UNIVERSITY OF BIRMINGHAM

Equality Scheme

2011-2015

Contents

Equality Scheme 2011-2015

FRAMEWORK

1.   Purpose and Scope

The 2011-2015 Equality Scheme is a statement of the University of Birmingham's ongoing commitment to the promotion of equality and diversity. The Scheme sets out the actions the University will take across our functions and activities to promote equality, prevent discrimination and promote greater understanding between different groups of people. The Scheme considers these duties in relation to age, disability, gender identity, pregnancy and maternity, race, sex, religion or belief and sexual orientation, and has been developed within the context of our duties under the Equality Act 2010 and the University's Strategic Framework for 2010-2015.

The Scheme is divided into three main sections:

- The **Framework** section of the Scheme (this section) sets out our commitment to equality, how we have developed the Scheme, responsibilities, arrangements for monitoring and reporting and contacts for further information.

- The **Action Plan** sets out our equality objectives and the actions we will take to achieve them, our success measures and how the objectives align with the Equality Act 2010 and the University's Strategic Framework.

- The **Evidence Base** benchmarks where we are now in terms of promoting equality in relation to age, disability, gender identity, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

The Scheme uses a number of terms to describe activities around promoting equality. These are:
- **Equality** - the fair and lawful treatment of students and staff and the promotion of equality of opportunity between different groups.
- **Diversity** – the wide range of characteristics and experiences that make us who we are.
- **Inclusivity** – learning and working cultures that recognise and are welcoming of equality and diversity and reflect this in their policies and practices.

2.   Our Commitment to Equality

The University of Birmingham is a global community. We believe our diversity is a source of strength and vitality that underpins the exchange of ideas, innovation and debate at the heart of our academic mission and from which all members of our community benefit.

As a global university, we aim to attract and retain the very best students and staff internationally, nationally and locally. We recognise that providing an inclusive environment, in which all members of our diverse community can thrive and reach their full potential, is integral to our reputation and standing as a destination of choice. We also recognise the key role the University can play in countering inequality and increasing understanding between different groups in society. We see this as core to our mission and strategic vision of the University. These principles are enshrined in the University Charter and its Statutes, which states:

'The University promotes equal opportunities and shall exercise no discrimination on the grounds of political opinion, age, colour, disability, ethnic or national origin, gender, marital status, race, religion or sexual orientation in the admission of students, or the appointment or promotion of staff or the awarding of any Degree, Diploma or Certificate, or generally, in the execution of any of its Objects as laid down by the Charter.'[1]

The University is therefore committed to creating and maintaining an inclusive learning and working environment that is free from discrimination, in which all members of our community are treated fairly and where diversity is valued. In putting this commitment into practice, we recognise that we have specific duties to prevent discrimination and to promote equality and greater understanding across a range of protected characteristics. We will use our Equality Scheme to drive forward equality, diversity and inclusion, with specific reference to age, disability, gender identity, pregnancy and maternity, race, religion or belief, sex and sexual orientation, or any combination of these characteristics.

3.   Background to the Scheme

The University has made significant progress in driving forward the equality agenda through its earlier Race, Disability and Gender Equality Schemes. Activities to support greater equality have included a BAME employability project, supporting black, Asian and minority ethnic students into employment; recognising students who are parents as a distinct group with specific needs; the establishment of a female student network in SET subjects; the production of a DVD on the University of Birmingham Muslim female student experience; the introduction a Staff Disability and Additional Needs Service; the establishment of disability, minority ethnic and LGBT staff groups and an online diversity training programme. An assessment process to ensure University policies and practices promote greater equality has been also introduced and events such as Black History Month and LGBT History Month are now established parts of the University calendar.

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[1] University of Birmingham Charter of Incorporation 2011-12.

The 2011-2015 Equality Scheme builds on these achievements and identifies what further actions the University will take to progress equality across a much wider range of characteristics. The development of the Scheme has been informed by a number of factors:

a) The Equality Act 2010
Underpinning the Scheme is the Equality Act 2010 and the public sector Equality Duty.
The Equality Act establishes 9 'protected characteristics', on the grounds of which it is unlawful to discriminate against a person in education, employment and the provision of services. These are:

- Age (all ages and age groups)
- Disability (physical and mental impairments)
- Gender identity (people undergoing gender reassignment or who are transgender)
- Marriage and civil partnership
- Pregnancy or maternity
- Race (including ethnic or national origin, colour and nationality)
- Religion or belief (religious belief systems, non-religious belief systems and non-belief)
- Sex (women and men)
- Sexual orientation (people of gay, lesbian, bisexual and heterosexual orientation).

The Equality Duty
As a public body, the University has additional duties to promote equality, known as the Equality Duty. The Equality Duty requires that the University has 'due regard' of the need to:

- **Eliminate unlawful discrimination**, harassment and victimisation on the grounds of a protected characteristic;
- **Advance equality of opportunity** between people who share a protected characteristic and those who do not; and
- **Foster good relations** between people who share a protected characteristic and people who do not.[2]

Due regard means considering the three aims of the Equality Duty in how the University carries out its functions as an education provider, service provider and employer. For example, in the design and delivery of services to students.

Demonstrating due regard of the need to **advance equality of opportunity** means actively considering how we can:

- Remove or minimise disadvantages faced by students, staff and applicants due to a protected characteristic;

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[2] Equality Act 2010. The Equality Duty does not apply in relation to the protected characteristic of marriage and civil partnership, although it remains unlawful to discriminate against a person on these grounds.

- Take steps to meet the specific needs of students, staff and applicants with a particular protected characteristic; and
- Encourage people with a particular protected characteristic to participate in the public life of the University or in other activities where their participation is low.[3]

Demonstrating due regard of the need to **foster good relations** means identifying opportunities to address prejudice and promote understanding between different groups.

The Equality Act requires that the University identify and publish **equality objectives** that support the achievement of the aims of the Equality Duty. The University also has duties to publish on an annual basis, and in a publicly accessible format, information that demonstrates its compliance with the Duty and the work that has been undertaken to achieve its equality objectives.

The Equality Scheme sets out how the University will meet these responsibilities and the specific actions it will take to eliminate discrimination, promote equality of opportunity and foster good relations. Further information on the Equality Act, the protected characteristics and the Equality Duty can be found in appendix 1.

b) Shaping our Future: Birmingham 2015
The Equality Scheme has also been developed within the context of the University's strategic framework 'Shaping our Future: Birmingham 2015', which establishes the University's mission, vision, values and its strategic objectives for 2010 – 2015. The framework identifies 5 key strategic goals for the University in realising its vision of a leading global university. These are to:

- Enhance our research power
- Provide our students with a distinctive, high quality experience
- Sustain our financial strength and use it purposefully
- Enhance our performance and status as an engaged university
- Be the destination of choice amongst our peers

By promoting equality and supporting the provision of fair and inclusive learning and working environments, the Equality Scheme will align with and enhance the University's ability to realise its strategic vision as a national and international destination of choice.

4.   Development of the Scheme

a) Overview
We have chosen a 'single scheme' approach - as opposed to a separate scheme for each of the 8 protected characteristics - as we believe an integrated approach is the most effective way of

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[3] Within the context of promoting equality of opportunity, the Equality Duty explicitly recognises that disabled people's needs may be different from others and that reasonable action should be taken to accommodate the needs of disabled people, even if this means treating disabled people differently or more favourably than others.

addressing equality in the future: In particular, it means the University can:

- Promote equality in its broadest sense and avoid a 'hierarchy' of equalities, as each characteristic is given equal precedence and consideration.
- Streamline consultation and reporting and ensure all interested stakeholders have the opportunity to be involved in the development of the Scheme.
- Consider and address interfaces between different characteristics and identities, such as female and Muslim or mature student and lone parent.
- Develop a Scheme that can more easily be aligned with the University's strategic priorities and support the mainstreaming of equality into the day-to-day work of the University.
- Ensure consistency of approach across the protected characteristics.

Whilst many issues will be common to all equality groups, we recognise there are some concerns that will be specific to particular group. For this reason, the Scheme seeks to approach each protected characteristic as distinct in its own right, whilst also being alert to the potential for commonality and the impact of multiple identities.

b) Identifying our equality objectives
The action plan sets out the University's equality objectives and the actions it will take to achieve them. We have used an evidence-based approach to developing the objectives, using quantitative and qualitative information, benchmarking and consultation with stakeholders to measure 'where we are now' and identify where further action is needed to advance equality across the Equality Act's protected characteristics. We have also considered our priorities within the context of the University's strategic framework, and how the Equality Scheme can advance the University's strategic objectives. The **Evidence Base** provides a summary of this process.

The University's equality objectives for 2011-2015 are to:

1. Identify equality objectives and monitor progress against them
2. Mainstream the Equality Duty into the everyday business of the University
3. Increase direct engagement with student and staff on equality issues
4. Raise awareness of equality issues and the visibility of equality initiatives
5. Increase the range of support offered to disabled students
6. Raise the attainment rates of Black, Asian and minority ethnic (BAME) students
7. Support female and male students where they are in the minority
8. Further improve support for students who are parents
9. Increase support for lesbian, gay and bisexual sexual minority students
10. Increase awareness of and improve support for transgender students
11. Increase awareness and understanding of religious diversity at the University
12. Increase the range of training and development opportunities for staff on equality issues
13. Provide support for longer working lives
14. Increase awareness of and support for disability and mental health issues in the workplace
15. Promote greater diversity in employment

16. Assist international staff with the transition to living and working in the UK
17. Address the particular challenges faced by female academics in progressing their careers
18. Support greater staff work-life balance
19. Reduce the gender pay gap
20. Provide a welcoming and supportive workplace for sexual minority staff
21. Increase support for transgender staff
22. Promote dignity at work and in learning
23. Improve our student and staff data evidence base
24. Improve campus accessibility.

The **Action Plan** sets out the actions we will implement to achieve these objectives, our success measures and how the objectives align with the Equality Duty and the University's strategic framework goals. Whilst the objectives will remain for the lifetime of the Scheme, the associated actions will be reviewed and revised on an annual basis to ensure the Scheme remains relevant and responsive to changing needs and priorities.

The remainder of the **Framework** section of the Scheme sets out responsibilities under the Scheme, arrangements for monitoring and reporting on the Scheme and contacts for further information.

5.   Responsibilities

a) Students, staff and other members of the University community
All members of the University community have a responsibility to uphold the University's commitment to equality and diversity by:

- Treating students, staff and visitors to the University with dignity and respect.
- Not engaging in, colluding in or encouraging behaviour that constitutes unlawful discrimination under the Equality Act.
- Supporting activities to eliminate discrimination, advance equality of opportunity and foster good relations as required under the Equality Act.

Members of the University found to have engaged in unlawful discrimination will be subject to disciplinary measures up to and including expulsion in the case of students, and dismissal in the case of staff.

Third parties carrying out services on behalf of the University are also expected to comply with the University's policies. Failure in this may result in contracts being terminated.

b) Council
The Council is the University's supreme governing body, responsible for setting the strategic direction and policies governing all aspects of the University's activity. In addition to Council members' individual responsibilities as members of the University, Council has overall legal responsibility for the University's compliance with the Equality Act 2010.

c) University Executive Board

The University Executive Board steers the implementation of University strategy and policies. Council has delegated responsibility for matters of equality and diversity to the University Executive Board, which makes an annual assurance report to Council on this. The University Executive Board has established an Equality Executive Group with responsibility for reviewing and making recommendations to the Board on the development of equality and diversity policy within the University, including the development of the University's Equality Scheme.

d) Equality Executive Group

The Equality Executive Group has responsibility for developing and recommending the Equality Scheme to the University Executive Board, and for reviewing its progress and reporting on this to the Board not less than twice a year, including any recommendations for action.

6.   Monitoring, Reporting and Publishing

The Equality Scheme action plan will be reviewed on an annual basis by the University's Equality Executive Group to establish progress against objectives and to identify new actions, as appropriate, for the coming academic year. The outcomes of the review will be collated in an annual report, alongside an analysis of any student and staff data as required by the Equality Act, and reported to the University Executive Board.

The annual report and updated Scheme will then be published on the University's public website. The current Scheme will be reviewed in its entirety at the end of the 4 year period covered by the Scheme (2015), and a new Equality Scheme developed.

7.   Contacts and Further Information

Equality and diversity

Further information on equality and diversity initiatives at the University, including policies, projects, student and staff groups and services is available at www.equality.bham.ac.uk.

Queries about the Equality Scheme (including the availability of alternative formats) should be addressed to the Student and Staff Diversity Advisers via equality@contacts.bham.ac.uk.

Concerns and complaints

Students

Students who believe they have been subjected to discriminatory behaviour should refer to the Student Concerns and Complaints Procedure for guidance on how to proceed. If the complaint concerns harassment, the process outlined in the University's Harassment and Bullying Policy should be followed. Both policies are available on the University website and on request from Academic Services.

<u>Staff</u>
Staff who feel they have been subjected to discriminatory behaviour can make use of confidential services provided by the Employee Advice and Support Services to discuss their concerns. Staff who wish to make a formal complaint about discriminatory behaviour should refer to the relevant Staff Grievance Procedure for guidance on how to proceed. If the concern or complaint relates to harassment, the guidance in the University's Harassment and Bullying Policy should be consulted.

Information on Employee Advice and Support Services is available on the University website and from Workplace Wellbeing. Grievance Procedures and the Harassment and Bullying Policy are both available on the University website and on request from Human Resources.

University of Birmingham Equality Scheme Action Plan 2011 – 2015

Introduction
The action plan sets out the University's equality objectives for 2011-2015. Objectives have been identified by benchmarking 'where we are now' - through analysis of data trends, best practice and consultation with students and staff- and identifying where improvements could be made to further promote equality across the University's functions and activities.

Action Plan headings explained

Equality Objectives: What we want to achieve

Rationale: Why we have identified this objective

Actions: What we will do during the 2011-12 academic year to achieve the objective

Success measure: The metrics we will use to measure the success of the action against the objective

Responsibility: The Budget Centre, College or committee/group responsible for the action. Accountability rests with the head of the Budget
                        Centre/College or Chair of the Committee/group.

Protected Characteristics
Each action plan objective is related to at least one of the Equality Act protected characteristics of age, disability, gender identity, pregnancy or maternity, race
religion or belief, sex and sexual orientation.

Equality Duty
The objectives also support at least one element of the Equality Act equality duty to:
- Eliminate unlawful discrimination on the grounds of a protected characteristic;
- Advance equality of opportunity between people who share a protected characteristic and those who do not; and
- Foster good relations between people who share a protected characteristic and people who do not.

University Strategic Goals
Each objective is also aligned with at least one of the University's 5 strategic goals for 2010-2015. These are to:
1) Enhance our research power
2) Provide our students with a distinctive, high quality experience
3) Sustain our financial strength and use it purposefully
4) Enhance our performance and status as an engaged university
5) Be the destination of choice amongst our peer

Equality Scheme Action Plan

Equality Objectives
Actions for the 2011-2012 academic year

Equality Objectives / Success measures	Protected Characteristics								Equality Duty			Goal
	Age	Disability	Gender identity/trans	Pregnancy/ maternity	Race	Religion or belief	Sex	Sexual orientation	Eliminate unlawful discrimination	Advance equality of opportunity	Foster good relations	Strategic Framework Goal (no. 1 – 5)

Objective 1 – Identify University equality objectives and monitor progress against them — ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ● ● ● — Goal 2, 5

Rationale – i) Issues identified through consultation and analysis are addressed ii) Statutory requirement of the Equality Act 2010

Responsibility

Action	Success measures	Responsibility
a) Develop and maintain an Equality Scheme (this Scheme) stating the University's equality objectives and actions for 2011-15 following consultation with students and staff and analysis of issues	i) Evidence of student and staff participation in the consultation ii) Identification of SMART equality objectives and actions iii) Demonstration of compliance with the Equality Act 2010 Equality Duty	Equality Executive Group (as delegated by the University Council through the University Executive Board)
b) Review progress against equality objectives at the end of each academic year and publish an annual report as per the requirements of the Equality Act 2010	i) Progress made against objectives ii) Objectives and actions remain relevant and new objectives and actions are identified as appropriate iii) Annual report is published on the public website by December 2012	As above
c) Review the action plan in light of any further Government guidance on the Equality Act to ensure objectives are compliant with the Act	i) Review and revisions take place by April 2012	Equality Executive Group

Objective 2 – Mainstream the Equality Duty into the everyday business of the University — ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ● ● ● — Goal 2, 5

Rationale – i) Consideration of equality issues is embedded and part of 'business as usual' ii)our practices are inclusive and support compliance with the Equality Act 2010 iii) identified as a priority in consultation with students and staff

Responsibility

Action	Success measures	Responsibility
a) Revise the current Equality Impact Assessment Toolkit (for assessing policies and practices against the Equality Duty) and develop a shorter, more embeddable process	i) Revised EIA process is successfully embedded into policy development processes ii) Evidence that the EIA process supports the design and delivery of inclusive services and functions	Academic Services (Student Services) and Human Resources (Policy) responsible for revision of the EIA process; Equality Executive Group and UEB responsible for approval; Heads of College and

Equality Scheme Action Plan **Equality Objectives** **Actions for the 2011-2012 academic year**	**Success measures**	**Protected Characteristics**								**Equality Duty**			**Goal**
		Age	Disability	Gender identity/trans	Pregnancy/maternity	Race	Religion or belief	Sex	Sexual orientation	Eliminate unlawful discrimination	Advance equality of opportunity	Foster good relations	Strategic Framework Goal (no. 1 – 5)
													Budget Centre responsible for implementation.
b) Undertake an 'inclusive curriculum' project with the aims of reviewing the inclusivity and accessibility of learning, teaching and assessment practices, establishing areas of good practice and initiating new projects to further promote inclusive teaching and learning	i) Evidence of greater awareness and understanding in teaching and learning practices of the issues faced by students from diverse backgrounds ii) Evidence of the use of inclusive learning and teaching materials and techniques												Inclusive Curriculum Working Group Directors of Education in the Colleges
c) Integrate analysis of first year retention, degree attainment, completion and destinations by age, disability, race, sex and parent/carer status into Schools' annual programme review and report to the Quality Assurance Enhancement Committee	i) Annual reports are received and reviewed by the Quality Assurance Team and Committee ii) Actions are implemented as a result of any issues identified												School Directors of Education
d) Deliver an inclusive curriculum module as part of the University's Post- Graduate Certificate in Higher Education programme for teaching staff	i) Number of modules delivered ii) Evidence of improved awareness of inclusive practices in teaching and learning												Centre for Learning and Development and Student Services
e) Review procurement processes in line with the Equality Duty	i) Processes support the duty to promote equality												Finance (Procurement)
Objective 3 – Increase direct engagement with students and staff on equality issues		✓	✓	✓	✓	✓	✓	✓	✓	●	●	●	2, 5
Rationale – Consultation and involvement is key to an effective, evidence-based approach to equality											**Responsibility**		
a) Enable engagement, debate and consultation with student and staff representatives from across the 8 protected characteristics through the University Diversity Forum	i) Forum meets at least twice in an academic year ii) Evidence that issues raised by the Forum are addressed by the University										Deputy PVCs' Office (as Forum convenors)		

Equality Scheme Action Plan **Equality Objectives** **Actions for the 2011-2012 academic year**	Success measures	Protected Characteristics									Equality Duty			Goal
		Age	Disability	Gender identity/trans	Pregnancy/ maternity	Race	Religion or belief	Sex	Sexual orientation	Eliminate unlawful discrimination	Advance equality of opportunity	Foster good relations	Strategic Framework Goal (no. 1 – 5)

b) Continue to engage with the Guild of Student societies on issues related to equality and diversity	i) Evidence of increased support of minority students	Academic Services (Student Services) with the support of the Guild of Students											
c) Utilise the Staff Race & Cultural Diversity Group, Disability Group, LGBTQ Rainbow Network and Athena SWAN Steering Group as additional forums for engagement and consultation with staff	i) Evidence staff groups have contributed to the development of policy and initiatives	Human Resources (Policy) Chairs of the staff groups and Athena SWAN Steering Group Colleges and Budget Centres to address issues raised											
d) Use student and staff satisfaction and opinion surveys and other means of consultation to identify experiences and/or cross-referencing experiences against equality groups	i) Survey reporting includes experiences by equality groups as appropriate ii) Issues and actions are identified and addressed as appropriate	External Relations Human Resources (Policy and Workplace Wellbeing)											
Objective 4 – Raise awareness of equality issues and increase the visibility of equality initiatives		✓	✓	✓	✓	✓	✓	✓	✓	●	●	●	2, 5
Rationale – i) To support the embedding of good practice across the University, ii) identified as a priority in consultation with students and staff		**Responsibility**											
a) The University Executive Board receive regular reports from the Equality Executive Group on equality initiatives	i) Senior management are aware and supportive of equality initiatives	Equality Executive Group											
b) Identify and utilise a standard set of communications channels to publicise equality initiatives and messages	i) Evidence of the promotion of equality initiatives to students and staff across a range of communications channels ii) Evidence of increased awareness of equality issues and initiatives	Academic Services (Student Services) , Human Resources (Policy) and External Relations with the Colleges and Budget Centres											
c) Celebrate national events such as Lesbian, Gay, Bisexual and Trans History Month, Black History Month, International Women's Day, and International Day of the Disabled, as part of the University calendar	i) Range of events held on campus ii) Use of events to promote awareness of equality issues and initiatives at the University iii) Evidence that student and staff awareness improves as a result	Student and staff groups interest groups in conjunction with the Deputy PVC for Cultural Engagement											
d) Utilise student Welcome Week and Staff Induction to	i) Inclusion of equality issues and resources in	Academic Services (Student Services), Human											

Equality Scheme Action Plan **Equality Objectives** **Actions for the 2011-2012 academic year**	**Success measures**	Protected Characteristics								Equality Duty			Goal
		Age	Disability	Gender identity/trans	Pregnancy/ maternity	Race	Religion or belief	Sex	Sexual orientation	Eliminate unlawful discrimination	Advance equality of opportunity	Foster good relations	Strategic Framework Goal (no. 1 – 5)
promote awareness of equality-related issues, practices and services	Welcome Week materials ii) Number of staff induction sessions delivered and the number of staff attending as a proportion of all new staff												Resources (Policy and People and Organisational Development) and the College Directors of Education
e) Develop a diversity supplement for the student magazine Redbrick in conjunction with the Guild of Students	i) 2 supplements produced per year ii) Evidence that student awareness improves as a result												Academic Services (Student Services) with the support of the Guild of Students
f) Deliver training on equality issues – see objective 12	See objective 12												See objective 12
g) Develop a Diversity Forum communications strategy	i) Strategy is agreed and implemented ii) Evidence of increased awareness of equality and diversity initiatives as a result												External Relations and the Deputy PVCs' Office
Objective 5 – Increase the range of support offered to disabled students			✓							●	●	●	2
Rationale – Disabled students have specific needs that the University has a legal duty to address										**Responsibility**			
a) Continue to provide support to students with disabilities through the Disability and Learning Support Services	i) Evidence from student focus groups, Guild association and the Birmingham Satisfaction Survey that disabled student satisfaction levels have increased ii) Increase in the number of students disclosing a disability												Academic Services (Student Services) with the College Directors of Education
b) Facilitate networks for disabled students to enable students with a particular disability to contact one another	i) Network is established ii) Network take-up rates amongst disabled students as a proportion of all known disabled students												Academic Services (Student Services) with the Guild of Students
c) Develop a buddy scheme for students with disabilities to support student induction	i) Scheme is established for 1st year students ii) Successful collaborative working with the Guild												Academic Services (Student Services)

Equality Scheme Action Plan **Equality Objectives** **Actions for the 2011-2012 academic year**	**Success measures**	Protected Characteristics								Equality Duty			Goal
		Age	Disability	Gender identity/trans	Pregnancy/maternity	Race	Religion or belief	Sex	Sexual orientation	Eliminate unlawful discrimination	Advance equality of opportunity	Foster good relations	Strategic Framework Goal (no. 1 – 5)
d) Develop a reasonable adjustments Code of Practice for students, providing staff with clear advice on support arrangements for disabled students	i) Increased awareness of the needs of disabled students ii) Standardised approach by Schools in the support and facilitation given to students	Academic Services (Registry, Student Services)											
e) Continue to deliver training and provide support and resources for Welfare Tutors and other staff on supporting disabled students	i) Number of training courses delivered ii) Evidence of improved support to students	Academic Services (Student Services) in conjunction with the University's Senior Tutor											
Objective 6 – Raise the attainment rates of Black, Asian and minority ethnic (BAME) students						✓				●	●		2
Rationale – There is an 18% attainment gap between BAME and white students									**Responsibility**				
a) Continue to develop the University's BAME Employability Project, supporting BAME students into employment through mentoring	i) Improvement in the success rates of BAME students into employment ii) Positive feedback from students and mentors iii) Continuation of the project after evaluation of its achievements	Academic Services (Student Services) with Careers and Employability Service and College support											
b) Undertake in-house research into the attainment gap between white and some BAME student groups, to gain insight into the particular issues for students at the University	i) Identification of the issues that impact on attainment ii) Identification and implementation of actions to address attainment gaps	Academic Services (Student Services) with support from the College Directors of Education											
c) Participate in a Russell Group universities working group focusing on improving BAME attainment rates across all Russell Group institutions	As above	Academic Services (Student Services)											
d) Establish a BAME mentoring scheme for 1st year students	i) Number of students volunteering as mentors and mentees ii) Feedback from participating students about the	Academic Services (Student Services) in collaboration with the Guild and the Colleges											

Equality Scheme Action Plan **Equality Objectives** **Actions for the 2011-2012 academic year**	**Success measures**	Age	Disability	Gender identity/trans	Pregnancy/ maternity	Race	Religion or belief	Sex	Sexual orientation	Eliminate unlawful discrimination	Advance equality of opportunity	Foster good relations	Strategic Framework Goal (no. 1 – 5)
		Protected Characteristics								**Equality Duty**			**Goal**
	impact of the mentoring relationship												
Objective 7 – Support female and male students where they are in the minority								✓			●	●	2
Rationale –To ensure that male and female students feel supported, have role models and feel encouraged to be successful								**Responsibility**					
a) Develop a post-doctoral Women in Physics Pilot Group	i) Group is established ii) Level of interest from post-doctoral female staff as a proportion of all post-doctoral female staff iii) Range of events held								School of Physics				
b) Further investigate and understand the performance of female undergraduate students in maths	i) Understanding of female student experience increases ii) Any issues of concern are identified and addressed								Corporate Services Student Satisfaction Team in conjunction with the School of Mathematics				
Objective 8 - Further improve support for students who are parents and carers		✓			✓			✓			●	●	2
Rationale – Mature students who are parents, or students with other caring responsibilities, are a significant proportion of student intake and have specific needs								**Responsibility**					
a) Develop a Student-Parent and Carers Group, in conjunction with the Guild, with the aims of raising awareness of students with caring responsibilities as an interest group and to ensure their teaching and learning needs and access to University services are addressed	i) Student Parent and Carers Group becomes a Guild association ii) Evidence that student-facing services consider and address the needs of student parents and carers								Academic Services (Student Services) working in conjunction with the Guild				
b) Develop a Student-Parent and Carers website as a one-stop resource to improve the quality of information available to students	i) Evidence that students are aware of their options, can make informed decisions and easily access support								Academic Services (Student Services) working in conjunction with the Guild				
c) Directly promote the Student-Parent and Carers group and website to students who have disclosed their caring	As above								Academic Services (Student Services) in conjunction with the Colleges				

Equality Scheme Action Plan **Equality Objectives** **Actions for the 2011-2012 academic year**	Success measures	Protected Characteristics								Equality Duty			Goal
		Age	Disability	Gender identity/trans	Pregnancy/ maternity	Race	Religion or belief	Sex	Sexual orientation	Eliminate unlawful discrimination	Advance equality of opportunity	Foster good relations	Strategic Framework Goal (no. 1 – 5)
responsibilities at events such as Welcome Week													
d) International Students' welcome activities recognise students who are parents or carers	i) Information for international students includes information on student parents and carers									Academic Services (Student Services)			
Objective 9 – Increase support for lesbian, gay and bisexual sexual minority students									✓	●	●		2
Rationale – For many students University presents their first opportunity to 'come out' to others or to question their sexuality							**Responsibility**						
a) Facilitate 'Coming Out and Moving On' (Counselling and Guidance) to support students in feeling more confident about their sexuality	i) Number of workshops delivered ii) Feedback from participants on the impact this support has in feeling confident about their sexuality	Academic Services (Student Services)											
b) Continue to provide the online 'Q Chat' service to provide a safe, confidential space for students to discuss issues of sexual orientation and gender	i)Number of sessions provided and uptake by students ii) Feedback from users on impact of service on their university experience	Academic Services (Student Services)											
c) Continue to give LGBT students the option to share University accommodation with other LGBT students	i)Promotion of this option to all prospective and new students ii)Uptake of this option by students	Hospitality and Accommodation Services											
d) Host the 'Inner Worlds, Outer Worlds' conference in November 2011, developed by the University's Counselling and Guidance Services in conjunction with the University of Cardiff. The conference will explore the ways in which social context facilitates or hinders personal identity formation and a positive educational experience, and how university services can create supportive and facilitative environments for sexual minority students	i) Attendance at the conference and feedback from participants ii) Evidence of the sharing of best practice within the sector	Academic Services (Student Services)											

Equality Objectives Actions for the 2011-2012 academic year	Success measures	Age	Disability	Gender identity/trans	Pregnancy/ maternity	Race	Religion or belief	Sex	Sexual orientation	Eliminate unlawful discrimination	Advance equality of opportunity	Foster good relations	Strategic Framework Goal (no. 1 – 5)
e) Develop an employability mentoring network for LGBT students focusing on managing the transition from university to the workplace in terms of sexual identity	i) Network is established and mentors/mentees identified ii) Positive feedback on the impact on student experience												Academic Services (Student Services) in conjunction with the Careers and Employability Service
Objective 10 - Raise awareness of and improve support for trans students				✓						●	●		2
Rationale – i) Low levels of awareness and understanding of gender identity issues ii)Trans students have very specific needs that the University should address	**Responsibility**												
a) Establish the support needs of trans students and how best they can be met, in conjunction with the Guild's Lesbian, Gay Bisexual, Trans and Queer society	i) Issues are identified and appropriate actions to address them developed and implemented in consultation with trans students ii) Evidence of an improved trans student experience												Academic Services (Student Services) in conjunction with the Guild of Students and the Colleges
b) Develop guidance and resources for staff working with students about trans issues	As above												Academic Services (Student Services) in conjunction with Human Resources
c) Develop guidance that ensures students can change their name and any other details in a straightforward and confidential way	i) Guidance is developed in consultation with trans students and implemented ii) Evidence that students have a positive experience of this process												Registry
Objective 11 – Increase awareness and understanding of the University's religious and cultural diversity						✓	✓			●	●	●	2
Rationale – To develop learning and working environments that are inclusive of the University's religious and cultural diversity	**Responsibility**												
a) Work with the Good Campus Relations Group to investigate the potential to accommodate religious needs in the secular workplace/learning environment and to	i) Group identifies areas where improvements could be made and progresses these issues ii) Development of standardised guidance on												Good Campus Relations Group Academic Services (Student Services) and Human Resources (Policy and Workplace Wellbeing) in

Equality Scheme Action Plan **Equality Objectives** **Actions for the 2011-2012 academic year**	**Success measures**	Protected Characteristics								Equality Duty			Goal
		Age	Disability	Gender identity/trans	Pregnancy / maternity	Race	Religion or belief	Sex	Sexual orientation	Eliminate unlawful discrimination	Advance equality of opportunity	Foster good relations	Strategic Framework Goal (no. 1 – 5)
share and disseminate good practice	accommodating religious and cultural beliefs												conjunction with the Colleges and the Guild of Students
b) Develop an online video, in conjunction with the Guild Islamic Society, explaining the different forms of female Muslim dress	i) Number of viewings of the video ii) Feedback from students and staff on the impact of the video on their awareness												Academic Services (Student Services) in conjunction with the Guild of Students
c) Develop a cultural awareness programme for staff working with international students	i) Number of staff undertaking the training as a proportion of targeted staff ii) Feedback from staff on the impact of the training on their awareness												Academic Services (Student Services) and Human Resources
d) Hold an annual 'One World' event each October in conjunction with the Guild of Students to celebrate and promote understanding of cultural diversity	i) Good level of student participation ii) Positive feedback on the impact of the event on understanding of different cultures												International Office in conjunction with the Guild and the Deputy PVC for Cultural Engagement
e) Work with Campusalam to facilitate a workshop on best practice in accommodating needs arising from students' religious beliefs whilst studying at the University	i) Levels of participation at the event measured against the target audience ii) Feedback from participants on awareness and confidence in addressing issues												Academic Services (Student Services)
Objective 12 - Increase the range of training and development opportunities for staff on equality issues		✓	✓	✓	✓	✓	✓	✓	✓	●	●	●	2, 5
Rationale - To support the promotion of equality, prevention of discrimination and fostering of good relations as required under the Equality Act 2010 equality duty		**Responsibility**											
a) Roll out the 'Diversity in the Workplace' online training module to the University Colleges and Budget Centres	i) Number of staff undertaking the training as a proportion of all staff ii) Feedback from staff undertaking the training												Human Resources (People and Organisational Development and Policy) in conjunction with the Colleges
b) Deliver equality and diversity component to new staff at the monthly staff induction	i) Number of sessions delivered ii) Feedback from staff attending the sessions												Human Resources (People and Organisational Development and Policy)
c) Identify the most effective means of further developing	i) Identification and agreement on further training												Equality Executive Group and Human Resources

Equality Scheme Action Plan — Equality Objectives Actions for the 2011-2012 academic year	Success measures	Age	Disability	Gender identity/trans	Pregnancy/ maternity	Race	Religion or belief	Sex	Sexual orientation	Eliminate unlawful discrimination	Advance equality of opportunity	Foster good relations	Strategic Framework Goal (no. 1 – 5)
and delivering staff training in equality and diversity	initiatives ii) Planning for roll out in 2012-13												(People and Organisational Development and Policy)
Objective 13 – Provide support for longer working lives			✓								●	●	5
Rationale - To manage the end of the default retirement age and changing staff expectations of working life													**Responsibility**
a) Develop and promote flexible retirement options for staff approaching pensionable age	i) A range of options available to staff approaching pensionable age is available ii) Evidence of promotion across a wide range of communication channels												Human Resources (Policy and People and Organisational Development) and Finance Office (Pensions)
b) Review employment practices to ensure they are age neutral	i) Practices are age neutral and support equal treatment												Human Resources (Policy and Operations)
Objective 14 – Increase awareness of and support for disability and mental health issues in the workplace			✓							●	●	●	5
Rationale – i) To support staff in the workplace as fully as possible, provide a clear and consistent framework for managing staff, ii)to address issues raised in the Staff Opinion Survey, iii) to promote greater understanding of disability and mental health issues													**Responsibility**
a) Continue to promote the Staff Disability and Additional Needs Service (DANS) to all staff - with staff who disclose a disability contacted directly - as a resource for guidance and support on disability and reasonable adjustments in the workplace	i) Promotion of the DANS service in a range of media ii) Number of staff accessing the service iii) Staff feedback on the service												Human Resources (Workplace Wellbeing, Operations and Policy)
b) Develop disability disclosure guidelines for staff that establish support available and guidelines on the sharing of confidential information on disability	i) Guidelines are developed in consultation with disabled staff and other stakeholders and are in place ii) Increase in the number of staff disclosing a disability												Human Resources (Workplace Wellbeing, Operations and Policy) and Legal Services
c) Develop guidance for managers to support their	i) Guidelines are developed in consultation with												Human Resources (Workplace Wellbeing,

Equality Scheme Action Plan **Equality Objectives** **Actions for the 2011-2012 academic year**	**Success measures**	Protected Characteristics								Equality Duty			Goal
		Age	Disability	Gender identity/trans	Pregnancy/ maternity	Race	Religion or belief	Sex	Sexual orientation	Eliminate unlawful discrimination	Advance equality of opportunity	Foster good relations	Strategic Framework Goal (no. 1 – 5)
understanding of disability and managing staff with disabilities	managers, disabled staff and other stakeholders and are in place ii) Evidence of improved management confidence in managing disability												Operations and Policy) and Legal Services with support from the Colleges and Corporate Services Budget Centres
d) Revise and reissue 2010 University Mental Health Guidance	i) Up-to-date guidance is freely available and actively promoted across the University												Wellbeing Advisory Group
e) Roll out training for managers on managing and supporting employees with mental health conditions in the workplace	i) Numbers of managers who attend the training ii) Evidence of improved confidence in managing staff with mental health conditions												Human Resources (Workplace Wellbeing and People and Organisational Development) with support from the Colleges and Corporate Services Budget Centres
f) Continue partnering with the Birmingham and Solihull Mental Health NHS Trust in running mental health awareness campaigns	i) Number of staff attending awareness-raising sessions as a proportion of targeted staff ii) Evidence of increased awareness amongst staff about mental health issues												Wellbeing Advisory Group
g) Continue to support the development of the Staff Disability Group as a space for disabled staff to meet and a forum for staff consultation and the sharing of information	i) Evidence the Group has input into issues that impact on disabled staff and accessibility ii) Development of relationships between the Group and key services, such as Estates and Health and Safety iii) Range of meetings and activities organised by the group iv) Evidence of the regular promotion of the Group to staff												Diversity Forum and Human Resources (Policy)

Equality Scheme Action Plan **Equality Objectives** **Actions for the 2011-2012 academic year**		Success measures	Protected Characteristics								Equality Duty			Goal
			Age	Disability	Gender identity/trans	Pregnancy/ maternity	Race	Religion or belief	Sex	Sexual orientation	Eliminate unlawful discrimination	Advance equality of opportunity	Foster good relations	Strategic Framework Goal (no. 1 – 5)
Objective 15 – Promote greater diversity in employment and address under-representation							✓		✓		●	●		5
Rationale – Whilst the University is an increasingly diverse, international community, some groups continue to be under-represented in particular areas of work or grades of work										**Responsibility**				
a) Utilise the Athena SWAN project (objective 17) to begin addressing the under-representation and progression of female academics	i) Issues are identified and recommendations for change implemented		Athena SWAN Project Group in conjunction with the Colleges											
b) Review local recruitment strategies to identify how representation could be improved. This will address minority ethnic under-representation (which has been identified as a particular issue), but will also address ensuring we reach out to *all* local groups and communities	i) A review is undertaken and identifies strategies for improving awareness of the University as a local employer ii) Evidence that representation of the local population amongst the staff body is improving		Human Resources (Policy and Operations) with support from the Corporate Services' Budget Centres											
c) Continue to support the development of the Staff Race and Cultural Diversity Group as a space for staff to meet and a forum for staff consultation and the sharing of information	i) Evidence that the Group has input into issues that impact on race equality and cultural diversity ii) Range of meetings and activities organised by the group iii) Evidence of the regular promotion of the Group to staff		Diversity Forum and Human Resources (Policy)											
Objective 16 – Assist international staff with the transition to living and working in the UK							✓							5
Rationale - To improve the induction and working experiences of international staff										**Responsibility**				
a) Investigate and introduce enhanced support provision relating to immigration, orientation, accommodation, intercultural awareness, English language and social	i) Proposals are agreed and implemented by the beginning of the 2012-13 academic year		Human Resources (Operations)											

Equality Scheme Action Plan **Equality Objectives** **Actions for the 2011-2012 academic year**	**Success measures**	Age	Disability	Gender identity/trans	Pregnancy/ maternity	Race	Religion or belief	Sex	Sexual orientation	Eliminate unlawful discrimination	Advance equality of opportunity	Foster good relations	Strategic Framework Goal (no. 1 – 5)
interaction													
Objective 17 – Address the particular challenges faced by female academics in progressing their careers					✓			✓		●	●		5
Rationale – Evidence of under-representation of female academics in senior roles and the challenges posed by combining an academic career and caring responsibilities	**Responsibility**												
a) Investigate and identify the issues faced by female academics in STEM subjects and develop and implement good practice recommendations via the Athena SWAN Charter Working Group	i) Evidence of the development, approval and implementation of good practice recommendations to support the career development and progression of female academics	Athena SWAN Project Group in conjunction with the Colleges of Engineering & Physical Sciences, Life & Environmental Sciences and Medical & Dental Sciences											
b) Achieve Athena SWAN Charter Bronze University status	i) Successful application is made and charter status achieved ii) Identification of Colleges/Schools for silver award status	Athena SWAN Project Group											
Objective 18 – Support greater staff work-life balance		✓		✓				✓			●		5
Rationale – i) Changing staff expectations (as evidenced in the Staff Opinion Survey), ii) increases in dual career families and staff with both child and elder care responsibilities iii) longer working lives	**Responsibility**												
a) Develop an online resource for staff with caring responsibilities, bringing information and support together in one place	i) Number of staff accessing the site as a proportion of the target audience ii) Effective promotion of the site to staff through a range of media iii) Evidence that staff are aware of their options, can make informed decisions and easily access support	Human Resources (Policy)											
b) Review current flexible working arrangements with a	i) Flexible working options are made available to a	Human Resources (Policy) with support from the											

Equality Scheme Action Plan **Equality Objectives** **Actions for the 2011-2012 academic year**	**Success measures**	Protected Characteristics								Equality Duty			Goal
		Age	Disability	Gender identity/trans	Pregnancy/maternity	Race	Religion or belief	Sex	Sexual orientation	Eliminate unlawful discrimination	Advance equality of opportunity	Foster good relations	Strategic Framework Goal (no. 1 – 5)
view to further extending the right to request in line with Government proposals	wider range of staff ii) Evidence that staff work-life balance and productivity benefits from greater flexible working	Colleges and Budget Centres											
c) Develop formal guidance on home-working for staff and managers	i) Guidance is developed and is in place ii) Evidence that home-working is perceived and utilised as a viable working option by managers and staff	Human Resources (Policy)											
Objective 19 – Address the gender pay gap								✓			●	●	5
Rationale - To support the reduction in the gender pay gap where it is not objectively justified, as required under the Equality Act 2010		**Responsibility**											
a) Review pay gaps by gender, and, if objective justification is not available, take action to reduce the pay gap	i) Implementation of professorial contribution banding ii) Evidence that any gender pay gaps are objectively justified, and that action is being taken to reduce other gender pay gaps	Human Resources (Policy) in conjunction with UEB.											
Objective 20 – Provide a welcoming and supportive workplace for sexual minority staff			✓						✓	●	●	●	5
Rationale - New 'equality area' which needs further development to demonstrate the University's commitment to LGB equality and developing our reputation as a LGB-friendly institution		**Responsibility**											
a) Continue to support the development of the Staff LGBTQ Rainbow Network as a space for staff to meet and a forum for staff consultation and the sharing of information	i) Evidence that the Network has input into issues that impact on race equality and cultural diversity ii) Range of meetings and activities organised by the Network iii) Promotion of the Network to staff through a wide range of media	HR (Policy) and Diversity Forum											

Equality Scheme Action Plan **Equality Objectives** **Actions for the 2011-2012 academic year**	Success measures	Protected Characteristics								Equality Duty			Goal
		Age	Disability	Gender identity/trans	Pregnancy/ maternity	Race	Religion or belief	Sex	Sexual orientation	Eliminate unlawful discrimination	Advance equality of opportunity	Foster good relations	Strategic Framework Goal (no. 1 – 5)
b) Promote our Stonewall Diversity Champion status and enter the Stonewall Workplace Equality Index for 2013, with the aspiration of improving our score and reaching the top 100 employers	i)Promotion of Stonewall membership in a range of internal and external media ii) Improvement of Stonewall Index score	HR (Policy)											
c) Investigate expanding the demographic data we collect from staff to include sexual orientation (and the sensitivities around this) as a means of supporting the identification and understanding of issues and developing and monitoring initiatives in this area	i) Stakeholders (e.g. the Staff LGBTQ Rainbow Network) are consulted on any expansion and the approach to this ii)Range of data collected is expanded and informs equality policy	HR (Policy) and Diversity Forum											
d) Celebrate LGBT History Month	i) Range of events held on campus ii) Use of events to promote awareness of equality issues and initiatives at the University iii) Evidence that student and staff awareness improves as a result	HR (Policy), Diversity Forum, Staff LGBTQ Rainbow Network, Academic Services (Student Services)											
Objective 21 – Increase support for transgender staff				✓						●	●	●	5
Rationale – i) Low levels of awareness and understanding of gender identity issues ii)Trans staff have very specific needs that the University should address		**Responsibility**											
a) Revise the University staff transgender and gender reassignment guidance in consultation with the Staff LGBTQ Rainbow Network	i) Staff and managers have a clear understanding of key issues and sources of further support	HR (Policy), Diversity Forum, Staff LGBTQ Rainbow Network											
b) Promote awareness of transgender issues on at least an annual basis, for example as part of LGBT History Month	i) Provision of a range of History Month events on campus that include gender identity/trans	HR (Policy), Diversity Forum, Staff LGBTQ Rainbow Network, Academic Services (Student Services)											
Objective 22 – Promote dignity at work and in learning		✓	✓	✓	✓	✓	✓	✓	✓	●		●	2, 5
Rationale – To promote a safe community for staff and students and to encourage individuals experiencing difficulties to access		**Responsibility**											

Equality Scheme Action Plan **Equality Objectives Actions for the 2011-2012 academic year**	Success measures	Protected Characteristics								Equality Duty			Goal
		Age	Disability	Gender identity/trans	Pregnancy/ maternity	Race	Religion or belief	Sex	Sexual orientation	Eliminate unlawful discrimination	Advance equality of opportunity	Foster good relations	Strategic Framework Goal (no. 1 – 5)
the support													
a) Develop and deliver training sessions raising awareness of harassment, bullying and inappropriate behaviour	i) Number of sessions delivered and number of staff participating as a proportion of the target audience ii) Feedback from participants on impact on awareness and behaviour	Human Resources (People and Organisational Development and Workplace Wellbeing) with support from Colleges and Budget Centres											
b) Review the University's Harassment and Bullying Policy and support services to ensure arrangements and services are robust and meet student and staff needs	i) Revised arrangements are in place, developed in consultation with student and staff stakeholders	Academic Services (Registry, Student Support and Development), Human Resources (Policy and Workplace Wellbeing) and Legal Services											
Objective 23 – Improve our student and staff equality data evidence base		✓	✓	✓	✓	✓	✓	✓	✓	●	●	●	2, 5
Rationale – i) To support the identification and understanding of equality issues across all of the protected characteristics, ii) to measure progress against objectives		**Responsibility**											
a) Review the range of demographic data collected by the University against the protected characteristics	i) Student and staff stakeholders are consulted on any expansion to data collection ii)Range of data collected is expanded and informs equality policy	Academic Services (Student Services) , Human Resources (Policy) and the Planning Office											
b) Identify appropriate sector benchmarks to measure University equality data against	i)University equality data is presented within the context of sector performance ii) Gaps in performance are identified and addressed	Academic Services (Student Services) , Human Resources (Policy) and the Planning Office											
c) Review the results of the 2011 Staff Opinion Survey to inform the development of future equality objectives and actions	i) Issues that relate to equality and/or protected groups are identified and inform future equality initiatives	Human Resources (Policy) and Equality Executive Group											
d) Review the results of the annual Student Satisfaction Survey to inform the development of future objectives and actions	i) Issues that relate to equality and/or protected groups are identified and inform future equality initiatives	Academic Services (Student Services) and Equality Executive Group											

Equality Scheme Action Plan **Equality Objectives** **Actions for the 2011-2012 academic year**	Success measures	Protected Characteristics								Equality Duty			Goal
		Age	Disability	Gender identity/trans	Pregnancy/ maternity	Race	Religion or belief	Sex	Sexual orientation	Eliminate unlawful discrimination	Advance equality of opportunity	Foster good relations	Strategic Framework Goal (no. 1 – 5)
Objective 24 - Improve campus accessibility			✓								●	●	2, 5

Rationale – The campus and services are as accessible as possible for students and staff with disabilities as per the University's duties under the Equality Act		**Responsibility**
a) Implement the findings of the University access audit	i) Improvements to accessibility are implemented as per identified priorities ii) Student and staff disability groups receive termly updates on progress	Estates
b) Undertake a review of car-parking arrangements, including the number of disabled parking spaces on campus and parking arrangements for blue badge holders	i) Revision of the number and/or proportion of disabled car-parking bays as appropriate ii) Enforcement of parking regulations for disabled bays	Hospitality and Accommodation Services

Equality Scheme 2011-2015

EVIDENCE BASE

1.   Introduction

This section summarises the range of evidence we have considered to identify the University's equality objectives. It considers 'where we are now', in terms of the quantitative and qualitative data we hold on students and staff in relation to each equality strand and work undertaken under earlier equality schemes. The purpose of this is to ensure each protected characteristic is given equal consideration and to identify, using an evidence-led approach, where further action is needed to promote equality. It also describes the consultation process undertaken with students and staff.

2.   Student Profile

a)   Introduction

As of 1st January 2011, there were 27,272 students registered at the University. 9,168 were studying in the College of Social Sciences, 5,749 in the College of Arts and Law, 4,725 in the College of Engineering and Physical Sciences, 4,055 in the College of Medical and Dental Sciences and 3,575 in the College of Life and Environmental Sciences.

The distribution of students across the academic Colleges varies considerably by equality characteristics. For example:

- The College of Arts and Law has the highest number of undergraduates, followed by the College of Social Sciences.
- The College of Engineering and Physical Sciences has the most international undergraduates.
- The Colleges of Life and Environmental Sciences and Social Sciences have the highest proportions of disabled students.
- The College of Medical and Dental Sciences has the highest proportion of black, Asian and minority ethnic (BAME) students.

All Colleges have more female undergraduate students than male, with the exception of Engineering and Physical Sciences. In total, there are 304 part-time undergraduate students and 1,792 mature undergraduate students.

b)   **Student Satisfaction**

The National Student Satisfaction Survey (NSS) gave the University of Birmingham a satisfaction rating of 84% in 2010. The Birmingham Student Survey (BSS) is run on an annual basis and gives a satisfaction rating of 87%.[4]

In relation to some of the protected equality characteristics:

- Disability - Both surveys found that in every category disabled students were less satisfied than non-disabled students. Key issues for disabled students included the built environment, signage, the stress of starting higher education and stress around 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.
- Ethnicity - The NSS found that satisfaction profiles varied significantly depending on ethnic background, but that black, Asian and minority ethnic (BAME) students were generally less satisfied than white students. The BSS showed that BAME students were significantly less satisfied in academic support and organisation. Issues of isolation, alienation and exclusion were highlighted as some of the reasons for this. Also cited was little consideration of difference and diversity, few BAME academics and perceived racial/cultural bias amongst some staff.
- Gender - The NSS found significant differences between male and female levels of satisfaction. The greatest differences were observed in the categories of academic support and learning resources. Overall satisfaction has decreased over the last 5 years and, in 2010, female students were less satisfied than males for the first time. The BSS found little difference between male and females except in the category of academic support, where females were less satisfied. There are lower participation, higher drop out and higher unemployment rates for male students, with males more reluctant to seek out pastoral or academic support.
- Mature students - The NSS and the BSS found that students in the age groups 21-24 and over 25 were significantly less satisfied than those under 21 in the categories of academic support, organisation and management, learning resources and overall satisfaction. However, students aged over 25 were significantly more satisfied in the categories of assessment and feedback and teaching and learning.
- 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.

c)   **Age**

As of February 2011, there were 7,207 mature degree and sub-degree students at the University, representing 26.4% of the total student population. A mature student is

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[4] The BSS is an internal survey that only includes questions about academic experience.

defined as one aged 21 or over at the start of the session for undergraduates, and 25 or over for postgraduates.

Full-time undergraduates
- Among 2009 entrants, 94.6% of those aged under 21 at the point of entry remained at the University beyond their first year, compared to 86.9% of those aged 21-24 and 86.1% of those aged 25 or over.
- Among 2005 entrants, 87.5% of students aged under 21 had attained a degree as of November 2009, compared to 74.2% of those aged 21-24 and 75% of those aged 25 or over.
- In 2010, 74.9% of students aged under 21 at the point of entry gained First or Upper Second class honours, compared to 53.4% of those aged 21- 24 and 51.5% of those aged 25 or over.

d)   **Disability**
As of February 2011, there are 1,333 students at the University with a known disability, representing 5.5% of the total student population. Among undergraduates, the figure is 5.7%. The most commonly reported disability is dyslexia.

The percentage of undergraduate students with a known disability has been trending upwards for several years, from 4.9% in 2005/06 to 5.2% in 2006/07 and 2007/08, 5.4% in 2008/09 and 6.2% in 2009/10. The sector average is 4.7%.

Full-time undergraduates
- Among 2009 entrants, 92.6% of disabled students remained at the University beyond their first year, compared to 94.3% of students with no known disability.
- Among 2005 entrants, 84.4% of disabled students and 86.2% of non-disabled students had attained a degree as of February 2011.
- In 2010, 71.7% of disabled students gained First or Upper Second class honours, compared to 74.0% of students with no known disability.

Undergraduate students studying beyond first year (2005-2009):
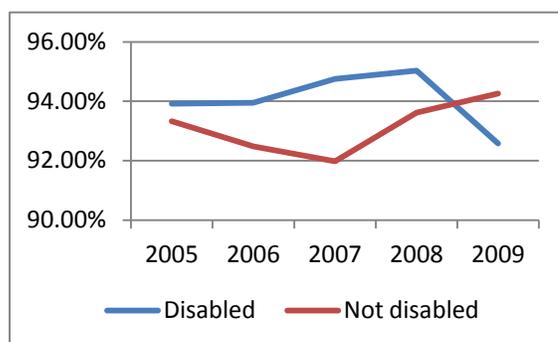
Award of first and upper second degrees (2007-2010):
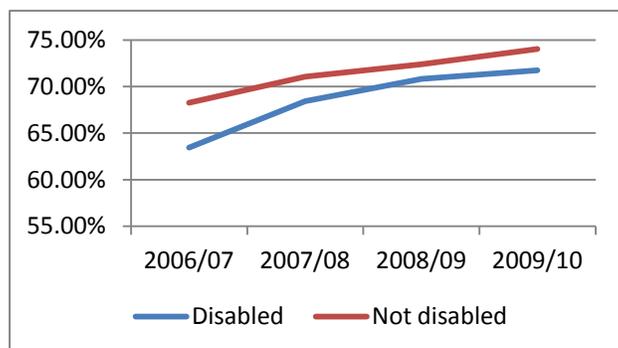
Among respondents to the 2009/10 Destination of Leavers in Higher Education survey, 48.1% of disabled graduates were in full-time paid work 6 months after graduating, compared to 50.4% of non-disabled graduates. Additionally, 8% of disabled graduates were in part-time work, compared to 9% of non-disabled graduates, and 22.2% of disabled graduates were in further study, compared to 23.3% of non-disabled graduates. The amount of disabled graduates who were assumed to be unemployed was 15.1%, compared to 9.3% of non-disabled graduates.[5]

e)   **Gender Identity**

The University does not currently ask students if they are trans male or female. 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.[6]

f)   **Pregnancy and Maternity**

Since 2010, the University has asked students whether they have children or caring responsibilities. During the 2010/2011 academic year, 1,500 (5.5% of the total student population) indicated they had a caring responsibility, with the majority of those students having dependent children. Over half of students with dependents are taught postgraduates, or approximately 13% of the taught postgraduate population:

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[5] HESA, *Destination of Leavers in Higher Education survey LHE survey 2009,* (UK-domiciled full-time first degree students).
[6] Equality Challenge Unit, *Experience of Lesbian, Gay, Bisexual and Trans Staff and Students in Higher Education*, (ECU, 2009).

Students with dependents
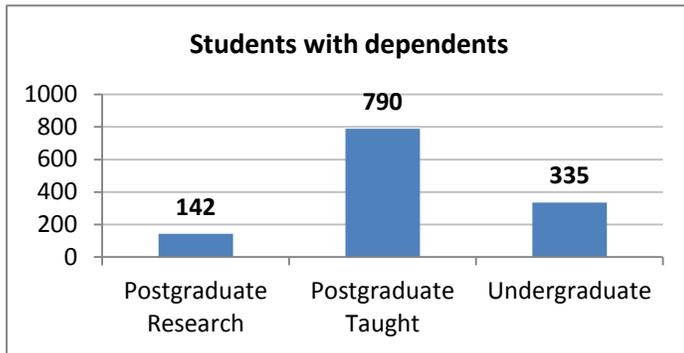
Students with dependents as a proportion of student populations:
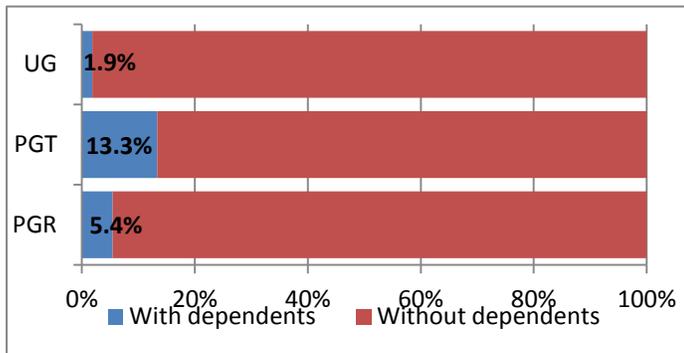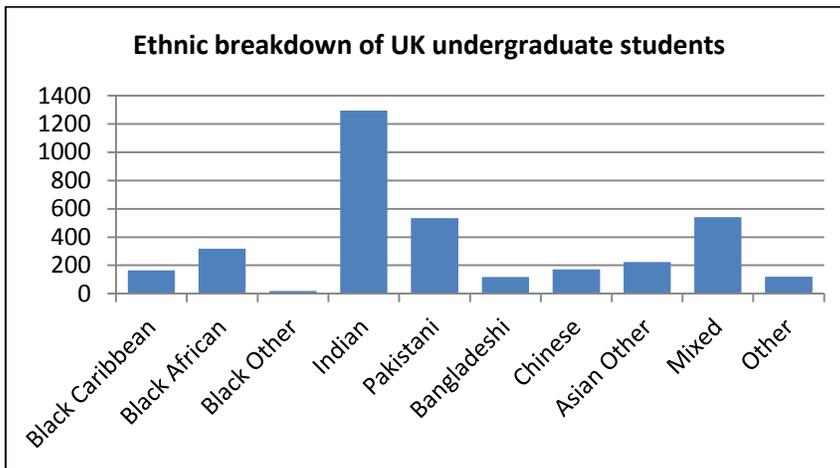

The highest proportion of students with dependants is in the College of Social Sciences, where there are over 500 taught postgraduate students with dependents:

College	PGR	PGT	UG
College of Arts and Law	41	80	44
College of Engineering and Physical Sciences	28	69	68
College of Life and Environmental Sciences	21	53	7
College of Medical and Dental Sciences	9	76	34
College of Social Sciences	43	512	182
Total	**142**	**790**	**335**

g)   Race

Outside of the London universities, Birmingham has the highest proportion of black, Asian and minority ethnic (BAME) students among the Russell Group universities. As of February 2011, 28.6% of Birmingham students whose ethnicity is known are from BAME groups. Among UK-domiciled undergraduates, the figure is 22.6%. The largest BAME group is Asian-Indian. Among students who are not UK-domiciled undergraduates, the largest proportion of BAME students are Chinese, reflecting the large number of Chinese postgraduate students at the University.

Ethnic breakdown of UK undergraduate students

1400
1200
1000
800
600
400
200
0

Black Caribbean Black African Black Other Indian Pakistani Bangladeshi Chinese Asian Other Mixed Other
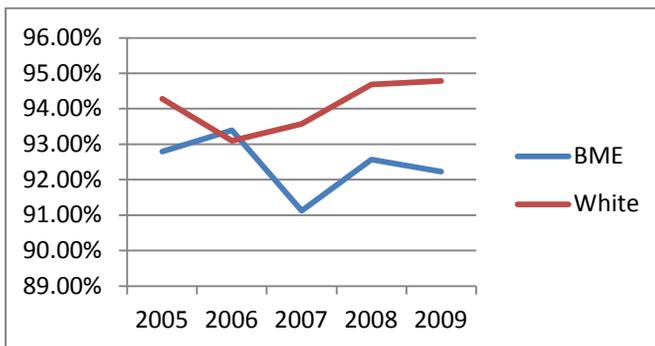
The percentage of UK-domiciled undergraduates of BAME ethnicity declined slightly in 2010-2011, having been at 23.1% in 2009-2010.
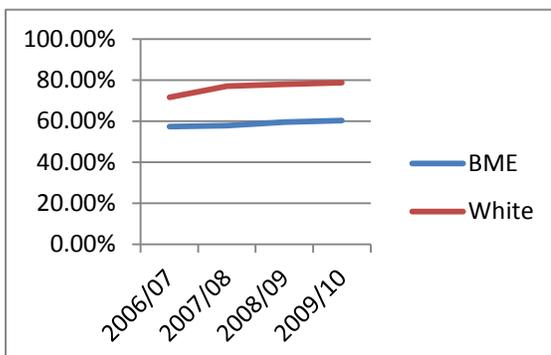
Full-time undergraduates

- Among 2009 entrants, 92.2% of BAME students and 94.8% of white students remained at the University beyond their first year.
- Among 2005 entrants, 81.4% of BAME students and 87.9% of white students had attained a degree as of February 2011.
- In 2010, 60.3% of BAME students gained First or Upper Second class honours, compared to 78.7% of white students.

Undergraduate students studying beyond first year (2005-2009):

96.00%
95.00%
94.00%
93.00%
92.00%
91.00%
90.00%
89.00%

2005 2006 2007 2008 2009

— BME
— White

Award of first and upper second degrees (2007-2010):

100.00%
80.00%
60.00%
40.00%
20.00%
0.00%

2006/07 2007/08 2008/09 2009/10

— BME
— White

Among respondents to the 2009-2010 Destination of Leavers in Higher Education survey, 47.4% of BAME graduates were in full-time paid work 6 months after graduating, compared to 52.3% of white graduates. Additionally, 9.2% of BAME graduates were in part-time work, compared to 9.1% of white graduates, and 20.9% of BAME graduates were in further study, compared to 22.7% of white graduates. The amount of BAME graduates who were assumed to be unemployed was 14.4%, compared to 8.2% of white graduates.[7]

International students
As of February 2011, there are 4,954 international degree students registered at the University. Of these, by far the largest number came from China (1,188), followed by Iran (316):
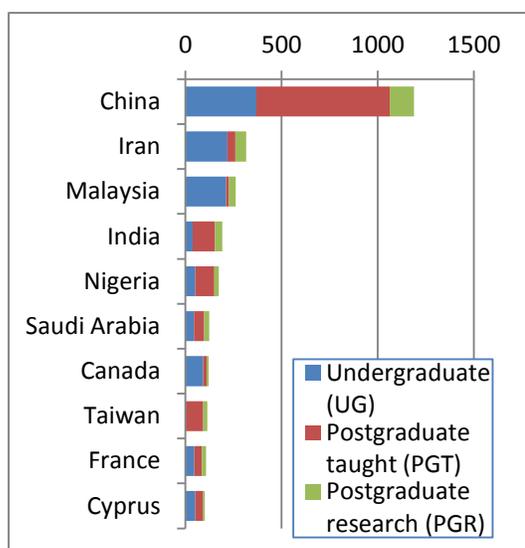
The breakdown by College is as follows:
- Arts and Law, 592 international students
- Engineering and Physical Sciences, 1,643 international students
- Life and Environmental Sciences, 268 international students
- Medical and Dental Sciences, 316 international students
- Social Sciences, 2,135 international students

h)   **Religion or belief**
60.5% of students disclosed their religious belief to the University in 2011. Of the 60.5% who disclosed, 22% identify with a Christian denomination, 6.2% as Muslim, 2.5% as Hindu, 2.2% as Buddhist, 1.8% as Jewish (Orthodox and Progressive) and 1.7% as Sikh. The largest group - 24% - 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

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[7] HESA, *Destination of Leavers in Higher Education survey LHE survey 2009,* (UK-domiciled full-time first degree students).

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.[8]

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. [9]

i)   **Sex**

As of February 2011, 54.6% of all registered students are female and 45.4% male. Among UK-domiciled full-time undergraduates, the difference is more marked, with 56.6% female. Across the sector, the average representation of female students in the 2008-2009 academic year was 51%.

<u>Full-time undergraduates</u>
- Among 2009 entrants, 93.8% of male students remained at the University beyond their first year, compared to 94% of female students.
- Among 2005 entrants, 84.1% of male students and 87.7% of female students had attained a degree as of February 2011.
- In 2010, 70.9% of male students gained First or Upper Second class honours, compared to 74.5% of female students.
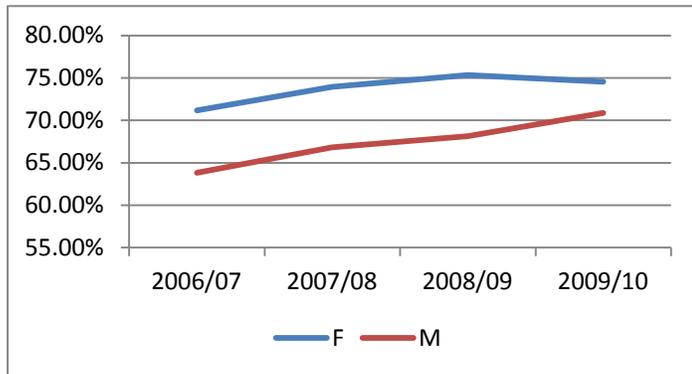
Undergraduate students studying beyond first year (2005-2009):

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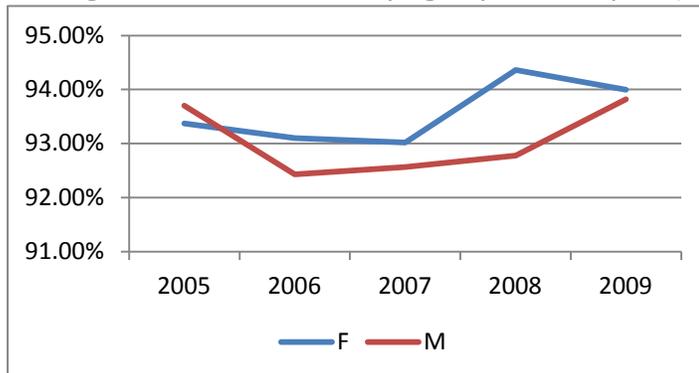
[8] Equality Challenge Unit, *Religion and Belief in higher education: the experiences of staff and students*, (ECU, 2011). Data based on a survey of 3,935 students.
[9] Ibid.

Award of first and upper second degrees (2007-2010):

Among respondents to the 2009-2010 Destination of Leavers in Higher Education survey, 51.8% of female graduates were in full-time paid work 6 months after graduating, compared to 50.2% of male graduates. Additionally, 10.4% of female graduates were in part-time work, compared to 7.4% of male graduates, and 21.9% of female graduates were in further study, compared to 23.1% of male graduates. The amount of female graduates who were assumed to be unemployed was 8.2%, compared to 11.4% of male graduates.[10]

j)   Sexual Orientation

The University does not currently ask students about their sexual orientation. 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).[11]

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 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.[12]

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[10] HESA, *Destination of Leavers in Higher Education survey LHE survey 2009,* (UK-domiciled full-time first degree students).
[11] 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.
[12] Ibid.

3.   Staff Profile

a)   Introduction

The University employs 6,117 staff as of September 2011 and currently collates data on staff members' age, disability status, gender and race as standard. Additional data on religion or belief and sexual orientation has been collected – in an anonymous form – through the University's Staff Opinion Survey 2011.

b)   Age

Data for 2011 shows the University employs staff aged from 17 to 70, with a mean average age of 42. Compared to other protected characteristics, relatively little analysis of age data has been undertaken to date. However, some significant differences in demographic trends by staff group have been identified:

- **Academic Teaching staff** have the oldest age profile, with an average age of 46. The age profile of Teaching staff peaks in the 46-50 age group (19% of staff), before declining sharply from age 56 onwards. Despite having an older age profile, there are comparatively few Teaching staff in the 60-65 age range, (0.5% of all Teaching staff).
- **Academic Research staff** have the youngest staff profile – as would be expected - with an average age of 34. The majority of Research staff (56%) are aged under 35. After 35, employment of Research staff drops sharply, with the Research staff group having the lowest proportion of staff aged 36+.
- Compared to Teaching and Research staff, **Academic Related** staff have a relatively consistent age profile, with no significant fluctuations in employment levels between the ages of 26 and 55. Employment peaks in the 36-40 age group, (17% of staff). From age 56 onwards, employment declines quite rapidly, with only 0.5% of Academic Related staff aged 61-65.
- **Support staff** have the broadest age profile of the four staff groups. Comparable numbers of staff are employed across all age groups and there are no significant peaks and troughs in employment levels. Support posts employ the most diverse range of ages at the University, encompassing both the highest proportion of staff under 26 (9% of Support staff) and staff aged over 60 (13% of Support staff). They are the only staff group where there is no decrease in staff numbers after the age of 56. Support staff numbers actually *increase* by 1% in the 56-60 age group and then by a further 2% in the 61-65 age group.

b)   Disability

The University asks staff to define their disability status against the Equality Act definition of disability, and also the social model of disability.[13] As of September 2011, 95.7% of staff have told us about their disability status. This compares well with the rate

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[13] The Equality Act definition of disability is: 'A physical or mental impairment which has a substantial and long-term adverse effect on the ability to carry out normal day-to-day activities.' Many disabled people also identify with the social model of disability. This rejects emphasis on the individual's impairment and instead emphasises the barriers that exist in society - physical, social, attitudinal and environmental - that disable individuals by limiting their participation and access to opportunities.

of disclosure in the wider HE sector, but is not as comprehensive as our 100% disclosure rate for gender and age, and our 98.5% disclosure rate for ethnic origin.

In 2011:
- 2.2% of staff describe themselves as disabled, (134 staff)
- 93.5% of staff do not consider themselves to have a disability, (5,774 staff)
- 4.3% have not disclosed their disability status (209 staff)

Whilst the proportion of disabled staff is small, we recognise that this figure may not be representative of the *actual* number of staff with disabilities, with the true figure likely to be higher. Studies of disability in higher education indicate that individuals may choose not to disclose their disability for a number of reasons, including privacy, concern about discrimination, whether or not their disability affects them at work, or choosing not to identify as 'disabled'.[14]

Whilst a higher proportion of staff than the sector average have told the University if they have a disability or not, the University employs slightly fewer disabled staff than the sector average of 2.7% and Russell Group average of 2.5%.[15] There has, however, been a year-on-year increase in the number of staff disclosing their disability, from 1.4% of the staff body (79 staff) in 2004 to 2.2% (134 staff) in 2011.

As the proportion of disabled staff is small - and % figures can be substantially altered by slight changes to the staff population - it can be difficult to make statistically valid assertions about this staff group. However, our base data for 2011 shows:

- The largest proportion of disabled staff are employed in Support roles (47% of all disabled staff, or 2.6% of the Support staff population). A further 30% of disabled staff are in Academic posts (1.6% of all Academic staff) and 23% in Academic Related roles, (2.4% of all Academic Related staff).
- Disabled staff accounted for 3.5% of vacancy applications and 2.5% of appointed candidates in 2009-2010.
- 1.3% of senior University posts (Academic and Academic Related grade 9 and Professorial grade) are held by disabled staff.
- Disabled staff accounted for 3.2% of staff turnover.
- There is a significant correlation between increased age and disability status, with half of all disabled staff being aged over 45, compared to 36.5% of all non-disabled staff.

Staff Opinion Survey 2011

Disabled staff comprised 3% of respondents to the University's 2011 Staff Opinion Survey. Although this is a small proportion of total respondents, it is representative of the overall proportion of staff with disabilities. The survey responses showed disabled

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[14] Equality Challenge Unit, *Developing Staff Disclosure – A Guide to Collecting and Using Equality Data*, (Equality Challenge Unit 2010).
[15] HEIDI, HESA 2009/10 data return.

staff have markedly different perceptions of fairness and equality at the University compared to their non-disabled colleagues:

- Only 40.5% of disabled staff agree that the University offers equal opportunities, compared to 57.5% of staff without disabilities.
- 45% of disabled staff agree the University respects individual difference, compared to 69% of non-disabled staff.
- 37% of disabled staff state they feel valued by the University, compared to 49% of staff without disabilities.

c) **Gender Identity**

The University collates data on gender, meaning staff are free to define themselves against the gender they most closely identify with, but only on a binary of male or female. Data on whether a person is trans-male or trans-female, or has any other gender identity, is not currently collected. Whilst there is no official UK Census figure for the UK's transgender population, recent research for the Home Office estimates that there are between 300,000 and 500,000 trans people in the UK, or 0.5%-0.8% of the population.[16]

The Equality Challenge Unit Report 'The Experience of Lesbian, Gay, Bisexual and Trans Staff in Higher Education' (2009) is the first major study of its kind in the sector and provides a useful benchmark for the trans staff experience. It is based on an analysis of the experiences of 4,205 LGBT staff and students, including students and staff from Birmingham.

The report indicates that there is a general lack of understanding of trans issues compared to other equality strands, and that institutions often have little experience of managing and supporting staff who are transgender. Lack of understanding of trans issues and the rights of trans people as a protected group is reflected in the high level of negative treatment reported by trans staff. 43% of trans staff in the higher education sector who responded to the ECU survey reported having experienced negative treatment from colleagues, students and other staff at their university. 34% reported that this took the form of transphobic comments, 28% had encountered actual verbal abuse and 23% behaviour that they considered threatening to their person. 8% had experienced actual physical or sexual assault by students or staff at their institution.[17]

d) **Pregnancy and maternity**

The University has generous pregnancy, maternity and adoption arrangements for staff. Staff have access to two on-site nurseries and salary sacrifice and childcare voucher schemes.

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[16] Gender Identity Research and Education Society, *Gender Variance in the UK: Prevalence, Incidence, Growth and Geographic Distribution,* (Home Office, 2009).
[17] Equality Challenge Unit, *Experience of Lesbian, Gay, Bisexual and Trans Staff and Students in Higher Education*, (ECU, 2009).

During the 2009-2011 calendar years, 342 staff took maternity or adoption leave. The University's overall return-from-maternity rate is 81%, with higher return rates for non-academic staff and a lower rate for academic staff.

e)   Race
The University's staff body is ethnically diverse, with staff drawn from over 16 ethnic groups and 95 countries, reinforcing that it is truly an international institution. The University has comprehensive data on the ethnic and national origins of the staff population, with 98.5% of current staff disclosing this information. Staff are asked to define their ethnic origin against the 16 ethnic categories used in the 2001 UK Census.[18]

Data for 2011 shows:
- 83% of staff are from white ethnic groups (5,079 staff)[19]
- 15.5% are from black, Asian and minority ethnic (BAME) groups (947 staff)[20]
- 1.5% of staff have not disclosed their ethnic background (91 staff)
- In addition to this, 82.5% of all staff are from the UK and 16% from overseas

Asian staff (Indian, Pakistani, Bangladeshi and other Asian ethnic groups) make up the largest proportion of BAME staff, at 7% of the total staff population, with Asian-Indian staff the single largest group at 4.5%. Staff from black ethnic groups (Caribbean, African and other black ethnic groups) account for 3.5% of staff, Chinese staff 2.8%, staff of mixed ethnicity 1% and staff from other minority ethnic groups 1%.

There is a significant correlation between the international and BAME staff populations. 37% of all BAME staff at the University are from overseas, compared to 11% of white staff. Chinese staff are the largest BAME group amongst international staff at 13%, followed by Asian-Indian staff at 7.5%.

Both the number and proportion of staff from BAME groups has increased year-on-year since 2004, when it stood at 13.5% or 748 staff. The University employs a greater proportion of BAME staff than both the HE sector average of 9.3%, and the Russell Group average of 10.2%. It is the fifth highest employer of BAME staff in the Russell Group and the highest employer outside of the London area.[21]

The proportion of BAME staff employed in each staff group has increased since 2004 by, on average, 2%. In 2011:

- 16.5% of all Academic staff are from BAME groups (401 staff)

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[18] These are Black British Caribbean, Black British African, Other Black background, Asian British Indian, Asian British Pakistani, Asian British Bangladeshi, Chinese, Other Asian, Mixed White/Black Caribbean, Mixed White/Black African, Mixed White/Asian, Other Mixed, Other ethnic background, White British, White Irish and White Other.
[19] 'White' denotes all white ethnic groups - white British, white Irish and other white ethnic groups.
[20] 'BAME' denotes black, Asian and other minority ethnic groups, including staff of mixed ethnicity.
[21] HEIDI, HESA 2009/10 data return

- 11.5% of Teaching staff are BAME (169 staff)
- 23.5% of Research staff are BAME (232 staff)

- 11% of Academic Related staff are from BAME groups (148 staff)
- 17% of Support staff are from BAME groups (398 staff)

The University employs a considerably higher proportion of BAME Academics than the Russell Group average of 12% and sector average of 10.5%. It is the third highest employer of BAME Academics in the Russell Group and employs the highest proportion of BAME Professors of all Russell Group institutions (9%).[22] Our BAME Academic Related and Support staff populations are also above the sector and Russell Group averages of 9.3% and 10.2%.[23]

Academic staff are recruited nationally and internationally and Academic Related staff predominantly nationally. The proportion of Academic and Academic Related BAME staff compares favourably to the UK's 8% BAME population.[24] The Support staff population is predominantly recruited locally and, at present, does not fully reflect the diversity of the City of Birmingham population, 31% of which is BAME compared to 17% of Support staff. This difference is most pronounced amongst Asian ethnic groups (Indian, Pakistani, Bangladeshi and other Asian ethnic groups), who account for 17% of the City's economically active population, but only 7.4 % of the University's Support staff. This difference is less pronounced amongst black ethnic groups, who comprise 8% of the economically active population of the City and 6.4% of Support staff.[25]

'Senior staff' are Teaching staff at Senior Lecturer grade and above, Research staff at Senior Researcher grade and above and Academic Related staff at grade 9 and above. 10% of all senior staff are from BAME groups (110 staff) compared to 6.5% or 75 staff in 2004. If Support staff are removed from the total staff population comparator (as they do not from part of the senior staff group), 9% of all staff and 10% of senior staff are from BAME groups.

By Academic staff group, 9.5% of senior Teaching staff are BAME and 21.5% of Research staff. This compares relatively well with the BAME staff populations for those groups (11.5% and 23.5% respectively). Amongst Academic Related staff, only 3% of senior staff are BAME compared to a wider Academic Related BAME staff population of 11%. Other key data for the 2010-11 academic year shows:

- BAME groups accounted for 37% of applications to the University and 24% of appointments to posts.

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[22] Ibid

[23] Ibid

[24] Office for National Statistics, 2001 Census.

[25] 'Economically active' describes the proportion of the City of Birmingham population of working age who are employed or actively seeking employment. Figures on the economically active population taken from an Office for National Statistics NOMIS report, March 2008.

- 9% of Professors at Birmingham are BAME. This is the highest % in the Russell Group and compares favourably to a sector average of 6%.[26]
- BAME staff accounted for 22% of staff turnover. (Largely due to the high proportion of international Research staff that are BAME and are on fixed term contracts of employment).

The staff data does not indicate any significant interfaces between race and gender or race and disability status. There are notable differences in the age profile of BAME and white staff, however. BAME staff have a younger staff profile, with 61.5% of BAME staff being aged under 40 and employment levels peaking sharply in the 31-35 age group, perhaps reflecting the higher proportion of BAME staff employed in the Research and Support staff groups. In contrast, the majority of white staff are aged over 40 (56%) and are more evenly dispersed across all age ranges.

Staff Opinion Survey 2011

10% of respondents to the Staff Opinion Survey 2011 were from BAME groups (less than the University population of 15.5% BAME staff) and 80% were from white ethnic groups. There are no significant variances in white and BAME staff's perceptions of equality, feeling valued and respect for difference at institutional level, although BAME staff are marginally more positive than white staff on all of these matters.[27]

f)   **Religion or Belief**

The University does not currently collate data on staff members' religion or belief as standard, although in the 2011 Staff Opinion Survey staff were asked to anonymously identify their religion, belief or non-belief. 66% of staff completed the Opinion Survey, of which 81% disclosed their religion or belief. This is equivalent to 53% of the total staff population. Of those staff who completed the survey:

- 45% identify as Christian
- 36.5% have no religion or belief system
- 9.5% hold non-religious beliefs (e.g. Humanism)
- 2% identify as Muslim
- 2.5% identify as 'other religion'
- 1.5% identify as Hindu
- 1.5% identified as Sikh
- 1% identify as Buddhist
- 0.5% identify as Jewish[28]

Staff Opinion Survey 2011

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[26] HEIDI, HESA 2009/10 data return.

[27] 54% of BAME staff agreed they feel valued by the University compared to 49% of white staff and 58% agree the University offers equal opportunities to all, compared to 57% of white staff. Both groups of staff agree equally that the University respects individual differences (70%).

[28] University of Birmingham Staff Opinion Survey 2011.

The Staff Opinion Survey 2011 asked staff about their religion or belief for the first time in 2011, to enable cross-referencing of this factor with staff members' experiences working at the University. In relation to experiences of fair treatment – feeling valued, being treated equally and the University's respect for difference – there are no significance differences in experience by religion or belief. Staff with a religious belief system are typically more positive about their experiences at the University than staff with non-religious beliefs or no belief.

g) **Sex**

The University has comprehensive data on gender, with 100% of staff disclosing this information. Staff are encouraged to select the gender they most closely identify with - male or female. Data for 2011 shows the University's staff body is evenly balanced between female and male staff, with females accounting for 51% - 52% of the staff population since 2004. This compares closely with the Russell Group average of 51% female staff and a sector average of 53.5%.[29]

Whilst the University has very good gender representation overall, there are some significant gender differences in the roles men and women are employed in. Only 37.5% of all Academic staff are female. Within this group, 44% of Research staff are female and 33.5% of Teaching staff are. Conversely, 66.5% of Support staff are female.

The proportion of female Academics is in line with the Russell Group average of 37%, but is below the wider sector average of 42.5%.[30] Both the number and proportion of female Academics has increased since 2004 - from 42% of Research staff and 29% of Teaching staff – suggesting that representation is improving over time as female staff progress along the Academic career pathway. However, the Academic Teaching staff group continues to have the most significant gender gap in employment levels at the University. It can be argued that this gap is of particular significance, as Teaching staff are the staff group most visible to our students and future academics.

In summary, staff data for 2011 shows:

- 52% (3,180) of staff are female and 48% (2,937) male
- 37.5% of all Academic staff are female (937 staff)
  - 33.5% of Teaching staff are female (513 staff)
  - 44% of Research staff are female (424 staff)
- 55.5% of Academic Related staff are female (736 staff)
- 65.5% of Support staff are female (1,507 staff)

Male staff are significantly under-represented amongst Support staff (34.5%). The gender of the Support staff population has remained stable since 2004, with male staff typically accounting for 34%-35% of staff, which is in keeping with the Russell Group and

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[29] HEIDI, HESA 2009/10 data return.
[30] Ibid.

sector average of 35.5% male Support staff.[31] Analysis under earlier Gender Equality Schemes has indicated this is due to the combination of many Support posts historically being undertaken by female staff (such as cleaning, catering and secretarial work), and the high proportion of Support posts that are part-time (37%), and so more likely to be undertaken by female staff with caring responsibilities. The proportion of male to female Academic Related staff has remained stable since 2004, with female staff typically accounting for between 53%-55% of staff.

'Senior staff' are Teaching staff at Senior Lecturer grade and above, Research staff at Senior Researcher grade and above and Academic Related staff at grade 9 and above. Whilst the proportion of senior female staff has increased over time (from 26% in 2004 to 28% in 2010), there remains a disparity between the proportion of female staff employed by the University overall, and the proportion working in senior roles. If Support staff are removed from the total staff population (as they do not from part of the senior staff population), 44% of all staff are female compared to 28% of senior staff. By staff group, 25.5% of senior Teaching staff are female, 33% of Research staff and 42% of Academic Related staff.

The University has an overall gender pay gap of 17.9%. For Academic staff the gap is 8.5%, for Academic Related 5.5% and for Support staff -4.2% (i.e. the gap is in favour of female staff). Analysis has demonstrated that staff undertaking work of equal value receive equal pay. The overall pay gap and Academic and Academic Related pay gaps are caused by the higher proportion of males in senior posts compared to females, which creates a higher male pay average, (and vice-versa in the case of the Support staff pay gap).[32]

Other key data from the 2010-2011 academic year shows:

- Females accounted for 55% of vacancy applications and 51.5% of staff appointments.
- 20% of Academic promotions were of female staff.[33]
- 17% of Professors at Birmingham are female. This compares to a Russell Group. average of 16% and a sector average of 18.5%.[34]
- Female staff accounted for 49% of staff turnover in 2011.

Staff Opinion Survey
The results of the Staff Opinion Survey 2011 show that at institutional level male and female staff have similar perceptions of equality at the University. However, there are significant differences in perception amongst Academic staff, with female Academics reporting lower levels of satisfaction than their male colleagues:

[31] Ibid.

[32] 2008 Equal Pay Review Report. The review analysed pay data for staff covered by the JNCHES Framework Agreement. It did not include Professorial grade and Academic Related grade 10 staff.

[33] To Research Associate, Research Fellow, Senior Research Fellow, Senior Lecturer and Professor, Associate Professor or Reader.

[34] HEIDI, HESA 2009/10 data return.

- On average 57% of all staff agree the University provides equal opportunities for all. However, only 43% of female Academics agree with this statement, compared to 54% of male Academic staff. 29% of female Academics actively *disagree* with this statement, compared to 17% of male Academic staff.

- 67% of all staff agree that the University respects individual differences. Female Academic staff are the equality group least likely to agree with this statement (55%) and are significantly less likely to agree than their male Academic colleagues (64%). Female Academics are also significantly more likely to actively *disagree* with this statement than male Academics, (14% compared to 8%).

- 48% of all staff agree they feel valued. Only 40% of female Academics agree with this statement, compared to 47% of male Academics.

The divergent views of female and male Academics are not replicated amongst Academic Related and Support staff, indicating that there is something about the female Academic experience that is unique to this group.

Work Life Balance

In the Staff Opinion Survey, when asked about work-life balance, 58% of staff agreed they are able to strike the right balance between work and home life, whilst 25% actively disagreed with this statement. The 58% positive response rate is 11% below the benchmark average established by the survey providers. Female staff were *more* likely to agree that they have a good work-life balance (63%) than male staff (54%). (This *may* be reflective of the fact that a greater proportion of female staff than male feel able to access flexible working opportunities). Academic staff, both male and female, have the lowest levels of satisfaction for work-life balance, with only 41% of men and 40% of women reporting they have a good work-life balance.

In response to the question 'what one thing would you change to improve your working life at the University?' 84 comments were received in relation to greater flexible working opportunities, with staff linking this issue to improved work-life balance. The majority of comments focused on increased access to flexible working patterns and the need for a consistent, policy-led (as opposed to locally-led) approach to flexible working. A number of staff advocated the extension of flexible working opportunities to all staff, not only those with caring responsibilities.

h) **Sexual orientation**

The University does not currently collect data on staff members' sexual orientation as standard, although in the 2011 Staff Opinion Survey staff were asked to identify their sexual orientation in an anonymous way. 66% of staff completed the Opinion Survey, with 81.5% of these staff disclosing information on their sexual orientation, equivalent

to approximately 53% of the total staff population. Of those staff who completed the survey:

- 5.7% identify as bisexual, gay man, gay woman or lesbian, or an orientation other then heterosexual. Of these staff:
  - 2.2% identify as bisexual
  - 1.5% as a gay man
  - 1% as a gay woman or lesbian
  - 1% as another orientation
- 94.3% of staff describe themselves as heterosexual

Whilst there is no official Census figure for the UK lesbian, gay and bisexual (LGB) population, the most recent Government estimate is that approximately 6% of the UK population identifies as LGB.[35] The University disclosure rate is slightly below this (at 5.7%) but, as noted above, is based on responses from just over half the staff population.

Staff Opinion Survey 2011
The results of the University's Staff Opinion Survey 2011 indicate that LGB staff and heterosexual staff have similar opinions on the extent to which they feel valued by the University (51% of LGB staff agree with this statement, compared to 50% of heterosexual staff); that the University offers equal opportunities to all staff (57% to 58%) and that it is respectful of individual difference (68% to 70%).

4.   Previous and Current Activities to Promote Equality

The University has been undertaking a wide range of activities to support greater equality and meet the needs of different groups of students and staff. These activities and services have underpinned and informed the development of the current single Equality Scheme and include:

- A mentoring scheme to support BAME students into employment
- Introducing a Staff Disability and Additional Needs Service
- Celebrating Black History Month as an annual University event
- A Women in Physics group for post-graduate and post-doctoral students and staff
- Becoming Stonewall Diversity Champions
- Delivering training on developing an inclusive curriculum
- A mentoring scheme to support LGB students into employment
- Organising and hosting a national conference on sexual identity in higher education
- Undertaking equal pay reviews
- Providing equality and diversity training
- Developing a DVD on the female Muslim experience on campus

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[35] H.M. Treasury and Department for Trade, 2005 population estimates in preparation for the Civil Partnership Act.

- Supporting flexible working arrangements
- Using the Positive About Disabled People scheme to support the recruitment of disabled staff
- Supporting LGB students through the confidential Q-Chat service
- Promoting family-friendly policies and benefits as open to all genders and same sex couples
- Developing an equality impact assessment toolkit to review policies and practices
- Celebrating LGBT History Month on an annual basis
- A Student Disabilities Focus Group
- Development of a Student Parent and Carer Society
- Becoming Athena SWAN Charter members to support sustainable careers for women in SET
- Establishing a LGBT staff network as a forum for support and discussion
- Guidance on supporting students and staff through gender transition
- Our multi-faith Chaplaincy
- Developing practices for the reasonable accommodation of religious beliefs in teaching practices and campus services
- Establishing a Staff Disability Group
- Accessibility audits of our buildings
- Achieving accreditation for our gym facilities with the Inclusive Fitness Initiative
- Supporting a Staff Race and Cultural Diversity Network with the aim of celebrating and increasing awareness of the ethnic and cultural diversity of the staff body
- Establishing a Good Campus Relations group to promote understanding and good relations between the different faiths on campus
- Enabling LGBT students to opt-in to sharing University accommodation with other LGBT students as a 'safe space'
- Developing final year BAME students as mentors for 1st year BAME students.

5.   Consultation and Stakeholder Involvement

The development of the Equality Scheme has been led by the Staff and Student Diversity Advisers, under the leadership of the Equality Executive Group. It has been developed in consultation with a wide range of student and staff stakeholders, (the involvement methodology used is illustrated in appendix 2). In the early stages of the Scheme's development, a Project Advisory Group of experts was convened. These were staff and student representatives with a professional, academic or personal interest in equality issues. The group helped to scope out and define the parameters of the Scheme and the issues it should address.

A draft of the Scheme was made available for consultation on the University website and the consultation promoted to students and staff. Seven road show consultation events were also held and widely promoted to students and staff across campus. The University's Diversity Forum of student and staff special interest groups, the staff unions and the Guild of Students were also specifically consulted. Issues identified through the student and staff consultations include:

- More visible senior endorsement of the importance of equality issues
- Greater range of training opportunities for staff on equality and diversity issues
- More publicity about equality and diversity services
- More guidance on managing and accommodating needs arising from religious beliefs and disability and the sharing of good practice.

Responses to the consultation have been used to inform the content of the Scheme and, in particular, the equality objectives and activities in the Scheme action plan.

Equality Scheme 2011-2015

APPENDICES

Appendix 1 - Equality Act 2010

a) **Background**

The Equality Act became law in January 2011. Its purpose is to streamline and strengthen equality legislation by:

- Harmonising all equality legislation into a single Act
- Extending the public sector duty to promote equality to a wider range of protected characteristics

b) **Protected Characteristics**

The Equality Act establishes 9 'protected characteristics'. It is unlawful to treat someone less favourably (discriminate) on the grounds of a protected characteristic in employment and education and in the provision of goods and services. The protected characteristics are:

- **Age**
  This can mean a person who is of a particular age or within an age range (e.g. 18 - 30 year olds). Protection from age discrimination applies to all age groups.

- **Disability**
  A person has a disability if he or she has a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

- **Gender reassignment**
  A person is undergoing, is proposing to undergo or has undergone a process to change physiological or other attributes of sex. This can be by undergoing medical procedures or may be by non-medical means, such as changing the way in which they dress.

- **Marriage and civil partnership**
  Individuals should not be treated less favourably because they are married or in a civil partnership, and civil partners have the same rights as married couples on a wide range of matters.

- **Pregnancy and maternity**

This includes protection from less favourable treatment on the grounds of being pregnant and pregnancy or maternity-related absence.

- **Race**
  Race can be defined in terms of race, colour, nationality (including citizenship) ethnic or national origins.

- **Religion or belief**
  This includes individuals with both religious and non-religious philosophical beliefs, as well as people who have no religion or philosophical belief.

- **Sex**
  Both men and women are protected from sex discrimination and sexual harassment.

- **Sexual orientation**
  This includes people of all sexual orientations.

c)   **Less favourable treatment**
Less favourable treatment on the grounds of a protected characteristic (unlawful discrimination) is defined by the Act as:

Direct Discrimination
Direct discrimination occurs when a person is treated less favourably because of a protected characteristic, compared to how someone without that characteristic would be treated.

The Equality Act definition of direct discrimination includes discrimination based on association (i.e. a person is treated less favourably because of the protected characteristic of someone they are associated with, such as a partner or child), and discrimination based on perception (where someone is treated less favourably because they are perceived to have a particular protected characteristic, even if this is not the case). In relation to age, direct discrimination can sometimes be justified if it is a proportionate means of achieving a legitimate aim.

Indirect discrimination
This occurs when a provision, criterion or practice may appear neutral but has the effect of placing people with a particular protected characteristic at a disadvantage, when compared to others without that characteristic. Indirect discrimination is potentially lawful if the provision, criterion or practice can be objectively justified as a proportionate means of achieving a legitimate aim.

Harassment
The Equality Act defines three types of harassment:
- Unwanted conduct that has the purpose or effect of creating an intimidating, hostile, degrading, humiliating or offensive environment for a person, or of violating their

dignity. This definition of harassment applies to all of the protected characteristics apart from pregnancy and maternity and marriage and civil partnership.

- Unwanted conduct of a sexual nature (sexual harassment).
- Treating a person less favourably than another because they have either submitted to, or did not submit to, sexual harassment or harassment related to sex or gender reassignment.

Victimisation

Victimisation takes place when a person is treated less favourably because they have asserted their legal rights under the Equality Act, or have supported someone else who has done so. For example by making or supporting a complaint of discrimination in good faith.

The Equality Act also establishes further forms of discrimination that can occur in relation to disability. These are in addition to direct and indirect discrimination, harassment and victimisation:

- Discrimination arising from disability – where a disabled person is treated in a particular way that, because of their disability, amounts to treating them unfavourably, when the treatment cannot be shown to be justified. The person carrying out the action must know, or be reasonably deemed to know, that the person has a disability.
- Failure to make 'reasonable adjustments' to accommodate someone's disability (where they would otherwise be placed at a substantial disadvantage), also amounts to less favourable treatment on the grounds of disability. Reasonable adjustments can be changes to:
  - Provisions, criteria or practices (the way things are done)
  - Physical features (the built environment)
  - Auxiliary aids (providing specialist equipment or services)

d)   **Public Sector Equality Duty**

The Equality Act places additional duties on public bodies – including universities – to take action to promote greater equality. This is known as the Equality Duty. The purpose of the Equality Duty is to integrate consideration of equality into the day-to-day business of public bodies.

The Equality Duty has three aims. It requires that the University, in the exercise of its functions, has 'due regard' of the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality 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.

'Functions' means what the University does, in particular its role as an education and service provider and employer. Having 'due regard' means that the University is expected to apply the Duty to its functions in a proportionate and relevant way, i.e. to give precedence to those areas where taking action to promote equality will have the greatest impact.

The Act defines due regard of the need to **advance equality of opportunity** as:
- Removing or minimising disadvantages suffered by people due to their protected characteristics
- Taking steps to meet the needs of people with protected characteristics
- Encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low

Having due regard of the need to **foster good relations** is defined by the Act as actions that tackle prejudice and promote understanding between people from different protected groups.

In implementing the Equality Duty, the Equality Act explicitly recognises that disabled people's requirements may be different from those of non-disabled people.

The Equality Duty is underpinned by specific duties, which provide a framework to help public bodies to meet the three elements of the Duty. The specific duties require the University to publish:

- One or more equality objective by 6 April 2012, and thereafter at least every four years. Equality objectives must be specific and measurable and relate to the achievement of the Equality Duty.
- Information to demonstrate its compliance with the Equality Duty by 31 January 2012 and thereafter at least annually.

The information that the University is required to publish must relate to staff and others affected by its policies and practices. This would include students and other service users who share a relevant protected characteristic. The information must be published in a manner that is accessible to the public.

The Equality Scheme and its annual reports is one way in which the University demonstrates how it is implementing the Equality Duty.

Appendix 2 – Participation and Involvement Strategy

The Equality Scheme has been developed using a hierarchy of participation:

Involvement / Consultation Strategy :
Hierarchy of participation of the Single Equality Scheme

Partner

Clear division of roles and responsibilities instrumental in the development of the Scheme.

Involve

Active in shaping ideas and outcomes that will impact on the Scheme.

Consult

Collect opinions and views to inform the Scheme.

Inform

Tell people about decisions and options – essential for embedding the Scheme.
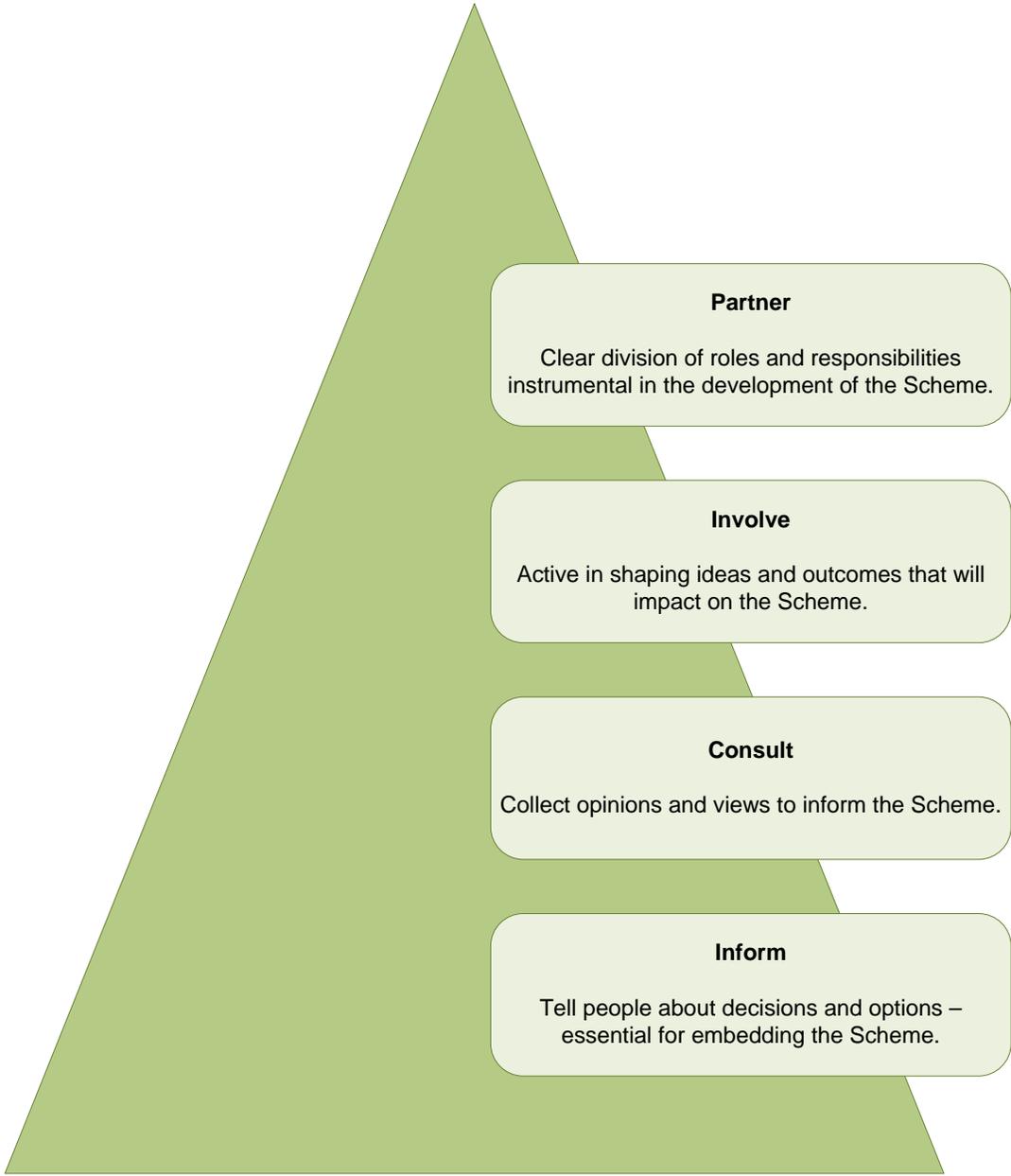
The involvement structure used in the development of the Equality Scheme is:

Involvement Structure

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┌─────────────────────────────┐
│          SPONSOR            │
│  ProVost and Vice Principal │
└─────────────────────────────┘
              │
┌─────────────────────────────┐
│       STEERING GROUP        │
│   Equality Executive Group  │
└─────────────────────────────┘
              │
┌─────────────────────────────┐
│        PROJECTS TEAM        │
│ Equality & Diversity Advisor│
│          – Students         │
│ Equality & Diversity Advisor│
│            - Staff          │
└─────────────────────────────┘
              │
              │    ┌─────────────────────────────┐
              ├────│  ADVISORS & SIGNIFICANT     │
              │    │       CONTRIBUTORS          │
              │    │  Staff & Student Networks   │
              │    │   Project Advisory Group    │
              │    │    The Guild of Students    │
              │    │      Diversity Forums       │
              │    └─────────────────────────────┘
              │
              │    ┌─────────────────────────────┐
              ├────│        ACTION OWNERS        │
              │    │  Heads of Budget Centres    │
              │    │     Heads of Colleges       │
              │    └─────────────────────────────┘
              │
              │    ┌─────────────────────────────┐
              └────│  OTHER INTERNAL AND         │
                   │ EXTERNAL STAKEHOLDERS FOR   │
                   │  CONSULTATION PURPOSES      │
                   │   All staff and students    │
                   └─────────────────────────────┘
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