

Equality and Diversity Report 2010/2011

Executive Summary

This report provides statistics in line with the previous Race, Disability and Gender Equality Duties which were still in existence during 2009/10 and, as required, this report will be published on the University website for ease of access by the public and interested staff and students, in accordance with our statutory duties.

Staff: The headcount of staff has remained broadly the same between 2010 and 2011. The most common age range is 36 to 50 although the University employs staff from the age of 16 – 82. 18.3% of staff are employed on fixed term contracts. Since 2009, the University's use of fixed term contracts has reduced by 10%. The University's gender split has remained approximately 50:50 male: female since 2006. 11.5% of staff are BME compared with 9.8% of staff across the sector. 1.7% of staff have declared themselves disabled, this is lower than would be expected and as such the University is developing a strategy to increase reporting.

Training & Development: This is the first time the University has reported in detail on these statistics which are therefore still evolving. It is expected that with the new i-trent HR database that the gathering of these statistics will become more efficient and accurate. Broadly speaking the statistics are in line with the Staff profile, though female, disabled and Black and Minority Ethnic (BME) staff were over-represented as taking up more of the development opportunities in comparison with core staff profile, the not known/not recorded figures were also higher than for the staff profile.

Students: These statistics for 2009/10 extracted from the national HEIDI dataset reflected well on Loughborough University in comparison with national statistics on applicants in terms of disabled applicants and BME applicants. The University did have fewer female applicants than national average (due to the traditionally male based subjects on offer at Loughborough). The University also had fewer applicants from mature students. Detailed information is provided on Disabled students by the University Counselling and Disability and Additional Needs Service (CDANS)

Progress: A great deal of progress has been made on access across the campus and resources have been put aside for further improvements. Equality and diversity training, has been expanded and improved, through more interactive and bespoke courses as well as e-learning. The University has retained the Disability Two Ticks accreditation for employing disabled staff. Equality Impact Assessments have been further integrated into University structures, projects and processes.

Recommendations: The University will continue to embed and mainstream equality and diversity practice throughout the University structures etc. It will report on progress made on the Single Equality Scheme Action Plan by December 2011 and thereafter annually

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2. Introduction

Loughborough University is a single site campus with a population of some 16,500 students, and over 3,200 substantive staff. The University has committed to providing *“a fair, supportive and cohesive environment that promotes equality of opportunity for staff and students and values diversity”*¹.

The University recognises that the promotion of equality of opportunity and diversity is crucial in influencing the economic and social development of individuals, businesses, professions and communities. In its Strategic Plan ‘Towards 2016’, the University commits to undertaking this promotion in all of its activities.

Loughborough University is committed to proactively embedding equality and diversity throughout the organisation and to working with staff to ensure this through enabling them, as far as possible, to achieve their full potential. The effective contribution of all staff, students and partners to the organisation’s success is recognised in the University’s strategy “Towards 2016”.

This report provides an overview of the internal and external factors that have impacted on Equality and Diversity agenda within the University. It also highlights key statistical information on staffing drawn from the data held as of **1st April 2011** thereby providing a useful indication of progress towards our Equality and Diversity objectives.

The report was presented in draft format to the Equality and Diversity Sub Committee for comment and amendment, prior to being presented through the Human Resources Committee, to Senate and Council. The final report will also be published on the University’s website in accordance with our statutory duties.

¹ “Towards 2016”: The Strategic Plan

3. Equality and Diversity Update

During the last year, a number of internal and external factors have impacted upon the University's equality and diversity agenda. The Equality Act 2010 came into force in October 2010; this outlined nine protected characteristics (age, disability, ethnicity, gender, gender reassignment, marriage and civil partnership, pregnancy and maternity leave, religion or belief and sexual orientation). However, the University is still awaiting details of the specific legal duties and national guidance which are expected to come into force in July 2011.

During the last year, with the incorporation of equality and diversity into Staff Development and the appointment to the new post of Staff Development Adviser (Equality & Diversity) taking up the post on 1st July 2010, the University has undertaken a broad range of work to progress the equality and diversity agenda, including wide consultation on and the production of a single equality scheme and action plan, (to replace the separate schemes for race, gender and disability) a survey to find out the needs and particular disabilities of disabled staff and to support the annual Two Ticks accreditation submission to Jobcentre Plus.

A number of Equality Impact Assessments (EIAs) were conducted on policies and it was agreed by the University that all projects and decisions would consider whether an EIA was required. Access on the campus was improved and there is a rolling annual programme to ensure that this continues, see below for examples. Training has been provided on conducting EIAs and the mandatory Respecting Diversity course, has been completely redesigned so that it is a fully interactive session for staff. (See the Single Equality Scheme for details on the University website and on staff pages at http://www.lboro.ac.uk/admin/personnel/equality_singleequalityscheme.html).

Accessible campus:

The University commissioned an audit of the physical access to its buildings and services, in accordance with the previous Disability Discrimination Act 2005; the detailed report was received in October 2009. It identified recommended changes to ensure the University is compliant with the Act's requirements and enabled both the essential and desired changes to be prioritised. Some accessibility issues have already been addressed as part of this programme, including the installation of hearing loops in meeting rooms, automatic doors in the Haslegrave Building and the installation of a lift in Administration Building I. The following alterations have also been provided in 2009 and in 2010:-

- New accessible ramps installed to Herbert Manzoni and the Medical Centre buildings.
- Accessible entrance and exit to the Angela Marmont building has been provided.
- Alterations to provide dropped kerbs around campus.
- Platform lifts installed at changes in levels in the Brockington building.
- Induction loops have been installed in many lecture rooms including 8 rooms in the James France building

- Deaf Alerters installed in the following buildings. (a device to enable people with a hearing aid to hear when the fire alarm has been sounded.) *Schofield, Chemistry, Sir David Davies, Richard Morris, S Building, Haslegrave and Stewart Miller building.*
- Safe fire refuges formed and alarms provided (Refuge Alerters) in the following buildings. *Sir Frank Gibb Buildings and laboratories, Keith Green, Pilkington Library, Stewart Mason, David Collett Hall blocks D,E,F. Chemistry, Haslegrave, Schofield, Brockington extension and Administration 2.*
- Thirteen accessible bedrooms were provided in the new UPP residences (car park 7 development).

Further work is progressing, particularly in terms of improving access to various parts of the site. A map has been produced to provide a guide to accessible routes across the campus. (www.lboro.ac.uk/about/map/downloads/wheelchair-map.pdf)

EIAs conducted in 2010:

There were 8 EIAs conducted in 2010, building on those of previous years and which in 2007 policies were mainly focused on race.

List of EIAs conducted in 2010:

- Guidance on Home working
- Managing Sickness
- Performance & Development Review
- HR Dept Move to Hazlerigg
- IT Services move to Holywell Park
- Engineering Subject Centre move from Sir David Davies to Keith Green Building
- Imago – Towers Kitchen & Dining Room Refurbishment Programme
- Pension Changes: USS

List of 13 EIAs planned for 2011/12:

- Simplifying Services Programme
- Structure Implementation Project
- Redundancy Policy
- Redeployment Policy & Procedure
- Academic Promotion Policy
- Probation Policy (Non Academic Staff)
- Overtime Policy
- Family Leave Policy
- Harassment & Bullying Revised Policy
- Disciplinary Policy
- Grievance Policy
- Library Staff Restructure
- Car Parking Strategy & Travel Plan

Further EIAs to be undertaken will be identified during the year.

Equality and Diversity Training Sessions Provided in 2010/11: (up to 1/4/2011)

- 74 staff coached & briefed on EIAs, Equality Act & Single Equality Scheme in 15 meetings
- 124 staff trained through 8 Respecting Diversity training courses
- 14 staff/students trained through the Wardens & Sub-wardens Induction
- 15 individual staff coached on EIAs
- Bespoke training provided: delivery of 2 sessions for Students Union Staff (in total 23 staff attended)

In total 250 staff were supported on equality and diversity development. Arrangements have been made to provide further equality and diversity e-learning courses for staff on Diversity in the Workplace, Bullying and Harassment and Equality Impact Assessments. These commenced in April 2011.

Progress against previous year's recommendations:

- 1) To improve the quality of equality and diversity data held by the University by
 - Reviewing the method of collection from applicants and staff.
 - Reviewing the information collected, providing consideration to collecting broader data such as information on religion or belief and/or sexual orientation
 - Reviewing the way in which this data is analysed to inform strategy.

Progress: A new HR staff database (I-Trent) is being implemented which includes the facility for staff to self-declare on nine protected equality characteristic in 2012/13. The recruitment and selection aspect will be centralised on this database thereby improving the Equality and Diversity data capture re applicants. The quality of equality and diversity data will therefore be greatly enhanced on.

- 2) To increase the number of staff declaring a disability by

- Providing current staff with an easy method of informing the University that they have declared a disability.
- Considering undertaking a data verification exercise
- Publicising information about the collation of this information, for example the definition of disability and the use and storage of this information.
- Working with the Staff Group: Disability to identify any barriers to declaration.

Progress: Staff are able to declare a disability through a number of mechanisms, i.e. through their managers, HR Advisers, Staff Development Adviser (Equality & Diversity), Occupational Health and in future will be able to input direct into their staff records on the new HR database. There was verification of disabled staff data through a survey conducted in July 2010 as part of HESA requirements and Two Ticks, with information regarding collation and storage of data being highlighted in

the Survey. There is ongoing work with the Disabled staff support group and the group is supported through HR.

3) To work with external partners to recognise good practise within the organisation and to improve practise where appropriate.

- Pursue Athena Swan silver and gold awards for individual departments to recognise the work underway to increase women's participation in Science and Engineering.
- To undertake the Employers Forum on Disability standard to identify ways of better supporting disabled staff.

Progress: Although no cases have yet been submitted by departments for the Silver and Bronze Athena awards, work is progressing towards this. The Employers Forum on Disability Standard is run every 2 years, so will be entered next year.

4) To review the HR Implementation Plan to ensure that the objectives in the Equality and Diversity section meet all of the requirements of the new Equality Act 2010.

Progress: The Equality and Diversity section of this plan has been updated and was noted by the E & D Sub-Committee on 13th April 2011. Actions delivered on from the previous HR Implementation plan were:

- The Single Equality Scheme and Action Plan drafted, consulted and published
- EIAs integrated into projects and the decision-making structures of the University and reported to the E & D Sub-Committee
- Quarterly reports on Equality and Diversity submitted to the E & D Sub-Committee on work of the new Staff Development Adviser (Equality & Diversity)
- Application submitted to Stonewall for top 100 Employers Workplace Index in 2010
- Application submitted and approved in 2011 for the Disability Two Ticks accreditation to Jobcentre Plus
- Bronze Award obtained in 2009 for the Athena Swan Award.
- EIAs process updated and new style EIAs conducted in 2010/11
- Equality and Diversity Training updated and delivered in 2010/11.
- 6 Staff Support Groups and over 30 Departmental Equality & Diversity Co-ordinators trained and supported

New recommendations for actions are outlined at the end of this report.

4. Statistics

4.1 Staffing statistics

A. Headcount

B. Equality Characteristics

- i. Age
- ii. Disability
- iii. Ethnicity
- iv. Gender

The data in this report is at the 1st April unless otherwise stipulated. Where possible, the University's statistics have been compared to the staffing data in the Equality Challenge Unit's *Equality in Higher Education Statistical Report 2010* (hereon referred to as the ECU report). This report provides equalities information for the Higher Education sector from data extracted from HESA.

The total number of staff employed by the University as of 1st April 2011 was 3236.

A. Headcount

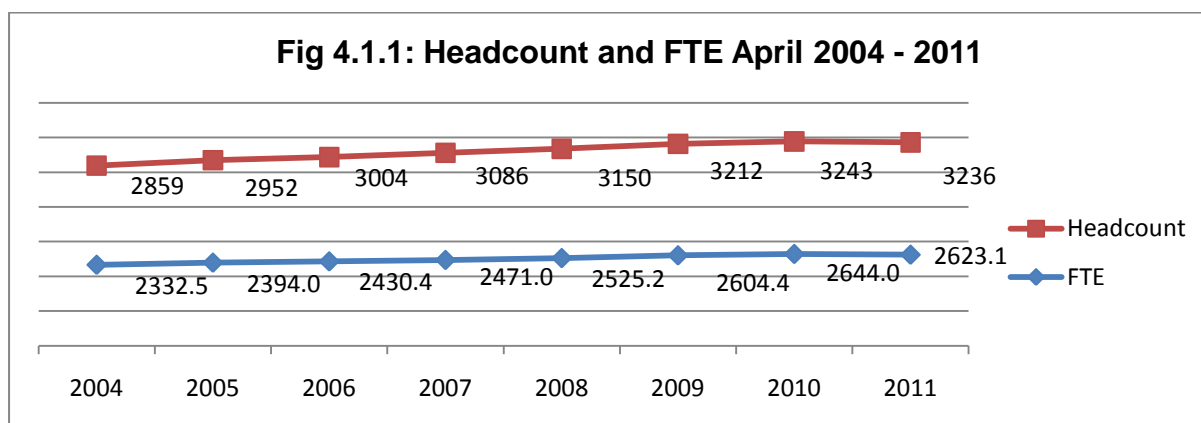


Fig. 4.1.1 shows that the headcount has increased by 13% between 2004 – 2011 with year on year increases between 2004 and 2010. There was a slight decrease in the headcount between 2010 – 2011; this can be accounted for by the increased use of internal advertising and restrictions on vacancies.

Fig. 4.1.2a below shows the proportion of staff employed in 2011 in terms of contract type and fig. 4.1.2b shows the proportion of staff employed full and part time.

Fig. 4.1.2a Number of staff by contract type

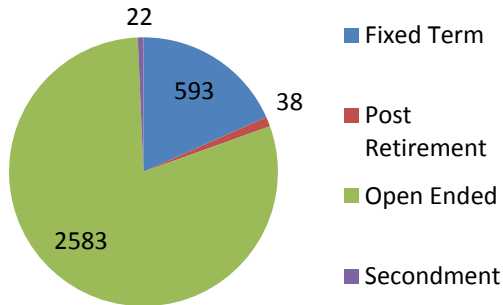
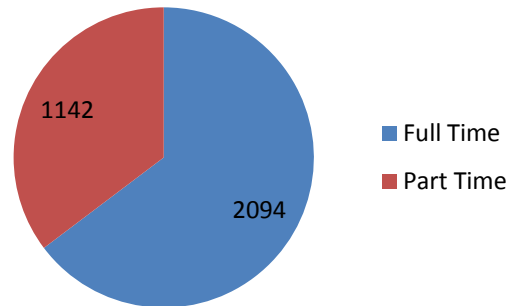
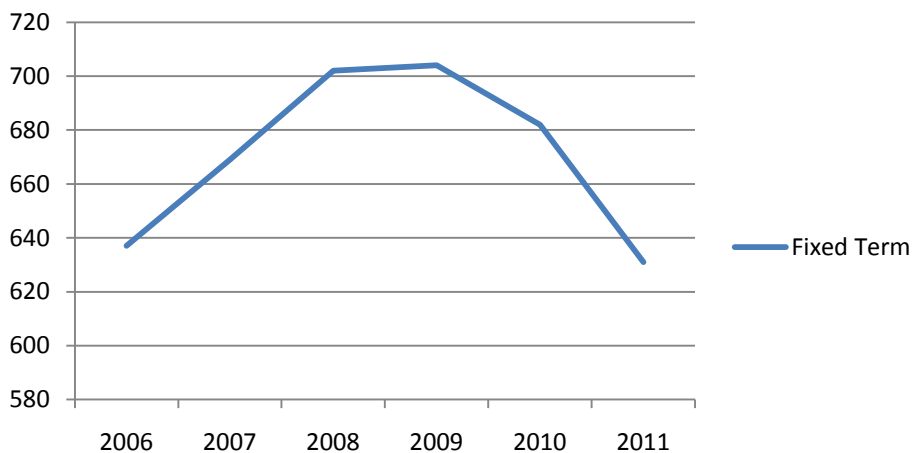


Fig. 4.1.2b Proportion of staff employed full time and part time.



The largest proportion (79%) of staff are employed on open ended contracts while 18% of staff are employed on fixed term contracts. The University has committed to reducing the use of fixed term contracts. Fig. 4.1.3 below shows that the number of fixed term contracts has reduced by 10% since 2009.

Fig. 4.1.3 Number of staff employed on a fixed term contract

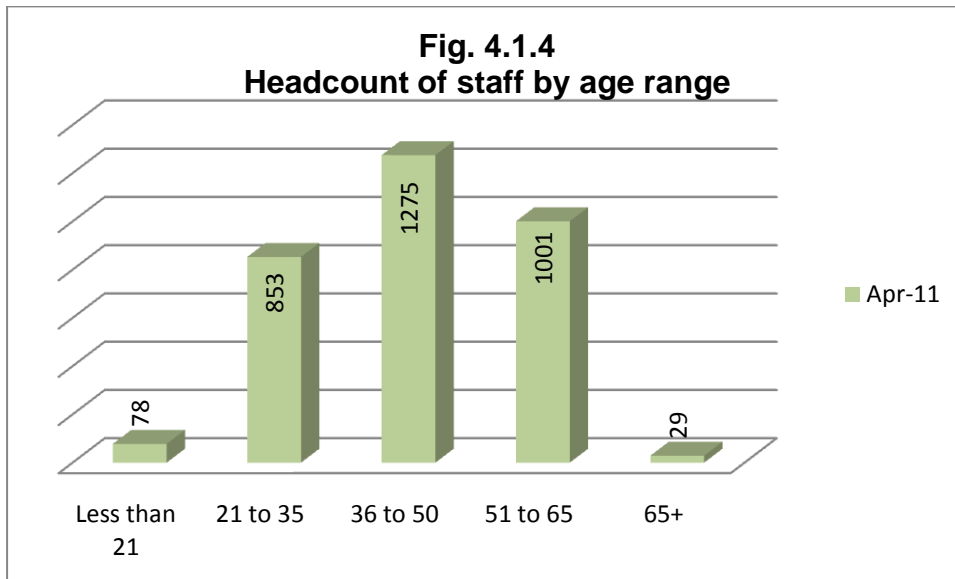


B Equality Characteristics

i. Age

The University employs staff across a wide age range. On the 1st April 2011, the youngest member of core University staff was 16 whereas the oldest was 82.

Fig 4.1.4 below shows the breakdown of headcount by age.



This graph shows that the largest number of staff are aged between 36 – 50 whereas a small proportion of staff are aged under 21 and over 65. Fig 4.1.5 below breaks this down by job family.

Fig.4.1.5 Headcount by age range and job family

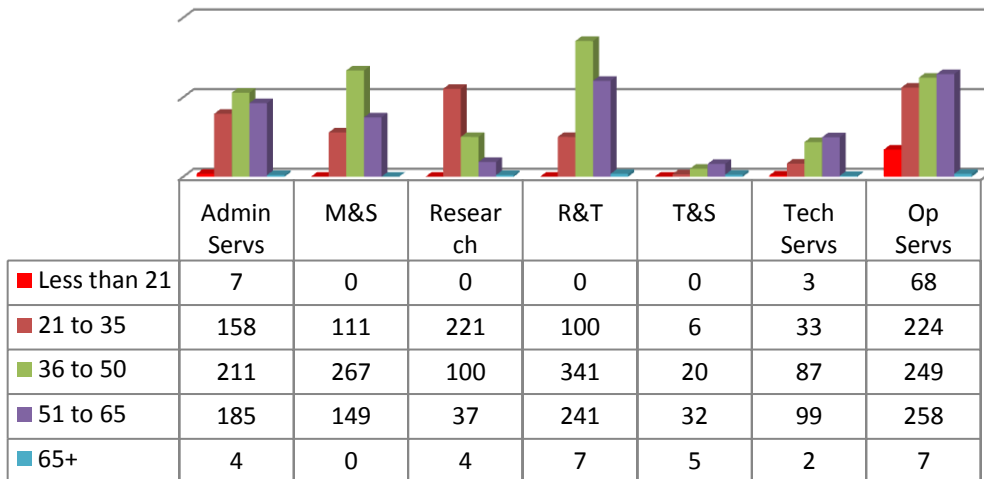


Fig. 4.1.5 above shows that the most common age range is 36 to 50 in the Administrative Services job family, Management and Specialist job family and the Research and Teaching Job Family. In the Teaching and Scholarship job family, Technical Services job family and Operational Services job family the most common age range is 51 to 65. This may indicate a need to consider succession planning in these job families. The most notable exception is the Research job family where 61% of staff are aged between 21 to 35. This is indicative of the large proportion of Research Assistant roles which typically attract candidates at the start of their careers.

Fig. 4.1.6 Headcount by contract type and age range

	FT	FT – 4 yrs +	FT – Post Ret	Open Ended	Secondment
Less than 21	61	0	0	17	0
21 to 35	318	20	0	506	9
36 to 50	109	21	0	1136	9
51 to 65	49	9	16	923	4
65 +	4	2	22	1	0

Fig. 4.1.6 above shows that fixed term contracts are more common among younger staff (under 21, 21 to 35) and that from age range 36 to 50 staff are more likely to be on open ended contracts.

The large percentage of staff under 21 employed on fixed term contracts is likely to be attributable to students employed casually at the University. A large proportion of staff employed on fixed term contracts in the 21 to 35 age bracket are likely to be early career researchers.

ii. Disability

The Employers' Forum on Disability states that one in six people of working age in the European Union has a disability or a long term health problem and that 2% of the working age population becomes disabled each year. Its research suggests that the UK has the second highest prevalence in the EU with 27.2% of people of working age having a disability or long term health problem. The Shaw Trust estimates that 18.6% of UK employees have a disability as defined by the Disability Discrimination Act.

2.6% of Loughborough University staff have not disclosed whether they have a disability. This is substantially lower than the sector average of non disclosures for 9.1% staff.

Of the staff that disclosed their disability status, 1.7% of staff have declared a disability compared with 3% across the sector according to the ECU report. It should be noted that these figures rely upon an individual disclosing their disability status and in some cases making their own assessment as to whether they are disabled. It does not therefore follow that all staff who have declared a disability are disabled under the Equality Act 2010 or that these statistics capture all staff who would meet the statutory definition.

At the University, this information is primarily collected at the recruitment stage, therefore staff that develop a disability in the course of their employment may not be captured in the statistics. The introduction of the i-Trent HR system will allow employees to manage their own information and it is hoped that this will increase the accuracy of information on disabilities.

Fig 4.1.7 % of staff who declared a disability by job family

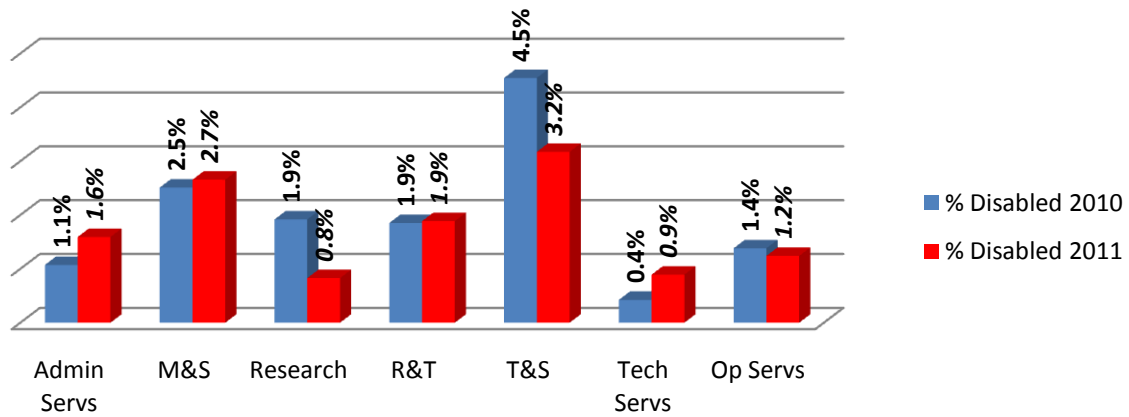
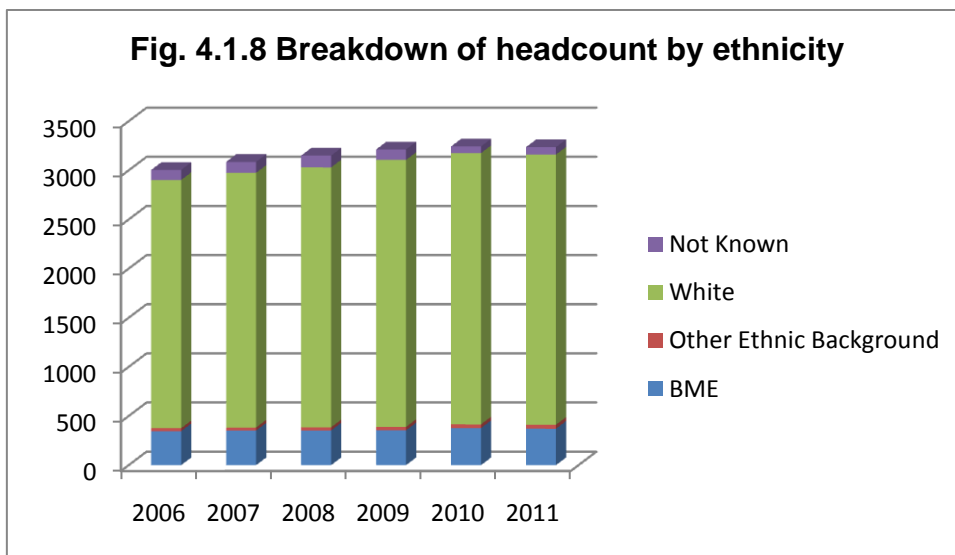


Fig. 4.1.7 above shows that there has been a notable decrease in self declared disability in the Teaching and Scholarship job family and the Research job family while there was a notable increase from staff in the Administrative Services job family and the Technical Services job family. However, caution should be taken in drawing conclusions from this as the sample size is small, for the same reason. It is not possible to draw meaningful conclusions about the proportion of disabled staff by contract type or duration.

iii. Ethnicity

Fig. 4.1.8 below shows the breakdown of headcount by ethnicity between 2006 and 2011. This shows that the number of staff employed in the BME and other ethnic background has remained broadly consistent whereas the number of white staff has increased and the number of 'not known' has decreased.

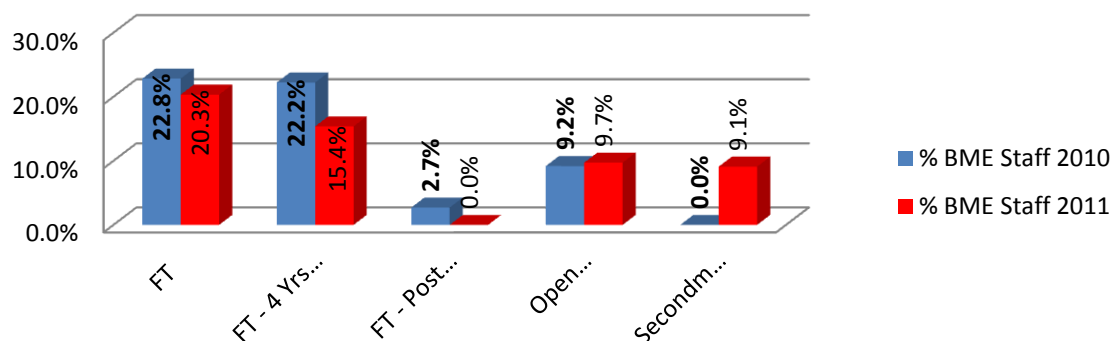


This shows that in 2011, 11.5% of Loughborough University staff were BME. At this time 11.2% of full time staff and 15.8% of part time staff were BME. The ECU report indicates that 9.8% of staff across the sector are BME. The census of 2001 indicates that 5.2% of the local population (Leicestershire) were BME, this may indicate that the University employs a greater proportion of BME staff compared to

the local population, however it should be noted that the local data is 10 years old. Once the 2011 census data has been publicised a more accurate comparison can be made.

The ECU report state that 11% of white Academics are Professors and 4% of Black Academics are Professors. At Loughborough University, 27% of white Academics are Professors and 24% of BME Academics are Professors.

Fig. 4.1.9 % BME Staff April 2010 and April 2011 by contract type



FT = Fixed Term contract

Fig 4.1.9 above indicates that a large percentage of staff on fixed term contracts are BME, a large proportion of these contracts are research contracts. It should be noted that there is a 9.1% increase in staff on secondments from a BME background, however due to the small sample size it is not possible to draw meaningful conclusions from this.

iv. Gender

The table below shows the gender split of headcount between 2006 and 2011. This shows that the split has remained broadly consistent at approximately 50:50.

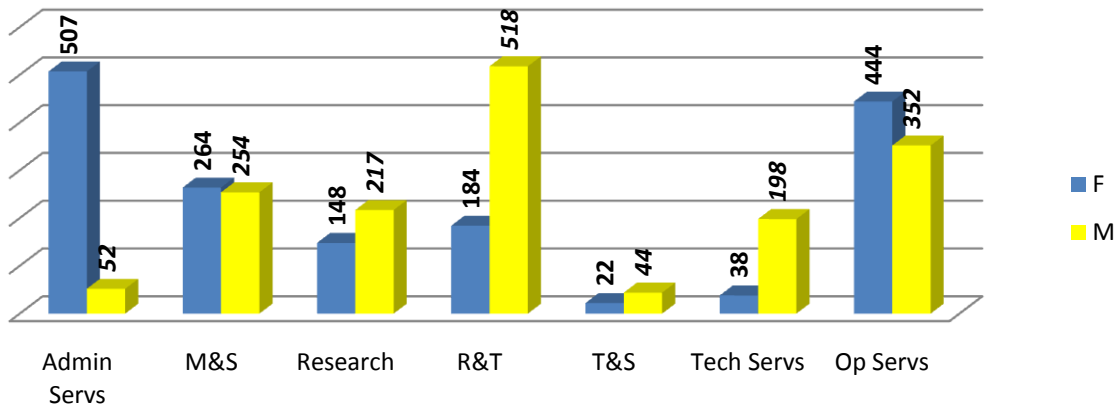
Fig. 4.1.10 Headcount gender split

	2006	2007	2008	2009	2010	2011
% headcount Female	50.37	49.42	50.35	50.09	49.58	49.78
% headcount Male	49.63	50.58	49.65	49.91	50.42	50.22

The ECU report provides that 53.5% of staff in the sector were female; however in Science, Engineering and Technology subject areas only 39% of staff was female. As 6 of the 10 Schools at Loughborough fit within the Science, Engineering and Technology subject areas, the proportion of staff employed by the University is higher than the sector.

Fig. 4.1.11 below shows the breakdown of the headcount in April 2011 by job family. This highlights that women are over represented in Administrative services and Operational Services job family and that men are over represented in Research and Teaching and Technical Services job family.

Fig 4.1.11 Headcount of staff by job family



The ECU report shows that across the sector, the majority of staff employed in roles that would fit into the University’s Administrative Services job family are female, whereas the majority of staff employed in roles that would fit into the Technical Services job family, were male. These trends are replicated at Loughborough University.

The ECU’s statistical report shows that 56.6% of Academic staff were male across the sector, 61% were male in Science, Engineering and Technology subjects. If the job family Research, Research and Teaching and Teaching and Scholarship are taken as Academic staff then 68% of LU comparators are male. This is a higher percentage of males when compared to the national average.

The University remains committed to increasing the number of females into Science, Engineering and Technology subjects and has participated in initiatives such as the “Athena Swan Charter” and in increasing the number of female Professors. Fig 4.1.12 below shows the percentage of female professors, which has risen steadily from 9.39% in 2004 to 16.58% in 2011.

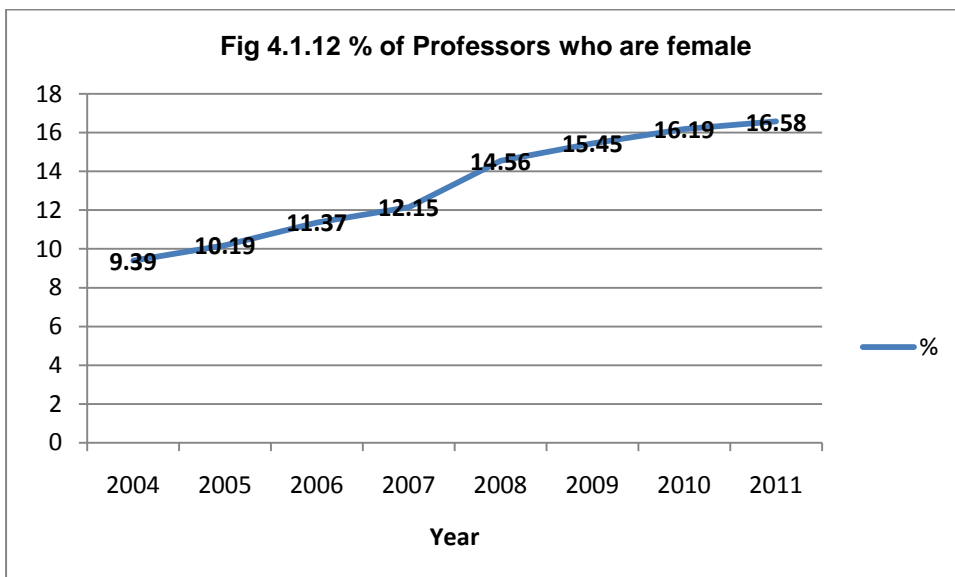


Fig. 4.1.13 below shows the gender split of part time and full time staff. While the overall gender split of the University is approximately 50:50, the majority of part time staff are female and full time staff are male.

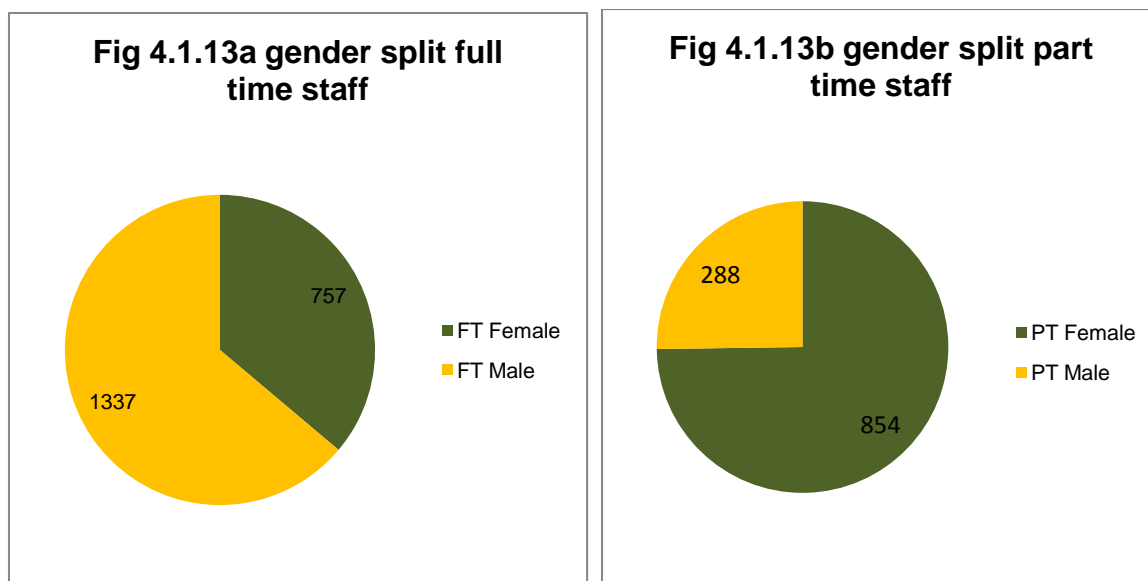
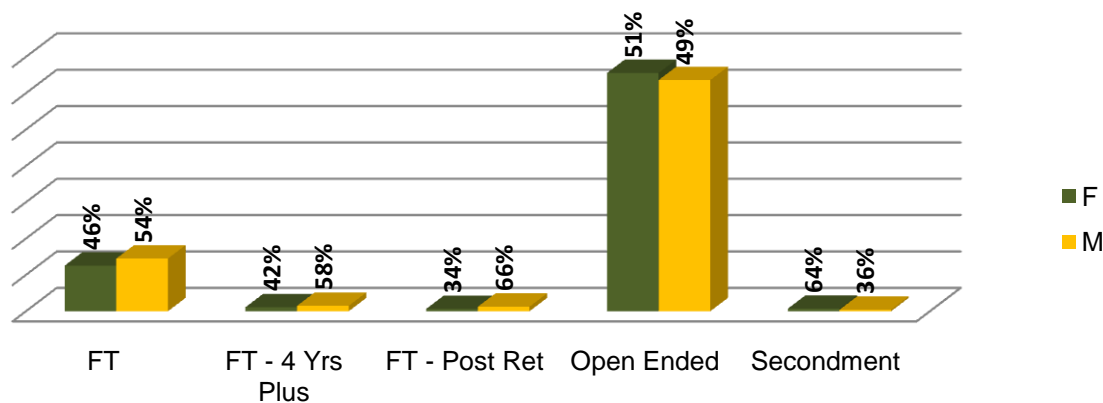


Fig. 4.1.14 below shows that the gender split of contract type is broadly consistent with the overall gender split of the organisation with the exception of Secondments (majority female) and fixed term contracts post retirement (majority male).

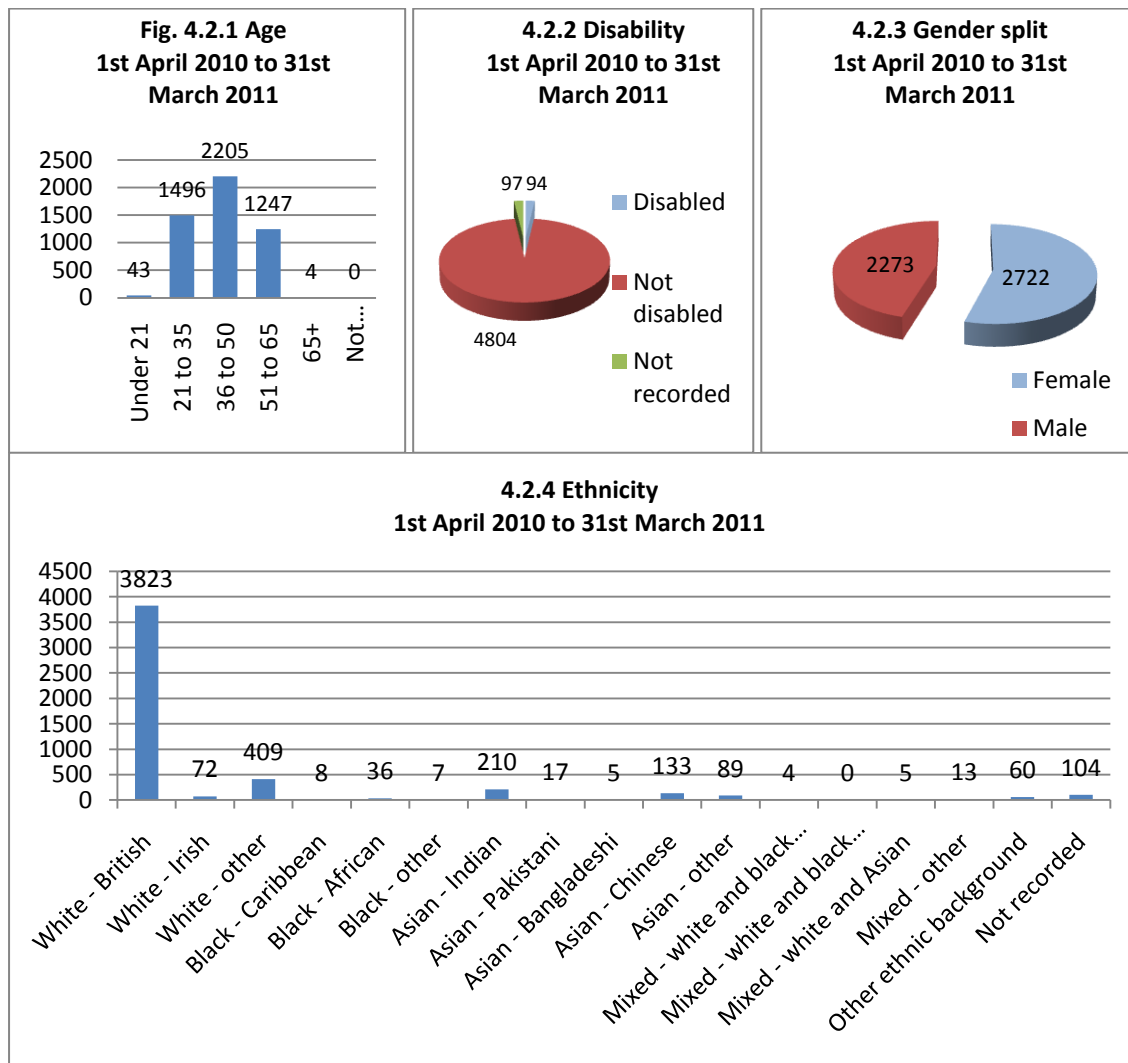
Fig. 4.1.14
Headcount of staff by contract type and gender



4.4 Training & Development

The total number of core staff attending courses between 1st April 2010 – 31st March 2011 was 4995, comprising 650 activities. This includes those that have attended more than one event. However, only those that have attended and passed have been counted and if a member of core staff is also a postgraduate and they use their postgraduate identity instead of their staff identity when attending they will be not be

counted within these statistics. The full range of activities can be found at <http://www.lboro.ac.uk/service/sd/> The activities range from the Excellence programme, coaching, change programme, Equality Impact Assessment training, Respecting Diversity, New Lecturers training, Research, Managing Sickness, Performance and Development training ,Recruitment & Selection training, Fire training, Teaching skills through to Welcome to Loughborough for new staff.



The Age range of those attending activities is representative of the University as a whole. Both the 'disabled' total of 94 and the 'not recorded' total of 97 are higher than the University total staff profile of 53 and 83 respectively. This is due to the possibility of counting someone more than once, indeed twice or three times depending on the number of activities they have attended. 522 BME staff took up the opportunities here (in total staff profile only 371 are BME), and 60 'other ethnic background' whereas in the total staff profile it is 40. There are also more 'unknowns/not recorded' here as 104, whereas in the total staff profile it is only 75.

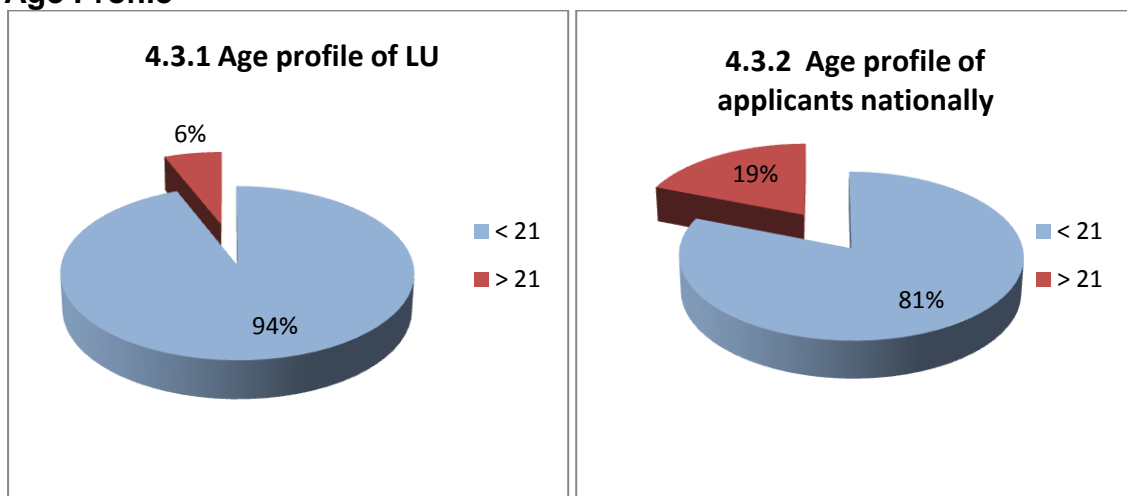
Female staff are over-represented compared to total staff profile as there they are below 50% - so therefore more are taking up more training and development

opportunities than men or as stated previously it is a smaller number but counted more than once.

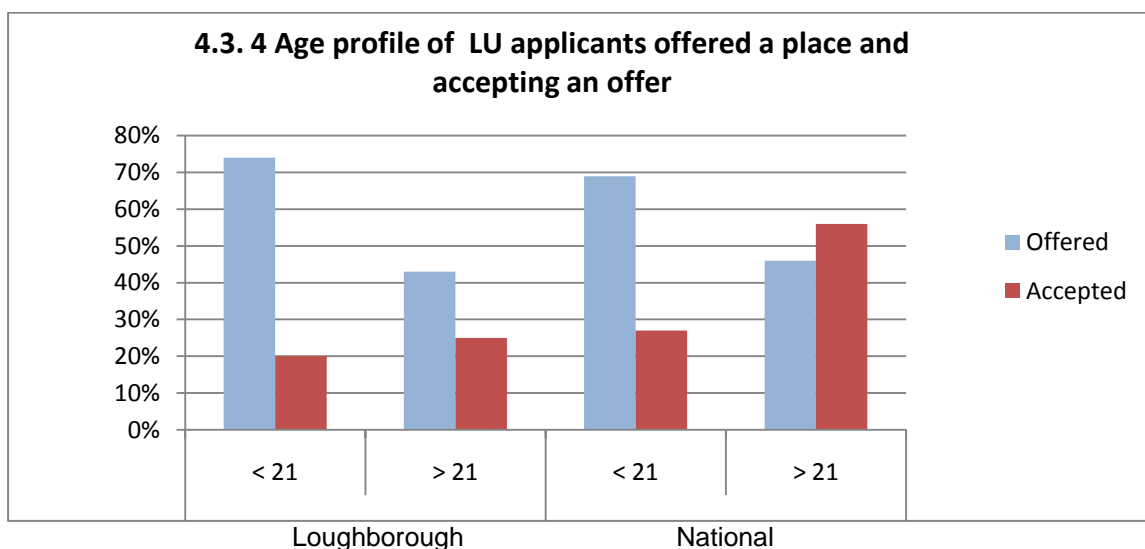
4.3 Student Profile for 2009/10

Statistics from the government (from UCAS) are generally a year behind therefore these figures are for 2009/10 academic year unlike the up to date local HR and training & development figures for University staff. (For the student profile in 2008/09 please see the Single Equality Scheme in 2009/10). The total number of students was 16,500 for 2009/10. (Data was obtained from the Planning Department both for Loughborough students and National figures.)

Age Profile

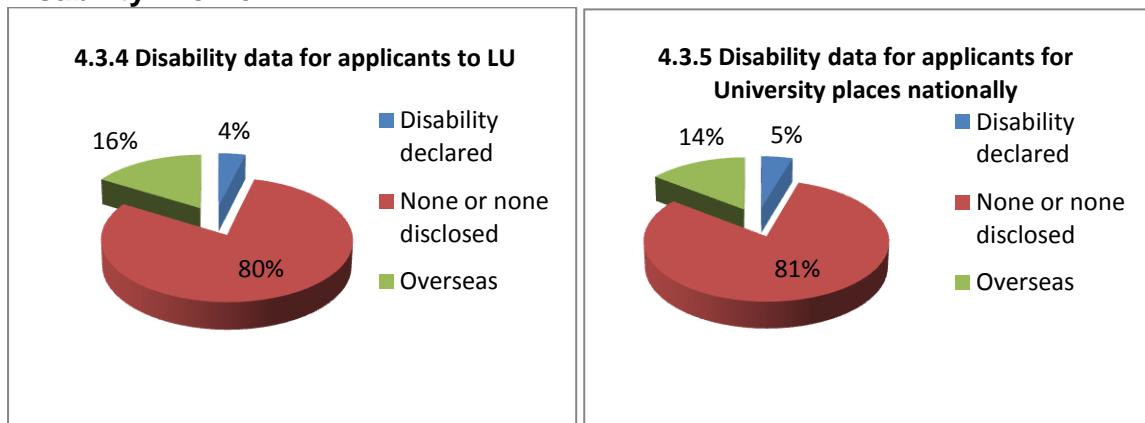


This data above shows that Loughborough University receives substantially fewer applications from mature students for undergraduate courses than the national average.

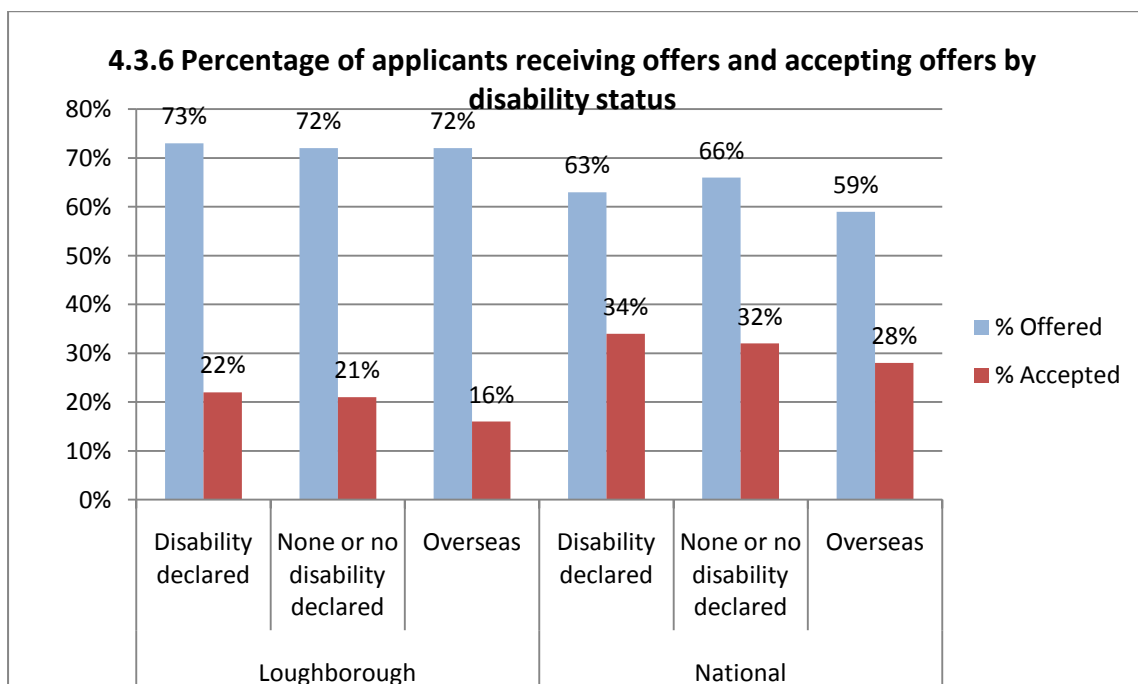


The data above shows that the percentage of applicants aged 21 and over receiving an offer at Loughborough is broadly similar to the national average. The percentage of applicants aged 21 and over accepting an offer is lower at Loughborough when compared to the national average. This may be explained by the profile of the University. The campus based nature of the University may be more attractive to younger applicants.

Disability Profile



These figures for both Loughborough and nationally have not changed from the previous year's. This data shows that the proportion of applicants declaring a disability is broadly similar to the national average.



These figures show that the ratio of applicants receiving an offer from Loughborough University are slightly higher than the national average. However, acceptances were lower than the national average for Loughborough.

Of the 22% that declared themselves disabled, further information is provided through CDANS where 11.94% registered for support.

Code	Descriptor	2008/9	2009/10	2010/11	% change from 08/09 to 09/10	as % of total student population 09/10
11	Specific Learning Differences	771	876	901	2.85%	5.74%
2	Blind/ partially sighted	28	19	20	5.26%	0.13%
3	Deaf/ hard of hearing	27	38	35	-7.89%	0.22%
4	Wheelchair user/ mobility difficulty	18	26	36	38.46%	0.23%
10	Autistic Spectrum Disorder/ Asperger's Syndrome	19	19	26	36.84%	0.17%
6	Mental Health Difficulties	249	167	99	-40.72%	0.63%
7	Unseen disability (e.g. diabetes/ epilepsy)	119	165	150	-9.09%	0.96%
8	Multiple Disabilities	170	199	159	-20.10%	1.01%
99	No known disability	168	136	293	115.44%	1.87%
96	Not listed above	120	139	154	10.79%	0.98%
0	Unknown disability	0	1	1	0.00%	0.01%
	NO INFORMATION	0	19	0	-100.00%	0.00%
	TOTALS	1689	1804	1874	3.88%	11.94%

As in previous years, the total number of students registered with CDANS has increased. The figure for 2010/11 represents an increase of 3.88% in the total number of students registered with CDANS. The single largest disability group is represented by Specific Learning Differences, accounting for almost 6% of the total student population.

The overall percentage of the student population registered with CDANS (11.94%) is well above the national average as recorded by HESA (6.86% for 2009/10)². The above figures for students with mental health difficulties are not representative. Although the number of students 'coded' as having a mental health difficulty appears to be falling, the situation is actually the reverse with a significant increase in the number of students with mental health difficulties approaching the Mental Health Support Team and Counselling Service. In 2009/10 around 500 students accessed the Mental Health Support Team and 684 students accessed the Counselling Service, though not all of these presented with mental health issues.

The under-representation in the numbers of students 'coded' with a mental health difficulty can be attributed to the reluctance of students to be labelled as such. Instead, a large number of students with mental health difficulties will appear in the 'No known disability' category as they do not wish their mental health difficulty to be recorded on the university's central database. The vast majority of these are

² Data available at: <http://www.hesa.ac.uk/index.php/content/view/1973/239/> Last accessed 16 May 2011.

students whose mental health difficulties could be categorised as a disability under the definition in the Equality Act (2010).

Significant increases from 2009/10 can be noted in the following categories:

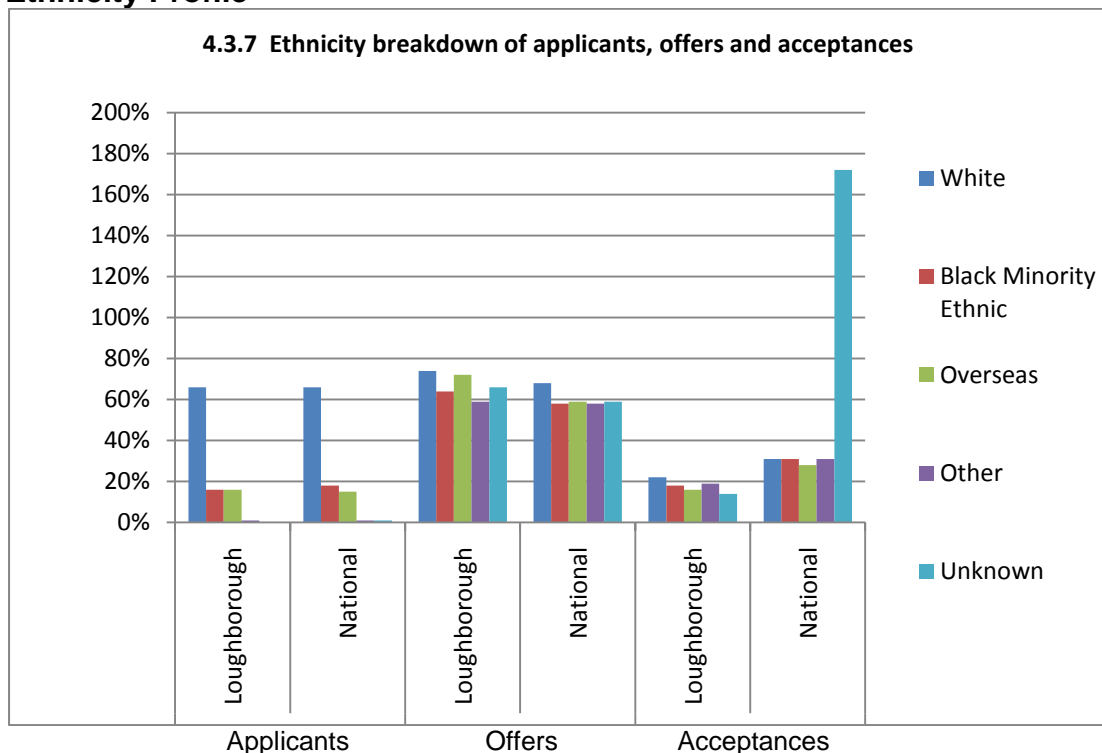
- Wheelchair users/ mobility difficulties
- Autistic Spectrum Disorders/ Asperger’s Syndrome
- No known disability

The increase in the numbers of wheelchair users/ students with mobility difficulties is fairly modest, equating to 10 more students. There have been a number of recent improvements to the university estate, however, to improve accessibility both into buildings and across the university campus. The campus wheelchair accessible route map has also been updated recently.

There has been a comparable increase in the number of students with Asperger’s Syndrome. In order to respond to this demand CDANS has increased resourcing for mentoring as this is one key form of support for students with Asperger’s Syndrome. CDANS now has 3 staff members acting as mentors for students with Asperger’s Syndrome. Training on Asperger’s Syndrome has also been run to increase university-wide awareness; around 75 members of staff have attended the training in the last academic year.

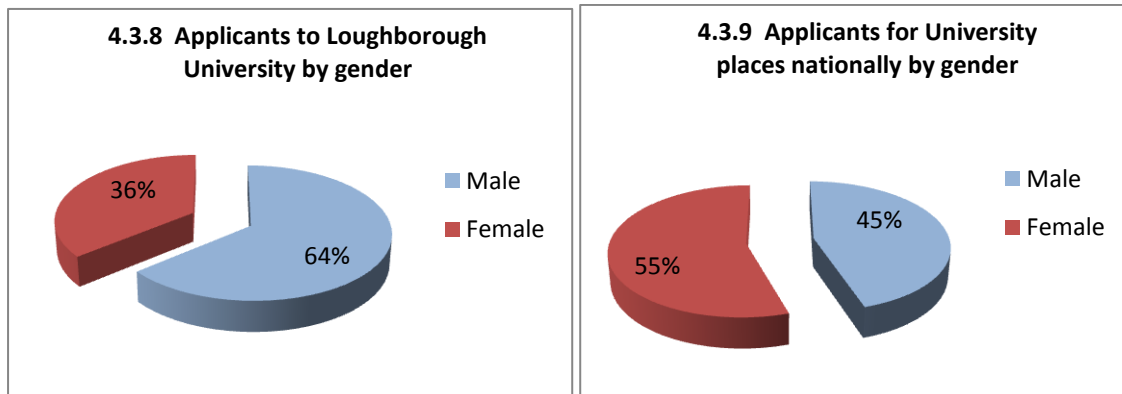
The increase in the number of students registered as having ‘No known disability’ can be attributed, as noted above, to the significant number of students accessing the mental health support provided by the service but who do not wish to be labelled as having a mental health difficulty.

Ethnicity Profile

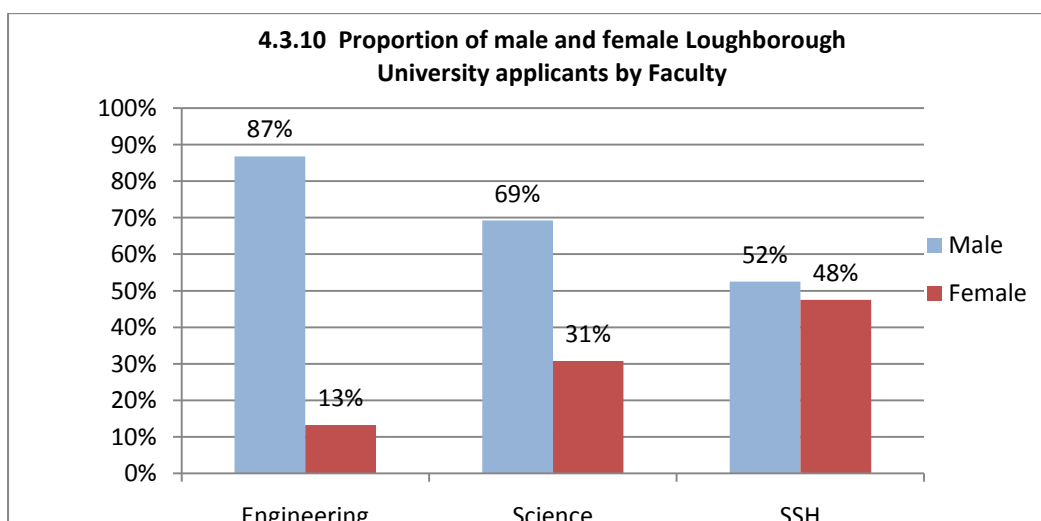


The data shows that the proportion of applicants across all ethnic groups is broadly similar to the national average. However, in offers accepted, nationally the 'unknown' category is so high because UCAS does not routinely receive ethnicity data for all applicants offered a place through the clearing system.

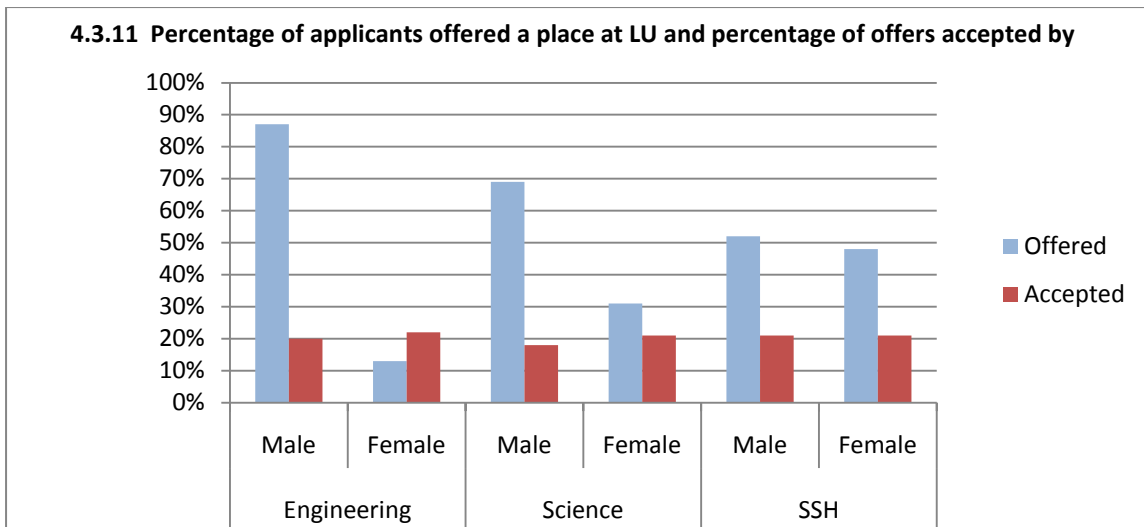
Gender Profile



Loughborough University receives fewer applications from females than males and is lower than the national average. This may be explained in part by the domination of traditionally male based subjects in the Science and Engineering faculties.



Fewer applications were received from females across all three faculties, however, in the faculty of SSH the number of applicants is nearly equal. More women are applying for science than engineering courses.



Whilst there were more places offered to males (apart from SSH which was more equal), acceptances were more consistent and more equal across both genders across all faculties. In Engineering, more females were accepted than offers made. This indicates that female applicants wishing to study Engineering at Loughborough University are committed to studying at Loughborough or applying for programmes in which more offers tend to be accepted.

5. Recommendations

The government will provide guidance and clarity on specific duties which come into effect in July 2011 as part of the Equality Act 2010. These duties are directly relevant to this report as they will outline what information the government requires the University to publish. The publication date for this information will be December 2011 and thereafter annually. The government has indicated that these duties will be less onerous than previously.

The University has published information in line with the legal duties in effect until 5th April 2011. We will continue to embed and mainstream equality and diversity practice throughout the University structures, and will report on progress made on the Single Equality Scheme Action Plan by December 2011. The University will endeavour to have systems in place to record the information on as many of the nine protected characteristics as possible over the next few years and will report annually on age, disability, ethnicity and gender as a minimum, in line with best practice and legal compliance.

All the actions possibly required in terms of improving data and encouraging disclosure on protected equality characteristics such as disability as well as, improving collaboration with partners (internal and external) and improving practice are outlined in the Single Equality Scheme Action Plan which will be reported on annually.