Equality, Diversity and Inclusion Compliance Report 2020

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

3 February 2021

1. Decision Required by Committee	To ENDORSE the annual EDI Compliance Report and refer to Senate and Council for approval and publication.
2. Executive Summary	at: http://www.lboro.ac.uk/services/hr/equality-diversity/published-information/), provides evidence of Loughborough University meeting the legal duties, both general and specific, in the Equality Act 2010. This report provides a brief summary of our achievements and progress on matters relating to student Equality, Diversity and Inclusion during 2019/20 as well as identifying areas for improvement.
3. Committees/Groups previously	

1.1. The University is required to publish an annual report on how it is meeting the Public Sector Equality Duty in the Equality Act 2010, as well as on the specific legal duties on key EDI objectives and the publishing of staff and student statistics by 30th March 2021. The statistical background reports relating to this can be accessed here: http://www.lboro.ac.uk/89 0 Td[5 (M).9 (o)8.8 ( )-10.6 ((bor)-5./8.9 (/892.6 h)10.5 (M)]TJ(o.)-6.6 h)10.5 e6 (

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2.2. Beyond the pandemic, the last academic year saw the Black Lives Matter movement in response to the murder to George Floyd and Breonna Taylor. This was a distressing period for our BAME students. In recognition of this the University amended its mitigating circumstances process to permit BAME students to submit claims in respect of the distressing impact on them without needing to submit any form of substantiating evidence. Further information on this and the other support offered to our BAME students is available at: https://www.lboro.ac.uk/internal/coronavirus/latest-updates/update-students-230620-1000/

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

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

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

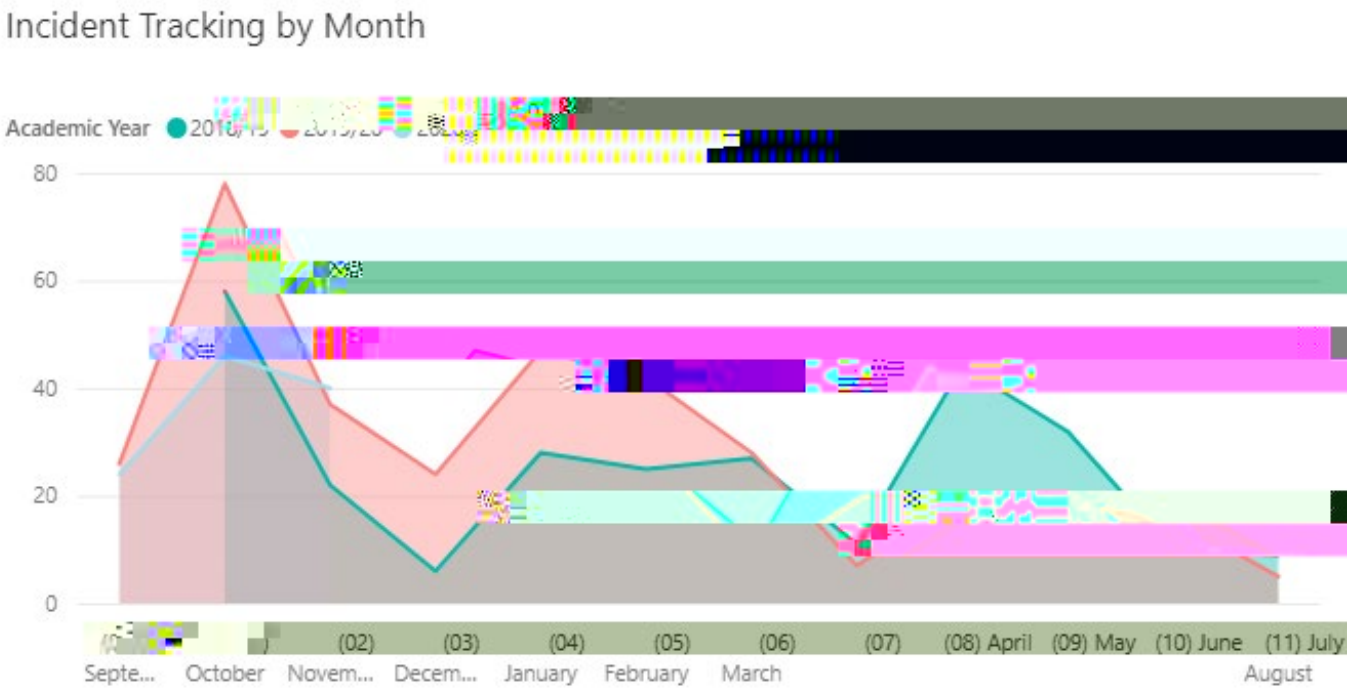

Figure 1: Year-on year comparison of DAI usage

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1. Introduction

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

The report has been structured across the following strands:

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

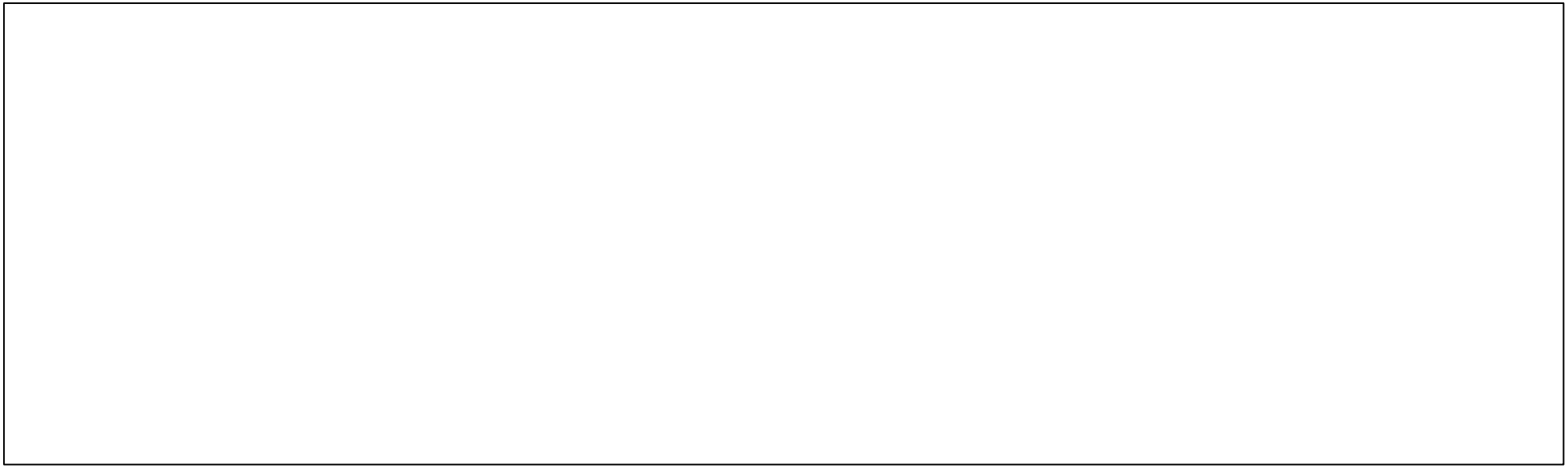
A brief commentary on the data is provided at the end of each section. Links to other relevant documents and information are embedded throughout the document.

2. Demographic Profile

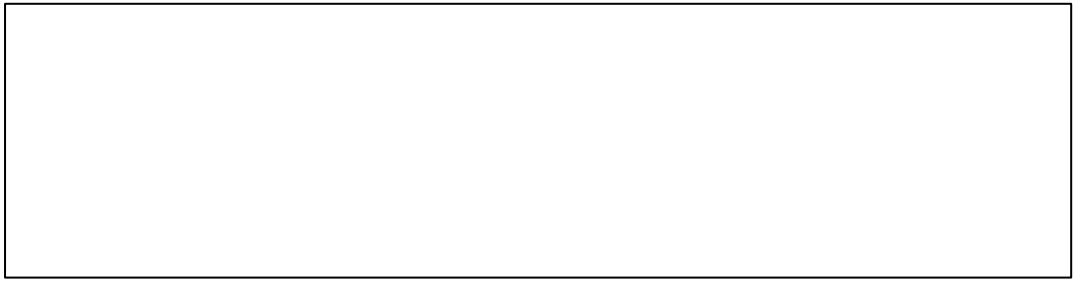
Note: All of the below Demographic tables use HESA data. HESA rounds all date to the closest 5.

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

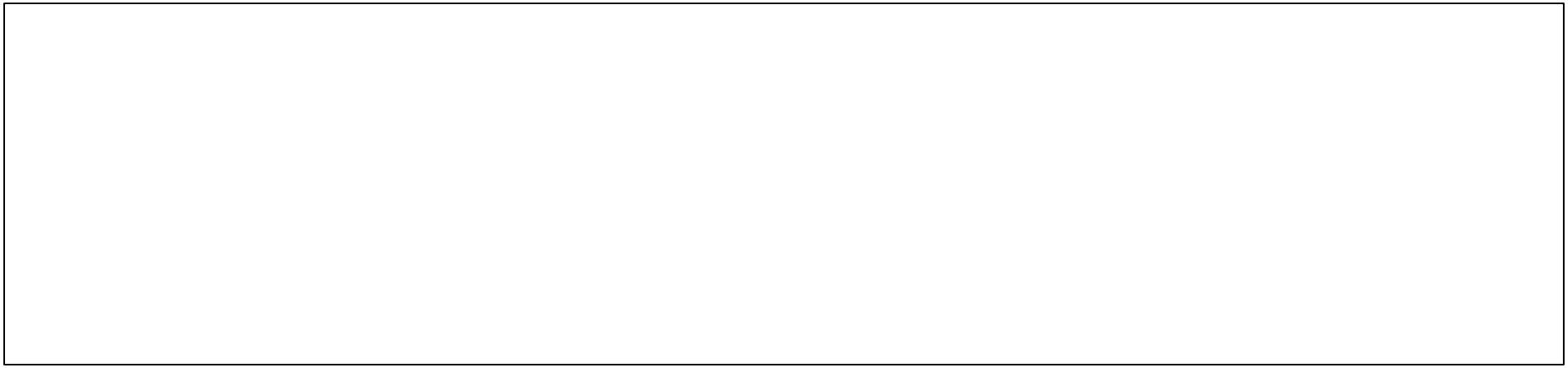
2.2 S



2.3 Student Profile by Ethnicity (detailed)



2.4 Student Profile by Gender and Mode of Study



2.5

2.7 Student Profile by Disability and Level of Study

2.8 Student Profile by Religion and Belief

UG students	Academic year of intake					
	2017-18		2018-19		2019-20	
Religion (group)	Nr	%	Nr	%	Nr	%
Christian	1330	35.2%	1395	34.3%	1290	32.6%
No religion	775	20.6%	805	19.8%	815	20.6%
Atheist	695	18.4%	770	18.9%	770	19.4%
Agnostic	370	9.8%	410	10.1%	415	10.5%
Muslim	175	4.7%	185	4.6%	190	4.8%
Hindu	140	3.7%	170	4.2%	170	4.3%
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

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PG students (PGT + PGR)	Academic year of intake
	2017-

3. Attainment

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

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

4.6 Outcomes of Academic Appeals by Ethnicity (2019)

Outcome	White		BME		Other		Unknown		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Dismissed by										

5.7 Section 2 Offences by Gender

By Gender:	2015/2016	2016/2017	2017/2018	2018/2019	2019/2020