well-being.

The Mental Health Advisers continue to offer Mental Health First Aid (MHFA) training in order that we have staff who feel more confident in supporting students with mental health conditions. With the growing number of students declaring mental health conditions an additional aim of MHFA is to build resilience across the University in managing mental health distress and crisis, with the ultimate aim of supporting the resilience of students to build their abilities for managing pressure, stress and distress. In total there have been 170 staff members trained in MHFA; due to staff leaving we have 127 current Mental Health First Aiders across all areas of the University. Excellent feedback has been obtained from staff who have undertaken the programme.

Prospective Students

Disability Services invest heavily in planning ahead for the next intake of students to ensure timely support arrangements. Staff attended University Open Days as well as a number of School Open Days and Advisers met with individual students and their families to discuss support requirements.

DSA statistics

We recognise the importance of students taking up DSA funding wherever possible: nationally a [5]larger proportion of disabled qualifiers in receipt of DSA achieved a first or a 2:1 than those not in receipt of DSA (Equality Challenge Unit, 2016).

Figures demonstrate that the University continues to perform above its adjusted benchmark performance indicator achieving 9.9% full-time undergraduate students in receipt of DSA (adjusted benchmark for the university is 7.1%). The following table shows that Bangor has consistently performed over and above this indicator and continues to improve year on year:

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[4] Socialeyes – a programme to support students on the autistic spectrum affording the opportunity for to learn new social skills and develop social understanding.

[5] http://www.ecu.ac.uk/publications/equality-in-higher-education-statistical-report-2016

No. students (DSA)	2015/16	2014/15	2013/14	2012/13	2011/12
No. students in receipt of DSA	747	770	753	733	736
FT UG in receipt of DSA	*	9.9%	9.7%	9.0%	8.7%
Adjusted benchmark for BU	*	7.1%	7.0%	6.5%	5.9%
UK %age FT UG	*	7.0%	6.8%	6.5%	7%

* To be published by HESA in 2016-17

Working with Academic Schools

Disability Services continue their partnership with academic schools in relation to identifying and implementing individual reasonable adjustments to teaching, learning and assessment activities, as well as managing complex situations.
By the end of the academic year, 1455 students had an 'active' PLSP.

Following consultation, the role of Disability Tutor in Schools was updated to have a greater emphasis on their being the point of reference in relation to subject specialisms and the alignment of reasonable adjustments to curriculum design, teaching and assessment methods within their School. Disability Tutors are now required to sit on their school's Learning & Teaching committee to inform inclusive practice and accessible provision.

Whilst a dialogue is maintained with academic and support staff at operational level, the service also works strategically via Task Groups and by informing institutional strategic plans. This year, the emphasis has been upon progressing inclusive practice, particularly given the forthcoming changes to DSA funding.

Working across the Institution

Disability Services continue to drive forward the disability equality agenda, improve accessibility and enhance inclusion by:

- Working with IT Services in developing the PLSP app to meet the demands of wider inclusivity and the service's requirements in the light of changes to funding.

- Informing policy and procedure in relation to institution-wide provision for disabled students, including: ongoing development of the Code of Practice on Inclusive Provision for Disabled Students; contributing to the development of the Mental Health Strategy, and meeting related service targets.

- Contributing to the PGCertHE and facilitating a new workshop on PLSPs and reasonable adjustments to ensure new teachers are better equipped to make accessible and inclusive provision from the outset.

- Working with Estates, informing the Bid & Risk Register for physical access improvements.

Working outside the Institution

Maintaining an overview of relevant developments in a dynamic environment necessitated involvement with different networks external to the University, including:

- N Wales DSA Group to network with external DSA stakeholders
- National Association of Disability Practitioners (NADP) HE Heads Group to inform professional practice at national level
- NNAC (National Network of Assessment Centres)
- DSA-QAG (DSA Quality Assurance Group)
- AMOSSHE: the Student Services Association
- UMHAN (University Mental Health Advisers Network)
- Betsi Cadwaladr Health Board staff, including liaison with CAMS
- Liaison with Primary Health Care Team
- Randstad Liaison Group to network with other providers of NMH.

Disability Services, Student Survey

Excellent feedback was received highlighting the positive impact the Services have had upon students' experience at the University. Feedback informs future development of provision.

Procurement and Sustainability

During the financial year 2015/16 work was undertaken in relation to updating procurement documentation. A new Procurement Procedures document has been drafted which requires the completion of Sustainable Risk Assessments for all tenders over £25k. The new procedures also require the use of the Supplier Qualification Information Database (SQuID). This is a supplier selection tool and asks suppliers specific questions in relation to equality and diversity issues e.g. have they had a complaint upheld following an investigation by the EHRC. This also applies to their subcontractors. We also ask for evidence of equalities training for relevant contracts. The draft Supplier Guide also references equality matters.

For the financial year ending in 2016, an SRA was completed for the Measured Term Contract in Estates. The SQuID was used on 5 contracts.

Physical Access

The availability of accessible toilets has been audited and where refurbishments works are being undertaken reviews are taking place with a view to increasing provision.

"You said we did" has raised a number of accessibility issues which are under review by the Physical Access Working Group.

Much of the review of accessible parking provision has been completed with a view to work with Gwynedd Council on a study to develop a traffic management plan and to provide improved access.

Objective 2
An Excellent Education and Student Experience

Student Experience Strategy

Bangor University's Inclusive Community website (www.bangor.ac.uk/inclusive-community) has been developed to highlight the University's commitment to developing a safe and inclusive campus where all students feel able to fully participate in the opportunities provided by university life. The site includes a section explaining our Zero Tolerance to Student Harassment policy, and the support available to students who witness or experience harassment. An online form has been developed that is overseen by the Head of Compliance, so that data on reported harassment can be better monitored. In addition, the Head of Compliance has liaised with external agencies such as the Police, in order to co-ordinate data on harassment reports as they affect our students. The Inclusive Community website is also part of ensuring an inclusive community approach to the Prevent Agenda. The website includes reference to celebrating diversity and welcoming faith communities in order to ensure that all groups within the University feel part of the campus community. The Director of Student Experience is a member of the University's Prevent Co-ordinating Group and is able to ensure that the values of the inclusive community agenda are part of our approach to implementing our obligations under the Prevent agenda.

The Students' Union and the Pro-Vice Chancellor for Teaching and Learning have begun work on a student-led teaching and learning strategy that will include plans to review the design, delivery and content of the curriculum to ensure inclusivity is embedded within the curriculum.

To demonstrate the high priority Bangor places on equality-related issues as they affect students, we have introduced a programme of external speakers for the University Executive, to ensure that our institutional culture is informed by the best external expertise. In December 2015 Dr Rachel Fenton presented to Executive on an institutional strategy for preventing and responding to gender-based violence. Dr Fenton is a co-lead of the *Intervention Initiative* which is a Public Health England funded programme for the prevention of gender-based violence in university settings. Following the presentation, Bangor set up a Gender-based Violence group, chaired by a Pro-Vice Chancellor in order to move forward our work in this area.

Student Mental Health Strategy

- **The Counselling Service's Annual Report**

Our overall provision of services for students with mental health difficulties, and from a diverse range of backgrounds.

Our overall operational aim is:
'To provide a range of effective therapeutic approaches to students in a responsive and flexible way. Use the professional expertise in the team to provide psychological help that is acceptable, timely, equitable, appropriate and effective, in order to support students through their University experience
    • Effectively prioritise resources to help those most in need

• Provide and monitor an accessible service to students of diverse needs who may otherwise find it difficult to obtain help.
• Measure and demonstrate the impact and value of our service to the University and its students
• Involve service users and stakeholders in strategy development
• Prioritise improvements to our built environment
• Maintain professional competencies of staff to enable them to meet service demands and provision
• Maintain effective referrals and collaborative ways of working with other teams, services and departments'

Summary report of activities

The Counselling Service continues to work with increasing numbers of students wishing to access psychological help. In 2015-16 the Service saw 693 for individual counselling. In addition 180 people came to iCan workshops, another 32 for longer term groups, and there were 248 attendances at the Mindfulness drop-ins across the year. This represents an overall increase to at least 10% of student population now accessing the Service.

Over the year 20% more appointments for individual work were offered than last year. The busiest periods were November and around the Easter break. The average wait for a first appointment was 3.8 working days. 400 clients were seen for the first time on the same day that they requested an appointment.

Most of the individual counselling work was very short term- of the 693 individual clients, 234 clients had a single session only. Only 7 clients had more than 20 sessions. The average number of sessions per client was 5.9.

Clinical outcome scores at intake clearly show seen that levels of client distress across all domains is higher than national averages in HE institutions. The Service continued to be involved in a UK-wide Practice Research Network, which has allowed benchmarking with other University Counselling Services across the UK.

In terms of 'clinical outcomes' for individual counselling work, 67% of clients completing outcome measures at the end of counselling showed 'clinical/reliable improvement'.87.1% of survey respondents were satisfied /very satisfied with the services that were offered, and 90% would recommend the Service to a friend. Another indicator of 'student satisfaction' was the nomination and shortlisting, for the 4th year running, of the Counselling Service for the 'Student Led Teaching Awards'.

A comprehensive programme of workshops and groups was planned and delivered across the year. The Service has comprehensive and robust evidence of the quality and effectiveness of these iCan sessions. Workshops scored above 85% good or very good on all 6 measures scored and 92% good or very good as the overall rating for the sessions. It is very clear that participants gain a great deal from the sessions on offer and that the workshops and groups are uniformly well organised, well facilitated and make a growing and significant contribution to the work of the Counselling Service.

In terms of operational objectives, priority was given to providing a range of effective therapeutic approaches to students in a responsive and flexible way, and effectively helping those most in need.

In terms of 'advancing equality of opportunity between people from different groups' we collect and analyse demographic data from our clients each year and use these to inform service delivery and to ensure that there are no barriers to access for anyone from the 'protected characteristics' groups. We use the information to plan future Service developments- for example, the scope of iCan workshops and groups, (which attract a higher proportion of International and BME students) our opening times, (eg for people who cannot attend at other times) any CPD needs that the team have, (for example we had CPD inputs on working with trans gender clients, and those on the autistic spectrum). In addition, the Service undertook an 'Equality Impact Assessment' on its policies and procedures to ensure that none of these affected accessibility for any of our clients/ prospective clients.

Accessibility has been improved in a number of ways. The Service continued to offer an evening session one night a week. Clients also have access to the Service through the medium of Welsh, although in this academic year only 6 students requested this. It appears that the MBSR group attracted more International students, as did topic specific iCan workshops. A welcoming statement on our webpages clarifies that counsellors are happy to work with people regardless of age, gender (actual or perceived), sexual orientation, disability, race, marital status, and religion/ beliefs. Since August 2013 formal agreements have been in place with Glyndwr and Westminster Universities to provide counselling for students based on the Wrexham campus, and at the London Centre of the Bangor Business School.

The Service has been fortunate to have been adequately resourced by the University- the ratio of FTE counsellors per head of student population is healthier than at many other HEIs across the UK. However, the paucity of provision for mental health care in the local NHS Service (which is currently in 'special measures') means that many of the student clients that counsellors work with would be provided with psychological services through IAPT or other secondary/ tertiary specialist service if the University was based in England. This includes a proportion of students whose needs are complex, challenging, and who would, in an ideal world, be offered long term therapy throughout their University degree. The Service continues to see a significant number of clients who have longstanding difficulties in a number of areas in their lives.

At times, 40% of all our referrals have come from the students' GPs. There is a very real difficulty in obtaining timely and appropriate mental health services externally for some of the most troubled or 'at risk' students. Team members continue to make concerted efforts to improve links with the local mental health services.
As well as attendance at University-wide groups such as the Student Welfare Coordinating Group and the Student Services Task Group, The Head of Service has had meetings with local GPs, CPN and consultant psychiatrist to discuss ways in which we can work together to support students who may be experiencing a mental health crisis- and how best to support those students who have been admitted to, and discharged from hospital.

In both the Student Mental Health Strategy and the Counselling Service's operational plans, the importance of building and maintaining links with external resources is emphasised. The Head of Service attends the Welsh Government Mental Health Leaders Collaborative as the representative for Higher Education Institutions in Wales. This body provides a forum to express concerns / views for HEIs in Wales about mental health provision for Welsh students. Other external links and networks are maintained through membership of HUCS, (Heads of University Counselling Services UK) and WHUCS

(Welsh Heads of University Counselling Service, AMOSSHE (Association of Managers of Student Services in Higher Education and the BCUHB PTMB (Psychological Therapies Management Board)- stakeholders group.

Practice Research Network
The Service continued to be involved in a UK wide Practice Research Network, which has allowed benchmarking of 'CCAPS' distress scores and outcomes with other University Counselling Services across the UK. Student mental health has reached public news and parliamentary debate in recent years and both the demand and expectations on student support services have risen. Collecting UK data on student mental health and well-being is paramount for service development. The PRN launched the UK wide piece of research on levels of student distress on 3rd March, (Universities Mental Health Day) via all-student e mails, to students at Bangor, Cambridge, Sheffield and Keele Universities, in a bid to develop UK norms on student mental health services. This is part of a wider movement striving to build robust research evidence on student counselling and wellbeing. The PRN is still awaiting the data analysis from this survey, but 159 Bangor students responded to the email – a good sample number for the purposes of the research.

Student Mental Health Strategy
An additional task for the Head of the Service has been the development and delivery of the Student Mental Health Strategy and Chairing the University's Student Mental Health Strategy Group, which is a working group drawn from across the University and includes external agencies such as the Police, General Practitioners, and the Community Mental Health Team.

The strategy has the following aims and objectives:
      • To create an inclusive environment that promotes mental well- being among its students.
      • To support students experiencing mental health difficulties in order to help them to have a positive and productive student experience.

There are three main strands in this strategy: Supporting Students with Mental Health Difficulties, Promoting Mental Well-being and Supporting Staff.

The Strategy is a working document, developed by the Student Mental Health Strategy Group. The group convenes on a regular basis to review and evaluate actions and outcomes, which may then lead to recommendations for changes to the Strategy. The Group's terms of reference are:
      • Devise the University's Student Mental Health Strategy
      • Oversee the implementation and review of the SMH Strategy
      • Incorporate broader views from across the University and from external stakeholders
      • Disseminate best practice in the area of student mental health
      • Collate and disseminate information from existing mental health services
      • Promote activities designed to enhance mental well-being amongst students
      • Report to the Student Services Task Group
      • Ensure that the SMH Strategy aligns with other University legislation and strategies.

The priorities for the SMHSG in 2015-16 were:

Continue with a holistic and University –wide approach to mental well- being that aims to promote resilience, recovery, ownership and empowerment
> • Aligned to the new Student Experience Strategy, investigate the development of activities that foster the resilience and self-reliance of students
> • Foster a University–wide approach to promoting mental well being
> • Continue to deliver a programme of Mental Health First Aid to staff across the University
> • Continue to collect relevant data that assists our knowledge of student mental ill-health, prevalence and outcomes
> • Encourage involvement from student bodies in awareness raising, mental health promotion and providing feedback to service providers
> • Align with UMHAN's theme for 2015-16 of 'recovery' and support and promote Universities Mental Health Day 2016.

Outcomes from the Strategy included the setting up and provision of Mental Health First Aid training for a staff across the University and improved links with Students Union and external agencies. Web pages have been set up for the SMHS, which are accessible to all students and staff. The SMHSG was also involved in organising, jointly with the Students' Union, the Universities Mental Health Day event in March 2016. This took place on campuses across the UK on Thursday 3rd of March. Students and staff across the University teamed up to provide a number of activities on the day that welcomed everybody. Events on the day included an all-day mental health drop-in and advice session, live music provided by staff and students from the School of Music, mindfulness, and the launch of the UK-wide research questionnaire looking at student mental health. Ruby Wax, renowned for her campaigns to raise awareness about mental health and mindfulness visited the interactive art project for students- 'This is my Universe' in Pontio. This was facilitated by Gail Corrin, an external art therapist, and was funded by the Bangor Fund.

International Office

The University's International Education Centre (IEC) deals with a range of issues relating to recruitment, admissions, marketing, study abroad and support. It is also involved in staff development by raising awareness of internationalisation issues at the University.

Support for international students is coordinated via the International Student Support Office, whose remit is to ensure that international students and their families benefit from the same opportunities as home/UK students and have the chance to integrate into both University and local community life. This is achieved through the promotion of an inclusive programme of events, which aims to introduce international students to the wider student community and the culture of Wales.

Feedback:
To inform the work the IEC do, three surveys were again undertaken during 2015/16 to gauge student opinion on the:
• ELCOS summer social programme
• Admissions/Arrival experience
• Annual trips & Events programme.

The aim was to collect information from students on the provision offered by the IEC and whether it was relevant, efficient and effective in providing opportunities. Information gained from all three surveys has led to developments and improvements to subsequent provision.

In addition, a monthly newsletter was produced and emailed to all international students. This gave details of various events both within and outside of the University – thereby ensuring equality of access. The newsletter was supplemented by further developments in our social media communication to students.

Integration – Events and Activities:
In line with the University's Student Experience Enhancement Strategy, the IEC aims to ensure, as far as possible, that International students integrate into the wider student community. During 2015/16, initiatives have included:

•   Annual social programme & Welcome Week orientation (both in September & January)
•   The Culture challenge competition: This gave students from different nationalities the opportunity to compete together in a culture quiz. The winning team was awarded a 14-day trip to China. The aim was to facilitate understanding of the variety of cultures within the student body, and the event was therefore open to all students – not only international.
•   The ELCOS summer social programme was further developed, with the use of a student intern. More student volunteers were recruited to assist with the running of the programme and this, in itself, facilitated integration and a more inclusive community.
•   Rotary Club international dinner – an annual event where students are invited to share their Cultures
•   International Student Ambassador Scheme. The scheme was further enhanced with more students being appointed from a larger number of countries. This enhanced the support available to a wider scope of nationalities.

The IEC was also involved in the:
• Inclusive Community Working group
• Staff Development sessions – internationalisation & Warden training
• Careers Workshops specifically tailored to meet the needs of international students

Trips & Events:
The annual programme was extended to include locations further afield, such as Cardiff & Paris, and also difficult to get to areas in the local area. Trips were promoted to families to ensure equality of opportunity. The aim of the programme was to provide international students with the same opportunities to visit places of interest as those students from the UK.

Welfare Support:
The International Support Office of the IEC provided a range of welfare advice and support to international students during the year. Many were of a difficult nature, with some related

specifically to equality of opportunity and others to what could be classed as 'hate crime'. All instances were dealt with sensitively and in liaison with other, relevant, departments.

Providing such a service assists international students with the 'settling down' process and any cases of culture shock. The advice and support available goes a long way in ensuring that students (and their families) integrate as much as possible into the University and have an inclusive experience.

Hardship Fund:
The University's fund to support students in financial crisis was extended to international students. This enabled equality of access and supported a number of international students who were facing financial difficulties.

Working with Students:
The Service continued to work closely with the Students' Union (SU), for example, to increase student feedback to improve accessibility of SU clubs and societies.

Working across the University:
The International Student Support Office is represented on a number of University Task Groups which deal with equality issues. It therefore represents international students at these forums, to ensure equality of opportunity.

Students' Union

Equality and Diversity is at the heart of the student movement and one of Bangor University Students' Union's core values as an organisation. A great deal of work has been delivered and developed over this year to promote and grow the equality agenda:

At the heart of Union and University decision making
We have a number of elected liberations roles that sit on our democratic committees, these roles influence debate and policy within the Union and ensure that we are representing and listening to the voices of all students across the University. A number of our liberation representatives sit on the Bangor University Inclusive Community Group, Physical Access Working Group, Disability Working Group and Mental Health Strategy Group and work closely with Student Services to ensure the needs and wants of students are being acted upon. We also have a large number of students elected as NUS Liberation Conference Delegates who attend various events and conferences throughout the year to actively represent the voice of students from the various liberations groups. This year we also elected our first ever Trans Student Representative.

Award Winning Students' Union
In March 2016 we were awarded the NUS Disabled Students' Campaign Students' Union of the Year for our work on accessibility across the University and came runner up in the NUS Wales Diversity Award for our work around engaging the University and student community to diversify the curriculum and the development of the student voice.

Working in Partnership on Mental Health

We work very closely with Bangor University and worked this year with Student Services on the hugely successful University Mental Health Day, continued to support delivery of the mental health drop ins within the Union and contributed to the new University Mental Health Strategy. Both the Union and the University have signed the 'Time to Change' pledge and we continue to work to ensure that the approach to mental health is stigma free and woven into all areas of work. A number of Union staff and Officers have also undertaken Mental Health First Aid Training to ensure that our support is properly structured and appropriate. This year we also partnered with Guide Dogs Wales to put on a 'Canine Calming Room' to ease student stress and promote alternative ways to deal with low mood and anxiety.

Student Led Opportunities
Over the last year we have worked closely with students to develop and launch disabled sports opportunities. Our 'Riding for the Disabled' is going from strength we are supporting a number of students to take part in 'Wheelchair Basketball' on a weekly basis. We continue to work very closely with our LGBTQ+ Society to ensure that have access to the relevant support and provision to enable the student community to access peer to peer support and opportunities for socialising and interaction. All Clubs and Society Captains and Treasurers are also given sensitivity training to ensure inclusivity is maintained. In addition we also worked with NUS Wales to set up a 'Reclaim the Night March' in Bangor to raise awareness of gender violence and issues around safety.

Campaigning for Change
Working with the Trans Student Representative we have been able to secure changes around gender neutral toilets on campus and a new University Gender Identity Policy. In partnership with Bangor University Sport we have also worked with our Club Captains to once again embed 'Out in Sport' and all teams have signed the charter and rainbow laces were worn by all teams at this year's Varsity with Aberystwyth. In additional to this, a huge piece of work for the Union this year was the 'Assembly Elections Manifesto for Change' which utilised direct feedback from students to call on the Welsh Assembly to provide full Trans access to healthcare and education. As part of our work around the Assembly Elections we also worked with the charity Chwarae Teg to host a hustings dedicated solely around women's issues.

Moving forward
Our current strategy ended in 2016 and throughout the year we have been speaking with students to try to understand their needs, wants and desires from both their Union and University and set up designated focus groups with BME Students, LGBTQ+ Students and Women Students to understand first-hand the concerns and criticisms of the Union and our work. This was a hugely successful exercise and our new strategy has been designed to be as inclusive and as accessible as possible.

Objective 3
Enhancing Research Success

Athena SWAN

A significant development this year has been the appointment of the Athena SWAN and Research Concordat Manager (Dr Alison Wiggett) who is responsible for developing these two agendas in the University.

In terms of Athena SWAN awards, there has been significant progress in a number of Schools across the University. The School of Environment, Natural Resources and Geography and the School of Psychology both achieved Athena SWAN Bronze awards. Furthermore, the School of Healthcare Sciences submitted their application for a Bronze Award in the November 2016 round. The School of Ocean Sciences have put together a self-assessment team and are working on their application for the April 2017 submission round.

To raise awareness of Bangor University's family friendly policies, staff from HR and Health & Safety Services have run a series of presentation on the University's Employee Support policies for all staff across the campus. Also a Parent 2 Parent Network has been established to support parents and parents-to-be across the University.

In recognition of the work the University has undertaken in the area of gender equality, Bangor University won the 'Employer of the Year' (public sector) award at the Chwarae Teg 'Womenspire' event held in Cardiff in April 2016.

BANGOR UNIVERSITY STAFF PROFILE ON 31 MARCH 2016

Staff Profile by Gender

By gender and age range

Age group	Female	Male	Grand Total
25 and under	7.44%	4.54%	6.26%
26 - 30	10.31%	7.35%	9.11%
31 - 35	12.30%	11.46%	11.96%
36 - 40	11.19%	10.59%	10.95%
41 - 45	11.86%	11.46%	11.70%
46 - 50	13.11%	15.03%	13.89%
51 - 55	12.15%	14.70%	13.18%
56 - 60	10.82%	10.92%	10.86%
61 - 65	7.58%	9.08%	8.19%
66 and over	3.24%	4.86%	3.90%
Grand Total	**100.00%**	**100.00%**	**100.00%**
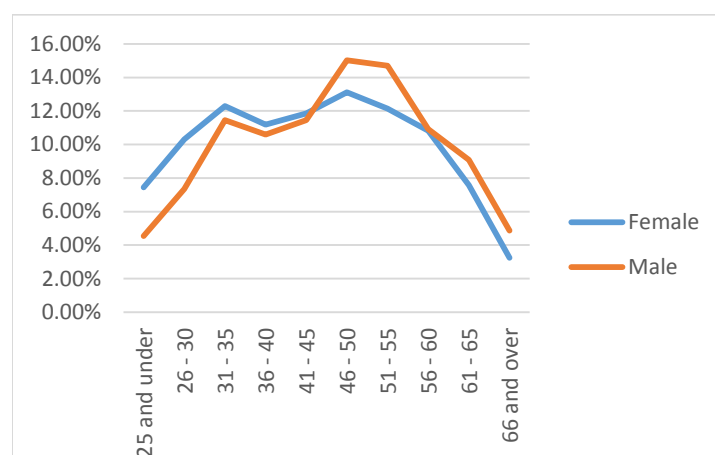
By gender and grade (across all HERA grades):

Grade	Female	Male	Grand Total
G001	10.53%	6.34%	8.91%
G002	2.51%	5.22%	3.56%
G003	2.51%	4.73%	3.37%
G004	9.03%	5.60%	7.70%
G005	10.13%	6.09%	8.57%
G006	18.22%	12.06%	15.84%
G007	27.89%	23.51%	26.19%
G008	13.83%	20.52%	16.42%
G009	5.34%	15.92%	9.44%
Grand Total	**100.00%**	**100.00%**	**100.00%**
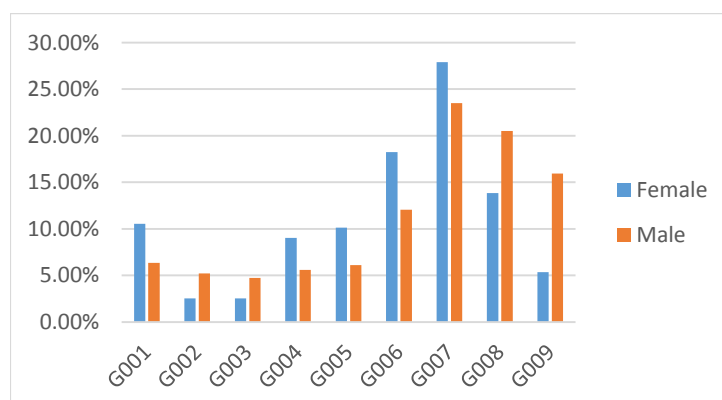
By gender across each HERA grade:

Row Labels	Female	Male	Grand Total
G001	72.43%	27.57%	100.00%
G002	43.24%	56.76%	100.00%
G003	45.71%	54.29%	100.00%
G004	71.88%	28.13%	100.00%
G005	72.47%	27.53%	100.00%
G006	70.52%	29.48%	100.00%
G007	65.26%	34.74%	100.00%
G008	51.61%	48.39%	100.00%
G009	34.69%	65.31%	100.00%
Grand Total	**61.29%**	**38.71%**	**100.00%**
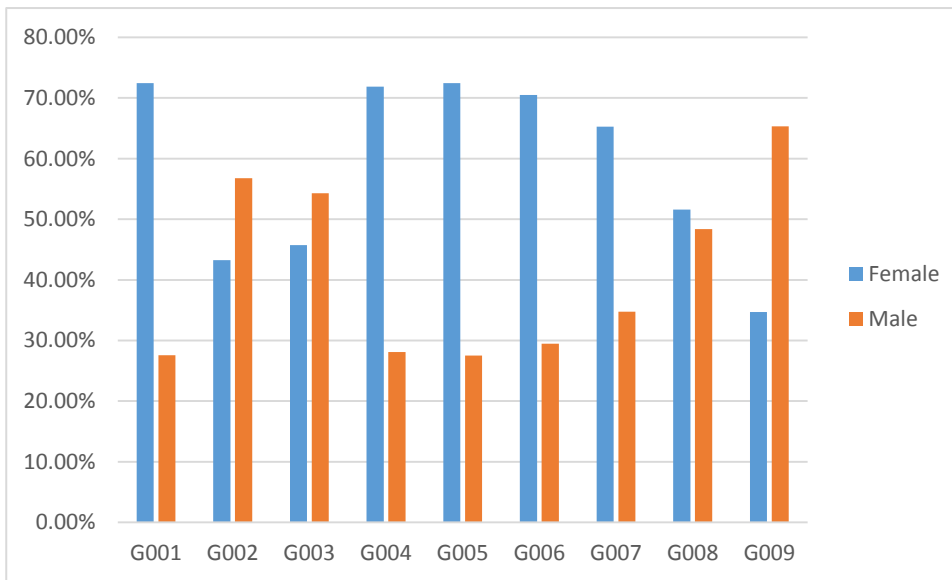
Gender breakdown of Senior Academics

Grade	Female	Male	Grand Total
CA5	18.18%	81.82%	100.00%
G000	69.23%	30.77%	100.00%
PROF	23.00%	77.00%	100.00%
Grand Total	**27.42%**	**72.58%**	**100.00%**

By gender and role category

Row Labels	Female	Male	Grand Total
ACADEMIC	49.37%	50.63%	100.00%
CLERICAL	79.96%	20.04%	100.00%
MANUAL	58.28%	41.72%	100.00%
OTHER	100.00%	0.00%	100.00%
PROFESSIONAL	58.36%	41.64%	100.00%
RESEARCH	60.82%	39.18%	100.00%
TECHNICAL	27.62%	72.38%	100.00%
Grand Total	**59.48%**	**40.52%**	**100.00%**
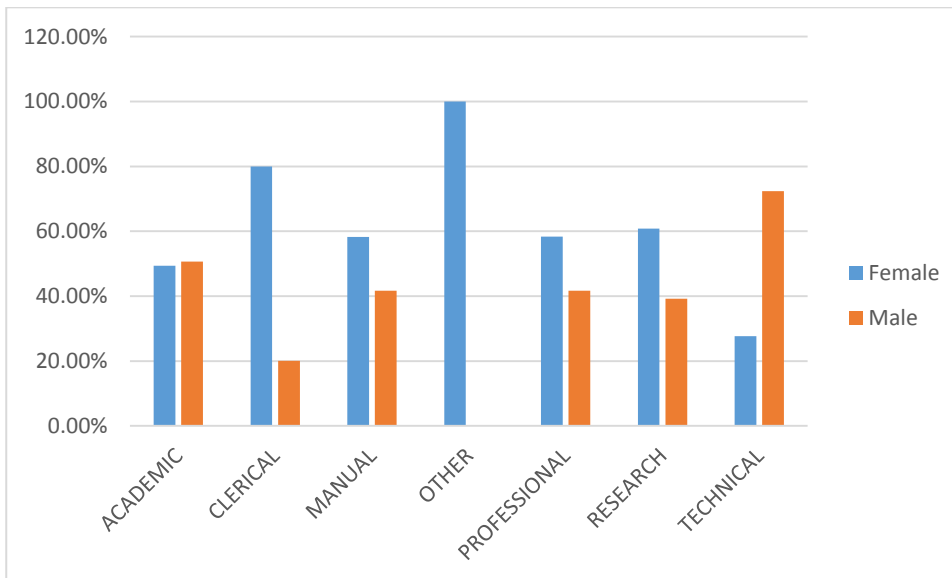
By gender and contract type

Contract Type	Female	Male	Grand Total
Perm FT	36.08%	56.32%	44.28%
Perm PT	31.66%	15.57%	25.14%
Temp FT	13.48%	12.32%	13.01%
Temp PT	18.78%	15.78%	17.56%
Grand Total	**100.00%**	**100.00%**	**100.00%**

Staff Profile by Ethnicity

Ethnicity	% of staff
Arab	0.26%
Asian or British Bangladeshi	0.04%
Asian or British Indian	0.61%
Asian or British Pakistani	0.31%
Black or British African	0.61%
Black or British Caribbean	0.09%
Chinese	1.36%
Information Refused	0.57%
Mixed White & Asian	0.04%
Mixed White & Black African	0.04%
Mixed White & Black Caribbean	0.04%
Not Known	0.18%
Other Asian Background	0.66%
Other Black background	0.09%
Other ethnic background	0.31%
Other mixed background	0.83%
White	93.96%
Grand Total	**100.00%**

Staff profile by ethnicity

- Arab
- Asian or British Bangladeshi
- Asian or British Indian
- Asian or British Pakistani
- Black or British African
- Black or British Caribbean
- Chinese
- Information Refused
- Mixed White & Asian
- Mixed White & Black African
- Mixed White & Black Caribbean
- Not Known
- Other Asian Background
- Other Black background
- Other ethnic background
- Other mixed background
- White

Ethnicity by contract type

Contract type	BME	White	Grand Total
Perm FT	2.03%	42.76%	44.79%
Perm PT	0.53%	24.10%	24.62%
Temp FT	1.37%	12.09%	13.46%
Temp PT	1.41%	15.71%	17.12%
Grand Total	**5.34%**	**94.66%**	**100.00%**

Staff profile by nationality group

Nationality group	% of staff
EU	7.58%
Not Known	0.09%
Rest of World	4.91%
UK	87.43%
Grand Total	**100.00%**

Staff Profile by Age

Age by contract type

Age	Perm FT	Perm PT	Temp FT	Temp PT	Grand Total
25 and under	0.57%	3.24%	1.10%	1.36%	6.26%
26 - 30	2.01%	0.92%	3.24%	2.93%	9.11%
31 - 35	4.12%	2.23%	3.15%	2.45%	11.96%
36 - 40	6.00%	1.75%	1.75%	1.45%	10.95%
41 - 45	6.48%	2.37%	1.27%	1.58%	11.70%
46 - 50	8.85%	2.67%	1.05%	1.31%	13.89%
51 - 55	7.01%	3.50%	0.92%	1.75%	13.18%
56 - 60	6.00%	2.85%	0.61%	1.40%	10.86%
61 - 65	3.20%	3.29%	0.31%	1.40%	8.19%
66 and over	0.57%	1.80%	0.04%	1.49%	3.90%
Grand Total	**44.81%**	**24.62%**	**13.45%**	**17.13%**	**100.00%**
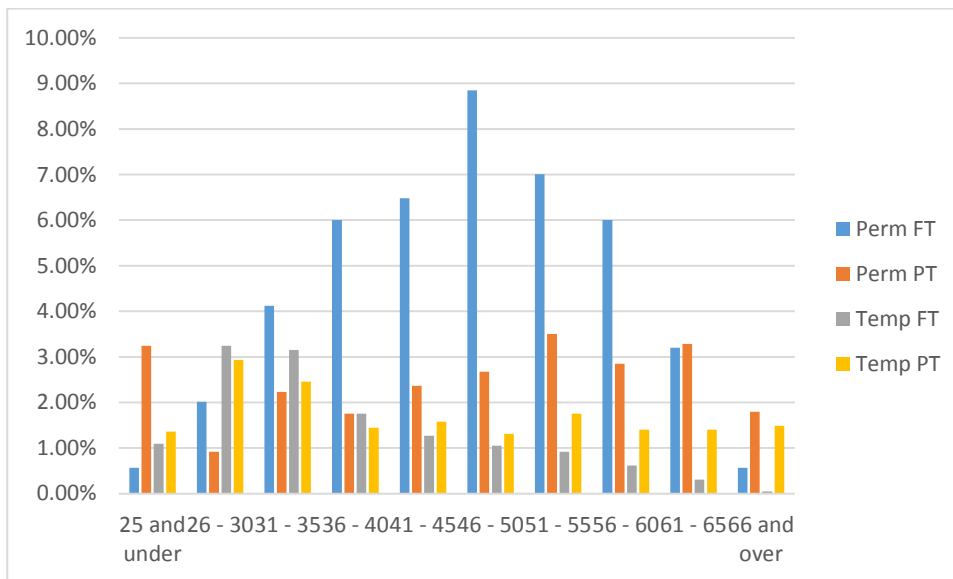
Staff Profile by Disability

As the percentages of staff declaring a disability are extremely low it is difficult to drill down further to produce meaningful statistics for publication. The following provides an example of the disability profile of staff at a relatively high level.

Category	% of staff
Declared disabled.	6.83%
Information not provided.	1.75%
Not known to be disabled.	91.41%
Grand Total	**100.00%**
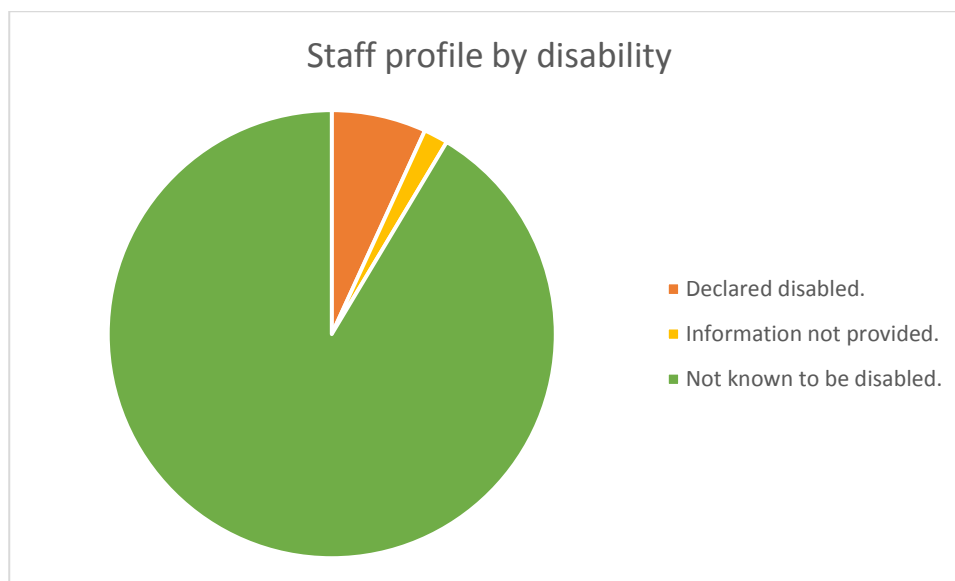
Disability by role category

Category	ACADEMIC	CLERICAL	MANUAL	PROFESSIONAL	RESEARCH	TECHNICAL	Grand Total
Declared disabled.	5.01%	8.43%	7.10%	6.94%	7.46%	8.57%	6.84%
Information not provided.	1.53%	0.94%	3.85%	0.63%	2.61%	1.90%	1.75%
Not known to be disabled.	93.46%	90.64%	89.05%	92.43%	89.93%	89.52%	91.41%
Grand Total	**100.00%**	**100.00%**	**100.00%**	**100.00%**	**100.00%**	**100.00%**	**100.00%**

BANGOR UNIVERSITY - HIGH LEVEL STUDENT PROFILE

All the following student data is based on Higher Education Statistical return date 2015-2016 for UK domiciled students:

Disability Status	
Disability Declared	16%
No Disability Declared	84%

Gender	
Female	56.5%
Male	43.5%

Ethnic Group	
White	77.5%
Asian	10.9%
Black	3.8%
Information Refused	0.5%
Mixed / Other	4.4%
Not Known	2.9%

Proportion of Students by Disability Status, Mode of Study and Level of Study

Disability Status	Full-Time					Part-Time					Grand Total
	Undergraduate	Sub-Degree	Postgraduate Taught	Postgraduate Research	Non-Graduating	Undergraduate	Sub-Degree	Postgraduate Research	Postgraduate Taught	Non-Graduating	
Disability Declared	18.8%	13.2%	7.5%	7.4%	2.9%	24.8%	21.7%	11.2%	8.0%	5.1%	**16.0%**
No Disability Declared	81.2%	86.8%	92.5%	92.6%	97.1%	75.2%	78.3%	88.8%	92.0%	94.9%	**84.0%**

Proportion of Students by Gender, Mode of Study and Level of Study

Gender	Full-Time					Part-Time					Grand Total
	Undergraduate	Sub Degree	Postgraduate Taught	Postgraduate Research	Non-Graduating	Undergraduate	Sub Degree	Postgraduate Taught	Postgraduate Research	Non-Graduating	
Male	44.3%	52.8%	45.7%	46.3%	37.5%	47.1%	31.2%	45.6%	57.0%	11.4%	43.5%
Female	55.7%	47.2%	54.3%	53.7%	62.5%	52.9%	68.8%	54.4%	43.0%	88.6%	56.5%

Number of Leavers by Reasons for Leaving & Gender

SEXID	Successful completion of course	Completion of course - result unknown	Transferred to another institution	Academic Failure	Financial	Gone into employment	Health	Other	Unknown	Total
Male	1068	2	2	45	1		5	103	120	1346
Female	1498	10	11	19	2	1	1	101	120	1763
	2566	**12**	**13**	**64**	**3**	**1**	**6**	**204**	**240**	**3109**

Proportion of Leavers by Reasons for Leaving & Gender

SEXID	Successful completion of course	Completion of course - result unknown	Transferred to another institution	Academic Failure	Financial	Gone into employment	Health	Other	Unknown	Total
Male	41.6%	16.7%	15.4%	70.3%	33.3%	0.0%	83.3%	50.5%	50.0%	43.3%
Female	58.4%	83.3%	84.6%	29.7%	66.7%	100.0%	16.7%	49.5%	50.0%	56.7%

Number of Students by mode of Study and Level of Study – Ethnicity

Ethnic Group	Full-Time					Part-Time				
	Undergraduate	Sub-Degree	Postgraduate Taught	Postgraduate Research	Non-Graduating	Undergraduate	Sub-Degree	Postgraduate Taught	Postgraduate Research	Non-Graduating
White	6194	50	471	250	36	186	167	501	98	288
Asian	637		376	79	18	6	1	41	2	2
Black	109	1	52	14	3	4		219	2	1
Information Refused	35		5	2	1		1	6		
Mixed / Other	266	1	95	43	19	4	1	29	4	1
Not Known	216	1	3	5	27	6	19	5	1	24
	7457	53	1002	393	104	206	189	801	107	316

Proportion of Degree Classifications Awarded by disability

Disability Status	Degree Classification - Headcount				
	First	2:1	2:2	Third	Unclassified
Disability Declared	17.3%	16.0%	20.6%	19.3%	14.3%
No Disability Declared	82.7%	84.0%	79.4%	80.7%	85.7%

Proportion of Degree Classifications Awarded by Gender

Gender	Degree Classification - Headcount				
	First	2:1	2:2	Third	Unclassified
Male	40.5%	43.1%	49.5%	55.0%	71.4%
Female	59.5%	56.9%	50.5%	45.0%	28.6%

Proportion of Degree Classifications Awarded by Ethnicity

Ethnic Group	Degree Classification - Headcount				
	First	2:1	2:2	Third	Unclassified
White	83.4%	79.1%	78.2%	67.0%	57.1%
Asian	8.8%	10.8%	11.8%	20.2%	42.9%
Black	1.0%	2.0%	1.2%	0.0%	0.0%
Information Refused	0.2%	0.2%	0.4%	0.0%	0.0%
Mixed / Other	2.4%	3.1%	4.1%	8.3%	0.0%
Not Known	4.1%	4.9%	4.3%	4.6%	0.0%

Number and Proportion of Leavers by Reasons for Leaving and Disability

Total	Successful completion of course	Completion of course - result unknown	Transferred to another institution	Academic Failure	Financial	Gone into employment	Health	Other	Unknown	Total
14.70%	406	1	1	13			1	36	51	509
85.30%	2160	11	12	51	3	1	5	168	189	2600
	2566	12	13	64	3	1	6	204	240	3109

Disability Status	Successful completion of course	Completion of course - result unknown	Transferred to another institution	Academic Failure	Financial	Gone into employment	Health	Other	Unknown	Total
Disability Declared	15.8%	8.3%	7.7%	20.3%	0.0%	0.0%	16.7%	17.6%	21.3%	16.4%
No Disability Declared	84.2%	91.7%	92.3%	79.7%	100.0%	100.0%	83.3%	82.4%	78.8%	83.6%

Number and Proportion of Leavers by Reasons for Leaving and Gender

SEXID	Successful completion of course	Completion of course - result unknown	Transferred to another institution	Academic Failure	Financial	Gone into employment	Health	Other	Unknown	Total
Male	1068	2	2	45	1		5	103	120	1346
Female	1498	10	11	19	2	1	1	101	120	1763
	2566	12	13	64	3	1	6	204	240	3109

SEXID	Successful completion of course	Completion of course - result unknown	Transferred to another institution	Academic Failure	Financial	Gone into employment	Health	Other	Unknown	Total
Male	41.6%	16.7%	15.4%	70.3%	33.3%	0.0%	83.3%	50.5%	50.0%	43.3%
Female	58.4%	83.3%	84.6%	29.7%	66.7%	100.0%	16.7%	49.5%	50.0%	56.7%

Number and Proportion of Leavers by Reasons for Leaving and Ethnicity

Ethnic Group	Successful completion of course	Completion of course - result unknown	Transferred to another institution	Academic Failure	Financial	Gone into employment	Health	Other	Unknown	Total
White	2036	7	10	50	1	1	5	173	208	2491
Asian	246	3	1	10	1		1	17	7	286
Black	55		1	1	1		2		4	64
Information Refused	7						1		2	10
Mixed / Other	88	1	1	2			8		7	107
Not Known	134	1		1			3		12	151
	2566	12	13	64	3	1	20	190	240	3109

Ethnic Group	Successful completion of course	Completion of course - result unknown	Transferred to another institution	Academic Failure	Financial	Gone into employment	Health	Other	Unknown	Total
White	79.3%	58.3%	76.9%	78.1%	33.3%	100.0%	25.0%	91.1%	86.7%	80.1%
Asian	9.6%	25.0%	7.7%	15.6%	33.3%	0.0%	5.0%	8.9%	2.9%	9.2%
Black	2.1%	0.0%	7.7%	1.6%	33.3%	0.0%	10.0%	0.0%	1.7%	2.1%
Information Refused	0.3%	0.0%	0.0%	0.0%	0.0%	0.0%	5.0%	0.0%	0.8%	0.3%
Mixed / Other	3.4%	8.3%	7.7%	3.1%	0.0%	0.0%	40.0%	0.0%	2.9%	3.4%
Not Known	5.2%	8.3%	0.0%	1.6%	0.0%	0.0%	15.0%	0.0%	5.0%	4.9%