

## **Southampton Solent University**

### **Student Equality Forum**

### **Annual Report**

**2011-12**

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**March 2013**

## Introduction

1. This 2011-12 annual report from the Student Equality Forum (SEF) responds to the University's mission, vision and objectives in the strategic plan 2008-13 including a commitment to inclusivity and social justice. Together with the University Equality Scheme and the annual report from the Staff Equality Forum, this annual report also satisfies the University's legal obligations under the Equality act 2010 to publish information and demonstrate that we are thinking about the three aims of the Equality Duty as part of the process of decision making.
2. The report relates to the period 1 August 2011 to 31 July 2012 for students on full and part-time courses from both University campuses and provides information on the equality strands of age, disability, race and sex. Only data on these equality strands is available; however, limited data on religion and belief and sexual orientation may be available from 2012/13.
3. Monitoring data covers the three year period 2009/10 to 2011/12 for student numbers, retention, success and attainment with a census date of Friday 26 October 2012; and the six year period 2005/06 to 2010/11 for graduate destinations and salaries with a census date of 9 January 2012. National benchmark data is taken from the Equality Challenge Unit (ECU)<sup>1</sup>.
4. The report also provides a review of the SEF priorities for 2011/12 and indicates future priorities. It also promotes the objectives of the 2009-12 University Equality Scheme set out in **Appendix A**.
5. University SEF members in 2011/12 were as follows:
  - (PG) Phil Gibson, Chair, Head of Student Services, Learning & Information Service (LIS)
  - (AC) Anna Clodfelter, General Manager, Solent Students' Union
  - (AG) Alison Golden, Student Advice Manager, Student Services, LIS
  - (AM) Andi Maratos, Residence Manager, Estates & Facilities
  - (AO) Ayumi Okada, Vice President Welfare, Solent Students' Union
  - (AP) Andrea Peoples, Disability Coordinator, LIS
  - (BC) Bryan Carroll, Assistant Director, Estates & Facilities
  - (CO) Caroline Old, Equalities Officer, Human Resources
  - (DCH) Devon Campbell-Hall, Senior lecturer in English/Media Writing, Faculty of Creative Industries and Society (FCIS)
  - (DE) Dawn Edwards, Student Support Network Officer, Warsash Maritime Academy (WMA), Maritime Technology Faculty (MarTec)
  - (GA) Georgina Andrews, Director, Southampton Solent Business School, Faculty of Business, Sport & Enterprise (FBSE)
  - (GB) Graeme Barber, Deputy Librarian (Customer Services & Operations), Library & Learning Services, LIS
  - (GU) Geeta Uppal, Student Recruitment Officer, Marketing and Communications Service (MCS)
  - (JH) Judith Hanley, Faculty Adviser, Employability & Enterprise, LIS
  - (JR) Jonathan Ridley, Principal Lecturer Operations, WMA, MarTec
  - (SH) Fr Steve Hall, Chaplain, Student Services, LIS
  - (SL) Dr Steve Lake, Head of Access & Partnerships, MCS

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<sup>1</sup> "Equality in higher education: statistical report 2012. Part 2: students" by the Equality Challenge Unit (ECU) 2012

- (TM) Tori Morrison, Planning & Information Manager, Finance Service.

### **Monitoring information:**

#### **Key themes that emerged from the data analysis below in Appendix C**

#### 6. Ethnicity

- Students are increasingly willing to indicate their ethnicity (only 3.6% ethnicity unknown in 2011/12) [see page 11 para 1 Table 1].
- Increasing numbers of BME students are studying at Solent (currently 13.9% on first degree) [see page 11 para 2].
- FBSE has the highest proportion of BME students on first degree courses at 20.3% [see page 11 para 3].
- Retention is marginally lower for BME students [see page 11 para 5 Table 3]
- The BME attainment gap is increasing for 1sts (currently it is 9.2%), and for good degrees (currently 21.5%) [see pages 12/13 paras 6-11 Table 4 and 7].
- The BME employment gap is narrowing (currently 7%); and the unemployment gap has increased to 8.4% [see pages 16/17 paras 14-16 Tables 13-16].

#### 7. Disability

- Increasing numbers of disabled students are studying at Solent (currently 11.2%) [see page 18 paras 17/18 Table 17].
- FCIS has the highest proportion of disabled students at 12.9% [see page 19 para 19].
- The disabled student attainment gap for good degrees has increased to 7.6% [see page 21/22 paras 23-25].
- Disabled graduates are less likely to be employed and more likely to be unemployed. Disabled graduates (excluding SpLD) are more likely to be in further study [see pages 22/23 paras 26/27 Tables 23-25].

#### 8. Sex

- The male/female ratio in 2011/12 was 56.5% male, 43.5% female [see page 23 para 28 Table 26].
- In Faculties the male/female ratio was 88.3%/11.7% at WMA (MarTec), 85.9%/14.1% at MarTec (excluding WMA), 63.5%/36.5% at FBSE and 38.7%/61.3% at FCIS [see page 23 para 29].
- Retention of female students is on average 6% better than for male students [see page 23 para 30 Table 27].
- 16.8% more females than males gained a 'good degree' (i.e. 1st or 2i) in 2011/12 [see pages 24/25 paras 31-33 tables 28-31].
- Female graduates are slightly less likely to be unemployed, and the 'pay gap' with male graduates narrowed in the four years to 2009/10 but in 2010/11 it increased slightly [see page 26 paras 34-36 Tables 32-35].

#### 9. Age

- In 2011/12 the age profile for all courses for those aged  $\leq 21$  compared with  $>21$  was 71.7% compared with 28.3%. On degree courses it was 61.0% compared with 39.0% [see page 28 paras 37/38 Tables 36/37].
- In Faculties the  $\leq 21$ / $>21$  age profile on degree courses was 80.5%/19.5% at FCIS, 54%/46% at FBSE and 63.3%/36.7% at MarTec (excluding WMA) [see page 28 para 38].
- There is little difference in the retention of those aged  $\leq 21$  and  $>21$  [see page 28 paras 42-44 Tables 40-42].
- Of students aged  $\leq 21$ , 6.2% fewer gained a 1st than those aged over 21 in 2011/12; however, 8.8% more gained a good degree in 2011/12 [see page 31 para 45 Tables 44/45].
- Reflecting the national picture, graduates under 25 are more likely to be employed and less likely to be unemployed whilst those aged 25 and over are more likely to

earn higher salaries and more likely to be in further study [see page 32 paras 47-49 Tables 46-50].

### **Review of the University Student Equality Forum (SEF) priorities for 2011/12**

10. The SEF adopted seven priorities in 2011/12; progress was as follows:

**Priority 1: Continue to increase employability support for disadvantaged students; increase the number of students engaged in the Mentoring Programme.**

11. Action to address this priority included collaboration in relation to the Mentoring Programme managed by the LIS Employability & Enterprise Service (E&E) Service:

- i. Initially targeted at black and minority ethnic (BME) students, since 2007/08 the Mentoring Programme has supported first, second and final year students who self-refer; and who feel at a disadvantage when entering the labour market for a range of reasons (e.g. ethnicity, gender, age or disability etc.).
- ii. The Programme involves local employer mentors providing student mentees with industry-specific information, personal advice, practical employability skills, and workshops on career related topics. Other benefits are an opportunity to visit the mentor's work place and network with their work colleagues.
- iii. In 2011/12 Mentoring supported 28 students including 8 BME and 6 disabled students. Of the student participants 16 were female and 7 aged over 25.
- iv. Between 2007/08 and 2011/12 a total of 135 students have been supported by Mentoring.
- v. The following data focuses on those who have graduated of the 107 students that participated in Mentoring+ between 2007/08 and 2010/11. Of these:
  - **48 (45%) were BME**, of these 17 had known outcomes, 15 (88.2%) of whom were in employment (of these 33.3% were graduate-level, 60% were non-graduate level, and 6.6% paid work placement) and 2 (11.8%) were unemployed. Note, participants in Mentoring+ are more likely to be in employment: Appendix C Page 18 table 14 shows the employment rate for BME graduates was lower at 72.7% in 2010/11.
  - **12 (11.2%) declared a disability**, of these 3 had known outcomes. All 3 (100%) were in employment (either graduate-level (33.3%), non-graduate level (66.6%)).
  - **62 (58%) were female**, of these 30 had known outcomes, 24 of whom were in employment (i.e. 80%, either graduate-level [46%], non-graduate level [54%]) 2 were unemployed and 2 were either taking time out to travel / unable to work/ taking care of the family or home/ retired etc. and 2 were studying.
  - **44 (41%) were 25+**, of these 17 had known outcomes, 10 of whom were in employment (either graduate-level [40%], non-graduate level [60%]) 2 were unemployed, 4 were in study and 1 was either taking time out to travel / unable to work/ taking care of the family or home/ retired etc.

**Priority 2: Support the Equality Research Cluster in rolling out a series of workshops on promoting and embedding equality and diversity in the curriculum and assessment.**

12. The Equality Research Cluster facilitated two staff workshops in 2012; a bespoke workshop for FCIS as part of their Staff Development Programme, and a workshop for members of the Teaching and Learning Sub Committee.

13. The Cluster facilitated a workshop on broader aspects of equality and diversity at a joint event for the Solent HRM Network and Southampton City Law Network. The Network was

attended by over 50 HRM Managers and legal professionals, in addition to Solent University academic and support staff.

**Priority 3: Support the Equality Research Cluster in developing a bank of case studies of good practice for dissemination, and conducting an appreciative inquiry on equality and diversity involving staff and students.**

14. A Solent Online Learning (SOL) Equality and Diversity site was created by the Equality Research Cluster, with support from LIS. Chapter three focuses on equality, diversity and inclusion within the curriculum. The site includes interactive exercises and links to Open Educational Resources and materials. The chapter also includes eight case studies of good practice drawn from within Solent University following a call for submissions.
15. The Equality Research Cluster secured external Teaching Development Grant funding from the Higher Education Academy for a project '*Positive Perspectives of Employability in Business.*' The project includes an appreciative inquiry involving staff and students.

**Priority 4: Continue to analyse the uptake of student facing services and respond accordingly to ensure services may be accessed equally by all individuals and groups.**

16. A LIS Student Services graduate intern started work in September 2011 focusing on equality and analysing the uptake of student facing services. They reviewed and analysed student use of advice and support services such as Funding and Counselling, and the case work by the Students' Information Centre and Student Advice Manager. The outcomes included the following:
  - i. Students' Information Centre case work (derived from visitors to the Centre requiring more in-depth work): Sex - 52% female, 48% male; Ethnicity - 81% white; 14% BME, 5% not known.
  - ii. Student Advice Manager (SAM) case work (note, this records incidents of anti-social behaviour, police attendance and disciplinary behaviour in student residences): Sex - 20% female, 73% male and 7% unknown; Ethnicity - 69% white; 17% BME and 14% unknown
  - iii. Funding: Sex - 40.4% female, 58.2% male; Ethnicity - 67.8 % white, 26% BME and 6% unknown
  - iv. Counselling: Sex - 59% Female, 41% Male; Ethnicity - 83% white; 15% BME and 2% unknown; Disability - 72% no disability declared; 28% declared a disability (of these 14% declared a mental health disability)
17. Nationally fewer males access counselling than females; some Universities have addressed this trend through forms of promoting and by targeting male dominated courses.
18. LIS Student Services will continue to monitor the uptake of student services and review business processes.

**Priority 5: Support the Ofsted assessment of University provision and respond to any recommendations for further improvement regarding equality.**

19. In December 2011 an Ofsted inspection of WMA's provision graded the University as outstanding. Feedback from Ofsted recommended the University strengthen work on equality and safeguarding.
20. As a result an online e-learning course covering equality and diversity in the workplace was promoted to WMA staff. Of the 148 staff, 35 (24%) completed the training. Within the School of Professional Studies, which provides the majority of the education assessed

by Ofsted, 27 (52%) of 52 staff completed the course. WMA is planning to organise further training in the form of lunchtime workshops by the University Equality Research Cluster.

21. LIS Student Services worked with WMA and the Southampton Children and Young People's Trust at Southampton City Council to organise and deliver safeguarding training and as a result 8 sessions were delivered to 56 staff at WMA.

**Priority 6: Review the existing Student Equal Opportunities Policy.**

22. This policy was reviewed by the University SEF and a final draft will be presented to Academic Standards and Development Committee in 2012/13. The new Policy reflects the new 2013 University Equality Scheme.

**Priority 7: Continue to collaborate with the University Employee Equality Forum in delivery of the existing University Equality Scheme and development of a new one.**

23. The Student Equality Forum (SEF) supported the Employee Equality Forum in making progress with the development of a new University Equality Scheme for 2013-2015. This included working closely with the Employee Equality Forum to consult with staff and students in developing a model for the new Scheme with supporting objectives.
24. In addition, members of the SEF continued to provide support to the University Equality events programme for 2011/12 which reflects and promotes the nine equality strands - age, disability, sex (gender), gender reassignment, pregnancy and maternity, marriage and civil partnership, race, religion, or belief and sexual orientation - through raising awareness of equality and diversity and providing information (Objective 7, Equality Scheme 2009-12).

**Priorities and action for 2012/13**

25. Priorities for 2012/13 were reviewed by the SEF in July 2012 and agreed to continue as follows with one addition at Priority 8:

**Priority 1:** Continue to increase employability support for disadvantaged students; increase the number of students engaged in the Mentoring Programme. **JH is leading this work.**

**Priority 2:** Support the Equality Research Cluster to organise an interdisciplinary conference promoting and embedding equality and diversity in the curriculum and assessment, and to provide a development workshop for WMA. **GA is leading this work.**

**Priority 3:** Support the Equality Research Cluster to deliver a teaching development grant project on employability and inclusion, with an appreciative inquiry involving staff and students. **GA is leading this work.**

**Priority 4:** Continue to analyse the uptake of student facing services and respond accordingly to ensure services may be accessed equally by all individuals and groups. **AG is leading this work.**

**Priority 5:** Support the Ofsted assessment of University provision and respond to any recommendations for further improvement regarding equality. **JR is leading this work.**

**Priority 6:** Review the existing Student Equal Opportunities Policy. **PG is leading this work.**

**Priority 7:** Continue to collaborate with the University Equality Forum (Staff) in delivery of the existing University Equality Scheme and development of a new one. **PG, AP and CO are leading this work.**

**Priority 8:** Review the inclusion of issues of equality and access in the University approach to facilities project management. **BC is leading this work.**

### **Concluding comments**

26. The University data on equality continues to reflect national trends and relate to complex issues that are not reducible to single factors.
27. Work is continuing by focussing on eight agreed priorities as detailed above in 28. Further action is planned in 2012/13 to strengthen this work and address attainment gaps including:
  - i. A review of the membership and operation of the Student Equality Forum (SEF).
  - ii. Responding to the refreshed Teaching and Learning Strategy.
  - iii. Closer liaison between the SEF and the new University Access and Widening Participation Working Group.
  - iv. Creation of a 'task and finish' group chaired by a Faculty Associate Dean, which will focus on development of a more inclusive curriculum informed by best practice.
28. The Student Equality Forum Annual Report 2011/12 provides evidence of a year of further progress. It also sets out the priorities and additional actions that will strengthen and accelerate this progress and ensure Southampton Solent University students whatever their backgrounds are able to achieve their potential.

Student Equality Forum      March 2013

## **Appendix A: Equality Scheme 2009-12 Objectives**

1. Develop a culture that will improve attitudes towards minority groups
2. Carry out an equality review of the main University policies, procedures and strategies
3. Firmly fix equality and diversity practices into teaching and learning
4. Make sure there is equal pay for work of equal value
5. Make sure all employees have access to training on equality and diversity issues
6. Make sure all working partners know about our equality policies
7. Promote the nine equality strands - age, disability, gender reassignment (where a person is recognised, or is taking steps to be recognised, as the sex opposite to that shown on their birth certificate), marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation (sexuality) - through raising awareness of equality and diversity and providing information
8. Make sure stakeholders continue to be involved in developing objectives and action plans
9. Continue to develop systems that monitor University staff and students in line with the nine equality strands
10. Include equality initiatives in faculty and service planning

## Appendix B: Glossary of terms

<b>Age</b>	Age of a student is calculated as of 1st October for the year of entry to the course
<b>Disabled students/ Disability</b>	Data based on students' self-declarations. Includes HESA codes: 02 - Blind/partially sighted 03 - Deaf/hearing impairment 04 - Wheelchair user/mobility difficulties 05 - Personal care support 06 - Mental health difficulties 07 - An unseen disability, e.g. diabetes, epilepsy, asthma 08 - Two or more impairments and/or disabling medical conditions 10 - Autistic Spectrum Disorder 11 - A specific learning disability e.g. dyslexia 51 - A specific learning difficulty such as dyslexia, dyspraxia or AD(H)D 53 - A social/communication impairment such as Asperger's syndrome/other autistic spectrum disorder 54 - A long standing illness or health condition such as cancer, HIV, diabetes, chronic heart disease, or epilepsy 55 - A mental health condition, such as depression, schizophrenia or anxiety disorder 56 - A physical impairment or mobility issues, such as difficulty using arms or using a wheelchair or crutches 57 - Deaf or a serious hearing impairment 58 - Blind or a serious visual impairment uncorrected by glasses 96 - A disability, impairment or medical condition that is not listed above
<b>Ethnic Majority /White</b>	Includes HESA code 10 - White
<b>Ethnic Minority/BME</b>	Black and minority ethnic origin. Includes students with HESA codes 21 - Black or Black British - Caribbean, 22 - Black or Black British - African, 29 - Other Black background, 31 - Asian or Asian British - Indian, 32 - Asian or Asian British - Pakistani, 33 - Asian or Asian British - Bangladeshi, 34 - Chinese, 39 - Other Asian background, 41 - Mixed - White & Black Caribbean, 42 - Mixed - White & Black African, 43 - Mixed - White & Asian, 49 - Other Mixed background and 80 - Other Ethnic background
<b>Further Study</b>	Further study includes those who gave their employment circumstances as temporarily sick or unable to work, looking after the home or family, not employed but not looking for employment, further study or training, or something else and who were also either in full-time or part-time study, training or research, plus those who were due to start a job within the next month or unemployed and looking for employment, further study or training and who were also in full-time study, training or research. Also includes those in further study and employment.
<b>Good degrees</b>	Refers to First Degree 1 <sup>st</sup> class and 2:1 class grades
<b>Gender/Sex</b>	Divides by HESA codes 1 - Male, 2 - Female, 9 - Indeterminate (unknown)

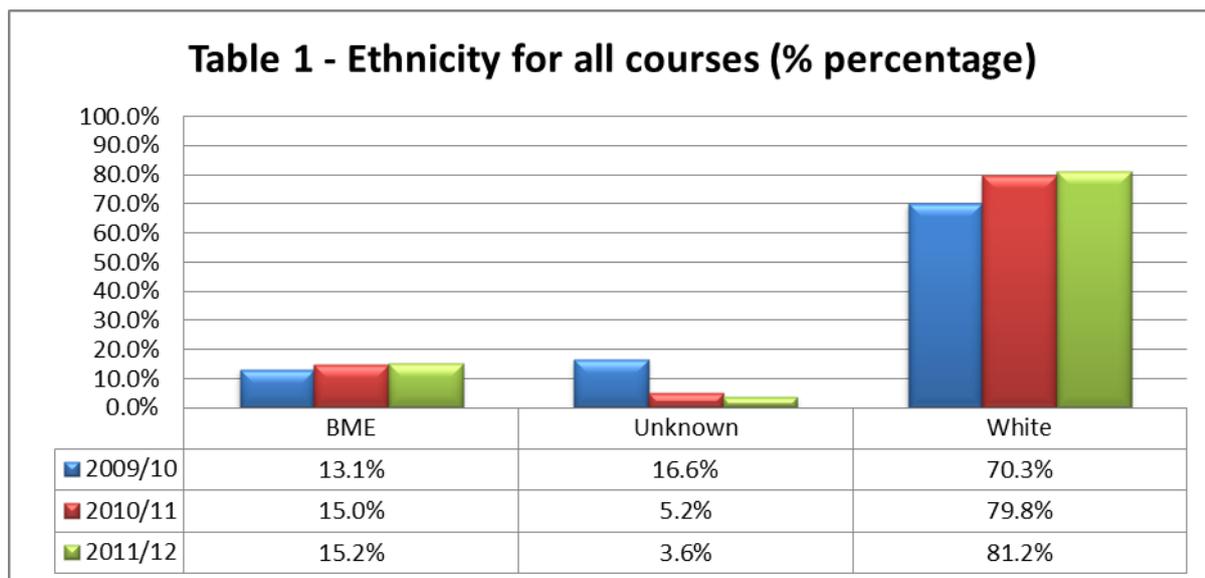
<b>Non-disabled students/No disability/Unknown</b>	Includes HESA codes 00 - No known disability, ‘ ’ - Unknown, 97 - Information refused, 98 - Information not sought, 99 - Not known
<b>Other Awards</b>	Refers to First Degree students achieving any award that is less than a Diploma in Higher Education
<b>Outcome/academic success</b>	<p>Presents First Degree Final Year students achievement only for Honours and Foundation courses. Presents student achievement for All years for HNC/D courses, and Foundation Degrees, excludes Foundation Years and Professional Courses.</p> <p>For postgraduate students achievement includes all awards made, including lower level awards than the original course aim.</p>
<b>Retention rate</b>	Calculated by dividing Number of students taking final assessments by number of students enrolled on a year
<b>Specific Learning Difficulty (SpLD)</b>	Includes HESA code 11 - A specific learning difficulty e.g. dyslexia and 51 - A specific learning difficulty such as dyslexia, dyspraxia or AD(H)D
<b>Unemployment</b>	Unemployed includes those students who gave their employment circumstances as unemployed and looking for employment, further study or training, and who were also either in part-time study, training or research or not studying, plus those who were due to start a job within the next month and who were also either in part-time study, training or research or not studying.
<b>Unknown ethnicity</b>	Includes HESA codes 90 - not known, 98 - information refused and null - unknown

## Appendix C: Monitoring information

### Ethnicity

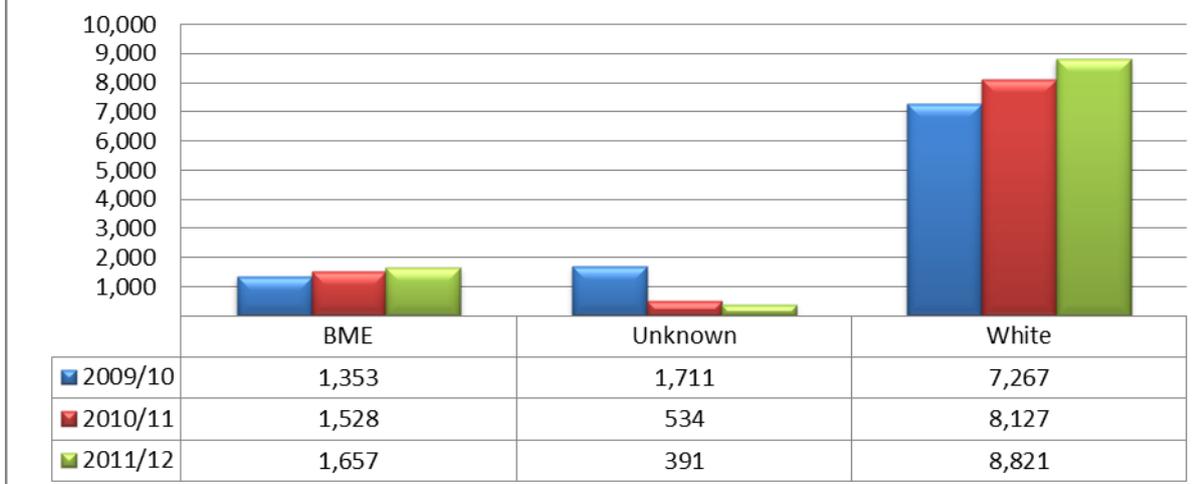
Ethnicity: Student numbers and retention

1. Data available on ethnicity continues to improve with fewer students indicating ethnicity as unknown: The number and percentage of ethnicity unknown for all courses combined was 1,711 (16.6%) in 2009/10, and 391 (3.6%) in 2011/12 (see Table 1). For degree courses the number and percentage was 442 (5%) in 2009/10 and 306 (3.2%) in 2011/12.
2. Nationally the proportion of UK-domicile black and minority ethnic (BME) student qualifiers from first degree courses increased from 14.9% in 2003/4 to 18.4% in 2010/11<sup>2</sup>. By comparison the proportion of BME students at the University qualifying from first degree courses has increased from 10.3% in 2009/10, to 11.2% in 2010/11 and 12.0% in 2011/12. The total proportion of BME students studying on degree courses at the University was 11.1% in 2009/10 and 13.2% in 2010/11 and 13.9% in 2011/12.
3. In faculties the total number of BME students studying on first degree courses in 2011/12 was FBSE 20.3% compared with MarTec (excluding WMA) 13.1%, and FCIS 10.8%.
4. The data also shows the number and percentage of BME students studying all qualifications grew in the same period. For example, the number (percentage) of BME students was 1502 (15.9%) in 2009/10, 1549 (15.9%) in 2010/11 and 1657 (15.8%) in 2011/12 (note, these percentages reflect the removal of unknown ethnicity from the totals) (see Table 2).
5. Retention of BME students on degree courses was the same as for white students at 94% in 2009/10; however, it was marginally lower than for white students in 2010/11 (96.8% compared with 97.3%) and in 2011/12 (96.3% compared with 96.7%) (see Table 3).

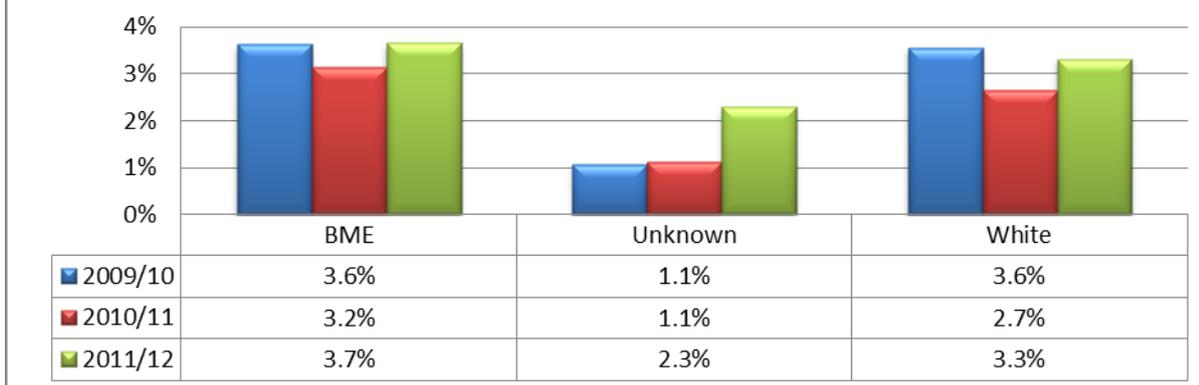


<sup>2</sup> "Equality in higher education: statistical report 2012. Part 2: students" by ECU 2012, page 57.

**Table 2 - Ethnicity for all courses (numbers)**



**Table 3 - First degree retention by ethnicity (not including 'Retained')**

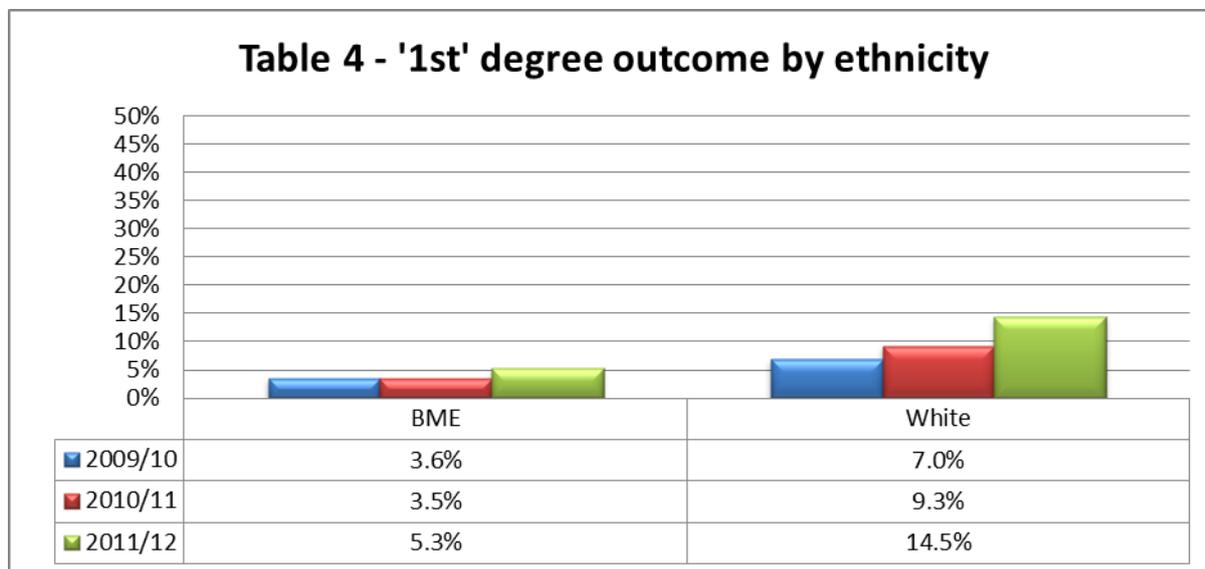


**Ethnicity: Student success**

6. Reflecting the national picture<sup>3</sup>, analysis of degree course outcomes for the three years to 2011/12 shows success of BME students is lower than for white students. The percentage gap between BME and white students in favour of white students gaining a 1st class degree pass in the three years to 2011/12 was 3.4%, 5.8% and 9.2% respectively (see Table 4).
7. The percentage of BME students gaining a 2:1 in the three years to 2011/12 was 21.8%, 29.1% and 33.1%, and for white students was higher at 39.0% (gap 17.2%), 42.0% (gap 12.9%) and 45.4% (gap 12.3%) respectively (see Table 5).
8. In addition, the data shows a higher percentage of BME students gain an unclassified outcome. For example the percentage of BME students gaining an unclassified degree were 5.6%, 1.7% and 1.2% and for white students were 2.1%, 1.1% and 0.7% respectively in the three years to 2011/12 (see Table 6).

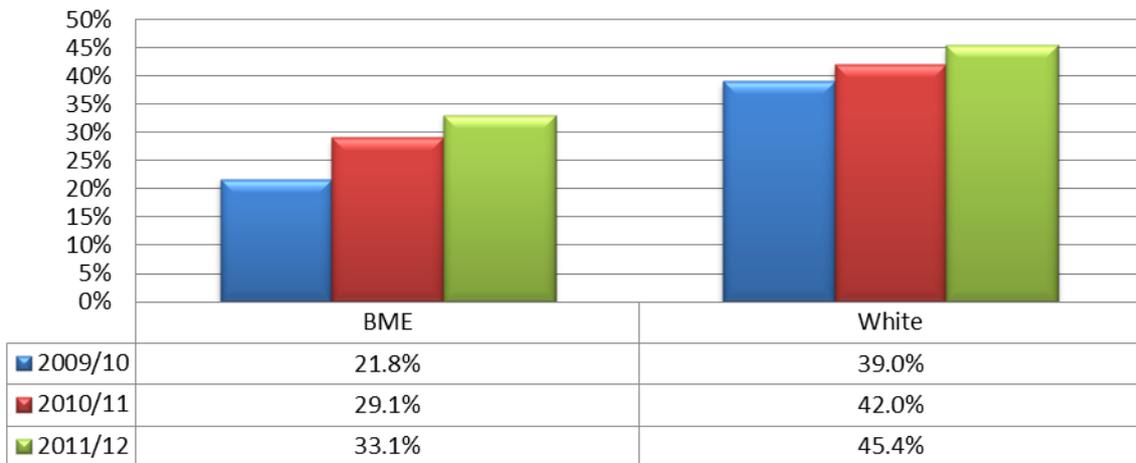
<sup>3</sup> "Equality in higher education: statistical report 2011. Part 2: students" by the Equality Challenge Unit (ECU) 2011, page 80.

9. Nationally between 2003/4 and 2010/11 the difference in the success of BME and white students in gaining a 'good degree' (i.e. gaining a 1st or 2:1), sometimes called the 'attainment gap', increased from 14.9% to 18.4%<sup>4</sup>. At Solent this attainment gap has grown from 20.6% in 2009/10 to 21.5% in 2011/12 (see Table 7).
10. A higher percentage of BME students gained a 3rd or unclassified degree in the three years to 2010/11; however, there is evidence to suggest the 'gap' with white students is declining. For example, the gap between BME and white students gaining a 3rd class degree was 12.6%, 7.4% and 6.3% respectively in favour of BME students (see Tables 9, 10 and 11). The percentage gap between BME and white students gaining an unclassified degree was 3.5%, 0.6% and 0.5% respectively in favour of BME students.
11. In conclusion BME students continue to perform less well on degree courses than their white counterparts, being less likely to gain a 1st or a 2:1 and more likely to gain a 3rd or unclassified degree. In addition, the 'attainment gap' between BME and white students in gaining a 'good' degree has increased from 20.6% in 2009/10 to 21.5% in 2011/12.
12. Where ethnicity was known, data shows the number and percentage of students with a BME background studying postgraduate courses is falling; for example, the relevant data was 270 (42.8%), 245 (36.2%) and 163 (28.5%) between 2009/10 and 2011/12. Conversely the percentage of white students studying postgraduate degrees has increased from 57.2% to 71.5% in the same period.
13. In addition, analysis of postgraduate course outcomes for the three years to 2011/12 shows BME student attainment is lower than for white students. For example, the number (and percentage) of BME students gaining a distinction was zero in two of the three years and 4/3.8% in 2011/12; and for white students in the same period was 17 (13.2%), 6 (3.6) and 30 (12.5%) respectively (see Table 12).

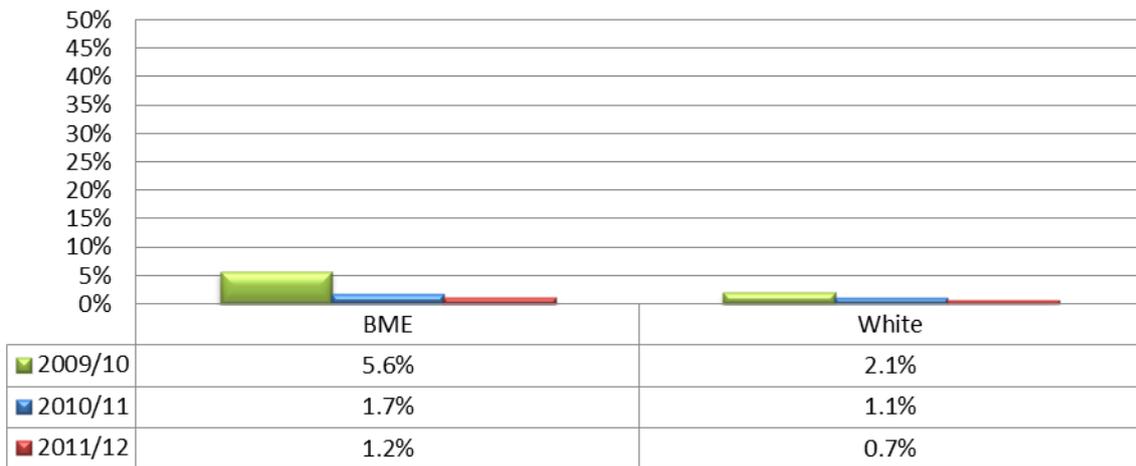


<sup>4</sup> "Equality in higher education: statistical report 2012. Part 2: students" by ECU 2012, page 57.

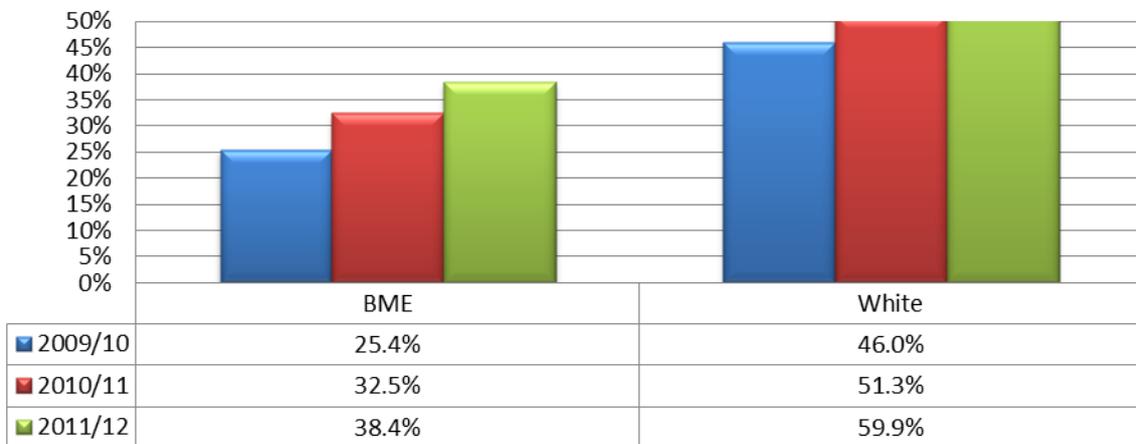
**Table 5 - '2:1' degree outcome by ethnicity**



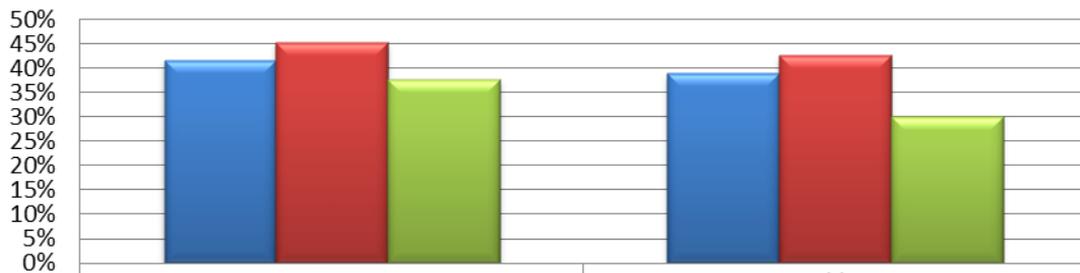
**Table 6 - 'Unclassified' outcome by ethnicity**



**Table 7 - 'Good degree' (1st and 2.1) outcome by ethnicity**

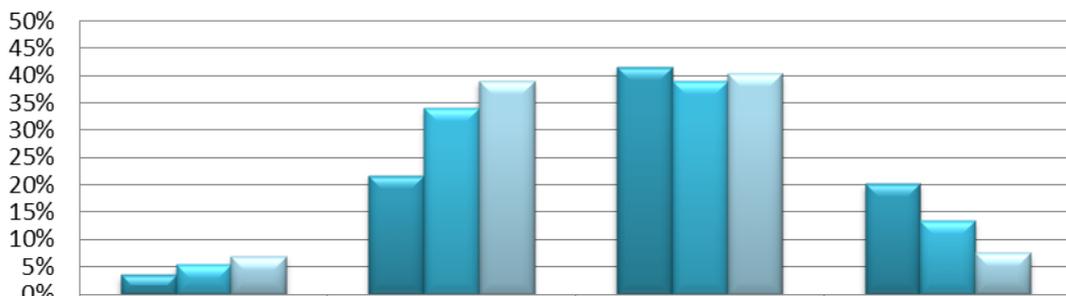


**Table 8 - '2:2' degree outcome by ethnicity**



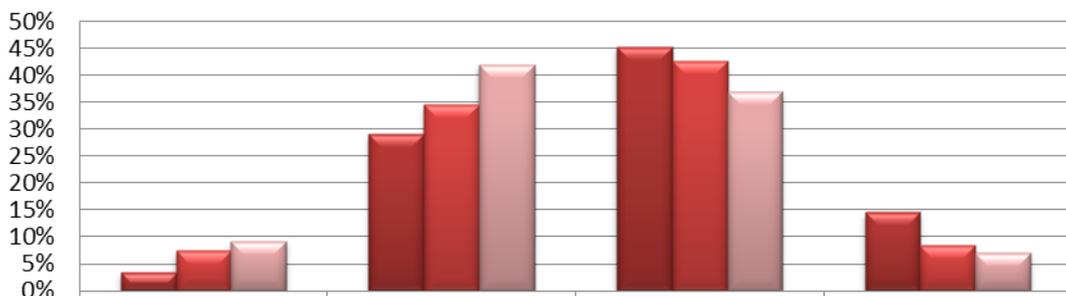
	BME	White
2009/10	41.5%	38.9%
2010/11	45.3%	42.6%
2011/12	37.8%	30.1%

**Table 9 - First degree outcome by ethnicity 2009**



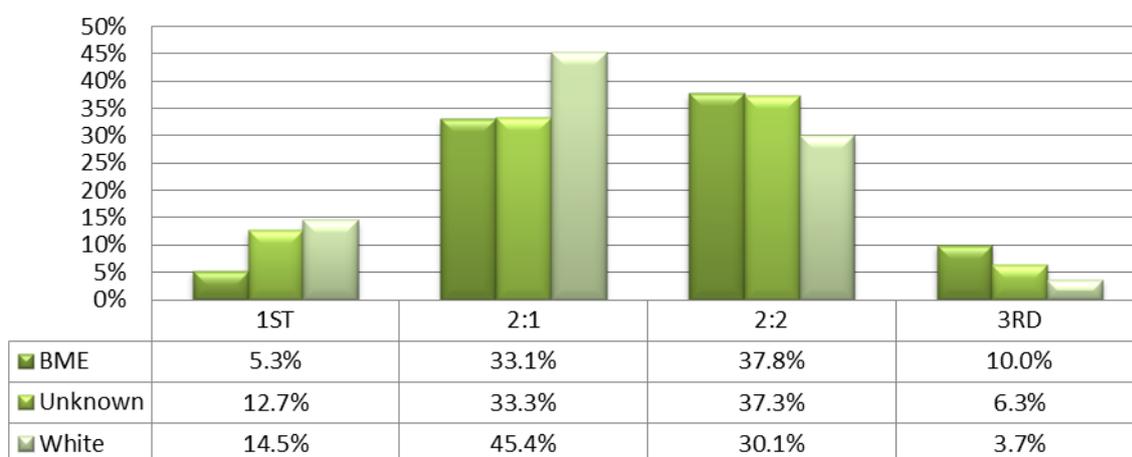
	1ST	2:1	2:2	3RD
BME	3.6%	21.8%	41.5%	20.2%
Unknown	5.4%	34.1%	38.9%	13.5%
White	7.0%	39.0%	40.3%	7.6%

**Table 10 - First degree outcome by ethnicity 2010**

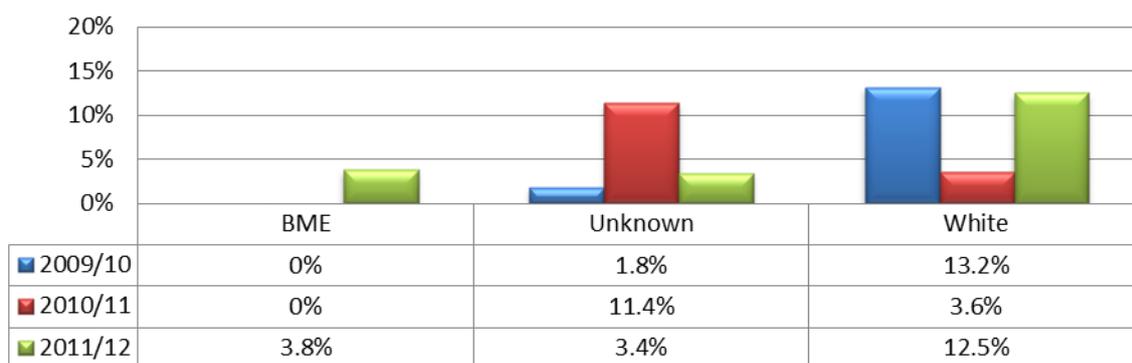


	1ST	2:1	2:2	3RD
BME	3.5%	29.1%	45.3%	14.5%
Unknown	7.4%	34.6%	42.6%	8.5%
White	9.3%	42.0%	37.0%	7.1%

**Table 11 - First degree outcome by ethnicity 2011**



**Table 12 - 'Distinction' award for postgraduate qualification by ethnicity**

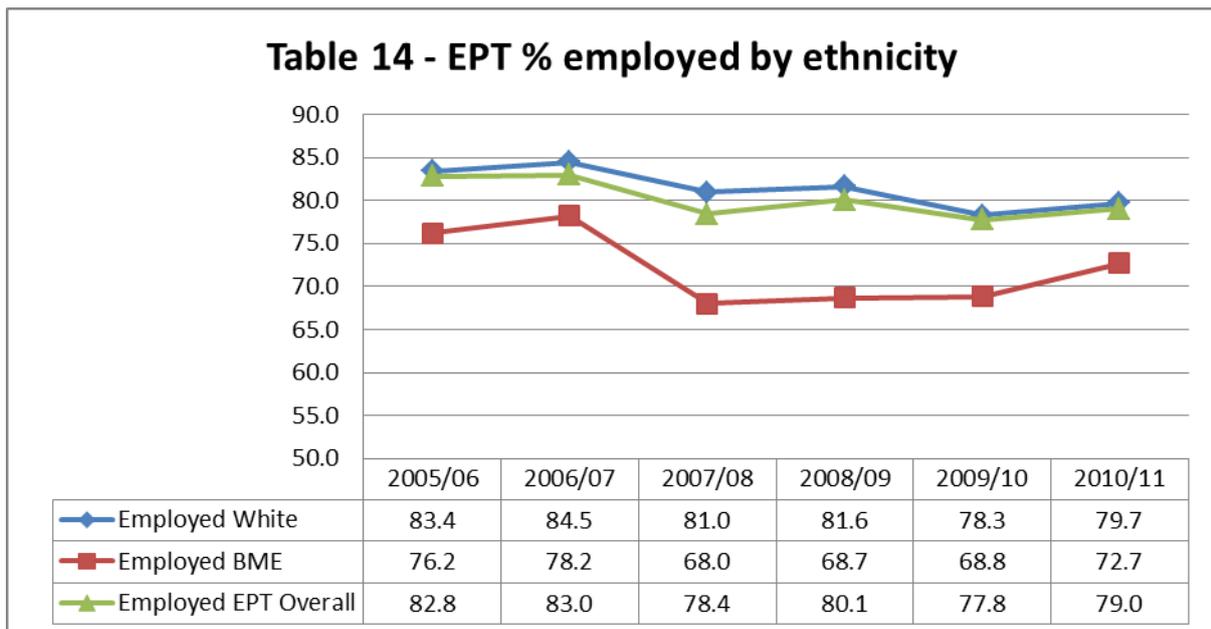
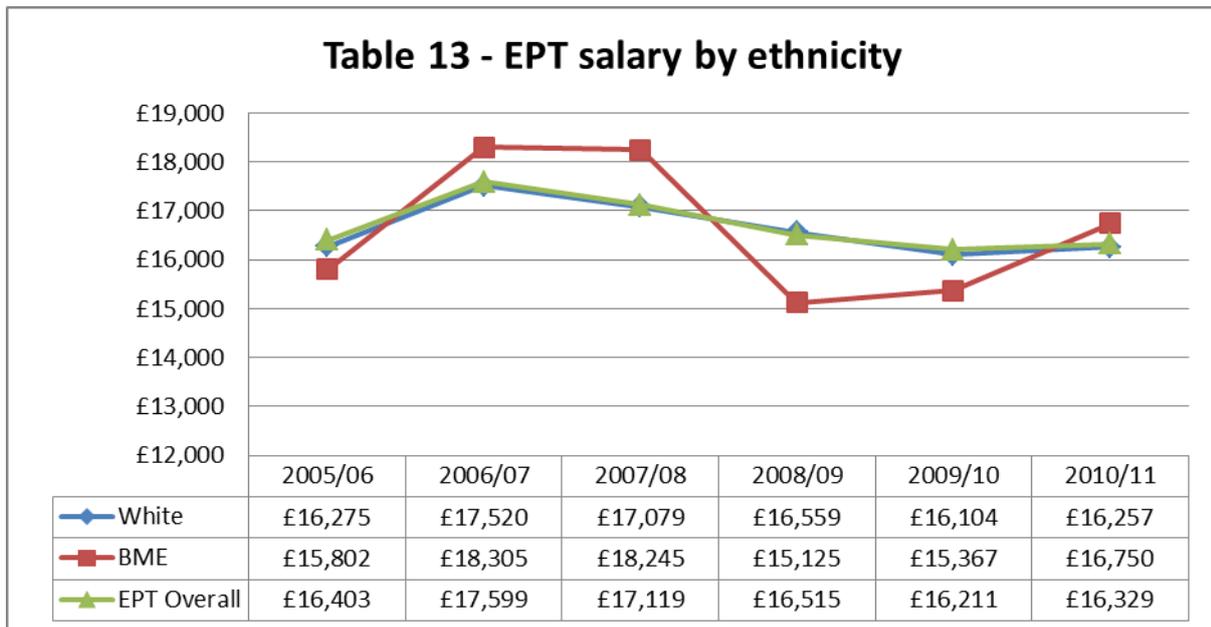


Ethnicity: Graduate destinations and salaries

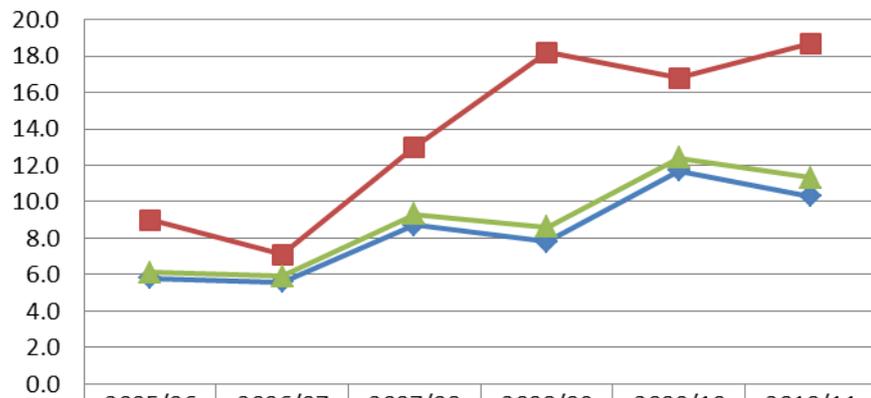
14. BME students graduating from first degree courses from the Southampton campus are less likely to be employed; however, when employed, average salaries are marginally higher (white majority versus BME average graduate salary in 2010/11 was £16,257 compared with £16,750) (see Table13). In addition, BME graduates are more likely to be unemployed and more likely to be in further study than other graduates.
15. When comparing BME and white majority graduate outcomes (i.e. BME/white majority), the figures for the six years to 2010/11 show that for employment and unemployment there is a narrowing gap. For example, regarding employment, the percentage gap was 7.2%, 6.3%, 13.0%, 12.9%, 9.5% and 7.0 respectively (see Table 14). For unemployment the percentage gap was 3.2%, 1.5%, 4.3%, 10.4%, 6.5% and 8.4% respectively (see Table 15). When comparing with national data Solent BME graduates fare better. For example, nationally the employment 'gap' was 10.3% in 2009/10 and 10.2% in 2010/11 (i.e. 54.7% white compared with 44.4% BME graduates were in employment in 2009/10 and 53.5% white compared with 43.3% BME in 2010/11<sup>5</sup>).

<sup>5</sup> "Equality in higher education: statistical report 2012. Part 2: students" by the Equality Challenge Unit (ECU) 2012, page 92.

16. Conversely the data shows that although the difference is narrowing, higher percentages of BME graduates pursue further study. For example, for further study the BME/white majority gap percentages were 11.5% in 2008/9 and 3.0% in 2010/11 (see Table 15).



**Table 15 - EPT % unemployed by ethnicity**



	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11
Unemployed White	5.8	5.6	8.7	7.8	11.7	10.3
Unemployed BME	9.0	7.1	13.0	18.2	16.8	18.7
Unemployed EPT Overall	6.1	5.9	9.3	8.6	12.4	11.3

**Table 16 - EPT % in further study by ethnicity**



	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11
Further study White	10.1	9.5	8.7	10.2	9.9	11.7
Further study BME	17.2	12.9	13.0	21.7	13.6	14.7
Further study EPT Overall	10.6	10.6	9.5	11.7	10	11.8

## Disability

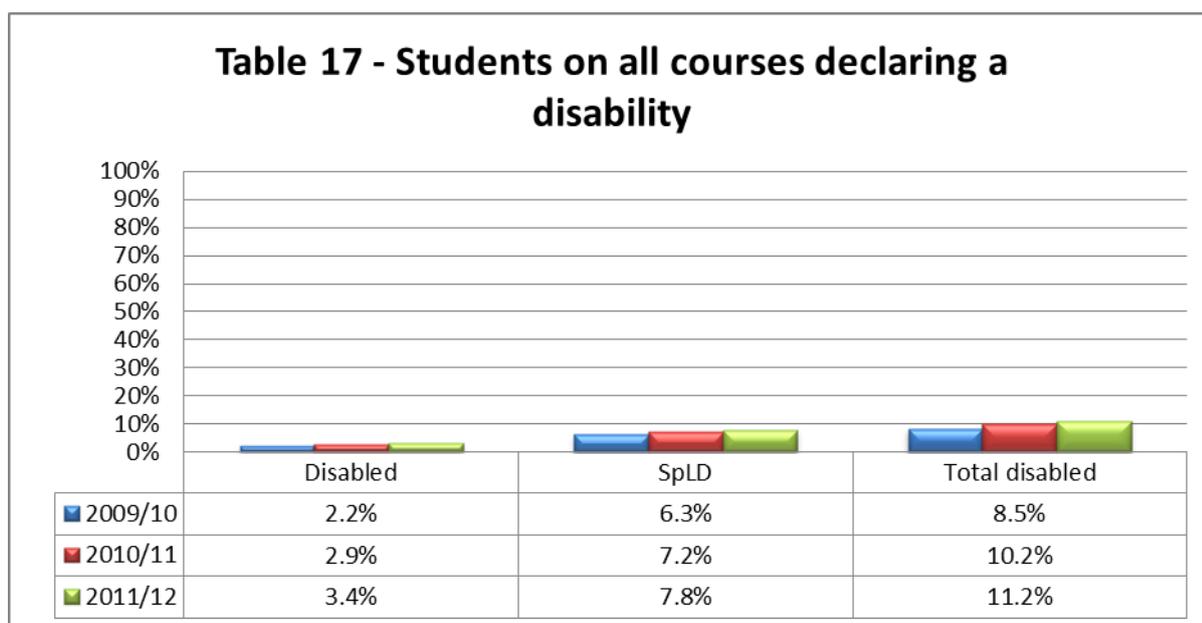
Disability: Student numbers and retention

- The number and percentage of students within the University declaring a disability (the data for a specific learning difficulty [SpLD] e.g. dyslexia, is provided in brackets) for the three years to 2011/12 has grown. For example, the number of disabled students in each of the three years to 2011/12 was 888 (659) or 8.5%, 1045 (744) or 10.2% and 1219 (851) or 11.2% respectively (see Table 17).
- Relatively more Solent students have a declared disability; for example, nationally 7.6% of students on first degree courses declared a disability in 2009/10<sup>6</sup> and 8.0% in 2010/11<sup>7</sup>.

<sup>6</sup> "Equality in higher education: statistical report 2011. Part 2: students". P 48

19. All three faculties have increasing numbers of disabled students studying their courses. In faculties in 2011/12, the percentage of disabled (including SpLD) students out of the total number of students studying on first degree courses ranged from 9.4% (including 6.8%) in FBSE to 12.9% (including 8.7%) in FCIS.
20. Relatively more Solent students declare they have a specific learning difficulty (SpLD, e.g. dyslexia) when compared nationally. For example, of those students studying degree courses who declared a disability in the three years to 2011/12, 74.2%, 71.2% and 69.8% respectively stated they had a specific learning difficulty. This compares with 47.7% students nationally who declared they had a SpLD in 2010/11<sup>8</sup>.
21. Data for the three years to 2011/12 shows that retention of non-disabled students (i.e. no disability or disability unknown) and studying on either degree or postgraduate courses is marginally better than for disabled students (including SpLD). For example, retention of students not disabled studying degree courses in the three years to 2011/12 was 96.8%, 97.4% and 96.7%; the same data for disabled students (including SpLD) was 96%, 96.2% and 95% (see Tables 18 and 19).
22. There are larger differences when considering students studying HNC/D courses, although the differences are narrowing. For example, the data for the three years to 2011/12 for non-disabled students was 96.8%, 97.1 and 97.6%, and for disabled students (excluding SpLD) in the same period was 88.9%, 86.7% and 91.7% respectively. However, it should be noted that the student numbers not retained in each case are small numbering 1 or 2 each instance (see Table 20).

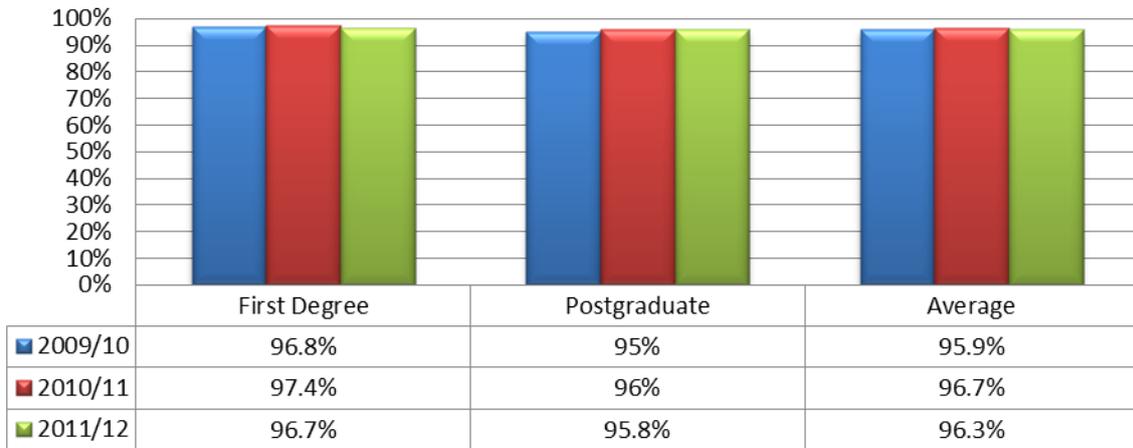
**Table 17 - Students on all courses declaring a disability**



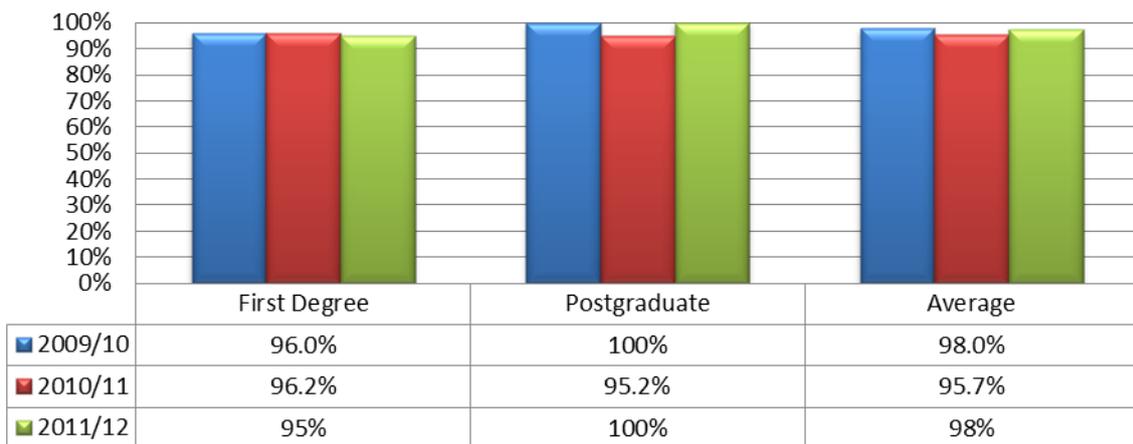
<sup>7</sup> "Equality in higher education: statistical report 2012. Part 2: students". P96

<sup>8</sup> "Equality in higher education: statistical report 2012. Part 2: students". P 101

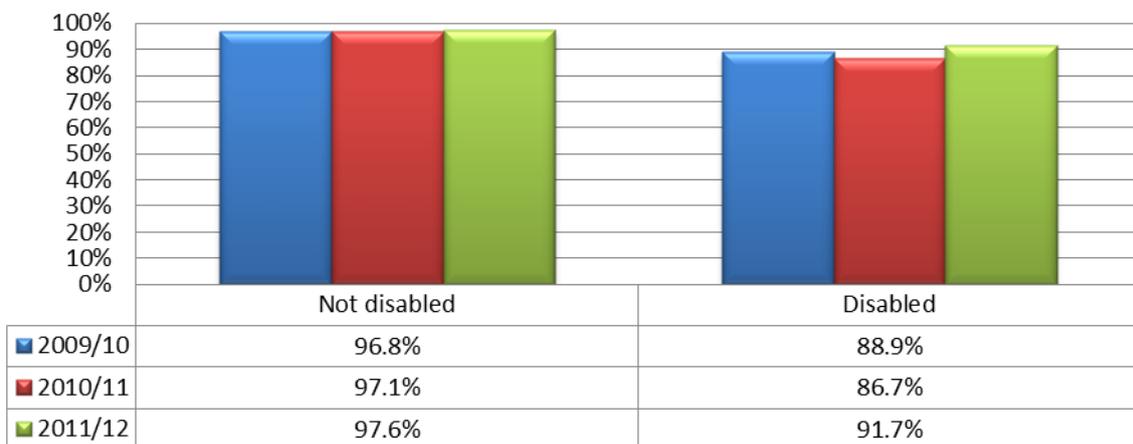
**Table 18 - Retention of students not disabled on first degree and postgraduate**



**Table 19 - Retention of disabled students on first degree and postgraduate courses**

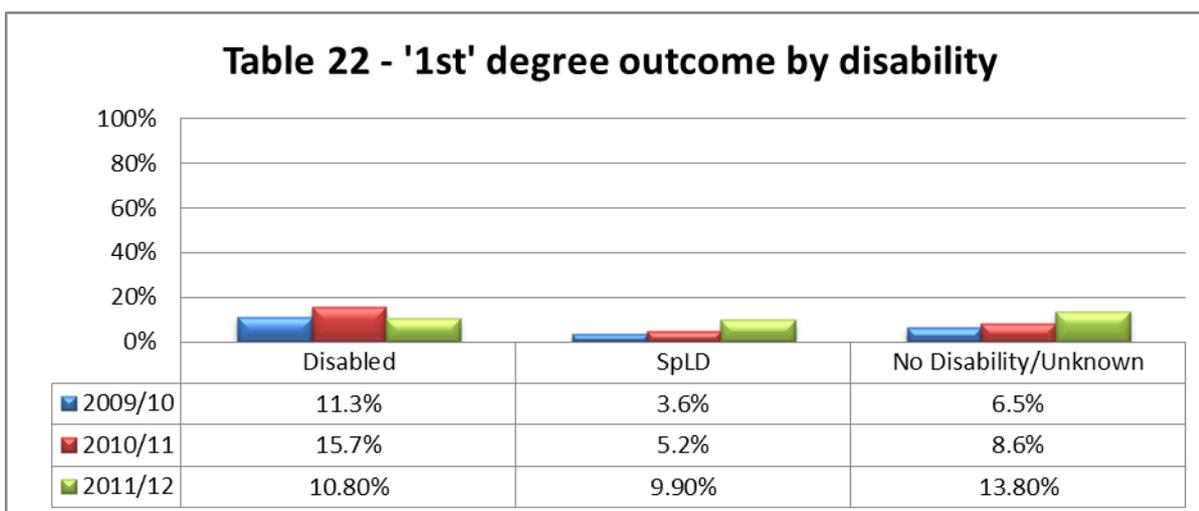
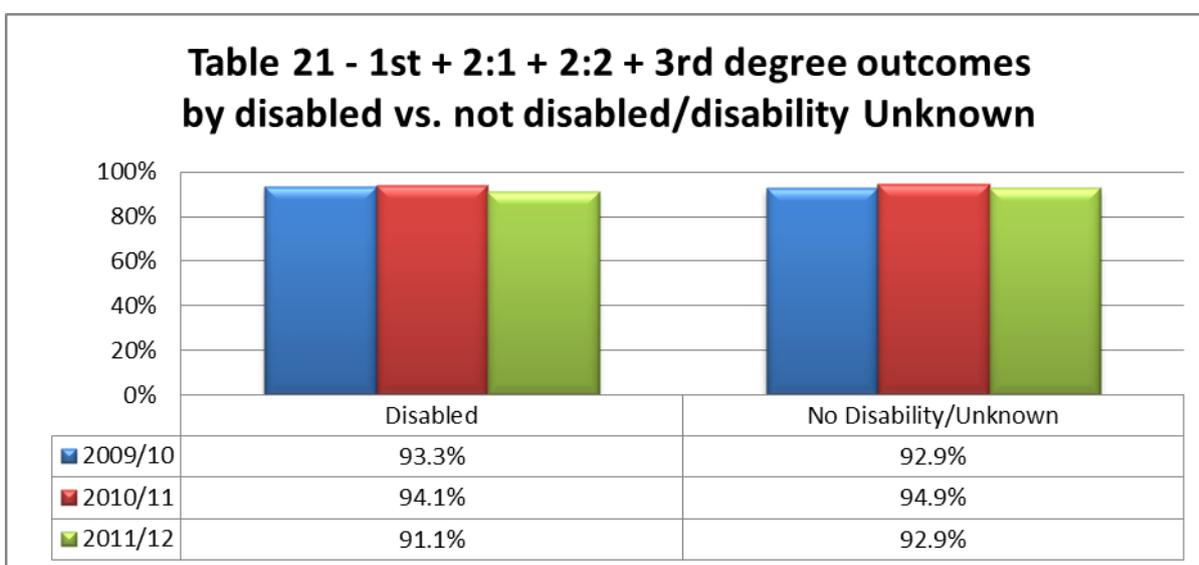


**Table 20 - Retention of disabled and non-disabled students on HNC/D courses**



Disability: Student success

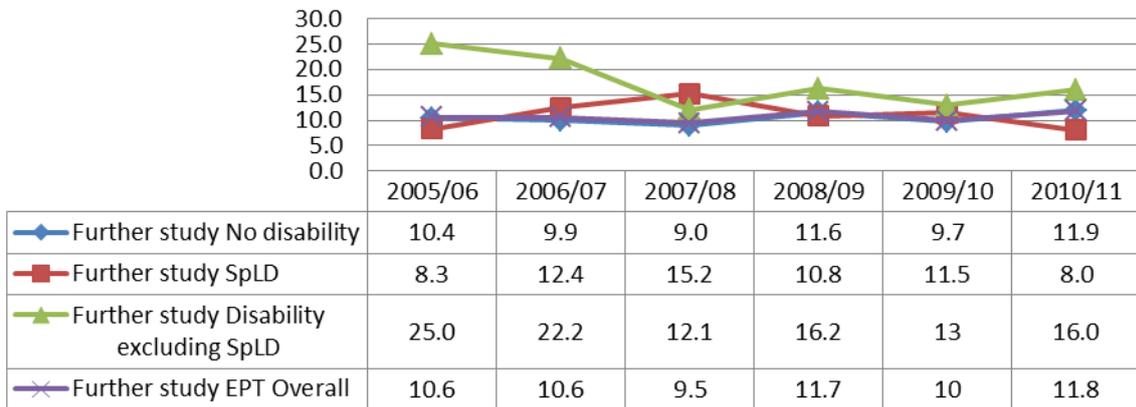
23. Data on the success of students on first degree courses for the three years to 2011/12 shows that when percentages are added together for students achieving the ‘pass’ outcomes of 1st, 2:1, 2:2, and 3rd they are similar for disabled students (including SpLD) when compared with non-disabled students, with more than 91% of students achieving these outcomes (see Table 21).
24. Further analysis shows a higher percentage of disabled students (excluding SpLD) gained a 1st in two of the three years to 2011/12 (see Table 22).
25. In addition, in two of the three years to 2011/12 non-disabled students were more likely to gain a ‘good degree’ (1st or 2i) with an attainment gap of 8.7% in 2009/10 and 7.6% in 2011/12; however, in 2010/11 disabled students (including dyslexia) were more likely to gain a good degree with an attainment gap of 3% in their favour.



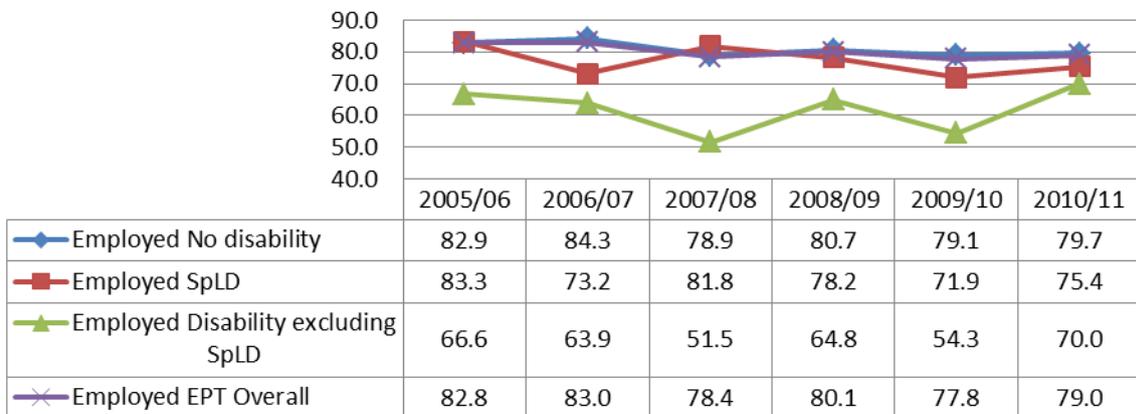
Disability: Graduate destinations and salaries

26. Reflecting the position nationally<sup>9</sup>, disabled graduates (including SpLD) at the Southampton campus are less likely to be employed and more likely to be unemployed. Disabled students (excluding SpLD) are more likely to be involved in further study than other graduates (see Tables 23 and 24).
27. Disabled graduate salaries were on average lower than for graduates who have not declared a disability in each of the six years to 2010/11 except in one year i.e. in 2009/10. (see Table 25).

**Table 23 - EPT % in further study by disability**

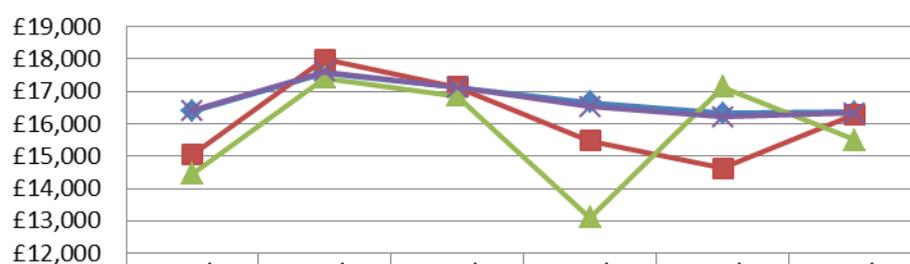


**Table 24 - EPT % employed by disability**



<sup>9</sup> "Equality in higher education: statistical report 2012. Part 2: students" by ECU 2012, page 134

**Table 25 - EPT salary by disability**



	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11
◆ No disability	£16,392	£17,572	£17,120	£16,661	£16,324	£16,362
■ SpLD	£15,044	£17,977	£17,136	£15,474	£14,619	£16,280
▲ Disability excluding SpLD	£14,437	£17,417	£16,857	£13,100	£17,125	£15,500
✕ EPT Overall	£16,403	£17,599	£17,119	£16,515	£16,211	£16,329

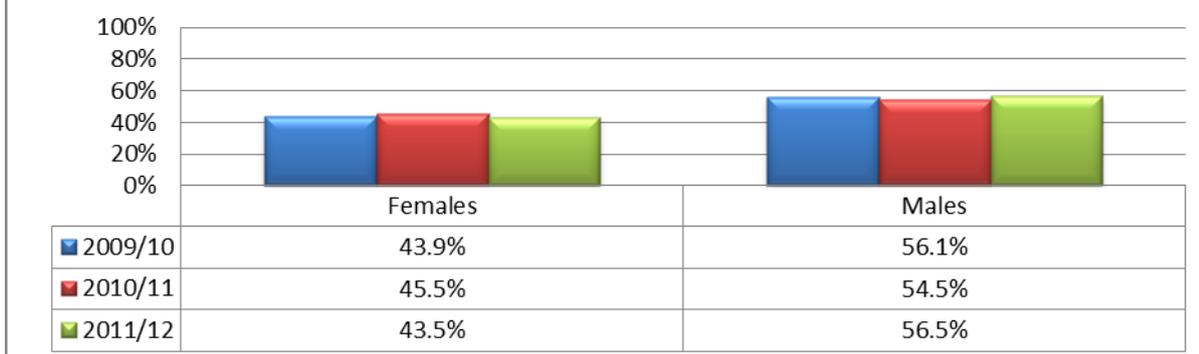
## Sex

Sex: Student numbers and retention

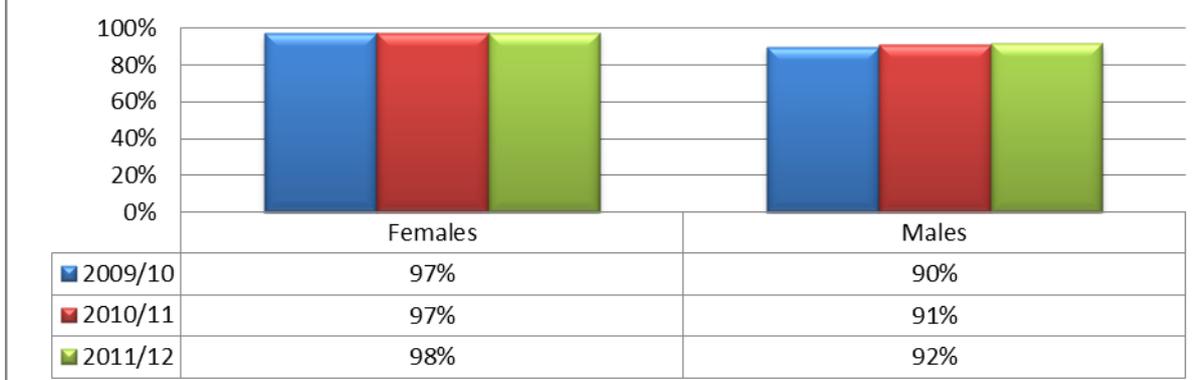
28. The proportion of male and female students at the University has remained steady in the three years to 2011/12. For example, the male/female proportions were 5894 (56.1%)/4603 (43.9%) from a total of 10,497 students in 2009/10, 5598 (54.5%)/4678 (45.5%) from a total of 10,276 students in 2010/11, and 6142 (56.5%)/4727 (43.5%) from a total of 10869 in 2011/12 (see Table 26). Nationally there are more female than male degree students (56.4%); however, the proportion of male students is increasing rising from 42.7% in 2003/4 to 43.6% in 2010/11<sup>10</sup>.
29. In faculties in 2011/12 the male/female proportions studying on all courses were 88.3%/11.7% at WMA (MarTec), 85.9%/14.1% at MarTec (excluding WMA), 63.5%/36.5% at FBSE and 38.7%/61.3% at FCIS.
30. Retention of female students is consistently marginally stronger than for male students. For example, in the three years to 2011/12 retention of female students was on average 6% better than for male students (see Table 27).

<sup>10</sup> "Equality in higher education: statistical report 2012. Part 2: students" by the Equality Challenge Unit (ECU) 2012, page 29.

**Table 26 - 'Sex divide' all courses in Southampton Solent University**



**Table 27 - Retention by sex, all courses**

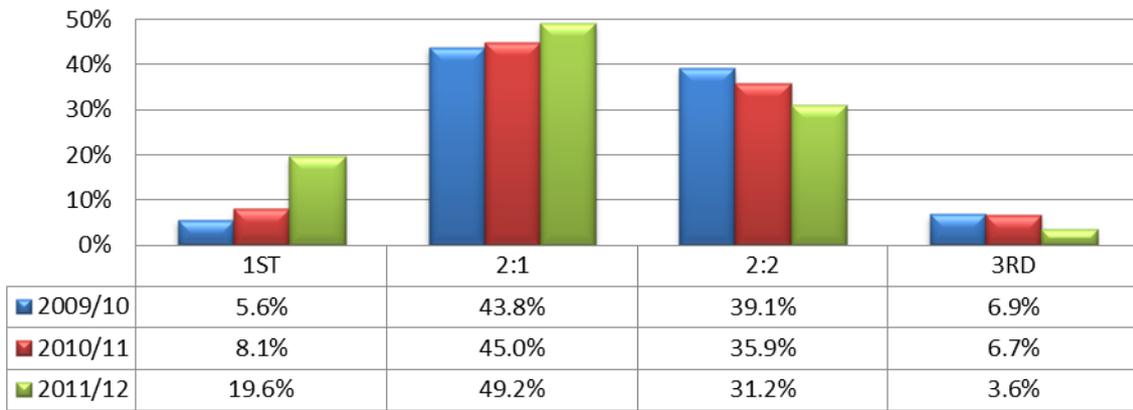


**Sex: Student success**

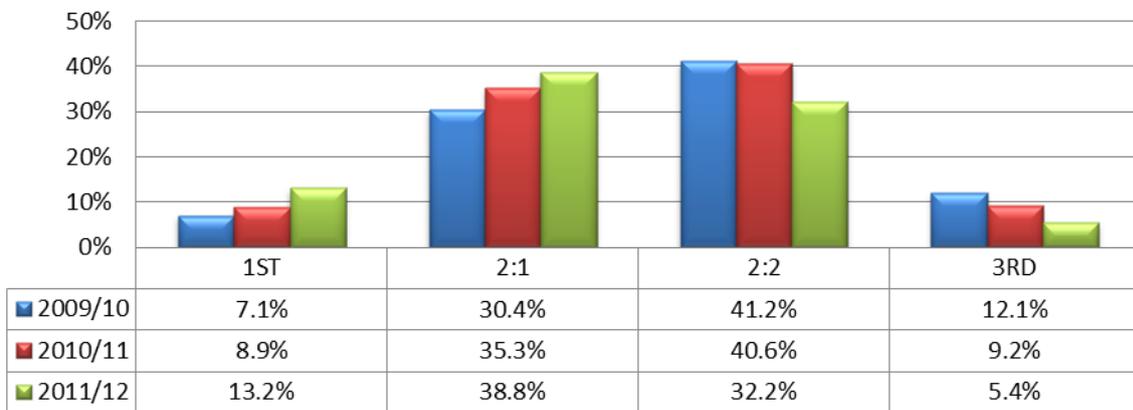
31. Analysis of first degree outcomes for the three years to 2011/12 shows that females are more successful than males. For example, whilst 1.5% and 0.8% more males gained a 1st in 2009/10 and 2010/11 respectively, this was reversed in 2011/12 when 6.4% (19.6% compared with 13.2%) more females gained a 1st. In addition, 10.4% more female students gained a 2:1 in 2011/12. The same figures nationally in 2010/11 showed 1.0% (15.6% compared with 16.6%) more males gained a 1st and 5.4% more females (51.8% compared with 46.4%) gained a 2:1<sup>11</sup> (see Tables 28 and 29).
32. When one analyses data on 'good' degrees (1st's and 2:1's) at Solent, the attainment gap between the success of female and male students on degree courses was 11.9% in 2009/10 and 8.9% in 2010/11 and 16.8% in 2011/12 in favour of female students.
33. Finally the data also shows when comparing male and female degree outcomes, 5.2%, 2.5% and 1.8% more males respectively gained a 3rd in the three years to 2011/12; and 1.7%, 0.4% and 0.8% more gained males an unclassified degree outcome in the same period (see Tables 28, 29, 30 and 31).

<sup>11</sup> "Equality in higher education: statistical report 2012. Part 2: students" by the Equality Challenge Unit (ECU) 2012, page 49.

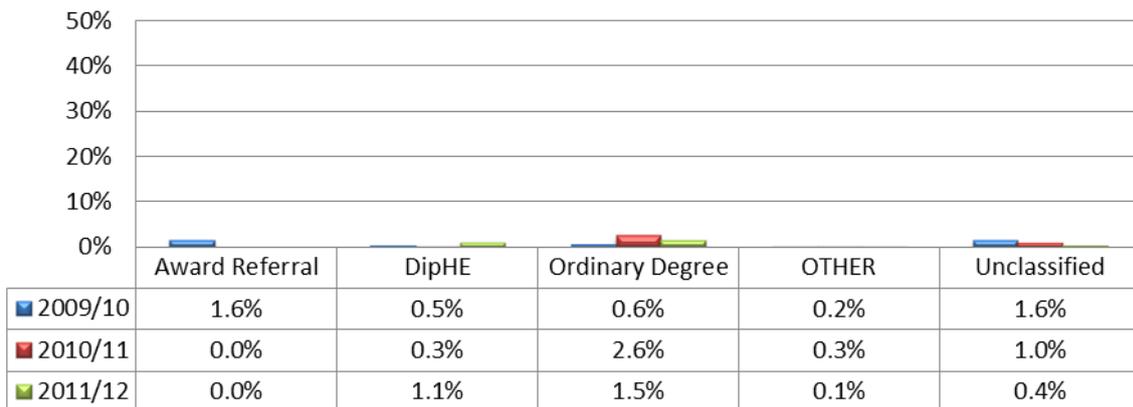
**Table 28 - First degree outcomes by females**



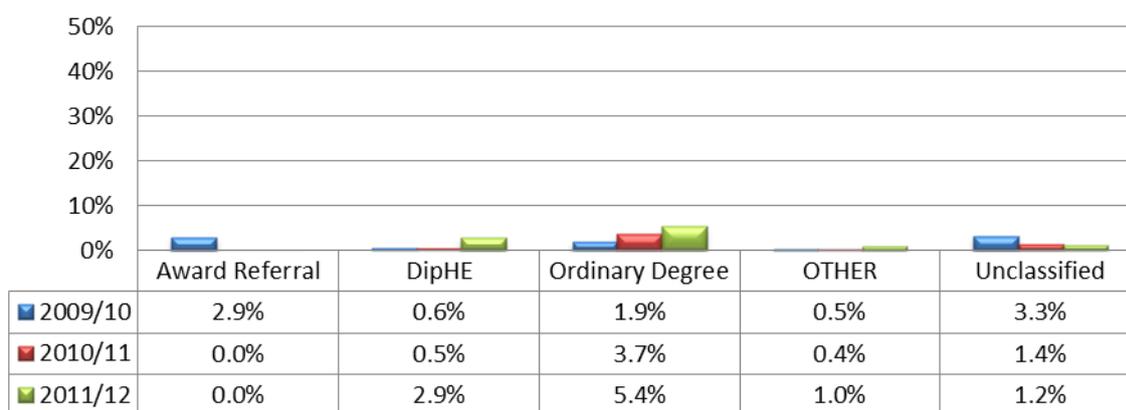
**Table 29 - First degree outcome by males**



**Table 30 - First degree outcomes (other) by females**



**Table 31 - First degree outcome (other) by males**



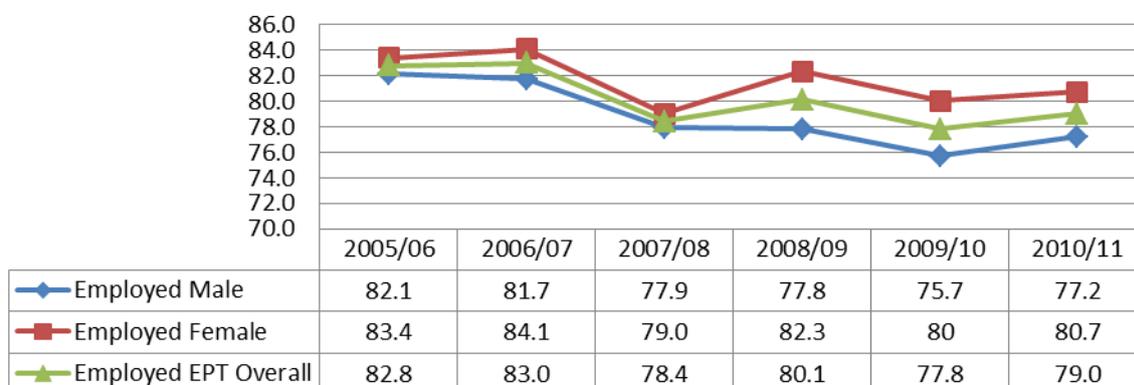
Sex: Graduate destinations and salaries

34. Female students graduating from the Southampton campus are more successful than males in gaining employment when analysing data for the six years to 2010/11 (see Table 32).

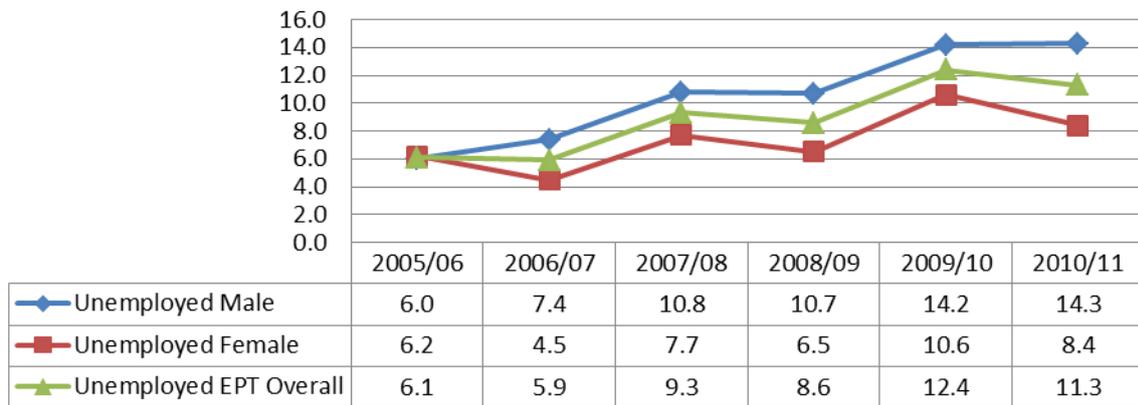
35. In this period the unemployment rate for the University climbed from 6.1% in 2005/6 to 12.4% in 2009/10 and then fell by 1.1% to 11.3% in 2010/11. However, in the same period, whilst 0.2% more female graduates were unemployed in the first year 2005/6, on average 3.9% fewer females were unemployed compared with males in the following five years to 2010/11 (see table 33). Nationally in 2010/11 2.9% fewer females (6.4%) were unemployed than males (9.3%).

36. When examining data on average salaries for graduates from the Southampton campus, female graduates are less successful than male graduates. This 'pay gap' narrowed in the four years to 2009/10 to £321 with average female salaries at £16,057 and male salaries £16,378; however, the pay gap increased to £1,444 in 2010/11 with average female salaries at £15,665 and male salaries £17,109.

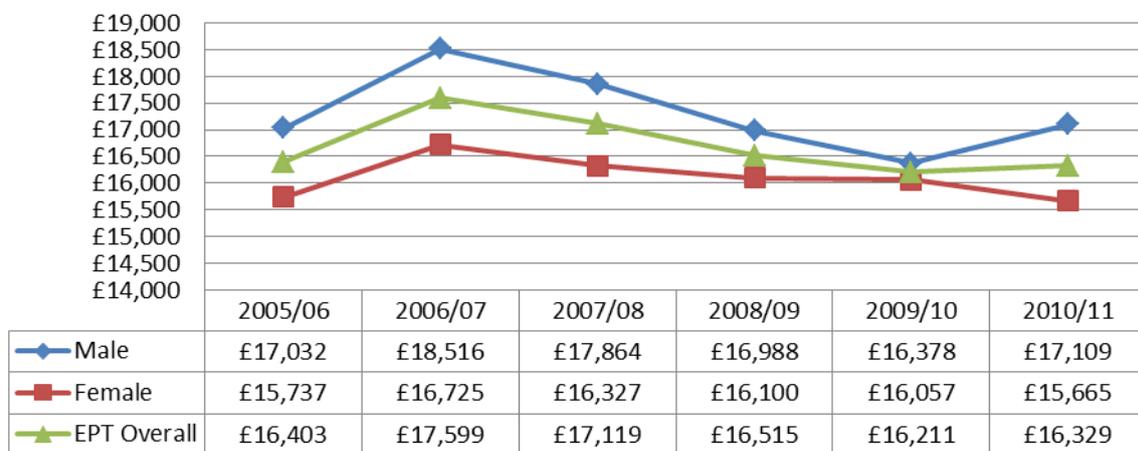
**Table 32 - EPT % employed by gender**



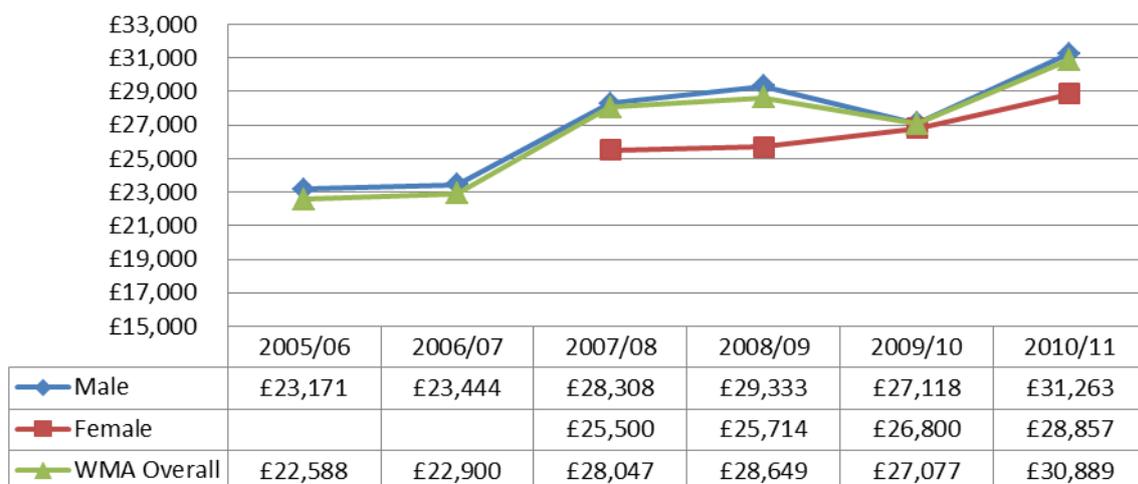
**Table 33 - EPT % unemployed by gender**



**Table 34 - EPT Salary by gender**



**Table 35 - WMA salary by gender**



## Age

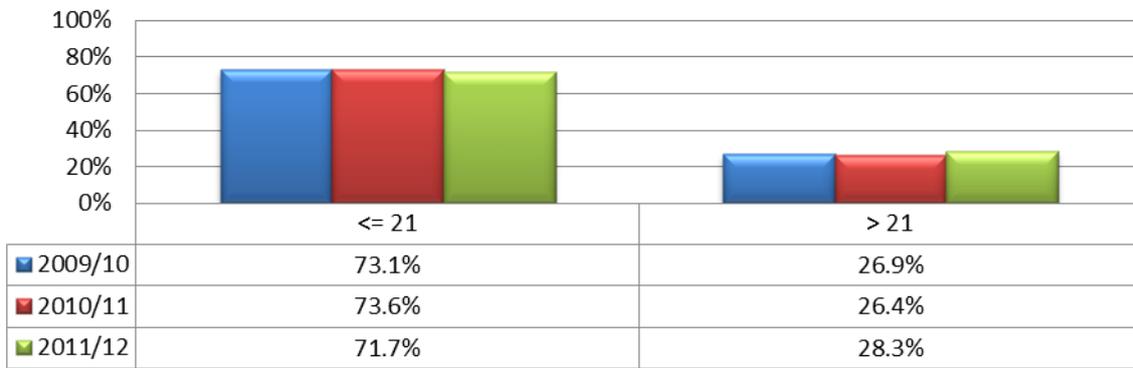
### Age: Student numbers and retention

37. The proportion of under-21 and over-21 ( $\leq 21$  compared with  $>21$ ) aged students at the University on all courses has changed to a younger age profile to 71.7% for  $\leq 21$  compared with 28.3% for  $>21$  in 2011/12. On first degree courses the change is relatively more marked where the proportions were 55.9% compared with 44.1% in 2009/10 and 61.0% compared with 39.0% in 2011/12.
38. In faculties in 2011/12, the proportion of  $\leq 21$ / $>21$  aged students in respect of the total number of students studying on first degree courses was 80.5%/19.5% at FCIS, 54%/46% at FBSE and 63.3%/36.7% at MarTec (excluding WMA).
39. When one examines qualification type in turn, the percentage differences between those aged up to and including 21 ( $\leq 21$ ) and over 21 ( $>21$ ) studying on first degree courses, has increased slightly in the three years to 2011/12, rising 1% between 2009/10 and 2010/11 then rising 3.2% to 75.2% in 2011/12 reflecting a shift to a slightly younger age profile (see Table 37). Nationally 49.3% of first degree students were aged 21 and under in 2010/11<sup>12</sup>
40. For the three years to 2011/12, the age profile for students graduating from HNC/D qualifications changed marginally by 0.9% each year to an older age profile. In 2011/12 the  $\leq 21$ / $>21$  age profile of students studying HND courses was 44.6%/55.4% (See Table 38).
41. For the three years to 2011/12, the  $\leq 21$ / $>21$  age profile for students studying postgraduate courses has remained stable. The data showed the proportions were 3.2%/96.8% (0.7%/99.3%) for both years 2009/10 and 2010/11, changing slightly in 2011/12 to 3.9%/96.1% (4.8%/95.2%) in 2011/12 (see Table 39).
42. There is no significant difference between the retention of those aged under and including 21 compared with those aged over 21 on postgraduate, degree or HNC/D courses. For example, 'drop-out' of those aged up to and including 21 compared with those over 21 studying on degree courses for the three years to 2011/12 was respectively 3.1% compared with 3.2%, 2.7% compared with 2.6%, and 3.5% compared with 2.7% (see Tables 40,41 and 42).
43. On HNC/D courses retention was above 95.6% in the three years to 2010/11 with retention marginally better for the younger age group.
44. On postgraduate courses retention was similar between the two age groups and again marginally better for the younger age group.

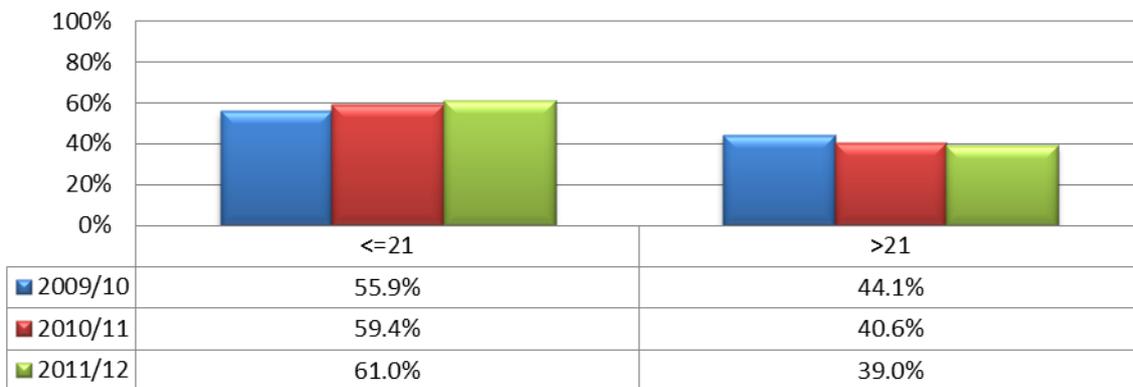
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<sup>12</sup> "Equality in higher education: statistical report 2012. Part 2: students" by the Equality Challenge Unit (ECU) 2012, page 137.

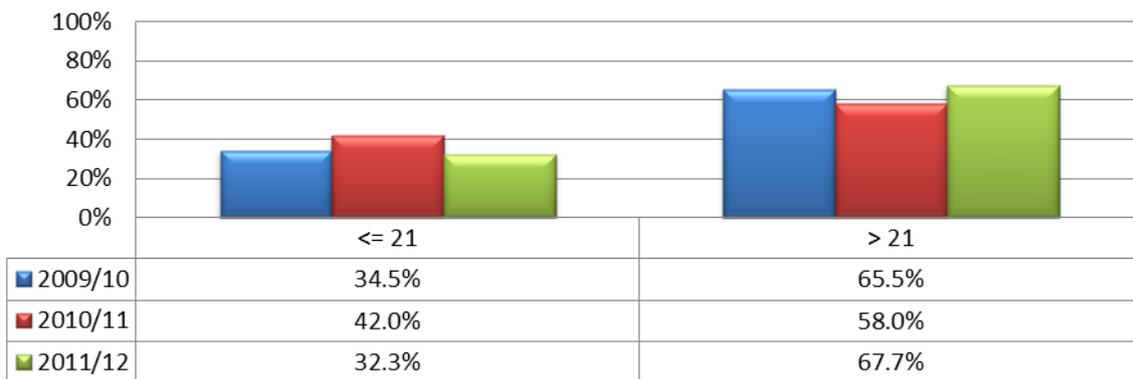
**Table 36 - % students aged under 21 and over 21 on all courses**



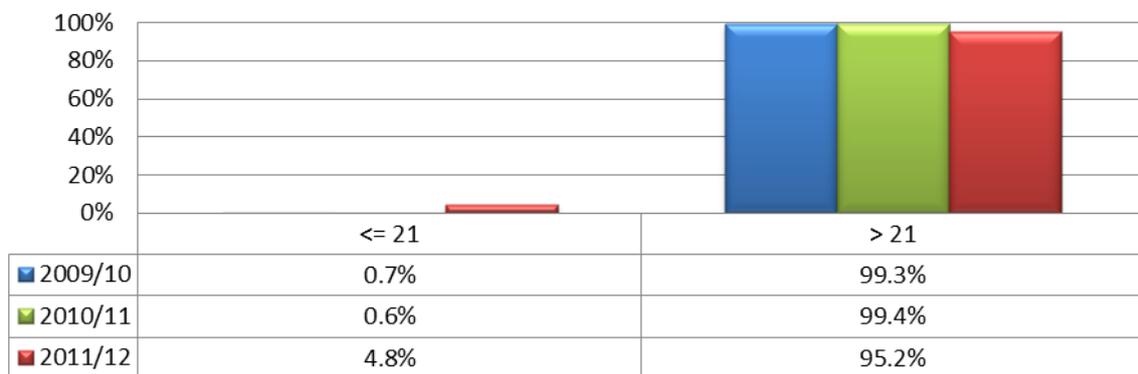
**Table 37 - % students on first degree courses by age**



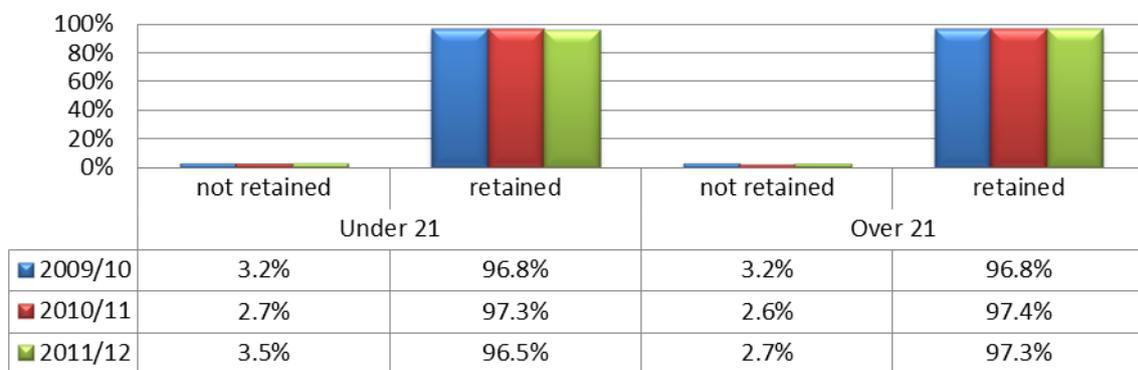
**Table 38 - % students on HNC/D courses by age**



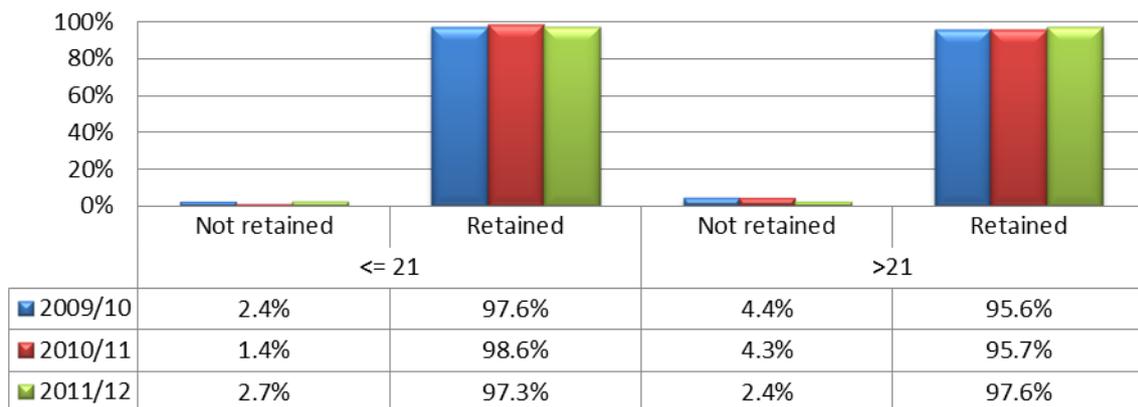
**Table 39 - % students on postgraduate courses by age**



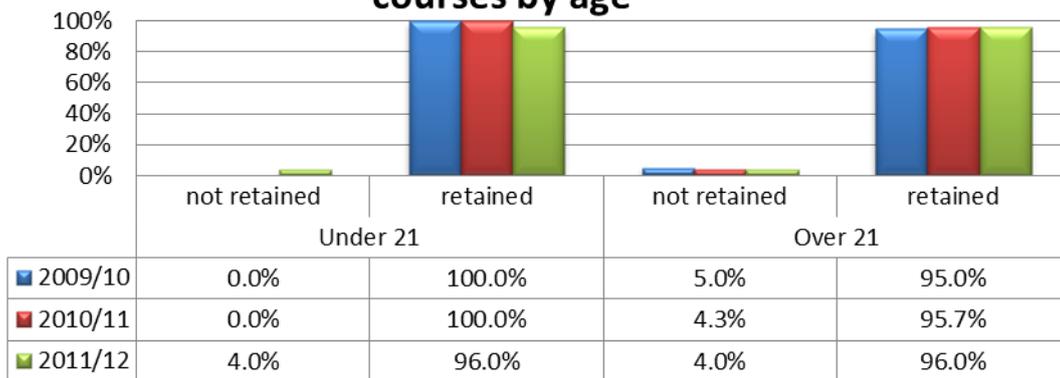
**Table 40 - Retention of students on first degree courses by age**



**Table 41 - Retention of students on HNC/D courses**



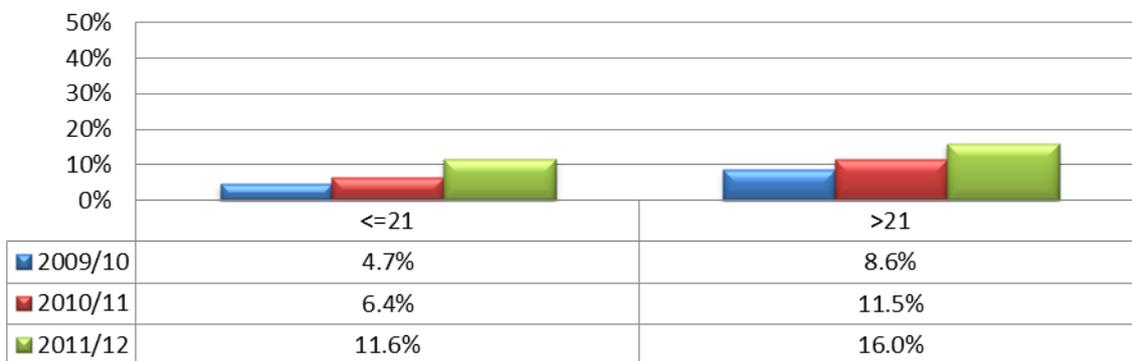
**Table 42 - Retention of students on postgraduate courses by age**



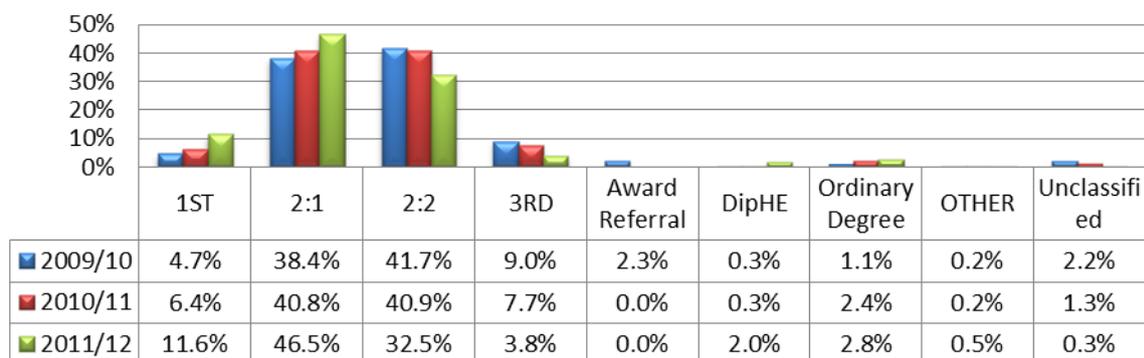
**Age: Student success**

45. Students aged >21 were increasingly more likely to gain a 1st in the three years to 2011/12 (3.9% more likely in 2009/10, 5.1% in 2009/10 and 6.2% more likely in 2010/11). Of students aged ≤21 0.4% more gained a good degree in 2009/10 and 8.8% more gained a good degree in 2011/12; however, of students aged >21 3.2% more gained a good degree in 2010/11. Nationally 12.9% of those aged ≤21 achieved a 1st in 2009/10 and 19.7% of those aged >36 gained a 1st in 2010/11(see Table 43).
46. Further analysis shows students aged ≤21 are consistently more likely to gain a 2:1 or 2:2 in the three years to 2011/12 ( 7.6% more likely in 2009/10, 8.3% more likely in 2010/11, and 14.5% more likely in 2011/12). In addition, students aged >21 were increasingly likely to gain a 3rd or other outcome (e.g. DipHE, Ordinary degree, or unclassified degree); for example, 3.8% more likely in 2009/10 and 8.4% more likely in 2011/12 (see Tables 44 and 45).

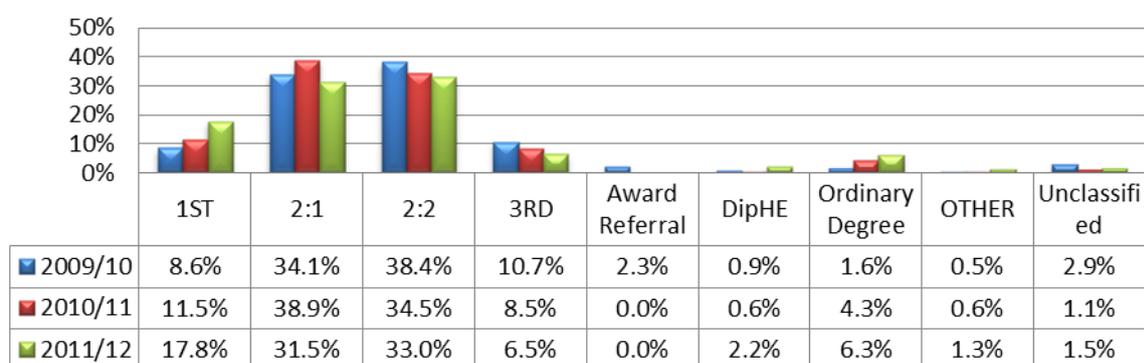
**Table 43 - '1st' degree outcomes by age**



**Table 44 - First degree outcomes for students aged <= 21**



**Table 45 - First degree outcomes for students aged >21**

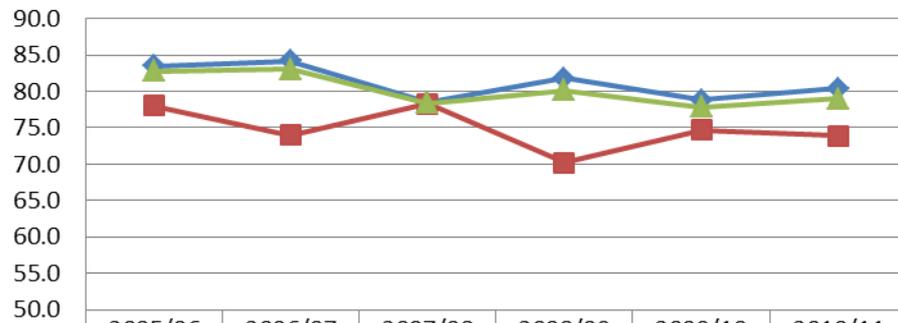


**Age: Graduate destinations and salaries**

- 47. Graduates under 25 are more likely to be employed, less likely to be unemployed, and less likely to be in further study than those aged 25 and over. For example, the employment ‘gap’ in the six years to 2010/11 fluctuated between 11.6% in 2008/9 and 0.2% in 2007/8 (note, the most recent data shows the gap to be 6.5% in 2010/11) (see Table 46). This reflects the national picture<sup>13</sup>.
- 48. Graduate unemployment for those aged under 25 in the six years to 2010/11 was 5.6%, 5.9%, 9.0%, 7.7%, 11.3% respectively, and most recently 10.2% in 2010/11; and the same figures for those aged 25 and over were 9.0%, 6.1%, 11.1%, 13.5%, 15.7% and 15.1% respectively (see Table 47). Conversely graduates aged 25 and over are more likely to be in further study (see Table 48).
- 49. Students aged 25 and over graduating from the Southampton campus on average gained higher salaries than those age under 25 in each of the six years to 2010/11 (e.g. £17,217 compared with £16,106 in 2010/11). WMA graduate salaries presented a similar pattern over the same period (e.g. £32,552 compared with £27,875 in 2010/11) (see Tables 49 and 50).

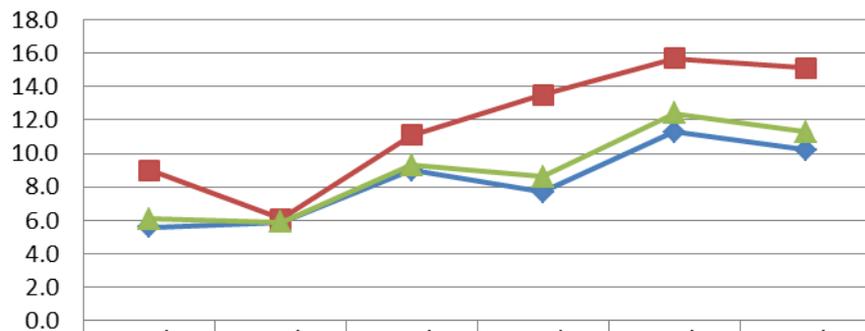
<sup>13</sup> “Equality in higher education: statistical report 2011. Part 2: students” by the Equality Challenge Unit (ECU) 2011, page 82.

**Table 46 - EPT % employed by age**



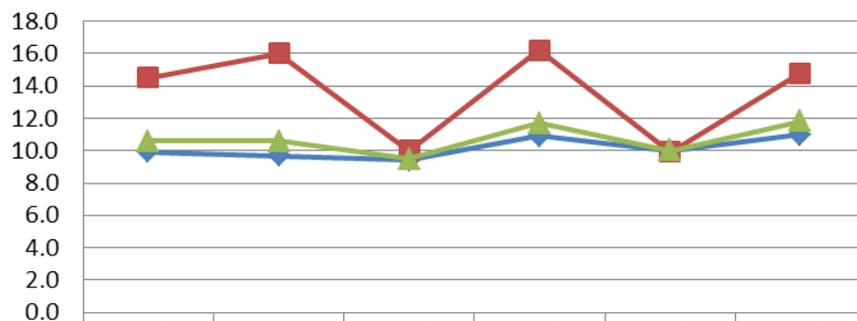
	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11
Employed Under 25	83.5	84.2	78.5	81.8	78.8	80.4
Employed 25 and over	78.0	74.0	78.3	70.2	74.7	73.9
Employed EPT Overall	82.8	83.0	78.4	80.1	77.8	79.0

**Table 47 - EPT % unemployed by age**



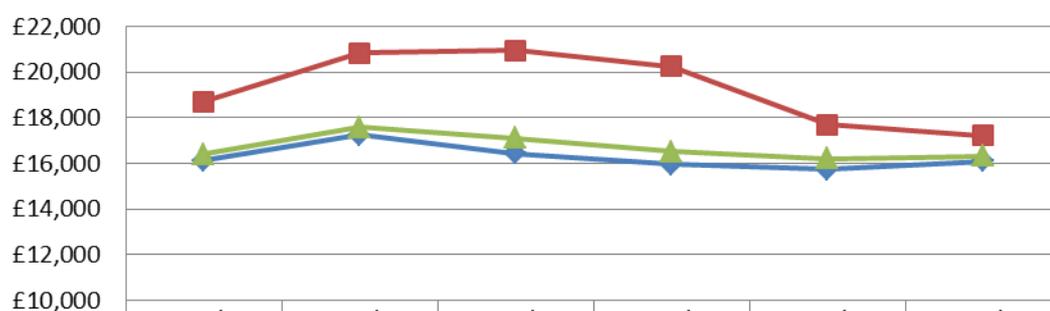
	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11
Unemployed Under 25	5.6	5.9	9.0	7.7	11.3	10.2
Unemployed 25 and over	9.0	6.1	11.1	13.5	15.7	15.1
Unemployed EPT Overall	6.1	5.9	9.3	8.6	12.4	11.3

**Table 48 - EPT % in further study by age**



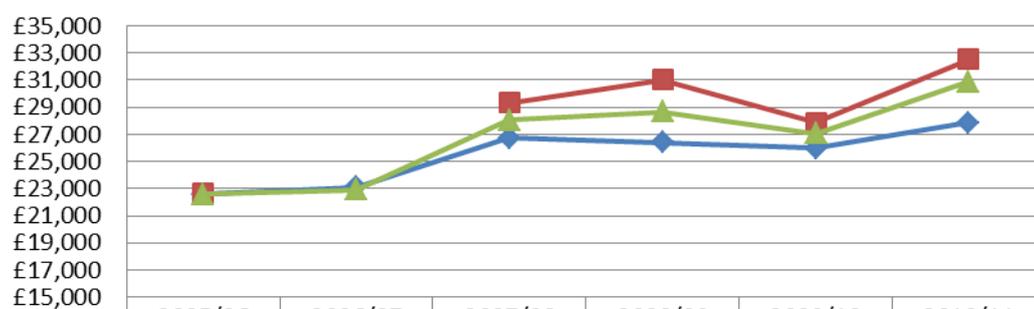
	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11
Further study Under 25	9.9	9.7	9.4	10.9	10	11.0
Further study 25 and over	14.5	16.0	10.0	16.2	9.9	14.8
Further study EPT Overall	10.6	10.6	9.5	11.7	10	11.8

**Table 49 - EPT salary by age**



	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11
◆ Under 25	£16,135	£17,258	£16,426	£15,957	£15,745	£16,106
■ 25 and over	£18,713	£20,845	£20,961	£20,257	£17,696	£17,217
▲ EPT Overall	£16,403	£17,599	£17,119	£16,515	£16,211	£16,329

**Table 50 - WMA salary by age**



	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11
◆ Under 25	£22,569	£23,111	£26,714	£26,421	£26,000	£27,875
■ 25 and over	£22,667		£29,318	£31,000	£27,862	£32,552
▲ WMA Overall	£22,588	£22,900	£28,047	£28,649	£27,077	£30,889