

March 2016



BANGOR UNIVERSITY

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

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

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%

Religion and Belief

Gender reassignment

Staff Profile by Gender

Staff Profile by Gender and Age Range

Staff Profile by Gender and Grade (Grades based on HERA¹ 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**

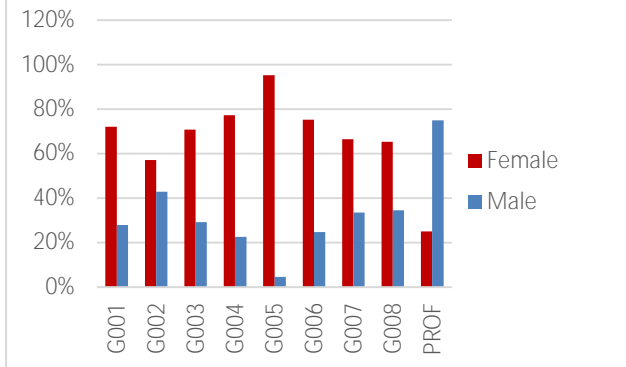
Staff Profile by Gender and Category

Category	Female	Male
Academic	47%	53%
Clerical	80%	20%
Manual	54%	46%
Other	60%	40%
Professional	57%	43%
Research	57%	43%
Technical	29%	71%

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%	

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



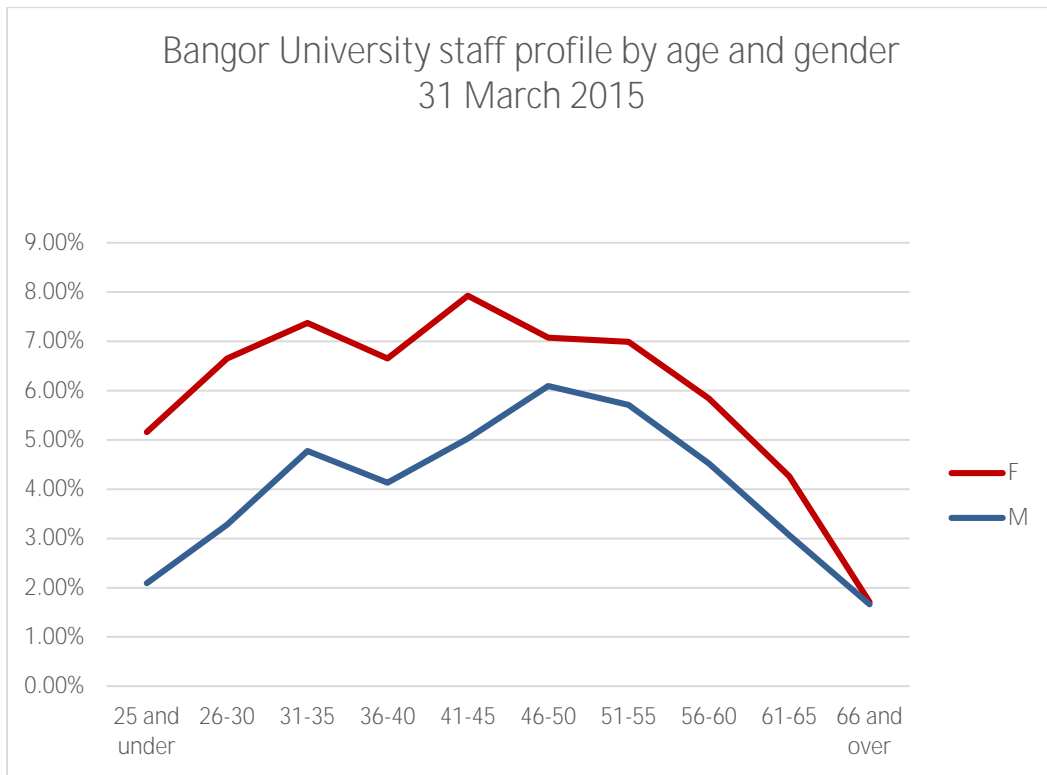
Staff Profile in the Job Families

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

Profile

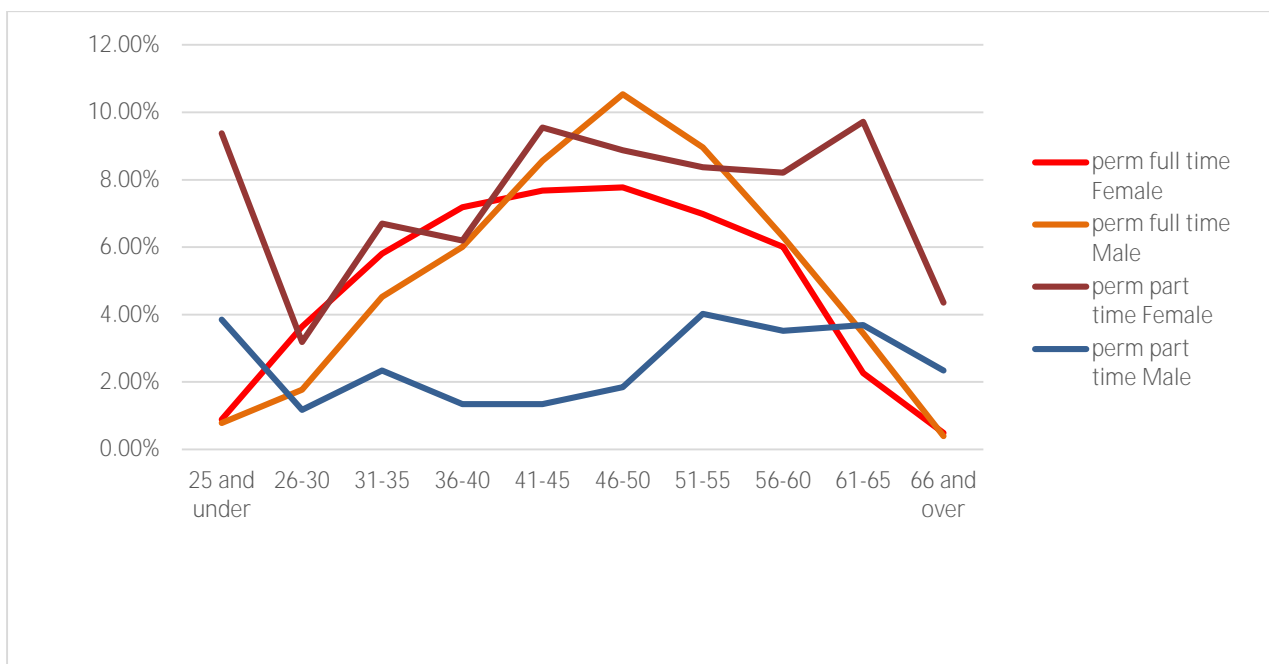
Staff by Age Profile

Staff age profile by gender
(percentage of total staff)



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

Permanent Contract (by total number of staff)



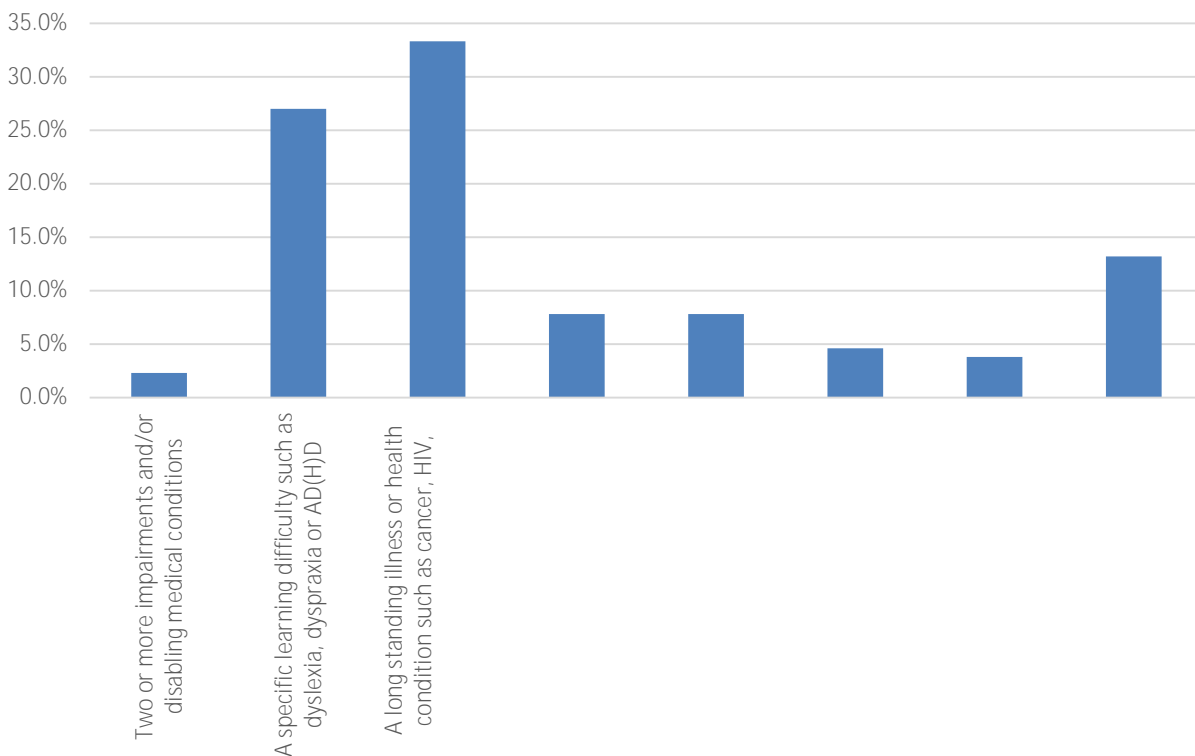
Temporary contracts (by number of staff)

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 disability impairment 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.

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%

Gender	
Female	43.4%
Male	56.6%

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

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

	Full-Time
Disability Status	

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%
Part					

Proportion of Leavers by Reasons for Leaving and Disability



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

Thompson compares to a total 361 for the same period last year (231 Bangor University,

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 Xtra³ 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 UCAS⁴ 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

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 of 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 ⁵HESA 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
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No. students in receipt of DSA

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 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 iCan⁷ 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

