BANGOR UNIVERSITY

BANGOR UNIVERSITY STAFF AND STUDENT PROFILE as at 30 March 2015 – Reporting date 31 March 2016

_____

1. Introduction

Bangor University was established in 1884 directly as a result of public subscription to establish a college of University rank in Bangor and consequently has strong links with its local community. The University, in conformity with its Charter and Statutes, confirms its commitment to promoting equality of opportunity.

Today the University operates not only at a local level but also nationally and internationally and is committed to providing teaching of the highest quality, conducting research of the highest quality, taking good care of its students and playing a full role in the wider community of North Wales.

As part of developing its Strategic Equality Plan, the University identified the sources of relevant data available to advise monitoring and decision making. A schedule listing data sources and identifying gaps forms part of the Strategic Equality Plan:

http://www.bangor.ac.uk/hr/equalitydiversity/index.php.en

Data provided in this report represents a summary of the high level profile of the University with regard to staff and student data monitoring.

Over the reporting period, significant progress has been made in the collection of staff data, for example in relation to collecting data for the monitoring of the protected characteristics of Religion and Belief (and no belief), sexual orientation and gender reassignment. Equality data is also collected for specific projects, for example, relating to equal pay, the Athena SWAN action plan and applications and for use in equality impact assessments.

A summary of data monitoring from the Disability Services' and the Counselling Service is also provided in this report. Data is collected from data service reports and annual surveys and is used to advise the delivery and development of services. Data monitoring reports are presented annual to key Student facing Task Groups and Working Groups.

Data relating to the monitoring of equal pay is presented in a separate report, a copy of which can be obtained on the following link:

http://www.bangor.ac.uk/hr/equalitydiversity/equalpay.php.en

Data monitoring relating to the University's application for membership of Athena SWAN and in relation to the supporting action plan can be found on the following link:

http://www.bangor.ac.uk/hr/equalitydiversity/athenaSWAN.php.en

Each year, the University produces an Annual Report on the Implementation of the Language Scheme and copies of past Annual Reports can be requested from Canolfan Bedwyr at:

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

2. Data from the most recently available UK Census (2011)

It is useful to consider data from the most recently available UK Census (2011) which provides a picture of the changing diversity of the UK and Welsh populations before looking at the profile of the University. The following information is taken from the Office for National Statistics, Statistical Bulleting released in December 2012:

1. White was the majority UK ethnic group at 86% with white British being the largest group at 80.5%.
2. The population of Wales was 3.1 million – a 5% increase since 2001, of whom 1.5 million are men and 1.6 million are women.
3. In Wales, nearly one in five of residents were aged 65 or over.
4. Of the regions, Wales had the highest level of residents with a long term health problem or disability (23%).
5. 58% of the Welsh population stated Christian as their religion, a 14% point drop since 2011. Almost one third of the Welsh population stated they had no religion. This is more than any of the English regions.
6. Nearly 66% of residents in Wales expressed their national identity as Welsh in 2011.
7. There was a 1% decrease in Welsh residents who could speak, read and write Welsh.
8. The resident population of Wales was 96% white, a higher percentage than any of the English Regions.
9. Bangor University is in the Welsh region of Gwynedd with an ethnicity of 94.4% white.

Ethnic identity	
White English/Welsh/Scottish/Northern Irish/British	Welsh Region
96.6	Isle of Anglesey
94.4	Gwynedd
95.4	Conwy
95.6	Denbighshire
95.9	Flintshire
93.1	Wrexham
96.1	Powys
93.1	Ceredigion
95.6	Pembrokeshire
95.5	Carmarthenshire
91.5	Swansea
96.9	Neath Port Talbot
96.0	Bridgend
94.4	The Vale of Glamorgan
80.3	Cardiff
96.3	Rhondda Cynon Taf
94.6	Merthyr Tydfil
97.3	Caerphilly
97.3	Blaenau Gwent
96.9	Torfaen
96.1	Monmouthshire
87.0	Newport

3. Staff Profile - Statistics for the equality census date 31 March 2015

The data presented in this report is based on data collected through the Human Resources and Payroll system and the Students' data base system unless otherwise stated. Staff and student data is also reported annually to the Higher Education Statistical Agency (HESA).

- The census date for this report is 31 March 2014 unless otherwise stated.
- Gender – Beginning in 2012/13, the staff record replaced the gender field with a legal sex field, of which the possible options are male or female. As continuity with the Equality Challenge Unit's annual statistical reports, data from the legal sex field will be referred to in this report as "gender"
- Ethnicity: White = includes all white ethnic groups including white British
  Black = includes black Caribbean, back African, black British and Black Other
  Asian includes Asian Indian, Asian Pakistani, Asian Bangladeshi, Asian British and Asian Other
  Chinese
  Mixed
  Other ethnic background.
  mixed
- BME – Black Minority Ethnic – the limitations of this definition are recognised, however, it is used in this report as an indication of the numbers of staff in a minority ethnic group.
- Disability data is presented based on those declaring a disability, those not known to have a disability and if information is not provided.
- Age – the reporting age categories are calculated based on those used by the Equality Challenge Unit in their annual reporting document.
- This is the first reporting period for which statistical data has been collected relating to the composition of University staff for religion and belief, sexual orientation and gender reassignment.
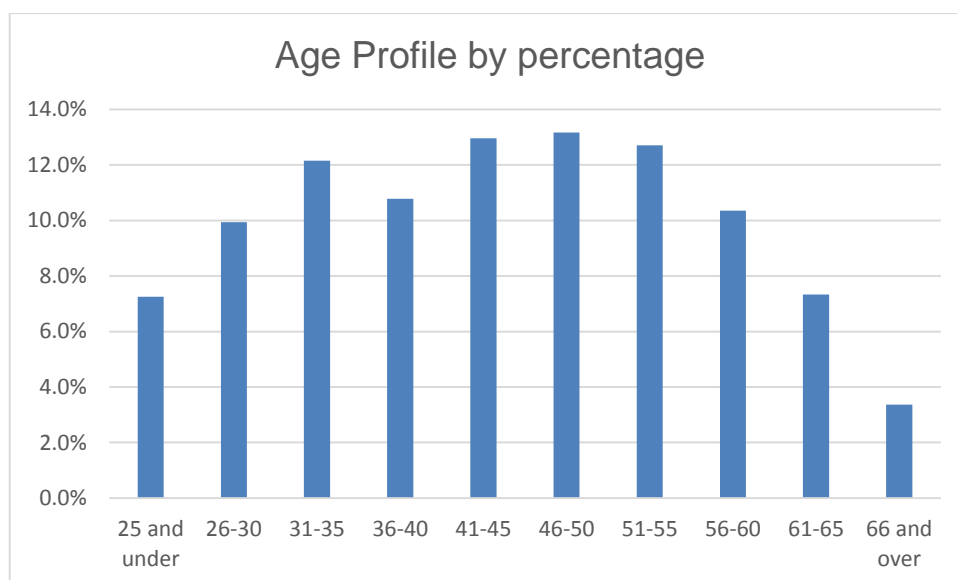
BANGOR UNIVERSITY - HIGH LEVEL STAFF PROFILE

On the census date of 31 March 2014 there were 2400 employees:

Gender	%
Female	60%
Male	40%

Ethnicity	%
White	94%
BME	5%
undeclared	1%

Disability	%
not known to be disabled	92%
declared disability	6%
information not provided or refused	2%

Age Profile by percentage

Age	%
25 and under	7.2%
26-30	10.0%
31-35	12.1%
36-40	10.8%
41-45	13.0%
46-50	13.2%
51-55	12.7%
56-60	10.3%
61-65	7.3%
66 and over	3.3%

Religion and Belief	%
No religion	30%
Buddhist	0.50%
Christian	31%
Hindu	0.30%
Jewish	0.13%
Muslim	0.55%
Spiritual	1.19%
Any other religion or belief	1.07%
Information refused	20%
(blank)	15.60%

Gender reassignment	
Is your gender the same as your gender at birth?	%
Yes	61.40%
No	0.13%
Information refused	11%
(blank)	28%

Sexual Orientation	%
Bisexual	0.90%
Gay man	0.60%
Gay woman / Lesbian	0.60%
Heterosexual	59.40%
Other	0.80%
Information Refused	22%
(blank)	15.60%

Staff Employment Type

| Employment type by percentage of total staff employed	%
Permanent Full Time	43.3%
Permanent Part Time	25.4%
Temporary Full Time	13.9%
Temporary Part Time	17.2%

Staff Profile by Gender

Staff Profile by Gender and Age Range
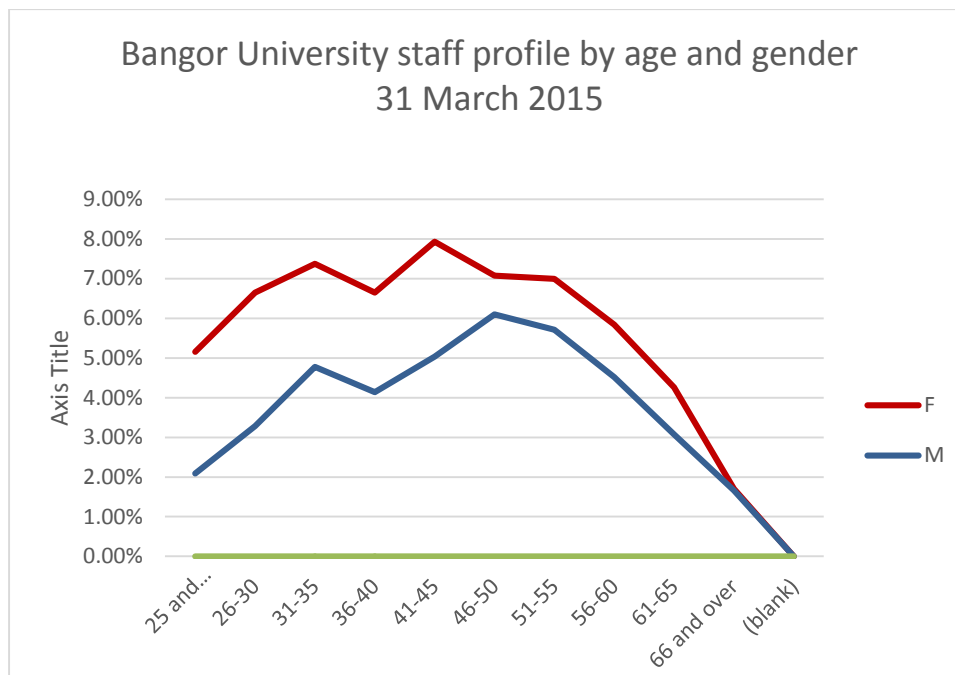
Staff Profile by Gender and Grade
(Grades based on HERA[1] analysis)

HERA Grade	Female	Male
G001	72%	28%
G002	42%	58%
G003	47%	53%
G004	72%	28%
G005	73%	27%
G006	70%	30%
G007	65%	35%
G008	50%	50%
G009	35%	65%
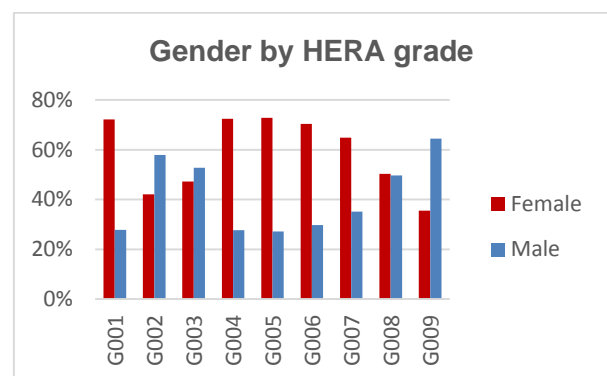
Gender Off HERA Grade – Senior Academics	Female %	Male %
Professorial and Senior Clinical	23%	77%

---

[1] HERA[1] - *Higher Education Role Analysis* - is a tool used to analyse roles)

Staff Profile by Gender and Category

Category	Female	Male
Academic	47%	53%
Clerical	80%	20%
Manual	54%	46%
Other	60%	40%
Professional	57%	43%
Research	57%	43%
Technical	29%	71%
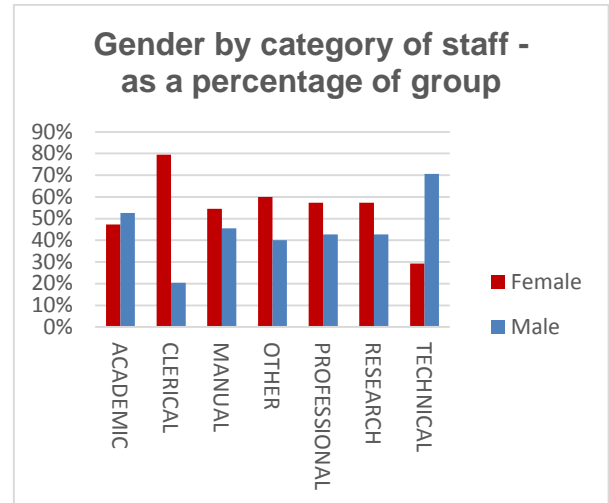
Gender by category of staff - as a percentage of group

Staff Profile by Gender and Employment Type (contract type and working pattern) (percentage by number in group)

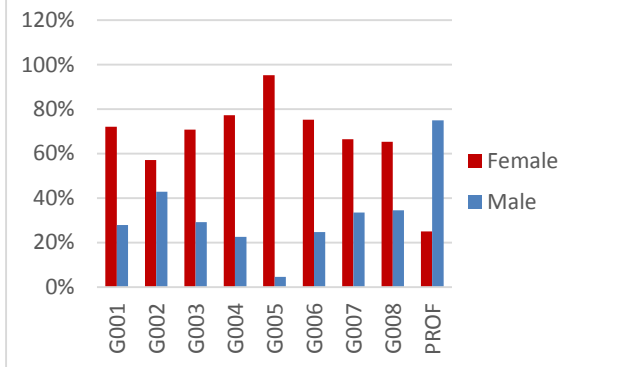| Employment type	Female %	Male %
Permanent full time	49%	51%
Permanent part time	75%	25%
Permanent Term time only	100%	0%
Temporary full time	62%	38%
Temporary part time	63%	37%

Staff Profile by Gender and Employment Type (contract type and working pattern) (percentage of total staff)

Employment type	Female %	Male %
Permanent full time	21%	22%
Permanent part time	19%	6%
Permanent term time only	0%	0%
Temporary full time	9%	5%
Temporary part time	11%	6%

Staff profile by part time and full time working and Grade
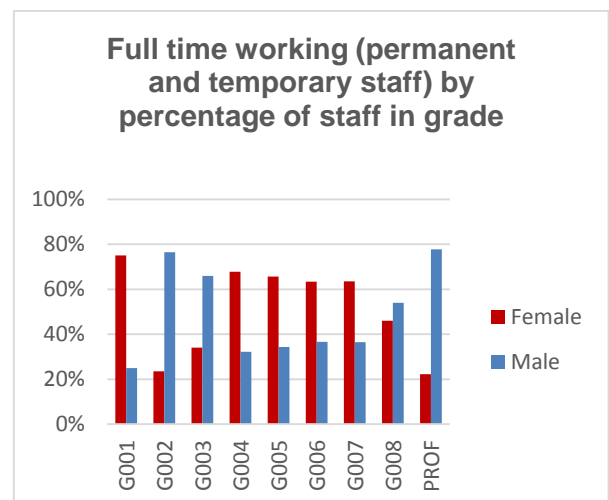
Full time working (permanent and temporary staff) by percentage of staff in grade

Part time working (permanent and temporary staff) by percentage of staff in grade

Bar chart showing Part time working (permanent and temporary staff) by percentage of staff in grade, with Female (red) and Male (blue) bars for grades G001, G002, G003, G004, G005, G006, G007, G008, PROF. Vertical axis 0% to 120%.

Staff Profile by Gender and Occupational Group

Occupational Group – percentage of total staff
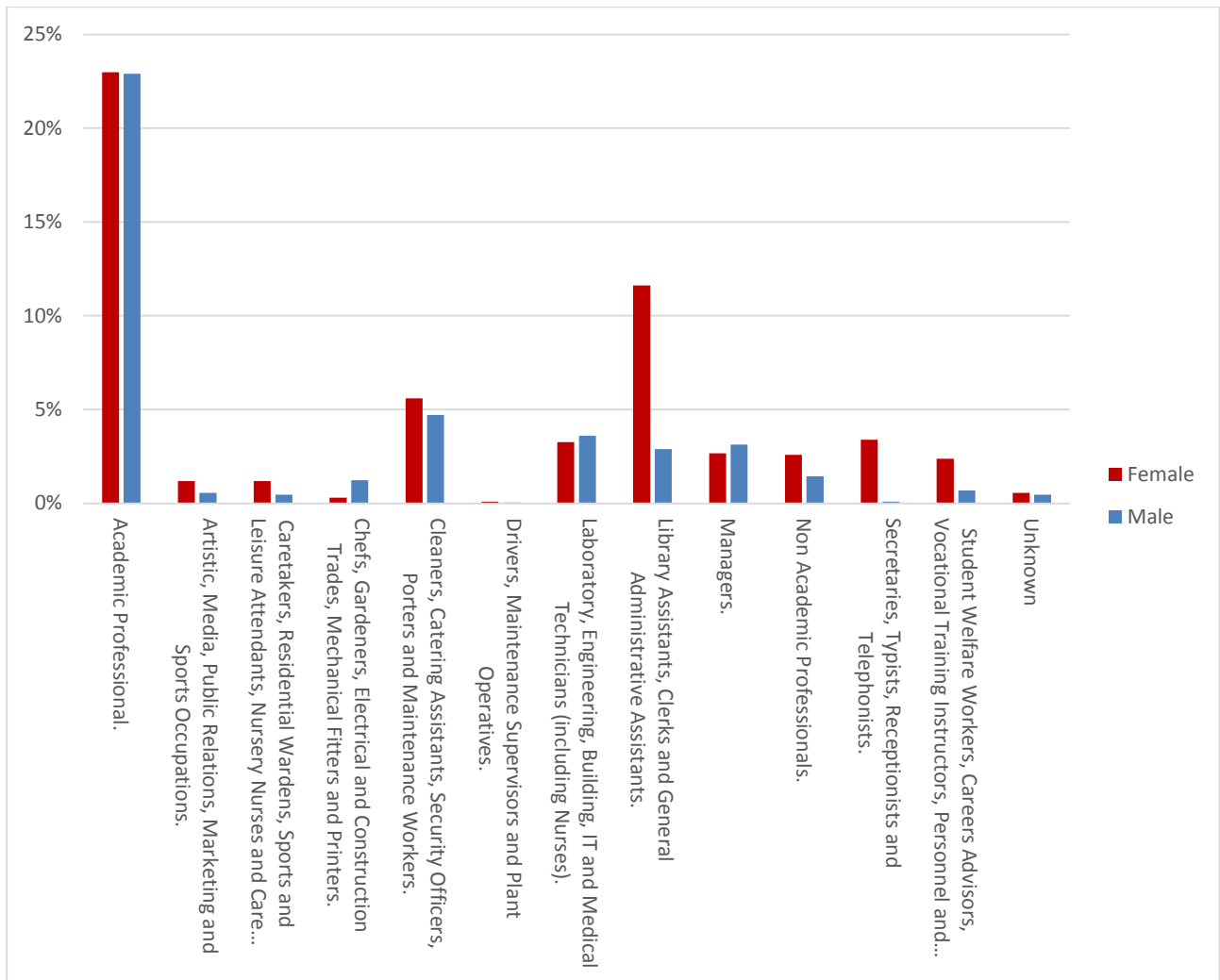
Staff Profile in the Job Families

It is possible for the data in the Occupational Group chart to be drilled down further to examine the profile of the job family and within that the Employment Group. An example is presented in the following tables of drilling down by gender in the Manual and Facilities Job Family (this includes - Clearners, Catering Assistants, Security Officers, Porters and Maintenance Workers).

Percentage of female and male staff in job family - Manual and Facilities	Female	Male	Total
Caretaker	0.0%	1.3%	1.3%
Catering Assistant	18.4%	6.1%	24.5%
Catering Supervisor	2.6%	1.0%	3.5%
Cleaner	24.8%	10.3%	35.2%
Domestics Supervisor	1.9%	0.6%	2.6%
Facilities Assistant	2.3%	2.6%	4.8%
Facilities Assistant Manager	1.0%	1.0%	1.9%
Facilities Manager	1.3%	1.0%	2.3%
Facilities Supervisor	1.0%	1.9%	2.9%
Facilities Senior Manager	1.0%	0.3%	1.3%
Grounds person	0.0%	2.6%	2.6%
Labourer/Handyperson	0.0%	1.3%	1.3%
Maintenance Operative	0.0%	1.3%	1.3%
Mail/Security Assistant	0.3%	1.9%	2.3%
Maintenance technician	0.0%	1.3%	1.3%
Porter	0.0%	0.3%	0.3%
Security Assistant Supervisor	0.0%	1.6%	1.6%
Security officer	0.3%	7.4%	7.7%
Security supervisor	0.0%	1.3%	1.3%
Grand total	54.84%	45.16%	100.00%

Percentage of female and male staff in group - Manual and Facilities	Female	Male	Total
Caretaker	0%	100%	100%
Catering Assistant	75%	25%	100%
Catering Supervisor	73%	27%	100%
Cleaner	71%	29%	100%
Domestics Supervisor	75%	25%	100%
Facilities Assistant	47%	53%	100%
Facilities Assistant Manager	50%	50%	100%
Facilities Manager	57%	43%	100%
Facilities Supervisor	33%	67%	100%
Facilities Senior Manager	75%	25%	100%
Grounds person	0%	100%	100%
Labourer/Handyperson	0%	100%	100%
Maintenance Operative	0%	100%	100%
Mail/Security Assistant	14%	86%	100%
Maintenance technician	0%	100%	100%
Porter	0%	100%	100%
Security Assistant Supervisor	0%	100%	100%
Security officer	4%	96%	100%
Security supervisor	0%	100%	100%
Grand total	54.84%	45.16%	100.00%

Staff Profile by Ethnicity and Nationality

Staff Profile by Ethnic Group – percentage by total employment
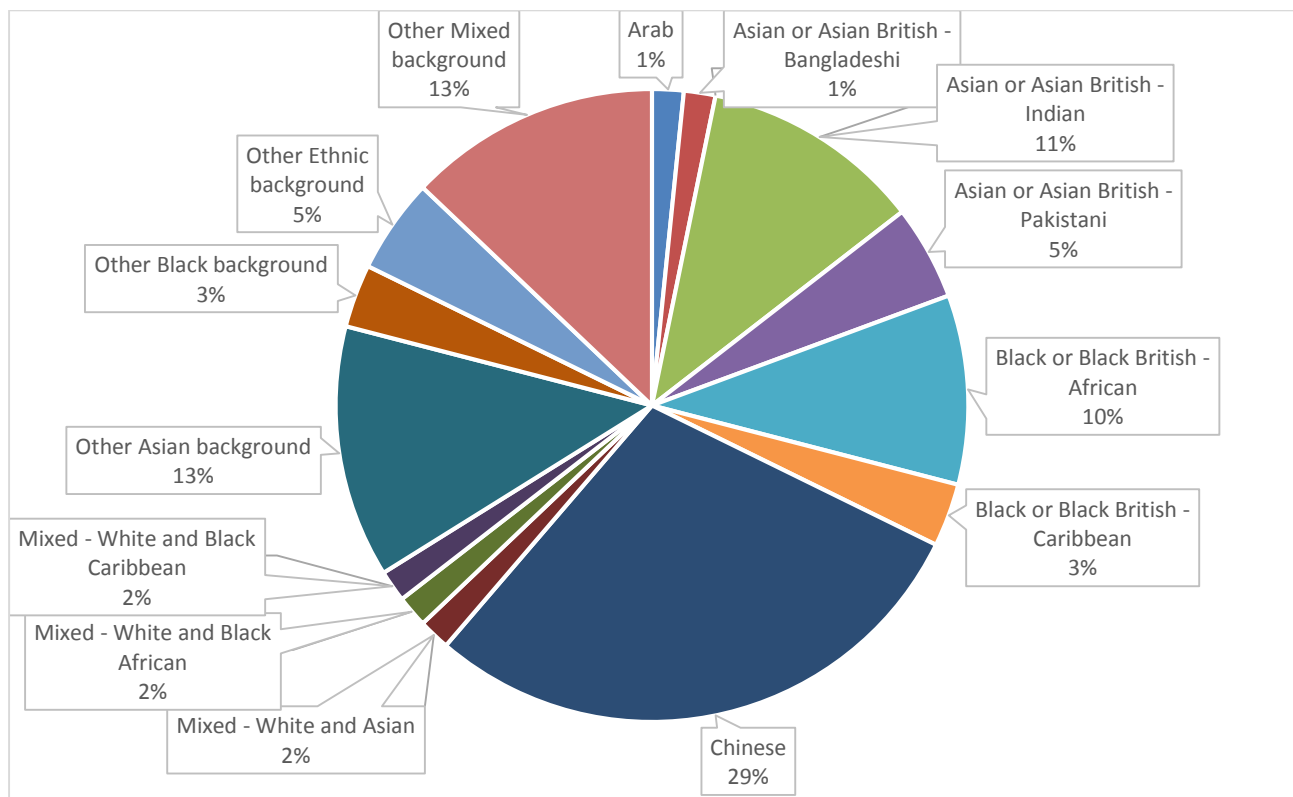
Staff Profile by Ethnicity and Gender
(percentage by total in ethnic group)

Ethnic group	Female	Male
Arab	25.0%	75.0%
Asian or Asian British - Bangladeshi	100.0%	0.0%
Asian or Asian British - Indian	46.7%	53.3%
Asian or Asian British - Pakistani	42.9%	57.1%
Black or Black British - African	42.9%	57.1%
Black or Black British - Caribbean	100.0%	0.0%
Chinese	58.1%	41.9%
Mixed - White and Asian	100.0%	0.0%
Mixed - White and Black African	100.0%	0.0%
Mixed - White and Black Caribbean	100.0%	0.0%
Other Asian background	53.3%	46.7%
Other Black background	66.7%	33.3%
Other Ethnic background	30.0%	70.0%
Other Mixed background	47.1%	52.9%
White	60.0%	40.0%

Staff Profile by Ethnicity and Category
(Percentage by total staff)

Profile	% White	% BME
Academic	29.5%	2.2%
Clerical	24.0%	0.5%
Manual	13.1%	0.7%
Other	0.2%	0.0%
Professional	13.9%	0.5%
Research	9.0%	1.5%
Technical	4.9%	0.0%

Staff Profile by Ethnicity and Category
(Percentage by total staff)

Occupational Code	White	BME
Academic Professional.	42.43%	3.30%
Artistic, Media, Public Relations, Marketing and Sports Occupations.	1.70%	0.04%
Caretakers, Residential Wardens, Sports and Leisure Attendants, Nursery Nurses and Care Occupations.	1.57%	0.08%
Chefs, Gardeners, Electrical and Construction Trades, Mechanical Fitters and Printers.	1.48%	0.04%
Cleaners, Catering Assistants, Security Officers, Porters and Maintenance Workers.	9.75%	0.55%
Drivers, Maintenance Supervisors and Plant Operatives.	0.13%	0.00%
Laboratory, Engineering, Building, IT and Medical Technicians (including Nurses).	6.74%	0.13%
Library Assistants, Clerks and General Administrative Assistants.	14.07%	0.42%
Managers.	5.51%	0.30%
Non Academic Professionals.	3.94%	0.08%
Secretaries, Typists, Receptionists and Telephonists.	3.35%	0.13%
Student Welfare Workers, Careers Advisors, Vocational Training Instructors, Personnel and Planning Officers.	3.05%	0.00%

Staff Profile by Ethnicity and Employment type (contract type and work pattern)
(by percentage in employment type group)

employment type	White	BME
permanent full time	95.0%	4.7%
permanent part time	97.2%	2.3%
temporary full time	89.9%	9.5%
temporary part time	91.3%	8.2%

Nationality and National Identiry

National idenity:

National Identity	
British.	32.35%
English.	7.93%
Information refused.	0.38%
Irish.	1.19%
Other.	11.89%
Scottish.	0.68%
Unknown.	3.32%
Welsh.	41.99%

National Identity is different to both ethnicity and nationality and could be based on many things including, culture, language or ancestry/family history. National identity reflects how an individual chooses to classify themselves.   Staff had the opportunity to make two choices. 90.6% chose not to use a second identifier
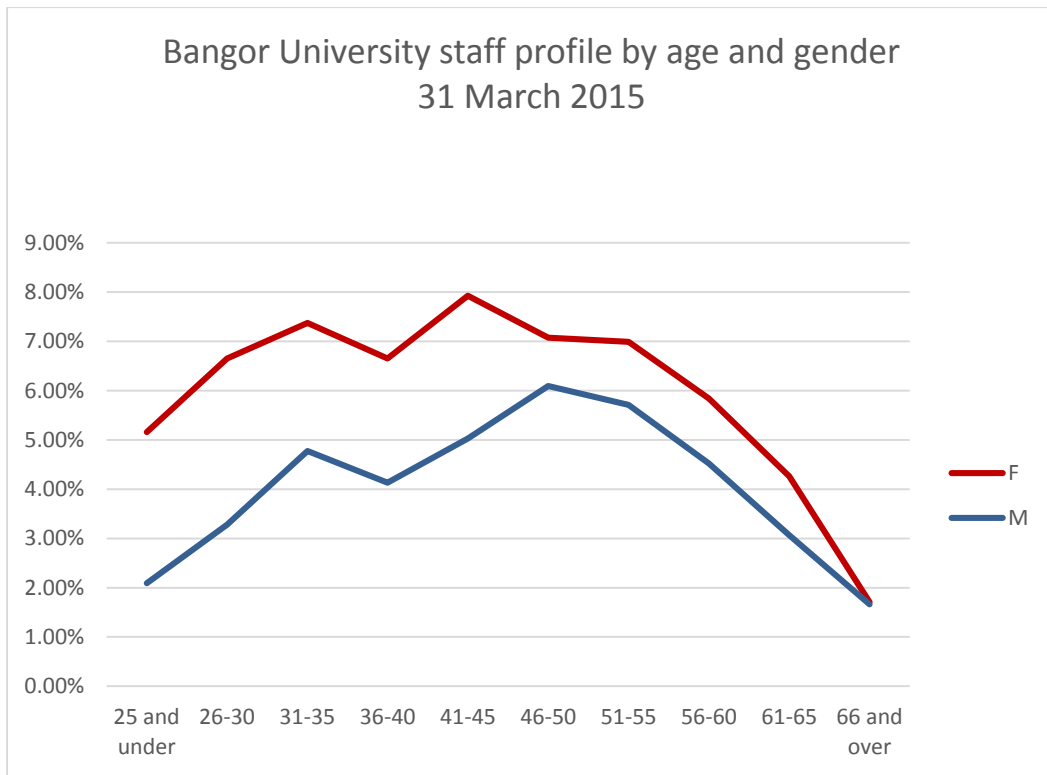
Nationality - (by percentage of total staff)

Nationality	%	Nationality	%
Australia	0.34%	Nepal	0.09%
Austria	0.09%	Netherlands	0.38%
Bangladesh	0.04%	New Zealand	0.09%
Belgium	0.30%	Nigeria	0.21%
Canada	0.26%	Northern Ireland	0.09%
China	0.51%	Not Known	0.13%
Czech Republic	0.09%	Pakistan	0.17%
Denmark	0.09%	Philippines	0.09%
Egypt	0.04%	Poland	0.64%
England	0.47%	Portugal {includes Madeira, Azores}	0.17%
France {includes Corsica}	0.55%	Romania	0.17%
Germany	1.45%	Russia [Russian Federation]	0.13%
Greece	0.21%	Singapore	0.13%
Hungary	0.04%	Slovakia	0.04%
India	0.34%	South Africa	0.04%
Iran [Iran, Islamic Republic of]	0.09%	Spain {includes Ceuta, Melilla}	0.77%
Iraq	0.04%	Sweden	0.13%
Ireland	0.98%	Switzerland	0.13%
Israel	0.04%	Taiwan [Taiwan, Province of China]	0.09%
Italy {Includes Sardinia, Sicily}	0.94%	Tanzania [Tanzania, United Republic of]	0.04%
Jamaica	0.04%	Turkey	0.04%
Japan	0.04%	Uganda	0.04%
Lebanon	0.04%	Ukraine	0.04%
Lithuania	0.09%	United Arab Emirates	0.09%
Madagascar	0.04%	United Kingdom	74.38%
Malaysia	0.26%	United States	1.49%
Malta	0.13%	Uzbekistan	0.04%
Mozambique	0.04%	Vietnam [Viet Nam]	0.04%
Nepal	0.09%	Wales	12.36%
Netherlands	0.38%		

Staff by Age Profile

(percentage of total staff)

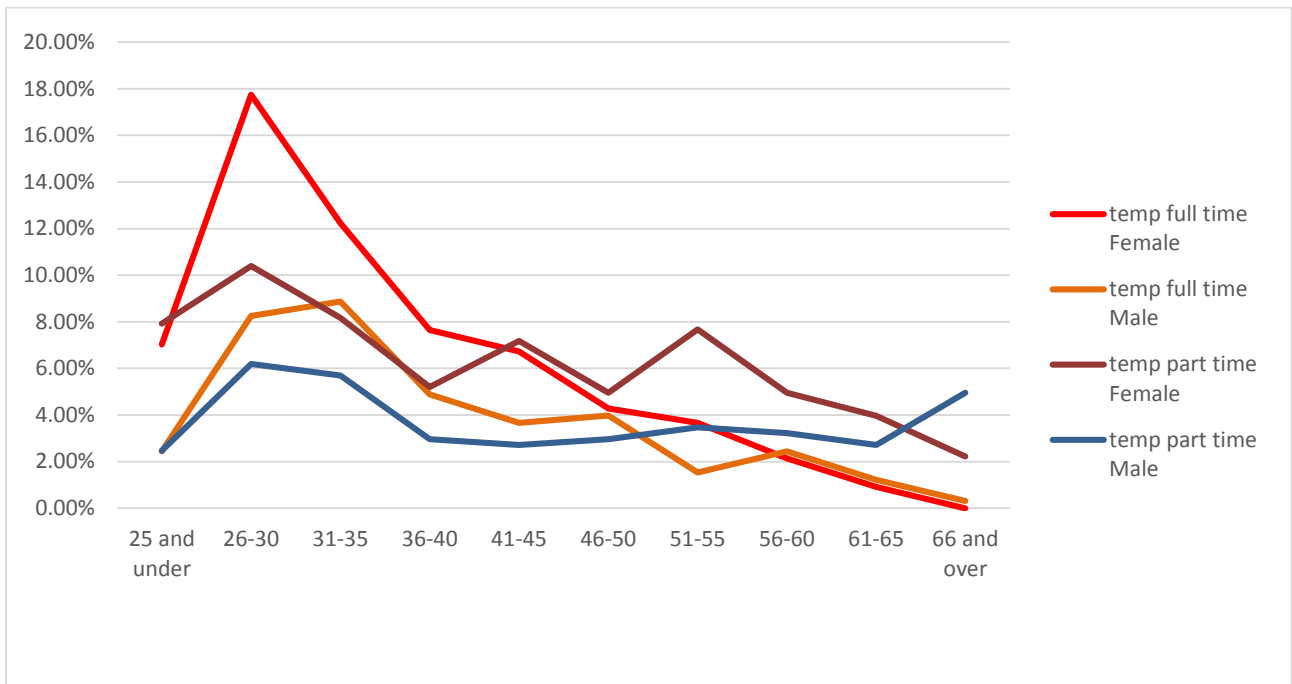Bangor University staff profile by age and gender 31 March 2015

Staff Profile by Age and Employment Type (contract type and work pattern)

Permanent Contract (by total number of staff)
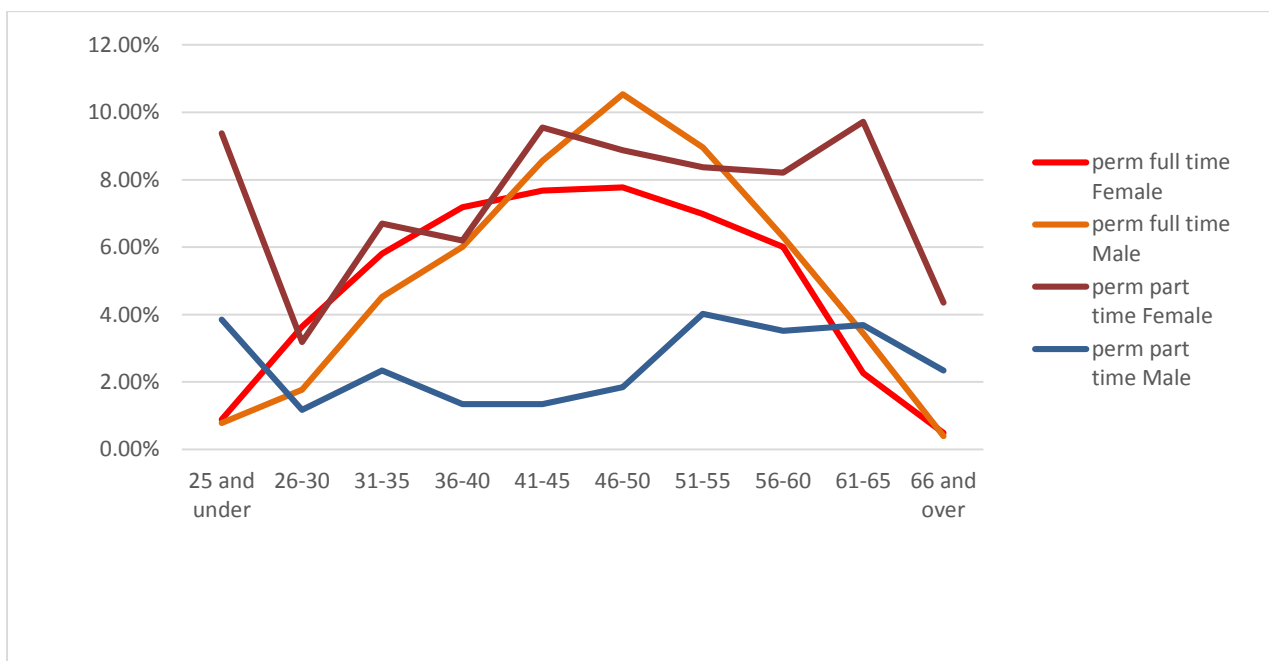
Temporary contracts (by number of staff)

Chart legend:
- temp full time Female (red)
- temp full time Male (orange)
- temp part time Female (brown)
- temp part time Male (blue)

X-axis categories: 25 and under, 26-30, 31-35, 36-40, 41-45, 46-50, 51-55, 56-60, 61-65, 66 and over

Y-axis: 0.00% to 20.00%

Staff by Disability

As the percentages declaring a disability are extremely low it is difficult to drill down further to produce meaningful statistics for publication. However data is available should it become evident through other monitoring means, ie staff leaver information, that there is a need to investigate an area. The following provides an example of the disability profile of staff at a relatively high level.

According to Equality Challenge Unit data typically the largest groups of impairment type are "longstanding illness or health condition", "other impairment" and "specific learning difficulty". This pattern is typical in Bangor.

Disabled staff by disbility imparement category:
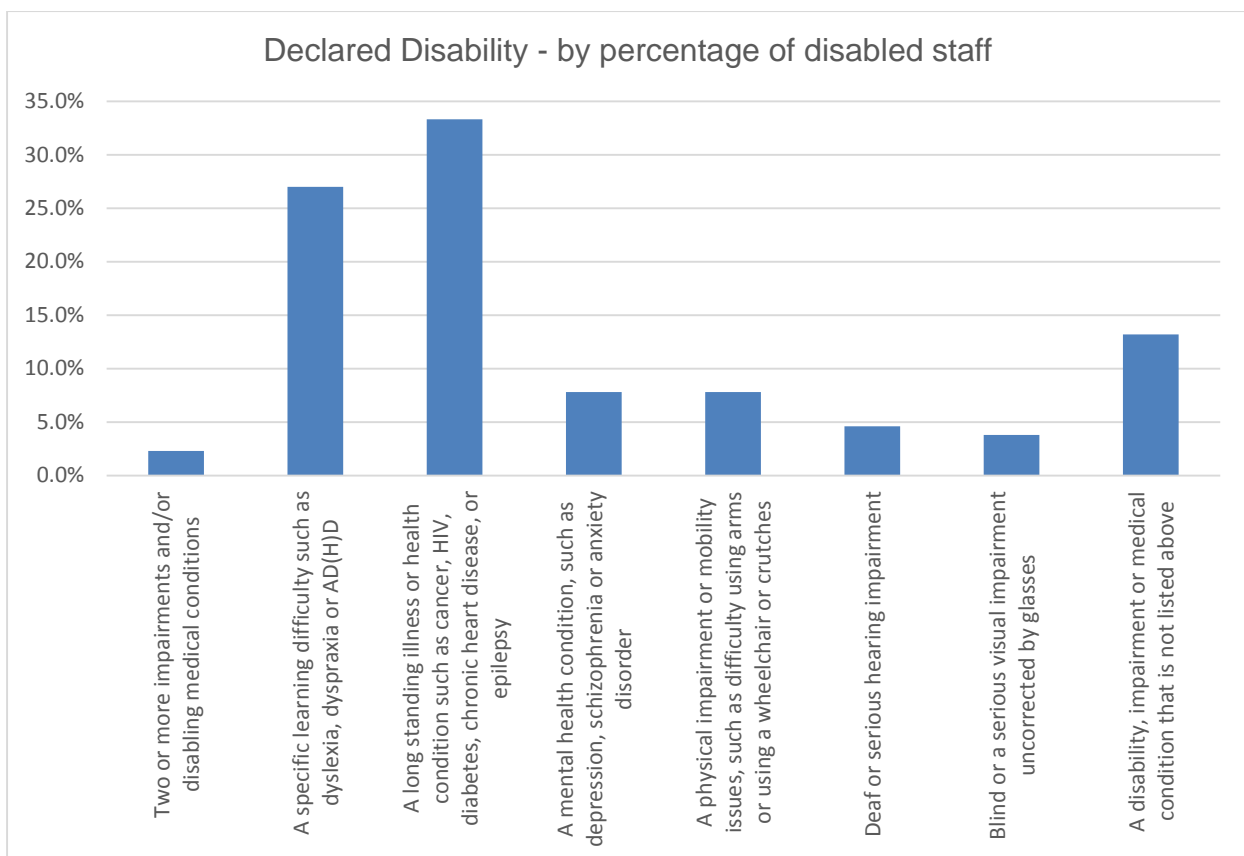
Disability and age:

Although the data numbers are small with only 5.5% of staff declaring a disability, analysis shows that staff disability peaks at age 36-40 and at age 56-60:

Age 36-40 - a specific learning difficulty such as dyslexia, dyspraxia or AD(H)D
Age 56-60 - longstanding illness or health condition

Disability by employment group

Academic professional = 40%
Library Assistants, Clerks and General Administrative Assistants = 17%
Cleaners, Catering Assistants, Security Officers, Porters and Maintenance Workers = 14%

Disability and gender

For women declaring a disability, the largest disability type is: "A long standing illness or health condition such as cancer, HIV, diabetes, chronic heart disease, or epilepsy".

For Men declaring a disability, the largest disability type is jointly: "Specific learning difficulty such as dyslexia, dyspraxia or AD(H)D" and
"A long standing illness or health condition such as cancer, HIV, diabetes, chronic heart disease, or epilepsy"

Women are more likely than men to have a disability or impairment or medical condition not listed in the collection provided.

Disability and mode of employment

The numbers of staff declaring a disability are small so it is difficult to determine a bias in the type of contract (Permanent, temporary, full time or part time). Of those declaring a disability compared to those not declaring a disability (figures in brackets) and as a percentage of the total in that group:

35% (44%) have perm FT contracts
30% (25%) have perm part time contracts
13% (14%) have temp FT
22% (17%) have temp PT contracts

Women declaring a disability (61% of disabled staff) are more likely to be working a permanent part time pattern than their male colleagues (34% to 24%)
and
42% of female staff declaring a disability were on temporary contracts compared to 24% of male staff.

Other Areas of Staff Data Monitoring

Leavers

During the reporting period there were 563 leavers:
- The main reasons for leaving were: 42% left because their fixed term contracts ended, 37% resigned, 8% took a form of retirement or voluntary severance.
- 55% of leavers were female and 22% left because their fixed term contracts were ending compared with 19% of males with fixed term contracts ending
- 8% of leavers declared a disability
- 86% of leavers were from a white ethnic background

The University has now developed an electronic questionnaire that leavers are encouraged to complete. The questionnaire encourages staff to consider their positive and negative experiences of working at the University and in so doing allows data to be drawn which would identify if there are any areas that have issues that need addressing. A group meets quarterly to review the data and thus far there have been no equality issues reported.

Re-grading, Promotions and Remuneration

Promotions and regrading panels meet twice a year to consider applications from staff linked to the HERA 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

Promotions	Female	Male
Of all Application	55%	45%
Of those successful	36%	31%
Of those unsuccessful	23%	10%

The Senior Remuneration Committee takes decisions in relation to senior staff salaries. In this reporting year, a higher percentage of females applied for remuneration (of those eligible) and a higher percentage of females were successful (of those who applied) compared to 2012. The Committee did not meet in 2013.

BANGOR UNIVERSITY - HIGH LEVEL STUDENT PROFILE

All the following student data is based on Higher Education Statistical return date 2013-2014 for UK domiciled students:

Disability Status	%
Disability Declared	14.6%
No Disability Declared	85.4%

Ethnic Group	
White	77.2%
Asian	12.0%
Black	3.5%
Information Refused	0.3%
Mixed / Other	4.0%
Not Known	3.0%

Gender	
Female	43.4%
Male	56.6%

Number of Students by Mode of Study and Level of Study – disability

Disability Status	Full-Time				
	Undergraduate	Sub-Degree	Postgraduate Taught	Postgraduate Research	Non-Graduating
Disability Declared	16.9%	22.4%	8.6%	9.0%	3.4%
No Disability Declared	83.1%	77.6%	91.4%	91.0%	96.6%
Disability Status	Part-Time				
	Undergraduate	Sub-Degree	Postgraduate Research	Postgraduate Taught	Non-Graduating
Disability Declared	25.2%	21.0%	8.4%	9.0%	8.7%
No Disability Declared	74.8%	79.0%	91.6%	91.0%	91.3%

Number of Students by Mode of Study and Level of Study - Gender

Gender	Full-Time				
	Undergraduate	Sub Degree	Postgraduate Taught	Postgraduate Research	Non-Graduating
Female	44.7%	37.9%	50.1%	43.7%	31.9%
Male	55.3%	62.1%	49.9%	56.3%	68.1%
Gender	Part-Time				
	Undergraduate	Sub Degree	Postgraduate Taught	Postgraduate Research	Non-Graduating
Female	42.7%	36.3%	40.4%	52.9%	18.7%
Male	57.3%	63.7%	59.6%	47.1%	81.3%

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

Ethnic Group	Full-Time				
	Undergraduate	Sub-Degree	Postgraduate Taught	Postgraduate Research	Non-Graduating
White	82.6%	98.3%	50.1%	63.4%	39.5%
Asian	9.1%	0.0%	37.2%	20.8%	15.1%
Black	1.4%	0.0%	4.2%	4.0%	2.5%
Information Refused	0.3%	0.0%	0.3%	0.2%	2.5%
Mixed / Other	3.1%	1.7%	7.9%	9.9%	22.7%
Not Known	3.6%	0.0%	0.2%	1.7%	17.6%
Ethnic Group	Part-Time				
	Undergraduate	Sub-Degree	Postgraduate Taught	Postgraduate Research	Non-Graduating
White	92.0%	88.5%	66.6%	89.9%	94.4%
Asian	4.2%	1.3%	5.0%	1.7%	1.2%
Black	1.1%	0.0%	23.9%	1.7%	0.2%
Information Refused	0.0%	0.6%	0.4%	0.8%	0.2%
Mixed / Other	1.5%	1.3%	2.7%	5.0%	0.4%
Not Known	1.1%	8.3%	1.3%	0.8%	3.6%

Proportion of Degree Classifications Awarded by disability

Disability Status	Degree Classification - Headcount					Grand Total
	First	2:1	2:2	Third	Unclassified	
Disability Declared	14.5%	15.2%	15.9%	13.3%	0.0%	15.2%
No Disability Declared	85.5%	84.8%	84.1%	86.7%	100.0%	84.8%

Proportion of Degree Classifications Awarded by Gender

Gender	Degree Classification - Headcount					Grand Total
	First	2:1	2:2	Third	Unclassified	
Female	38.5%	40.0%	47.4%	57.5%	66.7%	43.2%
Male	61.5%	60.0%	52.6%	42.5%	33.3%	56.8%

Proportion of Degree Classifications Awarded by Ethnicity

Ethnic Group	Degree Classification - Headcount					Grand Total
	First	2:1	2:2	Third	Unclassified	
White	82.4%	79.9%	74.8%	65.5%	100.0%	77.9%
Asian	7.6%	11.3%	16.9%	18.6%	0.0%	12.7%
Black	0.9%	1.4%	1.7%	0.0%	0.0%	1.3%
Information Refused	0.0%	0.1%	0.4%	0.9%	0.0%	0.2%
Mixed / Other	4.2%	3.0%	4.5%	13.3%	0.0%	4.4%
Not Known	4.8%	4.4%	1.7%	1.8%	0.0%	3.5%

Proportion of Leavers by Reasons for Leaving and Disability

Disability Status	Successful completion of course	Completion of course - result unknown	Transferred to another institution	Academic	Financial	Gone into employment	Health	Other	Unknown	Written off after lapse of time	Total
Disability Declared	14.7%	11.1%	0.0%	14.3%	0.0%	0.0%	30.0%	11.5%	21.2%	0.0%	14.7%
No Disability Declared	85.3%	88.9%	100.0%	85.7%	100.0%	100.0%	70.0%	88.5%	78.8%	100.0%	85.3%

Proportion of Leavers by Reasons for Leaving and Gender

	Successful completion of course	Completion of course - result unknown	Transferred to another institution	Academic	Financial	Gone into employment	Health	Other	Unknown	Written off after lapse of time	Total
Female	40.7%	33.3%	15.4%	67.3%	0.0%	50.0%	20.0%	45.8%	41.3%	100.0%	41.3%
Male	59.3%	66.7%	84.6%	32.7%	100.0%	50.0%	80.0%	54.2%	58.7%	0.0%	58.7%

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	Financial	Gone into employment	Health	Other	Unknown	Written off after lapse of time	Total
White	80.1%	88.9%	84.6%	87.8%	0.0%	100.0%	90.0%	88.0%	69.2%	0.0%	80.4%
Asian	9.8%	5.6%	7.7%	2.0%	0.0%	0.0%	0.0%	7.3%	16.3%	0.0%	9.7%
Black	2.2%	0.0%	0.0%	6.1%	0.0%	0.0%	0.0%	2.6%	3.8%	0.0%	2.3%
Information Refused	0.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	1.0%	0.0%	0.3%
Mixed / Other	4.1%	0.0%	7.7%	2.0%	100.0%	0.0%	10.0%	0.5%	8.7%	0.0%	4.1%
Not Known	3.5%	5.6%	0.0%	2.0%	0.0%	0.0%	0.0%	1.6%	1.0%	100.0%	3.3%

DISABILITY SERVICES' ANNUAL REPORT

Overview

The University's disability services ensure that the experience of disabled students, including those with enduring health conditions, specific learning differences (SpLDs) and mental health difficulties, is equitable to that of their non-disabled peers. The services work with and on behalf of individual students and applicants, many of whom present with highly complex and challenging support requirements, to identify strategies to remove barriers. By collaborating with students, academic and support staff, the disability services enable students to access course content, participate in learning activities and demonstrate their knowledge and strengths at assessment. The services also work strategically to promote inclusive practice across the institution in order to lessen the need for individual adjustments.

The following University services are available to disabled students:

Bangor University 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; it is also responsible for overseeing the work of its Outreach Centre based at Aberystwyth University.

Between 1 August 2014 and 1 April 2015 a total of 309 students (215 Bangor University, 94 Aberystwyth Outreach Centre) have been assessed for Disabled Students' Allowances (DSAs). This compares to a total 361 for the same period last year (231 Bangor University, 130 Aberystwyth Outreach Centre).

The Access Centre works towards two main key performance indicators, these are:
* Study Needs report issued within 10 working days
* Study Needs assessments within 15 working days

Over the past twelve months all students have been offered an assessment within 15 working days, waiting an average of 10 working days for an appointment and all students have received their Study Needs Report within 10 working days, waiting an average of approximately 5 working days for their Report. Student Journeys are an average of 15 working days compared to the national KPI benchmark of 25 working days.

Miles Dyslexia Centre's Student Service (MDC)
The MDC's Student Service provides all-round support for Bangor University students with dyslexia, and other SpLDs such as dyspraxia and ADD /ADHD[2]. The team works closely with university staff, providing information and helping to build an inclusive learning environment.

In 2014/15, 823 students 'declared' an SpLD and were registered on the MDC database as compared to 797 students last year (this number includes students jointly supported with the Disability Service). Of these 823 students, in 727 had Personal Learning Support Plans (PLSPs) in place.

---

[2] ADD -   attention deficit disorder   / ADHD - Attention deficit hyperactivity disorder

140 students were screened for Specific Learning Differences and 159 BU students and 5 prospective BU students underwent a full diagnostic assessment.

This year, the MDC student service evaluation was integrated into the overall Disability Service Student Feedback Survey (see further discussion below). Specific questions relating to the MDC's Student Service included a focus on using the 1:1 specialist study skills support and using the Blackboard Xtra[3] site:

- The feedback highlighted that students accessed 1:1 specialist study skills support during the year to varying degrees, with 40% accessing very regularly or fairly regularly and 32.63% accessing the support once or twice during the year. Some students in the sample (27.37%) did not access 1:1 support at all. Students found the 1:1 support either very helpful (62.11%) or fairly helpful (32.63%) in the main, with 5.26% finding it not helpful.
- All students registered with the MDC are able to access the Blackboard Xtra site and many found this to be a useful tool to access relevant information such as the electronic 'yellow slip' to attach to their work. Of the sample, 63.16% used the site.

The MDC Student Service also processes prospective student enquiries and mailings in response to UCAS forms received. There were 670 UCAS[4] applications 'declaring' SpLD received during the year for the 2015-16 applications cycle.

Disability Service, Student Services
In the past year, there has been a further 14.5**%** increase in the overall number of students registered with the Disability Service, bringing the number of registered students to 720 compared to 629 students at the end of the last academic year.

Once again, the largest increase in disabled students is those with mental health difficulties with a total of 307 students registered for support, (251 students in 2013/14). Numbers of students on the autism spectrum continue to rise and at the end of the academic year, 68 students were registered compared with 45 in 2013/14.

Staff attended University Open Days as well as a number of School Open Days and Advisers meet with individual students and their families to discuss support requirements. 693 prospective students declared disability on their application forms for 2014-15 entry (compares to 614 students for 2014-15 entry) and were informed of university services and funding arrangements. Those with offers were contacted and Advisers follow up to identify reasonable adjustments, help with the DSA process as well as draw up PLSPs for the new academic year.

Waiting times have been kept to a minimum and 303 PLSPs have been drawn up and a further 575 PLSPs updated, including joint PLSPs with the Dyslexia Service.

---

[3] Blackboard Xtra – **Blackboard** is the virtual learning environment **Xtra** is the Dyslexia Service Blackboard Site for registered students
[4] UCAS - The Universities and Colleges Admissions Service

Disability Services Student Survey

There was a 14% response rate across disability services registered students (including the MDC).
Excellent feedback was received highlighting the positive impact the services have had upon students' experience at the university:

- "Brilliantly fast response by all involved with the process of setting up and maintaining my PLSP. The different services actually seem to talk to one another and pass on information so you never feel like you've wasted time talking to them."

- "Great support to update PLSP when required and ensuring relevant staff within school were aware of changes and requirements."

- "Recommendations and adjustments were put in place on the same day I went in to register"

Overall, 77% of respondents felt that disability services (this includes the MDC Student Service) has helped them to achieve their learning goals, with 4% disagreeing. The survey also resulted in an 87% rating of good or excellent. Feedback will inform future development of the integrated service.

Support Worker Scheme

This last year 13,600 hours of support worker assistance was provided to 209 DSA-funded students (in comparison to 13,000 hours to 169 students in the previous year). The mentoring part of the service grew significantly with a 15% increase in support hours delivered compared with the previous year (approximately 2,400 mentoring hours in 2014/15 providing support to 135 students, compared with 2,090 hours of support delivered to 100 students).
.
Support Worker Scheme evaluation:
The end of year survey received many positive comments from students. This year the survey included Dyslexia Service provision and yielded an overall 97% positive student responses in relation to satisfaction with the support received from their support workers, including tutoring:

- "Without the support from my mentor I doubt I would have got through the year. I feel blessed by her encouragement and very thankful to know that Disability Services are on hand when I need help. I cannot fault the service I have been provided with this year and am extremely grateful to everyone who has been instrumental in getting me to the end of my 2nd year."
- "My support worker was amazing!"

- "Invaluable, my notetakers were wonderful and it made a big difference to me."

- "The welcoming listening ear has been as useful as the focussed academic work."

Despite the high level of satisfaction rates, improvements to the Scheme continue to be made, including recruitment, training and supervision processes and working towards a fully integrated Disability Service.

DSA statistics

The Higher Education Statistics Agency (HESA) publishes a series of performance indicators annually to provide an objective measure of how an Higher Education Institution (HEI) is performing. In relation to the percentage of disabled students, the indicator used is the proportion of students who are in receipt DSA, as this is considered more robust than the proportions of students who declare that they are disabled. A sector average is adjusted for each institution to take into account some of the factors which contribute to the differences between HEIs, including subject of study, qualifications on entry and age on entry (young or mature).

Latest published [5]HESA data reveal that once again across the UK disabled students who received DSAs were more likely to obtain a first class or upper second class honours degree than disabled students who did not receive DSA [6]. However, it should be noted that a higher proportion of non-disabled qualifiers received a first/2:1 than disabled qualifiers (Equality Challenge Unit, 2015).

Figures demonstrate that the University continues to perform above its adjusted benchmark performance indicator achieving 9.7% full-time undergraduate students in receipt of DSA (adjusted benchmark for the university is 7%). The following table shows that Bangor has consistently performed over and above this indicator and continues to improve year on year:

No. students (DSA)	2014/15	2013/14	2012/13	2011/12	2010/11
No. students in receipt of DSA	770	753	733	736	665
FT UG in receipt of DSA	*	9.7%	9.0%	8.7%	7.7%
Adjusted benchmark for BU	*	7.0%	6.5%	5.9%	5.3%
UK %age FT UG	*	6.8%	6.5%	7%	5.3%

* to be published by HESA in 2016

The Disability Working Group (DWG) is responsible for monitoring policy, procedure and practice in relation to disabled students. The DWG is chaired by the Director of Student Experience and membership includes: students, providing invaluable insight on the student experience helping inform policy and procedure; Students' Union Vice President (Education & Welfare); Students' Union Access Senator; representatives from disability services and key contacts from academic schools; central services; and representation from Arfon Access Group. The DWG reports to the Student Services Task Group and issues raised are reported to the relevant Task Group by the Chair.

---

[5] Higher Education Statistics Agency: http://www.hesa.ac.uk
  Table T7 - Participation of UK domiciled students in higher education who are in receipt of Disabled Students' Allowance (DSA): all undergraduates 2013/14
[6] http://www.ecu.ac.uk/publications/equality-in-higher-education-statistical-report-2015/

The Head of Disability Services works strategically to promote inclusive practice across the institution and is a member of a number of institutional committees and working groups and works closely with the Students' Union

COUNSELLING SERVICE'S ANNUAL REPORT

The trend of rising numbers of students accessing psychological help continues.

In 2014-15 the Service saw 505 new clients, plus 115 clients from 2013-14 who continued to receive help from or returned for a further episode of counselling. In addition 219 people came to iCan[7] workshops, another 35 for longer term groups, and there were 337 attendances at the Mindfulness drop-ins across the year. 336 people accessed the "CalmU" online Cognitive Behavioural Therapy package that is provide as a self-help tool, in this academic year

Excluding the 'CalmU' figures this represents an overall increase to at least 10% of student population now accessing the Service, and an increase in numbers (including group work figures) of somewhere around 45% on last year's numbers .
Most of the work of the Service is very short term and of the 620 individual clients 2 had more than 30 sessions, 4 had 20-29 sessions, 9 had 16-19 sessions and 17 had 11-15 sessions. The average session per client is 3.6, and 210 clients had a single session only.

From the evaluation survey (using the Bristol On-Line survey tool);
- 96% of respondents were satisfied /very satisfied with the service offered
- 97% would recommend the Service to a friend.

In terms of outcomes,
- 85% of our clients who completed outcome measures at the end of their counselling had 'clinical/reliable improvement'.
- Two thirds of clients replying to the survey said that counselling had been an important, or the most significant factor, in developing skills that might be useful in obtaining future employment.

---

[7] iCan- A series of workshops students cope with the stresses of student life