Annual student diversity report 2012

www.nottingham.ac.uk/studentservices
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The University of Nottingham is committed to excellence in the advancement and communication of knowledge. It will consolidate its position as a world-class institution, sustaining research and teaching activities of the highest standards. In order to achieve our goals and maintain our values we aim to attract, recruit and retain staff and students of the highest standard.

Only by ensuring equality of opportunity can the University be confident that it is recruiting from the widest available pool of talented individuals.
Undergraduate student makes use of recently refurbished study space within the Sir Clive Granger Building.
Our students

There are currently 34,076 students registered at the University, studying on the three UK campuses.

There are 3,869 students registered at the University studying at the Malaysia Campus.

There are 4,832 students registered at the University studying at the China Campus.

The University of Nottingham has a student body of 42,777 across the three countries.

Mode of study
- 38,218 are full time (89%)
- 4,559 are part time (11%)

Of the UK-based 34,076 students*:

Undergraduates
- 51% are female
- 49% are male
- 10% are of mature age (21+)
- 8% give disability declarations

Taught postgraduates
- 56% are female
- 44% are male
- 58% are of mature age (21+)
- 6% give disability declarations

Research postgraduates
- 46% are female
- 54% are male
- 62% are of mature age (21+)
- 6% give disability declarations

Ethnicity
Includes undergraduate and postgraduate (both taught and research)
- 82% are white
- 3% are black
- 10% are Asian
- 3% are mixed race
- 1% are other
- 2% are not known

More student statistics including an archive for previous years are available from the Planning and Management Information Division’s website: www.nottingham.ac.uk/planning/statistics

*with the exception of those from the School of Nursing and the School of Education not studying on the main campus.
This report aims to show where the University’s strategic plan’s aspirations are being met as well as demonstrating its legal compliance, in accordance with the Equality Act 2010. It also seeks to celebrate the achievements of the University and its departments in understanding equality and diversity and making changes to enhance the student experience.

The University of Nottingham’s Strategic Plan 2010–2015 states the following principles:

• Diversity within our community adds to the richness of the university experience and is vital to the growth and development of staff and students. As a leading global university we are committed to recruiting a diverse student community. As a large employer, we want to attract the most talented staff so we reflect the breadth and diversity of scholars worldwide and of our local communities. As an organisation spanning three countries, members of our community experience diversity in a way which is unique among universities.

• The health and wellbeing of students and staff is of paramount importance. We are committed to providing the highest-quality services to students, to underpin and support their wider experience across all our campuses. The personal, cultural and social benefits of campus life are also enjoyed and appreciated by academic, administrative and support staff.

Equality structures and process

The University has established two Equality Advisory Groups for both students and staff.

The terms of reference for the Student Equality and Diversity Advisory Group (SEDAG) are to:

• monitor identified areas of University activity (recruitment and selection of students)
• monitor progress against targets and action plans
• propose policy changes and make recommendations
• offer guidance and advice to operational areas and Schools promoting good practice

Colleagues who sit on SEDAG make representation from across the University, including:

• Academic Services
• Chaplains
• Diversity and Disability
• Hall Wardens
• Information Services
• International Office
• Nottingham Hospitality/Estates
• Planning and Management Information Division
• Student Services
• Students’ Union
• Teaching and Learning
• Widening Participation
In September 2011, The University of Nottingham achieved a satisfaction score of 87% in the National Student Satisfaction Survey.

Professor Saul Tendler, Pro-Vice-Chancellor for Teaching and Learning, commented:

“The University believes it is extremely important to involve our students in assuring the continued excellence of our educational provision.”
Student support

Student Services

Student Services incorporates a range of specialist services and Student Services Centres at University Park, Sutton Bonington and Jubilee campuses. The central approach of Student Services is to be accessible, inclusive and supportive to all our students. Student Services incorporates the Head of Student Diversity and Disability and includes the Coordinating Chaplain for Faith Advice as part of its management team.

All services provide both prearranged meetings and the capacity to see students in emergency situations. We work closely with the Students’ Union’s Equal Opportunities and Welfare Officer.

Recent developments include:

• The increase in the provision for supporting students with mental health difficulties by appointing a new mental health support worker and increasing the capacity of the counselling service.

• A two-year project investigating the mental health needs of international students.

• Further and ongoing development of the ‘Healthy U’ initiative to provide both information and challenge across the student population, to address a wide range of health and personal development issues.

• Surveying of Student Services Centres users to monitor accessibility and effectiveness.

• The development of the new ‘Dignity at Nottingham’, which includes: harassment, bullying and victimisation policy, with particular reference to students.

Financial support

The University provides financial support, which includes:

• Working with the Campaign Office to ensure that scholarship/ bursary criteria meets equality standards.

• Developing a range of financial support provision aimed at widening participation by groups under-represented within higher education.

• Publicising availability of one-to-one support sessions at all campuses to ensure equality.

• Long-term computer loans for those unable to easily access on-campus computing facilities (eg those with caring commitments).

Chaplains and faith advisors

Located on all three UK campuses, students of many cultures and backgrounds drop in for support in following their faith. International chaplains continue their trips to tourist spots and introductions to British culture and homes.

Some of our work includes:

• Provision of the non-alcoholic ‘Glasshouse Cafe’ during International Welcome Week.

• Sessions on religious attitudes to sexuality for the student LGBT group.

• The main Portland Building Chapel has had Chinese and Malaysian groups in addition to the ‘usual’ users. Greek and Russian orthodox students have also begun to use the facility.

• Undertaking a student churchgoing survey, initial results show that our students worship in some 50 churches across this multicultural city.

• Looking to forge new relationships with pastors of minority ethic congregations identified by the survey, including a number of African churches.

• In reviewing the annual University carol service, we have involved new choirs this year including the Revival Gospel Choir as we seek to increase the diversity of the musical styles on view.

Counselling Service

The University Counselling Service is a professional, specialist service operating across all University campuses.

Working across the University we aim to be accessible, inclusive and supportive to all students and staff of the University. All of our written material is accessible and available in alternative format. We work closely with the Students’ Union’s Equal Opportunities and Welfare Officer.

We continue to implement initiatives aimed at increasing access to the service by male students, and year-by-year these are showing some positive results. The proportion of male students attending the service has increased from 29% to 34.6% over the last four years.

We run workshops and groups which increase the accessibility of the service to all students. These are especially well used by international students, who made up 25% of the students who attended workshops in 2010/11.
Childcare Services

Childcare Services aim to provide an inclusive service and seek to incorporate the child's traditional and cultural backgrounds within the service.

General policy ensures:

- Diversity is considered when planning the curriculum, catering and extra curricula events. There is a designated equal opportunities officer. Use of dual language books is promoted as is the ‘Start Early With Languages Campaign’ in which children are read to in other languages.
- Staff work alongside local authority support workers to access diversity training and to advise us where necessary.
- The nursery environment displays positive images that reflect a diverse society where we consider culture, religion, gender roles, disability, lifestyle and age.

Individual children:

- Each child has an individual festival calendar within their child development record that outlines the festivals that they celebrate as a family. Parents are approached for advice on celebrations and traditions.
- Non-English speaking children are supported by practitioners working closely with the parents. We ask for key words from the parents in their language that will help to reassure the child.
- We have developed a signs and symbols system that also supports children who do not speak any English and for children who have additional needs.

Academic and Disability Support

Disability and Academic Support within Student Services provide a personal and practical approach to academic study and opportunities for both undergraduate and postgraduate students to develop their learning strategies. It also provides specialist academic support for students with dyslexia, dyspraxia and other specific learning difficulties.

Disability Support and Academic Support have been providing services to an ever-growing number of students in recent years.

Admissions

- Admission process introduced for undergraduate disabled students in 2009 has seen 500+ applicants referred each year, some of whom were invited to visit to discuss support requirements in advance of accepting offers.
- 50% of those attending visits converted and enrolled.

Care leavers

- The University has developed a plan of commitment to care leavers and has been awarded the Buttle Trust Quality Mark.
- All applicants indicating that they are leaving care to come to university are contacted and offered a meeting at which they can get guidance on the sort of support they can expect to receive.

Disability and Academic Support Services

Figures for 2010/11:

- 6 full-time-equivalent staff are providing advice, guidance and study skills support for around 2700 dyslexic students.
- 4.5 full-time-equivalent staff are providing advice, guidance and support for 602 disabled students.
- One part-time member of staff for disabled postgraduates is located within the Graduate School.
- Disabled student figures have increased by 45% over 6 years.
- Over the same period, numbers of dyslexic students have increased by 63%.
- The number of hours that Practical Academic Support Workers (PASW) are engaged to support disabled students have increased by 600% in three years.
- The number of students using the PASW service has doubled in three years.
- The number of users of the Accessible Minibus has increased by 38%.
Any-Body Month is an inclusive event, developed by the University, which provides ‘any-body’ with the opportunity to come along and try a variety of different sports and physical activities at the University, all at no cost to participants.
Department of Physical Recreation and Sport

The University of Nottingham has been proactive in developing disability sport over a number of years. With an established Disability Sport Officer in post, the University was recently featured in the Equality Challenge Unit's publication on inclusive sport, *Include and inspire: sport and fitness services in higher education*, downloadable from here: www.ecu.ac.uk/publications/files/include-and-inspire-sport-services-in-he.pdf

The Department works closely with the Athletic Union, the Students' Union and Student Services to deliver an inclusive sporting programme for everyone at the University.

**Sports memberships for disabled students**

Students who have a disability or long term medical condition are often entitled to a 50% reduction in membership fees. Personal assistants and carers of disabled students will be admitted free to the different sports centres and swimming pool when accompanying a disabled person.

**Inclusive sporting initiatives**

**Any-Body Club**

Any-Body Club (ABC) is a social sporting initiative which was developed by the University to get more students and staff engaged with sport and physical activity.

**Any-Buddy Scheme**

The Any-Buddy Scheme has been designed primarily to provide non-disabled and disabled students who find it difficult to make friends and access sport, with the opportunity to be paired up with a buddy who has similar sporting interests.

**Goalball Club**

The Nottinghamshire Sheriffs Goalball Club was set up by the University in partnership with Nottinghamshire Royal Society for the Blind last year. It has strong links in with the sports national governing body – Goalball UK – and has been identified as one of their 2012 legacy clubs.

Goalball is a Paralympic sport which was designed for people with visual impairments. Everyone wears blacked out masks during the games, which means that anyone sighted can play too.

**Any-Body Month**

The event, which is run annually in conjunction with the Students' Union, will take place for the third time, in March 2012, across the University's three main campuses.

Any-Body Month has been awarded the Inspire 2012 Mark this year, demonstrating that it has been 'inspired' by the London 2012 Olympic and Paralympic Games.

**Elite athlete support**

The University is keen to attract elite disabled sportsmen and women to Nottingham.

The British Universities and Colleges Sport (BUCS) association has been developing its programme to be more inclusive and we have already seen one of our disabled students – Thomas Green – compete and win valuable points for the University at the 2011 BUCS Athletics Championships.
Students making use of the resources at the Careers and Employability Service’s centre in the Portland Building.
Careers and Employability Service

The Careers and Employability Service provides careers education, information advice and guidance to students of the University. Careers work closely with schools and departments to deliver a range of activities and events to enhance the employability of our students.

These activities and events are delivered centrally or within the Schools across all campuses. We also work with employers and other organisations to enhance the student experience in the area of careers advice and guidance.

- The Service has an equal opportunities policy and disability statement outlining its responsibilities within these areas.
- The Service, through our employment agency Unitemps, also manages the University’s commitment to support students seeking paid part-time, temporary employment whilst studying.

International Office

There are approximately 8,000 full-time international and EU (non UK) students studying at the University. The International Office provides a wide range of support for International and EU students at the University including:

- An advisory service accessed by more than 3000 students during the 2010/11 academic cycle.
- A Welcome Programme attended by more than 2000 new international students in September 2011.
- A programme of cultural trips and events attended by more than 1000 students and dependent family members during the 2011/12 academic cycle.
- A number of schemes accessed by more than 1000 students during the 2011/12 cycle to promote and encourage integration on a national, local and institutional level.

The International Office also co-ordinates International Education Week. This is a celebration of internationalisation, cultural diversity and interaction at The University of Nottingham. More than 2000 students (home, EU and international) actively engaged in International Education Week in November 2011.
Senior tutors

From the Quality Manual*, each school should appoint an appropriately experienced academic member of staff to act as a senior tutor and should keep the University senior tutor informed of the person given this role within the school. If they so wish, schools may decide to appoint multiple senior tutors with responsibility for different groups of students (e.g. undergraduates and postgraduates) or different units or divisions within their school if they feel that this will improve their overall delivery of student support and development.

The Senior Tutors’ Network is actively seeking to raise awareness of equal opportunities and diversity issues. To this end, in the current academic year the Network has hosted meetings that have focused on the need for and provision of: study support, counselling, international students, and mental health. The Head of Student Disability and Diversity has agreed to attend a Network meeting early in the next academic year. The intended outcome is that as senior tutors they gain greater understanding of the concerns and needs of our increasingly diverse student population. They in turn will raise awareness in their own schools/departments so that personal tutors and tutors generally, will become increasingly sensitive and responsive to such needs and will be better equipped to support their tutees.

*The Quality Manual is relevant to both staff and students. It was established in 1995 and acts as a central source of information for policies and procedures which support the University in its aim to assure the quality of its learning, teaching and supervision. www.nottingham.ac.uk/academicservices/qualitymanual

Information Services

The IS Strategy defines the principles under which IS services are delivered; these principles include:

- wherever possible digital services will be delivered on the basis of ‘any time, any place, any device’
- IS aims, wherever possible, to lower barriers to access to systems and services

Information Services has formulated a disability action plan and has successfully implemented:

- building accessibility into the IS procurement process
- producing accessibility guidelines and checklists for websites and web applications to use as standard going forwards
- better communication regarding IS provision for disabled students, e.g. more comprehensive information on the Workspace/website

Assistive technology

IS has established a strong provision of Assistive Technology with both software and hardware, which is available through IS libraries. ZoomText magnification software, TextHelp Read and Write Gold study skills software are now available.

IS provides an on-going programme of staff training on: Assistive Technology Training, awareness sessions on mental health, dyslexia, Asperger’s syndrome and visual impairment as well as updates on services and New Starter Induction Sessions.

Alternative formats service

IS provides an alternative formats service, which provides material in large print, audio, Braille and subtitling or transcriptions for videos.

A great variety of videos on the University website have now been subtitled; these include videos for marketing, counselling, Politics in 60 Seconds, Periodic Table of Videos, ‘Why Study Theology’ series, LifeCycle and many more.
Course Director and postgraduate student discussing mobile devices.
The University's accessible built environment

The UK campuses of The University of Nottingham offer diverse academic and residential buildings along with sports and leisure facilities. The vast majority of the University's buildings meet or exceed current DDA regulations.

Timetabled teaching spaces

The Estate Office manages a rolling programme of teaching room refurbishments to assure that the large portfolio of University teaching spaces assist with providing an excellent learning experience for all students. The programme aims to provide accessible facilities that are fitted with the latest technology and are comfortable and attractive.

Building accessibility and diversity information – features and enhancements

Building access plans

Access plans highlight important features to assist all students, staff and visitors with navigating their way through the University’s buildings. Entrances, stairs, lifts, toilets and timetabled rooms are clearly shown. More than 330 access plans are on display in the majority of University buildings near the main entrances. They can also be viewed online in printable pdf format: www.nottingham.ac.uk/estates/spacemanagement

Gender-neutral toilets

A review is in process of the University's main buildings, both academic and residential, with the objective of identifying existing individual toilets which are 'gender-neutral toilets'. All new University buildings will include gender-neutral toilet facilities as standard.

Baby changing facilities

There are currently baby-changing facilities at:

- B21 and C514, Portland building, University Park Campus
- A537, Lecture Room Block, Sutton Bonington Campus
- LG209, Trent Building, University Park Campus

Religion and belief

A number of spaces designed for religion and belief purposes are available for students and staff. These include multi-faith spaces (University Park and King's Meadow campuses), a chapel (University Park) and separate male and female Muslim prayer facilities (University Park, Jubilee and Sutton Bonington campuses).

Accessibility and transport

Hopper buses

The Hopper Bus services link the Nottingham campuses and operate throughout the year. All Hopper buses are DDA compliant.

Accessible minibus service

The minibus service exists primarily to enable students with permanent or long-term disabilities, who are unable to use other forms of transport provided by the University to attend their academic activities.
Postgraduate student securing bike in University cycle racks.
Research fellow from the School of Sociology and Social Policy, Lisa Mckenzie, in St Anns, Nottingham. Lisa works in our Centre for Advanced Studies and undertakes research around community understanding.
The Widening Participation team aims to broaden the range of students who attend university so that they are representative of the home population by:

- Outreach work that aims to raise aspirations, attainment and progression to university and The University of Nottingham.
- Internal WP ‘inreach’ work that aims to support entry and retention.
- Using the Action on Access checklist the WP team ensure that all events are accessible. Information is sought from individuals attending and, where appropriate, acted upon.
- Contributors are briefed on diversity and inclusion.
- Consideration is given for individuals during religious festivals, ensuring appropriate catering and prayer provision is available.
- Active encouragement for disabled people, those from BME backgrounds and those with religious requirements to participate in our outreach activities.
- We proactively seek to counter any gender stereotypes that may exist with regard to certain academic subjects.
- Having strict codes of conduct for event participants that stress respect, tolerance and understanding of different lifestyles, viewpoints etc and we specifically train staff and student ambassadors to reflect this.
Undergraduate Open Day visitors in marquee, University Park campus.
Communications and Marketing

Communications and Marketing is responsible for a number of key services including: undergraduate and postgraduate student recruitment marketing, the University’s public website, press releases, media handling and podcasts, corporate identity development, and the promotion of the University’s research activities.

A core part of the University’s branding focuses on presenting ‘real people, real places, real stories’. This includes a commitment to representing students and staff in all their diversity throughout all communication.

Across all of our audiences it is important to clearly and accurately present the University as an inclusive institution, and to ensure that our approach when communicating reflects this ideal. Communications and Marketing work to ensure this in the following ways:

Publications and branding
We are able to provide publications in alternative formats, and publicise this fact in our publications. A major consideration during the recent redesign of the University's branding was to ensure compliance with guidelines for accessibility, and colour schemes, font use etc have been checked to ensure they meet standards.

Imagery
Presenting the institution as a diverse and accessible community is an important function for our imagery. Photography is selected carefully to ensure an appropriate and inclusive approach whilst maintaining an accurate reflection of the University staff and student body.

Captioning of imagery (including tagging when presented online) is a core part of our materials so that PDF and online versions can present a descriptive overview to visually impaired users.

Digital and online
The University of Nottingham website has an accessibility page, which provides information about accessibility and how browser settings can be used to enhance readability for specific needs. This is linked to from all of our web pages as standard: www.nottingham.ac.uk/utilities/accessibility

An area that has been of special interest has been improving the accessibility of our video content – whether housed on the University site or channels such as YouTube. We are increasing the percentage of video content that is subtitled and/or transcribed. We have given priority to new video, and topics that are most relevant to key undergraduate and postgraduate audiences. We have committed to the use of new digital transcription services that are improving our agility in doing this, and have additional staff resource allocated to this.

For social media, we provide the following assistance tools. For Facebook, www.facebook.com/help/accessibility and for Twitter, www.easychirp.com

Our design agency worked with the RNIB to run checks on the designs for our website, and members of the internal web team conducted user-testing with a number of disabled users, including observing user interaction with the site when utilising screen readers. This lead to a number of insights that improved our understanding and subsequently the end-user-experience.

Open Days and events
Careful consideration is given to the needs of all visitors when designing and delivering open days and other events. Dedicated resource is made available to assist visitors with disabilities if appropriate, including bespoke tours. Maps showing accessible routes are made available and efforts are made to ensure all venues support a range of user-requirements.
Working with the Students’ Union

In 2011 the Students’ Union began a large project to reform democratic structures and processes. This has involved reviewing the support that representational officers (elected to represent BME, international, disabled, LGBT, women and mature students) receive from staff, so that they are best equipped to create change for the students they have been elected to represent.

The wider reform process has seen the Students’ Union working to take the equal opportunities remit out of just one officer’s role and embedding work on equality and diversity issues into the work of all officers.

Demographic data from large scale surveys in 2011, such as ‘The Food and Drink Survey’ and ‘How Can We Help Survey?’ have equipped the Union with a plethora of data about the experiences of under-represented and minority groups at Nottingham.

Staff equality and diversity training

The Students’ Union has been in discussion with the University about expanding University Staff Equality and Diversity training. The Students’ Union submitted case studies of students’ University experiences for use in training.

Students of faith

A new Interfaith Forum has been introduced to plan interfaith activities. One such example was National Interfaith Week which saw a ‘Food for Thought’ evening and Interfaith football tournament among the events.

Students with caring responsibilities

The Students’ Union is committed to working with the University to thoroughly engage with the issues that student carers face.

Students’ Union elections

Strategies to increase the diversity of candidates saw an increase in the number of female candidates. This resulted in the number of female SU executive members increasing from two to five.

Early inductions

Taking part in the Early Induction Programmes for disabled students, widening participation, mature and international students ensures that the Students’ Union continues to reach out to traditionally under-represented groups.

Gender-neutral toilets

Students’ Union Officers and the LGBT Network campaigned for the University to ensure that gender-neutral toilets are in all new university buildings and work has begun to make these facilities available in existing buildings.

Any-Body Club

The Students’ Union continues to work with the University on the Any-Body initiative which seeks to encourage disabled students and non-disabled students to take part in various sports activities. Volunteers are signed up through the Student Volunteer Centre and Athletic Union.
Poster sale in the East Concourse of
the Portland Building, University Park.
Benchmarking

The Equality Challenge Unit’s statistical report which highlights the equality challenges facing higher education was released in December 2011.

www.ecu.ac.uk/publications/equality-in-he-stats-11

The report presented an equality-focused analysis of information on students during the 2009/10 academic year, plus a year-on-year comparison showing the progress of equality across the sector over the last five years.

Using the summary of this report, The University of Nottingham’s data for the last three years is presented where available in order to compare with the sector’s average.

Students: key facts and figures

Within science, engineering and technology (SET) subject areas, the sector’s average is that a higher proportion of men than women studied engineering and technology (83.9%) and computer science (81.3%). In contrast, subjects allied to medicine (80.8%) and veterinary science (76%) had higher proportions of female students.

Within SET subject areas at The University of Nottingham, there are generally more male that female students studying within computer science (80.2%), physics and astronomy (79.8%) and engineering (74.3%).

Data at The University of Nottingham did not show that subjects allied to medicine had higher proportions of female students. This varied between Graduate Entry Medicine (45.6% female) and the medical course (61.9% female) and veterinary medicine and science (73.2% female).

Nursing and midwifery still has a higher proportion of females (76.5%), however, the course has seen a growth in its male student numbers consistently over the past few years.
Graduation Ceremony, which is held in the University’s Sports Hall, University Park – Summer 2011.
Over the past six years, the sector’s average proportion of black and minority ethnic (BME) students has increased from 14.9% in 2003/04 to 17.8% in 2008/09.

Over the past three years, the proportion of BME students at The University of Nottingham has decreased by 1% from 19% in 2008/09 to 18% in 2011. This still means The University of Nottingham remains ahead of many other HEIs with slightly more BME students than the sector average.

The difference between the proportion of white qualifiers who obtained a first class honours or upper second class honours degree and that of BME qualifiers (the attainment gap) increased from 17.2% in 2003/04 to a peak of 18.8% in 2005/06. Since then, the gap has decreased to 18.0% in 2008/09.

At The University of Nottingham the difference between the proportion of white qualifiers who obtained a first class honours or upper second class honours degree and that of BME qualifiers (the attainment gap) increased from 19% in 2007/08 to 22% in 2010/11. This identified trend is one area the University will be paying close attention to in the coming year.

During the past six years, the proportion of students who did not disclose their disability status across the sector dropped from 2.3% in 2003/04 to 1.9% in 2008/09.

Of those students for whom disability information was available, the proportion known to have a disability increased from 5.5% in 2003/04 to 7.5% in 2008/09.

The University of Nottingham statistics do not provide a clear indication of students who did not disclose, however the numbers of students disclosing has increased year on year since 2003.

Over half (55%) of first degree undergraduate students known to have a disability declared that they have a specific learning difficulty, eg dyslexia. For postgraduate students known to have a disability, this figure was 40.2%.

Overall, of those students declaring a disability at The University of Nottingham, 51% in 2011/12 session are dyslexic. This is both undergraduate and postgraduate.

Over the past six years, the age profile of students in higher education has changed, with an increase in the proportion of younger students. The proportion of students aged 21 and under on entry has grown from 45.4% in 2003/04 to 47.6% in 2008/09. In contrast, the proportion aged 36 and over has decreased steadily from 21.3% in 2003/04 to 19.4% in 2008/09.

At The University of Nottingham over the past three years, the proportion of younger students aged 21 and under has decreased from 68% to 64.83% and the proportion of students aged 30+ has increased from 9.57% in 2008/09 to 10.62% in 2011/12.

Further statistical analysis is available through Planning and Management Information: www.nottingham.ac.uk/planning
For more information, contact:

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