

Summative Equality Report 2017

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Photos from the Restore Café Wellbeing Day – February 2017



Executive Summary

The University of St Mark & St John has always been an educational establishment where all students were supported to reach their potential. Today the University's reputation for superb social mobility and its values driven approach set the scene for all of the equality work that is carried out. Last summer, following the review of the previous Equality Report, a number of priority equality objectives were set. Progress has continued on these objectives and this report sets out what has been achieved and future plans to address outstanding challenges.

Progress on Equality Objectives

Objective: To reduce inequalities in learning and teaching programmes (through regular review of degree attainment gaps, programme selection, assessment and teaching tools)

DEGREE ATTAINMENT	2015/16	2014/15	2013/14	2012/13
Age	59% 18-20 57% 21-24 65% 25-29 63% 30 and over Attainment gap between 18-20 and 25-29 = 6% Widest gap 8%	67% 18-20 54% 21-24 80% 25-29 82% 30 and over Attainment gap between 18-20 and 25-29 = 13% Widest gap 28%	50% 18-20 55% 21-24 69% 25-29 69% 30 and over Attainment gap between 18-20 and 25-29 = 19% Widest gap 19%	50% 18-20 50% 21-24 60% 25-29 50% 30 and over Attainment gap between 18-20 and 25-29 = 10% Widest gap 10%
Disability	51% Disabled 60% Non-Disabled 11% attainment gap	62% Disabled 59% Non-Disabled Positive 3% attainment gap	54% Disabled 59% Non-Disabled 5% attainment gap	41% Disabled 53% Non-Disabled 12% attainment gap
Ethnicity	71% 'BAME' 58% 'White' Positive 13% attainment gap	50% 'BAME' 60% 'White' 10% attainment gap	25% 'BAME' 57% 'White' 32% attainment gap	33% 'BAME' 51% 'White' 18% attainment gap
Gender	55% Male 61% Female 6% attainment gap	57% Male 63% Female 6% attainment gap	48% Male 67% Female 9% attainment gap	46% Male 54% Female 8% attainment gap

(Table: attainment of 1st/2.1 degrees received and resulting attainment gaps disaggregated by protected characteristics over the period 2012-2016)

Headline results:

Degree attainment gaps with regard to age have closed. The largest gap is now 8% and the gap between the oldest and youngest students has shifted positively to 4%.

With regard to disability, there is a negative shift to an attainment gap of 11%. Students who do not have, or do not declare, a disability were more likely to be awarded 1st class or 2.1 classifications in this period however this information is a significant change on the previous year.

When taking student's ethnicity into account another significant shift has occurred, however this time there is a positive attainment gap seen for those who identify as Black, Asian and/or Minority Ethnic.

The attainment gap for male students when compared to female students has remained stable at 6%.

Objective: Increase numbers of BAME¹ students

ETHNIC DIVERSITY	2015/16	2014/15	2013/14	2012/13
Students (All)	4% All BAME 96% White	4% All BAME 96% White	3% All BAME 97% White	3% All BAME 97% White

(Table: ethnicity of students over the period 2012-2016)

Headline results:

No increase has been seen, although percentages have remained stable whilst overall student numbers have declined.

Project with ECU - awaiting update from Marketing

Objective: Incorporate 'unconscious bias' awareness into relevant staff development programmes

As hoped, Equality Challenge Unit (ECU) staff attended the University to provide training on 'Unconscious Bias' (UB). The training was attended by 10 staff including three HR Advisors. Future staff development undertaken will include reference to UB as appropriate. Induction for all staff includes mandatory equality training which now introduces staff to the area of unconscious bias.

¹ Black, Asian and Minority Ethnic

Objective: Monitor staff applicant data with regard to staff diversity and agree an action plan if necessary

2015/16	Age	Disability	Ethnicity	Gender
Successful Applicants	Variances seen across the age ranges/gender particularly in terms of success of younger applicants	6% of successful candidates declared a disability (9% of applicants) (7% of current staff)	15.7% of successful candidates identify as BAME ethnicity (7% of applicants) (2% of current staff)	29% of successful candidates were Male (44% of applicants) (35% of current staff)

(Table: demographics of applicants to staff posts over the period 2015-2016)

Headline results:

- All male applicants show less success this year than females, including younger male/female applicants
- Success rate of disabled applicants slightly lower than expected
- Positive rise in success rate of candidates who identify as BAME ethnicity

Objective: Create opportunities for staff to broaden their mental health knowledge and awareness

Discussions took place to ascertain how this could be taken forward. It had been hoped that the Wellbeing Adviser (Student Support) role could have contributed to a joint University action plan building on the experience that staff/students already have from working with individuals with a broad range of mental ill health conditions. Despite the departure of the Well Being Adviser, it is hoped that this work can continue to develop. In addition, there are plans to hold ‘Conversation Cafes’ (Student Support) in the 2017/18 academic year that might contribute to this objective providing a space where academic and other staff can discuss concerns about the impact of mental ill health on work and studies. The Restore Cafes in the meanwhile have continued to be open to both students and staff to ensure learning and dialogue between both groups. The Creative Wellbeing restore cafe held in February was an excellent example of this as the community came together as a whole to craft/ build/grow plants and eat whilst talking in an informal setting.

Objective: Provide inclusivity guidance to include alternative assessments process

Alternative assessment process was trialled throughout year. Process now agreed and to be included in Student Regulations Framework for 2017/18. Guidance provided to several teams on request to ensure Marketing materials, Student Support guides etc are accessibility friendly. In addition, an Assessment & Feedback Task & Finish Group has made recommendations to Academic Board for alternative assessments to be planned and approved in advance, to increase the variety of assessment tasks and facilitate choice and student ownership.

Objective: Review equality analysis process to ensure prioritisation of impact assessment of key policies and decisions

Process reviewed and needing changes which are currently in process of being adopted.

Objective: Ensure disabled students are supported with regard to note taking/ study assistance in light of DSA changes

Whilst this objective is ongoing, funding was approved and new processes put in place in Summer 2016 which were successfully trialled throughout the year. A total of 1500 hours of support has been provided by the institution during the period September 2016-July 2017 to replace previously funded note taking and study assistance support² to disabled students. In addition Programme Leaders were required to consider the use of 'Replay' (a lecture capture facility) and other ways to ensure that materials and teaching are accessible to all (demonstrated through their equality analysis on their programme statements before validation).

Objective: Ensure new projects consider accessibility

Whilst this objective is ongoing, the 2017 refurbishment project planning is in process with accessibility being considered as a priority. The final plan includes accessible, gender neutral toilets and ramps.

Objective: Prioritise timetabling and ensure numbers of short notice changes are reduced

This was an ongoing objective though the requirement to ensure changes are reduced as much as possible has now been widely communicated and noted in the revised policy.

Objective: Publish summary equality report

The requirement is annual. The summary equality report was published here: <https://www.marion.ac.uk/about-marion/diversity/current-equality-work/> in August 2016.

Objective: Share full equality report with all staff and provide action plan of equality objectives to SMG

This was completed in the Autumn term 2016 and the equality objectives have been reviewed regularly.

² DSA Changes impacted new students from 2016/17 removing Band 1 and 2 fundable support

Summary of Data

The data provided in this report shows that there are still some challenges to consider. With regard to **staff**, the following is noted:-

- **Age** - Nearly 50% of staff employed are aged 50 or over. Whilst this is not surprising given the removal of a retirement age in organisations, there are lower numbers of staff in the lower age groups in comparison with other Universities across the UK (and indeed the benchmark group), therefore it may be worth the University considering how to best ensure that younger applicants have a fair chance during the selection process to display their skills and attributes.
- **Disability** - The University has a disability rate which compares favourably with other HEIs and matches the benchmark group (BM). There is also a high applicant rate of 9% of applications however a successful applicant rate of 6% which should ideally be at 9%. It may be worth exploring how this can be achieved. It is also worth noting the higher rate of leavers with a declared disability (10%) during the same period.
- **Ethnicity** - There has been a positive shift in numbers of successful applicants during this year which should start to be shown through current staff numbers in the future. This has been achieved through ensuring that HR staff advise on selection decisions.
- **Gender** - Fairly stable numbers with regard to current staff. However male applicants have been less successful at interview this year (in comparison with numbers applying) and there have been more male leavers during the same period. It may be worthwhile monitoring this to ensure it does not develop into a trend (this was not the experience in the previous year).
- **Leavers** - comment has been made under the heading above as required however it is worth stating that there is not enough information shared on 'reasons for leaving' to make sound judgements and it is suggested that HR provide information through this report that expands on each of the categories (eg 'resignation due to promotion opportunity' as opposed to 'resignation').
- **Board of Governors** - It is only in recent years that we have requested that Governors disclose equal opportunities data so that we can report on it here. It may be appropriate to share the information collated back to the group so that they can consider the lack of diversity seen specifically in terms of disability, ethnicity and gender which you would expect to more accurately reflect the region.

With regard to **students**, the following is noted:-

- **Age** - The University's data shows a similar demographic to the benchmark group, though slightly higher figures for students being under 21 when they begin University and therefore slightly lower figures for students 21 or over (Marjon= 52%, All HEIs= 57%). Degree attainment gaps with regard to age have closed. The largest gap is now 8% and the gap between the oldest and youngest students has shifted positively to 4%.
- **Disability** - The University has had a higher disability rate than the average across the sector for many years. This year we have seen the rate rise again (Marjon= 23%, All HEIs= 13%, BM group= 16%) although it is unfortunate to see a degree attainment gap of 11% for this group. It is interesting to see the percentages of students by type of disability also vary between institution, in particular students declaring a mental ill health condition has risen again (although lower percentage for this group relative to other Universities). It should be noted that students make a decision on how to code their disability which means that mental ill

health could be a hidden factor in their choice of coding, perhaps either in 'long standing health condition' or 'two or more conditions'. Certainly the Disability team have noticed a steady rise in students needing specialist mentoring support for conditions related to mental health over the last few years (total hours mentoring support provided in 2015/16 was 1440 compared with 1200 two years prior). The University regularly sees higher than average percentages for students declaring a Specific Learning Difficulty (SpLD) so it is not surprising to see this is higher than the sector (Marjon= 58%, All HEIs= 44%, BM group= 54%). A consideration of how we can ensure these rising numbers of disabled students can be supported to ensure the degree attainment gap is closed should be a high priority.

- Ethnicity - Whilst there has been a positive attainment gap, numbers of students identifying as 'BAME' ethnicity are still relatively low especially when compared to the sector (Marjon= 4%, All HEIs= 22%, BM group= 11%). Whilst a long-term action is in place to help to address this, this is disappointing so work must continue to ensure that positive action is taken in terms of marketing the University to potential students of all ethnic groups and ensuring that those students receive a positive experience so that as alumni they will help us to further increase student diversity.
- Gender - The attainment gap has stayed fairly steady between the sexes whilst the numbers of male students has steadily increased over the previous few years and now is in line with the sector.

What next?

Through reviewing the progress made on objectives and the data on staff and students, the University is able to identify challenges to be addressed. The recommendations of this report in section 4 suggest a number of actions including those related to areas highlighted above as needing consideration. There are some objectives that the University has already identified that will need some further effort - this includes the requirement to reduce inequalities for students; diversify the campus population and monitor/ consider the staff applicant data. In addition it is suggested that the University continue to provide opportunities for staff to broaden their knowledge and awareness of mental ill health given the rising number of students declaring this disability. In this changing climate, it will also be important to ensure staff understand the expectations with regard to an inclusive learning culture and therefore a broadened out objective in terms of opportunities for learning is suggested.

A number of new equality objectives are also suggested:-

- Staff Leavers - to provide more detailed information on the reasons for leaving for future editions of this report
- Diversity of Governors - to consider how/ where posts are advertised to better reflect the region's population in terms of demographic groups
- Disabled Students - to provide further support/ resources for the growing disabled student population to reduce the negative attainment gap identified above

Senior Management Group are requested to consider the information contained in this report and decide if the suggested recommendations will push forward the advancement and promotion of equality at the University. Subject to Senior Management Group approval, the information contained in this Executive Summary and data contained in Sections 2 and 3 will be published in August on the University's website as the '2017 Equality Report'. The full report will be released to all staff for appropriate use in September 2017.

Where recommendations are accepted, Senior Managers should ensure that actions are put in place to take this work forward within their areas of control during 2017/18. Following approval of this report, an action plan will be provided to Senior Management Group showing responsibilities and expected time scales. Progress made on these objectives will need to be reported in April 2018 to be included in the 2018 Equality Report.

Section 2 – HR Data

2.1 Current staff

A summary of University staff data is provided below based on the academic year 2015/16 (disaggregated by age, disability, ethnicity, gender, religion or belief, sexual orientation and gender identity). Please note that a significant amount of data is not yet disclosed in the categories of religion or belief, sexual orientation and gender identity.

Data provided is based on University staff employed during the 2015-2016 academic year. Whilst we would normally also report on atypical staff data, we note that the relevant data sets have not yet been released to HEIDI (the data management system used by the Higher Education sector).

Benchmark information from various sources is also provided below, where available, to give context for reviewing the data and setting appropriate equality objectives for the next academic year. This includes previous University data to establish if there are any trends; as well as data from the Higher Education sector as a whole and the selected benchmark group of Universities (both obtained from HEIDI). Where appropriate, data is also added from the Census 2011 (Office of National Statistics).

At the present time, Universities are not required to provide data to the Higher Education Statistics Agency (HESA) in relation to gender identity, religion and belief, or sexual orientation – therefore HEIDI benchmark data cannot as yet cover these characteristics.

Employed Staff by Age

		Marjon	BM Group	All HEIs	Marjon		
Staff (excluding atypical)		1516	1516	1516	1415	1314	1213
All	34 & under	17%	26%	28%	19%	18%	17%
	35-49 years	34%	39%	39%	37%	37%	41%
	50-65 years	48%	33%	30%	44%	45%	42%
	66 & over	1%	2%	2%	0%	0%	0%
Male	34 & under	20%	25%	27%	20%	22%	21%
	35-49 years	33%	38%	39%	36%	35%	38%
	50-65 years	47%	33%	31%	44%	43%	42%
	66 & over	1%	3%	3%	0%	0%	0%
Female	34 & under	16%	27%	29%	17%	19%	15%
	35-49 years	35%	39%	40%	39%	38%	42%
	50-65 years	49%	33%	29%	43%	44%	42%
	66 & over	0%	2%	1%	0%	0%	0%

Employed Staff by Disability Status

		Marjon	BM Group	All HEIs	Marjon		
Population		1516	1516	1516	1415	1314	1213
All	Disabled	7%	7%	5%	7%	7%	8%
	Not Disabled	93%	93%	95%	93%	93%	92%
Disability Type							
A specific learning difficulty		23%	26%	20%	25%	0%	13%
General learning disability		8%	0%	1%	25%	17%	13%
A social/communication impairment		8%	1%	1%	0%	0%	0%
A long standing illness or health condition		23%	22%	25%	25%	33%	25%
Mental health condition		8%	10%	11%	0%	17%	13%
A physical impairment or mobility issues		12%	10%	9%	25%	17%	13%
Deaf or serious hearing impairment		12%	5%	6%	0%	0%	13%
Blind or a serious visual impairment		0%	2%	2%	0%	0%	0%
Other type of disability, impairment or condition		8%	13%	17%	0%	17%	13%
Two or more disabilities, impairments or conditions		0%	10%	8%	0%	0%	0%

Employed Staff by Ethnicity

Staff (excluding atypical)	Marjon	BM Group	All HEIs	Marjon		
	1516	1516	1516	1516	1314	1213
White	98%	91%	82%	99%	99%	99%
Black	0%	1%	2%	0%	0%	0%
Asian	1%	3%	7%	0%	0%	0%
Other (including dual)	1%	2%	3%	1%	1%	1%
Unknown		2%	7%			

Census 2011 Benchmark Data

Latest Census data shows the following:-

England = 14% BAME identity

South West = 8.2 % BAME identity

Plymouth = 7% BAME identity

Employed Staff by Gender

Staff (excluding atypical)		Marjon	BM Group	All HEIs	Marjon		
		1516	1516	1516	1415	1314	1213
All	Male	35%	41%	46%	36%	32%	32%
	Female	65%	59%	54%	64%	68%	68%
Full-time	Male	43%	49%	52%	42%	40%	41%
	Female	57%	51%	48%	58%	60%	59%
Part-time	Male	20%	32%	32%	25%	19%	15%
	Female	80%	69%	68%	75%	81%	85%
Permanent	Male	35%	42%	46%	36%	32%	32%
	Female	65%	58%	55%	64%	68%	68%
Contract	Male	36%	41%	47%	33%	33%	25%
	Female	64%	59%	53%	67%	67%	75%

Employed Staff by Gender Identity

Staff (excluding atypical)	1516 Number	1516 Percentage	1415 Number	1415 Percentage
Gender identity is the same as the gender originally assigned at birth	406	100%	342	100%

Employed Staff by Religion or Belief

Staff (excluding atypical)	1516 Number	1516 Percentage	1415 Number	1415 Percentage
Buddhist	4	1%	5	1.46%
Christian	185	46%	183	53.51%
Muslim	2	0%	1	0.29%
Agnostic	47	12%	51	14.91%
Atheist	40	10%	40	11.70%
Other	8	2%	11	3.22%
Not specified	12	3%	7	2.05%
Prefer not to disclose	42*	10%	44	12.87%

(*A further 66 Marjon staff members 16% - gave no response)

Employed Staff by Sexual Orientation

Staff (excluding atypical)	1516 Number	1516 Percentage	1415 Number	1415 Percentage
Bisexual	1	0%	3	0.88%
Gay Man	5	0%	5	1.46%
Gay Woman	6	0%	5	1.46%
Heterosexual	289	71%	295	86.3%
Decline to specify / unknown	106	26%	34	9.9%

Leavers, Maternity and Paternity

The data below is provided directly by the HR system as the HEIDI tool does not provide detailed information on these categories. There is therefore no benchmark information available from other institutions. However previous years' data is included for reference where available.

	Academic Year 2015/16	Academic Year 2014/15	Academic Year 2013/14
University staff: Leavers	<p>Total of 61 leavers based on staff on the monthly payroll (not atypicals)</p> <p>4 (6%) of leavers aged 25 and under 45 (74%) of leavers were aged between 26 and 60 12 (20%) of leavers were aged over 60</p> <p>6 (10%) leavers had declared a disability (compared with 7% staff with declared disabilities).</p> <p>60 (98%) leavers had declared 'White' ethnicity, 1 (2%) leaver had declared BAME ethnicity (compared with 98% staff with 'White' ethnicity).</p> <p>33 (54%) female, 28 (46%) male (compared with staff breakdown of 65% female and 35% male).</p>	<p>Total of 52 leavers based on staff on the monthly payroll (not atypicals)</p> <p>7 (13%) of leavers aged 25 and under 43 (83%) of leavers were aged between 26 and 60 2 (4%) of leavers were aged over 60</p> <p>2 (4%) leavers had declared a disability (compared with 7% staff with declared disabilities). Additional 5 leavers where disability not specified.</p> <p>51 (98%) leavers had declared 'White' ethnicity, 1 (2%) leaver had declared 'Asian' ethnicity (compared with 99% staff with 'White' ethnicity).</p> <p>32 (62%) female, 20 (38%) male (compared with staff breakdown of 64% female and 36% male).</p>	<p>Total of 66 leavers based on staff on the monthly payroll (not atypicals)</p> <p>3 (14%) of leavers aged 25 and under 13 (20%) of leavers were aged between 26 and 60 5 (7.5%) of leavers were aged over 60</p> <p>5 (8%) leavers had declared a disability (compared with 7.2% staff with declared disabilities).</p> <p>91% of leavers had declared 'White' ethnicity (compared with 88% staff with 'White' ethnicity).</p> <p>45 (68%) female, 21 (32%) male (compared with staff breakdown of 66% female and 34%)</p>
University staff: Leavers Reasons for Leaving	<p>33 (54%) Resignation 1 (2%) Dismissal 6 (10%) End of fixed term contract 1 (2%) Capability 6 (10%) Retirement 14 (23%) Voluntary severance</p>	<p>39 (75%) Resignation 5 (10%) Dismissal 3 (6%) End of fixed term contract • (2%) Capability • (4%) Retirement • (2%) Settlement agreement 1 (2%) Voluntary severance</p>	

	Academic Year 2015/16	Academic Year 2014/15	Academic Year 2013/14
University staff: Maternity and Paternity	There were 3 returners from maternity leave in the period (out of a possible 3). No members of staff took up the option of paternity leave.	There were 6 returners from maternity leave in the period (out of a possible 6). 1 member of staff took up the option of paternity leave.	There were 6 returners from maternity leave in the period (out of a possible 6). No staff took up the option of paternity leave.

Board of Governors

The University recognises that it is important to strive for a diverse Governing Body to ensure that Leadership fully reflects the diversity of the community. The following is a summary of the demographic data for Governors as at June 2017 in comparison with May 2016.

	2017	2016																		
Board of Governors: Overview	18 Members in total 18 Provided information 0 Chose not to return information	19 members in total 14 provided information 5 chose not to return information																		
Age	<table border="1"> <tr><td>Under 30</td><td>1</td><td>2</td></tr> <tr><td>31-40</td><td>1</td><td>1</td></tr> <tr><td>41-50</td><td>3</td><td>1</td></tr> <tr><td>51-60</td><td>6</td><td>4</td></tr> <tr><td>61-70</td><td>7</td><td>6</td></tr> <tr><td>Total</td><td>18</td><td>14</td></tr> </table>	Under 30	1	2	31-40	1	1	41-50	3	1	51-60	6	4	61-70	7	6	Total	18	14	
Under 30	1	2																		
31-40	1	1																		
41-50	3	1																		
51-60	6	4																		
61-70	7	6																		
Total	18	14																		
Disability	13 Declared 'No Disability' 5 Preferred not to disclose	12 declared 'No Disability' 2 preferred not to disclose																		
Ethnicity	17 Declared their ethnicity as 'White British' 1 as 'White: Other'	13 declared their ethnicity as 'White British' 1 as 'White: Other'																		
Gender	7 Female 11 Male	4 Female 10 Male																		
Religion or belief	3 Agnostic 9 Christian 6 Preferred not to disclose	1 Agnostic 6 Christian 7 Preferred not to disclose																		
Sexual Orientation	15 Heterosexual 3 Chose not to disclose	11 Heterosexual 1 Gay 2 Chose not to disclose																		

2.2 Applicant Data

A summary of data on applicants to the University (and successful applicants) is shared here.

Data provided is based on applications made to the University during the 2015-2016 academic year. A comparison between applicants and successful applicants is provided to give context for reviewing the data and setting appropriate equality objectives for the next academic year. Where applicable, benchmark data is also provided from the Census 2011 (Office of National Statistics) with regard to the geographical region.

	Total applicants 2015/16 AY			Successful applicants 2015/16 AY		
University applicants: Overview	1383			51		
University applicants: Age and Gender		Female	Male		Female	Male
	18 and under	0.3%	0.3%	18 and under	2.8%	0%
	19-25	25.7%	20.1%	19-25	13.9%	0%
	26-35	30%	28.6%	26-35	27.8%	20%
	36-45	19%	19.1%	36-45	22.2%	40%
	46-60	23.6%	26.8%	46-60	30.6%	26.7%
	Over 60	1.5%	5.2%	Over 60	2.8%	13.3%
University applicants: Disability	Declared disability: 9% No disability: 91%			Declared disability: 6% No disability: 94%		
University applicants: Ethnicity	BAME:	7.3%		BAME:	15.7%	
	White:	87.4%		White:	84.3%	
	Not known/declared:	5.3%		Not known/declared:	0%	
	Census 2011 Benchmark Data Latest Census data shows the following:- England = 14% BAME identity South West = 8.2 % BAME identity Plymouth = 7% BAME identity					
University applicants: Gender	Female:	55%		Female:	71%	
	Male:	44%		Male:	29%	
	Not known/declared:	2%		Not known/declared:	0%	
University applicants: Religion or Belief	Agnostic:	11.5%		Agnostic:	23.5%	
	Atheist:	17.9%		Atheist:	9.8%	
	Buddhist:	0.7%		Buddhist:	2%	
	Christian:	43.2%		Christian:	43.1%	
	Hindu:	0.6%		Hindu:	0%	
	Jewish:	0.1%		Jewish:	0%	
	Muslim:	1.7%		Muslim:	2%	
	Paganism/Wicca Sikh:	0.2%		Paganism/Wicca Sikh:	0%	
	Sikh:	0.1%		Sikh:	0%	
	Other/Not known/declared:	23.9%		Other/Not known/declared:	19.6%	
University applicants: Sexual Orientation	Bisexual:	1%		Bisexual:	0%	
	Gay:	3.2%		Gay:	2%	
	Heterosexual:	81.2%		Heterosexual:	92.2%	
	Other/Not known/declared:	14.6%		Not known/declared	5.9 %	

Section 3 - Student Data

A summary of all University student data is provided below based on the academic year 2015/16 (disaggregated by age, disability, ethnicity, gender, sexual orientation, gender identity and parental higher education status). (The University has not returned information relating to students' religion and belief so there is no data to share on this as yet).

Information from various sources is also provided below, where available, as a benchmark, to give context for reviewing the data and setting appropriate equality objectives for the next academic year. This includes previous University data to establish if there are any trends; and where available data from the Higher Education sector as a whole and the selected benchmark group of Universities (both obtained from HEIDI).

At the present time, Universities are not required to provide data to the Higher Education Statistics Agency (HESA) in relation to gender identity, religion and belief, or sexual orientation – therefore HEIDI benchmark data cannot as yet cover these characteristics. Likewise data on parental education cannot be benchmarked with other Universities.

Students by Age		Marjon	BM Group	All HEIs	Marjon		
		1516	1516	1516	1415	1314	1213
UK Domiciled Population							
All	18 and under	11%	12%	12%	13%	14%	15%
	19 years	16%	17%	15%	20%	19%	16%
	20 years	21%	18%	15%	23%	18%	18%
	21 - 24	24%	23%	24%	20%	24%	27%
	25 - 29	11%	8%	10%	9%	9%	9%
	30 and over	17%	20%	23%	15%	15%	16%
Undergraduate	18 and under	12%	15%	15%	14%	16%	17%
	19 years	19%	21%	19%	22%	22%	19%
	20 years	24%	21%	19%	26%	21%	21%
	21 - 24	24%	24%	23%	20%	23%	26%
	25 - 29	8%	6%	7%	8%	7%	6%
	30 and over	12%	13%	17%	11%	10%	11%
Postgraduate	18 and under	0%	0%	0%	0%	0%	0%
	19 years	0%	0%	0%	0%	0%	0%
	20 years	0%	0%	0%	0%	0%	0%
	21 - 24	25%	22%	26%	25%	30%	33%
	25 - 29	25%	20%	22%	21%	26%	27%
	30 and over	49%	58%	52%	54%	43%	40%

Degree Attainment - Age

18-20	All Qualifiers	5%	3%	3%	3%	4%	3%
	First class	10%	16%	21%	0%	0%	25%
	Upper Second Class	48%	56%	55%	67%	50%	25%
	Lower Second Class	38%	25%	22%	33%	33%	50%
	Third class	3%	4%	3%	0%	17%	0%
21-24	All Qualifiers	75%	80%	78%	74%	74%	77%
	First class	10%	17%	24%	10%	8%	5%
	Upper Second Class	47%	53%	52%	44%	47%	45%
	Lower Second Class	35%	25%	21%	38%	37%	41%
	Third class	8%	6%	4%	7%	8%	9%
25 - 29	All Qualifiers	11%	8%	8%	9%	9%	8%
	First class	13%	22%	23%	30%	23%	20%
	Upper Second Class	52%	43%	42%	50%	46%	40%
	Lower Second Class	30%	25%	26%	10%	23%	30%
	Third class	5%	10%	10%	10%	8%	10%
30 and over	All Qualifiers	9%	9%	11%	15%	12%	12%
	First class	19%	27%	24%	35%	19%	14%
	Upper Second Class	44%	41%	40%	47%	50%	36%
	Lower Second Class	25%	22%	26%	18%	19%	29%
	Third class	12%	10%	10%	0%	13%	21%

Students by Disability Status

Population		Marjon	BM Group	All HEIs	Marjon		
		1516	1516	1516	1415	1314	1213
All	Disabled	23%	16%	13%	21%	17%	15%
	Not Disabled	77%	84%	87%	79%	83%	85%

Degree Attainment -Disability

Disabled	All Qualifiers	21%	16%	12%	17%	13%	11%
	First class	8%	17%	21%	19%	9%	12%
	Upper Second Class	43%	53%	51%	43%	45%	29%
	Lower Second Class	40%	25%	23%	33%	32%	47%
	Third class	9%	5%	5%	5%	14%	12%
Not Disabled	All Qualifiers	79%	84%	88%	83%	87%	89%
	First class	12%	19%	24%	14%	11%	8%
	Upper Second Class	48%	51%	50%	45%	48%	45%
	Lower Second Class	32%	24%	22%	34%	32%	39%
	Third class	8%	6%	5%	7%	8%	9%

Disability Type (All Population)

Blind or a serious visual impairment	1%	1%	1%	1%	1%	2%
Deaf or a serious hearing impairment	2%	2%	2%	1%	1%	1%
A physical impairment or mobility issues	3%	3%	3%	4%	4%	5%
Personal care support	0%	0%	0%	0%	0%	0%
Mental health condition	11%	16%	18%	8%	8%	7%
A long-standing illness or health condition	10%	8%	10%	13%	17%	17%
Two or more conditions	11%	4%	10%	9%	8%	8%
Social communication/Autistic spectrum disorder	1%	3%	3%	1%	1%	1%
Specific learning difficulty	58%	54%	44%	60%	56%	57%
Another disability, impairment or medical condition	3%	9%	9%	3%	3%	3%

Students by Ethnicity

		Marjon	BM Group	All HEIs	Marjon		
UK Domiciled Population		1516	1516	1516	1415	1314	1213
All	White	96%	89%	78%	96%	97%	97%
	Black & Minority Ethnic	4%	11%	22%	4%	3%	3%
Undergraduate	White	96%	89%	78%	96%	97%	97%
	Black & Minority Ethnic	4%	11%	22%	4%	3%	3%
Postgraduate	White	93%	89%	80%	97%	96%	96%
	Black & Minority Ethnic	7%	11%	20%	3%	4%	4%

Degree Attainment - Ethnicity

White	All Qualifiers	97%	91%	79%	96%	97%	97%
	First class	11%	20%	26%	15%	11%	9%
	Upper Second Class	47%	55%	52%	45%	46%	42%
	Lower Second Class	35%	22%	18%	34%	34%	39%
	Third class	7%	4%	4%	6%	9%	9%
Black & Minority Ethnic	All Qualifiers	3%	9%	21%	4%	3%	3%
	First class	6%	12%	17%	25%	0%	0%
	Upper Second Class	65%	48%	47%	25%	25%	33%
	Lower Second Class	18%	33%	29%	25%	25%	33%
	Third class	12%	6%	8%	25%	50%	33%

Students by Gender

Population		Marjon	BM Group	All HEIs	Marjon		
		1516	1516	1516	1415	1314	1213
All	Male	43%	39%	43%	41%	40%	38%
	Female	57%	61%	57%	59%	60%	62%
Full-time	Male	43%	41%	44%	40%	40%	38%
	Female	57%	59%	56%	60%	60%	62%
Part-time	Male	40%	30%	39%	45%	48%	36%
	Female	60%	70%	61%	55%	52%	64%
Undergraduate	Male	45%	40%	43%	41%	40%	39%
	Female	55%	60%	57%	59%	60%	61%
Postgraduate	Male	31%	31%	40%	37%	41%	34%
	Female	69%	69%	60%	63%	59%	66%

Degree Attainment - Gender

Male	All Qualifiers	43%	40%	43%	44%	40%	36%
	First class	10%	17%	24%	19%	7%	8%
	Upper Second Class	44%	48%	47%	38%	41%	38%
	Lower Second Class	35%	28%	23%	32%	41%	44%
	Third class	10%	8%	6%	11%	11%	10%
Female	All Qualifiers	57%	61%	57%	56%	60%	64%
	First class	12%	19%	24%	14%	14%	8%
	Upper Second Class	49%	54%	51%	49%	53%	46%
	Lower Second Class	33%	22%	21%	34%	28%	38%
	Third class	6%	5%	5%	3%	6%	8%

Students by Sexual Orientation

	2013/14	2014/15	2015/16	Average
01: Bisexual	4.04%	2.57%	1.5%	2.7%
02: Gay man	0.62%	0.60%	0.4%	0.5%
03: Gay woman/lesbian	0.68%	0.70%	0.8%	0.7%
04: Heterosexual	86.13%	85.97%	95.6%	89.2%
05: Other	3.29%	3.62%	1.7%	2.9%
98: Information refused	5.24%	6.54%	0%	3.9%

Data is also provided as an average over 3 years as a recognition of the small numbers.

Students by Gender Identity

	2013/14	2014/15	2015/16	Average
01: Gender identity is the same as the gender originally assigned at birth	90.98%	84.75%	99.1%	91.6%
02: Gender identity is not the same as the gender originally assigned at birth	0.49%	0.34%	0%	0.3%
98: Information refused	8.53%	14.91%	0.8%	%

Data is also provided as an average over 3 years as a recognition of the small numbers.

Students by Parental Education

	2012/13	2013/14	2014/15	2015/16
1: Yes, entrants parents have higher education qualifications	44.85%	44.29%	43.42%	42.7%
2: No, entrants parents do not have HE equalisations	55.15%	55.71%	56.58%	57.3%

Section 4 – Recommendations for future equality work

- 4.1 To reduce inequalities in learning and teaching programmes (through regular review of degree attainment gaps, programme selection, assessment and teaching tools). See also 4.7 below.
Responsibility: Programme Leaders/Faculty Heads
- 4.2 Increase numbers of BAME students (through ECU project, Marketing events and involvement in community projects, eg Respect Festival)
Responsibility: Head of Marketing
- 4.3 Monitor staff applicant data with regard to staff diversity and consider action that may positively impact on raising successful disabled and/or male applicant numbers if trends occur.
Responsibility: Head of HR
- 4.4 Create opportunities for staff to broaden their understanding and knowledge of inclusivity (including a focus on mental health knowledge and awareness, as well as on embedding inclusivity in the learning environment).
Responsibility: Head of HR/Head of Student Support/Inclusion Coordinator
- 4.5 Provide more detail on reason for leaving when providing data (eg for annual equality report) in order to better ascertain the reasons behind trends.
Responsibility: Head of HR
- 4.6 To consider how/where posts for Governors are advertised to better reflect the region's population in terms of demographic groups.
Responsibility: Board of Governors/Head of HR
- 4.7 To consider the offer in terms of support/ resources to disabled students to ensure that the growing population is not disadvantaged.
Responsibility: Head of Student Support/Inclusion Coordinator
- 4.8 The requirement to publish information to demonstrate compliance with the Public Sector Equality Duty within the Equality Act 2010 (at least annually) remains. The University has committed to the publication of new data by the end of summer 2017. It is recommended that a summary of this report be prepared and published through the website at this address: <http://www.marjon.ac.uk/about-marjon/diversity/current-equality-work/> to meet this commitment. The recommendation is to use the Executive Summary and Sections 2 and 3 of this report to form the basis of the published data report. Marketing will need to provide this publishable report by the end of August.
Responsibility: Inclusion Coordinator/Marketing

4.9 This report (when approved and finalised) should be shared via the Staff Newsletter and the recommendations shared within teams through Heads of Services/Faculties to ensure the equality objectives are progressed. An action plan will be forwarded to SMG in September 2017 to ensure responsibilities and timescales are clear. Progress to be fed back to the Inclusion Coordinator in April 2018 to inform future equality work.

Responsibility: Inclusion Coordinator/Heads of Services & Faculties

4.10 To ensure to ensure that 4.8 and 4.9 above are able to be annually completed, there is a requirement to provide data in April each year.

Responsibility: Head of HR/Data Manager



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