

STUDENT EQUALITY DATA

Reporting Period
1st August 2019 – 31st July 2020



PRIFYSGOL
BANGOR
UNIVERSITY



INTRODUCTION



This report presents a snapshot of the gender, ethnicity and disability status of all Bangor University Students registered for the 2019/2020 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 (2018/19), 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.

Prepared by Helen Munro, Student Equality and Diversity Officer, March 2020.



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 60.9% of all students identifying as female and 39.4% identifying as male. This is slightly higher than the UK figure of 57.2% and Wales figure of 56.7%.

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 Natural Sciences, the School of Ocean Sciences, the School of Sport, Health and Exercise Sciences and the School of Computer Science and Electronic Engineering. The latter being made up of 84.6% 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 87.4% female students.





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

Gender	First	2:1	2:2	Third	Unclassified	Total Students
Female	63.1%	56.3%	54.5%	50.0%	40.0%	58.8%
Male	36.9%	43.7%	45.5%	50.0%	60.0%	41.2%

However, 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 60.9%. 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	60.6%	57.2%
	Male	39.4%	42.8%
Undergraduates	Female	61.3%	60%
	Male	38.7%	40%
Postgraduates	Female	58.6%	61%
	Male	41.4%	39%
Research Postgraduates	Female	54.9%	48.9%
	Male	45.1%	51.1%

All Students by Gender and Mode of Study

There is a slightly higher percentage of women studying part time at all levels of study, than the Bangor gender split. Women currently make up 66.0% of all part time students.

All Students by Subject Area and Gender

Of Bangor's 14 schools only 3 demonstrate a gender balance which is within 5% of the University's overall figures of 60.6% female and 39.4% 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 Bangor	% Female UK
Languages, Literatures and Linguistics	65.8%	71.4%
Education and Human Development	73.0%	77.8%
Welsh	66.9%	
Health Sciences	87.4%	79.2%
Psychology	75.5%	
Law	60.2%	64.4%

Gender Balance in favour of Male Students

School	% Male at Bangor	UK
Business	58.2%	49.3%
Music	45.5%	
Computer Sciences and Electronic Engineering	84.6%	81.6%
Ocean Sciences	48.6%	
Sport, Health and Exercise Sciences	60.0%	
Natural Sciences	51.6%	

Non-SET
SET



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 84.6%. 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 87.4% 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 73% of students, almost 3 in 4, identifying as female. This is slightly lower than the UK figure for Education students of 77.8% 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 13.9% in 2018/19. 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 2020).





All Students by Disability

23.8% of Bangor University students registered during the period 2019/20, were recorded as having a disability compared with 19.9% in 2018/19 and 17.6% in 2017/2018. This is much higher than the UK figure of 13.9% and the Wales figure of 14.9%.

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	All UK Students (2018/19)
All Full Time Students – Disabled	24.6%	13.9%
All Part Time Students – Disabled	16.3%	14%

	Bangor	All UK Students (2018/19)
All Full Time Undergraduate Students – Disabled	25.8%	14.7%
All Part Time Undergraduate Students – Disabled	33.3%	15.1%

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 identifying as disabled amongst undergraduates than postgraduates. This is also observable in UK figures.

	Bangor	UK (2018/19)
All Full Time Undergraduate Students - Disabled	25.8%	14.7%
All Full Time Postgraduate Students - Disabled	19.5%	9.3%

All Students by Subject Area and Disability

Of Bangor's 14 schools, 2 have an average percentage of students disclosing as disabled which is more than 5 percentage points higher than the Bangor University average of 23.8%. This includes the School of History, Philosophy and Social Sciences and the School of Music and Media. Three schools have an average percentage of students which is more than 5 percentage points lower than the average, the School of Education, the School of Sport, Health and Exercise Sciences and the School of Welsh. As the total number of students in the School of Welsh numbers only 66.5, this may not be a good enough sample to provide an accurate number for comparison.



School	% Disabled
Business School	19.7%
History, Philosophy and Social Sciences	29%
Languages, Literatures and Linguistics	26.3%
Law	20.6%
Music and Media	31.5%
Welsh	13.5%
Computer Science and Electronic Engineering	24.5%
Natural Sciences	26.6%
Ocean Sciences	27.1%
Education and Human Development	18.5%
Health Sciences	20.6%
Medical Sciences	24.4%
Psychology	25.5%
Sport, Health and Exercise Sciences	18.1%

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 (21.5%) and historical and philosophical studies (20.2%). In contrast, only 7.7% of those studying business and administrative studies and 9.2% studying engineering and technology in the UK disclosed as disabled which compares accordingly with Bangor's own figures.

All Students by Outcome and Disability

Of the 1947 students who graduated with an undergraduate degree in 2019/20, 477 (24.5%) had declared a disability.

Degree Classification	Disabled Students	Non-disabled Students
First	22.2%	77.8%
2:1	26.4%	73.6%
2:2	25.1%	74.9%
Third	20.0%	80.0%
Unclassified	60.0%	40.0%

Overall, 88.9% of non-disabled students graduated in 2019/2020 with a first/2:1 compared to 82.8% of disabled students. This represents a degree awarding gap of 6.1 percentage points. This is more than the UK figure of 1.5 percentage points.

According to Advance HE, proportionally, more disabled students who qualified in 2018/19 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 98.5% of all UK domiciled students disclosed ethnicity information. Of those whose ethnicity information is known, 24.3% identified as BAME. BAME representation varied considerably by country; 27.7% in England, 12.1% in Wales and 3.3% in Northern Ireland. There are also considerable regional differences across the UK. At Bangor 7.3% of all UK domiciled students identified as BAME.

All Students by Ethnicity

22.2% 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	7.6%	26.4%
UK Domiciled Part Time Students – BAME	4.9%	17.6%

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
All Full Time Students – BAME	23.8%
All Part Time Students – BAME	7.1%

All UK Domiciled Students by Level of Study and Ethnicity

In contrast, when examining the figures for all Bangor University students, BAME representation amongst all undergraduates is 16.9% and 48.7% 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 one has have an average percentage of UK domiciled students identifying as BAME which is less than 5 percentage points of the University average of 7.3%. This is the School of Welsh where all UK domiciled students are White. The School of Welsh currently has 62.5 UK Domiciled students which may not be a large enough sample from which to achieve an accurate representation.



School	% BAME
Business School	14%
History, Philosophy and Social Sciences	3.7%
Languages, Literatures and Linguistics	7.6%
Law	17.5%
Music and Media	6.0%
Welsh	0%
Computer Science and Electronic Engineering	13.6%
Natural Sciences	6.4%
Ocean Sciences	5.8%
Education and Human Development	2.9%
Health Sciences	7.2%
Medical Sciences	15.6%
Psychology	9%
Sport, Health and Exercise Sciences	4.3%

All Students by Subject Area and Ethnicity

At the University's 14 schools, 3 schools have a percentage of BAME students which is higher than the average of 22.2%, the School of Law, the School of Computer Science and Engineering and the Business School where 78.5% of students identify 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.

School	% BAME
Business School	78.5%
History, Philosophy and Social Sciences	9%
Languages, Literatures and Linguistics	15.6%
Law	37.6%
Music and Media	22.2%
Welsh	3%
Computer Science and Electronic Engineering	33.7%
Natural Sciences	10.5%
Ocean Sciences	11.6%
Education and Human Development	8.4%
Health Sciences	11.1%
Medical Sciences	25%
Psychology	20%
Sport, Health and Exercise Sciences	10.5%

All UK Domiciled Students by Outcome and Ethnicity

Of the 1544 UK Domiciled students who graduated with an undergraduate degree in 2019/20, 98.7% had declared their ethnicity. 7.4% of the total number of graduates recorded their ethnicity as BAME. This is down from 23.3% in 2018/2019.

Classification	All Students – Ethnicity BAME	All Students – Ethnicity White
First	36%	44.1%
2:1	40.3%	41.6%
2:2	22%	12.5
Third	1.7%	1.3%



Of the 1947 students who graduated with an undergraduate degree in 2019/20, 96.5% had declared their ethnicity. 20.2% of the total number of graduates recorded their ethnicity as BAME.

Classification	All Students – Ethnicity BAME	All Students – Ethnicity White
First	36.9%	43.8%
2:1	40.1%	41.7%
2:2	20.9%	12.5%
Third	2.1%	1.3%

Overall, 85.5% of white students graduated in 2019/2020 with a first/2:1 compared to 76.9% of BAME students. This represents a degree awarding gap of 8.6 percentage points which is lower than 2018/19 of 10.3. 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 2020, Advance HE (2020)

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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