Programa Marco *Inter*universitario para una Política de Equidad y Cohesión Social en la Educación Superior

Inter-university Framework Program for Equity and Social Cohesion Policies in Higher Education

riaipe₃

INFORME R E P O R T

2011

B R I G H T O N   U N I V E R S I T Y
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Red RIAIPE 3

The construction of a Interuniversity Framework Program for Policies of Equity and Social Cohesion in Higher Education, co-funded by the European Union Alpha Program, throughout 2011/ 2013 represents a major challenge for the Riaipe3 Network.

A project brought up to light in 2006 by Researchers teams from numerous Universities throughout Europe and Latin America.

The work starting point of RIAIPE 3 Network was the necessity to build an alternative to education policies of the neoliberal agenda where knowledge is perceived as commodities.

Such Neoliberal policies had very strong impact both in Latin America and in Europe.

To that point of view, RIAPIE 3 retorts with an innovative project of education for all, a project able to accomplish in its structure cohesion and social justice.

As there can be no social justice without cognitive justice, higher education has a privileged place in this historic process of building a more "rounded and less edgy" society, in the good words of Paulo Freire.

We are facing challenging times, where citizen's intervention is particularly decisive, no matter the subject.

This is our playing field, that of social scientists: the construction of an education (higher) capable of generating social emancipation, beauty and happiness.

António Teodoro
General Coordinator RIAIPE3 Network

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PROGRAMA ALFA DE LA UNIÓN EUROPEA PARA AMÉRICA LATINA

INTER-UNIVERSITY FRAMEWORK PROGRAM FOR EQUITY AND SOCIAL COHESION POLICIES IN HIGHER EDUCATION

INSTITUCIONAL REPORT

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DESCRIPTION AND ANALYSIS OF EQUALITY AND SOCIAL INCLUSION POLICIES AT BRIGHTON UNIVERSITY

(EDUCATION RESEARCH CENTRE, SCHOOL OF EDUCATION).

Investigation team

Ivor Goodson (Professor of Learning Theory)
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Draft Interim Report

The following paper provides an overview of equality and social inclusion policies at the University of Brighton, as well as highlighting some broader contextual issues affecting the University and Higher Education nationally. This interim report has been developed to inform project wide discussions, debate and cross institutional analysis of key policies and practices. It will also provide contextual information that will inform the development of conceptual frameworks and the direction of subsequent approaches and resources

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ÌNDICE

1. CONTEXTUAL SITUATION OF INSTITUTION

Brighton University currently has around 23,000 students spread over 5 main campuses in the Brighton Area (Falmer, Moulscoomb, Brighton, Eastbourne and Hastings), in West Sussex, England. It employs approximately 2600 research and support staff. Its main academic disciplines are:

- Humanities and Social Science
- Science and Engineering
- Health
- Education
- Computing and Maths
- Business
- Art and Design

The University's core aims are to:

- Deliver socially purposeful higher education that serves and strengthens society and underpins the economy
- Find creative and effective ways in which to strengthen the relationship between learning and teaching, disciplinary and professional practice, research and economic and social engagement.

The University has engagement, diversity, participation, collaboration and sustainability at the core of its values.

In the latest Research Assessment Exercise (RAE), 2008/9[1], the University was judged as having:

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[1] The primary purpose of the Research Assessment Exercise (RAE) was to produce quality profiles for each submission of research activity made by institutions. The four higher education funding bodies used the quality profiles to determine their grant for research to the institutions which they fund with effect from 2009-10. Any HEI in the UK that was eligible to receive research funding from one of these bodies was eligible to participate. The RAE has now been replaced with the Research Excellence Framework (REF).

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- 15% of its research deemed as world leading

- 79% of its research found to be of international standing

- 16 areas of activity across the University were judged to be of international excellence

The University moved up 21 places in the RAE league tables as a result, and was described as having evolved from an *"ex-polytechnic to a serious research institution"*. (Times Higher Education).

In 'The Times', Good University Guide 2012', Brighton was ranked 69th out of 116 institutions, up 2 places from the previous year. Education was deemed as one of the best performing Departments across the University, ranked 10th overall.

This ranking is based on eight performance indicators: student satisfaction; research quality; entry standards; student to staff ratio; services and facilities spend; student completions; good honours; and graduate employment prospects.

Despite (or perhaps partially because of) the current political and economic climate of austerity permeating Higher Education, the University has received more applications than ever before. One reason for this may be a rush of students wishing to enrol in higher education before the new fees regime is introduced (see below for further information). However, generally the Universities reputation has improved in recent years and it is now the 12th most applied to University (all levels) in the country.

The University's 'Annual Review' (2009-10) highlights some of the considerable achievements and progress it has made over the past year. These include:

- A record number of applications for our undergraduate courses making us the fourteenth most applied for university in the UK in 2010

- Having one of the strongest research portfolios among our generation of universities

- Raising just under £1 million in gifts and donations to support activities across the university

- Maintaining our position as one of the leading institutions in the country for the study of education according to an Ofsted inspection

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- Being the lead sponsor in the establishment of two new academy schools in Hastings and St Leonards (servicing areas of significant social deprivation)
- Investing in state-of-the-art buildings, including a £23 million Huxley science building

(For more information, see: www.brighton.ac.uk/annualreport/)

Despite the economic climate and related challenges, Brighton University is currently operating at a surplus.

The Education Research Centre is located within the School of Education, and has three broad thematic foci, namely; Pedagogy and Curriculum, Professional Life and Work and Narrative Voice and Identity.

Wider Educational and Political Context and Key Issues Arising in Higher Education

The University is under pressure to respond to forthcoming cuts following National policies introduced by the new Conservative led coalition Government. Following the Comprehensive Spending Review[2], it was announced that Higher Education is to be subject to an overall cut of 40% over four years, the majority from teaching. Science and Research Budgets nationally have been frozen at £4.6 billion over four years, which equates to a 9% cut in real terms. Following the Browne Review (2010), the Government has also introduced new tuition fees for students.

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There is a basic threshold of £6000 and an 'absolute limit' of £9000. There will be access to loans for the full tuition charge and part time students will be able to access loans. The loan repayment threshold will be £21,000. As yet there is no clear statement on how student numbers will be managed.

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[2] http://www.hm-treasury.gov.uk/spend_index.htm

Brighton University will see HEFCE Teaching Funds reduced by 6% from 2011-12 and Teacher Training intake numbers cut by 11.5% in the same year. The HNS new commissions numbers will also be cut by 15% over 3 years.

The Government will be releasing a White Paper imminently that will spell out in more detail the severity and the nature of cuts and a range of other policy 'initiatives', which will also have an impact in a number of areas, including teacher training and educational research.

In light of the current political and economic climate, the University (like many others) faces core challenges around:

- Maintaining relevant, attractive and high quality curricula which will remain in demand in the new fee regime
- Increasing international student numbers
- Accelerating research development
- Growing commercial and community activity
- Embedding diversity and sustainability policies
- Navigating political and funding changes

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At the National level uncertainty persists and a number of Universities, union groups and other organisations representing Higher Education staff and students are publicly demonstrating their concerns and displeasure with the change in direction at policy level. Staff and students at Universities across the country are taking collective action in response to cuts in courses, increases in tuition fees[3], planned changes to pensions[4] and working conditions, to name but a few. In response to the planned increase in student fees, there have already been a number of large and high profile public demonstrations. This sort of action looks set to be repeated over the coming months as the coalition Government appears intent on sticking to its policies and planned direction.

The effects of the increase in tuition fees are far from certain, however, a number of commentators[5] suggest that the effects are more likely to impact upon those students from poorer socio-economic backgrounds and groups traditionally under-represented.

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[3] See for example: www.bbc.co.uk/news/education-11829102
[4] See for example: http://uk.reuters.com/article/2011/06/20/uk-britain-pensions-idUKTRE75J5J420110620
[5] See for example: www.guardian.co.uk/education/2010/nov/18/ipsos-mori-poll-tuition-fees-cuts

Taken for granted assumptions that the expansion of Higher Education has previously automatically led to greater equality for different socio-cultural and demographic groups have previously been critically challenged (See for example: Raey *et al* 2005). It is argued further that current changes may further entrench inequalities as such groups may feel it is too great a risk to incur such debts and will be afraid of lifetime of debts and repayments as a result.

In the current economic climate there are few guarantees that their income and employment prospects in the future will be sufficient to offset debts accrued (See: Ipsos/MORI 2011).

There are also those who have suggested that rises in fees may hit students from middle income, 'middle class' families the hardest. This is due to elements of means testing and the likelihood that they will reach the repayment threshold earlier but that their incomes will not be significantly above the repayment threshold. This could essentially reduce their disposable income, which in turn may make the prospect of attending University, as well as benefitting financially from Higher Education, less appealing or practical.

Such arguments have been further accentuated by recent reports suggesting that more than half of all new graduates are either out of work or in menial jobs six months after leaving University. A recent study by The Centre for Economics and Business Research (CEBR) (2011) found that 52% of last year's University graduates were unemployed or underemployed six months after graduating. Twenty percent (59,000) had had no job this year, the highest amount for over a decade.

CEBR also expects the situation to get worse, predicting that 55% of 2011 graduates will be under-employed or unemployed six months after leaving University. Others suggest that currently many graduates have inflated expectations about both the likelihood of suitable employment and also the remuneration they will receive when they enter the workplace.

Commentators argue that this expectation is currently helping to maintain University Education as a viable proposition but warn that the policy changes leading to the

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imminent fee increases will force students to become more critical and informed 'consumers', thereby reducing the numbers willing to enter Higher Education. In short, increased fees for students will lead to a more 'informed' and critical 'cost-benefit' analysis in comparison to other options. One major concern is that this will disproportionally impact upon those in already under-represented and excluded groups.

The extent, or manner, to which this occurs is still to be seen but we may well be witnessing a profound change in access patterns to Higher Education that could have serious and profound impacts on inclusion and equality, as well as the nature of Higher Education due to the proliferation of market forces and related stratification, which may serve to exacerbate difference and which does little to redress existing inequalities (See for example: Brown 2010). There are also those that argue that there will be an intensification of stratification at a system level whereby explicitly elite Universities become accessible only to the most advantaged groups in society (Campaign for the Public University 2011).

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Very recent figures from the Association of Graduate Recruiters highlights that the number of graduates applying for each job has doubled since 2009, as three years of University leavers struggle with an over-saturated job market. Largest employers now receive 83 CV's for each vacancy, with some top companies receiving more than 150 applications. Employers can now choose from a much larger pool of well qualified graduates.

Whilst the wider economic and political climate appears to be negating financial and other 'rewards' emanating from a University education and related qualification, there are also those commentators who question the extent to which the extension and availability of access to Higher Education amongst under-represented groups has led to wider social changes.

From this perspective, for example, it might be argued that the expansion of Higher Education in recent years may have effectively led to a qualification or 'credential inflation' (See for example: Collins 2002), whereby degree qualifications are now expected in many employment sectors as standard. The result may be therefore, that this means there will be little effect overall on the ability of such groups to significantly

increase their social mobility, especially if there are added financial burdens resulting from recent policy developments.

Moreover, it is also argued that this inflation also places larger real and objective, as well as subjective and perceived, barriers between those that have a University education and those that do not. From this perspective, this again challenges taken for granted assumptions around notions of wider systemic and socially inclusive changes on a national scale.

In relation to the current changes, there are huge questions relating to the increase in fees and the extent to which individuals are therefore themselves paying for an education and higher qualification that may, or may not, make them more employable in a competitive marketplace (in the context of austerity in public expenditure), at no cost to employers and the business sectors. It is therefore argued that recent policy changes in fact support business and capitalism, commercialising and subverting Higher Education to provide for the needs of industry (See for example: Molesworth *et al* 2010), and in so doing, shifts emphasis away from broader social democratic needs and the rights of individuals and groups and the purpose of education (See for example: Brown 2001).

There also needs to be a much deeper analysis of the changes occurring at policy level in terms of their direct impacts in relation to student numbers and over/under-representation, and the impacts on different groups, especially those from lower socio-economic backgrounds and those belonging to groups who are 'traditionally' under represented.

Moreover, there has to be a greater awareness and analysis of some of the more indirect impacts both on student experiences but also on changes to practice, teaching and organisation of Higher Education, and related changes in the form, function and role of institutions that may occur as a result (Bok 2004).

These indirect changes may potentially be viewed as more profound and significant than the direct causal impacts, as they may lead to wider cultural changes that could

undermine wider held beliefs about the nature of educational provision and social democracy in society.

The argument here, is also premised upon beliefs that the coalition Government's policies are heavily influenced by neo liberal ideology and therefore represent further mechanisms through which to introduce market forces and privatisation, developing 'quasi markets' and competition in Higher Education that further represents commoditisation (Brecher 2011). The accountability, planning and foci of Universities will likely change in response to new policies and changes in relationships between funders, providers and 'end users' or 'consumers' of directly and personally paid for education. Universities will not only feel obliged to respond to the new conditions, diversify their approaches, funding streams, courses, and create partnerships, that may (or may not) influence their role and functions to a greater or lesser degree, in order to survive, which may inadvertently mean they are repositioned in terms of dominant discourse and direction.

The fear is that Higher Education will become increasingly subservient to the needs and parameters set by Government and other funders in a landscape of scarcity with policies underpinned to a significant degree by neo-liberalism.

 It may be further argued that the 'politics of austerity' underpinning current political decisions is in fact being manufactured in order to justify ideologically informed changes in policy in Higher Education (and the education system as a whole). It may further be argued that the Government is manufacturing the perceived conditions and creating and perpetuating a media discourse that presents the public with a narrative that presents any changes, not as ideological or political, but as a pragmatic *fait accompli*.

Responses to Government policies within the Higher Education community have been varied but for the large part have reflected both anger and incredulity. Both Oxford and Cambridge Universities issued a public vote of 'no confidence'[6] in David Willetts, the Universities Minister. Similarly a number of senior academics and University leaders wrote an open letter of challenge to the Universities Minister. In it they noted how

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[6] See press report: www.timeshighereducation.co.uk/story.asp?sectioncode=26&storycode=416355&c=1

current Government policies represented a further commercialisation of education and the detrimental effects of current funding cuts.

They also stated that resistance to Government policy remains an obligation for those in the academy, particularly as there was little or no prior dialogue in relation to direction, or the wider issues relating to the purpose of Higher Education in a social democracy, and as a result, the Government is imposing privatisation and marketisation with scant consideration of the wider impacts.

Any lingering uncertainties about the ideological underpinnings of Government decisions appear to have dissipated following the release of the White Paper, which uses the language of empowerment, such as "putting students in the driving seat" in justifying fee increases and University competition. The response has already been to attack the plans as 'unfair and unsustainable' with warnings that students will face complete 'market chaos and real uncertainty' about their Universities and courses (NUS President Aaron Porter, 2011).

The further imposition of market forces into Higher Education, not least by the introduction of fees, may have a profound effect not only on the number and type of students but also the courses offered.

Whilst in principle this may be seen as a potentially positive development, the way this occurs and the form of accountability that develops alongside such a change is an issue for stringent debate and analysis. Whilst it is appealing to empower students and evolve learning experiences to suit their needs, there is also the danger that, if managed badly, this could lead to perceptions that students are buying services, much as they might on the open market (See for example: Maringe 2010).

Therefore, this 'commercialisation' could in some cases lead to perceptions that the purchase of 'services' should automatically lead to the acquisition of other 'goods', or qualifications, with a perceptual shift away from responsibility in academic pursuit by the 'consumer', undermining the authority of educational institutions and their staffs professionalism in defining good practice, approaches and learning. Whilst this may seem like an unlikely scenario, elements are likely to be raised in the coming years.

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2. POLICIES, LAWS AND PROGRAMMES

The University adheres to numerous regulations set out in National statute, policy and law promoting equality and social inclusion. It implements these directly and at University level through local policies and practices to promote a culture of equality, diversity and inclusion. It also has numerous policies in place through staff and student bodies that further promote equality and fairness. Additionally, there are a wealth of projects, formal and informal organisations and activities that support the inclusion of more vulnerable groups and help to transmit a positive culture of inclusion and equality at all levels.

The University has clear policies and guidance relating to Equality, Diversity and Social Justice. **It is 'committed to equality of opportunity and fair treatment for all. The following illustrative quotes set out the University's approach, are taken from the University's Equality and Diversity Policy and Corporate Plan.**

"We believe that equality of opportunity is essential for the successful and innovative development of both the university and its community. We are committed to promoting equality of opportunity, eliminating unlawful discrimination and valuing the different contributions and experiences of all our students and staff".

"The University aims to provide an experience of higher education that is challenging and enjoyable for our students and staff, embodies equality of treatment and equips our students to be socially purposeful professionals and citizens".

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The University's 'Equality and Diversity' Policy follows and builds upon national legislation, in particular, the Equality Act (2010), which provides a legislative framework to protect the rights of individuals and advance equality of opportunity for all. The purpose of the Act is to harmonise, simplify and strengthen legislation by bringing

together all previous Equalities Acts and Regulations under a single legislative framework. Under the Act individuals are protected from discrimination on the grounds of 9 'protected characteristics'. These are: *age, disability, gender reassignment, marriage/civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation*.

(see: www.equalities.gov.uk/equality_act_2010.aspx**).**

Anti-discrimination legislation

UK equality legislation currently protects people from discrimination, harassment and victimisation in employment and higher education on the grounds of:

- age
- disability
- race
- religion/belief
- sex/gender (including transgender)
- sexual orientation.

As well as it being illegal to discriminate unlawfully, there are certain areas of equality legislation that require public authorities, including universities, to take additional steps to promote equality for different groups of people. This means that rather than the law simply penalising those who discriminate after a discriminatory act occurs, public authorities are required to take active steps to promote equality of opportunity for different groups of people and remove potential causes of discrimination before they occur. This kind of proactive legislation is currently in place for disability, gender and race, and is expected to be extended to cover age, religion/belief and sexual orientation as part of the Equality Bill which is currently being discussed in Parliament.

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The University itself also has numerous additional policies and guidance that aim to protect individuals and promote inclusion and equality.

The university has recently published its own 'Single Equality Scheme' and associated 'Action Plan'. The scheme provides an overview of the university's commitments to equality, where we are at the moment in relation to these issues, and where we are aiming to get to in the future. Subsequent Equality 'Action Plans' are then developed on the basis of information obtained.

The university also undertakes an 'Annual Staff Review', which includes equal opportunities monitoring data on age, disability, gender and race.

The Universities Equality and Diversity Policy is also embedded within its 'Corporate Plan'.

There is also an 'Action Plan' on harassment and bullying', which is currently being reviewed and developed further following feedback from an 'Annual Staff Survey', which is carried out to ensure all staff have the opportunity to raise issues relating to equity and fairness, all of which feeds into subsequent 'action plans'.

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The University offers a range of resources, information, support and mechanisms to support equality and diversity, including a specific Equality and Diversity website. http://www.brighton.ac.uk/equality/

The University undertakes an 'Annual Staffing Review', which includes equal opportunities monitoring data on age, disability, gender and race, has now been published. The findings are fed back to 'Action Groups' and embedded within University wide 'Action Plans'.

The University similarly undertakes 'Student Equalities Monitoring Reports'. This aims to ensure the University promotes equality and fairness and the needs of specific groups. It

also includes a breakdown of rates of student admissions, progression and achievement by age, disability, gender and race. Outcomes from these reports feed into University wide policy and 'Action Plans' to promote and enshrine equality and diversity through practical action.

 (For more information see: http://www.brighton.ac.uk/equality/)

The University also has a 'Widening Participation Strategy' and undertakes an associated 'Widening Participation Strategic Assessment'. These arose following legislation brought in by the previous Labour Government. Key features emanating from the strategy included a quantified increase in outreach activity, including additional resources for faculties; the development of coherent and effective links between key policies; a review of the curriculum and development of new progression routes; improved links with the Centre for Learning and Teaching; improved communication and celebration of achievements in widening participation; as well as targets for change.

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Current (up until 2010 and legacy) national funding and policy advice is closely aligned to the 50% participation target of young people (18-30), with a particular focus on those from lower social classes with no history of HE in their immediate family and seeks to ensure that universities play a key role in helping to achieve this aim. This is however, significant uncertainty about this position following the change of Government and policy direction.

The University of Brighton contributes to a broader understanding of widening participation, addressing access to University resources as well as individual enrolment on courses. It is the lead institution for 'Aimhigher' Sussex and the Sussex Learning Network and we also provide the flagship Community University Partnership Programme.

The University has a strong history of recruiting and supporting mature learners as well as projects that work with marginalised groups such as refugees and adults with learning disabilities. The success of our widening participation work relies heavily on support and contribution from staff and students throughout the University.

3. INSTITUTION AND INSTITUTIONAL MAKE UP

The University's Corporate Plan states that it is committed to:

- Delivering socially purposeful higher education that serves and strengthens society and underpins the economy; contributes critically to the public good; enriches those who participate; and equips our graduates to contribute effectively as citizens to their chosen professions and communities, locally, nationally and internationally

- Developing a creative and energetic institution with a knowledge base of national and international quality, fully committed to mutual engagement with its local communities and economy alongside an international reputation for the quality and impact of its work

- Finding creative and effective ways in which to strengthen the relationship between learning and teaching, disciplinary and professional practice, research and economic and social engagement.

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Structure and Governance

The University's Board of Governors is headed by its Chair, Lord Mogg. The board consists of 13 external members, 4 elected staff, 2 student members and the Vice Chancellor. The University has a Senior Management Team of 5 members, with 6 Deans and 33 Heads of Schools or Departments.

There are a range of other Committees with various functions and foci, including an Academic Board, Boards of Study (School or subject) and Examinations Board. There are also Specialist Committees focussing on Academic Development, Learning and Teaching, Research, and Estates.

The University has varied sources of funding. The largest single source is the Higher Education Funding Council of England. This is followed by funding received from student tuition fees, trading income (e.g. conferences), National Health Service (NHS), the Teacher Development Agency (TDA), and research funding.

5% of the University's expenditure is spent on Student Grants and Bursaries, including the Student's Union Grant. A number of Student Grants and Bursaries are targeted at lower socio-economic groups and those traditionally under-represented in Higher Education settings.

The University has approximately 23,000 students spread over 5 main campuses in the Brighton Area (Falmer, Moulscoomb, Brighton, Eastbourne and Hastings). Around 15,000 (69%) are full time and 7,500 (31%) are part time. 80% of students are undergraduates and 20% are undertaking post-graduate study.

The University has a larger than national average intake of students who are over 21 years on entry (67%) with the remaining 33% being under.

88% of students are from the UK and 12% are EU/International.

62% of students are female and 38% male. This may reflect the types of programmes of study available, which tend to attract more female students, for example health care, art and design and the humanities and social sciences. The largest number of students study Health (over 3000), Business (over 2500) and Art and Design (over 2000).

The University has approximately 2600 staff. 1000 are teaching and research staff and 1600 are support staff.

Data from staff monitoring research highlights that the proportion of staff from Black and ethnic minority groups has risen steadily over the past few years to 5.4% in 2009/10. In comparison with Census data representation rates for these staff at the University are still 0.4% lower than the local community average, although direct comparisons are difficult as the census data is now almost ten years old.

As with previous years, White staff continue to be comparatively more likely to hold permanent posts than Black and ethnic minority staff. The proportion of staff with 'unknown' ethnicity is highest amongst hourly paid lecturers at 16%.

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Student Ethnicity

Number of Applications, Offers and Acceptances by Ethnicity

Black or Minority Ethnic Background	Applications	8748
	Offers	4899
	Acceptances	2160
White	Applications	28736
	Offers	17926
	Acceptances	9424
Not known/information refused	Applications	7775
	Offers	4511
	Acceptances	1623

Source: Registry Student Records report 07.01.2011

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Student Profile by Ethnicity

White	Black or Black British	Asian or Asian British	Mixed	Other ethnic background	Information refused	Not known	Grand Total
17,901	1,015	1,513	732	232	1,674	367	23,434

Source: Academic Health Data v2

Student population data shows that White students make up 76% of the student body. 9% of the student body either refuse to supply or are not asked for ethnicity information.

The next largest group of students comes from Asian or Asian British Backgrounds (7%), followed by Black or Black British (4%) and Mixed race backgrounds (3%). 1% of students come from 'Other' ethnic backgrounds. When grouped together, Black and Minority Ethnic students represent 15% of the student body

Disability

Approximately 11% of students had a declared disability. The University has a clear and positive admissions policy that encourages applications from people in groups who are traditionally under-represented. It also has specific support and guidance for around admission for students with disability.

For a more detailed breakdown of student population facts and figures, see:

Source: HESA Check Documentation 2009/10

http://www.brighton.ac.uk/aboutus/facts/population.php?PageId=703

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Gender Breakdown – staff and students

The table below outlines the breakdown of staff by grade and gender (2009/10).

Staff category	Grade	Women	%	Men	%	Total
Support staff	1	108	64%	60	36%	168
	2	25	28%	65	72%	90
	3	157	72%	60	28%	217
	4	235	73%	89	27%	324
	5	155	56%	121	44%	276
	6	113	65%	61	35%	174
	7	46	61%	29	39%	75
	8	28	49%	29	51%	57
	9	5	45%	6	55%	11
Research staff	Ac 1 (Research Officer)	15	60%	10	40%	25
	Ac 2 (Research Fellow)	31	74%	11	26%	42
	Ac 3 (Senior Research Fellow)	18	45%	22	55%	40
	Ac 4 (Principal Research Fellow)	6	46%	7	54%	13
	KTP Associate	10	48%	11	52%	21
Lecturing staff	Ac 2 (Lecturer)	104	56%	81	44%	185
	Ac 3 (Senior Lecturer)	257	53%	225	47%	482
	Ac 4 (Principal Lecturer)	70	40%	103	60%	173
Senior staff	SMT, Deans, Heads, Asst Heads, Professors	53	39%	82	61%	135
	Grand Total	1436	57%	1072	43%	2508

The overall representation rate for men at the university has risen by 1% since 2008/09. Whilst men continue to outnumber women in the most senior grades within each category (support staff grade 9, academic grade 4 and senior staff) there has been a notable rise in the proportion of Principal Research Fellows who are female (from 36% in 2008/09 to 46% in 2009/10).

This has coincided with a reduction in the proportion of Senior Research Fellows who are female (down by 13% in the past year), and a rise in the proportion of women amongst Research Fellows (up by 7% since 2008/09). There has been a 1% increase in the

proportion of women in senior staff grades in the last year. Women continue to be comparatively over-represented in support staff grades, comprising 63% of support staff compared with 52% of academic staff (excluding KTP Associates).

Gender by full time or part time status

As with the previous two years, 40% of posts are part time. There has been a slight reduction in the last year in the percentage of part time posts held by women, from 72% to 70%. Overall, 49% of female staff and 28% of male staff work part time.

	Men	Women	Totals	Men	Women	Totals
	2009/10			2008/09		
Full Time	776	729 (48%)	1505	783	729 (48%)	1512
Part Time	296	707 (70%)	1003	287	737 (72%)	1024
Totals	**1072**	**1436 (57%)**	**2508**	**1070**	**1466 (58%)**	**2536**

Women (87%) continue to be slightly under-represented in permanent posts, compared with men (91%).

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Numbers of male and female staff in faculties, schools and departments

Faculty	School	F	F %	M	M %	Total
Arts	Faculty Office	50	75%	17	25%	67
	Architecture and Design	50	55%	41	45%	91
	Arts and Media	65	48%	70	52%	135
	Humanities	48	57%	36	43%	84
	Faculty total	213	56%	164	44%	377
Education & Sport	Faculty Office	8	67%	4	33%	12
	Centre for Learning and Teaching	11	85%	2	15%	13
	Chelsea School	34	43%	46	57%	80
	Education	95	68%	45	32%	140
	Service Management	26	55%	21	45%	47
	Faculty total	174	60%	118	40%	292
Health & Social Science	Faculty Office	11	69%	5	31%	16
	Nursing and Midwifery	116	79%	31	21%	147
	Institute of Postgraduate Medicine	9	64%	5	36%	14
	Applied Social Science	51	61%	32	39%	83
	Health Professions	66	78%	19	22%	85
	Faculty total	253	73%	92	27%	345
Management & Info. Sciences	Faculty Office	7	70%	3	30%	10
	Brighton Business School	65	49%	67	51%	132
	CENTRIM	5	25%	15	75%	20
	Faculty total	77	48%	85	52%	162
Science & Engineering	Faculty Office	13	72%	5	28%	18
	Collaborative Training Centre	18	56%	14	44%	32
	Pharmacy & Biomolecular Sciences	60	50%	59	50%	119
	Environment and Technology	35	26%	100	74%	135
	Computing, Mathematics and Info. Sciences	38	46%	45	54%	83
	Faculty total	164	42%	223	58%	387
Central Departments	Development & Alumni	5	71%	2	29%	7
	Economic and Social Engagement	36	69%	16	31%	52
	Estate & Facilities Management	84	36%	149	64%	233
	Finance	27	53%	24	47%	51
	Health and Safety	3	43%	4	57%	7
	Information Services	108	58%	77	42%	185
	Internal Audit	0	0%	2	100%	2
	Marketing & Communications	10	59%	7	41%	17
	Personnel, OH & Unison Office	28	97%	1	3%	29
	Registry	61	78%	17	22%	78
	Residential & Catering	90	62%	55	38%	145
	Sport & Recreation	7	50%	7	50%	14
	Strategic Planning Office	5	83%	1	17%	6
	Student Services	65	78%	18	22%	83
	Vice-Chancellor's Office	8	62%	5	38%	13
	Central departments total	537	58%	385	42%	922
	University Centre Hastings	18	78%	5	22%	23
	Grand Total	**1436**	**57%**	**1072**	**43%**	**2508**

Above is a gender breakdown of staff by faculties, departments and schools. In some faculties women make up the majority of staff, for example in Education, where 60% of staff are female.

Women at student level

Approximately 62% of students are female and 38% male. This may reflect the types of programmes of study available which tend to attract more female students, for example, nursing, health care, and the social sciences.

Graduate Employment

Destination of leavers: 2009		
Activity	Graduate %	Postgraduate %
Employment	70.15	88.86
Further study	8.95	1.57
Unavailable for employment	3.23	1.26
Work and further study	5.14	4.08
Seeking work	11.43	3.92
Other	1.11	0.31
Total	100%	100%

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Every year the university surveys its recent graduates to find out what they have done six months after leaving. The results are compiled into the Brighton Graduates and Diplomates report, which is then fed back to the Government.

In spite of the current recession the number of students from the university going into graduate employment and postgraduate study remains strong. Over 88% of graduates, postgraduates and holders of other awards went into employment, further study or training.

4. CURRICULUM, COURSES AND QUALIFICATIONS

- The University offers a range of taught, accredited courses, such as:
- Certificates and Diplomas
- Foundations Degrees
- Bachelors' Degrees
- Masters' Degrees

It also offers a range of research based study opportunities, such as:

- Research Degrees (MPhil, PhD, Ed.D.)
- and delivers Academic Publications and Commercial Research Activities, as well as research and outputs at national, European and international level.

The University's stated curriculum aims, as set out in the Corporate Plan are:

"to maintain and further develop an exciting, relevant and well-taught curriculum and knowledge base, distinguished by the mutual challenge and interpenetration of academic and professional subjects and by the <u>quality</u> of pedagogy".

Teaching quality

The University of Brighton is committed to a teaching and learning environment that provides excellent opportunities for all of our students to successfully achieve in their chosen area of study.

The quality of the university's teaching is demonstrated by our performance in a range of external assessments and by our selection as a Centre for Excellence in Teaching and Learning.

Quality Assurance Agency Institutional Audit

In May 2008 the Quality Assurance Agency carried out an Institutional Audit. The agency's report expressed "confidence in the university's ability to assure the standards of its awards". This represented the highest possible level achievable under the new audit method. A number of areas of good practice were identified

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Qualifications

The table below gives a breakdown of the qualifications awarded across the University in 2009/10

Qualifications awarded

Source: HESA Check Documentation 2009/10

Award statistics	
Qualifications awarded to students	
Doctorate	46
Masters	615
PGCE	419
Postgraduate Diploma or Certificate	461
First degree	3,364
Professional Grad Cert in Education	0
Foundation degree	636
HND / Dip HE	104
Other undergraduate diplomas or certificates	819
Total	6,464
Classification of first degree qualifications awarded	
First class honours	448
Upper second class honours	1,517
Lower second class honours	1,029
Third class honours	205
Unclassified	165
Total	3,364

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5. RESEARCH

In terms of Research, the University's aim is:

> *"to evolve a research culture of international standing across a broad range of disciplines, that enhances the university's intellectual capital in support of economic, cultural and social well-being".*

The University's multidisciplinary approach to research cuts across all schools and faculties. Our researchers are making significant contributions to social, cultural, economic and environmental wellbeing across a broad range of work, from the arts, humanities and social sciences to the physical and life sciences, technology and engineering. Principles of social equity and justice permeate research and teaching practices throughout the University and are reflected in both practice and key research focus areas and areas of and content for study.

Taking the top three grades, the results show that 15 per cent of the research is 'world-leading' (the highest grade), 29 per cent is internationally excellent (the second highest grade) and 35 per cent is internationally recognised (the third highest grade).

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The University has numerous research centres and groups spread over Brighton Business School; Faculty of Arts; Faculty of Education and Sport; Faculty of Health and Social Science; Faculty of Science and Engineering; and Brighton and Sussex Medical School.

There are too many research centres and groups to mention here. The following represent just two pertinent examples.

The Education Research Centre, at the School of Education. The Centre are committed to creating knowledge through discovery, integration, application and teaching through their research study programmes. Their aim is to foster critical understanding of learning in

diverse cultures and complex worlds. A key focus is on social justice, democracy and voice. The centre specialises in research around Narrative, Voice and Identity, Professional Life and Work, Pedagogy and Curriculum, and International Education and Development. Selected projects relating to Equality and Inclusion include: the 'Beatbullying' evaluation, 'UNICEF Rights Respecting Schools' evaluation, and the Widening Participation and its Communities, to name but a few.

There is also a Social Science Policy and Research Center within the School of Applied Social Science.

Relevant projects include: Participation and Resistance, which encompasses work on user involvement and social movements, public participation, citizenship and new forms of democratic practice. There are also numerous research projects and academics focusing on issues of equality and gender, theory and equality.

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6. PROMOTION OF INCLUSION

As well as the policies, guidance, systems and activities put in place to promote inclusion internally, there are a number of other mechanisms that promote equality and inclusion more generally and exemplify the University's position in relation to social justice.

The University has a high profile in the local community and numerous partners and programmes addressing areas of social equity, justice, diversity and regeneration. Key community partners include: The University of Sussex, local Further Education Colleges, local schools, NHS Trusts (hospitals), private sector employers, and local authorities. However, there is also significant work and numerous partnerships and projects in the local community and voluntary sectors.

Much of the work and activity in this field is coordinated through the Universities Economic and Social Engagement Programme (EASE). EASE focuses on elements of:

- knowledge transfer
- 'in company' education and training
- assisting small businesses
- consultancy
- community engagement
- sponsorship

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The Community University Partnership Programme (CUPP) has also been established (since 2003) and focuses on developing partnerships between the University and the community in order to make a tangible difference to effectiveness of the community sector and to improve the quality of the lives of local people. CUPP's work spans all community sectors, and contributes to the community and voluntary, social and public enterprise across East and West Sussex. In 2008 CUPP received the Times Higher Award for its "*outstanding contribution to the local community*".

CUPP is involved in numerous projects to support equality, fairness and respond to diversity in the local community, through programmes such as the 'On Your Doorstep' initiative that supports the development of University – community projects and activity in the local area. CUPP aims to tackle disadvantage and promote sustainable development through partnership working and improve the lives of local people.

For more information about CUPP, what they do, and the projects they're involved in, please visit the links below.

www.brighton.ac.uk/cupp

http://www.brighton.ac.uk/cupp/whatwedo.html

http://www.brighton.ac.uk/cupp/projects.html

Research and Economic and Social Engagement activities will continue to go through a phase of annual research monitoring and there are plans to significantly increase profile, impact and dissemination through the development of case studies and profile raising utilising new technologies and online media.

Principles of social equity and justice permeate research and teaching practices and are also embedded with a range of programmes and activities across the organisation. Whilst there are too many examples to list here, some of the broader examples include a 'Staff Volunteering' scheme that has been developed as part of the University's commitment to community engagement, and a scheme to support staff in becoming trustees in the community and voluntary sector (Staff as Trustees).

There are also numerous other activities and programmes that raise equity and diversity issues through different mechanisms. For example, there is an ESRC funded 'Fairness at Work' Seminar being jointly organised by the University of Brighton Business School and the Institute for Employment Studies and the University of Manchester.

Clear guidelines are also in place to ensure that policies relating to equality and diversity are communicated to all staff and students. There are resource areas covering all substantive issues accessible on the University's website, with a range of contacts, support materials and mechanisms for raising any related issues. There are also guidelines that support the study of equality issues using methods aimed at promoting inclusion.

There are clear guidelines relating to marketing and promotional materials that emphasise fair representation and positive imagery to promote inclusion across dimensions of race, gender, age, sex, ability/disability and religion/belief.

The University of Brighton is committed to ensuring students from all backgrounds have the opportunity to access higher education and is engaged in a range of activities that helps students achieve their potential.

Sussex Liaison and Progression Accord

This is an agreement between the three universities and local schools and colleges in Sussex. The Accord provides guaranteed standard conditional offers and/or guaranteed interviews to applicants from local schools and colleges. Students applying from an Accord school/college are asked to flag this in their UCAS form.

Fair Enough? Project

During 2004 the University piloted a project that looked at applicants from under-performing schools. Admissions Tutors look for evidence of skills indicated by applicants and referees on their UCAS form in addition to their predicted UCAS grades. Evidence of such skills help Admissions Tutors judge an applicant's potential to succeed and will help them make an appropriate offer. This means that evidence of key skills such as self organised, works well independently and is motivated to learn are important.

Aimhigher

The University is the lead institution for the Sussex-wide outreach project, Aimhigher. This works with local pupils who show potential to progress to higher education but because of their backgrounds may not have the aspiration or confidence to continue with their education. Many of the pupils come from families where no immediate relative has had the opportunity to go to university and so has worked closely with parents and carers in encouraging and informing their children of the benefits of university.

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7. EVALUATION

As outlined above, the University has numerous monitoring and evaluation strategies that feed into an overall approach that promotes inclusion. Gathering student and staff data and perceptions relating to equality and diversity, putting in place action plans and action teams to address areas of concern and enabling processes whereby staff and students can raise issues around equality, harassment and

In relation to Equality policies and ensuring equality of opportunity, as outlined above, there is an institution wide system for addressing key issues.

The Board of Governors are ultimately responsible for ensuring that the University meets the commitments detailed in the Equality and Diversity Policy.

There is an Equal Opportunities Steering Group that has responsibility for steering and monitoring action on equality and diversity. There are a number of relevant committees and sub committees responsible for monitoring progress and implementing equality and diversity in specific areas. Deans, Heads of Schools and Departments and managers are responsible for ensuring both staff and students are responsible and aware of their responsibilities and understand and apply policies.

All staff and students have rights and responsibilities in relation to the promotion of equality, and must ensure their actions and behaviour do not discriminate unlawfully, and that there are no instances of harassment and bullying.

An 'Harassment Contacts Network' has been set up to deal with concerns around harassment, discrimination and bullying and the Personnel Department and Union representatives can also support staff and students who feel there may be breaches of equality, opportunity, or rights. Students also have additional mechanisms for dealing with any issues pertaining to their rights, discrimination and equality of opportunity, through the Student's Union, Personal Tutors, student support guidance tutors, or Head of School.

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In addition, all teaching and related staff are responsible for:

• promoting equality and diversity through their teaching programmes and through relations with students, staff and the wider community

• ensuring that the curriculum covers the knowledge, skills and values which students need to tackle discrimination when they meet it and to help them to understand and value diversity

• ensuring that materials used to deliver the curriculum are accessible to a diverse range of students and adjusted to meet specific needs, and that they are free from sexist, racist and other discriminatory assumptions, images and

languages, unless they are being studied as examples of such.

Staff with responsibility for research governance are responsible for ensuring that research undertaken by the university does not contravene this policy.

The manager of purchasing services is responsible for ensuring that contractors and suppliers are aware of and committed to this policy.

This policy applies to all visitors to the university and representatives from other organisations attending the university.

An external evaluation provided detailed reports, which are being analysed and considered by senior managers and key university groups in order to plan how to take the results forward.

The majority of staff said the university is a good place to work (94%) and they are proud to work for the university (91%). Other highly positive results were related to:

- Equality and diversity
- Clarity of role and responsibility
- Job satisfaction

- Immediate 'managers/supervisors

- Quality and values

- Work life balance

- Training and development

In the 2009 Staff Survey, 96% of respondents said the university respects equally people of different nationality/ethnicity (98%), sexual orientation (97%) and religions (97%).

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