



# **Equality & Diversity Information Report 2010-11**

**January 2012**

## Table of Contents

Foreword .....	4
Introduction.....	5
Part 1: Staff.....	6
Definitions and notes.....	6
1.1 Staff: key facts and figures.....	9
1.2 Staff: gender .....	10
1.2.1 Staff group by gender .....	10
1.2.2 Staff grade by gender .....	11
1.2.3 Staff gender by School .....	12
1.2.4 Academic staff type by gender .....	12
1.2.5 Staff contract type and hours by gender.....	15
1.2.6 Staff by gender in SET/ non-SET Schools.....	16
1.2.7 Representation on senior University committees by gender.....	16
1.2.8 Equal Pay Reviews.....	17
1.3 Staff: ethnicity .....	17
1.3.1 Staff ethnicity overall .....	17
1.3.2 Staff ethnicity by nationality .....	18
1.3.3 Staff groups by ethnicity .....	19
1.3.4 Staff grade by ethnicity .....	20
1.3.5 Academic staff type by ethnicity .....	20
1.3.6 Staff contract type by ethnicity.....	21
1.4 Staff: disability.....	21
1.4.1 Staff disability overall .....	21
1.4.2 Staff disability by nationality .....	22
1.4.3 Staff groups by disability.....	22
1.4.4 Staff grade by disability .....	23
1.4.5 Academic staff type by disability .....	23
1.4.6 Staff contract type by disability .....	24
1.5 Staff: age.....	24
1.6 Staff: addressing information gaps for other equality areas .....	27
Part 2: Students.....	28
Notes.....	28
2.1 Students: gender.....	28

2.1.1 Admissions and applications .....	28
2.1.2 Student numbers by gender .....	29
2.1.3 Science, Engineering and Technology (SET) & non-SET subjects by gender .....	30
2.1.4 Degree attainment by gender .....	30
2.2 Students: ethnicity .....	31
2.2.1 Admissions and applications .....	31
2.2.2 Student numbers by ethnicity .....	33
2.2.3 Degree attainment by ethnicity .....	34
2.3 Students: disability .....	35
2.3.1 Admissions and applications .....	35
2.3.2 Student numbers by disability .....	36
2.3.3 Degree attainment by disability .....	37
2.4 Students: age .....	38
2.5 Students: addressing information gaps for other equality areas .....	39
Part 3: Equality Analysis: Equality Assurance Assessments .....	40
Appendix 1 .....	41

## **Foreword**

The last year has seen much change for the legal framework around equality and diversity matters, both within the University and nationally. The introduction of the Equality Act 2010 brought with it new responsibilities to scrutinise equality matters for different minority and disadvantaged groups. The University had prepared well for this and was able to manage the transition positively. Our Equal Opportunities Policy and Combined Equality Scheme have been adapted to align with the new law and continue to reflect our commitment to equality, best practice and excellence in education and research.

The University aspires to maintain a place of work and study in which all members of its community can feel welcome, equal and valued regardless of characteristics such as age, gender, gender identity, disability, sexual orientation, race or faith. This is further illustrated by the recently published 2012 Stonewall Workplace Equality Index of employers, in which Cambridge was ranked the highest performing higher education institution in the UK and the University's LGBT Staff Network achieved Star Performer status.

This Equality & Diversity Information Report 2010-11, the first published under the new Equality Act, provides up to date equality information on our staff and student communities. This information is a valuable resource for informing and illustrating the University's continuing development of an inclusive environment in which all may flourish.

**PROFESSOR JEREMY SANDERS**  
**Pro Vice Chancellor (Institutional Affairs)**  
**Chair of Equality & Diversity Committee**

## **Introduction**

The University, as an employer, education provider and public body aims to be fair and non-discriminatory in all that we do and we have worked hard to interpret and act on the changes within equalities legislation.

To help with this, we have developed mechanisms for collecting relevant information and engaging with members of minority and disadvantaged groups to gain further insight on our policies and practice. This information helps us to meet our public equality duty requirements through reporting and conducting equality analysis of our key functions. Importantly, it also supports us in gaining a broader understanding of the experiences and perspectives of our students and staff, so that we are best able to respond to these.

This Information Report has been prepared for publication by our Equality & Diversity Section which is part of the University's Human Resources Division.

**INDI SEEHRA**  
**Director of Human Resources**

## **Part 1: Staff**

### **Definitions and notes**

This Equality & Diversity Information Report is derived from the HR CHRIS<sup>1</sup> system as at 31 July 2011.

The staff numbers presented are of individual staff members (headcount) rather than full person equivalents (FTE). Where staff had multiple contracts or in cases where contracts involve more than one activity, a set rule was applied. The individual was assigned to the position with the highest FTE, or if the FTEs were identical, the staff member was assigned to the position that they had held for the longest period of time.

Positions held in association with a substantive full-time appointment, including Associate Lectureships, Heads of Department and Chairs of Faculty Boards, are not counted.

Where staff information categories would include numbers of less than five, information has not been included in accordance with Higher Education Statistics Agency (HESA) policy in order to protect the confidentiality of individuals<sup>2</sup>.

Due to rounding to one decimal place, some total percentages may not equal 100%.

### **Age (staff)**

This report uses the following age categories:

- 25 and under
- 26 to 30
- 31 to 35
- 36 to 40
- 41 to 45
- 46 to 50
- 51 to 55
- 56 to 60
- 61 to 65
- 66 and over

### **Disability (staff)**

Disability is recorded within the CHRIS system using the HESA staff categories<sup>3</sup>. HESA has a number of disability fields for staff disclosure at either recruitment or during employment at the University.

---

<sup>1</sup> Cambridge Human Resources Information System

<sup>2</sup> <http://www.hesa.ac.uk/index.php>

<sup>3</sup> For details on all HESA staff categories go to <http://www.hesa.ac.uk/dox/datacoll/C11025/11025.pdf?v=d41d8cd98f00b204e9800998ecf8427e>

In most tables staff are grouped as either declared disabled or disability status unknown.

### **Ethnicity (staff)**

Ethnicity has been aggregated into 11 groups:

- Bangladeshi
- Black African
- Black Caribbean
- Chinese
- Indian
- Mixed
- Non-White – Other
- Pakistani
- White – British
- White – Other
- Not Known

In some tables the non-White groups have been further aggregated into a single Black and Minority Ethnic (BME) group.

### **SET Science, Engineering and Technology Departments (SET)**

This report uses generic classification of academic departments from the HESA staff record. This is in line with SET departments covered by the Athena SWAN Charter ([www.athenaswan.org.uk](http://www.athenaswan.org.uk)).

At the University of Cambridge this includes employees in the following Schools: Biological Sciences, Clinical Medicine, Physical Sciences and Technology.

### **Staff at the University of Cambridge**

Any person who holds a University office or post and has a University contract of employment is considered to be an employee.

Employees are categorised as Academic, Academic-related, Assistant or Research on the basis of the main duties of their post.

Full-time staff are defined for the purpose of this report as being employed at 1 FTE (full-time equivalent). Part-time staff are defined as being employed at less than 1 FTE.

Established Academic and Academic-related staff hold University Offices as defined in the Statutes and Ordinances of the University of Cambridge<sup>4</sup>. Unestablished staff are those Academic and Academic-related staff who do not hold University Offices or are in Research positions.

Academic roles are further disaggregated into Academic staff type, namely University Lecturer, Senior Lecturer, Reader and Professor.

Each post is assigned to a specific grade within the grading structure 1–12<sup>5</sup>. The grades overlap with staff groups so members of different staff groups can be employed on the same grade, but with different core roles and responsibilities.

---

<sup>4</sup> [http://www.admin.cam.ac.uk/univ/so/2009/statute\\_d.html#heading2-1](http://www.admin.cam.ac.uk/univ/so/2009/statute_d.html#heading2-1)

<sup>5</sup> <http://www.admin.cam.ac.uk/offices/hr/salary/>

A number of University roles have been grouped into the category 'Other' as they have not been assigned to a specific grade. This category includes staff employed in some Clinical roles, as Marie Curie Fellows, Special Appointments or those with blank records<sup>6</sup>.

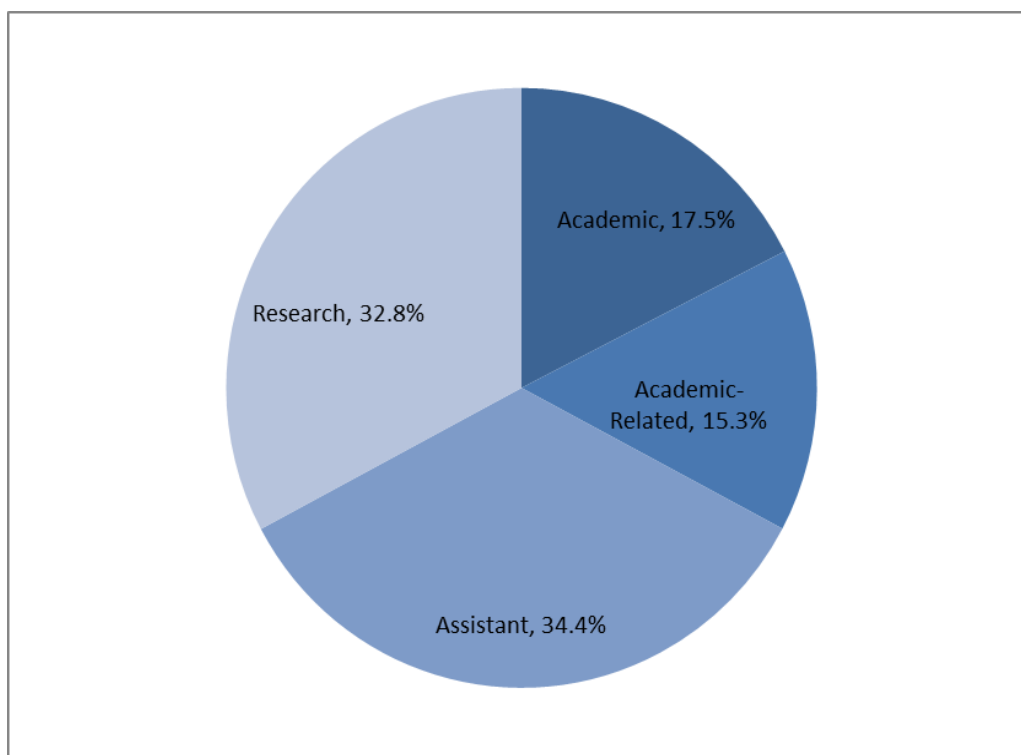
Staff are defined as having either permanent or fixed contracts. Those on fixed contracts are employed for a fixed period or have an end date on their contract of employment.

---

<sup>6</sup> Please note: Clinical Professors, Readers, University Lecturers, Senior Lecturers, Research Associates and Senior Research Associates have been mapped to the University's grading system for the purposes of this information analysis.

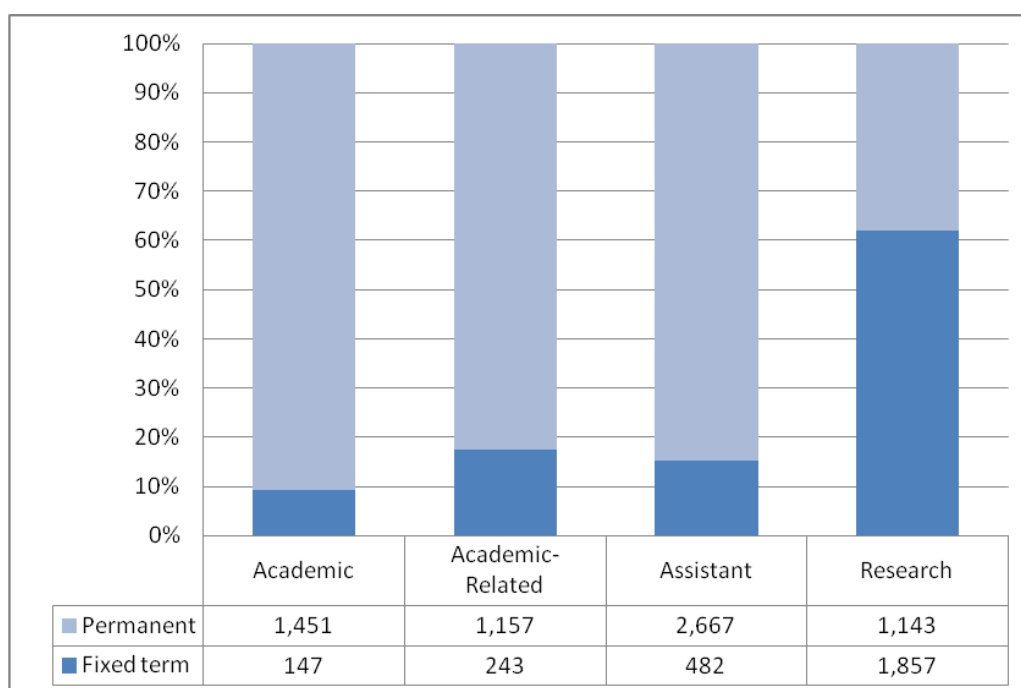


## 1.1 Staff: key facts and figures



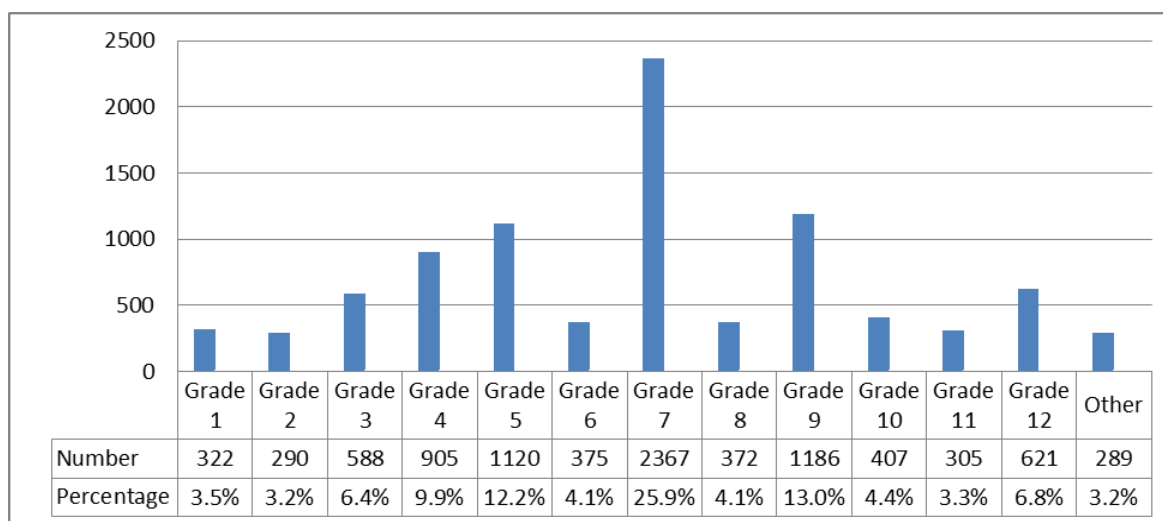
**Figure 1 Proportion of staff by staff group**

As of 31 July 2011, the University had 9,147 employees. Of these, 1,598 were employed in Academic roles, 3,000 in Research roles and 4,549 in non-Academic roles. Non-Academic positions are those which are categorised as Academic-related or Assistant. (Figure 1)



**Figure 2 Staff numbers and proportion on fixed and permanent contracts for each staff group**

The percentage of staff employed on fixed contracts varied significantly between staff groups (Figure 2)<sup>7</sup>.

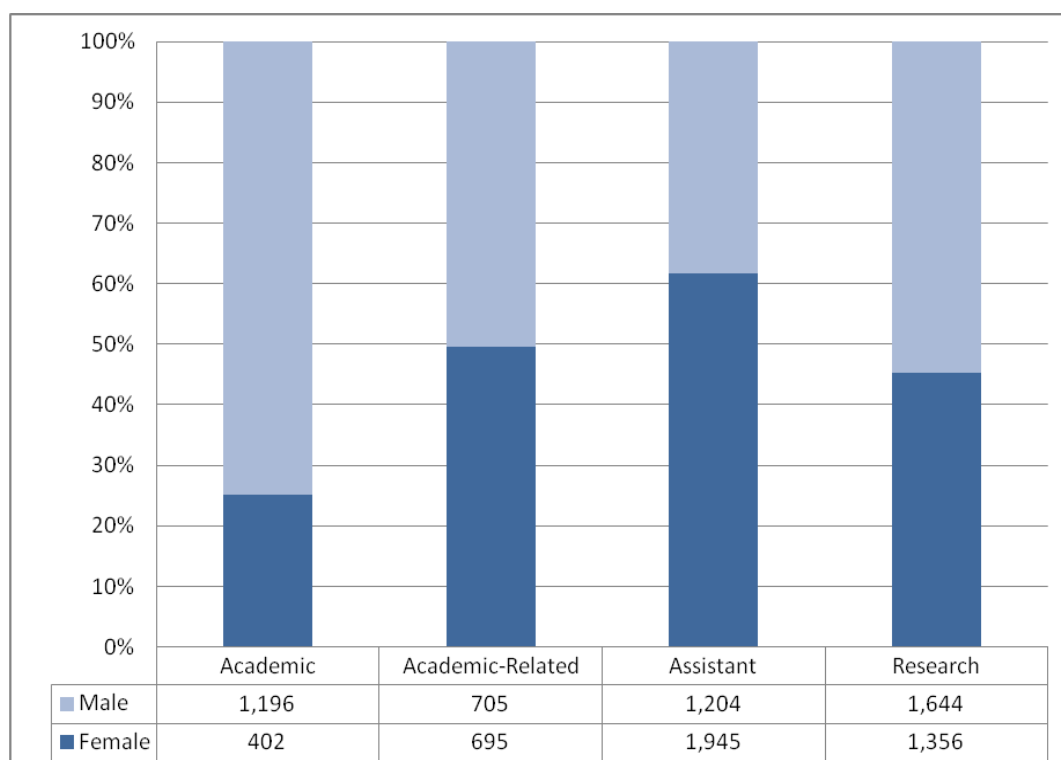


**Figure 3 Proportion of staff at each grade<sup>8</sup>**

The largest group of staff (25.9%) held Grade 7 roles (Figure 3).

## 1.2 Staff: gender

### 1.2.1 Staff group by gender

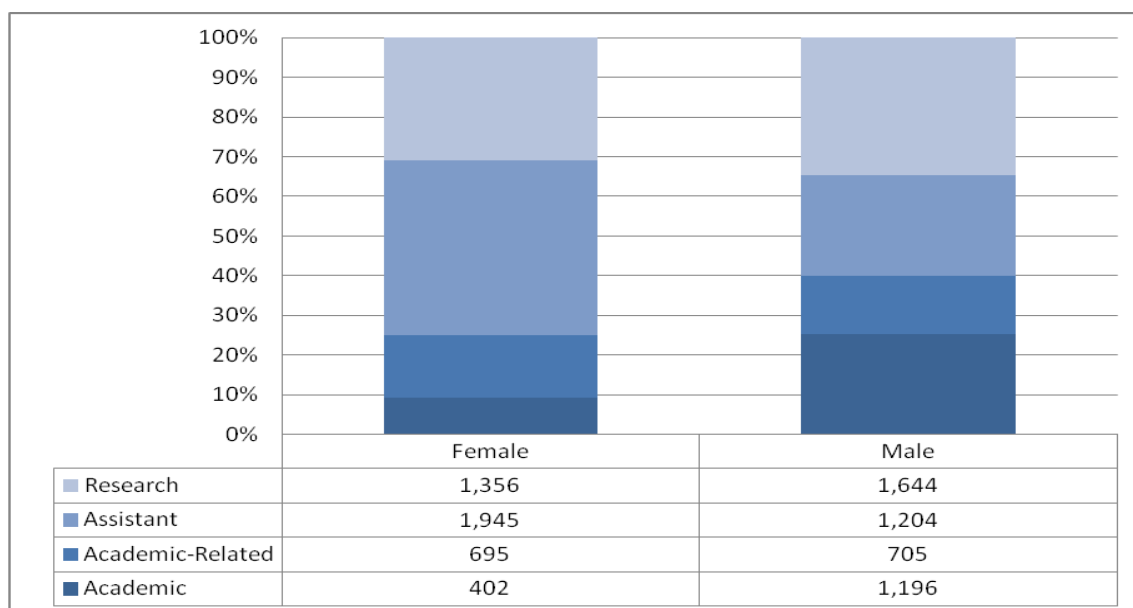


**Figure 4 Proportion of each gender by staff group**

<sup>7</sup> The 1,143 Researchers categorised as Permanent included those on open-ended contracts which are subject to review due to limited funding.

<sup>8</sup> Please refer to page 7 for staff included in the category Other.

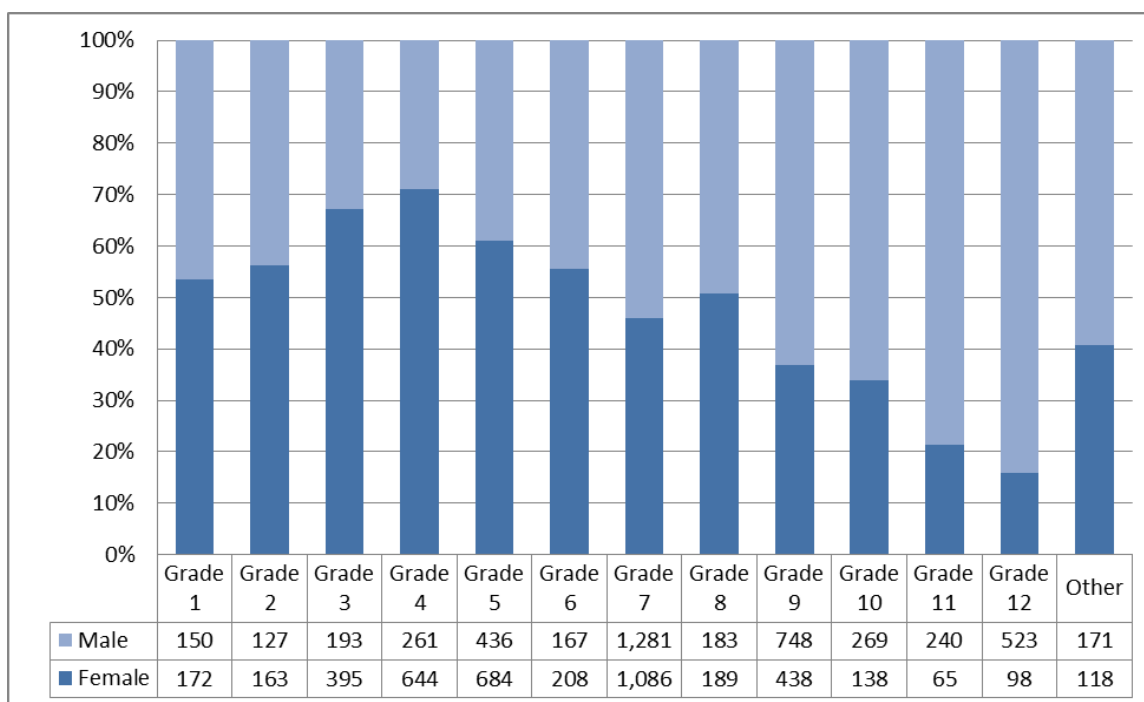
48.1% of University employees were female. The proportion of each gender varied by staff group. Men and women were almost equally represented in Academic-related roles, whereas 74.8% of Academic and 38.2% of Assistant posts were held by male staff. (Figure 4)



**Figure 5 Staff gender by staff group**

The largest staff group for women was Assistant staff (44.2% of total staff or 1,945). (Figure 5)

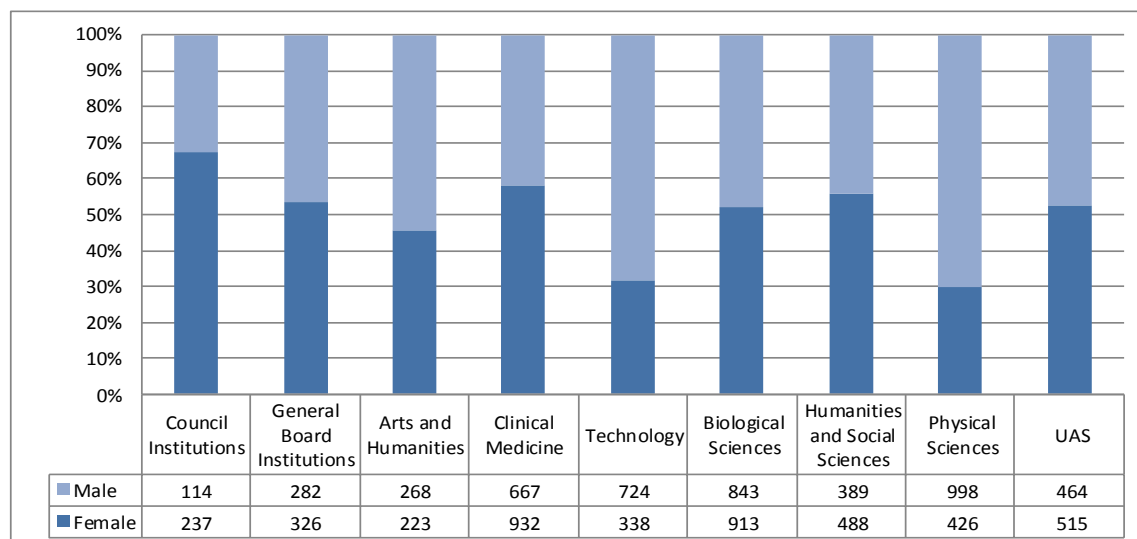
### 1.2.2 Staff grade by gender



**Figure 6 Staff grade by gender**

The proportion of women within each grade broadly reduces between Grades 4 and 12 (Grade 8 being the exception, showing a slight increase). Female staff made up 71.2% of Grade 4 roles and 15.8% of Grade 12 roles (Figure 6).

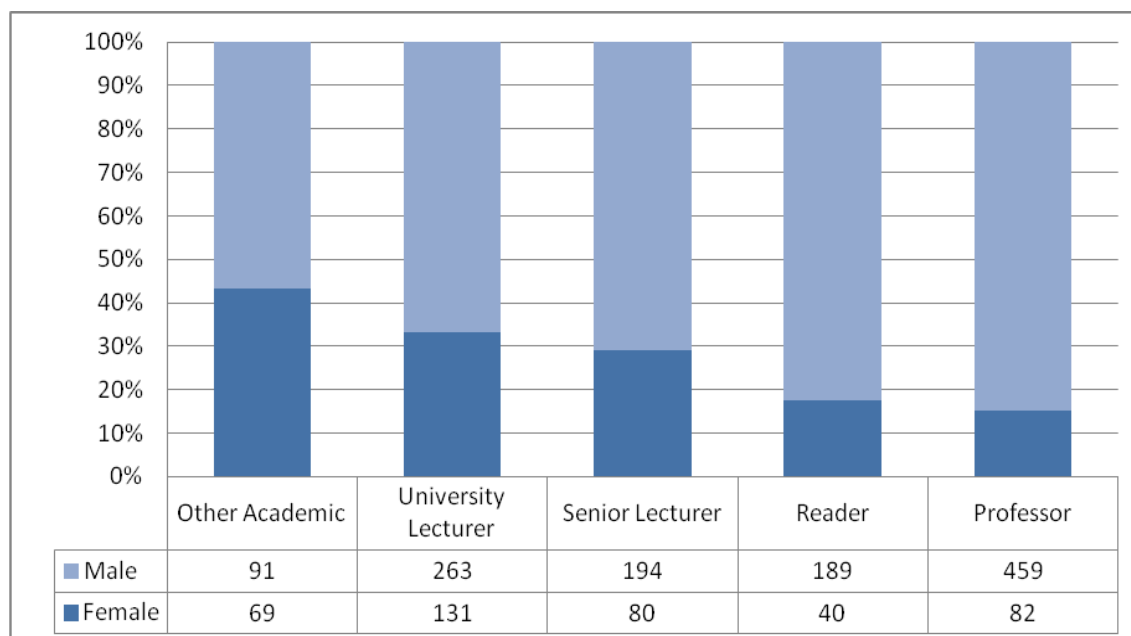
### 1.2.3 Staff gender by School



**Figure 7 Staff gender by School<sup>9</sup>**

Staff gender varied by School with no particular pattern identified (Figure 7).

### 1.2.4 Academic staff type by gender



**Figure 8 Academic staff type by gender<sup>10</sup>**

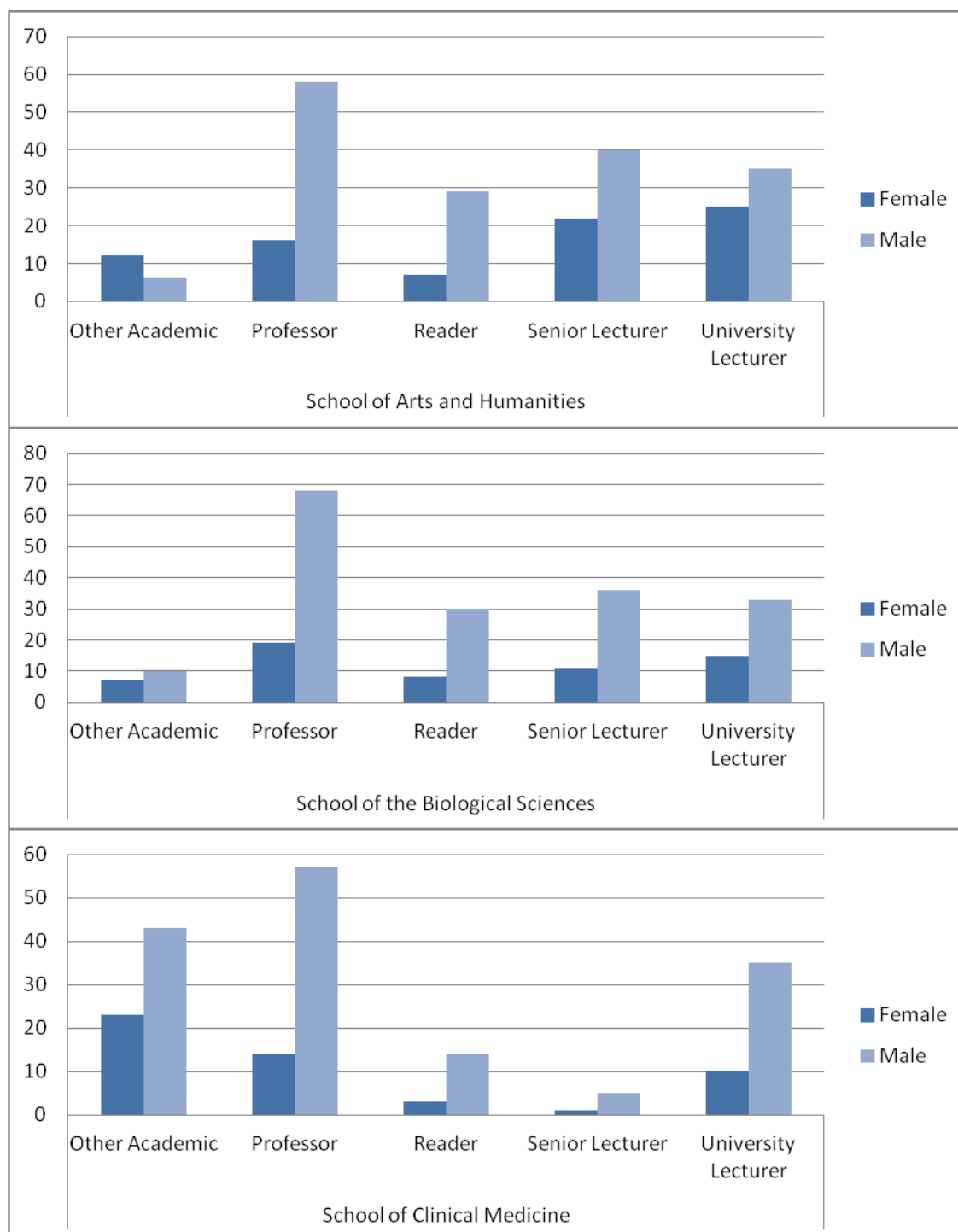
<sup>9</sup> There are a number of institutions that fall under the supervision of either the University's General Board or the Council. The key responsibilities of the General Board institutions can be broadly defined as teaching and research. The Council has responsibilities that are related to the administration of the University.

<sup>10</sup> The Other Academic category includes staff employed in teaching support roles, Assistant Directors of Research, Clinical Lecturers and other academic roles.

As Academic grades increased, so did the percentage of men in each grade. Female staff held 43.1% of all Lectureships and 15.2% of all Professorships (Figure 8).

Figures 9-14 show the split of Academic staff type by gender by academic School at the University.

Please note exact figures have not been provided due to the small number of staff in some of the academic staff categories.



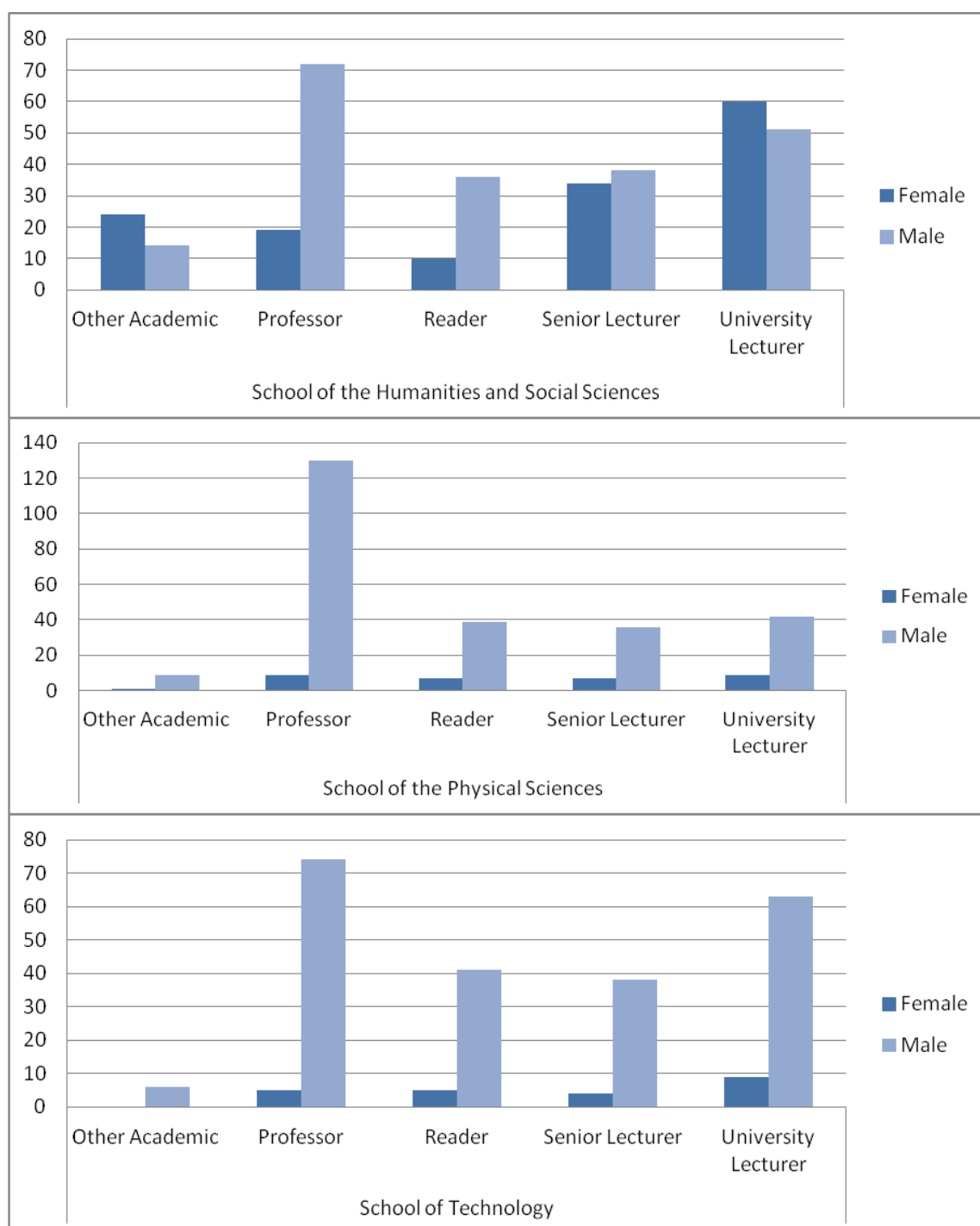
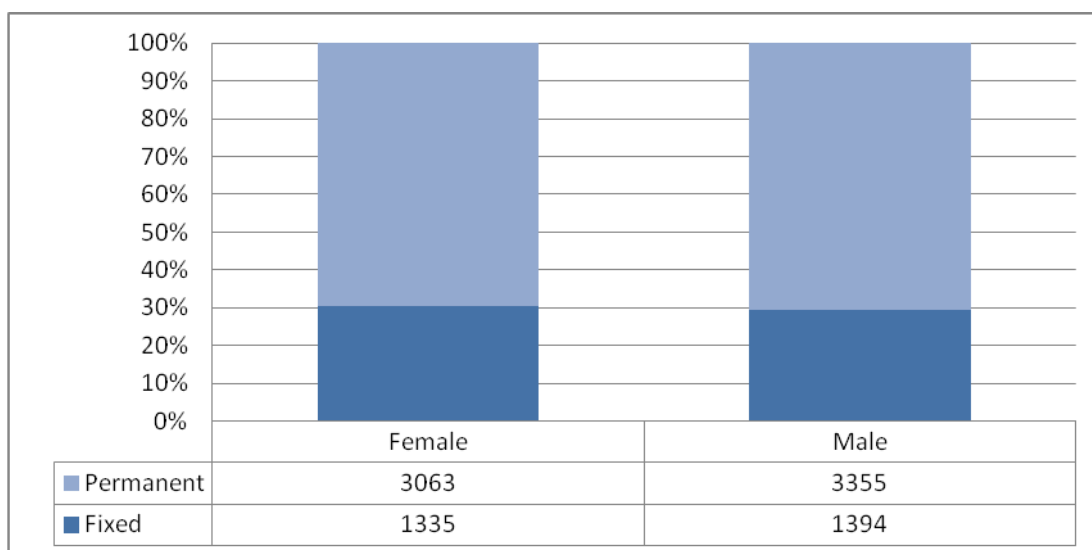


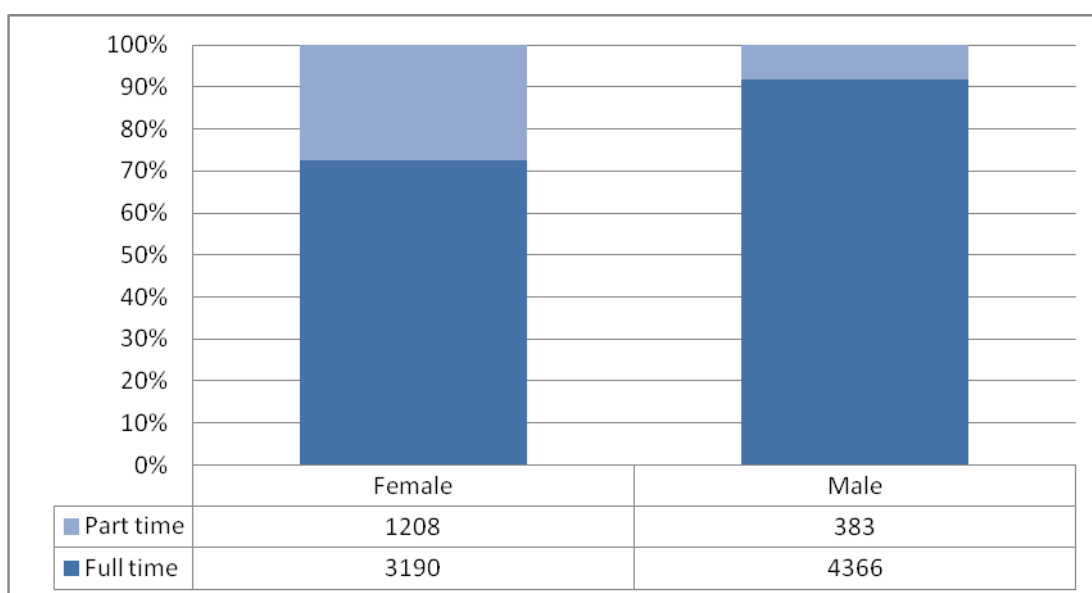
Figure 9-14 Academic staff type by gender by School

### 1.2.5 Staff contract type and hours by gender



**Figure 15 Staff contract type by gender**

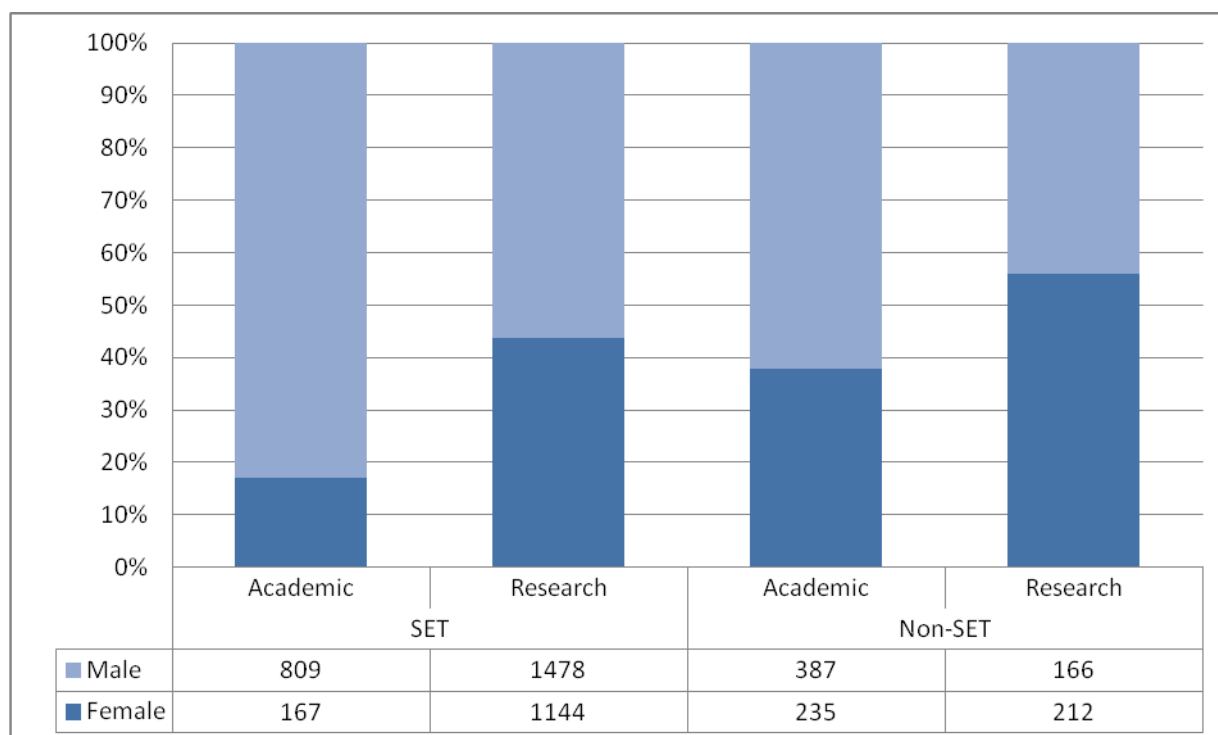
30.4% of female staff were on fixed contracts, compared to 29.4% of males. (Figure 15)



**Figure 16 Staff working hours by gender**

More women work part-time than men; 27.5% compared to 8.1% for male staff (Figure 16). Of those women who worked part-time, 5.3% were in Academic posts and over half (57.5%) were Assistant staff.

### 1.2.6 Staff by gender in SET/ non-SET Schools



**Figure 17 Staff in SET and non-SET Schools by gender**

Figure 17 shows the percentage of women in Science, Engineering and Technology departments (17.1%) is proportionately less than the total number of women academics (25.2%).

### 1.2.7 Representation on senior University committees by gender

Senior Committees	%Female	Councils of Schools	%Female
Council	20.0%	Arts & Humanities	41.7%
General Board	12.5%	Humanities & Social Sciences	7.7%
Audit Committee	18.2%	Biological Sciences	12.5%
Finance Committee	7.1%	Clinical Medicine	17.9%
Board of Scrutiny	10.0%	Physical Sciences	31.3%
Planning & Resources	14.3%	Technology	20.0%
Resource Management	7.7%		
Human Resources	20.0%		

**Table 1 Percentage of female members on senior University committees**

The percentage of women on senior committees ranged from 7.1% to 41.7% (Table 1).

Note: The constitutions of senior University committees vary, but normally include a combination of appointed members, elected members and *ex officio* members. Many of those who sit on senior University committees are Heads of Departments, Institutions, Faculties or Schools.



### 1.2.8 Equal Pay Reviews

The University also undertakes Equal Pay Reviews every two years in line with its obligation to identify and address any issues of unequal pay. These are published in the University's Reporter<sup>11</sup>.

## **1.3 Staff: ethnicity**

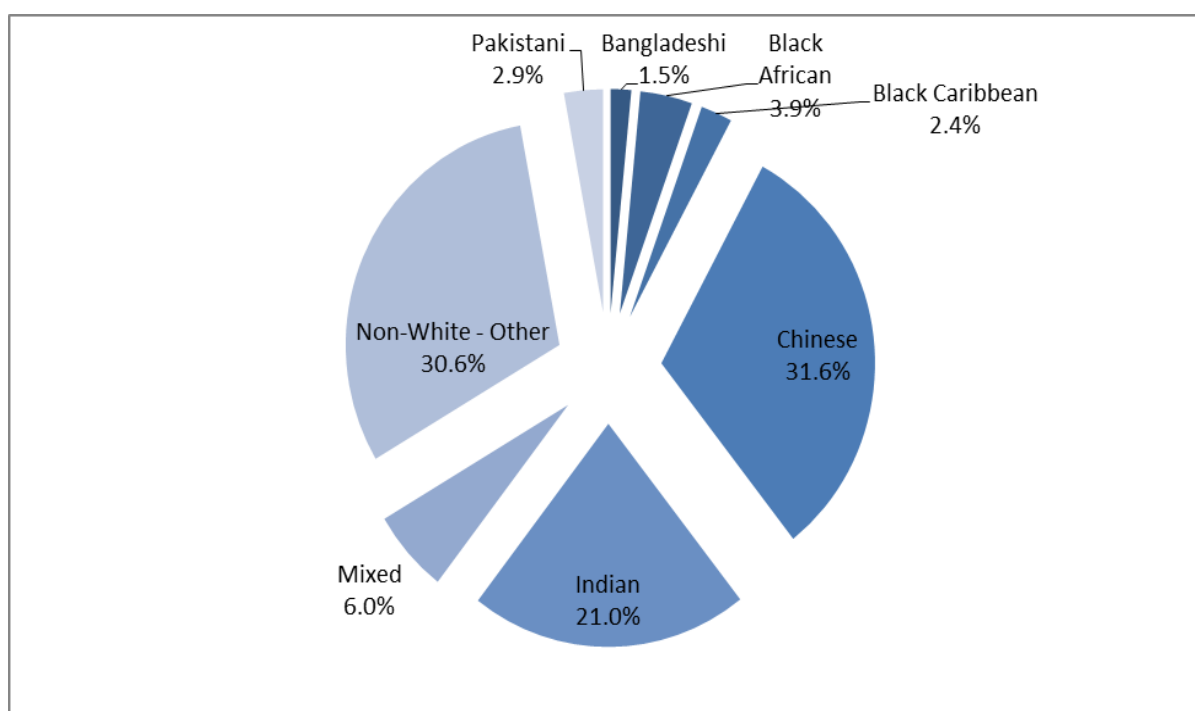
### 1.3.1 Staff ethnicity overall

Staff ethnicity is shown in Table 2 below. The percentages given are for staff with a known disclosed ethnic background. Currently the University of Cambridge does not hold ethnicity information for 18.3% of all staff.

<b>Ethnicity</b>	<b>n</b>	<b>%*</b>
<b><i>Bangladeshi</i></b>	11	0.1%
<b><i>Black African</i></b>	28	0.4%
<b><i>Black Caribbean</i></b>	17	0.2%
<b><i>Chinese</i></b>	225	3.0%
<b><i>Indian</i></b>	150	2.0%
<b><i>Mixed</i></b>	43	0.6%
<b><i>Non-White - Other</i></b>	218	2.9%
<b><i>Pakistani</i></b>	21	0.3%
<b><i>White - British</i></b>	4,920	65.8%
<b><i>White - Other</i></b>	1,840	24.6%
<b><i>Not Known</i></b>	1,674	
<b><i>Total</i></b>	9,147	
*% of total with unknowns excluded		

**Table 2 Ethnicity of all staff**

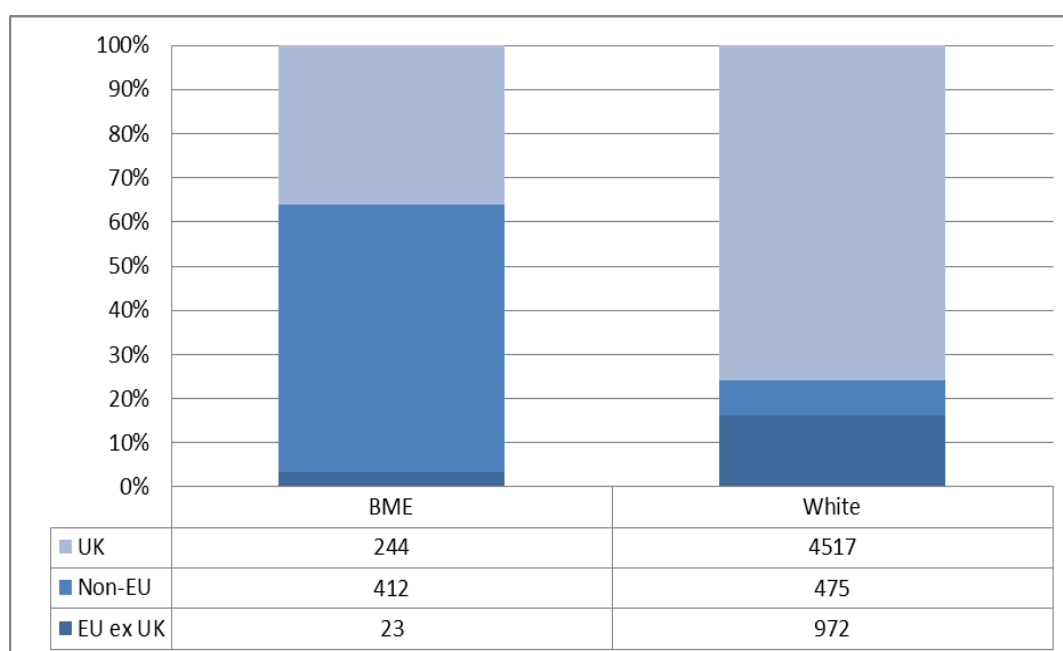
<sup>11</sup> <http://www.admin.cam.ac.uk/reporter/2010-11/weekly/6208/section1.shtml#heading2-9>



**Figure 18 BME staff categories**

Overall 9.5% of staff with a known disclosed ethnicity were Black and Minority Ethnic (BME), with Chinese staff forming the largest ethnic minority group at 31.6% (Figure 18).

### 1.3.2 Staff ethnicity by nationality

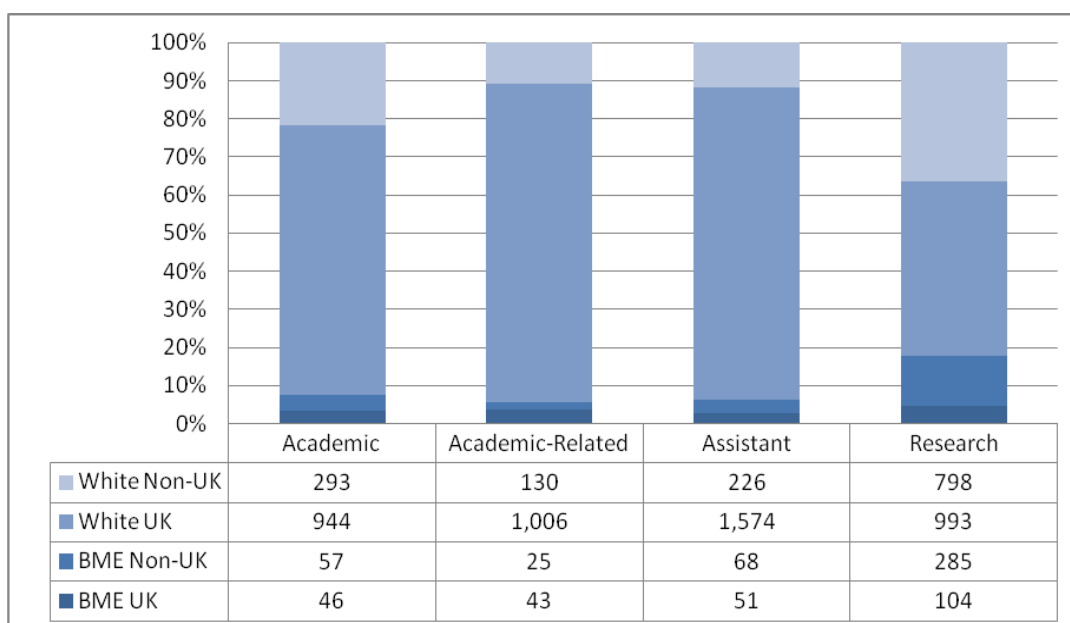


**Figure 19 Staff ethnicity by nationality**

34.2% of BME staff were of UK nationality, whereas the majority of White staff had UK nationality (75.7%). The greatest proportion of BME staff had non-European Union

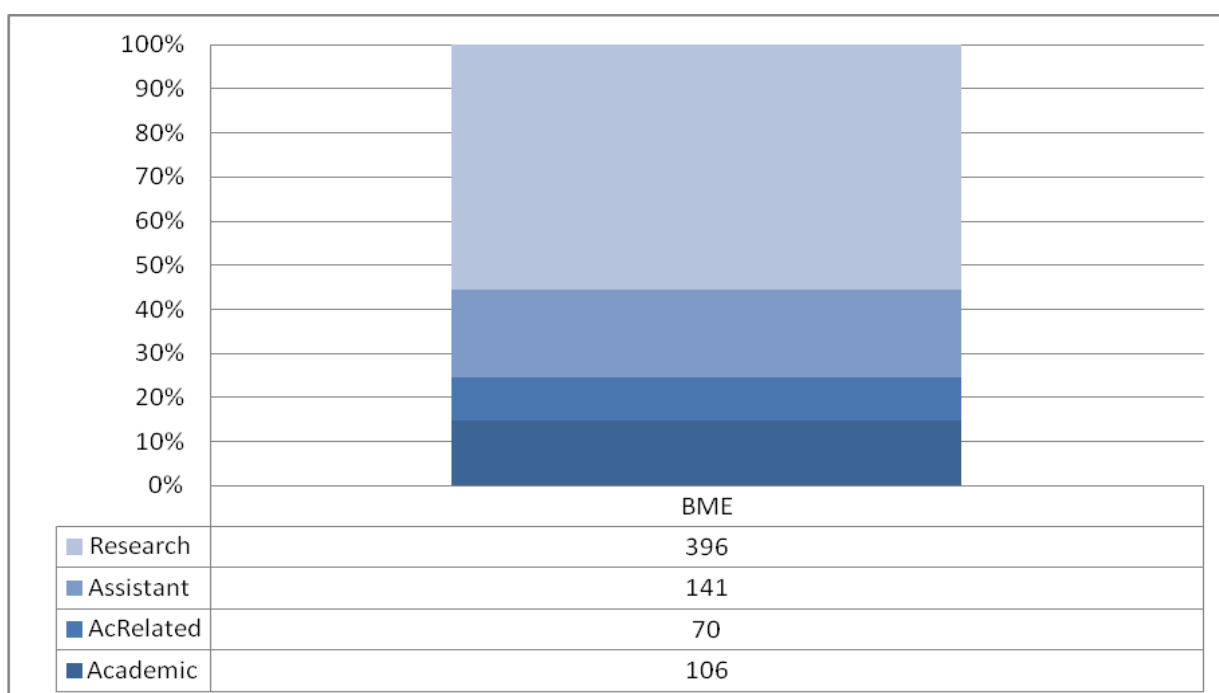
nationalities (60.7%) highlighting the large proportion of international staff that work for the University (Figure 19).

### 1.3.3 Staff groups by ethnicity



**Figure 20 Staff group by ethnicity and nationality**

Figure 20 shows that the proportion of BME staff notably varied across the staff groups. 5.3% of Assistant staff were BME compared to 17.7% of Research staff. 43.4% of BME Academic and 61.4% of BME Academic-related staff were from the UK, compared to 26.3% of BME Research staff.



**Figure 21 BME staff by staff group**

The majority of BME staff, 55.5%, held Research contracts (Figure 21).

### 1.3.4 Staff grade by ethnicity

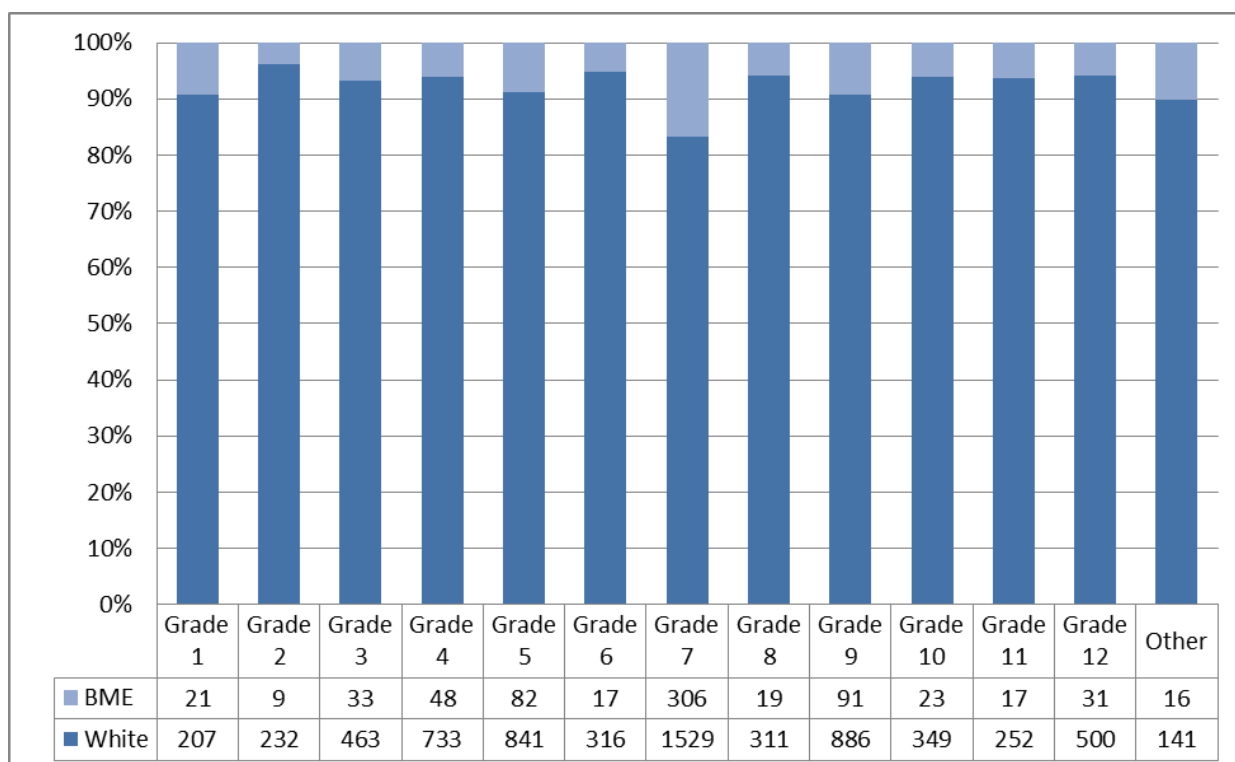


Figure 22 Ethnicity by grade (staff with unknown ethnicity excluded)

BME staff were spread across the staff grades, with the largest proportion in Grade 7 posts (Figure 22). The distribution of BME staff who were UK domiciled or from outside the UK did not differ significantly with regard to grade.

### 1.3.5 Academic staff type by ethnicity

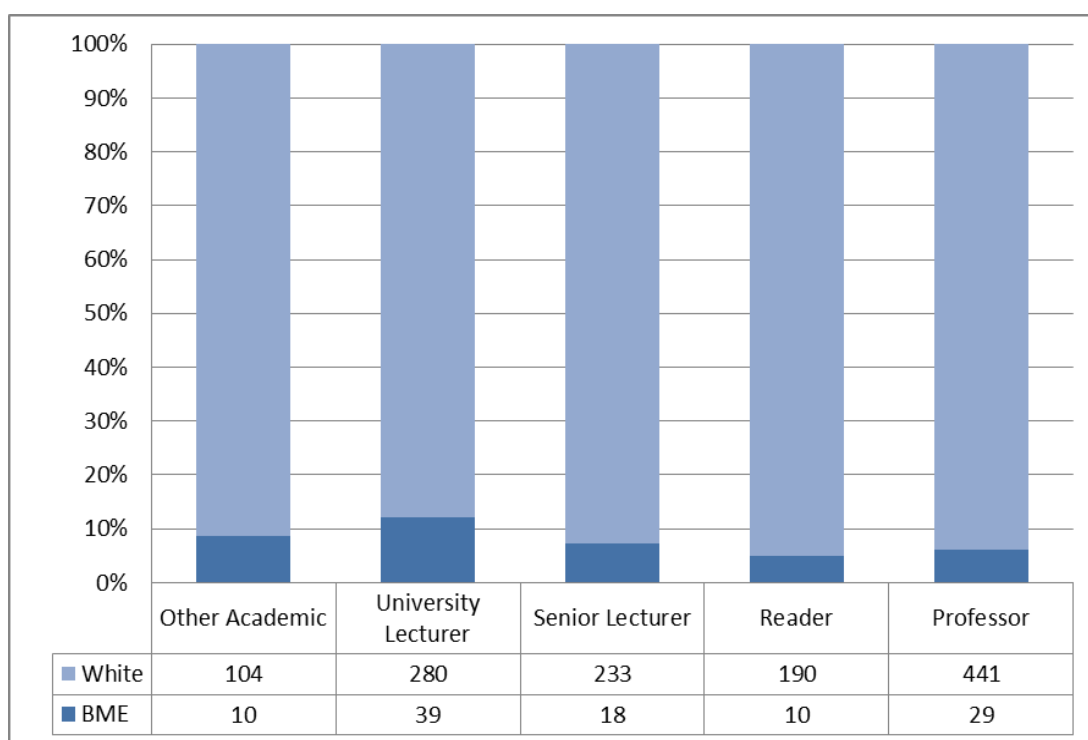
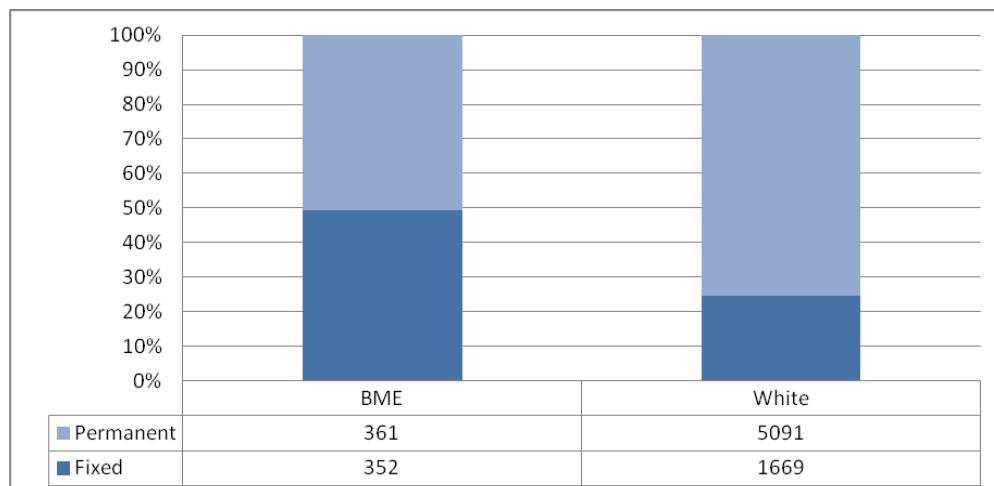


Figure 23 Academic staff type by ethnicity

While BME staff comprised 7.8% of Academic staff, this proportion was not constant across the Academic staff roles (Figure 23). The greatest percentage were employed as University Lecturers (12.2%). 58.6% of BME Academics holding Professorships were of UK nationality.

### 1.3.6 Staff contract type by ethnicity

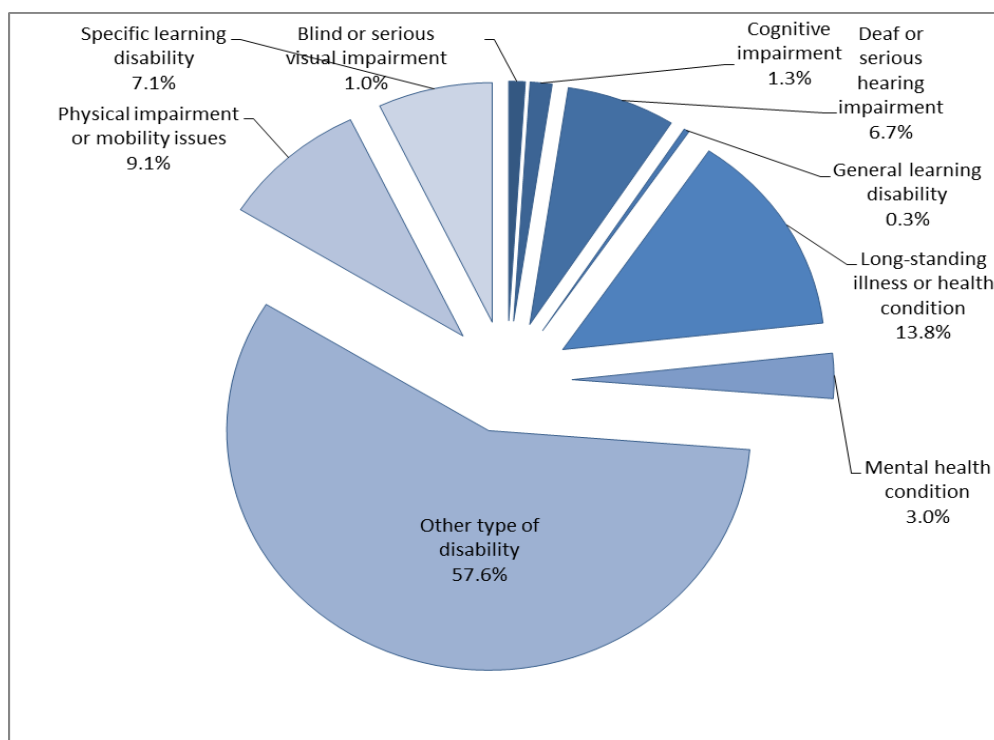


**Figure 24 Staff contract type by ethnicity**

Figure 24 above, shows that BME staff members were more likely to be on fixed contracts than White staff, due to a large number of BME staff being employed as Research staff on fixed contracts.

## 1.4 Staff: disability

### 1.4.1 Staff disability overall



**Figure 25 Staff with disclosed disability, by proportion in each disability category**

297 or 3.3% of all staff at the University had disclosed a disability as at 31 July 2011. Of these, 57.6% had disclosed their disability as Other (Figure 25).

Please note that because of the small numbers of staff in some of the disability categories, this information has been aggregated.

#### 1.4.2 Staff disability by nationality

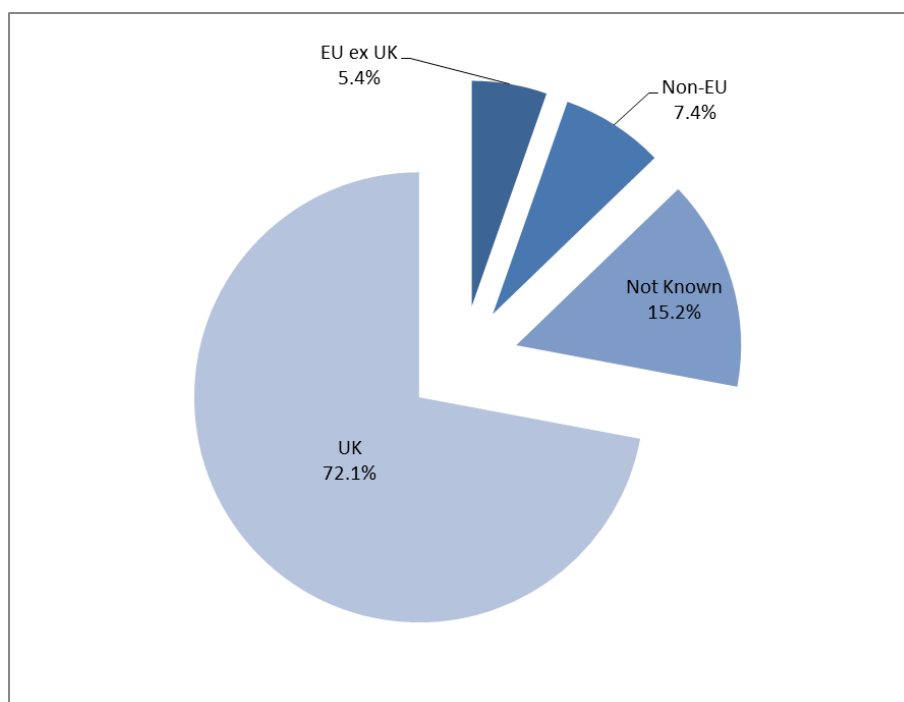


Figure 26 Staff who disclosed a disability by nationality

Of those who had disclosed a disability, the overwhelming majority had also declared that they were of UK nationality (Figure 26).

#### 1.4.3 Staff groups by disability

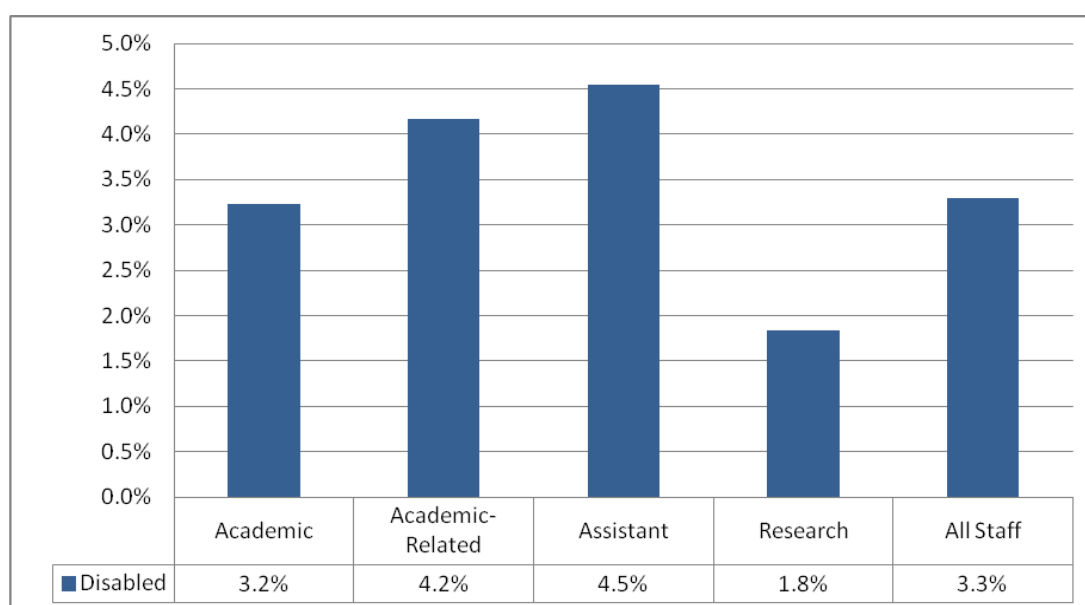
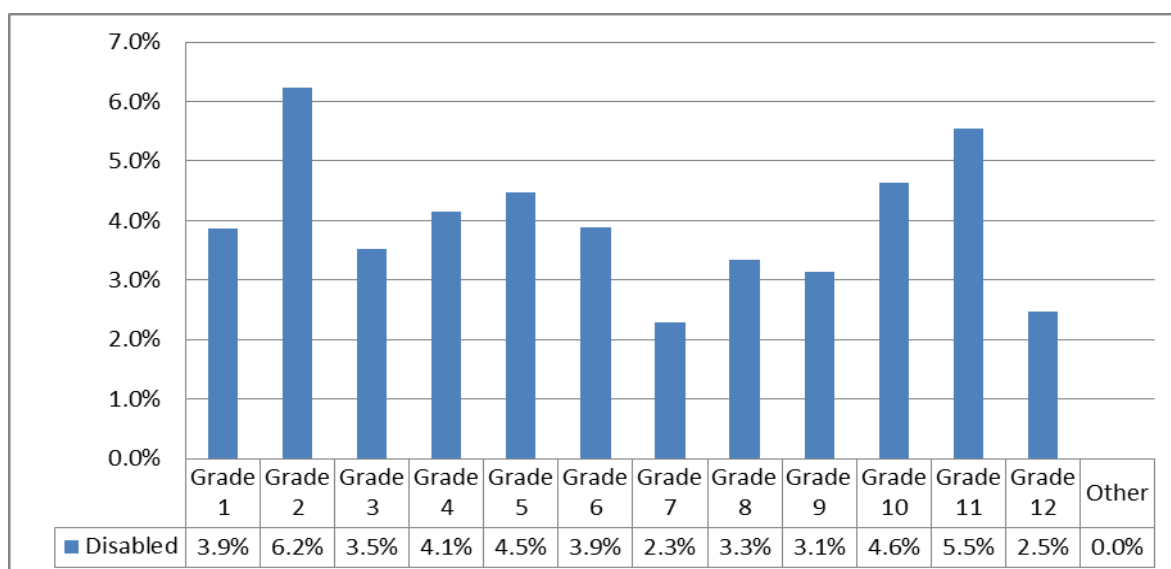


Figure 27 Staff type by disclosed disability

As Figure 27 indicates, the lowest proportion of staff with a disclosed disability were in Research positions, with the highest proportion in Assistant roles.

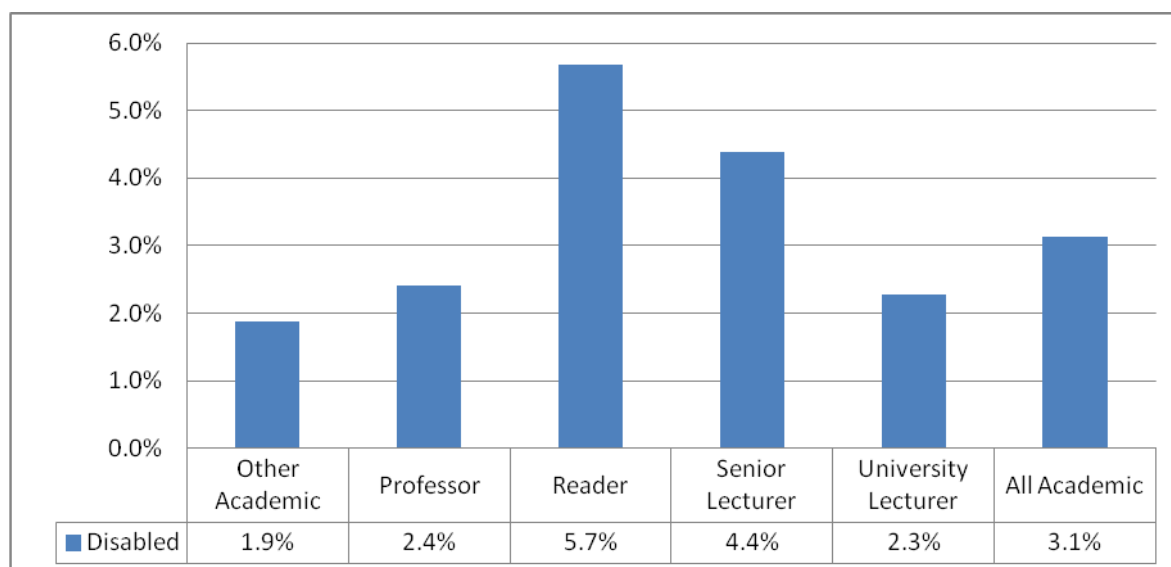
#### 1.4.4 Staff grade by disability



**Figure 28 Staff grade by percentage disclosed disability**

There was no clear relationship between staff who had declared a disability and their grade (Figure 28). 49.5% of disabled staff were employed in roles graded 6 or lower.

#### 1.4.5 Academic staff type by disability



**Figure 29 Academic staff type by percentage disclosed disability**

While staff with a disclosed disability comprised 3.1% of Academic staff overall, this proportion was not constant across the Academic staff roles (Figure 29). The largest category was Readers (5.7%).

#### 1.4.6 Staff contract type by disability

18.5% of staff with a disability worked part-time, compared with a figure of 17.4% for all staff. 16.5% of staff with a disability were on fixed-term contracts.

### 1.5 Staff: age

The median age of staff at the University of Cambridge at 31 July 2011 was 41 years, with a mean of 42.8 years. Figures 30-34 show the age distribution of staff against the proportion of female staff in each age group. Average age and the percentage of women, varies across the staff groups.

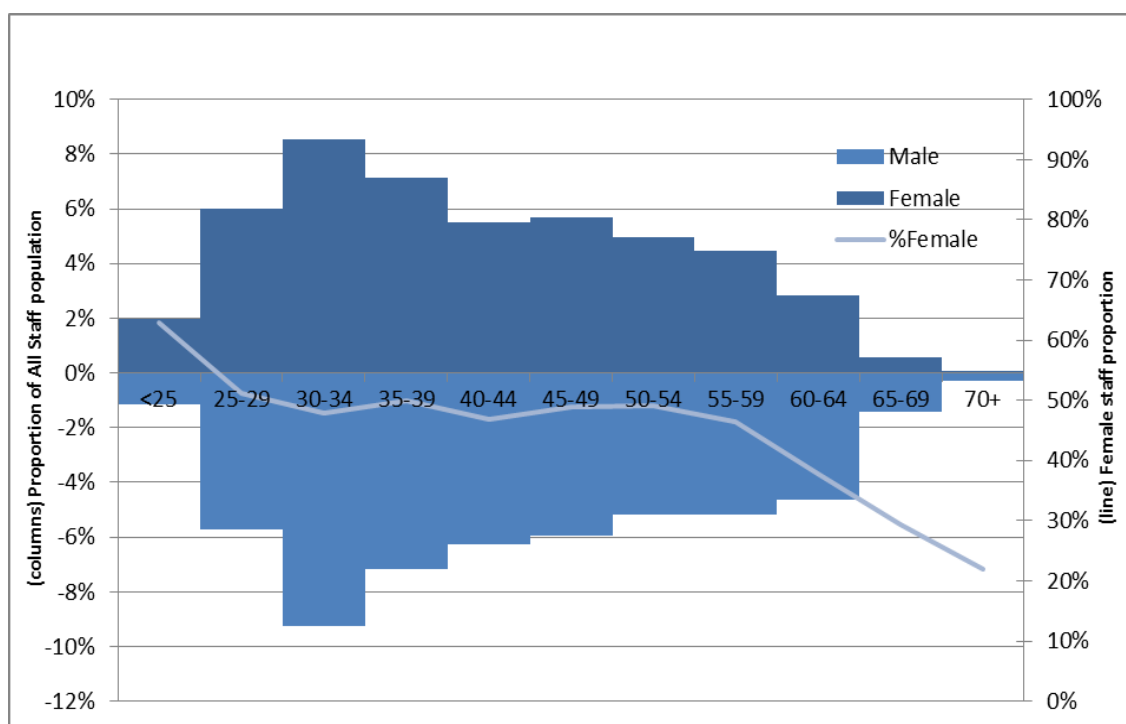


Figure 30 Age profile (population %) by gender - all staff



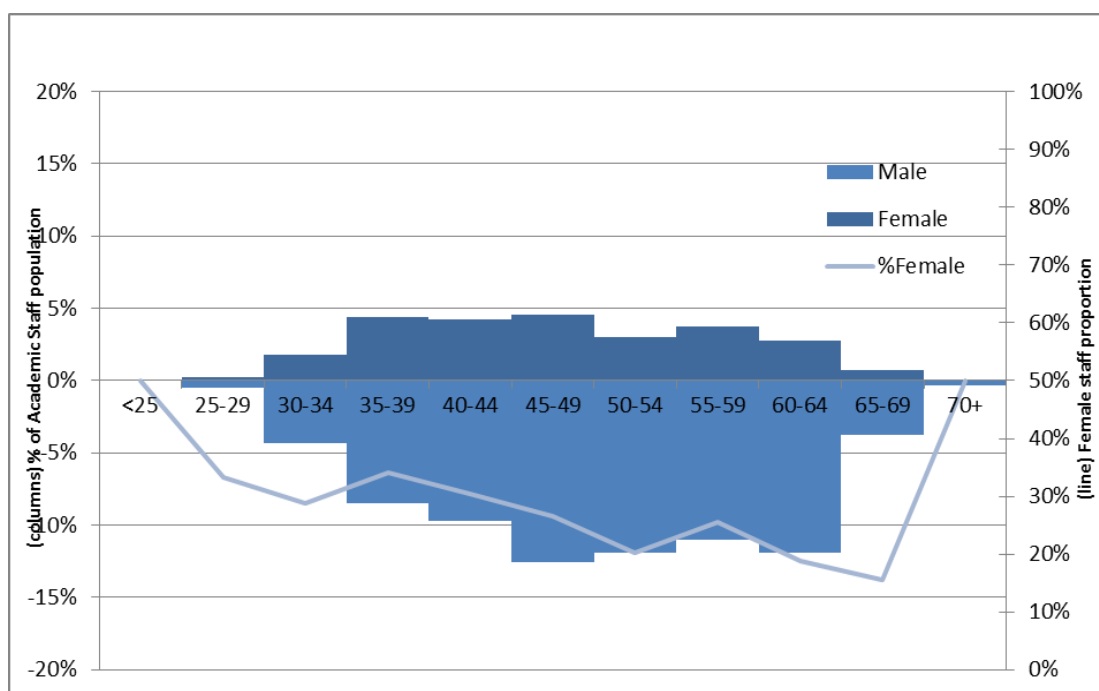


Figure 31 Age profile (population %) by gender – Academic staff

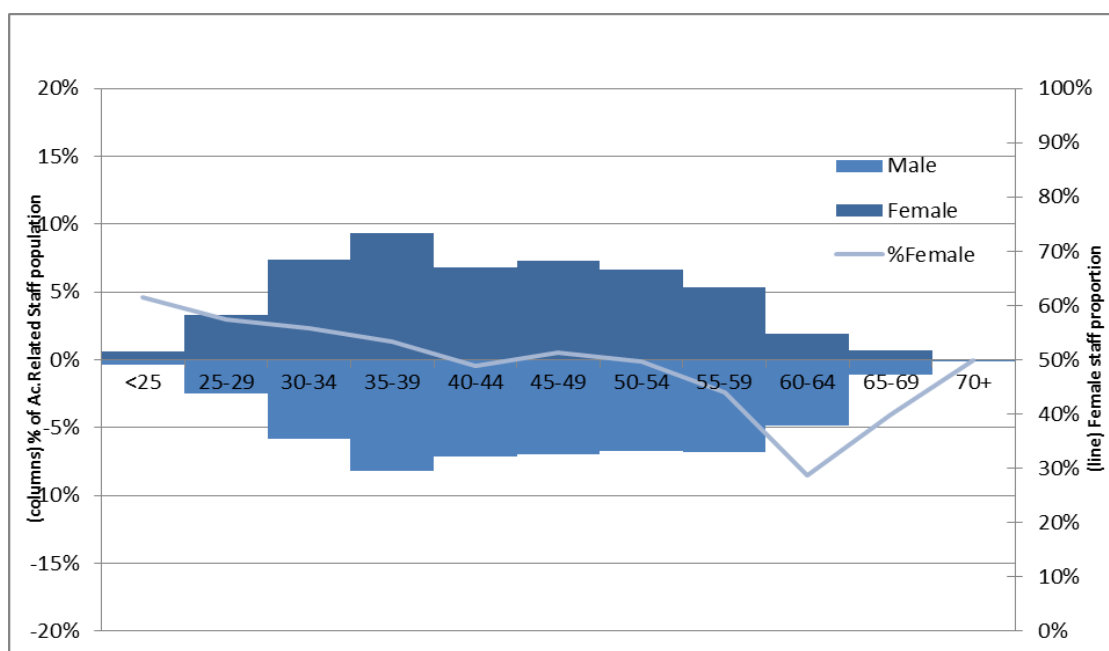


Figure 32 Age profile (population %) by gender - Academic-related staff

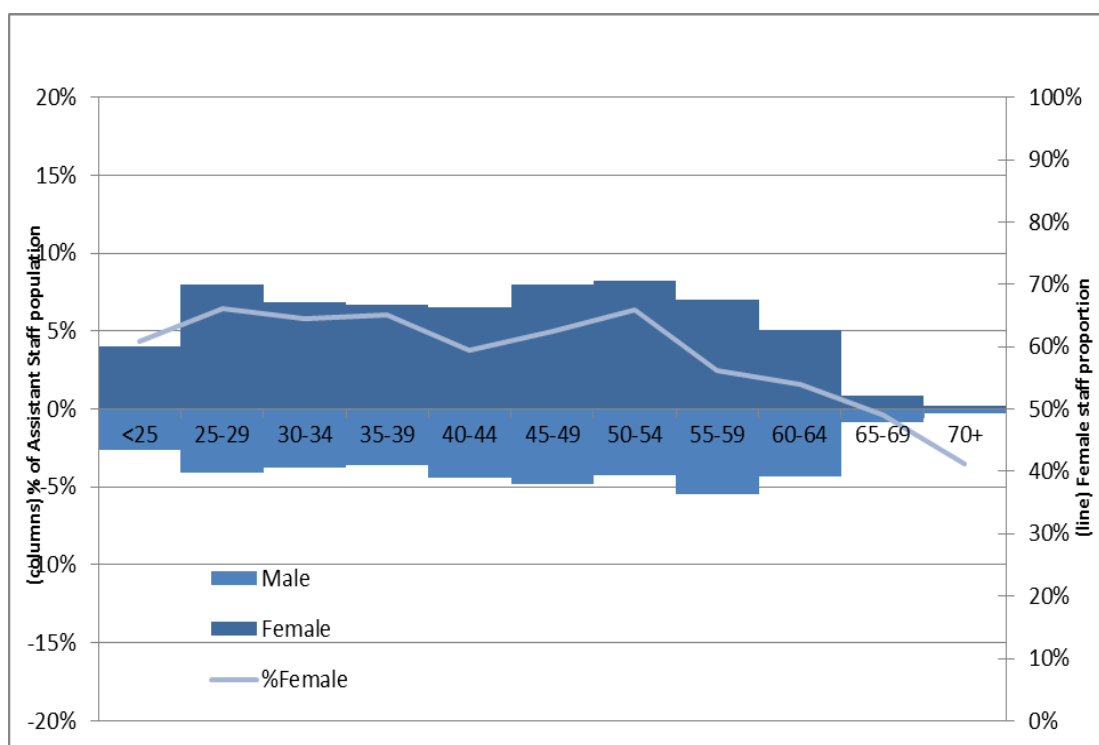


Figure 33 Age profile (population %) by gender - Assistant staff

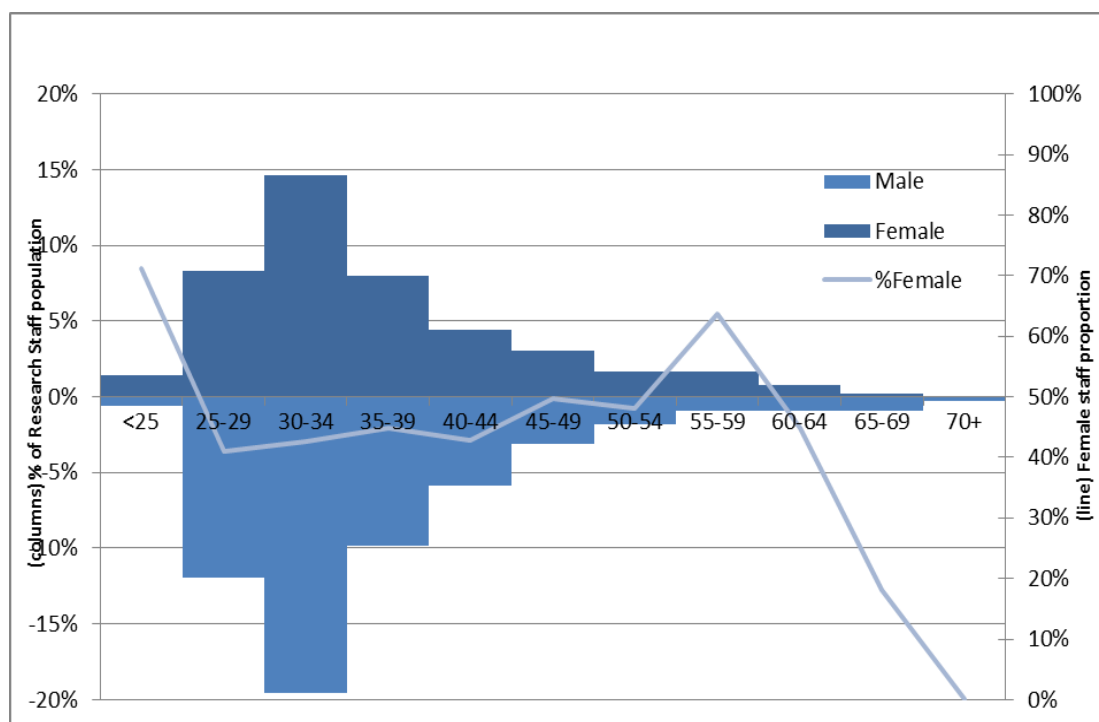


Figure 34 Age profile (population %) by gender - Research staff

## **1.6 Staff: addressing information gaps for other equality areas**

The Equality Act (2010) defines a new Public Sector Equality Duty which expands the range of equality characteristics that apply to HE institutions. The University does not currently report on or monitor all protected characteristics. However from 1 August 2012, as requested by the Higher Education Statistics Agency (HESA), the University of Cambridge will begin to collect information for staff on sexual orientation, religion or belief and gender identity. This information will be sourced from new and existing staff members who voluntarily wish to disclose through online Employee Self-Service and web-recruitment.

Internally, the University monitors and collects information regarding staff training and development, staff retention, Senior Academic Promotion and turnover (including those who take maternity leave). The University is working to develop methods to report this externally.

## Part 2: Students

### Notes

The following student figures are a summary of information sourced from reports and publications produced by the Student Statistics Office, the Board of Graduate Studies and Cambridge Admissions Office. Further information and detailed information for all students is available from these sections.

All student figures are the latest available and in most cases are for the academic year 2010-11 unless otherwise specified. Information regarding postgraduate admissions is reported from 2009-10.

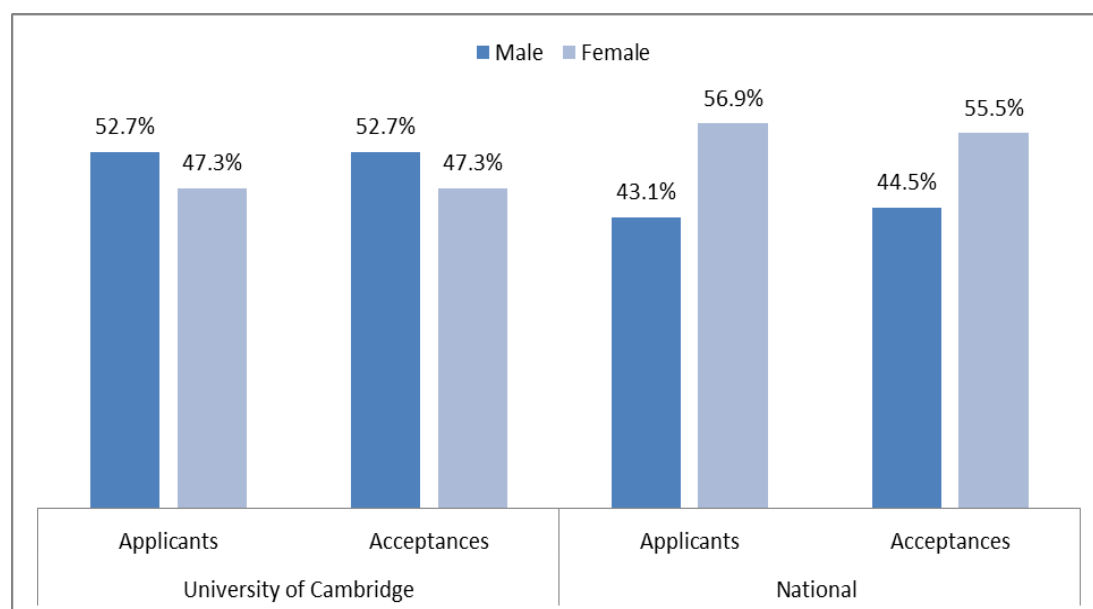
For full information and definitions on student figures please refer to the CamDATA website: [www.admin.cam.ac.uk/univ/camdata/](http://www.admin.cam.ac.uk/univ/camdata/).

Please note that due to rounding to one decimal place, some total percentages may not equal 100%.

## 2.1 Students: gender

### 2.1.1 Admissions and applications

#### *Undergraduate Admissions (October 2010)*



**Figure 35 Undergraduate admissions by gender (October 2010)**

In 2010 more men applied to the University than women, a reversal of the gender balance across the sector nationally. There was no significant difference between the genders in terms of acceptance rates (Figure 35).

*Postgraduate Admissions: Applications, offers and confirmations*

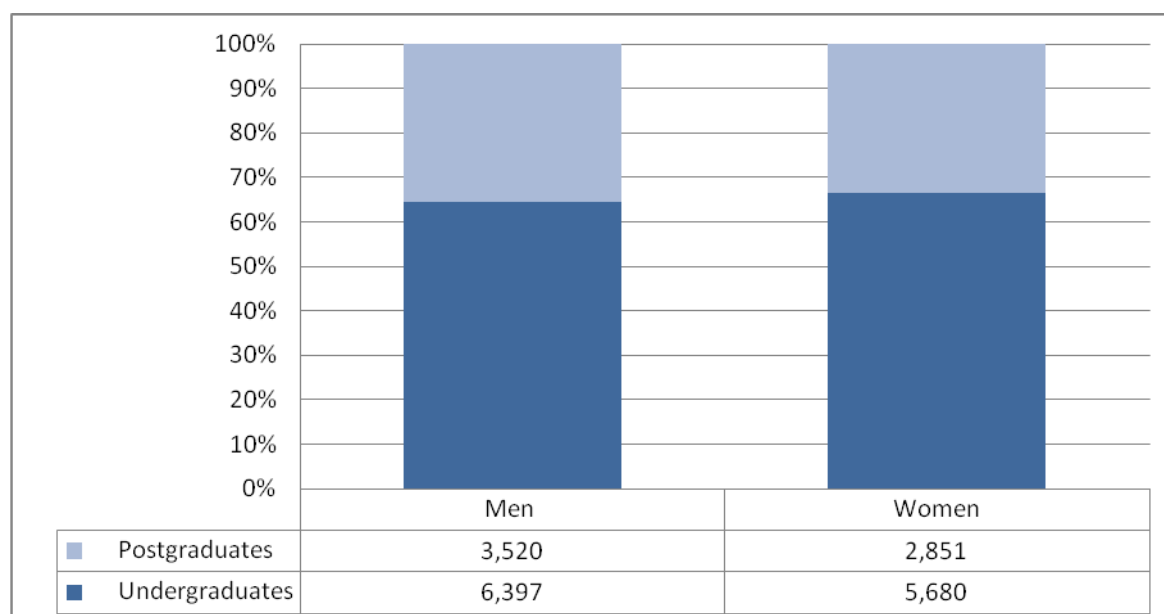
The following information is for students admitted into postgraduate courses under the administration of the Board of Graduate Studies<sup>12</sup>. There are a number of other postgraduate courses offered by the University that admit students through separate mechanisms; these are not reflected here.

Gender	Applications	% of total	Conditional offers	% of total	Confirmations	% of total	Success rate	Confirmation rate
<b>Male</b>	6,570	56.9%	2,763	55.7%	1,531	56.2%	42.1%	55.4%
<b>Female</b>	4,968	43.1%	2,198	44.3%	1,193	43.8%	44.2%	54.3%
<b>Total</b>	11,538	100.0%	4,961	100.0%	2,724	100.0%		

**Table 3 Summary of postgraduate admissions 2009-10 by gender**

There were more male postgraduate applicants than female in 2009-10 (56.9% to 43.1%). The split between those receiving conditional offers in 2009-10 was the same as the split between those receiving confirmed admissions (55.7% were for male students and 44.3% were for female students). Table 3 shows a slightly higher success rate but a slightly lower confirmation rate for females than for males (44.2% compared to 42.1% and 54.3% compared to 55.4%, respectively).

### 2.1.2 Student numbers by gender



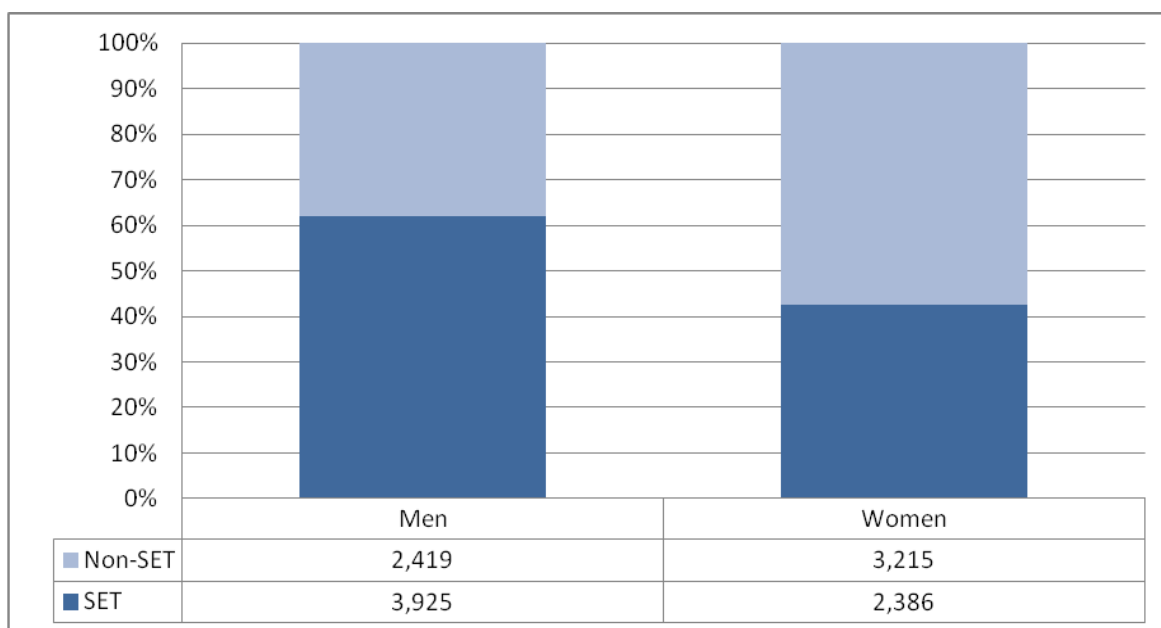
**Figure 36 Student numbers by gender for academic year 2010-11**

In 2010-11, female students comprised 47.0% of all undergraduate students and 44.8% of postgraduates (Figure 36).

<sup>12</sup> When a student makes an application there are three possible outcomes:

- They can either receive an unconditional offer (a confirmation).
- They are made a conditional offer (where 'success rate' is defined as the percentage of applicants obtaining conditional offers); confirmation rate is defined as the percentage of applicants holding conditional offers, whose admission is confirmed.
- Students may also be declined admission.

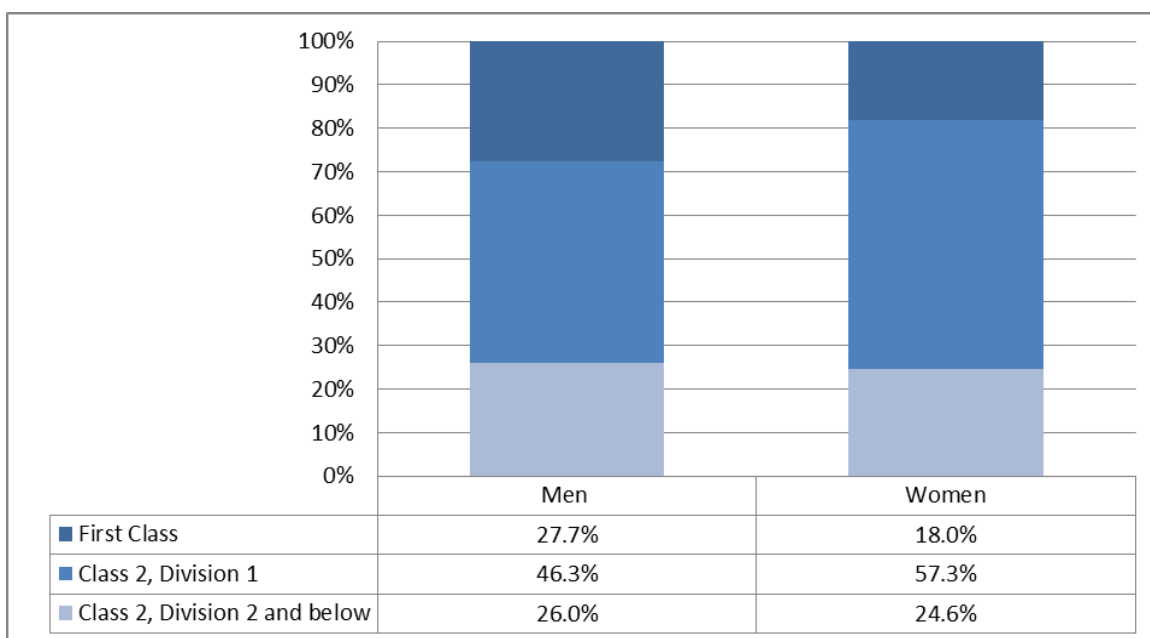
### 2.1.3 Science, Engineering and Technology (SET) & non-SET subjects by gender



**Figure 37 SET and non-SET subjects by gender 2010-11**

There is a gender difference between SET and non-SET subject areas. 42.6% of female students were enrolled in SET subjects, compared to 61.9% of male students (Figure 37). Of those students taking SET subjects, 37.8% were female.

### 2.1.4 Degree attainment by gender



**Figure 38 Summary of classified Tripos examination results by gender, 2011**

Figure 38 shows that the percentage of women gaining First Class examination passes in Tripos examinations in 2011 was 18.0% compared to 27.7% of male students<sup>13</sup>. 74.0% of men received a Class 2, Division 1 pass or higher, compared to 75.4% of female students.

<sup>13</sup> For information about the Tripos system please refer to <http://www.admin.cam.ac.uk/univ/camdata/tripos.html>

## 2.2 Students: ethnicity

### 2.2.1 Admissions and applications

#### *Undergraduate Admissions (October 2010)*

In 2010 there were 9,541 applications from home domiciled students for admission to the University of Cambridge<sup>14</sup>. 16.6% of these were from BME students, which is lower than the national average of 21.8% for UK domiciled students. 14.5% of students who were accepted were BME (Table 4). Note: student numbers are not presented here disaggregated by ethnicity due to the small numbers in some categories.

<b>Ethnicity</b>	<b>University of Cambridge</b>		<b>National</b>	
	<b>Applicants</b>	<b>Acceptances</b>	<b>Applicants</b>	<b>Acceptances</b>
<i>Bangladeshi</i>	0.5%	0.3%	1.0%	1.0%
<i>Black African</i>	1.3%	0.5%	5.6%	4.5%
<i>Black Caribbean</i>	0.3%	0.1%	1.8%	1.6%
<i>Chinese</i>	2.4%	2.7%	0.8%	0.8%
<i>Indian</i>	4.3%	3.2%	3.3%	3.4%
<i>Mixed</i>	4.1%	4.8%	3.4%	3.3%
<i>Non-White - Other</i>	2.3%	2.1%	3.1%	2.9%
<i>Pakistani</i>	1.4%	0.9%	2.9%	2.8%
<i>White</i>	78.2%	84.6%	76.9%	78.1%
<i>Not Known</i>	5.4%	0.9%	1.4%	1.6%
<b>Total BME</b>	<b>16.6%</b>	<b>14.5%</b>	<b>21.8%</b>	<b>20.4%</b>

Table 4 Home applicants and acceptances to Cambridge and national UK domiciled student applicants and acceptances by ethnic origin 2010<sup>15</sup>

Success rates for applying students varied between ethnicities in 2010 (Figure 39). As the number of students accepted by ethnicity was small in some cases the success rate by individual ethnicity is not presented here. However success rates ranged from 7.1% to 31.9% when BME ethnicity was disaggregated.

<sup>14</sup> The term 'home' refers to UK nationals permanently resident in the UK.

<sup>15</sup> Terminology as used by Admissions and UCAS.

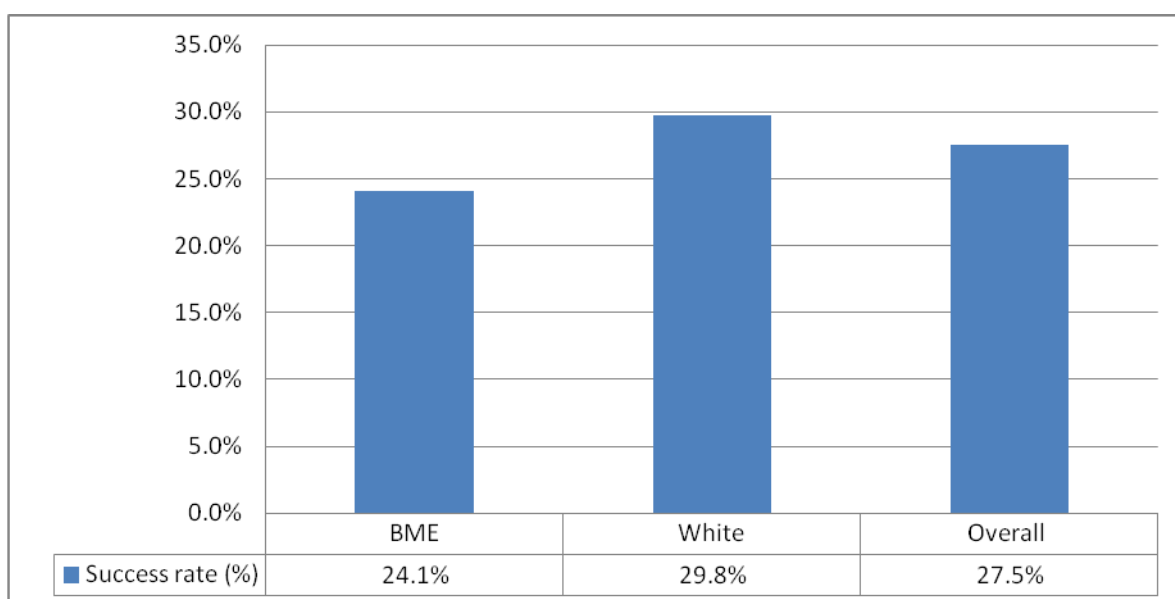


Figure 39 Success rate by ethnicity for Home students applying to Cambridge 2010.

### *Postgraduate Admissions: Applications, offers and confirmations<sup>16</sup>*

The following information is for students admitted into postgraduate courses under the administration of the Board of Graduate Studies. There are a number of other postgraduate courses offered by the University that admit students through an independent system; these are not reflected here.

2009/10	Applications		Conditional offers		Confirmations		
Ethnicity	Number	% of total	Number	% of total	Number	% of total	Confirmation rate
<b>White</b>	3,534	30.6%	2,826	57.0%	1,725	63.3%	61.0%
<b>BME</b>	4,131	35.8%	1,798	36.2%	850	31.2%	47.3%
<b>Unknown</b>	3,873	33.6%	337	6.8%	149	5.5%	81.5%
<b>Total</b>	11,538	100.0%	4,961	100.0%	2,724	100.0%	

Table 5 Summary of postgraduate admissions 2009-10 by ethnicity

There were substantial gaps in the ethnicity information, mainly for applications, as shown by an 'unknown' rate of 33.6% (Table 5). This means that it was not possible to provide an accurate success rate, but a confirmation rate was estimated. In 2009-10, approximately 57.0% of conditional offers were made to applicants who gave their ethnic origin as 'White'.

<sup>16</sup> See footnote 12



### 2.2.2 Student numbers by ethnicity

Ethnicity	Undergraduates	Undergraduates %	Postgraduates	Postgraduates %
<b>Bangladeshi</b>	25	0.2%	22	0.3%
<b>Black African</b>	77	0.6%	86	1.1%
<b>Black Caribbean</b>	20	0.2%	12	0.1%
<b>Chinese</b>	822	6.9%	939	11.7%
<b>Indian</b>	397	3.3%	344	4.3%
<b>Mixed</b>	474	4.0%	325	4.1%
<b>Non-White - Other</b>	361	3.0%	588	7.3%
<b>Pakistani</b>	76	0.6%	81	1.0%
<b>White</b>	8,852	74.1%	5,210	65.1%
<b>Not Known</b>	841	7.0%	401	5.0%
<b>Total</b>	<b>11,945</b>		<b>8,008</b>	

Table 6 Student undergraduate and postgraduate numbers by ethnicity 2010-11

Table 6 shows the breakdown by ethnicity for both undergraduate and postgraduate student numbers for 2010-11.

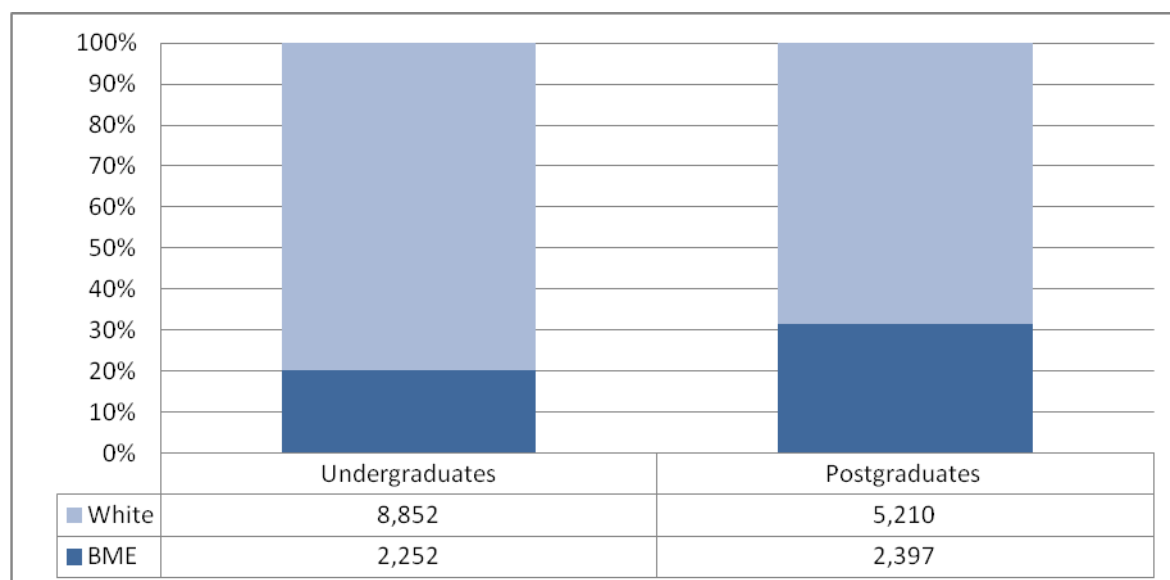
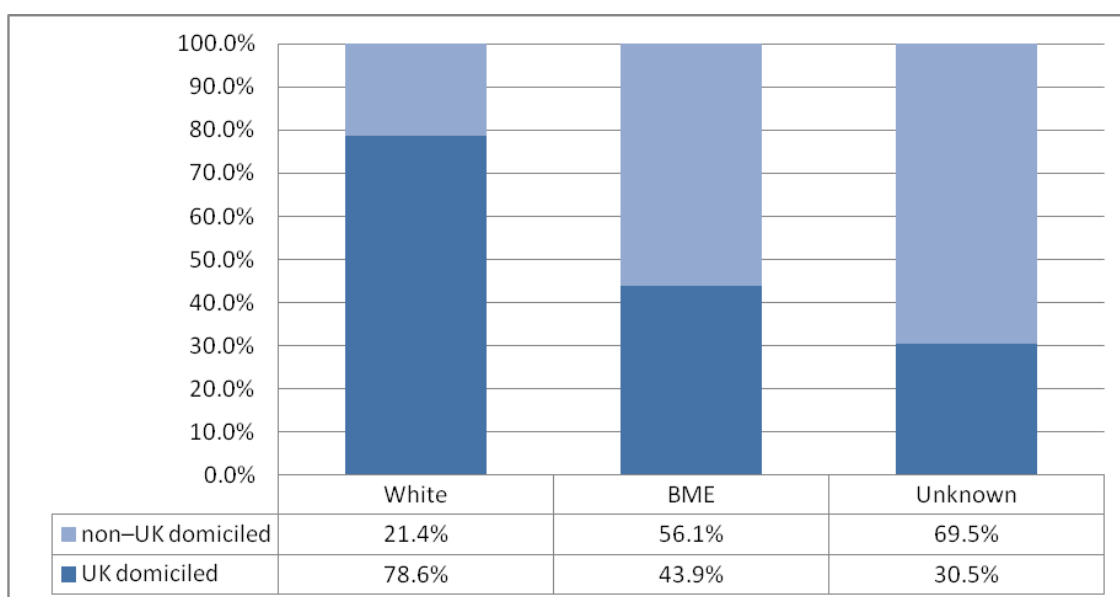


Figure 40 Student undergraduate and postgraduate numbers by known ethnicity 2010-11

Students from a BME background made up 20.3% of all students of known ethnicity (Figure 40). 31.5% of all postgraduate students for whom ethnicity was known were from a BME background. 15.1% of all students who were UK domiciled were BME, compared to 18.3% of UK undergraduate students nationally in 2009-10<sup>17</sup>.

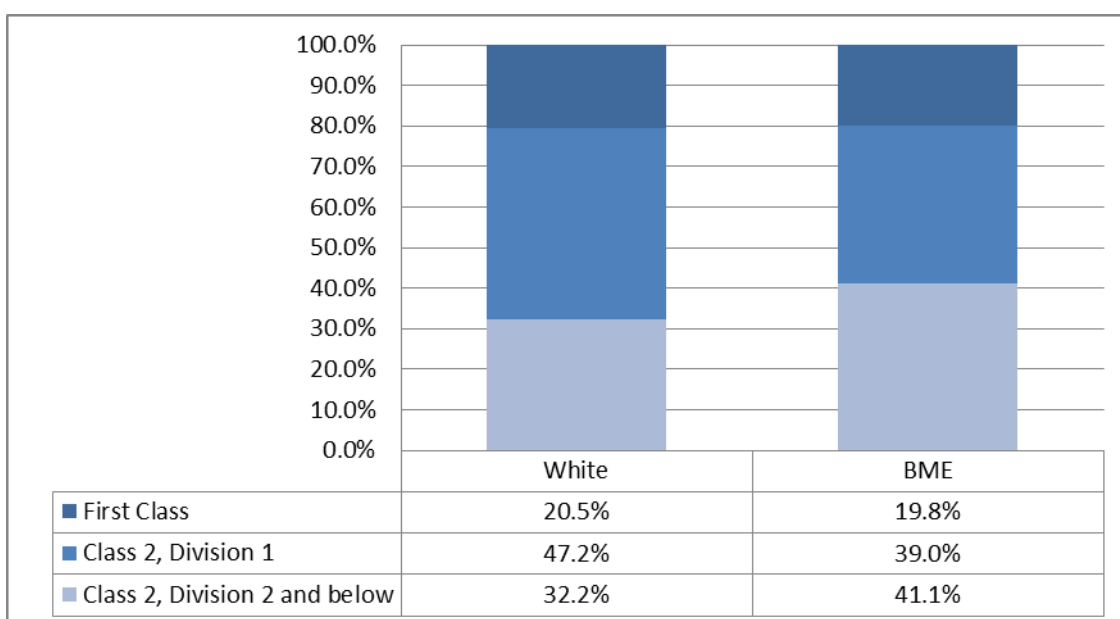
<sup>17</sup>Latest available information from [http://www.hesa.ac.uk/index.php?option=com\\_datatables&Itemid=121&task=show\\_datatables](http://www.hesa.ac.uk/index.php?option=com_datatables&Itemid=121&task=show_datatables)



**Figure 41 Student ethnicity for all students (postgraduate and undergraduate) by domicile**

Figure 41 shows that the majority of BME students (56.1%) were non-UK domiciled compared to only 21.4% of students who had declared their ethnicity as White.

### 2.2.3 Degree attainment by ethnicity



**Figure 42 Summary of classified Tripos examination results by ethnicity, 2011**

Figure 42 shows that the percentage of BME students to gain First Class undergraduate examinations passes in 2011 was 19.8% compared to 20.5% of White students. When the percentage receiving a Class 2, Division 1 pass or higher was considered, the difference was greater with 67.8% of White students attaining this level or higher, compared to 58.9% of BME students.

## 2.3 Students: disability

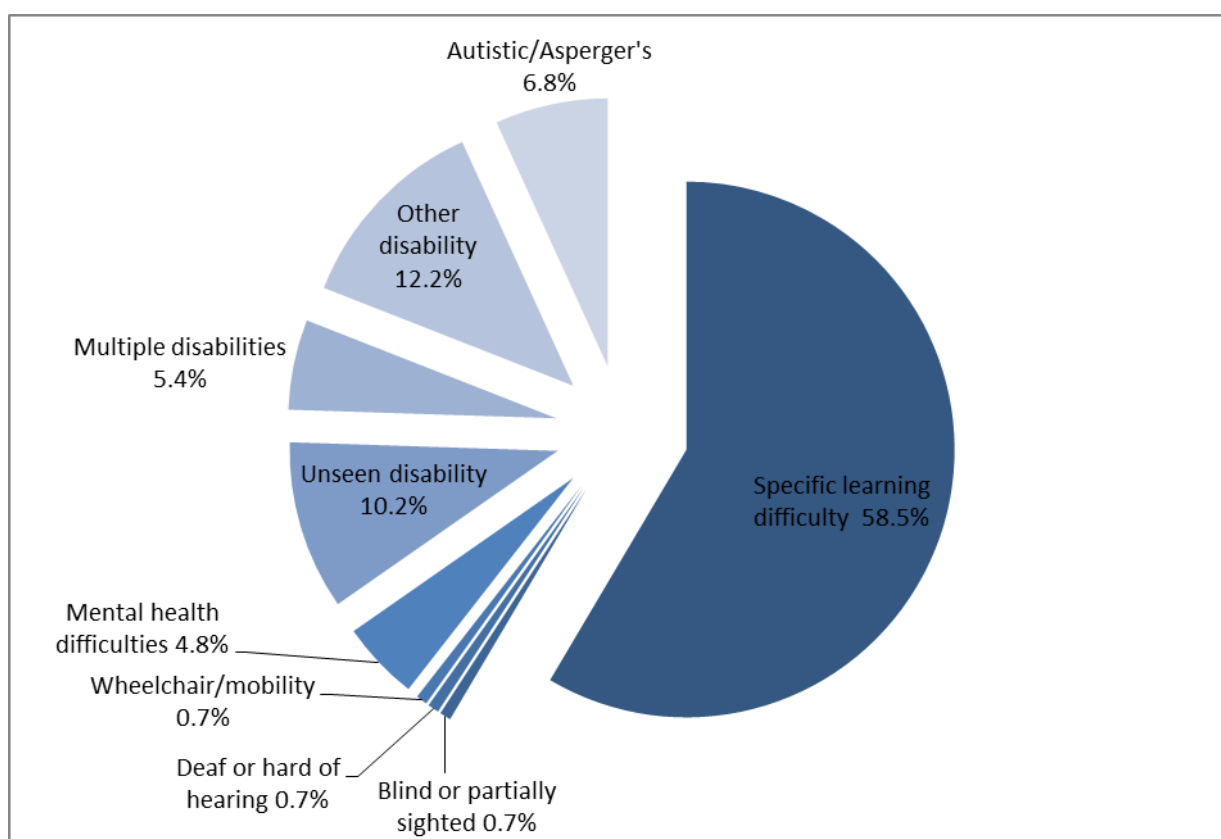
### 2.3.1 Admissions and applications

#### *Undergraduate Admissions (October 2010)*

Disability	University of Cambridge			National		
	Applicants	Acceptances	Success rate (%)	Applicants	Acceptances	Success rate (%)
Disability declared	4.4%	4.3%	20.4	6.7%	6.5%	70.9
No disability declared	95.6%	95.7%	21.3	93.3%	93.5%	72.4
<b>Totals</b>	<b>15,918</b>	<b>3,384</b>	<b>21.3</b>	<b>586,821</b>	<b>424,634</b>	<b>72.4</b>

**Table 7 Applicants and acceptances to Cambridge and nationally by disability**

4.3% of undergraduate students with a declared disability had their application accepted. This compared with a national average of 6.5% in 2010 (Table 7). There did not appear to be any difference in success rate when disability category was aggregated. The number of students in each disability category was too small to present the information in a disaggregated format.



**Figure 43 Breakdown of undergraduate disabled students accepted into the University in 2010 by disability category**

Over half of those students declaring a disability that were accepted into the University disclosed a 'Specific learning disability' (such as dyslexia) (Figure 43).

*Postgraduate Admissions: Applications, offers and confirmations*<sup>18</sup>

The following information is for students admitted into postgraduate courses under the administration of the Board of Graduate Studies. There are a number of other postgraduate courses offered by the University that admit students through an independent system; these are not reflected here.

2009/10	Applications	Conditional offers		Confirmations			
Disability	Number	Number	% of total	Number	% of total	Success rate	Confirmation rate
No disability	10,922	4,693	94.6%	2,545	93.4%	43.0%	54.2%
Disability	342	168	3.4%	111	4.1%	49.4%	66.1%
Unknown	274	100	2.0%	68	2.5%	43.0%	68.0%
Total	11,538	4,961	100.0%	2,724	100.0%		

Table 8 Summary of postgraduate admissions 2009-10 by disability

Table 8 shows summary information for 2009/10. Information for separate disability categories is not presented due to the small numbers of students in some of these groups. However only two groups of disabled applicants in 2009-10 had a success rate lower than the overall success rate across all groups (which was 43.0%).

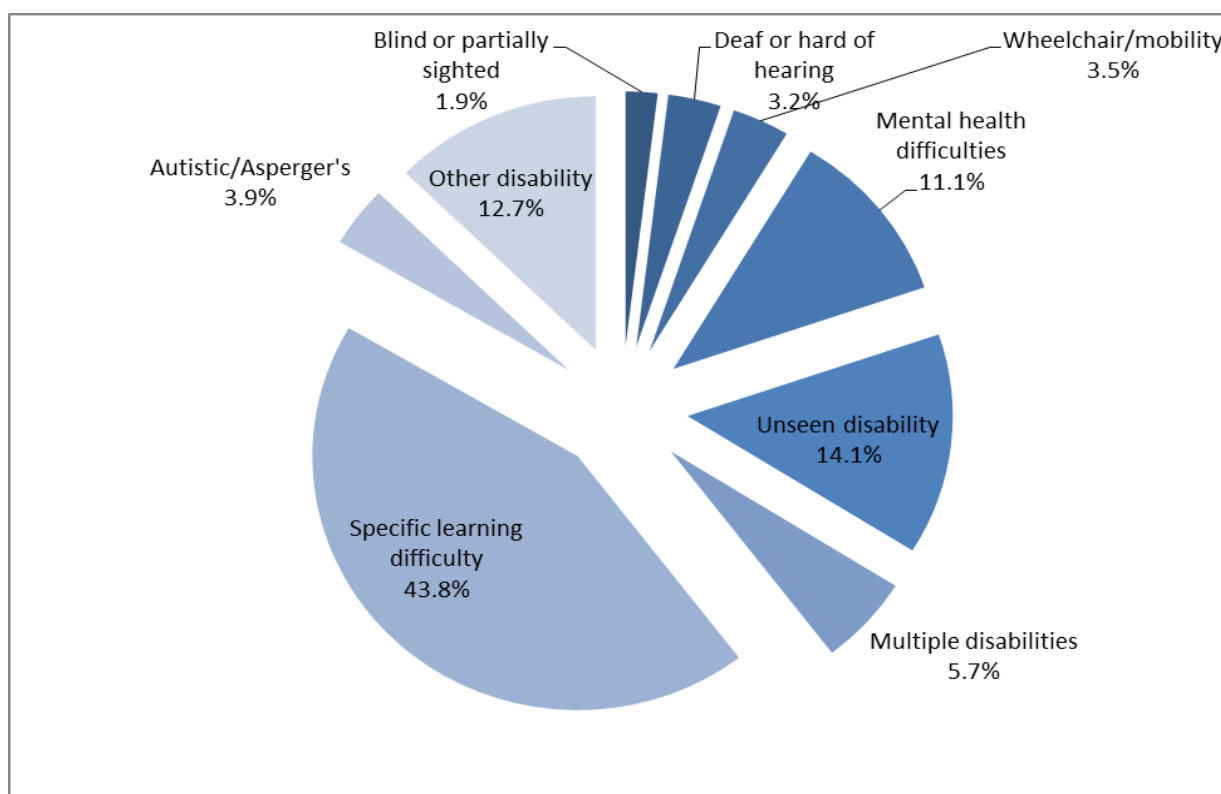
### 2.3.2 Student numbers by disability

	Undergraduates	Postgraduates	Total
<b>No Disability</b>	11,188	7,378	18,566
<b>Disability</b>	684	402	1,086
<b>Unknown</b>	73	228	301
<b>% Disabled</b>	5.8%	5.2%	5.5%

Table 9 Student numbers by disability 2010-11

5.8% of all undergraduates and 5.2% of postgraduates had disclosed a disability in 2010-11 (Table 9).

<sup>18</sup> See footnote 12



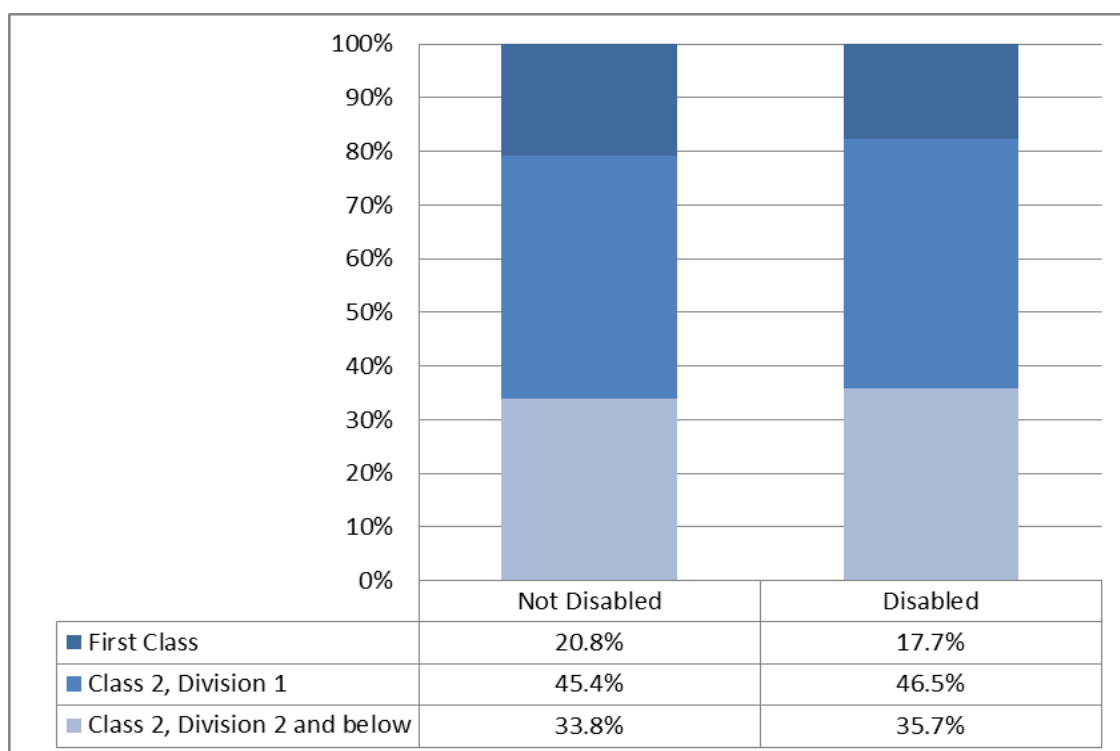
**Figure 44 Declared disability of all students 2010-11**

Figure 44 indicates that 'Specific learning difficulty' was the largest disability category for those students who had disclosed a disability.

### 2.3.3 Degree attainment by disability

Summary information has been presented because of the small numbers in some of the disability categories. It should be noted that there were differences in examination attainment between the disability types<sup>19</sup>.

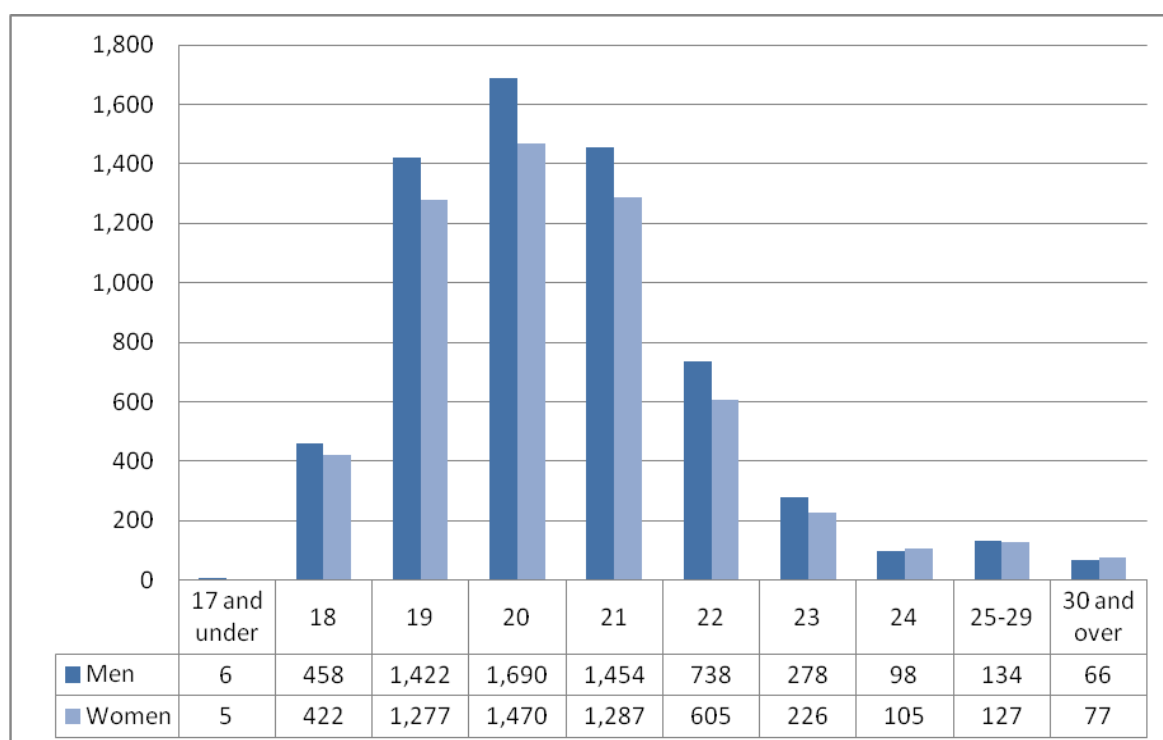
<sup>19</sup> For detailed examination results please refer to [http://www.admin.cam.ac.uk/cam-only/offices/planning/student/examinations/es\\_2011.pdf](http://www.admin.cam.ac.uk/cam-only/offices/planning/student/examinations/es_2011.pdf)



**Figure 45 Summary of classified Tripos examination results by disability, 2011**

Figure 45 shows that in 2011, 17.7% of students who had disclosed a disability gained First Class undergraduate examination passes compared to 20.8 % of non-disabled students. When the percentage receiving a Class 2, Division 1 pass or higher was considered the difference was similar, with 66.2% of non-disabled students attaining at this level compared to 64.3% of disabled students.

## 2.4 Students: age



**Figure 46 Undergraduate student age by gender 2010-11**

90.7% of undergraduate students were aged 22 years or less, with a median age of 20. (Figure 46)

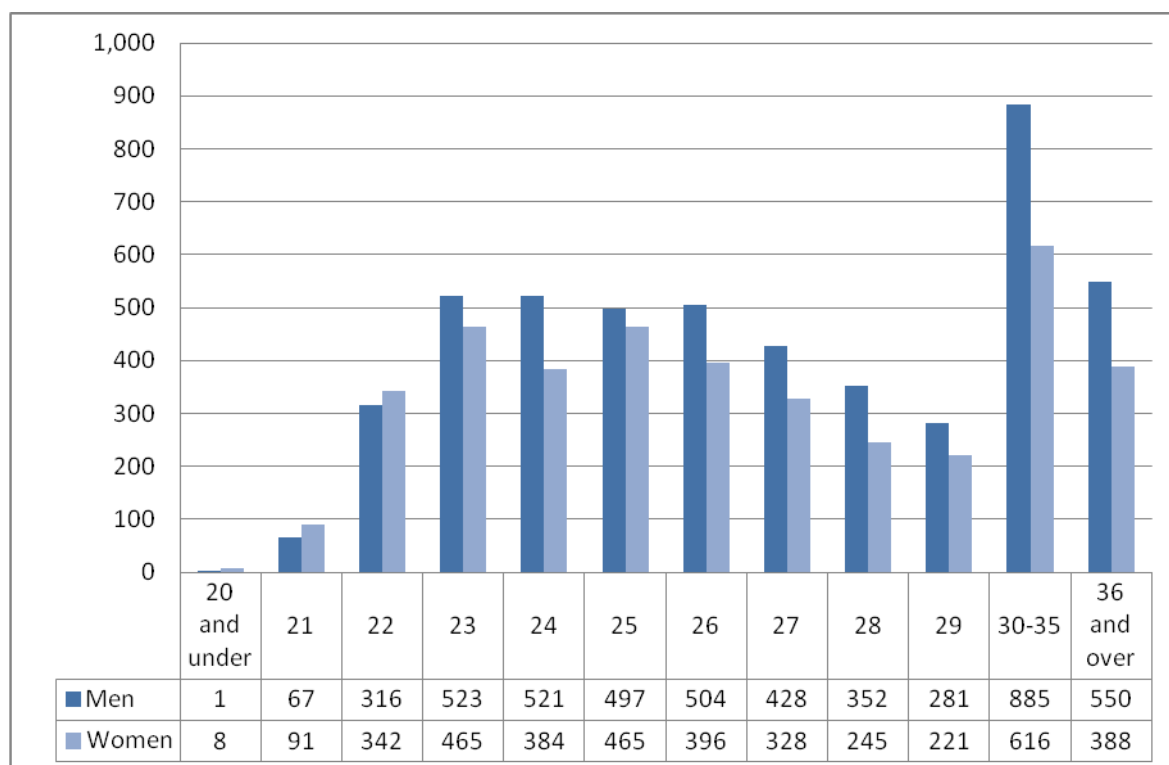


Figure 47 Postgraduate student age by gender 2010-11

27.5% of postgraduate students were aged 30 years or over, with a median age of 27 (Figure 47).

## 2.5 Students: addressing information gaps for other equality areas

The University of Cambridge does not currently monitor or report on the Equality Act 2010 protected characteristics of sexual orientation, religion or belief, or gender identity for its students. However, the University has responded to HESA's consultation on introducing these categories to the student record from 2012-13 and is currently awaiting further guidance<sup>20</sup>.

<sup>20</sup> [http://www.hesa.ac.uk/index.php?option=com\\_content&task=view&id=2301&Itemid=](http://www.hesa.ac.uk/index.php?option=com_content&task=view&id=2301&Itemid=)

### Part 3: Equality Analysis: Equality Assurance Assessments

The University has developed an Equality Assurance Assessment (EAA) process which uses a streamlined approach and simplified internal management system designed to work in conjunction with policy review or development, or Committee and School business. The EAA process is a key tool in embedding equality into the core functions of the organisation and enabling the University to show due regard in fulfilling its legal obligations in line with the Public Equality Duties<sup>21</sup>.

The process provides a transparent and systematic approach to carrying out the required 'equality analysis' (*Equality Act 2010 guidance for English public bodies: EHRC*) on relevant and proportionate University policies and functions.

Initially the EAA process was piloted across four University areas with the aim of testing the draft process for functionality. This exercise highlighted the need for a governance body, as a sub-group of the University's Equality & Diversity Committee, which would authorise the completion of EAAs. As a result, the EAA Review Group was established, chaired by one of the University's Equality Champions. The pilots also enabled the development of a prioritising process to identify those policies and functions that require assessment, and helped to determine reporting requirements and structures.

Development of the EAA process identified different levels of organisational impact and risk – High, Medium or Low – and the appropriate levels of support required. 'High risk' policies or functions may be those that affect both staff and students, potentially impact on welfare, are applied on a University wide basis, or are supported by legislative requirements or national guidance. For 'high' risk assessments, the Equality & Diversity Section is directly involved in the EAA process with the Lead Assessor. For 'medium' risk assessments, the Section provides direct guidance by phone or email. A policy or function assigned with 'low' risk requires little direct additional resources beyond the provision of EAA guidance and coordination of the EAA process.

Information compiled by the University's Equality & Diversity Section, as reported in the annual Information Reports, is used as part of the equality analysis process to help identify how policies and functions impact upon different groups of staff or students. Additionally, consultation and engagement activities further inform the EAA process by providing different perspectives of staff or students from protected groups.

An EAA Schedule has been developed with relevant policies or functions to undergo the EAA process (Appendix 1). This Schedule will play a key role in the internal management of the EAA process and also support the University to meet its legal duties by clearly illustrating how 'due regard' is being given to the equalities impact of relevant policies and functions, as required by the General Equality Duty.

---

<sup>21</sup> Equality Act 2010



## Appendix 1

### EQUALITY ANALYSIS EQUALITY ASSURANCE ASSESSMENTS DRAFT SCHEDULE FOR PUBLICATION

This schedule contains policies/functions that, as determined by the Equality Assurance Assessment Relevance Procedure, are/will be undergoing the Equality Assurance Process

\* indicates EAA to be commenced

POLICY OR FUNCTION AREA			EAA COMMENCED/ EXPECTED	EAA CONCLUDED
TITLE	EAA REF NO		DATE	DATE
<b>NAME OF COMMITTEE</b>				
<b>EDUCATION COMMITTEE</b>				
Course approval for new courses	EC/0001/011111/M		Nov-11	
Feedback from Students	EC/0002/011111/H		Nov-11	
Student Complaints and Examination	EC/0003/071111/H		Nov-11	
Exam Timetabling*			tbc	
<b>EQUALITY AND DIVERSITY COMMITTEE</b>				
Equality Objectives	ED/0001/150212/L		Feb-12	
E&D Communications Strategy*			Apr-12	
<b>GENDER EQUALITY GROUP</b>				
Equal Pay Review			Aug-12	
<b>HUMAN RESOURCES</b>				
Pay Protection Policy	HR/0001/100611/H		Nov-11	
Proposed Changes to the CPS	HR/0002/100611/H		Jun-11	
Redundancy Avoidance Policy	HR/0003/100711/H		Sep-11	
University Nursery: Staff & Student	HR/0004/010811/L		Dec-11	
Retirement Policy	HR/0005/210411/H		Apr-11	
Revised Maternity Policy	HR/0006/091111/M		Nov-11	
Sickness Absence Policy	HR/0007/010611/H		Jun-11	
Children and Vulnerable Adults Policy*			tbc	
<b>JOINT COUNCIL FOR DISABILITY</b>				
<b>POSTGRADUATE ADMISSIONS</b>				
Implementation and management of cap on student numbers*			tbc	
Development of North West Cambridge - impact on graduate numbers*			tbc	
<b>UNDERGRADUATE ADMISSIONS</b>				
Undergraduate Recruitment	UA/0001/211111/M		Nov-11	
<b>NAME OF SCHOOL</b>				
<b>ARTS AND HUMANITIES</b>				
<b>BIOLOGICAL SCIENCES</b>				
<b>CLINICAL MEDICINE</b>				
Senior Fellowships*			Dec-12	
Academic additional programme activities*			tbc	
Career Development and remuneration*			tbc	
<b>HUMANITIES AND SOCIAL SCIENCES</b>				
<b>PHYSICAL SCIENCES</b>				
<b>TECHNOLOGY</b>				
<b>OTHER</b>				
REF Code of Practice	OT/0001/070212/H		Feb-12	

As at 31 January 2012