Southampton Solent University

Student Equality Forum (SEF)

Annual Report

2012-13

April 2014

Introduction

1. The Student Equality Forum (SEF) 2012/13 annual report responds to the University's mission, vision and objectives in the strategic plan 2008-15 including a commitment to inclusivity and social justice. This report together with the Employee Equality Forum annual report and the University Equality Scheme satisfies the University's legal obligations under the Equality Act 2010 to publish information and demonstrate a response to both the aims of the Equality Duty and the inequalities evidenced in the data analysis reported below.

2. The report relates to the period 1 August 2012 to 31 July 2013 for students on full and part-time HNC/D, degree and postgraduate courses from both University campuses. Note, the report refers to the Faculty of Creative Industries and Society (FCIS) as it relates to a time before faculty changes planned for 2013/14; and to the Equality Research Cluster which has since developed into a more general educational research cluster. It provides information on the equality 'strands' of age, disability, ethnicity and gender; and covers issues of recruitment, retention, attainment and graduate destinations. The data is informed by the University's annual course monitoring (ACM) and is reported in aggregate and by faculty in some instances.

3. The ACM data will no longer be produced in the current format from 2013/14, therefore in future it will be important to identify revised requirements in the form of specifically designed and more detailed extracts from the student record system and the process for their consideration. These may cover additional equality strands such as religion and belief and sexual orientation; multiple identities such as gender with ethnicity and disability with age; and other student groups such as international students or widening participation (for example, socio economic groups, low participation neighbourhoods, care leavers).

4. Monitoring data covers the four year period 2009/10 to 2012/13 in relation to recruitment, retention and attainment and is informed by the ACM data; and the seven year period 2005/06 to 2011/12 for graduate destinations and is informed by the Destinations of Leavers from Higher Education (DLHE) survey. National benchmark data is taken from the Equality Challenge Unit (ECU)[1].

5. The report includes a review of the 2012/13 SEF priorities and indicates future priorities. It also promotes the objectives of the 2013 University Equality Scheme in **Appendix A**.

6. SEF members in 2012/13 were as follows:
   - (PG) Phil Gibson, Chair, Head of Student Services, Learning & Information Service (LIS)
   - (AC) Anna Clodfelter, General Manager, Solent Students' Union
   - (SB) Simona Boeva, Vice President Welfare, Solent Students' Union
   - (SL) Dr Steve Lake, Head of Student Recruitment, Marketing and Communications Service (MCS)
   - (HT) Dr Helen Thomas, Head of Programme Development, Academic Services
   - (DCH) Devon Campbell-Hall, Senior Lecturer in English/Media Writing, Faculty of Creative Industries and Society (FCIS)
   - (LM) Lorna Mitchard, Student Support Network Officer, Warsash Maritime Academy (WMA), Maritime Technology Faculty (MarTec)
   - (JR) Jonathan Ridley, Principal Lecturer Operations, WMA, MarTec
   - (AP) Andrea Peoples, Disability Coordinator, Access Solent, LIS
   - (AG) Alison Golden, Student Advice Manager, Student Services, LIS

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[1] "Equality in higher education: statistical report 2013. Part 2: students" by the Equality Challenge Unit (ECU) 2013

- (JD) Rev'd. Dr Julian Davies, Anglican Chaplain, Student Services, LIS
- (JH) Judith Hanley, Faculty Adviser, Employability & Enterprise, LIS
- (GB) Graeme Barber, Deputy Librarian (Customer Services & Operations), Library & Learning Services, LIS
- (AM) Andi Maratos, Residence Manager, Estates & Facilities
- (BC) Bryan Carroll, Assistant Director, Estates & Facilities
- (CO) Caroline Old, Equalities Officer, Human Resources
- (GA) Georgina Andrews, Director, Southampton Solent Business School, Faculty of Business, Sport & Enterprise (FBSE)
- (TM) Tori Morrison, Planning & Information Manager, Finance Service.

2012/13 Monitoring information - key themes from the data analysis at Appendix C

7. Ethnicity (note, black and minority ethnic [BME])
   i. Students are increasingly willing to indicate their ethnicity with only 3.5% students indicating ethnicity as unknown in 2012/13 (see page 13 paragraph 1 Tables 1 and 2).
   ii. FBSE has the highest proportion of BME students on first degree courses at 19.7%, compared with MarTec at 17% and FCIS at 11.3% (see page 13 paragraph 3).
   iii. Retention is similar for BME students compared with white students; 97.3% in 2012/13 compared with 96.9% for the white majority (see page 13, paragraph 4 Table 3).
   iv. The BME 'attainment gap' is increasing for good degrees; 21.5% in 2011/12 and 22% in 2012/13 (see pages 14/15 paragraphs 5-8 and Table 5).
   v. Regarding graduate destinations in 2011/12 the BME employment gap widened to 14% and the unemployment gap increased to 12.2% (see pages 16/17 paras 10-13 Tables 7-10).

8. Disability
   i. Increasing numbers of disabled students are studying at the University (currently 11.9% in 2012/13) (see pages 19/20, paragraphs 14-16 Table 11).
   ii. FCIS has the highest proportion of disabled students at 13.6%, compared with 11% in FBSE and 8.0% in MarTec (see page 19 paragraph 16).
   iii. Retention of disabled students is marginally worse than for students not disabled; for example, 96.6% compared with 96.9% in 2012/13 (see page 20 paragraphs 18/19 Tables 12-14).
   iv. A disabled student attainment gap for good degrees has existed in three of the four years to 2012/13; for example, it was 2.4% in 2012/13 (see pages 21/22 paragraph 20 Table 15).
   v. Regarding graduate destinations in 2011/12 disabled graduates were less likely to be employed (70.6% compared with 78.6%); more likely to be unemployed (21.6% compared with 13.1%); and more likely to be in further study (9.8% compared with 6.1%) (see pages 22/23 paragraphs 22/23 Tables 17-19).

9. Gender
   i. The male/female ratio has been stable with a slight increase in males in the past two years; 57.9% male, 42.1% female in 2012/13 (see page 24 para 25 Table 20).
   ii. In Faculties the male/female ratio was 80%/20% in WMA (MarTec), 85.5%/14.5% in MarTec (excluding WMA), 56.9%/43.1% in FBSE, and 42.5%/57.5% in FCIS (see page 24 paragraph 26).
   iii. Retention of female students is on average 0.8% better than for male students in the four years to 2012/13 (see page 24 paragraph 27 Table 21).
   iv. There has been a male attainment gap in relation to good degrees in each of the four years to 2012/13; for example, the gap was 11.6% in 2009/10 and 15.1% in 2012/13 (see page 25 paragraphs 28/29 Tables 24).

v.   Regarding graduate destinations in 2011/12 female graduates were more successful that male graduates; for example, they were more likely to be employed (80.9% compared with 75.4%), and slightly less likely to be unemployed (10.8% compared with 16%). They were, however, more likely to be employed on lower salaries (£15,536 compared with £16,915). At WMA female graduates were on average 7.6% more likely to be employed in the four years to 2010/11 and 13.7% less likely in 2011/12; on average 4.7% less likely to be unemployed in the four years to 2010/11 and 14.1% more likely in 2011/12; and earned on average £2,293 (7.4%) less than male graduates in each of the five years to 2011/12 (see page 28 paragraphs 32-36 Tables 27-30).

10. Age
i.   In the three years to 2011/12 the proportion of students aged up to and including 21 increased to 68.9%; however, in 2012/13, the number of students aged ≤21 decreased to 68.7% (see page 30, paragraph 37, Tables 31/32).
ii. In Faculties the ≤21/>21 age profile on degree courses was 80.7%/19.3% in FCIS, 72.7%/27.3% in FBSE and 62.1%/37.9% in MarTec (excluding WMA) (see page 30 paragraph 38).
iii. There is little difference in the retention of those aged ≤21 and >21 on degree courses; however, retention of those aged >21 has been improving from -0.1% difference in 2009/10 compared with those aged >21, to +1.1% difference in 2012/13 (see page 31 paragraph 41 Table 35).
iv. Students aged ≤21 were 0.9% more likely to gain a good degree in 2009/10 and 7.9% more likely to gain a good degree in 2012/13 compared with those aged >21 (see page 34 paragraph 42 Table 39).
v.   Regarding graduate destinations in 2011/12 and reflecting the national picture, graduates under 25 compared with those aged over 25 were more likely to be employed (79.6% compared with 73.3%) and less likely to be unemployed (12.2% compared with 17.6%), whilst those aged 25 and over were more likely to earn higher salaries (£17,821 compared with £15,786) and more likely to be in further study (8.3% compared with 5.4%). At WMA those aged under 25 were more likely to be employed, less likely to be unemployed, and more likely to be employed on lower salaries (earning on average 13% less) than those aged 25 and over (see page 36 paragraphs 45 - 48 Tables 42-45).

Review of the University Student Equality Forum (SEF) priorities for 2012/13

11. The SEF adopted eight priorities in 2012/13 with progress as follows:

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

12. There has been a range of mentoring programmes supporting students since 2004/05 and the number of students taking up mentoring has increased steadily each year. Mentoring matches students with a working professional with the aim of them gaining support and business advice, developing their contacts, and improving their employment outcomes.

13. A range of mentoring was delivered in 2012/13 including individual, group and student peer mentoring as follows:
i.   Individual student/business mentoring – 50 students including 39 matched with mentors who met them face to face or as an e-mentor. In addition, following a three day "Kickstart" support programme for final year students in June 2013, a further 11 attendees were provided a mentor to support their search for graduate work; and ten of these were successful in finding work. Of the 50 students/graduates 9 (18%) were

BME, 10 (20%) indicated a disability, 24 (48%) were female, 39 (78%) were final year or postgraduate, 6 (12%) were second year, 1 (2%) was first year, and 4 (8%) had graduated.

ii. Enterprise student/graduate mentoring – 11 students/graduates who engaged with enterprise and start-up support took up the offer of an enterprise mentor.

iii. MarTECH females' pilot – A networking pilot evening was undertaken with female students on technology courses. Companies represented included Capita Symonds, E3 Consulting, ProvidaJob, Enterprise-Rent-a-Car, IBM, the Army, Captec Ltd and a multi-instrumentalist independent musician.

iv. Two group mentors worked with a particular subject focused cohort - Paul Hanrahan from Enterprise-Rent-a-Car worked with two business placement groups in the autumn term and a different placement group in the spring. Ken Summerbell from Captec Group ran several sessions with an Engineering final year group in Spring 2013.

v. Student Peer mentoring – Experienced students facilitated group sessions of first and second years on placement units, with the objective to help them find placements.

vi. Confidence mentoring - Mentor Dave Rouse from BP took the initiative to take fifteen students and an academic for a tour of BP refineries, and Bob Dixon from Carnival ran a "confidence building" presentation skills mentoring session with the ICT placement students who were struggling to succeed at interview.

14. The impact of mentoring - Feedback included the following:

ii. Of 28 students who participated in mentoring in 2011/12, 16 graduate destinations are known including 14 (87.5%) in work and/or study and of those in work 57% were in graduate-level jobs. This compares with 52.9% employed in graduate-level jobs in the whole student/graduate population.

iii. 76% of respondents surveyed felt the Programme was good, very good or excellent and 100% would recommend it to a friend. 100% of the ten who had a mentor following the "Kickstart" programme secured employment.

iv. Student Peer mentoring - In a survey of those undertaking placements 66% felt very or more confident about finding a placement as a result of having peer mentors into their sessions.

15. Further considerations:

i. It is difficult to measure the specific impact of mentoring in relation to graduate destinations, as the data for undergraduate degree outcomes is only accessible for the year 2011/12 and the 2012/13 outcomes are not available at time of writing.

ii. The new peer mentoring initiative worked to support placement achievement which it is expected in turn leads to increased graduate outcomes obviously has no destination data yet, as the students have not graduated.

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

16. Following discussions at the Student Equality Forum, the Equality Research Cluster led the organisation of a conference *'Who do we want to be?'* which focussed on equality, diversity and inclusion.

17. The event was attended by 60 + staff from faculties and services. Evaluations from delegates were highly positive, and the event has resulted in enhancements to the Learning and Teaching section of the Portal. The conference evaluation report was discussed by the Student Equality Forum on 11/03/13.

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

18. The Equality and Diversity Research Cluster secured external Teaching Development Grant funding from the Higher Education Academy for a project *'Positive Perspectives of Employability in Business.'* The project has been successfully completed, and included an appreciative inquiry of staff and students in March 2013.

19. In addition to the project outputs identified within the bid, the appreciative inquiry also led to the creation of a three month International Graduate Associate post to develop an International student 'buddy' system. The project is referred to in a HEA case study on funding, and the results have been disseminated at conferences such as the Association of Business Schools / Business Academy of Management annual conference and the Higher Education Institutional Research conference.

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

20. Analysing use of Student Services by different groups of students is challenging and labour intensive, involving accessing several separate outdated Microsoft Access databases manually. Analysis that has been possible, by working with the Quercus team shows 28.5% uptake of student funding and general advice services by 'widening participation' students, in particular students from Low Participation neighbourhoods, when these students represent 20.6% of the general student body.

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

21. Following on from the Ofsted visit and subsequent report in December 2011, WMA was awarded a Grade 2 (Good) rating for the Equality and Diversity aspect of Leadership and Management. However, Ofsted noted that "the explicit promotion of equality and diversity is a not a strong feature of the provision at the WMA". They further reported that "the active promotion of positive attitudes to equality and diversity is under developed and the take up of relevant training is low". Of particular note in the Ofsted report was that "the promotion of equality and diversity is not sufficiently well embedded in the ethos of the site or in the teaching, learning and assessment".

22. As a result of this, Ofsted recommended that WMA and the University "Actively promote positive attitudes towards equality and diversity in all areas of the WMA's activities to equip students with the values espoused by the university".

23. Action Taken To Date
    i.   The academic year at WMA is far longer than a traditional academic year, with teaching scheduled for almost the entire calendar year. This makes timetabling training sessions very difficult without causing disruption to teaching and learning.
    ii. As a result, all staff at WMA were encouraged to complete an e-learning course covering Diversity in the Workplace. Of the 148 staff who were invited to complete the course, only 35 members of staff (representing 24%) completed the training.
    iii. Further investigation of this disappointing response rate shows that in the academic staff in the School of Professional Studies, which provides the majority of the education assessed by Ofsted, 27 of 52 staff completed the course, representing a completion rate of 52%. Whilst this is encouraging, it is clearly not sufficient given the importance of equality and diversity, and the University's expectations.

iv. To encourage further take up of equality and diversity training, it is intended to run lunchtime workshops, hopefully with the assistance of the Equality and Diversity Research Cluster.

v. These workshops will be both for academic and administration staff, to which relevant staff will be invited and strongly encouraged to attend. These workshops will be intended to encourage staff to consider both how equality and diversity can be embedded into both the teaching, learning and assessment, and the operation of the Warsash Campus in general. Given current staff workloads and teaching requirements, it is intended to run these workshops towards the end of the summer term.

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

24. This policy was reviewed by the University SEF and a final draft presented to the Academic Standards and Development Committee on 24 April 2013.

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

25. The Student Equality Forum (SEF) worked with the Employee Equality Forum in developing a new 2013 University Equality Scheme and this was introduced in January 2013; the objectives may be viewed below at Appendix A.

Priority 8: Review the inclusion of issues of equality and access in the University approach to facilities project management (BC of Estates & Facilities [E&F] is leading this work).

26. As the Equality Act 2010 relates to access to services rather than to premises, buildings themselves cannot be "Equality Act compliant". Instead, they must comply with Building Regulations and British and European standards. The key Building Regulation in England and Wales is Part M: Access to and use of buildings. The key standard is BS 8300:2009+A1:2010 "Design of buildings and their approaches to meet the needs of disabled people. Code of practice".

27. E&F considers issues of equality and access within its feasibility studies and design phases for refurbishment and building projects, and future campus development. The design for the New Academic Teaching Building (NATB) was the primary focus of attention during this period, and as the architectural design evolved, the team ensured that consideration was given to matters of access and equality.

28. Examples include;
    i. Working towards a single fire strategy for the NATB and Millais Building
    ii. Consultancy modelling of footfall through the building to ensure there are sufficient access / egress arrangements, safe refuge areas, stairs and lifts to all floors. This includes a fire lift for Emergency Services use.
    iii. Review of stairs and corridor widths
    iv. Access controlled and adapted entrances for staff, students, visitors with a disability
    v. Performance specification for WC facilities for staff, students, visitors with a disability
    vi. Parking provision for those with a disability close to the building - with adapted pedestrian entrance into the building at the same level.
    vii. Analysis of wayfinding and signage requirements

29. The NATB is considered a catalyst for opportunities to operate and manage campus buildings and facilities in a different way going forward - introducing new technologies, and where possible linking systems to improve efficiencies and reduce (for example) energy consumption and manual interventions. The appointed design team will continue

to monitor the design with the main contractor (once appointed) to ensure compliance with Building Regulations.

Priorities and action for 2013/14

30. Priorities for 2013/14 were reviewed by the SEF in July 2013 and agreed as follows:

    Priority 1 Student engagement - Monitor and review the University 2013 Equality, Diversity and Inclusivity (EDI) Scheme in order to broaden engagement and ensure there is sufficient student input.

    Priority 2 Staff development – a creative approach using existing online training; 'talking heads' videos on the Portal; case studies; raising the EDI profile at existing events (Solent Exchange, T&L conference, and other (e.g. induction for associate and new lecturers); and work to consider a follow on event to the successful 'who do you want to be' conference.

    Priority 3 Communication - agree and promote simple EDI messages for students and staff, rationalising information and support available on the Portal and Web, and strengthening communication in the Faculties (e.g. attending management and other meetings and providing a regular EDI update at Faculty Boards).

    Priority 4 Curriculum – continue work of a Task and Finish Group focussed on developing a more inclusive curriculum.

    Priority 5 Employability – continue a focus on Mentoring+ and develop other objective(s) agreed with Employability and Enterprise.

    Priority 6 SEF annual report - review the report including how we respond to what the data is telling us (e.g. differential attainment); and how do we report on groups other than those in relation to the key characteristics e.g. WP (low participation neighbourhood students), or international students.

Concluding comments

31. The University data on equality continues to reflect national trends and relate to complex issues that are not reducible to single factors.

32. Work is continuing in 2013/14 on six priorities detailed above in paragraph 29. In addition, further actions are ongoing to strengthen work on these priorities and address the attainment and employability gaps, including:
    i. Stronger faculty representation on the Student Equality Forum (SEF)
    ii. Closer liaison between the SEF and the University Access and Widening Participation Working Group
    iii. A University curriculum audit investigating how inclusivity and diversity are addressed within course provision with the outcomes in terms of findings and recommendations to be taken forward by the Inclusive Curriculum Task and Finish Group (see Priority 4 above)
    iv. In relation to the BME attainment gap, a review of the literature and a more detailed analysis of the BME data (for example, identify which BME groups are under-attaining, which courses they are on, and other variables involved)
    v. A new case recording and management system that will link directly to the student record system and improve the equality data available for monitoring purposes; for

example, in terms of reporting on other equality strands, multiple identities, and the use of support services by disadvantaged groups

vi. Initiatives to improve declaration of all protected characteristics at the point of admission and enrolment

vii. Employing a Southampton Solent University graduate in 2013/14 in the role of 'Graduate Associate Student Equality' to engage with students on the subject of equality, diversity and inclusion and support the work of the Student Equality Forum

viii. In future it will be important to identify specifically designed and more detailed extracts from the student record system and the process for their consideration (see above page 2 paragraph 3). These may cover additional equality strands; multiple identities such as gender with ethnicity and disability with age; and other student groups such as international students or widening participation (for example, socio economic groups, low participation neighbourhoods, care leavers).

33. The Student Equality Forum Annual Report 2012/13 provides evidence of attainment and employability gaps that continue to require attention. It sets out the priorities that reflect this attention and highlights the progress being made to ensure Southampton Solent University students, whatever their backgrounds, are able to achieve their potential.

Student Equality Forum   April 2014

Appendix A: Equality Scheme 2013 Objectives

1. **Ensure there are systems in place for collecting, monitoring and reviewing comprehensive and high quality employee and student data (by 2014).**
    - Increase frequency of employee equality information reporting to aid management information reports **(Sept 2014).**
    - Review student data monitoring to ensure that relevant data is captured to enable more in-depth analysis **(Sept 2014).**
    - Address key findings from the employee and student equality annual reports through the setting of annual Forum priorities. Results will be reported and published annually **(Annual Review).**
    - Begin to collect information on sexual orientation, religion and belief and gender reassignment from 2013 **(Sept 2013).**
    - Pay particular attention to the Government's highlighted areas of concern as identified for HEFCE and the sector by reference to our annual monitoring reports. **(Annual Review)**

2. **Ensure the University has a proportionate equality review process where policies, procedures and processes are reviewed to ensure their impact and outcomes support the University's commitment to equality, diversity and inclusivity.**
    - Pilot equality review process across the University. Results to be published on the University Portal **(Sept 2013).**
    - Embed equality review into University protocols by 2013-14 **(Sept 2013).**

3. **Ensure all employees have access to equality and diversity training.**
    - Promote completion of the online Diversity in the Workplace course to all staff **(On-going).**
    - Ensure all new members of staff complete the online Diversity in the Workplace course (monitored through the employee appraisal scheme) **(Sept 2013).**
    - Embed equality related training into management training via the Personal and Organisational Development Framework **(2013 onwards).**
    - Develop equality, diversity and inclusivity training for academic employees through the sharing of best practice in teaching and learning **(On-going).**

4. **Complete an equal pay review every two years.**
    - Ensure the review is completed by an external consultant to ensure impartiality **(2014).**
    - Results to be published internally and externally **(2014).**
    - Actions arising from the review to form part of the Employee Equality Forum priorities **(2014-15).**

5. **Aim to be in the Stonewall top 100 Employers Index (by 2016).**
    - Include as an Employee Equality Forum Priority **(2012-13).**
    - Prepare to enter the Stonewall Employers Index **(2013).**
    - Enter the Stonewall Employers Index during 2014 **(2014).**
    - Consult with the student body on improving the University position in 'Gay by Degree' - the Stonewall University guide **(2014).**

6. **Ensure the physical estate is accessible and inclusive for all.**
    - To actively consider accessibility and inclusivity into the designs for campus development and major refurbishment projects **(On-going).**

Appendix B: Glossary of terms

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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
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 1st class and 2:1 class grades
Gender/Sex	Divides by HESA codes 1 – Male, 2 – Female, 9 – Indeterminate (unknown)
Non-disabled students/No	Includes HESA codes 00 - No known disability, ' ' – Unknown, 97 -

disability/ Unknown	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	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. For postgraduate students achievement includes all awards made, including lower level awards than the original course aim.
Retention rate	Calculated by dividing Number of students taking final assessments by number of students enrolled on a year
Specific Learning Difficulty (SpLD)	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
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
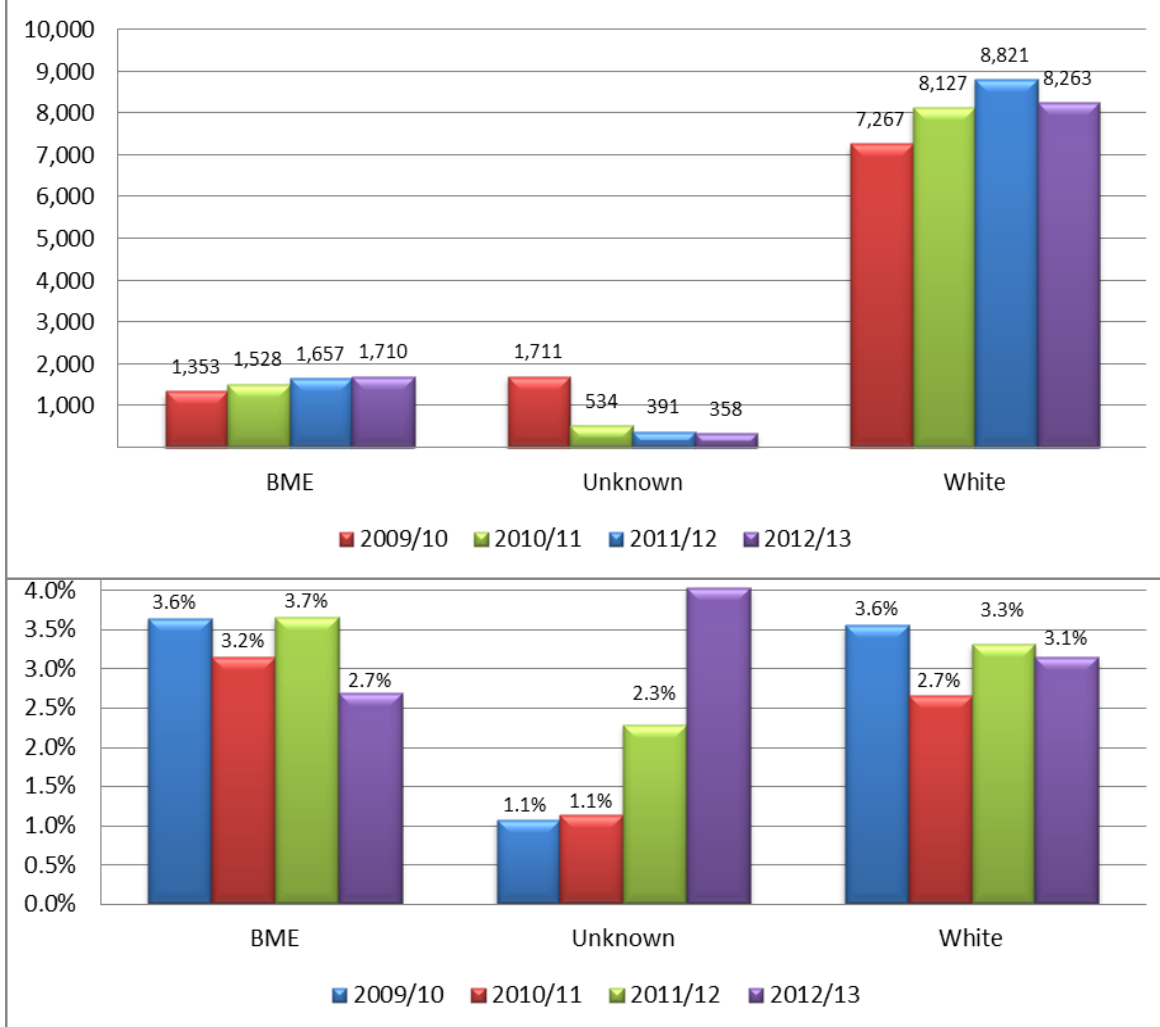
Ethnicity

Ethnicity: Student numbers and retention

1. Data available on ethnicity continues to improve with fewer students indicating ethnicity as unknown: The number and percentage of ethnicity unknown for all courses combined was 1,711 (16.6%) in 2009/10, and 358 (3.5%) in 2012/13 (see Table 1). For degree courses the number and percentage was 442 (5%) in 2010/11 and 322 (3.5%) in 2012/13.

2. Nationally the proportion of UK-domiciled black and minority ethnic (BME) students increased from 14.9% in 2003/04 to 18.8% in 2011/12[2]. By comparison the number and percentage of BME students at the University has increased from 1,353 (13.1%) in 2009/10, to 1,710 (16.6%) in 2012/13 (see Tables 1 and 2).

3. In faculties the total number of BME students studying on first degree courses in 2012/13 was 19.7% for FBSE compared with MarTec (excluding WMA) 17.0%, and FCIS 11.3%. All faculties have seen a small growth in the proportion of BME students over the last 3 years.

4. Retention of BME students on degree courses was the same as for white students at 96.4% in 2009/10; however, at 97.3% it was marginally higher than for white students at 96.9% in 2012/13 (see Table 3).

Table 1 - Ethnicity for all courses (% percentage)

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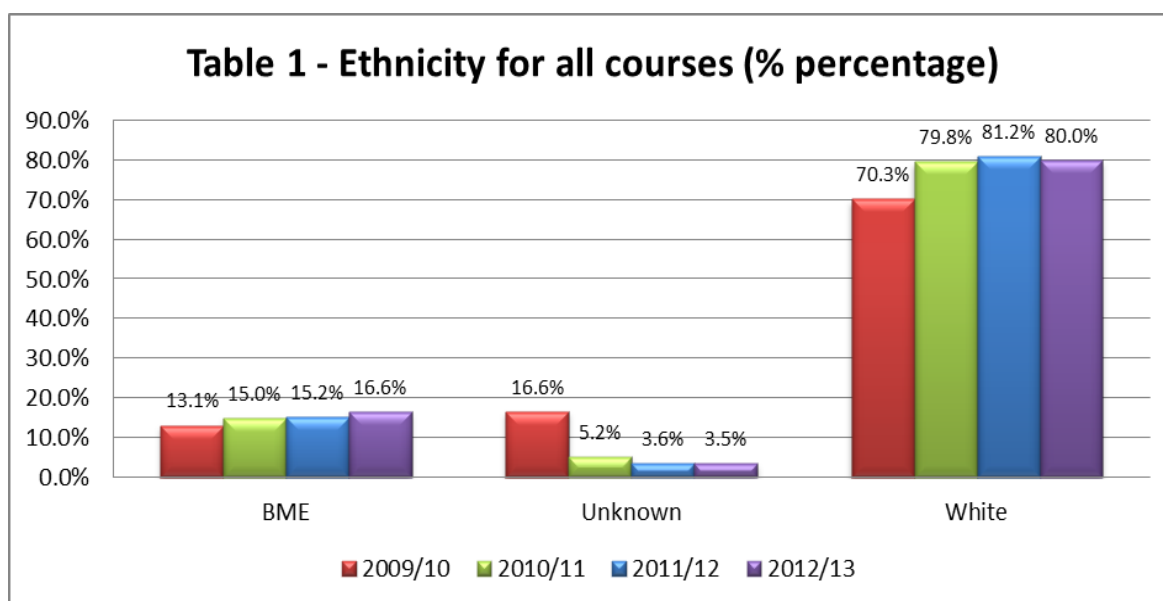
[2] "Equality in higher education: statistical report 2013. Part 2: students" by ECU 2013, page 58.

Table 2 - Ethnicity for all courses (number)

Chart legend: ■ 2009/10 ■ 2010/11 ■ 2011/12 ■ 2012/13

	BME	Unknown	White
2009/10	1,353	1,711	7,267
2010/11	1,528	534	8,127
2011/12	1,657	391	8,821
2012/13	1,710	358	8,263

Chart legend: ■ 2009/10 ■ 2010/11 ■ 2011/12 ■ 2012/13

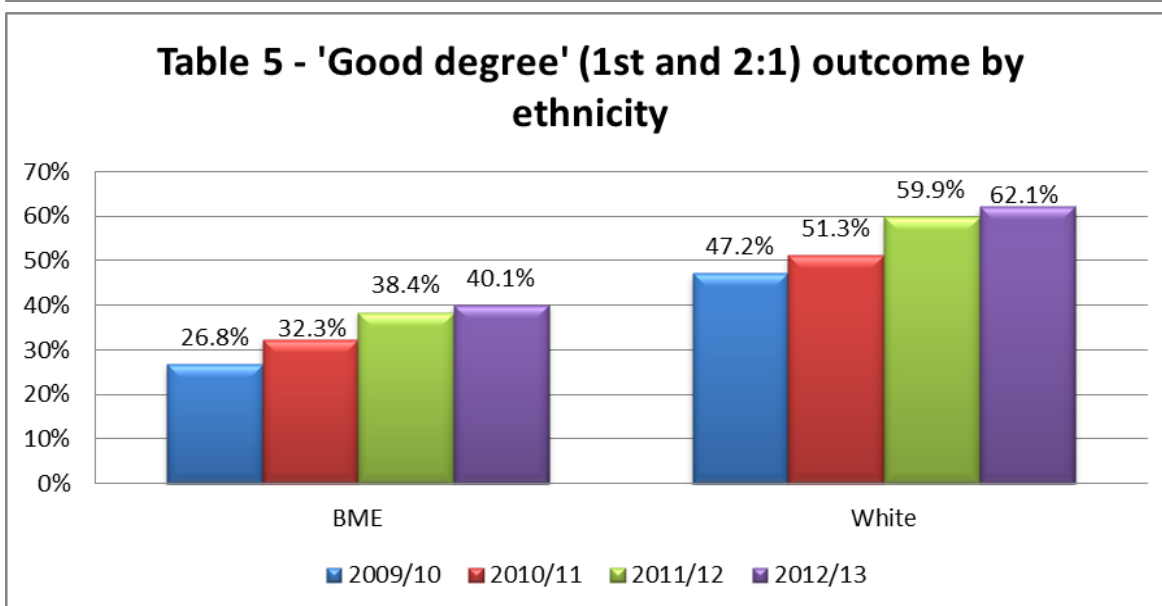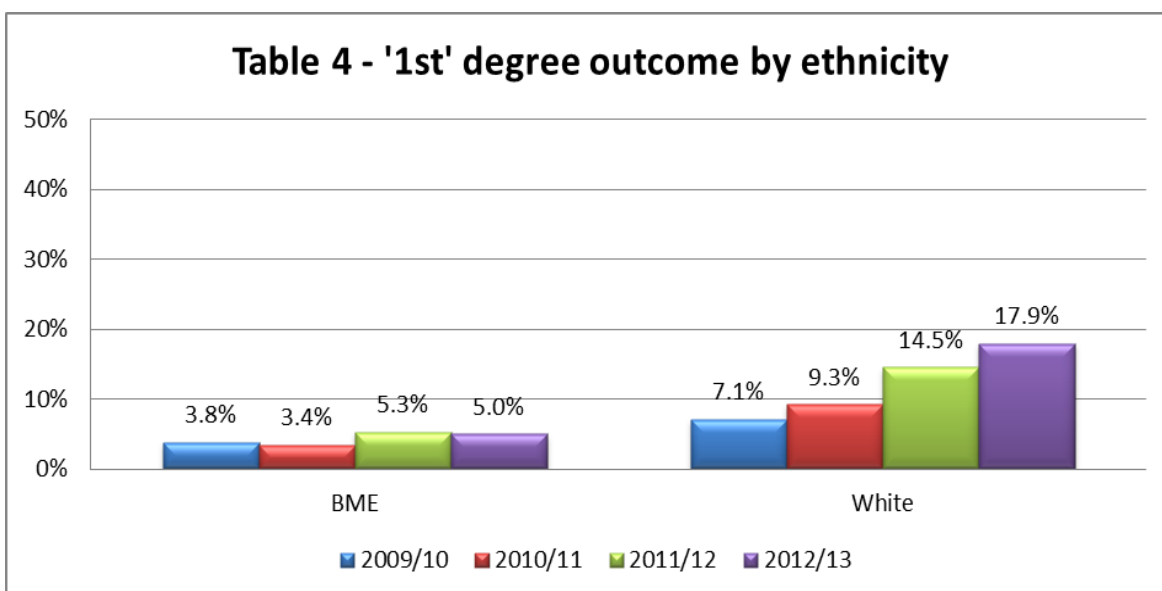|	BME	Unknown	White
2009/10	3.6%	1.1%	3.6%
2010/11	3.2%	1.1%	2.7%
2011/12	3.7%	2.3%	3.3%
2012/13	2.7%	4.0%	3.1%

1st or le, in it decreased in the same time frame from 18.4% to 17.7% . By comparison, the BME attainment gap at the University increased from 19% in 2010/11 to 21.5% in 2011/12; and it increased further to 22.0% in 2012/13 (see Table 5).

6. Further analysis of degree course outcomes for the three years to 2012/13 shows additional evidence that the success of BME students is lower than for white students.
    i. The percentage gap between BME and white students in favour of white students gaining a 1st class degree pass in the four years to 2012/13 was 3.3%, 5.9%, 9.2% and 12.9% respectively .
    ii. The percentage gap is declining between BME and white students in favour of white students gaining a 2:1 class degree pass in the four years to 2012/13; for example, the data shows the attainment gap was 17%, 13.1%, 12.3% and 9.1% respectively.
    iii. The percentage gap between BME and white students in favour of BME students gaining a 3rd class degree pass declined in the four years to 2012/13; for example, the data shows the gap was 14%, 7.3%, 6.3% and 7.4% respectively.

7. In conclusion BME students continue to perform less well on degree courses than their white counterparts, being less likely to gain a 1st or a 2:1 and more likely to gain a 3rd
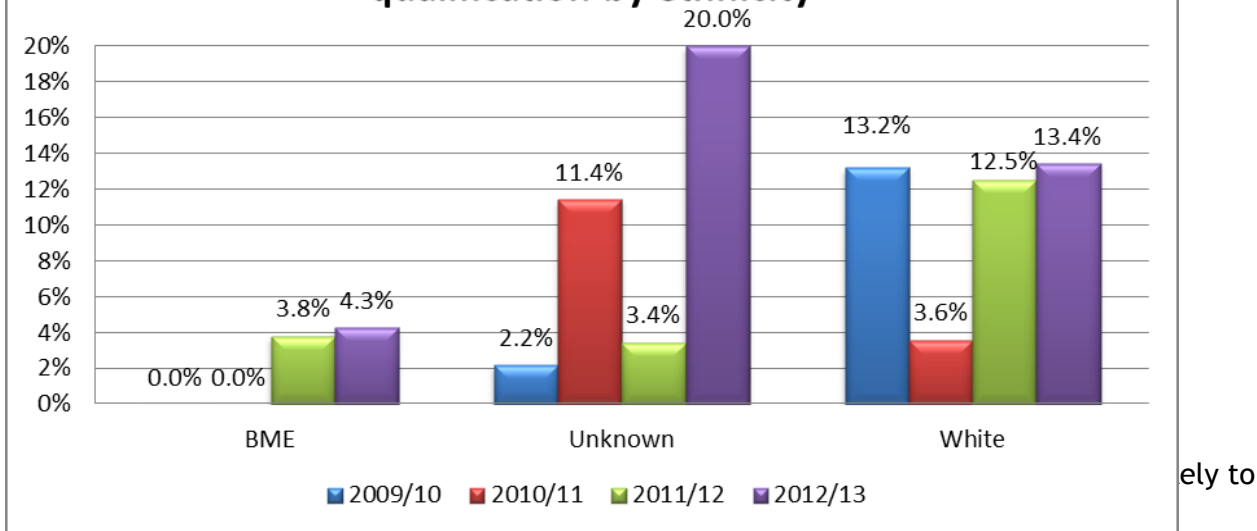
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[3] "Equality in higher education: statistical report 2013. Part 2: students" by the Equality Challenge Unit (ECU) 2013, page 80.

class degree. In addition, the attainment gap between BME and white students in gaining a 'good' degree has increased from 21.5% in 2011/12 to 22.0% in 2012/13 (see Tables 4 and 5).

8. Possibly reflecting their lower attainment at undergraduate level (see paragraphs 5 and 6 above) and where ethnicity was known, data shows the number and percentage of students with a BME background studying postgraduate courses is falling; for example, the relevant data was 248 (40.6%), 228 (34.5%), 163 (28.4%) and 99 (24.6%) between 2009/10 and 2012/13. Conversely the percentage of white students studying postgraduate degrees has increased from 59.4% to 75.4% in the same period.

9. In addition, analysis of postgraduate course outcomes for the three years to 2012/13 shows BME student attainment is lower than for white students. For example, the attainment gap between BME and white students when analysing 'distinction' outcomes has grown from 3.6% in 2010 to 8.7% in 2011 and 9.1% in 2012/13 . Conversely the percentage of BME students gaining a distinction was zero in the two years to 2010/11, 3.8% in 2011/12 and 4.3% in 2012/13; and for white students in the same period was 13.2%, 3.6%, 12.5% and 13.4% respectively (see Table 6).

Table 4 - '1st' degree outcome by ethnicity

BME: 3.8% (2009/10), 3.4% (2010/11), 5.3% (2011/12), 5.0% (2012/13)
White: 7.1% (2009/10), 9.3% (2010/11), 14.5% (2011/12), 17.9% (2012/13)

■ 2009/10 ■ 2010/11 ■ 2011/12 ■ 2012/13

Table 5 - 'Good degree' (1st and 2:1) outcome by ethnicity

BME: 26.8% (2009/10), 32.3% (2010/11), 38.4% (2011/12), 40.1% (2012/13)
White: 47.2% (2009/10), 51.3% (2010/11), 59.9% (2011/12), 62.1% (2012/13)

■ 2009/10 ■ 2010/11 ■ 2011/12 ■ 2012/13

**Table 6 - 'Distinction' award for postgraduate qualification by ethnicity**

majority versus BME average graduate salary in 2011/12 was £15,916 compared with £18,705 [see Tables 7 and 8]). In addition, BME graduates are more likely to be unemployed and more likely to be in further study than other graduates (see Tables 9 and 10).

11. When comparing BME and white majority graduate outcomes (i.e. BME/white majority), the figures for the seven years to 2011/12 show that for employment and unemployment there is a variable gap which has periodically narrowed and on other occasions widened; more recently widening in relation to employment from 7% to 14% and in relation to unemployment widening from 8.4 to 12.2%. For example, regarding employment, in the seven years to 2011/12 the percentage gap was 7.2%, 6.3%, 13.0%, 12.9%, 9.5%, 7.0 and 14% respectively (see Table 15). For unemployment, in the same time frame, the percentage gap was 3.2%, 1.5%, 4.3%, 10.4%, 5.1%, 8.4% and 12.2% respectively (see Tables 8 and 9).

12. By comparison, nationally the BME employment 'gap' has been falling; it was 10.3% in 2009/10, 10.2% in 2010/11, and 8.7% in 2011/12 (for example, 56.5% white graduates compared with 47.8% BME graduates were in employment in 2011/12[4]).

13. The data also shows that higher percentages of BME graduates pursue further study. For example, in relation to further study the BME/white majority 'gap' percentages in favour of BME graduates were 11.5% in 2008/9, 3.0% in 2010/11 and 2.6% in 2011/12 (see Table 10).

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[4] "Equality in higher education: statistical report 2013. Part 2: students" by the Equality Challenge Unit (ECU) 2013, page 92.

Table 7 - EPT salary by ethnicity
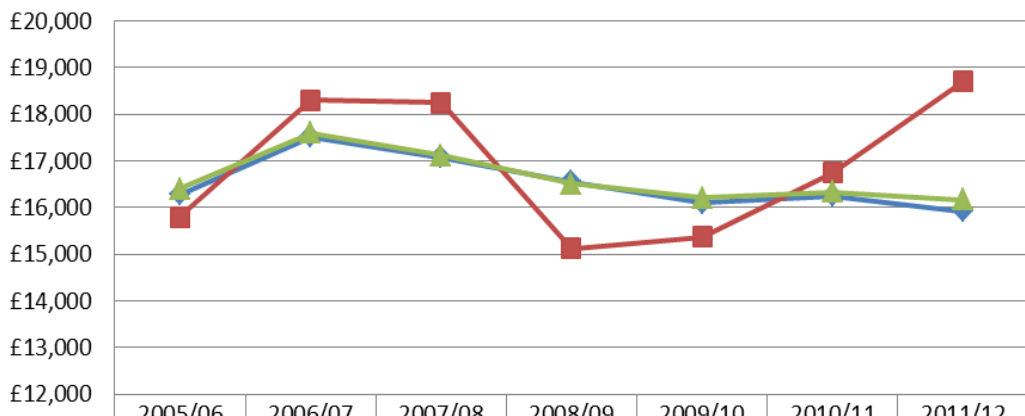
	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12
Majority	£16,275	£17,520	£17,079	£16,559	£16,104	£16,257	£15,916
Minority	£15,802	£18,305	£18,245	£15,125	£15,367	£16,750	£18,705
EPT Overall	£16,403	£17,599	£17,119	£16,515	£16,211	£16,329	£16,173

Table 8 - EPT % employed by ethnicity
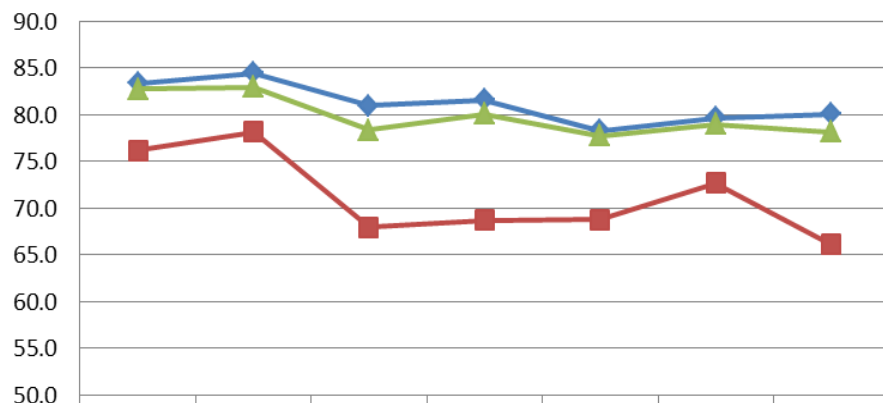
	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12
Employed Majority	83.4	84.5	81.0	81.6	78.3	79.7	80.1
Employed Minority	76.2	78.2	68.0	68.7	68.8	72.7	66.1
Employed EPT Overall	82.8	83.0	78.4	80.1	77.8	79.0	78.2

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Table 9 - EPT % unemployed by ethnicity
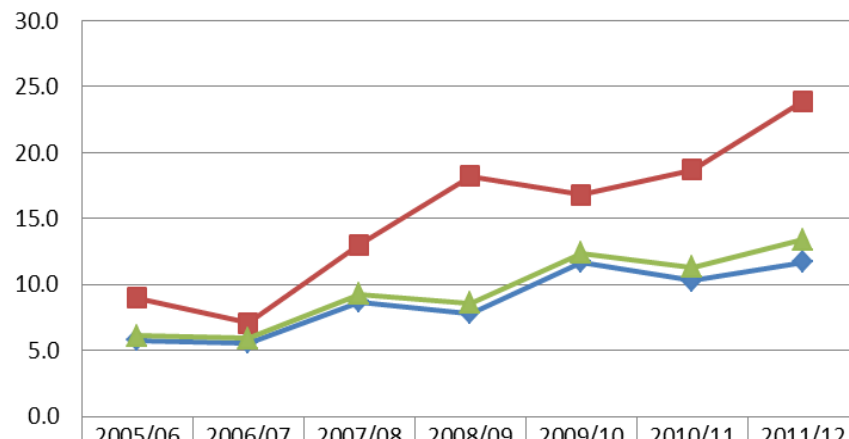
	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12
Unemployed Majority	5.8	5.6	8.7	7.8	11.7	10.3	11.7
Unemployed Minority	9.0	7.1	13.0	18.2	16.8	18.7	23.9
Unemployed EPT Overall	6.1	5.9	9.3	8.6	12.4	11.3	13.4

Table 10 - EPT % in further study by ethnicity
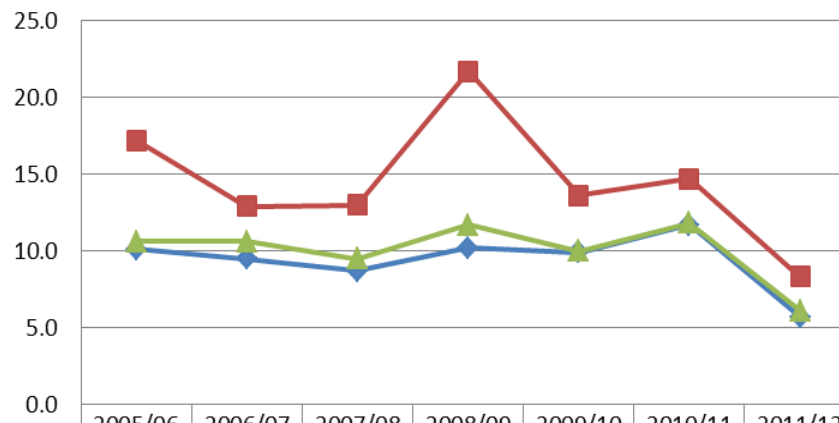
	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12
Further study Majority	10.1	9.5	8.7	10.2	9.9	11.7	5.7
Further study Minority	17.2	12.9	13.0	21.7	13.6	14.7	8.3
Further study EPT Overall	10.6	10.6	9.5	11.7	10	11.8	6.1

Disability

Disability: Student numbers and retention

14. The number and percentage of students within the University declaring a disability (note, the data for a specific learning difficulty [SpLD] e.g. dyslexia, is provided in brackets) for the four years to 2012/13 has grown. For example, the number of disabled students in

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each of the four years to 2012/13 was 886 (635) or 8.6% (6.1%), 1043 (744) or 10.2% (7.3%), 1219 (851) or 11.2% (7.8%), and 1234 (792) or 11.9% (7.7%) respectively (see Table 11).

15. From this evidence relatively more Solent students declare a disability; for example, nationally 7.6% of students on first degree courses declared a disability in 2009/10[5] and 8.0% in 2010/11[6].

16. All three faculties have increasing numbers of disabled students studying their courses. In faculties in 2012/13, the percentage of disabled (including SpLD) students out of the total number of students studying on first degree courses ranged from 11.0% (including 7.4% SpLD students) in FBSE to 13.6% (including 8.0% SpLD students) in FCIS.

17. Relatively more Solent students declare they have a specific learning difficulty (SpLD, for example, dyslexia) when compared nationally. For example, of those students studying degree courses who declared a disability in the four years to 2012/13, 72.9%, 72.7%, 69.7% and 63.5% respectively stated they had a SpLD. This compares with 48.4% students nationally who declared they had a SpLD in 2011/12[7].

18. Data for the four years to 2012/13 shows that retention of non-disabled students (that is, students with no disability or disability unknown) and studying on either degree or postgraduate courses, is marginally better than for disabled students (including SpLD). For example, retention of non-disabled students studying degree courses in the three years to 2012/13 was 96.8%, 97.3%, 96.6% and 96.9% respectively; the same data for disabled students (including SpLD) was 96.6%, 97.0%, 96.7% and 96.6% respectively (see Tables 12 and 13).

19. In relation to students studying HNC/D courses, disabled students are less likely to be retained than non-disabled students. For example, the data for the four years to 2012/13 for non-disabled students was 96.1%, 96.7%, 97.6% and 98.8%, and for disabled students (including SpLD) in the same period was 91.2%, 94.1%, 95.3% and 98.6% respectively. However, it should be noted that the student numbers not retained in each case are small, numbering 1 or 2 in each instance (see Table 14).

Table 11 - Students on all courses declaring a disability
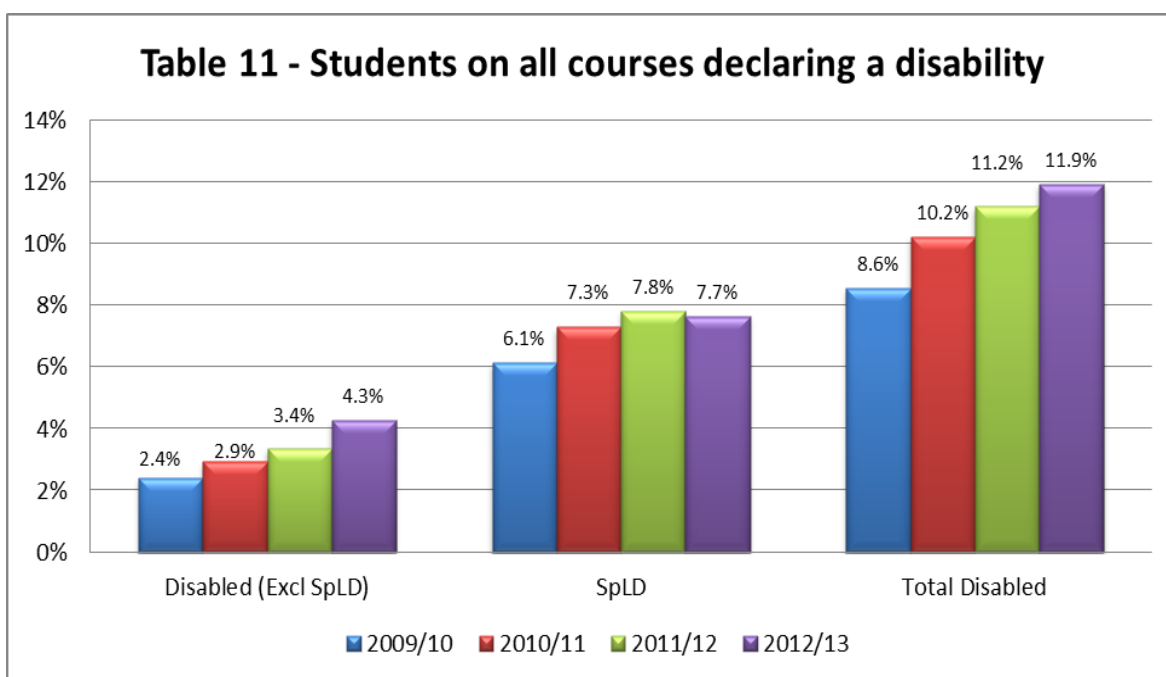
"Equality in higher education: statistical report 2013. Part 2: students". P 100

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Table 12 - Retention of students not disabled: Degree and Postgraduate
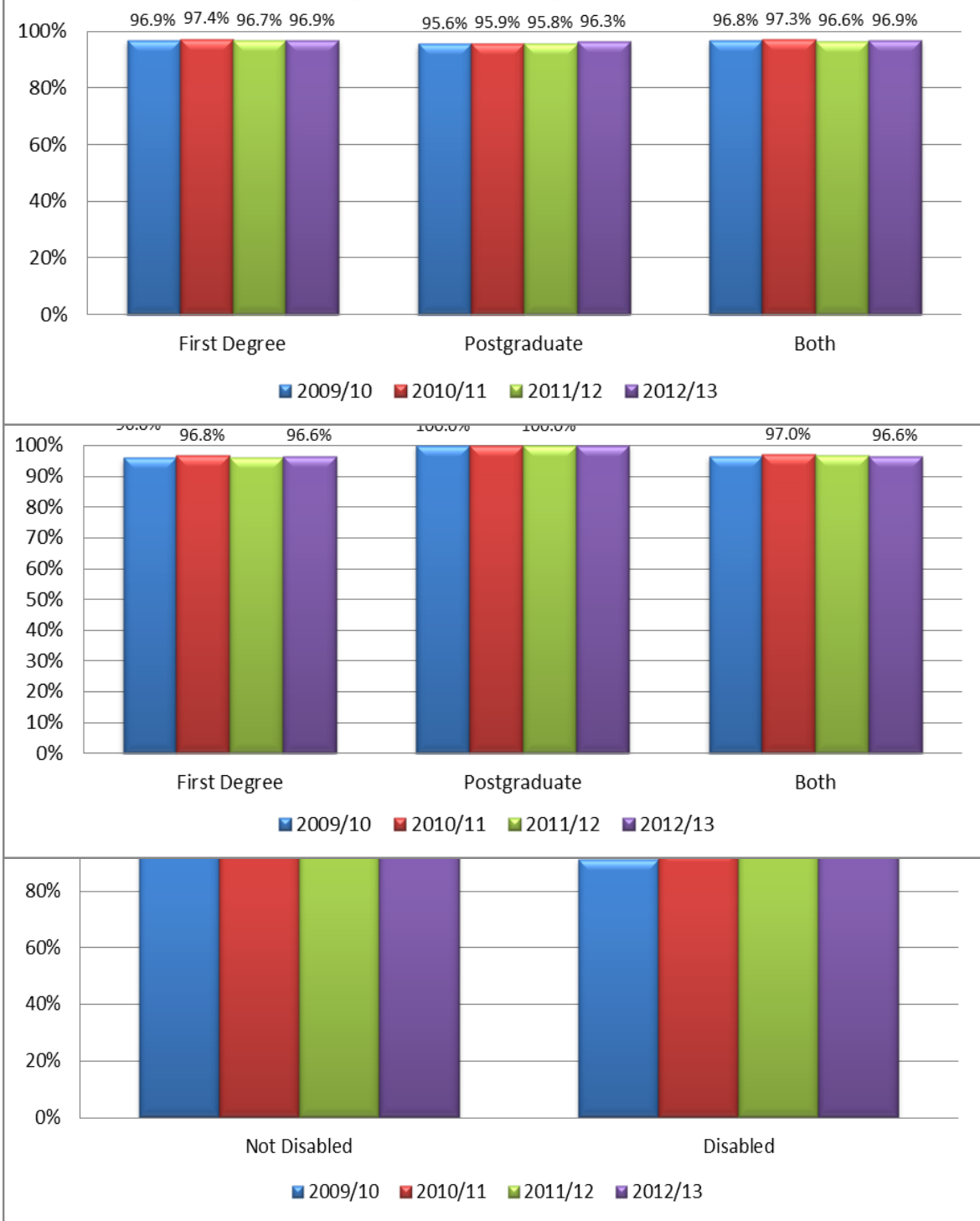
(including SpLD) were more likely to gain a good degree with an attainment gap of 3.1% in their favour (see Table 15).

21. Further analysis shows a higher percentage of disabled students (excluding SpLD) gained a 1st in three of the four years to 2012/13; for example, 18.6% disabled students versus 16.5% students who are not disabled in 2012/13 (see Table 16).

Table 15 - 'Good degrees' (1sts and 2:1s) outcome by disability

	No Disability / Unknown	Total Disabled
2009/10	44.3%	42.2%
2010/11	48.1%	51.2%
2011/12	57.6%	50.0%
2012/13	58.4%	56.0%

■ 2009/10 ■ 2010/11 ■ 2011/12 ■ 2012/13

	Disabled	SpLD	No Disability/Unknown
2009/10	11.6%	3.7%	6.6%
2010/11	(15.x%)	5.2%	8.6%
2011/12	10.8%	9.9%	13.8%
2012/13	(16%)	9.6%	(16%)

■ 2009/10 ■ 2010/11 ■ 2011/12 ■ 2012/13
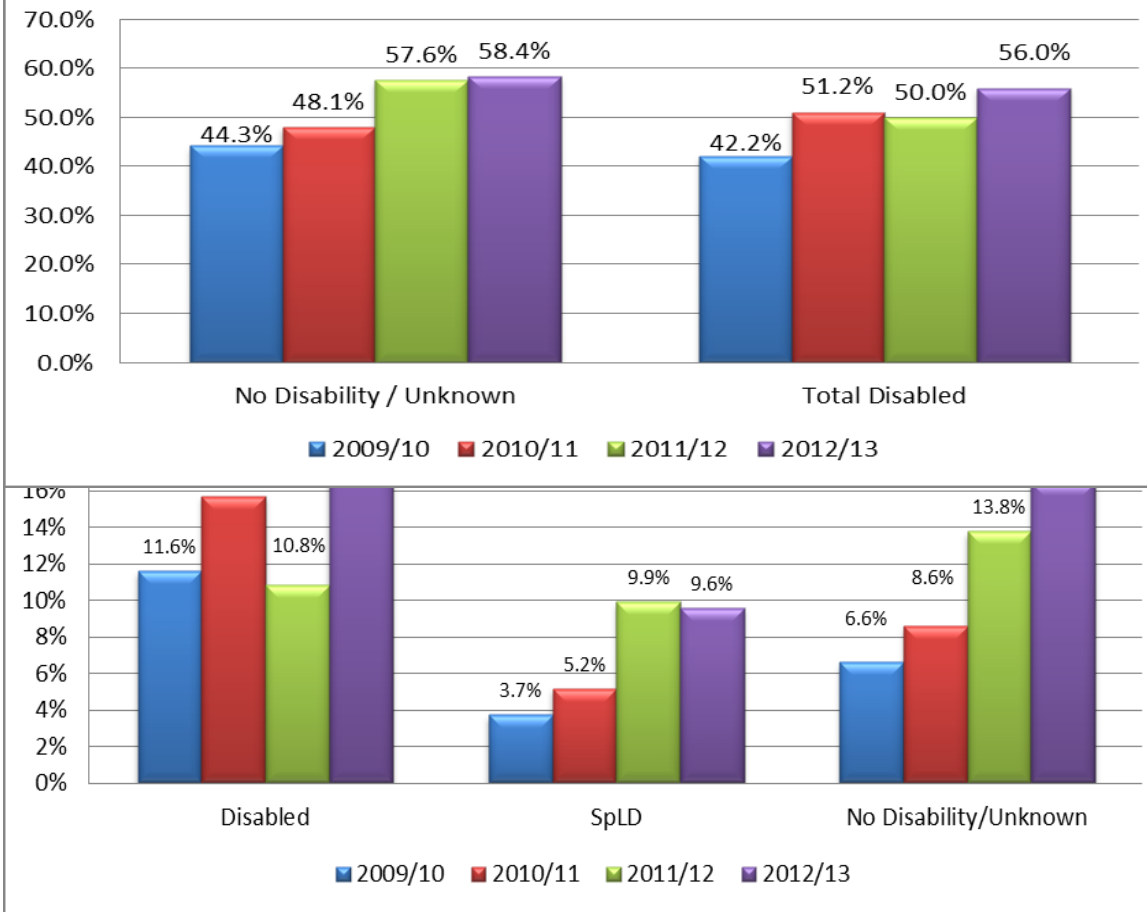
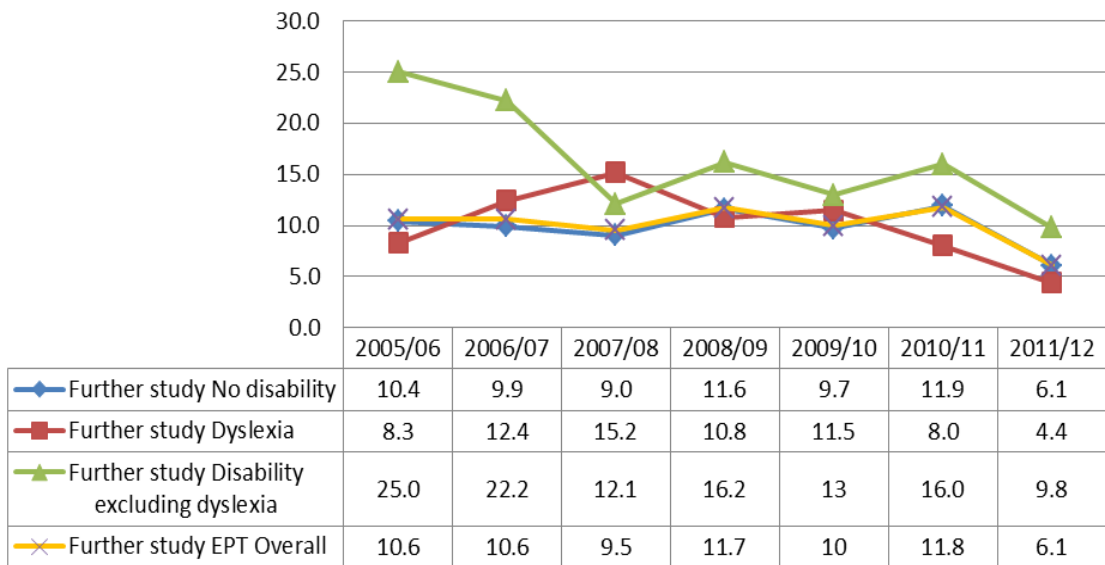(excluding SpLD) are also more likely to be involved in further study than other graduates (see Tables 17 and 18).

23. Disabled graduate salaries were on average lower than for graduates who have not declared a disability in each of the seven years to 2011/12 except in one year (i.e. in 2009/10) (see Table 19).

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[8] "Equality in higher education: statistical report 2012. Part 2: students" by ECU 2012, page 134

Table 17 - EPT % in further study by disability

	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12
Further study No disability	10.4	9.9	9.0	11.6	9.7	11.9	6.1
Further study Dyslexia	8.3	12.4	15.2	10.8	11.5	8.0	4.4
Further study Disability excluding dyslexia	25.0	22.2	12.1	16.2	13	16.0	9.8
Further study EPT Overall	10.6	10.6	9.5	11.7	10	11.8	6.1

Table 18 - EPT % employed by disability

	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12
Employed No disability	82.9	84.3	78.9	80.7	79.1	79.7	78.6
Employed Dyslexia	83.3	73.2	81.8	78.2	71.9	75.4	76.7
Employed Disability excluding dyslexia	66.6	63.9	51.5	64.8	54.3	70.0	70.6
Employed EPT Overall	82.8	83.0	78.4	80.1	77.8	79.0	78.2

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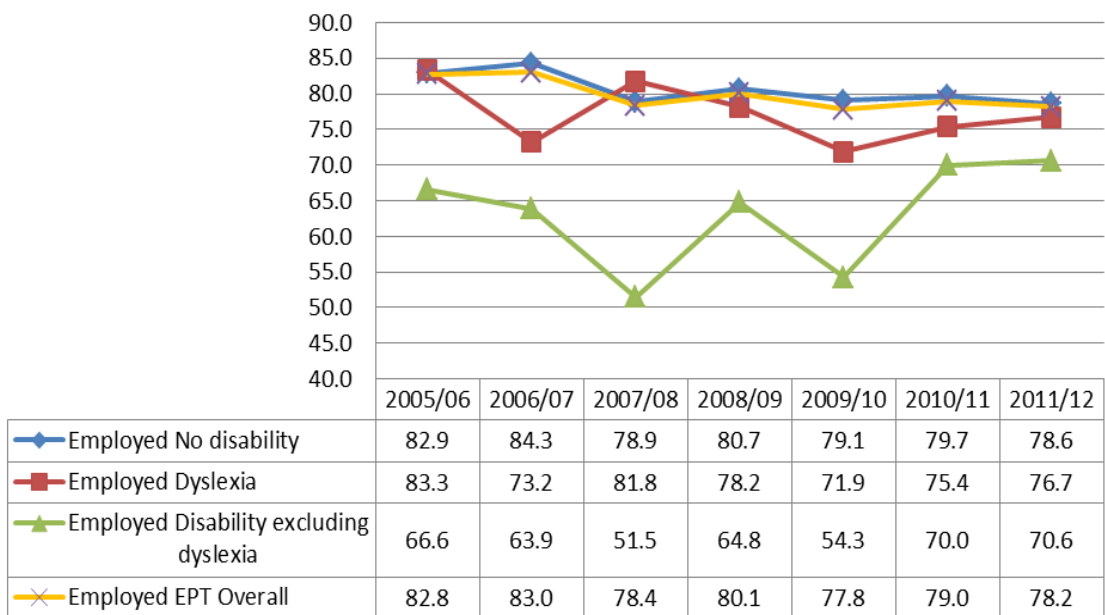
Table 19 - EPT salary by disability

	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12
No disability	£16,392	£17,572	£17,120	£16,661	£16,324	£16,362	£16,100
Dyslexia	£15,044	£17,977	£17,136	£15,474	£14,619	£16,280	£16,531
Disability excluding dyslexia	£14,437	£17,417	£16,857	£13,100	£17,125	£15,500	£17,091
EPT Overall	£16,403	£17,599	£17,119	£16,515	£16,211	£16,329	£16,173
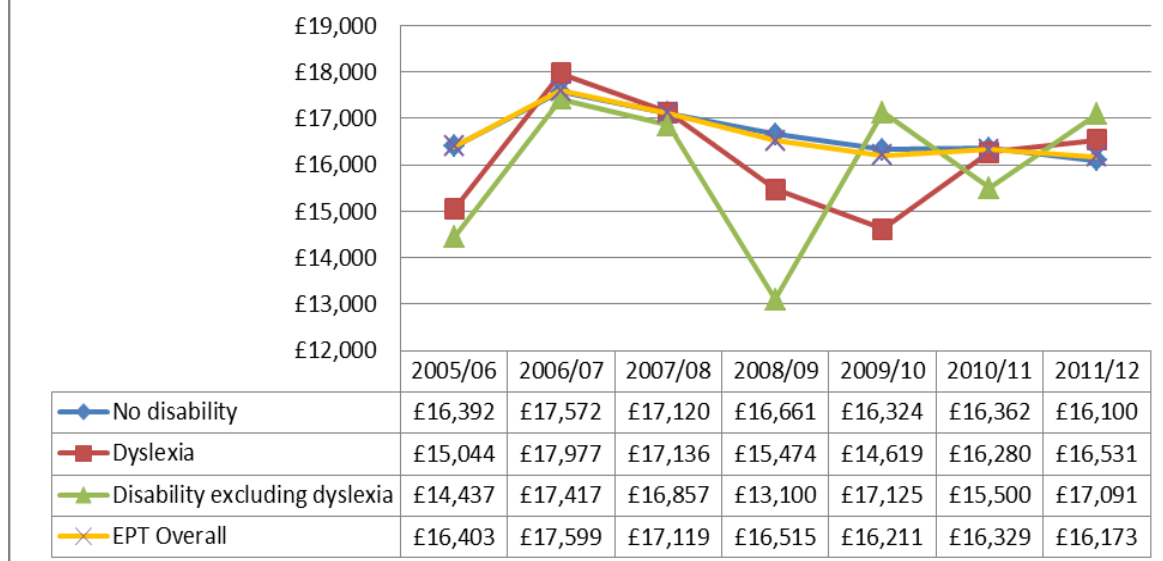
Gender

Gender: Student numbers and retention

24. The proportion of male and female students at the University has remained relatively steady in the four years to 2012/13 (males 57.9% versus females 42.1% in 2012/13) with a slight increase in the number and percentage of males in the past two years (a 2.3% increase in males in 2011/12, and a further 1.4% increase in 2013/13 (see Table 20).

25. For example, the male/female proportions were 5742/4589 (55.6%/44.4%) from a total of 10,331 students in 2009/10; 5525/4,664 (54.2%/45.8%) from a total of 10,189 students in 2010/11; 6142/4727 (56.5%/43.5%) from a total of 10,869 in 2011/12; and 5981/4350 (57.9%/42.1%) from a total of 10,331 students in 2012/13. Nationally over the past nine years there have been consistently more female than male students; however, the proportion of males is gradually increasing (from 42.7% in 2003/4 to 43.6% in 2011/12[9]).

26. Within the faculties in 2012/13 the male/female proportions studying on degree courses were 80.0%/20.0% in WMA (MarTec), 85.5%/14.5% in MarTec (excluding WMA), 56.9%/43.1% in FBSE and 42.5%/57.5% in FCIS.

27. Retention of female students is consistently marginally stronger than for male students. For example, in the four years to 2012/13 retention of female students was on average 0.8% better than for male students (see Table 21).

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[9] "Equality in higher education: statistical report 2013. Part 2: students" by the Equality Challenge Unit (ECU) 2013, page 29.
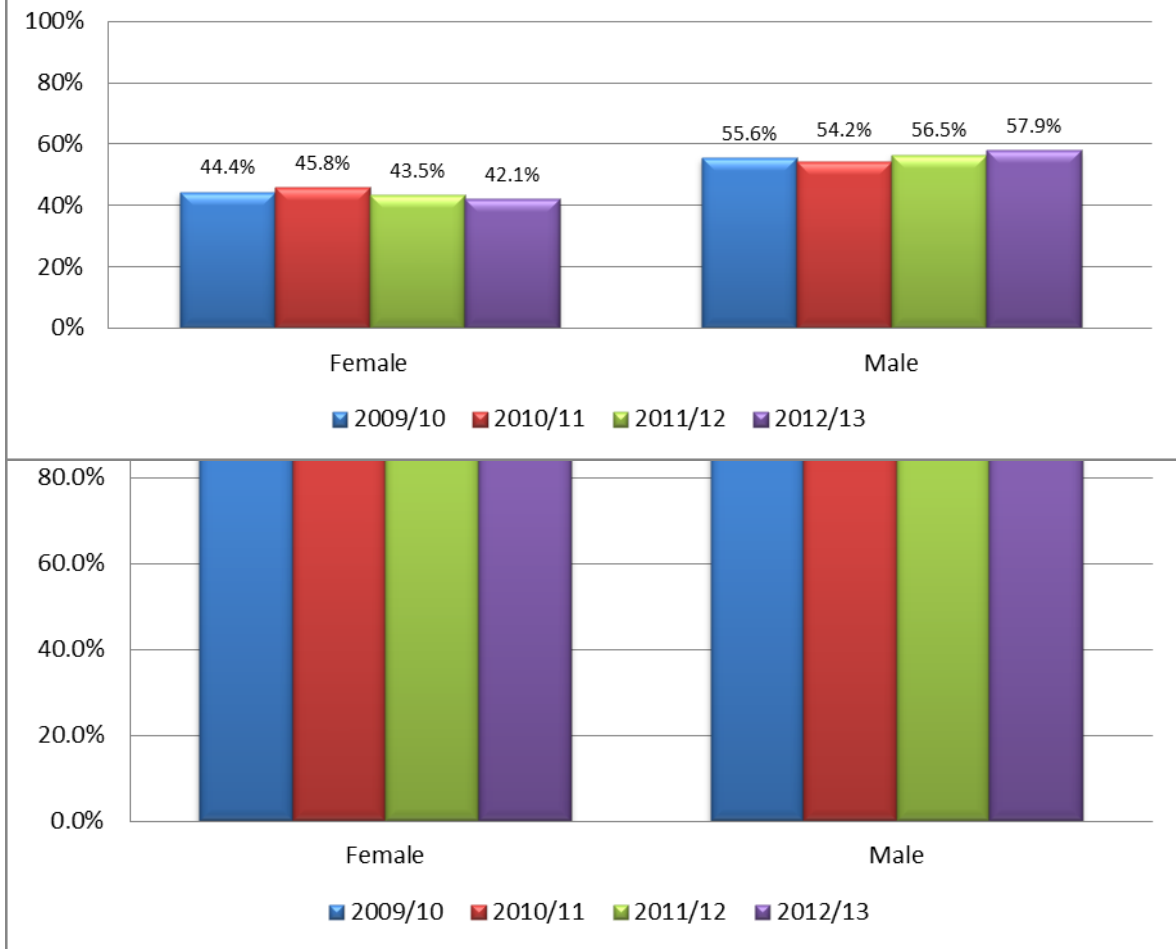
Table 20 - 'Gender divide' all courses in Southampton Solent University

Female: 44.4% (2009/10), 45.8% (2010/11), 43.5% (2011/12), 42.1% (2012/13)

Male: 55.6% (2009/10), 54.2% (2010/11), 56.5% (2011/12), 57.9% (2012/13)

Legend: 2009/10, 2010/11, 2011/12, 2012/13

29. For example, whilst 1.6% and 0.8% more males gained a 1st in 2009/10 and 2010/11 respectively, this was reversed in 2011/12 and 2012/13 when 0.3% (13.5% compared with 13.2%) and 5.6% (18.9% compared with 13.3%) more females gained a 1st. In addition, in 2012/13, 9.5% more female students gained a 2:1 whilst 6.6% more males gained a 2:2 and 2.2% more males gained a 3rd class degree (see Tables 22 and 23).
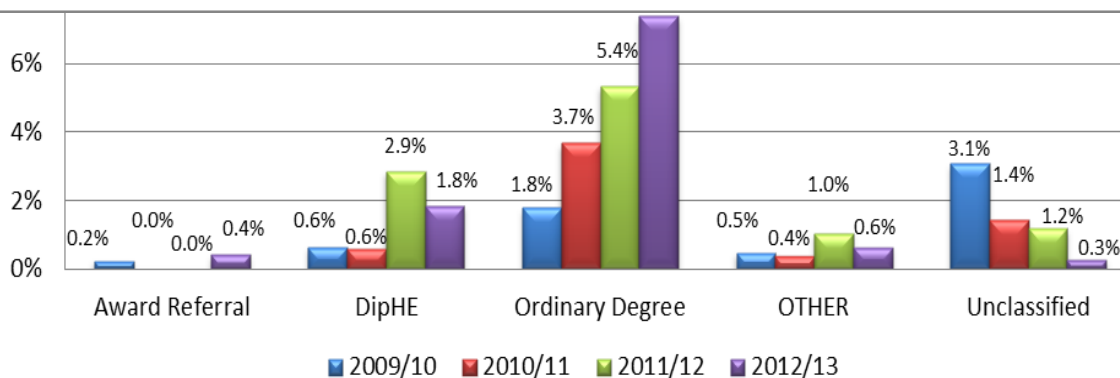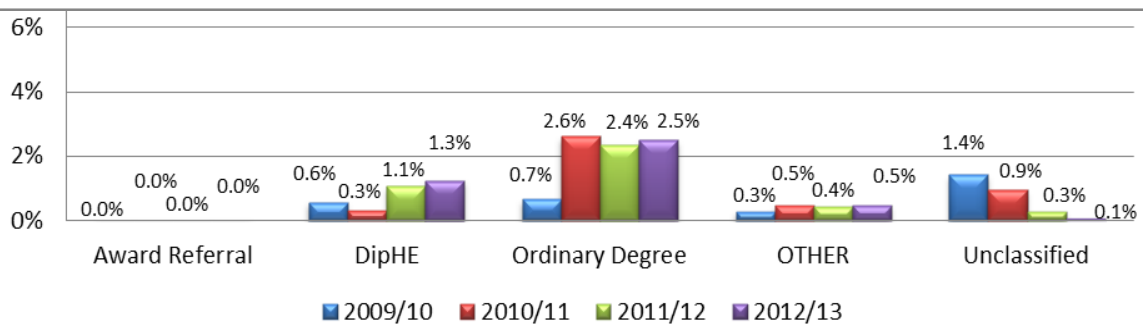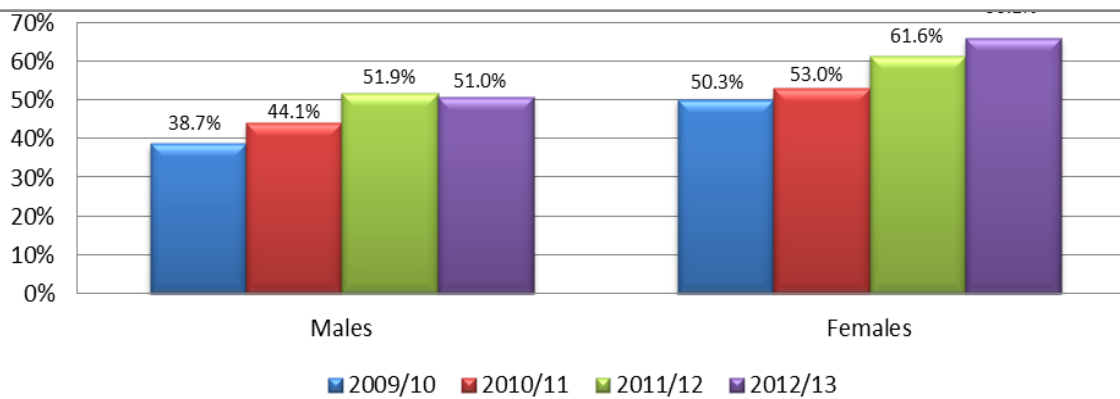
30. Nationally in 2011/12 male students in the UK were 0.7% more likely to gain a 1st; however, female students were 5.5% more likely to gain a 2:1 and in general terms female students were 4.8% more likely to gain a 'good degree'. In addition in 2011/12 and reflecting a similar position to the University, male students were 2.8% more likely to gain a 2:2 and 2% more likely to gain a 3rd[10].

31. When one analyses data on 'good' degrees (1st's and 2:1's) at the University, the attainment gap between the success of female and male students on degree courses was 11.6% in 2009/10, 8.9% in 2010/11, 10.3% in 2011/12, and 15.1% in 2012/13 in favour of female students (see Table 24).

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[10] "Equality in higher education: statistical report 2013. Part 2: students" by the Equality Challenge Unit (ECU) 2013, page 49.

Table 22 - Degree outcomes for females

Chart 1 — 1ST / 2:1 / 2:2 / 3RD

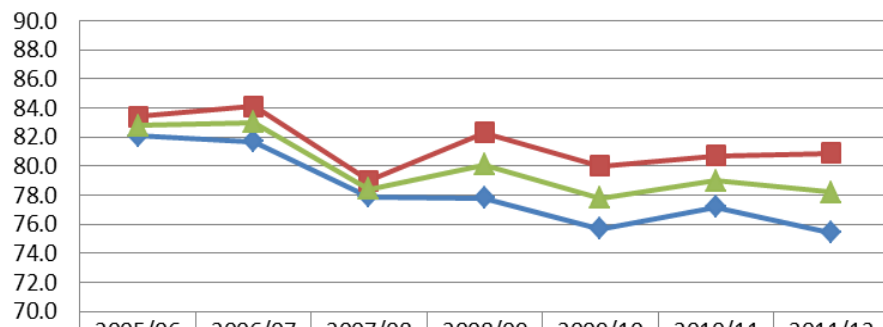|	2009/10	2010/11	2011/12	2012/13
1ST	5.7%	8.1%	13.5%	18.9%
2:1	44.6%	45.0%	48.1%	47.1%
2:2	39.6%	35.9%	30.5%	26.0%
3RD	7.1%	6.7%	3.7%	3.7%

Chart 2 — 1ST / 2:1 / 2:2 / 3RD

	2009/10	2010/11	2011/12	2012/13
1ST	7.3%	8.9%	13.2%	13.3%
2:1	31.4%	35.2%	38.8%	37.6%
2:2	42.6%	40.6%	32.2%	32.6%
3RD	12.4%	9.2%	5.4%	5.9%

Chart 3 — Males / Females

	2009/10	2010/11	2011/12	2012/13
Males	38.7%	44.1%	51.9%	51.0%
Females	50.3%	53.0%	61.6%	

Chart 4

	2009/10	2010/11	2011/12	2012/13
Award Referral	0.0%	0.0%	0.0%	
DipHE	0.6%	0.3%	1.1%	1.3%
Ordinary Degree	0.7%	2.6%	2.4%	2.5%
OTHER	0.3%	0.5%	0.4%	0.5%
Unclassified	1.4%	0.9%	0.3%	0.1%

Chart 5

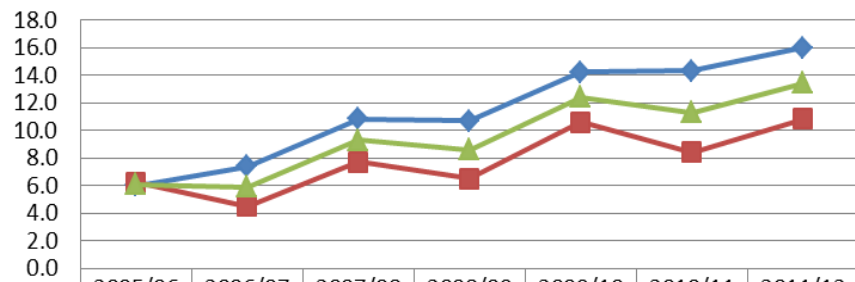|	2009/10	2010/11	2011/12	2012/13
Award Referral	0.2%	0.0%	0.0%	0.4%
DipHE	0.6%	0.6%	2.9%	1.8%
Ordinary Degree	1.8%	3.7%	5.4%	(7.x%)
OTHER	0.5%	0.4%	1.0%	0.6%
Unclassified	3.1%	1.4%	1.2%	0.3%

Gender: Graduate destinations and salaries

32. Female students graduating from the Southampton campus are more successful than males in gaining employment when analysing data for the seven years to 2011/12; and female students graduating from WMA are more successful than males when analysing data for the five years to 2011/12 (see Tables 27).

33. For example, females are more likely to be in employment compared with males; 80.9% females and 75.4% males were in employment in 2011/12. In addition, at WMA females were on average 7.6% more likely to be in employment in the four years from 2007/8 to 2010/11, and 13.7% less likely to be in employment ion 2011/12. Nationally the picture is similar with 68.9% females and 65.4% males in employment in 2011/12; however, the underlying picture shows females are 3.9% more likely to be in part-time work and males 2.6% more likely to be in 'professional full-time work'.

34. In addition, in relation to unemployment 0.2% more female graduates were unemployed in the first year 2005/06, however, on average 4.1% fewer females were unemployed compared with males in the following six years to 2011/12. The evidence shows 16% males were unemployed in 2011/12 compared with 10.8% females (see Table 28). In addition, at WMA female graduates were on average 4.7% less likely than males to be unemployed in the four years to 2010/11, and 14.1% more likely to be unemployed in 2011/12. Nationally in 2011/12, 3.0% fewer females were unemployed than males (that is, 6.0% females versus 9.0% males).

35. In this period the unemployment rate for the University climbed from 6.1% in 2005/6 to 12.4% in 2009/10, fell by 1.1% to 11.3% in 2010/11, and increased again to 13.4% in 2011/12 (see Table 28).

36. When examining data on average salaries for graduates from the Southampton campus there is a 'pay gap' and female graduates are less successful than male graduates. The 'pay gap' narrowed in the four years to 2009/10 to £321 with average female salaries at £16,057 and male salaries £16,378; however, the pay gap increased to £1,444 in 2010/11 with average female salaries at £15,665 and male salaries £17,109 and narrowed again in 2011/12 to £1,379 (see Table 29). In addition, at WMA female graduates earned on average 92.6% what males earned when graduating, and the pay gap was on average £2,293 in the five years to 2011/12.

Table 27 - EPT % employed by gender

	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12
Employed Male	82.1	81.7	77.9	77.8	75.7	77.2	75.4
Employed Female	83.4	84.1	79.0	82.3	80	80.7	80.9
Employed EPT Overall	82.8	83.0	78.4	80.1	77.8	79.0	78.2

Table 28 - EPT % unemployed by gender

	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12
Unemployed Male	6.0	7.4	10.8	10.7	14.2	14.3	16.0
Unemployed Female	6.2	4.5	7.7	6.5	10.6	8.4	10.8
Unemployed EPT Overall	6.1	5.9	9.3	8.6	12.4	11.3	13.4

Table 29 - EPT Salary by gender
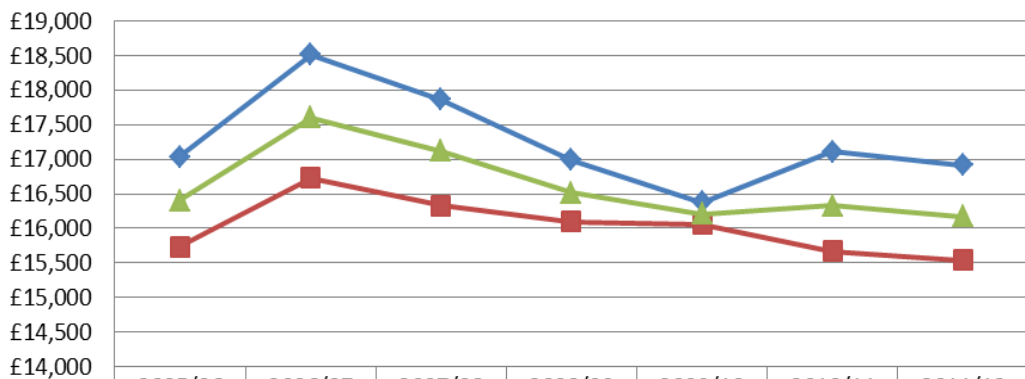
	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12
Male	£17,032	£18,516	£17,864	£16,988	£16,378	£17,109	16915
Female	£15,737	£16,725	£16,327	£16,100	£16,057	£15,665	15536
EPT Overall	£16,403	£17,599	£17,119	£16,515	£16,211	£16,329	£16,173

Table 30 - WMA salary by gender

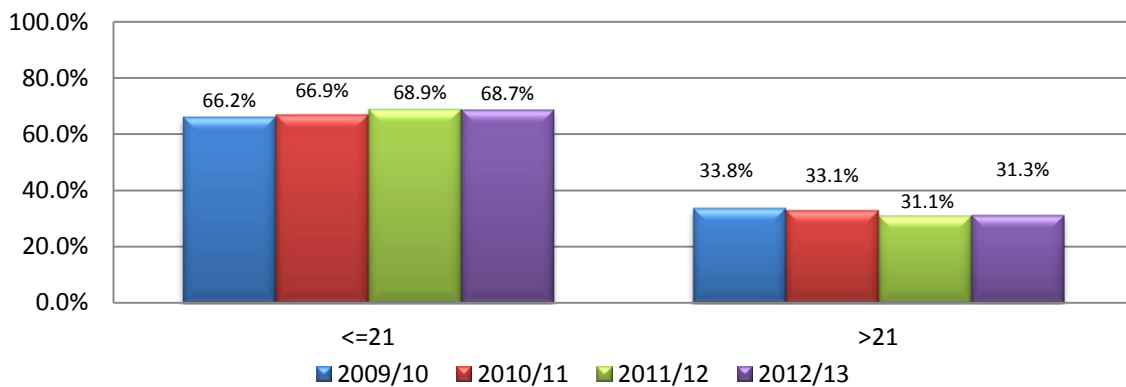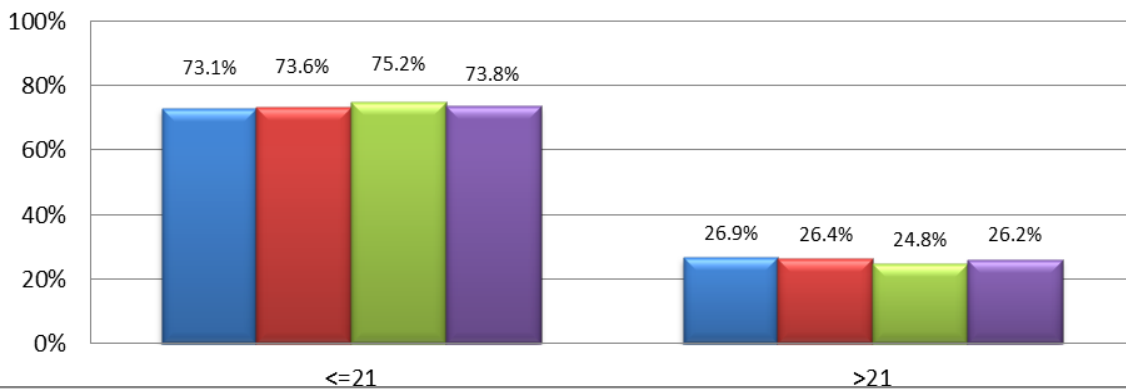|	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12
Male	£23,171	£23,444	£28,308	£29,333	£27,118	£31,263	£28,816
Female			£25,500	£25,714	£26,800	£28,857	£27,000
WMA Overall	£22,588	£22,900	£28,047	£28,649	£27,077	£30,889	£28,643
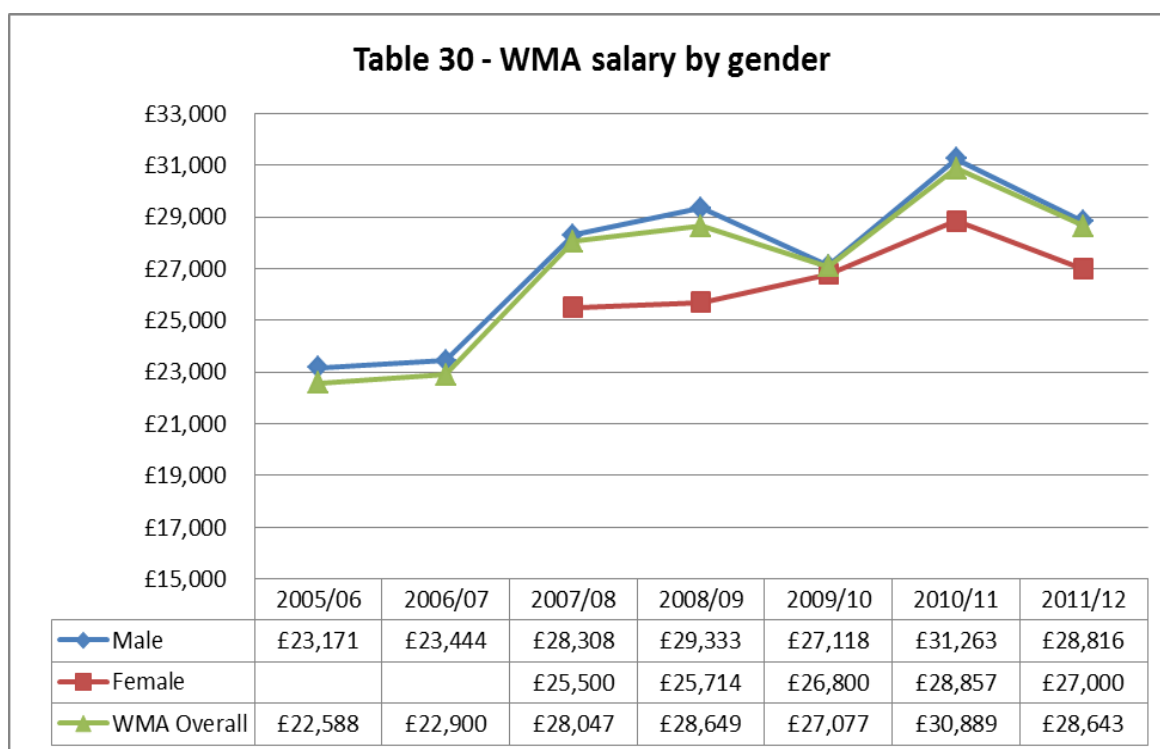
Age

Age: Student numbers and retention

37. In the four years to 2012/13, the proportion of students aged under-21 and over-21 (≤21 compared with >21) at the University on all courses has changed slightly to a younger age profile; that is, from 66.2% to 68.7% for students aged ≤21, and from 33.8% to 31.3% for students aged >21. On degree courses the change is less significant where the proportions were 73.1% compared with 26.9% in 2009/10 and 73.8% compared with 26.2% in 2012/13. However, the most recent data for 2012/13 shows an increase in the age profile of the University with 0.2% more students on all courses aged >21 and 1.4% more students on degree courses aged >21 (see Tables 31 and 32). Nationally 51.3% students were aged ≥21 in 2011/12.

38. Within the faculties in 2012/13, the proportion of ≤21/>21 aged students in respect of the total number of students studying on first degree courses was 80.7%/19.3% in FCIS, 72.7%/27.3% in FBSE and 62.1%/37.9% in MarTec (excluding WMA).

39. For the four years to 2012/13, the age profile for students studying for a HNC/D qualification has aged; for example, in 2012/13 the ≤21/>21 age profile of students studying HNC/D courses was 39.7%/60.3% (See Table 33).

40. In the four years to 2012/13, the ≤21/>21 age profile for students studying postgraduate courses has become younger; for example, the data showed the proportions were 3.2%/96.8% in 2009/10 and 7.7%/92.3% in 2012/13 (see Table 34).

41. There is no significant difference between the retention of those aged 21 and under compared with those aged over 21 on postgraduate, degree or HNC/D courses; however, data for degree courses shows retention of those aged over 21 is marginally stronger and improving compared with those aged ≤21. For example, retention of those aged ≤21 compared with those aged >21 studying on degree courses for the four years to 2012/13 was respectively 96.9% compared with 96.8% (-0.1% difference), 97.3% compared with 97.4% (+0.1% difference), 96.5% compared with 97.3% (+0.8% difference), and 96.6% compared with 97.7% (+ 1.1% difference) (see Tables 35 - 37).
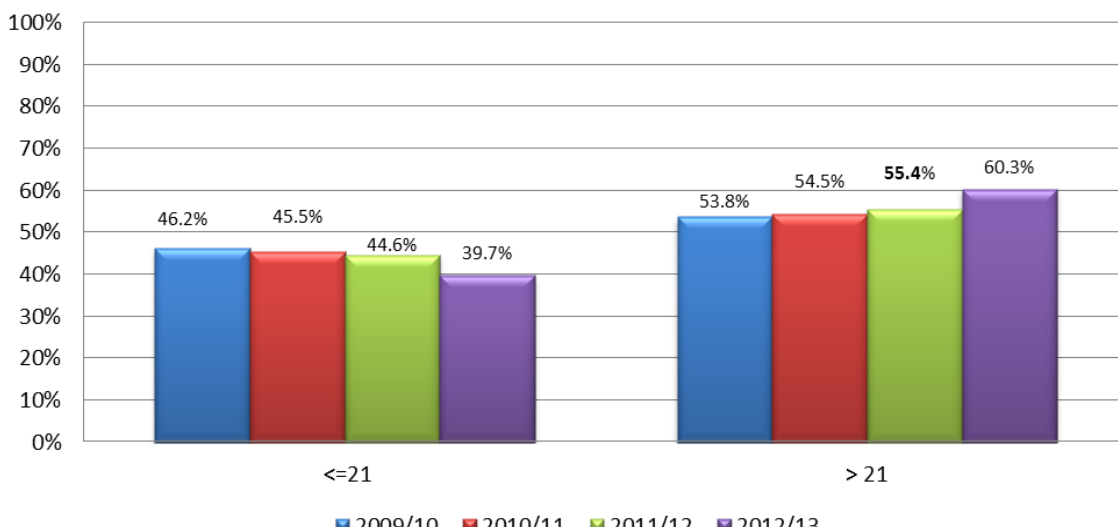
Table 31 - % students aged under 21 and over 21 on all courses

	<=21	>21
2009/10	66.2%	33.8%
2010/11	66.9%	33.1%
2011/12	68.9%	31.1%
2012/13	68.7%	31.3%

Table 32 - % students on Degree courses by age

	<=21	>21
2009/10	73.1%	26.9%
2010/11	73.6%	26.4%
2011/12	75.2%	24.8%
2012/13	73.8%	26.2%

Table 33 - % students on HNC/D courses by age

	<=21	> 21
2009/10	46.2%	53.8%
2010/11	45.5%	54.5%
2011/12	44.6%	55.4%
2012/13	39.7%	60.3%

Table 34 - % students on postgraduate courses by age

	<= 21	> 21
2009/10	3.2%	96.8%
2010/11	3.2%	96.8%
2011/12	3.9%	96.1%
2012/13	7.7%	92.3%
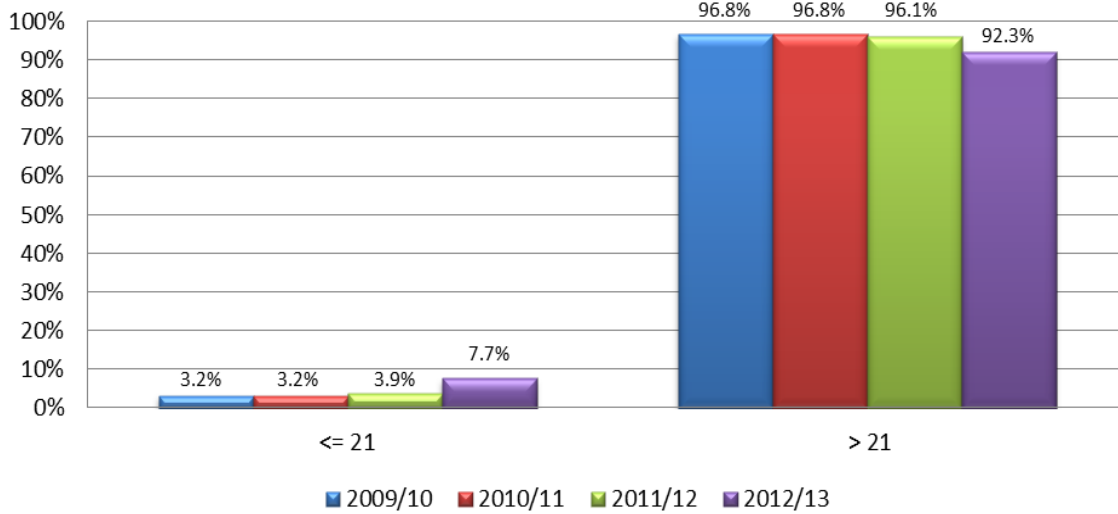
Table 35 - Retention of students on a Degree course by age

	Not Retained <=21	Not Retained >21
2009/10	3.1%	3.2%
2010/11	2.7%	2.6%
2011/12	3.5%	2.7%
2012/13	3.4%	2.3%
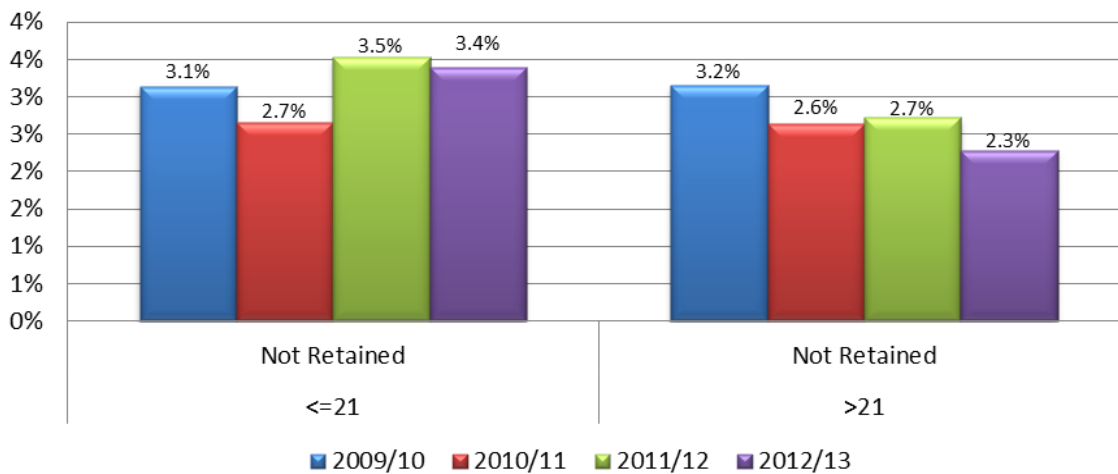
Table 36 - Retention of students on HNC/D courses

	Not Retained <=21	Not Retained >21
2009/10	3.0%	5.0%
2010/11	1.6%	5.0%
2011/12	2.7%	2.4%
2012/13	1.7%	0.9%

Table 37 - Retention of students on postgraduate courses by age

	<=21 Not Retained	>21 Not Retained
2009/10	4.3%	4.2%
2010/11	0.0%	4.3%
2011/12	4.0%	4.0%
2012/13	3.0%	4.1%
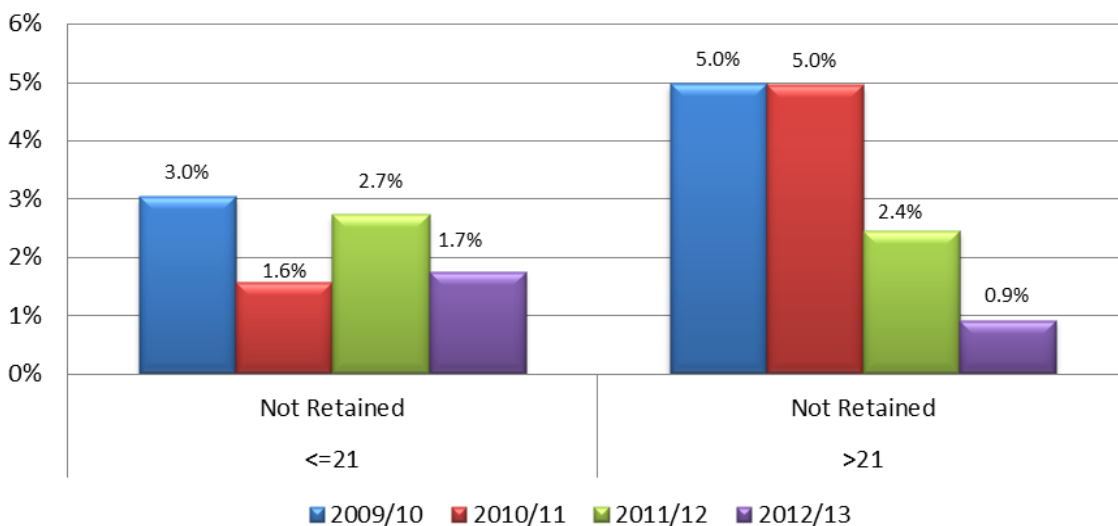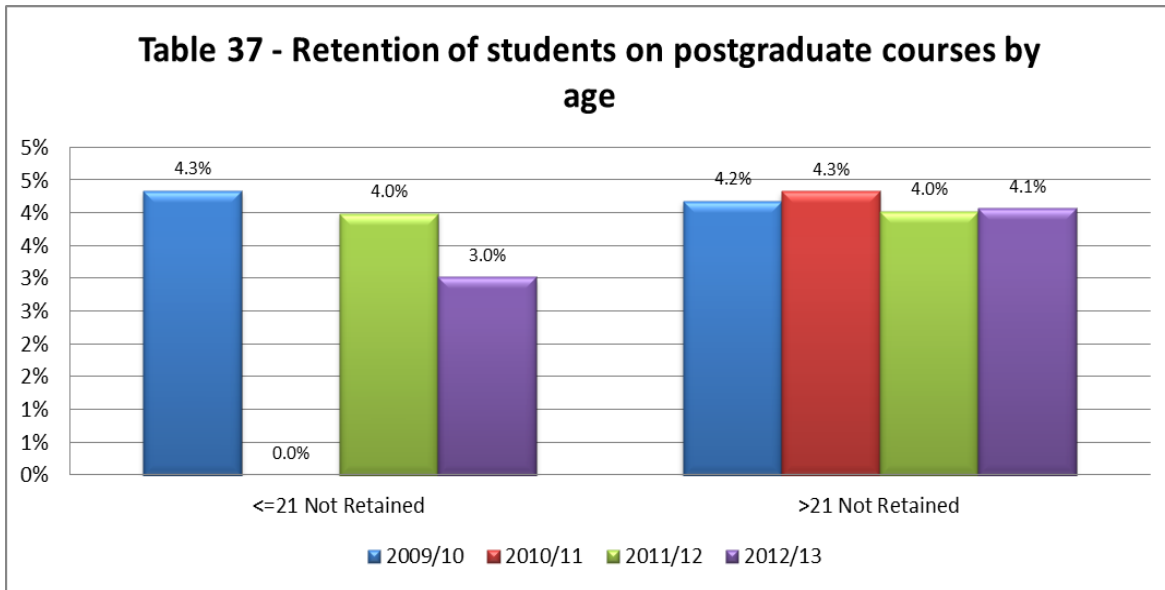
...y in 2011/12, and 2.7% more likely in 2012/13 (see Table 38).
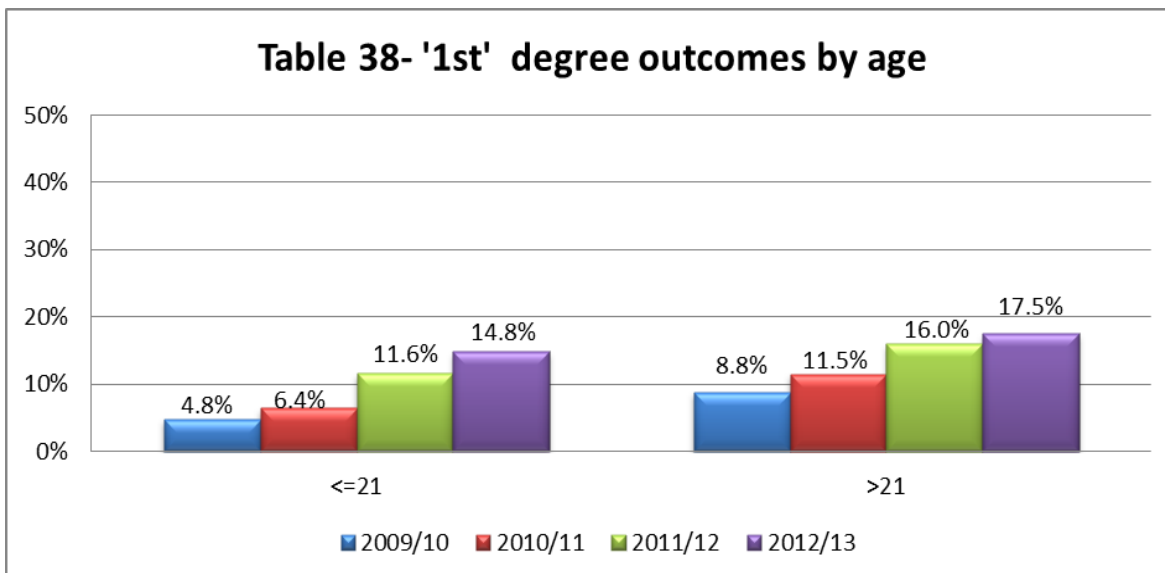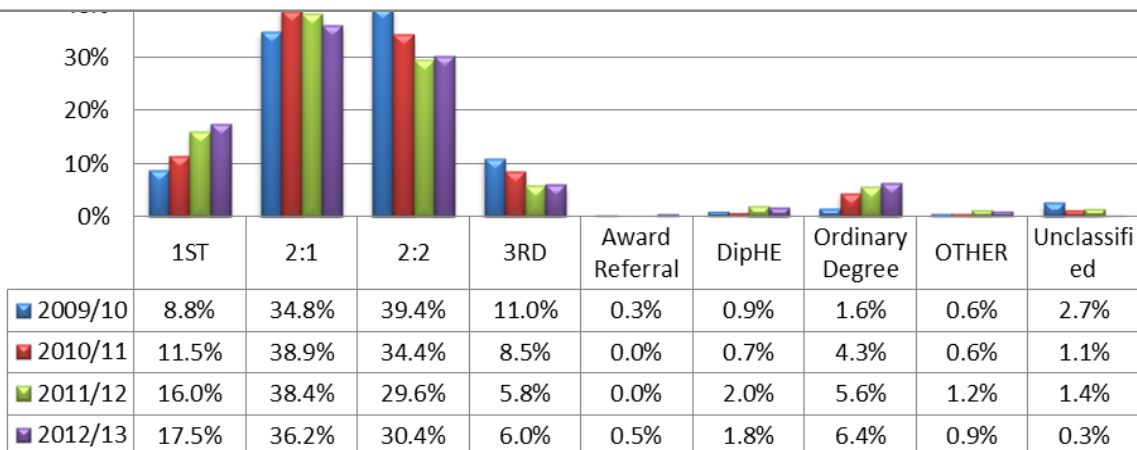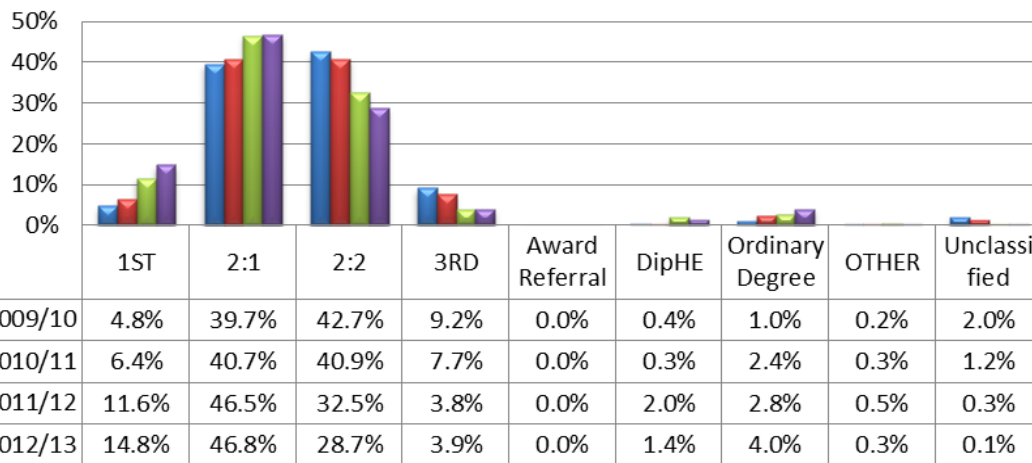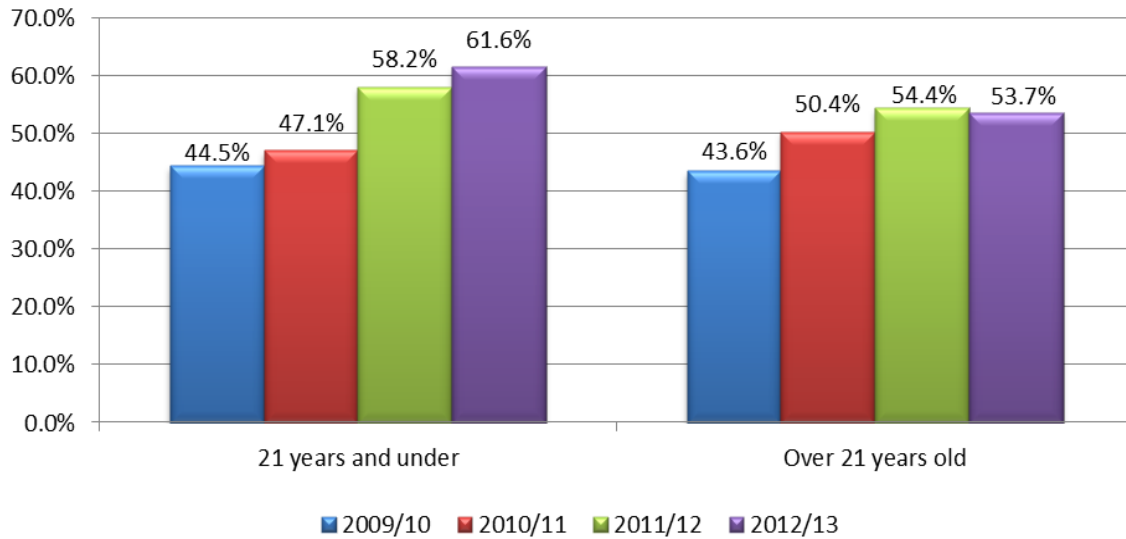
43. Of students aged ≤21, 0.9% more gained a good degree in 2009/10 and 7.9% more gained a good degree in 2012/13 (see Table 39). Nationally in 2011/12 the proportion of first degree qualifiers graduating with a 1st increased with age; 14.7% of those aged ≤21 compared with 19.7% for those aged >36[11].

44. Further analysis shows on average 5.1% more students aged >21 gain a 3rd or other outcome (e.g. DipHE, Ordinary degree, or unclassified degree) in the four years to 2012/13; for example, 4.3% more likely in 2009/10 and 6.2% more likely in 2012/13 (see Tables 40 and 41).

Table 38- '1st' degree outcomes by age

	<=21	>21
2009/10	4.8%	8.8%
2010/11	6.4%	11.5%
2011/12	11.6%	16.0%
2012/13	14.8%	17.5%

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[11] "Equality in higher education: statistical report 2013. Part 2: students" by the Equality Challenge Unit (ECU) 2013, page 165.

Table 39 'Good Degree' (1st and 2:1) outcome by age

	2009/10	2010/11	2011/12	2012/13
21 years and under	44.5%	47.1%	58.2%	61.6%
Over 21 years old	43.6%	50.4%	54.4%	53.7%

	1ST	2:1	2:2	3RD	Award Referral	DipHE	Ordinary Degree	OTHER	Unclassified
2009/10	4.8%	39.7%	42.7%	9.2%	0.0%	0.4%	1.0%	0.2%	2.0%
2010/11	6.4%	40.7%	40.9%	7.7%	0.0%	0.3%	2.4%	0.3%	1.2%
2011/12	11.6%	46.5%	32.5%	3.8%	0.0%	2.0%	2.8%	0.5%	0.3%
2012/13	14.8%	46.8%	28.7%	3.9%	0.0%	1.4%	4.0%	0.3%	0.1%

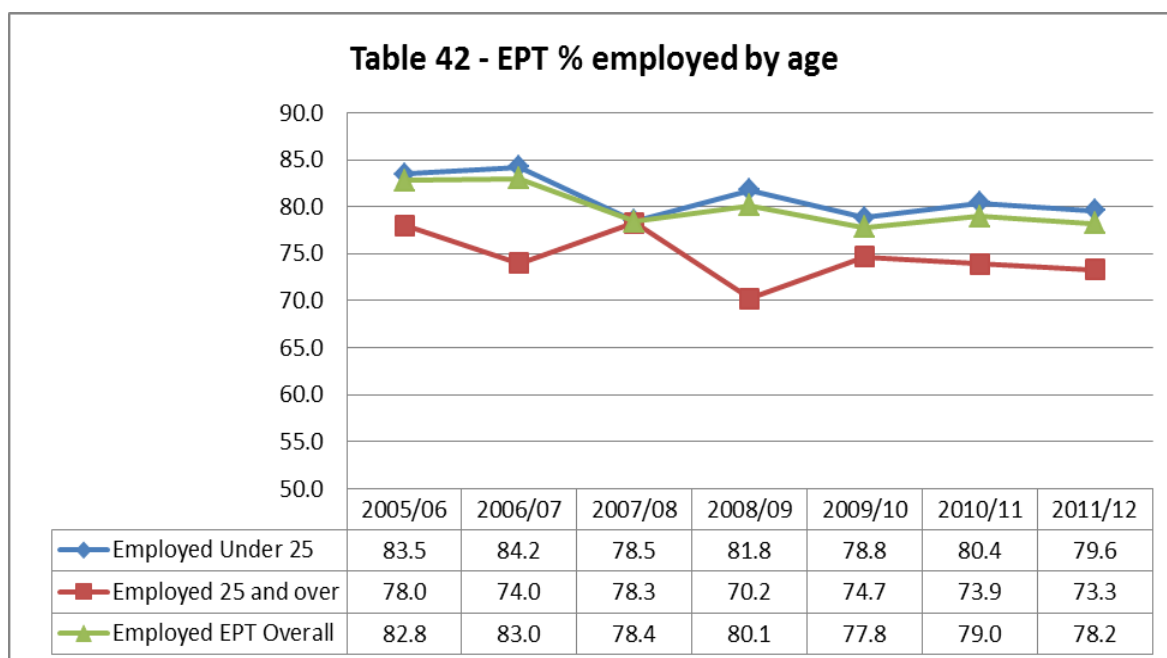|	1ST	2:1	2:2	3RD	Award Referral	DipHE	Ordinary Degree	OTHER	Unclassified
2009/10	8.8%	34.8%	39.4%	11.0%	0.3%	0.9%	1.6%	0.6%	2.7%
2010/11	11.5%	38.9%	34.4%	8.5%	0.0%	0.7%	4.3%	0.6%	1.1%
2011/12	16.0%	38.4%	29.6%	5.8%	0.0%	2.0%	5.6%	1.2%	1.4%
2012/13	17.5%	36.2%	30.4%	6.0%	0.5%	1.8%	6.4%	0.9%	0.3%

be in further study than those aged 25 and over. For example, the employment 'gap' in the seven years to 2011/12 fluctuated between 11.6% in 2008/9 and 0.2% in 2007/8 (note, the most recent data shows the gap to be 6.5% in 2010/11 and 6.3% in 2011/12) (see Table 42). This reflects the national picture where 43.9% graduates aged ≤21 and 63.5% those aged 26-35 were employed in 2011/12[12].

[12] "Equality in higher education: statistical report 2011. Part 2: students" by the Equality Challenge Unit (ECU) 2011, page 172.
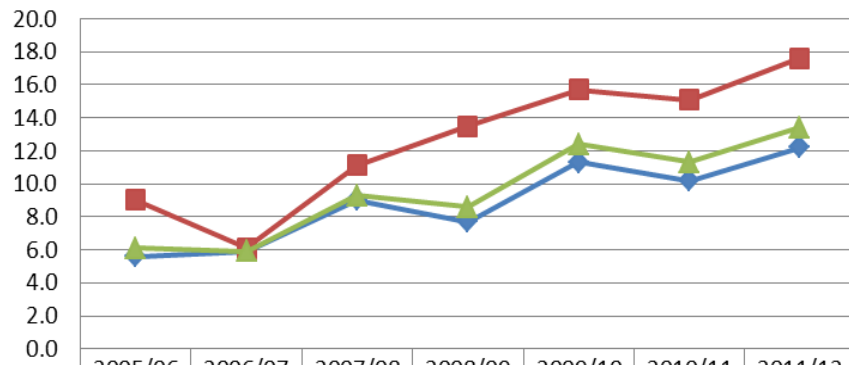
46. Graduates aged under 25 are less likely to be unemployed than those aged 25 and over; and graduate unemployment has been increasing for both age groups. For example, graduate unemployment for those aged under 25 in the seven years to 2011/12 was 5.6%, 5.9%, 9.0%, 7.7%, 11.3%, 10.2%, and 12.2% respectively in that time frame; and for those aged 25 and over it was 9.0%, 6.1%, 11.1%, 13.5%, 15.7%, 15.1% and 17.6% respectively (see Table 43). Conversely graduates aged 25 and over in the seven years to 2011/12 are on average 3.3% more likely to be in further study (see Table 44).

47. In addition, students aged under 25 graduating from WMA were more likely to be employed, less likely to be unemployed, and more likely to be employed on lower salaries earning on average 87% of the salary earned by a WMA graduate aged 25 and over.

48. Students aged 25 and over graduating from the Southampton campus also eared on average higher salaries than those age under 25 in each of the six years to 2010/11 (for example, £17,821 compared with £15,786 in 2011/12). WMA graduate salaries presented a similar pattern over the same period (for example, £30,063 compared with £24,100 in 2011/12

### Table 42 - EPT % employed by age

	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12
Employed Under 25	83.5	84.2	78.5	81.8	78.8	80.4	79.6
Employed 25 and over	78.0	74.0	78.3	70.2	74.7	73.9	73.3
Employed EPT Overall	82.8	83.0	78.4	80.1	77.8	79.0	78.2

Table 43 - EPT % unemployed by age

	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12
Unemployed Under 25	5.6	5.9	9.0	7.7	11.3	10.2	12.2
Unemployed 25 and over	9.0	6.1	11.1	13.5	15.7	15.1	17.6
Unemployed EPT Overall	6.1	5.9	9.3	8.6	12.4	11.3	13.4

Table 44 - EPT % in further study by age
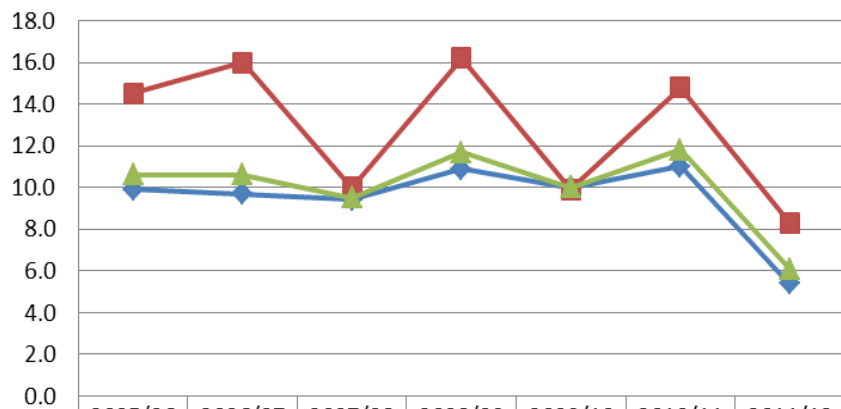
	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12
Further study Under 25	9.9	9.7	9.4	10.9	10	11.0	5.4
Further study 25 and over	14.5	16.0	10.0	16.2	9.9	14.8	8.3
Further study EPT Overall	10.6	10.6	9.5	11.7	10	11.8	6.1

Table 45 - EPT salary by age
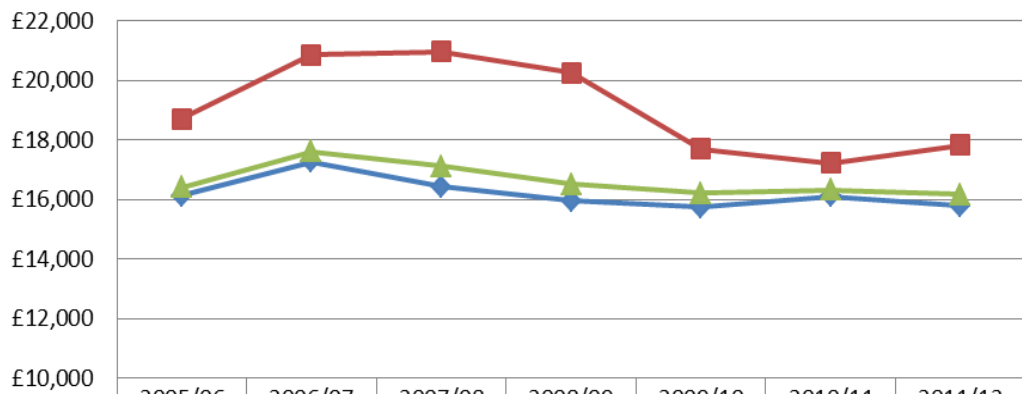
	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12
Under 25	£16,135	£17,258	£16,426	£15,957	£15,745	£16,106	£15,786
25 and over	£18,713	£20,845	£20,961	£20,257	£17,696	£17,217	£17,821
EPT Overall	£16,403	£17,599	£17,119	£16,515	£16,211	£16,329	£16,173