

ANNUAL EQUALITY, DIVERSITY AND INCLUSION REPORT

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2022/23



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INTRODUCTION



Birmingham City University is located in one of the most diverse and vibrant cities in the United Kingdom. We have over 31,500 students. The majority of our students come from Birmingham and the wider West Midlands region, studying alongside students throughout the UK and from more than 100 different countries across the globe. Our students join us from a diverse range of backgrounds that reflect our city and our region, making our community one that is lively and dynamic.

We have a workforce of approximately 3,300 people, who are all required to undertake mandatory training on Equality, Diversity and Inclusion and are required to put EDI at the heart of all that we do.

There is much to celebrate being based in the UK's second city. The University will soon occupy Alexander Stadium, home of the 2022 Commonwealth Games; and Curzon Street, the hub of the University's City Centre Campus is at the centre of the planned High Speed 2 (HS2) railway network. However, there are significant challenges in the region, that we are working with our partners and communities to address. This includes widening access to education and addressing the skills gap, using innovation to ensure multidisciplinary collaborative partnerships through our new state of the art facility STEAMhouse, that will transform the learning experience of our students.

Departments and faculties across the University continue to be at the forefront of advancing equality through impactful research centres like the Sir Lenny Henry Centre for Media Diversity that brings together the expertise of established media professionals working in collaboration with academics and students; the Centre for EDI in the Arts, and through partnership projects with charities like IntoUniversity working to improve access to higher education for people from disadvantaged communities.

Our [EDI Strategy 2020/25](#) highlights many of our opportunities, strengths and challenges. These include (but are not limited to) the following:

- BCU has higher than average numbers of commuter students.
- The majority of BCU students are from areas with high levels of deprivation.
- Many of our students are the first in their family to attend university.
- Significant numbers of BCU students have BTEC qualifications, which are likely to be based on practical career/industry-focused study rather than academic study.
- There are differences in graduate outcomes between disadvantaged students and students who are less disadvantaged.
- There is an awarding gap between White and Black, Asian and Minority Ethnic students.
- The workforce does not reflect the demographic profile of students or regional demographics at all levels, particularly at senior levels.
- An [Antiracist Commitment Plan](#) has been developed in response to the global Black Lives Matter movement to address systemic racism in the University's systems, processes and procedures.

Our contribution stretches beyond the confines of our University campuses, with many of our graduates powering the front line of public services, making a positive impact on the lives of many thousands of people through their studies and careers.

The University is committed to reducing inequality and creating an environment where everyone can thrive and achieve their true potential. Through our equality objectives, we have made it our ambition to transform the lives of our community by improving outcomes for the most disadvantaged students and by striving to have a workforce that reflects the students and citizens we serve at all levels. BCU is a growing employer of choice, able to attract talented people who reflect our core values - creating opportunity, thinking differently, and building community.

Over the last financial year, we have invested significantly in targeted scholarship programmes. The overall aim of this investment is to improve access and participation for BCU scholars, moving from undergraduate studies into postgraduate research opportunities. This will help to improve the diversity of our research community and increase the diversity of our academic staff, complementing our 'Grow your Own' workforce planning initiative.

Our University is working in collaboration with partners in the West Midlands to eliminate barriers to research study, through a high-profile project to unlock talent and potential by tackling inequalities faced by racially minoritised students. This work is funded by both UK Research and Innovation and the Office for Students – part of a nationwide programme to widen access and participation in postgraduate research.

In line with our Equality, Diversity and Inclusion Strategy, we are proactively using frameworks provided by equality charters such as Athena Swan and Advance HE's Race Equality Charter, to advance equality in academic roles and professional support services to improve the representation, progression, and success of all members of our workforce. We are also working hard to continue to develop inclusive environments, by implementing best practice in relation to LGBT+ inclusion, signing up to the University Mental Health charter; and we are committed to being a Disability Confident employer of choice. In February the University became a Stonewall top 100 employer and received a gold award for our commitment to LGBT+ inclusion.



EXECUTIVE SUMMARY



Each year public bodies are required by law to publish information that demonstrates compliance with the public sector equality duty (PSED). This report provides an overview of BCU's performance during the academic year 2022/23 against the equality objectives set out in the EDI Strategy 2020/25. The EDI Strategy 2020/25 communicates how the University will advance equality and fulfil its equality duty. Progress is reviewed on a quarterly basis, with reports and updates monitored by the EDI Committee and the Human Resources Committee. The strategy includes information about the make-up of the student body and workforce, and changes in the demographics are reported annually.

Over the last year the University has grown from having a student body of 30,285 to 31,539 students. The workforce has expanded from approximately 3,305 to 3,336 people. In terms of gender, the proportion of students who identify as female has decreased by 1% to 63%, while 37% identify as male with 0.2% identifying as non-binary. The workforce has a female population of 56%, which is the same as it was in the previous year. The male workforce population continues to stand at 44% with 0% of staff describing themselves as non-binary. There is still a significant difference between the proportion of students who declare themselves to be disabled, 14.6% compared to 6.3% of staff (an increase of 1.7%). In relation to sexual orientation, 5.3% of students have declared that they are either lesbian, gay or bisexual, compared to 2.5% of staff. The staff figures regarding sexual orientation are unlikely to reflect the true picture in this instance, as 53.9% of staff have not declared their sexual orientation and 4% refused to disclose their sexual orientation. It should however be noted that the data in respect of sexual orientation may have been affected by the migration of data from historic data bases to a newer business management system. In terms of ethnicity, 56% of BCU home students are from Black, Asian and/or minoritised communities, an increase of 5% compared to the previous year. In contrast to this, 63% of the workforce identify as White, while 28% identify as Black, Asian and/or as being from a minoritised community. While the number of staff who identify as White has decreased by 2%, there has been a 1% increase in the number of staff whose ethnicity is not known. This increased from 7% in 2021/22 to 8%.

Whilst there has been no significant change to the diversity of the student or staff profile compared to the last academic year, there has been a slight increase in the number of female professors, which has increased from 28% to 31%. The number of female managers has also increased from 53% to 55%. However, the gender pay gap has increased from 8.6% to 9.3%. In addition, the percentage of white managers has declined slightly from 76% to 75%. There has been a slight shift in the profile of postgraduate researchers, moving 78% White down to 76% White. Postgraduate researchers identified as Black and of Mixed Heritage increased by 1% to 9% and 3% respectively. Postgraduate researchers identifying as Asian remained at 8%. In terms of graduate outcomes, overall, the numbers have improved since last year, however for students who are from the most deprived neighbourhoods (Q1) the proportion of students in employment or further study fell from 70% in the previous year to 65%.

The University has 10 equality objectives. They are to:

- Reduce awarding gaps between students from White and Black, Asian and minoritised communities.
- Reduce awarding gaps between disadvantaged and less disadvantaged students.
- Increase attainment and progression rates for care leavers.
- Increase reporting of Disabled entrants.
- Assess the equality impact of key decisions.
- Achieve external accreditation through equality charters and standards.
- Implement mechanisms to report harassment and discrimination.
- Provide comprehensive learning and development in relation to EDI.
- Ensure our workforce reflects the students and citizens we serve at all levels.
- Develop a mental health and wellbeing strategy for students and staff.

Key achievements

- Year one of the Athena Swan Bronze Renewal action plan 2022/27 has been completed, with progress being made in a number of areas. With support from Human Resources, there has been a rollout of Athena Swan data dashboards, providing live workforce data to departmental self-assessment teams. The total number of departmental bronze awards has increased to six. Consequently, we are now on track to start working towards an Athena Swan institutional silver award in 2024.
- Following BCU's second submission to the Stonewall Workplace Equality Index, in February 2023, BCU received a gold employer award for LGBT inclusion and was ranked 84th out of 268 employers in the UK.
- The mandatory EDI training completion rate currently stands at 94%.
- Reporting of Disabled entrants has exceeded the target of 13.4% reaching 14.4%.
- Contributions to BCU citizenship are now recognised and rewarded as part of the University's conferment process.
- Studentships are being created to support BCU graduates into postgraduate research/academic career opportunities.
- The online platform Report and Support has been instrumental in the drive to tackle harassment, discrimination and victimisation.



Faculties, Professional Service Departments, and BCUSU continue to support the delivery of the University's EDI strategy. Successes include:

- Bringing greater diversity to leadership teams
- Recruiting academic leads for EDI
- Developing faculty approaches to inclusive recruitment
- Staff development workshops to eliminate bias in marking assessments
- Deep dives into module engagement and assessment
- Increasing submissions and first-time pass rates
- Developing inclusive resources produced in partnership with students
- Creating a sensory room
- Enhancing reasonable adjustment processes
- Decolonising the student experience
- Establishing communities of practice
- Creating spaces for prayer and contemplation
- Securing funding from international organisations for diversity champions
- Hosting debates and events

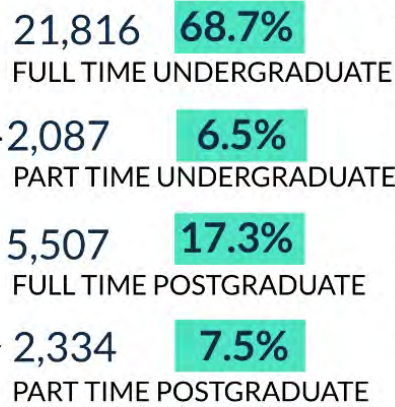
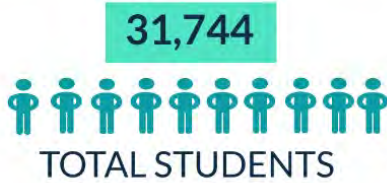
Areas in Need of Greater Focus

- » We need to shift our focus to delivering better outcomes for students from the most disadvantaged and from minoritised communities.
- » The awarding gap has continued to grow, so we must take a more targeted and robust approach that is evidence based to address this.
- » Workforce representation does not reflect the makeup of our student body, the city, or the region. We need to be intentional in our approach to attract the talent and diversity that is essential if we are to radically transform outcomes for students who are underserved, and if we are to retain a workforce that can shift the dial on Equality, Diversity and Inclusion.
- » We must also become a Disability Confident organisation to ensure that we are fully inclusive and a place where everyone can achieve their full potential.
- » The gender pay gap has slightly increased, and while measures are being taken through the Athena Swan action plan to advance gender equality, we need to take an intersectional approach. By doing so, we can shine a spotlight on gender and ethnicity pay gaps in order to address the multiple layers of inequality that women from minoritised communities are more likely to experience.

It is clear from this year's annual report that there have been a number of significant achievements in relation to EDI across the University which should be celebrated. However, there remains a lot more work to be done, and we look forward to shifting the dial much further in the next academic year and beyond.

STUDENT AND STAFF DIVERSITY PROFILE 2022/23

TOTAL STUDENT POPULATION 2022/23

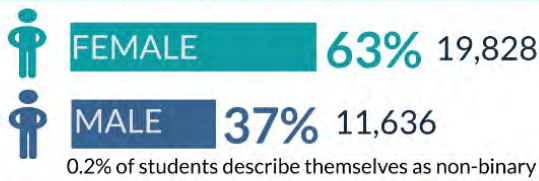


WORKFORCE 2022/23



GENDER

STUDENT 2022/23

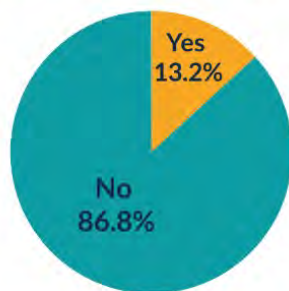


WORKFORCE 2022/23

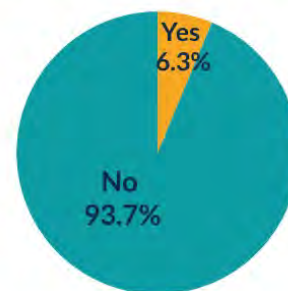


DECLARED A DISABILITY

STUDENT 2022/23

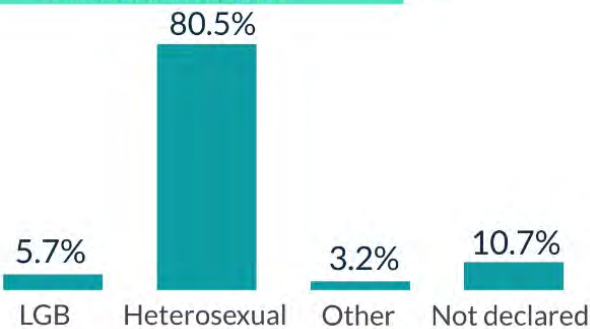


WORKFORCE 2022/23

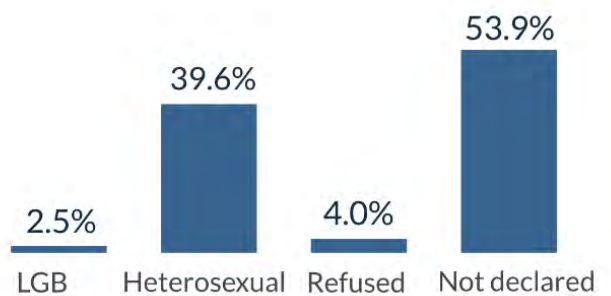


SEXUAL ORIENTATION

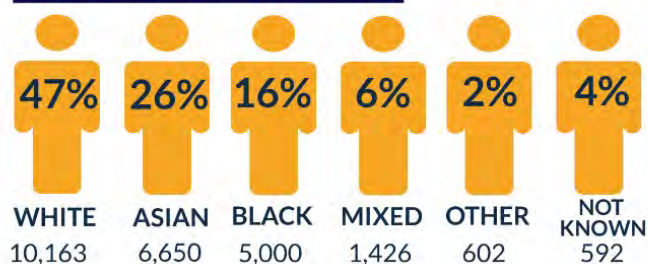
STUDENT 2022/23



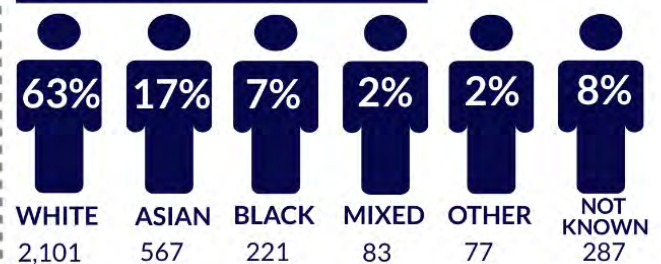
WORKFORCE 2022/23



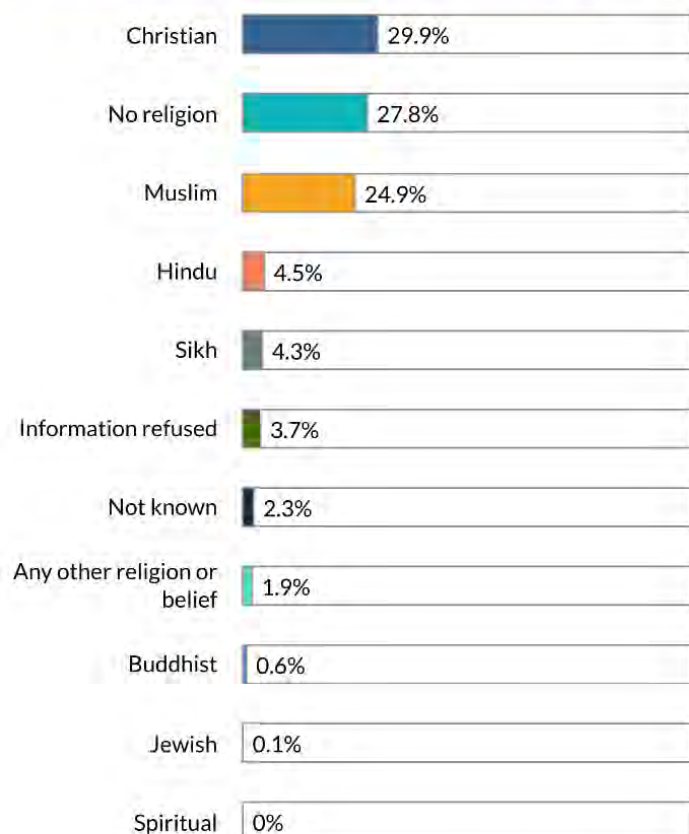
STUDENT ETHNICITY (UK only)



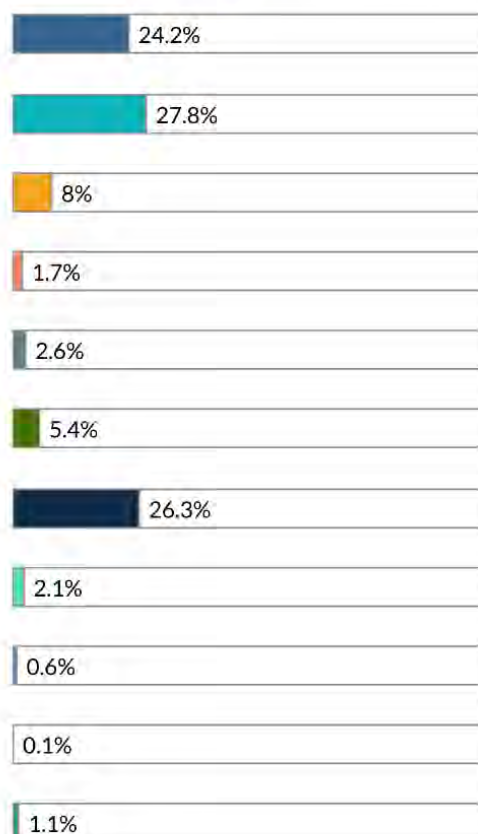
WORKFORCE ETHNICITY



RELIGION OR BELIEF - STUDENTS 2022/23



WORKFORCE 2022/23



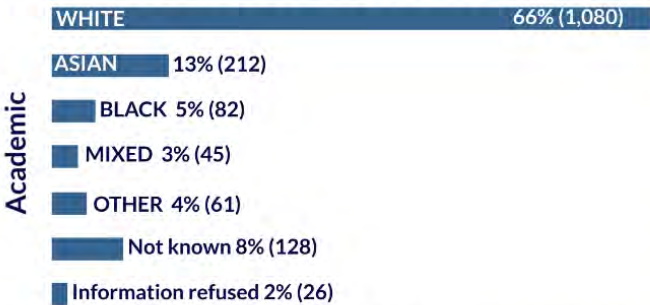
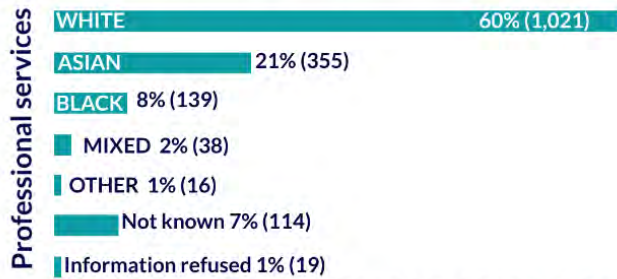
Data source: HESA Student record 2022/23 and ERP 2022/23 Staff data



DIVERSITY PROFILE WORKFORE 2022/23

(Covering staff employed between 1st August 2022 to 31st July 2023)

Academic/Professional Services Department by Ethnicity



Academic/Professional Services Department by Gender

MALE 42% (715)

FEMALE 58% (987)

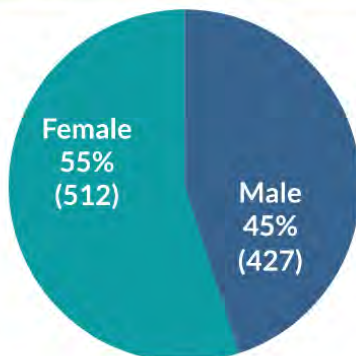
0.0% of Professional Services staff describe themselves as non-binary

MALE 45% (738)

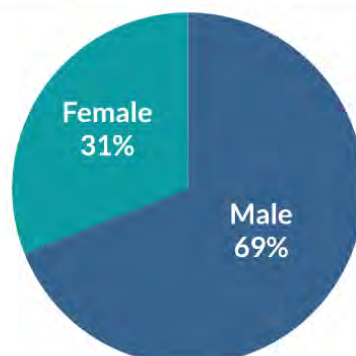
FEMALE 55% (896)

0.0% of Academic staff describe themselves as non-binary

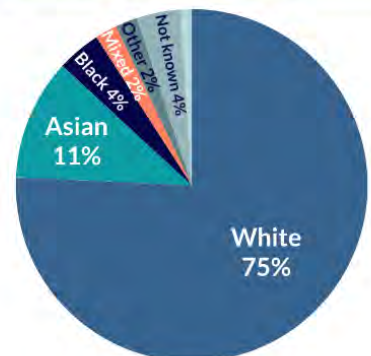
Managers by Gender



Professors by Gender



Managers by Ethnicity



Academic/Professional Services Department by Sexual Orientation

Professional Services

NOT DECLARED 56% (959)

HETEROSEXUAL 37% (625)

Information refused 3.8% (64)

LGB 2.6% (45)

Other*

* numbers for less than 10 not provided

Academic

NOT DECLARED 51% (828)

HETEROSEXUAL 43% (697)

Information refused 4% (70)

LGB 2.3% (38)

Other*

* numbers for less than 10 not provided

Data source: ERP 2022/23 Staff data

HIGHER CLASSIFICATION AWARDING RATES 2022/23

PROPORTION OF STUDENTS ACHIEVING 1st or 2:1s



THERE IS AN AWARDING GAP BETWEEN WHITE AND BLACK STUDENTS



73%



35%



56.9%

OF STUDENTS WITHOUT DISABILITY ACHIEVED 1st or 2:1

64.5%

OF STUDENTS WITH A DISABILITY ACHIEVED 1st or 2:1



68.5%

OF STUDENTS WITH MENTAL HEALTH DISABILITY ACHIEVED 1st or 2:1

HETEROSEXUAL

57%

LGB

73%

Data source: HESA Student record 2022/23

GRADUATE OUTCOMES 2020/21 LEAVERS

PROPORTION OF STUDENTS IN EMPLOYMENT OR FURTHER STUDY



76%

WHITE



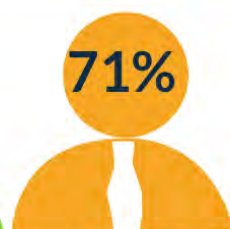
60%

ASIAN



73%

BLACK



71%

MIXED



ASIAN STUDENTS ARE LESS LIKELY TO BE IN GRADUATE LEVEL DESTINATIONS



THERE ARE DIFFERENCES IN GRADUATE OUTCOMES BETWEEN STUDENTS FROM THE MOST DEPRIVED AREAS AND THOSE FROM THE LEAST DEPRIVED AREAS

65%

Q1

MOST DEPRIVED AREAS

75%

Q2

75%

Q3

77%

Q4

72%

Q5

LEAST DEPRIVED AREAS

Data source: Graduate Outcomes survey 2020/21 full time first degree leavers

DIVERSITY PROFILE STUDENTS 2022/23

21,971

TOTAL FT UK STUDENTS

20,267

UG
(FT, UK)

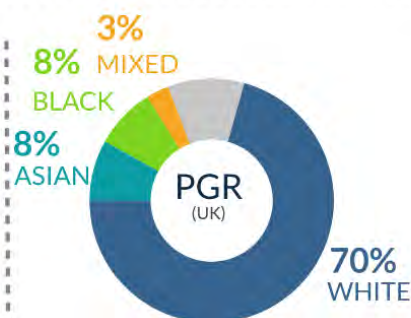
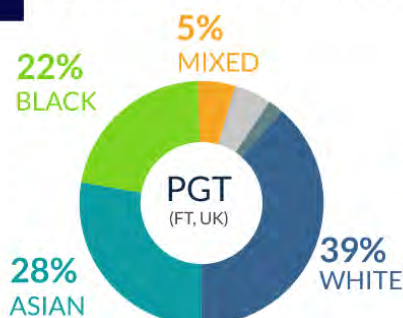
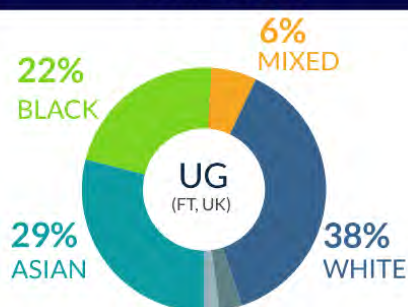
1,578

PGT
(FT, UK)

380

PGR
(UK)

ETHNICITY

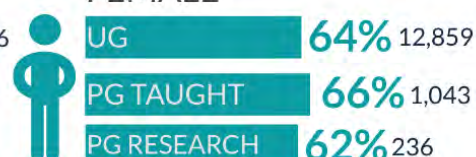


GENDER

MALE



FEMALE



0.3% of UG, 0.3% of PGT and 0.8% of PGR students identify themselves as non-binary

DEPRIVATION

MOST DEPRIVED AREAS (Q1)

81% BAME



79% BAME

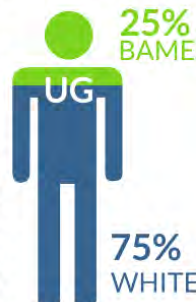


45% BAME

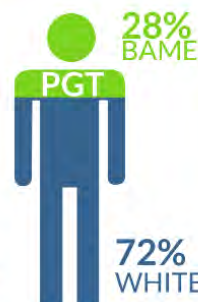


LEAST DEPRIVED AREAS (Q5)

25% BAME



28% BAME



10% BAME



SEXUAL ORIENTATION

19.5%
LGB

STUDENTS
WITH
MENTAL
HEALTH
DISABILITY

5.7%
LGB

ALL
STUDENTS

UG FT UK STUDENTS

DISABILITY

15.9%
DECLARED A
DISABILITY



4.6% DECLARED A MENTAL HEALTH DISABILITY (UG, FT, UK)



79% 733
OF STUDENTS
WITH MENTAL
HEALTH
DISABILITY
ARE FEMALE
(UG, FT, UK)



20% 184
OF STUDENTS
WITH MENTAL
HEALTH
DISABILITY
ARE MALE
(UG, FT, UK)

1.0% of students with mental health disabilities identify themselves as non-binary

Data source: HESA Student record 2022/23

OUR EQUALITY OBJECTIVES



The University has 10 equality objectives that are aligned with key plans and strategies including the University Strategy 2025, the Access and Participation Plan, Learning and Teaching Strategy, and the University's Black Lives Matter Antiracist Commitment Plan. Performance in relation to the equality objectives is documented throughout the report which details the progress made in relation to equality targets; equality charters; the implementation of Report and Support, which is the online reporting tool used to manage incidents of bullying, harassment, discrimination and victimisation; and the work of the EDI Committee and colleague support networks.

The table below provides an overview of progress to date. The colour code indicates the following status: **Red** = behind target; **Amber** = in progress; and **Green** = on target.

The EDI Strategic Objectives 1- 4 align with the targets approved in the BCU Access and Participation Plan. These indicators are overseen by the APP Operational and Strategic Boards.

BCU continually monitors its progress towards its APP targets through analysis of data. Wide-ranging statistical analysis of data provides a range of metrics which assist BCU in the evaluation and effectiveness of our interventions.

Our interventions focus on areas including:

- Courses contributing to widening our gaps
- Individual modules contributing to widening our gaps
- Student confidence with assessment and submission
- Student transition from vocational qualifications such as BTEC

No.	Equality Objectives 2020/25	Update	RAG
1	Reduce the awarding gap between students from White and students from Black Asian and Minority Ethnic communities.	Target 3.8% Actual 28.2%	
2	Reduce gaps in degree outcomes between disadvantaged and less-disadvantaged students.	Target 10.0% Actual 28.9%	
3	Increase attainment and progression rates for care leavers.	Target 71.0% Actual 38.5%	
4	Increase reporting of Disabled entrants.	Target 16.4% Actual 15.3%	
5	Review and assess the equality impact of key organisational policies and decisions for differential outcomes.	Mandatory EDI training was implemented in January 2022 raising awareness of the need to conduct equality impact assessments for key decisions.	
6	Seek external accreditation by actively participating in equality standards.		
	Athena Swan	The Athena Swan bronze award was successfully renewed last year and is valid until 2027. In addition, there are six departmental bronze awards across BCU. Work towards departmental submissions is continuing across all Faculties.	

No.	Equality Objectives 2020/25	Update	RAG
	Disability Confident (This charter does not have a dedicated lead officer)	Limited progress has been made. BCU are members of the Business Disability Forum which provides access to advice, support and resources for all staff members on improving access for Disabled people. The EDI Unit and HR are working collaboratively to move this work forward and to realign resources so that this is progressed.	
	Race Equality Charter	The Race Equality Charter self-assessment team has been established. There are four workstreams in progress: data and research; student lived experience; staff lived experience; and education and allyship.	
	Stonewall Workplace Equality Index	In 2023 the University received a gold employer award for demonstrating its continued commitment to LGBT+ inclusion. BCU is ranked 84th out of 268 participating organisations.	
7	Implement effective mechanisms for students and staff to report harassment and discrimination.	Report and Support was implemented in 2021. Tracking and monitoring reports form part of the work undertaken by the EDI Committee. The data presented in quarterly reports includes a demonstration of reporting patterns over time, alongside analyses of what reporting patterns show, and how the University responds to them.	
8	Provide comprehensive learning and development opportunities to improve knowledge understanding and awareness of best practice in relation to equality diversity and inclusion.	Mandatory EDI training for all staff was launched in January 2022. All salaried staff are required to complete this training. The completion rate is currently 94%.	
9	Ensure our workforce reflects the students and citizens we serve at all levels	The Grow Your Own graduate programme provides hiring managers with support from HR and the Careers+ team to encourage BCU graduates to apply for roles graded between S2 and S02. Studentships are being created to support BCU graduates into postgraduate research/academic career opportunities.	
10	Develop a mental Health and Wellbeing strategy for students and staff.	BCU has signed up to the University Mental Health Charter . This represents a commitment by the University to develop and maintain a whole-institution approach to mental health, and to shape a future in which all students and staff can thrive. Submission of the University's self-assessment is due in January 2024. An on-site assessment visit will follow in March 2024, with any charter award being confirmed in June 2024.	

The colour code indicates the following status:

RED = behind the target

YELLOW = in progress

GREEN = on target.

ACCESS AND PARTICIPATION PLAN



1. BCU's Access and Participation Plan (APP) sets out how we intend to ensure equality of opportunity for all students by addressing gaps in student outcomes at various stages of the student lifecycle. It includes targets to demonstrate distance to travel and to ensure work remains focused on these aims.
2. In Spring 2023, the Office for Students refreshed its approach to regulating access and participation. Reforms included reducing the duration of APPs from five to four years and increasing the focus on evaluation. BCU volunteered to be part of a select group of 'Wave 1' universities in order to work with the regulator in determining the best way to meet the new plan expectations. BCU's new APP was submitted in July 2023. This new plan comes into effect in academic year 2024/25 and covers the period up until 2027/28. BCU's current plan, which started in 2020/21 and was scheduled to run through 2024/25, is in operation until August 2024, when it will be superseded by our new plan.
3. The OfS's new approach to Access and Participation Plans includes a heightened focus on evaluation, elements of which have been introduced to the current plan via variation. For BCU's new APP, an evaluation plan is currently being designed to ensure that interventions are evidence-based and to establish a clear path to determining the effectiveness of designed interventions. Evidence gathered as part of the evaluation of BCU's APP will inform revision of interventions to ensure they are improved in light of early findings. That evaluation will also provide valuable lessons that will be shared more widely across the sector to improve understanding across the board about what works in terms of addressing ethnicity awarding gaps in particular.
4. Prior to launching these new reforms, and in preparation for them, the Office for Students required all providers to submit changes to their current plans (called 'variations') that would enable those plans to meet OfS's refreshed priorities in the short-term before new plans were developed. BCU's variation, which applies to our APP commitments for 2023/24, includes a £200,000 annual fund for targeted interventions with school and colleges through expanding the [BCU Forward programme](#), which has been delivering aspiration-raising workshops, academic tutoring and summer schools in Birmingham's most socio-economically disadvantaged areas.
5. BCU's current Access and Participation Plan and variation can be read in full [here](#).

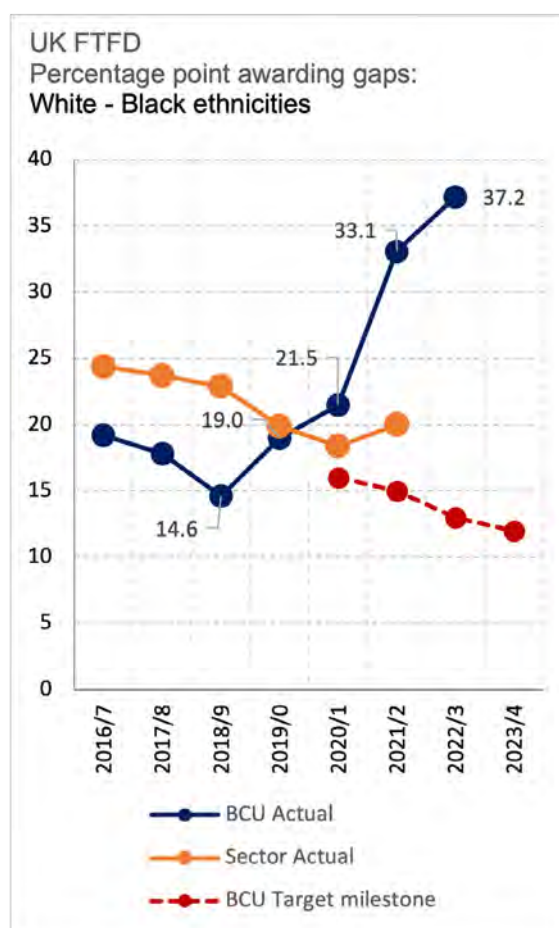
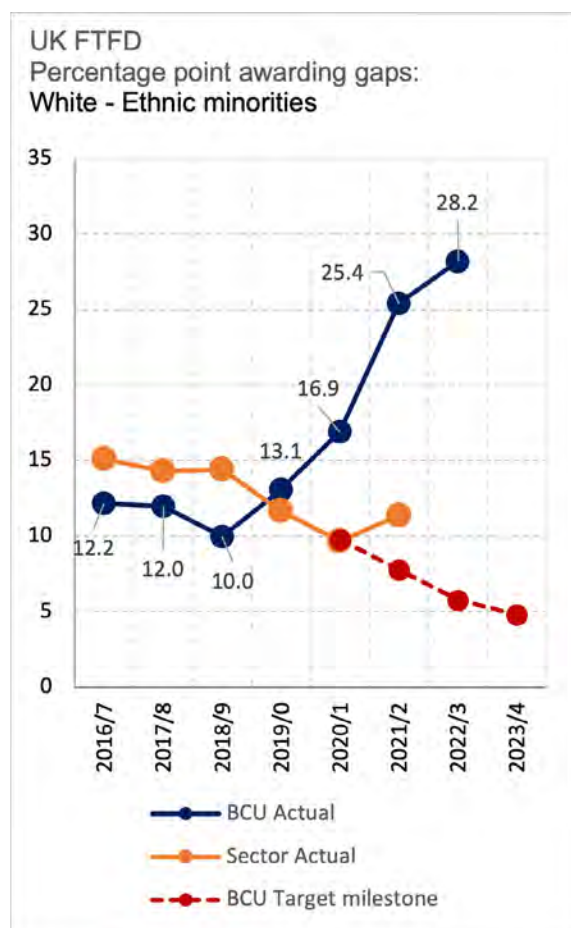


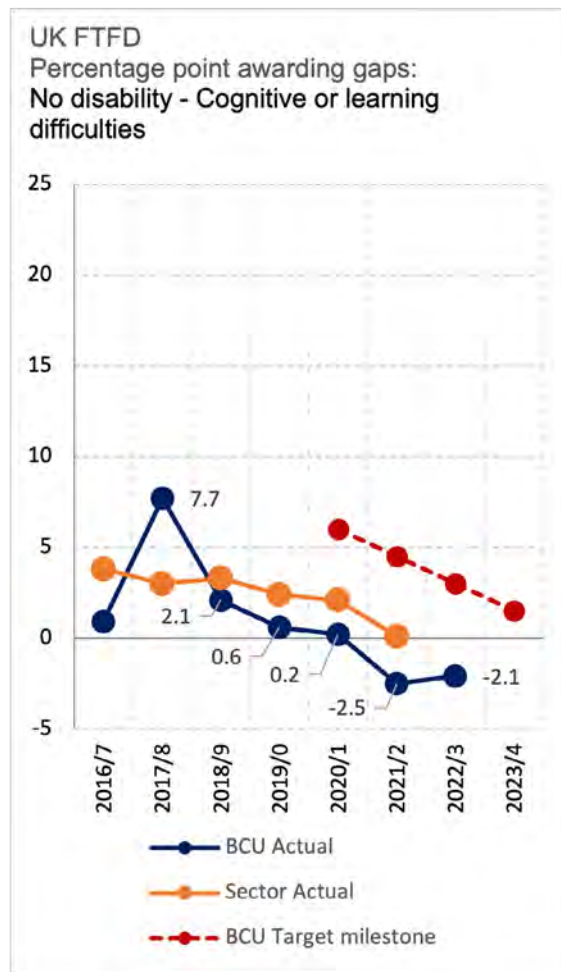
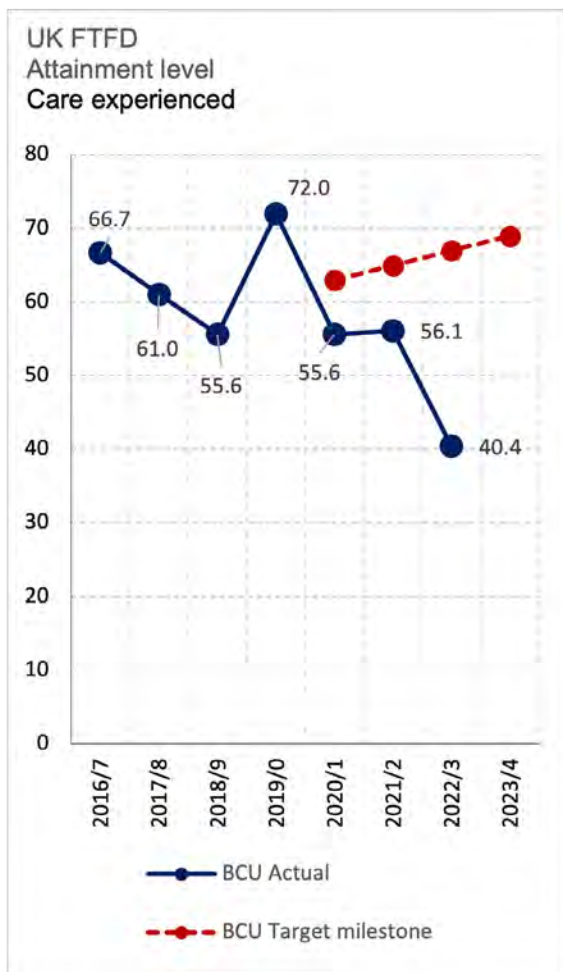
Performance against key APP targets

6. Below is our current APP performance against target as originally set in the APP. It is colour-coded to give a sense of whether progress is better than expected, as expected (white) or less than expected (red):

Lifecycle	Core Characteristics	Population Subgroup	BCU APP Target	University Target	Latest BCU data
Access	POLAR	Entrants aged under 21	Target: PTA_1: Reduce the gap in participation between the most (POLAR Q5) and least (POLAR Q1) represented groups	2.9%	-2.5
	DISABILITY	Entrants	Target: PTA_2: Increase reporting of entrants with disability	16.4%	15.3
	POLAR	Entrants aged under 21	Target: PTA_3: Reduce the gap in participation between white most (POLAR Q5) and white least (POLAR Q1) represented groups	3.4%	-1.6
Continuation	IMD	Entrants	Target: PTS_1: Reduce gap in entrants continuation rates between least (IMD Q5) and most (IMD Q1) deprived neighbourhoods	0.0%	4.7%
	BAME	Entrants	Target: PTS_3: Reduce gap in entrants and continuation rates between White and Black/ White mixed ethnicities	6.9%	3.3%
	AGE	Entrants	Target: PTS_6: Reduce gap in entrant continuation between young (<21) and mature students (21-25)	2.9%	5.7%
Attainment	IMD	Qualifiers	Target: PTS_2: Reduce gap in degree outcomes (1st or 2:1s) between least (IMD Q5) and most (IMD Q1) deprived neighbourhoods	10.0%	28.9%
	BAME	Qualifiers	Target: PTS_5: Reduce gap in degree outcomes (1st or 2:1s) between White and Black ethnic background students	10.0%	37.2%
	BAME	Qualifiers	Target: PTS_4: Reduce gap in degree outcomes (1st or 2:1s) between White and BAME ethnic background students	3.8%	28.2%
	AGE	Qualifiers	Target: PTS_7: Reduce gap in degree outcomes (1st or 2:1s) between young and mature students	3.3%	5.7%
	DISABILITY	Qualifiers	Target: PTS_8: Eliminate the gap in degree outcomes (1st or 2:1s) between non-disabled students and students with cognitive disability	0.0%	-1.2%
	CARE LEAVER	Qualifiers	Target: PTS_9: Increase attainment rate for care leavers	71.0%	38.5%
Progression to employability	IMD	Graduates	Target: PTP_1: Reduce gap in progression rates between least (IMD Q5) and most (IMD Q1) deprived neighbourhoods	4.9%	8.0%
	BAME	Graduates	Target: PTP_2: Reduce gap in progression rates between white and Asian students	4.9%	16.6%
	CARE LEAVER	Graduates	Target: PTP_3: Increase progression rate for care leavers	77.0%	91.5%

7. BCU performs very well for Access to Higher Education and has met its APP targets in this regard, reducing the gap in participation at BCU of those from neighbourhoods of low HE participation (POLAR) and those from high participation neighbourhoods. Focused work with schools continues – including our particular initiatives around BCU Forward mentioned above and the INTO partnership in Kingstanding. During 2022/23 work started to develop an innovative Accelerate programme, with incentives available for students from key schools to progress to BCU – this will be in place for 2024/25 entry.
8. Along with tracking the targets above, BCU has identified and specifically monitors the following awarding gaps and attainment issues:
 - a. Disabled awarding gap
 - b. White-Black awarding gap
 - c. White-Black/Asian/Minority Ethnic awarding gap
 - d. Care experienced attainment rates





9. As part of its current APP, BCU committed to increase the number of students reporting a disability by 5% during the life of the current plan and to ensure specific support is available. This aim was achieved within that timeframe, eliminating the awarding gap between students with and without a declared disability.
10. Some of the work to address the disabled students' awarding gap was delivered by BCU's central specialist Mental Health and Well-being Services. Our institution-wide Graduate+ programme and Careers+ service have also taken a targeted approach to academic support with co-located careers staff in each faculty, delivering tailored academic and student-employer mentoring. These activities, now well-established at BCU, provide effective support to our disabled students. Our success in meeting this target and outperforming the higher education sector has been a significant positive outcome of our current APP to date.

11. Despite gains in addressing the awarding gap between students with and without a disability, BCU's awarding gap between White and Black, Asian and minority ethnic students remains significantly and persistently high. This remains of highest priority within our Subject Performance Review meetings, within our focused subject action plans, and as a main focus of our APP oversight and implementation. The newly-developed student performance dashboards and data-informed performance monitoring processes launched in 2022 enable us to better understand our students' higher education journey and identify when and where their equality of opportunity is most at risk. These new rich data sets, alongside our enhanced capacity for analysis and evaluation, have supported the active development of more targeted and evidence-based interventions throughout 2022 and 2023, much of which will be in train from 2023/24 and underpin our new APP from 2024/25.
12. From the Subject Performance Review meetings, high-level elements of impactful interventions were reported. These included, the Faculty of Arts, Design and Media's innovative Level-Up Plus plan, which is being rolled out across all four faculties; the Faculty of Business, Law and Social Sciences' staff-focused approach, upskilling and sharing best practice; the Faculty of Computing, Engineering and the Built Environment's forensic focus on experience of students in the classroom and the Faculty of Health, Education and Life Sciences' work on making City South an inclusive campus for all. All actions linked back to four key factors identified as having impact on our Awarding Gap: course factors, module factors, non-submission of assessment, and students entering with vocational qualifications. Particularly at Level 4 (Year 1) we are seeing evidence of improved module grades and in some areas a narrowing of the achievement gap. A detailed programme of work based on these 'Four Triggers', building on what works, will continue into 2023/24, at the same time as we prepare for some new initiatives through our new Access and Participation plan for 2024/25.
13. While attainment for care leavers saw some improvement in 2021/22, there is more work required to improve these rates further. Care leavers and care-experienced students remain an institutional priority, as reflected in intervention strategy 6 of our new APP submitted to OFS in July 2023.



Meeting our APP targets: data-informed and evaluated interventions

14. Equality of opportunity, including eliminating the ethnicity awarding gap, is a strategic priority for BCU. During the academic year 2022/23, there has been a step change in the way BCU reviews, processes and governs issues related to student outcomes and subject performance, which itself is catalysing new approaches to identify and design effective action to address those issues. This approach is a result of a growing data maturity, more concerted focus on specific 'causes' and greater insight at course and faculty leadership levels. BCU continuously monitors progress towards APP targets through analysis of data presented at key reporting points throughout the year – this is revealing some areas of positive change, after a year of focused work. The increasingly wide scope of our statistical analysis has provided a wider range of metrics to interrogate as first steps to designing interventions to address performance issues and evaluate those approaches. BCU is now operating with a heightened awareness of how institutional processes, policies and practices may themselves contribute to student outcomes and gaps identified within those, using these investigations to build focused interventions. Colleagues are developing self-reflective practices to investigate the extent to which the university itself contributes to those issues in order to identify which behaviours or policies can and should be changed in order to support student success. BCU's Access and Participation Strategy Board (APPSB) will continue to monitor the progress and efficacy of our plan, as well as reflect on those institutional-level changes required. Progress against APP commitments and issues raised at the Strategy Board are reported up to UEG, the Vice-Chancellor and the Board of Governors.
15. BCU's success is measured by our students' experiences, and we are committed to reducing gaps in student continuation, completion, attainment and progression. BCU is currently working in partnership with the Centre for Transforming Access and Student Outcomes in Higher Education (TASO) on a project to develop enhanced Theories of Change designed to reduce the ethnicity degree awarding gaps. Through this work, BCU aims to become a sector leader in evaluating APP interventions, establishing and demonstrating sector best-practice in ensuring positive outcomes for those students facing the greatest risks to equality of opportunity in higher education.



REPORT AND SUPPORT

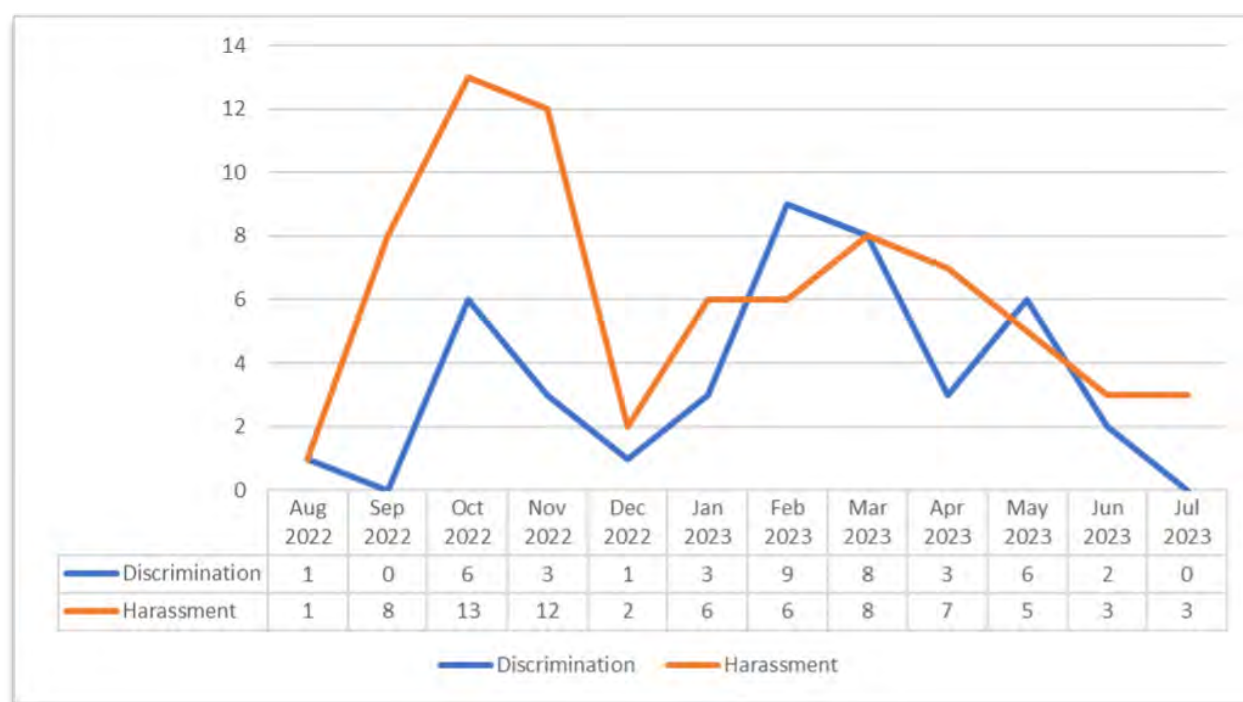


Review of work on harassment and discrimination

Objective 7 of the University's [EDI Strategy 2020-25](#) is to 'Implement effective mechanisms for students and staff to report harassment and discrimination. Ensure complaint procedures are fit for purpose and offer effective redress'. The relevant success measure is 'Yearly increase in reporting of harassment and discrimination 2020/25'.

The University uses the [Report and Support](#) online reporting system to capture reports of all unacceptable behaviours. The system is available to students, staff, and third parties to report any incidents of concern. Report and Support is bolstered by an ongoing communications campaign delivered under the #YourVoice handle.

The following chart demonstrates the volume of reports of discrimination and harassment received between 1 August 2022 and 31 July 2023:



Reporting parties are supported by Mental Health and Wellbeing (students) or HR (staff). Notable peaks of reporting of unacceptable behaviours fall at times when people, especially students, are typically in close proximity e.g. on campus or in accommodation together. The peaks in reports of harassment in October and November 2022 were not linked to any one incident or issue.

Quarterly reports on data captured through Report and Support are presented to the University's EDI Committee and provide trend analysis, helping to inform action planning.

During 2022/23 the University has worked closely with key stakeholders to address discrimination and harassment. In particular, the University continues to form part of a cross-city working group led by Birmingham City Council focused on developing a shared domestic abuse strategy across HE institutions in the city; and is working with the West Midlands Police Violence Reduction Project to design and implement a strategy in respect of supporting those who are the victims of violence, including specifically Violence Against Women and Girls (VAWG). New campaigns on being an active bystander and allyship have also been developed, for delivery from September 2023 onwards.

In addition, relevant staff have continued to undertake relevant CPD, including through specialist agencies such as [Roshni](#). The Mental Health and Wellbeing team has also added a Wellbeing Adviser who is a trained Domestic Violence Adviser and Sexual Violence Liaison Officer, so is able to provide expert support to students impacted by domestic abuse and sexual misconduct.



MENTAL HEALTH CHARTER



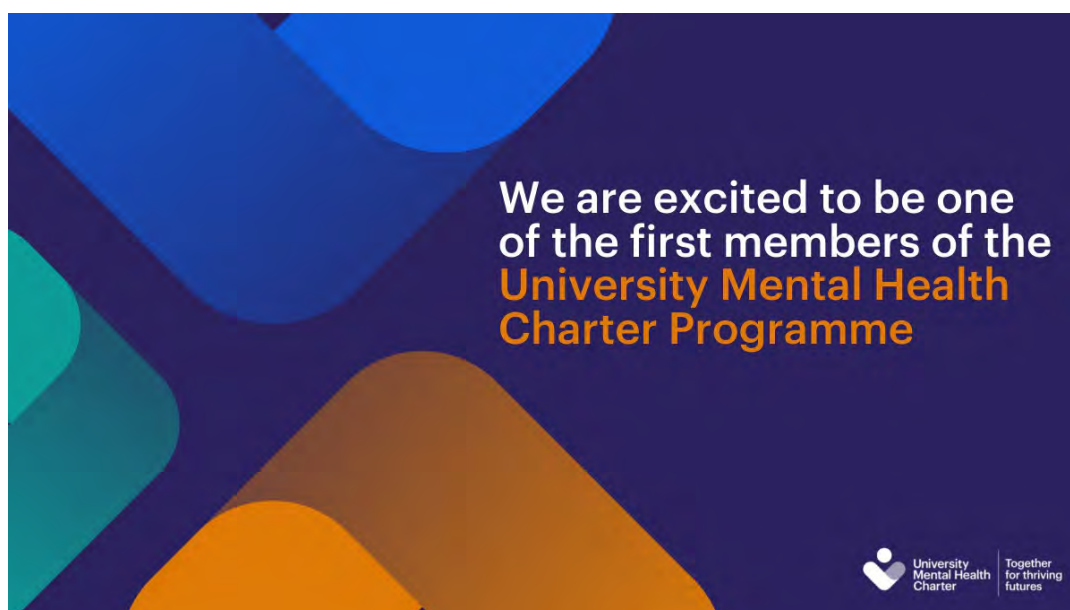
The University became a member of the [University Mental Health Charter Programme](#), delivered by Student Minds, in July 2021. The Programme includes the University Mental Health Charter framework, which provides a set of evidence-informed principles to support universities to adopt a whole-university approach to mental health and wellbeing. The framework includes a set of enabling themes, underpinning four core domains:

- Support
- Learn
- Work
- Live

During 2022/23 the University's Mental Health Charter Working Group, chaired by Deputy Vice-Chancellor (Academic) oversaw the work of four workstreams aligned to the core domains, plus a workstream dedicated to data. The workstreams were tasked with engaging with stakeholders and gathering information to evidence the University's performance against the Charter framework. Evidence was also obtained by a new Student Advisory Group on Mental Health, a group of students brought together to provide feedback and a point of peer-to-peer engagement on student mental health. Participants are paid and drawn from a wide range of backgrounds across the University.

The information gathered by the workstreams and the Student Advisory Group has been turned into a formal self-assessment document, mapped against the Charter framework.

Seeking the Mental Health Charter Award represents a commitment by the University to develop and maintain a whole-institution approach to mental health, and to shape a future in which all students and staff can thrive.



GENDER PAY GAP



PROGRESS ON THE GENDER PAY GAP

Background

Gender pay gap reporting is an annual statutory requirement for all organisations that employ more than 250 employees. Organisations can also publish an accompanying narrative report expanding on the findings and proposing actions that they plan to take to close any gender pay gap.

BCU position published on 31st March 2023

Calculation	BCU 2023 return (data based on a snapshot date of 31 March 2022)	BCU 2022 return (data based on a snapshot date of 31 March 2021)
Mean Gender Pay Gap	9.3% lower for women	8.6% lower for women
Median Gender Pay Gap	8.0% lower for women	8.0% lower for women

What is causing our gender pay gap?

The key finding of our gender pay gap reporting for 2023 based on the data as at the snapshot date of 31 March 2022, was the main factor contributing to our gender pay gap is the current distribution of men and women across our pay grades, where we have a greater number of female staff in our lower grades and a greater proportion of male employees in more senior positions.

What actions are we performing to reduce our gender pay gap?

The University is committed to improving its gender pay gap and is performing the following actions to achieve this:

- Continuing with the Athena SWAN action plan to make further progress on gender equality
- Promoting gender awareness sessions to colleagues
- Improving our flexible working arrangements to support more colleagues

Our suite of family friendly policies enables all positions to be open to job sharing and part-time working patterns. We also monitored and will continue to monitor pay increases for those colleagues who did not get any increase on the basis of gender.

ATHENA SWAN



The Athena SWAN Charter recognises the advancement of gender equality within higher education in terms of representation, progression and success for all. In 2021 the Charter was transformed, and now recognises work undertaken to address gender equality more broadly, and not just barriers to progression that affect women. The Charter covers women, men where appropriate and trans staff and students in academic, professional and support roles in relation to

- representation
- journey through career milestones
- working environment for all staff
- progression of students into academia.

The transformed charter also aims for a

- greater focus on autonomy and flexibility
- reduced administrative burden for applicants
- developmental and supportive approach.

BCU has continued to progress and embed Athena Swan principles across the University, at both university and college level through a range of actions and initiatives. At university level, we have completed the first year of our Bronze (Renewal) Action Plan (2022-2027) with robust progress across a range of priority areas. This has included the establishment of a new forum enhancing engagement between the Athena Swan Steering Group and Human Resources Directorate and the roll out of an Athena Swan Data Dashboard facilitating access to live workforce data for our 'Departmental' Self-Assessment Teams. We are also on track to start work towards an Athena Swan Institutional Silver Award in 2024.

During 2022-2023, there have been two further applications for Bronze Departmental Awards (managed at college level within BCU): Jewellery, Fashion and Textiles (ADM) and Education and Social Work (HELS). With Jewellery, Fashion and Textiles' success recently confirmed, this brings the total of Departmental Bronze Awards across BCU to six. Those teams are now working on the implementation of their own five-year Action Plans, meanwhile, work towards new Departmental submissions continues within ADM and BLSS. The College of English and Media (ADM) is scheduled to submit for November 2023. While following a standard application process, each Departmental submission is unique because each discipline and context raises particular issues in relation to gender representation and progression. BCU also prioritises an intersectional approach to its analysis of workforce and student data and this highlights additional inequalities across disciplines and career stages.

BCU continues to participate in the Athena Swan pilot for the new standalone award for university's Professional, Technical and Operational (PTO) Directorates. Our IT and Digital Directorate are in the vanguard of embedding Athena Swan principles across BCU Professional Services directorates as they prepare their own award submission for 2024.



The Athena SWAN Steering Committee (ASSC) chaired by Professor Maxine Lintern (Deputy Dean, HELS) continues to provide overall direction to the gender equality agenda and to oversee the implementation of the University's Athena Swan Institutional Action Plan. Membership is reviewed annually to ensure it is representative and has also been calibrated to respond to the organisational college restructure. We are delighted that the BCUSU VP Equity and Inclusion has a permanent seat on ASSC.

In March 2023, the Athena Swan Project Manager co-ordinated a fifth BCU xCHANGE festival celebrating International Women's Day. Our work and our Action Plan continue to be research-informed, not least in the areas of Covid-19 impacts and recovery and female academics' writing practices. The BCU Women Professors group is closely aligned with the Athena Swan agenda and makes a valuable contribution to university-wide developments. This year that has included the new conferment criteria and processes.

This brief snapshot of Athena Swan activity within BCU, demonstrates we are continuing to champion gender equality across BCU. Behind every individual award is a huge amount of hard work and passion to improve things for all staff and students.

Dr Kate Carruthers Thomas

Athena Swan Project Manager



STONEWALL

The University initially launched the 'Going for Stonewall' project in 2019. Through the project, a number of successful activities and initiatives have been developed. This includes a series of engagement events across campuses; learning and development opportunities linked to the implementation of the LGBT+ Allies scheme; and the development of resources to empower the BCU community to implement best practice regarding LGBT+ inclusion. In addition, there has been a review of a number of policies, systems and processes across the University. Research has also been undertaken to understand the experiences of students and staff and to inform curriculum development. In 2021, the University made its first submission to the Stonewall Workplace Equality Index (WEI). As a result of the first submission, BCU received a gold employer award and was ranked 124th out of 403 UK employers. BCU's second submission to the WEI was made in October 2022, and in February 2023 Stonewall announced the results of its 2023 WEI. Consequently, BCU received a gold employer award and ranked 84th out of 268 employers in the UK. Funding for the Stonewall Project Manager role ended in June 2023. Following the success of the project, this much needed work is being mainstreamed and will form part of the substantive responsibilities of the soon to be introduced - EDI Business Partner roles.



RACE EQUALITY CHARTER



The University is preparing to make the Bronze Race Equality Charter submission in March 2024. Important milestones have been achieved this year. Significant qualitative research initiatives were organised, and key qualitative data was acquired. Moving forward, there are key checkpoints which need to be achieved to adequately prepare a final draft to submit to Advance HE.



Qualitative Research

The REC staff survey was launched throughout August with questions from Advance HE's original template in addition to questions configured by the REC Staff Lived Experience Working Group. Approximately 600 BCU staff members completed the survey.

Furthermore, we have made progress by coordinating important focus groups which involved three safe discussions about racial and intersectional equity amongst the staff population.

Preparations are ongoing to prepare to launch the REC Student survey along with hosting three focus groups which explore themes such as sense of belonging, outcome and attainment. Members of the Student Lived Experience Working Group will be hosting the focus groups.

The mid-term review has been scheduled. This review will involve representatives of Advance HE attending an in-person meeting with the REC-SAT and observing a presentation which outlines both the progress made towards the REC submission along with the challenges experienced thus far.

James Boston

Race Equality Charter, Project Manager



BLACK LIVES MATTER ANTIRACIST COMMITMENT PLAN



Learning, teaching and assessment

Research has taken place to learn more about the lived experience of staff and students at BCU. Preparations are ongoing to develop training and resources to embed anti-racist practice across the organisation.

Mandatory EDI training has been made available for all staff members while plans to develop comprehensive introductory frameworks for both staff and students and to develop a graduate attribute development programme are ongoing.

Progress has been made to decolonise and diversify the curriculum in partnership with students. An inclusive pedagogy toolkit has been developed. Three student digital champions have worked on producing inclusive learning resources, and have directly informed staff development in relation to the remote learning environment, designing staff resources to assist staff in understanding approaches from a student perspective.

Important work is ongoing through the APP strategy board, the Race Equality Charter and other workstreams to address the awarding gap.

Research and knowledge exchange

Work is currently ongoing to implement a support programme and targeted scholarship programmes to improve the pipeline of BCU scholars from undergraduate through to postgraduate research to drive racial equity for communities that are underrepresented. Steps are also being taken to raise the profile of Black BCU scholars through conferences and events.

People, values and partnerships

A reciprocal mentoring pilot is being developed to raise awareness of barriers faced by staff from minoritised ethnic backgrounds. Efforts to address ethnicity pay gaps are ongoing through the Race Equality Charter submission and preparations to launch a pilot antiracist allies programme are due to take place in the autumn of this year.

Leadership

Tiger Today, our University daily newsletter, has played a key role in supporting key race equality initiatives while the EDI Committee has been a useful platform to comprehensively update stakeholders on the progress towards various EDI workstreams across the institution.

DISABILITY CONFIDENT CHARTER



As part of our ongoing commitment to promoting Equality, Diversity, and Inclusion (EDI) within BCU, we are pleased to provide this update on our progress towards achieving the Disability Confident Level 2 Charter Mark. This update reflects our dedication to creating a workplace that values disability inclusion, as well as diversity and inclusion at all levels.

Continued Commitment to Disability Confident Level 2:

Building upon our previous efforts, we remain steadfast in our pursuit of the Disability Confident Level 2 Charter Mark. While progress has been made, we acknowledge there have been leadership development changes that have limited our ability to achieve Level 2 accreditation within the original timeframe. Therefore, we aim to achieve the Level 2 award in the subsequent academic year, ensuring that we have adequate time to develop and implement the necessary policies and practices in support of Disability Confident and good practices.

Key Initiatives and Collaborative Progress:

Collaboration with our Disability Steering Group continues to be a cornerstone of our approach. We recognise the vital role this group plays in identifying core actions related to recruitment and behaviours. Our efforts focus on the two key themes within the charter framework: “Getting the right people” and “Keeping and developing your people”. We are in the process of introducing a Reasonable Adjustments Policy alongside improved processes including a reasonable adjustments passport.

The work for the achievement of this charter also continues using the BCU membership of the Business Disability Forum (BDF). This organisation hosts a range of networking meetings which allows the University to share best practice with colleagues from across the sector. BCU staff are also encouraged to utilise the services of the BDF which includes engagement with their general disability services advice line and disability related information contained within the BDF website. Staff are able to access this information via BCU’s dedicated EDI intranet page which hosts a range of EDI-related information, training and policies.

In pursuit of inclusive recruitment practices and process, we are conducting a comprehensive review of person specifications for academic roles, ensuring they promote inclusivity and align with Disability Confident principles. This review is intended to result in a more equitable and accessible recruitment process for all individuals, including those with disabilities.

Transparency and Continuous Improvement:

We emphasise transparency in our approach to achieving Disability Confident Level 2. Whilst we have made progress, we understand that more work is needed. We are committed to maintaining an open dialogue with our Disability Steering Group and other stakeholders to ensure that our actions are well-informed and impactful.



RACE EQUITY AND INCLUSION STEERING GROUP



We currently have 34 members which consists of University staff only. There is currently one deputy chair. Plans are underway to appoint an additional deputy chair and project officers.

Over the last 12 months we have grown in number, however more awareness is needed of the steering group so that wider EDI initiatives can be fed into the work we currently do. At present our focus has been to raise awareness of the cultural diversity we have within the University. We feel through raising awareness we are encouraging those from non-minoritised backgrounds to learn about the different cultures within the staff environment.

In February this year we took part in Race Equality Week, which is an initiative set up by a London-based organisation called Race Equality Matters. As soon as the theme is provided for next year's Race Equality Week, we will begin the planning for this.

We also raised awareness of International Women's Day by providing an article for Tiger Today.

In April we worked with students at the University and held a Kirtan on Campus to commemorate the Sikh festival Vaisakhi. This was well attended by students.

In June, we worked with University staff and arranged a meal to celebrate EID. We will look to do something similar next year.

We provided a coaching session for our members. The session focused on personal development and was provided by a steering group member who is a coach in her personal time.

We have two events in the pipeline, the first being an onsite event to commemorate South Asian Heritage Month. We will be organising events throughout October to celebrate Black History Month.

We have also supported where possible the Race Equality Charter focus groups.

We are working with the LGBTQ Steering Group and Disability support on 'tea break'. This has been introduced by Race Equality Matters. The aim is to provide a safe place for staff to talk on a particular topic which relates to the workspace. The bigger picture is to see how we can address any patterns of issues or negative behaviours.

Narinder Garcha

Race Equity and Inclusion Steering Group Chair

LGBT+ STAFF NETWORK



This year the Network has worked with colleagues to produce a wide range of internal communications recognising varied LGBT+ identities and experiences while promoting allyship and resources. We continue to hold monthly hybrid member meetings and have trialled new in-person events such as coffee socials to support networking and community building amidst hybrid working.

Alongside supporting key annual events such as Student Welcome and LGBT+ History Month, the Network and Stonewall Project Manager oversaw BCU's attendance at Birmingham Pride in May as part of the joint-universities contingent of over 800 staff, students, alumni and friends. We were delighted to be joined by both Professor Philip Plowden and Professor Peter Francis in the parade.

Key activity 2022/23 and internal links:

- Big Student Welcome Fair (14 Sep) – Rainbow lanyard and support information stall
- Bisexual Visibility Day (23 Sep) – Common myths blog [\[Link\]](#)
- Black History Month (October) – LGBT+ Black musicians playlist [\[Link\]](#)
- International Pronouns Day (19 Oct) – Pronouns guide [\[Link\]](#)
- Asexual Awareness Week (23-29 Oct) – 'What is asexuality?' blog [\[Link\]](#)
- Intersex Day of Remembrance (8 Nov) – Network blog [\[Link\]](#)
- Trans Day of Remembrance (20 Nov) – Network blog [\[Link\]](#)
- LGBT History Month (February) – Collaborative calendar of events across BCU
- Transgender Day of Visibility (31 Mar) – Network member news piece [\[Link\]](#)
- International Asexuality Day (6 Apr) – Network blog [\[Link\]](#)
- Lesbian Visibility Week (24-30 Apr) – Reading/viewing/listening recommendations [\[Link\]](#)
- Lesbian Visibility Day (26 Apr) – Q&A interviews blog [\[Link\]](#)
- International Day Against Homophobia, Biphobia and Transphobia (17 May) – Network blog [\[Link\]](#)
- Birmingham Pride 2023 (27 May) – Network stall and UNIfied at Pride parade [\[Link\]](#)
- International Non-binary People's Day (14 Jul) – Network statement [\[Link\]](#)

Network survey and future priorities

Over the summer the Network conducted a survey to better understand staff experiences of the Network and LGBT+ issues at BCU. This has sparked conversation about balancing both the social and advocacy purposes of the group. The Network is in the process of developing its future priorities and an action plan through a series of workshops discussing the results. Initial analysis shows:

- The top barrier to Network involvement (by far) is time constraints/heavy workloads.
- The Network is seen by staff as friendly, welcoming and a valuable source of community.
- Staff would like the Network to do more staff advocacy (e.g. campaigns for change at BCU).
- The most significant theme of concerns (by far) is around transphobia and issues facing trans/non-binary staff and students.

Ross Strong

LGBT+ Network Chair



DISABILITY STEERING GROUP



The group formed in Spring 2020 with the aim of progressing disability equality for staff and students, including raising awareness of the experiences of disabled staff and students. Membership includes disabled staff and allies, including representation from professional services, academic colleagues, and the Students' Union.

Summary of Disability Steering Group activities throughout 2022/23:

- Receiving regular updates from our Estates Department on access issues and making representations to the Estates Department where we identify access issues. The group has successfully lobbied for all accessible toilets to be fitted with facilities that will make them more accessible to all users but particularly stoma users.
- Members worked alongside students to organise a variety of activities to celebrate UK Disability History Month and Neurodiversity Celebration Week. These included blogs from disabled staff, appearances on the University's Scratch Radio, and events to promote wellbeing and relaxation for staff and students.
- The group continues to highlight the experiences of disabled staff. This year we have made sustained progress towards improved policies and procedures in this area. We will shortly be providing feedback on a draft policy and supporting the University's work towards Disability Confident Employer (level 2). Improving the experiences of disabled staff and disabled job applicants will continue to be a significant focus of the group's work.
- The group has worked with the University's Learning and Organisational Development Team to deliver a pilot of British Sign Language (BSL) taster sessions for staff. We hope evaluation will show this work helps colleagues feel more confident about welcoming staff, students and visitors who are BSL users, and encourage some staff to develop their BSL skills further.
- Members of the group have established regular partnership working with our IT department to identify improvements that we can make to IT services including software deployment and ensuring our laptop loan safes are accessible to disabled students. Senior members of the IT team attend steering group meetings.

Kate Waugh

Disability Steering Group Chair



UNIVERSITY EDI COMMITTEE REPORT



The University EDI Committee plays a pivotal role in tackling the EDI challenges facing BCU. The Committee sets the direction and oversees the development of EDI activity across the University. It facilitates the effective communication of EDI matters, helping to share examples of best practice in order to advance equality. The committee structure ensures the focus is placed on all stages of the staff and student journey including, but not limited to access, continuation, attainment, progression, recruitment, employment practice, reward and recognition to ensure fairness and integrity are embedded in all that we do.

It is used to drive the implementation and progress of the University EDI strategy using data and evidence-based practice to drive the focus of activity, advising on emerging EDI developments for the HE sector. The Committee holds the University to account, ensuring that it moves beyond meeting its statutory responsibilities and the requirements of the public sector equality duty, to achieving ambitious goals that transform lives and people's futures.

The Committee meets four times each year, and during the last committee cycle it explored a number of priorities and endorsed proposals subsequently submitted to the University Executive Group for approval. Below are examples of the breadth and range of items tabled for discussion by the Committee during 2022/23. Please note, this list is not exhaustive:

- EDI Strategy progress review
- Equality Charters
 - » Athena Swan
 - » Disability Confident
 - » Mental Health
 - » Race Equality
 - » Stonewall
- Black Lives Matter: Antiracist Commitment Plan
- Report and Support trend analysis and interventions
- Equality Impact Assessments
 - » Faculty Restructure
- Policy reviews
 - » EDI in Employment
 - » Menopause Policy
 - » Gender Identity and Transitioning at Work Policy
 - » Conferment Process
 - » Reasonable Adjustments
- NSS Survey
- Period dignity
- Menopause support
- Improvements to accessible toilets
- EDI mandatory training completion rates
- Staff Survey analysis
- Faculty updates
- PSD updates
- Network updates
- BCUSU update reports.

FACULTY EDI COMMITTEE PROGRESS REPORT



ART, DESIGN AND MEDIA (ADM)

Lee Lapthorne, Head of the College of Jewellery, Fashion and Textiles became the new chair of ADM FEDIC in February 2023. Lee set out his objective, to focus on taking positive action and has the support of the Committee to bring a cultural change to ADM. The committee membership has also been reviewed and new members have joined that reflects the student body and offers a diverse voice, including those representing IT, the Library, Marketing, and student representatives. The initial focus of the committee is to commit to the employment of a diverse work force of staff to the Faculty that represents its student body at all levels. To also ensure that all marketing is truly representative and celebrates the diverse range of students at ADM. The Colleges within ADM have created a number of exciting projects and initiatives that offer opportunities to showcase through creativity the amazing work created by the community of students. These projects not only highlight the remarkable achievements within the community but also promote cultural exchange and open dialogue among diverse cultures and identities.

- The Faculty is also committed to supporting each College's creation of an Academic Lead for Equality, Diversity, and Inclusion. The main purpose of this role will be:
- To coordinate, and develop each of the College's approach to equality, diversity, and inclusion, in line with the University Vision and Strategy, and in response to external drivers, liaising with relevant stakeholders.
- Lead, coordinate and implement activities which support the development of a collaborative, collegiate and inclusive culture and community across staff and students within the College.
- Coordinate and lead on the College's approach to developing a consistently positive staff culture, wellbeing, induction, and development.
- Liaising with Directors of EDI and other key stakeholders to share ideas and good practice.

The purpose of the EDI Committee is to:

- Identify the EDI challenges facing the Faculty, provide advice and make recommendations to advance equality whilst sharing best practice.
- Ensure the effective communication of EDI matters across the Faculty to enhance staff and student engagement.
- Drive forward change on agreed priorities in relation to the University's and Faculty's practice and performance at all stages of the staff and student journey including, but not limited to: access, continuation, attainment, progression, recruitment, employment practice, reward and recognition to ensure fairness and integrity are embedded in all that we do.
- Hold the Faculty and its academic units to account, ensuring it moves beyond meeting its statutory responsibilities and the requirements of the public sector equality duty, to achieving ambitious goals that transform lives and people's futures.

- To support the work of Faculty Learning Teaching and Academic Quality Committee by overseeing development and delivery of the Faculty EDI standards
- Monitoring progress on Equality, Diversity and Inclusion across the Faculty
- Make recommendations to the FLTAC, FEG and UEDIC on all relevant areas of Equality, Diversity and Inclusion.

Centre for Equality, Diversity and Inclusion in the Arts (CEDIA)

- Event hosted in Oct 22 at STEAMhouse by Lara Ratnaraja and Creative Alliance on inequality in the creative industries.
- CEDIA student consultants carried out research on Moodle content and reading lists for a sample of their courses in ADM, looking at content through an EDI lens and making recommendations.
- Launch of a pilot for the FRIS 'Space to think' CEDIA grant, tested out in the School of Media with BCMCR. The grant is to allow staff members from minoritised groups to think of a research idea or project for development, to form the basis for a standard FRIS application the following year.

Greater focus needed:

- Pathways from BA through to PhD for home students from minoritised backgrounds.
- Scholarship opportunities for minoritised students to go on to MA or PhD study.

Sir Lenny Henry Centre for Media Diversity

Across 2022-2023 the Sir Lenny Henry Centre for Media Diversity (LHC) has produced a number of reports and been involved in a range of public and informal debates. We've been asked for, and given, advice to major broadcasters about diversity and contributed to others' research on the subject as well as being quoted in the media on this topic. Key points from the year have included:

- November '22 – hosted public debate into the proposed BBC cuts to local radio highlighting their impact on diversity. Chaired by Marcus Ryder from the LHC, it featured Elonka Soros (Diversity expert), Nina Robinson (BCU lecturer and author of research into diversity in BBC radio) and Jake Bowers (journalist from the Gypsy and Traveller community)
- March '23 – co-hosted debate about foreign correspondents and news coverage with ITV national news.
- April '23 – hosted the launch of research conducted by Association of Ethical Journalists into racism in newsrooms.
- April '23 – contributed to ITV's inclusive language guide.
- Spring to Summer '23 - Conducted research into how adverts can be used to increase number of diverse employees in newsrooms – finalised and awaiting publication for Network of Black and Asian Journalists (NBAJ).

- Supported and published LHC Fellow's report into media support for LGBTQ journalists. This report by Finbarr Toseland garnered media coverage nationally and internationally and he – and the LHC – have been asked to conduct sessions on the report findings to media houses.

We have spent time in 22-23 mentoring our other LHC Fellows' work, and they are due to be published shortly covering:

- Neurodiversity in audio work
- Unequal distribution of public funding for film
- Structural barriers to socio-economic diversity in news and current affairs
- The marketing of Black British films
- Participation of women and minorities in immersive audio
- Produced two editions of the journal Representology – collaboration between the LHC at BCU and Cardiff University.
- June '23 – published guidelines for embedding diversity in Generative AI.
- March-July '23 – advertised, interviewed and appointed a new Professor in Media Diversity to work with the LHC based in the College of English and Media. Further evidence of the support the College and Faculty gives to the LHC.

OTHER FACULTY EDI ACTIVITIES

College of Jewellery, Fashion and Textiles

Athena Swan

The College has submitted an application for the Bronze Athena Swan award, pledging our commitment to the principles of the Athena Swan Charter. In determining our priorities and interventions, we commit to adopting robust, transparent and accountable processes for gender equality work, including:

- Embedding diversity, equity and inclusion in our culture, decision-making and partnerships, and holding ourselves and others in our institution/institute/department accountable.
- Undertaking evidence-based, transparent self-assessment processes to direct our priorities and interventions for gender equality and evaluating our progress to inform our continuous development.
- Ensuring that gender equality work is distributed appropriately, is recognised and properly rewarded.
- Addressing structural inequalities and social injustices that manifest as differential experiences and outcomes for staff and students.
- Tackling behaviours and cultures that detract from the safety and collegiality of our work and study environments, including not tolerating gender-based violence, discrimination, bullying, harassment or exploitation.

- Understanding and addressing intersectional inequalities.
- Recognising that individuals can determine their own gender identity, and tackling the specific issues faced by trans and non-binary people.
- Examining gendered occupational segregation, and elevating the status, voice and career opportunities of any identified under-valued and at-risk groups.
- Mitigating the gendered impact of caring responsibilities and career breaks, and supporting flexibility and the maintenance of a healthy 'whole life balance'.
- Mitigating the gendered impact of short-term and casual contracts for staff seeking sustainable careers.

Back to Backs

On 8 June 2023, CoJFT launched a six-month collaborative exhibition held at the National Trust's Birmingham's Back to Backs Museum. This collaborative project was initiated by the National Trust's Birmingham Back to Backs team with the overall aim to highlight George Saunders' story, a Caribbean tailor from St. Kitts. BCU's Fashion and Textiles students have been encouraged to explore and create a diverse range of outcomes inspired by George Saunders collection through contemporary creative practice, engaging current and new audiences with themes that remain highly relevant today – migration, heritage, community, and enterprise.

Pride

The BA Fashion course worked with Craftspace to support Pride Birmingham in creating outfits for drag artists for the Pride March. This will support our outreach and APP.

Jewellery exhibition 'Belonging to us' 3–28 April 2023

This exhibition tells the story of ten years of Shelanu: Women's Craft Collective. Also featuring work by eight other organisations, it celebrates the social impact of projects which provide safe spaces for women's creative development and the innovative and imaginative new products they create for the marketplace. Presenting work by social enterprises: The Flourish Jewellery Project, MasterPeace Academy and Love Welcomes.

Black Voices of Opera

VOBO synopsis. Collaborative Design/ Make project between Fashion and Textiles students and Jewellery students to design Gala Evening Wear and accompanying Jewellery for the Winners of the Voices of Black Opera Competition Dec 2022. The exhibition was held 20 April 2023 at the Royal Birmingham Conservatoire.

Teaching and Learning

Head of College Lee Lapthorne is working with Dr Martin Glynn and the Business School Associate Dean (Student Learning Experience and Academic Quality) Lucian Tipi to organise a series of joint staff workshops focusing on Creative Pedagogy and the voices of Black students. Scheduled October 2023, this will be a pilot exercise.

De Beers Diversity Champions

The School of Jewellery have developed an initiative with De Beers UK Limited to provide a £21,500 grant to fund two part-time posts known as 'Diversity Champions' - 4 days per month project focused (with additional 4 days / month in kind to access SOJ facilities) supported by an academic mentor. The Bursary Champion objectives include the identification of underlying barriers / reasons for underrepresented communities to study jewellery-related courses, increase awareness of jewellery being a possible career pathway for those at school and college, developing resources for increasing recruitment of students from underrepresented communities and exploring what a De Beers funded scholarship might look like for future De Beers investment with the SOJ. The knowledge exchange will be recorded through progress reports, mentoring and milestone meetings and compilation of resources as agreed in the fully executed contract.

Through the ERASMUS program

BCU integrated exchange students from Ukraine into its student community, resulting in a significant increase in diversity. This integration led to Anastasiia Halushko and Ilona Mandyradzhy, two Ukrainian students, receiving scholarships from the British Fashion Council Foundation for both BA and MA programmes. This national achievement was promoted by BCU's marketing team.

Victoria Romanchuk, an ERASMUS exchange linguistics student, conducted a study on the influence of academic language on the understanding of our international MA students' cohort in the Research Strategy Module. She presented a report containing suggestions for enhancing teaching approaches on 8 January 2023. Her proposals will be implemented in the upcoming academic year.

The National Saturday Club

Launched in 2022 and a huge success with on average 17 individuals attending, this is part of our outreach WP programme. Work was exhibited in June in the ADM foyer and a national exhibition at Somerset House London in the summer.

College of English and Media EDI Working Group Summary 2022/23

- Revalidation EDI Oversight: All undergraduate courses in English and Media underwent revalidation in June 2023. Members of the COEM EDI Working Group were asked to check the paperwork through an EDI lens and suggest changes to language.
- Aziz Foundation Proposal: A partnership agreement between the Aziz Foundation and the College of English and Media has been written and signed off by the Head of College, and would finance three MA students from British Muslim backgrounds to study media or journalism.
- Awarding Gap: Initiatives to try and reduce the awarding gap between white students and those from Black and South Asian backgrounds.
- Black History Month: Activities to explore issues around Black History Month were organised within individual modules in October 2022.
- COEM EDI Student Competition: 25 entries across the College, from both English and Media students, with all undergraduate levels being represented.
- Athena Swan: continued to work on Athena Swan submission.

Royal Birmingham Conservatoire

- EDI events organised for example, RBC hangouts, which attracted students and staff to a relaxed social wellbeing evening. Feedback on the event was very positive and we intend to run another one again. Staff were encouraged to make more specific suggestions to students they felt were struggling to feel a sense of belonging in conservatoire life.
- Produced video materials to support the auditions process which, although not driven entirely within the EDI working group, has a clear EDI perspective.
- Undertaken a review of some recital repertoire programmes to see if changes to the curriculum are impacting on student decisions, and we have taken a considered approach to events programming, marketing, and repertoire selection for presentation.
- Exploring new structures for the EDI working group to enable staff to work closely on areas directly relevant to their roles, and to bring a greater sense of integration between EDI considerations and all activities.

College of Architecture

- Established financial hardship working group to investigate issues that are excluding students from equality of opportunity. Outcomes we are working towards include a research project to establish baseline data from which we can develop targeted interventions. Developing a 'Cultural Commons' approach to EDI work - drawing on our established Parity Platform, a student-staff group that promotes equality through the College, the cultural commons aims to establish a shared understanding of cultural, social and economic perspectives and how they intersect with success in education and creative practices and employment opportunities.
- We ran a series of events and lectures promoting Women in Landscape Architecture
- Superstudio/Parity Platform cross-collaboration film event: Nubia Way
- Established an Awarding Gap group, with cross BCU representatives and students to develop a deeper understanding of the issues underlying this and develop approaches that can be adopted in teaching and learning.
- We ran the second year of the Summer School programme CHIP (Conservation and Heritage in Practice) in partnership with SPAB (Society for the Protection of Ancient Buildings) and RIBA as a professional mentorship programme for students from disadvantaged backgrounds in particular for BAME students who have not traditionally been offered opportunities in this area of work.
- Working closely with the disability team on support summaries, general student support in ADM and support for students with complex needs.
- Leading on two UK-wide EDI research projects through SCOSA, looking at gender and ethnicity pay gaps in Architecture for recently qualified and RIBA Part 3 students, and also undertaking a review of EDI support and policy in Architecture Schools in UK

Lee Lapthorne

ADM Faculty EDI Committee Chair

BUSINESS, LAW AND SOCIAL SCIENCES (BLSS)

The restructuring of faculties created an opportunity for the BLSS faculty to redress some of the gender and ethnicity imbalances in the senior leadership teams. This made the BLSS faculty leadership one of the most diverse in the entire University, with the Business School being the most diverse in the faculty which is representative of the demographic composition of staff and students in the school.

Some Colleges in the Faculty have developed action plans as part of Athena SWAN to address EDI. Last academic year interviews were observed by two members of the Athena SWAN team and a recruitment guidance toolkit was created for colleagues when recruiting staff. This guidance was designed to provide guidance on the recruitment process, ensuring the process is objective, consistent, and non-discriminatory. This good practice has been shared with the new Heads of College.

When drafting job adverts, we try to avoid using gender-specific language or masculine words (e.g., individual, challenging, driven) and ensure we use bias-free, inclusive, and neutral language to ensure we attract a diverse range of candidates.

Other Charters and work

The Faculty continues to support work at University level in relation to all charters and in sections of the faculty, colleagues have been working collaboratively with all the relevant staff networks and with:

- Race Equality Charter Steering Group
- LGBTQ+ Staff Network
- Gender Inclusion in Research Network

Some staff have participated in Race Equality Charter SAT, the Student Lived Experience working group and Education and Allyship working group. The plan is to feed these initiatives and activities back into the newly established colleges.

Student EDI – Student perspective

A significant amount of EDI work has been student-focused with particular emphasis on Access and Participation Plans (APP) targets and awarding gaps. The Course Monitoring and Enhancement (CME) process has highlighted increases in awarding gaps on some courses and the urgent need for targeted interventions to reduce these and adequately support all students. This has been a priority for all Schools within Social Sciences having conducted a school-wide survey on awarding gaps. The School of Law has started a pilot project considering the causes of awarding gaps in detail with the results to be shared and recommendations rolled out across levels thereafter and the Business School is very effectively utilising data to drive positive change by clearly identifying underperforming modules and considering possible causes and interventions as part of CME processes.

Work has been done in the faculty to set up a sub-group and EDI lead to focus on the module data in relation to IMD Quintiles and Race and their intersection. Other actions taken includes:

- Minor mods reviewing module content and design to tackle a lack of diverse perspectives.
- Review clarity of assessment tasks and assessment literacy by (a) Setting up assessment verification panel, (b) Reviewing assessment template, and (c) Ensuring all staff are using marking criteria grid and making it available to students.
- ACD for L5 has commenced Level 5 project reviewing our awarding gap to provide a more informative explanation enabling us to better address our awarding gap.
- It is hoped that some of the good practice in some parts of the Faculty are shared across all the five colleges.
- In sociology and criminology, initial participation in the Leicester research project on 'racial inequalities in HE assessment' through usage of the 'attainment gap' toolkit has now been extended to include all sociology modules for 2023/24.

Dr Tom Domboka

BLSS Faculty EDI committee chair



COMPUTER, ENGINEERING AND THE BUILT ENVIRONMENT (CEBE)

The Faculty of Computing, Engineering, and the Built Environment is especially proud of the diversity of its student intake. The incoming percentage of UK full-time first-degree entrants of Black, Asian, Mixed or other non-white ethnicities is projected to reach a new high in 2023/24 of 74.8% in Computing, 79.5% in Engineering, and 79.6% in Built Environment. Clearly, supporting our student base to maximise their potential and achieve the best possible outcomes is a critical responsibility.

Having identified the improvement of student performance as a key priority, the faculty undertook a major piece of work in 2022/23 to forensically track module engagement and assessment submissions in an effort to significantly drive up first-time pass rates. Alongside, we delivered well-received staff development workshops with the Education Development Service team on eliminating bias in the marking of assessments. The appointment of students as trained and paid Peer Learning Tutors also proved a successful addition. This package of work had considerable benefit at module level. FAPR improved at all levels and in both schools, with our historically largest gap between White and Black student outcomes narrowing from 20.6% to 12.2%. But this encouraging trend was not reflected by making inroads into the gap persisting at higher levels of attainment, which narrowed only marginally. This is a clear focus for improvement in the Faculty in 2023/24, alongside the implementation of the new Access and Participation Plan (APP) and the very welcome addition of our newly-appointed College Academic Leads for EDI and APP.

Our Faculty EDI committee has continued to steer activity in the faculty by taking a 'deep dive' approach to EDI themes and objectives, especially this year focusing on student attainment. The opportunity for the College Leads to take a leading role in the committee and to refresh perspectives and approaches is an exciting step forwards for the new academic year.



With oversight from the EDI Committee, the Faculty also delivered a series of EDI initiatives during the year, which have given valuable insight to guide future practice across the Faculty.

For example:

- Dr Jagdev Bhogal, Associate Professor in Computer Science and Niky Szabo, Student Success and Retention Team Leader, led a focus group of Level 4 Computer Science students to workshop ways in which we can help eliminate awarding gaps. Students developed potential solutions for piloting in the new academic year, and shared powerful personal testimony on their lived experience to date.
- Dr Mohammad Reza Salami, Senior Lecturer in Civil Engineering, is conducting research with University College London (UCL) on past exclusionary educational experiences among our Engineering students. The project has employed six BCU students as co-researchers, capturing experiences of students prior to commencing undergraduate studies at BCU. These insights will be used to inform academic and wellbeing support for all students, and to develop a pilot toolkit to support students in this situation.
- We ran another successful Women in CEBE event, once again to align with International Women in Engineering Day.

Professor Nick Morton

CEBE Faculty EDI Committee chair



HEALTH, EDUCATION AND LIFE SCIENCES (HELS)

As part of five-year planning cycle, HELS have an EDI strategy which is mapped to the [University EDI Strategy and Equality Objectives](#) as follows:

Faculty Access and Participation Plan (FAPP) Group (E01, E02, E03).

Key Intention: To improve attainment outcomes of students from IMD1, Black and Ethnic Minority backgrounds, across four 'trigger' courses, including Nursing, Diagnostic Radiography, Biomedical Sciences and Early Childhood Studies. Target courses have led pragmatic modular and course level actions and developed case studies to evaluate effectiveness of actions. There are mixed results in terms of awarding gap outcomes, successes include increased submission rates and increased first time pass rates.

Faculty Academic Skills Integration (E01, E02, E03, E04)

Academic Development Department have worked across the Faculty to create a holistic approach to the integration of academic literacy skills within the curriculum, with particular focus on key trigger courses. Mapping into the whole curriculum, to avoid being 'bolt on'. Upskilling and empowering academic staff to confidently integrate academic skills into their teaching. Website development to support academic writing.

Faculty Inclusive Assessment and Feedback Principles (E01, E02, E03, E04, E05)

Faculty MAID 'Module Assessment Information Document' is in place to provide clear and consistent approaches to assessment information. Faculty marking and assessment matrix currently in development, to provide consistent, clear and transparent information.

Faculty Boost Scheme for Innovation (E01, E02, E010)

Key Intention: To boost innovation through small project funding, focusing on key Faculty priorities which include EDI. 14 successful bids, all evaluations received, end-of-year boost 'Show and Tell' day will be hosted 4 September. Summary report to follow.

Exploring a Faculty approach to embedding inclusivity, drawing on work already existing in schools. To include Community of Practice; Inclusivity Ambassadors; Staff development, training and support; Reasonable adjustment for placements (E04, E07, E08, E09, E010).

Development of Faculty approach is a work in progress as new structure forms. Inclusivity ambassadors are in place and have supported Brew at HELS throughout the year, which included an international day and an 'Eid' event.

Athena Swan's achievement across the whole Faculty (E07, E08, E09, E010)

- a. Education and Social Work have submitted for bronze award in July 2023
- b. Nursing and Midwifery and Health Sciences have already been successful in the bronze award and continue to work on action plans.

Faculty approach to enhancing well-being and support (E010) leadership with Graduate Student Success Advisors to ensure clear signposting and access to resources.

- Prayer space in Seacole has now been established within the balcony area on the first floor.
- Headspace app, funding has been agreed for headspace to be used for 23/4.
- GSSA engagement data: 530 engagements Sept 22 - June 23 now only use registry student profile notes to log these.
- Working with Mental Health and Wellbeing to create a de-escalation space in Seacole for those with neuro-diverse needs.
- Working with HELS librarians to establish a Neurodiverse Café – early stages of development.
- Menopause Conversation Space which uses Menopause café principles continues, as is exploring strategy to enhance engagement for 23/4. Working with College leads to continue to ensure framework implementation.

Faculty engagement within Race Equality Charter, Anti-Racism Commitment Plan, Mental Health Charter, Stonewall. (E06) Faculty representation across all University Groups.

- Continued representation – Next steps to ensure integration across School and faculty strategies.

Developing a Faculty approach to inclusive recruitment of staff to ensure a diverse workforce reflective of the student and learner population. (E09)

- Work in progress, all teaching and learning interview panels had a diverse student body to support interview processes. Students eager to get involved in this.

Faculty Decolonisation of the Curriculum/Student Experience

- Community of practice and action established. Sharing of good practice and challenges. Decolonising readers club set up. Faculty working with EDS as part of the Decolonising Special Interest Group, supported paper submitted to LTAQ June 2023, next steps to pilot at selected modules, this is on pause as noted in LTAQ.

Lisa Abbott

HELS Faculty EDI Committee Chair

BCU STUDENTS' UNION



Our Purpose: “We will empower students with the means to shape their own lives.”

Introduction

This paper pulls together the work of the organisation in regard to equity, diversity, and inclusion (EDI). It pulls in information from the BCUSU EDI Committee, work undertaken from Officers and work of BCUSU staff.

The committee has already received updates on these issues, but they have been included again to show the work of BCUSU related to EDI.

BCUSU EDI Committee

The committee meets bi-monthly and has representatives from SMT, People and Culture, multiple Executive Officers, and a University staff member from the EDI team. It is chaired by the VP Equity and Inclusion.

This year the hope was to invite students to talk about key issues or deliver presentations to aid discussion and spark new areas of work.

The committee also received an excellent presentation on gender in the workplace delivered by University colleagues and their experiences of gender transitioning.

People and Culture

- LGBT ally training went out to all staff including Officers.
- People and Culture have updated the SU central staff demographics spreadsheet and will do again when the results are in from staff survey.
- People and Culture have some top-level comparison data of BCUSU staff against BCU students and staff based on EDI data and other than ethnicity we are comparing well against the student population.
- Recruitment diversity demographics is a challenge as use various sources for job applications. People and Culture are looking at an applicant tracking system which would bring all data into one place but there doesn't seem to be an off the shelf package to monitor demographics. They will continue to investigate and it is a priority for the system.

BCUSU Training

Led by the People and Culture team a year-round training plan has been delivered with some sessions linked to EDI. Throughout the year staff have been able to attend training on disability awareness, antisemitism, wellbeing and more.

The disability training was so inspiring that a sub working group has been established called the Supporting Disabled Students Working Group.

Supporting Disabled Students Working Group

The group has met once so far and used student ideas on the Ideas Board, Officer election candidates' manifestos and other student voice to influence work. The group is currently focusing on:

- Access to the Eagle & Ball pub and adding a video doorbell to help with the heavy entrance door
- Access to the loft in the Eagle & Ball and exploring options for a ramp to make the whole venue accessible to all
- Liaising with IT and Disability team about accessible laptop safes
- Signage for BCUSU reception promoting the accessible areas of reception
- Purchasing of a Hearing Loop for BCUSU reception

Work Undertaken by BCUSU:

Friday prayer work

Work undertaken:

- Logged a request prior to Welcome Week with room bookings to find a room but told nothing available that would be big enough
- Used the SU Welcome Week Marquee on Plot C2 for the first two weeks
- Suggested MP003 to room bookings who booked it for us up to and including 11 November
 - » Complaints from MP on the use of MP003
 - » Overcrowding
 - » Attendees using toilets on the ground floor for Ablution (H&S risks)
 - » Non students attending
- Some of this was dealt with initially by BCUSU staff and Officers such as the use of toilets and overcrowding but it did then return.
- Our insight questioned the validity of the non-students attending as it turned out it was a family of a student

Resolution:

- Due to the work of BCUSU staff and Officers a Friday Prayer working group was set up by the University PVC
- This led to a room in Curzon and South being made available for the rest of the academic year

Future Challenges:

- The space in Curzon will not be big enough for Friday prayer in September
- We continue to lobby the University to look for alternative spaces but the lack of space on campus is challenging.

City South new prayer space

- A student submitted an idea through the BCUSU ideas board for a new faith space in the Seacole building at City South Campus
- The Islamic Society also approached VP E&I about the same issue
- A meeting was arranged at City South with security, estates, staff and campus services to find a solution
- The idea agreed was to develop the two balcony areas on the 1st floor of Seacole building into faith spaces
- The University Estates team have agreed to develop the two balcony spaces ready for the new academic year.

Engaged Student Demographics

- We are able to view the demographics of all Reps and Society members via a spreadsheet created by the Activities and Representation Team.
- The spreadsheet pulls student data from MSL and automatically compares it against set filters such as ethnicity, gender etc and against University demographics.
- For most of the year the committee has felt the challenge with the data is that a large proportion of students have not opted to share their personal sensitive data with BCUSU so instead of producing comparisons for thousands of students it is doing it for a few hundred.
- More recently the committee felt that there could be some conclusions drawn from the data based on confidence levels an external research company use when analysing data.
- Based on the most recent analysis the committee will be looking at Black students' engagement and HELS and CEBE Faculties.

Election Demographics

- The data is similar to the engaged student demographics with Black students, over 30-year-olds and HELS and CEBE Faculties being underrepresented.
- International students are overrepresented by 4% when compared against University demographics.

Enrolment Script

- Due to the EDI Committee noticing that a lot of students have opted out to share personal sensitive data with BCUSU making the above analysis much harder and less statistically accurate, an action was given to look at what is included in the student enrolment script.
- The enrolment script related to students giving permission to BCUSU to receive personal sensitive data has been updated
- The EDI committee will review next academic year to see if this had an impact

Sensory Room

- At the beginning of the academic year and working in partnership with the Neurodiverse society, the University agreed to develop a space behind Curzon reception for a sensory room
- This work still hasn't been completed so VP E&I is chasing the University for a response and a deadline

BCU Committees

- Staff and Officers have strong involvement on various University committees related to EDI including the main BCU EDI Committee, Mental Health Charters and more
- This allows the organisation to feed in student voice, advocate for our students, and understand the University EDI direction.

Michael Gale

BCUSU EDI committee chair

