

University of Birmingham
Equality Act 2010
Publication of Equality Information

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University of Birmingham

Equality Act 2010

Publication of Equality Information

Background

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

The Equality Duty

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

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

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

Publication of Information

The University has duties to publish information demonstrating its compliance with the Equality Duty by 31st January 2012, and to prepare and publish one or more equality objectives that support the aims of the Equality Duty by 6th April 2012. The information and objectives must be published in a manner that is accessible to the public.

The report is intended to meet the first of these requirements – the publication of information to demonstrate compliance with the Equality Duty. The Equality Act requires that this includes information relating to people who share a relevant protected characteristic who are employees and other people affected by the organisation's policies and practices, (i.e. our students). Our aim is to present this information in a format that provides members of the public with an accessible overview of activities to promote greater equality. If you require further information on the report, please contact the University's equality team at equality@contacts.bham.ac.uk.

Introduction

Promoting equality – an overview

The University of Birmingham has a longstanding commitment to the promotion of equality and undertakes a wide range of activities to promote better outcomes and meet the needs of different groups of students and staff. We seek to mainstream and embed consideration of equality into our activities and decision-making through a range of means, including:

- Providing forums for feedback and consultation. This includes a central Diversity Forum of student and staff representatives from across the range of protected characteristics; staff disability, race and LGBT groups and student disability, international student and black and minority ethnic associations.
- Introducing an Inclusive Curriculum Working Group and Student Access and Progress Committee to ensure that all students are given the best chance to succeed and equality considerations are integrated into academic programme and module validations.
- Using data on how students from different equality groups are performing to identify potential issues and develop interventions at School level. For example, in 2011 the School of Psychology noted that students from some ethnic groups had poorer attainment levels than others and is now introducing additional support for those students.
- Regularly reporting on equality data and issues to the University Executive Board through our Equality Executive Group.
- Providing equality training for our staff.

Our work in promoting equality is evidence-based and underpinned by consultation with students and staff, analysis of the data we hold on the protected characteristics and benchmarking of our performance and practices against the wider higher education sector. Examples of some of the current activities to promote equality that have been developed through this process include:

- Mentoring schemes to support minority ethnic students and sexual minority students into employment
- Development of a Student Parent and Carer Society
- A Staff Disability and Additional Needs Service
- Joining the Athena SWAN Charter to promote and support sustainable careers for female academics working in science, engineering and technology
- Developing a DVD on the female Muslim experience on campus

Compliance with the Equality Duty

To support the promotion of equality, the University has previously developed specific race, disability and gender equality schemes, which set objectives to promote equality in relation to those characteristics. Following the introduction of the Equality Act 2010, we have begun the development of a new, single equality scheme. The scheme has been developed in consultation with students and staff through a series of consultation events held in 2011. The new scheme

will encompass race, gender and disability and the new protected characteristics of age, gender reassignment, pregnancy and maternity, religion or belief and sexual orientation.

The information presented in this report has informed the development of the new single equality scheme and the setting of equality objectives in that scheme to eliminate unlawful discrimination, advance equality of opportunity and foster good relations. The University also intends to review its current equality impact assessment process in light of the Equality Duty and introduce an improved equality analysis methodology that can be more easily embedded into University processes. This will support the consideration and embedding of the Equality Duty aims in policy development and decision-making.

The single equality scheme will be approved by University Council in February 2012 and will be made publicly available alongside this report on the University website at:

www.birmingham.ac.uk/university/about.

Information on employees and students

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

Employment Information

Introduction

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

- An overview of the data
- Data sets
- Information on activities to promote equality

The data is taken from a snapshot of the staff population in December 2011. Data on employment processes, such as recruitment and turnover, is for the 2011 calendar year. Comparative data for the higher education sector is for the 2009/10 academic year and is provided by the Higher Education Statistical Agency (HESA).

As of December 2011, the University employs 6,115 staff. Staff are employed in three main groups:

- **Academic staff** – These are our teaching and research staff and include roles such as Research Fellow, Lecturer and Professor. Academic staff are predominantly employed in the University's 5 academic Colleges - Arts and Law, Engineering and Physical Sciences, Life and Environmental Sciences, Medical and Dental Sciences and Social Sciences. 38% of all University staff are employed in Academic posts.
- **Admin and Other Related staff** – These staff are employed in a wide range of non-academic professional roles, such as admissions officers, statisticians and I.T. specialists. Admin and Other Related staff are employed in Professional Services' budget centres and in the academic Colleges. 25.5% of all University staff are employed in Admin and Other Related posts.
- **Support staff** – Support staff are employed in a wide range of manual and clerical roles across the University, such as cleaning, catering and junior administration roles. Support staff are employed in Professional Services budget centres and in the academic Colleges. 36.5% of all University staff are employed in Support posts.

Age

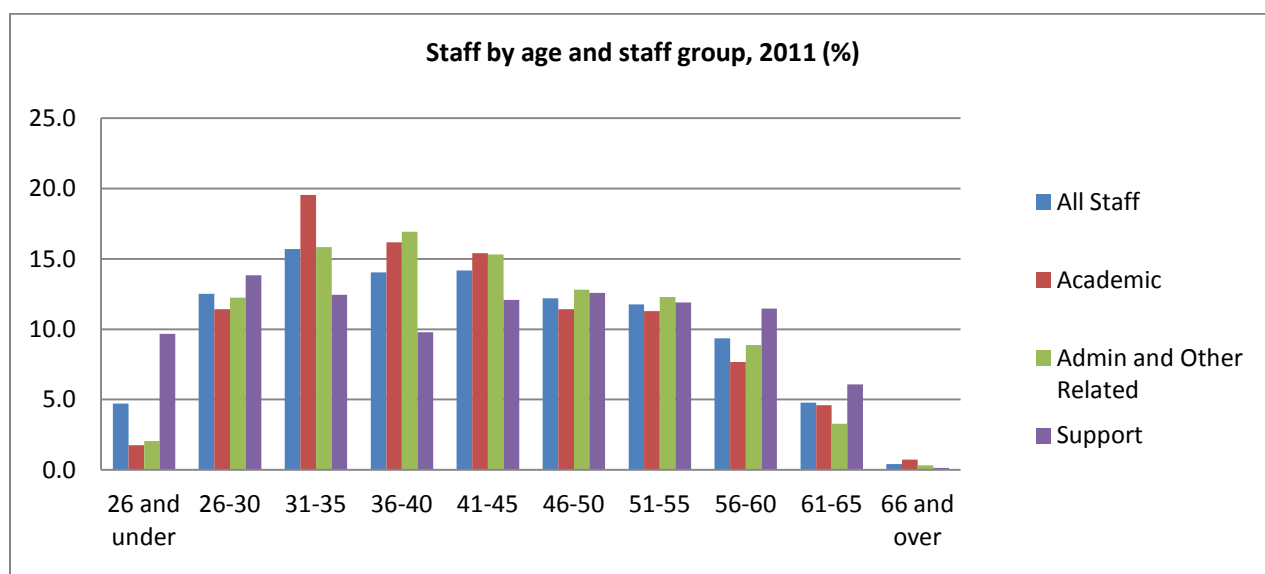
Overview of staff age data

Our data for 2011 shows:

- The University employs staff aged from 17 to 70, with a mean average age of 42.
- Age profiles vary by staff group. Academic research staff have the youngest staff profile with an average age of 34. Academic teaching staff have an average age of 46.
- Support posts employ the most diverse range of ages at the University, encompassing both the highest proportion of staff under 26 and staff aged over 60.
- The University's age profile is in line with the higher education sector average overall. By staff group, a greater proportion of our Academic staff are aged 50 or under (76%) compared to the sector average (69%).

Staff population by age

a) Age and staff group

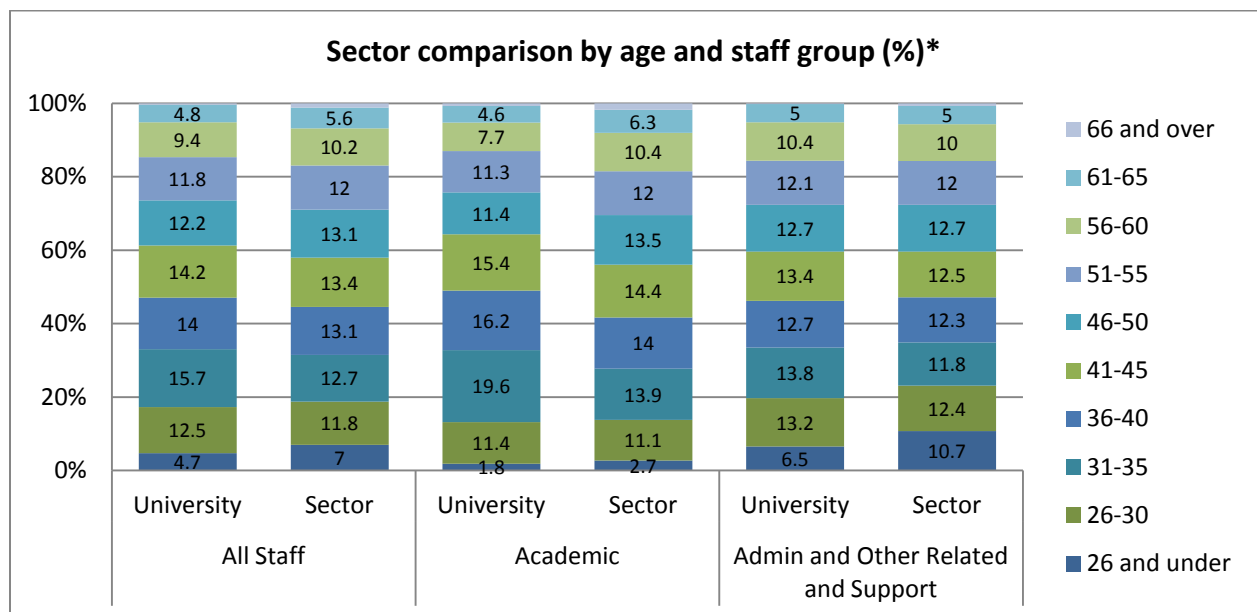


Staff by age and staff group, 2011

| | | All Staff | Academic staff | Admin and Other Related staff | Support Staff |
|--------------|-----|-----------|----------------|-------------------------------|---------------|
| 26 and under | No. | 288 | 41 | 32 | 215 |
| | % | 4.7 | 1.8 | 2.1 | 9.7 |
| 26-30 | No. | 765 | 267 | 190 | 308 |
| | % | 12.5 | 11.4 | 12.2 | 13.8 |
| 31-35 | No. | 980 | 457 | 246 | 277 |
| | % | 15.7 | 19.6 | 15.8 | 12.4 |
| 36-40 | No. | 859 | 378 | 263 | 218 |

| | | | | | |
|-------------|-----|------|------|------|------|
| | % | 14.0 | 16.2 | 16.9 | 9.8 |
| 41-45 | No. | 867 | 360 | 238 | 269 |
| | % | 14.2 | 15.4 | 15.3 | 12.1 |
| 46-50 | No. | 746 | 267 | 199 | 280 |
| | % | 12.2 | 11.4 | 12.8 | 12.6 |
| 51-55 | No. | 720 | 264 | 191 | 265 |
| | % | 11.8 | 11.3 | 12.3 | 11.9 |
| 56-60 | No. | 572 | 179 | 138 | 255 |
| | % | 9.4 | 7.7 | 8.9 | 11.5 |
| 61-65 | No. | 293 | 107 | 51 | 135 |
| | % | 4.8 | 4.6 | 3.3 | 6.1 |
| 66 and over | No. | 25 | 17 | 5 | 3 |
| | % | 0.4 | 0.7 | 0.3 | 0.1 |
| Total | No. | 6115 | 2337 | 1553 | 2225 |
| | % | 100% | 100% | 100% | 100% |

b) Higher Education sector comparison



* Sector data is for the 2009/10 academic year.

c) Age and grade

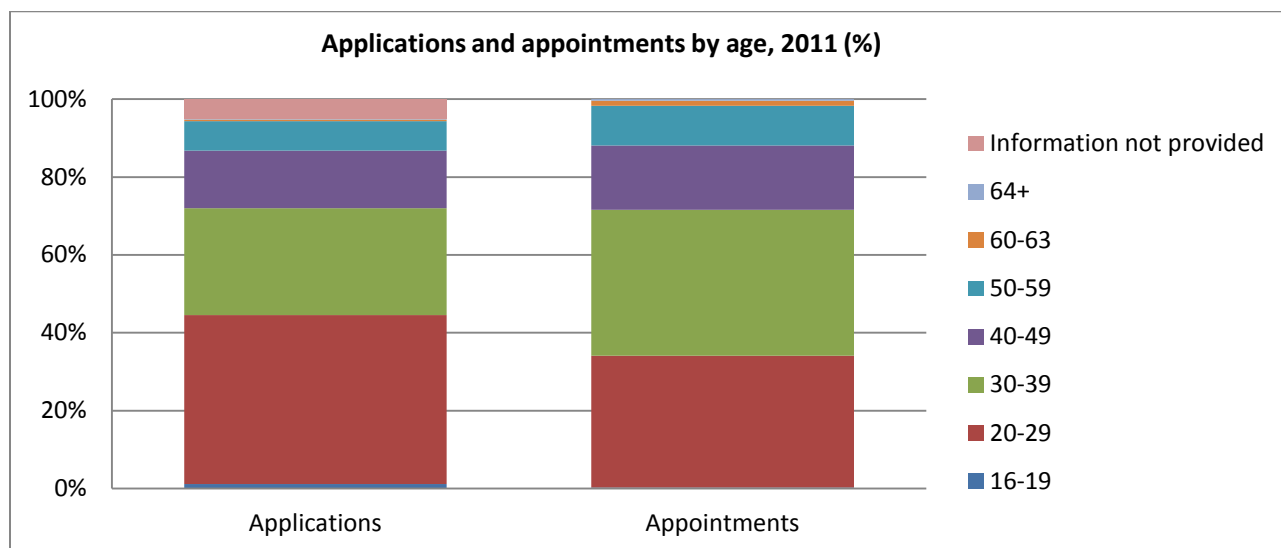
| Academic staff by age and grade, 2011 | | | | | | | |
|--|-----|---------------------------|---------------------------|------------------------|---------------------------------------|---|------------------|
| | | All Academic Staff | Research Associate | Research Fellow | Lecturer and Research Fellow 2 | Senior Lecturer, Senior Research Fellow & Reader | Professor |
| 26 and under | No. | 41 | 23 | 17 | 1 | 0 | 0 |
| | % | 1.8 | 19.5 | 2.9 | 0.1 | 0.0 | 0.0 |
| 26-30 | No. | 267 | 48 | 179 | 41 | 0 | 0 |
| | % | 11.4 | 40.7 | 30.2 | 5.8 | 0.0 | 0.0 |
| 31-35 | No. | 457 | 25 | 214 | 190 | 29 | 1 |
| | % | 19.6 | 21.2 | 36.1 | 26.9 | 5.3 | 0.3 |
| 36-40 | No. | 378 | 8 | 91 | 160 | 103 | 16 |
| | % | 16.2 | 6.8 | 15.3 | 22.6 | 18.8 | 4.3 |
| 41-45 | No. | 360 | 8 | 43 | 139 | 126 | 44 |
| | % | 15.4 | 6.8 | 7.3 | 19.7 | 23.0 | 11.9 |
| 46-50 | No. | 267 | 3 | 24 | 77 | 87 | 72 |
| | % | 11.4 | 2.5 | 4.0 | 10.9 | 15.8 | 19.5 |
| 51-55 | No. | 264 | 1 | 17 | 59 | 91 | 100 |
| | % | 11.3 | 0.8 | 2.9 | 8.3 | 16.6 | 27.0 |
| 56-60 | No. | 179 | 1 | 5 | 22 | 68 | 81 |
| | % | 7.7 | 0.8 | 0.8 | 3.1 | 12.4 | 21.9 |
| 61-65 | No. | 107 | 0 | 2 | 15 | 42 | 47 |
| | % | 4.6 | 0.0 | 0.1 | 0.6 | 1.8 | 2.0 |
| 66 and over | No. | 17 | 1 | 1 | 3 | 3 | 9 |
| | % | 0.7 | 0.8 | 0.2 | 0.4 | 0.5 | 2.4 |
| Total | No. | 2337 | 118 | 593 | 707 | 549 | 370 |
| | % | 100% | 100% | 100% | 100% | 100% | 100% |

| Admin & Other Related staff by age and grade, 2011 | | | | | | | |
|---|-----|--|----------------|----------------|----------------|----------------|-----------------|
| | | All Admin and Other Related staff | Grade 6 | Grade 7 | Grade 8 | Grade 9 | Grade 10 |
| 26 and under | No. | 32 | 31 | 1 | 0 | 0 | 0 |
| | % | 2.1 | 7.1 | 0.2 | 0 | 0 | 0 |
| 26-30 | No. | 190 | 92 | 81 | 14 | 3 | 0 |
| | % | 12.2 | 5.9 | 5.2 | 0.9 | 0.2 | 0.0 |
| 31-35 | No. | 246 | 81 | 102 | 54 | 8 | 1 |
| | % | 15.8 | 5.2 | 6.6 | 3.5 | 0.5 | 0.1 |
| 36-40 | No. | 263 | 80 | 94 | 63 | 20 | 6 |

| | | | | | | | |
|-------------|-----|------|------|------|------|------|------|
| | % | 16.9 | 18.2 | 16.9 | 15.9 | 17.4 | 13.0 |
| 41-45 | No. | 238 | 49 | 86 | 77 | 18 | 8 |
| | % | 15.3 | 3.2 | 5.5 | 5.0 | 1.2 | 0.5 |
| 46-50 | No. | 199 | 36 | 60 | 69 | 21 | 13 |
| | % | 12.8 | 2.3 | 3.9 | 4.4 | 1.4 | 0.8 |
| 51-55 | No. | 191 | 29 | 59 | 66 | 25 | 12 |
| | % | 12.3 | 1.9 | 3.8 | 4.2 | 1.6 | 0.8 |
| 56-60 | No. | 138 | 31 | 47 | 40 | 14 | 6 |
| | % | 8.9 | 2.0 | 3.0 | 2.6 | 0.9 | 0.4 |
| 61-65 | No. | 51 | 10 | 22 | 14 | 5 | 0 |
| | % | 3.3 | 0.6 | 1.4 | 0.9 | 0.3 | 0.0 |
| 66 and over | No. | 5 | 0 | 4 | 0 | 1 | 0 |
| | % | 0.3 | 0.0 | 0.3 | 0.0 | 0.1 | 0.0 |
| Total | No. | 1553 | 439 | 556 | 397 | 115 | 46 |
| | % | 100% | 100% | 100% | 100% | 100% | 100% |

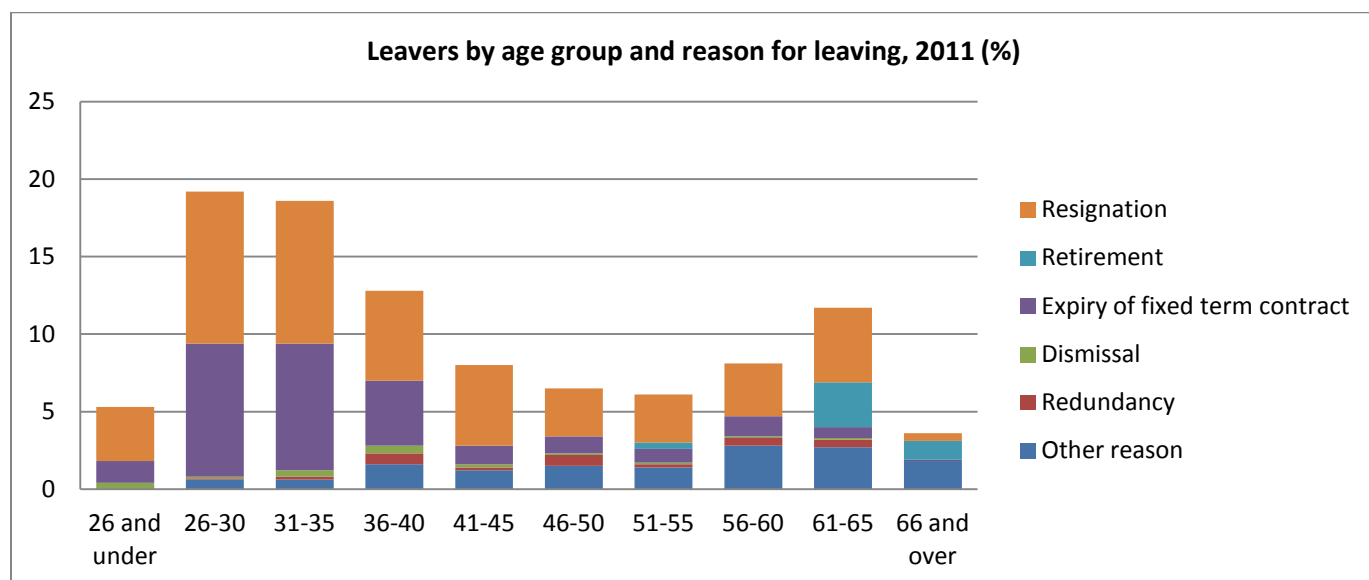
| Support staff by age and grade, 2011 | | | | | | | |
|---|-----|--------------------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| | | All Support staff | Band 100 | Band 200 | Band 300 | Band 400 | Band 500 |
| 26 and under | No. | 215 | 38 | 25 | 64 | 64 | 24 |
| | % | 9.7 | 1.7 | 1.1 | 2.9 | 2.9 | 1.1 |
| 26-30 | No. | 308 | 23 | 29 | 46 | 111 | 99 |
| | % | 13.8 | 1.0 | 1.3 | 2.1 | 5.0 | 4.4 |
| 31-35 | No. | 277 | 24 | 16 | 51 | 83 | 103 |
| | % | 12.4 | 1.1 | 0.7 | 2.3 | 3.7 | 4.6 |
| 36-40 | No. | 218 | 23 | 16 | 44 | 62 | 73 |
| | % | 9.8 | 1.0 | 0.7 | 2.0 | 2.8 | 3.3 |
| 41-45 | No. | 269 | 37 | 24 | 51 | 80 | 77 |
| | % | 12.1 | 1.7 | 1.1 | 2.3 | 3.6 | 3.5 |
| 46-50 | No. | 280 | 54 | 29 | 43 | 77 | 77 |
| | % | 12.6 | 2.4 | 1.3 | 1.9 | 3.5 | 3.5 |
| 51-55 | No. | 265 | 51 | 17 | 39 | 87 | 71 |
| | % | 11.9 | 2.3 | 0.8 | 1.8 | 3.9 | 3.2 |
| 56-60 | No. | 255 | 45 | 28 | 39 | 70 | 73 |
| | % | 11.5 | 2.0 | 1.3 | 1.8 | 3.1 | 3.3 |
| 61-65 | No. | 135 | 32 | 12 | 25 | 45 | 21 |
| | % | 6.1 | 1.4 | 0.5 | 1.1 | 2.0 | 0.9 |
| 66 and over | No. | 3 | 0 | 0 | 1 | 1 | 1 |
| | % | 0.1 | 0 | 0 | 0.0 | 0.0 | 0.0 |
| Total | No. | 2225 | 327 | 196 | 403 | 680 | 619 |
| | % | 100% | 14.7 | 8.8 | 18.1 | 30.6 | 27.8 |

d) Age and recruitment



| Applications and appointments by age, 2011 | | | |
|---|-----|---------------------|---------------------|
| | | Applications | Appointments |
| 16-19 | No. | 420 | 5 |
| | % | 1.2 | 0.3 |
| 20-29 | No. | 15015 | 484 |
| | % | 43.4 | 33.8 |
| 30-39 | No. | 9482 | 538 |
| | % | 27.4 | 37.5 |
| 40-49 | No. | 5109 | 236 |
| | % | 14.8 | 16.5 |
| 50-59 | No. | 2619 | 146 |
| | % | 7.6 | 10.2 |
| 60-63 | No. | 153 | 19 |
| | % | 0.4 | 1.3 |
| 64+ | No. | 20 | 6 |
| | % | 0.1 | 0.4 |
| Information not provided | No. | 1773 | 0 |
| | % | 5.1 | 0 |
| Total | No. | 34591 | 1434 |
| | % | 100 | 100 |

e) Age and turnover



| Leavers by age group and reason for leaving, 2011 | | | | | | | | |
|---|-----|-------------|------------|-------------------------------|-----------|------------|--------------|---------------|
| | | Resignation | Retirement | Expiry of fixed term contract | Dismissal | Redundancy | Other reason | Total leavers |
| 26 and under | No. | 30 | 0 | 12 | 3 | 0 | 0 | 45 |
| | % | 3.5 | 0.0 | 1.4 | 0.4 | 0.0 | 0.0 | 5.3 |
| 26-30 | No. | 83 | 0 | 73 | 1 | 1 | 5 | 163 |
| | % | 9.8 | 0.0 | 8.6 | 0.1 | 0.1 | 0.6 | 19.2 |
| 31-35 | No. | 78 | 0 | 70 | 3 | 2 | 5 | 158 |
| | % | 9.2 | 0.0 | 8.2 | 0.4 | 0.2 | 0.6 | 18.6 |
| 36-40 | No. | 49 | 0 | 36 | 4 | 6 | 14 | 109 |
| | % | 5.8 | 0.0 | 4.2 | 0.5 | 0.7 | 1.6 | 12.8 |
| 41-45 | No. | 44 | 0 | 10 | 2 | 2 | 10 | 68 |
| | % | 5.2 | 0.0 | 1.2 | 0.2 | 0.2 | 1.2 | 8.0 |
| 46-50 | No. | 26 | 0 | 9 | 1 | 6 | 13 | 55 |
| | % | 3.1 | 0.0 | 1.1 | 0.1 | 0.7 | 1.5 | 6.5 |
| 51-55 | No. | 26 | 3 | 8 | 1 | 2 | 12 | 52 |
| | % | 3.1 | 0.4 | 0.9 | 0.1 | 0.2 | 1.4 | 6.1 |
| 56-60 | No. | 29 | 0 | 11 | 1 | 4 | 24 | 69 |
| | % | 3.4 | 0.0 | 1.3 | 0.1 | 0.5 | 2.8 | 8.1 |
| 61-65 | No. | 41 | 25 | 6 | 1 | 4 | 23 | 100 |
| | % | 4.8 | 2.9 | 0.7 | 0.1 | 0.5 | 2.7 | 11.8 |
| 66 and over | No. | 4 | 10 | 1 | 0 | 0 | 15 | 30 |
| | % | 0.5 | 1.2 | 0.1 | 0.0 | 0.0 | 1.8 | 3.6 |
| Total | No. | 410 | 38 | 236 | 17 | 27 | 121 | 849 |
| | % | 49.4 | 4.5 | 28.2 | 2.0 | 3.2 | 12.7 | 100% |

Promoting age equality

The removal of the national default retirement age in September 2011 means more staff are likely to continue working into their late 60s, and past the University's traditional retirement ages of 65 and 67. In response to these significant changes, the University has created a Later Working Life and Retirement Policy and web resource to support older staff in planning their working life and retirement. We have also introduced increased flexibility for older staff through flexible retirement arrangements. We are currently undertaking a survey to identify what further support staff require in managing later their working life and retirement, for implementation in 2012.

The ending of a set retirement age also impacts on our recruitment of staff and challenges traditional views of career trajectories. To address this, we implement age-neutral employment practices and have included specific guidance in our recruitment, promotions and Research Excellence Framework processes, emphasising that these are age neutral. The University will continue to monitor key employment processes by age to ensure this.

Disability

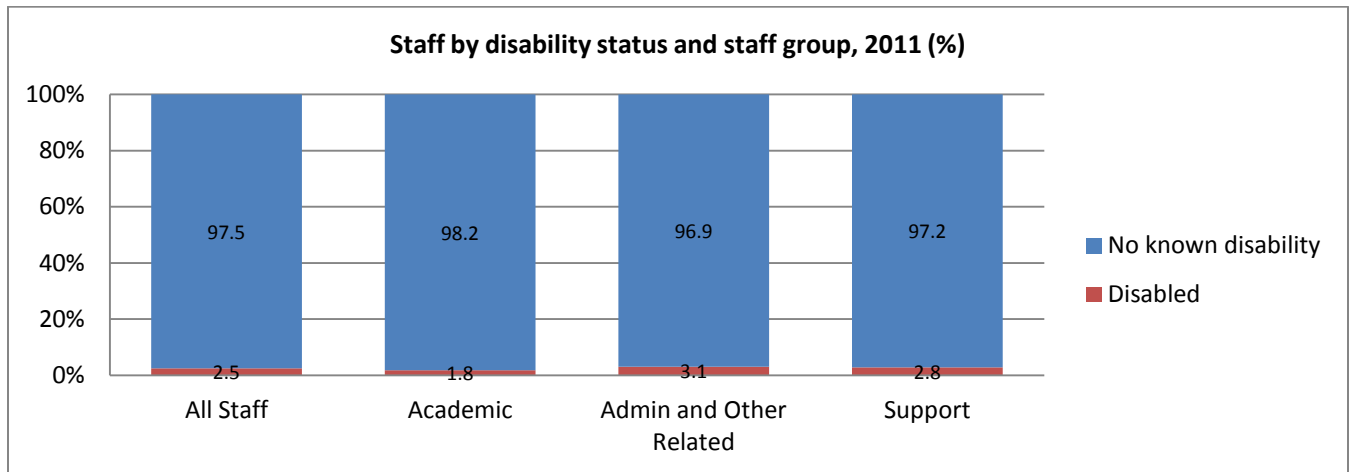
Overview of staff disability data

Our data for 2011 shows:

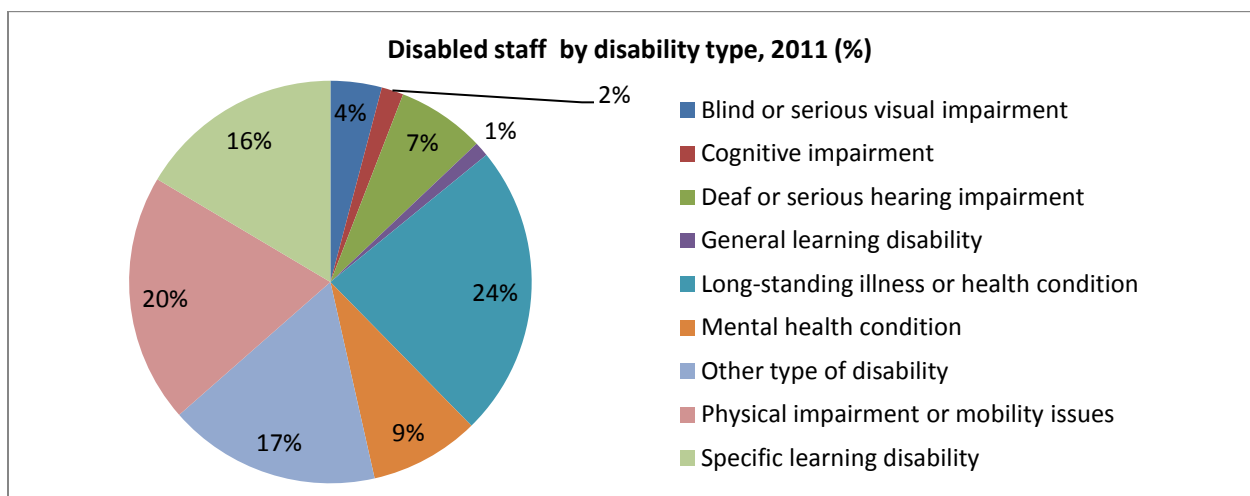
- 2.5% of University staff have disclosed a disability to the University, as defined under the medical and social model definitions of disability. Long-standing illnesses and health conditions and physical impairments and mobility issues are the most common types of disability, accounting for 44% of all disclosures.
- The largest proportion of disabled staff are employed in Support roles (40.5% of all disabled staff, or 2.8% of the Support staff population). A further 28.5% of disabled staff are in Academic posts (1.8% of all Academic staff) and 31% in Academic Related roles, (3.1% of all Academic Related staff).
- There has been an overall increase in the number of disabled staff employed by the University, from 1.4% of the staff body in 2004 to 2.5% in 2011.
- Overall, the University employs fewer disabled staff than the sector average of 3.1%.

Staff population by disability status

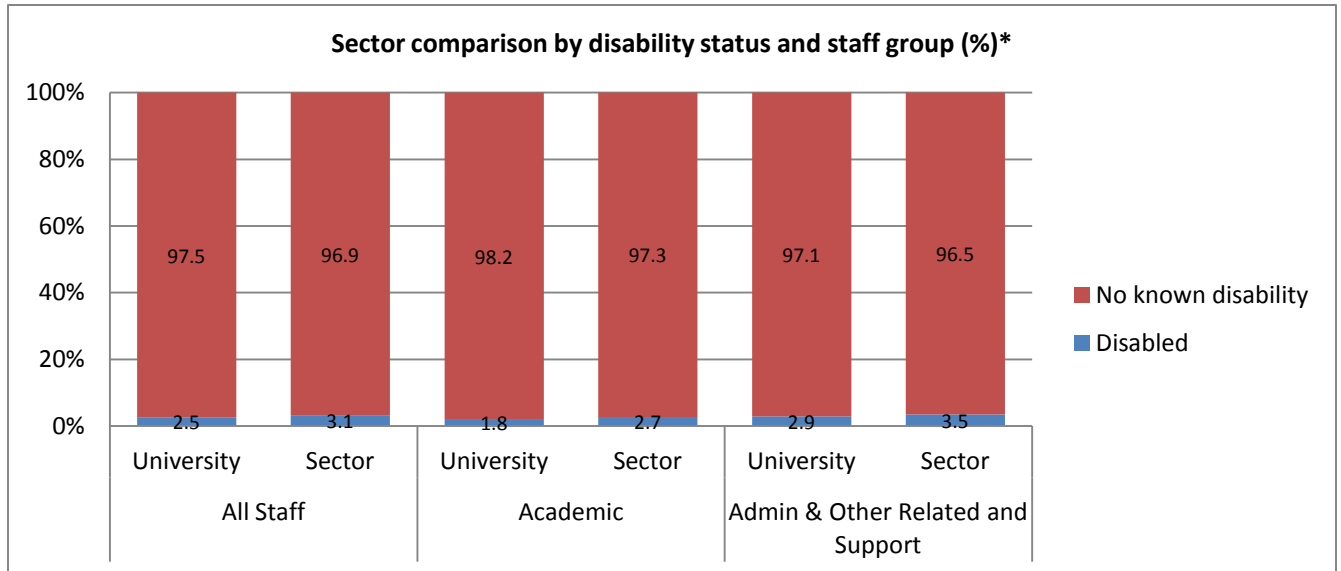
a) Disability type and staff group



| Staff by disability status and staff group, 2011 | | | | | |
|--|-----|-----------|----------|-------------------------|---------|
| | | All Staff | Academic | Admin and Other Related | Support |
| Disabled | No. | 153 | 43 | 48 | 62 |
| | % | 2.5 | 1.8 | 3.1 | 2.8 |
| No known disability | No. | 5962 | 2294 | 1505 | 2163 |
| | % | 97.5 | 98.2 | 96.9 | 97.2 |
| Total | No. | 6115 | 2337 | 1553 | 2225 |
| | % | 100% | 100% | 100% | 100% |

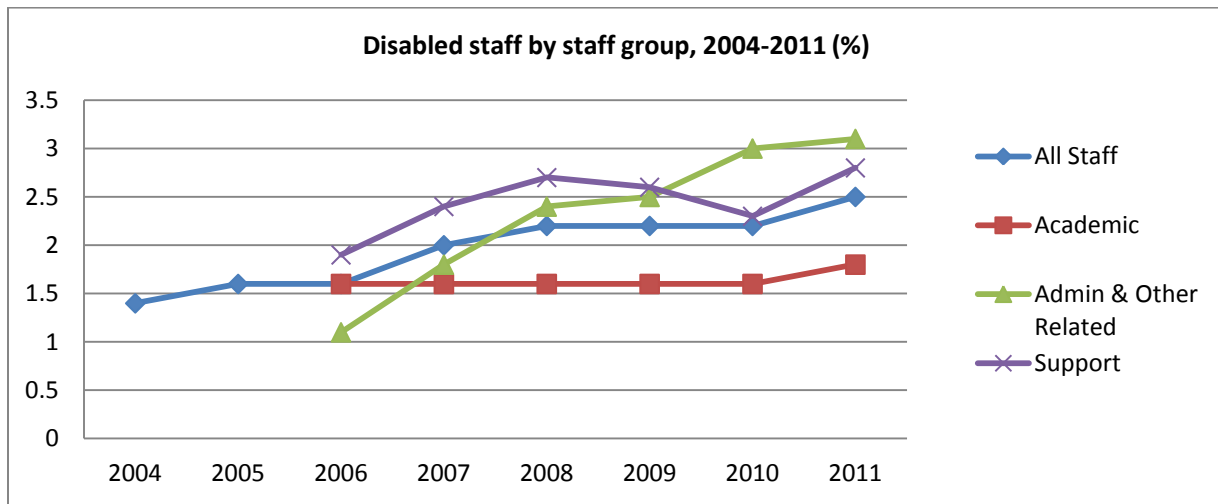


b) Higher Education sector comparison



* Sector data is for the 2009/10 academic year.

c) University trends 2004-2011



| Disabled staff by staff group, 2004-2011 | | | | | |
|--|-----|-----------|----------|-----------------------|---------|
| | | All Staff | Academic | Admin & Other Related | Support |
| 2004 | No. | 79 | - | - | - |
| | % | 1.4 | - | - | - |
| 2005 | No. | 91 | - | - | - |
| | % | 1.6 | - | - | - |
| 2006 | No. | 93 | 37 | 8 | 48 |

| | | | | | |
|------|-----|-----|-----|-----|-----|
| | % | 1.6 | 1.6 | 1.1 | 1.9 |
| 2007 | No. | 119 | 41 | 21 | 57 |
| | % | 2 | 1.6 | 1.8 | 2.4 |
| 2008 | No. | 132 | 39 | 30 | 63 |
| | % | 2.2 | 1.6 | 2.4 | 2.7 |
| 2009 | No. | 134 | 40 | 31 | 63 |
| | % | 2.2 | 1.6 | 2.5 | 2.6 |
| 2010 | No. | 132 | 40 | 40 | 52 |
| | % | 2.2 | 1.6 | 3 | 2.3 |
| 2011 | No. | 153 | 43 | 48 | 62 |
| | % | 2.5 | 1.8 | 3.1 | 2.8 |

d) Disability and grade

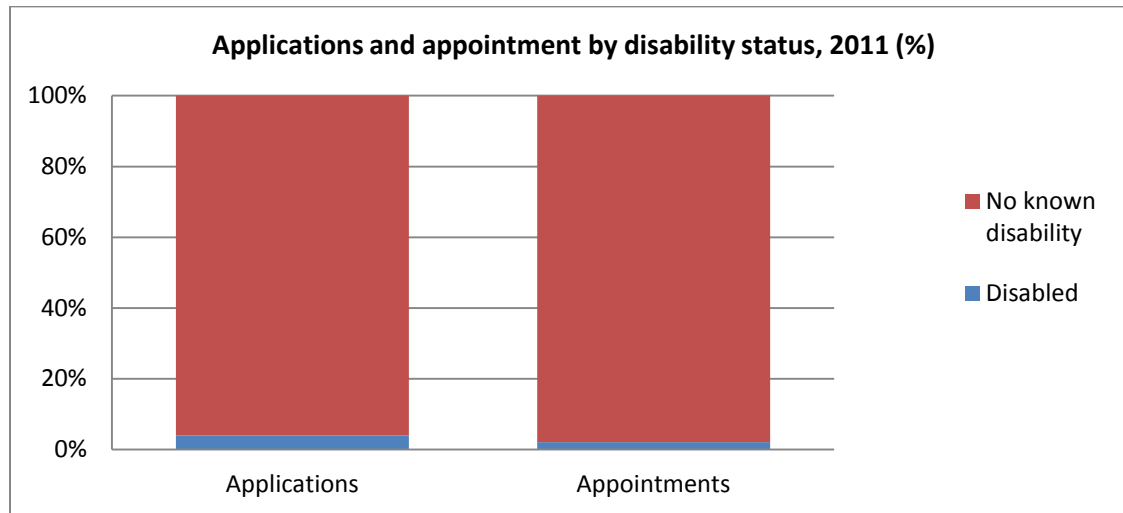
| Academic staff by age and disability status, 2011 | | | | | | | |
|--|-----|---------------------------|---------------------------|------------------------|---------------------------------------|---|------------------|
| | | All Academic Staff | Research Associate | Research Fellow | Lecturer and Research Fellow 2 | Senior Lecturer, Senior Research Fellow & Reader | Professor |
| Disabled | No. | 43 | 4 | 11 | 13 | 9 | 6 |
| | % | 1.8 | 3.4 | 1.9 | 1.8 | 1.6 | 1.6 |
| No known disability | No. | 2294 | 114 | 582 | 694 | 540 | 364 |
| | % | 98.2 | 96.6 | 98.1 | 98.2 | 98.4 | 98.4 |
| Total | No. | 2337 | 118 | 593 | 707 | 549 | 370 |
| | % | 100 | 5.0 | 25.4 | 30.3 | 23.5 | 15.8 |

| Admin & Other Related staff by age and disability status, 2011 | | | | | | | |
|---|-----|--|----------------|----------------|----------------|----------------|-----------------|
| | | All Admin and Other Related staff | Grade 6 | Grade 7 | Grade 8 | Grade 9 | Grade 10 |
| Disabled | No. | 48 | 14 | 17 | 14 | 1 | 2 |
| | % | 3.1 | 3.2 | 3.1 | 3.5 | 0.9 | 4.3 |
| No known disability | No. | 1505 | 425 | 539 | 383 | 114 | 44 |
| | % | 96.9 | 96.8 | 96.9 | 96.5 | 99.1 | 95.7 |
| Total | No. | 1553 | 439 | 556 | 397 | 115 | 46 |
| | % | 100 | 28.3 | 35.8 | 25.6 | 7.4 | 3.0 |

| Support staff by age and disability status, 2011 | | | | | | | |
|---|--|--------------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| | | All Support | Band 100 | Band 200 | Band 300 | Band 400 | Band 500 |

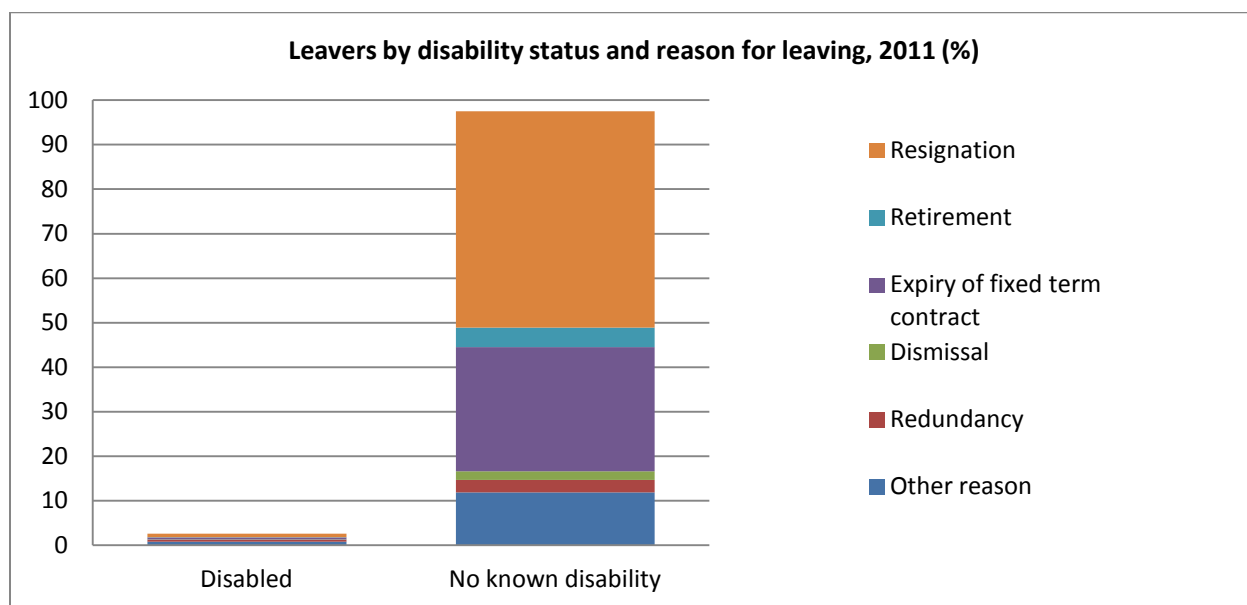
| | | staff | | | | | |
|---------------------|-----|--------------|------|------|------|------|------|
| Disabled | No. | 62 | 14 | 6 | 12 | 16 | 14 |
| | % | 2.8 | 4.3 | 3.1 | 3.0 | 2.4 | 2.3 |
| No known disability | No. | 2163 | 313 | 190 | 391 | 664 | 605 |
| | % | 97.2 | 95.7 | 96.9 | 97.0 | 97.6 | 97.7 |
| Total | No. | 2225 | 327 | 196 | 403 | 680 | 619 |
| | % | 100 | 14.7 | 8.8 | 18.1 | 30.6 | 27.8 |

e) Disability and recruitment



| Applications and appointments by disability status, 2011 | | | |
|---|-----|---------------------|---------------------|
| | | Applications | Appointments |
| Disabled | No. | 1383 | 30 |
| | % | 4 | 2.1 |
| No known disability | No. | 33208 | 1404 |
| | % | 96 | 97.9 |
| Total | No. | 34591 | 1434 |
| | % | 100 | 100 |

f) Disability and turnover



| Leavers by disability status and reason for leaving, 2011 | | | | | | | | |
|---|-----|-------------|------------|-------------------------------|-----------|------------|--------------|-------|
| | | Resignation | Retirement | Expiry of fixed term contract | Dismissal | Redundancy | Other reason | Total |
| Disabled | No. | 7 | 1 | 3 | 1 | 3 | 7 | 22 |
| | % | 0.8 | 0.1 | 0.4 | 0.1 | 0.4 | 0.8 | 2.6 |
| No known disability | No. | 413 | 37 | 237 | 16 | 24 | 101 | 828 |
| | % | 48.6 | 4.4 | 27.9 | 1.9 | 2.8 | 11.9 | 97.4 |
| Total | No. | 420 | 38 | 240 | 17 | 27 | 108 | 850 |
| | % | 49.4 | 4.5 | 28.2 | 2.0 | 3.2 | 12.7 | 100% |

Promoting disability equality

In response to staff feedback, the University has introduced a Disability and Additional Needs Service specifically for staff. The service provides advice and guidance on adjustments to workplace practices - such as specialist equipment or changes to the physical environment - to support staff in their role. The service also provides support for mental health needs and signposting to further in-house and external support. The service is promoted to staff through the University website and staff are sent specific information about this service when they disclose a disability. All staff who have disclosed a disability also receive an annual reminder about the service.

To improve our recruitment rates of disabled staff, the University has been a member of Positive about Disabled People since 2005 and has also worked with Remploy. During this period, the proportion of disabled employees at the University has almost doubled.

The University has a Staff Disability Group that is open to all disabled staff and staff with a professional interest in disability issues. The group serves as a forum for the University to engage with disabled staff and has developed strong links with the University's Estates Office on campus accessibility issues.

Through consultation for our new Equality Scheme, the University has identified that we need to do more to increase awareness of staff disability and mental health issues, and to ensure that staff and managers are aware of the services and support available. To address this, in 2012-2013 we will be reviewing our disability disclosure processes, developing additional guidance for managers on disability and delivering training on supporting staff with mental health conditions.

Gender Identity

Overview of staff gender identity data

The University does not routinely collect data on whether staff are trans-male or trans-female. In a 2011 staff survey, staff were given the option of disclosing their gender in an anonymous way, as female, male or another gender identity. 0.1% of staff who took part in the survey identified as having a gender identity other male or female. Home Office research estimates that there are between 300,000 and 500,000 trans people in the UK, or 0.5% - 0.8% of the national population.¹

Promoting trans-gender equality

Guidance on gender identity is available on the University website and is based on sector best practice. Human Resources provide individual support to staff and their managers where a member of staff is undertaking a process of gender transition.

The University supports an active LGBTQ Rainbow Staff Network. The network is open to all staff who identify as lesbian, gay, bisexual, trans or queer/questioning and allies of those communities. The network runs a range of social activities and formal events and represents the interest of its members on the University's Diversity Forum. The Rainbow Network plays a key role in organising events for LGBT History Month, which has been formally marked at the University since 2010 and is now an established part of the University calendar. In 2011, this included the 'Gender Nuances' event, exploring gender identity through the University's art works.

During 2012, the University will be reviewing staff data collection in consultation with the LGBTQ Rainbow Staff Network, with a view to expanding the data collected on sex to include trans-gender. This will enable the University to more thoroughly analyse employment processes by gender and inform our policies and practices. We will also be reviewing and revising current

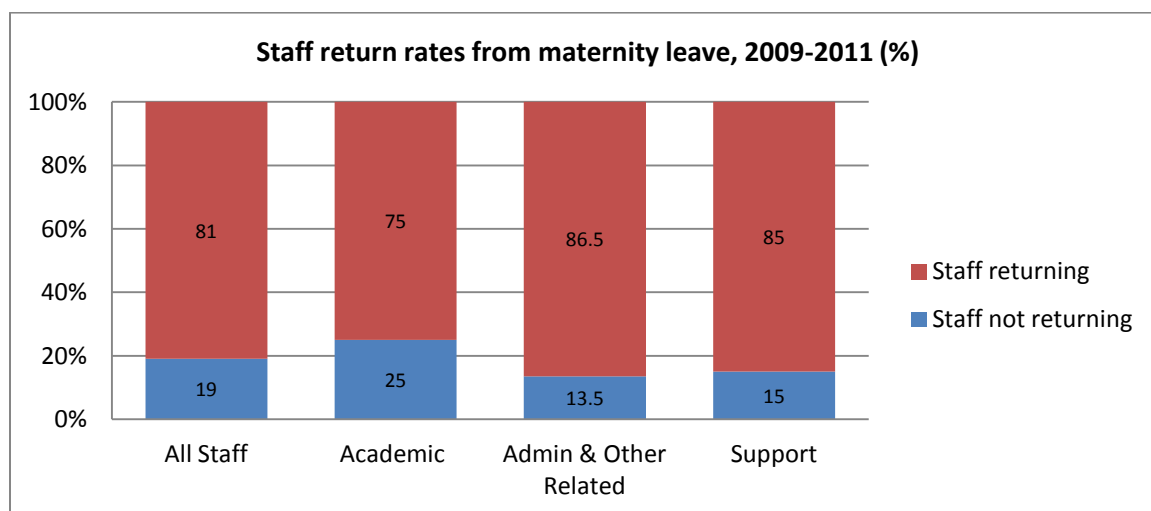
¹ Gender Identity Research and Education Society, *Gender Variance in the UK: Prevalence, Incidence, Growth and Geographic Distribution*, (Home Office, 2009).

guidance on gender reassignment in consultation with the Rainbow Staff Network to ensure it meets the needs of trans staff.

Pregnancy and Maternity

Overview of staff data by pregnancy and maternity

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



| Staff maternity leave and return to work rates, 2009-2011 | | | | | |
|---|----|-----------|----------|-------------------------|---------|
| | | All staff | Academic | Admin and Other Related | Support |
| Staff taking maternity leave | No | 342 | 153 | 88 | 101 |
| Staff returning from maternity leave | No | 277 | 115 | 76 | 86 |
| | % | 81 | 75 | 86.5 | 85 |
| Staff not returning from maternity leave | No | 65 | 38 | 12 | 15 |
| | % | 19 | 25 | 13.5 | 15 |
| Total | No | 342 | 153 | 88 | 101 |
| | % | 100 | 100 | 100 | 100 |

Promoting equality

The University has generous maternity, adoption and paternity pay arrangements for staff, set above the statutory minimum. Staff with a year's service are entitled to the first 18 weeks of maternity and adoption leave at full pay and staff taking paternity leave receive this at full pay. Staff have access to two on-site nurseries and salary sacrifice and childcare voucher schemes. The impact of maternity leave and part-time working on academic outputs is taken into account in promotions and other employment criteria.

As part of its Athena Swan commitment (see 'Sex', below), the University will be reviewing maternity and return to work arrangements for academic staff in 2012-13. In particular, the Athena Working Group has identified the need for standardised maternity leave arrangements for academic staff, creating formal return-to-work arrangements that enable staff to re-establish their research base and workload models that support part-time working. These arrangements are intended to improve the return-to-work rate for academic staff.

Race

Overview of staff data by ethnic group

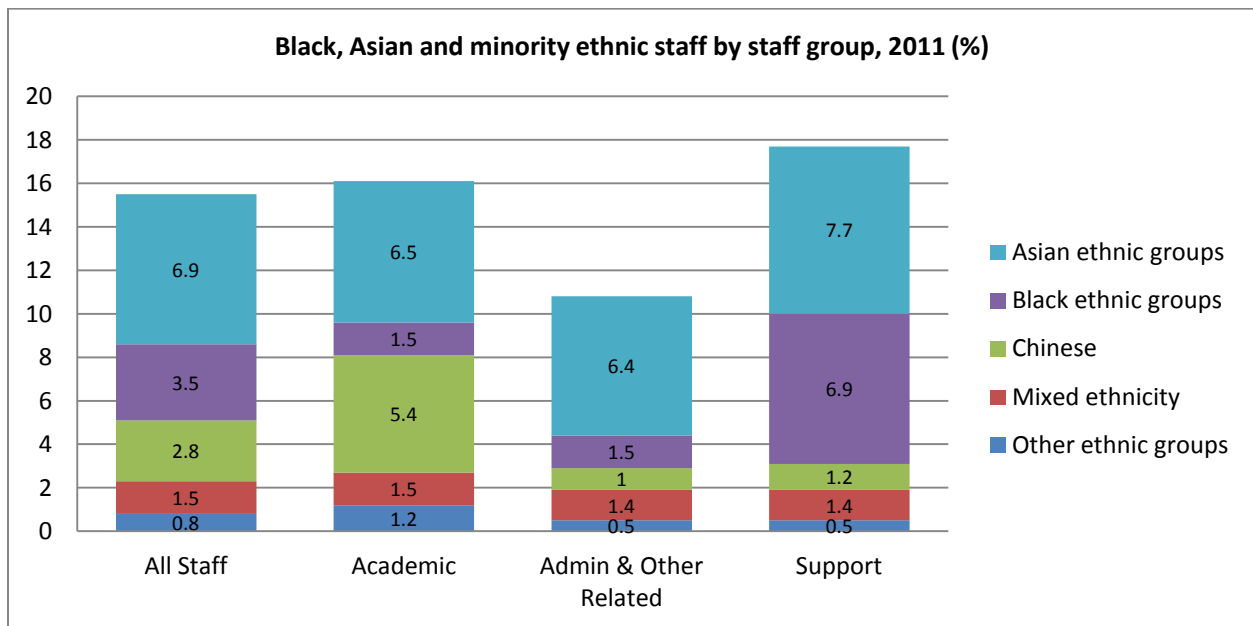
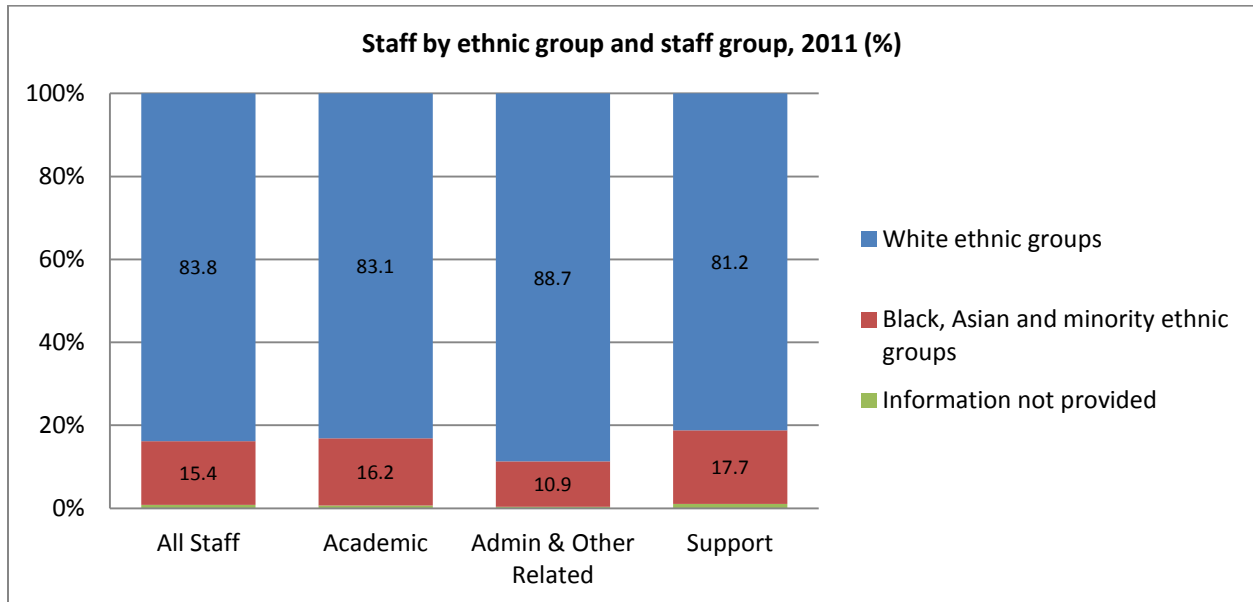
The University's staff body is ethnically diverse, with staff drawn from over 16 ethnic groups and 95 countries. The University has comprehensive data on the ethnic and national origins of the staff population, with 99.2% of current staff disclosing this information. Staff are asked to define their ethnic origin against the 16 ethnic categories used in the 2001 UK Census.

Our data for 2011 shows:

- 15.4% of University staff are from black, Asian or other minority ethnic groups (BAME) and 83.8% from white ethnic groups.
- Asian staff (Indian, Pakistani, Bangladeshi and other Asian ethnic groups) make up the largest proportion of BAME staff, at 6.9% of the total staff population, with Asian-Indian staff the single largest group at 4.4%.
- 16.2% of academic staff are BAME. The largest proportion of BAME staff are employed in Support roles (17.7%) and the lowest in Admin & Other Related roles (10.9%).
- The number of staff from BAME groups has increased overall from 748 staff in 2004 to 942 staff in 2011. The number of BAME Academic staff has increased from 299 to 378 during this period, Admin & Other Related from 70 to 170 and Support staff from 379 to 394.
- The University employs a greater proportion of BAME staff than the HE sector average, both overall and in relation to academic and non-academic staff.

Staff population by ethnic group

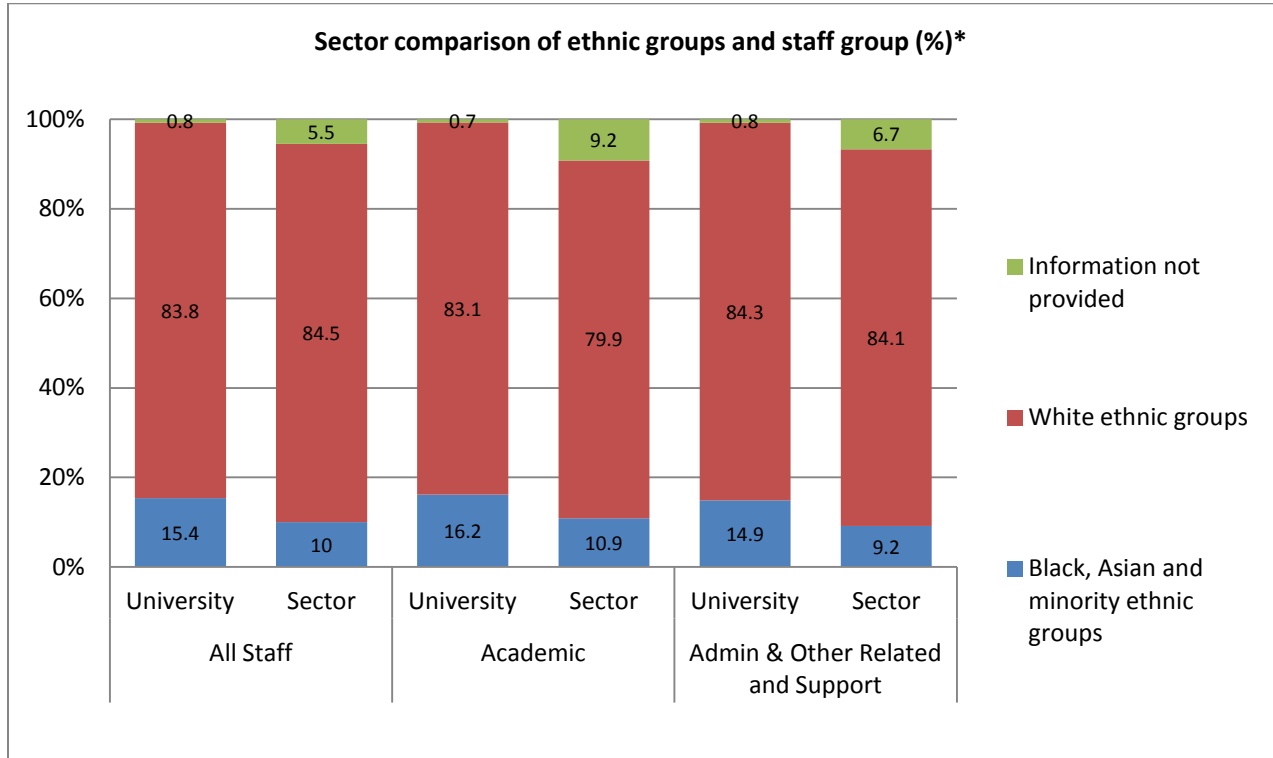
a) Ethnic group and staff group



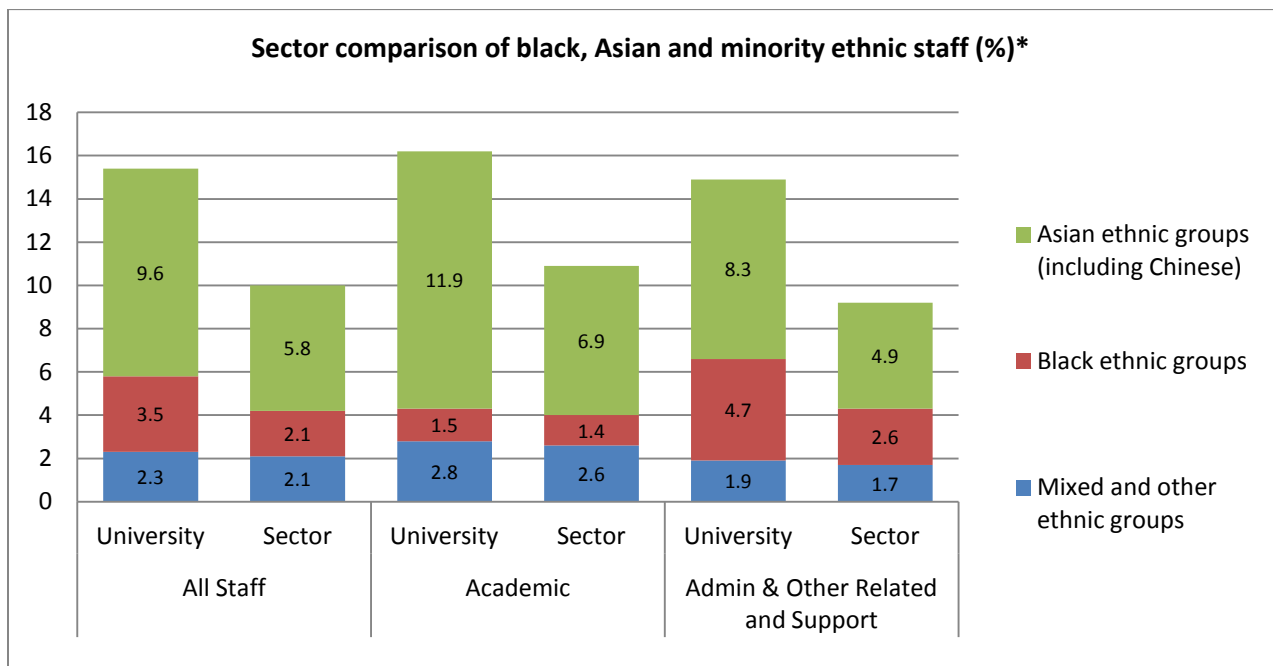
| Staff by ethnic group and staff group, 2011 | | | | | |
|--|-----|------------------|-----------------------|--|----------------------|
| | | All Staff | Academic staff | Admin & Other Related staff | Support staff |
| Asian or Asian British-Bangladeshi | No. | 26 | 8 | 6 | 12 |
| | % | 0.4 | 0.3 | 0.4 | 0.5 |
| Asian or Asian British-Indian | No. | 272 | 86 | 64 | 122 |
| | % | 4.4 | 3.7 | 4.1 | 5.5 |

| | | | | | |
|--|------------|-------------|-------------|-------------|-------------|
| Asian or Asian British-Pakistani | No. | 64 | 17 | 23 | 24 |
| | % | 1.0 | 0.7 | 1.5 | 1.1 |
| Other Asian background | No. | 62 | 41 | 7 | 14 |
| | % | 1.0 | 1.8 | 0.5 | 0.6 |
| Asian ethnic groups total | No. | 424 | 152 | 100 | 172 |
| | % | 6.9 | 6.5 | 6.4 | 7.7 |
| Black or Black British-African | No. | 61 | 17 | 9 | 35 |
| | % | 1.0 | 0.7 | 0.6 | 1.6 |
| Black or Black British-Caribbean | No. | 131 | 12 | 13 | 106 |
| | % | 2.1 | 0.5 | 0.8 | 4.8 |
| Other Black Background | No. | 19 | 5 | 2 | 12 |
| | % | 0.3 | 0.2 | 0.1 | 0.5 |
| Black ethnic groups total | No. | 211 | 34 | 24 | 153 |
| | % | 3.5 | 1.5 | 1.5 | 6.9 |
| Chinese | No. | 169 | 127 | 16 | 26 |
| | % | 2.8 | 5.4 | 1.0 | 1.2 |
| Mixed ethnicity | No. | 90 | 36 | 22 | 32 |
| | % | 1.5 | 1.5 | 1.4 | 1.4 |
| Other ethnic groups | No. | 48 | 29 | 8 | 11 |
| | % | 0.8 | 1.2 | 0.5 | 0.5 |
| White | No. | 146 | 78 | 57 | 11 |
| | % | 2.4 | 3.3 | 3.7 | 0.5 |
| White-British | No. | 4229 | 1332 | 1209 | 1688 |
| | % | 69.2 | 57.0 | 77.8 | 75.9 |
| White-Irish | No. | 112 | 54 | 24 | 34 |
| | % | 1.8 | 2.3 | 1.5 | 1.5 |
| Other White Background | No. | 640 | 479 | 87 | 74 |
| | % | 10.5 | 20.5 | 5.6 | 3.3 |
| White ethnic groups total | No. | 5127 | 1943 | 1377 | 1807 |
| | % | 83.8 | 83.1 | 88.7 | 81.2 |
| Black, Asian & minority ethnic groups total | No. | 942 | 378 | 170 | 394 |
| | % | 15.4 | 16.2 | 10.9 | 17.7 |
| Information not provided | No. | 46 | 16 | 6 | 24 |
| | % | 0.8 | 0.7 | 0.4 | 1.1 |
| Total | No. | 6115 | 2337 | 1553 | 2225 |
| | % | 100% | 100% | 100% | 100% |

b) Higher Education Sector Comparison

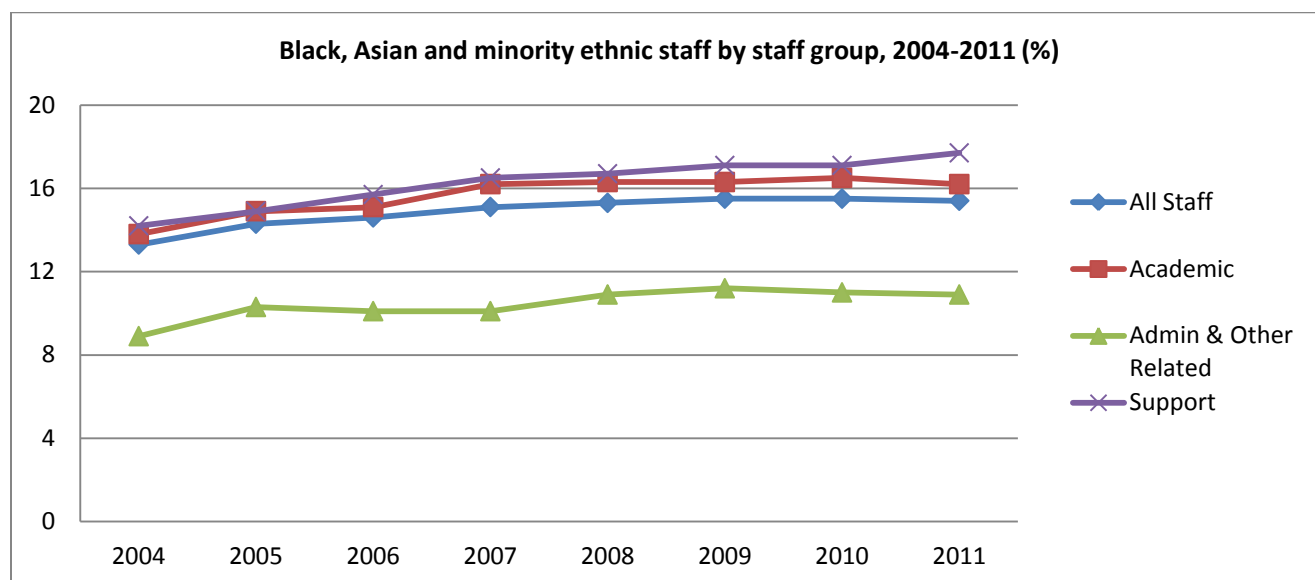


* Sector data is for the 2009/10 academic year.



* Sector data is for the 2009/10 academic year.

c) University trends 2004-2011



| Staff by ethnic group and staff group, 2004-2011 | | | | | | |
|---|---|-----|------------------|-----------------|----------------------------------|----------------|
| | | | All Staff | Academic | Admin & Other Related | Support |
| 2004 | White ethnic groups | No. | 4792 | 1833 | 711 | 2248 |
| | | % | 85.1 | 84.4 | 90.2 | 84.2 |
| | Black, Asian and minority ethnic groups | No. | 748 | 299 | 70 | 379 |
| | | % | 13.3 | 13.8 | 8.9 | 14.2 |
| Information not provided | No. | 89 | 40 | 7 | 47 | |
| | % | 1.6 | 1.8 | 0.9 | 1.8 | |
| 2005 | White ethnic groups | No. | 4789 | 1989 | 671 | 2129 |
| | | % | 84.4 | 83.7 | 89 | 83.8 |
| | Black, Asian and minority ethnic groups | No. | 810 | 353 | 78 | 379 |
| | | % | 14.3 | 14.9 | 10.3 | 14.9 |
| Information not provided | No. | 72 | 34 | 5 | 33 | |
| | % | 1.3 | 1.4 | 0.7 | 1.3 | |
| 2006 | White ethnic groups | No. | 4963 | 2033 | 908 | 2022 |
| | | % | 84.2 | 83.7 | 88.5 | 82.8 |
| | Black, Asian and minority ethnic groups | No. | 861 | 367 | 104 | 384 |
| | | % | 14.6 | 15.1 | 10.1 | 15.7 |
| Information not provided | No. | 73 | 30 | 14 | 35 | |
| | % | 1.2 | 1.2 | 1.4 | 1.5 | |
| 2007 | White ethnic groups | No. | 4988 | 2071 | 1004 | 1913 |
| | | % | 83.6 | 82.9 | 88.6 | 82 |
| | Black, Asian and minority ethnic groups | No. | 903 | 404 | 114 | 385 |
| | | % | 15.1 | 16.2 | 10.1 | 16.5 |

| | | | | | | |
|------|---|-----|------|------|------|------|
| | Information not provided | No. | 74 | 23 | 15 | 36 |
| | | % | 1.3 | 0.9 | 1.3 | 1.5 |
| 2008 | White ethnic groups | No. | 5047 | 2043 | 1092 | 1912 |
| | | % | 83.8 | 83.1 | 88.1 | 82.1 |
| | Black, Asian and minority ethnic groups | No. | 903 | 400 | 135 | 388 |
| | | % | 15.1 | 16.3 | 10.9 | 16.7 |
| | Information not provided | No. | 74 | 15 | 13 | 29 |
| | | % | 1.3 | 0.6 | 1 | 1.2 |
| 2009 | White ethnic groups | No. | 5079 | 2025 | 1160 | 1894 |
| | | % | 83 | 82.2 | 88 | 81.4 |
| | Black, Asian and minority ethnic groups | No. | 947 | 401 | 148 | 398 |
| | | % | 15.5 | 16.3 | 11.2 | 17.1 |
| | Information not provided | No. | 81 | 36 | 11 | 34 |
| | | % | 1.5 | 1.5 | 0.8 | 1.5 |
| 2010 | White ethnic groups | No. | 5084 | 2041 | 1191 | 1852 |
| | | % | 83.5 | 82.7 | 88.5 | 82 |
| | Black, Asian and minority ethnic groups | No. | 939 | 405 | 150 | 383 |
| | | % | 15.5 | 16.4 | 11 | 17 |
| | Information not provided | No. | 53 | 22 | 7 | 24 |
| | | % | 1 | 0.9 | 0.5 | 1 |
| 2011 | White ethnic groups | No. | 5127 | 1943 | 1377 | 1807 |
| | | % | 83.8 | 83.1 | 88.7 | 81.2 |
| | Black, Asian and minority ethnic groups | No. | 942 | 378 | 170 | 394 |
| | | % | 15.4 | 16.2 | 10.9 | 17.7 |
| | Information not provided | No. | 46 | 16 | 6 | 24 |
| | | % | 0.8 | 0.7 | 0.4 | 1.1 |

d) Ethnic group and grade

| Academic staff by ethnic group and grade, 2011 | | | | | | | |
|---|-----|---------------------------|---------------------------|------------------------|---------------------------------------|---|------------------|
| | | All Academic Staff | Research Associate | Research Fellow | Lecturer and Research Fellow 2 | Senior Lecturer, Senior Research Fellow & Reader | Professor |
| Asian ethnic groups | No. | 152 | 17 | 56 | 41 | 24 | 14 |
| | % | 6.5 | 14.4 | 9.4 | 5.8 | 4.4 | 3.8 |
| Black ethnic groups | No. | 34 | 3 | 14 | 8 | 5 | 4 |
| | % | 1.5 | 2.5 | 2.4 | 1.1 | 0.9 | 1.1 |
| Chinese | No. | 127 | 12 | 62 | 31 | 12 | 10 |
| | % | 5.4 | 10.2 | 10.5 | 4.4 | 2.2 | 2.7 |
| Mixed ethnicity | No. | 36 | 0 | 12 | 14 | 7 | 3 |
| | % | 1.5 | 0 | 2.0 | 2.0 | 1.3 | 0.8 |
| Other ethnic groups | No. | 29 | 0 | 16 | 8 | 2 | 3 |
| | % | 1.2 | 0 | 2.7 | 1.1 | 0.4 | 0.8 |

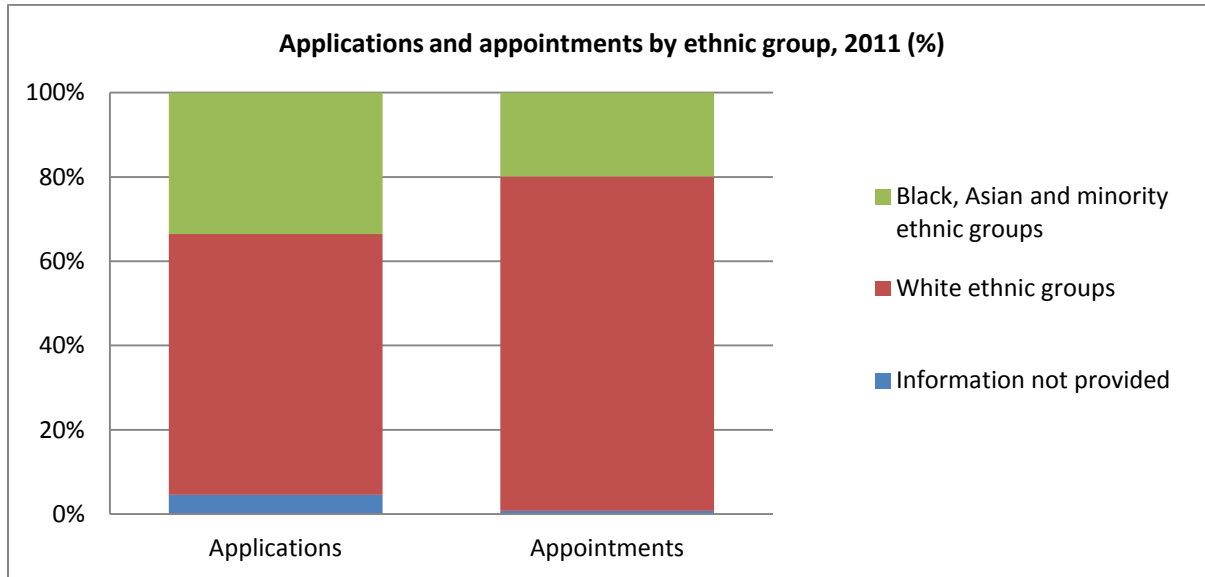
| | | | | | | | |
|--------------------------|-----|------|------|------|------|------|------|
| White ethnic groups | No. | 1943 | 83 | 438 | 588 | 499 | 335 |
| | % | 83.1 | 70.3 | 73.9 | 83.2 | 90.9 | 90.5 |
| Information not provided | No. | 16 | 3 | 0 | 7 | 5 | 1 |
| | % | 0.7 | 2.5 | 0.0 | 1.0 | 0.9 | 0.3 |
| Total | No. | 2337 | 118 | 593 | 707 | 549 | 370 |
| | % | 100% | 100% | 100% | 100% | 100% | 100% |

| Admin & Other Related staff by ethnic group and grade, 2011 | | | | | | | |
|--|-----|--|----------------|----------------|----------------|----------------|-----------------|
| | | All Admin & Other Related staff | Grade 6 | Grade 7 | Grade 8 | Grade 9 | Grade 10 |
| Asian ethnic groups | No. | 100 | 38 | 37 | 23 | 2 | 0 |
| | % | 6.4 | 8.7 | 6.7 | 5.8 | 1.7 | 0 |
| Black ethnic groups | No. | 24 | 8 | 9 | 7 | 0 | 0 |
| | % | 1.5 | 1.8 | 1.6 | 1.8 | 0.0 | 0.0 |
| Chinese | No. | 16 | 3 | 7 | 6 | 0 | 0 |
| | % | 1.0 | 0.7 | 1.3 | 1.5 | 0 | 0 |
| Mixed ethnicity | No. | 22 | 11 | 7 | 4 | 0 | 0 |
| | % | 1.4 | 2.5 | 1.3 | 1.0 | 0 | 0 |
| Other ethnic groups | No. | 8 | 2 | 4 | 2 | 0 | 0 |
| | % | 0.5 | 0.5 | 0.7 | 0.5 | 0 | 0 |
| White ethnic groups | No. | 1377 | 377 | 490 | 353 | 112 | 45 |
| | % | 88.7 | 85.9 | 88.1 | 88.9 | 97.4 | 97.8 |
| Information not provided | No. | 6 | 0 | 2 | 2 | 1 | 1 |
| | % | 0.4 | 0 | 0.4 | 0.5 | 0.9 | 2.2 |
| Total | No. | 1553 | 439 | 556 | 397 | 115 | 46 |
| | % | 100% | 100% | 100% | 100% | 100% | 100% |

| Support staff by ethnic group and grade, 2011 | | | | | | | |
|--|-----|--------------------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| | | All Support staff | Band 100 | Band 200 | Band 300 | Band 400 | Band 500 |
| Asian ethnic groups | No. | 172 | 21 | 10 | 27 | 60 | 54 |
| | % | 7.7 | 6.4 | 5.1 | 6.7 | 8.8 | 8.7 |
| Black ethnic groups | No. | 153 | 68 | 15 | 23 | 23 | 24 |
| | % | 6.9 | 20.8 | 7.7 | 5.7 | 3.4 | 3.9 |
| Chinese | No. | 26 | 3 | 1 | 5 | 7 | 10 |
| | % | 1.2 | 0.9 | 0.5 | 1.2 | 1.0 | 1.6 |
| Mixed ethnicity | No. | 32 | 7 | 2 | 4 | 9 | 10 |
| | % | 1.4 | 2.1 | 1.0 | 1.0 | 1.3 | 1.6 |
| Other ethnic groups | No. | 11 | 3 | 0 | 3 | 5 | 0 |
| | % | 0.5 | 0.9 | 0 | 0.7 | 0.7 | 0 |
| White ethnic groups | No. | 1807 | 221 | 163 | 337 | 568 | 518 |
| | % | 81.2 | 67.6 | 83.2 | 83.6 | 83.5 | 83.7 |

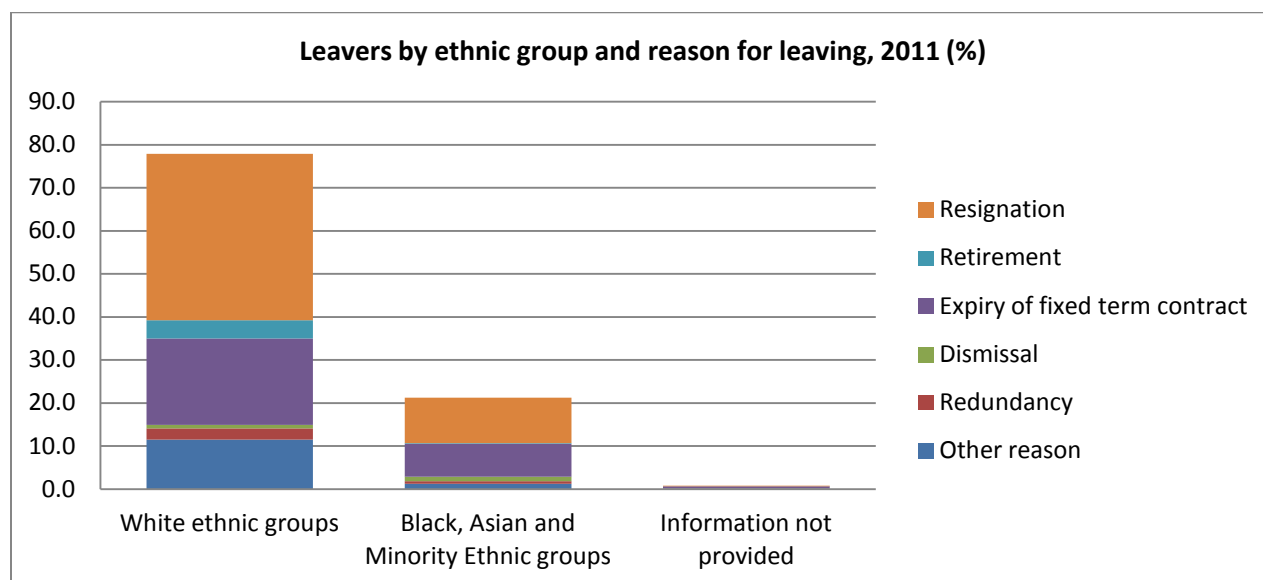
| | | | | | | | |
|--------------------------|-----|------|------|------|------|------|------|
| Information not provided | No. | 24 | 4 | 5 | 4 | 8 | 3 |
| | % | 1.1 | 1.2 | 2.6 | 1.0 | 1.2 | 0.5 |
| Total | No. | 2225 | 327 | 196 | 403 | 680 | 619 |
| | % | 100% | 100% | 100% | 100% | 100% | 100% |

e) Ethnic group and recruitment



| Applications and appointments by ethnic group, 2011 | | | |
|--|-----|---------------------|---------------------|
| | | Applications | Appointments |
| Black, Asian and Minority Ethnic groups | No. | 11574 | 286 |
| | % | 33.5 | 19.9 |
| White ethnic groups | No. | 21421 | 1137 |
| | % | 61.9 | 79.3 |
| Information not provided | No. | 1596 | 11 |
| | % | 4.6 | 0.8 |
| Total | No. | 34591 | 1434 |
| | % | 100 | 100 |

f) Ethnic group and turnover



| Leavers by ethnic group and reason for leaving, 2011 | | | | | | | | |
|--|-----|-------------|------------|-------------------------------|-----------|------------|--------------|---------------|
| | | Resignation | Retirement | Expiry of fixed term contract | Dismissal | Redundancy | Other reason | Total leavers |
| White ethnic groups | No. | 329 | 36 | 171 | 7 | 22 | 98 | 663 |
| | % | 38.7 | 4.2 | 20.1 | 0.8 | 2.6 | 11.5 | 78 |
| Black, Asian and minority ethnic groups | No. | 89 | 2 | 65 | 9 | 5 | 10 | 180 |
| | % | 10.5 | 0.2 | 7.6 | 1.1 | 0.6 | 1.2 | 21.2 |
| Information not provided | No. | 2 | 0 | 4 | 1 | 0 | 0 | 7 |
| | % | 0.2 | 0.0 | 0.5 | 0.1 | 0.0 | 0.0 | 0.8 |
| Total | No. | 420 | 38 | 240 | 17 | 27 | 108 | 850 |
| | % | 49.4 | 4.5 | 28.2 | 2.0 | 3.2 | 12.7 | 100% |

Promoting Race Equality

The University has a staff Race and Cultural Diversity Group that is open to all BAME staff and staff with an interest in race equality and cultural issues. The group acts as a forum for the University to engage with staff and for staff to raise issues of concern, and reports into the University's Diversity Forum. The Race and Cultural Diversity Group supports the organisation of events to mark Black History Month, which is an established part of the University calendar and an opportunity to explore and celebrate the lives of black and Asian communities using resources from the University's historical collections. Information of the wide range of events to celebrate Black History Month 2011 is available here:

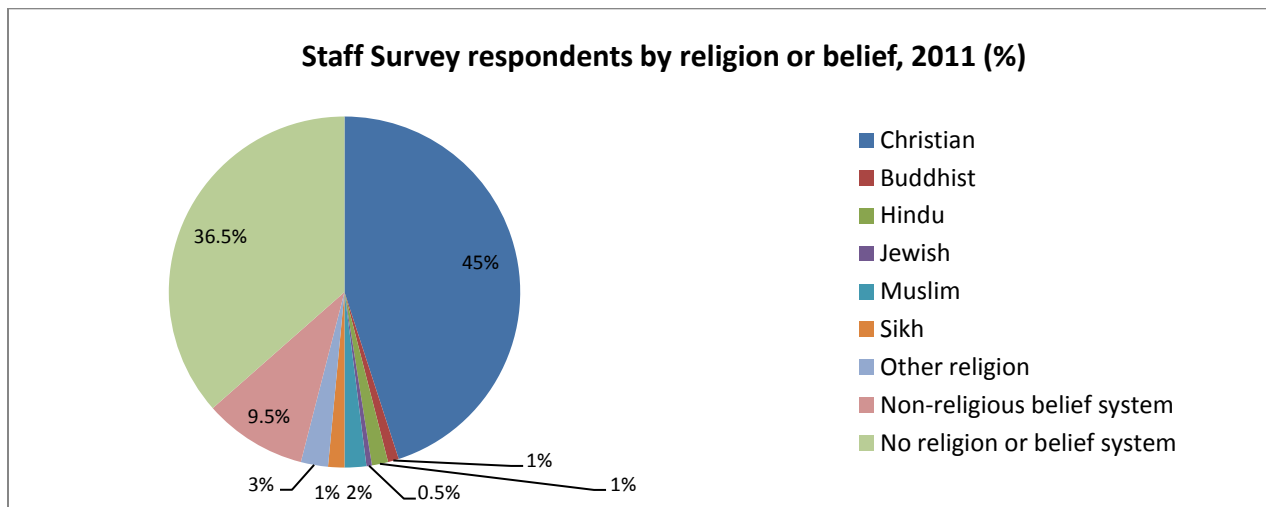
www.birmingham.ac.uk/collections/blackhistory

The University has identified the under-representation of BAME staff amongst its locally recruited staff as an area of concern, and has previously run successful recruitment campaigns in local media to challenge assumptions about who works at the University and the range of roles available. Continuing this activity has been identified as a priority for 2012-13 in the University's equality scheme. The University also recruits an increasing proportion of its Academic staff from the international market. Recognising and addressing the needs of this particular staff group has been identified as another key strand of activity during this period.

Religion or Belief

Overview of staff data by religion or belief

The University does not currently collate data on staff members' religion or belief as standard. In a 2011 survey, staff were given the option of disclosing their religion, belief or non-belief in an anonymous way. 66% of staff completed the survey, of which 81% disclosed their religion or belief, equivalent to 53% of the total staff population. Of those staff who disclosed their religion or belief, 54% hold some form of religious belief, 9.5% hold non-religious beliefs and 36.5% do not have any form of religious or non-religious belief.



| Staff survey respondents by religion or belief, 2011 | | |
|--|-----|-----------|
| | | All Staff |
| Christian | No. | 1469 |
| | % | 45 |
| Buddhist | No. | 33 |
| | % | 1 |
| Hindu | No. | 49 |
| | % | 1.5 |
| Jewish | No. | 16 |
| | % | 0.5 |

| | | |
|------------------------------|-----|------|
| Muslim | No. | 65 |
| | % | 2 |
| Sikh | No. | 49 |
| | % | 1.5 |
| Other religion | No. | 82 |
| | % | 2.5 |
| Non-religious belief system | No. | 310 |
| | % | 9.5 |
| No religion or belief system | No. | 1191 |
| | % | 36.5 |
| Total | No. | 3264 |
| | % | 100 |

Promoting equality

The University has two multi-faith chaplaincies with full and part-time Christian, Jewish, Muslim, Buddhist and Hindu chaplains. Students and staff have access to the chaplaincy for prayer and contemplation. The University seeks to accommodate the religious needs of staff wherever this is reasonably practical, usually through the use of flexible working practices, for example where staff need to take prayer breaks.

During 2012, the University will be reviewing staff data collection with a view to introducing the collection of data on religion or belief. This will enable the University to analyse employment processes by these factors and inform our policies and practices as appropriate. We will also be developing revised guidance on the accommodation of religion and belief in the workplace, in consultation with interested parties.

Sex

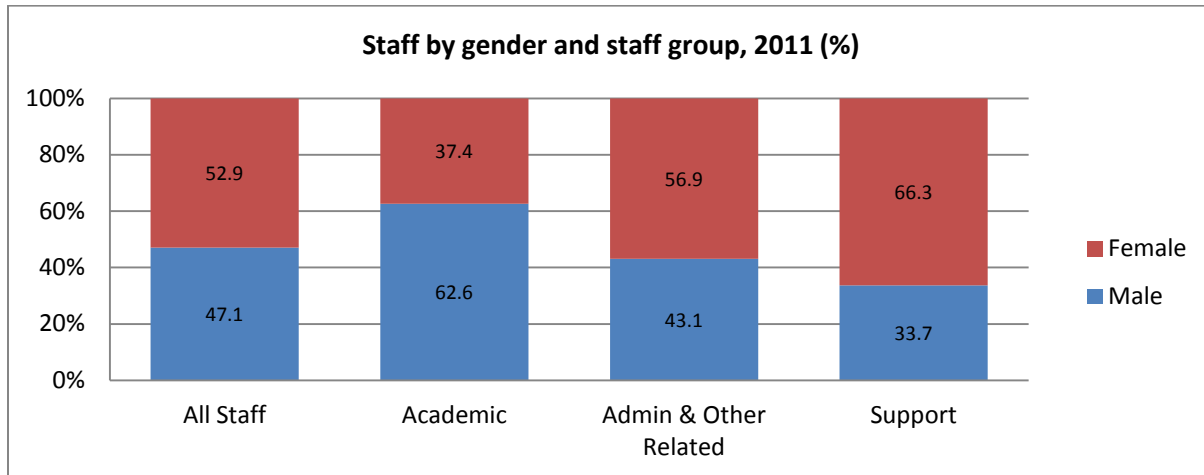
Overview of staff gender data

Date for 2011 shows:

- The University's total staff body is evenly balanced between female and male staff, with female staff accounting for 52.9% of the staff population.
- There are variations in gender representation across the three staff groups. Female staff are 37.4% of Academic staff, 56.9% of Admin & Other Related staff and 66.3% of Support staff.
- The proportion of female Academics has increased from 743 staff (34.2%) in 2004 to 875 staff (37.4%) in 2011.
- The University employs 6.5% fewer female academics than the sector average.

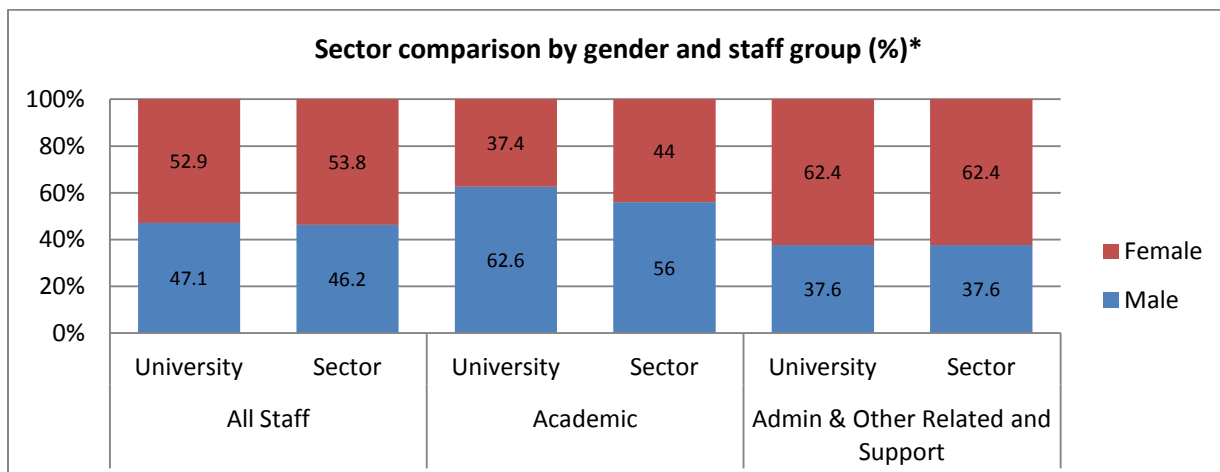
Staff population by gender

a) Gender and staff group



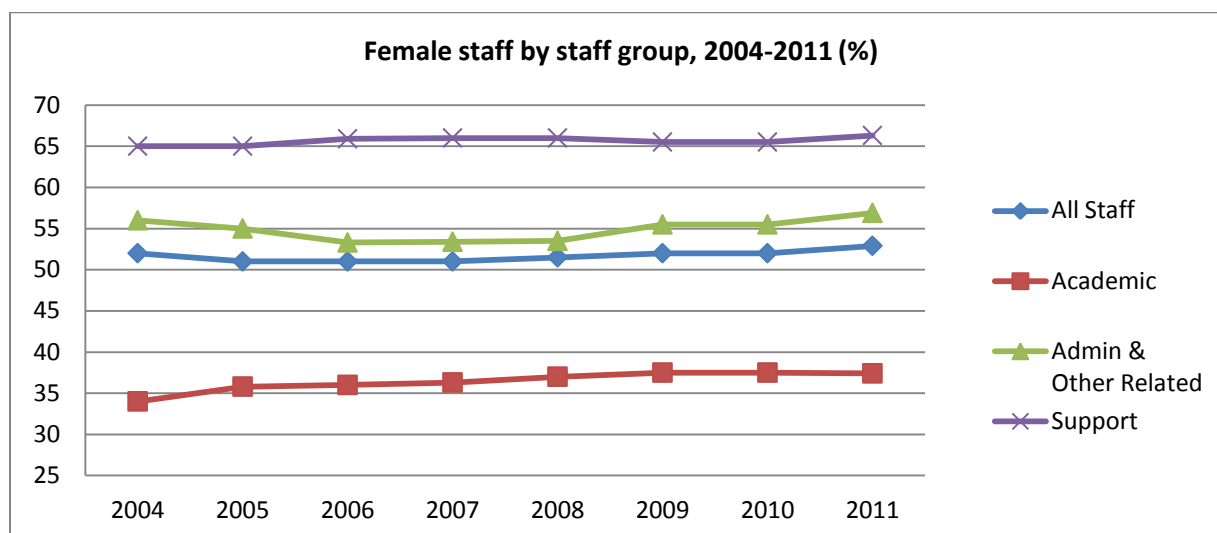
| All staff by gender and staff group, 2011 | | | | | |
|---|-----|-----------|----------|-----------------------|---------|
| | | All Staff | Academic | Admin & Other Related | Support |
| Female | No. | 3234 | 875 | 884 | 1475 |
| | % | 52.9 | 37.4 | 56.9 | 66.3 |
| Male | No. | 2881 | 1462 | 669 | 750 |
| | % | 47.1 | 62.6 | 43.1 | 33.7 |
| Total | No. | 6115 | 2337 | 1553 | 2225 |
| | % | 100% | 100% | 100% | 100% |

b) Higher Education Sector Comparison



* Sector data is for the 2009/10 academic year.

c) University trends 2004-2011



| Year | Gender | | All Staff | Academic | Admin & Other Related | Support |
|------|--------|-----|-----------|----------|-----------------------|---------|
| | | | No. | No. | No. | No. |
| 2004 | Female | No. | 2918 | 743 | 443 | 1732 |
| | | % | 52 | 34.2 | 56 | 65 |
| 2004 | Male | No. | 2711 | 1429 | 345 | 937 |
| | | % | 48 | 65.8 | 44 | 35 |
| 2005 | Female | No. | 2905 | 852 | 413 | 1640 |
| | | % | 51 | 35.9 | 55 | 65 |
| 2005 | Male | No. | 2766 | 1524 | 341 | 901 |
| | | % | 49 | 64.1 | 45 | 35 |
| 2006 | Female | No. | 3032 | 877 | 547 | 1608 |
| | | % | 51 | 36.1 | 53.3 | 65.9 |
| 2006 | Male | No. | 2865 | 1553 | 479 | 833 |
| | | % | 49 | 63.9 | 46.7 | 34.1 |
| 2007 | Female | No. | 3054 | 908 | 605 | 1541 |
| | | % | 51 | 36.3 | 53.4 | 66 |
| 2007 | Male | No. | 2911 | 1590 | 528 | 793 |
| | | % | 49 | 63.7 | 46.6 | 34 |
| 2008 | Female | No. | 3097 | 904 | 660 | 1533 |
| | | % | 51.5 | 36.8 | 53.5 | 66 |
| 2008 | Male | No. | 2922 | 1553 | 574 | 795 |
| | | % | 48.5 | 63.2 | 46.5 | 34 |
| 2009 | Female | No. | 3180 | 937 | 736 | 1507 |
| | | % | 52 | 37.6 | 55.5 | 65.5 |
| 2009 | Male | No. | 2937 | 1542 | 592 | 793 |
| | | % | 48 | 62.4 | 44.5 | 34.5 |
| 2010 | Female | No. | 3180 | 937 | 736 | 1507 |

| | | | | | | |
|------|--------|-----|------|------|------|------|
| | | % | 52 | 37.9 | 54.6 | 66.7 |
| | Male | No. | 2937 | 1531 | 612 | 752 |
| | | % | 48 | 62 | 45.4 | 33.2 |
| 2011 | Female | No. | 3234 | 875 | 884 | 1475 |
| | | % | 52.9 | 37.4 | 56.9 | 66.3 |
| | Male | No. | 2881 | 1462 | 669 | 750 |
| | | % | 47.1 | 62.6 | 43.1 | 33.7 |

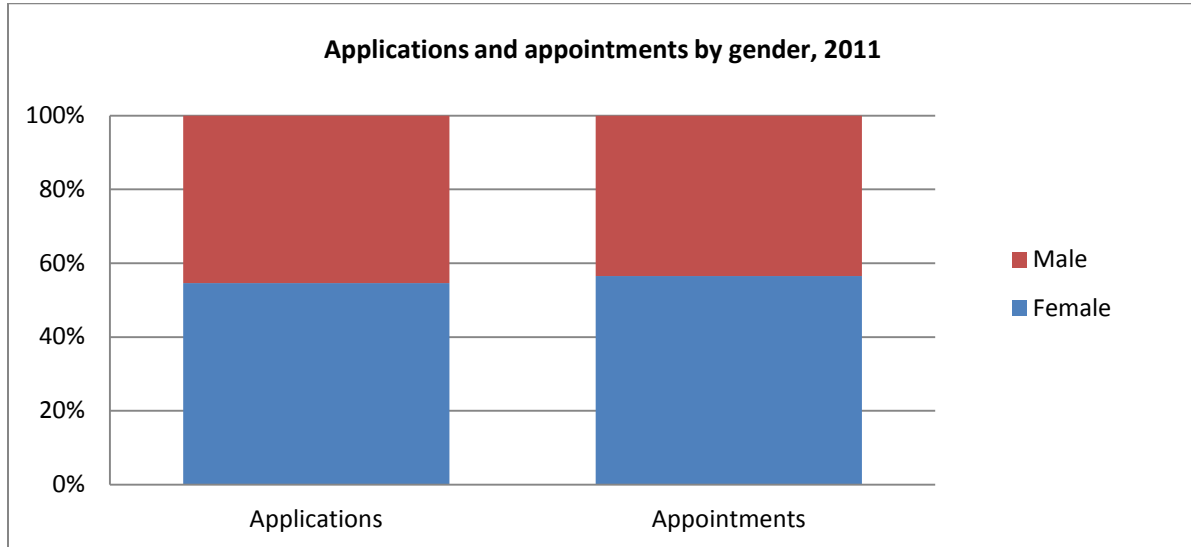
d) Gender and grade

| Academic staff by gender and grade, 2011 | | | | | | | |
|--|-----|--------------------|--------------------|-----------------|--------------------------------|--|-----------|
| | | All Academic Staff | Research Associate | Research Fellow | Lecturer and Research Fellow 2 | Senior Lecturer, Senior Research Fellow & Reader | Professor |
| Female | No. | 875 | 69 | 274 | 274 | 187 | 71 |
| | % | 37.4 | 58.5 | 46.2 | 38.8 | 34.1 | 19.2 |
| Male | No. | 1462 | 49 | 319 | 433 | 362 | 299 |
| | % | 62.6 | 41.5 | 53.8 | 61.2 | 65.9 | 80.8 |
| Total | No. | 2337 | 118 | 593 | 707 | 549 | 370 |
| | % | 100% | 100% | 100% | 100% | 100% | 100% |

| Admin & Other Related staff by gender and grade, 2011 | | | | | | | |
|---|-----|---------------------------------|---------|---------|---------|---------|----------|
| | | All Admin & Other Related staff | Grade 6 | Grade 7 | Grade 8 | Grade 9 | Grade 10 |
| Female | No. | 884 | 268 | 321 | 226 | 49 | 20 |
| | % | 56.9 | 61.0 | 57.7 | 56.9 | 42.6 | 43.5 |
| Male | No. | 669 | 171 | 235 | 171 | 66 | 26 |
| | % | 43.1 | 39.0 | 42.3 | 43.1 | 57.4 | 56.5 |
| Total | No. | 1553 | 439 | 556 | 397 | 115 | 46 |
| | % | 100% | 100% | 100% | 100% | 100% | 100% |

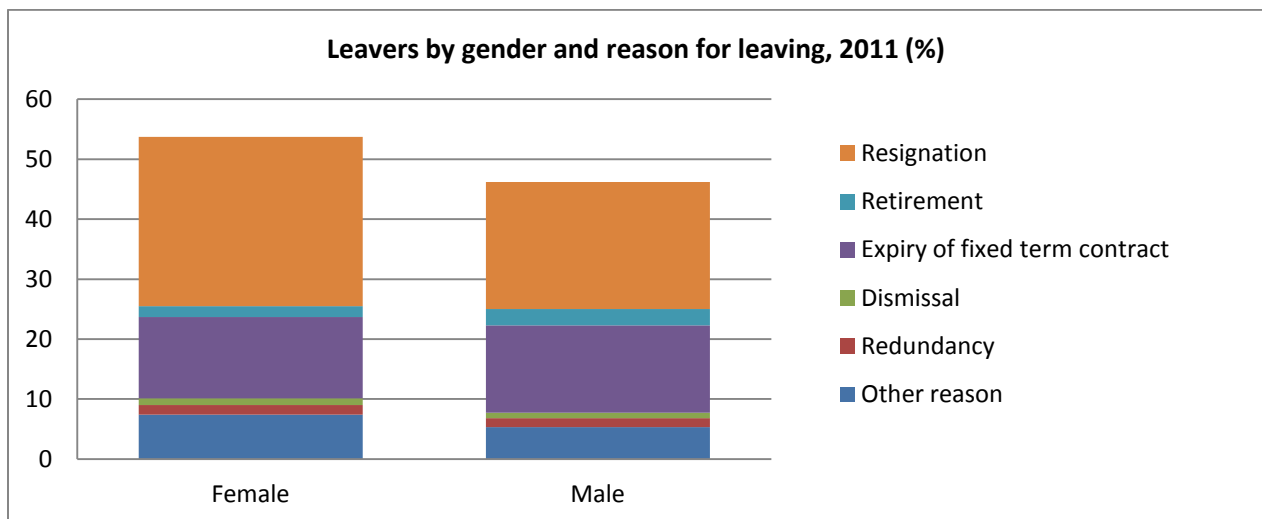
| Support staff by gender and grade, 2011 | | | | | | | |
|---|-----|-------------------|----------|----------|----------|----------|----------|
| | | All Support staff | Band 100 | Band 200 | Band 300 | Band 400 | Band 500 |
| Female | No. | 1475 | 192 | 106 | 235 | 508 | 434 |
| | % | 66.3 | 58.7 | 54.1 | 58.3 | 74.7 | 70.1 |
| Male | No. | 750 | 135 | 90 | 168 | 172 | 185 |
| | % | 33.7 | 41.3 | 45.9 | 41.7 | 25.3 | 29.9 |
| Total | No. | 2225 | 327 | 196 | 403 | 680 | 619 |
| | % | 100% | 100% | 100% | 100% | 100% | 100% |

e) Gender and recruitment



| Applications and appointments by gender, 2011 | | | |
|--|-----|---------------------|---------------------|
| | | Applications | Appointments |
| | | Female | No. |
| | % | 53.9 | 56.5 |
| Male | No. | 15486 | 624 |
| | % | 44.8 | 43.5 |
| Total | No. | 34591 | 1434 |
| | % | 100 | 100 |

f) Gender and turnover



| Leavers by gender and reason for leaving, 2011 | | | | | | | | |
|--|-----|-------------|------------|-------------------------------|-----------|------------|--------------|---------------|
| | | Resignation | Retirement | Expiry of fixed term contract | Dismissal | Redundancy | Other reason | Total leavers |
| Female | No. | 240 | 15 | 116 | 9 | 14 | 63 | 457 |
| | % | 28.2 | 1.8 | 13.6 | 1.1 | 1.6 | 7.4 | 53.8 |
| Male | No. | 180 | 23 | 124 | 8 | 13 | 45 | 393 |
| | % | 21.2 | 2.7 | 14.6 | 0.9 | 1.5 | 5.3 | 46.2 |
| Total | No. | 420 | 38 | 240 | 17 | 27 | 108 | 850 |
| | % | 49.4 | 4.5 | 28.2 | 2.0 | 3.2 | 12.7 | 100% |

g) Gender and equal pay

The University has an overall gender pay gap of 17.9%. For Academic staff the gap is 8.5%, for Academic Related staff it is 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).²

Promoting gender equality

Whilst the University has an overall positive balance between male and female staff, there is under-representation of female staff amongst Academic staff, with this difference becoming more pronounced as seniority increases. The University recognises this as a significant issue and has joined the Athena SWAN Charter as a means of addressing under-representation. Athena SWAN promotes and recognises good employment practices in the higher education sector that support the recruitment, retention and progression of female academic staff in science, engineering and technology (SET). The University has established an Athena SWAN Working Group with membership from across its SET Schools to make recommendations for improving University practices.

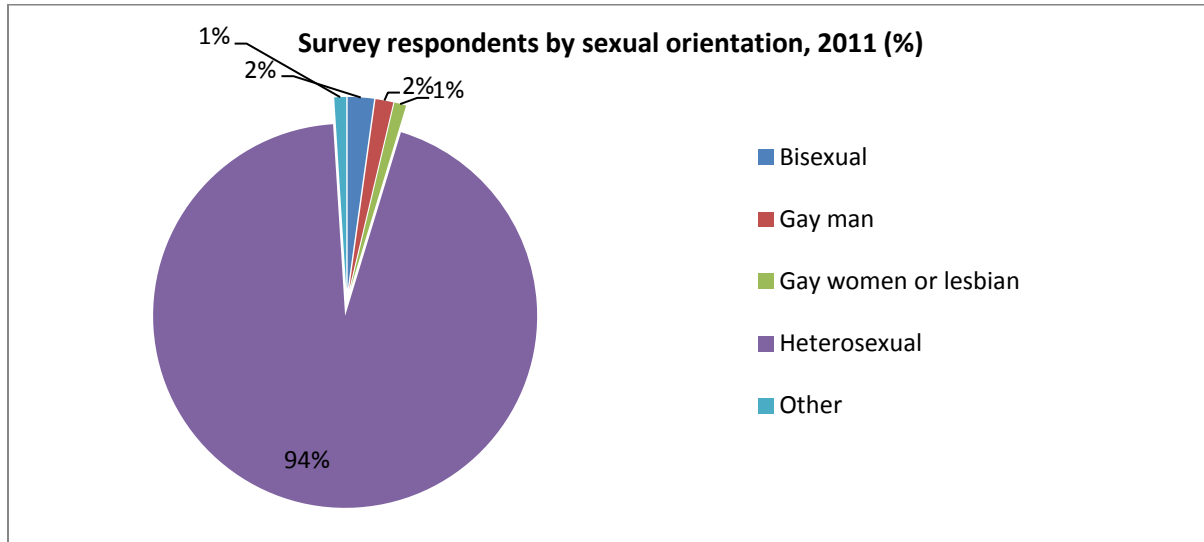
In 2011, the group undertook an assessment of the University's employment practices and staff data and has developed an action plan for improvements. Key actions include expanding the use of networks for female academic staff to provide targeted support and mentoring; development programmes for female academic staff; creating formal return-to-work arrangements that enable staff to re-establish their research base and developing workload models that fully support part-time working.

² Equal Pay Review Report. The review analysed pay data for staff covered by the JNCHEs Framework Agreement. It did not include Professorial grade and Admin and Other Related grade 10 staff.

Sexual Orientation

Overview of staff data by sexual orientation

The University does not currently collect data on staff members' sexual orientation as standard. In a 2011 staff survey, staff were given the option of disclosing their sexual orientation in an anonymous way. 63% of staff completed the survey of which 81.5% disclosed information on their sexual orientation, equivalent to 53.5% of the total staff population. Of the staff who disclosed their sexual orientation in the survey, 5.7% described themselves as bisexual, a gay man, a gay woman or lesbian or having another sexual orientation other than heterosexual.



| Survey respondents by sexual orientation, 2011 | | |
|--|------------|-------------|
| | | All Staff |
| Bisexual | No. | 72 |
| | % | 2.2 |
| Gay man | No. | 50 |
| | % | 1.5 |
| Gay woman or lesbian | No. | 33 |
| | % | 1 |
| Other | No. | 31 |
| | % | 1 |
| Total | No. | 186 |
| | % | 5.7 |
| Heterosexual | No. | 3080 |
| | % | 94.3 |
| Total | No. | 3266 |
| | % | 100 |

Promoting equality

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

The Rainbow Network plays a key role in organising events for LGBT History Month, which has been formally marked at the University since 2010 and is now an established part of the University calendar. Events held on campus to celebrate history month include an exhibition from the University's Special Collections, examining the lives of significant individuals from the lesbian, gay, bisexual and transgender communities, talks on the history of Birmingham's LGBT communities and an Amnesty International exhibition on the worldwide struggle for gay equality. The underpinning theme of the University's LGBT History Month is to celebrate and promote greater understanding of LGBT lives and experiences.

To support and demonstrate our commitment to LGB equality, the University is also a member of Stonewall Diversity Champions and participates in their annual employers' index. We have benchmarked our employment practices against Stonewall best practice and introduced changes, such as explicitly promoting family benefits to same sex couples and using the Stonewall logo in our recruitment materials.

In addition to our current activities, during 2012, the University will be reviewing staff data collection in consultation with the LGBTQ Rainbow Staff Network, with a view to introducing the collection of data on sexual orientation. This will enable the University to analyse employment processes by sexual orientation and inform our policies and practices.

Student Information

Introduction

a) About the data

This report contains statistical and other data for the protected characteristics of gender, ethnicity, disability and age. For each of the characteristics the total student population is presented, along with an indication of several years' trend and a breakdown of the population by College. Statistical data on the other protected characteristics is not collected at the present time. From September 2012, the University will work towards including sexual orientation, religion or belief and gender identity as categories in the student registration process.

There is general evidence presented here in relation to all the protected characteristics from the National Student Satisfaction Survey (NSS) 2010 and the Birmingham Student Survey (BSS) 2011 (undergraduate satisfaction) and other research publications. Commentary in bold indicates a comparison with the higher education sector in general.³

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

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

b) Overview of the student population

As of 1st November 2011, the University had a total population of 26,734 degree-level students and 1,012 sub-degree students. The population was as follows:

- 17,934 undergraduate students
- 6,039 taught postgraduate students
- 2,761 research postgraduate students
- 1,012 sub-degree students

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

- Undergraduate: 174 (1% of total population)

³ Equality Challenge Unit (2011) Equality in higher education: statistical report 2011, Part 2 Students.

- Taught postgraduate: 2750 (45.5% of total population)
- Research postgraduate: 704 (25.5% of total population)
- Sub-degree: 986 (97.4% of total population)

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

- Arts and Law: 4617 undergraduates, 687 taught postgraduates, 562 research postgraduates, 25 sub-degree
- Engineering and Physical Sciences: 3423 undergraduates, 570 taught postgraduates, 873 research postgraduates, 24 sub-degree
- Life and Environmental Sciences: 2789 undergraduates, 387 taught postgraduates, 528 research postgraduates, 39 sub-degree
- Medical and Dental Sciences: 3205 undergraduates, 570 taught postgraduates, 327 research postgraduates, 1 sub-degree
- Social Sciences: 3899 undergraduates, 3824 taught postgraduates, 471 research postgraduates, 923 sub-degree

c) 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%. The results related to each protected characteristics are within the relevant sections throughout this report.

d) Equality information and outcomes

| Summary of outcomes informed by the student equality information | |
|--|--|
| Main issues identified from the information available | Work undertaken/on-going since 2009 |
| DISABILITY | |
| 1. Numbers of students disclosing | 1. The importance of disclosing is now in the main materials that students access. Welfare Tutors and those in the Schools responsible for ensuring student support are given training on how to support students. Their role is to ensure that all those working with students are aware and use the Code of Practice on Reasonable Adjustment (2010) and encourage disclosure. 2. The University's Estates Office have a staged plan to improve accessibility to university buildings see |
| 2. Built environment | |
| 3. Standardised response to student support | |
| 4. Increase in students | |

| | |
|---|--|
| declaring a mental health issue | www.http://www.as.bham.ac.uk/legislation/aprc/APRC.11.06.03ap2.pdf 3. Support is available for students with mental health issues and Student Support Services have responded to the growing demand for this service by reviewing what's available and considering how best to respond to demand. |
| GENDER | Work undertaken/on-going since 2009 |
| 1. Females are in a significant minority in certain SET subjects. 2. Males are less likely to gain a first or an upper first class degree (gap = 3.5%). | 1. The University supports groups within departments that support females in the minority, in addition to the Athena Swan Project. For example, a Women in Physics Group was launched in September 2011. 2. Schools are required as part of the quality assurance system to review annually data on the performance of those in the equality groups. Male under-attainment may be a particular issue in some Schools. Work this year will need to consider male performance on programmes. |
| PREGNANCY AND MATERNITY/ CARING RESPONSIBILITIES | Work undertaken/on-going since 2009 |
| 1. Student parents known but performance data not considered e.g. retention, attainment. 2. Issues such as timetabling, finance and childcare concerns can negatively impact on success. | 1. From 2012, the Planning Department will produce a report, along with the reports on ethnicity, gender and so forth, on the performance of student parent /carers. 2. Representatives from the Student Parents and Carers' Association (a newly formed Guild association) raise issues at the Inclusive Curriculum Working Group with the aim of ensuring their views are heard and needs addressed. Their website is http://students.guild.bham.ac.uk/spc/ |
| AGE | Work undertaken/on-going since 2009 |
| 1. More part time | 1. The University Graduate School supports postgraduate students. |

| | |
|---|--|
| <p>students are older and more likely to be studying at post-graduate level.</p> <p>2. Mature students studying at undergraduate level are more likely to leave after the first year and less likely to gain a first or an upper second class degree.</p> | <p>2. Through annual review of data, Schools can identify if mature undergraduate students are less successful in their course and then consider ways to better support them. In the School of History they have identified mature students as a risk group and are looking at how to better support them.</p> <p>3. A review of the provision of PGT is being conducted by Student Services in 2012.</p> |
| <p>GENDER IDENTITY</p> | <p>Work undertaken/on-going since 2009</p> |
| <p>1. Lack of data</p> <p>2. Lack of information about transitioning and the best support for students</p> <p>3. Bullying potentially an issue in higher education, as identified in sector survey</p> | <p>1. Consider in 2012 the preferred approach to collect information on gender identity.</p> <p>2. Review the information on the website to make sure that a student who is transitioning is aware of the support available.</p> <p>3. The Guild and the University are working together to promote a zero tolerance approach to bullying and harassment.</p> |
| <p>RACE</p> | <p>Work undertaken/on-going since 2009</p> |
| <p>1. Variable degree attainment by BAME groups</p> <p>2. Retention of BAME students beyond the first year poorer</p> <p>3. BAME students less likely to gain full time employment than white graduates.</p> <p>4. Generally BAME students are less satisfied with their HE experience and disappointed by the lack of diversity in the</p> | <p>1(i) Research is underway on the experiences of BAME students at the University of Birmingham.</p> <p>(ii) The University participates in a Russell Group Attainment forum where initiatives to address the of variable degree attainment are addressed</p> <p>(iii) Across the University School are considering how to improve the degree attainment of their students e.g. School of Psychology, Law, History.</p> <p>(iv) The issue of variable BAME attainment and other performance issues are considered at the Student access and Progress Committee.</p> |

| | |
|---|---|
| curriculum. | |
| RELIGION AND BELIEF | Work undertaken/on-going since 2009 |
| <p>1. Data not complete</p> <p>2. Ensure that needs of religious students are considered and accommodated, if reasonable</p> | <p>1. Although some information is collected on the religious affiliations of students, the categories need updating and bringing in line with those suggested by HESA. From 2012 the University will use HESA's codes.</p> <p>2. (i) University has a Code of Practice on the accommodation of a student's religious practice available at http://www.birmingham.ac.uk/Documents/university/legal/accommodating-religious-observance.pdf</p> <p>(ii) The University is working with the Guild of Students to improve the prayer facilities for Muslim students i.e. the main prayer room.</p> <p>(iii) There is a Good Campus Relations group that considers the work undertaken across the University to ensure good relations between religious and other groups, including interfaith work.</p> <p>(iv) Recording for information and training purposes of Muslim female student voices in order to facilitate the process of understanding of the experiences of this particular group of students.</p> <p>(v) Religious Literacy Leadership Programme organization is to run workshops in 2012 for staff on facilitating dialogue between different religious groups.</p> |
| SEXUAL ORIENTATION | |
| <p>1. Lack of statistical data</p> <p>2. Help students overcome their fear of discrimination</p> <p>3. Work towards supporting students to feel comfortable with their sexual identity</p> <p>4. Homophobic harassment potentially an issue in higher education, as identified in sector survey</p> | <p>1. Collect data in 2012.</p> <p>2. As above, work on a zero tolerance approach to bullying and harassment.</p> <p>3. The idea of developing an LGBT website for staff and students is being considered in 2012, if resources allow. The site will provide a 'space' for the University's LGBT community.</p> <p>4. The Counselling and Guidance service run workshops and QChat- www.as.bham.ac.uk/qchat</p> <p>5. In addition to many other activities planned for LGBT History Month, a workshop is being run on moving into employment and managing sexual identity.</p> |
| MULTIPLE IDENTITIES | |
| <p>1. Lack of analysis on the experiences of students who have multiple identities</p> | <p>1. From 2012, any data reports will include a section on multiple identities.</p> |

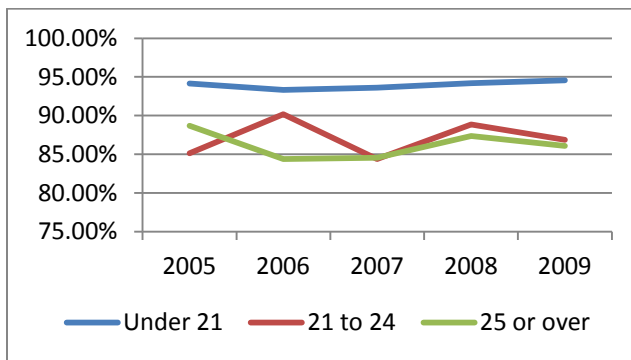
Age

Across higher education, **84.3% of full time first degree undergraduates are aged 21 or under. 49.1% of full time other graduates are aged 21 and under. Part time students are generally older than full time students. 44.2% of part time students are aged 36 and over compared with only 4.9% of full time students.**

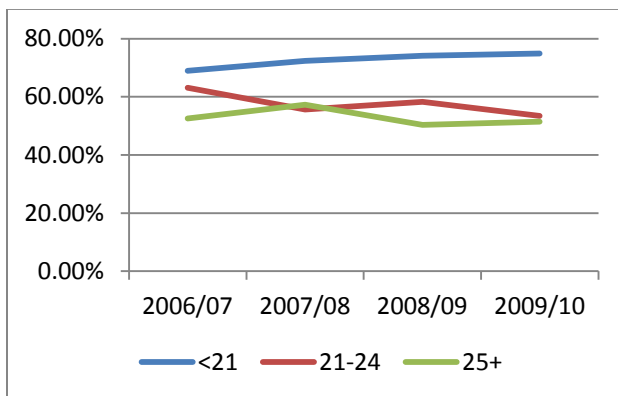
As of November 2011, there were 7,551 mature degree and sub-degree students at the University, representing 28.2% of the total student population. A mature student is defined as one aged 21 or over at the start of the session for undergraduates, and 25 or over for postgraduates.

- **Mature students** - 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.

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



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



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.

Postgraduates

In November 2011, 57.8% of all taught postgraduates and 61.4% of all research postgraduates were mature students. These figures are heavily influenced by the profile of part-time students – 87.9% of part-time taught postgraduates and 90.1% of part-time postgraduates were mature entrants, compared to 32.7% and 51.6% respectively for full-time students. There is a particular concentration of mature part-time postgraduates in the School of Education.

Disability

Across HE 7.6% in 2009/10 declared a disability and 55% of first year undergraduate students who declared a disability stated they had a specific learning difficulty.

As of November 2011, there are 1,589 students at the University with a known disability, representing 5.8% of the total student population. Among undergraduates (excluding sub-degrees), the figure is 6.3%. The most commonly reported disability is dyslexia. A total of 254 students (0.9% of the total population) declared a mental health disability, a significant increase on the previous year's figure.

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%.

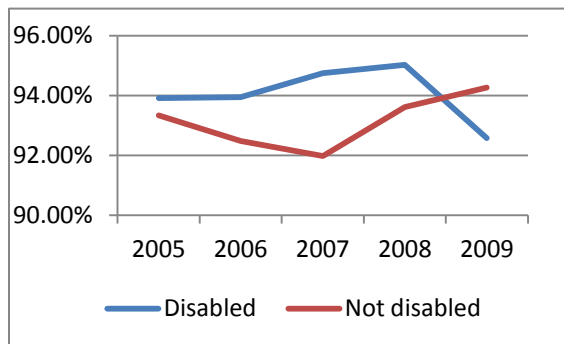
- Disability - Both NSS and BSS found that in every category disabled students were less satisfied than non-disabled students. Key issues for disabled students included the built environment, signage, the stress of starting higher education and stress around exam time, not having materials prior to lectures, poor communication between staff regarding the student's disability and delays in receiving their Disabled Students Allowance.

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.

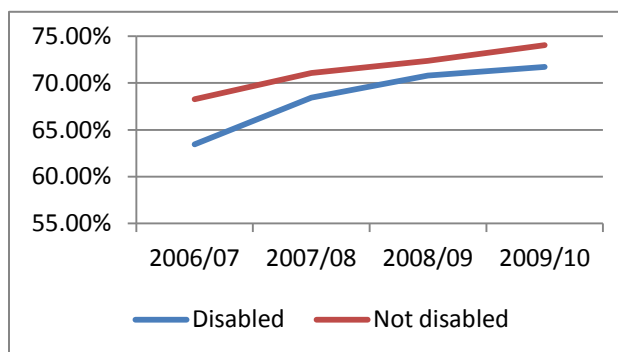
- Among 2005 entrants, 84.4% of disabled students and 86.2% of non-disabled students had attained a degree as of February 2011.
- In 2010, 71.7% of disabled students gained First or Upper Second class honours, compared to 74.0% of students with no known disability.

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



59.9% of qualifiers declaring a disability obtained a first class or upper second honours degree. Of those declaring a disability, students who received DSA were more likely to obtain a first class or upper second class honours degree (60.2%) than those who did not receive DSA.

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.⁴

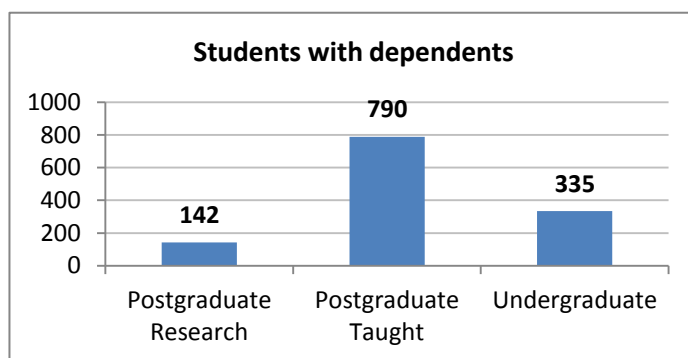
Gender Identity

The University does not currently ask students if they are transitioning or have undergone transitioning. 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.⁵

Pregnancy and Maternity

Since 2010, the University has asked students whether they have children or caring responsibilities. During the 2010/11 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.

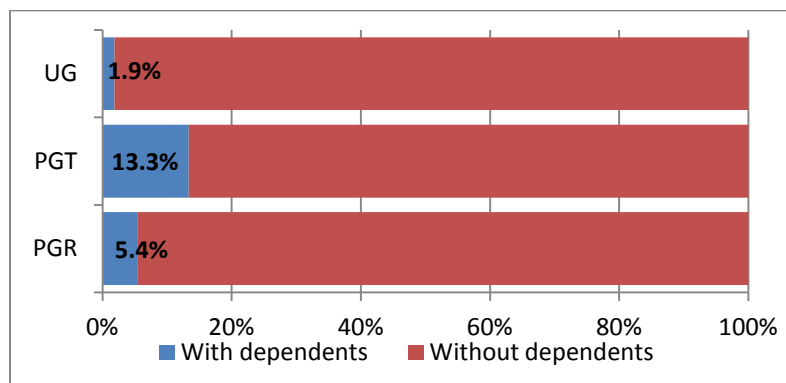
- Student parents - Student parents are an 'at risk' group in terms of retention. Staff at institutions are often a vital swing factor in student parents' experience. Childcare costs, financial worries and the lack of flexibility in the delivery and assessment of the curriculum are cited as the main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



⁴ HESA, *Destination of Leavers in Higher Education survey LHE survey 2009*, (UK-domiciled full-time first degree students).

⁵ Equality Challenge Unit, *Experience of Lesbian, Gay, Bisexual and Trans Staff and Students in Higher Education*, (ECU, 2009).

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 |

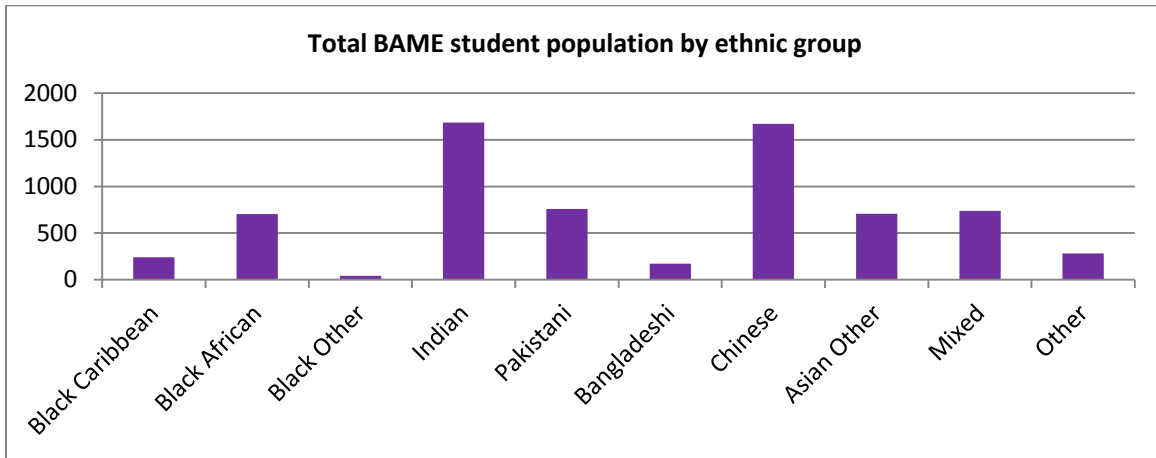
Race

Across the higher education sector over the last seven years, the proportion of UK- domiciled BAME students has increased from 14.9% in 2003/04 to 18.1% in 2009/10

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 November 2011, 28.0% of Birmingham students whose ethnicity is known are from BAME groups. Among undergraduates, the figure is 23.5%. 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.

- **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

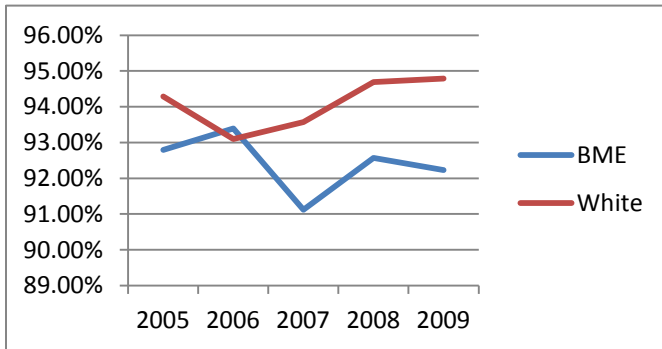
difference and diversity, few BAME academics and perceived racial/cultural bias amongst some staff.



Full-time undergraduates

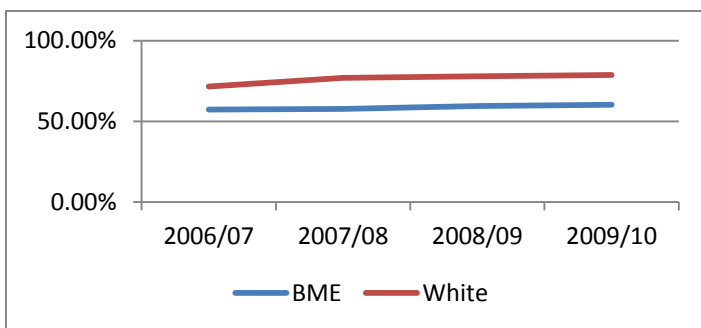
- Among 2009 entrants, 92.2% of BAME students and 94.8% of white students remained at the University beyond their first year.
- Among 2005 entrants, 81.4% of BAME students and 87.9% of white students had attained a degree as of February 2011.
- In 2010, 60.3% of BAME students gained First or Upper Second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

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



For UK-domiciled qualifiers, the difference between the proportion of white qualifiers who obtained a first class or upper second class honours and that of BAME qualifiers (the attainment gap) was 18.6% in 2009/10. This is a slight decrease of 18.8% in 2005/6.

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

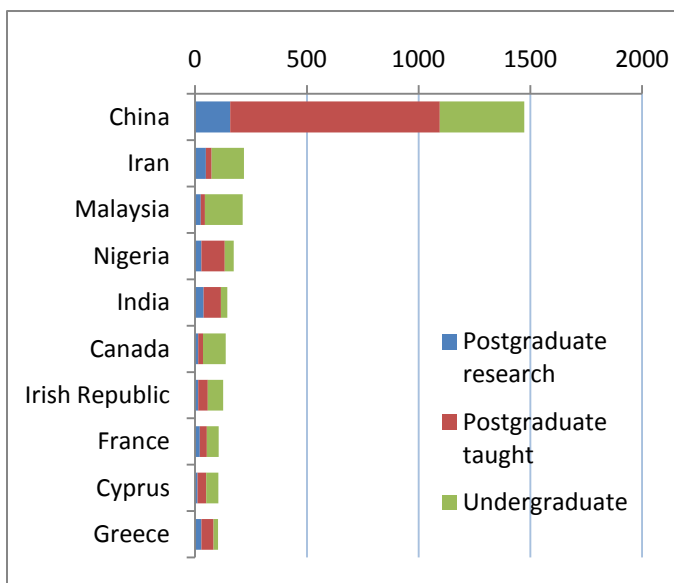


Among respondents to the 2009-2010 Destination of Leavers in Higher Education survey, 47.4% of BAME graduates were in full-time paid work 6 months after graduating, compared to 52.3% of white graduates. Additionally, 9.2% of BAME graduates were in part-time work, compared to 9.1% of white graduates, 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.⁶

For UK-domiciled leavers, BAME leavers (12.6%), particularly Chinese (14.7%) and black (14.3%) leavers, were more likely to be assumed to be unemployed than white leavers(6.2%).

International students

As of November 2011, there are 4,993 international degree students registered at the University. Of these, by far the largest number came from China (1,473), followed by Iran (218):



The breakdown by College is as follows:

- Arts and Law, 586 international students
- Engineering and Physical Sciences, 1,432 international students
- Life and Environmental Sciences, 323 international students
- Medical and Dental Sciences, 295 international students
- Social Sciences, 2,357 international students

⁶ HESA, *Destination of Leavers in Higher Education survey LHE survey 2009*, (UK-domiciled full-time first degree students).

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 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.⁷

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.⁸

Sex

Across the sector, the average representation of female students in the 2008-2009 academic year was 51%. More female students studied part time than male across all degree levels.

As of November 2011, 54.7% of all registered students are female and 45.3% male. Among full-time undergraduates, the difference is more marked, with 55.1% female.

- 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.

Full-time undergraduates

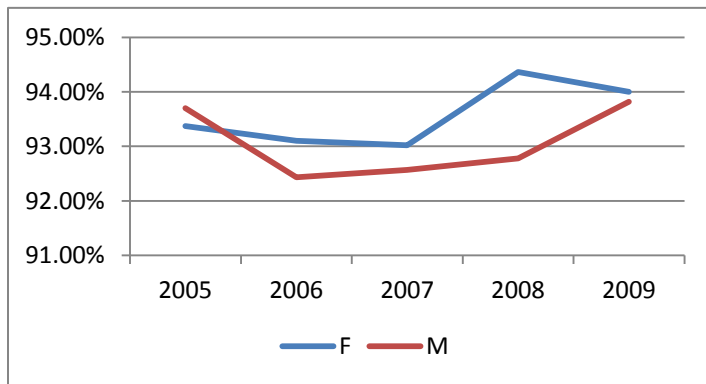
- Among 2009 entrants, 93.8% of male students remained at the University beyond their first year, compared to 94% of female students.
- Among 2005 entrants, 84.1% of male students and 87.7% of female students had attained a degree as of February 2011.

⁷ 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.

⁸ Ibid.

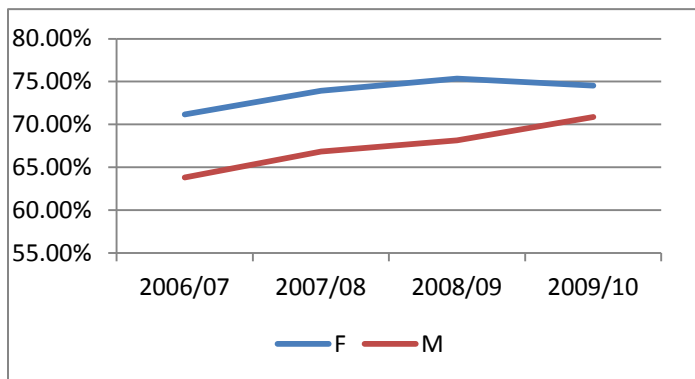
- In 2010, 70.9% of male students gained First or Upper Second class honours, compared to 74.5% of female students.

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



A higher proportion of men obtained a first class honours degree (14.8%) than women (14.1%)

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



Unemployment rates were higher for male leavers (9.1%) than for female leavers (6.1%).

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.⁹

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).¹⁰

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.¹¹

Multiple identities

From 2013 the University will consider data related to the performance of multiple identity students. Some interesting information emerges when more than one of the protected characteristics is considered together. The ECU¹² found that:

- Among UK-domiciled BAME students, there were more black female (6%) than black male (5.7%) students. For all other BAME groups, there were more men than women in higher education.
- 51.1% of the male population were aged 21 and under compared with 45.9% of female students. However, 20.9% of female students were aged 36 and over compared with 15.3% of male students.
- 9.2% of white students declared a disability compared with 3.6% of Chinese students.

⁹ HESA, *Destination of Leavers in Higher Education survey LHE survey 2009*, (UK-domiciled full-time first degree students).

¹⁰ 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.

¹¹ Ibid.

¹² ECU (2011) *Equality in Higher Education: Statistical Report 2011 Part 2: Students* www.ecu.ac.uk

- 67.6% of Asian students and 62.9% of Chinese students were aged 21 and under, compared with 38.6% of black students. 26.1% of black students were aged 36 and over, compared with 8.6% of Chinese students and 7.3% of Asian students.
- The ethnicity attainment gap ranges from 9.3% for qualifiers aged 21 and under to 29.8% for those aged 36 and over.

Student complaints

There have been 30 formal complaints from 2007/8 to January 2012. Of those:

Male: 17 Female: 13

Under aged 25: 5 Over 25: 25

Undergraduate: 7

Postgraduate: 14

Graduate research: 9

Ethnicity:

White British: 13

Other white background: 2

Asian/Asian British- Pakistani: 5

Indian: 3

Other black background: 1

Other ethnic background: 2

Not known: 2

Information refused: 1

Blank: 1

Disability:

No known disability: 24

Deaf/hearing impairment: 3

A specific learning difficulty: 1

Disability not listed: 1

Blank: 1

The relatively small number of formal complaints submitted from the 2007/08 session to date (30) makes it difficult to draw meaningful conclusions. However, there do not appear to be any trends apparent in the data collected regarding gender and disability.

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

Level and age: Only seven complaints were from undergraduate students, the remaining twenty-three having been submitted by postgraduates (fourteen by postgraduate taught

students and nine by postgraduate researchers). Additionally, only five of the thirty students were under the age of 25, which suggests that older students are more likely to submit formal complaints. However, given that postgraduates are normally older than undergraduates, it is difficult to tell from the data whether students are more likely to complain because they are postgraduates, or whether they are more likely to complain because of their age/maturity. It is reassuring to note that the Office of the Independent Adjudicator reports comparable trends: postgraduate students remain disproportionately over-represented in the number of complaints brought to the OIA.

As the numbers of complaints involved are so small, and the nature of each complaint unique, it remains difficult to establish whether there are any underlying factors contributing to the apparent trends regarding ethnicity, age and level of study noted above. However, these data will continue to be monitored in 2011/12 by Academic Quality Unit in liaison, if appropriate, with the University's Equality and Diversity Advisor.

Students as part of the complaints procedure are given the details of the Equality and Diversity Adviser in case they require advice and support regarding discrimination. The University has a mediation service and students have access to impartial harassment advisers.