

## Summative Equality Report 2018

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**Restore Café - Mental Health Awareness Event**  
February 2018 'Making Felt Bumblebees'



## 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.

## Section 1 – Progress

### 1.1 Equality Objectives 2017/18

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

| DEGREE ATTAINMENT | 2016/17  | 2015/16  | 2014/15  | 2013/14  |
|-------------------|--|--|--|--|
| <b>Age</b>        | 55% 18-20<br>62% 21-24<br>75% 25-29<br>77% 30 and over<br>Attainment gap between 18-20 and 25-29 = 20%<br>Widest gap 22% | 59% 18-20<br>57% 21-24<br>65% 25-29<br>63% 30 and over<br>Attainment gap between 18-20 and 25-29 = 6%<br>Widest gap 8% | 67% 18-20<br>54% 21-24<br>80% 25-29<br>82% 30 and over<br>Attainment gap between 18-20 and 25-29 = 13%<br>Widest gap 28% | 50% 18-20<br>55% 21-24<br>69% 25-29<br>69% 30 and over<br>Attainment gap between 18-20 and 25-29 = 19%<br>Widest gap 19% |
| <b>Disability</b> | 61% Disabled<br>67% Non-Disabled<br>6% attainment gap  | 51% Disabled<br>60% Non-Disabled<br>11% attainment gap   | 62% Disabled<br>59% Non-Disabled<br>Positive 3% attainment gap   | 54% Disabled<br>59% Non-Disabled<br>5% attainment gap  |
| <b>Ethnicity</b>  | 64% 'BAME'<br>66% 'White'<br>2% attainment gap   | 71% 'BAME'<br>58% 'White'<br>Positive 13% attainment gap   | 50% 'BAME'<br>60% 'White'<br>10% attainment gap  | 25% 'BAME'<br>57% 'White'<br>32% attainment gap  |
| <b>Gender</b>     | 62% Male<br>68% Female<br>6% attainment gap  | 55% Male<br>61% Female<br>6% attainment gap  | 57% Male<br>63% Female<br>6% attainment gap  | 48% Male<br>67% Female<br>9% attainment gap  |

(Table: attainment of 1<sup>st</sup>/2.1 degrees received and resulting attainment gaps disaggregated by protected characteristics over the period 2013-2017)

#### Headline results:

- *Age: 20% attainment gap between 18-20 year olds and 25-29 year olds shows a significant negative shift from last year*
- *Disability: 6% attainment gap, lower than last year and a positive shift in the right direction*
- *Ethnicity: 2% attainment gap, a significant negative shift from last year*
- *Gender: 6% attainment gap between male and female Graduates, quite consistent with previous years, neither improving or worsening*
- *Equality Analysis for programme validation includes focus on data review and sets goals for inclusive selection, assessment and teaching.*

*Objective: Increase numbers of BAME<sup>1</sup> students*

| ETHNIC DIVERSITY | 2016/17                      | 2015/16                  | 2014/15                  | 2013/14                  |
|------------------|------------------------------|--------------------------|--------------------------|--------------------------|
| Students (All)   | 5.5% All BAME<br>94.5% White | 4% All BAME<br>96% White | 4% All BAME<br>96% White | 3% All BAME<br>97% White |

(Table: ethnicity of students over the period 2013-2017)

**Headline results:**

- *A steady and slow increase is seen in the right direction. However, it is recommended that this objective remain until the percentages more closely match the local/regional census data (South West 8% BAME Census 2011)*

*Objective: 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.*

| APPLICATIONS VS SUCCESS RATE FOR STAFF ROLES | 2016/17   | 2015/16  |
|--|---|--|
| Age  | Less success in younger applicants especially compared with 26-35 age group where success is much higher  | Variances across age ranges but less success in younger applicants               |
| Disability                                   | Encouraging to see higher numbers generally of disabled candidates<br>16% applicants/13% success rate   | 9% applicants/ 6% success rate   |
| Ethnicity                                    | Success/ applicant rate for 'White' applicants matches however disparity on all other applications – may suggest hidden success in 'Not declared'<br>9.1% BAME applicants/ 4.3% BAME success rate | 7% BAME applicants/ 15.7% BAME success rate                                      |
| Gender                                       | Female 58% applicants/ 43% success rate<br>Male 40% applicants/ 52% success rate  | Female 55% applicants/ 71% success rate<br>Male 44% applicants/ 29% success rate |

<sup>1</sup> Black, Asian and Minority Ethnic

(Table: applications for staff roles over the period 2015-2017)

**Headline results:**

- Some really encouraging changes seen over the last year with applicant rates for disabled; male and BAME applicants rising steadily. In terms of success, we need to be cautious due to reasonably low numbers overall, however it is noted that this year success rates for disabled and male applicants have risen to more closely match application numbers.

*Objective: 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).*

*HR have implemented SkillsGate which offers a library of resources in relation to diversity for managers and understanding Equality and Diversity including modules on Anti-Bullying and Harassment and Understanding your Unconscious Bias.*

*HR are currently planning Mental Health First Aid Training with Mind for a full group of ITE academic staff and the Chaplaincy. As well as supporting individual attendance to Mind workshops within the area including attendance at specialist suicide prevention workshops.*

*Objective: Provide more detail on reason for leaving when providing data (eg for annual equality report) in order to better ascertain the reasons behind trends.*

*A new online exit questionnaire has been devised through google forms, this was implemented in March 2018 and therefore, more detailed data will be ascertained and reported on in due course.*

*Objective: To consider how/where posts for Governors are advertised to better reflect the region's population in terms of demographic groups.*

*This has been considered and discussed at the Governance & Nominations Committee of the Board in March. There is a favourable gender balance but Governors have agreed it would be in the interest of the University to increase diversity in other areas. When recruiting further, every opportunity will be taken to identify ways to increase diversity to more closely match the region's population.*

*Objective: To consider the offer in terms of support/ resources to disabled students to ensure that the growing population is not disadvantaged.*

*The University has continued to offer institutionally funded Non-Medical Helpers (Study Assistants) for those managed through the Disability team.*

*Disability team have surveyed students receiving Band 1-4 support to ensure quality/quantity of support is appropriate; feedback to be used to inform review of service in June.*

*Disability team are monitoring data to understand trends in disclosure of disabilities, understand population and therefore act accordingly. For instance upward trend in students declaring mental ill health conditions or becoming known to Student Support through mental ill health difficulties led to consultation work with students/staff around difficult stages of University life and how these can be supported.*

*Staff continue to enhance their knowledge on various areas, for example, all Specialist Skills Tutors and Specialist Mentors attended a workshop delivered by the National Autistic Society on 'Understanding Autism and the SPELL Framework' and two members of staff attended ASIST which is a suicide first aid course run by MIND.*

*Objective: Publish summary equality report*

*The requirement is annual. The summary equality report was published here: <https://www.marjon.ac.uk/about-marjon/diversity/current-equality-work/> in August 2017.*

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

*This was completed in the autumn term 2017 and the equality objectives have been reviewed regularly.*

## 1.2 Summary of Data (2016/17)

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

- **Age** – there is still a marked difference between the University and the benchmark group seen particularly in the lower numbers of staff we employ who fall into the ‘34 and under’ age group. It may be desirable to consider recruiting to career paths which younger applicants are more likely to be successful in (apprenticeships, training pathways).
- **Disability** – the University’s overall staff disability declaration rate remains at 7% however there have been some changes within the categories of disability being declared, for instance there has been a significant rise in staff with mental ill health feeling able to declare. It is good to see higher numbers of disabled candidates applying for posts and a reasonable success rate is noted.
- **Ethnicity** – there has been a shift in the right direction, (BAME = 4%) however until the University’s staff BAME profile matches the local/regional one, it is recommended that this remain a focus of action. With regard to recruitment, there has been success in attracting and gaining recruits and this must be continued.
- **Gender** – the University has always employed more females than males and the data consistently reflects this. It is noted that the University also continue to employ proportionally more females in part time and fixed term roles. Male applicant success rate is noted.
- **Leavers** – more female leavers but otherwise mostly proportional to staff demographics. The introduction of an online exit questionnaire is welcomed to enable more satisfactory analysis of leavers in the future.
- **Board of Governors** – small positive shift seen in balance of male/females and in declaration although still some Governors preferring not to provide data in some categories (disability). No change with regard to other areas of diversity.

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

- **Age** slight increases seen in percentages of mature students (both undergraduate and post-graduate). With regard to degree attainment, undergraduates had significantly better chances of getting a 1<sup>st</sup>/2.1 degree as age increases. Bulk of graduands (72%) still falling into ‘21-24’ age group however more students falling into the 25+ age groups this year than previous
- **Disability** – slight drop in overall rate (22%) however this is still significantly higher when compared with the benchmark group (16%) and all UK Universities (12%). The disparity is greater again when looking only at Undergraduates - our Undergraduate disability rate is 25% compared with the benchmark group (17%) and all UK Universities (13%). This is positive in terms of prospective disabled students feeling confident to enrol at the University and to declare disabilities. Within the different types of disability declared, there have been some changes to note: a 3% rise in mental ill health declaration compared with the previous year (in which a 3% rise was also noted) and a drop in the proportion of students registered who have a Specific Learning Difficulty (such as dyslexia). With regard to degree attainment, 24% of all graduands had declared a disability but there is a significant attainment gap in terms of students receiving 1sts compared with students who had not declared a disability.

- Ethnicity – there has been a steady rise overall in numbers of BAME students, this is more marked within the post-graduate numbers. With regard to degree attainment, 4% of the qualifiers identified as BAME. Attainment gaps are noted both within the 1<sup>st</sup> category (14% achieved 1sts compared with 18%) whilst this balanced slightly within the 2.1 category (50% achieved 2.1s compared with 48%).
- Gender – no significant changes are noted from last year except with regard to the increase of females taking up part-time rather than full-time and post-graduate degrees. In regard to degree attainment, 20% of female graduands achieved a 1<sup>st</sup> compared with 15% of male graduands.

### **1.3 What Next?**

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 '2018 Equality Report'. The full report will be released to all staff for appropriate use in September 2018.

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 2018/19. 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 2019 to be included in the 2019 Equality Report.



## Section 2 – HR Data

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### 2.1 Current staff

A summary of University staff data is provided below based on the academic year 2016/17 (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 2016-2017 academic year. Whilst we would normally wish to 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) |             | 1617   | 1617     | 1617     | 1516   | 1415 | 1314 |
| All                        | 34 & under  | 18%    | 27%      | 28%      | 17%    | 19%  | 18%  |
|                            | 35-49 years | 34%    | 38%      | 40%      | 34%    | 37%  | 37%  |
|                            | 50-65 years | 48%    | 32%      | 30%      | 48%    | 44%  | 45%  |
|                            | 66 & over   | 0%     | 3%       | 2%       | 1%     | 0%   | 0%   |
| Male                       | 34 & under  | 19%    | 26%      | 27%      | 20%    | 20%  | 22%  |
|                            | 35-49 years | 36%    | 38%      | 39%      | 33%    | 36%  | 35%  |
|                            | 50-65 years | 45%    | 32%      | 31%      | 47%    | 44%  | 43%  |
|                            | 66 & over   | 0%     | 4%       | 3%       | 1%     | 0%   | 0%   |
| Female                     | 34 & under  | 17%    | 27%      | 29%      | 16%    | 17%  | 19%  |
|                            | 35-49 years | 33%    | 39%      | 40%      | 35%    | 39%  | 38%  |
|                            | 50-65 years | 49%    | 32%      | 29%      | 49%    | 43%  | 44%  |
|                            | 66 & over   | 0%     | 2%       | 2%       | 0%     | 0%   | 0%   |

## Employed Staff by Disability Status

|   |              | Marjon | BM Group | All HEIs | Marjon |      |      |
|---|--------------|--------|----------|----------|--------|------|------|
| Population  |              | 1617   | 1617     | 1617     | 1516   | 1415 | 1314 |
| All   | Disabled     | 7%     | 7%       | 5%       | 7%     | 7%   | 7%   |
|   | Not Disabled | 93%    | 93%      | 95%      | 93%    | 93%  | 93%  |
| Disability Type                                     |              |        |          |          |        |      |      |
| A specific learning difficulty                      |              | 24%    | 27%      | 21%      | 23%    | 25%  | 0%   |
| General learning disability                         |              | 8%     | 0%       | 1%       | 8%     | 25%  | 17%  |
| A social/communication impairment                   |              | 4%     | 2%       | 1%       | 8%     | 0%   | 0%   |
| A long standing illness or health condition         |              | 28%    | 21%      | 25%      | 23%    | 25%  | 33%  |
| Mental health condition                             |              | 12%    | 12%      | 12%      | 8%     | 0%   | 17%  |
| A physical impairment or mobility issues            |              | 12%    | 10%      | 9%       | 12%    | 25%  | 17%  |
| Deaf or serious hearing impairment                  |              | 8%     | 5%       | 6%       | 12%    | 0%   | 0%   |
| Blind or a serious visual impairment                |              | 0%     | 2%       | 2%       | 0%     | 0%   | 0%   |
| Other type of disability, impairment or condition   |              | 4%     | 12%      | 15%      | 8%     | 0%   | 17%  |
| Two or more disabilities, impairments or conditions |              | 0%     | 8%       | 9%       | 0%     | 0%   | 0%   |

### Employed Staff by Ethnicity

| Staff (excluding atypical) | Marjon | BM Group | All HEIs | Marjon |      |      |
|----------------------------|--------|----------|----------|--------|------|------|
|                            | 1617   | 1617     | 1617     | 1516   | 1314 | 1213 |
| White                      | 96%    | 90%      | 81%      | 98%    | 99%  | 99%  |
| Black                      | 1%     | 2%       | 2%       | 0%     | 0%   | 0%   |
| Asian                      | 1%     | 3%       | 7%       | 1%     | 0%   | 0%   |
| Other (including dual)     | 2%     | 2%       | 3%       | 1%     | 1%   | 1%   |
| Unknown                    | 0%     | 3%       | 7%       | 0%     | 0%   | 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

### Employed Staff by Gender

| Staff (excluding atypical) |        | Marjon | BM Group | All HEIs | Marjon |      |      |
|----------------------------|--------|--------|----------|----------|--------|------|------|
|                            |        | 1617   | 1617     | 1617     | 1516   | 1415 | 1314 |
| All                        | Male   | 34%    | 42%      | 46%      | 35%    | 36%  | 32%  |
|                            | Female | 66%    | 58%      | 54%      | 65%    | 64%  | 68%  |
| Full-time                  | Male   | 41%    | 50%      | 52%      | 43%    | 42%  | 40%  |
|                            | Female | 59%    | 50%      | 48%      | 57%    | 58%  | 60%  |
| Part-time                  | Male   | 21%    | 32%      | 33%      | 20%    | 25%  | 19%  |
|                            | Female | 79%    | 68%      | 68%      | 80%    | 75%  | 81%  |
| Permanent                  | Male   | 34%    | 42%      | 46%      | 35%    | 36%  | 32%  |
|                            | Female | 66%    | 58%      | 55%      | 65%    | 64%  | 68%  |
| Contract                   | Male   | 28%    | 41%      | 46%      | 36%    | 33%  | 33%  |
|                            | Female | 72%    | 59%      | 54%      | 64%    | 67%  | 67%  |

### Further breakdown by Gender between groups

|              | Academic<br>1617 |             | Executive<br>Management<br>1617 |             | Support Staff<br>1617 |             |
|--------------|------------------|-------------|---------------------------------|-------------|-----------------------|-------------|
|              | Count            | Percentage  | Count                           | Percentage  | Count                 | Percentage  |
| Female       | 58               | 61%         | 5                               | 42%         | 177                   | 67%         |
| Male         | 37               | 39%         | 7                               | 58%         | 86                    | 33%         |
| <b>Total</b> | <b>95</b>        | <b>100%</b> | <b>12</b>                       | <b>100%</b> | <b>263</b>            | <b>100%</b> |

### Employed Staff by Gender Identity

| Staff (excluding atypical)  | 1617<br>Number | 1617<br>% | 1516<br>Number | 1516<br>% | 1415<br>Number | 1415<br>% |
|---|----------------|-----------|----------------|-----------|----------------|-----------|
| Gender identity is the same as the gender originally assigned at birth  | 369            | 99%       | 406            | 100%      | 342            | 100%      |
| Gender identity is different to the gender originally assigned at birth | 1              | 1%        | 0              | 0%        | 0              | 0%        |

### Employed Staff by Religion or Belief

| Staff (excluding atypical) | 1617<br>Number | 1617<br>% | 1516<br>Number | 1516<br>% | 1415<br>Number | 1415<br>% |
|----------------------------|----------------|-----------|----------------|-----------|----------------|-----------|
| Buddhist                   | 1              | 0.3%      | 4              | 1%        | 5              | 1.46%     |
| Christian                  | 179            | 48.4%     | 185            | 46%       | 183            | 53.51%    |
| Muslim                     | 2              | 0.5%      | 2              | 0%        | 1              | 0.29%     |
| Agnostic                   | 42             | 11.4%     | 47             | 12%       | 51             | 14.91%    |
| Atheist                    | 37             | 10.0%     | 40             | 10%       | 40             | 11.70%    |
| Other                      | 9              | 2.4%      | 8              | 2%        | 11             | 3.22%     |
| Not specified              | 69             | 18.6%     | 12             | 3%        | 7              | 2.05%     |
| Prefer not to disclose     | 31             | 8.4%      | 42*            | 10%       | 44             | 12.87%    |

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

### Employed Staff by Sexual Orientation

| Staff (excluding atypical)   | 1617<br>Number | 1617<br>% | 1516<br>Number | 1516<br>% | 1415<br>Number | 1415<br>% |
|------------------------------|----------------|-----------|----------------|-----------|----------------|-----------|
| Bisexual                     | 2              | 0.5%      | 1              | 0%        | 3              | 0.88%     |
| Gay Man                      | 2              | 0.5%      | 5              | 0%        | 5              | 1.46%     |
| Gay Woman                    | 6              | 1.6%      | 6              | 0%        | 5              | 1.46%     |
| Heterosexual                 | 272            | 73.5%     | 289            | 71%       | 295            | 86.3%     |
| Decline to specify / unknown | 88             | 23.8%     | 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 and current staff data is included for reference where available.

|                              | Academic Year 2016/17   | Academic Year 2015/16  | Academic Year 2014/15  |
|------------------------------|---|--|--|
| University staff:<br>Leavers | <p>Total of 73 leavers based on staff on the monthly payroll (not atypicals)</p> <p>11 (15%) leavers aged 25 and under<br/>51 (70%) leavers were aged between 26 and 60<br/>11 (15%) leavers were aged over 60</p> <p>6 (8%) leavers had declared a disability (compared with 7% staff with declared disabilities).</p> <p>71 (97%) leavers had declared 'White' ethnicity, 2 (3%) leavers had declared BAME ethnicities (compared with 96% staff with 'White' ethnicity).</p> <p>50 (68%) female, 23 (32%) male (compared with staff breakdown of 66% female and 34% male)</p> | <p>Total of 61 leavers based on staff on the monthly payroll (not atypicals)</p> <p>4 (6%) leavers aged 25 and under<br/>45 (74%) leavers were aged between 26 and 60<br/>12 (20%) 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%) leavers aged 25 and under<br/>43 (83%) leavers were aged between 26 and 60<br/>2 (4%) 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>University staff:<br/>Leavers<br/>Reasons for Leaving</p> | <p>32 (44%) Resignation<br/>2 (3%) Dismissal<br/>8 (11%) End of fixed term contract<br/>13 (18%) Ill health and other<br/>2 (3%) Retirement<br/>13 (18%) Voluntary severance<br/>3 (4%) Redundancy</p>                           | <p>33 (54%) Resignation<br/>1 (2%) Dismissal<br/>6 (10%) End of fixed term contract<br/>1 (2%) Capability<br/>6 (10%) Retirement<br/>14 (23%) Voluntary severance</p> | <p>39 (75%) Resignation<br/>5 (10%) Dismissal<br/>3 (6%) End of fixed term contract<br/>• (2%) Capability<br/>• (4%) Retirement<br/>• (2%) Settlement agreement</p> |
| <p>University staff:<br/>Maternity and Paternity</p>         | <p>There were 10 returners from maternity leave in the period (out of a possible 10).<br/>With regard to paternity leave, 5 members of staff took up this option and a further 1 member of staff used shared parental leave.</p> | <p>There were 3 returners from maternity leave in the period (out of a possible 3).<br/>No members 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). 1 member of staff took up the option of paternity leave.</p>                    |

## 2.2 Applicant Data

A summary of data on applicants to the University including atypicals (*and successful applicants to regular posts*) is shared here.

Data provided is based on applications made to the University during the 2016-2017 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 2016/17 AY  |        |       | Successful applicants 2016/17 AY                    |        |       |
|---|--|--------|-------|---|--------|-------|
| University applicants: Overview           | 585 (includes atypical vacancies)  |        |       | 23 (does not include atypicals recruited to a bank) |        |       |
| University applicants: Age and Gender     |  | Female | Male  |   | Female | Male  |
|   | 18 and under   | 6.5%   | 2.1%  | 18 and under  | 10%    | 0.0%  |
|   | 19-25  | 37.0%  | 35.2% | 19-25   | 10%    | 41.7% |
|   | 26-35  | 19.5%  | 22.9% | 26-35   | 10%    | 25.0% |
|   | 36-45  | 18.0%  | 14.0% | 36-45   | 30%    | 33.3% |
|   | 46-60  | 16.9%  | 22.5% | 46-60   | 30%    | 0.0%  |
|   | Over 60  | 1.8%   | 2.5%  | Over 60   | 10%    | 0.0%  |
|   | Unknown  | 0.3%   | 0.8%  | Unknown   | 0%     | 0.0%  |
| University applicants: Disability         | Declared disability: 16%<br>No disability: 84%   |        |       | Declared disability: 13%<br>No disability: 87%      |        |       |
| University applicants: Ethnicity          | BAME:  | 9.1%   |       | BAME:   | 4.3%   |       |
|   | White:   | 87.1%  |       | White:  | 87.0%  |       |
|   | Not known/declared:  | 3.2%   |       | Not known/declared:                                 | 8.7%   |       |
|   | Census 2011 Benchmark Data<br>Latest Census data shows the following:-<br>England = 14% BAME identity<br>South West = 8.2 % BAME identity<br>Plymouth = 7% BAME identity |        |       |   |        |       |
| University applicants: Gender             | Female:  |        | 58%   | Female:   |        | 43%   |
|   | Male:  |        | 40%   | Male:   |        | 52%   |
|   | Not known/declared:  |        | 2%    | Not known/declared:                                 |        | 4%    |
| University applicants: Religion or Belief | Agnostic:  |        | 11.6% | Agnostic:   |        | 13.0% |
|   | Atheist:   |        | 20.0% | Atheist:  |        | 26.1% |
|   | Buddhist:  |        | 0.7%  | Buddhist:   |        | 0.0%  |
|   | Christian:   |        | 45.3% | Christian:  |        | 47.8% |
|   | Hindu:   |        | 0.3%  | Hindu:  |        | 0.0%  |
|   | Jewish:  |        | 0.0%  | Jewish:   |        | 0.0%  |
|   | Muslim:  |        | 0.7%  | Muslim:   |        | 0.0%  |
|   | Paganism/Wicca Sikh:   |        | 0.2%  | Paganism/Wicca Sikh:                                |        | 0.0%  |
|   | Sikh:  |        | 0.0%  | Sikh:   |        | 0.0%  |
|   | Other/Not known/declared:  |        | 21.2% | Other/Not known/declared:                           |        | 13.0% |
| University applicants: Sexual Orientation | Bisexual:  |        | 3.6%  | Bisexual:   |        | 8.7%  |
|   | Gay:   |        | 2.6%  | Gay:  |        | 0.0%  |
|   | Heterosexual:  |        | 81.7% | Heterosexual:                                       |        | 82.6% |
|   | Other/Not known/declared:  |        | 12.1% | Not known/declared                                  |        | 8.7%  |



## Section 3 - Student Data

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A summary of all University student data is provided below based on the academic year 2016/17 (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 however there is some limited data available on religion and belief as declared by students during online enrolment and this is provided).

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 |      |      |
|-------------------------|--------------|--------|----------|------------|--------|------|------|
|                         |              | 1617   | 1617     | 1617       | 1516   | 1415 | 1314 |
| UK Domiciled Population |              |        |          |            |        |      |      |
| All                     | 18 and under | 10%    | 13%      | <b>12%</b> | 11%    | 13%  | 14%  |
|                         | 19 years     | 15%    | 18%      | <b>16%</b> | 16%    | 20%  | 19%  |
|                         | 20 years     | 18%    | 18%      | 16%        | 21%    | 23%  | 18%  |
|                         | 21 - 24      | 26%    | 24%      | 24%        | 24%    | 20%  | 24%  |
|                         | 25 - 29      | 11%    | 9%       | 10%        | 11%    | 9%   | 9%   |
|                         | 30 and over  | 20%    | 20%      | 23%        | 17%    | 15%  | 15%  |
| Undergraduate           | 18 and under | 12%    | 15%      | 15%        | 12%    | 14%  | 16%  |
|                         | 19 years     | 18%    | 21%      | 19%        | 19%    | 22%  | 22%  |
|                         | 20 years     | 22%    | 21%      | 19%        | 24%    | 26%  | 21%  |
|                         | 21 - 24      | 25%    | 24%      | 24%        | 24%    | 20%  | 23%  |
|                         | 25 - 29      | 9%     | 6%       | 7%         | 8%     | 8%   | 7%   |
|                         | 30 and over  | 14%    | 12%      | 16%        | 12%    | 11%  | 10%  |
| 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      | 27%    | 23%      | 27%        | 25%    | 25%  | 30%  |
|                         | 25 - 29      | 22%    | 20%      | 22%        | 25%    | 21%  | 26%  |
|                         | 30 and over  | 51%    | 58%      | 51%        | 49%    | 54%  | 43%  |

#### Degree Attainment - Age

|             |                    |           |           |     |     |     |     |
|-------------|--------------------|-----------|-----------|-----|-----|-----|-----|
| 18-20       | All Qualifiers     | <b>3%</b> | <b>3%</b> | 3%  | 5%  | 3%  | 4%  |
|             | First class        | 15%       | 18%       | 25% | 10% | 0%  | 0%  |
|             | Upper Second Class | 40%       | 62%       | 54% | 48% | 67% | 50% |
|             | Lower Second Class | 40%       | 17%       | 19% | 38% | 33% | 33% |
|             | Third class        | 5%        | 4%        | 3%  | 3%  | 0%  | 17% |
| 21-24       | All Qualifiers     | 72%       | 81%       | 78% | 75% | 74% | 74% |
|             | First class        | 14%       | 19%       | 26% | 10% | 10% | 8%  |
|             | Upper Second Class | 48%       | 53%       | 51% | 47% | 44% | 47% |
|             | Lower Second Class | 34%       | 23%       | 19% | 35% | 38% | 37% |
|             | Third class        | 4%        | 5%        | 4%  | 8%  | 7%  | 8%  |
| 25 - 29     | All Qualifiers     | 11%       | 8%        | 8%  | 11% | 9%  | 9%  |
|             | First class        | 30%       | 24%       | 25% | 13% | 30% | 23% |
|             | Upper Second Class | 46%       | 46%       | 41% | 52% | 50% | 46% |
|             | Lower Second Class | 23%       | 22%       | 25% | 30% | 10% | 23% |
|             | Third class        | 2%        | 9%        | 9%  | 5%  | 10% | 8%  |
| 30 and over | All Qualifiers     | 14%       | 8%        | 11% | 9%  | 15% | 12% |
|             | First class        | 27%       | 26%       | 26% | 19% | 35% | 19% |
|             | Upper Second Class | 50%       | 44%       | 40% | 44% | 47% | 50% |
|             | Lower Second Class | 17%       | 23%       | 25% | 25% | 18% | 19% |
|             | Third class        | 6%        | 7%        | 10% | 12% | 0%  | 13% |

## Students by Disability Status

|               |              | Marjon | BM Group | All HEIs | Marjon                              |      |      |
|---------------|--------------|--------|----------|----------|-------------------------------------|------|------|
| Population    |              | 1617   | 1617     | 1617     | 1516                                | 1415 | 1314 |
| All           | Disabled     | 22%    | 16%      | 12%      | 23%                                 | 21%  | 17%  |
|               | Not Disabled | 78%    | 84%      | 88%      | 77%                                 | 79%  | 83%  |
| Undergraduate | Disabled     | 25%    | 17%      | 13%      | Data not provided in previous years |      |      |
|               | Not Disabled | 75%    | 83%      | 87%      |                                     |      |      |
| Postgraduate  | Disabled     | 8%     | 11%      | 8%       |                                     |      |      |
|               | Not Disabled | 92%    | 89%      | 92%      |                                     |      |      |

## Degree Attainment -Disability

|              |                    |     |     |     |     |     |     |
|--------------|--------------------|-----|-----|-----|-----|-----|-----|
| Disabled     | All Qualifiers     | 24% | 17% | 13% | 21% | 17% | 13% |
|              | First class        | 13% | 19% | 24% | 8%  | 19% | 9%  |
|              | Upper Second Class | 48% | 53% | 50% | 43% | 43% | 45% |
|              | Lower Second Class | 35% | 23% | 22% | 40% | 33% | 32% |
|              | Third class        | 4%  | 5%  | 5%  | 9%  | 5%  | 14% |
| Not Disabled | All Qualifiers     | 77% | 83% | 87% | 79% | 83% | 87% |
|              | First class        | 19% | 21% | 26% | 12% | 14% | 11% |
|              | Upper Second Class | 48% | 52% | 49% | 48% | 45% | 48% |
|              | Lower Second Class | 29% | 23% | 20% | 32% | 34% | 32% |
|              | Third class        | 4%  | 5%  | 5%  | 8%  | 7%  | 8%  |

## Disability Type (All Population)

|   |     |     |     |     |     |     |
|---|-----|-----|-----|-----|-----|-----|
| Blind or a serious visual impairment                | 0%  | 1%  | 1%  | 1%  | 1%  | 1%  |
| Deaf or a serious hearing impairment                | 2%  | 2%  | 2%  | 2%  | 1%  | 1%  |
| A physical impairment or mobility issues            | 3%  | 3%  | 3%  | 3%  | 4%  | 4%  |
| Mental health condition                             | 14% | 20% | 21% | 11% | 8%  | 8%  |
| A long-standing illness or health condition         | 9%  | 8%  | 10% | 10% | 13% | 17% |
| Two or more conditions                              | 12% | 6%  | 10% | 11% | 9%  | 8%  |
| Social communication/Autistic spectrum disorder     | 3%  | 4%  | 4%  | 1%  | 1%  | 1%  |
| Specific learning difficulty                        | 53% | 50% | 42% | 58% | 60% | 56% |
| Another disability, impairment or medical condition | 3%  | 7%  | 8%  | 3%  | 3%  | 3%  |

## Students by Ethnicity

|                         |                         | Marjon | BM Group | All HEIs | Marjon |      |      |
|-------------------------|-------------------------|--------|----------|----------|--------|------|------|
| UK Domiciled Population |                         | 1617   | 1617     | 1617     | 1516   | 1415 | 1314 |
| All                     | White                   | 95%    | 88%      | 77%      | 96%    | 96%  | 97%  |
|                         | Black & Minority Ethnic | 6%     | 12%      | 23%      | 4%     | 4%   | 3%   |
| Undergraduate           | White                   | 96%    | 88%      | 77%      | 96%    | 96%  | 97%  |
|                         | Black & Minority Ethnic | 5%     | 12%      | 23%      | 4%     | 4%   | 3%   |
| Postgraduate            | White                   | 89%    | 89%      | 79%      | 93%    | 97%  | 96%  |
|                         | Black & Minority Ethnic | 11%    | 11%      | 21%      | 7%     | 3%   | 4%   |

## Degree Attainment - Ethnicity

|                         |                    |     |     |     |     |     |     |
|-------------------------|--------------------|-----|-----|-----|-----|-----|-----|
| White                   | All Qualifiers     | 96% | 90% | 78% | 97% | 96% | 97% |
|                         | First class        | 18% | 22% | 29% | 11% | 15% | 11% |
|                         | Upper Second Class | 48% | 55% | 51% | 47% | 45% | 46% |
|                         | Lower Second Class | 30% | 20% | 17% | 35% | 34% | 34% |
|                         | Third class        | 4%  | 3%  | 4%  | 7%  | 6%  | 9%  |
| Black & Minority Ethnic | All Qualifiers     | 4%  | 10% | 22% | 3%  | 4%  | 3%  |
|                         | First class        | 14% | 14% | 19% | 6%  | 25% | 0%  |
|                         | Upper Second Class | 50% | 48% | 47% | 65% | 25% | 25% |
|                         | Lower Second Class | 32% | 31% | 27% | 18% | 25% | 25% |
|                         | Third class        | 5%  | 7%  | 7%  | 12% | 25% | 50% |

## Students by Gender

| Population    |        | Marjon | BM Group | All HEIs | Marjon |      |      |
|---------------|--------|--------|----------|----------|--------|------|------|
|               |        | 1617   | 1617     | 1617     | 1516   | 1415 | 1314 |
| All           | Male   | 43%    | 39%      | 43%      | 43%    | 41%  | 40%  |
|               | Female | 57%    | 61%      | 57%      | 57%    | 59%  | 60%  |
| Full-time     | Male   | 45%    | 40%      | 44%      | 43%    | 40%  | 40%  |
|               | Female | 55%    | 60%      | 56%      | 57%    | 60%  | 60%  |
| Part-time     | Male   | 37%    | 31%      | 39%      | 40%    | 45%  | 48%  |
|               | Female | 63%    | 69%      | 61%      | 60%    | 55%  | 52%  |
| Undergraduate | Male   | 47%    | 40%      | 43%      | 45%    | 41%  | 40%  |
|               | Female | 53%    | 60%      | 57%      | 55%    | 59%  | 60%  |
| Postgraduate  | Male   | 25%    | 32%      | 40%      | 31%    | 37%  | 41%  |
|               | Female | 74%    | 68%      | 60%      | 69%    | 63%  | 59%  |

## Degree Attainment - Gender

|                        |                    |     |     |     |     |     |     |
|------------------------|--------------------|-----|-----|-----|-----|-----|-----|
| Male                   | All Qualifiers     | 45% | 40% | 43% | 43% | 44% | 40% |
|                        | First class        | 15% | 19% | 25% | 10% | 19% | 7%  |
|                        | Upper Second Class | 48% | 48% | 47% | 44% | 38% | 41% |
|                        | Lower Second Class | 33% | 26% | 22% | 35% | 32% | 41% |
|                        | Third class        | 5%  | 6%  | 6%  | 10% | 11% | 11% |
| Female                 | All Qualifiers     | 55% | 60% | 57% | 57% | 56% | 60% |
|                        | First class        | 20% | 21% | 26% | 12% | 14% | 14% |
|                        | Upper Second Class | 48% | 55% | 51% | 49% | 49% | 53% |
|                        | Lower Second Class | 29% | 20% | 19% | 33% | 34% | 28% |
| Gender Identity 'none' | Third class        | 3%  | 4%  | 4%  | 6%  | 3%  | 6%  |
|                        | All Qualifiers     |     |     | ?*  |     |     |     |
|                        | First class        |     |     | 34% |     |     |     |
|                        | Upper Second Class |     |     | 51% |     |     |     |
|                        | Lower Second Class |     |     | 12% |     |     |     |
|                        | Third class        |     |     | 3%  |     |     |     |

- Data provided for 'other' in all HEIs dataset however Total m/f in all HEIs = 100% ? query

### Students by Sexual Orientation

|                         | 2014/15 | 2015/16 | 2016/17 | Average |
|-------------------------|---------|---------|---------|---------|
| 01: Bisexual            | 2.57%   | 1.5%    | 1.63%   | 1.9     |
| 02: Gay man             | 0.60%   | 0.4%    | 0.57%   | 0.52    |
| 03: Gay woman/lesbian   | 0.70%   | 0.8%    | 0.84%   | 0.78    |
| 04: Heterosexual        | 85.97%  | 95.6%   | 95.76%  | 92.44   |
| 05: Other               | 3.62%   | 1.7%    | 1.19%   | 2.17    |
| 98: Information refused | 6.54%   | 0%      | 0%      | 2.18    |

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

### Students by Gender Identity

|  | 2014/15 | 2015/16 | 2016/17 | Average |
|--|---------|---------|---------|---------|
| 01: Gender identity is the same as the gender originally assigned at birth     | 84.75%  | 99.1%   | 96.9%   | 93.58   |
| 02: Gender identity is not the same as the gender originally assigned at birth | 0.34%   | 0%      | 2.3%*   | 0.88    |
| 98: Information refused  | 14.91%  | 0.8%    | 0.8%    | 5.5%    |

\*Not validated figure – captured during online enrolment

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

### Students by Parental Education

|   | 2013/14 | 2014/15 | 2015/16 | 2015/16 |
|---|---------|---------|---------|---------|
| 1: Yes, entrants parents have higher education qualifications | 44.29%  | 43.42%  | 42.7%   | 42.79%  |
| 2: No, entrants parents do not have HE qualifications         | 55.71%  | 56.58%  | 57.3%   | 57.21%  |

## Student by Religion

(data not returned to HESA but collated from online enrolment only)

|   | 16/17  | 17/18  |
|---|--------|--------|
| Any other religion or belief            | 3.13%  | 3.42%  |
| Buddhist                                | 0.49%  | 0.79%  |
| Christian                               | 27.53% | 26.32% |
| Christian - Church of Ireland           | 0.34%  | 0.19%  |
| Christian - Church of Scotland          | 0.04%  | 0.15%  |
| Christian - Methodist Church in Ireland | 0.04%  | 0.00%  |
| Christian - Other Denomination          | 0.68%  | 0.53%  |
| Christian - Roman Catholic              | 5.05%  | 4.14%  |
| Hindu                                   | 0.49%  | 0.41%  |
| Information refused                     | 4.52%  | 3.61%  |
| Jewish                                  | 0.23%  | 0.15%  |
| Muslim                                  | 1.81%  | 0.60%  |
| No religion                             | 52.50% | 57.52% |
| Sikh                                    | 0.30%  | 0.23%  |
| Spiritual                               | 2.86%  | 1.95%  |

## 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). Seek ways to ensure this is continually addressed (for instance through Learning and Teaching priorities, equality analysis, increasing inclusive teaching etc).  
Responsibility: Programme Leaders/Faculty Heads
- 4.2 Equality analysis on all programmes being validated to include data review of previous students' degree attainment by demographic groups (where available). In the case of a new programme, there will be a requirement to review data as it becomes available to ensure degree attainment gaps can be minimised.  
Responsibility: Programme Leaders/Inclusion Coordinator
- 4.3 Increase numbers of BAME students (through ECU projects, Marketing events and involvement in community projects, eg Respect Festival) to match local/regional profile.  
Responsibility: Head of Marketing
- 4.4 Monitor staff applicant data with regard to staff diversity through 3 year rolling data (rather than annual) to compensate for fluctuations seen yearly and agree equality objectives based on 'success gaps'.  
Responsibility: Head of HR
- 4.5 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
- 4.6 Review the collection of 'reason for leaving' staff data annually in order to better ascertain the reasons behind trends.  
Responsibility: Head of HR
- 4.7 Draw up an action plan of those activities required to progress the University's Athena SWAN application.  
Responsibility: Head of HR/AS Self-Assessment Team
- 4.8 Report annually on our Gender Pay Gap and publish the data in accordance with governmental requirements. To identify areas of improvement and take action where necessary in order to eliminate any gaps.  
Responsibility: Head of HR
- 4.9 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
- 4.10 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



- 4.11 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 each summer. 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 assist to ensure the publication is ready to publish.  
Responsibility: Inclusion Coordinator/Marketing
- 4.12 This report (when approved and finalised) should be shared via the Staff Newsletter in early autumn 2018 and the recommendations taken forward as equality objectives owned by SMT to ensure they are progressed. An action plan will be forwarded to SMT in September 2018 to ensure responsibilities and timescales are clear. Progress should be fed back to the Inclusion Coordinator in April 2019 to enable transparency in progressing equality objectives and to inform future work.  
Responsibility: Inclusion Coordinator/SMT
- 4.13 To ensure that 4.11 and 4.12 above are able to be completed annually, there is a requirement to provide staff (current and applicants) and student data in April each year to the Inclusion Coordinator.  
Responsibility: Head of HR/Data Manager



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