

STUDENT & STAFF EQUALITY, DIVERSITY & INCLUSION COMPARISON

REPORT 2019/20

Student Equality Data

Student equality data and priorities for action are presented in the [Access and Participation Plan](#) (APP), including proposed work to address gaps in continuation (from one academic year to the next), attainment and progression into employment.

The gap in attainment of 1st and 2:1 degrees (the awarding gap) by ethnicity is highlighted as a main priority for action, based on data for the five years up to and including 2017-18. In 2018-19, awarding gaps by ethnicity (BAME-White and Black-White), gender and disability had reduced on the previous 5-year average. Work is ongoing to further reduce award gaps, through the REC (Race Equality Charter) group and Teaching & Learning committees in conjunction with EDI (Equality Diversity and Inclusion) Groups at School and Faculty levels. Hence, award gaps are not discussed further here. Instead, we give a high-level overview of student equality data and contrast it with that of our staff body.

Unless otherwise stated, this report describes data for new first year UK domiciled students.

Key Points

Ethnicity Although there is notable subject variation, Keele has high BAME student representation relative to national ethnicity estimates of the relevant age group. A third of our 2019/20 first year UG and PGT UK domiciled students had Black and Asian and Minority Ethnicities. This fell to 27% at PGR but was a notable increase on earlier years. There remains a significant mismatch between staff, who at only 9% BAME, have low representation, and students.

Gender Although there is notable subject variation, Keele has high female representation in our student body and Professional & Service staff. Academic staff representation is near parity of men and women. EDI actions focus on supporting staff and the future workforce to work towards greater parity in terms of individual subject areas, financial reward and healthy working practices.

Disability Keele has good representation of disabled students relative to benchmarks. Student and staff have a mismatch in terms of disability reporting, with UG & PGR students 2.5 times as likely to report a disability than staff. Within the student body, reporting of some disability categories, varies depending upon gender, BAME status and socio-economic background. For example, non-BAME students and those with mid-higher socio-economic background are more likely to have some declared disabilities such as specific learning difficulties.

Religion Keele's students show greater religious diversity than staff, especially those studying PGT courses. It is envisaged that some of our race equality work may lead to changes in the staff body with an associated increase in diversity of religious backgrounds amongst staff.

Sexual orientation UG students are more likely to report LGB+ sexual orientations than other groups, with reporting rates of bi or other sexualities increasing amongst this group. Members of our LGBTI staff network, alumni and honorary graduates are profiled on our webpages to assist in creating an inclusive environment.

Ethnicity

In this report we do not break down BAME (Black and Asian and Minority Ethnic) and non-BAME student and staff data into smaller groupings. Whilst we realise this is problematic, a more detailed analysis is carried out within our REC working group and will be presented as part of our next REC submission.

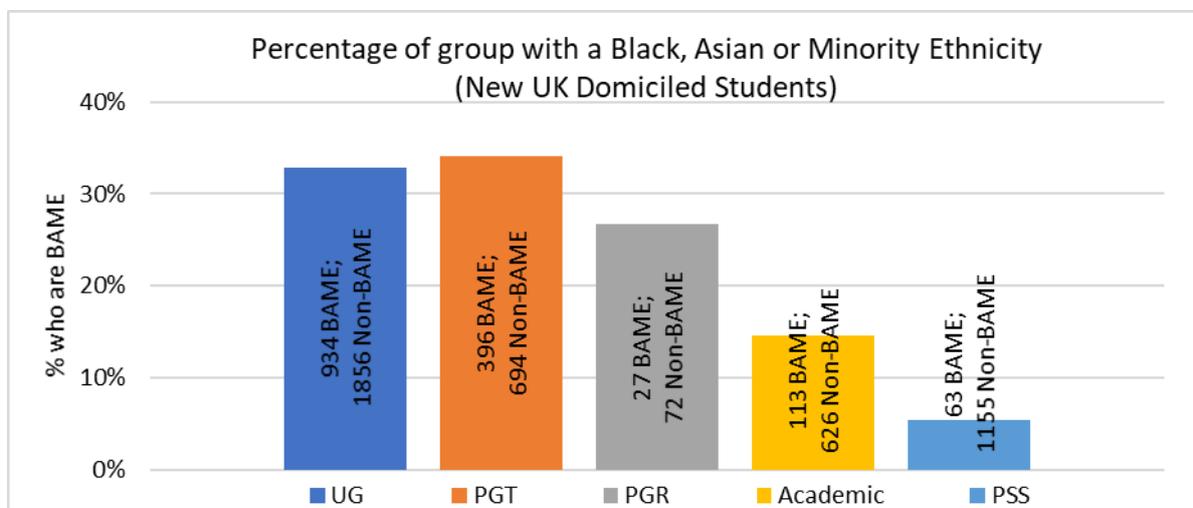


Figure 1: The pipeline from UG students to academic staff. Professional and Service Staff are also included for reference. Student data is for 2019/20 new 1st year students, UK Domiciled. Data labels within bar are the number of Students / Staff by ethnicity grouping (FPE)

Ethnicity reporting is high amongst UG and PGR students, only 2% have an unknown ethnicity. This rises to 6% of PGT students.

Keele has high BAME student participation, relative to census data¹, with a third of first year UK domiciled UG students, who have given us an ethnic grouping, identifying as within the BAME grouping (**Figure 1** and **Table 1**). This is unchanged on 2018/19 data.

At 34% BAME, the PGT student body has slightly higher overall BAME representation than UG students; and has increased by 3% relative to the previous year.

A drop in representation of BAME students is apparent, **Figure 1**, from taught courses (UG and PGT) to postgraduate research, falling further to our academic staff body. Our Professional and Service Staff data demonstrate an even wider mismatch in ethnicity when compared to our student groups.

Student level & Staff Group	BAME Student Representation (%)		
	2018/19	2019/20	Change
UG	33%	33%	0%
PGT	31%	34%	3%
PGR	12%	27%	15%
Academic	12%	15%	3%
PSS	4%	5%	1%

¹ Extrapolating [ONS data for ethnicity and age](#) to the 2019/20 cohort approximately 20% of the entrants might be expected to have Black Asian and Minority Ethnicities. The next census should give more up-to-date figures.

The student demographic at PGR level has changed notably on the previous year with the percentage of PGR students who are BAME having more than doubled, from 12% to 27% (Table 1).

The recent increase in representation at PGR level may relate to REC actions to meet the objective of increasing the BAME representation of postgraduate students to align with undergraduate BAME population. Whilst progress is positive, we should be mindful that absolute numbers of new PGR entrants in any one year are small (101 students in 2019/20).

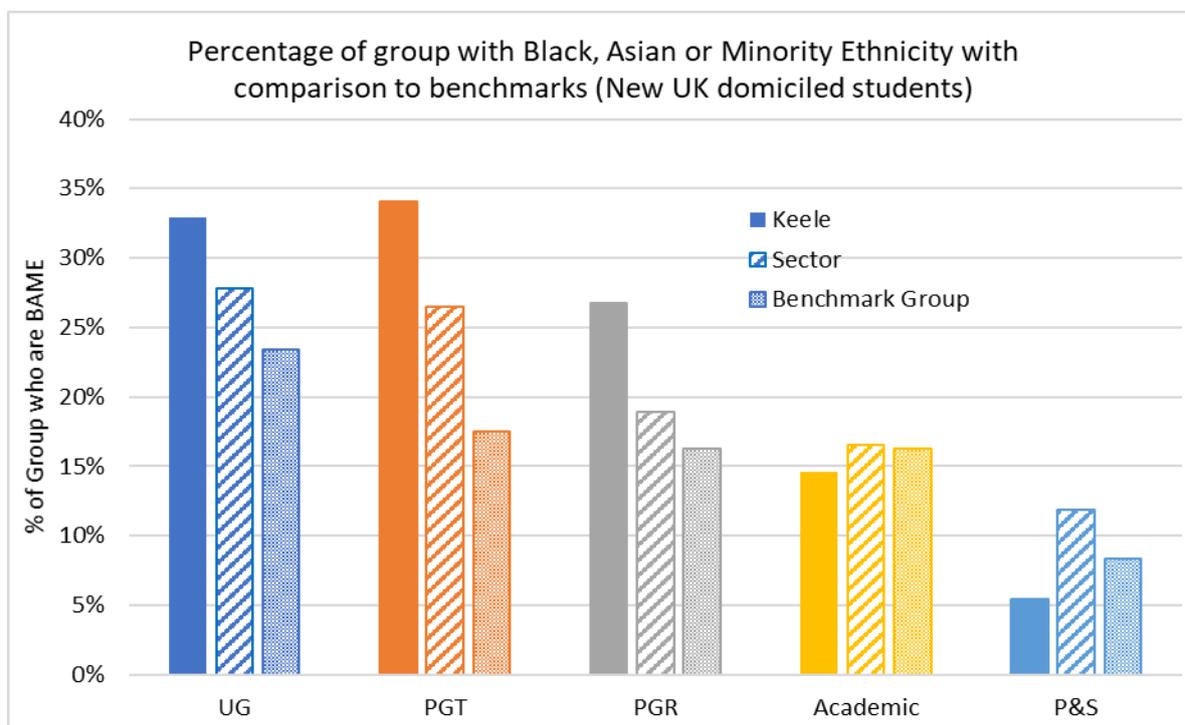


Figure 2. BAME representation in different student and staff groups (New UK Domiciled students). Solid coloured bars are Keele staff or students; bars with diagonal stripes are the Sector (all UK HEI’s that submit data to HESA) and the remaining patterned bars show Keele’s benchmarking group.

As in the last annual report, Keele had high BAME representation in its UG and PGT home student body (New UK domiciled students) when compared with sector, and benchmarking group (**Figure 2**). High representation of BAME students in PGT study at Keele is, in part, due to popular courses taken in professions which have high BAME student and professional representation e.g. Pharmacy and Medicine. In the current report period, PGR BAME student representation was also high compared with sector and benchmarking group, unlike data for 2018/19.

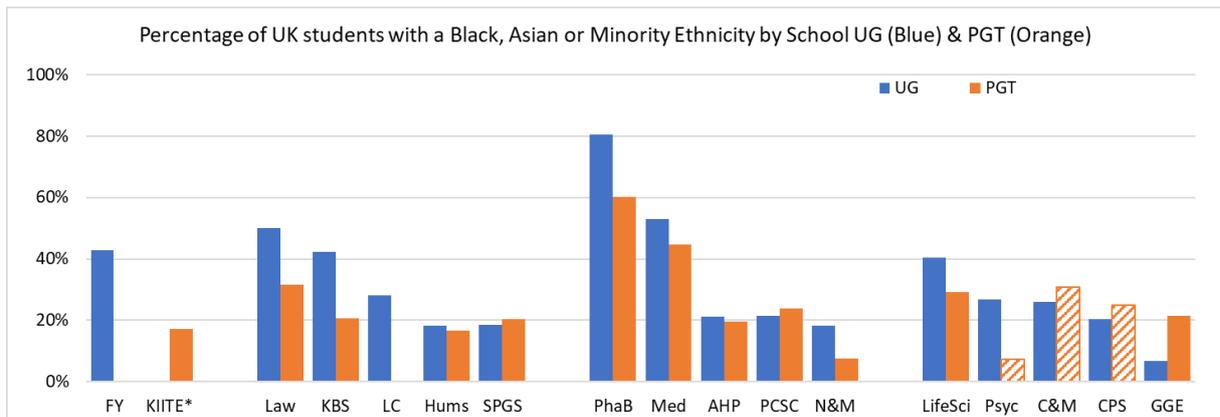


Figure 3. Representation of BAME students by School - UG & PGT 2019/20 new UK domiciled students. Where PGT % BAME data is given with a pattern fill (diagonal lines), there are fewer than 20 students in the subject area and level. KIITE data also includes a small number of students based in PAA.

BAME student representation varied notably between Schools (**Figure 3**). The School of Geography, Geology and the Environment (GGE) has low BAME representation in its UG students, relative to national estimates of ethnicity in 19-year-olds. GGE subjects also have poor representation nationally². The School EDI group has developed actions to encourage diverse applicants.

In Schools where UG BAME representation was high there was a falloff in representation at PGT (**Figure 3**). This might partly be explained by a change in ethnic representation with age. Taking Pharmacy, which has our largest number of PGT students, as an example, 71% of Pharmacy PGT students (largely clinical pharmacists) in their twenties are BAME and this reduces to 61% for those aged 30 and over and older students account for a significant percentage of PGT students (40% in the case of Pharmacy). Whilst this is one explanation for one subject, others need to be considered by subject specialists.

PGR student data were not plotted, as numbers were small, and students were not always directly aligned to Schools. However, in most subjects, representation fell from taught courses to research, exceptions were in Life Sciences, Computer Science and SPGS. Positive actions to attract BAME students to PGR study are described in the REC action plan.

² [Dowey et al 2021](#).

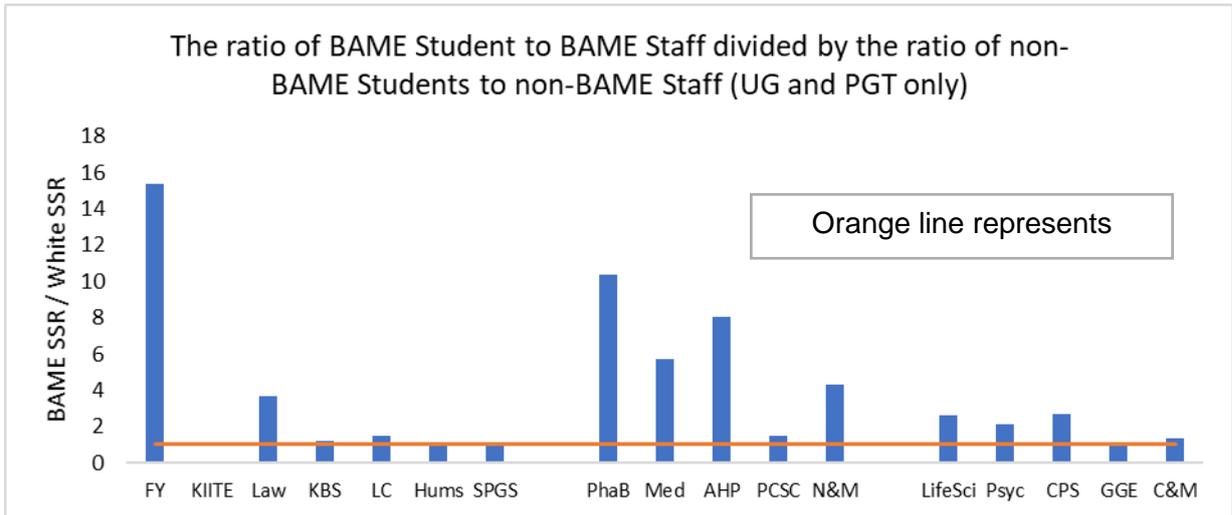


Figure 4. The relationship between ethnic diversity of school academic staff and ethnic diversity of students, UG & PGT 2019/20 new 1st years. SSR = student to staff ratio.

The relationship between ethnic diversity of school academic staff and students, in terms of BAME & non-BAME, is illustrated in Figure 4: the higher the column the less the staff body reflects its BAME students (a value of 1 would be where the BAME student to BAME staff ratio equalled the non-BAME student to non-BAME staff ratio). Schools where staff least reflect their students in terms of broad ethnic grouping are within FMHS (Faculty of Medicine and Health Sciences) and two of these Schools (Pharmacy & Bioengineering and Medicine) have high BAME student representation. Improvements have been made relative to last period in several Schools but most notably so in Life Sciences and the School of Medicine. Pharmacy & Bioengineering and Allied Health Professions show a move in the opposite direction (i.e. an increase in the discrepancy between staff and student groups).

The Foundation Year has low BAME representation amongst staff and this is unchanged on the previous period.

There is no indication that BAME students are less satisfied in Keele Schools where the ethnicity of the staff body is most different to the student body. Nevertheless, monitoring of these ratios at School level may help inform actions relating to student inclusion, satisfaction, attainment, and attraction into PGR study.

Gender

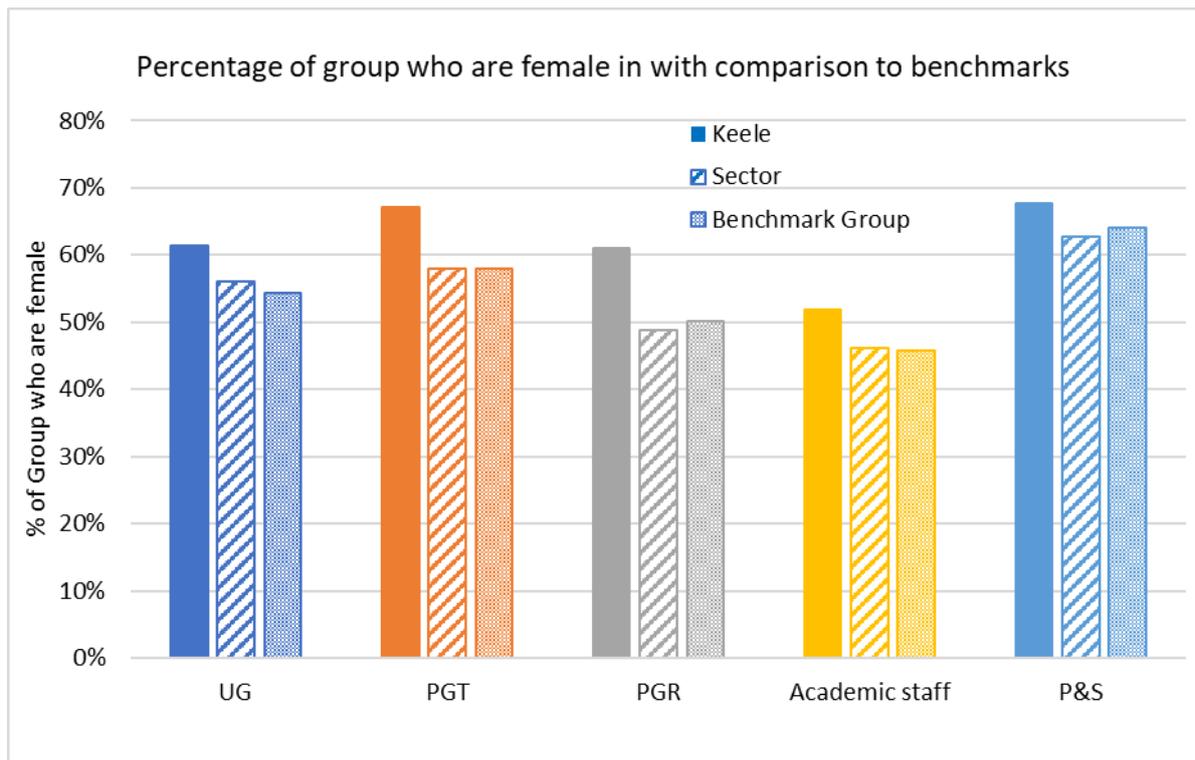


Figure 5. Representation of women in different student and staff groups. Solid coloured bars are Keele staff or students; bars with diagonal stripes are the Sector (all UK HEI's that submit data to HESA) and the remaining patterned bars show Keele's benchmarking group.

Women are over-represented at Keele in comparison to national representation, the sector and our benchmarking group (**Figure 5**). Female representation is particularly high in PGT study, as many of our successful PGT courses attract students from female dominated professions (e.g. many of those in FMHS and in the School of Law). Keele's University Athena Swan action plan has objectives to reduce gender imbalances at PGT.

The drop in female representation from postgraduate research students to academic staff is more notable than sector and benchmark group. However, unlike sector and benchmark group, Keele maintains gender parity amongst academic staff. The drop in female representation from PGR to academic staff may result from lower female representation at PGR within the sector, lower representation of female job applicants and a greater proportion of female academics leaving Keele.

Student and staff representation by gender varies dependent upon subject; work to improve representation is considered in individual School Athena Swan action plans.

Despite high female representation at Keele this does not translate to equality for women in terms of grade seniority or pay as noted in our staff data and gender pay gap reports and, as such, much of our Athena Swan work focuses on the pipeline from PGR students and early career staff to senior academics and managers.

Disability

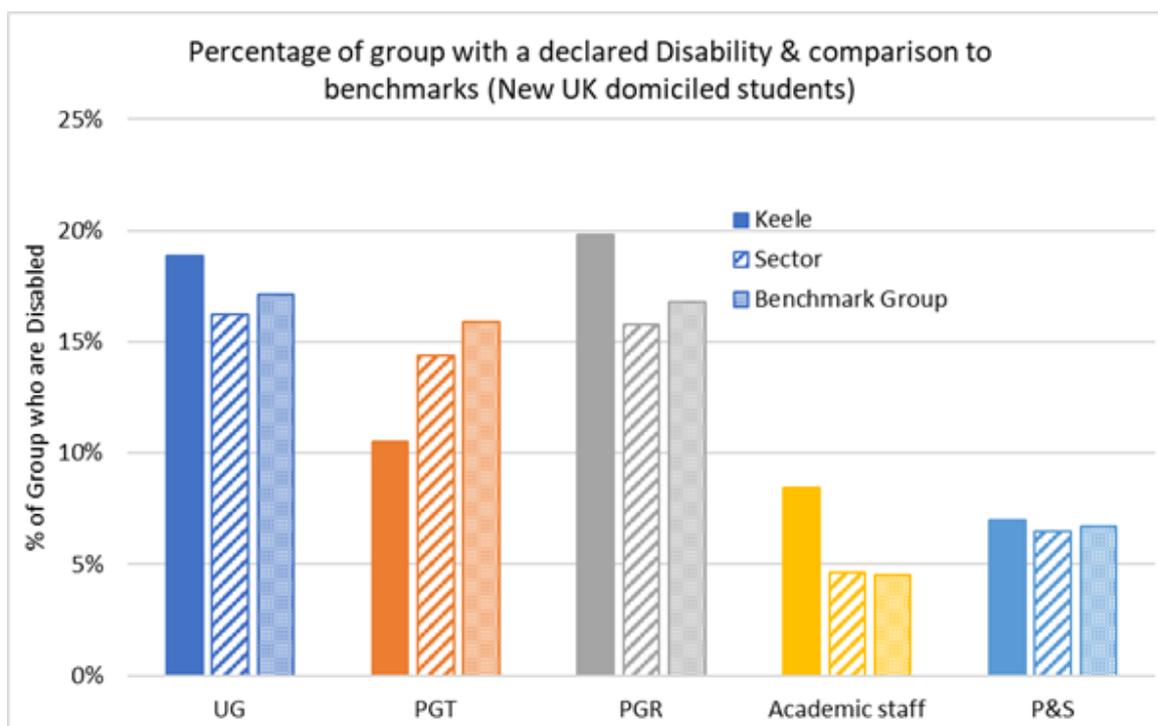


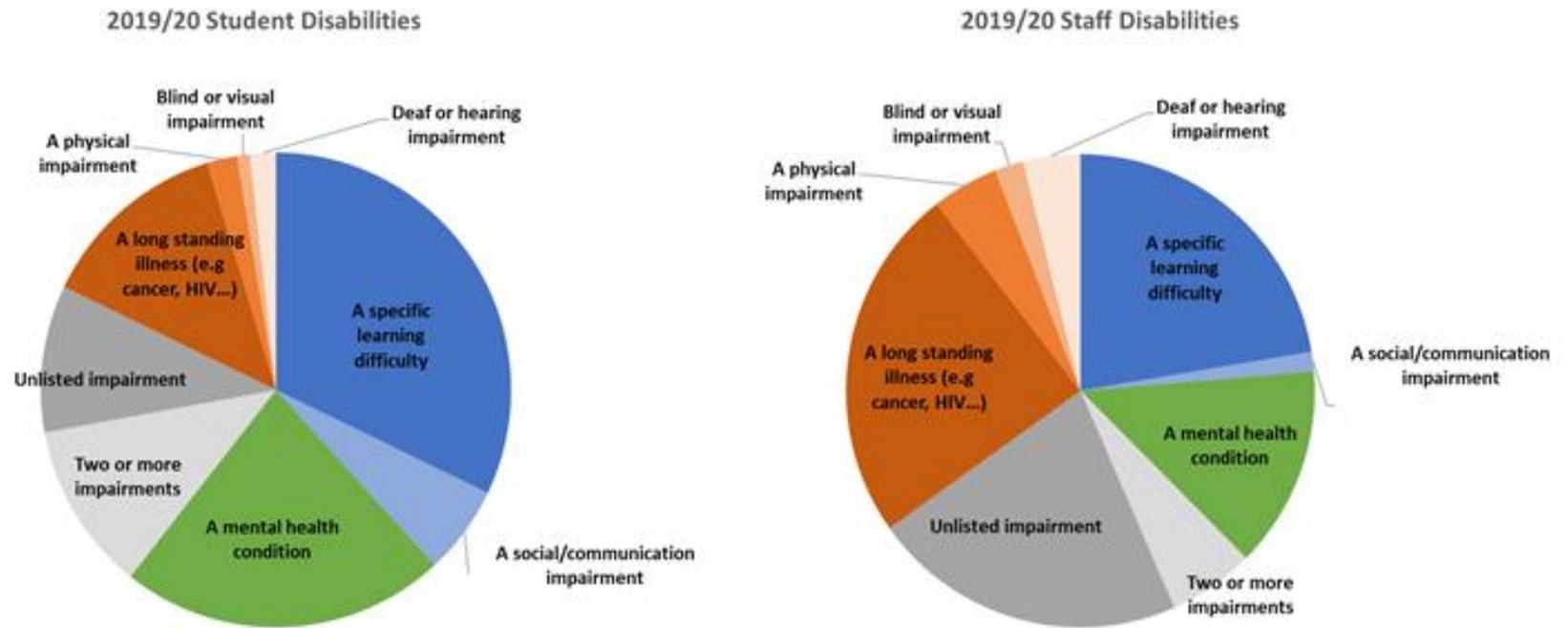
Figure 6. The pipeline from UG disabled students to disabled academic staff. Professional and Service Staff are also included for reference.

Students were more likely to report a disability than staff (16.5% of all students compared with 7.6% of all staff). Some of this may relate to barriers that people with disabilities face in gaining employment but it is also possible that students show a greater willingness to report disabilities than staff. Student disability reporting appears to have stabilised in recent years, whereas staff disability reporting is increasing.

Disability declaration rates by UG (19%) and PGR (20%) students are higher than sector and benchmarks. Additionally, they are higher than might be expected from national data “*The prevalence of disability rises with age. Around 6% of children are disabled, compared to 16% of working age adults and 45% of adults over State Pension age.*” [ONS](#).

Staff and students are also likely to report different impairments (Figure 7, below). Some of which may relate to differences in average age of the two groups, with older staff groups more likely to experience physical impairments. Students are notably more likely to report specific learning differences and mental health conditions than staff.

Figure 7: Student and staff disability by type.



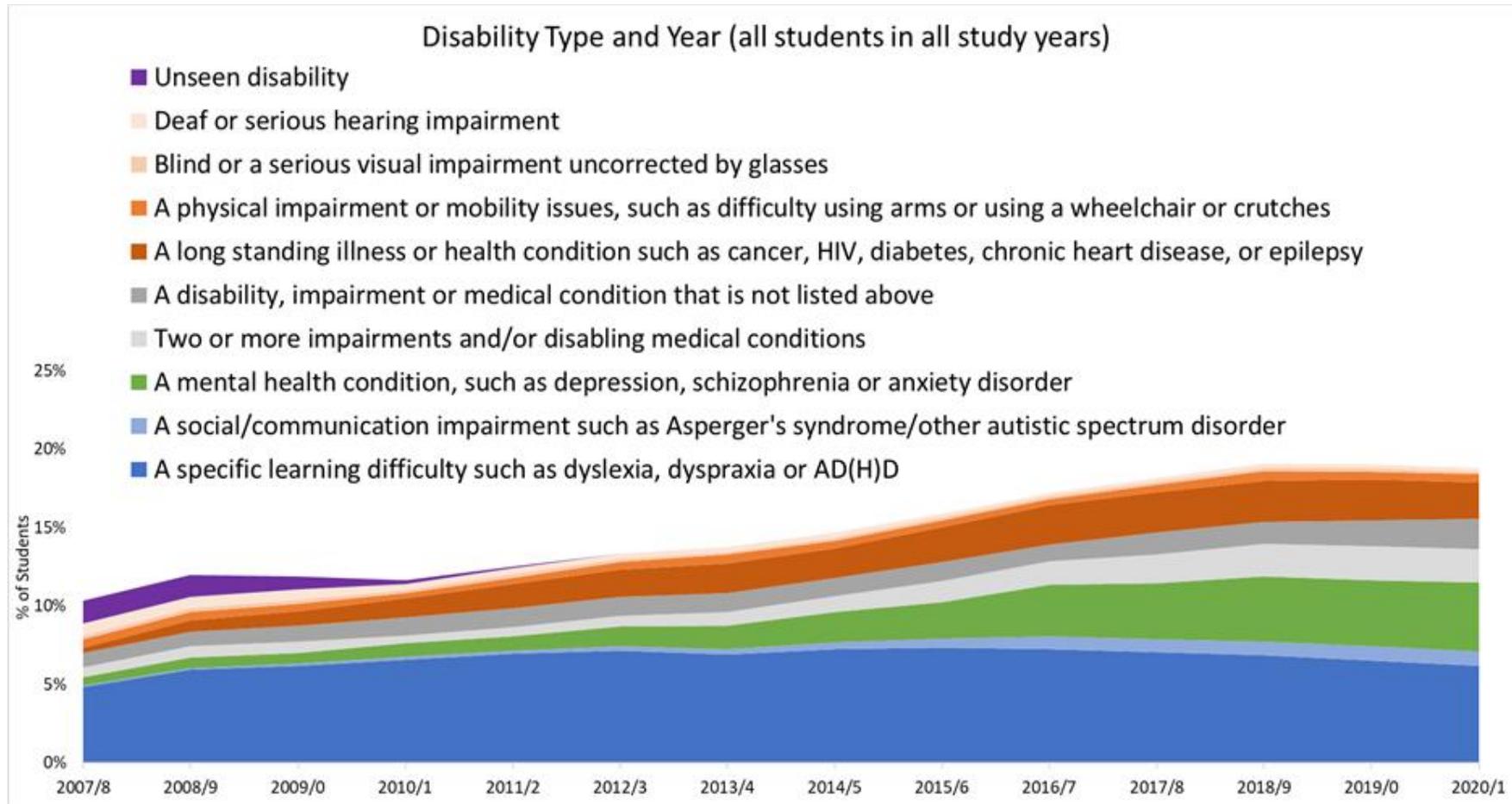


Figure 8: Student disabilities by type over time

Disability reporting in students increased from 7.4% of the total student body in 2007/8 to 16.5% in 2019/20. The sector, likewise, saw an increase in reporting from 7.2% to 14.6% (5.4% to 15.8% where only UK domiciled first year students are considered).

Incidence of mental health conditions, long standing illness, specific learning disabilities and social communication impairment is increasing (Figure 8). For example, only 0.5% of our students in 2007/8 reported mental health conditions. This increased to 4.1% in 2019/20; specific learning differences increased from 4.5% to 6.2% of over the same period and social communication impairment reporting has increased by more than a factor of 10 (from 0.07 to 0.9% in 2019/20).

Since 2018/19, there has been a stabilisation in student disability reporting, except for mental health and social / communication impairment categories, which continue to rise.

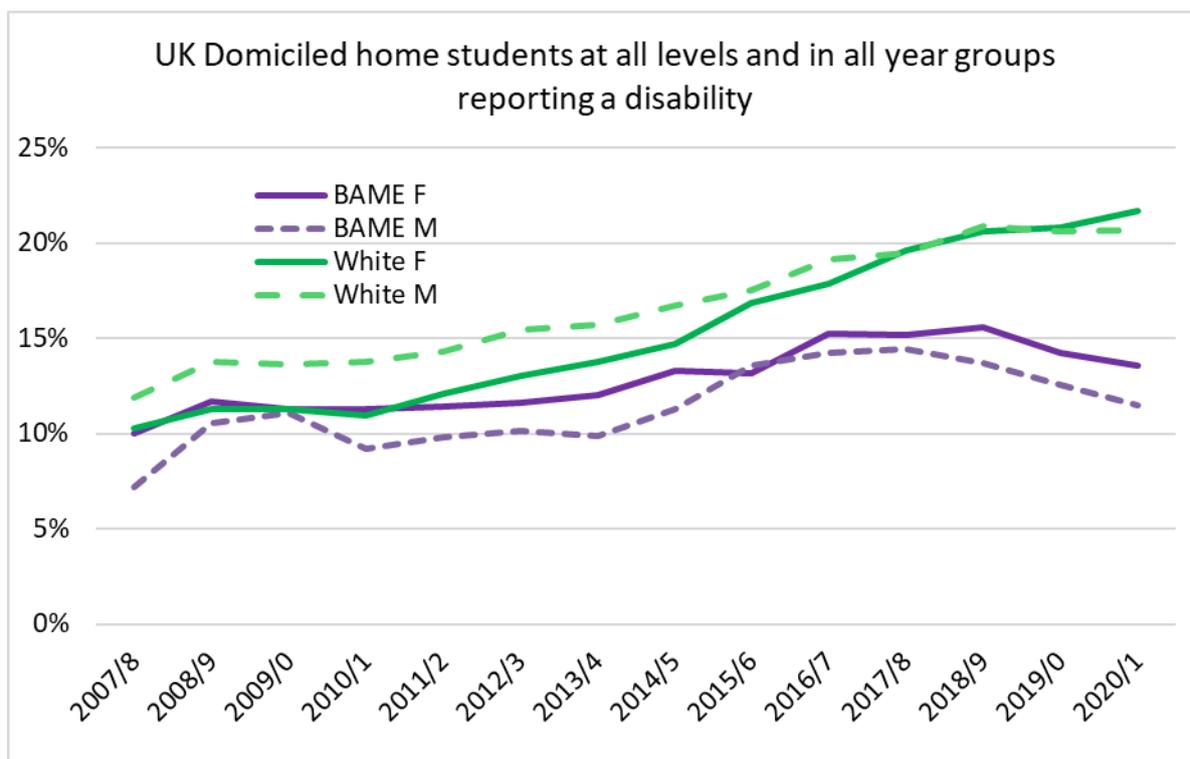


Figure 9: Student disability reporting (all types) by gender and ethnic grouping

There is a notable difference between genders and ethnicities in student disability reporting, with non-BAME women now being the most likely to report a disability and BAME men the least (Figure 9). It should be noted that this difference has broadened in recent years and is related to the types of disability reported, which also varies between groups. For example, in 2019/20, 8.5% of non-BAME men vs 4.3% of BAME women reported a specific learning disability and 5.8% of non-BAME women vs 2.3% of BAME men reported a mental health condition.

There also appears to be some correlation between data on indices of multiple deprivation and some categories of disability. For example, specific learning difficulties are less reported in those students who originate from the highest areas of deprivation.

Religion

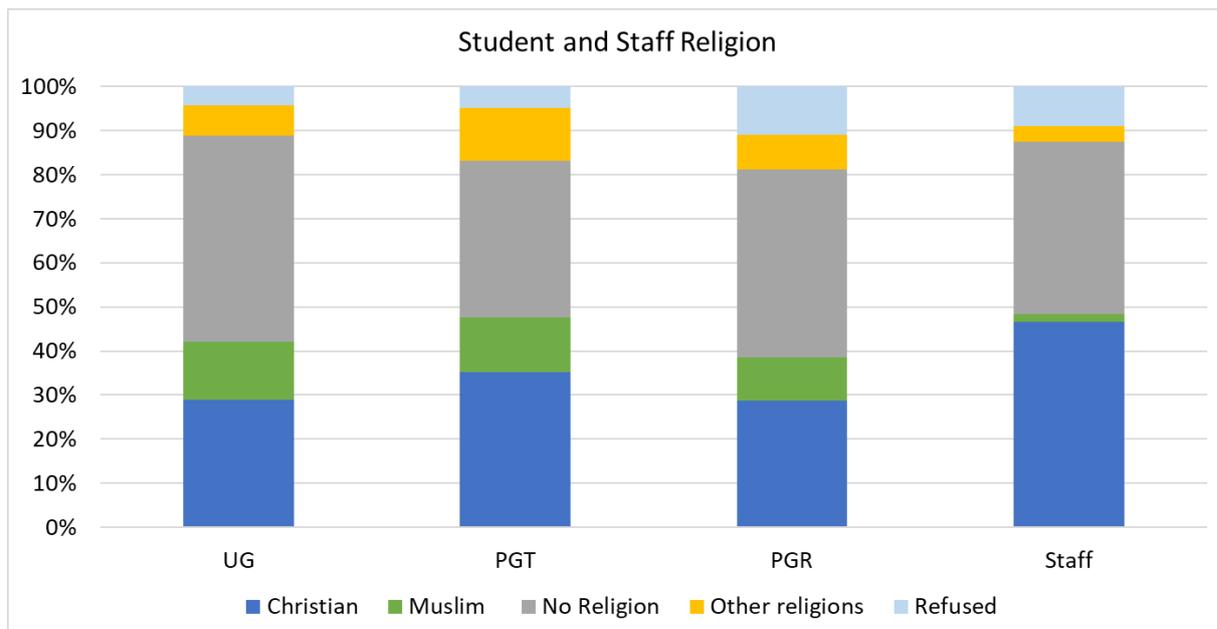


Figure 10: Staff and student religion (students are 2019/20 entrants; Staff are academic and P&S combined)

Student and staff have different religious profiles (**Figure 10**). Most staff and students described themselves as either having no religion or being Christian. The next most frequent response was Muslim, in UG and PGT students, and refusal to give information in PGR and staff groups. We do not separate other religions to avoid identifying individual students or staff.

Keele students showed more religious diversity than staff, the sector, census data and social attitude surveys, as noted in the 2018/19 report.

Whilst we do not have a specific religion and faith EDI action plan, the work of our Race Equality Charter, Keele Communities Together, the Chaplains, Student Support & Human Resource teams (for example in managing and helping implement our Religion and Belief policy), the Communications teams and student faith groups help to provide an inclusive environment for students and staff.

Sexual Orientation

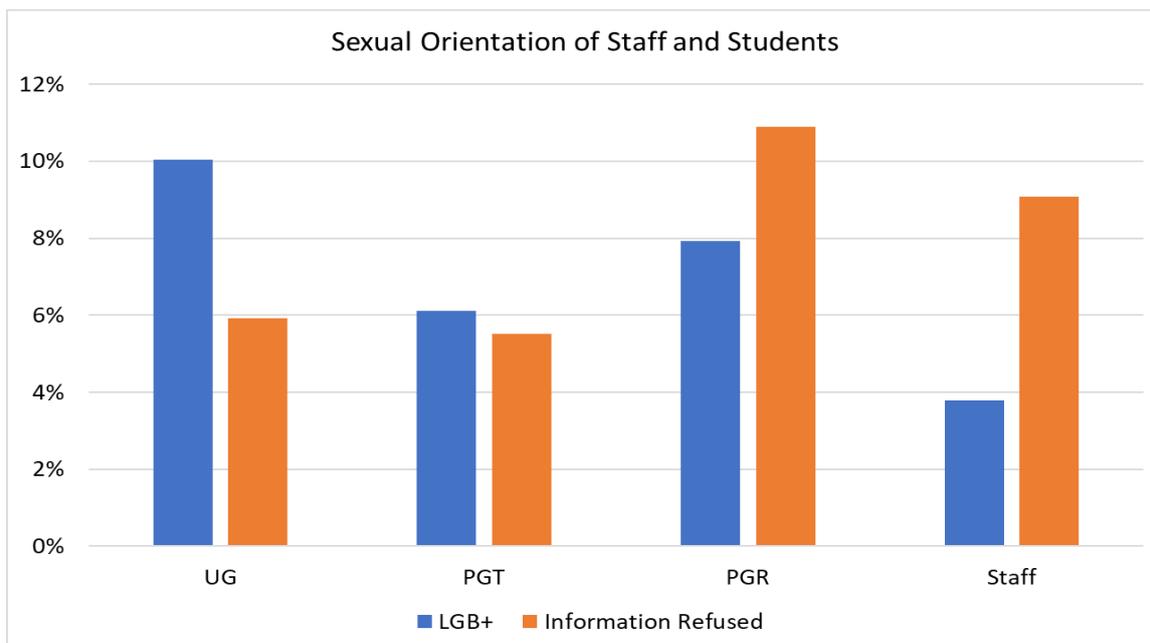


Figure 11: Staff and student sexual orientation (students are 2019/20 entrants). Staff data (academic and P&S combined) is only for those staff for whom we hold a record of the sexual orientation or have refused to give this information.

Reporting of Lesbian, Gay, Bi or other sexualities is highest amongst UG students, where 10% identify as LGB+ and is closely followed by our PGR students (at 8% LGB+). Individual categories are not separated to avoid identification of individuals where numbers are smaller (i.e. PGR students). However, reporting of Bi and other sexualities is greater in student groups compared with staff and 61% of the LGB+ reporting in UG students is in the Bi category.

It is likely that reporting of different LGB+ categories and refusal to report sexual orientation correlates more with age than study level.

We do not currently report data on trans or gender diverse staff and students due to small numbers and low rates of reporting.

We continue to support LGBTQ+ student and staff groups and work towards improving equality in this area in our engagement with the Stonewall Workplace Equality Index.

LGBTI role model staff, alumni and honorary graduates are profiled on our webpages to assist in creating an inclusive environment.