

# Student Equality and Diversity Annual Report 2020-21

## Introduction

The Student Equality and Diversity Annual Report 2020-21 aims to present the student equality data for the year 2020-21 to enable the University to meet its Public Sector Equality Duty under the Equality Act 2010 to give due regard and annually monitor current trends and themes. It will enable critical review and scrutiny of current population, attrition and outcomes and any significant changes and their impact, and investigate any issues of concern. The report also reviews the implementation of the recommendations made in the Student Equality and Diversity Annual Report 2019-20 and sets out the priorities for the next 12 months.

## Equality, Diversity and Inclusion at Brunel

Brunel University London is fully committed to providing an inclusive environment where the whole community can study, live and work free from prejudice, discrimination or harassment irrespective of social or cultural background. Equality, Diversity and Inclusion are at the heart of the University's Mission, Brunel 2030 Vision, which strives to bring benefit to society through excellence in education, research and knowledge transfer. The University takes a holistic approach to student ED&I by working to embed it into students' teaching and learning, student services and the overall student experience.

2021 saw the launch of the University's new 3-year rolling Equality, Diversity and Inclusion Strategy, 'Social Justice for All' which aims to create a university that is fully fair and inclusive where everyone is treated with dignity and respect so that they all have the same opportunity to succeed and have an excellent student / employee experience. It seeks to be bold, innovative and agile where equality, diversity and inclusion is embedded into all aspects of the university's operations, and the daily life and experiences of the university community so that Brunel is proud of a culture and community that is kind, committed to fairness and open to change. The strategy is underpinned by 6 key themes:

- Well-informed – where everyone is knowledgeable, familiar and confident with diversity and difference
- Respectful - where everyone feels welcomed, safe, included and respected
- Enabling – where everyone has full access to Brunel's opportunities and is able to realise their potential
- Inspirational – where equality, diversity and inclusion is trailblazed at all levels across the University to ensure that inclusion is developed, embedded and promoted
- Integrating – where equality issues are integrated into all academic and business matters by all departments and colleges
- Self-reflective – where everyone reflects regularly on their ED&I attitudes and behaviour to embed ED&I into their goals, values and objectives.

Full details of the strategy can be found at [Equality, Diversity and Inclusion Strategy, Social Justice for All, 2021 - 2024 \(brunel.ac.uk\)](https://www.brunel.ac.uk/equality-diversity-inclusion-strategy).

## **Current context**

Equality, Diversity and Inclusion in Higher Education is highly regulated both legally and by the sector regulators who set increasingly high standards and expectations for full inclusion and a positive student experience. Universities have a wide range of responsibilities under the equality legislation and the Office for Students' Conditions of Registration and other frameworks to ensure that all students are provided with the best experience and a full range of university opportunities to enable them to reach their full potential and to progress to graduate level jobs and / or postgraduate studies. For full details of the legal and regulatory framework, see Appendix 1.

Alongside existing ED&I duties, the last 12 months have presented huge challenges to universities and society as a whole in a post-Brexit age with extensive additional burden and responsibilities. The effect of Covid-19 is still ongoing and the impact on students is wide-ranging including personal and family illness and bereavement and financial and welfare challenges. From an educational perspective, there has been a radical shift to a dual approach to teaching and the changes to the student experience. Much of the university's education delivery and service provision has been delivered predominantly online which has brought both opportunities in terms of access and flexibility particularly for disabled and mature students and those who have caring responsibilities. However, this has also exacerbated other problems bringing isolation and ostracism to many, deteriorating mental health and wellbeing, and highlighting many challenges related to digital poverty with access to devices, robust wifi settings, software packages and study space being particularly noted. Brunel adopted the Equality and Human Rights Commission's recommendation to conduct regular equality impact assessments throughout the pandemic to ensure that any potential equality impacts were identified and mitigated against building in comprehensive implementation plans to manage the move to online teaching and learning and the return to campus. Staff across the university have put in a herculean effort to tackle such inequalities: adapting services, providing reasonable adjustments and displaying considerable amounts of sensitivity and care to supporting students.

In addition to the pandemic, there have been high profile events which continue to propel ED&I to the top of the political, media and societal agenda. These include the ongoing advocacy of the Black Lives Matter Movement calling for structural and institutional racism to be eliminated. This reaffirms the need for the long-standing awarding gap between White students and students from ethnic minority background to be addressed which is already a top priority at Brunel with clear targets set by the OfS. More recently, the tragic murder of Sarah Everard and the emergence of the Everyone's Invited, Sexual Abuse website and the publication of the Office for Students' Statement of Expectation calling for universities to review the current systems and procedures to tackle sexual harassment have emphasised further the importance of ED&I issues. All of these continue to inform and shape the priorities of the Student ED&I agenda and are captured in the relevant action plans accordingly referred to below.

## **Student Equality Data**

This section presents the long-term equality trends of the student population at Brunel University London over the last five years. It starts by analysing the student population for the academic year 2020-21 including both the new intakes in October

2020 and January 2021 but not returning students who re-enrolled in January 2021. It then examines the population in relation to the 7 protected characteristics (excluding maternity and pregnancy, and marriage and civil partnership).

In addition, following new guidance from Advance HE it also looks at 2 further characteristics which are increasingly recognised across the sector as being underrepresented in the student population who are facing additional disadvantage and inequalities and who should consequently be monitored more formally. These are:

- Students who have caring responsibilities and / or have been in care
- Students' social economic status which looks at socioeconomic disadvantage

The core aim is to identify any key trends between students with different protected characteristics and those without who may require targeted interventions with any institutional barriers being addressed. The data source is Brunel Internal Data May 2021 (via Planning).

The analysis will then go on to report against the attrition and degree awards outcome data for the undergraduate population for 2019-20. The data sources are Brunel Internal Data June 2021 (via Planning) and Planning's Report to Senate on Undergraduate attrition and continuation analysis to 2020-21 (December 2021) which was produced via a new process, launched for annual monitoring in October 2021. The new data allows for outcomes analysis for a greater proportion of our student body and is more in line with external reporting. Included in this dataset are Brunel Pathway College students, core students, apprentices, and TNE students. Note the data referenced in this paper was run on 25<sup>th</sup> October 2021, and has 240 2020/21 student records still outstanding to be processed (including 25% of TNE cohort). Where the number is either 1 or 2, the data has been removed to protect the identity of our students. This data will be marked \*N<3.

### **Whole University**

The student population data for 2020-2021 had a total headcount of 16,344 as at May 2021, an increase from 15,177 in 2019-20 and continuing a steady increase in total population over the last five years. It comprised of three types of course route: undergraduate, post graduate taught and post graduate research programmes which can be full time, part time and online. This covers all types of student via all modes and includes 'core' campus-based students, Foundation students, those studying with Brunel Pathway College (BPC), via transnational education partnerships (TNE), via online/distance learning only, on short courses, and as associate, study abroad and visiting students, and apprenticeship students.

In 2020-21 63.82% of our students were home students, with the remainder including both Overseas and European students, which is a decrease from 66.7% in 2019-20.

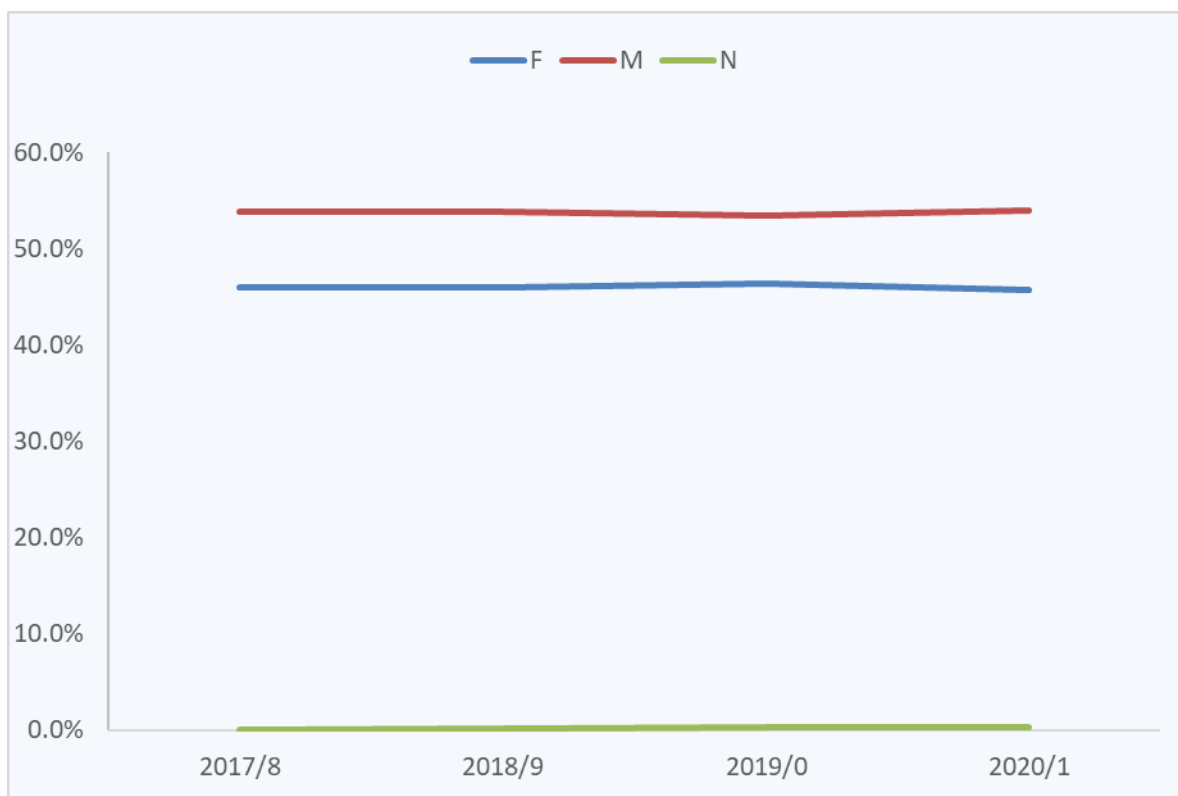
The majority of our students in 2020-21, 73.15% were on undergraduate (UG) routes which continued to grow year on year and over 70% of UGs are home students, a very slight increase from 2019-20.

Our postgraduate population increased in both taught and research provision to 4,388 in 2020-21 with 3,579 taking taught courses and the remainder research studies. This was a total increase from 3,741 in 2019-20. Of these, 44.1% are home students which is consistent with the previous year.

The next section will look at the population data for 2020-21 by protected characteristic:

### *Gender*

The population gender gap between our male and female students at Brunel continued to be wide and in the last year the gap increased very slightly, with male students increasing from 53.4% to 54% and female students decreasing from 46.3% to 45.8%. Fewer than 0.3% students chose not to disclose their gender. Figure 1 below shows the pattern over the last five years.



*Figure 1: Gender Gap over last 4 years for the total student population*

The population gap varied considerably between undergraduate and postgraduate routes. In the undergraduate population 55.9% were male compared to 43.8% female, whereas in the postgraduate population 47% were male compared to 52.6% female.

The gaps between male and female students continued to differ significantly between the three Colleges at Brunel (Figure 2). Whilst many of the gaps still were likely to be influenced by stereotypical choices such as males choosing the more technological and engineering subjects and females tending to choose programmes in healthcare and education, it is important that each department within each College reviews the gender gap, the measures that have been taken to reduce the gap and what further action is required.

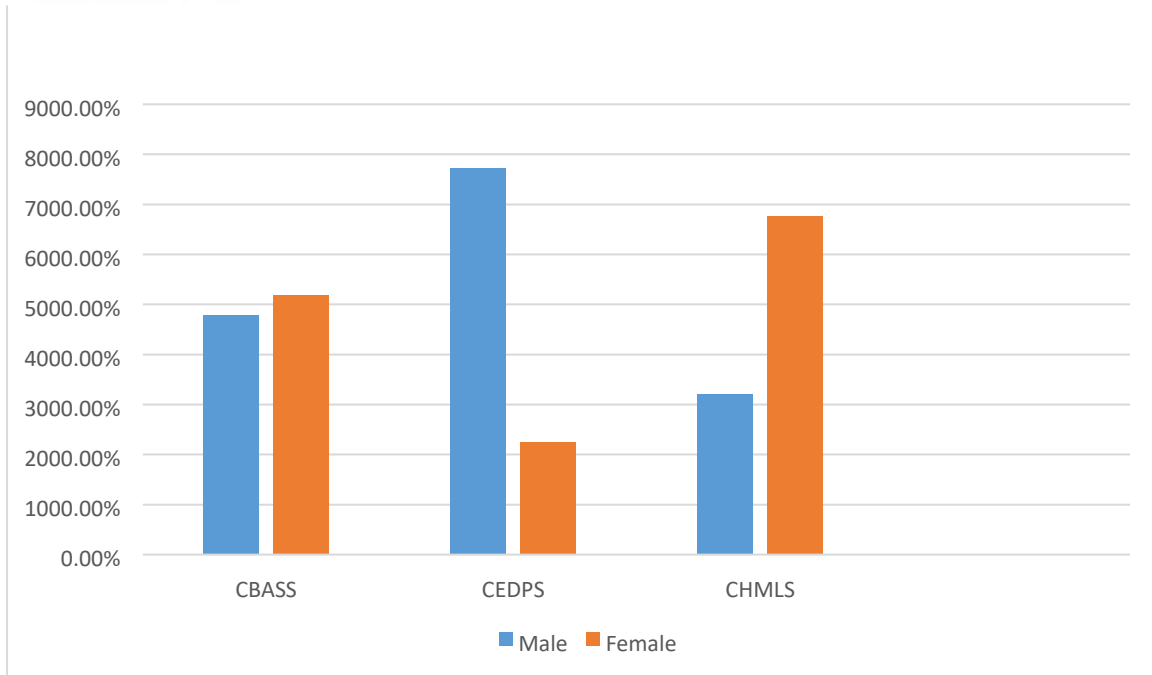


Figure 2: Gender Gap by College 2020-21

### Ethnicity

The University continued to have one of the most diverse student population in the UK with over 71% of our students coming from different ethnic minority backgrounds and almost a third with Asian ethnicity. Amongst our UK domiciled students, the BAME rate were even higher at 78.1%. Asian and White students continued to be the largest groups across all programme types, although the general trend has been a gradual increase in Asian students and a decrease in White students as shown in Figures 3 and 4 below. 16.78% of the total student population were made up of Asian and Chinese overseas students.

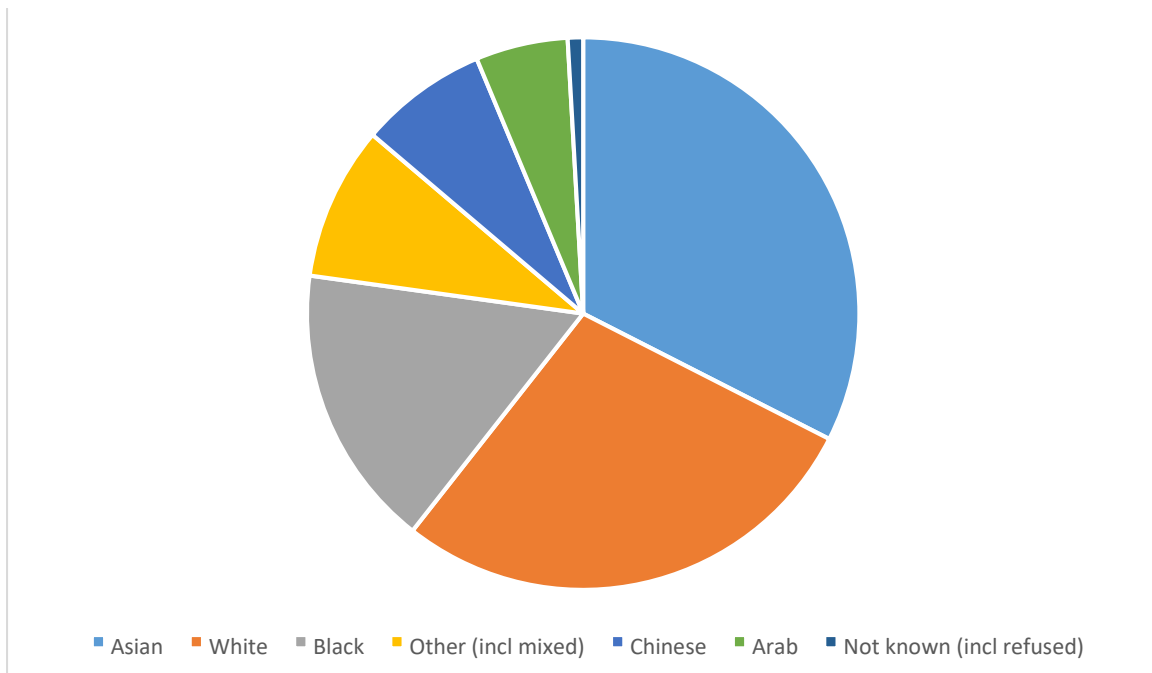


Figure 3: Diversity of Brunel student population by Ethnicity 2020-21

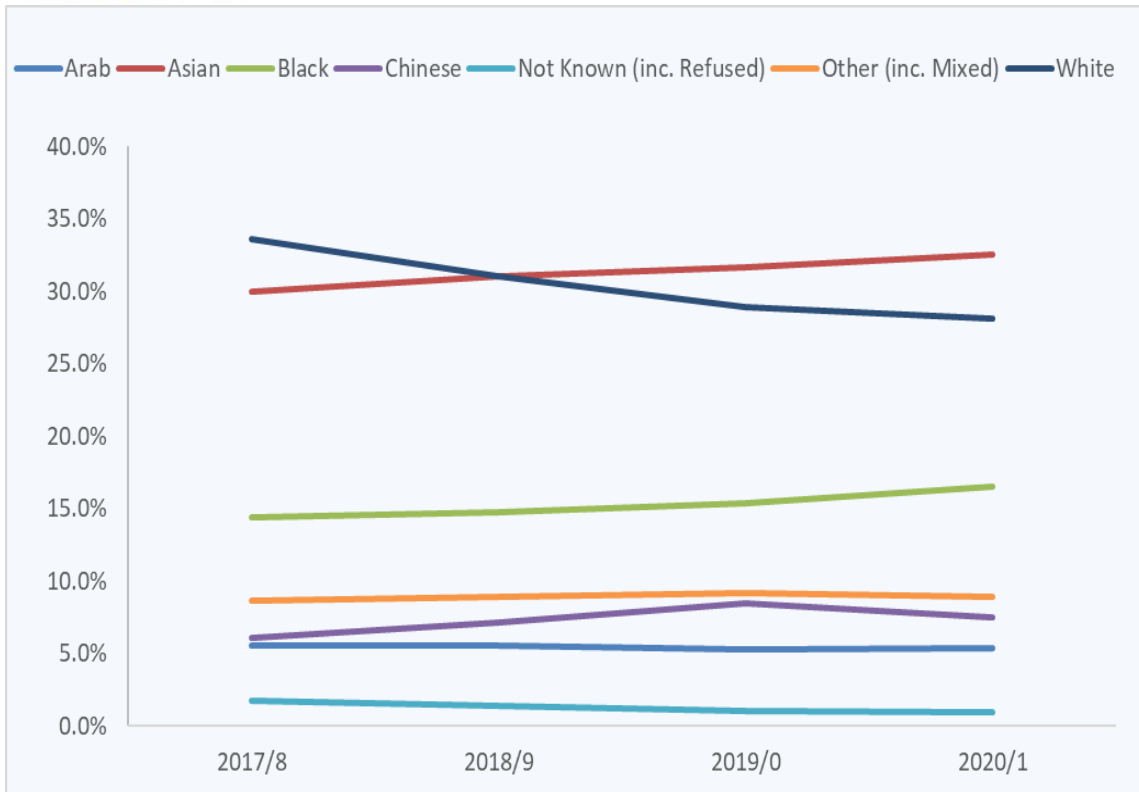


Figure 4: Diversity of student population by Ethnicity over last 4 years for the total student population

Whilst there has been growth in students pursuing a postgraduate route, both taught and research, there continues to be a significant gap between White students and students from other BAME backgrounds progressing to postgraduate education. In 2020-21 the percentage of White students taking postgraduate taught programmes increased to 35% from 32.3% and the percentage of Asian students increased to 26% from 22.8%. The rates of Black students also continued to improve slightly albeit at a slower rate and at a lower level up from 13.2% to 16.2% in 2020-21. There was however a significant decrease in 2020-21 in Chinese students pursuing postgraduate studies from 16.1% in 2019-20 to 8.5% in 2020-21 which may be a consequence of Covid-19 will need to be monitored in future years. For further detail, see Figure 5 overleaf.

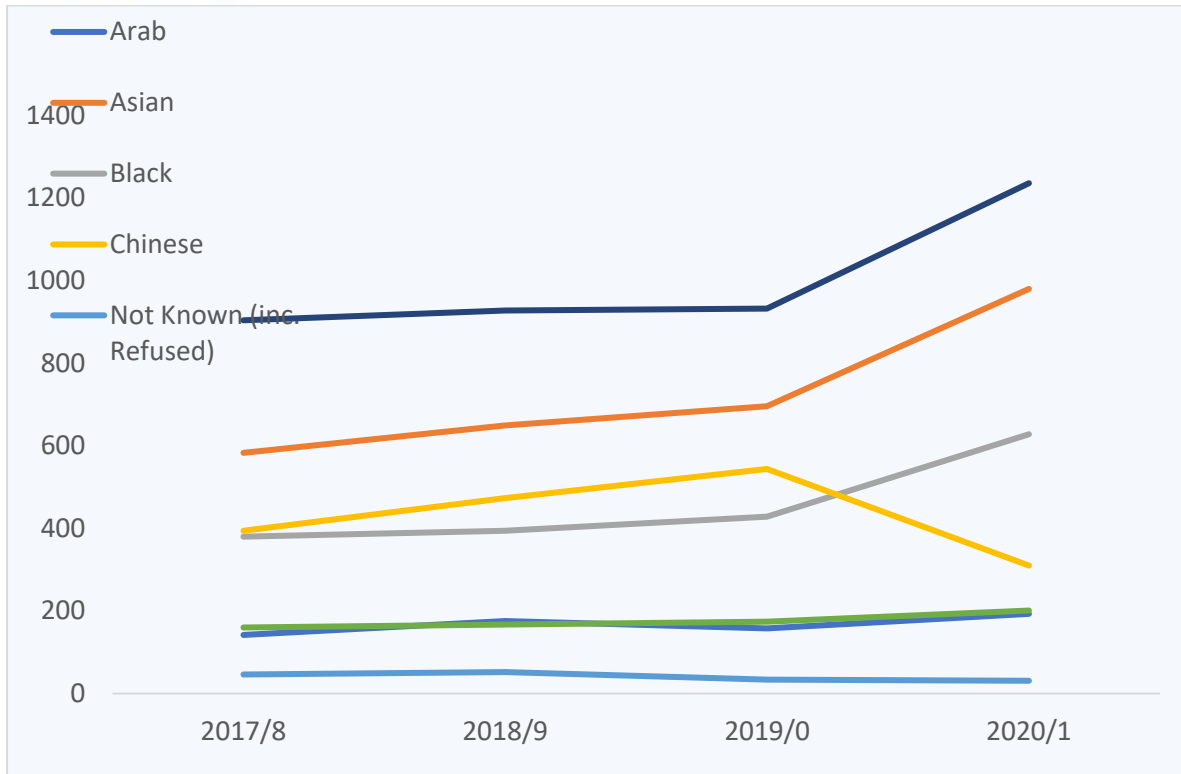


Figure 5: Diversity of student population by Ethnicity over last 4 years on Post Graduate Taught programmes

### Age

Most students on the undergraduate or postgraduate routes at Brunel continued to be aged under 21 on entry which in 2020-21 totalled 64.7% of the overall student population. The headcount of undergraduates totalled 84.5% which is a slight decrease from 89.1% in 2019-20. See Figure 6 below for current student population by age on entry. The range does vary between Colleges with 68.5% of students in CEDPS being under 21 compared to 58% in CHMLS.

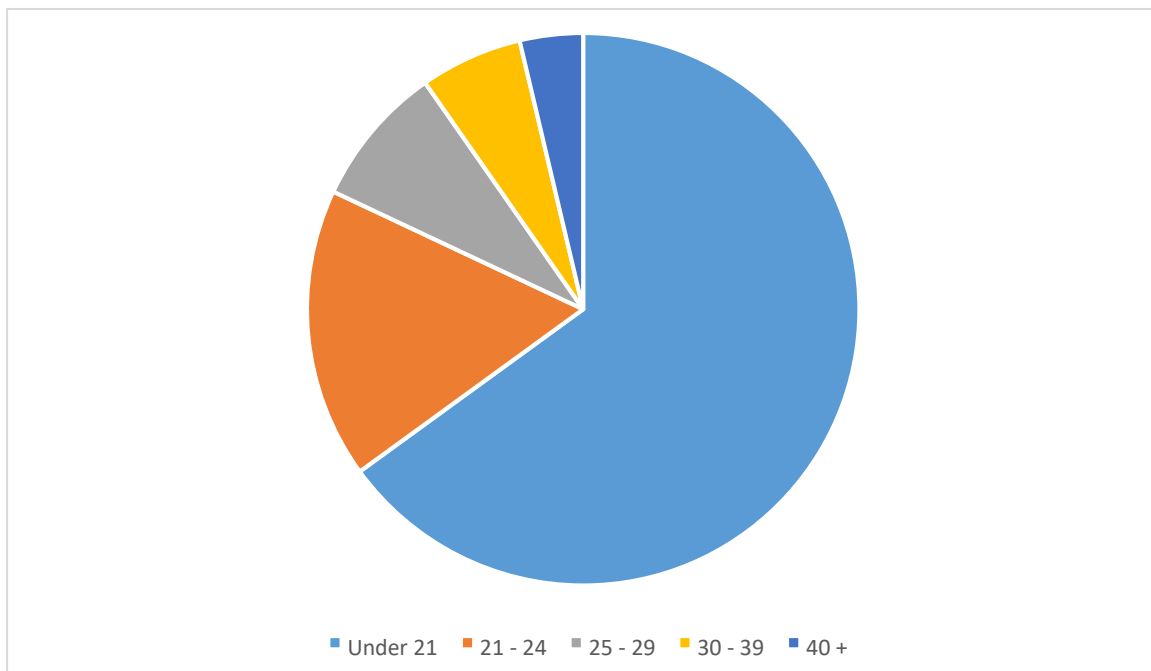


Figure 6: Diversity of student population by Age on Entry for Total Student Population for 2020-21

Any student who is over 21 years on entry as an undergraduate course is defined as a mature student and the next dominant age group is 21 to 24 years which across the whole student population has remained consistent at 17% over the last 2 years.

On a postgraduate course whether taught or research, a student is considered mature from over 25 years on entry and full details of the range of ages of students following the postgraduate route in 2020-21 are shown in Figure 7 below.

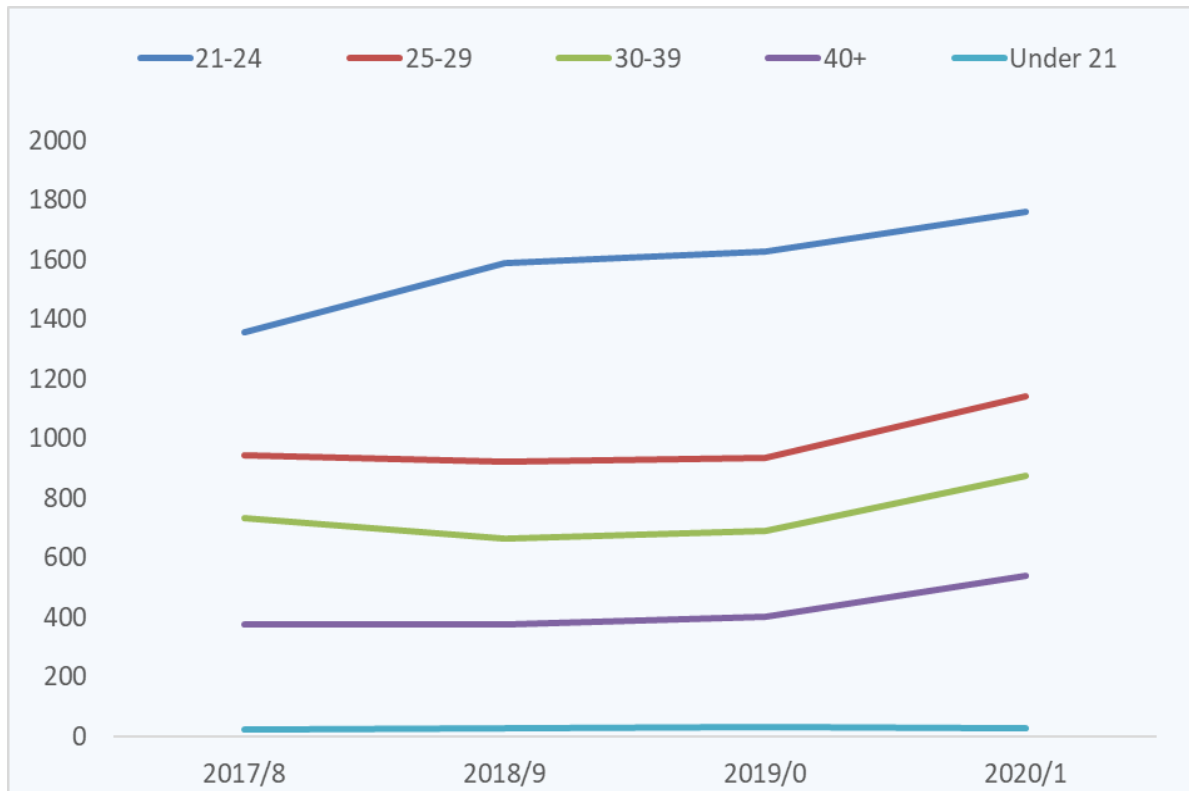


Figure 7: Diversity of student population on Postgraduate routes by Age

### *Disability*

The number of our students who chose to disclose a disability remained consistently low both on the undergraduate and postgraduate routes. Students disclosed a wide range of conditions from physical disabilities, long term health conditions, mental health concerns and learning difficulties. The two most prominent conditions disclosed at Brunel are learning difficulties and mental health concerns at 34.47% and 30% respectively. There continued to be a wide variation of student conditions between Colleges. See Figure 8 below for detail on the two dominant conditions.



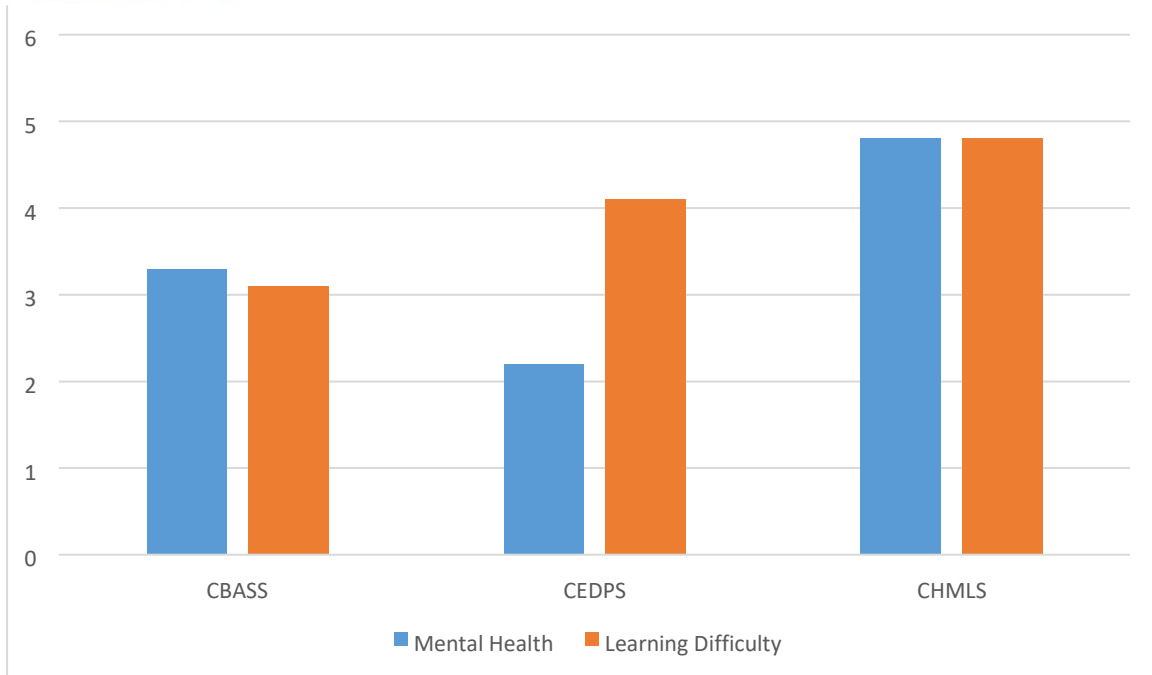


Figure 8: Range of two most common disabilities by College for 2020-21 (percentage of total student population)

### Sexuality

The majority of students self-declare their sexuality with only 6.8% choosing not to do so which has been consistent for the last two years. There has been a slight decrease in the percentage of those self-declaring as heterosexual from 88.1% in 2019-20 to 87.5% in 2020-21. Generally rates have remained stable with the rate of students who self-disclose as bi-sexual the highest but with no statistically significant change given the small numbers within the university. Figure 9 shows the patterns over the last four years, and shows a small increase in those students choosing to declare as “other”.

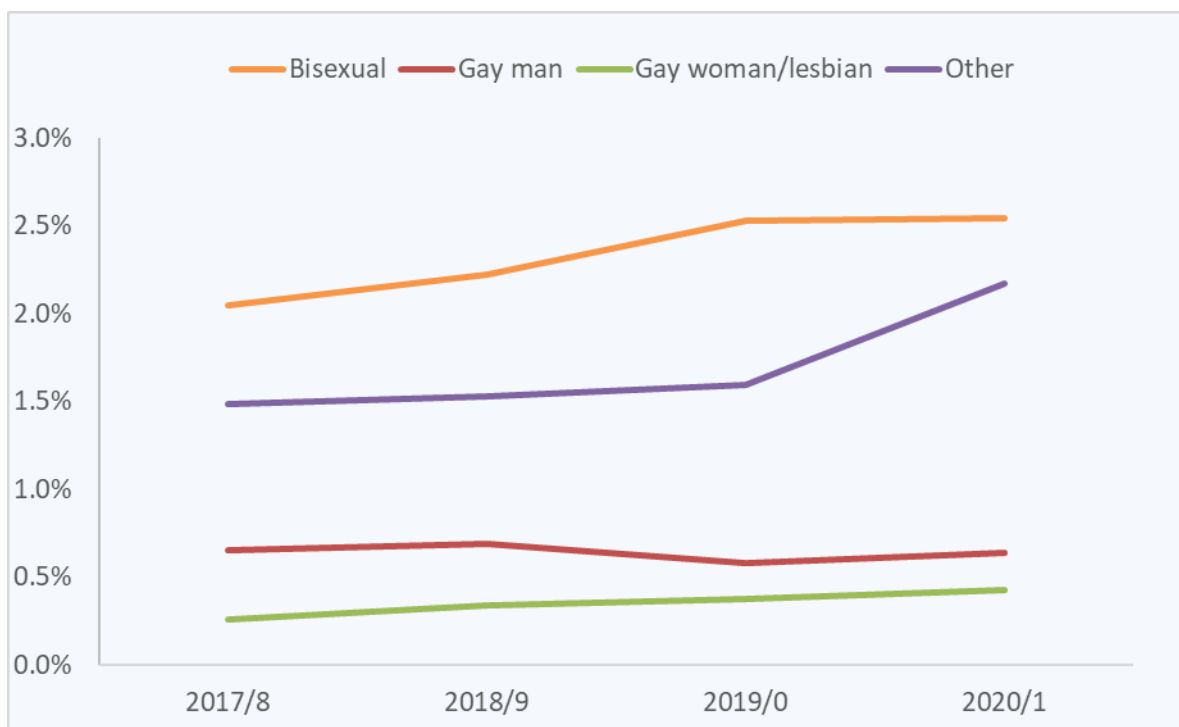


Figure 9: Diversity of student population by sexuality excluding heterosexuality and not known over the last 4 years

### Religion

Students are asked to self-disclose a religion or faith, including no faith, and over 95% chose to do so. The three most prominent groups disclosed remained consistent as Islam, Christianity and No Religion at 29.2%, 26.1% and 25.1% respectively in 2020-21. Islam and Christianity both increased slightly year on year which can be seen in Figure 10 below:

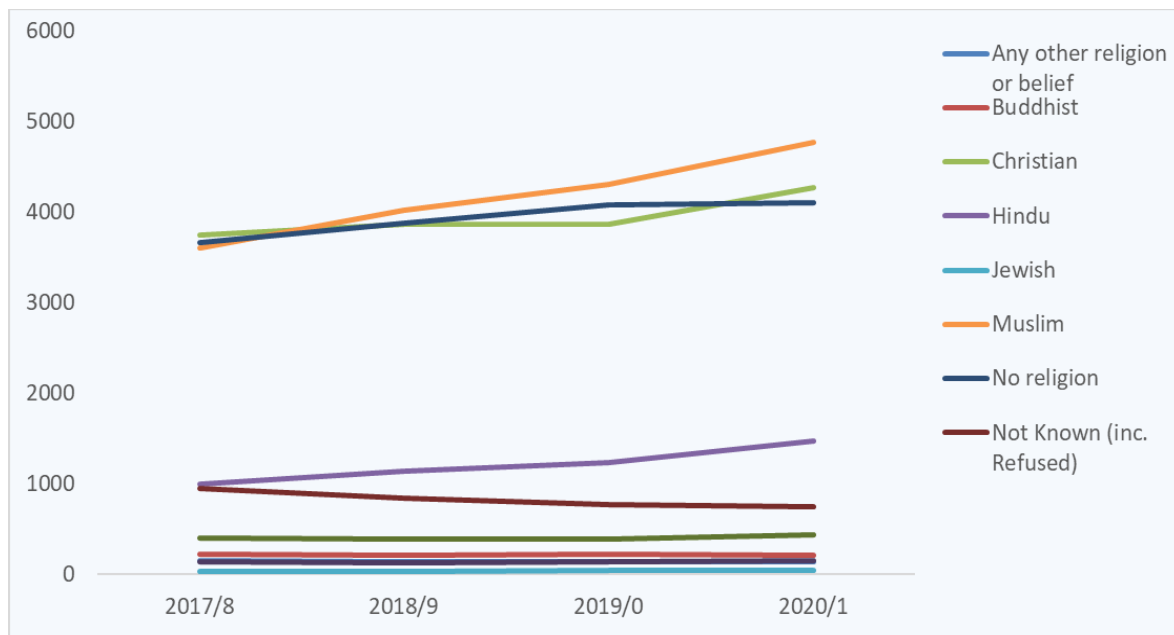


Figure 10: Diversity of student population by Religion over last 4 years for the total student population

### Gender Identity (referred to under the equality legislation as Gender Reassignment)

Over 1% of the student population at Brunel in 2020-21 chose to disclose that they do not identify with the sex that they were assigned at birth and express their identity as transgender, non-binary or other. This number continues to grow each year and whilst the actual numbers are small and vary between college, it is positive to note that students are comfortable sharing this information and living their gender identity at Brunel.

### Student Carers and those who have been in care

This section is new to the Student Equality and Diversity Annual Report as recommended by recent sector guidance. In 2020-21 3.6% of our students self-declared they had been in care which marks a significant increase from previous years. There is work underway to be able to verify this status and to target help and support appropriately.

1.4% of our students was identified as student carers which is a slight decrease from last year. Again, work is ongoing to encourage students to disclose by helping make students aware of the support available including a dedicated Support Officer in the Student Support and Welfare Team and a dedicated Student Carer Policy.

## Social Economic Status

This section is also new to the Student Equality and Diversity Annual Report, again as recommended by recent sector guidance. Using the Index of Multiple Deprivation which measures levels of deprivation based on students' home postcodes, 20.5% of our home students came from the most deprived areas of the UK in 2020-21 which is a slight increase from 2019-20 and almost 30% came from the next most deprived group. Only 12.5% came from the most affluent group which is a slight decrease from 13.6% in 2019-20.

## Attrition

Attrition refers to the rates of students who leave during or at the end of an academic year without gaining their intended award or achieve an interim award. This is mainly as a result of academic failure but other or personal reasons has seen an increase in the last 2 years. The analysis presented in this report looks at the attrition rates for 2019-20 as historically these results have been reported retrospectively but in addition will also present the attrition data for 2020-21 which was reported to Senate in December 2021 in the Undergraduate Attrition Update. This included analysis of a greater proportion of the student population and is more in line with external reporting. The dataset now includes Brunel Pathway College students, core students, apprentices, and TNE students. It also includes some of the more significant three-year trends from 2018-19, of which the data for 2018-19 was originally reported in the Student Equality and Diversity Report 2018-19.

In general, attrition rates decrease at each level as undergraduate students at Brunel progress through their studies with the highest rates of attrition at FHEQ Level 4. In 2019-20 they had dropped notably from 2018-19 but in 2020-21 had increased again. For further detail see Table 1 below.

	2018-19		2019-20		2020-21		Total	
	N	%	N	%	N	%	N	%
<b>Foundation</b>								
Attrition	161	28.2%	99	14.3%	163	23.4%	423	21.6%
Continue or qualify	410	71.8%	595	85.7%	535	76.7%	1540	78.5%
<b>FHEQ Level 4</b>								
Attrition	506	13.2%	343	8.9%	432	10.7%	1281	10.9%
Continue or qualify	3320	86.8%	3507	91.1%	3614	89.3%	10441	89.1%
<b>FHEQ Level 5</b>								
Attrition	178	4.7%	115	2.8%	203	5.1%	496	4.2%
Continue or qualify	3647	95.4%	3988	97.2%	3785	94.9%	11420	95.8%
<b>FHEQ Level 6</b>								
Attrition	93	3.2%	67	2.1%	88	2.5%	248	2.6%
Continue or qualify	2842	96.8%	3065	97.9%	3394	97.5%	9301	97.4%
<b>Integrated Masters</b>								
Continue or qualify	100	100.0%	45	100.0%	89	100.0%	234	100.0%
<b>Grand Total</b>	<b>11257</b>	<b>100.0%</b>	<b>11824</b>	<b>100.0%</b>	<b>12303</b>	<b>100.0%</b>	<b>35384</b>	<b>100.0%</b>

Table 1: Attrition rates by level of study, data includes core students, BPC students, TNE and apprentices.

The attrition rates for 'core' students at FHEQ L4 is broadly similar across the three academic college. It should be noted that CHMLS has the lowest three-year as can be seen in Table 2 below.

College	2018-19		2019-20		2020-21		Total	
	N	%	N	%	N	%	N	%
CBASS	217	13.5%	158	9.6%	171	10.9%	546	11.3%
CEDPS	139	14.4%	82	8.5%	97	9.5%	318	10.8%
CHMLS	87	10.7%	65	8.3%	90	10.3%	242	9.8%

Table 2: Attrition by college, FHEQ L4 core students only

The next section will present the data and analysis of the attrition outcomes by FHEQ L4 students by ED&I characteristic.

### *Gender*

There continues to be a consistent gap between male and female students FHEQ Level 4 attrition although the gap has narrowed in the last two academic years where male student retention has traditionally been of concern across all three colleges. In 2019-20 attrition was 9.7% for male students compared to 8.3 for female students and in 2020-21 rates were 11.7% and 8.5%. Of note is the significant decrease 2018-19 of 16.7% for male students.

The three-year average attrition rate for students who defined their gender as 'Other' is 4.3%. This is higher for students who declared that their gender identity does not match that assigned at birth.

### *Ethnicity*

There was a notable overall decrease in 2019-20 in the rates of FHEQ Level 4 attrition for all students regardless of their ethnicity. Of note, are improvements from 11.1% in 2018-19 to 7.9% in 2019-20 for Asian students and 16.2% to 8.9% for Black students respectively. In 2020-21 attrition rates were broadly similar across ethnicities. The highest rate was for the Black students at 12.2% compared to 9.2% amongst the White students. However, this has narrowed between young students who are under 21 years on entry but is not so for Black mature students where attrition rates were one in five in 2020-21 compared to one in ten White mature students.

The intersection of ethnicity and gender has narrowed / fluctuates over the last two academic years. Of note are Black male students have higher attrition rates compared to Black female students. In 2020-21 this stood at 15.1% compared to 9.1% respectively. For further detail, see Table 3 below:

Ethnicity	2018-19		2019-20		2020-21		Total	
	N	%	N	%	N	%	N	%
Asian	142	11.1%	101	7.9%	126	10.0%	369	9.7%
Black	96	16.2%	54	8.9%	85	12.2%	235	12.4%
Mixed	32	12.5%	31	13.2%	28	11.4%	91	12.4%
Not known	17	39.5%	4	8.7%	4	12.5%	25	20.7%
Other	33	13.0%	30	10.0%	32	9.6%	95	10.7%
White	123	12.7%	85	9.1%	83	9.2%	291	10.4%

Table 3: Attrition rates by ethnicity

## Age

The 3-year average shows a consistently significantly higher attrition rate for mature students who are aged 21 or over on entry compared with young students. However, whilst there has been a small increase in the attrition rate, it is not statistically significant mature. There has been a significant decrease in attrition amongst young students from 12.8% in 2018-19 to 8.4% in 2019-20 and 9.8% in 2020-21. For further detail, see Table 4 below.

Age on Entry	2018-19		2019-20		2020-21		Total	
	N	%	N	%	N	%	N	%
< 21 years	397	12.8%	252	8.4%	303	9.8%	952	10.3%
21-24 years	33	17.0%	44	15.1%	40	14.6%	117	15.4%
25-29 years	11	19.3%	5	10.2%	11	19.0%	27	16.5%
30-39 years	*N<3		4	21.1%	4	9.8%		
40-49 years	*N<3						*N<3	
50-59 years								

Table 4: Attrition by age on entry

The higher rate of attrition for mature students apply to both male and female students, as well as the higher rate for male students. In 2020-21 the attrition rate for male mature students was 17.6% compared to 10.5% for female mature students.

The difference in attrition between Black and White students seems to have particularly narrowed for young students, whereas almost one in five Black mature students left in 2020/21 compared to one in ten White mature students.

### Disability

Attrition rates for students with a declared disability have historically been lower for students without. However, in the last two academic years, there has been a slight increase in the attrition rate for students with a declared disability from 9.3% in 2018-19 to 10.8% in 2020-21 and a reduction in attrition for non-disabled students from 13.7% to 10.3% respectively. This means that attrition rates have been higher for disabled students in the last two academic years.

The three-year average of attrition rates by type of disability shows that rates are highest for students with two or more conditions and those with a longstanding health condition such as cancer, HIV, diabetes, chronic heart disease, or epilepsy. However also of concern is the increase of attrition for students with a mental health condition from 7% in 2018-19 to 13% in 2020-21 which will need to be carefully monitored in the future.

### Sexuality

Attrition rates are lower for students whose sexual orientation is not heterosexual. There was a decrease in attrition amongst students who disclosed their sexuality as heterosexual from 13% in 2018-19 to 10% in 2020-21. Across the other sexualities there was no statistically significant change from 2018-19 to 2020-21 as illustrated in Table 5 overleaf but the numbers are so small they should not be overinterpreted.

Sexuality	2018-19	2019-20	2020-21	3 year ave	
	%	%	%	%	N
Bisexual	13%	8%	10%	10%	34
Gay man	0%	6%	13%	6%	3
Gay woman/lesbian	0%	11%	0%		*N<3
Heterosexual	13%	9%	10%	11%	1003
Not known inc. refused	12%	10%	12%	11%	57
Other	6%	6%	6%	6%	8

Table 5: attrition by sexuality

### *Religion*

There is no clear difference by religion and attrition and the three-year attrition rate for these three groups were very similar. From 2018-19 to 2020-21 the three-year average attrition rates for the three largest are Muslim students, Christian students and students with no religion were 11%, 12% and 12% respectively.

### *Gender identity*

The rate of attrition for students who express their gender identity differently to the sex that they were assigned at birth are so small that there is no statistical significance. However, attrition levels for students who declare that their sex is not the same as at birth have a 3-year average of 15.1% from 2018-18 to 2020-21. compared to those who do at 11% for FHEQ L4 students.

### *Student Carers and those who have been in care*

Given the very small numbers of students that disclosed that they had been in care and / or have caring responsibilities until 2020-21, there is minimal data of statistical significance. However, students who have caring responsibilities have a 3-year attrition average of 20.9% from 2018-19 to 2020-21.

### *Social Background*

Attrition by English Index of Multiple Deprivation 2019 quintiles shows higher attrition rates for those from the 40% most deprived areas Q1 and Q2 though gaps have narrowed.

The rate of attrition for home students who come from the most deprived areas of the UK decreased from 16.2% in 2018-19 to 11.8% in 2020-21 for Quintile 1 students, and from 15.3% 11.3% respectively for Quintile 2 using the IMD. This is slightly higher than for the least deprived area (Quintile 5) where the three-year average rate was 8.7%.

The POLAR4 model does not show any significantly statistical differences in the data for the relatively few students who come from areas where the fewest number of young people attend Higher Education.

## **Awards**

Student outcomes in higher education have traditionally been referred to as student 'attainment'. However, in the last 12 months there has been a move in the sector away from this terminology to student 'awards' which recognised the role that an institution plays in enabling and facilitating a student to reach their full potential and

their ensuing responsibility to remove any possible barriers. Brunel has embraced this shift and has fully adopted the use of student ‘awards’.

The analysis presented in this report includes the awarding rates for 2019-20 as historically these results have been reported retrospectively but in addition will also present the awards data for 2020-21 which was reported to Senate in December 2021 in the Undergraduate Awards Update. They include FHEQ L6 Bachelors Degree awards and Integrated Masters awards but not the 34 foundation degrees awarded over the three-year time period (detailed data on outcomes for these students has been provided to the relevant subject area via the Annual Monitoring process). It also includes some of the more significant three-year trends from 2018-19, of which the data for 2018-19 was originally reported in the Student Equality and Diversity Report 2018-19.

The proportion of degrees awarded a 1<sup>st</sup> or 2.1 classification is increasing year on year, and stands at almost 80% in 2020-21. For further details, see Table 6 below. It should be noted that the percentage for 2020/21 may reduce as all records are finalised, students still outstanding at this stage are likely to have either undertaken resits, have submitted ECs, be subject to misconduct investigations or be appealing, and may, therefore, be expected to be more likely to achieve a lower award.

Classification	2018-19		2019-20		2020-21	
	N	%	N	%	N	%
1	668	25.3%	691	25.1%	827	28.1%
2.1	1271	48.2%	1371	49.8%	1518	51.6%
<i>1st &amp; 2.1</i>	<i>1939</i>	<i>73.6%</i>	<i>2062</i>	<i>74.9%</i>	<i>2345</i>	<i>79.8%</i>
2.2	561	21.3%	562	20.4%	475	16.2%
3	62	2.4%	56	2.0%	51	1.7%
AEGR	*N<3					
ORD	73	2.8%	73	2.7%	69	2.3%
<b>Grand Total</b>	<b>2636</b>	<b>100.0%</b>	<b>2753</b>	<b>100.0%</b>	<b>2940</b>	<b>100.0%</b>

Table 6: Classification of Bachelor and Integrated Masters degrees awarded.

There continued to be significant differences between Colleges in students being awarded a 1<sup>st</sup> or 2:1, known as ‘good degrees’. However, each of the three colleges have again seen increases in 2020-21, with CEDPS consistently awarding the highest proportion of 1<sup>st</sup> and 2.1 degrees as illustrated in Figure 11 below.



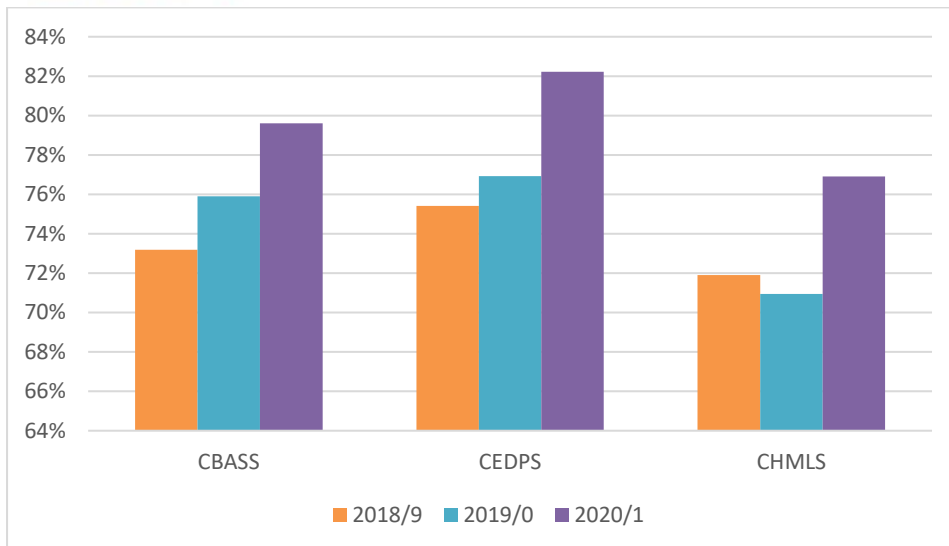


Figure 11: Proportion of 1<sup>st</sup> & 2.1 degrees awarded by College for the last 3 years

This pattern is also consistent when just considering 1<sup>st</sup> class degrees, with more than a third of CEDPS students awarded a 1<sup>st</sup> as shown in Table 7 below.

	2018-19		2019-20		2020-21	
	N	%	N	%	N	%
<b>CBASS</b>						
1	281	22.4%	282	21.1%	377	26.1%
2.1	636	50.8%	732	54.8%	771	53.5%
2.2	284	22.7%	255	19.1%	244	16.9%
3	21	1.7%	29	2.2%	20	1.4%
ORD	31	2.5%	38	2.8%	30	2.1%
<b>CEDPS</b>						
1	240	30.6%	241	33.7%	288	34.1%
2.1	352	44.8%	309	43.2%	406	48.1%
2.2	135	17.2%	126	17.6%	106	12.6%
3	30	3.8%	18	2.5%	18	2.1%
AEGR	*N<3					
ORD	27	3.4%	21	2.9%	26	3.1%
<b>CHMLS</b>						
1	147	24.6%	168	23.9%	162	24.8%
2.1	283	47.3%	330	47.0%	341	52.1%
2.2	142	23.7%	181	25.8%	125	19.1%
3	11	1.8%	9	1.3%	13	2.0%
ORD	15	2.5%	14	2.0%	13	2.0%

Table 7: Degree classifications awarded by College.

The next section will present the data and analysis of the awards outcomes by FHEQ L4 students by ED&I characteristic.

### Gender

Female students are consistently awarded higher degrees compared to male students at Brunel. In the last three years, awards of 1<sup>st</sup> and 2:1s have increased for



both female and male students, though awards remain consistently higher for female students. For further details, see Table 8 below:

Gender	2018-19		2019-20		2020-21		Total	
	N	%	N	%	N	%	N	%
Female	931	75.3%	1051	77.1%	1191	82.1%	3173	78.3%
Male	1008	72.1%	1007	72.7%	1147	77.4%	3162	74.1%

Table 8: 1<sup>st</sup> and 2.1 awards by gender

The gap at Brunel is reflected consistently across the Colleges although there have been some shifts between male and female students being awarded a 1<sup>st</sup> compared to 2:1s over the last 3 years respectively as can be seen in Table 9 below.

College	Degree Class	Percentage for 2018-19		Percentage for 2019-20		Percentage for 2020-21	
		Male	Female	Male	Female	Male	Female
CBASS	1st	21.2%	23.6%	18.4%	23.2%	22.3%	29.1%
	2:1	49.0%	52.5%	54.0%	55.4%	54.2%	53%
	2:2	23.8%	21.5%	20.1%	18.3%	18.7%	15.4%
CEDPS	1st	27.9%	41.1c%	33%	36.0%	33.1%	37.7%
	2:1	46.7%	38.6%	42.6%	45.4%	48.5%	46.6%
	2:2	18.0%	13.9%	17.8%	16.2%	12.6%	12.6%
CHMLS	1st	21.8%	26.9%	22.4%	25.7%	19%	26.9%
	2:1	48.5%	47.9%	45.3%	48.7%	46.7%	54.4%
	2:2	23.6%	22.7%	26.5%	24.1%	26.1%	16.4%

Table 9: undergraduate 1<sup>st</sup>, 2:1 and 2:2 awards by College and gender for the last 3 years

### Ethnicity

There have been increases in the awarding of 1<sup>st</sup> and 2:1 degrees for Asian and Black students in the last three years but the ethnicity awarding gaps between them and White students persists. For full details, see Table 10 below.

Ethnicity	2018-19		2019-20		2020-21		Total	
	N	%	N	%	N	%	N	%
Asian	656	69.8%	765	73.3%	975	79.5%	2396	74.7%
Black	237	63.2%	279	65.8%	305	70.4%	821	66.6%
Mixed	113	72.9%	133	74.3%	155	78.3%	401	75.4%
Not known	33	75.0%	19	82.6%	9	52.9%	61	72.6%
Other	115	62.5%	151	66.2%	181	76.4%	447	68.9%
White	785	83.7%	715	83.5%	720	86.9%	2220	84.6%

Table 10: 1<sup>st</sup> and 2.1 awards by ethnicity

The ethnicity gap is seen consistently across the Colleges although there is some variation per ethnic group as can be seen in Table 11 overleaf.

	CBASS		CDEPS		CHMLS	
Ethnicity	1st	2:1	1st	2:1	1st	2:1
Asian	25.8%	55.9%	32.8%	44.1%	22.8%	54.5%

Black	18.5%	55.6%	11.5%	67.8%	14.9%	41.2%
Mixed	21%	58.1%	30.6%	46.9%	13.6%	63.1%
Not known	22.2%	33.3%	40%	20%	33.3%	0%
Other	23.4%	47.7%	30.4%	53.2%	12.8%	63.8%
White	34.7%	48.2%	43.8%	46.1%	38%	51%

Table 11: undergraduate 1<sup>st</sup> and 2:1 awards by College and Ethnicity for 2020-21

Over the last three years some variations between the ethnicity gaps between home and international students can be seen illustrated in Table 12 below. These gaps will need to be continued to be monitored closely by departments and appropriate support provided.

	<b>Ethnic</b>	<b>Class</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>Total</b>
Non UK don	Asian	1st & 2.1	63.2%	70.2%	73.9%	69.7%
	Black	1st & 2.1	70.8%	66.7%	65.0%	67.1%
	Mixed	1st & 2.1	66.7%	81.3%	79.2%	76.4%
	Not known	1st & 2.1	75.8%	50.0%	0.0%	72.2%
	Other	1st & 2.1	55.4%	67.8%	75.9%	66.3%
	White	1st & 2.1	82.2%	81.3%	85.7%	83.0%
Home	Asian	1st & 2.1	71.6%	74.3%	81.3%	76.1%
	Black	1st & 2.1	62.7%	65.8%	71.0%	66.6%
	Mixed	1st & 2.1	73.6%	73.6%	78.2%	75.3%
	Not known	1st & 2.1	72.7%	85.7%	56.3%	72.9%
	Other	1st & 2.1	65.6%	65.7%	76.5%	69.8%
	White	1st & 2.1	83.9%	84.0%	87.1%	84.9%

Table 12: Undergraduate 1<sup>st</sup> and 2:1 awards by ethnicity home and non UK domiciled students

There continues to be an awarding gap between the intersection of gender and ethnicity i.e. the number of female students from ethnic minorities who are awarded a 1<sup>st</sup> or 2:1 is higher than male students from ethnic minorities. However, this gap is generally also reducing, as with the gender rates where females outperform males overall. White women also have significantly higher awards than BAME women; and White men also have significantly higher awards than BAME men. For more detail, see Table 13 overleaf:

Gender	Ethnicity	2018-19		2019-20		2020-21		Total	
		N	%	N	%	N	%	N	%
Female	Asian	306	74.1%	386	77.4%	507	83.1%	1199	78.8%
	Black	135	59.7%	159	66.0%	173	72.1%	467	66.1%
	Mixed	62	73.8%	74	77.1%	86	86.9%	222	79.6%
	Not known	17	89.5%	10	83.3%	6	75.0%	33	84.6%
	Other	46	63.9%	74	66.1%	88	75.2%	208	69.1%
	White	365	86.3%	348	86.4%	331	88.0%	1044	86.9%
Male	Asian	350	66.4%	379	69.7%	467	75.9%	1196	70.9%
	Black	102	68.5%	120	65.6%	131	68.6%	353	67.5%
	Mixed	51	71.8%	58	71.6%	69	69.7%	178	70.9%
	Not known	16	64.0%	9	81.8%	3	33.3%	28	62.2%
	Other	69	62.2%	76	66.1%	93	77.5%	238	68.8%
	White	420	81.6%	365	80.9%	384	85.7%	1169	82.7%

Table 13: 1<sup>st</sup> and 2.1 awards by gender and ethnicity

### Age

Students aged 25 or over on entry are the most likely to be awarded a 1<sup>st</sup> or 2.1, though the numbers of students are still relatively small. In 2020-21 awards of a 1<sup>st</sup> and 2.1 degrees were broadly higher for mature students than young students, with the exception of students 21-24 years old on entry. For more detail of awards by age over the last 3 years, see Table 14 below:

Age group on entry	2018-19		2019-20		2020-21		Total	
	N	%	N	%	N	%	N	%
< 21 years	1740	74.6%	1870	75.3%	2103	79.7%	5713	76.6%
21-24 years	123	65.4%	128	68.1%	170	78.3%	421	71.0%
25-29 years	32	71.1%	28	77.8%	46	85.2%	106	78.5%
30-39 years	32	74.4%	20	74.1%	18	85.7%	70	76.9%
40-49 years	9	50.0%	9	75.0%	7	87.5%	25	65.8%
50-59 years	3	37.5%	7	100.0%	*N<3		11	64.7%

Table 14: 1<sup>st</sup> and 2.1 awards by age on entry

The increases in award with age on are primarily driven by intersect with female students which reflects the general trend of the award gap between students under 21 and over 21 years at entry. There is less difference can be seen by age on entry for male students as show in Table 15 below.

Gender	Age group on entry	2018-19		2019-20		2020-21		Total	
		N	%	N	%	N	%	N	%
Female	< 21 years	823	76.6%	962	77.6%	1070	81.6%	2855	78.8%
	21-24 years	62	68.9%	52	65.8%	82	86.3%	196	74.2%
	25-29 years	17	73.9%	15	83.3%	24	92.3%	56	83.6%
	30-39 years	20	71.4%	10	76.9%	8	88.9%	38	76.0%
	40-49 years	7	46.7%	7	77.8%	6	85.7%	20	64.5%
	50-59 years	*N<3		5	100%	*N<3		8	57.1%
Male	< 21 years	917	72.8%	904	73.0%	1028	77.8%	2849	74.6%

	21-24 years	61	62.2%	76	69.7%	86	71.7%	223	68.2%
	25-29 years	15	68.2%	13	72.2%	22	78.6%	50	73.5%
	30-39 years	12	80.0%	10	71.4%	10	83.3%	32	78.0%
	40-49 years	*N<3		*N<3		*N<3		5	71.4%
	50-59 years	*N<3		*N<3				3	100%

Table 15: 1<sup>st</sup> and 2.1 awards by gender and age on entry

There is also a significant intersect between age and ethnicity where the number of students from ethnic minorities from an older age group being awarded a 1<sup>st</sup> or 2:1 is lower than White students although they have largely remained stable and / or decreased. Ethnicity awarding gaps are evident for each age group on entry. The size of ethnicity awarding gaps appear to be larger in older student groups, though the numbers are small as show in Table 16 below:

Age group on entry	Ethnicity	2018-19		2019-20		2020-21		Total	
		N	%	N	%	N	%	N	%
< 21 years	Asian	614	71.2%	702	73.4%	881	79.6%	2197	75.1%
	Black	212	66.0%	257	66.8%	283	71.3%	752	68.2%
	Mixed	109	75.2%	128	75.3%	134	77.9%	371	76.2%
	Not known	29	78.4%	17	94.4%	8	61.5%	54	79.4%
	Other	106	63.9%	135	66.2%	162	75.7%	403	69.0%
	White	670	83.4%	631	84.1%	635	86.4%	1936	84.6%
21-24 years	Asian	33	47.8%	52	69.3%	74	74.7%	159	65.4%
	Black	17	60.7%	10	47.6%	15	62.5%	42	57.5%
	Mixed	4	50.0%	4	50.0%	18	81.8%	26	68.4%
	Not known	4	66.7%		0.0%	*N<3		5	41.7%
	Other	6	54.5%	15	71.4%	11	78.6%	32	69.6%
	White	59	89.4%	47	78.3%	51	92.7%	157	86.7%
25-29 years	Asian	6	100%	4	100%	12	100%	22	100%
	Black	*N<3		*N<3		*N<3		5	35.7%
	Mixed					*N<3		*N<3	
	Not known			*N<3				*N<3	
	Other					7	100%	7	87.5%
	White	24	80.0%	21	77.8%	24	85.7%	69	81.2%
30-39 years	Asian	*N<3		7	87.5%	5	100%	13	92.9%
	Black	4	50.0%	6	75.0%	3	75.0%	13	65.0%
	Mixed			*N<3		*N<3		3	60.0%
	Other	3	50.0%	*N<3		*N<3		5	50.0%
	White	24	88.9%	5	71.4%	7	87.5%	36	85.7%
40-49 years	Asian	*N<3				3	100%	5	100%
	Black	*N<3		3	60.0%	*N<3		7	43.8%

	White	5	62.5%	6	85.7%	*N<3		13	76.5%
50-59 years	Black			*N<3				*N<3	
	White	3	75.0%	5	100%	*N<3		9	90.0%

Table 16: 1<sup>st</sup> and 2.1 awards by age on entry and ethnicity

### Disability

At Brunel, students who disclose a disability have historically outperformed their non-disabled peers achieving higher rates of 1<sup>st</sup> and 2:1s. However, in 2020-21 the gap in outcomes is very small but note that trend is in a negative direction with 79.9% of students with no known disability being awarded compared to 78.9% who have disclosed a disability. This was a shift from 74.7% and 75.8% respectively. For a full breakdown of awards by disability category, see Table 17.

Type of Disability	2018-19	2019-20	2020-21	Total
No known disability	72.8%	74.7%	79.9%	76.0%
Blind or have a serious visual impairment	100.0%	60.0%	87.5%	85.7%
Deaf or have a serious hearing impairment	87.5%	80.0%	50.0%	76.5%
A disability, impairment or medical condition that is not otherwise listed	75.0%	75.5%	71.8%	74.0%
A long standing illness or health condition	74.3%	79.4%	85.7%	79.8%
A mental health condition, such as depression, schizophrenia or anxiety disorder	72.2%	63.6%	75.5%	70.7%
A social/communication impairment such as Asperger's syndrome/other autistic spectrum disorder	83.3%	84.6%	84.6%	84.2%
A specific learning difficulty such as dyslexia, dyspraxia or AD(H)D	79.5%	82.9%	81.5%	81.2%
A physical impairment or mobility issues	100.0%	91.7%	77.8%	88.0%
You have two or more impairments and/or disabling medical conditions	80.8%	75.9%	83.3%	79.7%

Table 17: 1<sup>st</sup> and 2.1 awards by disability category

### Sexuality

The proportion of 1<sup>st</sup> and 2.1 awards are lower for heterosexual students than for bisexual or gay students though numbers of students who declare their sexual orientation as another category remain relatively small. In 2020-21, 76.2% heterosexual students were awarded a 1<sup>st</sup> or 2:1 compared to 79.6% gay men, 80.8% gay women and 83.1% bisexual students. Full details of 1<sup>st</sup> and 2:1 awards for students by sexuality can be seen in Table 18 below but it should be noted that these numbers are very small and as a result not significant.

Sexuality	2018-19	2019-20	2020-21	Total
Bisexual	83.3%	90.0%	76.1%	83.1%
Gay man	80.0%	75.0%	84.6%	79.6%
Gay woman/lesbian	100.0%	83.3%	76.5%	80.8%
Heterosexual	73.6%	74.3%	80.1%	76.2%
Not known (inc. refused)	69.3%	78.9%	78.3%	75.4%

<b>Other</b>	66.7%	63.6%	63.9%	64.8%
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Table 18: 1<sup>st</sup> and 2:1 awards by sexuality

### Religion

Of the religions with a large proportion of students, awards for Muslim students are notably lower. Amongst our Muslim students, which continues to be the most prominent religion at Brunel, 71.0% were awarded a 1<sup>st</sup> or 2:1 in 2020-21. This compared to 75.9% for the Christian students and 80.8% for those students with no religion respectively. Full details of 1<sup>st</sup> and 2:1 awards for students by religion can be seen in Table 19 below.

Religion	2018-19	2019-20	2020-21	Total
<b>Any other religion or belief</b>	71.0%	66.7%	80.0%	70.7%
<b>Buddhist</b>	77.8%	66.7%	86.2%	76.7%
<b>Christian</b>	74.3%	73.8%	79.2%	75.9%
<b>Hindu</b>	69.3%	75.2%	88.6%	78.9%
<b>Jewish</b>	80.0%	100.0%	88.9%	89.5%
<b>Muslim</b>	66.2%	71.0%	75.0%	71.0%
<b>No religion</b>	81.3%	79.4%	81.7%	80.8%
<b>Not known (inc. refused)</b>	70.7%	76.9%	80.2%	75.8%
<b>Sikh</b>	78.8%	82.4%	83.8%	81.9%
<b>Spiritual</b>	88.0%	81.5%	73.7%	81.7%

Table 19: 1<sup>st</sup> and 2:1 awards by religion

### Gender identity

There are still only a few transgender or non-binary students graduating so it remains not possible to draw any statistical significance from the data year on year. However, awards for students whose gender identity does not match that assigned at birth are lower. In 2020-21 this stood at 76.3% and 62.5% respectively.

### Student Carers and those who have been in care

The number of students who had been in care or had caring responsibilities and were completing their studies in 2020-21 was very small which makes it difficult to form a clear picture on their awarding rates compared to students who had not. In 2020-21 70.7% student carers were awarded a 1<sup>st</sup> or 2:1 compared to 82.% who were not and 77.8% who had been in care compared to 82.4% who had not

### Social Economic Status

Awards by IMD quintile show a significant difference between those home students who come from more deprived areas compared to less deprived areas in the UK. The number of 1<sup>st</sup> and 2:1s awarded are lowest for students from an IMD Q1 area though rates for these students have increased as can be seen in Table 20 below. Prior analysis has noted the crossover with this gap and the ethnicity awarding gap, with a higher proportion of Black and Asian students coming from an IMD Q1 area.

IMD 2019 Quintile	2018-19		2019-20		2020-21		Total	
	N	%	N	%	N	%	N	%
Q1	215	70.3%	234	68.4%	262	75.1%	711	71.3%

Q2	427	71.9%	479	71.9%	546	78.0%	1452	74.1%
Q3	376	75.2%	364	73.7%	464	81.5%	1204	77.0%
Q4	303	77.1%	324	83.1%	314	82.6%	941	80.9%
Q5	248	81.0%	257	81.8%	265	87.5%	770	83.4%
Unknown	54	68.4%	52	77.6%	79	82.3%	185	76.4%

Table 20: 1<sup>st</sup> and 2.1 awards by IMD quintile (UK domiciled students only)

## Commentary

Analysis of the total population data from 2020-21 and the attrition and awarding rates for undergraduates for 2019-20 and 2020-21 provides a comprehensive picture of both the diversity of our student community and their outcomes but also some of the imbalance and inequality connected to students' protected characteristics under the equality legislation. The University continues to have one of the most ethnically diverse student cohorts in the country and has made significant improvements in reducing the attrition and awarding gaps across the university. This should be applauded given the onset of Covid-19 in March 2020 and the resulting lockdown with teaching and assessment moving online.

Of particular note are the reduction in attrition rates amongst our male students particularly those from ethnic minorities and those aged under 21 of Black and Asian ethnicity. Similarly, the awarding gaps for our mature students and Asian and Arab students have significantly reduced.

There do remain some significant gaps, however, both within the population and our student outcomes – some of these are ongoing issues whilst others are new which will need to be monitored carefully both centrally and by each college and individual department level. From the data above they can be summarised as follows:

*Population: Undergraduate - female students, mature students and students with a disability*

*Postgraduate – students from ethnic minorities*

*Attrition: male students, black students, mature students, black male students, students from more deprived backgrounds*

*Awards: male students, black students, mature students particularly between ages 21-24, students with disabilities.*

## Update on student ED&I activity in 2020-21

The next section provides an update on the key activities delivered over the last 12 months as part of the implementation of the recommendations made in last year's Student Equality and Diversity Annual Report.

*1 Continue to provide inclusive communications to ensure all prospective and current students feel welcome, safe and respected at Brunel*

Update:

- Regularly adding new content and articles to the equality and diversity section of the student intranet and external internet welcoming students, raising awareness of ED&I issues, providing details of how to access help and support to equality and diversity issues with links to the equality and diversity



policies and guidance and how to report any incidences of discrimination, bullying and / or harassment

- Provide regular communications through the weekly newsletter, social media and other platforms on equality and diversity issues including new policies, projects and events.

*2 Further the work of the Access and Participation and Student Success Teams to understand and reduce the population gaps, and eliminate the outcome and progression gaps*

Update:

- Review of activity to address the awarding gap completed and list of recommendations made
- The work of the Student Success Team has been discontinued with a move to a focus on individual departments leading on addressing their particular awarding gaps
- Creation of the Academic Professional Development Unit to support embedding work on the curriculum by providing training, advice and good practice
- An Anti-Racism Officer has been appointed to develop anti-racist training to support the University to tackle anti-racism. Starting with a focus on supporting academics reduce the awarding gaps in their teaching and learning
- Anti-Racism Working Group set up in September 2020 chaired by the Vice Provost for Students, Staff and Civic Engagement – reducing the awarding gap has been identified as a key target
- Access and Participation Committee to fund action research projects into improving student outcomes for black, Asian and minority ethnic students including providing training and coaching over Summer 2021 to support funding application.

*3 Build on the foundation to embed equality, diversity and inclusion to the University's teaching and learning, and ensure the appropriate policies and procedures are in place*

Update:

- EDI toolkit launched – individual, departmental and institutional level
- Disseminated to each College Management Board and College Education Committee respectively
- Associate Deans for Equality and Diversity of each College cascaded toolkits down to divisions and departments
- Individuals and departments have started to use toolkit
- Online panel event to share good practice held in February hosted by VP for Education attended by 85 colleagues
- Training module developed in conjunction with ADPU with sessions delivered in February and May attended by c.50 colleagues.

*4 Develop further training sessions to develop equality, diversity and inclusion confidence across the University*



Update:

A range of sessions have been designed and delivered including the following:

- Introducing the Equality, Diversity and Inclusion toolkit
- Supporting staff to support transgender and non-binary students – Staff Development, UBS and CBASS
- Introduction to Equality, Diversity and Inclusion at Brunel – Doctoral Researchers and Graduate Teaching Assistants
- Equality, Diversity and Inclusion at Brunel – Residence Ambassador, Health, Safety and the Environment Team
- Unconscious Bias training for CHMLS service users.

*5 Continue to develop and update key policies, frameworks and procedures*

Update:

- Developed and published the new Online Harassment Policy and Guidance
- Updating the ED&I Student Work Placement Policy which is currently out for consultation and will be presented to SEWC in July for approval
- Developed an ED&I checklist tool to ensure ED&I embedded into the work of the Student Support and Welfare work.

*6 Finalise and launch the University's new Equality, Diversity and Inclusion Strategy supported by an implementation plan which will be regularly reviewed*

Update:

- The New ED&I Strategy was launched in February 2021 by the Vice Chancellor supported by student and staff comms
- ED&I Strategy Working Group established to embed strategy into central practices and systems
- Start to roll out and implement 3-year action plan with clear objectives, KPIs and named leads (for details of Year 1 student specific actions, see section below)
- Colleges / Directorates / Departments to lead on local implementation: planning, delivery and resourcing
- Diversity Management Committee to review progress termly and SEWC, EO&HR, Senate, Executive Board and Council to be updated formally annually.

*7 Continue to ensure equality impact assessment compliance and provide training where necessary*

Update:

- Designed a session on conducting an Equality Impact Assessment which is now delivered through staff development on a termly basis.
- Developing an equality impact assessment policy which is currently out for consultation and will be presented to EO&HR in the coming months.

## *8 Develop and launch Green Dot initiative in 2020 – 21*

Update:

- 12 months ago, the bystander intervention, the Green Dot programme was selected to train students and staff to help prevent instances of power-based personal violence and a Project Officer was appointed. However, owing to Covid-19 this had to be put on hold. Nonetheless the need for a bystander intervention remains high priority. Given the change of Brunel priorities to include racism and other types of harassment including online following the shift to dual delivery of teaching, a short review has been conducted and the Active Bystander Programme has been selected. A taster session was held in June for 45 colleagues and feedback is currently being collated on its impact and effectiveness.

*9 Develop work with students who have protected characteristics and their intersects to understand where the barriers to the lower outcomes lie and to ensure that their needs are mapped and met by the University including taking positive action where necessary under the Public Sector Duty*

Update:

- Focus groups completed with students as part of the Student Success Project to better understand lived experiences
- HOW I GOT MY GOOD DEGREE CAMPAIGN was developed drawing on the experiences of inspirational alumni, recent black graduates were invited to share their tips on navigating the student journey and overcoming obstacles. A number of short videos were created and shared with Brunel students
- An impact evaluation was conducted of the student transgender policy in summer 2020 identifying a number of issues that needed to be addressed. A student steering group was set up in the September to tackle these issues and a report will be presented to SEWC in the autumn with an update
- An audit tool has been developed to identify the barriers and challenges that marginalised or underrepresented students face throughout the student cycle and is currently being piloted with LGB students and mature students which will be reported to SEWC and APC in the autumn.

*10 Develop awareness campaigns and events to celebrate and showcase Equality, Diversity and Inclusion role models and good practice.*

Update:

A range of activities and events have been designed and delivered including the following:

- Dismantling hegemonies and antiblackness in HE Symposium
- Black History month in October
- Disability History month in November
- LGBT+ History month in February
- Sexual Violence Awareness week in February

- Carers week in June.

*11 Continue to deliver and develop outreach interventions to recruit students where they are un or under-represented in the student population such as the Urban Scholars Programme, outreach packages, STEM activities, specific support for students*

Update:

- Continue to engage with key stage 5 school children and community groups offering help and support, bespoke events and outreach packages
- Deliver Brightside e-mentoring and virtual activities programme for schools and young people
- Deliver Rainbow pack for schools
- Provide travel and other funding support
- Develop and promote STEM curriculum
- Offer contextualised admissions where appropriate
- Organise digital campaigns
- Continue Urban Scholars Programme.

For full details, see the Access and Participation Plan 2020-25.

*12 Embed an EDI dashboard into University departments to monitor attrition and attainment data on a regular basis*

Update:

Work in progress to fix the underlying data sources and departmental dashboards including key ED&I protected characteristics under development.

*13 Ensure that all policies and procedures to support new and current academic staff to teach and work with a diverse student population are regularly updated and reviewed as required* Update:

- ED&I to be embedded into new Education Strategy which is underdevelopment
- Work to embed ED&I into quality assurance processes including review of Programme Approval Policy and Guidance.

## **Recommendations for 2021-22**

As part of the roll out of the new ED&I strategy, a 3-year implementation plan has been drawn up. The student priorities for year 1, 2021-22 are as follows:

- Work with the UBS to develop equality and diversity training for students
- Develop further initiatives / campaigns, mark awareness days to equip students to handle diversity sensitively and proficiently at work / study / research
- Raise profile of EDI teams to make students and employees more aware of their role and support available
- Continue to provide inclusive communications to ensure all prospective and current students and employees feel welcome, safe and respected at Brunel

- Launch a bystander Initiative which will train the university community in a bystander intervention to help prevent instances of power-based personal violence and create a safe campus culture
- Make the community more aware of what behavior is acceptable and what is not, their rights and how to report. Take appropriate action if people behave in ways that are not respectful or inclusive
- Continue the work of the Changing the Culture Working Group to take a whole institutional approach to tackling sexual violence and sexual harassment and to meet the UUK implementation recommendations
- Continue to recruit a diverse student population tackling any barriers that any marginalised or underprivileged groups face
- Embed EDI toolkit into education plans at individual and departmental level to review key indicators of inclusive practice and develop any necessary policies and practice to support academic staff to ensure that teaching and assessment is inclusive and accessible
- Continue to make our physical and online environment, services and facilities accessible and inclusive for all, particularly as the use of online learning increases
- Develop Anti-Racism Working Group to implement 10 key priorities
- Continue to analyse the equality data including intersectional data in student attrition, awards and progression and improve understanding of the barriers to success on an annual basis. Add in the recruitment stage.

In addition to the priorities above the following recommendations are made:

- 1 To closely monitor those change of trends in attrition and awarding data which emerged in 2019-20 which are potentially linked to Covid-19 and its impact on students from marginalised students
- 2 To extend the pilot of the audit of the students with different characteristics to map the barriers and challenges that students face throughout the life cycle and to develop appropriate interventions to mitigate
- 3 To systematise our approach to benchmarking our equality, diversity and inclusion data which should assist the University in its legal duty to monitor the institutional data, compare it with other sector institutions and identify and address any areas of disadvantage or underrepresentation and to set clear targets in action plans. Advance HE advises the following areas should be monitored regularly:
  - Numbers of students within protected characteristic categories
  - Student admissions process (applications/offers made/acceptances)
  - Numbers of students within protected characteristic categories in different subject areas (final enrolment rates)
  - Numbers of students in different study levels and modes (postgraduate/undergraduate, part-time or full-time) within protected characteristic categories
  - Positions of responsibility held, such as course representatives, students' union positions

- Numbers of students within protected characteristic categories engaged in extra-curricular opportunities, such as clubs and societies, mentoring schemes
  - Attainment of qualifications within protected characteristic categories
  - Withdrawals/retention rates within protected characteristic categories
  - Student leavers data – first destinations of graduates/qualifiers
  - Instances of bullying, harassment, complaints and grievances; disciplinary action taken; academic appeals
- 4 Finalise and embed an EDI dashboard into University departments to monitor attrition and attainment data by the protected characteristics regularly.



## Appendix 1

### Current Legal and Regulatory Context

The UK political and educational framework sets out a range of equality duties to which universities are required to demonstrate their commitment. The key duties are:

#### 1. Equality Act 2010

The University must have *due regard* to the need to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct that is prohibited by the Act of individuals with a protected characteristic in work and education
- advance equality of opportunity between people who share a relevant protected characteristic\* and those who do not
- foster good relations between people who share a protected characteristic and those who do not.

The protected characteristics are age, race, religion / belief, gender, disability, sexual orientation, gender reassignment, marriage / civil partnership, pregnancy / maternity.

Having *due regard* can include a number of different measures but could include:

- reducing any disadvantage to individuals who have a protected characteristic
- meeting the needs of people who have a protected characteristic where the needs are different to others
- encourage individuals with protected characteristics to get involved in University activities where their representation is disproportionately low
- encourage positive interactions between people with differing protected characteristic

In practice this means understanding any impact on people with different characteristics.

#### 2. In addition, the Equality Act (Specific Duties) Regulations 2011 requires the University to publish:

- equality objectives at least every four years
- information to demonstrate their compliance with the equality duty, at least once a year. This should include information relating to people who share a protected characteristic who are in education affected by its policies and practices.

#### 3. The Regulator, the Office for Students (OfS), requires institutions to deliver positive outcomes for students ensuring that:

- all students, from all backgrounds, and with the ability and desire to undertake higher education, receive a high quality academic experience, with their interests protected while they study (or in the event a provider, campus or course closes)

- all students are able to progress into employment or further study, and their qualifications hold value over time.

In order to achieve this equality of opportunity the OfS has set long term ambitious targets to eliminate inequalities with a particular emphasis on the following:

- the gap in entry rates and participation at higher tariff providers between the most and least represented groups
- the gap in non-continuation between the most and least represented groups
- the gap in degree outcomes between white and black students
- the gap in degree outcomes between disabled and non-disabled students.

However, please note that the OfS targets are (almost always) specific to UK domiciled students only, whilst the data presented in this paper generally covers all Brunel students regardless of domicile or fee status. So, where gaps are quoted, this will not necessarily correspond to what the OfS look at. Other reporting, including to Access & Participation Committee, looks more specifically at Brunel performance against OfS-related measures and targets.

4. The Office of the Independent Adjudicator (OIA) in its recent Good Practice Framework for Disciplinary Cases stated that: “Providers should raise awareness of the behaviour and conduct expected of students, using educational initiatives to challenge negative attitudes and stereotypes, and equip staff and students to identify and challenge unacceptable behaviour.”
5. In line with the Committee of University Chairs (CUC) Higher Education Code of Governance, the University has a duty to promote equality and diversity in all aspects of our community life and work.