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**Institute of Education,  
University of London**

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**Public Sector Equality Duty  
Compliance Report  
2010/11**

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# Public Sector Equality Duty Compliance Report

## Foreword

As Director and Chair of the Equality and Diversity Committee, I am delighted to present to you our Compliance Report under the Equality Act 2010. This report details our staff and student profile and demonstrates the actions that we have taken – and intend to take – to ensure we comply with the general duty of the Equality Act.

This Report also aims to demonstrate our commitment to supporting the diversity of our staff and students and to illustrate the steps that we are taking to promote equality of opportunity within our working and study environment. Before April 2012, we will publish our equality objectives and would welcome any comments.

This report will be revisited and updated annually, although data will be assessed continually and reported once a term to the Equality and Diversity Forum. We would expect this report to be read in conjunction with other items on our website in order to give a complete picture of equality at the Institute of Education.

Professor Chris Husbands  
Director and Chair of the Equality and Diversity Committee

## **1. Equality and Diversity at the Institute of Education**

The Institute of Education welcomes a diverse community of staff and students. We seek to develop a community whose members value each other and contribute to the Institute's mission to be a centre of excellence in education and social science. Our aim is for an open, supportive environment where students and staff are given the support needed to realise their goals and aspirations. We seek to remove the barriers that prevent historically disadvantaged groups from realising their potential. We recognise that like other institutions we have work to do in order to achieve our goals.

We actively embrace our legal responsibilities and aim to go beyond them. We will treat all staff, students, visitors and applicants for employment or study equitably. No one will be accorded less favourable treatment because of age, disability, ethnic or national origin, gender, family circumstances, marital/civil partnership status, race, religious beliefs, sexual orientation or transgender status.

In order to achieve a community which encourages everyone to contribute fully to its work the Institute will endeavour to advance equality of opportunity and foster good relations by:

- Removing or minimising disadvantages suffered by staff and students and taking steps to meet their needs.
- Tackling prejudice and promoting understanding within the Institute.

## **2. The Equality Act**

The Equality Act replaces all of the previous equality legislation (for example, Race Relations (Amendment) Act 2000, Disability Discrimination Act 2005). The purpose of this new act is to consolidate and streamline the requirements whilst ensuring the protection of individuals from unfair treatment and promoting a fair and more equal society. The report provides general statistical information for the Institute of Education for staff and students in relation to race, gender and disability. At this stage the Institute does not record data on sexual orientation and religion/belief, but we will begin to collect this information from September 2012.

## **3. The Equality Duty**

The equality duty consists of a general duty, with three main aims, and specific duties to assist public bodies to meet the general duty.

The equality duty covers the following protected characteristics that are recognised within the Equality Act:

- age
- disability
- gender reassignment

- pregnancy and maternity
- race – this includes ethnic or national origin, colour or nationality
- religion or belief – this includes lack of belief
- sex
- sexual orientation.

It also applies to marriage and civil partnership, but only in respect of the requirement to have due regard to the need to eliminate unlawful discrimination in employment.

### General Duty

The Public Sector Equality Duty requires the Institute of Education to pay due regard to the following:

1. Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act 2010.
2. Advance equality of opportunity between people from different groups. This involves considering the need to:
  - a. Remove or minimise disadvantages suffered by people due to their protected characteristics,
  - b. Meet the needs of people with protected characteristics,
  - c. Encourage people with protected characteristics to participate in public life or in activities where their participation is low.
3. Foster good relations between people from different groups. This involves tackling prejudice and promoting understanding between people from different groups.

The Institute takes these obligations very seriously and we have a range of initiatives that aim to meet them fully. These are described below.

#### **(a) Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act 2010.**

- The Institute of Education has a robust equality and diversity committee structure which facilitates communication across the organisation as well as serving as a means to escalate localised issues.
- The Institute welcomes employment applications from a diverse range of people. This is best demonstrated through our subscription to the Positive about Disabled People Scheme.
- The Institute works hard to ensure it is accessible to a wide range of staff, students and visitors. We continually aim to anticipate the general requirements of disabled people with a wide range of impairments and health conditions and build these into our policies and procedures.
- The Institute recognises that some students and staff will require individual adjustments to enable them to access our assessment, learning, teaching and employment provision. This is evident in our Work Support Agreement and Learning and Teaching Agreement processes.
- Our course validation procedures have just been updated to include specific equality and diversity questions.

- We are participating in an Equality Challenge Unit initiative to examine the experiences of Black and Minority Ethnic staff in higher education.
- The Institute has mandatory equality and diversity training for all staff; this is currently being reviewed with the aim of providing an online refresher training element.
- Equality and diversity training is also included in our generic recruitment and selection training for any staff taking part in recruitment panels.
- All senior managers have been trained on the requirements and implications of the Equality Act.
- In the 2009-10 academic year two groups of staff completed a Mental Health First Aid programme run for us by Mind.

**(b) Advance equality of opportunity between people from different groups**

- The Institute has an Equality and Diversity Forum which meets once a term and is open to all staff. This allows for regular communication between all levels of staff and allows people to work together to develop and review key policies and decisions.
- The Institute also has a team of trained Equality and Diversity Advisors located in each Faculty and the Professional Services Departments. Their role is to ensure the Deans and Heads of Professional Services are supported in meeting the requirements of the Equality Act but also to facilitate effective communication between all staff across their area.

**(c) Foster good relations between people from different groups. This involves tackling prejudice and promoting understanding between people from different groups.**

- The Institute has a strong Race Equality Network and we are working hard to create further staff network groups.
- Information about equality and diversity across the Institute can be found on the Internet and Intranet.
- We provide access to a multi use prayer room located in the main Institute building.
- We liaise with the Students Union on key equality issues and work collaboratively to ensure excellent experiences for our students.

**Systemic Change Pilot: Advancing Race Equality**

We are participating in an Equality Challenge Unit initiative to examine the experiences of Black and Minority Ethnic staff in higher education. We feel that our participation in this project will allow us to open up further the debate on the experiences of our BME staff at the Institute.

Having closely studied equalities data at the IOE, the Senior Leadership Team, supported by the Assistant Director for Equalities and Engagement, has decided to place particular emphasis on promoting race equality. In late 2011, the Work Recognition and Enhancement Programme (WREP) was created and this is now the focus of widespread consultation. WREP will act as a programme of personal development for BME staff of all grades and functions and provide them with new opportunities to engage in satisfying and

demanding work. WREP will also pose considerable challenges for the IOE to translate policy into practice and to confront barriers to effective participation. The first stages of WREP will comprise ECU projects that involve relatively small numbers of BME staff in a pilot phase, to be followed by a more expanded scheme.

#### **4. Staff Data**

##### **Methodology**

The data provided is taken from our HR management information system, Bond, taken in October 2011. All recruitment and leavers data is for the period covering 1<sup>st</sup> October 2010 to 30 September 2011. It is treated as confidential personal data and is processed within the requirements of the Data Protection Act.

The Institute encourages all employees to provide information during the recruitment process and an equalities survey is carried out every two years to ensure records are as up to date as possible. Data for Sexual Orientation and Religion/belief will be added to our application form in 2012 and an equalities survey will take place over the summer term in 2012.

##### **Key Points –Workforce Profile**

The information in this section reviews our current workforce, with comparisons to previous years to evaluate improvements or identify potential areas for development. This information is reported to our Equality and Diversity Committee each April and October.

##### Black and Minority Ethnic

The proportion of Black and Minority Ethnic (BME) employees has remained fairly constant over the last few years. The overall proportion of BME employees is 16%. However this varies greatly across the grades, with 29% of staff at Grade 6 and 7% of staff at Grade 8 being from a BME background. We recognise that this is a challenge for the institution.

The number of BME staff in senior management positions has also remained consistent with 9% in October 2010 and 10% in October 2011. Although this would appear to be an increase there was also a restructure in this period.

We have considered data on the propensity of different groups of staff to use the IOE's disputes resolution and grievance procedure. In the relevant period, 16 staff took action under the procedure. Of these, 4 were BME staff and 12 non-BME staff. It is almost impossible on such small numbers to draw any conclusions on the distribution of grievances, but we are aware of the need to scrutinise such data carefully.

##### Disability

There continues to be a general increase in the number of disabled staff employed at the Institute. This is mostly linked to stronger monitoring procedures producing higher levels of declaration rather than new staff members, but we are pleased that there appears to be a greater willingness to declare. In October 2008 4.8% of the workforce had declared a disability, in 2011 it reached 7.9%.

The Institute is a signatory to the '2 ticks symbol' through Job Centre Plus which guarantees an interview to disabled candidates who meet the minimum criteria. This is reflected in our recruitment data with 30% of disabled applicants being offered an interview as opposed to 15% of non disabled people. Disabled people also have a slightly higher chance of being appointed, 3.5% as opposed to 3%.

The data in relation to the IOE's disputes resolution and grievance procedure is striking here. The figures suggest that 7 of the 16 staff pursuing grievances had previously told us about a disability, although none of those raising a grievance stated that disability was a factor in their case. We are investigating the reasons behind this through qualitative research and further data analysis.

### Gender

There is very little change within the overall workforce, with an approximate 65% female to 35% male ratio, over the last few years. This remains fairly consistent throughout the grade structure up to Grade 10. . For example at grade 8 71% of staff are women, at the senior management grades 51% are women. Women make up 30% of the senior management team. This figure has again remained fairly consistent as in October 2009 it was 35%.

When considering recruitment data it would appear that women have a slightly higher chance of being appointed once they have been interviewed, 20.3% compared with 19.7% for men.

The proportion of females submitting a grievance is slightly higher than the proportion in the workforce, with 13 of the 16 grievances being submitted by women.

### **Applicants**

From our online recruitment system it can be seen that there have been fewer jobs filled in the 2010-11 period (in 2009-10 there were 159 appointments made, in 2010-11 there were 77). In 2010-11 we received a total of 2530 applications (4536 in 2009-10), 392 (671 in 2009-10) people were interviewed and then 77 appointments made.

Overall, approximately 15% of applicants are interviewed.

There is little change in the gender of applicants since last year, with nearly 70% being female, a slightly higher percentage of females are interviewed than males by 2%.

The proportion of applicants from BME groups has fallen from 36% to 30%, although levels being invited to interview have remained constant at around 9%. A significant proportion of this disparity may be explained by the large numbers of international applications received through the Institute's online application portal.

There has also been an increase in disabled applicants, from 3.5% to 6%, which is an increase of approximately 140 people. Policy ensures that disabled applicants are interviewed if they meet the essential criteria which resulted in 35% of applicants being interviewed.

## Successful Applicants

Managers involved in carrying out recruitment undertake training and there is clear guidance on our intranet to support managers through the process, including details of the legal aspects of recruiting fairly and equally.

There is little change in the pattern of our successful appointments for gender and disability in the last year. The biggest shift has been with the appointment rate for BME staff, in previous years white applicants were twice as likely to be appointed. The data for 2011 shows that after the interview BME staff are almost as likely as white staff to be appointed, 19.4% of BME staff who are interviewed are appointed and 20.2% of white interviewees are appointed.

## **Leavers**

In the 2010-2011 period 18% of all leavers were from a BME background; this figure is exactly the same as that for 2009-2010. Between 1<sup>st</sup> August 2010 and the 31<sup>st</sup> July 2011 there were a total of 143 leavers compared with 133 in 2009-2010. There are slightly higher numbers of men leaving in 2010-2011 (37% as opposed to 30%). The number of disabled staff leaving the Institute has risen from 6.8% in 2009-2010 to 9.8% in 2010-2011. Exit interview information is also analysed and reviewed each year. This is reported to the Equality and Diversity Committee each October.

## **5. 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 two academic years. The data are taken from our Student Information System. In earlier reports we have compared data over three years and we will return to this approach from next year, however, our undergraduate provision is quite new and currently we only have data for two years. We will also, starting this year, be collecting data on sexual orientation and religion and belief and will report on both these protected characteristics, together with age, in our next annual report.

Further work needs to be undertaken with reference to student progression and completion. Faculties and the Doctoral School have for several years been required to undertake programme level analysis of their students' progress by ethnicity, gender and disability, considering any trends and reporting annually to the Teaching Committee. Specific equality issues will from this year be referred to the Equality and Diversity Committee. Overarching analysis of progression and completion is complicated for what is a predominantly postgraduate institution with a majority of part-time students. However, we are working on the most appropriate way of reporting on this and aim to publish this data in our next annual report.

## Gender

In 2009/10, women represent just over half of the entire HE student population (56.6%) and 75.4% of students undertaking Education courses (HESA *Students in Higher Education Institutions 2009/10*). The Institute's gender profile reflects the national picture very closely. The data presented in the tables below show a summary of student applications and enrolments by gender for the last two academic years. A more detailed breakdown by gender and programme area is attached as Appendix B.

Applications by academic year and gender:

Year	Female	Male	Total
2009/10	7,831 (68.9%)	3,527 (31.1%)	11,358 (100%)
2010/11	7,521 (69.3%)	3,327 (30.7%)	10,848 (100%)

Enrolments by academic year and gender:

Year	Female	Male	Total
2009/10	4,504 (71.8%)	1,767 (28.2%)	6,271 (100%)
2010/11	4,770 (73.4%)	1,726 (26.6%)	6,496 (100%)

These data show that the gender split at the application stage remains fairly constant but in 2010/11 there has been a slight increase in the number of female enrolments with a slight reduction in the number of male enrolments.

A specific area of work in relation to gender has been the recruitment of male students onto the Primary PGCE which has been a national priority and was previously supported by Training and Development Agency for Schools (TDA) funding. The TDA did not set formal targets for this activity, although the Institute committed itself to meeting or exceeding the sector average (which, in 2006, was 16%). This target was met in 2006, but then suffered a setback in subsequent years as a result of the withdrawal of TDA funding. In 2009-10 and 2010-11, our performance against this measure has recovered and recruitment data for 2011-12 indicates that male students on our Primary PGCE make up 17% of the population, exceeding our 2006 target.

## Disability

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

Applications by academic year and disability:

<b>Year</b>	<b>Disabled</b>	<b>No disability</b>	<b>Not known</b>	<b>Total</b>
<b>2009/10</b>	603 (5.3%)	10,496 (92.4%)	259 (2.3%)	11,358 (100%)
<b>2010/11</b>	577 (5.3%)	10,080 (92.9%)	191 (1.8%)	10,848 (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>2009/10</b>	349 (5.6%)	5,741 (91.5%)	181 (2.9%)	6,271 (100%)
<b>2010/11</b>	315 (4.8%)	6,101 (93.9%)	80 (1.2%)	6,496 (100%)

The increase in the number of disabled applicants to the Institute's programmes (as a proportion of the total number of applications) has continued. Disabled enrolments on the Institute's programmes increased up to 2009/10 with a slight drop shown in 2010/11. Whether or not this is a trend will be clear once figures are available for 2011/12. There has, however, been a steady increase in the number of students prepared to disclose a disability which enables the Institute to ensure that all those in need of support and adjustments are able to obtain what they need. This is reflected in the high levels of satisfaction with disability support shown in the annual student satisfaction survey.

The data presented here are derived from the student record and as such may not include details of all disabled students, as there continue to be a small number who seek support from the Disability Support team but request that information regarding their disability is not recorded. 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.

The increasing use of the service has prompted a review and restructuring of the Disability Support Office with increased staffing in order to maintain a good response to student needs.

A summary of enrolled student numbers by disability is included with the tables in Appendix B.

### **Ethnicity**

The data presented in the tables below show a summary of student applications and enrolments by ethnicity for the last two academic years. A breakdown by ethnicity and programme area is attached as Appendix B. Different ethnic categories have been aggregated in these tables in order to provide 'headline data' that is more easily comparable. Data are disaggregated by principle minority ethnic categories for internal monitoring purposes.

Summary of applications by academic year and ethnicity:

Year	BME	Non-BME	Unknown	Total
<b>2009/10</b>	2,497 (22.0%)	3,251 (28.6%)	5,610 (49.4%)	11,358 (100%)
<b>2010/11</b>	2,105 (19.4%)	3,628 (33.4%)	5,115 (47.2%)	10,848 (100%)

Summary of enrolments by academic year and ethnicity:

Year	BME	Non-BME	Unknown	Total
<b>2009/10</b>	1,680 (26.8%)	3,515 (56.1%)	1,076 (17.2%)	6,271 (100%)
<b>2010/11</b>	1,626 (25.0%)	3,803 (58.5%)	1,067 (16.4%)	6,496 (100%)

The data presented here implies a reduction in both applications and enrolments from BME students. However, there has been a significant increase in the number of students not declaring their ethnicity at both the application and enrolment stages. In 2008/09 applicants with unknown ethnicity totalled 1,634 (15.9%) while at the enrolment stage the figures were 385 (5.6%). The reasons for this are being investigated currently. With such an increase in both applicants and enrolled students not declaring their ethnicity, it is not possible at present to know whether there has been an actual decline in BME student numbers.

In terms of specific activity relating to the recruitment of BME students, the Institute has undertaken considerable work on recruitment to the Primary and Secondary PGCE programmes as this has been a TDA national priority. Until 2010, the TDA required institutions to meet specific targets and provided funding to support this work. The Institute's target in 2009-10 and 2010-11 was 27% and was met in both years. However, the withdrawal of TDA funding has impacted on recruitment of BME students since, falling to 23% in 2010-11. Nonetheless, the Institute has performed exceptionally well on this measure compared to the national average, with 11% of the national cohort in 2009-10 represented by BME students, compared to the Institute's 27%.

The Institute continues to take seriously the recruitment of BME students to all its programmes. The development of strategies to support BME applicants and enrolled students forms a key element of the Institute's widening participation strategy.

## **6. Recommendations/Action points**

The new Equality Act seeks to combine the duties with regard to individual strands of equality law into one cohesive piece of legislation. In response to this the IOE is drafting a Single Equality and Diversity Strategy for consultation, which brings together our existing Race Equality, Disability Equality and Gender Equality Schemes and combines them with duties in respect of age, sexual orientation and religion or belief, as outlined above.

A wider range of monitoring data will be collected from the summer term 2012, extending our current categories to include age, sexual orientation and religion and belief. We will also undertake further work around the differences between full- and part-time staff and analyse figures around maternity leave. The same wider range of monitoring data will be collected for students, and specific work to encourage applicants and enrolled students to declare their ethnicity for monitoring purposes will be undertaken.

The Institute continues to work closely with the Students' Union on equality issues and the Equality and Diversity Forum, being held on a termly basis and chaired by the Assistant Director: Equalities and Engagement, is open to students as well as staff.

Key action points for the next 12 months are:

1. Development and publication of Equality Objectives before 6 April 2012.
2. Development and publication of an Equality and Diversity Strategy by July 2012.
3. Consultation with staff and students regarding collection and publication of a wider range of data on age, sexual orientation and religion or belief, with a view to commencing the collection of such data from September 2012.
4. Consultation with students regarding the appropriate approach to be taken to encourage a greater proportion to declare their ethnicity for monitoring purposes.
5. Through the Equality and Diversity Forum, the development of an effective communication strategy to ensure equality and diversity issues are identified and addressed at all levels of the organisation.
6. Implementation of the Work Recognition and Enhancement Programme (WREP) for BME staff.

## Appendix A – Staff Data

### Equality Workforce Data October 2011

	Men	Women	Total
<b>Academic</b>	130	230	360
<b>Professional</b>	171	356	527
<b>Total Staff</b>	301	586	887

BME	White	Unknown	Disabled Staff
29	321	10	24
113	401	13	46
142	722	23	70

	Men	Women	Total
<b>Academic</b>	36.1%	64.2%	42.1%
<b>Professional</b>	32.4%	67.6%	57.9%
<b>Total Staff</b>	<b>33.9%</b>	<b>66.1%</b>	

BME	White	Unknown	Disabled Staff
8.1%	89.2%	2.8%	6.7%
21.4%	76.1%	2.5%	8.7%
<b>16.0%</b>	<b>81.4%</b>	<b>2.6%</b>	<b>7.9%</b>

### Senior Management Staff

	Men	Women	Total
<b>Total</b>	7	3	10
<b>%</b>	70.0%	30.0%	

BME	White	Unknown
1	7	2
10.0%	70.0%	20.0%

### Fee Paid Staff

	Men	Women	Total
<b>Total</b>	31	70	101
<b>%</b>	30.7%	69.3%	

BME	White	Unknown	Disabled Staff
6	92	3	7
5.9%	91.1%	3.0%	6.9%

### Information by Grade

	Men		Women		Total
<b>Grades 1 - 5</b>	39	32.8%	80	67.2%	119
<b>Grade 6</b>	39	28.3%	99	71.7%	138
<b>Grade 7</b>	52	32.7%	107	67.3%	159
<b>Grade 8</b>	69	29.0%	169	71.0%	238
<b>Grade 9 &amp; 10</b>	53	40.2%	79	59.8%	132
<b>Senior Management Grades</b>	46	48.9%	48	51.1%	94
<b>Unknown grade</b>	3	42.9%	4	57.1%	7
<b>TOTAL</b>	<b>301</b>	<b>33.9%</b>	<b>586</b>	<b>66.1%</b>	<b>887</b>

	<b>BME</b>		<b>Non BME</b>		<b>Not known</b>	
<b>Grades 1 - 5</b>	33	27.7%	83	69.7%	3	2.5%
<b>Grade 6</b>	41	29.7%	93	67.4%	4	2.9%
<b>Grade 7</b>	33	20.8%	124	78.0%	2	1.3%
<b>Grade 8</b>	17	7.1%	213	89.5%	8	3.4%
<b>Grade 9 &amp; 10</b>	10	7.6%	120	90.9%	2	1.5%
<b>Senior Management Grades</b>	8	8.5%	83	88.3%	3	3.2%
<b>Unknown grade</b>	0	0.0%	6	85.7%	1	14.3%
<b>TOTAL</b>	<b>142</b>	<b>16.0%</b>	<b>722</b>	<b>81.4%</b>	<b>23</b>	<b>2.6%</b>

	<b>Declared disabled</b>	
<b>Grades 1 - 5</b>	10	8.4%
<b>Grade 6</b>	13	9.4%
<b>Grade 7</b>	10	6.3%
<b>Grade 8</b>	19	8.0%
<b>Grade 9 &amp; 10</b>	8	6.1%
<b>Senior Management Grades</b>	10	10.6%
<b>TOTAL</b>	<b>70</b>	

**Professors**

<b>Men</b>	<b>Women</b>	<b>Total</b>
38	37	75
50.7%	49.3%	

<b>BME</b>	<b>White</b>	<b>Unknown</b>
5	68	2
6.7%	90.7%	2.7%

<b>Disabled Staff</b>
8
10.7%

## Recruitment Data 10-11

Stage of application	Applicants
Applied	2530
Interviewed	390
Appointed	77
Withdrawn	

### Ethnicity

	BME	White	Unknown
<b>Applied</b>	753	1688	89
	29.8%	66.7%	3.5%
<b>Interviewed</b>	72	307	11
	18.5%	78.7%	2.8%
<b>Appointed</b>	14	62	1
	18.2%	80.5%	1.3%

### Proportions against number of applications

	BME	White	Unknown
<b>Interviewed</b>	9.6%	18.2%	12.4%
<b>Appointed</b>	1.9%	3.7%	1.1%

### Proportions against number interviewed

	BME	Non BME	Not known
<b>Appointed</b>	19.4%	20.2%	9.1%

### Gender

	Male	Female	Unknown
<b>Applied</b>	823	1673	34
	32.5%	66.1%	1.3%
<b>Interviewed</b>	114	271	5
	29.2%	69.5%	1.3%
<b>Appointed</b>	22	55	0
	28.6%	71.4%	0.0%

### Proportions against number of applications

	Male	Female	Unknown
<b>Interviewed</b>	13.9%	16.2%	11.1%
<b>Appointed</b>	2.7%	3.3%	0.0%

### Proportions against number interviewed

	Male	Female	Unknown
<b>Appointed</b>	19.3%	20.3%	0.0%

## Disability

	<b>Disabled</b>	<b>Not known to be disabled</b>	<b>Total</b>
<b>Applied</b>	114	2416	2530
	4.5%	95.5%	
<b>Interviewed</b>	34	356	390
	8.7%	91.3%	
<b>Appointed</b>	4	73	77
	5.2%	94.8%	

### **Proportions against number of applications**

	<b>Declared Disabled</b>	<b>Not known to be disabled</b>
<b>Interviewed</b>	29.8%	14.7%
<b>Appointed</b>	3.5%	3.0%

### **Proportions against number interviewed**

	<b>Declared Disabled</b>	<b>Not known to be disabled</b>
<b>Appointed</b>	11.8%	20.5%

**Leavers 10 - 11**

**Without Fee**

	<b>Men</b>	<b>Women</b>	<b>Total</b>
<b>Academic</b>	24	41	65
<b>Professional</b>	29	49	78
<b>Total Staff</b>	53	90	<b>143</b>

<b>BME</b>	<b>White</b>	<b>Unknown</b>
9	50	6
17	59	2
26	109	8

<b>Disabled Staff</b>
4
10
14

	<b>Men</b>	<b>Women</b>
<b>Academic</b>	36.9%	63.1%
<b>Professional</b>	37.2%	62.8%
<b>Total Staff</b>	<b>37.1%</b>	<b>62.9%</b>

<b>BME</b>	<b>White</b>	<b>Unknown</b>
13.8%	76.9%	9.2%
21.8%	75.6%	2.6%
<b>18.2%</b>	<b>76.2%</b>	<b>5.6%</b>

<b>Disabled Staff</b>
6.2%
12.8%
<b>9.8%</b>

**Fee**

	<b>Men</b>	<b>Women</b>	<b>Total</b>
Total Staff	21	84	<b>105</b>
%	20.0%	80.0%	

<b>BME</b>	<b>White</b>	<b>Unknown</b>
11	86	8
10.5%	81.9%	7.6%

<b>Disabled Staff</b>
16
15.2%

## Appendix B – Student Data

### Applications by academic year, programme area and gender:

Gender	ITT		PD		RES		UG		OTH	
	09/10	10/11	09/10	10/11	09/10	10/11	09/10	10/11	09/10	10/11
Female	3714	3572	2810	2787	609	674	215	118	483	370
Male	1723	1836	1108	971	460	358	32	21	204	141
<b>Total</b>	<b>5437</b>	<b>5408</b>	<b>3918</b>	<b>3758</b>	<b>1069</b>	<b>1032</b>	<b>247</b>	<b>139</b>	<b>687</b>	<b>511</b>

  

Gender	ITT		PD		RES		UG		OTH	
	09/10	10/11	09/10	10/11	09/10	10/11	09/10	10/11	09/10	10/11
Female	68.3%	66.1%	71.7%	74.2%	57%	65.3%	87%	84.9%	70.3%	72.4%
Male	31.7%	33.9%	28.3%	25.8%	43%	34.7%	13%	15.1%	29.7%	27.6%
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

### Applications by academic year, programme area and disability:

Disability	ITT		PD		RES		UG		OTH	
	09/10	10/11	09/10	10/11	09/10	10/11	09/10	10/11	09/10	10/11
Disabled	391	391	129	119	59	33	14	14	10	20
Not Disabled	5035	5008	3662	3547	1005	951	220	100	574	474
Not known	11	9	127	92	5	48	13	25	103	17
<b>Total</b>	<b>5437</b>	<b>5408</b>	<b>3918</b>	<b>3758</b>	<b>1069</b>	<b>1032</b>	<b>247</b>	<b>139</b>	<b>687</b>	<b>511</b>

  

Disability	ITT		PD		RES		UG		OTH	
	09/10	10/11	09/10	10/11	09/10	10/11	09/10	10/11	09/10	10/11
Disabled	7.2%	7.2%	3.3%	3.2%	5.5%	3.2%	5.7%	10.1%	1.5%	3.9%
Not Disabled	92.6%	92.6%	93.5%	94.4%	94%	92.2%	89.1%	71.9%	83.6%	92.8%
Not known	0.2%	0.2%	3.2%	2.4%	0.5%	4.7%	5.3%	18%	15%	3.3%
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

### Applications by academic year, programme area and ethnicity:

Ethnicity	ITT		PD		RES		UG		OTH	
	09/10	10/11	09/10	10/11	09/10	10/11	09/10	10/11	09/10	10/11
BME	770	870	1225	903	354	204	78	47	70	81
Non-BME	1359	1440	1243	1548	396	376	60	46	193	218
Not Known	3308	3098	1450	1307	319	452	109	46	424	212
<b>Total</b>	<b>5437</b>	<b>5408</b>	<b>3918</b>	<b>3758</b>	<b>1069</b>	<b>1032</b>	<b>247</b>	<b>139</b>	<b>687</b>	<b>511</b>

  

Ethnicity	ITT		PD		RES		UG		OTH	
	09/10	10/11	09/10	10/11	09/10	10/11	09/10	10/11	09/10	10/11
BME	14.2%	16.1%	31.3%	24%	33.1%	19.8%	31.6%	33.8%	10.2%	15.9%
Non-BME	25%	26.6%	31.7%	41.2%	37%	36.4%	24.3%	33.1%	28.1%	42.7%
Not Known	60.8%	57.3%	37%	34.8%	29.8%	43.8%	44.1%	33.1%	61.7%	41.5%
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

**Enrolment by academic year, programme area and gender:**

Gender	ITT		PD		RES		UG		OTH	
	09/10	10/11	09/10	10/11	09/10	10/11	09/10	10/11	09/10	10/11
Female	1087	1106	2136	2596	573	611	190	163	518	294
Male	460	497	787	818	273	280	35	33	212	98
<b>Total</b>	<b>1547</b>	<b>1603</b>	<b>2923</b>	<b>3414</b>	<b>846</b>	<b>891</b>	<b>225</b>	<b>196</b>	<b>730</b>	<b>392</b>

  

Gender	ITT		PD		RES		UG		OTH	
	09/10	10/11	09/10	10/11	09/10	10/11	09/10	10/11	09/10	10/11
Female	70%	69%	73%	76%	68%	69%	84%	83%	71%	75%
Male	30%	31%	27%	24%	32%	31%	16%	17%	29%	25%
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

**Enrolment by academic year, programme area and disability:**

Disability	ITT		PD		RES		UG		OTH	
	09/10	10/11	09/10	10/11	09/10	10/11	09/10	10/11	09/10	10/11
Disabled	139	135	134	111	40	39	30	25	6	5
Not Disabled	1399	1465	2688	3234	806	851	191	167	657	384
Not known	9	3	101	69		1	4	4	67	3
<b>Total</b>	<b>1547</b>	<b>1603</b>	<b>2923</b>	<b>3414</b>	<b>846</b>	<b>891</b>	<b>225</b>	<b>196</b>	<b>730</b>	<b>392</b>

  

Disability	ITT		PD		RES		UG		OTH	
	09/10	10/11	09/10	10/11	09/10	10/11	09/10	10/11	09/10	10/11
Disabled	9%	8%	5%	3%	5%	4%	13%	13%	1%	1%
Not Disabled	90%	91%	92%	95%	95%	96%	85%	85%	90%	98%
Not known	1%	0%	3%	2%	0%	0%	2%	2%	9%	1%
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

**Enrolment by academic year, programme area and ethnicity:**

Ethnicity	ITT		PD		RES		UG		OTH	
	09/10	10/11	09/10	10/11	09/10	10/11	09/10	10/11	09/10	10/11
BME	475	428	779	823	226	239	109	81	91	55
Non-BME	995	1055	1625	1961	547	535	84	75	264	177
Not Known	77	120	519	630	73	117	32	40	375	160
<b>Total</b>	<b>1547</b>	<b>1603</b>	<b>2923</b>	<b>3414</b>	<b>846</b>	<b>891</b>	<b>225</b>	<b>196</b>	<b>730</b>	<b>392</b>

  

Ethnicity	ITT		PD		RES		UG		OTH	
	09/10	10/11	09/10	10/11	09/10	10/11	09/10	10/11	09/10	10/11
BME	31%	27%	27%	24%	27%	27%	48%	41%	12%	14%
Non-BME	64%	66%	56%	57%	65%	60%	37%	38%	36%	45%
Not Known	5%	7%	18%	18%	9%	13%	14%	20%	51%	41%
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

### Student numbers by specific disability

Disability	09/10		10/11	
	Headcount	Percentage	Headcount	Percentage
A long standing illness or health condition such as cancer, HIV, diabetes, chronic heart disease, or epilepsy.	45	13%	49	15.6%
A mental health condition, such as depression, schizophrenia or anxiety disorder.	20	5.8%	24	7.6%
A physical impairment or mobility issues, such as difficulty using arms or using a wheelchair or crutches.	18	5.2%	17	5.4%
A specific learning difficulty such as dyslexia, dyspraxia or AD(H)D.	165	47.6%	145	46%
An unseen disability, e.g. diabetes, epilepsy, asthma.	16	4.6%		0%
Blind or a serious visual impairment uncorrected by glasses.	15	4.3%	9	2.9%
Deaf or a serious hearing impairment.	23	6.6%	16	5.1%
Two or more impairments and/or disabling medical conditions.	16	4.6%	20	6.3%
A disability, impairment or medical condition that is not listed above.	29	8.4%	35	11.1%
<b>Total</b>	<b>347</b>	<b>100%</b>	<b>315</b>	<b>100%</b>