

Equality and Diversity Annual Report 2011-2012

January 2013

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1. Preface

Nottingham Trent University (NTU) is committed to the success of its students and staff and to embedding equality and diversity within the environment for work and study. Our Mission is to 'be a leading professional university, delivering education and research that shape lives and society'¹. The University takes its equality-related legal responsibilities very seriously and pursues an equality and diversity agenda which recognises the synergy between equality and quality. Equality and fairness are at the heart of quality and therefore key to the student academic experience. The [Senior Management Team \(SMT\)](#) of the University has strategic and senior responsibility for equality and diversity. Operational responsibility is delegated to the Equality and Diversity team. The Equality and Diversity team report to the SMT via the [Equal Opportunities Advisory Group](#).

The role of the [Equality and Diversity team](#) is to support and lead the University in embedding its commitment to creating a safe, inclusive and diverse environment. The team is responsible for setting and monitoring the University's policies, as well as coordinating the direction of work on equality and diversity across the institution. We aim to build and develop the organisation's capability to deliver on equality and diversity.

2011-2012 was an important year for equality and diversity at Nottingham Trent University. A new legislative framework, resulting from the enactment of the [2010 Equality Act](#), introduced new public sector responsibilities and with it the opportunity for the University to review the components and cycle for reporting on equality and diversity at NTU.

This annual report focuses on key achievements in terms of equality and diversity at NTU during the academic year 2011-2012. It includes:

- A general **annual review** of equality and diversity at NTU (Section Two). This will include an outline of the work of the team in meeting the University's equalities compliance requirements and focus on how the University is fulfilling its public sector responsibilities. It will highlight key achievements, progression and challenges in line with the University's own strategic commitment to the embedding of equality, diversity and dignity across the institution. It will report on the closure of the Single Equality Scheme and the launch of NTU's 2012-2015 **Equality Scheme** which incorporates the three equality objectives that the University has committed itself to over the next three years.
- The annual statutory **equality information report**, which is a statistical analysis of both the staff and student equality profile. This will report on key equality and diversity information. Student equality information (Section Three) includes applications, admissions, progression, achievement, destination and equality-related student complaints. Staff equality information (Section Four) is broken down to College and School level, and includes applications, shortlisting, appointments, staff training attendance, staff disciplinarys, grievances and Dignity at Work complaints.

Dr Angie Pears
Deputy Equality and Diversity Manager
January 2013

¹ [NTU's Strategic Plan](#), 3.3.1

2. 2011-2012 Year Review

2.1. Introduction

During 2011-2012 the Equality and Diversity team has continued to support the University in meeting its equalities compliance responsibilities. It has also continued to progress the University's own strategic commitment to equality, diversity and dignity across the institution and the building of organisational capability in equalities.

There are three areas of particular significance in demonstrating compliance with equalities legislation and the building of capability over the last year. These are:

- (1) The closure of the [2008-2011 Single Equality Scheme](#) and the launch of the new [2012-2015 Equality Scheme](#).
- (2) The continued success of NTU's equality, diversity and dignity [learning and development programme](#).
- (3) The role of the Equality and Diversity team in the University's REF2014 return.

2.2. Closure of the 2008-2011 Single Equality Scheme and Launch of the 2012-2015 Equality Scheme

The University introduced a three-year Single Equality Scheme (SES) in 2008 as a key platform in the University's programme of building organisational capability in equality and diversity. The Scheme sought to harmonise the work already being carried out in the University in relation to the (then) six strands of equality protected by legislation. It also sought to take account of the prospective Equality Bill which resulted in key changes in equality legislation with the enactment of the 2010 Equality Act. The scheme was committed to promoting equality in a consistent manner across all of the identified equality strands.

The enactment and implementation of the Equality Act 2010 consolidated and replaced almost all of the previous legislation on equality. Due to the approach the University had taken in 2008 to increase specific coverage to other strands, it had both anticipated and was structurally prepared for the changes brought by the Equality Act. All nine equality strands identified in the 2008-2011 SES became protected characteristics with the enactment of the Equality Act 2010.

Specifically, under the [public sector general duty](#) introduced by the Equality Act 2010 (Section 149), NTU is required to have due regard to the need to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act;
- advance equality of opportunity between people who share a protected characteristic and those who do not;
- foster good relations between people who share a protected characteristic and those who do not.

Protected Equality Characteristics

The equality characteristics protected under the Equality Act 2010 are:

1. Age
2. Disability
3. Gender Reassignment
4. Marriage and Civil Partnerships
5. Pregnancy and Maternity
6. Race
7. Religion and Belief
8. Sexual Orientation
9. Sex

The Scheme aimed to build equality capability through the embedding of equality and diversity across the University. It committed itself to principles of engaging in pro-active consultation, operating in an environment of transparency, and developing an evidence-based approach to equality. The importance of working from an evidence-based perspective was identified as a particularly crucial factor in enabling the University to meet its specific equality-related needs and challenges.

The Single Equality Scheme was developed to advance and strengthen the work of the University in relation to equality and diversity over the three-year period 2008-2011 (academic years 2008/09, 2009/10, 2010/11).

Following the end of this cycle, the scheme was formally closed with the publication of the [SES Closure Report](#) in October 2012.

The key findings of the report were as follows:

- (1) During the three years of the Single Equality Scheme the University's understanding and approach to equality and diversity has become more sophisticated, evidence-based and consultative. Many local areas have taken significant steps toward embedding equality as appropriate to that area and developing individual, team and university capability in equality and diversity.
- (2) A strong university-wide **equality and diversity infrastructure** is now in place to facilitate the development of capability. This includes equality impact assessments, an equality scheme, improvement of equality data, university-wide training, the development of an in-house investigation service, and further development of the Harassment Adviser and Mediation services.
- (3) Many of the academic and professional areas succeeded not only in meeting their objectives but have now **incorporated the lessons learned** into their usual managerial or operational procedures.
- (4) Some equality objectives identified by the SES and assigned to local areas have not been as fully met as was envisaged at the outset of the Scheme. This may be for a variety of reasons, including that the actual objective or action point was superseded; that they relied on other work which has not progressed adequately, or; that there has been partial achievement and there is more work to follow.

Looking back over the three years of the Single Equality Scheme, the legislative landscape has changed significantly, and NTU has responded appropriately to both its new statutory responsibilities and its own equality drivers for success. The SES, and all who have contributed to it, have succeeded in taking the University forward in its

commitment to promoting equality in a consistent manner in all aspects of the University's work..

In line with changes in legislation the University published its new Equality Objectives in April 2012. These objectives sit within an Equality Scheme which is the primary mechanism for ensuring that the University fully complies with and reports on its legislative duties, as well as its own policy and equality aims. Information and activities required by statute are included, such as the accessible publication of Equality Objectives and Equality Information. Specifically, the Equality Scheme enables statutory compliance and strategic development in the following ways:

- (1) It identifies NTU's university-wide Equality Objectives for the next three years.
- (2) It enables the development of action plans by which local areas can identify specific, measurable, attainable, relevant and time-bound (SMART) ways of contributing to the success of the Equality Objectives.
- (3) It incorporates appropriate mechanisms such as an annual cycle, including the statutory Equality Information, for reporting on the progression of NTU's identified equalities agenda.

Improvement of Equality Data

Making informed, evidence-based decisions about staff composition is contingent upon quantitative and qualitative data. The Equality and Diversity Team developed a number of initiatives to improve the disclosure rate of staff equality data in relation to ethnicity, disability and religion and belief.

In 2008/2009 the average disclosure rate of equality data for disability, ethnicity and religion and belief was **30.2%**. A number of activities were undertaken to improve disclosure, such as a full staff census, online recruitment, targeted communications to Hourly Paid Lecturers, Cleaners, Catering Staff and acquisition of equality data for Student Hosts and Primary Literacy Assistants, where previously there had been none.

Following these actions there was an increase in the average disclosure rate to **53.1%** in 2010/11. Following further activities, including work around the Research Excellence Framework (REF2014) and targeted communications to all academic staff, the average rate of disclosure in October 2012 stood at **65.3%**.

As part of the public sector specific equality duties, each University must publish at least one Equality Objective every four years (by April 6th 2012). The approach that has been taken by NTU is to identify and publish three Equality Objectives which will operate within a new three-year Equality Scheme cycle.

As part of the closure of the Single Equality Scheme the Equality and Diversity team reviewed lessons learned and achievements from the 2008-2011 Scheme to ensure that an effective and robust scheme was developed for the reporting period 2012-2015.

The new 2012-2015 Equality Scheme provides an opportunity to take forward and address any equality issues identified in the evaluation of the 2008-2011 Single Equality Scheme as in need of further consideration. For example, the progression and achievement of black and minority ethnic students.

Following consultation with internal stakeholders, three equality objectives were identified as set out below:

NTU Equality Objectives 2012-2015

1. Understand the **student academic experience for equality groups** in order to enhance this experience where appropriate and possible. Focusing on application, to offer, acceptance, progression, achievement and employability. With specific attention given to progression and achievement for male, students, BME students, and BME male students.
2. Improve University-wide **staff data disclosure** to develop a more sophisticated understanding of staff equality composition and associated monitoring requirements and opportunities.
3. Map the **journey of staff equality groups** from application through to appointment and throughout the employee experience. Focusing on developing an in-depth understanding of areas of apparent disadvantage and investigating possible causes and solutions.

These institution-wide objectives are closely aligned to the strategic platforms and aims of the University and are derived from analysis of existing equality information. The different academic and professional service departments of the University will all aim to contribute towards them in a way that is relevant to their activities.

Progress on the Equality Objectives will be reported annually in the Equality and Diversity Annual Report, published each year in January.

2.3. NTU's Equality and Diversity Learning and Development Programme

Training in equality and diversity awareness and competency building is an important way in which the University can help ensure that staff are fully aware of relevant equalities issues, legislation and good practice. It is also a key way for the University to ensure, and be able to demonstrate, that it is meeting its statutory obligations in relation to the public sector general equality duty.

The Equality and Human Rights Commission (EHRC) states that staff training is key to ensuring that an organisation's activities are non-discriminatory. It advises that staff training should cover acceptable and unacceptable behaviours, the risk of ignoring inappropriate behaviour, personal liability, the impact of discrimination, inappropriate language, stereotypes, bias and generalisations, monitoring and an outline of any relevant equality and diversity policies. [Guidance](#) on equalities legislation for providers of further and higher education states that "The importance of training your staff effectively cannot be overestimated. All staff, whether they work in academic or support departments need to be fully aware of the requirements under the Act and the implications of these on your education provision"².

² Equality and Human Rights Commission, "What equality law means for you as an education provider – further and higher education", P.46, (Document available on this page: http://www.equalityhumanrights.com/advice-and-guidance/new-equality-act-guidance/equality-act-guidance-downloads/#Guidance_for_education_providers).

Modules in NTU's 'Equality & Dignity at NTU' learning and development programme:

- 'Equality & Dignity at NTU'
- 'Managing Equality & Dignity at NTU'
- 'Dignity at Work: Principles and Good Practice'
- 'Communicating with Care'
- 'Equality Impact Assessment Training'

The University's own learning and development programme in equality, diversity and dignity is a key mechanism for taking forward its equalities responsibilities. The programme is designed to build organisational capability in equality and diversity and to raise awareness of dignity at work issues and good practice.

The programme design and delivery is managed by the Equality and Diversity team.

A range of innovative and contextually relevant modules have been designed to enhance and embed principles of equality, diversity and dignity at work across the University. The majority of modules are delivered through blended learning, using both online and face to face delivery, to accommodate a range of learning styles.

The core training ('Equality & Dignity at NTU'), that all staff at the University attend, introduces staff to underpinning principles of equality, diversity and dignity at work and the latest developments in these areas. It is specifically designed to equip staff with core competencies. The delivery of this blended learning programme to all members of staff began in 2009. The majority of Professional Services, one College administration team and three of NTU's nine Academic Schools (Art and Design, Animal, Rural and Environmental Sciences, and Nottingham Law School) have been trained to date.

Training for the remainder of Professional Services is planned for delivery during academic year 2012/13, together with two College Administration teams and three further Schools (Nottingham Business School, Education and Architecture, Design and the Built Environment). Training for the three remaining Schools (Social Sciences, Science and Technology, and Arts and Humanities) is scheduled for 2013/14 academic year.

The approach taken has been to roll the programme out by individual school or department. This approach enables consultation with the relevant management team to ensure that the training delivered is tailored to meet the specific needs and context of each area. It also ensures that the training gets the support and visible commitment of the senior managers who attend 'Managing Equality & Dignity at NTU' before the core training is delivered to the remaining staff in each area. This approach has been an important factor in ensuring maximum attendance and relevance.

By training according to organisational area staff are also able to work together in their teams to consider how equality, diversity and dignity at work actually applies within their job context, identifying potential opportunities to improve services and working environment. The training is very well received with a high level of engagement.

Whilst most of our learning and development sessions are part of an area-by-area roll-out plan, open sessions are also delivered throughout the year. These sessions are offered in 'Equality & Dignity at NTU', 'Managing Equality & Dignity at NTU', 'Dignity at Work: Awareness and Good Practice' and 'Communicating with Care'. The open 'Equality & Dignity at NTU' courses are only available to staff based in organisational areas where this training has already been rolled out and who were unable to attend the original sessions.

Bespoke sessions are also designed and delivered to address specific identified issues as they arise, for example:

Key bespoke learning and development interventions delivered during 2011/12:

- Equality and diversity training for staff involved with NTU's 2014 Research Excellence Framework (REF2014) submission.
- Equality & diversity module for staff completing the Postgraduate Certificate in Higher Education training, "The Practical Implications of Equality Legislation and the University's 'Equality & Dignity at NTU' Framework".
- Dignity at work and communication skills training to support the development of a culture of dignity and respect in the workplace. This training gave participants an opportunity to explore the impact of negative behaviours and how positive behaviours of respecting others, behaving with integrity and communicating with care can be employed effectively in their own work contexts.
- Equality analysis training to ensure that appropriate equality consideration is given to the NTU's policies, practices and procedures.

During 2012/13 an e-learning element will be developed, with an external software partner, for two further modules within the learning and development programme ('Communicating with Care' and 'Dignity at Work: Principles and Good Practice'). This will further enhance the flexibility of the programme.

2.4. The role of the Equality and Diversity Team in the Research Excellence Framework 2014

The Research Excellence Framework (REF) is a periodic exercise conducted nationally to assess the quality of research undertaken in UK universities and to inform the selective distribution of public funds for research by the four UK higher education funding bodies.

The Equality and Diversity team is involved with preparing for the University's REF 2014 submission. This has included:

- involvement in writing NTU's **Code of Practice**;
- designing and delivering **equality and diversity training** for NTU staff involved with REF 2014;
- completing an **equality impact assessment** (EIA), as required by HEFCE, on the policies and procedures used for selecting staff for REF 2014;
- involvement with the University's **Staff Circumstances Panel**.

2.4.1 NTU's REF 2014 Code of Practice

The Equality and Diversity team were part of the small team responsible for writing the University's REF 2014 Code of Practice. It is a HEFCE requirement for REF 2014 that each university "develops, documents and applies a Code of Practice on selecting staff to

include in their submissions”³. The University’s Code of Practice was submitted to HEFCE and has been approved. It outlines the process that will be adopted at NTU with respect to the institutional submission and also describes the roles of those staff involved in managing the process.

The changes in legislation since the 2008 Research Assessment Exercise mean that the equalities requirements for REF 2014 are more rigorous than for previous research assessment exercises, with the aim of ensuring that equalities are more fully embedded in the REF framework and processes.

2.4.2 Equality and Diversity Training for REF 2014

A comprehensive three level training programme has been developed for staff involved with the research assessment process at NTU. The training programme has been designed and is being delivered to ensure that all staff involved with decision making and handling sensitive data are fully conversant with the NTU REF Code of Practice and their responsibilities in relation to equality and diversity within the REF process. This training has been designed to take account of both NTU’s own specific context and the wider REF environment. The training materials developed by the Equality Challenge Unit for HEI staff involved with their institution’s REF return, [REF: Equality and diversity training pack](#), have been incorporated into this training programme.

Level One of this programme is a general introduction to equalities and to the context for REF 2014. All staff involved with the University’s REF 2014 return complete this training.

At Level Two all staff involved with handling data and/or making decisions about the REF return (including quality, strategic and circumstance based decisions) complete a learning and development module which includes information about equalities and REF 2014, practical sessions to build awareness of current equalities legislation, issues of equality and diversity in the HE sector, and equalities considerations for REF 2014. The module introduces HEFCE’s equality related requirements. It draws on evidence from previous research exercises in relation to the inclusion rate of staff from the protected equality groups and details NTU’s approach to ensuring that all appropriate equality and diversity considerations have been made at each stage of the REF 2014 process.

The final level of training is an in-depth learning and development session for staff handling sensitive data for REF 2014 data or making decisions about the REF 2014 return (including quality, strategic and circumstance based decisions).

2.4.3. Equality Impact Assessment

As part of its ongoing commitment to mainstreaming equality, the University has developed a process for carrying out equality impact assessments (EIA) as the primary mechanism for engaging in equality analysis. This process facilitates a systematic analysis of a policy or practice to determine whether it has a differential impact on a particular equality group.

An EIA is being undertaken on NTU’s REF 2014 processes by a designated group who will report to the University Research Committee. This group has been constituted so as to ensure the appropriate range and depth of expertise within the group. The EIA is an evidence-based assessment of the policies and procedures, as detailed in the Code of Practice, which NTU will use as part of REF 2014. It is informed by both data and

³ HEFCE, [REF2014: Assessment Framework and Guidance on Submissions](#), See Part 4, Paras 187-189.

consultation with eligible staff to ensure that the NTU selection process does not include any barriers to submission of staff from the protected equality groups.

The EIA was initiated at the point of developing the Code of Practice and has informed the Code at key points. It is a living document and will detail any changes and developments to the implementation of the Code and other relevant issues up to, and including, the University's submission. Also, anything highlighted in the EIA as it develops, as potentially problematic for any of the equality groups (for example, following a mock exercise) may necessitate appropriate changes or amendments to the Code and/or its implementation.

The EIA will be published externally after the REF 2014 submission has been made.

2.4.4. Staff Circumstances Panel

The University has convened a Staff Circumstances Panel to consider all declared individual circumstances. This panel will review each case where individual circumstances are claimed in respect of REF 2014 and decide upon the relevance or otherwise of such claims. The panel will operate with strict confidentiality and report all cases anonymously to the University Research Committee. A member of the E&D team sits on the NTU Staff Circumstances Panel and has been involved with the mock exercise and will continue to participate in all processes beyond to the point of submission.

All submitted complex circumstances are required to be considered by the national REF Equality and Advisory Panel (EDAP). The NTU Staff Circumstances Panel is responsible for the liaison between the University and EDAP in this regard.

In line with the [REF2014: Assessment framework and guidance on submissions](#) (July 2011) document, the [Research Excellence Framework: Equality briefing for panels](#) (July 2011) document and statements in the REF panel and sub-panel criteria, the University will take into account any circumstances of individual staff that have impacted their contribution to the submission.

The REF documentation has identified circumstances under which reductions in individual output for return may be considered due to particular circumstances. All decisions made relating to submissions to the REF will be made in accordance with principles and criteria for inclusion and exclusion as detailed in NTU's Code of Practice. The REF publications [Assessment framework and guidance on submissions](#) (especially paragraphs 88-100) and [Panel criteria and working methods](#) (pages 9-12) detail the personal circumstances which can and should be taken into consideration.

The REF guidance identifies **clearly defined personal circumstances** and **complex personal circumstances** as different categories of circumstances under which considerations about a reduction in submissions should be made.

2.5 Introduction to the Equality Information

The following two sections of this report (sections three and four) contain statutory equality information that the University is required to publish on an annual basis. This report provides details about the staff and students of the university in relation to the legally protected equality characteristics.

3. Equality Information– Part A: Students⁴

NTU Student Equality Data - Summary Analysis

Equality group	NTU Admissions		Progression		Degree classification		Unemployed?		In graduate level occupation?	
	Overall	Controlling for UCAS tariff	Overall	Controlling for UCAS tariff	Overall	Controlling for UCAS tariff	Overall	Controlling for degree classification	Overall	Controlling for degree classification
Male	More likely to receive an offer ⁵	N/A - To be analysed at School level	Less likely to progress to year 2	Less likely to progress to year 2	Less likely to gain a First Class or 2:1	Less likely to gain a First Class or 2:1	More likely to be unemployed	More likely to be unemployed	More likely to be in graduate occupations	More likely to be in graduate occupations
BME	Less likely to receive an offer	No statistical evidence of any difference	Less likely to progress to year 2	Less likely to progress to year 2	Less likely to gain a First Class or 2:1	Less likely to gain a First Class or 2:1	More likely to be unemployed	More likely to be unemployed	Less likely to be in graduate occupations	Less likely to be in graduate occupations
Disabled	Less likely to receive an offer	No statistical evidence of any difference	No statistical evidence of any difference	No statistical evidence of any difference	Less likely to gain a First Class or 2:1	No statistical evidence of any difference	More likely to be unemployed	More likely to be unemployed	More likely to be in graduate occupations	More likely to be in graduate occupations
Mature	Less likely to receive an offer	No statistical evidence of any difference	Less likely to progress to year 2	No statistical evidence of any difference	No statistical evidence of any difference	More likely to gain a First Class or 2:1	More likely to be unemployed	More likely to be unemployed	More likely to be in graduate occupations	More likely to be in graduate occupations

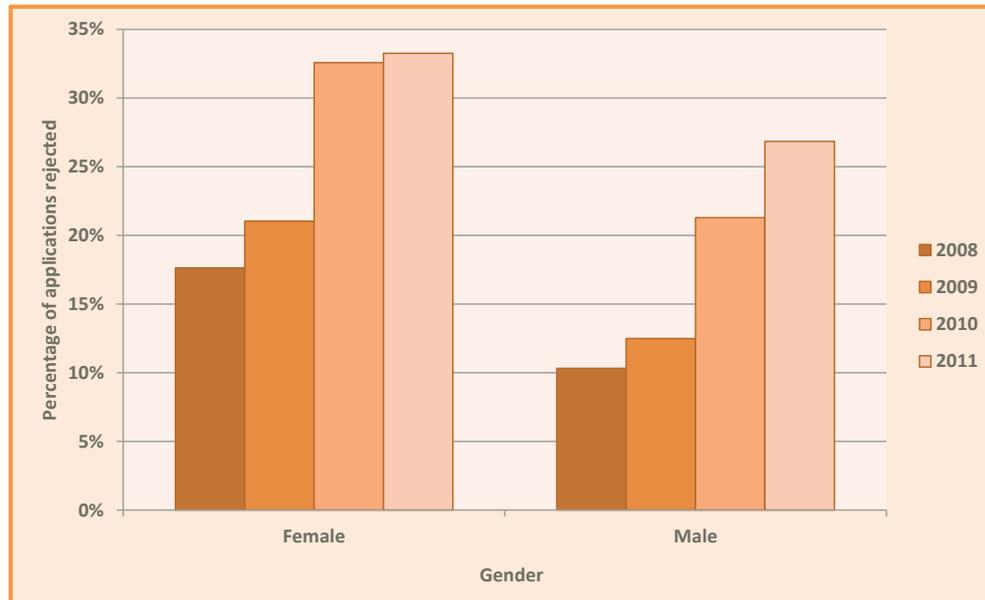
⁴ Prepared by Mike Kerrigan, NTU Strategic Data & Intelligence Manager (Widening Participation & Student Success) Schools, Colleges & Community Outreach

⁵ Although this is due to female applications dominating the most selective subjects, such as Art & Design and Education. Further analysis at NTU School level is warranted.

3.1. Gender

3.1.1. Applications & Admissions

Unsuccessful NTU applications by gender, 2008 to 2011 (excludes Clearing and withdrawn applications)



$p = 0.000$; Odds ratio for unsuccessful applications (female / male) = 1.62 (1.58, 1.66);
Relative risk for unsuccessful applications (female / male) = 1.45 (1.42, 1.48)⁶
Source: UCAS conversion data

Females appear to be much less likely to receive offers than males. However, further investigation shows that this is due to the vast majority of applications to some of the more selective courses at NTU (notably Education) being from females.

⁶ The strength of *evidence* of an association between the different variables is recorded by the p-value. If the p-value is less than 0.01, there is strong evidence of an association. However, this p-value does not measure the *extent* of the association; indeed with large numbers of students involved there may be strong evidence of a fairly weak association. In this paper, the *extent* of the association is measured by odds ratios and relative risks. The odds ratio is the ratio of odds of an event occurring (e.g. application being rejected) in one group (e.g. female) to the odds of it occurring in another group (e.g. male). The more easily understandable relative risk refers to the risk of an event occurring (e.g. application being rejected) in the exposed group (e.g. female) versus the non-exposed group (e.g. male). In this example, with a relative risk of 1.45 (with confidence interval 1.42, 1.48) being a female applicant increased the risk of having an application rejected by 45%. If the odds ratio and/or relative risk is above 1 (and the confidence interval lies entirely above 1) there is a positive association between the variables; i.e. the risk is increased. If, however, the odds ratio and/or relative risk is less than 1 (and the confidence interval lies entirely below 1) there is a negative association between the variables; i.e. the risk is reduced.

3.1.2. Enrolments⁷

Table 3.1.2.1: NTU enrolments by gender and residency: all enrolled students

Gender	Residency	200809		200910		201011		201112	
		No.	%	No.	%	No.	%	No.	%
Female	EU	420	2.9%	459	3.0%	394	2.5%	559	3.5%
	HOME	12686	87.7%	13593	88.3%	13676	87.6%	13772	85.9%
	OVERSEAS	1155	8.0%	1346	8.7%	1534	9.8%	1709	10.7%
	UNDECLARED	204	1.4%		0.0%		0.0%		0.0%
Female Total		14465	54.9%	15398	55.0%	15604	54.8%	16040	54.9%
Male	EU	293	2.5%	337	2.7%	317	2.5%	401	3.0%
	HOME	10300	86.8%	10963	86.9%	11051	86.4%	11322	85.8%
	OVERSEAS	1122	9.5%	1308	10.4%	1421	11.1%	1473	11.2%
	UNDECLARED	149	1.3%	2	0.0%		0.0%		0.0%
Male Total		11864	45.1%	12610	45.0%	12789	44.9%	13196	45.1%
Not Known	HOME	4	80.0%	1	100.0%		0.0%	1	100.0%
	OVERSEAS	1	20.0%		0.0%	77	100.0%		0.0%
Not Known Total		5	0.0%	1	0.0%	77	0.3%	1	0.0%
Grand Total		26334	100.0%	28009	100.0%	28470	100.0%	29237	100.0%

In 2011/12, 55% of all NTU's enrolled students were female, which was in line with trends for previous years. Around 14% of both female and male students were from the EU or other overseas.

Table 3.1.2.2: NTU enrolments by entry route and gender: all enrolled students

Entry Route	Gender	200809		200910		201011		201112	
		No.	%	No.	%	No.	%	No.	%
DIRECT	Female	5077	56.6%	4986	57.2%	4637	57.6%	4532	58.6%
	Male	3888	43.4%	3724	42.8%	3420	42.4%	3207	41.4%
	Not Known	3				77		1	
DIRECT Total		8968	34.1%	8710	31.1%	8134	28.6%	7740	26.5%
UCAS/GTTR	Female	9388	54.1%	10412	54.0%	10967	53.9%	11508	53.5%
	Male	7976	45.9%	8886	46.0%	9369	46.1%	9989	46.5%
	Not Known	2		1					
UCAS/GTTR Total		17366	65.9%	19299	68.9%	20336	71.4%	21497	73.5%
Grand Total		26334	100.0%	28009	100.0%	28470	100.0%	29237	100.0%

73.5% of 2011/12 NTU students were from the UCAS/GTTR route.

Table 3.1.2.3: NTU enrolments by mode of study and gender: all enrolled students

Programme Mode	Gender	200809		200910		201011		201112	
		No.	%	No.	%	No.	%	No.	%
Full-Time	Female	11312	54.1%	12478	54.0%	13039	54.0%	13842	54.2%
	Male	9605	45.9%	10650	46.0%	11122	45.9%	11718	45.8%
	Not Known	3		1		77			
Full-Time Total		20920	79.4%	23129	82.6%	24238	85.1%	25560	87.4%
Part-Time	Female	3153	58.2%	2920	59.8%	2565	60.6%	2198	59.8%
	Male	2259	41.8%	1960	40.2%	1667	39.4%	1478	40.2%
	Not Known	2						1	
Part-Time Total		5414	20.6%	4880	17.4%	4232	14.9%	3677	12.6%
Grand Total		26334	100.0%	28009	100.0%	28470	100.0%	29237	100.0%

⁷ Unless otherwise stated, all analysis in this section of the report is taken from NTU's COGNOS WP/E&D dataset. Note that the data analysis relating to progression, undergraduate achievement and undergraduate destinations will focus on full-time home UCAS/GTTR students. Direct, part-time, international and postgraduate entrants are included in this sub-section for the purpose of completeness.

In 2011/12, 54.2% of NTU's full-time students were female compared with the 59.8% of part-time students that were female.

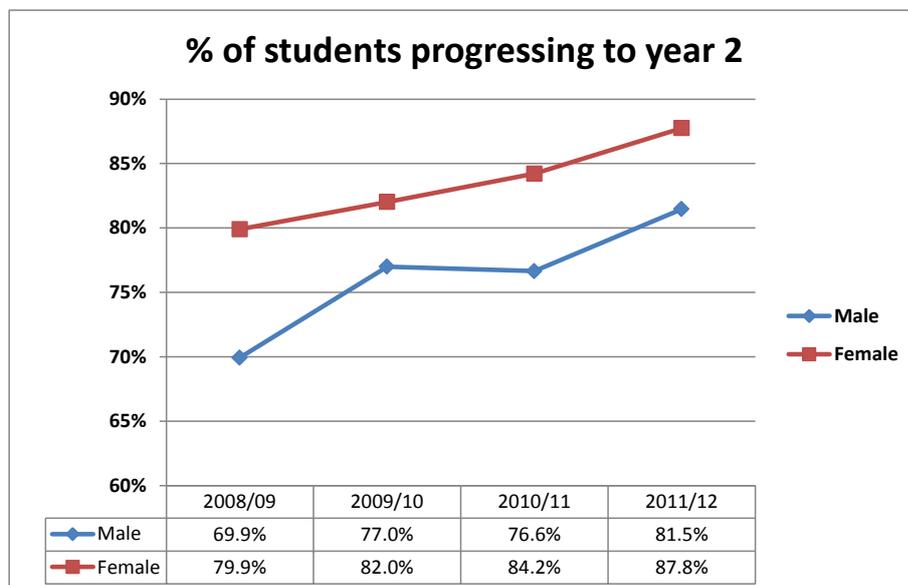
Table 3.1.2..4: NTU enrolments by programme level and gender: all enrolled students

Programme Level	Gender	200809		200910		201011		201112	
		No.	%	No.	%	No.	%	No.	%
FE	Female	228	63.9%	202	60.1%	178	66.9%	184	77.0%
	Male	129	36.1%	134	39.9%	88	33.1%	55	23.0%
FE Total		357	1.4%	336	1.2%	266	0.9%	239	0.8%
NC	Female	345	58.3%	383	58.8%	352	62.0%	378	62.5%
	Male	247	41.7%	268	41.2%	216	38.0%	227	37.5%
	Not Known					76			0.0%
NC Total		592	2.2%	651	2.3%	644	2.3%	605	2.1%
PG	Female	2507	56.6%	2647	58.4%	2591	58.1%	2549	58.4%
	Male	1925	43.4%	1885	41.6%	1871	41.9%	1812	41.6%
	Not Known	3				1		1	
PG Total		4435	16.8%	4532	16.2%	4463	15.7%	4362	14.9%
PR	Female	206	40.2%	232	39.2%	247	40.7%	260	42.3%
	Male	306	59.8%	360	60.8%	360	59.3%	354	57.7%
PR Total		512	1.9%	592	2.1%	607	2.1%	614	2.1%
UG	Female	11179	54.7%	11934	54.5%	12236	54.4%	12669	54.1%
	Male	9257	45.3%	9963	45.5%	10254	45.6%	10748	45.9%
	Not Known	2		1					
UG Total		20438	77.6%	21898	78.2%	22490	79.0%	23417	80.1%
Grand Total		26334	100.0%	28009	100.0%	28470	100.0%	29237	100.0%

Of the further education (FE) programmes run by NTU (within the School of Animal, Rural & Environmental Sciences), 77% of students were female. Females also outnumbered males in non- credit bearing courses (63%), postgraduate taught (58%) and undergraduate (54%) courses. However, there were more males than females (42%) studying NTU's postgraduate research programmes.

3.1.3. Progression from year 1 of undergraduate study⁸

Figure 3.1.3.1: Progression to second year of study by age group⁹



$p = 0.000$; Odds ratio for not progressing (Male / Female) = 1.57 (1.48, 1.67); Relative risk for unsuccessful applications (Male / Female) = 1.44 (1.37, 1.51)

Over the four years, male students were significantly less likely to successfully progress than female students. This apparent disparity cannot solely be attributed to students' prior attainment, as, when controlling for the UCAS tariff, male students' progression rates remained significantly lower than their female counterparts.¹⁰

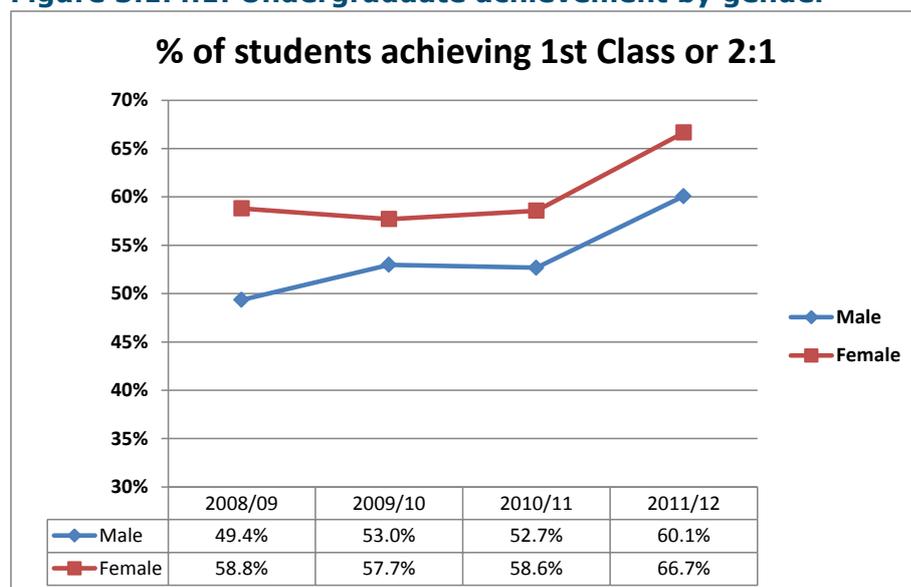
⁸ This section of the report focuses on home undergraduate students.

⁹ NTU's procedure for classifying progression status has recently changed. It has been agreed that 'no decision', 'not progressing', and 'repeating' classifications from the annual monitoring reports refer to did not progress, whilst 'progressing' and 'progressing following referral' classifications refer to successful progression. The classifications 'not progressing – exceptional circumstances' and 'successful completion' are excluded from progression calculations. As a result of these changes, binary progression figures may differ slightly from previous analyses.

¹⁰ As some qualifications, most notably BTECs, were allocated zero points in the UCAS data (due to data disclosure issues) the controlling variable has been restricted to just those applicants with at least three A2 Levels to help ensure like for like comparison. For these students, the Mantel-Haenszel Common Odds Ratio was 1.37 (1.25, 1.50); Tarone's test 0.35

3.1.4. Undergraduate achievement¹¹

Figure 3.1.4.1: Undergraduate achievement by gender¹²



$p = 0.000$; Odds ratio for not achieving 1st Class or 2:1 (Male / Female) = 1.30 (1.22, 1.39); Relative risk for unsuccessful applications (Male / Female) = 1.16 (1.12, 1.21)

Male students have consistently been less likely to achieve a First Class or 2:1 degree classification than their female counterparts. Whilst, on average, females have higher pre-entry qualifications than males, this only partially explains the disparities in the final degree classifications, because, when controlling for the UCAS tariff, females continued to outperform males.¹³

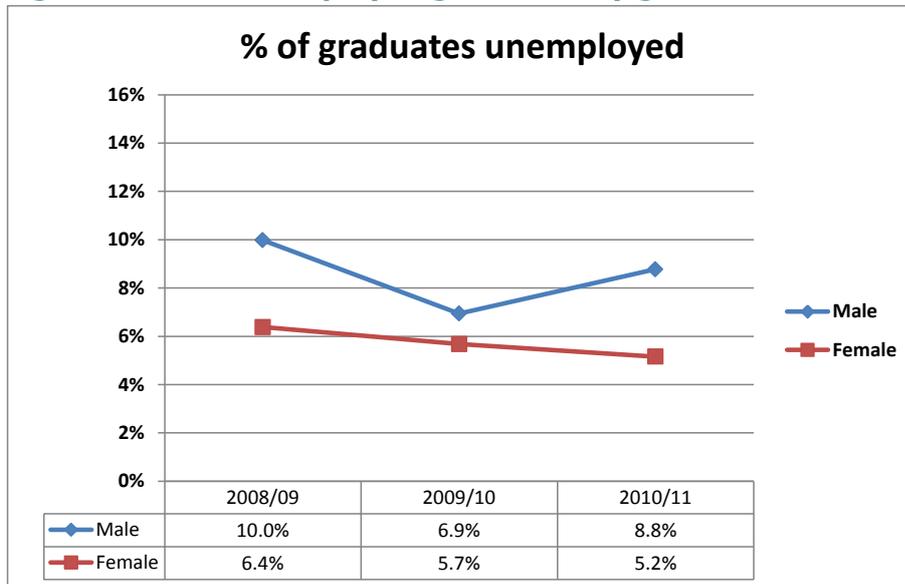
¹¹ This section of the report focuses on home undergraduate students. Unless otherwise stated, all analysis in this section of the report is taken from NTU's COGNOS WP/E&D dataset

¹² NTU's procedure for classifying undergraduate achievement has recently changed in line with the HESA classifications. It has been agreed that students with the 'other' classification, which primarily includes students who left with an HE Diploma or Certificate, are excluded from the calculations because they effectively did not successfully complete their degree programmes. As a result of these changes, binary UG achievement figures may differ slightly from previous analyses.

¹³ $p=0.000$, M-H Common Odds Ratio = 1.16 (1.03, 1.31); Tarone's test = 0.06

3.1.5. Graduate destinations¹⁴

Figure 3.1.5.1: Unemployed graduates by gender



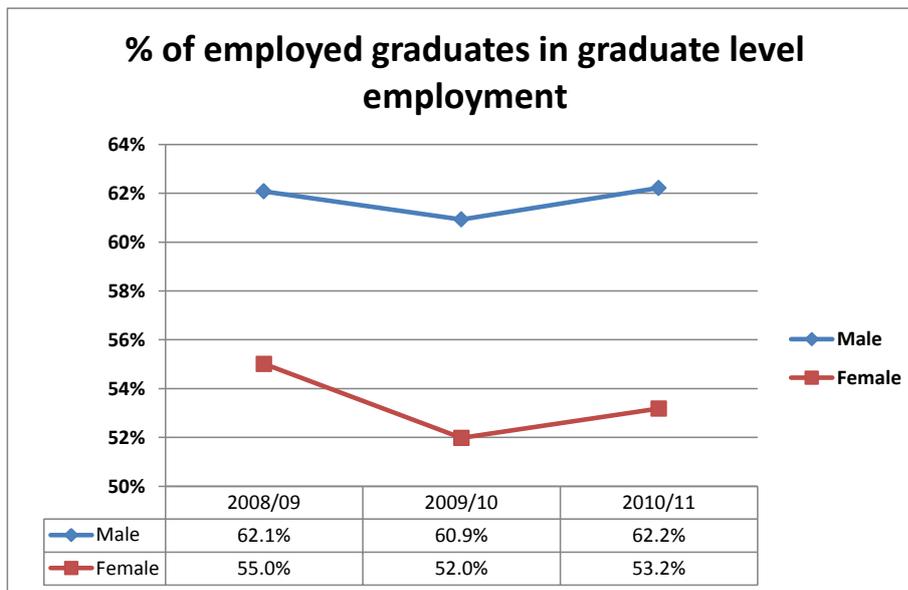
$p = 0.000$; Odds ratio for being unemployed (Male / Female) = 1.54 (1.31, 1.82);
Relative risk for being unemployed (Male / Female) = 1.49 (1.28, 1.74)

Figure 3.1.5.1 shows the proportion of male and female undergraduate graduates who were unemployed approximately six months after graduation, according to the HESA Destination of Leavers from Higher Education (DLHE) survey. Male students have consistently been more likely to be unemployed than their female counterparts. Indeed, over the three years, male graduates were almost 50% more likely than female graduates to be unemployed. This apparent disparity held when controlling for prior undergraduate degree achievement.¹⁵

¹⁴ This section of the report focuses on home undergraduate students. Unless otherwise stated, all analysis in this section of the report is taken from the HESA graduate destinations survey data held in NTU's Banner system, combined with NTU's COGNOS WP/E&D dataset. Not all graduates return the survey and not all Banner DLHE data could be matched with the WP COGNOS. Therefore, the data provided in this section represents a sample of actual graduates. Nevertheless, data were available for 78% of all 2008/09 to 2010/11 graduates, which represents a significant sample size, and one in which inferences are statistically accurate. The analysis excludes graduates not available for employment.

¹⁵ $p=0.000$, M-H Common Odds Ratio = 1.51 (1.28, 1.78); Tarone's test = 0.24

Figure 3.1.5.2: Employed graduates in graduate level occupations, by gender



$p = 0.000$; Odds ratio for non-graduate employment (Male / Female) = 0.71 (0.64, 0.78); Relative risk for non-graduate employment (Male / Female) = 0.82 (0.77, 0.87)

Figure 3.1.5.2 takes account of those graduates in employment only and whether or not they are employed in graduate occupations. Female graduates were less likely to be employed in graduate occupations than their male counterparts. Over the three years 53% of female graduates were employed in graduate occupations compared with 62% of male graduates. When controlling for prior degree classification, the disparities were even wider, which is to be expected, as females are more likely to achieve higher degree classifications than males.¹⁶

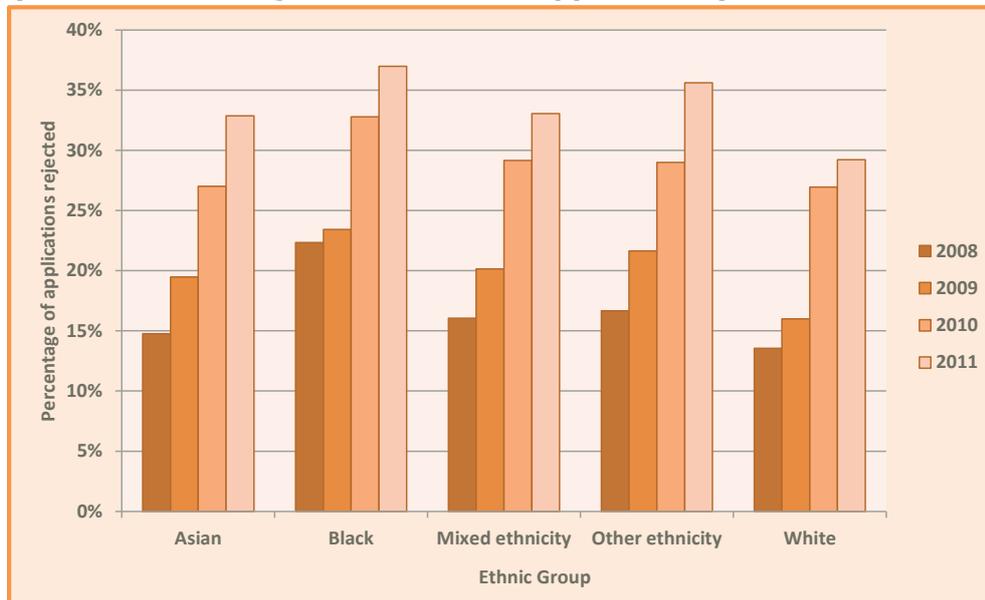
Male students have consistently been more likely to be unemployed than their female counterparts. Indeed, over the three years, **male** graduates were almost 50% more likely than **female** graduates to be unemployed. This apparent disparity held when controlling for prior undergraduate degree achievement.

¹⁶ $p = 0.000$; M-H Common Odds ratio = 0.67 (0.60, 0.74); Tarone's test = 0.71

3.2. Ethnicity

3.2.1. Applications and Admissions

Figure 3.2.1.1: Unsuccessful NTU applications by ethnic group, 2008 to 2011 (excludes Clearing and withdrawn applications)



$p = 0.000$; Odds ratio for unsuccessful applications (BME / white) = 1.22 (1.19, 1.26);
Relative risk for unsuccessful applications (BME / white) = 1.17 (1.14, 1.19)
Source: NTU UCAS conversion data

On the whole, BME students were significantly less likely to receive an offer than their white counterparts and 1.17 times more likely to have their application turned down (Figure 3.2.1.1). When disaggregating by the different ethnic origins, Black students appear to be particularly disadvantaged in the applications process. However, this by no means tells the whole picture because, by definition, offers are inextricably linked with prior qualifications. Indeed, when controlling for prior attainment, there was no evidence that NTU's BME applicants were disadvantaged in the admissions process.

3.2.2 Enrolments¹⁷

Table 3.2.2.1: NTU enrolments by ethnic group and residency: all enrolled students

Ethnicity Group	Residency	200809		200910		201011		201112	
		No.	%	No.	%	No.	%	No.	%
Asian	EU	9	0.3%	9	0.3%	6	0.2%	4	0.1%
	HOME	2748	82.1%	2756	81.7%	2581	80.3%	2494	79.3%
	OVERSEAS	569	17.0%	607	18.0%	626	19.5%	649	20.6%
	UNDECLARED	20	0.6%		0.0%		0.0%		0.0%
Asian Total		3346	13.8%	3372	13.1%	3213	12.4%	3147	11.8%
Black	EU	16	1.3%	16	1.1%	12	0.8%	10	0.6%
	HOME	938	76.0%	1158	79.7%	1232	79.6%	1347	80.5%
	OVERSEAS	267	21.6%	279	19.2%	304	19.6%	317	18.9%
	UNDECLARED	14	1.1%		0.0%		0.0%		0.0%
Black Total		1235	5.1%	1453	5.7%	1548	6.0%	1674	6.3%
Chinese	EU	3	0.3%	2	0.2%	2	0.2%		0.0%
	HOME	226	23.4%	211	19.9%	222	16.7%	199	13.0%
	OVERSEAS	728	75.3%	846	79.9%	1108	83.2%	1328	87.0%
	UNDECLARED	10	1.0%		0.0%		0.0%		0.0%
Chinese Total		967	4.0%	1059	4.1%	1332	5.1%	1527	5.7%
Mixed ethnicity	EU	20	2.6%	19	2.3%	8	0.9%	15	1.5%
	HOME	664	87.8%	723	88.2%	803	89.4%	884	90.9%
	OVERSEAS	67	8.9%	78	9.5%	87	9.7%	74	7.6%
	UNDECLARED	5	0.7%		0.0%		0.0%		0.0%
Mixed ethnicity Total		756	3.1%	820	3.2%	898	3.5%	973	3.7%
Other ethnic group	EU	5	1.8%	5	1.6%	2	0.7%	4	1.4%
	HOME	129	46.1%	131	41.3%	142	49.5%	146	51.2%
	OVERSEAS	135	48.2%	181	57.1%	143	49.8%	135	47.4%
	UNDECLARED	11	3.9%		0.0%		0.0%		0.0%
Other ethnic group Total		280	1.2%	317	1.2%	287	1.1%	285	1.1%
White	EU	574	3.2%	584	3.1%	483	2.6%	663	3.5%
	HOME	16804	95.0%	17903	95.8%	17994	96.1%	18123	95.4%
	OVERSEAS	182	1.0%	203	1.1%	240	1.3%	220	1.2%
	UNDECLARED	133	0.8%	1	0.0%		0.0%		0.0%
White Total		17693	72.9%	18691	72.7%	18717	72.0%	19006	71.4%
Unknown	EU	76	8.6%	148	14.8%	189	19.4%	248	27.0%
	HOME	328	37.3%	402	40.3%	284	29.1%	234	25.5%
	OVERSEAS	322	36.6%	446	44.7%	503	51.5%	435	47.4%
	UNDECLARED	154	17.5%	1	0.1%		0.0%		0.0%
Unknown Total		880		997		976		917	
Grand Total		25157	100.0%	26709	100.0%	26971	100.0%	27529	100.0%

In 2011/12, 71% of NTU's enrolled students were white, 12% were Asian, 6% Black, 6% Chinese, 4% mixed ethnicity and 1% were from another ethnic group.

In 2011/12, 95% of NTU's students from the EU were white, compared with 79% of home students and 8% of other overseas students. Of the overseas students, 48.5% were Chinese and 24% were from an other Asian background.

¹⁷ Unless otherwise stated, all analysis in this section of the report is taken from NTU's COGNOS WP/E&D dataset

Table 3.2.2.2: NTU enrolments by entry route and ethnicity summary: all enrolled students

Entry Route	Ethnicity summary	200809		200910		201011		201112	
		No.	%	No.	%	No.	%	No.	%
DIRECT	White	6200	73.1%	5938	71.6%	5372	68.9%	5005	66.7%
	BME	2276	26.9%	2350	28.4%	2424	31.1%	2499	33.3%
	Not Known	492		422		338		236	
DIRECT Total		8968	34.1%	8710	31.1%	8134	28.6%	7740	26.5%
UCAS/GTTR	White	12461	73.5%	13841	74.0%	14604	74.2%	15439	74.3%
	BME	4492	26.5%	4860	26.0%	5070	25.8%	5350	25.7%
	Not Known	413		598		662		708	
UCAS/GTTR Total		17366	65.9%	19299	68.9%	20336	71.4%	21497	73.5%
Grand Total		26334	100.0%	28009	100.0%	28470	100.0%	29237	100.0%

33% of 2011/12 direct entrants were BME, compared with 26% of UCAS/GTTR students.

Table 3.2.2.3: NTU enrolments by programme mode and ethnicity summary: all enrolled students

Programme Mode	Ethnicity summary	200809		200910		201011		201112	
		No.	%	No.	%	No.	%	No.	%
Full-Time	White	14183	70.5%	15728	70.8%	16493	70.7%	17462	70.7%
	BME	5944	29.5%	6502	29.2%	6833	29.3%	7225	29.3%
	Not Known	793		899		912		873	
Full-Time Total		20920	79.4%	23129	82.6%	24238	85.1%	25560	87.4%
Part-Time	White	4478	84.5%	4051	85.1%	3483	84.0%	2982	82.7%
	BME	824	15.5%	708	14.9%	661	16.0%	624	17.3%
	Not Known	112		121		88		71	
Part-Time Total		5414	20.6%	4880	17.4%	4232	14.9%	3677	12.6%
Grand Total		26334	100.0%	28009	100.0%	28470	100.0%	29237	100.0%

Similar to previous years, 29% of NTU's 2011/12 full-time students were BME, compared with 17% of part-time students.

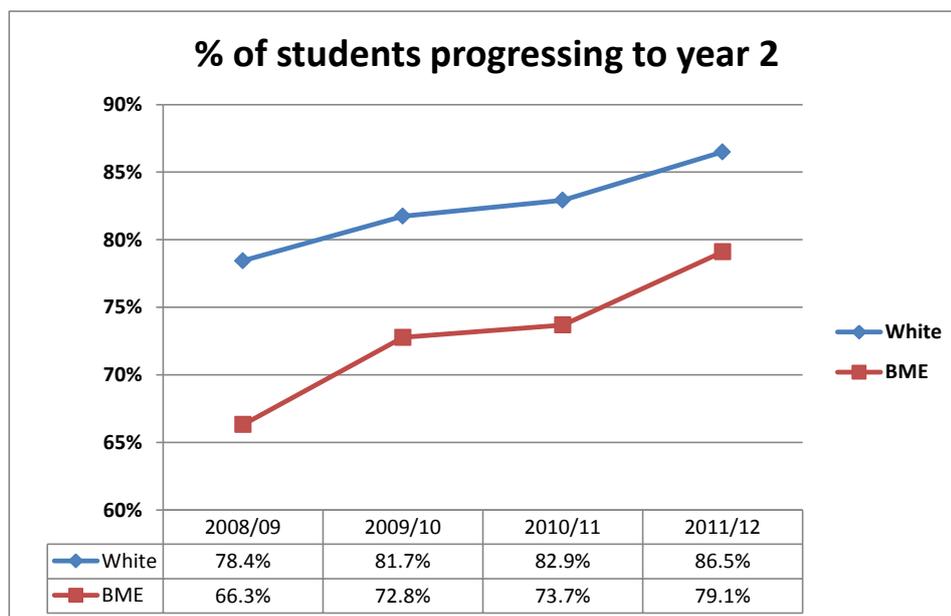
Table 3.2.2.4: NTU enrolments by programme level and ethnicity summary: all enrolled students

Programme Level	Ethnicity summary	200809		200910		201011		201112	
		No.	%	No.	%	No.	%	No.	%
FE	White	344	97.7%	327	98.2%	250	95.1%	226	95.0%
	BME	8	2.3%	6	1.8%	13	4.9%	12	5.0%
	Not Known	5		3		3		1	
FE Total		357	1.4%	336	1.2%	266	0.9%	239	0.8%
NC	White	230	47.1%	209	37.9%	200	39.7%	227	41.9%
	BME	258	52.9%	342	62.1%	304	60.3%	315	58.1%
	Not Known	104		100		140		63	
NC Total		592	2.2%	651	2.3%	644	2.3%	605	2.1%
PG	White	2858	67.2%	2903	67.5%	2806	64.7%	2663	62.7%
	BME	1397	32.8%	1395	32.5%	1528	35.3%	1583	37.3%
	Not Known	180		234		129		116	
PG Total		4435	16.8%	4532	16.2%	4463	15.7%	4362	14.9%
PR	White	306	61.3%	341	59.3%	348	58.9%	338	56.2%
	BME	193	38.7%	234	40.7%	243	41.1%	263	43.8%
	Not Known	13		17		16		13	
PR Total		512	1.9%	592	2.1%	607	2.1%	614	2.1%
UG	White	14923	75.2%	15999	75.4%	16372	75.2%	16990	75.0%
	BME	4912	24.8%	5233	24.6%	5406	24.8%	5676	25.0%
	Not Known	603		666		712		751	
UG Total		20438	77.6%	21898	78.2%	22490	79.0%	23417	80.1%
Grand Total		26334	100.0%	28009	100.0%	28470	100.0%	29237	100.0%

Just 5% of FE students (studying ARES subjects) were BME, compared with 58% of students on non- credit bearing courses. The proportion of postgraduate taught (37%) and postgraduate research (44%) students that were BME was considerably higher than undergraduate students (25%).

3.2.3. Progression from year 1 of undergraduate study¹⁸

Figure 3.2.3.1: Progression to second year of study by ethnic group¹⁹



$p = 0.000$; Odds ratio for not progressing (BME / white) = 1.76 (1.65, 1.88); Relative risk for unsuccessful applications (BME / white) = 1.55 (1.48, 1.63)

Over the four years, white students were significantly more likely to successfully progress than BME students. This is partially, although not wholly explained by students' prior attainment, as BME students, on average, had lower pre-entry qualifications than their white counterparts.²⁰ It should be noted that the progression rates of BME students to the second year of undergraduate study have improved considerably over recent years.

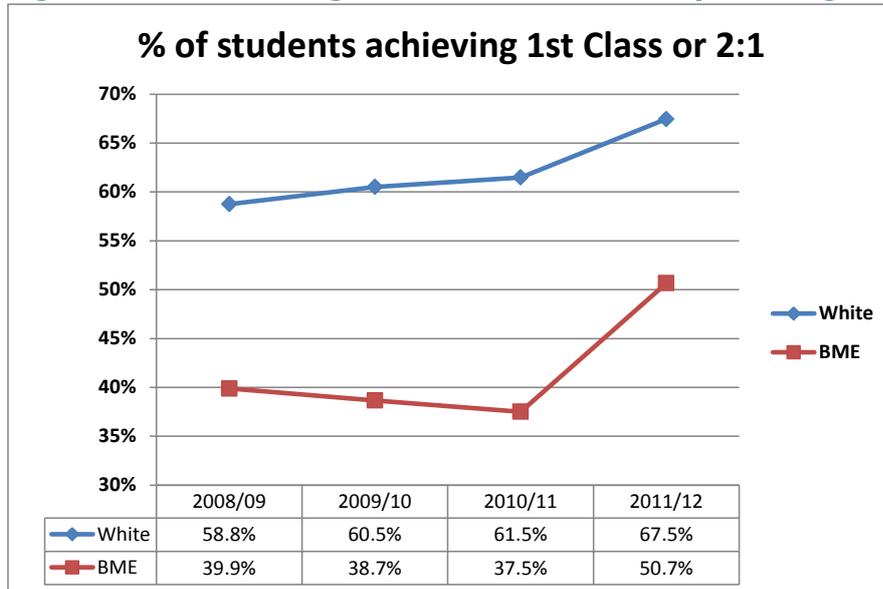
¹⁸ This section of the report focuses on home undergraduate students. Unless otherwise stated, all analysis in this section of the report is taken from NTU's COGNOS WP/E&D dataset

¹⁹ NTU's procedure for classifying progression status has recently changed. It has been agreed that 'no decision', 'not progressing', and 'repeating' classifications from the annual monitoring reports refer to did not progress, whilst 'progressing' and 'progressing following referral' classifications refer to successful progression. The classifications 'not progressing – exceptional circumstances' and 'successful completion' are excluded from progression calculations. As a result of these changes, binary progression figures may differ slightly from previous analyses.

²⁰ As some qualifications, most notably BTECs, were allocated zero points in the UCAS data (due to data disclosure issues) the controlling variable has been restricted to just those applicants with at least three A2 Levels to help ensure like for like comparison. For these students, the Mantel-Haenszel Common Odds Ratio was 1.20 (1.08, 1.33); Tarone's test 0.23

3.2.4. Undergraduate achievement²¹

Figure 3.2.4.1: Undergraduate achievement by ethnic group²²



$p = 0.000$; Odds ratio for not achieving 1st Class or 2:1 (BME / white) = 2.27 (2.11, 2.45); Relative risk for unsuccessful applications (BME / white) = 1.54 (1.48, 1.60)

BME students have consistently been less likely to achieve a First Class or 2:1 degree classification than their white counterparts, which holds when controlling for prior attainment.²³ However, there was a considerable increase in the proportion of BME students achieving this standard between 2010/11 and 2011/12.

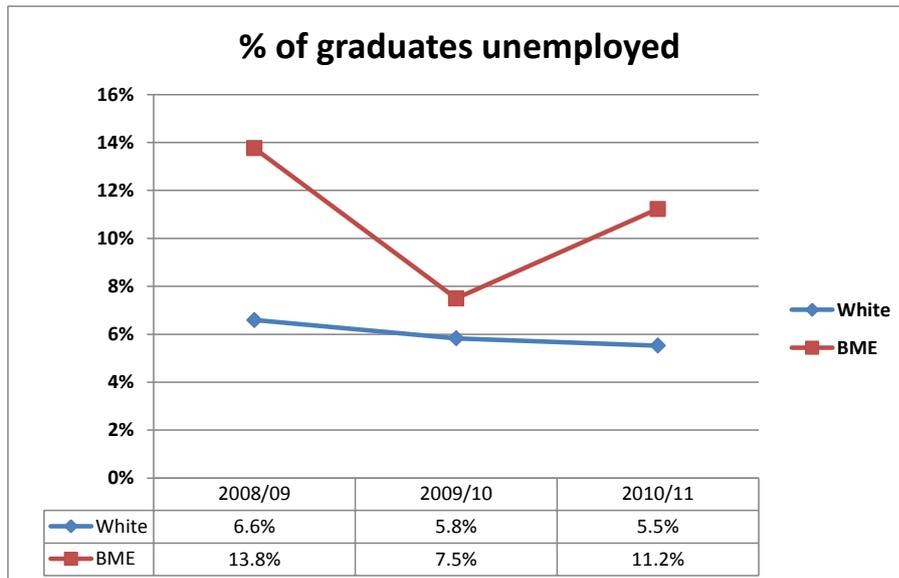
²¹ This section of the report focuses on home undergraduate students. Unless otherwise stated, all analysis in this section of the report is taken from NTU's COGNOS WP/E&D dataset

²² NTU's procedure for classifying undergraduate achievement has recently changed in line with the HESA classifications. It has been agreed that students with the 'other' classification, which primarily includes students who left with an HE Diploma or Certificate, are excluded from the calculations because they effectively did not successfully complete their degree programmes. As a result of these changes, binary UG achievement figures may differ slightly from previous analyses.

²³ $p=0.000$, M-H Common Odds Ratio = 1.72 (1.49, 1.98); Tarone's test = 0.15

3.2.5. Graduate destinations²⁴

Figure 3.2.5.1: Unemployed graduates by ethnic group



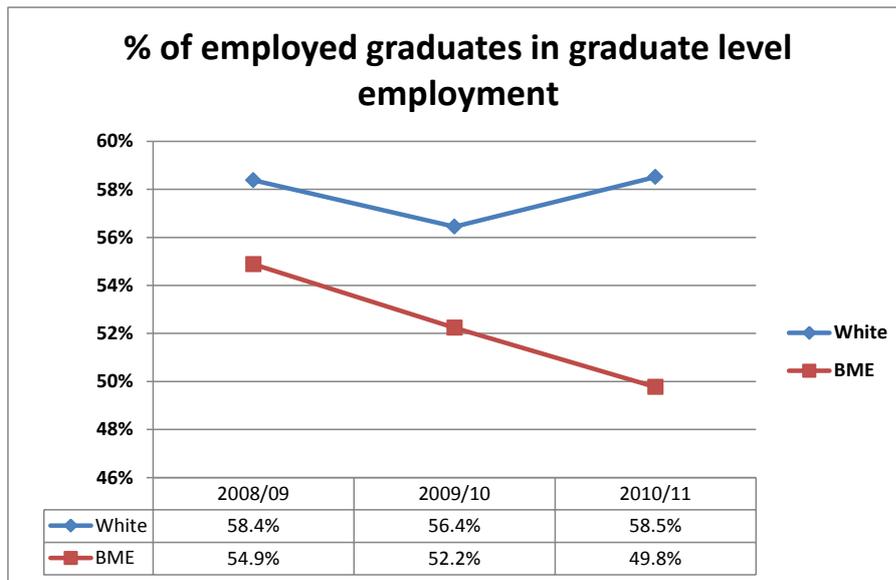
$p = 0.000$; Odds ratio for being unemployed (BME / white) = 1.87 (1.56, 2.24); Relative risk for being unemployed (BME / white) = 1.78 (1.51, 2.10)

Figure 3.2.5.1 shows the proportion of white and BME undergraduate graduates who were unemployed approximately six months after graduation, according to the HESA Destination of Leavers from Higher Education (DLHE) survey. BME students have consistently been more likely to be unemployed than their white counterparts. Indeed, over the three years, BME graduates were 1.8 times more likely than white graduates to be unemployed. This apparent disparity held when controlling for prior undergraduate degree achievement.²⁵

²⁴ This section of the report focuses on home undergraduate students. Unless otherwise stated, all analysis in this section of the report is taken from the HESA graduate destinations survey data held in NTU's Banner system, combined with NTU's COGNOS WP/E&D dataset. Not all graduates return the survey and not all Banner DLHE data could be matched with the WP COGNOS. Therefore, the data provided in this section represents a sample of actual graduates. Nevertheless, data were available for 78% of all 2008/09 to 2010/11 graduates, which represents a significant sample size, and one in which inferences are statistically accurate. The analysis excludes graduates not available for employment.

²⁵ $p=0.000$, M-H Common Odds Ratio = 1.78 (1.48, 2.14); Tarone's test = 0.98

Figure 3.2.5.2: Employed graduates in graduate level occupations, by ethnic group



$p = 0.000$; Odds ratio for non-graduate employment (BME / white) = 1.27 (1.11, 1.44);
Relative risk for non-graduate employment (BME / white) = 1.14 (1.06, 1.22)

Figure 3.2.5.2 takes account of those graduates in employment only and whether or not they are employed in graduate occupations. As a whole BME graduates were less likely to be employed in graduate occupations than their white counterparts. Over the three years 58% of white graduates were employed in graduate occupations compared with 52% of BME graduates.²⁶ However, as might be expected, graduates with high degree achievement were significantly more likely to progress to graduate level occupations than those with degree classifications lower than 2:1.²⁷ When controlling for prior degree classification, there was moderate evidence that BME students continued to be less likely to progress to graduate level occupations, particularly for higher achievers.²⁸

²⁶ There were similar findings when analysing trends by managerial & professional and non-managerial & professional occupations. Furthermore, the median salary of white students was £17,000 per annum compared with the BME median salary of £16,000 per annum.

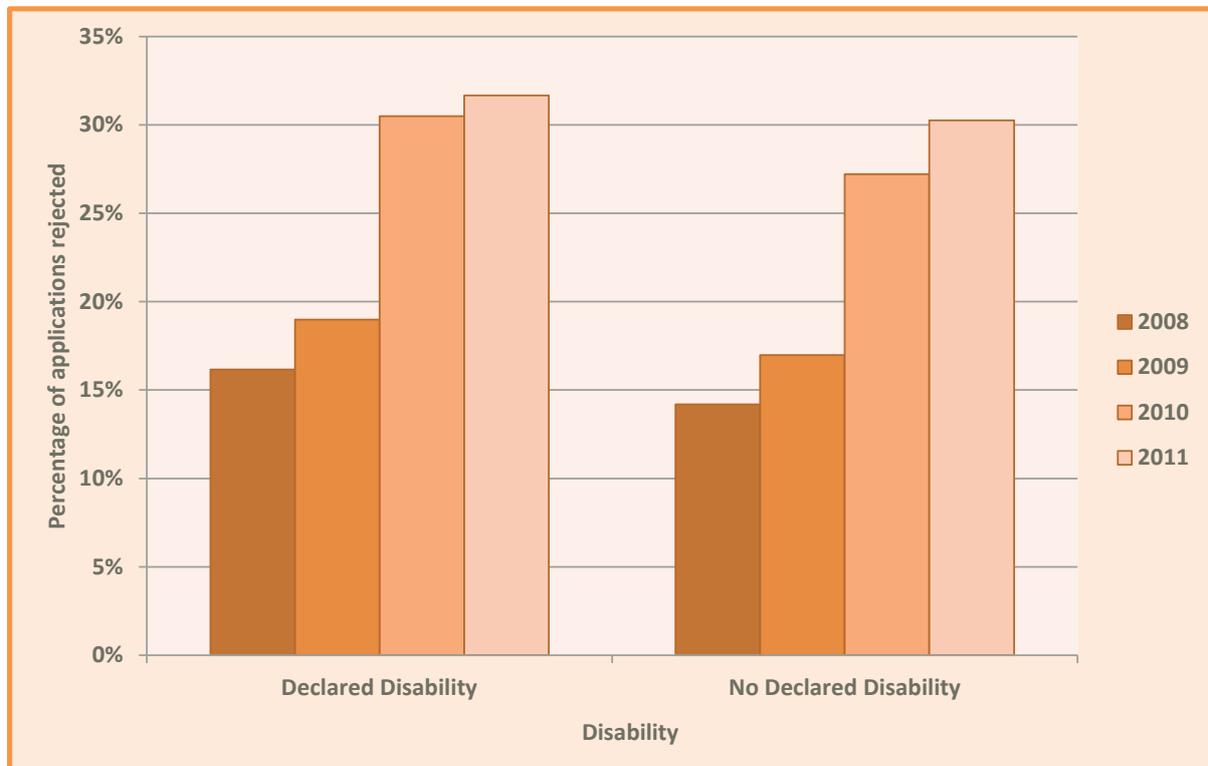
²⁷ $p = 0.000$; Odds ratio for non-graduate occupations (Not good degree / Good degree) = 1.84 (1.67, 2.03);
Relative risk for non-graduate occupations (Not good degree / Good degree) = 1.40 (1.33, 1.48)

²⁸ $p = 0.04$; M-H Common Odds ratio = 1.15 (1.01, 1.31); Tarone's test = 0.08

3.3. Disability

3.3.1. Applications and Admissions

Figure 3.3.1.1: Unsuccessful NTU applications by Declared Disability, 2008 to 2011 (excludes Clearing and withdrawn applications)



$p = 0.000$; Odds ratio for unsuccessful applications (Disability / No Disability) = 1.16 (1.10, 1.23); Relative risk for unsuccessful applications (Disability / No Disability) = 1.12 (1.08, 1.17)

Source: UCAS conversion data

Applicants who have declared a disability have consistently been less likely to receive offers than those without disabilities. In 2011/12, 32% of applications from disabled applicants did not receive offers, compared with 30% of applications from non-disabled applicants, so the difference was not great. Moreover, when controlling for prior attainment, over the four year period there was no statistical evidence ($p=0.39$) that offer rates of disabled and non-disabled applicants differed.

3.3.2. Enrolments²⁹

Table 3.3.2.1: NTU enrolments by disability and residency: all enrolled students

Disability	Residency	200809		200910		201011		201112	
		No.	%	No.	%	No.	%	No.	%
Disability	EU	10	0.8%	13	1.0%	9	0.6%	16	0.9%
	HOME	1153	98.0%	1273	97.9%	1469	98.0%	1668	97.7%
	OVERSEAS	8	0.7%	14	1.1%	21	1.4%	24	1.4%
	UNDECLARED	6	0.5%		0.0%		0.0%		0.0%
Disability Total		1177	4.5%	1300	4.6%	1499	5.3%	1708	5.8%
No known disability	EU	703	2.8%	783	2.9%	702	2.6%	944	3.4%
	HOME	21837	86.8%	23284	87.2%	23258	86.2%	23427	85.1%
	OVERSEAS	2270	9.0%	2640	9.9%	3011	11.2%	3158	11.5%
	UNDECLARED	347	1.4%	2	0.0%		0.0%		0.0%
No known disability Total		25157	95.5%	26709	95.4%	26971	94.7%	27529	94.2%
Grand Total		26334	100.0%	28009	100.0%	28470	100.0%	29237	100.0%

There has been a consistent increase in the proportion of NTU's student body known to have a disability over recent years; from 4.5% on 2008/09 to 5.8% in 2011/12. Less than 1% of overseas students were known to have a disability

Table 3.3.2.2: NTU enrolments by entry route and disability: all enrolled students

Entry Route	Disability	200809		200910		201011		201112	
		No.	%	No.	%	No.	%	No.	%
DIRECT	Disability	277	3.1%	344	3.9%	353	4.3%	359	4.6%
	No known disability	8691	96.9%	8366	96.1%	7781	95.7%	7381	95.4%
DIRECT Total		8968	34.1%	8710	31.1%	8134	28.6%	7740	26.5%
UCAS/GTTR	Disability	900	5.2%	956	5.0%	1146	5.6%	1349	6.3%
	No known disability	16466	94.8%	18343	95.0%	19190	94.4%	20148	93.7%
UCAS/GTTR Total		17366	65.9%	19299	68.9%	20336	71.4%	21497	73.5%
Grand Total		26334	100.0%	28009	100.0%	28470	100.0%	29237	100.0%

The number and proportion of students with a disability taking both the direct and UCAS/GTTR route has increased over recent years.

Table 3.3.2.3: NTU enrolments by mode of study and disability: all enrolled students

Programme Mode	Disability	200809		200910		201011		201112	
		No.	%	No.	%	No.	%	No.	%
Full-Time	Disability	1006	4.8%	1104	4.8%	1275	5.3%	1499	5.9%
	No known disability	19914	95.2%	22025	95.2%	22963	94.7%	24061	94.1%
Full-Time Total		20920	79.4%	23129	82.6%	24238	85.1%	25560	87.4%
Part-Time	Disability	171	3.2%	196	4.0%	224	5.3%	209	5.7%
	No known disability	5243	96.8%	4684	96.0%	4008	94.7%	3468	94.3%
Part-Time Total		5414	20.6%	4880	17.4%	4232	14.9%	3677	12.6%
Grand Total		26334	100.0%	28009	100.0%	28470	100.0%	29237	100.0%

The proportion of students with disabilities is similar for full-time and part-time students.

Table 3.3.2.4: NTU enrolments by level of study and disability: all enrolled students

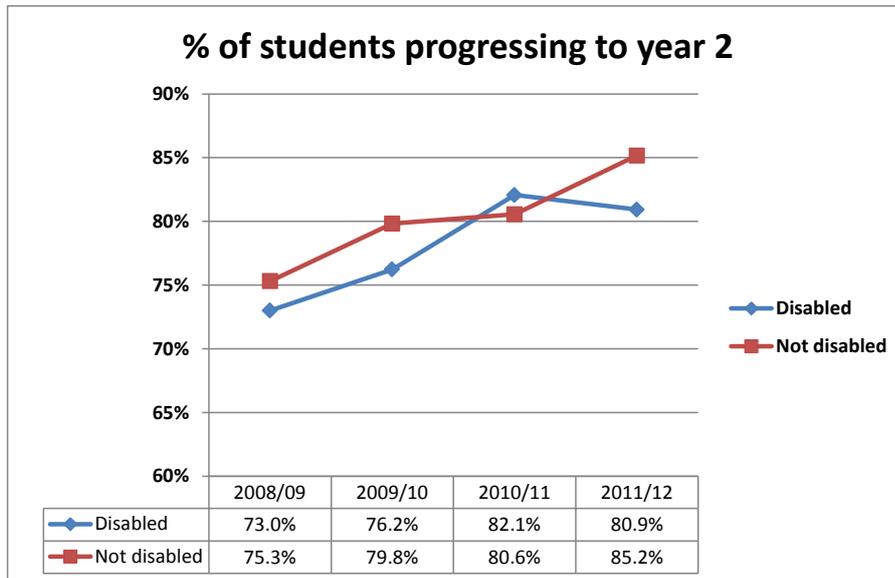
²⁹ Unless otherwise stated, all analysis in this section of the report is taken from NTU's COGNOS WP/E&D dataset

Programme level	Disability	200809		200910		201011		201112	
		No.	%	No.	%	No.	%	No.	%
FE	Disability	21	5.9%	31	9.2%	30	11.3%	19	7.9%
	No known disability	336	94.1%	305	90.8%	236	88.7%	220	92.1%
FE Total		357	1.4%	336	1.2%	266	0.9%	239	0.8%
NC	Disability	7	1.2%	4	0.6%	10	1.6%	11	1.8%
	No known disability	585	98.8%	647	99.4%	634	98.4%	594	98.2%
NC Total		592	2.2%	651	2.3%	644	2.3%	605	2.1%
PG	Disability	133	3.0%	180	4.0%	199	4.5%	221	5.1%
	No known disability	4302	97.0%	4352	96.0%	4264	95.5%	4141	94.9%
PG Total		4435	16.8%	4532	16.2%	4463	15.7%	4362	14.9%
PR	Disability	17	3.3%	19	3.2%	17	2.8%	20	3.3%
	No known disability	495	96.7%	573	96.8%	590	97.2%	594	96.7%
PR Total		512	1.9%	592	2.1%	607	2.1%	614	2.1%
UG	Disability	999	4.9%	1066	4.9%	1243	5.5%	1437	6.1%
	No known disability	19439	95.1%	20832	95.1%	21247	94.5%	21980	93.9%
UG Total		20438	77.6%	21898	78.2%	22490	79.0%	23417	80.1%
Grand Total		26334	100.0%	28009	100.0%	28470	100.0%	29237	100.0%

The proportion of NTU's FE students (studying ARES Level 3 courses) with a disability has consistently been higher than students on HE level programmes.

3.3.3: Progression from year 1 of undergraduate study³⁰

Figure 3.3.3.1: Progression to second year of study by disability³¹



$p = 0.15$; Odds ratio for not progressing (Disabled / Not Disabled) = 1.10 (0.97, 1.24);
Relative risk for unsuccessful applications (Disabled / Not Disabled) = 1.07 (0.98, 1.18)

Over the four year period of study, there was no evidence of any statistical difference between the progression rates of disabled and non-disabled students. As would be expected, this held when controlling for prior attainment.³²

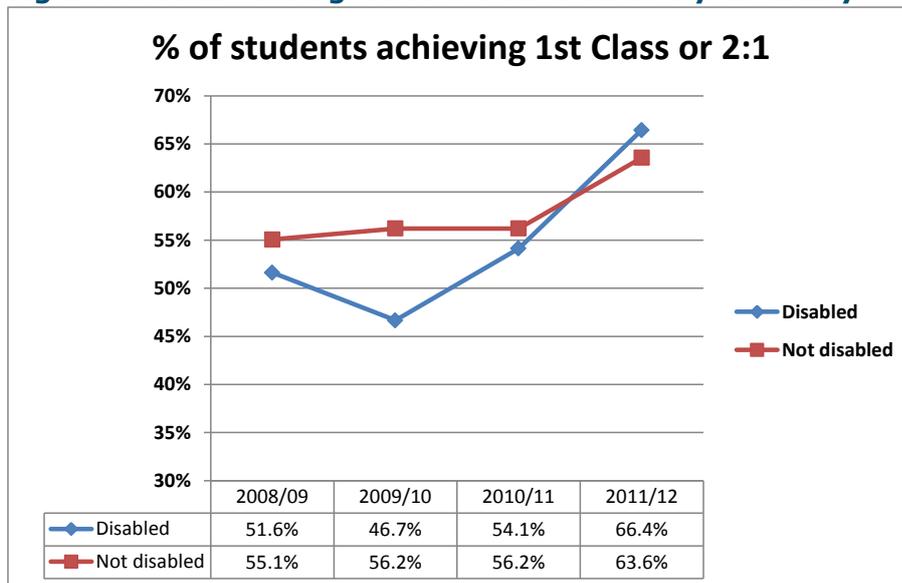
³⁰ This section of the report focuses on home undergraduate students.

³¹ NTU's procedure for classifying progression status has recently changed. It has been agreed that 'no decision', 'not progressing', and 'repeating' classifications from the annual monitoring reports refer to did not progress, whilst 'progressing' and 'progressing following referral' classifications refer to successful progression. The classifications 'not progressing - exceptional circumstances' and 'successful completion' are excluded from progression calculations. As a result of these changes, binary progression figures may differ slightly from previous analyses.

³² $p = 0.34$; M-H Common Odds ratio = 1.11 (0.90, 1.36); Tarone's test = 0.34

3.3.4. Undergraduate achievement³³

Figure 3.3.4.1: Undergraduate achievement by disability³⁴



$p = 0.12$; Odds ratio for not achieving 1st Class or 2:1 (Disability / No disability) = 1.11 (0.97, 1.27); Relative risk for unsuccessful applications (Disability / No disability) = 1.06 (0.99, 1.14)

There is no evidence of any statistical difference in disabled and non-disabled students achieving at least a 2:1 in their undergraduate degrees over the last four years, which held when taking account of prior qualifications.³⁵

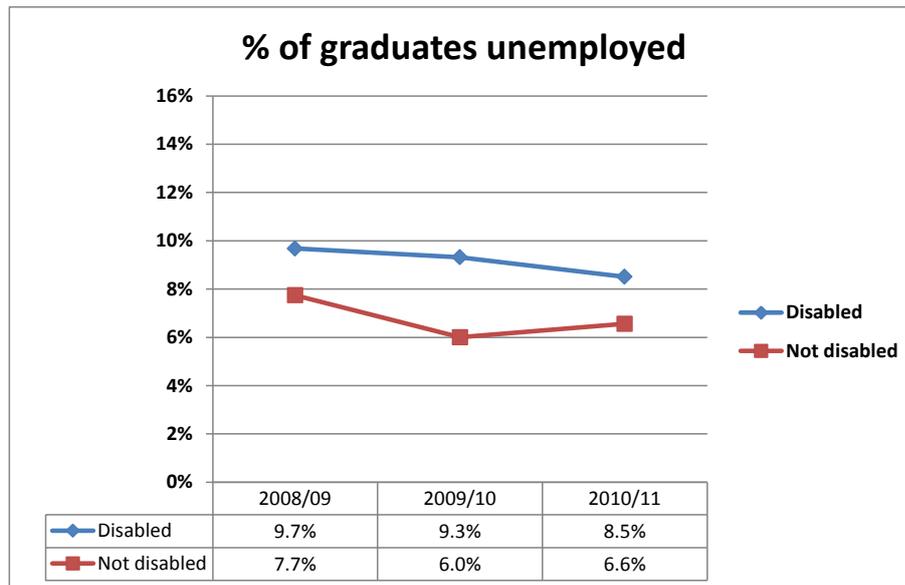
³³ This section of the report focuses on home undergraduate students. Unless otherwise stated, all analysis in this section of the report is taken from NTU's COGNOS WP/E&D dataset

³⁴ NTU's procedure for classifying undergraduate achievement has recently changed in line with the HESA classifications. It has been agreed that students with the 'other' classification, which primarily includes students who left with an HE Diploma or Certificate, are excluded from the calculations because they effectively did not successfully complete their degree programmes. As a result of these changes, binary UG achievement figures may differ slightly from previous analyses.

³⁵ $p=0.000$, M-H Common Odds Ratio = 0.82 (0.60, 1.14); Tarone's test = 0.94

3.3.5. Graduate destinations³⁶

Figure 3.3.5.1: Unemployed graduates by disability



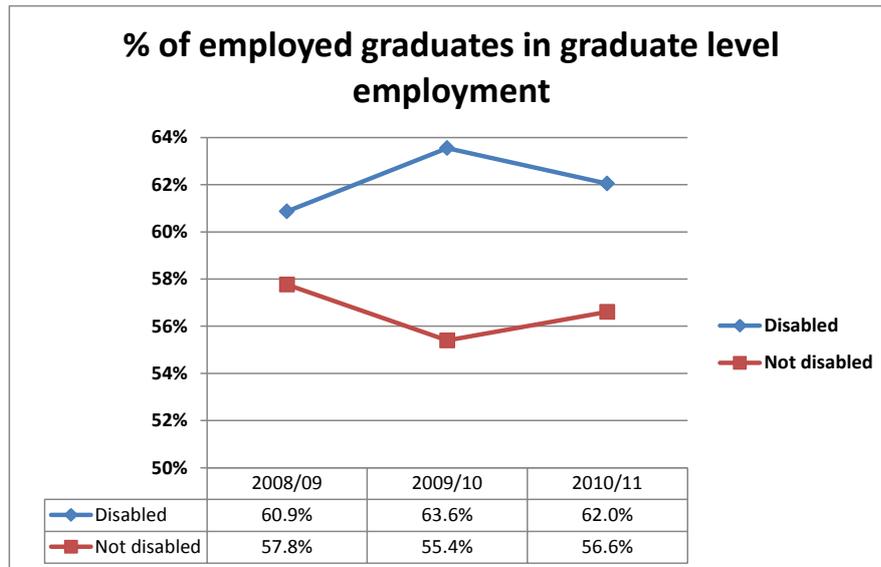
$p = 0.04$; Odds ratio for being unemployed (Disabled / Not Disabled) = 1.40 (1.02, 1.91); Relative risk for being unemployed (Disabled / Not Disabled) = 1.36 (1.02, 1.81)

Figure 3.3.5.1 shows the proportion of disabled and non-disabled undergraduate graduates who were unemployed approximately six months after graduation, according to the HESA Destination of Leavers from Higher Education (DLHE) survey. Disabled graduates have consistently been more likely to be unemployed than their non-disabled counterparts. This apparent disparity held when controlling for prior undergraduate degree achievement.³⁷

³⁶ This section of the report focuses on home undergraduate students. Unless otherwise stated, all analysis in this section of the report is taken from the HESA graduate destinations survey data held in NTU's Banner system, combined with NTU's COGNOS WP/E&D dataset. Not all graduates return the survey and not all Banner DLHE data could be matched with the WP COGNOS. Therefore, the data provided in this section represents a sample of actual graduates. Nevertheless, data were available for 78% of all 2008/09 to 2010/11 graduates, which represents a significant sample size, and one in which inferences are statistically accurate. The analysis excludes graduates not available for employment.

³⁷ $p=0.000$, M-H Common Odds Ratio = 1.39 (1.01, 1.90); Tarone's test = 0.42

Figure 3.3.5.2: Employed graduates in graduate level occupations, by disability



$p = 0.000$; Odds ratio for non-graduate employment (Male / Female) = 0.79 (0.64, 0.99); Relative risk for non-graduate employment (Male / Female) = 0.87 (0.76, 0.99)

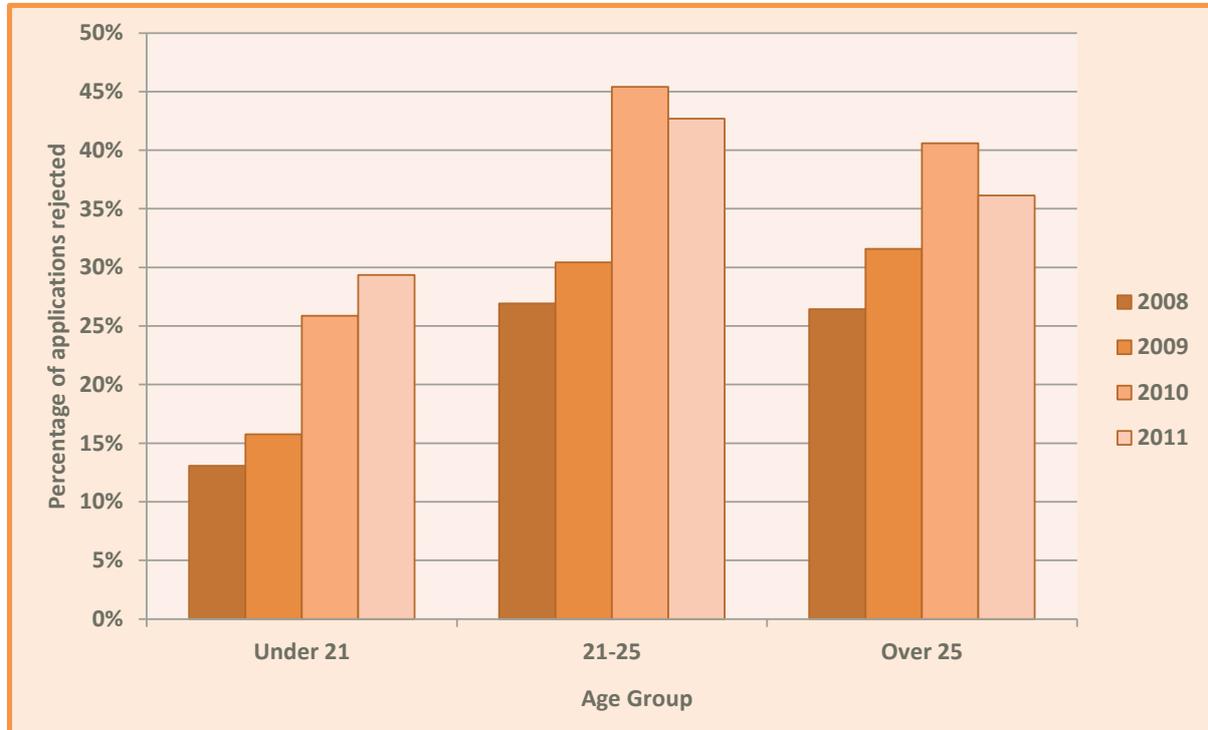
Figure 3.3.5.2 takes account of those graduates in employment only and whether or not they were employed in graduate occupations. Disabled graduates were more likely to be employed in graduate occupations than their non-disabled counterparts. Over the three years 62% of disabled graduates were employed in graduate occupations compared with 57% of non-disabled graduates. There were similar trends when taking account of prior degree classification.³⁸

³⁸ $p = 0.02$; M-H Common Odds ratio = 0.77 (0.62, 0.97); Tarone's test = 0.38

3.4. Age

3.4.1: Applications and Admissions

Figure 3.4.1.1: Unsuccessful NTU applications by Age Group, 2008 to 2011 (excludes Clearing and withdrawn applications)



$p = 0.000$; Odds ratio for unsuccessful applications (21 and over / under 21) = 2.03 (1.94, 2.11); Relative risk for unsuccessful applications (21 and over / under 21) = 1.65 (1.61, 1.70) Source: UCAS conversion data

Across the University as a whole, mature applicants are significantly ($p=0.000$) more likely to be unsuccessful in the applications process than their younger counterparts. Over the 2008 and 2011 applications cycle, being mature was associated with a 65% increase in the likelihood of having their application rejected (hence, relative risk = 1.65). However, this is likely to be, at least partially, a result of differing levels of pre-entry qualifications. Indeed, when controlling for prior attainment, there does not appear to be any statistical difference in the offer rates of mature and young applicants.³⁹

³⁹ $p = 0.124$; Mantel-Haenszel Common Odds ratio for unsuccessful applications (21 and over / under 21) = 0.96 (0.92, 1.01)

3.4.2. Enrolments⁴⁰

Table 3.4.2.1: NTU enrolments by age group and residency: all enrolled students

Age Group	Residency	200809		200910		201011		201112	
		No.	%	No.	%	No.	%	No.	%
Under 21	EU	252	1.7%	308	1.8%	267	1.5%	392	2.0%
	HOME	14265	94.5%	16173	94.4%	17246	94.2%	18104	93.7%
	OVERSEAS	566	3.8%	657	3.8%	802	4.4%	835	4.3%
	UNDECLARED	9	0.1%	1	0.0%		0.0%		0.0%
Under 21 Total		15092	57.3%	17139	61.2%	18315	64.3%	19331	66.1%
21-25	EU	281	5.3%	271	5.2%	258	5.0%	413	7.8%
	HOME	3900	73.4%	3735	72.4%	3485	67.9%	3344	63.2%
	OVERSEAS	966	18.2%	1155	22.4%	1390	27.1%	1535	29.0%
	UNDECLARED	163	3.1%	1	0.0%		0.0%		0.0%
21-25 Total		5310	20.2%	5162	18.4%	5133	18.0%	5292	18.1%
Over 25	EU	180	3.0%	217	3.8%	186	3.7%	155	3.4%
	HOME	4825	81.3%	4649	81.4%	3996	79.6%	3647	79.0%
	OVERSEAS	746	12.6%	842	14.8%	840	16.7%	812	17.6%
	UNDECLARED	181	3.1%		0.0%		0.0%		0.0%
Over 25 Total		5932	22.5%	5708	20.4%	5022	17.6%	4614	15.8%
Grand Total		26334	100.0%	28009	100.0%	28470	100.0%	29237	100.0%

The proportion of NTU's students that were aged under 21 years of age has increased over the four year period, from 57% in 2008/09 to 66% in 2011/12. In 2011/12, 72% of Home students were under the age of 21, whilst there was a considerably lower proportion of EU (41%) and Overseas (26%) students of this young age group.

Table 3.4.2.2: NTU enrolments by entry route and age group: all enrolled students

Entry Route	Age Group	200809		200910		201011		201112	
		No.	%	No.	%	No.	%	No.	%
DIRECT	Under 21	582	6.5%	588	6.8%	626	7.7%	607	7.8%
	21-25	3276	36.5%	3250	37.3%	3235	39.8%	3317	42.9%
	Over 25	5110	57.0%	4872	55.9%	4273	52.5%	3816	49.3%
DIRECT Total		8968	34.1%	8710	31.1%	8134	28.6%	7740	26.5%
UCAS/GTTR	Under 21	14510	83.6%	16551	85.8%	17689	87.0%	18724	87.1%
	21-25	2034	11.7%	1912	9.9%	1898	9.3%	1975	9.2%
	Over 25	822	4.7%	836	4.3%	749	3.7%	798	3.7%
UCAS/GTTR Total		17366	65.9%	19299	68.9%	20336	71.4%	21497	73.5%
Grand Total		26334	100.0%	28009	100.0%	28470	100.0%	29237	100.0%

In 2011/12, just 8% of direct entrants were aged under 21, compared with 87% of UCAS/GTTR students.

⁴⁰ Unless otherwise stated, all analysis in this section of the report is taken from NTU's COGNOS WP/E&D dataset

Table 3.4.2.3: NTU enrolments by entry route and age group: all enrolled students

Entry Route	Age Group	200809		200910		201011		201112	
		No.	%	No.	%	No.	%	No.	%
Full-Time	Under 21	14860	71.0%	16937	73.2%	18128	74.8%	19145	74.9%
	21-25	4283	20.5%	4227	18.3%	4267	17.6%	4500	17.6%
	Over 25	1777	8.5%	1965	8.5%	1843	7.6%	1915	7.5%
Full-Time Total		20920	79.4%	23129	82.6%	24238	85.1%	25560	87.4%
Part-Time	Under 21	232	4.3%	202	4.1%	187	4.4%	186	5.1%
	21-25	1027	19.0%	935	19.2%	866	20.5%	792	21.5%
	Over 25	4155	76.7%	3743	76.7%	3179	75.1%	2699	73.4%
Part-Time Total		5414	20.6%	4880	17.4%	4232	14.9%	3677	12.6%
Grand Total		26334	100.0%	28009	100.0%	28470	100.0%	29237	100.0%

Three-quarters of 2011/12 full-time students were aged under 21, compared with just 5% of part-time students. Almost three-quarters of part-time students were aged over 25.

Table 3.4.2.4: NTU enrolments by programme level and age group: all enrolled students

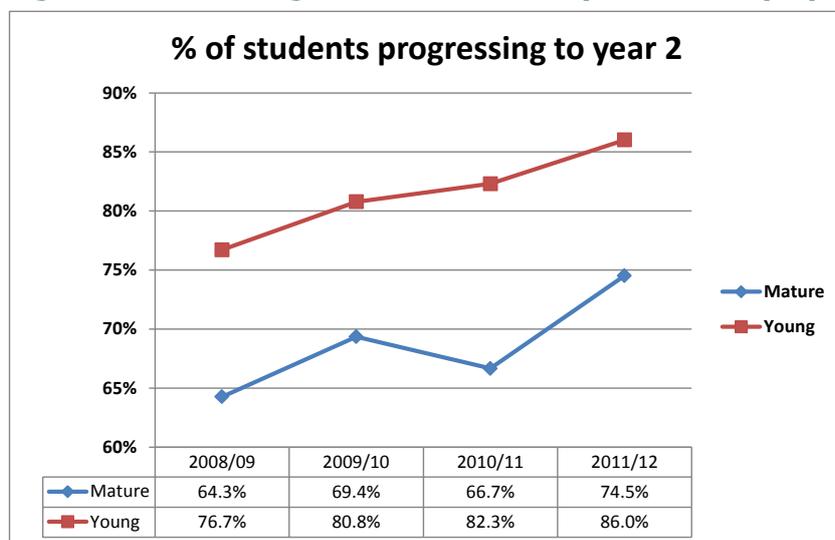
Programme Level	Age Group	200809		200910		201011		201112	
		No.	%	No.	%	No.	%	No.	%
FE	Under 21	169	47.3%	168	50.0%	154	57.9%	170	71.1%
	21-25	26	7.3%	27	8.0%	24	9.0%	14	5.9%
	Over 25	162	45.4%	141	42.0%	88	33.1%	55	23.0%
FE Total		357	1.4%	336	1.2%	266	0.9%	239	0.8%
NC	Under 21	71	12.0%	69	10.6%	133	20.7%	74	12.2%
	21-25	217	36.7%	267	41.0%	292	45.3%	272	45.0%
	Over 25	304	51.4%	315	48.4%	219	34.0%	259	42.8%
NC Total		592	2.2%	651	2.3%	644	2.3%	605	2.1%
PG	Under 21	46	1.0%	63	1.4%	41	0.9%	20	0.5%
	21-25	2121	47.8%	2122	46.8%	2143	48.0%	2264	51.9%
	Over 25	2268	51.1%	2347	51.8%	2279	51.1%	2078	47.6%
PG Total		4435	16.8%	4532	16.2%	4463	15.7%	4362	14.9%
PR	Under 21	1	0.2%	2	0.3%	1	0.2%		0.0%
	21-25	104	20.3%	112	18.9%	109	18.0%	107	17.4%
	Over 25	407	79.5%	478	80.7%	497	81.9%	507	82.6%
PR Total		512	1.9%	592	2.1%	607	2.1%	614	2.1%
UG	Under 21	14805	72.4%	16837	76.9%	17986	80.0%	19067	81.4%
	21-25	2842	13.9%	2634	12.0%	2565	11.4%	2635	11.3%
	Over 25	2791	13.7%	2427	11.1%	1939	8.6%	1715	7.3%
UG Total		20438	77.6%	21898	78.2%	22490	79.0%	23417	80.1%
Grand Total		26334	100.0%	28009	100.0%	28470	100.0%	29237	100.0%

There has been an increase in the proportion of undergraduate students aged under 21 on entry; from 72% in 2008/09 to 81% in 2011/12.

Just over half of NTU's 2011/12 postgraduate taught students were aged 21-25, with just under a half being over 25. A much greater proportion (83%) of postgraduate research students were aged over 25.

3.4.3. Progression from year 1 of undergraduate study⁴¹

Figure 3.4.3.1: Progression to second year of study by age group⁴²



$p = 0.000$; Odds ratio for not progressing (Mature / Young) = 2.02 (1.85, 2.19);
Relative risk for unsuccessful applications (Mature / Young) = 1.70 (1.60, 1.80)

Over the four years, mature students were significantly less likely to successfully progress to their second year of study than young students. Due to very different pre-entry profiles of mature and young students, it is difficult to adjust for prior attainment on a like-for-like basis. Based on solely the number of UCAS tariff points, there is no statistical evidence that mature students have lower progression rates than their younger counterparts, when taking prior attainment into account.⁴³

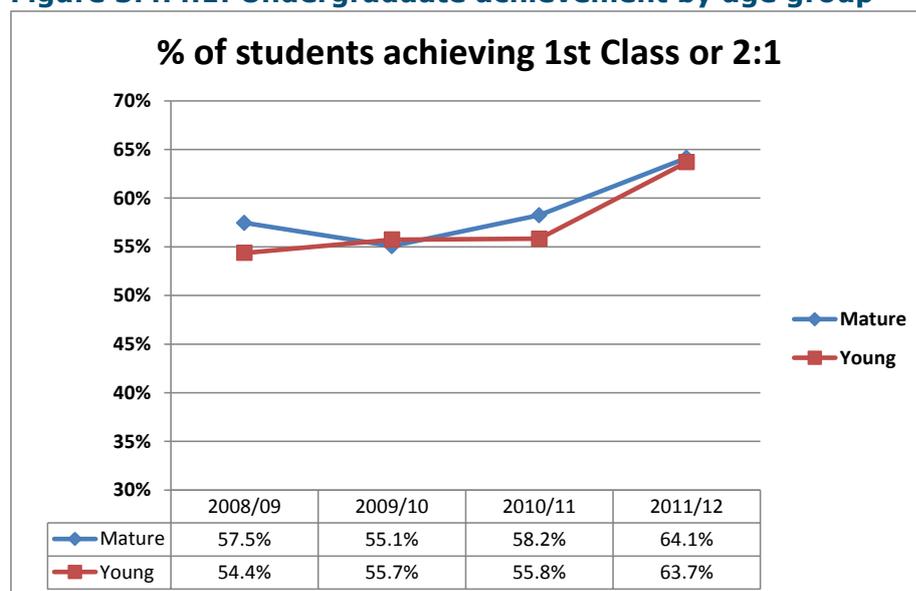
⁴¹ This section of the report focuses on home undergraduate students.

⁴² NTU's procedure for classifying progression status has recently changed. It has been agreed that 'no decision', 'not progressing', and 'repeating' classifications from the annual monitoring reports refer to did not progress, whilst 'progressing' and 'progressing following referral' classifications refer to successful progression. The classifications 'not progressing – exceptional circumstances' and 'successful completion' are excluded from progression calculations. As a result of these changes, binary progression figures may differ slightly from previous analyses.

⁴³ Unlike elsewhere in this paper, the controlling variable has not been restricted to just those applicants with at least three A2 Levels to help ensure like for like comparison. When taking all qualifications into account, $p=0.57$; Mantel-Haenszel Common Odds Ratio = 1.03 (0.93, 1.15); Tarone's test 0.16

3.4.4. Undergraduate achievement⁴⁴

Figure 3.4.4.1: Undergraduate achievement by age group⁴⁵



$p = 0.98$; Odds ratio for not achieving 1st Class or 2:1 (Mature / Young) = 0.98 (0.89, 1.08); Relative risk for unsuccessful applications (Mature / Young) = 0.99 (0.93, 1.04)

There is no statistical evidence of any difference in mature and young students achieving at least a 2:1 in their undergraduate degrees over the last four years. When controlling for prior attainment, however, there is strong statistical evidence that mature students do better than their younger counterparts, in terms of achieving a First Class or 2:1 award.⁴⁶

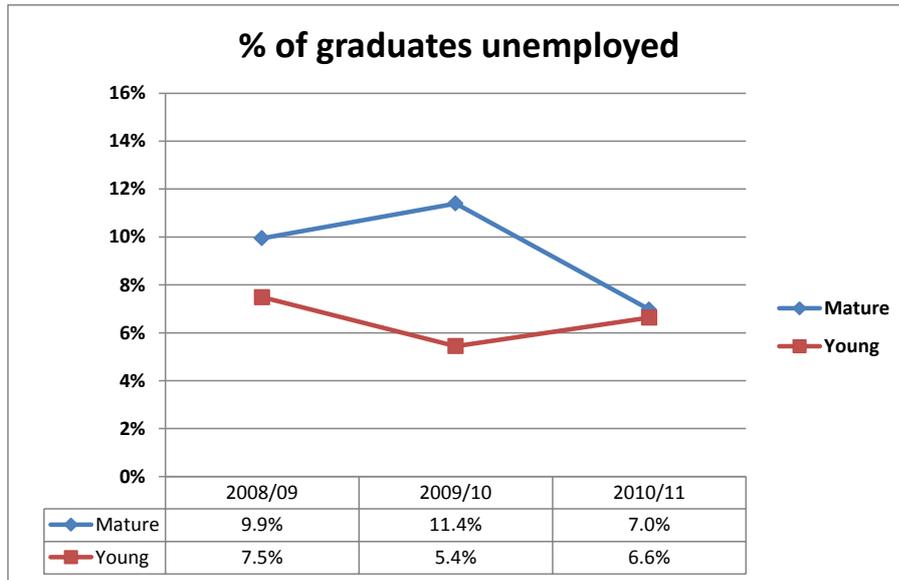
⁴⁴ This section of the report focuses on home undergraduate students. Unless otherwise stated, all analysis in this section of the report is taken from NTU's COGNOS WP/E&D dataset

⁴⁵ NTU's procedure for classifying undergraduate achievement has recently changed in line with the HESA classifications. It has been agreed that students with the 'other' classification, which primarily includes students who left with an HE Diploma or Certificate, are excluded from the calculations because they effectively did not successfully complete their degree programmes. As a result of these changes, binary UG achievement figures may differ slightly from previous analyses.

⁴⁶ Again, the controlling variable takes all qualifications into account in this case; $p=0.001$; Mantel-Haenszel Common Odds Ratio = 0.73 (0.61, 0.87); Tarone's test 0.79

3.4.5. Graduate destinations⁴⁷

Figure 3.4.5.1: Unemployed graduates by age group



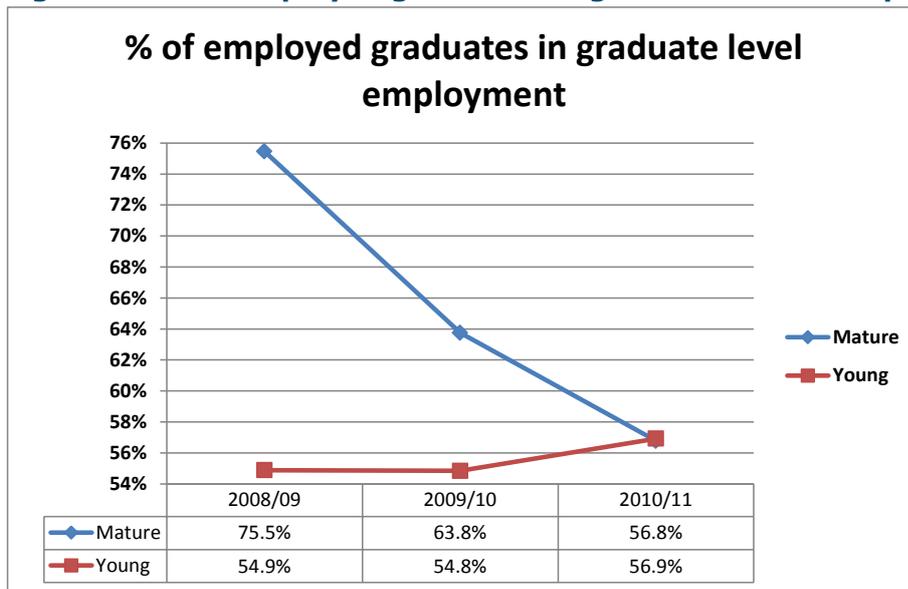
$p = 0.000$; Odds ratio for being unemployed (Mature / Young) = 1.53 (1.23, 1.90);
Relative risk for being unemployed (Mature / Young) = 1.48 (1.21, 1.80)

Figure 3.4.5.1 shows the proportion of mature and young UG graduates who were unemployed approximately six months after graduation, according to the HESA Destination of Leavers from Higher Education (DLHE) survey. Mature graduates were more likely to be unemployed than their younger counterparts, which holds when controlling for prior undergraduate degree achievement.⁴⁸

⁴⁷ This section of the report focuses on home undergraduate students. Unless otherwise stated, all analysis in this section of the report is taken from the HESA graduate destinations survey data held in NTU's Banner system, combined with NTU's COGNOS WP/E&D dataset. Not all graduates return the survey and not all Banner DLHE data could be matched with the WP COGNOS. Therefore, the data provided in this section represents a sample of actual graduates. Nevertheless, data were available for 78% of all 2008/09 to 2010/11 graduates, which represents a significant sample size, and one in which inferences are statistically accurate. The analysis excludes graduates not available for employment.

⁴⁸ $p=0.000$, M-H Common Odds Ratio = 1.54 (1.24, 1.92); Tarone's test = 0.15

Figure 3.4.5.2: Employed graduates in graduate level occupations, by age group



$p = 0.000$; Odds ratio for non-graduate employment (Male / Female) = 0.64 (0.54, 0.75); Relative risk for non-graduate employment (Male / Female) = 0.76 (0.68, 0.85)

Figure 3.4.5.2 takes account of those graduates in employment only and whether or not they are employed in graduate occupations. Whilst there has been a considerable fall in graduate level employment rates of mature students between 2008/09 and 2010/11, over the three combined years, mature graduates were significantly more likely to be employed in graduate occupations than their younger counterparts. There were similar trends when taking account of prior degree classification.⁴⁹

⁴⁹ $p = 0.000$; M-H Common Odds ratio = 0.65 (0.55, 0.76); Tarone's test = 0.41

3.5. Student Complaints

During the academic year 2011-2012, two complaints were made by students about discrimination or other prohibited conduct. One was made under the **Academic Appeals Procedure**. No discrimination or other prohibited behaviour was found by the internal processes of the University. The other was made under the **Student Complaints Procedure** and the internal processes of the University are yet to be concluded. The outcome once reached will be reported in future versions of this report.

4. Equality Information – Part B: Staff

Equality breakdown and distribution of all NTU Staff Employed during 2011/2012

This section of the annual report provides a range of tables and graphs showing staff profiles across the University focusing on gender, disability, ethnicity, age and religion or belief for all staff employed during the 2011/2012 academic year. Where appropriate, staff profiles are broken down into the full time and part split of staff and also by Colleges and Schools and by Professional Service Areas. Additional tables are provided on ethnicity, splitting staff into the categories of UK-national and non-UK national.

4.1 Gender

Table 4.1.1 - All NTU staff, by gender, during 11/12

Female		Male		Total	
No.	%	No.	%	No.	%
2683	56.9%	2034	43.1%	4717	100%

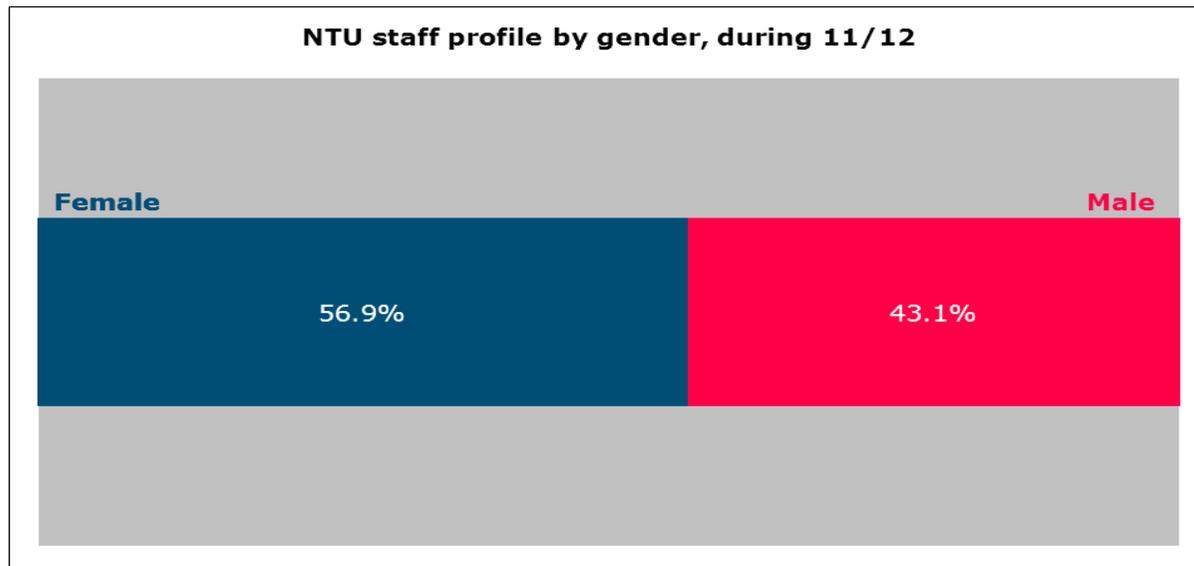


Chart 4.1.1

Women comprised the majority of staff at NTU at 56.9%, a slight reduction from 57.5% in 2010/2011. The NTU profile is roughly in line with the sector average of 53.8%⁵⁰ for all HEI's in England.

⁵⁰ Equality Challenge Unit, 2011, [Equality in higher education: statistical report 2012. Part 1: staff](#)

Table 4.1.2 - All NTU staff, by gender and full/part time split, during 11/12

	Female		Male		Total	
	No.	%	No.	%	No.	%
Full time	1141	50.2%	1133	49.8%	2274	100%
Part time	649	72.5%	246	27.5%	895	100%
Total	1790	56.5%	1379	43.5%	3169	100%

Figures shown exclude staff on atypical contracts (please see p81 for definition of atypical).

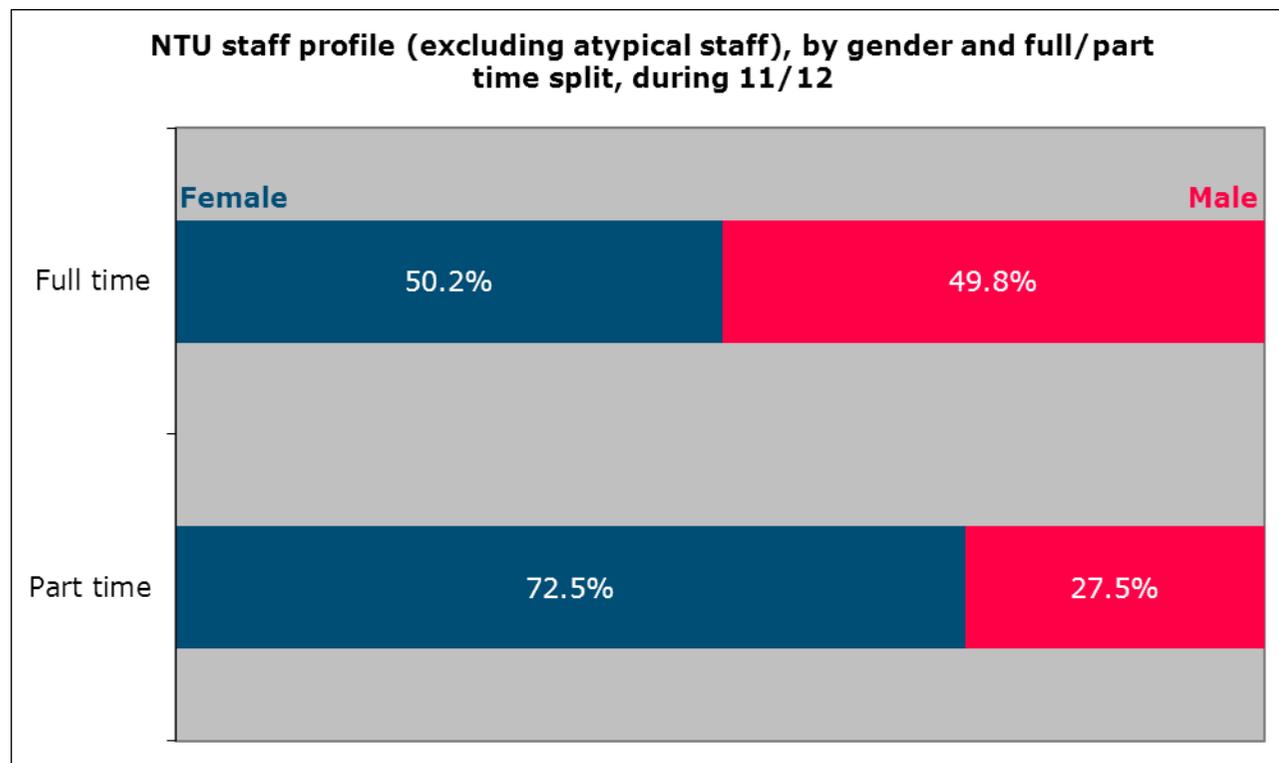


Chart 4.1.2

Full-time staff were split fairly equally between the sexes at 50.2% female and 49.8% male. The majority of part-time staff were female at 72.5%. Across the sector, in the UK, 67.0%⁵¹ of part-time staff are female and 46.9% of full time staff.

⁵¹ Equality Challenge Unit, 2011, [Equality in higher education: statistical report 2012. Part 1: staff](#)

Table 4.1.3 - College based NTU staff, by gender, college and school, during 11/12

College	School	Female		Male		Total	
		No.	%	No.	%	No.	%
College of Art & Design and Built Environment	College of Art & Design and Built Environment	107	79.3%	28	20.7%	135	100%
	School of Architecture, Design and the Built Environment	60	21.5%	219	78.5%	279	100%
	School of Art & Design	268	56.8%	204	43.2%	472	100%
College of Art & Design and Built Environment Total		435	49.1%	451	50.9%	886	100%
College of Arts and Science	College of Arts and Science	101	82.8%	21	17.2%	122	100%
	School of Animal Rural & Environmental Sciences	95	62.1%	58	37.9%	153	100%
	School of Arts & Humanities	157	53.0%	139	47.0%	296	100%
	School of Education	127	68.6%	58	31.4%	185	100%
	School of Science & Technology	152	34.8%	285	65.2%	437	100%
College of Arts and Science Total		632	53.0%	561	47.0%	1193	100%
College of Business Law & Social Sciences	College of Business Law & Social Sciences	110	82.1%	24	17.9%	134	100%
	Nottingham Business School	115	43.9%	147	56.1%	262	100%
	Nottingham Law School	86	65.2%	46	34.8%	132	100%
	School of Social Sciences	105	54.1%	89	45.9%	194	100%
College of Business Law & Social Sciences Total		416	57.6%	306	42.4%	722	100%
Grand Total		1483	52.9%	1318	47.1%	2801	100%

Women comprised the majority of staff working in College-level roles with the proportion of female staff at 79.3% in the College of Art, Design and Built Environment, 82.8% in the College of Arts and Science and 82.1% in the College of Law and Social Sciences. This can largely be attributed to the majority of staff in these areas working in administration roles, which are, both traditionally and at NTU, dominated by female staff.

Men made up the majority of staff in the School of Architecture, Design and the Built Environment at 78.5%, an increase from 77.1% in 2010/2011. Although it is difficult to make exact comparisons with the sector, due to subject areas categorisation by HESA not exactly matching that of NTU Schools, an indication of how NTU compare with the sector can be found by looking at the figure for the department of "Architecture, built environment and planning" which finds 70.3%⁵² of staff working in this area to be male.

Men also comprised the majority of staff in the School of Science and Technology at 65.2%, an increase from 62.5% in 2010/2011 and were also in the majority in the Nottingham Business School at 56.1%, a slight decrease from 56.5% in 2010/2011.

⁵² Equality Challenge Unit, 2011, [Equality in higher education: statistical report 2012. Part 1: staff](#)

Women made up the majority of staff in the School of Education at 68.6%, a small increase from 65.5% in 2010/2011. The sector average for the UK for education is 63.7%⁵³.

Women also made up the majority of staff in the Nottingham Law School at 65.2%, an almost exact match to the 2010/2011 figure of 65.3% and in the School of Animal, Rural and Environmental Sciences at 62.1%, an increase from 60.3% in 2010/11.

⁵³ Equality Challenge Unit, 2011, [Equality in higher education: statistical report 2012. Part 1: staff](#)

NTU college-based staff profile, by gender and school, during 12/13

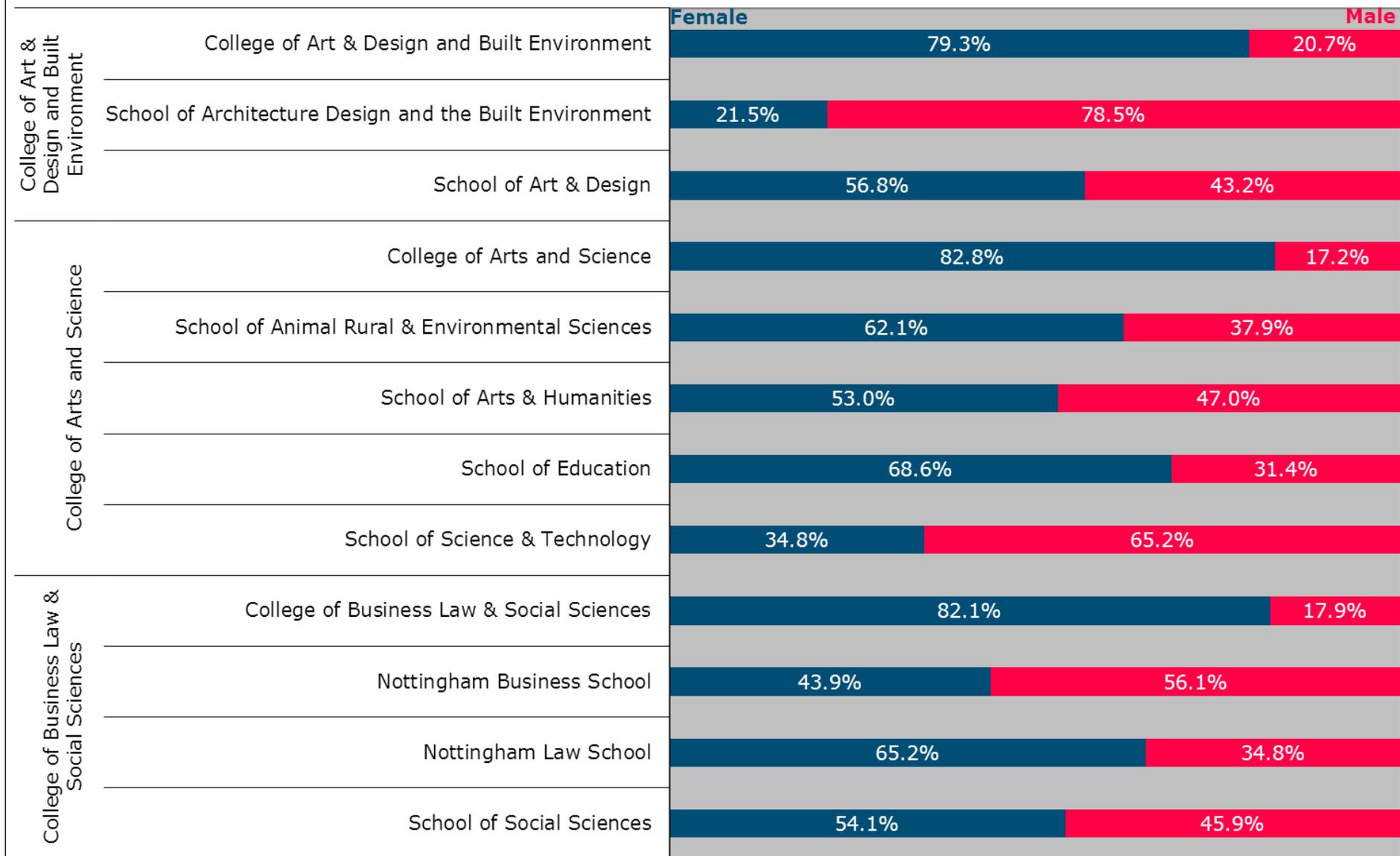


Chart 4.1.3

Table 4.1.4 - Professional Service Area based NTU staff, by gender and Professional Service Area, during 11/12

Professional Service Area	Female		Male		Total	
	No.	%	No.	%	No.	%
Commercial Directorate	136	75.1%	45	24.9%	181	100%
Directorate & Business Improvement & Organisational Development ⁵⁴	8	53.3%	7	46.7%	15	100%
Estates & Resources	312	52.3%	285	47.7%	597	100%
Finance Governance & Legal	50	71.4%	20	28.6%	70	100%
Human Resources	45	77.6%	13	22.4%	58	100%
Information Systems	35	20.8%	133	79.2%	168	100%
PVC Academic ⁵⁵	156	73.2%	57	26.8%	213	100%
PVC Education ⁵⁶	311	80.2%	77	19.8%	388	100%
PVC Student Support	91	88.3%	12	11.7%	103	100%
Student Employability and Enterprise	10	50.0%	10	50.0%	20	100%
University Sports Activities & County Sports Partnerships ⁵⁷	46	44.7%	57	55.3%	103	100%
Professional Services Total	1200	62.6%	716	37.4%	1916	100%

The gender profile for Professional Services staff in 2011/2012 looked very similar to that of 2010/2011 with women making up 62.6% of all staff in Professional Services a slight decrease from 2010/2011 where the figure was 63.4%.

The only areas with males in a majority were Information Systems (79.2%) and the combined areas of University Sports Activities & County Sports Partnerships (55.3%).

The areas with females in the clearest majority were PVC Student Support/Student Support Services (88.3%), PVC Education (80.2%), Human Resources (77.6%), Commercial Directorate (75.1%), PVC Academic (73.2%) and Finance, Governance and Legal (71.4%).

⁵⁴ Due to low numbers of staff in the areas of Directorate and Business Improvement & Organisational Development these areas have been combined for reporting purposes only in order to protect anonymity of data.

⁵⁵ During 2011/2012 PVC Academic included the following teams: Academic Registry, Centre for Academic Development and Quality, Collaborative Partnerships Office, Libraries and Learning Resources and NTU Graduate School.

⁵⁶ During 2011/2012 PVC Education included the following teams: AimHigher Nottinghamshire, Schools, Colleges and Community Outreach and Widening Participation

⁵⁷ Due to low numbers of staff in County Sports Partnerships this area has been combined with University Sports Activities for reporting purposes only in order to protect anonymity of data.

NTU Professional Service Area based staff profile, by gender and Professional Service Area, during 11/12

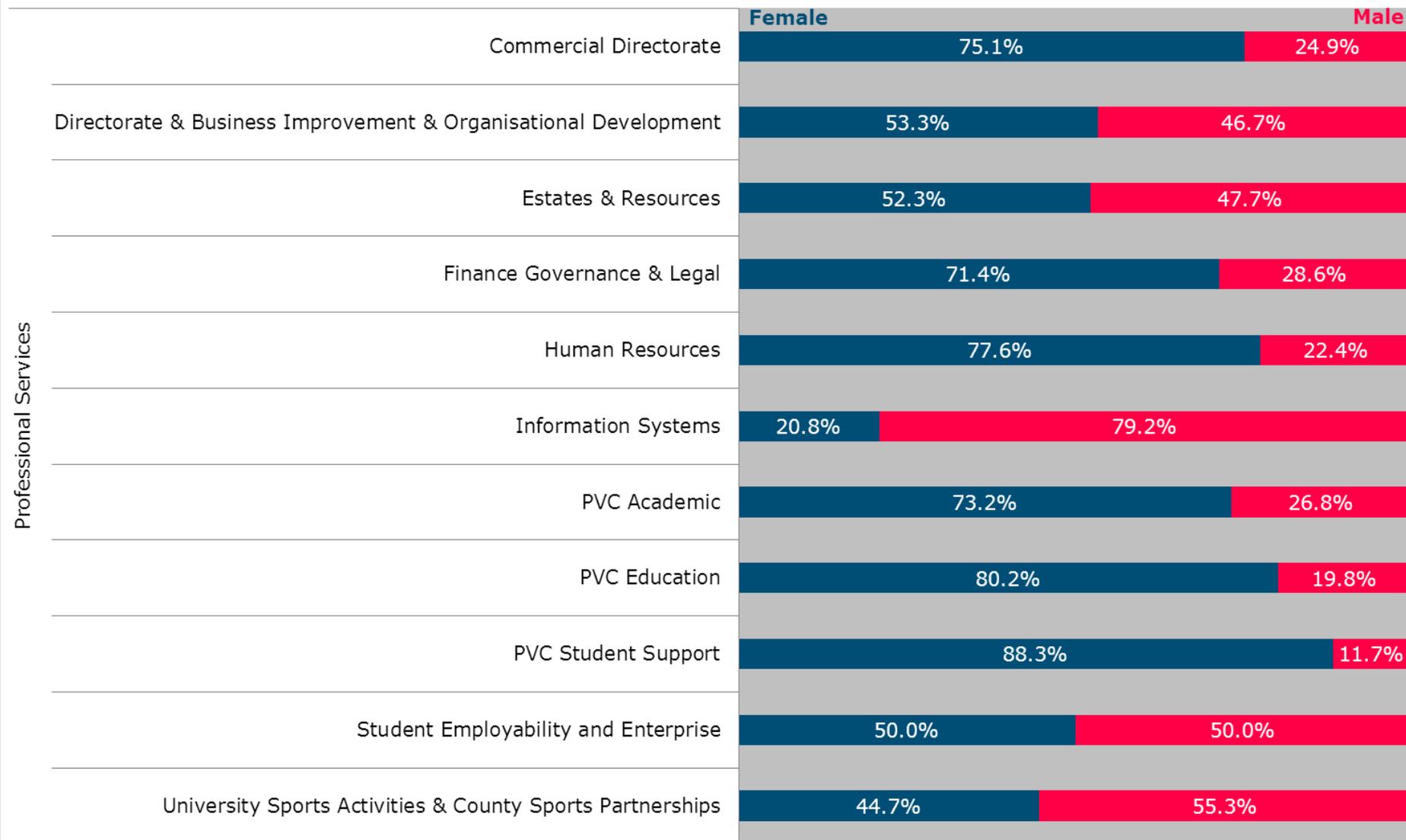


Chart 4.1.4

Table 4.1.5 - NTU Staff Profile by gender split and scale name, during 11/12

Job Type	Scale Name	Female		Male		Total	
		No.	%	No.	%	No.	%
Academic	Holders of Senior Posts	6	66.7%	3	33.3%	9	100%
	Academic Heads	7	46.7%	8	53.3%	15	100%
	Professors	22	27.2%	59	72.8%	81	100%
	Academic Team Leaders	20	43.5%	26	56.5%	46	100%
	Lecturers	502	50.7%	488	49.3%	990	100%
	Sessional Lecturers	327	46.6%	374	53.4%	701	100%
	Research	46	45.1%	56	54.9%	102	100%
Academic Total		930	47.8%	1014	52.2%	1944	100%
Support	Senior Executive Posts & Holders of Senior Posts ⁵⁸	2	20.0%	8	80.0%	10	100%
	Support Heads	8	47.1%	9	52.9%	17	100%
	Professional & Managerial	38	51.4%	36	48.6%	74	100%
	Support	1365	62.7%	813	37.3%	2178	100%
	Miscellaneous	340	68.8%	154	31.2%	494	100%
Support Total		1753	63.2%	1020	36.8%	2773	100%
Grand Total		2683	56.9%	2034	43.1%	4717	100%

Table 4.1.5 splits the scale names by those falling under Academic contracts and those under Support/Professional Services contracts. The table also attempts to list the scale names in descending order of Salary band, although it may not always be true for each member of staff that they would be on a lower salary than every member of staff in the preceding scale.

In terms of Academic contracts, it is noted that the majority of Holders of Senior Posts are females at 66.7%. However, in terms of Support/Professional Services, females are in the minority in Senior Executive Posts and Holders of Senior Posts at just 20.0%. This shows very little change from 2010/2011 where figures were 66.7% and 18.2% respectively.

A higher proportion of Professors were male (72.8%) than female (27.2%). In 2010/2011 the figures were similar with 70.1% of Professors being male. Although in the minority, female Professors are better represented at NTU than across the sector where indications from 2010/2011 HESA figures are that male Professors comprise 80.2%⁵⁹ of all Professors in the UK, 84.4% of all SET⁶⁰ Professors and 74.2% of all non-SET Professors.

The 'Miscellaneous' scale is predominantly female at 68.8% and is largely made up of 'Progression Partnership Workers' (66.4%), a group which consists of students working in casual roles of Student Hosts, Primary Literacy Assistants and Peer Mentors. This group of staff largely comprise of women at 80.8%.

⁵⁸ Due to low numbers of staff in the Senior Executive Posts and Holders of Senior Posts these two groups of staff have been combined for reporting purposes.

⁵⁹ Equality Challenge Unit, 2011, [Equality in higher education: statistical report 2012. Part 1: staff](#)

⁶⁰ SET is a classification used by HESA to indicate data from within the departments of science, engineering and technology. A full list of all departments included and excluded can be found in the ECU publication 'Equality in higher education: statistical report 2012, Part 1: staff'.

NTU Staff Profile by gender split and scale name, during 11/12

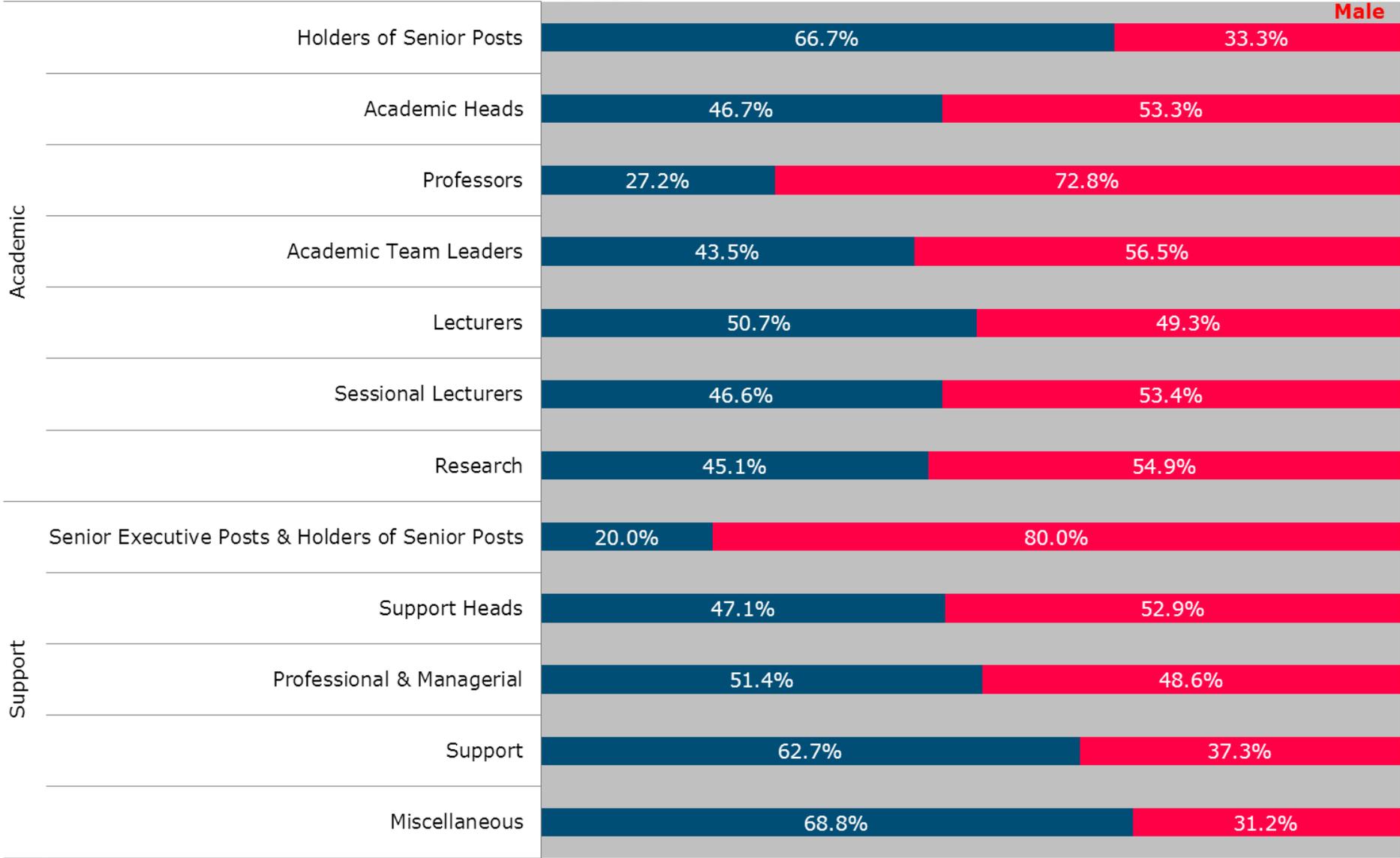


Chart 4.1.5

4.2. Disability

Table 4.2.1 - All NTU Staff by disability status, during 11/12

Disabled		Not Disabled		Prefer not to say		Not known (n/k)		Total		Disclosure Rate
No.	%	No.	%	No.	%	No.	%	No.	%	%
249	5.3%	2986	63.3%	122	2.6%	1360	28.8%	4717	100%	68.6%

Table 4.2.2 - All NTU Staff by disability status, during 11/12, showing data only where known

Disabled		Not Disabled		Total	
No.	%	No.	%	No.	%
249	7.7%	2986	92.3%	3235	100%

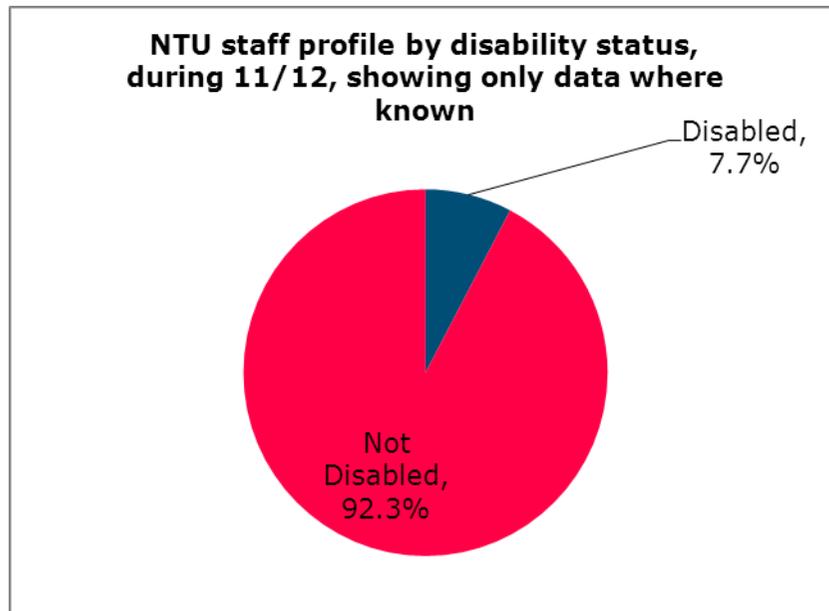


Chart 4.2.1

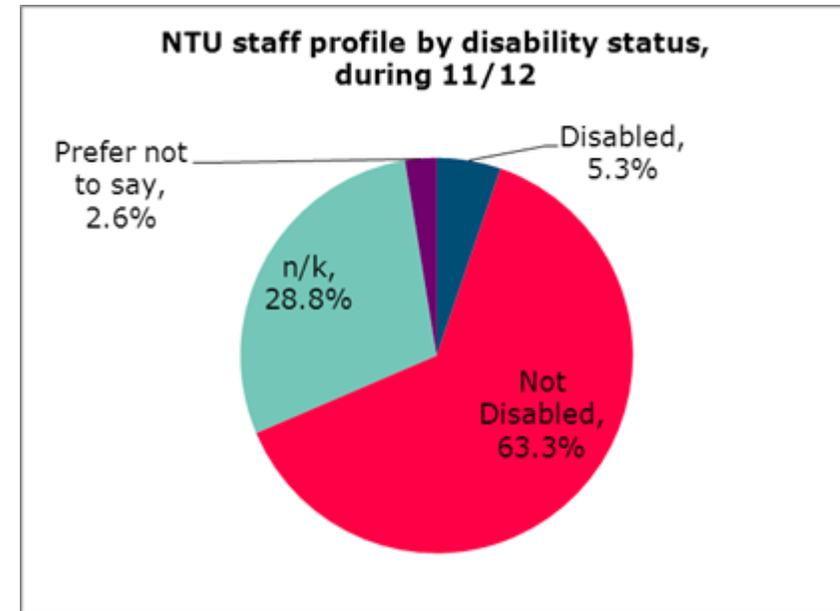


Chart 4.2.2

Disclosure rates for disability status in 2011/2012 have improved to 68.6% from 50.3% in 2010/2011. 7.7% of those staff who have disclosed their disability status have indicated they are disabled, an increase from 7.2% in 2010/2011. Of those staff who declared their disability across the sector in England, 3.2%⁶¹ declared they were disabled. On closer examination of the sector data (using HESA's HEIDI system), it appears that declared disability rates vary widely across the institutions from 13.3% to as little as 0%. This would indicate that before any solid comparisons can be made with the sector, the robustness of the data will need to be tested.

⁶¹ Equality Challenge Unit, 2011, [Equality in higher education: statistical report 2012. Part 1: staff](#)

Table 4.2.3 - College-based NTU staff by disability status, college and school, during 11/12

College	School	Disabled		Not Disabled		Prefer not to say		Not known		Total		Disclosure rate
		No.	%	No.	%	No.	%	No.	%	No.	%	%
College of Art & Design and Built Environment	College of Art & Design and Built Environment	6	4.4%	99	73.3%	5	3.7%	25	18.5%	135	100%	77.7%
	School of Architecture, Design and the Built Environment	11	3.9%	169	60.6%	2	0.7%	97	34.8%	279	100%	64.5%
	School of Art & Design	23	4.9%	233	49.4%	14	3.0%	202	42.8%	472	100%	54.3%
College of Art & Design and Built Environment Total		40	4.5%	501	56.5%	21	2.4%	324	36.6%	886	100%	61.0%
College of Arts and Science	College of Arts and Science	4	3.3%	94	77.0%		0.0%	24	19.7%	122	100%	80.3%
	School of Animal Rural & Environmental Sciences	7	4.6%	79	51.6%	4	2.6%	63	41.2%	153	100%	56.2%
	School of Arts & Humanities	6	2.0%	169	57.1%	5	1.7%	116	39.2%	296	100%	59.1%
	School of Education	3	1.6%	136	73.5%	1	0.5%	45	24.3%	185	100%	75.1%
	School of Science & Technology	11	2.5%	225	51.5%	8	1.8%	193	44.2%	437	100%	54.0%
College of Arts and Science Total		31	2.6%	703	58.9%	18	1.5%	441	37.0%	1193	100%	61.5%
College of Business Law & Social Sciences	College of Business Law & Social Sciences	10	7.5%	106	79.1%	1	0.7%	17	12.7%	134	100%	86.6%
	Nottingham Business School	10	3.8%	168	64.1%	7	2.7%	77	29.4%	262	100%	67.9%
	Nottingham Law School	12	9.1%	84	63.6%	8	6.1%	28	21.2%	132	100%	72.7%
	School of Social Sciences	23	11.9%	118	60.8%	3	1.5%	50	25.8%	194	100%	72.7%
College of Business Law & Social Sciences Total		55	7.6%	476	65.9%	19	2.6%	172	23.8%	722	100%	73.5%
Grand Total		126	4.5%	1680	60.0%	58	2.1%	937	33.5%	2801	100%	64.5%

College-level staff had the highest rates of disclosure at 77.7% for Art & Design and Built Environment, 80.3% for Arts and Science and 86.6% for Business, Law and Social Sciences.

Lowest rates of disclosure were found in the following Schools: Art and Design (54.3%), Animal, Rural and Environmental Sciences (56.2%) and Arts and Humanities.

Table 4.2.4 - College-based NTU staff by disability status, college and school, during 11/12, showing data only where known

College	School	Disabled		Not Disabled		Total	
		No.	%	No.	%	No.	%
College of Art & Design and Built Environment	College of Art & Design and Built Environment	6	5.7%	99	94.3%	105	100%
	School of Architecture, Design and the Built Environment	11	6.1%	169	93.9%	180	100%
	School of Art & Design	23	9.0%	233	91.0%	256	100%
College of Art & Design and Built Environment Total		40	7.4%	501	92.6%	541	100%
College of Arts and Science	College of Arts and Science	4	4.1%	94	95.9%	98	100%
	School of Animal Rural & Environmental Sciences	7	8.1%	79	91.9%	86	100%
	School of Arts & Humanities	6	3.4%	169	96.6%	175	100%
	School of Education	3	2.2%	136	97.8%	139	100%
	School of Science & Technology	11	4.7%	225	95.3%	236	100%
College of Arts and Science Total		31	4.2%	703	95.8%	734	100%
College of Business Law & Social Sciences	College of Business Law & Social Sciences	10	8.6%	106	91.4%	116	100%
	Nottingham Business School	10	5.6%	168	94.4%	178	100%
	Nottingham Law School	12	12.5%	84	87.5%	96	100%
	School of Social Sciences	23	16.3%	118	83.7%	141	100%
College of Business Law & Social Sciences Total		55	10.4%	476	89.6%	531	100%
Grand Total		126	7.0%	1680	93.0%	1806	100%

Rates of declared disability were slightly lower across the Schools at 7.0% than in the Professional Service Areas where they were 8.6%.

The highest rates of disabled members of staff were in the School of Social Sciences (16.3%) and the Nottingham Law School (12.5%).

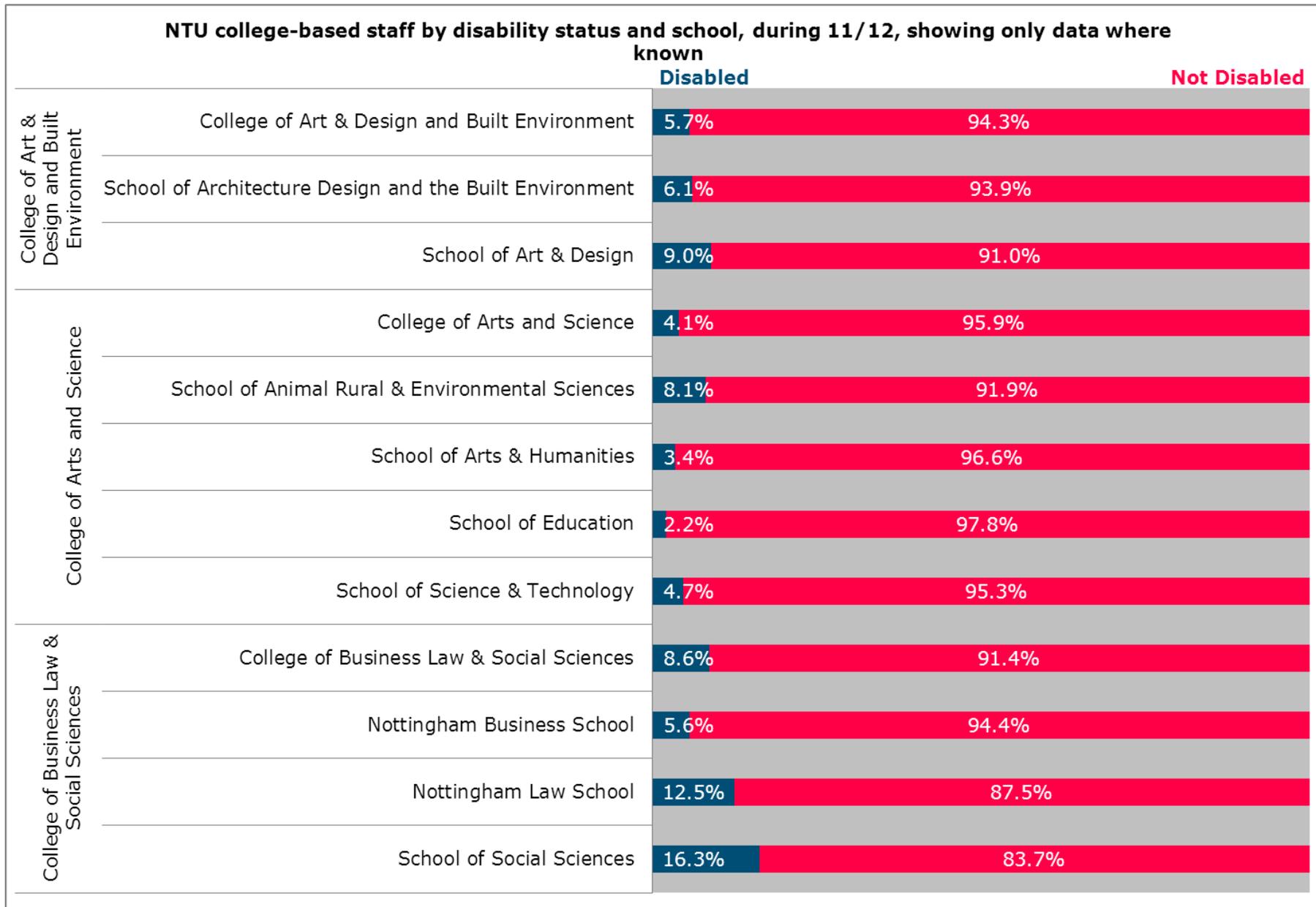


Chart 4.2.3

Table 4.2.5 - Professional Service Area based NTU staff by disability status, college and school, during 11/12

Professional Service Area	Disabled		Not Disabled		Prefer not to say		Not known		Total		Disclos ure rate
	No.	%	No.	%	No.	%	No.	%	No.	%	%
Commercial Directorate	6	3.3%	149	82.3%	9	5.0%	17	9.4%	181	100%	85.6%
Directorate & Business Improvement & Organisational Development ⁶²	0	0.0%	13	86.7%	0	0.0%	2	13.3%	15	100%	86.7%
Estates & Resources	35	5.9%	436	73.0%	28	4.7%	98	16.4%	597	100%	78.9%
Finance Governance & Legal	5	7.1%	54	77.1%	5	7.1%	6	8.6%	70	100%	84.2%
Human Resources	9	15.5%	42	72.4%	1	1.7%	6	10.3%	58	100%	87.9%
Information Systems	21	12.5%	105	62.5%	5	3.0%	37	22.0%	168	100%	75.0%
PVC Academic ⁶³	17	8.0%	141	66.2%	4	1.9%	51	23.9%	213	100%	74.2%
PVC Education ⁶⁴	20	5.2%	210	54.1%	0	0.0%	158	40.7%	388	100%	59.3%
PVC Student Support	7	6.8%	75	72.8%	3	2.9%	18	17.5%	103	100%	79.6%
Student Employability and Enterprise	0	0.0%	15	75.0%	0	0.0%	5	25.0%	20	100%	75.0%
University Sports Activities & County Sports Partnerships ⁶⁵	3	2.9%	66	64.1%	9	8.7%	25	24.3%	103	100%	67.0%
Professional Services Total	123	6.4%	1306	68.2%	64	3.3%	423	22.1%	1916	100%	74.6%

The areas with the highest disclosure rates were Human Resources (87.9%), the combined areas of Directorate and Business Improvement and Organisational Development (86.7%), Commercial Directorate (85.6%) and Finance, Governance and Legal (84.2%).

The lowest rate of disclosure can be found in the area of PVC Education (59.3%). This is due to large numbers of staff in these areas being Progression Partnership Workers where data is collected and recorded via different processes to the rest of the University. Progression Partnership Workers are students who undertake at least one of the following roles: Student Hosts, Primary Literacy Assistants or Peer Mentors.

⁶² Due to low numbers of staff in the areas of Directorate and Business Improvement & Organisational Development these areas have been combined for reporting purposes only in order to protect anonymity of data.

⁶³ During 2011/2012 PVC Academic included the following teams: Academic Registry, Centre for Academic Development and Quality, Collaborative Partnerships Office, Libraries and Learning Resources and NTU Graduate School.

⁶⁴ During 2011/2012 PVC Education included the following teams: AimHigher Nottinghamshire, Schools, Colleges and Community Outreach and Widening Participation

⁶⁵ Due to low numbers of staff in County Sports Partnerships this area has been combined with University Sports Activities for reporting purposes only in order to protect anonymity of data.

Table 4.2.6 - Professional Service Area based NTU staff by disability status, college and school, during 11/12, showing only data where known

Professional Service Area	Disabled		Not Disabled		Total	
	No.	%	No.	%	No.	%
Commercial Directorate ⁶⁶	6	3.9%	149	96.1%	155	100%
Directorate & Business Improvement & Organisational Development	0	0.0%	13	100.0%	13	100%
Estates & Resources	35	7.4%	436	92.6%	471	100%
Finance Governance & Legal	5	8.5%	54	91.5%	59	100%
Human Resources	9	17.6%	42	82.4%	51	100%
Information Systems	21	16.7%	105	83.3%	126	100%
PVC Academic ⁶⁷	17	10.8%	141	89.2%	158	100%
PVC Education ⁶⁸	20	8.7%	210	91.3%	230	100%
PVC Student Support	7	8.5%	75	91.5%	82	100%
Student Employability and Enterprise	0	0.0%	15	100.0%	15	100%
University Sports Activities & County Sports Partnerships ⁶⁹	3	4.3%	66	95.7%	69	100%
Professional Services Total	123	8.6%	1306	91.4%	1429	100%

Of staff who declared their disability status, the areas with the largest proportion of staff with declared disabilities were Human Resources (17.6%), Information Systems (16.7%) and PVC Academic (10.8%). The areas with the lowest declaration of disabilities were the combined areas of Directorate and Business Improvement & Organisational Development (0.0%), Student Employability and Enterprise (0.0%) and Commercial directorate (3.9%).

⁶⁶ Due to low numbers of staff in the areas of Directorate and Business Improvement & Organisational Development these areas have been combined for reporting purposes only in order to protect anonymity of data.

⁶⁷ During 2011/2012 PVC Academic included the following teams: Academic Registry, Centre for Academic Development and Quality, Collaborative Partnerships Office, Libraries and Learning and Resources and NTU Graduate School.

⁶⁸ During 2011/2012 PVC Education included the following teams: AimHigher Nottinghamshire, Schools, Colleges and Community Outreach and Widening Participation

⁶⁹ Due to low numbers of staff in County Sports Partnerships this area has been combined with University Sports Activities for reporting purposes only in order to protect anonymity of data.

NTU Professional Service Area based staff by disability status and Professional Service Area, during 11/12, showing only data where known

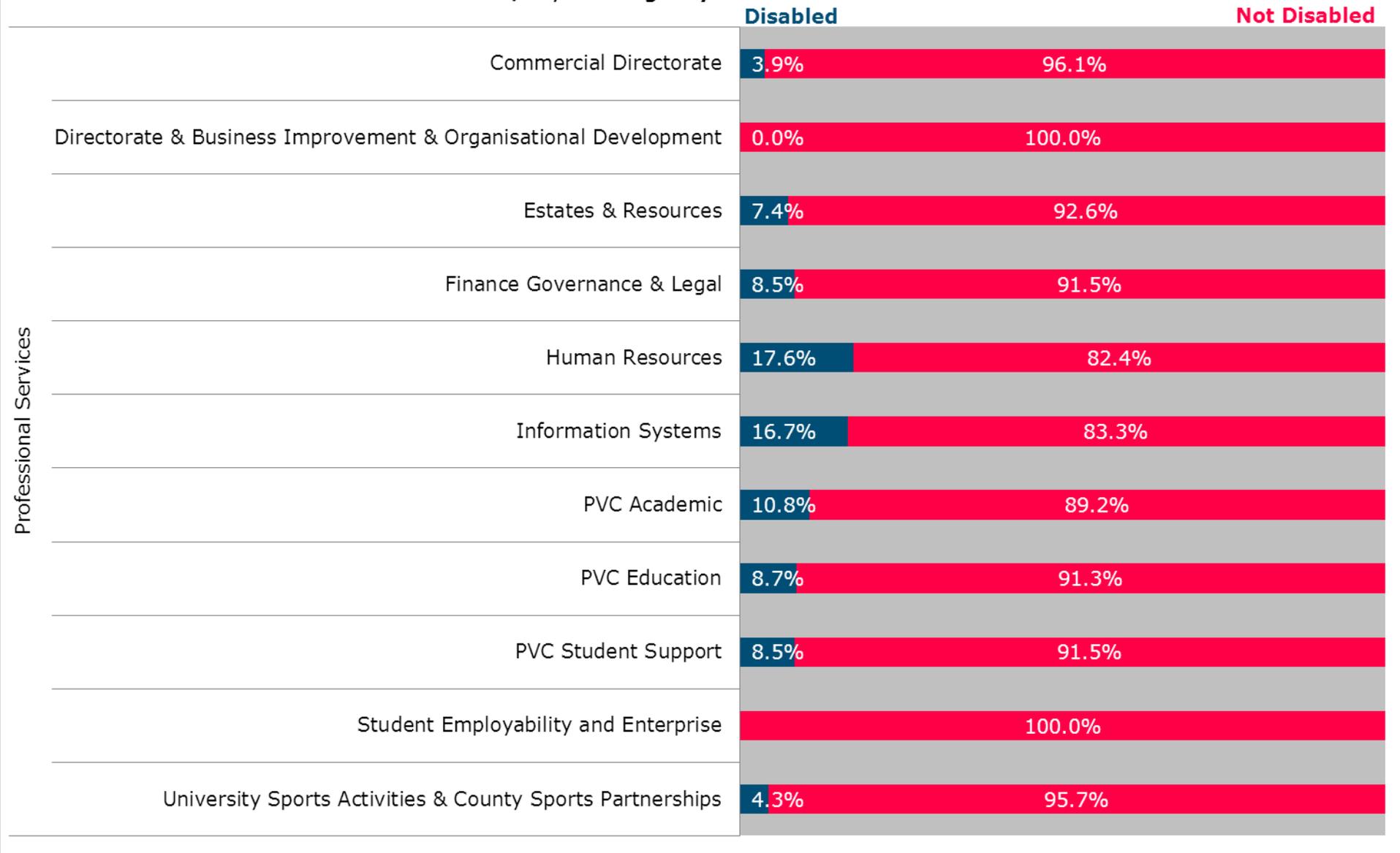


Chart 4.2.4

Table 4.2.7 - All NTU staff, by disability status and full/part time split, during 11/12

	Disabled		Not Disabled		Not known		Prefer not to say		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Full time	155	6.8%	1654	72.7%	52	2.3%	413	18.2%	2274	100%
Part time	59	6.6%	612	68.4%	32	3.6%	192	21.5%	895	100%
Total	214	6.8%	2266	71.5%	84	2.7%	605	19.1%	3169	100%

Figures shown exclude staff on atypical contracts (please see p81 for definition of atypical).

Table 4.2.8 - All NTU staff, by disability status and full/part time split, during 11/12, showing data only where known

	Disabled		Not Disabled		Total	
	No.	%	No.	%	No.	%
Full time	155	8.6%	1654	91.4%	1809	100%
Part time	59	8.8%	612	91.2%	671	100%
Total	214	8.6%	2266	91.4%	2480	100%

Figures shown exclude staff on atypical contracts (please see p81 for definition of atypical).

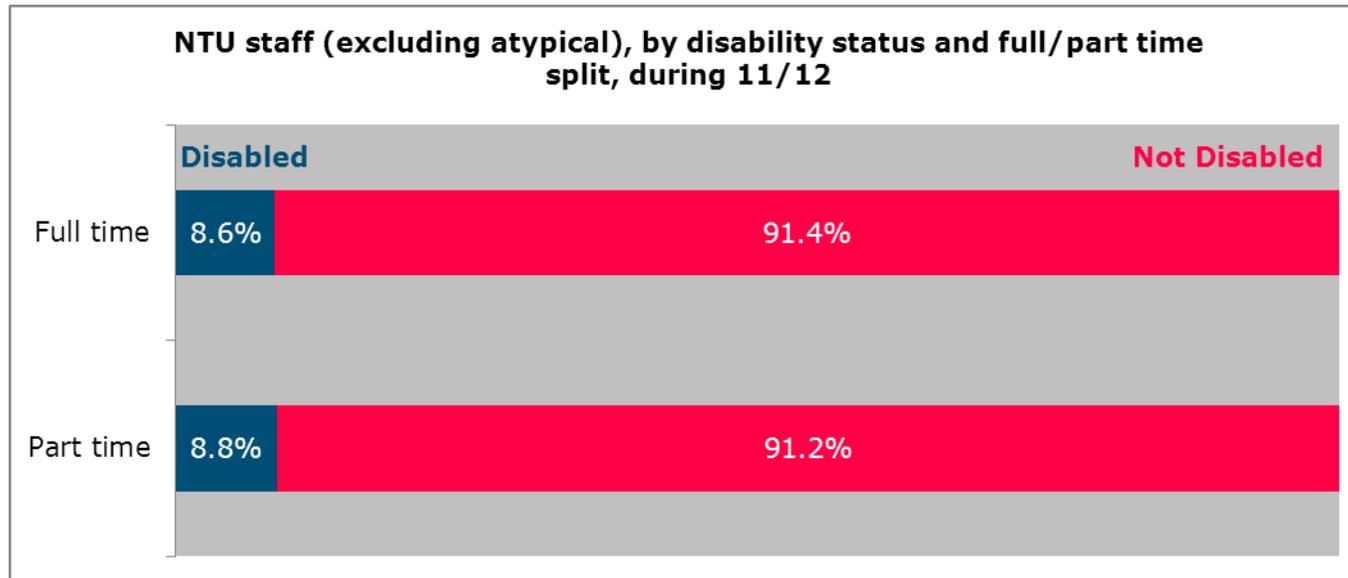


Chart 4.2.5

The proportions of full-time and part-time staff declaring a disability (of those who declared their disability status) are comparable at 8.6% and 8.8% respectively.

4.3. Ethnicity

Table 4.3.1 - All NTU staff by ethnicity (BME/white), during 11/12

BME⁷⁰		White		Prefer not to say		Not known		Total		Disclosure Rate
No.	%	No.	%	No.	%	No.	%	No.	%	%
484	10.3%	3706	78.6%	41	0.9%	486	10.3%	4717	100%	88.9%

Table 4.3.2 - All NTU staff by ethnicity (BME/white), during 11/12, showing data only where known

BME		White		Total	
No.	%	No.	%	No.	%
484	11.6%	3706	88.4%	4190	100%

Table 4.3.3 - All NTU staff by ethnicity (grouped), during 11/12, showing data only where known

Asian⁷¹		Black⁷²		Chinese		Mixed⁷³		Other⁷⁴		White		Total	
No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
160	3.8%	161	3.8%	47	1.1%	62	1.5%	54	1.3%	3706	88.4%	4190	100%

Disclosure rates for ethnicity in 2011/2012 have improved to 88.9% from 65.1% in 2010/2011. 11.6% of those staff who disclosed their ethnicity were BME, an increase from 10.7% in 2010/2011.

The BME staff were comprised of the following broad ethnic groups: Black (33.3%), Asian (33.1%), followed by Mixed (12.8%), Other (11.2%) and Chinese (9.7%).

⁷⁰ BME consists of all non-white ethnicities

⁷¹ Asian consists of Asian or Asian British: Bangladeshi, Indian, Pakistani and other Asian background

⁷² Black consists of Black or black British: African, Caribbean and other black background

⁷³ Mixed consists of Mixed: white and black Caribbean, white and black African, white and Asian, other mixed background

⁷⁴ Other consists of Any other ethnic background and Arab

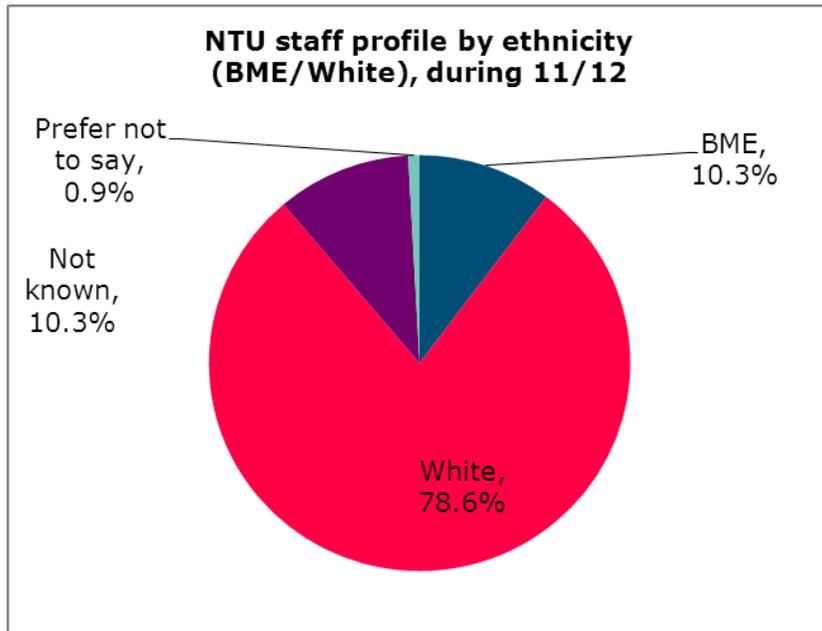


Chart 4.3.1

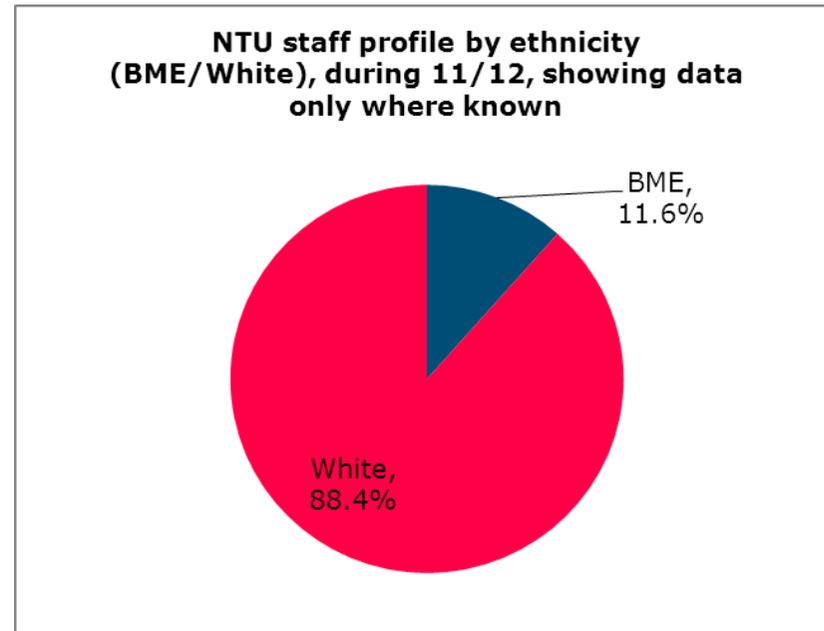


Chart 4.3.2

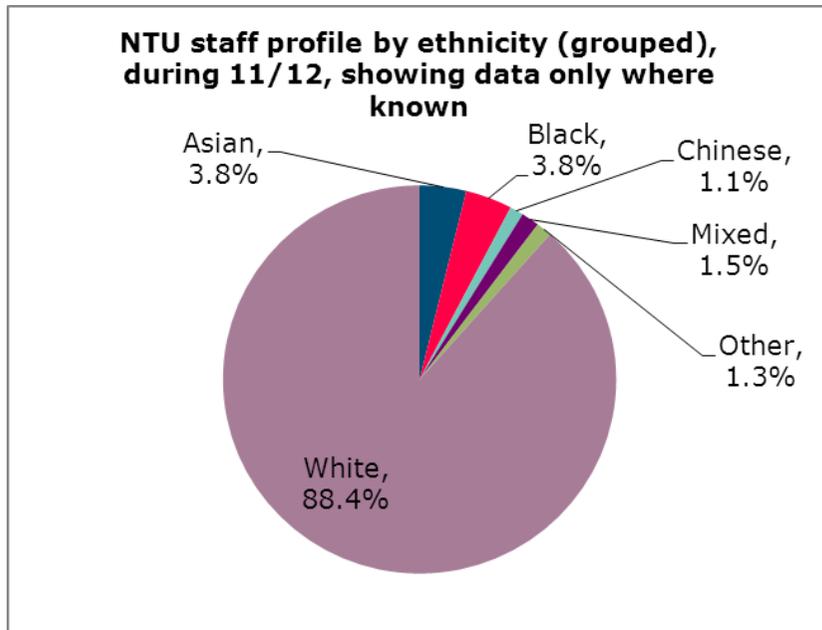


Chart 4.3.3

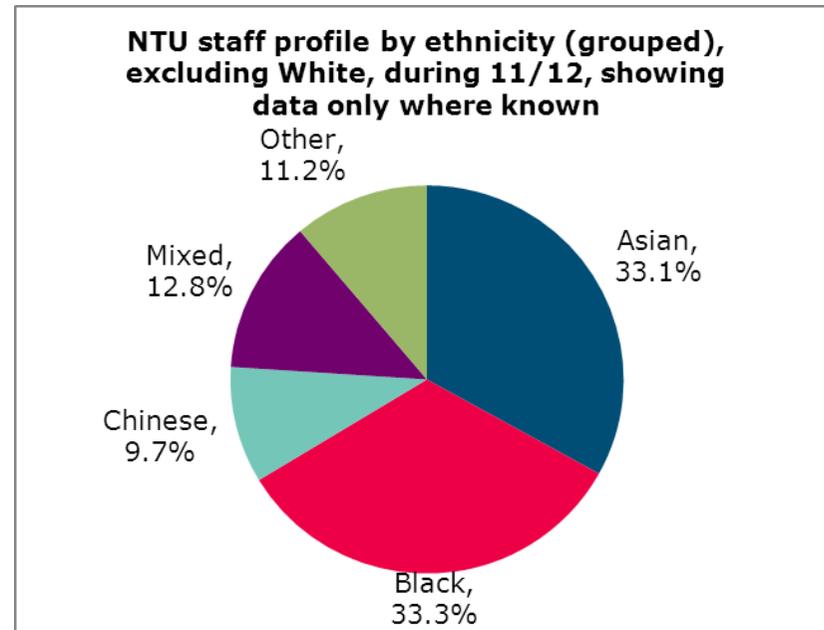


Chart 4.3.4

Table 4.3.4 – UK national NTU staff by ethnicity (BME/white), during 11/12

BME⁷⁵		White		Prefer not to say		Not known		Total	
No.	%	No.	%	No.	%	No.	%	No.	%
360	9.0%	3220	80.8%	32	0.8%	375	9.4%	3987	100%

Table 4.3.5 – UK national NTU staff by ethnicity (BME/white), during 11/12, showing data only where known

BME		White		Total	
No.	%	No.	%	No.	%
360	10.1%	3220	89.9%	3580	100%

Table 4.3.6 – Non-UK national NTU staff by ethnicity (BME/white), during 11/12

BME		White		Prefer not to say		Not known		Total	
No.	%	No.	%	No.	%	No.	%	No.	%
91	20.7%	290	66.1%	6	1.4%	52	11.8%	439	100%

Table 4.3.7 – Non-UK national NTU staff by ethnicity (BME/white), during 11/12, showing data only where known

BME		White		Total	
No.	%	No.	%	No.	%
91	23.9%	290	76.1%	381	100%

10.1% of UK national staff who disclosed their ethnicity were BME. This compares with a sector England average of 8.2%⁷⁶.

Of the non-UK national staff, 20.7% of those who disclosed their ethnicity were BME staff. This compares with the England sector average of 31.7%⁷⁷.

⁷⁵ BME (black and minority ethnic) consists of all non-white ethnicities

⁷⁶ Equality Challenge Unit, 2011, [Equality in higher education: statistical report 2012. Part 1: staff](#)

⁷⁷ Equality in higher education: statistical report 2012. Part 1: staff. Equality Challenge Unit.

UK national NTU staff by ethnicity (BME/White), during 11/12, showing data only where known

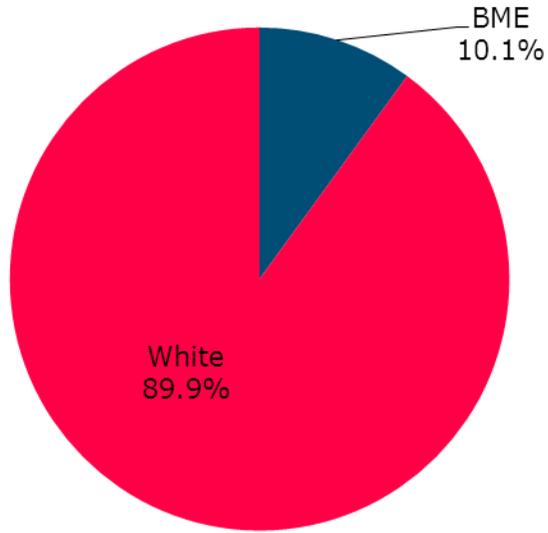


Chart 4.3.5

Non-UK national NTU staff by ethnicity (BME/White), during 11/12, showing data only where known

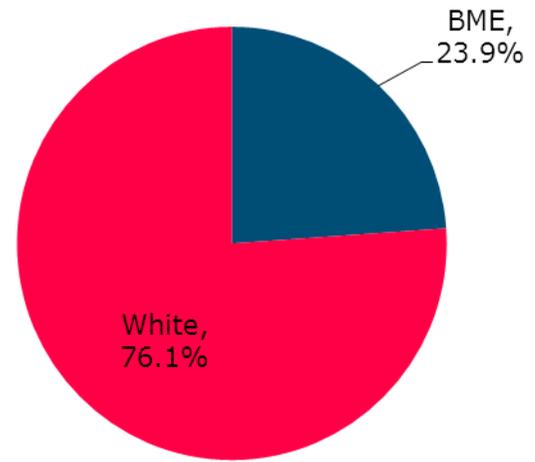


Chart 4.3.6

Table 4.3.8 - College based NTU staff by ethnicity (BME/white), during 11/12

College	School	BME		White		Prefer not to say		Not known		Total		Disclosure rate
		No.	%	No.	%	No.	%	No.	%	No.	%	%
College of Art & Design and Built Environment	College of Art & Design and Built Environment	7	5.2%	115	85.2%	1	0.7%	12	8.9%	135	100%	90.4%
	School of Architecture, Design and the Built Environment	35	12.5%	198	71.0%	3	1.1%	43	15.4%	279	100%	83.5%
	School of Art & Design	20	4.2%	348	73.7%	6	1.3%	98	20.8%	472	100%	78.0%
College of Art & Design and Built Environment Total		62	7.0%	661	74.6%	10	1.1%	153	17.3%	886	100%	81.6%
College of Arts and Science	College of Arts and Science	10	8.2%	108	88.5%	0	0.0%	4	3.3%	122	100%	96.7%
	School of Animal Rural & Environmental Sciences	0	0.0%	120	78.4%	3	2.0%	30	19.6%	153	100%	78.4%
	School of Arts & Humanities	21	7.1%	218	73.6%	8	2.7%	49	16.6%	296	100%	80.7%
	School of Education	10	5.4%	154	83.2%	3	1.6%	18	9.7%	185	100%	88.6%
	School of Science & Technology	77	17.6%	283	64.8%	2	0.5%	75	17.2%	437	100%	82.4%
College of Arts and Science Total		118	9.9%	883	74.0%	16	1.3%	176	14.8%	1193	100%	83.9%
College of Business Law & Social Sciences	College of Business Law & Social Sciences	10	7.5%	120	89.6%	1	0.7%	3	2.2%	134	100%	97.0%
	Nottingham Business School	51	19.5%	201	76.7%	1	0.4%	9	3.4%	262	100%	96.2%
	Nottingham Law School	5	3.8%	120	90.9%	4	3.0%	3	2.3%	132	100%	94.7%
	School of Social Sciences	10	5.2%	171	88.1%		0.0%	13	6.7%	194	100%	93.3%
College of Business Law & Social Sciences Total		76	10.5%	612	84.8%	6	0.8%	28	3.9%	722	100%	95.3%
Grand Total		256	9.1%	2156	77.0%	32	1.1%	357	12.7%	2801	100%	86.1%

College-level staff in Arts and Science and Business, Law and Social Sciences had the highest disclosure rates at 96.7% and 97.0% respectively. Schools with the highest disclosure rates were all found in the College of Business Law and Social Sciences and were specifically, Nottingham Business School (96.2%), Nottingham Law School (94.7%) and School of Social Sciences (93.3%).

Lowest rates of disclosure were found in the following Schools: Art and Design (77.9%), Animal, Rural and Environmental Sciences (78.4%) and Arts and Humanities (80.7%). These mirror those Schools with the lowest disclosure rates for disability.

Table 4.3.9 - College based NTU staff by ethnicity (BME/white), during 11/12, showing data only where known

College	School	BME		White		Total	
		No.	%	No.	%	No.	%
College of Art & Design and Built Environment	College of Art & Design and Built Environment	7	5.7%	115	94.3%	122	100%
	School of Architecture, Design and the Built Environment	35	15.0%	198	85.0%	233	100%
	School of Art & Design	20	5.4%	348	94.6%	368	100%
College of Art & Design and Built Environment Total		62	8.6%	661	91.4%	723	100%
College of Arts and Science	College of Arts and Science	10	8.5%	108	91.5%	118	100%
	School of Animal Rural & Environmental Sciences	0	0.0%	120	100.0%	120	100%
	School of Arts & Humanities	21	8.8%	218	91.2%	239	100%
	School of Education	10	6.1%	154	93.9%	164	100%
	School of Science & Technology	77	21.4%	283	78.6%	360	100%
College of Arts and Science Total		118	11.8%	883	88.2%	1001	100%
College of Business Law & Social Sciences	College of Business Law & Social Sciences	10	7.7%	120	92.3%	130	100%
	Nottingham Business School	51	20.2%	201	79.8%	252	100%
	Nottingham Law School	5	4.0%	120	96.0%	125	100%
	School of Social Sciences	10	5.5%	171	94.5%	181	100%
College of Business Law & Social Sciences Total		76	11.0%	612	89.0%	688	100%
Grand Total		256	10.6%	2156	89.4%	2412	100%

The proportion of BME staff (of those who disclosed their ethnicity) was slightly lower across the Schools (10.6%) than in the Professional Service Areas (11.9%).

The highest rates of BME staff were in the School of Science and Technology (21.4%) and the Nottingham Business School (20.2%).

College-based staff, by ethnicity (White/BME) and school, during 11/12, showing data only where known

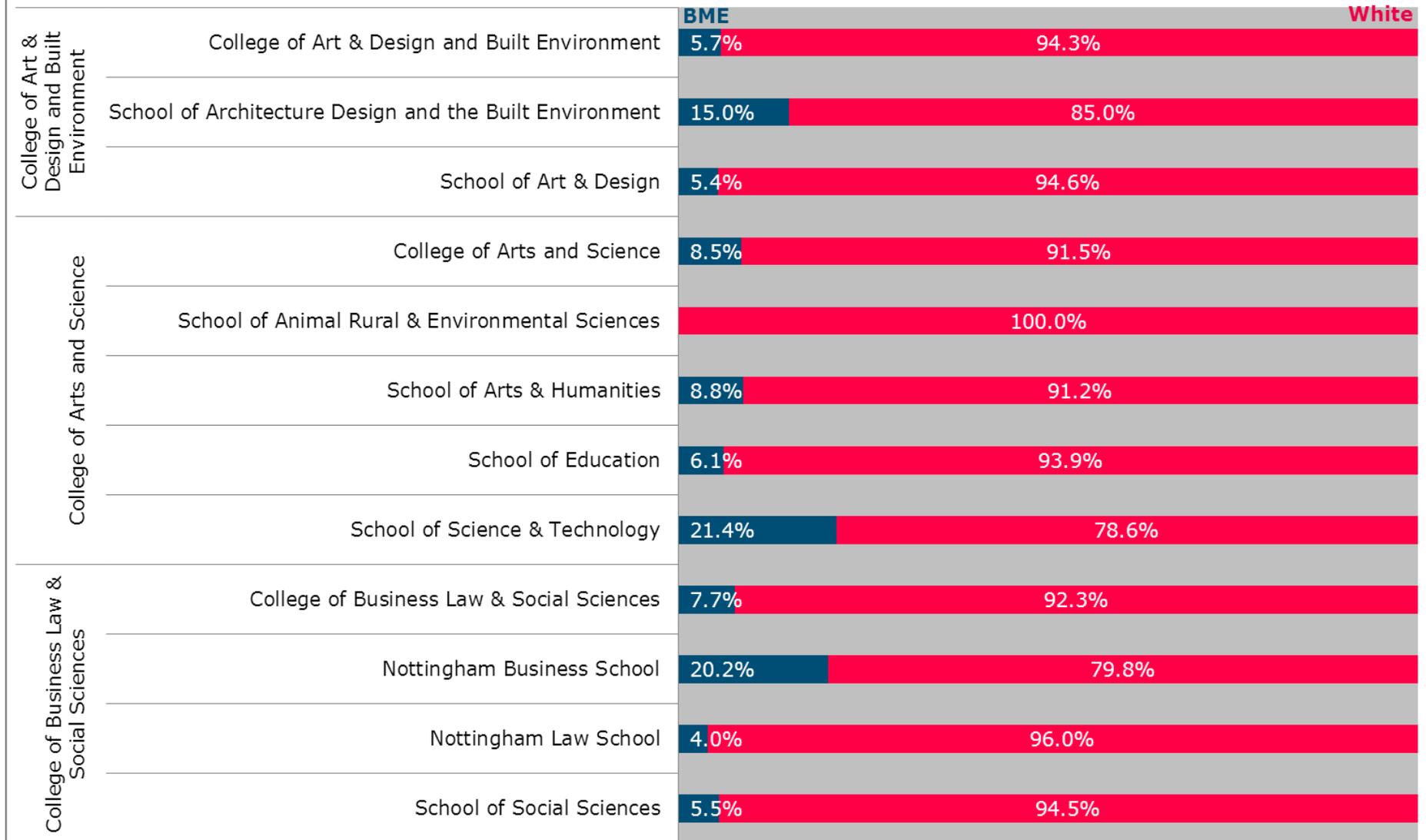


Chart 4.3.7

Table 4.3.10 - Professional Service Area based NTU staff by ethnicity (BME/white), during 11/12

Professional Service Area	BME		White		Prefer not to say		Not known		Total		Disclosure rate
	No.	%	No.	%	No.	%	No.	%	No.	%	
Commercial Directorate	24	13.3%	151	83.4%	0	0.0%	6	3.3%	181	100%	96.7%
Directorate & Business Improvement & Organisational Development ⁷⁸	0	0.0%	14	93.3%	0	0.0%	1	6.7%	15	100%	93.3%
Estates & Resources	94	15.7%	480	80.4%	3	0.5%	20	3.4%	597	100%	96.1%
Finance Governance & Legal	4	5.7%	64	91.4%	1	1.4%	1	1.4%	70	100%	97.1%
Human Resources	2	3.4%	54	93.1%	1	1.7%	1	1.7%	58	100%	96.5%
Information Systems	16	9.5%	147	87.5%	2	1.2%	3	1.8%	168	100%	97.0%
PVC Academic ⁷⁹	13	6.1%	195	91.5%	0	0.0%	5	2.3%	213	100%	97.6%
PVC Education ⁸⁰	55	14.2%	257	66.2%	1	0.3%	75	19.3%	388	100%	80.4%
PVC Student Support	12	11.7%	85	82.5%	1	1.0%	5	4.9%	103	100%	94.2%
Student Employability and Enterprise	0	0.0%	20	100.0%	0	0.0%	0	0.0%	20	100%	100.0%
University Sports Activities & County Sports Partnerships ⁸¹	8	7.8%	83	80.6%	0	0.0%	12	11.7%	103	100%	88.4%
Professional Services Total	228	11.9%	1550	80.9%	9	0.5%	129	6.7%	1916	100%	92.8%

Most Professional Services Areas have close to 100% disclosure for ethnicity. The only areas not to have disclosure rates above 90% were PVC Education (80.4%) and University Sports Activities & County Sports Partnerships (88.4%).

The lowest rate of disclosure was found in the area of PVC Education. This is due to a large number of staff in this area being Progression Partnership Workers, where EO data is collected and recorded via different processes to the rest of the University. Progression Partnership Workers are Student Hosts, Primary Literacy Assistants and Peer Mentors. University Sports Activities (or Sports and Lifestyle) have a number of staff in casual posts (coaches, instructors, referees) which may explain why this area had a slightly lower disclosure rate than average.

⁷⁸ Due to low numbers of staff in the areas of Directorate and Business Improvement & Organisational Development these areas have been combined for reporting purposes only in order to protect anonymity of data.

⁷⁹ During 2011/2012 PVC Academic included the following teams: Academic Registry, Centre for Academic Development and Quality, Collaborative Partnerships Office, Libraries and Learning and Resources and NTU Graduate School.

⁸⁰ During 2011/2012 PVC Education included the following teams: AimHigher Nottinghamshire, Schools, Colleges and Community Outreach and Widening Participation

⁸¹ Due to low numbers of staff in County Sports Partnerships this area has been combined with University Sports Activities for reporting purposes only in order to protect anonymity of data.

Table 4.3.11 - Professional Service Area based NTU staff by ethnicity (BME/white), during 11/12, showing data only where known

Professional Service Area	BME		White		Total	
	No.	%	No.	%	No.	%
Commercial Directorate	24	13.7%	151	86.3%	175	100%
Directorate & Business Improvement & Organisational Development ⁸²	0	0.0%	14	100.0%	14	100%
Estates & Resources	94	16.4%	480	83.6%	574	100%
Finance Governance & Legal	4	5.9%	64	94.1%	68	100%
Human Resources	2	3.6%	54	96.4%	56	100%
Information Systems	16	9.8%	147	90.2%	163	100%
PVC Academic ⁸³	13	6.3%	195	93.8%	208	100%
PVC Education ⁸⁴	55	17.6%	257	82.4%	312	100%
PVC Student Support	12	12.4%	85	87.6%	97	100%
Student Employability and Enterprise	0	0.0%	20	100.0%	20	100%
University Sports Activities & County Sports Partnerships ⁸⁵	8	8.8%	83	91.2%	91	100%
Professional Services Total	228	12.8%	1550	87.2%	1778	100%

Of staff who declared their ethnicity, the areas with the largest proportion of BME staff were PVC Education (17.6%) and Estates and Resources (16.4%). 95.0% of the PVC Education staff who have disclosed their ethnicity are students working in casual roles such as Student Hosts, Primary Literary Assistants and Peer Mentors. Overall the proportion of all NTU students who are from a BME background was 26.8% in 2011/2012.

The high proportion of BME staff in Estates and Resources can be largely attributed to 32.4% of the 186 staff in Cleaning Services having disclosed their ethnicity as BME. Cleaning Services staff make up 32.4% of the total number of staff in Estates and Resources.

The lowest proportions of BME staff were found in the combined areas of Directorate & Business Improvement & Organisational Development (0.0%) and Student Employability and Enterprise (0.0%). It is worth noting that total numbers of staff in these areas were also low at 15 and 20 respectively.

⁸² Due to low numbers of staff in the areas of Directorate and Business Improvement & Organisational Development these areas have been combined for reporting purposes only in order to protect anonymity of data.

⁸³ During 2011/2012 PVC Academic included the following teams: Academic Registry, Centre for Academic Development and Quality, Collaborative Partnerships Office, Libraries and Learning and Resources and NTU Graduate School.

⁸⁴ During 2011/2012 PVC Education included the following teams: AimHigher Nottinghamshire, Schools, Colleges and Community Outreach and Widening Participation

⁸⁵ Due to low numbers of staff in County Sports Partnerships this area has been combined with University Sports Activities for reporting purposes only in order to protect anonymity of data.

Professional Service Area based staff, by ethnicity (White/BME) and Professional Service Area, during 11/12, showing data only where known

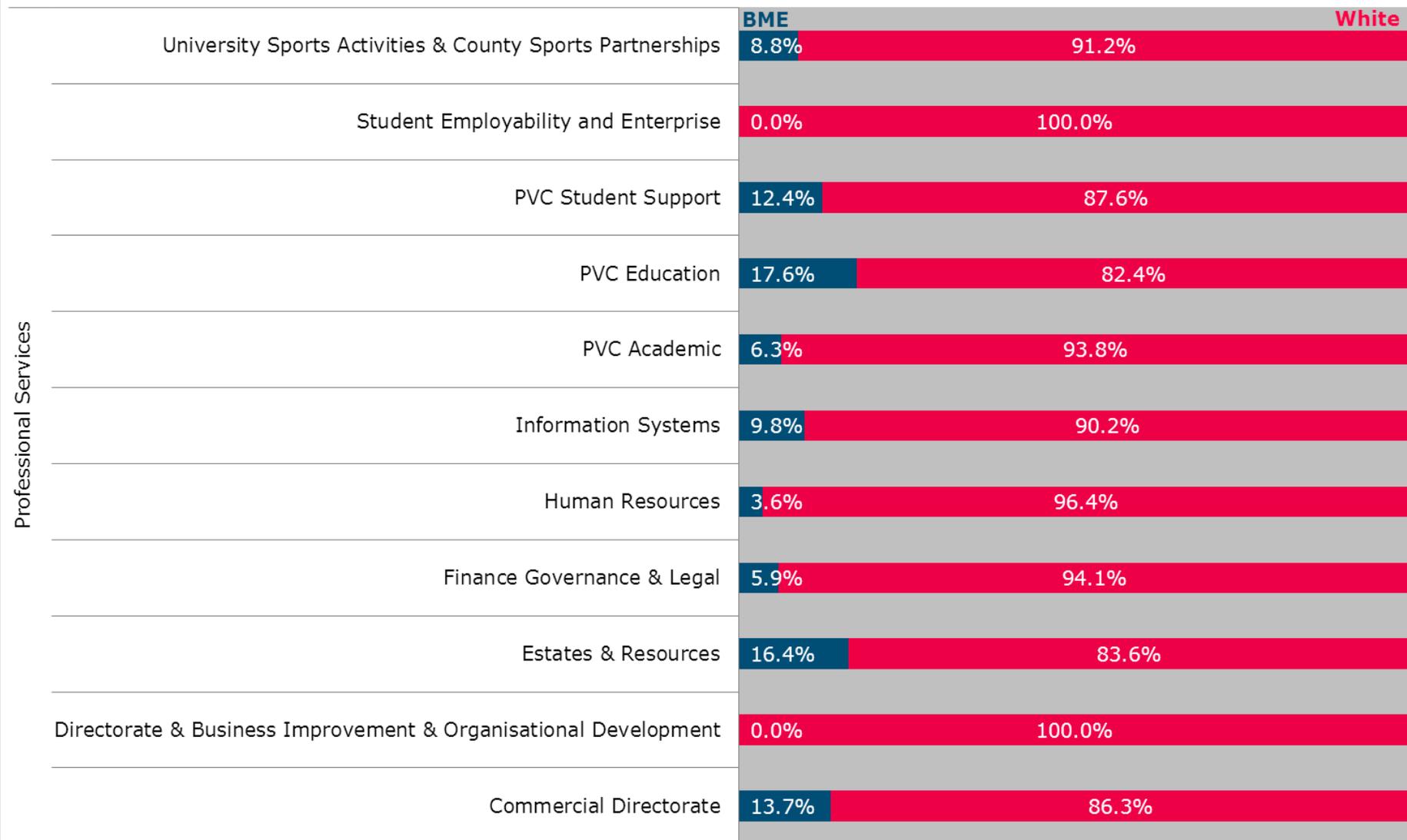


Chart 4.3.8

Table 4.3.12 - NTU Staff Profile by ethnicity (BME/white) and scale name, during 11/12

Job Type	Scale Name	BME		White		Prefer not to say		Not known		Total		Disclosure rate
		No.	%	No.	%	No.	%	No.	%	No.	%	%
Academic	Holders of Senior Posts	0	0.0%	9	100.0%	0	0.0%	0	0.0%	9	100%	100.0%
	Academic Heads	2	13.3%	13	86.7%	0	0.0%	0	0.0%	15	100%	100.0%
	Professors	10	12.3%	69	85.2%	2	2.5%	0	0.0%	81	100%	97.5%
	Academic Team Leaders	1	2.2%	45	97.8%	0	0.0%	0	0.0%	46	100%	100.0%
	Lecturers	93	9.4%	854	86.3%	17	1.7%	26	2.6%	990	100%	95.7%
	Sessional Lecturers	57	8.1%	443	63.2%	7	1.0%	194	27.7%	701	100%	71.3%
	Research	15	14.7%	78	76.5%	2	2.0%	7	6.9%	102	100%	91.2%
Academic Total		178	9.2%	1511	77.7%	28	1.4%	227	11.7%	1944	100%	86.9%
Support	Senior Executive Posts & Holders of Senior Posts ⁸⁶	1	10.0%	9	90.0%	0	0.0%	0	0.0%	10	100%	100.0%
	Support Heads	0	0.0%	17	100.0%	0	0.0%	0	0.0%	17	100%	100.0%
	Professional & Managerial	4	5.4%	69	93.2%	0	0.0%	1	1.4%	74	100%	98.6%
	Support	238	10.9%	1822	83.7%	12	0.6%	106	4.9%	2178	100%	94.6%
	Miscellaneous	63	12.8%	278	56.3%	1	0.2%	152	30.8%	494	100%	69.1%
Support Total		306	11.0%	2195	79.2%	13	0.5%	259	9.3%	2773	100%	90.2%
Grand Total		484	10.3%	3706	78.6%	41	0.9%	486	10.3%	4717	100%	88.9%

Disclosure rates are either at 100% or close to 100% for most of the salary scale groups other than Sessional Lecturers where disclosure rates are at 71.3% and Miscellaneous, where disclosure rates are at their lowest at 69.1%.

⁸⁶ Due to low numbers of staff in the Senior Executive Posts and Holders of Senior Posts these two groups have been combined for reporting purposes.

Table 4.3.13 - NTU Staff Profile by ethnicity (BME/white) and scale name, during 11/12, showing data only where known

Job Type	Scale Name	BME		White		Total	
		No.	%	No.	%	No.	%
Academic	Holders of Senior Posts	0	0.0%	9	100.0%	9	100%
	Academic Heads	2	13.3%	13	86.7%	15	100%
	Professors	10	12.7%	69	87.3%	79	100%
	Academic Team Leaders	1	2.2%	45	97.8%	46	100%
	Lecturers	93	9.8%	854	90.2%	947	100%
	Sessional Lecturers	57	11.4%	443	88.6%	500	100%
	Research	15	16.1%	78	83.9%	93	100%
Academic Total		178	10.5%	1511	89.5%	1689	100%
Support	Senior Executive Posts & Holders of Senior Posts ⁸⁷	1	10.0%	9	90.0%	10	100%
	Support Heads	0	0.0%	17	100.0%	17	100%
	Professional & Managerial	4	5.5%	69	94.5%	73	100%
	Support	238	11.6%	1822	88.4%	2060	100%
	Miscellaneous	63	18.5%	278	81.5%	341	100%
Support Total		306	12.2%	2195	87.8%	2501	100%
Grand Total		484	11.6%	3706	88.4%	4190	100%

Of those staff who disclosed their ethnicity the 'Miscellaneous' scale has the highest proportion of BME staff at 18.5%. This group is comprised of 76.2% 'Progression Partnership Workers' (Student Hosts, Primary Literacy Assistants and Peer Mentors). This group of casual staff comprise of 18.9% BME staff, where ethnicity has been disclosed.

⁸⁷ Due to low numbers of staff in the Senior Executive Posts and Holders of Senior Posts these two groups have been combined for reporting purposes.

NTU staff profile by ethnicity (BME/White) and scale name, during 11/12, showing data only where known

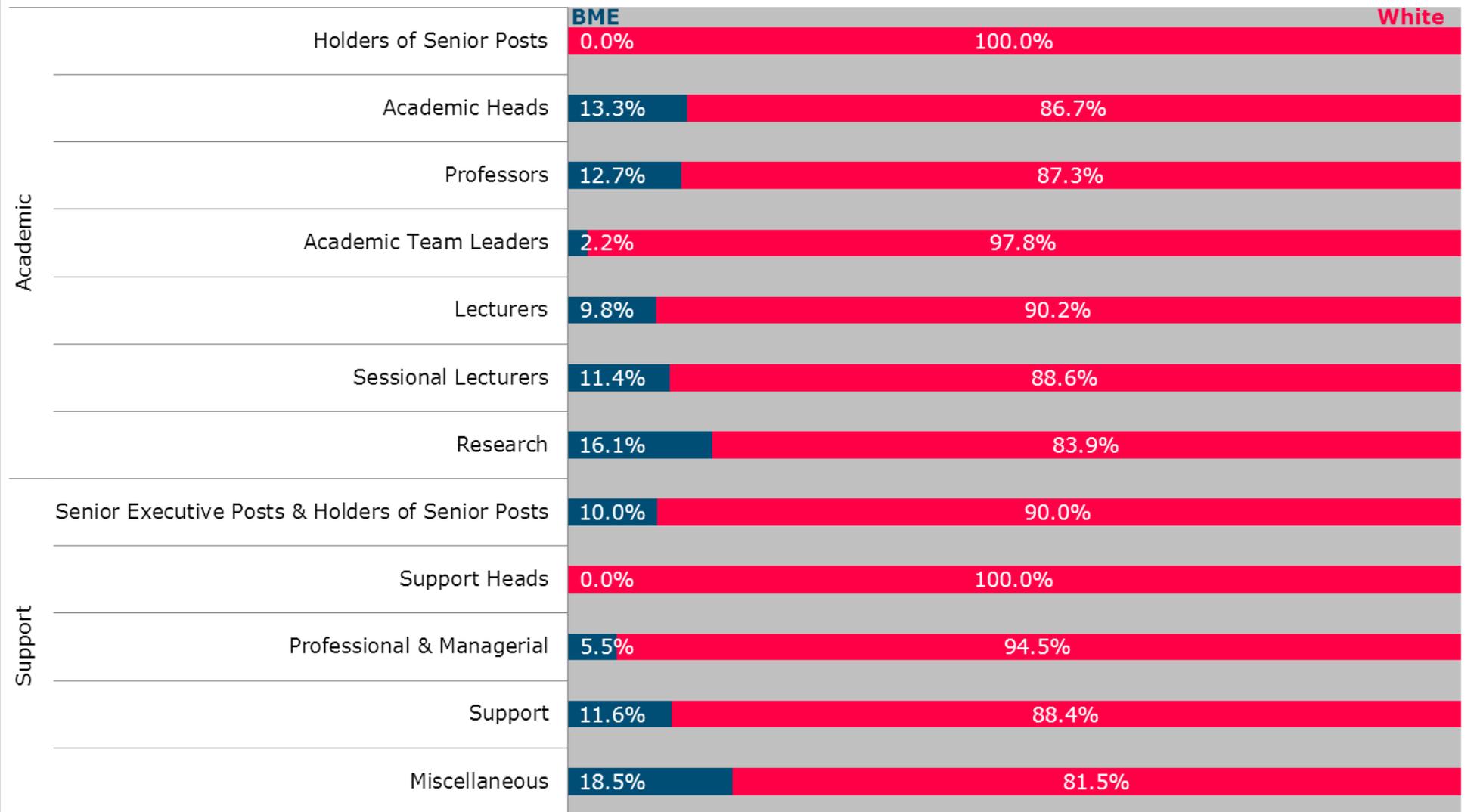


Chart 4.3.9

4.4. Age

Table 4.4.1 - All NTU staff, by age group, during 11/12

34 & under		35-49		50-64		65 & over		Total	
1639	34.7%	1702	36.1%	1277	27.1%	99	2.1%	4717	100.0%

Table 4.4.2 - All NTU staff, by age group and full/part time split, during 11/12

	34 & under		35-49		50-64		65 & over		Total	
Full time	594	26.1%	942	41.4%	711	31.3%	27	1.2%	2274	100.0%
Part time	189	21.1%	366	40.9%	316	35.3%	24	2.7%	895	100.0%
Total	783	24.7%	1308	41.3%	1027	32.4%	51	1.6%	3169	100.0%

Figures shown exclude staff on atypical* contracts

The largest group of staff are in the 35-49 age group (36.1%), followed by 34 & under (34.7%), 50-64 (27.1%) and finally 65 & over (2.1%).

The age profile of full time staff is largely similar to the age profile of part time staff with just a few small variations.

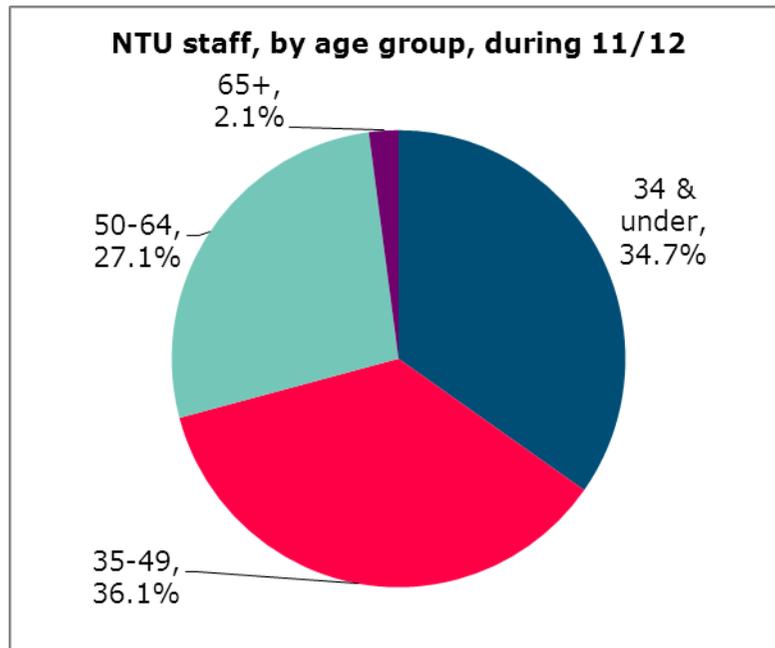


Chart 4.4.1

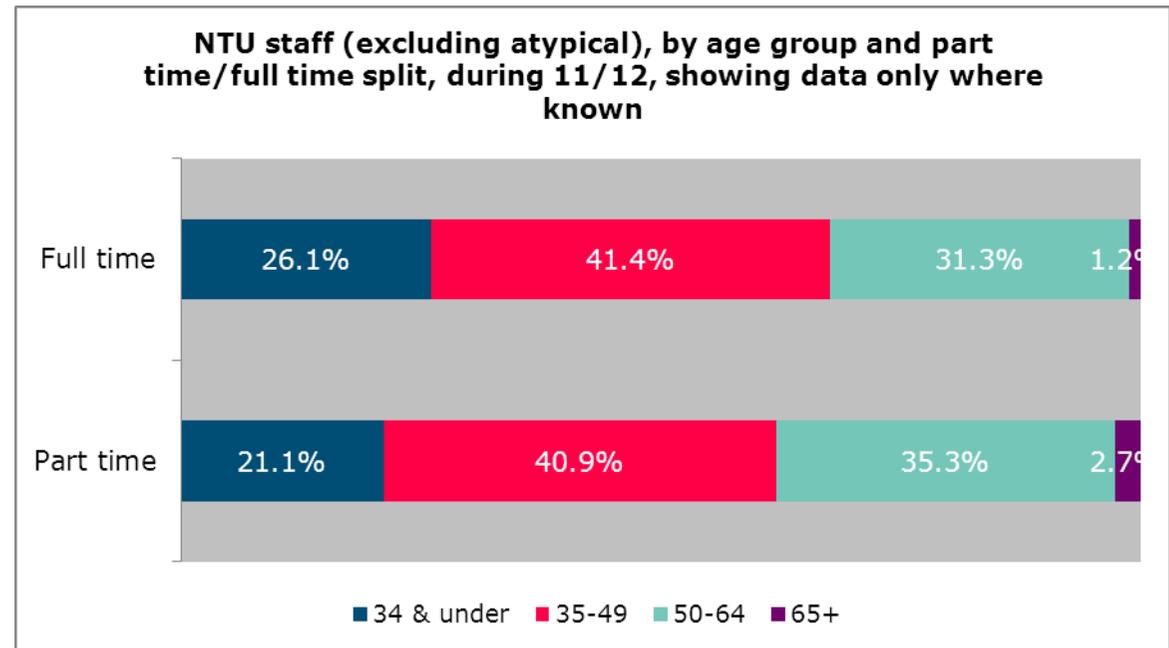


Chart 4.4.2

Table 4.4.3 - College-based NTU staff, by age group, during 11/12

College	School	34 & under		35-49		50-64 & 65+ ⁸⁸		Total	
		No.	%	No.	%	No.	%	No.	%
College of Art & Design and Built Environment	College of Art & Design and Built Environment	50	37.0%	51	37.8%	34	25.2%	135	100%
	School of Architecture, Design and the Built Environment	65	23.3%	117	41.9%	97	34.8%	279	100%
	School of Art & Design	108	22.9%	218	46.2%	146	30.9%	472	100%
College of Art & Design and Built Environment Total		223	25.2%	386	43.6%	277	31.3%	886	100%
College of Arts and Science	College of Arts and Science	32	26.2%	54	44.3%	36	29.5%	122	100%
	School of Animal Rural & Environmental Sciences	38	24.8%	72	47.1%	43	28.1%	153	100%
	School of Arts & Humanities	67	22.6%	131	44.3%	98	33.1%	296	100%
	School of Education	10	5.4%	49	26.5%	126	68.1%	185	100%
	School of Science & Technology	177	40.5%	154	35.2%	106	24.3%	437	100%
College of Arts and Science Total		324	27.2%	460	38.6%	409	34.3%	1193	100%
College of Business Law & Social Sciences	College of Business Law & Social Sciences	54	40.3%	53	39.6%	27	20.1%	134	100%
	Nottingham Business School	48	18.3%	97	37.0%	117	44.7%	262	100%
	Nottingham Law School	5	3.8%	79	59.8%	48	36.4%	132	100%
	School of Social Sciences	45	23.2%	78	40.2%	71	36.6%	194	100%
College of Business Law & Social Sciences Total		152	21.1%	307	42.5%	263	36.4%	722	100%
Grand Total		699	25.0%	1153	41.2%	949	33.9%	2801	100%

College-level staff generally had younger staff profiles than average, the most pronounced of these being in the College of Business, Law and Social Sciences with 40.3% of staff falling into the 34 and under age group. This is also true of the School of Science and Technology, where 40.5% of all staff were in the age group 34 and under.

The Schools with the older age profiles were noticeably the School of Education with 68.1% in the 50 and over age group and just 5.4% in the 34 & under age group, and Nottingham Business School, with 44.7% of staff in the over 50 age group.

Also of note is Nottingham Law School, with only 3.8% of staff in 34 and under age group.

⁸⁸ Due to low numbers of staff in the 65+ category these figures have been combined with the 50-64 category to protect anonymity.

College-based staff, by age group and school, during 11/12

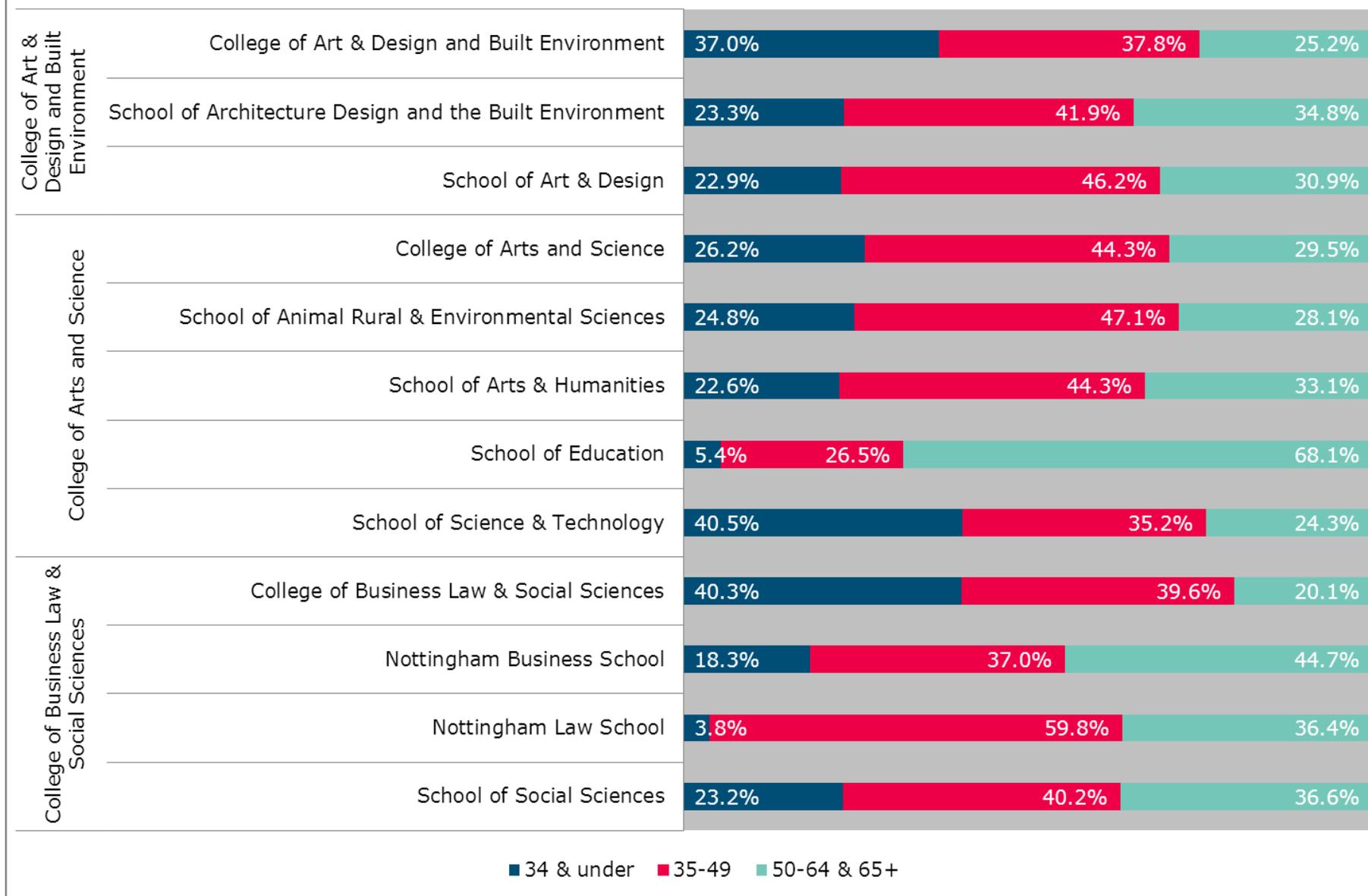


Chart 4.4.3

Table 4.4.4 - Professional Service Area based NTU staff, by age group and professional service area, during 11/12

Professional Service Area	34 & under		35-49		50-65 & 66+		Total
	No.	%	No.	%	No.	%	No.
Commercial Directorate	122	67.4%	47	26.0%	12	6.6%	181
Directorate & Business Improvement & Organisational Development ⁸⁹	4	26.7%	3	20.0%	8	53.3%	15
Estates & Resources	211	35.3%	183	30.7%	203	34.0%	597
Finance Governance & Legal	10	14.3%	34	48.6%	26	37.1%	70
Human Resources	11	19.0%	30	51.7%	17	29.3%	58
Information Systems	48	28.6%	83	49.4%	37	22.0%	168
PVC Academic	66	31.0%	84	39.4%	63	29.6%	213
PVC Education	364	93.8%	16	4.1%	8	2.1%	388
PVC Student Support	29	28.2%	46	44.7%	28	27.2%	103
Student Employability and Enterprise	1	5.0%	4	20.0%	15	75.0%	20
University Sports Activities & County Sports Partnerships ⁹⁰	74	71.8%	19	18.4%	10	9.7%	103
Professional Services Total	940	49.1%	549	28.7%	427	22.3%	1916

In the Professional Services, younger staff profiles were most noticeable in Commercial Directorate (67.4% in the 34 and under age group), PVC Education (93.8% in 34 and under age group) and University Sports Activities & County Sports Partnerships (71.8% in 34 and under age group).

The areas with older age profiles were Student Employability and Enterprise (75.0% in the over 50 age group) and the combined areas of Directorate and Business Improvement & Organisational Development (53.3% in the over 50 age group).

⁸⁹ Due to low numbers of staff in the areas of Directorate and Business Improvement & Organisational Development these areas have been combined for reporting purposes only in order to protect anonymity of data.

⁹⁰ Due to low numbers of staff in County Sports Partnerships this area has been combined with University Sports Activities for reporting purposes only in order to protect anonymity of data.

Professional Service Area based staff, by age group and Professional Service Area, during 11/12

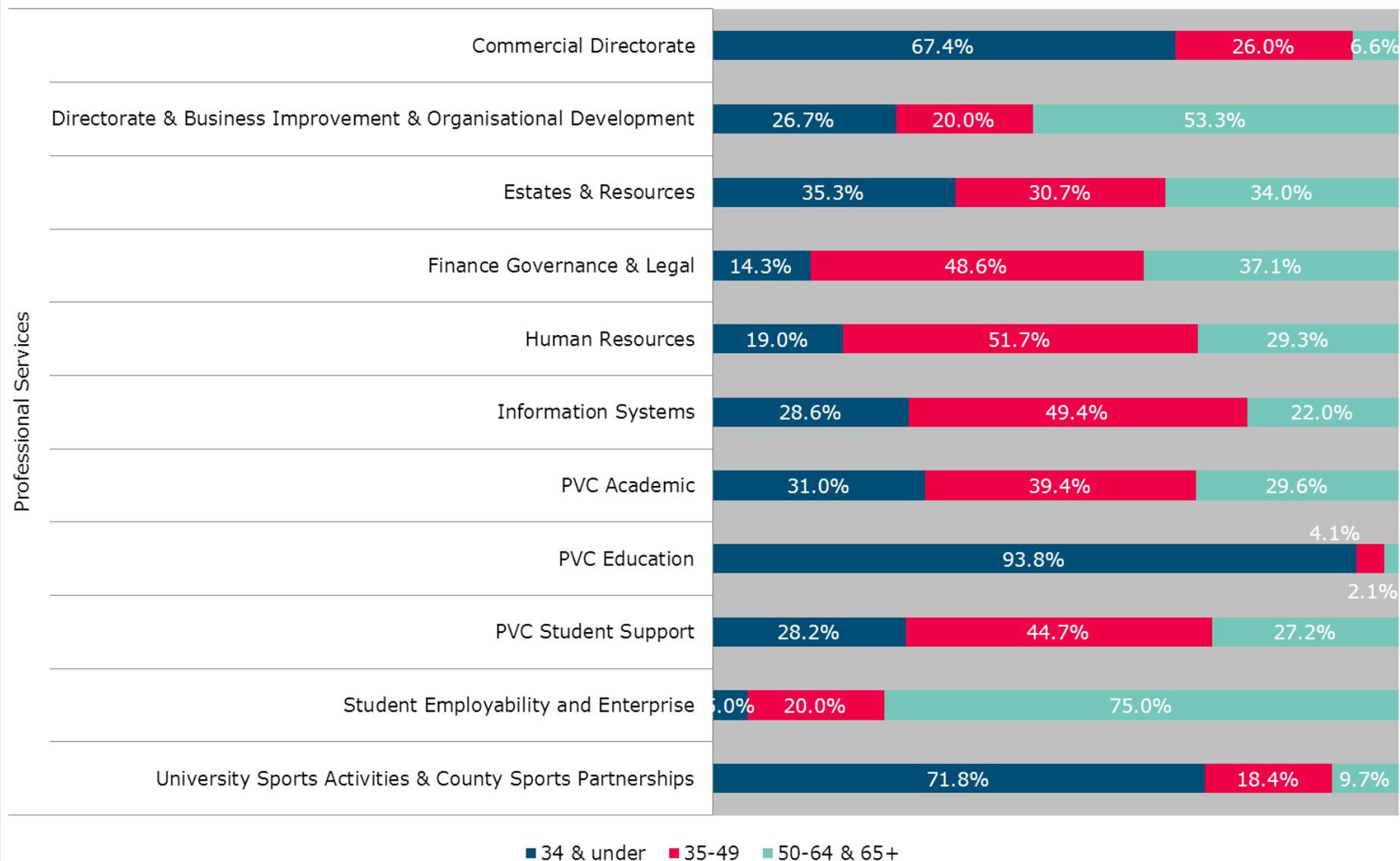


Chart 4.4.4

4.5. Religion and Belief

Table 4.5.1 - All NTU staff by religion/belief group, during 11/12

Christian		Other ⁹¹		None		Prefer not to say		Not known		Total	Disclosure rate
No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1235	26.2%	240	5.1%	1466	31.1%	309	6.6%	1467	31.1%	4717	62.3%

Table 4.5.2 - All NTU staff by religion/belief group, 11/12, during showing data only where known

Christian		Other		None		Total
No.	%	No.	%	No.	%	No.
1235	42.0%	240	8.2%	1466	49.8%	2941

Disclosure rates for religion/belief have increased to 62.3% from 42.2% in 2010/2011. Religion/belief is the equality characteristic with the lowest disclosure rate and also the highest rate of staff opting the “prefer not to say” option.

The majority of staff who have disclosed their religion or belief have indicated they have no religion/belief (49.8%). The second largest group are Christian (42.0%). The remaining 8.2% of staff who do have a religion or belief, but which is not Christian, are looked at in more detail in table 4.5.3 and chart 4.5.3.

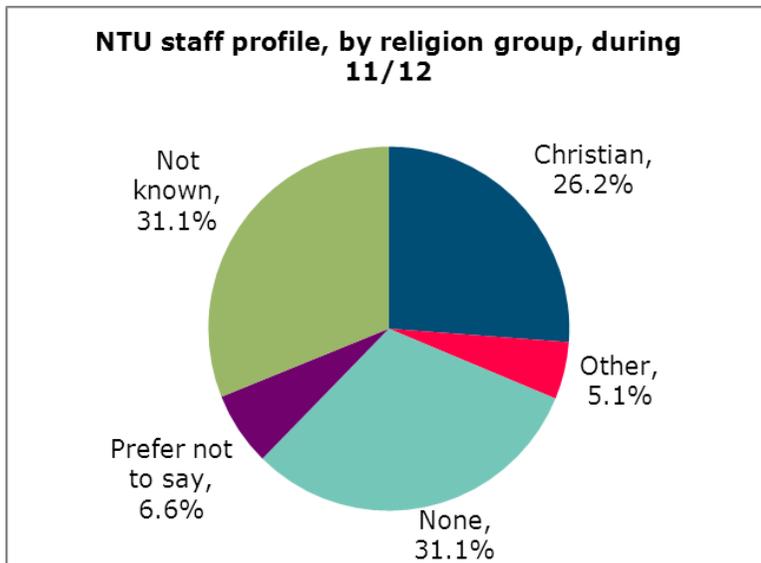


Chart 4.5.1

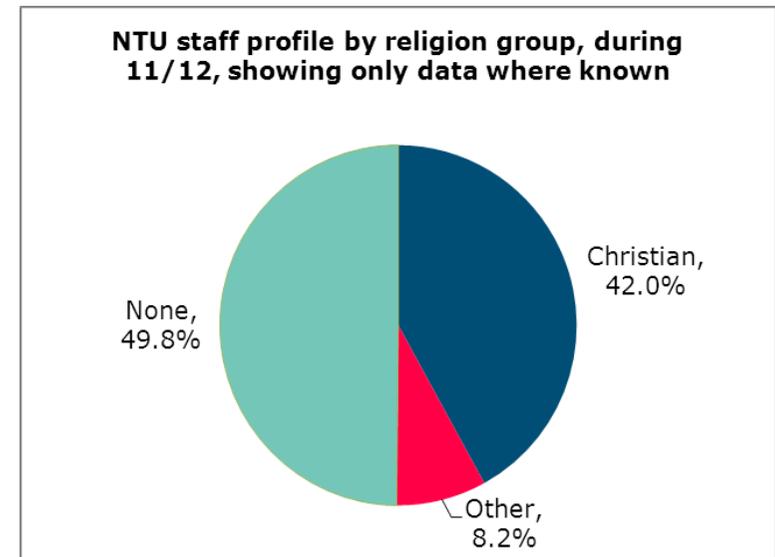


Chart 4.5.2

⁹¹ “Other” signifies any non-Christian religion, and includes Buddhist, Hindu, Jewish, Muslim, Pagan, Sikh, Other.

Table 4.5.3 – NTU staff by religion/belief during 11/12, showing breakdown of “Other” category (as defined in tables 4.5.1 & 4.5.2)

Other ⁹²		Muslim		Sikh		Buddhist		Hindu		Jewish		Pagan		Total
No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.
73	30.4%	64	26.7%	28	11.7%	27	11.3%	26	10.8%	15	6.3%	7	2.9%	240

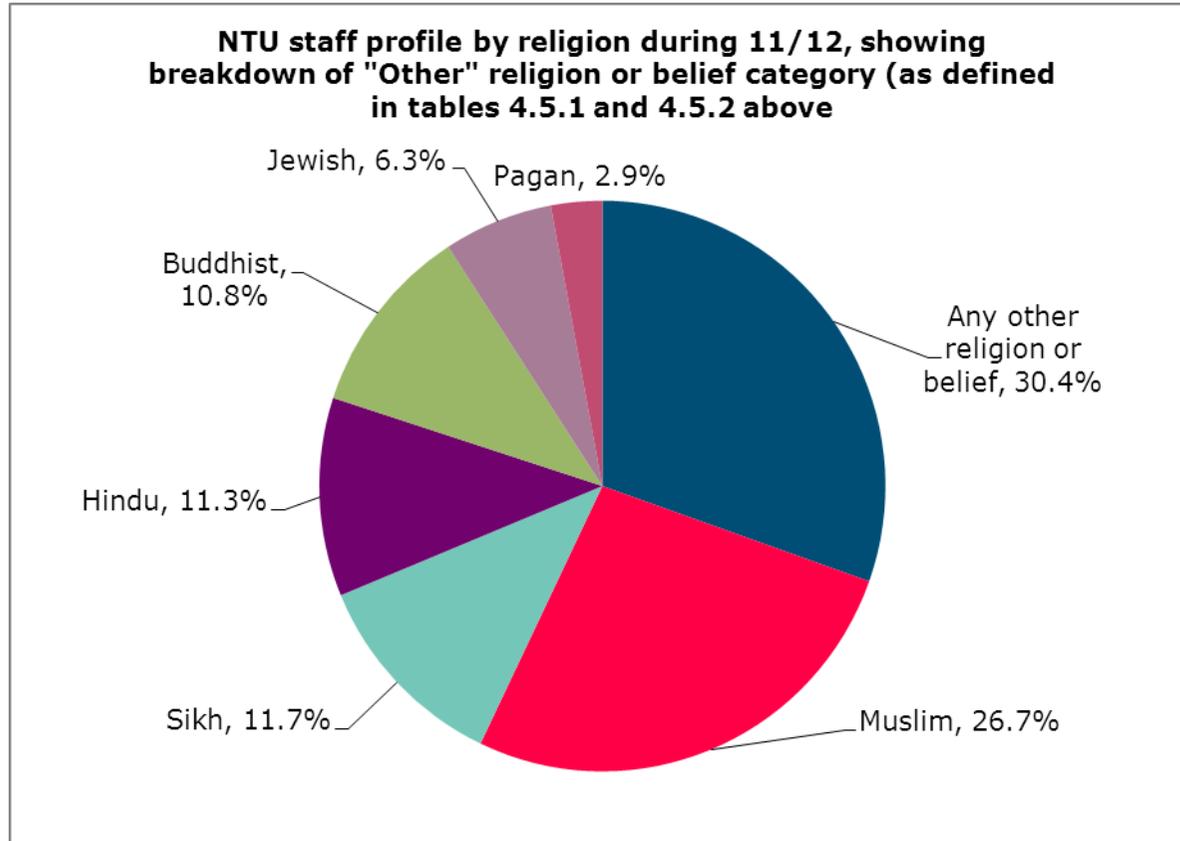


Chart 4.5.3

Chart 4.5.3 depicts the religion or belief profile of those staff who have indicated they have a religion or belief other than Christian and identifies that the two largest groups are “Any other religion or belief” (30.4%) and Muslim (26.7%).

Source: CHRIS, All staff employed during the period 1 August 2011 to 31 July 2012

⁹² For the purposes of table 4.5.3 and chart 4.5.3, the category “Other” signifies any religion other than Christian or those listed in the remainder of the table (i.e. excludes Buddhist, Hindu, Jewish, Muslim, Pagan, Sikh).

***Definition of atypical**

At NTU atypical means staff whose substantive contract falls under one of the following categories: casual staff/hourly paid, Progression Partnership Workers, worker or zero hours.

The definition of 'atypical' was set out by the DTI:

'The term 'atypical' is used to describe working arrangements that are not permanent, involve complex employment relationships and/or involve work away from the supervision of the normal work provider. These may be characterised by a high degree of flexibility for both the work provider and the working person, and may involve a triangular relationship that includes an agent. They can be contrasted with the model of a permanent, full-time employment contract between two parties, where one works standard hours under the control of the other and termination can only take place if there is grave fault or by giving notice. Atypical arrangements may involve an absence of mutual obligation between the work provider and working person beyond or within a given period of work or assignment and may also involve complex relationships between the working person, an agent paying and/or supplying the working person and the principal, under whose supervision the working person may work. It is important to recognise, however, that atypical workers may often be employees.'

In addition to this definition from the DTI, some HE specific guidance has been devised. Atypical contracts meet one or more of the following conditions:

- Are for less than four consecutive weeks - meaning that no statement of terms and conditions needs to be issued.
- Are for one-off/short-term tasks - for example answering phones during clearing, staging an exhibition, organising a conference. There is no mutual obligation between the work provider and working person beyond the given period of work or project. In some cases individuals will be paid a fixed fee for the piece of work unrelated to hours/time spent.
- Involve work away from the supervision of the normal work provider - but not as part of teaching company schemes or for teaching and research supervision associated with the provision of distance learning education.
- Involve a high degree of flexibility often in a contract to work 'as-and-when' required - for example conference catering, student ambassadors, student demonstrators.

4.6 Job Applicants – All NTU Job Applicants during 2011/2012

This section of the Annual Report provides a range of tables and graphs showing profiles of job applicants to the University and profiles of those applicants who went on to be shortlisted and appointed. The profiles focus on gender, disability, ethnicity, age and religion/belief for all posts with closing dates during the 2011/2012 academic year. Additional tables and graphs are provided on ethnicity, splitting the applications into the categories of UK-national and non-UK national.

4.6.1. Gender

Table 4.6.1.1 - Applicants, shortlisted and appointed, by gender, during 11/12

	Female		Male		Not known		Total	
	No.	%	No.	%	No.	%	No.	%
Applicants	6960	51.5%	6305	46.7%	246	1.8%	13511	100.0%
Shortlisted	1209	53.8%	996	44.3%	42	1.9%	2247	100.0%
Appointed	330	54.4%	268	44.2%	9	1.5%	607	100.0%

Table 4.6.1.2 - Applicants, shortlisted and appointed, by gender, during 11/12, showing data only where known

	Female		Male		Total	
	No.	%	No.	%	No.	%
Applicants	6960	52.5%	6305	47.5%	13265	100.0%
Shortlisted	1209	54.8%	996	45.2%	2205	100.0%
Appointed	330	55.2%	268	44.8%	598	100.0%

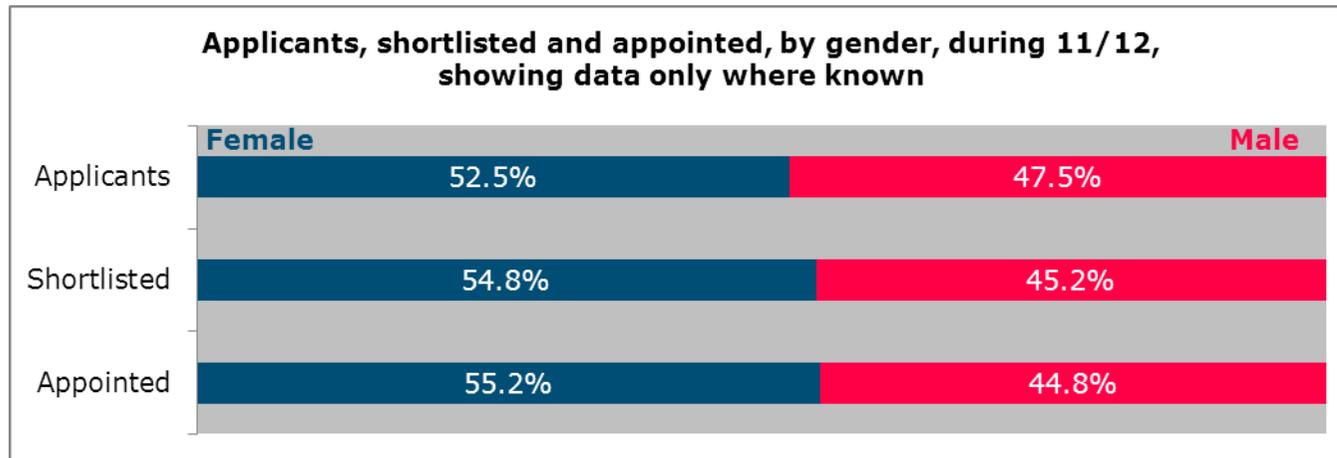


Chart 4.6.1.1

Female applicants are in a slight majority at 52.5% of all applicants, where gender is known. Female applicants are slightly more likely to be shortlisted than male applicants and again more likely to be appointed to post.

4.6.2. Disability

Table 4.6.2.1 - Applicants, shortlisted and appointed by disability status, during 11/12

	Disabled		Not Disabled		Prefer not to say		Not known		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Applicants	650	4.8%	11879	87.9%	938	6.9%	44	0.3%	13511	100.0%
Shortlisted	126	5.6%	1984	88.3%	110	4.9%	27	1.2%	2247	100.0%
Appointed	18	3.0%	542	89.3%	38	6.3%	9	1.5%	607	100.0%

Table 4.6.2.2 - Applicants, shortlisted and appointed, by disability status, during 11/12, showing only data where known

	Disabled		Not Disabled		Total	
	No.	%	No.	%	No.	%
Applicants	650	5.2%	11879	94.8%	12529	100.0%
Shortlisted	126	6.0%	1984	94.0%	2110	100.0%
Appointed	18	3.2%	542	96.8%	560	100.0%

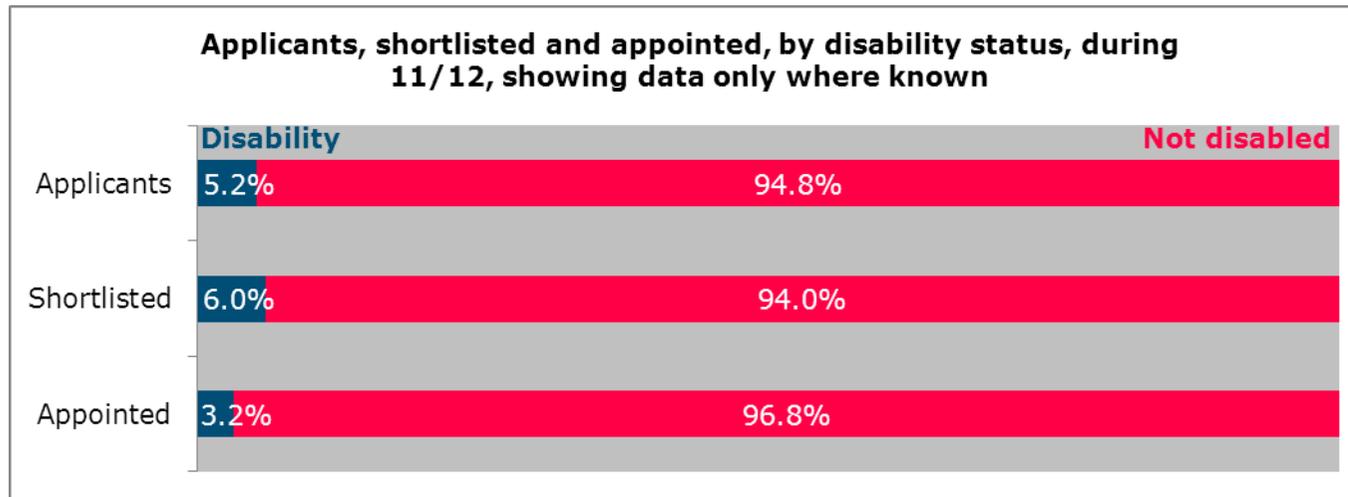


Chart 4.6.2.1

Where disability status is known, 5.2% of all applicants have declared a disability, 6.0% of all applicants shortlisted declared a disability and 3.2% of all applicants appointed to post declared a disability.

4.6.3. Ethnicity

Table 4.6.3.1 - Applicants, shortlisted and appointed, by ethnicity group (BME/white), during 11/12

	BME		White		Prefer not to say		Not known		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Applicants	2914	21.6%	10065	74.5%	54	0.4%	478	3.5%	13511	100.0%
Shortlisted	398	17.7%	1766	78.6%	5	0.2%	78	3.5%	2247	100.0%
Appointed	81	13.3%	505	83.2%	0	0.0%	21	3.5%	607	100.0%

Table 4.6.3.2 - Applicants, shortlisted and appointed, by ethnicity group (BME/white), during 11/12, showing data only where known

	BME		White		Total	
	No.	%	No.	%	No.	%
Applicants	2914	22.5%	10065	77.5%	12979	100.0%
Shortlisted	398	18.4%	1766	81.6%	2164	100.0%
Appointed	81	13.8%	505	86.2%	586	100.0%

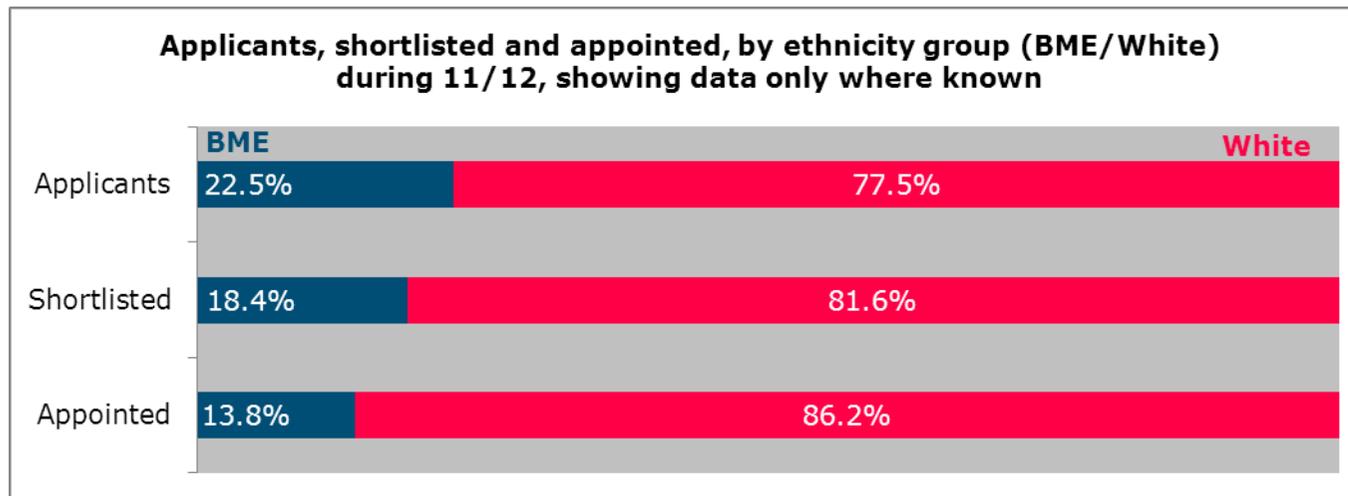


Chart 4.6.3.1

Where ethnic origin is known, BME applicants comprised 22.5% of all applicants, 18.4% of all shortlisted applicants and 13.8% of all appointed applicants.

Table 4.6.3.3 - UK national applicants, shortlisted and appointed, by ethnicity group (BME/white), during 11/12

	BME		White		Not known		Prefer not to say		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Applicants	1539	15.3%	8384	83.6%	75	0.7%	36	0.4%	10034	100.0%
Shortlisted	252	14.0%	1539	85.3%	11	0.6%	3	0.2%	1805	100.0%
Appointed	50	10.0%	449	89.8%	1	0.2%	0	0.0%	500	100.0%

Table 4.6.3.4 - UK national applicants, shortlisted and appointed, by ethnicity group (BME/white), during 11/12, showing data only where known

	BME		White		Total	
	No.	%	No.	%	No.	%
Applicants	1539	15.5%	8384	84.5%	9923	100.0%
Shortlisted	252	14.1%	1539	85.9%	1791	100.0%
Appointed	50	10.0%	449	90.0%	499	100.0%

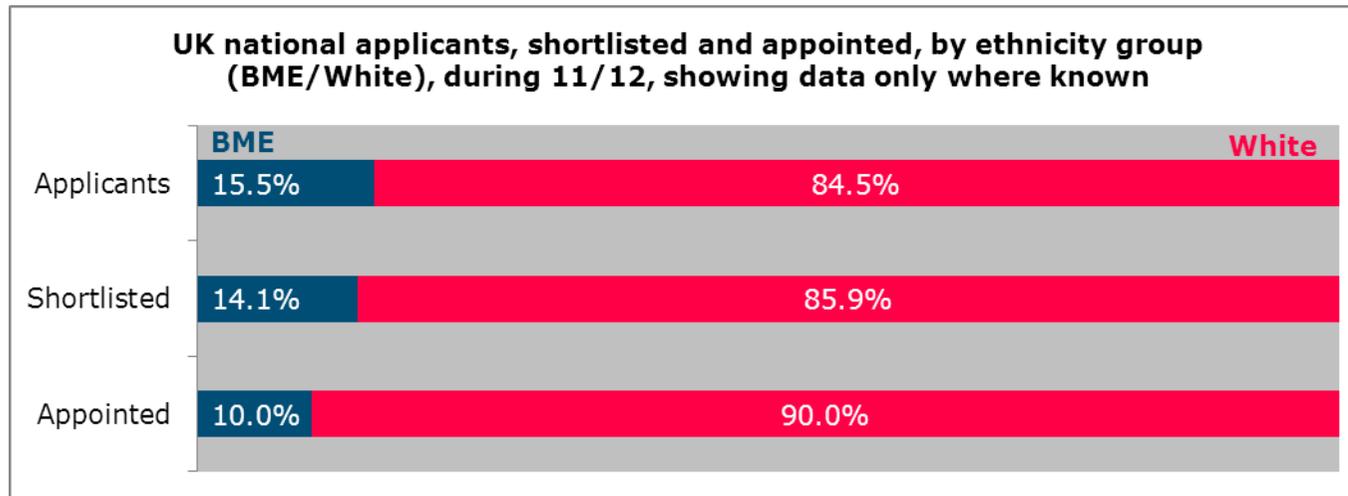


Chart 4.6.3.2

Where ethnic origin is known and for UK national staff only, BME applicants comprised 15.5% of all applicants, 14.1 % of all shortlisted applicants and 10.0% of all appointed applicants.

Table 4.6.3.5 – Non-UK national applicants, shortlisted and appointed, by ethnicity group (BME/white), during 11/12

	BME		White		Not known		Prefer not to say		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Applicants	1295	48.2%	1317	49.0%	61	2.3%	15	0.6%	2688	100.0%
Shortlisted	136	44.0%	168	54.4%	4	1.3%	1	0.3%	309	100.0%
Appointed	29	41.4%	40	57.1%	1	1.4%	0	0.0%	70	100.0%

Table 4.6.3.6 – Non-UK national applicants, shortlisted and appointed, by ethnicity group (BME/white), during 11/12, showing data only where known

	BME		White		Total	
	No.	%	No.	%	No.	%
Applicants	1295	49.6%	1317	50.4%	2612	100.0%
Shortlisted	136	44.7%	168	55.3%	304	100.0%
Appointed	29	42.0%	40	58.0%	69	100.0%

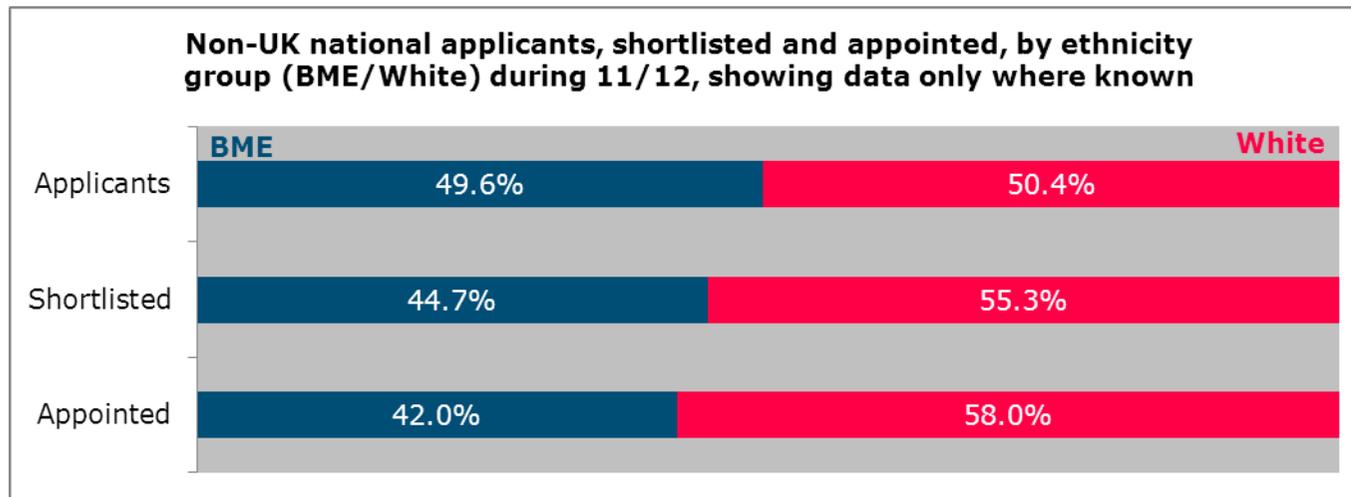


Chart 4.6.3.3

Where ethnic origin is known and for non-UK national staff only, BME applicants comprised 49.6% of all applicants, 44.7 % of all shortlisted applicants and 42.0% of all appointed applicants.

789 (5.8%) of all applicants were of unknown nationality and have therefore been excluded from tables 3.3 to 3.6.

Table 4.6.3.7 - Applicants, shortlisted and appointed, by ethnicity group, during 11/12

	Asian		Black		Chinese		Mixed		Other		White		Prefer not to say		Not known		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Applicants	1449	10.7%	718	5.3%	338	2.5%	289	2.1%	120	0.9%	10065	74.5%	54	0.4%	478	3.5%	13511	100.0%
Shortlisted	197	8.8%	101	4.5%	42	1.9%	46	2.0%	12	0.5%	1766	78.6%	5	0.2%	78	3.5%	2247	100.0%
Appointed	33	5.4%	20	3.3%	11	1.8%	14	2.3%	3	0.5%	505	83.2%	0	0.0%	21	3.5%	607	100.0%

Table 4.6.3.8 - Applicants, shortlisted and appointed, by ethnicity group, during 11/12, showing data only where known

	Asian		Black		Chinese		Mixed		Other		White		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Applicants	1449	11.2%	718	5.5%	338	2.6%	289	2.2%	120	0.9%	10065	77.5%	12979	100.0%
Shortlisted	197	9.1%	101	4.7%	42	1.9%	46	2.1%	12	0.6%	1766	81.6%	2164	100.0%
Appointed	33	5.6%	20	3.4%	11	1.9%	14	2.4%	3	0.5%	505	86.2%	586	100.0%

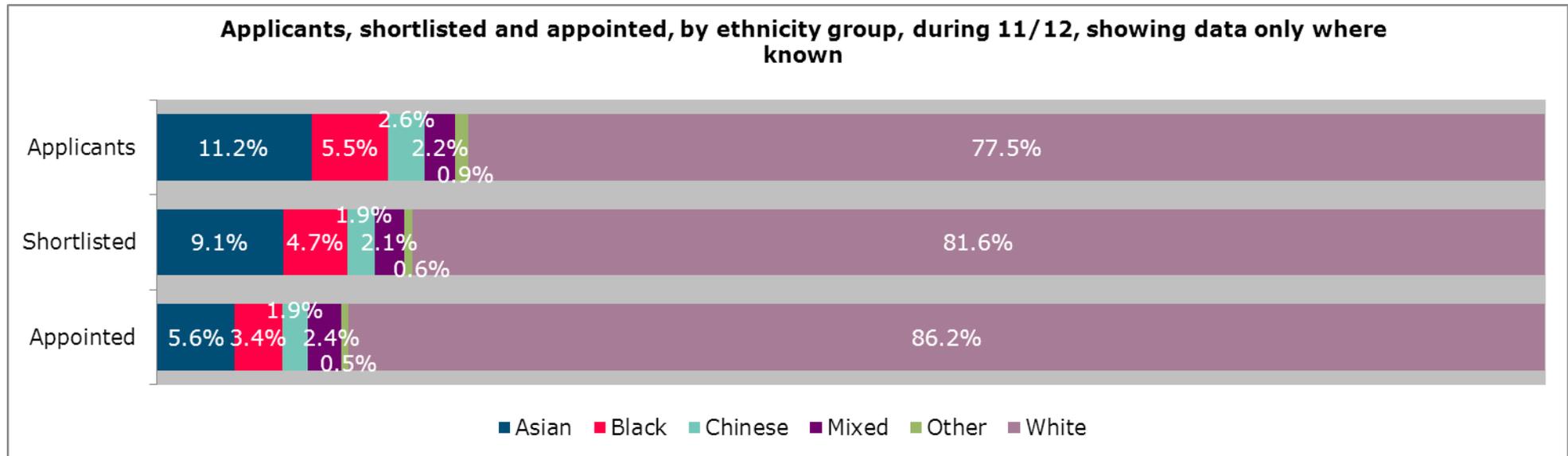


Chart 4.6.3.4

All of the BME ethnic groups appear to be less likely to be shortlisted and appointed than their white counterparts. The proportion of applicants within each of the BME ethnic groups, with the exception of the "mixed" ethnic group, fall at each stage of the recruitment process. This is most evident for Asian applicants, where 11.2% of all applications come from this group but only 9.1% of all applicants shortlisted are Asian and then just 5.6% of appointments are of Asian applicants.

4.6.4. Age

Table 4.6.4.1 - Applicants, shortlisted and appointed, by age group, during 11/12

	34 & under		35-49		50-64		65+		Not Known		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Applicants	8573	63.5%	3665	27.1%	1223	9.1%	30	0.2%	20	0.1%	13511	100.0%
Shortlisted	1230	54.7%	734	32.7%	265	11.8%	9	0.4%	9	0.4%	2247	100.0%
Appointed	350	57.7%	182	30.0%	69	11.4%	5	0.8%	1	0.2%	607	100.0%

Table 4.6.4.2 - Applicants, shortlisted and appointed, by age group, during 11/12, showing data only where known

	34 & under		35-49		50-64		65+		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Applicants	8573	63.5%	3665	27.2%	1223	9.1%	30	0.2%	13491	100.0%
Shortlisted	1230	55.0%	734	32.8%	265	11.8%	9	0.4%	2238	100.0%
Appointed	350	57.8%	182	30.0%	69	11.4%	5	0.8%	606	100.0%

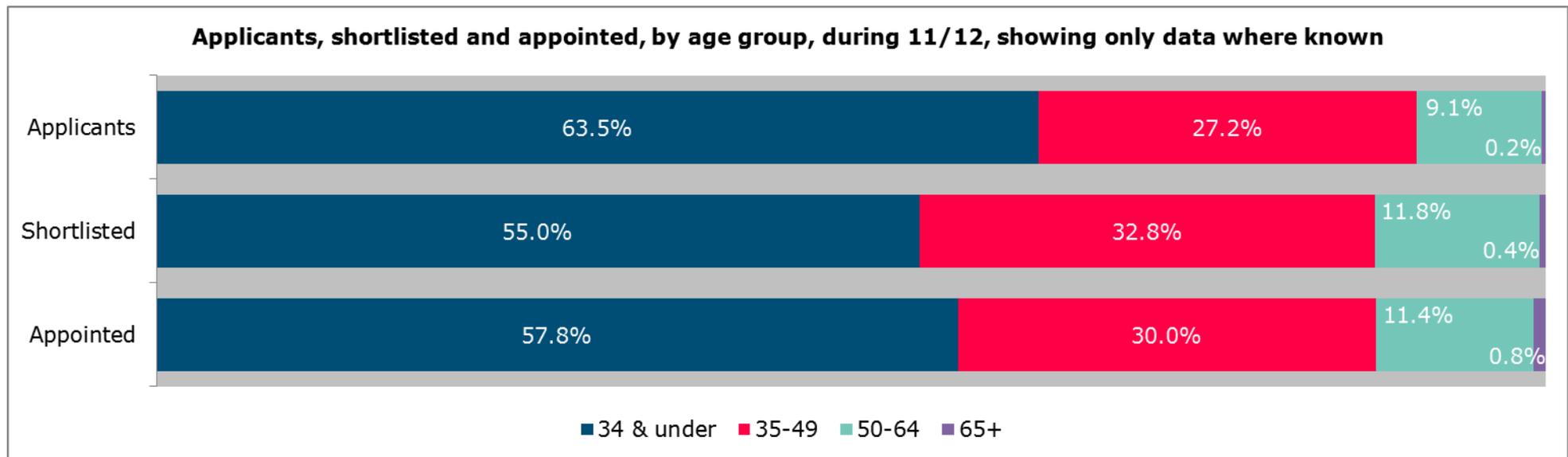


Chart 4.6.4.1

The overwhelming majority of applications were received from the youngest age group, 34 and under (63.5%). However, applicants in this age group were also less likely to be shortlisted and appointed than each of the other age groups.

4.6.5. Religion and Belief

4.6.5.1 - Applicants, shortlisted and appointed, by religion/belief group, during 11/12

	Christian		None		Other		Prefer not to say		Not known		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Applicants	4528	33.5%	5144	38.1%	1710	12.7%	1004	7.4%	1125	8.3%	13511	100.0%
Shortlisted	795	35.4%	855	38.1%	226	10.1%	179	8.0%	192	8.5%	2247	100.0%
Appointed	190	31.3%	241	39.7%	50	8.2%	56	9.2%	70	11.5%	607	100.0%

4.6.5.2 - Applicants, shortlisted and appointed, by religion/belief group, during 11/12, showing data only where known

	Christian		None		Other		Total	
	No.	%	No.	%	No.	%	No.	%
Applicants	4528	39.8%	5144	45.2%	1710	15.0%	11382	100.0%
Shortlisted	795	42.4%	855	45.6%	226	12.0%	1876	100.0%
Appointed	190	39.5%	241	50.1%	50	10.4%	481	100.0%

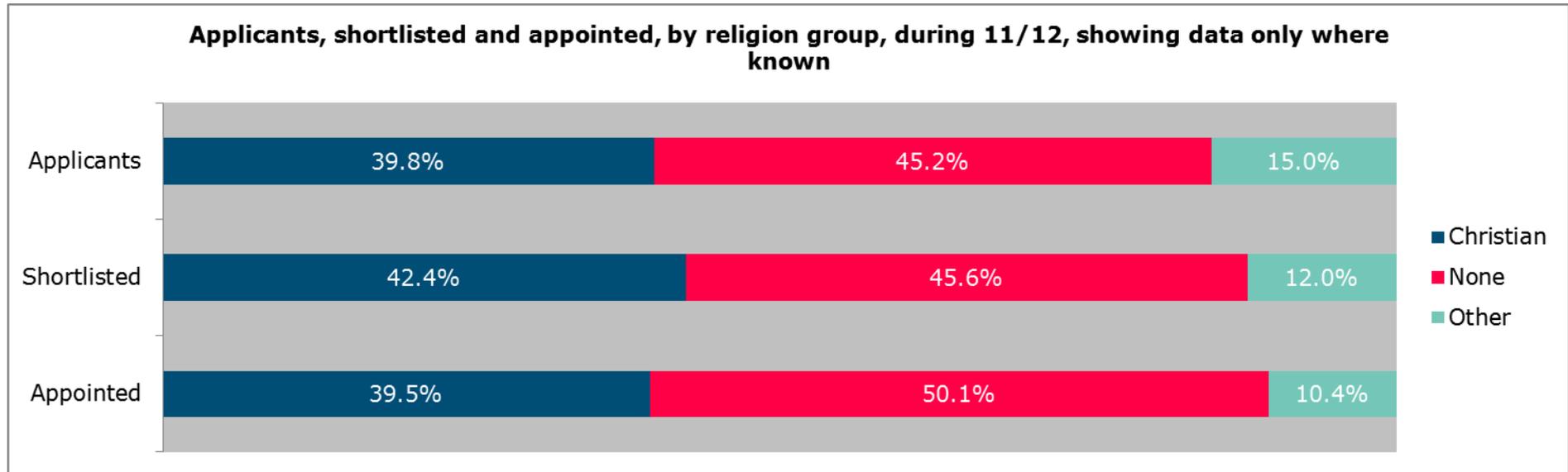


Chart 4.6.5.1

Where religion or belief was disclosed, the largest proportion of applications came from people declaring having no religion or belief (45.2%) closely followed by those of Christian faith (39.8%). The lowest number of applications came from those with a non-Christian religion (15.0%) who were also less likely to be shortlisted, where the proportion of shortlisted applicants reduced to 12.0% and again down to 10.4% of all appointed applicants.

Source: CHRIS, all applicants from 1 August 2011 to 31 July 2012.

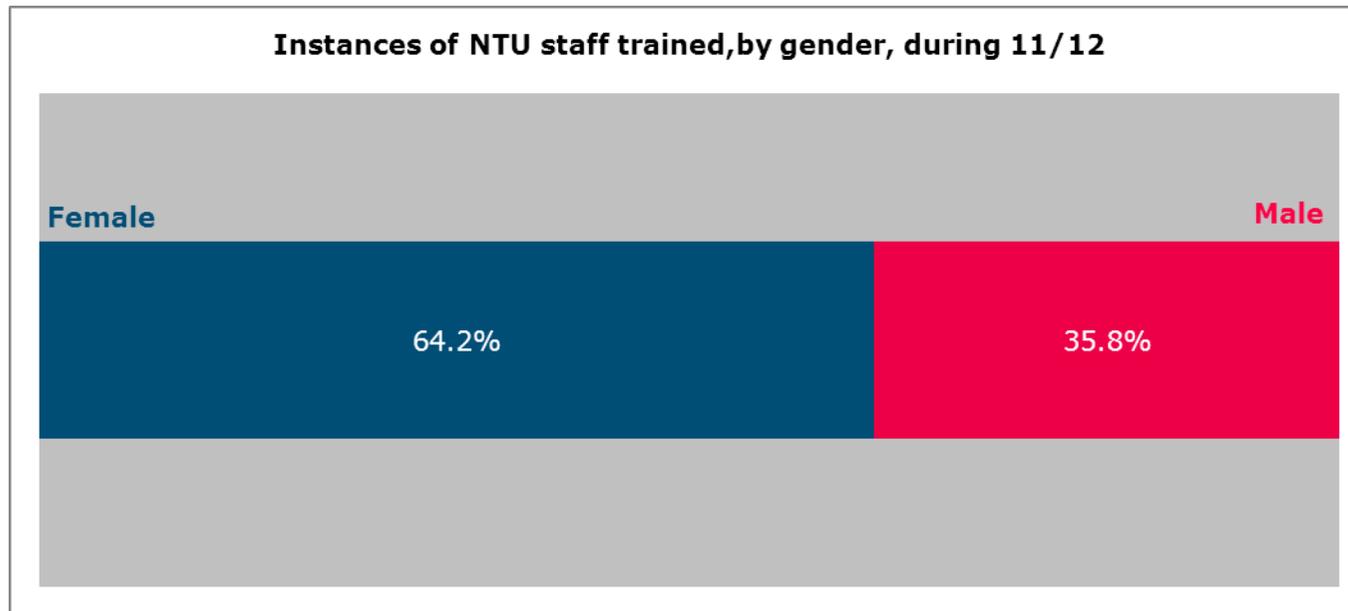
4.7. Staff Training Attendance – All instances of staff trained during 2011/2012

This section of the report provides a range of tables showing profiles of those staff attending training courses delivered internally by the Centre for Professional Learning and Development, Equality and Diversity, Health and Safety and Estates and Resources. Data covers the academic year of 2011/12, with a focus on gender, disability, ethnicity, age and religion/belief.

4.7.1. Gender

Table 4.7.1.1 – Instances of staff trained, by gender, during 11/12

Female		Male		Total	
No.	%	No.	%	No.	%
2575	64.2%	1434	35.8%	4009	100.0%



The majority of training was accessed by female members of staff at 64.2% of all instances of training during the year. This is a little higher than the proportion of female staff at NTU which was at 56.9% in 2011/2012.

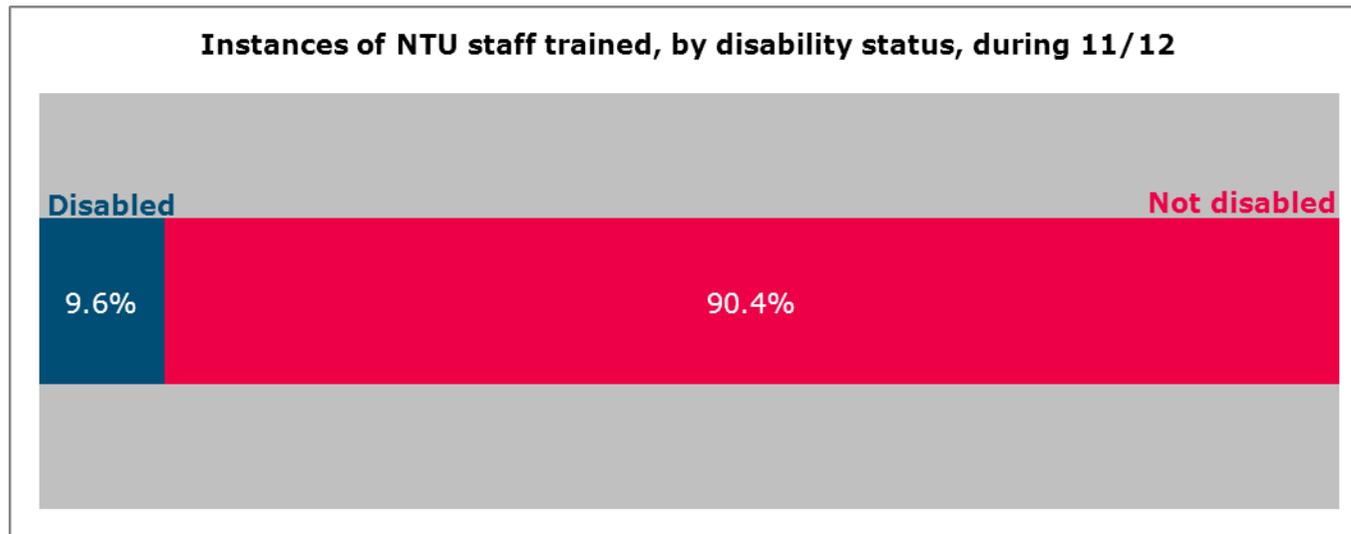
4.7.2. Disability

Table 4.7.2.1 - Instances of staff trained, by disability status, during 11/12

Disabled		Not disabled		Prefer not to say		Not known		Total	
No.	%	No.	%	No.	%	No.	%	No.	%
318	7.9%	2987	74.5%	101	2.5%	603	15.0%	4009	100.0%

Table 4.7.2.2 - Instances of staff trained, by disability status, during 11/12, showing only data where known

Disabled		Not Disabled		Total	
No.	%	No.	%	No.	%
318	9.6%	2987	90.4%	3305	100.0%



9.6% of all training instances were of disabled members of staff, where disability status was known. This compares to 7.7% of all staff at NTU having declared a disability, where disability status is known.

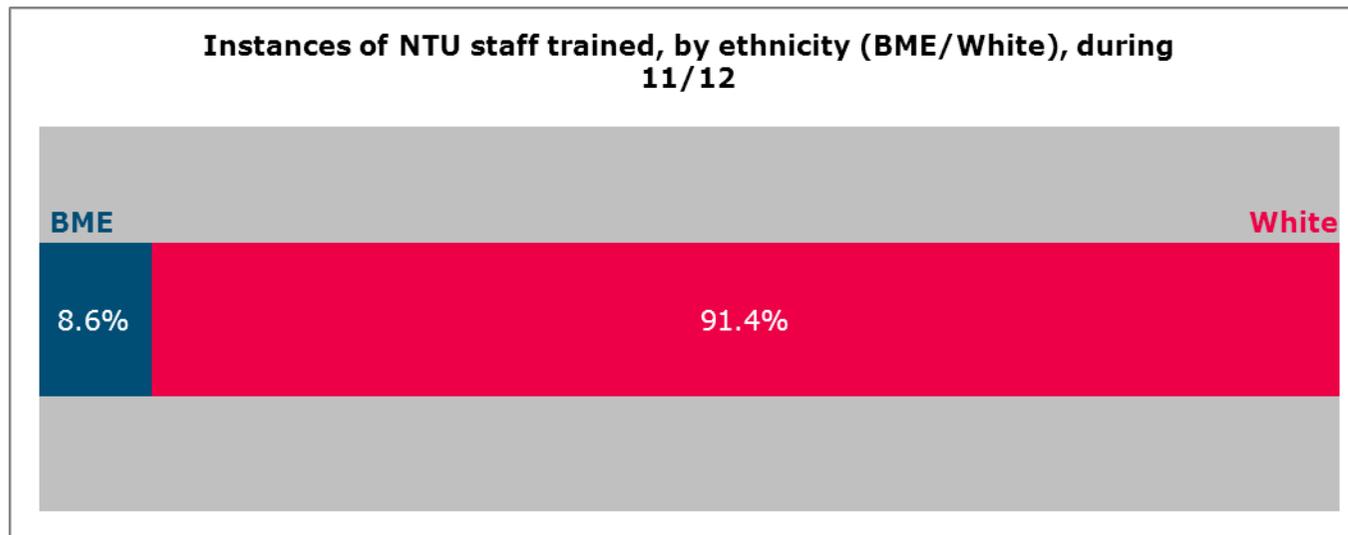
4.7.3. Ethnicity

Table 4.7.3.1 - Instances of staff trained, by ethnicity group (white/BME), during 11/12

BME		White		Prefer not to say		Not known		Total	
No.	%	No.	%	No.	%	No.	%	No.	%
334	8.3%	3533	88.1%	30	0.7%	112	2.8%	4009	100.0%

Table 4.7.3.2 - Instances of staff trained, by ethnicity group (white/BME), during 11/12, showing only data where known

BME		White		Total	
No.	%	No.	%	No.	%
334	8.6%	3533	91.4%	3867	100.0%

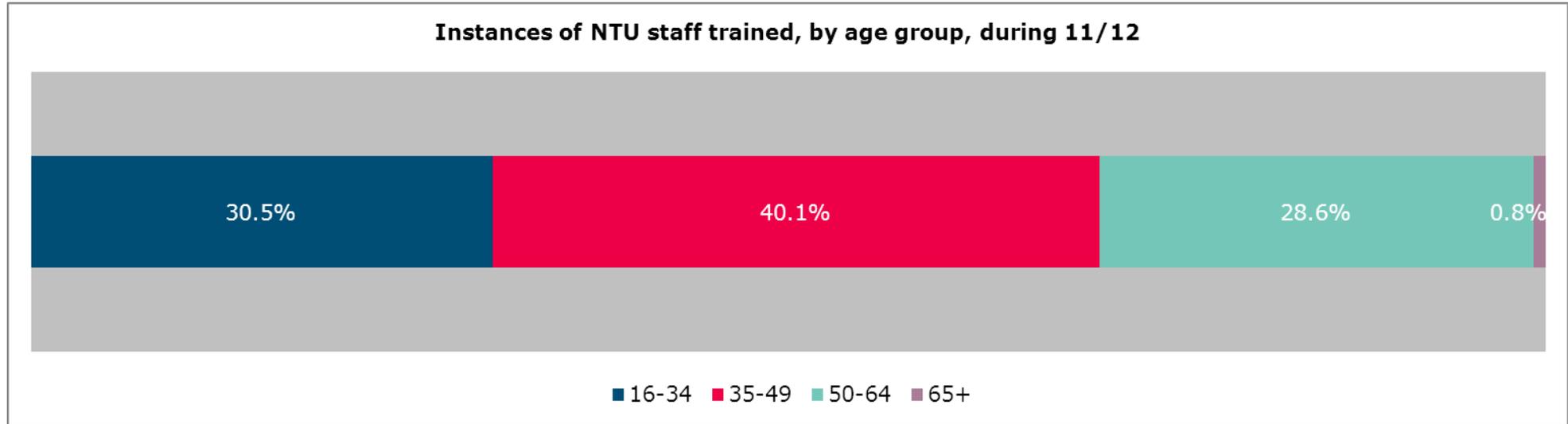


8.6% of all training instances were of BME members of staff, where ethnicity was known. This compares to 11.6% of all NTU staff being of BME background, where ethnicity is known.

4.7.4. Age

Table 4.7.4.1 - Instances of staff trained, by age group, during 11/12

34 & under		35-49		50-64		65+		Total	
No.	%	No.	%	No.	%	No.	%	No.	%
1221	30.5%	1609	40.1%	1148	28.6%	31	0.8%	4009	100.0%



30.5% of all training instances in 2011/12 were of staff in the 34 and under age group; this is lower than the proportion of all staff in this age group, which was 34.7%.

40.1% of all training instances were of staff in the 35-49 age group, which was higher than the proportion of all staff in this age group, at 36.1%.

The 50-64 age group comprised 28.6% of all training instances, a little higher than the proportion of all staff in this age group at 27.1%.

Just 0.8% of all training instances were for staff aged 65 and over; this compares to 2.1% of the total staff population falling into the 65+ age group.

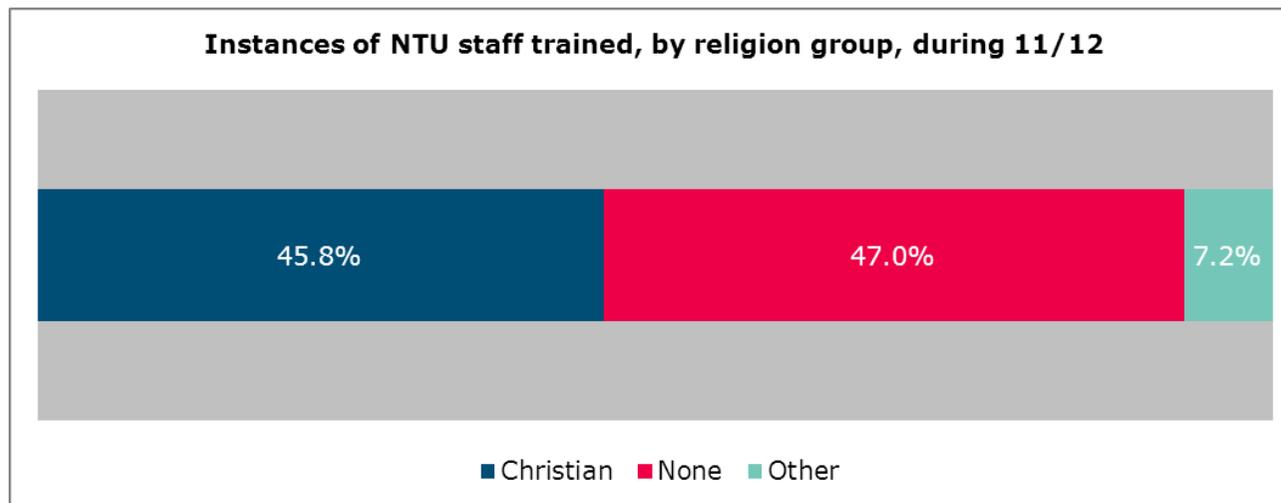
4.7.5. Religion and belief

Table 4.7.5.1 - Instances of staff trained, by religion/belief group, during 11/12

Christian		Other		None		Prefer not to say		Not known		Total	
No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1400	34.9%	221	5.5%	1437	35.8%	284	7.1%	667	16.6%	4009	100.0%

Table 4.7.5.2 - Instances of staff trained, by religion/belief group, during 11/12, showing data only where known

Christian		Other		None		Total	
No.	%	No.	%	No.	%	No.	%
1400	45.8%	221	7.2%	1437	47.0%	3058	100.0%



45.8% of all training instances, where staff disclosed their religion or belief, were of Christian staff members. This compares to 42.0% of all staff having declared this religion or belief.

47.0% of all training instances were of staff indicating they have no religion/belief (where this data is known), which was comparable to the proportion of all staff at NTU indicating no religion or belief, at 49.8%.

Staff with an "Other" (non-Christian) religion or belief comprise 7.2% of all training instances, where data is known. For NTU staff as a whole this group of staff comprise 8.2% of all staff.

Source: CHRIS, training module

4.8. Staff Disciplinary, Grievance and Dignity at Work - during 2011/2012

This section of the Annual Report provides a range of tables showing profiles of those staff involved in grievances, disciplinarys or Dignity at Work complaints during the academic year of 2011/12, with a focus on gender, disability, ethnicity, age and religion/belief.

4.8.1. Gender

Table 4.8.1.1 – Disciplinarys, Grievances and Dignity at Work Complaints, by gender, during 11/12

	Female		Male		Total	
	No.	%	No.	%	No.	%
Disciplinary	11	45.8%	13	54.2%	24	100.0%
Grievance	1	50.0%	1	50.0%	2	100.0%
Dignity at Work Complainant	0	0.0%	3	100.0%	3	100.0%

Both grievances and disciplinarys were fairly equally split between male and female with 45.8% of disciplinarys involving female members of staff and 50% of grievances being brought by women (although overall figures were low at just two grievances being brought over the entire year). All three Dignity at Work complaints were brought by men.

4.8.2. Disability

Table 4.8.2.1 - Disciplinarys, Grievances and Dignity at Work Complaints, by disability status, during 11/12

	Disabled		Not Disabled		Prefer not to say		Not known		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Disciplinary	1	4.2%	14	58.3%	2	8.3%	7	29.2%	24	100.0%
Grievance	0	0.0%	0	0.0%	0	0.0%	2	100.0%	2	100.0%
Dignity at Work Complainant	0	0.0%	1	33.3%	0	0.0%	2	66.7%	3	100.0%

Table 4.8.2.2 - Disciplinarys, Grievances and Dignity at Work Complaints, by disability status, during 11/12, showing only data where known

	Disabled		Not Disabled		Total	
	No.	%	No.	%	No.	%
Disciplinary	1	6.7%	14	93.3%	15	100.0%
Grievance	0	0.0%	0	0.0%	0	-
Dignity at Work Complainant	0	0.0%	1	100.0%	1	100.0%

6.7% of those disciplinarys, where disability status was known, were from disabled members of staff. No grievances were raised by staff who had disclosed their disability status and only one of the Dignity at Work complainants had disclosed their disability status. They were declared not disabled.

4.8.3. Ethnicity

Table 4.8.3.1 - Disciplinarys, Grievances and Dignity at Work Complaints, by ethnicity group (white/BME), during 11/12

	BME		White		Total	
	No.	%	No.	%	No.	%
Disciplinary	12	50.0%	12	50.0%	24	100.0%
Grievance	0	0.0%	2	100.0%	2	100.0%
Dignity at Work Complainant	1	33.3%	2	66.7%	3	100.0%

Table 4.8.3.2 - Disciplinarys, Grievances and Dignity at Work Complaints, by ethnicity group (white/BME), during 11/12, showing only data where known

	Asian		Black		Mixed		Other		White		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Disciplinary	3	12.5%	7	29.2%	1	4.2%	1	4.2%	12	50.0%	24	100.0%
Grievance	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2	100.0%	2	100.0%
Dignity at Work Complainant	0	0.0%	0	0.0%	0	0.0%	1	33.3%	2	66.7%	3	100.0%

Ethnicity was known for all members of staff involved in disciplinarys, grievances and Dignity at Work complaints.

50.0% of all staff subject to disciplinarys were of BME background. When the data is broken down further into broad ethnic origin groups, 12.5% of all disciplinarys were of Asian members of staff and 29.2% were of members of staff of black ethnic origin, 4.2% were mixed ethnicity, 4.2% "other" and the remaining 50% were white.

Both of the grievances were brought by white members of staff and two of the three Dignity at Work complaints were brought by white members of staff and the other complaint was brought by a member of staff who declared being of "Other" ethnicity.

4.8.4. Age

Table 4.8.4.1 - Disciplinarys, Grievances and Dignity at Work Complaints, by age group, during 11/12

	34 & under		35-49		50-65		Total	
	No.	%	No.	%	No.	%	No.	%
Disciplinary	11	45.8%	9	37.5%	4	16.7%	24	100.0%
Grievance	0	0.0%	1	50.0%	1	50.0%	2	100.0%
Dignity at Work Complainant	0	0.0%	2	66.7%	1	33.3%	3	100.0%

Just under half (45.8%) of all disciplinarys were of members of staff within the 34 and under age group. 37.5% of disciplinarys involved staff in the 35-49 age group and 16.7% were in the 50-65 age group. There were no grievances or Dignity at Work complaints brought by staff in the 34 and under age group.

4.8.5. Religion and Belief

Table 4.8.5.1 - Disciplinarys, Grievances and Dignity at Work Complaints, by religion/belief group, during 11/12

	Christian		None		Other		Not known		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Disciplinary	10	41.7%	7	29.2%	1	4.2%	6	25.0%	24	100.0%
Grievance	0	0.0%	0	0.0%	0	0.0%	2	100.0%	2	100.0%
Dignity at Work Complainant	1	33.3%	0	0.0%	0	0.0%	2	66.7%	3	100.0%

Table 4.8.5.2 - Disciplinarys, Grievances and Dignity at Work Complaints, by religion/belief group, during 11/12, showing only data where known

	Christian		None		Other		Total	
	No.	%	No.	%	No.	%	No.	%
Disciplinary	10	55.6%	7	38.9%	1	5.6%	18	100.0%
Grievance	0	0.0%	0	0.0%	0	0.0%	0	-
Dignity at Work Complainant	1	100.0%	0	0.0%	0	0.0%	1	100.0%

Where religion or belief has been disclosed, 55.6% of disciplinarys were of those staff having declared a Christian religion, 38.9% of staff with no religion or belief and 5.6% of "Other" religion or belief.

Only one of the five grievances and Dignity at Work complaints were brought by a member of staff who had disclosed their religion or belief.

Source:

- Disciplinary and Grievance data – CHRIS
- Dignity at Work data – CMS and E&D records