

Student Statistical Data and Activity 2013/14

The University lays out its commitment to equal opportunities within its Equal Opportunities Statement and Code of Practice (<http://www.city.ac.uk/student-administration/equal-opportunities>) covering areas including admissions, assessment, support, curriculum and teaching, appeals, complaints and disciplinary procedures. General oversight of all activities relating to equality and diversity is by the University's Equality Committee which has representation from all parts of the institution including students and key student services.

Consultation on the development of our new Student Charter *We are City* was completed in 2013/14 and the Charter was approved in June 2014 (www.city.ac.uk/student-charter). The work was led by the University's Student Community Working Group and was brought forward in partnership with our Students' Union (SU). The new Charter contains more explicit articulation of the commitments our students, staff and SU make to supporting equality, diversity and inclusion.

City remains committed to the ongoing recruitment of students from BAME backgrounds, as reflected in the KPI in City's Strategic Plan. This is embedded within our activity relating to widening participation and access, with this KPI reiterated in the University's Access Agreement as a milestone to report to the Office for Fair Access. A new Access & Success Steering Group has been established to provide input and oversight on student access and success initiatives across the institution as well as the development and implementation of the Access Agreement.

2013/14 saw extensive consultation on the new Education & Student Strategy due for approval in December 2014. The strategic direction of access and success work in the University, which includes provision to support students with protected characteristics, will be embedded within the overarching Strategy. This recognises that work in this area is not separate to the central institutional vision, but is a fundamental part of it. The planned Strategy builds on established commitments to support student retention and student community with additional commitments planned in relation to addressing any inequalities in access and progression and developing and promoting student-facing services.

Student policy and procedure

A new Bullying & Harassment Policy and accompanying procedures have been introduced including the expansion of our Bullying & Harassment Advisors network. Full information can be found here: <http://www.city.ac.uk/student-administration/if-things-go-wrong/bullying-and-harassment>

Amendments have been made to our Disciplinary Regulations to better recognise our new Student Charter's function in articulating our mutual commitments to each other (rather than stipulating grounds for disciplinary action which are found within our Disciplinary Policy http://www.city.ac.uk/_data/assets/pdf_file/0018/134550/student_discipline_policy.pdf).

Our guidance on the consideration of extenuating circumstances within the Assessment Regulations has been amended to provide greater clarity on the expectation that, normally, arrangements for long term conditions/circumstances will be made via reasonable adjustments rather than multiple submissions via extenuating circumstances.

The University also approved a programme of work for 2014/15 designed to improve the experience of students encountering difficulties relating to personal circumstances or behaviours. This included

new guidance for Extenuating Circumstances Panels, revised Disciplinary and Complaints Regulations and new procedures related to deferral of studies and fitness to study.

Boards of Studies are responsible for ensuring student representation and have been supported through the University and Students' Union. In 2013/14 600 representatives were appointed and 250 attended training. As agreed in 2012/13 the Students' Union has also introduced Liberation Officers covering international students, women, LGBT, BAME and disabled students.

Monitoring

In 2013/14 City met its target for recruitment from BAME groups.

We have begun a more robust evaluation and reporting process for Access Agreement-mandated work to demonstrate impact and make sure students with protected characteristics benefit from provision and are given every chance to succeed in their studies. For example, annual reporting to the University's Senate on performance monitoring will now include performance data for a number of groups with protected characteristics. The Access & Success Steering Group will oversee further data analysis and action planning as part of this reporting cycle.

For projects relating to student development, we will gauge impact through reporting on the relationship between involvement in activities and successful progression through each year of study and outcome on graduation. These projects are either targeted at students from widening participation backgrounds (including students from low income households and those from care backgrounds) or students from these backgrounds will be given priority. These recruitment processes include students with various protected characteristics. We will gauge take-up and monitor performance using a series of indicators, including gender, disability status and BAME background. We are improving our information management in Academic Operations to support this.

Academic appeals and the submission of complaints by students provide a key indicator of any issues being experienced by students. As in 2012, analysis of data on appeals received at University level for 2013 did not indicate any significant trends in terms of gender, disability or ethnicity. However, it was noted that 25% of requests for University review of a Complaint were made by students with a declared disability (noting 5% of our student population have declared a disability). As such, the University's Senate have approved the collation of data about local level complaints to enable further analysis to be undertaken.

Support

Support for disabled students, including those with mental health issues or specific learning differences such as dyslexia, is managed through City's Learning Success and Student Counselling and Mental Health teams. In 2013/14 the University employed nine FTE staff disability specialists to support the 1032 students who presented with a disability. This included 150 students who were offered a comprehensive dyslexia screening and for whom formal Diagnostic Assessments were arranged if appropriate. Additionally, 3.6 FTE specialist academic learning support staff provided an extensive programme of targeted workshops, one-to-one support sessions and online resources to help students fulfil their academic potential. Over 1300 students have enrolled on the online module. An increase in staffing levels on the previous academic year has enabled staff to develop contacts across the University to facilitate working with academic departments and Professional

Services to enhance inclusive practice for disabled students and those from non-traditional educational backgrounds. In 2013/14 the Student Counselling and Mental Health Service offered counselling and mental health support to nearly 600 students.

In 2012/13 a new Lecture Capture policy and supporting guidance were developed to support the introduction of Echo360. Lecture Capture is now installed in 52 lecture rooms, which includes all those lecture theatres at the University with 60+ seating capacity.

Our student peer buddying scheme, CityBuddy, has expanded to include both the School of Arts and Social Sciences and the School of Health Sciences. The number of CityBuddies grew to 240 which is an increase of 158% from 2012/13. The demand for a CityBuddy is very high. In September 2014, 1030 applications were received and of those, 755 students were matched (around 40% of undergraduates on eligible courses starting in 2014). This represents an increase of 174% in 2014/15 on the 2013/14 academic year. Students value the support available to them through CityBuddies. As a result of the scheme, in 2013/14, 78% of mentees said it helped them feel settled at the University and 65% felt more confident in finishing their course. Also 81% said that they would consider being a CityBuddy next year. Feedback from CityBuddies is also very positive – 96% think that it had a positive impact on them and their new students. One hundred per cent would recommend being a CityBuddy. In addition to scheme-wide feedback, further evaluation in the form of a series of focus groups will be conducted in late November 2014.

Equality statistics

Details on various protected characteristics can be taken from the annual HESA return, allowing analysis of the student body by School.

Age

This data shows that in 2012/13, the School of Health Sciences had a higher proportion of mature students than any other School (excluding the Learning Enhancement and Development Centre which has a slightly different focus on education than the other parts of the University).

School	Age range					Total
	1-17	18-20	21-24	25-29	30+	
Cass	46	1386	2034	802	783	5051
Law	10	548	682	260	153	1653
LEaD			5	20	77	102
SASS	12	1112	1136	622	617	3499
SHS		757	878	1155	1571	4361
SMCSE	18	1117	1055	537	752	3479
Total	86	4920	5790	3396	3953	18145

School	Age range %					Total
	1-17	18-20	21-24	25-29	30+	
Cass	1%	27%	40%	16%	16%	100%
Law	1%	33%	41%	16%	9%	100%
LEaD	0%	0%	5%	20%	75%	100%
SASS	0%	32%	32%	18%	18%	100%
SHS	0%	17%	20%	26%	36%	100%
SMCSE	1%	32%	30%	15%	22%	100%
Total	0%	27%	32%	19%	22%	100%

Gender

There are distinct skews in the composition of the student body of Schools by gender. The School of Health Sciences, The City Law School and the School of Arts and Social Sciences skew female, while Cass Business School, the conjoint School of Informatics and the School of Engineering and Mathematics both skew towards males.

School	Gender		Total
	Male	Female	
Cass	3075	1976	5051
Law	691	962	1653
LEaD	36	66	102
SASS	1106	2393	3499
SHS	714	3647	4361
SMCSE	2600	879	3479
Total	8222	9923	18145

Gender %			
School	Male	Female	Total
Cass	61%	39%	100%
Law	42%	58%	100%
LEaD	35%	65%	100%
SASS	32%	68%	100%
SHS	16%	84%	100%
SMCSE	75%	25%	100%
Total	45%	55%	100%

Ethnicity

The School of Arts and Social Sciences has the lowest proportion of BAME students, while the School of Mathematics, Computer Science and Engineering has the joint highest with SHS.

Ethnicity								Not known/ refused/ other	Total
School	Indian Subcontinent	Black	Chinese	Mixed	White	Arab			
Cass	1279	155	987	119	1988	98	425	5051	
Law	564	132	81	83	632	37	124	1653	
LEaD	6	9	5	5	64	0	13	102	
SASS	707	202	174	177	1951	67	221	3499	
SHS	1312	917	42	153	1773	25	139	4361	
SMCSE	1138	328	234	116	1281	134	248	3479	
Total	5006	1743	1523	653	7689	361	1170	18145	

Ethnicity %								Not known/ refused/ other	Total
School	Indian Subcontinent	Black	Chinese	Mixed	White	Arab			
Cass	25%	3%	20%	2%	39%	2%	8%	100%	
Law	34%	8%	5%	5%	38%	2%	8%	100%	
LEaD	6%	9%	5%	5%	63%	0%	13%	100%	
SASS	20%	6%	5%	5%	56%	2%	6%	100%	
SHS	30%	21%	1%	4%	41%	1%	3%	100%	
SMCSE	33%	9%	7%	3%	37%	4%	7%	100%	
Total	28%	10%	8%	4%	42%	2%	6%	100%	

School	% BAME
Cass	52%
Law	54%
LDC	25%
SASS	38%
SHS	56%
SMCSE	56%
Total	51%

Disability

Five per cent of the student body disclosed a disability in 2012/13. However, it is likely that there are other students with disabilities who have not disclosed them and so they are not registered as disabled on the student database.

	Disability identified	No known disability
Total	5%	95%

Total number of students at City University London

	Headcount	FTE
Total	18,145	12,645

Total number of students in each School

School	UG Headcount	UG FTE	PG Headcount	PG FTE	TOTAL Headcount	TOTAL FTE
Cass	1984	1969	3067	1452	5051	3421
Law	949	939	704	489	1653	1429
LDC	0	0	102	26	102	26
SASS	1587	1543	1912	1133	3499	2677
SHS	3200	1832	1161	708	4361	2540
SMCSE	1926	1861	1553	691	3479	2553
Total	9646	8145	8499	4501	18145	12645

Students studying full-time or part-time

Mode	Headcount	%	FTE	%
Full-time	13785	76%	11215	89%
Part-time	3995	22%	1073	8%
Sandwich	363	2%	357	3%
Total	18143	100%	12645	100%

Type of programme undertaken by students

Level	Headcount	%	FTE	%
First degree	7945	44%	7626	60%
Other undergraduate	1701	9%	519	4%
Postgraduate (taught)	7890	43%	4021	32%
Postgraduate (research)	609	3%	480	4%
Grand Total	18145	100%	12645	100%

Number of students by gender

Gender	Headcount	%	FTE	%
Male	8222	45%	5865	46%
Female	9923	55%	6780	54%
Total	18145	100%	12645	100%

Number of students by fees status

Fee status	Headcount	%	FTE	%
UK	9611	53%	7130	56%
EU	2829	16%	1896	15%
Overseas not EU	5705	31%	3619	29%
Total	18145	100%	12645	100%

Number of students by ethnicity

Ethnicity	Headcount	%	FTE	%
Arab	361	2%	281	2%
Black	1743	10%	1085	9%
Chinese	1523	8%	1044	8%
Indian subcontinent	5006	28%	3678	29%
Mixed	653	4%	482	4%
Not known	813	4%	711	6%
Other	357	2%	267	2%
White	7689	42%	5097	40%
Total	18145	100%	12645	100%

Number of students by age

Age group	Headcount	%	FTE	%
Under 18	86	0%	84	1%
18-20	4920	27%	4835	38%
21-24	5790	32%	4227	33%
25-29	3396	19%	1722	14%
30 +	3953	22%	1778	14%
Total	18145	100%	12645	100%

Number of students by disability

Disability	Headcount	%	FTE	%
Disability identified	837	5%	606	5%
No known disability	17308	95%	12039	95%
Total	18145	100%	12645	100%

N.B. Percentages are rounded to nearest whole number therefore on occasion do not total 100%. Totals less than 5 are not published for reasons of data protection.