

Human Resources Committee



Loughborough
University

Paper Title: Equality, Diversity and Inclusion Compliance Report 2020

Origin: Manuel Alonso, Associate Chief Operating Officer and Director of Student Services

Date: 3 February 2021

1. Decision Required by Committee	To ENDORSE the annual EDI Compliance Report and refer to Senate and Council for approval and publication.
2. Executive Summary	<p>This report, along with the two background Equality and Diversity (E&D) statistical reports on staff and students (2020) to be published at: http://www.lboro.ac.uk/services/hr/equality-diversity/published-information/), provides evidence of Loughborough University meeting the legal duties, both general and specific, in the Equality Act 2010.</p> <p>This report provides a brief summary of our achievements and progress on matters relating to student Equality, Diversity and Inclusion during 2019/20 as well as identifying areas for improvement.</p>
3. Committees/Groups previously considering item.	N/A

1. Context

- 1.1. The University is required to publish an annual report on how it is meeting the Public Sector Equality Duty in the Equality Act 2010, as well as on the specific legal duties on key EDI objectives and the publishing of staff and student statistics by 30th March 2021. The statistical background reports relating to this can be accessed here:
<http://www.lboro.ac.uk/services/hr/equality-diversity/published-information/>.
- 1.2. In April 2018 the University signed up as a member of the Race Equality Charter (REC). The University has committed to submitting for the Bronze Award in 2021. Further details on the REC submission can be found at <https://www.lboro.ac.uk/services/hr/equality-diversity/race-equality/>.
- 1.3. In the Summer of 2019 the University also submitted a new [Access and Participation Plan](#) for approval by the Office for Students. This plan sets out targets the University has committed around student equality, diversity and inclusion. Targets have been set around:
 - Increasing the number of students from low HE participation areas and low socio-economic groups;
 - Closing the student attainment gap between Black and White students and between Asian and White students;
 - Increasing placement uptake rates for Black students;
 - Increasing the number of students with physical or sensory disabilities entering the University.
- 1.4. This report does not replicate the content of the APP or the forthcoming REC submission, but instead highlights other specific achievements during the past year in relation to student equality, diversity and inclusion along with some identified areas for improvement.
- 1.5. Together with the statistical reports referred to in 1.1 above, this report is designed to provide Human Resources Committee with assurance that the University is meeting its obligations under the Public Sector Duty in the Equality Act 2010.

2. Main Achievements

- 2.1. The 19/20 academic year has been exceptional as we have moved to delivery of our services online in response to the COVID-19 pandemic and the lockdowns and restrictions which have followed. Support Services across the University responded at speed to ensure students could continue to access support online. In many respects this has improved inclusion for students by removing the need for physical attendance to access support. This is particularly important given the differential impact of COVID-19 on BAME groups. The University's introduction of a Safety Net was designed to ensure students were not disadvantaged as a result of the pandemic. Further details on the Safety Net are available at:
<https://www.lboro.ac.uk/internal/coronavirus/current-students/remote-assessment-s2-201920/safety-net/>

2.2. Beyond the pandemic, the last academic year saw the Black Lives Matter movement in response to the murder to George Floyd and Breonna Taylor. This was a distressing period for our BAME students. In recognition of this the University amended its mitigating circumstances process to permit BAME students to submit claims in respect of the distressing impact on them without needing to submit any form of substantiating evidence. Further information on this and the other support offered to our BAME students is available at:

<https://www.lboro.ac.uk/internal/coronavirus/latest-updates/update-students-230620-1000/>

2.3. Last year’s report referenced the restructure of some aspects of Student Services, most notably the Student Wellbeing and Inclusivity service. The new structure has now been in operation for a full academic year. The common referral pathway has ensured more inclusive assessment of students’ needs, ensuring that the totality of support required is considered. Despite part of the year (March onwards) being delivered during lockdown the service was able to increase the number of appointments it provided, from 9283 in 18/19 to 10,249 in 19/20.

2.4. September 2020 saw the launch of a pilot Future Black Talent Programme by the Careers Network. The aim of the programme is to provide structured support to first- and second-year black students in order to support them into placement opportunities. The programme includes Insight Days, Summer and micro-internships and a series of 6 sessions on leadership delivered in partnership with an external organisation. 64 students signed up for the pilot. 13 events were delivered as part of the pilot and the programme will be evaluated at the end of the 20/21 academic year.

2.5. The University continued and enhanced its support for students who had experienced sexual violence, racism, bullying and harassment, domestic violence and other serious, traumatic incidents. The Duty, Assessment and Inclusion Team (DAI) provided support to 282 individuals in 18/19 and this rose to 350 in 19/20. A year-on-year comparison is shown in Figure 1 below.

Incident Tracking by Month

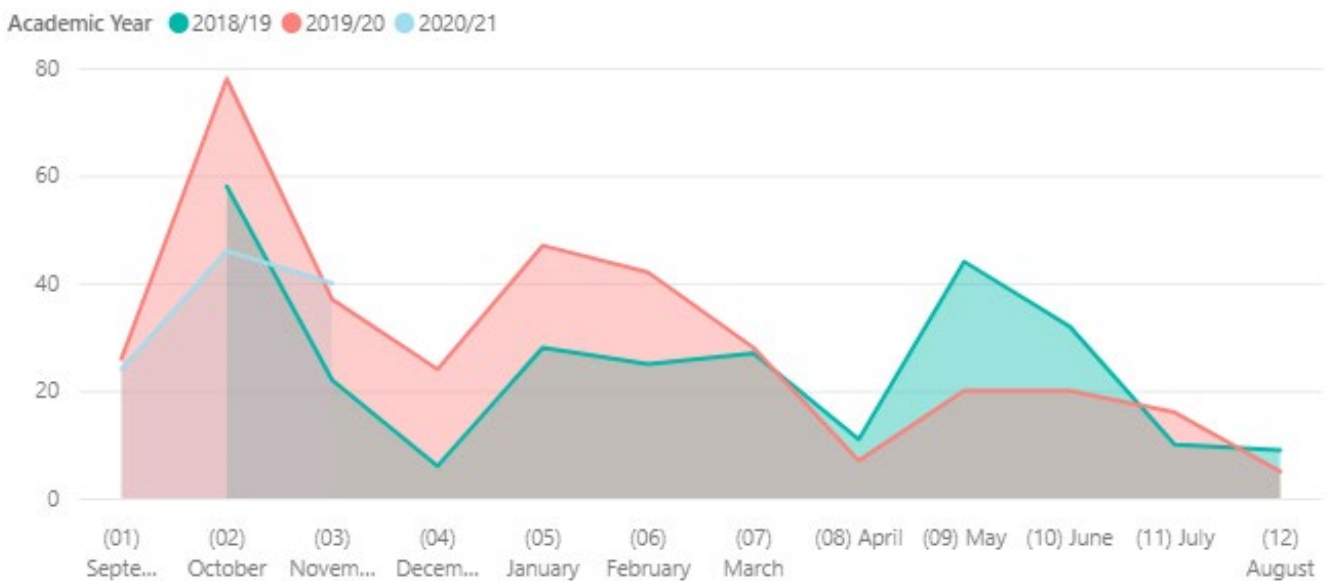


Figure 1: Year-on year comparison of DAI usage

2.6. In January 2020, under the aegis of the Student Experience Team and chaired by the Pro-Vice Chancellor for Teaching, a piece of work was initiated to review the transition process for new, first-year undergraduate students. A core aim of this work was to make the experience more inclusive for new students and to induct them into the diverse and inclusive culture we wish to create at Loughborough. A specific transition programme, called 'Ready, Set, Loughborough', was created in the Personal Best app, with content grouped under the umbrella of a 'Being a Good Loughborough Citizen' badge. The topics covered included interactive content on; Tackling Racism (including understanding microaggressions, unconscious bias and white privilege), Looking After Your Mental Wellbeing, Consent, Respecting Diversity, Understanding Gender and Sexuality and Disability Awareness. The content was co-created with colleagues from LSU and student groups. Students were sent week-by-week communications from A-Level results day through to the start of term to guide them through the content. This project was developed as a pilot and although initial engagement was good (2356 students engaged with at least part of the badge) completion rates were modest (only 620 completed all elements of the badge). We will be building on this for the coming year and working to ensure even greater engagement. This is flagged in the Areas for Improvement below.

2.7. In last year's report we noted that the launch on the Online Incident Reporting Portal (OIRP) had been delayed until February 2020. We are pleased to confirm that the OIRP did indeed launch in February 2020. This was accompanied by a website with supporting information for staff, students and members of the public around issues such as sexual violence, domestic violence, racism, bullying and harassment and safeguarding. The website content is available at: <https://www.lboro.ac.uk/internal/online-reporting/> In the first three months after its launch (February, March and April) the portal received 56 reports. The reports included serious mental health concerns, hate incidents and domestic violence. The breakdown on these is shown in Figure 2 below.

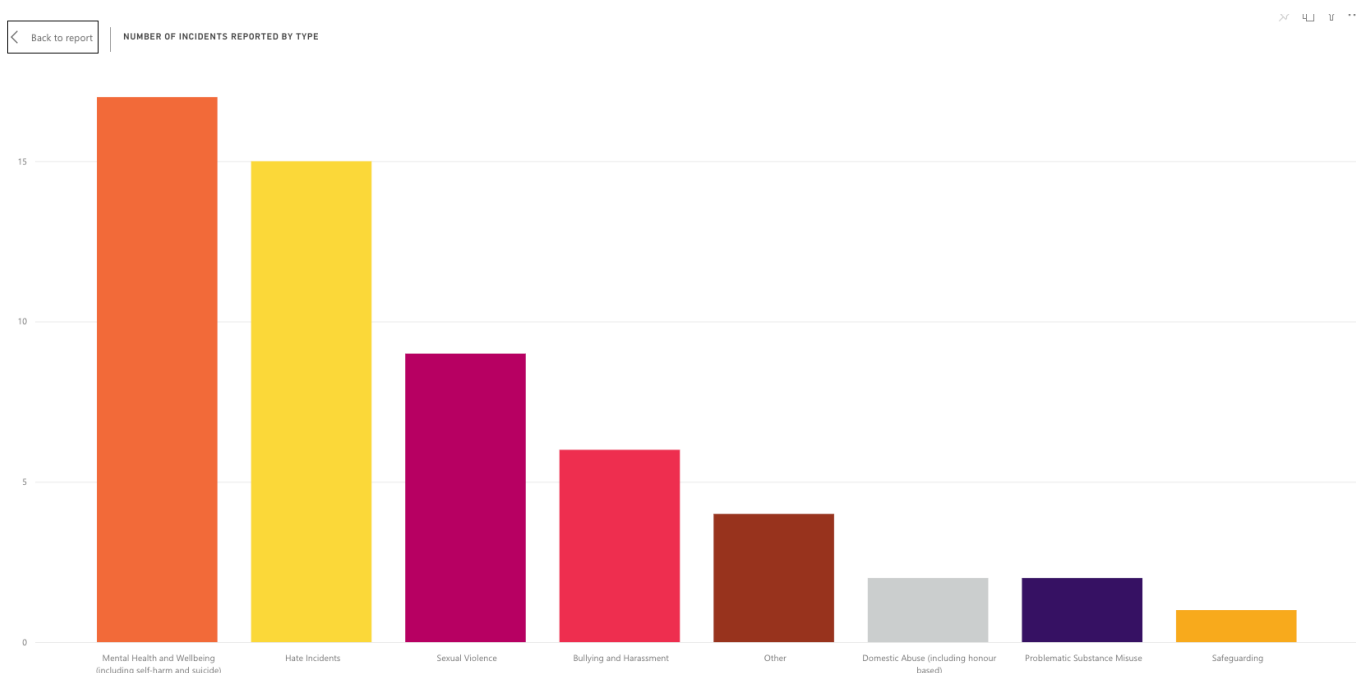


Figure 2: Reports on the OIRP by category

3. Areas for Improvement

- 3.1. A number of the student-related areas for improvement are driven by targets set in the University's Access and Participation Plan (as set out in paragraph 1.3 above) or identified in the REC submission process. This is particularly the case for improvements around the Black and Asian awarding gap and around our widening participation activity. These are therefore not replicated here, but HRC can be confident that these are institutional level priorities in terms of student equality, diversity and inclusion issues.
- 3.2. Last year we noted the over-representation of BAME students in the University's disciplinary processes and regrettably this has been repeated this year (this is noted in the Statistical Report). This has been a trend for a number of years despite interventions such as unconscious bias training for those involved in enacting the University's disciplinary procedures. In the 19/20 academic year we planned to deliver some more intensive, targeted training for those authorised officers involved in carrying out section 2 disciplinary investigations. Regrettably we were unable to do so, partly as a consequence of COVID-19 and lockdown. However, we are committed to delivering this training in the academic year 20/21 even if this needs to be virtual.
- 3.3. One significant area for improvement is the creation of a diverse and inclusive student community on campus. We know from a range of data (survey results, focus groups, awarding gaps) that a number of our students with protected characteristics do not always feel welcome and valued at the University. The 'Ready, Steady, Loughborough' transition programme described in 2.5 above is designed to set the expectations of our incoming students around the type of environment we want to create at Loughborough. In the coming six months we will review the content, communication and positioning of this transition content to drive greater engagement with it. We will do this in order to continue on the trajectory of creating a more inclusive student community at Loughborough.

4. Recommendation

- 4.1. HRC is asked to ENDORSE this report and refer it to Senate and Council for full approval and publication in line with the specific legal duties under the Equality Act 2010.

Equality & Diversity Statistical Report

**(Student Data: Evidence for the Annual Equality &
Diversity Compliance Report)**

2019/2020

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1. Introduction

This statistical report provides data collected by the University on student-related equality and diversity issues. The report uses the most recent datasets available in each case.

The report has been structured across the following strands:

- Demographic profile of the student body;
- Attainment (in terms of degree outcome);
- Academic Appeals;
- Disciplinary data (analysis of student disciplinary cases by protected characteristics).

A brief commentary on the data is provided at the end of each section. Links to other relevant documents and information are embedded throughout the document.

2. Demographic Profile

Note: All of the below Demographic tables use HESA data. HESA rounds all data to the closest 5.

2.1 Student Profile by Ethnicity (BAME/White) and Mode of Study

		Academic Year											
		16/17				17/18				18/19			
		Nr			%	Nr			%	Nr			%
Provider	Mode of Study	BAME	Unknown /NA	White	BAME	BAME	Unknown /NA	White	BAME	BAME	Unknown /NA	White	BAME
LU	Full-time	2,450	3,325	9,830	15.7%	2,620	3,695	9,755	16.3%	2,945	4,055	9,825	17.5%
LU	Part-time	200	345	980	13.1%	150	225	865	12.1%	165	215	820	13.9%
LU	Total	2,645	3,670	10,810	15.5%	2,770	3,925	10,620	16.0%	3,110	4,270	10,640	17.3%
Russ & 94	Full-time	101,920	228,925	370,485	14.5%	110,420	242,980	374,890	15.2%	117,260	257,740	372,410	15.7%
Russ & 94	Part-time	18,490	19,005	70,160	17.2%	18,455	18,750	68,365	17.5%	18,410	19,175	66,585	17.7%
Russ & 94	Total	120,410	247,930	440,645	14.9%	128,875	261,730	443,255	15.5%	135,670	276,915	438,995	15.9%
Whole Sector	Total	419,105	473,110	1,425,665	18.1%	436,990	488,240	1,417,860	18.7%	454,110	514,755	1,415,105	19.0%

2.2 Student Profile by Ethnicity (BAME/White) and Level of Study

		Academic Year											
		16/17				17/18				18/19			
		Nr			%	Nr			%	Nr			%
Provider	Level of study	BAME	Unknown /NA	White	BAME	BAME	Unknown /NA	White	BAME	BAME	Unknown /NA	White	BAME
LU	First degree	2,255	1,425	9,255	17.4%	2,410	1,560	9,140	18.4%	2,740	1,700	9,225	20.1%
LU	PGR	85	535	415	8.3%	85	475	405	8.9%	90	545	480	8.2%
LU	Postgraduate (taught)	305	1,715	1,145	9.7%	275	1,885	1,075	8.5%	280	2,030	940	8.6%
LU	Total	2,645	3,670	10,810	15.5%	2,770	3,925	10,620	16.0%	3,110	4,270	10,640	17.3%
Russ & 94	First degree	89,550	118,975	318,480	17.0%	96,905	125,075	321,035	17.8%	103,200	131,390	319,050	18.6%
Russ & 94	Other undergraduate	3,870	8,855	17,540	12.8%	3,300	9,170	15,910	11.6%	2,985	9,710	14,695	10.9%
Russ & 94	Postgraduate (research)	6,355	35,030	33,155	8.5%	6,475	34,625	33,045	8.7%	6,870	35,345	33,065	9.1%
Russ & 94	Postgraduate (taught)	20,630	85,075	71,470	11.6%	22,190	92,860	73,265	11.8%	22,615	100,480	72,185	11.6%
Russ & 94	Total	120,410	247,930	440,645	14.9%	128,875	261,730	443,255	15.5%	135,670	276,915	438,995	15.9%
Whole Sector	Total	419,105	473,110	1,425,665	18.1%	436,990	488,240	1,417,860	18.7%	454,110	514,755	1,415,105	19.0%

2.3 Student Profile by Ethnicity (detailed)

	16/17		17/18		18/19	
	Nr	%	Nr	%	Nr	%
Asian	1,255	7.3%	1,310	7.6%	1,450	8.1%
Black	770	4.5%	800	4.6%	900	5.0%
Other (including mixed)	620	3.6%	665	3.9%	760	4.2%
Unknown/not applicable	3,670	21.4%	3,925	22.7%	4,270	23.7%
White	10,810	63.1%	10,620	61.3%	10,640	59.0%

2.4 Student Profile by Gender and Mode of Study

		Academic Year											
		16/17				17/18				18/19			
		Nr			%	Nr			%	Nr			%
Provider	Mode of Study	Female	Male	Other	Female	Female	Male	Other	Female	Female	Male	Other	Female
LU	Full-time	6,260	9,345		40.1%	6,555	9,515		40.8%	6,975	9,850		41.4%
LU	Part-time	480	1,045		31.5%	410	835		32.9%	415	790		34.4%
LU	Total	6,740	10,390		39.3%	6,960	10,350		40.2%	7,385	10,640		41.0%
Russ & 94	Full-time	380,620	320,370	340	54.3%	397,780	329,900	615	54.6%	410,295	336,275	840	54.9%
Russ & 94	Part-time	64,120	43,370	160	59.6%	62,715	42,475	380	59.4%	61,755	41,735	680	59.3%
Russ & 94	Total	444,740	363,745	500	55.0%	460,490	372,375	995	55.2%	472,050	378,010	1520	55.4%
Whole Sector	Total	1,314,035	1,002,820	1025	56.7%	1,333,650	1,007,730	1710	56.9%	1,362,365	1,019,045	2,560	57.1%

2.5 Student Profile by Gender and Level of Study

		Academic Year											
		16/17				17/18				18/19			
		Nr			%	Nr			%	Nr			%
Provider	Level of study	Female	Male	Other	Female	Female	Male	Other	Female	Female	Male	Other	Female
LU	First degree	4,975	7,960		38.5%	5,170	7,940		39.4%	5,390	8,275		39.4%
LU	Postgraduate (research)	405	630		39.1%	400	570		41.3%	465	650		41.6%
LU	Postgraduate (taught)	1,360	1,805		43.0%	1,395	1,845		43.1%	1,535	1,715		47.2%
LU	Total	6,740	10,390		39.3%	6,960	10,350		40.2%	7,385	10,640		41.0%
Russ & 94	First degree	283,590	243,235	180	53.8%	292,840	249,920	260	53.9%	299,480	253,775	385	54.1%
Russ & 94	Other undergraduate	19,375	10,815	75	64.0%	17,760	10,410	210	62.6%	17,030	9,930	425	62.2%
Russ & 94	Postgraduate (research)	35,640	38,840	60	47.8%	35,550	38,475	120	47.9%	36,250	38,810	215	48.2%
Russ & 94	Postgraduate (taught)	106,135	70,855	185	59.9%	114,340	73,570	410	60.7%	119,285	75,495	500	61.1%
Russ & 94	Total	444,740	363,745	500	55.0%	460,490	372,375	995	55.2%	472,050	378,010	1520	55.4%
Whole Sector	Total	1,314,035	1,002,820	1025	56.7%	1,333,650	1,007,730	1710	56.9%	1,362,365	1,019,045	2,560	57.1%

2.6 Student Profile by Disability and Mode of Study

		Academic Year								
		16/17			17/18			18/19		
		Nr		%	Nr		%	Nr		%
Provider	Mode of Study	Known to have a disability	No known disability/unknown	Known to have a disability	Known to have a disability	No known disability/unknown	Known to have a disability	Known to have a disability	No known disability/unknown	Known to have a disability
LU	Full-time	2,090	13,515	13.4%	2,260	13,810	14.1%	2,580	14,245	15.3%
LU	Part-time	125	1,395	8.3%	145	1,100	11.6%	170	1,035	14.0%
LU	Total	2,220	14,910	12.9%	2,405	14,910	13.9%	2,745	15,280	15.2%
Russ & 94	Full-time	71,505	629,830	10.2%	80,660	647,630	11.1%	90,350	657,060	12.1%
Russ & 94	Part-time	10,190	97,465	9.5%	10,695	94,870	10.1%	11,510	92,660	11.0%
Russ & 94	Total	81,695	727,290	10.1%	91,355	742,505	11.0%	101,860	749,720	12.0%
Whole Sector	Total	279,115	2,038,760	12.0%	302,705	2,040,390	12.9%	331,170	2,052,795	13.9%

2.7 Student Profile by Disability and Level of Study

		Academic Year								
		16/17			17/18			18/19		
		Nr		%	Nr		%	Nr		%
Provider	Level of study	Known to have a disability	No known disability/unknown	Known to have a disability	Known to have a disability	No known disability/unknown	Known to have a disability	Known to have a disability	No known disability/unknown	Known to have a disability
LU	First degree	1,965	10,965	15.2%	2,100	11,010	16.0%	2,405	11,260	17.6%
LU	Postgraduate (research)	95	935	9.4%	110	860	11.3%	145	970	12.9%
LU	Postgraduate (taught)	155	3,010	4.9%	195	3,045	6.0%	200	3,050	6.2%
LU	Total	2,220	14,910	12.9%	2,405	14,910	13.9%	2,745	15,280	15.2%
Russ & 94	First degree	60,710	466,300	11.5%	68,095	474,920	12.5%	76,260	477,380	13.8%
Russ & 94	Other undergraduate	2,315	27,950	7.6%	2,200	26,175	7.8%	2,285	25,100	8.3%
Russ & 94	Postgraduate (research)	5,875	68,665	7.9%	6,350	67,795	8.6%	7,085	68,190	9.4%
Russ & 94	Postgraduate (taught)	12,795	164,380	7.2%	14,705	173,610	7.8%	16,230	179,050	8.3%
Russ & 94	Total	81,695	727,290	10.1%	91,355	742,505	11.0%	101,860	749,720	12.0%
Whole Sector	Total	279,115	2,038,760	12.0%	302,705	2,040,390	12.9%	331,170	2,052,795	13.9%

2.8 Student Profile by Religion and Belief

UG students	Academic year of intake					
	2017-18		2018-19		2019-20	
Religion (group)	Nr	%	Nr	%	Nr	%
Christian	1330	35.2%	1395	34.3%	1290	32.6%
No religion	775	20.6%	805	19.8%	815	20.6%
Atheist	695	18.4%	770	18.9%	770	19.4%
Agnostic	370	9.8%	410	10.1%	415	10.5%
Muslim	175	4.7%	185	4.6%	190	4.8%
Hindu	140	3.7%	170	4.2%	170	4.3%
Prefer not to say/unknown	140	3.7%	190	4.6%	135	3.4%
Other	60	1.6%	55	1.3%	65	1.6%
Buddhist	40	1.1%	25	0.6%	55	1.3%
Sikh	45	1.2%	70	1.7%	50	1.3%
Grand Total	3775	100.0%	4075	100.0%	3960	100.0%

PG students (PGT + PGR)	Academic year of intake					
	2017-18		2018-19		2019-20	
Religion (group)	Nr	%	Nr	%	Nr	%
No religion	1075	40.8%	1220	42.3%	1375	45.3%
Christian	575	21.8%	555	19.3%	530	17.5%
Atheist	290	11.1%	255	8.9%	310	10.3%
Agnostic	130	4.9%	130	4.5%	150	4.9%
Prefer not to say/Unknown	110	4.1%	180	6.2%	145	4.7%
Muslim	140	5.3%	155	5.4%	140	4.7%
Other	115	4.4%	100	3.4%	130	4.2%
Buddhist	85	3.2%	120	4.1%	125	4.2%
Hindu	105	4.0%	160	5.5%	110	3.7%
Sikh	10	0.4%	10	0.3%	20	0.6%
Grand Total	2630	100.0%	2885	100.0%	3030	100.0%

2.9 Commentary

We can offer the following commentary in respect of the demographic data set presented above:

- The number of BAME students registered at the University has been rising steadily over the past 3 years, reaching 17.5% of the total student population in 2018/19. This is slightly in advance of other Russell Group institutions but below the sector average (19%). The majority of our BAME students are registered on undergraduate courses of study.
- Asian students continue to represent the single largest ethnicity within the profile of BAME students although the percentage of black students continues to rise.
- Our gender split continues to show we have a significantly lower proportion of female to male students in comparison to the sector. It may be reasonable to assume that this is in part due to our particular portfolio of subject areas. We have, however, seen a steadily increasing percentage of female students registering at the University, with the proportion hitting above 41% for the first time in in 2018/19 (up from 37% in 2014/15).
- As in previous years, our proportion of disabled students continues to run in advance of the sector and the Russel Group. Indeed, we saw a further significant rise in 18/19 (from 13.9% to 15.2%).
- For our Undergraduate students, Christianity continues to be the the religion with which most students self-identify, although the proportion of students identifying this way continues to decline. By contrast we have seen a steady increase in the number of students identifying as Hindu and a realtvely static number of students identifying as Muslim. Amongst our postgraduate population a significant number do not identify with any religion.

3. Attainment

The University developed a comprehensive Access and Participation Plan which was agreed by the Office for Students in the Summer of 2019. The plan is publicly available on [our website](#).

The statistical analysis carried out as part of the development of the plan identified an awarding gap between White and Black and White and Asian students, but did not find statistically significant attainment gaps across other protected characteristics. We have therefore only presented attainment data related to ethnicity in this report. Further details are available in our Access and Participation Plan.

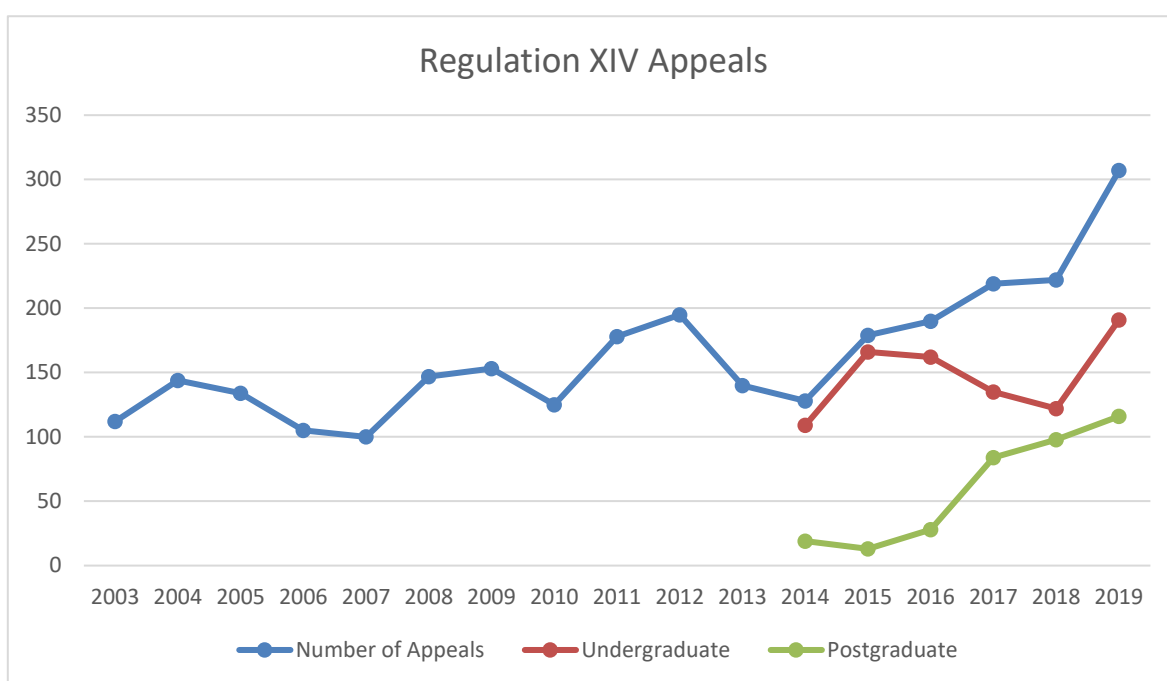
	1st/2:1					Gap Ethnic Group and White						
	2015-16	2016-17	2017-18	2018-19	2019-20	2015-16	2016-17	2017-18	2018-19	2019-20	Avg Gap 5 yrs	Target 2024-25
White	83.6%	87.9%	89.0%	87.8%	91.7%							
Asian	77.7%	78.7%	77.0%	76.5%	83.5%	5.9%	9.2%	12.0%	11.3%	8.2%	9.3%	7%
Black	65.3%	76.1%	64.3%	78.5%	77.0%	18.4%	11.8%	24.7%	9.3%	14.7%	15.8%	10%
All BAME	74.6%	79.1%	74.8%	78.7%	83.2%	9.0%	8.8%	14.2%	9.1%	8.5%	9.9%	No target

3.1 Commentary

- As the data above demonstrate, there is a significant awarding gap between White and Black students. This was noted in the last 2 years' reports and interventions have been developed over this period to address this issue. In this context we may note a significant reduction in the gap from 24.7% in 17/18 to 9.3% in 2018/19. However, following the decrease in the gap in 18/19m the awarding gap has once again opened out to 14.7% in 18/19. The University has set a target in its Access and Participation Plan of reducing the gap to 10% within 5 years.
- There is also a significant awarding gap between White and Asian students. Again, interventions have been developed, and continue to be developed, to address this issue. There has been a significant reduction in the gap from 11.3% in 18/19 to 8.2% in 19/20. There remains work to be done to reach the target of 7% which was set as part of the University's Access and Participation Plan.

4. Academic Appeals

4.1 Total Number of Academic Appeals



Calendar Year	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Number of appeals	112	144	134	105	100	147	153	125	178	195	140	128	179	190	219	222	307

4.2 Academic Appeals by Gender

Gender	2014		2015		2016		2017		2018		2019	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Male	84	65.6	115	64.2	121	63.7	82	58.6	131	59.0	169	55.0
Female	44	34.4	64	35.7	69	36.3	58	41.4	87	39.2	138	45.0
N/A	0	0	0	0	0	0	0	0	4	1.8	0	0
Total	128	100	179	100	190	100	140	100	222	100	307	100

4.3 Academic Appeals by Ethnicity

Ethnicity	2014		2015		2016		2017		2018		2019	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
White	80	62.5	111	62.0	95	50.0	88	40.2	82	36.9	128	41.7
BME	41	32.0	57	31.8	86	45.3	104	47.5	121	54.5	157	51.1
Other	7	5.5	11	6.1	8	4.2	23	10.5	13	5.8	20	6.5
Not known	0	0	0	0	1	0.5	4	1.8	5	2.3	2	0.7
Total	128	100	179	100	190	100	219	100	222	100	307	100

4.4 Academic Appeals by Disability

Disability	2014		2015		2016		2017		2018		2019	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Yes	27	21.1	35	19.5	42	22.1	30	13.7	39	17.6	51	16.6
No	101	78.9	144	80.4	148	77.9	186	84.9	178	80.2	256	83.4
Unknown	0	0	0	0	0	0	3	1.4	5	2.3	0	0
Total	128	100	179	100	190	100	219	100	222	100	307	100

4.5 Outcomes of Academic Appeals by Gender (2019)

Outcome	Female		Male		Total	
	No.	%	No.	%	No.	%
Dismissed by PVC(T)	10	7.7	17	10.4	27	9.2
Dismissed by AR	32	24.6	59	36.2	91	31
Upheld	72	55.4	82	50.3	154	52.6
Withdrawn	16	12.3	5	3.1	21	7.2
Total	130	100	163	100	293	100

4.6 Outcomes of Academic Appeals by Ethnicity (2019)

Outcome	White		BME		Other		Unknown		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Dismissed by PVC(T)	14	11.5	11	7.3	2	11.1	0	0	27	9.2
Dismissed by AR	25	20.5	61	40.4	5	27.8	0	0	91	31
Upheld	79	64.7	62	41.0	11	61.1	2	100	154	52.6
Withdrawn	4	3.3	17	11.3	0	0	0	0	21	7.2
Total	122	100	151	100	18	100	2	100	293	100

4.7 Outcomes of Academic Appeals by Disability (2019)

Outcome	Yes		No		Total	
	No.	%	No.	%	No.	%
Dismissed by PVC(T)	4	8.2	23	9.4	27	9.2
Dismissed by AR	10	20.4	81	33.2	91	31
Upheld	30	61.2	124	50.8	154	52.6
Withdrawn	5	10.2	16	6.6	21	7.2
Total	49	100	244	100	293	100

4.8 Commentary

- The number of appeals rose very considerably between 18/19 and 19/20 (from 222 to 307). We may posit that this is a consequence of the impact of the COVID-19 pandemic.
- Female students appear marginally over-represented in appeals (45% of appeals against a female student population of 41%). There is no obvious inequality in the outcome of these appeals by gender.
- BAME students continue to be very significantly over-represented (51.1% of appeals against a student population of 17.3%). Appeals from BAME students were also less likely to be upheld than appeals from white students (41% vs 64.7%), although this does represent on the successful appeal rate for BAME students in 17/18 (33%).
- Disabled students are very marginally over-represented in the number of appeals making up 16.6% of appeals but 15.2% of the student population. However, as in previous years appeals from disabled students were more likely to be upheld (61.2% vs 50.8%).

5. Disciplinary Offences

5.1 Section 2 Offences by Age

By age range:	2015/2016		2016/2017		2017/2018		2018/2019		2019/2020	
	Number	%	Number	%	Number	%	Number	%	Number	%
<=21	190	82%	298	79%	198	70%	302	67%	172	74%
>21	40	17%	77	21%	86	30%	158	33%	60	26%
Unknown	1	0.40%	0	0%	1	0%	0	0%	0	0%
Grand Total	231	100%	375	100%	285	100%	460	100%	232	100%

5.2 Section 3 Offences by Age

By age:	2015/2016		2016/2017		2017/2018		2018/2019		2019/2020	
	Number	%	Number	%	Number	%	Number	%	Number	%
<=21	17	85%	8	100%	6	67%	8	100%	2	50%
>21	3	15%	0	0%	2	22%	0	0%	2	50%
Unknown	0	0%	0	0%	1	11%	0	0%	0	100%

5.3 Section 2 Offences by Disability

By Disability:	2015/2016		2016/2017		2017/2018		2018/2019		2019/2020	
	Number	%	Number	%	Number	%	Number	%	Number	%
Yes	8	4%	8	2%	15	5%	22	5%	12	5%
No	222	96%	367	98%	270	95%	438	95%	218	94%
(blank)	1	0%	0	0%	0	0%	0	0%	2	1%
Grand Total	231	100%	375	100%	285	100%	460	100%	232	100%

5.4 Section 3 Offences by Disability

By Disability:	2015/2016		2016/2017		2017/2018		2018/2019		2019/2020	
	Number	%	Number	%	Number	%	Number	%	Number	%
No	19	95%	7	88%	9	100%	8	100%	4	100%
Yes	1	5%	1	13%	0	0%	0	0%	0	0%
Grand Total	20	100%	8	100%	9	100%	8	100%	4	100%

5.5 Section 2 Offences by Ethnicity

By Ethnicity:	2015/2016		2016/2017		2017/2018		2018/2019		2019/2020	
	Number	%	Number	%	Number	%	Number	%	Number	%
BAME	68	29%	107	29%	91	32%	135	29%	83	36%
White	160	69%	256	68%	188	66%	319	69%	147	63%
Unknown	3	1%	12	3%	4	2%	6	1%	2	1%

5.6 Section 3 Offences by Ethnicity

By Ethnic Group:	2015/2016		2016/2017		2017/2018		2018/2019		2019/2020	
	Number	%	Number	%	Number	%	Number	%	Number	%
BAME	4	20%	2	25%	4	44%	2	25%	0	0%
White	16	80%	6	75%	5	56%	6	75%	3	75%
Unknown	0	0%	0	0%	0	0%	0	0%	1	25%

5.7 Section 2 Offences by Gender

By Gender:	2015/2016		2016/2017		2017/2018		2018/2019		2019/2020	
	Number	%	Number	%	Number	%	Number	%	Number	%
Female	40	17%	65	17%	63	22%	91	20%	52	22%
Male	190	82%	310	83%	222	78%	369	80%	180	78%
Unknown	1	0.40%	0	0%	0	0%	0	0%	0	0%
Grand Total	231	100%	375	100%	285	100%	460	100%	232	100%

5.8 Section 3 Offences by Gender

By Gender:	2015/2016		2016/2017		2017/2018		2018/2019		2019/2020	
	Number	%	Number	%	Number	%	Number	%	Number	%
Female	2	10%	0	0%	0	0%	0	0%	0	0%
Male	18	90%	8	100%	9	100%	8	100%	4	100%
Grand Total	20	100%	8	100%	9	100%	8	100%	4	100%

5.9 Commentary

- BAME students are over-represented Section 2 offences, making up 36% of offences respectively, whilst only representing 17% of the student population. This is the highest proportion for the last four years of data. For the first time in the last four years there were no BAME students subject to section 3 offences.
- Neither female nor disabled students are over-represented in disciplinary offences.