Race Equality Scheme – Annual Report June 2010

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Published November 2010

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: -

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Introduction

This is the second of De Montfort University's (DMU) annual reports on the progress of our Revised Race Equality Scheme.

Each year all parts of the University are asked to report on their own progress against each of DMU's Equality Schemes. Over the last three years the University is pleased to report that there has been incrementally improved reporting indicating increased commitment to improving experiences for staff, students and external stakeholders who fall into the protected groups.

Corporately, the University has continued to engage in developing and activating an Equality Impact Assessment Process that not only meets the specific duty, but also offers important information for service improvement. The University continues on its programme to offer involvement and engagement opportunities for its staff and students. The Black and Ethnic Minority (BME) Staff Group was launched this year and has run a successful event during the Black History Season.

The University welcomed its' new Vice Chancellor, Professor Dominic Shellard this year and under his guidance is developing the strategic vision with a strong emphasis on equality. This will be published in 2011.

This introduction is followed by a copy of the Race Equality Scheme 2008-11 Action Plan and then a report of progress against each of the objectives.

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Revised Race Action Plan 2008/11

No	Identified Outcomes	Identified Actions	Timeframe	Ownership & Reporting
1.	A written Race Equality Scheme, Action Plan and associated annual reports.	All those responsible for action points to report on progress and identify key actions for following plans.	Annually by April.	Action owners as identified in action plan. Reporting to FMB or OMG.
		Actions relating to race equality to be identified by all faculties and departments through evaluation processes, strategic objective setting, equality impact assessment and so on.		Deans of faculties, centre heads and directors reporting to FMB or OMG.
		Annual reports to be published May 2009 and 2010.		Equality & Diversity Adviser reporting to EDC and Finance & HR Committee.
		Prepare and publish new Race Equality Scheme and action plan, May 2011.		Equality & Diversity Adviser reporting to EDC and Finance & HR Committee.
2.	To complete a three year programme of EIA of all DMU policy, procedure, plans and practice.	All policy owners and University committees, faculties, directorates and centres will identify and undertake a programme of EIA on all policy, practice, plans and procedures.	Three years.	Each policy owner and responsible committee. All owners of plans, practices and procedures. (Deans of faculties, centre heads and directors) Report to FMB or OMG.
		An EIA Steering Group will be activated for a period of around 12 to 18 months to support initial EIAs.		Equality & Diversity Adviser, report to EDC.
		A summary of the results of EIA will be presented to the Finance & HR Committee and the Academic Board.		Equality & Diversity Adviser, report to EDC.
3.	To undertake monitoring of policies, practices, plans, procedures and initiatives that are identified as contributing to the impact of race issues.	To monitor and report on: - Staff recruitment processes including	Annually by April.	Director of HR. Report to OMG.

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No	Identified Outcomes	Identified Actions	Timeframe	Ownership & Reporting
		application, short listing, appointment, promotion, retention and leaving. - DMU's Equal Pay process - Starting pay of DMU recruits and promotees - Retirement and retirement appeals - Redundancy - Special Compassionate Leave - Participation in staff learning and training		
		Student applications, enrolments, retentions and achievements		Academic Registrar. Report to OMG.
		Grievance and disciplinary reports and incidents		Directors of HR and SS. Report to OMG.
		Complaints		Directors of HR, SS and Corporate Services reporting to OMG.
		Reports of race harassment		Directors of HR, SS and Corporate Services report to OMG.
		Security incidents		Director of Estates reporting to OMG.
		A summary of the monitoring of activities will be presented to the Finance & HR Committee and the Academic Board		Equality & Diversity Adviser, reports to EDC.
4.	Publish the following information on the DMU website.	The following information to be published on the website: - - The policy on Equality of Opportunity in Employment.	Annually by April.	Director of HR, reporting to OMG.
		- The DMU Consultation and Involvement Strategy.		Equality & Diversity Adviser, reporting to EDC.

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No	Identified Outcomes	Identified Actions	Timeframe	Ownership & Reporting
		- Results from the staff and student Diversity Survey.		Directors of HR and SS, reporting to OMG.
		- A summary of the main staff and student monitoring processes within the annual report.		Equality & Diversity Adviser, reporting to EDC.
		- A summary of progress on Equality Impact Assessments.		Equality & Diversity Adviser, reporting to EDC.
		- Progress report on the Race Equality Action Plan in the form of an annual report.		Equality & Diversity Adviser, reporting to EDC.
		- Grievance and Complaints Procedure for staff and students		Directors of HR and SS reporting to OMG.
		- Security arrangements and reporting processes.		Director of Estates reporting to OMG.
5.	Support students and staff from all racial groups to reach their potential.	To identify, report and take action on factors that improve the retention and achievement of ethnic minority students.	Annually, April	Deans reporting to FMB.
		To monitor the progress of related changes and initiatives.		Deans reporting to FMB.
		To develop opportunities to support staff from all race groups to reach their potential.		Director of HR, reporting to OMG.
		To monitor the take up of staff training and learning opportunities and take appropriate action on the findings.		Director of HR, reporting to OMG.
6.	To promote equality of opportunity and good relations between different racial groups within the University.	To review, equality impact assess and promote the EO policy.	By April 2009.	Director of HR, reporting to OMG.
		To consult with staff and students on race relations at DMU.		Director of HR and Director of SS reporting to OMG.
		To EIA all publications and marketing		Director of Marketing reporting

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No	Identified Outcomes	Identified Actions	Timeframe	Ownership & Reporting
		material.		to OMG.
7.	Promote race equality when working in partnership with external organisations and in procurement.	To review and EIA assess procurement procedures and partnership arrangement procedures.	April 2009.	Director of Finance, Director of Commercial Partnerships, Head of Development and Alumni Relations reporting to ORG.
		Monitor procurement and partnership arrangements.		
8	Staff, students and external stakeholders are consulted on issues that might have an impact on race	Develop an Equality and Diversity involvement and consultation strategy.	April 2009	Equality & Diversity Adviser reports to EDC.
		As a priority to develop the internal Equality and Diversity involvement and consultation strategy for staff and students.		Directors of HR and Student Services reporting to ORG.
9.	Develop and extend staff and student development activities.	Identify need for staff development opportunities that promote equality of opportunity and good relationships between racial groups.		Director of HR and Director of SS reporting to ORG.
10.	Clear channels for communication across the university on Equality and Diversity matters	Develop an Equality and Diversity Communication strategy.	April 2009	Diversity and Equality Adviser reporting to Equality and Diversity Steering Group
		As a priority to develop the internal Equality and Diversity Communication strategy.	April 2010	

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Equality Impact Assessment

Objective 1

To complete a three year programme of equality impact assessment.

The University has been running a project to develop and test an equality impact assessment that is fit for purpose. Some Faculties and Directorates have been piloting processes as part of this project and this will be reflected in their individual reports. All Faculties and Directorates have been working on identifying key areas for impact assessment.

Report

All Departments, Directorates and Faculties have identified areas of work to be equality impact assessed. Several Faculties and Directorates have been actively engaging with the University wide equality impact assessment project and associated EIA Clinics.

An equality impact checklist has been created and is now adopted for all course validation and revalidations from November 2010. Equality impact checklists are submitted as part of the revalidation papers and are viewed by panel members.

An equality impact assessment project is currently underway at DMU. The project team are currently discussing the most appropriate form by which to publish completed equality impact assessments.

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Data Monitoring

Objective 3

To undertake monitoring of policies, practices, plans, procedures and initiatives that are identified as contributing an impact on race issues.

Action 1

Race data for staff with reference to: -

- Staff recruitment processes.
- Retirement and retirement appeals.
- Redundancy.
- Starting pay of DMU recruits and promotees (with three year trend data).
- Part-time work.
- Special compassionate leave.
- Flexible working.
- Participation in staff training and learning.

Report

Analysis of Ethnic Profile

Staff Employment Data

There are three main categories of staff at De Montfort University; those on senior, academic or support staff pay grades and conditions.

The data for ethnicity has been aggregated into categories in order to present the data graphically. Detailed staff data for ethnicity is shown in Figure 1 below. In this graph where Asian ethnicities are represented, they include Asian British, Indian or Pakistani; Black ethnicities include African and Caribbean; Mixed ethnicities include people of mixed race; ethnicities listed as other include areas such as Asian other, white other, and black other. Where BME is referred to, this refers to Black and Minority Ethnic.

The staffing headcount data at DMU showed: -

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Fig 1: Staff Ethnicity at DMU
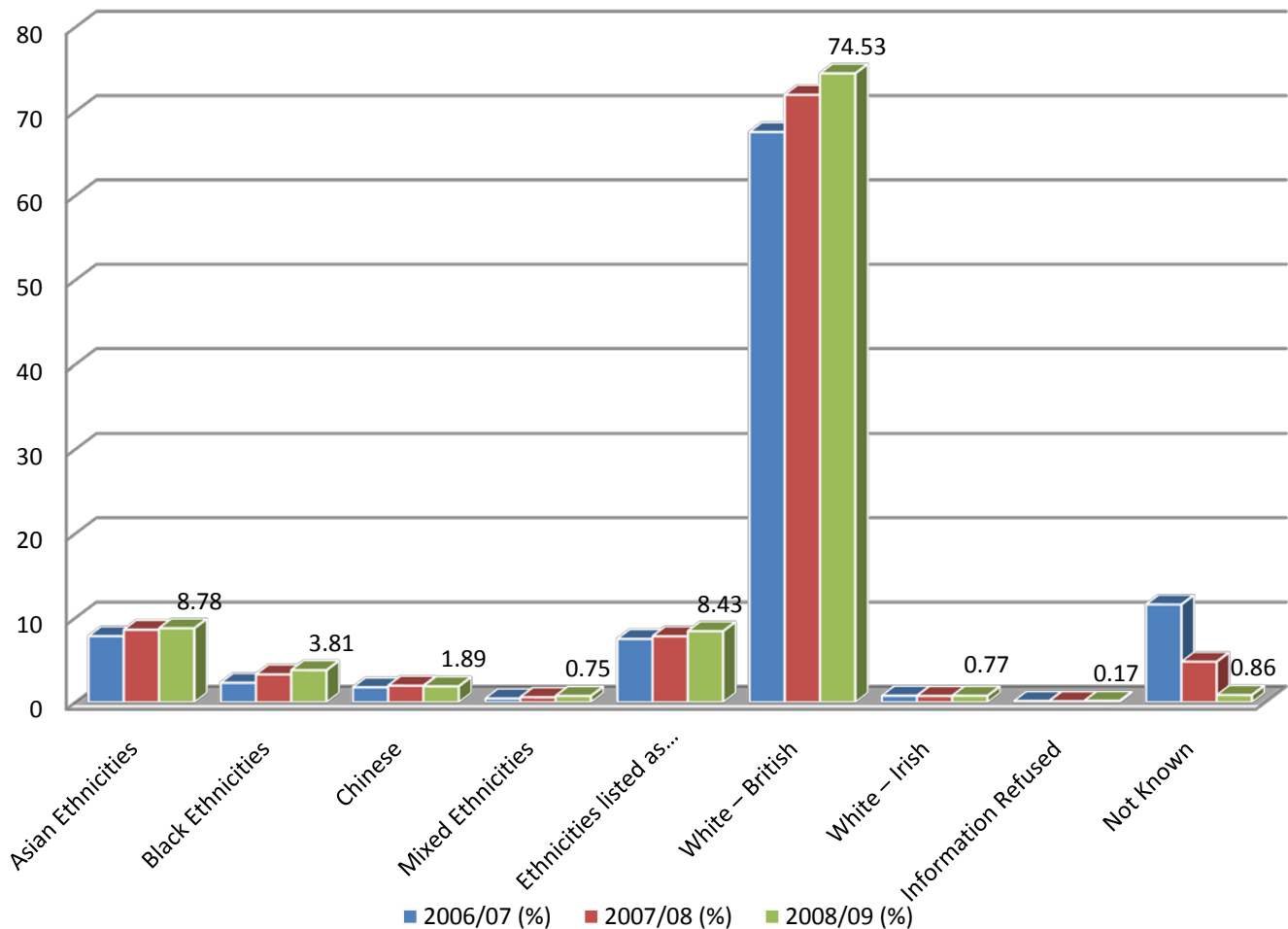
A detailed breakdown of ethnicity for Support, Academic and Senior staff is found in Appendices 1-3.

Comments

According to national statistics (DLA Piper 2009), within the HE Sector, 9.3% of people are from Black or Monority Ethnic Groups (BME). The wider public sector comparator group has 8.6% BME. This is not unexpected given that within Leicester, BME groups account for 39.46% (census 2001). DMU's BME population accounts for 18.56% of the total workforce.

The majority of staff in all categories are overwhelmingly White British however support staff tend to more closely reflect the local community then academic staff, as would be expected given the pool for academic staff tends to be national or international.

Chinese is one of the top 4 largest ethnicity groups in the academic staff category, but not in the support staff category.'Black-African' is one of the top 4 largest ethnicity groups in the support staff category, but not in the academic staff category.

As part of its commitment towards promoting a diverse workforce, DMU has introduced a Black and Minority Ethnic Staff Group, where issues affecting people from BME backgrounds can raise and explore the issues that face them whilst working at DMU.

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Staff Recruitment

DMU seeks to ensure equality throughout its recruitment processes through a variety of mechanisms, including ensuring all panel members receive appropriate equal opportunities training; guiding managers on how to prepare recruitment paperwork without introducing prejudicial criteria; and guaranteeing an interview for applicants with disabilities who meet the essential criteria for the job.

Fig 2: Ethnicity at Recruitment Stages

Legend:
- Asian Ethnicities
- Black or Black British – African
- Chinese
- Mixed ethnicities
- Ethnicities listed as other
- Other White Background
- White – British
- White – Irish
- Information Refused
- Not Known

Categories: Application Stage %, Interview Stage (%), Offer Stage (%)
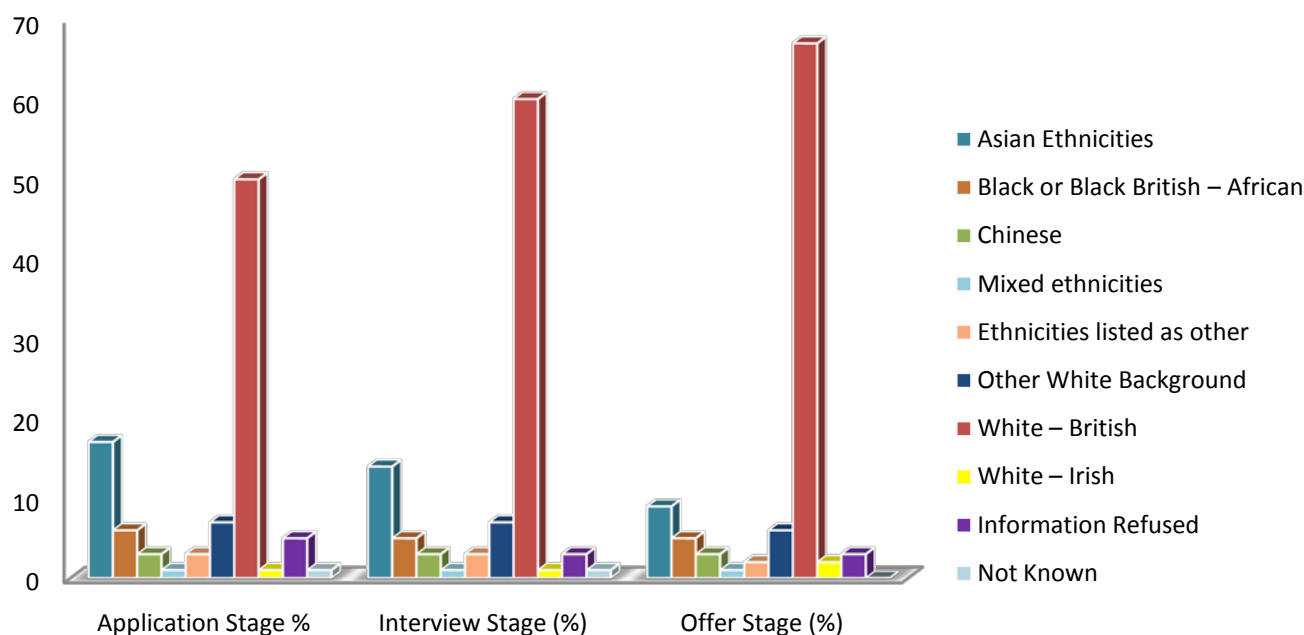
Comments

In July 2010, the HR Department launched a new recruitment module which allows us to track our applications in more detail. The following information has been extracted from that database and allows the presentation of the diversity data at application, interview and offer stage. As this system is in its first year, trend data will not be available until next year.

The data (appendix 4) so far shows us that, at application stage, only 50% of applications are from White British backgrounds. At offer stage, this rises to 67%. However, 20% of roles are being offered to people from BME backgrounds, which will help to increase the overall BME participation which is currently 18.56%.

The volume of applications due to the current job market means that we have had a vast increase in the number of applications. The data only shows the last 12 months, therefore no trend analysis as a result of this can take place.

Retirement and Retirement Appeals

De Montfort University's current retirement policy has been in place since October 2007. The policy offers employees the opportunity to request to continue working beyond the default retirement age of 65, and the University has an obligation to consider that request. Figures

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showing the number of requests received from employees to work beyond 65, and how many of those were successful/unsuccessful since the policy was implemented, can be seen in appendix 5.

Fig 3: Retirement Data from Oct 2007 – Aug 2010
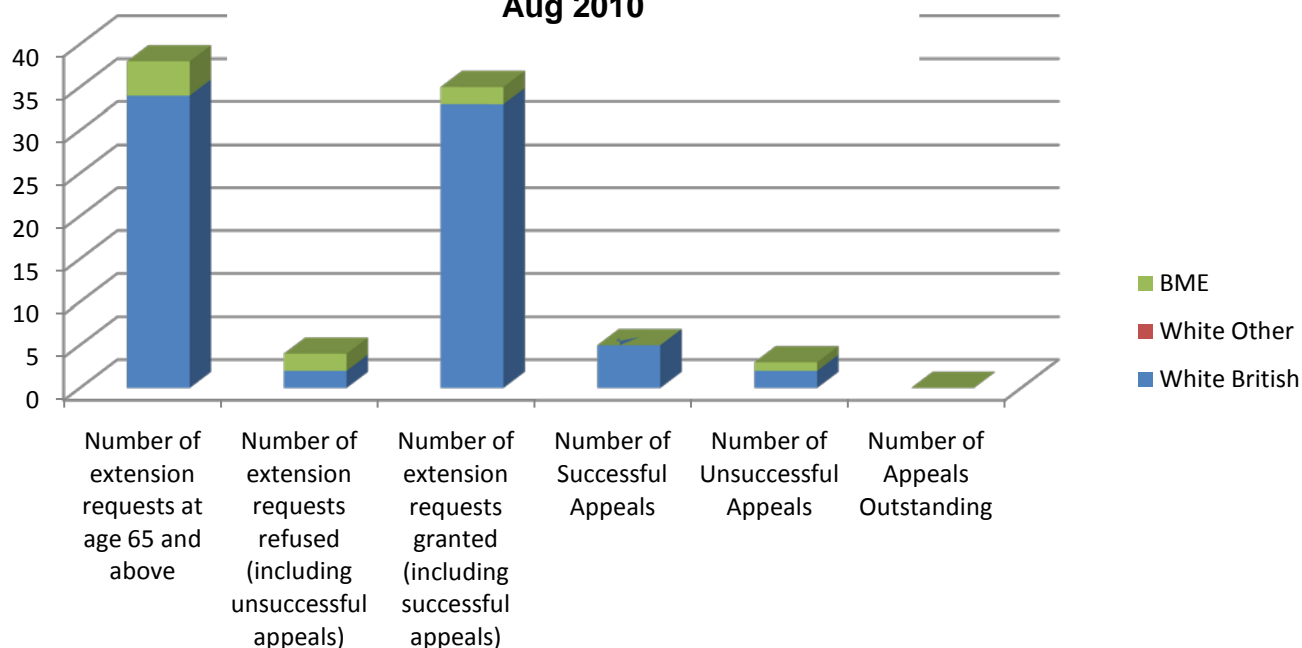
(N.B excludes, Bank and Casual Staff, Part Time Lecturers and Visiting/Honorary Staff)

Fig 4: Staff aged 62+ by Ethnic Origin as at 1 October 2007
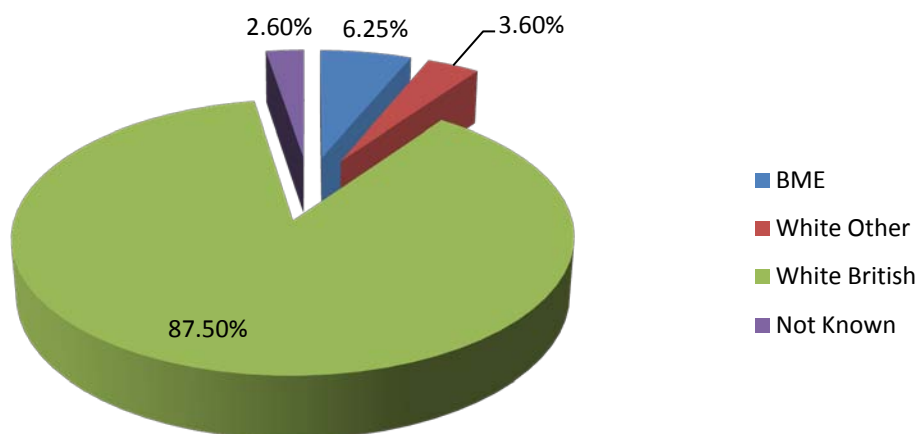
Comments

Compared to the number of requests from White British employees, the requests from BME staff are extremely low and no staff in the white other category have requested to continue working (this can be seen in figure 3).

Figure 4 shows the percentage of staff in each ethnic group who have approached their 65 birthday since the policy was implemented. The percentages demonstrate that the low number of

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requests from BME employees to work beyond 65 could be expected, as only 6.25% of staff who approached 65 over the past three years was in the BME category.

However it should be noted that of the 4 BME requests received; only half were successful. This may imply that further investigation is needed in this area.

Redundancy (Compulsory and Voluntary)

Data has been collected over the past three years on numbers of staff in each ethnic group who have taken voluntary redundancy, and those who have been made compulsory redundant (appendix 6).

Fig 5: Numbers of employees in each Ethinic Group who have been affected by Redundancy.
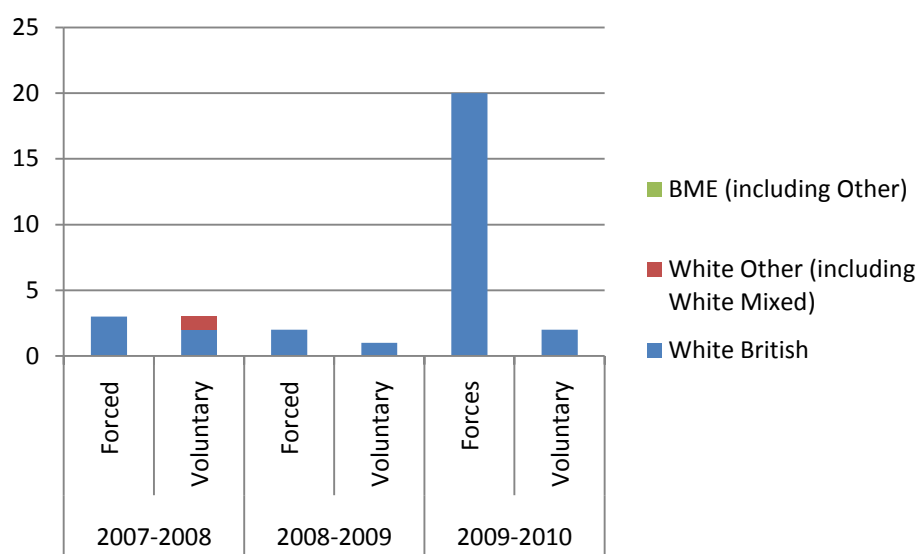
N.B Each years starts on 1 August and ends on 31 July

Comments

Other than White British employees only 1 member of staff in the White Other category has taken voluntary redundancy. A total of 25 compulsory redundancies and 5 voluntary redundancies have affected White British employees. No BME staff were affected by redundancy.

Starting Pay of DMU Recruits and Promotees

Data has been collated on the starting salaries for new employees on the single pay spine for the 2007/08, 2008/09 and 2009/10 academic years (appendix 7). The single pay spine includes both academic and support staff.

Currently the University does not monitor the starting pay for promotees, however this is under review.

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Fig 6: Percentage of Support and Academic Staff in each ethnic group who were appointed above the bottom spinal point
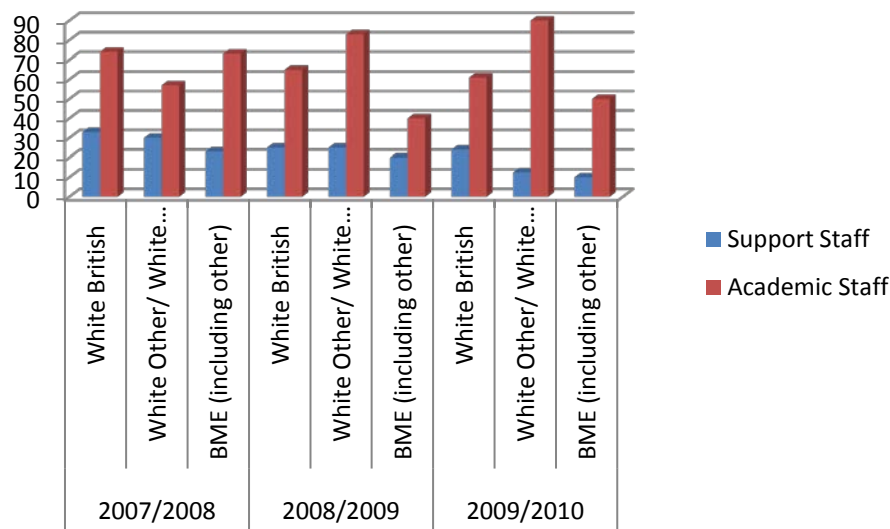
Comments

The collated information shows that generally more academic staff are appointed above the bottom spinal point of the grade than support staff.

When looking more closely at ethnic origin, across the three years for academic and support staff, there is consistently a lower percentage of BME employees appointed above the bottom spinal point compared to White British and White Other employees. This has been more significant in the past two years.

Part Time Work

Data is available showing the ethnicity of full time and pro rata (part time) employees over the past three years as at 31 July each year (appendix 8). Percentages have been generated for each ethnicity showing the split between full time and part time employees for each ethnic group.

Fig 7: Percentage of Academic staff full time Vs part time in each ethnic group

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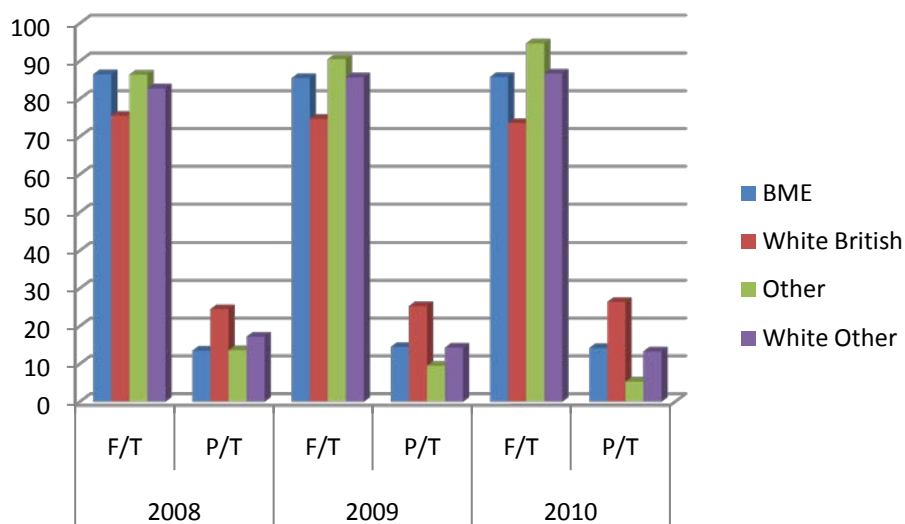
Fig 8: Percentage of Support staff full time vs part time in each ethnic group
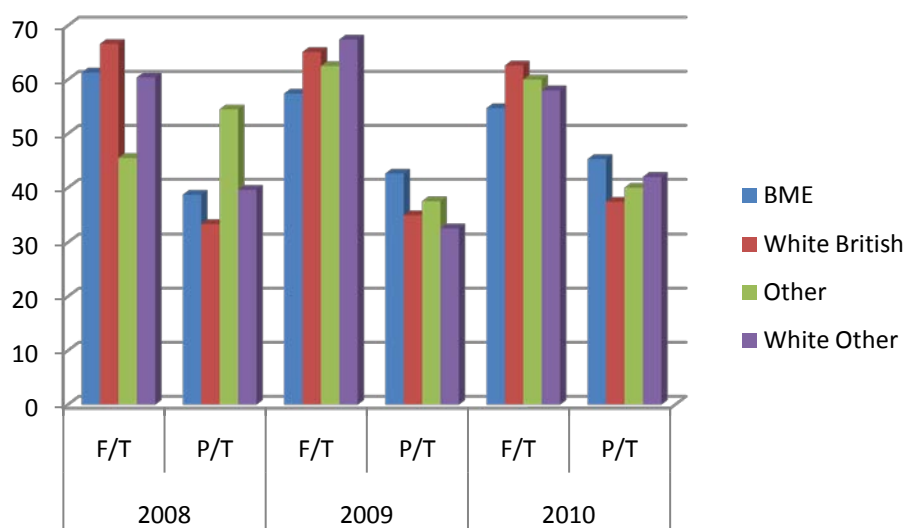
Comments

The general trends show that overall there are less part time employees than full time employees, and there are less part time employees on academic contracts than there are on support contracts.

It can be seen from the graph in fig 7 that for academic staff, across all three years, a smaller percentage of BME staff are part time, compared to the percentage of White British staff that are part time. The percentage of white other staff who are part time varies.

Figure 8 shows a higher percentage of BME support staff are part time compared to the BME academic staff, this is mirrored by the other ethnic groups.

These trends do not indicate that any of the ethnic groups are being disadvantaged.

Staff Promotion and Progression

Staff on the single pay spine (excludes Senior Staff) at DMU are eligible to apply for pay progression within their current jobs by applying for either accelerated increments or contribution points, if they are at the top of the pay scale for their grade and have performed duties above and beyond their normal role with particular success, effectiveness and merit. Accelerated increments are awarded to people within the single spine who have not reached the top of their grade. Contribution points can be awarded to those at the top of their grade.

In addition, academic staff can apply for promotion grade F/G (Lecturer/Senior Lecturer/Research Fellow) to grade H (Principal Lecturer/Senior Research Fellow), and for accelerated increments within their grade.

The annual Academic Promotions and Support Staff Pay Progression processes are continuously monitored and reviewed by dedicated groups chaired by a Pro Vice Chancellor. Part of the review process includes an analysis of diversity statistics to identify any issues arising.

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Support Staff Pay Progression

The support staff pay progression process was launched in 2007. Statistics from the 2007, 2008 and 2009 processes are available to show the numbers of applications from different ethnic groups (appendix 9).

It is important to consider how many applications were received from employees in each ethnic group and compare that to the total number of employees in those ethnic groups who were eligible to apply.

Fig 9: Applications for Accelerated Increments from 2008-2010
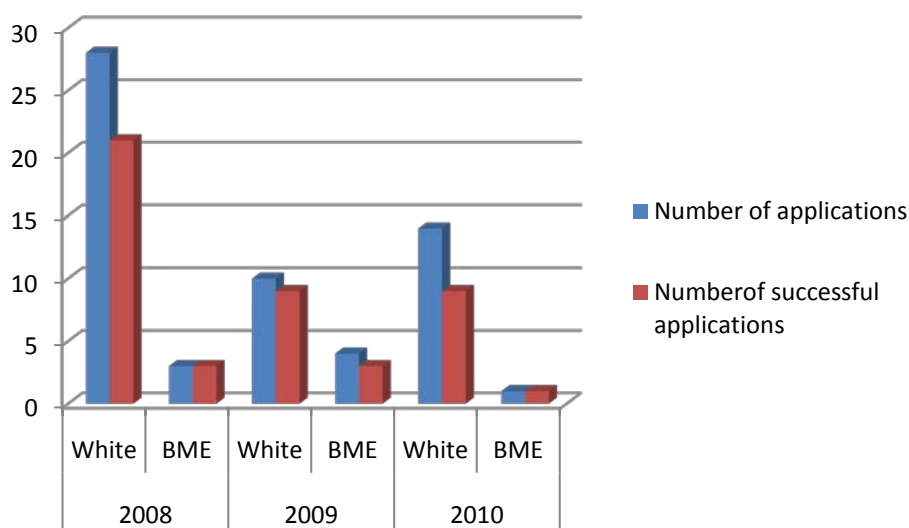
Fig 10: Applications for Contribution Points from 2008-2010
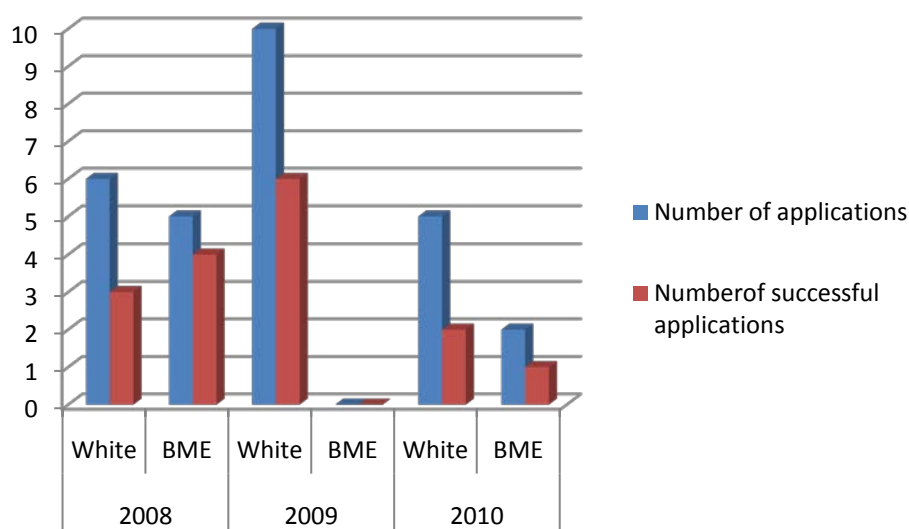
Comments

Looking firstly at accelerated increments, the data shows that in 2008 and 2010 the percentage of BME staff applying for accelerated increments was significantly less than the percentage of White staff applications. Only in 2009 was the percentage of applications from BME staff greater than the percentage of applications from White staff. However the graph in figure 9 demonstrates that when BME staff do apply, they are more likely to be successful.

When looking at applications for contribution points, in 2008 and 2010 there has been a higher percentage of applications from staff in the BME category. Although in 2009 there were not any applications. The graph in figure 10 shows a higher percentage of BME staff applications were also more successful than White staff applications.

This trend data does not give us any cause for concern as sometimes the percentage of BME applications is higher than White applications and vice versa.

Academic Promotions

The Academic Promotion process has been running for a number of years, and statistics are available breaking down the number of applications made by ethnic group for the past three years from 2007/08 to 2009/10.

Fig 11: Application Results 2007/08
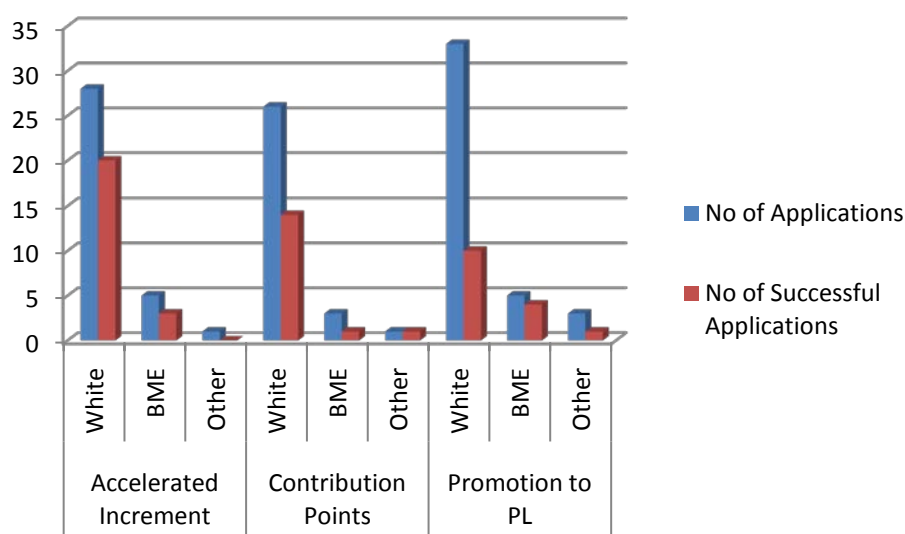
Fig 12: Application Results 2008/09

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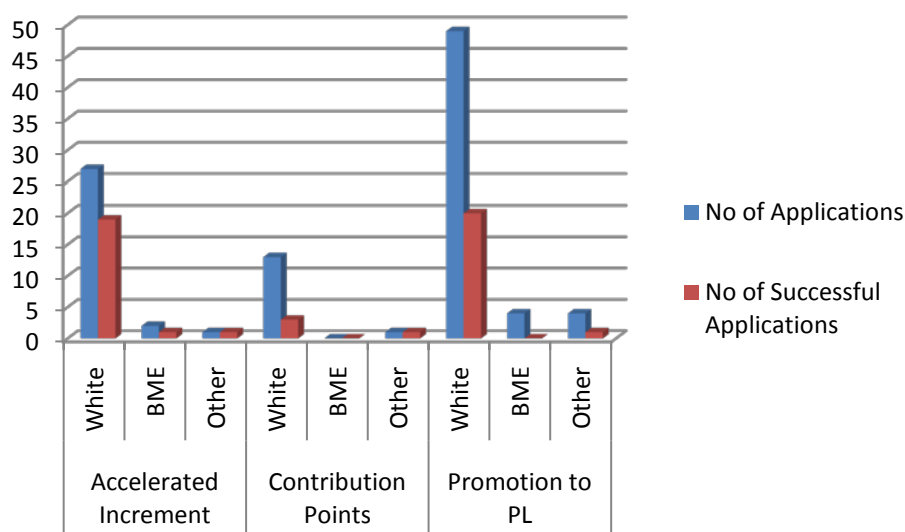
Fig 13: Application Results 2009/10
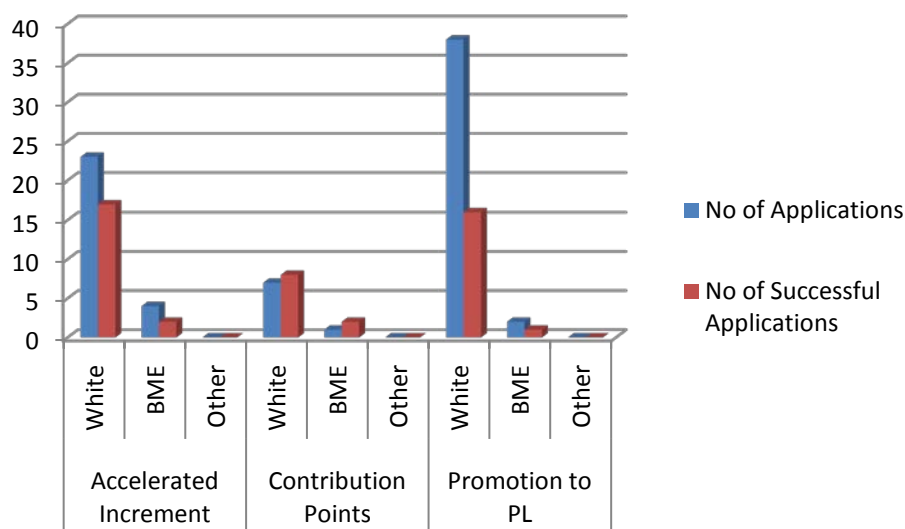
Comments

When looking at the percentages of staff from each ethnic group who have applied for progression and promotion over the years, sometimes there are a higher percentage of applications from the BME staff group compared to the White staff group and sometimes this is reversed. For instance, in 2007/08 there was a slightly higher percentage of BME staff applying for accelerated increments and contribution points, than the percentage of White Staff. However in 2008/09 the percentage of BME applications was less than the percentage of White applications across all three areas of progression.

Figures 11, 12 and 13 above, show that in 2007/08 and 2009/10 generally BME staff applications were more successful than the White applications. Although in 2008/09 the BME applications were less successful.

Staff Retention

De Montfort University enjoys a high level of retention of all levels of staff (appendix 11 gives detail behind the number of leavers from the University). Staff turnover data shows the DMU turnover rate is lower than the national average; DMU's turnover for 2009 was 5% whilst the HE average was 6.7% (DLA Piper). An analysis of the data of staff headcount who are recorded as leaving their employment with DMU between 1 August and 31 July for the HESA return is shown in Figure 14: -

Fig 14: Leavers by Ethnicity (%) 2008/2009

Legend:
- BME
- White
- Information Refused
- Not known

Values shown: 27.46, 2.23, 0.19, 70.13
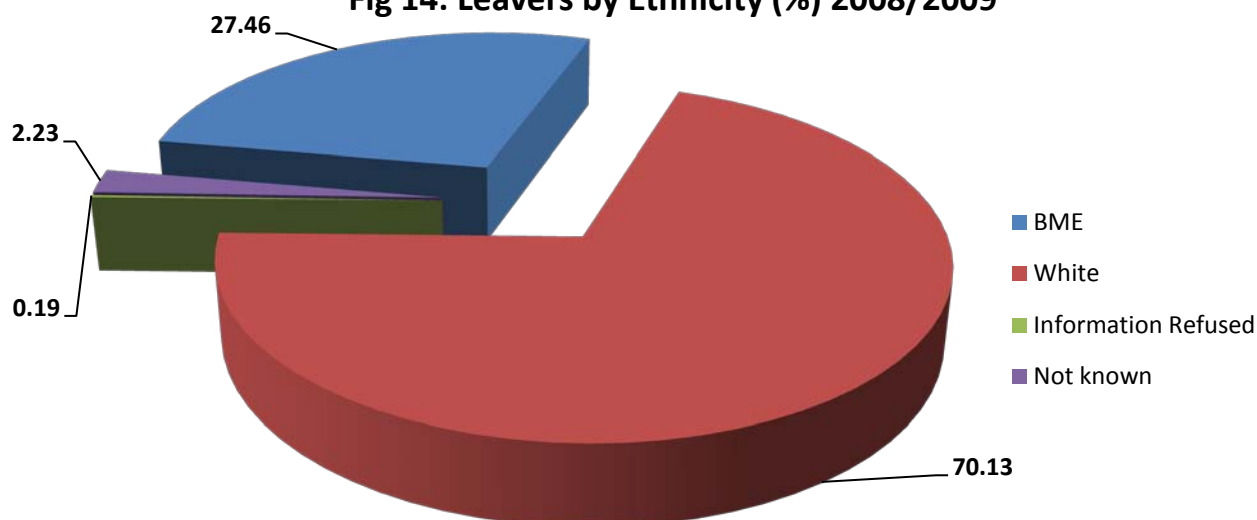
Comments

The data shows that we are losing a smaller percentage of our total BME staff in comparison to the percentage of white staff who are leaving.

Staff Training and Development

Comparison of Staff Training Days by Ethnicity

Legend: Asian, Black, Mixed, Other, White, TOTAL AVERAGE

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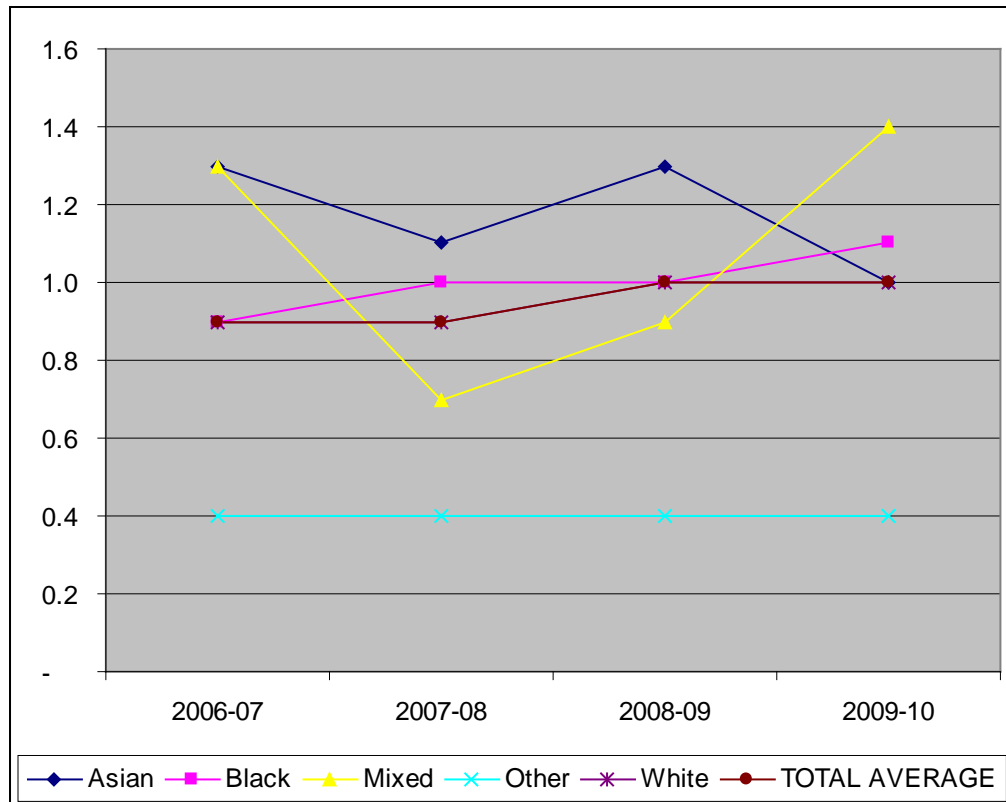
Commentary

The average recorded training days (centrally provided training) for the total staff population in 2009/10 was one day, the same as for 2008/09.

When the data is compared by summary groups, it can be seen that the total for Black staff is close to the average in the last four years. The average for Asian staff was higher but is now the same as the overall average of one day. The White staff figure has been average for each of the last four years which is to be expected since this category represents 82% of staff (2,248 out of 2,747).

Due to the small numbers in some cases, these simplified summary categories have been used for monitoring to enable easier identification of trends. 'Other' in 2009/10 includes 71 staff in total comprising: -

A. Information not known. There are 35 staff in this category. The training of 10 days was shared between 4 people, one of whom had 7 days.
B. Information refused. There are 9 staff in this category. The training of just under a day (6 hours) was all for one individual.
C. Other. There are 27 staff in this category. The training of nearly 15 days (104 hours) was shared between 14 staff.

Further analysis of the Mixed category is available but care is needed in breaking it down beyond that shown above. Of the 26 staff in this category, 20 had some training in 2009-10 i.e. 77% of Mixed staff had some training. By comparison, 63% of all other staff experienced training.

Action 2

Provide race data on student applications, enrolments, retention and achievement.

Report

Ethnicity Proportions

Broadly: student enrolment in 2009/10 shows same trends as previous years, with just over 50% of students being of White British origin. Retention, progression and achievement show variations between ethnicity groups; some mapping onto tariff point on entry and Faculty achievement has been undertaken.

Student Recruitment Reports from QLS Data (using HESA groupings)

Student Recruitment: Commentary

Ethnicity (data from UCAS as ethnicity data is not released to institutions at applicant stage)

There was an overall increase in UCAS applicants from 15,217 for 2008/09 entry to 18,082 for 2009/10 entry. However, the proportions in terms of ethnicity remained broadly the same. There was an increase in Black African applicants (from 1,116 in 2008 to 1,707 in 2009) – this was followed through with increased offers and enrols (577 enrols in 2009, as opposed to 387 in 2008). Black Caribbean applicants and enrols also increased. Otherwise the large 2009/10 cohort does not appear to have had a different ethnicity profile than in previous years, with the proportion of white students (59% of applicants; 54% of enrolments) staying broadly the same. The proportion

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of White students at DMU as opposed BME students is very different from the UK high level statistic of 82.8% White (2007/08 HESA data). The HEFCE report on student ethnicity (May 2010) has relevant information on regional patterns in ethnicity: universities in the Midlands (including East Midlands) have the largest proportion of the total Indian student population outside London, and further regional analysis may help with our own benchmarking.

Applicants (UCAS only)

Ethnicity	2007-08	2008-09	2009-10
Asian - Bangladeshi	203	181	244
Asian - Chinese	117	107	106
Asian - Indian	2,477	2,304	2,407
Asian - Other Asian background	199	236	264
Asian - Pakistani	1,115	950	1,021
Black - African	895	1,116	1,707
Black - Caribbean	399	399	578
Black - Other black background	74	71	92
Mixed - Total	493	517	703
Other ethnic background	166	145	175
Unknown	217	173	151
White	10,354	9,018	10,634
Total FT UG Home(UK) UCAS Applicants	**16,709**	**15,217**	**18,082**

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Ethnicity	2007-08	2008-09	2009-10
Asian - Bangladeshi	1%	1%	1%
Asian - Chinese	1%	1%	1%
Asian - Indian	17%	17%	15%
Asian - Other Asian background	1%	2%	2%
Asian - Pakistani	7%	6%	6%
Black - African	6%	8%	10%
Black - Caribbean	2%	3%	3%
Black - Other black background	0%	0%	1%
Mixed - Other mixed background	1%	1%	1%
Mixed - White and Asian	1%	1%	1%
Mixed - White and Black African	0%	0%	0%
Mixed - White and Black Caribbean	1%	1%	1%
Other ethnic background	1%	1%	1%
Unknown	1%	1%	1%
White	59%	57%	57%
Total FT UG Home(UK) UCAS Applications	**100%**	**100%**	**100%**

Enrolments (FT UG Home UK)

Ethnicity	2007-08	2008-09	2009-10
Arabic.	22	21	29
Asian - Bangladeshi	57	71	62
Asian - Chinese	28	19	34
Asian - Indian	1,061	935	1,025
Asian - Other Asian background	81	106	108
Asian - Pakistani	283	277	276
Black - African	267	387	577
Black - Caribbean	115	128	224
Black - Other black background	29	25	29
Mixed (all added together)	173	161	247
Not Known (WU + . + Information Refused + Not Known + Other)	62	48	80
White	2,808	2,523	3,099
Total New FT UG Home(UK) Enrolments	**4,986**	**4,701**	**5,790**

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Ethnicity	2007-08	2008-09	2009-10
Arabic.	0%	0%	1%
Asian - Bangladeshi	1%	2%	1%
Asian - Chinese	1%	0%	1%
Asian - Indian	21%	20%	18%
Asian - Other Asian background	2%	2%	2%
Asian - Pakistani	6%	6%	5%
Black - African	5%	8%	10%
Black - Caribbean	2%	3%	4%
Black - Other black background	1%	1%	1%
Mixed (all added together)	3%	3%	4%
Not Known (WU + . + Information Refused + Not Known + Other)	1%	1%	1%
White	56%	54%	54%
Total New FT UG Home(UK) Enrolments	**100%**	**100%**	**100%**

Student Drop-Outs (HESA data)

An undergraduate is classed as a drop-out if they withdraw before 31 July each year. The definition of drop-out is different from the HEFCE classification of non-completion, which is a technical definition based on whether students have taken certain assessments.

Ethnicity

There are some differences between drop-out rates according to ethnicity of student in the FT UG Home population, with some BME groups (Bangladeshi, Black Caribbean) being nearly twice the rate for White students.

When comparing over a three year period, there has been a decrease in the number of students who drop-out from a British Asian background, but Black or Black British origin students appear to be dropping out to a greater extent. The number of students dropping out with a White ethnic background has remained roughly the same over the three years under study.

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The recent HEFCE report referred to above undertakes benchmarking on retention rates by incorporating other factors which categorize students at risk of dropping out – National Statistics Socio-Economic Classification (NS-SEC), tariff point on entry and whether studying at home or away. It creates an adjusted benchmark for these groups. Taking these indicators into account, national retention figures for BME groups show retention is above what this adjusted benchmark might suggest. It may be helpful for DMU to undertake a similar exercise to inform appropriate action to be taken.

Ethnicity	2006-07	2007-08	2008-09
Asian or Asian British - Bangladeshi	11	22	16
Asian or Asian British - Indian	243	203	188
Asian or Asian British - Pakistani	62	60	61
Black or Black British - African	40	63	73
Black or Black British - Caribbean	18	28	32
Chinese	6	4	5
Information refused	7	5	6
Mixed - White & Asian	7	7	8
Mixed - White & Black African	.	4	1
Mixed - White & Black Caribbean	3	17	16
Not known	5	3	.
Other Asian background	26	23	22
Other Black background	1	14	8
Other Ethnic background	13	10	11
Other Mixed background	6	10	14
White	405	398	382
Total FT Home UG Drop outs	**853**	**871**	**843**

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Ethnicity	2006-07	2007-08	2008-09
Asian or Asian British - Bangladeshi	140	154	160
Asian or Asian British - Indian	2,845	2,742	2,629
Asian or Asian British - Pakistani	592	614	639
Black or Black British - African	513	599	755
Black or Black British - Caribbean	273	274	313
Chinese	99	98	71
Information refused	42	68	77
Mixed - White & Asian	101	110	110
Mixed - White & Black African	27	29	40
Mixed - White & Black Caribbean	92	117	136
Not known	120	72	26
Other Asian background	252	234	245
Other Black background	48	55	57
Other Ethnic background	112	112	108
Other Mixed background	99	118	118
White	7,456	7,506	7,270
Total FT Home Undergraduates	**12,811**	**12,902**	**12,754**

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Ethnicity	2006-07	2007-08	2008-09
Asian or Asian British – Bangladeshi	7.9%	14.3%	10.0%
Asian or Asian British – Indian	8.5%	7.4%	7.2%
Asian or Asian British – Pakistani	10.5%	9.8%	9.5%
Black or Black British – African	7.8%	10.5%	9.7%
Black or Black British – Caribbean	6.6%	10.2%	10.2%
Chinese	6.1%	4.1%	7.0%
Information refused	16.7%	7.4%	7.8%
Mixed - White & Asian	6.9%	6.4%	7.3%
Mixed - White & Black African	N/A	13.8%	2.5%
Mixed - White & Black Caribbean	3.3%	14.5%	11.8%
Not known	4.2%	4.2%	N/A
Other Asian background	10.3%	9.8%	9.0%
Other Black background	2.1%	25.5%	14.0%
Other Ethnic background	11.6%	8.9%	10.2%
Other Mixed background	6.1%	8.5%	11.9%
White	5.4%	5.3%	5.3%
Total % of Undergraduates that drop out in the year	**6.7%**	**6.8%**	**6.6%**

Undergraduate Achievement (from HESA data)

Ethnicity

The following tables show, according to HESA definitions, the achievement of students by ethnicity. There is evidence of underachievement of certain ethnic groups in relation to White students. 64% of White students achieve a 2:1 or over, but in the three British Asian categories, this proportion varies from 34.5% (Pakistani) to 42% (Indian). Only 34.5% of British Black African students achieved a 2:1 or over in 2008/09. HEFCE's national report also shows a significant disparity between Black and White achievement, with DMU roughly in line with the national figure,

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and especially so if allowance is made for DMU's overall average "good honours" score which is lower than average.

Achievement data for ethnic groups is overlaid by other factors which may affect achievement, which are summarised below, and which can inform an adjusted benchmarking exercise to frame institutional expectations of student performance and inform required actions more exactly:

- Tariff point on entry: summary analysis shows that a larger proportion of Black and Pakistani/Bangladeshi students are entering the University with under 240 tariff points. This correlates with national data for 2006/07 which shows that 53%, 56% and 66% respectively of Black, Pakistani/Bangladeshi and Indian students entered Higher Education with over 240 tariff points, as opposed to 77% of White students.

- Gender - the performance gap between the genders in certain ethnic groups is more marked than the University average.

- Subjects studied - individual subjects have different success rates, particularly those subjects (often science), where students encounter stumbling blocks in terms of numeracy.

- Whether or not students take up institutional accommodation (and therefore have greater engagement with university life) - national statistics show that 20% of Pakistani/Bangladeshi students take up institutional accommodation in their first year, as opposed to 61% of White students.

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Ethnicity	2006-07	2007-08	2008-09
Asian or Asian British - Bangladeshi	9	10	13
Asian or Asian British - Indian	255	269	264
Asian or Asian British - Pakistani	38	37	38
Black or Black British - African	26	46	38
Black or Black British - Caribbean	20	15	22
Chinese	11	14	9
Information refused	2	4	12
Mixed - White & Asian	15	13	16
Mixed - White & Black African	5	4	3
Mixed - White & Black Caribbean	4	13	8
Not known	22	13	7
Other Asian background	22	25	22
Other Black background	1	5	4
Other Ethnic background	5	14	11
Other Mixed background	13	11	17
White	1,040	1,152	1,020
Total FT UG Home Achieving 1st or 2:1	**1,488**	**1,645**	**1,504**

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Ethnicity	2006-07	2007-08	2008-09
Asian or Asian British - Bangladeshi	27	33	32
Asian or Asian British - Indian	637	671	628
Asian or Asian British - Pakistani	100	119	110
Black or Black British - African	82	109	110
Black or Black British - Caribbean	60	45	63
Chinese	24	35	24
Information refused	4	5	16
Mixed - White & Asian	20	25	27
Mixed - White & Black African	9	7	7
Mixed - White & Black Caribbean	9	21	17
Not known	39	36	13
Other Asian background	60	49	57
Other Black background	8	9	10
Other Ethnic background	16	24	23
Other Mixed background	17	20	28
White	1,702	1,865	1,595
Total Number Sitting Finals	**2,814**	**3,073**	**2,760**

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Ethnicity	2006-07	2007-08	2008-09
Asian or Asian British - Bangladeshi	33.3%	30.3%	40.6%
Asian or Asian British - Indian	40.0%	40.1%	42.0%
Asian or Asian British - Pakistani	38.0%	31.1%	34.5%
Black or Black British - African	31.7%	42.2%	34.5%
Black or Black British - Caribbean	33.3%	33.3%	34.9%
Chinese	45.8%	40.0%	37.5%
Information refused	50.0%	80.0%	75.0%
Mixed - White & Asian	75.0%	52.0%	59.3%
Mixed - White & Black African	55.6%	57.1%	42.9%
Mixed - White & Black Caribbean	44.4%	61.9%	47.1%
Not known	56.4%	36.1%	53.8%
Other Asian background	36.7%	51.0%	38.6%
Other Black background	12.5%	55.6%	40.0%
Other Ethnic background	31.3%	58.3%	47.8%
Other Mixed background	76.5%	55.0%	60.7%
White	61.1%	61.8%	63.9%
Total % of Undergraduates that sit final exam and achieve 1st or 2:1	**52.9%**	**53.5%**	**54.5%**

Progression (from HESA data, full-time undergraduates, Home)

Progression in this context means that the student moves from one level to the next, and reflects students passing enough of their assessments to move on to the next level and who are able to return to the University after the end of the academic year. The data used is for full-time undergraduates only, in line with the rest of the study, as part-time students progress at different

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rates, depending on the intensity of study. Ethnicity has been shown broken down into Asian, Black, Not Known and White to avoid very large tables.

Ethnicity

The following tables show that progression rates among BME groups are lower than for White students. The progression of Black students to the final year is among the lowest at 55%. The same comments as for achievement apply: it will be useful for the University to develop its own adjusted benchmarks for measuring expected achievement against a range of contributory factors. This progression data is available to faculties at a detailed level for analysis.

Total DMU Progression – Institution Benchmark Average

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Ethnicity	Academic Session	Year 1 to Year 2 Progressed	% of total	Year 1 to Year 3 Progressed	% of total
Asian	2005-06	971	72.7%	781	58.5%
	2006-07	869	69.3%	761	60.7%
	2007-08	887	72.5%	N/A	N/A
Black	2005-06	192	74.7%	150	58.4%
	2006-07	203	72.5%	154	55.0%
	2007-08	205	69.0%	N/A	N/A
Mixed	2005-06	90	76.9%	62	53.0%
	2006-07	92	78.0%	77	65.3%
	2007-08	90	69.8%	N/A	N/A
Not Known	2005-06	53	64.6%	44	53.7%
	2006-07	25	69.4%	20	55.6%
	2007-08	24	66.7%	N/A	N/A
White	2005-06	2,003	82.3%	1,666	68.4%
	2006-07	1,648	78.2%	1,383	65.6%
	2007-08	1,703	78.9%	N/A	N/A

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Action 3

Please provide race monitoring and trend data on: -

- Grievance and disciplinary reports (staff and students).
- Racist and race related harassment reports (staff and students).
- Complaints and security incidents.

Report

Grievance, Bullying and Harassment & Disciplinary

Staff

Data has been captured over the past three years (1 January 2007 to 31 December 2009) showing the number of Grievance and Bullying and Harassment complaints that have been made and the number of Disciplinary cases that have been pursued, across the ethnic groups (annex 1, appendix 12) With all three policies, as the number of cases is low in relation to the total staffing population it is difficult to make any assumptions from the data.

Grievance – A higher number of grievances were made by White employees than any other ethnic origin in total, but when looking at the percentages of the relative groups, a slightly higher percentage of Other and BME employees complained compared to White British and White Other employees.

Bullying & Harassment – A higher total number of White British employees made complaints in comparison to other ethnic origins. However, again when looking at the percentages of the relative groups, a higher percentage of White Other and BME employees complained compare to White British.

Disciplinary – The number of disciplinary cases involved more White British employees compared to the other ethnic groups, however when looking at the percentages of the relative groups, a slightly higher percentage of cases were brought against BME groups.

Students

The following shows the number of student complaints and disciplinaries for 2007/08 and 2008/09, represented as a percentage of Faculty headcount.

The number of cases is extremely low, making it difficult to draw any accurate conclusions from the data.

However, further investigation revealed that none of these cases concerned allegations arising from the ethnicity of the individuals, nor does there appear to be any correlation between the individual cases, providing no cause for concern at this stage. DMU will continue to monitor this data year-on-year to identify any emerging trends. Any peaks or trends will be further investigated.

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Publishing

Publish the following: -

- Equality of Opportunity in Employment Policy.
- Grievance and Complaints Procedures for staff.
- Grievance and Complaints Procedures for students.
- Results from the staff and student diversity surveys.
- Security arrangements and reporting processes.

Report

All the above documents are available on the University website.

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Developing Potential

Objective 5

Support students and staff from all groups to reach their potential.

Action 1

Report progress on the extent to which you have identified and taken action on: -

- Factors that improve the retention and achievement of ethnic minority staff.
- Developing staff development opportunities that promote equality of opportunity and good relationships between groups.
- Monitoring the take up of staff training and learning opportunities and planned actions on the findings.

Report

Staff

All Faculties are monitoring and initiating action relating to promoting opportunities for people from BME populations.

The Faculty of Art & Design runs a 'Gifted and Talented' Drawing School annually for year 10 pupils and their families.

The Faculty of Health & Life Sciences is undertaking research into the experiences of BME students in HE, in particular to identify issues relating to degree attainment and student retention.

The Faculty of Technology participated in an Equality Challenge Unit Project to investigate the equality issues associated with HE work placements.

The Faculty of Business & Law have worked with students to prevent academic offences.

The Faculty of Humanities has the 'Centre for English Language Learning' which supports international students. The Faculty also runs the 'Cultural Exchanges' festival.

Staff

The Faculty of Art & Design monitors and reports on the take up of training and development opportunities by its staff.

The Faculty of Health & Life Sciences encourages staff to participate in learning and progression opportunities.

The Faculty of Technology monitors training and development activity. It also encourages cross work – group initiatives.

The Faculty of Business & Law have organised activities to promote better understanding of other cultures.

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The Faculty of Humanities encourage participation in staff development opportunities. It also holds several 'open space' meetings each year to raise issues.

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Equal Opportunities/Consult and Involve

Objectives 6, 7, 8 and 9

Promote equality of opportunity and consult an engage with staff and students.

Report

During the autumn term 2009 a student focused Single Equality Survey was undertaken. In total, 874 students responded to the survey. On the whole, the results paint a very positive picture of equality and diversity at De Montfort University. The numbers of students who feel they have experienced discrimination are very low in all areas. This has been published on the Student Services website.

The first Black and Minority Ethnic Staff Involvement Group was held in September 2010. The group plan to meet up to twice a term.

A subgroup of the BME Staff Group organised a Black History Season in October 2010.

A staff satisfaction survey was undertaken in November 2010 with monitoring across all protected characteristics. The survey report will be published in Spring 2011.

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Procurement

Objective 7

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

Report

The Finance Directorate have identified procurement as a key area for equality impact assessment.

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Communication

Objective 10

To develop a University wide communication strategy.

Report

A paper on equality and diversity communication strategies was presented to the Equality & Diversity Committee in 8 July 2008. It was agreed by the Committee to place a standing item on the agenda and to invite the Director of Press & PR to report on the development of the University Communication Strategy.

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Appendix 1 – Academic Staff

**HESA data for:	2006/07	2006/07 (%)	2007/08	2007/08 (%)	2008/09	2008/09 (%)
*Headcount of academic staff	1234		1247		1281	
Asian or Asian British – Bangladeshi	3	0.24	1	0.08	2	0.16
Asian or Asian British – Indian	45	3.65	45	3.61	48	3.75
Asian or Asian British – Pakistani	6	0.49	4	0.32	5	0.39
Black or Black British – African	16	1.30	21	1.68	24	1.87
Black or Black British – Caribbean	15	1.22	18	1.44	17	1.33
Chinese	33	2.67	38	3.05	38	2.97
Information Refused	3	0.24	3	0.24	5	0.39
Mixed – White and Asian	2	0.16	2	0.16	3	0.23
Mixed – White and Black African	2	0.16	3	0.24	3	0.23
Mixed – White and Black Caribbean	2	0.16	1	0.08	3	0.23
Not Known	88	7.13	64	5.13	15	1.17
Other Asian Background	18	1.46	20	1.60	16	1.25
Other Black Background	3	0.24	5	0.40	3	0.23
Other Ethnic Background	16	1.30	14	1.12	14	1.09
Other Mixed Background	6	0.49	8	0.64	11	0.86
Other White Background	94	7.62	86	6.90	105	8.20
White – British	869	70.42	902	72.33	956	74.63
White – Irish	13	1.05	12	0.96	13	1.01

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Appendix 2 – Support Staff

HESA data for:	2006/07	2006/07 (%)	2007/08	2007/08 (%)	2008/09	2008/09 (%)
*Headcount of support staff	1916		2009		2018	
Asian or Asian British – Bangladeshi	4	0.21	5	0.25	5	0.25
Asian or Asian British – Indian	190	9.92	226	11.25	231	11.45
Asian or Asian British – Pakistani	7	0.37	10	0.50	11	0.55
Black or Black British – African	29	1.51	51	2.54	67	3.32
Black or Black British – Caribbean	17	0.89	24	1.19	25	1.24
Chinese	23	1.20	27	1.34	25	1.24
Information Refused	2	0.10	1	0.05	1	0.05
Mixed – White and Asian	3	0.16	5	0.25	4	0.20
Mixed – White and Black African	2	0.10	5	0.25	7	0.35
Mixed – White and Black Caribbean	4	0.21	5	0.25	6	0.30
Not Known	297	15.50	102	5.08	15	0.74
Other Asian Background	31	1.62	34	1.69	41	2.03
Other Black Background	1	0.05	2	0.10	7	0.35
Other Ethnic Background	8	0.42	18	0.90	12	0.59
Other Mixed Background	5	0.26	4	0.20	6	0.30
Other White Background	53	2.77	63	3.14	63	3.12
White – British	1227	64.04	1413	70.33	1478	73.24
White – Irish	13	0.68	14	0.70	14	0.69

Note: includes part-time lecturers, casuals and banks
*Academic/Support split decided using the current master contract
**HESA data for staff with FTE greater than zero between 1 August and 31 July of the year

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Appendix 3 – Senior Staff

**HESA data for:	2006/07	2006/07 (%)	2007/08	2007/08 (%)	2008/09	2008/09 (%)
Headcount of Senior Staff at DMU	178		193		188	
Asian or Asian British – Bangladeshi	0	0	0	0	0	0
Asian or Asian British – Indian	5	2.81	5	2.59	3	1.60
Asian or Asian British – Pakistani	1	0.56	1	0.52	1	0.53
Black or Black British – African	0	0	0	0	0	0
Black or Black British – Caribbean	0	0	0	0	0	0
Chinese	3	1.69	3	1.55	3	1.60
Information Refused	0	0	0	0	0	0
Mixed – White and Asian	0	0	0	0	0	0
Mixed – White and Black African	0	0	0	0	0	0
Mixed – White and Black Caribbean	0	0	0	0	0	0
Not Known	1	0.56	0	0	0	0
Other Asian Background	0	0	0	0	1	0.53
Other Black Background	0	0	0	0	1	0.53
Other Ethnic Background	4	2.25	4	2.07	4	2.13
Other Mixed Background	0	0	0	0	0	0
Other White Background	11	6.18	12	6.22	10	5.32
White – British	153	85.96	168	87.05	165	87.77
White – Irish	0	0	0	0	0	0

*Contract decided using the current master contract
**HESA data for staff with FTE greater than zero between 1 August and 31 July of the year

Appendix 4 – Ethnicity at Recruitment Stages

	Application	Application %	Interview	Interview %	Offered	Offered %
Asian Bangladeshi	32	1	1	0	2	1
Asian Indian	774	17	93	12	16	8
Asian Other	116	3	10	1	1	0
Asian Pakistani	97	2	10	1	2	1
Black African	237	5	36	5	10	5
Black Caribbean	40	1	9	1	1	0
Black Other	7	0	2	0	1	0
Chinese	148	3	24	3	5	2
Declined to state	227	5	20	3	5	2
Mixed Other	23	0	3	0	2	1
Mixed White and Asian	27	1	6	1	3	1
Mixed White and Black African	15	0	0	0	0	0
Mixed White and Black Caribbean	14	0	2	0	1	0
Not Known	63	1	9	1	0	0
Other Ethnic Origin	63	1	14	2	2	1
White British	2,369	50	475	61	137	67
White Irish	41	1	10	1	3	1
White Other	328	7	54	7	13	6

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Appendix 5 – Retirement and Retirement Appeals

(excludes Bank and Casual Staff, Part-Time Lecturers and Visiting/Honorary Staff)

Retirement Data from October 2007 to August 2010

	Number of extension requests at age 65 and above	Number of extension requests refused (including unsuccessful appeals)	Number of extension requests granted (including successful appeals)	Number of Successful Appeals	Number of Unsuccessful Appeals	Number of Appeals Outstanding
White British	34	2	33	5	2	2 - withdrew
White Other (includes White Mixed)	0	0	0	0	0	0
BME (includes Other)	4	2	2	0	1	0
TOTAL	**38**	**5**	**35**	**5**	**3**	**2 - withdrew**

Staff aged 62+ by Ethnic Origin (data as at 1 October 2007)

Ethnic Origin	Number of Staff	Percentage of Staff
BME	12	6.25%
White Other	168	3.60%
White British	7	87.50%
Not Known	5	2.60%

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Appendix 6 – Redundancy (Compulsory and Voluntary)

Each years data starts on 1 August and ends on 31 July

	2007-2008		2008-2009		2009-2010	
	Forced	**Voluntary**	**Forced**	**Voluntary**	**Forces**	**Voluntary**
White British	3	2	2	1	20	2
White Other (including White Mixed)	0	1	0	0	0	0
BME (including Other)	0	0	0	0	0	0
Totals		6		3		22

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Appendix 7 – Spinal Point for New Starters

	2007/2008				2008/2009				2009/2010			
	White British	White Other / White Mixed	BME (including other)	Not Known	White British	White Other/ White Mixed	BME (including other)	Not known	White British	White Other/ White Mixed	BME (including other)	Not known
Support												
Number of employees appointed on the bottom grade point (% of new employees in the ethnic group appointed at the bottom grade point)	92 (66%)	7 (70%)	27 (77%)	4 (100%)	95 (74%)	6 (75%)	25 (80%)	2 (100%)	59 (76%)	7 (87.5%)	19 (90%)	1 (33.3%)
Number of employees appointed above the bottom grade point (% of new employees in the ethnic group appointment above the bottom grade point)	47 (33%)	3 (30%)	8 (23%)	0	33 (26%)	2 (25%)	6 (20%)	0	18 (24%)	1 (12.5%)	2 (10%)	2 (66.6%)
Total Employees Appointed	*139*	*10*	*35*	*4*	*128*	*8*	*31*	*0*	*77*	*8*	*21*	*3*
Academic												
Number of employees appointed on the bottom grade point (% of new employees in the ethnic group	8 (26%)	3 (43%)	3 (27%)	0	12 (35%)	2 (17%)	6 (60%)	0	10 (39%)	1 (10%)	6 (50%)	1 (50%)

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appointed at the bottom grade point)														
Number of employees appointed above the bottom grade point (% of new employees in the ethnic group appointment above the bottom grade point)	23 (74%)	4 (57%)	8 (73%)	0		22 (65%)	10 (83%)	4 (40%)	0		16 (61%)	10 (90%)	6 (50%)	1 (50%)
Total Employees Appointed	**31**	**7**	**11**	**0**		**34**	**12**	**10**	**0**		**26**	**11**	**12**	**2**

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Appendix 8 – Staff by full-Time and Pro Rata

	Ethnicity	2008				2009				2010			
		FT		Pro-Rata		FT		Pro-Rata		FT		Pro-Rata	
		No of Staff	% Particular Ethnicity FT	No of Staff	% Particular Ethnicity Pro Rata	No of Staff	% Particular Ethnicity FT	No of Staff	% Particular Ethnicity Pro Rata	No of Staff	% Particular Ethnicity FT	No of Staff	% Particular Ethnicity Pro Rata
Support Staff Including Support Management	**Info Not Known**	3	60.0	2	40.0	2	100.0	0	0.0	2	40.0	3	60.0
	Other	5	45.5	6	54.5	5	62.5	3	37.5	6	60.0	4	40.0
	BME	152	61.3	96	38.7	152	57.4	113	42.6	152	54.7	126	45.3
	White British	686	66.6	344	33.4	721	65.1	387	34.9	699	62.6	418	37.4
	White Other (Including White Mixed)	32	60.4	21	39.6	29	67.4	14	32.6	29	58.0	21	42.0
Total Support Staff*		**878**	**65.2**	**469**	**34.8**	**909**	**63.7**	**517**	**36.3**	**888**	**60.8**	**572**	**39.2**
Academic Staff Including Academic Management & Hybrid	**Info Not Known**	0	0.0	1	100.0	0	0.0	2	100.0	1	12.5	7	87.5
	Other	19	86.4	3	13.6	19	90.5	2	9.5	18	94.7	1	5.3
	BME	96	86.5	15	13.5	94	85.5	16	14.5	103	85.8	17	14.2
	White British	575	75.5	187	24.5	565	74.7	191	25.3	557	73.6	200	26.4
	White Other (Including White Mixed)	77	82.8	16	17.2	78	85.7	13	14.3	78	86.7	12	13.3
Total Academic Staff*		**767**	**77.6**	**222**	**22.4**	**756**	**77.1**	**224**	**22.9**	**757**	**76.2**	**237**	**23.8**

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Appendix 9 – Support Staff Pay Progression Process

Applications and Results Broken Down by Ethnicity

BME – Black Minority Ethnic

	Accelerated Increments			Contribution Points		
Year 2007/08	**Total**	**White**	**BME**	**Total**	**White**	**BME**
No. of staff eligible to apply (% of staff eligible to apply)	803	637 (79%)	166 (20.6%)	161	136 (84.5%)	25 (15.53%)
No. of applications (% of ethnic group that applied)	31	28 (4.4%)	3 (1.8%)	11	6 (4.4%)	5 (20%)
No. of successful applications (% of received successful applications in the ethnic group)	24	21 (75%)	3 (100%)	7	3 (50%)	4 (80%)
Year 2008/09						
No. of staff eligible to apply (% of staff eligible to apply)	754	566 (75%)	155 (20.5%)	272	215 (79%)	57 (21%)
No. of applications (% of ethnic group that applied) 30	14	10 (1.8%)	4 (2.6%)	10	10 (4.7%)	-
No. of successful applications (% of received successful applications in the ethnic group)	12	9 (90%)	3 (75%)	6	6 (60%)	-

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Year 2009/10						
No. of staff eligible to apply (% of staff eligible to apply)	715	566 (79.2%)	149 (20.8%)	320	261 (81.6%)	59 (18.4%)
No. of applications (% of ethnic group that applied)	15	14 (2.5%)	1 (0.7%)	7*	5* (1.9%)	2 (3.4%)
No. of successful applications (% of received successful applications in the ethnic group)	10	9 (64%)	1 (100%)	3	2 (40%)	1 (50%)

*Two of which were not eligible to apply under the length of service at top of grade criteria.

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Appendix 10 – Academic Promotions Process

Applications and Results and Broken Down by Ethnicity

BME – Black Minority Ethnic

	Accelerated Increments				Contribution Points				Promotion to PL			
Year 2007	**Total**	**White**	**BME**	**Other**	**Total**	**White**	**BME**	**Other**	**Total**	**White**	**BME**	**Other**
No. of staff eligible to apply (% of staff eligible to apply)	398	324 (81.4%)	51 (12.8%)	23 (5.8%)	271	237 (87.5%)	26 (9.6%)	8 (3%)	492	104 (21.1%)	65 (13.2%)	26 (5.3%)
No. of applications (% of ethnic group that applied)	34	28 (8.4%)	5 (9.8%)	1 (4.3%)	30	26 (11%)	3 (11.5%)	1 (12.5%)	41	33 (31.7%)	5 (7.7%)	3 (11.5%)
No. of successful applications (% of received successful applications in the ethnic group)	23	20 (71.4%)	3 (60%)	0 (0%)	16	14 (5.9%)	1 (33.3%)	1 (100%)	15	10 (30.3%)	4 (80%)	1 (33.3%)
Year 2008												
No. of staff eligible to apply (% of staff eligible to apply)	414	335 (81%)	63 (15.2%)	16 (3.8%)	287	256 (89%)	24 (8.4%)	7 (2.4%)	513	422 (82.3%)	72 (14%)	20 (3.9%)
No. of applications (% of ethnic group that applied) 30	30	27 (8%)	2 (3.2%)	1 (6.3%)	14	13 (5%)	0 (0%)	1 (14.3%)	57	49 (11.6%)	4 (5.6%)	4 (20%)
No. of successful applications (% of received successful applications in the ethnic group)	21	19 (70.4%)	1 (50%)	1 (100%)	4	3 (23%)	0 (0%)	1 (100%)	21	20 (41%)	0 (0%)	1 (25%)

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Year 2009/10												
No. of staff eligible to apply (% of staff eligible to apply)	383	319 (83.3%)	51 (13.3%)	13 (3.4%)	290	256 (88.3%)	25 (8.6%)	9 (3.1%)	497	418 (84.1%)	67 (13.5%)	12 (2.4%)
No. of applications (% of ethnic group that applied)	27	23 (7.2%)	4 (7.8%)	0 (0%)	8	7 (2.7%)	1 (4%)	0 (0%)	40	38 (9%)	2 (3%)	0 (0%)
No. of successful applications (% of received successful applications in the ethnic group)	19	17 (73.9%)	2 (50%)	0 (0%)	10	8* (100%)	2* (100%)	0 (0%)	17	16 (42%)	1 (50%)	0 (0%)

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Appendix 11 – Total Leavers

HESA data for:	2006/07	2006/07 (%)	2007/08	2007/08 (%)	2008/09	2008/09 (%)
Total number of leavers	325*		638*		539*	
Asian or Asian British - Bangladeshi	1	0.31	0	0	1	0.19
Asian or Asian British – Indian	18	5.54	57	8.93	49	9.09
Asian or Asian British – Pakistani	5	1.54	4	0.63	4	0.74
Black or Black British – African	3	0.92	18	2.82	26	4.82
Black or Black British – Caribbean	1	0.31	10	1.57	8	1.48
Chinese	6	1.85	14	2.19	15	2.78
Information Refused	1	0.31	1	0.16	1	0.19
Mixed – White and Asian	1	0.31	3	0.47	1	0.19
Mixed – White and Black African	0	0	2	0.31	6	1.11
Mixed – White and Black Caribbean	1	0.31	3	0.47	5	0.93
Not known	79	24.31	80	12.54	12	2.23
Other Asian Background	8	2.46	18	2.82	19	3.53
Other Black Background	0	0	1	0.16	2	0.37
Other Ethnic Background	5	1.54	8	1.25	7	1.30
Other Mixed Background	1	0.31	0	0	5	0.93
Other White Background	20	6.15	38	5.96	42	7.79
White – British	172	52.92	378	59.25	332	61.60
White – Irish	3	0.92	3	0.47	4	0.74

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Appendix 12 – Grievance, Bullying and Harassment

| | 2007 | | 2008 | | | 2009 |
	Other	BME	White Other	BME	White British	White British
Grievances						
Complaints	1	1	1	2	3	5
Population	38	176	111	193	1746	1816
As % of population	2.63	0.57	0.90	1.04	0.17	0.28
	White British	BME	White Other			White British
Bullying & Harassment						
Complaints	2	1	1			3
Population	1683	176	111			1816
As % of population	0.12	0.57	0.90			0.17

Disciplinary Monitoring

| | 2007 | | 2008 | | 2009 | | |
	White British	BME	White British	BME	White Other	White British	BME
Disciplinaries							
Cases	9	4	4	5	1	13	3
Population*	1683	239	1746	257	111	1816	211
As % of population	0.53	1.67	0.22	1.95	0.90	0.72	1.42

* As at 1 January

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