Student Equality and Diversity Annual Report 2017/18

Maintained by:
Owned by: Student Services
Last updated: [redacted]

1. Introduction

This report provides an overview of [redacted] December 2017 dataset, SITS, Feb/Mar-18, WIYC entry qualifications data Nov-17; HESA [redacted] HEBSS data on household income Dec-

University London. It includes staff, students, alumni, visitors, contractors, suppliers, [redacted] 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 [redacted] for staff and students.

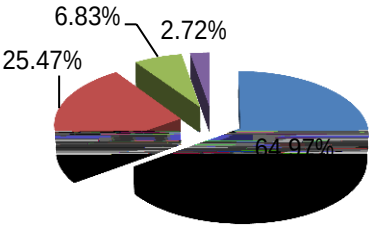
3. Student data summary

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%) [redacted] (56.1%). This [redacted]

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

6. Student data

The overall student profile for 2017-18 is comprised of 13,3[illegible] students on [illegible] a [illegible] students in the previous year. The vast majority of [illegible] %) are



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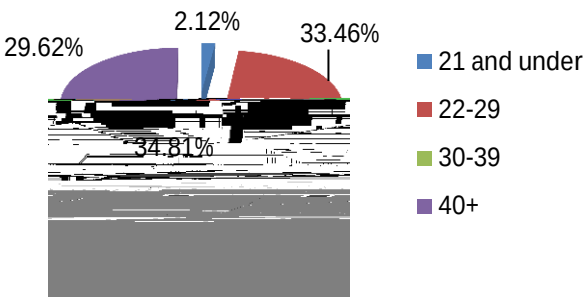


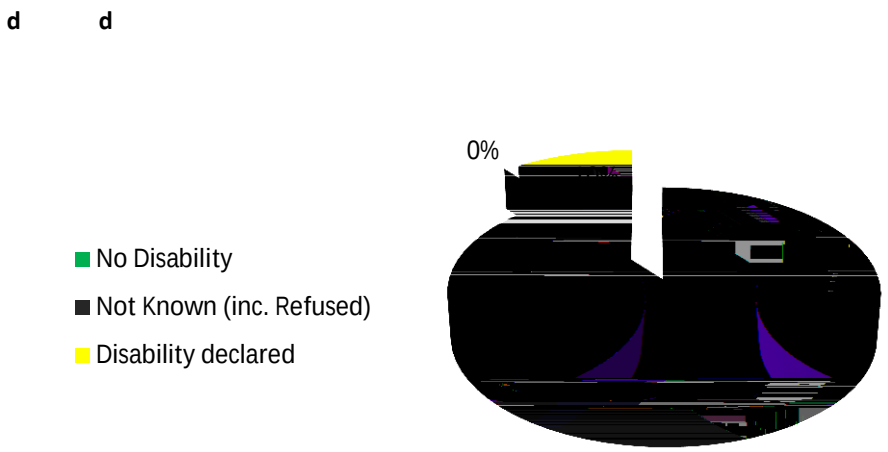
Attainment according to age profile

[illegible] or 'good degrees' (2:1 or above) in [illegible] The [illegible] 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, 88.26% 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 2016/17 attainment data.

In order to ensure that students of all [illegible] equal outcomes in terms of degree classification [illegible] through the University's Annual Monitoring cycle, and take action accordingly.

8. Disability

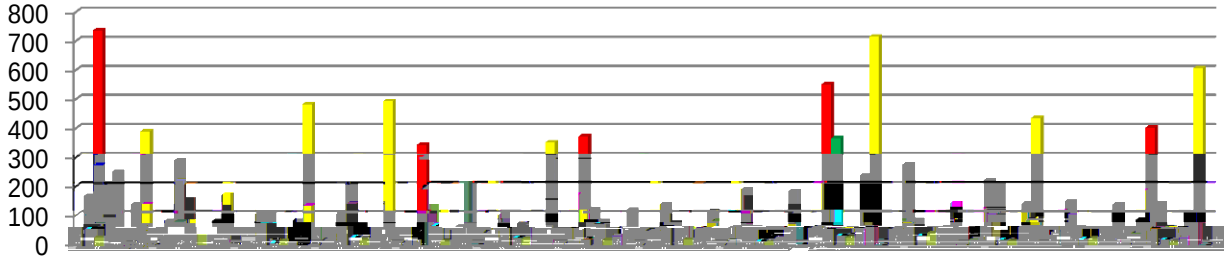
The disability categories indicate the type of impairment that a student has on the basis of their own self-to disclose this assessment. They can choose not information. This year (2017/18) has seen an increase in the [illegible] declared amongst the student cohort, from 7.8% last year (2016/17) to 9.2%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



The rate of disability disclosure does [illegible] study: at undergraduate level 9.6% of students declared a disability [illegible] of [illegible] Similar declaration rates appeared for full-time (9.6%) and part-time (9.2%) students. [illegible] of study, specific

learning difficulties sees the highest proportion s, 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 students disclosing a disability since 2015 /16, when more than 1 in 10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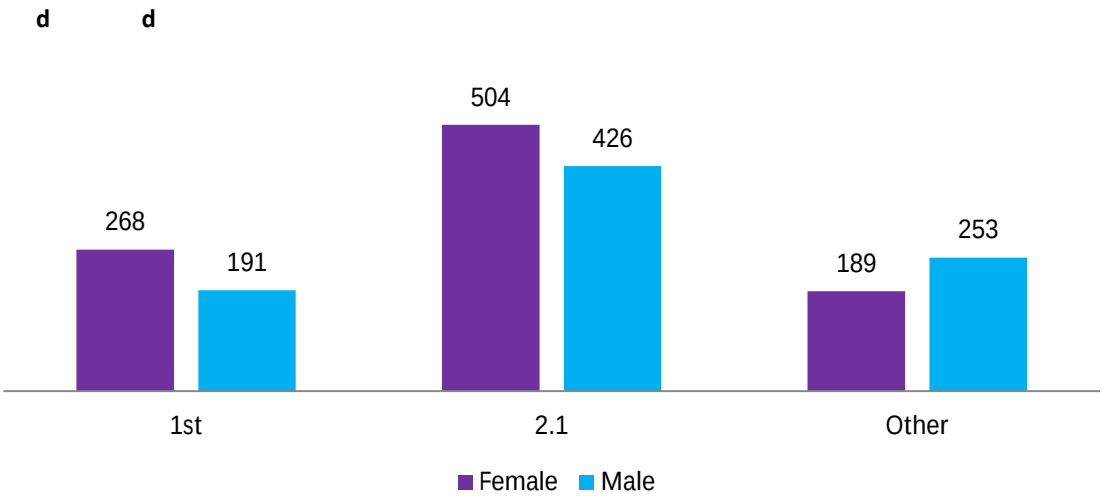
The Student Success Project is working [illegible] opportunity to succeed at Brunel University London. One way of measuring student success is by looking at the attainment of 'good degrees'. An attainment [illegible] roups of students. Research by the [illegible] showed that across the UK, Black and Minority Ethnic (BME) students are less likely to achieve top degrees compared to white students. This gap persists even once factors such as entry qualifications, socio-[illegible] are controlled for[3].

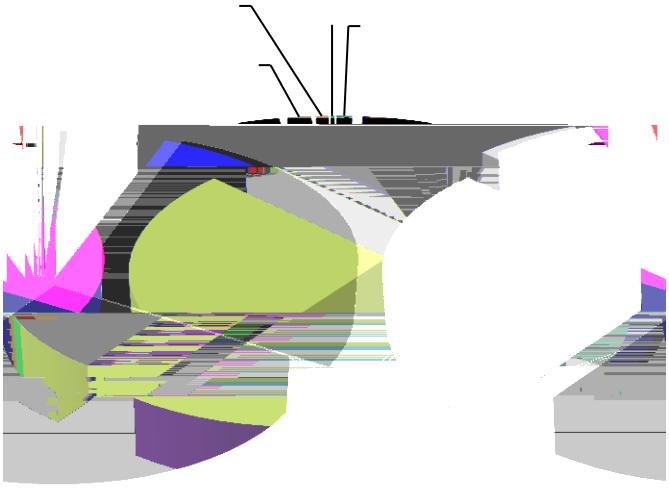
The ECU data for the sector highlights that [illegible] black students qualifying with a First/2:1 degree was 25.3% in 2015/16. At Brunel the attainment gap for [illegible] currently being addressed through the Student Suc[illegible] seen the gap reduce to 14.2% in 2016/17. This compares extremely favourably to England overall where the Black-White attainment gap is 21.8%, [illegible] the figure reported for England (13.2%) (HESA data 2016/17)[4].

10. Gender

Our student gender profile (46.47% female) is slightly lower than that recorded [illegible] 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 45.78%, compared to the sector at 55.3% (ECU, 2016).

[illegible] remains consistent at postgraduate taught [illegible] research, where women account for 46.74% [illegible] In relation to m[illegible] % of st[illegible] -time. 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 [illegible]



11. Religion

[illegible] -religious and philosophical beliefs such as atheism, agnosticism and humanism. The data highlights that there is a significant [illegible] purposes of this report, [illegible] aggregated [illegible] including Catholic, Methodist, Presbyterian, Chur[illegible] of England, Ireland and Scotland. More than a quarter of our student population report [illegible] ion.