



UNIVERSITY  
*of*  
GREENWICH

# **PROMOTING EQUALITY CELEBRATING DIVERSITY**

Annual Report 2013-2014

Part 3: Students

**January 2015**

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## 1. Equality information: students

This report provides statistical data and other information to demonstrate our compliance with the public sector equality duty.

Detailed information is provided, in particular, on the protected characteristics of age, disability, race and sex (gender). At the time of publishing there was less data available in relation to the protected characteristics of gender reassignment, pregnancy and maternity, religion and belief and sexual orientation.

In relation to each protected characteristic, there is:

- An overview of the available data, where available
- Information on how the University has 'due regard' for the equality duty aims to advance equality and opportunity and foster good relations. Information on how we have due regard for the equality duty requirement of the need to eliminate unlawful discrimination, harassment and victimisation is provided below.

### 1.1 Eliminating discrimination, harassment and victimisation

Public bodies, such as higher education institutions, must, in the exercise of their functions, have due regard to the need to: eliminate unlawful discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act 2010.

### 1.2 Bullying, harassment and victimisation

- The Equality Act 2010 defines harassment as 'unwanted conduct related to a relevant protected characteristic, which has the purpose or effect of violating an individual's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that individual'.
- Although bullying is not specifically defined in law, Acas provide the following definition: 'Bullying may be characterised as offensive, intimidating, malicious or insulting behaviour, an abuse or misuse of power through means intended to undermine, humiliate, denigrate or injure the recipient'.
- All members of the University community have the right to work and study in an environment that encourages harmonious relationships. This means that all individuals should be treated with dignity and respect so that they can fulfil their personal potential in a professional working and learning environment.
- The University makes clear in its [Bullying and Harassment Policy for Staff and Students](#) that we will not tolerate bullying or harassment on the grounds of age, disability, gender reassignment, race or ethnicity, religion and belief, sex or sexual orientation. The policy outlines procedures and steps that can be taken to deal with any issues of harassment and/or bullying and prevent their recurrence.
- The University's [guidance on the Bullying and Harassment Policy](#) makes clear that harassment applies to all protected characteristics except for pregnancy & maternity (where any unfavourable treatment may be considered discrimination) and marriage & civil partnership.

## 2. AGE

The protected characteristic of age refers to a person belonging to a particular age group, which can include people of the same age and people of a particular range of ages.

A person could belong to various age groups. A 19-year old could, for example, belong to groups that include 'young adults', 'teenagers', 'under 50s', 'under 25s' or '19-year olds'.

The University is committed to supporting and meeting the needs of students of all ages.

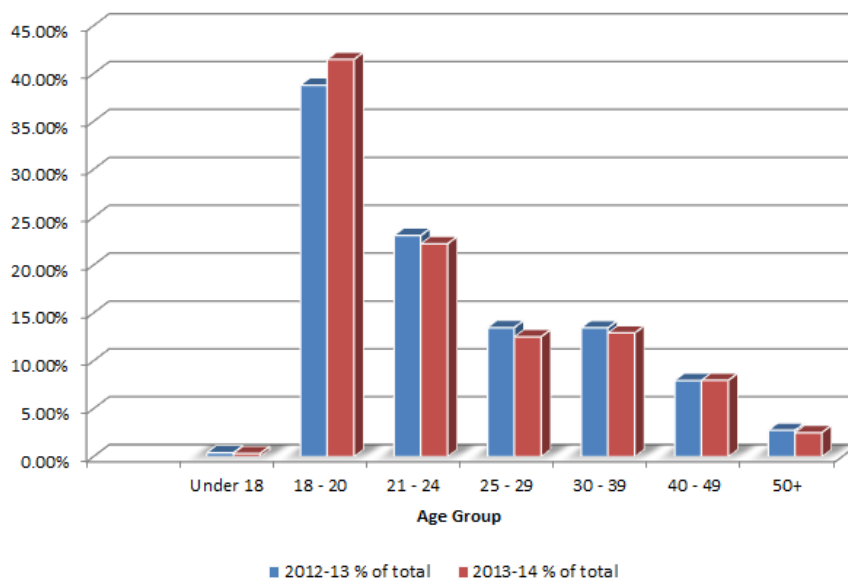
## Equality and diversity achievements in 2012 and 2014

- In January 2014 the University launched the Centre for Positive Ageing. The Centre brings together academics from a range of disciplines across the university – from health and pharmacy to science and technology – to share their expertise. Researchers will investigate a variety of areas that affect older people, such as pain, falls, dementia and other long-term conditions, housing and access to technology, in order to help individuals live healthier and more fulfilling lives.

## Overview of student age data

### Age profile of students (undergraduate and postgraduate on campus)

Age group	2012-13 Total	2012-13 % of total	2013-14 Total	2013-14 % of total
Under 18	95	0.42%	73	0.35%
18 - 20	8,738	38.80%	8,629	41.49%
21 - 24	5,201	23.10%	4,623	22.23%
25 - 29	3,039	13.50%	2,605	12.52%
30 - 39	3,031	13.46%	2,687	12.92%
40 - 49	1,792	7.96%	1,657	7.97%
50+	622	2.76%	525	2.52%
<b>Total</b>	<b>22,519</b>		<b>20,799</b>	



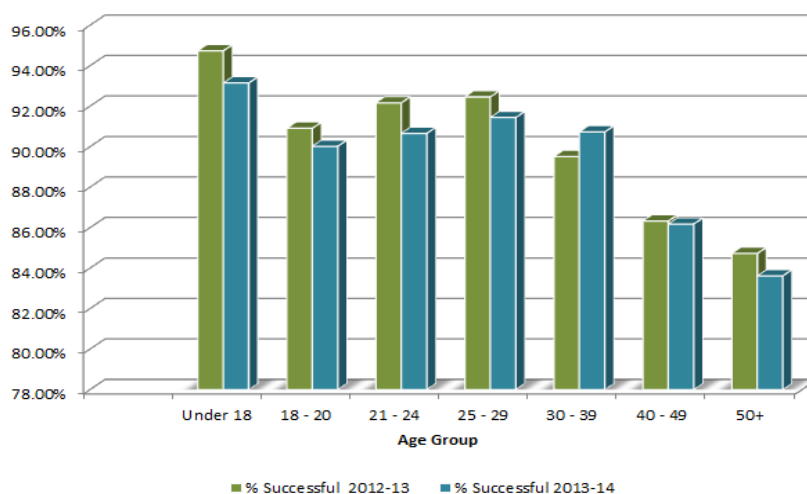
- The largest age group in the last two academic sessions were students under the age of 21.
- In 2013-14, students aged 21 and under were 41.84% of the student population.
- The proportion of mature students (21 and over) has been decreasing from 2010-11, and stood at 58.16% in 2013-14.
- This is a similar trend to the HE sector, with the proportion of students aged 21 and under increasing over the last decade.

## Student progression

At the end of each academic session, the University records for each student whether they have completed their programme of study, are able to progress to the next stage, have failed to complete, have withdrawn or if the result is unknown.

### Progression of students (UK undergraduate and postgraduate on campus) by age

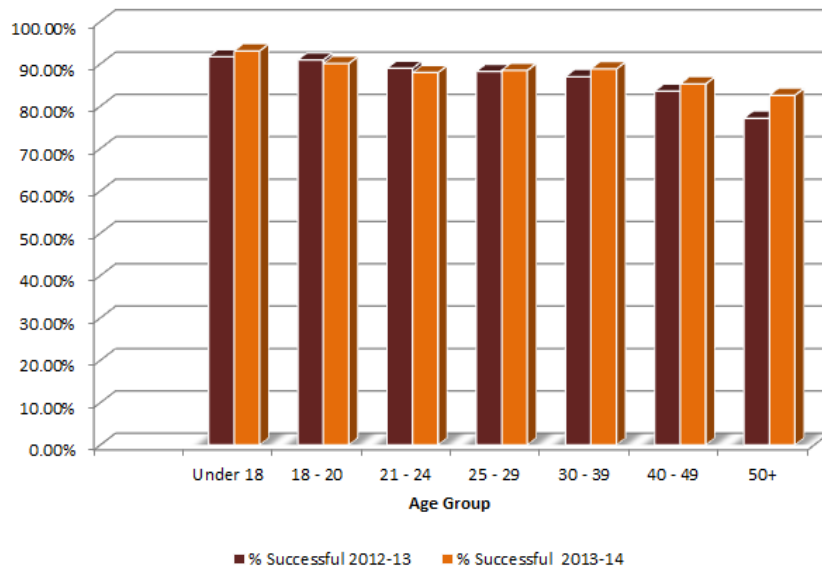
Age group	% Successful 2012-13	% Successful 2013-14
Under 18	94.74%	93.15%
18 - 20	90.91%	90.02%
21 - 24	92.17%	90.66%
25 - 29	92.46%	91.44%
30 - 39	89.51%	90.73%
40 - 49	86.33%	86.18%
50+	84.73%	83.62%
<b>Total</b>	<b>90.71%</b>	<b>89.98%</b>



- Students in all age groups improved their rates of progression success from 2010-11 to 2012-13. In 2013-14 there was a decrease in progression success for all groups, apart from the 30-39 age group.
- In 2012-13 and 2013-4, students aged 40 and over had lower rates of progression success compared to other age groups.

### Progression of undergraduate students (UK undergraduate and postgraduate on campus) by age

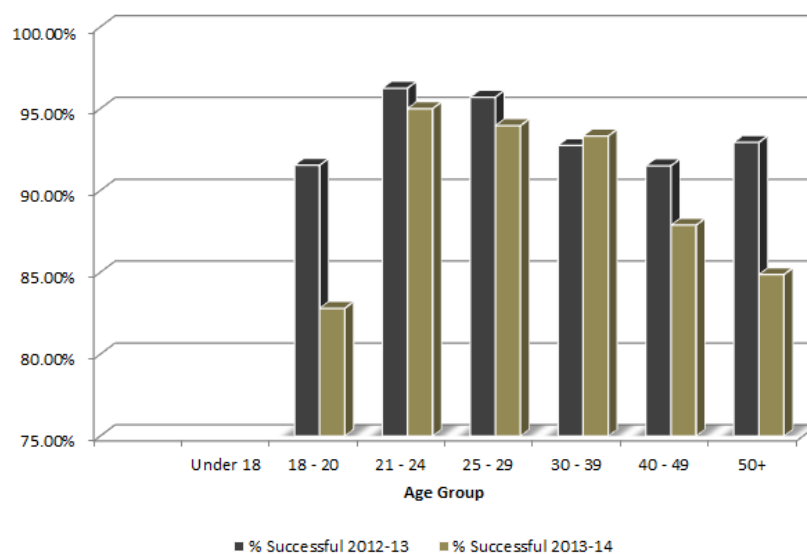
Age group	% Successful 2012-13	% Successful 2013-14
Under 18	91.67%	93.06%
18 - 20	90.91%	90.08%
21 - 24	88.94%	87.93%
25 - 29	88.19%	88.46%
30 - 39	86.98%	88.81%
40 - 49	83.55%	85.27%
50+	77.16%	82.58%
<b>Total</b>	<b>89.11%</b>	<b>88.98%</b>



- In 2013-14 mature undergraduate students (aged 21 and over) had poorer rates of progression success (87.59%) than younger undergraduate students (90.1%). This was a similar trend to the 2012-13 academic session.
- Mature undergraduate students have improved their rates of progression success from 82.92% in 2010-11 to 87.59% in 2013-14.

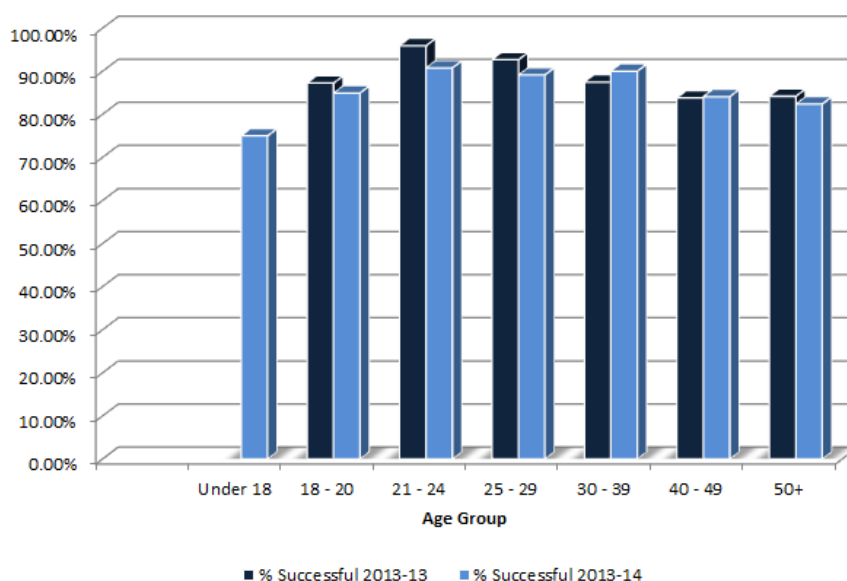
### Progression of postgraduate students (UK undergraduate and postgraduate on campus) by age

Age group	% Successful 2012-13	% Successful 2013-14
Under 18		
18 - 20	91.55%	82.81%
21 - 24	96.26%	95.01%
25 - 29	95.71%	93.97%
30 - 39	92.76%	93.34%
40 - 49	91.52%	87.89%
50+	92.95%	84.87%
<b>Total</b>	<b>94.73%</b>	<b>92.93%</b>



**Progression of part-time students in (UK undergraduate and postgraduate on campus) by age**

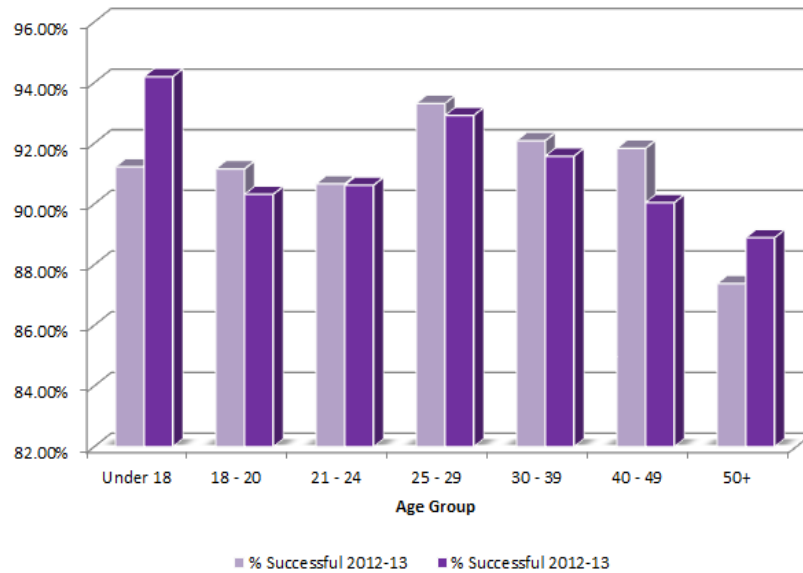
Age group	% Successful 2012-13	% Successful 2013-14
Under 18		75.0%
18 - 20	87.25%	84.93%
21 - 24	95.92%	90.79%
25 - 29	92.67%	89.14%
30 - 39	87.49%	90.0%
40 - 49	83.79%	84.11%
50+	84.20%	82.39%
<b>Total</b>	<b>89.45%</b>	<b>87.71%</b>



**Progression of full-time and sandwich students (UK undergraduate and postgraduate on campus) by age**

Age group	% Successful 2012-13	% Successful 2013-14
Under 18	91.23%	94.2%
18 - 20	91.16%	90.32%
21 - 24	90.67%	90.62%
25 - 29	93.32%	92.92%
30 - 39	92.09%	91.58%
40 - 49	91.84%	90.05%
50+	87.38%	88.89%
<b>Total</b>	<b>91.25%</b>	<b>90.77%</b>

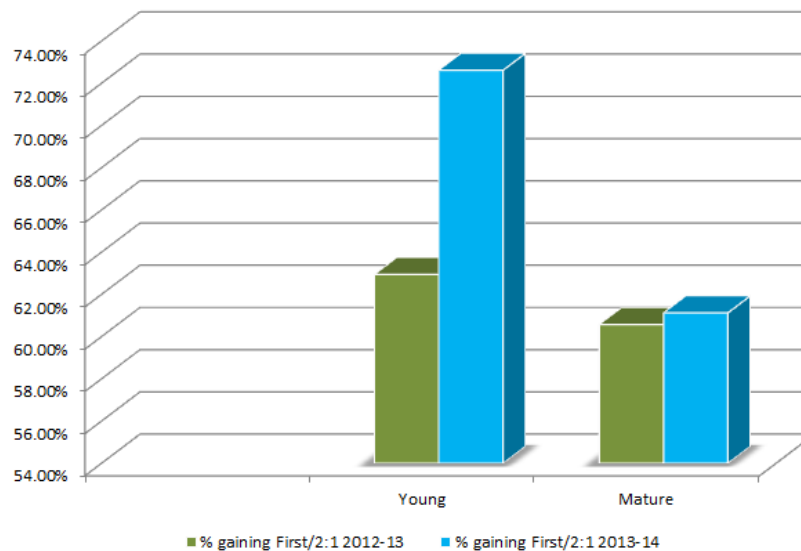




### Academic achievement by degree classification

Proportion of students (UK undergraduates on campus) gaining a good honours degree (First/2:1) by age

Age group	% gaining First/2:1 2012-13	% gaining First/2:1 2013-14
Young	62.94%	72.61%
Mature	60.57%	61.12%

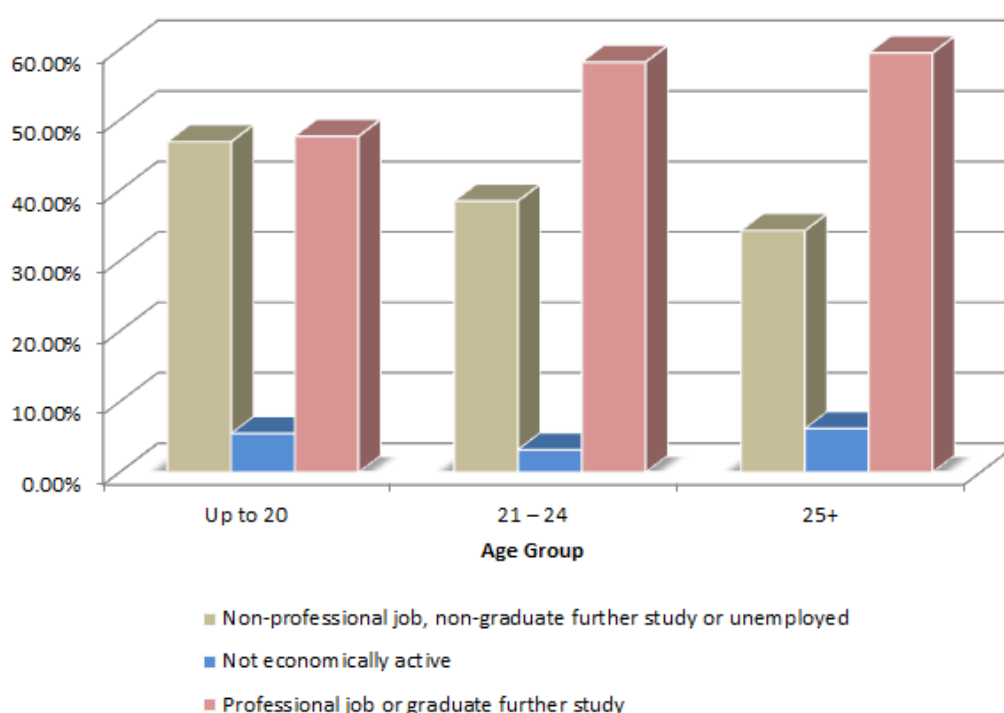


- In the last two academic sessions a higher proportion of younger students achieved a First/2:1 compared to mature students.
- The proportion of both young and mature students gaining good honours degrees has increased since 2012-13. However, the improvement in attainment for mature students has been much less pronounced. The data for 2013-14 indicates an emerging attainment gap between the two groups.

## Destination of leavers

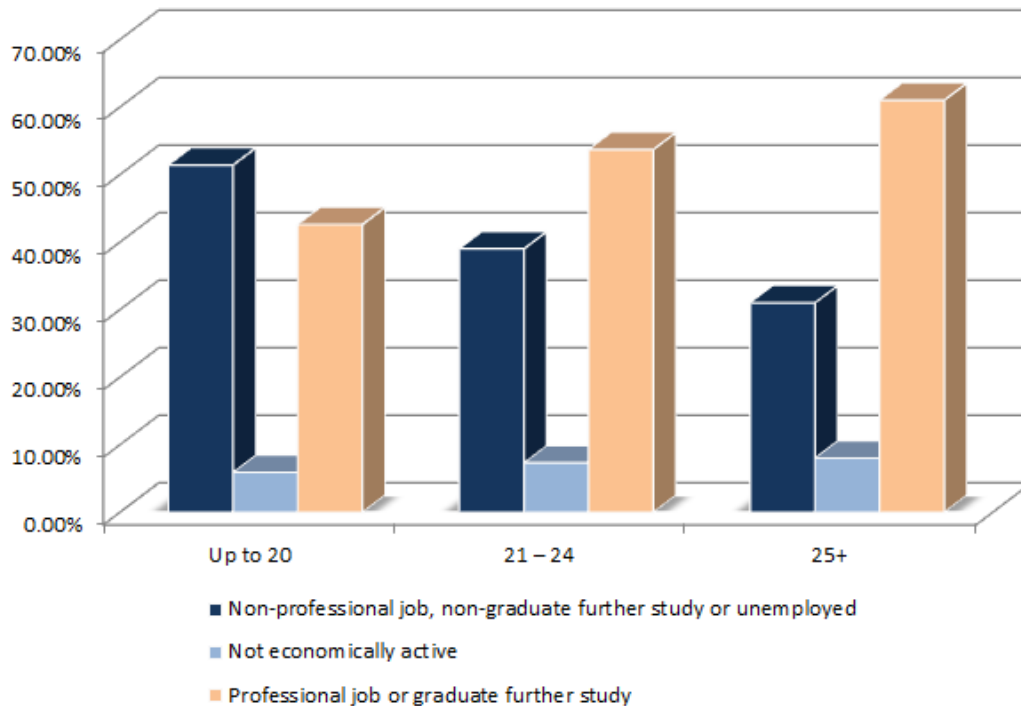
Destination of UK domiciled undergraduate (first degree and other undergraduate) leavers in 2011-12 by age

Age group	Non-professional job, non-graduate further study or unemployed	Not economically active	Professional job or graduate further study
Up to 20	46.9%	5.5%	47.7%
21 – 24	38.5%	3.2%	58.2%
25+	34.3%	6.2%	59.5%
<b>Total</b>	<b>41.7%</b>	<b>5.3%</b>	<b>53.0%</b>



Destination of UK domiciled undergraduate (first degree and other undergraduate) leavers in 2012-13 by age

Age group	Non-professional job, non-graduate further study or unemployed	Not economically active	Professional job or graduate further study
Up to 20	51.4%	5.9%	42.6%
21 – 24	39.0%	7.3%	53.7%
25+	31.0%	8.0%	61.0%
<b>Total</b>	<b>6.6%</b>	<b>6.6%</b>	<b>48.3%</b>



- In 2012-13, mature students were more likely to be in a professional job or graduate further study than younger leavers. They were also significantly less likely to be working in non-professional jobs, in non-graduate further study or unemployed.

## PROMOTING EQUALITY

### Younger students in higher education

- The University recognises that some younger students find it difficult to adapt to particular aspects of student life. Particular issues may include:
  - Being away from home for the first time
  - Changes in friendship and peer groups
  - Challenges to acquire skills needed for learning effectively
  - Workload. Many students are anxious about assessment and afraid to talk about failure or getting behind with work.
  - Practicalities, including handling finances, finding accommodation, money budgeting independently.

### Mature students at the University

- Mature students come to the University from a wide range of backgrounds with qualifications ranging from conventional 'A' levels to Access and Foundation courses.
- Mature students may have been out of formal education for several years and have returned to it later in life. Older students bring with them a wealth of experience and commitment to learning which make them valuable contributors to learning programmes.
- Mature students may have a range of different needs, including:
  - Support with learning skills
  - Using digital technologies for study
  - Have different daily routines from many younger learners, including child care or other commitments
  - Struggle with maintaining a work/life balance.

## Support for older and younger students

- Every undergraduate and taught postgraduate student who studies on a campus at the University of Greenwich has a designated personal tutor. Personal tutors are aware of the different types of support students can access.
- All students can also access support through the Student Centres on each campus as well as Student Wellbeing Services.

## Mature Students' Network

- The Mature Students' Network was set up by SUUG in 2012-13. It provides peer support for mature students and organises regular social gatherings and other events. The group also welcomes students who are parents.
- In Fresher's Fortnight 2014, a social meet-up took place.

## SUUG

- SUUG has an elected part-time mature students' officer who plays an active role in supporting and providing advice to older students.

## 3. DISABILITY

A person is a disabled person (someone who has the protected characteristic of disability) if they have a physical and/or mental impairment which has 'a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities'.

There is no need for a person to have a medically diagnosed cause for their impairment; what matters is the effect of the impairment not the cause.

The University is committed to welcoming students with disabilities. We aim to ensure that their particular needs are met, as well as taking steps to minimise any disadvantages they face by making reasonable adjustments. We aim to ensure that that no student experiences discrimination or is treated less favourably because of a disability.

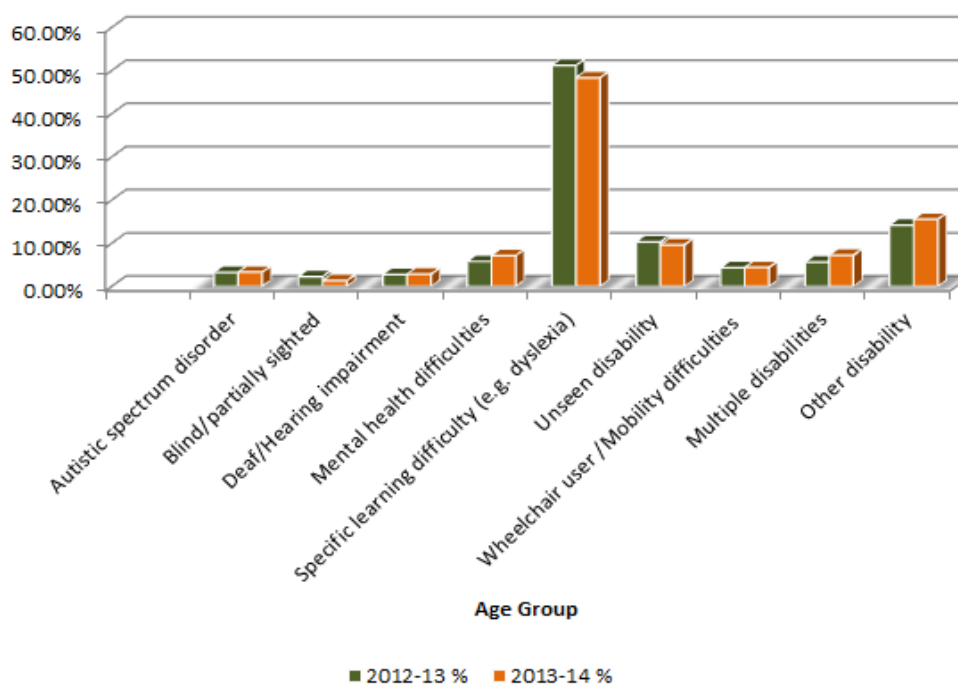
### Equality and diversity achievements in 2013 and 2014

- In September 2014 the University opened its new building on Stockwell Street. The building was designed in collaboration with students and staff with disabilities. The building houses bespoke facilities for the Faculty of Architecture, Computing and Humanities and the Greenwich Campus Library. The University and the design team have ensured accessibility and inclusion for disabled people throughout the development.
- The University's employs disabled and diverse students and graduates to work as \*AccessAbility ambassadors as part of the \*AccessAbility Project. The number of \*AccessAbility ambassadors has increased from three in 2007 to 33 in 2014.
- In 2011, the University of Greenwich Computer Science student, Mark Graham, was named as the National Student Employee of the Year. Mark, who has a number of disabilities on the autistic spectrum, was employed as an \*AccessAbility ambassador.

## Overview of student disability data

### Students (UK on campus) with a known disability

Disability Group	2012-13 Total	2012-13 %	2013-14 Total	2013-14 %
Autistic spectrum disorder	50	3.26%	52	3.33%
Blind/partially sighted	35	2.28%	21	1.35%
Deaf/Hearing impairment	43	2.80%	45	2.88%
Mental health difficulties	89	5.81%	112	7.17%
Specific learning difficulty (e.g. dyslexia)	785	51.21%	755	48.37%
Unseen disability	159	10.37%	151	9.67%
Wheelchair user /Mobility difficulties	67	4.37%	69	4.42%
Multiple disabilities	87	5.68%	113	7.24%
Other disability	218	14.22%	243	15.57%
<b>Total</b>	<b>1,533</b>		<b>1,561</b>	



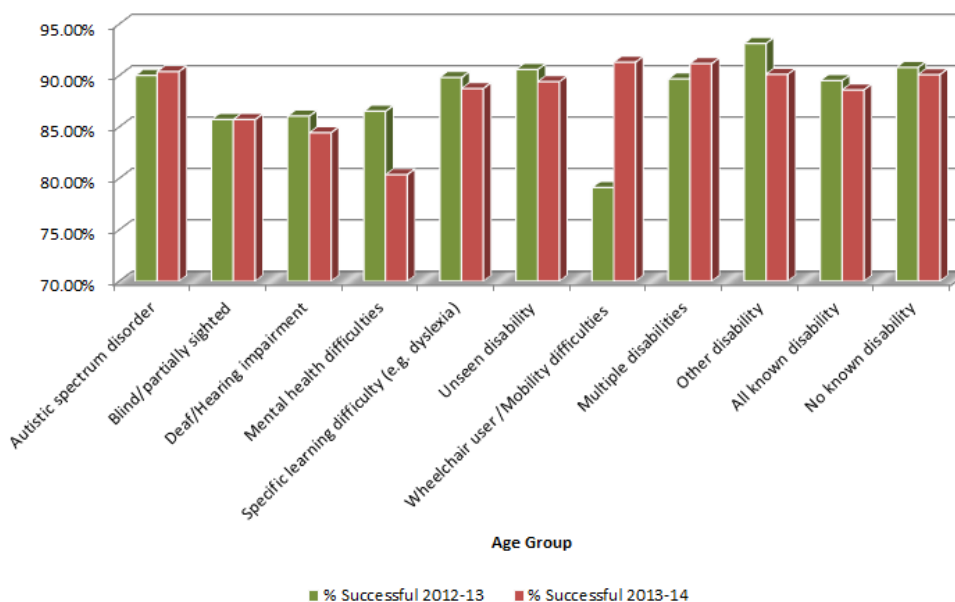
- In 2013-14, there were 1,561 students with a known disability. This was 7.50% of the student population.
- The proportion of students at Greenwich with a disability is increasing. In 2010-11 it was 6.36% and rose to 6.80% in 2012-13.
- In higher education across the UK in 2012-13, 9.5% of students disclosed as disabled, an increase from 8.6% in 2011-12.
- The most common known disability in the student population at Greenwich was a specific learning disability (48.37%).
- In 2013-14, 75.14% of students disclosing a disability were studying on full-time and sandwich courses and 28.86% were studying part-time.
- 59.26% of students disclosing a disability in 2013-14 were female.

## Student progression

At the end of each academic session, the University records for each student whether they have completed their programme of study, are able to progress to the next stage, have failed to complete, have withdrawn or if the result is unknown.

### Progression of all disabled students (UK on campus)

Disability Group	% Successful 2012-13	% Successful 2013-14
Autistic spectrum disorder	90.00%	90.38%
Blind/partially sighted	85.71%	85.71%
Deaf/Hearing impairment	86.05%	84.44%
Mental health difficulties	86.52%	80.36%
Specific learning difficulty (e.g. dyslexia)	89.81%	88.74%
Unseen disability	90.57%	89.4%
Wheelchair user /Mobility difficulties	79.10%	91.3%
Multiple disabilities	89.66%	91.15%
Other disability	93.12%	90.12%
All known disability	89.50%	88.6%
No known disability	90.79%	90.09%
<b>Total</b>	<b>90.71%</b>	<b>89.98%</b>



- In 2013-14, the progression success rate for disabled students was 88.6%, compared with students with no known disability (90.09%). The gap between the two groups (1.49%) has slightly widened compared with 2012-13 (1.29%).
- The most successful groups in terms of progression success in 2013-14 were those with autistic spectrum disorder, wheelchair users/mobility difficulties, multiple disabilities and 'other' disability.
- The groups that were least successful in terms of progression success were students with mental health difficulties and students who were deaf or with a hearing impairment.

## Academic achievement by degree classification

### Proportion of disabled students (undergraduates) gaining a good honours degree (First/2:1) by disability

Data currently unavailable

## Destination of leavers

### UK domiciled undergraduate (first degree and other undergraduate) leavers in 2012-13 by ethnicity

Data currently unavailable

## PROMOTING EQUALITY

### Experiences of disabled students in higher education

- Students with disabilities may face a number of barriers in higher education. Providing support and adjustments can remove these barriers and therefore support the development of an inclusive environment. These barriers may be:
  - **Physical:** for example the design of the built environment
  - **Procedural:** for example the way a course is delivered
  - **Social:** for example negative attitudes towards disabled people – whether consciously or unconsciously held.
- Providing a range of support and adjustments can remove or mitigate the effect of a barrier. Support and adjustments can be provided on an individual level, or can anticipate barriers and remove these in advance for all students.

### Disability and Dyslexia Centre

- The University's [Disability and Dyslexia Centres](#) provide assistance to students at any stage in the application process and at any point in their studies.
- There is a Disability and Dyslexia Centre on each main campus to provide information and support, and advise on information technology for students. Advice and guidance is based on individual requirements, and includes support for students with mental health needs and long-term medical conditions.

### Disability named contacts

- The University has an established network of staff in each Faculty and Department acting as local contacts. They provide support for students who are disabled or dyslexic.

### Financial support and disabled students' allowances

- Financial support is available for disabled full-time, part-time and postgraduate home students via Disabled Students' Allowances (DSAs). DSAs can pay for specialist equipment, personal support, travel or other extra costs (directly resulting from a disability or long-term medical condition) that a student may have in order to study.

## Reasonable adjustments

- The Equality Act 2010 requires the University to make reasonable adjustments for disabled students so they are not substantially disadvantaged in comparison with non-disabled students. In practical terms this can mean adjustments to University procedures, campus accessibility and the provision of specialist support and equipment.

## Accessibility planning

- The University's Facilities Management Directorate undertakes five-yearly accessibility audits of all the University's buildings and premises. The audits link to the requirements of the Equality Act 2010. The last audit was undertaken in 2011, and the next is scheduled for 2016.
- The Equality Act requires the University to make 'reasonable adjustments' for staff and students to help them overcome any disadvantages or barriers they experience resulting from a disability. Accessibility audits consider what might be 'reasonable' adjustments. Other factors that are considered include issues such as health and safety, fire regulations and the listed status of buildings.
- An annual review of the audit is undertaken to identify specific issues to be addressed in each year's programme of works to improve accessibility.
- The University complies with the statutory requirements of Part M of the Building Regulations which set down certain minimum standards for disabled access for such items as steps and ramps, door widths, and accessible toilets etc.
- The University also has regard for the guidance and recommendations in British Standard 8300:2009: 'Design of buildings and their approaches to meet the needs of disabled people – Code of practice'.
- An overview of recent works to improve accessibility is available on the webpage of the Facilities Management Directorate.

## The \*AccessAbility Project

- The [\\*AccessAbility Project](#) is a disability and diversity focused initiative at the University of Greenwich that was developed in 2007 in partnership with Aimhigher. The \*AccessAbility Project provides information and guidance to disabled and diverse students who may not feel that higher education study is for them.
- The University's [\\*AccessAbility ambassadors](#), students with their own disability or diversity, are employed to provide information and guidance to students informed by their own experience and insights. There are now 28 \*AccessAbility ambassadors employed at the University providing support through:
  - The [\\*AccessAbility Transition Support](#) programme, with \*AccessAbility ambassadors visiting schools and colleges to give presentations, lead workshops and providing mentoring. It is available throughout Kent, Medway and south-east London.
  - Face-to-face and e-mentoring support
  - Information and guidance at University open days
  - Building aspiration and the confidence of students with disabilities.

## PETS@Greenwich: Pre-entry Transition Support

- In 2014 the \*AccessAbility Project launched a pilot scheme, [Pre-Entry Transition Support \(PETS\)](#) to support disabled and diverse students who have applied to study at the University in the 2014-15 academic session. PETS offers a range of free activities to support the transition into higher education including:
  - An induction day at the Avery Hill campus to provide an opportunity to meet other new disabled and diverse students starting University at the same time. Information



is also provided on library services, the Student Union, postgraduate study, part-time work, graduate careers, and the Disability & Dyslexia team. There is also an opportunity to meet \*AccessAbility Ambassadors and \*AccessAbility Graduates.

- The iPETS@Greenwich Facebook page provides new students with useful information, tips on being a successful student and opportunities to sharing experiences.
- E-mentoring by an \*AccessAbility Ambassador or \*AccessAbility Graduate via a secure platform.

### **Promoting positive attitudes and tackling prejudice**

- The University actively encourages positive attitudes between people who have a disability and those who don't. We expect everyone at the University to show respect for others, including those with a disability.
- The University promotes participation in events that raise awareness of disability issues, including:
  - Celebrate events. In 2014 on all three campuses staff and students were able to learn about Guide Dogs, Hearing Dogs and Assistance Dogs and how they help people with particular disabilities.
  - Mental Health Awareness Week. In 2013 the \*AccessAbility Project provided a 'wellbeing tree' where students and staff could stick Post-it notes to share what they do to maintain their mental health. Posters of famous people who have been open about their own mental health issues generated conversation and reflection.
  - In 2014 Mental Health Awareness Week events took place on theme of anxiety and wellbeing.
  - World Mental Health Day. In October 2014 the theme was 'Living with Psychosis'. Drop-in events took place on the Avery Hill campus and there was a film screening with a Q&A session.

### **SUUG**

- SUUG has an elected part-time Disabled Students' officer who provides advice and support to students with disabilities.
- Work by SUUG and University staff has supported the development of a new Disabled Students' Network which was launched at the start of the 2014-15 academic year.

## **4. GENDER REASSIGNMENT / GENDER IDENTITY**

The Equality Act 2010 makes it unlawful to discriminate against, harass or victimise a person because they are proposing to undergo, are undergoing or have undergone a process to reassign their gender.

The Act defines gender reassignment as 'where a person has proposed, started or completed a process (or part of a process) for the purpose of reassigning the person's sex by changing physiological or other attributes of sex'.

People who, with medical advice and support, decide to permanently adopt the opposite gender to the one assigned at birth are known as 'transsexual people'. There are also a significant number of people who adopt an opposite gender role without formal medical involvement. These are known as 'transgender' people.

The term 'trans' is an umbrella term that includes transsexual people, transgender people, people who cross-dress and a range of other distinct forms of identity and expression.

## Equality challenges and priorities

- The University aims to improve its knowledge and awareness related to the gender identity of students. By asking for this information we will be able to better meet diverse needs, monitor equal opportunities, and ensure that we can identify and remove any barriers or disadvantages based on gender identity or reassignment, and promote positive action initiatives where appropriate.

## Overview of student gender identity data

- The University does not currently ask students if they are transitioning or have undergone transition to another gender.

## Experiences of trans students in higher education

- A report by the Equality Challenge Unit in 2009<sup>1</sup> identified that trans students often encountered higher levels of negative treatment than lesbian, gay and bisexual students. Almost a quarter (22.6%) of trans students surveyed reported being bullied or discriminated against since starting university. The report also found that trans students experience particular anxiety about whether staff and students would use their preferred or correct personal pronoun, and whether they would be prevented from using the toilet appropriate to their preferred/acquired gender.

## PROMOTING EQUALITY

### Guidance and support for trans staff and students

- The [Human Resources webpages on gender reassignment](#) provides links to guidance from the Equality Challenge Unit on trans staff and students in higher education, and guidance for staff on supporting an individual who is transitioning gender.
- Student Wellbeing Services and the SUUG Advice Service provide confidential support and advice to students who are undertaking or who have undergone a process of transitioning to another gender.

## SUUG

- SUUG has an elected part-time LGBT Student's officer who provides advice and support to students.

## Student Societies

- The SUUG LGBT+ (Lesbian, Gay, Bi and Trans) Society is open to all students at the University. The aim of the LGBT+ Society is to provide a safe environment for LGBT students. The Society organises regular events including:
  - 'Gay bombing' events to raise awareness of the LGBT + Society.
  - Monthly meetings for members
  - Film nights
  - Karaoke nights
  - Social nights out in either Greenwich town centre or Soho, central London.

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<sup>1</sup> *Experience of lesbian, gay, bisexual and trans staff and students in higher education*, Equality Challenge Unit (2009) <http://www.ecu.ac.uk/publications/lgbt-staff-and-students-in-he/>

- In Medway the LGBT Society is open to students, staff and members of the public, and organises events and socials, as well as raising awareness of LGBT issues and campaigns on and off campus.

## 5. PREGNANCY AND MATERNITY

Pregnancy and maternity are protected characteristics under the Equality Act 2010.

Pregnancy is the condition of being pregnant. Maternity refers to the period of 26 weeks after the birth, which reflects the period of a woman's ordinary maternity leave entitlement in the employment context.

The University is committed to providing an environment where students are supported and treated fairly, and with dignity and respect during pregnancy and maternity and while breastfeeding.

### PROMOTING EQUALITY

#### Policies in support of pregnancy and maternity

The University has several policies that support pregnant mothers and parents.

[Guidance on pregnant and new mothers at work](#) outlines the legal requirements to protect employees who are or in the future could be a new or expectant mother.

[Guidelines on Entitlement to Maternity Provision](#) sets out the University's policy on maternity leave and pay in order to ensure compliance with current employment legislation and to build on the University's commitment to good employment practice.

[Parental Leave Guidelines](#) outline the right of female or male employees, with at least one year's service, to take up to 18 weeks unpaid leave to care for their child.

[Guidelines on Entitlement to Occupational Paternity Leave and Additional Paternity Leave](#) set out the University's policy on Paternity Leave and pay in order to ensure compliance with current employment legislation and to build on the University's commitment to good employment practice.

### SUUG

- SUUG has an elected part-time Women's Students Officer who can provide guidance and support to students who are pregnant or who have recently had a baby.

## 6. RACE

The protected characteristic of race means a person's:

- Colour, and/or
- Nationality (including citizenship), and/or
- Ethnic or national origin.

The University is committed to addressing the needs of students from different ethnic groups, and tackling barriers to progress and achievement.

### Equality challenges and priorities

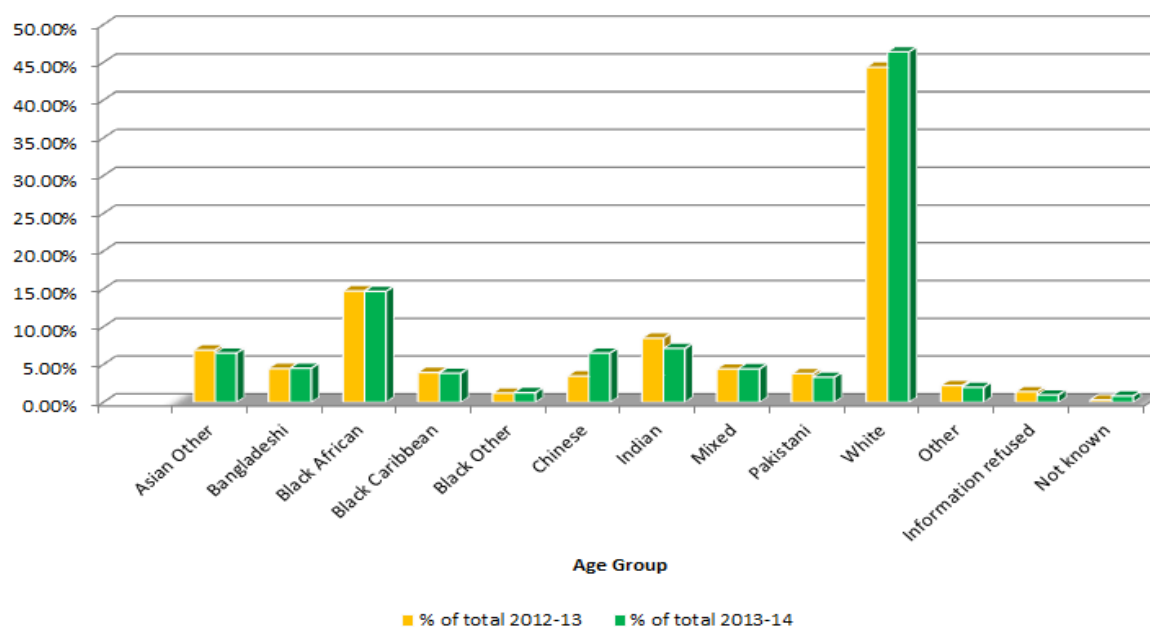
- To develop strategies at institutional and Faculty level that address the underperformance and difference in outcomes experienced by students from particular ethnic groups.
- To engage with the new Race Equality Charter Mark that aims to improve the

representation, progression and success of minority ethnic staff and students within higher education. This will be available to all higher education institutions in 2015.

## Overview of student ethnicity data

### Student population (on campus) by ethnicity

Ethnicity	Total 2012-13	% of total 2012-13	Total 2013-14	% of total 2013-14
Asian Other	1,562	6.94%	1,359	6.53%
Bangladeshi	1,015	4.51%	939	4.51%
Black African	3,325	14.77%	3,057	14.70%
Black Caribbean	896	3.98%	800	3.85%
Black Other	277	1.23%	268	1.29%
Chinese	788	3.50%	1,359	6.53%
Indian	1,916	8.51%	1,484	7.13%
Mixed	997	4.43%	925	4.45%
Pakistani	855	3.80%	691	3.32%
White	9,995	44.38%	9,653	46.41%
Other	503	2.23%	417	2.0%
Information refused	317	1.41%	204	0.98%
Not known	73	0.32%	174	0.84%
<b>Total</b>	<b>22,519</b>		<b>20,799</b>	



- In 2013-14, students from black and minority ethnic (BME) groups were 54.3% of the total student population, an increase from 53.88% in 2012-13.
- In London as a whole in 2013-14, the proportion of BME students in the higher education sector was 46.0%
- In 2013-14, BME students were 50.12% of the undergraduate population.

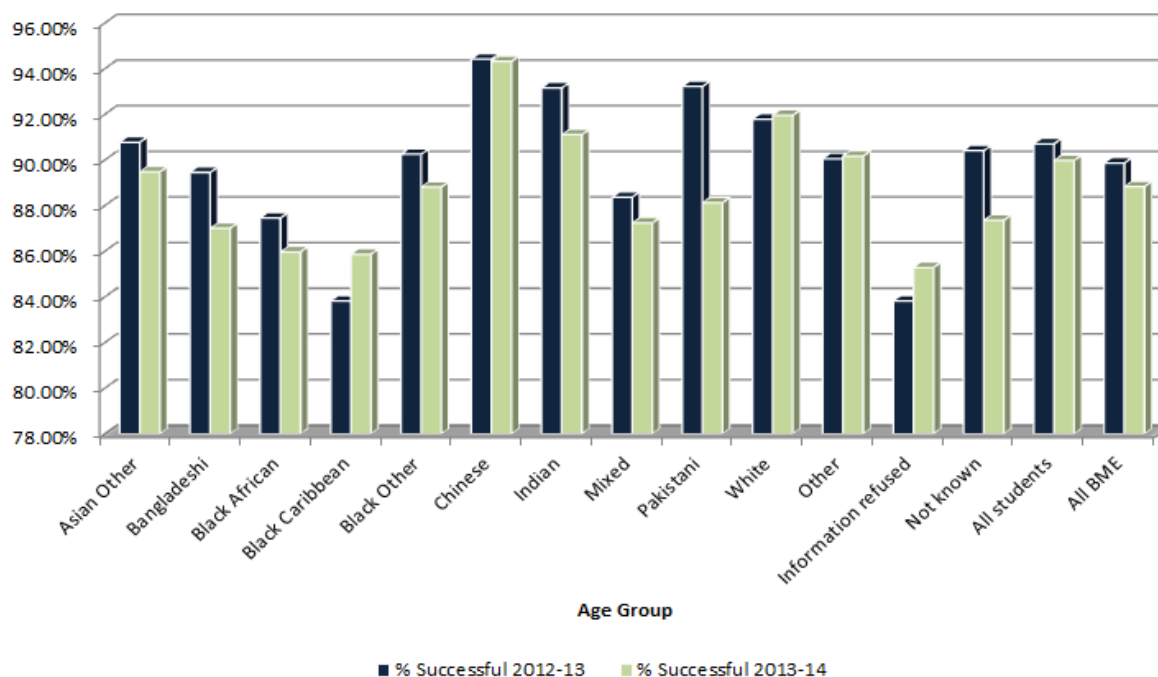
- However, in the postgraduate student population in 2013-14, BME students were a greater proportion (56.88%) of the total.
- BME students are currently more likely to be studying on full-time or sandwich courses (54.5%), compared with part-time courses (44.5%).

## Student progression

At the end of each academic session, the University records for each student whether they have completed their programme of study, are able to progress to the next stage, have failed to complete, have withdrawn or if the result is unknown.

### Progression of all students (undergraduate and postgraduate on campus) by ethnicity

Ethnicity	Successful 2012-13	Successful 2013-14
Asian Other	90.78%	89.48%
Bangladeshi	89.46%	87.01%
Black African	87.46%	85.97%
Black Caribbean	83.82%	85.87%
Black Other	90.25%	88.81%
Chinese	94.42%	94.32%
Indian	93.16%	91.11%
Mixed	88.37%	87.24%
Pakistani	93.22%	88.13%
White	91.79%	91.96%
Other	90.06%	90.17%
Information refused	83.82%	85.29%
Not known	90.41%	87.36%
<b>All students</b>	<b>90.71%</b>	<b>89.98%</b>
<b>All BME</b>	<b>89.87%</b>	<b>88.83%</b>

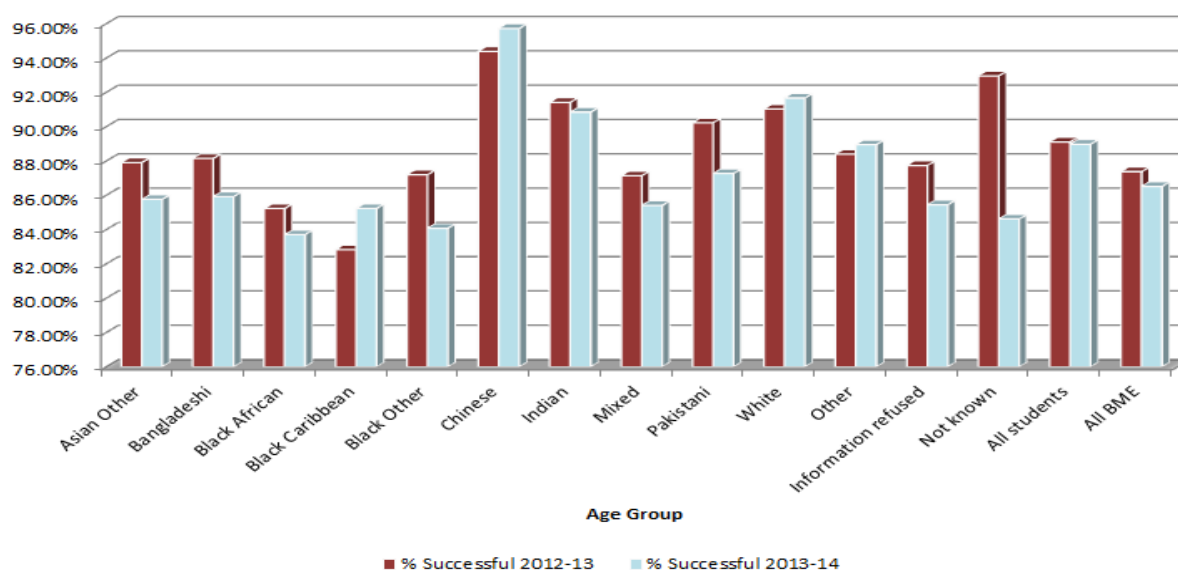


- In 2013-14, the progression success rate for students from all backgrounds was 89.98%, compared with 88.83% for BME students, a gap of 1.15%. In 2012-13 this gap was 0.84%.
- Some BME groups have higher progression success rates compared to BME students as a whole, including Asian Other, Chinese, Indian and Other students.

- In 2013-14, progression success rates for students from some BME groups were lower than for students as a whole. For Black African students the gap was 4.01%, compared with a gap of 3.25% in 2012-13. For Black Caribbean students the gap was 4.11%, an improvement from the gap of 6.89% in 2012-13.
- Since 2010-12, the progression success rate for BME students has also been improving, from 83.86% in 2010-11, to 87.53% in 2011-12, to 89.87% in 2012-13. However in 2012-13 this dipped to 88.83%.
- From 2010-11 to 2012-13, the progression success rate of BME students had been improving at a slightly faster rate (6.01 percentage points), compared to all students (5.37 percentage points)
- One of the biggest rates in improvement in progression success rates has been among Black Caribbean students, who made an 11.57% increase between 2010-11 and 2012-13. This group made a further improvement (2.05 percentage points) between 2012-13 and 2013-14.

### Progression of undergraduate students (on campus) by ethnicity

Ethnicity	Successful 2012-13	Successful 2013-14
Asian Other	87.91%	85.76%
Bangladeshi	88.15%	85.93%
Black African	85.23%	83.71%
Black Caribbean	82.83%	85.23%
Black Other	87.20%	84.08%
Chinese	94.39%	95.73%
Indian	91.42%	90.85%
Mixed	87.14%	85.41%
Pakistani	90.23%	87.27%
White	91.03%	91.67%
Other	88.40%	88.95%
Information refused	87.74%	85.45%
Not known	92.96%	84.62%
<b>All students</b>	<b>89.11%</b>	<b>88.98%</b>
<b>All BME</b>	<b>87.38%</b>	<b>86.52%</b>



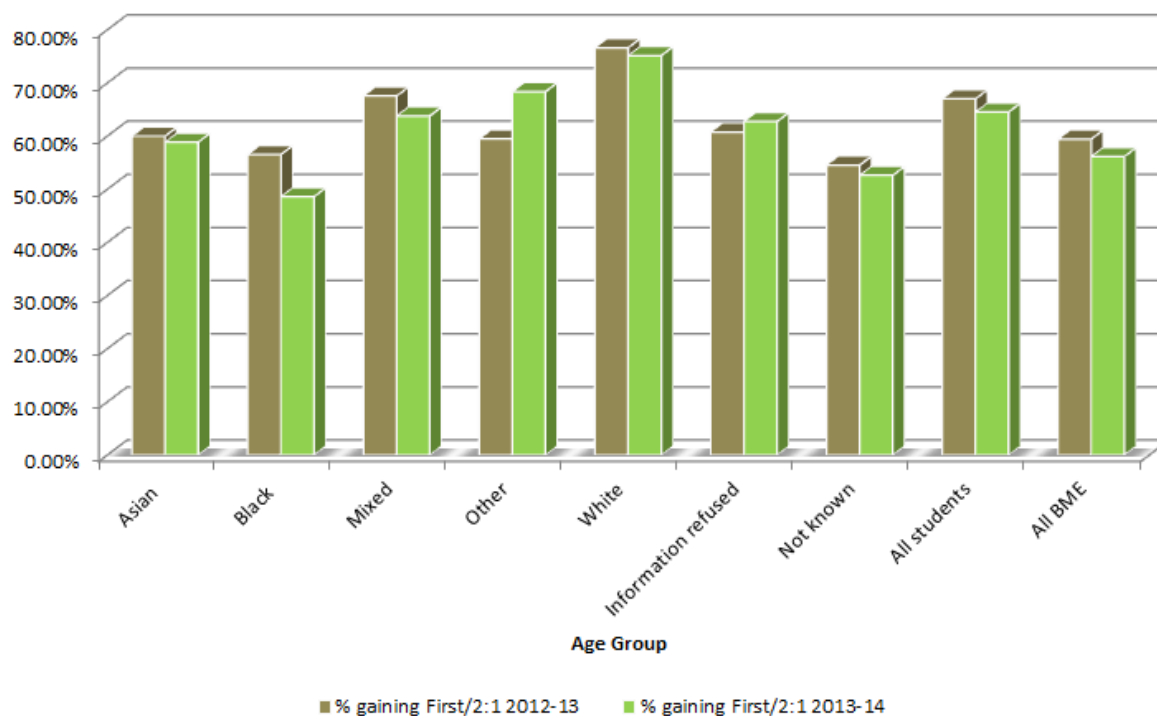
- The progression success rate for undergraduate students overall in 2012-13 was higher than in the previous three sessions (83.93% in 2010-11; 87.60% in 2011-12; 89.11% in 2012-13). However in 2013-14, there was a slight decrease to 88.98%.

- There remains a gap in progression success rates between BME students and all students. In 2012-13 this was 1.73 percentage points. It widened to 2.46 percentage points in the 2013-14 session.
- In 2013-14, the BME groups with the highest progression success rates were Chinese and Indian.
- Undergraduate students from BME backgrounds had an improving rate of progression success over the period from 2010-11 (80.09%) to 2012-13 (87.38%). However this dipped slightly in the 2013-14 session.
- The improvement in the success rate of all BME students (7.29 percentage points) from 2010-11 to 2012-13 was greater than that of students as a whole (5.18 percentage points).

### Academic achievement by degree classification

#### Proportion of students (undergraduates on campus) gaining a good honours degree (First/2:1) by ethnicity

Ethnicity	% gaining First/2:1 2012-13	% gaining First/2:1 2013-14
Asian	60.00%	58.87%
Black	56.54%	48.59%
Mixed	67.55%	63.80%
Other	59.46%	68.37%
White	76.63%	75.15%
Information refused	60.76%	62.74%
Not known	54.55%	52.63%
<b>All students</b>	<b>67.00%</b>	<b>64.52%</b>
<b>All BME</b>	<b>59.43%</b>	<b>56.14%</b>

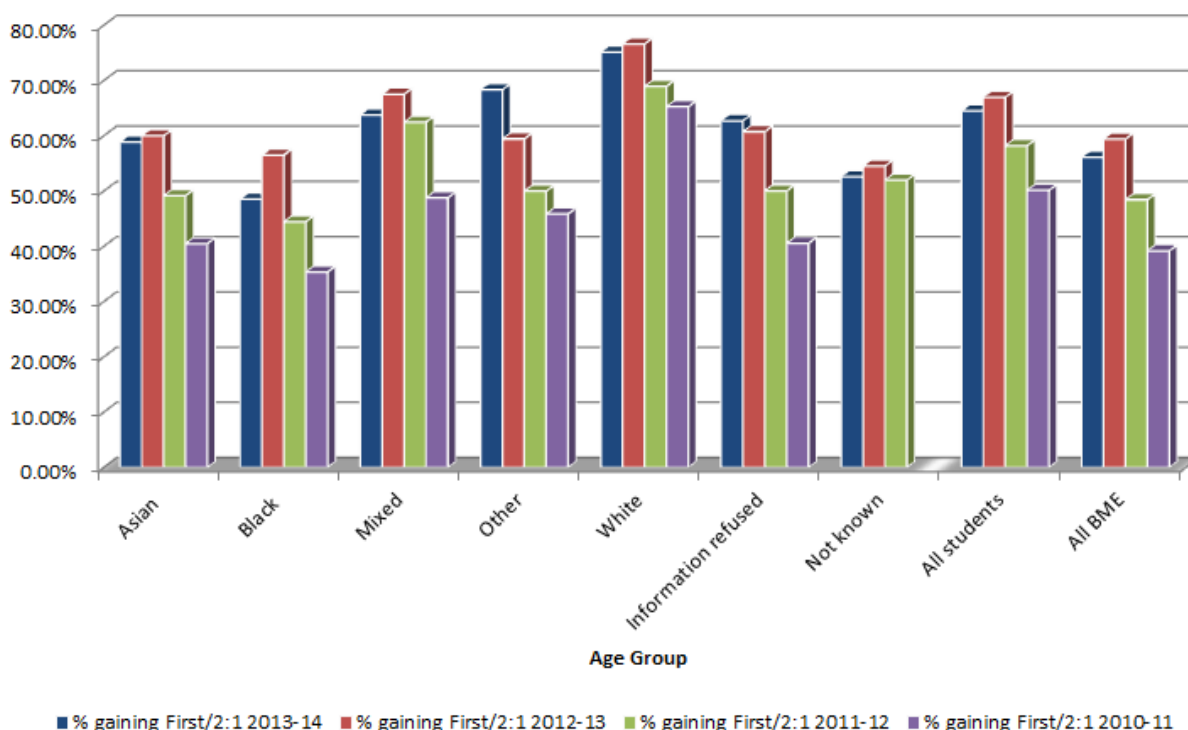


- In 2013-14, 56.14% of all BME undergraduate students gained a First/2:1 compared to 64.52% of all students. There was an overall gap of 8.38 percentage points in the achievement of all students and those from BME groups. This has widened from a gap of 7.57% in 2012-13.

- Undergraduates from Black ethnic groups remained significantly less successful at obtaining a good honours degree in 2013-14, and were 15.93 percentage points behind the proportion of all students gaining a First/2:1 (compared with a 10.46 percentage point gap in 2012-13). Achievement for Black undergraduates was also significantly behind BME students as whole by 7.55 percentage points, widening from a gap of 2.89 points in 2012-13.
- In 2012-13, according to the Equality Challenge Unit, the ethnicity degree achievement gap in England was 16.8%, with 73.8% of White undergraduates obtaining a First/2:1 compared with 57.0% of BME students.
- In HEIs in England in 2012-13, 46.8% Black undergraduates obtained a First/2:1 compared with 73.8% of White students (a 27% difference). The gap between these two groups at Greenwich in the same academic session was 20.09%. In 2013-14 the gap was 26.56%.

**Proportion of students (undergraduates on campus) gaining a good honours degree (First/2:1) by ethnicity over last four academic sessions**

Ethnicity	% gaining First/2:1 2013-14	% gaining First/2:1 2012-13	% gaining First/2:1 2011-12	% gaining First/2:1 2010-11
Asian	58.87%	60.00%	49.18%	40.50%
Black	48.59%	56.54%	44.47%	35.38%
Mixed	63.80%	67.55%	62.50%	48.80%
Other	68.37%	59.46%	50.00%	45.88%
White	75.15%	76.63%	68.97%	65.28%
Information refused	62.74%	60.76%	50.05%	40.58%
Not known	52.63%	54.55%	52.00%	
<b>All students</b>	<b>64.52%</b>	<b>67.00%</b>	<b>58.23%</b>	<b>50.16%</b>
<b>All BME</b>	<b>56.14%</b>	<b>59.43%</b>	<b>48.46%</b>	<b>39.21%</b>



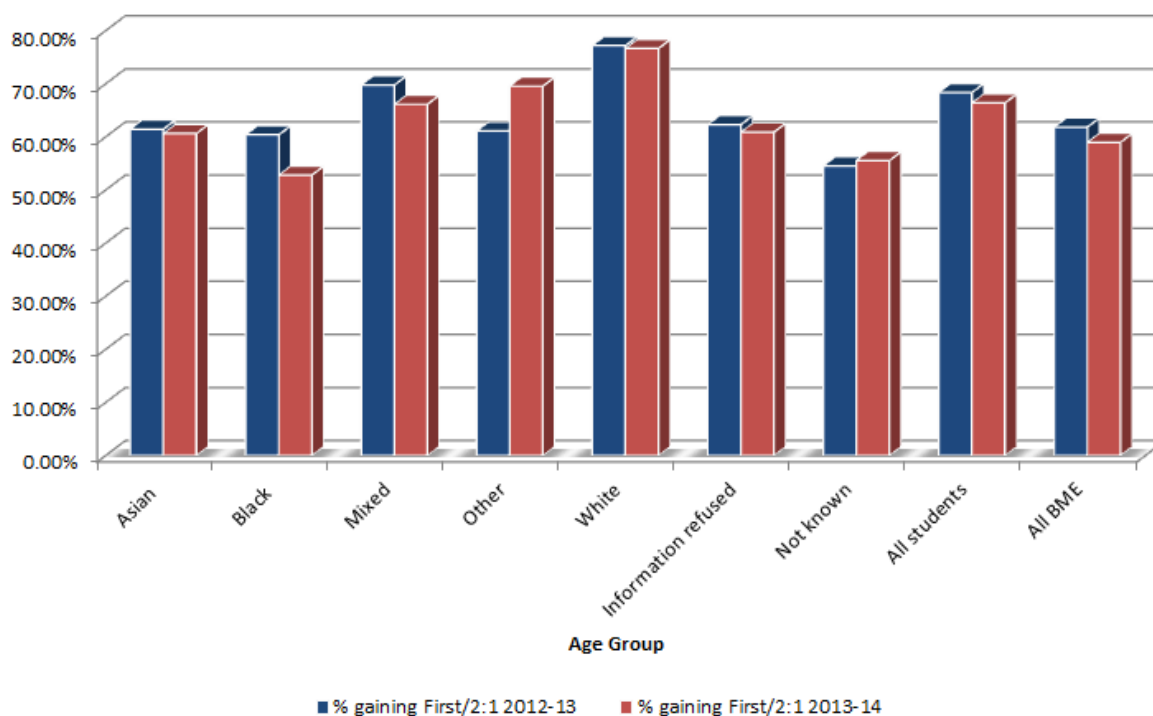
- All ethnic groups have improved attainment at the higher degree levels between 2010-11 and 2012-13. However, in 2014 there was a dip in performance for all groups apart from the 'Other' ethnic group.
- There remains a significant attainment gap between BME students and all students of 8.38%. This gap has narrowed from almost 11 percentage points in 2010-11.



- For Black students, the attainment gap with all students narrowed in some years since 2010-11, but in 2013-14 stood 15.93%. In 2010-11 the gap was 14.78%.
- The attainment gap between Black students and the highest performing undergraduate group, White students, has narrowed from almost 30 percentage points in 2010-11, to 26.56 percentage points in 2013-14.

**Proportion of students (undergraduates on campus) on full-time and sandwich courses gaining a good honours degree (First/2:1) by ethnicity**

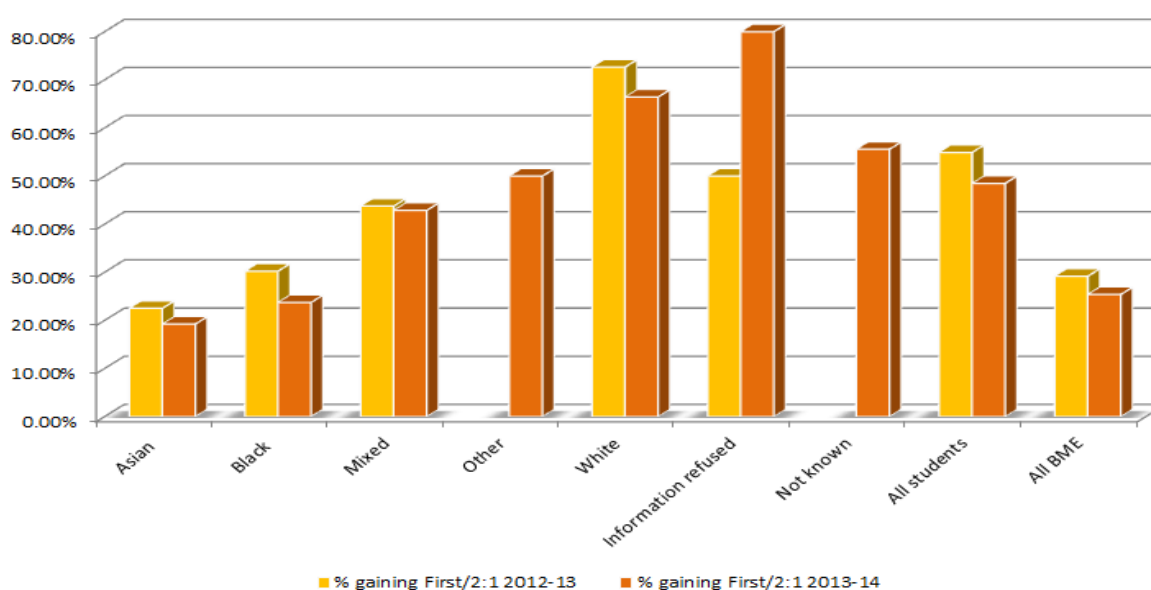
Ethnicity	% gaining First/2:1 2012-13	% gaining First/2:1 2013-14
Asian	61.46%	60.63%
Black	60.40%	52.80%
Mixed	69.77%	66.14%
Other	61.11%	69.56%
White	77.19%	76.64%
Information refused	62.31%	60.90%
Not known	54.54%	55.55%
<b>All students</b>	<b>68.35%</b>	<b>66.4%</b>
<b>All BME</b>	<b>61.84%</b>	<b>58.96%</b>



- The attainment gap between BME undergraduate students on full-time and sandwich (FT and SW) courses and all students is slightly lower (just under 1%) than for students on all modes of study (FT/SW and PT together).
- Black students obtained better outcomes if they were studying on FT/SW courses, although even in this mode of study their achievement was lower the BME group as a whole and this gap widened in 2013-14.

**Proportion of students (undergraduates) part-time courses gaining a good honours degree (First/2:1) by ethnicity**

<b>Ethnicity</b>	<b>% gaining First/2:1 2012-13</b>	<b>% gaining First/2:1 2013-14</b>
Asian	22.50%	19.23%
Black	30.23%	23.72%
Mixed	43.75%	42.86%
Other		50.0%
White	72.64%	66.42%
Information refused	50.00%	80.0%
Not known		55.55%
<b>All students</b>	<b>54.91%</b>	<b>48.48%</b>
<b>All BME</b>	<b>29.17%</b>	<b>25.38%</b>

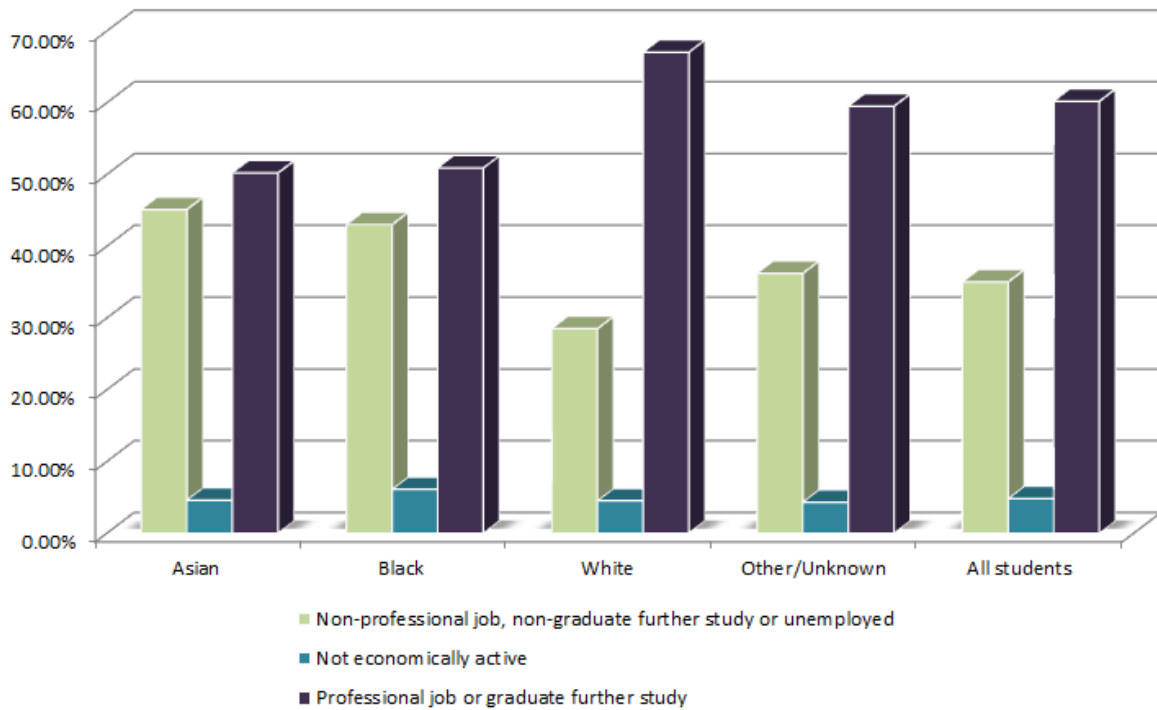


- The attainment gap in 2013-14 between BME undergraduate students on part-time courses and all students was 23.1%. This narrowed from a gap of 25.74 percentage points in 2012-13.

**Destination of leavers**

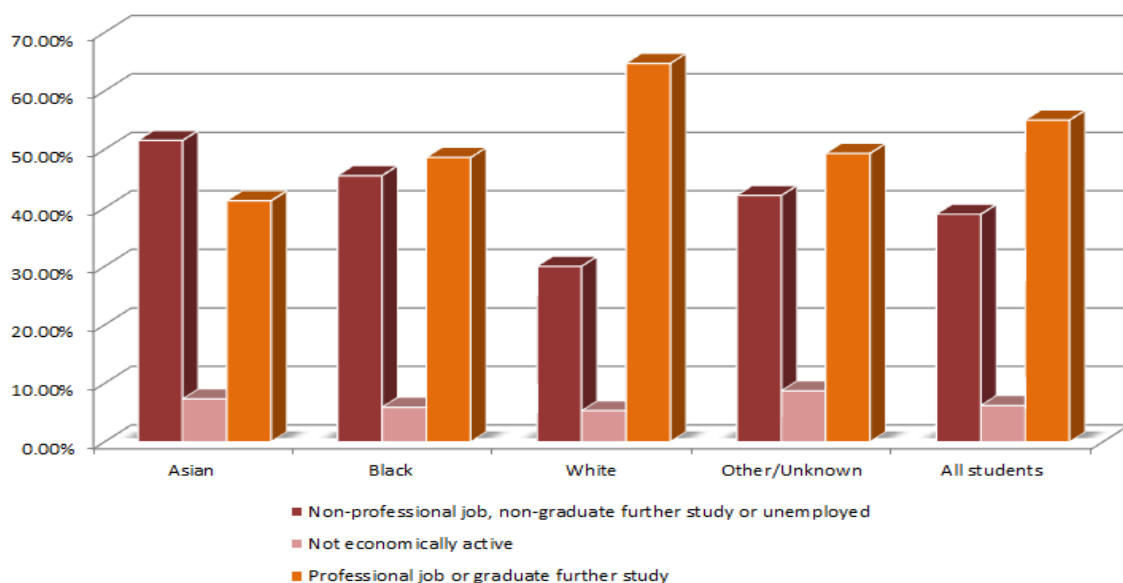
**Destination of UK domiciled undergraduate on campus (first degree and other undergraduate) leavers in 2011-12 by ethnicity**

<b>Ethnicity</b>	<b>Non-professional job, non-graduate further study or unemployed</b>	<b>Not economically active</b>	<b>Professional job or graduate further study</b>
Asian	45.1%	4.6%	50.2%
Black	43.0%	6.1%	50.9%
White	28.5%	4.5%	67.0%
Other/Unknown	36.2%	4.3%	59.5%
<b>All students</b>	<b>35.0%</b>	<b>4.8%</b>	<b>60.2%</b>



**Destination of UK domiciled undergraduate on campus (first degree and other undergraduate) leavers in 2012-13 by ethnicity**

Ethnicity	Non-professional job, non-graduate further study or unemployed	Not economically active	Professional job or graduate further study
Asian	51.5%	7.3%	41.2%
Black	45.5%	5.9%	48.6%
White	30.0%	5.3%	64.7%
Other/Unknown	42.1%	8.7%	49.3%
<b>All students</b>	<b>38.9%</b>	<b>6.2%</b>	<b>55.0%</b>



- In both 2011-12 and 2012-13, Asian and Black leavers were more likely to be in a non-professional job, unemployed, in non-graduate further study or not economically active compared all student leavers.
- In both 2011-12 and 2012-13, the ethnic group least likely to be in a professional job or graduate further study were students from Asian backgrounds.
- The group most likely to be in a professional job or graduate further study were students from White ethnic groups. In 2012-13, there was a 23.5% gap between White leavers and those from Asian ethnic groups, and 16.1% gap between those from Black backgrounds.

### Destination of UK domiciled undergraduate (first degree and other undergraduate) leavers in 2012-13 by gender and ethnicity

Gender and Ethnicity	Non-professional job, non-graduate further study or unemployed	Not economically active	Professional job or graduate further study
White female	27.6%	5.7%	66.8%
Asian female	50.0%	6.6%	43.4%
Black female	45.3%	5.9%	48.8%
Other/unknown female	37.9%	10.0%	52.1%
<b>Female total</b>	<b>36.8%</b>	<b>6.3%</b>	<b>56.9%</b>
White male	33.7%	4.7%	61.6%
Asian male	53.3%	8.1%	38.6%
Black male	45.8%	5.9%	48.3%
Other/unknown male	49.2%	6.5%	44.4%
<b>Male total</b>	<b>41.9%</b>	<b>5.9%</b>	<b>52.2%</b>

- In 2012-13, White female leavers were more likely to be in professional jobs and graduate further study, compared with Black and Asian females. Black and Asian females were also more likely to be unemployed, working in non-professional jobs or engaged in non-graduate further study.
- In 2012-13, the group of leavers with the lowest proportion in professional jobs or graduate further study were Asian males. Asian male leavers were also more likely to be unemployed, working in non-professional jobs or engaged in non-graduate further study.
- Black males were also less likely to be in professional jobs or graduate further study compared with White male leavers.

## PROMOTING EQUALITY

### SUUG

- SUUG has elected part-time Black Students Officer. In 2014 a delegate was sent to the NUS Black Students Conference.
- SUUG developed and promoted a very wide range of events for Black History Month 2014 that took place on the Greenwich, Avery Hill and Medway campuses.

### Student Societies

- In 2012-13, the range of student societies for different national, cultural and linguistic groups increased significantly, and now includes:
  - Afro-Caribbean Society

- Bengali Society
  - Ghanaian Students' Society
  - Polish Society
  - Russian Speakers' society
- In GK Unions student societies include:
    - Afro-Caribbean Society
    - Nepalese Society
    - Nigerian Students' Association

## 7. RELIGION AND BELIEF

The protected characteristic of religion or belief includes any religion and any religious or philosophical belief. It also includes a lack of any such religion or belief.

The University aims to establish an inclusive culture free from discrimination and based upon the values of dignity, courtesy and respect. The University recognises the right of every person to be treated in accordance with these values. Such an environment cannot be created or sustained if staff or students are subject to any type of discrimination because of their faith, religious affiliation, philosophical beliefs or non-belief.

### Equality and diversity achievements

- Since 2012, the number of student societies that support and meet the needs of different faith and belief communities has increased significantly.

### Equality challenges and priorities

- The University aims to improve its knowledge and awareness related to the religion and belief background of students. By asking for this information we will be able to better meet diverse needs, monitor equal opportunities, and ensure that we can identify and remove any barriers or disadvantages based on religion and belief, and promote positive action initiatives where appropriate.
- SUGG has identified that for Muslim students there is currently a lack of adequate prayer spaces and washing facilities for Muslim students.

### Overview of student data by religion and belief

- The University does not currently ask students about their religion or belief when they apply for a place or enrol. Therefore there is no up-to-date overview of the diversity of the student population in relation to this protected characteristic.

### Religion and belief in higher education

- A national survey and report on religion and belief in higher education from the Equality and Challenge Unit (ECU) in 2011<sup>2</sup> found that 43.8% of students who took part in the research identified as Christian, 31.4% had no religion, 9.1% identified as Muslim and the remaining 15.7% identified with one of eight other religious faiths or other beliefs.

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*Religion and belief in higher education: the experiences of staff and students*, Equality Challenge Unit (2011), <http://www.ecu.ac.uk/publications/religion-and-belief-staff-and-students-in-he/>

## PROMOTING EQUALITY

### Meeting different needs

- The University recognises and aims to respond positively to the diversity of religion and belief needs of students. This may include taking account of, for example, of how religious holidays may conflict with timetabling, or attendance at particular prayer times. Academic staff aim to listen to the needs and concerns of students and decide what can be reasonably accommodated given the nature of the request and the potential impact on other students.

### University chaplaincy

- The University has a team of chaplains who are appointed by faith communities to care for students and staff of all religions or none. Each campus has at least one chaplain. Currently all of our chaplains represent Christian denominations, although they aim to provide pastoral support to those of all faiths or none.
- There is a prayer room on each University campus. These are provided for staff and students of all faiths or none.

### Student societies

- At SUUG student societies include:
  - Charismatic Society
  - Christian Union
  - Hindu Society
  - Islamic Society
  - Jewish Society
  - RockSolid Christian Fellowship
  - Sikh Society
- At GK Unions student societies include:
  - Believers' Loveworld Campus Fellowship
  - Fire House
  - Islamic Society
  - Medway Hindu Society
  - RockSolid Christian Fellowship

## 8. SEX (GENDER)

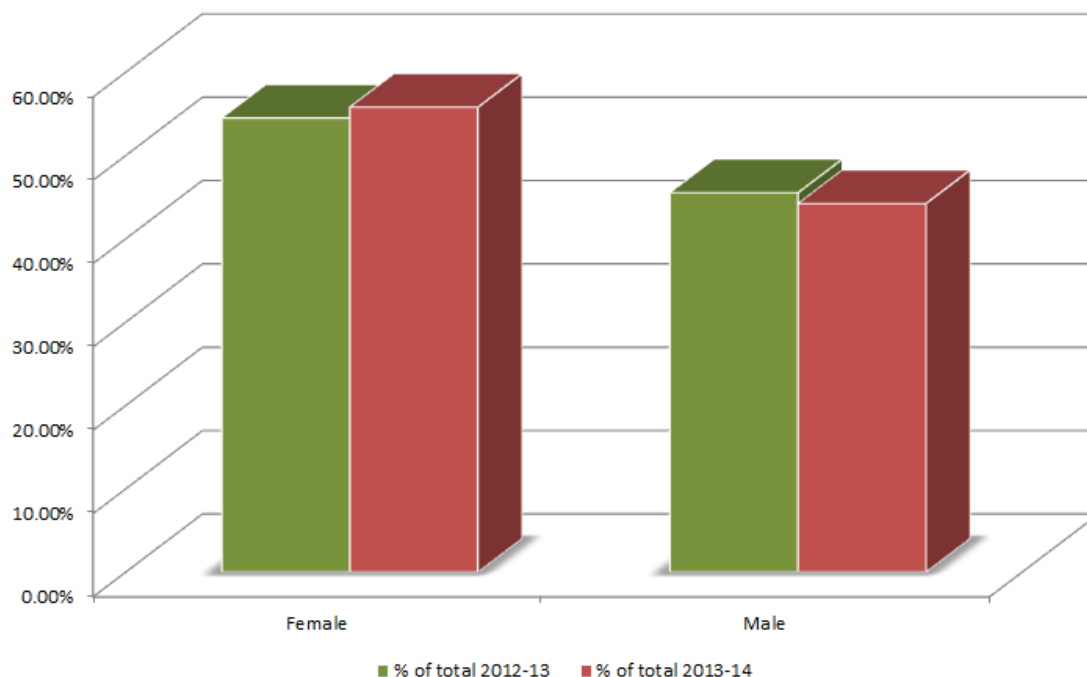
The protected characteristic of sex refers to a person being male or female. In relation to a group of people, it refers to either men or women.

The University aims to provide an inclusive learning and social environment in which the rights and dignity of all students are respected, whatever their gender.

### Overview of student gender data

#### Student population by gender (undergraduate and postgraduate on campus)

Gender	Total 2012-13	% of total 2012-13	Total 2013-14	% of total 2013-14
Female	12,270	54.48%	11,602	55.78%
Male	10,249	45.52%	9,197	44.22%
<b>Total</b>	<b>22,519</b>		<b>20,799</b>	



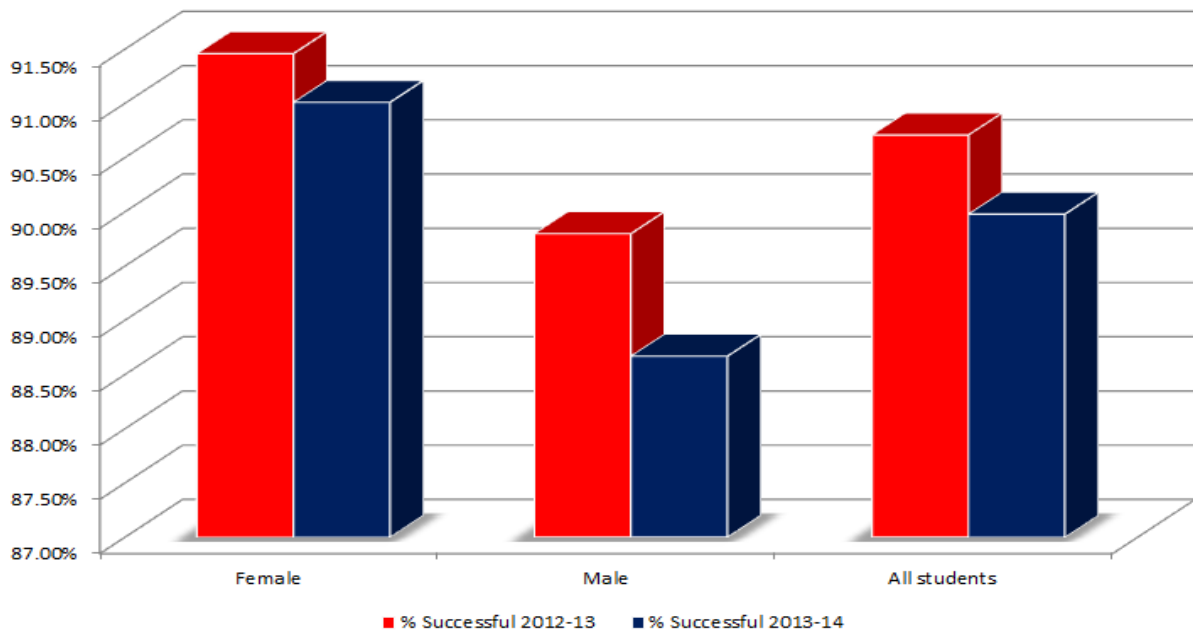
- The proportion of female students studying at the University is increasing. In 2010-11 it was 52.29% of the total population, rising to 53.51% in 2011-12, 54.48% in 2012-13 and 55.78% in 2013-14.
- In England in 2012-13, made up 56.2% of all students.
- In the undergraduate population at Greenwich in 2013-14, female students were 57.28% of the total.
- Female undergraduate students were 56.48% of students on full-time and sandwich courses in 2013-14, and 61.14% of part-time students.
- In the postgraduate student population, there was a more equal balance between male and female students, with the latter a slightly larger proportion at 51.33%.
- However, among postgraduate research students in 2013-14, male students were the majority at 56.6%.

### Student progression

At the end of each academic session, the University records for each student whether they have completed their programme of study, are able to progress to the next stage, have failed to complete, have withdrawn or if the result is unknown.

### Progression of all students (undergraduate and postgraduate on campus) by gender in 2012-13

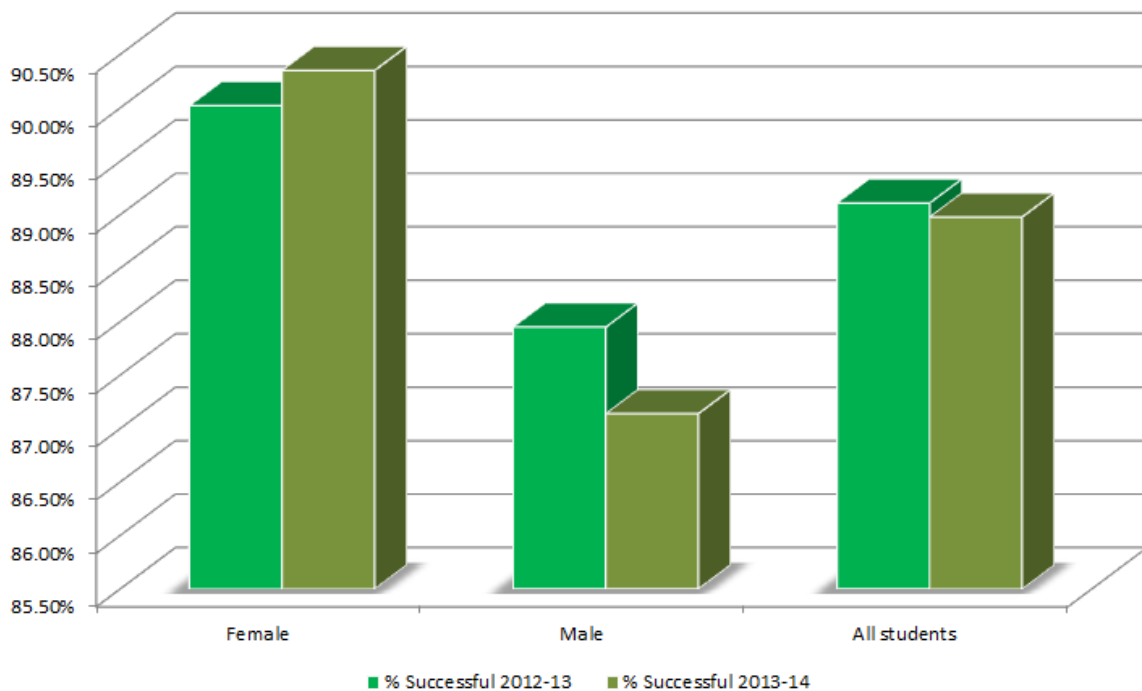
Gender	% Successful 2012-13	% Successful 2013-14
Female	91.46%	91.01%
Male	89.80%	88.67%
<b>All students</b>	<b>90.71%</b>	<b>89.98%</b>



- In 2014-14, the progression success rate for female students was 91.01% compared with 88.67% for male students, a gap of 2.34%. In 2012-13 the gap was 1.66%.
- Both male and female students improved their progression success rates, from 88.84% in 2011-12 to 90.71% in 2012-13. However, this dipped in 2013-14 to 89.98%.

#### Progression of undergraduate students (on campus) by gender

Gender	% Successful 2012-13	% Successful 2013-14
Female	90.02%	90.35%
Male	87.95%	87.14%
<b>All students</b>	<b>89.11%</b>	<b>88.98%</b>



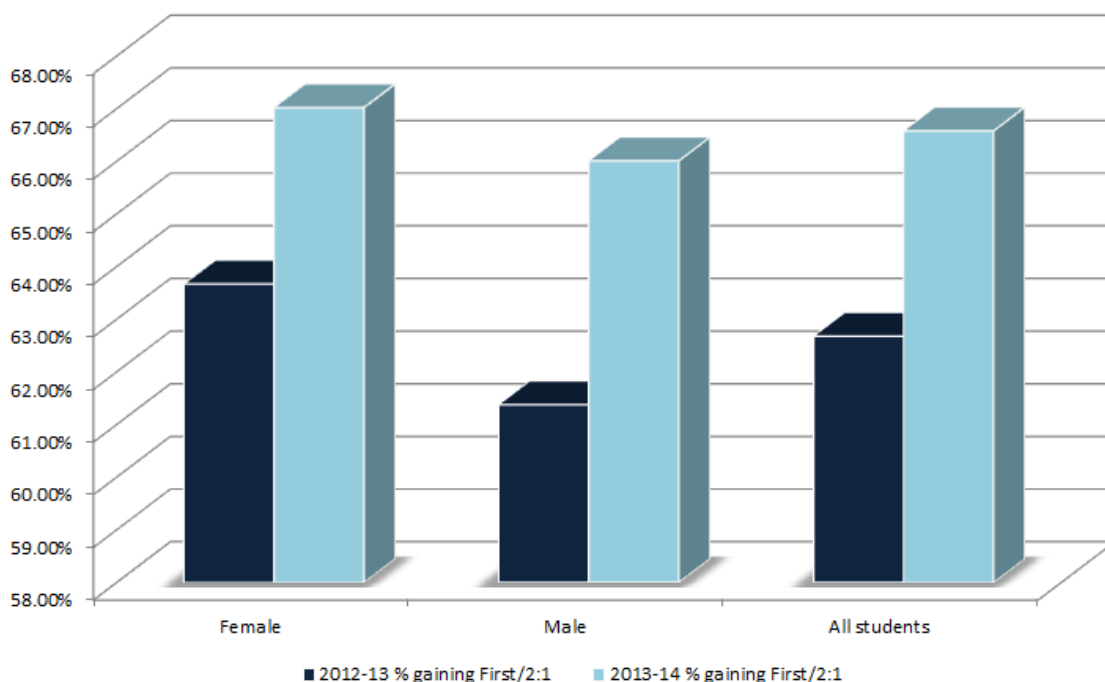


- The progression success rate for both male and female undergraduate students in 2013-14 was higher than in the previous two sessions.
- Male undergraduate have had less successful progression rates than female undergraduates over the last three sessions.
- Between 2010-11 and 2012-13, the gap in success rates between female and male undergraduates continues decreased. In 2010-11 the gap was 4.37%; in 2011-12 the gap was 2.90%. In 2012-13 the gap had decreased to 2.07%. However in 2013-14 the gap increased to 3.21%.
- Male part-time undergraduate students had a higher progression success rate (88.09%) in 2013-14, compared with female part-time undergraduates (83.27%). However, the proportion of female part-time students who successfully progressed improved since 2012-13. The gap between female students and male students narrowed from 4.82% in 2012-13 to 4.33% to 2013-14.

### Academic achievement by degree classification

#### Proportion of students (undergraduates) gaining a good honours degree (First/2:1) by gender

Gender	2012-13 % gaining First/2:1	2013-14 % gaining First/2:1
Female	63.67%	67.02%
Male	61.38%	66.01%
<b>All students</b>	<b>62.68%</b>	<b>66.58%</b>



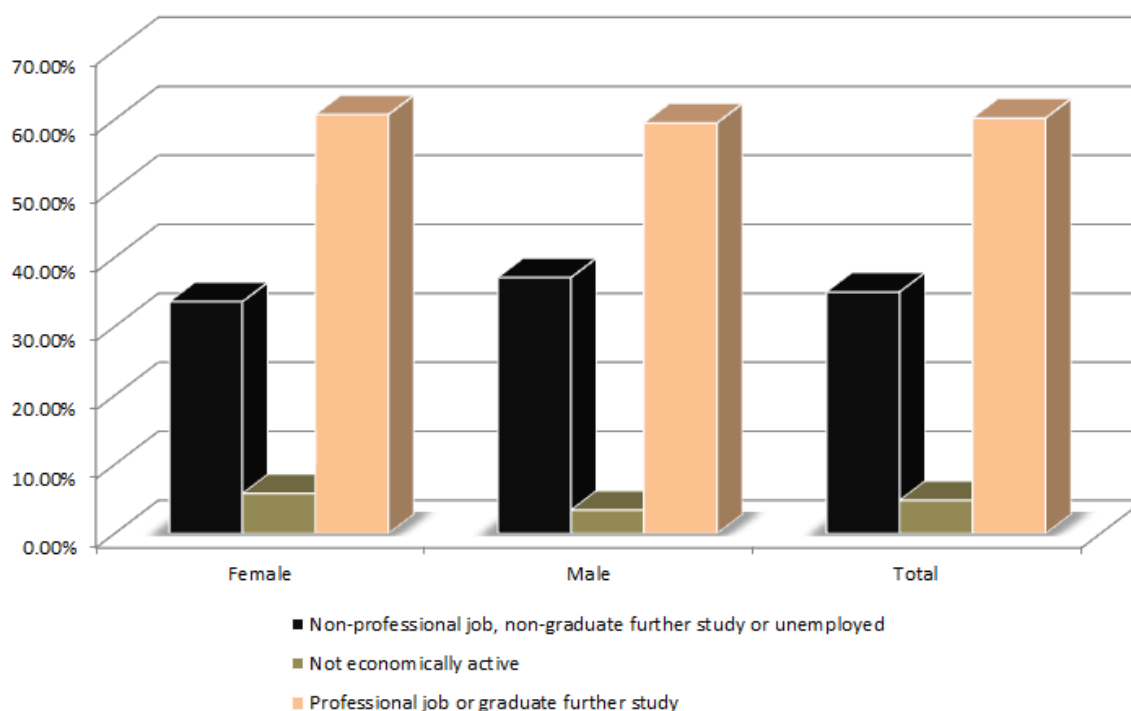
- In the 2013-14, 67.02% of female undergraduate students gained a First/2:1 compared to 66.01% of male students. The gap between both groups was 1.01%, which was smaller than the gap of 2.29% in 2012-13.
- Since 2010-11, there have been improvements in the percentages of undergraduates of both genders who have achieved good honours degrees. In 2010-11, 51.66% of female students achieved a First/2:1, rising to 59.02% in 2011-12, 63.67% in 2012-13 and 67.02% in 2013-14. In 2010-11, 48.15% of male students achieved a First/2:1, rising to 56.22% in 2011-12, 61.38% in 2012-13 and 66.01% in 2013-14.

- Female full-time and sandwich undergraduate students (69.0%) in 2013-14 had slightly better outcomes than male full-time and sandwich undergraduates (68.1%).
- However, in the same academic session, 52.31% of male part-time students were successful in gaining a good honours degree, compared to 51.52% of female part-time students.

## Destination of leavers

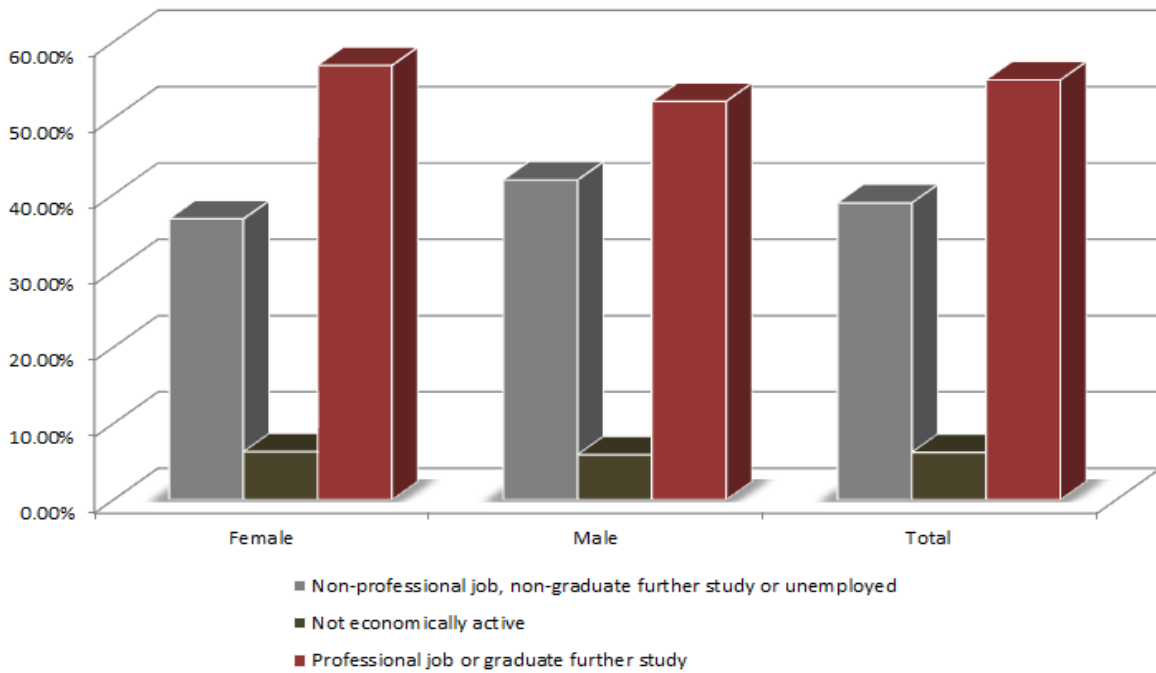
### Destination of UK domiciled undergraduate (first degree and other undergraduate) leavers in 2011-12 by gender

Gender	Non-professional job, non-graduate further study or unemployed	Not economically active	Professional job or graduate further study
Female	33.6%	5.8%	60.7%
Male	37.1%	3.4%	59.5%
<b>Total</b>	<b>35.0%</b>	<b>4.8%</b>	<b>60.2%</b>



### Destination of UK domiciled undergraduate (first degree and other undergraduate) leavers in 2012-13 by gender

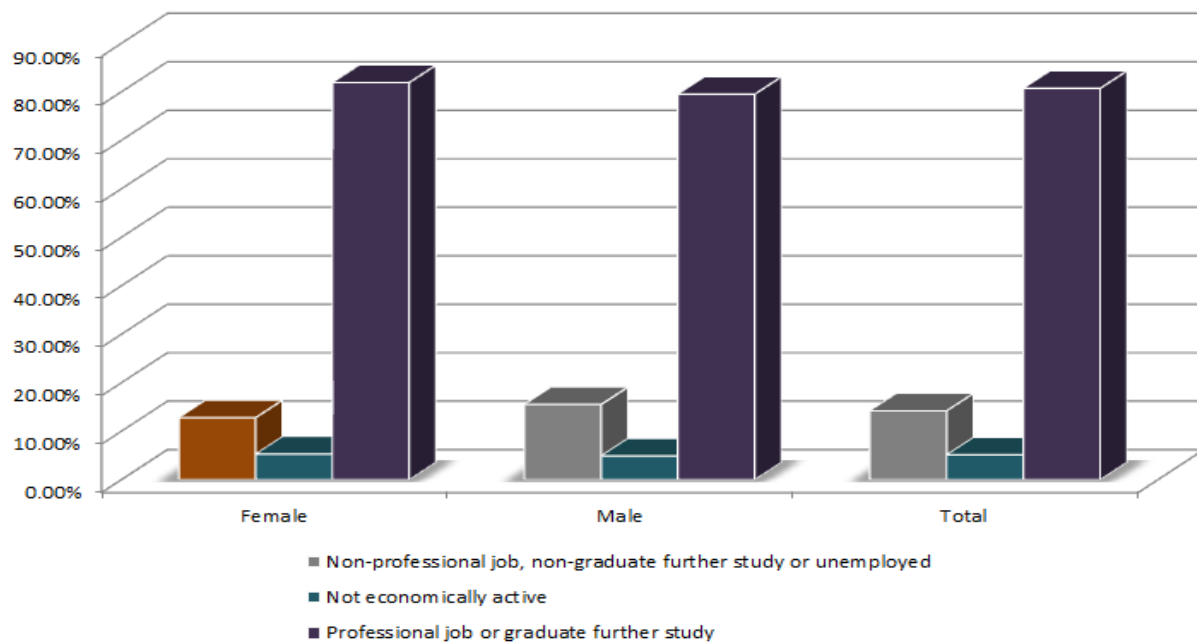
Gender	Non-professional job, non-graduate further study or unemployed	Not economically active	Professional job or graduate further study
Female	36.8%	6.3%	56.9%
Male	41.9%	5.9%	52.2%
<b>Total</b>	<b>38.9%</b>	<b>6.2%</b>	<b>55.0%</b>



- In both 2011-12 and 2012-13, a higher proportion of female leavers compared to male leavers were in professional employment or graduate further study. This gap has widened since 2011-12 and now stands at 4.7%.
- In 2012-13, male leavers were more likely to be in non-professional jobs, unemployed or in non-graduate further study. This is a similar trend to 2011-12.

#### Destination of UK domiciled postgraduate leavers in 2012-13 by gender

Gender	Non-professional job, non-graduate further study or unemployed	Not economically active	Professional job or graduate further study
Female	12.8%	5.3%	81.9%
Male	15.5%	4.9%	79.5%
<b>Total</b>	<b>14.2%</b>	<b>5.1%</b>	<b>80.7%</b>



- In 2012-13, a higher proportion of postgraduate female leavers were in professional employment or graduate further study. This gap has widened slightly since 2011-12.
- Male leavers were again more likely to be in non-professional jobs, unemployed or in non-graduate further study. This is a similar trend to 2011-12.

### Destination of UK domiciled undergraduate (first degree and other undergraduate) leavers in 2012-13 by gender and ethnicity

Gender and Ethnicity	Non-professional job, non-graduate further study or unemployed	Not economically active	Professional job or graduate further study
White female	27.6%	5.7%	66.8%
Asian female	50.0%	6.6%	43.4%
Black female	45.3%	5.9%	48.8%
Other/unknown female	37.9%	10.0%	52.1%
<b>Female total</b>	<b>36.8%</b>	<b>6.3%</b>	<b>56.9%</b>
White male	33.7%	4.7%	61.6%
Asian male	53.3%	8.1%	38.2%
Black male	45.8%	5.9%	48.3%
Other/unknown male	49.2%	6.5%	44.4%
<b>Male total</b>	<b>41.9%</b>	<b>5.9%</b>	<b>52.2%</b>

- In 2012-13, White UK-domiciled female undergraduate leavers were more likely to be in professional jobs and graduate further study, compared with Black and Asian females. Black and Asian females were also more likely to be unemployed, working in non-professional jobs or engaged in non-graduate further study.
- In 2012-13, the group of UK-domiciled leavers with the lowest proportion in professional jobs or graduate further study were Asian males. Asian male leavers were also more likely to be unemployed, working in non-professional jobs or engaged in non-graduate further study.
- UK-domiciled Black males were also less likely to be in professional jobs or graduate further study compared with White male leavers.

## 8.1 PROMOTING EQUALITY

### SUUG

- SUUG has elected part-time women's students' officer who plays an active role in supporting and providing advice to female students.
- In 2014 a delegate was sent to the NUS Women's Conference. Delegates were also sent to the NUS Women in Leadership Conference.

### Student Societies

- At Greenwich, the Feminism Society holds regular meetings, events and socials, collaborates with other societies and feminist groups, and invites feminist speakers to the University.
- The Women's Hub Society at Greenwich is open to both men and women, and focuses on gender equality and challenging cultural and gender bias. Women's Hub also hosts speakers and organises social events.
- In Medway, the Women in Science and Engineering society aims to provide a network for students in STEM subjects and act as a source of support, information and inspiration.

## 9. SEXUAL ORIENTATION

The protected characteristic of sexual orientation means the attraction a person feels towards one sex or another (or both), which determines who they form intimate relationships with or are attracted to.

- Some people are only attracted to those of the same sex (lesbian women and gay men).
- Some people are attracted to people of both sexes (bisexual people).
- Some people are only attracted to the opposite sex (heterosexual people).

Under the Equality Act 2010, everyone is protected from being treated unfairly or discriminated against because of sexual orientation, whether they are bisexual, gay, lesbian or heterosexual. The University of Greenwich is committed to actively promoting equality for lesbian, gay and bisexual students.

### Equality and diversity achievements

- The University is listed in [Stonewall's 'Gay By Degree' University Guide 2015](#) for lesbian, gay and bisexual prospective students, and scores six against the ten-point checklist of key good practices that Stonewall thinks universities should have in place
- In 2014, the Youth Chances report on the experiences of LGBTQ young people in England was published. This was the result of a research project, funded by the Big Lottery Fund, and conducted by METRO in collaboration with Ergo Consulting and the University of Greenwich.

### Equality challenges and priorities

- The University can identify ways that it can further support lesbian, gay and bisexual students, by improving its score on the Stonewall good practices checklist.
- The University aims to improve its knowledge and awareness related to the sexual orientation of students. By asking for this information we will be able to better meet diverse needs, monitor equal opportunities, and ensure that we can identify and remove any barriers or disadvantages based on sexual orientation, and promote positive action initiatives where appropriate.

### Overview of student data by sexual orientation

- The University does not currently ask students about their sexual orientation when they apply for or enrol. Therefore there is no up-to-date overview of the diversity of the student population in relation to this protected characteristic.

### Experiences of lesbian, gay and bisexual students in higher education

- A report by the Equality Challenge Unit (ECU) in 2009<sup>3</sup> suggested that around 7% of students in higher education identify as lesbian, gay or bisexual (LGB).
- The ECU report found that higher education is a very important and positive space in the lives of the majority of LGB undergraduates, as a new environment where people can explore and define their sexual identities. The research also found that the majority of LGB students are out to university friends, but almost two-thirds are not out to tutors as they fear possible discrimination.

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<sup>3</sup> *Experience of lesbian, gay, bisexual and trans staff and students in higher education*, Equality Challenge Unit (2009) <http://www.ecu.ac.uk/publications/lgbt-staff-and-students-in-he/>

## **PROMOTING EQUALITY**

### **SUUG**

- SUUG has an elected part-time LGBT+ students' officer who plays an active role in supporting and providing advice to students.

### **Student Societies**

- The SUUG LGBT+ (Lesbian, Gay, Bi and Trans) Society is open to all students at the University. The aim of the LGBT+ Society is to provide a safe environment for LGBT students. The Society organises regular events including:
  - 'Gay bombing' events to raise awareness of the LGBT + Society
  - Monthly meetings for members
  - Film nights
  - Karaoke nights
  - Social nights out in either Greenwich town centre or Soho, central London.
- The SUUG LGBT+ Society won SUUG's Most Improved Society Award in 2014
- In Medway, the LGBT Society is open to students, staff and members of the public. It organises members' events and socials, as well as raising awareness of LGBT issues and campaigns on and off campus.