

UNIVERSITY OF
BIRMINGHAM



PROMOTING EQUALITY CELEBRATING DIVERSITY

Publication of Equality Information Report, January 2013

Publication of Equality Information Report

Background

This report provides information on how the University of Birmingham is meeting its responsibilities under the Equality Act 2010 Equality Duty during 2012. It is published with regard to the specific duty to publish equality information to demonstrate compliance with the three aims of the Equality Duty and to make this information publicly available.

The Equality Duty

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

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

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

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

University of Birmingham Equality Objectives

Our equality objectives and the actions we will take to achieve them are set out in the University's Equality Scheme 2011-2015. These objectives are 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.

Publication of Equality Information

This report provides information demonstrating how the University is complying with the Equality Duty. It contains demographic information on our staff and student bodies for 2012 by the protected characteristics of age, disability, gender reassignment, pregnancy and maternity,

race, religion or belief, sex and sexual orientation. It also provides information on activities during the 2011-12 academic year under our Equality Scheme action plan and objectives to promote greater equality across the protected characteristics.

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

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.
- Completing a University curriculum review led by the PVC for Education which considered inclusivity issues.
- Establishing the Student Access and Progress Committee that reports on student demographics and performance.
- Requiring all staff to undertake equality training and embedding this in new staff members' induction.
- Using data on how students from different equality groups are performing to identify potential issues and develop interventions at School level. For example, in 2012 the Department of Theology and Religion noted that students from particular communities/ethnic minorities were not as engaged and successful than other groups and introduced plans to improve participation and integration in induction and other activities, as well as providing 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.
- In 2012, the equality team made a presentation to each of the University's College Boards on the Equality Scheme and key areas for 2012/13.

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 black and minority ethnic students (BAME) and sexual minority students into employment.
- Expanding the peer mentoring scheme for BAME students and researching, funded partly by the Higher Education Academy, into the experiences of BAME students and efficacy of peer mentoring as a means of narrowing the attainment gap.

- Membership of the Athena SWAN Charter for women in Science, Technology, Engineering, Mathematics and Medicine, to address the issues that cause under-representation of women in STEMM subjects.
- A Staff Disability and Additional Needs Service.
- Staff Disability, LGBTQ and cultural diversity groups.
- Further promoting of interfaith activities.

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:

- Information on activities to promote equality under the University's Equality Scheme during the 2011-12 academic year
- An overview of the data
- Data sets
- Information on planned activities under the Equality Scheme for the 2012-13 academic year

The data is taken from a snapshot of the staff population in December 2012. Data on employment processes, such as recruitment and turnover, is for the 2012 calendar year. Comparative data for the higher education sector is for the 2010/11 academic year and is provided by the Higher Education Statistical Agency (HESA).

As of December 2012, the University employs 6,365 staff. Staff are employed in three main groups:

- **Academic staff** – These are our teaching and research staff and include roles such as Research Fellow, Lecturer and Professor. Academic staff are recruited nationally and internationally and employed in the University's 5 academic Colleges - Arts and Law, Engineering and Physical Sciences, Life and Environmental Sciences, Medical and Dental Sciences and Social Sciences. 38.5% of all University staff are employed in Academic posts.
- **Administrative 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. They are predominately recruited nationally and from the West Midlands region. Admin and Other Related staff are employed in Professional Services' budget centres and in the academic Colleges. 26% of all University staff are employed in Admin and Other Related posts.
- **Support staff** – Support staff are employed in a wide range of manual and clerical roles across the University, such as cleaning, catering and junior administration roles. Support staff are predominately recruited locally from the City of Birmingham and are employed in Professional Services budget centres and in the academic Colleges. 35.5% of all University staff are employed in Support posts.

Age

Promoting age equality

Following the removal of the national default retirement age in October 2011, staff can now work past the University's traditional retirement age of 65, and there is no upper limit on the age of job applicants for the majority of posts at the University. Staff data for 2012 indicates that this has impacted on the upper-end of the staff age profile, with the number of staff aged 66+ rising from 25 staff (0.4%) in 2011 to 43 staff (0.7%) in 2012. This rise has occurred across all 3 staff groups, but most significantly amongst Academic staff, with the number of staff aged over 65 in that group rising from 17 (0.7%) in 2011 to 27 (1.1%) in 2012. This trend is expected to continue as staff take advantage of the opportunity to decide when they wish to retire. The 2012 data also shows positive outcomes for individuals applying to work at the University, with staff aged 60+ having a positive ratio of applications to appointments.

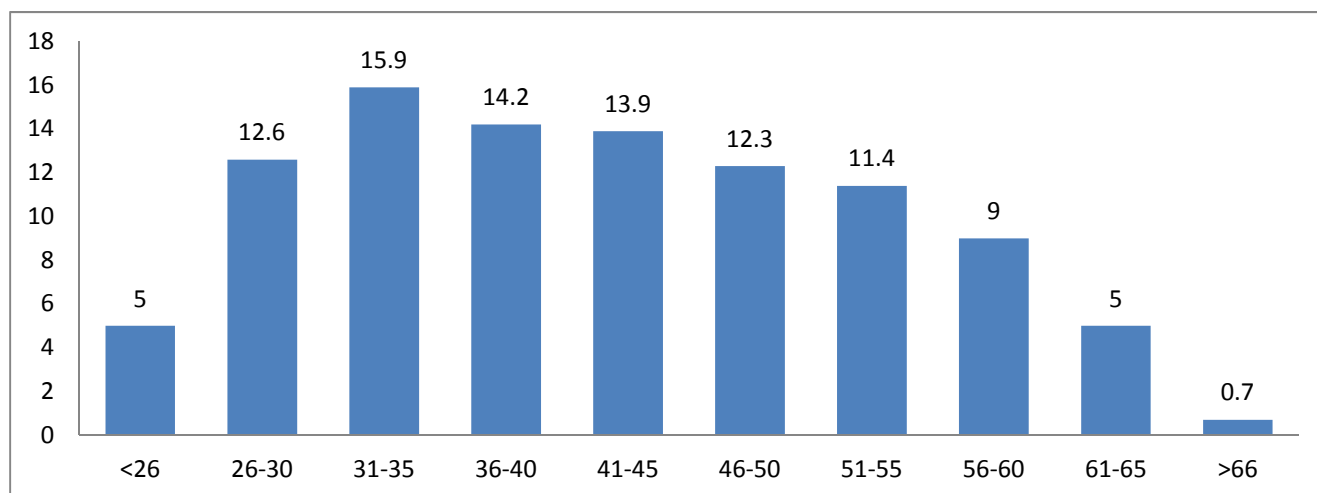
In response to these significant changes to retirement, the University in 2011-12 created a Later Working Life intranet resource to support older staff in planning their later working life and eventual retirement. We have also introduced increased flexibility for older staff through flexible retirement arrangements. In 2012 we intend to develop long-term financial planning courses to support staff in preparing for retirement.

Overview of staff age data

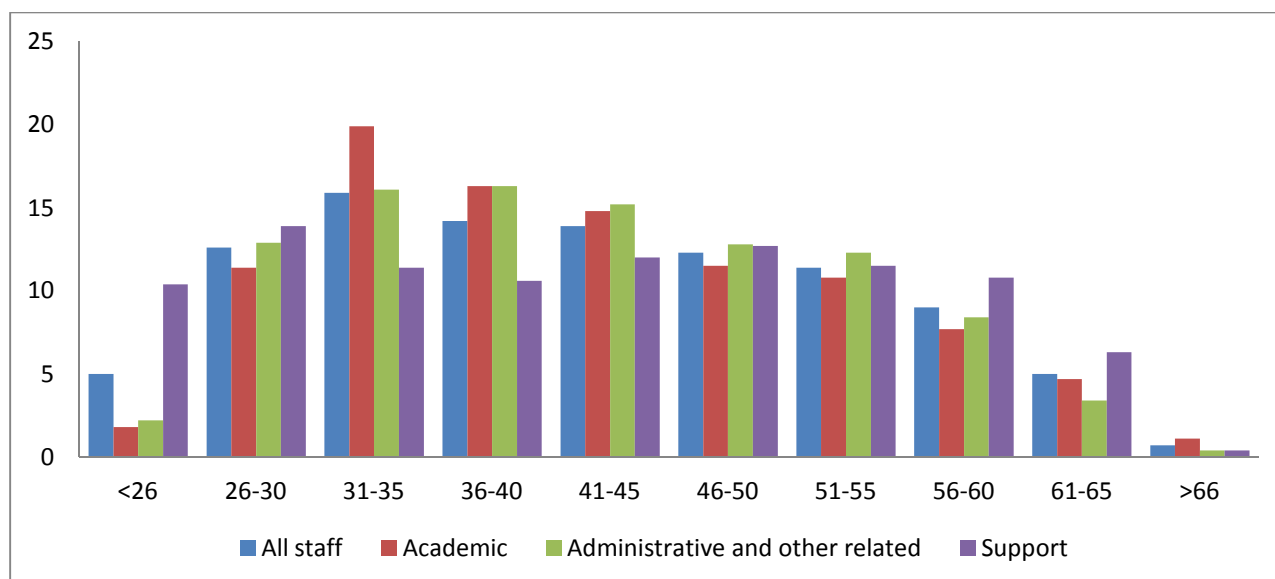
Our data for 2012 shows:

- The University employs staff aged from 17 to 74, with a mean average age of 42.
- Support posts employ the most diverse range of ages at the University, encompassing both the highest proportion of staff under 26 and of staff aged over 60.
- The largest group of job applicants are aged 20-29 (45.5% of all applicants in 2012) and the largest group of applicants appointed to posts are aged 30-39 (36.2%).
- There is an increasing number of staff aged 60+.

All staff by age range 2012 (%)

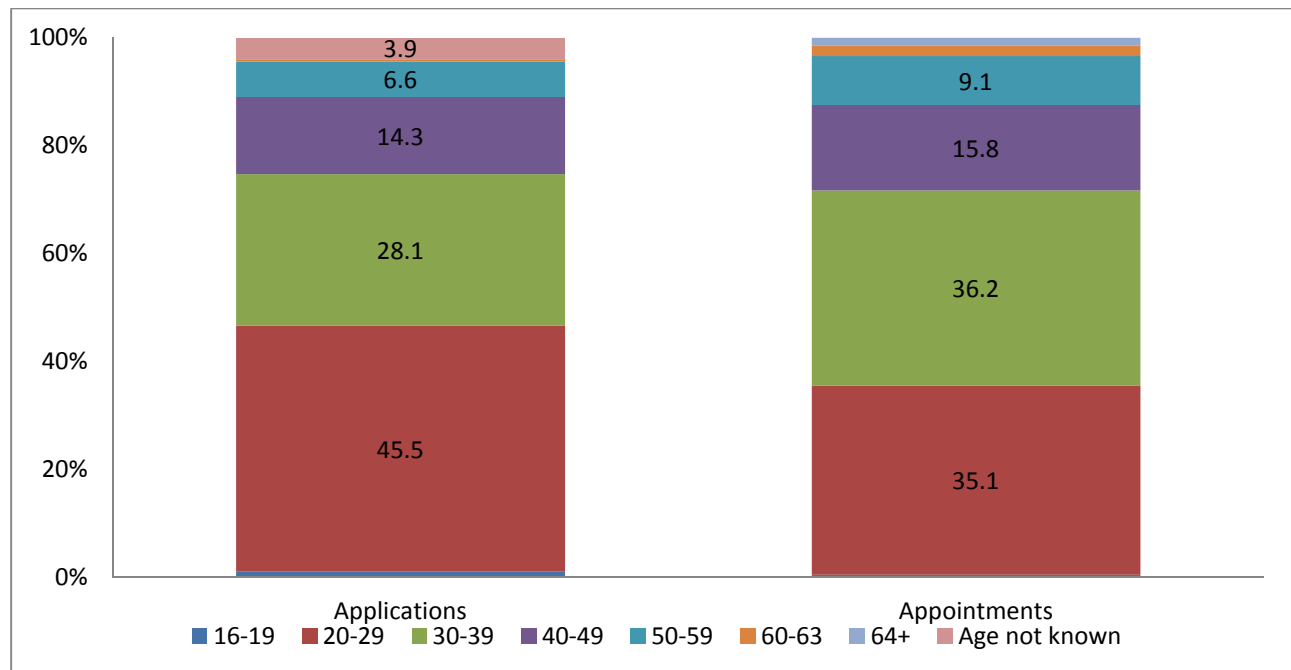


Staff by age range and staff group 2012 (%)



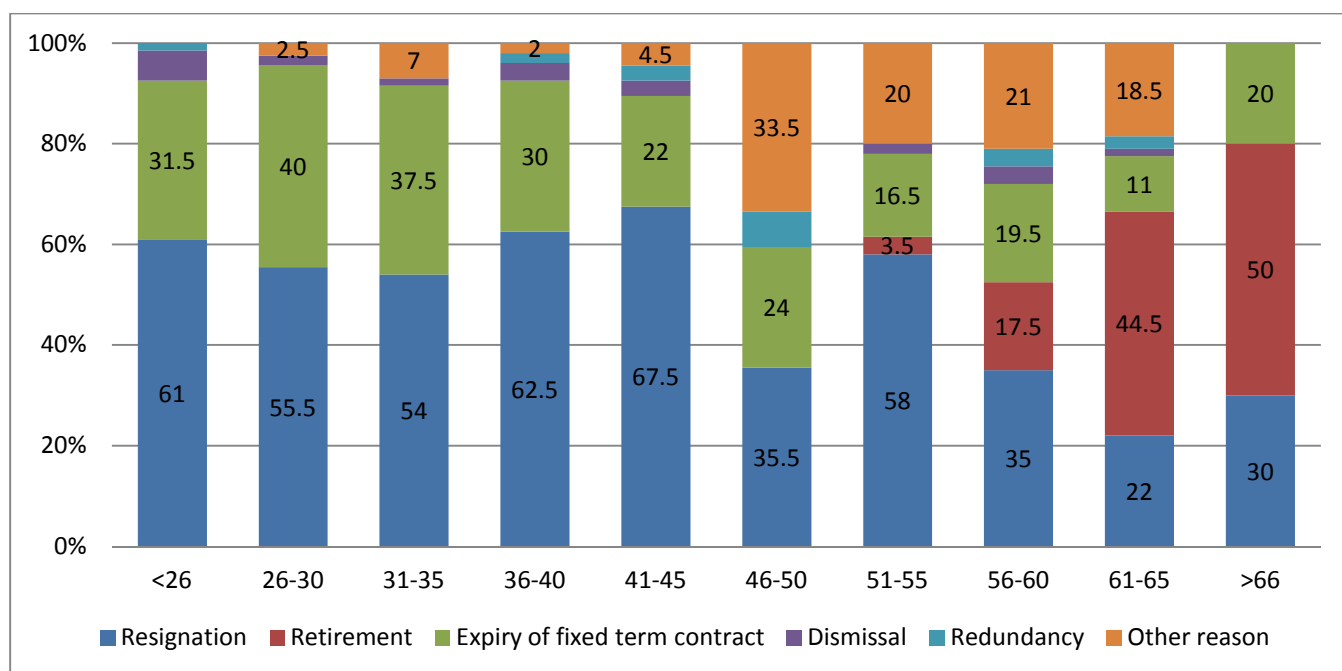
Staff by age and staff group, 2012					
		All Staff	Academic staff	Admin and Other Related staff	Support Staff
26 and under	No.	320	45	38	237
	%	5	1.8	2.2	10.4
26-30	No.	805	278	211	316
	%	12.6	11.4	12.9	13.9
31-35	No.	1010	486	265	259
	%	15.9	19.9	16.1	11.4
36-40	No.	907	399	267	241
	%	14.2	16.3	16.3	10.6
41-45	No.	884	363	249	272
	%	13.9	14.8	15.2	12
46-50	No.	780	282	210	288
	%	12.3	11.5	12.8	12.7
51-55	No.	727	264	202	261
	%	11.4	10.8	12.3	11.5
56-60	No.	573	189	138	246
	%	9	7.7	8.4	10.8
61-65	No.	316	115	54	147
	%	5	4.7	3.4	6.3
66 and over	No.	43	27	7	9
	%	0.7	1.1	0.4	0.4
Total	No.	6365	2448	1641	2276
	%	100	100	100	100

Age range and recruitment 2012 (%)



Applications and appointments by age band, 2012			
		Applications	Appointments
16-19	No.	366	6
	%	1.1	0.4
20-29	No.	14,784	552
	%	45.5	35.1
30-39	No.	9,125	570
	%	28.1	36.2
40-49	No.	4,646	249
	%	14.3	15.8
50-59	No.	2,132	143
	%	6.6	9.1
60-63	No.	121	30
	%	0.4	1.9
64+	No.	25	24
	%	0.1	1.5
Information not provided	No.	1,261	-
	%	3.9	-
Total	No.	32,460	1,574
	%	100	100

Age range and turnover 2012 (%)



Leavers by age group and reason for leaving 2012

		Resignation	Retirement	Expiry of fixed term contract	Dismissal	Redundancy	Other reason	Total leavers
Under 26	No.	41	0	21	4	1	0	67
	%	61	0	31.5	6	1.5	0	100
26-30	No.	87	0	63	3	0	4	157
	%	55.5	0	40	2	0	2.5	100
31-35	No.	79	0	55	2	0	10	146
	%	54	0	37.5	1.5	0	7	100
36-40	No.	57	0	27	3	2	2	91
	%	62.5	0	30	3.5	2	2	100
41-45	No.	46	0	15	2	2	3	68
	%	67.5	0	22	3	3	4.5	100
46-50	No.	15	0	10	0	3	14	42
	%	35.5	0	24	0	7	33.5	100
51-55	No.	32	2	9	1	0	11	55
	%	58	3.5	16.5	2	0	20	100
56-60	No.	20	10	11	2	2	12	57
	%	35	17.5	19.5	3.5	3.5	21	100
61-65	No.	18	36	9	1	2	15	81
	%	22	44.5	11	1.5	2.5	18.5	100
66 and over	No.	3	5	2	0	0	0	10
	%	30	50	20	0	0	0	100

Disability

Promoting disability equality

The number of staff disclosing a disability to the University has substantially increased during this period, from 153 staff in 2011 to 194 staff in 2012, raising the overall proportion of disabled staff from 2.5% to 3% of the University population. This brings the University much closer to the Higher Education sector average of 3.2% disabled staff and is the most significant increase since monitoring began in 2004.¹ The increase in disabled staff occurs across all three staff groups, and is most pronounced amongst the Support staff group, where the number of staff known to have disabilities has increased from 62 to 84 staff during this period, or 2.8% to 3.7%.

It is hoped that this increase in disclosures is indicative of an increasingly positive working culture where staff with physical and mental disabilities feel safe and supported. In the last two years, the University has introduced a Disability Service for staff, which provides general advice for disabled staff, guidance on adjustments to workplace practices and specific support for mental health needs. This service is promoted to staff through internal publications and through information specifically sent to new and current staff on disclosure of a disability. During 2011-12, the Disability Adviser has supported 83 members of staff, 60% of whom needed 'reasonable adjustments' made to their working environment and 18% of whom are supported on a longer term basis, often in relation to mental health issues. The service also facilitates a discreet Mental Health Friendship Group for staff and has developed a 'Mental Health First Aid' course for managers and staff. As the staff Disability Service becomes an established and increasingly well known support service, it appears to be having a positive impact on the numbers of staff willing to disclose a disability and access the support that they need.

Compared to previous years, data for 2012 also shows that disabled staff are becoming more evenly represented across the three staff groups and also on the grades within those staff groups. The highest proportion of staff with disabilities (6.5%) is amongst grade 10 Administrative and Other Related roles (senior, professional staff). Recruitment for 2012 is also showing positive trends. Whilst only 3.6% of all applicants have disclosed a disability – which is typical of previous years - disabled applicants have very good success rates, with 3.9% of all newly appointed staff in 2012 having a disability.

The University has had a Staff Disability Group since 2004 that is open to all disabled staff and staff with a professional interest in disability issues. During 2012, the group has had an increasingly prominent profile, being profiled in the staff magazine and developing a much more formal role as a consultative group for developments to the campus, ensuring that accessibility is factored in to any changes.

¹ HESA 2010-2011

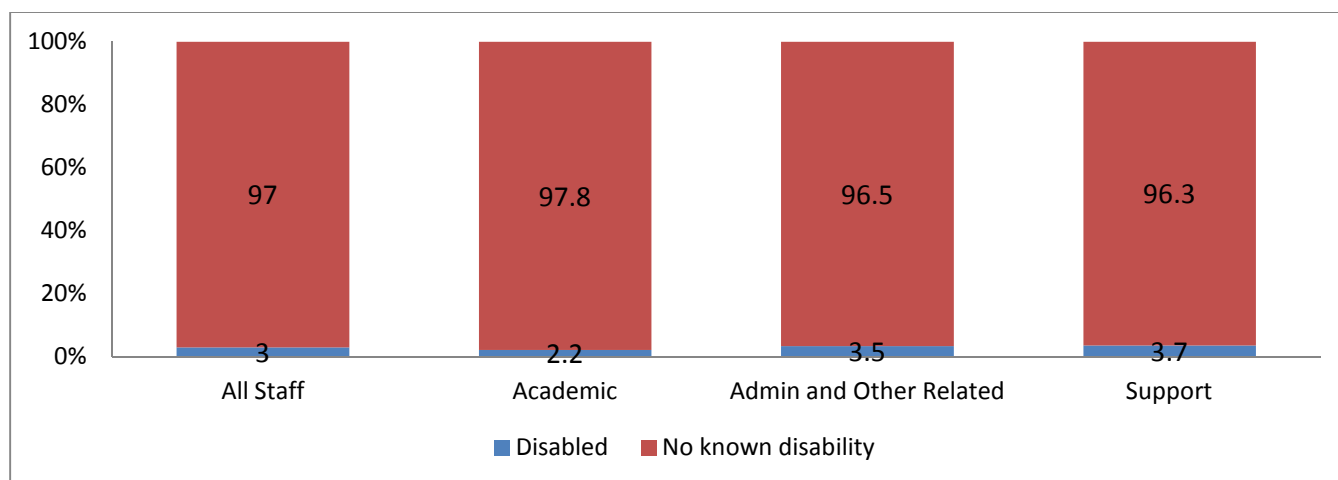
During 2012-13, we intend to continue the activities outlined above and, under our Equality Scheme 2012-13 action plan, we have made a commitment to developing further disability awareness training and to developing guidance documents for staff and managers.

Overview of staff disability data

Our data for 2012 shows:

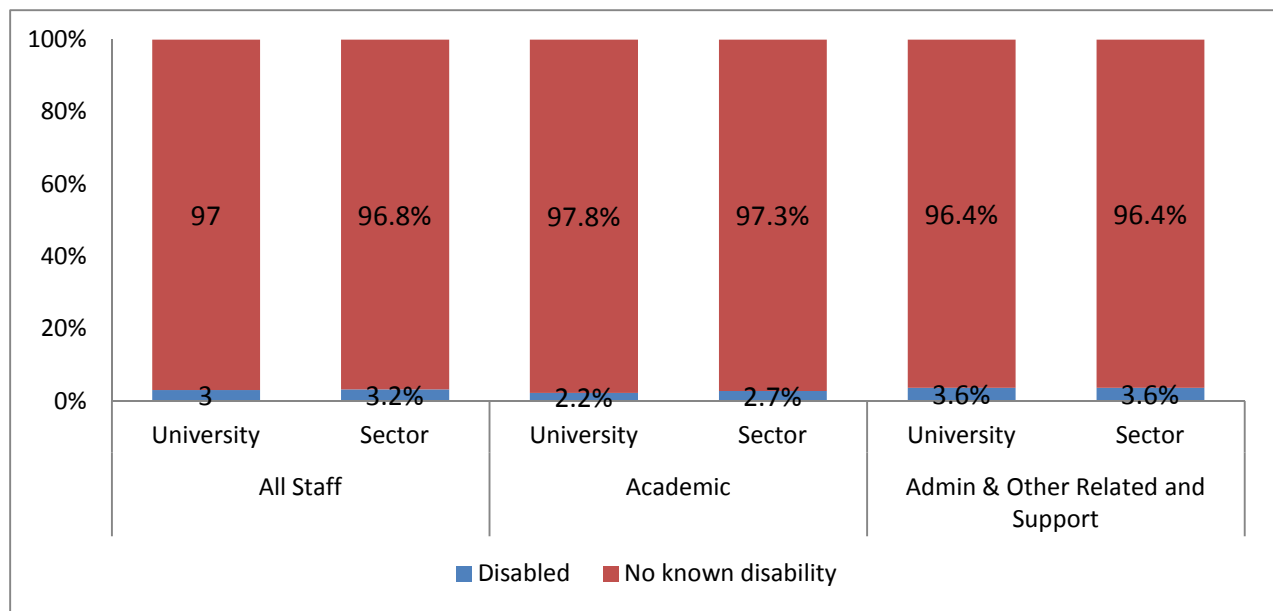
- 3% of University staff have disclosed a disability to the University, as defined under the medical and social model definitions of disability. This is an increase of 0.5% from 2011. Long-standing illnesses and health conditions and specific learning difficulties are the most common types of disability, accounting for 44% of all disclosures.
- The largest proportion of disabled staff are employed in Support roles (43.2% of all disabled staff, or 3.7% of the Support staff population). A further 27.3% of disabled staff are in Academic posts (2.2% of all Academic staff) and 29.5% in Administrative and Other Related roles, (3.5% of all Administrative and Other 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 3% in 2012.
- The University employs slightly fewer disabled staff than the sector average of 3.2%.

Disability status and staff group 2012 (%)



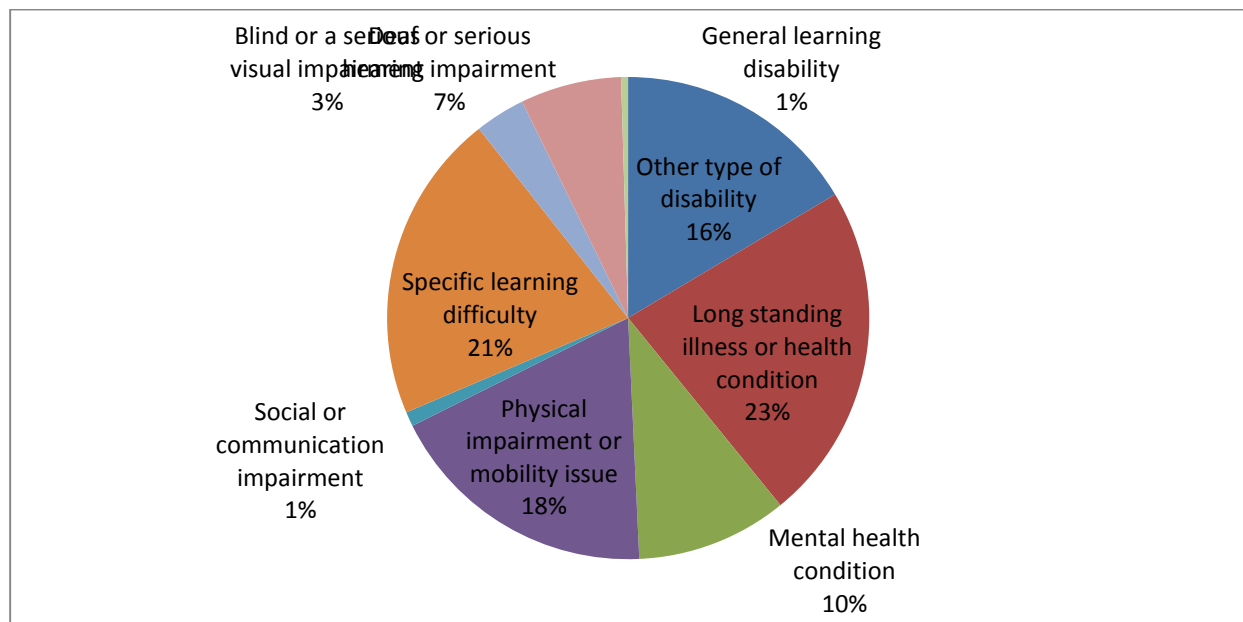
Staff by disability status and staff group, 2012					
		All Staff	Academic	Admin and Other Related	Support
Disabled	No.	194	53	57	84
	%	3%	2.2%	3.5%	3.7%
No known disability	No.	6171	2395	1584	2192
	%	97%	97.8%	96.5%	96.3%

Higher Education sector comparison (%)*

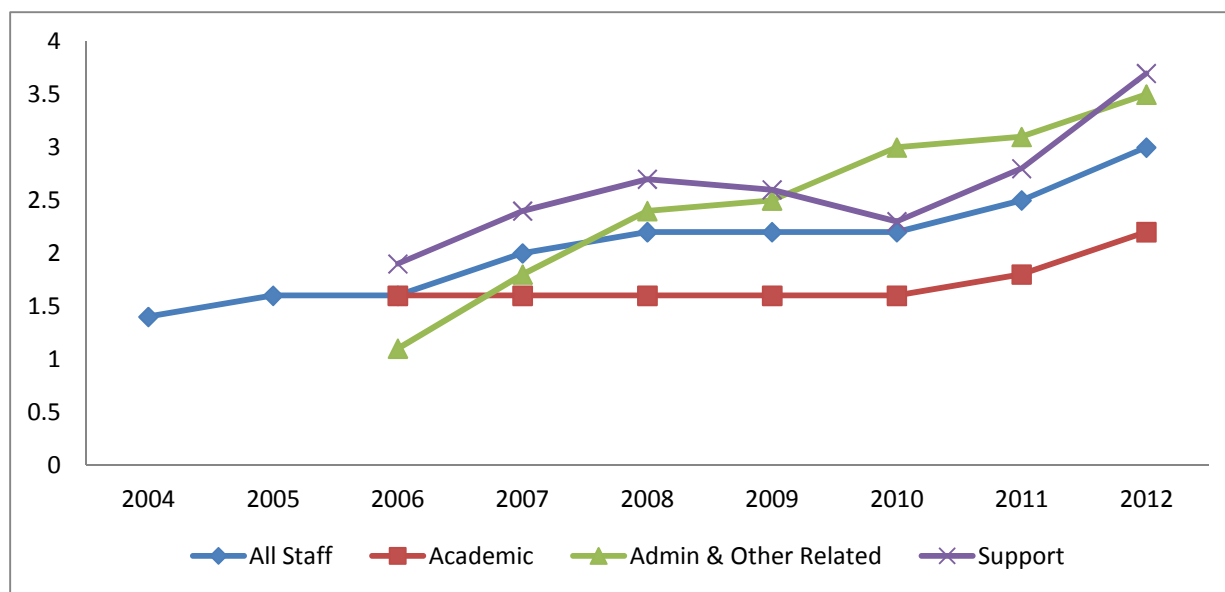


* Sector data is for the 2010/11 academic year.

Disabled staff by disability type(s) 2012 (%)

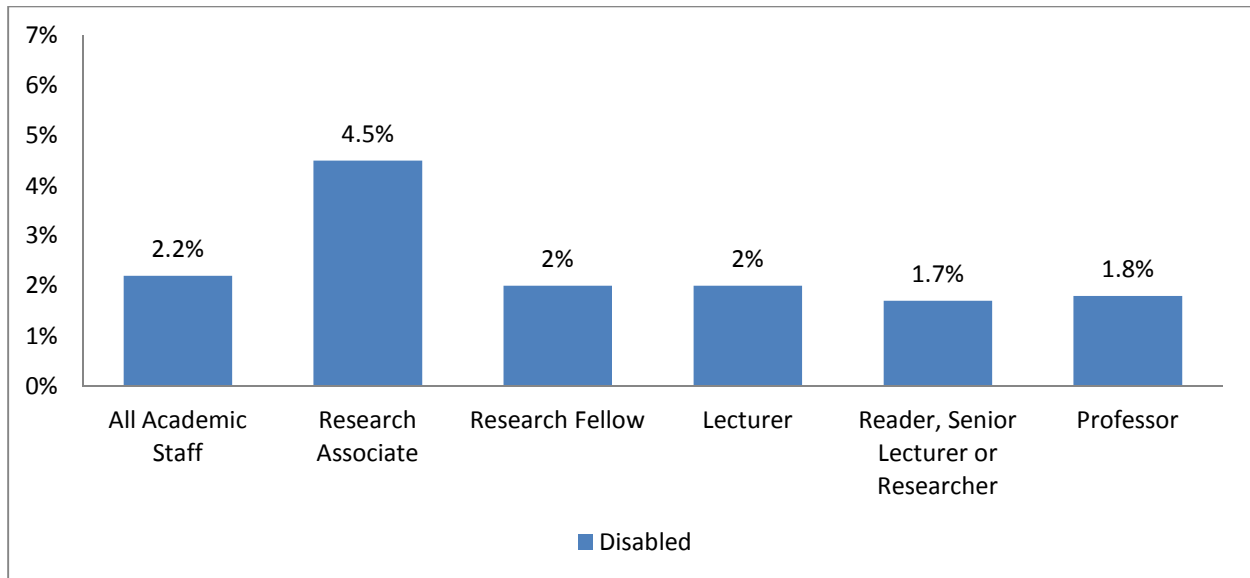


Disabled staff by staff group 2004-2012 (%)



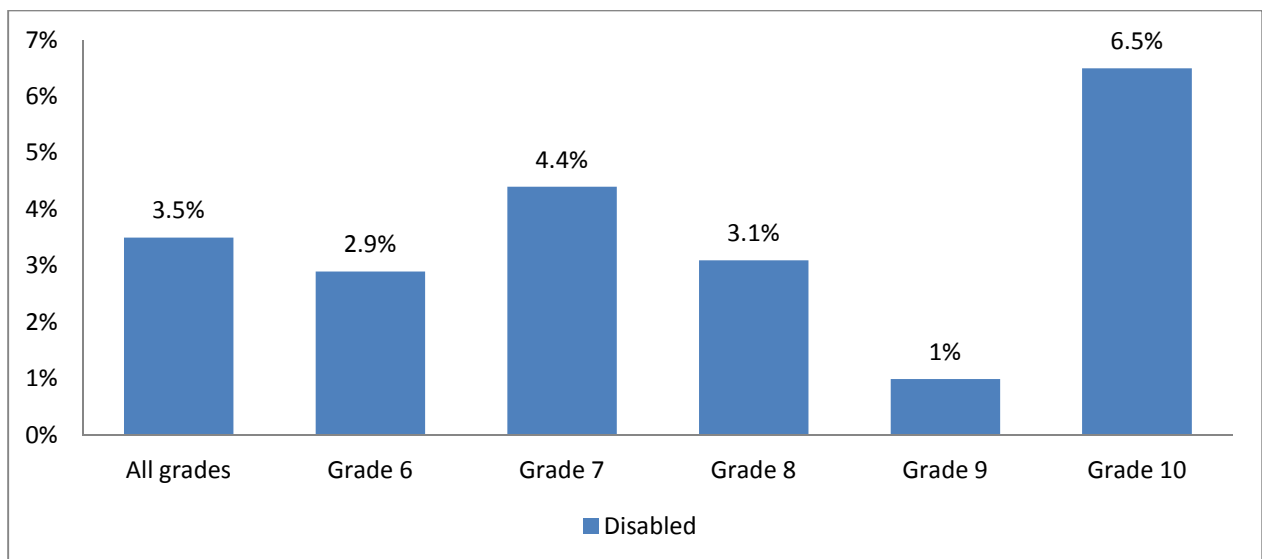
Disabled staff by staff group, 2004-2012					
		All Staff	Academic	Admin & Other Related	Support
2004	No.	79	-	-	-
	%	1.4	-	-	-
2005	No.	91	-	-	-
	%	1.6	-	-	-
2006	No.	93	37	8	48
	%	1.6	1.6	1.1	1.9
2007	No.	119	41	21	57
	%	2	1.6	1.8	2.4
2008	No.	132	39	30	63
	%	2.2	1.6	2.4	2.7
2009	No.	134	40	31	63
	%	2.2	1.6	2.5	2.6
2010	No.	132	40	40	52
	%	2.2	1.6	3	2.3
2011	No.	153	43	48	62
	%	2.5	1.8	3.1	2.8
2012	No.	194	53	57	84
	%	3	2.2	3.5	3.7

Academic staff by disability and grade 2012 (%)



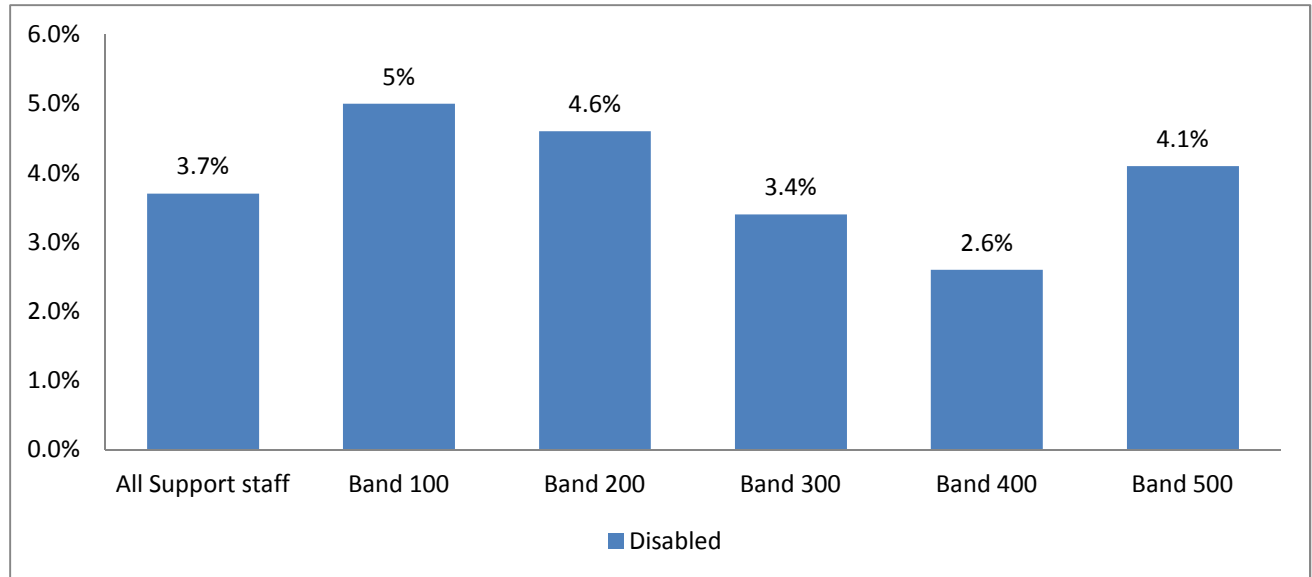
Academic staff by grade and disability status, 2012							
		All Academic Staff	Research Associate	Research Fellow	Lecturer	Reader, Senior Lecturer or Researcher	Professor
Disabled staff	No.	53	6	13	17	10	7
	%	2.2%	4.5%	2%	2%	1.7%	1.8%

Academic and Other Related staff by disability and grade 2012 (%)



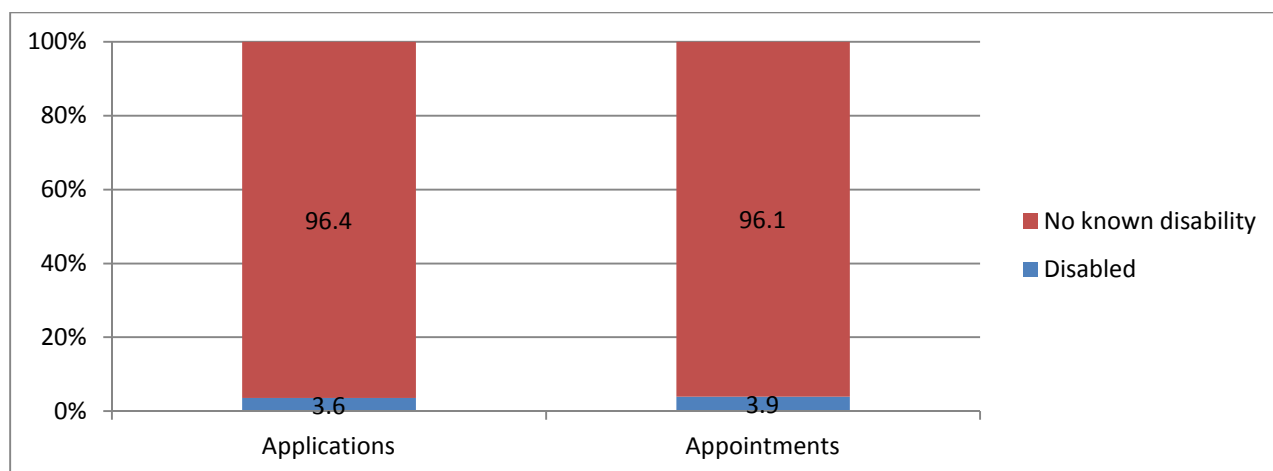
Administrative & Other Related staff by grade and disability status, 2012							
		All Admin and Other Related staff	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10
Disabled staff	No.	57	14	26	13	1	3
	%	3.5%	2.9%	4.4%	3.1%	1%	6.5%

Support staff by disability and grade 2012 (%)



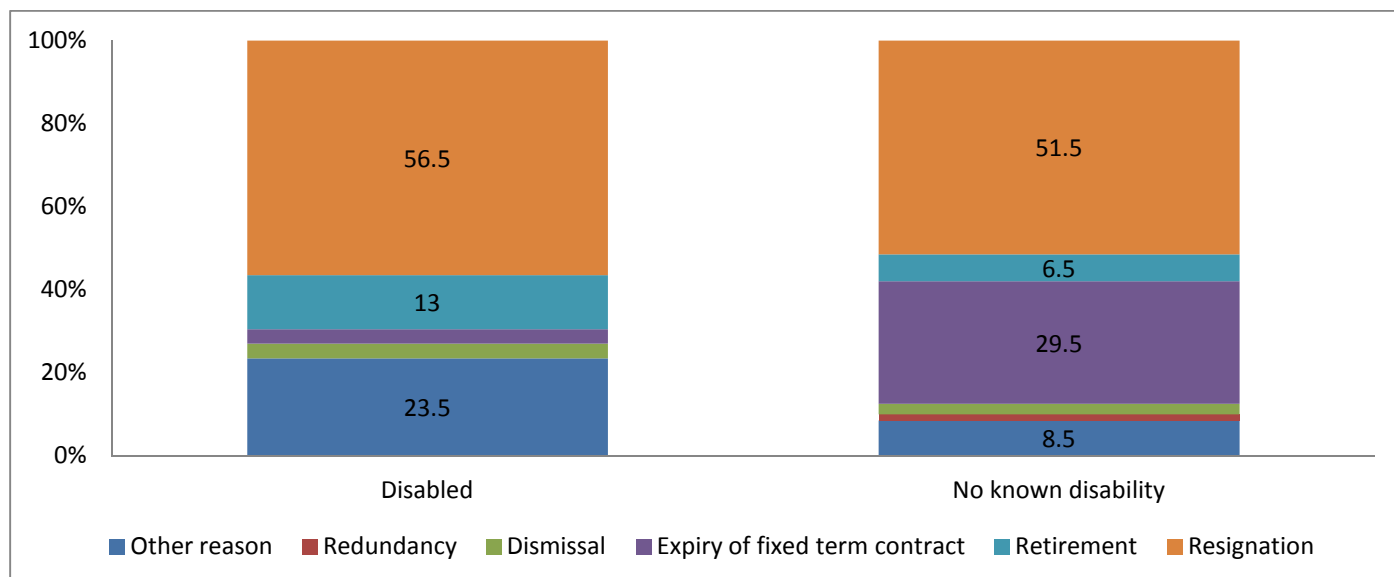
Support staff by grade and disability status, 2012							
		All Support staff	Band 100	Band 200	Band 300	Band 400	Band 500
Disabled staff	No.	84	16	9	14	18	27
	%	3.7%	5%	4.6%	3.4%	2.6%	4.1%

Disability status and recruitment 2012 (%)



Applications and appointments by disability status, 2012			
Disabled		Applications	Appointments
	No.	1,162	61
	%	3.6	3.9
No known disability	No.	31,298	1,511
	%	96.4	96.1
Total	No.	32,460	1,572
	%	100	100

Disability status and turnover 2012 (%)



Leavers by disability status and reason for leaving, 2012								
		Resignation	Retirement	Expiry of fixed term contract	Dismissal	Redundancy	Other reason	Total
Disabled	No.	17	4	1	1	0	7	30
	%	56.5	13	3.5	3.5	0	23.5	100
No known disability	No.	381	49	221	17	12	64	744
	%	51.5	6.5	29.5	2.5	1.5	8.5	100

Gender

Promoting gender equality

Whilst the University has an overall positive balance between male and female staff, there has been ongoing under-representation of females amongst Academic staff, with this difference becoming more pronounced as seniority increases. Whilst this trend remains true in 2012, the University is steadily increasing its proportion and number of female academics. In 2012, 38.9% (951) of all Academic staff were female, the highest proportion of female academics that the University has employed to date, and an increase from 37.4% (875 staff) in 2011. However, this still remains below the higher education sector average of 44.2% female academic staff.²

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 and has achieved a Bronze university-level award. The College of Medical and Dental Sciences and 8 schools in the Colleges of Engineering and Physical Sciences and Life and Environmental Sciences are also working towards Athena awards in 2012-13. The College of Engineering and Physical Sciences has also undertaken focus groups with female academic staff to identify barriers to progression, and is supporting the development of an academic women's network to support personal and professional development.

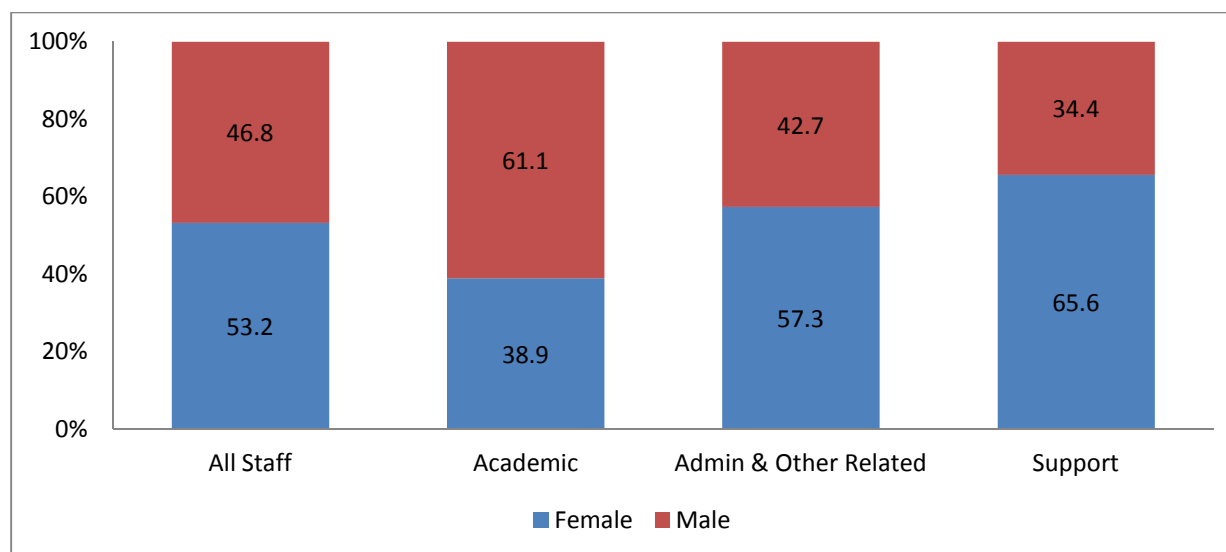
Overview of staff gender data

Date for 2012 shows:

- The University's total staff body is evenly balanced between female and male staff, with female staff accounting for 53.2% of the staff population.
- There are variations in gender representation across the three staff groups. Female staff are 38.9% of Academic staff, 57.3% of Admin & Other Related staff and 65.6% of Support staff.
- The proportion of female Academics has increased from 743 staff (34.2%) in 2004 to 951 staff (38.9%) in 2011.
- The University employs 5.3% fewer female academics than the sector average.

² HESA, 2010-11 staff data.

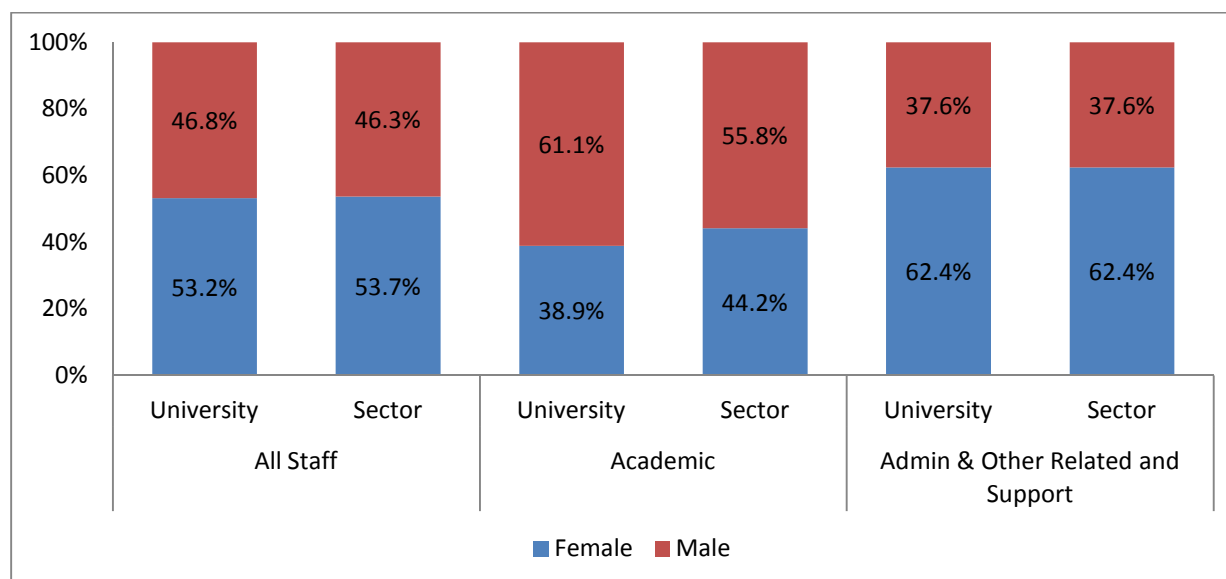
All staff by gender and staff group (%)



All staff by gender and staff group, 2012

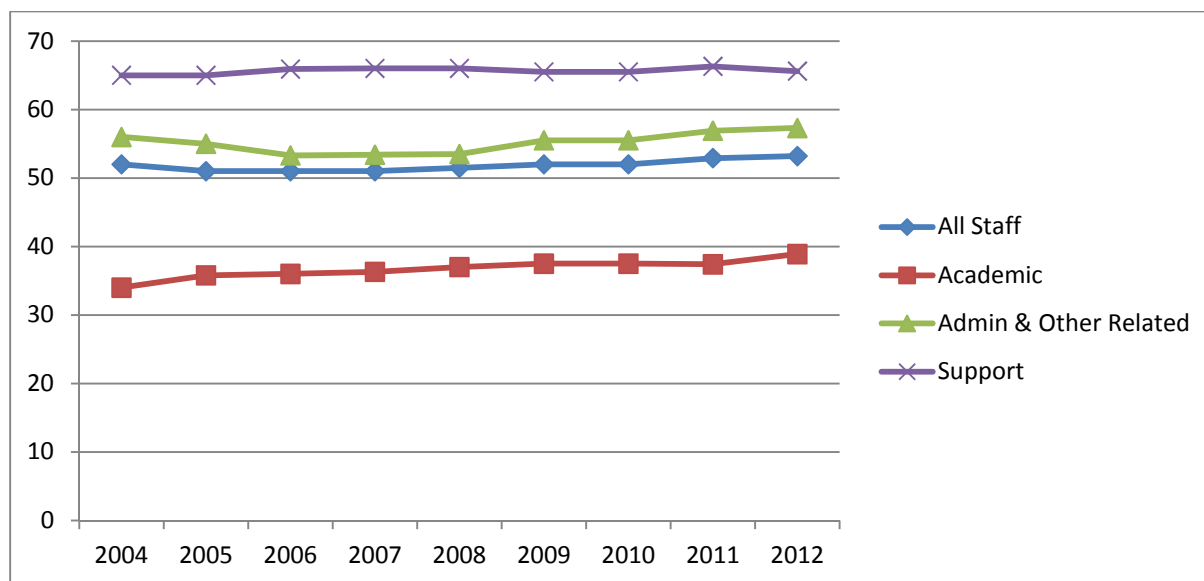
		All Staff	Academic	Admin & Other Related	Support
Female	No.	3383	951	940	1492
	%	53.2	38.9	57.3	65.6
Male	No.	2982	1497	701	784
	%	46.8	61.1	42.7	34.4
Total	No.	6365	2448	1641	2276
	%	100	100	100	100

Higher education sector comparison, all staff (%)*



* Sector data is for the 2010/11 academic year.

Female staff 2004-2012 (%)

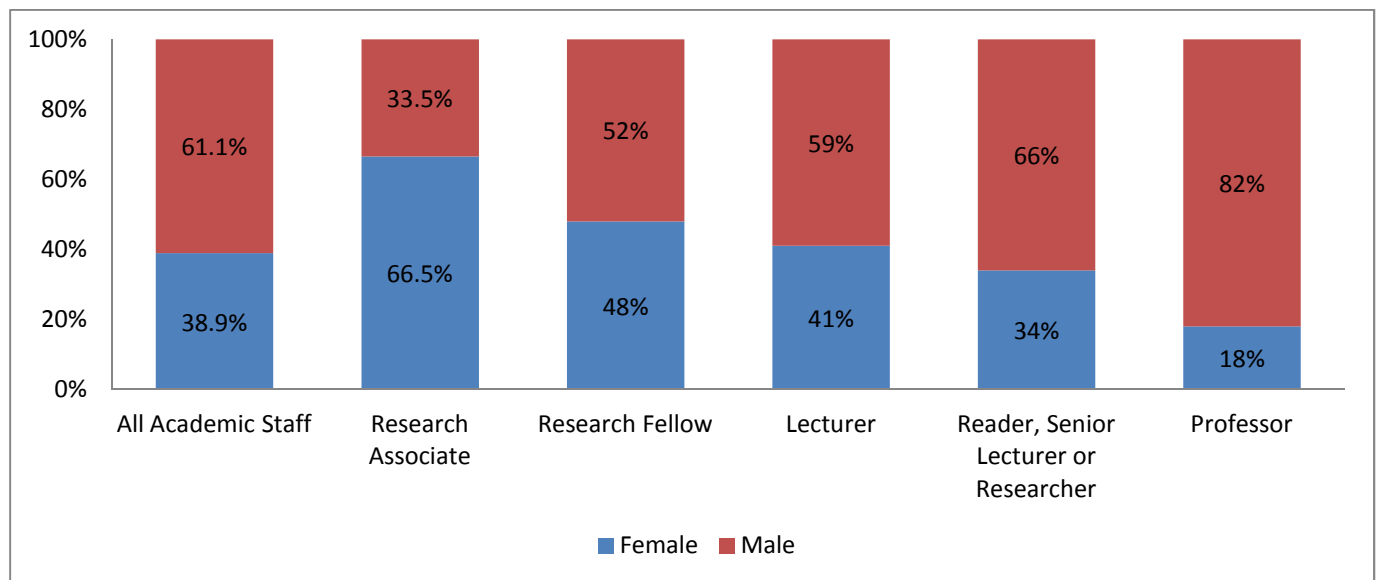


Staff by gender and staff group, 2004-2012

			All Staff	Academic	Admin & Other Related	Support
2004	Female	No.	2918	743	443	1732
		%	52	34.2	56	65
	Male	No.	2711	1429	345	937
		%	48	65.8	44	35
2005	Female	No.	2905	852	413	1640
		%	51	35.9	55	65
	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
	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
	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
	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
	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
2012	Female	No.	3383	951	940	1492
		%	53.2	38.9	57.3	65.6
	Male	No.	2982	1497	701	784
		%	46.8	61.1	42.7	34.4

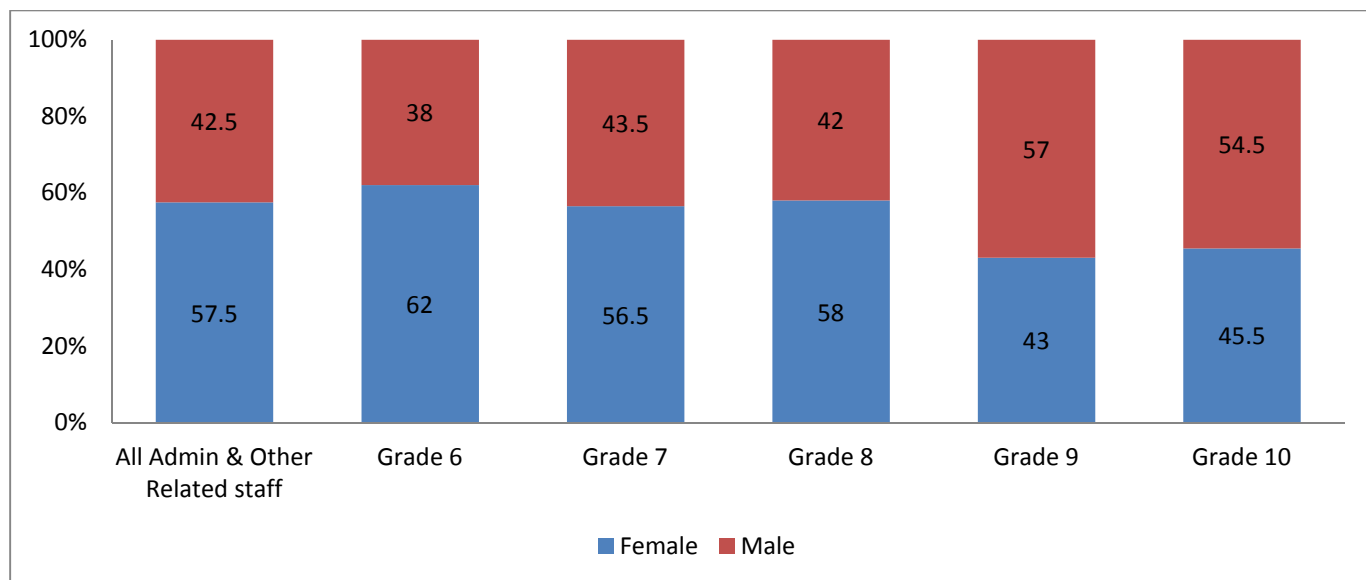
Academic staff by gender and grade 2012 (%)



Academic staff by gender and grade, 2012

		All Academic Staff	Research Associate	Research Fellow	Lecturer	Reader, Senior Lecturer or Researcher	Professor
Female	No.	951	89	323	273	194	72
	%	38.9%	66.5%	48%	41%	34%	18%
Male	No.	1,497	45	351	390	387	324
	%	61.1%	33.5%	52%	59%	66%	82%
Total	No.	2,448	134	674	663	581	396
	%	100	100	100	100	100	100

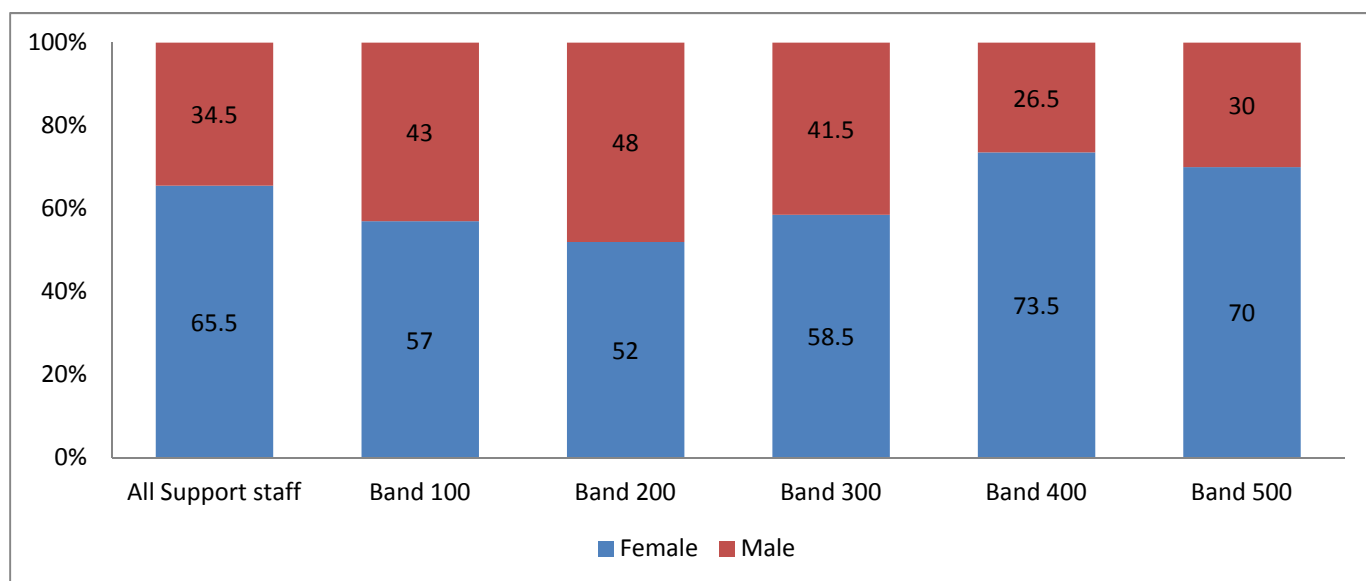
Administrative and Other Related staff by gender and grade 2012 (%)



Admin & Other Related staff by gender and grade, 2012

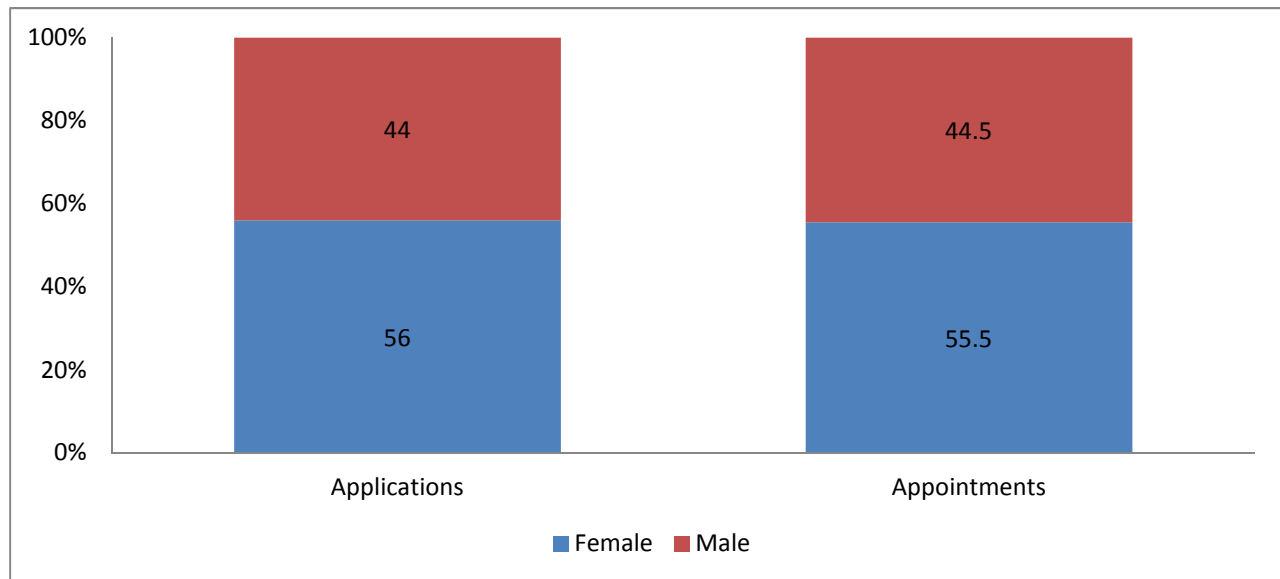
		All Admin & Other Related staff	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10
Female	No.	940	296	335	240	48	21
	%	57.5	62	56.5	58	43	45.5
Male	No.	701	182	257	173	64	25
	%	42.5	38	43.5	42	57	54.5
Total	No.	1641	478	592	413	112	46
	%	100	100	100	100	100	100

Support staff by gender and grade 2012 (%)



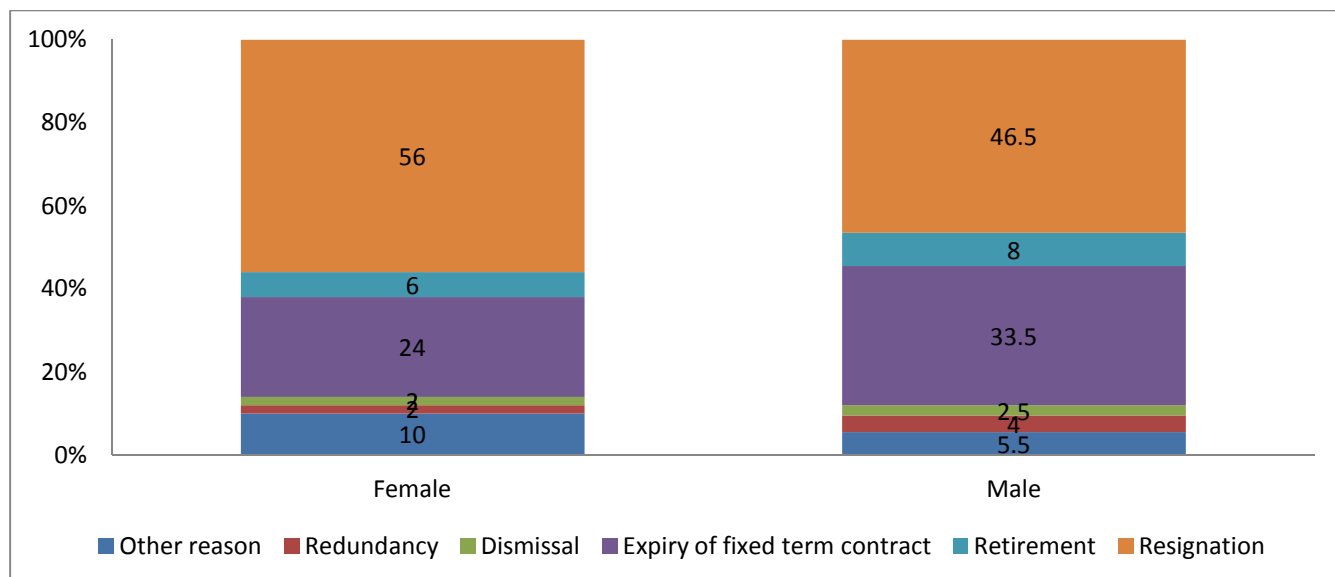
Support staff by gender and grade, 2012							
		All Support staff	Band 100	Band 200	Band 300	Band 400	Band 500
Female	No.	1492	183	102	239	509	459
	%	65.5	57	52	58.5	73.5	70
Male	No.	784	138	95	169	184	198
	%	34.5	43	48	41.5	26.5	30
Total	No.	2276	321	197	408	693	657
	%	100	100	100	100	100	100

Gender and recruitment 2012 (%)



Applications and appointments by gender, 2012			
Female		Applications	Appointments
	No.	18,256	877
	%	56	55.5
Male	No.	13,969	697
	%	44	44.5
Total	No.	32,460	1,574
	%	100	100

Gender and turnover 2012 (%)



Leavers by gender and reason for leaving, 2012								
		Resignation	Retirement	Expiry of fixed term contract	Dismissal	Redundancy	Other reason	Total leavers
Female	No.	226	24	99	8	8	40	405
	%	56	6	24	2	2	10	100
Male	No.	172	29	123	10	14	31	369
	%	46.5	8	33.5	2.5	4	5.5	100

Gender Identity

Promoting trans-gender equality

The University does not currently collect data on gender identity. 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. In comparison, 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.³

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 also supports an active LGBTQ Rainbow Staff Network. The network is open to all staff who identify as lesbian, gay, bisexual, trans or queer/questioning and allies of those communities. The network runs a range of social activities and formal events and represents the interest of its members 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 2012, this included a talk on queer identity, 'Who are you calling queer? An exploration of queer theory and identity' by Dr Meg Barker and a talk on gender identity by Professor Judith Jack Halberstam from the University of Southern California. Some of the materials from LGBT History Month 2012 can be viewed here: <http://intranet.birmingham.ac.uk/rainbownetwork>.

During 2012-13, 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.

³ Gender Identity Research and Education Society, *Gender Variance in the UK: Prevalence, Incidence, Growth and Geographic Distribution*, (Home Office, 2009).

Pregnancy and Maternity

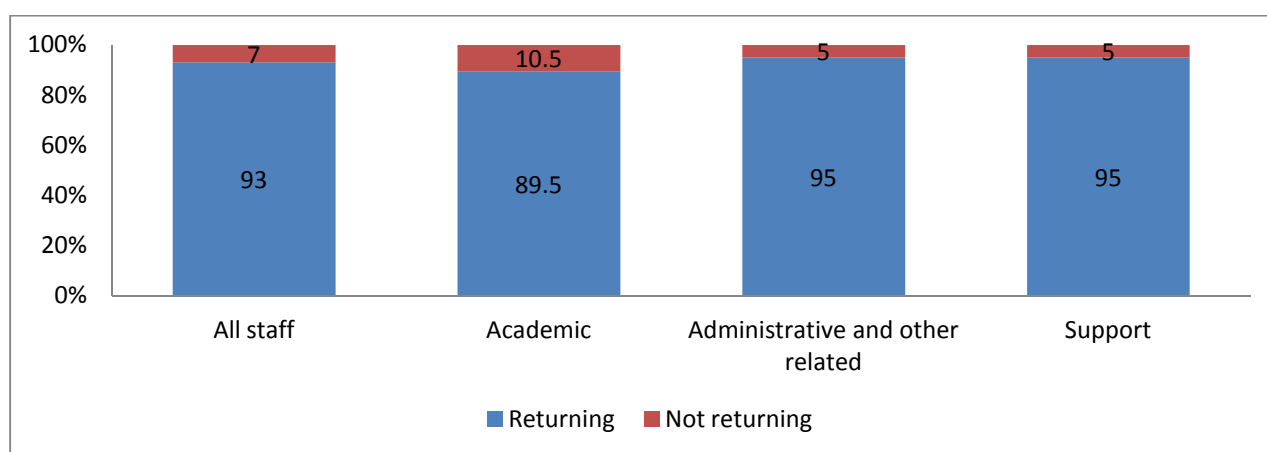
Promoting equality

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 Charter commitment 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. We also plan to introduce a 'Being a parent and working here' intranet resource for staff.

During the 2009-2012 calendar years, 520 staff took maternity or adoption leave. The University's overall return-from-maternity rate for this period is 93%, with higher return rates for non-academic staff and a lower rate for academic staff:

Maternity return to work rates 2009-2012 (%)



Staff maternity leave and return to work rates, 2009-2012					
		All staff	Academic	Admin and Other Related	Support
Staff taking maternity leave	No	520	190	163	167
Staff returning from maternity leave	No	484	170	155	159
	%	93%	89.5%	95%	95%
Staff not returning from maternity leave	No	36	20	8	8
	%	7%	10.5%	5%	5%

Race and ethnicity

Promoting Race Equality

The University employs 1,004 staff from black, Asian or minority ethnic (BAME) backgrounds, an increase of 62 staff from 2011 and equivalent to 15.7% of the total staff population. This is the highest proportion of BAME staff that the University has employed to date and is substantially above the Higher Education sector average of 10.3% BAME staff.⁴ This increase is across all staff groups, but is particularly pronounced amongst Academic staff, with the number of BAME academics increasing from 378 staff (16.2%) in 2011 to 414 staff (16.9%) in 2012. Overall, Asian staff (Indian, Pakistani, Bangladeshi and other Asian groups) are the largest BAME group at 47% of all BAME staff, with Asian-Indian staff the single largest group at 29%.

Whilst historical data from 2004 onwards indicates that the number of BAME staff is on an upwards trajectory - and outstrips the sector averages - the University Support staff population continues to be under-representative of the BAME population in the City of Birmingham. The Support staff population is predominately recruited from the local population and currently stands at 17.6% BAME staff. Amongst Academic and Academic and Other Related staff, the proportion of BAME staff in more senior roles is increasing compared to previous years, but there is still a clear trend of BAME staff representation decreasing as seniority increases.

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 wide range of roles available. The University is also working with the University of Nottingham and other local universities in offering BAME Academic and Academic and Other Related staff the opportunity to participate in the Stellar HE leadership development programme. Stellar HE is a personal and professional development course that is custom-designed to reflect and address experiences of minority staff seeking to move into leadership roles.

The University 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, and we have appointed a member of staff to address this.

Celebrating Black History Month is also 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 on the wide range of events to celebrate Black History Month 2012 is available here:

<http://www.birmingham.ac.uk/oncampus/blackhistorymonth/index.aspx>

⁴ HESA 2010-2011

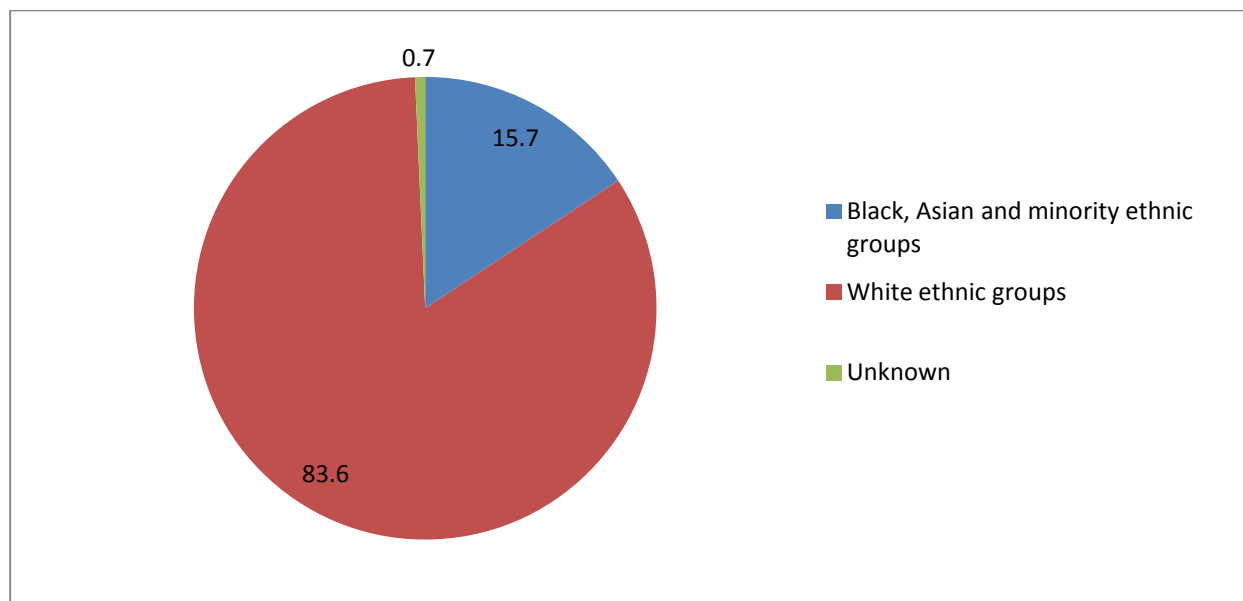
Overview of staff data by ethnic group

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 its staff population, with 99.3% of current staff disclosing this information.

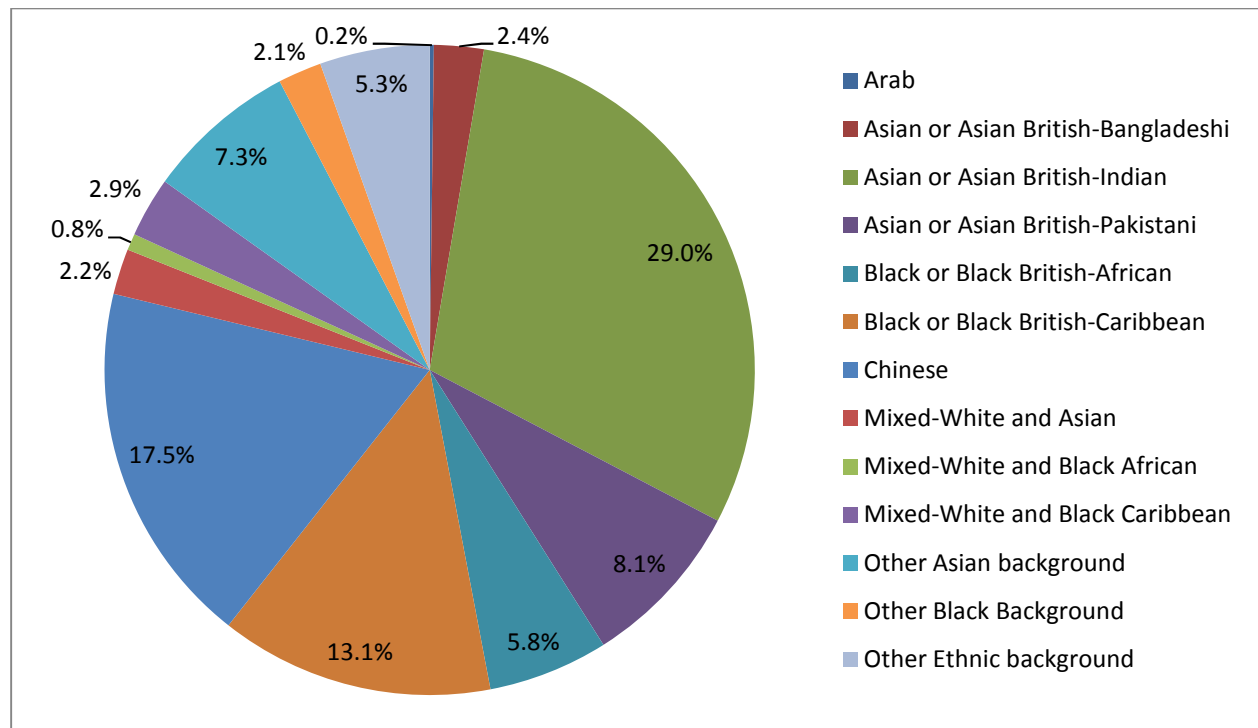
Our data for 2012 shows:

- 1 in 6 or 15.7% of University staff are from black, Asian or other minority ethnic groups (BAME). 83.6% are from white ethnic groups.
- Asian staff (Indian, Pakistani, Bangladeshi and other Asian ethnic groups) make up the largest proportion of BAME staff, at 7.3% of the total staff population, with Asian-Indian staff the single largest group at 4.6%.
- 16.9% of academic staff are BAME. The largest proportion of BAME staff are employed in Support roles (17.6%) and the lowest in Admin & Other Related roles (11.5%).
- The number of staff from BAME groups has increased overall from 748 staff in 2004 to 1,004 staff in 2012. The number of BAME Academic staff has increased from 299 to 414 during this period, Admin & Other Related from 70 to 189 and Support staff from 379 to 401.
- 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.

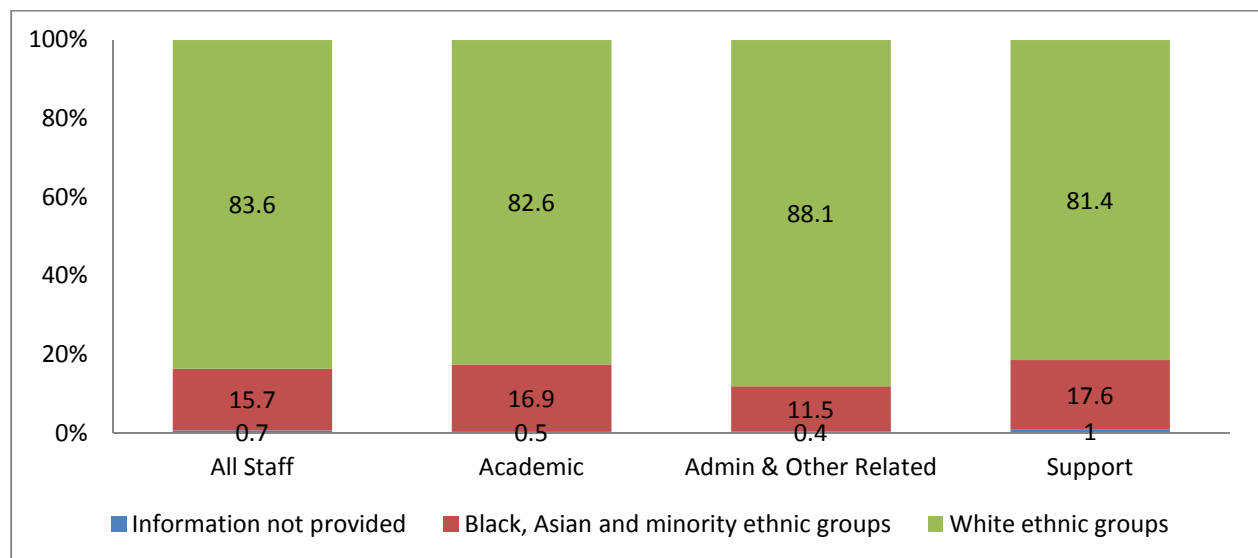
All staff by ethnic group, 2012 (%)



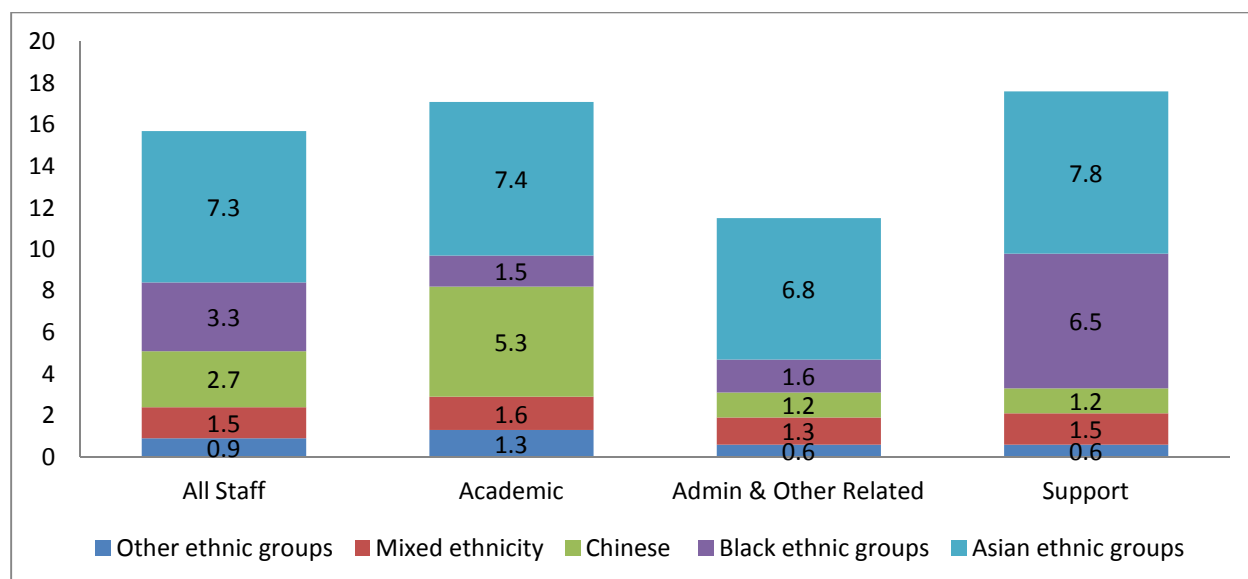
All BAME staff by ethnic group, 2012 (%)



All staff by ethnic group and staff group, 2012 (%)



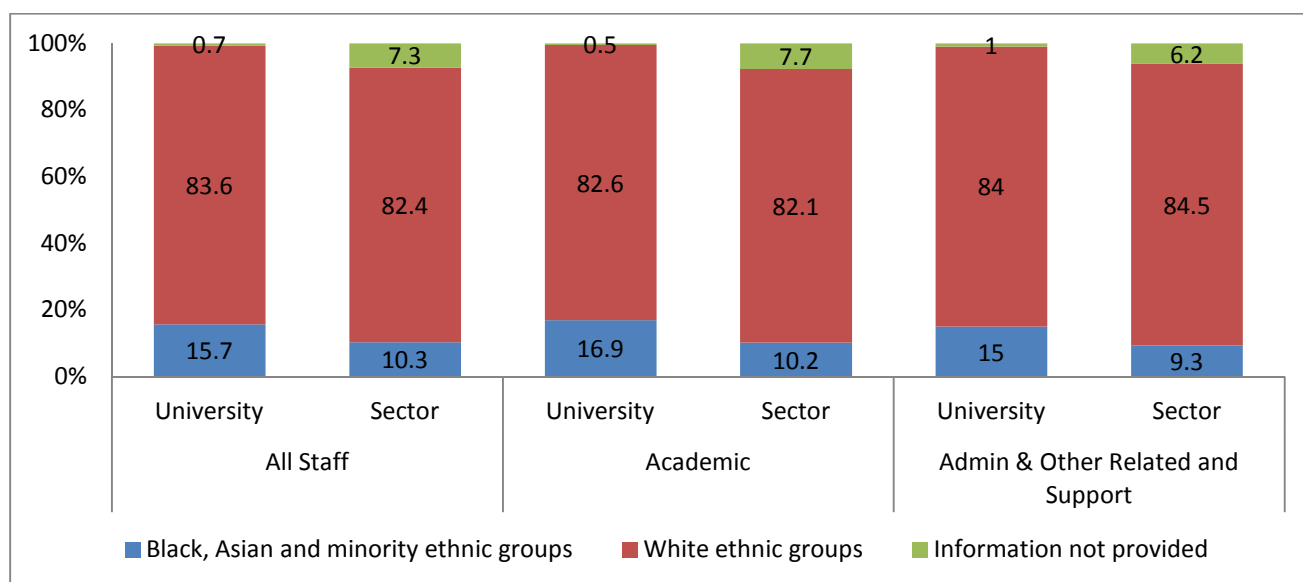
All BAME staff by ethnic group and staff group, 2012 (%)



Staff by ethnic group and staff group, 2012					
		All Staff	Academic staff	Admin & Other Related staff	Support staff
Asian or Asian British-Bangladeshi	No.	24	6	6	12
	%	0.4%	0.3%	0.4%	0.5%
Asian or Asian British-Indian	No.	291	101	69	121
	%	4.6%	4.1%	4.2%	5.3%
Asian or Asian British-Pakistani	No.	81	24	27	30
	%	1.3%	1%	1.7%	1.3%
Other Asian background	No.	73	49	9	15
	%	1%	2%	0.5%	0.7%
Asian ethnic groups total	No.	469	180	111	178
	%	7.3%	7.4%	6.8%	7.8%
Black or Black British-African	No.	58	17	9	32
	%	0.9%	0.7%	0.5%	1.4%
Black or Black British-Caribbean	No.	132	14	16	102
	%	2.1%	0.6%	1%	4.5%
Other Black Background	No.	21	5	2	14
	%	0.3%	0.2%	0.1%	0.6%
Black ethnic groups total	No.	211	36	27	148
	%	3.3%	1.5%	1.6%	6.5%
Chinese	No.	176	129	20	27
	%	2.7%	5.2%	1.2%	1.2%
Mixed ethnicity	No.	93	38	21	34
	%	1.5%	1.5%	1.3%	1.5%
Other ethnic groups	No.	55	31	10	14

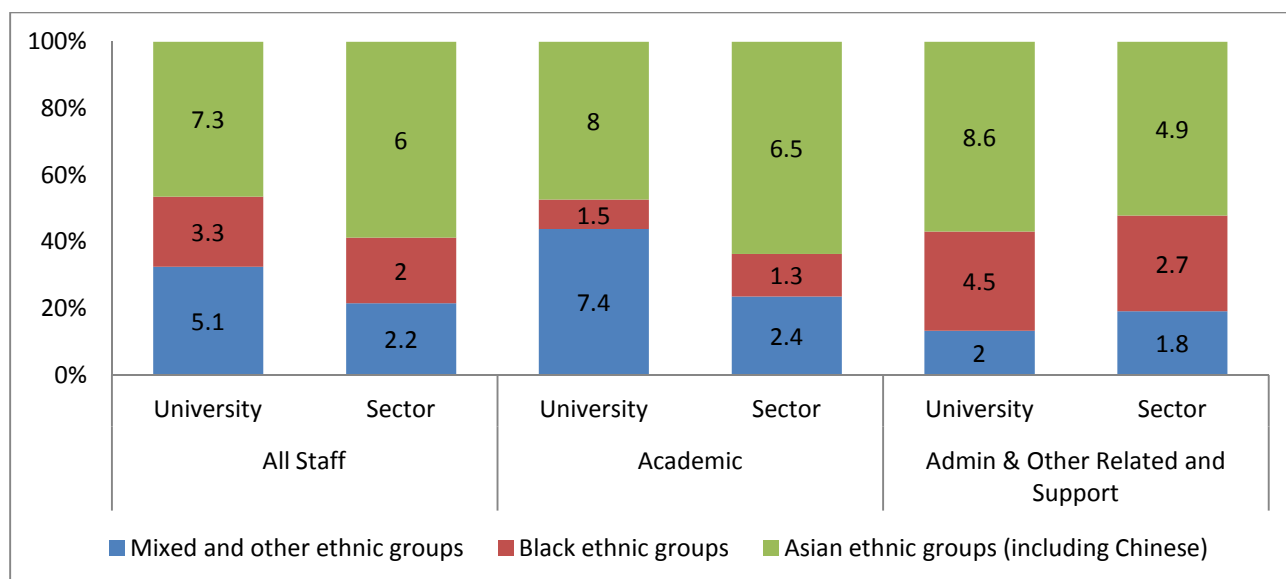
	%	0.9%	1.3%	0.6%	0.6%
White	No.	34	29	2	3
	%	0.5%	1.2%	0.1%	0.1%
White-British	No.	4467	1409	1316	1742
	%	70.3%	57.6%	80.2%	76.5%
White-Irish	No.	123	62	26	35
	%	1.9%	2.5%	1.6%	1.5%
Other White Background	No.	695	522	101	72
	%	10.9%	21.3%	6.1%	3.2%
White ethnic groups total	No.	5319	2022	1445	1852
	%	83.6%	82.6%	88%	81.4%
Black, Asian & minority ethnic groups total	No.	1004	414	189	401
	%	15.7%	16.9%	11.5%	17.6%
Information not provided	No.	42	12	7	23
	%	0.7%	0.5%	0.5%	1%
Total	No.	6365	2448	1641	2276
	%	100%	100%	100%	100%

Higher education sector comparison, all staff (%)*



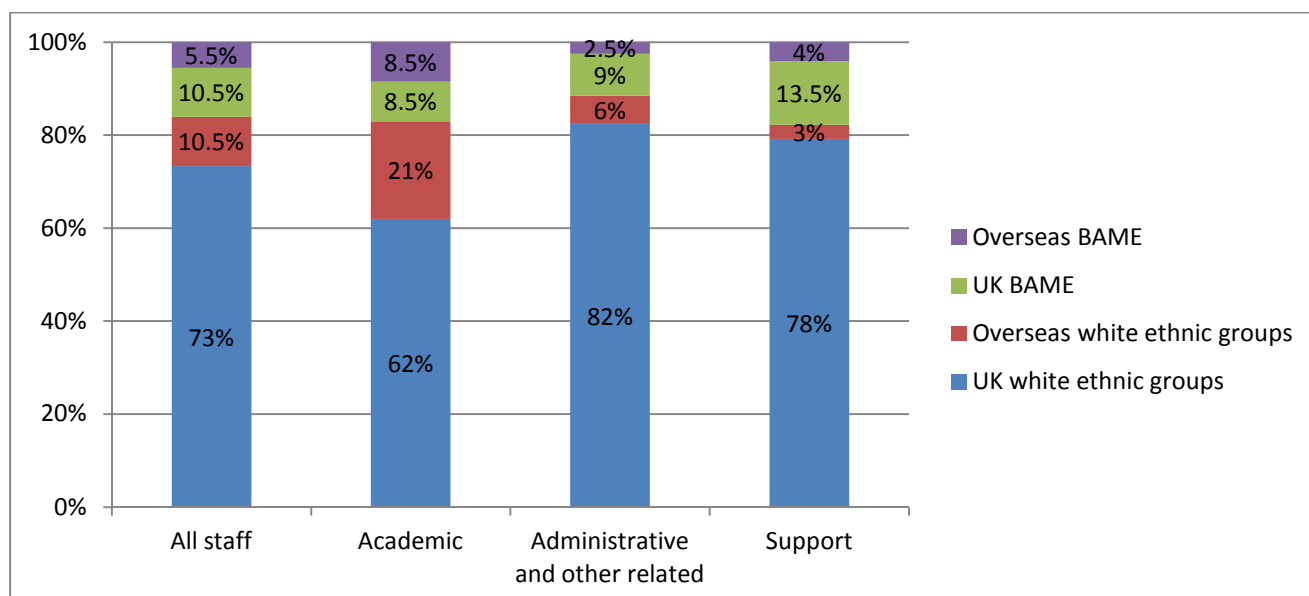
* Sector data is for the 2010/11 academic year

Higher education sector comparison, BAME staff (%)*

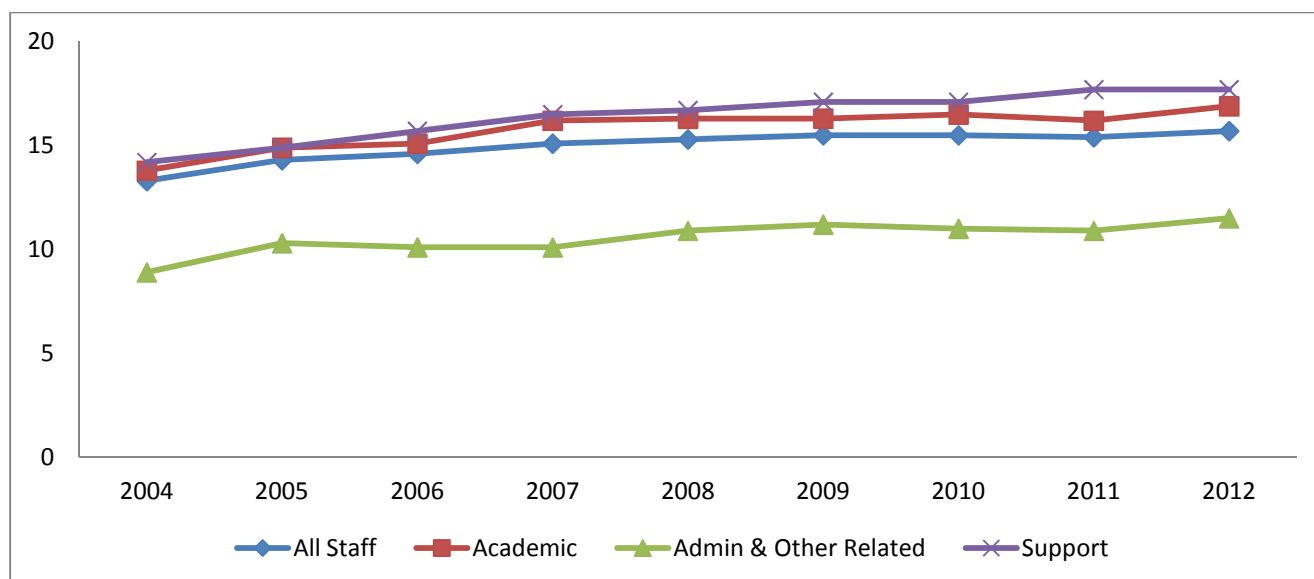


* Sector data is for the 2010/11 academic year

Staff by ethnic group and nationality 2012 (%)



BAME staff 2004-2012 (%)

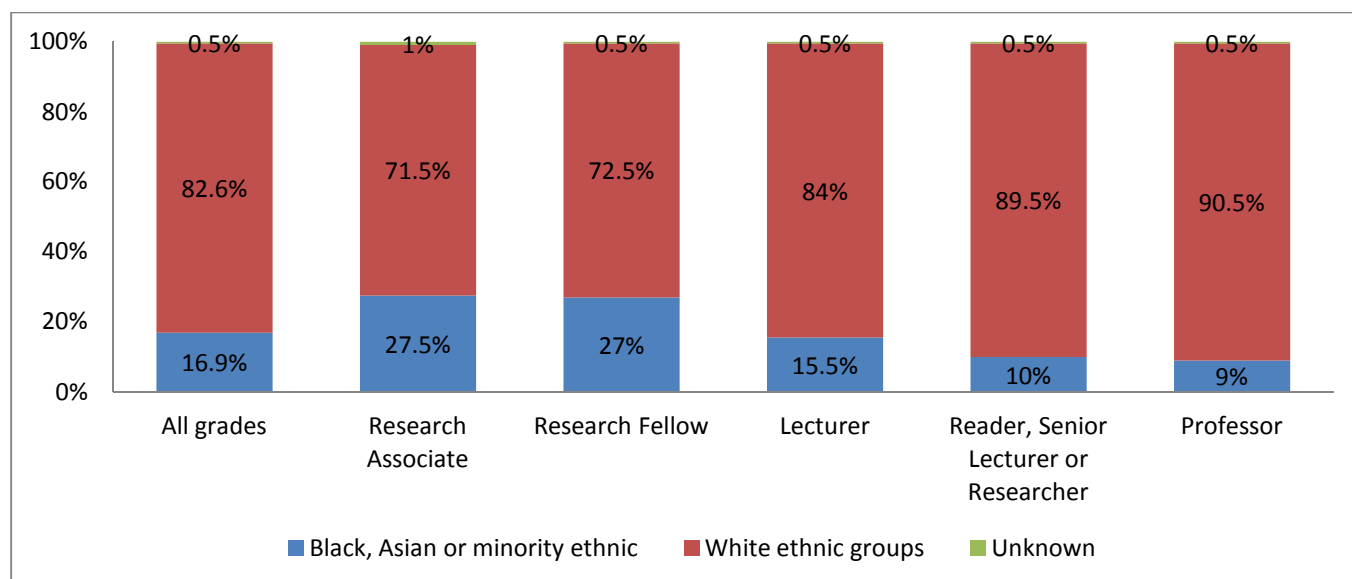


Staff by ethnic group and staff group, 2004-2012

			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
2012	White ethnic groups	No.	5319	2002	1445	1852
		%	83.6	82.6	88	81.4
	Black, Asian and minority ethnic groups	No.	1004	414	189	401
		%	15.7	16.9	11.5	17.6
	Information not provided	No.	42	12	7	23
		%	0.7	0.5	0.4	1

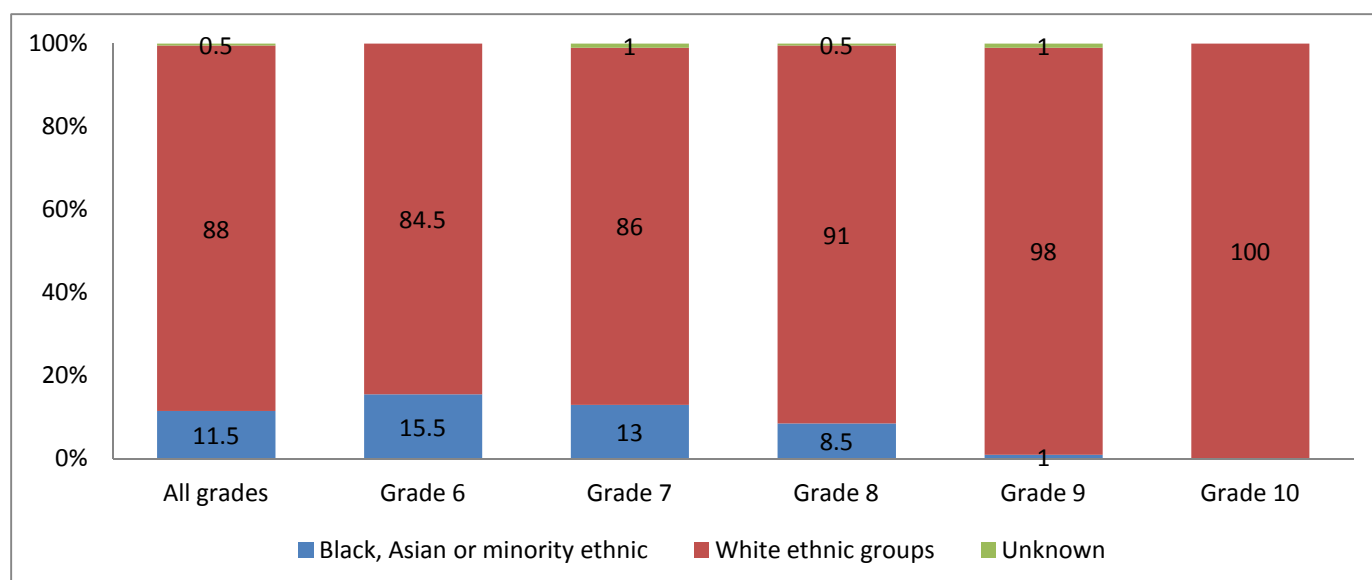
Academic staff by grade and ethnicity 2012 (%)



Academic staff by ethnic group and grade, 2012

		All Academic Staff	Research Associate	Research Fellow	Lecturer	Reader, Senior Lecturer or Researcher	Professor
Black, Asian and minority ethnic	No.	414	37	181	102	59	35
	%	16.9%	27.5%	27%	15.5%	10%	9%
White ethnic groups	No.	2022	96	489	558	520	359
	%	82.6%	71.5%	72.5%	84%	89.5%	90.5%
Information not provided	No.	12	1	4	3	2	2
	%	0.5%	1%	0.5%	0.5%	0.5%	0.5%
Total	No.	2448	134	674	663	581	396
	%	100	100	100	100	100	100

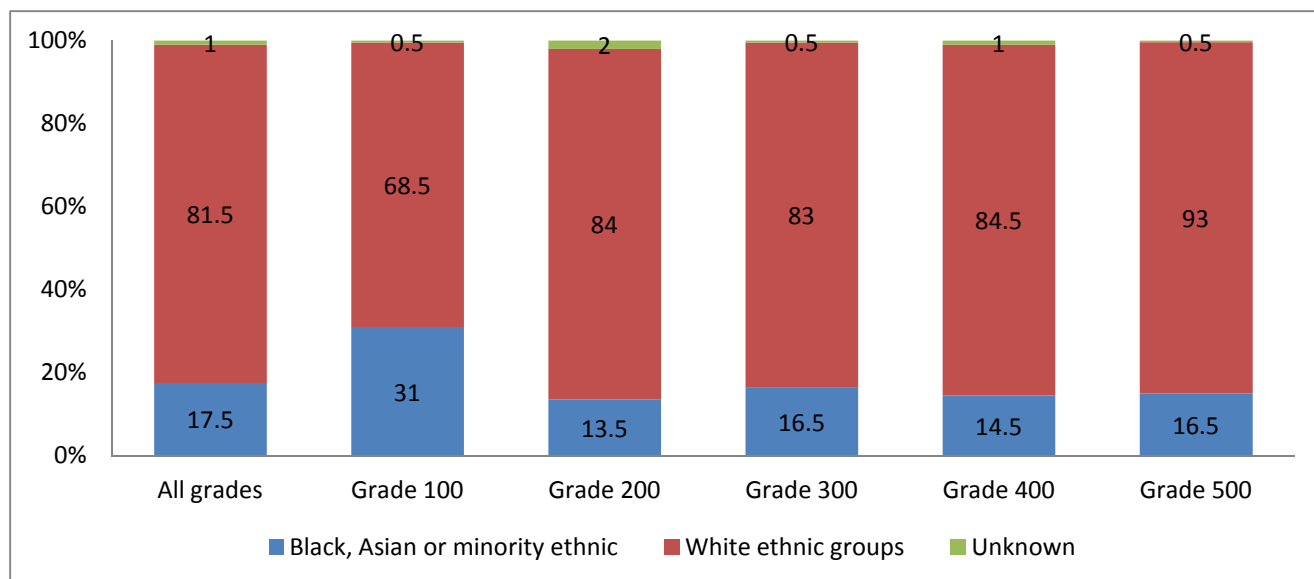
Administrative & Other Related staff by grade and ethnicity 2012 (%)



Administrative & Other Related staff by ethnic group and grade, 2012

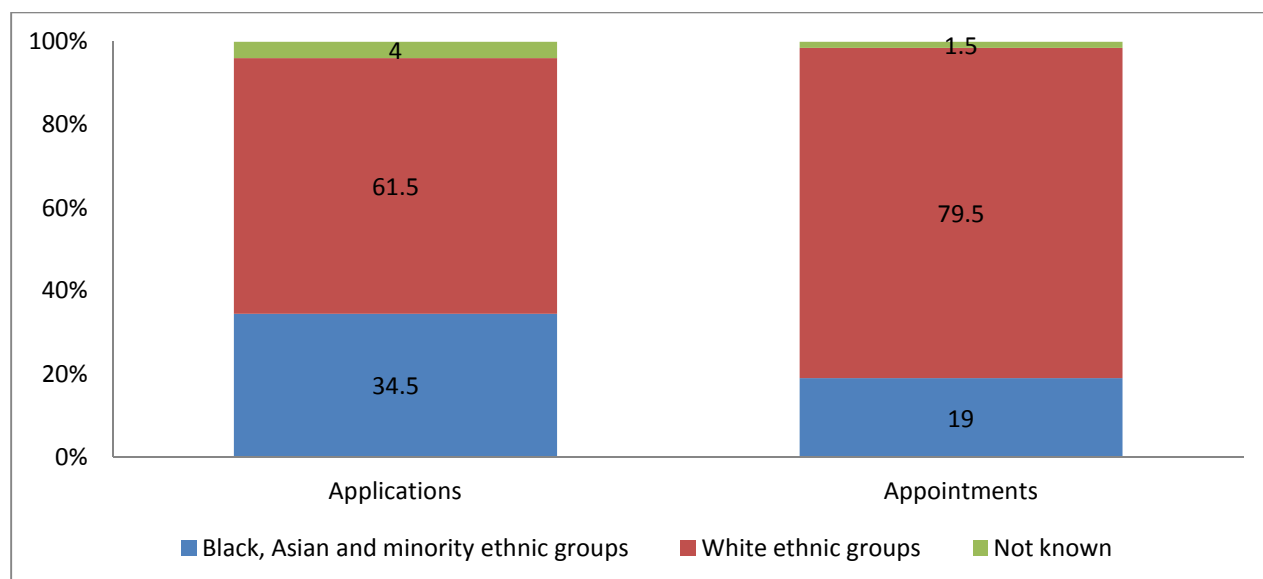
		All Admin & Other Related staff	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10
Black, Asian and minority ethnic	No.	189	74	78	35	1	0
	%	11.5	15.5	13	8.5	1	0
White ethnic groups	No.	1445	404	510	376	110	46
	%	88	84.5	86	91	98	100
Information not provided	No.	7	0	4	2	1	0
	%	0.5	0	1	0.5	1	0
Total	No.	1641	478	592	413	112	46
	%	100	100	100	100	100	100

Support staff by grade and ethnicity 2012 (%)



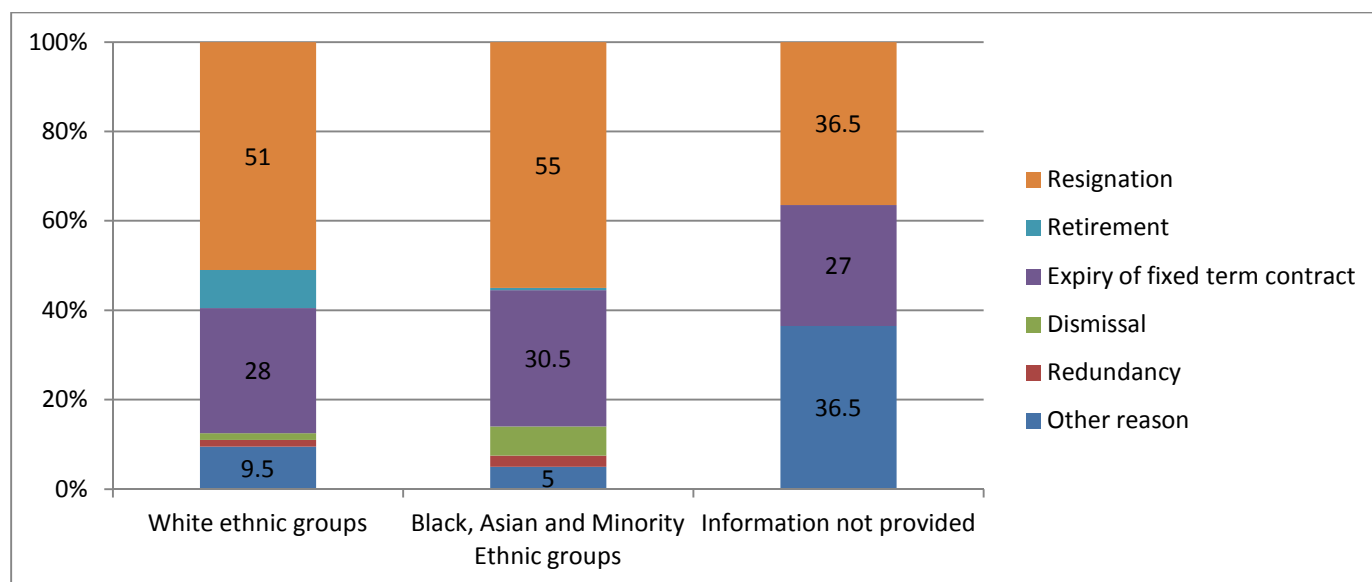
Support staff by ethnic group and grade, 2012							
		All Support staff	Band 100	Band 200	Band 300	Band 400	Band 500
Black, Asian and minority ethnic	No.	401	99	27	67	100	108
	%	17.5	31	13.5	16.5	14.5	16.5
White ethnic groups	No.	1852	220	165	338	584	545
	%	81.5	68.5	84	83	84.5	93
Information not provided	No.	23	2	5	3	9	4
	%	1	0.5	2	0.5	1	0.5
Total	No.	2276	321	197	408	693	657
	%	100	100	100	100	100	100

Ethnic group and recruitment 2012 (%)



Applications and appointments by ethnic group, 2012			
		Applications	Appointments
Black, Asian and Minority Ethnic groups	No.	11,204	302
	%	34.5	19
White ethnic groups	No.	19,990	1,252
	%	61.5	79.5
Not known	No.	1,266	20
	%	4	1.5
Total	No.	32,460	1,574
	%	100	100

Ethnic group and turnover 2012 (%)



Leavers by ethnic group and reason for leaving, 2012

		Resignation	Retirement	Expiry of fixed term contract	Dismissal	Redundancy	Other reason	Total leavers
White ethnic groups	No.	308	52	172	8	8	59	607
	%	51	8.5	28	1.5	1.5	9.5	100
Black, Asian and minority ethnic	No.	86	1	47	10	4	8	156
	%	55	0.5	30.5	6.5	2.5	5	100
Information not provided	No.	4	0	3	0	0	4	11
	%	36.5	0	27	0	0	36.5	100

Religion or Belief

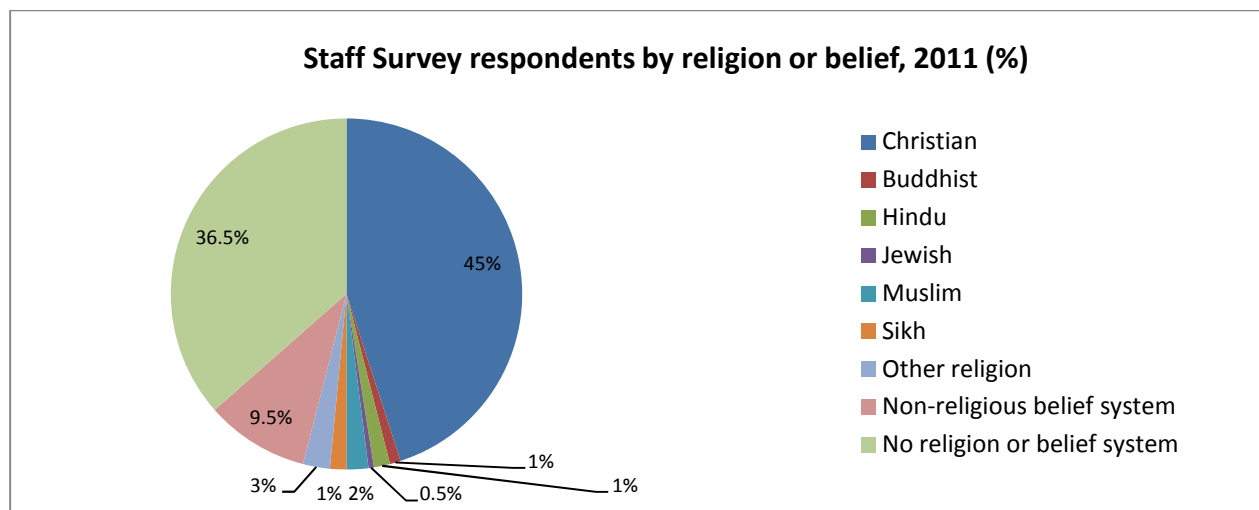
Promoting equality

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. Arrangements for local prayer facilities are agreed between staff and managers on a case-by-case basis. The University seeks to accommodate the religious needs of staff wherever this is reasonably practical, usually through the use of flexible working practices.

During 2013, 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.

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

Sexual Orientation

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. The underpinning theme of the University's LGBT History Month is to celebrate and promote greater understanding of LGBT lives and experiences. Some of the materials from LGBT History Month 2012 can be viewed here:

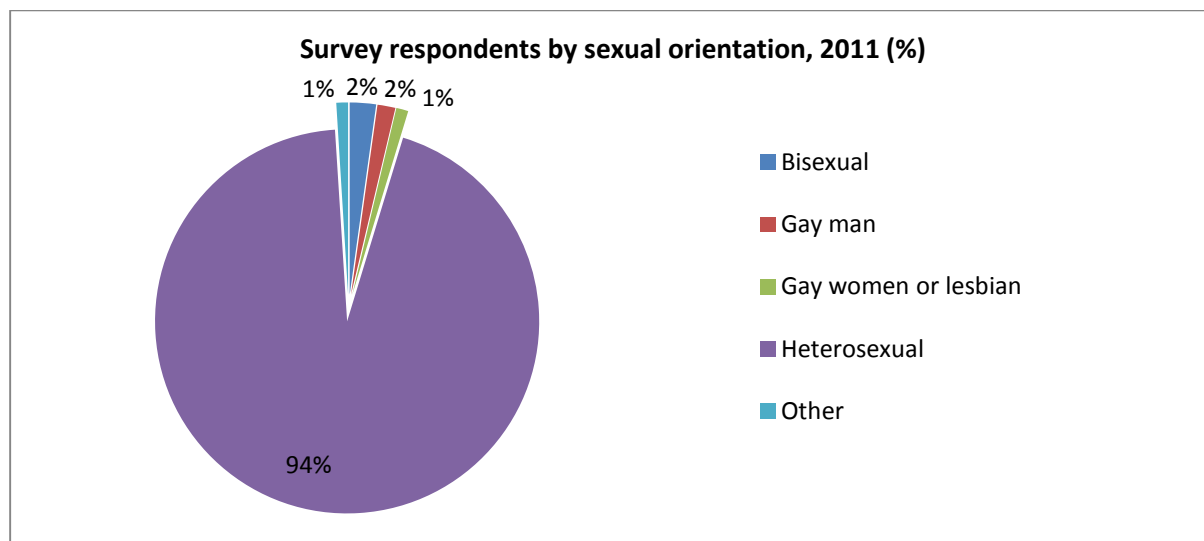
<http://intranet.birmingham.ac.uk/rainbownetwork>.

As part of our commitment to LGB equality, the University is also a member of Stonewall Diversity Champions and participates in their annual employers' index. 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.

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

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 College⁵. Statistical data on the other protected characteristics is not collected at the present time. From September 2013, the University will include 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) 2012 and the Birmingham Student Survey (BSS) 2012 (undergraduate satisfaction) and other research publications. Commentary in bold indicates a comparison with the higher education sector in general.⁶

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 2012, the University had a total population of 27,251 students⁷. The population was as follows:

- 17,674 undergraduate students
- 5,754 taught postgraduate students
- 2,879 research postgraduate students
- 944 sub-degree students.

⁵ Data on student numbers is sourced from the UoB November 1st snapshot (Student Number Model). Students that are not included in the HESA Student Return have been excluded from the snapshot such as those taught totally overseas. Students on the foundation degree golf programme have been included. Trend data is from the September 2012 Tableau Student Datasets.

⁶ Equality Challenge Unit (2012) Equality in higher education: statistical report 2012, Part 2 Students.

⁷ This excludes students that are not included in the HESA Student Return such as those taught totally overseas.

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: 195 (1% of UG population)
- Taught postgraduate: 2627 (45.7% of PGT population)
- Research postgraduate: 678 (23.6% of PGR population)
- Sub-degree: 942 (99.8% of sub-degree population)

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

- Arts and Law: 4433 undergraduates, 700 taught postgraduates, 611 research postgraduates,
- Engineering and Physical Sciences: 3494 undergraduates, 615 taught postgraduates, 897 research postgraduates, 21 sub-degree
- Life and Environmental Sciences: 3104 undergraduates, 409 taught postgraduates, 539 research postgraduates, 872 sub-degree
- Medical and Dental Sciences: 3197 undergraduates, 457 taught postgraduates, 382 research postgraduates
- Social Sciences: 3446 undergraduates, 3573 taught postgraduates, 450 research postgraduates, 51 sub-degree.

c) Student Satisfaction

The National Student Satisfaction Survey (NSS) gave the University of Birmingham a satisfaction rating of 88% in 2012. 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
DISABILITY	
1. Numbers of students disclosing and ensuring a systematic, standardised response to students with disabilities	1. The importance disclosing is emphasised in the main materials that students access. Welfare Tutors and those in the Schools responsible for ensuring student support are given training on how to support students. The Tutors' Handbook, launched in 2012, includes lots of information about supporting students with differing

<p>2. Built environment</p> <p>3. Increase in students declaring a mental health issue</p> <p>4. Ensure students' views inform change</p>	<p>needs.</p> <p>2. The University's Estates Office has a staged plan to improve accessibility to University buildings available at: www.http://www.as.bham.ac.uk/legislation/aprc/APRC.11.06.03ap2.pdf</p> <p>3. Support is available for students with mental health issues and the Student Support Service has responded to the growing demand for this service by reviewing what is available and considering how best to respond to demand. The review was completed in 2012</p> <p>4. A University wide student disability group will convene in January 2012</p>
GENDER	Work undertaken/on-going
<p>1. Females are in a significant minority in certain SET subjects.</p> <p>2. Males are less likely to gain a first or an upper first class degree (gap = 3.5%).</p>	<p>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 and in 2012 widened its membership to include all females in the College of Engineering and the Physical Sciences</p> <p>2. Schools are required as part of the quality assurance system to review annually data on the performance of those in the equality groups. Male under-attainment may be a particular issue in some Schools. Work this year will need to consider male performance on programmes.</p>
PREGNANCY AND MATERNITY/ CARING RESPONSIBILITIES	Work undertaken/on-going
<p>1. Student parents known but performance data not considered e.g. retention, attainment.</p> <p>2. Issues such as timetabling, finance and childcare concerns can negatively impact on success.</p> <p>3. Specific activities and support</p>	<p>1. From 2013, the Planning Department will produce a report, along with the reports on ethnicity, gender and so forth, on the performance of student parent /carers.</p> <p>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/</p> <p>3. During Welcome Week 2012 the Projects Team (Student Services) hosted a number of events for student parents and families. 2013 will see the opening of a play park for children.</p>
AGE	Work undertaken/on-going

<p>1. More part time students are older and more likely to be studying at post-graduate level.</p> <p>2. Mature students studying at undergraduate level are more likely to leave after the first year and less likely to gain a first or an upper second class degree.</p>	<p>1. The University Graduate School supports postgraduate students.</p> <p>2. Through annual review of data, Schools can identify if mature undergraduate students are less successful on their course and then consider ways to better support them. In the School of History they have identified mature students as a risk group and are looking at how to better support them.</p> <p>In March 2012 the Projects Team (Student Services) held a mature UG student event as part of Arrivals Weekend in collaboration with the Guild's Post Graduate and Mature Students Association. In addition, focus groups led by the University's Senior Tutor and attended by the PVC for Education, were run to further discover the experiences of UG mature students.</p>
GENDER IDENTITY	Work undertaken/on-going
<p>1. Lack of data</p> <p>2. Lack of information about transitioning and the best support for students</p> <p>3. Bullying potentially an issue in higher education, as identified in sector survey</p>	<p>1. Preparations are underway to ensure this data is collected in time for registration in 2013.</p> <p>2. Review the information on the website to make sure that a student who is transitioning is aware of the support available. Policy to be developed and on the University's website for 2013.</p> <p>3. Zero tolerance campaign launched in 2012 with further events planned for 2013.</p> <p>4. Mentors are offered to trans students.</p>
RACE	Work undertaken/on-going
<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</p>	<p>1(a) Research is underway on the experiences of BAME students at the University of Birmingham.</p> <p>(b) Across the University, Schools are considering how to improve the degree attainment of their students e.g. School of Psychology, Law, and History.</p> <p>(c) The issue of variable BAME attainment and other performance issues are considered at the Student Access and Progress Committee.</p> <p>(d) A website is planned for 2013 that will inform and provide guidance to staff and students on ways to support BAME student success and narrow the attainment gap.</p>

<p>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 curriculum.</p>	<p>(e) In July 2012 an event was held attended by members of the academic community considering how to narrow the attainment gap.</p> <p>(f) The University is part of a nation Higher Education Academy research project considering effective ways to narrow the attainment gap.</p> <p>2. The University offers a BAME peer mentoring scheme and, to date, there are over 40 mentors and mentees involved in the scheme.</p>
RELIGION AND BELIEF	Work undertaken/on-going
<p>1. Data not complete</p> <p>2. Ensure that needs of religious students are considered and accommodated, if reasonable</p> <p>3. Develop a long term interfaith strategy</p>	<p>1. Preparations are underway to ensure that by September 2013 students' will be asked their religion or belief at registration and this information will be used to monitor the performance of students by religion and belief.</p> <p>2. (a) 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>(b) The Islamic Prayer Room in the Guild of Students was refurbished in 2012</p> <p>(iii) There is a Good Campus Relations group that considers work undertaken across the University to ensure good relations between religious and other groups, including interfaith work.</p> <p>(c) Religious Literacy Leadership Programme organisation ran workshops in 2012 for staff on facilitating dialogue between different religious groups.</p> <p>3. The Guild, University and Lokahi Foundation have worked to establish a collaboration to ensure interfaith cooperation. This will be further developed in 2013.</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>1. Collect data in 2013.</p> <p>2. As above, work on a zero tolerance approach to bullying and harassment.</p> <p>3(a) The idea of developing an LGBT website for staff and students is being considered in 2013, if resources allow. The site will provide a 'space' for the University's LGBT community.</p> <p>(b) In September 2012 a mentoring scheme was established focussing on identity and the transition to employment from</p>

4. Homophobic harassment potentially an issue in higher education, as identified in sector survey	<p>university.</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>2. Zero tolerance campaign</p>	<p>1. From 2012, any data reports will include a section on multiple identities.</p> <p>2. The Guild and the University launched a campaign against bullying and harassment in 2012 and further activities are planned in 2013.</p>

Age

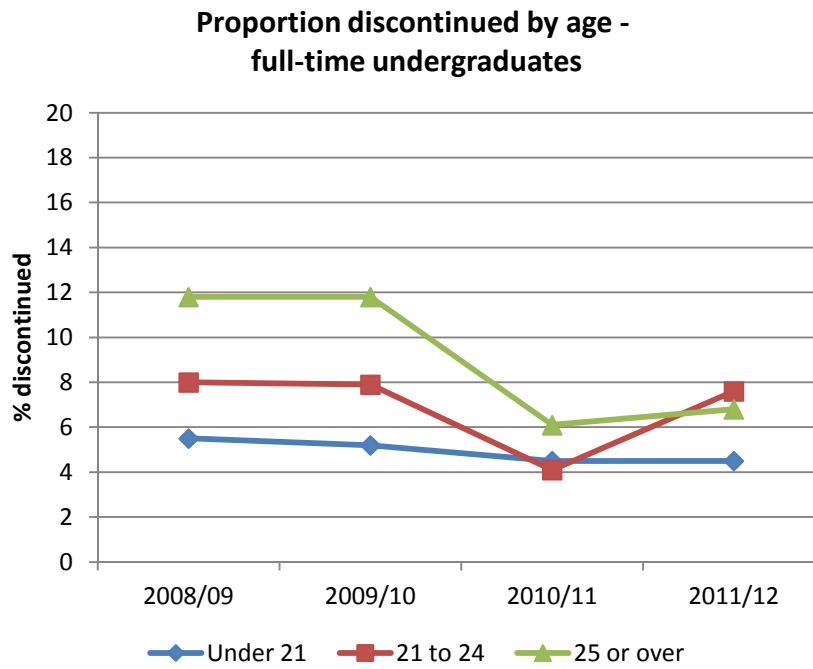
Across higher education in 2010/11, 84.5% of full time first degree undergraduates are aged 21 or under. 49.9% of full time other graduates are aged 21 and under. Part time students are generally older than full time students. 43.2% of all part time students are aged 36 and over compared with only 4.6% of all full time students.

As of November 2012, there were 7,242 mature degree and sub-degree students at the University, representing 26.6% 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 and feedback to students. However, students aged over 25 were more satisfied in the category of personal development.

Full-time undergraduates

Full-time undergraduate students that did not continue at UoB following their year of entry (2008-2011):



Award of first and upper second degrees (2008-2011):



- Among 2011 entrants, 4.5% of those aged under 21 at the point of entry did not continue at UoB following their year of entry, compared to 7.6% of those aged 21-24 and 6.8% of those aged 25 or over.
- Among 2011 entrants, 80.7% of students aged under 21 at the point of entry gained First or Upper Second class honours, compared to 60.9% of those aged 21-24 and 65.4% of those aged 25 or over.

Postgraduates

In November 2012, 56.6% of all taught postgraduates and 62.1% of all research postgraduates were mature students. These figures are heavily influenced by the profile of part-time students – 86% of part-time taught postgraduates and 91.5% of part-time research postgraduates were mature entrants, compared to 31.8% and 53.1% respectively for full-time students. There is a particular concentration of mature part-time postgraduates in the School of Education.

Disability

Across HE 8% in 2010/11 declared a disability. A specific learning difficulty is the most common type of disability among students - 51% of first year undergraduate students who declared a disability stated they had a specific learning difficulty.

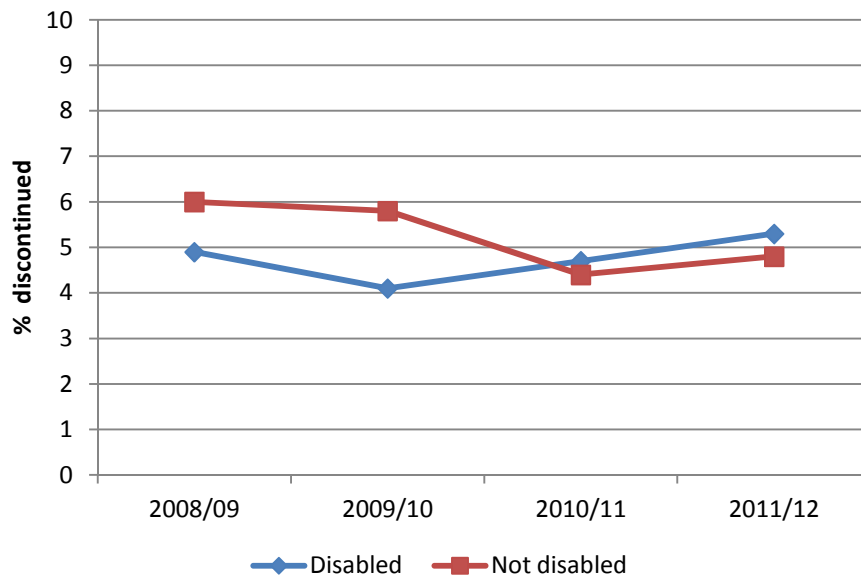
As of November 2012, there are 1,795 students at the University with a known disability, representing 6.6% of the total student population. Among undergraduates (excluding sub-degrees), the figure is 7.3%. The most commonly reported disability is dyslexia. A total of 900 students (3.3% of the total student population (all levels)) declared a mental health disability, a significant increase on the previous year's figure.

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

Full-time undergraduates

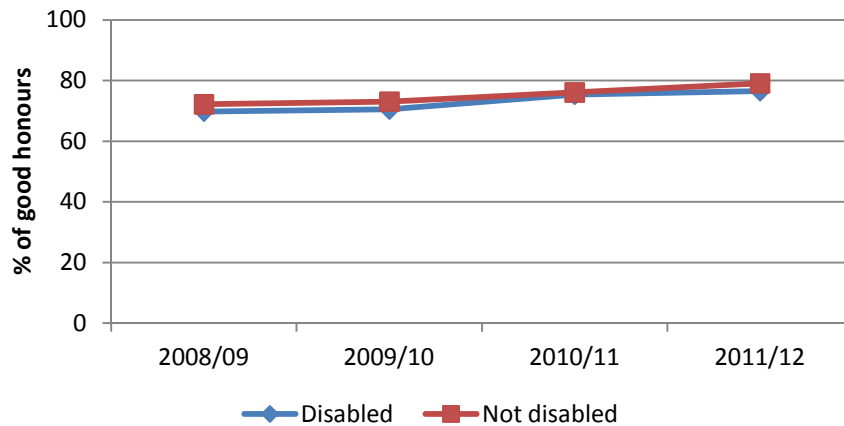
- Among 2011 entrants, 5.3% of disabled students did not continue at UoB following their year of entry, compared to 4.8% of students with no known disability.

**Proportion discontinued by disability -
full-time undergraduates**



- Among 2011 entrants, 76.5% of disabled students gained First or Upper Second class honours, compared to 79.1% of students with no known disability. The following chart shows the awards of first and upper second degrees (2008 – 2011):

**Proportion of good honours by disability -
full-time undergraduates**



Among UK-domiciled full-time first degree respondents to the 2010/11 Destination of Leavers in Higher Education survey, 90.8% of disabled graduates were in work and/or further study six months after graduating, compared to 91.2% of non-disabled graduates. The amount of

disabled graduates who were assumed to be unemployed was 9.2%, compared to 8.8% of non-disabled graduates.⁸

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

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.⁹

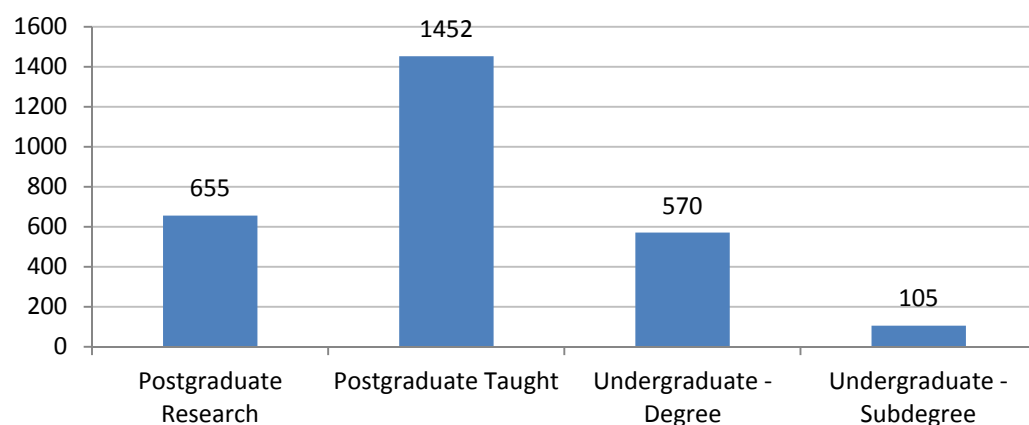
Pregnancy and Maternity

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

⁸ HESA, *Destination of Leavers in Higher Education survey DLHE survey 2010/11*, (UK-domiciled full-time first degree students).

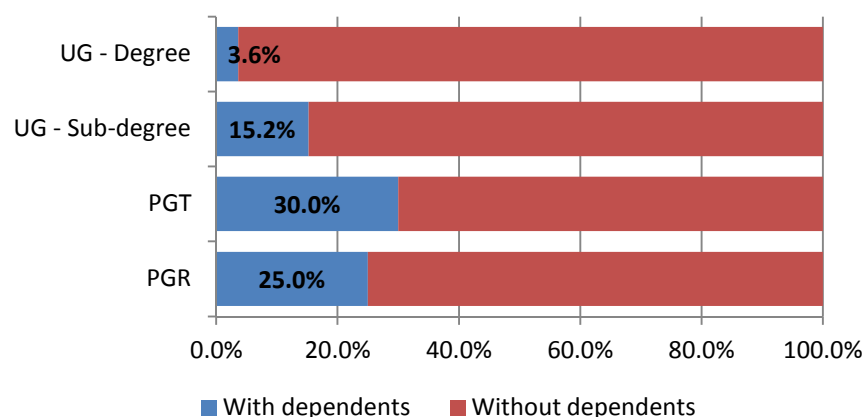
⁹ Equality Challenge Unit, *Experience of Lesbian, Gay, Bisexual and Trans Staff and Students in Higher Education*, (ECU, 2009).

The number of students with dependents



Students with dependents as a proportion of student populations:

Proportion with dependents



The highest proportion of students with dependants is in the College of Social Sciences, where there are over 900 taught postgraduate students with dependents:

College	PGR	PGT	UG	Sub degree
College of Arts and Law	157	150	69	0
College of Engineering and Physical Sciences	135	114	115	11
College of Life and Environmental Sciences	95	84	31	58
College of Medical and Dental Sciences	87	179	80	0
College of Social Sciences	181	925	275	36
Total	655	1452	570	105

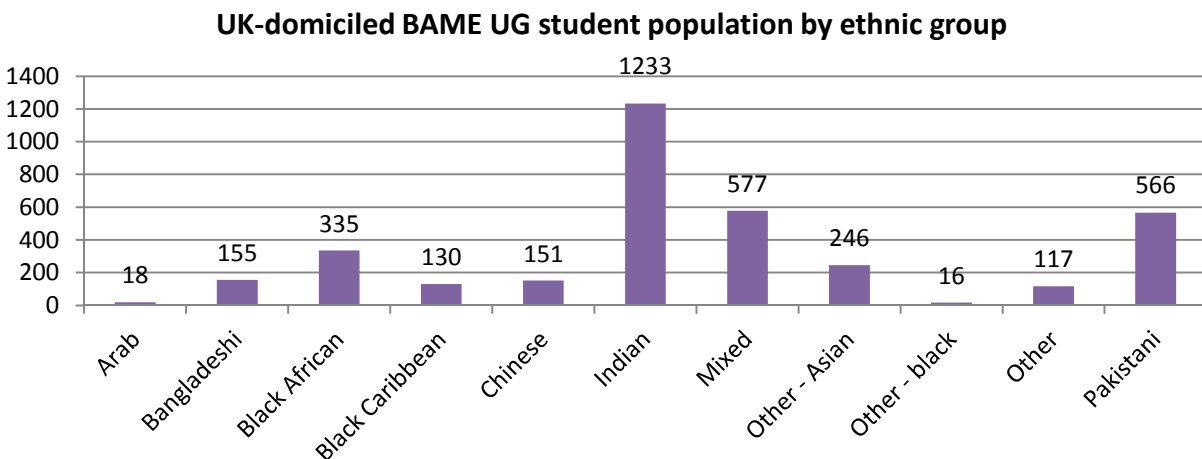
- Student parents - Student parents are an 'at risk' group in terms of retention. Staff at institutions are often a vital swing factor in student parents' experience. Childcare costs,

financial worries and the lack of flexibility in the delivery and assessment of the curriculum are cited as the main issues of concern for student parents.

Race

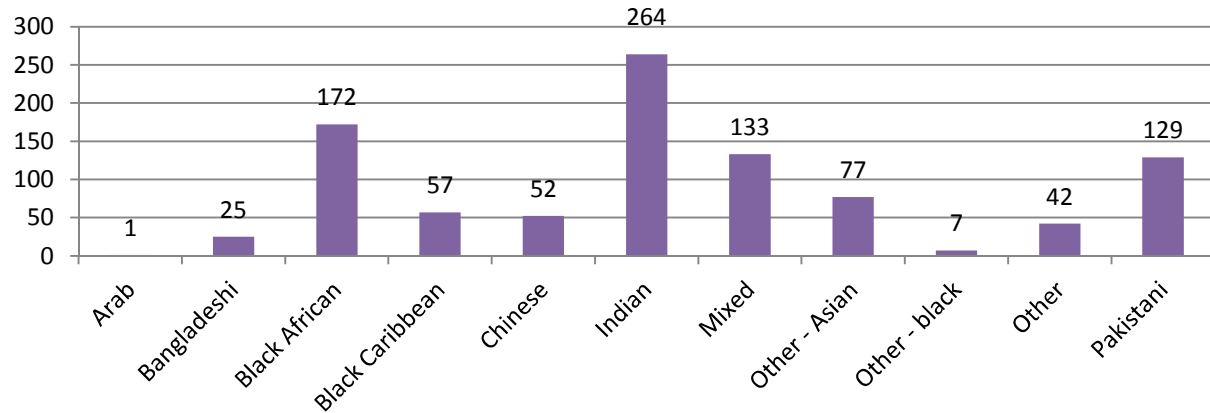
Across the higher education sector over the last seven years, the proportion of UK- domiciled BAME students has increased from 14.9% in 2003/04 to 18.4% in 2010/11.

As of November 2012, 21.5% of Birmingham UK-domiciled students whose ethnicity is known are from BAME groups. Among UK-domiciled undergraduates (excluding sub-degree), the figure is 22.9% and among UK-domiciled postgraduates, the figure is 20.4%. The largest BAME group is Asian/Asian British - Indian. Among students who are not UK-domiciled undergraduates, the largest proportion of BAME students are Chinese. The following chart shows the BAME student population by ethnic group for UK-domiciled undergraduates (excluding sub-degree):



The following chart shows the BAME student population by ethnic group for UK-domiciled postgraduates:

UK-domiciled BAME PG student population by ethnic group

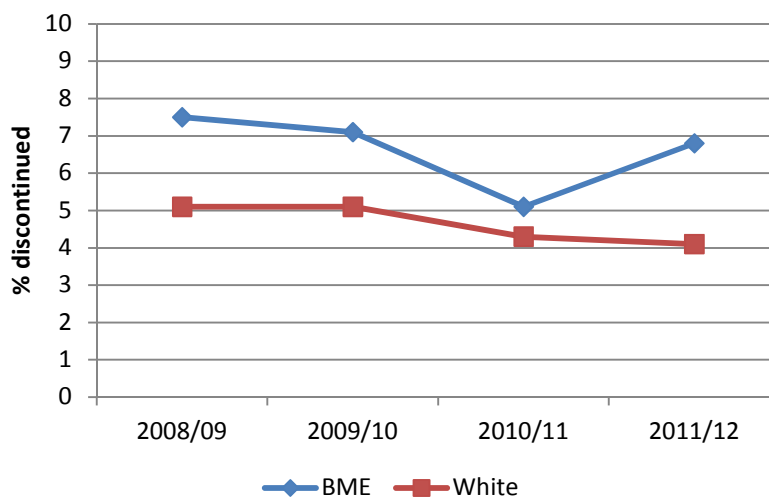


- **Ethnicity** - The NSS found that satisfaction profiles varied significantly depending on ethnic background, but that black, Asian and minority ethnic (BAME) students were generally less satisfied than white students. The BSS showed that BAME students were significantly less satisfied in the categories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

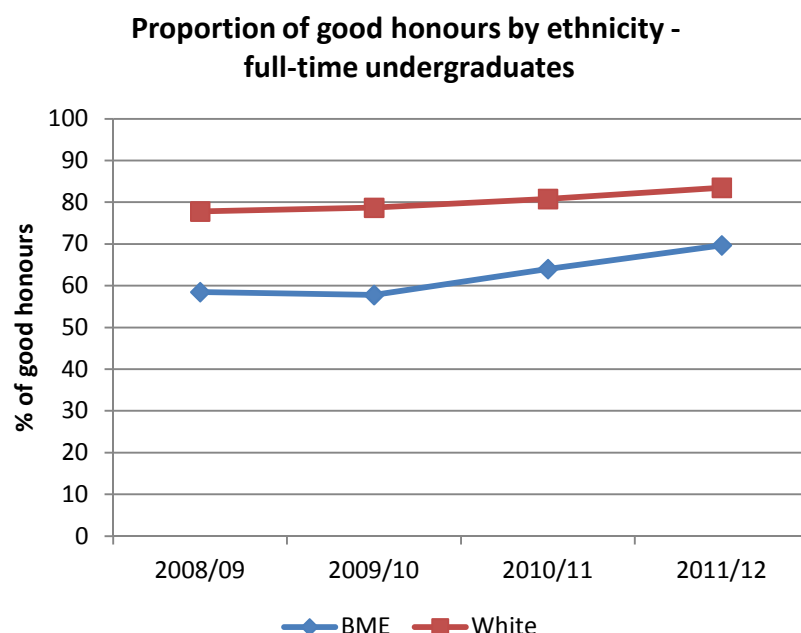
Full-time undergraduates

- Among 2011 entrants, 6.8% of UK-domiciled BAME students did not continue at UoB following their year of entry compared to 4.1% of white students. The following chart shows the proportion of UK-domiciled full-time undergraduate students discontinuing(2008-2011):

Proportion discontinued by ethnicity - full-time undergraduates



- Among 2011 entrants, 69.7% of BAME students gained First or Upper Second class honours, compared to 83.5% of white students. The following chart shows the award of first class and upper second class honours (2008/09 – 2011/12):



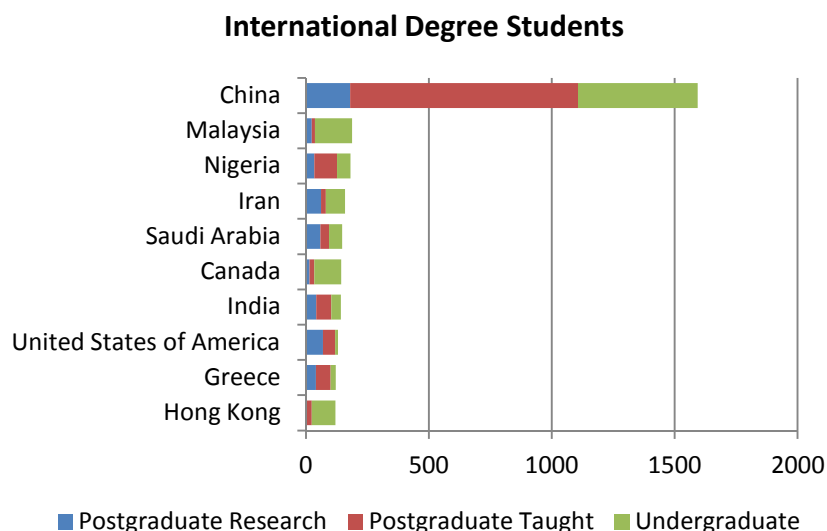
For UK-domiciled undergraduate qualifiers, the difference between the proportion of white qualifiers who obtained a first class or upper second class honours and that of BAME qualifiers (the attainment gap) was 13.8% in 2011/12. This is a decrease of over 5% from 19.3% in 2008/9.

Among UK-domiciled full-time first degree respondents to the 2010/11 Destination of Leavers in Higher Education survey, 83.1% of BAME graduates were in work and/or further study six months after graduating, compared to 93.6% of white graduates. The amount of BAME graduates who were assumed to be unemployed was 16.9%, compared to 6.4% of white graduates.¹⁰

¹⁰ HESA, *Destination of Leavers in Higher Education survey DLHE survey 2010/11*, (UK-domiciled full-time first degree students).

International students

As of November 2012, there are 5,180 non-UK domiciled degree students registered at the University. Of these, by far the largest number came from China (1,593), followed by Malaysia (188) and Nigeria (182):



The breakdown by College is as follows:

- Arts and Law, 694 international students
- Engineering and Physical Sciences, 1,583 international students
- Life and Environmental Sciences, 428 international students
- Medical and Dental Sciences, 303 international students
- Social Sciences, 2,172 international students

Religion or belief

62.8% of students disclosed their religious belief to the University in 2012. Of those who disclosed, 33.7% identify with a Christian denomination¹¹, 10.9% as Muslim, 4.4% as Hindu, 3.3% as Buddhist, 3% as Sikh, 2.7% as Jewish (Orthodox and Progressive), 2.4% as Christian Science, 0.7% as Quakers. The largest group – 38.8% - identify themselves as holding a religion or belief other than those listed. A recent survey and report on religion and belief in higher education from Equality Challenge Unit (ECU), indicates that 43.8% of students in the sector

¹¹ This includes Anglican, Baptist, Catholic, Eastern Orthodox, Elim Pentecostal, Lutheran, Methodist and Unitarian.

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.¹²

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.¹³

Gender

Across the sector, the average representation of female students in the 2010/11 academic year was 56.4%. More female students studies part-time than males across all degree levels.

As of November 2012, 54.2% of all registered students are female and 45.8% male. Among full-time undergraduates (excluding sub-degree), the difference is more marked, with 55.1% female. Among full-time postgraduate students, 52.3% are females and 47.7% are males.

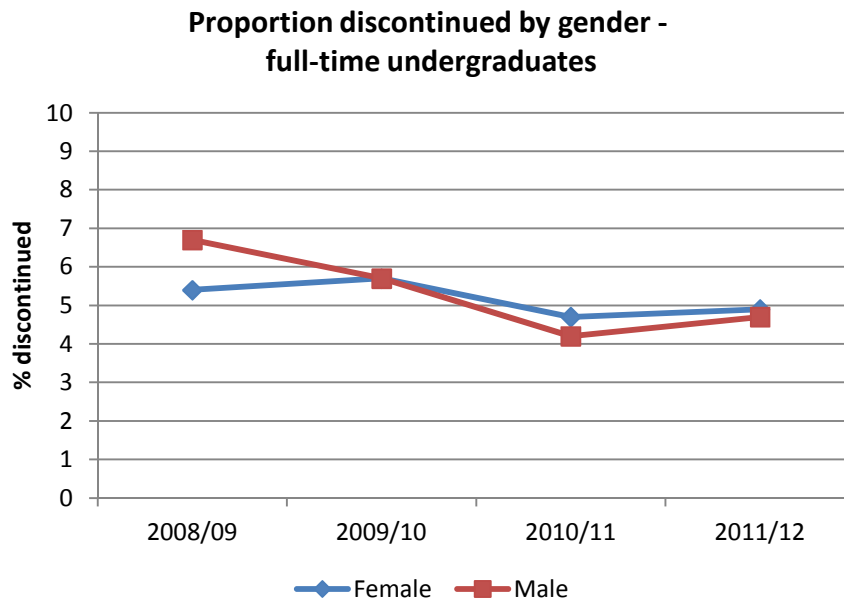
- Gender - The NSS found significant differences between male and female levels of satisfaction. The greatest differences were observed in the categories of academic support and learning resources. Overall satisfaction has decreased over the last 5 years and, in 2010, female students were less satisfied than males for the first time. The BSS found little difference between male and females except in the category of academic support, learning resources and careers 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

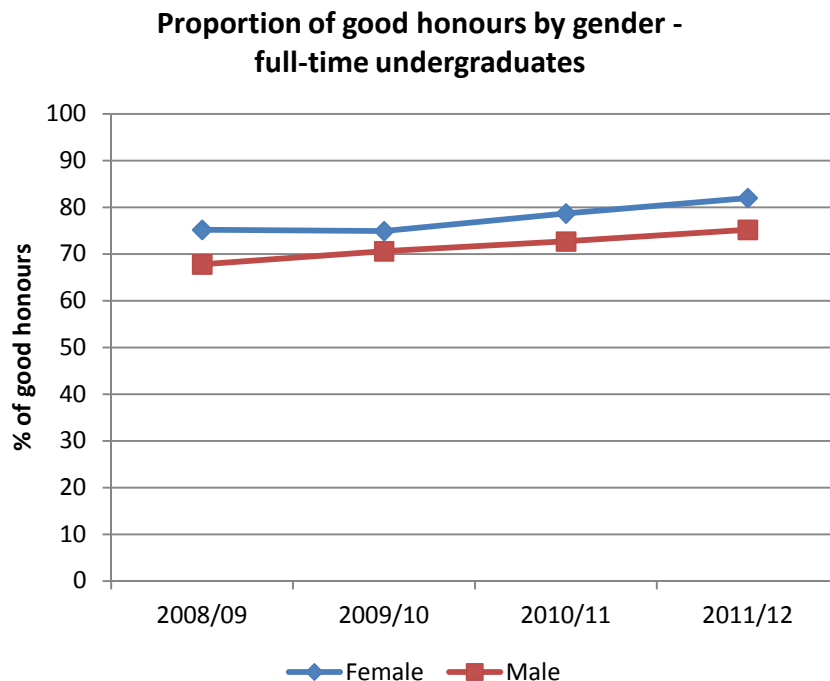
- Among 2011 entrants, 4.7% of male students did not continue at UoB following their year of entry compared to 4.9% of female students. The following chart shows full-time undergraduate students that did not continue after their first year (2005-2009):

¹² 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.

¹³ Ibid.



- In 2011, 75.2% of male students gained First or Upper Second class honours, compared to 82% of female students. The following chart shows the award of first and upper second degrees (2008-2011):



Among UK-domiciled full-time first degree respondents to the 2010/11 Destination of Leavers in Higher Education survey, 91.8% of females were in work and/or further study compared to

90.2% of males. The amount of female graduates who were assumed to be unemployed was 8.2%, compared to 9.8% of male graduates.¹⁴

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).¹⁵

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.¹⁶

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 ECU17 found that:
- Among UK-domiciled BAME students, there were more black female (6%) than black male (5.8%) students. For all other BAME groups, there were more men than women in higher education.
- 52% of the male population were aged 21 and under compared with 47.2% of female students. However, 19.6% of female students were aged 36 and over compared with 14.4% of male students.
- 9.7% of white students declared a disability compared with 3.6% of Chinese students.
- 64.6% of Asian students and 62.4% of Chinese students were aged 21 and under, compared with 39.7% of black students. 25.9% of black students were aged 36 and over, compared with 8% of Chinese students and 9.1% of Asian students.

¹⁴ HESA, *Destination of Leavers in Higher Education survey DLHE survey 2010/11*, (UK-domiciled full-time first degree students).

¹⁵ 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.

¹⁶ Ibid.

¹⁷ ECU (2011) *Equality in Higher Education: Statistical Report 2012 Part 2: Students* www.ecu.ac.uk

- The ethnicity attainment gap ranges from 9.4% for qualifiers aged 21 and under to 27.5% for those aged 36 and over.

Student complaints

There have been 30 formal complaints from 2008/9 to January 2013. 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 2008/09 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 2012/13 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.