

Equality Information Report 2019



Confronting inequality: celebrating diversity

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Foreword

At the University of Bradford we place equality, diversity, inclusion at the centre of our mission and ethos. We are proud of the achievements we have made to advance equality, eliminate discrimination and promote an inclusive working and learning environment. However we acknowledge there is still much to do.

This report presents equality information of staff and students at the university for the last five years. In addition to celebrating our achievements, the report aims to assist the university in better understanding the main equality challenges for staff and students and directing future efforts to overcome them. The report also provides institutional figures which can be used to consider the diversity and inclusivity of the staff and students as a whole, to consider change and progress over time and to support decision making.

We are delighted to have undertaken a wide range of equality and diversity activities in the past year. We are grateful to the staff, students and wider community, who have worked with us, to increase Equality and Diversity, across the University and community as a whole. The University is committed to continuing these strong relationships and forging new ones in the common year.

Professor Uduak Archibong

Strategic Advisor for Equality, Diversity and Inclusion

Introduction

The University of Bradford has a long and distinguished history, celebrating its 50 year anniversary in 2016. The University employs over 1500 staff and educates over 7500 students. The University is committed to promoting equality and providing an inclusive environment for work and study where all members of its community are treated with dignity and respect.

As a Higher Education Institution we have specific equality duties, as outlined by The Equality Act (2010). These require public authorities to tackle discrimination, victimisation and harassment, advance equality and foster good relations. It is also our responsibility to publish our equality information on an annual basis, and review and publish specific and measurable equality objectives every four years.

Our strategic equality objectives are:

- **Objective 1:** The university will create an inclusive study and work environment that facilitates and promotes belonging and respect for all students, all staff and the wider community.
- **Objective 2:** The University will increase the proportion of staff in the list of protected characteristics where data demonstrates that a category is under-represented.
- **Objective 3:** The University will eradicate access and participation gaps and inequalities, as set out in our Access and Participation Plan

These objectives are based on widespread consultation with staff and students, our strategic equality objectives have recently been updated and are reviewed annually.

This report aims to assist the university in better understanding the main achievements and equality challenges for staff and students and directing future efforts to overcome them. This report presents key equality activities and initiatives in 2018/19 and our plans for 2019/20, as well as an overview of equality information of staff and students at the university for the last five years as well as on the interplay of these identities (for example, female black students or male disabled staff). The report also provides institutional Figures which can be used:

- to consider the diversity and inclusivity of the staff and students as a whole;
- to consider change and progress over time;
- to support decision making.

Methodology

The data used in this report is from annual HESA submissions which covers records of staff and students between 1st August to 31st July each year and relate to trend data [in most cases] from 2013-14 to 2017-18, current and up to date as of 31st December 2018. The data has come from the dataset produced by the Human Resources Data and Business Intelligence Teams, and has been analysed by the Equality, Diversity and Inclusion Team.

For any further information about this report please contact equality@bradford.ac.uk

Equality, Diversity and Inclusion [EDI] headlines for 2018/2019

Throughout 2018-19 the University has engaged in a range of activities and initiatives as part of its commitment to EDI including both internal and external events, policy development, accreditation activities and wider engagement. Set out below is an overview of key EDI activities and initiatives undertaken by the University during 2018-19

Policy Work

- The Equality, Diversity and Inclusion [EDI] team has worked extensively with areas to ensure policies and guidance is equality impact assessed before being approved by the senior management team. Over the past year, 35 equality impact assessments relating to policy and guidance have been undertaken.
- The Religion and Belief policy has been re-designed and has been a useful tool in providing staff and students with support.
- The EDI team have also worked with the staff equality networks to co-produce guidance on assistance dogs, graduation, and Ramadan 2019. The team have also worked with Estates and N-able [the staff disability equality network] to co-create an inclusive map for the campus.
- The EDI team have worked closely with schools and departments to promote a shared understanding of inclusive practice in the curriculum. Guidance has been created to support academics and encourage ways of being more inclusive.

Equality Charter Marks and Pledges

- The University of Bradford currently holds an Athena SWAN bronze award and work has progressed on implementation of the action plan.
- The School of Chemistry and Medical Sciences successfully attained a bronze award in November and making progress on implementing its action plan throughout this year. Other Schools and Faculties are working to Athena SWAN submission
- There has been a creation of breastfeeding spaces and guidance is being developed to support pregnant students and new parents in study.
- In support of our EDI work, we have committed at institutional-level to a number of pledges aimed to support inclusivity. These include the B[A]ME Attainment Pledge; the Social Mobility Pledge; the Care Leavers Pledge; and The Students Estranged from their Families Pledge.

The Rosa Parks Symposium – December 2018

- In its 14th year, the 2018 Rosa Parks Symposium themed 'shifting sands: belonging beyond borders in a hostile environment', provided a platform to explore the social, cultural and political barriers that all too often divide communities. Participants enjoyed the chance to share opinions and lived experiences at a time when borders are being called into question. With a focus on building a legacy for Windrush and the NHS at 70, the event saw the launch of 'Film NHS70: Inclusive leadership' – a documentary of BME contributions to NHS70 in the Yorkshire and the Humber Region by NHS Leadership Academy, Yorkshire and the Humber. Key speakers

included Patrick Vernon OBE, Social commentator and Political activist and Richard Stubbs CEO of Yorkshire and Humber Academic Health Science Network

Making Diversity Interventions Count - Annual Conference June 2019

- The Centre for Inclusion and Diversity in collaboration with the EDI team and other key Stakeholders including the NHS Leadership Academy Yorkshire and the Humber and NHS Employers, hosted the 9th Making Diversity Interventions Count Annual Conference in June 2019. The conference focused on exploring the varying interventions aimed at advancing equality, with the objective of informing the development of good practice in the effective use of diversity interventions in organisations.

Diversity Challenge Seminar

- As part of the Diversity Challenge Seminar series, and for LGBT History Month, the university hosted Trans advocate and Stonewall School Role Model, Jessica Lynn, who spoke about her experiences during transitioning. Jessica Lynn's talk covered varied legal and ethical issues involving gender identity and practical tips on dealing with different challenges. She gave her audience an insight into her psyche before, during and after her transition.

International Day of Women and Girls in Science

- Women professors, under the auspices of the 'This Prof Can' campaign, took part in a panel discussion to commemorate the International Day of Women and Girls in Science. The theme of the discussion was "Challenging the stereotypes: The importance of women as leaders, scientist and innovators". Attended by both staff and students, the event provided a platform to celebrate women's contributions to science.

Women's History Month

- For International Women's Day and Women's History Month, the university hosted a speed networking event with senior female academic and professional services staff, and other women role models external to the University. The #IWD@UoB2019 'Speed-Networking' event offered a unique and fun opportunity for cross-institutional and multi-disciplinary interactions. It enabled staff members and students to learn and share their career journeys. The event provided lots of informal networking opportunities and participants were encouraged to follow up contacts for potential mentoring and/or career sponsorship.
- Gender cafés were also organised by the EDI team, in conjunction with the Gender Forum, in social spaces to encourage critical conversations on gender equality and feedback from the cafés was presented to high-level committees.

National Access Day 2019

- To celebrate National Access Day, The EDI team in conjunction with the staff disability equality forum, N-able and UBU hosted Afternoon Tea with Assistance Dogs to help raise awareness and provide an opportunity for staff and students to interact with assistance dogs.

Developing our staff networks

- University Staff Networks [N-Able, the Gender Forum and Race Equality Forum] have had a successful year of operation. A particularly significant achievement has been the re-launch of the LGBT staff network. With the re-launch of this network, and as a visible statement to our commitment to LGBT equality, the university took part in this year's Bradford Pride celebrations.

EPSRC Inclusion Matters

- The University is a partner in the STEMM-CHANGE project led by the University of Nottingham. STEMM-CHANGE is an EPSRC-funded project to change culture and practices in EDI in Science, Technology, Engineering, Mathematics and Medicine (STEMM).

Graduate Workforce Bradford

- We are proud to have been awarded OfS Challenge Competition funding to support the Graduate Workforce Bradford project, specifically designed to improve progression outcomes for BAME students. The project will address both the un- and under- employment of BAME graduates within the region and the recruitment, skills gaps and diversity challenges of priority sectors of the region's labour market. The project utilises action research methodology to test and modify an innovative, inclusive and sustainable approach to graduate employability and employment, building a model to unite the University, industry, community organisations and local government on this key imperative, and prioritising the societal responsibilities of the University to grow the knowledge economy through its graduates, research and innovation. The project brings together multi-disciplinary viewpoints to work collaboratively, acting on shared values to drive innovative practice that benefits Bradford graduates/students and partners through the delivery of four inter-connected work streams which will:
 - Support businesses to embed graduate recruitment into their workforce planning
 - Provide enhanced career, job and enterprise coaching to unemployed and underemployed BAME graduates
 - Run a series of events through which real and perceived barriers to progression to highly skills employment can be discussed and innovative and creative solutions identified and tested
 - Apply action research methodology to develop an in-depth knowledge and understanding of the extent of place and culture-based decision making in BAME student and graduate career choices

Plans for 2019-20

Building on the University's work around EDI will remain a central focus for the University in 2019-20. Key priorities for the coming year will include:

- Submitting for Institutional and disciplinary for Athena SWAN awards
- Intensifying our Race Equality Charter work
- Supporting the implementation of our Access and Participation Plan
- Developing EDI framework and strategic equality action plan
- Developing Transgender guidance
- Applying for Disability Confident level 3

Staff Equality Information: Key Findings

Age: The University employs a wide range of staff from different age groups, with the most common age bracket being 45 to 54 (28.4% see [Figure 1](#)). Over the last five years, there has been a steady increase in the number of staff aged under 35, with an increase to 15.4% in 2017/18.

Disability: 6.7% of staff at the University have disclosed a disability status on their staff record (see [Figure 7](#)) a decrease of 0.3% between 2016/17 and 2017/18. Disclosure rates for Professional Services (PS) staff have been slightly higher [6.9%] than that of academic staff [6.3%] in 2017/18. The most prevalent disability type declared by staff, accounting for 31% of all disabilities, is a long standing illness or health condition (see [Figure 11](#)) followed by 16% for staff who have a specific learning difficulty.

Ethnicity: *For our data and research to be relevant and useful, we adopt 'BME' (Black and minority ethnic) as a commonly used term to ensure consistency with Advance HE and other public bodies, and to benchmark against their data. However, we are aware of the limitations of this term and try wherever possible to put information in context or disaggregate the data where relevant.*

There has been a 2.2% increase in the proportion of Black and Minority Ethnic (BME) staff across the university since 2013/14 (see [Figure 15](#)). Between 2013/14 and 2017/18, the difference between the proportion of academic and PS staff who are BME steadily decreased from 3.3% to 2.3% ([Figure 17](#)). The largest represented BME ethnic group is Asian - 76.4% [out of BME staff in academic posts] and 38.4% [out of BME staff in PS posts]

Gender: The proportion of female staff at the University has increased by 0.6% since 2014 (see [Figure 23](#)). In that period there has been a 3.6% increase in the proportion of female academics and a decrease in the proportion of 0.8% in female PS staff. The proportion of male academic staff was 6.4% higher than that of female in 2017/18. This trend is reversed within PS, where the proportion of female staff is 25.2% higher than that of male staff in the same period ([Figure 24](#)).

Recruitment: Since 2015/16, those in the 25-34 age group comprise the highest proportion of PS staff applications received and they have remained the most shortlisted category. Consistent with the application and shortlists data, PS staff aged 25-34 have seen the most staff appointments during the last 2 years. [[Figure 5](#)]. For academic staff, there has been a sharp fall in the proportion of applications from those in the age banding 25-34 (9.7%), however the proportions of applications from all other age groups have risen throughout the three years. The proportion of those shortlisted from those in 25-34 age banding increased by 5.4% in 2016/17 before falling back by 8.2% in 2017/18. Since 2015/16, the highest proportion of appointments has been from the 25–34 age group even though this group has seen a sharp drop in the proportion of appointments of 11.8% between 2016/17 and 2017/18. [[See Figure 4](#)].

Even though there has been an overall increase in disabled PS applicants appointed in 2016/17 [increasing from 4.1% to 4.9%], there has been a subsequent 1.0% decrease in the proportion of applicants who are successful at interview and have declared a disability [see [Figure 12](#)]. There has been a 1.8% decrease in the proportion of shortlisted academics for those applicants who declare a disability between 2016/17 and 2017/18. There has been a 3.7% decrease in the proportion of appointed academics that have declared a disability over the same period. [[see Figure 13](#)]. However, a three-year average shows that 2.9% of academic applicants declare a disability, with 3.8% of shortlisted candidates reporting a disability and 3.3% of appointees in this category. The higher

Figure for shortlisting may be due to wishing to give disabled applicants the opportunity of interview. From 2016/17 to 2017/18, there has been a 3.4% increase in the proportion of applications for academic positions from BME candidates. However there has been a decrease in the proportions of shortlisted [4.3%] and appointed [3.7%] BME candidates [see [Figure 20](#)]. Conversely, there has been an 11.5% increase in the proportion of BME PS applicants since 2015/2016 with an increase of 11.3% in the proportion of appointments. [see [Figure 19](#)].

There has been an increase in the proportion of male academic applicants from 2015/16 to 2017/18 (5.7%) and a comparative decrease in the proportion of female academic applications (5.2%). However the proportion of women academics shortlisted rose by 2.8% over the same period leading to a rise in the proportion of female academic appointments exceeding by 15.9% the proportion of appointed male academics in 2017/18. There has been a 4.3% fall in the proportion of males appointed since 2015/16. [See [Figure 26b](#)]

Leavers: The largest proportion of staff who have left the university since 2013 are academics aged between 55-64 years (16.1% increase in leavers since 2013). [see [Figure 6](#)]

In 2017/ 2018, none of the academic staff that left the university identified as having a disability, which is an increase on the previous year where 6.3% of academic staff that left the university had a disability. Even though 4.5% of PS staff leavers that identified as having a disability in 2017/18, this rate is a decrease of 1.7% since 2013/14. [see [Figure 14](#)]

Among both White and BME leavers, a higher proportion of PS staff left the institution between 2013/14 and 2016/17 than academic staff. However, the situation has changed for BME leavers in 2017/18, as more BME academics left the University as compared to BME leavers in the PS group. [see [Figure 22](#)].

In 2013/14, 17.8% of leavers were BME academics compared to 82.6% in the PS staff group. However, the percentage of BME academic leavers in 2017/2018 has doubled [37.8%] while the percentage of BME PS staff leaving has reduced by 20.4%. [see [Figure 22](#)].

The proportion of female academics that left the university between 2013/14 and 2017/18 has fluctuated significantly between 30.9% and 53.7% of the academic total (with male academic staff varying conversely), while that of female support staff leaving the university has been more consistent over the years with no large increases or declines. [[Figure 26c](#)]

Religion and Belief, and Sexual Orientation: In 2017/18, 50.5% of employees of the University responded to the question about religion and belief, and 52.8% responded to the question about sexual orientation. During the five-year period, there was an increase in reporting of 13.4% for religion and belief [see [Figure 27](#)] and 10.8% for sexual orientation religion ([Figure 28](#)). In 2017/18, the most common religion or belief response was No Religion (20.6 %) followed by Christianity (18.5%) and Muslim (7.3 per cent).

Student Equality Information: Key Findings

Undergraduate

Age: In 2017/18 27.1% of all undergraduate students were considered 'mature' (aged 21+ on entry). This is a 0.7% decrease from the last year and a 3.9% decrease over the past five years (see [Figure 29](#)).

Disability: 14.5% of all undergraduate students have declared a disability in 2017/18 (see [Figure 30](#)).

Gender: From 2013/14 to 2017/18, the percentage of female undergraduate students has increased by 3.5% to 58.8% (see [Figure 31](#)).

Domicile: From a total of 7381 students in 2017/18, 8.9% are non-EU, 4.9% are from the EU students, with the remainder being home students. There has been a reduction in the number of EU students since 2013/14 by 235, with the largest drop from 2013/14 to 2014/15 of 120 students (see [Figure 32](#)).

Ethnicity: A large percentage [55.1%] of undergraduate students at the University identified as Asian in 2017/18. The university has seen a decrease in white students and from 2013/14 to 2017/18, this number has reduced by 1,236 students. Another sharp decrease in student ethnicity groupings has been the number who identify as black undergraduate students, which has fallen by 36.3% in numbers, and from 10.4% to 8.5% of the total from 2013/14 to 2017/18 (see [Figure 33](#)).

Religion and Belief: Since 2013/14, there has been a significant change in religion and belief demographics at the university. More data has been collected over the years and there has been a substantial reduction from 61.5% to 4.3% in the proportion of students where there was no information provided (see [Figure 34](#)).

Sexual Orientation: Since 2013/14, there has been a significant reduction from 63.5% in the proportion of students where there was no information provided to 93.5% who declare their sexual orientation (see [Figure 35](#)).

Attainment

Domicile: In the most recent year (2017/18), the percentage of students achieving good honours degree (achieved degree of a 2:1 or above) are similar for the three categories and are between 78% and 81% (please note that overseas is equivalent to Non-EU). The most significant growth can be seen in our international student body, where the proportion of students gaining good honours has increased by 11% from 2013/14 to 2017/18 (See [Figure 36](#)).

Disability: There has been a steady increase in the percentage of students receiving a good honours degree, who have identified as having a disability or SPLD (Specific Learning Disability – the most common SPLDs are Dyslexia, Dyspraxia, Attention Deficit Disorder/ Attention Deficit (Hyperactivity) Disorder, Dyscalculia and Dysgraphia). However, even though there have been increases, in 2016/17, there was a 9% drop in good honours attainment for students with a SPLD, but this did however increase back up in 2017/2108 again by 9% (See [Figure 37](#)).

Ethnicity: *Note that these figures are based on the Times' definition of Good Honours'.*

Good degree attainment has increased to 86% for White students and 77.7% for BME students in 2017/18 which has caused a decrease in the attainment gap to 8.3% (see [Figure 38](#)). White students have the highest percentage of good honours degree achievement in most years, although this percentage dipped to 76% in 2014/15. The ethnicity attainment gap currently stands at 6% for Black students, 8% for Asian students and 11% for students who identify as Mixed and other (See [Figure 38](#)).

Ethnicity and gender: Female students who identify their ethnic grouping as mixed are less likely to receive a good honours degree in comparison to other ethnic groups. This percentage has decreased by 5% since 2013/14, but in 2017/18, the proportion of 'mixed and other' female students attaining a good honours degree was 20% lower than the proportion of white female students. All other

proportions of female students by ethnicity gaining good honours have increased, with the gain for black female students being 16% from 2013/14 to 2017/18 (See [Figure 39](#)).

Retention (*Retention is defined as % of students not withdrawn (all years) out of all students, including full-time and part-time, active and inactive [as many withdrawals occur when the students are suspended/dormant].*)

Disability by domicile: The University has positive retention rates for both Home and Overseas students that identify as having a disability. Retention for students who are in receipt of DSA is 2.9% higher than those that are not in receipt of DSA but have a disability. There has also been a 2.6% dip in retention rates for students who identify as disabled but are not in receipt of DSA since 2015/16. The retention rates for overseas students with a disability are higher than for home students and have increased since 2013/14. The university retains 96.0% of overseas students who identify as disabled and 97.0% of overseas students who do not have a disability (See [Figures 40 and 41](#)).

Ethnicity by gender: Since 2013/14, retention rates for both UK BME and White female students have increased. However, the retention rates for female students overall has dropped slightly (0.3%) since 2015/16 where the rate was at its highest (93.7%) (See [Figure 44](#)).

Gender by domicile: The retention rate for Home/EU males has always been slightly lower than females and currently there is a 2.8% difference. Retention rates for males have dropped since 2013/14 by 0.5%, while the rate has increased for females by 0.8%. Similar to the retention rates of home students, the retention rate for female overseas students is better than for male students by 1.3%, and 2017/18 has seen the highest retention rates for male and female overseas students (See [Figures 45 and 46](#)).

Postgraduate

Age: 23.3% of our postgraduate students are under the age of 25 on entry, in comparison to 76.8% being mature students. There has been a considerable drop in the number of young and mature PG students since 2016/17-2017/18. (67 students= young, 262= mature) after an increase in number in 2016/17 (See [Figure 47](#)).

Disability: There has been a steady increase in the proportion of PG students with a disability from 8.1% in 2013/14 to 11.5% in 2017/18, which is somewhat lower than for UG students (See [Figure 48](#)).

Domicile: Even though the number of PG Students from the EU increased significantly in 2014/15 (up 44 to 133 from the previous year), the number then fell to the region of the 75 we currently have. The proportion of overseas PG students has also declined from 23.4% in 2013/14 to 13.6% in 2017/18 (See [Figure 49](#)).

Ethnicity: The proportion of Asian PG students is much lower than for UG students at 23.9%, while the position is reversed for White students, whose relative numbers were 55.3%. Numbers of all PG students were highest in 2016/17, and have since fallen somewhat (See [Figure 50](#)).

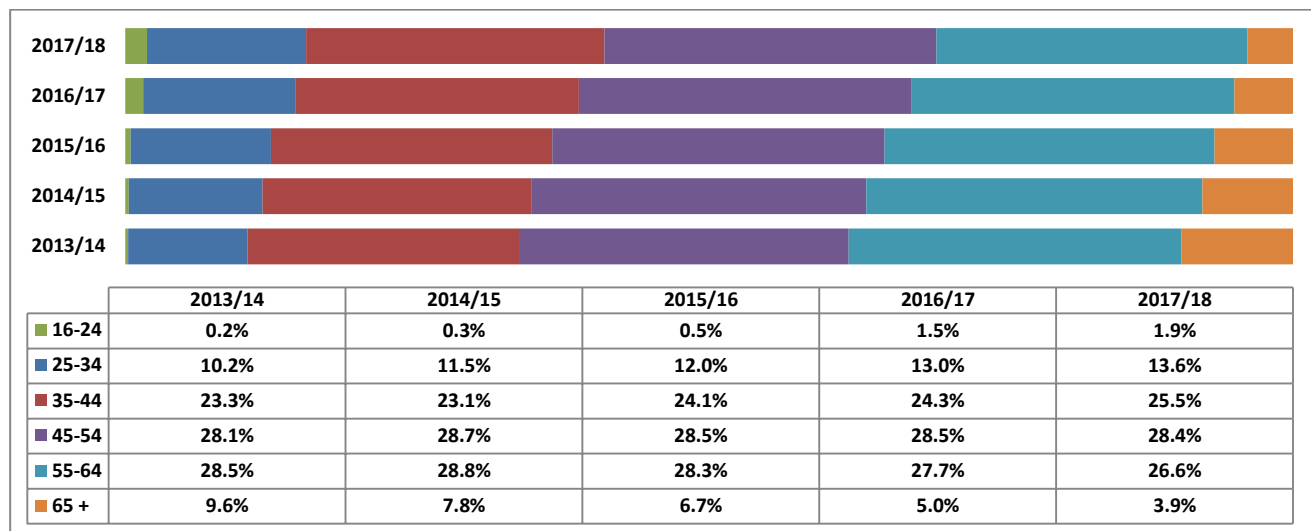
Gender: From 2013/14 to 2017/18 the proportion of female PG students has gradually caught up and overtaken the proportion of male PG students, risen from 47.9% to 52.0% (See [Figure 51](#)).

Religion & belief: The largest religious group for PG students is Christian with 33% (804 students), followed by 31% (773) identifying as having no religion. The proportion of those with no information has decreased from 31% in 2013/14 to 8% in 2017/18 (See [Figure 52](#)).

Staff Equality Data 2013-4 to 2017-8

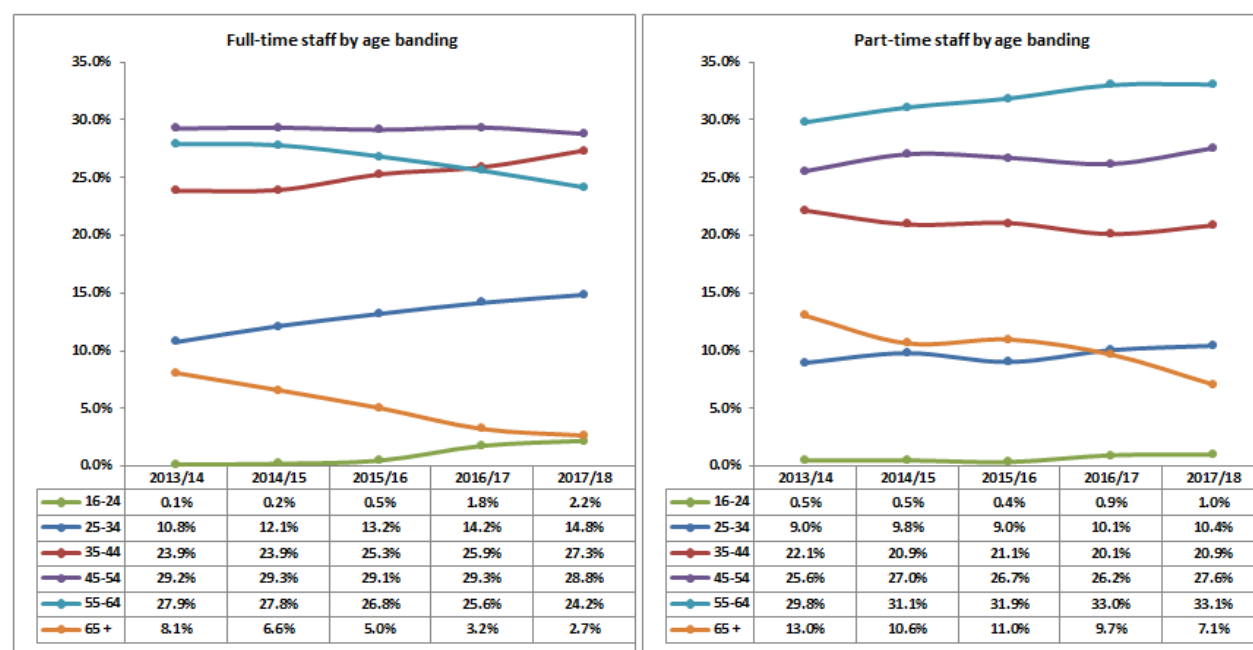
Age

Figure 1: All staff by age banding



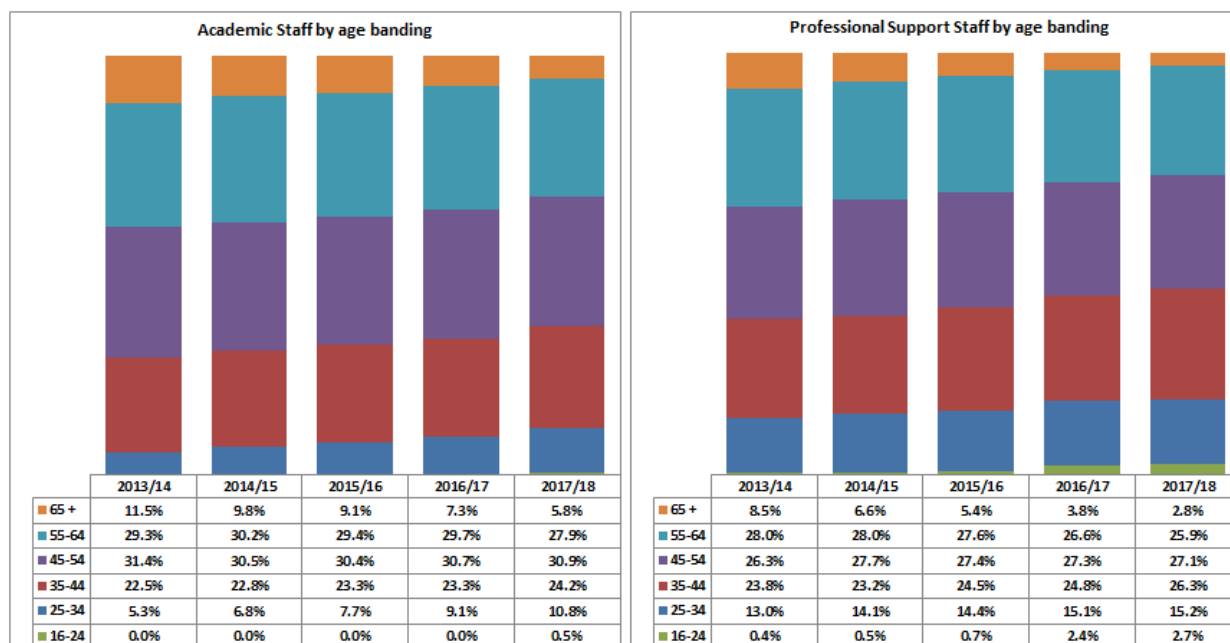
All staff by age: The University employs a wide range of staff from different age groups, with the largest staff group at the University being aged from 45 to 54 (28.4% see [Figure 1](#)). Over the last five years, there has been a steady increase in the number of staff working at the university aged under 35. In 2017/18 the proportion of staff in this age group was 15.4%, an increase of 5.1% since 2013/14. There has been a 5.7% decrease in the proportion of staff that is over 65.

Figure 2: Full-time v Part-time staff by age banding



Part-time staff by age banding: Full-time work was most prevalent among staff aged 25–54 (70.9%). After the age of 55, rates of full-time work declined as age increased [see Figure 2]. Overall, there has been mostly an increase in the proportion of staff working flexibly across all the age bandings (except for 35-44 and 65+ year olds). This may be an indication of the university’s positive approach to flexible working.

Figure 3: Academic and Professional Support staff by age banding



Academic and Professional Support staff by age banding: Professional and support staff had a younger age profile, with 18.2% aged under 35 compared with 10.8% of academic staff in 2017/18 [see Figure 3], and there has been an overall increase in the proportion of academic staff under the age of 44 years.

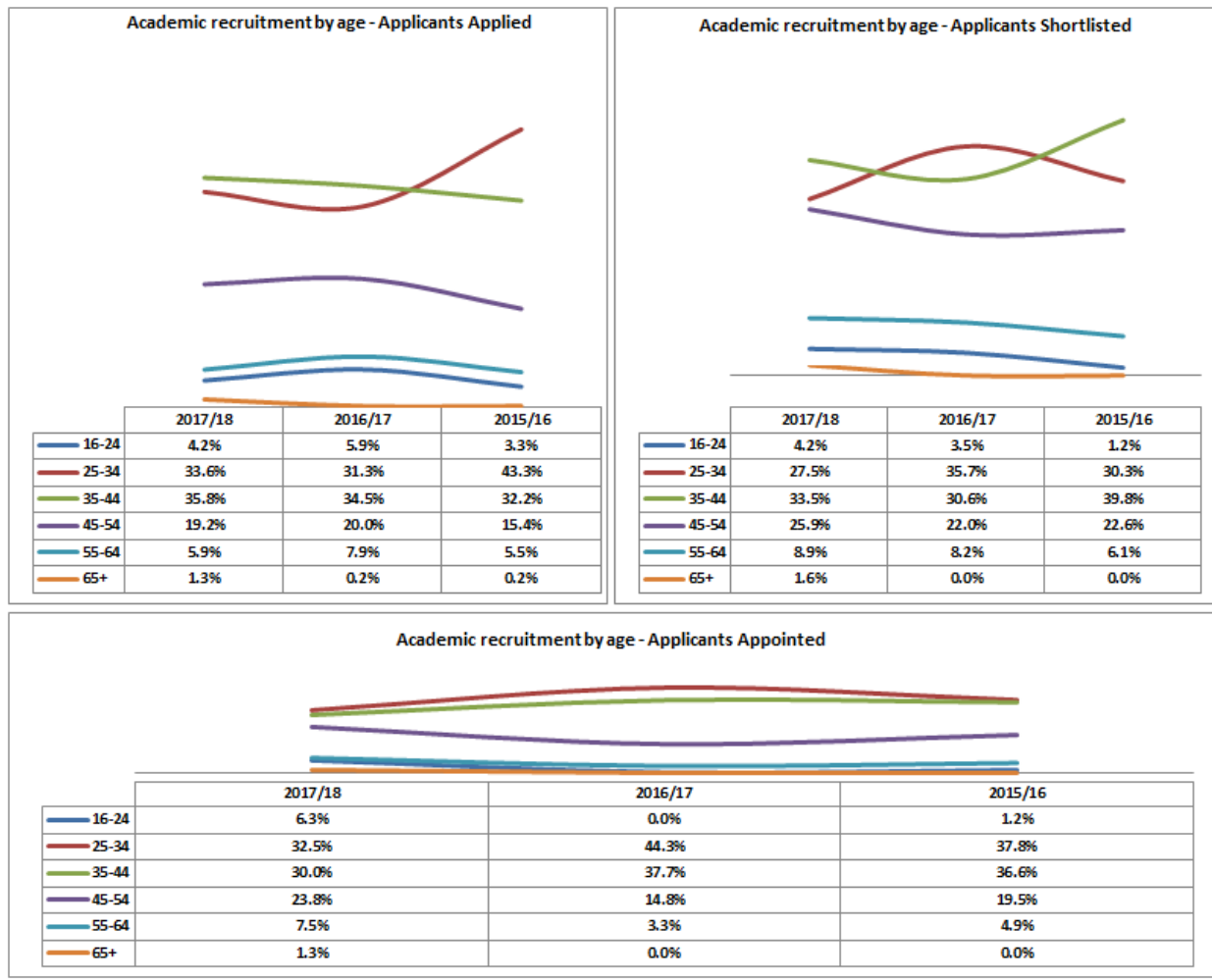
Recruitment by Age 2015/6 to 2017/18

Figure 4 shows that over the three years, there has been a sharp fall in academic applications from those in the age banding 25-34 (down by 9.7%). However applications from all other age groups have risen over the three years. The age group that has seen the most number of applications is 35-44 years (35.8%) which has resulted in the highest proportion of shortlists (33.5%).

The proportion of shortlists from those in the 25-34 age banding decreased by 8.2% between the years of 2016/17 to 2017/18. There have been increases in the proportions of those shortlisted across most of the different age groups, at the expense of the decrease for those aged 25-34.

Since 2015/16, the highest proportion of appointments have been from the 25–34 age group. Even though this group has seen a sharp drop in the proportion of appointments by 11.8% between 2016/17 and 2017/18.

Figure 4: Academic recruitment by age



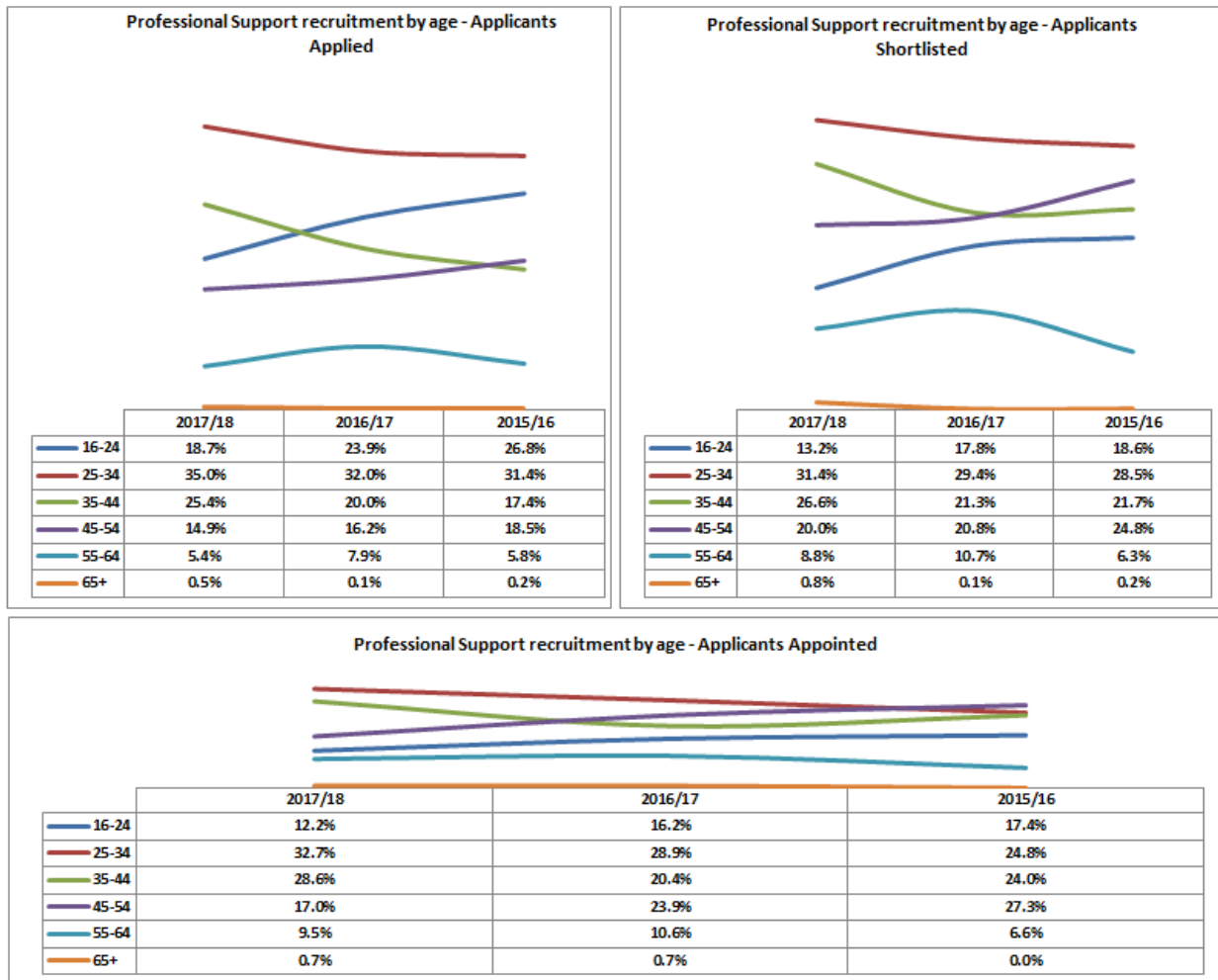
Professional Services Recruitment by Age

Since 2015/16, those in the 25-34 age group comprise the highest proportion of PS staff applications received and there has been a year on year increase to 35.0% in 2017/18. Over this period, the largest drop in the proportion of applications has been a 8.1% decrease in 16-24 year group.

Those aged 24-35 have remained the most shortlisted category with a 5.2% decrease in the proportion of shortlists from the 16-24 age group. There has been an increase of 4.9% in the proportion of those in the 35-44 year group being shortlisted during this period. There has also been a decline of 4.8% in the prortion of applicants shortlisted who are between the ages of 45-54.

Consistent with the application and shortlists data, those aged 25-34 have seen the most staff appointments during the last 2 years. This is followed by those aged 35-44.

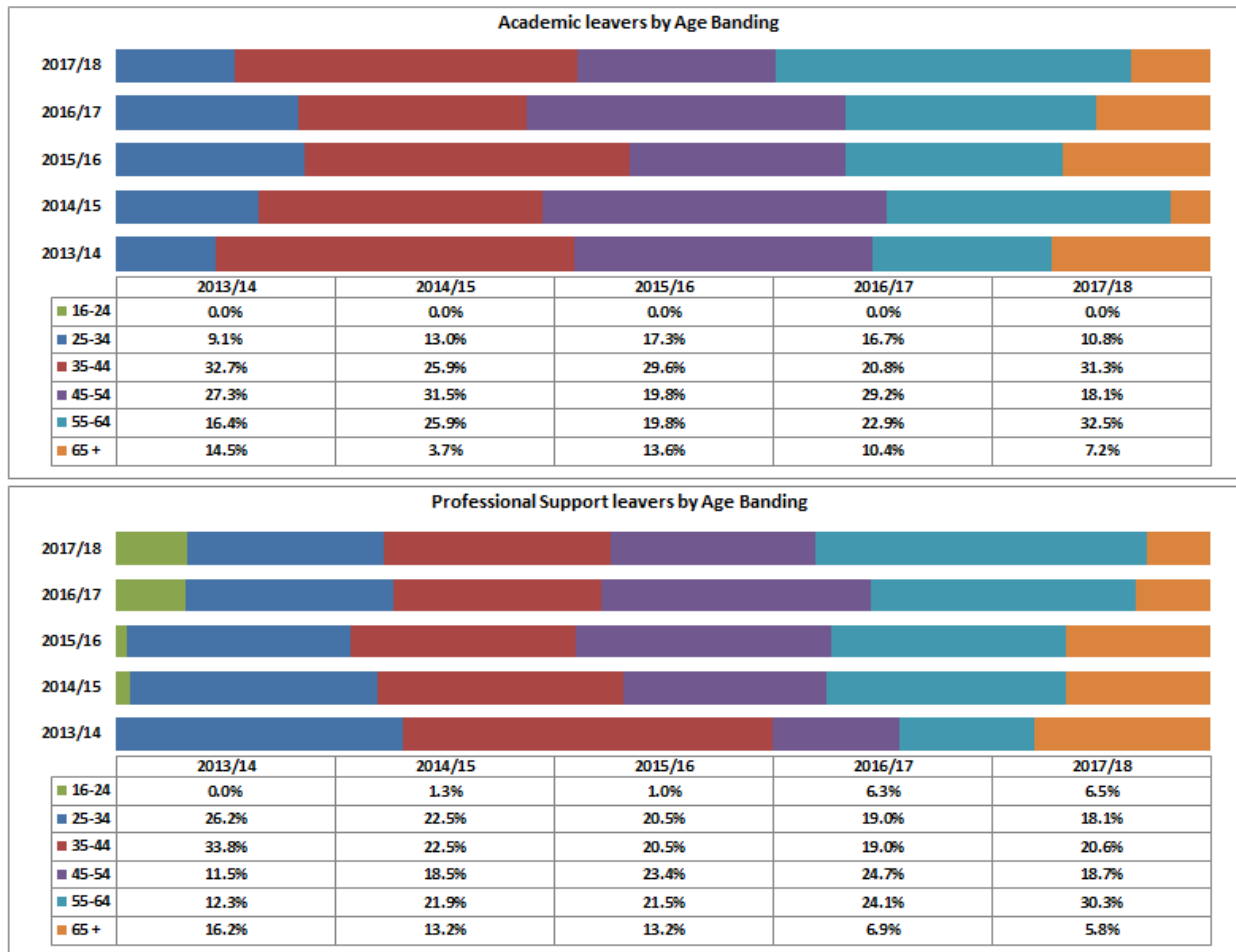
Figure 5: Professional Service Recruitment by age



Academic and Professional Staff Leavers by Age Banding

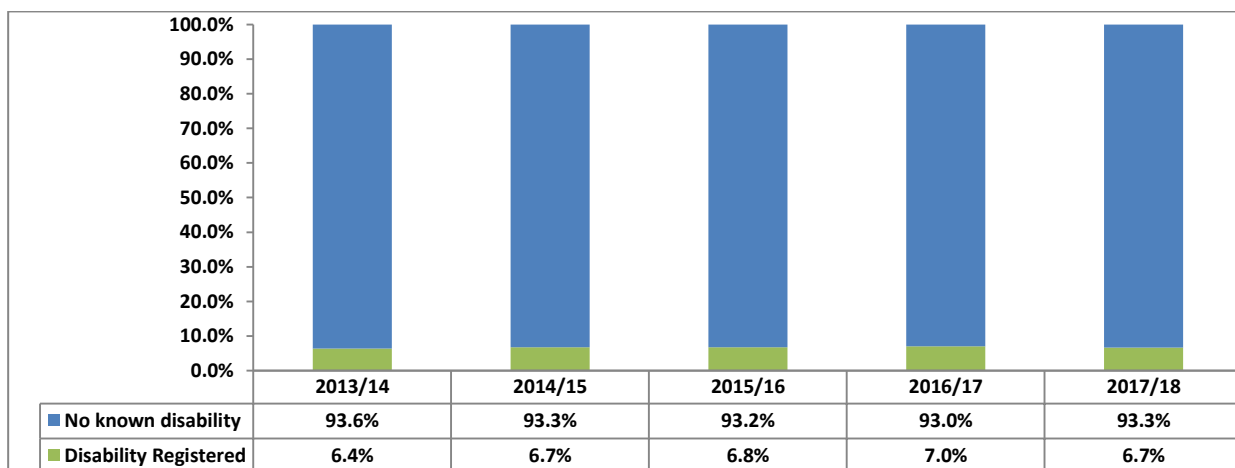
The data in Figure 6 shows that the smallest proportion of academic staff leaving the university are those aged 16-24. This may be because younger academics try to establish their careers and research in one institution before moving on elsewhere. The proportion of academic staff leavers who are aged 65+ has fallen from 11.5% to 5.8% from 2013/14 to 2017/18, whereas the proportion aged 25-34 has risen from 5.3% to 10.8%.

Figure 6: Academic and Professional Service Staff Leavers by age



Disability

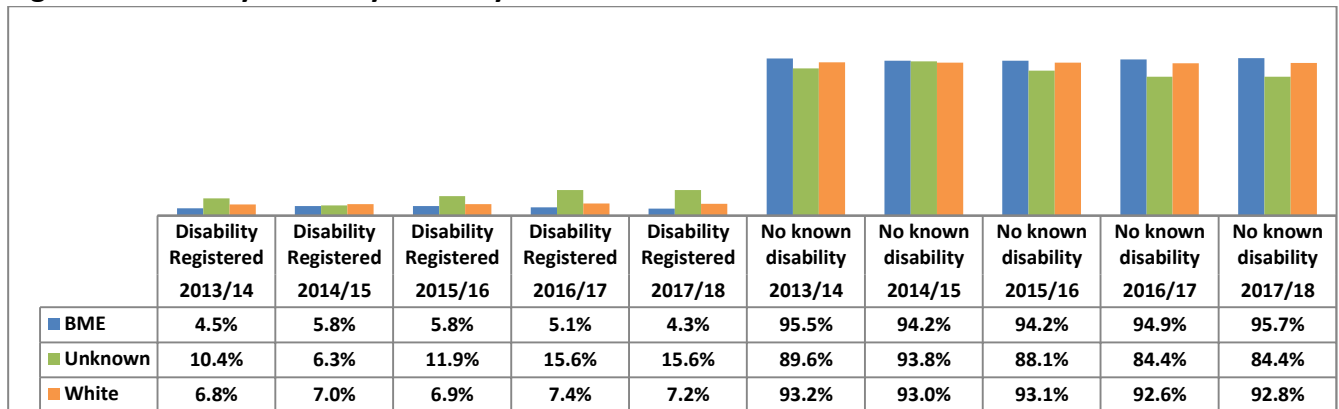
Figure 7: All staff by disability status



Currently, the percentage of staff who have declared a disability is 6.7%, a decrease of 0.3% in self-declaration rates from 2016/17 to 2017/18.

Disability Status by Ethnicity

Figure 8: Disability Status by Ethnicity



The highest percentage of staff who have declared a disability have not declared their ethnicity status and are categorised as 'unknown', (15.6% in 2017/18). Disability disclosure rates were higher among white staff during the last 5 years [ranging from 6.8% to 7.4%] compared with the record for BME staff ranging from 4.3% to 5.8%. 7.2% of White staff and 4.3% of BME staff were disabled in 2017/18. There was an increase in the proportion of BME staff declaring a disability in 2014/15 to 2016/17 (up to 5.8%) which has since decreased to 4.3% in 2017/2018.

Disability Status by Gender

A higher proportion of female than male staff (2.4% difference) have declared that they have a disability [ranging from 6.6% to 8% compared to 5.3% to 6.2%]. There has been an increase in the proportion of female staff declaring a disability by 1.2% since 2013/14 and a 0.8% decrease in the proportion of male staff declaring in the same period.

Figure 9 Disability Status by Gender

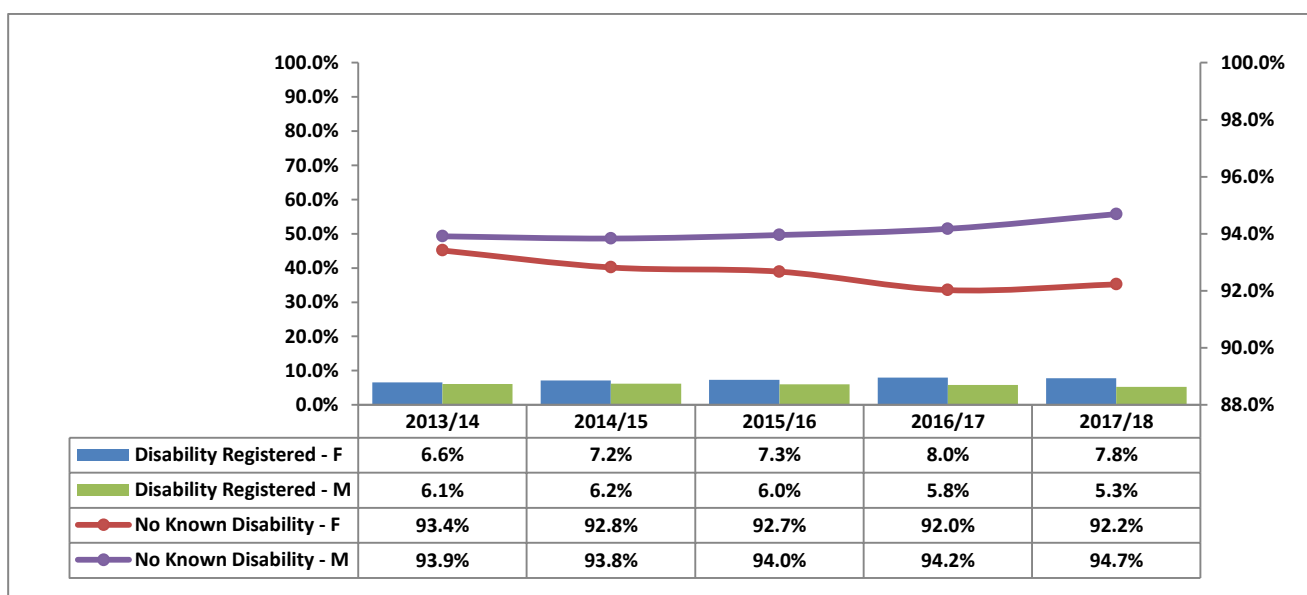
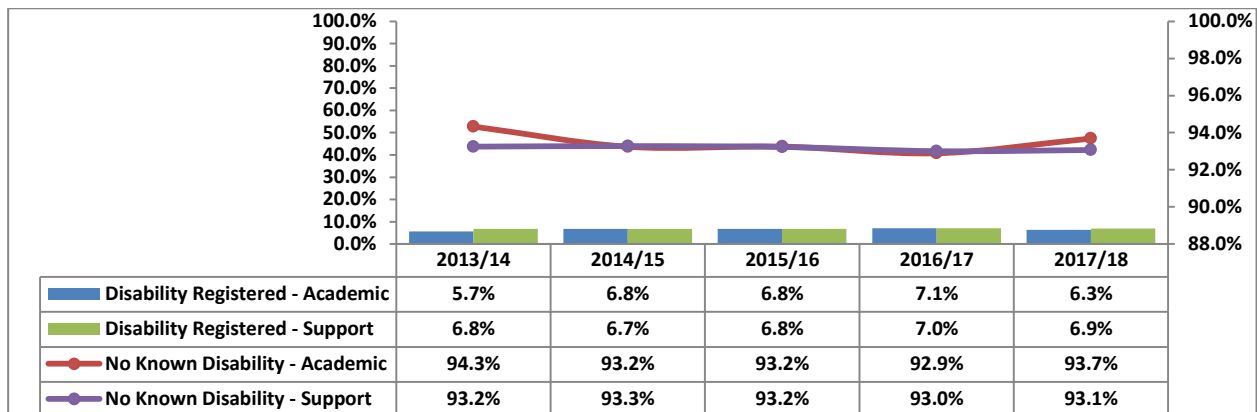


Figure 10: Disability status by Academic v Professional Support



Overall, there has been a steady increase in both professional services and academic staff disclosing a disability in the last 5 years. While the proportions of staff who disclosed a disability have remained similar among professional and support staff and academic staff, disclosure rates for PS staff have been slightly higher [6.9%] than that of academic staff [6.3%] in 2017/18.

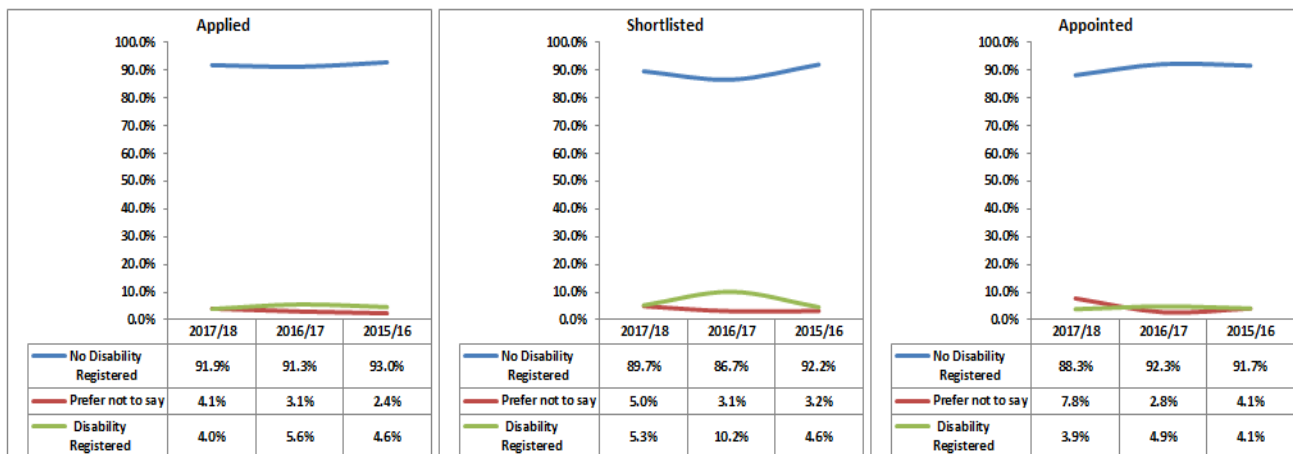
Figure 11: Types of disability recorded by staff

Below are the different types of disabilities that are recorded by staff. The greatest number of those who disclose as having a disability in the current year, have a long-standing illness or health condition (19 members of staff). This is followed by 14 members of staff who have 'Other Disability/impairment/medical condition' and 13 who have a specific learning difficulty.

Disability	Current	2018	2017	2016	2015
A specific learning difficulty	13	15	15	17	17
Deaf/serious hearing impairment	3	2	2	4	5
General learning disability	2	2	2	4	2
Long standing illness/health condition	19	28	28	34	34
Mental health condition	10	12	12	11	10
Other Disability/impairment/medical con.	14	14	14	15	16
Physical impairment/mobility issues	8	13	13	15	16
Social/communication impairment	2	3	3	3	3
Two or more impairments	4	4	4	6	5
Blind/visual impairment	0	0	0	0	1
Information refused	29	32	32	32	38

Professional Service Recruitment by Disability

Figure 12: Professional Service recruitment by disability

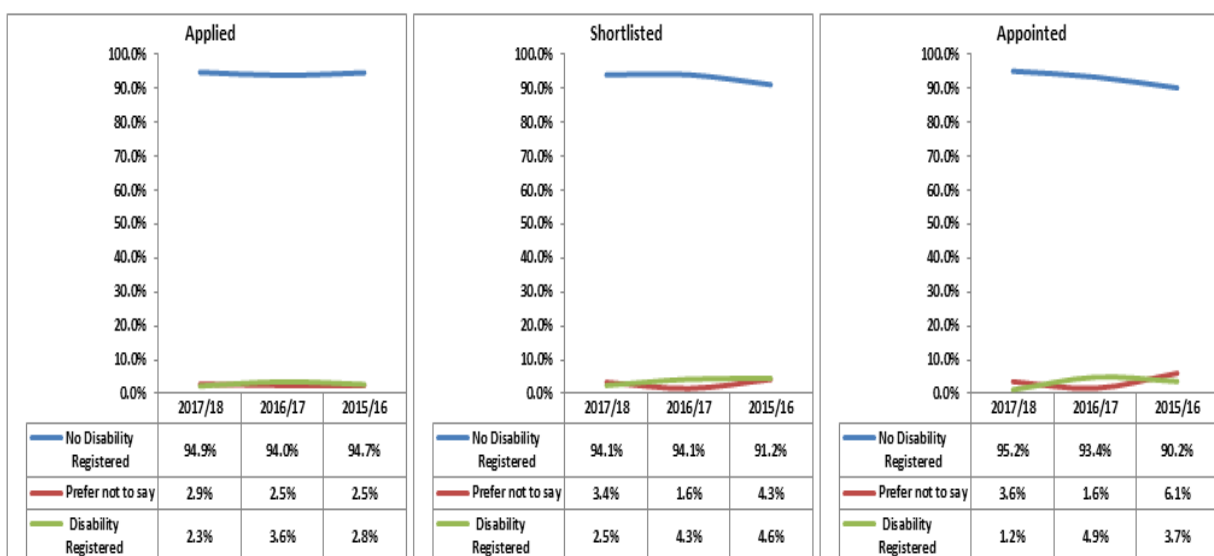


There has been a slight decrease in the number of applicants for PS roles who have declared 'no disability' from 2016/17 to 2017/18. Only 4.1% of applicants identify as having a disability in 2017/18, which has decreased by 1.6% from 2016/17. There has been a larger drop in the number of disabled applicants being shortlisted for an interview. In 2016/17, 10.2% of applicants who were shortlisted declared a disability, which decreased by 4.9% in 2017/2018. Three-year averages for the proportions of disabled applicants, shortlisted and appointees are 4.7%, 6.7% and 4.3%.

Academic recruitment by disability

Figure 13 below shows that in 2016/17, the University saw an increase in the proportion of applications by academics that have declared a disability by 0.8%, falling back by 1.3% in 2017/18. There has been a 1.8% decrease in the proportion of shortlists for those applicants who declare a disability between 2016/17 and 2017/18. There has been a 3.7% decrease of the proportion of appointed academics that have declared a disability, whilst the percentage of those who have 'preferred not to say' has increased by 2.0% between 2016/7 and 2017/18.

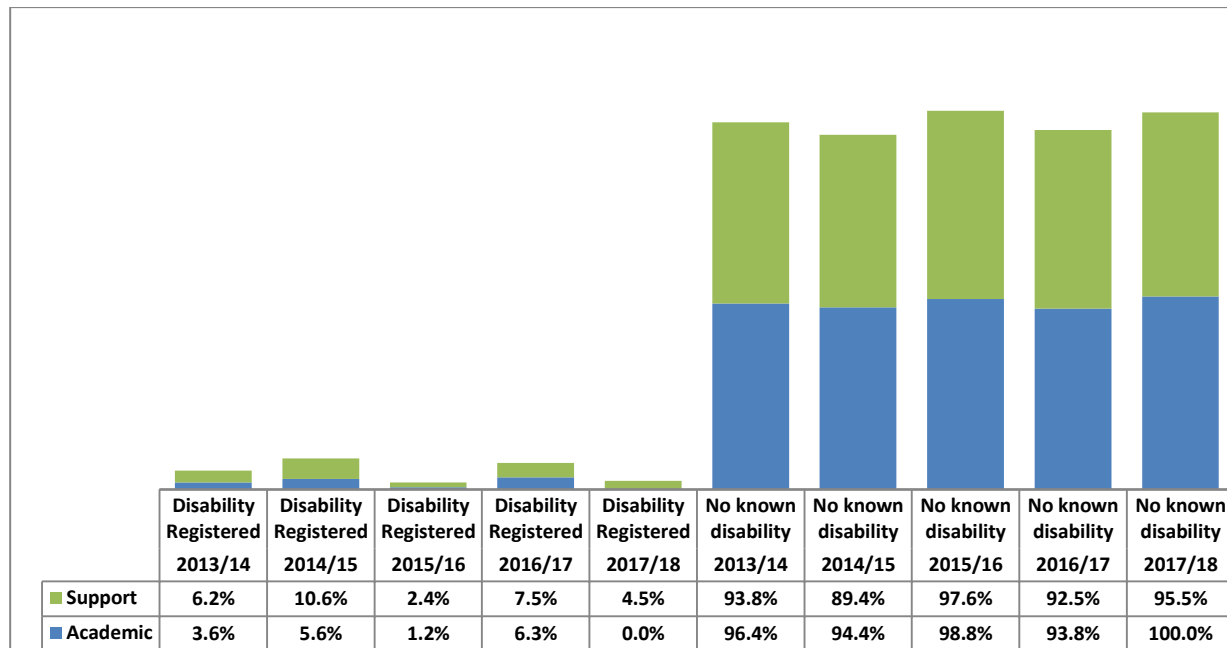
Figure 13: Academic Staff Recruitment by Disability



Academic and Professional Staff Leavers by disability declaration [Figure 14]

As of 2017/18, none of the academic staff that left the university identified as having a disability, which is an increase from the previous year where 6.3% of academic staff that had left the university had declared a disability. Even though 4.5% of professional services staff leavers were disabled in 2017/18, this proportion rate has decreased by 1.7% since 2013/14.

Figure 14: Academic and Professional Staff Leavers by disability declaration



Ethnicity

Figure 15: All staff by ethnic group

Of those with known ethnicity, there has been a year on year increase in the proportion of staff identified as BME in the last 5 years ranging from 21.9% in 2013/14 to 24.1% in 2017/18. In the last 5 years, 60% to 65.3% of all BME staff working at the university are Asian, 26.7% to 29.7% are other/mixed and 7.8% to 10.1% are Black.

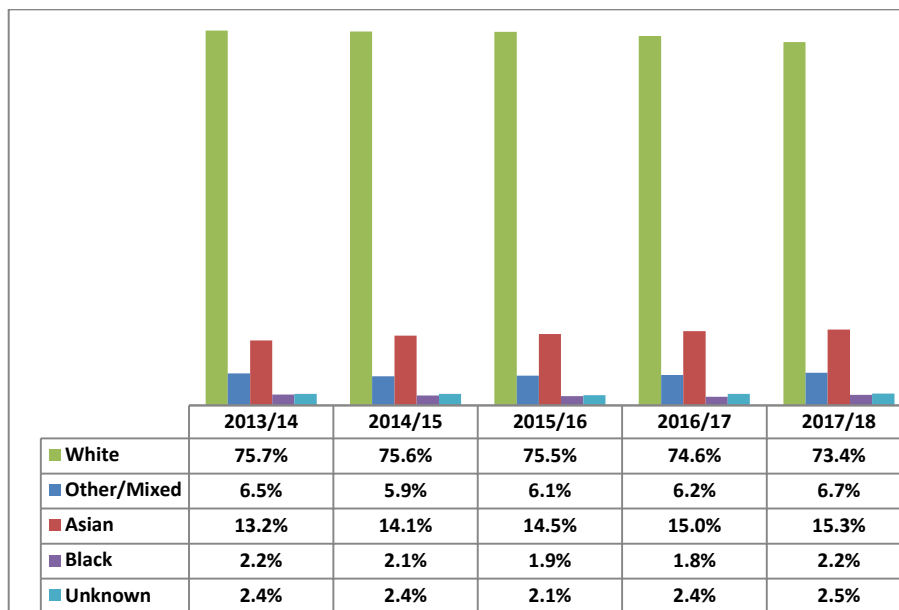
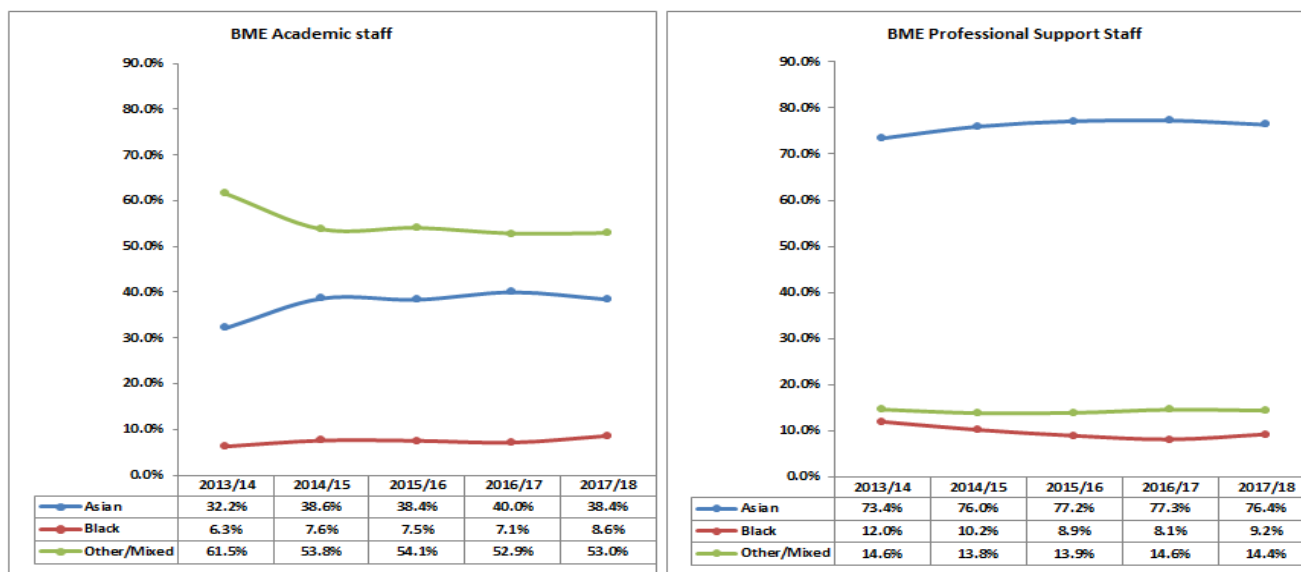
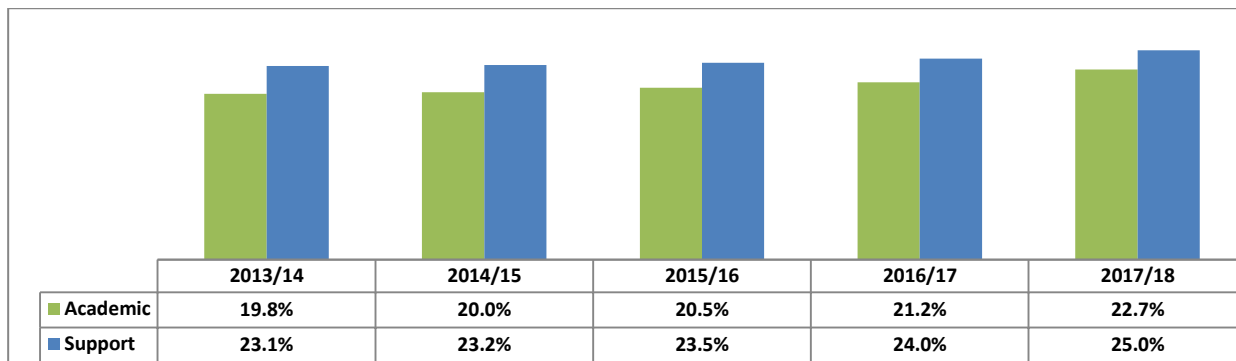


Figure 16: Breakdown of BME Academic and Professional Support Staff



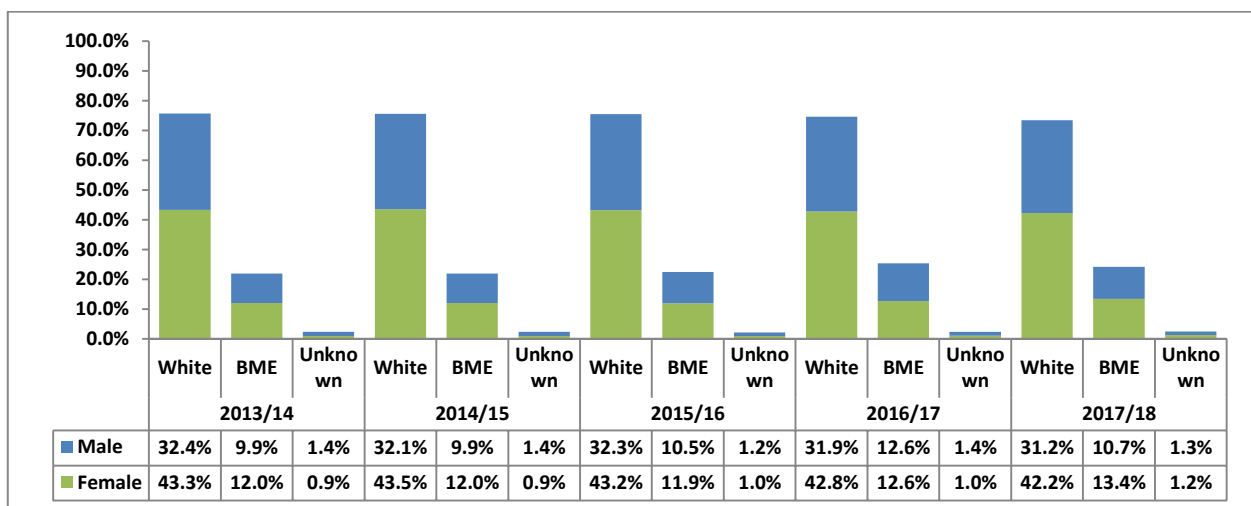
When analysed in terms of their functions at the University (Figure 16), since 2013/14 there has been a 2.2% increase of BME staff across the university with the percentage of BME staff in academic roles being consistently lower than the percentage in PS roles. Between 2013/14 and 2017/18, the difference between the proportions of academic and PS staff who are BME steadily decreased from 3.3% to 2.3%. There is a significant difference in the proportion of Asian staff in academic posts when compared with PS. In 2017/18, 76.4% of BME PS staff declared their ethnicity as Asian in comparison to 38.4% of BME academic staff. Conversely 53.0% of BME academic staff declared their ethnicity as Other/Mixed as compared to 14.4% of BME PS staff. However, there were only small differences in the proportions of Black academic and PS staff.

Figure 17: Percentage of BME staff in Academic & Professional Support roles



Whilst the proportion of academic staff of Asian origin has seen a 1.6% decrease from 2016/17 to 2017/18 and a 0.9% decrease in the PS staff group, the proportion of Black BME academics has increased by 1.5% and of Black BME PS staff by 1.1% during the same period. However, the proportion of staff in the other/mixed category has remained the same. Between 2013/14 and 2017/18, the fraction of White female staff has remained higher than that of White male staff by an average of 11% (Figure 18).

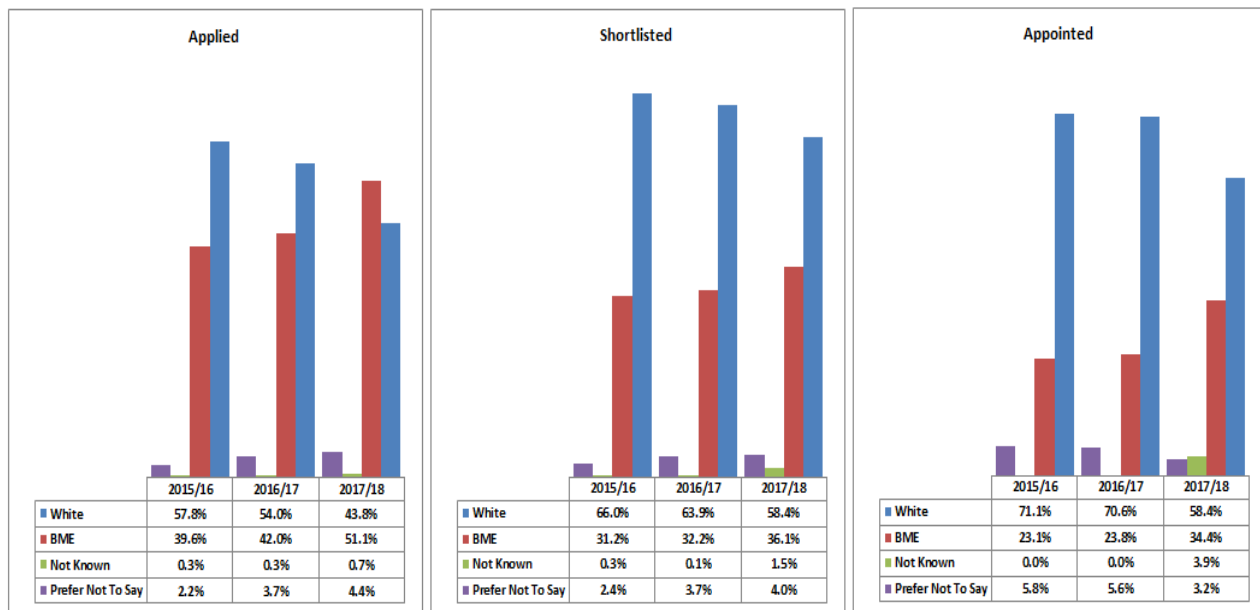
Figure 18: Staff Gender by Ethnic Group



Recruitment by Ethnic Group – Professional Services and Academic 2015/16 – 2017/18

The following data in [Figures 19 and 20] shows Professional Services and Academic three year trend recruitment data for employees by different ethnic groups for Applications, Shortlisting and Appointments

Figure 19: Professional Service Staff Recruitment by ethnicity

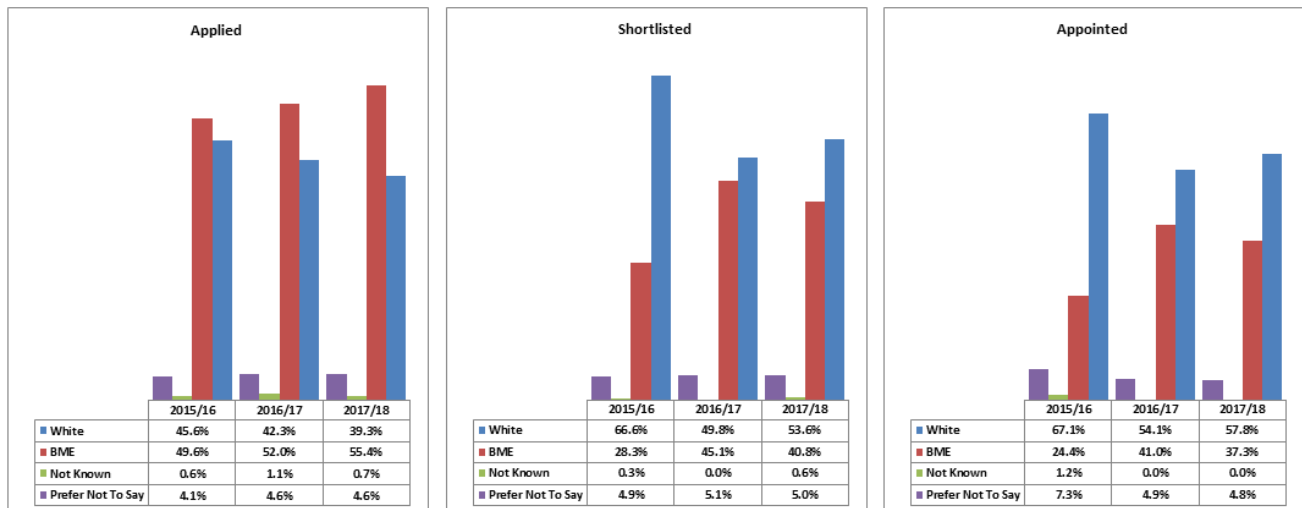


Since 2015/2016, there has been an 11.5% increase in the proportion of BME applicants in PS; the trends have been consistent throughout the three-year period (Figure 19). This correlates with shortlisting, as there has been a 4.9% increase in the numbers of applications from BME applicants that have been successful at the shortlisting stage from the years of 2015/16 to 2017/18. Furthermore, there has been an increase of 11.3% in the proportion of BME appointments during this period of time, suggesting that although a smaller proportion of BME applicants are interviewed, those who reach this stage are now about as likely to be appointed as White applicants.

Academic recruitment by ethnicity

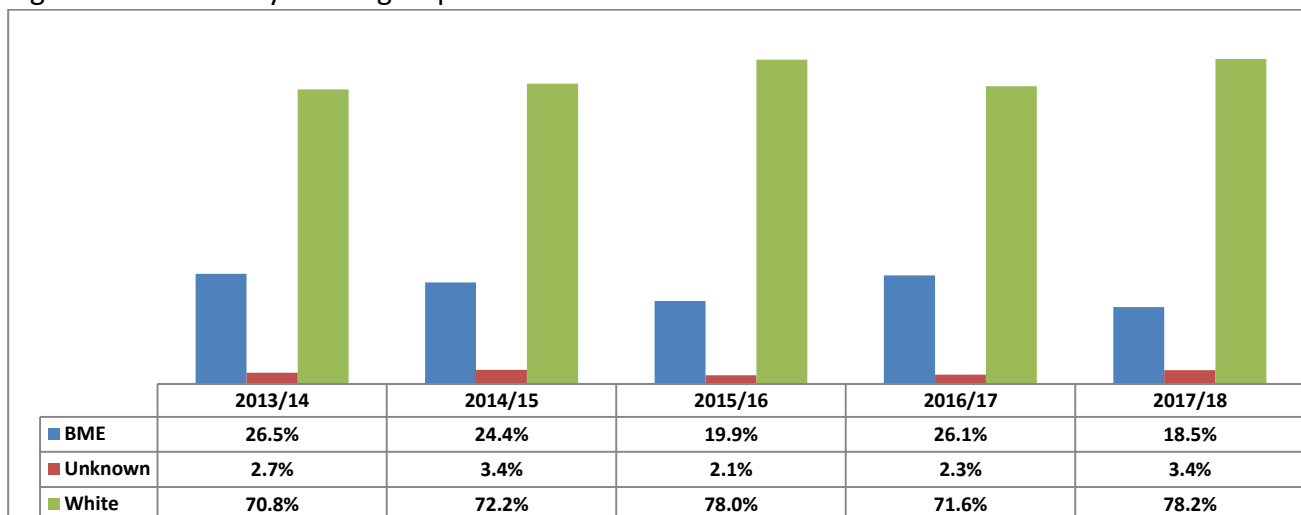
Whilst there has been a 3.4% increase of applications for academic positions from BME candidates between 2016/7 and 2017/18, there has been a decrease in shortlisted [4.3%] and appointed [3.7%] BME candidates. It seems that the shortlisting stage provides a particular challenge for BME candidates in comparison to their White counterparts who experienced an increase in shortlisting [3.8%] and appointments [3.7%] during the same time period. However, the proportions of those appointed from the interview stage show relatively small differences between BME and White candidates. The proportion of those appointed staff who prefer not to disclose their ethnicity has decreased by 2.5% over the three years.

Figure 20: Academic recruitment by ethnicity



University Leavers by Ethnic Grouping

Figure 21: Leavers by Ethnic group



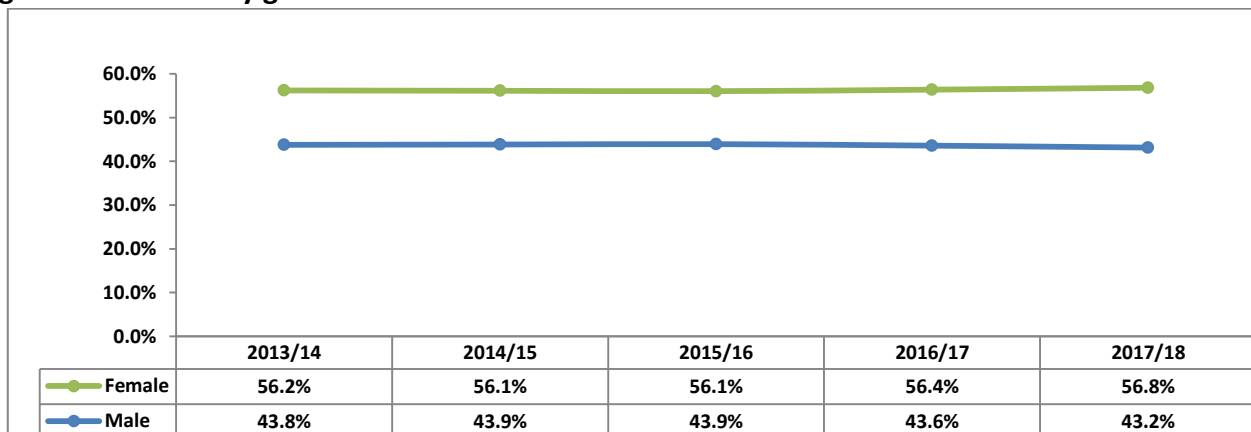
Among both White and BME leavers, a higher proportion of PS staff left the institution between 2013/14 and 2016/17 than academic staff, with the exception of 2017/18, when the turnover rate for BME academics slightly exceeded that for BME PS staff. Most of the BME staff turnover in 2013/14 was from PS staff (38 out of 46, or 82.6%) rather than academic staff (8 out of 46, or 17.4%), dropping to 28 out of 45, or 62.2% in 2017/18 ([Figure 22](#)).

Figure 22: BME Staff Turnover by Academic and PS staff

Year	Ethnic group	Academic	%	Professional	%	Total
2013/14	BME	8	17.4	38	82.6	46
2014/15	BME	14	29.2	34	70.8	48
2015/16	BME	17	30.9	38	69.1	55
2016/17	BME	19	32.8	39	67.2	58
2017/18	BME	17	37.8	28	62.2	45
2013/14	White	43	33.3	86	66.7	129
2014/15	White	39	26.9	106	73.1	145
2015/16	White	58	26.7	159	73.3	217
2016/17	White	29	18.5	128	81.5	157
2017/18	White	66	35.3	121	64.7	187

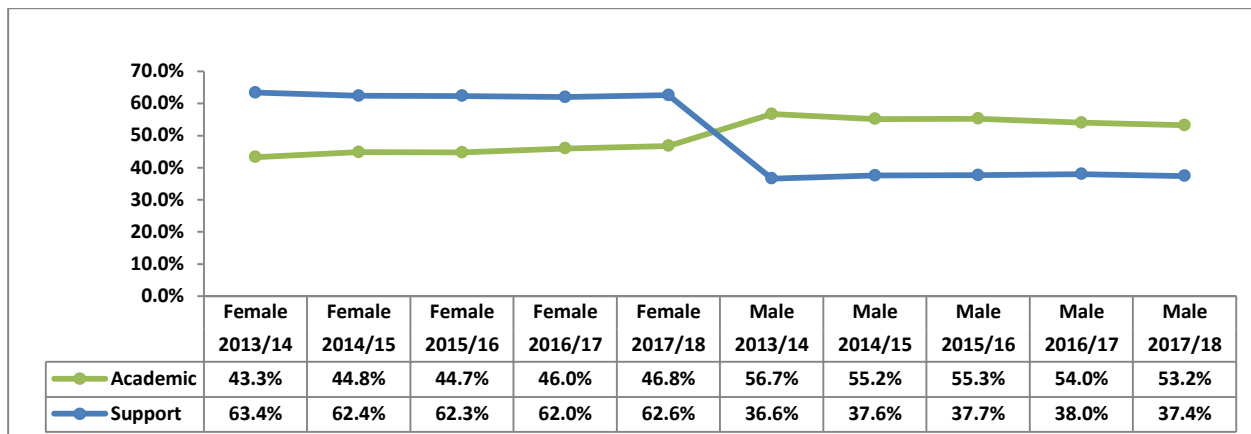
Gender

Figure 23: All staff by gender



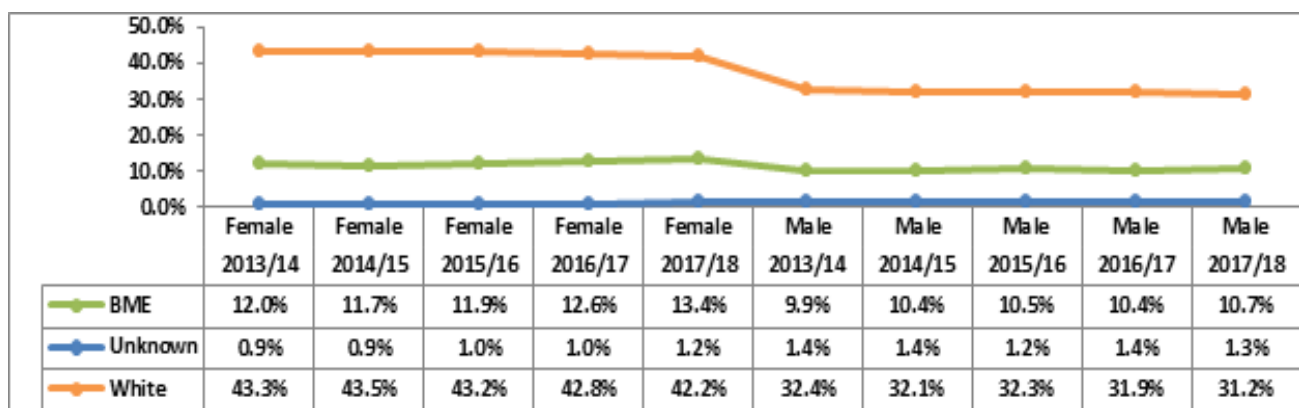
In 2017/18, 56.8% of staff identified as female and 43.2% as men (Figure 23). Between 2013/14 and 2017/18, the proportion of staff who were female increased slightly from 56.2% to 56.8%. The proportion of academic staff that was female has also increased from 43.2% in 2013/14 to 46.8% in 2017/18. In contrast, the proportion of professional and support staff who were female decreased from 63.4% in 2013/14 to 62.6% in 2017/18. The proportion of male academic staff was 6.4% higher than that of females in 2017/18. This trend is reversed within PS, where the proportion of female staff is 25.2% higher than that of male staff in the same period (Figure 24).

Figure 24: Academic & Professional Support staff by gender



Over the five-year period analysed, there has been an increase of BME staff across both genders. There also has been an increase in the overall fraction of BME female staff by 1.4% (from 2013/14 to 2017/18), and in that of BME male staff by 0.3% over the same period (Figure 25).

Figure 25: Staff Gender by Ethnicity



Recruitment by Gender – Professional Services and Academic Staff

The following data shows Professional Services and Academic staff three year trend recruitment data for employees by gender for Applications, Shortlisting and Appointments [Figures 6a and 6b].

There has been an increase in the proportion of females who have applied for PS roles at the university, standing at 57.0% of the total in 2017/2018 (a 6.1% increase from the previous year). Those who have been shortlisted and appointed have also stayed consistently at over 60% of the total during the three years. It seems that females are doing well throughout the recruitment process. There has been a decrease in the proportion of males who have applied for PS roles at the university, especially between 2016/17 and 2017/18 (down 6.0%). There has also been a 6.8% decrease in the proportion of males who have been shortlisted. Over the three years, there has been a 0.6% fall in the proportion of male appointments.

There has been a gradual increase of the proportion of male academic applicants since 2015/16 (5.7%) and a corresponding decrease in the proportion of female academic applications (down 5.2%). Even though the proportion of applications from females has decreased, over the three years the proportion of those shortlisted for an interview who are female has increased to 47.7%. The proportion of appointees who are female has also risen, with 15.9% more being appointed in 2017/18 than male academics. This may be a result of our recent focus on gender equality in faculties and departments through initiatives such as GENOVATE, and the Athena SWAN kitemark.

Figure 26a Professional Service Recruitment by gender

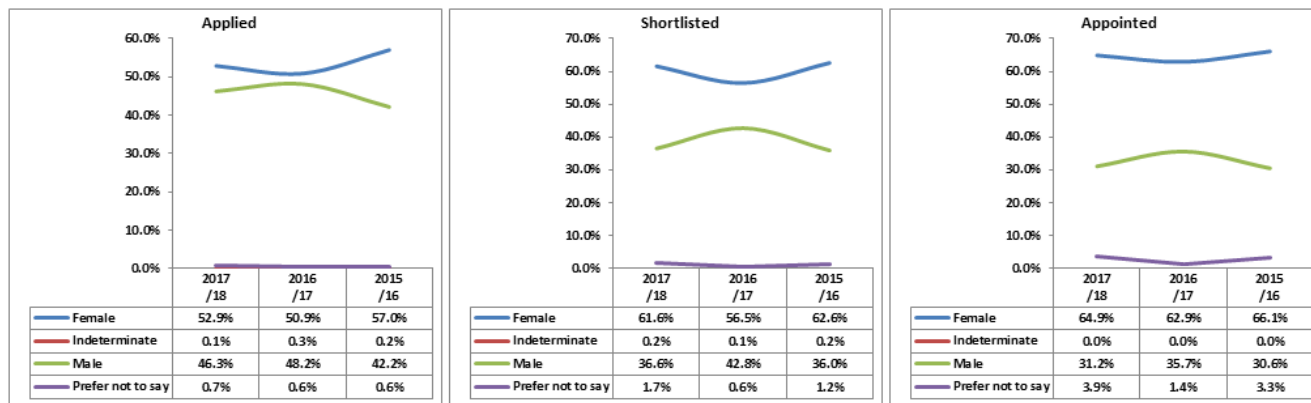
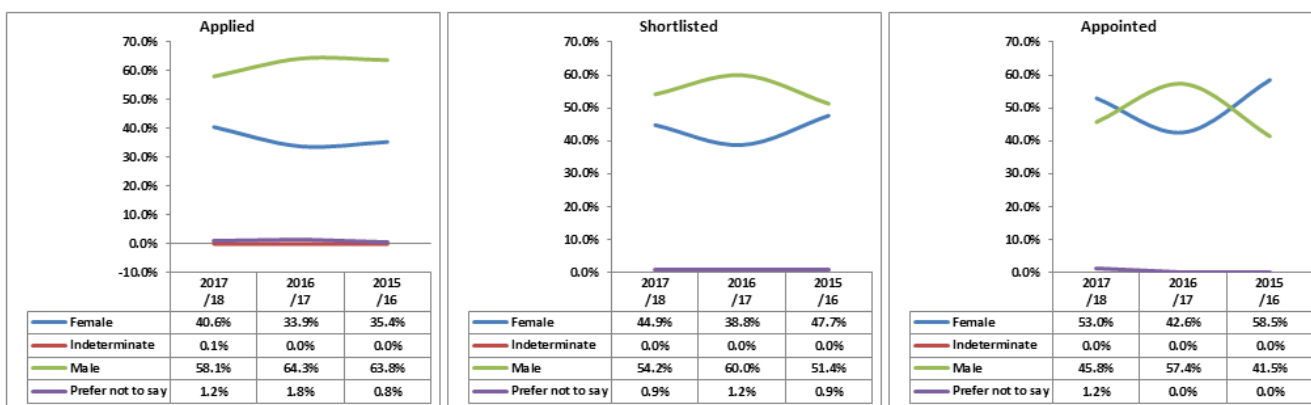


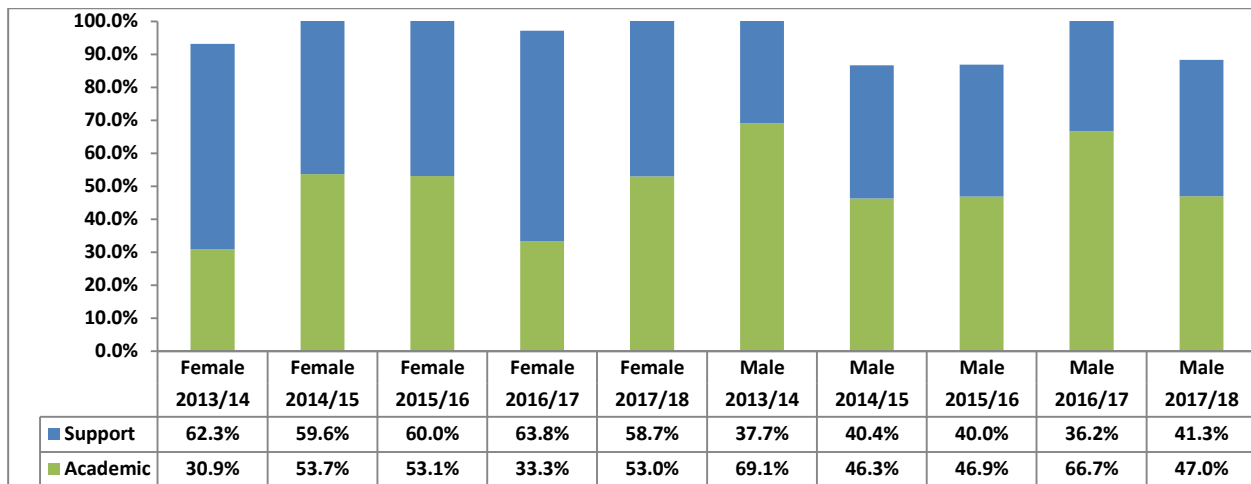
Figure 26b Academic recruitment by gender



Leavers: Academic and Professional Support staff by Gender

The percentage of academics that have left the university between 2013/14 and 2017/18 who are female has increased significantly by 22%, with a corresponding decrease in the percentage of male academics. The relative female and male proportions of support staff leaving the university has remained fairly consistent over the years with no large increases or declines. [Figure 26c]

Figure 26c: Leavers: Academic v Professional Support staff by Gender



Gender Pay Gap Reporting at the University of Bradford (2018)

The University's median gender pay gap is 21.3%. This is the most widely reported measure of gender pay gaps. This has stayed relatively static since last year's return when it was 21.1%. A slight improvement in the mean gender pay gap can be observed, from 17.7% to 17.3%.

A larger proportion of women received a bonus (7.4% of women compared with 4.9% of men). The median bonus payment received by women was 16.2% lower than that for men. The mean bonus payment received by women was 12.4% lower than that for men. This is due to the awards made through the Performance Recognition Scheme. Going forward, the process will consider the gender balance of the awards made.

The representation of men and women across the organisation is broadly comparable to last year, however a notable increase in the representation of men can be observed in the lowest quartile, and a slight increase in men in the top quartile. The increase in men in the lowest quartile is a key contributing factor to the 0.5% decrease in the mean average pay gap.

Religion / Belief and Sexual Orientation

In 2017/18, 50.5% of employees of the University responded to the question about religion and belief, and 52.8% responded to the question about sexual orientation. During the five-year period, there was an increase in reporting of 13.4% for religion and belief and 10.8% for sexual orientation (see [Figure 27](#) and [Figure 28](#)). In 2017/18, the most common religion or belief response was 'No Religion' (20.6 %) followed by Christianity (18.5%) and Muslim (7.3 per cent).

Figure 27: Religion/Belief of Staff

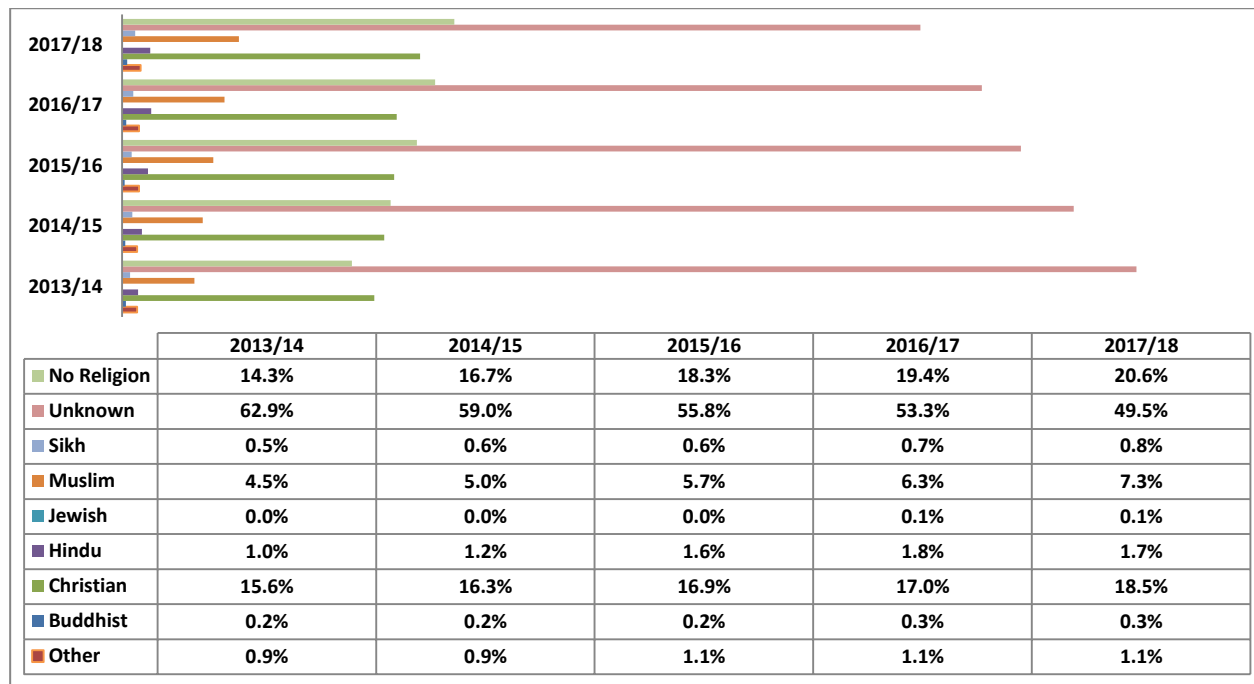
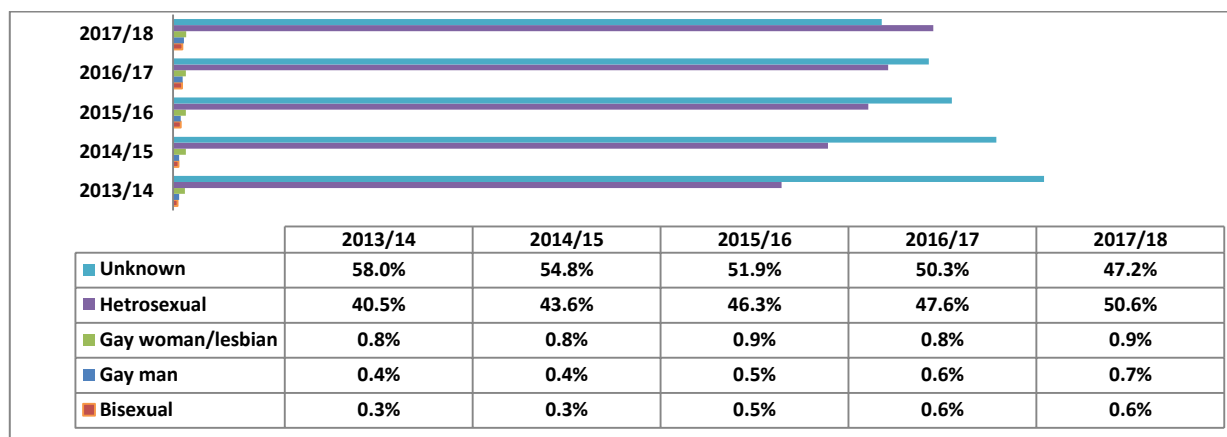


Figure 28: Sexual Orientation of Staff

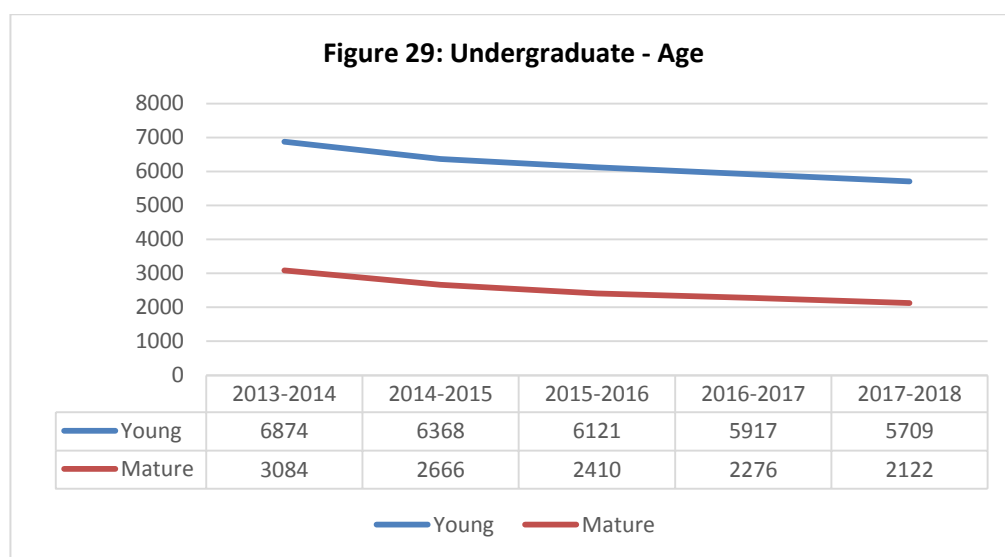


Students Equality Information 2013-4 to 2017-8

Undergraduate Students

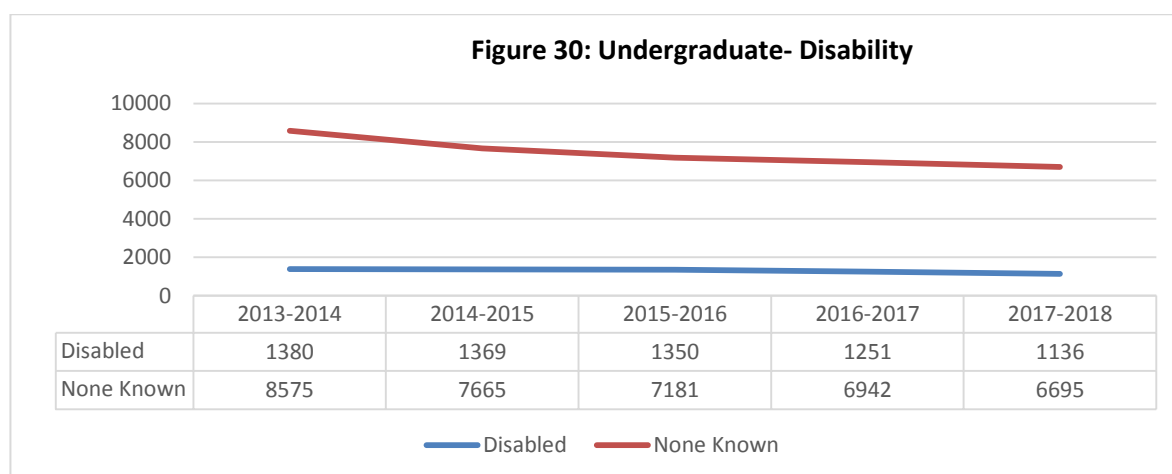
Undergraduate Students - Age

Age is defined by two categories; this includes young and mature. Mature students are classified as students who are aged **21 and over** at the start of their studies in the case of undergraduates, or who are **25 and over** at the start of their studies in the case of postgraduates. Data shows that there has been a steady decline of both young and mature students at the university with a consistent ratio of young and mature students. In 2017/18 27% of all undergraduate students were considered 'mature'. This is a 0.7% decrease from the last year and a 2.1% decrease over the past five years (see [Figure 29](#)).



Undergraduate Students – Disability

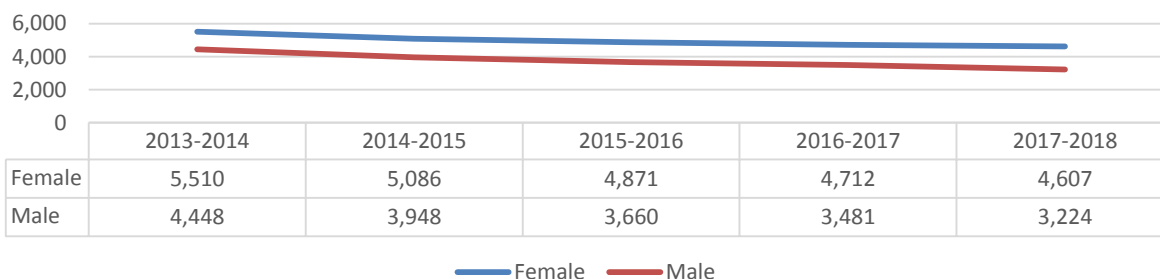
17% of all undergraduate students have declared a disability in 2017/18. Even though the number of students with a disability has fallen by 244 from 2013/14 to 2017/18, as a proportion of all students it has risen slightly from 13.9% to 14.5%.



Undergraduate Students – Sex Identifier (Also Known As Gender)

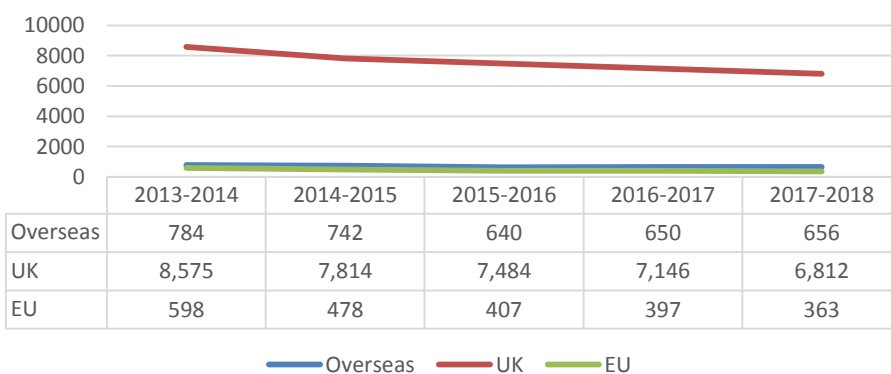
The university has had a larger female population than male for many years and there has been very little difference since 2013/14. From 2013/14 to 2017/18, the percentage of female undergraduate students has increased by 3.5% to 58.8%

Figure 31: Undergraduate- Sex



Undergraduate Students – Domicile

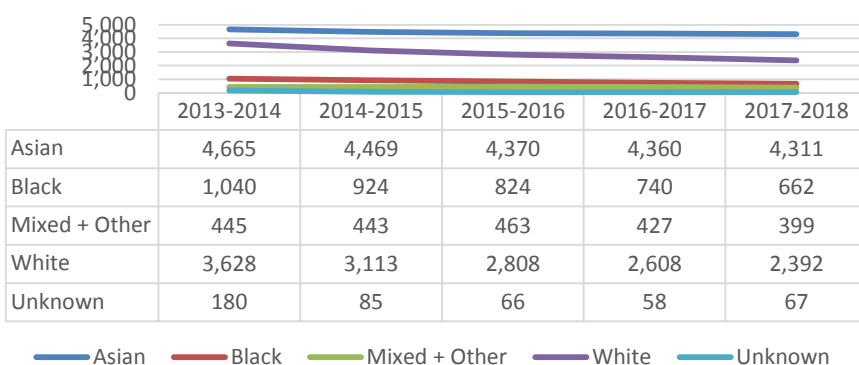
Figure 32: Undergraduate - Domicile



From a total of 7381 students in 2017/18, 8.4% are non-EU students, 4.6% are EU students, with the remainder being home students. The proportion of EU students has fallen from 6.0% to 4.6% over the period 2013/14 to 2017/17.

Undergraduate Students – Ethnicity

Figure 33: Undergraduate - Ethnicity

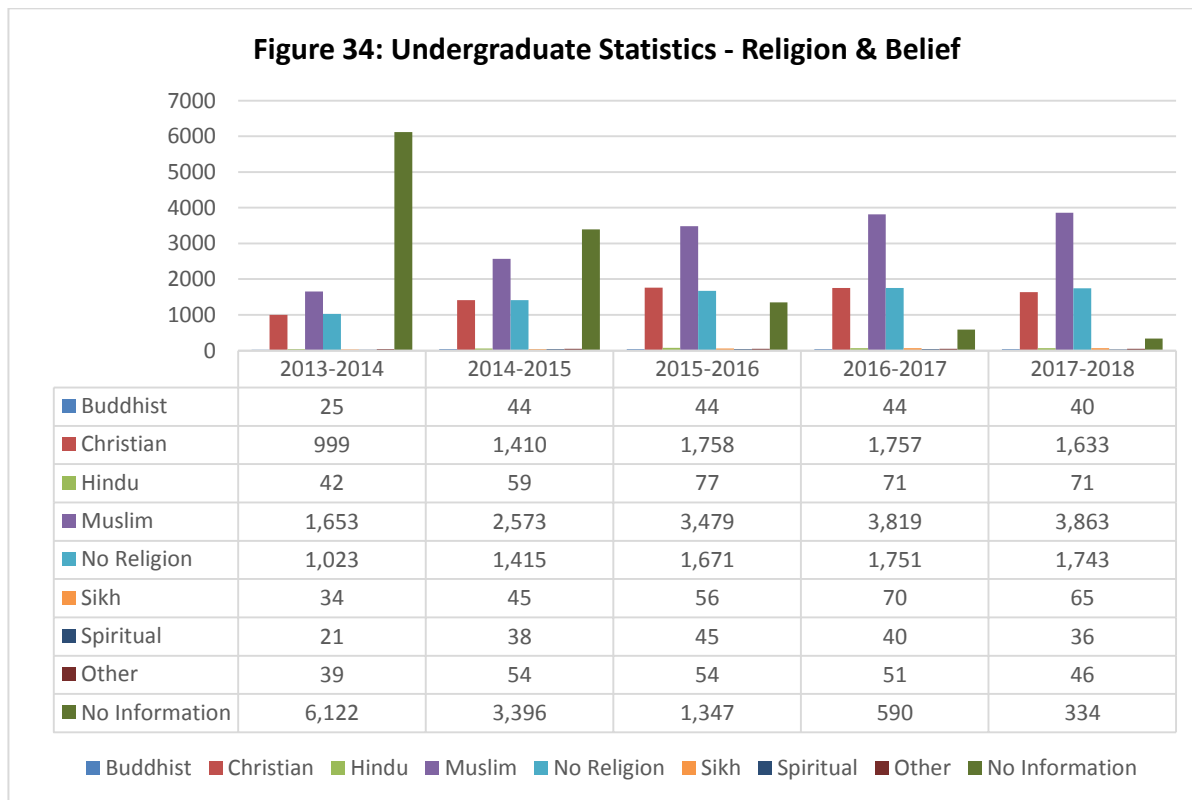


Over the years the university has attracted many students who are local to Bradford or commute from surrounding areas. As a consequence of the diverse and large South Asian communities local to the university, a large number of students identify as Asian. Out of 7831 students, 55.1% identified as Asian in 2017/18.

Undergraduate Students – Religion & Belief

From 2013/14 to 2017/18, there has been a change in religion and belief demographics at the university [see Figure 34]. More data has been collected over the years and there has been a substantial reduction in the number of students where there was no information provided (down from 6,122 to just 334 students).

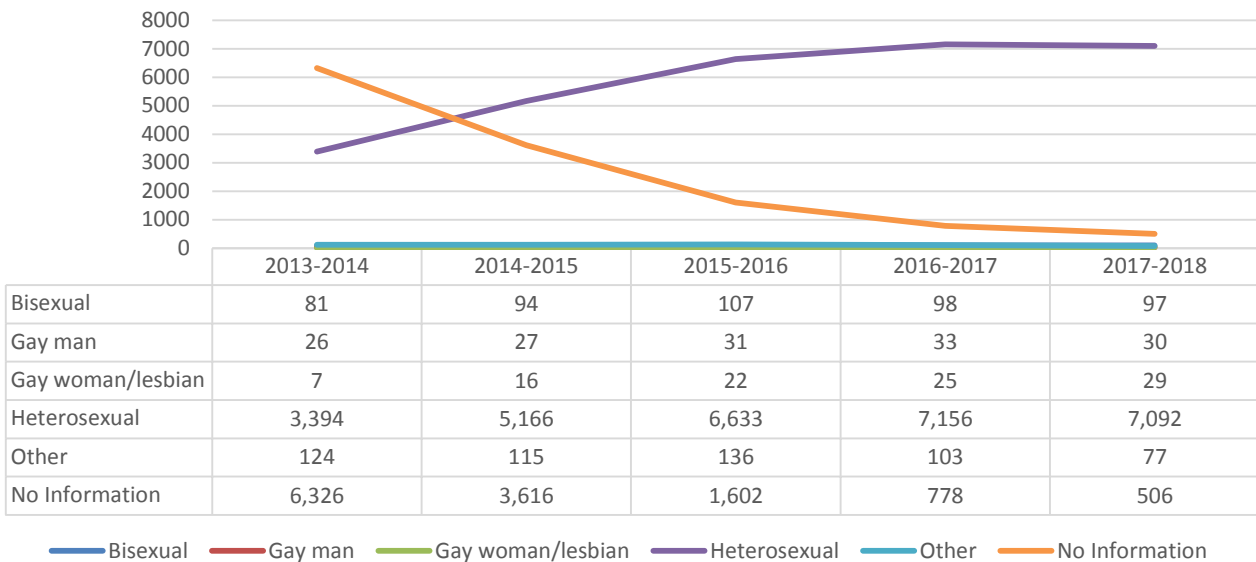
The proportion of Muslim students, out of those known, has risen from 43.1% to 51.5%, while those declaring no religion has also increased from 16.7% to 23.3%. This contrasts with the proportion of Christian students which has fallen from 26.0% to 21.8%, out of those known.



Undergraduate Students – Sexual Orientation

Even though there has been an increase in reporting over this period, the number of students who identify as gay woman or gay man are still extremely low at 0.8% out of those known. The proportion stating that they are heterosexual has risen from 93.4% to 96.8% over 2013/14 to 2017/18 (Figure 35).

Figure 35: Undergraduate - Sexual Orientation



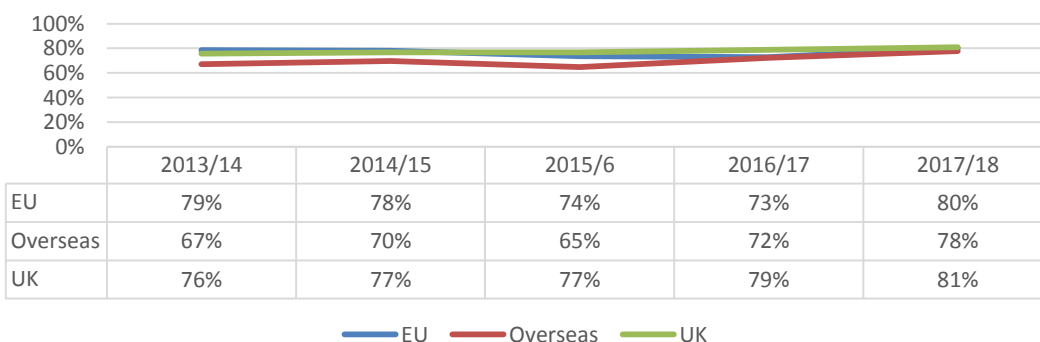
Attainment (Good Honours)

To assess student attainment, the data includes good honours for students based on their protected characteristic categories. Religion and belief and sexual orientation data will not be discussed as the numbers are too small.

Good honours attainment categorised by domicile groups

In the most recent year (2017/18), the percentage of students achieving good honours degree results are similar for the three categories and are between 78% and 81% (please note that overseas is equivalent to Non-EU). The most significant growth can be seen in our international student body, where good honours results have increased by 11% from 2013/14 to 2017/18.

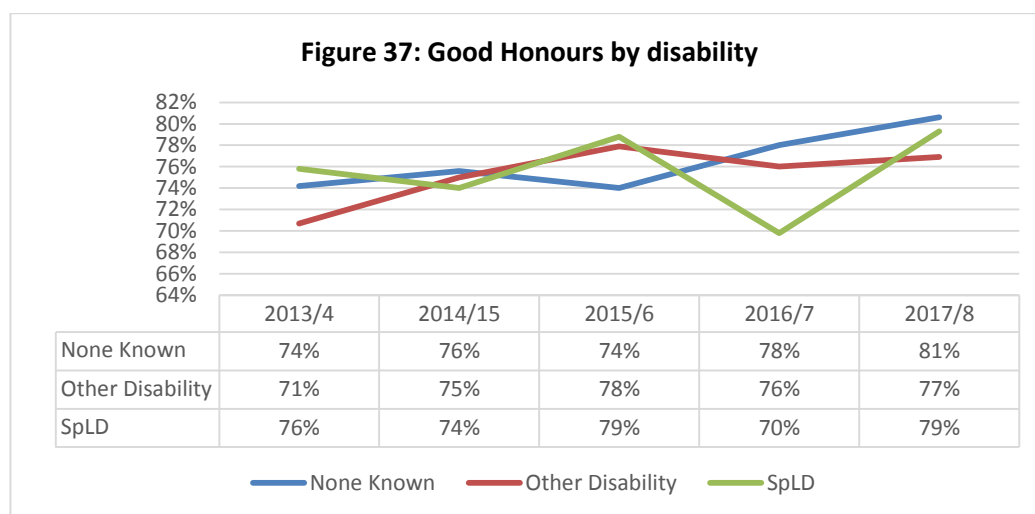
Figure 36: Good honours attainment categorised by domicile groups



Good Honours attainment categorised by disability

There has been a steady increase in the percentage of students receiving a good honours degree, who have identified as having a disability or SPLD (Specific Learning Disability- The most common SPLDs are Dyslexia,

Dyspraxia, Attention Deficit Disorder/ Attention Deficit (Hyperactivity) Disorder, Dyscalculia and Dysgraphia). However, even though there have been increases, in 2016/17, there was a 9% drop in good honours attainment for students with an SPLD, which was reversed back up in 2017/18. In comparison, the proportion of non-disabled students gaining a good honours degree is 2% higher than those with a SpLD and 4% greater than those with any other disability.

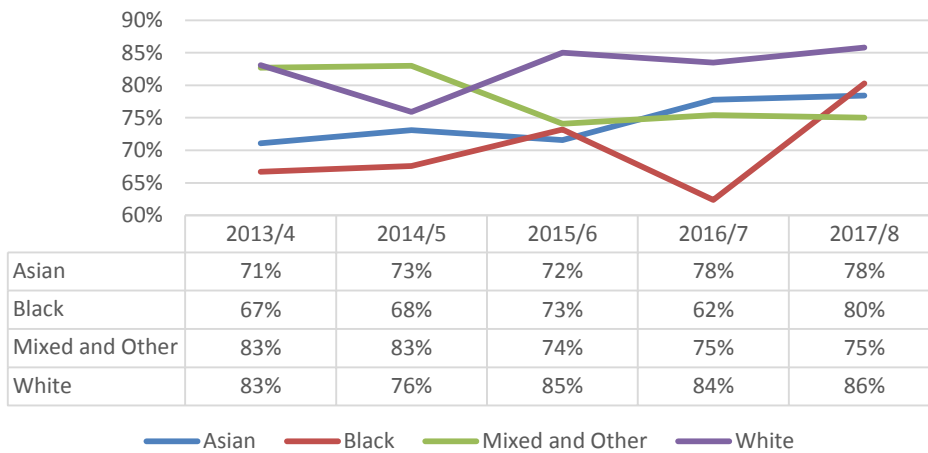


Good Honours categorised by UK Ethnicity groups

Even though there has been an increase in students attaining good honours across most of the ethnic groupings, there are some differences between each group. Note that the definition of good honours used here follows The Times' methodology and so may result in small differences from other sources.

From 2013/14 to 2017/18, there has been a 7% increase in the proportion of Asian students who have received a good honours degree. There has been an 18% increase in the proportion of Black students who achieve a good honours degree classification from 2016/17 to 2017/18, although this did follow an 11% drop from 2015/16 to 2016/17. White students have the highest percentage of good honours degree achievement, and even though this percentage dipped to 76% in 2014/15, it currently stands at 86%, which is 6% more than Black students, 8% more than Asian students and 11% more than students who identify as Mixed and other. Students who identify as 'Mixed and other' are the only group of students who have seen a decrease in the percentage of those attaining a good honours degree, which has fallen by 8% since 2013/14.

Figure 38: Good Honours by UK Ethnicity Groups

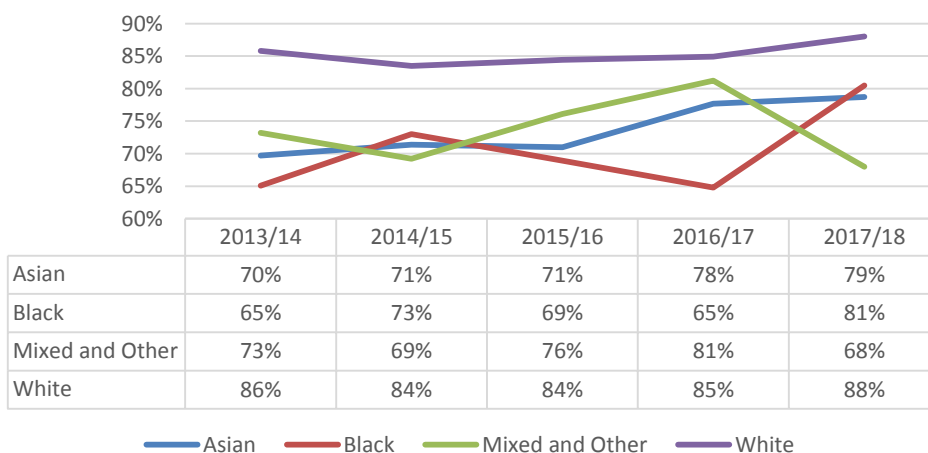


Intersectionality – Good Honours Degree Attainment by Ethnicity and Gender

Like the analysis above, female students who identify their ethnic grouping as mixed are less likely to receive a good honours degree in comparison to other ethnic groups, decreasing from 73% in 2013/14 to 68% in 2017/18.

The other ethnic groups' proportions of good honours have increased, with 16% more black female students attaining a good honours in 2017/18 than in 2013/14. White female students are most likely to achieve good honours and 88% received this in 2017/18.

Figure 39: Female good honours degree attainment by ethnicity



Retention – Undergraduate Students

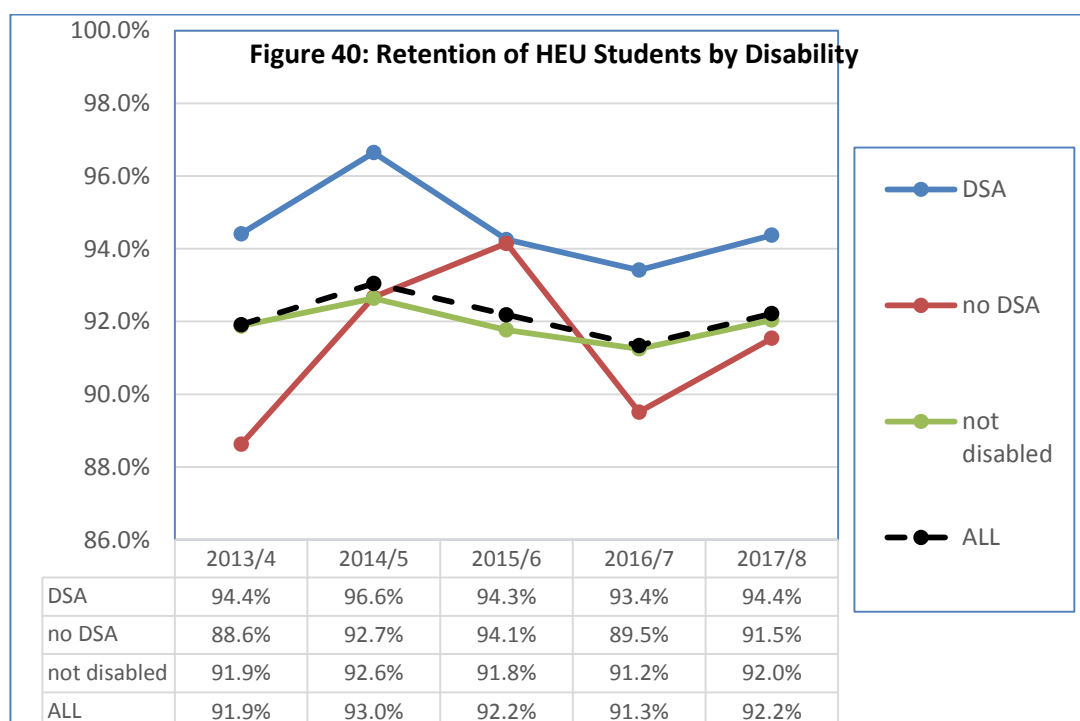
For the purpose of this analysis, Retention is defined as % of students not withdrawn (all years) out of all students, including full-time and part-time, active and inactive [as many withdrawals occur when the students are suspended/dormant].

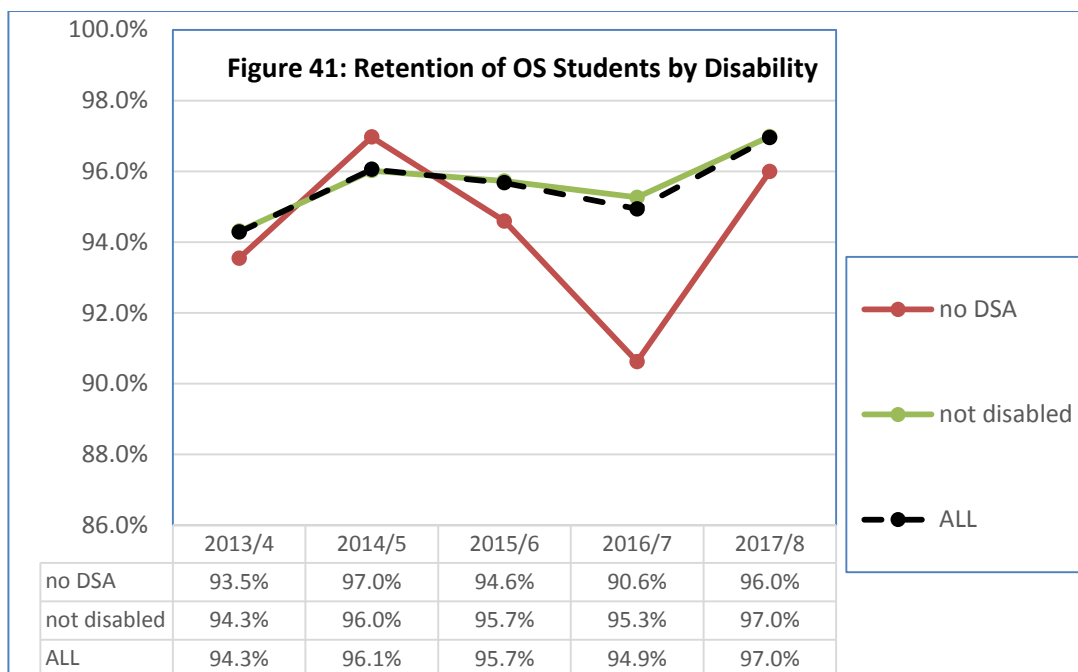
Data excludes distance learning [other than BSC Optometry (Accelerated Route)], associate students, short courses, postgraduates and students being taught off-site [other than year abroad and sandwich placements for courses taught mostly in Bradford].

Please note, in the charts provided, Home and EU [HEU] students are classified as Home/EU students, whilst OS students are Overseas / Non- EU students. The abbreviation DSA stands for 'Disabled student's allowance', which is a monetary allowance for students who declare a disability, a mental health condition, or specific learning difficulty, like dyslexia or dyspraxia.

Retention of HEU and Overseas Students by Disability

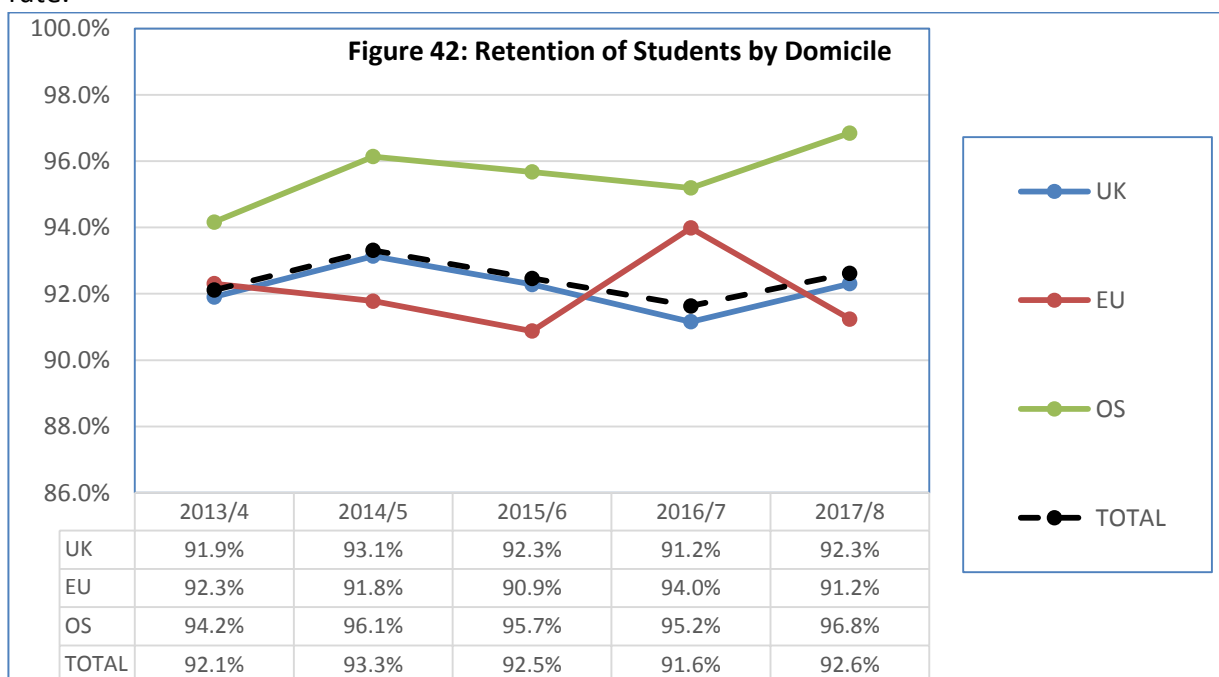
The University has positive retention rates for both Home and Overseas students that identify as having a disability. Retention for students who are in receipt of DSA is 2.9% higher than those that are not in receipt of DSA but have a disability. The retention rates for overseas students with a disability are higher than home students and have increased overall since 2013/14. The University retains 96% of OS students who identify as disabled and 97% of overseas students who do not declare a disability.





Retention of undergraduate students by domicile

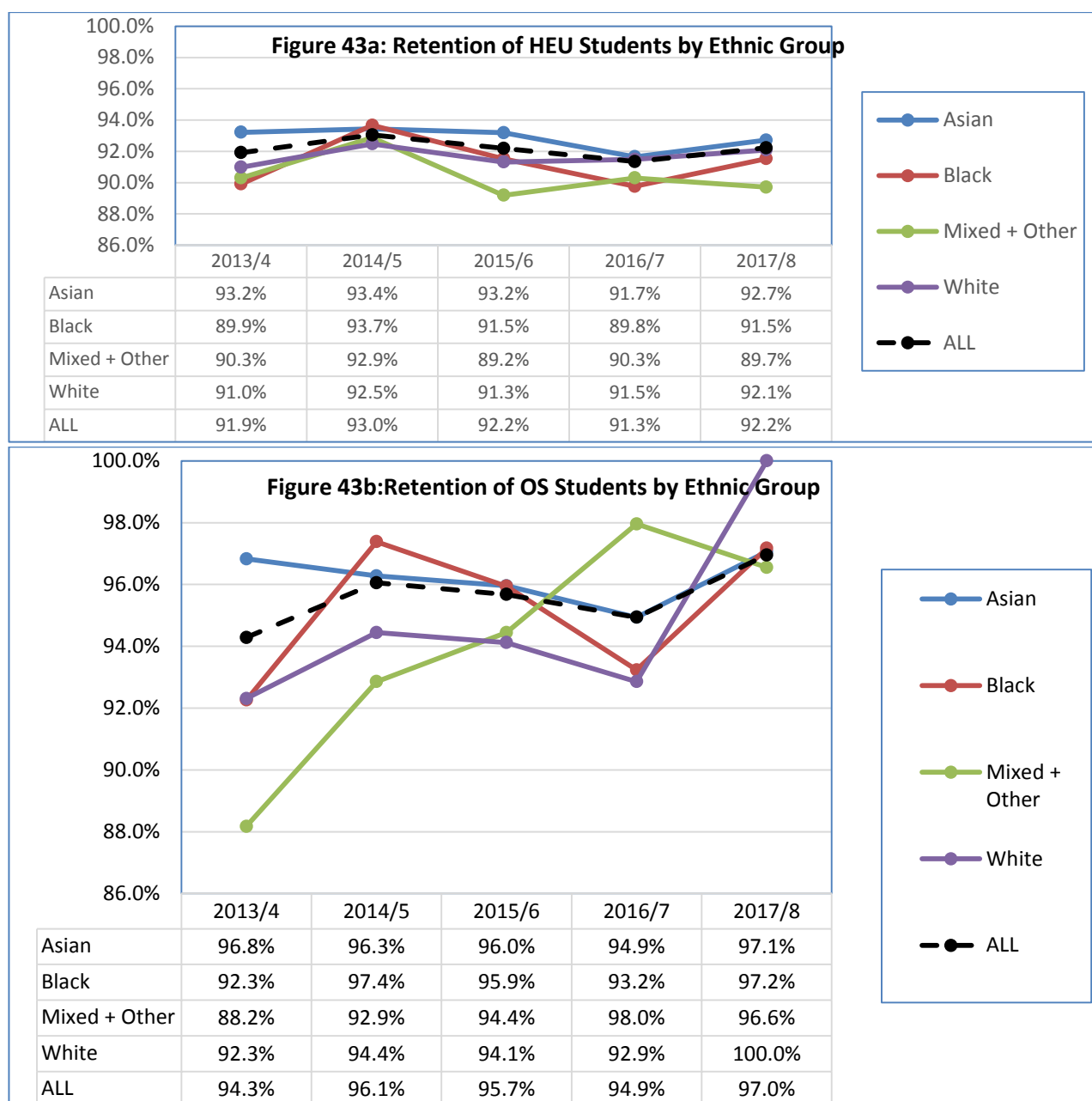
The retention rate for overseas students has improved from 2013/14 to 2017/18 by 2.6%, while the rates for UK and EU students have remained similar with some fluctuation. The EU group has the lowest retention rate.



Retention of HEU and OS students by ethnic grouping

The HEU ethnic group with the lowest retention rates are those who identify as 'mixed +other'. The retention rate for overseas students is much better at 97% overall, and retaining 100% of White overseas students in 2017/18, an increase of 7.7% since 2013/14.

The difference in retention rates for home and overseas ethnic groups is considerable. The largest difference is for white students where white Home/EU students are 7.8% less likely to stay at the university than white overseas students.

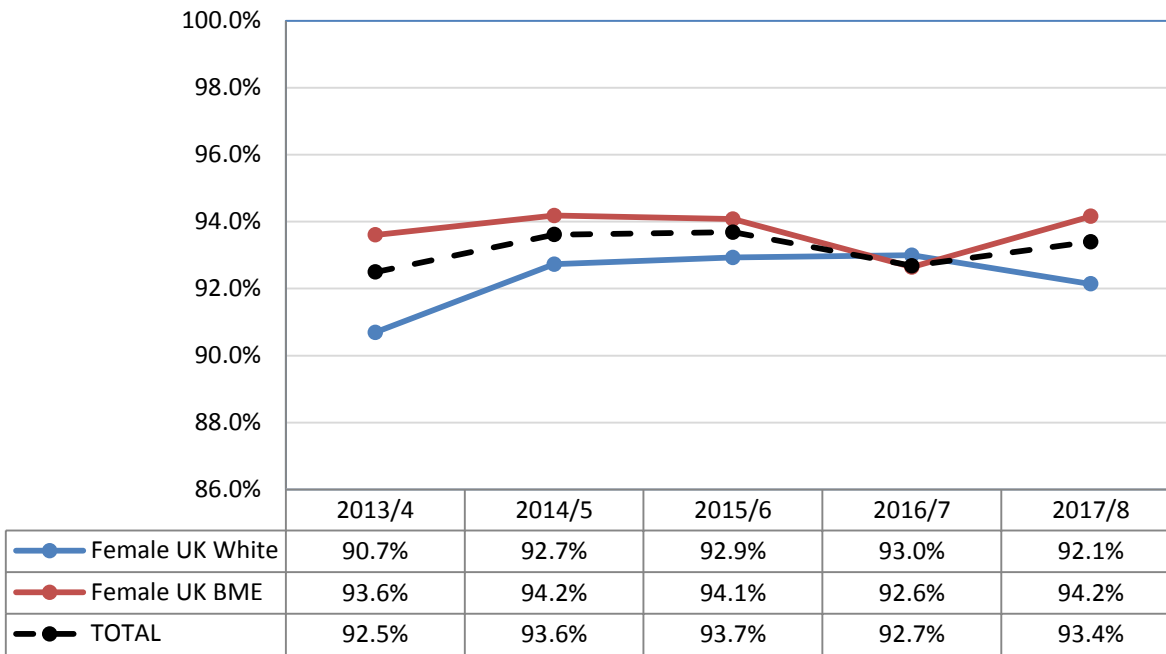


Intersectionality – Retention of female UK White and BME Students

Since 2013/14, retention rates for both UK BME and White female students have increased overall, but with some fluctuation.

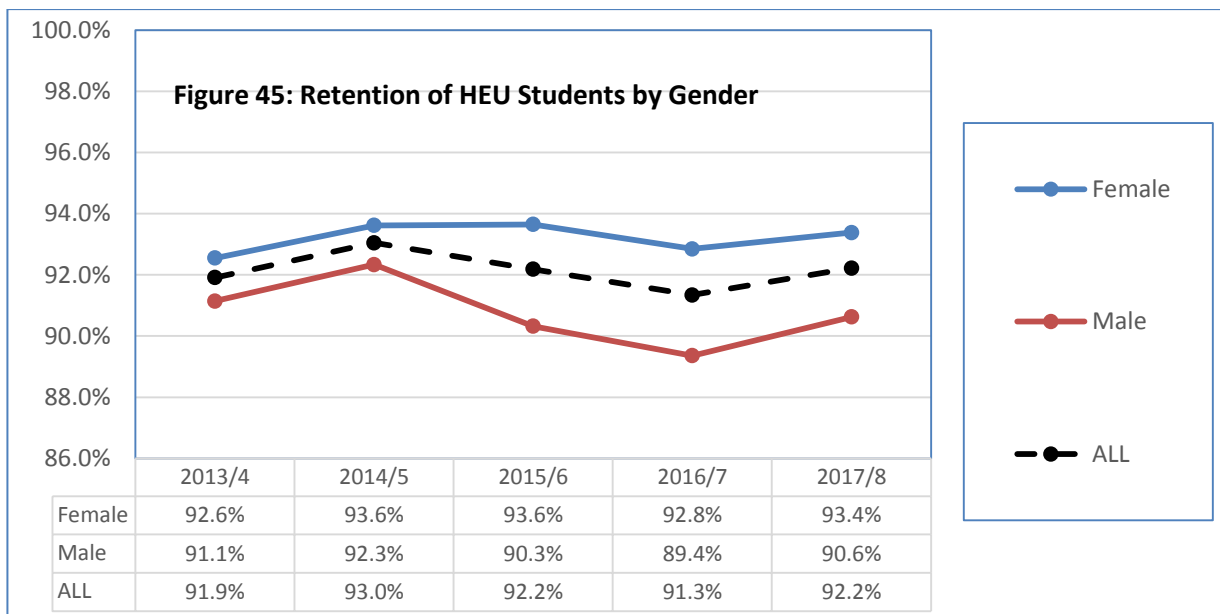
Female UK BME students have had a higher retention rate than white students, apart from in 2016/17, standing at 2.1% higher in 2017/18.

Figure 44: Retention of Female UK White and BME Students



Retention of HEU students by Gender

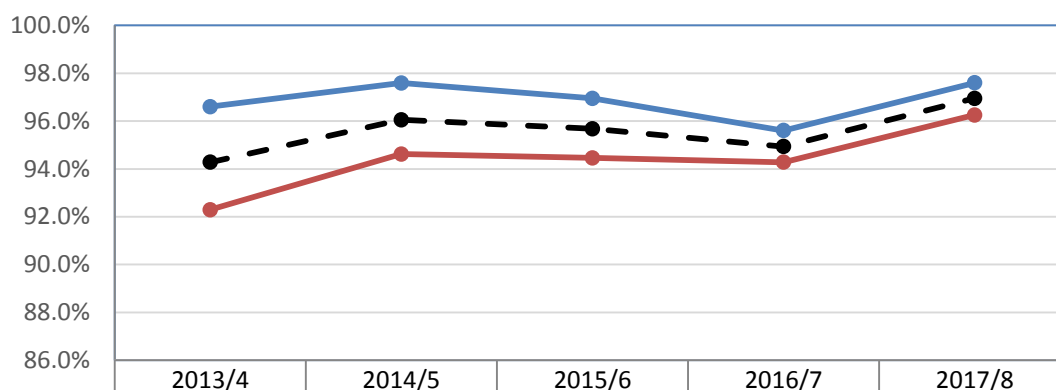
The retention rate for Home/EU males has always been slightly lower than for females, with a gap that has tended to increase, and currently there is a 2.8% difference. Retention rates for males have dropped since 2013/14 by 0.5%, while the rate has increased for females by 0.8%.



Retention of OS Students by Gender

Similar to the retention rate of home students, the retention rate for female overseas students is better than for male students, though with a narrowing difference, standing at 1.3% in 2017/18, which has seen the highest retention rates for both male and female overseas students.

Figure 46: Retention of OS Students by Gender



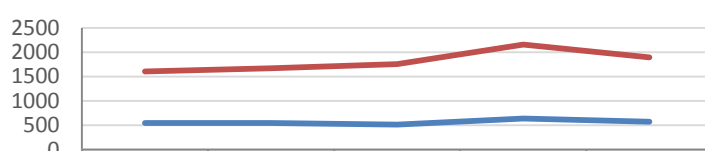
	2013/4	2014/5	2015/6	2016/7	2017/8
Female	96.6%	97.6%	97.0%	95.6%	97.6%
Male	92.3%	94.6%	94.5%	94.3%	96.3%
ALL	94.3%	96.1%	95.7%	94.9%	97.0%

Postgraduate Students

A postgraduate student is anyone who is studying a course, including a Masters course, an MPhil or a PhD that requires an undergraduate degree as part of the entry requirements. The university currently has 2464 postgraduate students.

Postgraduate student data by age

Figure 47: PostGraduate students - Age

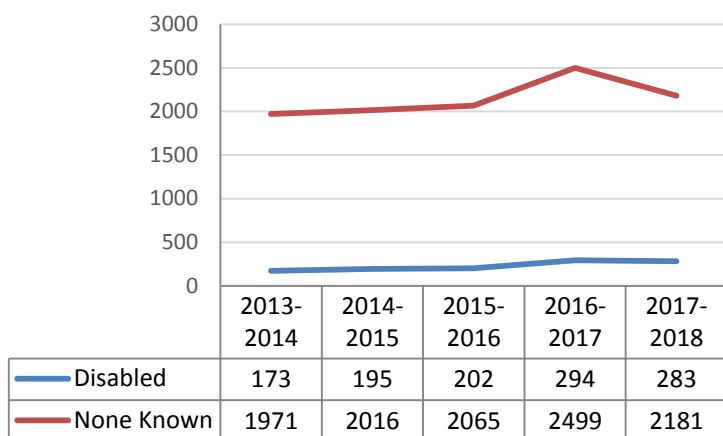


	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Young	542	542	511	638	571
Mature	1602	1669	1756	2155	1893

Currently, 23.2% of our university's postgraduate students are under the age of 25, in comparison to 76.8% who are mature students. There has been a considerable drop in the amount of both young and mature PG students from 2016/17 to 2017/18, after increases in the numbers in 2016/17.

Postgraduate student data by disability

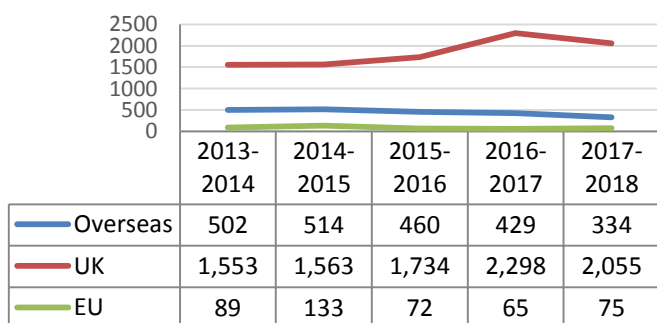
Figure 48 - PostGraduate students - Disabled



There has been a steady increase in the number of PG students with a disability since 2013/14, with the proportion rising from 8.1% to 11.5% by 2017/18.

Postgraduate student data by domicile

Figure 49 - PostGraduate students- Domicile

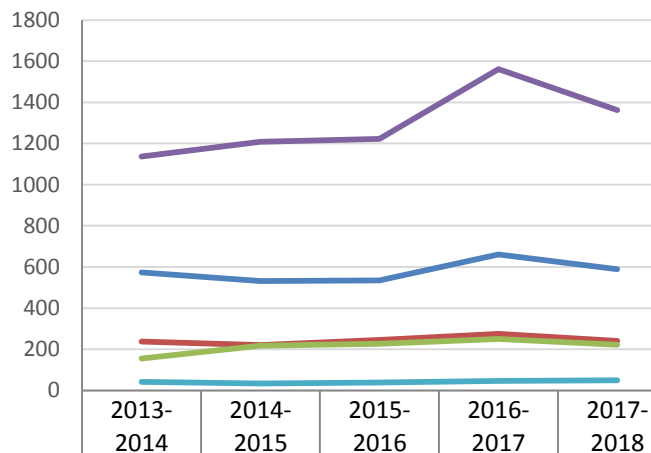


PG overseas students have gradually decreased in number since 2013/14 by 168 students overall, with a corresponding decrease in the proportion from 23.4% to 13.6%.

Even though the number of PG Students from the EU peaked in 2014/15, it now stands at 3.0% of the total, leaving the proportion of UK students at 83.4% of the overall figure.

Postgraduate student data by ethnicity

Figure 50 - PostGraduate students - Ethnicity



	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Asian	574	531	534	661	589
Black	237	220	246	275	241
Mixed + Other	155	217	227	250	222
White	1,137	1,209	1,222	1,561	1,363
Unknown	41	34	38	46	49

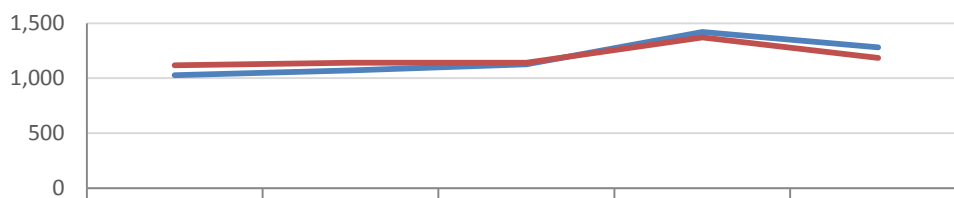
Even though the university has a high Asian undergraduate population (55.1%), the proportion of Asian PG students is significantly lower at 23.9% compared to 55.3% for white students.

2016/17 seemed to be a good year for PG admissions across all the ethnic groups, and PG numbers have dropped since then. PG students who identify as 'mixed + other' are the smallest of the "known" groups, though this has risen from 7.2% in 2013/14 to 9.0% in 2017/18. The proportion of Black PG students has fallen slightly from 11.1% to 9.8% going from 2013/14 to 2017/18, but is reflective of the undergraduate population which identifies as 8.5% black.

Postgraduate student data by sex

The proportion of female PG students has been gradually increasing over the time period, going from 47.9% in 2013/14 to 52.0% in 2017/18.

Figure 51 - PostGraduate students - Sex



	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Female	1,028	1,070	1,126	1,421	1,281
Male	1,116	1,141	1,141	1,372	1,183

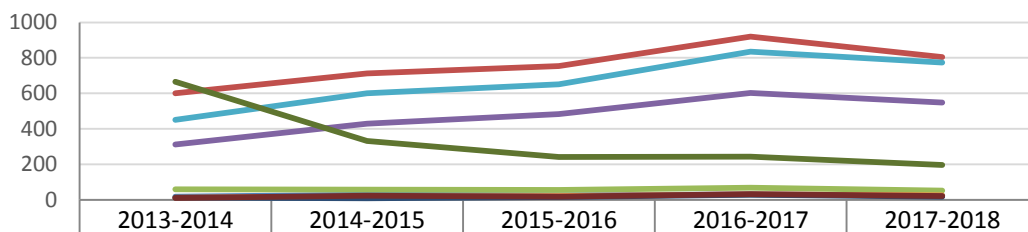
Postgraduate student data by sexual orientation

This data has been excluded because of low numbers, leading to possible identification of individuals.

Postgraduate student data by religion & belief

The largest religious group for PG students is Christian with 35.4% of those known (804 students), followed by 34.1% (773) identifying as having no religion. Since 2013/14, more comprehensive data has meant that the proportion of unknowns has fallen from 31.0% to 8.0% of the overall total. The only group that has seen any decrease in actual numbers is 'Hindu', which has also seen its proportion fall from 4.0% to 2.3% of those known.

Figure 52 - PostGraduate students - Religion & Belief



	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Buddhist	19	29	25	30	24
Christian	601	712	754	920	804
Hindu	59	58	56	68	52
Muslim	313	429	483	603	549
No Religion	451	601	651	836	773
Sikh	13	18	21	30	26
Spiritual	12	9	17	29	19
Other	11	23	19	33	21
No Information	665	332	241	244	196