

The strategic requirement to provide accessible services for all

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28 November 2016, CSGUK Conference

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Advancing equality and diversity in universities and colleges

Equality Challenge Unit



Equality Challenge Unit

ECU works to further and support equality and diversity for staff and students in higher education and seeks to ensure that staff and students are not unfairly excluded, marginalised or disadvantaged because of age, disability, gender identity, marital or civil partnership status, pregnancy or maternity status, race, religion or belief, sex, sexual orientation, or through any combination of these characteristics or other unfair treatment.

Advancing equality and diversity in universities and colleges

In 2014/15...



= _____ % of students disclosed as disabled.

- A. 5
- B. 7
- C. 11
- D. 13
- E. 15

In 2014/15...




= _____ % of disabled students disclosed a 'mental health condition.'

- A. 5
- B. 7
- C. 11
- D. 13
- E. 15

*Proportion of
DS students* *Proportion of
all students*

No. % %

2014/15

BLIN	Blind or a serious visual impairment	3205	1.3	0.1
SOC	Social/communication impairment	6985	2.9	0.3
DEAF	Deaf or serious hearing impairment	5420	2.3	0.2
ILLN	Long standing illness or health condition	24245	10.1	1.1
MENT	Mental health condition	35500	 14.8	1.6
PERS	Personal care support	0	0.0	0.0
PHYS	Physical impairment or mobility issues	8020	3.4	0.4
SPEC	Specific learning difficulty	110635	46.2	4.9
MULT	Two or more disabilities, impairments or conditions	21730	9.1	1.0
OTHD	Other type of disability, impairment or condition	23680	9.9	1.0
DS	All disabled students	239425	100.0	10.6
ND	Non-disabled students	2026655		89.4
All	All students	2266075		100.0



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= The % of students who are BME has increased from 18% in 2009/10 to _____ % in 2014/15.

- A. 19
- B. 20
- C. 21
- D. 22
- E. 23


	Black		Asian		Chinese		Mixed		Other	
	No.	→%	No.	→%	No.	→%	No.	→%	No.	→%
2003/04	77660	4.4	126295	7.2	16410	0.9	25040	1.4	16485	0.9
2004/05	84960	4.7	131035	7.3	16675	0.9	29900	1.7	15915	0.9
2005/06	92040	5.0	136325	7.4	17090	0.9	35155	1.9	16270	0.9
2006/07	96615	5.2	138905	7.5	17055	0.9	38295	2.1	17535	0.9
2007/08	101155	5.4	141070	7.6	17510	0.9	42670	2.3	18680	1.0
2008/09	111590	5.7	149120	7.7	17675	0.9	48145	2.5	19880	1.0
2009/10	118290	5.9	155325	7.7	17750	0.9	52730	2.6	20930	1.0
2010/11	119835	5.9	157280	7.8	17740	0.9	55585	2.8	20635	1.0
2011/12	121855	6.0	158865	7.9	17585	0.9	58940	2.9	21245	1.1
2012/13	117420	6.3	155015	8.3	16380	0.9	57830	3.1	21745	1.2
2013/14	116655	6.4	156410	8.5	15805	0.9	58895	3.2	22655	1.2
2014/15	117465	6.5	159820	8.9	15415	0.9	60345	3.4	24180	1.3


In 2014/15...



= _____ % of students studying subjects allied to Education are men compared to 83.3% studying Engineering/Technology.

- A. 24
- B. 38
- C. 51
- D. 64
- E. 83

		Female			Male			All students	
		No.	↓%	→%	No.	↓%	→%	No.	↓%
SET									
AGRI	Agriculture, related subjects	11855	0.9	61.7	7350	0.7	38.3	19205	0.8
ARCH	Architecture, building, planning	17365	1.4	36.0	30885	3.1	64.0	48250	2.1
BIOS	Biological sciences	128775	10.1	60.9	82570	8.3	39.1	211340	9.3
COMP	Computer science	16040	1.3	17.2	77170	7.8	82.8	93210	4.1
ENGI	Engineering, technology	26955	2.1	16.7	134340		83.3	161295	7.1
MATH	Mathematical sciences	15955	1.3	37.6	26440	2.7	62.4	42395	1.9
MEDI	Medicine, dentistry	37335	2.9	56.6	28660	2.9	43.4	66000	2.9
PHYS	Physical sciences	37080	2.9	39.6	56660	5.7	60.4	93745	4.1
SUBJ	Subjects allied to medicine	218530	17.2	79.4	56830	5.7	20.6	275360	12.2
VETS	Veterinary science	4495	0.4	76.2	1405	0.1	23.8	5900	0.3
SET	SET total	514385	40.4	50.6	502315	50.6	49.4	1016700	44.9

Non-SET									
BUSI	Business, administrative studies	161450	12.7	49.4	165325	16.7	50.6	326775	14.4
COMB	Combined	30280	2.4	61.6	18870	1.9	38.4	49150	2.2
ARTS	Creative arts, design	105840	8.3	63.4	61030	6.1	36.6	166870	7.4
EDUC	Education	124960	9.8	76.0	39405		24.0	164365	7.3
HIST	Historical, philosophical studies	46070	3.6	53.4	40235	4.1	46.6	86305	3.8
LANG	Languages	77375	6.1	69.5	33945	3.4	30.5	111315	4.9
LAW	Law	53545	4.2	61.1	34035	3.4	38.9	87580	3.9
COMM	Mass comms, documentation	28775	2.3	59.2	19825	2.0	40.8	48600	2.1
SOCI	Social studies	130650	10.3	62.8	77385	7.8	37.2	208035	9.2
NSET	Non-SET total	758950	59.6	60.8	490055	49.4	39.2	1249005	55.1

All subject areas									
All	All subject areas	1273335	100.0	56.2	992370	100.0	43.8	2265705	100.0

Participation trends



- = Increase in number of disabled students
- = Increase in number of students disclosing a 'mental health condition'
- = Increase in number of BME students
- = Particular groups underrepresented on many courses

General policy context



- = Funding cuts
 - Recruitment, retention, workload

- = Change in fees
 - 18 year old English population declining

- = Brexit
 - EU student recruitment, partnerships, societal tensions

Social mobility



- = HE White Paper, Letter from Jo Johnson MP
 - Double the proportion of people from disadvantaged groups
 - Increase the number of BME students by 20% by 2020.’
 - Improve degree attainment and graduate outcomes for BME students
 - Reduce barriers for disabled students
 - Consider how the role of data can support social mobility objectives, and
 - evaluate the impact of progress towards these objectives.

Social mobility



- = Social Mobility Advisory Group
 - Working in partnership: enabling social mobility in higher education – the final report of the Social Mobility Advisory Group

- = Social Mobility Commission
 - State of the Nation 2016
 - The Government should make social mobility reputational for universities, by publishing an annual social mobility league table.

Advancing equality and diversity in universities and colleges

In 2014/15...



= The degree attainment gap between White students and BME students currently stands at _____ %

- A. 0
- B. 5
- C. 10
- D. 15
- E. 20

		First/2:1		First		2:1		2:2		Third/pass		All
		No.	→%	No.	→%	No.	→%	No.	→%	No.	→%	No.
W	White	183535	77.1	58805	24.7	124735	52.4	45645	19.2	8945	3.8	238125
BME	BME total	38465	61.8	9690	15.6	28775	46.2	18875	30.3	4940	7.9	62280
B	Black	9715	50.8	1870	9.8	7845	41.0	7175	37.5	2245	11.7	19135
BC	Caribbean	2345	54.2	480	11.1	1870	43.1	1530	35.3	455	10.5	4335
BA	African	6955	49.7	1315	9.4	5640	40.3	5345	38.2	1680	12.0	13975
BO	Other	415	50.2	75	9.2	340	41.1	305	36.7	110	13.0	830
A	Asian	17345	64.7	4665	17.4	12680	47.3	7700	28.7	1785	6.7	26830
AI	Indian	7415	70.1	2180	20.6	5235	49.5	2610	24.7	555	5.2	10580
AP	Pakistani	4855	60.9	1230	15.4	3625	45.4	2550	32.0	575	7.2	7975
AB	Bangladeshi	2010	62.1	460	14.2	1550	48.0	1000	30.9	225	6.9	3235
AO	Other	3070	60.9	800	15.8	2270	45.0	1540	30.5	435	8.6	5045
C	Chinese	1885	70.6	560	21.0	1325	49.6	620	23.2	165	6.2	2675
M	Mixed	7410	72.1	2015	19.6	5395	52.5	2360	23.0	510	5.0	10285
O	Other	2100	62.9	575	17.1	1530	45.6	1020	30.4	235	6.9	3355
OA	Arab	420	63.8	105	16.1	315	47.7	210	31.6	30	4.6	660
OO	Other	1680	62.3	465	17.3	1215	45.0	815	30.1	205	7.5	2700
All	All students	222000	73.9	68490	22.8	153510	51.1	64520	21.5	13885	4.6	300405


In 2014/15...



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= 6 months after graduation, _____ % of disabled students are unemployed compared to 5% of non-disabled students.

- A. 4
- B. 5
- C. 6
- D. 7
- E. 8

		Non-disabled		Disabled		All leavers	
		No.	↓%	No.	↓%	No.	↓%
Full-time work							
PROF	Professional full-time work	177655	50.5	19920	42.1	197575	49.5
NONP	Non-professional full-time work	35275	10.0	4830	10.2	40105	10.0
UNKN	Unknown full-time work	235	0.1	30	0.1	260	0.1
FTW	All full-time work	213160	60.5	24780	52.4	237940	59.6
Other destinations							
PTW	Part-time work	41450	11.8	6935	14.7	48385	12.1
WSTU	Work and further study	20105	5.7	2760	5.8	22865	5.7
FTS	Full-time study	41135	11.7	5985	12.7	47120	11.8
PTS	Part-time study	3695	1.0	780	1.7	4480	1.1
UNEMP	Unemployed	17230	4.9		7.1	20600	5.2
OTH	Other	15300	4.3	2655	5.6	17955	4.5
AOO	All other destinations	138915	39.5	22490	47.6	161405	40.4
All destinations							
All	All destinations	352080	100.0	47270	100.0	399345	100.0

General policy context



- = Teaching excellence framework (TEF)
 - Incentives around disadvantaged groups
 - Benchmarks which include equality characteristics

- = DSA reform
 - Puts emphasis on **inclusive environment** and individual reasonable adjustments.
 - DSA for specialist support ‘beyond reasonable adjustments.’

Responding to DSA



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- = HEFCE: Doubling funding to support disabled students from £20 million in 2015-16 to £40 million in 2016-17 and 2017-18.
- = HEFCE: applications for funds to address barriers to student success
 - ‘Experimental’ innovation in learning and teaching (£50,000)
- = Sector examples include:
 - Develop guidance e.g. Anglia Ruskin, Brunel, ECU, HEA
 - Designated staff in departments e.g. MMU, Nottingham
 - Programme design e.g. Brighton
 - Basic checklist e.g. Plymouth, Edinburgh

Discussion



- = How does your service respond to changing demographics?
- = Does your service evaluate its accessibility by different groups?
- = What has your service done to anticipate or respond to the different requirements of different groups?

Further information



Website

www.ecu.ac.uk

hub.ecu.ac.uk/login.aspx

Equalitylink e-newsletter

www.ecu.ac.uk/about-us/news/equalitylink/

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