

Annual Equality Report 2016

Following the review of the previous Equality Report, a number of priority equality objectives were set. Progress has continued apace on these objectives and this report sets out what has been achieved and future plans to address the outstanding challenges.

1.1 Progress on Equality Objectives

- *Objective: To analyse relevant data in order to contextualise and better understand an apparent degree attainment gap between certain student groups*

DEGREE ATTAINMENT	2014/15	2013/14	2012/13
Age	67% 18-20 54% 21-24 80% 25-29 82% 30 and over Attainment gap between 18-20 and 25-29 = 13% Widest gap 15%	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	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	50% 'BAME' 60% 'White' 10% attainment gap	25% 'BAME' 57% 'White' 32% attainment gap	33% 'BAME' 51% 'White' 18% attainment gap
Gender	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 2012-2015)

Headline results:

- All attainment gaps showing positive movement although small numbers of students mean these can more easily show fluctuation year to year
- Age attainment gap has reduced by 4% over last year
- Now have a positive disability attainment gap (note: varies on type of disability) – closed a 5% gap since last year
- Ethnicity attainment gap has reduced over the year by 22% (note: small numbers of BAME students)
- Gender attainment gap has reduced by 3% over last year

- *Objective: To analyse relevant data in order to contextualise and better understand an apparent lack of ethnic diversity of university staff and campus-based students*

ETHNIC DIVERSITY	2014/15	2013/14	2012/13
Staff (Excludes atypicals)	1% All BAME 99% White	1% All BAME 99% White	1% All BAME 99% White
Students (All)	4% All BAME 96% White	3% All BAME 97% White	3% All BAME 97% White

Headline results:

- Staff diversity not altered over the period (NB changes not seen in this data, ie since July 2015, will positively affect this pattern)
- Student diversity has seen a 1% positive change over the period (NB small numbers of BAME students)
- *Objective: Providing training for key staff in regard to mental health – opportunities provided for staff include training on the certificated ‘Mental Health First Aid’ course and more recently Resilience Training.*
- *Objective: Provision of inclusivity guidance to academic and professional staff – development of the equality analysis process for programme approval events and research taken forward in the light of the disabled student allowance changes.*
- *Objective: Improving room layout and facilities to support disabled students – increasing accessibility through continually developing campus.*
- *Objective: Reducing short notice changes to student timetables – numbers of short notice changes should now reduce following the introduction of new processes.*

1.2 Summary of Report

The University seeks to advance and promote equality, remove discrimination and foster good relationships between those with protected characteristics (a requirement of the Public Sector Equality Duty). There are a number of embedded practices and emerging work, a few examples are shared below to illustrate the University’s commitment to progressing equality and to inspire others around the University to find ways to advance and promote inclusivity within teaching and learning, student experience and in supporting staff.

Advancing and promoting equality

Learning and Teaching

Faculty of Education & Social Sciences

- Embedded Dyslexia Awareness Certificated workshop into all professional teaching programmes to ensure all BEd Primary and Early Years Y2 students were trained to deal with students who may have dyslexia (approximately 66 students).

- Embedded Dyspraxia Awareness course into all professional teaching programmes to ensure all BEd Primary and Early Years Y2 students were trained to deal with students who may have dyspraxia (approximately 66 students).
- Held the Challenging Stereotypes conference for the 6th year in April 2016 (see conference programme at Appendix C). The conference is compulsory for teaching students. This year this totalled approximately 160 students made up of BEd Primary, Early Years, Secondary PE, PGCE Primary and Secondary, and School Direct students.



Students at the Gypsies and Travellers information workshop run by TravellerSpace

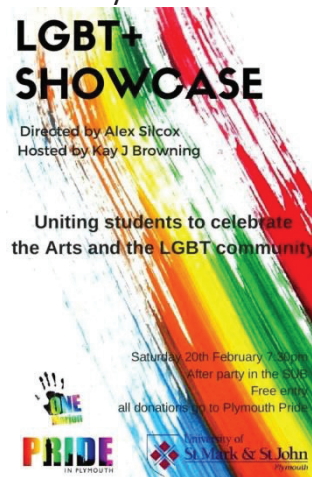
- Makaton course is being offered to BEd students. Over the last two years there has been a good take up of this which is encouraged by staff in the teaching team. Approximately 20 students have begun their training.

Faculty of Sport & Health Sciences

- Many modules embed issues of equality and diversity, for instance Module SPOCO1 – an introductory year one module – contains learning materials on anti-oppressive practice; modules on sports policy rest upon theoretical approaches concerned with social inclusion and equity issues.

Faculty of Culture & Language Sciences

- This year Acting students took a lead in producing a fantastic LGBTQ+ Showcase in February for LGBT History Month which provided an opportunity to embed equality within their studies, explore discrimination and, as a result, raise funds for Plymouth Pride, further developing the University's links with this group.



Poster for the LGBTQ+ Showcase Event

Student Experience

- The Disabled Student Allowance changes (DSA) provided an opportunity to involve students in improving our support of disabled students. A disabled students' forum was created to provide an additional forum for disabled students to raise issues they were concerned about. Student Experience Council was also used as a wider network to raise concerns and receive feedback from Student Representatives.
- A full time role of 'Well-being Adviser' has been created, resulting in a number of events and opportunities for students including skin scanning, dementia training, an English tea for visiting American students and frozen yoghurt breaks for students in dissertation hand in month.



An English tea with American students

- Student Union (SU) campaign – 'Challenging Mental Health Stigma'. The SU provided an 'Elephant in the room' asking students to answer on a post-it note what mental health meant to them and why they thought there was a stigma attached to poor mental health. They followed this up by sharing the responses on a video. The Acting students provided the faces and voices of the responses. In January 2016, the SU hosted an evening event entitled 'Let's talk about mental health' with visiting speakers including Danny Bowman and Plymouth MIND. The SU campaign has provided students (and staff) a further opportunity to openly discuss mental (ill) health and by doing, bring subjects that were previously taboo out into the open.
- The SU supported a number of charities through events and fundraising in the year including Young Minds and Youth Cancer Trust through RAG week (raising and giving week) and Plymouth Pride through the LGBTQ+ Showcase, both in February 2016. Varsity in March 2016 provided a chance to support Stonewall (and the No homophobia campaign) by selling shoelaces, also supporting Broadreach House (drug and alcohol rehabilitation centre).

1.3 Student and Staff Data

The University's student and staff data, shared in sections 2 and 3, is benchmarked against (where available):-

- previous University data – years 13/14 and 12/13
- all Higher Education Institutions (referred to as all 'All HEIs')

- against the University's benchmark group (referred to as 'BM group')¹
- local/regional data, where appropriate

This shows that there are still challenges to meet. The age data shared on staff and potential staff shows a preponderance to taking on applicants in the older age groups for permanent staff. The student data on age tends to reflect the sector except in the 20-24 age groups which show the University has higher proportions of this age group of student than others.

With regard to disability, the University performs well, student disability declaration rates have positively increased year on year and are now 10% higher than the sector average with a 4% increase seen just since the last reporting period. Staff disability declaration has decreased a little since 2012/13 however it still remains higher than the sector average and we continue to see many successful applications from individuals declaring a disability during recruitment and selection.

Whilst the HR team are confident that recruitment and selection processes are fair and that staff ethnic diversity will better reflect the market in the long term, the ethnic diversity of the staff body has remained the same over the last three years. This may be partly due to the fact that many employees have long service with the University and therefore external recruitment tends to be in low numbers, however it is still a concern until the trend alters. The student body also sees low ethnic diversity. A joint two year project 'Increasing student diversity' is already in progress involving the University, other Universities across the UK and the Equality Challenge Unit which will hopefully help to address this challenge (see recommendations at section 4).

In terms of staff gender breakdown, there has been a positive increase again this year on male staff employed but this has been balanced by a decrease in male atypical staff employed. The picture in regard to students' gender breakdown is similarly mixed and needs to be analysed by programme to understand the issues.

There has however been really positive progress made, as reported above, in degree attainment rates for qualifying students. It should be noted that there are nuances in the data to be cautious about. For instance male students are proportionally more likely to receive a first than females but when the 1st and 2.1s are aggregated a male student degree attainment gap becomes obvious. Whilst this University-wide data is interesting, programme level data should continue to be accessed by Programme Leaders to ensure that inequalities can be tackled effectively at their source particularly in respect to applicants and degree attainment.

¹ The benchmark group for data is:- Bath Spa University; Bournemouth University; The University of Chichester; Falmouth University; University of Gloucestershire; Liverpool Hope University; University of the West of England, Bristol; The University of Worcester and York St John University as agreed at SMT July 2014 - see agreed Terms of Reference, Appendix A.

What next?

Since the last report, the University has identified further challenges to be addressed as detailed in the actions in Section 4. These include those related to increasing ethnic diversity to ensure the University community more closely reflects the local and regional population from which it draws staff and students. Work to address other inequalities, such as degree attainment, will continue to be prioritised. The recommendations from the University's Equality Action Plan and progress will be reported in the 2017 Equality Report.

Section 2 – Staff Data

2.1 Current staff

A summary of University staff data is provided below based on the academic year 2014/15 (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 2014-2015 academic year and separately on atypical staff during the same period unless otherwise stated.

Benchmark information from various sources is also provided below to provide context and help with setting appropriate equality objectives for the next academic year. Previous University data is used to note any trends; as is data from the Higher Education sector as a whole and the selected benchmark group of Universities (both obtained from HEIDI²). 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

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

² HEIDI is the Higher Education Information and Data tool which derives its data from HESA

Atypical Staff by Age

atypical Staff only		Marjon	BM Group	All HEIs	Marjon	
		1415	1415	1415	1314	1213
All	34 & under	16%	30%	53%	12%	13%
	35-49 years	38%	32%	23%	30%	35%
	50-65 years	43%	32%	20%	51%	46%
	66 & over	3%	5%	5%	7%	6%
Male	34 & under	25%	28%	50%	15%	15%
	35-49 years	25%	30%	23%	25%	35%
	50-65 years	44%	34%	21%	50%	42%
	66 & over	6%	7%	6%	10%	8%
Female	34 & under	9%	30%	56%	9%	15%
	35-49 years	45%	34%	23%	35%	33%
	50-65 years	41%	33%	18%	52%	48%
	66 & over	5%	3%	3%	4%	4%

Employed Staff by Disability Status

Population		Marjon	BM Group	All HEIs	Marjon	
		1415	1415	1415	1314	1213
All	Disabled	7%	6%	5%	7%	8%
	Not Disabled	93%	94%	95%	93%	92%
Disability Type						
A specific learning difficulty		25%	23%	18%	0%	13%
General learning disability		25%	0%	1%	17%	13%
A social/communication impairment		0%	1%	1%	0%	0%
A long standing illness or health condition		25%	25%	25%	33%	25%
Mental health condition		0%	10%	9%	17%	13%
A physical impairment or mobility issues		25%	10%	10%	17%	13%
Deaf or serious hearing impairment		0%	6%	6%	0%	13%
Blind or a serious visual impairment		0%	3%	2%	0%	0%
Other type of disability, impairment or condition		0%	13%	19%	17%	13%
Two or more disabilities, impairments or conditions		0%	10%	9%	0%	0%

Atypical Staff by Disability Status

Population		Marjon	BM Group	All HEIs	Marjon	
		1415	1415	1415	1314	1213
All	Disabled	3%	2%	2%	2%	2%
	Not Disabled	97%	98%	98%	98%	98%
Disability Type						
A specific learning difficulty		0%	17%	32%	0%	0%
General learning disability		0%	0%	1%	0%	0%
A social/communication impairment		0%	0%	1%	0%	0%
A long standing illness or health condition		0%	17%	16%	0%	0%
Mental health condition		0%	0%	11%	0%	0%
A physical impairment or mobility issues		100%	17%	8%	0%	0%
Deaf or serious hearing impairment		0%	17%	5%	0%	0%
Blind or a serious visual impairment		0%	0%	2%	0%	0%
Other type of disability, impairment or condition		0%	17%	16%	100%	100%
Two or more disabilities, impairments or conditions		0%	17%	7%	0%	0%

Employed Staff by Ethnicity

Staff (excluding atypical)	Marjon	BM Group	All HEIs	Marjon	
	1415	1415	1415	1314	1213
White	99%	94%	88%	99%	99%
Black	0%	1%	2%	0%	0%
Asian	0%	3%	7%	0%	0%
Other (including Mixed)	1%	2%	3%	1%	1%

Atypical Staff by Ethnicity

atypical Staff only	Marjon	BM Group	All HEIs	Marjon	
	1415	1415	1415	1314	1213
White	100%	95%	81%	97%	99%
Black	0%	1%	4%	0%	0%
Asian	0%	2%	11%	0%	0%
Other (including Mixed)	0%	2%	5%	3%	1%

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	
		1415	1415	1415	1314	1213
All	Male	36%	41%	46%	32%	32%
	Female	64%	59%	54%	68%	68%
Full-time	Male	42%	49%	53%	40%	41%
	Female	58%	51%	47%	60%	59%
Part-time	Male	25%	31%	33%	19%	15%
	Female	75%	69%	67%	81%	85%
Permanent Contract	Male	36%	41%	46%	32%	32%
	Female	64%	59%	54%	68%	68%
Fixed Term	Male	33%	42%	47%	33%	25%
	Female	67%	58%	53%	67%	75%

Atypical Staff by Gender

Atypical Staff		Marjon	BM Group	All HEIs	Marjon	
		1415	1415	1415	1314	1213
All	Male	41%	46%	50%	47%	48%
	Female	59%	54%	50%	53%	52%

Employed Staff by Gender Identity³

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

Atypical Staff by Gender Identity

Atypical Staff	Number	Percentage
Gender identity is the same as the gender originally assigned at birth	222	100%

³ Reminder: data with regard to gender identity, sexual orientation and religion and/or belief is provided for the University for this year only, as it has only just begun to be collected and as yet, sector benchmark data is not available.

Employed Staff by Religion or Belief

Staff excluding atypicals	Number	Percentage
Buddhist	5	1.46%
Christian	183	53.51%
Muslim	1	0.29%
Agnostic	51	14.91%
Atheist	40	11.70%
Other	11	3.22%
Not specified	7	2.05%
Prefer not to disclose	44	12.87%

Atypical Staff by Religion or Belief

Atypical Staff

	Number	Percentage
Buddhist	2	0.9%
Christian	24	10.8%
Muslim	0	0%
Agnostic	9	4.1%
Atheist	7	3.2%
Other	2	0.9%
Prefer not to disclose	9	4.1%
Not recorded	169	76.1%

Employed Staff by Sexual Orientation

Staff excluding atypicals	Number	Percentage
Bisexual	3	0.88%
Gay Man	5	1.46%
Gay Woman	5	1.46%
Heterosexual	295	86.3%
Decline to specify / unknown	34	9.9%

Atypical Staff by Sexual Orientation

	Number	Percentage
Bisexual	0	0%
Gay Man	0	0%
Gay Woman	2	0.9%
Heterosexual	43	19.4%
Decline to specify	5	2.3%
Not recorded	172	77.4%

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.

	Academic Year 2014/15	Academic Year 2013/14
University staff: Leavers	<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>39 (75%) Resignation – No further breakdown available from HR as yet 5 (10%) Dismissal 3 (6%) End of fixed term contract 1 (2%) Capability 2 (4%) Retirement 1 (2%) Settlement agreement 1 (2%) Voluntary severance</p>	
University staff: Maternity and Paternity	<p>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.</p>	<p>There were 6 returners from maternity leave in the period (out of a possible 6). No staff took up the option of paternity leave.</p>

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 current demographic data for Governors (May 2016).

Board of Governors: Overview 2016	19 members in total 14 provided information 5 chose not to return information
Age	Under 30 2 31-40 1 41-50 1 51-60 4 61-70 6 Total 14
Disability	12 declared 'No Disability' 2 preferred not to disclose
Ethnicity	13 declared their ethnicity as 'White British' 1 as 'White: Other'
Gender	4 female 10 male
Religion or belief	1 Agnostic 6 Christian 7 preferred not to disclose
Sexual Orientation	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 2014-2015 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	Successful applicants																																																						
University applicants: Overview	667 applicants for 61 roles	83 individuals appointed																																																						
University applicants: Age and Gender	<table border="1"> <thead> <tr> <th></th> <th>Female</th> <th>Male</th> </tr> </thead> <tbody> <tr> <td>18 or under</td> <td>3 (0.7%)</td> <td>4 (1.9%)</td> </tr> <tr> <td>19-25</td> <td>106 (23.8%)</td> <td>74 (35.7%)</td> </tr> <tr> <td>26-35</td> <td>140 (31.5%)</td> <td>49 (23.7%)</td> </tr> <tr> <td>36-45</td> <td>75 (16.9%)</td> <td>26 (12.6%)</td> </tr> <tr> <td>46-60</td> <td>101 (22.7%)</td> <td>45 (21.7%)</td> </tr> <tr> <td>Over 60</td> <td>6 (1.3%)</td> <td>5 (2.4%)</td> </tr> <tr> <td>Unspecified</td> <td>14 (3.1%)</td> <td>4 (1.9%)</td> </tr> <tr> <td>Total</td> <td>445 (100%)</td> <td>207 (100%)</td> </tr> </tbody> </table>		Female	Male	18 or under	3 (0.7%)	4 (1.9%)	19-25	106 (23.8%)	74 (35.7%)	26-35	140 (31.5%)	49 (23.7%)	36-45	75 (16.9%)	26 (12.6%)	46-60	101 (22.7%)	45 (21.7%)	Over 60	6 (1.3%)	5 (2.4%)	Unspecified	14 (3.1%)	4 (1.9%)	Total	445 (100%)	207 (100%)	<table border="1"> <thead> <tr> <th></th> <th>Female</th> <th>Male</th> </tr> </thead> <tbody> <tr> <td>18 or und</td> <td>2 (3.4%)</td> <td>1 (4.2%)</td> </tr> <tr> <td>19-25</td> <td>20 (33.9%)</td> <td>11 (45.8%)</td> </tr> <tr> <td>26-35</td> <td>14 (23.7%)</td> <td>5 (20.8%)</td> </tr> <tr> <td>36-45</td> <td>6 (10.2%)</td> <td>0 (0%)</td> </tr> <tr> <td>46-60</td> <td>17 (28.8%)</td> <td>6 (25%)</td> </tr> <tr> <td>Over 60</td> <td>0 (0%)</td> <td>1 (4.2%)</td> </tr> <tr> <td>Unspec</td> <td>0 (0%)</td> <td>0 (0%)</td> </tr> <tr> <td>Total</td> <td>59 (100%)</td> <td>24 (100%)</td> </tr> </tbody> </table>		Female	Male	18 or und	2 (3.4%)	1 (4.2%)	19-25	20 (33.9%)	11 (45.8%)	26-35	14 (23.7%)	5 (20.8%)	36-45	6 (10.2%)	0 (0%)	46-60	17 (28.8%)	6 (25%)	Over 60	0 (0%)	1 (4.2%)	Unspec	0 (0%)	0 (0%)	Total	59 (100%)	24 (100%)
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Total	59 (100%)	24 (100%)																																																						
	Comment: Does not include 15 applicants who did not wish to declare their gender. Tendency to recruit from older age groups.																																																							
University applicants: Disability	59 (9%) applicants declared a disability 527 (79%) applicants declared no disability	9 (11%) successful applicants declared a disability 64 (77%) successful applicants declared no disability																																																						
	Comment: Positive outcome, University is a 'Two-Ticks' employer providing interview opportunities to disabled candidates who meet the minimum criteria.																																																							
University applicants: Ethnicity	593 (88.9%) of applicants gave 'White' as their ethnic identity 60 (9%) of applicants used 'BAME' identities including the largest groups within this of 27 (4%) 'Other White' ethnicity and 8 (1.2%) 'Chinese' ethnicity	83 (100%) successful applicants gave 'White' as their ethnic identity 0 (0%) successful applicants used 'BAME' identities																																																						
	Comment: Applications are being received from diverse ethnic groups however disappointingly these applicants are not being successful. 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	445 (67%) female, 207 (31%) male (15 or 2% not specified)	59 (71%) female, 24 (29%) male																																																						
	Comment: Tendency generally to recruit more females than males.																																																							

Section 3 - Student Data

A summary of all University student data is provided below based on the academic year 2014/15 (disaggregated by age, disability, ethnicity, gender, sexual orientation, gender identity and parental higher education status⁴). (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 HEIDI⁵).

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.

<u>Students by Age</u>		Marjon	BM Group	All HEIs	Marjon	
UK Domiciled Population		1415	1415	1415	1314	1213
All	18 and under	13%	13%	13%	14%	15%
	19 years	20%	19%	17%	19%	16%
	20 years	23%	21%	17%	18%	18%
	21 - 24	20%	27%	29%	24%	27%
	25 - 29	9%	8%	10%	9%	9%
	30 and over	15%	12%	14%	15%	16%
Undergraduate	18 and under	14%	15%	16%	16%	17%
	19 years	22%	22%	21%	22%	19%
	20 years	26%	24%	21%	21%	21%
	21 - 24	20%	25%	26%	23%	26%
	25 - 29	8%	6%	6%	7%	6%
	30 and over	11%	9%	10%	10%	11%
Postgraduate	18 and under	0%	0%	0%	0%	0%
	19 years	0%	0%	0%	0%	0%
	20 years	0%	0%	1%	0%	0%
	21 - 24	25%	38%	40%	30%	33%
	25 - 29	21%	22%	27%	26%	27%
	30 and over	54%	39%	32%	43%	40%

⁴ Has a parent with higher education qualifications

⁵ HEIDI is the Higher Education Information and Data tool

Degree Attainment - Age

18-20	All Qualifiers	3%	3%	3%	4%	3%
	First class	0%	16%	20%	0%	25%
	Upper Second Class	67%	60%	56%	50%	25%
	Lower Second Class	33%	21%	21%	33%	50%
	Third class	0%	3%	3%	17%	0%
21-24	All Qualifiers	74%	80%	77%	74%	77%
	First class	10%	16%	22%	8%	5%
	Upper Second Class	44%	55%	52%	47%	45%
	Lower Second Class	38%	24%	22%	37%	41%
	Third class	7%	5%	4%	8%	9%
25 - 29	All Qualifiers	9%	8%	9%	9%	8%
	First class	30%	23%	22%	23%	20%
	Upper Second Class	50%	44%	41%	46%	40%
	Lower Second Class	10%	26%	28%	23%	30%
	Third class	10%	7%	10%	8%	10%
30 and over	All Qualifiers	15%	9%	11%	12%	12%
	First class	35%	26%	22%	19%	14%
	Upper Second Class	47%	42%	41%	50%	36%
	Lower Second Class	18%	24%	27%	19%	29%
	Third class	0%	8%	10%	13%	21%

Students by Disability Status

Population		Marjon	BM Group	All HEIs	Marjon	
		1415	1415	1415	1314	1213
All	Disabled	21%	15%	11%	17%	15%
	Not Disabled	79%	85%	89%	83%	85%

Degree Attainment -Disability

Disabled	All Qualifiers	17%	13%	10%	13%	11%
	First class	19%	16%	20%	9%	12%
	Upper Second Class	43%	54%	50%	45%	29%
	Lower Second Class	33%	25%	24%	32%	47%
	Third class	5%	5%	6%	14%	12%
Not Disabled	All Qualifiers	83%	87%	90%	87%	89%
	First class	14%	18%	22%	11%	8%
	Upper Second Class	45%	54%	50%	48%	45%
	Lower Second Class	34%	24%	23%	32%	39%
	Third class	7%	5%	5%	8%	9%

Disability Type (All Population)

Blind or a serious visual impairment	1%	1%	1%	1%	2%
Deaf or a serious hearing impairment	1%	1%	2%	1%	1%
A physical impairment or mobility issues	4%	3%	3%	4%	5%
Personal care support	0%	0%	0%	0%	0%
Mental health condition	8%	13%	15%	8%	7%
A long-standing illness or health condition	13%	8%	10%	17%	17%
Two or more conditions	9%	4%	8%	8%	8%
Social communication/Autistic spectrum disorder	1%	3%	3%	1%	1%
Specific learning difficulty	60%	59%	49%	56%	57%
Another disability, impairment or medical condition	3%	8%	10%	3%	3%

Students by Ethnicity

		Marjon	BM Group	All HEIs	Marjon	
UK Domiciled Population		1415	1415	1415	1314	1213
All	White	96%	89%	78%	97%	97%
	Black & Minority Ethnic	4%	11%	22%	3%	3%
Undergraduate	White	96%	89%	78%	97%	97%
	Black & Minority Ethnic	4%	11%	22%	3%	3%
Postgraduate	White	97%	90%	81%	96%	96%
	Black & Minority Ethnic	3%	10%	19%	4%	4%

Degree Attainment - Ethnicity

White	All Qualifiers	96%	91%	80%	97%	97%
	First class	15%	19%	25%	11%	9%
	Upper Second Class	45%	56%	52%	46%	42%
	Lower Second Class	34%	22%	19%	34%	39%
	Third class	6%	4%	4%	9%	9%
Black & Minority Ethnic	All Qualifiers	4%	9%	20%	3%	3%
	First class	25%	10%	16%	0%	0%
	Upper Second Class	25%	48%	46%	25%	33%
	Lower Second Class	25%	34%	30%	25%	33%
	Third class	25%	7%	8%	50%	33%

Students by Gender

		Marjon	BM Group	All HEIs	Marjon	
Population		1415	1415	1415	1314	1213
All	Male	41%	41%	45%	40%	38%
	Female	59%	59%	55%	60%	62%
Full-time	Male	40%	42%	45%	40%	38%
	Female	60%	58%	55%	60%	62%
Part-time	Male	45%	35%	41%	48%	36%
	Female	55%	65%	59%	52%	64%
Undergraduate	Male	41%	42%	45%	40%	39%
	Female	59%	58%	55%	60%	61%
Postgraduate	Male	37%	38%	45%	41%	34%
	Female	63%	62%	55%	59%	66%

Degree Attainment - Gender

Male	All Qualifiers	44%	38%	43%	40%	36%
	First class	19%	16%	22%	7%	8%
	Upper Second Class	38%	49%	47%	41%	38%
	Lower Second Class	32%	28%	25%	41%	44%
	Third class	11%	6%	6%	11%	10%
Female	All Qualifiers	56%	62%	57%	60%	64%
	First class	14%	18%	22%	14%	8%
	Upper Second Class	49%	56%	52%	53%	46%
	Lower Second Class	34%	22%	22%	28%	38%
	Third class	3%	5%	5%	6%	8%

Students by Sexual Orientation

	2013/14	2014/15	2015/16	Average
01: Bisexual	4.04%	2.57%	1.90%	2.82%
02: Gay man	0.62%	0.60%	0.50%	0.57%
03: Gay woman/lesbian	0.68%	0.70%	0.67%	0.68%
04: Heterosexual	86.13%	85.97%	85.89%	86.00%
05: Other	3.29%	3.62%	3.69%	3.54%
98: Information refused	5.24%	6.54%	7.35%	6.39%

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%	92.47%	89.12%
02: Gender identity is not the same as the gender originally assigned at birth	0.49%	0.34%	0.18%	0.35%
98: Information refused	8.53%	14.91%	7.36%	10.54%

Students by Parental Education

	1213	1314	1415
1: Yes, entrants parents have higher education qualifications	44.85%	44.29%	43.42%
2: No, entrants parents do not have HE equalisations	55.15%	55.71%	56.58%

Section 4 – Recommendations for future equality work

4.1 Degree attainment gaps – positive progress is noted but with low numbers of BAME graduates this trend will need to be monitored. The University should continue to seek advice and recommendations from the rest of the sector and from the Equality Challenge Unit to address University-wide degree attainment gaps wherever possible. Particular regard should be paid to ethnicity, disability and gender gaps and relevant action should be planned when recommendations are provided.

4.2 Within individual programme areas, Programme Leaders need to identify attainment gaps and other areas of inequality, take appropriate action to address them within their area of responsibility and report regularly on progress. This will need to be evidenced during the programme approval process.

- 4.3 Marketing will continue to lead the 'increasing student diversity' project team through the ECU research project, providing proposals and when approved, implementing recommendations across the University with the guidance of the Senior Management Group. During 2016/17, the project team will need to review appropriate data to understand any reasons for lack of ethnic diversity. During 2017/18 (or earlier if possible) Marketing will work with other institutions in the group, and the ECU, to develop and deliver initiatives to improve this, providing recommendations and an action plan by end 2018.
- 4.4 HR should ensure that 'Unconscious Bias training' is incorporated into the internal development programme for 2016/17.
- 4.5 HR will need to monitor applicant/successful applicant data and, if no improvement is seen in 2015/16 data, agree actions with the Senior Management Group to be put in place for September 2017.
- 4.6 HR should continue to create opportunities such as Mental Health First Aid and Resilience training for staff.
- 4.7 Additional inclusivity guidance for staff/students should be rolled out to include (but not limited to) an alternative assessments process.
- 4.8 A plan should be agreed to ensure all policies and decisions are subject to equality analysis.
- 4.9 Processes are required to be put into place to ensure disabled students are no worse off following DSA changes.
- 4.10 Continue to consider accessibility when redesigning areas/refurbishments.
- 4.11 Continue to prioritise timetabling and reduce number of changes.
- 4.12 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 2016. 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 provide this publishable report by the end of August.
- 4.13 The full report and recommendations have been disseminated via Heads of Services/Faculties to ensure the equality objectives are progressed. An action plan will be approved by SMG in September 2016 to provide responsibilities and timescales. Progress will be fed back to the Inclusion Coordinator in April 2017 to inform future equality work.



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