

UNIVERSITY OF DERBY

EQUALITY & DIVERSITY
COMMITTEE ANNUAL REPORT

2005-6



EQUALITY & DIVERSITY COMMITTEE ANNUAL REPORT 2005-06



Introduction by the Chair of the EDC

It gives me great pleasure to present the annual report for the Equality & Diversity Committee and report on what has been achieved over the past year, during which the Committee has met four times. There have been some changes in membership of the Committee, with new members taking on new responsibilities. There are also now local Committees in BCL, EHS and UDB, with ADT due to develop one soon.

As expected, work has continued on the development of the four strands of the Equality and Diversity Scheme and action plans – a major project undertaken by many staff under the guidance of various committee members. Progress has been mixed. The Employee strand of the scheme has been approved and is in place. Work on identified actions is underway and will continue to be an area of focus over the coming year. Completion of the remaining three strands; Students, Facilities and Service / Contractors will be a priority over the next few months and I am hopeful that they will be up and running shortly.

Legislation continues to play an ongoing and prominent role. As of 1st October this year, The Employment Equality [Age] Regulations 2006 make it illegal for employers to discriminate against employees [and potential employees] on the grounds of their age. Much work has been undertaken in reviewing policies and procedures and a series of awareness briefings have been rolled out to senior management. Consequently, I am confident that the University is well placed to minimise any potential allegations of age discrimination although the ramifications potentially affect everyone and will take some time for all staff to fully absorb.

We have also been successful in establishing a race equality sub group of the committee to consult directly on issues affecting BME staff and students, although more work needs to be undertaken in looking at Positive Action initiatives to improve job applications from BME and disabled staff. This action is a part of our values and behaviours.

Our Organisational & People Development team have introduced Equality & Diversity into their training courses as a running theme, to ensure that all courses have Equality & Diversity at their core.

Overall, I think that the Committee has helped many positive strides take place towards its key priorities, although the next 12 months will continue to present some difficult challenges. I am confident that with the continued support of my fellow committee members, these will be successfully overcome.

Martyn Holden
Director of Human Resources



University of Derby Student's Union

We here at the Student Union recognise and embrace the diversity of our student population and understand that they have a variety of views and opinions, one of our goals this year is to represent this diverse student voice.

We are pleased to announce our commitment to progress by introducing a new position within the UDSU of an Equality and Diversity Co-ordinator Sukhi Kainth. One of the exciting elements of this post is that it was created in collaboration with the Retention team. Sukhi will be working closely with the Student Union team building on the partnership work already in place between ourselves, the university body and external partners. Her key objective will be to increase the student voice and assess the student experience as a whole. Sukhi will also be chairing the Student Union's Equality and Diversity meetings with the intention of addressing issues of cultural change and development within our department.

At the UDSU we recognise that there are a number of students who remain at a disadvantage within the institution. As a member of key committees within the University I will continue to ensure that these students' views are heard and that their student experience is maximised. We are dedicated to listening to the feedback and comments that our students make about the institution, courses, service provision and 'the student experience' in general. For example we have responded positively to the issues raised about the Student Union in the 'Lower Levels of Satisfaction from Disabled students at the University of Derby' report.

Our new student bar, offices and other venues are fully accessible to all disabled students. The May and Graduation Ball are all inclusive events and there will be a designated disabled viewing area for those in wheelchairs. Furthermore additional seating in all key areas will be provided to ensure that those with mobility issues are suitably catered for. Also our bar supervisors have been trained in fire evaluation and are fully aware of their responsibilities for those students with disabilities.

I foresee that over the next year we will endeavour to ensure that the views both good and bad are brought to the University's attention and that together improvements can be made which will not only affect current students but also show our long term commitment to Equality and Diversity

I look forward to a productive and exciting year ahead

Ben Whittaker
Vice President Education and Welfare

Peter Frost
Head of Equality & Diversity (HE Department)

Having taken over responsibility for Equality & Diversity from Darren Tidmarsh, I would like to thank Darren and his team for the work undertaken in laying down the foundations of the four strands of the Equality & Diversity Scheme. With the support of colleagues across the University, I see the completion of this work as a priority over the coming months.

It will remain important that we continue in our work towards promoting equality of opportunity for all of our employees and students, eliminate unlawful discrimination and promote positive attitudes. Impact assessment of our policies and procedures will play an increasingly important role as more and more the legislation places a requirement on employers of the duty to promote. The gender equality duty will be the biggest change in sex equality law for nearly 30 years and will be enforceable from April 2007. We will need to ensure that the University remains well prepared



Ben Bailey
Chair of the Disability Co-ordinators Group

The Disability Co-ordinators Group consists of nominated Disability Co-ordinators for each Faculty and Department who have a remit to provide information advice and support to colleagues and/or students around matters relating to Disability. The DCG through 2005/06 has continued to pursue improving accessibility across the University in a number of ways:

- supporting projects to improve access to Teaching & Learning from within it's £20k development fund including:
 - o Adapted Gardening, Catering and Sports equipment for students in Buxton
 - o Web cams to assist ADT students to record lectures
 - o Large Flat screen TV for accessible display of practical sessions in ADT
 - o Various Accessible software to improve access to teaching material
- improving processes for supporting students through the sharing of good practice between co-ordinators
- tackling specific issues within faculties and departments by seeking feedback and identifying potential solutions
- working across departments to address the ongoing audit and action planning to improve accessibility and the removal of barriers to participation

More recently a review of the operation of the DCG has recognised the need for the group to develop, to move to further address more strategic issues alongside many of the practical issues it contributes to resolving. This review will shape the action plan for the group for 2006/07.



Harj Lallie
Chair of the Race Equality Group

Over the past 12 months, the newly-established REG has met 3 times to discuss Race Equality across the University. Concerns are then taken back to the faculties and departments and cascaded through their own Equality forums. The REG discusses any race-related issues and will continue to monitor the staff recruitment and leavers statistics as well as the achievement statistics for BME students. Over the next 12 months, the REG will seek to establish a more prominent footing in each faculty and department. We will also continue to monitor recruitment and selection activity, and will work closely with the HR department to help make sure that positive steps are taken to attract applications from the BME community.

We have also been in contact with the Black Police Association and will use the opportunity to take forward any learnings in positive action.

Equality & Diversity in Learning, Teaching & Assessment (QED)

Roy Seden, Quality Enhancement Manager
Faculty Overview of Equality and Diversity

The Faculties have been highly successful in the continued drive to improve pedagogic practice and meet the diverse needs of all students from a learning teaching and assessment perspective. For example, the HEFCE Pathfinder project, located in the School of Flexible and Partnership Learning, is now established across the University. It is one of only 5 in the country, positioning us well in the sector as a leading institution in this respect. Each Faculty also now has a community of at least 7 awarded Teaching Fellows released by the Teaching Quality Enhancement Fund and Pathfinder funding for a day a week to work on Learning Teaching and Assessment (LTA) projects. Such staff are increasingly influential at Faculty and University levels, are seen as championing pedagogy, and are networking at both levels. This more robust infrastructure continues to offer a way of implementing our core LTA functions, and is influencing internal academic debate.

The year culminated in July in a highly successful LTA Conference in the Dome at Buxton. There, over 70 workshops or posters disseminated both the diverse Teaching Fellow projects, and also diverse activity by a wide range of colleagues. This has been a successful year with much consolidation and innovation, reflecting the growing reputation of the University. A further such year is anticipated as increased Teaching Quality Enhancement Fund resources further enable policy to become practice, assisting colleagues across the University in continuing to improve the quality of their academic

practice and of student learning and achievement, in line with the University mission.

Louise Zandian, Equality in Learning and Teaching Co-ordinator Equality in Learning Teaching and Assessment

The Equality in Learning and Teaching Co-ordinator (Quality Enhancement Department) has provided 36 learning teaching and assessment staff development sessions over the year focussing on an equality and diversity theme. This included one to the M1/M69 staff development network .The team has supported both central and local induction. The Equality in Learning and Teaching Co-ordinator has:

- assisted colleagues in the Faculties and the Quality Enhancement Department by providing advice and guidance to develop socially inclusive learning and teaching documentation;
- provided guidance on equality issues in learning teaching and assessment to academic staff and university committees with reference to legislative requirements and best practice in learning, teaching and assessment;
- worked as a partner organisation on a HEFCE, Strand 2 disability project which SKILL published in April 2006, as a staff development practical guide for academics and support staff on inclusive practice for disabled students. Most of the e-learning staff development sessions embed such issues into the sessions. There were also 4 sessions organised and run on "Making Word based resources more accessible", and 31 sessions run on "An Introduction to Mind Genius" - which has attracted over 150 people.

EQUALITY & DIVERSITY COMMITTEE KEY PRIORITIES FOR 2006-07

Over the past 12 months, some good progress has been made on the key priorities set last year. The Equality & Diversity Scheme was a major piece of work and some significant headway has been made to date: however, it remains as 'work in progress' and its completion will be a priority over the coming year.

Some other priorities from last year are also ongoing. Listed below are the key priorities for 2006-07:

- **Complete the Equality & Diversity Scheme**
The staff strand of the scheme is in place with work on the other three strands, i.e. students, facilities and contractors / service providers underway. A priority will be to complete this work quickly to fully meet our legal obligations. Of more importance will be to continue in our work towards promoting equality of opportunity for all of our employees and students, eliminate unlawful discrimination and promote positive attitudes.
- **Gender Equality Duty – April 07**
Compliance will require a careful assessment of policy and practices, including maternity, flexible working and recruitment, as well as considering any equal pay gaps.
- **Increase job applications from BME and disabled people**
The Race Equality Group, in conjunction with HR, will consider ways in which we can encourage more applications from the BME communities. Monitoring will continue and be reported to the Committee. Positive Action initiatives to increase job applications from disabled candidates also require consideration
- **Respond to Student Survey results**
To build on the favourable indication of satisfaction from disabled students last year, but to expand the remit to increase student satisfaction across all diversity areas.
- **Update procedures for monitoring academic offences / appeals / complaints**
Put in place procedures for monitoring academic offences, appeals and complaints across all diversity areas.
- **Continue to ensure that Equality & Diversity are embedded in the Learning, Teaching and Assessment Strategy**
QED and OPD have been working hard on this area and will continue to do so over the next 12 months.
- **Consider a re-focus of the Committee to look at the different student relationships between each other as well as between student and staff**
Consider the need to set up different student focus groups; identify potential issues and put in place any appropriate actions. Student Union to play a lead role.

APPENDICIES

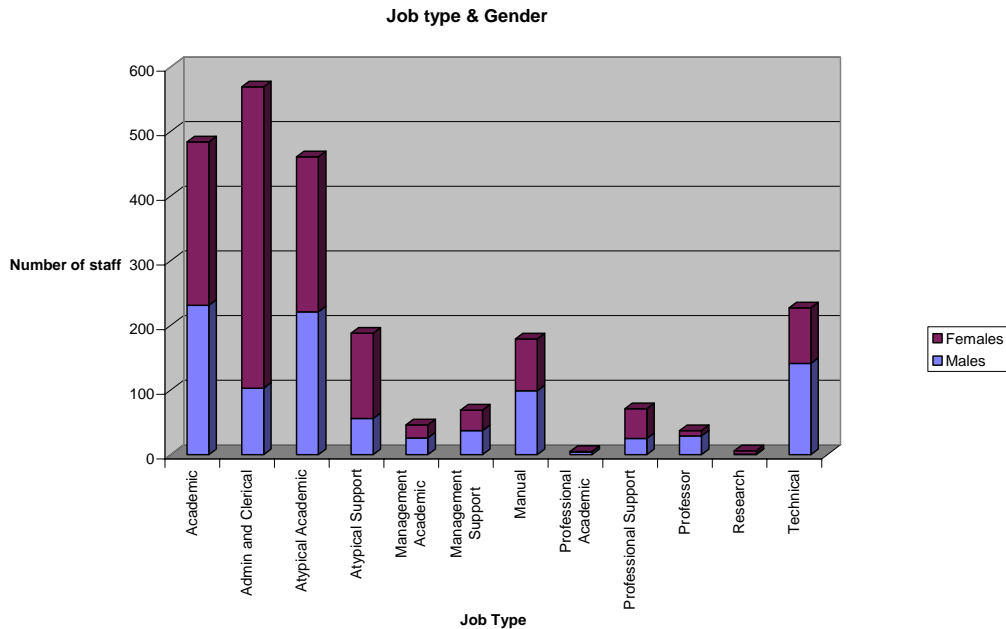
STAFF STATS

The staff profile information is prepared on an annual basis for the Equality & Diversity Committee's annual report as part of the University's promotional duties under the various equalities legislation. We also undertake monitoring of recruitment, selection, training, leavers and merit ratings of staff on a quarterly basis, but this information is disseminated and discussed at a local level. The information below was taken from the staff database as at 31 July 2006.

GENDER

	HE Sector	Local Population	University	Buxton	Student
Female	53%	49%	58%	73%	60%
Male	47%	51%	42%	27%	40%

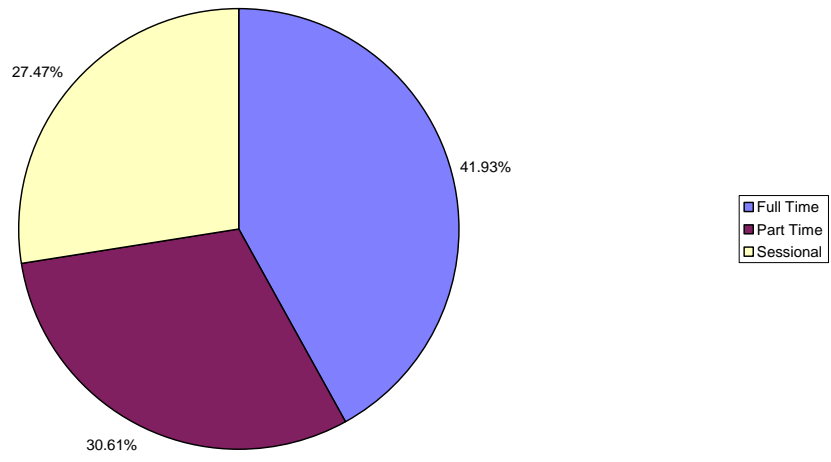
The percentage of female staff has remained constant from last year. It is still comparable with the HE sector, local population and the student body. There is still a higher percentage of female staff at Buxton, due to the large number of administration and sessional roles, which traditionally attract females, whilst at Derby there are more roles that traditionally attract males, such as electricians, carpenters and plumbers.



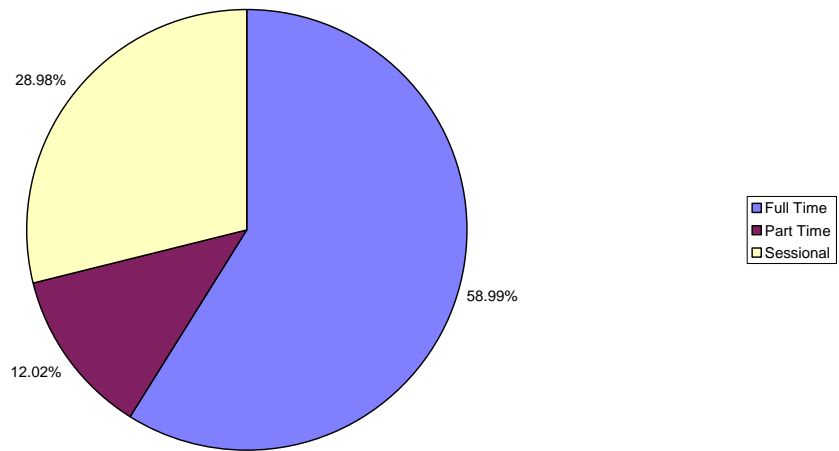
We still have a far higher percentage of female staff working part-time than male staff, the percentages are very much in line with those of last year. This may reflect the University's flexible working policies. The higher proportion of females in atypical support roles may be explained by the attraction to females of the more flexible nature of work patterns, as it remains mainly females that take on more traditional family caring roles.

Job type	Females	Percentage of Female staff	Males	Percentage of Male staff
Academic	253	18.48%	231	23.74%
Admin and Clerical	466	34.04%	103	10.59%
Atypical Academic	240	17.53%	221	22.71%
Atypical Support	132	9.64%	56	5.76%
Management Academic	20	1.46%	26	2.67%
Management Support	32	2.34%	37	3.80%
Manual	80	5.84%	99	10.17%
Professional Academic	1	0.07%	4	0.41%
Professional Support	46	3.36%	25	2.57%
Professor	8	0.58%	29	2.98%
Research	5	0.37%	1	0.10%
Technical	86	6.28%	141	14.49%
Total	1369	100.00%	973	100.00%

Female Work Patterns



Male Work Patterns



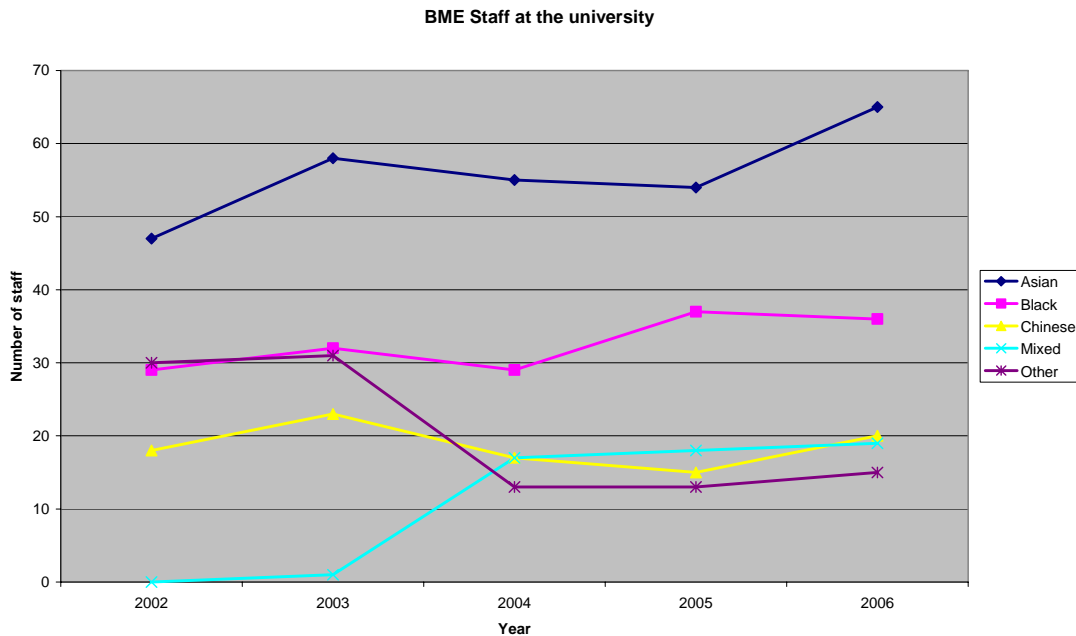
ETHNICITY

	HE Sector	Derby Local	Derbyshire Local	University	Buxton Local	UDB	Student Profile
BME	8.23%	12.55%	2.3%	7.69%	2.32%	2.3%	20%

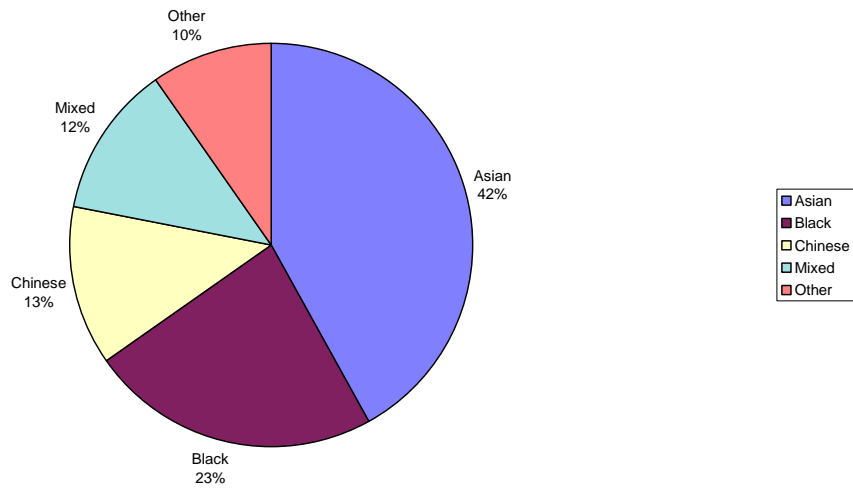
The figures show that the proportion of BME staff in post at the University is still low compared to the local population (Derby), the HE sector and the student profile. A race equality sub-group has been set up and more positive action will be explored to encourage job applications from the BME communities. The University compares well against the BME representation of the wider Derbyshire community.

The numbers of each group of BME staff has remained fairly stable from last year, with a slight rise in the number of Asian staff employed by the University. There are no major changes in the percentages of each group in the BME staff makeup, the most noticeable being Black employees, who now account for 23% of the workforce, compared to 27% last year. However, the actual number of Black employees has not significantly changed. The percentage of BME staff that work full-time has dropped under 50% and also below the percentage of white full-time staff, with an increase in atypical BME workforce percentage. Overall however, there is no significant change in working patterns from last year.

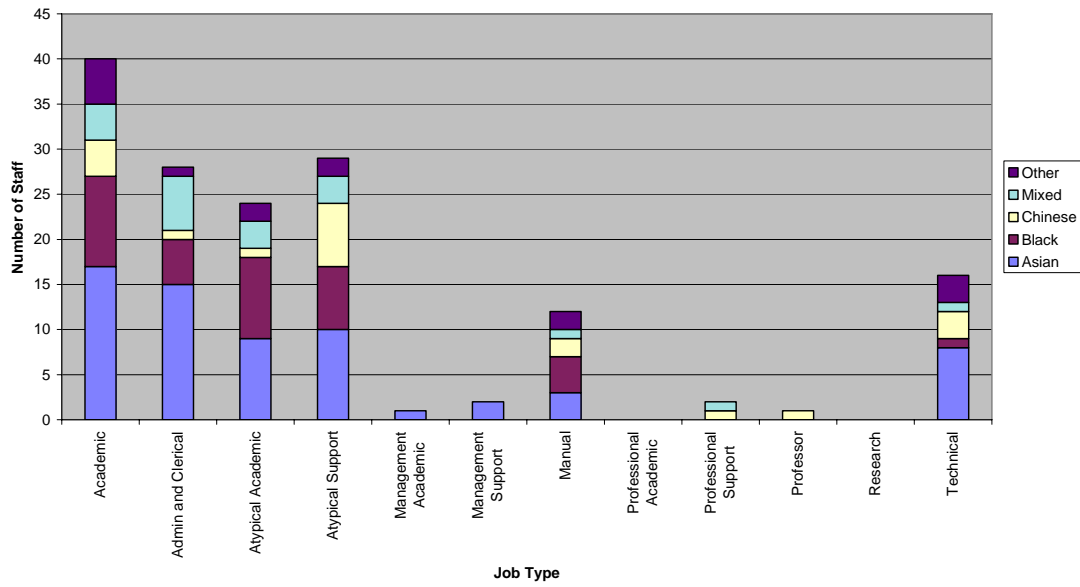
Academic is still the highest job type for BME staff, atypical support has overtaken administration & clerical as the second highest type.



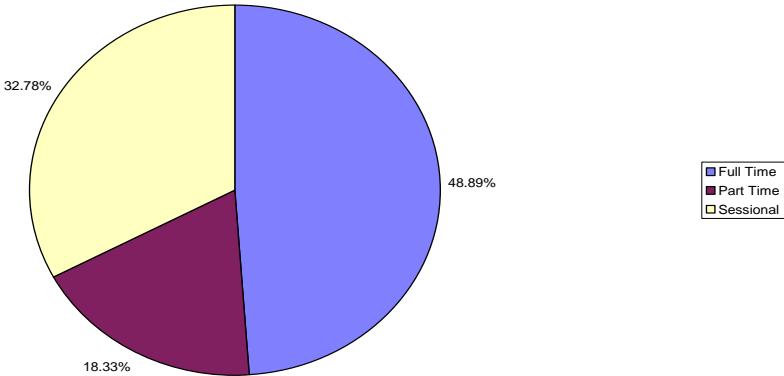
BME Staff at the University (155)



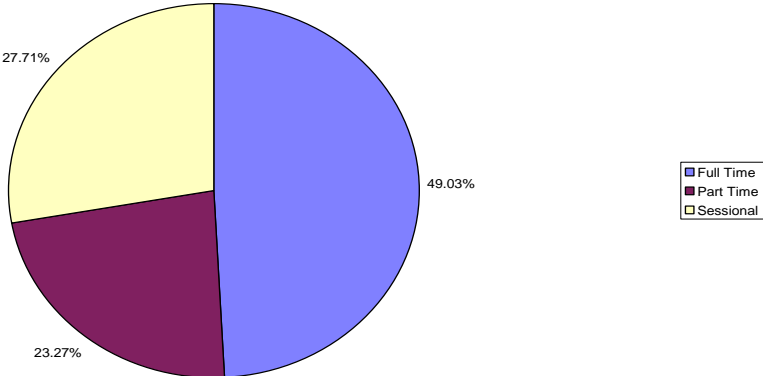
BME Staff by Job type



BME staff work patterns



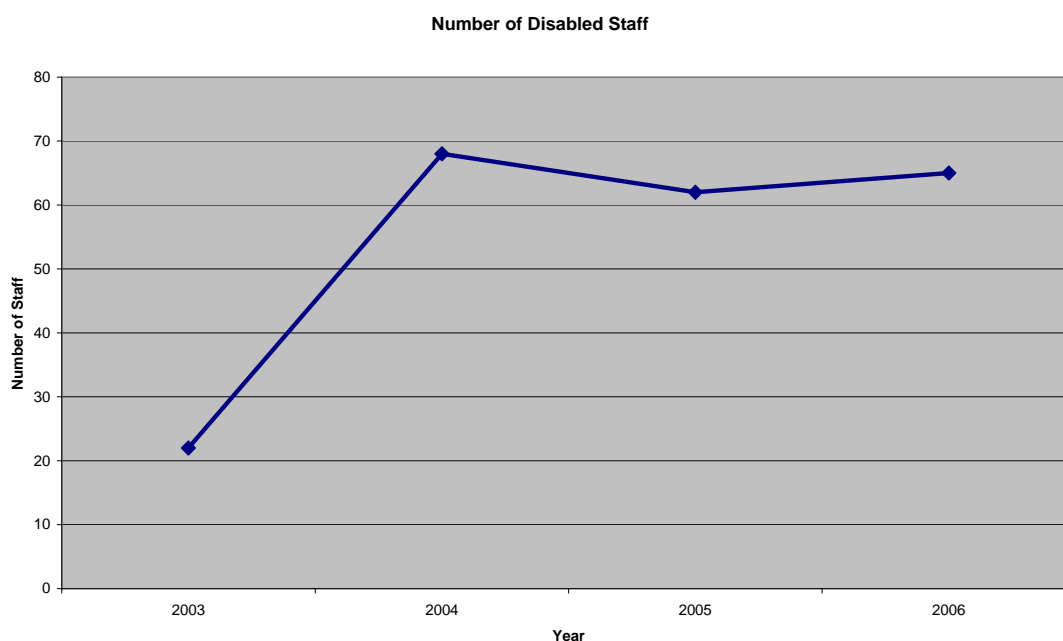
White staff working patterns



DISABILITY

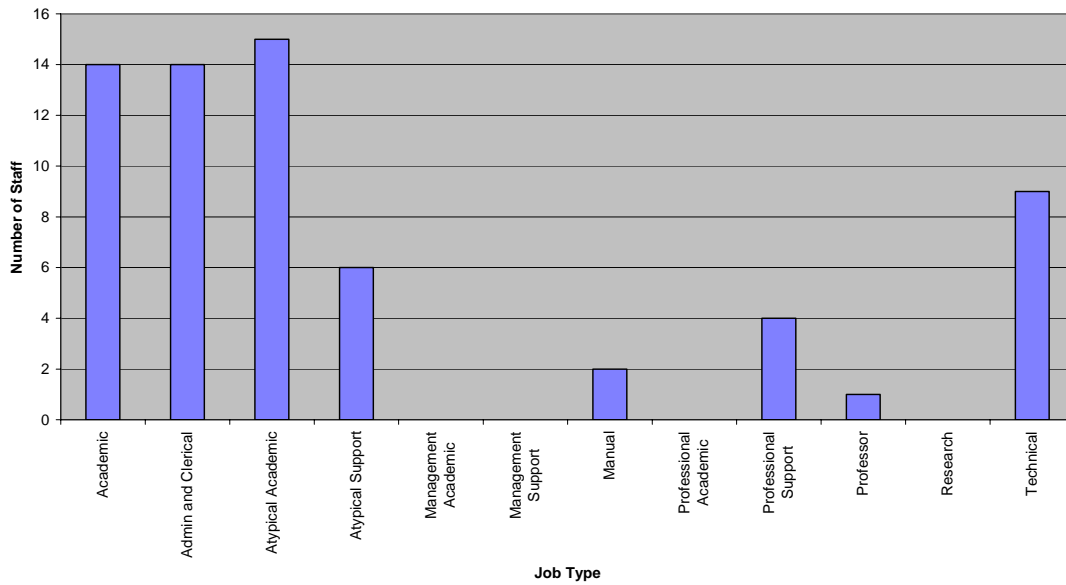
	HE Sector	Derby Local	University	Student
Disabled Population	2.2%	5.8%	2.78%	7.1%

The percentage of disabled staff employed by the university is low compared to the student profile and the local population, but slightly up on the HE sector average. It is important to note that the proportion of disabled FE students is very high, much more so than the HE percentage (which is considered in the above data). The figures can never be taken as 100% accurate, as many staff have a disability that they have not declared, such as dyslexia, asthma or learning difficulties. Also included as a disability under the legislation are conditions such as cancer, multiple sclerosis and clinical depression, from which staff may suffer once in employment. The local figures can also be misleading, as they include everybody who has a disability, including children and anybody that is unable to work. It is also worth noting that 2.78 of University staff have not disclosed whether or not they consider themselves disabled, therefore the figure could be slightly higher. Nevertheless, we will continue to run impact assessments on our policies and procedures as part of our responsibilities under our Disability Equality duties.



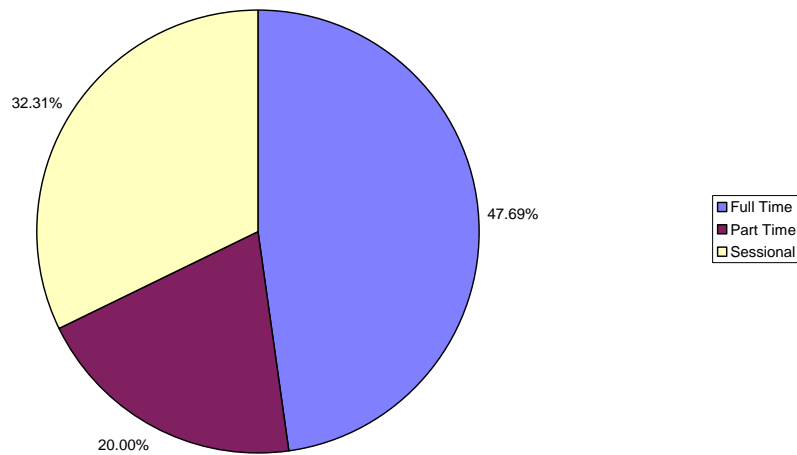
The sharp rise in the number of disabled staff in 2004 is due to a Human Resources data-collection exercise, which updated the staff database.

Disabled staff job types

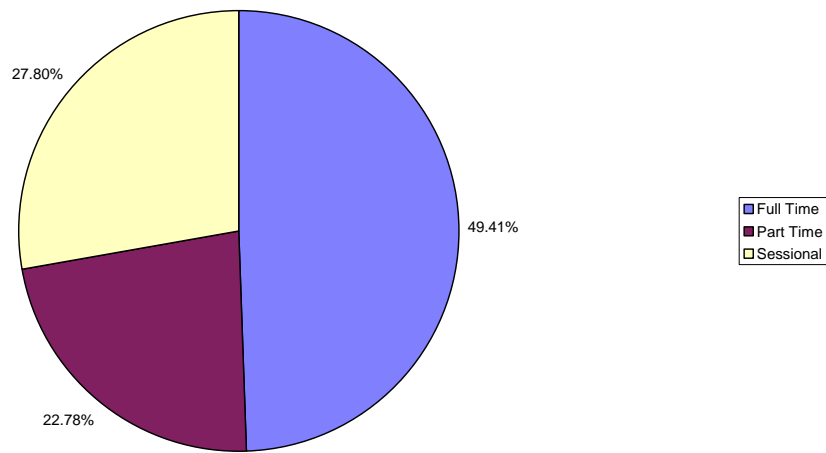


Sessional academic posts have become the most common job type for disabled people, overtaking Admin posts, which was the most common last year. Academic has pulled level with Admin, giving a fairly significant change from last year in the makeup of the disabled workforce job types. Overall however, the total number of disabled employees has remained fairly stable.

Disabled Working Patterns



Not Disabled Work Patterns

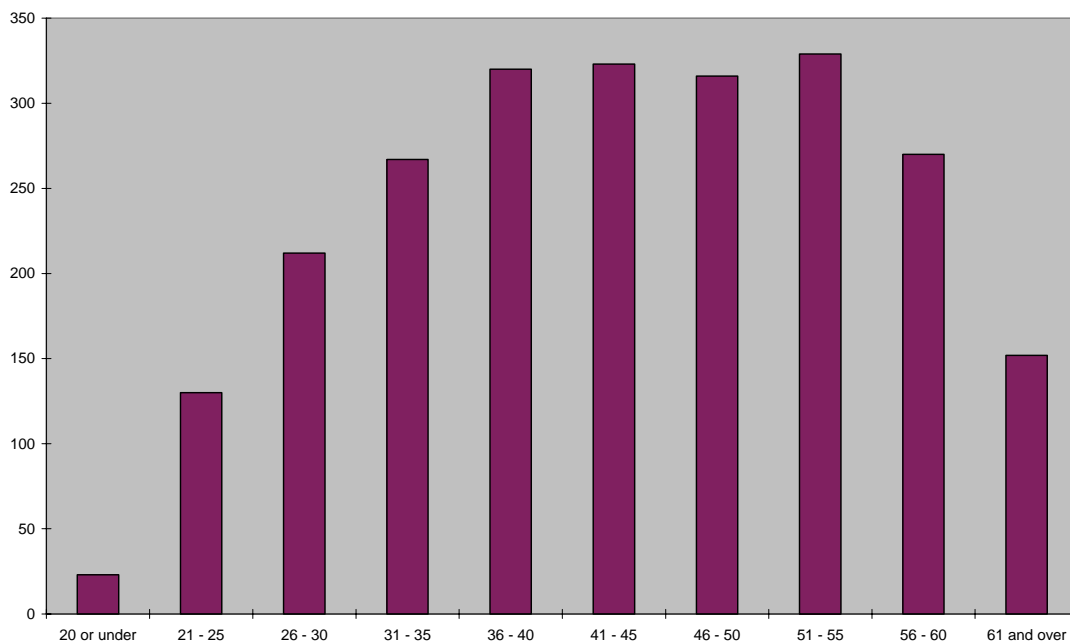


The percentage of full-time workers with a known disability has dropped below 50% and also below the percentage of non-disabled staff in full-time employment. The percentage of disabled staff in part-time employment has remained constant at 20%, whilst the percentage of sessional workers has increased for disabled staff from last year.

AGE

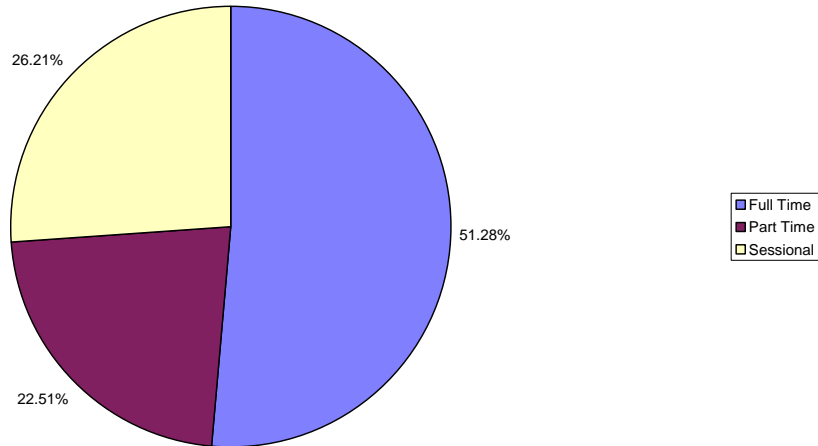
The introduction of the Employment Equality (Age) Regulations 2006 as of 1 October 06 make it illegal for employers to discriminate against employees on the grounds of their age. It is now more important than ever that age statistics are properly monitored, to ensure that no trends arise to suggest that illegal discrimination is taking place. A more detailed breakdown of statistics on the members of staff aged over 60 will be maintained. With the default retirement age at 65, this may take on more meaning.

The number of staff over the age of 60 has increased by around 20 over the past 12 months, now making up 6.5% of the workforce.

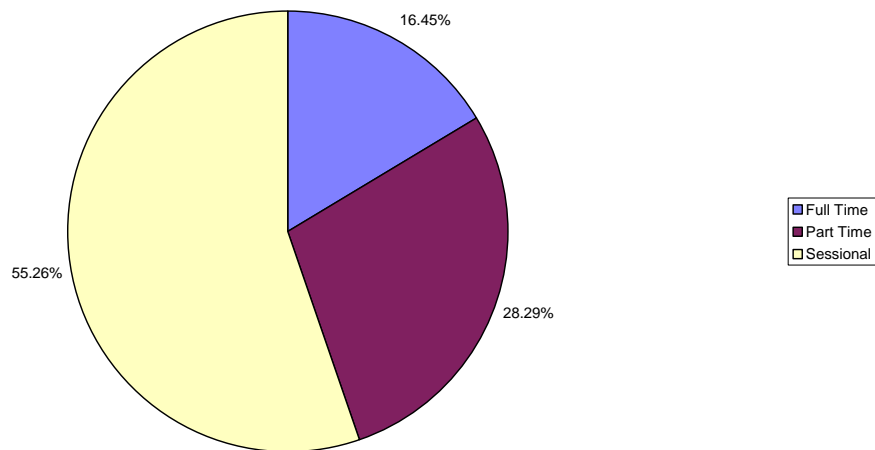


Of the staff aged over 60, the percentage of full-time employees has remained constant, whilst there has been a swing from part-time to sessional.

Staff aged 60 or under



Staff aged Over 60



FE STUDENT PROFILE SUMMARY

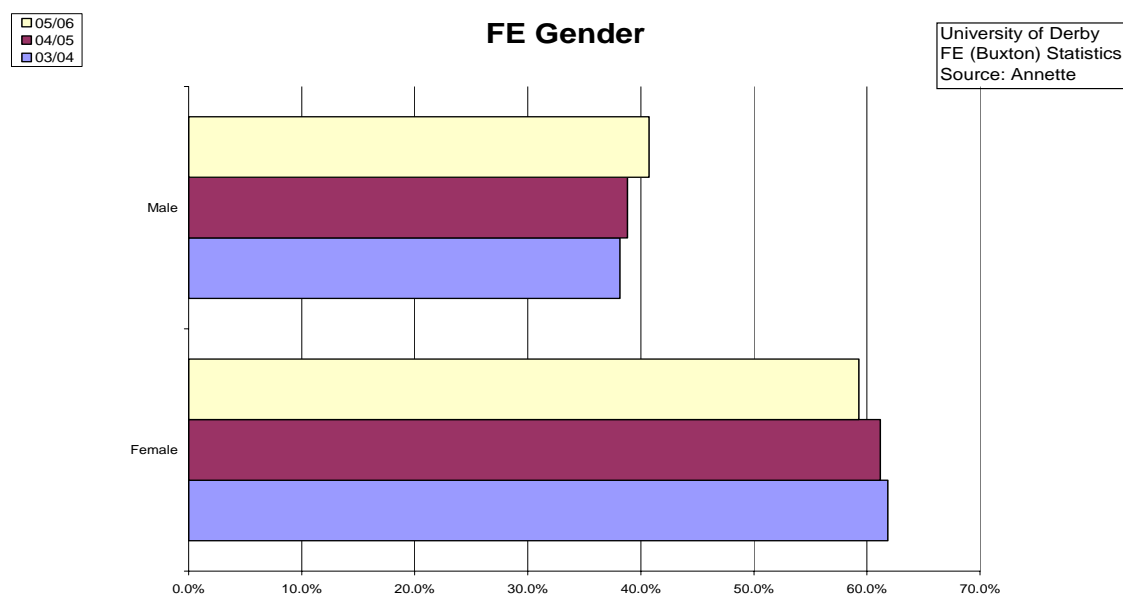
Student Data

The attached charts give a summary of the analysis of student achievement, split by:

- Gender
- Ethnicity
- Disability
- Entry qualifications
- Age

Key Messages for 2005/06

- Analysis of student numbers based on gender reveals that the percentage of female students continues to fall whilst the percentage of male students continues to rise. This is the second successive year of this pattern. However, the majority of FE students are still female(59.3%).

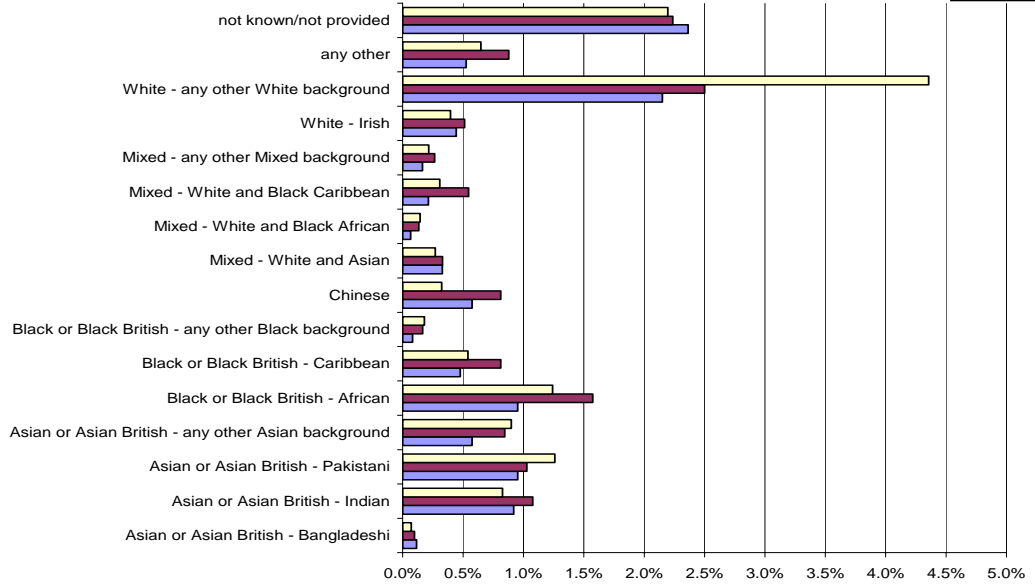


- The percentage of white – British students has remained roughly the same as last year, with total white students rising by almost 2% on last year. The percentage of non-white FE students (7.1%) is roughly in line with the East Midlands residential percentage, but well above the High Peak population (approx 2.7%) where the vast majority of FE students are based.



FE Ethnicity Category

University of Derby
FE (Buxton) Statistics
Source: Annette

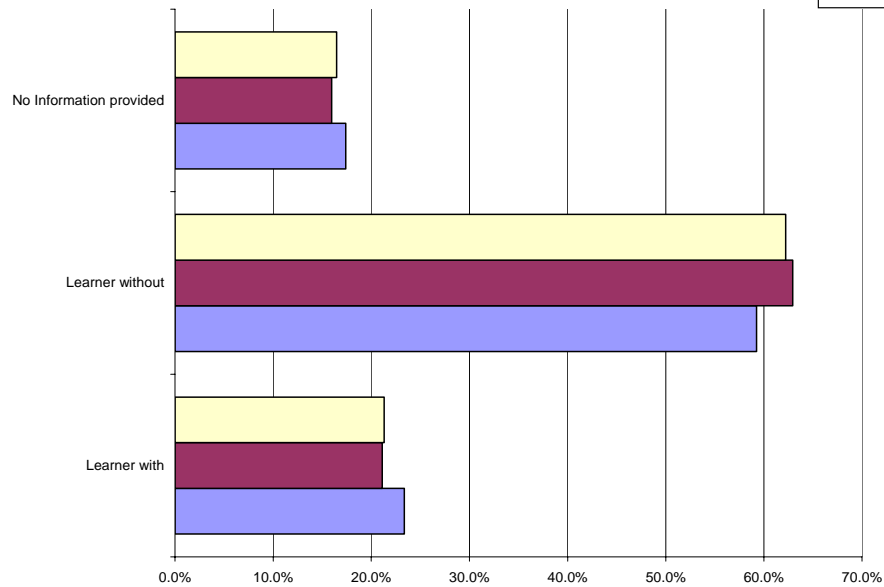


- The disabled student population is 23.4%, which is an increase of 2.3% on last year. This compares with 7.1% of the HE students, which is a low percentage. There is a wider range of disabilities amongst FE students, including moderate and severe learning difficulties, dyslexia, sensory impairments, other physical impairments, aspergers, dyscalculia, and mental health disabilities.

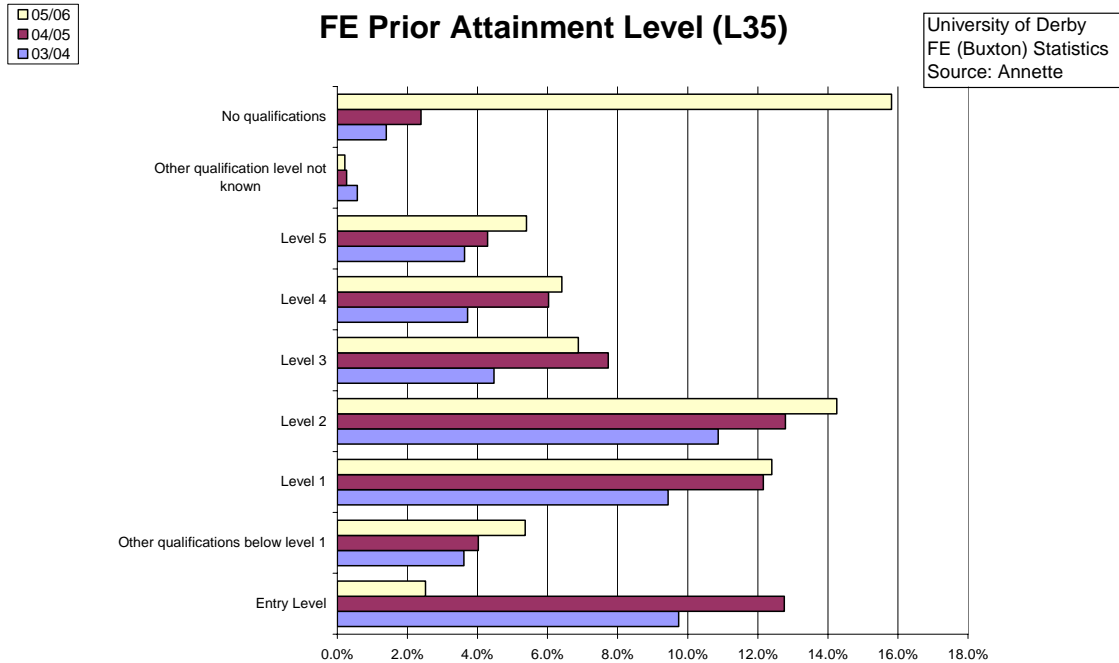


FE Learning Difficulty/Disability/Health Problem

University of Derby
FE (Buxton) Statistics
Source: Annette



- There has been a major increase in the number of FE students joining us with no formal qualifications. This is largely due to the nature of FE provision, which caters for learners from Pre Entry to Level 3. Many of these courses, including skills for life qualifications, do not require access qualifications.

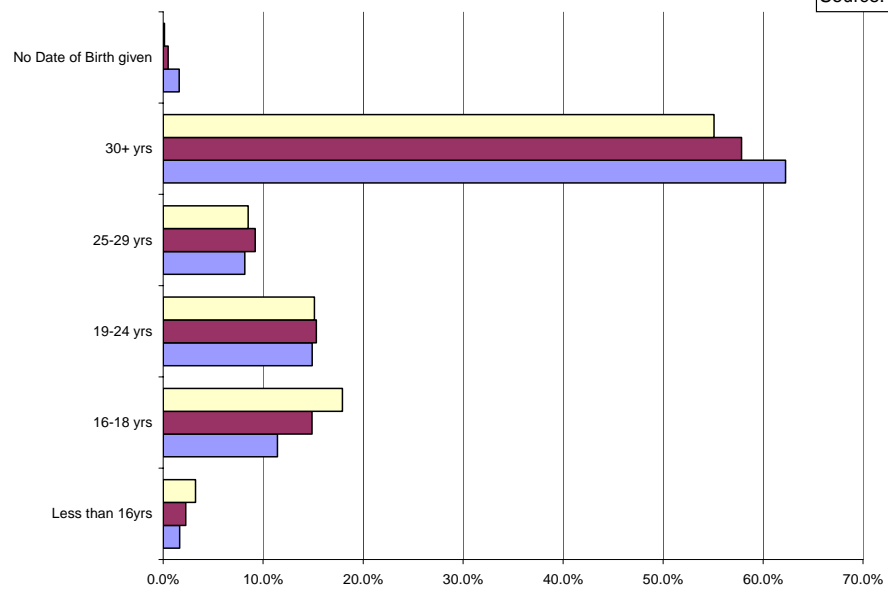


- Although the percentage of students over the age of 30 has fallen each of the last two years, this age band still accounts for more than half (55.1%) of our FE students.



FE Age band

University of Derby
FE (Buxton) Statistics
Source: Annette



**Equality and Diversity
FE Retention and Success Data Analysis – 2005/06**

Source: Goldmine

Description	16-18			19+		
Gender	Starts	Retention	Success	Starts	Retention	Success
Female	1504	80%	65%	2645	83%	65%
Male	1339	80%	65%	1754	86%	68%
Disability						
Disabled	538	77%	61%	1342	88%	88%
Non Disabled	2126	78%	63%	2448	79%	63%
No information	274	81%	66%	694	83%	61%
Visual	43	77%	81%	43	86%	70%
Hearing	19	79%	68%	56	86%	75%
Mobility	23	57%	35%	122	98%	80%
Other Physical	15	87%	73%	33	73%	67%
Emotional	17	71%	59%	124	85%	77%
Mental Health	42	88%	69%	155	91%	82%
Learning Difficulty						
Moderate LD	197	82%	58%	595	93%	87%
Severe LD	1	100%	100%	201	92%	83%
Dyslexia	134	74%	60%	73	84%	73%
Dyscalculia	6	83%	50%	0	N/a	n/a
Additional Learning Support						
Additional Support	623	83%	66%	771	95%	88%
No Additional Support	2315	77%	62%	3707	80%	64%
Ethnicity						
Bangladeshi	0	n/a	n/a	4	50%	0%
Indian	1	100%	0	31	65%	42%
Pakistani	4	75%	0	50	52%	22%
Other Asian	8	88%	38%	53	77%	30%
African	4	100%	50%	80	70%	39%
Caribbean	1	0%	0%	25	60%	44%
Other Black	0	n/a	n/a	13	92%	31%
Chinese	1	100%	0%	15	73%	47%
Mixed White/Asian	0	n/a	n/a	16	88	63
Mixed White/African	3	100%	67%	7	43%	43%
Mixed White/Caribbean	2	0%	0%	15	73%	40%
Mixed other	1	0%	0%	11	82%	73%
White British	2859	78%	63%	3776	84%	72%
White Irish	0	n/a	n/a	17	88%	65%
White Other	12	92%	67%	228	78%	45%
Other	11	100%	91%	39	79%	44%
Unknown	31	97%	84%	104	80%	62%

Analysis

The table is a compilation of an overall summary of data within Goldmine for 2005/06. This data can be further analysed by course, department, subject sector area etc. It is also possible to map across two or more equality strands or other field options to gain a clearer and more detailed understanding of retention and achievement data relating to equality and diversity and enabling identification of areas for development and action. This more detailed data analysis will also be beneficial in the process of impact assessment.

UDB Equality and Diversity Sub Committee have adopted a framework of EDIMS which includes one relating to the improvement of quality and collection of data. This is now a clear action point for 2006/07

Key Points

Gender/Age

The overall data shows that retention and achievement is comparable for female and male. However a further analysis of the 19+ age range which breaks age into further categories ie 19-20, 21-24, 25-59 and over 60 shows that the 19 -24yr old category falls below the overall figures but then becomes higher than the overall from 25yrs upward for both male and female.

Disability/Learning Difficulty/Age

The retention and achievement figures for the disabled 19+ is significantly higher than other categories which reflects the high level of support in the Step 2 provision. This is also reflected in the various disabilities and learning difficulties with the 16-18 yr olds doing less well and in some cases, particularly those with mobility requirements falling well below the overall college average.

However, as this information is taken from the learner enrolment/agreement form it is heavily relying upon correct disclosure at this stage. For this reasons the numbers may not reflect the actual.

Additional Learning Support

Data shows that the ALS provided is effective with success and retention rates being higher for those supported.

Ethnicity/Age

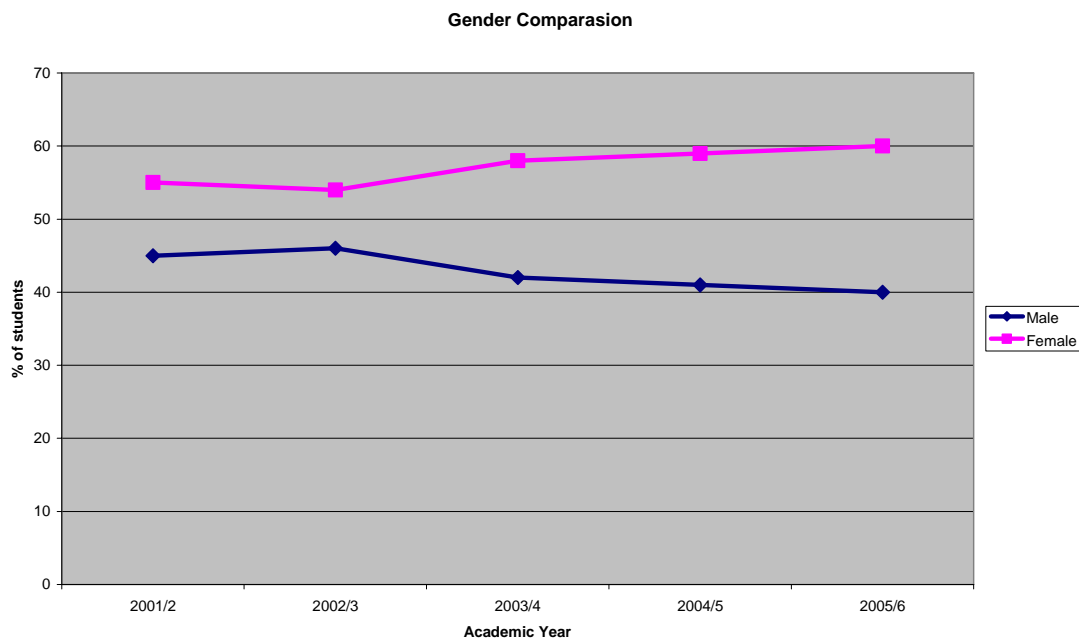
Retention rates for ethnic groups is generally at college average except for the group where numbers starting are very low which suggests that these minority groups have some difficulty integrating. Success rates for these groups are lower than for White groups for both age categories.

HE STUDENT PROFILE

The data presented has been prepared by the University Planning & Statistics Unit and is available on the website. These figures exclude overseas franchise and FE students.

GENDER

The trend of females representing a higher proportion of the student body than males has continued this year, with a 1% rise from 59% to 60% representation of the student population.

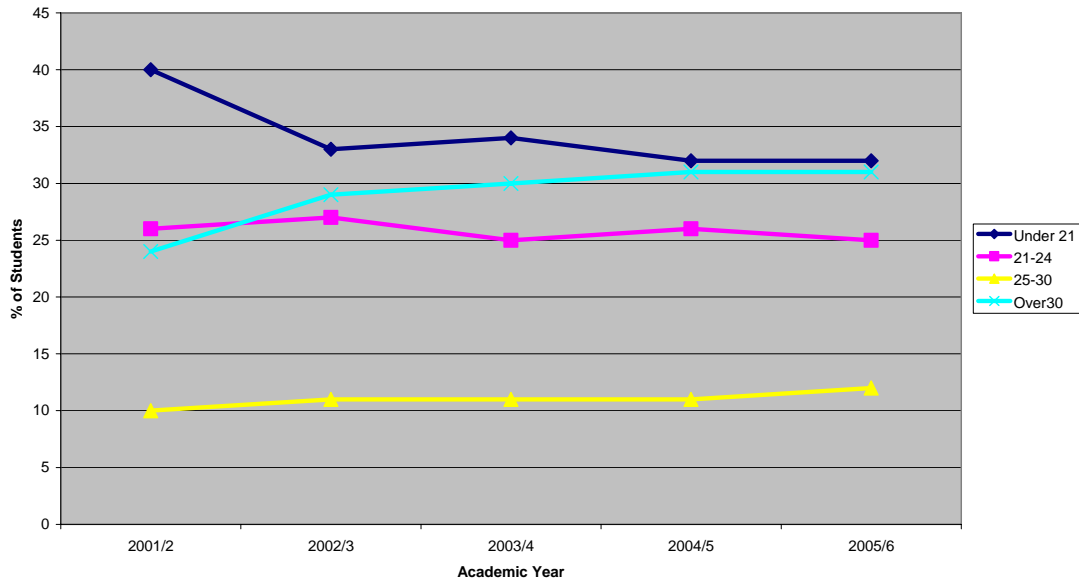


AGE

There has been very little change in the age demographics from 2004/5. The age ranges 18-20 (32%) and 30+ (31%) remain the same, whilst 21-24 drops by 1% to 25% and 25-29 rises 1% to 12% of the student population. The significant fall in students aged 18-20 of 7% in 2003 remains the major

change in the makeup of the student body.

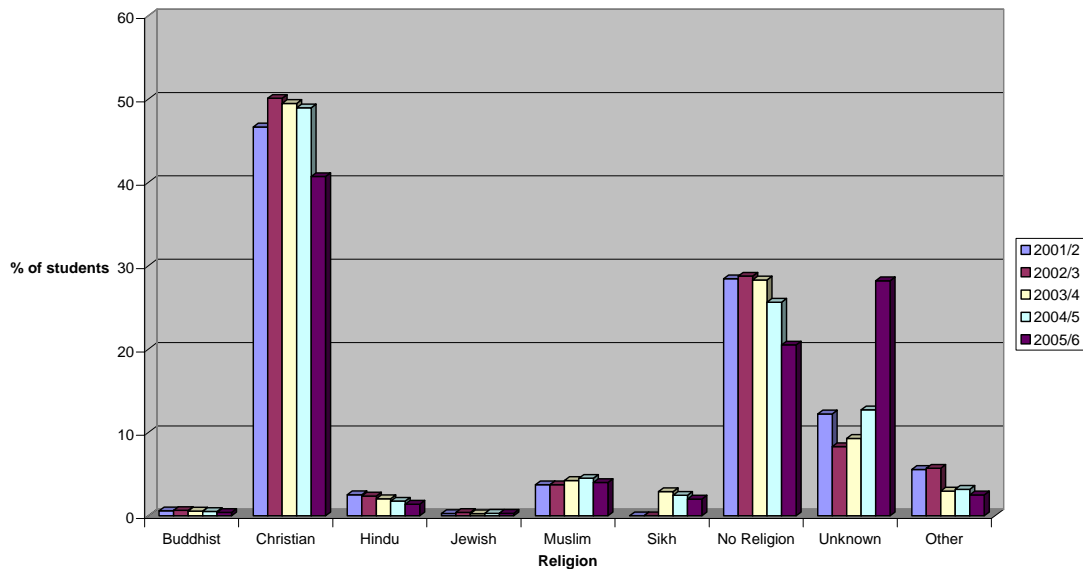
Age Comparison



RELIGION

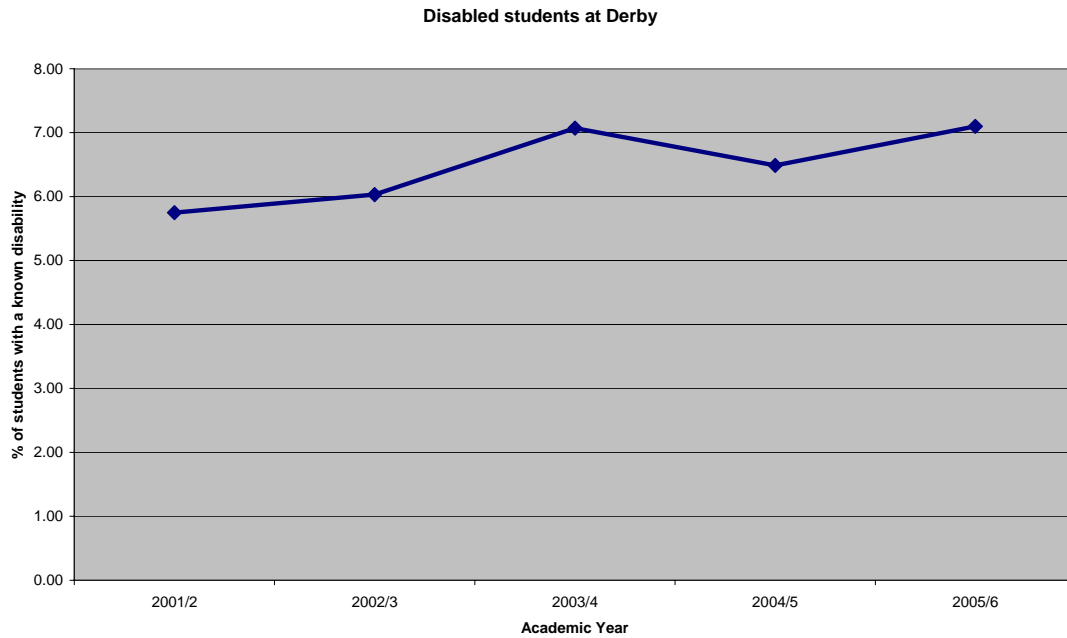
Analysis of religion is based on voluntary information and therefore can never be 100% accurate. The analysis shows that in 2005/6, there was an increase in the number of students that chose not to declare their religion, shown by the increase in the 'unknown' category.

Religion Comparison



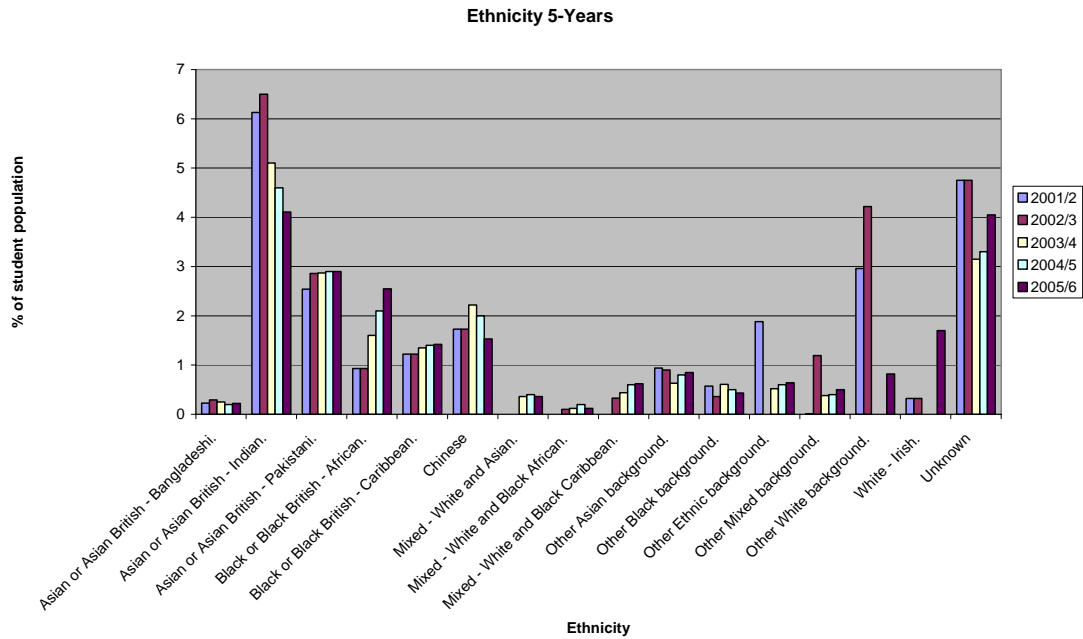
DISABILITY

After a drop in the percentage of students declaring a disability last year, there has been an increase this year. At 7.1%, the percentage of disabled students is at it's highest in 5 years. Dyslexia is still by far the most common disability amongst our students, accounting for just over half of the declared disabilities.



ETHNICITY

Like last year, the total non-white student population has remained stable at around 20%. The percentage of Asian/Asian British (Indian) students has continued to fall, now down 2.4% on 2001/02. Black/British (African) has now climbed to 2.55% whilst Black/British (Caribbean) continues to grow at a slower rate.



HE STUDENT ACHIEVEMENT SUMMARY

Achievement Data

The attached tables give a summary of the analysis of student achievement, split by:

- Gender
- Ethnicity
- Disability
- Entry qualifications

The University's Planning and Statistics Unit has used the 2005/06 HESA return to generate these data. The figures exclude overseas franchise and FE students.

Key Messages for 2005/06

- Analysis of achievement based on gender reveals that females continue to exceed males, whose achievement of good degrees has slipped back to 41.3% after last year's increase to 44%. Female students are also widening the gap in terms of degrees awarded without honours; 3.4% left with a pass, compared with 9.4% of the male population.
- White – British students remain the highest achievers; 51.6% obtain 1:1 or 2:1 (good degree) classifications. Asian or Asian British – Indian students are the second most successful with 40.0% achieving good degrees. This is a significant improvement on last year, when Asian or Asian British – Indian & Pakistani students were amongst the ethnic groups achieving the lowest percentages of good degrees. In contrast, only 5 of the 41 students of Chinese origin gained a good degree. Over a quarter of students who refused to provide information on their ethnic origin graduated with a pass – by far the highest incidence of this classification.
- The disabled student population is low, but the 10 students with mobility difficulties out-perform the average attainment with 60.0% gaining good degrees. All other categories of disabled students achieve between 40% and 45% good degrees.
- Students more likely to achieve a good degree include those with previous HE experience – although entrants with certificates or diplomas of HE are even more likely to do well than those with degrees. Entrants with Access/Foundation qualifications tend to be high achievers, and A levels – by far the most common entry qualifications – produce more lower classifications than any other UK qualification. These statistics are synonymous with the idea of a more mature student with a considered academic career plan attaining better results.

Nicola Horsley
Information Analyst

Planning and Statistics Unit
October 2006

Achievement Analysis Data

Source: Achievement Analysis Model, 2005/06

HESA data

Gender Description	01 First class honours.	02 Upper second class honours.	03 Lower second class honours.
Female	128	652	552
Male	71	379	408
Grand Total	199	1031	960

Ethnicity			
a. Asian or Asian British - Bangladeshi.	-	-	7
b. Asian or Asian British - Indian.	6	48	54
c. Asian or Asian British - Pakistani.	2	21	29
d. Black or Black British - African.	2	13	17
e. Black or Black British - Caribbean.	-	13	19
f. Chinese or Other Ethnic background - Chinese.	1	4	20
g. Information refused.	3	10	14
h. Mixed - White and Asian.	-	3	6
i. Mixed - White and Black African.	1	1	1
j. Mixed - White and Black Caribbean.	-	4	10
k. Other Asian background.	-	3	8
l. Other Black background.	1	1	4
m. Other Ethnic background.	1	2	4
n. Other Mixed background.	1	3	8
o. Other White background.	-	54	46
p. White - British.	181	846	704
q. White - Irish.	-	5	9
u. Information not given - Home student	-	-	-
v. Information not given - domicile overseas	-	-	-
w. No data available	-	-	-
Grand Total	199	1031	960

Disability			
An unseen disability, e.g. diabetes, epilepsy, asthma.	1	14	4
Blind/are partially sighted.	-	-	-
Deaf/have a hearing impairment.	-	4	5
Dyslexia.	11	49	45
Mental health difficulties.	2	-	-
Multiple disabilities.	3	8	6
No known disability.	176	946	890
Other Disability	4	6	8
Wheelchair user/have mobility	2	4	2

difficulties.			
Personal care support.	-	-	-
Not known.	-	-	-
Grand Total	199	1031	960

Qualifications on entry			
Access / Foundation	21	76	49
A-Levels	88	615	657
Degree	12	27	26
Dip./Cert. HE	21	44	36
GCSE/O-level	7	18	14
HNC/HND	12	53	34
No Formal Qualification	5	6	4
Not Known	4	42	38
NVQ	1	4	-
ONC/OND	13	54	50
Other	8	29	21
Overseas/EU Qual	-	15	12
Postgraduate	3	6	5
Professional Qualification	3	26	7
University Credits	1	15	7
GNVQ	-	1	-
Grand Total	199	1031	960

Age Band			
18-20	-	6	2
20-30	124	787	831
30-40	48	153	73
Over 40	27	85	54
Grand Total	199	1031	960

EQUALITY & DIVERSITY COMMITTEE

Director of Human Resources	Martyn Holden (Chair)
Head of Reward, Diversity & Policy (HR)	Peter Frost
Equality & Diversity Co-ordinator (HR)	Nicola Adler (Secretary)
Head of Organisation & People Development	Sue Petrie
Chair of the Disability Co-ordinators Group	Ben Bailey
Chair of the Race Equality Group	Harj Lallie*
Art, Design & Technology	Anne Wales
Business, Computing & Law	Fiona Church
Business Development Unit	Mark Travers
DSRL	Gareth Hughes
Education, Health & Sciences	Paul Weller
Facilities	John O'Neill
Finance	Susan Ambler
Flexible & Partnership Learning	Dave Foord
Learning & Information Services	Pat Johnson
Marketing	Sukhie Sandhu
Quality Enhancement Department	Collin Raban / Louise Zandian
Student Support & Information Services	Olivia Ramsbottom
Union Representative	Paul Wilson (UCU)
University Of Derby Buxton	Carol Cooper
University of Derby Students Union	Sukhi Kainth/Ben Whittaker

* *Also representing UNISON on the EDC.*