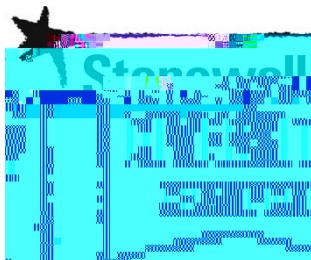




Student Equality and Diversity Annual Report 2017/18

Maintained by: [REDACTED]
Owned by: Student Services
Last updated: 01/09/2018



1. Introduction

This report provides an overview of the university's student success data for the December 2017 dataset, SITS, Feb/Mar-18, WIYC entry qualifications data Nov-17; HESA (HEFSE) data, 16-18, 19-24, 25-29, 30-34, 35-39, 40-44, 45-49, 50-54, 55-59, 60-64, 65-69, 70-74, 75-79, 80-84, 85-89, 90-94, 95-99, 100-104, 105-109, 110-114, 115-119, 120-124, 125-129, 130-134, 135-139, 140-144, 145-149, 150-154, 155-159, 160-164, 165-169, 170-174, 175-179, 180-184, 185-189, 190-194, 195-199, 200-204, 205-209, 210-214, 215-219, 220-224, 225-229, 230-234, 235-239, 240-244, 245-249, 250-254, 255-259, 260-264, 265-269, 270-274, 275-279, 280-284, 285-289, 290-294, 295-299, 300-304, 305-309, 310-314, 315-319, 320-324, 325-329, 330-334, 335-339, 340-344, 345-349, 350-354, 355-359, 360-364, 365-369, 370-374, 375-379, 380-384, 385-389, 390-394, 395-399, 400-404, 405-409, 410-414, 415-419, 420-424, 425-429, 430-434, 435-439, 440-444, 445-449, 450-454, 455-459, 460-464, 465-469, 470-474, 475-479, 480-484, 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University London. It includes staff, students, alumni, visitors, contractors, suppliers, and assignment, sexual and civil partnership status, socioeconomic background and any other, inappropriate distinction.

In keeping with our duties we will continue to engage community and to monitor and act upon equality data. We will continue to assess the impact of the Equality Act 2010 on our community for staff and students.

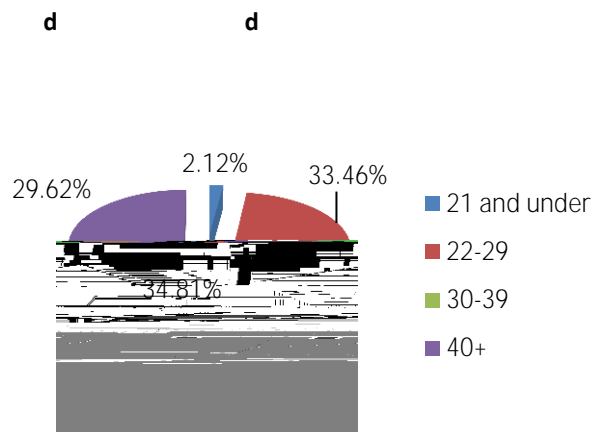
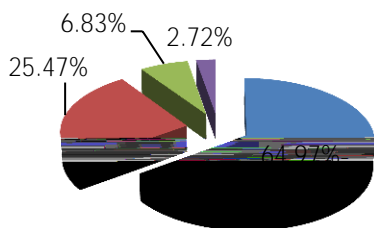
3. Student data summary

The age profile of Brunel University students demonstrates that we have a significantly larger population of students in the 21 and under age range (71.52%) compared to the national average (56.10%). This is reflected in the following table:

The majority of postgraduate students are aged 22-29 for both undergraduate and postgraduate students. The best performing age group achieving a 'first/2.1' which is defined as a first/2.1 classification, is aged 18-20 (75.49%) and students aged 21-24 are

6. Student data

The overall student profile for 2017-18 is comprised of 13,300 students, an increase of 100 students in the previous year. The vast majority of students (95%) are



Attainment according to age profile

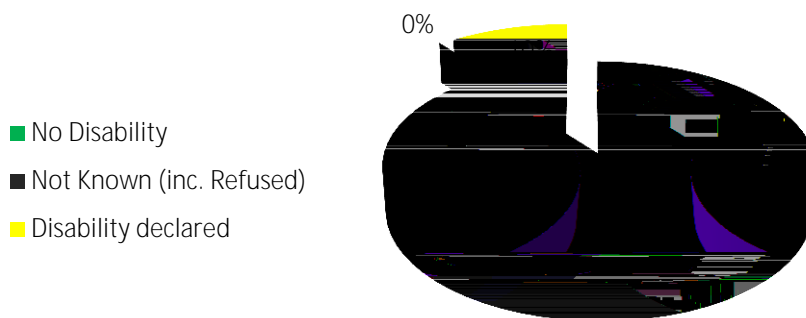
pass grades or 'good degrees' (2:1 or above) in upper pass grades. The cohort aged 21-24 was the second best performing cohort (69.05%) closely followed by 40 and over (68.42%) and 25-39 (67.11%). In 2015/16, students aged 40 and over, despite being a smaller cohort of 18 students, 88.89% were awarded an upper pass grade. The best performing age group by population size was students aged 21 and under (74.57%), followed by students aged 25-39 (73.40%). Students aged 21-24 were the least likely to achieve an upper pass grade in 2015/16, however this was still achieved by 62.01% and has increased in the 2017/18 attainment data.

Management monitors the institution's performance in terms of degree classification through the University's Annual Monitoring cycle, and take action accordingly.

8. Disability

The disability categories indicate the nature of impairment that a student has on the basis of their own self-disclosed assessment. They can choose not to disclose this information. This year (2017/18) has seen an increase in the number of students declared amongst the student cohort, from 7.8% last year (2016/17) to 9.2% this year. Despite the increase, this is slightly lower than student disability declared across the UK higher education sector of 10.6% (HEU, 2016).

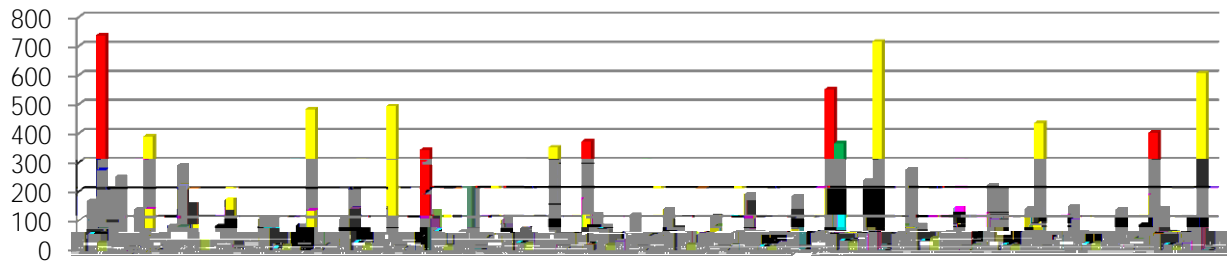
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The rate of disability disclosure does not differ significantly by level of study: at undergraduate level 9.6% of students declared a disability, at postgraduate level 8.6% and at research level 9.6%. Similar declaration rates appeared for full-time (9.6%) and part-time (9.2%) students. The rate of disclosure varies by faculty, with the highest rates seen in the Faculty of Health, Education and Society (12.5%) and the Faculty of Science (11.5%).

learning difficulties sees the highest proportion of students with a disability, this makes up 41% of the total number of students who declared a disability.

This year it appears that across most disabilities listed there has been a slight increase in the number of student declarations compared to the previous year, sighted and deaf/hearing impaired students, which has remained static since 2016/17. The ECU data states that there has been a steady increase in students disclosing a disability since 2015/16, when more than 1 in 10 students disclosed a disability (11.7%).



The Student Success Project is working to ensure that all students have an equal opportunity to succeed at Brunel University London. One way of measuring student success is by looking at the attainment of first degree courses. An attainment gap is the difference in the percentage of students who graduate with a first class or upper second class degree between different groups of students.

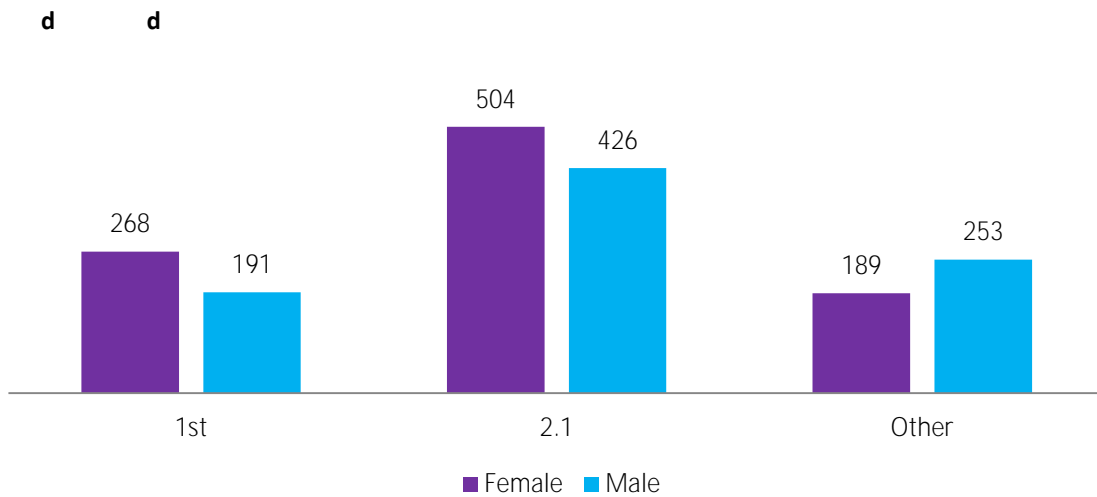
Research by the Higher Education Research Centre (HERC) in 2015/16 has shown that, across the UK, Black and Minority Ethnic (BME) students are less likely to achieve top degrees compared to white students. This gap persists even when factors such as entry qualifications, socio-economic status and other factors are controlled for³.

The ECU data for the sector highlights that black students graduate with a first class or upper second class degree with a 25.3% in 2015/16. At Brunel the attainment gap for black students has been particularly wide in the past, but currently being addressed through the Student Success Project. In 2015/16 we saw the gap reduce to 14.2% in 2016/17. This compares extremely favourably to England overall where the Black-White attainment gap is 21.8% for Asian students, research has also shown that only 11% of students in the UK are black, compared to the figure reported for England (17.2%) (HESA data 2016/17)⁴.

10. Gender

Our student gender profile (46.47% female) is slightly lower than that recorded in the sector where 56.2% are female and 43.8% are male (ECU, 2016). At undergraduate level the profile remains fairly similar with a female representation of 45.79% compared to the sector at 55.3% (ECU, 2016).

The gender profile remains consistent at postgraduate taught and research degrees, where women represent 46.74% of students. In relation to research degrees, the gender profile remains similar with 46.74% of students being female. This represents a decrease from 51.82% in the previous year, and is lower than the proportion of women studying part-time at all levels across the UK higher education sector.



11. Religion

Religion and belief refers to the full spectrum of religious and belief affiliations, including non-religious and philosophical beliefs such as atheism, agnosticism and humanism. The data highlights that there is a significant increase in the number of students who identify as Christian. For the purposes of this report, all Christian denominational practices have been aggregated into a single category, including: Catholic, Methodist, Presbyterian, Church of England, Ireland and Scotland. More than a quarter of our student population report a religious or philosophical belief.

