



Leading education  
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Institute of Education  
University of London

# Equality Annual Report

## 2008 – 2009

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## **Foreword**

As Deputy Director and Chair of the Equal Opportunities Committee, I am delighted to present our Equality Annual Report 2008-2009. This Report aims to demonstrate our commitment to supporting the diversity of both our staff and students and to illustrate the progress we have made in our continuing work to promote equality of opportunity within our work and study environments. It also provides evidence of what we are doing within the context of our Disability Equality Scheme, Gender Equality Scheme and Race Equality Policy, and their associated action plans.

The Institute of Education has a commitment to ensure equality and diversity amongst its staff and students, and a duty to promote race, disability and gender equality in all of its activities. The Institute has undertaken a number of activities during 2008-2009 to meet the duties under equality legislation and there have been significant developments in both policy and practice, details of which are included in the progress section of this report.

We welcome comments from staff and students on our progress in implementing our various schemes and action plans.

Professor Dylan Wiliam

Deputy Director and Chair of the Equal Opportunities Committee

## **1. Introduction**

The Institute of Education (IOE) is the only college of the University of London dedicated entirely to teaching, research and consultancy in education and related areas of social science and professional practice. The Institute is a specialist provider offering teacher training programmes and masters and research degrees, as well as BEd honours and foundation degrees and a broad range of professional development courses. Our staff and students make up an intellectually rich learning community, which reflects our cultural diversity as well as our varied political, philosophical and methodological positions on educational and scientific thought.

In line with equality legislation the Institute currently has in place a Race Equality Policy, a Disability Equality Scheme and a Gender Equality Scheme. Earlier practice has been to publish annual reports covering each individual equality area. With external developments focusing on the closer alignment of all equalities areas, including the introduction of a single piece of legislation to cover all equality strands in 2010, we decided to move to a single annual equality report in 2009, with a commitment to publish a report in April of each year. This change has also allowed us to consider in more detail the complex relationships between different equalities categories and multiple identities, a key equality objective in our Corporate Strategy, whilst still discharging our legislative duties.

## **2. Responsibilities**

Overall responsibility for equality at the Institute lies with the Director, although the Deputy Director currently has delegated responsibility for the management of this area of work. The Institute's Equal Opportunities Committee (EOC) oversees equality issues relating to both staff and students and reports directly to Senate—the supreme academic body of the Institute. EOC is chaired by the Deputy Director and meets at least once each term. The Disabilities Sub-committee and the Race Equality Committee report to the EOC. The EOC and its sub-committees have representation from across our staff and student bodies, including elected members.

The Institute's work in this area is further supported by the Equalities Manager, with responsibility for staffing matters, who reports to the Head of Human Resources. Support for students in equal opportunities matters is provided by the Disabilities Support Office, which is located within the student Registry, the Directorate and the Students' Union. The Equalities Manager and the Disability Co-ordinator are supported by a network of Equal Opportunities Co-ordinators located in faculties and support departments (a total of five). All have been trained in equality issues and are able to offer support and guidance to both staff and students.

### **3. Consultation and Involvement**

A key part of the positive duties associated with equalities legislation is the requirement to consult and involve staff and students in the development of schemes, policies and reports. This duty is mandated in disability legislation. However, we have extended this commitment to cover all equality areas to ensure that consultation is central to the development of all of our schemes and reports.

The Institute collects student feedback on equalities issues in a number of ways. It conducts an annual student survey, which asks students to give their views on all aspects of their teaching and support, including disabilities support. It also asks students to provide equalities data. This enables results from the survey to be analysed by different equalities categories to assist the Institute in identifying any particular differences in the experiences of different groups of students. The Institute encourages disabled students to comment on their experiences through an annual questionnaire, which asks for their perceptions of the services and support available. Disabled students are also encouraged to give feedback through one-to-one meetings with the Disability Coordinator and through the Institute's website.

Although students are able to provide feedback on equalities issues more generally through representation on the EOC and its sub-committees, and through student

representative committees, one of our key priorities for 2008-2009 was to improve engagement with students on wider equality issues. As well as devising plans to address longstanding vacancies for student representatives on the EOC and its sub-committees (noted in section 6(vii)), we have also enhanced the role of the Equal Opportunities Co-ordinators by providing time for them to report back to their constituencies, as well as being a conduit for issues, thus providing genuine two-way communication with students on these issues.

There are similarly various mechanisms for obtaining staff feedback on our work in relation to equal opportunities and for capturing staff views on how we take this agenda forward. Representatives of staff from different grades and engaged in different activities across the Institute serve on the EOC and its sub-committees. The content of schemes and reports is informed by consideration at these committees, which is complemented by input from our staff network groups and open fora to discuss key issues. Our annual report, like all of our equalities schemes and reports, is published on the Institute's website and all staff are invited to comment on the content of this.

#### **4. Themes**

The key themes for this report are detailed below. At this stage the report includes only the three equality strands that are covered by the positive duties on gender, race and disability. We will expand this report to cover the nine equalities strands likely to be covered by the new Equality Act (which will come into force in 2010) and to reflect our future development of a Single Equality Scheme.

##### **4.1 Gender**

The Institute is committed by policy and legislation to equality of opportunity and promoting gender balance in employment provision and service delivery. Awareness of gender equality issues, and the extent to which consideration of these issues is embedded in the work of the Institute, have improved considerably over recent years following the introduction of new legislation, most recently with the Equality Bill.

In relation to staff, several previous reports have highlighted the large numbers of women employed at the Institute. However, the number decreases in the senior grades of the organisation, reflecting the picture within HEIs more generally. Factors that may influence gender balance in senior positions include the number of women applying for promotion in the first place, flexible work arrangements, maternity leave provisions and other aspects of workplace culture. Although the large numbers of women at the Institute are indicative of the type of teaching and research that is carried out here, we have identified the need for more detailed analysis of career progression by gender at the Institute to better understand the reasons for our current staff profile.

As at October 2009 the IOE had a total of 954 members of staff, comprising 323 (33.9%) men and 631 (66.1%) women. Figures from the Higher Education Funding Council for England (HEFCE) for 2007/08 show that 57% of all support staff and 42.6% of academic staff are female, although only 18.7% of Professors are female. At the IOE 68% of our support staff and 64% of our academic staff, including 48% of our Professors, are female.

Of a total of approximately 6,800 enrolled students at the Institute in 2008-2009, 73.2% were female and 26.8% were male. Women currently represent over half of the entire HE student population (56.9%) and 75.6% of students undertaking Education courses (*HESA Students in Higher Education Institutions 2008/09*).

#### 4.2 Ethnicity

A detailed analysis of current staff and student profiles is presented later in this report, but in general terms the Institute can be seen to serve a diverse student body. In the 2008-2009 academic year, of a total of 6,826 students registered on the Institute's accredited courses, 29.2% were of Black and Minority Ethnic (BME) origin, 65.2% were white and 5.6% of unknown ethnicity.

The Institute's current staffing profile is noticeably less diverse. Headcount data from October 2009 shows that BME staff represent 15.7% (150) of the total workforce, with 81.6% (778) identifying themselves as white and 2.7% (26) of unknown ethnicity. Despite the setting of workforce targets and a supporting action strategy to enhance staff diversity, BME staff remain under-represented within key staffing categories, including senior management and senior academic grades.

#### 4.3 Disability

The provision for disabled people at the Institute has improved considerably over the past six years since the introduction of our Disability Office and the appointment of an Equalities Manager. The Institute continues to work to improve its provision for disabled people, ensuring equal access and adequate support for disabled staff, students and visitors, and aims to promote the benefits of disability disclosure on a regular basis.

As at October 2009 disabled staff make up 8.5% (81) of our total workforce (954). This includes 402 academic staff, of which 29 identify themselves as disabled, and 552 members of professional staff, of which 52 identify as disabled. The overall number of disabled staff has increased from 4.8% in October 2008, in part due to a large data collection exercise that was undertaken in April 2009 to collect new information on disability and to encourage disclosure (detailed in section 6 of this report).

In the 2008-2009 academic year disabled students represented 5.1% (346) of a total of 6,826 enrolled students. This continues the trend of a year-on-year increase in the number of disabled students registered on the Institute's courses and increasing disclosure rates across all programmes.

#### 4.4 The Future

The Equality Act 2010 brings together discrimination law and replaces most of the previous equality legislation. The proposed Act simplifies, streamlines and strengthens the law and gives individuals greater protection from unfair discrimination. An important

purpose of the Act is to create a single approach to discrimination against people with different 'protected characteristics', where this is appropriate. The Equality Act will require public bodies to think about how they can eliminate discrimination, advance equality of opportunity and foster good relations for all protected groups, and the single public sector equality duty will require public authorities to:

- Eliminate discrimination, harassment and victimisation.
- Advance equality of opportunity.
- Foster good relations.

It is expected that the single public sector equality duty will come into force in October 2011. The Institute is preparing for this through the development of our single equality report and the harmonising of our current equality schemes and policies, which we hope will facilitate a coordinated and inclusive approach to our pursuit of various equalities agendas, whilst maintaining the important distinctions between the issues facing different categories of staff and students.

## **5. Impact Assessments**

The Institute has continued to implement a rolling cycle of impact assessments. All new policies require an impact assessment screening and we continue to make good progress in screening all existing policies and procedures for potential negative differential impact. We are also ensuring that action plans are in place to ensure that the next stages of the process are carried out effectively. During 2008-2009 we have carried out a full and detailed equality impact assessment on the Institute's recruitment policies and procedures, the full report of which is available on the Institute's website at: <http://www.ioe.ac.uk/about/policiesProcedures/17633.html> . The main focus for impact assessments in the coming year will be on learning and teaching and the Equalities Manager will also be working closely with Registry to ensure that all of their policies and procedures are considered for potential negative differential impact.

## 6. Progress

In our first Annual Report published in April 2009 we outlined our action plan for the future year. Progress against each activity within the action plan is detailed below.

### (i) Revise the current Race Equality Policy

The new Race Equality Policy was developed following extensive consultation and agreed by the Institute's Council in December 2009. The Policy contains agreed priorities for action to take forward the race equality agenda and these are detailed later in this report in section 8. The Policy is published on the Institute's website at:

[http://www.ioe.ac.uk/about/documents/About\\_Policies/RaceEqualityPolicy2009.pdf](http://www.ioe.ac.uk/about/documents/About_Policies/RaceEqualityPolicy2009.pdf)

### (ii) Re-survey all staff on disability status

All staff were re-surveyed for their disability status in February 2009. The survey included an additional question asking people to classify their disability, which was required to comply with Higher Education Statistic Agency (HESA) requirements for HEI's annual staff returns. We took this opportunity to include additional information to raise awareness of unseen and lesser-known disabilities and highlight the support available to staff in managing these. This survey led to an increased disclosure rate from disabled staff. We consider that our increasingly high disclosure rates for disability are a significant success of our work in this area and we continue to make efforts to ensure that support for disabled staff remains appropriate and becomes increasingly embedded into the structures and activities of the Institute.

### (iii) Analyse workforce data in more detail

During the 2008-2009 academic year we have considered a greater amount of cross-stand equalities data and expanded data categories to look in more detail at staff on part-time and fixed-term contracts. These data were presented to the Equal Opportunities Committee in October 2009 as part of the twice-yearly workforce statistics report and summaries of this information is included in section 7.1. We will continue to

undertake analysis of this kind to identify trends and particular issues for key groups of staff, which will be monitored by the EOC.

(iv) Develop a Mental Health Policy

The Mental Health and Wellbeing Policy for staff and students was approved by the Institute's Council in December 2009. The Policy was developed in line with sector guidance and best practice and is supported by guidance in the form of FAQs. The Policy can be found on the Institute's website at:

[http://www.ioe.ac.uk/about/documents/About\\_Policies/MentalHealthPolicy09.pdf](http://www.ioe.ac.uk/about/documents/About_Policies/MentalHealthPolicy09.pdf)

(v) Work with the Staff Network Groups to ensure that they are established across the Institute

During 2008-2009 the Race Equality Network (REN) has continued to meet regularly and has grown in membership. During this period the REN had a key role in developing the Institute's new Race Equality Policy. The Bloomsbury Lesbian Gay Bisexual and Transgendered (LGBT) Staff Network has been established and will continue to be supported centrally. In February 2008 the Institute celebrated LGBT awareness month with an external speaker, Jeffrey Weeks, and an evening event convened by the LGBT Network. The Institute is still working to set up a membership group for a Disability Staff Group.

(vi) Continue to implement the recommendations made by Schneider-Ross as part of Dignity at Work Project

During the course of the year faculties and support departments have developed working groups and action plans to take this work forward at a local level. Progress has been made in implementing each of the recommendations of the report and is monitored by the EOC on a regular basis. The action plan for the recommendations is regularly updated and published on the Institute's intranet at:

<http://intranet.ioead/ioe/cms/get.asp?cid=22771>.

(vii) Improve consultation with students on a wider range of equality issues.

An open forum for staff and students was convened to discuss the new Race Equality Policy and we are planning to hold similar events in the future to encourage student engagement with equal opportunities issues. Over this period we have aimed to use the Equal Opportunity Coordinators to form closer links with student groups and fora in order to gather increased feedback. Long-standing vacancies for student representatives on the EOC and its sub-committees have impeded our efforts to increase consultation with students on equal opportunities issues. We are currently working with the Students' Union to ensure we fill these vacancies which should improve the ongoing dialogue with students and enable us to decide the most appropriate ways of gathering student views.

(viii) Develop a publication on equality and diversity in the curriculum.

This action point has been deferred pending an Institute-wide Curriculum Review during the 2009/2010 session. The remit of the Review includes assessing the equality and diversity aspects of the curriculum and outcomes from the review will help inform actions to take forward embedding equal opportunities within the curriculum and the possible production of a publication or other appropriate professional development tools. During 2008-2009 the Disability Co-ordinator and the Learning Technologies Unit have been engaged in a project to develop an 'Enabling Access to Courses' website. Launched in June 2009, the website provides information and guidance for staff on how to make their teaching sessions and materials accessible to all students, raise awareness about the needs of disabled students, and promote inclusive teaching practices.

(ix) Draft and disseminate an Institute policy on Religion and Belief Policy

A Policy on Religion and Belief Policy was approved during the Autumn term 2008-2009. The policy was developed by a working group established by the EOC and was the subject of wide consultation. The policy is supported by guidance on good practice in relation to issues of religion and belief and is published on the Institute's website at:

[http://www.ioe.ac.uk/about/documents/About Policies/Policy on Religion and Belief.pdf](http://www.ioe.ac.uk/about/documents/About_Policies/Policy_on_Religion_and_Belief.pdf) and within the annual *Student Guide to Policies and Procedures*.

(x) Consider the issues around gender re-assignment for students

This action point has been deferred until more detailed consultation has taken place with student representatives on the best way to take work forward in this area within the framework of sector guidance on best practice.

(xi) Equal Pay Audit

A key component of the Institute's Gender Equality Scheme was the commitment to carry out a full Equal Pay Audit (EPA), which was undertaken in 2008. The results of the EPA are published on the Institute's intranet at:

[http://intranet.ioead/ioe/cms/get.asp?cid=16160&16160\\_0=18597](http://intranet.ioead/ioe/cms/get.asp?cid=16160&16160_0=18597). A commitment was also made to carry out a smaller-scale review in 2009 and another full audit in 2010, the results of which will be published in future annual reports. The report of the EPA contains conclusions regarding the main six equalities factors, which are summarised below, and recommendations for further actions.

*Ethnicity:* There is a concentration of ethnic minority staff within middle and lower grades, and a relative lack of non-white staff in higher and executive grades. This overall has led to average pay of white staff being significantly higher than non-white staff, though in any specific grade when looking at like work and work of equal value, there does not appear to be any significant issues or pay gaps.

*Disability:* There are now 50 staff (just under 5%) declared disabled. Disability does not seem to have an effect on any aspect of pay.

*Gender:* The gender pay gap within the Institute overall is 12.6%. This is much higher than we would wish, though this is lower than the national gap (17.2%) and lower than the HE sector gap (13.7%). Within specific grades and when analysing like work and

work of equal value, there does not seem to be a significant gap. The pay gap is therefore due to the uneven distribution of male and female staff across the grades.

*Age:* There are relatively few staff in their 20s, particularly in their early 20s. Pay typically increases with age as would be expected, however the relationship between these factors would seem much stronger than expected, especially when analysing contribution pay. This is mostly due to the way staff were assimilated to the new single pay spine, and applications to previous contribution initiatives.

*Contract Status:* It is expected that staff with permanent contracts would often be paid slightly more than staff with temporary roles, due to increased length of service and incremental progression, and therefore increased opportunity to achieve accelerated progression and contribution pay. Taking this small expected gap into account, contract status does not seem to have a significant effect on any aspect of pay.

*Hours Worked:* The number of hours worked does not seem to have a significant effect on any aspect of pay.

## **7. Statistical Data**

In order to meet legislative requirements and to inform policy development we continue to monitor our staff and student profiles on the grounds of disability, gender and race, as well as monitoring complaints of staff and student bullying and harassment. The results of our monitoring are provided below.

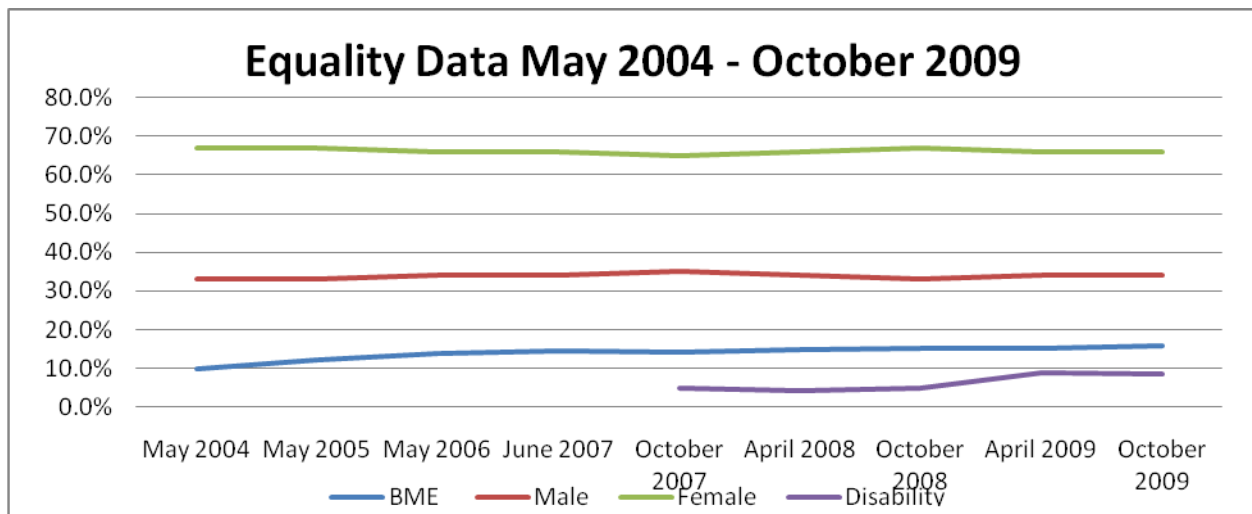
### **7.1 Workforce Data**

#### **7.1.1 Staff Profile**

This report provides a trend analysis of the last three years to reflect the time period in which we have used the new standard reporting style. The changes may not be significant, but provide a method of both viewing and measuring change and progress.

The figures that follow are taken from the Institute’s central HR database and are reported as actual headcount numbers rather than full time equivalents (FTE). Although this report covers our work during the 2008-2009 academic year, we have reported staff data as at October 2009 to ensure that our reporting timescales remain consistent and support our committee cycle.

The overall picture of the Institute’s workforce has not changed dramatically since we first started monitoring basic equality data in 2004, despite targets being set for the period 2004–2006. The graph below shows the total numbers of BME, male, female and disabled staff at the Institute as a percentage of total staff during the five-year period May 2004 to October 2009. As can be seen clearly, there has been very little movement during this period apart from an increase in the proportion of BME staff in the first half of the period, and an increase in the number of disabled staff during 2009.



### 7.1.2 Gender

The tables below provide the trends in staff by gender and grade over the last three years. The Institute’s percentage of female staff (67%) and female academic staff (64%) remain above the overall HE sector figures (53% and 43% respectively).

	October 2007			October 2008		
	Men	Women	Totals	Men	Women	Totals
<b>Grades 1 - 5</b>	34 (28%)	86 (72%)	120	34 (26%)	98 (74%)	132
<b>Grade 6</b>	44 (26%)	127 (74%)	171	44 (25%)	135 (75%)	179
<b>Grade 7</b>	54 (37%)	91 (63%)	145	56 (34%)	110 (64%)	166
<b>Grade 8</b>	88 (35%)	163 (65%)	251	81 (33%)	165 (67%)	246
<b>Grade 9 &amp; 10</b>	51 (40%)	78 (60%)	129	58 (42%)	80 (58%)	138
<b>Senior Mgmt</b>						
<b>Grades</b>	55 (47%)	61 (53%)	116	55 (45%)	66 (55%)	121
	326 (35%)	606 (65%)	<b>932</b>	328 (33%)	654 (66%)	<b>982</b>

	October 2009		
	Men	Women	Totals
<b>Grades 1 - 5</b>	38 (30%)	87 (70%)	125
<b>Grade 6</b>	39 (24%)	126 (76%)	165
<b>Grade 7</b>	54 (31%)	120 (69%)	174
<b>Grade 8</b>	75 (32%)	157 (68%)	232
<b>Grade 9 &amp; 10</b>	65 (43%)	85 (57%)	150
<b>Senior Mgmt Grades</b>	52 (48%)	56 (52%)	108
	323	631	<b>954</b>

The gender breakdown of the Institute as at October 2009 is 34% male and 66% female. This proportion is similar throughout grades 1 to 8, but there are slightly fewer females in grades 9 & 10 (57%) and the senior management grade (52%).

### 7.1.3 Ethnicity

In 2009 the Institute improved very slightly in terms of the ethnic diversity of its workforce, with an increase in its percentage of BME staff from 15.2% to 15.7%. The HE sector figure for all BME staff is 7%, which positions the Institute significantly higher

than the average. However, for a number of reasons, including the Institute’s location within London and its aspirations to reflect the diversity of its local community as well as the diversity of the broader global community represented by its student body, we might expect the total number of BME employees within the Institute to be higher.

The table below provides the trends of staff by ethnicity and grade in the last three years.

	October 2007			October 2008		
	BME	White	Unknown	BME	White	Unknown
<b>Grades 1 - 5</b>	32 (27%)	81 (68%)	7 (6%)	41 (31%)	83 (63%)	8 (6%)
<b>Grade 6</b>	42 (25%)	123 (72%)	6 (3%)	44 (25%)	128 (72%)	7 (4%)
<b>Grade 7</b>	23 (16%)	121 (83%)	1 (1%)	29 (17%)	136 (82%)	1 (1%)
<b>Grade 8</b>	23 (9%)	226 (90%)	2 (1%)	20 (8%)	221 (91%)	5 (4%)
<b>Grade 9 &amp; 10</b>	3 (2%)	124 (96%)	2 (2%)	6 (7%)	126 (89%)	6 (3%)
<b>SM Grades</b>	9 (8%)	102 (88%)	5 (4%)	9 (7%)	108 (89%)	4 (3%)
	132 (14%)	777 (83%)	23 (2%)	149 (15%)	802 (82%)	31 (3%)

	October 2009		
	BME	White	Unknown
<b>Grades 1 - 5</b>	37 (30%)	82 (66%)	6 (5%)
<b>Grade 6</b>	45 (27%)	116 (70%)	4 (2%)
<b>Grade 7</b>	29 (17%)	144 (83%)	1 (0.6%)
<b>Grade 8</b>	20 (9%)	205 (88%)	7 (3%)
<b>Grade 9 &amp; 10</b>	10 (7%)	136 (91%)	4 (3%)
<b>SM Grades</b>	9 (7%)	95 (88%)	4 (4%)
	150	778	26

For the year in question, there remain no members of the Institute’s Senior Management Team from a BME background and the majority of our BME staff are located in grades 1- 6, the table below shows the distribution of our BME staff for the last two years.

	<b>2008</b>	<b>2009</b>
<b>Grades 1 - 5</b>	27.5%	24.7%
<b>Grade 6</b>	29.5%	30%
<b>Grade 7</b>	19.5%	19%
<b>Grade 8</b>	13.4%	13.3%
<b>Grade 9 &amp; 10</b>	4%	6.7%
<b>SM Grades</b>	6%	6%

The proportion of male and female BME staff are approximately in line with the proportions of males and females in the institution as a whole (males and females represent 5.2% and 11% respectively of staff who have declared their ethnicity). Similarly, when analysed by grade, the majority of the BME females are grouped in grades 1 to 6. However, the number does increase again within the senior management grades (6.7%). Only 1.9% of the senior management grade are males from a BME background.

During the course of 2008-2009 the Institute has identified the need to conduct further analysis of data on staff promotion and progression, by both gender and ethnicity, to better understand the reasons underlying our current staff profile and its essentially static nature over the last two areas. Using HR data gathered through the promotions and Equal Pay Audit processes, supplemented with data derived from our last Research Assessment Exercise entry strategy, and qualitative data from staff surveys and feedback, we hope to be able to be in a better position to map the progression trajectories of staff working within the Institute and to identify the potential barriers to promotion to the higher levels of the organisation.

#### 7.1.4 Disability

The percentage of disabled staff employed by the Institute as at October 2009 (8.5%) has increased significantly since the previous year (5% in 2008). Data from HESA show that 2.7% of all HEI staff have declared a disability, which places the Institute well above the sector average.

The table below shows the trend in staff by disability and grade over the last three years. Despite increasing disclosure rates, there remain large numbers of staff with undisclosed disability status and, as a result, we consider that the true picture of disability within the Institute's staffing profile may be understated in these figures.

	<b>Disabled Staff October 2007</b>	<b>Disabled Staff October 2008</b>	<b>Disabled Staff October 2009</b>
<b>Grades 1 - 5</b>	7 (6%)	7 (5%)	9 (7%)
<b>Grade 6</b>	7 (4%)	10 (6%)	14 (9%)
<b>Grade 7</b>	9 (6%)	7 (4)	10 (6%)
<b>Grade 8</b>	12 (5%)	12 (5%)	23 (10%)
<b>Grade 9 &amp; 10</b>	4 (3%)	2 (1%)	9 (6%)
<b>SM Grades</b>	6 (5%)	9 (7%)	16 (15%)
	45 (5%)	47 (5%)	81 (8.5%)

These data show that the number of disabled staff remains relatively constant throughout the grades. There is a slight dip in grades 9 and 10 (6%), but this increases to 15% for the senior management grades.

In accordance with the changed HESA requirements, the Institute is now required to classify disability by type when recording this information. The breakdown of declared disabled staff by disability type is set out below.

Disability	No.	%
Blind or serious visual impairment	1	1.2%
Deaf or serious hearing impairment	5	6.2%
General learning disability	1	1.2%
Long-standing illness or health condition	35	43.2%
Mental health condition	4	4.9%
Other type of disability	13	16.0%
Physical impairment or mobility issues	13	16.0%
Specific learning disability	9	11.1%

### 7.1.5 Fixed-term contract staff

In October 2009 we analysed, for the first time, data on staff employed on fixed-term contracts by equality status, and this is set out below.

Men	Women	Total	BME	White	Unknown	Disabled
134	379	513	89	398	27	17
26.1%	73.9%		17.3%	77.6%	5.3%	3.3%

These data show that women are over-represented amongst fixed-term staff, although there does not appear to be any significant difference for BME members of staff. The planned further work on progression and promotion noted above (in section 7.1.3) will capture data of staff on fixed-term as well as permanent contracts to identify any potential differential impact on staff of this contract type.

## 7.2 Recruitment Data

The following is a breakdown of recruitment data by ethnicity, gender and disability. In using an online recruitment system and maintaining as uniform an applications process as possible, the Institute aims to ensure equal opportunities legislation is adhered to in full throughout the recruitment process. Data has been collected at each stage of the

recruitment process and represents the overall recruitment activity that has taken place during the 12-month period 1<sup>st</sup> September 2008 to 31<sup>st</sup> August 2009.

#### Total applications 2008-2009

Applied	3,881
Interviewed	681
Appointed	156
Withdrawn	93

#### 7.2.1 Gender

The tables below shows the gender split of recruitment data and illustrate that 67% of staff recruited during this period were female. When breaking down these data further, it would seem that men and women have an equal chance of being interviewed. However, after interview female applicants do have a slightly higher chance of being appointed.

	Gender			Total
	Male	Female	Unknown	
<b>Applied</b>	1,409	2,432	40	3,881
	36.3%	62.7%	1.0%	100%
<b>Interviewed</b>	245	435	1	681
	36.0%	63.9%	0.1%	100%
<b>Appointed</b>	50	105	1	156
	32.1%	67.3%	0.6%	100%
<b>Withdrawn</b>	25	68	0	93
	26.9%	73.1%	0.0%	100%

#### Proportions against Application

	Male	Female	Unknown
<b>Interviewed</b>	17.4%	17.9%	2.5%

<b>Appointed</b>	3.5%	4.3%	2.5%
<b>Withdrawn</b>	1.8%	2.8%	0.0%

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**Proportions against Interviewed**

	<b>Male</b>	<b>Female</b>	<b>Unknown</b>
<b>Appointed</b>	20.4%	24.1%	100.0%

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**7.2.2 Disability**

During this 12-month period the number of people applying for the Institute who have declared a disability has doubled (from 62 in 2007-08 to 127 in 2008-09). The ‘two-tick’ policy, to which the Institute adheres, requires that we will guarantee an interview for all disabled applicants that meet the minimum essential criteria of a post.

The percentage of disabled applicants interviewed out of all disabled applicants was 38%, and for non-disabled applicants 17%. This suggests that the two-tick symbol is working in the sense that a higher percentage of disabled applicants are getting through to interview stage than non-disabled applicants. However, it would then appear that disabled people stand less chance than non-disabled people of being appointed, which is considered consistent with a guaranteed interview scheme.

**Disability**

	<b>Disabled</b>	<b>Not Disabled</b>	<b>Unknown</b>	<b>Total</b>
<b>Applied</b>	127	3,740	14	3,881
	3.3%	96.4%	0.4%	100%
<b>Interviewed</b>	48	631	2	681
	7.0%	92.7%	0.3%	100%
<b>Appointed</b>	8	147	1	156
	5.1%	94.2%	0.6%	100%
<b>Withdrawn</b>	4	89	0	93
	4.3%	95.7%	0.0%	

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**Proportions against Application**

	<b>Disabled</b>	<b>Not Disabled</b>	<b>Unknown</b>
<b>Interviewed</b>	37.8%	16.9%	14.3%
<b>Appointed</b>	6.3%	3.9%	7.1%
<b>Withdrawn</b>	3.1%	2.4%	0.0%

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**Proportions against Interviewed**

	<b>Disabled</b>	<b>Not Disabled</b>	<b>Unknown</b>
<b>Appointed</b>	16.7%	23.3%	50.0%

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### 7.2.3 Ethnicity

The table below outlines the recruitment figures for staff by ethnicity. The category BME includes all staff from a non-white ethnic group as well as mixed-race staff. The proportion of BME applicants in this period was 38%, which is a relatively high figure, although the majority of these applications appear to be from overseas applicants for academic posts. Concerns have been highlighted around the possible negative impact of the Institute's recruitment process on BME applicants. When considering the data it does appear that white applicants stand a higher chance of being offered an interview (22% as opposed to 12%) and then an increased chance of being appointed following interview (25% as opposed to 17%).

As noted in section 5, a full equality impact assessment on the Institute's recruitment and selection policy and procedures has been carried out to further investigate these issues. Further action is being undertaken to follow up the findings of this impact assessment and progress in this area will be detailed in our next equality annual report.

**Ethnicity**

	<b>White</b>	<b>BME</b>	<b>Unknown</b>	<b>Total</b>
<b>Applied</b>	2333	1461	87	3881

	60.1%	37.6%	2.2%	
<b>Interviewed</b>	506	168	7	681
	74.3%	24.7%	1.0%	
<b>Appointed</b>	126	29	1	156
	80.8%	18.6%	0.6%	
<b>Withdrawn</b>	71	22	0	93
	76.3%	23.7%	0.0%	

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### Proportions against Application

	White	BME	Unknown
<b>Interviewed</b>	21.7%	11.5%	8.0%
<b>Appointed</b>	5.4%	2.0%	1.1%
<b>Withdrawn</b>	3.0%	1.5%	0.0%

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### Proportions against Interviewed

	White	BME	Unknown
<b>Appointed</b>	24.9%	17.2%	14.3%

## 7.3 Student Data

Data are presented here for student applications and enrolments by gender, disability and ethnicity for all of the Institute's accredited courses for the last three academic years. We are aware that this is 'top-line' data that need to be interrogated further in order to provide information that will enable us to better understand our student body and address potential areas of underrepresentation in recruitment. For example, we do not currently disaggregate BME data by fee status (home/overseas). Although this is not a requirement for data monitoring, a breakdown of these figures might better enable us to identify potential issues that may be more significant for a particular group of BME students. We also aim to undertake intersectional analysis of data in order to identify trends that might relate to specific groups of students, e.g. female and disabled, and mapping out how we will do this is a key priority for the coming year. Similarly, more

complete data on the student profile of all HEIs by equality category is being made publically available. Analysis of this data over the coming year will allow us to benchmark our progress against other comparable institutions, rather than just comparing our student profile with HEI averages as we have done to date.

Further analysis also needs to be undertaken with reference to student progression and completion. At the present time faculties are required to undertake programme level analysis of their students' progress by ethnicity, gender and disability, consider any trends and report this annually. The Teaching Committee monitors these data and refers any equal opportunities issues to the EOC. Over the coming year we will gather together this programme-level data in order to gain a fuller understanding of key trends in student progression across the Institute as a whole, which can be used to inform programme development.

### 7.3.1 Gender

The data presented in the tables below show a summary of student applications and enrolments by gender for the last three academic years. A more detailed breakdown by gender and programme area is attached as Appendix 1.

Applications by academic year and gender:

<b>Year</b>	<b>Female</b>	<b>Male</b>	<b>Total</b>
<b>2006/07</b>	7,052 (67.7%)	3,361 (32.3%)	10,413 (100%)
<b>2007/08</b>	7,835 (68.0%)	3,685 (32.0%)	11,520 (100%)
<b>2008/09</b>	7,200 (70.1%)	3,066 (29.9%)	10,266 (100%)

Enrolments by academic year and gender:

<b>Year</b>	<b>Female</b>	<b>Male</b>	<b>Total</b>
<b>2006/07</b>	4,366 (71.5%)	1,739 (28.5%)	6,105 (100%)
<b>2007/08</b>	4,347 (73.4%)	1,579 (26.6%)	5,926 (100%)
<b>2008/09</b>	4,997 (73.2%)	1,829 (26.8%)	6,828 (100%)

These data show that the gender split at both application and enrolment stages remains fairly constant. As noted in section 4.1, the Institute’s student profile is reflective of the overall HE student profile and that for the subject area of education.

### 7.3.2 Disability

The data presented in the tables below show a summary of student applications and enrolments by disability status for the last three academic years. A more detailed breakdown by disability and programme area is attached as Appendix 1.

Applications by academic year and disability:

<b>Year</b>	<b>Disabled</b>	<b>No disability</b>	<b>Not known</b>	<b>Total</b>
<b>2006/07</b>	485 (4.7%)	9,413 (90.4%)	515 (4.9%)	10,413 (100%)
<b>2007/08</b>	519 (4.5%)	9,687 (84.1%)	1,314 (11.4%)	11,520 (100%)
<b>2008/09</b>	400 (3.9%)	9,578 (93.3%)	288 (2.8%)	10,266 (100%)

Enrolments by academic year and disability:

<b>Year</b>	<b>Disabled</b>	<b>No disability</b>	<b>Not known</b>	<b>Total</b>
<b>2006/07</b>	285 (4.7%)	5,756 (94.3%)	64 (1.0%)	6,105 (100%)
<b>2007/08</b>	299 (5.0%)	4,878 (82.3%)	749 (12.6%)	5,926 (100%)
<b>2008/09</b>	346 (5.1%)	6,390 (93.6%)	90 (1.3%)	6,826 (100%)

Data gathered over several years show a steady increase in the number of disabled applicants to the Institute’s courses (as a proportion of the total number of applications). Disabled enrolments on the Institute’s courses have increased over the past three years in line with our success in establishing effective and pro-active support for disabled applicants, although this figure still puts the Institute below the national figure for disabled postgraduate students in 2009/10 (6.5%) as recorded by HESA. Disclosure rates amongst disabled students remain high and reflect the efforts that are made to support students in disclosing at all stages from pre-application onwards. Although

every effort is made to encourage prospective and current students to disclose a disability, we are aware that there will always be an element of under-reporting as many students do not wish to disclose a disability and others are not aware that they are considered to be disabled under the DDA. Some students disclose a disability to the Disabilities Support Office in order to obtain support, but request that this information is not included in their student record, despite assurances that this information will remain confidential. The data presented here are derived from the student record and as such do not include details of such disabled students. We continue to seek the permission of disabled students to record information on their student record in order to obtain a more accurate picture of the number of disabled students at the Institute.

A breakdown of disabled students by disability type for the 2008-2009 academic year is included below. When comparing this data with that from 2007-2008, there are no significant changes in the proportions of disability types. Year-on-year analysis of these data will enable us to consider trends in disability and investigate whether targeted support and awareness raising around particular disabilities (for example, mental health) has had any impact on disclosure.

Summary of enrolled students by disability category in 2008-2009:

Disability	Proportion (No.)
Specific Learning Disabilities	52.6% (182)
Visual Impairment	6.9% (24)
Hearing Impairment	5.2% (18)
Mobility Impairment	5.2% (18)
Mental Health Difficulty	3.8% (13)
Unseen Disability	17.6% (61)
Multiple Disabilities	3.2% (11)
Other Disability	5.5% (19)
Total	100% (346)

### 7.3.3 Ethnicity

The data presented in the tables below show a summary of student applications and enrolments by ethnicity for the last three academic years. A breakdown by ethnicity and programme area is attached as Appendix 1. Different ethnic categories have been aggregated in these tables in order to provide 'headline data' that is more easily comparable. A key to the aggregation of ethnic categories (which is in line with the census categories) is attached as Appendix 2. We understand the importance of disaggregating these data by principle minority ethnic categories and a more detailed summary by ethnic category and programme area is included in our Race Equality Policy.

Summary of applications by academic year and ethnicity:

<b>Year</b>	<b>BME</b>	<b>White</b>	<b>Unknown</b>	<b>Total</b>
<b>2006/07</b>	4,920 (41.2%)	5,045 (48.4%)	1,078 (10.4%)	10,413 (100%)
<b>2007/08</b>	4,801 (41.7%)	4,869 (42.3%)	1,850 (16.1%)	11,520 (100%)
<b>2008/09</b>	3,887 (37.9%)	4,745 (46.2%)	1,634 (15.9%)	10,266 (100%)

Summary of enrolments by academic year and ethnicity:

<b>Year</b>	<b>BME</b>	<b>White</b>	<b>Unknown</b>	<b>Total</b>
<b>2006/07</b>	1,738 (28.5%)	4,150 (68.0%)	217 (3.6%)	6,105 (100%)
<b>2007/08</b>	1,725 (29.1%)	3,828 (64.6%)	373 (6.3%)	5,926 (100%)
<b>2008/09</b>	1,991 (29.2%)	4,450 (65.2%)	385 (5.6%)	6,826 (100%)

Data presented here show a steady increase in BME enrolments over the past three years and puts the Institute well above the national figure of BME postgraduate students (15.9% in 2008-2009). Plans to disaggregate application data by fee status will help us better understand some of the potential factors impacting on the drop-off between applications and enrolments for BME students.

## **8. Priorities**

Although progress has been made against the objectives set out in the Institute's Race Equality Policy, the Gender Equality Scheme and the Disability Equality Scheme, it is important for the Institute to monitor progress and issues raised during implementation in light of the experience gained at the Institute and other HEIs, to ensure successful progress for the future. The Institute has outlined the following priorities associated with the pursuit of each of our schemes to assist in the progression and effectiveness of the next phase of the equality cycle:

### **8.1 Disability Equality Scheme** (published December 2009)

- Continue to work with the Disability Equality Network to ensure disabled staff members feel able to attend and hopefully increase the membership of this group.
- Review the emergency evacuation plans (PEEPs) for disabled people at the Institute, including a full review of all available literature.
- Develop a training module for admissions tutors on how to work with disabled students during the admissions process.
- Look at the use of alternative marking criteria for students with specific learning difficulties.
- Develop a support worker network to better support students.

### **8.2 Race Equality Policy** (published December 2009)

- Ensure the Race Equality Network (REN) is embedded within the Institute and used effectively as a consultative forum and to support staff.
- Develop more innovative staff development activities regarding race equality in learning and teaching.
- Ensure a greater understanding, through the collection of quantitative and qualitative data, of the underlying factors contributing to the low number of BME

staff at the Institute, particularly at senior grades, as a basis for action planning and possible target setting.

- Consider ways to consult more effectively with students on race equality issues and ensure that there are opportunities for two-way flow of information and sharing of good practice.
- Undertake more detailed data analysis of BME staff and students.
- Review staff exit data and monitor the exit interview process to ensure that any information provided is used to feed into plans to enhance the recruitment, retention and promotion of BME staff.

### **8.3 Gender Equality Scheme** (published April 2010)

- Conduct further work on staff career development, using Equal Pay Audit data and cross-referenced data for different equalities categories (age, ethnicity, disability), to highlight any differences in progression rates for men and women and, if present, to investigate the reasons for these.
- Conduct further work on student progression and completion, using Annual Course Review data and cross-referenced data for different equalities categories (age, ethnicity, disability), to highlight any differences in the achievement of male and female students and explore the reasons for these.
- Better link the Institute's academic and strategic activity in the area of equalities, including gender, to ensure that this work is mutually reinforcing and that knowledge and expertise is shared.
- Create increased opportunities for consultation with the student body on equalities issues in order to better understand the experiences of male, female and transgendered students and the particular issues facing them.
- Through the IOE Curriculum Review, assess how far equality and diversity issues, including gender, are embedded within the Institute's teaching curriculum.

## **9. Action Plan**

In order to help us achieve progress on the priorities detailed above during the 2008-

2009 academic year, the Institute has devised an action plan, which is attached as Appendix 3. This is a dynamic document that is updated throughout the year and augmented as a result on ongoing staff and student input.

Summary of student applications (headcount) by programme area<sup>1</sup> and gender 2006/07 to 2008/09

	Initial Teacher Education			Professional Development			Research			Other		
	2006/07	2007/08	2008/09	2006/07	2007/08	2008/09	2006/07	2007/08	2008/09	2006/07	2007/08	2008/09
<b>Female</b>	3,050 (65.5%)	2,926 (68.8%)	2,052 (69.0%)	2,619 (70%)	3,267 (67.2%)	3,373 (68.2%)	357 (55.8%)	674 (59.0%)	341 (58.8%)	1,026 (76%)	968 (76.8%)	1,434 (81.1%)
<b>Male</b>	1,608 (34.5%)	1,329 (31.2%)	920 (31.0%)	1,138 (30%)	1,594 (32.8%)	1,573 (31.8%)	283 (44.2%)	469 (41.0%)	239 (41.2%)	332 (24%)	293 (23.2%)	334 (18.9%)
<b>Total</b>	4,658 (100%)	4,255 (100%)	2,972 (100%)	3,757 (100%)	4,861 (100%)	4,946 (100%)	640 (100%)	1,143 (100%)	580 (100%)	1,358 (100%)	1,261 (100%)	1,768 (100%)

## Summary of student enrolments (headcount) by programme area and gender 2006/07 to 2008/09

	Initial Teacher Education			Professional Development			Research			Other		
	2006/07	2007/08	2008/09	2006/07	2007/08	2008/09	2006/07	2007/08	2008/09	2006/07	2007/08	2008/09
<b>Female</b>	1,029 (69.4%)	981 (72.0%)	957 (68.4%)	1,372 (75.7%)	1,508 (75.3%)	2,261 (71.5%)	509 (65.2%)	541 (67.0%)	530 (67.9%)	1,456 (71.8%)	1,317 (75.1%)	1,249 (84.1%)
<b>Male</b>	454 (30.6%)	381 (28.0%)	442 (31.6%)	440 (24.3%)	495 (24.7%)	901 (28.5%)	272 (34.8%)	267 (33.0%)	250 (32.1%)	573 (28.2%)	436 (24.9%)	236 (15.9%)

<sup>1</sup> Initial Teacher Education incorporates the Institute's Primary, Secondary and Post-Compulsory PGCE courses; Professional Development includes the BEd honours degree, Foundation Degree, Graduate Diplomas and Certificates, and Master's Degrees; Other includes short and special courses, outreach programmes and professional qualifications.

<b>Total</b>	1,483 (100%)	1,362 (100%)	1,399 (100%)	1,812 (100%)	2,003 (100%)	3,162 (100%)	781 (100%)	808 (100%)	780 (100%)	2,029 (100%)	1,753 (100%)	1,485 (100%)
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### Summary of student applications (headcount) by programme area and disability 2006/07 to 2008/09

	Initial Teacher Education			Professional Development			Research			Other		
	2006/07	2007/08	2008/09	2006/07	2007/08	2008/09	2006/07	2007/08	2008/09	2006/07	2007/08	2008/09
<b>Disabled</b>	286 (6.1%)	273 (6.4%)	191 (6.4%)	141 (3.8%)	160 (3.3%)	171 (3.5%)	20 (3.1%)	45 (3.9%)	14 (2.4%)	38 (2.8%)	41 (3.3%)	24 (1.4%)
<b>No known Disability</b>	4,121 (88.5%)	3,820 (89.8%)	2,643 (89.0%)	3,515 (93.6%)	4,100 (84.3%)	4,657 (94.2%)	479 (74.8%)	768 (67.2%)	559 (96.4%)	1,298 (95.6%)	999 (79.2%)	1,719 (97.2%)
<b>Not known</b>	251 (5.4%)	162 (3.8%)	138 (4.6%)	101 (2.7%)	601 (12.4%)	118 (2.3%)	141 (22.0%)	330 (28.9%)	7 (1.2%)	22 (1.6%)	221 (17.5%)	25 (1.4%)
<b>Total</b>	4,658 (100%)	4,255 (100%)	2,972 (100%)	3,757 (100%)	4,861 (100%)	4,946 (100%)	640 (100%)	1,143 (100%)	580 (100%)	1,358 (100%)	1,261 (100%)	1,768 (100%)

### Summary of student enrolments (headcount) by programme area and disability 2006/07 to 2008/09

	Initial Teacher Education			Professional Development			Research			Other		
	2006/07	2007/08	2008/09	2006/07	2007/08	2008/09	2006/07	2007/08	2008/09	2006/07	2007/08	2008/09
<b>Disabled</b>	127 (8.6%)	113 (8.3%)	111 (7.9%)	89 (4.9%)	104 (5.2%)	184 (5.8%)	31 (3.9%)	35 (4.3%)	28 (3.6%)	38 (1.9%)	47 (2.7%)	23 (1.6%)

<b>No known Disability</b>	1,355 (91.4%)	1,198 (88.0%)	1,263 (90.3%)	1,720 (94.9%)	1,805 (90.1%)	2,927 (92.6%)	749 (96.0%)	745 (92.2%)	752 (96.4%)	1,932 (95.2%)	1,130 (64.5%)	1,448 (97.5%)
<b>Not known</b>	1 (0.0%)	51 (3.7%)	25 (1.8%)	3 (0.2%)	94 (4.7%)	51 (1.6%)	1 (0.1%)	28 (3.5%)	0 (0%)	59 (2.9%)	576 (32.9%)	14 (0.9%)
<b>Total</b>	1,483 (100%)	1,362 (100%)	1,399 (100%)	1,812 (100%)	2,003 (100%)	3,162 (100%)	781 (100%)	808 (100%)	780 (100%)	2,029 (100%)	1,753 (100%)	1,485 (100%)

### Summary of student applications (headcount) by programme area and ethnicity 2006/07 to 2008/09

	Initial Teacher Education			Professional Development			Research			Other		
	2006/07	2007/08	2008/09	2006/07	2007/08	2008/09	2006/07	2007/08	2008/09	2006/07	2007/08	2008/09
<b>BME</b>	1,604 (34.4%)	1,470 (34.5%)	1,011 (34.0%)	2,081 (55.4%)	2,597 (53.4%)	2,405 (48.6%)	261 (40.8%)	455 (39.8%)	233 (40.2%)	344 (25.3%)	279 (22.1%)	238 (13.5%)
<b>White</b>	2,510 (53.9%)	2,055 (48.3%)	1,450 (48.8%)	1,477 (39.3%)	1,654 (34.0%)	1,909 (38.6%)	221 (34.5%)	391 (34.2%)	204 (35.2%)	837 (61.6%)	769 (61.0%)	1,182 (66.9%)
<b>Not known</b>	544 (11.7%)	730 (17.2%)	511 (17.2%)	199 (5.3%)	610 (12.5%)	632 (12.8%)	158 (24.7%)	297 (26.0%)	143 (24.6%)	177 (13.0%)	213 (16.9%)	348 (19.6%)
<b>Total</b>	4,658 (100%)	4,255 (100%)	2,972 (100%)	3,757 (100%)	4,861 (100%)	4,946 (100%)	640 (100%)	1,143 (100%)	580 (100%)	1,358 (100%)	1,261 (100%)	1,768 (100%)

**Summary of student enrolments (headcount) by programme area and ethnicity 2006/07 to 2008/09**

	Initial Teacher Education			Professional Development			Research			Other		
	2006/07	2007/08	2008/09	2006/07	2007/08	2008/09	2006/07	2007/08	2008/09	2006/07	2007/08	2008/09
<b>BME</b>	428 (28.9%)	378 (27.8%)	448 (32.0%)	664 (36.6%)	765 (38.2%)	1,158 (36.6%)	221 (28.3%)	235 (29.1%)	219 (28.1%)	425 (20.9%)	347 (19.8%)	166 (11.2%)
<b>White</b>	1,048 (70.7%)	911 (66.9%)	946 (67.6%)	1,130 (62.4%)	1,197 (59.8%)	1,934 (61.2%)	542 (69.4%)	552 (68.3%)	537 (68.8%)	1,430 (70.5%)	1,168 (66.6%)	1,033 (69.6%)
<b>Not known</b>	7 (0.5%)	73 (5.4%)	5 (0.4%)	18 (1.0%)	41 (2.0%)	70 (2.2%)	18 (2.3%)	21 (2.6%)	24 (3.1%)	174 (8.6%)	238 (13.6%)	286 (19.2%)
<b>Total</b>	1,483 (100%)	1,362 (100%)	1,399 (100%)	1,812 (100%)	2,003 (100%)	3,162 (100%)	781 (100%)	808 (100%)	780 (100%)	2,029 (100%)	1,753 (100%)	1,485 (100%)

**Key to aggregation of ethnic categories**

*Asian and Asian British*

- Asian and Asian British – Indian
- Asian and Asian British – Pakistani
- Asian and Asian British – Bangladeshi
- Other Asian Background

*Black and Black British*

- Black and Black British – Caribbean
- Black or Black British – African
- Other Black Background

*Mixed*

- Mixed – White and Black Caribbean
- Mixed – White and Black African
- Mixed – White and Asian
- Other Mixed Background

*Chinese and Other*

- Chinese
- Other Ethnic Background

*White*

- White - British
- White – Irish
- White - Scottish
- Other White Background

## Staff Action Plan 2009-2010

This action plan supports the achievement of our objectives in promoting equality for the next year. This action plan will be reviewed after one year.

Action	Details	Success Criteria	Timescale	Who
Review the emergency evacuation plans for disabled people at the Institute.	Introduce a new Personal Emergency Evacuation Plan (PEEP) procedure across the Institute to ensure all disabled people can safely evacuate the building in an emergency.	All those disabled people (staff and students) who need a PEEP to have met with the Equalities Manager or Disabilities Co-ordinator and have a plan in place.	New scheme to be launched To be launched in Spring-term 2010 following approval by the Disabilities Sub-Committee.	Equalities Manager Disability Co-ordinator Health & Safety Officer
Gather and analyse improved quantitative and qualitative data on promotion and career progression at the IOE.	Improved data will enable us to build a picture of a 'typical' career pattern at the IOE and evaluate whether there are any significant differences in trajectories for staff of different ethnicities and genders, and intersections between these factors.	A better understanding of the potential barriers facing different categories of staff, and in particular, BME and female staff, in order to inform any necessary interventions to redress any revealed inequities.	Data collection and preliminary analysis to be undertaken during 2009-2010 academic year with initial findings presented in the Autumn term 2010-2011	Equalities Manager HR Manager (Reward) Race Equality Committee Equal Opportunities Committee
Analyse workforce data in more detail	Consider a greater amount of cross-strand equalities data for future reports. Expand data categories to look further into part-time work and contract types.  Continue to monitor recruitment data on an annual basis.	A more detailed set of equality data to be included within the 2009-2010 Annual Report.	Ongoing work throughout 2009-2010, findings to be published in April 2011	Equalities Manager HR Manager (Reward) Equal Opportunities Committee

Consider whether the Institute should move to data collection on the grounds of sexual orientation and religion and belief	Organisations are moving to a position where this data is collected and HESA have suggested they may soon require HEIs to supply this information. Consultation will play a major role in the decision to collect this information.	Discussions with Institute staff and particularly the LGBT network around data collection and monitoring by these categories.	Ongoing 2009-2010	Equalities Manager Head of HR LGBT Staff Network
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### Student Action Plan 2009-2010

This action plan supports the achievement of our objectives in promoting equality for the next year. This action plan will be reviewed after one year.

Action	Details	Success Criteria	Timescale	Who
Review the most effective means of disseminating Learning Support Agreements (LSAs)	The Disability Support Office has identified a need to review the dissemination of LSAs to ensure they are as implemented as consistently as possible and support for disabled students is effectively established.	All LSAs disseminated in a consistent and efficient way.  All staff involved in supporting and teaching students with LSAs are aware of their responsibilities under the agreements and of storing and handling these data appropriately.	To be implemented during 2009-2010 academic year.	Disability Support Office  Equal Opportunities Coordinators
Improve consultation with students on a wider range of equality issues.	Undertake work with the Students' Union and the Directorate to fill longstanding vacancies on the Equal Opportunities Committee and its sub-committees. Ensure Equal	An increased level of student involvement in equalities action planning and provision of feedback on equal opportunities issues affecting them.	Ongoing 2009-2010	Chair and Secretary of the Equal Opportunities Committee and sub-committees

	Opportunities Coordinators are more fully utilised in engaging students in equal opportunities issues.			Directorate staff Students' Union Equal Opportunities Coordinators
Ensure equality and diversity is sufficiently reflected in all aspects of the curriculum	Equality and diversity to be included in the remit of the Institute's Curriculum Review.  Annual Course Review procedure to be augmented to include requirement for course teams to reflect on how far race equality is embedded within their course planning and development.	Increased evidence of the extent to which equality and diversity issues are embedded within the curriculum and programme planning to inform the development of any necessary support and professional development.	To be undertaken during Summer term 2010	Directorate Race Equality Committee Course Leaders LTQMs
Conduct further work on student progression and completion	Undertake further analysis of Annual Course Review data and cross-referenced data for different equalities categories to identify any trends in student progression and completion.	An increased understanding of any differences in the achievement of different groups of staff and the potential reasons for these.	Ongoing 2009-2010	Directorate Teaching Committee Equal Opportunities Committee