



PRIFYSGOL
BANGOR
UNIVERSITY

STUDENT EQUALITY DATA

Data Reporting Period:

1st August 2018 – 31st July 2019

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INTRODUCTION

This report presents a snapshot of the gender, ethnicity and disability status of all Bangor University Students registered for the 2018/2019 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 (2017/18), 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.

(Following a college restructure in 2018, Bangor University now consists of 14 schools across three colleges. The student figures for 2018/19 still include 10 students who are still completing courses which would have formerly sat within schools which now no longer exist. For the purposes of these reports, these students have not been included in the Student Data).

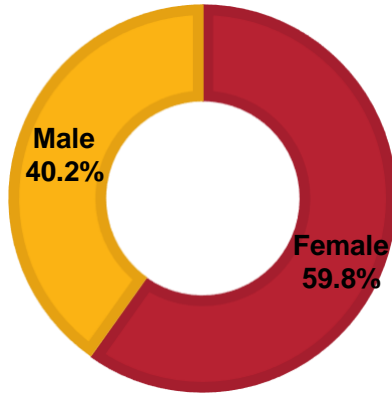
Prepared by Helen Munro, Student Equality and Diversity Officer, Student Services.

*All national and Wales HEI data for comparison is taken from the ECU 'Equality in Higher Education: Student Statistical Report' 2019 (figures for 2017/18).
See also: Bangor University Annual Equality Report 2018-2019, Student Equality and Diversity - Prevention and Support Strategy 2018 – 2021*

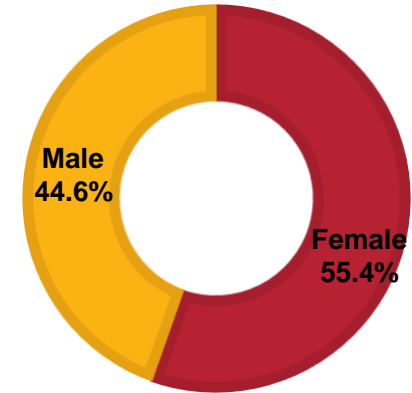
STUDENT DEMOGRAPHIC OVERVIEW

During the academic year 2018/19, there were 10194 students registered to study at Bangor University.

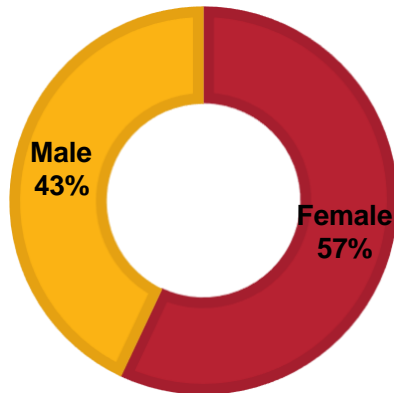
BANGOR STUDENTS BY GENDER



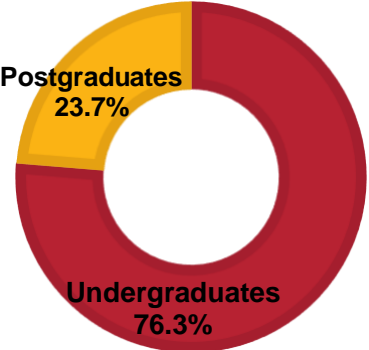
WALES STUDENTS BY GENDER



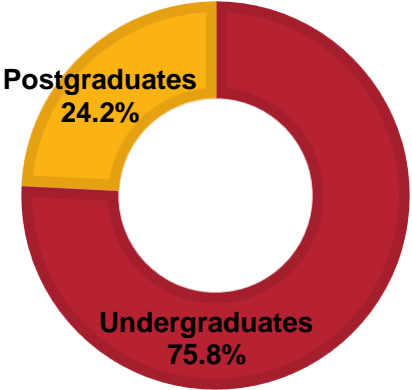
UK STUDENTS BY GENDER



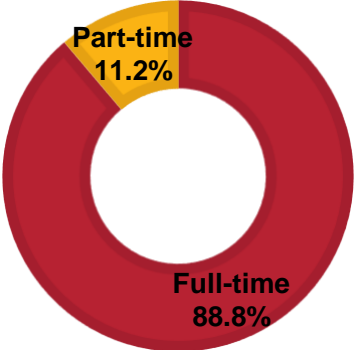
BANGOR STUDENTS BY LEVEL OF STUDY



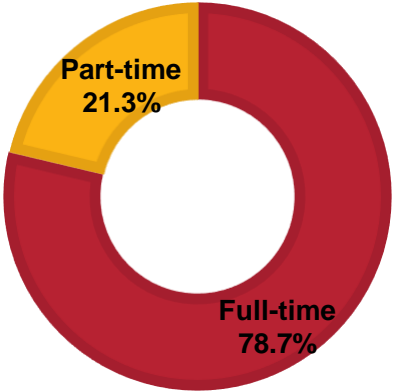
UK STUDENTS BY LEVEL OF STUDY



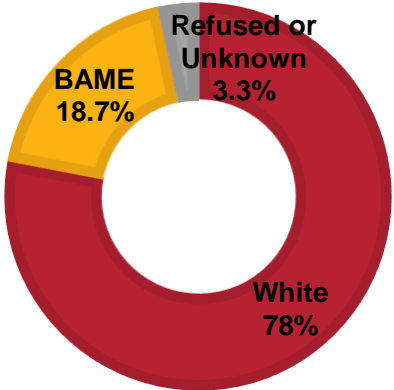
BANGOR STUDENTS BY MODE OF STUDY



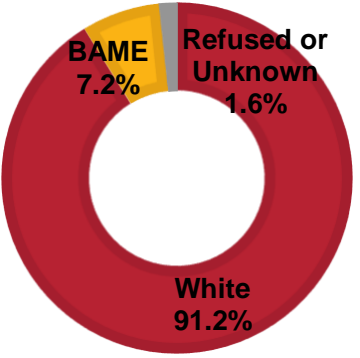
UK STUDENTS BY MODE OF STUDY



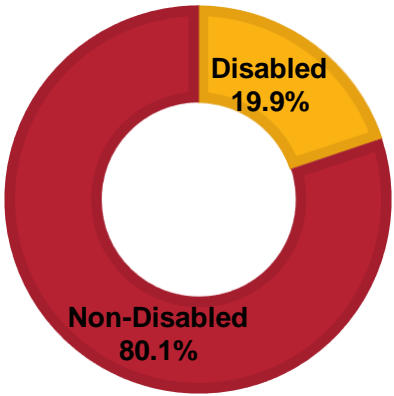
BANGOR STUDENTS BY ETHNICITY



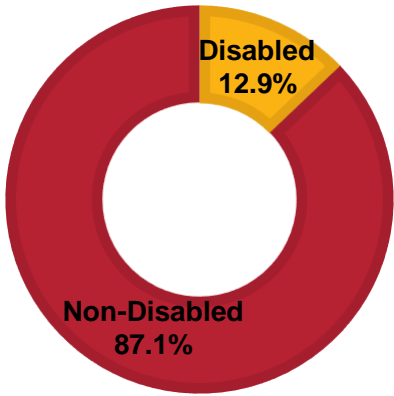
UK DOMICILED BANGOR STUDENTS BY ETHNICITY



BANGOR STUDENTS BY DISABILITY



UK STUDENTS BY DISABILITY





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 59.8% of all students identifying as female and 40.2% identifying as male. This is slightly higher than the UK figure of 57.0% and Wales figure of 55.4%.

There are gender variances at subject/school level, which correlate with national figures. By Bangor University school, men are overrepresented (compared to overall Bangor figures) in the Business School, the School of Music and Media, the School of Ocean Sciences, the School of Natural Sciences, the School of Sport, Health and Exercise Sciences and the School of Computer Science and Electronic Engineering. The latter being made up of 85.7% male students.

Female students continue to make up the majority in the School of Languages, Literatures and Linguistics, the School of Welsh, the School of Education and Human Development, the School of Psychology and the School of Health Sciences. The latter being made up of 88.5% female students.

There are also notable gender differences in outcomes, with female students accounting for 58.8% of those achieving a First and 56.4% of those achieving a 2:1, yet higher rates of men than women were in professional full time work six months after qualifying (Advance HE, Equality and Higher Education, Student Statistical Report 2018).

All Students by Gender and Level of Study

The proportion of female students across all levels of study remains similar to the overall Bangor percentage of 59.8%. 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	UK
All Students	Female	59.8%	57.0%
	Male	40.8%	43.0%
Undergraduates	Female	60.1%	55.9%
	Male	39.9%	44.1%
Postgraduates	Female	60.6%	60.7%
	Male	39.4%	39.3%
Research Postgraduates	Female	55.1%	48.6%
	Male	44.9%	51.4%

All Students by Gender and Mode of Study

There is a higher percentage of women studying part time at all levels of study. Women currently make up 63.7% of all part time students which rises to 68.3% at part time postgraduate level.

All Students by Subject Area and Gender

Of Bangor's 14 schools only 3 are able to demonstrate a gender balance which is within 5% of the University's overall figures of 59.8% female and 40.2% male. This includes the School of History, Philosophy and Social Sciences, the School of Medical Sciences and the School of Law. The remaining schools, however, do see gender imbalances and these correlate with national figures at subject level.

Gender Balance in favour of Female Students

School	% Female at Bangor	UK
Languages, Literatures and Linguistics	68.2%	71.0%
Education and Human Development	72.2%	77.4%
Welsh	73.8%	
Health Sciences	88.5%	79.1%
Psychology	73.5%	
Law	60.9%	63.5

Gender Balance in favour of Male Students

School	% Male at Bangor	UK
Business	53.7%	50.4
Music	49.1%	
Computer Sciences and Electronic Engineering	85.7%	82.1
Ocean Sciences	48.4%	
Sport, Health and Exercise Sciences	68.3%	
Natural Sciences	51.0%	

Schools teaching SET (Science, Engineering and Technology) subjects at Bangor tend to see a gender imbalance in favour of men with the School of Computer Science and Electronic Engineering having the highest percentage of male students at 85.7%. Schools teaching non-SET subjects such as the School of Law and the School of Education and Human Development 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 Health Sciences at 88.5% female. This school offers courses in Nursing and Midwifery, professions still traditionally seen as being associated with women. Males 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 Education and Human Development, with 72.2% of students, almost 3 in 4, identifying as female. This is slightly lower than the UK figure for Education students of 77.5% 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 indicated as disabled 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 12.9% in 2017/18. 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 2019).

All Students by Disability

19.9% of Bangor University students registered during the period 2018/19, were recorded as having a disability compared with 17.6% in 2017/2018. This is higher than the UK figure of 12.9% and the Wales figure of 13.6%.

All Students by Mode of Study and Disability

The overall proportion of part time students at Bangor University who disclosed as disabled was lower than that of full time students. National figures present a different picture however, with Bangor University seeing a higher number of full time students disclosing as disabled. These figures differ again when examining solely undergraduates.

	Bangor	UK (2017/18)
All Full Time Students – Disabled	20.5%	12.9%
All Part Time Students – Disabled	15.2%	13.0%

	Bangor	UK (2017/18)
All Full Time Undergraduate Students – Disabled	21.4%	13.5%
All Part Time Undergraduate Students – Disabled	35.6%	14.3%

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. There may also be financial implications to students, which influence this decision.

All Students by Level of Study and Disability

There are more students identifying as disabled amongst undergraduates than postgraduates. This is also observable in UK figures.

	Bangor	UK (2017/18)
All Full Time Undergraduate Students - Disabled	21.4%	13.5%
All Full Time Postgraduate Students - Disabled	16.7%	8.6%

All Students by Subject Area and Disability

Of Bangor's 14 schools, 3 have an average percentage of students disclosing as disabled which is more than 5 percentage points higher than the Bangor University average of 19.9%. This includes, the School of History, Philosophy and Social Sciences, the School of Music and Media and the School of Ocean Sciences. Three schools have an average percentage of students which is more than 5 percentage points lower than the average, the Business School, the School of Welsh and the School of Sport, Health and Exercise Sciences.

Similar numbers of SET and non-SET students have disclosed as disabled, which is line with UK figures. UK figures also show that rates of those disclosing as disabled were highest amongst those studying creative arts and design (20.0%) and historical and philosophical studies (18.6%). In contrast, only 7.3% of those studying business and administrative studies and 8.6% studying engineering and technology in the UK disclosed as disabled which compares accordingly with Bangor's own figures.

All Students by Outcome

Of the 2040 students who graduated with an undergraduate degree in 2018/19, 381 (18.7%) had declared a disability.

Degree Classification	Disabled Students	Non-disabled Students
First	31.8%	29.4%
2:1	40.4%	44.6%
2:2	23.4%	22.1%
Third	2.9%	2.5%
Unclassified	1.5%	1.4%

Overall, 73.9% of non-disabled students graduated in 2018/2019 with a first/2:1 compared to 72.2% of disabled students. This represents an attainment gap of 0.8 percentage points. This is less than half the UK figure of 1.9 percentage points.

According to Advance HE, proportionally, more disabled students who qualified in 2017/18 are unemployed compared to their non-disabled peers.



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. Non-white groups are also aggregated into a single BAME (Black, Asian and Minority Ethnic) group. Where appropriate, data for Bangor students has 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 98.4% of all UK domiciled students disclosed ethnicity information. Of those whose ethnicity information is known, 23.6% identified as BAME. BAME representation varied considerably by country; 26.9% in England, 11.3% in Wales and 3.3% in Northern Ireland. There are also considerable

regional differences across the UK. At Bangor 7.2% of all UK domiciled students identified as BAME.

All Students by Ethnicity

18.7% of all Bangor University students identified as BAME.

All UK Domiciled Students by Mode of Study and Ethnicity

At Bangor University, the proportion of UK domiciled students identifying as BAME across part time courses is less than that of full time courses. This is similar to UK figures.

	Bangor	UK
UK Domiciled Full Time Students – BAME	7.4%	25.5%
UK Domiciled Part Time Students – BAME	5.6%	17.5%

All Students by Mode of Study and Ethnicity

The proportion of all students identifying as BAME across part time courses is much lower than that of full time students. This is likely to be due to students coming from outside the UK, not opting to study part time because of the financial implications of studying over a longer period of time and also visa requirements.

	Bangor
UK Domiciled Full Time Students – BAME	20.1%
UK Domiciled Part Time Students – BAME	7.4%

UK Domiciled Students by Level of Study and Ethnicity

UK figures reveal that BAME representation amongst undergraduates and taught postgraduates is relatively high (24.7% and 22.6% respectively). It was, however, markedly lower amongst research postgraduates (17.2%). At Bangor, BAME representation amongst UK domiciled undergraduates is 7.5% and 7.2% amongst postgraduate students. Similar to UK figures, the percentage of Postgraduate Research students identifying as BAME is lower at 5.9%.

All Students by Level of Study and Ethnicity

In contrast, when examining the figures for all Bangor University students, BAME representation amongst all undergraduates is 16% and 31.6% amongst postgraduate students, indicating much higher than average numbers of students identifying as BAME in the latter. Bangor University recruits heavily in areas of the Middle East and South East Asia, which may account for this difference.

All UK Domiciled Students by Subject Area and Ethnicity

Of Bangor's 14 schools, only 2 have an average percentage of UK domiciled students identifying as BAME which is more than or less than 5 percentage points of the University average of 7.2%. These are the School of Computer Science and Engineering where UK Domiciled BAME students make up 12.6% of the student cohort and the School of Medical Sciences where UK Domiciled BAME students make up 17.9% of students.

All Students by Subject Area and Ethnicity

When examining the figures for all students (including international students) there are similarities by subject with BAME students making up 27.8% of the students in the School of Computer Sciences and Engineering and 26.9% of the students in the School of Medical Sciences. Only one other School, the Business School has a higher than the average percentage (18.7%) of BAME students with 66.8% of the cohort identifying as BAME.

Again, Bangor University recruits a significant number of students from China and has a campus in Changsha City in the Hunan province of China. Students are offered courses in Accounting and Finance, Banking and Finance and Electronic Engineering and normally complete their second and third years of study in Bangor.

All UK Domiciled Students by Outcome and Ethnicity

Of the 1557 UK Domiciled students who graduated with an undergraduate degree in 2018/19, 96.6% had declared their ethnicity. 23.3% of the total number of students recorded their ethnicity as BAME.

Classification	All Students – Ethnicity BAME	All Students – Ethnicity White
First	24.8%	30.8%
2:1	45.1%	45.2%
2:2	25.7%	21.2%
Third	2.7%	1.6%

Overall, 76.0% of white students graduated in 2018/2019 with a first/2:1 compared to 69.9% of BAME students. This represents an attainment gap of 6.1 percentage points which is lower than the most recent UK figure of 13.2 percentage points.

All Students by Outcome and Ethnicity

Of the 2040 students who graduated with an undergraduate degree in 2018/19, 98.2% had declared their ethnicity. 7.3% of the total number of students recorded their ethnicity as BAME.

Classification	All Students – Ethnicity BAME	All Students – Ethnicity White
First	25.3%	31.1%
2:1	40.4%	45.0%
2:2	26.7%	21.0%
Third	5%	1.6%

Overall, 76.0% of white students graduated in 2018/2019 with a first/2:1 compared to 65.7% of BAME students. This represents an attainment gap of 10.3 percentage points which is slightly lower than 2017/18 of 10.6. There are no 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 will be helpful to also examine 'Age' and 'Domicile' of all students 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 2019, Advance HE (2019)

Nursing and Midwifery Council www.nmc.org.uk

The General Teaching Council for Wales www.ewc.wales