

Equality and Diversity Annual Report 2009/10

Executive Summary

The core purpose of the Equality and Diversity Annual report is to fulfil the University's legal obligations and report on progress on the Single Equality Scheme. The specific legal duties that underpin the Single Equality Scheme require the University to publish comprehensive monitoring reports on the make-up and profile its students and workforce.

The approach taken goes beyond what it is required to do and instead applies a uniformity of reporting across the work undertaken and aims to cover all the major equality strands included in the Single Equality Scheme. This will enable a transparent approach that will also help avoid inadvertently creating a hierarchy of inequality in the work of removing discrimination and creating equality of opportunity. The Equality and Diversity annual report will attempt to represent the University's evolving efforts on all equality related work across various schools and departments at the University of Kent.

This report contains data on staff and an overview of some of the activity in relation to the equality strands. The last Equality and Diversity report was written and published in March 2010, so the current report is slightly shorter than in previous years given the shorter period of time since the last report was published.

1.0 Legislative Duties

1.1 Equality Act

The Equality Act 2010 received Royal Assent on 8 April 2010 and the first phase was implemented on 1 October 2010. It seeks to harmonise discrimination law by re-stating existing discrimination legislation adopting a unified approach, where appropriate, and by strengthening the law to support progress on equality. It replaces previous legislation (such as the Race Relations Act 1976 and the Disability Discrimination Act 1995). The Equality Act covers the same groups that were protected by existing equality legislation - age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity - but extends some protections to groups not previously covered, and also strengthens particular aspects of equality law.

There will in the future be a further extension of the single equality duty on public sector employers. This will oblige public sector authorities to eliminate discrimination, harassment, victimisation and other prohibited conduct when exercising their functions. It will be extended to cover: age, religion and belief and sexual orientation as well as making it clear that it covers pregnancy and maternity (currently only implicitly covered by the gender duty) and gender reassignment in full (currently only partly covered). These will be in addition to the current duties relating to disability, sex and race. *The provision has yet to be implemented and is not expected to be brought into force until April 2011 at the earliest.*

The University has already worked to ensure we are meeting the requirements of the Act. Two briefings were given in March 2010 by Jane Bullen, a partner at Hammonds LLP, on both the Act and general equality duties, firstly to members of the Manager's Forum and then to members of Council.

1.2 Abolition of the Default Retirement Age (DRA)

The Government have announced their intention to phase out the default retirement age (DRA) from next April. The Government have launched a widespread consultation on their proposal that the DRA be removed completely from 1 October 2011.

2.0 Work of the University's Equality Groups and Networks

The Women's Network continues to develop; since the last report a meeting was held in June. The main speaker was Sue Morley; one of the University's Occupational Health Advisers, who gave a presentation on well-being. There were further presentations and discussion both on the new HR Strategy but also about how we might encourage the representation of some of the University's minority groups onto, for example, the Joint Staff Negotiating and Consultation Committee. A further meeting of the Equality Promotion Group took place in May. At the meeting Irfaan Arif and Tracey Lamb gave a presentation on the work they have been doing on Equality Impact Assessments.

3.0 Equality and Diversity Profiles

The Data that has been collated in this section is divided into two main parts:

- Data on current staff
- Data on the recruitment of new staff through the recruitment process

Table 1 shows that there has been little significant change in either the gender or ethnicity of the total staff population. The only statistic showing a significant change is that a greater number of staff has declared whether or not they have a disability. This is explained by the use of the electronic recruitment system which makes it easier to collect this information. To illustrate the progress Kent is making against the national context it is useful to highlight the following: (*The national data is taken from the Equality Challenge Unit 2009 Statistical Report*)¹,

- (a) The University has a slightly lower proportion of female staff than the national average:

University of Kent = 51% HE Sector = 53.2%

- (b) The numbers of women working in our STEMM (Science, Technology, Engineering, Medical and Mathematical) Schools are proportionally lower than in other Faculties, but the University does have a slightly higher number than the national average:

University of Kent = 27.3% HE Sector = 25.4%

- (c) The University has a slightly higher proportion of staff reporting their ethnicity within the black and minority ethnic (BME) group although more detailed analysis shows that the proportion of BME staff in some grades and occupational groups is low:

University of Kent = 7% HE Sector = 6.4%

- (d) There is almost twice the number of BME academic staff at Kent than the national average:

University of Kent = 12% HE Sector = 6.4%

- (e) In terms of disability, the University has a lower proportion of staff declaring a disability. Both figures indicate the continuing problem across the sector of staff feeling comfortable to disclose whether or not they have a disability:

University of Kent = 2% HE Sector = 2.7%

¹ <http://www.ecu.ac.uk/publications/files/equality-in-he-statistical-report-2009.pdf/view>

3.1 Current Staff (as at 31/07/2010)

Table 1: Snapshot of Institutional Profile by Gender, Ethnicity and Disability:

	GENDER		ETHNICITY			DISABILITY		
	Female	Male	BME	White	Unknown	Declared disabled	No disability declared	Unknown
2009/10	1026	984	144	1595	272	36	868	1107
	51%	49%	7%	79%	14%	2%	43%	55%
2008/9	1021	982	138	1594	271	40	753	1211
diff	5	-2	6	-1	-1	-4	115	-104

Diagram 1: Gender Profile (as at 31/07/2010):

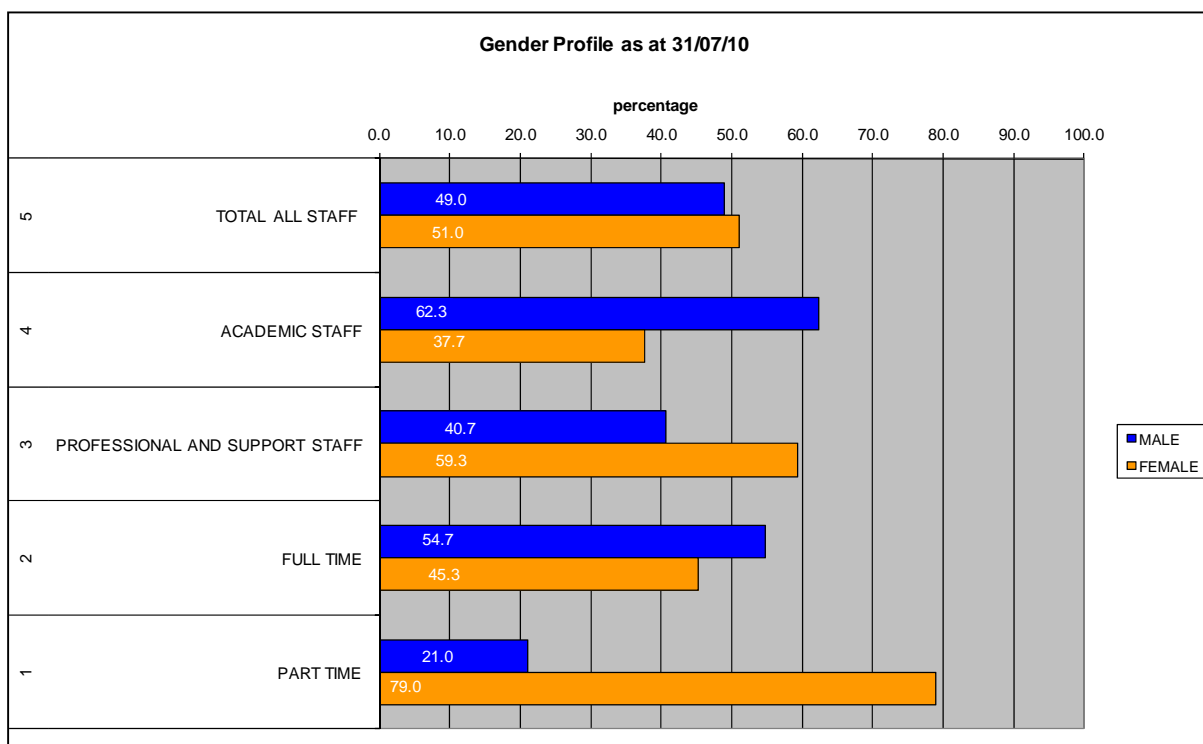


Diagram 2: Gender Profile – Academic Staff (as at 31/07/2010)

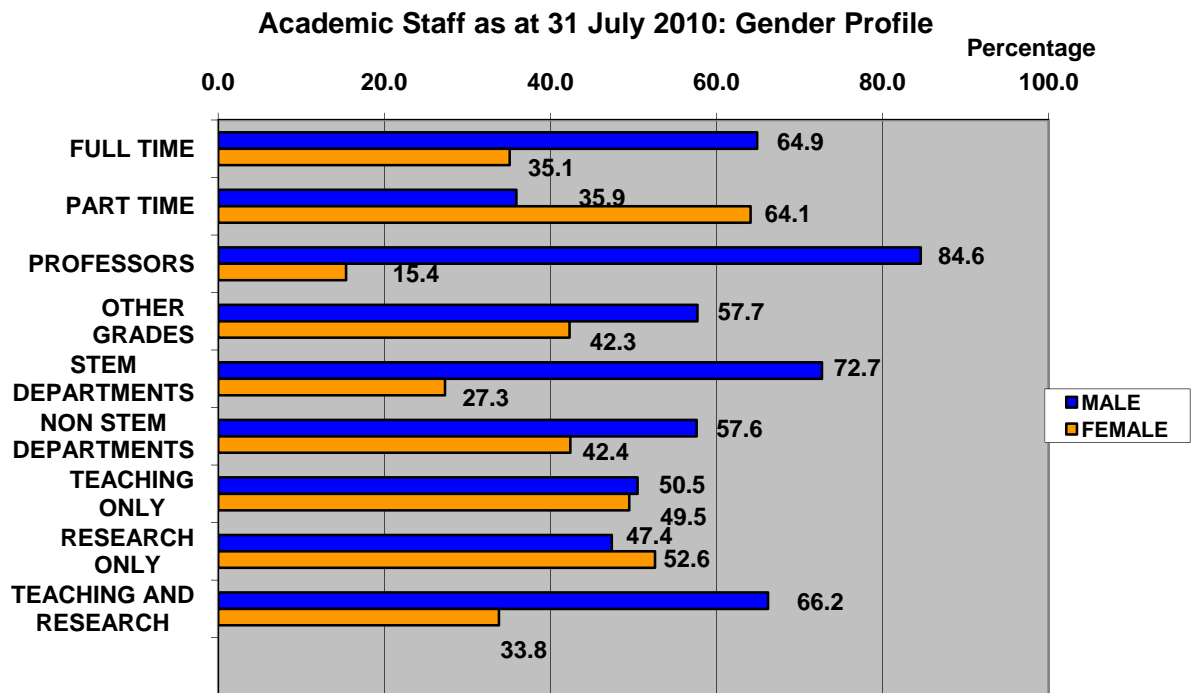


Table 2: Disability by grade, (as at 31/07/2010):

	Declared Disabled		No Disability Declared		Unknown	
	FTE	%	FTE	%	FTE	%
Grade 1	0.6	0.47	38.2	31.82	81.3	67.72
Grade 2	0.0	0	11.8	24.16	37.1	75.84
Grade 3	0.6	0.39	58.1	39.99	86.5	59.62
Grade 4	3.6	1.81	81.1	40.94	113.5	57.25
Grade 5	0.5	0.33	51.5	33.58	101.3	66.09
Grade 6	2.6	1.41	71.4	39.19	108.2	59.40
Grade 7	2.5	0.72	158.4	45.71	185.7	53.57
Grade 8	14.2	3.47	167.4	40.89	227.8	55.64
Grade 9	5.0	2.65	101.3	53.57	82.8	43.78
Grade 9/Reader	0.0	0	24.0	59.93	16.1	40.07
Managerial and Professorial	6.0	3.87	88.2	56.88	60.8	39.25
Clinical Grades	0.0	0	14.0	79.55	3.6	20.45
Ungraded	0.0	0	2.7	57.06	2.0	42.94
Grand Total	35.5	1.80%	868	43.20%	1106.6	55.10%

Table 3: Institutional Profile by Gender and grade (as at 31/07/2010):

	Female					Male				
	2008/9		2009/10		Diff	2008/9		2009/10		Diff
	No	%	No	%		No	%	No	%	
Grade 1	68	56	66	55	-2	52	44	54	45	2
Grade 2	26	53	28	56	2	24	47	21	44	-3
Grade 3	86	58	83	57	-3	63	42	62	43	-1
Grade 4	138	70	144	73	+6	58	30	54	27	-4
Grade 5	109	68	96	63	-13	51	32	57	37	6
Grade 6	114	63	117	64	3	66	37	65	36	-1
Grade 7	183	54	185	53	2	158	46	162	47	-4
Grade 8	183	44	186	46	3	233	56	223	54	-10
Grade 9	68	37	69	37	1	113	63	120	63	7
Grade 9/Reader	4	10	5	12	1	36	90	35	88	-1
Man & Professorial	29	19	33	21	4	120	81	122	79	2
Clinical Grades	14	63	10	59	-4	8	37	7	41	-1
Ungraded			3	70	n/a			1	30	n/a
Grand Total	1021	51	1026	51	5	982	49	984	49	2

Table 4: Ethnic split by staff group (as at 31/07/2010):

	BME	White	Unknown
Academic	12%	76%	12%
Professional and Support	4%	81%	15%
Grand total	7%	79%	14%

Table 5: Institutional profile by Ethnicity and Grade (as at 31/07/2010):

	BME		White		Not Known	
	FTE	%	FTE	%	FTE	%
Grade 1	10.5	8	81.7	68	28.8	24
Grade 2	2.0	4	36.4	75	10.4	21
Grade 3	1.7	1	124.8	86	18.6	13
Grade 4	6.3	3	166.1	84	25.9	13
Grade 5	5.5	4	125.2	81	22.6	15
Grade 6	9.0	5	157.3	86	15.8	9
Grade 7	32.4	9	263.1	76	51.1	15
Grade 8	46.8	11	312.0	76	50.6	13
Grade 9	14.0	7	156.2	83	18.8	10
Grade 9/Reader	3.0	7	33.1	83	4.0	10
Managerial and Professorial	8.0	5	129.0	83	18.0	12
Clinical Grades	5.0	28	7.6	43	5.0	29
Ungraded	0.7	14	2.0	43	2.0	43
Grand Total	143.9	7%	1594.5	79%	271.6	14%

Table 6: Age bands by staff group and grade (as at 31/07/2010):

	25 and under (%)	26-35 (%)	36-45 (%)	46-55 (%)	56 and over (%)
Grade 1	7	13	26	31	23
Grade 2	8	22	24	18	28
Grade 3	12	20	18	27	23
Grade 4	12	27	21	22	18
Grade 5	4	33	27	18	18
Grade 6	11	25	21	23	20
Grade 7	2	43	28	17	10
Grade 8	0	19	39	26	16
Grade 9	0	6	42	29	23
Grade 9/Reader	0	0	37	40	23
Managerial and Professorial	0	1	18	37	44
Clinical Grades	0	12	35	44	9
Ungraded	50	25	0	0	25
Grand Total	4.5%	22.4%	28.4%	24.7%	20.0%

3.2 Promotion of Academic Staff

This year we have also collated some data in relation to gender and the promotion of academic staff. In total 59 staff applied for promotion to either Senior Lecturer, Reader or Professor, of this group 19 were women and 40 men. In terms of the total population of those women who applied for promotion, 95% were successful compared with 60% of men.

3.3 Recruitment

This year the data in relation to recruitment is being presented sub-divided by recruitment in Academic Schools and Professional Service Departments. The University has continued to recruit strongly this year with a total of 140 new staff recruited on substantive contracts:

- The highest proportion of staff being recruited are aged under 40
- The University is still attracting a low number of candidates who declare a disability despite our commitment to the “two ticks” award which means that we guarantee an interview to applicants who declare a disability and who meet the essential criteria for the job
- The Faculty of Sciences attracts a lower number of women applicants than the other two Faculties (although above national average as we have seen)
- The University continues to attract and recruit a higher number of women in the Professional Service departments

- The University continues to recruit a higher proportion (overall) of BME staff than the national average

Academic Schools (recruitment activity for the year ending 31 July 2010)

Disability

	Humanities				Sciences				Social Sciences				Tot
	D	ND	U	Tot	D	ND	U	Tot	D	ND	U	Tot	
Applicants	30	1202	41	1273	23	794	37	854	61	2184	81	2326	4453
%	2	95	3		3	93	4		3	94	3		
Interviewed	9	139	3	151	6	58	4	68	14	324	13	351	570
%	6	92	2		9	85	6		4	92	4		
Offered	0	34	1	35	0	33	3	36	0	86	5	91	162
%		97	3			92	8			95	5		
Hired	0	16	1	17	0	13	2	15	0	46	4	50	82
%	0	94	6		0	87	13		0	92	8		

Key: D = Disability Declared ND = No Disability Declared U = Unknown

Ethnicity

	Humanities				Sciences				Social Sciences				Tot
	O	W	U	Tot	O	W	U	Tot	O	W	U	Tot	
Applicants	147	1027	99	1273	303	490	61	854	636	1524	166	2326	4453
%	12	81	8		35	57	7		27	66	7		
Interviewed	12	135	4	151	17	48	3	68	55	274	22	351	570
%	8	89	3		25	71	4		16	78	6		
Offered	2	30	3	35	7	25	4	36	13	72	6	91	162
%	6	86	9		19	69	11		14	79	7		
Hired	1	14	2	17	2	11	2	15	10	35	5	50	82
%	6	82	12		13	73	13		20	70	10		

Key: W = White O = All other ethnicities declared U = Unknown

Gender²

	Humanities				Sciences				Social Sciences				Tot
	M	F	U	Tot	M	F	U	Tot	M	F	U	Tot	
Applicants	587	641	45	1273	540	277	37	854	1188	1058	80	2326	4453
%	46	50	4		63	32	4		51	45	3		
Interviewed	55	93	3	151	37	30	1	68	160	179	12	351	570
%	36	62	2		54	44	1		46	51	3		
Offered	14	19	2	35	25	7	4	36	42	44	5	91	162
%	40	54	6		69	19	11		46	48	5		
Hired	5	10	2	17	9	4	2	15	23	23	4	50	82
%	29	59	12		60	27	13		46	46	8		

Key: M = Male F = Female U = Unknown

² The figures for "interviewed", "offered" and "hired" can span more than one year (should the candidate start later) or indeed not start at all

Religion

	B	BU	C	D	H	I	J	JU	NR	O	S	NS	
Applicants	2	86	1597	289	186	179	3	34	1487	118	18	454	4453
%		2	36	6	4	4		1	33	3		10	100
Interviewed	0	4	182	39	13	9	0	3	227	23	0	70	570
%		1	32	7	2	2		1	40	4		12	100
Offered	0	1	48	10	3	3	0	1	70	3	1	22	162
%		1	30	6	2	2		1	43	2	1	14	100
Hired	0	1	26	6	2	1	0	0	29	2	1	14	82
%		2	32	7	2	1			35	2	1	17	100

Key: B=Baha'i BU=Buddhism C=Christian D=Do Not Wish to Answer
H = Hinduism I = Islam (Muslim) J = Jainism JU = Judaism NR = No Religion
O = Other S = Sikhism NS = Not Stated

Professional Service Departments (recruitment activity for the year ending 31 July 2010)

Disability	Registry				Others				Tot
	D	ND	U	Tot	D	ND	U	Tot	
Applicants	74	1481	62	1617	51	1390	70	1511	3128
%	5	92	4		3	92	5		
Interviewed	36	251	3	290	21	273	9	303	593
%	12	87	1		7	90	3		
Offered	1	66	4	71	3	67	2	72	143
%	1	93	6		4	93	3		
Hired	0	20	2	22	1	35	0	36	58
%	0	91	9		3	97	0		

Key: D = Disability Declared ND = No Disability Declared U = Unknown

Ethnicity

	Registry				Others				Tot
	O	W	U	Tot	O	W	U	Tot	
Applicants	232	1301	84	1617	190	1235	86	1511	3128
%	14	80	5		13	82	6		
Interviewed	23	262	5	290	32	262	9	303	593
%	8	90	2		11	86	3		
Offered	3	63	5	71	9	60	3	72	143
%	4	89	7		13	83	4		
Hired	1	19	2	22	8	28	0	36	58
%	5	86	9		22	78	0		

Key: W = White O = All other ethnicities declared U = Unknown

Gender

	Registry				Others				Tot
	M	F	U	Tot	M	F	U	Tot	
Applicants	508	1046	63	1617	650	795	66	1511	3128
%	31	65	4		43	53	4		
Interviewed	73	216	1	290	128	167	8	303	593
%	25	74	0		42	55	3		
Hired	3	17	2	22	11	25	0	36	58
	14	77	9		31	69	0		

Key: M = Male F = Female U = Unknown

4.0 The Single Equality Scheme

Since the last report the University has launched a HR Strategy in which the Single Equality Scheme is one of the key themes with the following actions:

- Embed a system of Equality Impact Assessments across the University Policy Framework.
- Increase disclosure rates in relation to disability, so that more effective provision can be made for staff with disabilities. Also improve data for Ethnicity.
- Explore career progression routes, in particular for Black and Minority Ethnic (BME) staff, including comparative work in relation to other public sector organisations in Kent.
- Investigate issues around equality of opportunity for males and females in respect of progression between grades, in relation to full-time and part-time employment (especially in research) and inclusion in (for example) the REF.
- Introduce a more systematic programme of Equality and Diversity training for staff, especially for staff with management roles and those who sit on appointments panels

5.0 Training and Development

The University continues to offer a wide range of staff development opportunities in relation to Equality and Diversity with many staff participating in each of these. Over the course of 2009/10, 155 people attended a Welcome & Induction event and therefore participated in a 30 minute Equality & Diversity session. In total we have run 15 different types of sessions in relation to the different equality strands, some of the highlights include:

Equality and Diversity Award

The Equality and Diversity Award is a suite of equality training courses provided for staff. Once staff have completed all the different courses they will be given a certificate recognising their achievements and this is presented by the Vice-Chancellor at the Annual Staff Development Awards. 24 Equality and Diversity Awards were completed by staff during 2009/10.

The following is a list of the courses available as part of the award to all staff with attendance figures in 2009/10:

Courses 2009/10	
Equality and Diversity Overview	14
Promoting Dignity at Work and Study	18
Disability Awareness	18
Promoting Race Awareness	21
Communicating Across Cultures (now Cultural Awareness)	44
Additional Equality & Diversity Courses	
Promoting Gender Awareness	7
Promoting Age Awareness	11
Managing Diversity (for Heads)	13

Sign Language

25 people attended a six week Sign Language Taster course – 12 during the Autumn Term and 13 during Spring Term. They found it very useful in their jobs as it provided them with more confidence in communicating with students who might have hearing impairments. Further courses are planned for 2010/11.

English Classes for Partners of International Staff

Staff Development and Equality and Diversity have been working together over the last 2 years to offer weekly classes during term time to help the partners of international staff to practice and improve their spoken English skills and to meet other people in a similar situation. These classes have been well received by the participants. Attendance has been variable across the year, averaging 8 across the year.

6.0 Other Reports

Kent Union



During 2009/10 Kent Union gained the Investors in Diversity Level 1 award. This national standard enables organisations to take a structured and planned approach to embedding equality, diversity and inclusion at the heart of what they do while

providing a simple framework in which to do so. During the latter part of the academic year the Union started to develop its action plan to achieve level 2 of the award, they hope to have our assessment visit during the 2010/11 year.

7.0 Plans for 2010/11



7.1 Athena Swan

The University has recently joined and committed to the principles of the Athena Swan Charter which is a scheme which recognises excellence in Science, Engineering and Technology (SET) employment in higher education. The Charter was launched in June 2005. Any university or research institution which is committed to the advancement and promotion of the careers of women in SET in higher education and research can apply for membership.

The beliefs underpinning the Charter are:

- The advancement of science, engineering and technology (SET) is fundamental to quality of life across the globe.
- It is vitally important that women are adequately represented in what has traditionally been, and is still, a male-dominated area.
- Science cannot reach its full potential unless it can benefit from the talents of the whole population, and until women and men can benefit equally from the opportunities it affords.

The University has always promoted equality of opportunity and celebrated diversity. However, in acknowledging that there is a lower representation of women in senior positions in the Sciences Faculty it is hoped that joining the Charter will help to focus our energies into understanding the reasons for this and develop good practice for other faculties with similar issues. The acting Dean of the Faculty, Professor Mark Burchell has agreed to chair a working group which will include representatives from all the Academic Schools in the Faculty. The first meeting takes place in November 2010. Further information about Athena Swan is available here: <http://www.athenaswan.org.uk/html/athena-swan/>

7.2 Stonewall



The Equality and Diversity Annual Report 2008/9 stated the University's intention to join Stonewall to help demonstrate our commitment across all the equality strands. The University has now joined Stonewall's Diversity Champions programme which promotes and develops good practise for employers. The programme run by the gay equality charity promotes a good working environment for all existing and potential

employees and to ensure equal treatment for those who are lesbian, gay and bisexual. Many of the leading universities such as Liverpool, Southampton and UCL are already members as well as employers as diverse as Enterprise Rent-A-Car, Google and the armed forces. Further information is available here: www.stonewall.org.uk/wei

7.3 Progression Routes for Black and Minority Ethnic Staff

The University is conducting research with other major Kent-based public sector employers including Kent Police and the NHS to benchmark some comparative data around the profiles of their staff in relation to ethnicity. It is hoped that a secondary part of the research will include looking at any areas of good practice in terms of increasing diversity in both recruitment and promotion. A second phase will also include looking at comparative data and practice in the wider higher education sector.

7.4 Embedding Diversity Training in Development Programme for Senior Managers

Staff Development has, for a number of years, offered a management development programme which is facilitated by an external consultancy - Berkshire Consulting (<http://www.berkshire.co.uk>). Berkshire have been working in partnership with the University to develop the programme to best suit the needs of the participants which include University's Heads of School, Heads of Professional Service Departments and people in other senior roles. This year we are including a two day module called *People Management Skills for a Diverse Environment*. One of the aims of this module is to help the delegates "understand ways in which effective management of diversity and equality can enhance individual and team performance and create a positive working environment".

Analysis of Kent Student Population Demographic Profile

This analysis shows the profile of KENT students across key demographic categories of gender, ethnicity, disability, age group, mode of attendance, and fee type. The population of students included in this analysis are those taught by the University of Kent (excluding Associate College students and IFS).

Gender:

The proportion of female students has declined slightly from 56% in 2007/08 to 54% in 2010/11 in the overall student population and has decreased from 57% in 2007/08 to 54% in 2010/11 in the entry cohorts.

Gender	2007/08		2008/09		2009/10		2010/11*	
	All	New	All	New	All	New	All	New
Male	44%	43%	45%	44%	46%	46%	46%	46%
Female	56%	57%	55%	56%	54%	54%	54%	54%

*Provisional data (as at 1st Nov)

In the external data (see Graph 1 of Appendix) Kent is just above the lower quartile for the percentage of female students in 2008/09 (the most recent data currently available for the sector). The proportion of female students varies considerably across the sector, from 22% to 84%, with the median at 58%.

Ethnicity:

The quality of the data has improved across the four years shown, with 6% unknown in 2006/07 dropping to 2.5% in 2010/11. Of the known ethnic group population in the total student body, the proportions of BME groups have been increasing. The proportion of White students has dropped from 72.6% in 2008/09 to 68.6% in 2009/10. In the new intake cohorts, 2010/11 sees the proportion of Asian groups reach 10% for the first time.

Ethnicity	2007/08		2008/09		2009/10		2010/11*	
	All	New	All	New	All	New	All	New
White Total	72.1%	68.6%	72.6%	69.8%	70.5%	67.1%	68.6%	65.6%
Asian Total	7.5%	8.5%	7.6%	8.1%	8.7%	9.7%	9.5%	10.2%
Black Total	6.6%	7.2%	7.6%	8.0%	8.3%	9.0%	9.1%	9.4%
Chinese Total	3.2%	4.1%	3.8%	5.7%	4.3%	5.4%	4.9%	6.6%
Mixed Total	3.3%	3.1%	3.3%	3.3%	3.6%	3.7%	3.8%	4.0%
Other Total	1.4%	1.6%	1.5%	1.6%	1.6%	1.7%	1.5%	1.7%
Not known Total	5.9%	6.9%	3.6%	3.4%	3.1%	3.4%	2.5%	2.5%

*Provisional data (as at 1st Nov)

Kent is above the upper quartile for the proportion of non-White students in 2008/09 (see Graph 2), with only 14 other Pre-92 / 1994 Group / Russell Group institutions having a larger BME population in percentage terms.

Disability:

As with ethnicity, the completeness of the disability data has improved, with 3.3% unknown in 2007/08 down to only 0.6% unknown so far in 2010/11. The proportion of students without a disability has increased from 89.1% in 2007/08 to 91.7% in 2010/11, but this may be a reflection of the re-apportioning of the "unknowns". In the last three years the proportion of non-disabled students in the new entrants' cohort has been greater than that seen in the total population, suggesting that the proportion of non-disabled students in the overall population will continue to grow. Dyslexia remains the most common disability, with 3.5% of students in 2010/11 having declared it.

Disability	2007/08		2008/09		2009/10		2010/11*	
	All	New	All	New	All	New	All	New
None	89.1%	88.6%	90.0%	92.2%	90.9%	93.0%	91.7%	93.4%
Dyslexia	3.5%	2.9%	3.5%	2.6%	3.2%	2.4%	3.5%	2.9%
Sight	0.2%	0.2%	0.2%	0.2%	0.2%	0.2%	0.2%	0.2%
Hearing	0.4%	0.3%	0.3%	0.2%	0.3%	0.2%	0.2%	0.2%
Mobility	0.4%	0.3%	0.4%	0.3%	0.2%	0.2%	0.3%	0.3%
Non-visible	1.5%	1.1%	1.6%	1.5%	1.3%	1.3%	2.3%	2.0%
Other	1.7%	1.7%	1.9%	1.5%	1.7%	1.5%	1.3%	0.9%
Not known	3.3%	5.0%	1.9%	1.5%	2.2%	1.1%	0.6%	0.1%

*Provisional data (as at 1st Nov)

Kent is just above the sector median for the proportion of disabled students in 2008/09 (see Graph 3). Kent has a higher proportion of disabled students than the majority of the 1994 Group and Russell Group institutions.

Age group:

The proportion of new UG students under 21 has increased over the last four years from 71% in 2007/08 to 82% in 2010/11. However, the proportion of new students in the 21-24 age group has consistently been higher than that of the full population (10% compared to 8% in 2007/08 and 2008/09, 9% compared to 7% in 2009/10 and 8% compared to 7% in 2010/11). In the PG populations, the proportion of 21-24 year olds has increased, from 37% in 2007/08 to 41% in 2010/11 in the overall population, and from 44% to 54% in the new entrant population. This may reflect the increased competition for graduate level jobs, with graduates continuing into postgraduate education to improve their future employability. The proportion of PG students aged 41 and over has dropped from 16% in 2007/08 to 14% in 2010/11, with only 9% in the new population in 2010/11, suggesting that the overall proportion may continue to fall.

Study Level	Age group	2007/08		2008/09		2009/10		2010/11*	
		All	New	All	New	All	New	All	New
UG	<21	74%	71%	76%	73%	80%	79%	83%	82%
	21-24	8%	10%	8%	10%	7%	9%	7%	8%
	25-40	7%	9%	7%	8%	6%	7%	5%	5%
	41-60	7%	8%	7%	7%	5%	5%	3%	2%
	Over 60	3%	3%	3%	2%	1%	1%	0%	0%
	Unknown	0%	0%	0%	0%	0%	0%	1%	3%
UG Total		100%	100%	100%	100%	100%	100%	100%	100%
PG	<21	1%	1%	1%	1%	1%	1%	1%	1%
	21-24	37%	44%	41%	52%	44%	54%	41%	54%
	25-40	46%	42%	44%	38%	43%	37%	44%	36%
	41-60	15%	12%	13%	8%	12%	8%	13%	8%
	Over 60	1%	1%	1%	1%	1%	0%	1%	1%
	Unknown	0%	0%	0%	0%	0%	0%	0%	0%
PG Total		100%	100%	100%	100%	100%	100%	100%	100%

*Provisional data (as at 1st Nov)

Compared to institutions across the sector, in 2008/09 Kent has a lower than average proportion of mature UG students (see Graph 4), however when compared to the Pre-92 institutions, Kent is closer to the average, with most of the 1994 Group having smaller proportions.

Attendance:

The proportion of part-time students has decreased steadily over the past four years, from 19% in 2007/08 to 11% in 2010/11. In 2007/08 the part-time proportion in the new entrant population was greater than in the overall population, suggesting larger numbers of one-year sub-degree students. However, this is no longer the case, with the new entrant population down to 6% part-time in 2010/11.

Attendance	2007/08		2008/09		2009/10		2010/11*	
	All	New	All	New	All	New	All	New
Full-Time	81%	80%	83%	86%	87%	90%	89%	94%
Part-Time	19%	20%	17%	14%	13%	10%	11%	6%

*Provisional data (as at 1st Nov)

Compared to the sector, the proportion of part-time students at Kent in 2008/09 was just above the median, and (with the exception of Birkbeck College) has a larger proportion than any of the 1994 Group institutions, and the majority of the Russell Group and other Pre-92 institutions.

Fee Type:

The proportion of students coming from Overseas (non-EU) has increased steadily by 1% year on year between 2007/08 and 2009/10. There is continued growth in the new students population (up from 15% in 2007/08 to 19% in 2010/11), which suggests that the overall proportion will continue to rise.

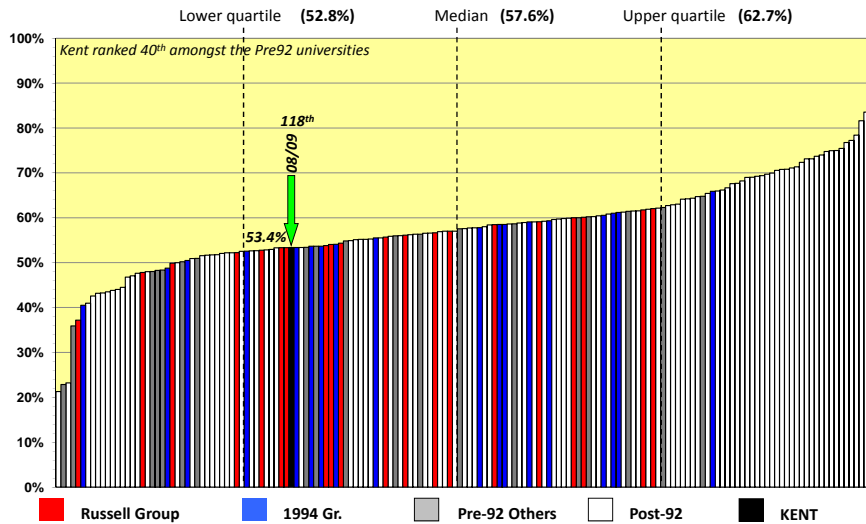
Fee Type	2007/08		2008/09		2009/10		2010/11*	
	All	New	All	New	All	New	All	New
Home/EU	89%	85%	88%	83%	87%	83%	87%	81%
OS/Islands	11%	15%	12%	17%	13%	17%	13%	19%

*Provisional data (as at 1st Nov)

The proportion of Overseas students at Kent was at the sector median in 2008/09 (see Graph 6), Kent had lower proportions than most of the 1994 Group and Russell Group institutions.

1. Proportion Female (% of new students)

2008/09



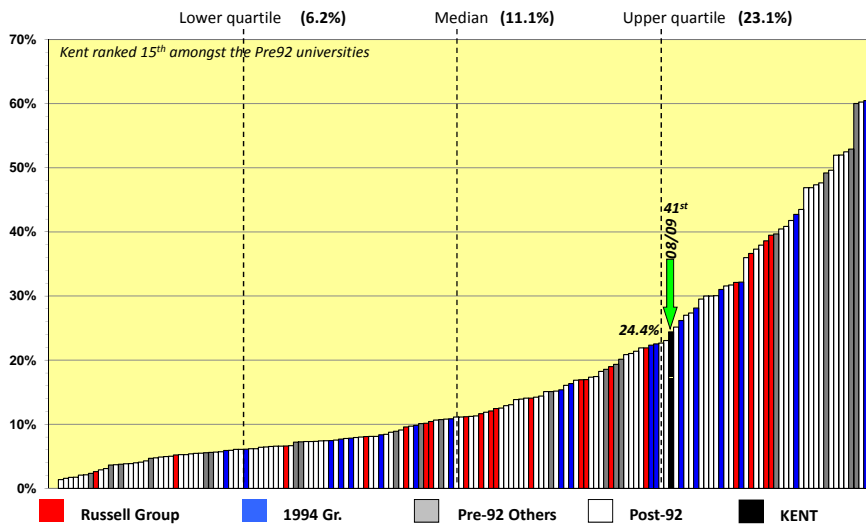
Source: HEIDI

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2. Proportion Non – White (% of new students)

2008/09



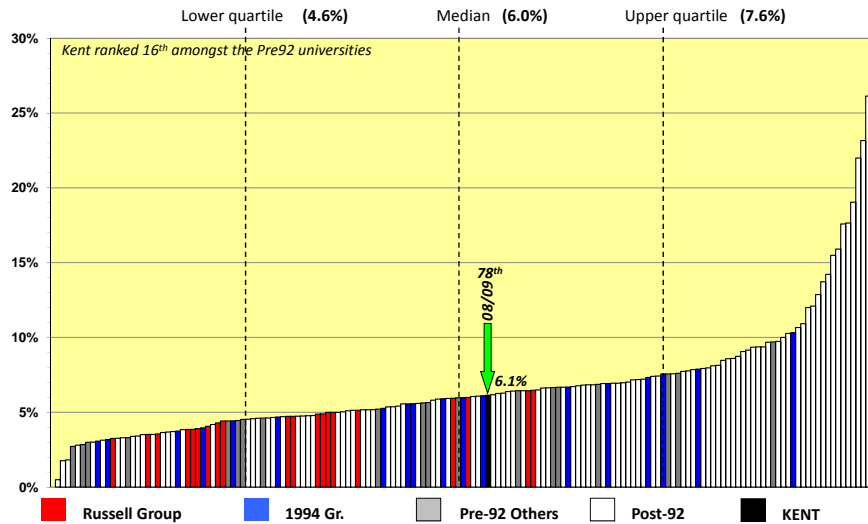
Source: HEIDI

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3. Proportion Disabled (% of new students)

2008/09



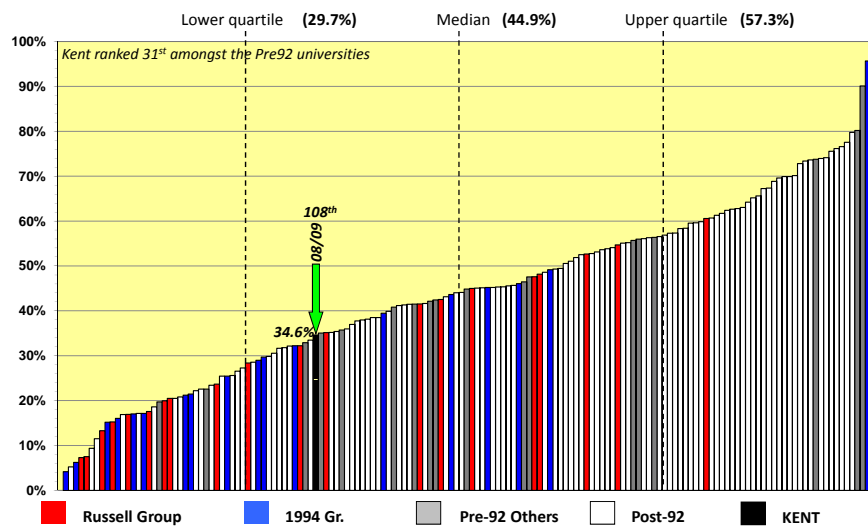
Source: HEIDI

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4. Proportion of Mature students at UG level (% new)

2008/09



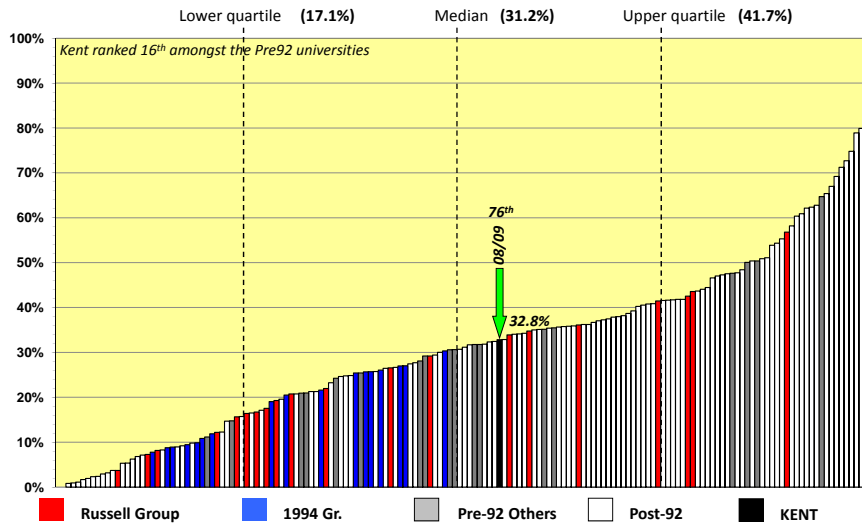
Source: HEIDI

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5. Proportion of Part-time students (% new)

2008/09



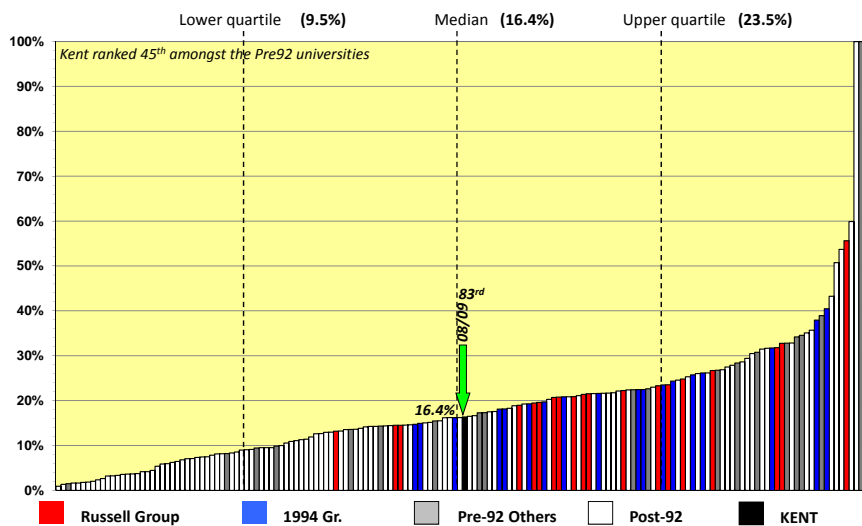
Source: HEIDI

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6. Proportion of Overseas students (% new)

2008/09



Source: HEIDI

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