

UNIVERSITY OF  
BIRMINGHAM



**PROMOTING  
EQUALITY  
CELEBRATING  
DIVERSITY**

# Publication of Equality Information Report

## January 2016

### Background

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This report provides information on how the University of Birmingham is meeting its responsibilities under the Equality Act 2010 Equality Duty. It is published with regard to the specific duty to publish equality information to demonstrate compliance with the three aims of the Equality Duty and to make this information publicly available.

### The Equality Duty

As a public sector organisation, the University has duties under the Equality Act 2010 to promote equality - the Equality Duty. The Equality Duty requires that the University has 'due regard' in carrying out its activities of the need to:

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

The Equality Duty applies in relation to the protected characteristics of age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

The University has further duties to publish one or more equality objectives that support the aims of the Equality Duty and to publish information demonstrating our compliance with the Equality Duty on an annual basis.

## **University of Birmingham Equality Objectives**

Our equality objectives and the actions we will take to achieve them are set out in the University's Equality Scheme. The 2011-2015 has now concluded and a new Scheme will be published in spring 2016, following its approval by University Council.

## **Publication of Equality Information**

This report provides information demonstrating how the University is complying with the Equality Duty. It contains demographic information on our staff and student bodies for 2015 by the protected characteristics of age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation. It also provides information on activities during the 2014-15 academic year to achieve the objectives set out under our 2011-2015 Equality Scheme.

Our aim is to present this information in a format that provides members of the University and general public with an accessible overview of our activities to promote greater equality. If you require further information on the report, or an alternative format, please contact the University's equality team at [equality@contacts.bham.ac.uk](mailto:equality@contacts.bham.ac.uk).

## Introduction

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### Promoting equality – an overview

The University of Birmingham has a longstanding commitment to the promotion of equality and undertakes a wide range of activities to promote better outcomes and meet the needs of different groups of students and staff. Under our Equality Scheme for 2011-2015 we have initiated the following:

#### **Students:**

- Sector-leading BME and LGBT employability mentoring schemes have given students opportunities to network and express their identities when making the transition from higher education to the workplace
- Developing an inclusive curriculum, including a dedicated website resource and staff development workshops, to enhance teaching staff's understanding of student diversity
- A BME ambassador project that was created to address the ethnicity attainment gap, challenge stereotypes and promote equality in University has been widely cited across the UK HE sector as an example of good practice in engaging and listening to BME students
- Work undertaken with the Guild of Students to develop online resources that support the needs of mature students
- Launch of the "It's Not On" campaign to address sexual harassment on campus
- An online equality training module for students has been initiated

#### **Staff:**

- Mandatory equality training for staff on recruitment and selection panels was delivered to 500 staff in 2015
- Embedding equality training in staff induction via an online training module
- 18 of our 21 STEMM Schools and Institutes hold Bronze or Silver Athena awards in recognition of their activities to address female under-representation
- Delivering the Aurora leadership development programme for women; 41 have completed the programme and another 14 will start in February 2016
- Delivering the Emerging Leadership Programme; 65 staff members have completed it of which 27 were women

- Delivering the Senior Leadership Programme; 114 academic and professional staff members have completed it of which 39 were women
- The University is recognised by Stonewall as one of the UK's Top 100 employers for LGB staff
- The 'Year of Advancing Equality in Employment' in 2014, culminating in a University-wide conference
- Providing a dedicated staff disability service, which saw 150 clients in 2014-2015
- Unconscious bias training was delivered to 320 senior staff in 2015
- Equality & Diversity Champions were established in each School and Budget Centre
- College Equality and Diversity Champions were established on College Boards and the Equality Executive Group to support the cascading and embedding of equality initiatives
- Active networks for disabled, LGBT and single parent staff
- Financial support was put in place for academic maternity returners to allow relief from teaching and administration so that research can be re-established
- A wide range of national history months and interfaith events have been celebrated

Our commitment to equality has been recognised nationally. We are in Stonewall's Top 100 employers and our year of Advancing Equality in Employment in 2014 has been recognised as nationally outstanding in the UK's HR Excellence Awards. We are The Times University of the Year for Graduate Employment 2016.

### **Going forward**

Our 2016-2020 Equality Scheme will both build on the foundation provided by our current programme and re-focus our activities on key areas. Our full 2016-2020 Scheme will be published in spring 2016.

The following sections of this report provide demographic information on our staff and student bodies by the protected characteristics of age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation. The report also provides information by protected characteristic in relation to key employment and education processes and evidence of current and future activities to promote equality.

# Employment Information

## Introduction

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Information to demonstrate compliance with the Equality Duty in relation to the University's role as an employer is presented below, in relation to the protected characteristics of: age, disability, gender identity, pregnancy and maternity, race, religion or belief, sex and sexual orientation. In relation to each characteristic there is

The data is taken from a snapshot of the staff population in December 2015. Benchmark data for the Russell Group is for the 2013/14 academic year and is provided by the Higher Education Statistical Agency (HESA).

As of December 2015, the University employs 7,400 staff. Staff are employed in three main groups:

**Academic staff** – These are our teaching and research staff and include roles such as Research Fellow, Lecturer and Professor. Academic staff are recruited nationally and internationally and employed in the University's 5 academic Colleges - Arts and Law, Engineering and Physical Sciences, Life and Environmental Sciences, Medical and Dental Sciences and Social Sciences. 47.5% of all University staff are employed in Academic posts.

**Administrative and Other Related staff** – These staff are employed in a wide range of professional roles, such as admissions officers, statisticians and I.T. specialists. They are predominately recruited nationally and from the West Midlands region. Admin and Other Related staff are employed in Professional Services' budget centres and in the academic Colleges. 20% of all University staff are employed in Admin and Other Related posts.

**Support staff** – Support staff are employed in a wide range of manual and clerical roles across the University, such as cleaning, catering and junior administration roles. Support staff are predominately recruited locally from the City of Birmingham and are employed in Professional Services budget centres and in the academic Colleges. 32.5% of all University staff are employed in Support posts.

## Age

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Following the removal of the national default retirement age in October 2011, staff can now work past the University's traditional retirement age of 65, and there is no upper limit on the age of job applicants for the majority of posts at the University. In response to these significant changes to retirement, the University has created a Later Working Life intranet resource to support older staff in planning their later working life and eventual retirement, together with long-term financial planning courses to support staff in preparing for retirement. We have also introduced increased flexibility for older staff through flexible retirement arrangements.

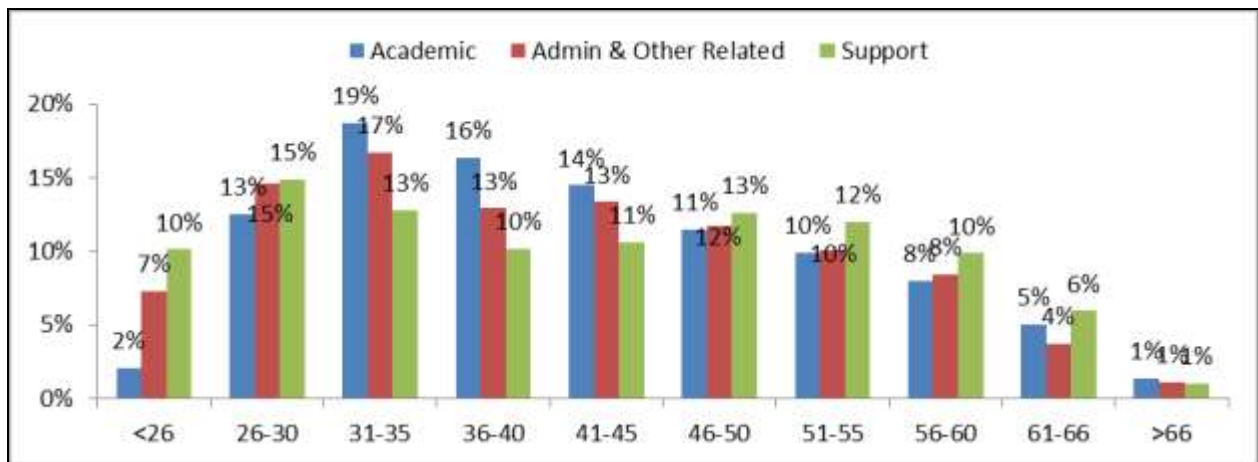
Staff data for 2015 indicates that this has impacted on the upper-end of the staff age profile, with the number of staff aged 66+ rising from 25 staff (0.4%) in 2011 to 83 staff (1.1%) in 2015. This trend has occurred across all 3 staff groups and is expected to continue as staff take advantage of the opportunity to work past traditional retirement age.

### Overview of staff data

Our data for 2015 shows:

- The University employs staff aged from 17 to 74, with a mean average age of 42.
- Support posts employ the most diverse range of ages at the University, encompassing both the highest proportion of staff under 26 and of staff aged over 60.

### Staff by age range and staff group 2015 (%)



Age	Admin & Other			Grand Total
	Academic	Related	Support	
<26	2%	7%	10%	6%
26-30	13%	15%	15%	14%
31-35	19%	17%	13%	16%
36-40	16%	13%	10%	13%
41-45	14%	13%	11%	13%
46-50	11%	12%	13%	12%
51-55	10%	10%	12%	11%
56-60	8%	8%	10%	9%
61-66	5%	4%	6%	5%
>66	1%	1%	1%	1%
Grand Total	100%	100%	100%	100%



## Disability

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The number of staff disclosing a disability to the University has substantially increased during this period, from 153 staff in 2011 to 322 staff in 2015, raising the overall proportion of disabled staff to 4.3% of the University population. This is above the Russell Group average of 3.4% disabled staff. The University's non-disclosure rate (i.e. staff who have withheld information on their disability status) is 3.3%

It is hoped that this increase in disclosures is indicative of an increasingly positive working culture where staff with physical and mental disabilities feel safe and supported. The University has a Disability Service for staff, which provides general advice for disabled staff, guidance on adjustments to workplace practices and specific support for mental health needs. This service is promoted to staff through internal publications and through information specifically sent to new and current staff on disclosure of a disability. During 2014-15, the service saw 150 clients. As the Staff Disability Service becomes an established support service, it appears to be having a positive impact on the numbers of staff willing to disclose a disability and access the support that they need.

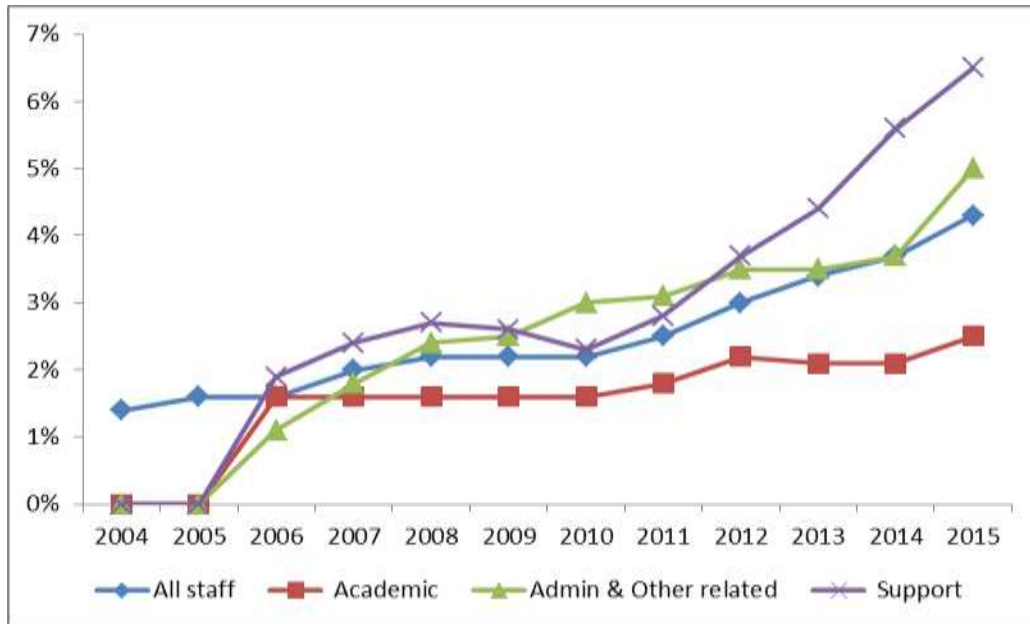
The University has had a Staff Disability Group since 2004 that is open to all disabled staff and staff with a professional interest in disability issues. During 2014, the group has had an increasingly prominent profile, developing a much more formal role as a consultative group for developments to the campus, ensuring that accessibility is factored in to any changes. The Chair of the Group attended a Staff Disability meeting in Manchester, which had been set up with the aim of establishing a national forum for University based staff disability groups. Following this event the Disability Group also joined a Russell Group online disability forum to share good practice.

### **Overview of staff disability data**

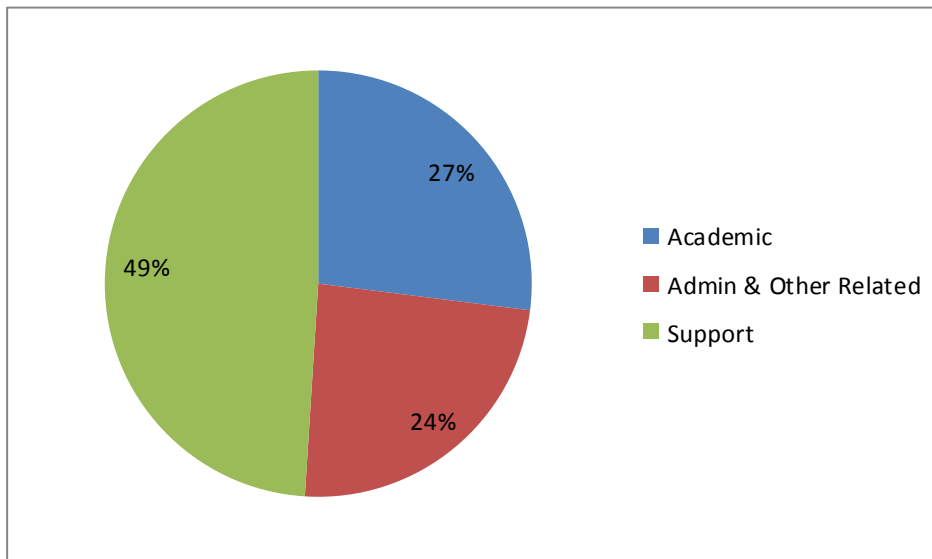
Our data for 2015 shows:

- 4.3% of University staff have disclosed a disability to the University, as defined under the medical and social model definitions of disability
- The largest proportion of disabled staff are employed in Support roles (49% of all disabled staff), 27% are in Academic posts and 24% in Administrative and Other Related roles
- The University employs more disabled staff than the Russell Group average of 3.4%.

**Disabled staff population 2004-2015 (%)**



**Disabled staff by staff group 2015 (%)**



Disabled staff by staff group, 2004-2015					
		All staff	Academic	Admin & Other related	Support
2004	No	79	-	-	-
	%	1.4	-	-	-
2005	No	91	-	-	-
	%	1.6	-	-	-
2006	No	93	37	8	48
	%	1.6	1.6	1.1	1.9
2007	No	119	41	21	57
	%	2	1.6	1.8	2.4
2008	No	132	39	30	63
	%	2.2	1.6	2.4	2.7
2009	No	134	40	31	63
	%	2.2	1.6	2.5	2.6
2010	No	132	40	40	52
	%	2.2	1.6	3	2.3
2011	No	153	43	48	62
	%	2.5	1.8	3.1	2.8
2012	No	194	53	57	84
	%	3	2.2	3.5	3.7
2013	No	208	53	58	97
	%	3.4	2.2	3.5	4.4
2014	No	264	56	77	131
	%	3.7	2.1	3.7	5.6
2015	No	322	88	76	158
	%	4.3	2.5	5	6.5

## Gender

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Whilst the University has an overall positive balance between male and female staff, there has been an ongoing under-representation of female Academic staff, with this difference becoming more pronounced as seniority increases. Whilst this trend remains true in 2015, the University is steadily increasing its proportion and number of female academics. In 2015, 44.5% (1,574) of all Academic staff were female, the highest proportion of female academics that the University has employed to date, and an increase from 37.4% (875 staff) in 2011. This is also above the Russell Group average of 41% female academic staff. 21% of our Professors are female, which is the same as the Russell Group average and an increase from 17% in 2010.

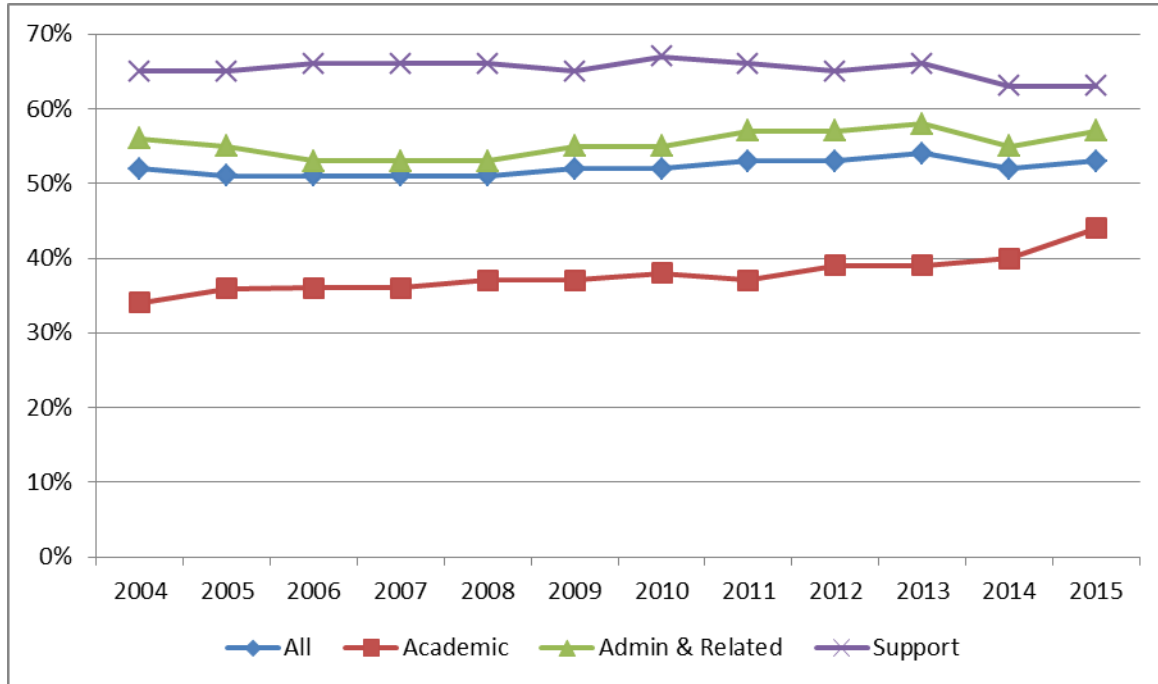
The University recognises this as a significant issue and has joined the Athena SWAN Charter as a means of addressing under-representation. Athena SWAN promotes and recognises good employment practices in the higher education sector that support the recruitment, retention and progression of female academic staff. The University has an established Athena SWAN Working Group and holds a Bronze institutional award. The College of Medical and Dental Sciences and the School of Physics have achieved Silver Athena awards and a further 9 schools in the Colleges of Engineering and Physical Sciences and Life and Environmental Sciences have achieved Bronze awards.

### Overview of staff gender data

Date for 2015 shows:

- The University's total staff body is evenly balanced between female and male staff, with female staff accounting for 53% of the staff population
- There are variations in gender representation across the three staff groups. Female staff are 44.5% of Academic staff, 57% of Admin & Other Related staff and 63% of Support staff
- The proportion of female Academics has increased from 743 staff (34.2%) in 2004 to 1,574 staff (44.5%) in 2015
- The University employs 3.5% more female academics than the Russell Group average
- 21% of our Professors are female

### Female Staff 2004 – 2015 (%)

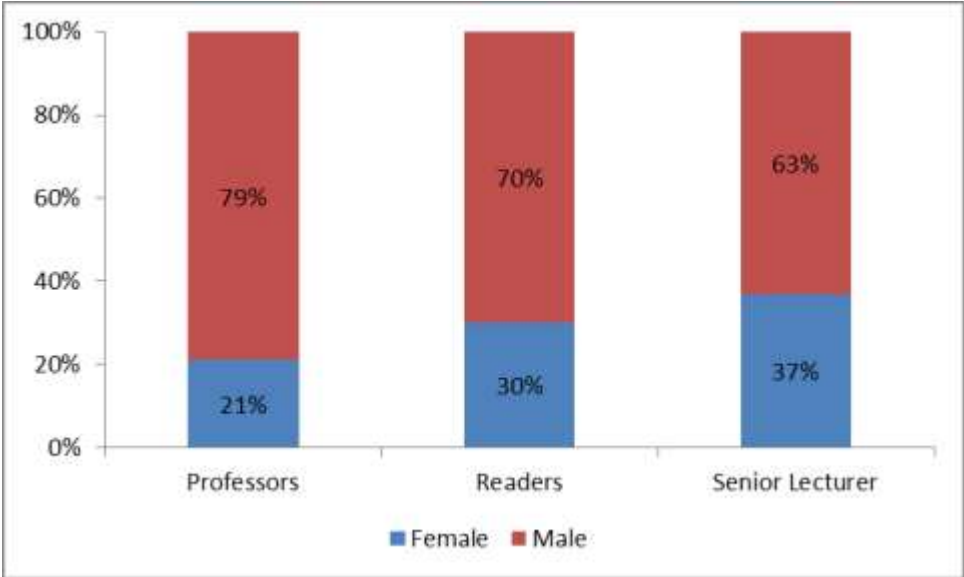


### Staff by gender and staff group, 2004-2015

			All Staff	Academic	Admin & Other Related	Support
<b>2004</b>	Female	No.	2918	743	443	1732
		%	52	34.2	56	65
	Male	No.	2711	1429	345	937
		%	48	65.8	44	35
<b>2005</b>	Female	No.	2905	852	413	1640
		%	51	35.9	55	65
	Male	No.	2766	1524	341	901
		%	49	64.1	45	35
<b>2006</b>	Female	No.	3032	877	547	1608
		%	51	36.1	53.3	65.9
	Male	No.	2865	1553	479	833
		%	49	63.9	46.7	34.1
<b>2007</b>	Female	No.	3054	908	605	1541
		%	51	36.3	53.4	66
	Male	No.	2911	1590	528	793

		%	49	63.7	46.6	34
<b>2008</b>	Female	No.	3097	904	660	1533
		%	51.5	36.8	53.5	66
	Male	No.	2922	1553	574	795
		%	48.5	63.2	46.5	34
<b>2009</b>	Female	No.	3180	937	736	1507
		%	52	37.6	55.5	65.5
	Male	No.	2937	1542	592	793
		%	48	62.4	44.5	34.5
<b>2010</b>	Female	No.	3180	937	736	1507
		%	52	37.9	54.6	66.7
	Male	No.	2937	1531	612	752
		%	48	62	45.4	33.2
<b>2011</b>	Female	No.	3234	875	884	1475
		%	52.9	37.4	56.9	66.3
	Male	No.	2881	1462	669	750
		%	47.1	62.6	43.1	33.7
<b>2012</b>	Female	No.	3383	951	940	1492
		%	53.2	38.9	57.3	65.6
	Male	No.	2982	1497	701	784
		%	46.8	61.1	42.7	34.4
<b>2013</b>	Female	No.	3383	961	952	1470
		%	54%	39%	58%	66%
	Male	No.	2948	1497	698	753
		%	46%	61%	42%	34%
<b>2014</b>	Female	No.	3680	1046	1157	1477
		%	52%	40%	55.2%	63.1%
	Male	No.	3401	1598	939	864
		%	48%	60%	44.8%	36.9%
<b>2015</b>	Female	No.	3958	1574	864	1520
		%	53%	44.5%	57%	63%
	Male	No.	3510	1965	647	898
		%	47%	55.5%	43%	37%

Senior Academic staff by gender 2015 (%)



## Gender Identity

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The University has been collecting data on gender identity since 2015. To date, 25% of staff have provided us with information on their gender identity. Of those who have disclosed, 0.6% have a gender identity different to that assigned to them at birth. Home Office research estimates that there are between 300,000 and 500,000 Trans people in the UK, or 0.5% - 0.8% of the national population.<sup>1</sup>

Guidance on gender identity is available on the University website and is based on sector best practice. Human Resources provide individual support to staff and their managers where a member of staff is undertaking a process of gender transition. The University is also a corporate member of the Gender Trust. The University's new Sports Centre (due to open in 2016) will have improved changing facilities that take into account the needs of trans and non-binary users.

The University also supports an active LGBTQ Rainbow Staff Network. The network is open to all staff who identify as lesbian, gay, bisexual, trans or queer/questioning and allies of those communities. The network runs a range of social activities and formal events and represents the interest of its members to the University.

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<sup>1</sup> Gender Identity Research and Education Society, *Gender Variance in the UK: Prevalence, Incidence, Growth and Geographic Distribution*, (Home Office, 2009).



## Race and ethnicity

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The University's staff body is ethnically diverse, with staff drawn from over 18 ethnic groups and 95 countries. The University has comprehensive data on the ethnic and national origins of its staff population, with 99% of staff disclosing this information.

The University employs 1,367 staff from black, Asian or minority ethnic (BME) backgrounds, equivalent to 18.5% of the total staff population, an increase of 92 staff or 0.5% from 2014. 19% of Academic staff are BME, as are 13% of Admin and Other Related and 21% of Support staff. Overall, Asian staff (Indian, Pakistani, Bangladeshi and other Asian groups) are the largest BAME group.

9% of all Professors are BME (compared to 7% of the Russell Group), 9% of Readers and 14% of Senior Lecturers (comparative data not available for these groups). Whilst historical data from 2004 onwards indicates that the number of BAME staff is on an upwards trajectory, the University Support staff population continues to be under-representative of the BME population in the City of Birmingham. The Support staff population is predominately recruited from the local population and currently stands at 21% BME staff.

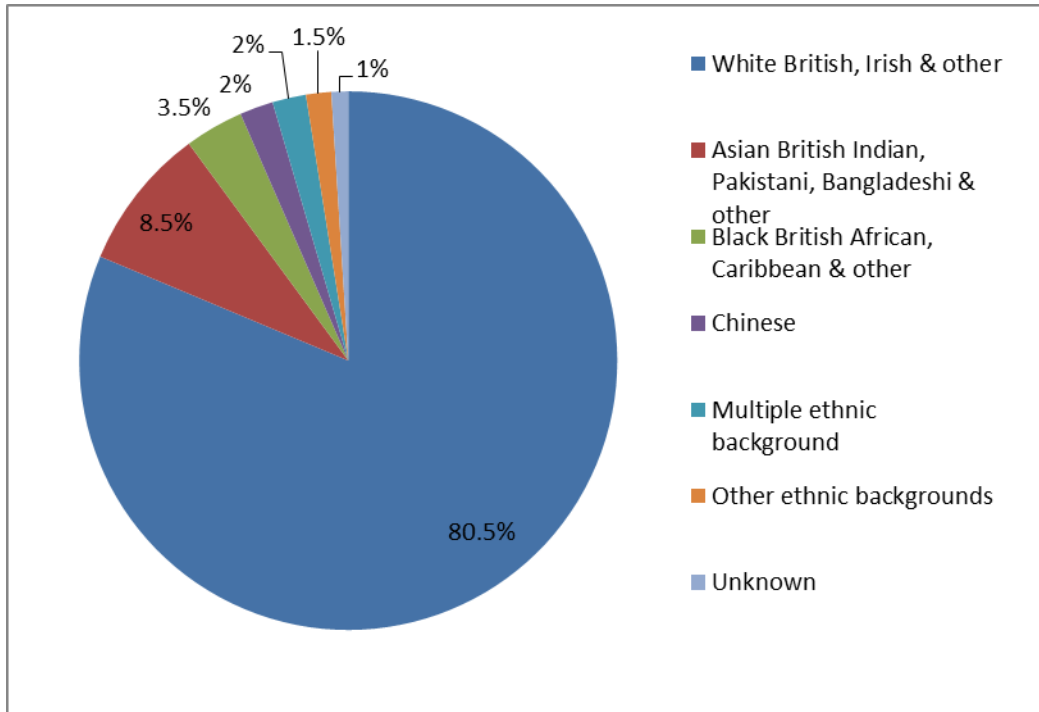
The University has identified the under-representation of BME staff amongst its locally recruited staff as an area of concern. We will also be participating in the Equality Challenge Unit Race Charter Mark to help address issues of under-representation.

### Overview of staff data by ethnic group

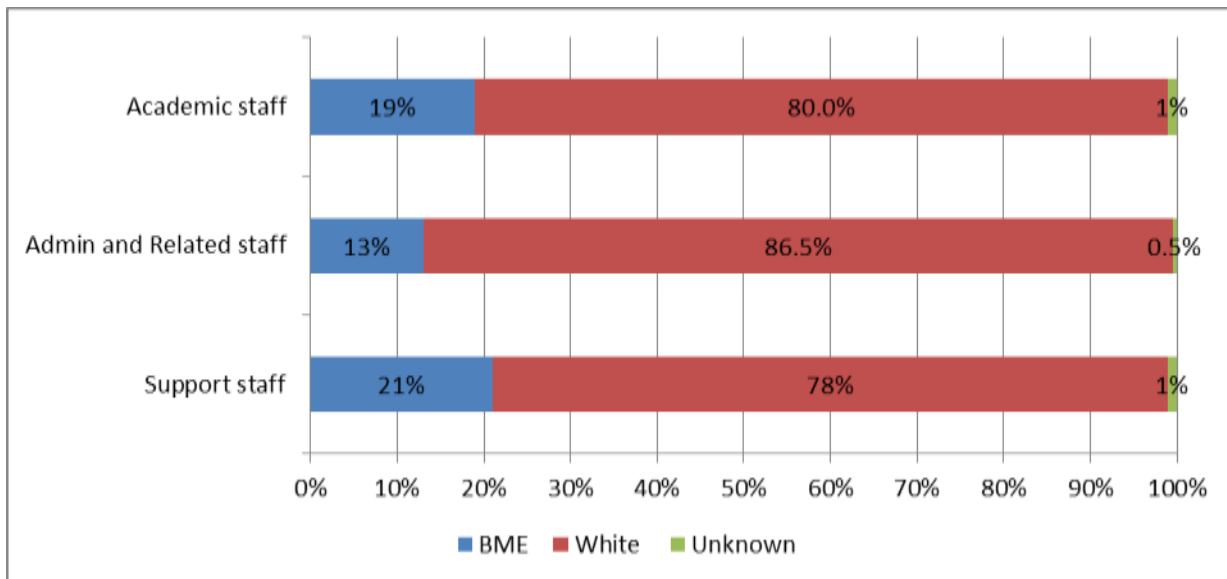
Our data for 2015 shows:

- 18.5% of University staff are from black, Asian or other minority ethnic groups (BAME), 80.5% are from white ethnic groups, and 1% have not disclosed their ethnic origin
- Asian staff (Indian, Pakistani, Bangladeshi and other Asian ethnic groups) make up the largest proportion of BME staff
- 19% of Academic staff are BME. The largest proportion of BAME staff are employed in Support roles (21%) and the lowest in Admin & Other Related roles (13%)
- The number of staff from BME groups has increased overall from 748 staff in 2004 to 1,367 staff in 2015
- The University employs a greater proportion of BME Professors (9%) than the Russell Group average (7%)

**All staff by ethnic group, 2015 (%)**



**All staff by ethnic group and staff group, 2015 (%)**

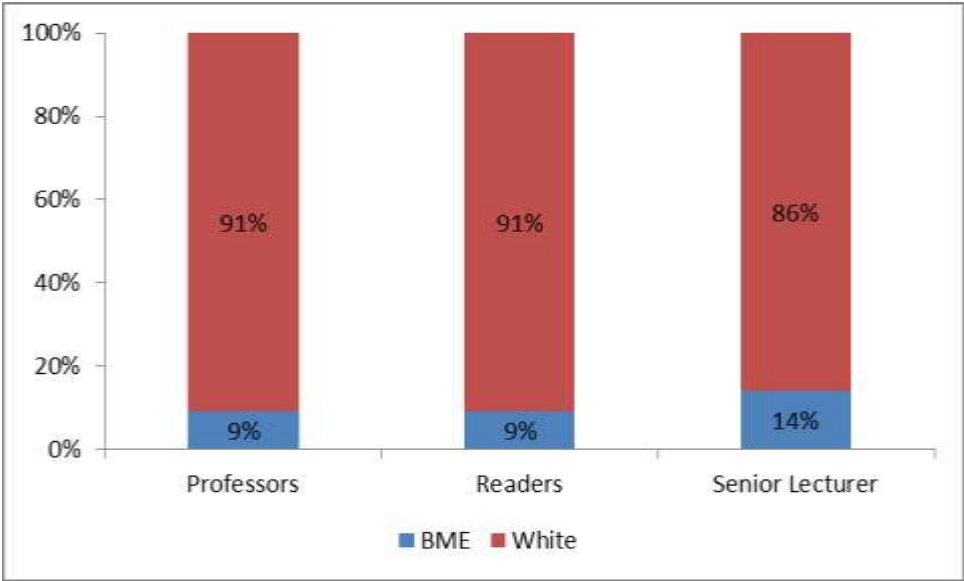


**Staff by ethnic group and staff group, 2004-2015**

			<b>All Staff</b>	<b>Academic</b>	<b>Admin &amp; Other Related</b>	<b>Support</b>
2004	White ethnic groups	No.	4792	1833	711	2248
		%	85.1	84.4	90.2	84.2
	Black, Asian and minority ethnic groups	No.	748	299	70	379
		%	13.3	13.8	8.9	14.2
	Information not provided	No.	89	40	7	47
		%	1.6	1.8	0.9	1.8
2005	White ethnic groups	No.	4789	1989	671	2129
		%	84.4	83.7	89	83.8
	Black, Asian and minority ethnic groups	No.	810	353	78	379
		%	14.3	14.9	10.3	14.9
	Information not provided	No.	72	34	5	33
		%	1.3	1.4	0.7	1.3
2006	White ethnic groups	No.	4963	2033	908	2022
		%	84.2	83.7	88.5	82.8
	Black, Asian and minority ethnic groups	No.	861	367	104	384
		%	14.6	15.1	10.1	15.7
	Information not provided	No.	73	30	14	35
		%	1.2	1.2	1.4	1.5
2007	White ethnic groups	No.	4988	2071	1004	1913
		%	83.6	82.9	88.6	82
	Black, Asian and minority ethnic groups	No.	903	404	114	385
		%	15.1	16.2	10.1	16.5
	Information not provided	No.	74	23	15	36
		%	1.3	0.9	1.3	1.5
2008	White ethnic groups	No.	5047	2043	1092	1912
		%	83.8	83.1	88.1	82.1
	Black, Asian and minority ethnic groups	No.	903	400	135	388
		%	15.1	16.3	10.9	16.7
	Information not provided	No.	74	15	13	29
		%	1.3	0.6	1	1.2
2009	White ethnic groups	No.	5079	2025	1160	1894
		%	83	82.2	88	81.4
	Black, Asian and minority ethnic groups	No.	947	401	148	398

		%	15.5	16.3	11.2	17.1
	Information not provided	No.	81	36	11	34
		%	1.5	1.5	0.8	1.5
2010	White ethnic groups	No.	5084	2041	1191	1852
		%	83.5	82.7	88.5	82
	Black, Asian and minority ethnic groups	No.	939	405	150	383
		%	15.5	16.4	11	17
	Information not provided	No.	53	22	7	24
		%	1	0.9	0.5	1
2011	White ethnic groups	No.	5127	1943	1377	1807
		%	83.8	83.1	88.7	81.2
	Black, Asian and minority ethnic groups	No.	942	378	170	394
		%	15.4	16.2	10.9	17.7
	Information not provided	No.	46	16	6	24
		%	0.8	0.7	0.4	1.1
2012	White ethnic groups	No.	5319	2002	1445	1852
		%	83.6	82.6	88	81.4
	Black, Asian and minority ethnic groups	No.	1004	414	189	401
		%	15.7	16.9	11.5	17.6
	Information not provided	No.	42	12	7	23
		%	0.7	0.5	0.4	1
2014	White ethnic groups	<b>No.</b>	5754	2149	1746	1859
		<b>%</b>	81%	81%	83%	79%
	Black, Asian and minority ethnic groups	<b>No.</b>	1275	473	337	465
		<b>%</b>	18%	18%	16%	20%
	Information not provided	<b>No.</b>	52	22	13	17
		<b>%</b>	1%	1%	1%	1%
2015	White ethnic groups	<b>No</b>	6023	2822	1308	1893
		<b>%</b>	80.5%	80%	86.5%	78%
	Black, Asian and minority ethnic groups	<b>No</b>	1367	670	196	501
		<b>%</b>	18.5%	19%	13%	21%
	Information not provided	<b>No</b>	78	47	7	24
		<b>%</b>	1%	1%	0.5%	1%

**Senior staff by ethnic group 2015 (%)**



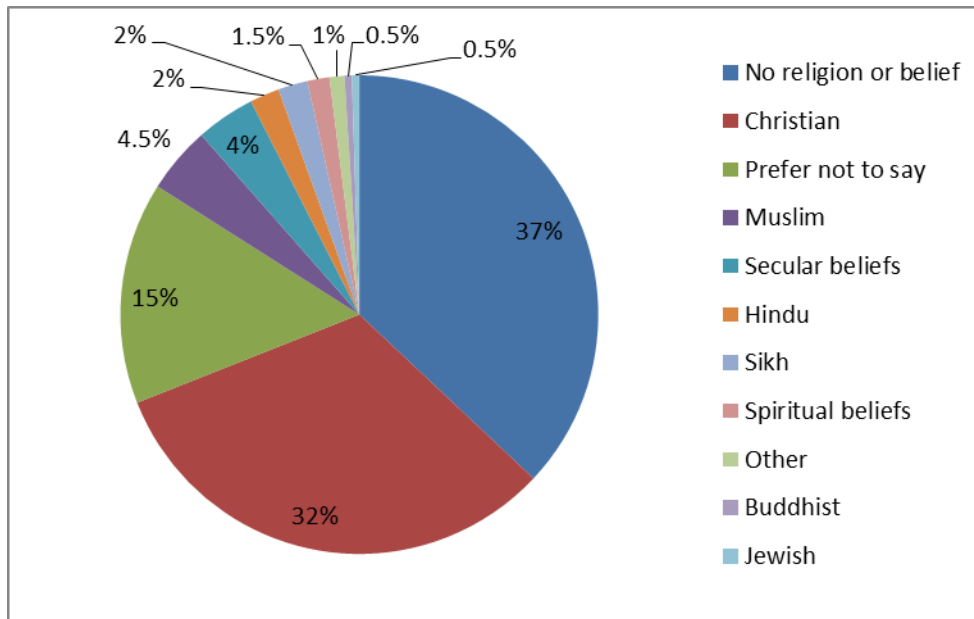
## Religion or Belief

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The University has two multi-faith chaplaincies with full and part-time Christian, Jewish, Muslim, Buddhist and Hindu chaplains. Students and staff have access to the chaplaincy for prayer and contemplation. Arrangements for local prayer facilities are agreed between staff and managers on a case-by-case basis. The University seeks to accommodate the religious needs of staff wherever this is reasonably practical, usually through the use of flexible working practices.

The University has been collecting data on staff religion and belief since 2015. 29% of staff have provided information on their religion or belief to date:

### Staff by religion or belief 2015 (%)



## Sexual Orientation

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The University supports an active LGBT Rainbow Staff Network, that is open to all staff who identify as lesbian, gay, bisexual, trans or queer/questioning and allies of those communities. The network runs a range of social activities and formal events and represents the interest of its members to the University.

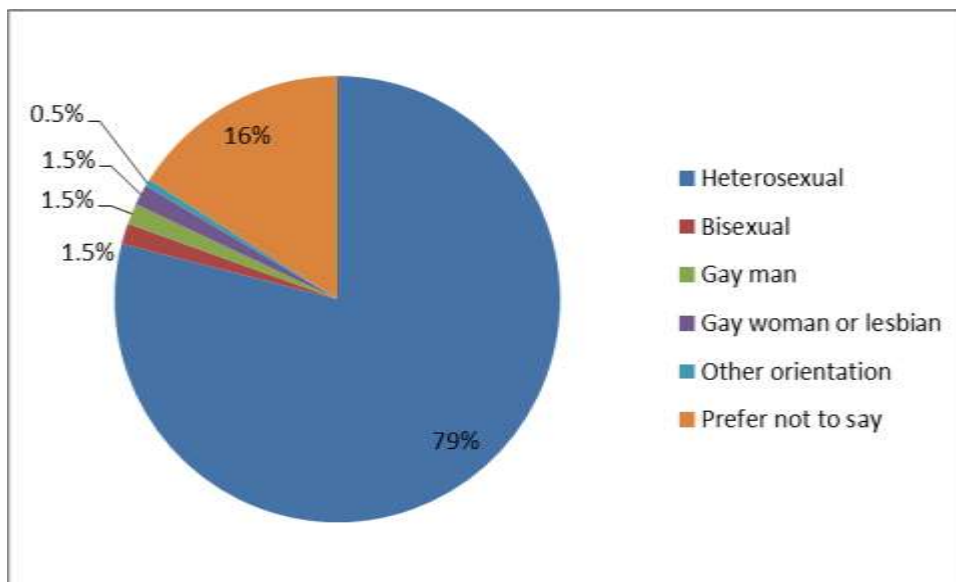
The Rainbow Network plays a key role in organising events for LGBT History Month, which has been formally marked at the University since 2010 and is now an established part of the University calendar. The underpinning theme of the University's LGBT History Month is to celebrate and promote greater understanding of LGBT lives and experiences. Some of the materials from LGBT History Month 2015 can be viewed here:

<http://intranet.birmingham.ac.uk/rainbownetwork>.

As part of our commitment to LGB equality, the University is also a member of Stonewall Diversity Champions and participates in their annual employers' index, ranking no.79 in 2015. We have benchmarked our employment practices against Stonewall best practice and introduced changes, such as explicitly promoting family benefits to same sex couples and using the Stonewall logo in our recruitment materials.

During 2015 the University has also started collecting monitoring data on staff sexual orientation. To date, 29% of staff have provided information on their orientation:

### Staff by sexual orientation 2015 (%)



# Student Information

## Introduction

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### a) About the data

This report contains statistical and other data for the protected characteristics of gender, ethnicity, disability, caring responsibility, religion and belief, sexual orientation and age. For the characteristics of gender, ethnicity, disability and age the total student population is presented, along with degree attainment, completion and destination of students in that group.<sup>2</sup> For the other characteristics, the population is presented. Further data is available. From 2016, the University will ask students how they identify in terms of male, female or non-binary and specifically as question will be added to ascertain whether a student is a young adult carer.

There is general evidence presented here in relation to all the protected characteristics from the National Student Satisfaction Survey (NSS) 2015 and the Birmingham Student Survey (BSS) 2015 (undergraduate satisfaction) and other research publications. Commentary in bold indicates a comparison with the higher education sector in general.<sup>3</sup>

Statistical data is presented at University and College level, but is freely available within the University at lower levels. Information is available on the University's intranet, presenting the data according to the sub-divisions within each College, (each College is made up of several Schools, and some Schools are further sub-divided into Departments), or by individual programmes, (a programme is the course which the student pursues, e.g. BA English Literature).

For further information, please contact the Equality and Diversity adviser for Students on 0121 414 3247 or email [equality@contacts.bham.ac.uk](mailto:equality@contacts.bham.ac.uk).

### b) Overview of the student population

As of 1<sup>st</sup> November 2015, the University had a total population of 31,303 students<sup>4</sup>. This figure includes 6,117 overseas students. The population was as follows:

- 20,356 undergraduate students
- 8,069 taught postgraduate students

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<sup>2</sup> Data on student numbers is sourced from the UoB November 1<sup>st</sup> snapshot (Student Number Model). Students that are not included in the HESA Student Return have been excluded from the snapshot such as those taught totally overseas. Students on the foundation degree golf programme have been included. Trend data is from the September 2015 Tableau Student Datasets.

<sup>3</sup> Equality Challenge Unit (2015) Equality in higher education: statistical report 2015, Part 2 Students.

<sup>4</sup> This excludes students that are not included in the HESA Student Return such as those taught totally overseas.



- 3,875 research postgraduate students

Almost all undergraduate students are full-time, but there are significant proportions of part-time students at postgraduate levels. The entrants in 2015 of part-time students at each level were as follows:

- Undergraduate: 218 (1% of UG population)
- Taught postgraduate: 3,728 (46 % of PGT population)
- Research postgraduate: 585 (20 % of PGR population)

The University comprises five Colleges, with the following student populations:

- Arts and Law: 4,964 undergraduates, 958 taught postgraduates, 737 research postgraduates
- Engineering and Physical Sciences: 4,325 undergraduates, 935 taught postgraduates, 879 research postgraduates
- Life and Environmental Sciences: 3,630 undergraduates, 635 taught postgraduates, 539 research postgraduates, 872 sub-degree
- Medical and Dental Sciences: 3,165 undergraduates, 525 taught postgraduates, 382 research postgraduates
- Social Sciences: 4,179 undergraduates, 4,985 taught postgraduates, 352 research postgraduates.

### c) Student Satisfaction

The National Student Satisfaction Survey (NSS) gave the University of Birmingham a satisfaction rating of 88% in 2015. The Birmingham Student Survey (BSS) is run on an annual basis and gives a satisfaction rating of 88%. The results related to each protected characteristics are within the relevant sections throughout this report.

### d) Equality information and outcomes

Summary of outcomes informed by the student equality information	
Main issues identified from the information available	Work undertaken/on-going
<b>DISABILITY</b>	
1. Numbers of students disclosing and ensuring a systematic, standardised	1. The importance disclosing is emphasised in the main materials that students access. Welfare Tutors and those in the Schools responsible for ensuring student support are given training on how

<p>response to students with disabilities</p> <p>2. Built environment</p> <p>3. Increase in students declaring a mental health issue</p> <p>4. Ensure students' views inform change</p>	<p>to support students. The Tutors' Handbook, launched in 2012, includes lots of information about supporting students with differing needs. On-going training is given to Welfare Tutors re. supporting students with a disability.</p> <p>2. The University's Head of Estates Office is undertaking a review of University building in order to plan work to improve accessibility. A University group has been convened to move forward this work.</p> <p>3. Support is available for students with mental health issues and the Student Support Service has responded to the growing demand for this service by reviewing what is available and considering how best to respond to demand. The review was completed in 2013 and an additional support worker has been employed.</p> <p>As part of the consultation process for the 2016 Equality Scheme, students were surveyed and disability was a main theme- work will take place in 2016 to improve the experiences of students with disabilities.</p>
<b>GENDER</b>	<b>Work undertaken/on-going</b>
<p>1. Females are in a significant minority in certain SET subjects.</p> <p>2. Males are less likely to gain a first or an upper first class degree (gap = 4%).</p>	<p>1. The University supports groups within departments that support females in the minority, in addition to the Athena Swan Project. For example, we have WISE (Women in Science and Engineering student group) (and oSTEM has just become official). There are physics role model talks, of which a significant number are female and talk about career trajectory and their work-life balance. College equality seminar take place e.g. <a href="http://talks.bham.ac.uk/talk/index/1894">http://talks.bham.ac.uk/talk/index/1894</a></p> <p>2. Schools are required as part of the quality assurance system to review annually data on the performance of those in the equality groups. Male under-attainment may be a particular issue in some Schools. Research in 2016/17 will consider male performance and continuation on programmes.</p>
<b>PREGNANCY AND MATERNITY/ CARING RESPONSIBILITIES</b>	<b>Work undertaken/on-going</b>
<p>1. Young Adult Carers</p>	<p>1. Work is underway to better identify and support YACs. From 2016 the Vulnerable Students Officer will contact all YACs who have identified and offer a support agreement. Guidance will be available from 2016 and all teaching staff will be notified of it.</p>
<b>AGE</b>	<b>Work undertaken/on-going</b>

<p>1. More part time students are older and more likely to be studying at post-graduate level.</p> <p>2. Mature students studying at undergraduate level are more likely to leave after the first year and less likely to gain a first or an upper second class degree.</p>	<p>1. The University Graduate School supports postgraduate students.</p> <p>2. Through annual review of data, Schools can identify if mature undergraduate students are less successful on their course and then consider ways to better support them. In the School of History they have identified mature students as a risk group and are looking at how to better support them.</p> <p>Mature students identified a need for a comprehensive website the details of which will be sent out to all prior to arrival. Further focus groups will be held to consider what else can be developed to better support mature students.</p>
<p><b>GENDER IDENTITY</b></p>	<p><b>Work undertaken/on-going</b></p>
<p>1. Lack of data</p> <p>2. Lack of information about transitioning and the best support for students</p> <p>3. Bullying potentially an issue in higher education, as identified in sector survey</p>	<p>1. Preparations are underway to ensure this data is collected in time for registration in 2016.</p> <p>2. Review the information on the website to make sure that a student who is transitioning is aware of the support available. Policy was developed after extensive consultation with trans students and is on the University's Intranet.</p> <p>3. Zero tolerance campaign re- launched in 2015 with further events planned for 2016 including a student induction module on harassment awareness.</p> <p>4. Trans students are offered mentors as part of the University's LGBT mentoring programme.</p>
<p><b>RACE</b></p>	<p><b>Work undertaken/on-going</b></p>
<p>1. Variable degree attainment by BME groups</p> <p>2. Retention of BME students beyond the first year poorer</p> <p>3. Generally BME</p>	<p>1. The University has received funds from the Higher Education Academy to evaluate the project/ scheme it has developed to narrow the attainment gap and promote race equality in its Schools. By 2015 over 200 students were recruited as BME ambassadors. Their role is to engage with academic staff and work towards race equality.</p> <p>2. In addition to the above, the University offers a BME peer mentoring scheme and, to date, there are over 30 mentors and mentees involved in the scheme.</p> <p>3. The above project focuses on how staff and students can improve</p>

<p>students are less satisfied with their HE experience and disappointed by the lack of diversity in the curriculum.</p>	<p>the representation and the voice of BME students at Schools and college level.</p> <p>The University will be working towards the Race equality Charter Mark for 2017.</p>
<p><b>RELIGION AND BELIEF</b></p>	<p><b>Work undertaken/on-going</b></p>
<p>1. Data not complete</p> <p>2. Ensure that needs of religious students are considered and accommodated, if reasonable</p>	<p>1. Data is collected but nearly a third of students do not declare. Work is underway to try and improve disclosure.</p> <p>2. (a) University has a Code of Practice on the accommodation of a student’s religious practice available at <a href="http://www.birmingham.ac.uk/Documents/university/legal/accommodating-religious-observance.pdf">http://www.birmingham.ac.uk/Documents/university/legal/accommodating-religious-observance.pdf</a></p> <p>There is a Good Campus Relations group that considers work undertaken across the University to ensure good relations between religious and other groups, including interfaith work.</p> <p>3. There is annual interfaith event each March</p> <p>4. An interfaith website is being developed- expected to go live in 2016</p>
<p><b>SEXUAL ORIENTATION</b></p>	
<p>1. Lack of reliable statistical data</p> <p>2. Help students overcome their fear of discrimination</p> <p>3. Work towards supporting students to feel comfortable with their sexual identity</p> <p>4. Homophobic harassment potentially an issue in higher education, as identified in sector survey</p>	<p>1. Just over half of students tell us their sexual orientation. We need to ensure a better declaration rate.</p> <p>2. As above, work on a zero tolerance approach to bullying and harassment.</p> <p>There is a mentoring scheme was established focusing on identity and the transition to employment from university.</p> <p>4. The Counselling and Guidance service run workshops and QChat- <a href="http://www.as.bham.ac.uk/qchat">www.as.bham.ac.uk/qchat</a></p> <p>5. In addition to many other activities planned for LGBT History Month, a workshop is being run on moving into employment and managing sexual identity.</p> <p>6. Work is ongoing on a LGBT curriculum project. There has been workshops and a sector conference in 2015 considering how to mainstream LGBT inclusivity in the curriculum.</p>

<b>MULTIPLE IDENTITIES</b>	
1. Lack of analysis on the experiences of students who have multiple identities 2. Zero tolerance campaign	1. From 2016, any data reports will include a section on multiple identities.  2. The Guild and the University re- launched a campaign against bullying and harassment in 2015 and further activities are planned in 2016/17.

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## Age

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**Across higher education in 2014/15, 51.3% of all students were aged 21 or under. 84.8% of full-time first degree undergraduates were aged 21 or under. 53% of full time other graduates were aged 21 and under. Part time students are generally older than full time students. 43.2% of all part time students were aged 36 and over compared with only 4.6% of all full time students.**

As of November 2015, there were 4,531 mature degree and postgraduate degree students at the University, representing 14.5% of the total student population. A mature student is defined as one aged 21 or over at the start of the session for undergraduates, and 25 or over for postgraduates.

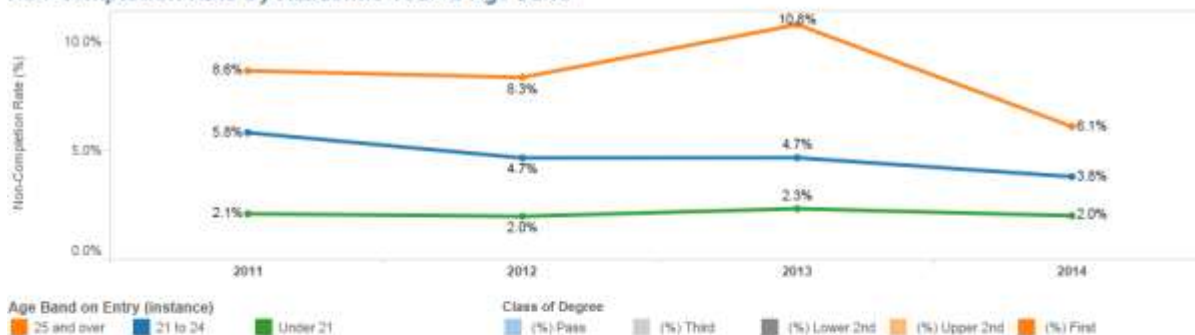
- Mature students

Across BSS and NSS younger students are more likely than older students to agree that they have been able to contact staff when they needed and were able to access specialist equipment facilities or rooms when they needed to and were more satisfied with the Guild.

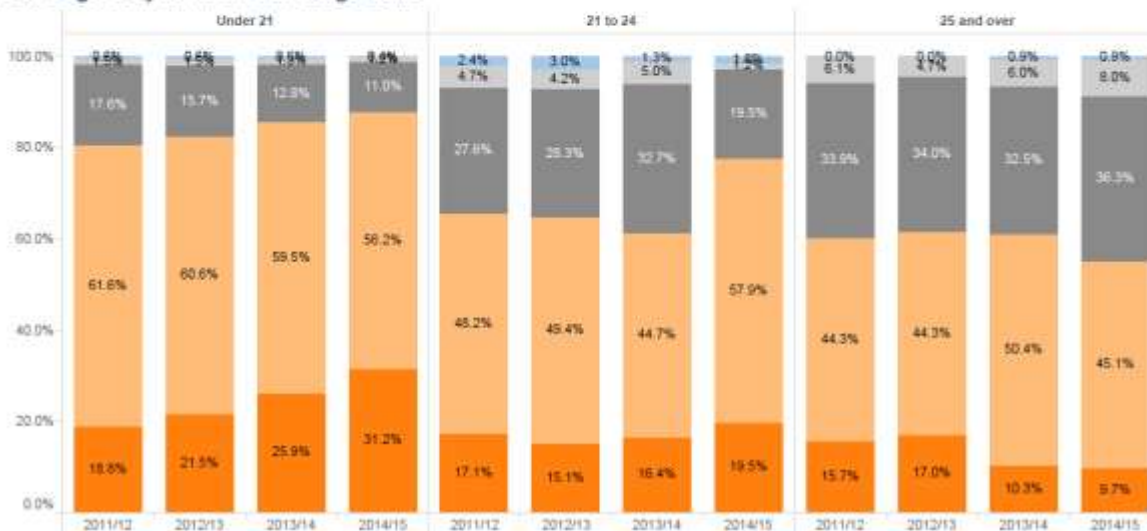
The following table:

Population based on snapshot of normally registered students as at 1st November, excluding students on occasional, validated and non-credit-bearing programmes and those taught wholly overseas.

Non-Completion Rate By Academic Year & Age Band



Class of Degree By Award Year & Age Band



- In 2014-15, 4% of those aged under 21 at the point of entry did not continue at UoB following their year of entry, compared to 7.5% of those aged 21-24 and 6.4 % of those aged 25 or over.
- In 2014/2015, 82% of students aged under 21 at the point of entry gained First or Upper Second class honours, compared to 60.9% of those aged 21-24 and 65.4% of those aged 25 or over.

### Postgraduates

In November 2015, 56.6% of all taught postgraduates and 62.1% of all research postgraduates were mature students. These figures are heavily influenced by the profile of part-time students – 86% of part-time taught postgraduates and 91.5% of part-time research postgraduates were mature entrants, compared to 31.8% and 53.1% respectively for full-time students. There is a particular concentration of mature part-time postgraduates in the School of Education.

## Disability

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**Across HE 11.4% in 2013/14 declared a disability. A specific learning difficulty is the most common type of disability among students – 48.4% of first year undergraduate students who declared a disability stated they had a specific learning difficulty.**

As of November 2015, there are 2,460 students at the University with a known disability, representing 7.9% of the total student population. Among undergraduates, the figure is 8.7%. Dyslexia is still the most commonly reported disability, with mental health difficulties falling in 2015 for a third successive year.

Disability - Both NSS and BSS found that in every category disabled students were less satisfied than non-disabled students. In the BSS, those without a disability are significantly more likely to agree with all the teaching and personal development questions than those with a disability.

- There was a significant difference in the category of personal development. Key issues for disabled students included the built environment, signage, the stress of starting higher education and exam time, not having materials prior to lectures, poor communication between staff regarding the student's disability and delays in receiving their Disabled Students Allowance.

### All undergraduates

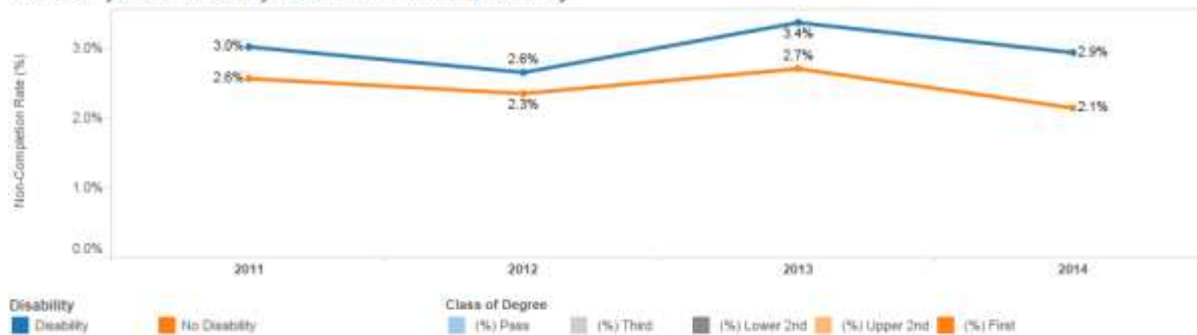
- In 2014/15, 2.9% of disabled students did not continue at UoB following their year of entry, compared to 2.1% of students with no known disability.

### The following table:

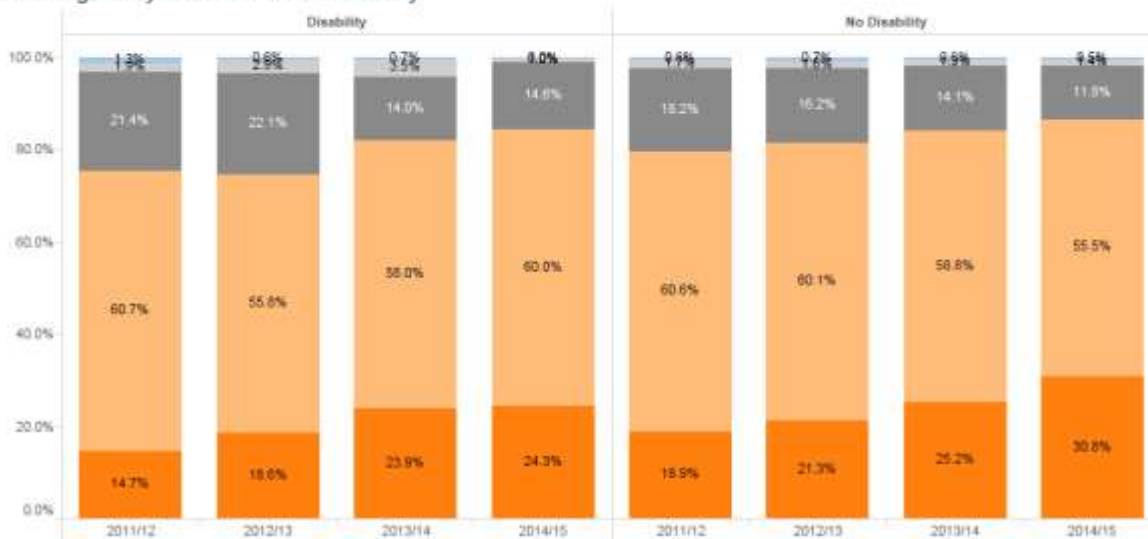
Population based on snapshot of normally registered students as at 1st November, excluding students on occasional, validated and non-credit-bearing programmes and those taught wholly overseas.



Non-Completion Rate By Academic Year & Disability



Class of Degree By Award Year & Disability



- In 2014/15, 84.2% of disabled students gained First or Upper Second class honours, compared to 86.2% of students with no known disability.

Among UK-domiciled full-time first degree respondents to the 2013/14 Destination of Leavers in Higher Education survey, 94.6% of disabled graduates were in work and/or further study six months after graduating, compared to 95% of non-disabled graduates.<sup>5</sup>

Disabled students were more likely to enter further study – 39.2% of disabled graduates entered further study or work and further study combined compared to 29.1% of non-disabled students. Non-disabled students were more likely to enter full-time work - 51% of non-disabled graduates were in full-time paid work 6 months after graduating, compared to 36.1% of non-disabled graduates.

<sup>5</sup> HESA, *Destination of Leavers in Higher Education survey DLHE survey 2013/14*, (UK-domiciled full-time first degree students).

## Gender Identity

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The University does not currently ask students if they are transitioning or have undergone transitioning but from 2016 students will be asked which gender they identify with or if they are gender neutral.

A recent report by the Equality Challenge Unit (ECU) on the experience of LGB and trans students in higher education found that trans students often encountered higher levels of negative treatment than LGB students. Almost a quarter (22.6%) of trans students surveyed reported being bullied or discriminated against since starting university. The report found that trans students experience particular anxiety about whether staff and students in their HEI would use their preferred/correct pronoun and whether they would be prevented from using the toilet appropriate to their preferred/acquired gender.<sup>6</sup>

## Pregnancy and Maternity

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Since 2010, the University has asked students whether they have children or caring responsibilities. During the 2011/12 academic year, 2,782 (11.6% of the total student population with data on dependents) indicated they had a caring responsibility, with the majority of those students having dependent children (1,998). Over half of students with dependents were taught postgraduates, or approximately 30% of the taught postgraduate population. This has decreased (2014/15) as indicated in chart on the next page.

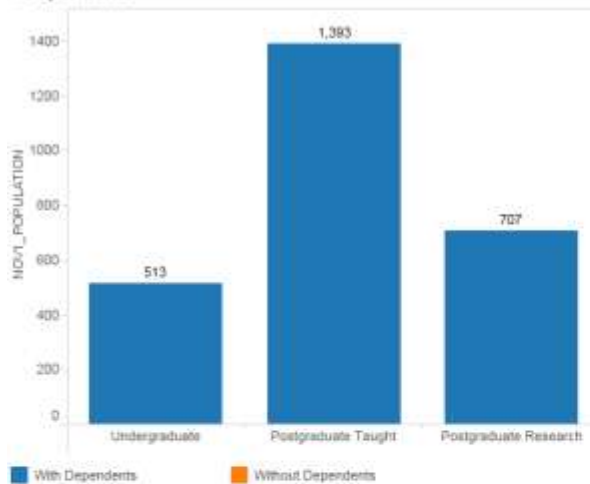
The highest proportion of students with dependants is in the College of Social Sciences, where there are over 800 taught postgraduate students with dependents and a total population of 1,239 in 2014/15:

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<sup>6</sup> Equality Challenge Unit, *Supporting trans staff and students in higher education*, (ECU, 2010).

## 2014/15 Dependents

# Dependents



Dependents by College

	Undergraduate	Postgraduate Taught	Postgraduate Research
CAL	88	213	213
EPS	85	105	152
LES	44	87	89
MOS	60	150	106
CoSS	256	638	145

% Dependents



- Student parents - Student parents are an 'at risk' group in terms of retention. Staff at institutions are often a vital swing factor in student parents' experience. Childcare costs, financial worries and the lack of flexibility in the delivery and assessment of the curriculum are cited as the main issues of concern for student parents.

## Race

**Across the higher education sector over the last seven years, the proportion of UK- domiciled BME students has increased from 14.9% to 18.4% in 2013/14.**

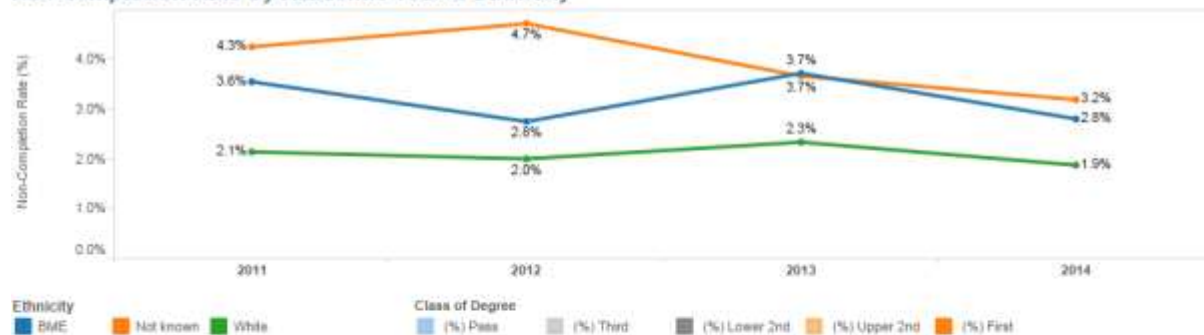
As of November 2015, 25.3% of Birmingham UK-domiciled students whose ethnicity is known are from BME groups. Among UK-domiciled undergraduates, the figure is 26.7% and among UK-domiciled postgraduates, the figure is 21.0%. The largest BME group is Asian/Asian British – Indian, who make up 29.8% of the UK domiciled BME population. Among students who are not UK-domiciled undergraduates, the largest proportion of BME students are Chinese (60.7% of non-UK PG BME students).

- **Ethnicity** - The NSS found that satisfaction profiles varied significantly depending on ethnic background, but that Black, Asian and minority ethnic (BME) students were generally less satisfied than white students. The BSS showed that BME students were significantly less satisfied in the categories of academic support, teaching and personal development. Issues of isolation, minoritisation, alienation and exclusion were highlighted as some of the reasons for this. Also cited was little consideration of difference and diversity, few BME academics and perceived racial/cultural bias amongst some staff.

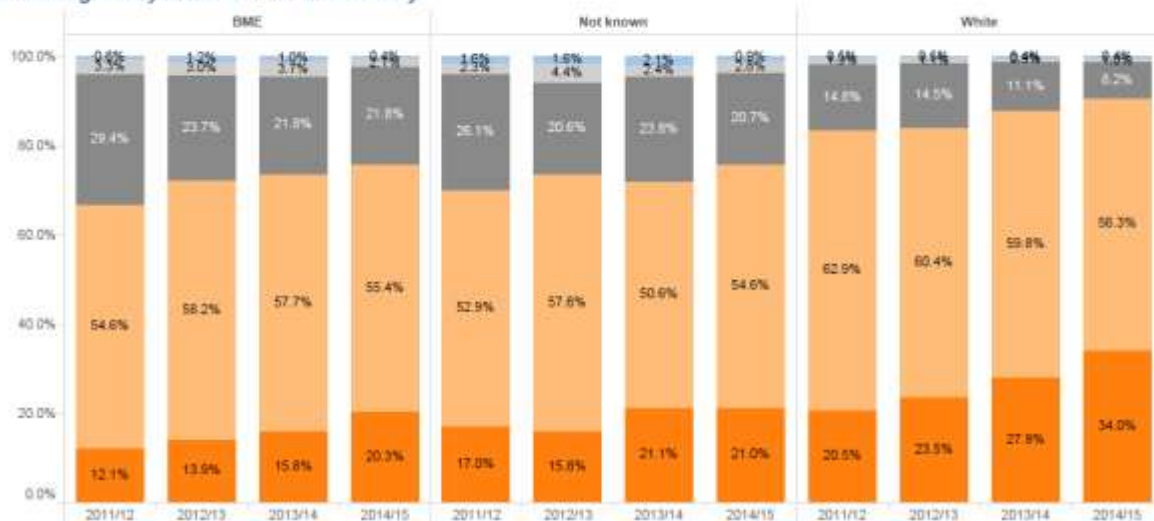
The following table:

Population based on snapshot of normally registered students as at 1st November, excluding students on occasional, validated and non-credit-bearing programmes and those taught wholly overseas.'

Non-Completion Rate By Academic Year & Ethnicity

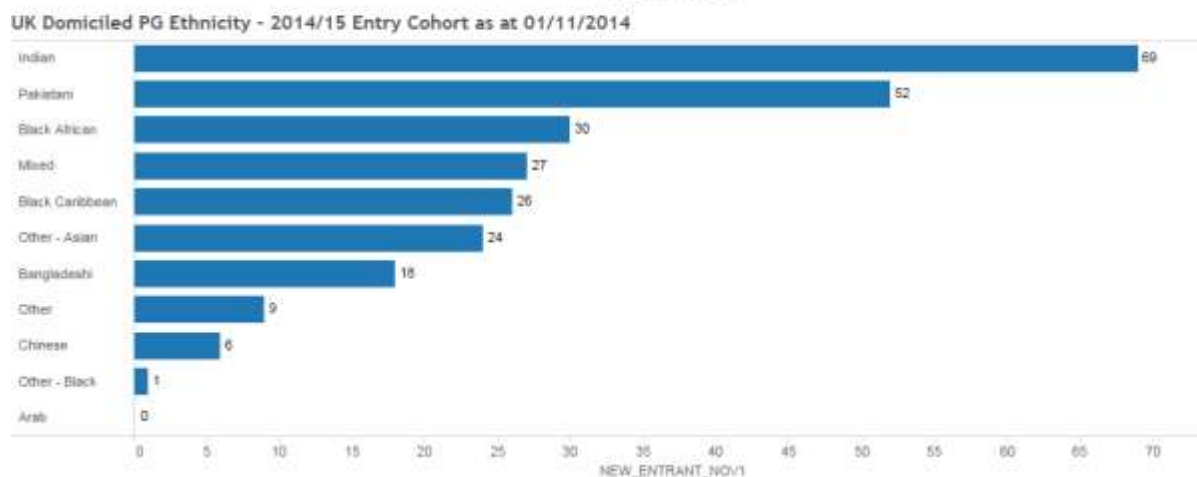
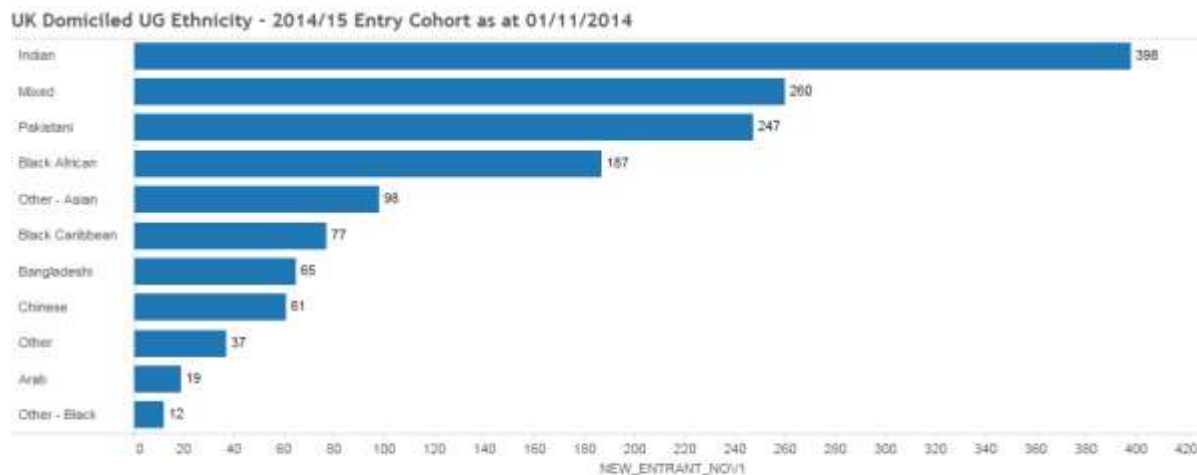


Class of Degree By Award Year & Ethnicity



- In 2014/15, 2.8% of UK-domiciled BME students did not complete at UoB following their year of entry compared to 1.9% of white students.
- In 2014/15, 69.7% of BAME students gained First or Upper Second class honours, compared to 83.5% of white students indicating an ethnicity attainment gap of 14% ( ALL students)

- The University is committed to improving race equality for students and narrowing the ethnicity attainment gap Work in 2016 will continue to investigate the most effective ways to progress this aim.



**For UK-domiciled undergraduate qualifiers, the difference between the proportion of white qualifiers who obtained a first class or upper second class honours and that of BME qualifiers (the attainment gap) was 16% in 2013/14 in England.**

Among UK-domiciled full-time first degree respondents to the 2013/1 Destination of Leavers in Higher Education survey, 92.8% of BME graduates were in work and/or further study six months after graduating, compared to 95.6% of white graduates.<sup>7</sup>

As indicated in the above bar chart, the largest ethnic grouping by far at PG and UG level is Indian, followed by Pakistani.

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<sup>7</sup> HESA, *Destination of Leavers in Higher Education survey DLHE survey 2013/14*, (UK-domiciled full-time first degree students).

## International students

As of November 2015, there are 5,180 non-UK domiciled degree students registered at the University. Of these, by far the largest number came from China (1,593), followed by Malaysia (188) and Nigeria (182):



## Religion or belief

62.8% of students disclosed their religious belief to the University in 2012. Of those who disclosed, 33.7% identify with a Christian denomination<sup>8</sup>, 10.9% as Muslim, 4.4% as Hindu, 3.3% as Buddhist, 3% as Sikh, 2.7% as Jewish (Orthodox and Progressive), 2.4% as Christian Science, 0.7% as Quakers. The largest group – 38.8% - identify themselves as holding a religion or belief other than those listed. A recent survey and report on religion and belief in higher education from Equality Challenge Unit (ECU), indicates that 43.8% of students in the sector who took part in their research identified as Christian, 31.4% had no religion, 9.1% identified as Muslim and the remaining 15.7% identified with one of eight other faiths.<sup>9</sup>

According to the ECU research, the overwhelming majority of students reported themselves as satisfied with both the content and teaching of their courses. Many of the HEIs in the study were found to take account of the diversity of religion or belief on campus, for example by timetabling academic assessments to avoid religious holy days. Most of the respondents reported that they felt valued by their institution and had not experienced harassment or discrimination because of their religion or belief.<sup>10</sup>

<sup>8</sup> This includes Anglican, Baptist, Catholic, Eastern Orthodox, Elim Pentecostal, Lutheran, Methodist and Unitarian.

<sup>9</sup> Equality Challenge Unit, *Religion and Belief in higher education: the experiences of staff and students*, (ECU, 2011). Data based on a survey of 3,935 students.

<sup>10</sup> Ibid.

## Gender

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**Across the sector, the average representation of female students in the 2013/14 academic year was 57.4%. More female students studies part-time than males across all degree levels.**

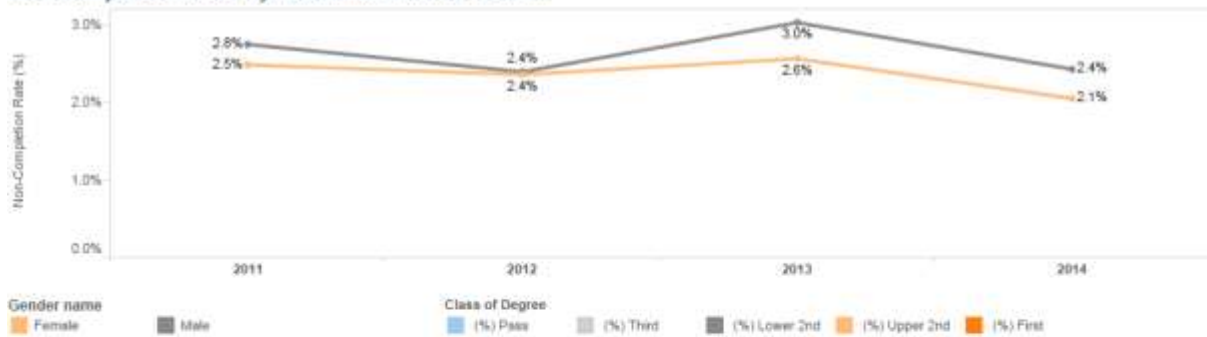
As of November 2015, 55% of all registered students are female and 45% male. Among full-time undergraduates , the difference is more marked, with 57.1% female. Among full-time postgraduate students, 52.3% are females and 47.7% are males.

Gender Across BSS and NSS males are significantly more likely than females to agree that feedback on their work has helped them to clarify things they did not understand and as a result of the programme they feel confident in tackling unfamiliar problems. They believe that they have improved their career prospects by engaging in their studies. However, females are more likely to be satisfied with the Guild.

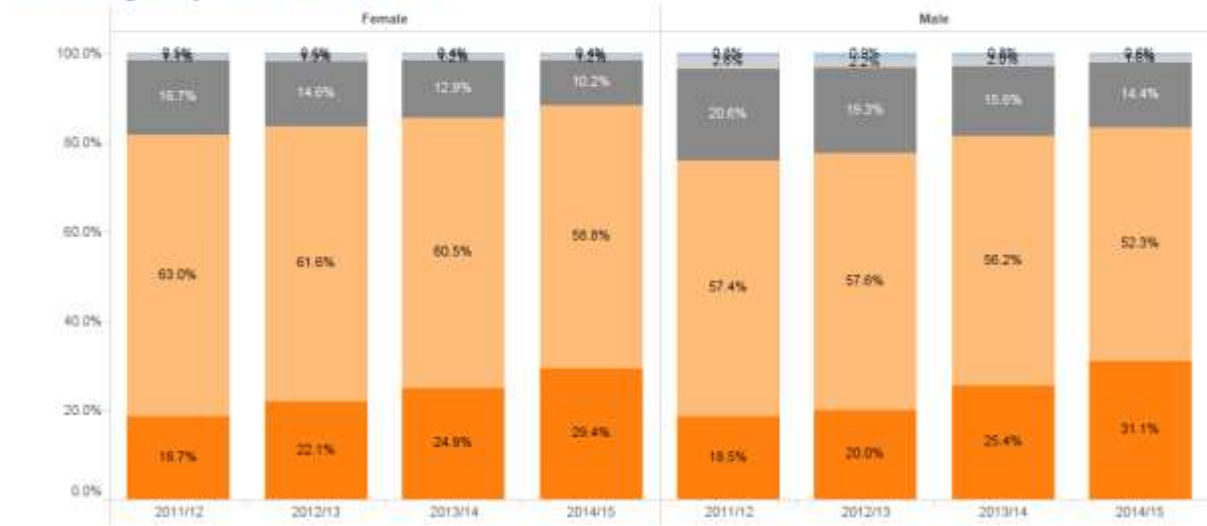
### All undergraduates

- In 2015, 2.4% of male students did not complete their studies compared to 2.1% of female students.

Non-Completion Rate By Academic Year & Gender



Class of Degree By Award Year & Gender



- In 2014/15, 83.4% of male students gained First or Upper Second class honours, compared to 88.2% of female students. This indicates a gender attainment gap of c. 5%
- Among UK-domiciled full-time first degree respondents to the 2013/14 Destination of Leavers in Higher Education survey, 96% of females were in work and/or further study compared to 95% of males.<sup>11</sup>

<sup>11</sup> HESA, *Destination of Leavers in Higher Education survey DLHE survey 2013/14*, (UK-domiciled full-time first degree students).



## Sexual Orientation

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Sexual Orientation 2014/15

		Undergraduate	Postgraduate Taught	Postgraduate Research
Bisexual	#	234	83	48
	%	1.2%	1.4%	1.8%
Gay man	#	181	45	38
	%	1.0%	0.7%	1.2%
Gay woman/lesbian	#	80	28	13
	%	0.3%	0.4%	0.4%
Heterosexual	#	11,118	3,730	1,534
	%	58.2%	61.0%	52.0%
Other	#	112	82	28
	%	0.6%	1.0%	0.9%
Unknown/Withheld	#	7,076	2,171	1,264
	%	37.7%	35.5%	43.8%

As the table above shows nearly 40% of students do not tell the University their sexual orientation and of those that do declare less than 2% identify as non-heterosexual. However, a recent report from Equality Challenge Unit (ECU) suggests that around 7% of students in higher education identify as lesbian, gay or bisexual (LGB).<sup>12</sup>

The ECU report found that higher education is a very important and positive space in the lives of the majority of LGB undergraduates, as a new environment where young people are able to define their sexual identities. The research states that the majority of LGB students are out to university friends, but almost two thirds are not out to tutors as they fear discrimination. In the ECU survey, a significant proportion of LGB students reported experiencing some form of negative treatment on the grounds of their sexual orientation, from fellow students (49.5%), tutors/lecturers (10.4%) and those that work in other areas of HEI (10.6%). Some LGB students described how negative treatment lead to stress or loss of confidence, and self-exclusion from specific spaces at university. Some severe forms of homophobic abuse were reported in

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<sup>12</sup> Equality Challenge Unit, *Experience of Lesbian, Gay, Bisexual and Trans Staff and Students in Higher Education*, (ECU, 2009). Data is based on a survey of 2,704 students.

student halls of residence or housing. The report also identified that LGB students valued lecturers being out in the classroom and acting as role models.<sup>13</sup>

## Multiple identities

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From 2016 the University will work towards reporting data related on the performance of multiple identity students. Some interesting information emerges when more than one of the protected characteristics is considered together. The ECU( 2013/14) found that:

- Overall, within every ethnic group, the majority of students were female. Black students had the highest proportion of students who were women (59.3%) while Chinese students who were women had the lowest (51.9%)
- The ethnicity attainment gap was largest between white (73.5%) and black qualifiers ( 46.3%) = difference of 27.2%.
- A higher proportion of white students disclosed a disability (12.3%) than BME students ( 9%), though this average cover a range from 5.1% of Chinese students to 13.3% of mixed students.
- 79.4% of students who disclosed a social communication/autistic spectrum disorder were men. In contrast, 67.6% of students who had a mental health condition were women.
- A higher proportion of students aged 36 and over disclosed as disabled than students in any other age group.
- In every age group, a higher proportion of white UK domiciled qualifiers received a first/2:1 than BME UK domiciled qualifiers.

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<sup>13</sup> Ibid.

## Student complaints

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There have been 30 formal complaints from September 2010 to January 2015. Of those:

Male: 17                      Female: 13

Under aged 25: 6          Over 25: 24

Undergraduate: 6

Postgraduate: 12

Graduate research: 12

### Ethnicity:

White: 6

White British: 10

Other white background: 1

Asian/Asian British – Indian: 2

Asian/Asian British- Pakistani: 3

Black: 1

Black/Black British – African: 1

Other ethnic background: 1

Not known: 2

Information refused: 2

### Disability:

No known disability: 24

Deaf/hearing impairment: 1

Blind/visual Impairment: 1

A specific learning difficulty: 2

Disability not listed: 1

Social impairments E.G Autism: 1

The relatively small number of formal complaints submitted from the 2010/11 session to date (30) makes it difficult to draw meaningful conclusions. However, there do not appear to be any trends apparent in the data collected regarding gender and disability.

In terms of *ethnicity*, almost half of the students who disclosed their ethnicity (eleven out of twenty-six) were from non-white ethnic backgrounds.

*Level and age:* Only six complaints were from undergraduate students, the remaining twenty-four having been submitted by postgraduates (twelve by postgraduate taught students and twelve by postgraduate researchers). Additionally, only six of the thirty students were under the age of 25, which suggests that older students are more likely to submit formal complaints. However, given that postgraduates are normally older than undergraduates, it is difficult to tell from the data whether students are more likely to complain because they are postgraduates, or

whether they are more likely to complain because of their age/maturity. It is reassuring to note that the Office of the Independent Adjudicator reports comparable trends: postgraduate students remain disproportionately over-represented in the number of complaints brought to the OIA.

As the numbers of complaints involved are so small, and the nature of each complaint unique, it remains difficult to establish whether there are any underlying factors contributing to the apparent trends regarding ethnicity, age and level of study noted above. However, these data will continue to be monitored in 2015/16 and going forward, by Academic Policy & Standards – liaising, if necessary, with the Equality & Diversity Adviser.

Students as part of the complaints information online, are given the details of the Equality and Diversity Adviser in case they require advice and support regarding discrimination. The University has a mediation service which can be utilised when appropriate, and students have access to impartial harassment advisers.

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