

## **Report to Academic Development Committee from the Equality & Diversity Committee [EDC] concerning the ethnicity attainment gap October 2012**

The EDC wishes to draw to the attention of ADC members to some findings from a three year analysis of SOAS ethnicity x attainment data (Hobbs, 2010), the annual SOAS Student Diversity Report 2010-11; the most recent national Equality Challenge Unit [ECU] statistical report for 2011 and “*Improving the degree attainment of Black and minority ethnic students*” also from the ECU. [See references list at end for sources]

***EDC members are concerned about the SOAS attainment data, in particular for some ethnic groups. EDC asks ADC to consider the reports and to consider whether there is a need for ADC to recommend some action(s) to management in order to address these concerns. E.g. the School could agree performance indicators addressing the ethnicity attainment gaps for Faculties & academic departments.***

### **Describing the diversity of the SOAS student cohort for 2010-11**

The recruitment data shows that the SOAS student body has fewer mature students both UG (20.7% aged over 21 years vs. 25.4% nationally<sup>1</sup>) and PG (52.4% aged over 25 years vs. 60.4% nationally) than other HE institutions.

The proportion of home (UK) ethnic minority students is 43.2% compared to 18.1% of the national cohort (1994 Group average 19.1%) and overall SOAS has 47.2% students from black & minority ethnic [BME] backgrounds.

At SOAS women form the majority of full time undergraduates (61.2% vs. 55.1% nationally) and 64% (vs. 53.6%) of PG taught students are female, along with 55.8% of PG research students. The overall proportions of all SOAS students were 61% female and 39% male (1994 group average is 54.5% female students).

Overall SOAS had 319 disabled students (5.8%) for UG students (7.6%); PG Taught (5.5%) and PG-Research cohort (3.7%). The overall figure is somewhat low compared to the national average of 7.6% disabled students. The 1994 group had an average of 7.6% disabled students.

### **Considering the attainment of SOAS students for 2010-11**

**Age:** among the under-graduates 77.4% of younger students and 69.6% of mature students achieved at least an Upper Second. For the post-graduates: 75.1% of younger and 72.1% of mature SOAS PGT students achieved at least a Merit classification for their Masters degree.

**Gender:** under-graduates 72.4% of women and 81.1% of men gained at least an Upper Second classification. Comparison with the national UG statistics shows that 64.9% of women and 59.9% of men achieved at least an Upper Second – therefore the SOAS students did better than the national averages. Masters programmes: overall 89% of the women and 87.8% of the men passed. 11.5% did not pass and of those 60.8% were women.

**Disability:** [Note: n = 65 disabled UG students (9.9%), the data is not robust and must be interpreted with considerable caution]. Of disabled UG finalists: 68.1% [n <50] achieved at least a 2.1, compared with 76.8% of students who did not disclose a disability. Some 10.6% [n < 10] of disabled students compared to 4.6% of students who did not disclose a disability did not pass their degree.

**Ethnicity:** the national data on ethnicity and degree classification is controversial: the evidence from at least two studies (Broecke & Nicholls, 2007; Fielding *et al.*, 2008) suggests that there are **significant differences between the attainments of different ethnic groups**. This national attainment gap (BME-white) was 18.6% in 2009-10 for UK domiciled students (ECU, 2011).

<sup>1</sup> All references to national statistics are from the ECU statistical report, see reference list at the end of this paper.

In particular, **black students as a group achieve less than other groups**, e.g. the national figures for UK domiciled students (ECU, 2011) show 16.0% of *white* UG students get Firsts; the next most successful ethnic group was *Chinese* (12.4% Firsts) and the third most successful group was “*other ethnicity*” (11.8% Firsts). The least successful groups in terms of proportion of Firsts were Asian (8.4%) and Black (4.5%). These differences are not explained by prior educational attainment, or any other single factor, it is thought that any explanation will be multi-factorial.

At SOAS overall 6.7% of students are from black backgrounds (6.4% of UK students, 0.4% of EU students and 5.0% of International students are black). The School recruits at just above the national average for black students, whereas recruitment for every other ethnic minority group is well above average.

The SOAS data on ethnicity and attainment for 2010-11 has a similar pattern to the national data, though a higher proportion of SOAS students achieve the higher degree classifications:

Note: The data must be interpreted with caution, as some of the ethnic groups are small and hence percentages may be misleading. Also 4.9% of UG students did not provide ethnicity information.

Table 1: summary of the data showing the ethnicity attainment gap in 2010-11

		Comparing all BME & white students		Breakdown by multiple ethnic groups
		<b>First classifications</b>	<b>at least an Upper Second</b>	
Undergraduates	UG students from BME backgrounds	9% (UK dom only: 10.2%)	70.4% (UK dom only: 68.98%)	<p><b>Strongest performance:</b></p> <p>The <i>First</i> rates are highest for white (20.6%) [22.63% UK only] &amp; mixed background (17.2%) [17.02% UK only] UG students</p> <p>The overall UG pass rate was 100% [95% UK only] for <i>other ethnic background</i> and 96.9% for <i>Asian or Asian British</i> [91% UK only]. [white 94.4% (92% UK only)]</p>
	UG students from white backgrounds	20.6% (UK dom only: 22.63%)	80.6% (UK dom only: 82.71%)	<p><b>Weakest performance:</b></p> <p>The <i>First</i> rates are lowest for <i>Middle East</i><sup>2</sup> (4.9%) [3.45% UK only] and <i>black</i> (5.7%) [8.57% UK only] UG students.</p> <p>The overall UG pass rate was 92.7% for <i>Middle East</i> students [92% UK only] and 85.7% for <i>black</i> students [80% UK only].</p>
		<b>Distinctions</b>	<b>Those who “did not pass”</b>	
Postgraduates	PG students from BME backgrounds	12.2% (UK dom only: 10.48%)	16.4% (UK dom only: 28.89%)	<p><b>Strongest performance:</b></p> <p>The Distinctions rate was 25.9% [23.39% UK only] for <i>white</i> students &amp; 20.0% [17.86% UK only] for <i>all mixed backgrounds</i>.</p> <p>The overall pass rate for PG-Ts was highest at 92.7% for <i>white</i> students and 90.0% for <i>all mixed backgrounds</i>.</p>
	PG students from white backgrounds	25.9% (UK dom only: 23.39%)	7.3% (UK dom only: 24.94%)	<p><b>Weakest performance:</b></p> <p>The Distinctions rate was 9.8% [7.69% UK only] for <i>Chinese &amp; other Asian</i> students &amp; 5.2% [4.69% UK only] for <i>black backgrounds</i>.</p> <p>The overall PG-Ts pass rate for the other groups ranged between 68.4% (<i>other ethnic backgrounds</i>) and 86.7% (<i>Asian</i>).</p>

<sup>2</sup> In the national data the Middle East group are not separately identified, most would be included in the “other ethnicity” group.

The 2010-11 SOAS ethnicity attainment data is similar to previous years: Hobbs (Nov. 2010) reported to EDC on an analysis of 1,280 UK domiciled, final year SOAS UGs in 2006/7, 2007/8 and 2008/9: there were statistically significant differences between white and BME UGs in degree classification.

In particular:

- i) 18% of white UGs achieved a first, compared to only 6% of BME UGs;
- ii) 77% of white UGs achieved at least a 2:1, compared to only 60% of BME UGs; and
- iii) Only 8% of white UGs did not pass, compared to 13% of BME UGs.

Dr. Hobbs reported that over the 3 years there were statistically significant differences in the characteristics of white and BME UGs prior to the degree programme. In particular:

- white UGs had a higher educational achievement/UCAS tariff than BME UGs;
- white UGs ranked higher than BME UGs in socio-economic classification; and
- white UGs were more likely than BME UGs to be mature students.

However, these differences in the characteristics of white and BME UGs prior to the degree programme (in educational achievement / UCAS tariff, socio-economic classification and age) did not account for any of the differences between the ethnic groups in degree classification.

Dr. Hobbs commented that the differences by ethnicity in degree classification not accounted for by the students' characteristics prior to the degree programme analysed (educational achievement/UCAS tariff, socio-economic classification and age) could be accounted for a combination of:

- factors prior to the programme not analysed in the report,
- factors during the programme 'outside' of SOAS, and
- factors during the programme 'inside' of SOAS.

### Conclusion:

As a result of the information from all of these sources the EDC members are concerned that SOAS may need to act in order to address its ethnicity attainment gap. The consideration of this matter appears to be within the remit of Academic Development Committee and therefore EDC has asked ADC to consider these issues.

### References

Berry, J. [Higher Education Academy] and Loke, G. [Equality Challenge Unit]

*"Improving the degree attainment of Black and minority ethnic students"*

<http://www.ecu.ac.uk/publications/files/improving-degree-attainment-bme.doc/view>

Broecke, S. and Nicholls, T. (2007) *Ethnicity and Degree Attainment*, DfES Research Report W92.

<http://publications.education.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=RW92> [08 Sept 2012].

Equality Challenge Unit [ECU, 2011]

*"Equality in higher education: statistical report 2011 Part 2: students"*

(full report available at <http://www.ecu.ac.uk/publications/equality-in-he-stats-11>

– this refers to HESA data from the 2009-10 academic year)

Fielding, A., Charlton, C., Kounali, D. and Leckie, G. (2008)

*Degree attainment, ethnicity and gender: interactions and the modification of effects – a quantitative analysis.*

Available from: [www.heacademy.ac.uk/resources/detail/ourwork/inclusion/EDA\\_quantitative\\_report](http://www.heacademy.ac.uk/resources/detail/ourwork/inclusion/EDA_quantitative_report)

[08 Sept 2012].

Dr. Graham Hobbs, report to SOAS Equality & Diversity Committee, 2 November 2010

*"Differences in undergraduate degree classification by ethnicity"*.

[copy available from [diversity@soas.ac.uk](mailto:diversity@soas.ac.uk) on request; this report is based on data from UK domiciled students only]

SOAS Annual Student Diversity Report 2010-11

(full report available at <http://www.soas.ac.uk/equalitydiversity/reports/> )

**A Summary of SOAS Students'  
National Student Survey Results from 2006 - 2011:  
Comparing responses of disabled students with those  
from students who have not disclosed any impairment.**

**Executive Summary**

The two groups of disabled students (those with dyslexia and those with other impairments) have NSS satisfaction ratings which differ somewhat from those of the majority who have not disclosed any impairments. The numbers of disabled students are small, varying between 10 and 18 respondents per year with dyslexia and 11 – 14 respondents per year with other impairments over the five years in which this data was available. Therefore it is difficult to generalise from these findings.

Overall the **respondents with dyslexia** had more variable satisfaction ratings than the majority group. In the “*Overall satisfaction ratings*” the students with dyslexia had satisfaction ratings which were slightly higher than those of the majority group, except for 2010 when their ratings dropped quite sharply.

For most of the sections of the NSS, the respondents with dyslexia had similar or higher satisfaction ratings compared to the majority group in at least 3 years out of 5. These sections were: “*The teaching on my course (I) – overall rating*”; “*assessment & feedback (I)*”; “*academic support (I)*”; “*organisation and management (I)*”; and “*personal development (I)*”. In the “*Learning resources (I)*” section the respondents with dyslexia had lower satisfaction ratings than the majority group in at least 3 out of 5 years: the sub-questions suggest their dissatisfaction was with both library and IT resources.

The **respondents with impairments other than dyslexia** also had more variable satisfaction ratings than the majority group. In the “*Overall satisfaction ratings*” the students with other impairments had satisfaction ratings which were higher than those of the majority group, in three years out of the four for which there is data, the exception being 2007 when the satisfaction rating was 73% (lower than the majority group).

For the sections of the NSS, the respondents with other impairments had a variety of responses compared to the majority group:

In the section on “*The teaching on my course (I) – overall rating*” the students with other impairments had satisfaction ratings higher than the majority group in three years out of four (the exception being 2007 when the majority group ratings were all above 85% and the students with other impairments’ ratings for the various sub-questions were between 64% – 82%).

For the “*assessment & feedback (I)*” section the satisfaction ratings were higher than the majority group in 2009 & 2010; but below the majority group in 2007 & 2011 – the sub-question results suggest this was mostly due to low satisfaction on questions concerned with academic marking and feedback.

In the “*academic support (I)*” section the students with other impairments had higher satisfaction ratings in 2009 and 2010; the ratings were the same in 2011; and the ratings were lower than the majority group in 2007. The analysis of the sub-section questions suggests that the lower satisfaction ratings tended to be on the questions about availability of advice.

In the “*organisation and management (I)*” section the satisfaction ratings were above those of the majority group in all four years.

In the “*Learning resources (I)*” section the satisfaction ratings were higher than the majority group in 2010 & 2011; the ratings were the same in 2007; and lower than the majority group in 2009. The ratings for the sub-questions in 2009 show that the students with other impairments had lower ratings for the question on access to general IT resources and (especially) for the question on access to specialised resources.

In the “*personal development (I)*” section the satisfaction ratings were higher than the majority group in 2010 and 2011; and lower than the majority group in 2007 and 2009. The sub-question data suggests that the lower satisfaction ratings tend to arise from the questions dealing with self-confidence.

Perhaps unsurprisingly, the areas where disabled students are satisfied are broadly similar to those where students who have not disclosed any impairment are satisfied. Where there is less satisfaction among disabled students, it also tends to be in the areas where students who have not disclosed an impairment are less satisfied. It may simply be the case that any problems which occur have a greater impact on the disabled students because they tend to interact with the student’s disability issues.

**A Summary of SOAS Students Survey Results: 2006 - 2011:  
Comparing responses of disabled students with those  
from students who have not disclosed any impairment.**

**[Comparing “Dyslexics”, “Other Impairment” and “no known disability”  
(i.e. student has not disclosed any impairment))]**

## **Introduction**

The percentages quoted in this report are the proportions of respondents who choose either “agree” or “mostly agree” or “definitely agree” as their response<sup>1</sup> to one of the 21 statements<sup>2</sup> used in the National Student Survey [NSS]. This cumulative percentage is used as the *satisfaction rate* in relation to each of the statements, which were concerned with the School’s provision of teaching on course, academic assessment and feedback, academic support, organisation and management, learning resources and personal development.

The twenty-one statements are also referred to as sub-questions in this report.

The National Students’ Survey did not include a request for the student’s ‘disability’ status in 2006, hence there is no available data for that year to report. Also in 2008, the Survey included no data for the category of ‘disability excluding dyslexia’ (i.e. “other impairments”). Therefore that data is reported as “missing” in this report.

The NSS between 2007 – 2011 collected information about disability under three groupings: “students with dyslexia” (dyslexics), “students with a disability other than dyslexia” (other impairments) and “students with no known disability” (none disclosed).

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<sup>1</sup> Respondents had six options to reply to each question. They were ‘definitely agree’, ‘mostly agree’, ‘mostly disagree’, ‘neither’, ‘mostly disagree’, ‘definitely disagree’, and ‘not applicable’

<sup>2</sup> The 21 statements are listed in Appendix 1 and may also be referred to as “sub-questions” in this report.

## A. Overall satisfaction (Table A & Figure A)

Figure A: Overall satisfaction ratings

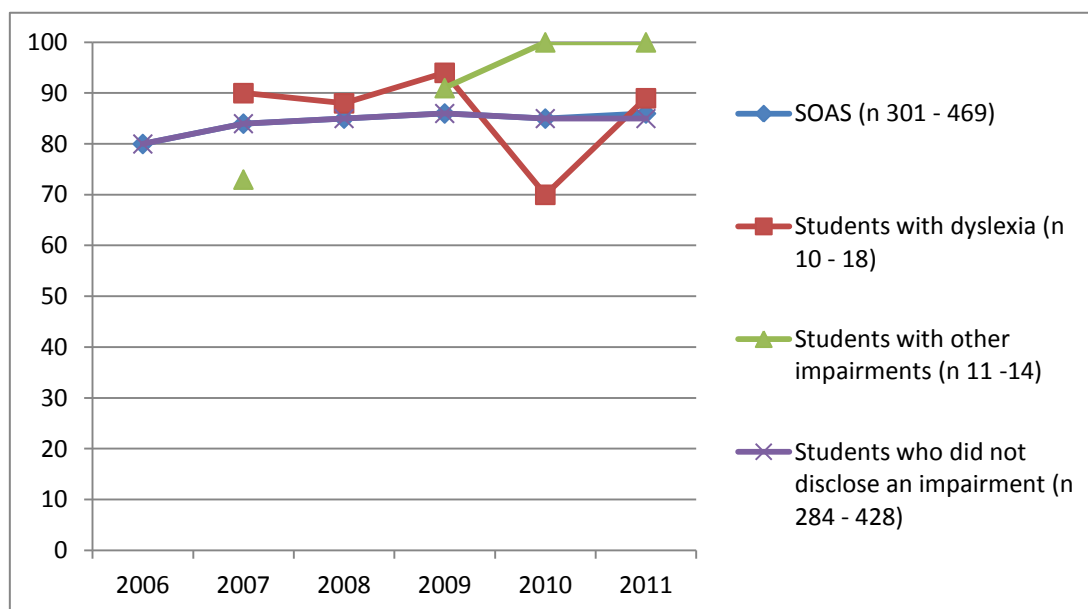


Table A: Overall satisfaction ratings  
(n = range in number of respondents)

	SOAS (n 301 - 469)	Students with dyslexia (n 10 - 18)	Students with other impairments (n 11 - 14)	Students who did not disclose an impairment (n 284 - 428)
2006	80	n/a	n/a	80
2007	84	90	73	84
2008	85	88	n/a	85
2009	86	94	91	86
2010	85	70	100	85
2011	86	89	100	85

**Green** highlight = rating at least 5% above those of the whole cohort &/or the students who did not disclose an impairment. **Yellow** highlight = rating at least 5% below those of the whole cohort &/or the students who did not disclose an impairment.

The *Overall satisfaction* ratings for the students who did not disclose any impairment (the majority group, where n ranged between 284 – 428 over the six years) mirrored almost perfectly those of the entire SOAS student body (n ranged from 301 - 469) and they show fairly consistent *Overall satisfaction* ratings over the six years in the range 80% – 86%.

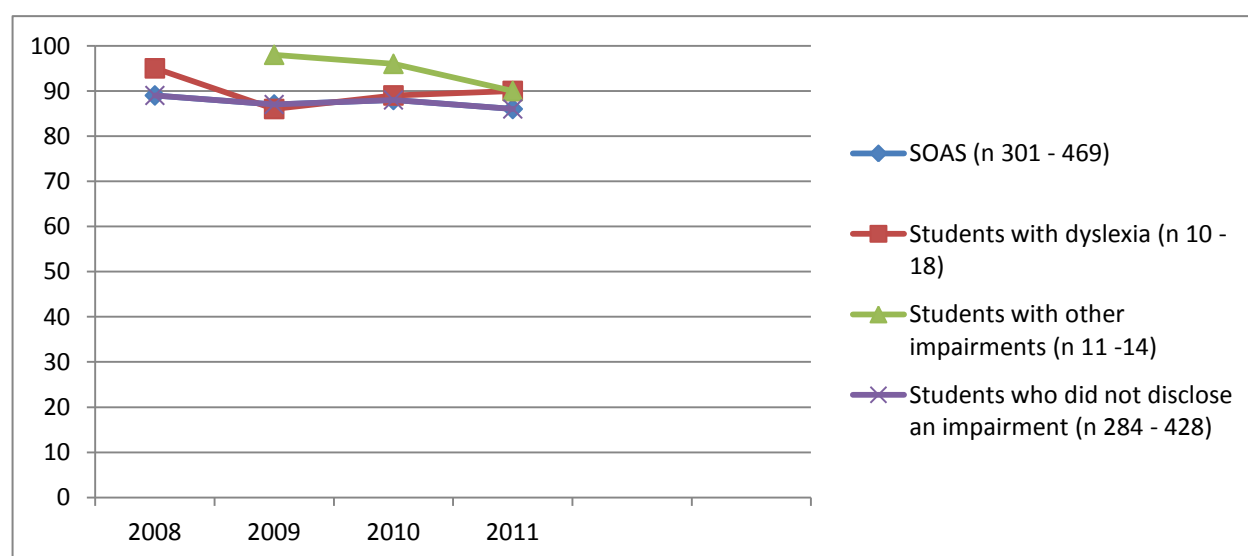
Students who disclosed dyslexia (n ranged between 10 - 18 students over the five available years' data, so numbers were small) had higher *Overall satisfaction* ratings (ranging between 88% - 94%) than the majority group, except in 2010 when the dyslexic students' *Overall satisfaction* ratings dropped to 70%.

Students who disclosed “other impairments” (n ranged between 11 -14 students over the six years, so numbers were small) had lower *Overall satisfaction* ratings than the majority group in 2007 (73%) but these *Overall satisfaction* ratings improved to 91% in 2009 and 100% in 2010 and 2011, which were higher than the ratings for the majority group.

So, over the 5-6 years, apart from one exceptional year for each group, the two groups of disabled students consistently had higher *Overall satisfaction* ratings than the majority group who had not disclosed any impairments.

**B. The teaching on my course (Tables B & C and Figures B & C)**

**Figure B: The teaching on my course (I) – overall rating**





**Table B: The teaching on my course (I) – overall rating  
(n = range in number of respondents)**

	SOAS (n 301 - 469)	Students with dyslexia (n 10 - 18)	Students with other impairments (n 11 -14)	Students who did not disclose an impairment (n 284 - 428)
2006	83	n/a	n/a	n/a
2007	88	92	73	88
2008	89	95	n/a	89
2009	87	86	98	87
2010	88	89	96	88
2011	86	90	90	86

**Green** highlight = rating at least 5% above those of the whole cohort &/or the students who did not disclose an impairment. **Yellow** highlight = rating at least 5% below those of the whole cohort &/or the students who did not disclose an impairment.

*The teaching on my course – overall* satisfaction ratings for the students who did not disclose any impairment (the majority group, n 284 – 428 over the six years) mirrored almost perfectly those of the entire SOAS student body (n 301 - 469) and they show fairly consistent *The teaching on my course – overall* satisfaction ratings over the six years in the range 83% – 89%.

Students who disclosed dyslexia (n 10 - 18, so numbers were small) had higher *The teaching on my course – overall* satisfaction ratings (ranging between 86% - 95%) than the majority group, with the exception of one year (2009) when the dyslexic students' rating (86%) was just one point below the satisfaction rating for the majority group.

Students who disclosed “other impairments” (n 11 -14, so numbers were small) had lower *The teaching on my course – overall* ratings than the majority group in 2007 (73%) but these *The teaching on my course* ratings improved to 90% - 98% in the period 2009 to 2011, which were higher than the ratings for the majority group.

So, over the six years, apart from one exceptional year (2007) when *The teaching on my course – overall* satisfaction ratings of the students with dyslexia were substantially lower than their ratings in other years, the two groups of disabled students consistently had similar / higher *The teaching on my course – overall* satisfaction ratings to the majority group who had not disclosed any impairments.

**Table C1: The teaching on my course (II): the sub-questions  
(n = number of respondents)**

	2006				2007			
	SOAS N = 301	Dyslexics	Other Impair- ments	None disclosed N = 284	SOAS N = 306	Dyslexics N = 10	Other Impair- ments N = 11	None disclosed N = 285
National Student Surveys								
Staff are good at explaining things	86	Na	Na	87	90	100	73**	90
Staff have made the subject interesting	78	Na	Na	78	84	80	82	85
Staff are enthusiastic about what they are teaching	84	Na	Na	84	86	90	64**	87
The course is intellectually stimulating.	85	Na	Na	85	91	100	73**	91

	2008				2009			
	SOAS N = 383	Dyslexics N = 16	Other Impair- ments	None disclosed N= 361	SOAS N = 433	Dyslexics N = 16	Other Impair- ments n = 11	None disclosed N = 406
National Student Surveys								
Staff are good at explaining things	91	94	na	91	90	88	100**	90
Staff have made the subject interesting	88	94**	Na	88	84	81	100**	83
Staff are enthusiastic about what they are teaching	89	100**	Na	89	89	81**	100**	89
The course is intellectually stimulating.	89	94**	Na	89	87	94**	91	87

**Table C1 continued: The teaching on my course (II): the sub-questions**  
(n = number of respondents)

	2010				2011			
	SOAS N = 469	Dyslexics N = 27	Other Impair- ments n = 14	None disclos ed N = 428	SOAS N = 457	Dyslexics N = 18	Other Impair- ments N = 13	None disclosed N = 13
Staff are good at explaining things	92	93	93	92	89	94**	92	88
Staff have made the subject interesting	83	89**	100**	82	84	83	92**	84
Staff are enthusiastic about what they are teaching	88	89	100**	88	86	89	85	86
The course is intellectually stimulating.	90	85	93	90	86	94**	92**	85

**Green** highlight = rating at least 5% above those of the whole cohort &/or the students who did not disclose an impairment. **Yellow** highlight = rating at least 5% below those of the whole cohort &/or the students who did not disclose an impairment.

\*\* indicates those ratings which differ from the others for the same sub-question by more than 5%, most are situations where the disability sub-group(s) had higher satisfaction ratings than the majority group.

The first time where the disabled sub-groups had lower satisfaction ratings than the majority was in 2007, when the lower satisfaction rating for *The teaching on my course – overall* satisfaction ratings from the “other impairments” group (73%) was underlain by lower ratings for three out of four areas:

- 73% *Staff are good at explaining things*
- 64% *Staff are enthusiastic about what they are teaching*
- 73% *The course is intellectually stimulating*

The other groups all had ratings in the 80 – 100% range that year (2007) for those sub-questions, so the responses from the “other impairment” group were appreciably lower. The satisfaction rating from this group for *“Staff have made the subject interesting”* was 82%, which was comparable with the other groups.

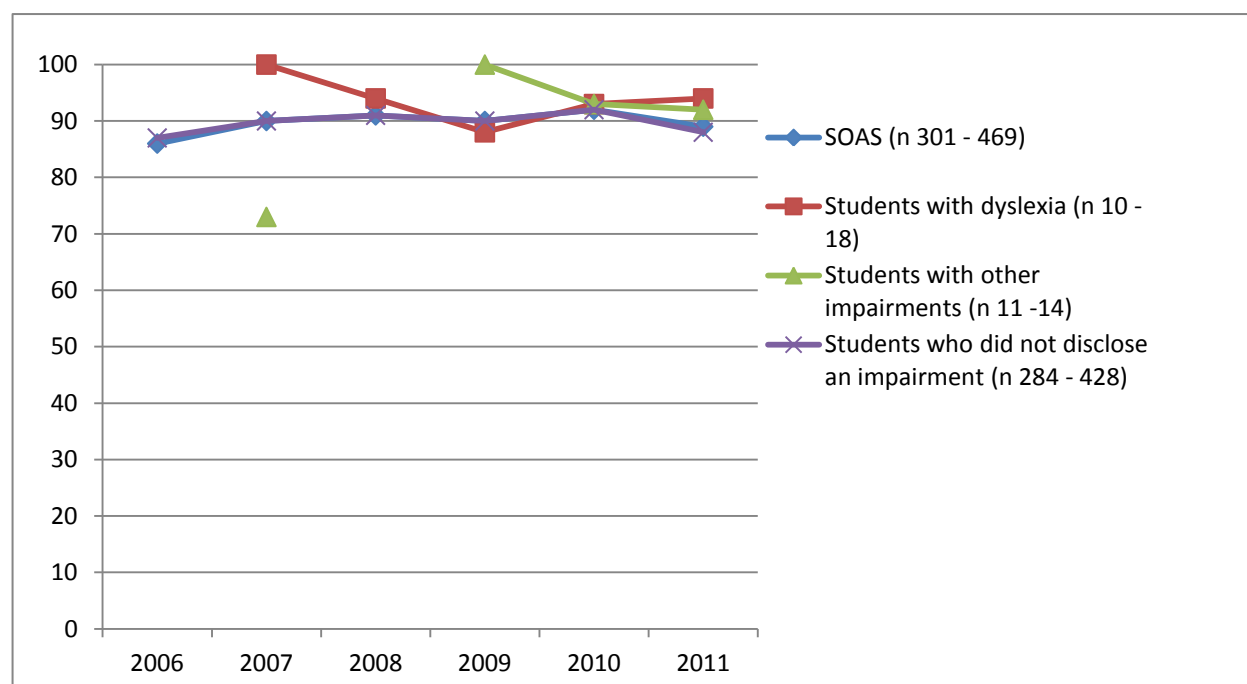
The second occasion was in 2009: those students who disclosed dyslexia had lower *The teaching on my course – overall* satisfaction ratings (86%), just one point below the satisfaction rating for the majority group. This may well have resulted from the dyslexic students' relatively low rating for one particular sub-question: *Staff are enthusiastic about what they are teaching* (81% compared to 89% to 100% for the other groups).

**Table C2: Staff are good at explaining things**

	SOAS (n 301 - 469)	Students with dyslexia (n 10 - 18)	Students with other impairments (n 11 -14)	Students who did not disclose an impairment (n 284 - 428)
2006	86	n/a	n/a	87
2007	90	100	73	90
2008	91	94	n/a	91
2009	90	88	100	90
2010	92	93	93	92
2011	89	94	92	88

**Green** highlight = rating at least 5% above those of the whole cohort &/or the students who did not disclose an impairment. **Yellow** highlight = rating at least 5% below those of the whole cohort &/or the students who did not disclose an impairment.

**Figure C2: Staff are good at explaining things**

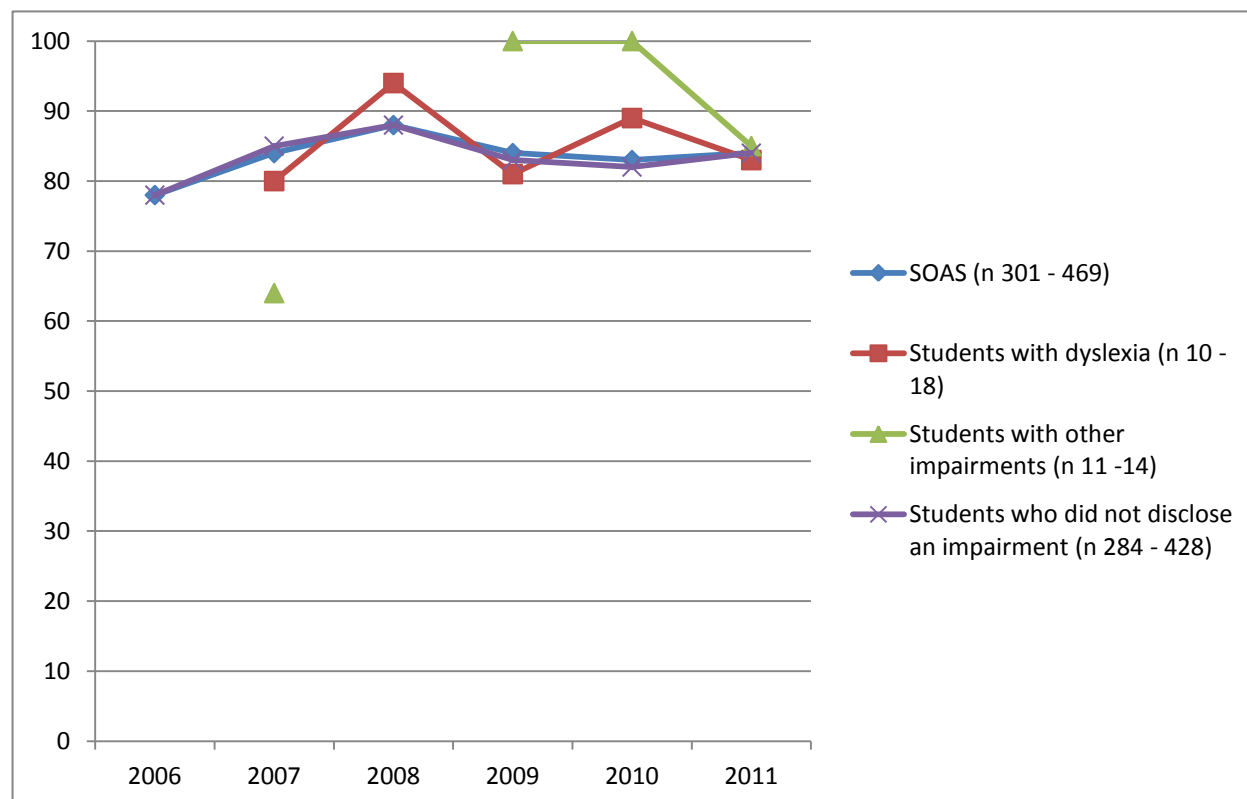


**Table C3: Staff have made the subject interesting**

	SOAS (n 301 - 469)	Students with dyslexia (n 10 - 18)	Students with other impairments (n 11 - 14)	Students who did not disclose an impairment (n 284 - 428)
2006	78	n/a	n/a	78
2007	84	80	64	85
2008	88	94	n/a	88
2009	84	81	100	83
2010	83	89	100	82
2011	84	83	85	84

**Green** highlight = rating at least 5% above those of the whole cohort &/or the students who did not disclose an impairment. **Yellow** highlight = rating at least 5% below those of the whole cohort &/or the students who did not disclose an impairment.

**Figure C3: Staff have made the subject interesting**

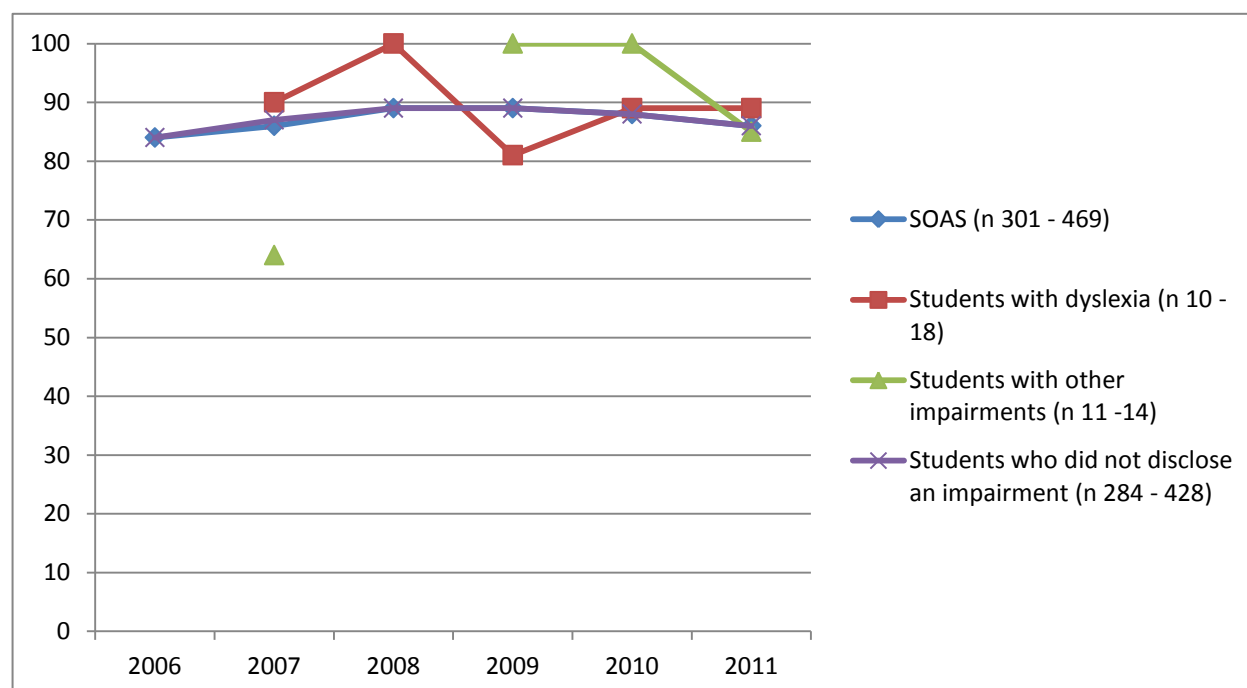


**Table C4: Staff are enthusiastic about what they are teaching**

	SOAS (n 301 - 469)	Students with dyslexia (n 10 - 18)	Students with other impairments (n 11 -14)	Students who did not disclose an impairment (n 284 - 428)
2006	84	n/a	n/a	84
2007	86	90	64	87
2008	89	100	n/a	89
2009	89	81	100	89
2010	88	89	100	88
2011	86	89	85	86

**Green** highlight = rating at least 5% above those of the whole cohort &/or the students who did not disclose an impairment. **Yellow** highlight = rating at least 5% below those of the whole cohort &/or the students who did not disclose an impairment.

**Figure C4: Staff are enthusiastic about what they are teaching**

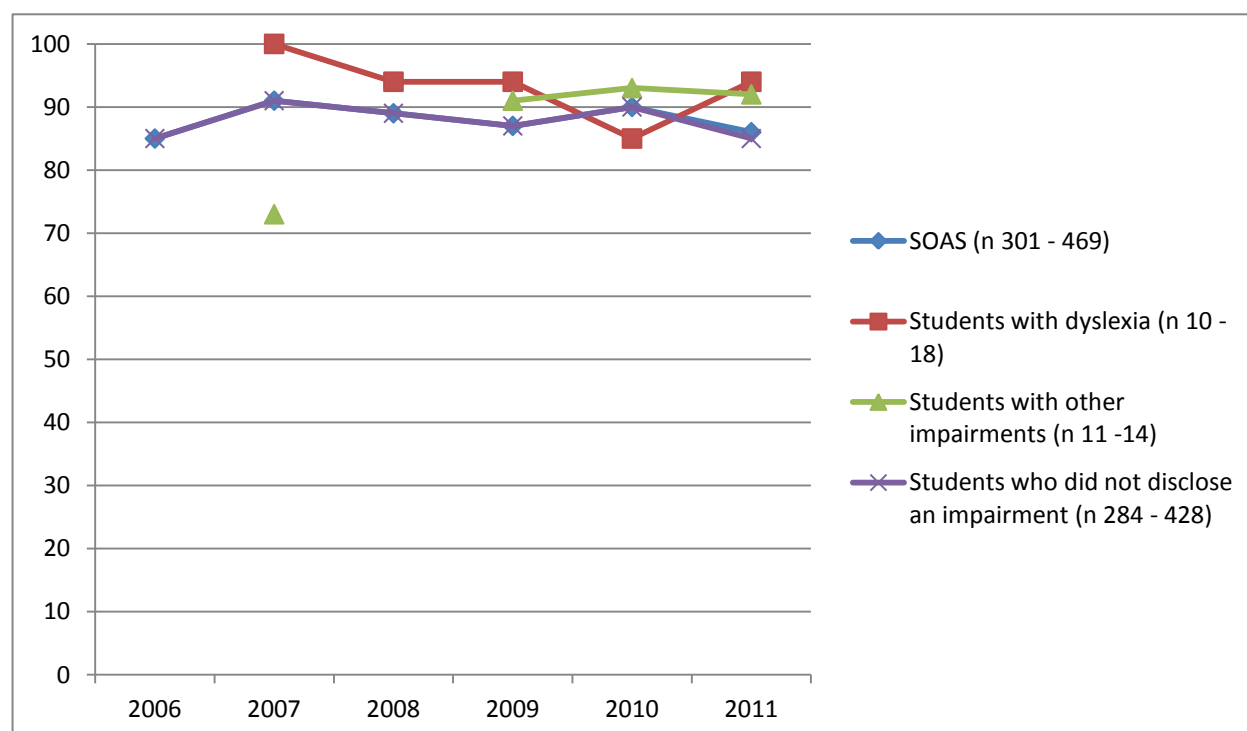


**Table C5: The course is intellectually stimulating**

	SOAS (n 301 - 469)	Students with dyslexia (n 10 - 18)	Students with other impairments (n 11 -14)	Students who did not disclose an impairment (n 284 - 428)
2006	85	n/a	n/a	85
2007	91	100	73	91
2008	89	94	n/a	89
2009	87	94	91	87
2010	90	85	93	90
2011	86	94	92	85

**Green** highlight = rating at least 5% above those of the whole cohort &/or the students who did not disclose an impairment. **Yellow** highlight = rating at least 5% below those of the whole cohort &/or the students who did not disclose an impairment.

**Figure C5: The course is intellectually stimulating**



## C. Assessment and feedback (Tables D & E and Figures D & E)

Figure D: Assessment and feedback (I)

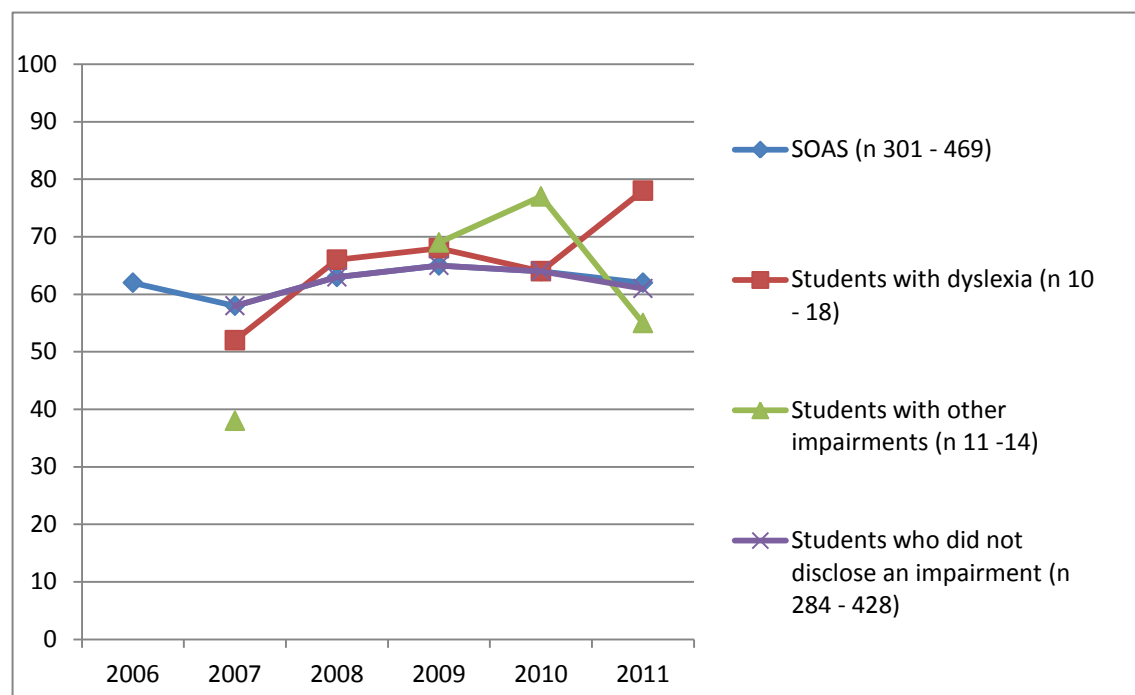


Table D: Assessment and feedback (I)  
(n = range in number of respondents)

	SOAS (n 301 - 469)	Students with dyslexia (n 10 - 18)	Students with other impairments (n 11 - 14)	Students who did not disclose an impairment (n 284 - 428)
2006	62	n/a	n/a	n/a
2007	58	52	38	58
2008	63	66	n/a	63
2009	65	68	69	65
2010	64	64	77	64
2011	62	78	55	61

Green highlight = rating at least 5% above those of the whole cohort &/or the students who did not disclose an impairment. Yellow highlight = rating at least 5% below those of the whole cohort &/or the students who did not disclose an impairment.



*Assessment and feedback (I)* satisfaction ratings for the students who did not disclose any impairment (the majority group, n 284 – 428 over the six years) reflected closely those of the entire SOAS student body (n 301 - 469). The *Assessment and feedback (I)* satisfaction ratings are fairly consistent between 58-65%.

Students who disclosed dyslexia (n 10 - 18, so numbers were small) had substantially lower satisfaction ratings for *Assessment and feedback (I)* [52%] in 2007 than in the other years (64% – 78%) and also their 52% rating for 2007 was lower than the rating for the overall cohort (58%), though the students with other impairments' satisfaction ratings were lower still at 38% in that year.

Students who disclosed “other impairments” (n 11 -14, so numbers were small) had satisfaction ratings for *Assessment and feedback (I)* of 69% & 77% in 2009 and 2010, yet in 2007 their rating was just 38% (by far the lowest rating of any group that year) and in 2011 it was only 55% (again the lowest of the groups).

So, reviewing the 5-6 years, in 2007 the *Assessment and feedback (I)* satisfaction ratings of both the students with dyslexia and those of the students with other impairments were substantially lower than their satisfaction ratings in other years and substantially lower than the ratings obtained from the other groups. In 2011 the two disabled groups again differed from the majority group – though this time in different ways: the “other impairment” group had substantially lower satisfaction ratings for *Assessment and feedback (I)* (55%) than the other groups (61% - 62% for the overall cohort and the majority group). The students with dyslexia had higher satisfaction ratings (78%) than the majority group for that year.

**Table E1: Assessment and feedback (II): the sub-questions**  
(n = number of respondents)

National Student Survey	2006				2007			
	SOAS N=301	Dyslexics	Other Impair- ments	None disclosed N=284	SOAS N=306	Dyslexics N=10	Other Impair- ments N=11	None disclosed N=285
The criteria used in marking have been clear in advance	62	Na	Na	62	60	50**	36**	61
Assessment arrangements and marking have been fair	75	Na	Na	74	72	80	55**	73
Feedback on my work has been prompt	50	na	na	49	46	30**	27**	47
I have received detailed comments on my work	70	Na	Na	70	61	50**	46**	62
Feedback on my work has helped me clarify things I did not understand	56	Na	Na	57	49	50	27**	49

**Table E1 continued: Assessment and feedback (II): the sub-questions**  
(n = number of respondents)

	2008				2009			
National Student Surveys	SOAS N=383	Dyslexics N=16	Other Impair- ments	None disclosed N=361	SOAS N=433	Dyslexics N=16	Other Impair- ments n=11	None disclosed N=406
The criteria used in marking have been clear in advance	66	88**	Na	66	68	56**	73**	68
Assessment arrangements and marking have been fair	74	69**	Na	74	73	75	73	73
Feedback on my work has been prompt	57	50**	Na	58	57	56	45**	57
I have received detailed comments on my work	66	62	Na	66	67	81**	82**	66
Feedback on my work has helped me clarify things I did not understand	54	62**	Na	54	60	69**	73**	59

**Table E1 continued: Assessment and feedback (II): the sub-questions**  
(n = number of respondents)

	2010				2011			
	SOAS N=469	Dyslexics N=27	Other Impair- ments n=14	None disclosed N=428	SOAS N=457	Dyslexics N=18	Other Impair- ments N=13	None disclosed N=13
The criteria used in marking have been clear in advance	68	59**	71	69	62	78**	46**	62
Assessment arrangements and marking have been fair	75	67**	86**	75	75	94**	62**	74
Feedback on my work has been prompt	55	67**	71**	54	51	78**	46	50
I have received detailed comments on my work	67	78**	79**	66	65	78**	62	64
Feedback on my work has helped me clarify things I did not understand	56	52	79**	56	56	61**	62**	55

**Green** highlight = rating at least 5% above those of the whole cohort &/or the students who did not disclose an impairment. **Yellow** highlight = rating at least 5% below those of the whole cohort &/or the students who did not disclose an impairment.

The *Assessment and Feedback (II)* sub-questions were one of the areas where all students' responses have been persistently lower than SOAS would like; it was also one of the major areas where the two groups of disabled students had some substantially lower satisfaction ratings than the majority group:

In 2006 the data was not collected for disabled students specifically.

In 2007 the satisfaction ratings for the students with dyslexia were lower than the ratings for the students who did not disclose any impairment on 3 out of 5 sub-questions (and a higher satisfaction rating on two sub-questions). The students with other impairments also had lower satisfaction ratings than the majority group, for all 5 sub-questions, and in many cases the difference in satisfaction ratings was more than 15%.

In 2008 there were insufficient responses from students with other impairments to permit their data to be reported. The students with dyslexia had lower satisfaction ratings than the majority group for 3 of the 5 questions and higher satisfaction ratings in 2 out of 5 sub-questions (one of which was a large difference of more than 20% - *The criteria used in marking have been clear in advance*).

In 2009 the students with dyslexia had satisfaction ratings higher than those of the majority group for 3 out of 5 sub-questions and lower than that group for 2 sub-questions. The students with other impairments had lower satisfaction ratings than the majority group for one sub-question out of five and higher satisfaction ratings for three sub-questions (and one the same).

In 2010 once again the students with dyslexia had satisfaction ratings higher than those of the majority group for 2 out of 5 sub-questions & lower satisfaction ratings in a further 5 sub-questions. The students with other impairments had higher satisfaction ratings than the majority group for all 5 sub-questions.

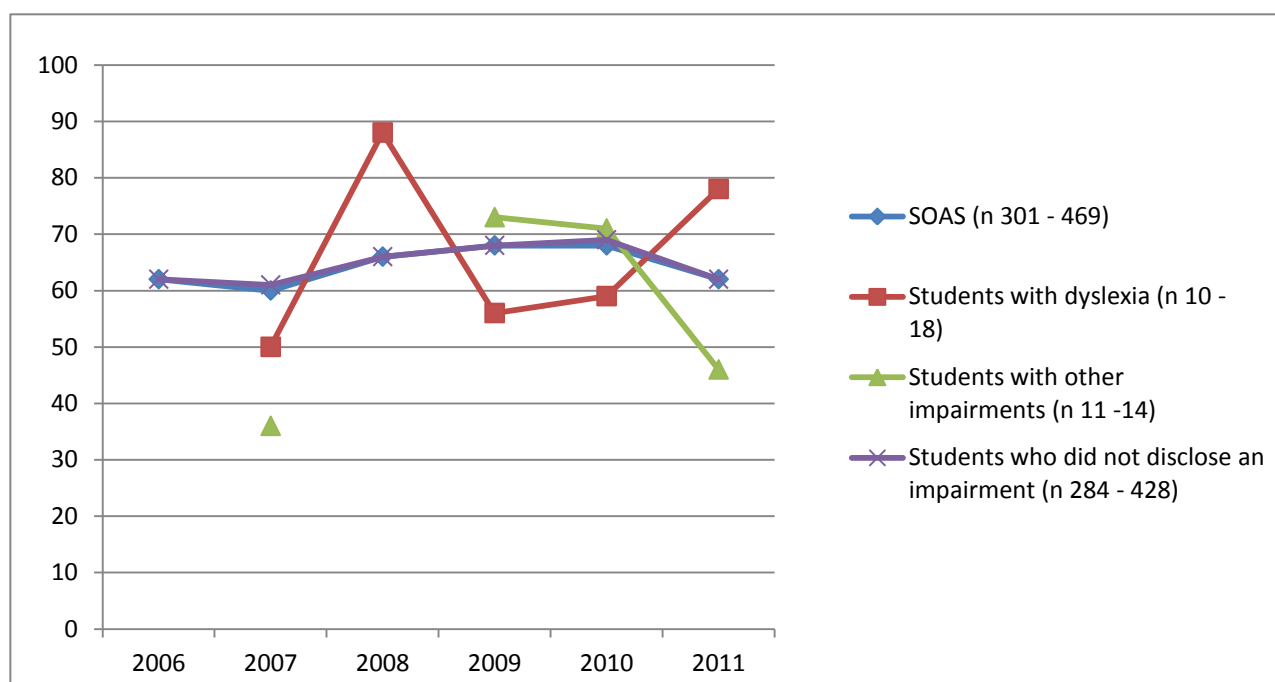
In 2011 the students with dyslexia had higher satisfaction ratings than the majority group on every sub-question in this section; in contrast the students with other impairments had lower satisfaction scores than the majority group for 4 of the 5 sub-questions (and for one sub-question they had higher ratings).

**Table E2: The criteria used in marking have been clear in advance**

	SOAS (n 301 - 469)	Students with dyslexia (n 10 - 18)	Students with other impairments (n 11 - 14)	Students who did not disclose an impairment (n 284 - 428)
2006	62	n/a	n/a	62
2007	60	50	36	61
2008	66	88	n/a	66
2009	68	56	73	68
2010	68	59	71	69
2011	62	78	46	62

**Green** highlight = rating at least 5% above those of the whole cohort &/or the students who did not disclose an impairment. **Yellow** highlight = rating at least 5% below those of the whole cohort &/or the students who did not disclose an impairment.

**Figure E2: The criteria used in marking have been clear in advance**



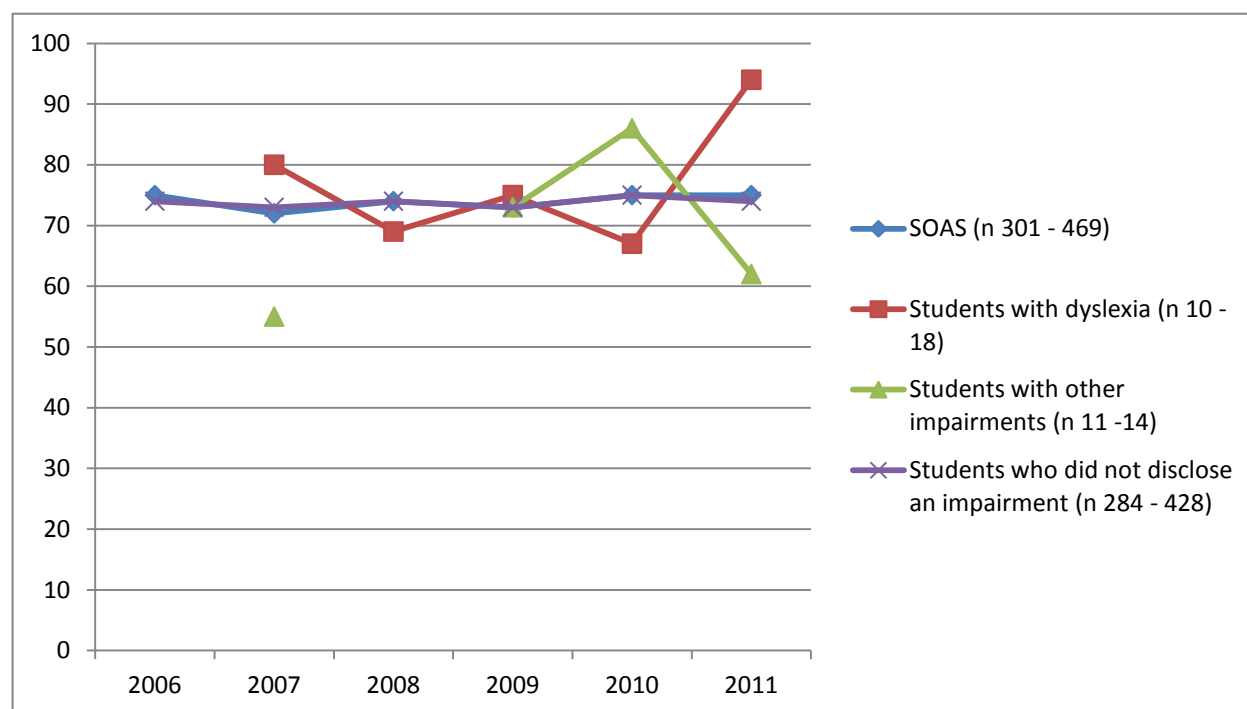
In response to the sub-question *The criteria used in marking have been clear in advance* the majority group had relatively stable satisfaction rates between 60-70%; and the satisfaction scores of the students with dyslexia have shown some improvement over time from about 50% to just under 80%. In contrast, the students with other impairments had much lower satisfaction ratings than the other groups in 2007, and showed some initial improvement in 2009, but in the most recent year's responses the satisfaction rate had fallen to 46%.

**Table E3: Assessment arrangements and marking have been fair**

	SOAS (n 301 - 469)	Students with dyslexia (n 10 - 18)	Students with other impairments (n 11 - 14)	Students who did not disclose an impairment (n 284 - 428)
2006	75	n/a	n/a	74
2007	72	80	55	73
2008	74	69	n/a	74
2009	73	75	73	73
2010	75	67	86	75
2011	75	94	62	74

**Green** highlight = rating at least 5% above those of the whole cohort &/or the students who did not disclose an impairment. **Yellow** highlight = rating at least 5% below those of the whole cohort &/or the students who did not disclose an impairment.

**Table E3: Assessment arrangements and marking have been fair**



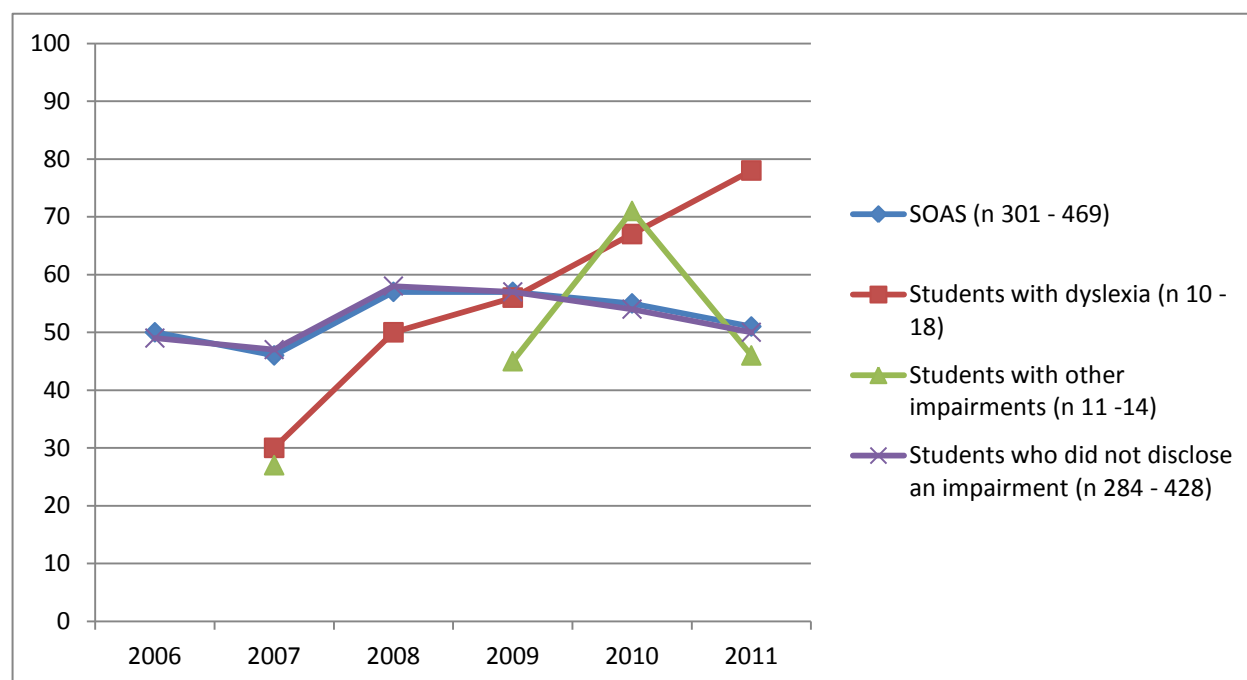
In response to the sub-question *Assessment arrangements and marking have been fair* the majority group had relatively stable satisfaction rates between 70-80%; and the satisfaction ratings of the students with dyslexia were relatively similar to the majority group (67-80%) until 2011 when the satisfaction rate jumped up to 94%. In contrast, the students with other impairments had a much lower satisfaction rating (55%) than the other groups in 2007, and also showed some initial improvement to 86% in 2009, but in the most recent year's responses their satisfaction rate has fallen again to 62%.

**Table E4: Feedback on my work has been prompt**

	SOAS (n 301 - 469)	Students with dyslexia (n 10 - 18)	Students with other impairments (n 11 - 14)	Students who did not disclose an impairment (n 284 - 428)
2006	50	n/a	n/a	49
2007	46	30	27	47
2008	57	50	n/a	58
2009	57	56	45	57
2010	55	67	71	54
2011	51	78	46	50

**Green** highlight = rating at least 5% above those of the whole cohort &/or the students who did not disclose an impairment. **Yellow** highlight = rating at least 5% below those of the whole cohort &/or the students who did not disclose an impairment.

**Figure E4: Feedback on my work has been prompt**



In response to the sub-question *Feedback on my work has been prompt* the majority group had very consistent satisfaction ratings over time between 46% – 57%. The students with dyslexia had much more variable satisfaction ratings which improved steadily over time, starting at 30% for 2007 then increased to 50% in 2008 and 56% in 2009; increasing again to 67% in 2010 and 78% in 2011. The students with other impairments' satisfaction rating was 27% in 2007, it increased to 45% in 2009 and peaked at 71% in 2010, but in 2011 it dropped back to 46%.

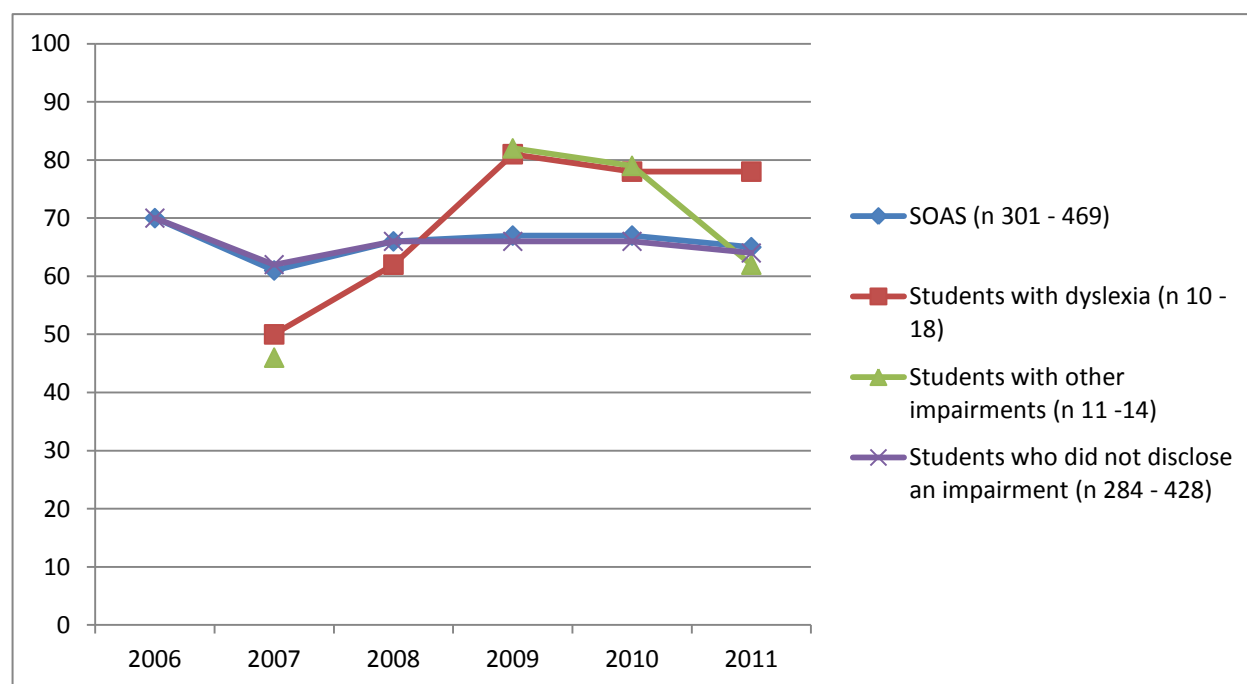


**Table E5: I have received detailed comments on my work**

	SOAS (n 301 - 469)	Students with dyslexia (n 10 - 18)	Students with other impairments (n 11 - 14)	Students who did not disclose an impairment (n 284 - 428)
2006	70	n/a	n/a	70
2007	61	50	46	62
2008	66	62	n/a	66
2009	67	81	82	66
2010	67	78	79	66
2011	65	78	62	64

**Green** highlight = rating at least 5% above those of the whole cohort &/or the students who did not disclose an impairment. **Yellow** highlight = rating at least 5% below those of the whole cohort &/or the students who did not disclose an impairment.

**Figure E5: I have received detailed comments on my work**



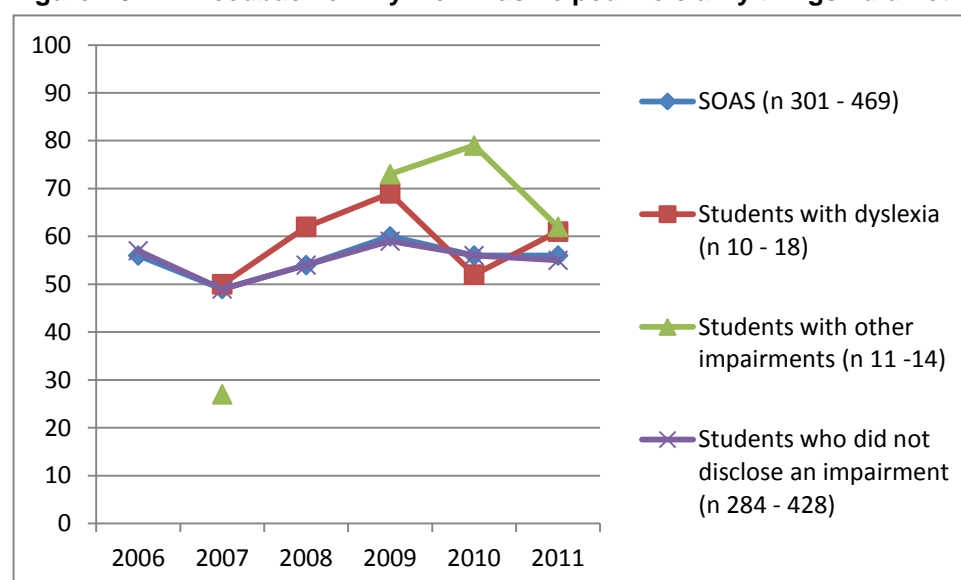
In response to the sub-question *I have received detailed comments on my work* the majority group had very consistent satisfaction ratings over time between 62% – 70%. The students with dyslexia had much more variable satisfaction ratings which started lower than those of the majority group at 50% for 2006 and 62% for 2007 then increased to above the majority group's ratings, 81% in 2009 and 78% in both 2010 and 2011. In 2007 the students with other impairments' satisfaction rating was 46%, it peaked at 82% in 2009 and dropped slightly to 79% in 2010, but in 2011 it dropped back to 62%.

**Table E6: Feedback on my work has helped me clarify things I did not understand**

	SOAS (n 301 - 469)	Students with dyslexia (n 10 - 18)	Students with other impairments (n 11 - 14)	Students who did not disclose an impairment (n 284 - 428)
2006	56	n/a	n/a	57
2007	49	50	27	49
2008	54	62	n/a	54
2009	60	69	73	59
2010	56	52	79	56
2011	56	61	62	55

**Green** highlight = rating at least 5% above those of the whole cohort &/or the students who did not disclose an impairment. **Yellow** highlight = rating at least 5% below those of the whole cohort &/or the students who did not disclose an impairment.

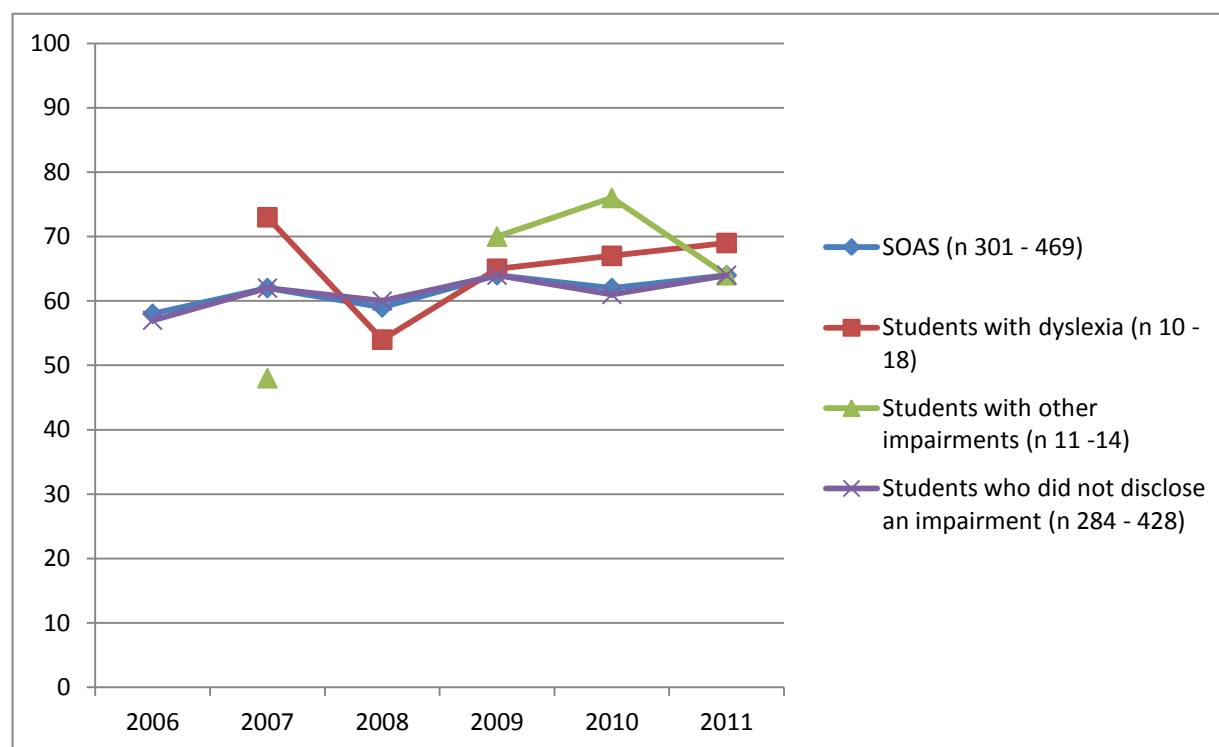
**Figure E6: Feedback on my work has helped me clarify things I did not understand**



In response to the sub-question *Feedback on my work has helped me clarify things I did not understand* the majority group had very consistent satisfaction ratings over time between 49% – 60%. The students with dyslexia had much more variable satisfaction ratings which started similar to the majority group at 50% for 2007 and then increased to above the majority rating - 62% in 2008 and 69% in 2009 then decreased to 52% in 2010 recovered somewhat to 61% in 2011. The students with other impairments' satisfaction rating was just 27% in 2007, a long way below the satisfaction rate for the majority group. The satisfaction ratings of the "other impairments" group improved to just above the majority group in 2009 (73%) and then increased again to well above the majority group, 79% in 2010, but dropped back again to 62% in 2011.

#### D. Academic support (Tables F & G)

**Figure F: Academic support (I)**



**Table F: Academic support (I)**  
(n = range in number of respondents)

	SOAS (n 301 - 469)	Students with dyslexia (n 10 - 18)	Students with other impairments (n 11 - 14)	Students who did not disclose an impairment (n 284 - 428)
2006	58	n/a	n/a	57
2007	62	73	48	62
2008	59	54	n/a	60
2009	64	65	70	64
2010	62	67	76	61
2011	64	69	64	64

**Green** highlight = rating at least 5% above those of the whole cohort &/or the students who did not disclose an impairment. **Yellow** highlight = rating at least 5% below those of the whole cohort &/or the students who did not disclose an impairment.

The *Academic support (I)* satisfaction ratings for the majority group (those who did not disclose any NSS 2006 – 2011 breakdown by impairment categories

impairment, n 284 – 428 over the six years) reflected closely those of the entire SOAS student body (n 301 - 469) and were fairly consistent between 57% – 64%.

Students who disclosed dyslexia (n 10 - 18, so numbers were small) had substantially higher satisfaction ratings for *Academic support (I)* (73%) in 2007 compared to the other groups; there was a sharp drop to 54% in 2008, when the students with dyslexia had the lowest satisfaction ratings of the three groups. Between 2009 – 2011 there was a steady improvement in the satisfaction ratings for the students with dyslexia (65% – 69%) and these were consistently above those of the majority group.

Students who disclosed “other impairments” (n 11 -14, so numbers were small) had satisfaction ratings for *Academic support (I)* of just 48% in 2007 (by far the lowest rating of any group that year). The satisfaction ratings for 2009 and 2010 were substantially better, the highest of the three groups at 70% and 76% respectively, but it dropped again to 64% in 2011 (similar to the majority group).

So, reviewing the 5-6 years, in 2007 the *Academic support (I)* satisfaction ratings of the students with dyslexia were substantially higher than the ratings obtained from the other groups, and this remained true in three of the five years (in 2008 the dyslexics’ ratings were the lowest of the groups).

In 2007 the “other impairment” group had a substantially lower satisfaction rating for *Academic support (I)* (48%) than the other groups; however between 2009 – 2010 (70% – 76%) the satisfaction ratings improved and were the strongest of the three groups and in the final year, 2011, the satisfaction rating (64%) was very similar to that of the majority group.

**Table G1: Academic support (II): the sub-questions**  
(n = number of respondents)

	2006				2007			
National Student Surveys	SOAS N=301	Dyslexics	Other Impair- ments	None disclose d N=284	SOAS N=306	Dyslexics N=10	Other Impair- ments N=11	None disclosed N=285
I have received sufficient advice and support with my studies	56	na	na	56	57	90	36	57
I have been able to contact staff when I needed to	69	Na	Na	69	75	90	73	75
Good advice was available when I needed to make study choices	48	na	na	47	52	40	36	53

	2008				2009			
National Student Surveys	SOAS N=383	Dyslexics N=16	Other Impair- ments	None disclose d N=361	SOAS N=433	Dyslexics N=16	Other Impair- ments n=11	None disclose d N=406
I have received sufficient advice and support with my studies	56	50	na	57	59	63	64	59
I have been able to contact staff when I needed to	69	62	Na	70	77	81	82	77
Good advice was available when I needed to make study choices	52	50	na	52	55	50	64	55

**Table G1 continued: Academic support (II): the sub-questions**  
(n = number of respondents)

	2010				2011			
	SOAS N=469	Dyslexics N=27	Other Impair- ments n=14	None disclose d N=428	SOAS N=457	Dyslexics N=18	Other Impair- ments N=13	None disclose d N=13
I have received sufficient advice and support with my studies	60	70	71	59	58	61	54	58
I have been able to contact staff when I needed to	72	78	79	71	75	83	85	75
Good advice was available when I needed to make study choices	53	52	79	53	58	61	54	58

**Green** highlight = rating at least 5% above those of the whole cohort &/or the students who did not disclose an impairment. **Yellow** highlight = rating at least 5% below those of the whole cohort &/or the students who did not disclose an impairment.

The *Academic Support (II)* sub-questions were as follows:

In 2006 the data was not collected for disabled students specifically.

In 2007 the satisfaction ratings for the students with dyslexia were lower than the ratings for the students who did not disclose any impairment on 1 out of 5 sub-questions (i.e. Good advice was available when I needed to make study choices ) and a higher satisfaction rating on two sub-questions. The students with other impairments also had lower satisfaction ratings than the majority group, on two of the sub-questions (both of which were a large differences of more than 15%).

In 2008 there were insufficient responses from “students with other impairments” to permit their data to be reported. The students with dyslexia had lower satisfaction ratings than the majority group for 2 of the 3 questions.

In 2009 the students with dyslexia had satisfaction ratings higher than those of the majority group for one sub-question (*I have been able to contact staff when I needed to*) and lower than that group for one sub-question (*Good advice was available when I needed to make study choices*). The students with other impairments had higher satisfaction ratings than the majority group for all three sub-questions.

In 2010 once again the students with dyslexia had satisfaction ratings higher than those of the majority group for 2 out of 3 sub-questions. The students with other impairments had higher satisfaction ratings than the majority group for all 3 sub-questions.

In 2011 the students with dyslexia had higher satisfaction ratings than the majority group on one sub-question in this section; and the students with other impairments had higher satisfaction scores than the majority group the same sub-question (*I have been able to contact staff when I needed to*).

**Table G2:**

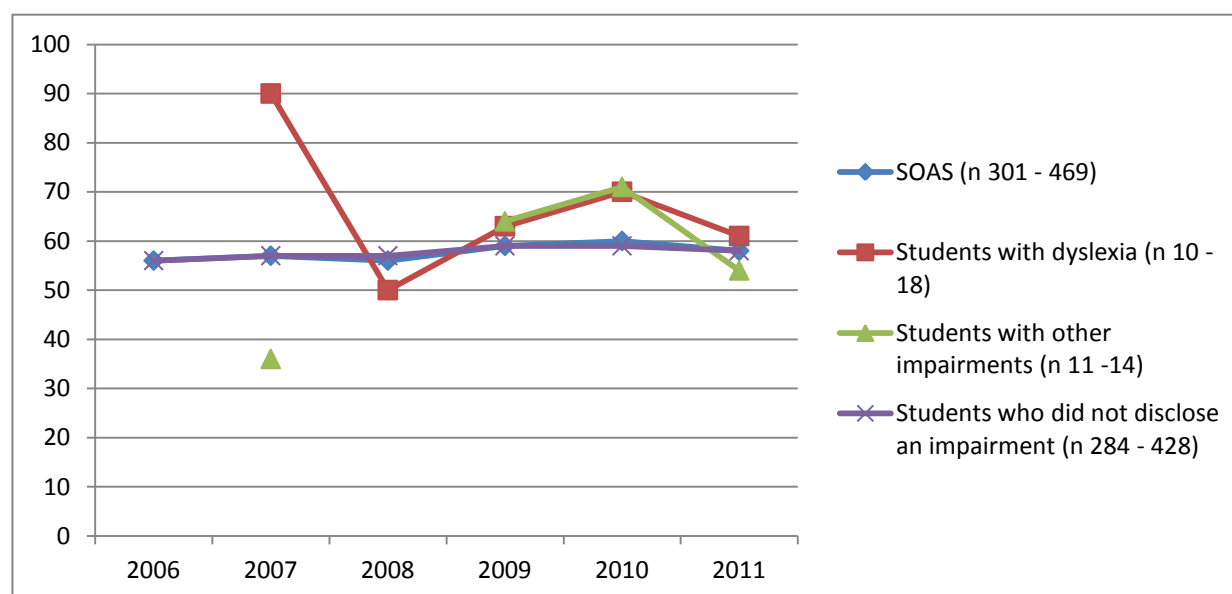
**I have received sufficient advice and support with my studies**

	SOAS (n 301 - 469)	Students with dyslexia (n 10 - 18)	Students with other impairments (n 11 - 14)	Students who did not disclose an impairment (n 284 - 428)
2006	56	n/a	n/a	56
2007	57	90	36	57
2008	56	50	n/a	57
2009	59	63	64	59
2010	60	70	71	59
2011	58	61	54	58

**Green** highlight = rating at least 5% above those of the whole cohort &/or the students who did not disclose an impairment. **Yellow** highlight = rating at least 5% below those of the whole cohort &/or the students who did not disclose an impairment.

**Figure G2:**

**I have received sufficient advice and support with my studies**



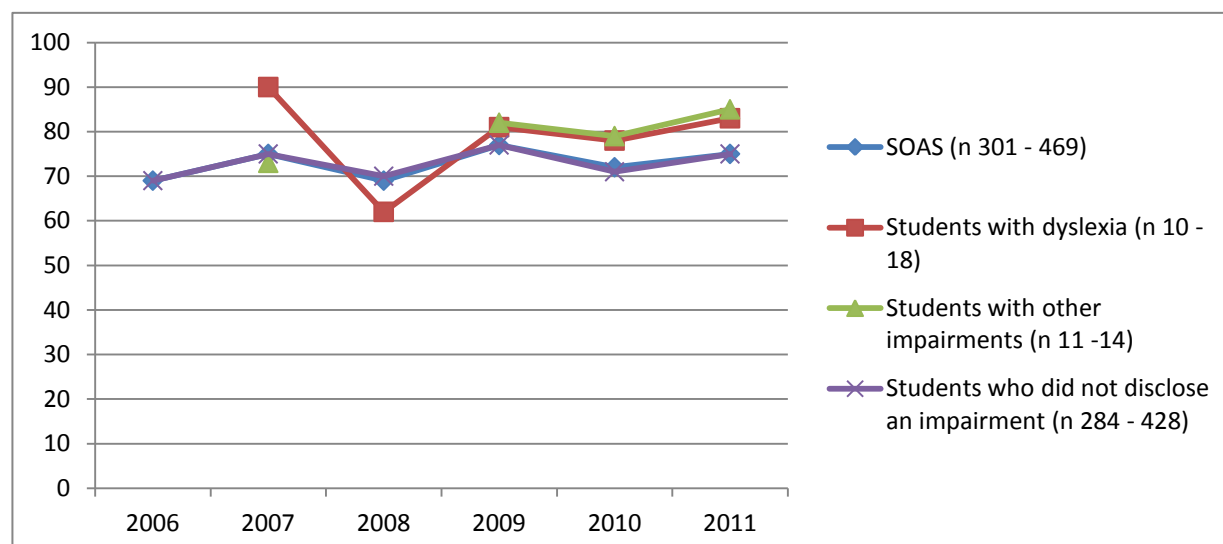
In response to the sub-question *I have received sufficient advice and support with my studies* the majority group had very consistent satisfaction ratings over time between 56% – 59%. The students with dyslexia had much more variable satisfaction ratings which started far higher than the majority group at 90% for 2007 but dropped to 50% in 2008 which was just below the majority group. The three most recent years (2009 – 2011) were more consistent, between 61% - 70%. The students with other impairments satisfaction rating was just 36%, a long way below the satisfaction rate for the majority group or the students with dyslexia. The satisfaction ratings of the “other impairments” group improved to just above the majority group in 2009 (64%) and then increased again to 71% in 2010, but dropped back to 54% (below the other groups) in 2011.

**Table G3: I have been able to contact staff when I needed to**

	SOAS (n 301 - 469)	Students with dyslexia (n 10 - 18)	Students with other impairments (n 11 - 14)	Students who did not disclose an impairment (n 284 - 428)
2006	69	n/a	n/a	69
2007	75	90	73	75
2008	69	62	n/a	70
2009	77	81	82	77
2010	72	78	79	71
2011	75	83	85	75

Green highlight = rating at least 5% above those of the whole cohort &/or the students who did not disclose an impairment. Yellow highlight = rating at least 5% below those of the whole cohort &/or the students who did not disclose an impairment.

**Figure G3: I have been able to contact staff when I needed to**





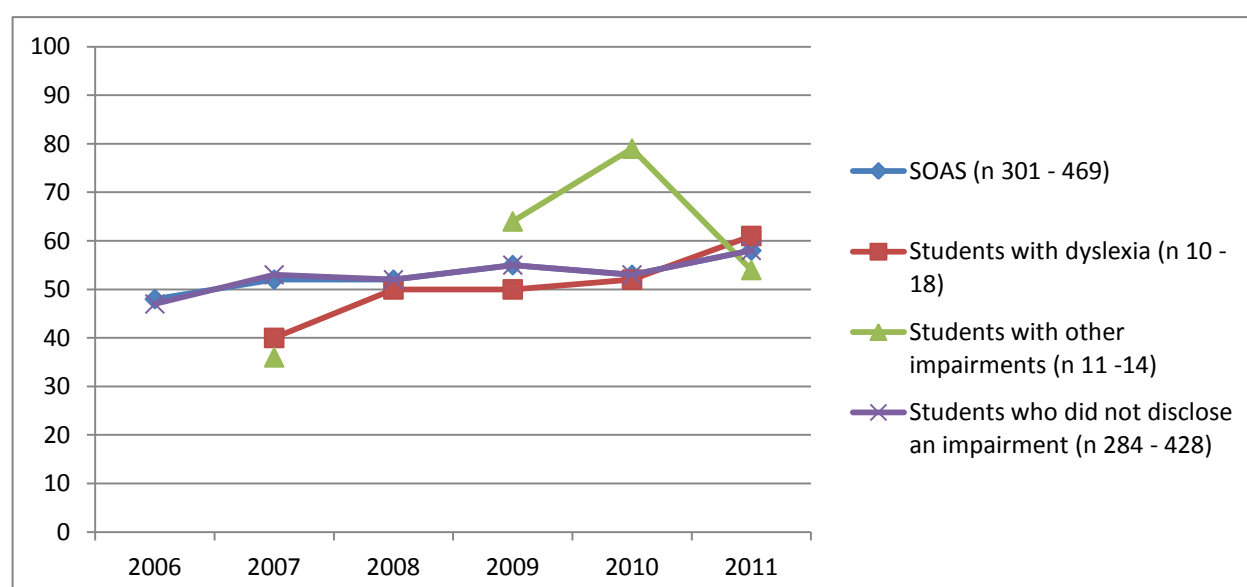
In response to the sub-question *I have been able to contact staff when I needed to* the majority group had very consistent satisfaction ratings over time between 69% – 75%. The students with dyslexia had much more variable satisfaction ratings which started well above those of the majority group at 90% for 2007 and then decreased to below the majority rating (62%) in 2008 and then increased to 78%-83% for 2009 - 2011. The students with other impairments satisfaction rating was 73% in 2007, just below the satisfaction rate for the majority group. Their satisfaction ratings improved to just above the students with dyslexia group and the majority group (79-85%) for the 2009-2011 period.

**Table G4: Good advice was available when I needed to make study choices**

	SOAS (n 301 - 469)	Students with dyslexia (n 10 - 18)	Students with other impairments (n 11 - 14)	Students who did not disclose an impairment (n 284 - 428)
2006	48	n/a	n/a	47
2007	52	40	36	53
2008	52	50	n/a	52
2009	55	50	64	55
2010	53	52	79	53
2011	58	61	54	58

**Green** highlight = rating at least 5% above those of the whole cohort &/or the students who did not disclose an impairment. **Yellow** highlight = rating at least 5% below those of the whole cohort &/or the students who did not disclose an impairment.

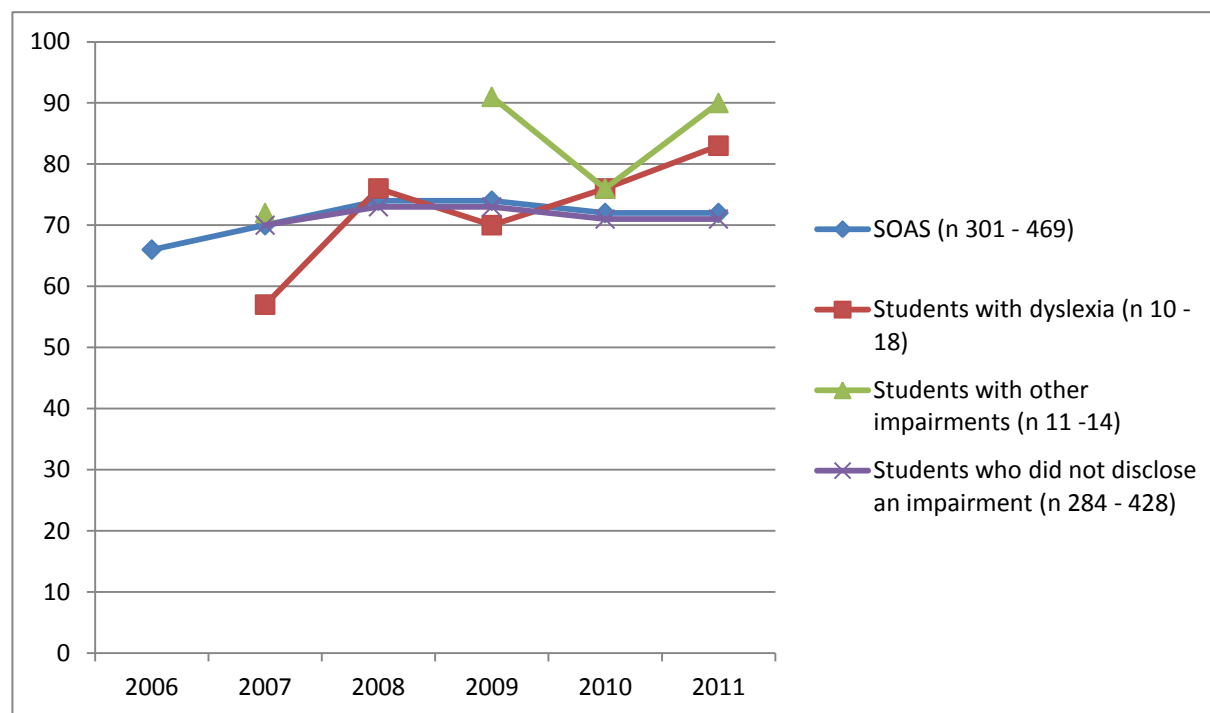
**Figure G4: Good advice was available when I needed to make study choices**



In response to the sub-question **Good advice was available when I needed to make study choices** the majority group had very consistent satisfaction ratings over time between 47% – 58%. The students with dyslexia had somewhat more variable satisfaction ratings which improved steadily between 2007 - 2011. The students with other impairments' satisfaction rating was just 36%, just below the satisfaction rate for the majority group in 2007. Their satisfaction ratings improved to 64% – 79% well above the majority group in 2009 & 2010 and then decreased to just below the other groups, 54% in 2011.

## E. Organisation and management (Tables H & J)

Figure H: Organisation and management (I)



**Table H: Organisation and management (I)**  
(n = range in number of respondents)

	SOAS (n 301 - 469)	Students with dyslexia (n 10 - 18)	Students with other impairments (n 11 -14)	Students who did not disclose an impairment (n 284 - 428)
2006	66	n/a	n/a	n/a
2007	70	57	72	70
2008	74	76	n/a	73
2009	74	70	91	73
2010	72	76	76	71
2011	72	83	90	71

**Green** highlight = rating at least 5% above those of the whole cohort &/or the students who did not disclose an impairment. **Yellow** highlight = rating at least 5% below those of the whole cohort &/or the students who did not disclose an impairment.

The *Organisation and management (I)* satisfaction ratings for the majority group (those who did not disclose any impairment, n 284 – 428 over the six years) reflected closely those of the entire SOAS student body (n 301 - 469) and were fairly consistent between 70% – 73%.

Students who disclosed dyslexia (n 10 - 18, so numbers were small) had higher satisfaction ratings for *Organisation and management (I)* in three years out of five. In 2007 the students with dyslexia had substantially lower satisfaction ratings (57%) compared to the other two groups; there was a sharp increase to 76% in 2008, when the students with dyslexia had the highest satisfaction ratings of the three groups by a small margin. In 2009 the students with dyslexia satisfaction ratings dropped below the others again (70%); followed in 2010 & 2011 by a steady improvement in the satisfaction ratings (76% – 83%) and these were both above those of the majority group.

Students who disclosed “other impairments” (n 11 -14, so numbers were small) had satisfaction ratings for *Organisation and management (I)* of 72% in 2007 (very similar to the majority group). Their satisfaction ratings for 2009, 2010 & 2011 were substantially better, easily the highest of the three groups at 91%, 76% and 90% respectively.

So, reviewing the 5-6 years, the *Organisation and management (I)* satisfaction ratings of the students with dyslexia were higher than the ratings obtained from the other groups in three of five years (and lower in the other two years). The “other impairment” group had a higher satisfaction ratings for *Organisation and management (I)* than the other groups in each of the years for which their data was available (and two years were very substantially higher).

**Table J1: Organisation and management (II): the sub-questions**  
(n = number of respondents)

	2006				2007			
National Student Surveys	SOAS N=301	Dyslexics	Other Impairments	None disclosed N=284	SOAS N=306	Dyslexics N=10	Other Impairments N=11	None disclosed N=285
The timetable works efficiently as far as my activities are concerned	70	Na	Na	71	69	50	55	71
Any changes in the course or teaching have been communicated effectively	65	Na	Na	65	68	50	100	67
The course is well organised and is running smoothly	64	Na	Na	64	72	70	64	72

	2008				2009			
National Student Surveys	SOAS N=383	Dyslexics N=16	Other Impairments	None disclosed N=361	SOAS N=433	Dyslexics N=16	Other Impairments n=11	None disclosed N=406
The timetable works efficiently as far as my activities are concerned	72	88	Na	71	76	75	100	75
Any changes in the course or teaching have been communicated effectively	75	71	Na	75	72	71	91	71
The course is well organised and is running smoothly	74	69	Na	74	73	63	82	74

	2010				2011			
National Student Surveys	SOAS N=469	Dyslexics N=27	Other Impairments n=14	None disclosed N=428	SOAS N=457	Dyslexics N=18	Other Impairments N=13	None disclosed N=13
The timetable works efficiently as far as my activities are concerned	74	77	71	73	72	83	85	71
Any changes in the course or teaching have been communicated effectively	69	74	86	68	71	82	92	70
The course is well organised and is running smoothly	72	78	71	72	73	83	92	72

**Green** highlight = rating at least 5% above those of the whole cohort &/or the students who did not disclose an impairment. **Yellow** highlight = rating at least 5% below those of the whole cohort &/or the students who did not disclose an impairment.

The *Organisation and management (II)* sub-questions were as follows:

In 2006 the data was not collected for disabled students specifically.

In 2007 the satisfaction ratings for the students with dyslexia were substantially lower than the ratings for the students who did not disclose any impairment on 2 out of 3 sub-questions and had a similar satisfaction rating to the majority group on the remaining sub-question (*The course is well organised and is running smoothly*). The students with other impairments also had lower satisfaction ratings than the majority group on two of the sub-questions (one of which was a large difference of more than 15% - *The timetable works efficiently as far as my activities are concerned*) and 100% of these students agreed that *Any changes in the course or teaching have been communicated effectively*.

In 2008 there were insufficient responses from “students with other impairments” to permit their data to be reported. The students with dyslexia had lower satisfaction ratings than the majority group for 2 of the 3 questions and higher satisfaction ratings than the majority group for *The timetable works efficiently as far as my activities are concerned*.

In 2009 the students with dyslexia had satisfaction ratings similar to those of the majority group for two sub-questions and substantially lower than that group for one sub-question (*The course is well organised and is running smoothly*). The students with other impairments had higher satisfaction ratings than the majority group for all three sub-questions.

In 2010 once again the students with dyslexia had satisfaction ratings higher than those of the majority group for all 3 sub-questions. The students with other impairments had higher satisfaction ratings than the majority group for 1 of 3 sub-questions and similar ratings on the other two sub-questions.

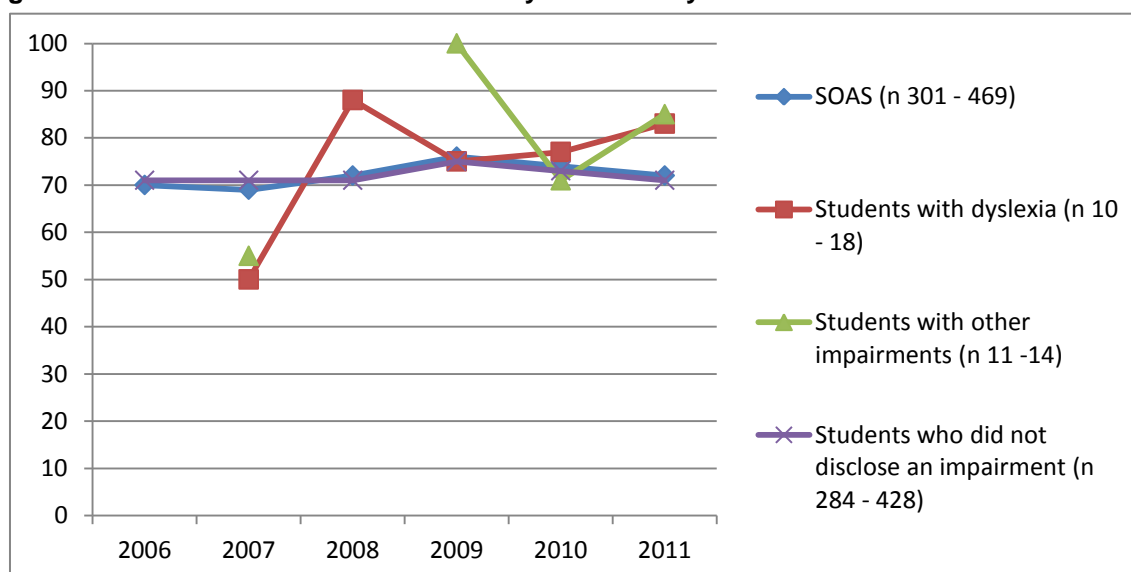
In 2011 both the students with dyslexia and the students with other impairments had higher satisfaction ratings than the majority group on all 3 sub-questions in this section.

**Table J2: The timetable works efficiently as far as my activities are concerned**

	SOAS (n 301 - 469)	Students with dyslexia (n 10 - 18)	Students with other impairments (n 11 - 14)	Students who did not disclose an impairment (n 284 - 428)
2006	70	n/a	n/a	71
2007	69	50	55	71
2008	72	88	n/a	71
2009	76	75	100	75
2010	74	77	71	73
2011	72	83	85	71

Green highlight = rating at least 5% above those of the whole cohort &/or the students who did not disclose an impairment. Yellow highlight = rating at least 5% below those of the whole cohort &/or the students who did not disclose an impairment.

**Figure J2: The timetable works efficiently as far as my activities are concerned**



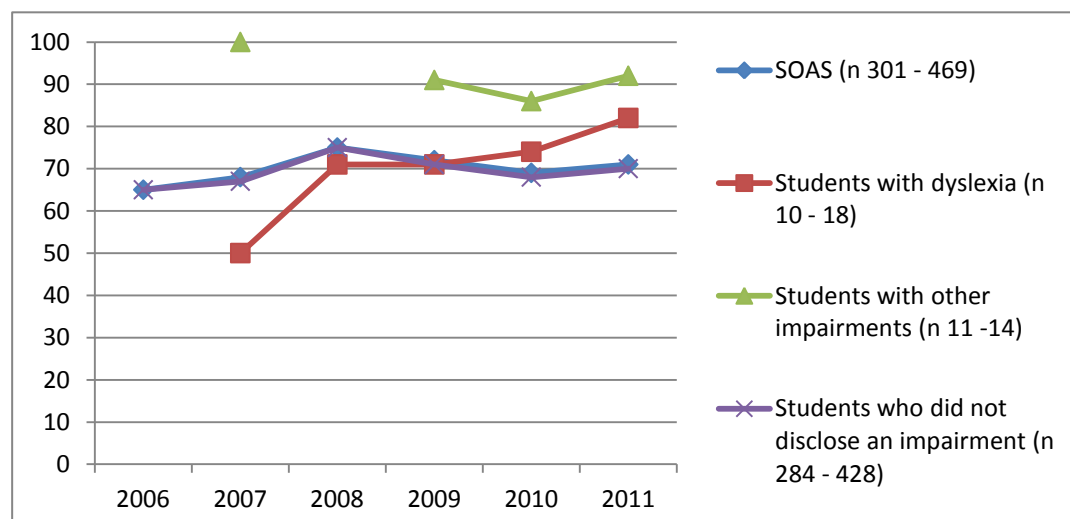
In response to the sub-question *The timetable works efficiently as far as my activities are concerned* the majority group had very consistent satisfaction ratings over time between 71% – 75%. The students with dyslexia had much more variable satisfaction ratings which started substantially below the majority group at 50% for 2007 and then increased to above the majority rating - 88% in 2008 and then dropped to a level similar to the majority (75% in 2009) increasing steadily in 2010 (77 %) and 2011 (83%) which were both higher than the majority group. In 2007 the students with other impairments' satisfaction rating was just 55%, a long way below the satisfaction rate for the majority group, but slightly higher than the dyslexic group. The satisfaction ratings of the "other impairments" group improved to well above the majority group in 2009 (100%) and then decreased again to just below the majority group, 71% in 2010. In 2011 the other impairments group's satisfaction ratings increased to 85%.

**Table J3: Any changes in the course or teaching have been communicated effectively**

	SOAS (n 301 - 469)	Students with dyslexia (n 10 - 18)	Students with other impairments (n 11 -14)	Students who did not disclose an impairment (n 284 - 428)
2006	65	n/a	n/a	65
2007	68	50	100	67
2008	75	71	n/a	75
2009	72	71	91	71
2010	69	74	86	68
2011	71	82	92	70

**Green** highlight = rating at least 5% above those of the whole cohort &/or the students who did not disclose an impairment. **Yellow** highlight = rating at least 5% below those of the whole cohort &/or the students who did not disclose an impairment.

**Figure J3: Any changes in the course or teaching have been communicated effectively**



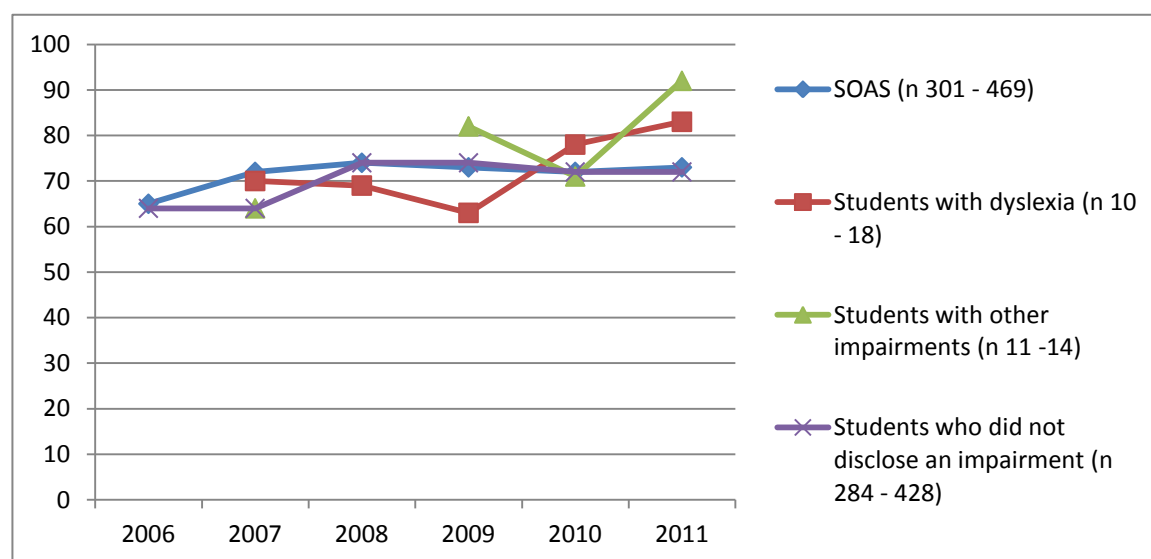
In response to the sub-question *Any changes in the course or teaching have been communicated effectively* the majority group had very consistent satisfaction ratings over time between 65% – 75%. The students with dyslexia had much more variable satisfaction ratings which started well below the majority group at 50% for 2007 and then increased to just below the majority rating – 71% in 2008 and 2009 then increased to above the majority group 74% in 2010 and 82% in 2011. The satisfaction ratings of the other impairments group were above the majority group’s ratings throughout the four years for which data is available. Their ratings started at 100% in 2007 and varied between 86% - 92% for 2009 -11.

**Table J4: The course is well organised and is running smoothly**

	SOAS (n 301 - 469)	Students with dyslexia (n 10 - 18)	Students with other impairments (n 11 -14)	Students who did not disclose an impairment (n 284 - 428)
2006	65	n/a	n/a	64
2007	72	70	64	64
2008	74	69	n/a	74
2009	73	63	82	74
2010	72	78	71	72
2011	73	83	92	72

**Green** highlight = rating at least 5% above those of the whole cohort &/or the students who did not disclose an impairment. **Yellow** highlight = rating at least 5% below those of the whole cohort &/or the students who did not disclose an impairment.

**Table J4: The course is well organised and is running smoothly**

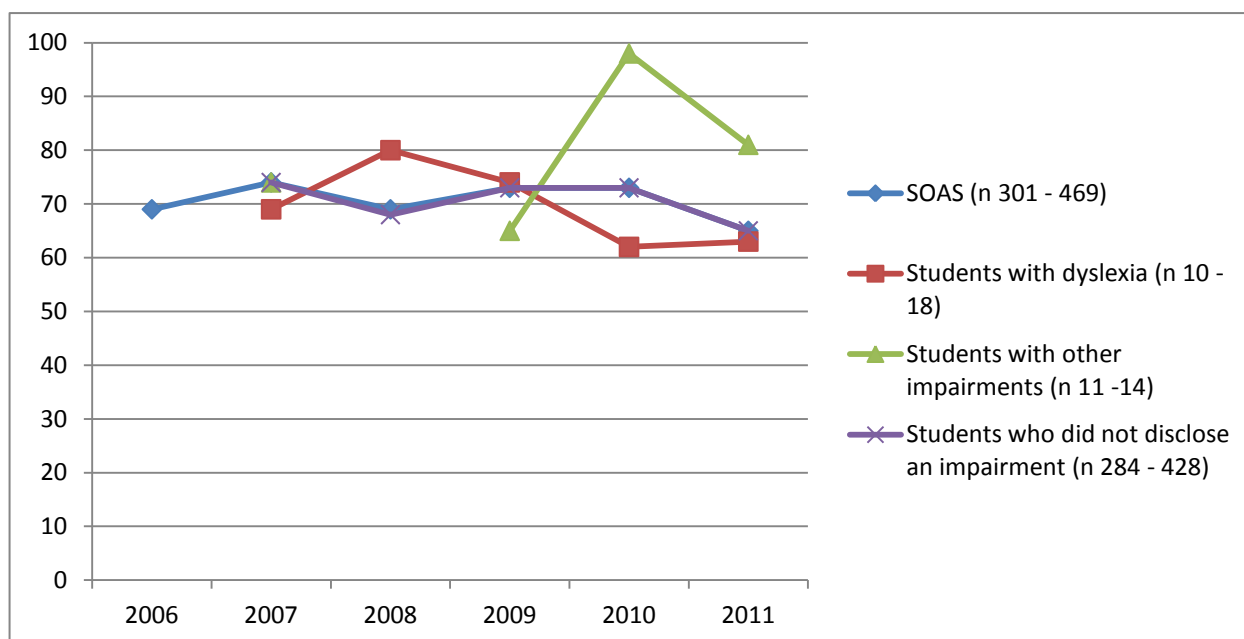




In response to the sub-question *The course is well organised and is running smoothly* the majority group had very consistent satisfaction ratings over time between 64% – 74%. The students with dyslexia had much more variable satisfaction ratings which started higher than the majority group at 70% for 2007 and then decreased to below the majority rating - 69% in 2008 and 63% in 2009 then increased to 78% in 2010 and 83% in 2011 (both above the majority group's rating). In 2007 the students with other impairments' satisfaction rating was 64%, similar to the satisfaction rate for the majority group. The satisfaction ratings of the "other impairments" group improved to just above the majority group in 2009 (82%) and then decreased to 71% similar to the majority group in 2010. In 2011 the other impairments group's satisfaction ratings increased to 92%, well above both of the other groups.

## F. Learning resources (Tables K & L and Figures K & L)

**Figure K: Learning resources (I)**  
 (n = range in number of respondents)



**Table K: Learning resources (I)**  
(n = range in number of respondents)

	SOAS (n 301 - 469)	Students with dyslexia (n 10 - 18)	Students with other impairments (n 11 -14)	Students who did not disclose an impairment (n 284 - 428)
2006	69	n/a	n/a	n/a
2007	74	69	74	74
2008	69	80	n/a	68
2009	73	74	65	73
2010	73	62	98	73
2011	65	63	81	65

**Green** highlight = rating at least 5% above those of the whole cohort &/or the students who did not disclose an impairment. **Yellow** highlight = rating at least 5% below those of the whole cohort &/or the students who did not disclose an impairment.

The *Learning resources (I)* satisfaction ratings for the majority group (those who did not disclose any impairment, n 284 – 428 over the six years) reflected closely those of the entire SOAS student body (n 301 - 469) and were fairly consistent between 65% – 74%.

Students who disclosed dyslexia (n 10 - 18, so numbers were small) had higher satisfaction ratings for *Learning resources (I)* in three years out of five. In 2007 the students with dyslexia had a satisfaction rating (69%) below the other two groups; there was a sharp increase to 80% in 2008, when the students with dyslexia had the highest satisfaction ratings of the three groups. In 2009 the students with dyslexia satisfaction ratings dropped to a level similar to the majority group (74%); followed in 2010 & 2011 by a drop in the satisfaction ratings (62% – 63%) which were both below those of the majority group.

Students who disclosed “other impairments” (n 11 -14, so numbers were small) had satisfaction ratings for *Learning resources (I)* of 74% in 2007 (very similar to the majority group). Their satisfaction rating for 2009 was at 65%, which was lower than the other two groups. Then in 2010 & 2011 the satisfaction ratings were substantially better, easily the highest of the three groups at 98% and 81%.

So, reviewing the 5-6 years, the *Learning resources (I)* the satisfaction ratings of the students with dyslexia were similar to the ratings obtained from the majority group in three of five years (and were higher in one year and lower in the other year). The “other impairment” group had a higher satisfaction ratings for *Learning resources (I)* than the other groups in two of the years for which their data was available (and the other two years were similar to or below the majority).

**Table L1: Learning resources (II): the sub-questions**  
(n = number of respondents)

	2006				2007			
National Student Surveys	SOAS N=301	Dyslexics N=n.a.	Other Impair- ments N=n.a.	None disclosed N=284	SOAS N=306	Dyslexics N=10	Other Impair- ments N=11	None disclosed N=285
The library resources and services are good enough for my needs	71	Na	Na	71	75	50	73	76
I have been able to access general IT resources when I needed to	75	Na	Na	75	77	89	73	77
I have been able to access specialised equipment, facilities, or rooms when I needed to	61	na	na	61	68	71	78	68

	2008				2009			
National Student Surveys	SOAS N=383	Dyslexics N=16	Other Impair- ments n=n.a.	None disclose d N=361	SOAS N=433	Dyslexics N=16	Other Impair- ments n=11	None disclosed N=406
The library resources and services are good enough for my needs	74	81	Na	74	74	63	73	74
I have been able to access general IT resources when I needed to	71	81	Na	71	78	80	73	78
I have been able to access specialised equipment, facilities, or rooms when I needed to	60	77	na	59	66	82	44	66

	2010				2011			
National Student Surveys	SOAS N=469	Dyslexics N=27	Other Impair- ments n=14	None disclosed N=428	SOAS N=457	Dyslexics N=18	Other Impair- ments N=13	None disclosed N=13
The library resources and services are good enough for my needs	73	52	93	74	74	78	77	74
I have been able to access general IT resources when I needed to	79	74	100	79	65	72	77	64
I have been able to access specialised equipment, facilities, or rooms when I needed to	67	58	100	66	56	38	90	56

**Green** highlight = rating at least 5% above those of the whole cohort &/or the students who did not disclose an impairment. **Yellow** highlight = rating at least 5% below those of the whole cohort &/or the students who did not disclose an impairment.

The *Learning resources (II)* sub-questions were as follows:

In 2006 the data was not collected for disabled students specifically.

In 2007 the satisfaction ratings for the students with dyslexia (50%) were substantially lower than the ratings for the majority group on 1 out of 3 sub-questions (*The library resources and services are good enough for my needs*) and for one sub-question (*I have been able to access general IT resources when I needed to*) the students with dyslexia (89%) had higher satisfaction ratings to the majority. For the final sub-question their satisfaction ratings were similar to the majority group. The students with other impairments also had satisfaction ratings (73%) similar to the majority group for two sub-questions and satisfaction ratings higher than the majority group (78%) for *I have been able to access specialised equipment, facilities, or rooms when I needed to*.

In 2008 there were insufficient responses from “students with other impairments” to permit their data to be reported. The students with dyslexia had higher satisfaction ratings (78 – 81%) than the majority group for all 3 questions.

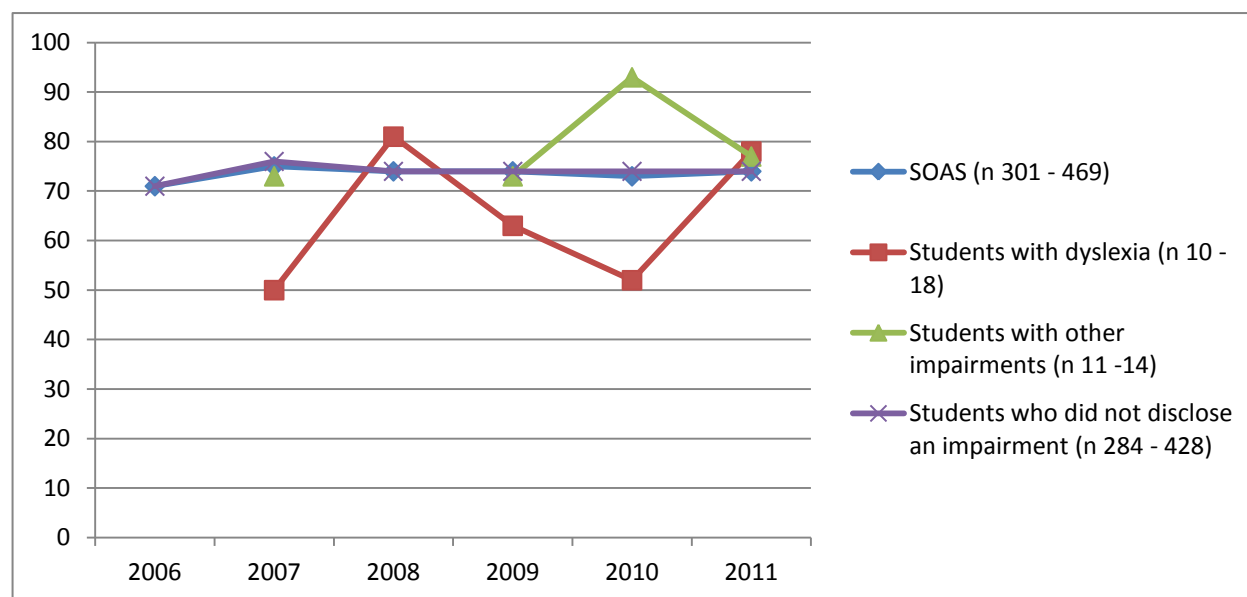
In 2009 the students with dyslexia had satisfaction ratings similar to those of the majority group for one sub-question and substantially lower than that group for one sub-question (*The library resources and services are good enough for my needs* – 63%). However they also had a higher satisfaction ratings for *I have been able to access specialised equipment, facilities, or rooms when I needed to*, 82%. The students with other impairments had lower satisfaction ratings than the majority group for two of the three sub-questions, of which *I have been able to access specialised equipment, facilities, or rooms when I needed to* was an especially low satisfaction rating at 44%. In 2010 once again the students with dyslexia had satisfaction ratings lower than those of the majority group for 2 out of 3 sub-questions. The students with other impairments had higher satisfaction ratings than the majority group for all 3 sub-questions. In 2011 the students with dyslexia had lower satisfaction ratings on one sub-question (*I have been able to access specialised equipment, facilities, or rooms when I needed to* – 38%) and a higher rating on one sub-question (the third was a similar ratings to the majority group). The students with other impairments had higher satisfaction ratings than the majority group on all 3 sub-questions in this section.

**Table L2: The library resources and services are good enough for my needs**

	SOAS (n 301 - 469)	Students with dyslexia (n 10 - 18)	Students with other impairments (n 11 -14)	Students who did not disclose an impairment (n 284 - 428)
2006	71	n/a	n/a	71
2007	75	50	73	76
2008	74	81	n/a	74
2009	74	63	73	74
2010	73	52	93	74
2011	74	78	77	74

**Green** highlight = rating at least 5% above those of the whole cohort &/or the students who did not disclose an impairment. **Yellow** highlight = rating at least 5% below those of the whole cohort &/or the students who did not disclose an impairment.

**Figure L2: The library resources and services are good enough for my needs**



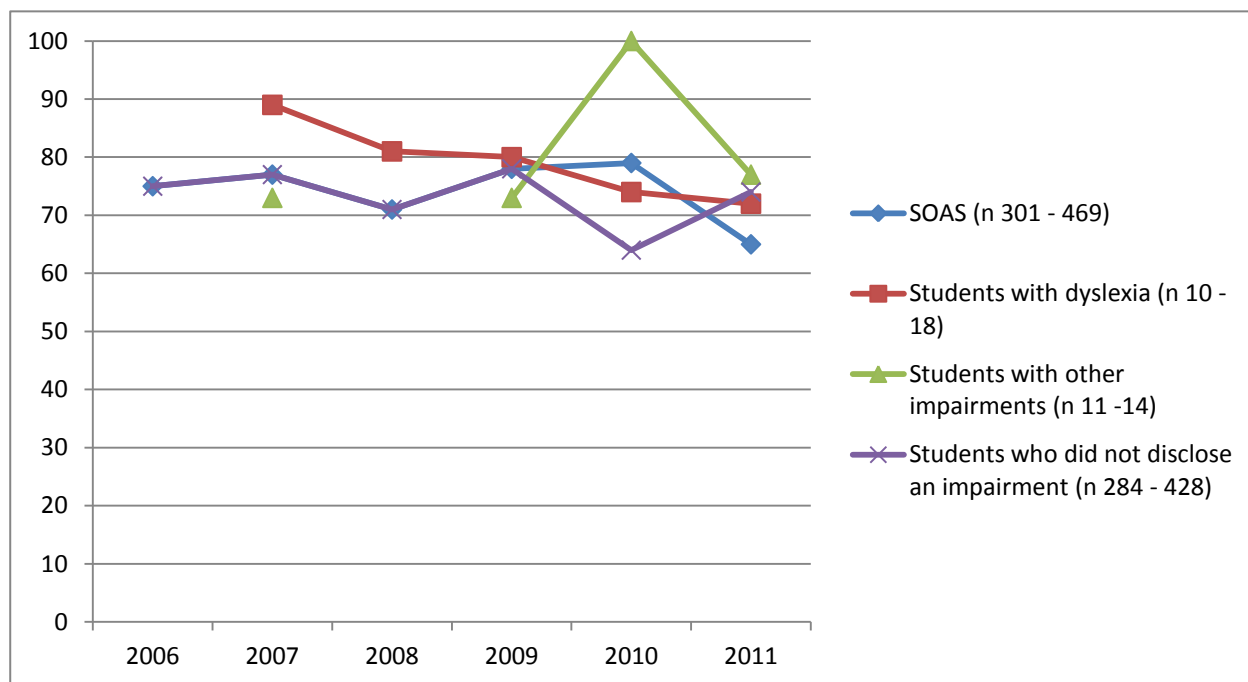
In response to the sub-question *The library resources and services are good enough for my needs* the majority group had very consistent satisfaction ratings over time between 71% – 76%. The students with dyslexia had much more variable satisfaction ratings which started lower than the majority group at 50% for 2007 and then increased to above the majority rating 81% in 2008 and then dropped again to 63% in 2009 and 52% in 2010, both below the majority group. Then finally 78% in 2011 (just above the majority group’s rating). The students with other impairments satisfaction rating was 73% in 2007, very similar to the satisfaction rate for the majority group, as they were again in 2009 (73%). The satisfaction ratings of the “other impairments” group improved to 93% and then decreased to 77% for 2011 (again similar to the majority group).

**Table L3: I have been able to access general IT resources when I needed to**

	SOAS (n 301 - 469)	Students with dyslexia (n 10 - 18)	Students with other impairments (n 11 -14)	Students who did not disclose an impairment (n 284 - 428)
2006	75	n/a	n/a	75
2007	77	89	73	77
2008	71	81	n/a	71
2009	78	80	73	78
2010	79	74	100	64
2011	65	72	77	74

**Green** highlight = rating at least 5% above those of the whole cohort &/or the students who did not disclose an impairment. **Yellow** highlight = rating at least 5% below those of the whole cohort &/or the students who did not disclose an impairment.

**Figure L3: I have been able to access general IT resources when I needed to**



In response to the sub-question *I have been able to access general IT resources when I needed to* the majority group had very consistent satisfaction ratings over time between 64% – 78%. The students with dyslexia had much more variable satisfaction ratings which started higher than the majority group at 89% for 2007 and then declined steadily over the years reported to 72%; the first 4 years were above the majority group, the last year was below.

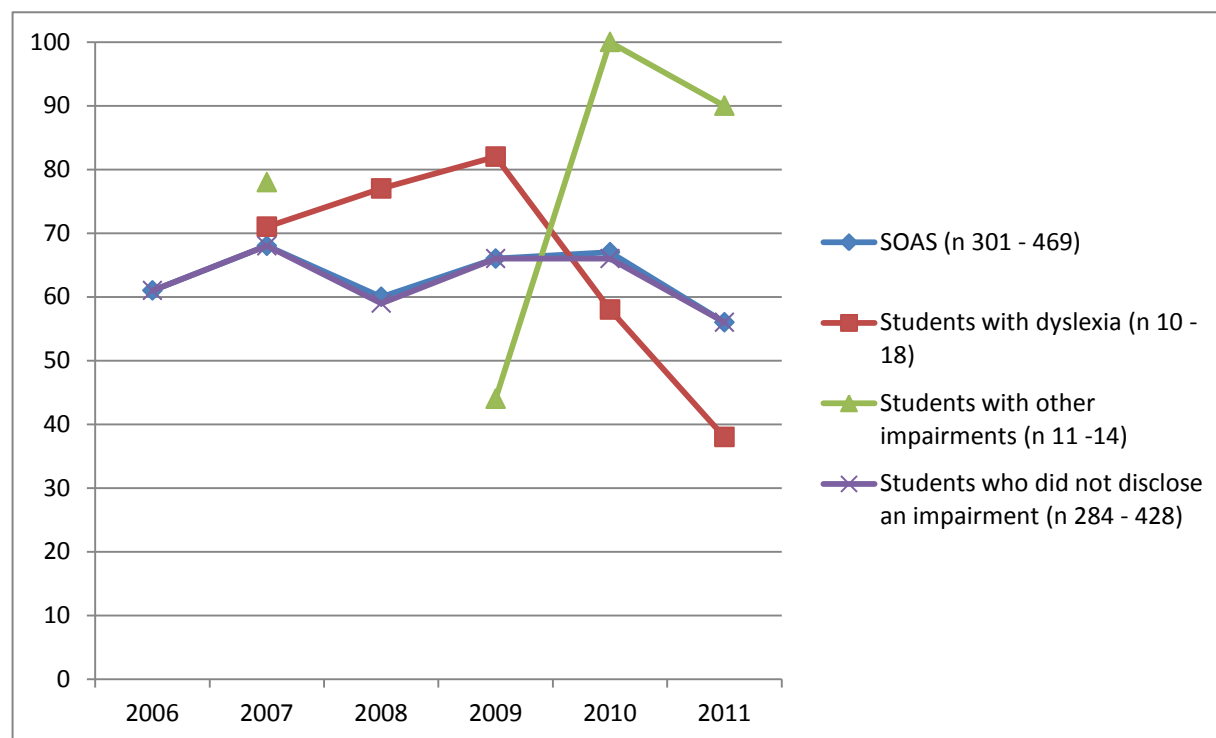
In 2007 the students with other impairments' satisfaction rating was 73%, similar to the satisfaction rate for the majority group. The satisfaction ratings of the "other impairments" group stayed at 73% in 2009, but the other groups' ratings were higher. In 2010 their satisfaction ratings increased to 100% and this dropped again to 77% in 2011 (which was just above the other groups).

**Table L4: I have been able to access specialised equipment, facilities, or rooms when I needed to**

	SOAS (n 301 - 469)	Students with dyslexia (n 10 - 18)	Students with other impairments (n 11 - 14)	Students who did not disclose an impairment (n 284 - 428)
2006	61	n/a	n/a	61
2007	68	71	78	68
2008	60	77	n/a	59
2009	66	82	44	66
2010	67	58	100	66
2011	56	38	90	56

**Green** highlight = rating at least 5% above those of the whole cohort &/or the students who did not disclose an impairment. **Yellow** highlight = rating at least 5% below those of the whole cohort &/or the students who did not disclose an impairment.

**Figure L4: I have been able to access specialised equipment, facilities, or rooms when I needed to**

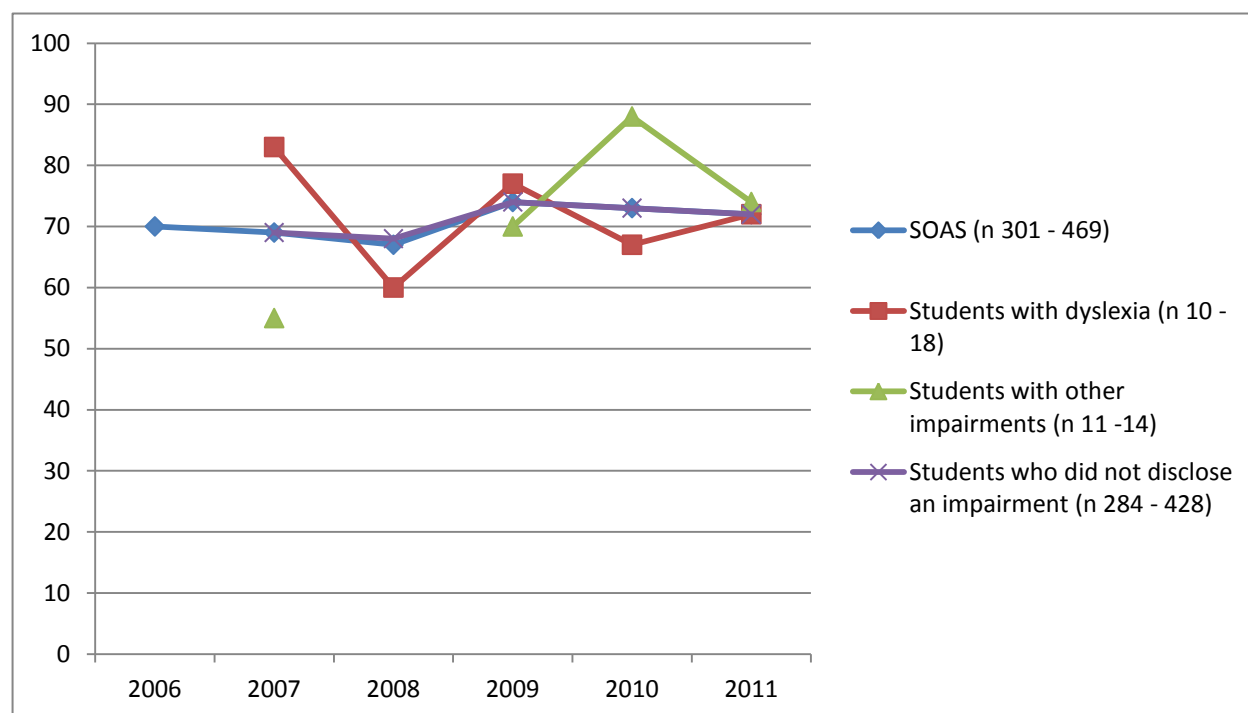




In response to the sub-question *I have been able to access specialised equipment, facilities, or rooms when I needed to* the majority group had fairly consistent satisfaction ratings over time between 64% – 78%. The students with dyslexia had much more variable satisfaction ratings which started higher than the majority group at 71% for 2007 and then increased in 2008 (77%) and in 2009 (82%) then decreased to 58% in 2010 and again to 38% in 2011 (both below the majority group’s rating). The students with other impairments’ satisfaction ratings followed the opposite pattern: they started higher than the other groups (78%) and then dropped sharply to 44% in 2009, which was substantially below the satisfaction rate for the majority group. The satisfaction ratings of the “other impairments” group improved to 100% in 2010 and then decreased to 90% in 2011 (both above the ratings of the majority group).

**G. Personal development (Tables M & N and Figures M & N)**

**Figure M: Personal development (I)**



**Table M: Personal development (I)**  
(n = range in number of respondents)

	SOAS (n 301 - 469)	Students with dyslexia (n 10 - 18)	Students with other impairments (n 11 -14)	Students who did not disclose an impairment (n 284 - 428)
2006	70	n/a	n/a	n/a
2007	69	83	55	69
2008	67	60	n/a	68
2009	74	77	70	74
2010	73	67	88	73
2011	72	72	74	72

**Green** highlight = rating at least 5% above those of the whole cohort &/or the students who did not disclose an impairment. **Yellow** highlight = rating at least 5% below those of the whole cohort &/or the students who did not disclose an impairment.

The *Personal development (I)* satisfaction ratings for the majority group (those who did not disclose any impairment, n 284 – 428 over the six years) reflected closely those of the entire SOAS student body (n 301 - 469) and were very consistent between 68% – 74%.

Students who disclosed dyslexia (n 10 - 18, so numbers were small) started with higher satisfaction ratings for *Personal development (I)* in 2007 the students with dyslexia had a satisfaction rating (83%) above the other two groups; there was a sharp decrease to 60% in 2008, when the students with dyslexia had the lowest satisfaction ratings of the three groups. In 2009 the students with dyslexia satisfaction ratings increased to a level just above the majority group (77%); followed in 2010 & 2011 by another drop in the satisfaction ratings (67% and 72%) which were both below those of the majority group.

Students who disclosed “other impairments” (n 11 -14, so numbers were small) had satisfaction ratings for *Personal development (I)* of 55% in 2007 (well below the majority group). Their satisfaction rating for 2009 was at 70%, which was also lower than the other two groups. Then in 2010 & 2011 the satisfaction ratings were better, the highest of the three groups at 88% and 74%.

So, reviewing the 5-6 years, the *Personal development (I)* the satisfaction ratings of the students with dyslexia were similar to the ratings obtained from the majority group in the latter three of five years (and were much higher in one year and lower in the other year). The “other impairment” group had a higher satisfaction ratings for *Personal development (I)* than the other groups in two of the years for which their data was available (and the other two years were below the majority).

**Table N1: Personal development (II): the sub-questions**  
(n = number of respondents)

	2006				2007			
<b>National Student Surveys</b>	SOAS N=301	Dyslexics	Other Impair- ments	None disclosed N=284	SOAS N=306	Dyslexics N=10	Other Impair- ments N=11	None disclosed N=285
<b>The course has helped me to present myself with confidence</b>	68	Na	Na	68	68	90	55	67
<b>My communication skills have improved</b>	72	Na	Na	72	73	80	64	73
<b>As a result of the course, I feel confident in tackling unfamiliar problems</b>	69	Na	Na	69	67	80	45	67

**Table N1 continued: Personal development (II): the sub-questions**  
(n = number of respondents)

	2008				2009			
	SOAS N=383	Dyslexics N=16	Other Impair- ments n=n.a.	None disclosed N=361	SOAS N=433	Dyslexics N=16	Other Impair- ments n=11	None disclosed N=406
The course has helped me to present myself with confidence	66	50	Na	66	71	63	73	72
My communication skills have improved	70	62	Na	71	78	81	82	78
As a result of the course, I feel confident in tackling unfamiliar problems	66	69	Na	66	74	88	55	74

	2010				2011			
	SOAS N=469	Dyslexics N=27	Other Impair- ments n=14	None disclosed N=428	SOAS N=457	Dyslexics N=18	Other Impair- ments N=13	None disclosed N=13
The course has helped me to present myself with confidence	71	59	86	72	69	61	62	70
My communication skills have improved	75	67	93	75	77	83	77	76
As a result of the course, I feel confident in tackling unfamiliar problems	72	74	86	71	71	72	85	71

The *Personal development (II)* sub-questions were as follows:

In 2006 the data was not collected for disabled students specifically.

In 2007 the satisfaction ratings for the students with dyslexia were substantially higher than the ratings for the majority group on all 3 sub-questions. The students with other impairments had satisfaction ratings which were lower than the majority group for all 3 sub-questions.

In 2008 there were insufficient responses from “students with other impairments” to permit their data to be reported. The students with dyslexia had lower satisfaction ratings than the majority group for 2 out of 3 questions.

In 2009 the students with dyslexia had satisfaction ratings similar to those of the majority group for one sub-question and substantially lower than that group for one sub-question (63%). However they also had a higher satisfaction ratings for *As a result of the course, I feel confident in tackling unfamiliar problems* - 88%. The students with other impairments had lower satisfaction ratings than the majority group for one of the three sub-questions, *As a result of the course, I feel confident in tackling unfamiliar problems* - 55%.

In 2010 once again the students with dyslexia had satisfaction ratings lower than those of the majority group for 2 out of 3 sub-questions. The students with other impairments had higher satisfaction ratings than the majority group for all 3 sub-questions.

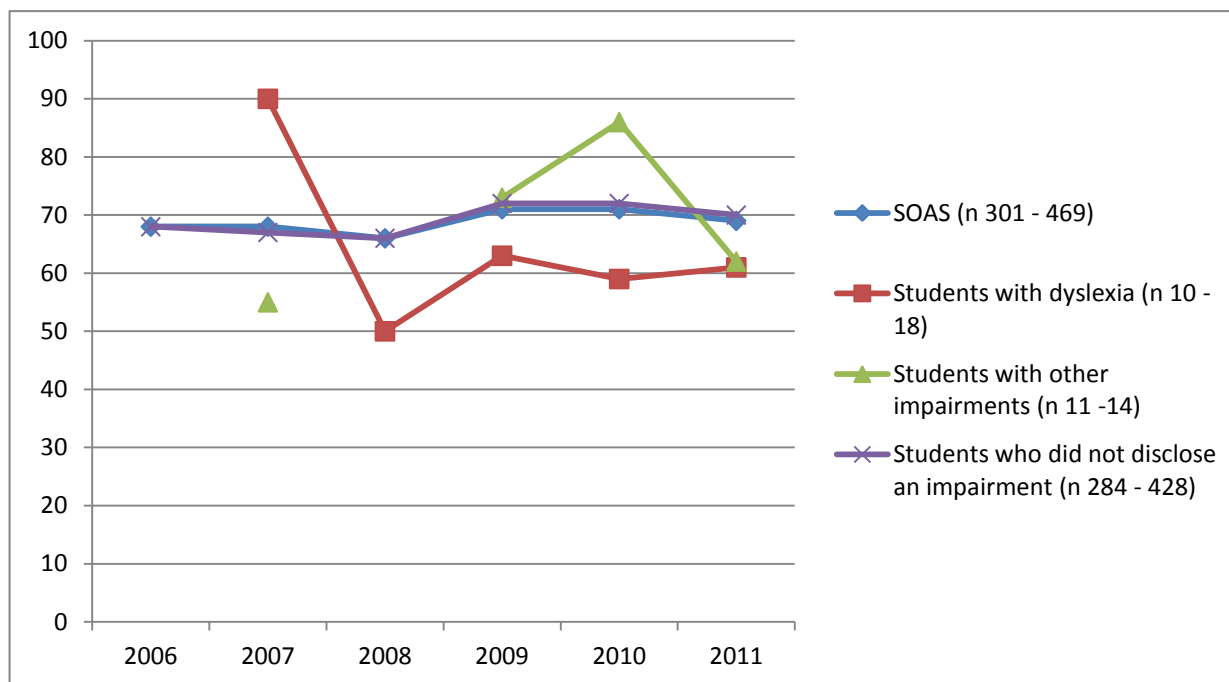
In 2011 the students with dyslexia had lower satisfaction ratings on one sub-question (61%) and a higher rating on one sub-question (the third was a similar ratings to the majority group). The students with other impairments also had higher satisfaction ratings than the majority group on one sub-question and lower satisfaction ratings on one sub-question.

Table N2: **The course has helped me to present myself with confidence**

	SOAS (n 301 - 469)	Students with dyslexia (n 10 - 18)	Students with other impairments (n 11 -14)	Students who did not disclose an impairment (n 284 - 428)
2006	68	n/a	n/a	68
2007	68	90	55	67
2008	66	50	n/a	66
2009	71	63	73	72
2010	71	59	86	72
2011	69	61	62	70

**Green** highlight = rating at least 5% above those of the whole cohort &/or the students who did not disclose an impairment. **Yellow** highlight = rating at least 5% below those of the whole cohort &/or the students who did not disclose an impairment.

Figure N2: The course has helped me to present myself with confidence



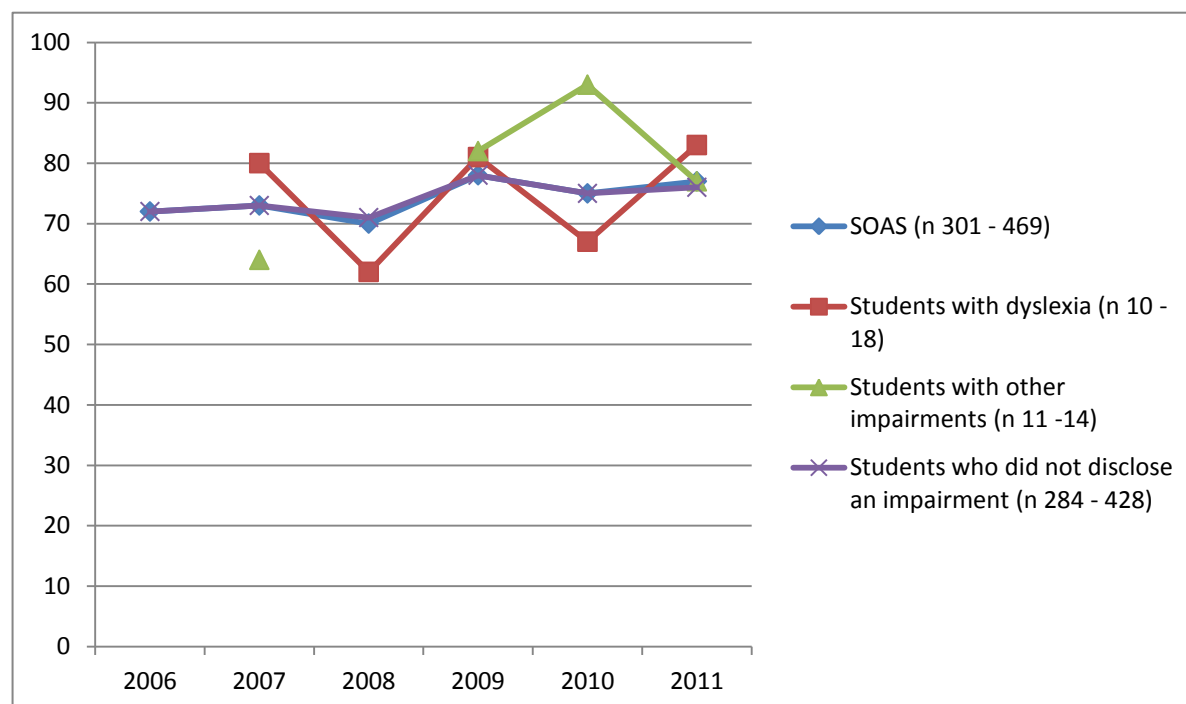
In response to the sub-question *The course has helped me to present myself with confidence* the majority group had fairly consistent satisfaction ratings over time between 66% – 72%. The students with dyslexia had much more variable satisfaction ratings which started higher than the majority group at 90% for 2007 and then decreased sharply in 2008 (50%, below the majority group) and stayed below the ratings of the majority group between 2009 – 2011 (range 59-63%). The students with other impairments' satisfaction ratings followed the opposite pattern: they started lower than the other groups (55%) and then increased to 73% in 2009, which was above the satisfaction rate for the majority group. The satisfaction ratings of the “other impairments” group improved again to 86% in 2010 (well above the majority group) and then decreased to 62% in 2011 (below the ratings of the majority group).

**Figure N3: My communication skills have improved**

	SOAS (n 301 - 469)	Students with dyslexia (n 10 - 18)	Students with other impairments (n 11 -14)	Students who did not disclose an impairment (n 284 - 428)
2006	72	n/a	n/a	72
2007	73	80	64	73
2008	70	62	n/a	71
2009	78	81	82	78
2010	75	67	93	75
2011	77	83	77	76

**Green** highlight = rating at least 5% above those of the whole cohort &/or the students who did not disclose an impairment. **Yellow** highlight = rating at least 5% below those of the whole cohort &/or the students who did not disclose an impairment.

**Figure N3: My communication skills have improved**



In response to the sub-question *My communication skills have improved* the majority group had fairly consistent satisfaction ratings over time between 71% – 78%.

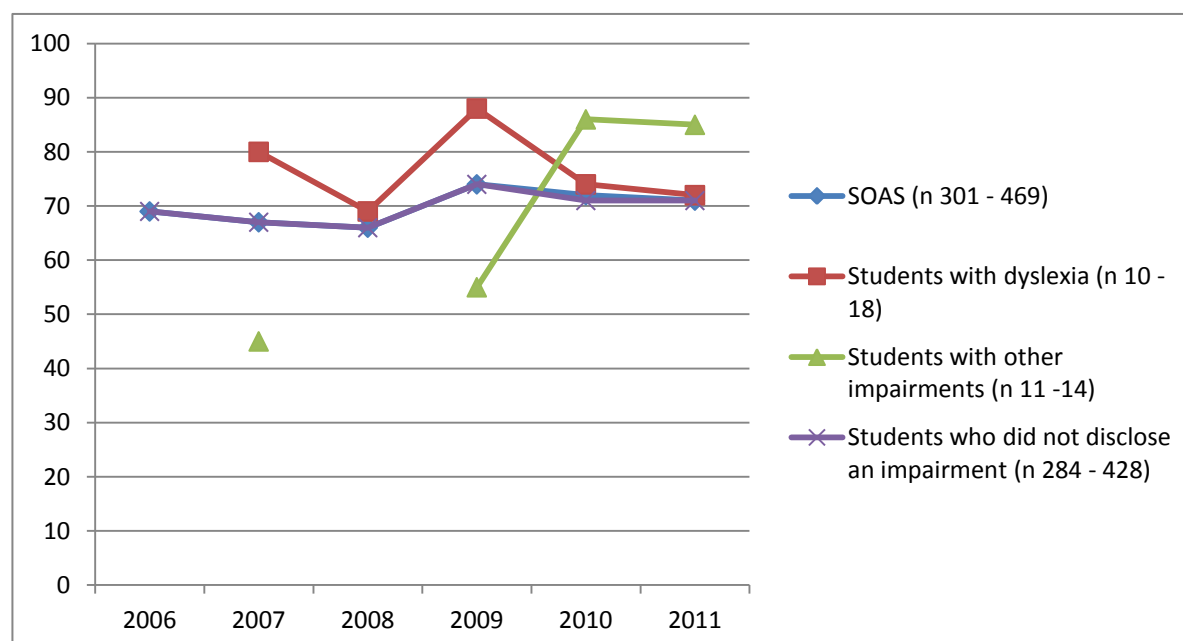
The students with dyslexia had much more variable satisfaction ratings which were higher than the majority group on 3 occasions, with scores ranging between 81-83% (2007, 2009 & 2011). In the remaining two years (2008, 2010) the satisfaction ratings for the students with dyslexia were below the majority group's ratings at 62% & 67%. The students with other impairments satisfaction ratings had a more positive pattern: they started lower than the other groups (64% in 2007) and then increased sharply to 82% in 2009 and 93% in 2010. However, the satisfaction ratings of the "other impairments" group dropped again to 77% in 2011 (very similar to the majority group).

**Table N4: As a result of the course, I feel confident in tackling unfamiliar problems**

	SOAS (n 301 - 469)	Students with dyslexia (n 10 - 18)	Students with other impairments (n 11 -14)	Students who did not disclose an impairment (n 284 - 428)
2006	69	n/a	n/a	69
2007	67	80	45	67
2008	66	69	n/a	66
2009	74	88	55	74
2010	72	74	86	71
2011	71	72	85	71

**Green** highlight = rating at least 5% above those of the whole cohort &/or the students who did not disclose an impairment. **Yellow** highlight = rating at least 5% below those of the whole cohort &/or the students who did not disclose an impairment.

**Figure N4: As a result of the course, I feel confident in tackling unfamiliar problems**





In response to the sub-question *As a result of the course, I feel confident in tackling unfamiliar problems* the majority group had fairly consistent satisfaction ratings over time between 66% – 74%. The students with dyslexia had much more variable satisfaction ratings, but they were consistently above the ratings of the majority group, ranging between 69-88%. The students with other impairments' satisfaction ratings had a very different pattern: they started substantially lower than the other groups (45% and 55% for 2007 and 2009) and then increased sharply to 85-86% in 2010 - 2011, which was substantially above the satisfaction rate for the majority group.

**Equality & Diversity Sub-strategy****Report on progress Autumn Term 2012** prepared by Deb Viney, Diversity Advisor

<b>The Equality &amp; Diversity sub-strategy objectives (agreed Feb 2012) are:</b>	<b>Specific Actions:</b>	<b>Progress: up to 12.10.2012</b>
<p>COMMUNICATIONS: foster better two-way communication within the School.</p> <p><b>Objective 1.</b> Consider the development of a School-wide Forum for discussion of general and diversity issues. E.g. one such Forum could be a modification of the Director and Principal's new academic year address to permit more question &amp; answer time.</p> <p><b>Objective 2:</b> Create and maintain a network of Anti-harassment Contacts across the School who will provide a "listening ear" for any concerns about discrimination, harassment or victimization.</p>	<p>1.i. The Internal Communications Working Group will consider the development of a School-wide forum.</p> <p>1.ii. The Diversity Advisor will join the ICWG to ensure that diversity issues are considered in all of its work.</p> <p>2.i. The Diversity Advisor will run a publicity campaign for Anti-harassment Contacts &amp; Dignity at SOAS policy &amp; procedure.</p> <p>2.ii. The Anti-harassment contacts will collect anonymised data from the Contacts so that we can monitor annually the level of such complaints and publish this data in the annual diversity reports.</p>	<p>Diversity Advisor is a member of the ICWG and has requested that the idea of a School-wide forum is on the agenda for the next meeting.</p> <p>Posters and flyers were circulated during the summer term concerning the Dignity at SOAS procedures.</p>
<p>SOCIAL NETWORKS: continue to foster stronger social networks within the School and across the Bloomsbury Colleges.</p> <p><b>Objective 3.</b> Encourage and support the development of social networks within the School (e.g. BME and inter-faith groups).</p> <p><b>Objective 4.</b> Encourage and support the development of social networks across the Bloomsbury Colleges (e.g. the Bloomsbury LGBT group).</p>	<p>3. Each within-SOAS staff group to hold one meeting / event per term.</p> <p>4. Each Bloomsbury staff group to hold one meeting / event per term.</p>	<p>The BME staff group held three successful events last academic year, including the planned coaching sessions focussing on applying for promotion and career progression.</p> <p>The LGBT staff group did not meet last academic year and need some attention as the SOAS contact person (currently Simon Button) is leaving.</p>

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<p>HUMAN RESOURCES</p> <p><b>Objective 5:</b> Increase staff awareness of</p> <ul style="list-style-type: none"> <li>a) the roles of the HR Manager with responsibility for equality &amp; diversity and the Diversity Advisor.</li> <li>b) The Equality Act and its implications</li> </ul> <p><b>Objective 6:</b> undertake actions identified from the annual staff diversity monitoring report.</p>	<p>5.i. Diversity Advisor and HR Manager will produce (by Sept 2012) website material and document(s) for inclusion in Staff Induction Pack which covers the Equality Act and details the roles of the HR Manager with responsibility for equality &amp; diversity and the Diversity Advisor.</p> <p>5.ii. Continue including equality issues in a range of training events including Recruitment &amp; Selection training.</p> <p>6. i. Conduct research to investigate why the proportion of successful applicants from BME backgrounds is far lower than the proportion of applicants from BME backgrounds.</p> <p>6.ii. Develop and roll out mentoring schemes for under-represented groups / grades.</p>	<p>A draft has been developed and will be finalised by 31<sup>st</sup> October 2012.</p> <p>On-going.</p> <p>We have had some preliminary discussions with two colleagues from Birkbeck about this research, but not yet agreed to progress it.</p> <p>The BME staff group have specifically requested and undertaken some coaching on promotion and career progression.</p> <p>The staff development manager has a mentoring scheme in place for new academic staff, but there is no monitoring of it. There is also a mentoring scheme specifically for research staff. The Staff Development Manager is putting together a document about mentoring which will be available to all staff.</p>

<p><b>STAFF INDUCTION and DEVELOPMENT:</b></p> <p><b>Objective 7:</b> Continue to offer a wide range of events which address equality issues in a variety of ways.</p>	<p>7.i. continue to encourage maximal participation in new staff induction sessions.</p> <p>7.ii. [link to QAA Institutional Review in March 2013] encourage all academic staff to attend disability equality training (e.g. by providing this during Faculty meetings).</p> <p>7.iii. continue to trial new training sessions on a variety of equality related topics.</p>	<p>The Staff Development Manager put a paper to EDC for 15 May 2012 which discussed concerns about attendance at some staff induction sessions.</p> <p>The Staff Development Manager has prepared a further paper for EDC 23 Oct 2012 specifically concerning attendance at Staff Orientation training.</p> <p>The Pro-Director (L&amp;T) has agreed to lend her name to an email to staff encouraging them to attend equality training and referring to the Institutional Audit. The Diversity Advisor will draft this email by 15<sup>th</sup> May.</p> <p>c) Recruitment and selection training: continues to have a high equality element. The Staff Development Manager and HR Manager with responsibility for Equality &amp; Diversity are discussing a 2 hour 'refresher' training for those who took the original training some time ago. The issue of getting staff on panels to attend the training (especially those in more senior positions or those with lots of experience) remains problematic.</p>
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<p>MARKETING / PUBLICITY</p> <p><b>Objective 8:</b> To adequately reflect the School's E &amp; D strategy within publicity, in particular corporate publications such as prospectus and the annual review.</p>	<p>8. Images used for Marketing will reflect the School's diversity in terms of ethnic groups, gender and disabled students (not confined to wheelchair users).</p>	<p>The School used a good range of individual photographs in the graduation celebrations for 2012.</p> <p>The Diversity Advisor is in discussion with colleagues about obtaining some more diverse students to feature in the vignettes used in the Prospectuses.</p>
<p>MANAGEMENT INFORMATION / MONITORING:</p> <p><b>Objective 9.</b> Continue to publish annual student &amp; staff diversity reports, enhancing these as new data becomes available.</p>	<p>9.i. Extend the range of student data collected for the HESA return to include optional questions on religion, sexual orientation &amp; transgender status from September 2012.</p> <p>9.ii. Use the regular data cleansing exercises to encourage staff reporting in these categories and begin to include results in the Annual Diversity reports when the responses reach a suitable level.</p>	<p>It was not possible to change the student enrolment / registration forms for 2012-13. It may be possible to amend the EO data monitoring forms – Diversity Advisor to follow up and report in Spring term.</p> <p>A data cleansing exercise began in the week commencing 30<sup>th</sup> April 2012. A further attempt has been suggested for the Autumn term, before the data is captured for the annual staff diversity report.</p>
<p>MANAGEMENT INFORMATION / MONITORING:</p> <p><b>Objective 10.</b> Ensure that analyses of student diversity variables from the routine statistical monitoring undertaken annually (see Annual Student Diversity Reports on the E &amp; D webpages) are made available to Faculties, so that such analyses can be included in the planning cycle and in any annual reports etc..</p>	<p>10. Diversity Advisor to</p> <ul style="list-style-type: none"> <li>i. request Faculty breakdown along with the other analyses in Spring term each year,</li> <li>ii. to include Faculty comparisons in the Annual Student Diversity Reports and</li> <li>iii. to pass on the data to the Faculties for their consideration.</li> </ul>	<p>This item will be actioned later in the Autumn term 2012 when the Diversity Advisor requests the data from Planning.</p>

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<p>MANAGEMENT INFORMATION / MONITORING:</p> <p><b>Objective 11.</b> Ensure that staff and student feedback reports show separately the responses of people from different diversity groups (in addition to overall statistics) and that these diversity analyses are</p> <ul style="list-style-type: none"> <li>i. used to inform planning and</li> <li>ii. resulting changes are fed back to students and staff</li> </ul> <p>(e.g. National Student Survey breakdowns; Staff Pulse Survey; Staff two / three-yearly survey)</p>	<p>11.i. The Planning Department will make some School &amp; Faculty diversity data available to Faculties in time for the planning round each year.</p> <p>11.ii. The Diversity Advisor will ensure that the diversity analyses of the NSS data (which become available each August) are reported to EDC in either the Autumn or Spring terms so that any comments from EDC can be forwarded to the Faculties for consideration in the Spring / Summer term each year.</p>	<p>Some data has been made available to Faculties.</p> <p>To be actioned from 2012-13.</p>
<p>DIVERSITY &amp; CURRICULUM: to recognise the inclusion of diversity issues in the curriculum.</p> <p><b>Objective 12:</b> to support the achievement of the objectives of the SOAS Learning &amp; Teaching strategy.</p>	<p><b>[Some examples of Objectives from the L&amp;T strategy]</b></p> <p>12.i. To develop innovative modes of assessment which value diverse forms of learning and enhance student engagement with learning opportunities.</p> <p>12.ii. To develop through training, workshops and consultation a broad portfolio of assessment methods reflecting the diversity of learning styles of students.</p> <p>12.iii. To ensure that curriculum design reflects equality of opportunity and diversity issues.</p>	<p>The Diversity Advisor was involved in the programme development process for several new programmes last academic year and there is evidence that a wider range approaches to both teaching and assessment are being considered.</p> <p>The preparatory paperwork includes requests for such reflection.</p> <p>The Diversity Advisor is developing a guideline document for colleagues covering this matter.</p>

<b>The Equality &amp; Diversity sub-strategy objectives (draft Feb 2012) are:</b>	Specific Actions:	Progress: <b>up to 12.10.2012</b>
<p><b>Objective 13.</b> Demonstrate the consideration of diversity issues in the curriculum e.g. through the use of diversity data in programme approval and review processes; through identifying and disseminating good practice.</p>	<p>13. Recommend to LTQC consideration of the inclusion in the Periodic Programme Reviews discussion and analysis of the diversity breakdown of Faculty / Departmental student data.</p>	<p>To be actioned in 2012-13 once the data is available.</p>
<p>COMPLIANCE with equalities legislation:</p> <p><b>Objective 14.</b> Publish data as required; establish the School's Equality Objective(s) and update the School's published documentation as appropriate to maintain compliance with the legislation and other appropriate frameworks.</p> <p><b>Objective 15:</b> Develop mechanism(s) through which the School can demonstrate its due regard for the provisions of the Equality Act, including, where appropriate conduct of Equality Analyses.</p>	<p>14.i. Publish Annual Staff Diversity Report</p> <p>14.ii. Publish Annual Student Diversity Report</p> <p>14.iii. Publish Annual Equal Pay Audits</p> <p>14.iv. Publish other data and materials as appropriate.</p> <p>15.i. Diversity Advisor to report to EB &amp; GB on the implications of the Act.</p> <p>15.ii. EB &amp; GB to consider what mechanisms they will adopt to demonstrate due regard for the provisions of the Equality Act (e.g. possibly a cover sheet for all papers which would include risks, consideration of equality issues, etc.).</p> <p>15.iii. Other Committees to consider what mechanisms they need to adopt for this purpose.</p>	<p>These reports are now available at <a href="http://www.soas.ac.uk/equalitydiversity/reports">www.soas.ac.uk/equalitydiversity/reports</a></p> <p>EB &amp; GB have agreed to adopt the cover sheet process for EB &amp; GB papers. Diversity Advisor to review the cover sheets at regular intervals.</p>