Equality, Diversity and Inclusion

Equality Information Report

January 2016

NOTTINGHAM
TRENT UNIVERSITY

Preface

Nottingham Trent University is committed to sustaining highly effective learning and working environments characterised by fairness, inclusivity and equality of opportunity.

This Equality Information Report provides a review of equality, diversity and inclusion data monitoring at NTU during the academic year 2014/15. It includes the statutory equality information on the University's student and staff populations. This information is analysed for trends over a number of years.

Section 1 highlights some of the key findings from the in-depth analysis of the staff and student equality information reported in sections 2 and 3.

In Section 2, student equality information is analysed over 5 years. Student equality information includes applications, admissions, progression and attainment and includes analysis by gender, ethnicity, disability status, age, socio-economic group and pre-entry qualification route.

The staff equality information, in Section 3, is broken down to College and School level, contract type, seniority level, and includes equality related analysis of leavers and staff disciplinaries and grievances including analysis by gender, ethnicity, disability status, age and religion and belief.

Overall, the report identifies the University's trends, progressions and challenges as it continues to provide an inclusive and thriving learning and working environment for all members of its community.

Contents

Section 1 - Executive Summary

This section highlights the key findings following analysis of the 2014/2015 staff and student equality data. In-depth analysis and details of methodology can be found in Section 2 and Section 3.

Wherever possible, NTU's staff and student equality data is benchmarked against wider sector data. The Equality Challenge Unit (ECU) provides annual reports on staff and students. However, because their methodology is different to that of NTU, it is not always possible to draw direct and reliable comparisons. The ECU reports are also published late in the academic cycle. So, the NTU data in this report is for 2014/15 but the ECU data is for 2013/14, as the 2014/15 data are not published until November 2016.

1.1   Student Data – Summary

Section 2 provides data and analysis of the progression and attainment of NTU's student equality and disadvantaged groups. This updates the progression and attainment trends from 2010/11 to 2014/15.

When adjusting for other potential explanatory factors, including pre-entry qualifications, there remained strong evidence that some groups of students had lower rates of progression and attainment.

All data analysis relating to progression and undergraduate attainment focuses on full-time home UCAS/GTTR students. Progression data indicates the progression of undergraduates from year 1 to year 2 of study.

Full details of the methodology used in the analysis of student data are given in Section 2 on page 7.

Key Findings

Gender

- In 2014/15, 55.8% of all NTU's enrolled students were female, which was in line with trends for previous years and close to that of the HESA sector average for England which was 56.1% in 2013/14.

- **The NTU female/male 'good degree' (1st Class or 2:1) attainment gap was 6.8 percentage points in 2014/15, an improvement on previous years and narrowing by 1.5 percentage points from 2013/14** when the attainment gap stood at 8.3 percentage points. When controlling for UCAS tariffs, females continued to outperform males.

Ethnicity

- In 2014/15 the progression rate for white students was 85.3% and 74.6% for BME students. The 2014/15 white/BME progression gap was therefore 10.7 percentage points.

- At NTU 57.9% of BME students achieved a 1st Class or 2:1 qualification. This compares to 76.6% of white students giving a white/BME attainment gap of 18.7 percentage points. This compares to 17.4% attainment gap for 2013/14.

- HESA data for 2013/14 showed that in England, 75.6% of white UK-domiciled (home) first degree undergraduate qualifiers achieved a 1st Class or 2:1 degree. This compares to 60.4% of BME students in England giving a white/BME attainment gap of 15.2 percentage points.

Disability

- **After a dip in the progression rates of disabled students over the previous three years, there was an increase in 2014/15, when 80.8% successfully progressed**. Over the five years, there was no statistical evidence that disabled students had lower rates of progression when controlling for other entry characteristics.

- For four of the last five years disabled students were less likely to achieve a 'good degree' than non-disabled students. In 2014/15 the gap has risen to a five year high of 6.8 percentage points and there is now moderate statistical evidence that disabled students achieved lower rates of 'good degrees' when controlling for pre-entry characteristics (including pre-entry qualifications).

Age

- The percentage of young finalists achieving 'good degrees' has increased consistently over the last five years, from 56% in 2010/11 to 74% in 2014/15. However, since 2011/12 there has been a reversal of this trend for mature students. Whereas in 2010/11 mature students were more likely to achieve a 'good degree' than young students, in 2014/15 just 61% of mature students achieved this standard compared with 74% of young students.

Widening Participation

- Over the five years, students from widening participation backgrounds were significantly less likely to successfully progress to their second year of UG study than students from higher socio-economic backgrounds, which held when controlling for entry characteristics. **The 2014/15 socio-economic progression gap was 5.0 percentage points, a fall of 3.5 percentage points compared with the previous year. The 2014/15 socio-economic 'good degree' gap was 9.5 percentage points, which was somewhat lower than most previous years**.

1.2   Staff Data – Summary

Section 3 contains equality information and analysis relating to staff employed at the University during the academic year 2014/15 and excludes atypical staff (see page 74 for a definition of atypical staff). Monitoring and reporting focuses on gender, ethnicity, disability, age and religion and belief.

Each section focuses on a different protected characteristic and includes equality profiles of all staff and is then further broken down to College and School level, contract type, seniority level, and includes equality related analysis of leavers and staff disciplinaries, and grievances.

During 2012/13 the staff record replaced the gender field with the legal sex field, of which the possible options are male/female. For the purposes of this report, data from the legal sex field is referred to as 'gender'.

In July 2015 the University began collecting staff data on sexual orientation. All current staff were contacted and asked to log on to the University's HR System and check and update their equality data. This was part of the usual biennial update exercise. Information was provided to explain why the University was collecting this data and how its use and storage would be managed in line with the Data Protection Act. Applicants and new starters were also asked to provide this information from July 2015 onwards.

As data was collected late in the academic year data disclosure for sexual orientation during 2014/15 was 13.6%. We will delay reporting on sexual orientation data until we can analyse data for 2015/16 and when we hope to have a higher rate of disclosure. At the time of reporting this currently stands at 18.0%.

Key Findings

Disclosure

- The University has seen significant improvement in its disclosure rates. Between 2010/11 and 2014/15 disclosure rates improved to:
    - Ethnicity: 94.5% (an improvement of 27.5 percentage points)
    - Disability: 76.3% (an improvement of 25.0 percentage points)
    - Religion: 73.6% (an improvement of 27.4 percentage points)
    - Age and Gender remained consistently at 100%

Gender

- Women comprised the majority of staff at NTU at 55.4%, roughly in line with the sector average of 53.8%[1] for all HEI's in England.

- The majority of part-time staff were female at 76.2%. Across the sector, in the UK, 66.9% of part-time staff were female.

- As with previous years, women formed the majority of Professional Services staff in 2014/15 at 58.5%. The only area with males in a majority was Information Systems at 78.5%.

- The most senior level posts at the University are 'Senior Executive Posts', where males are in the majority at 70.0%. The second most senior level of staff 'Holders of Senior Posts' showed a 50:50 gender balance.

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[1] Equality in higher education: statistical report 2015. Part 1: staff. Equality Challenge Unit.

- **Although still in the minority, female representation in NTU's senior level staff[2] is 41.3%. This is significantly higher than the UK sector average of 29.0%.[3]**

- In terms of senior academic contracts male staff are in the majority across three salary scales: Academic Heads, 54.5%; Academic Team Leaders, 51.2% and Professors, 72.0%.

- 28.0% of Professors were female, similar to previous years. Although in the minority, female Professors are better represented at NTU than across the sector where 2013/14 HESA figures indicate that female professors comprise 22.4% of all professors in the UK.

- The gender profile of support staff at senior levels is fairly balanced, however at non-senior levels females are in the majority at 62.4%.

Ethnicity

- 7.9% of UK national staff, who disclosed their ethnicity, were BME. This is an increase from 7.4% last year and compares with a sector England average of 9.2%[4].

- Schools with the highest rates of BME staff were the Nottingham Business School (13.3%) and School of Architecture Design and the Built Environment (8.7%). The Schools with the lowest rate of BME staff were Animal, Rural and Environmental Sciences (0.7%), and Art and Design (3.7%).

- The Schools of Social Sciences and Education both saw an increase in BME staff compared to 2013/14, rising from 4.8% to 6.9% and 3.7% to 6.0% respectively.

- The proportion of UK-national BME staff (of those who disclosed their ethnicity) was higher in the Professional Service Areas (8.6%) than across the Schools (7.4%).

- Disclosure rates for ethnicity were very high for all the senior level staff, many being at 100%. Rates of UK-national BME staff were on average 9.3%.

- **19.2% of UK-national Professors were of BME origin, an increase from 13.9% in 2013/14. The proportion of BME Professors at NTU is also much higher than the sector which stands at 7.3%[5].**

- Proportions of BME staff in senior roles were at their lowest in 'Holders of Senior Posts' (0.0%), Professional & Managerial posts (3.0%) and Academic Team Leaders (5.0%).

- 7.8% of all staff in non-senior level roles were BME members of staff. The highest rate of BME staff was found in the 'miscellaneous'[6] staff group at 19.6%.

- 9.8% of all leavers were of BME background (excluding atypical and non-UK nationalities). This is higher than the average employed BME staff of 7.9% (excluding atypical and non-UK nationalities). Of those members of staff who left due

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[2] Senior level staff at NTU include: Senior Executive Posts, Holders of Senior Posts, Academic Heads, Academic Team Leaders, Professors, Support Heads and Professional & Managerial support staff. See page 37 for further details.
[3] Equality in higher education: statistical report 2015. Part 1: staff. Equality Challenge Unit.
[4] Equality in higher education: statistical report 2015. Part 1: staff. Equality Challenge Unit.
[5] Equality in higher education: statistical report 2015. Part 1: staff. Equality Challenge Unit.
[6] Staff falling within the 'Miscellaneous' group of staff are all on fixed term contracts and primarily employed in assistant roles, e.g. Marketing Assistant, Finance Assistant, Technical Assistant, Student Placement etc.

to dismissal 18.2% were BME staff, although the total number of dismissals was low at just 22 people, 4 of whom were BME. A high proportion of BME staff were also seen in those leaving due to the end of a temporary contract at 17.4%.

Disability

- 7.0% of those staff who have disclosed their disability status indicated they are disabled, a figure close to that of 7.4% in 2013/14. Of those staff who declared their disability across the sector in England[7], 4.3% declared they were disabled. Although the difference is high, historically data collected by HESA for disability has been thought to be unreliable due to errors in accurate reporting by many HEIs.

- Rates of declared disability were slightly higher in the Professional Service Areas, at 7.8%, than in the Schools, where they were 6.5%.

- The most senior posts, namely, Senior Executive Posts and Holders of Senior Posts, had no instances of disabled members of staff. This was also true of Support Heads and Academic Heads. However it is worth noting that the numbers of staff within these groups are small in number, ranging from just 8 Senior Executive Posts to 13 Support Heads.

- Academic Team Leaders had low instances of disabled staff at just 2.8%.

Age

- Across NTU the largest group of staff were aged 35-49, at 40.2%, followed by the 50-64 age group, at 31.0%, those aged 34 and under at 25.9% and finally the 65 and overs at just 2.8%.

- When compared to the proportions of staff employed in each of the age groups there was a disproportionate number of leavers in the 34 and under age group at 38.6% compared to 25.9% employed.

Religion and Belief

- Religion is the equality characteristic with the lowest disclosure rate and also the highest rate of staff opting the "prefer not to say" option at 6.6%.

- The majority of staff who disclosed their religion or belief indicated they had no religion (51.9%). The second largest group are Christian (39.4%).

- When compared to nationwide census data[8], where religion or belief is known, NTU's religion and belief profile is very different. For example across England and Wales 77.7% of people report as Christian compared to 39.4% of NTU staff; 16.1% of people across England and Wales report as No Religion compared to 51.9% of NTU staff.

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[7] Equality in higher education: statistical report 2015. Part 1: staff. Equality Challenge Unit.
[8] England & Wales 2011 Census.

Section 2 - Equality Information: Student Data

Success of NTU's Equality & Diversity students: 2010/11 to 2014/15

Introduction
This report provides an update of the success trends of NTU's students with protected equality & diversity characteristics as well as those from low socio-economic groups for the period 2010/11 to 2014/15. When adjusting for other potential explanatory factors, including pre-entry qualifications, there remains strong evidence that some groups of students had lower rates of progression, attainment and graduate level destinations. These findings are being addressed at School-level via NTU's 'Success for All' initiative.

Methodology
Unless otherwise stated, the analysis in this report is taken from NTU's COGNOS five year enrolment extract, which is ultimately derived from the same data source as the University's annual monitoring reports provided to Schools.

Year one to year two undergraduate progression figures shown throughout this report are shown as simple binary outcomes (progressed or did not progress, excluding the few unknowns removed from the progression calculations), for the sake of brevity of presentation. Students not progressing include:

- Academic failure – students have not met the requirements of the first year and have effectively been withdrawn by the University following referral board decision. These represent about 25% of non-progressors.
- Repeating – students have not met the requirements of the first year but were permitted to repeat their first year of study following referral board decision. These represent about 30% of non-progressors.
- Withdrawn – students have withdrawn through their own volition, (e.g. personal reasons). These represent about 30% of non-progressors.
- Transfer – student has effectively withdrawn from their course although are still in HE having transferred to a different course. These represent about 10% of non-progressors.
- Other – all other reasons. These represent about 6% of non-progressors.

Structure of report
There are seven main sections to this report; gender, ethnicity, disability, age, widening participation, pre-entry qualification and home/overseas residency. Within each section, enrolment[9], progression and attainment outcomes are reported. In the former six sections, progression and attainment figures exclude overseas students so as to reduce potential bias in the data. However, to reflect the whole NTU student body, enrolment tables *include* overseas students. An 'at a glance' summary of student success trends across the student lifecycle is provided in Table A overleaf (overseas students are again excluded from the denominator for the E&D groupings, although shown separately at the foot of the table). This table provides statistical evidence of any disparities between different student groups after adjusting for known influencing factors, including pre-entry qualifications, E&D / WP characteristics and NTU School.

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[9] There are two main tables in each enrolment sub-section. The first table focuses on new undergraduate first degree entrants (and thus excludes repeating students) and is consistent with the University's annual monitoring reports. The second table focuses on the whole student body, including postgraduate and further education students.

Table A: Summary of student success by E&D / WP characteristics: full-time undergraduates 2010/11 to 2014/15#

E&D Group	Progressing to year 2		Progressing to year 3		Average GPA##		Attaining at least 2:1		Study or prof/m'gerial occs###	
	No.	%	No.	%			No.	%	No.	%
Male	12,176	79.3%	11,692	87.8%	57.1		6,768	62.2%	4,524	63.7%
Female	15,762	86.5%	14,839	92.6%	59.6		9,684	69.3%	5,254	57.1%
Gender gap	7.2% points***		4.8% points***		2.4 ***		7.1% points***		-6.6% points**	
BME	6,084	76.3%	5,838	86.2%	54.9		2,801	51.1%	1,896	56.2%
White	21,704	85.4%	20,498	91.8%	60.2		13,513	70.5%	7,810	61.0%
Ethnicity gap	9.2% points***		5.6% points***		5.3 ***		19.3% points***		4.7% points*	
Disabled	2,254	81.2%	2,069	87.4%	57.4		1,279	63.9%	738	59.3%
Not disabled	25,622	83.4%	24,442	90.7%	58.6		15,172	66.4%	9,040	60.0%
Disability gap	2.2% points		3.2% points***		1.2 ***		2.4% points*		0.7% points	
Mature	2,513	72.2%	2,547	81.1%	55.6		1589	60.7%	948	61.9%
Young	25,427	84.5%	23,984	91.5%	58.8		14,863	66.8%	8,830	59.7%
Age gap	12.3% points		10.5% points***		3.2		6.1% points		-2.2% points***	
WP	5,786	79.5%	5,199	88.3%	56.8		2,720	58.8%	1,509	52.9%
Not WP	19,352	86.1%	18,552	92.5%	59.3		12,010	69.0%	7,243	61.3%
Socio-econ gap	6.5% points***		4.3% points***		2.5 ***		10.1% points***		8.5% points***	
BTEC route####	2,375	72.8%	1,548	86.8%	54.8		480	57.6%	164	51.7%
A Level route	15,564	88.3%	11,073	92.6%	60.2		5,609	75.4%	2,221	64.7%
Qual route gap	15.6% points***		5.8% points***		5.3 ***		17.9% points***		13.0% points	
EU	418	81.3%	453	90.4%	58.6		418	67.4%	N/A	N/A
Overseas	1,344	72.8%	1,707	76.3%	51.6		523	29.5%	N/A	N/A
Home	27,940	83.2%	26,531	90.4%	58.5		16,452	66.2%	N/A	N/A
Residency gap	10.4% points*		14.1% points***		6.8 ***		36.7% points***		N/A	N/A

*Moderate statistical significance p<0.05; **Strong statistical significance p<0.01; ***Very strong statistical significance p<0.001. These tests control (via regression) for

other known influencers of student success, including pre-entry qualifcations (UG classification for DLHE), NTU School differences and students' E&D charactersitcs listed above

To reduce the likelihood of counfounding bias, these summaries have largely been restricted to full-time *home* undergraduate students. The overseas figures are shown at the foot of the table. Further disaggregation of overseas

students by E&D group are available in the full E&D reports on sharepoint.

Based on students' perofrmance in assessments in each year of study, as recorded in Banner (Grade Point Average). Excludes students who have withdrawn before referral boards. This field permits ongoing tracking of attainment.

Based on four year average 2010/11 to 2013/14. 2014/15 DLHE survey not yet carried out at the time of analysis. Only includes students who graduated with an undergraduate degree qualifcation.

BTEC qualfications were only availalbe in Banner student records for new entrants from the 2011/12 academic year due to disclosure issues. Therefore, final degree outcomes are only avaialbe for 2013/14 and 2014/15 graduates, whilst

DLHE destinations data only available for 2013/14 graduates. Only these years' data for A Level entrants have been included to maintain consistency.

1: Gender

1.1: Applications & Admissions

Figure 1.1.1: Unsuccessful NTU applications by gender, 2010 to 2014 (excludes Clearing and withdrawn applications)

	Female	Male
2010	32.6%	21.3%
2011	33.3%	26.8%
2012	27.1%	24.4%
2013	15.6%	15.2%
2014	13.2%	15.5%
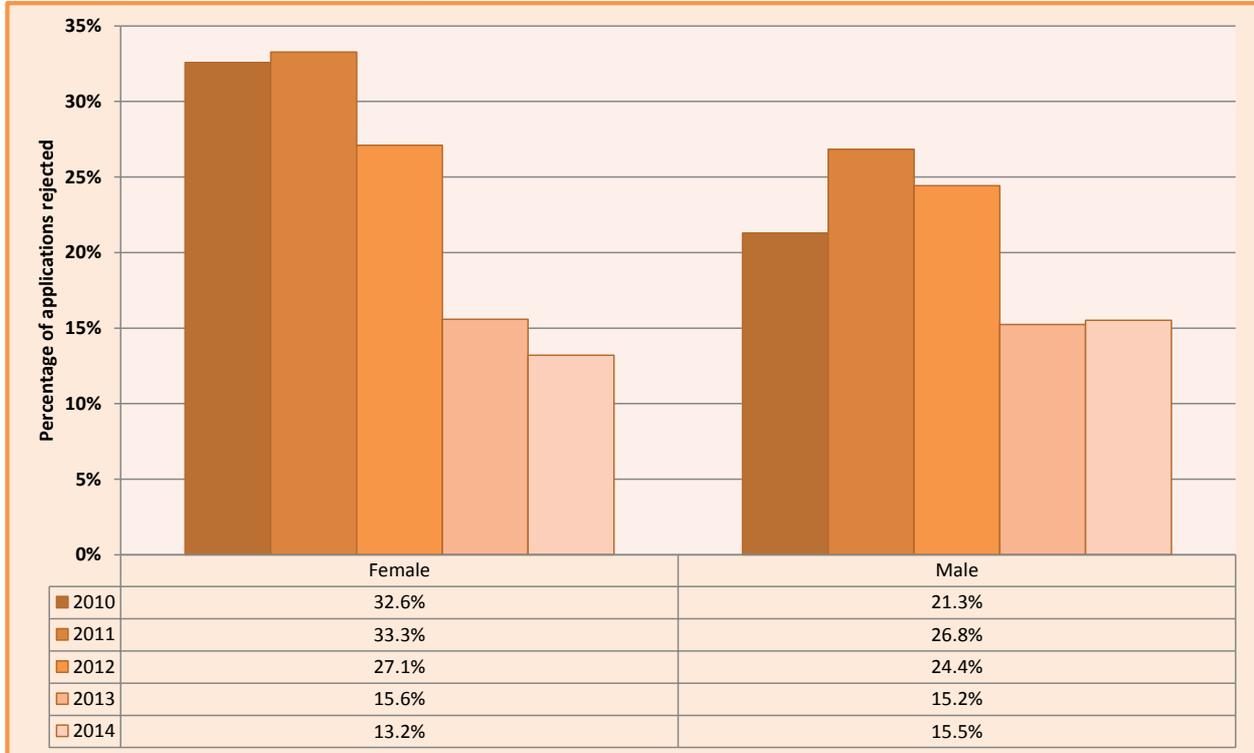
The percentage of applications that were unsuccessful (did not receive offers prior to the confirmation and clearing process) has decreased over the last five years. In the last two years there has been relatively little gap between female and male offer rates.

1.2: Enrolments

Table 1.2.1: NTU first degree UG new entrants by gender, 2010/11 to 2014/15

	2010/11		2011/12		2012/13		2013/14		2014/15	
	No.	%	No.	%	No.	%	No.	%	No.	%
Female	3,631	53.3%	3,865	53.6%	3,418	54.1%	3,795	54.4%	4,285	55.9%
Male	3,185	46.7%	3,344	46.4%	2,901	45.9%	3,182	45.6%	3,384	44.1%
Total	**6,816**	100.0%	**7,209**	100.0%	**6,319**	100.0%	**6,977**	100.0%	**7,669**	100.0%

There has been a consistent increase in the proportion of new first degree entrants that were female over the last five years. In 2014/15, 55.9% of these UG students were female, compared with 54.4% the previous year. The latest Equality Challenge Unit (ECU) data shows that (in 2013/14), across all UK HEIs, 56.1% of first degree UGs were female. [10]

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[10] Equality in higher education: statistical report 2015. Part 2: Students. Equality Challenge Unit.

Table 1.2.2: All 2014/15 NTU students by gender

Programme Level	Mode	Female No.	Female %	Male No.	Male %	Total	Total %
FE	Full-Time	152	79.6%	39	20.4%	191	100.0%
	Part-Time	5	55.6%	4	44.4%	9	100.0%
FE Total		**157**	**78.5%**	**43**	**21.5%**	**200**	**100.0%**
NC	Full-Time	123	65.1%	66	34.9%	189	100.0%
	Part-Time	285	75.2%	94	24.8%	379	100.0%
NC Total		**408**	**71.8%**	**160**	**28.2%**	**568**	**100.0%**
PG	Full-Time	1,121	51.4%	1,058	48.6%	2,179	100.0%
	Part-Time	1,218	61.1%	776	38.9%	1,994	100.0%
PG Total		**2,339**	**56.1%**	**1,834**	**43.9%**	**4,173**	**100.0%**
PR	Full-Time	189	48.0%	205	52.0%	394	100.0%
	Part-Time	145	43.8%	186	56.2%	331	100.0%
PR Total		**334**	**46.1%**	**391**	**53.9%**	**725**	**100.0%**
UG	Full-Time	12,336	55.7%	9,805	44.3%	22,141	100.0%
	Part-Time	252	44.4%	316	55.6%	568	100.0%
UG Total		**12,588**	**55.4%**	**10,121**	**44.6%**	**22,709**	**100.0%**
Grand Total		**15,826**	**55.8%**	**12,549**	**44.2%**	**28,375**	**100.0%**

* Excludes 22 students from whom the gender is not known

When focusing on the whole student body, around 56% of NTU's 2014/15 students were female. However, the majority of students studying postgraduate research courses were male.

1.3: Progression from year 1 of undergraduate study

Figure 1.3.1: Progression to second year of study by gender

% of UG students progressing to year 2

	2010/11	2011/12	2012/13	2013/14	2014/15
Male	77.8%	82.3%	79.7%	77.4%	79.1%
Female	85.3%	88.9%	86.9%	86.0%	85.5%
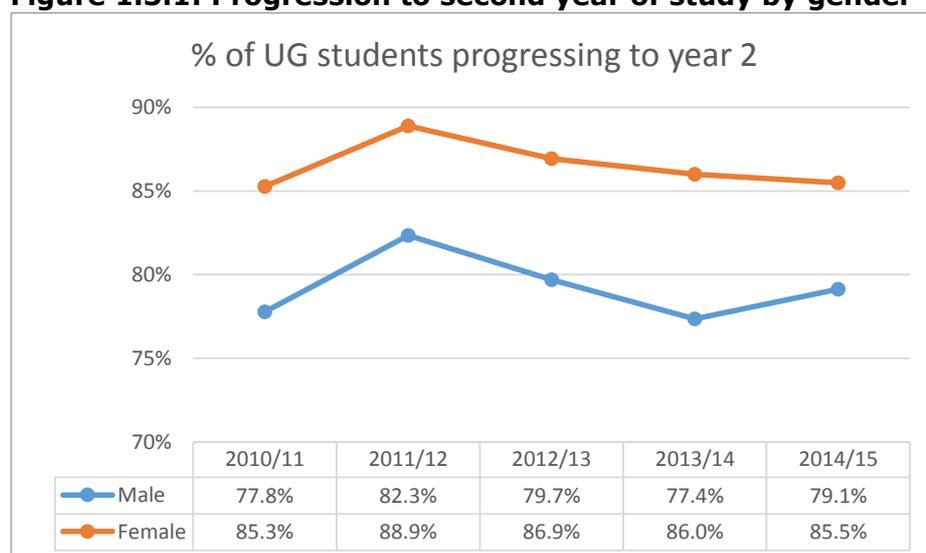
p<0.001

Over the four years analysed, female students were significantly more likely to successfully progress to their second year of study than male students, which, as previous analysis testified, cannot be solely attributed to students' prior attainment. The 2014/15 female/male progression gap was 6.4 percentage points.

The methodology for progression figures used by HESA differs to that used by NTU. Therefore, direct comparisons cannot be made with sector figures, although the national data indicate a similar trend of male students being less likely to successfully progress through their course.

1.4: Undergraduate attainment

Figure 1.4.1a: Undergraduate attainment by gender – 'good degrees'

% of UG finalists achieving 2:1 or First Class award

	2010/11	2011/12	2012/13	2013/14	2014/15
Male	52.7%	60.0%	62.4%	65.8%	68.5%
Female	58.4%	66.4%	71.3%	73.8%	75.4%
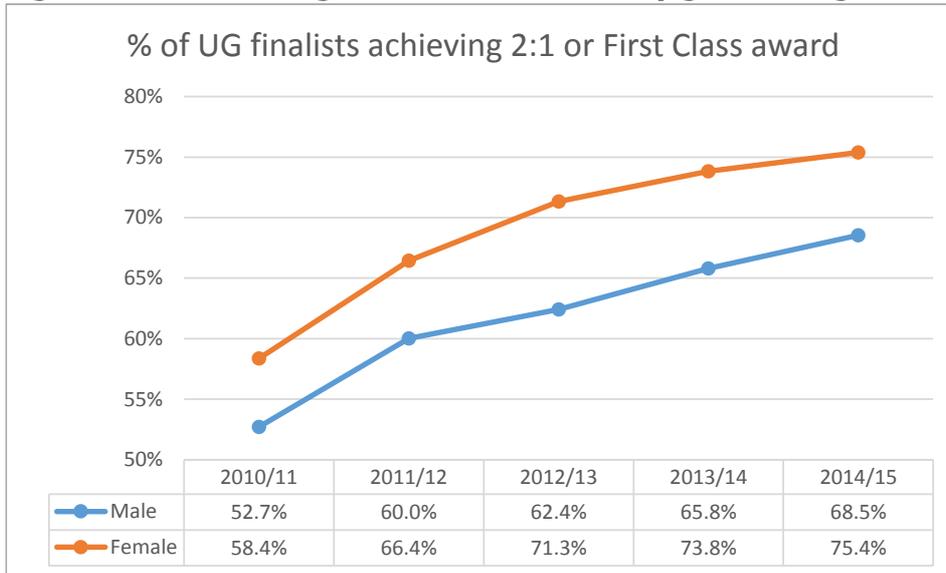
Figure 1.4.1b: Undergraduate attainment by gender – all degree classifications

	Male					Female				
	2010/11	2011/12	2012/13	2013/14	2014/15	2010/11	2011/12	2012/13	2013/14	2014/15
Ordinary Degree	4.4%	3.2%	3.2%	3.1%	2.5%	2.2%	1.6%	1.1%	1.4%	1.1%
3rd Class Honours	5.6%	4.8%	3.3%	3.5%	3.3%	5.0%	2.9%	2.2%	2.3%	2.0%
2nd Class Honours-2nd Division	37.3%	32.0%	31.1%	27.6%	25.7%	34.5%	29.1%	25.3%	22.5%	21.5%
2nd Class Honours-1st Division	42.7%	47.6%	46.6%	48.7%	47.0%	49.2%	53.6%	53.4%	53.0%	52.0%
1st Class Honours	10.0%	12.4%	15.8%	17.1%	21.5%	9.2%	12.9%	17.9%	20.9%	23.3%
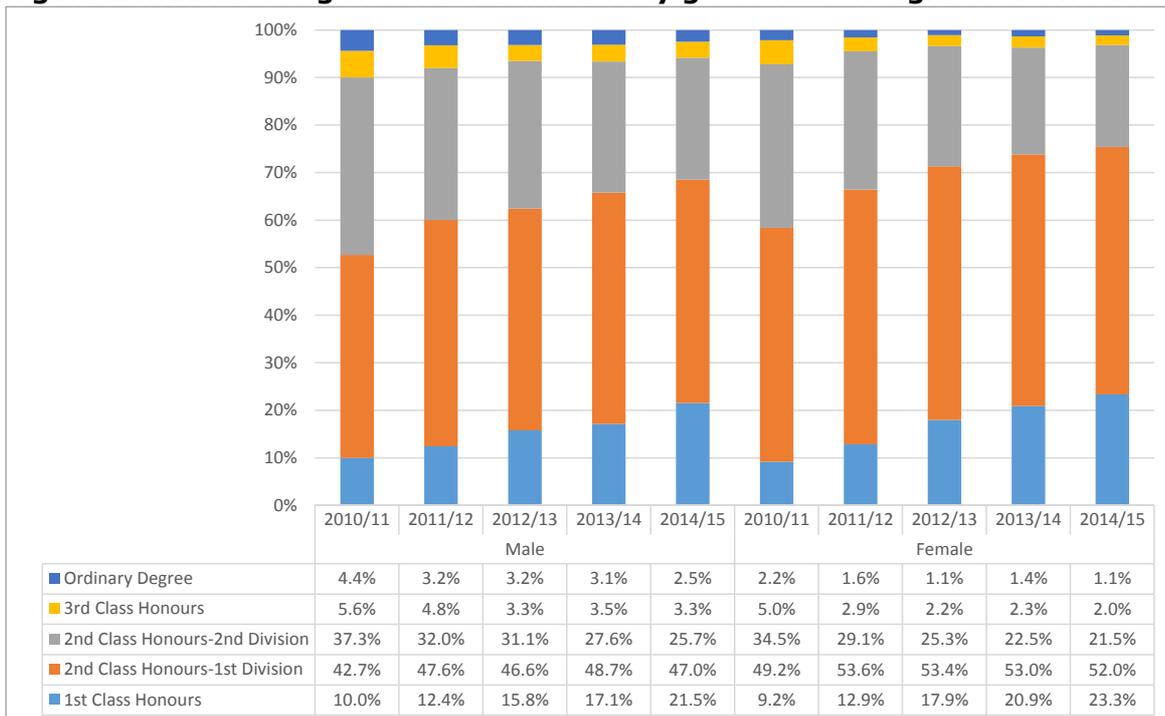
Male students have consistently been less likely to achieve a First Class or 2:1 degree classification than their female counterparts. Supplementary analysis (Table A above) shows that whilst, on average, females had higher pre-entry qualifications than males, this only partially explains the disparities in the final degree classifications, because, when controlling for the UCAS tariff, females continued to outperform males.

The 2014/15 female/male 'good degree' (1st Class or 2:1) attainment gap was 6.8 percentage points, which was lower than the previous two years. The latest ECU published gap for the UK as a whole (for 2013/14) was 7.0 percentage points, slightly lower than the NTU gap for that year.

2: Ethnicity

2.1: Applications & Admissions

Figure 2.1.1: Unsuccessful NTU applications by ethnic group, 2010 to 2014 (excludes Clearing and withdrawn applications)

	Asian	Black	Mixed ethnicity	Other ethnicity	White
2010	27.0%	32.8%	29.2%	29.0%	26.9%
2011	32.9%	37.0%	33.0%	35.6%	29.2%
2012	29.5%	32.5%	29.3%	28.3%	24.5%
2013	18.9%	23.5%	17.0%	28.3%	13.9%
2014	16.4%	19.8%	16.3%	17.3%	13.2%
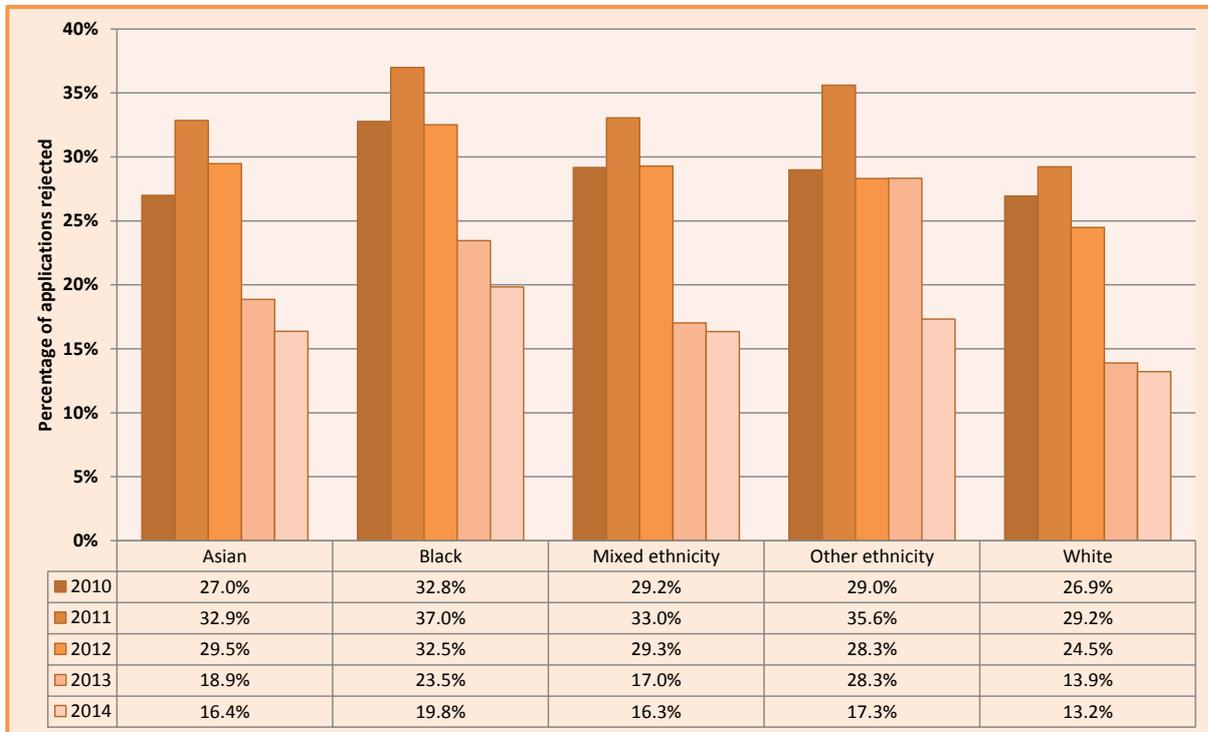
Source: NTU UCAS conversion data

White applicants have been consistently more likely to receive offers than BME applicants, with black applicants having the lowest offer rates. However, as our previous analysis has revealed, this is consistent with pre-entry qualifications of the different applicant groups.

2.2: Enrolments

Table 2.2.1: NTU first degree UG new entrants by ethnicity, 2010/11 to 2014/15

	2010/11		2011/12		2012/13		2013/14		2014/15	
	No.	%	No.	%	No.	%	No.	%	No.	%
Asian	728	11.1%	743	10.5%	767	12.4%	797	11.6%	814	10.7%
Black	418	6.4%	461	6.5%	546	8.8%	606	8.8%	638	8.4%
Chinese	289	4.4%	336	4.8%	322	5.2%	233	3.4%	203	2.7%
Mixed ethnicity	268	4.1%	313	4.4%	249	4.0%	304	4.4%	335	4.4%
Other ethnicity	50	0.8%	42	0.6%	47	0.8%	44	0.6%	55	0.7%
BME	**1,753**	**26.7%**	**1,895**	**26.8%**	**1,931**	**31.2%**	**1,984**	**28.8%**	**2,045**	**26.9%**
White	**4,821**	**73.3%**	**5,174**	**73.2%**	**4,266**	**68.8%**	**4,913**	**71.2%**	**5,570**	**73.1%**
Unknown	242	-	140	-	122	-	80	-	56	-
Total	**6,816**	100.0%	**7,209**	100.0%	**6,319**	100.0%	**6,977**	100.0%	**7,671**	100.0%

The proportion of new undergraduate entrants that were BME peaked in 2012/13 to 31.2%, although it has since fallen to 26.9% in 2014/15. There has been a particularly large decrease in the number of students of Chinese origin, most of whom are overseas domiciled.

Table 2.2.2: All 2014/15 NTU students by ethnicity

Programme Level	Mode	BME No.	BME %	White No.	White %	Total	Total
FE	Full-Time	3	1.6%	188	98.4%	191	100.0%
	Part-Time		0.0%	9	100.0%	9	100.0%
FE Total		**3**	**1.5%**	**197**	**98.5%**	**200**	**100.0%**
NC	Full-Time	61	33.5%	121	66.5%	182	100.0%
	Part-Time	51	13.6%	323	86.4%	374	100.0%
NC Total		**112**	**20.1%**	**444**	**79.9%**	**556**	**100.0%**
PG	Full-Time	1,142	53.4%	998	46.6%	2,140	100.0%
	Part-Time	481	24.4%	1,489	75.6%	1,970	100.0%
PG Total		**1,623**	**39.5%**	**2,487**	**60.5%**	**4,110**	**100.0%**
PR	Full-Time	222	56.8%	169	43.2%	391	100.0%
	Part-Time	111	33.9%	216	66.1%	327	100.0%
PR Total		**333**	**46.4%**	**385**	**53.6%**	**718**	**100.0%**
UG	Full-Time	6,099	27.8%	15,850	72.2%	21,949	100.0%
	Part-Time	111	19.7%	452	80.3%	563	100.0%
UG Total		**6,210**	**27.6%**	**16,302**	**72.4%**	**22,512**	**100.0%**
Grand Total		**8,281**	**29.5%**	**19,815**	**70.5%**	**28,096**	**100.0%**
* Excludes 301 students from whom the ethnicity is not known							

When taking account of all 2014/15 NTU students, 29.5% were BME. BME students were particularly well represented across full-time postgraduate research and postgraduate taught courses.

2.3: Progression from year 1 of undergraduate study

Figure 2.3.1: Progression to second year of study by ethnic group

% of UG students progressing to year 2

	2010/11	2011/12	2012/13	2013/14	2014/15
Asian	74.5%	79.4%	77.7%	71.8%	75.5%
Black	72.2%	79.0%	76.3%	74.1%	71.0%
Chinese	84.5%	95.7%	90.7%	82.9%	84.4%
Mixed ethnicity	77.9%	82.6%	77.8%	76.9%	78.0%
White	83.9%	87.4%	85.7%	84.8%	85.3%
BME	75.0%	80.5%	77.4%	74.1%	74.6%
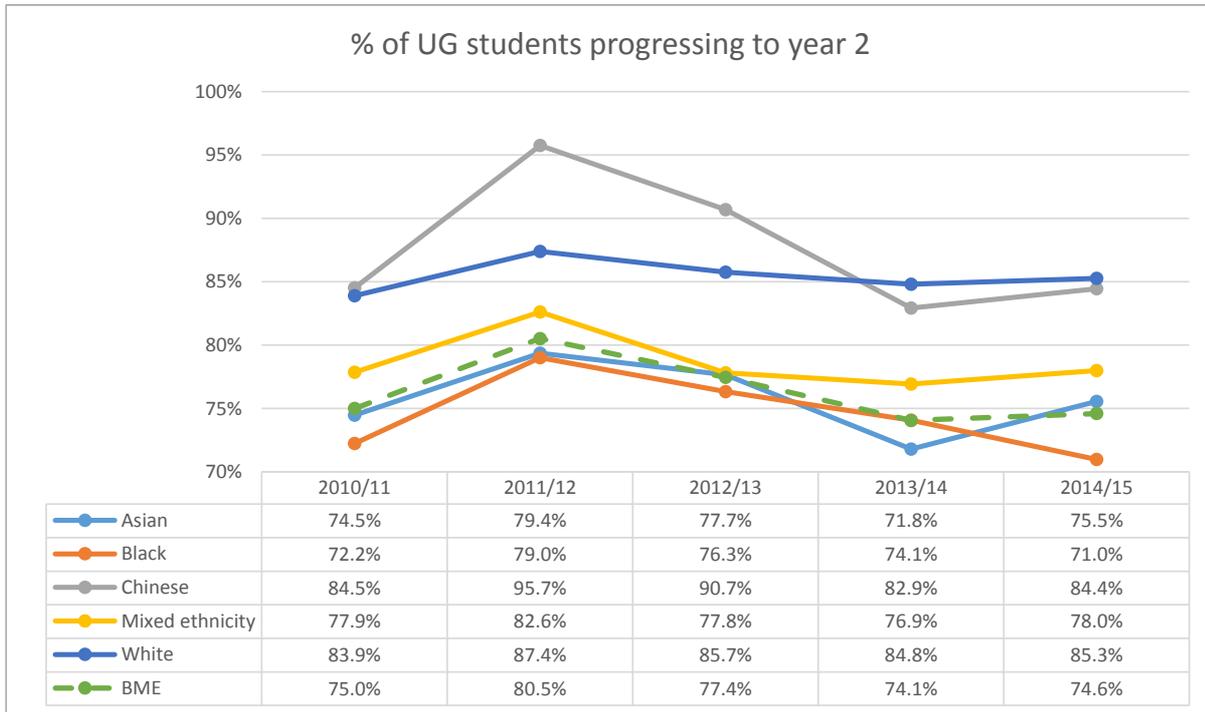
p = 0.000

Over the five years, white students were significantly more likely to successfully progress to their second year of study than black, Asian and mixed ethnicity students. BME students, on average, had lower pre-entry qualifications than their white counterparts, but there was a disparity in progression rates even when adjusting for this prior attainment (Table A above). In 2014/15, the progression rate for white students was 85.3% compared with 74.6% for BME students.

The methodology for progression figures used by HESA differs to that used by NTU. Therefore, direct comparisons cannot be made with sector figures, although the national data indicate a similar trend of BME students being less likely to successfully progress through their course.

2.4: Undergraduate attainment

Figure 2.4.1a: Undergraduate attainment by ethnic group – 'good degrees'

% of UG students progressing to year 2

	2010/11	2011/12	2012/13	2013/14	2014/15
Asian	33.8%	49.6%	49.8%	58.5%	59.9%
Black	34.7%	43.7%	48.5%	46.2%	51.4%
Chinese	40.0%	41.5%	38.5%	54.2%	63.2%
Mixed ethnicity	52.3%	68.4%	62.4%	67.6%	66.1%
White	61.3%	67.2%	72.1%	74.2%	76.6%
BME	37.6%	50.8%	50.9%	56.8%	57.9%
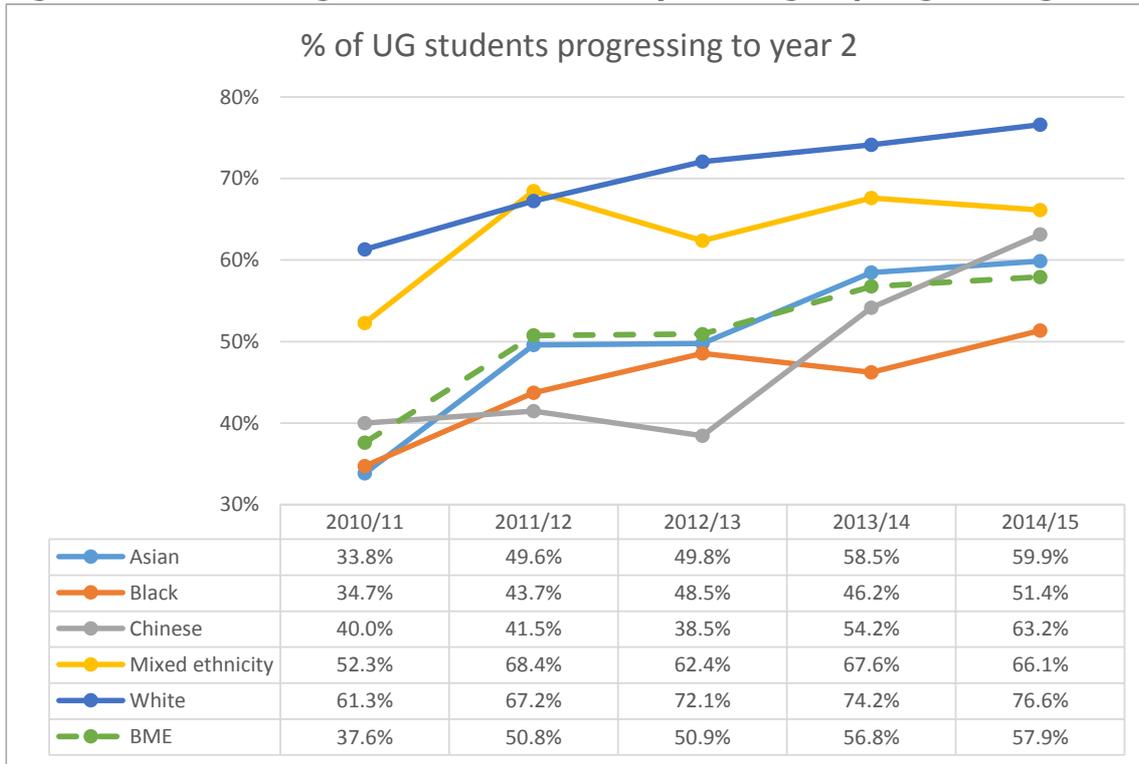
Figure 2.4.1b: Undergraduate attainment by ethnic group – all degree classifications

	BME					White				
	2010/11	2011/12	2012/13	2013/14	2014/15	2010/11	2011/12	2012/13	2013/14	2014/15
Ordinary Degree	5.3%	3.3%	4.1%	3.4%	3.2%	2.5%	2.1%	1.5%	1.8%	1.3%
3rd Class Honours	7.7%	5.7%	4.5%	3.9%	5.0%	4.6%	3.2%	2.2%	2.5%	1.9%
2nd Class Honours-2nd Division	49.5%	40.2%	40.4%	35.9%	33.9%	31.6%	27.5%	24.3%	21.5%	20.3%
2nd Class Honours-1st Division	33.8%	44.2%	43.0%	46.7%	46.1%	50.2%	52.8%	52.4%	52.3%	51.0%
1st Class Honours	3.8%	6.5%	7.9%	10.1%	11.8%	11.1%	14.4%	19.7%	21.8%	25.6%
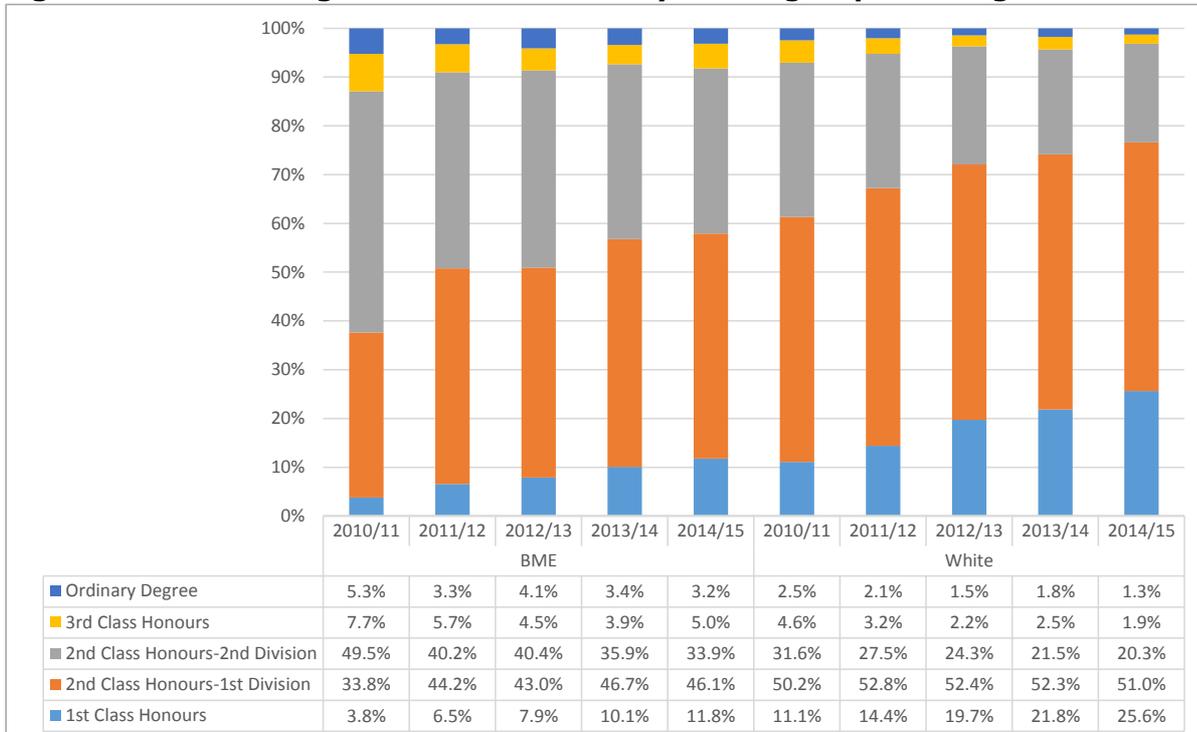
Black, Asian and Chinese students have been consistently less likely to achieve a 1st Class or 2:1 degree classification than their white counterparts. In 2014/15, 51% of black students achieved a 'good degree', compared with 60% of Asian, 63% of Chinese, 66% of mixed

ethnicity and 77% of white students respectively. The BME / white attainment gap was 18.7 percentage points, slightly higher than 2013/14, but lower than previous years. In comparison, according to the latest ECU data (for 2013/14) the ethnicity degree attainment gap in the UK was 15.2 percentage points[11], which was slightly lower than the NTU gap for that year (17.4 percentage points).

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[11] Equality in higher education: statistical report 2015. Part 2: Students. Equality Challenge Unit.

3: Disability

3.1: Applications & Admissions

Figure 3.1.1: Unsuccessful NTU applications by Declared Disability, 2010 to 2014 (excludes Clearing and withdrawn applications)

	Declared disability	No declared disability
2010	30.5%	27.2%
2011	31.7%	30.2%
2012	27.6%	25.8%
2013	18.5%	15.2%
2014	17.2%	14.0%
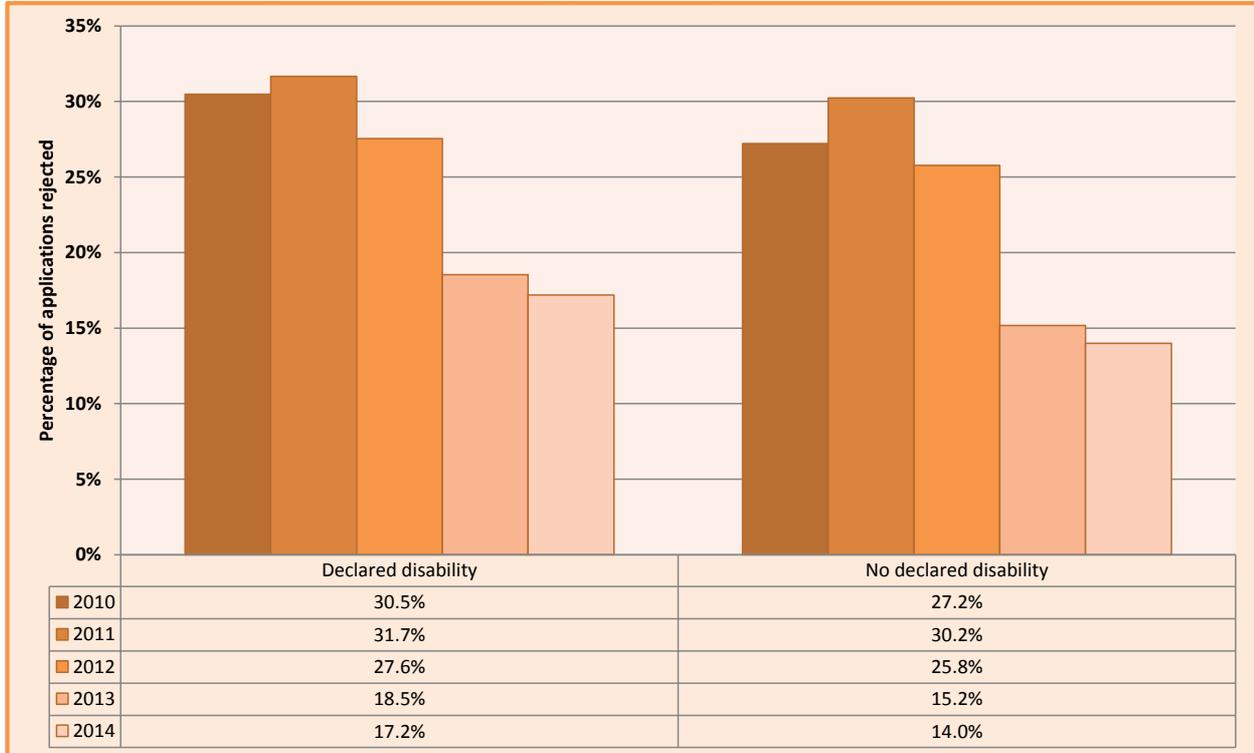
Source: UCAS conversion data

Applicants who have declared a disability have consistently been less likely to receive offers than those without disabilities, although the difference is relatively small. In 2014/15, 17.2% of applications from disabled applicants did not receive offers, compared with 14.0% of applications from non-disabled applicants. Previous analysis has demonstrated no evidence that that offer rates of disabled and non-disabled applicants differed when taking account of prior attainment.

3.2: Enrolments

Table 3.2.1: NTU first degree UG new entrants by disability, 2010/11 to 2014/15

	2010/11		2011/12		2012/13		2013/14		2014/15	
	No.	%	No.	%	No.	%	No.	%	No.	%
Disabled	403	5.9%	484	6.7%	487	7.7%	587	8.4%	678	8.8%
Not disabled	6,413	94.1%	6,714	93.1%	5,832	92.3%	6,390	91.6%	6,993	91.2%
Total	**6,816**	100.0%	**7,198**	99.8%	**6,319**	100.0%	**6,977**	100.0%	**7,671**	100.0%

There has been a consistent increase in the proportion of NTU's first degree entrants known to have a disability over recent years; from 5.9% in 2010/11 to 8.8% in 2014/15.
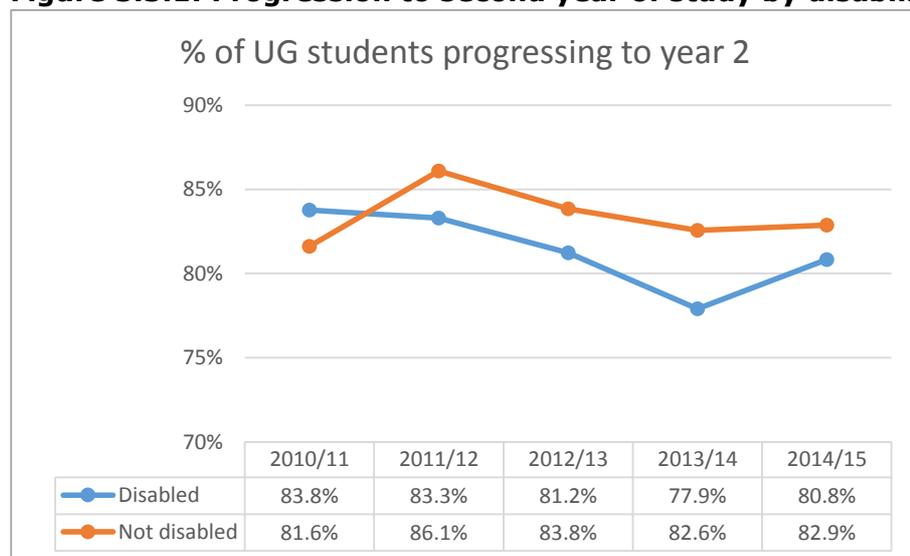
Table 3.2.2: All 2014/15 NTU students by disability

Programme Level	Mode	Disabled No.	%	Not disabled No.	%	Total	%
FE	Full-Time	25	13.1%	166	86.9%	191	100.0%
	Part-Time		0.0%	9	100.0%	9	100.0%
FE Total		**25**	**13.0%**	**174**	**87.0%**	**200**	**100.0%**
NC	Full-Time	6	3.2%	183	96.8%	189	100.0%
	Part-Time	33	8.7%	347	91.3%	380	100.0%
NC Total		**39**	**6.9%**	**530**	**93.1%**	**569**	**100.0%**
PG	Full-Time	122	5.6%	2,066	94.4%	2,188	100.0%
	Part-Time	159	7.9%	1,843	92.1%	2,002	100.0%
PG Total		**281**	**6.7%**	**3,909**	**93.3%**	**4,190**	**100.0%**
PR	Full-Time	17	4.3%	378	95.7%	395	100.0%
	Part-Time	18	5.4%	314	94.6%	332	100.0%
PR Total		**35**	**4.8%**	**692**	**95.2%**	**727**	**100.0%**
UG	Full-Time	2,141	9.7%	19,965	90.3%	22,106	100.0%
	Part-Time	48	8.5%	520	91.5%	568	100.0%
UG Total		**2,189**	**9.7%**	**20,485**	**90.3%**	**22,674**	**100.0%**
Grand Total		**2,569**	**9.1%**	**25,791**	**90.9%**	**28,360**	**100.0%**

Around 9% of the 2014/15 NTU student body were known to have a disability. Disabled students were particularly well represented across NTU's full-time further education courses.

3.3: Progression from year 1 of undergraduate study

Figure 3.3.1: Progression to second year of study by disability

% of UG students progressing to year 2

	2010/11	2011/12	2012/13	2013/14	2014/15
Disabled	83.8%	83.3%	81.2%	77.9%	80.8%
Not disabled	81.6%	86.1%	83.8%	82.6%	82.9%

p>0.05

After a dip in the progression rates of disabled students over the previous three years, there was an increase in 2014/15, when 80.8% successfully progressed. Over the five years, there was no statistical evidence that disabled students had lower rates of progression when controlling for other entry characteristics.

The methodology for progression figures used by HESA differs to that used by NTU. Therefore, direct comparisons cannot be made with sector figures, although, consistent with NTU trends, national data indicate that disabled students are slightly less likely than non-disabled students to successfully progress through their course.

3.4: Undergraduate attainment

Figure 3.4.1a: Undergraduate attainment by disability – 'good degrees'

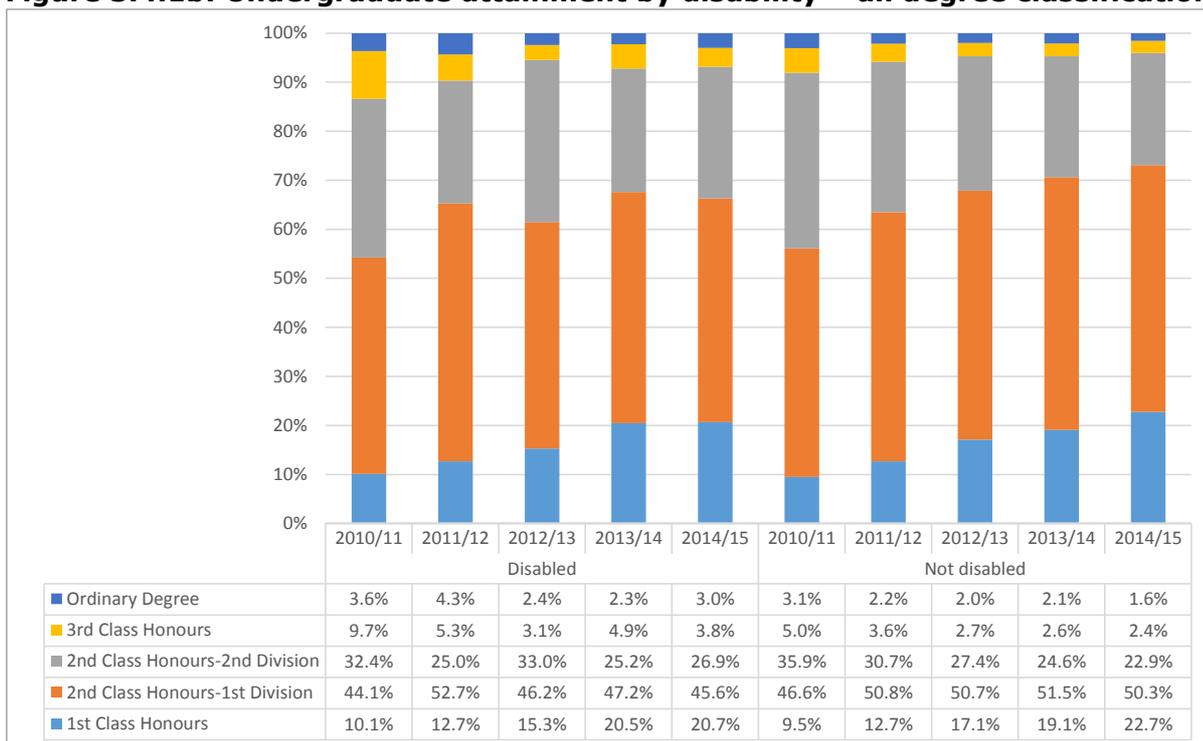% of UG finalists achieving 2:1 or First Class award

	2010/11	2011/12	2012/13	2013/14	2014/15
Disabled	54.3%	65.3%	61.5%	67.6%	66.3%
Not disabled	56.1%	63.5%	67.9%	70.6%	73.1%
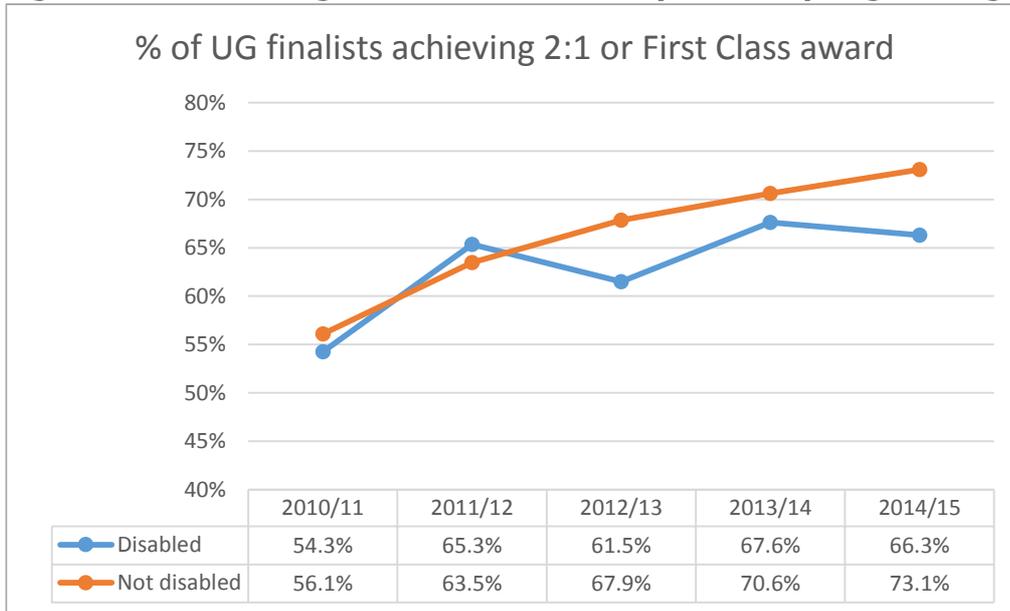
0.01<p<0.05

Figure 3.4.1b: Undergraduate attainment by disability – all degree classifications

	2010/11	2011/12	2012/13	2013/14	2014/15	2010/11	2011/12	2012/13	2013/14	2014/15
	Disabled					Not disabled				
Ordinary Degree	3.6%	4.3%	2.4%	2.3%	3.0%	3.1%	2.2%	2.0%	2.1%	1.6%
3rd Class Honours	9.7%	5.3%	3.1%	4.9%	3.8%	5.0%	3.6%	2.7%	2.6%	2.4%
2nd Class Honours-2nd Division	32.4%	25.0%	33.0%	25.2%	26.9%	35.9%	30.7%	27.4%	24.6%	22.9%
2nd Class Honours-1st Division	44.1%	52.7%	46.2%	47.2%	45.6%	46.6%	50.8%	50.7%	51.5%	50.3%
1st Class Honours	10.1%	12.7%	15.3%	20.5%	20.7%	9.5%	12.7%	17.1%	19.1%	22.7%

For four of the last five years disabled students were less likely to achieve a 'good degree' than non-disabled students. In 2014/15 the gap has risen to a five year high of 6.8 percentage points and there is now moderate statistical evidence that disabled students achieved lower rates of 'good degrees' when controlling for pre-entry characteristics (including pre-entry qualifications). The latest ECU data (for 2013/14) show a UK gap of 3.5 percentage points[12] (similar to the NTU gap for that year).

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[12] Equality in higher education: statistical report 2015. Part 2: Students. Equality Challenge Unit.

4: Age

4.1: Applications & Admissions

Figure 4.1.1: Unsuccessful NTU applications by Age Group, 2010 to 2014 (excludes Clearing and withdrawn applications)

	Under 21	21-25	Over 25
2010	25.9%	45.4%	40.6%
2011	29.4%	42.7%	36.1%
2012	25.3%	34.8%	27.2%
2013	14.4%	25.3%	27.4%
2014	13.1%	25.7%	28.7%

Source: UCAS conversion data

Across the University as a whole, mature applicants are significantly more likely to be unsuccessful in the applications process than their younger counterparts. However, as previous statistical analysis has indicated, this is inextricably linked to differing entry qualifications between young and mature applicants.

4.2: Enrolments

Table 4.2.1: NTU first degree UG new entrants by age group, 2010/11 to 2014/15

	2010/11		2011/12		2012/13		2013/14		2014/15	
	No.	%	No.	%	No.	%	No.	%	No.	%
Mature	1,134	16.6%	1,198	16.6%	1,137	18.0%	1,089	15.6%	994	13.0%
Young	5,682	83.4%	6,011	83.4%	5,182	82.0%	5,888	84.4%	6,677	87.1%
Total	**6,816**	100.0%	**7,209**	100.0%	**6,319**	100.0%	**6,977**	100.0%	**7,671**	100.0%

Reflecting the sector as a whole[13], over the last few years there has been a considerable decrease in the number and proportion of undergraduate entrants aged 21 and over.

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[13] Equality in higher education: statistical report 2015. Part 2: Students. Equality Challenge Unit.
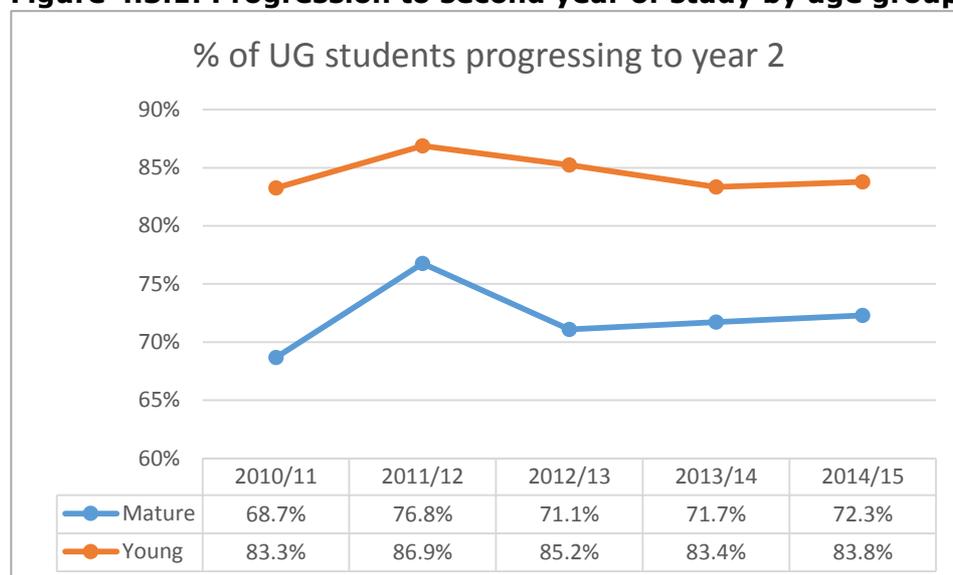
Table 4.2.2: All 2014/15 NTU students by age group

Programme Level	Mode	Mature No.	Mature %	Young No.	Young %	Total No.	Total %
FE	Full-Time	18	9.4%	173	90.6%	191	100.0%
	Part-Time	9	100.0%		0.0%	9	100.0%
FE Total		**27**	**13.5%**	**173**	**86.5%**	**200**	**100.0%**
NC	Full-Time	141	74.6%	48	25.4%	189	100.0%
	Part-Time	377	99.2%	3	0.8%	380	100.0%
NC Total		**518**	**91.0%**	**51**	**9.0%**	**569**	**100.0%**
PG	Full-Time	2,162	98.8%	26	1.2%	2,188	100.0%
	Part-Time	1,998	99.8%	4	0.2%	2,002	100.0%
PG Total		**4,160**	**99.3%**	**30**	**0.7%**	**4,190**	**100.0%**
PR	Full-Time	395	100.0%		0.0%	395	100.0%
	Part-Time	332	100.0%		0.0%	332	100.0%
PR Total		**727**	**100.0%**		**0.0%**	**727**	**100.0%**
UG	Full-Time	3,140	14.2%	19,003	85.8%	22,143	100.0%
	Part-Time	412	72.5%	156	27.5%	568	100.0%
UG Total		**3,552**	**15.6%**	**19,159**	**84.4%**	**22,711**	**100.0%**
Grand Total		**8,984**	**31.6%**	**19,413**	**68.4%**	**28,397**	**100.0%**

Around 32% of the NTU student body in 2014/14 were aged 21 and over on entry. As would be expected, this includes almost all postgraduates and the vast majority of non-credit bearing courses.

4.3: Progression from year 1 of undergraduate study

Figure 4.3.1: Progression to second year of study by age group

% of UG students progressing to year 2

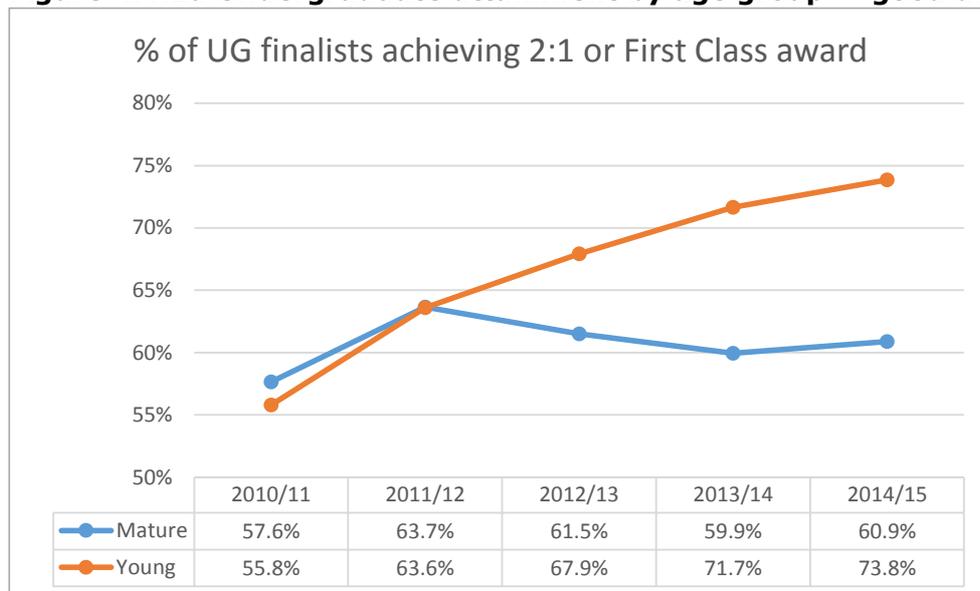|	2010/11	2011/12	2012/13	2013/14	2014/15
Mature	68.7%	76.8%	71.1%	71.7%	72.3%
Young	83.3%	86.9%	85.2%	83.4%	83.8%

$p > 0.05$

Over the five years, mature students were considerably less likely to successfully progress to their second year of study than young students. In 2014/15 84% of young entrants successfully progressed, compared with 72% of mature entrants. Due to very different entry profiles of mature and young students (hence no statistical evidence of any disparities when controlling for entry characteristics including pre-entry tariff) NTU have not set OFFA progression targets, although will continue to monitor the progress of mature students.

The methodology for progression figures used by HESA differs to that used by NTU. Therefore, direct comparisons cannot be made with sector figures, although, consistent with NTU trends, national data indicate that mature students are considerably less likely than young students to successfully progress through their course.
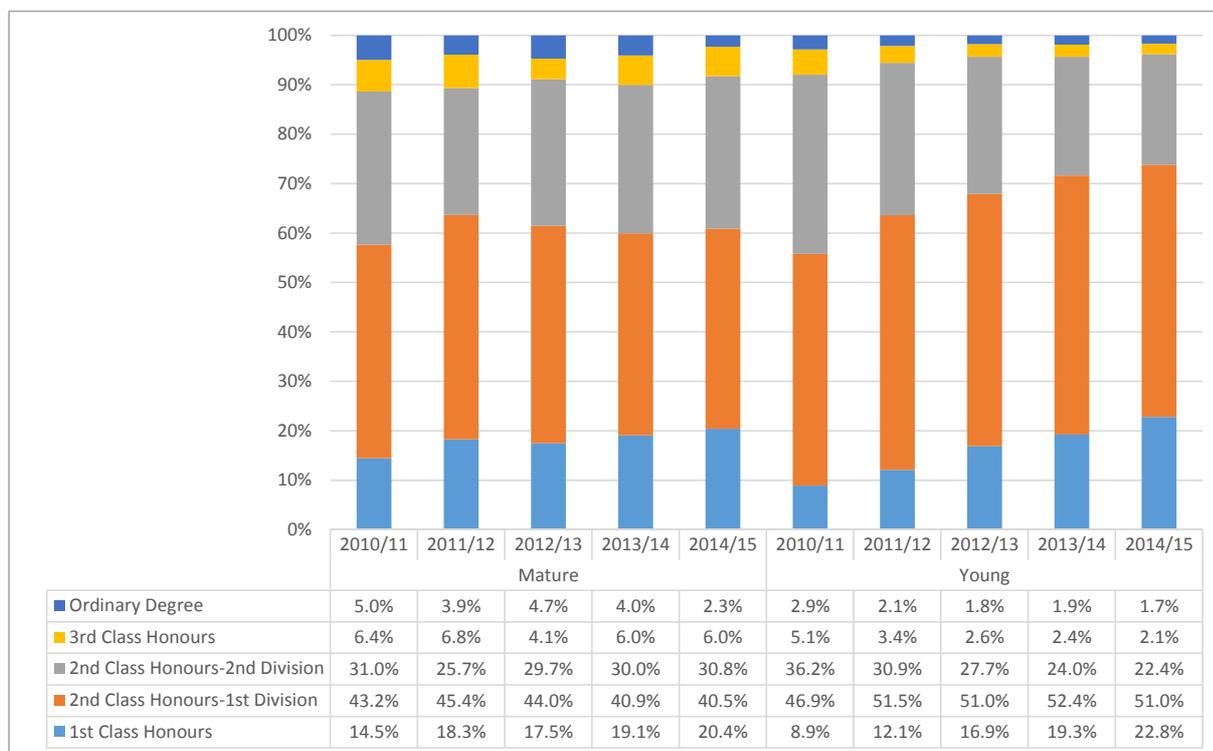
4.4: Undergraduate attainment

Figure 4.4.1a Undergraduate attainment by age group – 'good degrees'

% of UG finalists achieving 2:1 or First Class award

	2010/11	2011/12	2012/13	2013/14	2014/15
Mature	57.6%	63.7%	61.5%	59.9%	60.9%
Young	55.8%	63.6%	67.9%	71.7%	73.8%

p>0.05

Figure 4.4.1b Undergraduate attainment by age group – all degree classifications

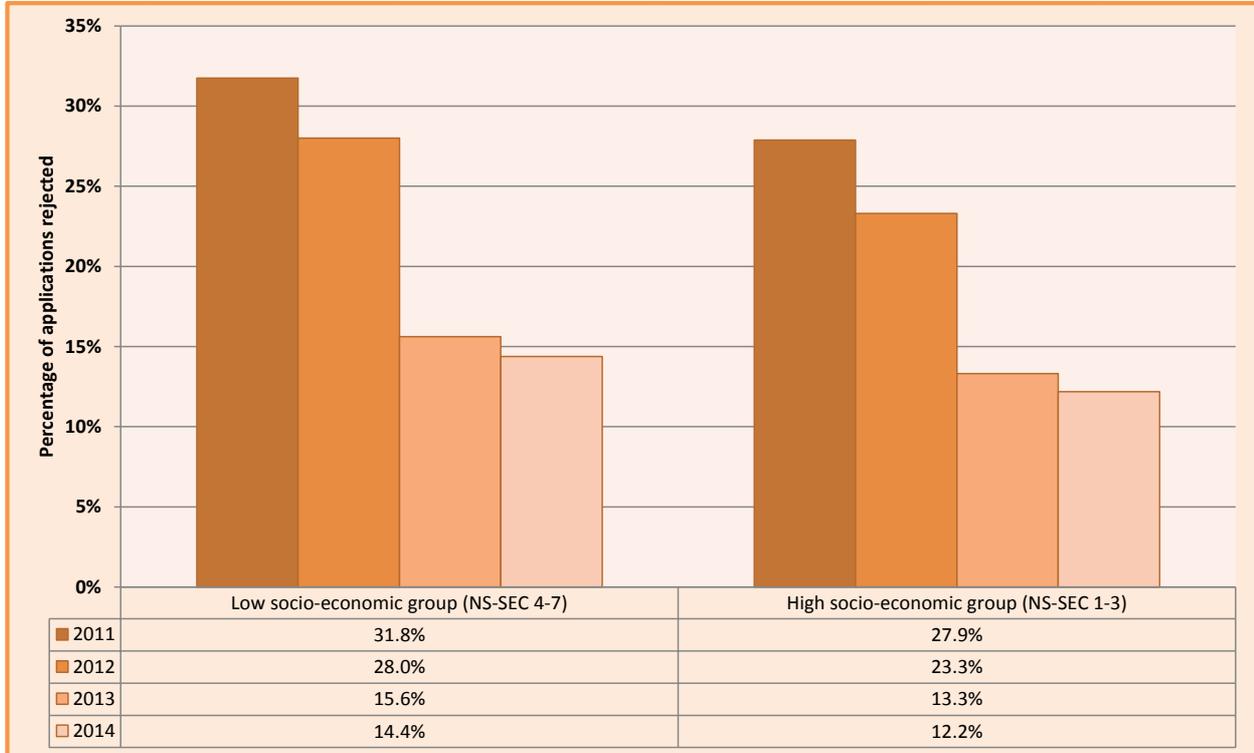|	Mature					Young				
	2010/11	2011/12	2012/13	2013/14	2014/15	2010/11	2011/12	2012/13	2013/14	2014/15
Ordinary Degree	5.0%	3.9%	4.7%	4.0%	2.3%	2.9%	2.1%	1.8%	1.9%	1.7%
3rd Class Honours	6.4%	6.8%	4.1%	6.0%	6.0%	5.1%	3.4%	2.6%	2.4%	2.1%
2nd Class Honours-2nd Division	31.0%	25.7%	29.7%	30.0%	30.8%	36.2%	30.9%	27.7%	24.0%	22.4%
2nd Class Honours-1st Division	43.2%	45.4%	44.0%	40.9%	40.5%	46.9%	51.5%	51.0%	52.4%	51.0%
1st Class Honours	14.5%	18.3%	17.5%	19.1%	20.4%	8.9%	12.1%	16.9%	19.3%	22.8%

22

The percentage of young finalists achieving 'good degrees' has increased consistently over the last five years, from 56% in 2010/11 to 74% in 2014/15. However, since 2011/12 there has been a reversal of this trend for mature students. Whereas in 2010/11 mature students were more likely to achieve a 'good degree' than young students, in 2014/15 just 61% of mature students achieved this standard compared with 74% of young students. According to ECU data, the latest UK-wide gap (in 2013/14) was 8.2 percentage points, which was lower than the NTU gap for that year.

5: Widening Participation

5.1: Applications & Admissions

Figure 5.1.1: Unsuccessful NTU applications by socio-economic group[14] (under 21 year olds), 2011 to 2014 (excludes Clearing and withdrawn applications)

	Low socio-economic group (NS-SEC 4-7)	High socio-economic group (NS-SEC 1-3)
2011	31.8%	27.9%
2012	28.0%	23.3%
2013	15.6%	13.3%
2014	14.4%	12.2%

Source: UCAS conversion data

Across the University as a whole, students from low socio-economic backgrounds are more likely to be unsuccessful in the applications process than their counterparts from higher socio-economic backgrounds.

5.2: Enrolments

Table 5.2.1: NTU first degree UG new entrants by widening participation status, 2010/11 to 2014/15[15]

	2010/11		2011/12		2012/13		2013/14		2014/15	
	No.	%	No.	%	No.	%	No.	%	No.	%
Not WP	4,125	78.5%	4,343	78.1%	3,568	75.5%	4,003	74.5%	4,612	75.1%
WP	1,132	21.5%	1,215	21.9%	1,160	24.5%	1,367	25.5%	1,533	24.9%
Unknown	58	-	50	-	49	-	77	-	98	-
Total	**5,315**	100.0%	**5,608**	100.0%	**4,777**	100.0%	**5,447**	100.0%	**6,243**	100.0%

There has been a considerable increase in the proportion of NTU's first degree entrants from disadvantaged WP neighbourhoods (based on ACORN classifications) over recent years, peaking at 25.5% in 2013/14, before falling slightly to 24.9% the following year.

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[14] This WP proxy is being phased out across the sector. NTU's WP indicator, based on ACORN data, is not available for the admissions data as applicant postcode was not provided.
[15] Excludes overseas students and mature students as these fall outside of the WP remit.

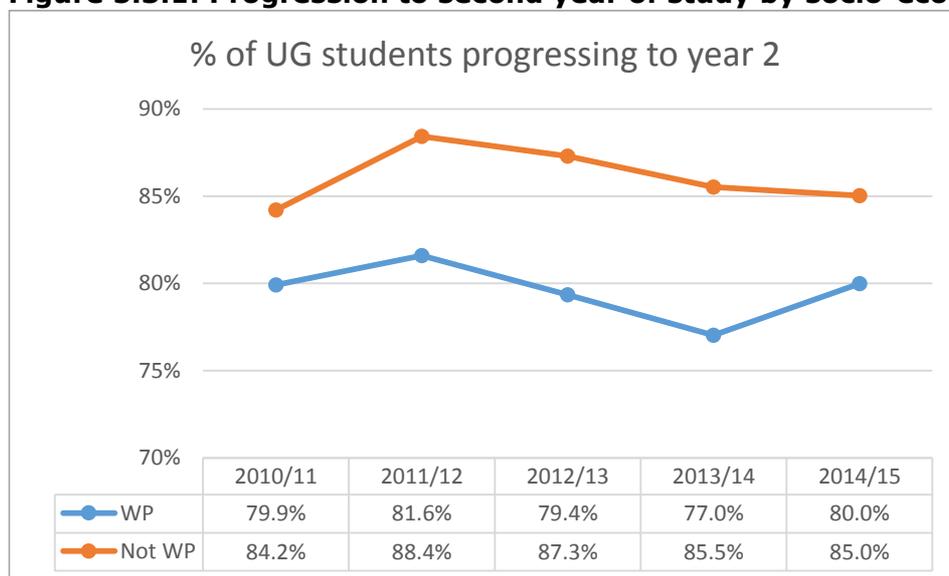**Table 5.2.2: All 2014/15 NTU students by widening participation status[16]**

Programme Level	Not WP		WP		Total	
	No.	%	No.	%	No.	%
FE	132	68.8%	60	31.3%	192	100.0%
NC	131	72.0%	51	28.0%	182	100.0%
PG	1,882	71.4%	753	28.6%	2,635	100.0%
PR	242	72.5%	92	27.5%	334	100.0%
UG	14,682	73.0%	5,443	27.0%	20,125	100.0%
Grand Total	**17,069**	**72.7%**	**6,399**	**27.3%**	**23,468**	**100.0%**
* Excludes 771 students from whom WP status is not known						

Around 27% of NTU's young home 2014/15 students were from deprived WP neighbourhoods. WP students were particularly well represented across FE and postgraduate courses.

5.3: Progression from year 1 of undergraduate study

Figure 5.3.1: Progression to second year of study by socio-economic group

% of UG students progressing to year 2

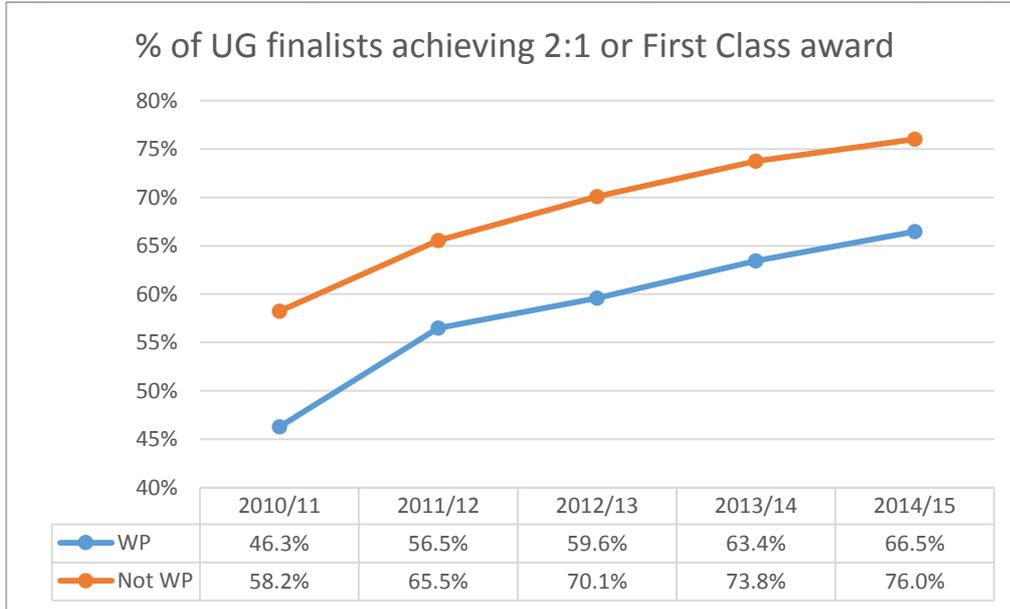|	2010/11	2011/12	2012/13	2013/14	2014/15
WP	79.9%	81.6%	79.4%	77.0%	80.0%
Not WP	84.2%	88.4%	87.3%	85.5%	85.0%

P<0.001

Over the five years, students from widening participation backgrounds were significantly less likely to successfully progress to their second year of UG study than students from higher socio-economic backgrounds, which held when controlling for entry characteristics. The 2014/15 socio-economic progression gap was 5.0 percentage points, a fall of 3.5 percentage points compared with the previous year.

The methodology for progression figures used by HESA differs to that used by NTU. Therefore, direct comparisons cannot be made with sector figures, although, consistent with NTU trends, national data indicate that students from low socio-economic backgrounds are less likely than their more advantaged counterparts to successfully progress through their course.

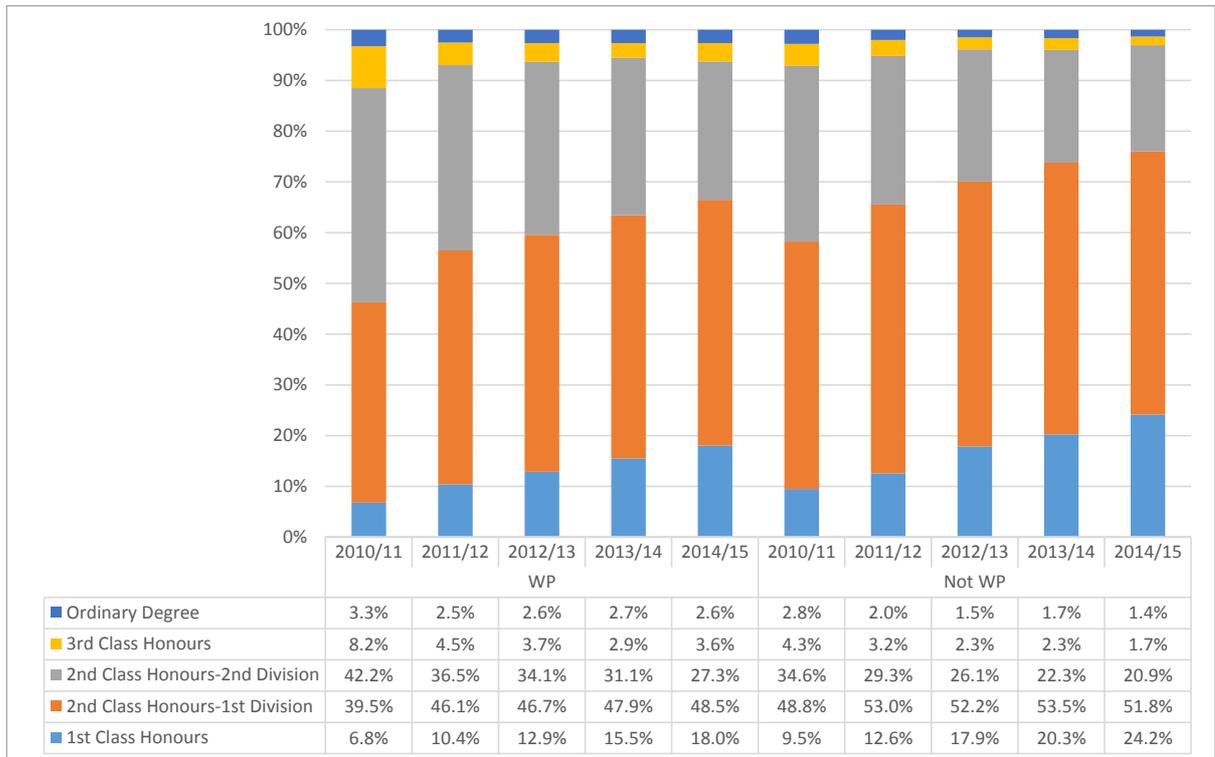[16] Excludes overseas students and mature students as these fall outside of the WP remit.

5.4: Undergraduate attainment

Figure 5.4.1a Undergraduate attainment by socio-economic group – 'good degrees'

% of UG finalists achieving 2:1 or First Class award

	2010/11	2011/12	2012/13	2013/14	2014/15
WP	46.3%	56.5%	59.6%	63.4%	66.5%
Not WP	58.2%	65.5%	70.1%	73.8%	76.0%

P<0.001

Figure 5.4.1b Undergraduate attainment by socio-economic group – all degree classifications

	2010/11	2011/12	2012/13	2013/14	2014/15	2010/11	2011/12	2012/13	2013/14	2014/15
	WP					Not WP				
Ordinary Degree	3.3%	2.5%	2.6%	2.7%	2.6%	2.8%	2.0%	1.5%	1.7%	1.4%
3rd Class Honours	8.2%	4.5%	3.7%	2.9%	3.6%	4.3%	3.2%	2.3%	2.3%	1.7%
2nd Class Honours-2nd Division	42.2%	36.5%	34.1%	31.1%	27.3%	34.6%	29.3%	26.1%	22.3%	20.9%
2nd Class Honours-1st Division	39.5%	46.1%	46.7%	47.9%	48.5%	48.8%	53.0%	52.2%	53.5%	51.8%
1st Class Honours	6.8%	10.4%	12.9%	15.5%	18.0%	9.5%	12.6%	17.9%	20.3%	24.2%

Over the five years, students from low socio-economic backgrounds were consistently less likely to achieve a 1st Class or 2:1 degree than students from higher socio-economic backgrounds, which held when controlling for entry characteristics (including pre-entry qualifications – see Table A above). The 2014/15 socio-economic 'good degree' gap was 9.5 percentage points, which was somewhat lower than most previous years. It is not possible to compare this with national trends to due to lack of comparable data.

6: Pre-entry qualification route

Whilst the pre-entry qualification route is not directly related to equality & diversity, certain E&D groups (notably male, BME and low socio-economic groups) disproportionately came to study undergraduate degrees at NTU via the BTEC qualification route. Through the Trent Institute for Learning & Teaching (TILT) BTEC Champions Group, NTU are seeking to narrow the student success gap between BTEC entrants and their A-Level counterparts. As BTEC entrants are disproportionately studied by student groups that have lower rates of progression and attainment, pre-entry qualification route is included in this report as the success of BTEC entrants is inextricably linked with the 'Success For All' agenda.

6.1: Enrolments

Table 6.1.1: NTU first degree UG new entrants by pre-entry qualification route, 2011/12 to 2014/15[17]

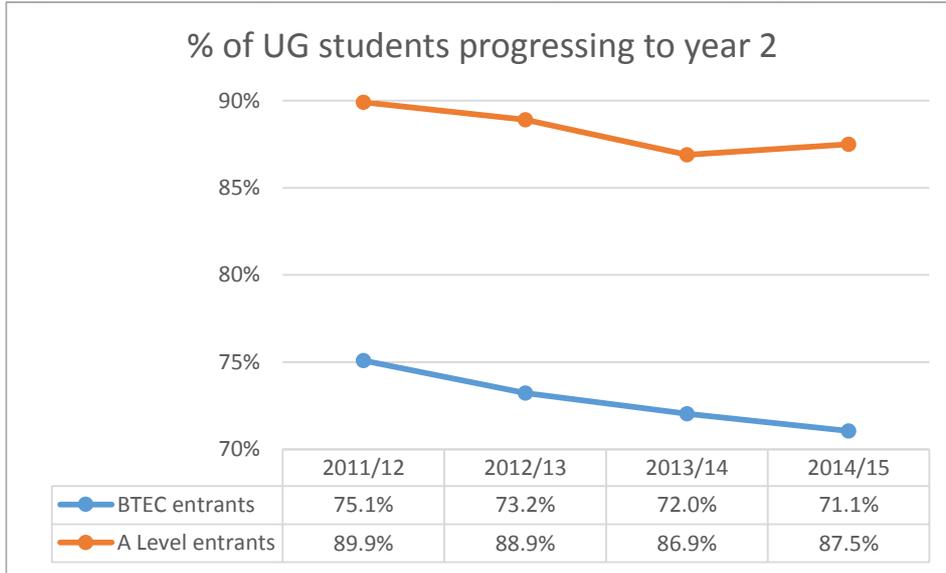|	2011/12		2012/13		2013/14		2014/15	
	No.	%	No.	%	No.	%	No.	%
A-levels only	4,525	70.1%	3,579	64.2%	3,882	61.8%	4,366	61.7%
BTEC only	785	12.2%	559	10.0%	745	11.9%	850	12.0%
BTEC and A-levels	383	5.9%	489	8.8%	655	10.4%	839	11.9%
Other qual types	765	11.8%	946	17.0%	1003	16.0%	1021	14.4%
Total	**6,458**	100.0%	**5,573**	100.0%	**6,285**	100.0%	**7,076**	100.0%

There has been sustained growth in the number of NTU's first degree entrants entering via the BTEC qualification route. When including the combination of BTEC and A-Levels (typically a BTEC National Diploma equivalent to two A-Levels plus one A-Level) and BTEC only (typically a BTEC Extended Diploma equivalent to three A-Levels), 24% of 2014/15 new undergraduates came via this route.[18]

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[17] Excludes overseas students as international qualifications are not available through the UCAS star j data file.
[18] The methodology excludes repeating students and, as BTEC entrants are more likely to repeat the year, the actual proportion of first year UG students from a BTEC background is higher than this figure (approx. 28%).

6.2: Progression from year 1 of undergraduate study

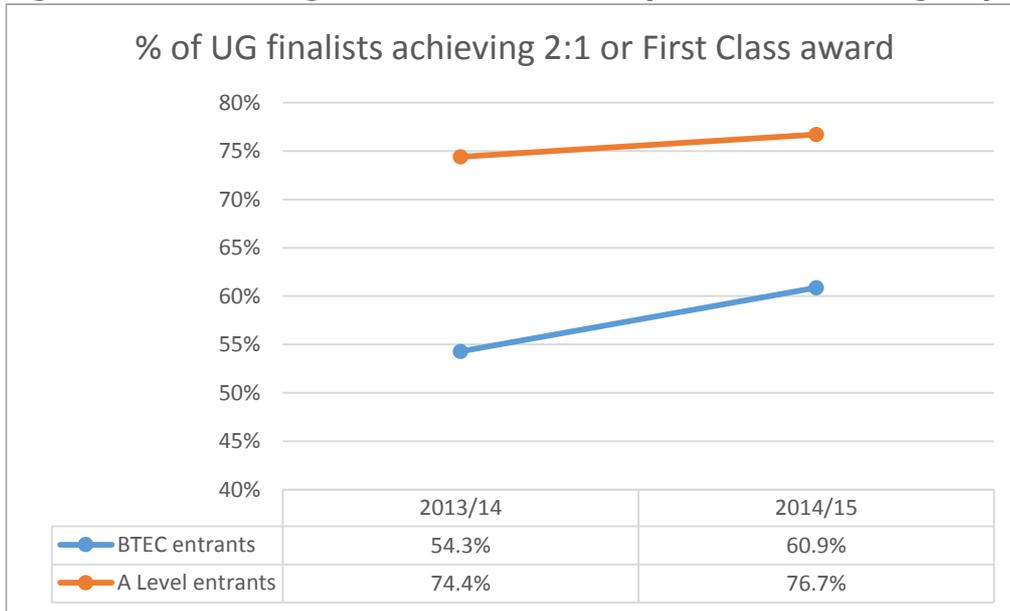### Figure 6.2.1: Progression to second year of study by pre-entry qualification route

% of UG students progressing to year 2

	2011/12	2012/13	2013/14	2014/15
BTEC entrants	75.1%	73.2%	72.0%	71.1%
A Level entrants	89.9%	88.9%	86.9%	87.5%

P<0.001

Over the last four years, students enrolling for NTU courses via the BTEC pre-entry qualification route were significantly less likely to successfully progress to their second year of study than students entering via the A-Level route. The 2014/15 entry route gap was a considerable 16.4 percentage points, the largest gap of the four years. It is not possible to compare this with national trends to due to lack of comparable data.
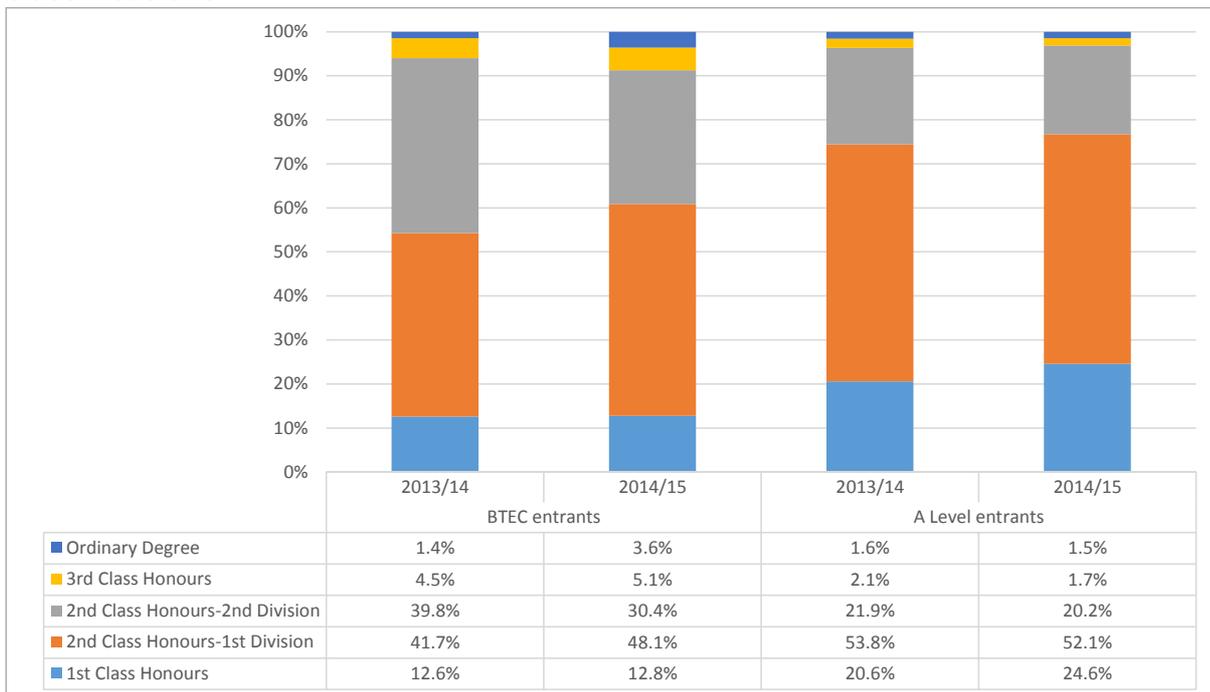
6.3: Undergraduate attainment

Figure 6.3.1a Undergraduate attainment by socio-economic group – 'good degrees'

% of UG finalists achieving 2:1 or First Class award

	2013/14	2014/15
BTEC entrants	54.3%	60.9%
A Level entrants	74.4%	76.7%

P<0.001

Figure 6.3.1b Undergraduate attainment by socio-economic group – all degree classifications

	BTEC entrants		A Level entrants	
	2013/14	2014/15	2013/14	2014/15
Ordinary Degree	1.4%	3.6%	1.6%	1.5%
3rd Class Honours	4.5%	5.1%	2.1%	1.7%
2nd Class Honours-2nd Division	39.8%	30.4%	21.9%	20.2%
2nd Class Honours-1st Division	41.7%	48.1%	53.8%	52.1%
1st Class Honours	12.6%	12.8%	20.6%	24.6%

Although data are only on final degree classifications for two years (as BTEC qualification information was only available for 2011/12 entrants and beyond), there is strong statistical evidence that BTEC entrants have lower degree classifications than their counterparts who entered via the 'traditional' A-Level route. In 2014/15, 61% of BTEC entrants achieved a 'good degree' compared with 77% of A-Level entrants. It should be noted that these are average figures and many BTEC entrants achieve outstanding results. Indeed, in 2014/15, 13% of BTEC entrants achieved a First Class award.

Section prepared by Michael Kerrigan
Schools, Colleges & Community Outreach
January 2016

Section 3 - Equality Information: Staff Data

This section of the annual report contains equality information relating to staff employed at the University during the academic year 2014 to 2015 (1 August 2014 to 31 July 2015). Monitoring and reporting focuses on gender, ethnicity, disability, age and religion and belief. All employee profiles cover staff employed during the 14/15 academic year but exclude staff on 'atypical' contracts. See page 74 for a definition of atypical staff.

3.1   Gender

Table 3.1.1 – Gender profile of all staff

| Female		Male		Total	
%	No.	%	No.	%	No.
55.45%	2479	44.55%	1992	100.0%	4471

Chart 3.1.1
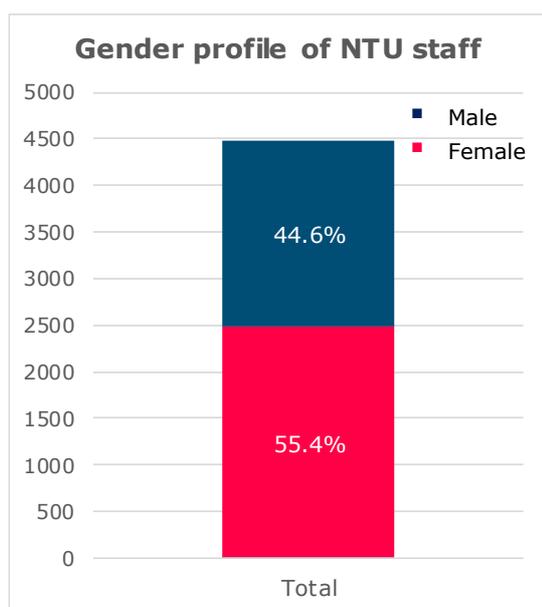
Women comprised the majority of staff at NTU at 55.4%, very similar to the figure in 13/14 of 54.9%. The NTU profile is slightly higher than the sector average of 53.8%[19] for all HEI's in England.

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[19] Equality in higher education: statistical report 2015. Part 1: staff. Equality Challenge Unit.

Table 3.1.2 – Gender profile of all staff by full/part time/Hourly Paid Lecturer split

Full/Part time/HPL	Female		Male		Total	
	%	No.	%	No.	%	No.
Full time	50.2%	1111	49.8%	1104	100.0%	2215
Part time	76.2%	671	23.8%	210	100.0%	881
Hourly paid lecturers	50.4%	688	49.6%	677	100.0%	1365
Annualised hours	90.0%	9	10.0%	1	100.0%	10
Total	55.4%	2479	44.6%	1992	100.0%	4471

Chart 3.1.2
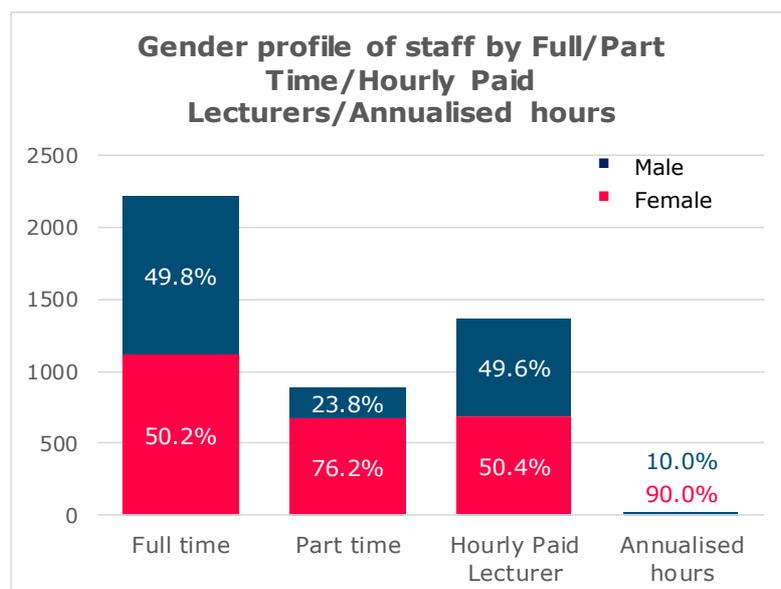
Full time staff were split fairly equally between the sexes with 50.2% of full time staff being female, this compares with the UK sector average of 47.2%[20] of full time staff being female.

The majority of part time staff were female at 76.2%. Across the sector, in the UK, 66.9%[21] of part-time staff were female.

Hourly Paid Lecturers were fairly gender balanced with 50.4% being female.

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[20] Equality in higher education: statistical report 2015. Part 1: staff. Equality Challenge Unit.
[21] Equality in higher education: statistical report 2015. Part 1: staff. Equality Challenge Unit.

Table 3.1.3 – Gender profile of College-based staff by College and School

College	School	Female		Male		Total	
		%	No.	%	No.	%	No
College of Art & Design and Built Environment	College of Art & Design and Built Environment	76.5%	88	23.5%	27	100.0%	115
	School of Architecture, Design and the Built Environment	30.0%	95	70.0%	222	100.0%	317
	School of Art & Design	57.6%	249	42.4%	183	100.0%	432
College of Art & Design and Built Environment Total		50.0%	432	50.0%	432	100.0%	864
College of Arts and Science	College of Arts and Science	79.7%	106	20.3%	27	100.0%	133
	School of Animal Rural & Environmental Sciences	61.9%	96	38.1%	59	100.0%	155
	School of Arts & Humanities	55.0%	181	45.0%	148	100.0%	329
	School of Science & Technology	31.5%	122	68.5%	265	100.0%	387
College of Arts and Science Total		50.3%	505	49.7%	499	100.0%	1004
College of Business Law & Social Sciences	College of Business Law & Social Sciences	80.0%	124	20.0%	31	100.0%	155
	Nottingham Business School	43.6%	136	56.4%	176	100.0%	312
	Nottingham Law School	68.8%	95	31.2%	43	100.0%	138
	School of Education	72.0%	131	28.0%	51	100.0%	182
	School of Social Sciences	55.7%	123	44.3%	98	100.0%	221
College of Business Law & Social Sciences Total		60.4%	609	39.6%	399	100.0%	1008
Grand Total		53.8%	1546	46.2%	1330	100.0%	2876

As with previous years, women comprised the majority of staff working in College-level roles with the proportion of female staff being 76.5% in the College of Art, Design and Built Environment, 79.7% in the College of Arts and Science, and 80.0% in the College of Business, Law and Social Sciences. This can be attributed to the majority of staff in these areas working in administration roles, which are, both traditionally and at NTU, dominated by female staff.

Men made up the majority of staff in the School of Architecture, Design and the Built Environment at 70.0%. Although it is difficult to make exact comparisons with the sector, due to some difficulties aligning categories of subject areas with HESA, an indication of how NTU compare with the sector can be found by looking at the figure for the department of 'Architecture, Built Environment and Planning' which finds 67.8%[22] of academic staff working in this area to be male.

Men also comprised the clear majority of staff in the School of Science and Technology at 68.5%, and were in a less marked majority in the Nottingham Business School at 56.4%.

Women made up the clear majority of staff in the School of Education at 72.0%. The UK sector average for academic staff in education was 65.5%[23].

Women were also in a clear majority in the Nottingham Law School at 68.8% and in the School of Animal, Rural and Environmental Sciences at 61.9%. The proportion of women in the School of Art & Design was also higher than that of men at 57.6%.

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[22] Equality in higher education: statistical report 2015. Part 1: staff. Equality Challenge Unit.
[23] Equality in higher education: statistical report 2015. Part 1: staff. Equality Challenge Unit.
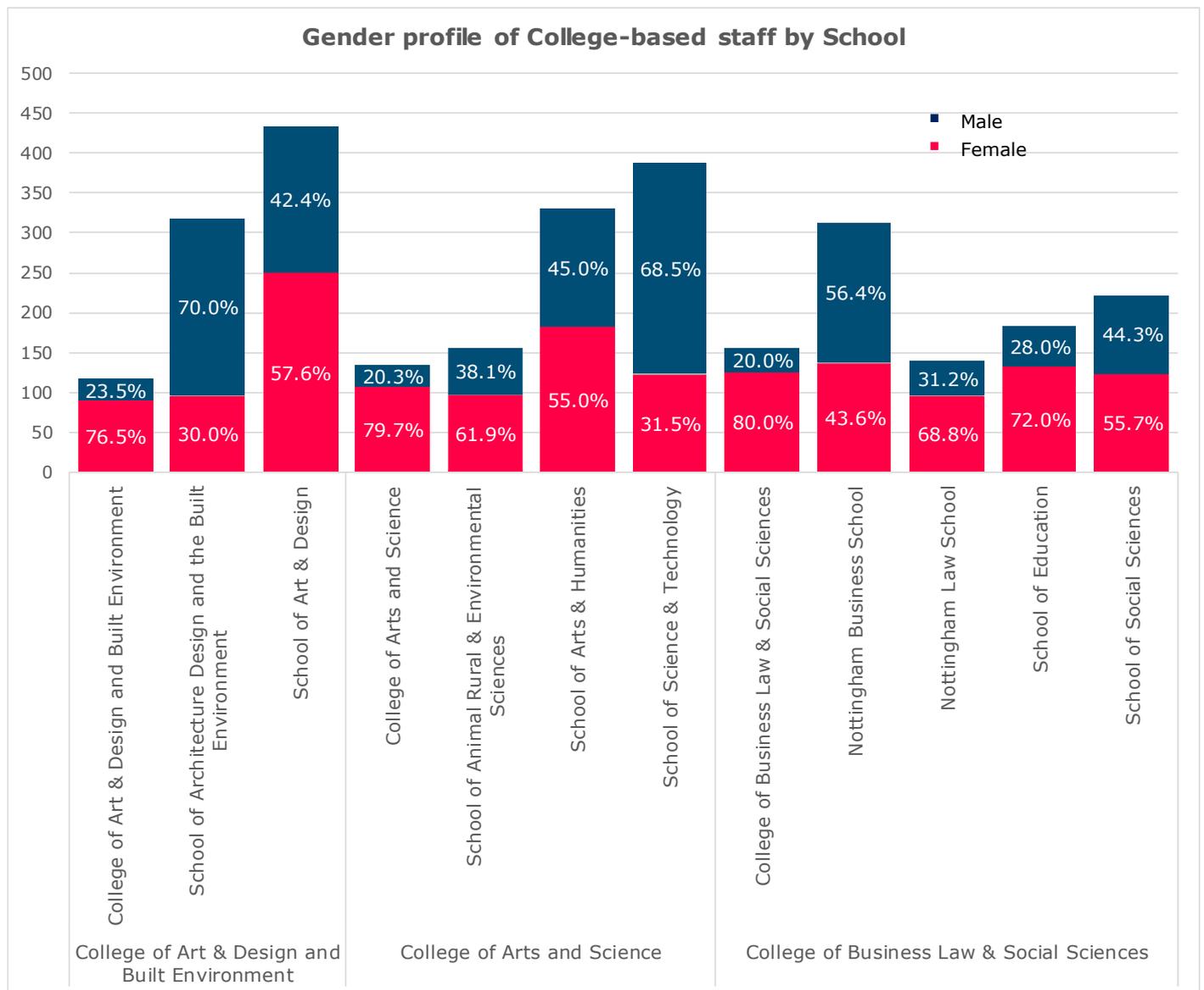
Chart 3.1.3

Gender profile of College-based staff by School

	Male	Female
College of Art & Design and Built Environment	23.5%	76.5%
School of Architecture Design and the Built Environment	70.0%	30.0%
School of Art & Design	42.4%	57.6%
College of Arts and Science	20.3%	79.7%
School of Animal Rural & Environmental Sciences	38.1%	61.9%
School of Arts & Humanities	45.0%	55.0%
School of Science & Technology	68.5%	31.5%
College of Business Law & Social Sciences	20.0%	80.0%
Nottingham Business School	56.4%	43.6%
Nottingham Law School	31.2%	68.8%
School of Education	28.0%	72.0%
School of Social Sciences	44.3%	55.7%

College of Art & Design and Built Environment

College of Arts and Science

College of Business Law & Social Sciences

Table 3.1.4 – Gender profile of Professional Services staff

Professional Service Area	Female		Male		Total	
	%	No.	%	No.	%	No.
Director of Mrktg & Recruitm't[24]	69.3%	196	30.7%	87	100.0%	283
Estates & Resources	52.6%	294	47.4%	265	100.0%	559
Finance Governance and Legal	67.9%	57	32.1%	27	100.0%	84
Human Resources	75.8%	47	24.2%	15	100.0%	62
Information Systems	21.5%	41	78.5%	150	100.0%	191
PVC Student Support	84.9%	62	15.1%	11	100.0%	73
University Sports Activities and County Sports Partnerships[25]	52.7%	29	47.3%	26	100.0%	55
PVC Academic[26] / Academic Office / PVC Research[27]	72.8%	190	27.2%	71	100.0%	261
Directorate / Business Improvement & Organisational Development / Music[28]	63.0%	17	37.0%	10	100.0%	27
Professional Services Total	**58.5%**	933	**41.5%**	662	**100.0%**	1595

As with previous years, women formed the majority of Professional Services staff in 2014/15 at 58.5%.

The only area with males in a majority was Information Systems at 78.5%.

Areas with females in a large majority were Student Support Services (PVC Student Support) (84.9%), Human Resources (75.8%), the combined areas of PVC Academic / Academic Office / PVC Research (72.8%), and Director of Mrktg & Recruitm't (69.3%). Women also made up the majority of staff in Finance, Governance and Legal at 67.9%.

Areas with similar proportions of male and female staff were, the combined areas of University Sports Activities and County Sports Partnerships with 47.3% male, and Estates and Resources with male staff in a slight minority at 47.4%.

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[24] During 2014/15 Director of Mrktg & Recruitm't included the following teams: Admissions, Business Development Office, Career Development Centre, Development & Alumni Relations, Digital Marketing and Creative Services, Employability, Employability - Business Development, Employability - Student Development, Hive, International Office, Marketing Services, Widening Participation

[25] Due to low numbers of staff in the areas of Directorate, Business Improvement & Organisational Development and Music these have been combined for reporting purposes only in order to protect the anonymity of individuals

[26] During 2014/15 PVC Academic included the following teams: Centre for Academic Development and Quality, Collaborative Partnerships Office, Libraries and Learning Resources, and Schools Colleges & Community Outreach

[27] Due to low numbers of staff in the areas of Academic Office and PVC Research these have been combined with PVC Academic for reporting purposes only in order to protect the anonymity of individuals

[28] Due to low numbers of staff in the area of County Sports Partnerships, this has been combined with University Sports Activities for reporting purposes only in order to protect the anonymity of individuals
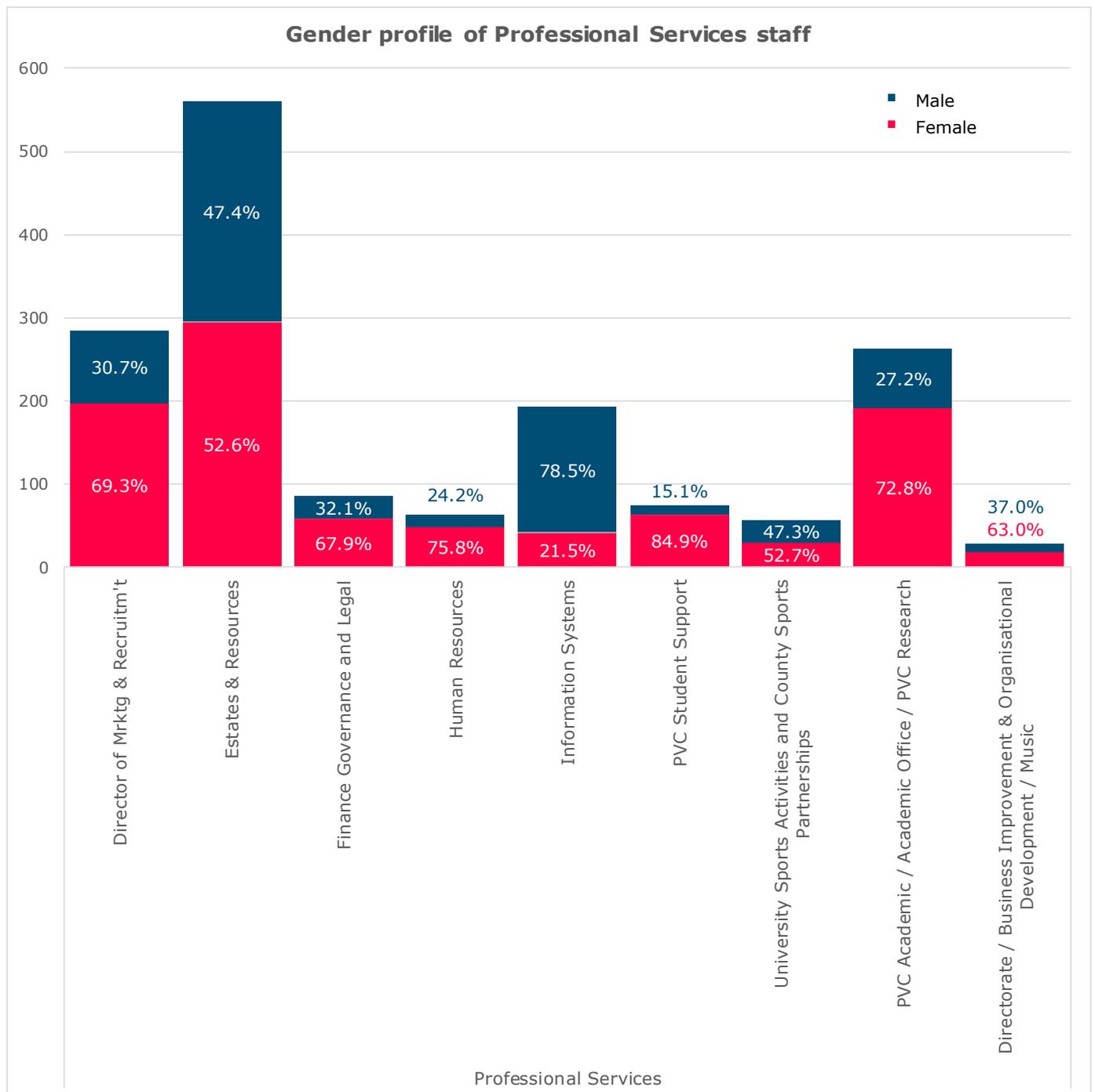
Chart 3.1.4

Gender profile of Professional Services staff

- Male
- Female

	Male	Female
Director of Mrktg & Recruitm't	30.7%	69.3%
Estates & Resources	47.4%	52.6%
Finance Governance and Legal	32.1%	67.9%
Human Resources	24.2%	75.8%
Information Systems	78.5%	21.5%
PVC Student Support	15.1%	84.9%
University Sports Activities and County Sports Partnerships	47.3%	52.7%
PVC Academic / Academic Office / PVC Research	27.2%	72.8%
Directorate / Business Improvement & Organisational Development / Music	37.0%	63.0%

Professional Services

Table 3.1.5 – Gender profile of senior level staff

Job Type	Scale Name	Female		Male		Total	
		No.	%	No.	%	No.	%
Senior Posts	Senior Executive Posts[29]	30.0%	3	70.0%	7	100.0%	10
	Holders of Senior Posts[30]	50.0%	6	50.0%	6	100.0%	12
Senior Posts Total		**40.9%**	**9**	**59.1%**	**13**	**100.0%**	**22**
Academic	Academic Heads	45.5%	5	54.5%	6	100.0%	11
	Academic Team Leaders	48.8%	21	51.2%	22	100.0%	43
	Professors	28.0%	23	72.0%	59	100.0%	82
Academic Total		**36.0%**	**49**	**64.0%**	**87**	**100.0%**	**136**
Support	Support Heads[31]	44.4%	8	55.6%	10	100.0%	18
	Professional & Managerial	50.7%	36	49.3%	35	100.0%	71
Support Total		**49.4%**	**44**	**50.6%**	**45**	**100.0%**	**89**
Grand Total		**41.3%**	**102**	**58.7%**	**145**	**100.0%**	**247**

Chart 3.1.5

Gender profile of senior level staff

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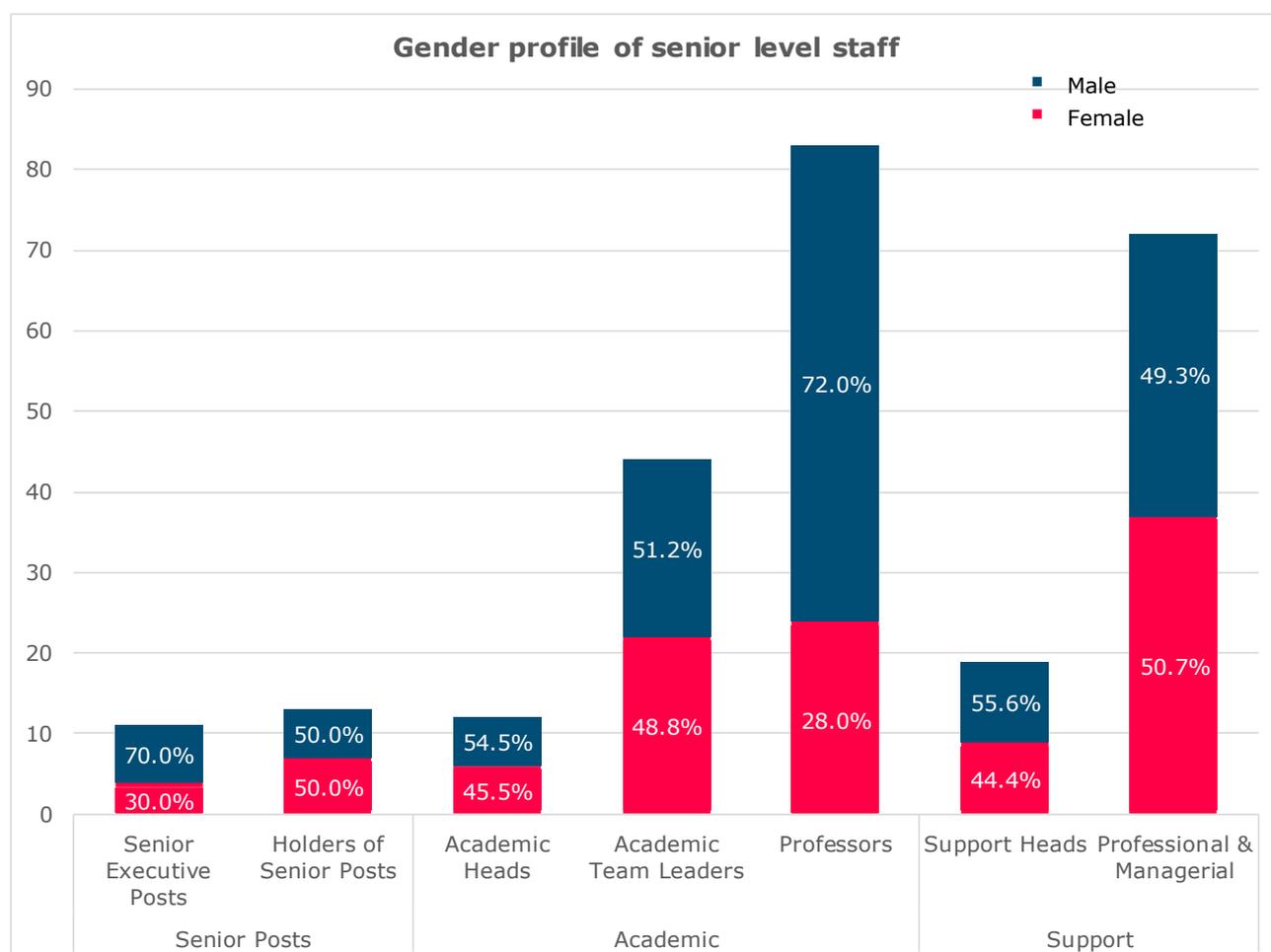
[29] Senior Executive Posts are primarily members of the University Executive Team

[30] Holders of Senior Posts are primarily Deans and Directors of large Professional Service areas

[31] Support Heads are primarily Heads or Directors of Professional Service areas

Table 3.1.5 splits the senior-level staff (as defined by the Equality and Diversity Team for the purposes of reporting) into Senior Posts, Academic contracts and those under Support/Professional Services contracts. The table also attempts to list the scale names within these broader groups in descending order of Salary band, although this is based on averages salaries only.

The most senior level posts at the University are Senior Executive Posts and these have one of the clearest male majorities at 70.0%. Holders of Senior Posts showed a 50:50 gender balance.

In terms of Academic contracts, it is noted that male staff are in the majority across all three salary scales as follows: Academic Heads 54.5%, Academic Team Leaders 51.2%, and Professors 72.0%.

28.0% of Professors were female, a figure similar to that of previous years. Although in the minority, female Professors are better represented at NTU than across the sector where indications from 2013/14 HESA figures are that female professors comprise 22.4% of all professors in the UK, 18.5% of all SET[32] professors and 28.1% of all non-SET professors[33].

The gender profile of support staff at senior levels is fairly balanced with females in a slight minority at 49.4%, with female Support Heads at 44.4% and 50.7% females at the Professional & Managerial grades. However, female staff are in a clearer majority across the non-senior levels of support staff at 56.3% (see Table & Chart 3.1.5).

Although still in the minority, female representation in NTU's senior level staff (41.3%) is significantly higher when compared to the sector (29.0%).[34]

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[32] SET is a classification used by HESA to indicate data from within the departments of science, engineering and technology. A full list of all departments included and excluded can be found in the ECU publication 'Equality in higher education: statistical report 2015, Part 1: staff'.

[33] Equality in higher education: statistical report 2015. Part 1: staff. Equality Challenge Unit

[34] Equality in higher education: statistical report 2015. Part 1: staff. Equality Challenge Unit

Table 3.1.6 – Gender profile of non-senior level staff

Job Type	Scale Name	Female		Male		Total	
		No.	%	No.	%	No.	%
Academic	Lecturers	50.6%	549	49.4%	535	100.0%	1084
	Research	46.5%	53	53.5%	61	100.0%	114
	Sessional Lecturers	49.4%	430	50.6%	440	100.0%	870
Academic Total		**49.9%**	**1032**	**50.1%**	**1036**	**100.0%**	**2068**
Support	Support	62.9%	1311	37.1%	774	100.0%	2085
	Miscellaneous[35]	47.9%	34	52.1%	37	100.0%	71
Support Total		**62.4%**	**1345**	**37.6%**	**811**	**100.0%**	**2156**
Grand Total		**56.3%**	**2377**	**43.7%**	**1847**	**100.0%**	**4224**

Chart 3.1.6
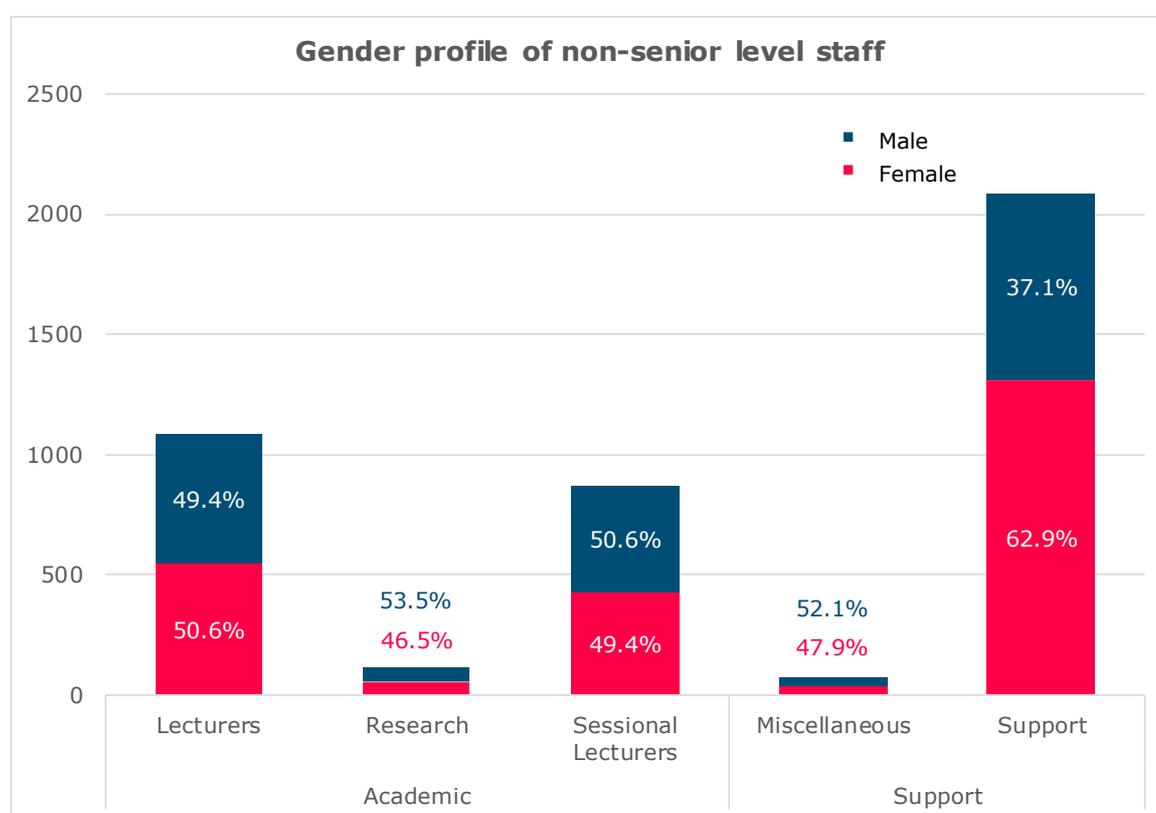
Both Lecturers and Sessional Lecturers show a close gender balance with 50.6% of Lecturers and 49.4% of Sessional Lecturers being female. HESA figures collected for 13/14 indicate that, as in previous years, female academic staff in the UK were in a minority at 44.6%[36].

Male Research staff were in the majority at NTU at 53.5%.

Female general Support staff were in the majority at 62.9%.

Female representation in non-senior roles at NTU (56.3%) is in line with the sector (56.0%).[37]

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[35]Staff falling within the 'Miscellaneous' group of staff are all on fixed term contracts and primarily employed in assistant roles, e.g. Marketing Assistant, Finance Assistant, Technical Assistant, Student Placement etc
[36] Equality in higher education: statistical report 2015. Part 1: staff. Equality Challenge Unit
[37] Equality in higher education: statistical report 2015. Part 1: staff. Equality Challenge Unit

Table 3.1.7 – Gender profile of all leavers by reason for leaving

Reason for leaving	Female		Male		Total	
	%	No.	%	No.	%	No.
Contract-End of Temp Contract	55.4%	51	44.6%	41	100.0%	92
Death	20.0%	1	80.0%	4	100.0%	5
Dismissed	60.0%	15	40.0%	10	100.0%	25
Redundancy	56.3%	9	43.8%	7	100.0%	16
Resigned	58.0%	192	42.0%	139	100.0%	331
Retirement-Early	50.0%	3	50.0%	3	100.0%	6
Retirement-Ill Health	100.0%	3	0.0%		100.0%	3
Retirement-Normal	53.8%	21	46.2%	18	100.0%	39
Total	**57.1%**	**295**	**42.9%**	**222**	**100.0%**	**517**

Chart 3.1.7
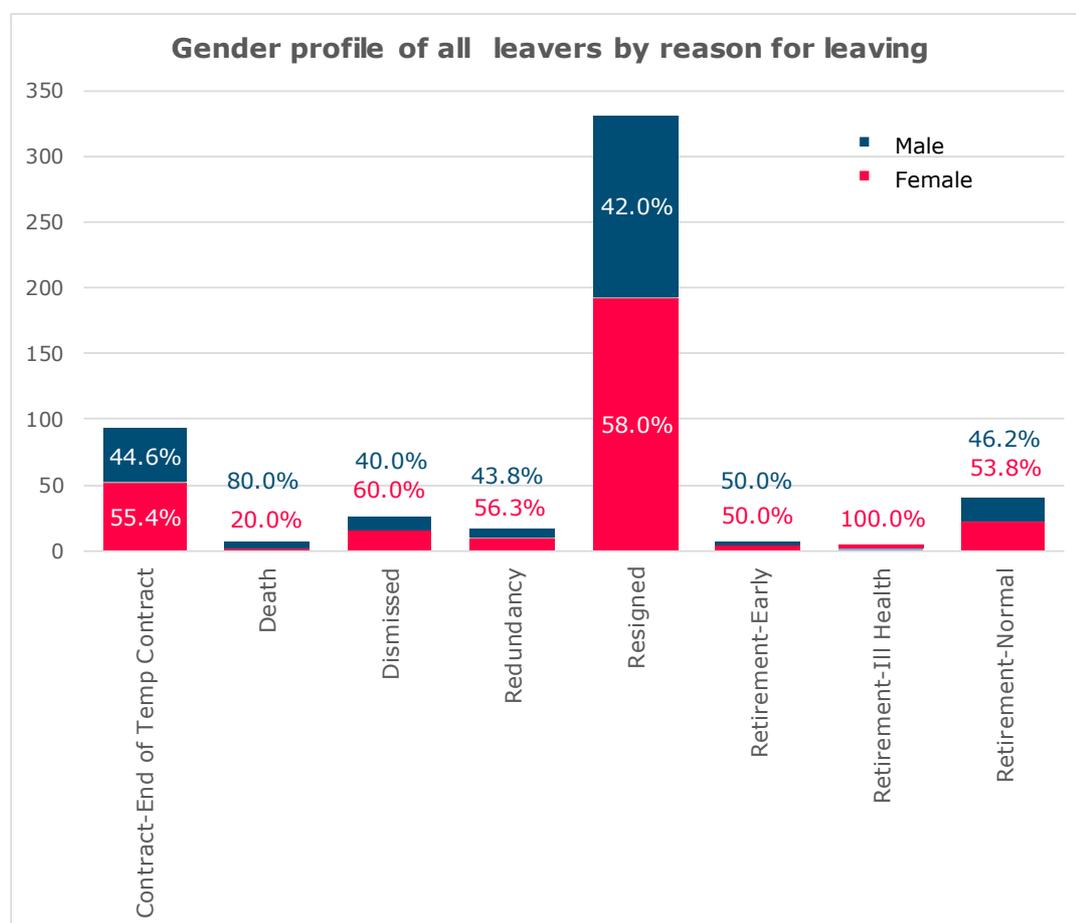
The main reasons for leaving were resignation, 58.0% female, and end of temporary contract, 55.5% female.

Table 3.1.8 – Gender profile of all staff involved in grievances and disciplinaries[38]

	Female		Male		Total	
	%	No.	%	No.	%	No.
Disciplinary	76.2%	16	23.8%	5	100.0%	21
Grievance	55.6%	5	44.4%	4	100.0%	9

16 disciplinaries were of female staff compared to just five male. Five grievances were by female members of staff and four by males.

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[38] In 14/15 there were 23 disciplinaries, four of which were of two individuals and as such have been combined to two counts. There were 10 formal grievances made, two of which were by the same individual and as such have been combined to one count.

3.2 Ethnicity

Table 3.2.1 – Ethnicity profile (BME/white) of all staff

BME[39]		White		Prefer not to say		Not known		Total		Disclosure Rate
%	No.	%	No.	%	No.	%	No.	%	No	%
11.8%	529	82.6%	3694	1.1%	51	4.4%	197	100.00%	4471	94.5%

Table 3.2.2 – Ethnicity profile (BME/white) of all staff, showing data only where ethnicity is known

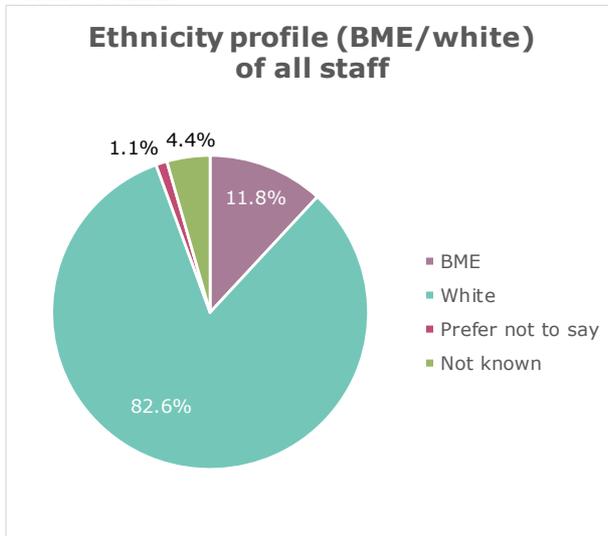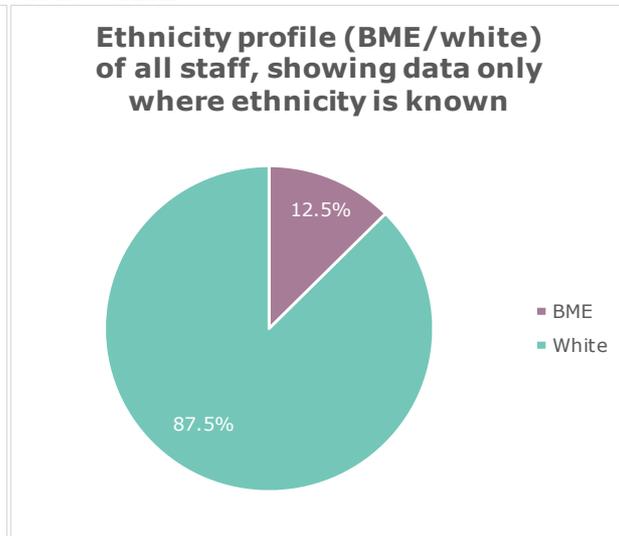| BME		White		Total	
%	No.	%	No.	%	No
12.5%	529	87.5%	3694	100.0%	4223

Chart 3.2.1

Chart 3.2.2

The disclosure rate for staff is now at 94.5% (up from 92.4% in 2013/14). 12.5% of those staff who disclosed their ethnicity were BME, an increase from 11.6% in 2013/14. 1.1% of all staff chose not to disclose their ethnicity.

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[39] BME consists of all non-white ethnicities.

Table 3.2.3 – Ethnicity profile (grouped ethnicities and excluding white) of all staff, showing data only where ethnicity is known

Asian[40]		Black[41]		Chinese		Mixed[42]		Other[43]		Total	
%	No.	%	No.	%	No.	%	No.	%	No.	%	No.
33.1%	175	34.4%	182	12.3%	65	11.5%	61	8.7%	46	100.0%	529

Chart 3.2.3
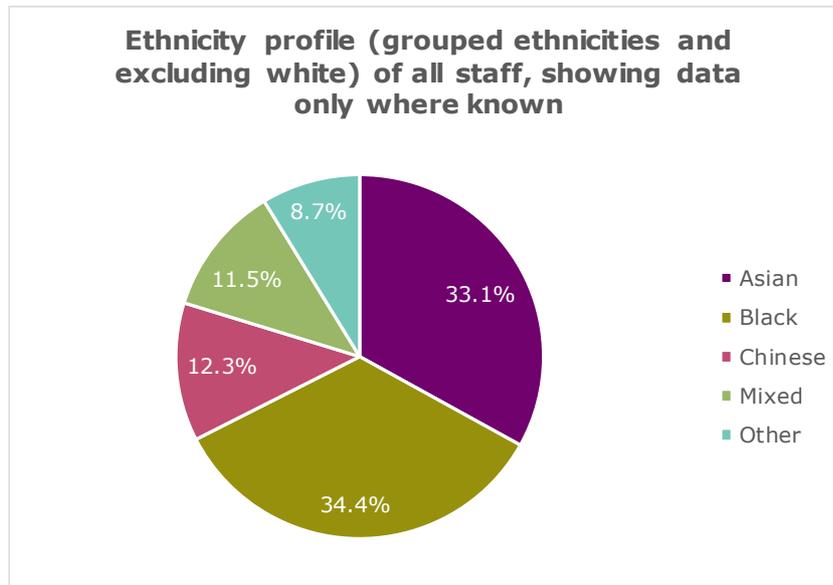
For the purposes of analysis BME staff have been grouped into the following ethnic groups: Asian (33.1%), Black (34.4%), Chinese (12.8%), Mixed (11.5%) and Other (8.7%). The figures for 14/15 are broadly similar to those for 13/14, with Black staff increasing from 31.5% last year.

[40] Asian consists of Asian or Asian British: Bangladeshi, Indian, Pakistani and other Asian background
[41] Black consists of Black or Black British: African, Caribbean and other black background
[42] Mixed consists of Mixed: white and black Caribbean, white and black African, white and Asian, other mixed background
[43] Other consists of Any other ethnic background and Arab

Table 3.2.4 – Ethnicity profile (BME/white) of all NTU staff by UK/Non-UK nationality, showing data only where ethnicity and nationality are known

Nationality	BME[44]		White		Total	
	%	No.	%	No.	%	No.
UK	7.9%	291	92.1%	3414	100.0%	3705
Non-UK	46.1%	238	53.9%	278	100.0%	516
Total	**12.5%**	**529**	**87.5%**	**3692**	**100.0%**	**4221**

Chart 3.2.4
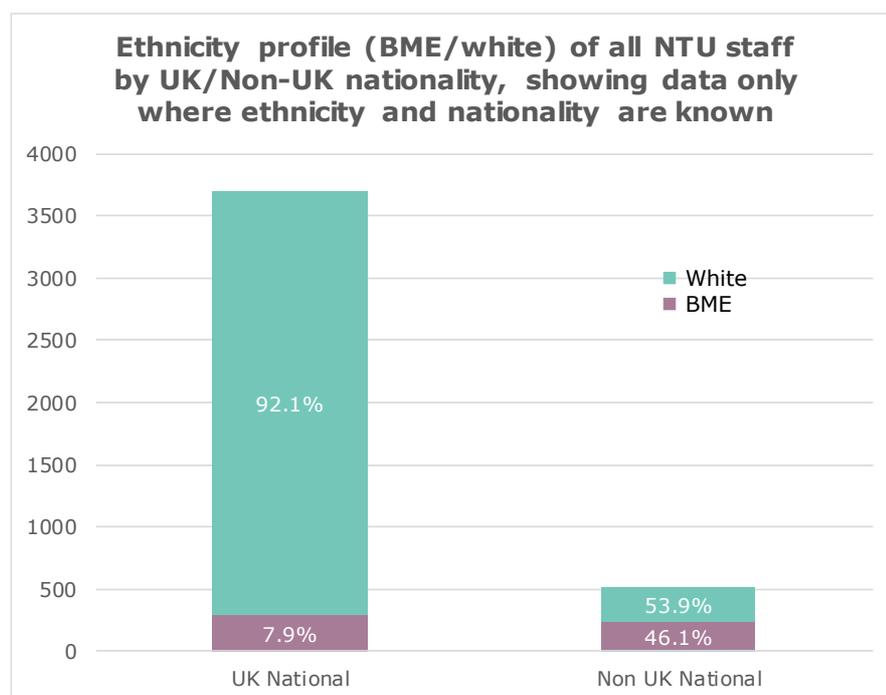
7.9% of UK national staff, who disclosed their ethnicity, were BME. This compares with a sector England average of 9.2%[45].

Of the non-UK national staff, 46.1% of those who disclosed their ethnicity were BME staff. This compares with the England sector average of 29.1%.

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[44] BME (black and minority ethnic) consists of all non-white ethnicities
[45] Equality in higher education: statistical report 2015. Part 1: staff. Equality Challenge Unit.

Table 3.2.5 – Ethnicity profile (BME/white) of all College-based staff (excluding non-UK nationalities), showing data only where ethnicity and nationality are known

College	School	BME		White		Total		Disclosure rate
		%	No.	%	No.	%	No.	%
College of Art & Design and Built Environment	College of Art & Design and Built Environment	5.7%	6	94.3%	99	100.0%	105	94.6%
	School of Architecture, Design and the Built Environment	8.7%	20	91.3%	210	100.0%	230	94.3%
	School of Art & Design	3.7%	13	96.3%	342	100.0%	355	88.3%
College of Art & Design and Built Environment Total		**5.7%**	**39**	**94.3%**	**651**	**100.0%**	**690**	**91.1%**
College of Arts and Science	College of Arts and Science	10.9%	13	89.1%	106	100.0%	119	97.5%
	School of Animal Rural & Environmental Sciences	0.7%	1	99.3%	136	100.0%	137	91.3%
	School of Arts & Humanities	7.5%	17	92.5%	209	100.0%	226	87.9%
	School of Science & Technology	8.5%	25	91.5%	269	100.0%	294	93.0%
College of Arts and Science Total		**7.2%**	**56**	**92.8%**	**720**	**100.0%**	**776**	**91.8%**
College of Business Law & Social Sciences	College of Business Law & Social Sciences	11.3%	16	88.7%	126	100.0%	142	98.6%
	Nottingham Business School	13.3%	28	86.7%	182	100.0%	210	97.2%
	Nottingham Law School	6.6%	8	93.4%	113	100.0%	121	94.5%
	School of Education	6.0%	10	94.0%	158	100.0%	168	94.4%
	School of Social Sciences	6.9%	13	93.1%	175	100.0%	188	94.5%
College of Business Law & Social Sciences Total		**9.0%**	**75**	**91.0%**	**754**	**100.0%**	**829**	**95.8%**
Grand Total		**7.4%**	**170**	**92.6%**	**2125**	**100.0%**	**2295**	**93.0%**

The overall rate of disclosure was 93.0%, a slight increase from the figure of 91.3% in 2013/14.

In line with 2013/14, College-level staff in Arts and Science and Business, Law and Social Sciences had the highest disclosure rates at 97.5% and 98.6% respectively. Schools with the highest disclosure rates were all found in the College of Business Law and Social Sciences and were specifically, Nottingham Business School (97.2%), Nottingham Law School (94.5%), School of Social Sciences (94.5%) and School of Education (94.4%). In addition, the School of Architecture, Design and the Built Environment had a high disclosure rate of 94.2% as well as School of Science and Technology at 93.0%.

Lower rates of disclosure were found in the following Schools: Animal, Rural and Environmental Sciences (91.3%), Arts and Humanities (87.9%), and Art and Design (88.3%).

Schools with the highest rates of BME staff were the Nottingham Business School (13.3%) and School of Architecture Design and the Built Environment (8.7%). The Schools with the lowest rate of BME staff were Animal, Rural and Environmental Sciences (0.7%), and Art and Design (3.7%).

The Schools of Social Sciences and Education both saw an increase in BME staff compared to 2013/14, rising from 4.8% to 6.9% and 3.7% to 6.0% respectively.

When considering college-level staff it can be seen that the College of Business, Law and Social Sciences and the College of Arts and Science have high proportions of BME staff at 11.3% and 10.9% respectively. However, the College of Art, Design and Built Environment have considerably lower numbers at just 5.7%, although this is an increase from last year's figure of 2.2%.

Chart 3.2.5

Ethnicity profile (BME/white) of College-based staff (excluding non-UK nationalities) showing data only where ethnicity and nationality are known

Legend: White, BME

College of Art & Design and Built Environment:
- College of Art & Design and Built Environment: 94.3% White, 5.7% BME
- School of Architecture Design and the Built Environment: 91.3% White, 8.7% BME
- School of Art & Design: 96.3% White, 3.7% BME

College of Arts and Science:
- College of Arts and Science: 89.1% White, 10.9% BME
- School of Animal Rural & Environmental Sciences: 99.3% White, 0.7% BME
- School of Arts & Humanities: 92.5% White, 7.5% BME
- School of Science & Technology: 91.5% White, 8.5% BME

College of Business Law & Social Sciences:
- College of Business Law & Social Sciences: 88.7% White, 11.3% BME
- Nottingham Business School: 86.7% White, 13.3% BME
- Nottingham Law School: 93.4% White, 6.6% BME
- School of Education: 94.0% White, 6.0% BME
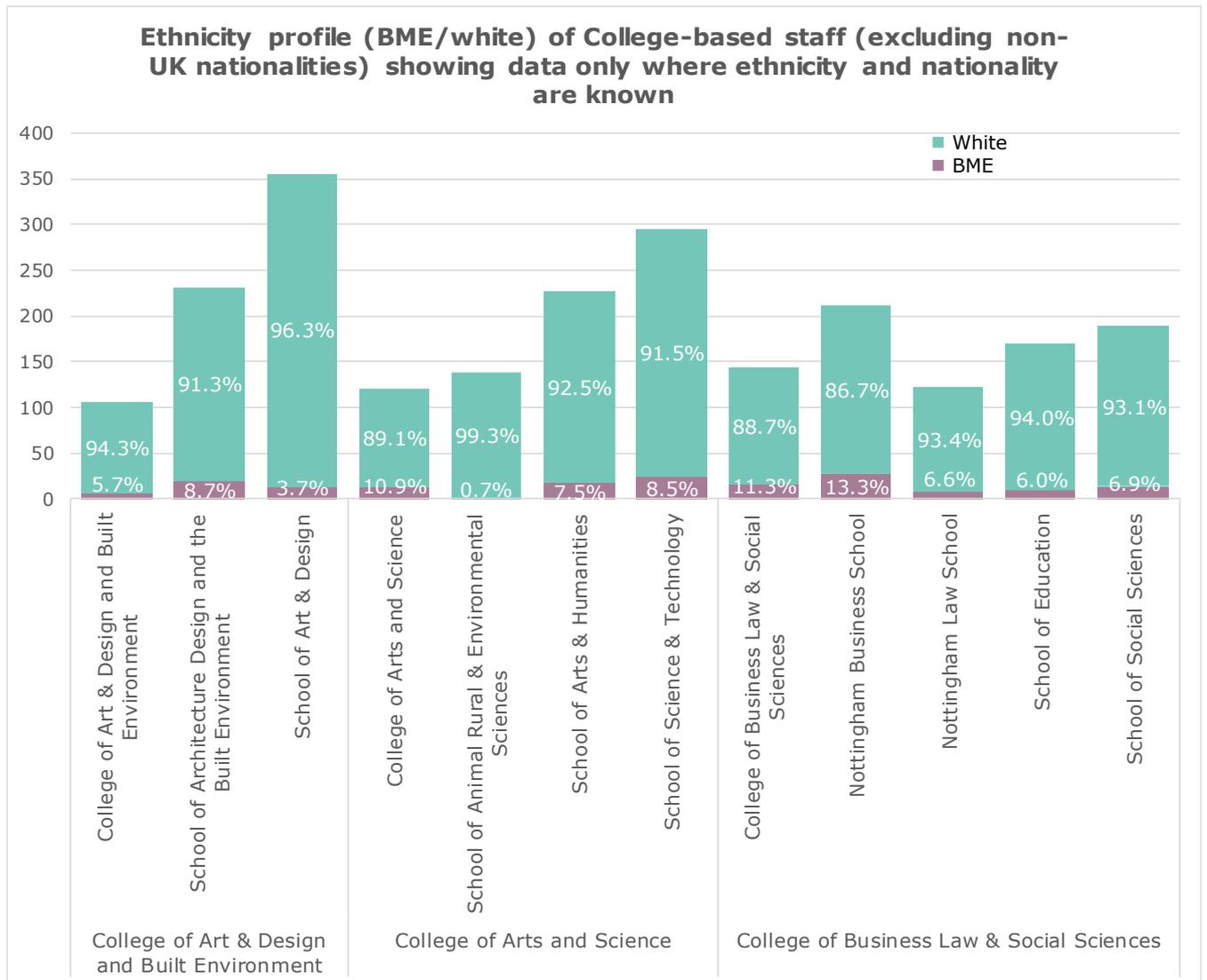- School of Social Sciences: 93.1% White, 6.9% BME

Table 3.2.6 - Ethnicity profile (BME/white) of all Professional Services-based staff (excluding non-UK nationalities), showing data only where ethnicity and nationality are known

Professional Service Area	BME %	BME No.	White %	White No.	Total %	Total No.	Disclosure rate %
Director of Mrktg & Recruitm't[46]	10.3%	27	89.7%	234	100.0%	261	97.4%
Estates & Resources	6.2%	28	93.8%	425	100.0%	453	97.2%
Finance Governance and Legal	6.4%	5	93.6%	73	100.0%	78	97.5%
Human Resources	8.3%	5	91.7%	55	100.0%	60	98.4%
Information Systems	11.9%	21	88.1%	156	100.0%	177	96.7%
PVC Student Support	13.6%	9	86.4%	57	100.0%	66	97.1%
University Sports Activities and County Sports Partnerships[47]	4.0%	2	96.0%	48	100.0%	50	96.2%
PVC Academic[48] / Academic Office / PVC Research[49]	9.6%	23	90.4%	217	100.0%	240	96.8%
Directorate / Business Improvement & Organisational Development / Music[50]	4.0%	1	96.0%	24	100.0%	25	96.2%
Professional Services Total	**8.6%**	**121**	**91.4%**	**1289**	**100.0%**	**1410**	**97.1%**

All Professional Services Areas have disclosure rates for ethnicity of 96.2% or above and an average disclosure rate of 97.1%.

The proportion of UK-national BME staff (of those who disclosed their ethnicity) was higher in the Professional Service Areas (8.6%) than across the Schools (7.4%).

Of staff who declared their ethnicity, the areas with the largest proportion of BME staff were PVC Student Support (13.6%), and Information Systems (11.9%).

The lowest proportions of BME staff were found in the combined areas of Directorate / Business Improvement & Organisational Development / Music (4.0%), and the combined areas of University Sports Activities and County Sports Partnerships (4.0%). It is worth noting that total numbers of staff in Directorate / Business Improvement & Organisational Development / Music were relatively low at just 25 members of staff.

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[46] During 2014/15 Director of Mrktg & Recruitm't included the following teams: Admissions, Business Development Office, Career Development Centre, Development & Alumni Relations, Digital Marketing and Creative Services, Employability, Employability - Business Development, Employability - Student Development, Hive, International Office, Marketing Services, Widening Participation
[47] Due to low numbers of staff in the areas of Directorate, Business Improvement & Organisational Development and Music these have been combined for reporting purposes only in order to protect the anonymity of individuals
[48] During 2014/15 PVC Academic included the following teams: Centre for Academic Development and Quality, Collaborative Partnerships Office, Libraries and Learning Resources, and Schools Colleges & Community Outreach
[49] Due to low numbers of staff in the areas of Academic Office and PVC Research these have been combined with PVC Academic for reporting purposes only in order to protect the anonymity of individuals
[50] Due to low numbers of staff in the area of County Sports Partnerships, this has been combined with University Sports Activities for reporting purposes only in order to protect the anonymity of individuals

Chart 3.2.6

Ethnicity profile (BME/white) of Professional Services-based staff (excluding non-UK nationalities) showing data only where ethnicity and nationality are known
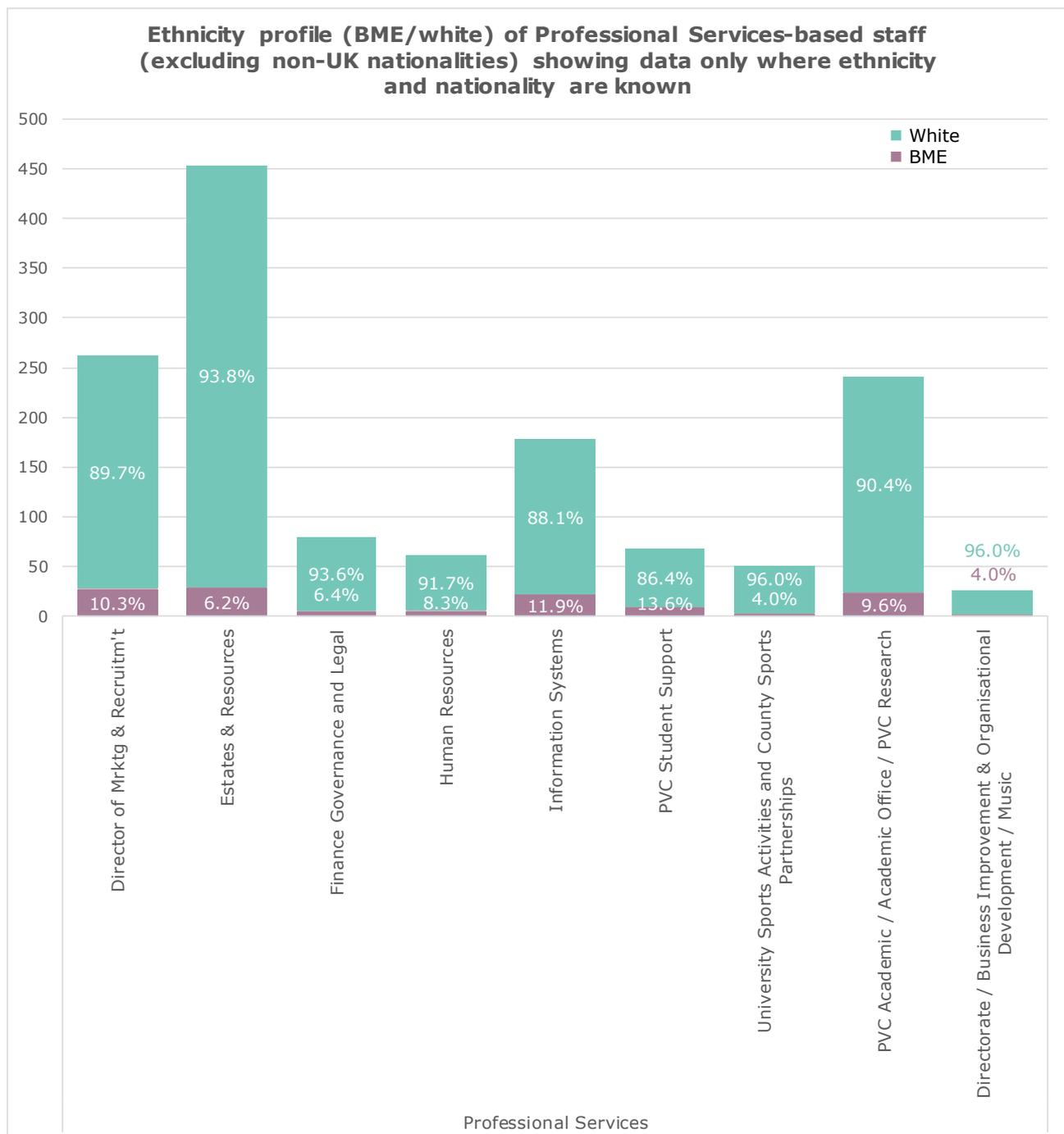
Table 3.2.7 – Ethnicity profile (BME/white) of senior level staff (excluding non-UK nationalities), showing data only where ethnicity and nationality are known

Job Type	Scale Name	BME		White		Total		Disclosure Rate
		%	No.	%	No.	%	No.	%
Senior Posts	Senior Executive Posts[51]	10.0%	1	90.0%	9	100.0%	10	100.0%
	Holders of Senior Posts[52]	0.0%	0	100.0%	9	100.0%	9	95.2%
Senior Posts Total		**5.3%**	**1**	**94.7%**	**18**	**100.0%**	**19**	**96.9%**
Academic	Academic Heads	9.1%	1	90.9%	10	100.0%	11	100.0%
	Academic Team Leaders	5.0%	2	95.0%	38	100.0%	40	100.0%
	Professors	19.2%	14	80.8%	59	100.0%	73	100.0%
Academic Total		**13.7%**	**17**	**86.3%**	**107**	**100.0%**	**124**	**97.3%**
Support	Support Heads[53]	5.9%	1	94.1%	16	100.0%	17	98.5%
	Professional & Managerial	3.0%	2	97.0%	64	100.0%	66	94.4%
Support Total		**3.6%**	**3**	**96.4%**	**80**	**100.0%**	**83**	**97.6%**
Grand Total		**9.3%**	**21**	**90.7%**	**205**	**100.0%**	**226**	**97.4%**

Chart 3.2.7
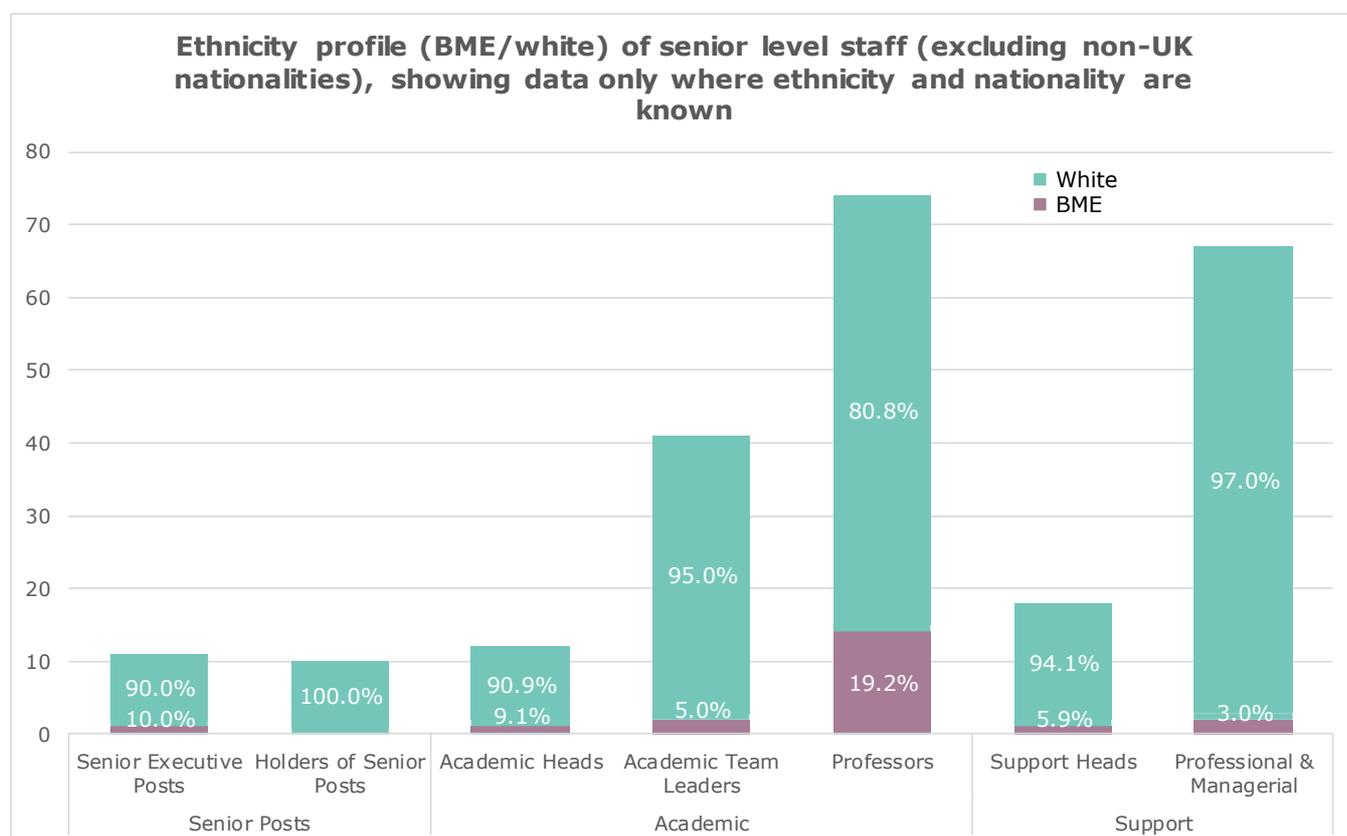
Disclosure rates were very high for all the senior level staff, many being at 100%. The lowest disclosure rates were for Professional & Managerial although still high at 94.4%. Rates of BME staff were on average 9.3%, with the highest for Professors (19.2%) which saw an increase from 13.9% in 2013/14 and is much higher than the sector which stands at 7.3%[54]. Proportions of BME staff were at their lowest in Holders of Senior Posts (0.0%), Professional & Managerial posts (3.0%) and Academic Team Leaders (5%).

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[51] Senior Executive Posts are primarily members of the University Executive Team.
[52] Holders of Senior Posts are primarily Deans and Directors of large Professional Service areas.
[53] Support Heads are primarily Heads or Directors of Professional Service areas.
[54] Equality in higher education: statistical report 2015. Part 1: staff. Equality Challenge Unit.

Table 3.2.8 – Ethnicity profile (BME/white) of non-senior level staff (excluding non-UK nationalities), showing data only where ethnicity and nationality are known

Job Type	Scale Name	BME		White		Total		Disclosure Rate
		%	No.	%	No.	%	No.	%
Academic	Lecturers	6.8%	61	93.2%	834	100.0%	895	96.4%
	Research	6.0%	4	94.0%	63	100.0%	67	91.8%
	Sessional Lecturers	7.0%	43	93.0%	567	100.0%	610	85.3%
Academic Total		**6.9%**	**108**	**93.1%**	**1464**	**100.0%**	**1572**	**91.6%**
Support	Support	8.2%	152	91.8%	1704	100.0%	1856	96.9%
	Miscellaneous[55]	19.6%	10	80.4%	41	100.0%	51	92.7%
Support Total		**8.5%**	**162**	**91.5%**	**1745**	**100.0%**	**1907**	**96.8%**
Grand Total		**7.8%**	**270**	**92.2%**	**3209**	**100.0%**	**3479**	**94.4%**

Chart 3.2.8
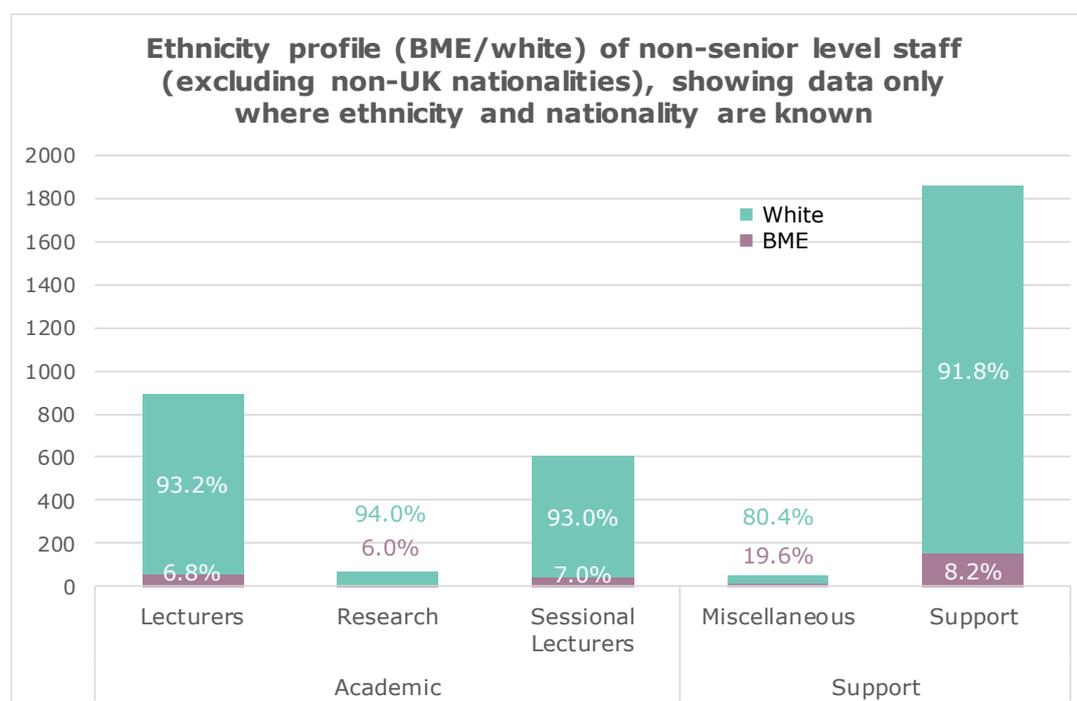
Within the non-senior level roles, disclosure rates were generally good at 94.4% on average. The lowest disclosure rate being for Sessional Lecturers (85.3%) and highest for Lecturers (96.4%) and Support Staff (96.9%).

7.8% of all staff in non-senior level roles were BME members of staff.   Lecturers and Research staff had the lowest rates of BME staff at 6.8% and 6.0% respectively. The highest rate of BME staff was found in the 'Miscellaneous' staff group at 19.6%.

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[55]Staff falling within the 'Miscellaneous' group of staff are all on fixed term contracts and primarily employed in assistant roles, e.g. Marketing Assistant, Finance Assistant, Technical Assistant, Student Placement etc

Table 3.2.9 – Ethnicity profile (BME/white) of all staff involved in grievances or disciplinaries, [56] showing data only where known

	BME		White		Total	
	%	No.	%	No.	%	No.
Disciplinary	35.0%	7	65.0%	13	100.0%	20
Grievance	11.1%	1	88.9%	8	100.0%	9

35.0% of all disciplinaries were of BME members of staff, where ethnicity was known. This is higher than the percentage of BME staff employed during 14/15 which was 12.5%. There was just one member staff of unknown ethnicity and therefore not included in the table above. Ethnicity was known for all staff who brought grievances, one of those was from a BME member of staff and the remaining eight were brought by White members of staff.

Table 3.2.10 - Ethnicity profile (grouped ethnicities) of all staff involved in grievances or disciplinaries, showing data only where known

	Asian		Black		Mixed		White		Total	
	%	No.	%	No.	%	No.	%	No.	%	No.
Disciplinary	10.0%	2	20.0%	4	5.0%	1	65.0%	13	100.0%	20
Grievance	0.0%	0	11.1%	1	0.0%	0	88.9%	8	100.0%	9

When the data is broken down further into broad ethnic origin groups, the one BME member of staff who brought a grievance fell within the Black grouping; the seven BME members of staff with disciplinaries were spread across the Asian (two), Black (four), and Mixed (one) groupings.
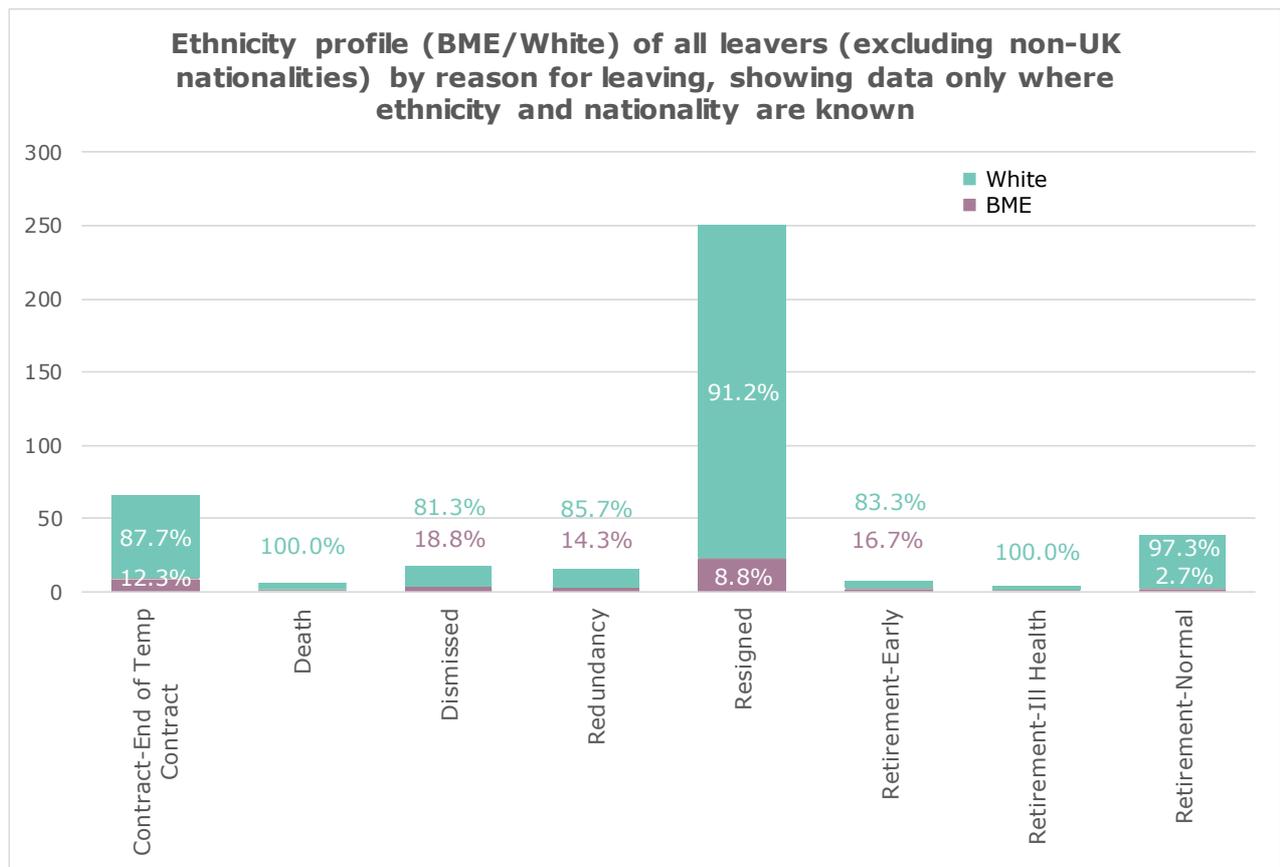
Table 3.2.11 – Ethnicity profile (BME/White) of all leavers (excluding non-UK nationalities) by reason for leaving, showing data only where ethnicity and nationality are known

	BME		White		Total	
Reason for leaving	%	No.	%	No.	%	No.
Contract-End of Temp Contract	12.3%	8	87.7%	57	100.0%	65
Death	0.0%		100.0%	5	100.0%	5
Dismissed	18.8%	3	81.3%	13	100.0%	16
Redundancy	14.3%	2	85.7%	12	100.0%	14
Resigned	8.8%	22	91.2%	228	100.0%	250
Retirement-Early	16.7%	1	83.3%	5	100.0%	6
Retirement-Ill Health	0.0%		100.0%	3	100.0%	3
Retirement-Normal	2.7%	1	97.3%	36	100.0%	37
Total	**9.3%**	**37**	**90.7%**	**359**	**100.0%**	**396**

9.8% of all leavers were of BME background (excluding atypical and non-UK nationalities). This is higher than the average employed BME staff of 7.9% (excluding atypical and non-UK nationalities). Of those members of staff who left due to dismissal 18.2% were BME staff, although the total number of dismissals was low at just 22 people, 4 of whom were BME. A high proportion of BME staff were also seen in those leaving due to the end of a temporary contract at 17.4%. This equates to 15 BME staff from a total of 86 members of staff leaving due to the end of a temporary contract.

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[56] In 14/15 there were 23 disciplinaries, four of which were of two individuals and as such have been combined to two counts. There were 10 formal grievances made, two of which were by the same individual and as such have been combined to one count.

Chart 3.2.11

Ethnicity profile (BME/White) of all leavers (excluding non-UK nationalities) by reason for leaving, showing data only where ethnicity and nationality are known

3.3 Disability

Table 3.3.1 - Disability profile of all staff

Disabled		Not Disabled		Prefer not to say		Not known		Total		Disclosure Rate
%	No.	%	No.	%	No.	%	No.	%	No.	%
5.3%	238	71.0%	3173	2.5%	111	21.2%	949	100.0%	4471	**76.3%**

Table 3.3.2 - Disability profile of all staff, showing data only where disability status is known

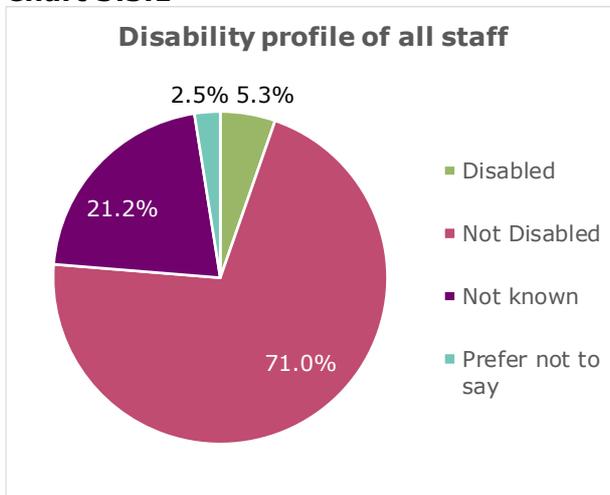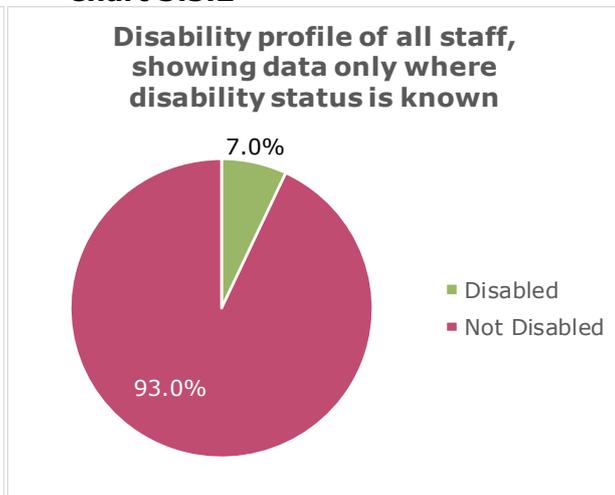| Disabled		Not Disabled		Total	
%	No.	%	No.	%	No.
7.0%	238	93.0%	3173	**100.0%**	**3411**

Chart 3.3.1

Chart 3.3.2

The disclosure rate for disability status is 76.3%. 7.0% of those staff who have disclosed their disability status have indicated they are disabled, a figure close to that of 7.4% in 2013/14. Of those staff who declared their disability across the sector in England[57], 4.3% declared they were disabled.

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[57] Equality in higher education: statistical report 2015. Part 1: staff. Equality Challenge Unit.

Table 3.3.3 - Disability profile (disabled/not disabled) of all College-based staff, showing data only where disability status is known

College	School	Disabled		Not disabled		Total		Disclo-sure rate
		%	No.	%	No.	%	No.	%
College of Art & Design and Built Environment	College of Art & Design and Built Environment	7.1%	7	92.9%	92	100.0%	99	86.1%
	School of Architecture, Design and the Built Environment	5.4%	12	94.6%	212	100.0%	224	70.7%
	School of Art & Design	9.3%	25	90.7%	245	100.0%	270	62.5%
College of Art & Design and Built Environment Total		**7.4%**	**44**	**92.6%**	**549**	**100.0%**	**593**	**68.6%**
College of Arts and Science	College of Arts and Science	5.1%	6	94.9%	112	100.0%	118	88.7%
	School of Animal Rural & Environmental Sciences	4.1%	4	95.9%	93	100.0%	97	62.6%
	School of Arts & Humanities	1.8%	4	98.2%	219	100.0%	223	67.8%
	School of Science & Technology	5.2%	14	94.8%	255	100.0%	269	69.5%
College of Arts and Science Total		**4.0%**	**28**	**96.0%**	**679**	**100.0%**	**707**	**70.4%**
College of Business Law & Social Sciences	College of Business Law & Social Sciences	8.8%	13	91.2%	134	100.0%	147	94.8%
	Nottingham Business School	5.9%	12	94.1%	193	100.0%	205	65.7%
	Nottingham Law School	12.5%	13	87.5%	91	100.0%	104	75.4%
	School of Education	2.9%	4	97.1%	135	100.0%	139	76.4%
	School of Social Sciences	11.4%	19	88.6%	148	100.0%	167	75.6%
College of Business Law & Social Sciences Total		**8.0%**	**61**	**92.0%**	**701**	**100.0%**	**762**	**75.6%**
Grand Total		**6.5%**	**133**	**93.5%**	**1929**	**100.0%**	**2062**	**71.7%**

The average disclosure rate for College-based staff was 71.7%. College-level staff had the highest rates of disclosure at 86.1% for Art & Design and Built Environment, 88.7% for Arts and Science and 94.8% for Business, Law and Social Sciences.

Lowest rates of disclosure were found in the Schools of Art and Design (62.5%) and Animal, Rural and Environmental Sciences (62.6%).

6.5% of all those College-based staff where disability status was known were disabled. The areas with the lowest rates of disabled staff were the School of Education (2.9%) and School of Arts and Humanities (1.8%). The highest rates of disability were found in the School of Social Sciences (11.4%) and Nottingham Law School (12.5%).

Chart 3.3.3

Disability profile (disabled/not disabled) of all College-based NTU staff, showing data only where disability status is known

College of Art & Design and Built Environment
- College of Art & Design and Built Environment: 92.9% / 7.1%
- School of Architecture Design and the Built Environment: 94.6% / 5.4%
- School of Art & Design: 90.7% / 9.3%

College of Arts and Science
- College of Arts and Science: 94.9% / 5.1%
- School of Animal Rural & Environmental Sciences: 95.9% / 4.1%
- School of Arts & Humanities: 98.2% / 1.8%
- School of Science & Technology: 94.8% / 5.2%

College of Business Law & Social Sciences
- College of Business Law & Social Sciences: 91.2% / 8.8%
- Nottingham Business School: 94.1% / 5.9%
- Nottingham Law School: 87.5% / 12.5%
- School of Education: 97.1% / 2.9%
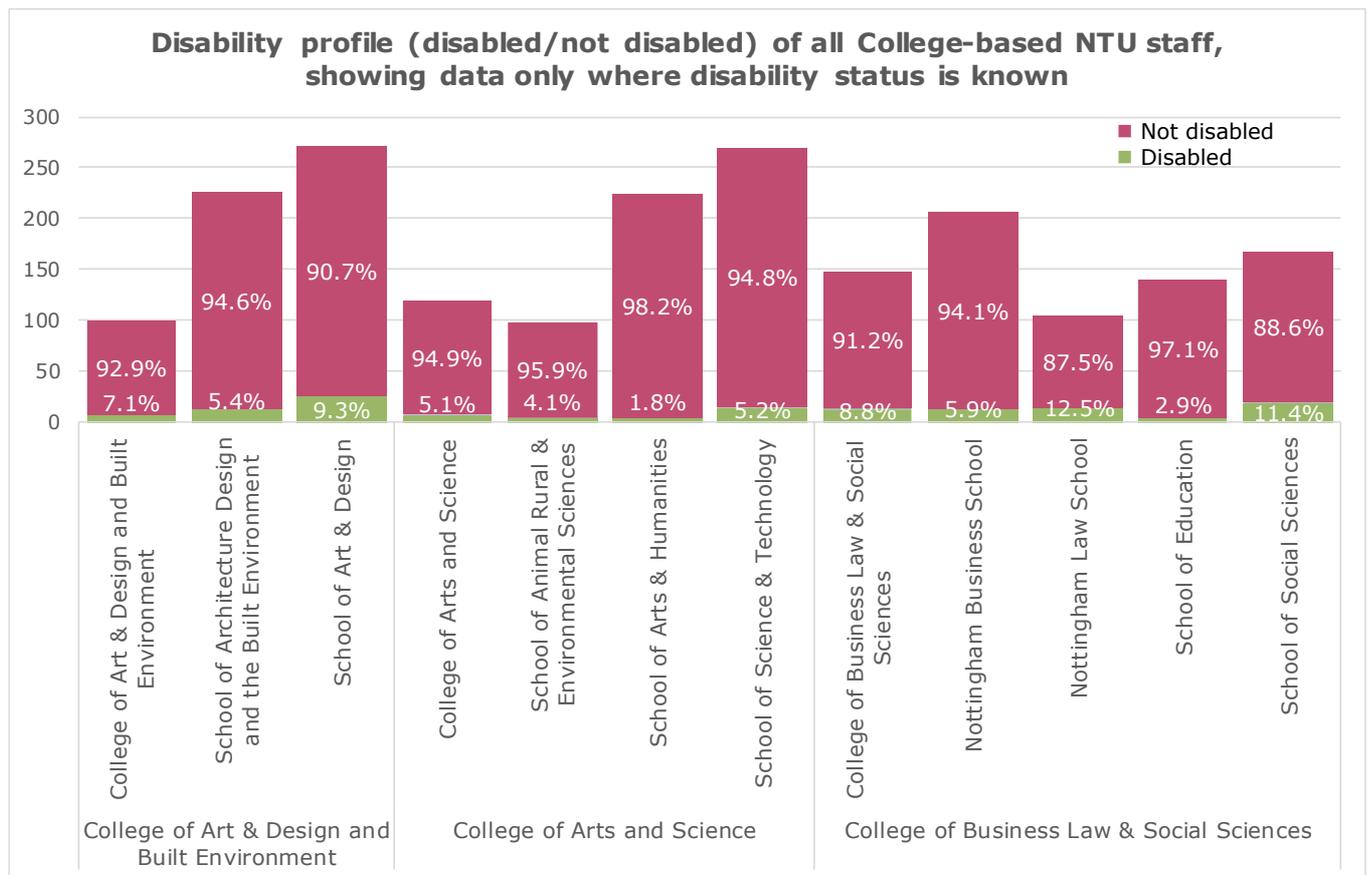- School of Social Sciences: 88.6% / 11.4%

Legend: Not disabled, Disabled

Table 3.3.4 - Disability profile (disabled/not disabled) of all Professional Services-based staff, showing data only where disability status is known

Professional Service Area	Disabled		Not disabled		Total		Disclosure rate
	%	No.	%	No.	%	No.	%
Director of Mrktg & Recruitm't[58]	4.8%	12	95.2%	240	100.0%	252	89.0%
Estates & Resources	8.3%	38	91.7%	419	100.0%	457	81.8%
Finance Governance and Legal	6.6%	5	93.4%	71	100.0%	76	81.8%
Human Resources	8.9%	5	91.1%	51	100.0%	56	90.5%
Information Systems	11.3%	17	88.7%	134	100.0%	151	90.3%
PVC Student Support	14.3%	9	85.7%	54	100.0%	63	79.1%
University Sports Activities and County Sports Partnerships[59]	2.0%	1	98.0%	50	100.0%	51	92.7%
PVC Academic[60] / Academic Office / PVC Research[61]	8.1%	18	91.9%	203	100.0%	221	86.3%
Directorate / Business Improvement & Organisational Development / Music[62]	0.0%	0	100.0%	22	100.0%	22	92.7%
Professional Services Total	**7.8%**	**105**	**92.2%**	**1244**	**100.0%**	**1349**	**84.6%**

Rates of declared disability were slightly higher in the Professional Service Areas at 7.8% than in the Schools where they were 6.5%.

In the Professional Services areas the highest disclosure rates were in University Sports Activities and County Sports Partnerships (92.7%) and Directorate / Business Improvement & Organisational Development / Music (92.7%).

The lowest rate of disclosure can be found in PVC Student Support (79.1%).

Of those staff who declared their disability status, the areas with the largest proportion of staff with declared disabilities were Student Support Services (14.3%) and Information Systems (11.3%). The area with the lowest declaration of disabilities was Directorate / Business Improvement & Organisational Development / Music (0%).

[58] During 2014/15 Director of Mrktg & Recruitm't included the following teams: Admissions, Business Development Office, Career Development Centre, Development & Alumni Relations, Digital Marketing and Creative Services, Employability, Employability - Business Development, Employability - Student Development, Hive, International Office, Marketing Services, Widening Participation
[59] Due to low numbers of staff in the areas of Directorate, Business Improvement & Organisational Development and Music these have been combined for reporting purposes only in order to protect the anonymity of individuals
[60] During 2014/15 PVC Academic included the following teams: Centre for Academic Development and Quality, Collaborative Partnerships Office, Libraries and Learning Resources, and Schools Colleges & Community Outreach
[61] Due to low numbers of staff in the areas of Academic Office and PVC Research these have been combined with PVC Academic for reporting purposes only in order to protect the anonymity of individuals
[62] Due to low numbers of staff in the area of County Sports Partnerships, this has been combined with University Sports Activities for reporting purposes only in order to protect the anonymity of individuals
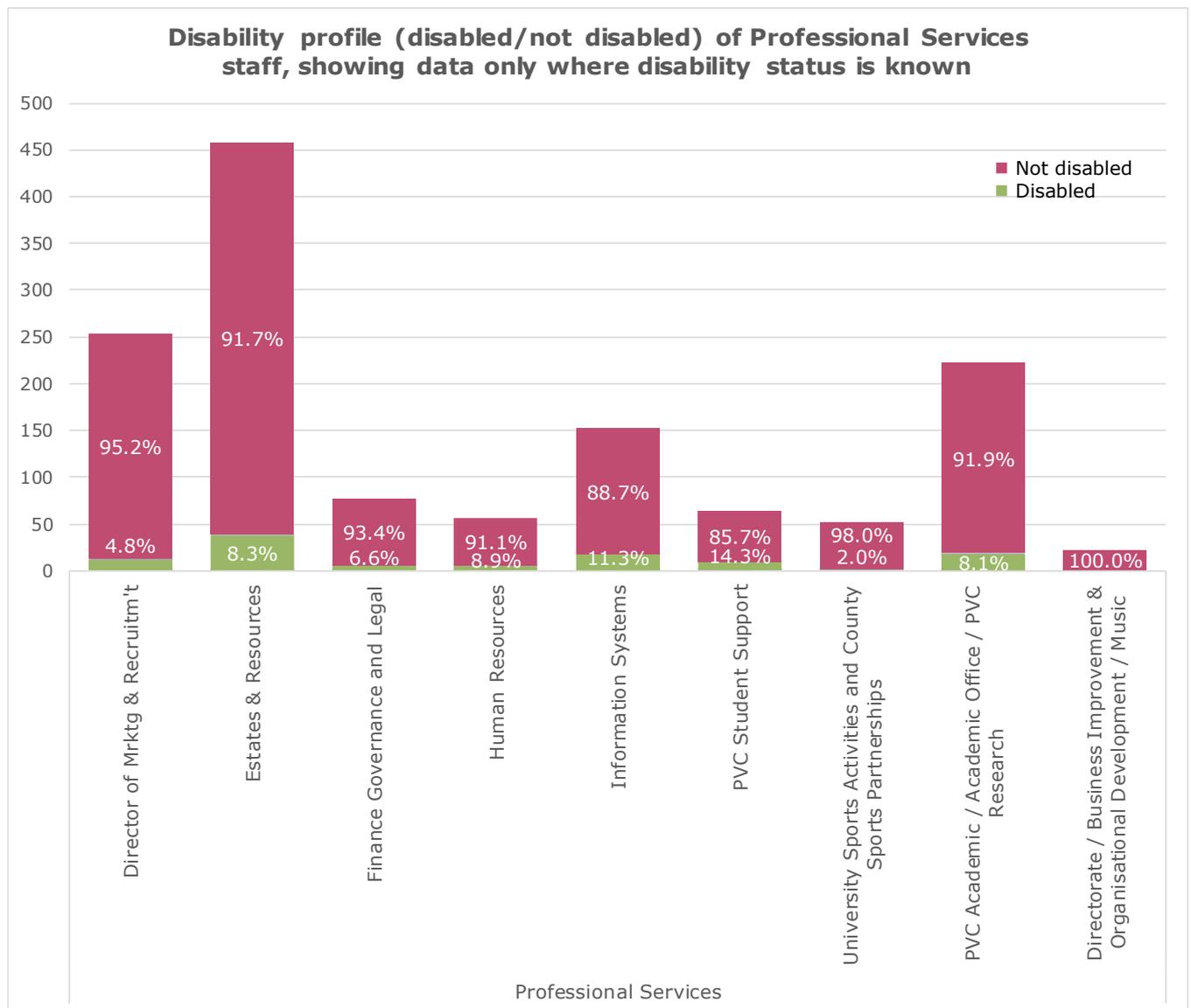
Chart 3.3.4

Disability profile (disabled/not disabled) of Professional Services staff, showing data only where disability status is known

Table 3.3.5 – Disability profile (disabled/not disabled) of senior level staff, showing data only where disability status is known

Job Type	Scale Name	Disabled		Not disabled		Total		Disclosure Rate
		%	No.	%	No.	%	No.	%
Senior Posts	Senior Executive Posts[63]	0.0%	0	100.0%	8	100.0%	8	80.0%
	Holders of Senior Posts[64]	0.0%	0	100.0%	10	100.0%	10	83.3%
Senior Posts Total		**0.0%**	**0**	**100.0%**	**18**	**100.0%**	**18**	**81.8%**
Academic	Academic Heads	0.0%	0	100.0%	11	100.0%	11	100.0%
	Academic Team Leaders	2.7%	1	97.3%	36	100.0%	37	86.0%
	Professors	2.8%	2	97.2%	69	100.0%	71	86.6%
Academic Total		**2.5%**	**3**	**97.5%**	**116**	**100.0%**	**119**	**87.5%**
Support	Support Heads[65]	0.0%	0	100.0%	13	100.0%	13	72.2%
	Professional & Managerial	6.8%	4	93.2%	55	100.0%	59	83.1%
	Support Total	**5.6%**	**4**	**94.4%**	**68**	**100.0%**	**72**	**80.9%**
	Grand Total	**3.3%**	**7**	**96.7%**	**202**	**100.0%**	**209**	**84.6%**

Chart 3.3.5
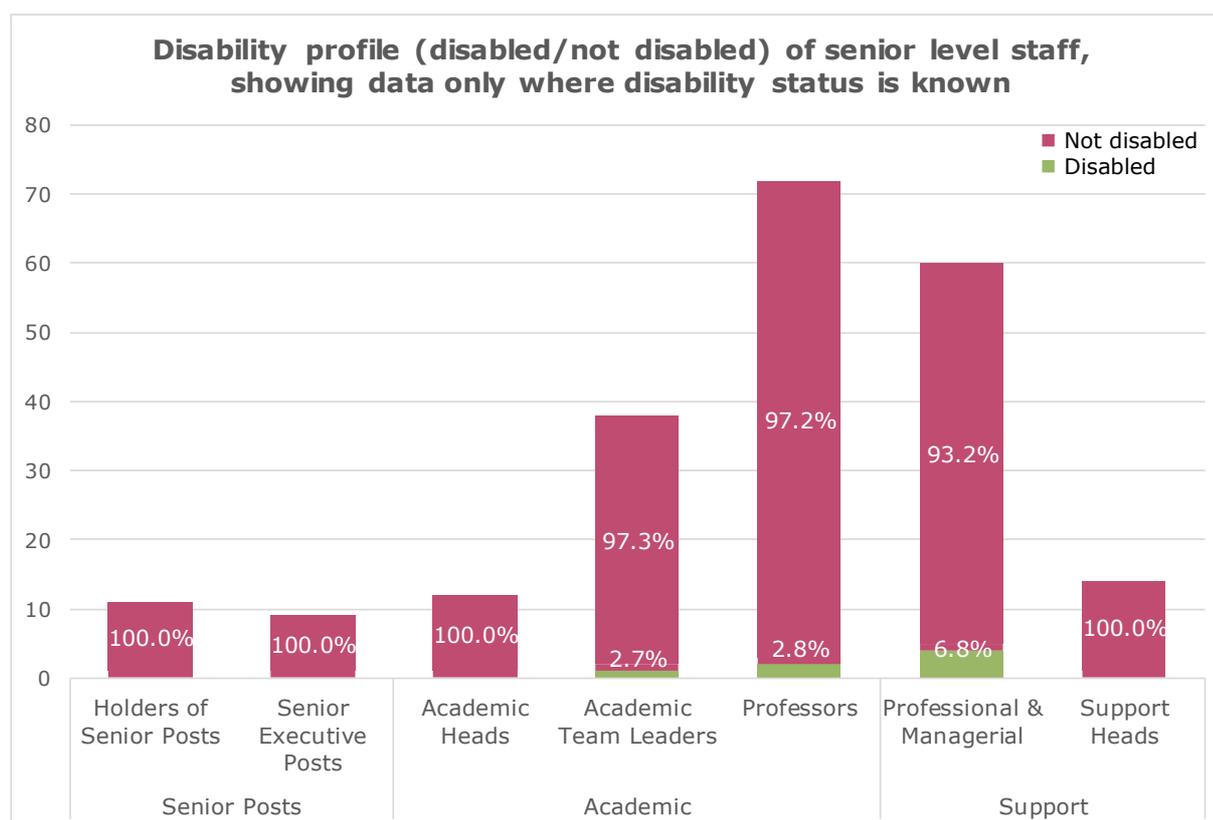
The most senior posts, namely, Senior Executive Posts and Holders of Senior Posts, had no instances of disabled members of staff. This was also true of Support Heads and Academic Heads. It is worth noting that the numbers of staff within these groups are small in number, ranging from just 8 Senior Executive Posts to 13 Support Heads.

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[63] Senior Executive Posts are primarily members of the University Executive Team.
[64] Holders of Senior Posts are primarily Deans and Directors of large Professional Service areas.
[65] Support Heads are primarily Heads or Directors of Professional Service areas.

Academic Team Leaders also had low instances of disabled staff at just 2.7%, which represents one member of staff out of a total of 37, and similarly Professors at 2.8%, representing 2 staff members out of 71.

Professional & Managerial had the highest rate of disabled staff at 6.8%.

Table 3.3.6 – Disability profile (disabled/not disabled) of non-senior level staff, showing data only where disability status is known

Job Type	Scale Name	Disabled		Not disabled		Total		Disclosure Rate
		%	No.	%	%	%	No.	%
Academic	Lecturers	7.8%	69	92.2%	818	100.0%	887	81.8%
	Research	3.7%	3	96.3%	79	100.0%	82	71.9%
	Sessional Lecturers	5.2%	21	94.8%	386	100.0%	407	46.8%
Academic Total		**6.8%**	**93**	**93.2%**	**1283**	**100.0%**	**1376**	**66.5%**
Support	Support	7.7%	135	92.3%	1629	100.0%	1764	84.6%
	Miscellaneous[66]	4.8%	3	95.2%	59	100.0%	62	87.3%
Support Total		**7.6%**	**138**	**92.4%**	**1688**	**100.0%**	**1826**	**84.7%**
Grand Total		**7.2%**	**231**	**92.8%**	**2971**	**100.0%**	**3202**	**75.8%**

Chart 3.3.6
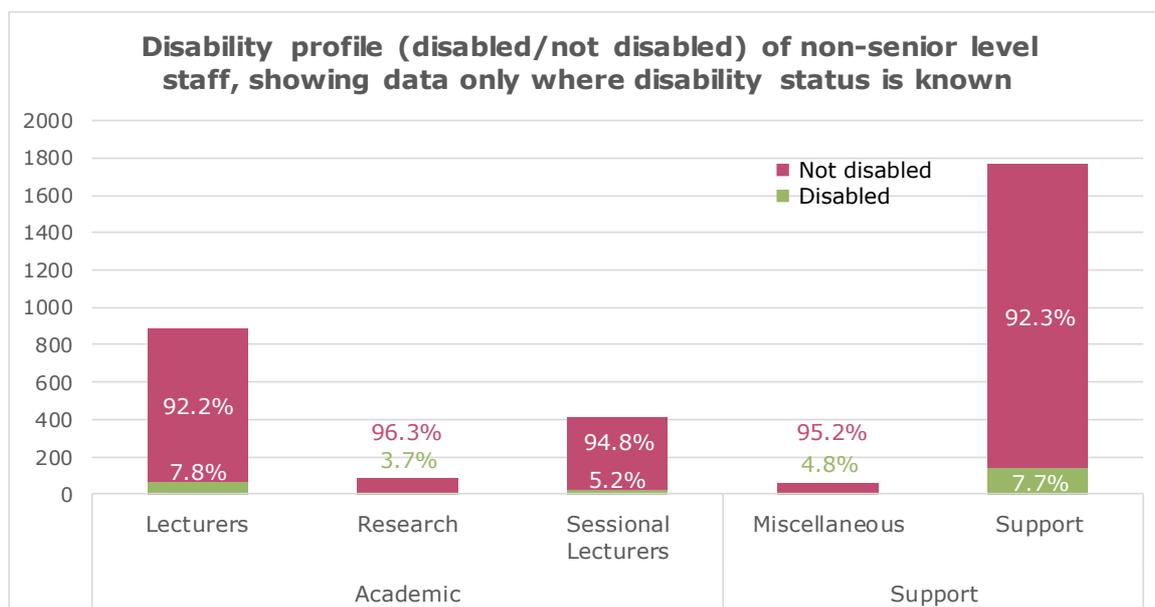
The proportion of disabled staff where their disability status was known was lower amongst the senior level staff, 3.3%, than the non-senior level staff, at 7.2%.

Of non-senior level staff Lecturers had the highest rate of disabled staff at 7.8% and Sessional Research staff had the lowest rate of disabled staff at 3.7%, followed by Miscellaneous at 4.8%.

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[66]Staff falling within the 'Miscellaneous' group of staff are all on fixed term contracts and primarily employed in assistant roles, e.g. Marketing Assistant, Finance Assistant, Technical Assistant, Student Placement etc

Table 3.3.7 – Disability profile of all staff involved in grievances or disciplinaries[67], showing data only where disability status is known

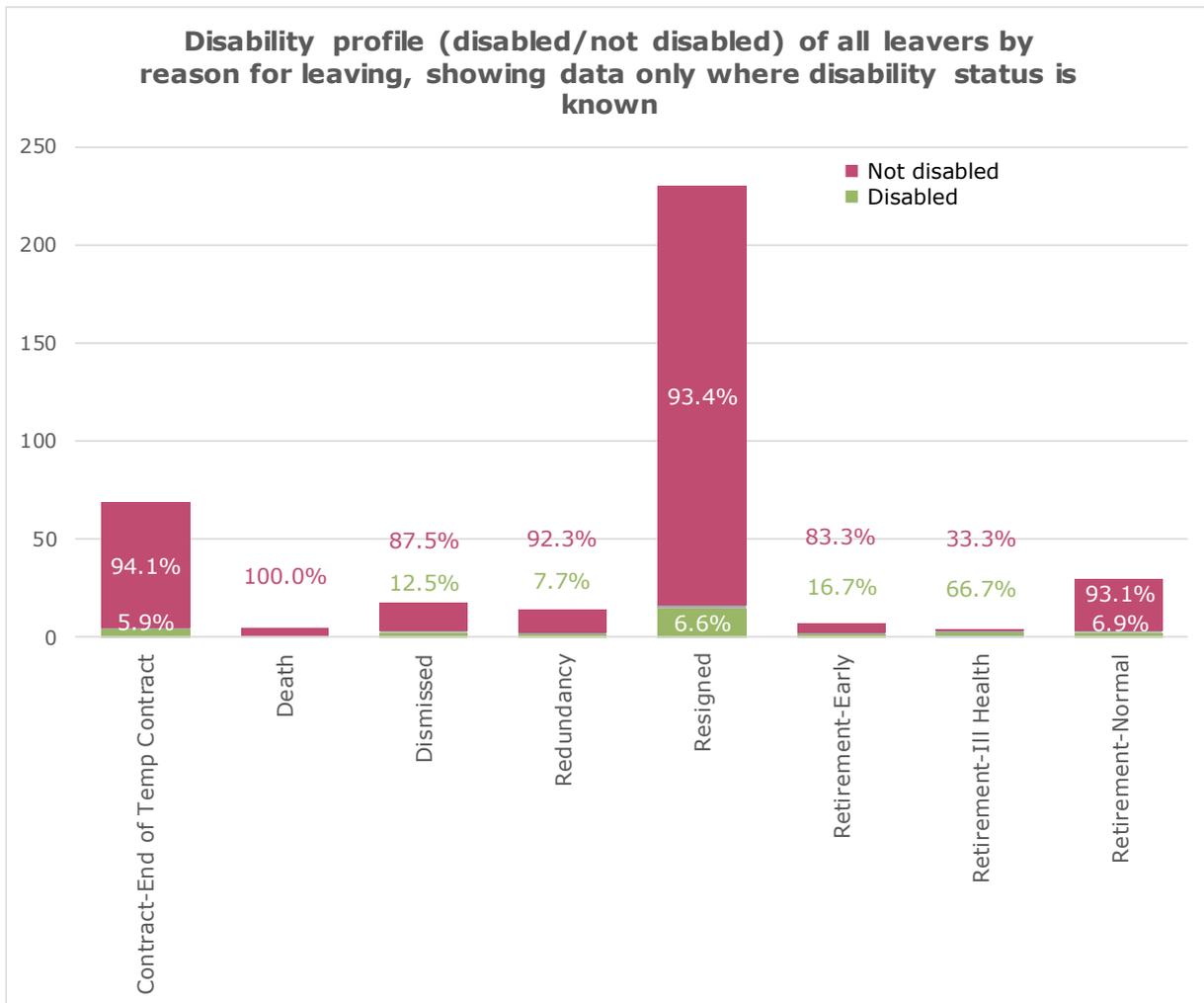|	Disabled		Not disabled		Total	
	%	No.	%	No.	%	No.
Disciplinary	8.3%	1	91.7%	11	100.0%	12
Grievance	33.3%	2	66.7%	4	100.0%	6

Nine members of staff who were subject to disciplinaries and three who brought grievances were of unknown disability status or chose not to disclose. Of the remaining staff, one disabled staff member was subject to disciplinary and two brought grievances.

Table 3.3.8 – Disability profile (disabled/not disabled) of all leavers by reason for leaving, showing data only where disability status is known

	Disabled		Not disabled		Total	
Reason for leaving	%	No.	%	No.	%	No.
Contract-End of Temp Contract	5.9%	4	94.1%	64	100.0%	68
Death	0.0%		100.0%	4	100.0%	4
Dismissed	12.5%	2	87.5%	14	100.0%	16
Redundancy	7.7%	1	92.3%	12	100.0%	13
Resigned	6.6%	15	93.4%	214	100.0%	229
Retirement-Early	16.7%	1	83.3%	5	100.0%	6
Retirement-Ill Health	66.7%	2	33.3%	1	100.0%	3
Retirement-Normal	6.9%	2	93.1%	27	100.0%	29
Total	**7.3%**	**27**	**92.7%**	**341**	**100.0%**	**368**

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[67] In 14/15 there were 23 disciplinaries, four of which were of two individuals and as such have been combined to two counts. There were 10 formal grievances made, two of which were by the same individual and as such have been combined to one count.

Chart 3.3.8

Disability profile (disabled/not disabled) of all leavers by reason for leaving, showing data only where disability status is known

The proportion of disabled staff amongst those that left the University in 14/15 (where disability status was known), was 8.0%, higher than that of all disabled staff employed during the year (where disability status was known) which was 7.0%.

The highest rates of disability were found in those who retired due to ill-health (75.0%), those who left due to dismissal (20.8%) and those who took early retirement (12.5%). The total group sizes also need to be taken into account when considering these figures as all groups are small with the total numbers of staff retiring due to ill health being just 4, those staff leaving due to dismissal being 24 and those taking early retirement being just 8 in total.

3.4 Age

Table 3.4.1 - Age profile of all staff

34 & under		35-49		50-64		65 & over		Total	
%	No.	%	No.	%	No.	%	No.	%	No.
25.9%	1160	40.2%	1797	31.0%	1388	2.8%	126	100.0%	4471

The largest group of staff were aged 35-49, at 40.2%, and then the 50-64 age group, at 31.0%, followed by those aged 34 and under at 25.9% and finally 65 and over at just 2.8%.
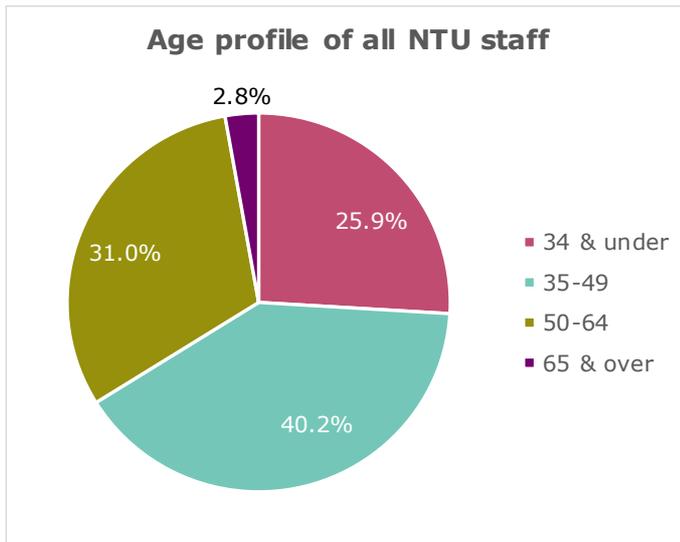
Chart 3.4.1

Table 3.4.2 – Age profile of College-based staff by College and School

College	School	34 & under		35-49		50-64	
		%	No.	%	No.	%	No
College of Art & Design and Built Environment	College of Art & Design and Built Environment	37.4%	43	40.9%	47	21.7%	25
	School of Architecture, Design and the Built Environment	28.7%	91	40.4%	128	26.2%	83
	School of Art & Design	16.0%	69	44.7%	193	36.8%	159
College of Art & Design and Built Environment Total		**23.5%**	**203**	**42.6%**	**368**	**30.9%**	**267**
College of Arts and Science	College of Arts and Science	22.6%	30	45.1%	60	31.6%	42
	School of Animal Rural & Environmental Sciences	27.1%	42	42.6%	66	28.4%	44
	School of Arts & Humanities	19.5%	64	43.5%	143	34.0%	112
	School of Science & Technology	32.3%	125	38.0%	147	26.4%	102
College of Arts and Science Total		**26.0%**	**261**	**41.4%**	**416**	**29.9%**	**300**
College of Business Law & Social Sciences	College of Business Law & Social Sciences	34.8%	54	43.2%	67	18.7%	29
	Nottingham Business School	19.6%	61	37.2%	116	37.2%	116
	Nottingham Law School	12.3%	17	48.6%	67	36.2%	50
	School of Education	6.0%	11	32.4%	59	55.5%	101
	School of Social Sciences	28.5%	63	37.6%	83	31.7%	70
College of Business Law & Social Sciences Total		**20.4%**	**206**	**38.9%**	**392**	**36.3%**	**366**
Grand Total		**23.3%**	**670**	**40.9%**	**1176**	**32.4%**	**933**

College	School	65 & over		Total	
		%	No.	%	No.
College of Art & Design and Built Environment	College of Art & Design and Built Environment	0.0%	0	100.0%	115
	School of Architecture, Design and the Built Environment	4.7%	15	100.0%	317
	School of Art & Design	2.5%	11	100.0%	432
College of Art & Design and Built Environment Total		**3.0%**	**26**	**100.0%**	**864**
College of Arts and Science	College of Arts and Science	0.8%	1	100.0%	133
	School of Animal Rural & Environmental Sciences	1.9%	3	100.0%	155
	School of Arts & Humanities	3.0%	10	100.0%	329
	School of Science & Technology	3.4%	13	100.0%	387
College of Arts and Science Total		**2.7%**	**27**	**100.0%**	**1004**
College of Business Law & Social Sciences	College of Business Law & Social Sciences	3.2%	5	100.0%	155
	Nottingham Business School	6.1%	19	100.0%	312
	Nottingham Law School	2.9%	4	100.0%	138
	School of Education	6.0%	11	100.0%	182
	School of Social Sciences	2.3%	5	100.0%	221
College of Business Law & Social Sciences Total		**4.4%**	**44**	**100.0%**	**1008**
Grand Total		**3.4%**	**97**	**100.0%**	**2876**

For all Schools and College-level staff, with the exception of the School of Education and Nottingham Business School, the 35-49 age groups had the largest proportion of staff.

College-only generally had a younger profile than staff based in the Schools. The age profile of staff in the School of Education was noticeably higher than most with 55.5% aged 50-64 and a further 6.0% aged 65 and over, with only 6% of staff aged 34 & under.
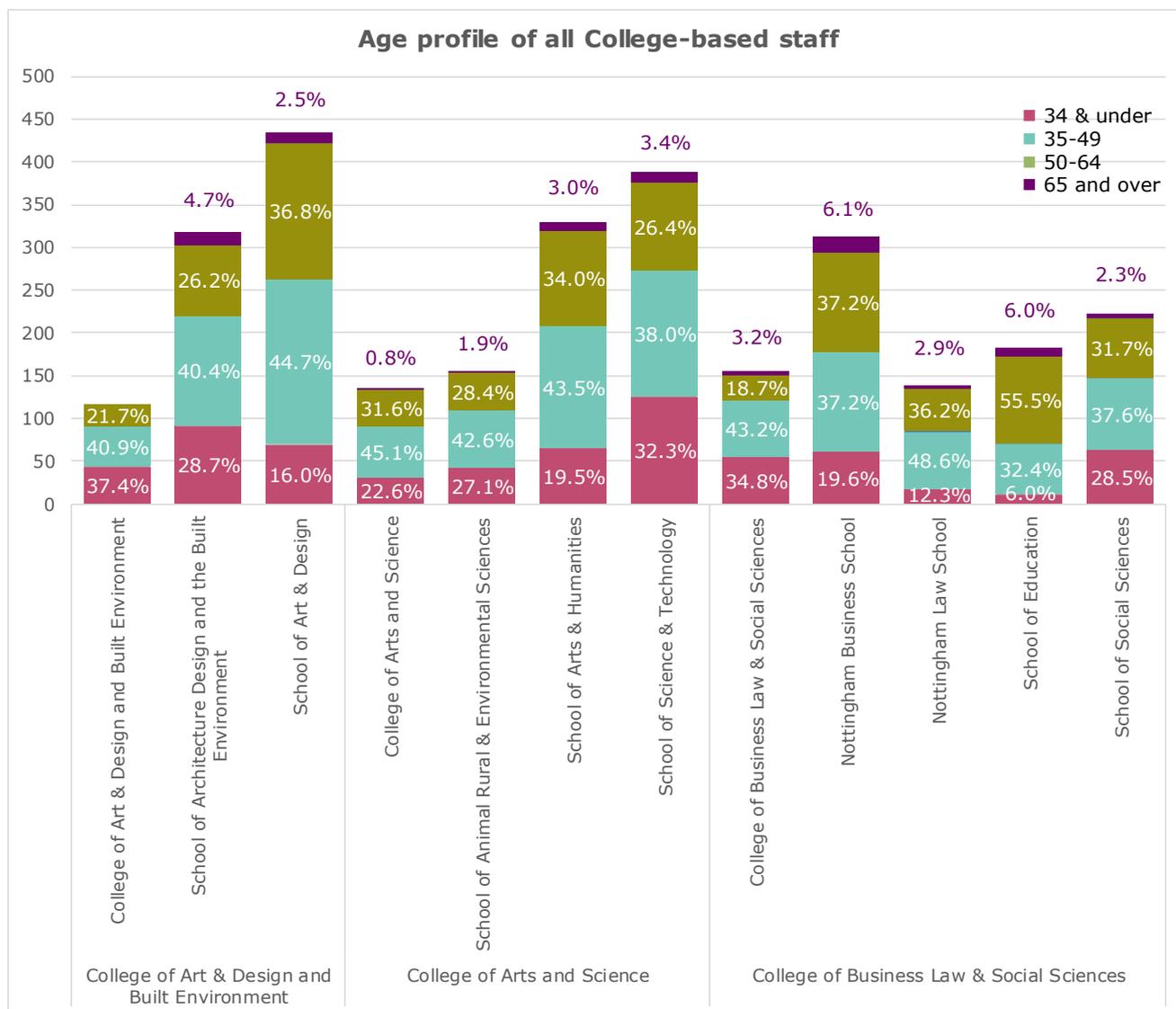
Chart 3.4.2

Age profile of all College-based staff

Table 3.4.3 - Age profile of Professional Services-based staff

Professional Service Area	34 & under %	34 & under No.	35-49 %	35-49 %	50-64 No.	50-64 %
Director of Mrktg & Recruitm't[68]	41.7%	118	41.3%	117	15.9%	45
Estates & Resources	24.7%	138	33.5%	187	38.1%	213
Finance Governance and Legal	21.4%	18	45.2%	38	32.1%	27
Human Resources	14.5%	9	53.2%	33	32.3%	20
Information Systems	25.1%	48	49.7%	95	24.6%	47
PVC Student Support	24.7%	18	45.2%	33	30.1%	22
University Sports Activities and County Sports Partnerships[69]	87.3%	48	9.1%	5	3.6%	2
PVC Academic[70] / Academic Office / PVC Research[71]	32.2%	84	40.6%	106	26.8%	70
Directorate / Business Improvement & Organisational Development / Music[72]	33.3%	9	25.9%	7	33.3%	9
Professional Services Total	**30.7%**	**490**	**38.9%**	**621**	**28.5%**	**455**

Professional Service Area	65 & over %	65 & over No.	Total %	Total No.
Director of Mrktg & Recruitm't	1.1%	3	100.0%	283
Estates & Resources	3.8%	21	100.0%	559
Finance Governance and Legal	1.2%	1	100.0%	84
Human Resources	0.0%	0	100.0%	62
Information Systems	0.5%	1	100.0%	191
PVC Student Support	0.0%	0	100.0%	73
University Sports Activities and County Sports Partnerships	0.0%	0	100.0%	55
PVC Academic / Academic Office / PVC Research	0.4%	1	100.0%	261
Directorate / Business Improvement & Organisational Development / Music	7.4%	2	100.0%	27
Professional Services Total	**1.8%**	**29**	**100.0%**	**1595**

In Professional Services, younger staff profiles were most noticeable in the combined areas of University Sports Activities and County Sports Partnerships (87.3% aged 34 & under) and Director of Mrktg & Recruitm't (41.7% aged 34 & under and 41.3% aged 35-49).

The areas with older age profiles were Estates & Resources (38.1% in the 50-64 age group and 3.8% in 65 & over), and the combined areas of Directorate / Business Improvement & Organisational Development / Music (33.3% in the 50-64 age group and 7.4% in 65 & over), though it is worth noting the relatively low numbers in this group with just 27 staff.

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[68] During 2014/15 Director of Mrktg & Recruitm't included the following teams: Admissions, Business Development Office, Career Development Centre, Development & Alumni Relations, Digital Marketing and Creative Services, Employability, Employability - Business Development, Employability - Student Development, Hive, International Office, Marketing Services, Widening Participation
[69] Due to low numbers of staff in the areas of Directorate, Business Improvement & Organisational Development and Music these have been combined for reporting purposes only in order to protect the anonymity of individuals
[70] During 2014/15 PVC Academic included the following teams: Centre for Academic Development and Quality, Collaborative Partnerships Office, Libraries and Learning Resources, and Schools Colleges & Community Outreach
[71] Due to low numbers of staff in the areas of Academic Office and PVC Research these have been combined with PVC Academic for reporting purposes only in order to protect the anonymity of individuals
[72] Due to low numbers of staff in the area of County Sports Partnerships, this has been combined with University Sports Activities for reporting purposes only in order to protect the anonymity of individuals
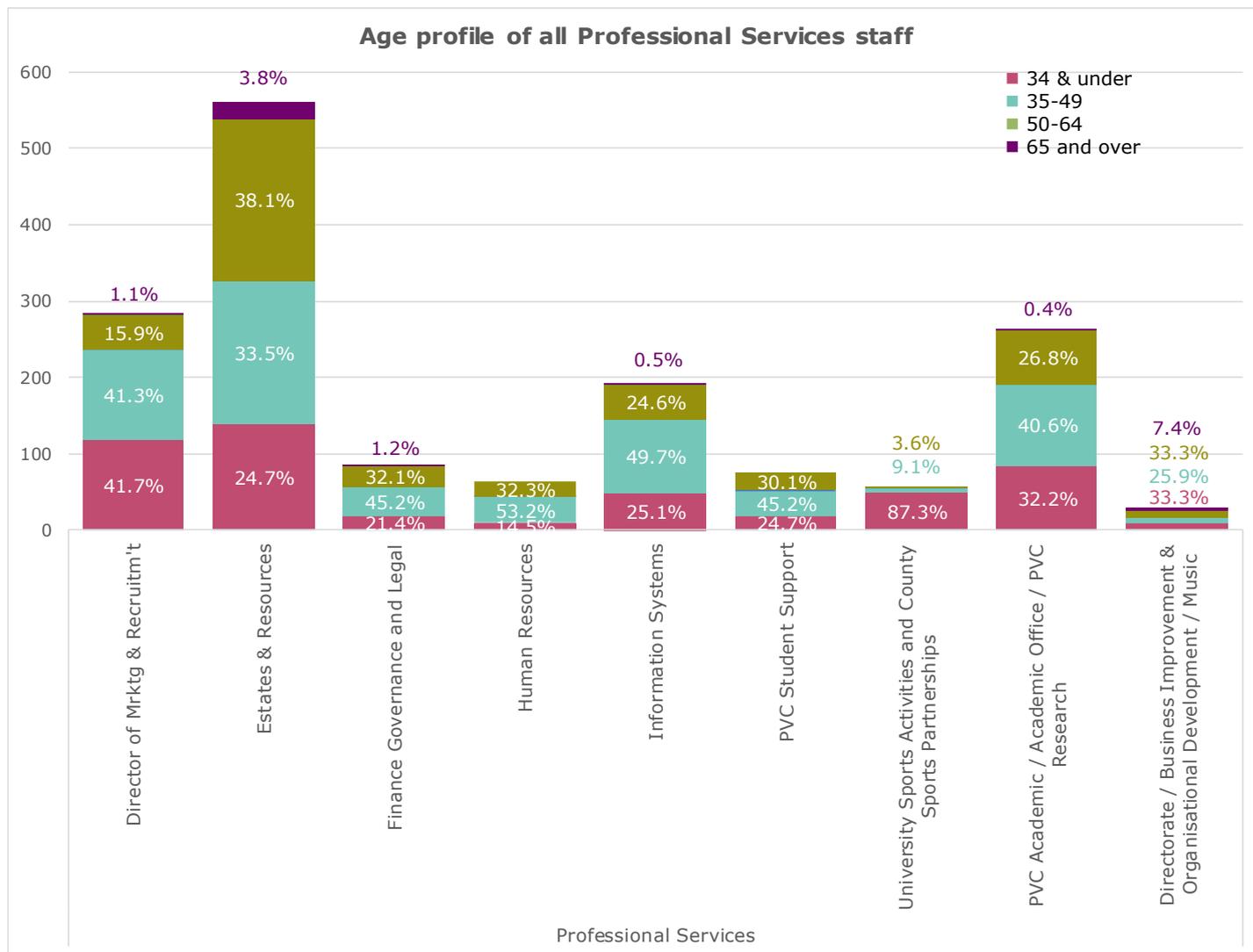
Chart 3.4.3

Age profile of all Professional Services staff

Legend:
- 34 & under
- 35-49
- 50-64
- 65 and over

Director of Mrktg & Recruitm't: 41.7%, 41.3%, 15.9%, 1.1%

Estates & Resources: 24.7%, 33.5%, 38.1%, 3.8%

Finance Governance and Legal: 21.4%, 45.2%, 32.1%, 1.2%

Human Resources: 14.5%, 53.2%, 32.3%

Information Systems: 25.1%, 49.7%, 24.6%, 0.5%

PVC Student Support: 24.7%, 45.2%, 30.1%

University Sports Activities and County Sports Partnerships: 87.3%, 9.1%, 3.6%

PVC Academic / Academic Office / PVC Research: 32.2%, 40.6%, 26.8%, 0.4%

Directorate / Business Improvement & Organisational Development / Music: 33.3%, 25.9%, 33.3%, 7.4%

Professional Services

Table 3.4.4 – Age profile of all staff involved in grievances or disciplinaries[73]

	34 & under		35-49		50-64		Total	
	%	No.	%	No.	%	No.	%	No.
Disciplinaries	28.6%	6	52.4%	11	19.0%	4	100.0%	21
Grievances	0.0%	0	22.2%	2	77.8%	7	100.0%	9

The majority of disciplinaries were of staff aged 35-49 (52.4%) and the 50-64 age group brought the majority of grievances.

Table 3.4.5 – Age profile of all leavers by reason for leaving

	34 and under		35-49		50-64		65 and over		Total	
Reason for leaving	%	No.	%	No.	%	No.	%	No.	%	No.
Contract-End of Temp Contract	66.3%	61	18.5%	17	13.0%	12	2.2%	2	100.0%	92
Death	0.0%	0	20.0%	1	80.0%	4	0.0%	0	100.0%	5
Dismissed	36.0%	9	44.0%	11	16.0%	4	4.0%	1	100.0%	25
Redundancy	0.0%	0	18.8%	3	62.5%	10	18.8%	3	100.0%	16
Resigned	37.8%	125	41.1%	136	19.3%	64	1.8%	6	100.0%	331
Retirement-Early	0.0%	0	0.0%	0	83.3%	5	16.7%	1	100.0%	6
Retirement-Ill Health	0.0%	0	33.3%	1	66.7%	2	0.0%	0	100.0%	3
Retirement-Normal	0.0%	0	0.0%	0	56.4%	22	43.6%	17	100.0%	39
Total	**37.7%**	**195**	**32.7%**	**169**	**23.8%**	**123**	**5.8%**	**30**	**100.0%**	**517**

When compared to the proportions of staff employed in each of the age groups there was a disproportionate number of leavers in the 34 and under age group at 38.6% compared to 25.9% employed. There was also a lower proportion of leavers in the 35-49 and 50-64 age group at 31.4% and 23.9% compared to 40.2% and 31.0% staff employed in the respective age groups.

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[73] In 14/15 there were 23 disciplinaries, four of which were of two individuals and as such have been combined to two counts. There were 10 formal grievances made, two of which were by the same individual and as such have been combined to one count.

Chart 3.4.5

Age profile of all leavers by reason for leaving
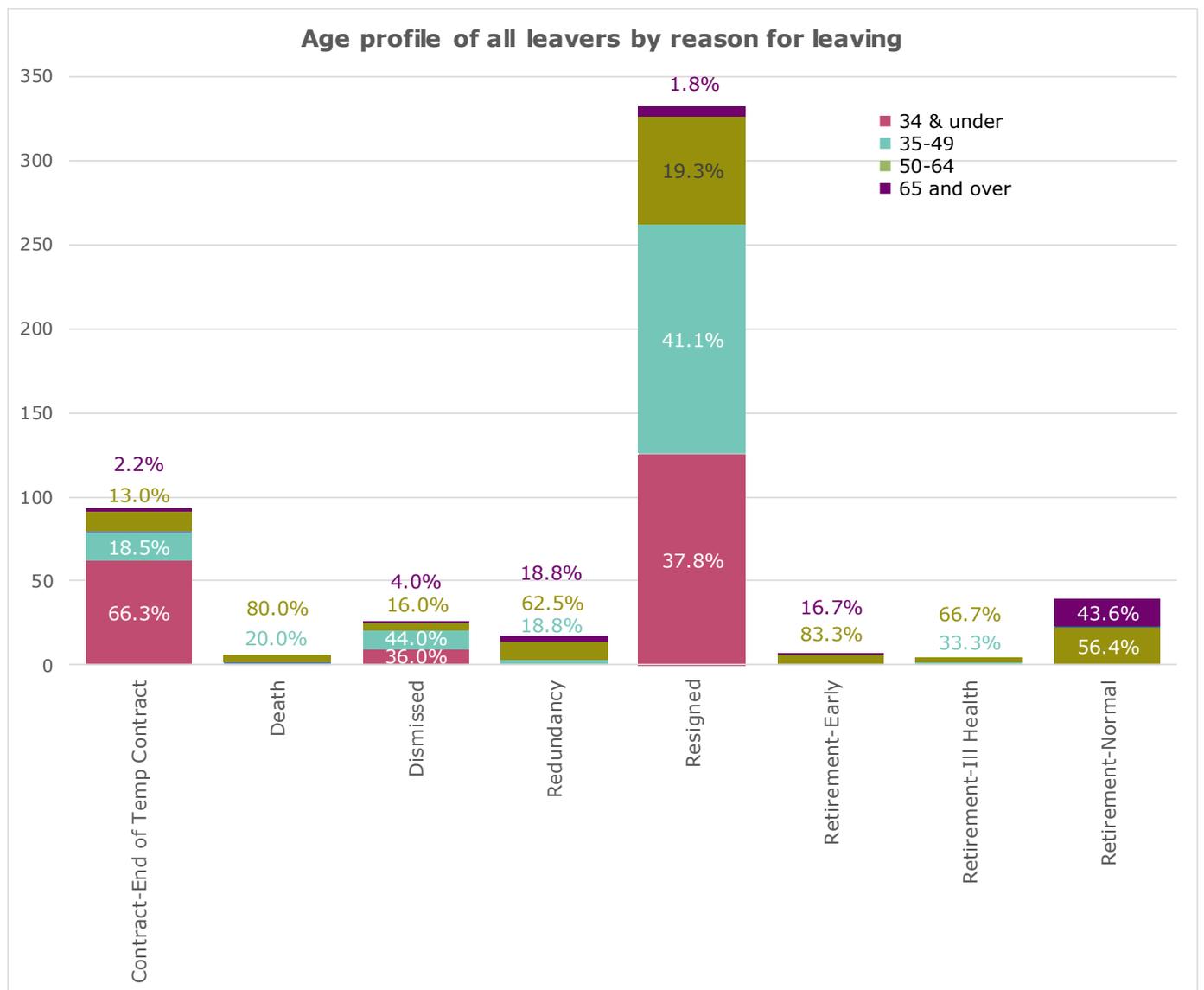
3.5 Religion and Belief

Table 3.5.1 – Religion and belief profile of all staff

Buddhist		Christian		Hindu		Jewish		Muslim		Pagan		Sikh	
%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.
0.6%	28	29.0%	1296	0.7%	33	0.3%	15	1.6%	70	0.2%	8	0.8%	34

Spiritual[74]		Any other religion or belief		No religion or belief		Prefer not to say		Not known		Total	
%	No.	%	No.	%	No.	%	No.	%	No.	%	No.
0.6%	28	1.6%	71	38.2%	1706	6.6%	296	19.8%	886	100.0%	4471

Table 3.5.2 – Religion and belief profile of all staff, showing data only where religion and belief is known

Buddhist		Christian		Hindu		Jewish		Muslim		Pagan		Sikh	
%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.
0.9%	28	39.4%	1296	1.0%	33	0.5%	15	2.1%	70	0.2%	8	1.0%	34

Spiritual		Any other religion or belief		No religion or belief		Total	
%	No.	%	No.	%	No.	%	No.
0.9%	28	2.2%	71	51.9%	1706	100.0%	3289

Table 3.5.3 – Religion and belief profile (Christian/non-Christian/none) of all staff, showing data only where religion and belief is known

Christian		Non-Christian religion or belief		No religion		Total		Disclosure rate
%	No.	%	No.	%	%	No.	%	%
39.4%	1296	8.7%	287	51.9%	1706	100.0%	3289	**73.6%**

The disclosure rate for religion and belief was 73.6%, an increase from 70.7% in 2013/14. Religion is the equality characteristic with the lowest disclosure rate and also the highest rate of staff opting the "prefer not to say" option at 6.6%.

The majority of staff who disclosed their religion or belief indicated they had no religion (51.9%). The second largest group are Christian (39.4%). The remaining 8.7% of staff who have a non-Christian religion are looked at in more detail below.

When compared to nationwide census data[75] where religion or belief is known, NTU's religion and belief profile is vastly different. For example across England and Wales 77.7% of people report as Christian compared to 39.4% of NTU staff; 16.1% of people across England and Wales report as No Religion compared to 51.9% of NTU staff.

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[74] Equality Challenge Unit define 'Spiritual' as 'Spiritual - belief in the spiritual dimension of all life, which can be experienced directly and without the assistance of conventional religion'.
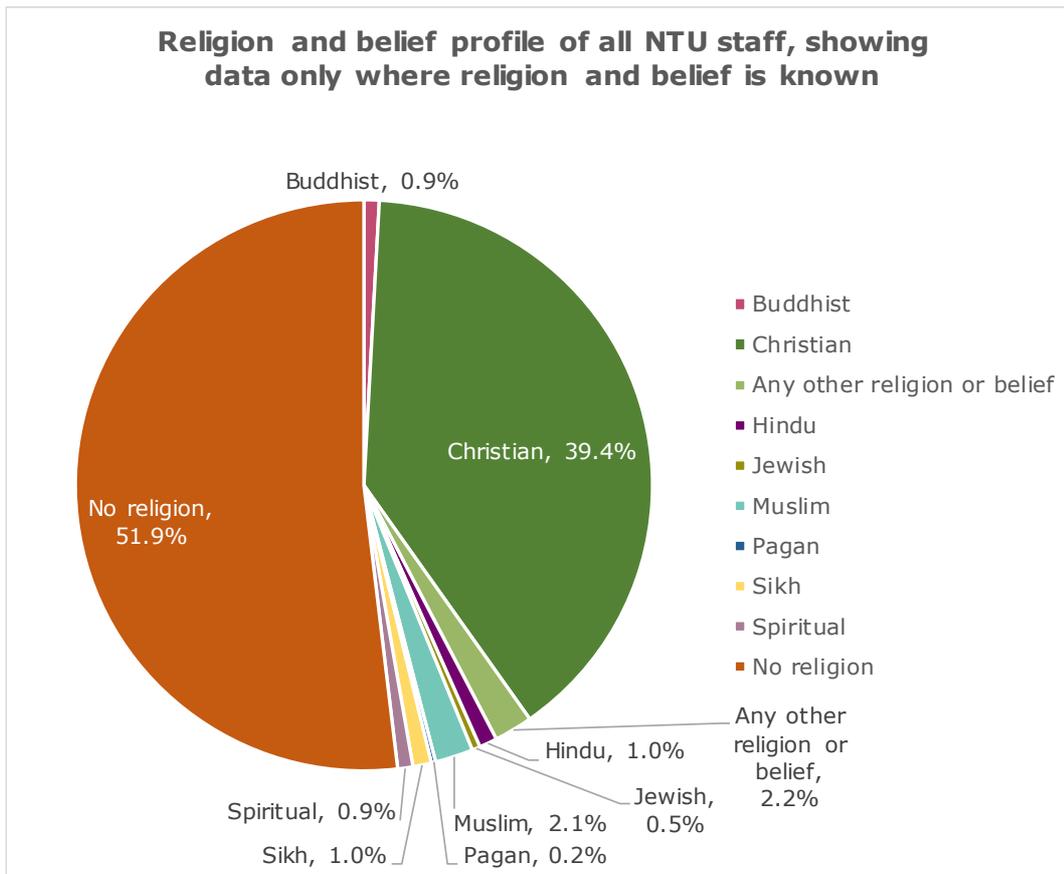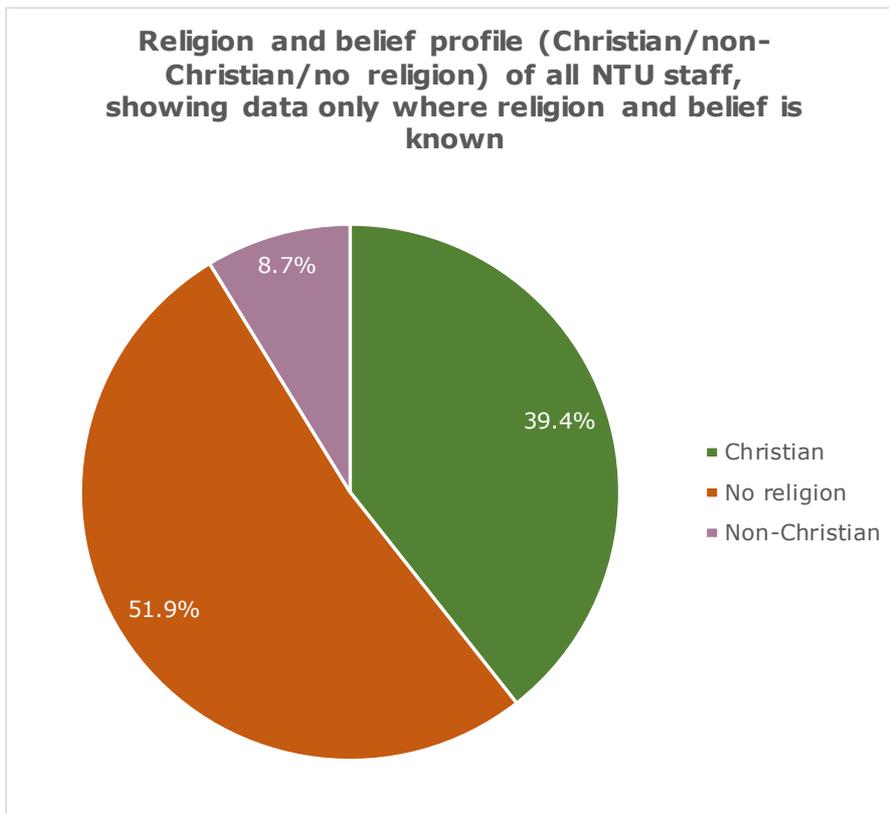[75] England & Wales 2011 Census

Chart 3.5.1

Religion and belief profile of all NTU staff, showing data only where religion and belief is known

Buddhist, 0.9%
Christian, 39.4%
No religion, 51.9%
Hindu, 1.0%
Any other religion or belief, 2.2%
Jewish, 0.5%
Muslim, 2.1%
Spiritual, 0.9%
Sikh, 1.0%
Pagan, 0.2%

Legend:
- Buddhist
- Christian
- Any other religion or belief
- Hindu
- Jewish
- Muslim
- Pagan
- Sikh
- Spiritual
- No religion

Chart 3.5.2

Religion and belief profile (Christian/non-Christian/no religion) of all NTU staff, showing data only where religion and belief is known

8.7%
39.4%
51.9%

Legend:
- Christian
- No religion
- Non-Christian

Table 3.5.4 – Religion and belief profile (non-Christian breakdown) of all staff, showing data only where religion and belief is known

Buddhist		Hindu		Jewish		Muslim		Pagan		Sikh	
%	No.	%	No.	%	No.	%	No.	%	No.	%	No.
9.8%	28	11.5%	33	5.2%	15	24.4%	70	2.8%	8	11.8%	34

Spiritual		Any other religion or belief		Total	
%	No.	%	No.	%	No.
9.8%	28	24.7%	71	100.0%	287

Chart 3.5.3

Religion and belief profile of all NTU staff with non-Christian religion or belief, showing data only where religion and belief is known
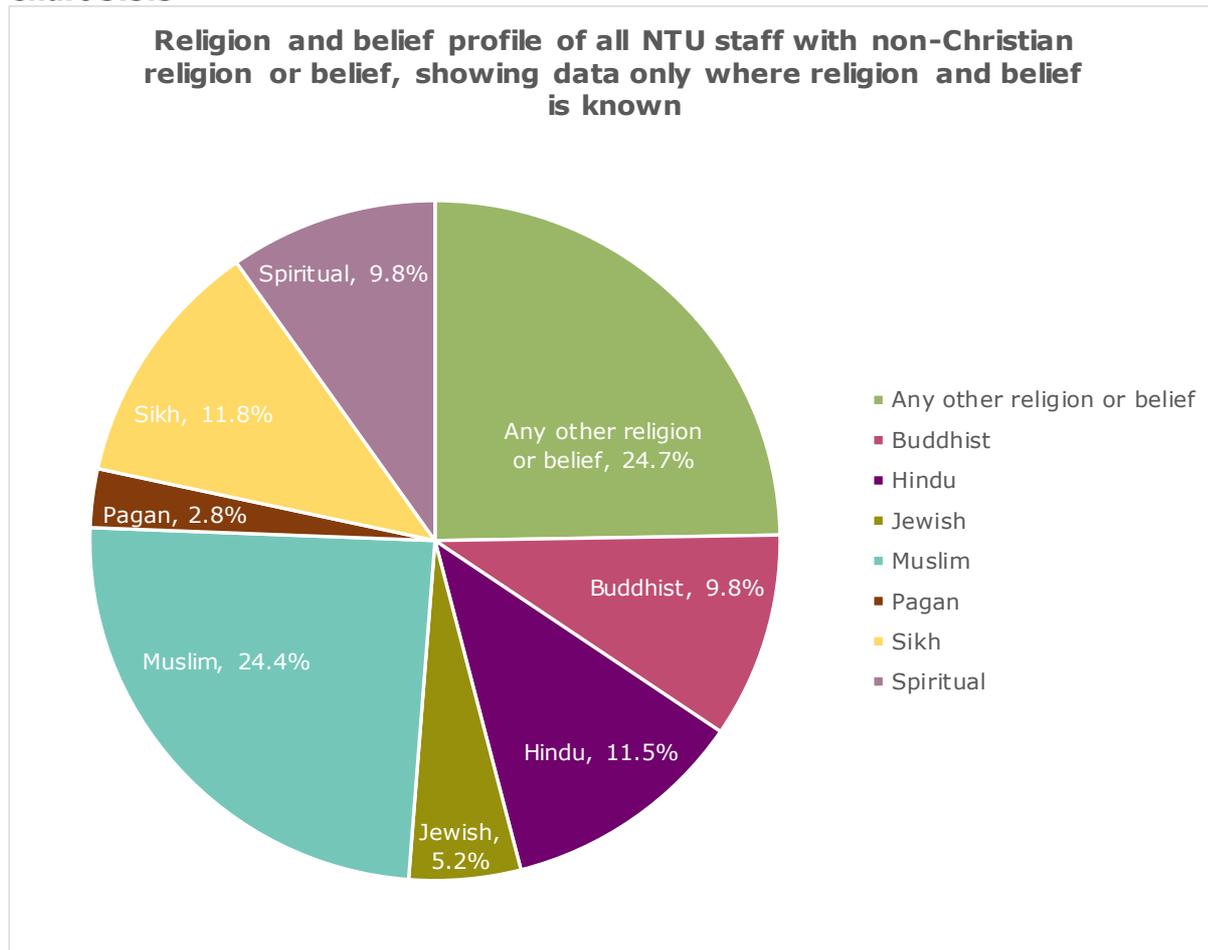
Chart 3.5.3 depicts the religion or belief profile of those with a non-Christian religion and identifies that the two largest groups are "Any other religion or belief" (24.7%) and Muslim (24.4%).

Table 3.5.4 – Religion and belief profile (Christian/Non-Christian/No religion) of all staff involved in grievances or disciplinaries, showing data only where religion and belief is known[76]

	Christian		No religion		Total	
	%	No.	%	No.	%	No.
Disciplinaries	55.6%	5	44.4%	4	100.0%	9
Grievances	75.0%	3	25.0%	1	100.0%	4

12 members of staff with disciplinaries and five who brought grievances did not disclose or chose not to disclose their religion/belief.

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[76] In 14/15 there were 23 disciplinaries, four of which were of two individuals and as such have been combined to two counts. There were 10 formal grievances made, two of which were by the same individual and as such have been combined to one count.

Table 3.5.5 – Religion profile (Christian/non-Christian/No religion) of all leavers by reason for leaving

Reason for leaving	Christian		Non-Christian		No religion		Total	
	%	No.	%	No.	%	No.	%	No.
Contract-End of Temp Contract	23.6%	17	62.5%	45	13.9%	10	100.0%	72
Death	25.0%	1	50.0%	2	25.0%	1	100.0%	4
Dismissed	37.5%	6	43.8%	7	18.8%	3	100.0%	16
Redundancy	50.0%	6	33.3%	4	16.7%	2	100.0%	12
Resigned	40.3%	91	48.7%	110	11.1%	25	100.0%	226
Retirement-Early	33.3%	2	66.7%	4	0.0%	0	100.0%	6
Retirement-Ill Health	0.0%	0	100.0%	2	0.0%	0	100.0%	2
Retirement-Normal	55.2%	16	44.8%	13	0.0%	0	100.0%	29
Total	**37.9%**	**139**	**51.0%**	**187**	**11.2%**	**41**	**100.0%**	**367**

Chart 3.5.5

Religion and belief profile (Christian/non-Christian/no religion) of all leavers by reason for leaving, showing data only where religion and belief is known
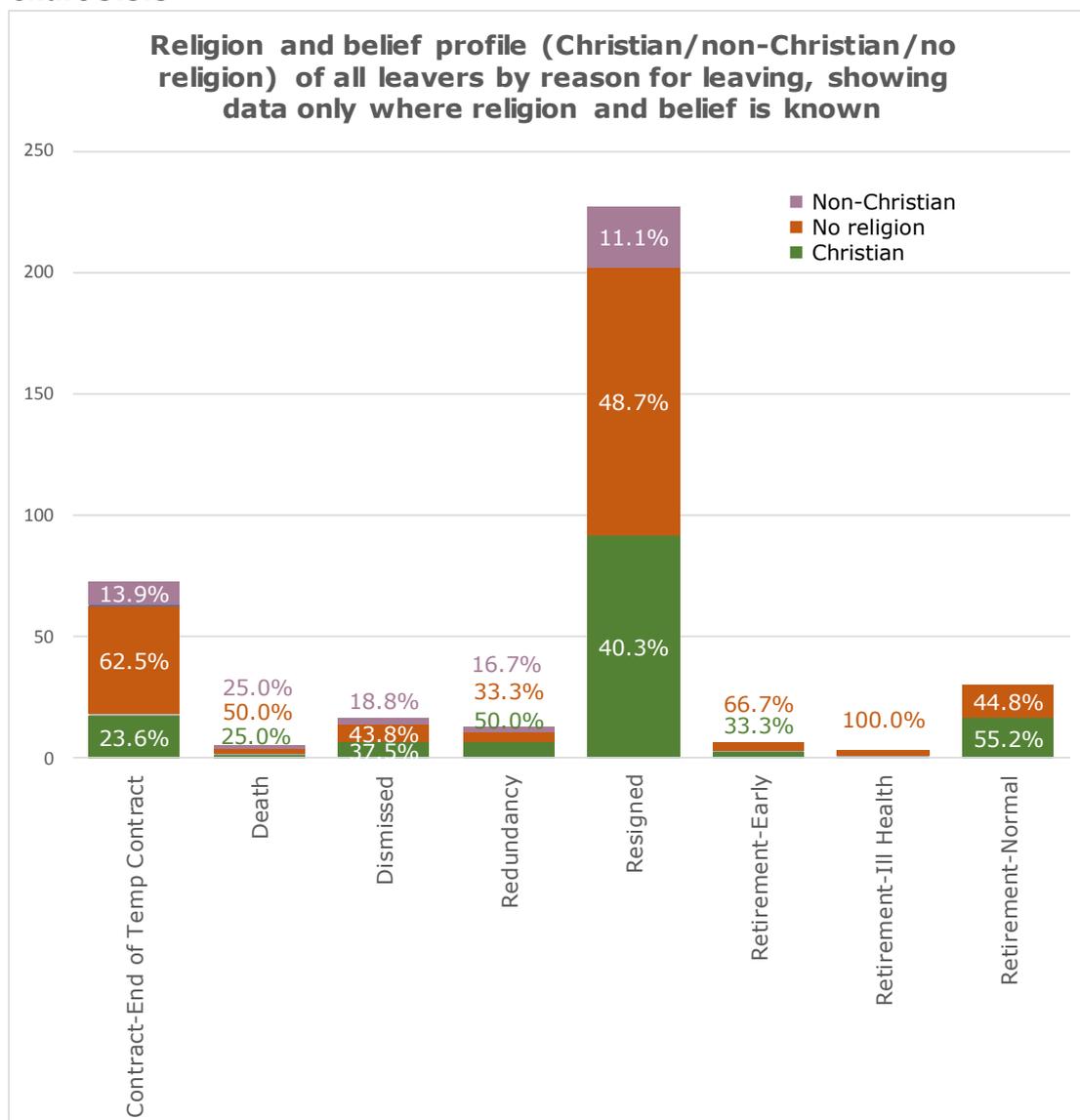
The religion profile of leavers, where religions are grouped into Christian and Non-Christian due to low numbers, roughly matches the religion profile of all employed staff, with slightly higher levels of non-Christian leavers compared to all staff (8.7% of all staff compared with 11.8% of leavers) and slightly lower levels of Christian leavers (39.4% of all staff compared with 37.0% of leavers).

Source: CHRIS, all staff employed during the period 1 August 2014 to 31 July 2015

Definition of atypical staff

At NTU atypical means staff whose substantive contract falls under one of the following categories: casual staff/hourly paid, Progression Partnership Workers, Worker or zero hours (excluding Hourly Paid Lecturers). Although not an exhaustive list the below provides examples of some common atypical roles:

- Student Ambassador
- Invigilator
- Student Host
- Demonstrator
- Disability Support Worker
- Alumni Fund Telephone Caller
- Catering Assistant (on Worker contract)
- Instructor
- Football Referee

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