

## **STUDENT EQUALITY AND DIVERSITY PROFILE REPORT 2015/16**

### **1. INTRODUCTION**

1.1 The annual Student Equality and Diversity Profile Report 2015/16 has been developed alongside the Equality and Diversity Annual Report 2015/16, and the Staff Equality and Diversity Profile Report 2015/16.

1.2 It provides a detailed overview of the core representation and achievement levels of University students, by ethnicity (Black, Asian and Minority Ethnic (BAME)), gender, and disability in the following areas from 1 August 2015 to 31 July 2016:

- Overall student profile;
- Retention and progression;
- Degree results.

1.3 Data on the following additional protected characteristics have been provided to complement the report:

- Religion;
- Sexual Orientation;
- Age

1.4 Information in the report is drawn from our annual student Higher Education Statistical Agency (HESA) return and the Equality Challenge Unit (ECU) higher education statistical report (published 31 March 2017).<sup>1</sup>

### **2. PUBLISHING EQUALITY INFORMATION**

2.1 The University is statutorily required to collect and publish equality information to demonstrate its compliance with equalities legislation. The annual equality reports will be published at the end of the academic year on the University web pages, and a summary will be made available in alternative formats upon request.

2.2 The equality gaps identified within this report, will be used to inform and progress the activities that underpin the University's equality objectives for 2015 – 2020.

### **3. SUMMARY**

3.1 Keele has an increasingly diverse and fluid student demographic profile totalling a headcount of 10,654 which draws from a local, national and international admissions pool. Keele is committed to widening participation and access to higher education and the University will continue to monitor its student profile by ethnicity, gender, and disability in addition to other protected characteristics.

3.2 The following summary outlines the headline student equality information as it applies to the student profile, retention and progression, and degree results. The full detailed analysis can be found from section 5 onwards.

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<sup>1</sup> <http://www.ecu.ac.uk/publications/equality-in-higher-education-statistical-report-2016/>

### **3.3 Student Profile**

- Over the past 5 years the University has experienced no notable variation in student numbers and proportions of BAME students, with a current representation of 29.6% of students from BAME backgrounds.
- Female students remain the largest gender group at 59% and males 41%. This is in line with sector averages, and is unchanged since the last reporting period.
- Female students are significantly more likely to be engaged in part time modes of study.
- The proportion of students with a disability has steadily increased to 13.1%, higher than the sector benchmark of 10.6%.

### **3.4 Retention and Progression**

- The rates of non-progression for year 1 students based on ethnicity, compared to sector averages are: 7.5% white (8.5% benchmark) and 7.5% of BAME (12.2% benchmark). The proportion of BAME students at Keele not progressing is notably lower than the sector average.
- Rates of non-progression in year 1 are 8.1% for men and 7.2% for women. The figure for men has slightly increased from 2014/15 reported as 7.6%. The sector average across all years for both men and women currently stands as 10.6% and 8.3% respectively. As such both genders at Keele are outperforming the sector average.
- Non-progression rates for students with a disability has decreased slightly for year 1 students from 10% (2014/15) to 7.9%. For year 2 students non-progression rates continue to decrease from 4.5% (2014/15) to 3.6%.

### **3.5 Degree Results**

- Proportionally fewer UK BAME students achieved a first class degree (9.7%) compared to UK white students (22.9%) at Keele.
- Degree results for male students achieving a first class degree have fallen below the sector average, 14.5% compared to 22.4%. 22.3% of women achieve a first class honours degree compared to the sector average of 21.7%. Women perform significantly better in the first and upper second class degree classification compared to men and male students have a higher representation in the lower second class degree classification. There are minimal gender variations across the remaining degree classifications.
- The number of students reporting a disability has increased over the past 5 years. Degree results for students who declare a disability are slightly lower than students without a disability at first class (16.1% compared to 19.5%) and at upper second class (50.7% compared to 49.6%).

#### **4. SUMMARY OF ACTIONS ARISING FROM THIS REPORT**

4.1 In order to develop a sophisticated understanding of the support and academic needs of BAME students and to establish effective practice at Keele, a working group has been established with engagement from across the Academic and Professional Services Community and with representation from the Students' Union. The group reports to the PVC Education and Student Experience and University Learning and Teaching Committee.

4.2 A Student Data and Support group, which reports into the Race Equality Charter steering group, will further analyse student data and recommend actions to positively impact student engagement, retention, progression and attainment.

4.3 The success of a project to develop opportunities for students seeking refuge to study and succeed at Keele is expanding for the 2017/18 Academic year with 2 x fee waivers provided. The first graduates to have received this support are due to complete their studies in 2016/17 and the University will further enhance support provision for asylum seekers. An analysis of the impact of this support will be undertaken in the next academic year and will inform the shape of future provision/support.

4.4 Attainment data illustrates that female students are significantly outperforming their male counterparts, at first degree undergraduate level. Female students have similar attainment to the sector average; whereas male students have below sector attainment. A working group has been established to examine best practice guidance on student attainment, based on gender differences and to develop initiatives. This data will be presented to the University Learning & Teaching Committee (ULTC) Task and Finish Group on Student Attainment, as part of their ongoing work to identify and address any attainment issues across all groups.

4.5 The University supports a wide range of learning styles/modes of assessment and its policy on assessments outlines these and the benefits of such. It is a recommendation of this report that schools continue to review their equality impact assessments for their programmes, and establish local actions plans.

4.6 Attainment data shows that students with a disability do particularly well at Keele compared to the sector benchmarks. The rate of non-progression, however, for students with a disability remains disproportionately higher than for students without a disability in year 2. It is apparent that students accessing support in the form of Disabled Students Allowance and/or other reasonable adjustments achieve as well or better than non-disabled students and significantly better than disabled students not in receipt of such support. The 17/18 Academic Year will see the further development of an inclusive learning and teaching project as well as a dedicated support service for students requiring additional support be that face-to-face or through the provision of digital resources. The standardisation of Support Plans and Pathways will increase the provision of such support and the decision to formally create a Staff Developer to assist with inclusive practice will be assessed to determine the impact upon retention and success.

4.7 The University is committed to increasing the number of students who can access Lecture Capture. It is considered a positive resource for all students, but in particular for some disabled students it is a significant positive adjustment. Work will focus on the

provision of access for all disabled students and an analysis of the impact on disabled student attainment will be undertaken by the Disability and Dyslexia Support Service.

4.8 The University will monitor the rate of progression for students with a disability, and continue to provide tailored support disabled students to ensure they can achieve their full potential whilst at Keele.

4.9 Significant focus is being given to the provision of employability support to students as a means of ensuring that they succeed in gaining employment post-graduation. A pilot project initiated during the 2016/17 Academic Year supported students with Autism Spectrum Disorder (ASD) to undertake work placements as a means of increasing confidence and addressing issues of low graduate employment among this group. The project will be extended through the 2017/18 Academic and will be assessed to determine the impact on success and attainment.

4.10 The University is committed to addressing barriers to attainment for all its student groups. As part of the University's equality objectives there is an undertaking to examine best practices in teaching and learning and to develop schemes of work to address key inequalities.

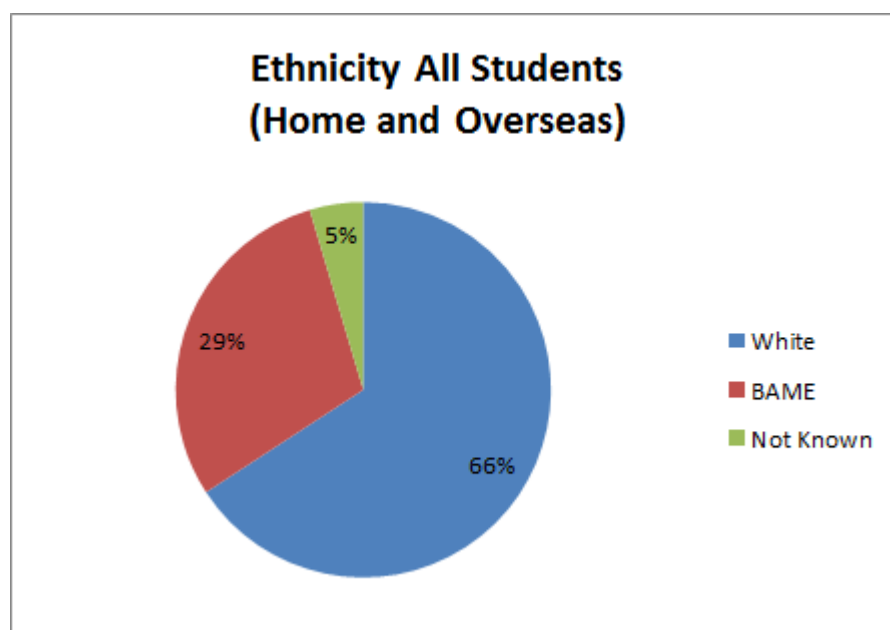
4.11 The equality team have undertaken work with both Planning and Academic Administration and the MIS team to improve data accuracy by enabling students to update and disclose their own changes to personal data through E-Vision. This work has become more evident in Section 15 of the report with over 2000 more students completing the data on their religion and sexual orientation compared to the last report. It is anticipated the increased level of data disclosure will enable Faculties, Services and Directorates to enhance the current support provision across all groups.

## 5. STUDENT ETHNICITY

### 5.1 Profile overview

The following chart illustrates the overall proportions of students at Keele, by ethnicity. This chart represents an aggregate of both UK domicile and international students for all students in 2015/16.

**Fig 1 UK domicile and international students in 2015/16**



The following table illustrates the changing ethnicity profile of the student population at Keele, over the past 5 years:

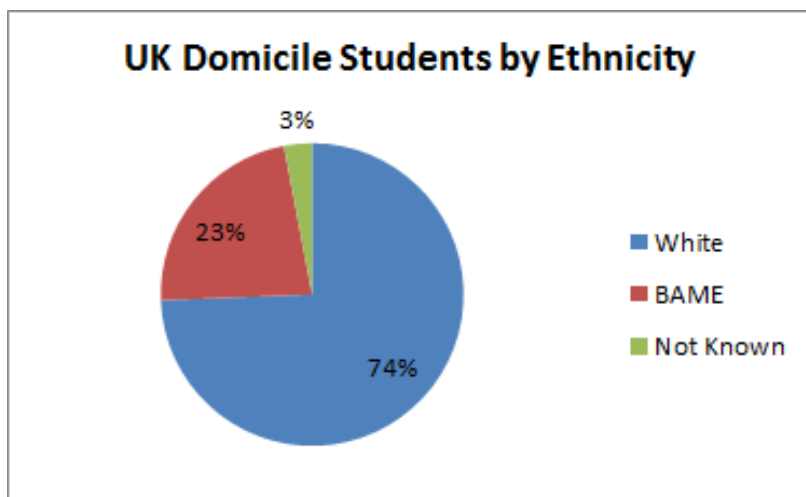
**Fig 2 Keele Students by ethnicity (All Students - Home and Overseas aggregated):**

	2011/12	2012/3	2013/4	2014/5	2015/6
<b>White</b>	7207 (68.1%)	6847 (67.2%)	6841 (67.4%)	6533 (67.0%)	7012 (65.8%)
<b>BAME</b>	3146 (29.7%)	3137 (30.8%)	3093 (30.5%)	2874 (29.5%)	3152 (29.6%)
<b>Not Known</b>	226 (2.1%)	201 (2%)	215 (2.1%)	346 (3.5%)	490 (4.6%)
<b>Total</b>	10579	10185	10149	9753	10654

5.2 For the reporting period the total student headcount was 10,654. During 2012/13 through to 2015/16 the numbers of BAME students at Keele was relatively stable, and BAME representation continues to be above the sector average of 21%. The University is committed to continuing to build on the progress it has made and increase BAME representation through its ongoing work around enhancing internationalisation and widening participation agendas.

5.3 The chart below illustrates the proportions of UK domicile students (i.e. excluding international students) by ethnicity.

**Fig 3 UK Domicile Students 2015/16:**



**Fig 4:**

	2011/12	2012/3	2013/4	2014/5	2015/6
White	7131 (77.6%)	6757 (77.6%)	6748 (78.5%)	6456 (77.3%)	6926 (74.4%)
BAME	1922 (20.9%)	1860 (21.3%)	1748 (20.3%)	1735 (20.8%)	2106 (22.6%)
Not Known	138 (1.5%)	96 (1.1%)	103 (1.2%)	175 (1.9%)	282 (3.0%)
<i>Total</i>	<i>9191</i>	<i>8713</i>	<i>8599</i>	<i>8366</i>	<i>9314</i>

5.4 The table above illustrates that the proportion of UK BAME students numbers has increased by 2% and the proportion of UK white students have declined by 3%.

5.5 The table below demonstrates the distribution of all UK and International BAME and white students across each mode of study. The figures represent the proportion of white/BAME students as a percentage of the total white/BAME population.

Fig 5:

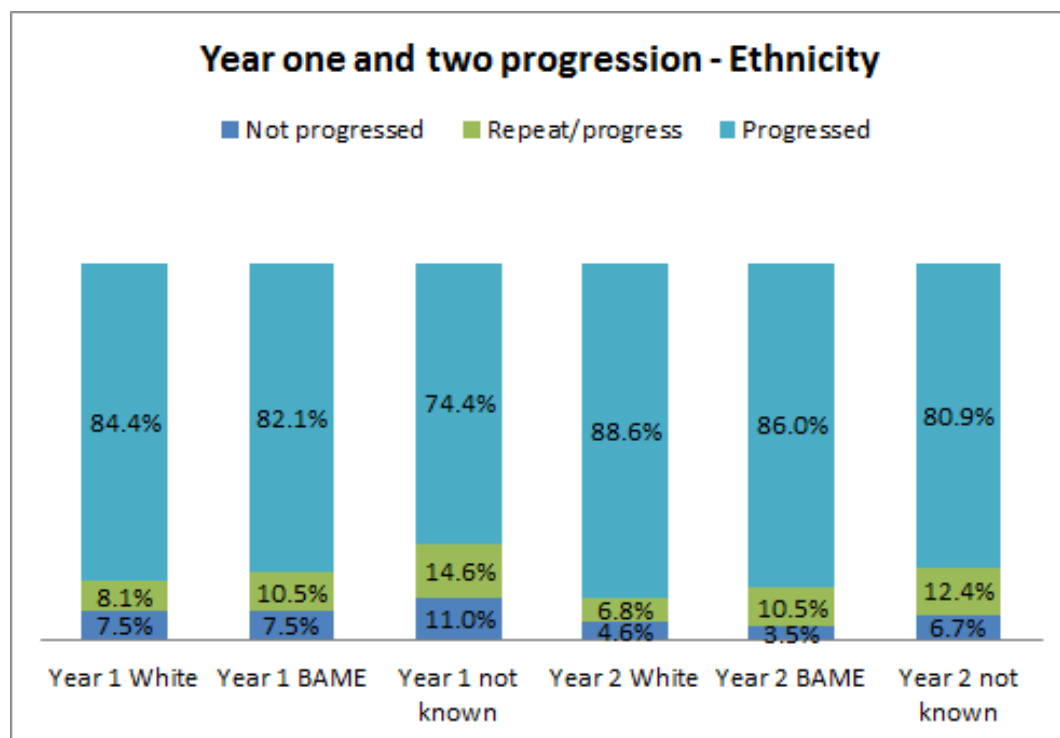
By Student Type and Mode of Study %										
	2011/2		2012/3		2013/4		2014/5		2015/6	
	White	BAME	White	BAME	White	BAME	White	BAME	White	BAME
UG FT	71.40%	70.40%	72.1%	70.0%	71.5%	70.8%	71.2%	71.4%	73.3%	73.2%
UG PT	5.50%	3.40%	4.6%	3.7%	5.8%	3.8%	7.3%	4.1%	6.5%	4.9%
PGT FT	5.20%	11.20%	5.5%	3.9%	5.9%	4.1%	2.8%	2.9%	2.1%	2.8%
PGT PT	11.80%	10.40%	11.1%	18.5%	10.2%	17.2%	11.9%	17.3%	11.9%	16.0%
PGR FT	3.50%	3.10%	3.8%	1.9%	3.8%	1.9%	4.1%	2.0%	3.6%	1.4%
PGR PT	2.60%	1.50%	2.8%	2.0%	2.9%	2.2%	2.7%	2.2%	2.6%	1.7%

5.6 The data shows a steady increase in the proportion of BAME students studying at undergraduate level. There is a decline in uptake on the postgraduate full time programmes by BAME students and the figure reflects a low number of international students.

## 6. STUDENT RETENTION (PROGRESSION) BY ETHNICITY

6.1 The chart and table below shows the progression rates for the 2015/16 academic year by ethnicity.

Fig 6:



**Fig 7:**

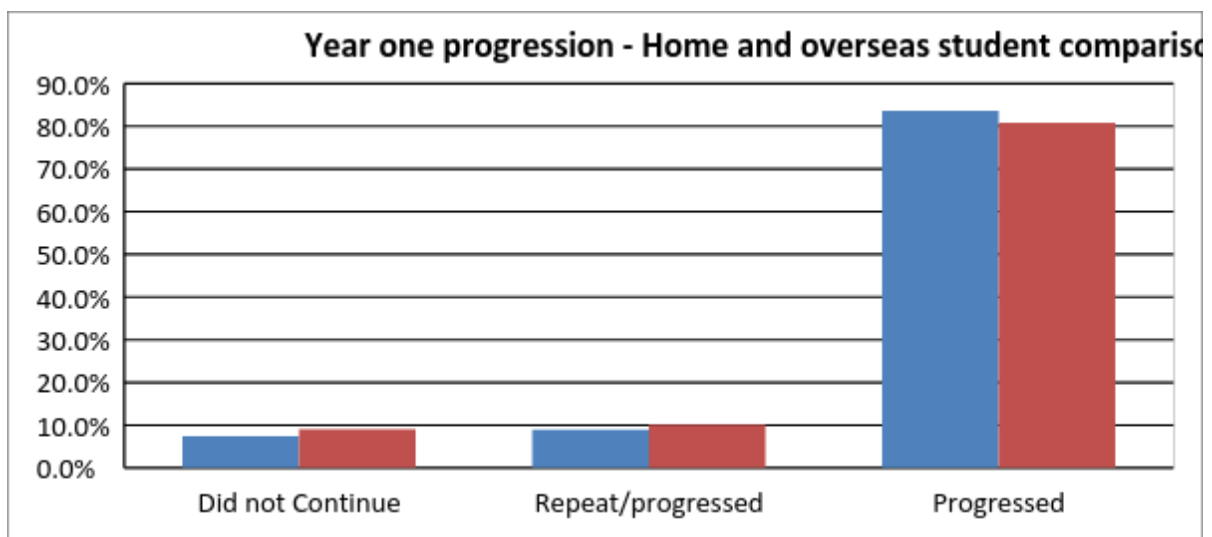
	<b>Not progressed</b>	<b>Repeat/progress</b>	<b>Progressed</b>
Year 1 White %	7.5%	8.1%	84.4%
Year 1 BAME %	7.5%	10.5%	82.1%
Year 1 not known %	11.0%	14.6%	74.4%
Year 2 White %	4.6%	6.8%	88.6%
Year 2 BAME %	3.5%	10.5%	86.0%
Year 2 not known %	6.7%	12.4%	80.9%

6.2 The figures show the proportion of BAME students repeating at both years 1 and 2 is higher compared to white students.

6.3 The University continues to work proactively to support the transition of international students, through a comprehensive induction orientation programme and ongoing support services. Services work collaboratively to ensure that international students experience a smooth transition to student life. In addition an online induction resource has been created as a means of assisting students in understanding important University systems, expectations and procedures. Sessions within the online programme and through general international orientation include; 'Guidance on Academic Writing and Avoiding Plagiarism (UG session and PG session)', 'Learning Technology (UG session and PG session)' and 'Living and Studying at Keele'.

6.4 The chart below demonstrates the differences in the rates of progression between UK (white and BAME) home students and all international students. The rate of year 1 repeats for international students is comparable to that of UK home students.

**Fig 8:**





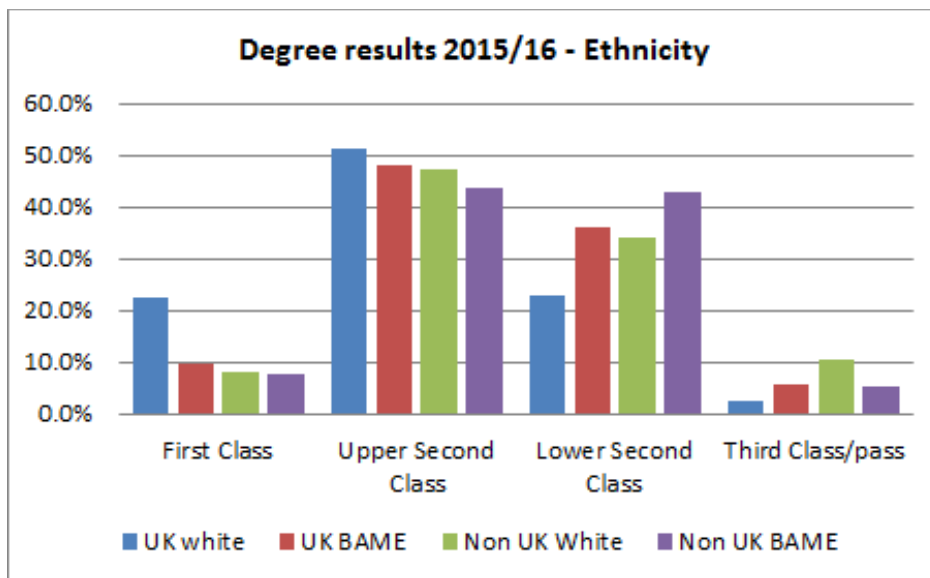
6.5 The past three years has seen a significant reduction in non-progression for overseas students. In 2012/13 the proportion of overseas students not progressing was 17.4%; in 2013/14; 14.2%; in 2014/15; 10.9% and in 2015/16 this has reduced further to 9.1%. Whilst acknowledging this improvement trend, the rate of non-progression for overseas students (9.1%) is higher than for UK home students (7.5%) and illustrates the additional challenges faced by international students.

6.6 A comprehensive and cross-University project, led by the Dean of Internationalisation is being employed to understand the experiences of International students at Keele with the aim of enhancing all aspects of the international student experience; particularly with regard to progression and success.

## 7. DEGREE RESULTS BY ETHNICITY

7.1 The figures below show degree attainment by ethnic group.

**Fig 9:**



**Fig 10:**

	First Class	Upper Second Class	Lower Second Class	Third Class/Pass
UK white	253 (22.9%) [24.7%]	572 (51.7%) [52.4%]	254 (23.0%) [19.2%]	27 (2.4%) [3.8%]
UK BAME	25 (9.7%) [15.6%]	124 (48.2%) [46.2%]	93 (36.2%) [30.3%]	15 (5.8%) [7.9%]
Non UK White	3 (7.9%)	18 (47.4%)	13 (34.2%)	4 (10.5%)
Non UK BAME	10 (7.7%)	57 (43.8%)	56 (43.1%)	7 (5.4%)

7.2 Figures shown in the square parentheses represent sector benchmarks where they are available. The data shows that the proportion of UK white students receiving a first class honours degree (22.9%) is in line with the sector (24.7%) and the proportion of UK BAME students receiving a first class honours degree (9.7%) is below the sector average (15.6%) for the academic year 2015/16.

7.3 The proportion of first class degrees has remained comparable to 2014/15 (22.3% of UK white students). However the number of UK BAME students achieving a first class honours degree (9.7%) remained significantly lower than the sector average, although there has been an improvement on 2014/15 figures increasing from 8.8%.

7.4 Figures for Keele show that 51.7% of UK white students were awarded an upper second class degree in 2014/15, compared to a sector average of 52.4%, whilst 48.2% of UK BAME students were awarded a higher second class degree, comparing favourably with a sector average of 46.6%.

7.5 In the lower second class degree category 23% of UK white students and 36.2% of UK BAME students achieved this level of degree, comparing with 19.2% and 30.3% across the sector respectively. Data identifies a higher percentage of students in both categories achieve a lower second class degree compared to 2014/15.

7.6 5.8% of BAME students were awarded a third class or a Pass degree, compared to the sector average of 7.9%. This is a favourable position for Keele and reflects the fact that more UK BAME students at Keele achieve higher classification of degrees than the sector averages.

7.7 The proportion of Keele International students (non-UK white and non-UK BAME) awarded a lower second classification is higher compared to Keele's UK students and the proportion of Keele International students achieving first and upper second classifications is below the proportion of Keele's UK students. There is currently no benchmarking data to demonstrate attainment of International students versus UK students.

7.8 The University is committed to addressing barriers to attainment for all student groups and refers to sector wide best practice in this area, including consultation work with the Higher Education Equal Opportunities Network (HEEON) and the Equality Challenge Unit. Furthermore the University has agreed an equality action to examine degree attainment amongst all groups, and to proactively work through this issue.

## 8. STUDENT GENDER

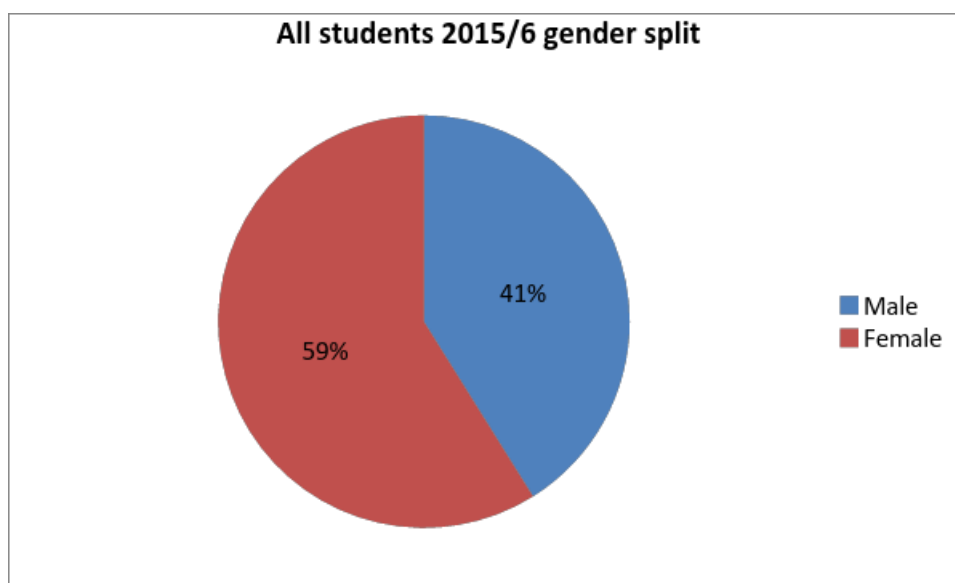
### 8.1 Profile overview (by gender/mode of study).

The following table illustrates the gender profile of the students over the past 5 years.

Fig 11:

All Students - Percentage					
	2011/2	2012/3	2013/4	2014/5	2015/6
Male	42.9%	42.7%	42.1%	42.0%	41.0%
Female	57.1%	57.3%	57.9%	58.0%	59.0%

Fig 12:



8.2 Keele's student gender profile has been stable over the last 5 years and is in line with the current sector figures of 43.8% male and 56.2% female.

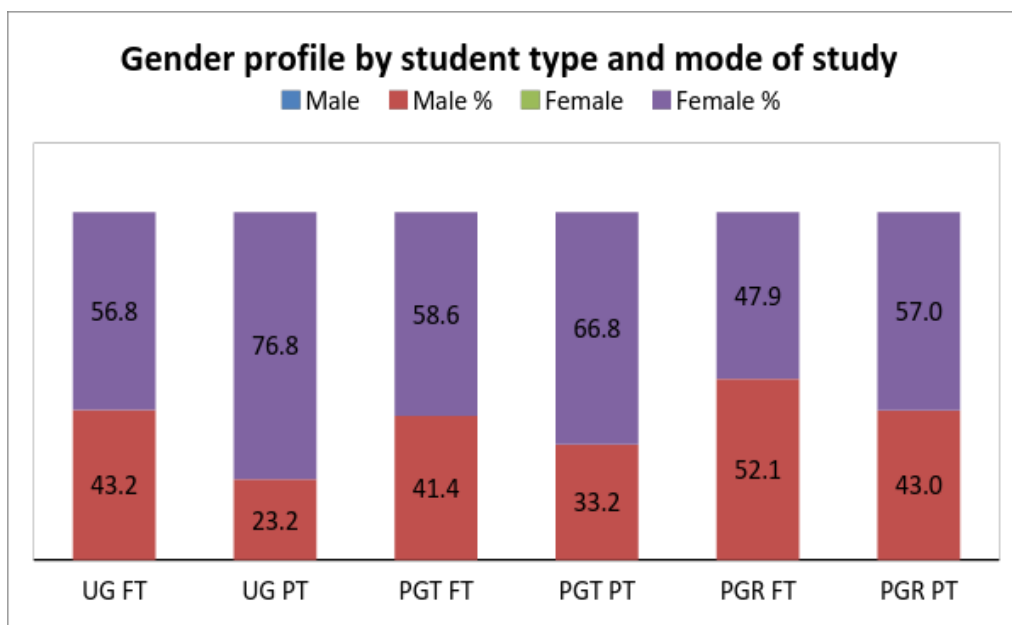
8.3 The table below shows the numbers of male and female students on each mode of study.

Fig 13:

By Student Type & Mode of Study - Total 2015/16				
	Male	%	Female	%
UG FT	3294	43.2	4329	56.8
UG PT	140	23.2	463	76.8
PGT FT	161	41.4	228	58.6
PGT PT	448	33.2	903	66.8
PGR FT	235	52.1	216	47.9
PGR PT	102	43.0	135	57.0
<b>TOTAL</b>	4380		6274	

8.4 The following chart illustrates the gender representation by percentage in each of the modes of study and by student type.

Fig 14:



8.5 The chart illustrates that, across all modes of study, a greater proportion of women are studying part time. Women have higher representation in all areas of part time study, this may be expected and is likely to be linked to the need for flexibility to balance home/childcare responsibilities.

## 9. STUDENT RETENTION BY GENDER

9.1 The table below illustrates the rates of progression for men and women (NB Full time undergraduates only) and show that at year 1 women progress at a higher rate than men. Men have a correspondingly higher rate of repeat/reassessment than women. The number of students who did not progress at year 1 has slightly increased for men from 7.6% to 8.1% and reduced for women from 7.4% to 7.2% compared to 2014/15. The proportion of males in the repeating/reassess category is correspondingly higher than females in both years 1 and 2.

**Fig 15:**

	Did not Continue	Repeat/ Progressed	Progressed
Year 1 (Female)	7.2%	7.2%	85.6%
Year 1 (Male)	8.1%	11.0%	80.9%
Year 2 (Female)	3.5%	6.4%	90.1%
Year 2 (Male)	5.3%	10.1%	84.5%

9.2 Within Year 2, the proportion of women and men not progressing are 3.5% and 5.3% respectively, suggesting that proportionately more men do not progress compared to women.

9.3 The University recognises that gender differences can account for different preferences in learning styles. This data will be presented to the University Learning & Teaching Committee (ULTC) by the Working Group on student attainment, as part of their ongoing work to reduce attainment gaps across all groups.

## 10. DEGREE RESULTS BY GENDER

The chart below illustrates the Keele 2015/16 degree results for full time undergraduate students by gender.

**Fig 16:**

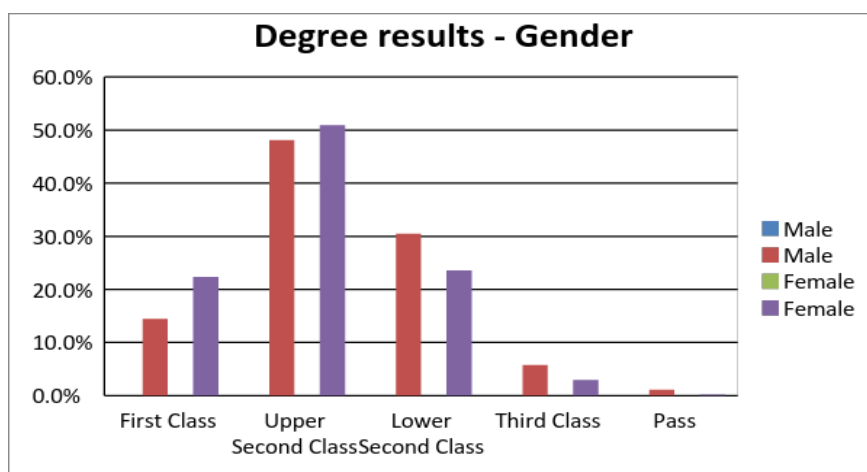


Fig 17:

2015/6	Keele		Sector Average	
	Male	Female	Male	Female
<b>First Class</b>	14.5%	22.3%	22.4%	21.7%
<b>Upper Second Class</b>	48.1%	51.0%	46.6%	51.7%
<b>Lower Second Class</b>	30.5%	23.6%	24.6%	21.7%
<b>Third Class</b>	6.9%	3.1%	6.4%	4.8%

10.1 The data illustrates that women outperform men in the first class and upper second class degree classifications. As a result, men are present in higher proportions in the lower second class, third class and pass classifications. While the proportion of Keele male students achieving a first class honours degree is lower than the sector, when the first class and upper second class figures are combined (62.6%), their performance is in line with the sector (69%). The proportion of Keele female students across the first class and upper second class awards is in line with sector average.

## 11. STUDENT DISABILITY

11.1 Student profile by disability and type/mode of study.

The following table illustrates the profile of students with a disability over the past five years:

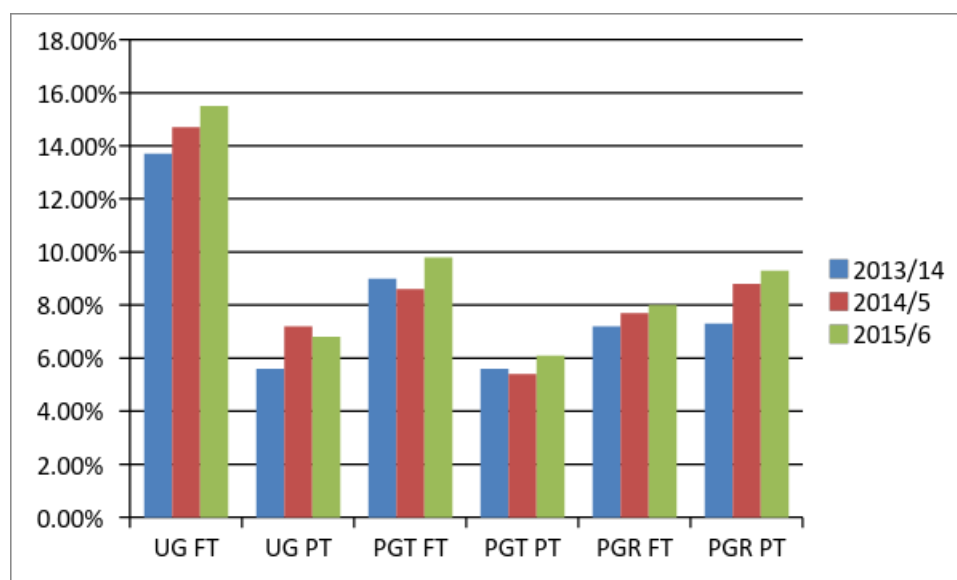
Fig 18:

All Students - Total					
	2011/2	2012/3	2013/4	2014/5	2015/6
<b>Disability</b>	1216 (11.5%)	1212 (11.9%)	1193 (11.8%)	1212 (12.4%)	1398 (13.1%)
<b>No Disability</b>	9363 (88.5%)	8974 (88.1%)	8960 (88.2%)	8541 (87.6%)	9256 (86.9%)
<b>Total</b>	10579	10186	10153	9753	10654

11.2 The data illustrates a steady increase in the proportion of students with a disability over the past 5 years, and at 13.1% (2015/16) is higher than the sector average of 10%.

11.3 The following chart illustrates the representation of students with a disability by type and mode of study over the past 3 years.

**Fig 19:** Proportion (%)



11.4 There is a positive increase in the representation of students with a disability across nearly all areas at Keele, most notably PGT full time. A small reduction is noted with the percentage of students with a disability studying at UG part time. The number of part time undergraduate students who have declared a disability has not decreased since 2014/15 and remains at 41 (see table below).

Fig 20:

By Student Type and Mode of Study - Total						
	2013/4		2014/5		2015/6	
	Disab.	No Disab.	Disab.	No Disab.	Disab.	No Disab.
<b>UG FT</b>	993	6229	1015	5891	1179	6444
<b>UG PT</b>	28	473	41	532	41	562
<b>PGR FT</b>	68	691	39	412	38	351
<b>PGR PT</b>	57	965	63	1093	82	1269
<b>PGR FT</b>	29	373	34	405	36	415
<b>PGR PT</b>	18	229	20	208	22	215
<b>TOTAL</b>	1193	8960	1212	8541	1398	9256

## 12. STUDENT RETENTION BY DISABILITY

The following table illustrates the progression details of year 1 and year 2 students for students with a disability and those without.

Fig 21: 2015/16

Year 1	Disabled	Not disabled
<b>Progressed</b>	81.5%	83.7%
<b>Repeat/Reassess</b>	10.6%	8.7%
<b>Not Progressed</b>	7.9%	7.6%
Year 2	Disabled	Not disabled
<b>Progressed</b>	84.7%	88.0%
<b>Repeat/Reassess</b>	11.7%	7.5%
<b>Not Progressed</b>	3.6%	4.5%

12.1 Progression rates across both year 1 and 2 are marginally higher for students without a disability. There is a larger difference at year 2, however there are some variations across the repeat/reassess and not progressed categories. The proportion of year 1 students with a disability not progressing has reduced from 10% in 2014/15 to 7.9% in 2015/16.

12.2 Reassessment rates between students with a disability and students without a disability in year 1 are broadly comparable (10.6% and 8.7% respectively) but the proportion of students with a disability repeating in year 2 is higher at 11.4% than students without a disability (7.5%). However, this has decreased since 2014/15 when 12.4% of year 2 disabled students repeated/reassessed.

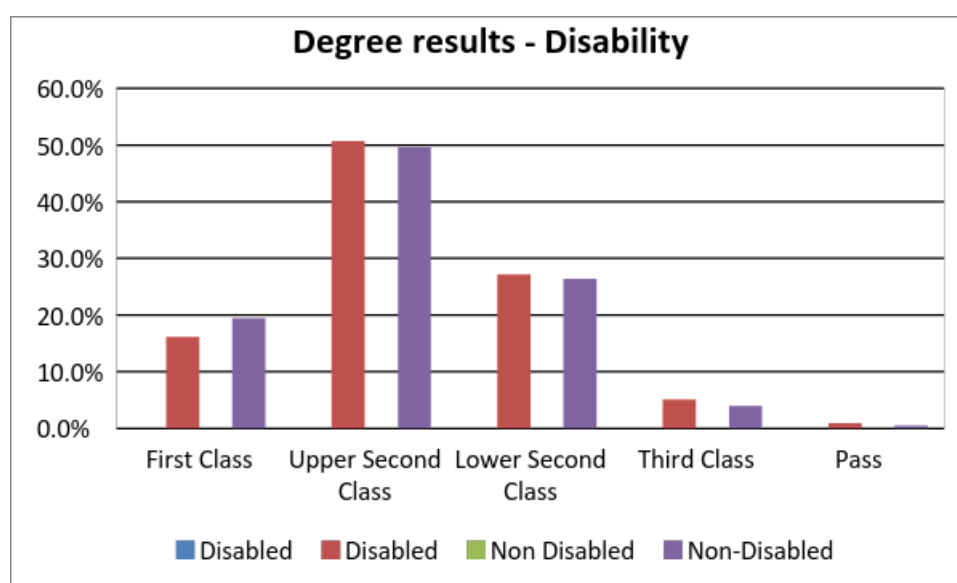


12.3 The University has made significant improvements in recent years in ensuring students with a disability have support to enable them to fully access the curricula. There has been a significant increase in the number of students accessing disability related support from Student Support and Development Services, which has enabled early and relevant support to be provided to students with a disability.

### 13. DEGREE RESULTS BY DISABILITY

The following chart and table illustrate the degree results for full time undergraduate students by disability.

**Fig 22:**



**Fig 23:**

	Students with a disability	Students without a disability
First Class	16.1%	19.5%
Upper Second Class	50.7%	49.6%
Lower Second Class	27.2%	26.4%
Third Class	5.1%	4.0%
Pass	0.9%	0.5%

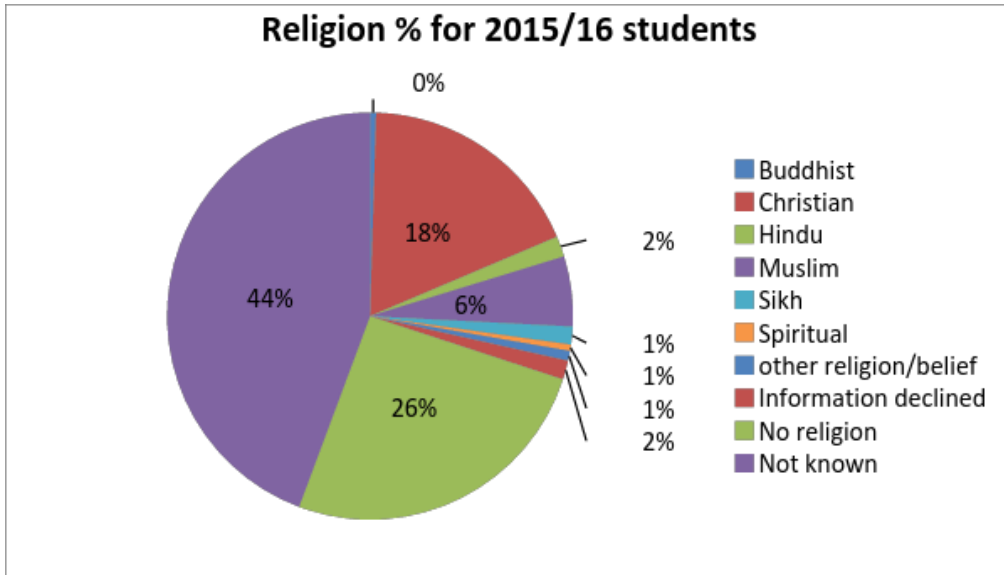
13.1 Students without a disability outperform students who have declared a disability at first class and upper second class degree levels.

13.2 Across the sector, 70.1% of students with a disability are awarded a first or higher second class degree, compared to 66.8% at Keele. This figure represents a decline in comparable attainment from 2014/15 which was 72%.

## 14. ADDITIONAL PROTECTED CHARACTERISTICS

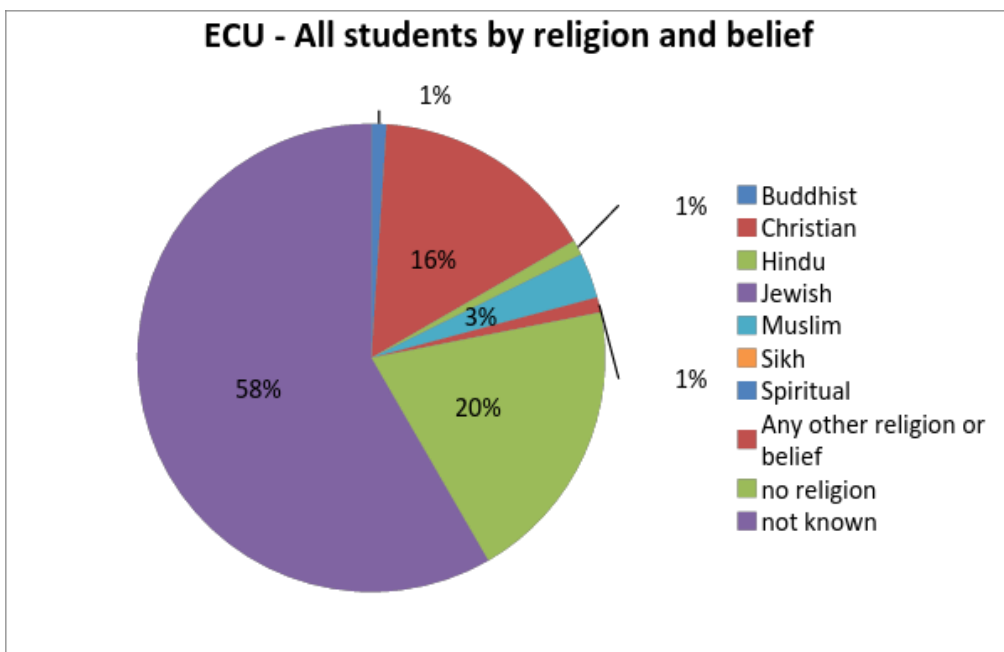
**14.1 Religion:** The University has obtained data on student religion since 2011/12 however the data collected has been insufficient to provide meaningful analysis over that period. Whilst the declaration of a student's religion is optional, the chart below represents 6,524 students who identified their religion as part of their enrolment in 2015/16.

**Fig 24:**



14.2 Data collected by the ECU represents 57% of UK HEI's and is included for reference purposes only. It should be noted that 44% of the respondents left the enrolment question blank.

**Fig 25:**



### 14.3 Sexual Orientation:

The University data on student sexual orientation represents 6,524 students who identified as part of their enrolment status in 2015/16. As with religion, a large percentage of students chose not to declare their sexual orientation. This data is compared with the ECU data report sector averages.

Fig 26:

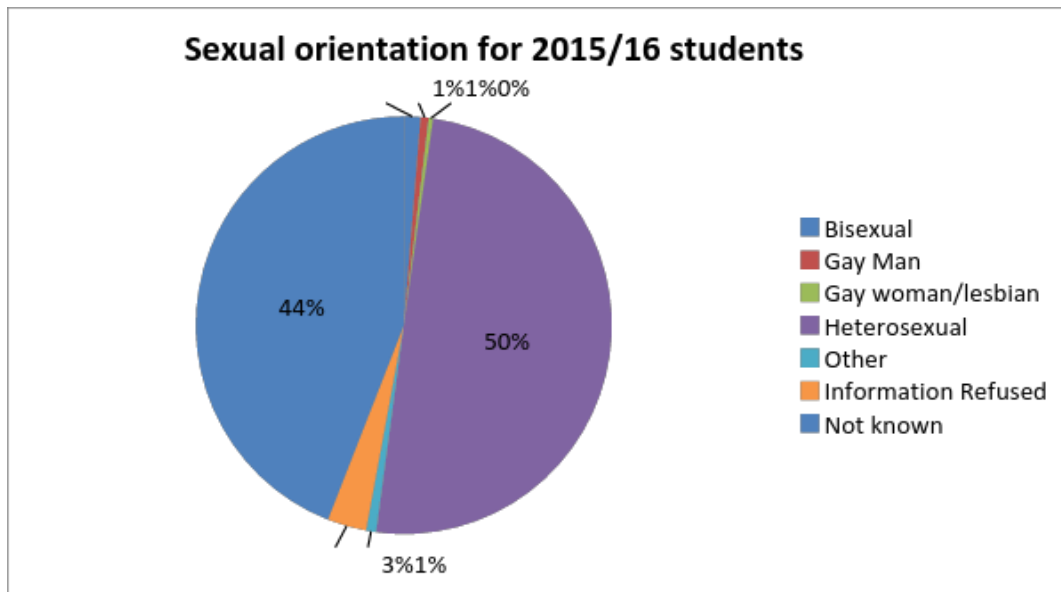
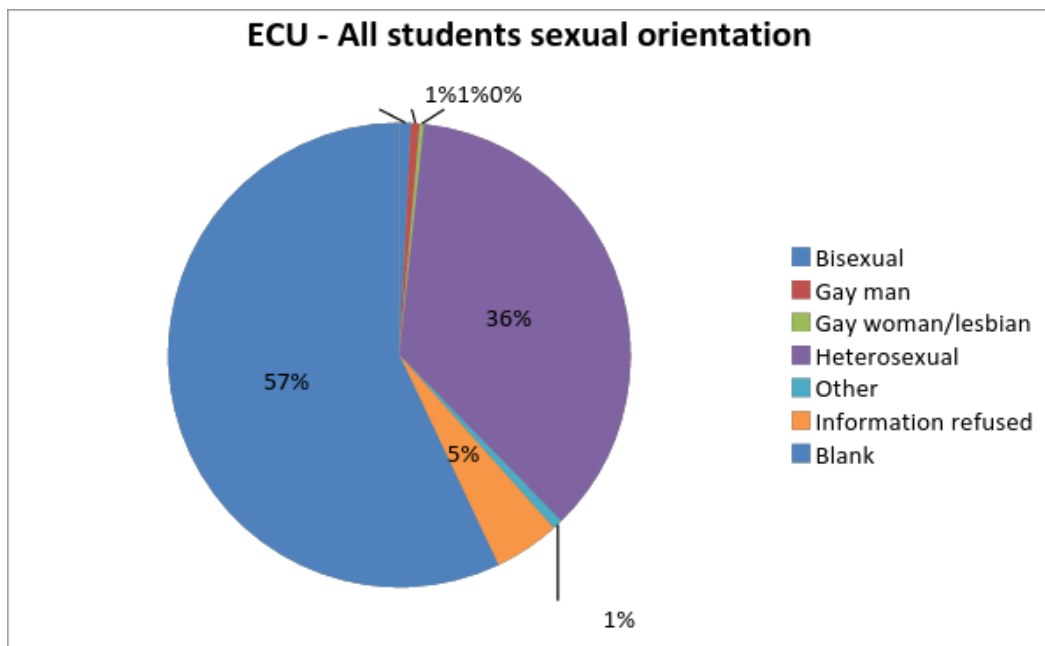


Fig 27:

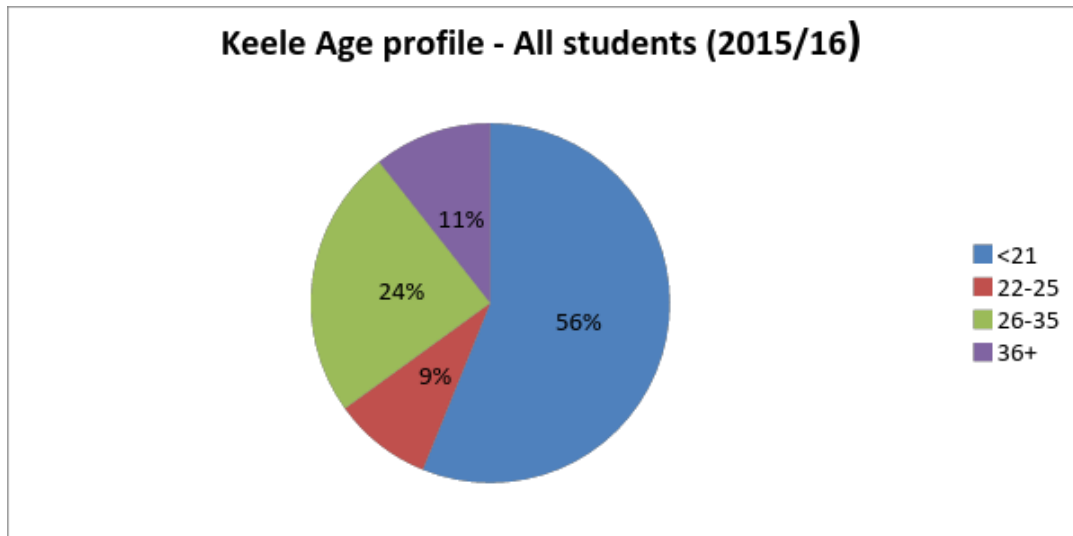


### 14.5 Age:

Age profile of the 2015/16 intake for home and overseas students is shown below. This data is compared with the ECU data report sector averages.

14.6 A larger proportion of home students are in the less than or equal to 18 age range compared to overseas students. This reflective of the more traditional education pathway home students follow of completing ALevels or equivalent then moving into Higher Education.

**Fig 28: (Home and overseas)**



**Fig 29: (Home and overseas)**

