dmu.ac.uk
DE MONTFORT
UNIVERSITY
LEICESTER

De Montfort University

Race Equality Scheme

Annual Report 2009

For the year September 2008 to September 2009

The full Race Equality Policy is available on De Montfort University's website www.dmu.ac.uk/aboutdmu/policy/index.jsp in PDF and word document formats. If you would like this report in another format, please contact the Equality & Diversity Adviser.

Please forward any comments or enquiries about this report or De Montfort University's equality schemes to: -

Equality & Diversity Adviser
Eric Wood Building
De Montfort University
The Gateway
Leicester
LE1 9BH

Tele: 0116 2506436
E-mail: equality@dmu.ac.uk

Introduction

This is the first of De Montfort University's annual reports on the progress of our Race Equality Revised Policy and Action Plan.

We are pleased that reporting progress against the Race Action Plan has significantly improved this year on the strategic approaches to the specific duties required of public bodies.

Specifically, De Montfort University has begun a University wide project to develop an Equality Impact Assessment Process that is fit for purpose. Four pilot sites have been testing the process since October 2008.

This year, the report has been presented to show the identified outcomes and planned actions followed by progress reports from across the University for the year September 2008 to 2009.

Executive Summary

This report summarises the progress made on implementing the DMU Race Equality Policy and Action Plan in the year 2008/09. The key issues are: -

- Progress has been made on this first year report against the revised race action plan. Individual Directorates and Faculties are increasingly identifying specific Race related plans of action.

- The University is engaging in an equality impact assessment process that is being piloted and thoroughly tested by a range of Faculties and support Directorates.

- The University currently monitors and reports on top level data relating to the protected characteristics including race/ethnicity. This data demonstrates that against national data, the University is successful in recruiting non-white staff and students. The University is improving its monitoring of staff data in terms of recruitment. It also reports on promotion and progression of staff. However, reporting on training and development against protected characteristics is as yet under-developed.

- The Equality of Opportunity in Employment Policy was revised in 2008 by the HR Directorate. Activity by the Student Services Directorate has been aimed at promoting equality of opportunity by engaging with external groups.

- The HR and Student Services Directorates have stated plans to bring forward developments on consulting staff and students on issues that might impact on race.

Revised outcomes and actions have been identified based on the progress made this year (annex 6).

Introduction

DMU prides itself on having a racially and ethnically diverse population of staff and students. Located as it is in a city which is the first to be minority white, it attracts a large number of local applicants for both employment and learning and research opportunities.

DMU recognises its duties under the Race Relations (Amendment) Act to: -

- Eliminate unlawful discrimination.

- To promote equality of opportunity.

- To promote good race relations amongst different racial groups.

Specific duties are: -

- To prepare a race policy, race equality scheme and action plan.

- Assess the impact of the race equality policy amongst different racial groups.

- Monitor and report on staff and student recruitment and progress.

- Prepare and publish an annual progress report.

Currently DMU has one specific committee sub-group, the Recognising Achievement of Ethnic Minority Students (RAEMS) that reports to the Learning & Teaching Committee on issues relating to students.

Race Annual Report July 2009

Outcome 1: To prepare a written Race Equality Scheme, Action Plan and associated annual reports.

Identified Actions

  A. Actions relating to race equality to be identified by all Faculties and Departments through evaluation processes, strategic objective setting and equality impact assessment.

  B. Annual reports to be published.

Progress – Actions A & B

This annual report is the first published since the action plan was revised in 2008. Attached are the annual ethnicity/race data produced by the University for monitoring purposes (annex 1 and 2).

De Montfort University is keen to embed equality and diversity processes into all Faculties and Directorates. The race action plan therefore encourages the identification of localised action plans.

The following new actions have been identified by the following Faculties and Departments this year: -

Corporate Services

To complete a monitoring exercise of the ethnic background of students who have invoked the discipline or complaints procedures over the last 12 month period. This review is being undertaken in order to identify whether further specific actions should be identified.

Library

The Library service plans to monitor the recruitment of black and minority ethnic staff, most specifically in relation to its learning support services.

Faculty of Technology

Through engaging in pilot equality impact assessment development, the Faculty of Technology are looking to develop their admissions assessment procedures, further consideration is being given to international students.

Strategic Planning Service

The Strategic Planning Service is incorporating race and ethnicity data in all the relevant monitoring reports to support the equality impact assessment process, as

well as to ensure that ethnicity data is incorporated into overall institutional monitoring.

Conclusion and Revised Actions

Progress has been made on this first year report against the revised race action plan. The actions planned by the Directorates and Faculties above relate to both staff and students, refer to the equality impact assessment process and improved monitoring reports.

The University fully expects that equality, including race related action plans, will increase as the equality impact assessment process rolls out across the institution.

The planned actions are revised in line with the University's plans to move to a single equality scheme. It also takes account of the need for reports on progress against actions identified by Directorates and Faculties.

Outcome

To publish a written race or single equality scheme, action plan and associated annual reports.

Specific Actions

Plans of action related to race or all protected characteristics to be reported to the Deputy Vice-Chancellor through the Operational Review Group or Faculty Management Board – all Deans and Directors.

Progress against action plans to be reported to the Deputy Vice-Chancellor through the Operational Review Group or Faculty Management Board – all Deans and Directors.

A revised race equality scheme or single equality scheme and action plan to be prepared and published on or before September 2011 - Equality & Diversity Adviser.

Annual Race or Single Equality progress reports prepared and published – Equality and Diversity Adviser.

Outcome 2: To complete a three year programme of equality impact assessment.

Identified Actions

A. All policy owners and University committees, Faculties, Directorates and Centres will identify and undertake a programme of equality impact assessment.

B. An equality impact assessment steering group will be activated for a period of around 12 to 18 months to support initial equality impact assessments.

C. A summary of the results of equality impact assessment will be presented to the Finance & HR Committee of the Board of Governors and Academic Board.

Progress – Actions A & B

Equality & Diversity Adviser

The Framework for Equality Impact Assessment – Project Group was convened in October 2008. This group is overseeing the "action working" process of developing a DMU equality impact assessment process. Four pilot groups initially engaged with the process and other sites have since begun to work on EIA. As a result, the equality impact assessment procedure is evolving. Equality impact assessment training was piloted in June 2009. A second phase of EIA was introduced in July 2009.

Faculty of Technology

The Faculty of Technology is a pilot site for the equality impact assessment project. This Faculty is currently exploring their admissions process with reference to the equality impact assessment of the Admissions Policy. The Faculty's international strategy will be fundamental in shaping the assessment of the international admissions procedure in terms of race. A draft assessment procedure has been prepared that takes account of all diversity areas. Further work areas will be impact assessed as the process rolls out across the University.

Faculty of Humanities

The Faculty of Humanities has identified staffing plans, curriculum development plans, learning and teaching strategy and marketing strategy as priority areas for equality impact assessment.

Directorate of Academic Quality (DAQ)

DAQ are focusing the development of equality impact assessment process on validation and periodic review. A validation checklist has been developed and is being piloted by a team in the Faculty of Health & Life Sciences.

Corporate Services

The Corporate Services Directorate is another pilot site for the development of the equality impact assessment process. Nine policies have been screened. Four of these are going on to full equality impact assessments, the results of which will be published.

Estates Directorate

The Estates Directorate have identified a range of priority policies for equality impact assessment. These include car parking, cleaning, energy, environment, security and waste management.

Finance Directorate

The Finance Directorate have identified policies for equality impact assessment including financial regulations and procedures, expenses and procurement.

Human Resources

The Directorate of Human Resources has identified that the following policies will be equality impact assessed: -

2008/09	Recruitment and Selection
	Single Pay Spine
2009/10	Senior Staff Pay
	Bullying and Harassment
	Retirement
	Redundancy

This Directorate is also one of the pilot equality impact assessment sites and has been focusing on the recruitment and selection process specifically.

Library

The Library Team have received a briefing from the Equality & Diversity Adviser on equality impact assessment and have constructed a preliminary list of departmental policies, practices, plans and procedures for equality impact assessment. Priorities for equality impact assessment are currently being finalised.

Student Services

The Student Services Directorate have identified and begun to prioritise their policies, practices, plans and procedures. A Directorate wide introduction to equality impact assessment and pilot equality impact assessment training to the Heads of Service was delivered by the Equality & Diversity Adviser and the Training & Development Adviser in June 2009. The four Heads of Service will be leading their teams to equality impact assess key service areas in 2009/10.

Academic Registry

The Academic Registry is one of the equality impact assessment pilot sites and has been conducting an equality impact assessment of the Admissions Policy.

Progress – Action C

Equality & Diversity Adviser

The equality impact assessment process is in its pilot stages. Progress reports have been submitted to the Finance & HR Committee of the Board of Governors and the Equality & Diversity Committee.

Strategic Planning Service

This Directorate provides management information for the University. Annual reports have been redesigned to give greater granularity on ethnicity to be able to monitor student behaviour and achievement in relation to different groups with nationally proven different achievement rates (for instance, breaking down Asian category into Indian, Pakistani and Bangladeshi. The Directorate is running a diversity reporting improvement project to increase the contextualisation of reporting to enable more targeted actions.

Conclusion and Revised Actions

A significant degree of commitment and energy has been devoted to the testing and development of the equality impact assessment process by the original pilot sites and others who have since joined. It is expected that a range of equality impact assessments will have been completed across the University during the 2009/10 year. The planned actions are revised in line with the University's plans to move to a single equality scheme.

Outcome

To identify and report progress on a programme of equality impact assessment (EIA).

Specific Actions

All Deans and Directors will identify a programme of EIA and report progress including planned improvement actions to the Deputy Vice-Chancellor through the Operational Review Group and Faculty Management Board – all Deans and Directors.

The Framework for Equality Impact Assessment – Project Group will continue to oversee the development and implementation of the EIA process - Equality and Diversity Adviser.

A summary of the results of equality impact assessment will be presented to the Finance & HR Committee of the Board of Governors and Academic Board - Equality and Diversity Adviser.

Outcome 3: To undertake monitoring of policies, practices, plans, procedures and initiatives that are identified as contributing to the impact on race.

Identified Actions

To monitor and report on: -

A. Staff recruitment processes and employment processes.

B. DMU's equal pay process.

C. Starting pay of DMU recruits and promotees.

D. Retirement and retirement appeals.

E. Redundancy.

F. Special compassionate leave.

G. Participating in staff learning and training

H. Student applications, enrolments and retention and achievement.

I. Grievance and disciplinary reports and incidents.

J. Complaints.

K. Reports racial harassment

L. Security incidents.

M. A summary of the monitoring of activities will be presented to the Finance & HR Committee and the Academic Board.

Progress – Actions A, B, C, D, E, F, G, I, J & K

The summary of the staff monitoring reports for 2007/08 (annex 1) show that: -

- The percentage of white staff at DMU is 82% excluding atypical. HESA figures for the 2006-07 academic session show 90% of staff as white across the sector. DMU has a higher percentage of non-white staff than both the national and HE sector.

Human Resources Directorate

The Human Resources Directorate have engaged in an equality impact assessment of staff recruitment and the single pay spine. Monitoring data has been sourced in order to analyse impact. This equality impact assessment process will report to the Equality & Diversity Committee in November 2009. Data on staff promotion and

progression (Annex 5) showed that numbers of applicants were low, but no evidence that ethnic minority groups were under-represented. Further analysis required in future years on this data.

Monitoring data on staff training and development is reported to the University in the annual Staff Development Report. Currently, data is not fully collected on the protected characteristics of staff engaged in development and training activities. Current data on staff who attended centrally provided training and development events (Annex 4) show that comparison by ethnicity suggests that there is a variation in the take-up of training by ethnic group although care needs to be taken where small numbers are involved.

The Human Resources Directorate will be specifically developing the monitoring and equality impact assessment of senior staff pay, bullying and harassment, retirement and redundancy in 2009/10.

Progress – Actions H, K, L

The summary of the student monitoring reports for 2007/08 (annex 2 and 3) show that: -

The proportional split between White and BME applicants to DMU is 58% White and 42% BME, while nationally it is 76% White and 24% BME.

- More students with a Mixed – White and Black Caribbean ethnic background dropped out before the end of the year than any other ethnic group.
- The proportion of White students achieving 1st or 2:1 is significantly above the DMU benchmark.
- The proportion of Asian – Indian students achieving 1st or 2:1 is significantly below the DMU benchmark.
- The distribution of students across the Faculties indicates that all Faculties exceed national HE benchmarks (annex 3).

Academic Registry

Academic Quality Standards Committee (AQSC) has established a working group that analyses the academic progress of students admitted from wider participation backgrounds.

Corporate Services

Reports of harassment are reviewed on an annual basis and are yet to be reviewed in the context of race equality.

Estates Department

The Estates Department report on security issues to the University Health and Safety Management Committee. These are currently not monitored by protected characteristics.

Conclusions and Revised Actions

The University currently monitors and reports on top level data relating to the protected characteristics including race/ethnicity. This data demonstrates that against national data, the University is successful in recruiting non-white staff and students. The University is improving its monitoring of staff data in terms of recruitment. It also reports on promotion and progression of staff. However, reporting on training and development against protected characteristics is as yet under-developed.

It is expected that monitoring of policies and procedures which impact on protected characteristics, including race, will be further developed as the equality impact assessment process is rolled out across the University.

The planned actions are revised in line with the University's plans to move to a single equality scheme.

Outcome

To undertake and report on the monitoring of policies, practices, plans and procedures that impact on protected characteristics.

Specific Actions

Monitor recruitment, career development/progression, including training and retention of staff against protected characteristics, including race – Director of HR.

To monitor and report on the recruitment, admissions/enrolment, achievement and retention of students against protected characteristics including race – Deans and Director of SPS.

To monitor those policies, practices, plans and procedures that have been identified through equality impact assessment as having an impact on protected characteristics including race – Deans and Directors.

Outcome 4: Publish the following information on the DMU website.

Identified Actions

    A. The policy on equality of opportunity in employment.

    B. The DMU consultation and involvement strategy.

    C. Results from the staff and student diversity survey.

    D. A summary of the main staff and student monitoring processes within the annual report.

    E. A summary of progress on equality impact assessments.

    F. Progress report on the race equality action plan in the form of an annual report.

    G. Grievance and complaints procedure for staff and students.

    H. Security arrangements and reporting processes.

Progress – Actions A, C & G

Human Resources

The policy on equality of opportunity in employment was revised in 2008 and published on the DMU website – http://intranet.dmu.ac.uk/human_resources/dmu/Information_For_Staff/Policies/Policy_Word_Docs/Equal_Opps_Policy.pdf

The results of the staff survey 2007 have not yet been published.

The staff grievance and complaints procedures is published on the website - http://intranet.dmu.ac.uk/human_resources/dmu/Information_For_Staff/Policies/Policy_Word_Docs/GrievanceProcedureNov07.pdf

Student Services Directorate

The student diversity survey is currently being designed, with a planned implementation for the autumn term 2009.

Progress – Action B, D, E and F

Equality & Diversity Adviser

The DMU consultation and involvement strategy is in the process of development through the Equality & Diversity Committee.
A summary of the main staff and student monitoring reports are appended (annex 1 - 2) to this report, and will be published with this report, on the DMU website.

The report of progress under outcome 2 details the progress on equality impact assessment. There are currently no completed EIAs for publication.

The Race Equality Scheme Annual Report constitutes the progress against the race action plan. It will be published on the DMU website following approval by the Equality & Diversity Committee.

Progress – Action H

Estates Department

The security arrangements and reporting processes will be published on the DMU website in autumn 2009.

Conclusion and Revised Actions

The specific actions for publishing information related to the equality agenda have been generally actioned or plans are in place to address these.

The planned actions are revised in line with the University's plans to move to a single equality scheme.

Outcome

To publish equality relevant information on the DMU website.

Specific Actions

To identify, publish, with equality impact assessment, policies and procedures that may impact on individuals and groups with protected characteristics – all Deans and Directors.

To publish details of staff and student consultation and involvement processes that impact on the University's equality duties – Directors of HR and Student Services.

To publish protected characteristics monitoring data on staff and students within the annual report – Equality & Diversity Adviser.

To publish the annual progress reports of the DMU equality schemes – Equality & Diversity Adviser.

Outcome 5: Support students and staff from all racial groups to reach their potential.

Identified Actions

A. To identify, report and take action on factors that improve the retention and achievement of ethnic minority students.

B. To monitor the progress of related changes and initiatives.

C. To develop opportunities to support staff from all race and ethnic groups to reach their potential.

D. To monitor the take up of staff training and learning opportunities and take appropriate action on the findings.

Progress – Actions A & B

A sub-group of the Learning and teaching Committee Retention and Achievement of Ethnic Minority Students meets on a termly basis to report progress on faculty led projects.

Faculty of Technology

The Faculty has a named member of (support) staff who is the key contact for overseas students. It also has had a mentoring scheme in place for overseas students. The plan is to roll this scheme out to all Year 1 students from September 2009, increasing peer support for students from ethnic groups.

The Faculty has not identified any significant relationship between the Faculty and ethnic groups in terms of retention and achievement.

Faculty of Health & Life Sciences

The Faculty of Health & Life Sciences plans to discuss this issue with the Programme Management Boards. . The School of Nursing and Midwifery and the Healthcare Workforce Deanery are currently undertaking research in to Muslim student progression in nursing and midwifery programmes.

Faculty of Art & Design

The Faculty run a "Gifted and Talented" drawing school each spring break for Year 10 pupils. Pupils from black and minority groups are encouraged to enter the University setting.

The plans of the Leicester School of Architecture to develop research activity further in architecture for a poly-ethnic community, especially in the field of religious sites, will showcase an interest in race, culture and ethnicity, and this may have a positive effect on student motivation and inclusion and therefore on retention and achievement. The school is engaging with the St Philips Trans-Faith Centre on their

development projects and running a lecture series on international perspectives on architecture. It is also reducing teaching group sizes to enable all students to have better access to staff.

Faculty of Humanities

The Faculty undertakes targeted events such as Asian Arts Summer School and supported the Black British Dance Conference, outreach and liaison with diverse community groups (e.g. Arts Management Collaboration with Mainstream Partnership Leicester, Music Tech's involvement with MELA), offer opportunities to offer good role modelling.

Faculty of Business & Law

The Faculty will be guided by national benchmarks to shape process and procedure. The Faculty has named members of staff who are the key contacts for overseas students. It also has had a mentoring/buddy scheme in place for overseas students.

Progress – Actions B, C & D

Human Resources Directorate

The Training & Development Unit and the Academic Professional Development Unit widely publicises its staff development policy. Additionally, a "CROSS" survey of research staff commenced in May 2009. 81 of a possible 186 research staff, from junior to the most senior roles, participated in the survey. Ten of the respondents were from Asian, Chinese or mixed white and black backgrounds. Overall, the survey showed that 72 of the respondents agreed or strongly agreed that the institution was committed to equality and diversity. With regard to monitoring the take up of staff training and development and learning opportunities, no specific report is currently available – see outcome 3 of this report.

Estates Department

Training is offered to staff in Estates on NVQ2 Portering, NVQ2 Forklift Driving, BICS, Basic Computing and Service Delivery. There are plans to offer ESOL and diversity learning opportunities.

Academic Registry

Academic Registry have a well established system of support and a culture of staff development within the Academic Registry and have been in receipt of Investors in People (IIP) for many years. All new staff are inducted to the University and are offered a wide range of staff development opportunities.

Library Services

All staff have equal access to Achievement and Development Review, and to support for identified training and development activities.

The Library contributes to enabling all students to reach their potential via its International Student Support Strategy, and the group taking this work forward. A training session on supporting international students has been run this year, and the Library is also looking to develop, in conjunction with HR, cultural awareness training for its staff.

Conclusion and Revised Actions

All University Faculties have taken steps to address this outcome.

The planned actions are revised in line with the University's plans to move to a single equality scheme.

Outcome

To take action and monitor the impact of initiatives to enable staff and students from groups with legally protected characteristics to engage with and succeed in learning and training and development activities.

Specific Actions

To identify, take action, monitor and report on factors that improve the retention and achievement of students from legally protected groups – all Deans.

To identify, take action, monitor and report on factors that improve the retention and career development of staff from legally protected groups – Director of HR and all Deans and Directors.

Outcome 6: To promote equality of opportunity and good relations between different racial groups within the University.

Identified Actions

A. To review, equality impact assess and promote the equal opportunities policy.

B. To consult with staff and students on race relations at DMU.

C. To EIA all publications and marketing material.

Progress – Actions A, B & C

Human Resources Directorate

The equal opportunities was revised is published on the DMU website in 2008.

The senior staff team have engaged with UNISON and UCU in discussions about potential "race" involvement groups.

Student Services Directorate

The Directorate have undertaken the following activities: participated in Leicestershire Interfaith Forum, Leicester Multicultural Advisory Group, Cultural Exchanges, Islam Awareness Week, Involve – "One Voice" diversity event. A "One DMU" event is planned for 2010.

Further work is undertaken by the Directorate in collaboration with local community groups, police security and the students' union to raise awareness amongst the student body about a tolerant student community and is monitored as part of an annual collaborative plan.

The equality impact assessment process is currently being rolled out across the University. It is expected that plans to equality impact assess publications and marketing material will be put in place in the 2009/10 year.

Conclusion and Revised Action

The Equality of Opportunity in Employment Policy was revised in 2008 by the HR Directorate. Activity by the Student Services Directorate has been aimed at promoting equality of opportunity by engaging with external groups.

In line with the University plans to increase consultation and involvement activities, initial discussion has taken place with two of the staff unions.

The planned actions are revised in line with the University's plan to move to a single equality scheme.

Outcome

To promote equality of opportunity and good relations between different racial groups within the University.

Specific Actions

Identify a programme of EIA and report progress to the Deputy Vice-Chancellor through the Operational Review Group and Faculty Management Board – all Deans and Directors.

To identify through involvement and consultation strategies concerns about equality of opportunity and relationships between racial groups and take action – Directors of HR and Student Services.

Outcome 7: Promote race equality when working in partnership with external organisations and in procurement.

Identified Actions

    A. To review and equality impact assess procurement procedures and partnership arrangement procedures.

    B. Monitor procurement and partnership arrangements.

Progress

Finance Directorate

The Directorate has an open and transparent process in procurement to promote equality of opportunity via pre-tender questionnaires and invitation to tender processes.

Conclusion and Revised Actions

Currently the procurement process led by the Finance Directorate addresses issues of race equality. The planned actions are revised in line with the University's plans to move to a single equality scheme.

Outcome

Promote equality of opportunity and be compliant with procurement legislation when working with organisations external to the University.

Specific Actions

To equality impact assess activities that involve partnership with external bodies, organisations, groups and businesses – all Deans and Directors.

To undertake within the equality impact assessment process, or as appropriate, a review of compliance with equality guidelines on procurement processes – all Deans and Directors.

Outcome 8: Staff, students and external stakeholders are consulted on issues that might have an impact on race.

Identified Actions

A. Develop an equality and diversity involvement and consultation strategy.

B. As a priority, to develop the internal equality and diversity involvement and consultation strategy for staff and students.

Progress – Action A

Equality & Diversity Adviser

The Involvement and Consultation Strategy is currently being developed by the Equality & Diversity Committee and is a stated outcome on the work plan for 2009/10.

Progress – Action B

Human Resources Department

The development of the staff involvement and consultation strategy is an objective on the Equality & Diversity Committee work plan. In relation to involvement and consultation approaches and race, the senior team have had initial meetings with UNISON and UCU diversity representatives. They are confident that interest will be shown by members.

Student Services Directorate

Work is in progress to develop a strategy on involvement and consultation as a result of feedback from students.

Conclusion and Revised Actions

The HR and Student Services Directorates have stated plans to bring forward developments on consulting staff and students on issues that might impact on race. It is expected that increased engagement with the equality impact assessment process will impact on demand for engagement and consultation activities. The revised actions have been developed in line with the University's plans to develop a single equality scheme.

Outcome

Staff, students and external stakeholders from equality protected groups will be offered opportunities to engage in consultation and involvement.

Specific Actions

To develop an equality and diversity involvement and consultation strategy - Equality and Diversity Committee.

As a priority, to develop the internal equality and diversity involvement and consultation strategy for staff and students - Equality and Diversity Committee.

Outcome 9: Develop and extend staff and student development activities.

Identified Actions

Identify need for staff development opportunities that promote equality of opportunity and good relationships between racial groups.

Progress

Human Resources Directorate

A programme of staff training and development opportunities are published termly. In addition to the published staff learning and training programmes, a "Diversity Learning Showcase" is planned for December 2009. All new staff have equality and diversity training as part of their corporate induction programme.

Estates Directorate

The Estates Directorate are planning to extend learning opportunities to include ESOL and Diversity.

Conclusions and Revised Actions

A limited number of staff and student opportunities designed to promote equality of opportunity and good relationships have been reported this year. However, it is understood that other planned activities within Faculties may go some way to achieving this objective. The revised actions seek to extend the reporting against this outcome, and to address the University's plans to move to a single equality scheme.

Outcome

Ensure that all students and staff have opportunities to understand the equality agenda and how it impacts on them.

Specific Actions

Identify, monitor and report on training, development and learning activities that have a stated outcome to improve knowledge, understanding, promote equality of opportunity and relationships between individuals and groups with protected characteristics – all Deans and Directors.

Outcome 10: Clear channels for communication across the University on equality and diversity matters.

Identified Actions

A. Develop an equality and diversity communication strategy.

B. As a priority, to develop the internal equality and diversity communication strategy.

Progress

Equality & Diversity Adviser

An initial scoping paper on a "communication strategy" was presented to the Equality & Diversity Steering Group. This identified a number of communication blocks. As a result of this paper, the Steering Group was reconstituted into a full top level Equality & Diversity Committee, reporting to VCG, the Finance & HR Committee and Academic Board.

The proposed work plan for the Equality & Diversity Committee includes items designed to improve communication about equality and diversity matters across the University. The full work plan is yet to be approved.

Conclusion and Revised Action

The first stage of developing a communication strategy resulted in the successful reconstitution of the Equality & Diversity Committee.

The planned actions are revised in line with the University's plans to move to a single equality scheme.

Outcome

To identify, take action and report on actions designed to improve communication on equality matters across the University.

Specific Actions

The Equality & Diversity Committee will develop a plan of action designed to ensure that all staff and students have opportunities to source information and enter a dialogue about equality matters – Equality and Diversity Committee.

SPS 2239
This report shows staff diversity in 2007/08 by Faculty. The data in this report is from the staff HESA return for 2007-08.

This report builds upon the SPS report 2109, and is an expansion of the data by DMU faculty.
The same benchmark information is presented.

Comparison is made where possible to the national HESA figures for 2006-07, and a national set of information from

ETHNICITY DATA TAKEN FROM STAFF DIVERSITY REPORT 2007/08

EXECUTIVE SUMMARY

- The percentage of white staff at DMU is 82% excluding atypical staff. HESA figures for the 2006-07 academic session show 90% of staff as white across the sector. DMU has a high percentage of non-white staff than both the national and HE sector.

Definitions:
Atypical: is someone on a non-permanent work arrangement that may involve a complex arrangement that does not involve standard hours and the contract can be ended without notice

Data note:
Staff counts are divided amongst the contracts that they work on, a staff member with two contracts will appear as 0.5 against each contract type. Hence, % figures will appear where the staff number shows 0 (due to rounding).
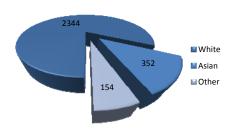
ETHNICITY

Staff Group	Faculty	White		Asian		Other		Total Known Ethncity	Not known / Refused	Total Staff
		Number	%	Number	%	Number	%			
Teaching Only	AAD	90	96%	2	2%	2	2%	94	38	132
	BAL	34	83%	5	13%	2	5%	41	8	49
	CSE	6	65%	2	23%	1	12%	9	4	12
	HLS	68	73%	13	14%	13	13%	94	9	103
	HUM	43	96%	1	3%	1	1%	45	9	53
	CENTRAL	13	100%	0	0%	0	0%	13	1	14
Teaching Only Total		**254**	**86%**	**23**	**8%**	**18**	**6%**	**295**	**68**	**363**
Research Only	AAD	8	94%	1	6%	0	0%	8	1	9
	BAL	5	69%	1	15%	1	15%	7	0	7
	CSE	10	67%	5	33%	0	0%	15	5	21
	HLS	11	85%	2	15%	0	0%	13	0	13
	HUM	3	100%	0	0%	0	0%	3	0	3
	CENTRAL	1	100%	0	0%	0	0%	1	0	1
Research Only Total		**37**	**80%**	**9**	**18%**	**1**	**2%**	**46**	**6**	**53**
Teaching and Research	AAD	128	93%	3	2%	7	5%	138	5	143
	BAL	162	91%	11	6%	5	3%	178	0	178
	CSE	142	78%	27	15%	13	7%	182	6	188
	HLS	217	78%	35	13%	26	9%	278	1	280
	HUM	126	95%	3	2%	4	3%	133	1	134
	CENTRAL	11	100%	0	0%	0	0%	11	0	11
Teaching and Research Total		**786**	**86%**	**79**	**9%**	**54**	**6%**	**919**	**13**	**932**
Admin & Technical	AAD	81	83%	13	13%	4	4%	97	8	105
	BAL	74	77%	18	19%	5	5%	97	1	98
	CSE	100	73%	33	24%	4	3%	136	13	149
	HLS	151	84%	19	10%	9	5%	179	5	183
	HUM	55	96%	3	4%	0	0%	57	2	59
	CENTRAL	807	79%	157	15%	59	6%	1,023	68	1,091
Admin & Technical Total		**1,267**	**80%**	**242**	**15%**	**80**	**5%**	**1,589**	**96**	**1,685**
Total (excluding Atypical)		**2,344**	**82%**	**352**	**12%**	**154**	**5%**	**2,849**	**184**	**3,033**

Staff Group	Faculty	White		Asian		Other		Total Known Ethncity	Not known / Refused	Total Staff
		Number	%	Number	%	Number	%			
Atypical (Academic)	AAD	66	93%	2	3%	3	4%	71	42	113
	BAL	71	83%	7	8%	8	9%	86	34	120
	CSE	44	86%	6	12%	1	2%	51	15	66
	HLS	233	85%	27	10%	13	5%	273	123	395
	HUM	149	94%	1	1%	9	6%	159	39	197
	CENTRAL	26	96%	0	0%	1	4%	27	33	60
Atypical (Academic) Total		**588**	**88%**	**43**	**6%**	**35**	**5%**	**666**	**285**	**951**
Atypical (Non-academic)	AAD	73	75%	17	18%	7	7%	97	13	110
	BAL	12	66%	5	29%	1	6%	18	0	18
	CSE	3	14%	9	52%	6	34%	18	0	18
	HLS	2	21%	3	36%	3	43%	7	0	7
	HUM	25	93%	1	2%	1	5%	27	0	27
	CENTRAL	165	82%	24	12%	13	6%	202	7	209
Atypical (Non-academic) Total		**279**	**76%**	**58**	**16%**	**30**	**8%**	**368**	**20**	**388**
Total (including Atypical)		**867**	**84%**	**101**	**10%**	**65**	**6%**	**1,034**	**305**	**1,339**

| **Total Staff** | | **3,211** | **83%** | **453** | **12%** | **219** | **6%** | **3,883** | **488** | **4,371** |

Ethnicity of staff at DMU (excl atypical)

- White — 2344
- Asian — 352
- Other — 154

National Figures

From the Annual Population Survey Jan 2007- Dec 2007

Working Age (16-59/64) - In Employment

	White		Non-White		Total
	Number	%	Number	%	
UK (million)	25.4	91%	2.4	9%	27.9

Provided by NOMIS https://www.nomisweb.co.uk/

HESA HEI Information 2006-07

	White		Non-White		Total
	Number	%	Number	%	
UK HEIs(000s)	297.6	90%	32.6	10%	330.2

Staff figures for 2006-07 session (excluding atypical) and not knowns

The percentage of white staff at DMU is 82% excluding atypical. HESA figures for the 2006-07 academic session show 90% of staff as white across the sector.

Higher percentages of non-white staff are seen in Research only within the faculty of Technology and Admin & Technical within the central departments.

Technology also has a high proportion of atypical (non-academic) staff that are non-white.

There is a high number of staff with not known ethnicities which could shift the percentage of the ethnicities.

DMU has a larger percentage of non-white staff compared to the national picture. DMU staff ethnicity reflects the profile of the city more than the national picture.

Annex 2

RACE DATA TAKEN FROM: STUDENT DIVERSITY REPORT 2007/08

EXECUTIVE SUMMARY

Ethnicity

- The proportional split between White and BME applicants to DMU is 58% White and 42% BME, while nationally it is 76% White and 24% BME.
- More students with a Mixed – White and Black Caribbean ethnic background dropped out before the end of the year than any other ethnic group.
- The proportion of White students achieving 1st or 2:1 is significantly above the DMU benchmark.
- The proportion of Asian – Indian students achieving 1st or 2:1 is significantly below the DMU benchmark.

Technical Notes

Applicants and Accepts data based on UK based UCAS students only, which caters for full time undergraduates students.

Enrols data based on new UK based full time undergraduate 1st year students only for comparison with national data.

% dropped out before end of year (EOY) based on students in all years enrolled and shows those that dropped out of the year before the end of the academic year – proportions within diversity category.

% 1st and 2:1 degree classifications based on total passes in the final year – proportions within diversity category.

Colour Key

DMU data where student number is between 1 and 9 students

DMU data where student number is between 10 and 20 students

Data Sources

DMU Applicants and Accepts - UCAS Conversion Stats 07/08

DMU Enrolments, Drop out and Achievement - HE 5 year database (HESA)

UK Applicants and Accepts - UCAS Annual Datasets (UCAS website)

UK Enrolments – Data available Spring 2009 (updated report due in April)

Students in HE (HESA publication and CD Rom)
 - tables 1b, 10b and 11b

DMU and National Total Students – Benchmark numbers and proportions 2007/08 Entry

Total 2007/08	Applicants	Accepts	Enrols	Dropped out before EOY	Achieved	
					1st	2:1
Total Students Numbers (base)	18,002	3,562	4,951	743	306	1,367
National Benchmark and DMU Proportions	454,148	364,544	N/A	5.6% *	9.8%*	44%*

* DMU Proportions

Data note:

Applicants and Accepts data cannot be compared to Enrols data due to differing selection criteria.

Data includes associate colleges, but excludes students based abroad and Erasmus students

Ethnicity Proportions

ETHNICITY	2007/08	*Ethnicity Proportions of total*			*Proportion of Ethnic Group that*		
		Applicants	Accepts	Enrols	Dropped out before EOY	Achieved	
						1st	2:1
Asian - Bangladeshi	DMU	1.1%	0.9%	1.2%	9.1%	3.0%	27.3%
	UK	0.9%	0.9%	Update April 2009	N/A	N/A	N/A
Asian - Chinese	DMU	0.7%	0.6%	0.6%	3.0%	5.6%	33.3%
	UK	0.9%	1.0%	Update April 2009	N/A	N/A	N/A
Asian - Indian	DMU	13.8%	18.2%	20.1%	4.3%	6.8%	33.6%
	UK	3.7%	3.8%	Update April 2009	N/A	N/A	N/A
Asian - Other Asian background	DMU	1.1%	1.4%	1.6%	6.6%	5.9%	45.1%
	UK	1.2%	1.2%	Update April 2009	N/A	N/A	N/A
Asian - Pakistani	DMU	6.2%	5.2%	5.5%	5.0%	1.7%	29.4%
	UK	2.6%	2.5%	Update April 2009	N/A	N/A	N/A
Black - African	DMU	5.0%	5.2%	5.7%	6.4%	3.3%	42.5%
	UK	4.0%	3.4%	Update April 2009	N/A	N/A	N/A
Black - Caribbean	DMU	2.2%	2.1%	2.2%	6.0%	2.0%	34.0%
	UK	1.5%	1.4%	Update April 2009	N/A	N/A	N/A
Black - Other black background	DMU	0.4%	0.4%	0.5%	12.3%	10.0%	40.0%
	UK	0.4%	0.3%	Update April 2009	N/A	N/A	N/A
Mixed - Other mixed background	DMU	0.7%	0.8%	0.9%	8.5%	N/A	55.0%
	UK	0.9%	0.9%	Update April 2009	N/A	N/A	N/A
Mixed - White and Asian	DMU	0.7%	0.9%	0.9%	5.9%	7.1%	50.0%
	UK	0.9%	1.0%	Update April 2009	N/A	N/A	N/A
Mixed - White and Black African	DMU	0.3%	0.3%	0.2%	7.1%	N/A	57.1%
	UK	0.3%	0.3%	Update April 2009	N/A	N/A	N/A
Mixed - White and Black Caribbean	DMU	1.0%	1.1%	1.2%	12.7%	14.3%	47.6%
	UK	0.8%	0.7%	Update April 2009	N/A	N/A	N/A
Not known/Information refused	DMU	8.4%	7.7%	0.9%	6.5%	8.9%	35.6%
	UK	4.7%	5.3%	Update April 2009	N/A	N/A	N/A
Other Ethnic background	DMU	0.9%	0.9%	1.0%	8.5%	4.2%	54.2%
	UK	1.1%	1.1%	Update April 2009	N/A	N/A	N/A
White	DMU	57.5%	54.1%	57.6%	5.7%	12.6%	49.3%
	UK	76.0%	76.2%	Update April 2009	N/A	N/A	N/A

Race Equality Scheme Annual Report 2009.doc

Annex 3

FT UG Home (UK) Enrolled Students 2007/08 Academic Year

All enrolled Students by Faculty and Ethnicity

Total DMU

Ethnicity	Year 1	Year 2+	Total
Asian or Asian British - Bangladeshi	69	85	154
Asian or Asian British - Indian	1,082	1,683	2,765
Asian or Asian British - Pakistani	297	329	626
Black or Black British - African	294	376	670
Black or Black British - Caribbean	118	165	283
Chinese or Other Ethnic Background - Chinese	30	69	99
Information refused	39	30	69
Mixed - White and Asian	49	69	118
Mixed - White and Black African	11	17	28
Mixed - White and Black Caribbean	58	60	118
Not known	8	76	84
Other Asian background	88	155	243
Other Black background	28	29	57
Other Ethnic background	51	66	117
Other Mixed background	46	72	118
White (pre 01 entry students)	2,983	4,700	7,683
Grand Total	**5,251**	**7,981**	**13,232**

By Faculty

Faculty	Ethnicity	Year 1	Year 2+	Total
Art & Design	Asian or Asian British - Bangladeshi	5	6	11
	Asian or Asian British - Indian	97	134	231
	Asian or Asian British - Pakistani	22	21	43
	Black or Black British - African	19	36	55
	Black or Black British - Caribbean	22	28	50
	Chinese or Other Ethnic Background - Chinese	10	27	37
	Information refused	8	6	14
	Mixed - White and Asian	5	11	16
	Mixed - White and Black African	2	3	5
	Mixed - White and Black Caribbean	10	11	21
	Not known	1	25	26
	Other Asian background	14	13	27
	Other Black background	4	5	9
	Other Ethnic background	4	8	12
	Other Mixed background	15	18	33
	White (pre 01 entry students)	634	1,161	1,795
AAD Total		**872**	**1,513**	**2,385**
Business & Law	Asian or Asian British - Bangladeshi	24	31	55
	Asian or Asian British - Indian	415	649	1,064
	Asian or Asian British - Pakistani	94	115	209
	Black or Black British - African	100	115	215

Race Equality Scheme Annual Report 2009.doc

Prashant Desai

	Black or Black British - Caribbean	20	42	62
	Chinese or Other Ethnic Background - Chinese	6	19	25
	Information refused	12	6	18
	Mixed - White and Asian	9	13	22
	Mixed - White and Black African		5	5
	Mixed - White and Black Caribbean	9	14	23
	Not known	1	7	8
	Other Asian background	23	47	70
	Other Black background	8	8	16
	Other Ethnic background	11	18	29
	Other Mixed background	5	13	18
	White (pre 01 entry students)	299	575	874
BAL Total		**1,036**	**1,677**	**2,713**
Health & Life Sciences	Asian or Asian British - Bangladeshi	22	21	43
	Asian or Asian British - Indian	313	497	810
	Asian or Asian British - Pakistani	119	142	261
	Black or Black British - African	119	134	253
	Black or Black British - Caribbean	39	44	83
	Chinese or Other Ethnic Background - Chinese	7	14	21
	Information refused	11	8	19
	Mixed - White and Asian	13	16	29
	Mixed - White and Black African	4	0	4
	Mixed - White and Black Caribbean	10	19	29
	Not known	4	23	27
	Other Asian background	29	38	67
	Other Black background	7	7	14
	Other Ethnic background	18	20	38
	Other Mixed background	7	19	26
	White (pre 01 entry students)	1,033	1,459	2,492
HLS Total		**1,755**	**2,461**	**4,216**
Humanities	Asian or Asian British - Bangladeshi	4	6	10
	Asian or Asian British - Indian	61	105	166
	Asian or Asian British - Pakistani	15	11	26
	Black or Black British - African	18	23	41
	Black or Black British - Caribbean	23	21	44
	Chinese or Other Ethnic Background - Chinese	3	0	3
	Information refused	2	6	8
	Mixed - White and Asian	13	23	36
	Mixed - White and Black African	2	5	7
	Mixed - White and Black Caribbean	14	10	24
	Not known	1	14	15
	Other Asian background	6	13	19
	Other Black background	2	4	6
	Other Ethnic background	2	8	10
	Other Mixed background	10	10	20
	White (pre 01 entry students)	611	1,018	1,629
HUM Total		**787**	**1,277**	**2,064**
Technology	Asian or Asian British - Bangladeshi	14	21	35
	Asian or Asian British - Indian	196	298	494
	Asian or Asian British - Pakistani	47	40	87
	Black or Black British - African	38	68	106

Prashant Desai

Annex 3

	Black or Black British - Caribbean	14	30	44
	Chinese or Other Ethnic Background - Chinese	4	9	13
	Information refused	6	4	10
	Mixed - White and Asian	9	6	15
	Mixed - White and Black African	3	4	7
	Mixed - White and Black Caribbean	15	6	21
	Not known	1	7	8
	Other Asian background	16	44	60
	Other Black background	7	5	12
	Other Ethnic background	16	12	28
	Other Mixed background	9	12	21
	White (pre 01 entry students)	406	487	893
TECH Total		**801**	**1,053**	**1,854**
Grand Total		**5,251**	**7,981**	**13,232**

Source: SPS 2205

Prashant Desai

Annex 4

Summary attendance data – at staff training and development events

	2004-05	**2005-06**	**2006-07**	**2007-08**
Average training <u>days</u> per employee (as noted earlier)	0.93 day	0.86 day	0.91 day	0.86 day
Diversity data				
Comparison by ethnicity:				
Asian	1.3 days	1.2 days	1.3 days *(1.1 days)*	1.1 days
Black	0.6 day	0.5 day	0.9 days *(0.7 day)*	1.0 days
Mixed	1.5 days	1.2 days	1.3 days *(1.4 days)*	0.7 day
Other	0.4 day	0.3 day	0.4 day *(0.5 day)*	0.4 day
White	1.0 day	0.9 day	0.9 day *(0.8 day)*	0.9 day

Commentary

The comparison by ethnicity suggests that there is a variation in the take-up of training by ethnic group although care needs to be taken where small numbers are involved. Despite the improvements in most minority ethnic categories, 'other' remains below average (287 staff). It is a complex picture and varies significantly across the different Faculties and Directorates.

Staff Progress & Promotion – Trend Data

Application for promotion from L/SL to PL scale															
	2007					**2008**					**2009**				
	No. of eligible staff by ethnic origin – 492	No. of applications by ethnic origin – 41	% of eligible staff by ethnic origin who applied	No. of successful applicants by ethnic origin – 15	% of successful applications by ethnic origin	No of eligible staff by ethnic origin – 513	No. of applications by ethnic origin	% of eligible staff by ethnic origin who applied	No. of successful applicants by ethnic origin	% of successful applications by ethnic origin	No of eligible staff by ethnic origin – 499	No. of applications by ethnic origin	% of eligible staff by ethnic origin who applied	No. of successful applicants by ethnic origin	% of successful applications by ethnic origin
Asian other	9	0	0	0	0	10	0	0	0	0	9	1	11	0	0
Asian	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Black Caribbean	0	0	0	0	0	7	0	0	0	0	6	0	0	0	0
Black African	11	1	9	1	100	13	1	8	0	0	14	0	0	0	0
Black other	7	1	14	1	100	2	0	0	0	0	2	0	0	0	0
Chinese	19	2	10	2	100	20	2	10	0	0	19	1	0	1	100
Asian	16	1	6	0	0	17	1	6	0	0	15	0	0	0	0
Asian Pakistani	3	0	0	0	0	3	0	0	0	0	2	0	0	0	0
Other	24	2	8	1	50	20	1	0	1	100	12	0	0	0	0
White British	0	0	0	0	0	366	38	10	17	45	359	34	9	15	44
White	401	33	8	10	30	0	0	0	0	0	0	0	0	0	0
White other	0	0	0	0	0	56	11	20	3	27	59	4	7	1	25
Unknown	2	1	50	0	0	0	3	0	0	0	0	0	0	0	0

Application for accelerated increments

	2007					2008					2009				
	No. of eligible staff by ethnic origin – 398	No. of applications by ethnic origin – 34	% of eligible staff by ethnic origin who applied	No. of successful applicants by ethnic origin – 23	% of successful applications by ethnic origin	No of eligible staff by ethnic origin – 415	No. of applications by ethnic origin	% of eligible staff by ethnic origin who applied	No. of successful applicants by ethnic origin	% of successful applications by ethnic origin	No of eligible staff by ethnic origin – 393	No. of applications by ethnic origin	% of eligible staff by ethnic origin who applied	No. of successful applicants by ethnic origin	% of successful applications by ethnic origin
Asian other	5	1	20	1	100	5	0	0	0	0	4	1	25	1	100
Asian	1	1	100	0	0	1	0	0	0	0	1	0	0	0	0
Black African	7	0	0	0	0	10	2	20	1	50	10	2	20	0	0
Black Caribbean	0	0	0	0	0	7	0	0	0	0	5	0	0	0	0
Black other	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Chinese	17	2	12	1	50	22	0	0	0	0	17	1	6	1	100
Asian	16	1	6	1	100	16	0	0	0	0	14	0	0	0	0
Asian Pakistani	2	0	0	0	0	2	0	0	0	0	0	0	0	0	0
Other	23	1	4	0	0	16	1	6	1	100	9	0	0	0	0
Other mixed background	0	0	0	0	0	0	0	0	0	0	3	0	0	0	0
White British	0	0	0	0	0	292	23	8	17	74	279	18	6	14	77
White	324	28	9	20	71	0	0	0	0	0	0	0	0	0	0
White other	0	0	0	0	0	43	4	9	2	50	40	5	13	3	60
Unknown	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0

Annex 5

Application for contribution points															
	2007					2008					2009				
	No. of eligible staff by ethnic origin – 271	No. of applications by ethnic origin – 30	% of eligible staff by ethnic origin who applied	No. of successful applicants by ethnic origin – 16	% of successful applications by ethnic origin	No of eligible staff by ethnic origin – 287	No. of applications by ethnic origin	% of eligible staff by ethnic origin who applied	No. of successful applicants by ethnic origin	% of successful applications by ethnic origin	No of eligible staff by ethnic origin – 290	No. of applications by ethnic origin	% of eligible staff by ethnic origin who applied	No. of successful applicants by ethnic origin	% of successful applications by ethnic origin
Asian other	5	0	0	0	0	5	0	0	0	0	5	0	0	0	0
Asian	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Black African	4	0	0	0	0	4	0	0	0	0	4	0	0	0	0
Black Caribbean	0	0	0	0	0	2	0	0	0	0	3	0	0	0	0
Black other	6	0	0	0	0	3	0	0	0	0	3	0	0	0	0
Chinese	5	1	20	0	0	3	0	0	0	0	3	1	0	1	100
Asian	5	2	40	1	50	6	0	0	0	0	6	0	0	0	0
Asian Pakistani	1	0	0	0	0	1	0	0	0	0	1	0	0	0	0
Other	5	0	0	0	0	6	1	17	1	100	8	0	0	0	0
White British	0	0	0	0	0	235	11	5	2	18	238	6	3	6	100
White	237	26	11	14	54	0	0	0	0	0	0	0	0	0	0
White Other	0	0	0	0	0	21	2	10	1	50	18	1	6	2	150
Unknown	3	1	33	1	100	1	0	0	0	0	1	0	0	0	0

39

Annex 6

Outcome	Specific Actions	Actionable by;
To publish a written race or single equality scheme, action plan and associated annual reports	Plans of action related to race or all protected characteristics to be reported to the Deputy Vice-Chancellor through the Operational Review Group or Faculty Management Board – all Deans and Directors. Progress against action plans to be reported to the Deputy Vice-Chancellor through the Operational Review Group or Faculty Management Board – all Deans and Directors. A revised race equality scheme or single equality scheme and action plan to be prepared and published on or before September 2011 - Equality & Diversity Adviser. Annual Race or Single Equality progress reports prepared and published	Equality and Diversity Adviser.
To identify and report progress on a programme of equality impact assessment (EIA).	All deans and Directors will identify a programme of EIA and report progress including planned improvement actions to the Deputy Vice-Chancellor through the Operational Review Group and Faculty Management Board.	Deans and Directors

	The Framework for Equality Impact Assessment – Project Group will continue to oversee the development and implementation of the EIA process.	Equality and Diversity Adviser
	A summary of the results of equality impact assessment will be presented to the Finance & HR Committee of the Board of Governors and Academic Board.	Equality and Diversity Adviser
To undertake and report on the monitoring of policies, practices, plans and procedures that impact on protected characteristics.	Monitor recruitment, career development/progression, including training and retention of staff against protected characteristics, including race –	Director of HR
	To monitor and report on the recruitment, admissions/enrolment, achievement and retention of students against protected characteristics including race –	Deans and Director of SPS
	To monitor those policies, practices, plans and procedures that have been identified through equality impact assessment as having an impact on protected characteristics including race.	Deans and Directors
To publish equality relevant information on the DMU website.	To identify, publish, with equality impact assessment, policies and procedures that may impact on individuals and groups with protected characteristics.	Deans and Directors
	To publish details of staff and student	Directors of HR and Student Services

	consultation and involvement processes that impact on the University's equality duties.	
	To publish protected characteristics monitoring data on staff and students within the annual report.	Equality & Diversity Adviser.
	To publish the annual progress reports of the DMU equality schemes.	Equality & Diversity Adviser.
To take action and monitor the impact of initiatives to enable staff and students from groups with legally protected characteristics to engage with and succeed in learning and training and development activities.	To identify, take action, monitor and report on factors that improve the retention and achievement of students from legally protected groups.	Deans.
	To identify, take action, monitor and report on factors that improve the retention and career development of staff from legally protected groups.	Director of HR and all Deans and Directors.
To promote equality of opportunity and good relations between different racial groups within the University.	Identify a programme of EIA and report progress to the Deputy Vice-Chancellor through the Operational Review Group and Faculty Management Board.	Deans and Directors.
	To identify through involvement and consultation strategies concerns about equality of opportunity and relationships between racial groups and take action.	Directors of HR and Student Services.
Promote equality of opportunity and be compliant with procurement legislation	To equality impact assess activities that involve partnership with external bodies,	Deans and Directors.

Annex 6

when working with organisations external to the University.	organisations, groups and businesses. To undertake within the equality impact assessment process, or as appropriate, a review of compliance with equality guidelines on procurement processes.	Deans and Directors.
Staff, students and external stakeholders from equality protected groups will be offered opportunities to engage in consultation and involvement.	To develop an equality and diversity involvement and consultation strategy. As a priority, to develop the internal equality and diversity involvement and consultation strategy for staff and students.	Equality and Diversity Committee. Equality and Diversity Committee.
Ensure that all students and staff have opportunities to understand the equality agenda and how it impacts on them.	Identify, monitor and report on training, development and learning activities that have a stated outcome to improve knowledge, understanding, promote equality of opportunity and relationships between individuals and groups with protected characteristics.	Deans and Directors.
To identify, take action and report on actions designed to improve communication on equality matters across the University.	The Equality & Diversity Committee will develop a plan of action designed to ensure that all staff and students have opportunities to source information and enter a dialogue about equality matters.	Equality and Diversity Committee.