



Southampton Solent University

Student Equality Forum (SEF)

Annual Report

2013-14

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April 2015

Introduction

1. The Student Equality Forum (SEF) 2013-14 annual report responds to the University's strategic plan 2008-15 including a commitment to inclusion 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. In addition, the report provides a mechanism for reviewing the University's progress in delivering equality, diversity and inclusion (EDI), and benchmarking against the university sector.
2. The SEF Annual Report covers the period 1 August 2013 to 31 July 2014 and includes analysis of data in relation to all undergraduate and postgraduate long course taught provision. The full analysis is provided below at Appendix C; a summary is provided here at paragraphs 7-14. The report has been developed to reflect the groupings presented in the annual Equality Challenge Unit (ECU) 'students' statistical report¹ (see paragraph 3 below) in order to ensure the University is comparing 'like with like' when analysing data; however, note, data in the ECU report is for the period up to 2012-13, one year behind the University. This is the first year in which the University has presented the data in this way (note, previously a different form of Annual Course Monitoring reporting was used as the data source). Whilst internal trend data is not presented on this occasion, the analyses in the SEF Report compare the University accurately with the latest external 2012-13 benchmark data. Over time, trend analysis of internal data will also be possible; for example, the next SEF 2014-15 annual report will include 2 years of data.
3. As in the past, the data analysis for student groups is in relation to issues of student numbers (recruitment), continuation, attainment and graduate outcomes. The analysis is further provided in relation to the protected equality characteristics of age, disability, ethnicity and gender. In addition, this year for the first time, further data analysis is provided for protected characteristics of 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, low participation neighbourhoods).
4. Solent graduate outcomes data is informed by the Destinations of Leavers from Higher Education (DLHE) survey for the eight year period 2005-06 to 2012-13. National benchmark DLHE data is taken from the ECU students statistical report and relates to the period up to 2011-12.
5. The Report includes a review of 2013-14 SEF priorities and indicates priorities in 2014-15. It also promotes the objectives of the University Equality Scheme in **Appendix A**.
6. SEF members in 2013-14 were as follows:
 - Phil Gibson, Head of Student Services, LIS (Chair)
 - Simona Boeva, Vice President of Welfare, Solent Students' Union
 - Lorna Reavley, Chief Executive, Solent Students' Union
 - Laura Pratt, Student Involvement Manager, Solent Students' Union
 - Hannah Watts, Vice President of Education, Solent Students' Union
 - Georgina Andrews, FBSE Faculty Rep: Director, Southampton Solent Business School
 - Lisa Binney, FBSE Faculty Rep: Snr. Lecturer in Sport Development & Policy
 - Karen Arm, MarTec Faculty Rep: Teaching and Learning Developer
 - Jonathan Ridley, MarTec Faculty Rep: Principal Lecturer (Operations) at WMA
 - Dawn Edwards, MarTec Faculty Rep: Student Support Network Officer (SSNO) WMA

¹ Equality in higher education: statistical report 2013. Part 2: students" by the Equality Challenge Unit (ECU) 2014

- Liz Williams, MarTec Faculty Rep: Student Support Network Officer (SSNO) at EPT
- Devon Campbell-Hall FCI Faculty Rep. Senior Lecturer in English/Media Writing
- Bryan Carroll, Assistant Director, Estates & Facilities (Facilities & Commercial)
- Andi Maratos, Residences Manager, Estates & Facilities
- Judith Hanley, Faculty Employability & Enterprise (E&E) Adviser, E&E, LIS
- Andrea Peoples, Access Solent Manager, Student Services, LIS
- Graeme Barber, Deputy Librarian (Customer Services and Operations), LIS
- Alison Golden, Deputy Head of Student Services, LIS
- Rev'd Dr Julian Davies, Anglican Chaplain, Student Services, LIS
- Julian Prior, Learning Technologist, Learning Technologies, LIS
- Suzanne Steele, Planning & Information Team Leader, Finance Service
- Tori Morrison, Corporate Planning & Information Manager, Finance Service
- Dr Steve Lake, Head of Student Recruitment, Marketing & Communications Service
- Dr Helen Thomas, Head of Programme Development, Academic Services

2013-14 Monitoring information - key themes from the data analysis at Appendix C

#Note, continuation is calculated from the sum of those students who either continued into the following year or qualified, as a percentage of all students who were enrolled on 1 December i.e. the Higher Education Students Early Statistics (HESES) census date

★A 'good' degree is defined as a 1st or 2i; a good postgraduate degree is a Merit or Distinction

7. **Ethnicity** [note, black and minority ethnic abbreviation to BME] (see Appendix C pages 17-22 and paras. 1-22)
- i. The proportion of UK-domiciled BME students at Solent was 18.6%; nationally BME students increased from 14.9% in 2003-04 to 19.6% in 2012-13²
 - ii. In faculties the largest proportion of BME students was in FBSE (23.2%) compared with 20.9% in MarTec and 13.7% in FCI
 - iii. The largest proportion of 1,511 Solent home domiciled BME students were (note, national data is in brackets []) Black i.e. 642 or 7.9% [6.3%], followed by Mixed 362 or 4.5% [3.1%], Asian 343 or 4.2% [8.3%], Other 131 or 1.6% [1.2%] and Chinese 33 or 0.4% [0.9%]
 - iv. Differences in continuation rates (see # above for definition) were small, ranging from 80.5% for students from 'Other' to 89.7% for students from White backgrounds. Nationally, continuation rates ranged from 85.5% for Black students to 93.2% for Chinese students
 - v. BME students were 17.6% less likely than White students to attain a good degree (see ★ above for definition). Nationally BME students were 16.1% less likely than White students to attain a good degree.
 - vi. Further analysis shows that those students with an Asian background were 5% more likely than White students to attain a good degree, i.e. 69.8% compared with 64.8%
 - vii. BME graduates from degree courses at Solent East Park Terrace (EPT) campus were 15% less likely to be employed, 8.1% more likely to be unemployed, and 7.4% more likely to be in further study than other graduates; and at Warsash Maritime Academy (WMA) BME graduates were 23.4% less likely to be employed, 2.8% less likely to be unemployed, and 22.7% more likely to be in further study. Nationally BME graduates were 8.1% less likely to be employed than White graduates. Solent DLHE data is not broken down further by different ethnic groups

² "Equality in higher education: statistical report 2014. Part 2: students" by ECU 2014, page 111.

- 8. Disability** (see Appendix C pages 23-28 and paras. 23-43)
- i. Of 10,004 students, 1,212 or 12.1% declared a disability. Of these, 724 or 7.2% declared a specific learning difficulty (SpLD, e.g. dyslexia, dyspraxia or AD[H]D), and 187 or 1.9% declared a mental health condition. Nationally 9.5% students disclosed as disabled.
 - ii. 401 (33.1%) disabled students were based in FBSE, 558 46.0% in FCI, and 253 (20.9%) in MarTec. 1,179 (97.3%) were full-time, 32 (2.6%) part-time, and 1 (0.1%) distance learning. 1,151 (95.0%) were UK-domiciled, and 62 (5.0%) domiciled outside the UK.
 - iii. Reflecting the national picture, a lower proportion (84.7%) of full-time UK-domiciled first degree disabled students continued or qualified, compared with 89.2% students with no known disability
 - iv. Continuation rates varied between 86% for students declaring a SpLD to 70% where multiple disabilities were declared, and 78.8% where a disability was not listed
 - v. 58.3% disabled students attained a good degree compared with 62.2% of students with no known disability, a gap of 3.9%. Nationally the gap was 2.1% gap (66% compared with 68.1%)
 - vi. Further analysis showed of 27 students with a mental health condition 68.3% attained a good degree, and of 127 students declaring a SpLD 57.8% attained a good degree
 - vii. Reflecting the picture nationally Solent disabled graduates were 5.8% less likely to be employed, 6.5% more likely to be unemployed, and 1.4% more likely to be involved in further study than graduates who have not declared a disability. Nationally disabled graduates were 5.5% less likely to be employed and 2.7% more likely to be unemployed.
- 9. Gender** (see Appendix C pages 28-33 and paras. 42-62)
- i. At Solent there were 15.2% more males than females (57.6% compared with 42.4%); nationally there were 12.4% more females than males (56.2% compared with 43.8%)
 - ii. Analysing by faculty showed FBSE had 14% more males (i.e. 1,668/43.0% females and 2,215/57% males); FCI had 13.6% more females (i.e. 2,279/56.8% females and 1,733/43.2% males); and MarTec had 72% more males (i.e. 295/14% females and 1,813/86% males)
 - iii. Reflecting the national picture a higher proportion of female students continued (90.1% females compared with 87.0% males, a gap of 3.1%). Nationally the figures were 92.3% females compared with 90.3% males, a gap of 2.0%
 - iv. At Solent there was an attainment gap of 9.1% for 'good' degrees in favour of female students (67.4% compared with 58.3%). The national data showed an attainment gap of 4.8% (70% compared with 65.2%) in favour of female students.
 - v. When analysing gender attainment by residence, the data for home UK domiciled students showed a gap of 8.1%; and the data for students domiciled outside the UK showed a gap of 15.2%, a difference of 7.1%
 - vi. Graduate destinations data showed female degree graduates from the Southampton EPT campus were 7.7% more likely to be employed, more likely to be employed on lower salaries, 0.3% less likely to be in further study, and 5.0% less likely to be unemployed. Nationally female graduates were 3.3% more likely to be employed, 1.2% less likely to be in further study, 2.7% less likely to be unemployed
 - vii. At WMA females were 6.0% less likely to be employed and 1.6% more likely to be unemployed.
- 10. Age** (see Appendix C pages 34-39 and paras. 63-77)
- i. The Solent age profile (71.2% students aged 21 and under) is younger than the national average (53.7%) for this age group. In addition, 18.1% students were aged 22-25, 7.2% aged 26-35, and 3.5% aged 36 and over
 - ii. In faculties FCI had the youngest age profile with 79.8% students aged 21 and under compared with FBSE 68.4% and MarTec 60.2%

- iii. Reflecting the national picture Solent students aged 21 and under were 3.2% more likely to continue compared with students aged over 21
- iv. Further analysis showed Solent students aged 21 and under domiciled outside the UK were 3.2% less likely to continue than UK-domiciled students; and students aged over 21 domiciled outside the UK were 0.3% more likely to continue
- v. 2.6% more students aged 21 and under attained a 'good' degree than those aged over 21
- vi. Further analysis showed students aged 21 and under were 2.6% more likely to attain a good degree than those aged 22-25, 1.3% less likely to attain a good degree than those aged 26-35, and 6.9% less likely than those aged 36 and over
- vii. When comparing with the national data, Solent graduates aged 21 and under were 9.0% less likely to attain a good degree; aged 22-25, 7.5% less likely; aged 26-35, 3.0% more likely; and aged 36 and over were 8.4% more likely
- viii. Solent graduates aged 25 and under from the EPT campus were 12.6% more likely to be employed, 16.0% less likely to be in further study and 4.0% more likely to be unemployed compared with graduates nationally of the same age group. Solent first degree graduates aged over 25 were 10.8% less likely to be employed, 5.2% less likely to be in further study and 5.5% less likely to be unemployed.

11. Multiple Identities (see Appendix C pages 39-41 and paras 78-94)

- i. **Age and disability:** 66.3% students who declared a disability were 21 and under compared with 54.3% nationally. A higher proportion (20.4%) of students aged 36 and over (note, nationally the figure was 10.6%) disclosed as disabled than students in any other age group. Students aged 36 and over comprised 22.0% of those students with mental health conditions and 20.6% of those with longstanding illness. Most impairment types had a young age profile; for example, 74.5% of those who disclosed a social communication/autistic spectrum disorder and 69.3% with a specific learning difficulty were aged 21 and under. Conversely, 56% students disclosing a mental health condition were aged 21
- ii. **Age and ethnicity:** White students had a younger age profile than BME students with 94.6% aged 25 and under compared with 91.7% BME students. Students from Black and 'Mixed' race backgrounds were 11.9% and 15.6% respectively aged over 25 compared with 5.4% White. Nationally the data showed 67.9% White and 70.3% BME students were aged 25 and under
- iii. **Age and gender:** Male students had an older age profile: For example, 30.1% male compared with 24.6% females were aged over 21. Nationally the data showed male students had a younger age profile
- iv. **Ethnicity and disability:** A higher proportion of White students disclosed as disabled than BME students. For example, (note, national data is in brackets []), 14.4% [11.6%] White students disclosed compared with 9.8% [8.4%] BME students. Further analysis shows disability disclosure rates highest among White students (14.4%) and lowest among Chinese students (6.5%); nationally they were also lowest among Chinese students but highest among 'Mixed' background students. BME students made up 22.2% students who were blind or had a serious visual impairment and 5% of students who disclosed a physical impairment or mobility issue. 87.1% White compared with 58.7% BME students declared a specific learning difficulty
- v. **Gender and disability:** Reflecting the national picture, a higher proportion of females (12.7%) than males (11.9%) disclosed as disabled
- vi. **Ethnicity and gender:** The data shows within every ethnic group the majority of students were male. Conversely, the national data showed the opposite.

12. Multiple Identities: Degree attainment (see Appendix C pages 42-43 and paras. 95-103)

- i. **Age and gender:** Female students were more likely to achieve a good degree within every age group, a pattern reflected nationally with the exception of students aged over 36 where a higher proportion of male qualifiers achieved a

- good degree. The largest differences between males and females at Solent were for those aged 26-35 (12.8%) and those aged 21 and under (10.5%)
- ii. **Ethnicity and disability:** For all ethnic groups except for White students, a higher proportion of disabled qualifiers attained a good degree than non-disabled qualifiers. Nationally, the opposite was the case where for all ethnic groups a higher proportion of non-disabled qualifiers attained a good degree. At Solent, on average, BME disabled students were 3.6% more likely (50.0% compared with 46.4%) to achieve a good degree
 - iii. **Gender and disability:** Reflecting the national picture, female non-disabled qualifiers were 3.5% and male non-disabled qualifiers 5.1% more likely to attain a good degree than their disabled peers
 - iv. **Ethnicity and gender:** White female qualifiers were 11.3% more likely to attain a good degree than their male peers, and female BME qualifiers were 3.9% less likely to attain a good degree than their male peers. Nationally the data showed that in all ethnic groups a higher proportion of female qualifiers attained a good degree than their male peers.
13. **Other protected characteristics** (see Appendix C pages 43-44 and paras. 104-112)
- i. **Religion and belief:** At Solent, the data on religion and belief was known for 94.5% of the student population. Of 9,621 students (note, national data is in brackets []), 4,837 (50.3% [56.7%]) identified themselves as following a particular religion. Of these, 86 students (0.9% [1.5%]) identified themselves as Buddhist; 3,829 students (39.8% [41.4%]) identified themselves as Christian; 102 students (1.1% [2.4%]) identified themselves as Hindu; 18 students (0.2% [0.5%]) identified themselves as Jewish; 437 students (4.5% [6.8%]) identified themselves as Muslim; 51 students (0.5% [0.8%]) identified themselves as Sikh; and 105 (1.1% [1.1%]) identified themselves as spiritual (note, an additional 2.2% were identified as 'other' religion and belief). Those students who identified themselves as following a religion were 1.6% less likely to continue in their studies (i.e. 87.4% compared with 89.0% for those who said they followed no religion); and were 7.1% less likely to attain a good degree (i.e. 54.3% compared with 61.4%). Further analysis showed that continuation rates ranged from 92.2% for students who identified themselves as Sikh, to 78.9% who identified themselves as Muslim. In addition, 56.7% students who identified themselves as 'Spiritual' attained a good degree compared with 32.3% who identified themselves as Buddhist
 - ii. **Sexual orientation:** The data showed that (note, national data is in brackets []) of 10,177 students, 9,496 or 93.3% provided information on sexual orientation. Of these, 9030 or 95.0% [96.4%] identified themselves as heterosexual; 110 or 1.3% [1.7%] bisexual; 108 or 1.3% [1.3%] a Gay man; 61 or 0.8% [0.7%] a Gay woman; and 103 or 1.3% [2.0%] identified themselves as 'Other'. Sexual orientation had no impact on continuation rates. Analysis of attainment rates showed 58.8% heterosexual students attained a good degree, whilst 'Other' students were least likely to attain a good degree, and those who said they were bisexual were most likely at 64.3%.
14. **Analysis by Other student groups** (see Appendix C page 45 and paras 113-120)
- i. **Domicile or residency:** Of 9,334 students studying degree courses, 125 (1.4%) were EEU domiciled, 793 or 8.5% were EU, 50 or 0.5% were Islands, 325 or 3.5% were international overseas, and 8,041 or 86.1% were UK-domiciled. Of these students, EEA students were most likely to continue (95.2%) and overseas international students least likely (77.2%). In addition, EEA students were most likely to attain a good degree (89.1%) and international overseas students least likely (28.9%)
 - ii. **Widening Participation (WP), Low Participation Neighbourhood (LPN):** Of 2,547 WP students from LPNs, 87.9% continued or qualified. In addition, of 712 who qualified, 427 or 61.4% attained a good degree (note, overall on average at Solent 62.5% students attained a good degree).

Review of the University Student Equality Forum (SEF) priorities for 2013-14

15. The SEF adopted six priorities in 2013-14 with progress 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.

16. Student Equality Forum (SEF) members met with Employee Equality Forum members and reviewed the EDI Scheme objectives, ensuring they reflect SEF priorities. In addition, the links between the two University Equality Forums have been strengthened including adding a standing agenda item to Forum meetings providing an update on the work of each Forum.
17. Solent Students' Union engaged with students to lead sessions on equality issues (e.g. LGBT and disabled students) for officers and staff
18. A Lynda.com pilot (see 19iii below) involved a pilot group of students in each faculty having access to resources in order to develop course-related and generic transferable skills for students.

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 with the Equality Research Cluster to consider a follow on event to the successful 'who do you want to be' conference.

19. The following update details progress in relation to SEF Priority 2 Staff Development:
 - i. An approach of integrating EDI into existing teaching and learning and Faculty conferences was undertaken rather than organising a separate follow up event to the 'who do you want to be' conference. This involved including EDI content at Solent eXChange in September 2013, FBSE Conference in December 2013, and the University Teaching and Learning conference of April 2014, and further EDI input was planned for Solent eXChange in September 2014
 - ii. Marshalls Online 'Diversity in the workplace e-learning' continues to be recommended to all new staff as part of their induction and is available via the HR 'Equality and Diversity' page on the Portal. It involves 59 slides covering introduction, legislation, equality target groups, negative behaviours and creating an inclusive environment. The training takes at least an hour to complete, and was subject to a review in 2014
 - iii. Lynda.com was introduced across the University as a means of enabling students and staff to sample short 'talking head' courses on a range of aspects of delivery and management. It was reviewed for its potential in relation to EDI training; however, the approach of short courses delivered by 'relative expert talking heads' is perceived to be an effective and efficient approach to developing staff going forward and conversations have started with Learning Technologies in order to deliver this approach
 - iv. A "Supporting International Students" training event that deals with the diversity of Solent students was run on 27 February 2014. This half day event was run jointly with the Teaching Fellows in Languages at the University of Southampton
 - v. The University supported a staff member with the Stonewall Role Model Programme and the University now has Stonewall Diversity Champions

- vi. The University participates in the ‘two ticks’ disability audit.

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)

- 20. Key principles were identified:
 - i. To amalgamate current information to make it available in one place and then encourage sharing via hyperlinks
 - ii. To ensure all communication channels are easy to use and accessible to staff and students.
- 21. A review of the current portal presence indicates that the technical infrastructure is already in place, however, content needs to be developed to populate new pages to raise the profile of EDI work on the portal hierarchy. The University’s website also needs to be reviewed to ensure public access to EDI information to realise good practice and meeting legal obligations.
- 22. EDI updates were provided to FBSE and FCI Faculty Boards, and to the LIS management team.
- 23. Further ideas for exploration included:
 - i. Exploring whether a Yammer group could be useful to aid communication
 - ii. Ensuring guidance information is clear about why the University requests information from students in relation to EDI monitoring.
- 24. Communication continues to be a priority for 2014-15 to continue this work. A task and finish group will meet to progress the work to complete this priority, which will then need to be maintained by relevant services.

Priority 4: Curriculum

Continue work of a Task and Finish Group focussed on developing a more inclusive curriculum.

Academic Audit on Inclusive Curriculum

- 25. The 2013-14 Academic Audit on ‘Inclusivity in the Curriculum’ was conducted by Karen Arm, Learning and Teaching Developer, MarTec and Syed Islam (Academic Services) between October 2013 and March 2014. The aim of the Audit was to investigate how inclusivity and diversity are addressed within the University’s course provision and compare the University’s policy and academic practices with the UK Quality Code for Higher Education concerning principles of inclusivity in the curriculum.
- 26. The Audit identified good practice regarding inclusive curriculum design, delivery and assessment, finding that this was not consistent across all of the sampled programmes. In order to build on embed good practice across the University, a set of recommendations and enhancement actions were developed and progressed.

Inclusivity staff seminar series

- 27. An inclusivity staff lunchtime seminar series was planned by Karen Arm, Teaching and Learning Developer in MarTec for 2014-15, each addressing a different inclusivity topic and with aims of:

- i. Developing greater staff awareness of issues relating to equality and diversity
- ii. Increase staff understanding of inclusive pedagogic practice (what it is and how we do it)
- iii. Fostering cross-Faculty and Service discussion and collaboration on inclusivity topics
- iv. Encouraging the sharing of expertise and best inclusive practice across the University.

Sharing good inclusive practice at SSU and beyond

28. The Solent Teaching and Learning Community Conference and in-house pedagogic research journal 'Dialogue' (coordinated by the Teaching and Learning Fellows) have continued as important vehicles for disseminating good inclusive practice among University colleagues.
29. A University-wide 'peer practice exchange scheme' has been developed by the Teaching and Learning Fellows providing a platform for developing teaching and learning from an inclusivity perspective and promoting the sharing of good inclusive practice across the University.
30. A paper was presented by Karen Arm at the Athens Institute for Education Research Annual Conference in May 2014 on the innovative work being done at the University to embed inclusivity in academic policy and practice.
31. The University was selected to be included as a case study in a project being run by DeMontfort University entitled 'Supporting the development of equality and diversity skills, knowledge and values in academic teaching staff in HE' funded by the Equality Challenge Unit. A number of University staff took part in focus groups and interviews with the research team.

BME Attainment Gap - Further Work

32. Following the publication of the 2012-13 SEF Annual Report and the finding that the attainment gap between students from BME and White backgrounds was more pronounced and increasing at Solent than in the sector, desk research has been undertaken by Karen Arm to:
 - i. Explore BME attainment data in both the national and local contexts
 - ii. Examine possible reasons for BME lower attainment (as discussed in the research literature)
 - iii. Review interventions aimed at addressing the BME attainment gap undertaken by other higher education institutions
 - iv. Make some recommendations for possible ways forward at the University.
33. The outcomes of this work have been presented to the Teaching and Learning Sub Committee and will be taken forward in the forthcoming academic year.

Priority 5 Employability

Continue a focus on Mentoring+ and develop other objective(s) agreed with Employability and Enterprise).

34. Solent's Mentoring Programme matches mentees with a working professional. It provides mentees with a means of gaining support and business advice, developing contacts, help with future goals, and in turn aims to increase the chance of a positive career and employment. Since 2007 the University's Employability & Enterprise service in LIS has coordinated the Programme supporting those who feel at a disadvantage when

entering the labour market for a range of reasons, e.g. ethnicity, age or disability etc. The number taking up the offer of mentoring has increased annually.

35. Mentee details 2013-2014

Total number of Students 2013-14	58
Female	31
Female %	53.4%
Male	27
Under 25	48
Above 25	10
Above 25 %	17.2%
Ethnic Majority	38
Ethnic Minority	18
Ethnic Minority %	31%
Ethnicity not known	1
SpLD	14
DExSPLD	4
All those with disability	18
All those with disability %	31.%
No Disability	40

58 students/recent graduates had mentors who met them face-to-face or as an “E-mentor.”

In summary:

Of the 58 student and graduate mentees:

- 31 or 53.4% were females
- 10 or 17.2% were over 25
- 18 or 31% were from an ethnic minority
- 18 or 31% indicated they had a disability
- 14 had a specific learning disability
- 4 had a disability excluding a specific learning disability
- 45 of the 58 were final year, postgraduate students or recent graduates.

Impact of mentoring

36. Mentoring has been well received and positively evaluated by both mentors and mentees. In addition to statistical feedback on employment outcomes, mentees have highlighted many key outcomes of mentoring, including:
- Success in achieving graduate work. *“Mentoring has been a great experience and has been 100% the only reason I have secured a grad job for after University. Without it I am certain I would not have been successful in securing a job”* (Corns, 2014)
 - Career direction. *“I learnt what direction I wanted to take my career and how to get it”* (Chipamaunga, 2014)
 - Improved academic grades. *“My academic grades have benefited significantly by participating in the Mentoring Programme”* (Anon, 2008)
 - Confidence for attending interviews. *“I now feel very confident about attending an interview”* (Anon, 2012)
 - Contacts with professionals and networking. *“My mentor took me to a number of networking events. It was challenging but fantastic to meet people of various professional backgrounds.”* (Szmolkova, 2014)
 - Industry focussed CV. *“I can confidently design my CV to suit any job application”* (Guzzi, 2014)
 - Awareness of the world of work. *“I learnt how different organisations work”* (Anon, 2010).
37. Impact of mentoring on professional/managerial outcomes (49 mentees in 2012-13). It is too early to report on the impact of Mentoring on graduate or professional/managerial outcomes for those 58 participants from 2013-14. The following data focuses on the 49 students that participated in the mentoring programme in the year 2012-13.

- i. 42 of these were final years, postgraduates or recent graduates whose employment outcomes in 2014 may be reported on
 - ii. 36 (85.7%) were in employment or self-employment which is higher than the 78.9% of SSU's overall leavers who were in employment or self-employment
 - iii. 26 (72.2%) of those in employment were at professional/managerial level which is higher than the 52.9% of SSU's overall leavers at professional/managerial level.
38. Gender
- i. 22 of the 42 in the reporting group for outcomes were females
 - ii. Of these 22, 18 (81.8%) were employed and 13 out of the 18 (72.2%) were at professional/managerial level, which is higher than the 54% of overall female leavers.
39. Ethnic minority
- i. 5 of the 42 were from an ethnic minority group
 - ii. 4 (80%) of the 5 were employed or self-employed, which is higher than the 65.6% of SSU's overall ethnic minority leavers who were in employment
 - iii. 3 (75%) of the 4 were at professional/managerial level, which is higher than the 62.2% of SSU's overall ethnic minority leavers at professional/managerial level.
40. Disability:
- i. 9 of the 42 had a disability
 - ii. 8 (88.9%) of the 9 were employed or self-employed, which is higher than the 73.9% of SSU's disabled leavers who were in employment or self-employment
 - iii. 6 (75%) of the 8 were at professional/managerial level, which is higher than the 65% of SSU's overall disabled leavers at professional/managerial level
 - iv. 4 of the 9 had a specific learning difficulty and 100% were employed or self-employed. This is higher than the 79.6% % of SSU's leavers with a specific learning difficulty in employment
 - v. 3 (75%) of the 4 were at professional/managerial level, which is higher than the 67.4% % of SSU's overall leavers with a specific learning difficulty
 - vi. 5 of the 9 had disabilities excluding specific learning difficulties and 4 (80%) were employed which is higher than the 61.4% of SSU's overall leavers, with a disability excluding specific learning difficulties
 - vii. 3 (75%) of the 4 were at professional/managerial level, which is higher than the 56.3% of SSU's leavers with a disability excluding a specific learning disability.
41. Age:
- i. 9 of the mentees were over 25
 - ii. 8 (88.9%) of the 9 were employed or self-employed, which is higher than the 70.1% of SSU's over 25 leavers who were in employment
 - iii. 6 (75%) of the 8 were at professional/managerial level and 74.4% of all SSU's over 25 leavers
42. Conclusion and further considerations: Each year, those engaging in mentoring are increasing as is the impact and positive feedback. Although 42 is a small sample, the results indicate the impact of mentoring on both employment and professional/-managerial level outcomes. Employability & Enterprise service is seeking to continue to increase student uptake of mentoring, and will continue to promote the Programme to disadvantaged groups where the impact has been shown to be positive.

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.

43. (Note, see paras. 2-4 above and notes at the top of page 17 Appendix C) With the introduction of a revised form of course review and in order to improve the equality monitoring data, new data requirements were agreed in the form of specifically designed and more detailed extracts from the student record system and are reflected in the monitoring data for this 2013-14 SEF annual report. These covered 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, low participation neighbourhoods).
44. In addition, effort was made to ensure that the data analysis in the 2013-14 SEF annual report involved 'like with like' when comparing Solent data with the national benchmark data provided by the Equality Challenge Unit in the annual "Equality in higher education statistical report 2014, Part 2: Students".

Additional work by the Student Equality Forum

45. The following work was also undertaken by members of the SEF in order to strengthen the University's approach to equality, diversity and inclusion:
 - i. SEF faculty representation was strengthened including representatives from all faculties and both WMA and EPT campuses (see SEF membership in para. 6 above)
 - ii. Closer liaison took place between the SEF and University Access and Widening Participation working group including stronger reporting and support to the development of University's Access Agreement
 - iii. Support to the 'scoping' work to develop a new case recording system, initially in relation to the student-facing services in Student Services, and potentially having an impact on all University student-facing work. Benefits will include enhanced student support and better reporting on the uptake of services by students from different groups
 - iv. A bid was submitted to employ a 'Graduate Associate: Student Equality' to support the work of the SEF and its efforts to engage with students.

Priorities and action for 2014-15

46. Priorities for 2014-15 were reviewed by the SEF in July 2014 and agreed as follows:

Priority 1: Curriculum - Continue work of a Task and Finish Group focussed on developing a more inclusive curriculum and informed by research and a 2013-14 curriculum audit

Priority 2: Student engagement - Continue work to strengthen student engagement including employing a 'Graduate Associate Student Equality' to engage with students and support the work of the SEF.

Priority 3: Staff development - A creative approach using existing online training; 'talking heads' videos; case studies; raising the EDI profile at existing events (Solent eXchange, T&L conference, other [e.g. induction for associate/new lecturers]); and including delivering a staff seminar series on inclusion (see para. 27 above).

Priority 4: Communication - Agree and promote a clear definition of EDI, finalise work on rationalising information and support available on the Portal and Web, and continue to strengthen communication and dissemination to Faculties and services (e.g. attending management, and other meetings and providing an EDI update at Faculty Boards).

Priority 5: Employability - Continue a focus on Mentoring+ and develop other objective(s) informed by research and benchmarking.

Priority 6: CRM - Provide support to phase 2, 'specialist information, advice and guidance (SIAG)' leading to better support to students and management information.

Priority 7: Accessibility - Continue work to ensure accessibility of estate developments including the new teaching block.

Priority 8: Equality data - Continue to improve the SEF annual report, including time-series data and reporting on additional equality strands, multiple identities, and other student groups such as international students and widening participation.

47. The following further actions are planned in 2014-15:
- i. Monitor proposed changes to Disabled Student Allowances (DSAs) and their potential impact on the University and its disabled students
 - ii. Develop a new University Access to Learning Fund (Solent ALF) in response to the removal by the Higher Education Funding Council for England (HEFCE) of direct funding for the sector-wide access to learning hardship fund. This will include strengthening support to students overall; as well as targeting particular groups such as international students, and students undertaking unpaid work experience
 - iii. Continue to review the collection, analysis and interpretation of data in order to enable the University to focus on the most statistically significant factors in relation to continuation, attainment and graduate outcomes. For example, continuing to develop understanding of the different patterns of attainment; and undertaking further analysis where there are differences between Solent and national data in order to check for statistical significance and the potential impact of different student 'group' profiles e.g. background, prior educational attainment

Concluding comments

48. The University data on equality continues to reflect national trends; for example, including attainment gaps for BME students, disabled students, students aged over 21, and male students, although a lower percentage of Solent students in each case attained a good degree compared with the average nationally.
49. Differences in student and graduate success relate to complex issues that are not reducible to single factors. Nevertheless, the SEF 2013-14 annual report provides evidence of gaps that continue to require attention. The report also details progress on existing priorities and continuing work in 2014-15 on eight priorities and other work detailed paragraphs 46 and 47. This work is informed by the data and seeks to strengthen culture in a way that enables the University to close the 'equality gaps' and support students in achieving their potential whatever their background.
50. Given the timing of this report, it is proposed that 2015-16 SEF priorities are considered and agreed by members at the next SEF meeting and that future priorities are detailed in a further paper to ASDC for approval June 2015. This proposal will further strengthen the coherent and effective targeting of SEF priorities.

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

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
Domicile or Residency	
Ethnic Majority /White	Includes HESA code 10 - White
Ethnic Minority/BME	Black and minority ethnic origin. Includes students with HESA codes 15 - Gypsy or Traveller, 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, 50 - Arab, 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 Identity	Includes HESA codes 01 Yes, 02 - No, 98 - Information refused in answer to the question “Is your gender identity the same as the gender you were originally assigned at birth?”
Low Participation Neighbourhoods (LPN)	
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
Religion or Belief	Include HESA codes 01 - No religion, 02 - Buddhist, 03 - Christian, 10 - Hindu, 11 - Jewish, 12 - Muslim, 13 - Sikh, 14 - Spiritual, 80 - Any other religion or belief, 98 - Prefer not to say / information refused.
Sex	Divides by HESA codes 1 - Male, 2 - Female, 3 - Other.
Sexual Orientation	Includes HESA 01 - Bisexual, 02 - Gay man, 03 - Gay woman/lesbian, 04 - Heterosexual, 05 - Other, 98 - Information refused.
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

Notes:

- *Monitoring information uses 2013-14 Solent data taken from a revised form of annual course review for the first time, including data analysis in relation to all undergraduate and postgraduate long course taught provision. The full analysis is provided below; a summary is provided above at pages 3-6, paragraphs 7-14.
- The report has been developed to reflect the groupings presented in the annual Equality Challenge Unit (ECU) 'students' statistical report³ in order to ensure the University is comparing 'like with like' when analysing data. This is the first year in which the University has presented the data in this way (note, a revised form of course review was used for the first time as the data source). Whilst internal trend data is not presented on this occasion, the analyses in the SEF Report compare the University accurately with the latest external benchmark data. Over time, trend analysis of internal data will also be possible; for example, the SEF 2014-15 annual report will present 2 years of data.
- As in the past, the data provides information on issues of student numbers (recruitment), continuation, attainment and graduate outcomes for student groups in relation to the protected equality characteristics of age, disability, ethnicity and gender. In addition, this year for the first time, data is also provided on student groups in relation to the additional protected characteristics of sexual orientation, and religion and belief; multiple identities, such as gender with ethnicity, and disability with age; and other student groups such as international students, and widening participation (for example, low participation neighbourhoods).
- In summary, the data analysis below covers 2013-14 in relation to student numbers, continuation and attainment informed by annual course review; and the eight year period 2005-06 to 2012-13 for graduate outcomes informed by the Destinations of Leavers from Higher Education (DLHE) survey. National benchmark data is taken from the most recent statistical report from the Equality Challenge Unit (ECU) and relates to data up to 2012-13 on student numbers, continuation and attainment, and up to 2011-12 on graduate outcomes.
- #Continuation is calculated by the sum of those students who either continued into the following year or qualified, as a percentage of all students who were enrolled on 1 December i.e. the Higher Education Students Early Statistics (HESES) census date
- *A 'good' degree is a 1st or 2i; a good postgraduate degree is a Merit or Distinction

Ethnicity

Ethnicity: Student numbers and continuation

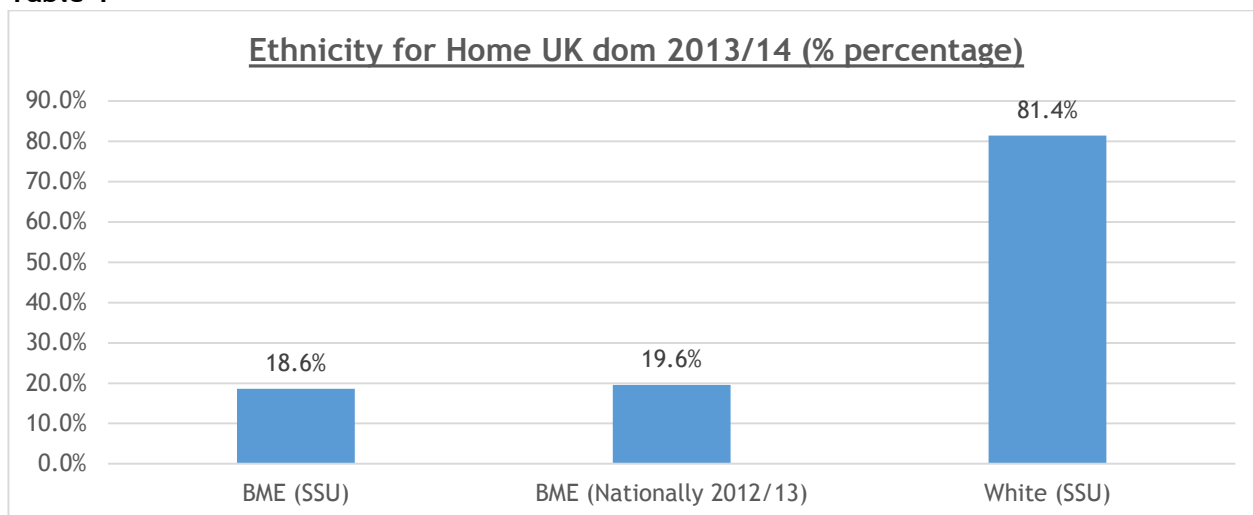
1. Of those students with known ethnicity, the proportion of UK-domiciled students at Solent who were black and minority ethnic (BME⁴) was 18.6% in 2013-14. Nationally the proportion of UK-domiciled BME students increased from 14.9% in 2003-04 to 19.6% in 2012-13⁵ (see Table 1 below). In faculties the proportion of UK-domiciled BME students in 2013-14 was 23.2% in FBSE, 20.9% in MarTec and 13.7% in FCI.
2. The largest proportion of the 1,511 or 18.6% Solent home domiciled BME students were (note, the 2012-13 national comparable data is in provided in brackets []) Black i.e. 642 or 7.9% [6.3%], followed by Mixed 362 or 4.5% [3.1%], Asian 343 or 4.2% [8.3%], Other 131 or 1.6% [1.2%] and Chinese 33 or 0.4% [0.9%].

³ "Equality in higher education: statistical report 2013. Part 2: students" by the Equality Challenge Unit (ECU) 2014

⁴ Black and Minority Ethnic (BME) is terminology used in the UK to describe communities of non-white descent

⁵ Equality in higher education: statistical report 2013. Part 2: students" by the Equality Challenge Unit (ECU) 2014, page 111

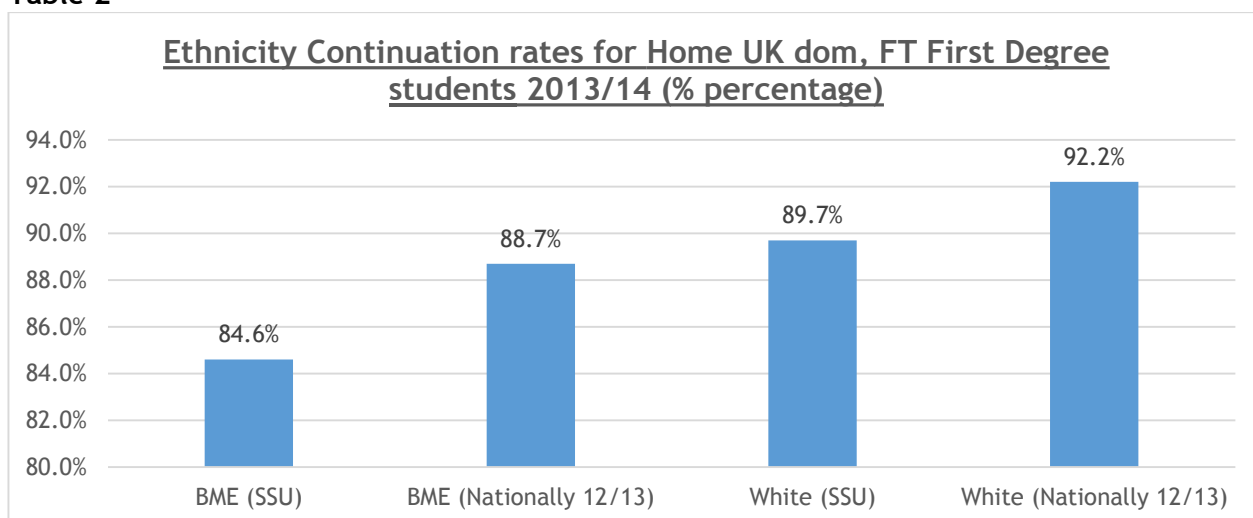
Table 1



Continuation

3. Continuation (see # above in 'notes' page 17 for definition) is analysed for ethnicity using data on full-time UK-domiciled first degree entrants. The data showed that at Solent there were not large differences in continuation rates between ethnic groups. Continuation rates ranged from 80.5% for students from 'Other' ethnic backgrounds to 89.7% for those from White backgrounds. Nationally, continuation rates ranged from 85.5% for Black students to 93.2% for Chinese students
4. Solent continuation rates were as follows (note, national data is in brackets []; see Table 2 below):
 - i. Of 6,294 White students, 5,647 or 89.7% [92.2%] continued or qualified
 - ii. Of 1,424 BME students, 1,205 or 84.6% [88.7%] continued or qualified, representing a 'gap' of 5.1% [3.5%] compared with White students
 - iii. Of 308 Asian students, 265 or 86.0% [89.8%] continued or qualified
 - iv. Of 614 Black students, 509 or 82.9% [86.4%] continued or qualified
 - v. Of 31 Chinese students, 27 or 87.1% [93.2%] continued or qualified
 - vi. Of 348 Mixed race students, 305 or 87.6% [89.4%] continued or qualified
 - vii. Of 123 'Other' background students, 99 or 80.5% [87.3%] continued or qualified

Table 2

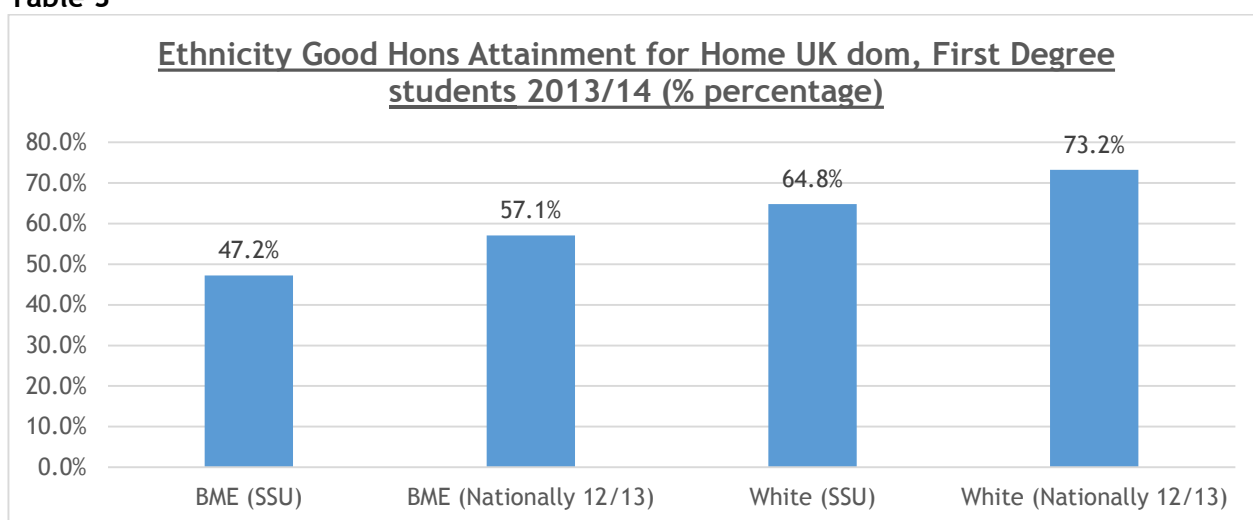


Ethnicity: Student success; attainment

First degree

5. Referring to 2013-14 Solent data for UK-domiciled first degree qualifiers (all modes full-time, part-time etc.) who attained a good degree (see * above in 'notes' page 17 for definition), the data showed Solent BME students were 17.6% less likely than White students to attain a good degree. Referring to 2012-13 national data BME students were 16.1% less likely than White students to attain a good degree.
6. For example (note, the national 2012-13 comparable data is provided in brackets []), all BME qualifiers with good degrees at Solent totalled 144 or 47.2% [57.1%] compared with white qualifiers totalling 1,304 or 64.8% [73.2%], resulting in an attainment gap of 17.6% [16.1%]. Nationally the ethnicity (BME) degree attainment gap has decreased from a peak of 18.8% in 2005-06 to 16.1% in 2012-13⁶ (see Table 3 below).

Table 3



7. Further analysis of Solent data showed that, whilst overall BME students were 17.6% less likely than White students to attain a good degree, those with an Asian background were 5% more likely than White students to attain a good degree; i.e. 69.8% compared with 64.8% (note, nationally, students who identified as Asian were 13.9% less likely⁷).
8. Conversely, all other ethnic groups were less likely to attain a good degree than White students. For example (note, the 2012-13 national data is in brackets []):
 - i. 46.8% [46.8%] Black students attained a good degree showing Black students were 18% [26.4%] less likely than White students to attain a good degree
 - ii. 39.6% [63.9%] Chinese students attained a good degree showing they were 25.2% [9.3%] less likely than White students to attain a good degree
 - iii. 55.6% [67.1] Mixed ethnic background students attained a good degree showing they were 9.2% [6.1%] less likely than White students to attain a good degree
 - iv. 40% [59.5%] Other ethnic background students attained a good degree showing they were 24.8% [13.7%] less likely than White students to attain a good degree.

⁶ "Equality in higher education: statistical report 2014. Part 2: students" by ECU 2014, pages 111 and 136.

⁷ *ibid*, pages 138-139.

Foundation

9. 116 students were enrolled on Foundation Degree courses on 1 December 2013. Of these, 53 or 45.7% continued at the University with 4 enrolling the following year and 49 receiving awards for completing Foundation degree courses in 2013-14. Of the 49 awarded, 43 (42 full-time and 1 part-time) were FBSE students and 6 (part-time) MarTec students. Of the 49 students, 48 were home UK-domiciled and one international. There was no information on ethnic background for these students.

HNC/D

10. 266 students were enrolled on HNC/D courses on 1 December 2013. Of these, 231 or 86.8% continued at the University with 111 enrolling the following year and 120 receiving awards for completing HNC/D courses in 2013-14. Of the 120 awarded 52 were FBSE (35 full-time and 17 part-time) students and 68 MarTec (part-time) students. Of the 120 students 113 were home UK-domiciled, 6 EU and 1 international.
11. Where ethnicity was known, of 76 students enrolled on 1 December 2013, 66 (86.8%) continued at the University with 29 (43.9%) enrolling the following year and 37 (56.1%) receiving HNC/D awards. Of the 66 students who continued, 8 (12.1%) were Asian, 6 (9.1%) were Black, 1 (1.5%) was Mixed, 2 (3.0%) were Other, and 49 (74.3%) were White.

Postgraduate

12. There were 461 students indicated as studying on postgraduate taught (267 or 57.9%) or postgraduate taught long (194 or 42.1%) courses in 2013-14. Of these:
 - i. 224 (48.6% were part-time, 213 (46.2%) were full-time and 24 (5.2%) were distance learning.
 - ii. 282 (61.2%) were based in FBSE, 62 (13.4%) in FCI, and 117 (25.4%) in MarTec
 - iii. The 24 distance learners were based in MarTec studying postgraduate taught courses
13. Where ethnicity was known for home UK-domiciled postgraduate taught courses:
 - i. Of 3 Asian or Black students enrolled on 1 December, all 3 (100%) either continued into the following year or received an award.
 - ii. Of 24 White students enrolled on 1 December, 23 (95.8%) either continued or received an award.
14. Where ethnicity was known for home UK-domiciled postgraduate taught long courses:
 - i. Of 4 Asian, Black and Other students enrolled on 1 December, all 4 (100%) either continued into the following year or received an award.
 - ii. Of 13 White students enrolled on 1 December all 13 (100%) either continued or received an award.
15. Where ethnicity was known for students domiciled outside the UK, of 5 students enrolled on 1 December on postgraduate taught courses all 5 (100%) either continued or were awarded in 2013-14. Of 7 students on postgraduate taught long courses 6 of the 7 students enrolled on 1 December either 'continued' or were 'awarded'.
16. Where ethnicity was known for 'good' postgraduate degree outcomes (i.e. a distinction or a merit), BME students were shown to be more likely to attain a good degree with an attainment gap of 25.4% (see i and ii below):
 - i. Of 6 BME students awarded, 5 or 83.3% attained a good degree
 - ii. Of 19 White students awarded, 11 or 57.9% attained a good degree

- iii. When analysed by residence, the data for home UK-domiciled students shows of 1 BME student, 100% attained a good degree; and of 16 White students 9 or 56.3% attained a good degree
- iv. The data for students domiciled outside the UK shows of 5 BME students, 4 or 80% attained a good degree; and of 3 White students, 2 or 66.7% attained a good degree.

Ethnicity: Graduate destinations and salaries

17. BME students graduating from degree courses at the Southampton East Park Terrace (EPT) campus were less likely to be employed; and when employed, their salaries were on average lower (the 'white majority' compared with the BME average graduate salary in 2012-13 for EPT graduates was £16,179 compared with £14,918 (see Table 4 below), and for WMA graduates was £37,180 compared with £27,889. In addition, EPT data showed BME graduates were more likely to be unemployed and more likely to be in further study than other graduates; and Southampton Warsash Maritime Academy (WMA) data showed BME graduates were more likely to be in further study but less likely to be unemployed in 2012-13.
18. Focussing on EPT data, when comparing BME and white majority graduate outcomes, the figures for the eight years to 2012-13 showed that for employment and unemployment there was a variable gap which has periodically narrowed and on other occasions widened; more recently widening in relation to employment from 14% to 15%, and in relation to unemployment narrowing from 12.2% to 8.1%.
19. For example, regarding employment, in the eight years to 2012-13 the percentage gap was 7.2%, 6.3%, 13.0%, 12.9%, 9.5%, 7.0, 14% and 15% respectively (see Table 5 below). For unemployment, in the same period, the percentage gap was 3.2%, 1.5%, 4.3%, 10.4%, 5.1%, 8.4%, 12.2% and 8.1% respectively (see Table 6 below).
20. Focussing on WMA data, when comparing BME and white majority graduate outcomes, the figures for the two years to 2012-13 showed that for employment the percentage gap was 1.7% and 23.4% (see Table 15), and for unemployment the percentage gap was 9.9% and minus 2.8% respectively.
21. By comparison, nationally the BME employment 'gap' for UK-domiciled graduates was 8.1% in 2011-12⁸).
22. The data also showed that a higher percentage of BME graduates pursue further study. For example, focussing on EPT graduates in the eight years to 2012-13 the BME/white majority 'gaps' in favour of BME graduates undertaking further study were 7.1%, 3.4%, 4.3%, 11.5%, 3.7%, 3.0%, 2.6% and 7.4%. Focussing on WMA data in the two years to 2012-13 the gaps were 5.5% and 22.7% respectively.

⁸ "Equality in higher education: statistical report 2014. Part 2: students" by the Equality Challenge Unit (ECU) 2014, pages 12-13 and 148-9.

Table 4 - EPT salary by ethnicity

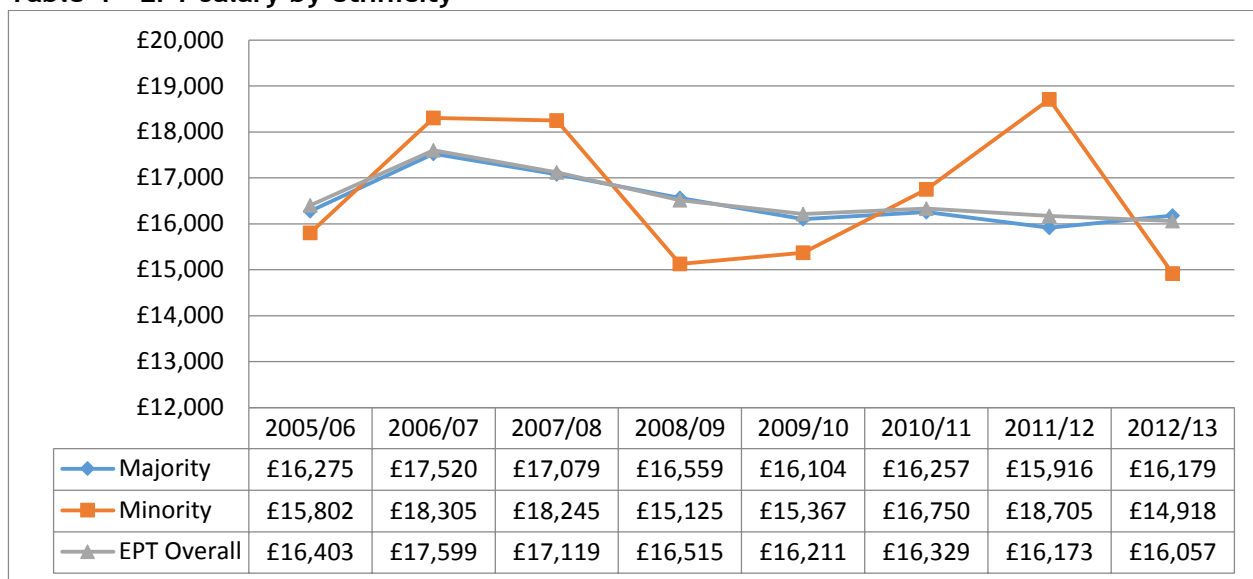


Table 5 - EPT % employed by ethnicity

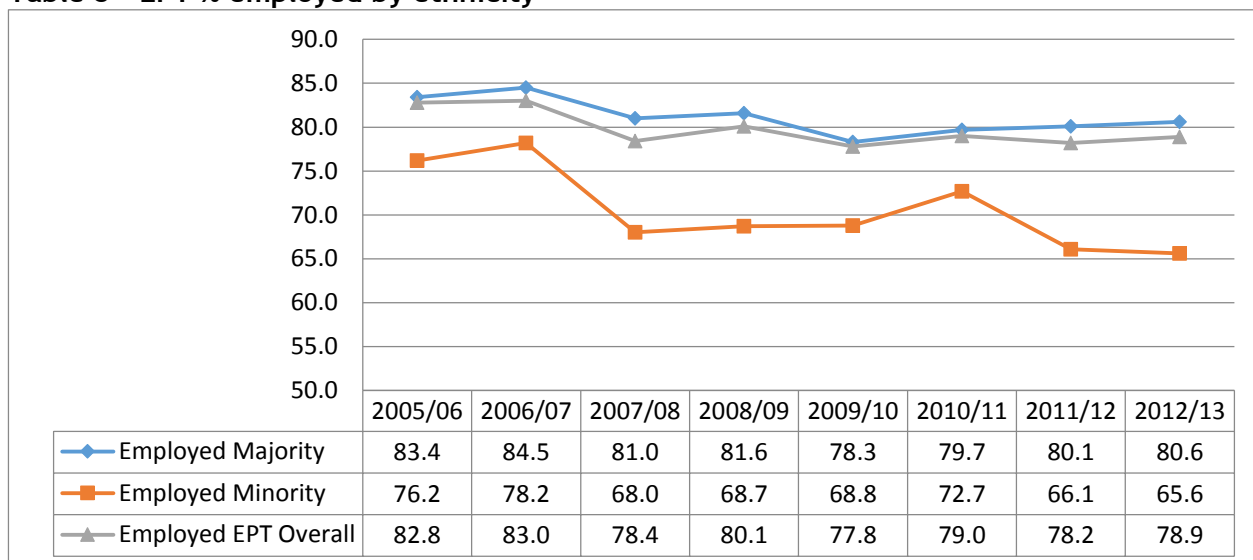
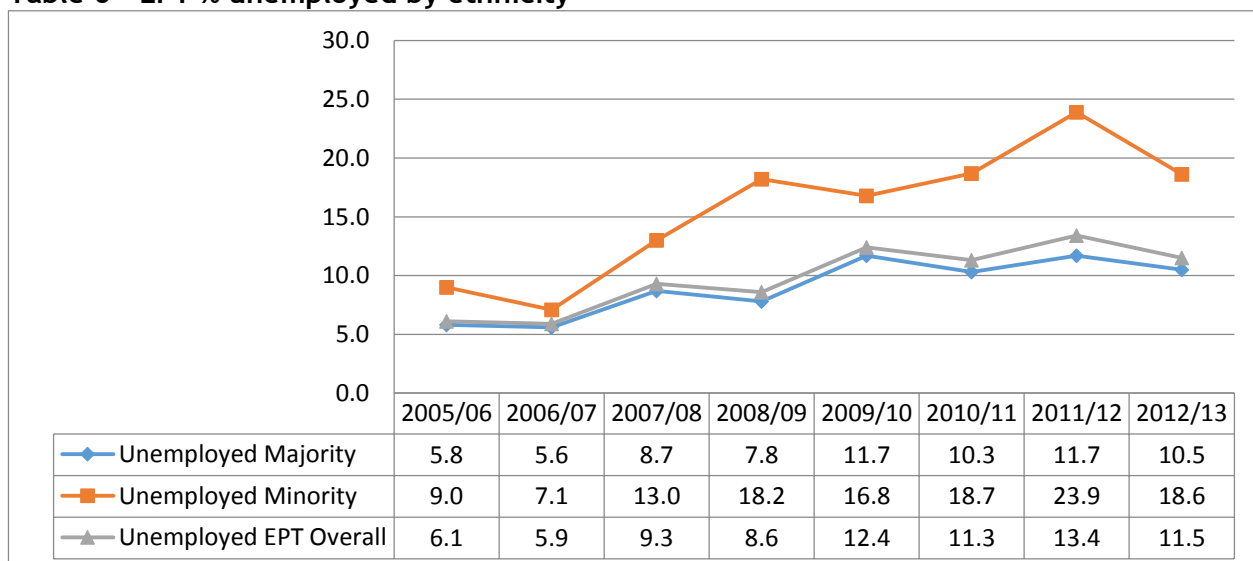


Table 6 - EPT % unemployed by ethnicity

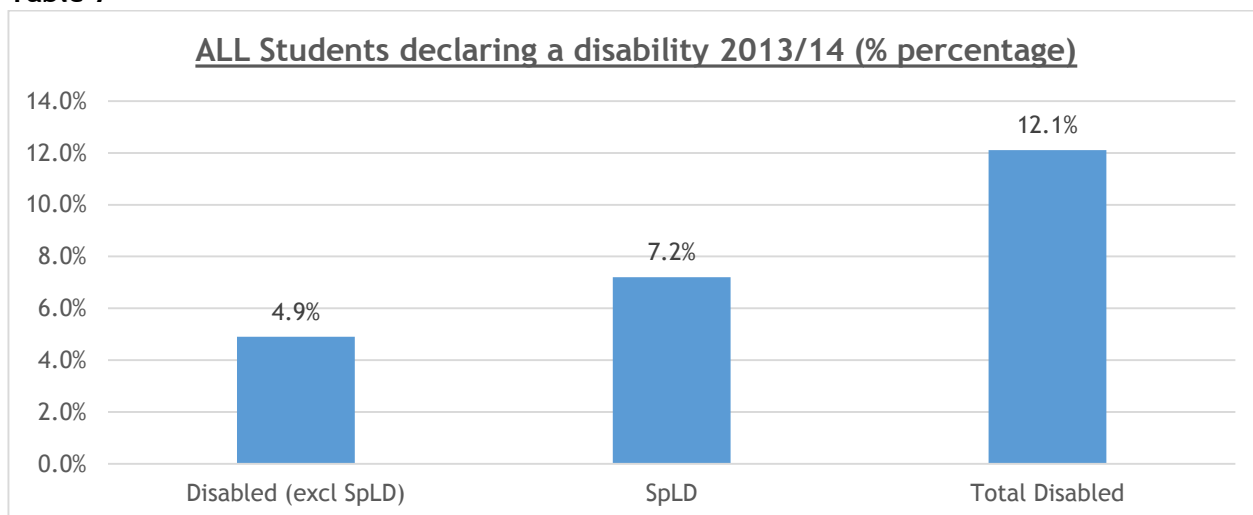


Disability

Disability: Student numbers and continuation

23. Of 10,004 students where information was known, the number and percentage of students on all courses and modes declaring a disability within the University was 1,212 or 12.1% in 2013-14. Of these, 724 or 7.2% declared a specific learning difficulty (SpLD) such as dyslexia, dyspraxia or AD(H)D, and 187 or 1.9% declared a mental health condition (see Table 7). Nationally 9.5% students disclosed as disabled, 0.9% more than in the previous year 2011-12 when 8.6% declared as disabled⁹.

Table 7



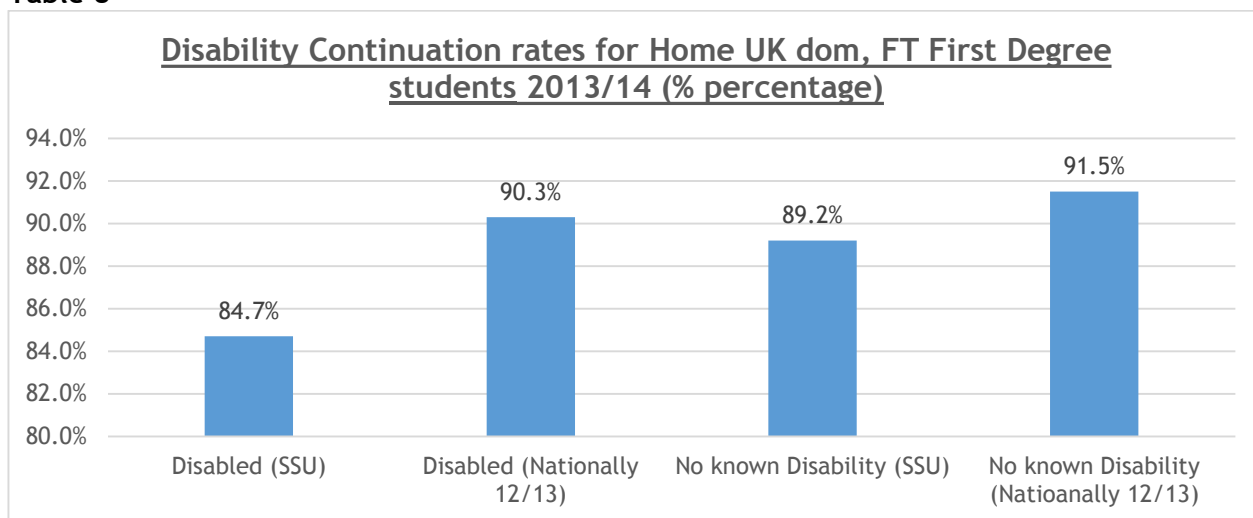
24. Taken as a group, of 1,212 disabled students:
- 724 (59.7%) declared a specific learning difficulty (SpLD)
 - 187 (15.4%) declared a mental health condition
 - 102 (8.4%) declared a longstanding illness
 - 74 (6.1%) declared a disability not listed by HESA
 - 47 (3.9%) declared a social communication impairment (e.g. Asperger's; autism)
 - 25 (2.1%) declared a physical impairment
 - 22 (1.8%) declared multiple disabilities
 - 20 (1.7%) declared a hearing impairment
 - 11 (0.9%) declared a visual impairment
 - 401 (33.1%) were based in FBSE, 558 (46.0%) in FCI, and 253 (20.9%) in MarTec
 - 1,179 (97.3%) were full-time, 32 (2.6%) part-time, and 1 (0.1%) distance learning
 - 1,151 (95.0%) were home UK-domiciled, and 62 (5.0%) domiciled outside the UK
25. The proportion of students who disclosed a disability both at Solent and nationally was higher among those studying undergraduate courses than those on postgraduate courses. For example, (note, national data¹⁰ is included in brackets []) 12.4% [10.8%] of first degree undergraduates and 10.4% [8.6%] other undergraduates disclosed a disability, compared with 2.5% [6.6%] postgraduate long research courses and 5.6% [6.0%] studying on taught postgraduate programmes.

⁹ "Equality in higher education: statistical report 2014. Part 2: students" by the Equality Challenge Unit (ECU) 2014, page 70

¹⁰ Ibid page 69.

26. A lower proportion of Solent full-time UK-domiciled first degree disabled students continued or qualified (note, national data¹¹ is included in brackets []) in 2013-14. For example, 84.7% [90.3%] disabled students continued or qualified compared with 89.2% [91.5%] students with no known disability (see Table 8).

Table 8



27. At Solent the percentage of disabled students continuing their studies or receiving an award ranged from 86% declaring a SpLD, 88.6% a long standing illness, 100% an eyesight impairment, 88.9% a hearing impairment and 95.7% a social communication impairment; to 70% where multiple disabilities were declared, and 78.8% where a disability was not listed.

Foundation

28. Of 116 students enrolled on Foundation Degree (see paragraph 9 above), data on disability was available for 114 students. This showed that 13 (11.4%) had a disability; and 101 (88.6%) had no known disability. Of those that indicated a disability, 2 (1.8%) had a longstanding illness, 4 had a mental health condition and 7 (6.1%) a SpLD.
29. Of the 101 with no known disability 47 (46.5%) continued at the University with 4 enrolling the following year and 43 receiving awards. Of the 13 students indicating a disability 5 (38.5%) continued at the University with none enrolling the following year and 5 receiving awards.

HNC/D

30. Of 266 students enrolled on HNC/D courses (see paragraph 10 above) data on disability was known for 252 students. Of these, 223 or 88.5% continued at the University, with 104 enrolling the following year and 119 receiving awards.
31. Further analysis of the data shows that disabled students studying for HNC/D qualifications were 3.9% more likely than those with no known disability to continue (i.e. enrol the following year or receive an award) at the University.
32. For example, of the 252 students, 25 (9.9%) indicated a disability with 18 (72%) indicating a SpLD and a further 7 (28%) indicating other disabilities. Of the 25 students

¹¹ "Equality in higher education: statistical report 2014. Part 2: students" by the Equality Challenge Unit (ECU) 2014, page 100.

indicating a disability, 23 (92%) continued with 9 enrolling the following year and 14 receiving awards.

33. Of the 252 students, 227 (90.1%) indicated no disability. Of these, 200 (88.1%) continued at the University with 95 (47.5%) enrolling the following year and 105 (52.5%) receiving awards.

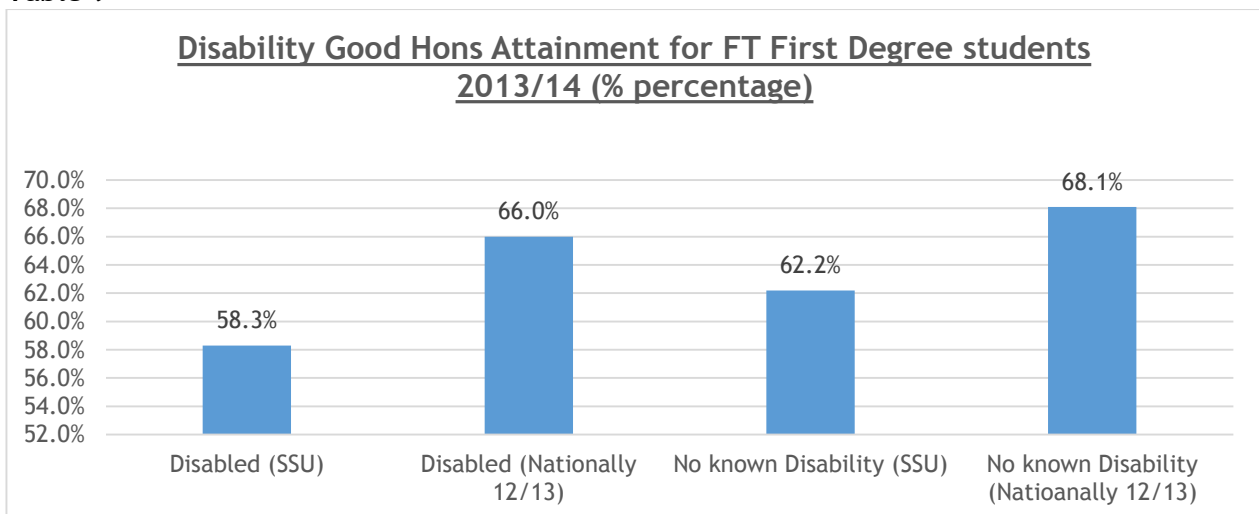
Postgraduate

34. Of 461 postgraduate students (see paragraph 12 above), disability was known for 306 (66.4%) students. Of these 306 students, 289 (94.4%) indicated no known disability and 17 (5.6%) a disability. Of these 17, 10 (58.8%) were on postgraduate taught courses and 7 (41.2%) on postgraduate taught long courses. Of the 17 disabled students:
- i. 7 (41.2%) indicated a SpLD
 - ii. 3 (17.6%) indicated a longstanding illness
 - iii. 3 (17.6%) indicated they had a physical impairment
 - iv. 3 (17.6%) indicated other disabilities
35. When analysing the data to identify differences between continuation rates of disabled and non-disabled postgraduate students the data showed little difference with disabled students slightly more likely to continue.
36. For example, of 17 disabled students, 100% continued with 10 (58.8%) enrolled in the following year and 7 (41.2%) receiving an award. Conversely, of the 289 students who indicated no known disability, 98.96% continued with 138 (47.7%) enrolled the following year and 148 (51.2%) receiving an award, with 3 students (1.04%) who did not continue.

Disability: Student success; attainment

37. 2013-14 data for full-time first degree undergraduate qualifiers showed that 58.3% Solent disabled students attained a good degree, 3.9% less than students with no known disability where 62.2% attained a ‘good degree’. This 3.9% attainment gap was slightly wider compared with the national data for 2012-13 which evidenced a 2.1% gap whereby 66% of disabled students attained a good degree compared with 68.1% of students with no known disability¹² (see Table 9).

Table 9



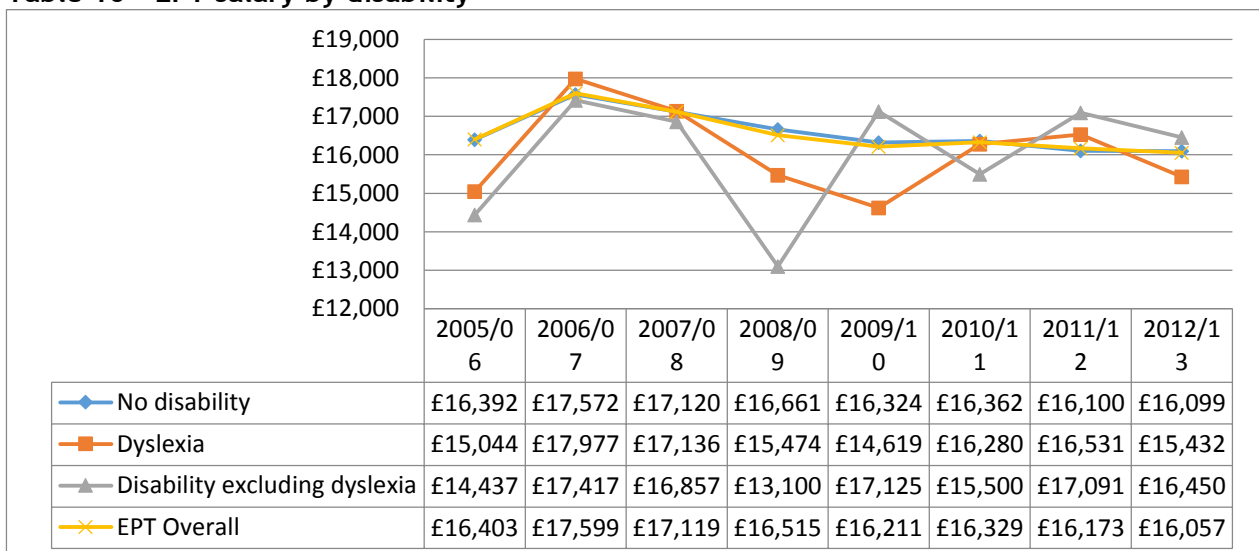
¹² “Equality in higher education: statistical report 2014. Part 2: students” by the Equality Challenge Unit (ECU) 2014, page 101.

38. Further analysis showed that (note, the national data¹³ is provided in brackets []) of 27 students with a mental health condition 68.3% [68.9%] attained a good degree, and of 127 students declaring a SpLD 57.8% [65.3%] attained a good degree.

Disability: Graduate destinations and salaries

39. Reflecting the position nationally¹⁴, Solent disabled graduates (including students declaring a SpLD) were less likely to be employed (see Tables 12 and 13 below), more likely to be employed on lower salaries (see Tables 10 and 11 below), more likely to be unemployed (see Table 14 below), and more likely to be involved in further study than graduates who have not declared a disability.
40. For example, when analysing the most recent Solent 2012-13 data on graduate destinations and comparing disabled with non-disabled students (note the most recent 2011-12 national comparable data is included in brackets []):
- 73.9% [71.5%] disabled graduates were employed compared with 79.7% [77.0%] non-disabled graduates, a gap of 5.8% [5.5%]
 - Disabled graduates earned on average a salary of £15,750 compared with non-disabled graduates who earned on average a salary of £16,099, a gap of £349
 - 17.1% [8.8%] disabled graduates were unemployed compared with 10.6% [6.1%] non-disabled graduates, a gap of 6.5% [2.7%]
 - 7.2% [14.1%] disabled graduates were in further study compared with 5.8% [12.7%] non-disabled graduates, a gap of 1.4% [1.4%].
41. In summary, when comparing Solent disabled graduates with disabled graduates nationally:
- Solent graduates were 2.4% more likely to be employed, and the ‘gap’ with non-disabled graduates was only slightly (0.3%) wider
 - Solent graduates were 8.3% more likely to be unemployed, and the gap with non-disabled graduates was 3.8% wider (6.5% compared with 2.7%)
 - Solent graduates were 6.9% less likely to be in further study, and the gap with non-disabled graduates was the same at 1.4%.

Table 10 - EPT salary by disability



¹³ Equality in higher education: statistical report 2013. Part 2: students” by the Equality Challenge Unit (ECU) 2014, page 101.

¹⁴ Ibid, page 134

Table 11 - WMA salary by disability

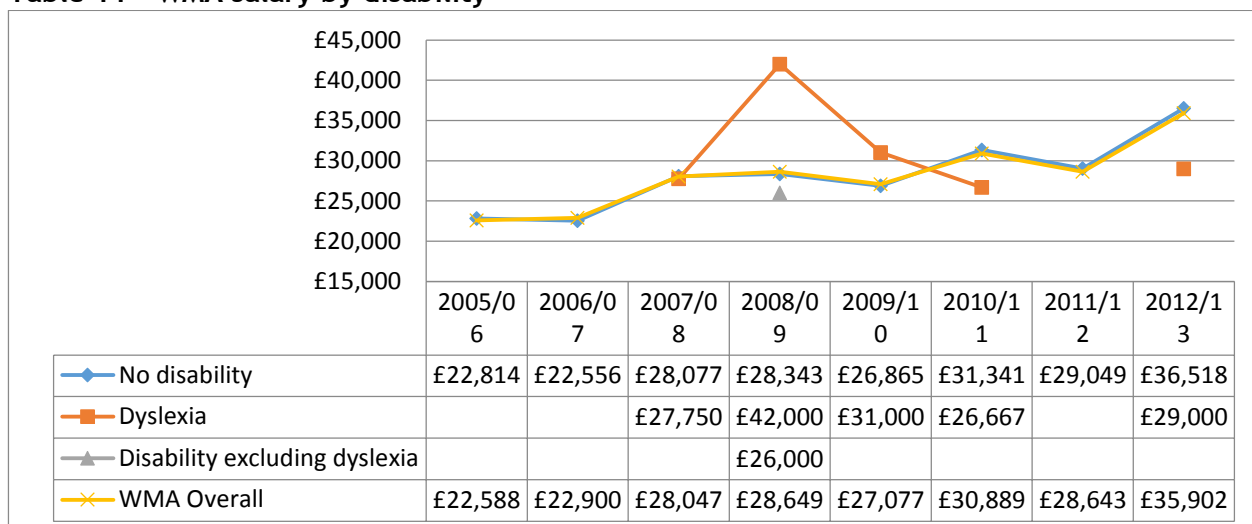


Table 12 - EPT % employed by disability

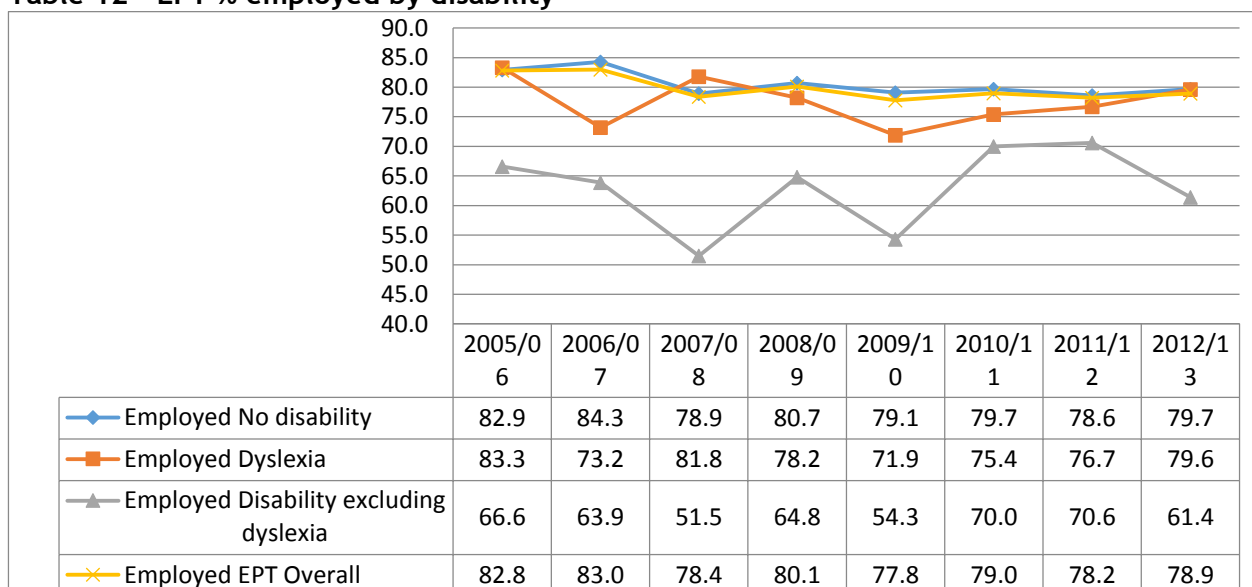


Table 13 - WMA % employed by disability

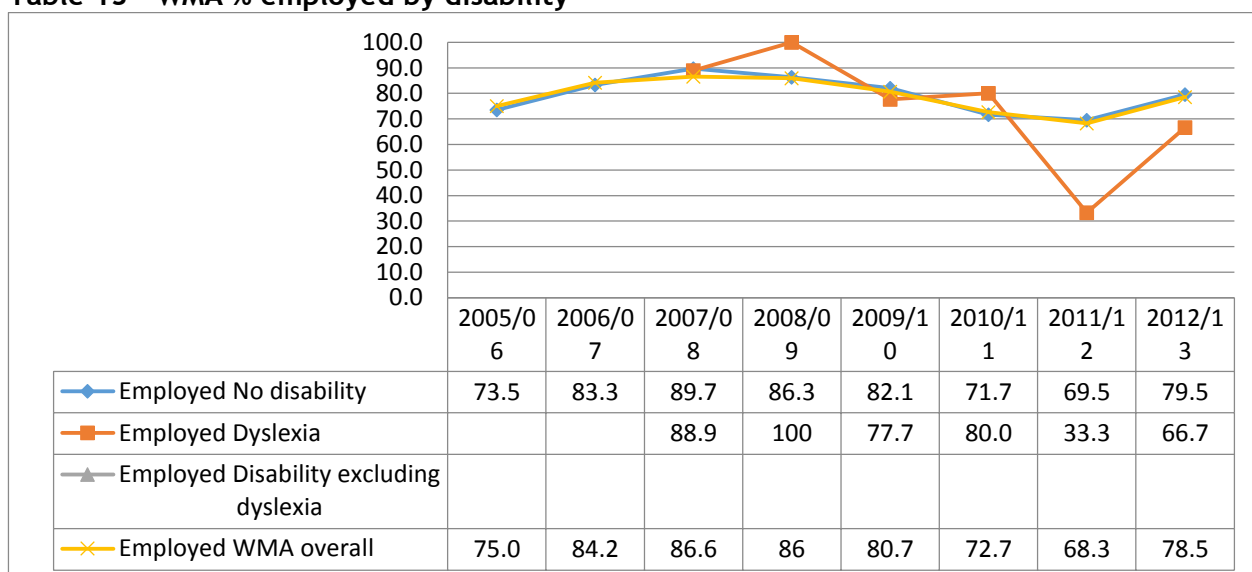
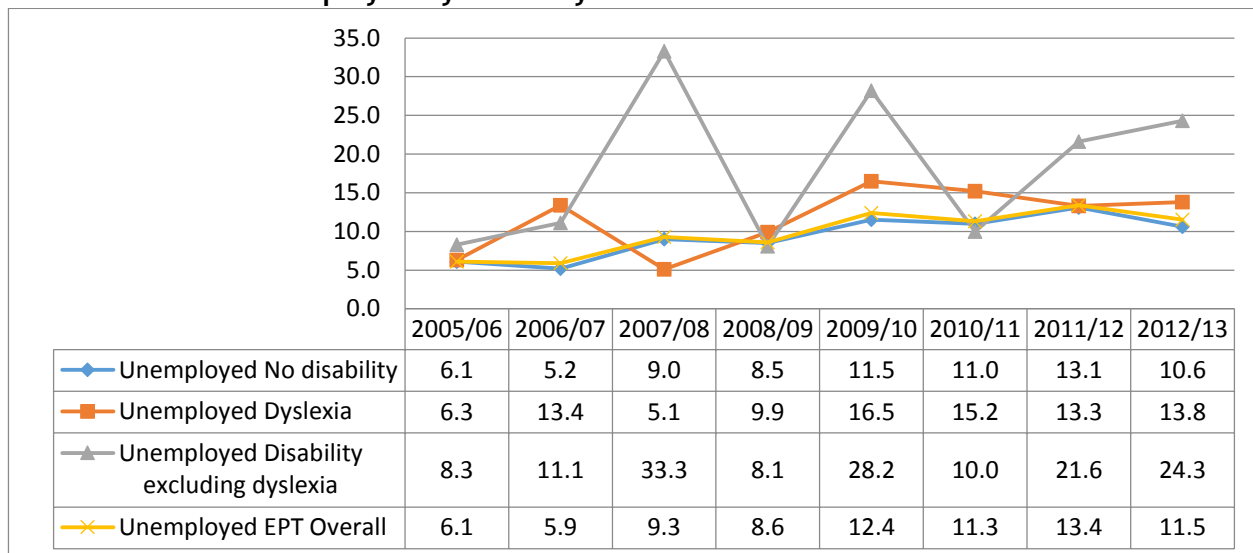


Table 14 - EPT % unemployed by disability

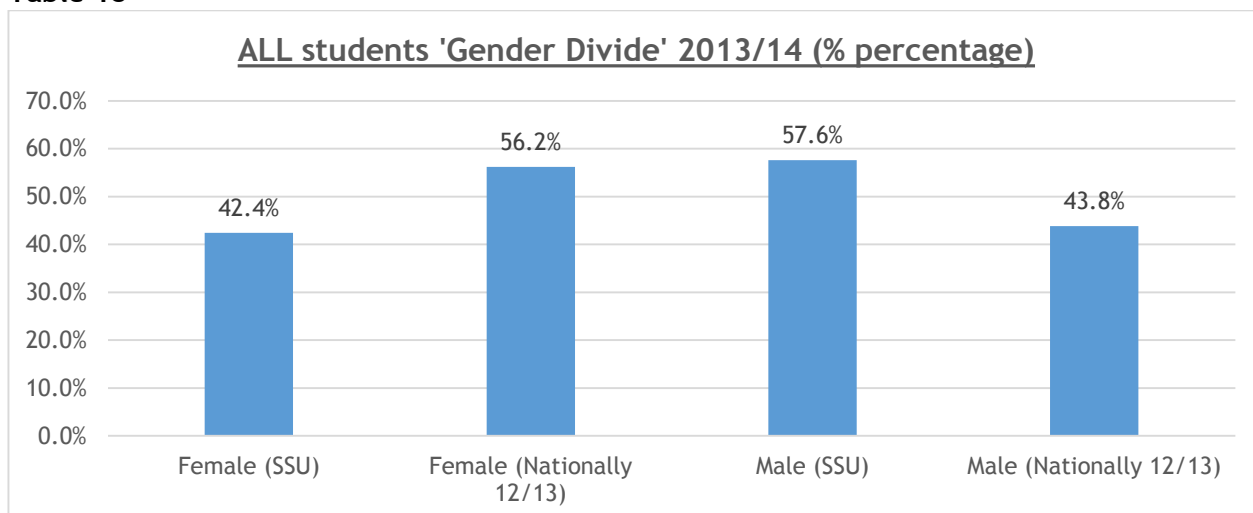


Gender

Gender: Student numbers and continuation

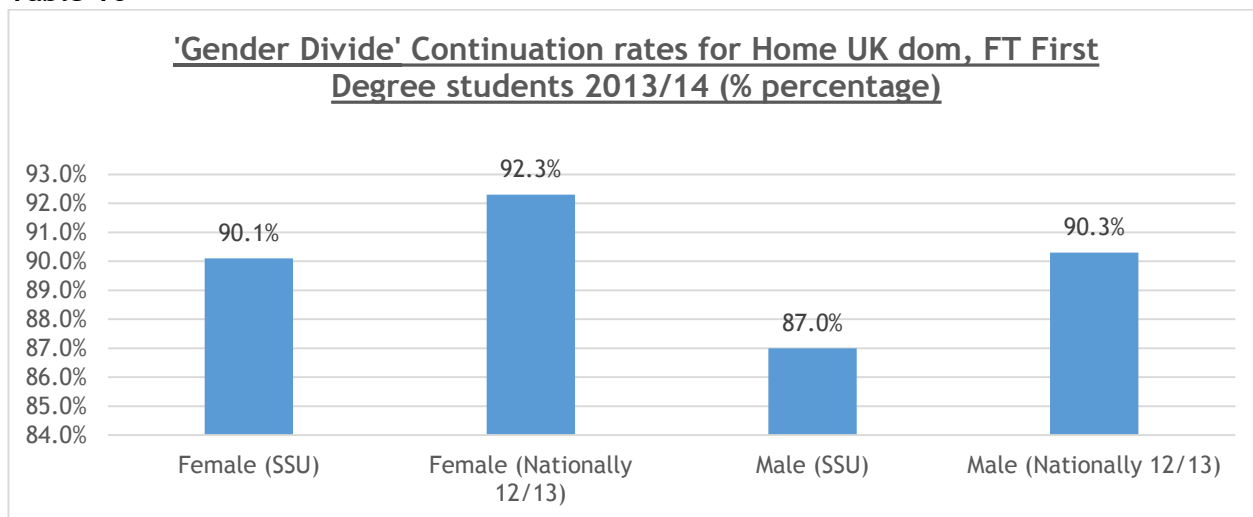
42. Solent’s student population included more males than females; this profile was the opposite of the average national university gender profile which included more females. For example, at Solent in 2013-14, the proportion of male and female students was 57.6% compared with 42.4% respectively representing a difference in favour of males of 15.2%. Nationally in 2012-13 there were 43.8% males and 56.2% females representing a difference in favour of females of 12.4% (see Table 15 below).
43. Analysing by faculty showed the following gender profiles:
- FBSE - 1,668 females (43.0%) and 2,215 males (57.0%); 14% more males
 - FCI - 2,279 females (56.8%) and 1,733 males (43.2%); 13.6% more females
 - MarTec - 295 females (14.0%) and 1,813 males (86.0%); 72% more males

Table 15



44. Nationally female students comprised the majority of students in all degree levels with the exception of research postgraduates where 53.1% were male¹⁵. At Solent:
 - i. More females (95 or 84.1%) than males (18 or 15.9%) studied Foundation degrees
 - ii. More males (183 or 76.6%) studies HNC/D courses
 - iii. More females (92 or 67.6%) than Males (44 or 32.4%) studied postgraduate taught courses
 - iv. More males (25 or 52.1%) than females (23 or 47.9%) studied postgraduate taught long courses
45. Nationally in 2012-13 the gender composition of courses fluctuated depending on domicile. For example, the proportion of 'other' undergraduates who were female was much higher among those who were UK-domiciled (64.4%) than those domiciled in the EU (52.3%) and non-EU (57.4%).
46. At Solent, the opposite was the case, although the numbers of EU and none-EU students was small. For example, at Solent in 2013-14 regarding home UK-domiciled students there were 227 or 60 males, and 151 or 39.9% females on other undergraduate courses (i.e. Foundation or HNC/D courses); regarding EU students there were 6 or 54.5% males and 5 or 45.5% females; and regarding non-EU students there were 2 or 66.7% males and 5 or 45.5% females.
47. Nationally regarding full-time first degree UK-domiciled entrants 2012-13, a higher proportion of female students continued or qualified with awards; for example, 92.3% females compared with 90.3% males, a gap of 2.0%.
48. Similarly at Solent, in 2013-14, a higher proportion of female students continued or qualified from first degree courses; for example, 90.1% females compared with 87.0% males, a slightly wider gap of 3.1% (see Table 16 below)

Table 16



Foundation degree courses

49. At Solent in 2013-14 focussing on all home UK-domiciled students all modes of study, a higher proportion of males continued at Solent after their Foundation degrees by either continuing in the following year or receiving an award (i.e. qualifying). For example, 39 or 41.2% females compared with 12 or 66.7% males, a difference of 25.5%.

¹⁵ Equality in higher education: statistical report 2014. Part 2: students" by the Equality Challenge Unit (ECU) 2014, page 151.

HNC/D courses

50. At Solent in 2013-14 focussing on all home UK-domiciled students all modes of study, a similar proportion of males and females continued at the University by either continuing in the following year or qualifying. For example, 50 or 89.3% females and 163 or 89.1% males continued.

Postgraduate courses

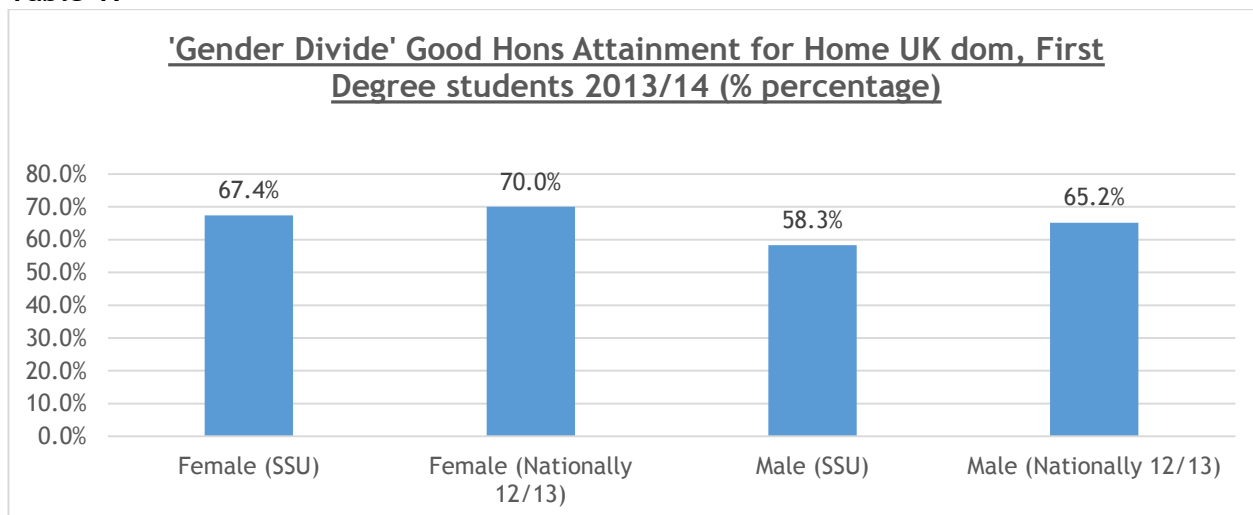
51. At Solent in 2013-14 focussing on all postgraduate student data including taught and research home UK-domiciled compared with those students domiciled outside the UK, slightly more females continued, and domicile had little impact on the data with the majority of students continuing.
52. For example, when focussing on home UK-domiciled students 114 or 99.1% females continued compared with 67 or 97.1% males continued, a difference of 2.0% in favour of females. When focussing on students domiciled outside the UK 45 or 100% females continued and 75 or 98.7% males continued, a difference of 1.3%.

Gender: Student success; attainment

Degree attainment

53. At Solent there was a female-male attainment gap of 9.1% for 'good' degree's in favour of female students when comparing female with male degree outcomes. The national data evidenced an attainment gap of 4.8% in favour of female students, almost half the Solent gap. Further analysis of the Solent data by domicile or residence showed by comparing data for home UK-domiciled students with data for students domiciled outside the UK there was a larger attainment gap of 15.2% in favour of female students.
54. For example, at Solent in 2013-14 focussing on good degree outcomes for home UK-domiciled students from all modes of study, a higher proportion of females than males achieve good degrees. For example, of 1,342 females awarded, 905 or 67.4% were awarded good degrees; and of 1,481 males awarded 863 of 58.3% were awarded a good degree, representing a gap of 9.1% in favour of females.
55. Nationally in 2012-13 the data showed 70.0% females and 65.2% males attained a good degree, representing a gap of 4.8%.

Table 17



56. When analysing the Solent data by residence, the data for home UK domiciled students showed 1,167 or 67.0% female students compared with 1,245 or 58.9% males attained a good degree, representing a gap of 8.1%; and the data for students domiciled outside the UK showed of 175 female students 123 or 70.3% attained a good degree, and of 236 males 130 or 55.1% attained a good degree, representing a gap of 15.2%. This represents an attainment difference of 7.1% between home UK-domiciled students and those students domiciled outside the UK whereby 'overseas' female students are even more likely to attain a good degree than their male counterparts.

Postgraduate degree outcomes

57. Postgrad degree outcomes for 'good degrees (i.e. distinctions or merits) shows males were more successful with an attainment gap of 7.3%. For example, of 85 female students, 29 or 34.1% attained a good degree; and of 70 male students, 29 or 41.4% attained a good degree. It also showed that female students domiciled outside the UK were more successful than males.
58. Analysing by domicile, the data showed home UK-domiciled female students were less successful than female students domiciled outside the UK. For example:
- i. Regarding home UK-domiciled students, of 54 female students 16 or 29.6% attained a good degree; conversely, of 26 male students 12 or 46.2% attained a good degree, representing an attainment gap of 16.6% in favour of male students
 - ii. Regarding students domiciled outside the UK, the data showed of 31 female students, 41.9% attained a good degree; conversely, of 44 male students, 17 or 38.6% attained a good degree, representing an attainment gap of 3.3%.

Gender: Graduate destinations and salaries

59. At Solent the 2012-13 graduate destinations data showed that female degree graduates were more likely to be employed (see Tables 20 and 21 below), more likely to be employed on lower salaries (see Tables 18 and 19 below), more likely to be in further study, and less likely to be unemployed (see Table 22 below). Nationally female graduates were more likely to be employed, marginally less likely to be in further study and less likely to be unemployed.
60. For example, when analysing the most recent Solent 2012-13 data on degree graduate destinations from the EPT campus and comparing female with male graduate outcomes (note the national data is provided in brackets []):
- i. 83.2% [71.1%] female graduates were employed compared with 75.5% [67.8%] males, a gap of 7.7% [3.3%]
 - ii. Solent female graduates earn less than male graduates, however, the pay gap is closing. For example, female graduates earned £1,304 less than male graduates in 2012-13, £1,379 less in 2011-12, and £1,444 less in 2010-11
 - iii. 6.2% [19.1%] female graduates were in further study compared with 5.9% [20.3%] males, a gap of 0.3% [1.2%]
 - iv. 9.0% [5.3%] female graduates were unemployed compared with 14.0% [8.0%] males, a gap of 5.0% [2.7%]
61. Focussing on comparing Solent data with national data on 2012-13 graduate destinations:
- i. Solent graduates were more likely to be employed; female graduates 12.1% more likely and male graduates 7.7% more likely
 - ii. Solent graduates were less likely to be in further study; female graduates 12.9% less likely and male graduates 14.4% less likely
 - iii. Solent graduates were more likely to be employed; female graduates 3.7% more likely and male graduates 6.0% more likely

62. There were difference in outcomes when focussing on gender and comparing Solent graduate destinations from Southampton EPT and WMA campuses with females less likely to be in employment, less likely to be in further study and more likely to be unemployed. For example, at WMA:
- 72.9% females were employed compared with 78.9% males, a gap of 6.0%
 - No females pursued further study compared with 13.5% males, a gap of 13.5%
 - 9.1% females were unemployed compared with 7.5% males, a gap of 1.6%

Table 18 - EPT salary by gender

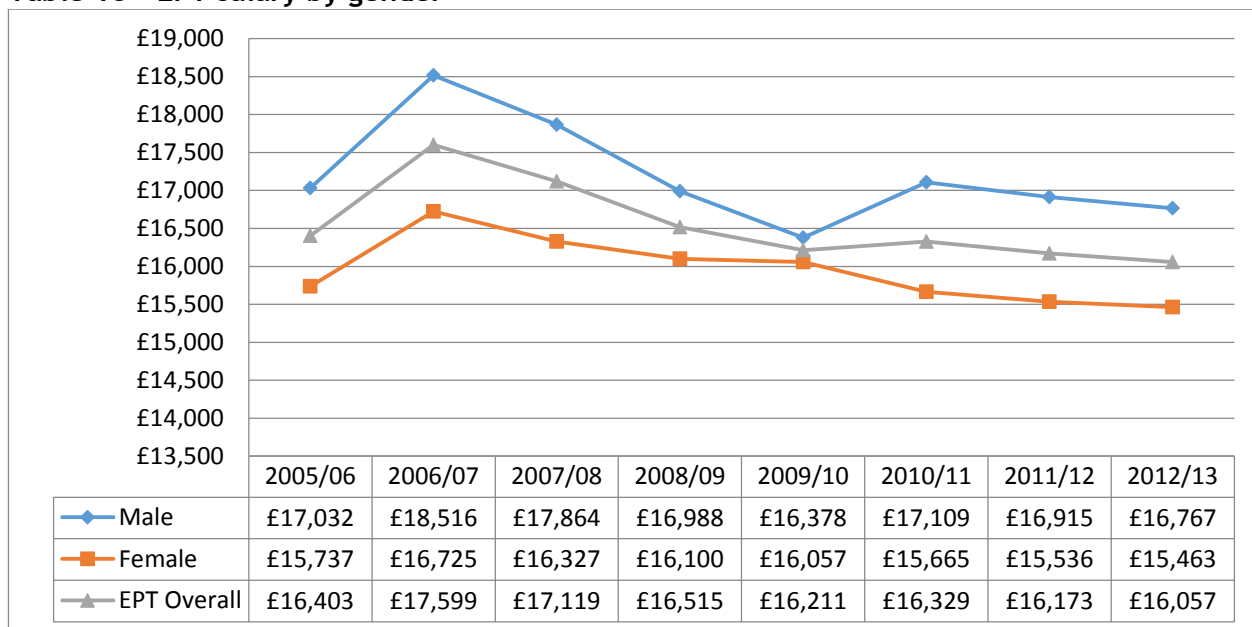


Table 19 - WMA salary by gender

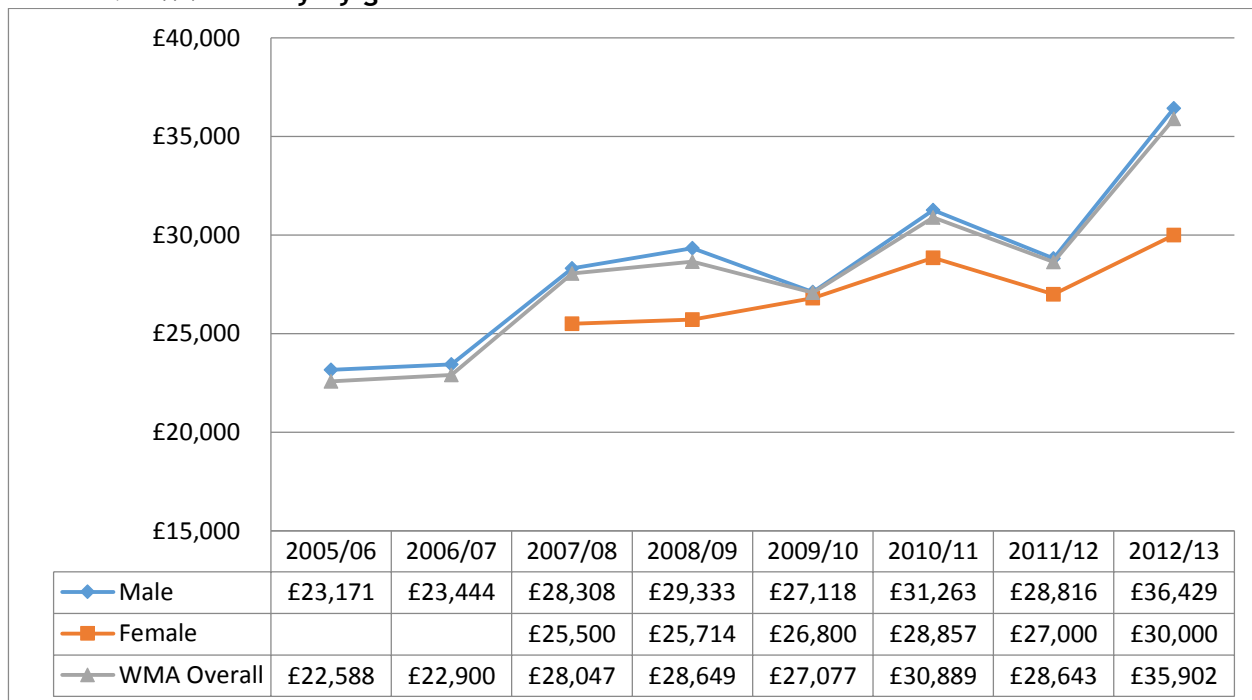


Table 20 - EPT % employed by gender

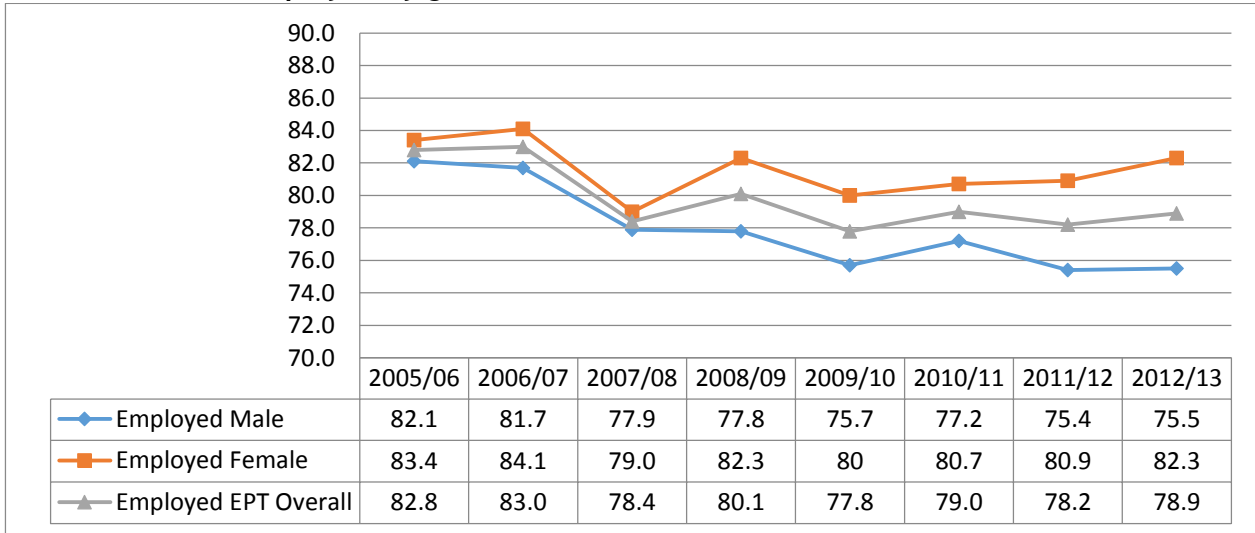


Table 21 - WMA % employed by gender

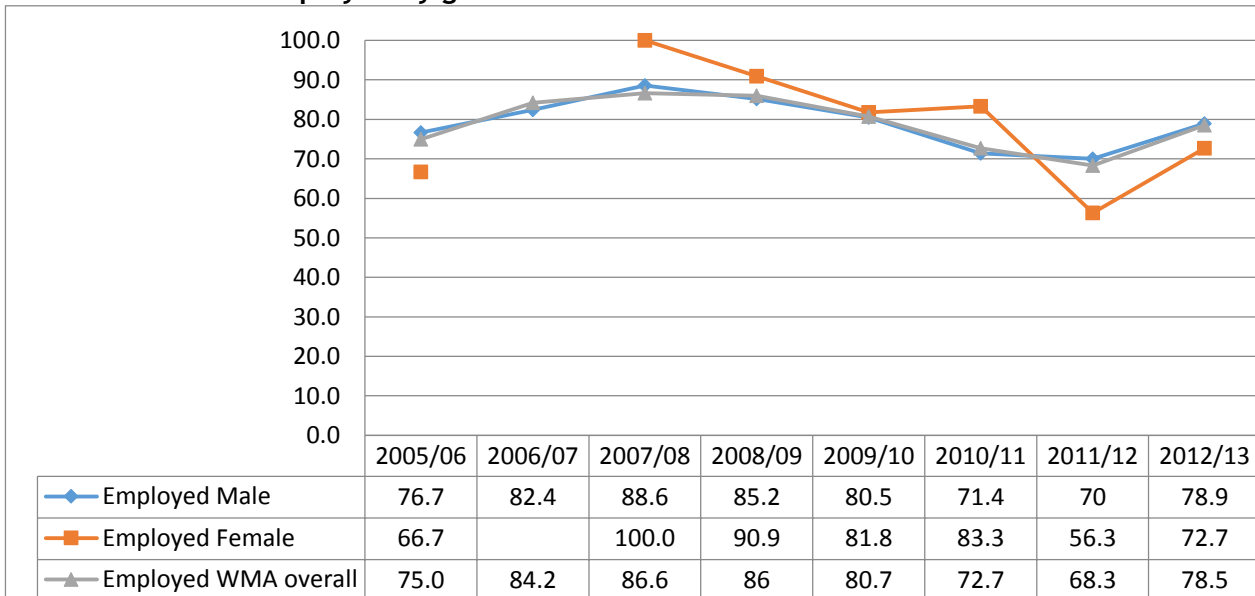
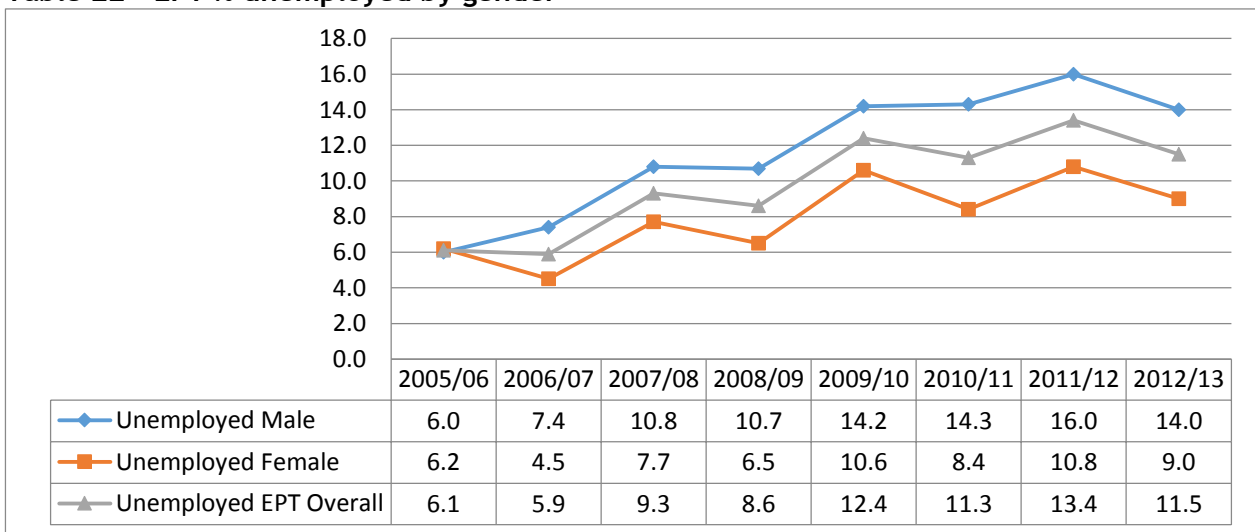


Table 22 - EPT % unemployed by gender

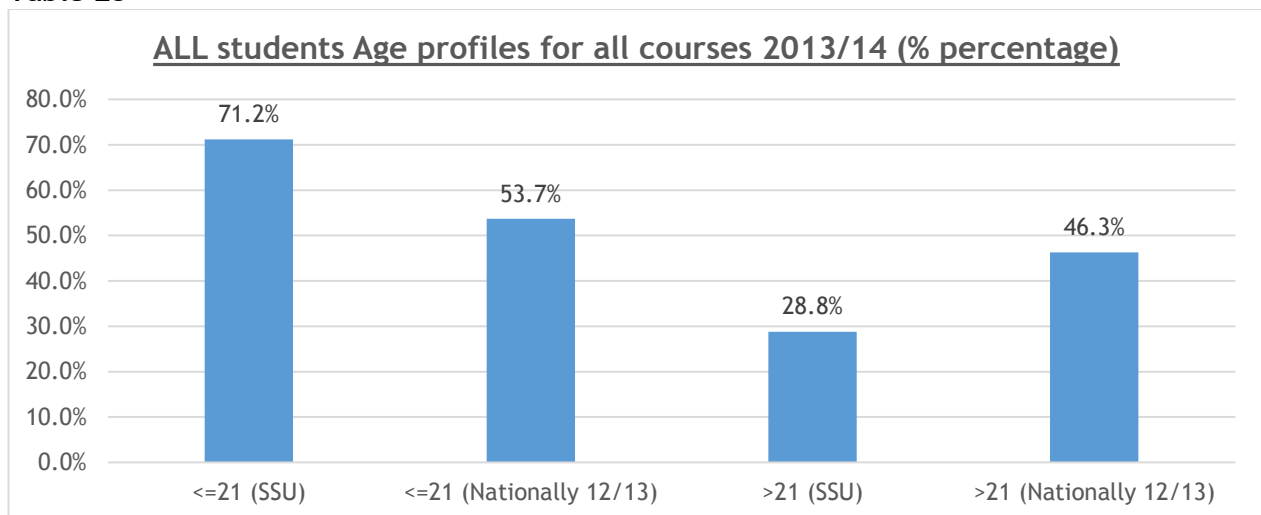


Age

Age: Student numbers and continuation

63. The age profile of the student population at Solent was younger than the national average in the sector where the age of students has become younger (e.g. the proportion of students aged 21 and under increased by 8.3% between 2003-4 and 2012-13 from 34.3% to 53.7%¹⁶) (see Table 23 below). For example, at Solent the 2013-14 data for all courses, modes and domicile showed the age breakdown to be as follows (note, the national data for 2012-13 is provided in brackets []), highlighting the differences between Solent and the national data:
- 21 and under, 7,245 students or 71.2% [53.7%], a difference of 17.5%
 - Over 21, 2,932 students or 28.8% [46.3%], a difference of 17.5%
 - 22-25, 1,841 students or 18.1% [15.6%], a difference of 2.5%
 - 26-35, 734 students or 7.2% [16.0%], a difference of 8.8%
 - 36 and over, 357 students or 3.5% [11.2%], a difference of 7.7%
64. When analysing the data by Faculty, FCI had the youngest age profile, followed by FBSE then MarTec which had the oldest age profile with almost double those aged over 21 compared with FCI. For example, the data showed the following:
- 21 and under: FBSE 2,716 or 68.4%; FCI 3,228 or 79.8%; and MarTec 1,301 or 60.2%
 - Over 21: FBSE 1,254 or 31.6%; FCI 816 or 20.2%; and MarTec 862 or 39.8%
 - 22-25: FBSE 663 or 16.7%; FCI 663 or 16.4%; and MarTec 515 or 23.8%
 - 26-35: FBSE 360 or 9.1%; FCI 112 or 2.8%; and MarTec 262 or 12.1%
 - 36 and over: FBSE 231 or 5.8%; FCI 41 or 1.0%; and MarTec 85 or 3.9%
65. At Solent the age of students increased with degree type. For example, 17.1% first degree students were aged over 21 in 2013-14 compared with 21.2% on other undergraduate courses and 92.4% on postgraduate courses.

Table 23



66. The national data showed at every degree level the proportion of students studying part-time increased with age; for example, at postgraduate taught level 85.5% of those aged

¹⁶ Equality in higher education: statistical report 2014. Part 2: students” by the Equality Challenge Unit (ECU) 2014, page 29.

36 and over studied part-time compared with 13.2% aged 21 and under¹⁷. Similarly at Solent, 89.6% of those aged 36 and over studied part-time compared with 10.0% of those aged 21 and under.

Continuation

67. Solent students aged 21 and under, as with their peers nationally, were more likely to continue (i.e. continue into the following year or qualify with an award) in their studies compared with students aged over 21. However, Solent students aged 22-25, 26-35 and over 36, compared with students nationally, were less likely to continue.
68. For example, analysis of Solent 2013-14 continuation rates and age in relation to home UK-domiciled full-time first degree entrants showed that (note, the national data is provided in brackets []):
 - i. Of 6,303 students aged 21 and under, 5,624 or 89.2% [92.0%] continued
 - ii. Of 1,604 students aged over 21, 1,380 or 86.0% continued
 - iii. Of 1,148 students aged 22-25, 999 or 87.0% [87.5%] continued
 - iv. Of 307 students aged 26-35, 261 or 85.0% [88.8%] continued
 - v. Of 149 students aged 36 and over, 120 or 80.5% [89.0] continued
69. First degree Solent students domiciled outside were marginally less likely than to continue. For example, when comparing data on students domiciled outside the UK with UK-domiciled data (see 73 above):
 - i. Of 766 students aged 21 and under, 659 or 86.0% continued (3.2% less likely than UK-domiciled to continue)
 - ii. Of 527 students aged over 21, 455 or 86.3% continued (0.3% more likely than UK-domiciled to continue)
 - iii. Of 394 students aged 22-25, 342 or 86.8% continued (0.2% less likely than UK-domiciled to continue)
 - iv. Of 126 aged 26-35, 106 or 84.1% continued (0.9% less likely than UK-domiciled to continue)
 - v. Of 7 students aged 36 and over, 7 or 100% continued (19.5% more likely than UK-domiciled to continue)

Other undergraduate (Foundation; HNC/D)

70. When analysing age in relation to 'other undergraduate' courses, those aged 21 and under compared with those aged over 21 were more likely to continue. In addition, a slightly higher percentage of students domiciled outside the UK 'continued' compared to home UK-domiciled students; however, the numbers of those domiciled outside the UK are small totalling 14 students. For example:
 - i. Of 119 UK-domiciled students aged 21, 102 or 85.7% continued; compared with 6 domiciled outside the UK where 4 or 66.7% continued
 - ii. Of 249 UK-domiciled students aged over 21, 171 or 68.7% continued; compared with 8 students domiciled outside the UK where 7 or 87.5% continued
 - iii. Of 80 UK-domiciled students aged 22-25, 63 or 78.8% continued; compared with 1 student domiciled outside the UK where 0 (zero) continued
 - iv. Of 90 UK-domiciled students aged 26-35, 64 or 71.1% continued; compared with 6 students domiciled outside the UK where 6 or 100% continued
 - v. Of 79 UK-domiciled students aged 36 and over, 44 or 55.7% continued; compared with 1 student domiciled outside the UK where 1 or 100% continued.

¹⁷ Equality in higher education: statistical report 2014. Part 2: students" by the Equality Challenge Unit (ECU) 2014, page 29.

Postgraduate courses

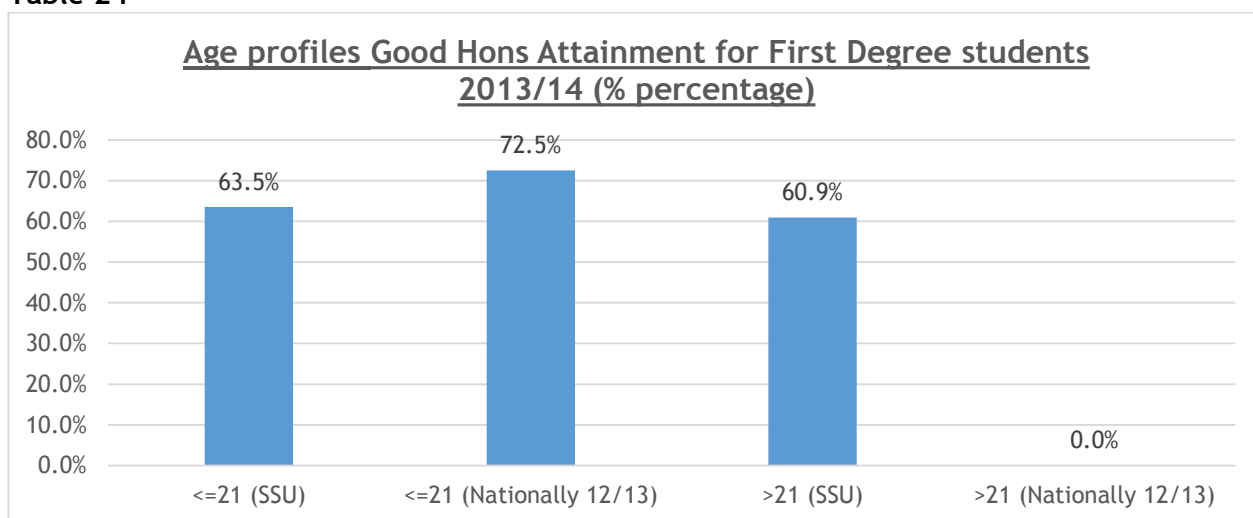
71. When analysing age and domicile in relation to postgraduate courses, it appeared to have little impact on continuation rates. For example, the continuation rate was 100% of students aged 21 for both students who were UK-domiciled and those domiciled outside the UK. For those aged over 21 the continuation rates were 99.2% for students who were UK-domiciled and 99.4% for those domiciled outside the UK. In addition, average continuation rates across all ages are high, above 99%, for both UK domiciled students and students domiciled outside the UK

Age: Student success; attainment

Degree

72. A higher proportion (2.6% more see 77ii below) of 2013-14 Solent full-time first degree qualifiers aged 21 and under achieved a 'good' degree (1st or 2i) than first degree qualifiers aged over 21.
73. However, when breaking down age further, Solent graduates aged 21 and under were 2.6% more likely to attain a good degree than those aged 22-25, 1.3% less likely to attain a good degree than those aged 26-35 and 6.9% less likely than those aged 36 and over. When comparing Solent with the national data, Solent graduates aged 21 and under were 9.0% less likely to attain a good degree; students aged 22-25 were 7.5% less likely; students aged 26-35 were 3.0% more likely; and students aged 36 and over were 8.4% more likely to attain a good degree.
74. For example (note, the national data is provide in brackets []) the Solent data shows:
- Of 1,832 students aged 21 and under who qualified, 1,164 or 63.5% [72.5%] attained a good degree
 - Of 991 students aged over 21 who qualified, 604 or 60.9% attained a good degree (a gap of 2.6% with those aged 21 and under)
 - Of 775 students aged 22-25 who qualified, 461 or 59.5% [67.0%] attained a good degree
 - Of 162 students aged 26-35 who qualified, 105 or 64.8% [61.8%] attained a good degree
 - Of 54 students aged 36 and over who qualified, 38 or 70.4% [62.0%] attained a good degree.

Table 24



Postgraduate degree

75. At Solent, on average 43.9% UK-domiciled students achieve a good degree (Distinction or Merit) and 44.3% students domiciled outside the UK achieve a good degree. When analysing by age the data shows the following:
- i. Aged 21 and under: Of 14 UK-domiciled students awarded, 10 or 71.4% attained a good degree; compared with 10 students domiciled outside the UK who were awarded, where 4 or 40% attained a good degree
 - ii. Aged over 21: Of 100 UK domiciled students awarded, 40 or 40.0% attained a good degree; compared with 179 students domiciled outside the UK who were awarded, where 58 or 44.6% attained a good degree
 - iii. Aged 22-25: Of 27 UK-domiciled students awarded, 15 or 55.6% attained a good degree; compared with 78 students domiciled outside the UK who were awarded, where 33 or 42.3% attained a good degree
 - iv. Aged 26-35: Of 37 UK domiciled students awarded, 13 or 35.1% attained a good degree; compared with 46 student domiciled outside the UK who were awarded, where 24 or 52.2% attained a good degree
 - v. Aged over 36: Of 36 UK-domiciled students awarded, 12 or 33.3% attained a good degree; compared with 6 students domiciled outside the UK who were awarded, where 1 or 16.7% attained a good degree.

Age: Graduate destinations and salaries

76. Analysis of Solent and national 2012-13 graduate destinations data showed that Solent first degree graduates aged 25 and under from the EPT campus were 12.6% more likely to be employed (see Tables 25 and 26 below), 16.0% less likely to be in further study, and 4.0% more likely to be unemployed compared with graduates nationally of the same age group (see Tables 27 and 28). Solent first degree graduates aged over 25 were 5.1% less likely to be employed, 5.0% less likely to be in further study and 11.2% more likely to be unemployed. For example, the data shows the following (note, the national data is provided in brackets [])
- i. Graduates aged 25 and under: Employed 79.9% [67.3%], a gap of 12.6%; further study 5.6% [21.6%], a gap of 16.0%; and unemployed 11.0% [7.0%], a gap of 4.0%
 - ii. Graduates aged over 25: Employed 69.1% [74.2%], a gap of 5.1%; further study 10.8% [15.8%], a gap of 5.0%; and unemployed 16.5% [5.3%], a gap of 11.2%
77. In addition, the data shows Solent graduates from both EPT and WMA campuses aged under 25 were on average likely to be earning lower salaries than those aged over 25. For example, graduates aged under 25 from EPT and WMA earned average salaries of £15,651 and £32,148 respectively; and graduates aged over 25 earned £19,611 and £38,882 respectively.

Table 25 - EPT salary by age

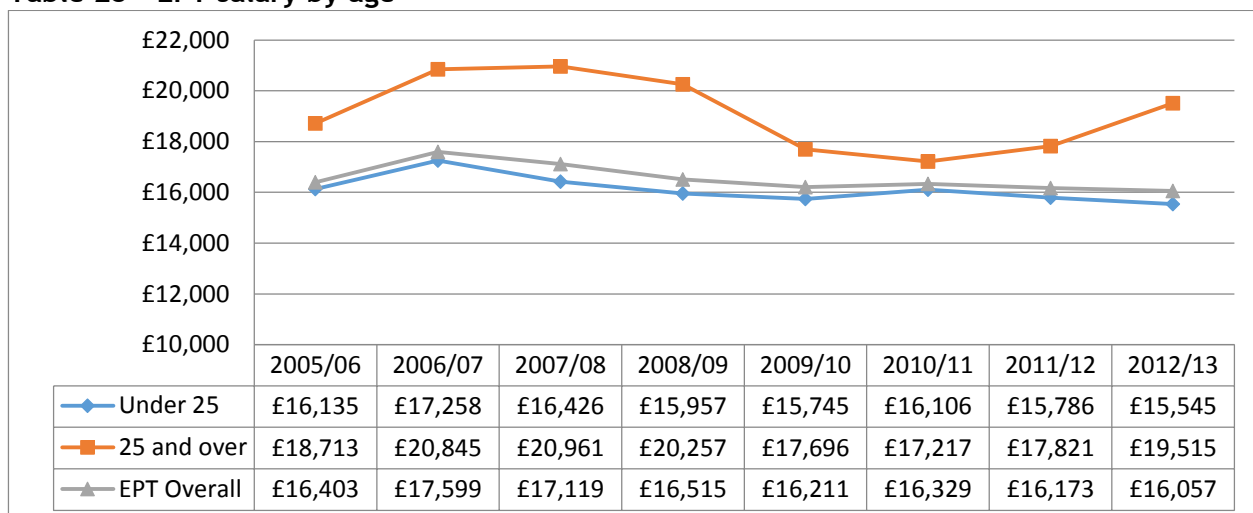


Table 26 - WMA % employed by age

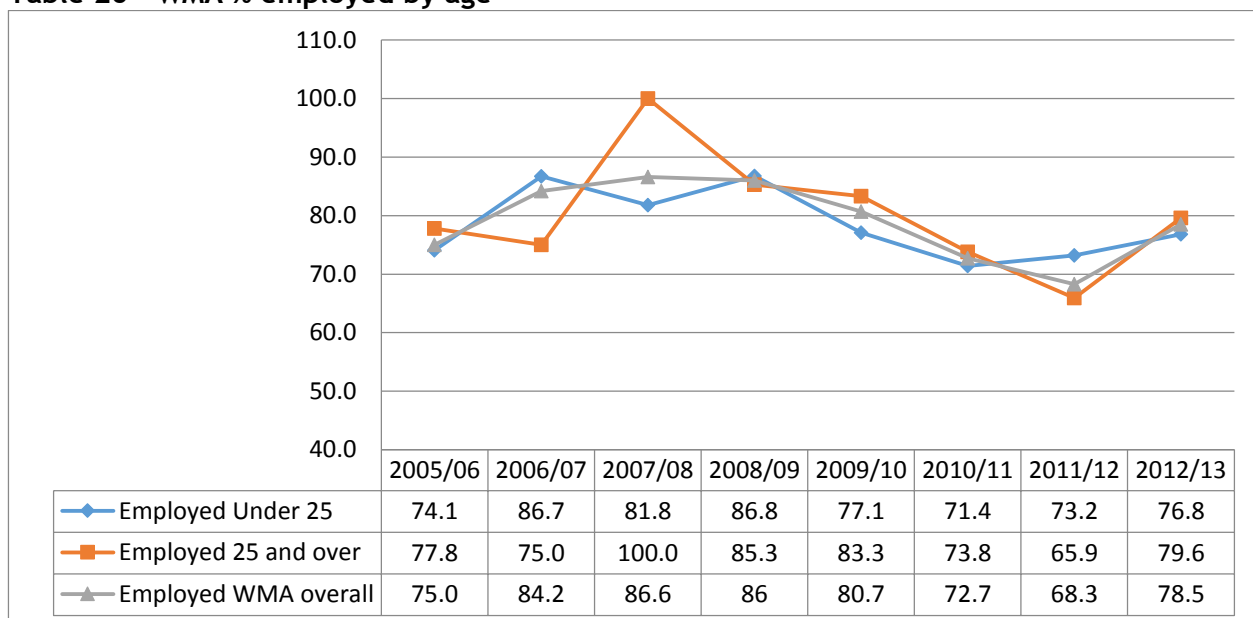


Table 27 - EPT % unemployed by age

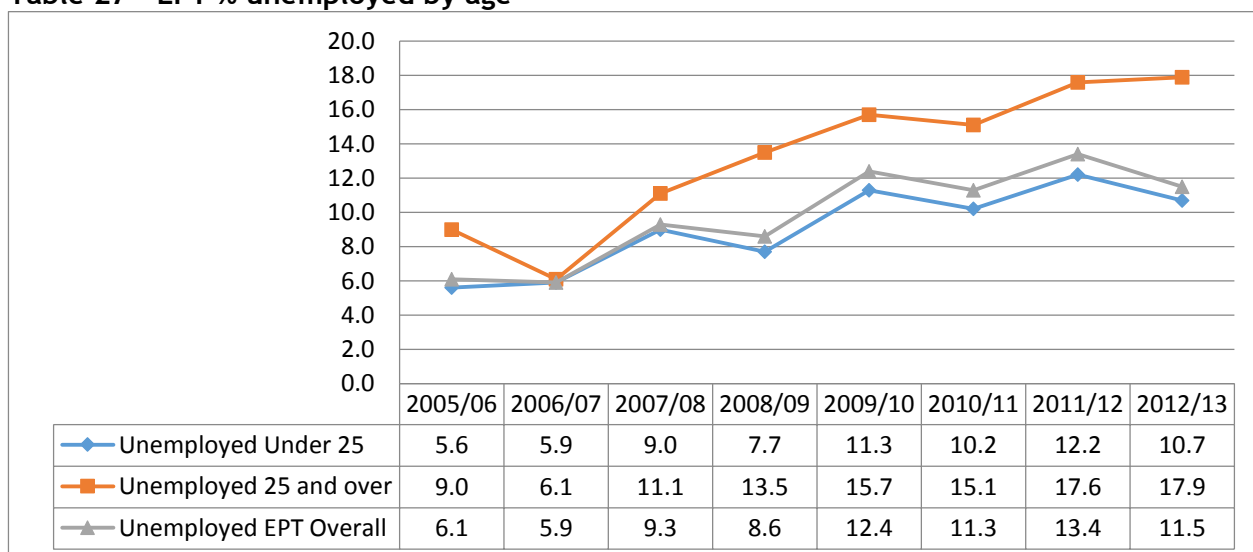
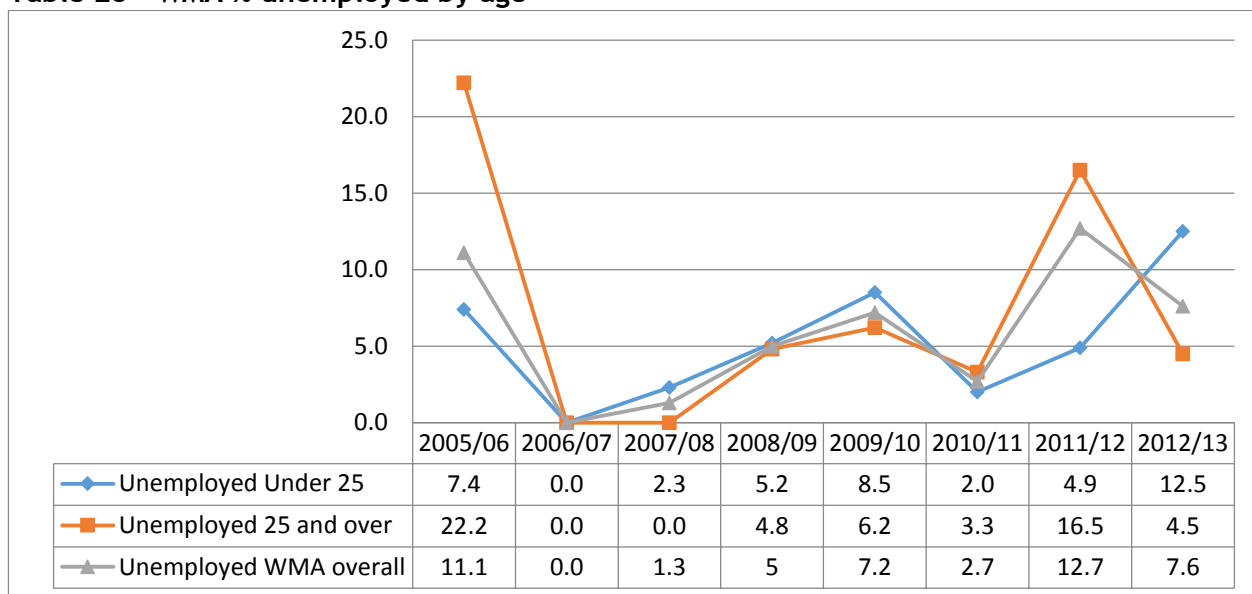


Table 28 - WMA % unemployed by age



Multiple Identities

Age and disability

78. This analysis refers to all students (i.e. all qualifications, modes, and domicile). At Solent, 66.3% of students who declared a disability were aged 21 and under compared with 54.3% nationally¹⁸.
79. At Solent, reflecting the national picture, a higher proportion of students aged 36 and over (20.4%; note, nationally the figure was 10.6%¹⁹) disclosed as disabled than students in any other age group. Students aged 36 and over comprised 22.0% of those students with mental health conditions and 20.6% of those with longstanding illness.
80. Again reflecting the national picture, most impairment types had a young age profile. For example (note, the national data is provided in brackets []), 74.5% [77.0%] of those who disclosed a social communication/autistic spectrum disorder and 69.3% [63.4%] of those with a specific learning difficulty were aged 21 and under. Conversely, students 56% [48.5%] students disclosing a mental health condition were aged 21 and under compared with 44.0% [51.5%] of those aged over 21.

Age and ethnicity

81. This analysis refers to home UK-domiciled students, all courses, modes and domicile. At Solent, White students had a younger age profile than BME students, with 94.6% aged 25 and under compared with 91.7% BME students. Therefore BME students had an older age profile; this was particularly the case for students from Black and 'Mixed' race backgrounds where 11.9% and 15.6% respectively were aged over 25, compared with 5.4% White students.

¹⁸ Equality in higher education: statistical report 2013. Part 2: students" by the Equality Challenge Unit (ECU) 2014, page 182.

¹⁹ Ibid, page 182.

82. Nationally the data showed the opposite with 67.9% White students and 70.3% BME students aged 25 and under²⁰.

Age and gender

83. This analysis refers to data on all students, all modes, all courses. At Solent, male students had an older age profile than female students. For example, 69.9% male students were aged 21 and under and 30.1% were aged over 21, compared with 75.4% female students aged 21 and under and 24.6% aged over 21; and 90.0% male students were aged 25 and under, compared with 89.8% female students. However, marginally more females were aged 36 and over; for example, female students comprised 51.8% of those aged 36 and over.
84. Nationally the data showed that male students had a younger age profile, the opposite of the 'picture' shown at Solent where male students had an older age profile. For example (note, the Solent equivalent data is shown in brackets []), 72.3% [90.0%] male students were aged 25 and under compared with 67% [89.8%] of female students; and female students comprised only 54% [44.2%] of those aged 21 and under²¹.

Disability and ethnicity

85. This analysis refers to data on home UK-domiciled students who disclosed as disabled, or who did not disclose as disabled or whose disability status was unknown. Reflecting the national picture, a higher proportion of White students disclosed as disabled than BME students. For example, (note, the national data is provided in brackets []), 14.4% [11.6%] White students disclosed compared with 9.8% [8.4%] BME students²².
86. At Solent, disability disclosure rates were highest among White students (14.4%) and lowest among Chinese students (6.5%). Nationally, disclosure rates were also lowest among Chinese students and highest among 'Mixed' background students²³. Other disclosure rates at Solent were (note, the national data is provided in brackets []) Black 8.8% [9.8%], Asian 8.4% [6.1%], Mixed 12.9% [12.5%], and 'Other' 10.9% [9.1%].
87. At Solent, BME students made up 22.2% [22.8%] of students who were blind or had a serious visual impairment and 5% [16.3%] of students who disclosed a physical impairment or mobility issue, and no BME students compared with 11.8% nationally disclosed two or more impairments.
88. At Solent 87.1% [85.0%] White students declared a specific learning difficulty. At Solent when analysing proportions of disclosure by disability type within ethnic groups and where it is possible to report without identifying individuals, the data showed proportions as follows (Solent number and percentage is included; national data is in brackets [])²⁴:
- i. Longstanding illness 69 or 7.4% [10.0%] White compared with 18 or 12.6% [11.9%] BME
 - ii. Mental health condition 141 or 15.2% [11.2%] White compared with 20 or 14.0% BME

²⁰ Equality in higher education: statistical report 2013. Part 2: students" by the Equality Challenge Unit (ECU) 2014, page 186.

²¹ Ibid, page 188.

²² Ibid, page 189.

²³ Ibid, page 189.

²⁴ Ibid, pages 190/191.

- iii. Social communication/autistic spectrum 37 or 4.0% [2.5%] White compared with 8 or 5.6% [1.4%] BME
- iv. Specific learning difficulty 566 or 60.7% White [49.2%] compared with 84 or 58.7% [49.1%] BME

Disability and gender

89. Reflecting the national picture, a higher proportion of females than males disclosed as disabled. For example (note, national data is provided in brackets []), at Solent 12.7% [9.7%] females disclosed as disabled compared with 11.7% [9.1%] males. Of the 1,212 students who disclosed a disability 538 or 44.4% were females and 674 or 55.6% males.
90. At Solent, reflecting the national picture, the differences between male and female students disclosing a disability showed:
- i. Of 22 students who disclosed two or more (multiple) disabilities, 72.7% [64.1%] were female and 27.3% [35.9%] male
 - ii. Of 187 students who disclosed a mental health condition 61.0% [66.7%] were female and 39.0% [33.3%] male
 - iii. Of 47 students who disclosed a social communication impairment/autistic spectrum, 85.1% [79.8%] were male and 14.9% [20.2%] female
91. In addition, at Solent:
- i. Of 102 students who disclosed a longstanding illness, 57.8% [39.0%] were male and 42.2% [61.0%] female
 - ii. Of 724 students who disclosed a specific learning difficulty, 59.3% [45.2%] were male and 40.7% [54.8%] female.

Ethnicity and gender

92. This analysis refers to data on home UK-domiciled students, all modes and courses. The data showed that at Solent within every ethnic group the majority of students were male. Conversely, the national data showed the opposite; that is, for every ethnic group, the majority of students were female.
93. For example, the following showed the gender differences within each ethnic group at Solent (national data is provided in brackets []²⁵):
- i. Of 6,414 White students, 44.0% [58.0%] were female and 56% [42.0%] male
 - ii. Of 1,458 BME students in total, 40.1% [55.6%] were female and 59.9% [44.4%] male
 - iii. Of 628 Black students, 40.1% [59.3%] were female and 61.8% [40.7%] male
 - iv. Of 322 Asian students, 41.0% [52.6%] were female and 59.0% [47.4%] male
 - v. Of 31 Chinese students, 38.7% [52.2%] were female and 61.3% [47.8%] male
 - vi. Of 349 'Mixed' students, 44.1% [57.6%] were female and 55.9% [42.4%] male
 - vii. Of 128 'Other' students, 43.2% [54.1%] were female and 56.8% [45.9%] male
94. At Solent (national data is provided in brackets []) the data shows that of 3,404 female students 585 or 17.2% [19.0] were from BME backgrounds, and of 4,468 males 873 or 19.5% [20.5%] were from BME backgrounds.²⁶

²⁵ Equality in higher education: statistical report 2013. Part 2: students" by the Equality Challenge Unit (ECU) 2014, pages 196/197.

²⁶ Ibid, pages 196/197.

Degree attainment

Age and gender

95. This analysis refers to data on first degree qualifiers, all modes and domicile. At Solent, on average, female qualifiers were 9.1% more likely than males (67.4% compared with 58.3%) to achieve a good degree (i.e. a 1st or a 2i); nationally females were 4.8% more likely than males (70.0% compared with 65.2%) to achieve a good degree.
96. In addition, female students were more likely to achieve a good degree within every age group, a pattern that is reflected nationally with the exception of students aged over 36 where a higher proportion of male qualifiers achieved a good degree. The largest differences at Solent between males and females were for those aged 26-35 (12.8%; see 97iv below) and those aged 21 and under (10.5%; see 97i below). The largest differences nationally were for those aged 21 and under (6.2%) and those aged 22-25 (5.4%).
97. For example, when comparing the number and percentage of female qualifiers achieving a good degree with their male peers (note, national data is provided in brackets []) ²⁷:
- i. Students aged 21 and under: Of 963 female qualifiers, 660 or 68.5% [75.0%] achieved a good degree; and of 869 male qualifiers 504 or 58.0% [68.8%] achieved a good degree
 - ii. Students aged over 21: Of 379 female qualifiers 245 or 64.6% achieved a good degree; and of 612 male qualifiers 359 or 58.7% achieved a good degree
 - iii. Students aged 22-25: Of 299 female qualifiers 186 or 62.2% [69.6%] achieved a good degree; and of 476 male qualifiers 275 or 57.8% [64.2%] achieved a good degree
 - iv. Students aged 26-35: Of 56 female qualifiers 41 or 73.2% [62.2%] achieved a good degree; and of 106 male qualifiers 64 or 60.4% [61.4%] achieved a good degree
 - v. Students aged 36 and over: Of 24 female qualifiers 18 or 75.0% [62.0%] achieved a good degree; and of 30 male qualifiers 20 or 66.7% [65.2%] achieved a good degree

Ethnicity and disability

98. This analysis refers to home UK-domiciled first degree qualifiers. At Solent, for all ethnic groups except for White students, a higher proportion of disabled qualifiers attained a good degree (1st or 2i) than non-disabled qualifiers. Nationally, the opposite was the case where for all ethnic groups a higher proportion of non-disabled qualifiers achieved a good degree. ²⁸
99. At Solent, on average, BME disabled students were 3.6% more likely (50.0% compared with 46.4%) to achieve a good degree. The largest differences at Solent were for disabled students from a 'Mixed' and 'Other' background who were 6.0% and 10.9% respectively more likely to attain a good degree than their non-disabled peers; and White disabled students were 7.1% less likely than their non-disabled peers to attain a good degree.

Gender and disability

100. This analysis refers to first degree qualifiers, all modes and domicile. The Solent data showed that the disability degree attainment gap was larger among male than female qualifiers, with female non-disabled qualifiers 3.5% more likely to attain a good degree than their disabled peers, and male non-disabled qualifiers 5.1% more likely to attain a

²⁷ Ibid, Equality in higher education: statistical report 2013. Part 2: students" by the Equality Challenge Unit (ECU) 2014, pages 202/203.

²⁸ Ibid, pages 204/205.

good degree than their disabled peers. Nationally the data showed evidence of a similar attainment gap for female disabled students (a difference of 0.4%), and a larger gap for male disabled students (a difference of 4.1%).²⁹

101. For example, the Solent data showed the following (note, the national data is provided in brackets []):
 - i. Of 1,185 female non-disabled qualifiers, 804 or 67.8% [70.3%] attained a good degree compared with 157 disabled qualifiers of whom 101 or 64.3% [67.2%] attained a good degree, evidencing an attainment gap of 3.5% [3.1%]
 - ii. Of 1,295 male non-disabled qualifiers, 763 or 58.9% [65.3%] attained a good degree compared with 186 disabled qualifiers of whom 100 or 53.8% [64.3%] attained a good degree, evidencing a gap of 5.1% [1.0%].

Ethnicity and gender

102. This analysis refers to home UK-domiciled first degree qualifiers, all modes and domicile. Nationally the data showed that in all ethnic groups a higher proportion of female qualifiers attained a good degree than their male peers with the gender degree attainment gap largest among Chinese qualifiers.³⁰
103. At Solent, White female qualifiers were 11.3% more likely to attain a good degree than their male peers. However, overall, female BME qualifiers were 3.9% less likely to attain a good degree than their male peers with the largest attainment gaps for qualifiers from 'Other' backgrounds (28.8%), Chinese backgrounds (10.0%) and Asian backgrounds (3.7%).

Other protected characteristics

104. The Equality Act 2010 extended the number of protected characteristics to cover new areas including religion and belief and sexual orientation. Changes to the HESA student record for 2012-13 allowed universities to return information on these characteristics on an optional basis. This analysis is based upon data on all courses, mode and domicile

Religion and belief

105. Nationally, 71 out of 161 (44.7%) institutions returned information on religion and belief.³¹ Therefore, information on religion and belief was unknown for 80.4% of all students studying in higher education. At Solent, the data on religion and belief was known for 94.5% of the student population.
106. Where information was known at Solent, the data showed the following (note, national data is provided in brackets []):
 - iii. Of 9,621 students, 4,837 (50.3% [56.7%]) identified themselves as following a particular religion
 - iv. Of these, 86 students (0.9% [1.5%]) identified themselves as Buddhist. This equated to 1.8% [2.7%] of those who identified themselves as following a particular religion
 - v. 3,829 students (39.8% [41.4%]) identified themselves as Christian; 79.1% [73.1%] of those who identified themselves as following a particular religion

²⁹ Equality in higher education: statistical report 2013. Part 2: students" by the Equality Challenge Unit (ECU) 2014, pages 206/207.

³⁰ Ibid, pages 208/209.

³¹ Ibid, page 222

- vi. 102 students (1.1% [2.4%]) identified themselves as Hindu; 2.1% [4.1%] of those who identified themselves as following a particular religion
- vii. 18 students (0.2% [0.5%]) identified themselves as Jewish; 0.4% [0.9%] of those who identified themselves as following a particular religion
- viii. 437 students (4.5% [6.8%]) identified themselves as Muslim; 9.0% [12.0%] of those who identified themselves as following a particular religion
- ix. 51 students (0.5% [0.8%]) identified themselves as Sikh; 1.1% [1.3%] of those who identified themselves as following a particular religion
- x. 105 students (1.1% [1.1%]) identified themselves as spiritual; 2.2% [2.0%] of those who identified themselves as following a particular religion
- xi. A further 209 (2.2%) students were identified as 'other' religion and belief; 4.3% of those who identified themselves as following a particular religion.

107. At Solent, those students who identified themselves as following a religion were 1.6% less likely to continue in their studies (i.e. 87.4% compared with 89.0%) either by continuing in the following year or receiving an award, than those who identified themselves as following no religion. In addition, those students who identified themselves as following a religion were 7.1% less likely to attain a good degree (i.e. 54.3% compared with 61.4%).

108. Further analysis showed that continuation rates ranged from 92.2% for students who identified themselves as Sikh, to 78.9% who identified themselves as Muslim. In addition, 56.7% students who identified themselves as 'Spiritual' attained a good degree compared with 32.3% who identified themselves as Buddhist.

Sexual orientation

109. Nationally 75 out of 161 institutions (46.6%) returned data on sexual orientation to HESA. Data was returned in variable amounts by institutions, some returning nearly 100% and others only a small proportion³². At Solent data was known for 93.3% of students, with information either refused or unknown for 6.7%.

110. Where information was known at Solent, the data showed that (note, the national data is provided in brackets []) of 10,177 students, 9,496 (93.3%) provided information on sexual orientation. Of these:

- i. 9030 or 95.0% [96.4%] identified themselves as heterosexual
- ii. 110 or 1.3% [1.7%] identified themselves as bisexual
- iii. 108 or 1.3% [1.3%] identified themselves as a Gay man
- iv. 61 or 0.8% [0.7%] identified themselves as Gay woman
- v. 103 or 1.3% [2.0%] identified themselves as 'Other'

111. Sexual orientation had no impact on continuation rate. For example, these ranged from 88.4% for heterosexual students, to 88.0% to those who said they were a gay man. However, the continuation rate for 'Other' was slightly higher at 91.3%.

112. Further analysis showed 58.8% heterosexual students attained a good degree, whilst 'Other' students were least likely to attain a good degree, and those who said they were bisexual were most likely at 64.3%.

³² Equality in higher education: statistical report 2013. Part 2: students" by the Equality Challenge Unit (ECU) 2014, pages 224/225.

Analysis by Other student groups

Domicile or residency

113. This analysis is based upon all modes and will focus in turn on first degree students, other undergraduate students studying Foundation and HNC/D courses, and postgraduate students.

First degree

114. At Solent, of 9,334 students studying degree courses in 2013-14, 125 (1.4%) were EEU domiciled, 793 or 8.5% were EU, 50 or 0.5% were Islands, 325 or 3.5% were international overseas, and 8,041 or 86.1% were home UK-domiciled.

115. Of these students, EEA students were most likely to continue (95.2%) and overseas international students least likely (77.2%). In addition, EEA students were also most likely to attain a good degree (89.1%) and international overseas students least likely (28.9%).

Other undergraduate (Foundation and HNC/D courses)

116. Of 382 students studying other undergraduate courses, 11 or 2.9% were EU domiciled, 1 or 0.3% Islands, 2 or 0.5% international overseas, and 368 or 96.3% home UK-domiciled.

117. Of these students, Islands students were most likely to continue (100%) and international overseas least likely (50%), although the numbers are small.

Postgraduate

118. Of 461 students studying postgraduate courses, 10 or 2.2% were EEA domiciled, 96 or 20.8 % EU, 89 or 19.3% international overseas, and 266 or 57.7% home UK-domiciled.

119. Of the 461 students, 458 or 99.3% attained a good degree (Merit or Distinction); therefore domicile had no effect on attainment.

Widening Participation: Low Participation Neighbourhood (LPN)

120. This analysis is based on home domiciled first degree students. Solent data shows that of 2,547 'widening participation' students from low participation neighbourhoods, 87.9% continued or qualified. In addition, of 712 who qualified, 427 or 61.4% attained a good degree (note, overall on average at Solent 62.5% students attained a good degree).