

Southampton Solent University

Student Equality Forum

Annual Report

2010-11

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March 2012

Introduction

1. The 2010-11 annual report from the Student Equality Forum responds to the University's strategic plan 2008-13 including a commitment to inclusivity and social justice. It informs the University's monitoring and reporting obligations regarding the Equality Act 2010. From a whole University perspective the report should be considered alongside the Equality Report 2010-11 from the University Equality Forum (Staff).
2. The report relates to the period 1 August 2010 to 31 July 2011 providing information on the equality strands of age, disability, race and sex.
3. The report uses most recently available data covering the student activities of recruitment, retention and academic success for the three academic years to 2010/11 with a census date of Friday 28 October 2011 and relating to students studying on full and part-time courses. Data analysed by faculties is in relation to first degree courses for the year 2010/11.
4. The report also uses the most recently available data on graduate destinations for the five years to 2009/10 including graduates from both the Southampton city and Warsash Maritime Academy (WMA) campuses.
5. Where comparisons are made with national data, this is in relation to data for undergraduate degree outcomes for the year 2009/10 and uses the "Equality in higher education: statistical report 2011 - Part 2: students" by the Equality Challenge Unit. Data for 2010/11 was not available at time of writing.
6. Where the University faculties are mentioned the titles relevant to 2010/11 are used and not the new titles introduced in 2011/12 (i.e. Faculty of technology [FTEC] rather than Maritime Technology Faculty [MarTec]; and Faculty of Media arts and Society [FMAS] rather than Faculty of the Creative Industries and Society [FCIS]).
7. The report describes progress against 2010/11 priorities proposed in the previous 2009/10 annual report from the Student Equality Forum, and against the objectives of the 2009-12 University Equality Scheme (UES - note, the Scheme's ten objectives are set out in **Appendix A**). The report also details seven existing priorities for the period 2011/12.
8. University Student Equality Forum members in 2010-11 were as follows:

Alison Golden, Andi Maratos, Andrea Peoples, Anna Clodfelter, Bryan Carroll, Caroline Old, Devon Campbell-Hall, Geeta Uppal, Georgina Andrews, Graeme Barber, John Bazley, Kate Boyes, Laura Williamson, Liz Williams, Phil Gibson, Fr Steve Hall, Sandra Petcher, Ayumi Okada, Sophia Armstrong, Dr Stephen Lake and Victoria Morrison.

Review of the University Student Equality Forum priorities for 2010/11

9. The Student Equality Forum adopted five priorities in the previous 2009/10 report for the period 2010/11 and progress is described below.

Priority 1: Support the University Equality Forum in delivery of the University Equality Scheme (UES) in line with the new Equality Act 2010 including a more 'joined up' and holistic approach to equality.

10. Support to the University Equality Forum was as follows:

- i. The Head of Student Services, Equalities Officer and Disability Co-ordinator are members of both student and staff University Equality Forums. In addition, the Head of Student Services and Director of Human Resources liaise as Chairs of each Forum.
- ii. An ongoing collaborative approach has led to consultation on the e-learning equality training resource; support to the development and delivery of the Equality and Diversity programme of events; development of online information; and consistency of formal reporting.

Priority 2: Deliver positive action to address disadvantage regarding graduate success in the labour market including improving understanding of and responding to the employability of disabled students and ethnic minority students.

11. Action to address this priority included collaboration involving the University Careers and Employability Service (now renamed Employability and Enterprise service), faculties and other services; and a focus on strengthening case management. Progress was as follows:

- i. The Mentoring + Programme involves local employer mentors providing student mentees with industry-specific information, personal advice, practical employability skills, and workshops on a number of career related topics.
- ii. In 2010/11 Mentoring+ supported 31 students including 8 black and minority ethnic (BME) and 3 disabled students. In addition, 11 female and 13 mature students took part.
- iii. It is too early to report on the impact of Mentoring+ on graduate outcomes for 2011; however, data from 2009/10 showed of 8 BME graduates who had participated in Mentoring+, 7 (88%) secured employment (note, Appendix C Table 13 [page 17] below - this compares with University BME and white graduate employment rates in 2009/10 of 68.8% and 78.3%).
- iv. Staff undertook training with Deaf Futures, Blind in Business, and on disclosure; and 2 student workshops were delivered on disclosure.
- v. 3 disabled students benefitted from a Blind in Business visit including “Speed dating with employers”, and following this the students attended the Blind in Business graduate interview package weekend.
- vi. The Solent Internship Scheme was developed to include international students.
- vii. Induction activities were delivered to disabled, international and mature students to promote and support volunteering and mentoring.
- viii. Individual casework was developed with one hearing impaired and one visually impaired student.

Priority 3: Continue to make progress with understanding and responding to weaker BME and male academic success.

12. This priority included working with the University equality research cluster to explore ways of better embedding equality into the curriculum. It also included monitoring and responding to the joint Equality Challenge Unit and Higher Education Academy research into the effects of ethnicity and gender on degree attainment. Progress was as follows:

- i. A professional development unit titled 'Equality in the Workplace' has been accredited and a supporting Solent Online Learning (SOL) site has been developed by the Equality Research Cluster, supported by the University Learning and Teaching Unit (LTU). The SOL site includes a chapter on Equality and Diversity within the curriculum which is available to staff.
- ii. A pilot workshop facilitated by the Equality Research Cluster on Equality and Diversity has been delivered to members of the Solent Life Group (now the Learning and Teaching Committee). Feedback from the workshop was positive and the Cluster has secured funding from the Research and Enterprise Committee to provide additional

staff workshops in 2011/12, and to undertake further research and enterprise activity.

- iii. A workshop has been commissioned by the Faculty for the Creative Industries and Society, FCIS, (formerly Faculty of Media, Arts and Society [FMAS]) to take place in February 2012, and further events are planned for academic and support staff.
- iv. Georgina Andrews and Phil Gibson presented a paper '*Penguins, peacocks and pairs*' to the Higher Education Academy/Equality Challenge Unit conference, Promoting Inclusive Change, Greenwich, July 2011.

Priority 4: Continue research into 'good degrees' (1st's and 2:1's).

13. Working on this priority included the proposal to work with the University Research and Information Unit (RIU), Academic Standards and Quality Service, and the Solent Life Group. The outcome was that further analysis by RIU of the results of degree classifications of more than 8,000 students in the period 2006-10, broadly confirmed the patterns identified in the previous Student Equality Forum Annual Report for 2009/10 regarding the achievement of students by sex, ethnicity, age and disability.

Priority 5: Equality review new student policies and procedures

14. A new Student Complaints Procedure was introduced in 2010/11 and the associated review and development process included consideration of factors that may act as potential barriers.

Monitoring information - key themes

15. The following is a summary of the data provided below at Appendix C on pages 11-34, covering the three-year period to 2010/11 for recruitment, retention and academic success; and the five-year period to 2009/10 for graduate employment.

Ethnicity

- Data available on ethnicity has improved with more students feeling comfortable with indicating their ethnicity and fewer indicating ethnicity as unknown. For example, 1,457 (15.2%) did not indicate ethnicity in 2008/9 and 534 (5.2%) in 2010/11.
- Nationally the proportion of UK-domicile BME first degree qualifiers increased from 14.9% in 2003/4 to 18.1% in 2009/10¹. By comparison the proportion of BME first degree qualifiers at the University remained stable at 12.2% in 2007/8 and 12.0% in 2010/11.
- In faculties FBSE (21.2%) had the highest percentage of BME students on degree courses in 2010/11 compared with FTEC (15.2%), WMA (10.8%) and FMAS (10.1%).
- Retention of white students is consistently marginally better than for BME students; for example, retention of BME students was 96.9% and of white students was 97.3% in 2010/11.

¹ "Equality in higher education: statistical report 2011. Part 2: students". P 24

- Academic success for BME students is lower than for white students across all qualifications. For example, data for 2010/11 shows a smaller percentage of BME students gained a 1st (3.5%) or 2:1 (29.1%) compared with white students for whom the same figures are 9.3% (gap 5.8%) and 42% (gap 12.9%) respectively.
- Nationally the difference between the success of BME and white students in gaining a 'good degree', a 1st or a 2:1 (i.e. the 'attainment gap'), increased from 17.2% to 18.6% in 2009/10². However, at Solent this gap fell from 20% in 2008/9 to 18.8% in 2010/11.
- BME graduates are less likely to be employed, more likely to be employed on lower salaries, more likely to be unemployed, and more likely to be in further study. For example, when comparing BME with white graduates, for employment the gap is 9.5% in favour of white graduates and for unemployment the gap is 5.1% in favour of BME graduates.

Disability

- The proportion of students declaring a disability (including dyslexia) in the University increased by 1% to 10.1% (i.e. from 877 to 1045) in the three years to 2009/10. Nationally the proportion of first degree students who declared a disability was 7.6% in 2009/10³.
- When one focuses on faculties FMAS (now FCIS) had the highest percentage of disabled students on first degree courses in 2010/11 at 12.1%, and FBSE the lowest at 8.4%.
- The Access Solent disability service supported 872 disabled students in 2008/9 and 1,169 students in 2010/11, an increase of 34.1% over three years.
- There is no difference in the retention of disabled students when compared with the retention of non-disabled students.
- Disabled students (excluding dyslexia) are more likely to gain a 1st (15.7% in 2010/11) than non-disabled students (8.6% in 2010/11).
- Disabled graduates are less likely to be employed, more likely to be employed on lower salaries, more likely to be unemployed and more likely to be involved in further study than non-disabled graduates. For example, the employment rate for disabled graduates (excluding dyslexia) was 54.3% and was 79.1% for non-disabled graduates in 2009/10.

Sex

- The 'male versus female' sex divide in the University has remained at circa 55% versus 45% in the three years to 2009/10.
- Regarding first degree qualifiers at the University, the male v. female divide was 54.3% v. 45.6% (gap 8.7% in favour of males) in 2008/9 and 51.3% v. 48.7% (gap 2.6% in favour of males) in 2010/11; nationally regarding first degree qualifiers it was 43.4

² "Equality in higher education: statistical report 2011. Part 2: students". P 40

³ "Equality in higher education: statistical report 2011. Part 2: students". P 48

versus 56.6% (gap 13.2% in favour of females) for students on first degree courses in 2009/10⁴.

- When one focuses on the faculties, the percentage of males studying on first degree courses in 2010/11 was 92% at WMA, 87% at FTEC, 61% at FBSE and 38% at FMAS.
- Retention of female students is consistently marginally better than for male students.
- Females continue to be more successful academically than males with males more likely to gain a 1st. For example, 45% females gained a 2:1 and 35.3% males gained a 2:1 in 2010/11. When one analyses 1st's and 2:1's combined (i.e. 'good degrees'), the attainment gap between female and male students at Solent was 5% in 2008/9, 12% in 2009/10 and 9% in 2010/11 in favour of female students.
- Female students are more successful at gaining employment and less likely to be unemployed; however, they are also more likely to be employed on lower salaries. For example, 80% females versus 75.7% males gained employment in 2009/10; and the 'pay gap' with males decreased from £1.3K to £0.3K in the five years to 2009/10.

Age

- The percentage of students aged up to and including 21 (≤ 21) and over 21 (> 21) on all courses was 52% and 48% respectively in 2010/11.
- On first degree courses the same data was an increase over the period of 2.6% to 59.4% for those aged ≤ 21 , and 40.6% for those aged > 21 in 2010/11. Nationally the percentage of students aged ≤ 21 on first degree courses had grown to 48.2% in 2009/10⁵.
- When one focuses on the faculties, the ≤ 21 / > 21 age divide in respect of the total number of students studying on first degree courses in 2010/11 was 80%/20% at FMAS, 72%/28% at FBSE, 59%/41% at FTEC and 16%/84% at WMA.
- There is little difference in the retention of those aged ≤ 21 and > 21 .
- Those aged ≤ 21 were marginally more successful in their studies than those aged > 21 ; for example, 8.3% more likely to gain a 2:1 or 2:2 in 2010/11. However, those aged > 21 were consistently more likely to gain a first class degree; for example, 5.1% more likely in 2010/11.
- Those aged under 25 are more successful in gaining employment and less likely to be unemployed, whilst those aged 25 and over receive higher salaries.

⁴ "Equality in higher education: statistical report 2011. Part 2: students". P 2

⁵ "Equality in higher education: statistical report 2011. Part 2: students". P 70

Priorities proposed for 2011/12

16. Actions proposed for 2011/12 are as follows:

- **Priority 1:** Continue to increase employability support for disadvantaged students; increase the number of students engaged in the Mentoring+ Programme.
- **Priority 2:** Support the Equality Research Cluster in rolling out a series of workshops on promoting embedding equality and diversity in the curriculum and assessment.
- **Priority 3:** Support the Equality Research Cluster in developing a bank of case studies of good practice for dissemination, and conducting an appreciative inquiry on equality and diversity involving staff and students.
- **Priority 4:** Continue to analyse the uptake of student facing services and respond accordingly to ensure services may be accessed equally by all individuals and groups.
- **Priority 5:** Support the Ofsted assessment of University provision and respond to any recommendations for further improvement regarding equality.
- **Priority 6:** Review the existing Student Equal Opportunities Policy.
- **Priority 7:** Continue to collaborate with the University Equality Forum (Staff) in delivery of the existing University Equality Scheme and development of a new one.

Concluding comments

17. The University data continues to reflect national trends and relate to issues that are complex and not reducible to single factors.
18. In addition to responding to issues that continue to challenge the sector such as the BME attainment gap, the particular nature of the University student population poses some additional challenges including potential impact on performance in terms of students academic success and their securing graduate employment. For example, it includes a higher proportion of males than average, males being less successful than their female counterparts both in terms of academic success and in securing graduate employment. It also includes more disabled students than average, these students also being relatively less successful in securing graduate employment.
19. There are also particular challenges for individual faculties where, for example, FBSE has a higher than average proportion of BME and male students; FTEC has a higher than average proportion of male and a high proportion of BME students; and FMAS a higher than average proportion of disabled students.
20. It is important that the University continues to work to close the gap between collecting data, analysing it and subsequent actions. On this basis the seven priorities listed above in 16 reflect intent to ensure all students have a strong chance of success in their studies and in securing employment, and are able to achieve their potential during their time at Southampton Solent University.

Student Equality Forum March 2012

Appendix A: Equality Scheme 2009-12 Objectives

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

Appendix B: Glossary of terms

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

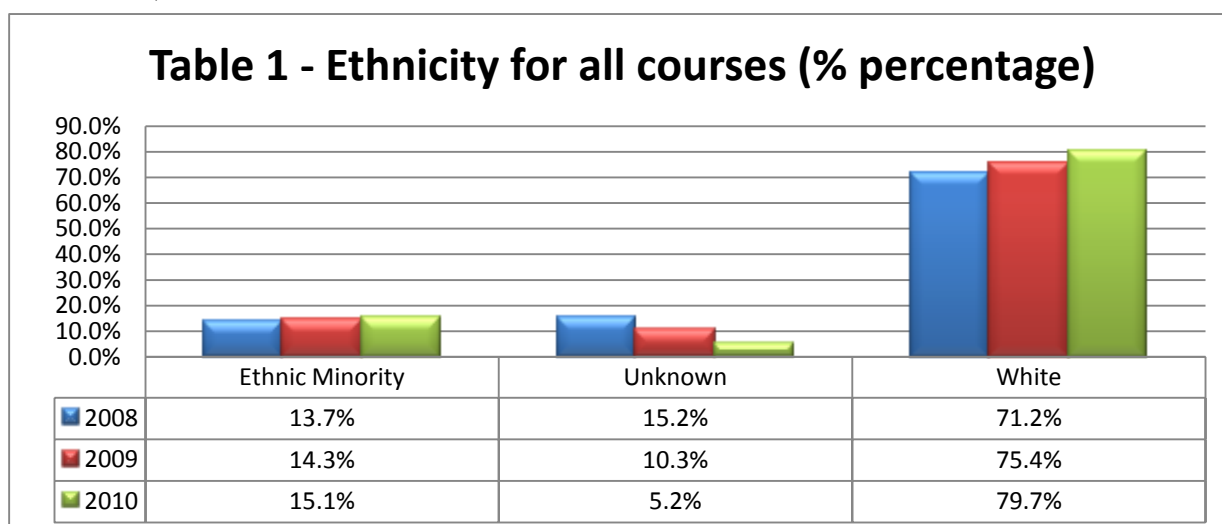
Gender/Sex	Divides by HESA codes 1 - Male, 2 - Female, 9 - Indeterminate (unknown)
Non-disabled students/No disability/Unknown	Includes HESA codes 00 - No known disability, ' ' - Unknown, 97 - Information refused, 98 - Information not sought, 99 - Not known
Other Awards	Refers to First Degree students achieving any award that is less than a Diploma in Higher Education
Outcome/academic success	<p>Presents First Degree Final Year students achievement only for Honours and Foundation courses. Presents student achievement for All years for HNC/D courses, and Foundation Degrees, excludes Foundation Years and Professional Courses.</p> <p>For postgraduate students achievement includes all awards made, including lower level awards than the original course aim.</p>
Retention rate	Calculated by dividing Number of students taking final assessments by number of students enrolled on a year
Unemployment	Unemployed includes those students who gave their employment circumstances as unemployed and looking for employment, further study or training, and who were also either in part-time study, training or research or not studying, plus those who were due to start a job within the next month and who were also either in part-time study, training or research or not studying.
Unknown ethnicity	Includes HESA codes 90 - not known, 98 - information refused and null - unknown

Appendix C: Monitoring information

Ethnicity

Ethnicity: Student numbers and retention

1. Data available on ethnicity has improved in the three years to 2010/11 with progressively fewer students indicating ethnicity as unknown. For example, the number and percentage of ethnicity unknown for all courses combined was 1,457 (15.2%) in 2008/9 and fell to 534 (5.2%) in 2010/11 (see Table 1).
2. Nationally the proportion of UK-domicile BME student qualifiers from first degree courses increased from 14.9% in 2003/4 to 18.1% in 2009/10⁶. By comparison the proportion of BME students at the University qualifying from first degree courses remained stable at 12.2% in 2008/9, 12.2% in 2009/10 and 12.0% in 2010/11. The total proportion of BME students studying on degree courses at the University was 14.2% in 2008/9, 13.2% in 2009/10 and 13.9% in 2010/11.
3. In faculties in 2010/11 regarding the total number of students studying on first degree courses, FBSE (21.2%) had the highest percentage of BME students compared with FTEC (15.2%), WMA (10.8%) and FMAS (10.1%).
4. The data also shows the number and percentage of black and minority ethnic (BME) students studying all qualifications grew in the same period. For example, the number (percentage) of BME students was 1309 (16.1%) in 2008/9, 1502 (15.9%) in 2009/10 and 1549 (15.9%) in 2010/11 (note, these percentages reflect the removal of unknown ethnicity from the totals). For the same period the number (percentage) of white students also grew as follows: 6822 (83.9%) in 2008/9, 7918 (84.1%) in 2009/10 and 8193 (84.1%) in 2010/11 (see Table 2).
5. Retention of white students is consistently marginally better than for BME students (see Table 3).



⁶ "Equality in higher education: statistical report 2011. Part 2: students" by the Equality Challenge Unit (ECU) 2011, page 24.

Table 2 - Ethnicity for all courses (numbers)

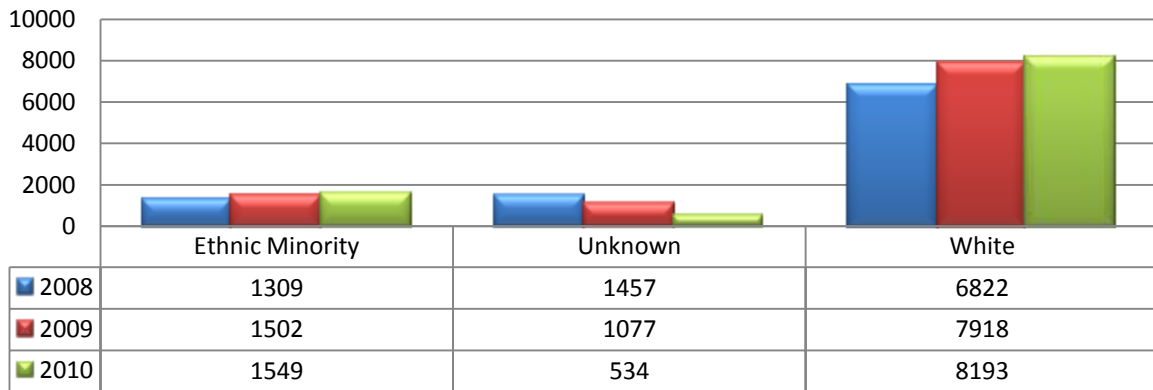
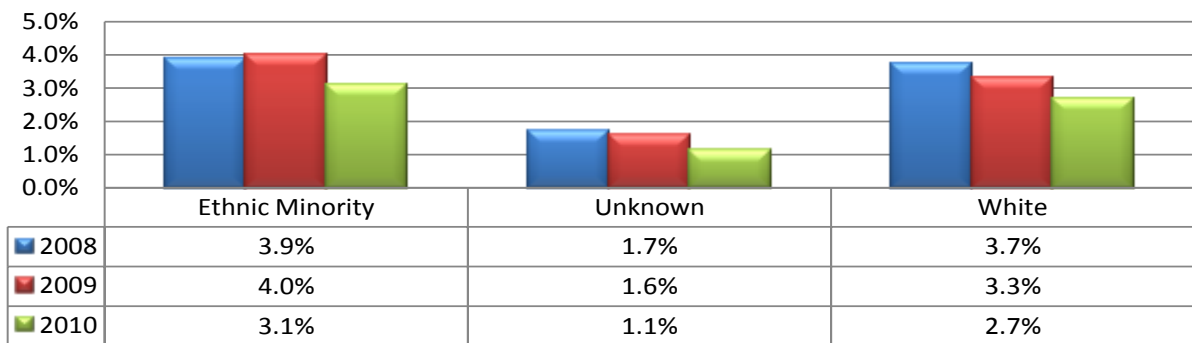


Table 3 - First degree retention by ethnicity (not retained students only)



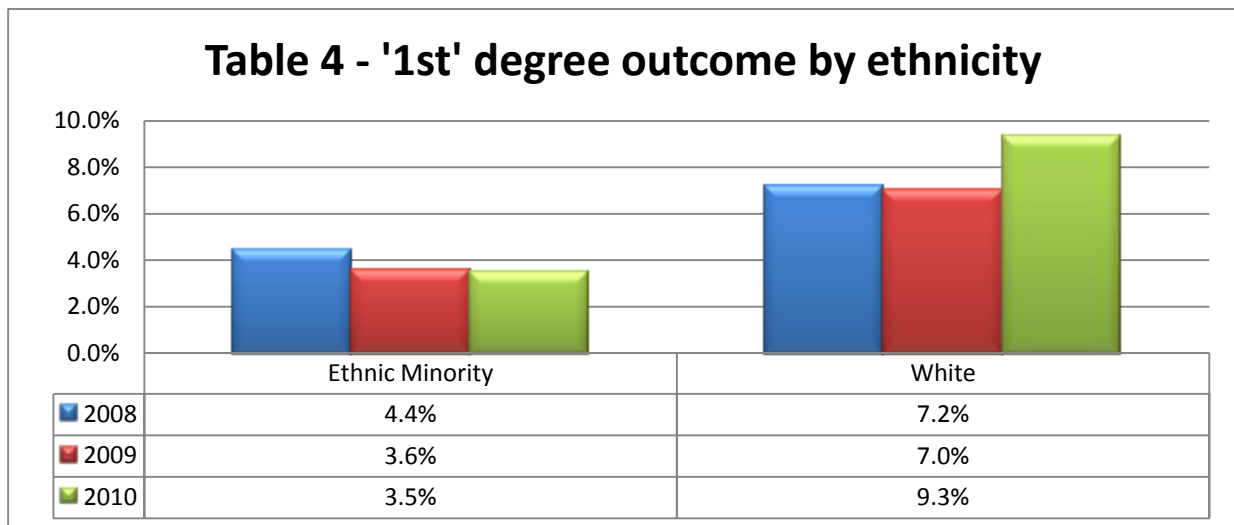
Ethnicity: Student success

6. Reflecting the national picture⁷, analysis of degree course outcomes for the three years to 2009/10 shows success of BME students is lower than for white students. The percentage gap between BME and white students in favour of white students gaining a 1st in these three years was 2.8%, 3.4% and 5.8% respectively (see Table 4).
7. The percentage of BME students gaining a 2:1 in the three years to 2009/10 was 22.2%, 21.8% and 29.1%, and for white students was higher at 39.4% (gap 17.2%), 39.0% (17.2%) and 42.0% (12.9) respectively. In addition, a higher percentage of BME students gain an unclassified outcome; for example the percentages of BME students gaining an unclassified degree were 4.4%, 5.6% and 1.7% for white students and were 2.1%, 2.1% and 1.1% respectively (see Tables 5 and 6).
8. Nationally in the 7 years to 2009/10 the difference between the success (i.e. gaining a 1st or 2:1 sometimes defined as a ‘good degree’) of BME and white students (the ‘attainment

⁷ “Equality in higher education: statistical report 2011. Part 2: students” by the Equality Challenge Unit (ECU) 2011, page 40.

gap’) increased from 17.2% to 18.6% in 2009/10⁸ (see Table 7). At Solent this attainment gap was 20% in 2008/9, 20.6% in 2009/10 and fell to 18.8% in 2010/11.

9. A higher percentage of BME students gained a 3rd or unclassified degree in the three years to 2010/11; however, there is some evidence to suggest the ‘gap’ with white students is declining. For example, the percentage gap between BME and white students gaining a 3rd class degree was 4.1%, 6.7% and 6.0% in favour of BME students. The percentage gap between BME and white students gaining an unclassified degree was 2.3%, 3.5% and 0.6% in favour of BME students (see Tables 9,10 and 11).
10. In conclusion BME students continue to perform less well on degree courses than their white counterparts, being less likely to gain a 1st or a 2:1 degree outcome and more likely to gain a 3rd or unclassified degree. However, the ‘attainment gap’ between BME and white students in gaining a ‘good’ degree (a 1st or a 2:1) fell from 20% to 18.8% in the three years to 2010/11.
11. Whilst the numbers studying postgraduate courses is increasing the proportion of postgraduate students from BME backgrounds is declining. For example, when removing the data for ethnicity unknown, the percentage ‘divide’ was 45.4% BME and 54.6% white in 2008/9, 42.8% and 57.2% in 2009/10 and 36.2% and 63.8% in 2010/11.
12. In addition, analysis of postgraduate course outcomes for the three years to 2010/11 shows BME student attainment is lower than for white students; for example, the number (percentage) of BME students gaining a distinction was zero in each of the three years, and for white students was 6 (4.4%), 17 (13.2%) and 6 (3.62%) respectively (see Table 12).



⁸ “Equality in higher education: statistical report 2011. Part 2: students” by the Equality Challenge Unit (ECU) 2011, page 40.

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

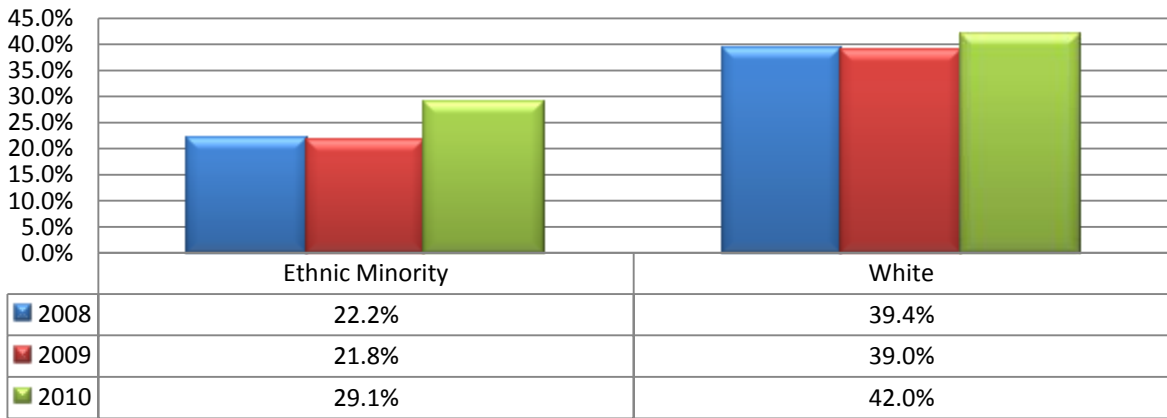


Table 6 - 'Unclassified' degree outcome by ethnicity

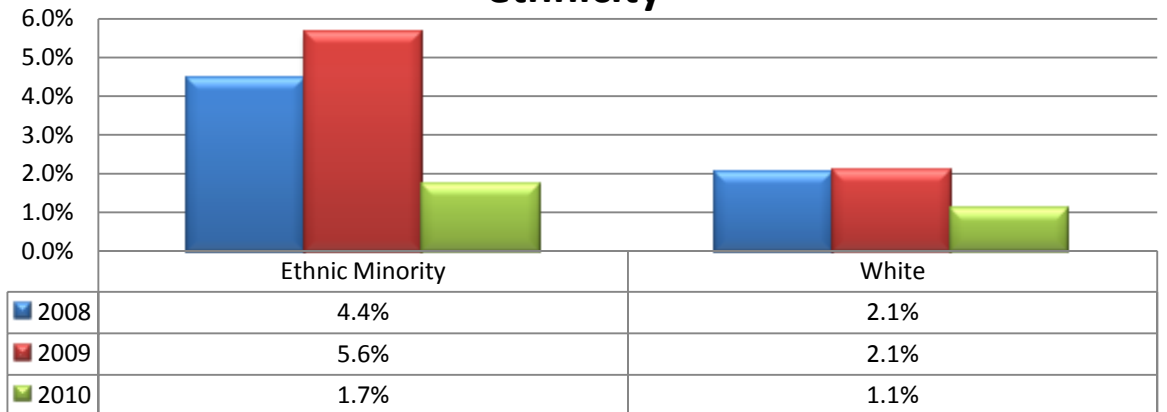


Table 7 - 'Good degree' (1st and 2:1) outcome by ethnicity

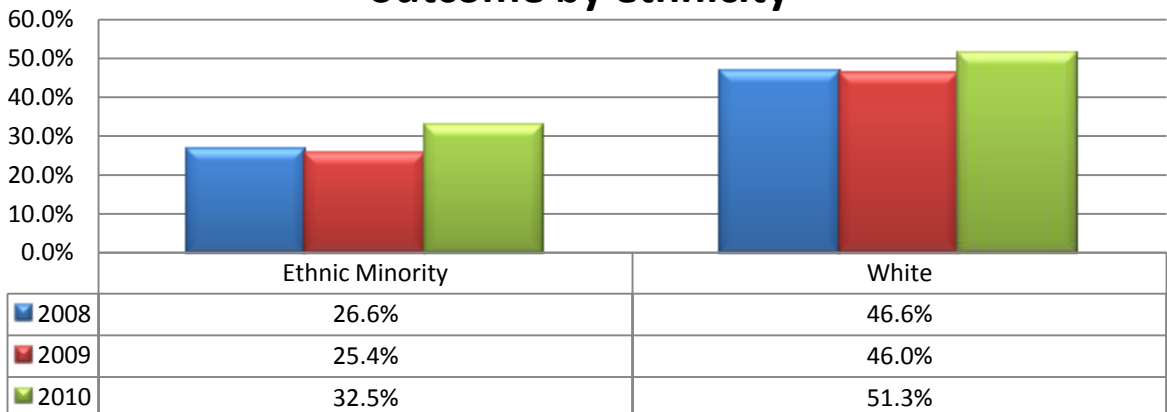


Table 8 - '2:2' degree outcome by ethnicity

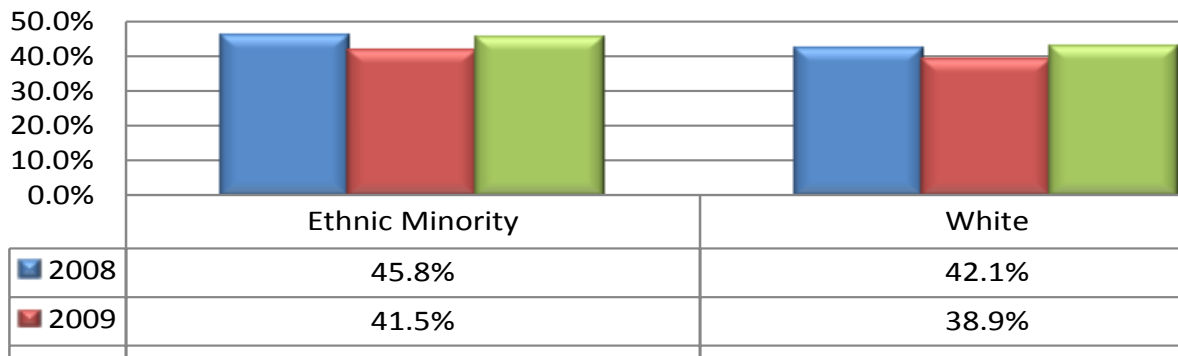


Table 9 - First degree outcomes by ethnicity 2008

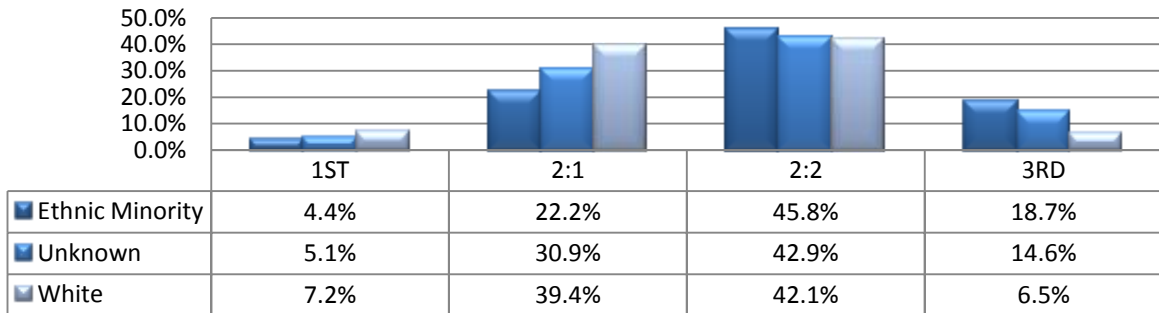
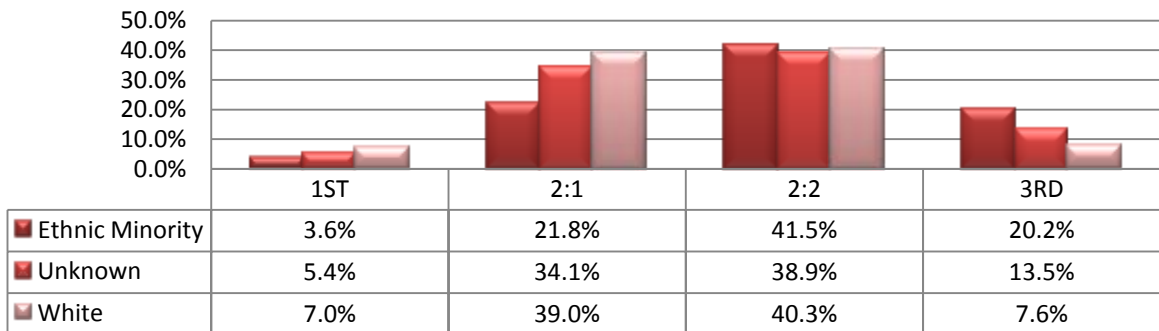


Table 10 - First degree outcomes by ethnicity 2009



**Table 11 - First degree outcomes by ethnicity
2010**

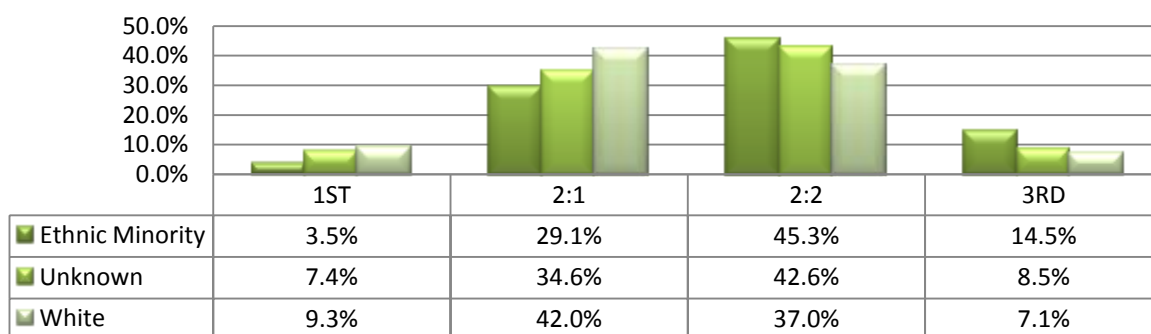
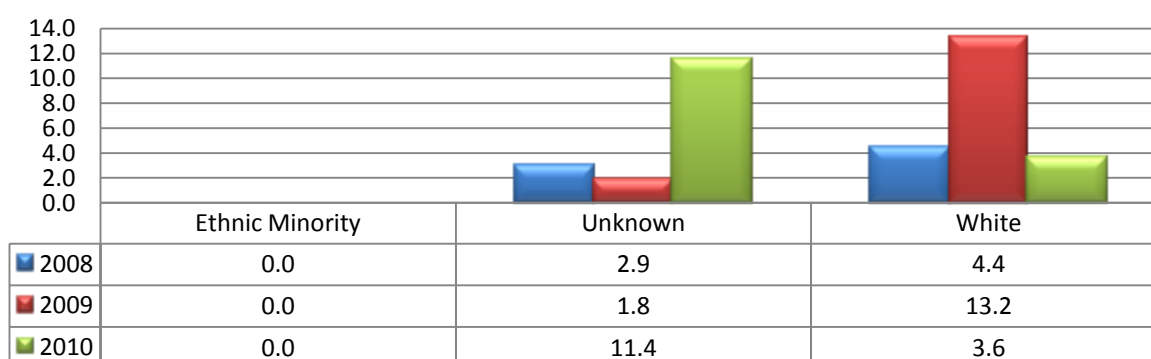


Table 12 - 'Distinction' award for postgraduate qualification, by ethnicity



Ethnicity: Graduate destinations and salaries

13. BME students graduating from first degree courses from the Southampton campus are less likely to be employed, more likely to be employed on lower salaries, more likely to be unemployed and more likely to be in further study than other graduates.
14. When comparing BME and white majority graduate outcomes (BME/white majority), the figures for the five years to 2009/10 show that for employment and unemployment there is in each case a wide but narrowing gap. For example, for employment the gap percentages are 7.2%, 6.3%, 13%, 9% and 9.5% respectively (see Table 13). For unemployment the gap percentages are 3.2%, 1.5%, 4.3%, 10.4% and 5.1% respectively (see Table 14). Nationally the employment 'gap' was 10.3% in 2009/10 (i.e. 54.7% white versus 44.4% BME graduates were in employment⁹).
15. Conversely the data shows that higher percentages of BME graduates pursue further study. For example, for further study the BME/white majority gap percentages were 11.4% in 2008/9 and 3.7% in 2009/10 (see Table 15).

⁹ "Equality in higher education: statistical report 2011. Part 2: students" by the Equality Challenge Unit (ECU) 2011, page 44.

16. Salary differences between BME and white majority graduates show marginally lower salaries for BME graduates for three of the five years to 2009/10 including the past two years (see Table 16).

Table 13 - Southampton campus graduate employment by ethnicity

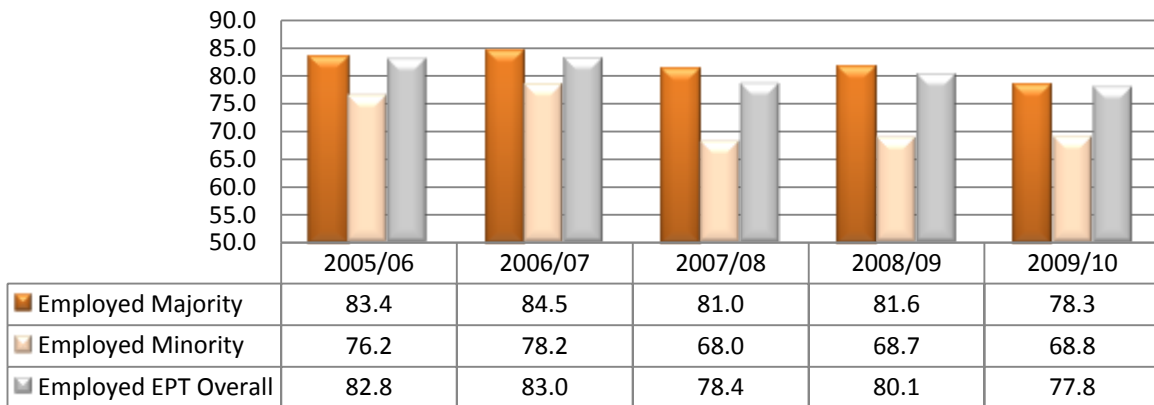


Table 14 - Southampton campus graduate unemployment by ethnicity

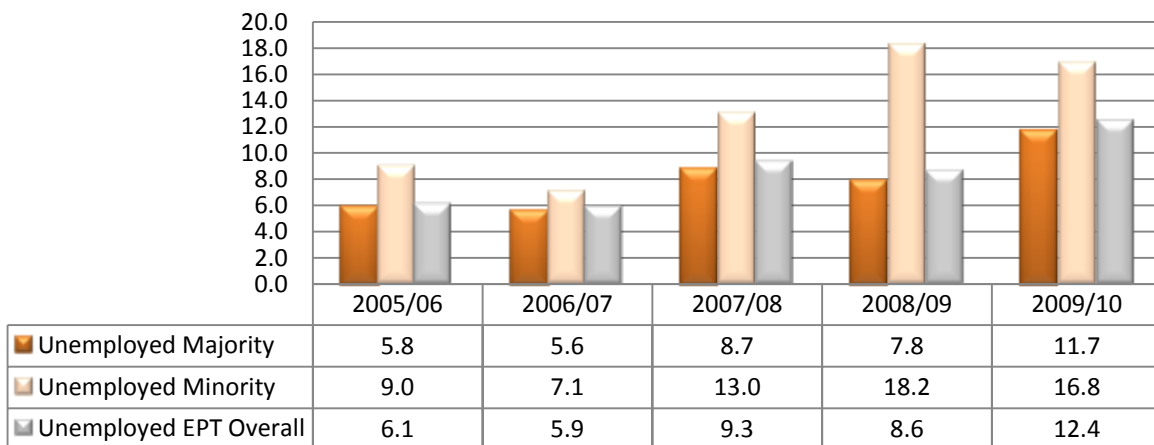


Table 15 - Southampton campus graduate further study outcome by ethnicity

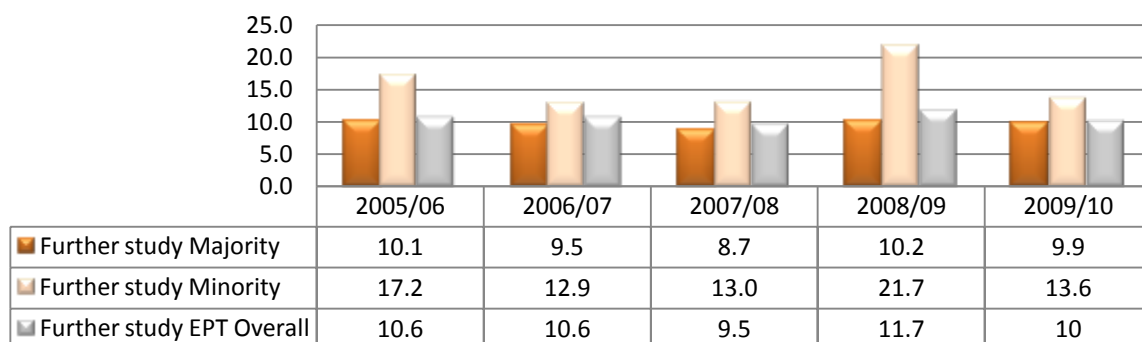
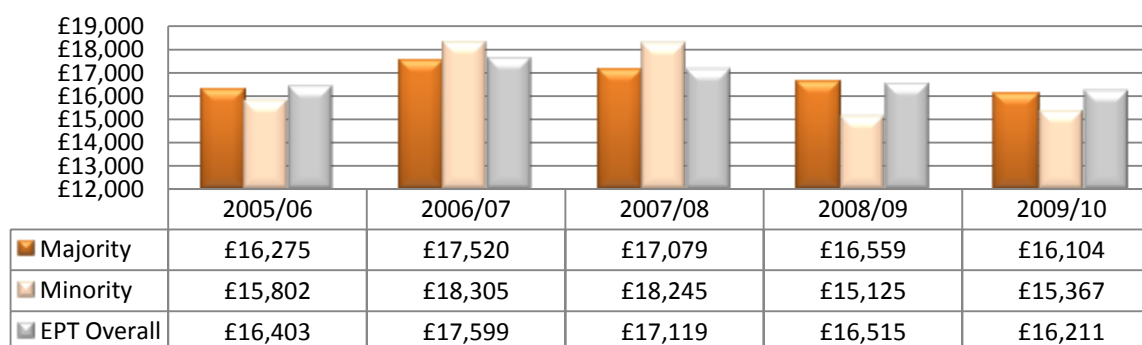


Table 16 - Southampton campus graduate salaries by ethnicity



Disability

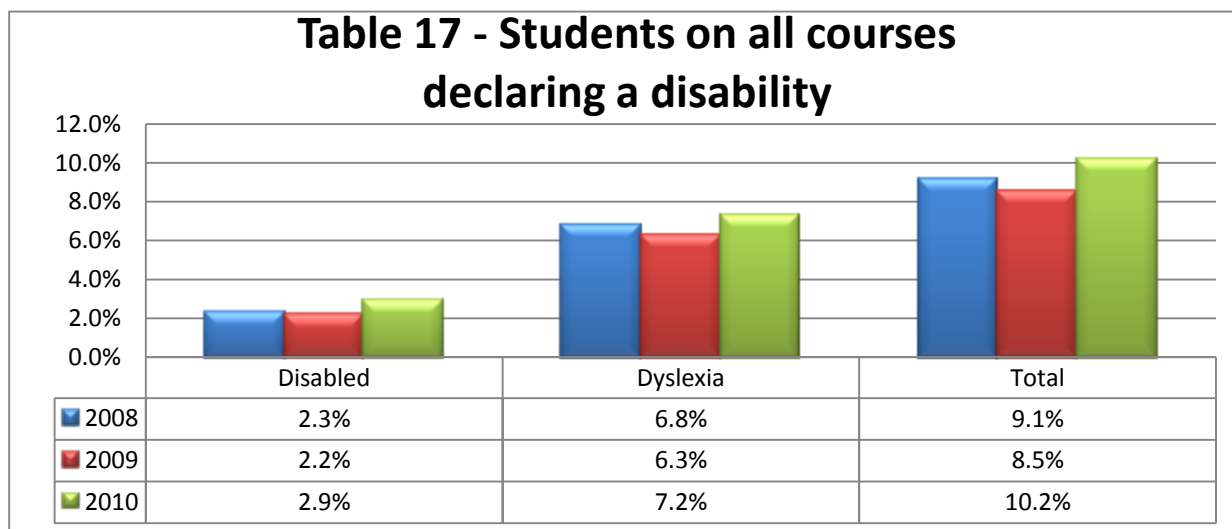
Disability: Student numbers and retention

17. The percentage of students within the University declaring a disability (the data for dyslexia is provided in brackets) for the three years to 2010/11 has grown. The number of students involved in each of the three years to 2010/11 is 877 (652) or 9.1%, 888 (659) or 8.5% and 1045 (744) or 10.1% respectively (see Table 17).
18. Nationally 7.6% of students on first degree courses declared a disability in 2009/10¹⁰.
19. In faculties in 2010/11, the percentage of disabled (including dyslexia) students out of the total number of students studying on first degree courses ranged from 8.4% (including 6.1%) in FBSE to 12.1% (including 8.9%) in FMAS.

¹⁰ "Equality in higher education: statistical report 2011. Part 2: students". P 48

20. The University's Access Solent disability service supported 872 disabled students in 2008/9 (an increase of 16.3% on the previous year), 1,054 students in 2009/10 (an increase of 20.9% on the previous year) and 1,169 students in 2010/11 (an increase of 10.9% on the previous year).
21. Of those students on degree courses who declared a disability in the three years to 2010/11, 75.2%, 75.5% and 72.7% stated they had a specific learning difficulty such as dyslexia. This compares with 55% students nationally declaring they had a specific learning difficulty such as dyslexia in 2009/10¹¹.
22. Retention of non-disabled students (i.e. no disability or disability unknown) and studying on either degree or postgraduate courses is similar when compared with the same three years for disabled students (including dyslexia). This compares with the position nationally.¹² For example, retention percentages of non-disabled students studying on degree courses were 96.6%, 96.8% and 97.4%, and for disabled students (excluding dyslexia) were 97.0%, 96.0% and 96.2% respectively (see Tables 18 and 19).
23. There are larger percentage differences when considering students studying HNC/D courses, where the same figures for non-disabled students were 96.4%, 96.8%, and 97.1 and for disabled students (excluding dyslexia) were 92.3%, 88.9% and 86.7%; however, the numbers not retained in each case are small numbering 1 or 2 each case (see Table 20).

Table 17 - Students on all courses declaring a disability



¹¹ "Equality in higher education: statistical report 2011. Part 2: students". P 52

¹² "Equality in higher education: statistical report 2011. Part 2: students". P 61

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

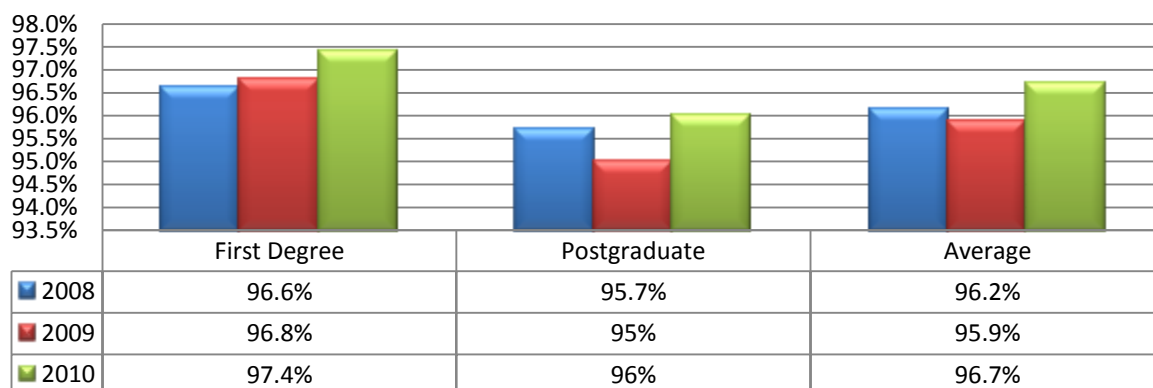


Table 19 - Retention of disabled students on first degree and postgraduate courses

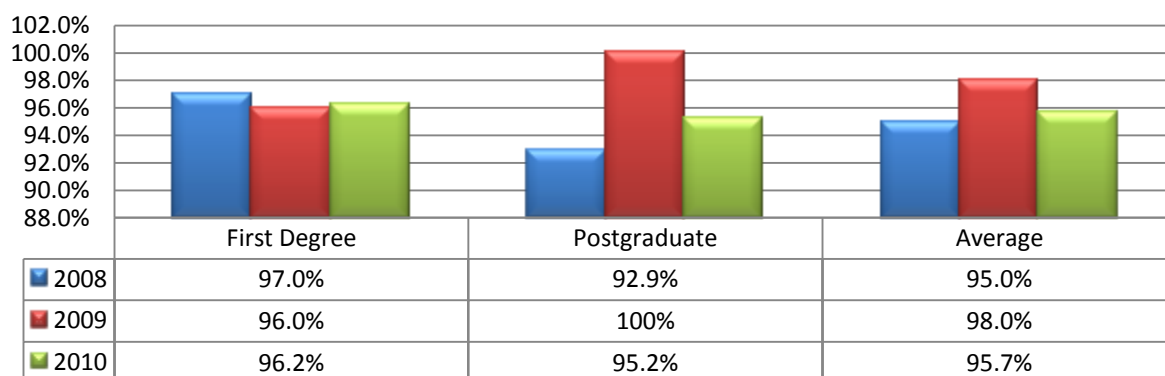
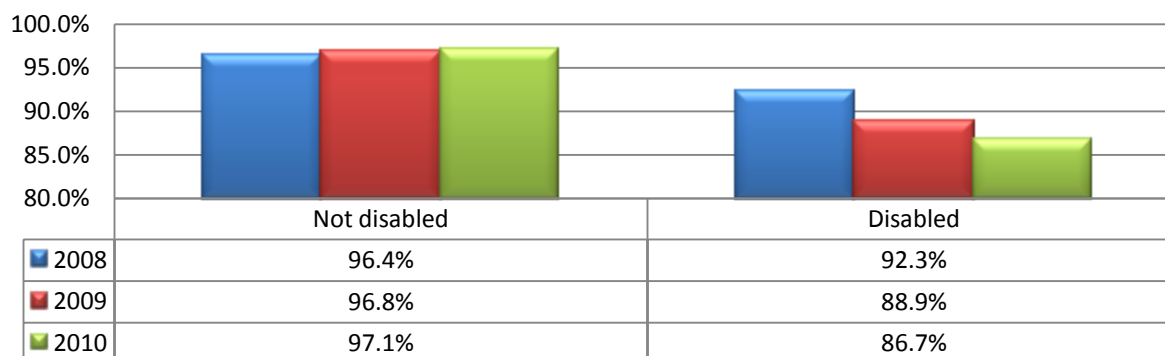
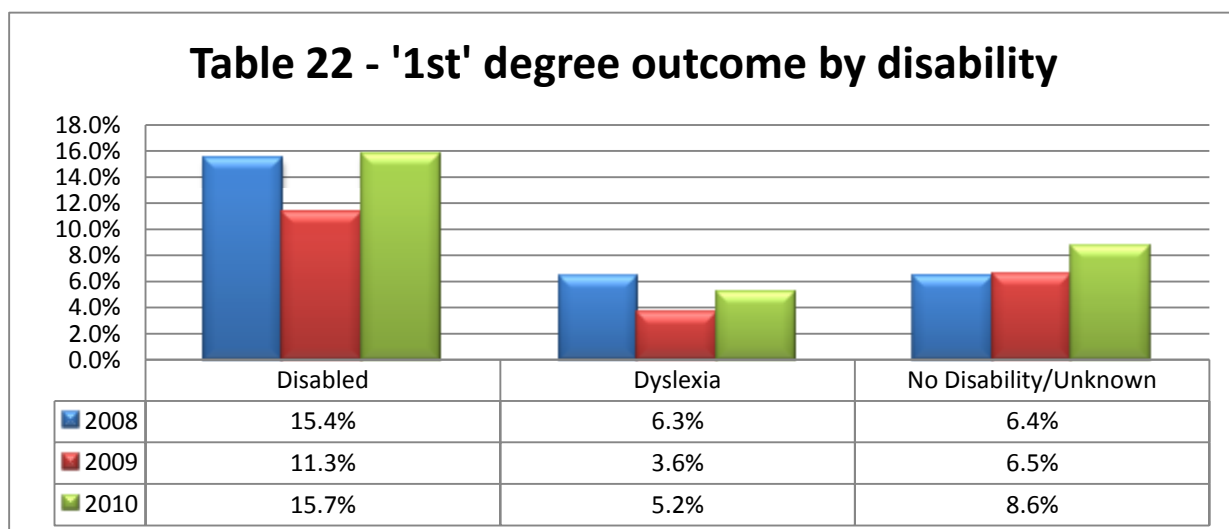
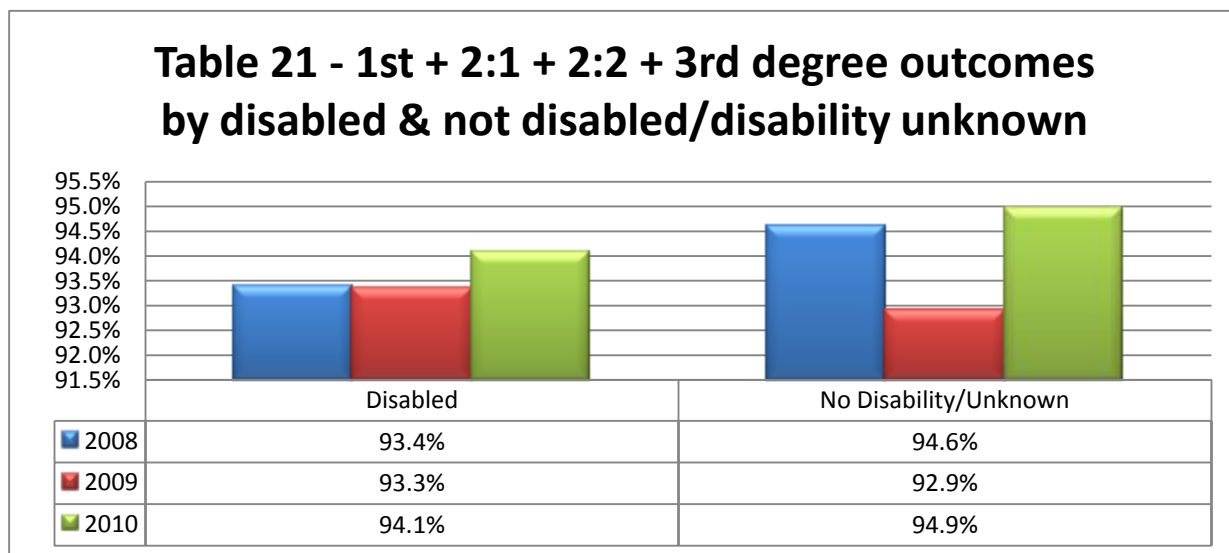


Table 20 - Retention of disabled and non-disabled students on HNC/D courses



Disability: Student success

24. Data on the success of students on first degree courses for the three years to 2010/11 shows that when the percentages are added for students achieving the 'pass' outcomes of 1st, 2:1, 2:2, and 3rd they are similar for disabled students [including dyslexia] when compared with non-disabled students (see Table 21).
25. Further analysis shows a higher percentage of disabled students (excluding dyslexia) gained a 1st in each of the three years to 2009/10 (see Table 22).



Disability: Graduate destinations and salaries

26. Reflecting the position nationally¹³, disabled graduates at the Southampton campus are less likely to be employed, more likely to be unemployed and more likely to be involved in further study than other graduates; however, the differences are more marked for disabled students (excluding dyslexia) (see Tables 23 and 24).

¹³ "Equality in higher education: statistical report 2011. Part 2: students". P 64

27. Disabled graduate salaries were on average lower than those for graduates who have not declared a disability in each of the five years to 2009/10 except in 2009/10. Differences in salaries for graduates who are dyslexic were similar in the three years to 2007/8; however, in the two years 2008/9 and 2009/10, disabled students (excluding dyslexia) have gained a salary on average more than £2K higher than those with dyslexia (see Table 25).

Table 23 - Southampton campus graduate further study outcome by disability

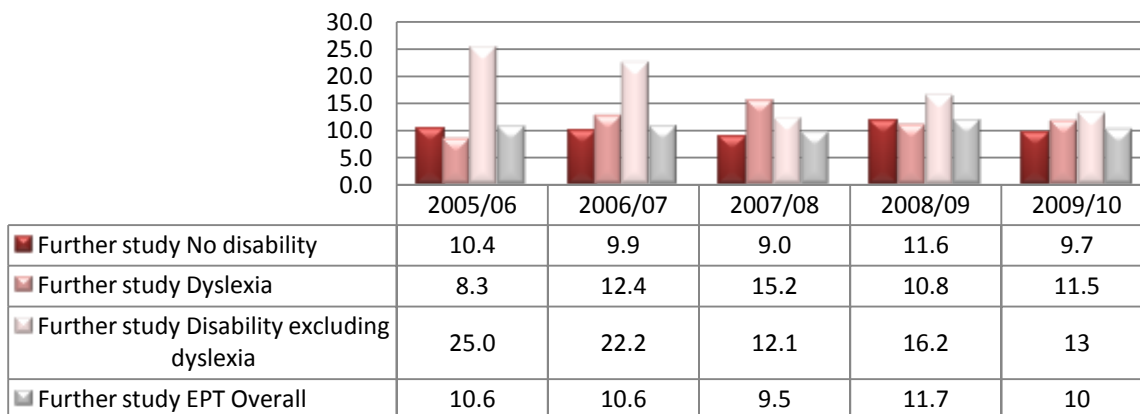


Table 24 - Southampton campus graduate employment by disability

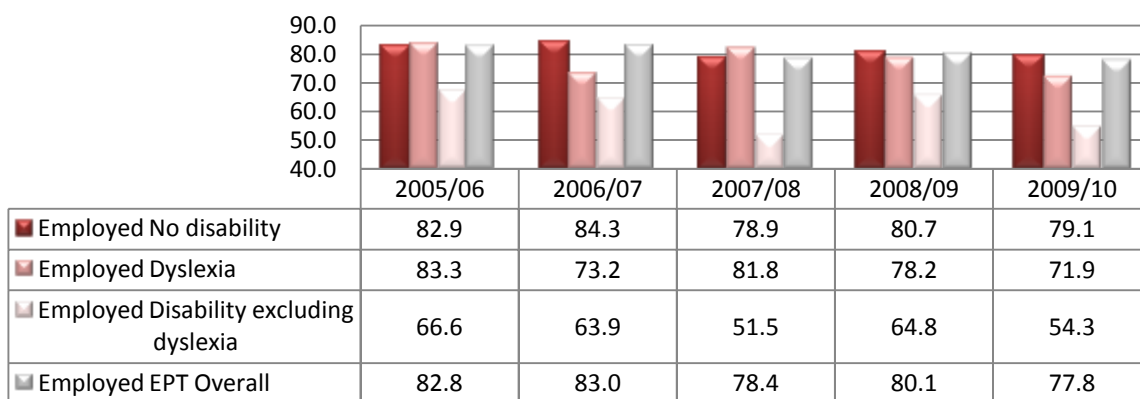
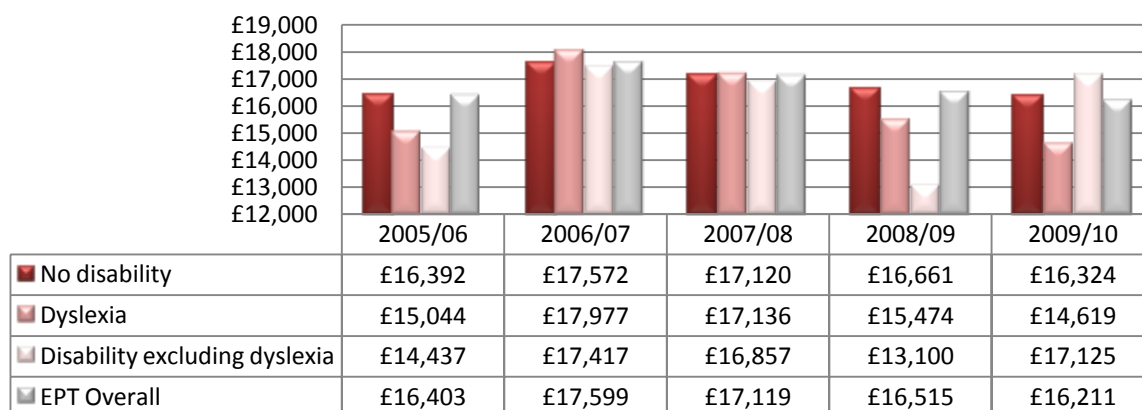


Table 25 - Southampton campus graduate salaries by disability



Sex

Sex: Student numbers and retention

28. The sex divide within the University has remained steady in the three years to 2010/11. For example, the male/female divide was 5367 (56.1%)/4202 (43.9%) from a total of 9,569 students in 2008/9, 5894 (56.1%)/4603 (43.9%) from a total of 10,497 students in 2009/10, and 5598 (54.5%)/4678 (45.5%) from a total of 10,276 students in 2010/11 (see Table 26). Nationally 56.6% of degree students were female in 2009/10¹⁴.
29. In faculties in 2010/11 the male/female ratio in respect of the total number of students studying on first degree courses was 92%/8% at WMA, 87%/13% at FTEC, 61%/39% at FBSE and 38%/62% at FMAS.
30. Retention of female students is consistently marginally stronger than for male students. For example, in the three years to 2010/11 retention of female students was as follows for number/percent -4062/96.7%, 4464/97.0% and 4555/97.4% respectively; and of male students in the same period was 5171/96.3%, 5682/96.4% and 5435/97.1% (see Table 27).

¹⁴ "Equality in higher education: statistical report 2011. Part 2: students" by the Equality Challenge Unit (ECU) 2011, page 2.

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

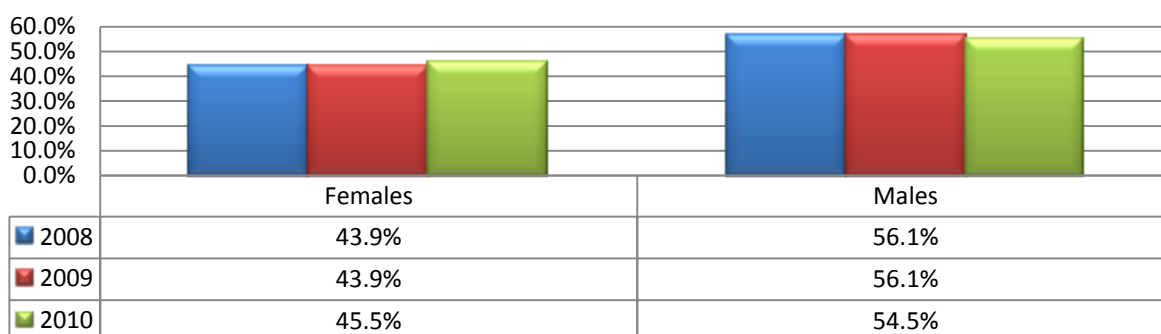
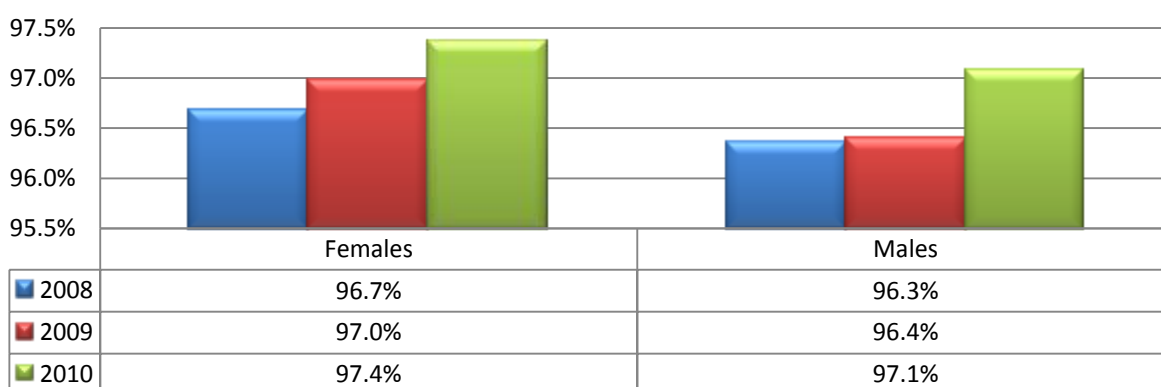


Table 27 - Retention by sex, all courses

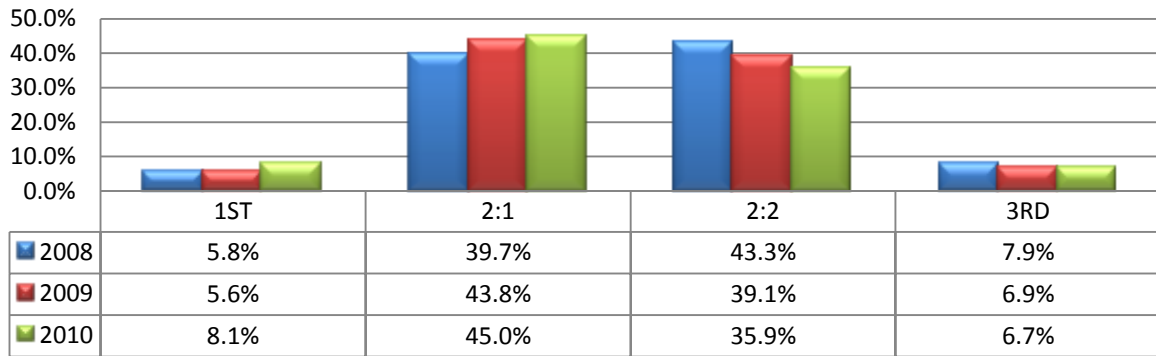


Sex: Student success

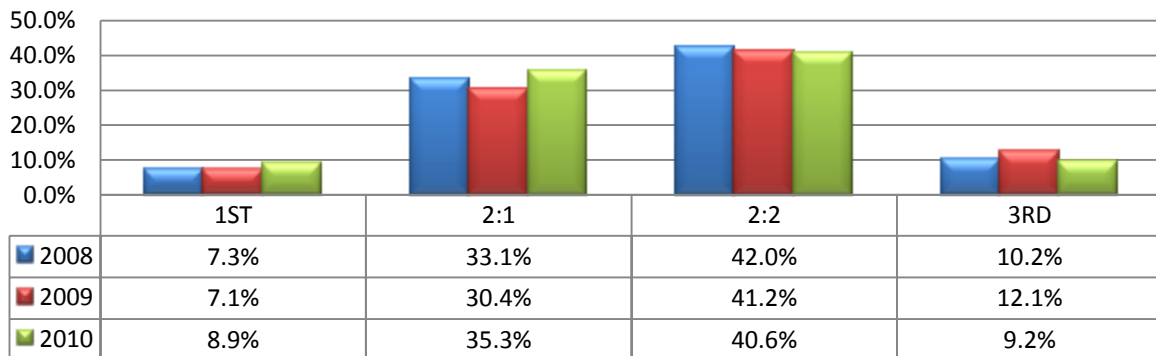
31. Further analysis of first degree outcomes for the three years to 2010/11 shows that females are more successful than males. For example, whilst male students were 0.8% more likely to gain a 1st, female students were 9.7% more likely to gain a 2:1 in 2009/10. The same figures nationally in 2009/10 showed males 0.7% more likely to gain a 1st and females 6% more likely to gain a 2:1¹⁵ (see Tables 28 and 29).
32. When one analyses data on 'good' degrees (1st's and 2:1's) at Solent, the gap between the success of female and male students on degree courses was 5% in 2008/9, 12% in 2009/10 and 9% in 2010/11 in favour of female students.
33. Finally the data also shows when comparing male and female degree outcomes, males were 2.3%, 5.2% and 2.4% respectively more likely to gain a 3rd in the three years to 2010/11; and 3.2%, 1.7% and 0.4% more likely to gain an unclassified degree outcome in the same period (see Tables 28, 29, 30 and 31).

¹⁵ "Equality in higher education: statistical report 2011. Part 2: students" by the Equality Challenge Unit (ECU) 2011, page 13.

**Table 28 - First degree outcomes
(1st, 2:1, 2:2 and 3rd) by females**



**Table 29 - First degree outcomes
(1st, 2:1, 2:2 and 3rd) by males**



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

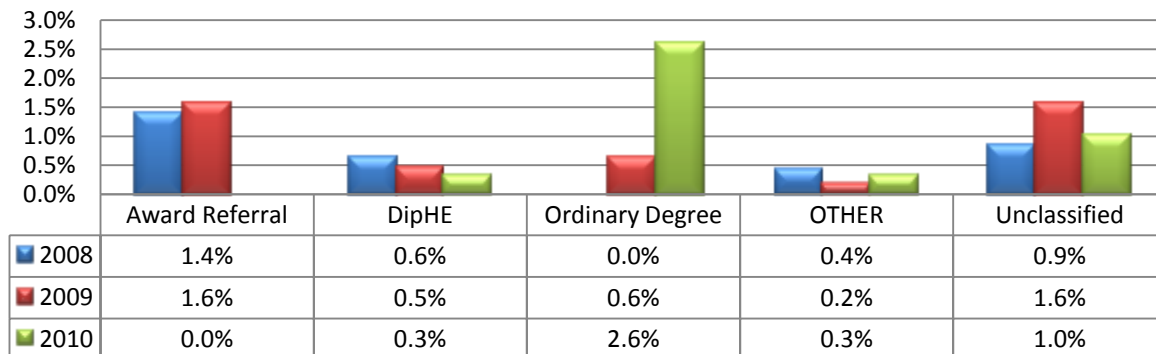
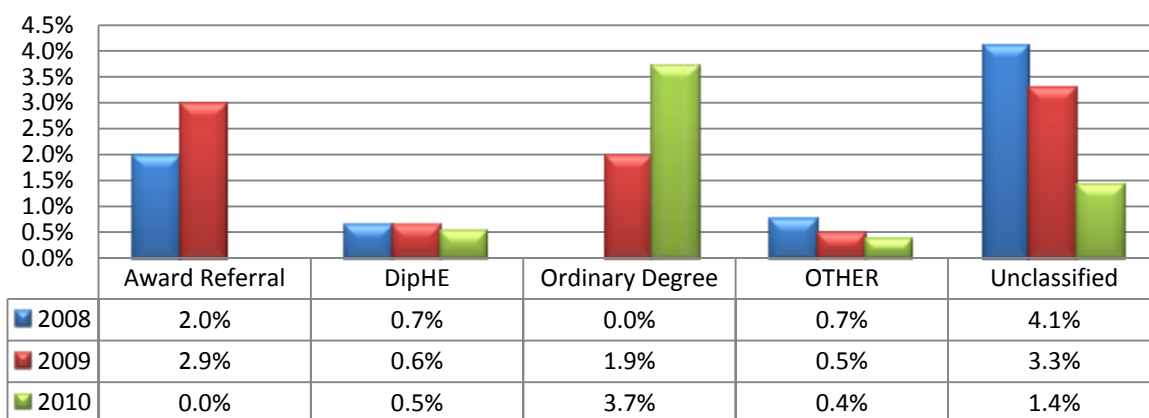


Table 31 - First degree outcome (other) by males



Sex: Graduate destinations and salaries

34. Female students graduating from the Southampton campus are more successful than males at gaining employment when analysing data for the five years to 2009/10 (see Table 32).

35. In this period the unemployment rate for the University climbed from 6.1% in 2005/6 to 12.4% in 2009/10; however, in the same period whilst female graduates were 0.2% more likely to be unemployed in 2005/6, they were on average 3.5% less likely to be unemployed in the following four years to 2009/10 (see table 33). Nationally in 2009/10 females (6.1%) were 3% less likely to be unemployed than males (9.1%).

36. When examining data on average salaries for graduates from the Southampton campus, female graduates are less successful than male graduates and this 'pay gap' is narrowing. For example, female/male salary differences for the five years to 2009/10 were £1.3K in 2005/6, gap £1.8K in 2006/7, gap £1.6K in 2007/8, gap £0.9K in 2008/9 and gap 0.3K in 2009/10. The female/male graduate salaries for WMA graduates were £25.5K/£28.3K (gap £2.8K) in 2007/8 and £25.7K/£29.3K (gap £3.6K) in 2008/9 (see Tables 34 and 35).

Table 32 - Southampton campus graduate employment by sex

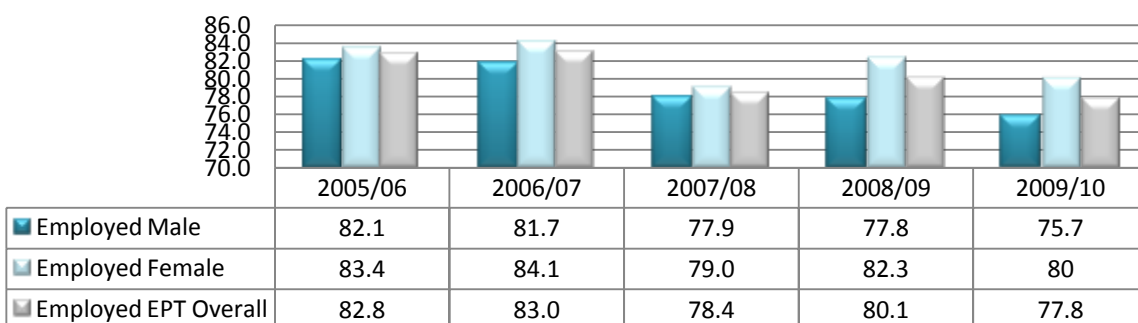


Table 33 - Southampton campus graduate unemployment by sex

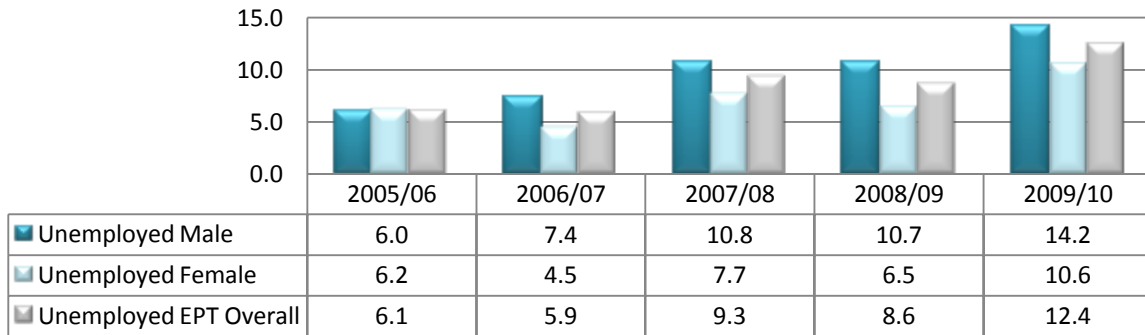


Table 34 - Southampton campus graduate salaries by sex

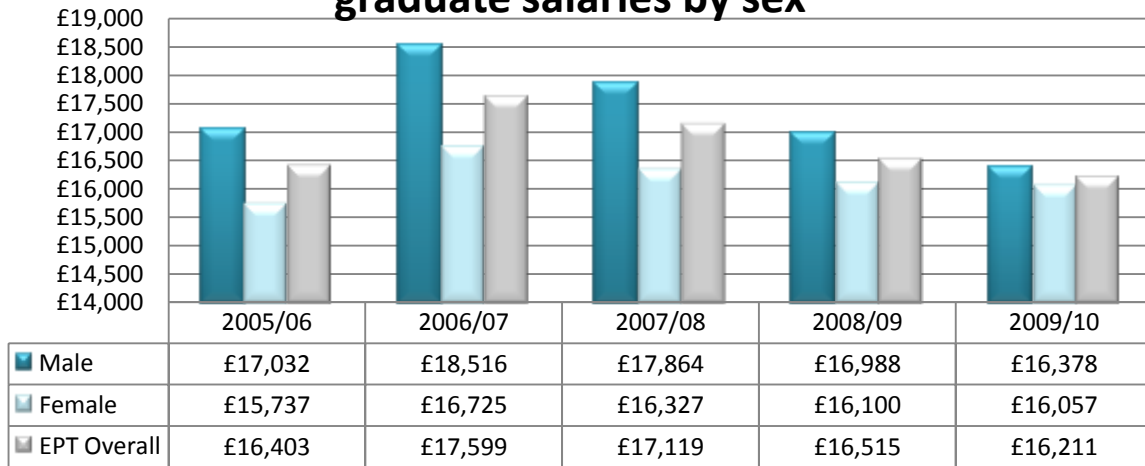
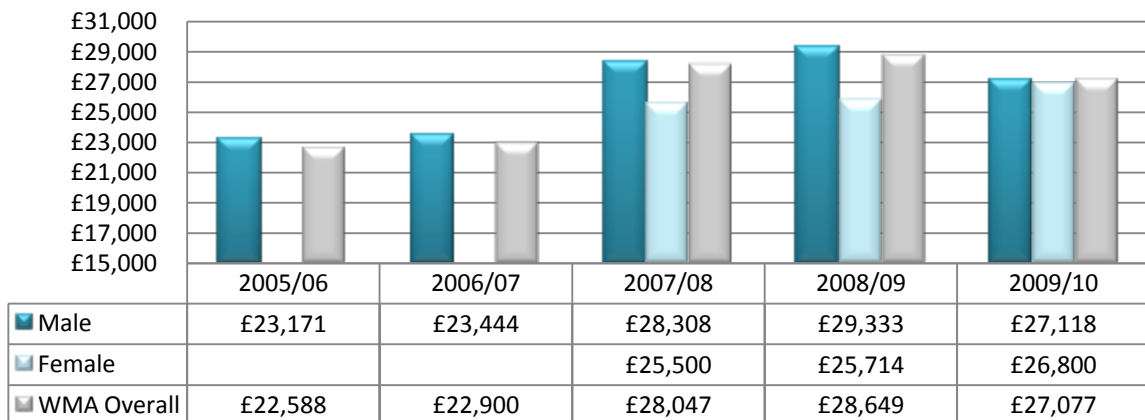


Table 35 - WMA graduate salaries by sex



Age

Age: Student numbers and retention

37. The under-21 and over-21 (≤ 21 versus >21) age divide at the University on all courses has changed to a younger age profile to 52% for ≤ 21 versus 48% for >21 . On first degree courses the change is more marked where the age divide was 56.8% versus 43.2% in 2008/9 and 59.4% versus 40.6% in 2010/11.
38. In faculties in 2010/11, the ≤ 21 / >21 age divide in respect of the total number of students studying on first degree courses was 80%/20% at FMAS, 72%/28% at FBSE, 59%/41% at FTEC and 16%/84% at WMA.
39. When one examines qualification type in turn, the percentage differences between those aged up to and including 21 (≤ 21) and over 21 (>21) studying on first degree courses, has increased slightly in the three years to 2010/11, remaining stable in the two years 2008/9 and 2009/10 then changing to 59.4% versus 40.6% in 2010/11 reflecting a shift to a slightly younger age profile (see Table 37). Nationally 48.2% of degree students were aged under 21 in 2009/10¹⁶
40. For the three years from 2008/9, the age profile for students graduating from HNC/D qualifications changed in the middle year (2009/10) to a younger age profile then returned in 2010/11 to values of ≤ 21 59.4% versus >21 40.6% which are similar to those for 2008/9 (see Table 38).
41. For the three years from 2008/9, the age profile for students graduating from postgraduate courses has remained constant (see Table 39).
42. There is little or no difference in the retention of those aged under and including 21 compared with those aged over 21. For example, for the three years to 2010/11, retention difference on degree courses of those aged up to and including 21 and those aged over 21, was only up to 0.5% (see Tables 40,41 and 42).
43. On HNC/D courses retention was above 95.6% in the three years to 2010/11 with retention marginally better for the younger age group.
44. On postgraduate courses retention was similar between the two age groups and again slightly better for the younger age group after a 'blip' in 2008/9.

¹⁶ "Equality in higher education: statistical report 2011. Part 2: students" by the Equality Challenge Unit (ECU) 2011, page 70.

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

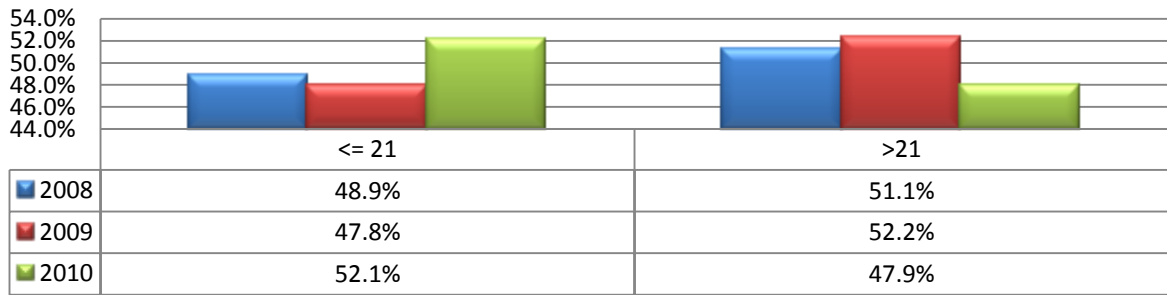


Table 37 - % students on first degree courses by age

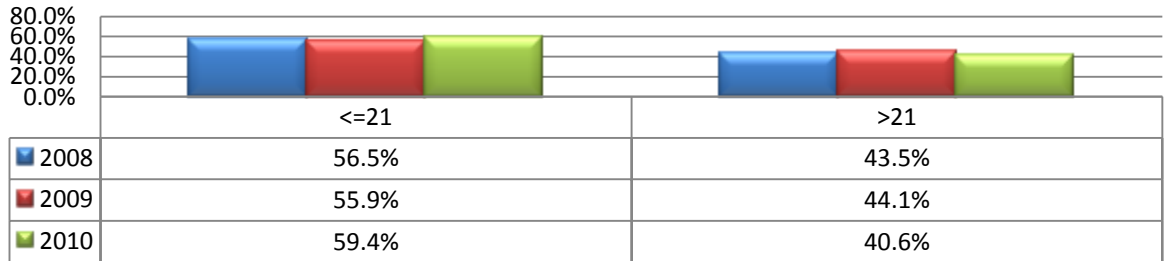


Table 38 - % students on HNC/D courses by age

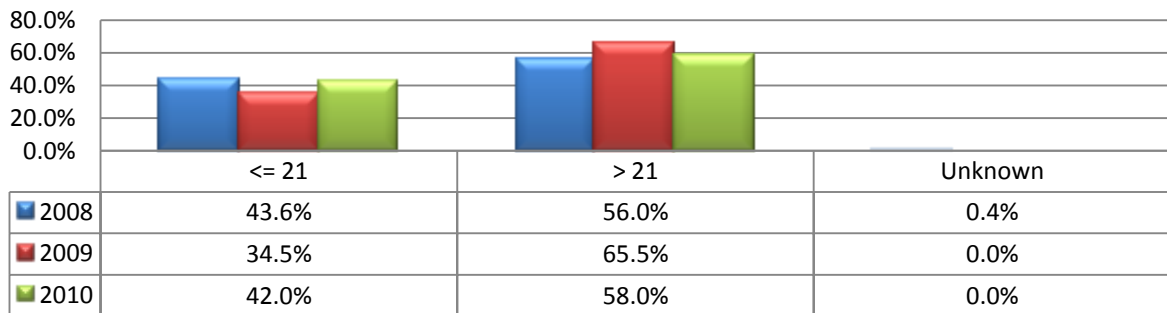


Table 39 - % students on postgraduate courses by age

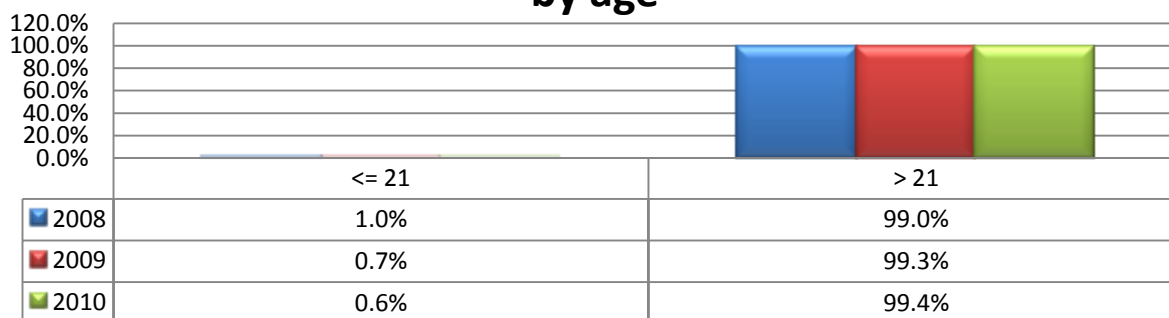


Table 40 - Retention of students on first degree courses by age

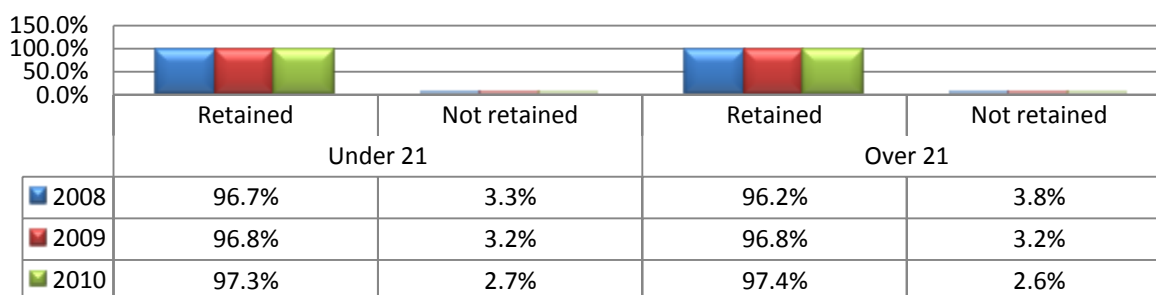


Table 41 - Retention of students on HNC/D courses by age

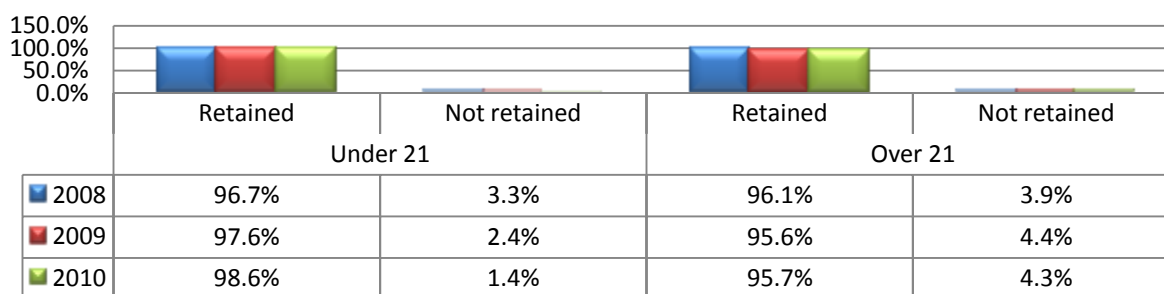
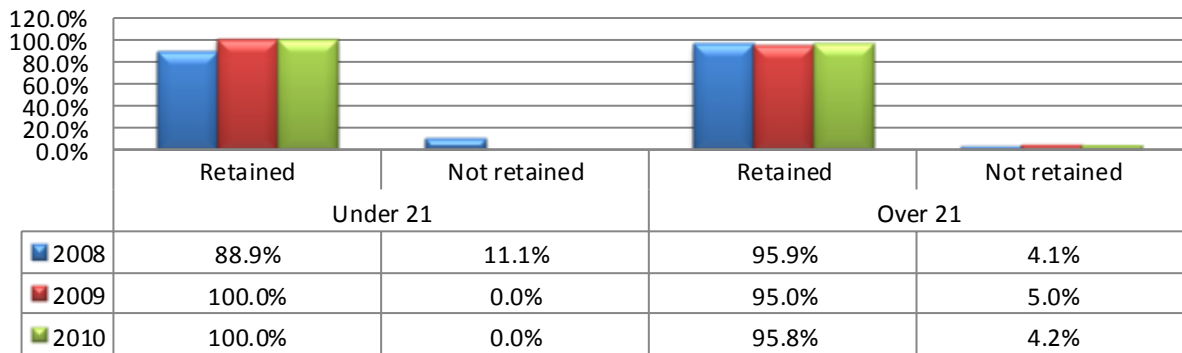


Table 42 - Retention of students on postgraduate courses by age



Age: Student success

45. Overall students aged ≤ 21 are marginally more successful than those >21 , whilst those aged >21 are consistently more successful than those aged ≤ 21 in gaining a 1st. For example, students aged >21 were between 3.9% and 5.4% more likely to gain a 1st in the three years to 2010/11 (5.4% more likely in 2008/9, 3.9% more likely in 2009/10 and 5.1% more likely in 2010/11). Nationally 12% of those aged ≤ 21 achieved a 1st in 2009/10 (see Table 43).

46. Further analysis shows students aged ≤ 21 were consistently more likely to gain a 2:1 or 2:2 in the three years to 2010/11 (12% more likely in 2008/9, 7.6% in 2009/10 and 8.3% more likely in 2010/11). In addition, students aged >21 are between 0.2% and 3.6% more likely to gain a 3rd or other outcome (e.g. DipHE, Ordinary degree, or unclassified degree) (see Tables 44 and 45).

Table 43 - '1st' degree outcomes by age

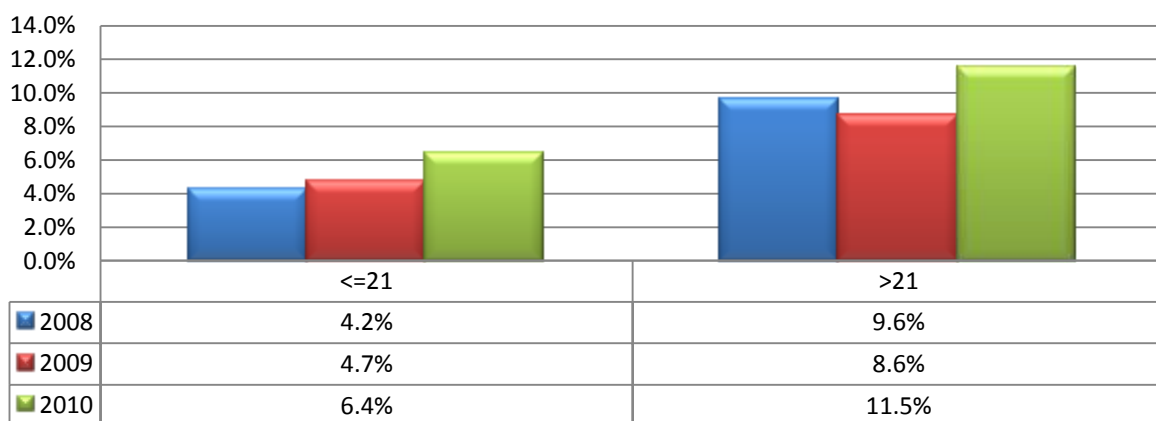


Table 44 - First degree outcomes for students aged <= 21

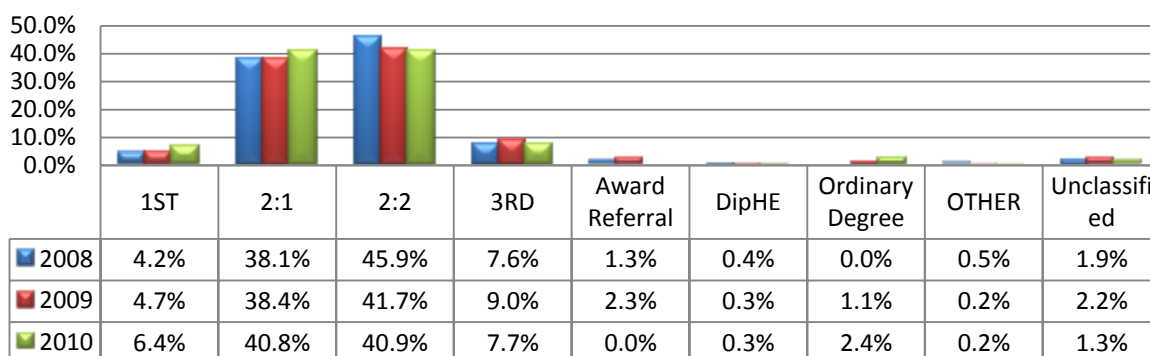
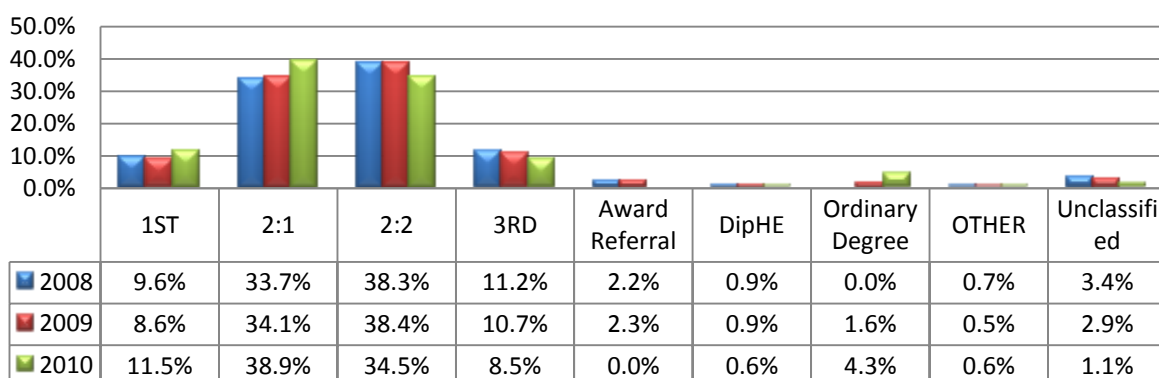


Table 45 - First degree outcomes for students aged > 21

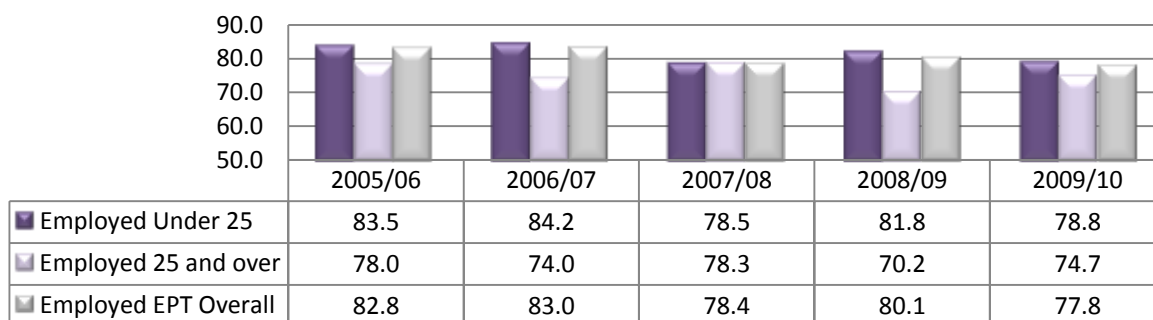


Age: Graduate destinations and salaries

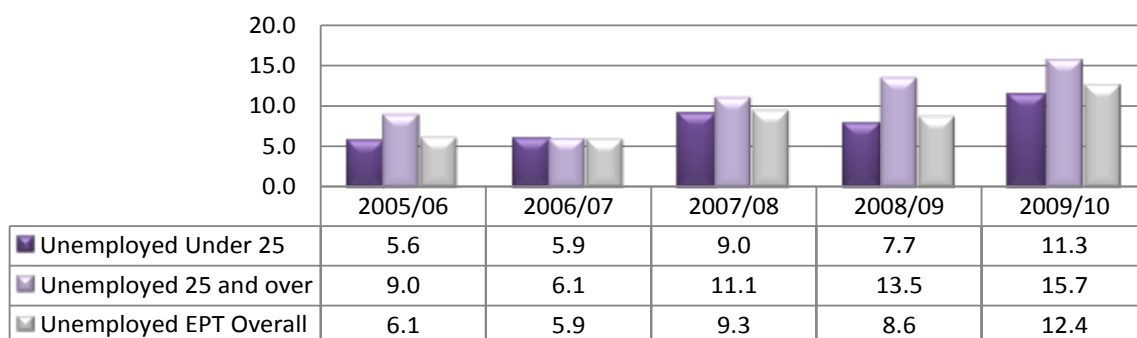
- 47. Graduates under 25 are more successful in gaining employment and less likely to be unemployed than those aged 25 and over in the five years to 2009/10 and the gap has fluctuated between 11.6% in 2008/9 and 0.2% in 2007/8 (note, the gap in relation to the most recent data for 2009/10 is 4.1%) (see Table 46). This reflects the national picture¹⁷.
- 48. Graduate unemployment percentages for those aged under 25 were 5.6%, 5.9%, 9.0%, 7.7% and 11.3%; and the same figures for those aged 25 and over, 9.0%, 6.1%, 11.1%, 13.5% and 15.7% respectively (see Table 47). Conversely graduates aged 25 and over are more likely to be in further study (see Table 48).
- 49. Students aged 25 and over graduating from the Southampton campus gained higher salaries than those under 25 for each of the five years to 2009/10. WMA graduate salaries presented a similar pattern over the same period (see Tables 49 and 50).

¹⁷ "Equality in higher education: statistical report 2011. Part 2: students" by the Equality Challenge Unit (ECU) 2011, page 82.

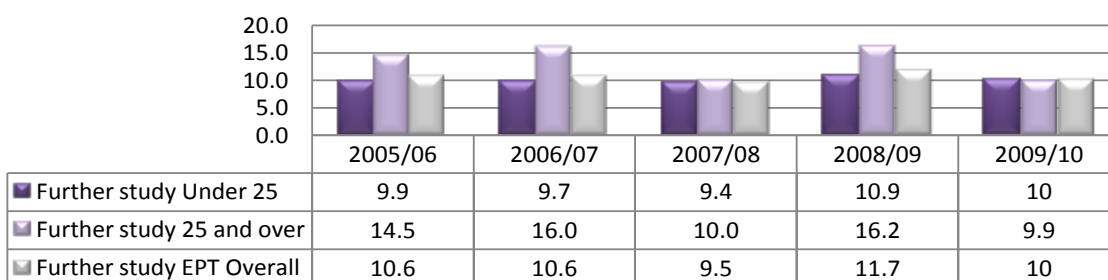
**Table 46 - Southampton campus
graduate employment by age**



**Table 47 - Southampton campus
graduate unemployment by age**



**Table 48 - Southampton campus
graduate further study outcome by age**



**Table 49 - Southampton campus
graduate salaries by age**

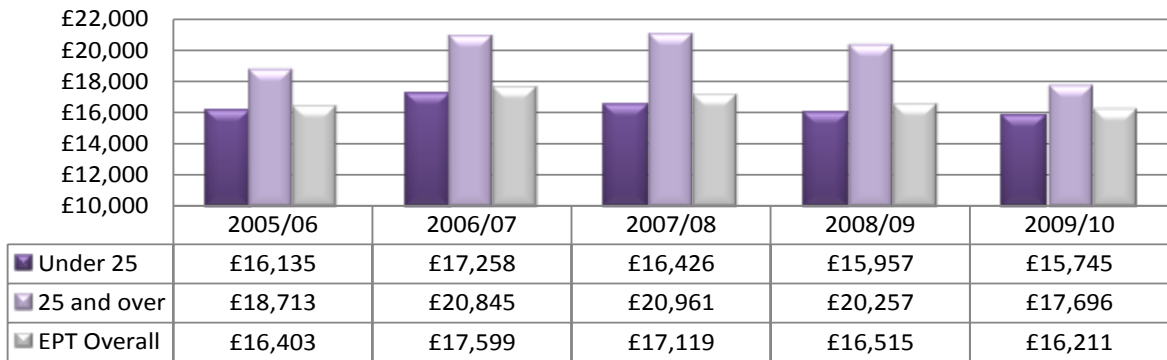


Table 50 - WMA graduate salaries by age

