

## UCP Marjon

### Annual Equalities Report – July 2011

The University College Plymouth, St Mark & St John (UCP Marjon or the UC) has set out, in the Equality & Diversity Scheme 2011-2015, the commitment made to progressing equality throughout the institution. This report is intended to be informative in terms of equality and diversity advancement and as such sets out to meet the following objectives:-

- Report on the progress that the University College is making in achieving its equality and diversity objectives (as set out in our equality schemes and action plans).
- Highlight areas that may form the basis of future equality objectives.
- Provide baseline information with regard to our community in terms of diversity against appropriate benchmarks (where available).

This information is set out principally as a resource that can be utilised by the UC, particularly by the Diversity Working Group (DWG) and by Faculties and Service Teams, to review and set challenging equality objectives for the following session. As this will be published externally (via the UC's website) it also becomes the mechanism for bringing together information that should be published under the Equality Act 2010 to satisfy the requirements of the Public Sector Equality Duty<sup>1</sup>.

To fulfill the objectives above whilst still being succinct, this report contains summary information with links to tables where appropriate.

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- 1.** Summary of progress on equality actions (including equality analysis, training and development, engagement and good practice)
- 2.** Staff data (as at June 2011)
- 3.** Student data (from 2009-10)
- 4.** Concerns relating to equality and diversity
- 5.** Links to appendixes (including benchmark data)

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<sup>1</sup> This report has been collated prior to sector publishing requirements being ratified therefore we may add to or change the data that has been provided in due course.

## **1. Summary of Progress on Equality Actions**

The year 2010-2011 has seen much progress on our equality schemes within the UC, some specific examples are summarized below. Where there is further information on any specific area, links are provided.

**1.1 Equality Impact Assessment (EIA)** – during the last year the UC brought together a cross-Marjon team who undertook an exercise looking at Student Assessment methods. The process created lots of debate and concluded by providing an action plan to Learning, Quality and Standards Committee who are now responsible for ensuring recommended actions are seen through to conclusion. The debate created by the process will be used to review our equality impact assessment advice to staff and will therefore inform our future EIA work. EIA work continued in Human Resources (HR) and Student Support teams as well as elsewhere across the campus. Completed EIAs can be found at:-

<http://www.marjon.ac.uk/aboutmarjon/diversity/equalityimpactassessment/>

There is still much to do in terms of equality analysis and resources are being targeted at high priority/high impact areas of the student experience.

**1.2 Staff Training and Development** – approximately 235 support staff to date have attended OneMarjon Equalities training – a workshop raising awareness of prejudice, stereotyping and discrimination. This represents nearly 60% of total staff. These workshops were set up in September 2009 to fulfil an identified gap which existed between new members of staff who were undergoing an Equality & Diversity induction and existing staff members who had no other route to professional equality training.

Other equalities training such as short workshops on an 'Introduction to the Equality Act' were delivered throughout the year as required. All new members of staff through 2010-11 were provided with an equality and diversity induction. Equality impact assessment training was provided either on a one-to-one or at team level on request.

Over the coming months we are focusing on anti-racism training for senior members of staff and will look to develop an inclusivity workshop for Academic staff. Senior Management has also been trained on issues around harassment and bullying. In addition the University College has identified a number of staff to act as Investigators and the first training for six members of staff has been run. This training focused specifically on dealing with incidents involving harassment and bullying concerns.

The UC identified a need to support and train Line Managers in their role in an increasingly diverse and demanding workplace and began a Leadership and Management Development Programme. Sessions for the first cohort have already been run and attendees continue to receive support through ongoing coaching sessions. The second cohort will run shortly with a third planned for the next academic year.

It is expected that a Recruitment and Selection training workshop will commence shortly for members of staff who are involved in shortlisting and interviewing staff thus fulfilling a requirement to ensure that staff involved in recruiting and selecting personnel have adequate knowledge and thereby ensuring fair and equal opportunity to all potential applicants.

**1.3 Student Learning** - For the third year running Katherine Hamley, Senior Lecturer, Primary ran a very stimulating 'Challenging Stereotypes' day for third year primary students. Visiting lecturers and workshop co-ordinators came from a variety of fields as varied as special education needs, to gypsy/traveller communities and gendered intelligence (gender advice organization). The event was well attended (approximately 115 attendees) and was a credit to Katherine.

At Induction, all first year undergraduates received brief training within their induction programme with one discussion based on diversity (rights and responsibilities) and others on international students, international opportunities and disability.

Our Student Union officers took up the opportunity to attend OneMarjon Equalities training and have commenced their anti-racism awareness training. Student Ambassadors and Senior Resident Students also receive small chunks of equality and diversity training at their induction events.

**1.4 Communication and Engagement** – During the last year, a Disability Implementation Group (DIG) was set up. DIG is an informal forum of staff and students including people with disabilities and its role is to help prioritise inclusivity and accessibility-related objectives from the prior Disability Equality Scheme. Attempts have been made to invite visitors with disabilities to this group, we are hopeful that this will become a UC-wide group. The DIG forum supplements other mechanisms the UC already has for communicating with and engaging its student community (for example Staff/Student Liaison Committees and the Student Experience Council).

Engagement with staff on equality issues has been through a number of mechanisms. This includes engaging support staff through the OneMarjon Equalities training, engaging academic staff through Academic Development Days and engaging all staff through the staff survey. A large proportion of staff attended Equalities training and were asked to contribute their opinions on a number of questions. Equality concerns raised include issues around communications and inequality between staff (academic and support) and concerns about managing services to meet diverse needs. The questions asked and actual feedback received from the sessions can be accessed here (Appendix A). The staff survey which was sent out through April 2011 was completed by approximately 60% of staff. The survey included an equality and diversity section. A breakdown of respondents and answers to equality and diversity related questions is provided through this link (Appendix B). A concern that arose through several questions was the perceived inequality between different types of staff.

Student engagement is carried out through a number of surveys including national ones such as the National Student Survey and additional Marjon surveys such as the Student

Experience Questionnaire. The surveys are supported by staff/student programme liaison committees, the Student Experience Council and through a Student Feedback Implementation Group. In this academic year the Student Experience Questionnaire and the First Impressions Questionnaire highlighted some issues that students fell into the area of 'Equality and Diversity' concerns. Many of these were focused on the disappointment about the range of social/leisure activities, one focused on the layout of rooms in terms of wheelchair access and another discussed other 'access' issues. There were also some comments from or about 'mature' students feeling marginalized. A list of the concerns raised through these surveys can be found here (Appendix C).

The Equality & Diversity Scheme 2011-2015 is informed by this equalities report including the information and opinions gained from staff and student feedback loops and an action plan sets out how areas of concern will be tackled. In addition the Disability Implementation Group (with regard to issues related to disability) and the Equality & Diversity Champions (with regard to issues specific to their work teams) have a role in resolving concerns. This report has also been provided to various University Committees and to the HR Officer to ensure those areas for which they are responsible are improved upon.

**1.5 Using Data** – steps have been taken to ensure that staff and student equality data can be shared initially through an annual equality report. The UC's new equality scheme sets out a process which will incorporate data, using it to set future equality objectives, to share with faculties and service teams. This will request faculties and service teams to explore E&D issues as appropriate (either within the curriculum or in terms of the service they provide) and set their own equality objectives. E&D Champions for each of the areas will provide the liaison between teams and the Diversity Working Group which will oversee equality objectives.

**1.6 Awareness Raising** – during 2010-11 the UC displayed new equality posters including those related to the new discrimination reporting process introduced. We also celebrated a number of national/international equalities dates for disability, LGBT and women which had the full support and help from Student Union. Future celebrations may include transgender, Black History Month, Respect Festival, Plymouth Pride Festival and interfaith week.

**1.7 E&D Champions** – a role outline was agreed and E&D Champions will be nominated shortly so that they can commence in September 2011. The terms of reference for the Diversity Working Group will also be altered as of September 2011 so that E&D Champions for all areas of the UC can play a role in the activities and decisions of this group.

**1.8 Good Practice** - the Challenging Stereotypes conference arranged for third year primary students provides us with a very useful example of good equality and diversity practice taking place at the University College.

Elsewhere, the BEd (Hons) Teaching English as a Second Language Programme, students were given the opportunity to take modules with the Faculty of Sport, Media and Creative Arts. This included Inclusive Education which is a module providing the opportunity to focus on inclusive approaches and strategies within sport and physical education alongside students on Coaching and Physical Education programmes. The diversity of students led to a wider spectrum of ideas being shared and broke down barriers between previous discrete cohorts who now mix easily with each other. Module evaluation forms from all of the modules involved indicate the success in developing student's understanding of other cultures and practices within physical education and sport with particular strengths being 'raised awareness of inclusive issues in the field'.

## **2. Staff Data**

As at June 2011, the UC has 392 permanent staff. The split in terms of the main demographics are shown here and further information can be found in Appendix E where we are able to share it. We are unable at this time to share information on sexual orientation or on religion and belief strands with regard to employees. This will be reviewed in the future. Benchmark data is provided through previous UC staff data presented to Diversity Working Group and through the Equality Challenge Unit Statistical Report 2010.

### **2.1 Gender**

<u>Gender</u>	Total	Percentage
Female	259	66%
Male	133	34%

The number of female staff is higher than average for the sector, although a majority of female staff is the norm within the whole of HE (53.6% overall in 2008/9<sup>2</sup>). Data on gender make-up has changed little over time at the UC (female staff as at January 2009 made up 67% of our staff, in January 2008 this was 66%).

With regard to part-time and term-time working, female staff are, as expected, in the majority. Female staff make up 79% of part-timers and 79% of term-timers. This is similar to elsewhere in the sector.

At the time this information was compiled the UC had 4 Professors, 2 female, 2 male.

Our breakdown of staff by gender and job type shows little change from previous year's data. Female academic staff make up 59% of the total academic population, male academic staff 41% at the UC (compared to 43.4% female, 56.6% male in the UK as a whole in 2008/9). Within the Professional and Support Staff group the breakdown is:-

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<sup>2</sup> Equality Challenge Unit Equality in Higher Education Statistical Report 2010

70% female, 30% male (compared to 62.5% female, 37.5% male in the UK as a whole in 2008/9).

	Academic	Professional and Support Staff	Senior Team (SMT)
Female	76	180	3
Male	53	76	4

The mean (average) salary of all staff at the UC is £27,374 full-time equivalent. The mean salary of all female staff at the UC is £26,111 full-time equivalent. The mean salary of all male staff at the UC is £29,859. This represents a mean pay gap of 12.5% at the UC compared with the national picture of 21% (based on 2008/9 statistics). With regard to the gender pay gap the HR team are committed to conducting an equal pay audit as an objective within the HR Strategy and the Equality & Diversity Scheme 2011.

## 2.2 Ethnicity

	Total	Percentage
White British	362	92.3%
All others recorded	30	7.6%

The UC picture has changed over the past three years with the diversity of our staff population increasing (White British staff made up 95% of our total staff in 2009).

Whilst this compares unfavourably with the national picture (for UK nationals 93.3% of staff in HE in 2008/9 declared themselves as 'White'), it does show a small positive change for the UC.

## 2.3 Disability

	Total	Percentage
Declared disabled	5	1%
Not disabled	370	94%
Unanswered	17	4%

Very small numbers of staff have declared a disability at the UC (1%) and all of these staff fall into the bracket of Professional and Support Staff. This compares unfavourably with the national average of 3% declaration and has decreased from 2% in January 2009. A number of measures which may help increase levels of staff declaration are contained within the HR Strategy and are being progressed.

## 2.4 Age

	Female	Male
25 and under	3%	3%
26-30	8%	5%
31-35	7%	10%
36-40	11%	9%
41-45	15%	9%
46-50	17%	20%
51-55	18%	12%
56-60	16%	23%
61-65	5%	9%
66 and over	0%	0%

The age demographic at the UC reflects the national picture with a substantial majority of employees between the ages of 31-60 (84% of our female staff, 83% of our male staff).

## 2.5 By Faculty and Service Team

The staff data provided by HR is being broken down by gender, age, ethnicity and disability and will be provided separately to Heads of Faculties and Service Teams. This data will not be shared more widely as the numbers involved would jeopardize the confidentiality of the information.

## 2.6 Applicants

HR are currently transferring data from the previous HR database to i-Trent. As a consequence data for applicants was limited. In addition applicant data is stored only for 6 months therefore the information provided here is based on a timeframe of December 2010-June 2011. The UC had 310 applicants for 28 different role types over the timeframe. Of our applicants, 47% were male, 53% female, and 16% were from other ethnic backgrounds, a large proportion of whom declared as 'other Asian background'. (There is not sufficient information on this database to track disability status currently but this issue will be rectified shortly). Of the 31 successful applicants, 71% were female, 29% male and 93% were 'White British' leaving 7% from other ethnic backgrounds. Since this information is based on a very short timescale, and relatively small numbers, it will be reviewed regularly so that the longer term picture can be

assessed. The gender pattern of successful applicants matches closely with the data reported on in previous equality reports so this does suggest that the UC continues to recruit proportionally more females to posts than males. The pattern with regard to ethnicity is hard to gauge as we are analyzing quite small numbers. It is encouraging that the UC is seeing much higher numbers of black and minority ethnic candidates (although many of these have come from our Malaysian student community) and that the success rate of BME candidates has risen from previous years. Whilst the success rate of BME candidates is positive in comparison to regional statistics (95.5% White 4.5% BME<sup>3</sup>), a closer match between the percentage of BME candidates applying and those being successful is obviously desired over the longer term.

## **2.7 Leavers**

Whilst we would normally wish to provide information in this section on the last full academic year, in April 2010 the HR system was changed to i-Trent. Therefore the information provided in this section is provided on an annual year (1<sup>st</sup> April 2010-31<sup>st</sup> March 2011). Next year the UC will revert to providing this type of information on an academic year.

The UC saw 46 leavers (65% female, 35% male) within the period, one of which was disabled (2%). This equates to an overall attrition rate of 11.7%. All but one of the leavers had declared ethnicity as 'White British'. Reasons for leaving varied (18 – end of contract/fixed term post, 3 – redundancies, 13 – resignations due to various reasons, 9 – retirements and 3 – other reasons).

## **2.8 Maternity and Paternity Leave**

Over the preceding 12 months to June 2011, all female staff due to return following maternity leave did so and the UC saw 4 staff take up the option for paternity leave.

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<sup>3</sup> According to Home Office Statistics in 2007

### 3. Student Data

The UC does not, at this time, collate data on sexual orientation or religion and belief. This will be reviewed continually in line with HESA requirements. Data within this section is based on the UC's student population of 2009/10.

Data related directly to widening participation has been collated separately and is available through the UC's Widening Participation Strategy.

The UC had 4,121 students at the time of reporting.

#### 3.1 Student Performance Information – Degree Attainment

Degree attainment by gender, ethnicity, disability and age for our students 2009/2010 has been compared with the latest national picture available 2008/2009 (provided by the Equality Challenge Unit – Statistical Report 2010<sup>4</sup>). The following was noted:-

Gender – whilst female/male success at the differing classes of degree follows a broadly similar pattern compared with national data, Marjon students vary in that a much lower percentage of male students at Marjon obtain a 2:1 and for both female/male students much higher percentages overall achieve a 2:2 compared nationally. This is therefore reflected in the lower numbers of students obtaining a 1<sup>st</sup> (female – 8.3%, male – 7.8%) compared with the national picture (female – 13.6%, male – 14.5%).

Ethnicity – during the year 2009-2010, 590 students graduated at Marjon. Of these 550 recorded their ethnicity as White, the remaining students (40 or 6.09%) recording their ethnicity as either Black, Chinese, Asian or Other. In 4 instances none was given. These numbers are low and it is therefore difficult to compare the patterns of attainment against the national picture which reflects BME participation at a rate of 17.8% in 2008/2009. However Marjon results broadly reflect national patterns except that **all students** are less likely to receive a 1<sup>st</sup> or 2:1.

Disability – numbers graduating with a declared disability in 2009/2010 are 80 which equates to 13.6% of the total graduands that year. Overall students declaring a disability are slightly more likely to obtain a 2:2 or 3<sup>rd</sup> at Marjon than students who do not declare a disability. (Disabled students – 1<sup>st</sup>/2:1 43.7%, 2:2/3<sup>rd</sup> 56.2% compared with non-disabled students – 1<sup>st</sup>/2:1 50%, 2:2/3<sup>rd</sup> 50%). Whilst we would strive to receive a closer match between disabled and non disabled students, this is favourable when compared with the national benchmark.

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<sup>4</sup> Equality Challenge Unit Equality in Higher Education Statistical Report 2010

Age – our results show that there is a tendency for more mature students to receive higher classes of degree. The pattern closely matches the national picture with two marked exceptions. The ‘36 and over’ category are slightly less likely to receive a 1<sup>st</sup> at Marjon (14% compared with 17.9%). Students who are aged 22 or older when they start their degree were less likely to receive a 3<sup>rd</sup> at Marjon compared nationally.

Parental HE – this is a breakdown of our student data by whether the student has a parent who attended higher education institutions or not. There is no benchmark data available at this time to compare this with but for the UC, of the 49% of the students who achieved a 1<sup>st</sup>/2.1 class degree in 2009/10, 22% were achieved by students without parental HE, 16% were achieved by students with parental HE (11% were unknown).

### **3.2 Student Performance Information – Employability**

The University College participates in the DHLE survey each year which aims to provide information on how employable graduands are. The report usefully includes information on graduands by age, disability and gender and had an 81% return rate. You can find a link to the full report from 2008/9 at Appendix D.

### **3.3 Student Access - Subject Choice Segregation**

Subject choice information by gender, ethnicity, disability and age for the year 2009/2010 shows the following:-

Gender – nationally female students made up 56.9% of the student population in 2008/9, here at the UC the gender make-up for 2009/10 was 65.4% female, 34.6% male. This varies considerably between SET subjects (female 20% and male 16% of our total student population) and non-SET subjects (female 46% and male 18% of our total student population) at the UC. As perhaps would be expected, students studying part-time were more likely to be female.

Ethnicity – the ethnicity breakdown of our students reflects recruiting from the region as opposed to nationally and is 94% White, 6% BME (nationally the BME figure is 17.8%). For the UC these figures have fluctuated from year to year rather than showing a steady increase as the national figures show.

Disability – during the year 2009/10 the UC had 421 students who had recorded a disability. This represents just over 10% of the total UC student population which

compares favourably with the national picture in 2008/9 (first degree undergraduates national = 8.5%, UC = 13.7%, postgraduates national = 5%, UC = 6.5%).

Age – The UC varies somewhat from the UK-wide statistics in its age demographics. The percentage of students who are aged 21 and under when they begin their studies nationally is 47.6%; at Marjon in 2009/10 this was lower at 40%. The percentage of students over 35 when they commence their studies also varies considerably from the national picture (UK wide = 19.4%, UC = 22%). The UC therefore has a higher percentage of mature students than would be typically found across the UK in other higher education institutions.

Parental HE – A high proportion of our students are from families where none of the parents have attended higher education institutions. In 2009/10 the breakdown was as follows: - 24% - parental HE, 28% - no parental HE and in 48% - parental background was unknown.

**4. Concerns relating to Equality and Diversity (received in the period August 2010-July 2011)**

**4.1 Staff** – there have been no grievances raised from staff relating to bullying and harassment or discrimination. However two separate reports were received from staff through the new ‘Reporting Discriminatory Incidents’ process in connection with offensive language used on an ‘event’ posters displayed by students and newspapers on sale in the shop.

**4.2 Students** – three formal complaints have been raised from students (and in one case) applicants, in relation to equality and diversity issues (two disability related, one further which is more generally equality related). In addition further ‘concerns’ have been logged, one disability related which may go to formal complaint, and others were logged without wishing further action. One involved a disabled student in a near accident, another involved an inappropriate remark which was made which was felt to be offensive, and another student raised a concern through the ‘Reporting Discriminatory Incidents’ process with regard to homophobia within sport.

**4.3 Visitors** – unfortunately a visitor to the campus reported an incident which amounted to transphobia and separately an access issue was highlighted in the Registry/HR corridor.

**4.4** In each instance reported and investigated so far, plans were put in place to ensure the offence caused by these incidents will not be repeated.

Appendixes:-

Appendix A	Feedback from staff attending Equality sessions
Appendix B	Feedback from staff survey E&D questions
Appendix C	Feedback from student surveys E&D questions
Appendix D	DHLE report
Appendix E	Staff information
Appendix F	Student information
Appendix G	Benchmark data

**Appendix A – Feedback from staff attending Equality sessions**  
**Consultation with staff attending the OneMarjon equalities training**  
**2010-2011**

**Attendees were asked: - “Thinking of your experience of working here, can you think of any issues or tensions?”**

(Responses are grouped under the most appropriate headings)

Responses:-

Communications – knowing what’s going on, facilities, use newsletter, website, email or “what you said/what we did” board. Use feedback going to SU. How some staff are treated by students, also some visitors – rude! Not respectful. Sometimes students are disciplined but aren’t asked to apologise. Appraisal system – either don’t take place at all or no feedback given, not in a private setting, feeling you can’t speak openly. Poor communications between Managers and us, end up with only rumours to go on.

Accommodation - Students need to be mixed – not segregated. Additional prayer rooms required. Malay students – self-isolation.

Estates - Things getting changed without getting the right advice first (laundry being moved to totally inaccessible location). Height of counters, ‘hatches’ etc. Access to new teaching rooms – no lifts? Issues for drivers/walkers/cyclists – no pathways, bad lighting. Accessibility of IT suite. Parent/baby parking and toilets. Accessibility – automated doors, disabled toilets, science labs, IT suite, laundry.

Catering/Shop – issues around religion & belief and disabilities (labelling, food prep, counter heights, seating, limited menu for vegan/vegetarian/halal/kosher, alcohol served, child-friendly, poor visibility of menus) in Dining Hall and in Shop (newspapers???)

Library - 24 hour access computer room. Resources in Library/Book shop – large print, Braille, audio or e-books, screen-readers

Signage – for lifts, disability access, disability map. No signs to promote lifts where we have them

Sports Centre – accommodating separate female swimming sessions.

Resources/adjustments required. Limitations on some equipment (climbing wall).

Accommodating clothing for religion & belief purposes but not for personal preferences (eg veils vs long shorts/t-shirts in the swimming pool)

**Attendees were asked:- “Thinking of your own team/work area, have you identified any issues? Eg further support/training”**

Individual responses -

H&S Officer to lay down procedures to deal with all out of hours incidents  
SIA course for Security & Porters to deal with difficult situations and the law  
Case studies of under-represented groups on web site  
Reaching out to more diverse groups  
Research the student union as to why the turn out is so low  
Suggestion:- work with other institutions outside the South West on an exchange scheme – our summer school students to exchange with others & vice versa  
Voting SU reps in  
Gender v security/library  
Issues around sending international associates to certain countries (eg Saudi – women, China – Black person problems may arise due to cultural perceptions, Disability – staff travelling abroad, some countries may not have good facilities/access  
Customer practice, ie, international's do's and don'ts  
No provision for breastfeeding mothers in library  
No disabled toilet in library building  
Poor and slow maintenance on facilities and equipment when they go wrong  
Limitations/adjustments for disabled users in sports centre (climbing wall, changing facilities, additional resource required in training)  
Library security for female staff out of hours

**Attendees were asked:- “What do you think Marjon should consider for its Single Equality Scheme?””What issues do you think Marjon should address as a College overall – thinking about all of the protected characteristics?”**

Individual responses -

Improve eating facilities over Xmas  
Introduce non-alcoholic venues (eg juice bars?, “chill area” no alcohol)  
Race positive (and other areas eg gender, disability)  
Disability info on website for potential staff  
Age & progression – encourage diversity of age through the college  
Exit interviews  
Updated online guide to access and facilities on campus eg disability  
Breastfeeding/changing – also showing if ‘out of action’ (busy)  
Equality page/links & info on all PCs  
Religion & Belief – provide a practical guide including customs  
Legal obligation to treat people fairly and inclusively  
Importance to Marjon – legal compliance, support mission statement and reputation  
Difficulties delivering – practicalities of environment to support physical needs  
Training for catering staff on dietary requirements/religion issues etc

Food labelling

Make adjustments for height of counters and provide varied seating in eating areas

No segregation in allocating accommodation

Additional fridges if required in kitchens (UC and in accommodation)

Make whole campus accessible in full sense

Provide separate 'comfy' and private area for breastfeeding mums if desired

Separate swimming slots and appropriate staffing as required for religion & belief

Provide quiet non-drinking social space

Provide map of disability access

More accommodation that is disability friendly

Estates to engage more with E&D/SEC etc

Improve IT facilities and lose free laptops

Feedback collated over a number of OneMarjon Equalities workshops during 2010 and 2011 (over 230 attendees in total)

Lynda Tout

Equality & Diversity Co-ordinator

June 2011

## **Appendix B - Feedback from staff survey E&D questions Staff Survey 2011 Results (Equality & Diversity elements)**

### Breakdown of Respondents:-

254 respondents in total although some questions were skipped by relatively large numbers (between 20-40)

68.2% of respondents were female, 31.8% were male

Age breakdown –

Under 30      10.6%

30-39        18.9%

40-49        30.4%

50-59        34.1%

60+          6%

Contract basis –

Full-time      71.1% (85.5% of male respondents, 64.2% of female respondents)

Part-time      21.1% (8.7% of male respondents, 27% of female respondents)

Term-time     7.8% (5.8% of male respondents, 8.8% of female respondents)

Respondents were not asked their ethnicity or whether they considered they had a disability.

Respondents were asked to assign themselves to the job type of 'Manual', 'Admin', 'Technical' or 'Academic'. In comments elsewhere on the survey some respondents complained of the lack of a professional support role to assign themselves to.

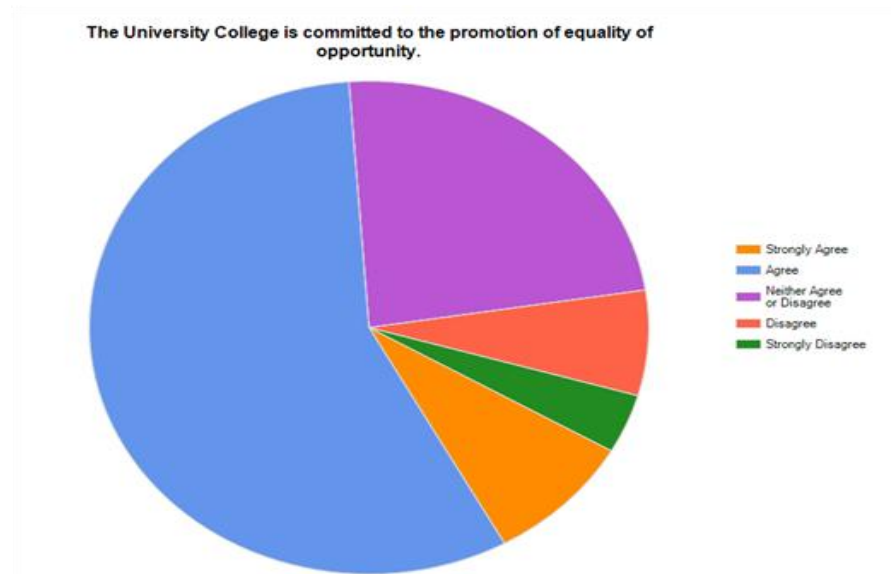
### Equal Opportunities Questions

Four equality questions were asked and the responses are as follows:-

40. The University College provides me with the support and facilities to meet my religion and faith needs.

Overall a high number of respondents who answered this question (228) neither agreed nor disagreed (65.4%) with the majority of the rest agreeing or strongly agreeing (33.7%).

41. The University College is committed to the promotion of equality of opportunity.



The responses show the majority of staff (65.5%) agreed that the UC is committed to equal opportunity however a number disagree (10.8%).

42. The University College has good policies to deal with equality and diversity and discrimination.

A total of 230 responses were received of which 7.8% disagreed with the statement (29.6% neither agreed nor disagreed).

43. If you feel you have experience of discrimination at work, please describe the nature of the discrimination or if you have any other comments on equal opportunity please add them here.

A total of 16 responses were given to this question with markedly more female responses than male. Comments ranged from those about specific incidences (4) to concerns about inequality between academic and support staff and the perceived lack of opportunities for female staff in terms of research/professor roles.

## Other Relevant Questions

11. Academic staff are valued as part of the University College community.

Overall 55% of respondents agreed or strongly agreed with this statement. Although the gender breakdown shows 42% of male staff and 62.7% of female staff agreed/strongly agreed with this statement.

12. Support staff are valued as part of the University College community.

Overall 46.1% of respondents agreed or strongly agreed. Again the gender breakdown shows a disparity between male and female staff in this regard - 37.2% of male staff and 51% of female staff agreed/strongly agreed with this statement.

30. Do you have caring responsibilities outside work (children or adults)?

52.4% of respondents did have caring responsibilities. As expected there were higher levels of female respondents who had caring responsibilities but this was perhaps not as marked as may have been expected (52.7% female, 47.8% male). In future it might be more helpful to ask respondents if they provided the primary care.

The above analysis of the staff survey focuses on areas where there are specific references to equality and diversity concerns. More analysis of the staff survey will take place and will be published over the coming months.

Future staff surveys would benefit from some minor changes to questions and to the addition of ethnicity, disability, religion & belief and sexual orientation in the 'About You' section. Also, it would be recommended to add an additional category in terms of role which recognizes professional staff outside of the 'Academic' category.

Lynda Tout  
Equality & Diversity Co-ordinator

May 2011

## Appendix C - Feedback from student surveys E&D questions

### Student Survey 2010-2011 Results (Equality & Diversity elements)

(Student Experience Questionnaire)

#### Breakdown of Respondents:-

##### Gender

Male	26.8%
Female	73.2%

##### Age

21 or under	53.6%
22-30	28.2%
31-40	8.2%
41-50	8.2%
51-60	1.8%
61+	0%

##### Ethnicity

Asian/Asian British	6.3%
Black/Black British	1%
Chinese/Chinese British	0%
Mixed Heritage	0%
White/White British	90.7%
Other	2%

##### English as first language

Yes	93.6%
No	6.4%

#### Disability

Yes	9.5%
No	89.1%
Prefer not to say	1.4%

**Student Experience Questionnaire - Please tell us about any equality or diversity concerns you have had during the past year. This can include issues around teaching, assessment, facilities, accessibility or behaviour.**

(Free text answers)

None to mention

I don't think I have encountered any equality or diversity issues since I have been at Marjon. It has always seemed like a warm and friendly place to be.

No problems as yet

The assessment are given out too close to the deadline. I always seem to get the deadline before the actual work.

No concerns.

Some students need to realise that not all students drink and get very intimidated by the thought of 'social circles'. I have been on a sports team the past couple of years and have enjoyed my time and I am one who enjoys the social side as well as the fitness. However, the games played in a social situation mostly occurs to alcohol and not everyone is interested in this, so what are they to gain from the social side.

I did not experience any problems in the past year.

One of my teachers, not mentioning names, is very biased in that if she doesn't like the way your work is written, even if its good or what the content is about, she will downgrade it and

make you feel very stupid for writing.

Even though you may have enjoyed writing it. some of the teachers are way to biased for their own good and the students.

rooms are not generally laid out in a wheelchair friendly manner. lift in hdc is too small for powerchairs and scooters. fire doors are heavy and it would help to have disabled buttons to push so they open automatically.

Toilets for disabled should be accessed by key so that it is not a case of waiting for able bodied people to come out. Same with lift. I missed some lectures due to lift being out of order. Able bodied students/staff should be encouraged to walk up the stairs, can not believe some of the childish behavior of some students regarding the lift. Again a key system would hopefully mean it is kept working for those that need it.

It's annoying when we have to write 2 essays at the same time, considering we only have 6 essays to do in 9 months, because you can't fully concentrate and put all your effort into one.

I found that no problems were raised however in some cases teacher and student relationships needed to improve through communication.

i feel as though the international students get priority over homeland students. also people who live on campus get a lot more support and involvement

I dont feel there are any equality or diversity concerns within the University.

IT IS AT AN ACCEPTABLE LEVEL. I AM STILL NEW HERE, JUST THREE WEEKS BUT I AM HAPPY WITH ALL THE ABOVE ASPECTS

Teaching is very good. but this time, when INTEC has changed its room n which one to send the assignment. I really hate it coz it makes my life harder. the INTEC officer are not near n hardly accesible coz need to travel really far.

the uneasy feeling that we felt from the local students, as in we're strangers. however, most of them are nice and very friendly.

Nothing much really. I really enjoy studying here.

mature students are over looked and generalisations are made by many departments.

I am concerned about a bias towards sport degree students in terms of facilities. Obviously everyone, including the wider community can benefit from the new sports centre. I am more concerned about the new mac suite in the sports centre. The few macs that are devoted for media use specifically designated as editing suites and don't have any of the Adobe Suite programs on them. These are programs and facilities that are relevant and arguably necessary, in some cases, to many media students - yet they are not catered for. It would be nicer if the Malaysian students would socialise with the British to add to the atmosphere of a tight-knit community as mentioned above.

POOR TEACHING STAFF, NOT INSPIRATIONAL, VERY CONDESCENDING.

timetables are bad, one lesson a day is not good for students who travel a long way to Marjon. I have found there is what appears to be favouritism when teaching placements have been allocated but this may just be personal opinion.

The use of dictaphones with one of my lecturers - I am registered as a disabled student (due to a long term condition). This sometimes means my attention can be bad, so I like to record lectures and one of my lecturers had a problem with the use of a dictaphone in her class, even after me explaining why I was using one.

timetable changes a lot and at the last minute

Grading systems don't seem to be fair across the board. People have been known to hand in same work to different lectures and receive completely different grades. In practicals grades tend to be very different between the genders.

The only problem I have is that Marjon does tend to favour the younger student. What I mean by this is timetables for example. I have a job and two children so I need to know timetables as soon as possible, but this never happens until the last couple of weeks before we start or they keep being changed. It is hard to then re juggle everything else to fit around studies after I had already managed to sort everything out.

assessment does not take into consideration disabilities enough

My only comment would be trying to sort out the clicks within the sports teams.

as a mature student i have found several of the speakers introducing topics such as volunteering opportunities seem to avoid the mention of mature students and focus on those of the 18-25 year olds. having spoken to them they admitted that they had no idea their presentations came over that way and apologised.

The marking seems to be inconsistent between lecturers and departments.

I have social phobia, and find the idea of giving presentations in front of a large group of people very daunting. This will have a knock-on effect on the standard of my presentation, which could in turn lower my overall degree result. It should be possible for students like me to make their presentations in front of a smaller audience.

i worry that the malasian students do not integrate more with the rest of the students.

As a mature student with dependents, the issue of late timetable confirmation is very stressful if you have limited childcare facilities available.

being dyslexic and not able to have books for longer to give time to read

Poor behaviour is not managed by some lectures appropriately meaning other students suffer. there are limited books in the library although i understand there is limited use. the timetables need to be published earlier than they actually are, like i said earlier, most people have work and childcare needs that need to be sorted.

I am concerned by the direction Marjon is targetting students, I feel "mature" students are being seen but not heard. Yesterday I was told it was not acceptable for staff to use the word "mature" to describe students,

that it put "us" in a box. However young was used ????? where does that leaves "us"- outside.

Of course "student" would be the correct PC term but when "young people" are being targetted openly on powerpoints

as potential marjons students, blatantly this is offensive to us "mature" students.

positive 99%, 1% in my terms means that i get paranoid that my work gets marked down because of my referencing and spelling error in exams.

It appears that the whole design, atmosphere and events are aimed at young students who live on campus. Anyone who does not fit into this catagory are out of the loop.

personally I have had no trouble in this area

I have no concerns where this question is concerned. I enjoy my teaching group as there is only 23 of us in the class and we are one large family so get on well. Issues which can be a concern are the living conditions in halls, living with 9 of the same sex can be a nightmare at times. It wasn't where I was concerned due to all 9 of us were on the same course and had lots in common but I know this issue has been risen many a time via other students at the university.

I had a pretty bad time living in halls, dislike the system of same-sex halls, living with 9 girls is a nightmare!!!!

Received from Jan Scaffold  
June 2011

## Appendix D - DLHE report

Link to report:-

<http://moodle.marjon.ac.uk/course/view.php?id=707>

If this link doesn't work you will find the latest DLHE report under Learning Space/Student Support/Careers. (You will only be able to view this if you have a Marjon logon).

## Appendix E - Staff information

<u>Gender</u>	Total	Percentage
Female	259	66%
Male	133	34%

<u>Ethnicity</u>	Total	Percentage
White British	362	92.3%
All others recorded	30	7.6%

<u>Disability</u>	Total	Percentage
Declared disabled	5	1%
Not disabled	370	94%
Unanswered	17	4%

### Part-time working (30 hours or less per week)

	Total	% of total staff
Female	104	26% (39% of female staff, 79% of p/timers)
Male	27	7% (20% of male staff, 21% of p/timers)

### Term-time working (46 or less weeks per year)

	Total	% of total staff
Female	27	7% (10% of female staff, 79% of t/timers)
Male	7	2% (5% of male staff, 20% of t/timers)

### Gender breakdown by job type

	Academic	Professional and Support Staff	Senior Team (SMT)
Female	76 (59%)	180 (70%)	3 (43%)
Male	53 (41%)	76 (30%)	4 (57%)

Percentages of total job type are shown in brackets.

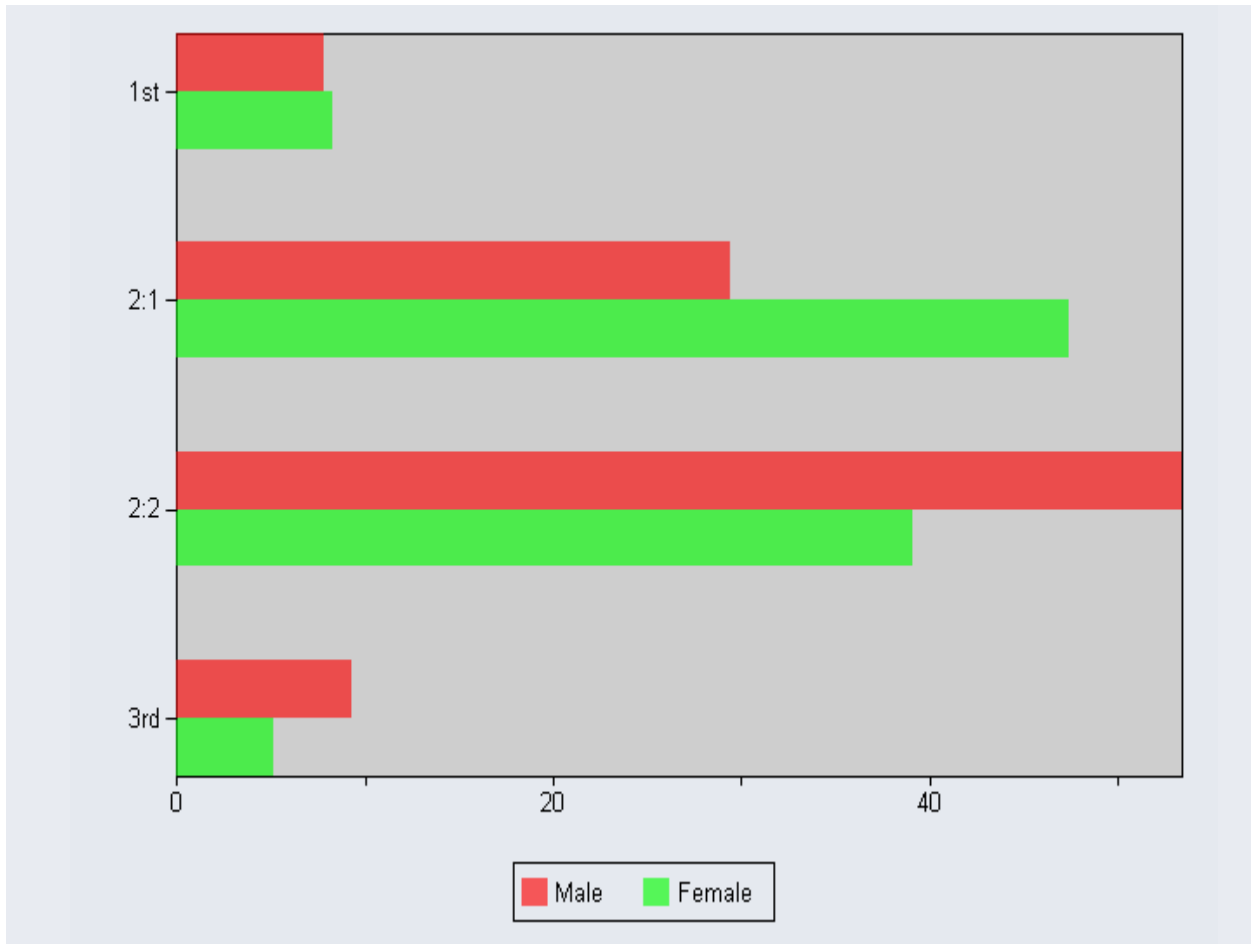
### Age breakdown by gender

	Female	Male
25 and under	3%	3%
26-30	8%	5%
31-35	7%	10%
36-40	11%	9%
41-45	15%	9%
46-50	17%	20%
51-55	18%	12%
56-60	16%	23%
61-65	5%	9%
66 and over	0%	0%

## Appendix F - Student Information

### Student performance information - degree attainment 2009/2010

First degree undergraduate qualifiers by class of degree and gender

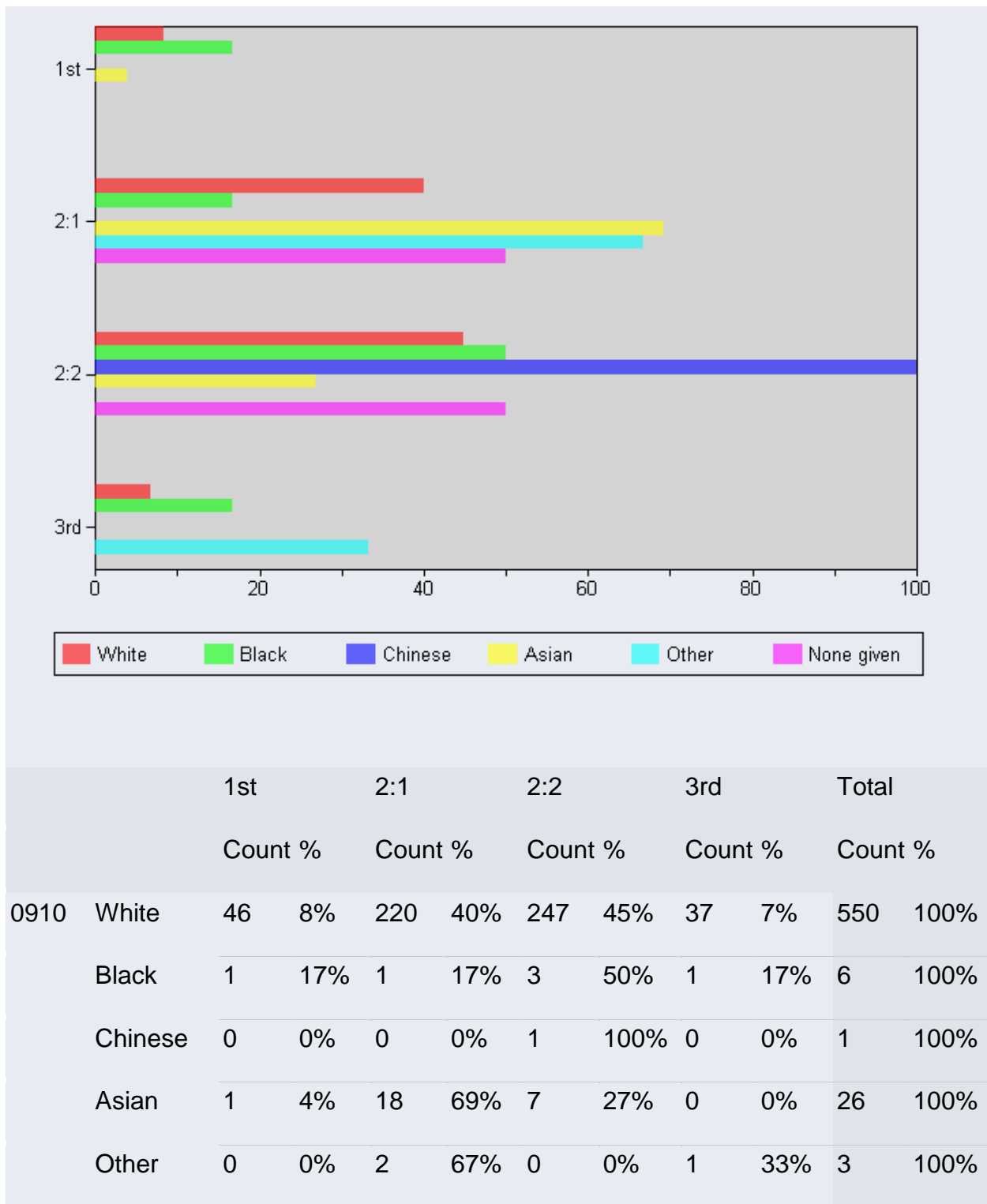


		Female		Male	
		Count	%	Count	%
0910	1st	32	8.29%	16	7.84%
	2:1	183	47.41%	60	29.41%
	2:2	151	39.12%	109	53.43%
	3rd	20	5.18%	19	9.31%

Total	386	100.00%	204	100.00%
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## Student performance information - degree attainment 2009/2010

UK-domiciled first degree undergraduate qualifiers by class of degree and ethnicity



None given	0	0%	2	50%	2	50%	0	0%	4	100%
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## Student performance information - degree attainment 2009/2010

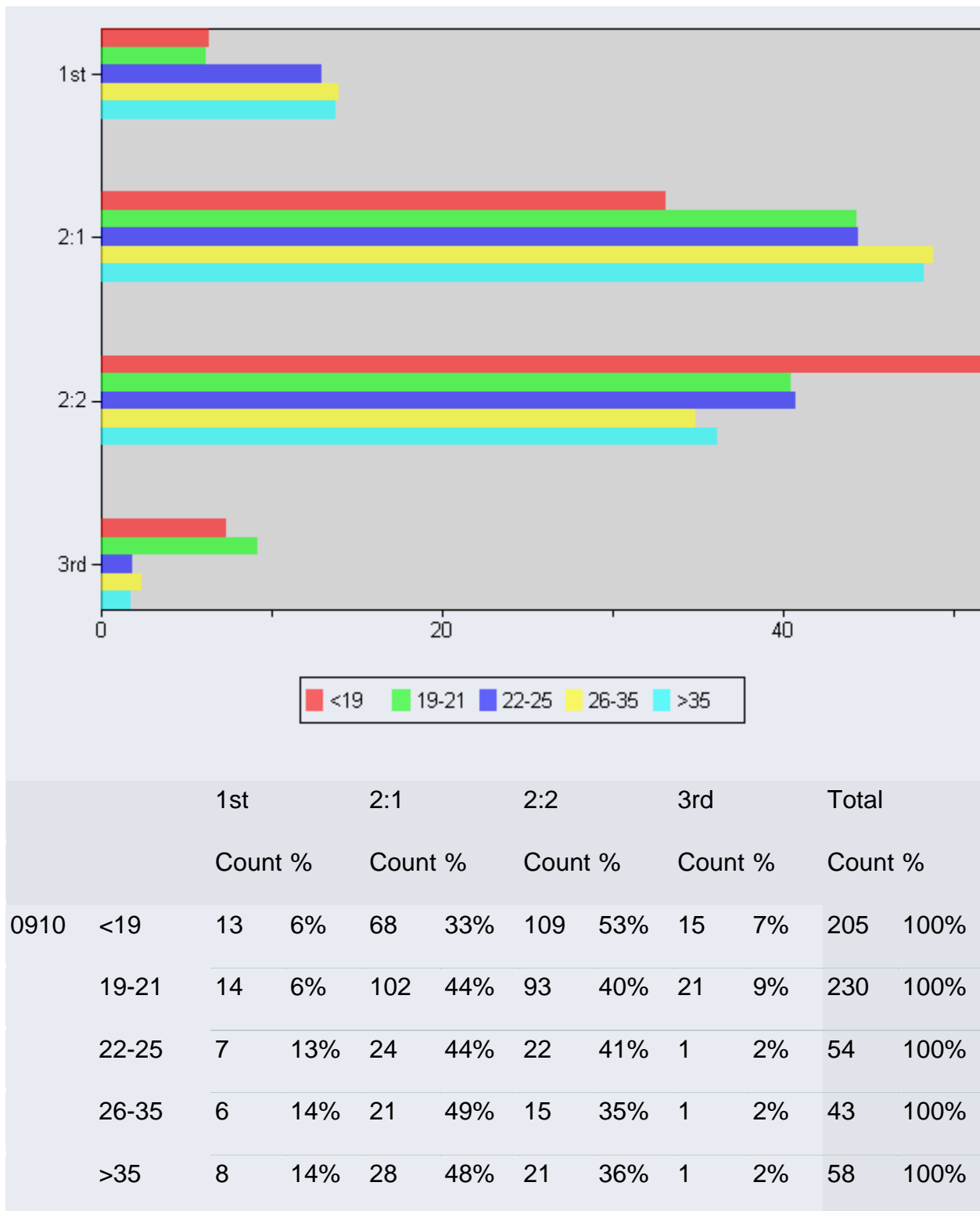
First degree undergraduate qualifiers by class of degree and disability category



Mental health difficulties	1	100%	0	0%	1	100%
Mobility difficulties	1	25%	3	75%	4	100%
Multiple disabilities	1	33%	2	67%	3	100%
No known disability	256	50%	254	50%	510	100%
Specific learning difficulty	21	42%	29	58%	50	100%
Unseen disability	8	47%	9	53%	17	100%

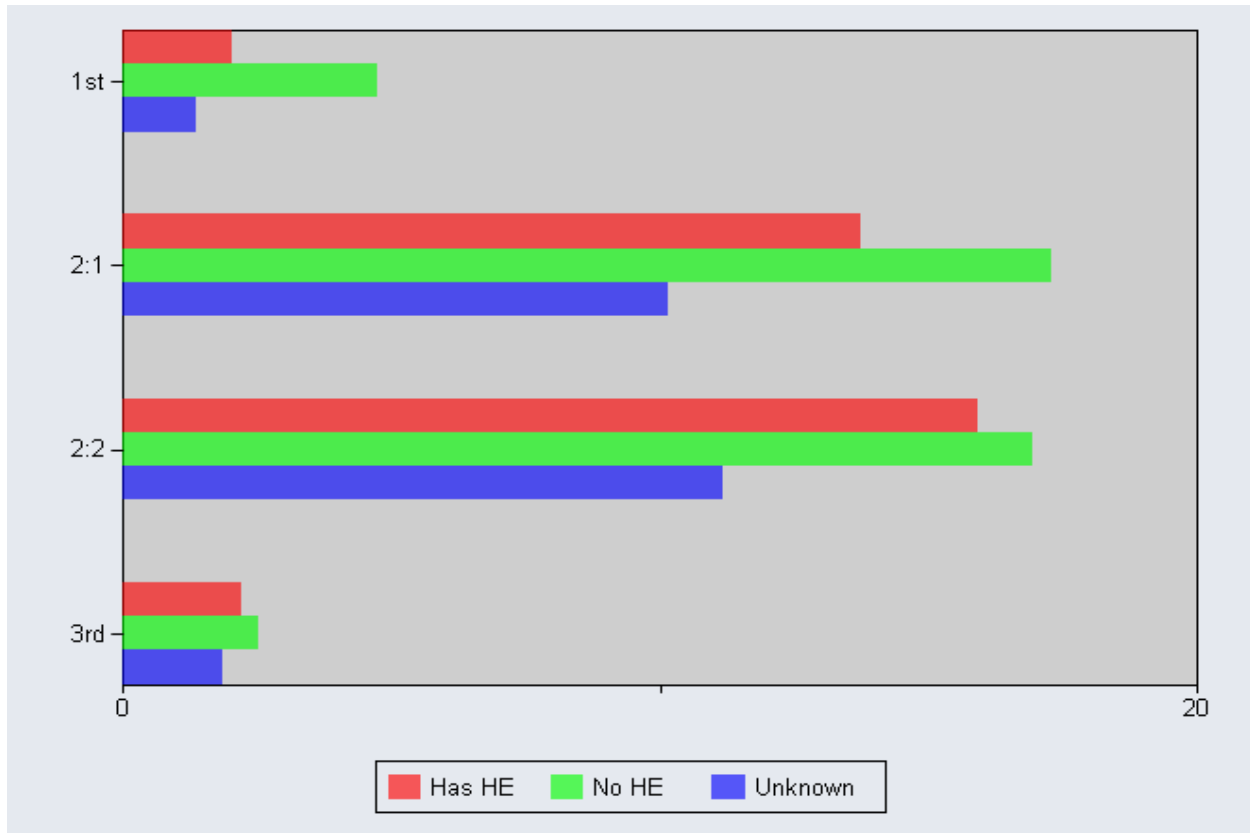
## Student performance information - degree attainment 2009/2010

First degree undergraduate qualifiers by class of degree and age group



## Student performance information - degree attainment 2009/2010

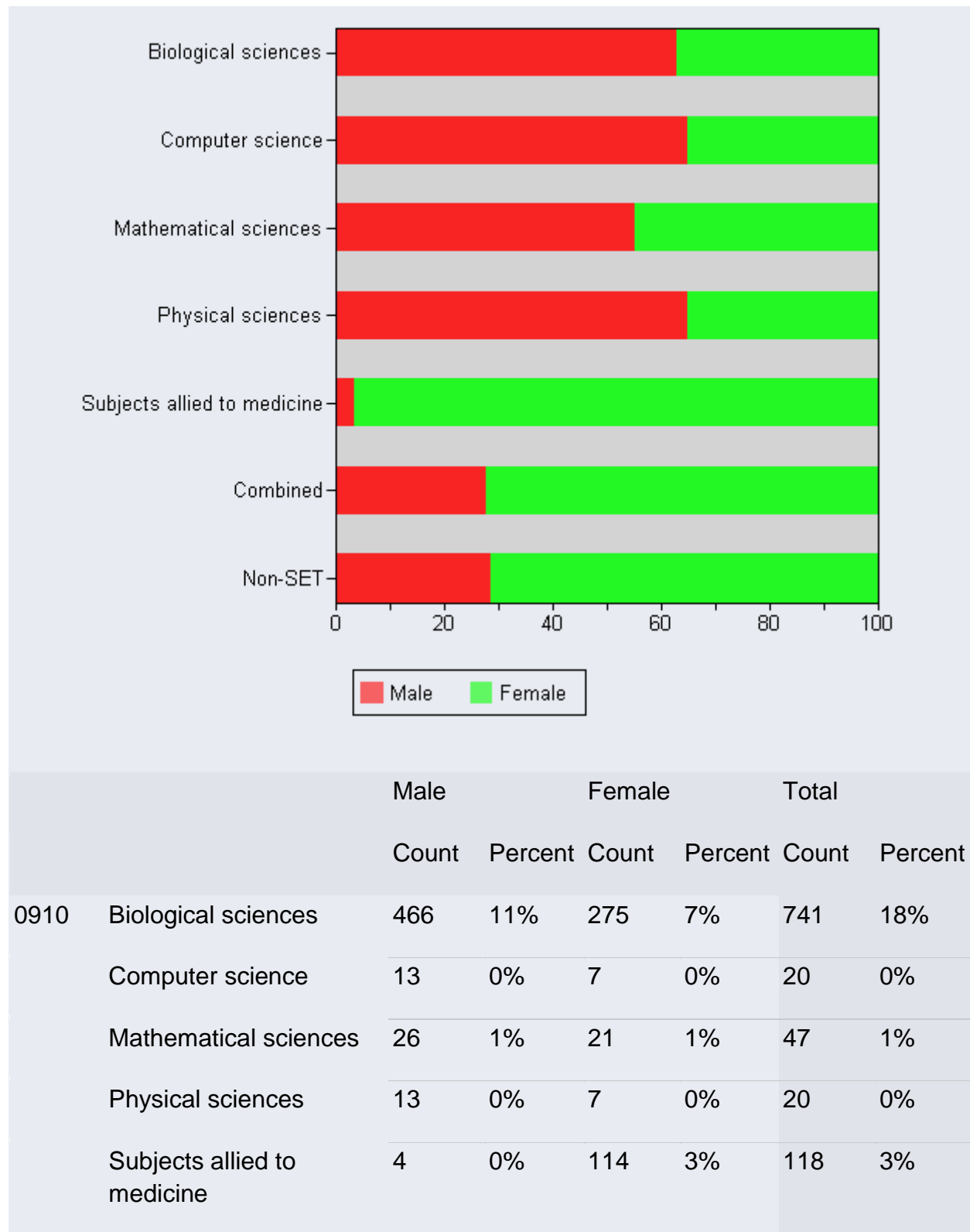
First degree undergraduate qualifiers by class of degree and parental HE



		1st		2:1		2:2		3rd		Total	
		Count	%	Count	%	Count	%	Count	%	Count	%
0910	Has HE	12	2%	81	14%	94	16%	13	2%	<b>200</b>	<b>34%</b>
	No HE	28	5%	102	17%	100	17%	15	3%	<b>245</b>	<b>42%</b>
	Unknown	8	1%	60	10%	66	11%	11	2%	<b>145</b>	<b>25%</b>

## Student access - subject choice segregation 2009/2010

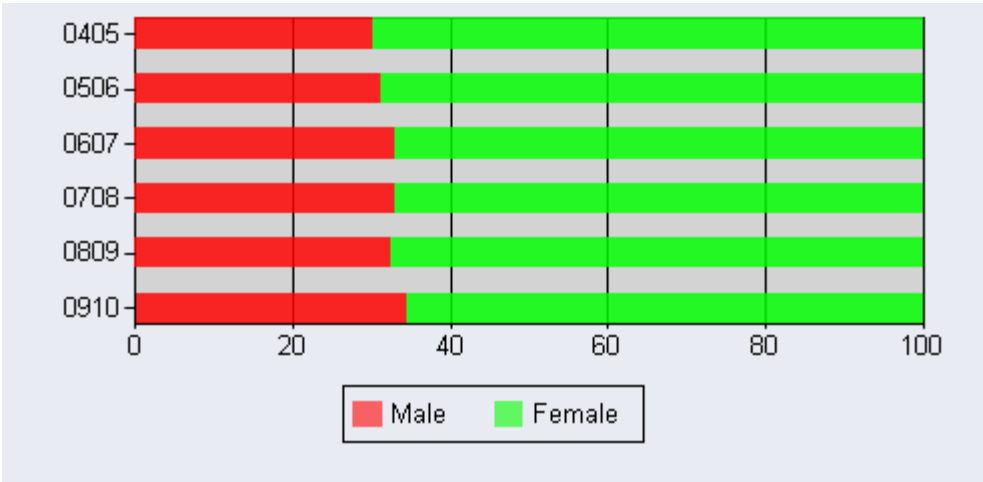
Students by SET subject and gender



Combined	146	4%	379	9%	525	13%
Non-SET	758	18%	1892	46%	2650	64%
Total	1426	35%	2695	65%	4121	100%

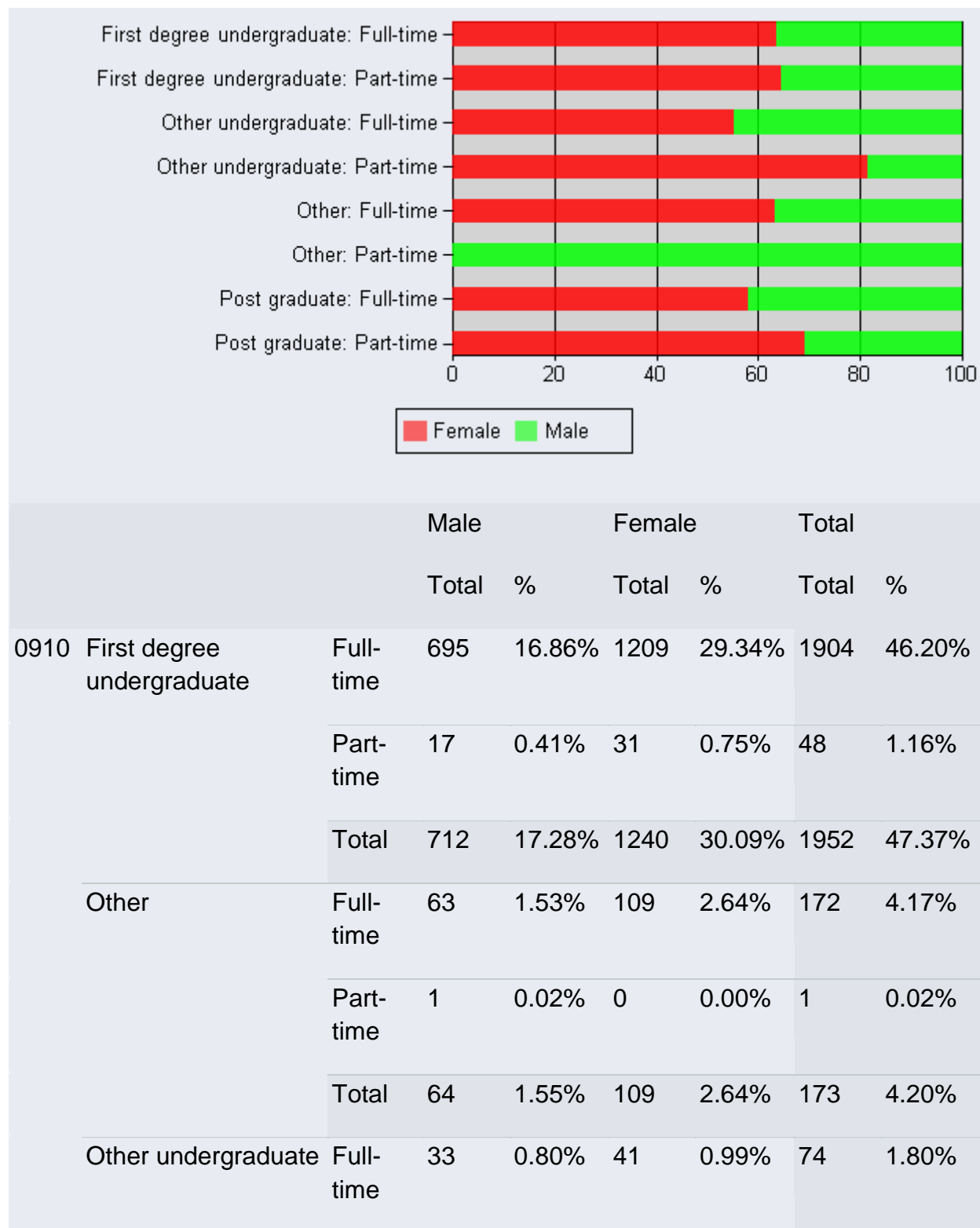
**Student access 2004-2010**

Students by academic year and gender



## Student access

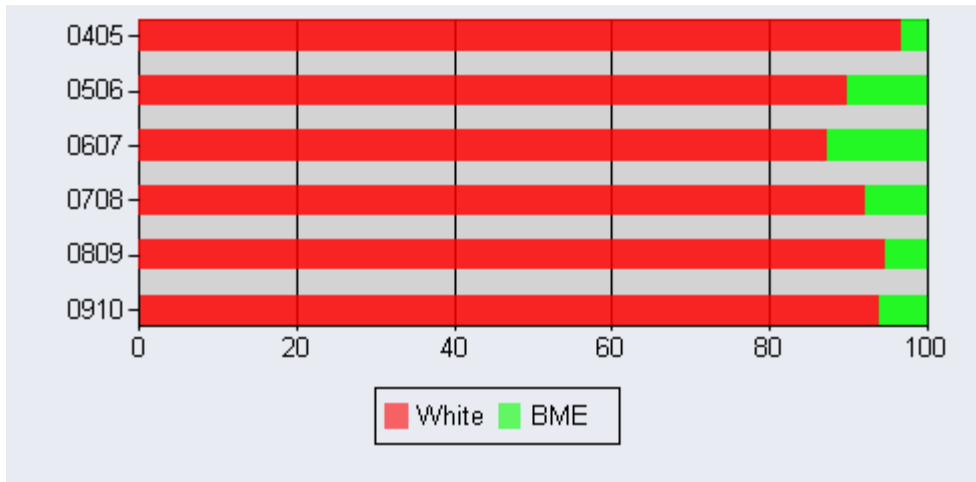
Full-time and part-time students by level of study and gender 2009-2010



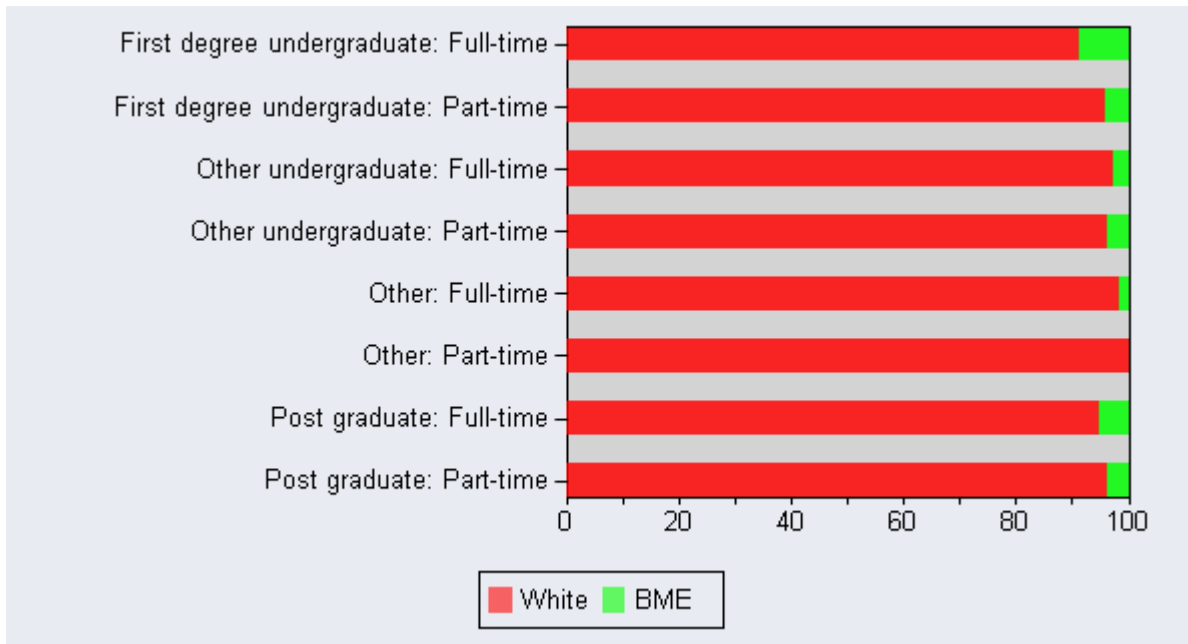
	Part-time	5	0.12%	22	0.53%	27	0.66%
	Total	38	0.92%	63	1.53%	101	2.45%
Post graduate	Full-time	97	2.35%	134	3.25%	231	5.61%
	Part-time	515	12.50%	1149	27.88%	1664	40.38%
	Total	612	14.85%	1283	31.13%	1895	45.98%
Total		1426	34.60%	2695	65.40%	4121	100.00%

## Student access

Students by academic year and ethnicity



UK-domiciled students by level of study and ethnicity



White		BME		Total	
Count	Percent	Count	Percent	Count	Percent

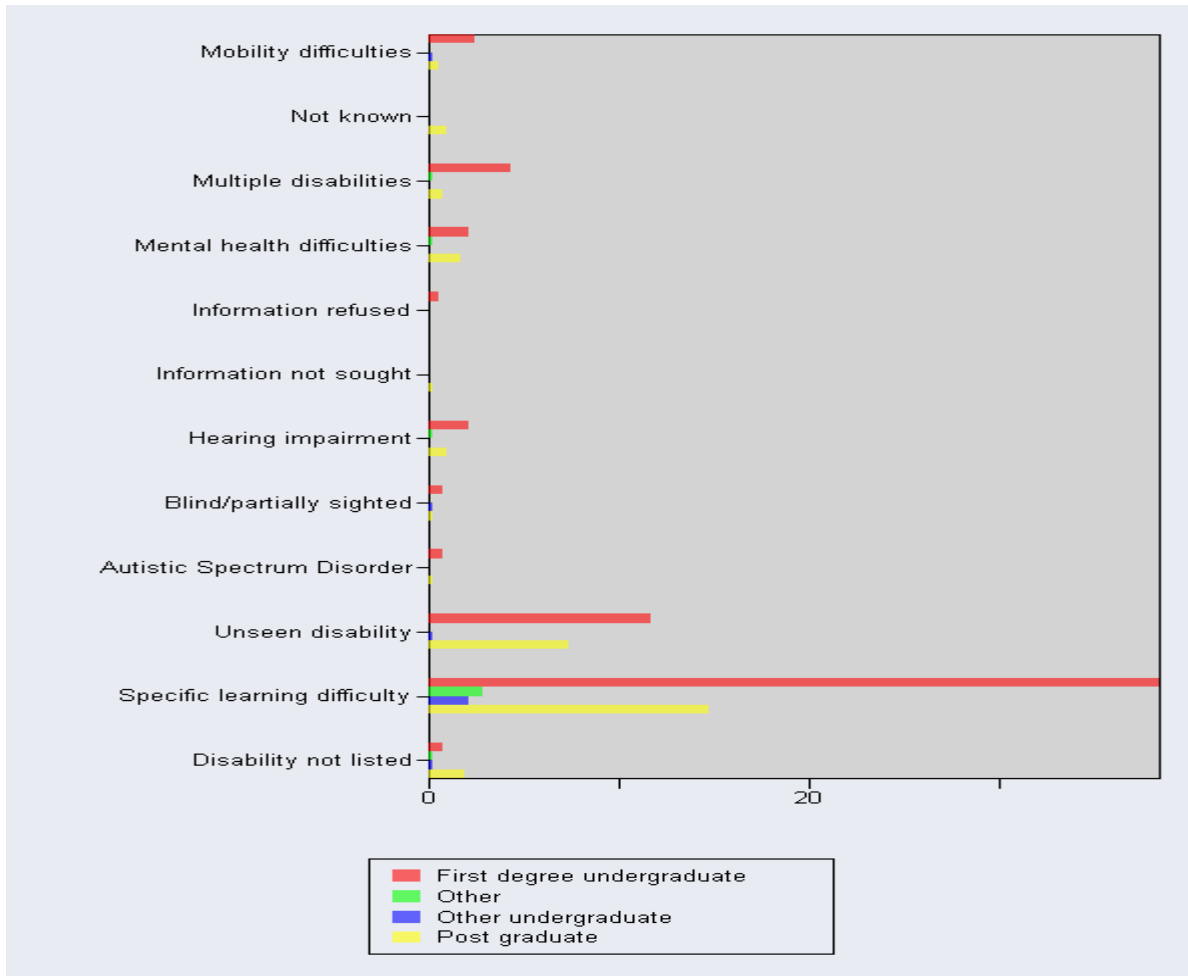
0910 First degree undergraduate	Full-time	1734	42%	170	4%	1904	46%
	Part-time	46	1%	2	0%	48	1%
Other	Full-time	169	4%	3	0%	172	4%
	Part-time	1	0%	0	0%	1	0%
Other undergraduate	Full-time	72	2%	2	0%	74	2%
	Part-time	26	1%	1	0%	27	1%
Post graduate	Full-time	219	5%	12	0%	231	6%
	Part-time	1603	39%	61	1%	1664	40%
Total		3870	94%	251	6%	4121	100%

## Student access

### Students by academic year and disability status



### Students known to have a disability by level of study and type of disability



First degree  
undergraduate

Other

Other  
undergraduate

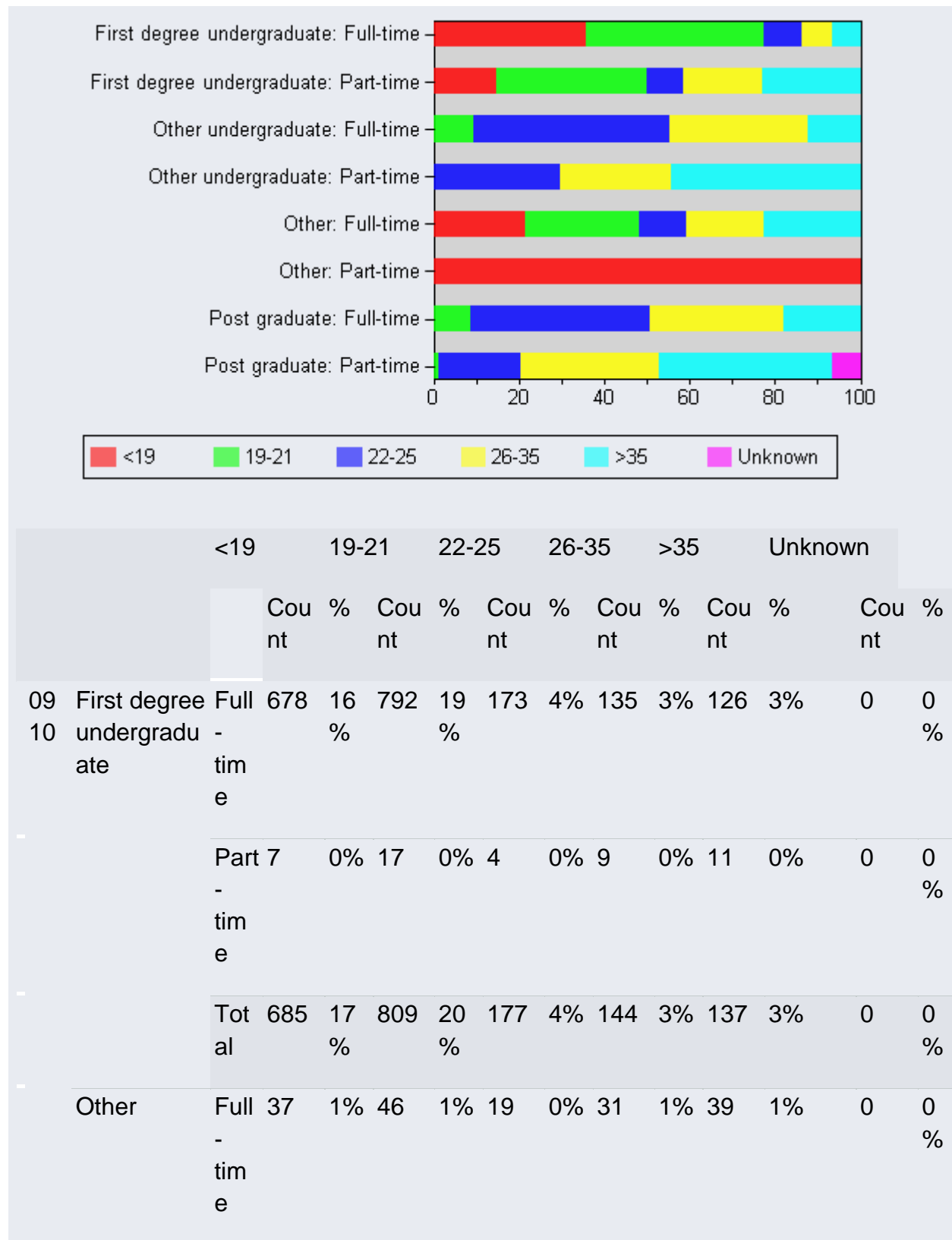
Post  
graduate

Total

	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	
	t	t	t	t	t	t	t	t	t	t	
0910	Disability not listed	3	1%	1	0%	1	0%	8	2%	13	3%
	Specific learning difficulty	162	38%	12	3%	9	2%	62	15%	245	58%
	Unseen disability	49	12%	0	0%	1	0%	31	7%	81	19%
	Autistic Spectrum Disorder	3	1%	0	0%	0	0%	1	0%	4	1%
	Blind/partially sighted	3	1%	0	0%	1	0%	1	0%	5	1%
	Hearing impairment	9	2%	1	0%	0	0%	4	1%	14	3%
	Information not sought	0	0%	0	0%	0	0%	1	0%	1	0%
	Information refused	2	0%	0	0%	0	0%	0	0%	2	0%
	Mental health difficulties	9	2%	1	0%	0	0%	7	2%	17	4%
	Multiple disabilities	18	4%	1	0%	0	0%	3	1%	22	5%
	Not known	0	0%	0	0%	0	0%	4	1%	4	1%
	Mobility difficulties	10	2%	0	0%	1	0%	2	0%	13	3%
Total		268	64%	16	4%	13	3%	124	29%	421	100%

## Student access

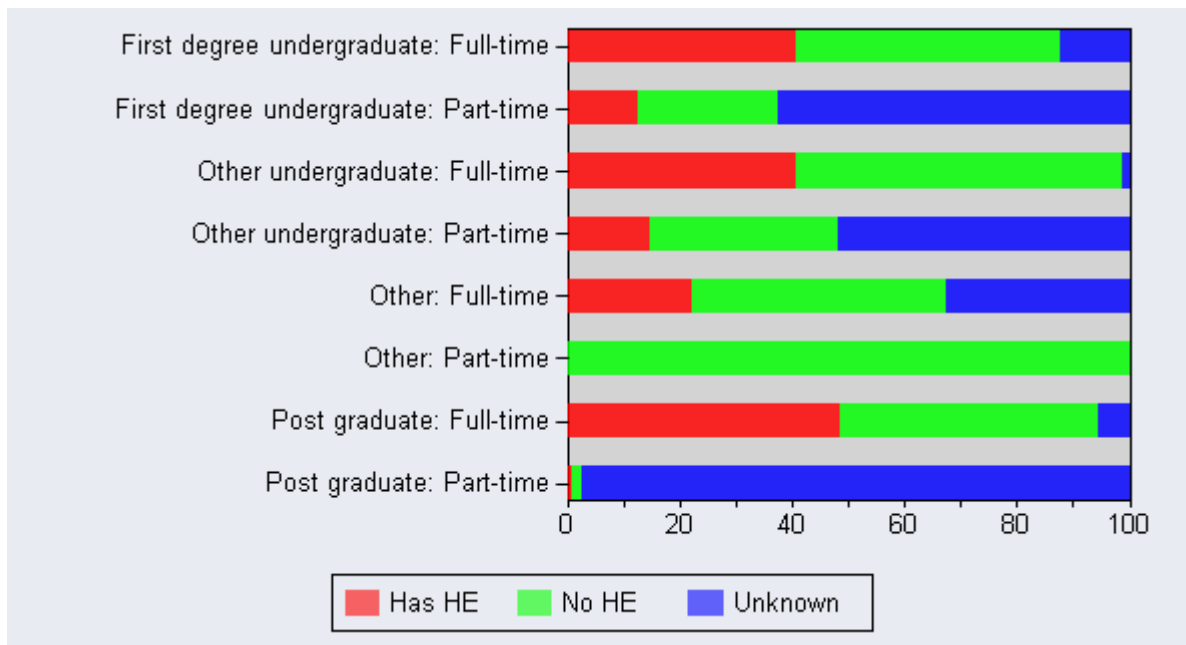
### Students by level of study and age group



	Part 1 - time	0%	0	0%	0	0%	0	0%	0	0%	0	0%	
	Total	38	1%	46	1%	19	0%	31	1%	39	1%	0	0%
Other undergraduate	Full - time	0	0%	7	0%	34	1%	24	1%	9	0%	0	0%
	Part - time	0	0%	0	0%	8	0%	7	0%	12	0%	0	0%
	Total	0	0%	7	0%	42	1%	31	1%	21	1%	0	0%
Post graduate	Full - time	0	0%	20	0%	97	2%	72	2%	42	1%	0	0%
	Part - time	0	0%	17	0%	321	8%	540	13%	676	16%	110	3%
	Total	0	0%	37	1%	418	10%	612	15%	718	17%	110	3%
<b>Total</b>		<b>723</b>	<b>18%</b>	<b>899</b>	<b>22%</b>	<b>656</b>	<b>16%</b>	<b>818</b>	<b>20%</b>	<b>915</b>	<b>22%</b>	<b>110</b>	<b>3%</b>

## Student access

Students by level of study and parental HE



		Has HE		No HE		Unknown	
		Count	%	Count	%	Count	%
0910 First degree undergraduate	Full-time	776	19%	891	22%	237	6%
	Part-time	6	0%	12	0%	30	1%
	<b>Total</b>	<b>782</b>	<b>19%</b>	<b>903</b>	<b>22%</b>	<b>267</b>	<b>6%</b>
Other	Full-time	38	1%	78	2%	56	1%
	Part-time	0	0%	1	0%	0	0%
	<b>Total</b>	<b>38</b>	<b>1%</b>	<b>79</b>	<b>2%</b>	<b>56</b>	<b>1%</b>
Other undergraduate	Full-time	30	1%	43	1%	1	0%
	Part-time	4	0%	9	0%	14	0%
	<b>Total</b>	<b>34</b>	<b>1%</b>	<b>52</b>	<b>1%</b>	<b>15</b>	<b>0%</b>
Post graduate	Full-time	112	3%	106	3%	13	0%
	Part-time	16	0%	25	1%	1623	39%
	<b>Total</b>	<b>128</b>	<b>3%</b>	<b>131</b>	<b>3%</b>	<b>1636</b>	<b>40%</b>

Total	982	24%	1165	28%	1974	48%
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## **Appendix G – Benchmark Data**

The data on staff and students in the Annual Equalities Report was benchmarked within the higher education sector through the use of the Equality Challenge Unit 'Equality in Higher Education Statistical Report 2010' which is based mainly on analysis of data from the Higher Education Statistics Agency (HESA) for the 2008/9 academic year.

The report is available electronically at:-

<http://www.ecu.ac.uk/publications/equality-in-he-stats-10>