

# ANNUAL EQUALITY, DIVERSITY AND INCLUSION REPORT

2021/22



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# INTRODUCTION



At Birmingham City University, our vision is to create an environment where everyone feels included and no one is left behind. Our [Equality, Diversity and Inclusion Strategy](#) sets out how we will do this by ensuring BCU is:

- An inclusive organisation where people feel a sense of belonging and are accepted and valued for who they are
- A safe environment for students and staff where health and wellbeing are promoted
- Fair and equitable – a place where everyone can access opportunities, achieve their true potential, and advance their careers and studies
- [Actively antiracist](#) in all areas of the student journey and employee lifecycle, consciously making equitable decisions and challenging racism
- A University where everyone understands their rights and responsibilities with regard to equality legislation and have the skills and confidence to support people to achieve success.

Each year we produce a report on how we are progressing our equality objectives. It is an opportunity for us to celebrate and take stock of how far we have come and acknowledge how much further we need to travel. The report is used to review our work, and to identify areas in need of greater focus. It also provides a platform to raise awareness of the work being done to fulfil our public sector equality duty i.e. to eliminate discrimination, harassment and victimisation; to advance equality of opportunity; and to foster good relations between people who share protected characteristics as defined by the Equality Act 2010, and those who do not.

This year's annual Equality Diversity and Inclusion Report includes the diversity profile of the University's student body and workforce. It also provides information about how we are performing against the ten equality objectives first published on our website in September 2021, and details about the gender pay gap which also forms part of the specific public sector duties that we must report on.

At BCU we are committed to going beyond the legal requirements of the Equality Act in our pursuit to advance equality, and so this report also reflects the work that we do in relation to following the guidance and frameworks set out in equality charters such as Athena Swan, Disability Confident, Race Equality and the Stonewall Workplace Equality Index. It also includes an update from Birmingham City University Students' Union, demonstrating our joint commitment to advancing equality for our students, and updates from the various colleague support networks that support the University to drive this important agenda.

# EXECUTIVE SUMMARY



The Equality Act 2010 requires public bodies to publish information each year on their equality objectives to demonstrate compliance with the public sector equality duty (PSED).

This report provides an overview of the University's performance against the equality objectives set out in the [EDI Strategy 2020-25](#) covering the academic year 2021/2022.

Over the last year the University has grown from having a student body of 28,994 students to 30,285 students. The workforce has expanded from approximately 3,105 to 3,305 people. In terms of gender, the proportion of students who identify as female has increased by 1% to 64% and 36% identify as male with 0.2% identifying as non-binary. The workforce has a female population of 56%, a male population of 44% with 0.2% of staff describing themselves as non-binary. There is still a significant difference between the proportion of students who declare themselves to be disabled, 14.3% compared to only 4.6% of staff. In relation to sexual orientation, 5.3% of students have declared that they are either lesbian, gay or bisexual, compared to 2.7% of staff. 51% of UK students are from Black, Asian and minoritised communities compared to 27% of the workforce. There has been no significant change to the diversity of the student or staff profile when compared to the last academic year.

## Key achievements

This year the university launched bespoke mandatory EDI training for all staff members. Completion rates are recorded in the University learning management system and reported on a quarterly basis to the EDI Committee. Feedback received through the evaluation process shows that over 90% of participants understand their rights and responsibilities in relation to EDI and over 80% of participants agreed that the course achieved the learning objectives. In addition, all staff involved in recruitment and selection processes must complete both unconscious bias and recruitment and selection training.

There has been much activity this year in respect of the equality charters that we are working towards. In January the University made an application to renew the Athena Swan bronze award in respect of advancing gender equality, which was successful and is now valid until 2027. Successful applications for departmental awards were also made by the School of Engineering and Built Environment, the School of Computing and Digital Technology and the School of Health Sciences. This brings the total number of Departmental Bronze Awards across BCU to five. Work towards Departmental submissions is continuing across all Faculties, with a further four applications scheduled for next academic year.

In February, the University was awarded the Gold Employer award by Stonewall, in recognition of our continued commitment to driving and advancing LGBT+ inclusion. We also ranked 124th out of 403 organisations participating in the Stonewall Workplace Equality Index. In recognition and support for Trans and non-binary staff, The University now has a Gender Identity and Transitioning at Work policy.

# EXECUTIVE SUMMARY



March saw the launch of the Race Equality Charter self-assessment team that works to co-ordinate and supports the preparation of the REC submission. This group works collaboratively with Faculties and Directorates to collect and analyse data and information to enable a deep dive into the systems and processes of the university and developing SMART plans for actions to advance race equality. Alongside this, there have been a number of successes linked to the objectives set out in the [Black Lives Matter Antiracist Commitment Plan](#), including partnership work with the University of Wolverhampton that has secured funding to remove barriers to postgraduate research studies. Resource has been allocated to support 100 PGR studentships as part of BCU's 'Grow your own' graduate programme for BCU students. The first annual lecture series on decolonising academic practice was launched and conducted in May 2022. The series engaged with learning across the sector from both subject specific, history, and general practice for decolonising higher education.

Colleague support networks continue to make a significant contribution to the EDI agenda. The Disability Steering Group has been working closely with Estates and Facilities to improve access to our campuses. They have organised panel events and activities to share experiences, participated in important research studies, and developed partnerships with external organisations to improve outcomes for students and staff.

The Race Equity and Inclusion steering group has continued to grow. The group's work has focused on progression and promotion for people of colour and addressing barriers to higher education. Celebrations have included South Asian Heritage Month, arranging an Iftar to mark the opening of a fast during the month of Ramadan and hosting round table discussions on the South Asian Diaspora.

The LGBT+ network has also continued to grow, and a much greater focus has been placed on including authentic voices that represent a broader spectrum of the whole community.

A women in teaching network has been launched to improve fellowship, recognition and career opportunities for women who teach or support teaching at BCU.

This report also includes information about the work done by BCUSU to support students, championing the work of its Student Led Societies and the campaigns that they lead; the events and celebrations held throughout the year such as International Dance Day, Chinese New Year, Eid, Diwali, Navratri and much more. It also reflects the work of the Student Union's Equity, Diversity and Inclusion committee and the work of its Executive Officers.

Faculties and Professional Service Departments continue to support the University EDI Strategy. Examples of this are recorded in the annual reports that they provide to the university EDI Committee, which for example, highlight the achievements of the Sir Lenny Henry Centre for Media Diversity and the Centre for Equality Diversity and Inclusion in the Arts. The drive to ensure that we facilitate inclusive environments has been demonstrated through investment in inclusive practice training and the roll out of LGBT+ allies training. Faculties are placing a much greater focus and commitment to delivering better outcomes for students in relation to the priorities detailed in the Access and Participation Plan. Progressing our equality objectives is underpinned by the work of professional service departments. Worth noting are the revised student governance policies, targeted support including the provision of laptops to over 1000 students and targeted work through Report and Support to tackle bullying, harassment, discrimination, and victimisation.

# EXECUTIVE SUMMARY



## Future focus

We want to ensure that all our students and staff are able to thrive at BCU. Our performance in relation to our Access and Participation Plan demonstrates that we need to shift our focus and attention to doing all that we can to reduce the difference in degree outcomes between white and minoritised students, and between students from the most and least disadvantaged neighbourhoods. The profile of students undertaking postgraduate research degrees does not yet reflect the profile of our students at undergraduate or postgraduate taught levels, and there is a need to improve graduate outcomes particularly for students who identify as Asian, as there is a significant difference in outcomes when compared to students who identify as Black, White or of Mixed heritage.

From a workforce perspective our aim is to do much more to support and encourage the recruitment and retention of Disabled people as they are significantly underrepresented in the University. In addition to this, the progression and promotion of staff from minoritised communities is also an area of concern. According to ethnicity workforce data, 76% of Managers identify as White, 9% identify as Asian while only 4% identify as being of Black heritage.





# REGULATORY REQUIREMENTS



As a Higher education provider registered with the Office for Students we are subject to a number of conditions of registration. Our EDI strategy is aligned directly with them. They include:

- Addressing the gaps in achievement of students from disadvantage backgrounds through the meeting of targets set and agreed with the Office for Students through the Access and Participation Plan 2020 to 2024.
- Submitting and publishing annual transparency information which covers attainment and completion.
- Collecting a wide range of diversity data from its student and staff body, via the annual Higher Education Statistics Agency data collection process.
- Complying with quality and standard thresholds in continuation, completion and progression (employment), with specific split metrics including age, disability, ethnicity, sex and IMD quintile.
- Monitoring student outcome and experience thresholds with a broad structure of indicators and split indicators used to assess the Teaching Excellence Framework (TEF)

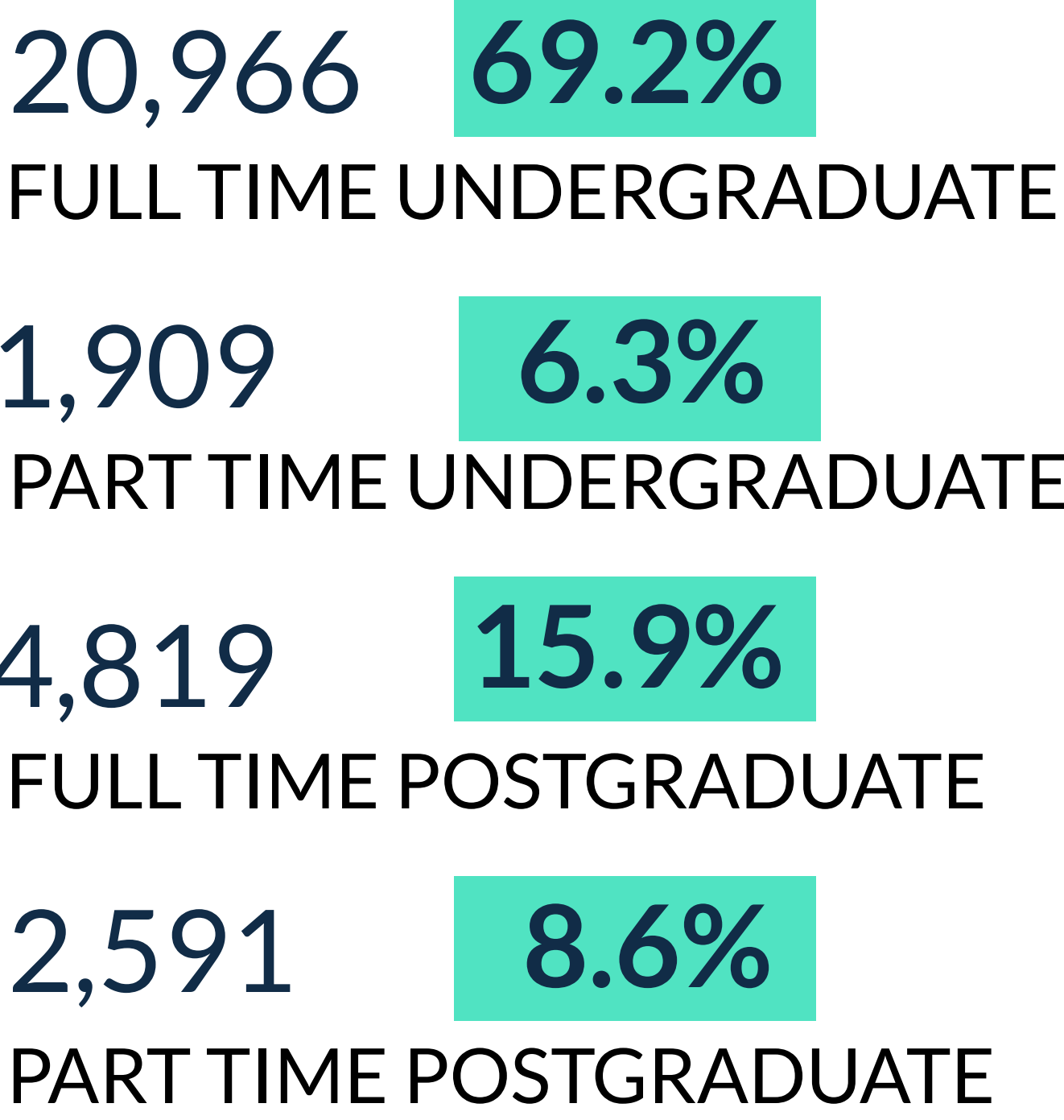
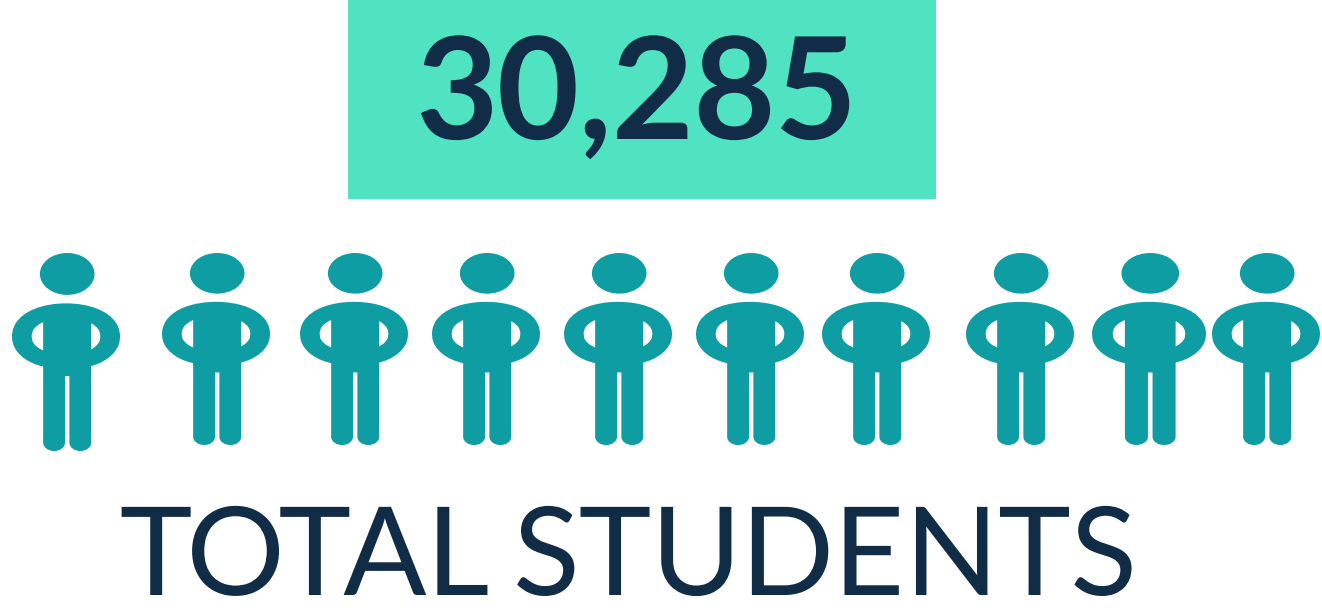
## **We are also regulated by other bodies including:**

- UK Research and Innovation and have numerous funding contracts with the UK Research Councils. Professional Statutory and Regulatory Bodies (PSRBs), such as ACCA, the Law Society and the British Psychology Society – which provide additional accreditation for our degree courses, often require us to submit annual returns, showing gender, ethnicity and disability breakdowns. The Athena Swan accreditation, for example, is a condition for securing certain research grants.

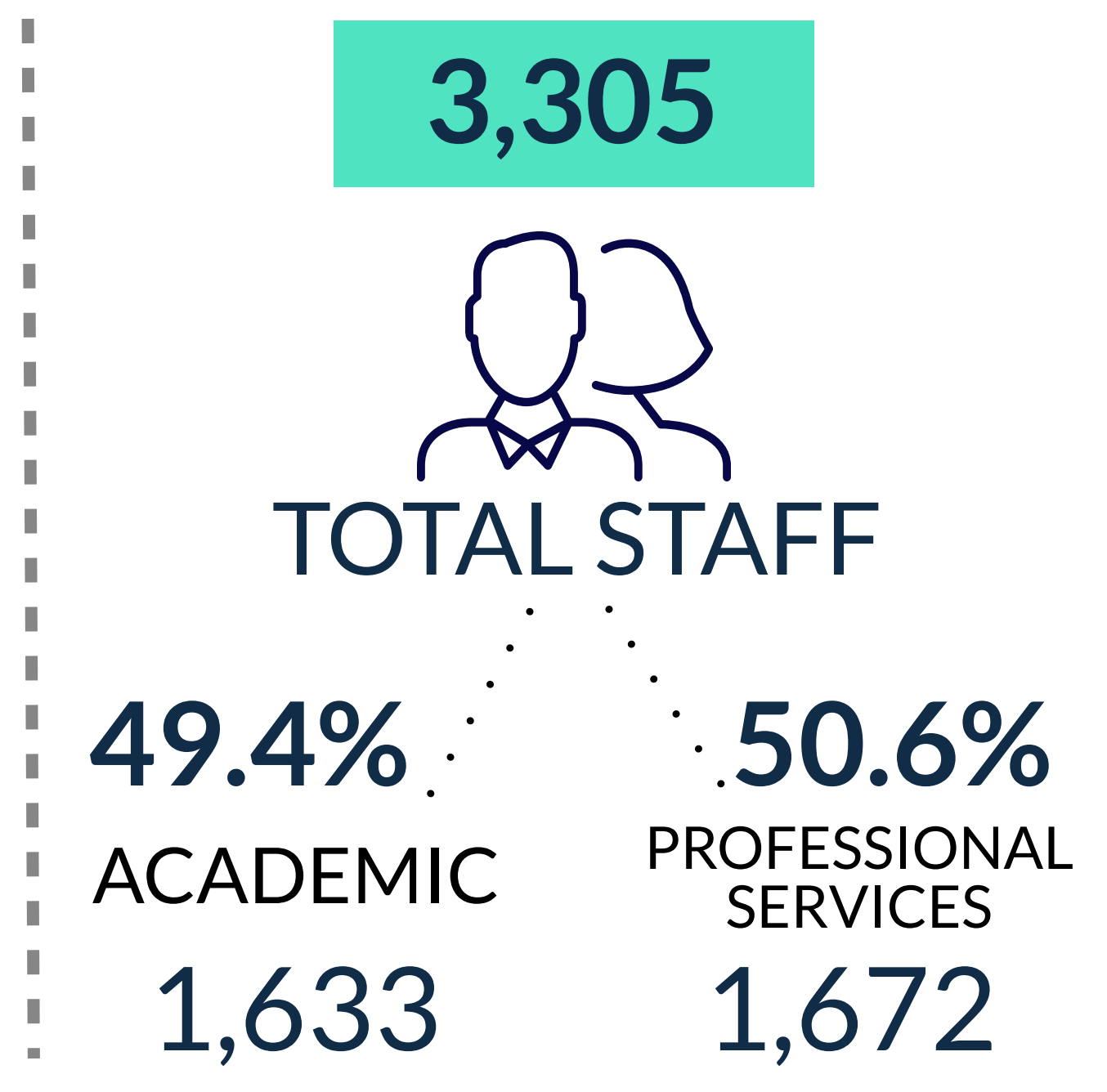


STUDENT AND STAFF DIVERSITY PROFILE 2021/22

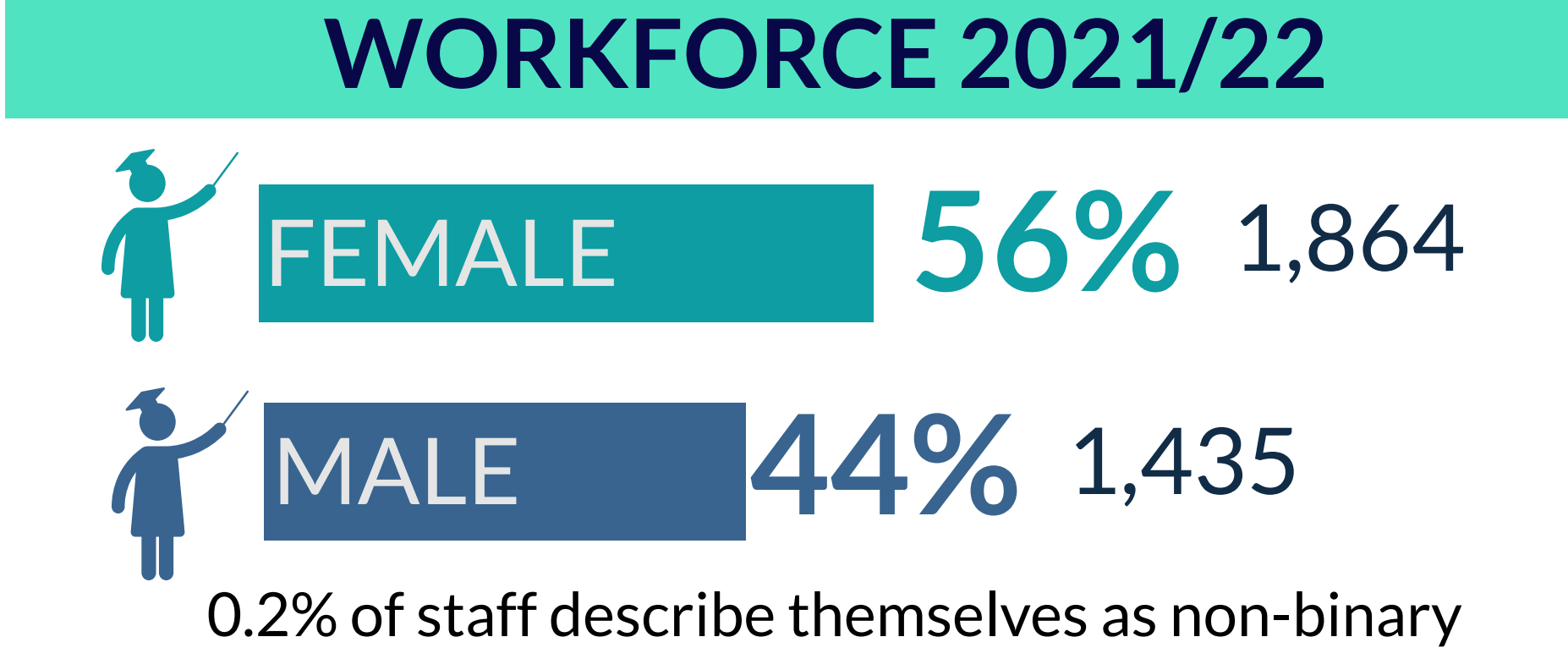
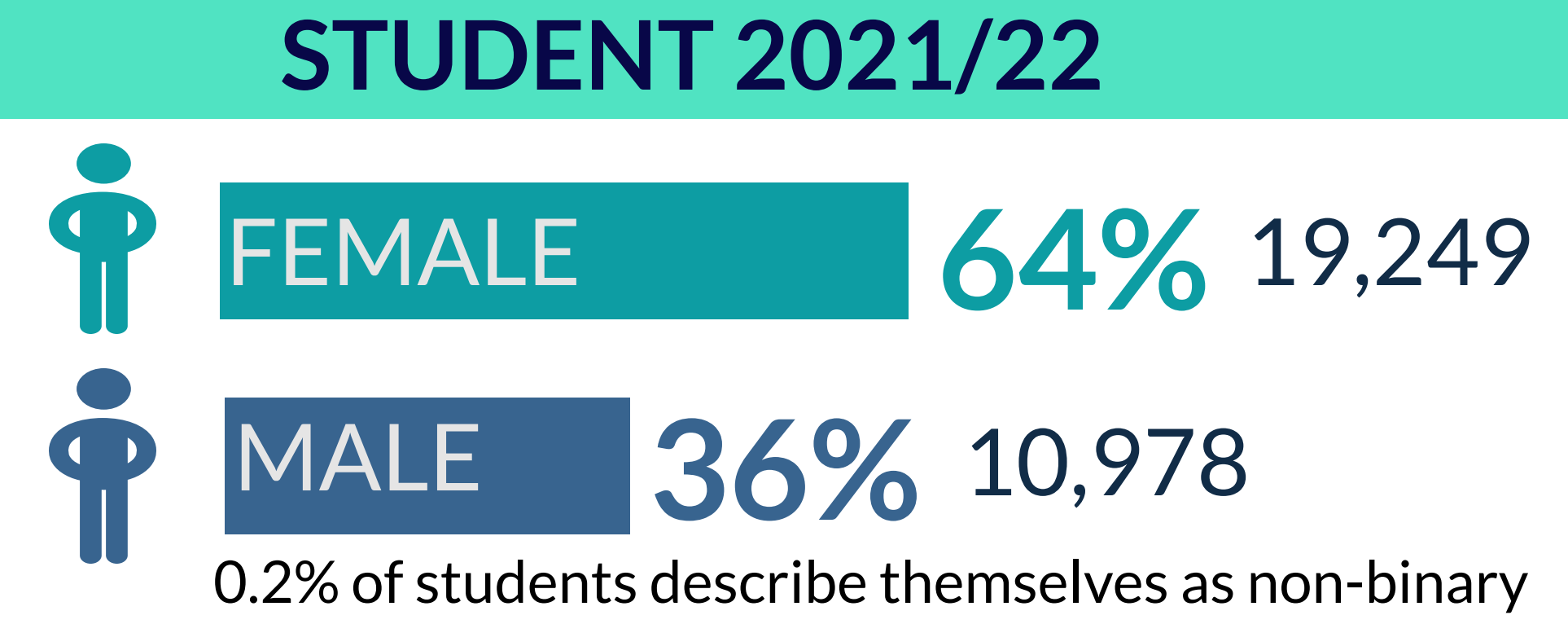
TOTAL STUDENT POPULATION 2021/22



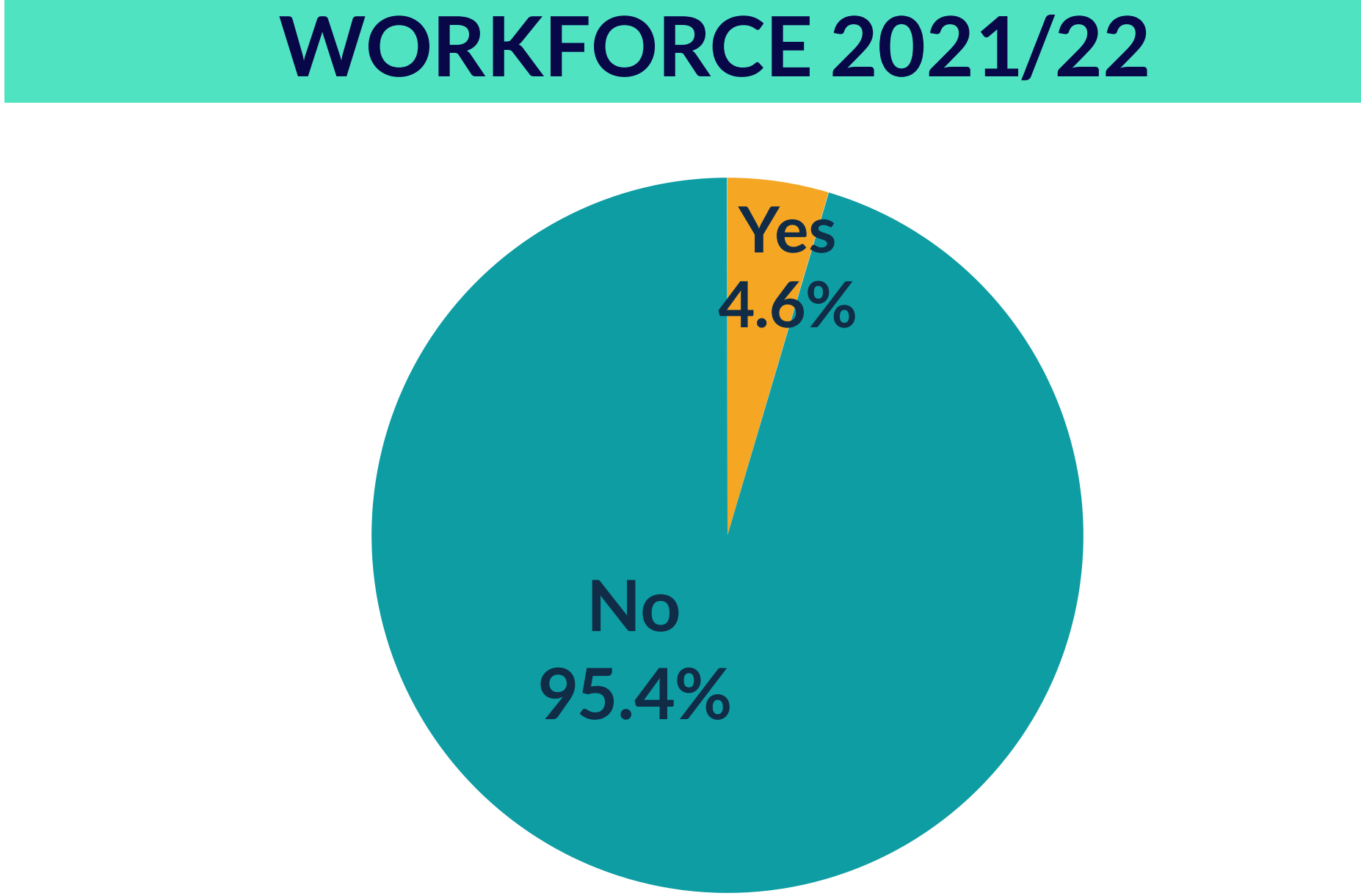
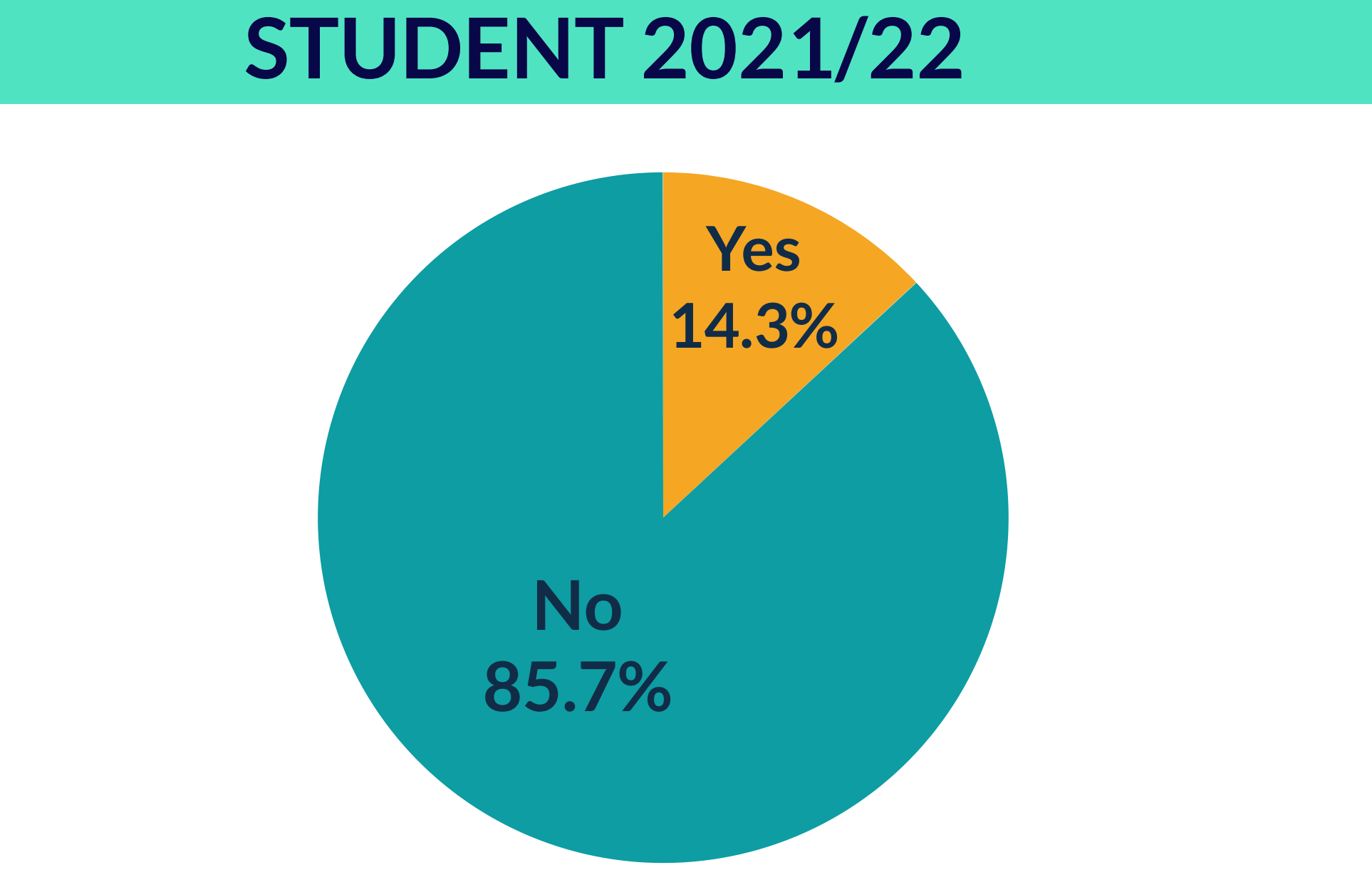
WORKFORCE 2021/22



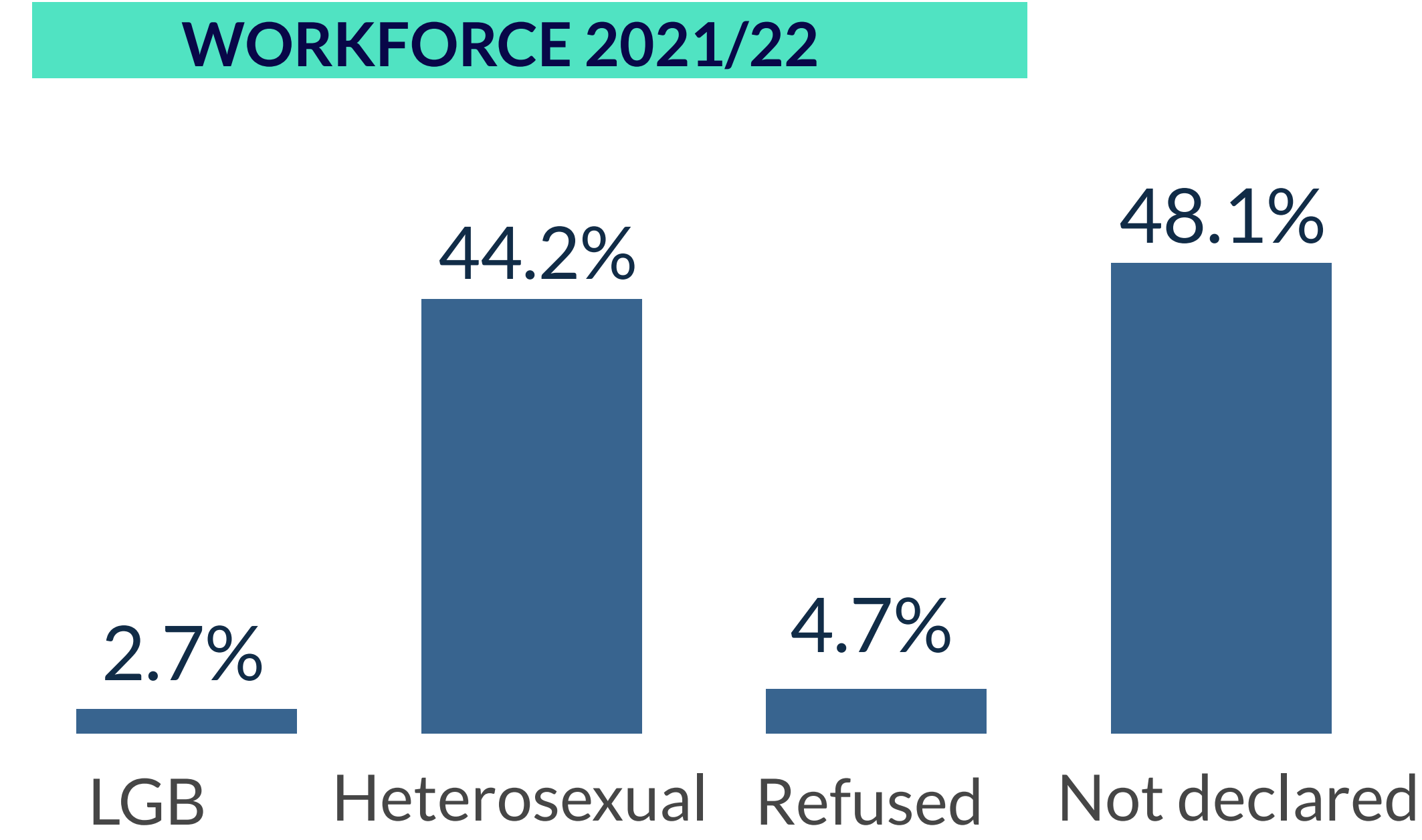
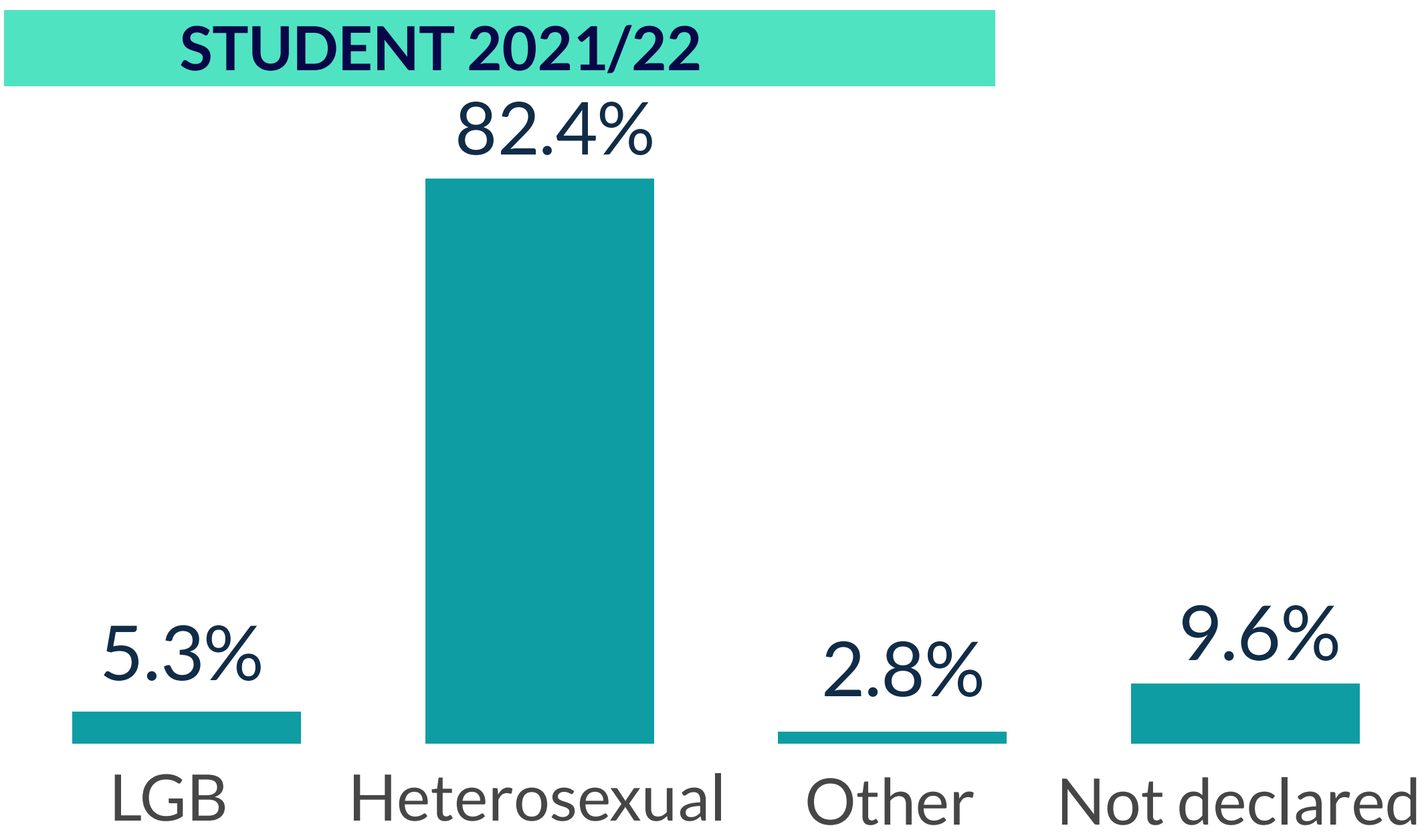
GENDER



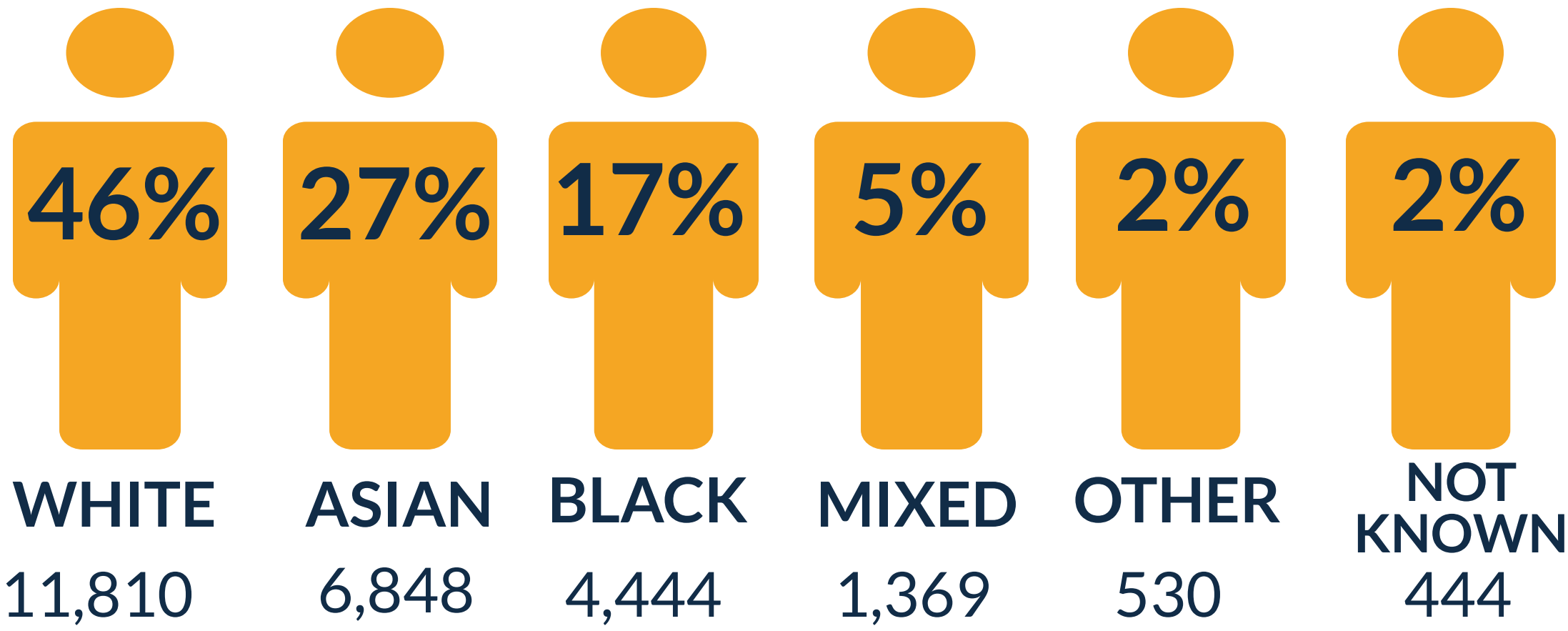
DISABILITY



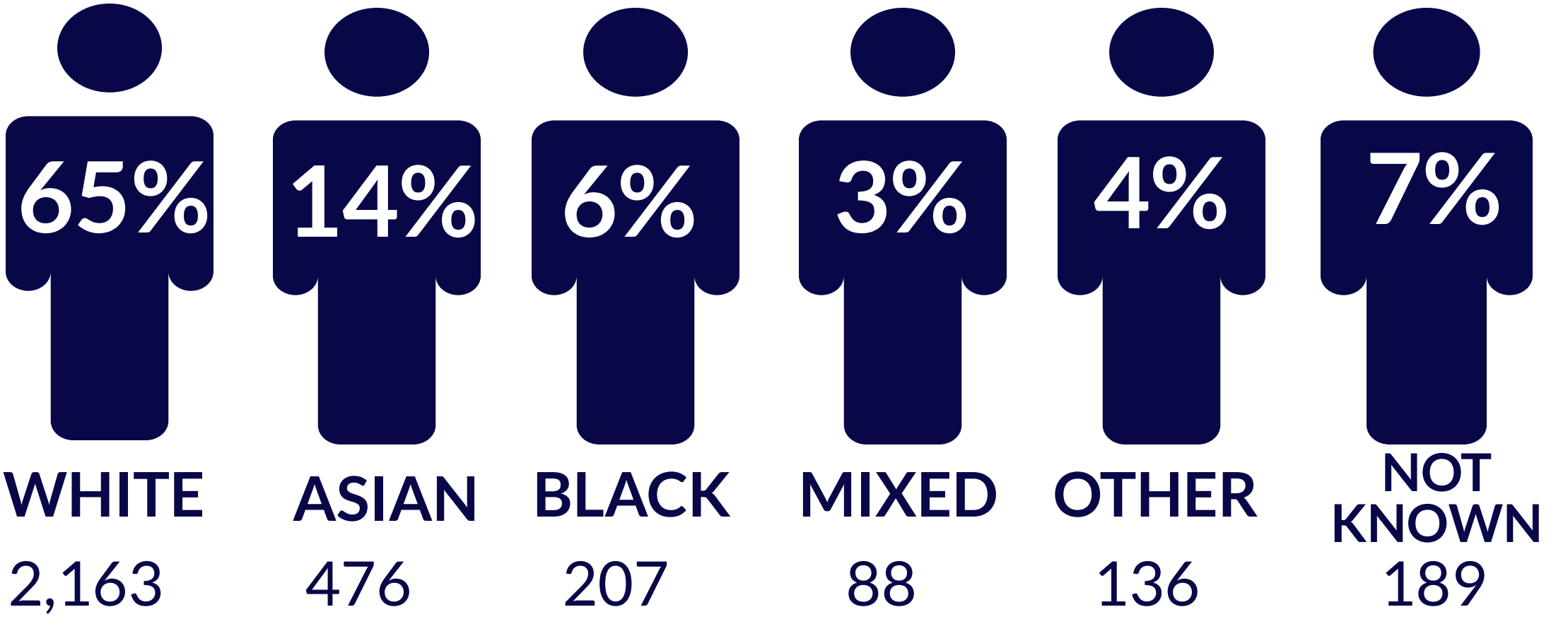
SEXUAL ORIENTATION



STUDENT ETHNICITY (UK only)



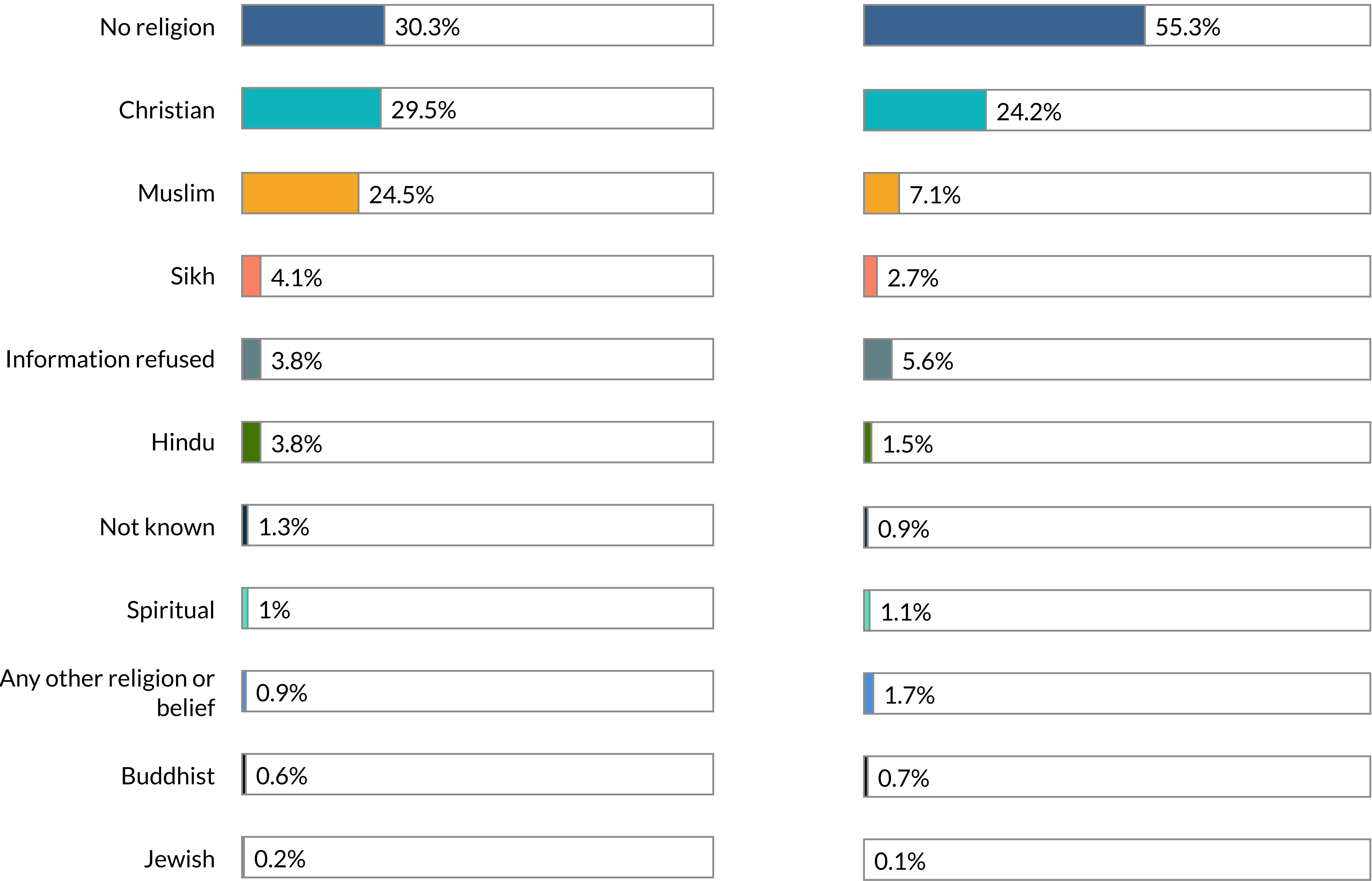
WORKFORCE ETHNICITY





RELIGION OR BELIEF - STUDENTS 2021/22

WORKFORCE 2021/22

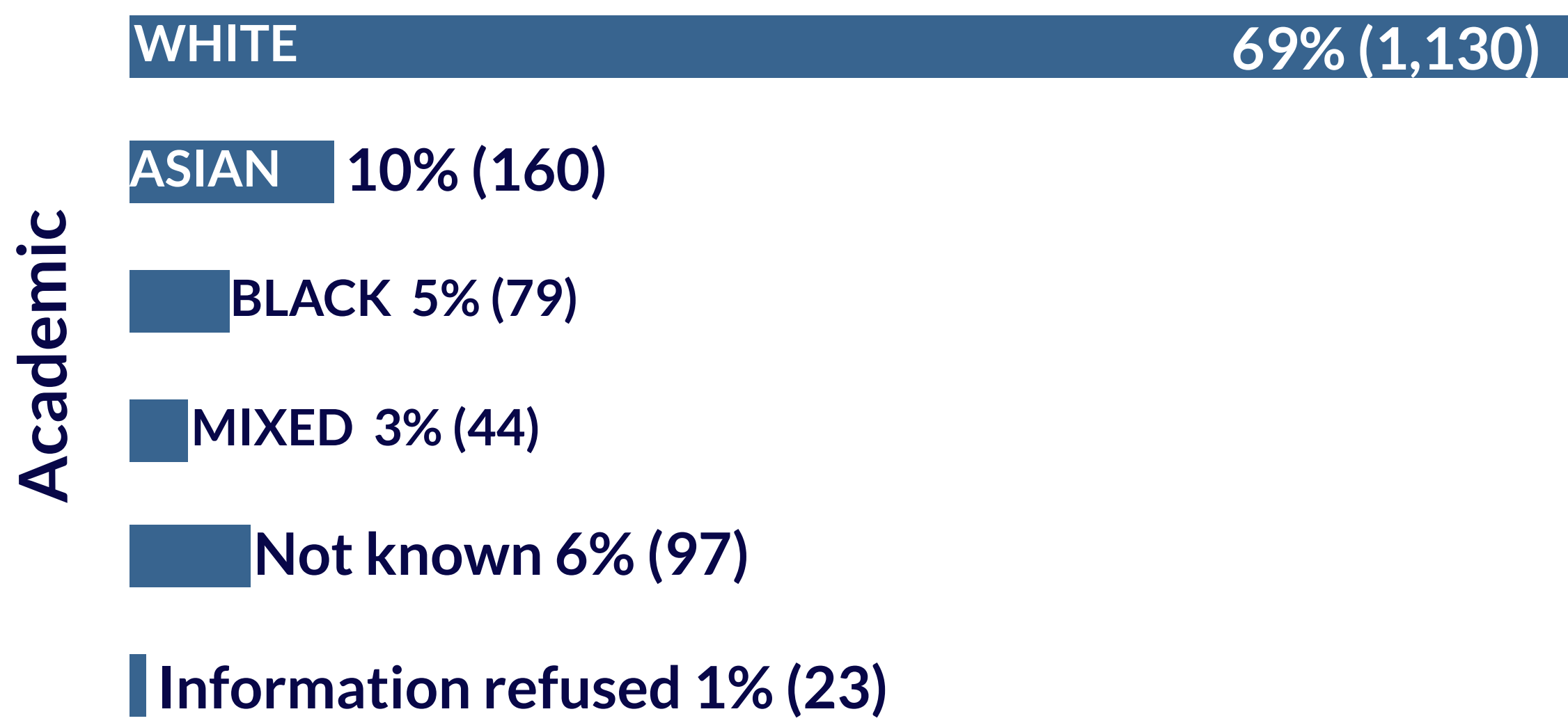
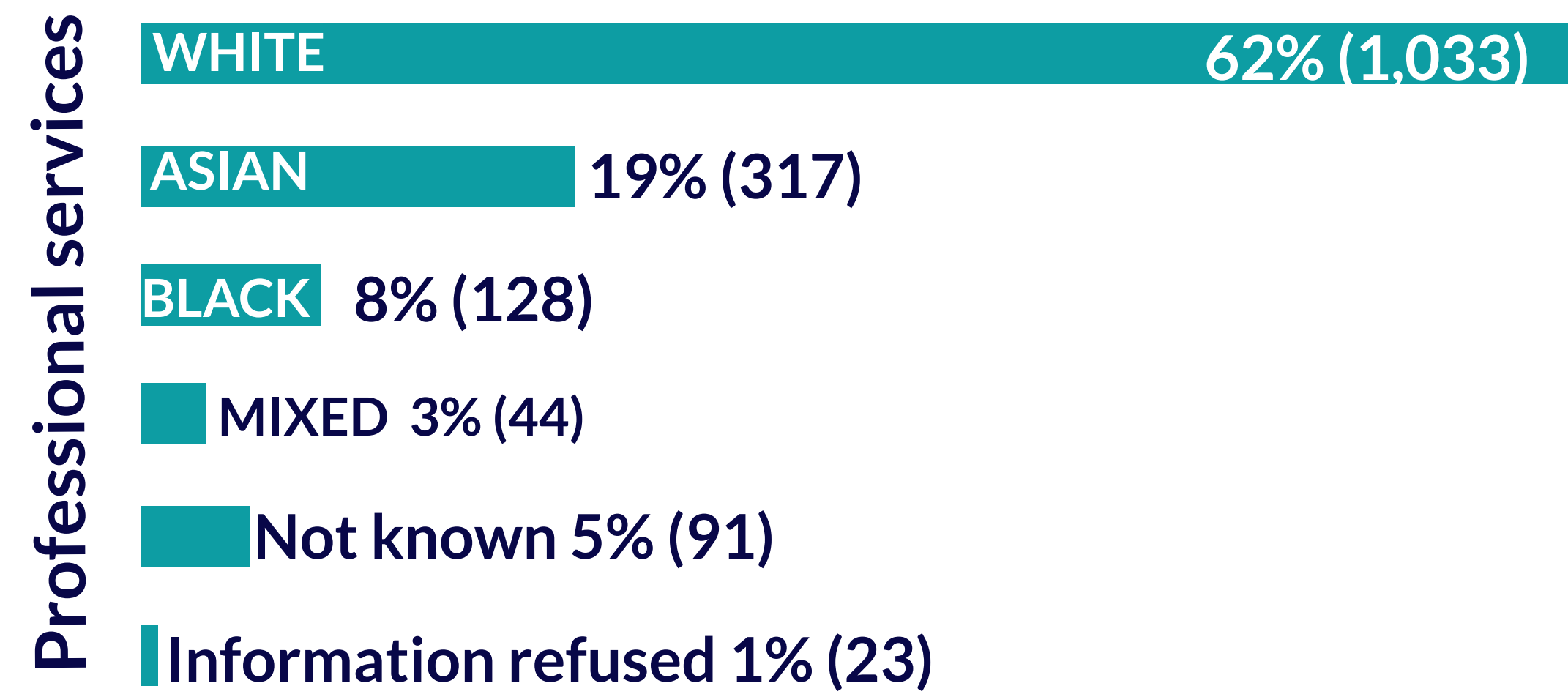


Data source: HESA Student record 2021/22 and ERP 2021/22 Staff data

# DIVERSITY PROFILE WORKFORE 2021/22

(Covering staff employed between 1st August 2021 to 31st July 2022)

## Academic/Professional Services Department by Ethnicity



## Academic/Professional Services Department by Gender

MALE 40% (674)

FEMALE 60% (996)

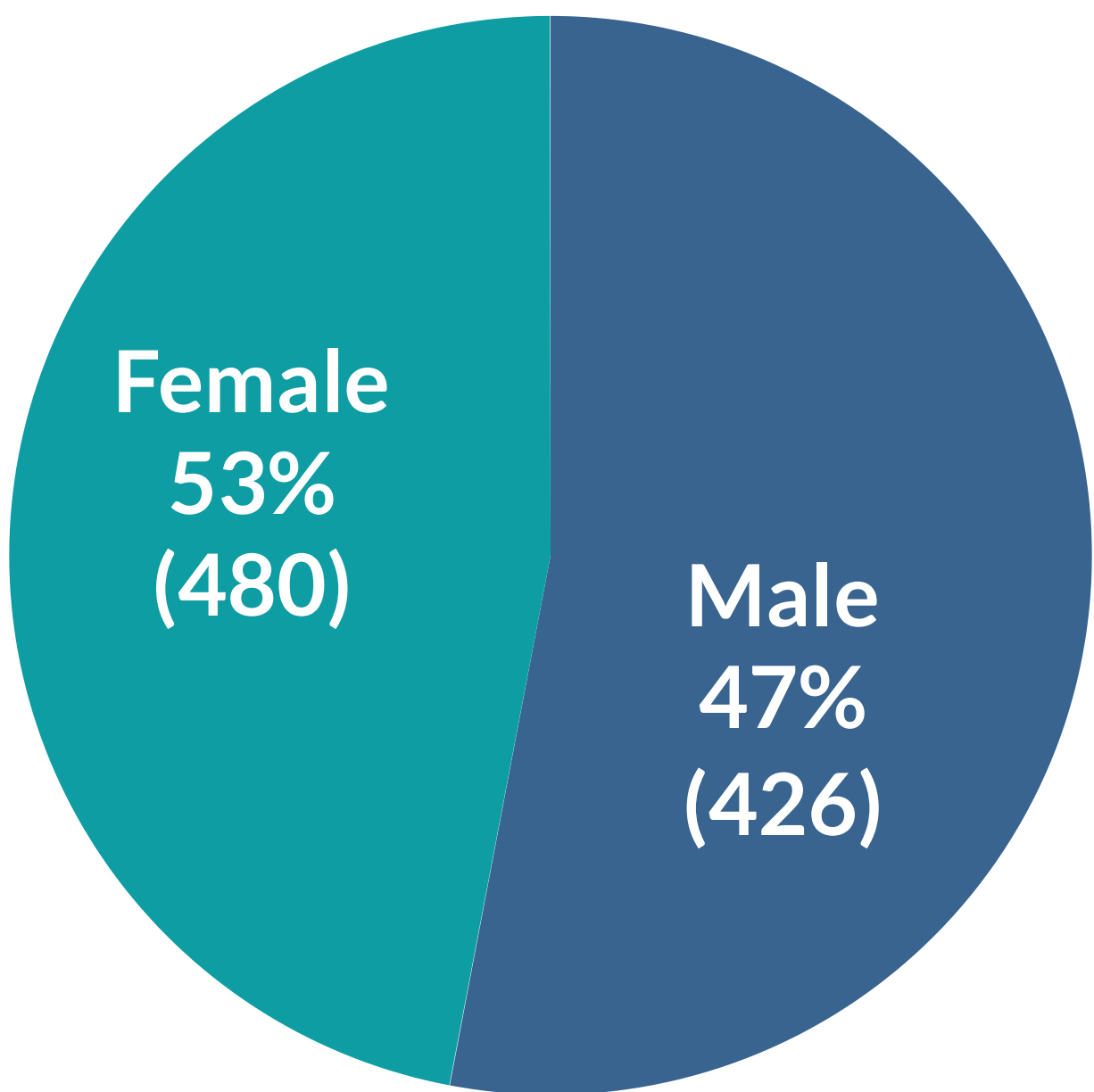
0.1% of Professional Services staff describe themselves as non-binary

MALE 47% (761)

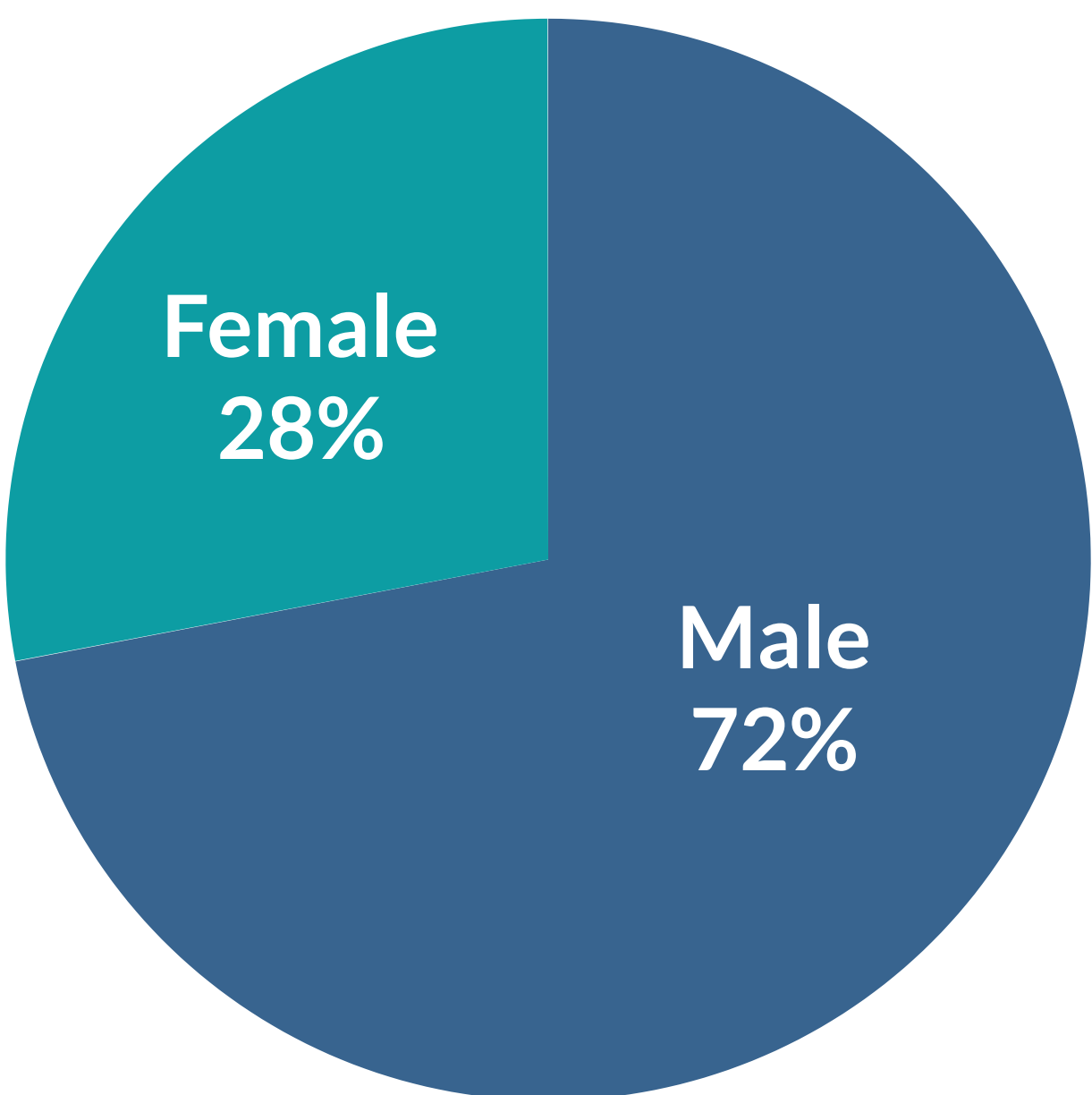
FEMALE 53% (868)

0.2% of Academic staff describe themselves as non-binary

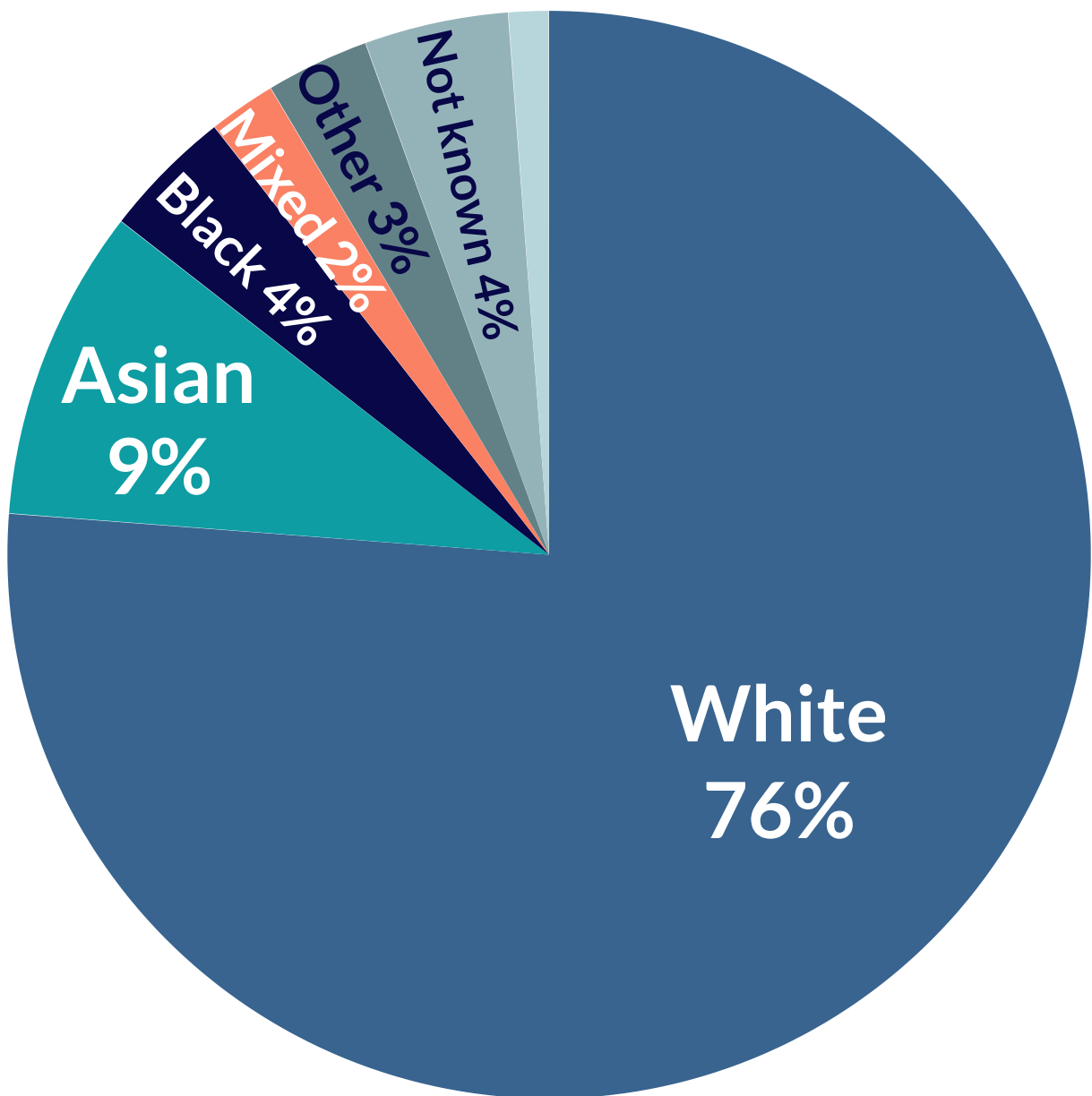
## Managers by Gender



## Professors by Gender



## Managers by Ethnicity



## Academic/Professional Services Department by Sexual Orientation

### Professional Services

NOT DECLARED 50% (840)

HETEROSEXUAL 42% (705)

Information refused 4.4% (67)

LGB 2.8% (46)

Other\*

### Academic

NOT DECLARED 46% (750)

HETEROSEXUAL 46% (755)

Information refused 5% (82)

LGB 2.7% (44)

Other\*

\* numbers for less than 10 not provided

\* numbers for less than 10 not provided

# DIVERSITY PROFILE STUDENTS 2021/22

21,146

TOTAL FT UK STUDENTS

19,310

UG  
(FT, UK)

1,709

PGT  
(FT, UK)

430

PGR  
(UK)

## GENDER

MALE



UG 36% 6,870

PGT 32% 545

PGR 42% 180

FEMALE



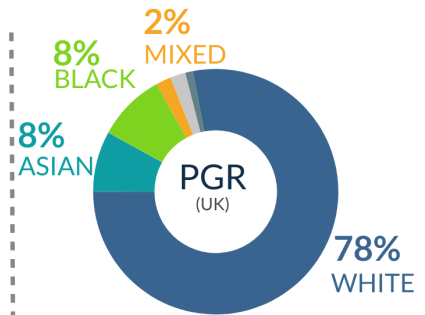
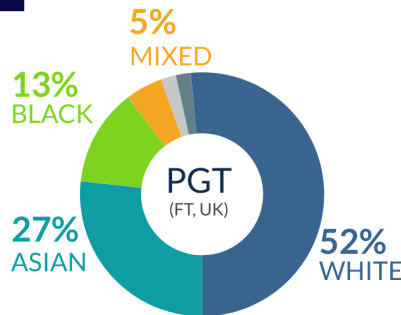
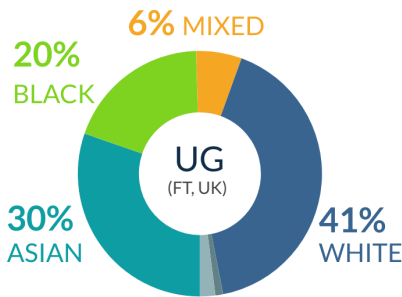
UG 64% 12,401

PG TAUGHT 68% 1,160

PG RESEARCH 57% 247

0.2% of UG, 0.2% of PGT and 0.7% of PGR students identify themselves as non-binary

## ETHNICITY



## DEPRIVATION

### MOST DEPRIVED AREAS (Q1)

80% BAME



20% WHITE

73% BAME



27% WHITE

41% BAME



59% WHITE

### LEAST DEPRIVED AREAS (Q5)

21% BAME



79% WHITE

17% BAME



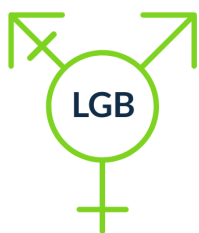
83% WHITE

9% BAME



91% WHITE

## SEXUAL ORIENTATION



17.0%  
LGB

STUDENTS WITH  
MENTAL  
HEALTH  
DISABILITY

5.0%  
LGB

ALL  
STUDENTS

UG FT UK STUDENTS

## DISABILITY

16.9%  
DECLARED A  
DISABILITY



83.1%  
NO  
DISABILITY

5.2% DECLARED A MENTAL HEALTH DISABILITY (UG, FT, UK)



78% 789  
OF STUDENTS  
WITH MENTAL  
HEALTH  
DISABILITY  
ARE FEMALE  
(UG, FT, UK)



21% 210  
OF STUDENTS  
WITH MENTAL  
HEALTH  
DISABILITY  
ARE MALE  
(UG, FT, UK)

0.9% of students with mental health disabilities identify themselves as non-binary

# HIGHER CLASSIFICATION AWARDING RATES 2021/22

## PROPORTION OF STUDENTS ACHIEVING 1st or 2:1s



THERE IS AN AWARDING GAP BETWEEN WHITE AND BLACK STUDENTS



79%



46%



64.9%

OF STUDENTS WITHOUT DISABILITY ACHIEVED 1st or 2:1

66.3%

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

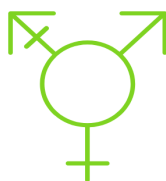


71.1%

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

HETEROSEXUAL

63%



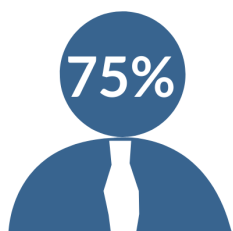
LGB

73%

Data source: HESA Student record 2021/22

# GRADUATE OUTCOMES 2019/20 LEAVERS

## PROPORTION OF STUDENTS IN EMPLOYMENT OR FURTHER STUDY



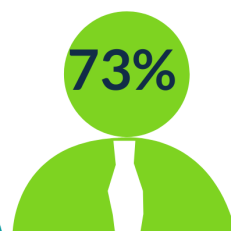
75%

WHITE



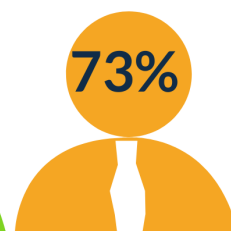
59%

ASIAN



73%

BLACK



73%

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

70%

Q1

MOST DEPRIVED AREAS

69%

Q2

71%

Q3

71%

Q4

75%

Q5

LEAST DEPRIVED AREAS

Data source: Graduate Outcomes survey 2019/20 leavers



# OUR EQUALITY OBJECTIVES



The University has ten 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 APP equality targets, equality charters, the implementation of Report and Support (the online reporting tool used to manage incidents of bullying, harassment, discrimination and victimisation), the work of the EDI Committee and colleague support networks.

No.	Equality Objectives 2020/25	RAG
1	Reduce the awarding gap between students from White and students from Black Asian and Minority Ethnic communities.	RED
2	Deliver equality of opportunity by reducing gaps in degree outcomes between disadvantaged and less-disadvantaged students.	RED
3	Increase attainment and progression rates for care leavers.	RED
4	Increase reporting of Disabled entrants.	GREEN
5	Review and assess the equality impact of key organisational policies and decisions for differential outcomes.	YELLOW
6	Seek external accreditation by actively participating in equality standards.	YELLOW
Athena Swan		YELLOW
Disability Confident (This charter does not have a dedicated lead officer)		RED
Race Equality Charter		YELLOW
Stonewall Workplace Equality Index		GREEN
7	Implement effective mechanisms for students and staff to report harassment and discrimination.	GREEN
8	Provide comprehensive learning and development opportunities to improve knowledge understanding and awareness of best practice in relation to equality diversity and inclusion.	YELLOW
9	Ensure our workforce reflects the students and citizens we serve at all levels	RED
10	Develop a mental Health and Wellbeing strategy for students and staff.	YELLOW

The colour code indicates the following status:

**RED** = behind the target

**YELLOW** = in progress

**GREEN** = on target.

# ACCESS AND PARTICIPATION PLAN



BCU's Access and Participation Plan (APP) is a document setting out how we intend to ensure students from all backgrounds are supported to thrive while studying at the university and defines clear targets to ensure BCU is on track to meet this aim.

- BCU's Access and Participation Plan can be read in full [here](#) and includes the following commitments:
- For **students from neighbourhoods where fewer people go to university (based on POLAR quintiles)**, we will reduce the gap in access by 3% compared to neighbourhoods where more people go to University
- For **White students from neighbourhoods where fewer people go to university (based on POLAR quintiles)**, we will reduce the gap in access by 5% compared to neighbourhoods where more people go to University.
- **We will reduce the gap in good honours degree outcomes** between White students and students from a Black, Asian or from a Minority Ethnic background by 8%. We will also close the gap between White and Black students by 8%.
- We will reduce the gap in between White and Black students **not continuing into the second year of study** by 5%.
- We will reduce the gap in **Progression to graduate jobs** between White and Asian students by 5%.
- We will increase the number of **students reporting a disability** by 5%, thus ensuring specific support is available.
- For **Mature Students** we will reduce the gap in non-continuation by 2% and the gap in degree outcomes by 5%.
- For **Care Leavers**, we will increase both the attainment rate and progression to employment rate by 10%.

In addition, **we aim to eliminate all our gaps by 2030-31.**

## Performance against key EDI APP targets

BCU tracks performance against the following key EDI awarding gaps as illustrated below:

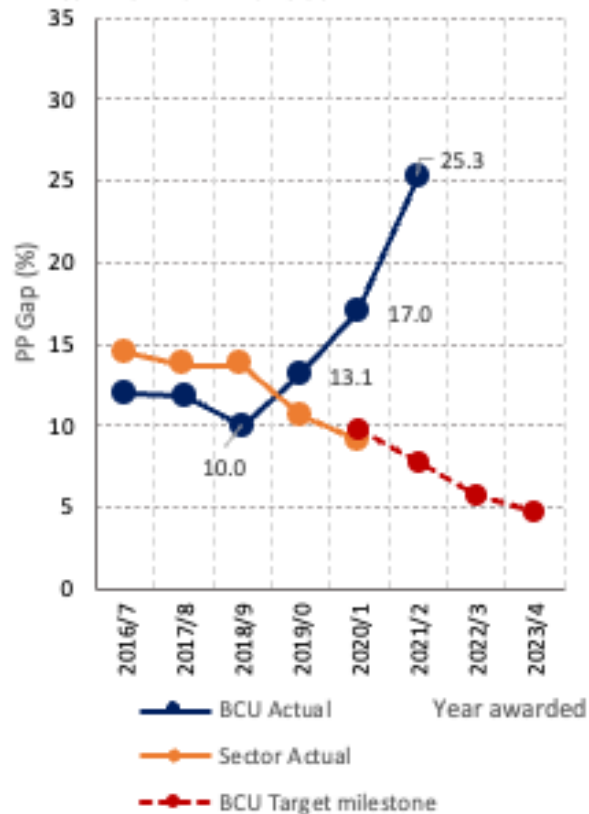
- White-Black awarding gap
- White-Black/Asian/Minority Ethnic awarding gap
- Disabled awarding gap
- Care experienced awarding gap

BCU recognises that we have work to do in this area to close these gaps and deliver our core mission to be the University for Birmingham, and we have devised a new data-informed approach for targeted interventions.

# UK FTFD

Percentage point awarding gaps:

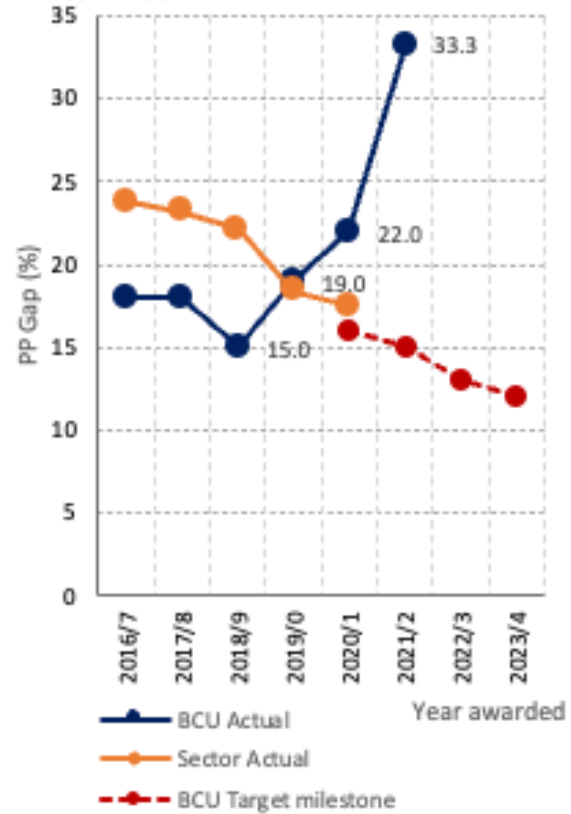
## White - Ethnic minorities



# UK FTFD

Percentage point awarding gaps:

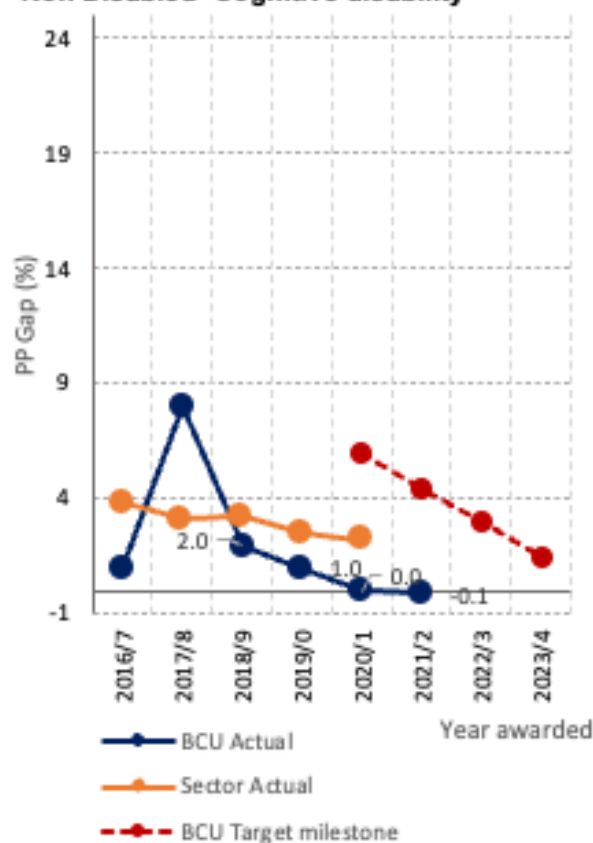
## White - Black



# UK FTFD

Percentage point awarding gaps:

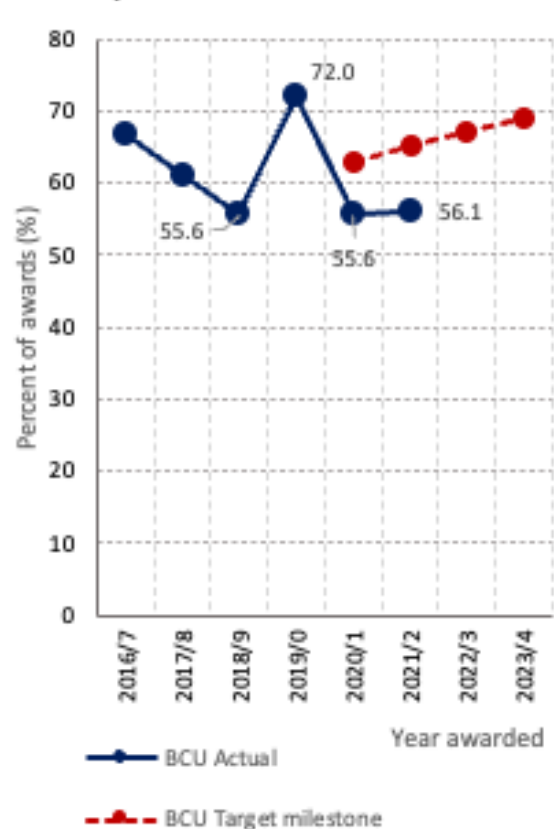
## Non Disabled- Cognitive disability



# UK FTFD

Attainment level (1st/2:1)

## Care experienced



# ACCESS AND PARTICIPATION PLAN



## Meeting our APP targets – evaluated interventions

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.

When designing our interventions, we ensure relevant data is collected in terms of inputs, outputs and outcomes against our APP targets.

We want to ensure our interventions work and a closure of degree outcomes is achieved as we have seen through our work on disability support. So where interventions are not achieving the kind of impact we want, these can be reviewed and redesigned.

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, as we move back to normal deadlines and academic regulations post-pandemic
- Student transition from vocational qualifications such as BTEC

Utilising this approach allows our support and initiatives to be better targeted, and their impact to be more closely tracked.





# REPORT AND SUPPORT UPDATE



## **Review of work on sexual misconduct, harassment and other unacceptable behaviours**

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.'

### **Each of these actions has already been completed or is ongoing:**

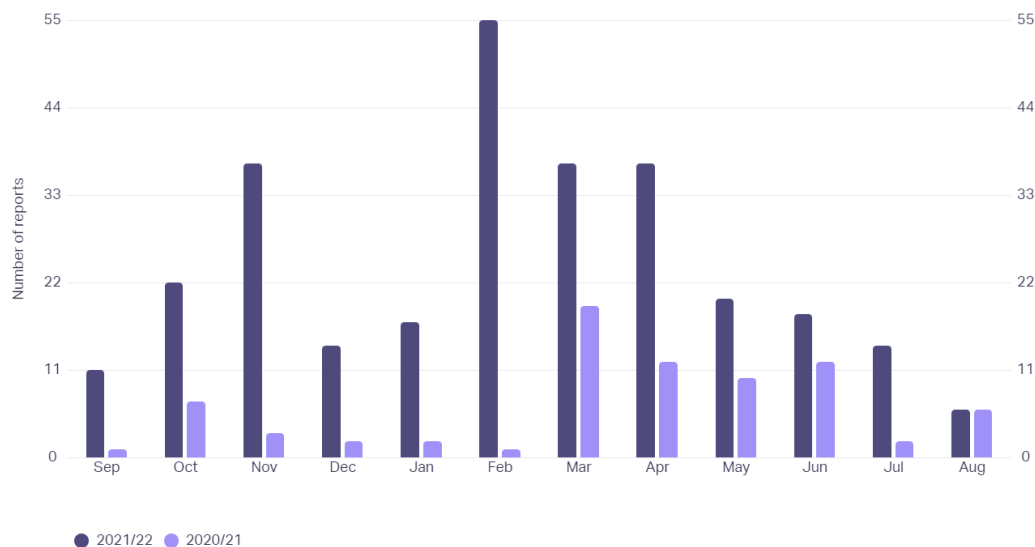
1. [Report and Support](#), the University's centralised reporting system, was fully launched in March 2021 and remains in use. Report and Support is used to capture reports of all unacceptable behaviours, including harassment and discrimination.
2. Provision of quarterly performance management reports to the EDI Committee, based on data captured through Report and Support. A full annual report was also presented to the Committee in April 2022, reviewing the first full year of data captured through the system and reflecting more widely on all work undertaken during the year to address unacceptable behaviours. The University Executive Group has also been presented with a paper analysing the University's progress against the Office for Students' Statement of Expectations on harassment and sexual misconduct.
3. Tracking and monitoring reports forms part of the work undertaken by the EDI Committee in receiving and analysing the quarterly Report and Support report. The data presented within that report includes a demonstration of reporting patterns over time, alongside analyses of what those reporting patterns can tell us and how the University might respond to them.
4. Mandatory staff EDI training has allowed better understanding among staff of issues such as harassment and discrimination, as well as improving knowledge of how to respond to such issues when they arise. The introduction of Report and Support has bolstered this training by providing a clear point of reporting which staff can either use directly or signpost students to.

The focus of work in 2021/22 was in particular to embed the centralised reporting system and ensure that stakeholders were both aware of the system and were actively using it. This was supported by an ongoing communications campaign delivered under the #YourVoice banner, which included the creation of banners and posters; use of digital contact points such as screens in buildings and computer desktop wallpapers; news articles for staff and students via regular newsletters; and social media activity.

# REPORT AND SUPPORT UPDATE



The campaign and promotion of Report and Support so far appear to have had a positive impact on the volume of reports of unacceptable behaviours received (although note that 2020/21 did not represent a full reporting year, Report and Support having 'soft' launched in November 2020 and fully launched in March 2021):



(Above graph illustrates volume of reports via Report and Support, unacceptable behaviours)

Notable peaks of reporting of unacceptable behaviours fall at times when students are typically in close proximity e.g. on campus or in accommodation together.

Additional activity undertaken during 2021/22 to support the University's work on harassment and discrimination has included:

- Specialist staff have received training in:
  - » Honour-based violence from [Karma Nirvana](#)
  - » Sexual violence from [Lime Culture](#)
  - » Hate crime from [Stop Hate UK](#)
- University and Students' Union staff have worked collaboratively in engaging with the following organisations:
  - » White Ribbon Campaign, promoting a commitment to end male violence against women
  - » Birmingham County Council, developing and implementing a cross-city campaign to raise awareness of honour-based abuse
  - » West Midlands Police, developing a cross-city campaign to promote female safety

The focus of work around harassment and discrimination in 2022/23 will be the introduction of a new campaign targeted at preventing unacceptable behaviours; and the development of student training materials in relation to EDI issues (including consent and active bystander training).

# GENDER PAY GAP



## KEY FINDINGS:



The University's mean gender pay gap has improved since last year from being 9.0% lower for women to now be 8.6% lower for women.



The median gender pay gap has remained the same since last year at 8.0% lower for women.

## WHAT IS THE GENDER PAY GAP?

Gender pay gap reporting is an annual statutory requirement for all UK employers who have more than 250 employees. The gender pay gap shows the difference between the average earnings of all men and women in the university regardless of their role or grade.

## WHAT IS THE DIFFERENCE BETWEEN THE MEAN AND MEDIAN?

### MEAN

The mean is the average value of a set of numbers. It is the total of the numbers divided by how many numbers there are.

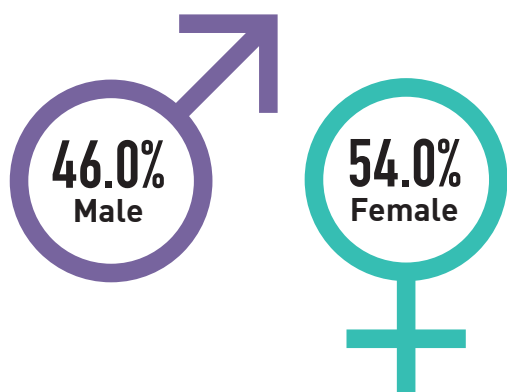
VS

### MEDIAN

The median is the middle point of a set of numbers. It is found by ordering the numbers in size from smallest to largest and then selecting the value in the middle of the list.

## GENDER COMPOSITION OF OUR STAFF

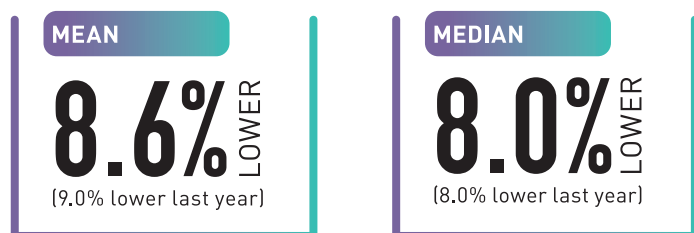
covered by the gender pay gap reporting requirements



# GENDER PAY GAP



## WHAT IS OUR GENDER PAY GAP?



This compares with the results of the 2020/21 gender pay gap, which for the whole economy were **15.4% lower** for women (median) (Sources: Office for National Statistics (2021), Gender pay gap in the UK: 2021).

The University does not operate a bonus scheme and therefore does not have a bonus pay gap.

## GENDER COMPOSITION FOR EACH PAY QUARTILE BAND

Band	2021		2020 vs 2021 female pay quartiles
	Male	Female	
Lower Quartile	36%	64%	1% decrease in females
Lower Middle Quartile	42%	58%	1% increase in females
Upper Middle Quartile	50%	50%	2% decrease in females
Upper Pay Quartile	56%	44%	1% decrease in females

## WHAT IS CAUSING OUR GENDER PAY GAP?

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, which is reflected in the figures for the division of males and females for the pay quartile bands.



# GENDER PAY GAP



## WHAT ACTIONS ARE WE PERFORMING TO REDUCE OUR GENDER PAY GAP?



Continuing with the Athena SWAN action plan to make further progress on gender equality



Promoting gender awareness sessions to colleagues



Identifying female colleagues who display high potential and supporting their development through the Springboard and Aurora Programmes to enable them to take on more responsibility and undertake more senior leadership positions



Reviewing our learning from the lockdown created by the Covid-19 outbreak to see how we can improve our flexible working arrangements to support more colleagues

# ATHENA SWAN



The [Athena SWAN Charter](#) recognises the advancement of gender equality: representation, progression and success for all. The Charter covers women, men where appropriate and trans staff and students in:

- academic roles in STEMM (science, technology, engineering, mathematics and medicine) and AHSSBL (arts, humanities, social sciences, business and law)
- professional and support staff

in relation to:

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

BCU is a signatory to the [10 Athena Swan Principles](#).

2021-2022 was a very busy and productive year for staff involved in embedding Athena Swan across the university. In March 2022, we successfully applied to renew our 2016-2021 Institutional Bronze Award, which had been extended due to the Covid-19 pandemic. Valid until 2027, the renewal recognises BCU's continued commitment to advancing gender equality through a five-year Action Plan which includes a 'road-map' towards a Silver application.

In addition, we have had three successful applications for Departmental Awards (managed at school level within BCU): the School of Engineering and Built Environment, the School of Computing and Digital Technology and the School of Health Sciences. This brings the total of Departmental Bronze Awards across BCU to five and means CEBE is the first Faculty to have a full set of Awards across its Schools. Work towards Departmental submissions is continuing across all Faculties, with a further 4 applications scheduled for academic year 2022-2023.

Advance HE have recently updated and transformed the Athena Swan Charter; this process included the development of a standalone Award for universities' Professional, Technical and Operational (PTO) Directorates and a pilot project to support the first tranche of applicants through the process. We are delighted to report that BCU's IT and Digital are part of this innovative pilot and is therefore in the vanguard of embedding Athena Swan principles across BCU Professional Services directorates. We are hopeful that BCU will be one of the first universities to gain an Athena Swan PTO award in due course.

The Athena SWAN Steering Committee (ASSC) chaired by Professor Maxine Lintern, continues to provide overall direction to the gender equality agenda and to oversee the implementation of the university's Athena Swan Institutional Action Plan. A recent membership refresh has ensured a senior representative from all Faculties and the University Executive Group with representatives from School Self-Assessment Teams sitting on a rotational basis. ASSC work in 2021-2022 was also greatly enhanced by the contribution of the BCUSU VP Equity and Inclusion and this is set to continue.



# ATHENA SWAN



In March 2022, we ran another hybrid xCHANGE festival celebrating International Women's Day. This year the focus was on rest and recuperation with sessions including a launch of the Women in Teaching network, debugging the gender gap, playful encounters with STEAM, including an artistic event, poetry readings and a roadshow addressing period poverty.

Our work and our Action Plan continue to be research-informed, not least by the findings of investigations conducted by Athena Swan Project Manager, Dr Kate Carruthers Thomas on the immediate and longer-term impact of the Covid-19 pandemic on staff of all genders and on specific impacts on promotion prospects and career progression for female academics.

The BCU Women Professors group have continued to meet and discuss how they can bring their influence to bear on matters of gender (and other protected characteristics). The group is undertaking a review of the Professorial appointments system to better enable colleagues to choose the correct 'track' for them, as research and/or teaching focussed academics. In addition, a 'Professors in Preparation' (Profs in Prep) development and mentoring scheme for female academics will be rolled out this year targeted at experienced Senior Lecturers, Associate Professors and Readers. Meanwhile, the Women's Words Professorial lecture series, launched as part of the xCHANGE Festival in 2020, has continued online and is due to move in-person in the new academic year.

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. We can see from our 2022 application that while much has improved since our first application in 2016, some things have changed little, partly due to the impact of the Covid-19 pandemic. These are a key focus of the new Action Plan and require a commitment to action and change, not only from women, but from all members of the BCU community.



# STONEWALL

In 2019 Birmingham City University launched the 'Going for Stonewall' Project with the aim of developing and embedding best practice in LGBT+ (lesbian, gay, bisexual and trans) inclusion for staff and students. This includes making the University's first submission to the Stonewall Workplace Equality Index, the UK's leading employer award for LGBT+ inclusion.

## 2021/22 Project Developments

On 23 February 2022 Stonewall announced the results of its 2022 Workplace Equality Index, with Birmingham City University receiving a Gold Employer award for demonstrating its continued commitment to ensuring LGBT+ staff and students feel welcome, supported, and valued as a part of our community. BCU came 124th out of 403 participating organisations.

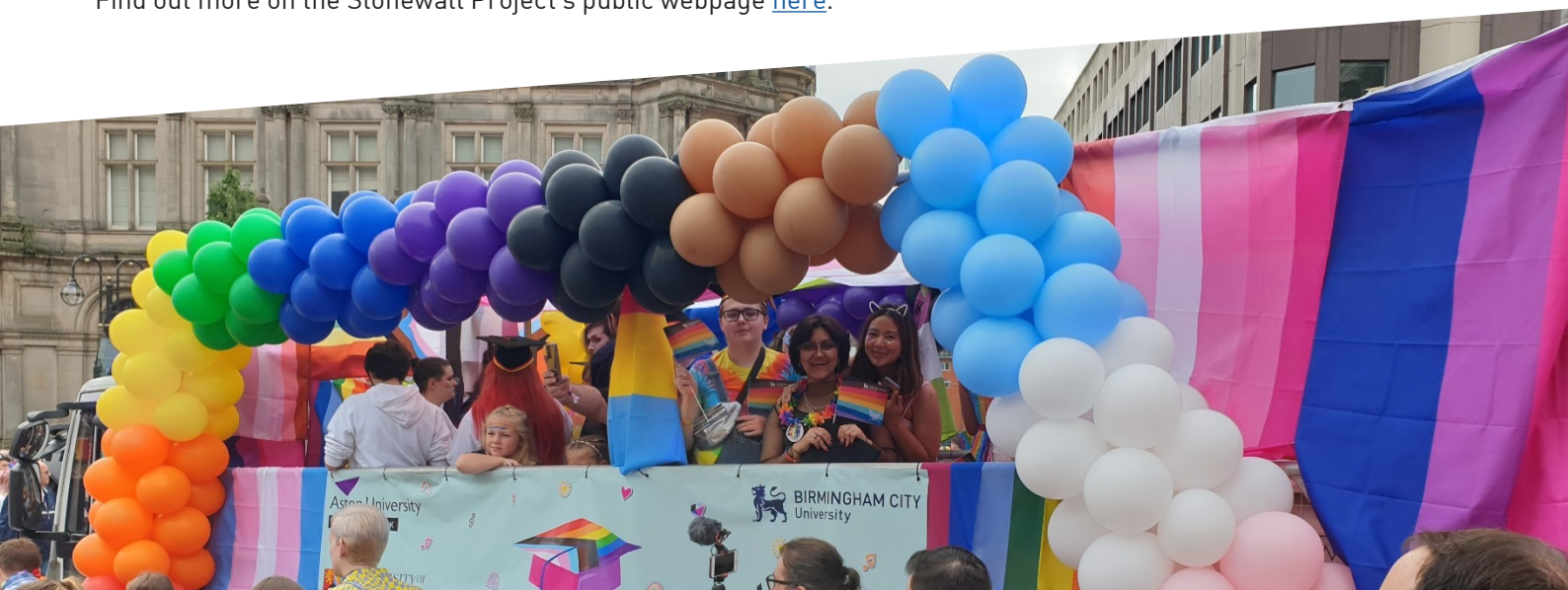
Since the launch of the LGBT+ Allies Scheme in February 2021, over 300 staff have attended facilitated workshops. This has led to a network of over 160 registered LGBT+ Allies committed to developing inclusive practices at BCU. Working with HR, a new LGBT+ Allies training module will launch in October 2022 for all staff to access, including videos from current allies and lived experience content. Following requests, a new resource has been circulated to Allies this year summarising support organisations for LGBT+ people of faith.

Working closely with HR colleagues over the duration of the project, staff systems were successfully amended in early 2022 to acknowledge non-binary staff. This included updated gender and title options, with staff henceforth able to amend these fields themselves along with other monitoring data such as sexual orientation and trans identity.

This year has also seen the final development of the Gender Identity and Transitioning at Work Policy, which was approved by HR Committee in June 2022. The policy provides guidance for trans and non-binary staff, in addition for managers providing support as required.

In February 2022, the project supported a close collaboration of staff and students to coordinate LGBT History Month at BCU, with activities including: an LGBTQ and Faith panel event featuring a screening of 'My God, I'm Queer', pronoun badge-making stalls on every campus, a trans hate crime research talk, Faculty-led events and more.

Find out more on the Stonewall Project's public webpage [here](#).





# RACE EQUALITY CHARTER



The first Race Equality Charter self-assessment team meeting took place in March 2022. The REC-SAT is chaired by the Deputy Vice-Chancellor Academic and deputy chaired by the Director of the Education Development Service. Membership of the REC-SAT is diverse and includes student representation. Emphasis has been placed on working with the group to increase awareness and understanding of the intersection between historical and contemporary racial inequalities. Working groups are currently being established, to focus on specific areas of the charter. The themes are data and research; allyship and education; student lived experience; and staff lived experience.

A successful cross institutional event has taken place to support the development of BCU's charter submission. The event included representation from various organisations associated with Higher Education, and speakers shared examples of best practice regarding the Race Equality Charter bronze submission.

The first annual lecture series on 'Decolonising Academic Practice' was launched and conducted in May 2022. The series was organised by the Education Development Service with the support of UEG members opening and closing the sessions. The series engaged with learning across the sector from both subject specific, history, and general practice for decolonising HE. Recordings of all the sessions have been made available to the public on YouTube. In addition to this, the inclusive practice toolkit has been refreshed to develop nine key strands for developing inclusive practice in our teaching staff at BCU. The toolkit is a collaborative effort across the institution that provides next steps and actions around specific elements of inclusive practice. The toolkit will be launched next year.



# BLACK LIVES MATTER ANTIRACIST COMMITMENT PLAN



Launched in May 2021, the [Black Lives Matter Antiracist Commitment Plan](#) is a five year plan, used to support the University to identify and eliminate the barriers in our systems, policies, processes and practices that perpetuate systemic racism. It is a framework used to drive change across key areas of our organisation such as:

- learning teaching and assessment
- research and knowledge exchange
- people values and partnerships; and
- leadership

An overview of how we are performing against the key workstreams detailed in the plan is outlined below.

No.	Black lives matter antiracist commitment plan workstreams	RAG
1	Diversity of Boards and Committees	YELLOW
2	Research scholarships, funding and PhD pipeline	YELLOW
3	Student Equality Diversity and Inclusion Development Programmes and Support	RED
4	Race Equality Charter	YELLOW
5	Reporting Harassment and Discrimination	GREEN
6	Decolonising Curricula and Inclusive Practice	YELLOW
7	Equality Diversity and Inclusion Training and Workforce development –	GREEN
8	Reverse Mentoring and Antiracist Allyship	YELLOW
9	Research into the lived experiences of students and staff	RED

The colour code indicates the following status:

**RED** = behind the target

**YELLOW** = in progress

**GREEN** = on target.



# DISABILITY CONFIDENT



The work for the achievement of this charter 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; BCU 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.

The University continues to commit to the Disability Steering group who fully engage with and support the achievement of the Charter Mark and in fact the emergence and on-going presence of the steering group significantly contributes to the fulfilment of criteria within the Charter mark. The Steering group supports the University's commitment to ensuring that Disabled staff have access to a transparent conduit by which feedback from disabled staff can be achieved and acted upon when required.

Progress towards Disability Confident level 2 continues into the next academic year with a focus on developing policies to support Disabled staff, recruitment and training in the hope of full completion of the charter mark criteria by the end of the next academic year to achieve a level 2 award.



# MENTAL HEALTH CHARTER



The University became a member of the [University Mental Health Charter Programme](#), delivered by Student Minds, in July 2021. Membership of the Programme will allow the University to apply in due course for the University Mental Health Charter; but more importantly, membership 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.

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

In 2021/22 a Mental Health Charter Working Group was established, chaired by Professor Peter Francis, Deputy Vice-Chancellor (Academic). The Group includes members from across the institution, as well as from students and the Students' Union, and is tasked with leading the University's submission for the Mental Health Charter Award, and identifying areas of best practice and opportunities for improvement.

The work of the Group has been supported by the creation of five workstreams, with four mapped directly to the Charter domains and a fifth responsible for the gathering of data and other information relevant to all domains. Workstream members are responsible for obtaining evidence of the current University landscape in respect of mental health, and for identifying current gaps. The Working Group will then use that evidence and analysis as the basis for a self-assessment against the Charter framework; in turn that self-assessment will become the University's submission for the Mental Health Charter Award.

2022/23 will see the launch of a communications plan to support University stakeholders in understanding and supporting the work associated with the Charter, including the delivery of special events and activities. Submission for the Award is currently planned for the first half of 2023.





# RACE EQUITY AND INCLUSION STEERING GROUP



Since the last report our members list has grown. We currently have an impressive 41 members and no doubt this will increase in the coming months. We hold a safe space for members to share their lived experience. We also encourage members to speak with their line managers about having protected time to contribute to the ongoing projects.

Since 2021 we have continued to hold our members meetings online however this may well change in the coming months as we are looking at ways to increase interaction. As the chair for the steering group, I have reached out to the wider university to highlight the steering group and will look at ways members can have more involvement in matters that relate to Equality and Diversity.

In November 2021, we held our first round table online. This was around barriers in higher education we had staff from within the university as well as external individuals as speakers. The invitation was open to internal and external staff and was very well attended and we received positive feedback.

We also held a workshop on progression and promotion for people of colour this event was for BCU staff only. Again, a well attended event. Attendees shared their recruitment experience and what needed to change in order to make the process more inclusive.

This year in 2022 we worked with a senior academic and supported two workshops which focused on progression and promotion for academics. We also hosted a round table discussion on the South Asian Diaspora, where we had speakers from the UK and abroad and discussed topics that were of importance to them. We also celebrated international women's day where we celebrated BCU women of colour. We held a panel talk where university staff members shared their career journey.

For the first time we celebrated South Asian Heritage Month where we had speakers from within the university and abroad who spoke about a topic connected with journeys of empire which was the theme for 2022.

During Black History Month a number of 'meet and greet' events were held. Steering group members introduced themselves and discussions focused on the theme for the month 'Time for change: Action not words'.

We are also keen to celebrate community festivals, this is another step forward towards integration and inclusivity. We arranged an Iftar to celebrate the opening of a fast during the month of Ramadan. This was open to Muslim and non-Muslims. We are looking to host another Iftar for Eid next year. An article about Eid was published in Tiger Today.

We also wrote an article for Vaisakhi a Sikh festival and commemorated the birth of Guru Nanak Dev Ji – the founder of the Sikh religion by writing an article in Tiger Today. Our plan is to raise awareness of events that are important to different communities as we feel they deserve equal importance to other festivals that are celebrated throughout the year.

As you can see, we have been working hard to see how we can encourage equality diversity and inclusivity within the university. We will continue working in this area as we plan our projects for 2023.

# LGBT+ STAFF NETWORK



In the last calendar year 2021/22, the BCU LGBTQ+ Staff Network has developed in its approach to greater inclusion internally as a network, with a more visible representation externally. We have also grown in the number of members due to its continual support from Birmingham City university and the personal passion of the network members. [BCU at Birmingham Pride : Birmingham City University](#)

This year we have had a new chair and an additional 10 new members who have joined the network and these members are contributing in a way that we have never seen before, as they are stronger authentic voices, of true representation of the LGBTQ spectrum and its umbrella letters of this community.

We have celebrated and said farewell to our Stonewall project manager but still hold onto six months secondment for some new energy and thoughts, plus the completion of a few more projects that we still have outstanding (we recognise there is a need for continual employment in this area to maintain the high standards that have been reached through the employment of a Stonewall project manager, and collaborative works with equality diversion inclusions committee manager). Successes such as the excellent Trans rights policy that defines clearly, for both staff and students at Birmingham City university, their Trans rights to work in a place where they feel included and safe. Some of our greatest success this year comes from the simple things such as meeting in a social space, with full diverse representation of our network and feeling a part of the wider community as we socialise and enjoy Birmingham together as a network.

We have seen greater inclusion and representation for many different areas of diversity in the network, which we have been actively seeking. We now have authentic voices that represent a broader spectrum of our whole community, and this is allowing for greater meaningful projects being delivered upon request.

We have faced challenges as a network around transphobia particularly on campus and this has led to many monthly meetings being directed towards solutions. Birmingham City university has taken a respectful stance against this type of phobia and as the network we have celebrated and commended the University for their intelligent approach towards creative solutions in an area that is already highly charged. Report and support followed with the respect poster campaign deliberately placed in the correct spaces, was both intuitive and supportive to our network.

As a network we recognise our responsibility to demystify and improve communication around our multifaceted community. Earlier this year we arranged for 2 network members to prepare and present a wonderful piece of work on pronouns and identity to support and demystify the communication barrier. As a network we fully understand that we must internally understand ourselves first, to support ourselves, and to then allow others this information without any complication, which promotes healthy platforms for open conversations. We continue to offer an open heart, open mind approach towards understanding every aspect of our community within the Staff network, BCU as a whole and the broader EDI Committee. This thinking, we believe, is proving to be a success. We maintain our ethos and motto as one of an open hand to join or to shake, we do not take militant approaches towards the education of others in understanding who we are, but we also maintain high levels of self-respect of our identities.



# LGBT+ STAFF NETWORK

For Black History Month, one of our committee members [created a playlist \(internal access only\)](#) to use music and the titles of each song to represent a sense of enjoyment, celebration, and togetherness. The artists chosen, and what they believe is inclusive representation, can be found on our LGBTQ+ Staff Network intranet page to enjoy.

As we look to the future, we are keen to fully understand the staff and student surveys from the important content to the final data collection outcomes. We will be hot on the trail of monitoring how the staff and student surveys are collated, and the final data disseminated.

We continue to educate and build opportunities for ourselves to connect and celebrate. To this end we have two members who have re-energised our [iCity page \(internal access only\)](#) where it is now starting to become a place of learning from the past, a place of current opportunity to understand and get involved, and a point of information that allows us to meet as a network, and celebrate, socialise together, with a sense of love peace and community.



# DISABILITY STEERING GROUP



The group formed in spring 2020 with the aim of progressing disability equality for 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 2021/22:

1. Receiving regular updates from our Estates Department on access issues and making representations to the Estates Department where we identify access issues. In December 2021 the Chair accompanied access auditors around our new STEAMHouse building to identify any outstanding concerns.
2. Members arranged a Disability Roundtable event in April 2022 comprising a panel of Disabled students and a Disabled graduate sharing their experiences of university, facilitated by Beatrix Livesey-Stephens, the NUS Disability representative on the Liberation Campaign Committee. The audience included students and colleagues.
3. Members organised events to mark UK Disability History Month 2021, including a talk on disability, sex and relationships from the charity Enhance the UK.
4. Members are supporting the development of a project within the Faculty of Arts, Design and Media mapping the Disabled students' journey, having taken part in a pilot focus group to help the researchers test their model.
5. The group continues to highlight the experiences of Disabled staff and is supporting a series of focus groups to elicit the experiences of Disabled staff and shine a light on policies and procedures in need of improvement.
6. The group is investigating the resources required to become a Stoma Aware University.
7. Members of the group have contributed to the development of the University's partnership with EmployAbility, who provide bespoke support for Disabled students and graduates in finding graduate level employment.
8. Members of the group are about to present a business case for the development and delivery of a SEDA-accredited course for academic staff on inclusive practice.





# WOMEN IN TEACHING NETWORK



Launched during International Women's Day in February 2022 with a view to improve fellowship recognition and career opportunities for women who teach or support teaching at BCU.

- We currently have 33 women engaged with the network. We have had two meetings so far and will meet on a quarterly basis.
- We will be planning an event for International Women's Day/Women's History Month next academic year.
- We have been able to identify 11 women who wish to be mentored, and four have been assigned a mentor so far and will be submitting Senior Fellow/Fellow applications this year.
- We have identified two women who will be working toward Principal Fellow.



# UNIVERSITY EDI COMMITTEE REPORT



The University EDI Committee plays a key role in tackling the EDI challenges facing BCU. It facilitates the effective communication of EDI matters, helping to share examples of best practice in order to advance equality. The committee structure ensures that 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 EDI strategy and to hold 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. Please note, this list is not exhaustive:

- A number of policy reviews have been undertaken this year, including the University's Equality Diversity and Inclusion in Employment policy; the Disability and Mental Health policy and Staff/Student relationship policy.
- Following the launch of the Mandatory EDI training for Staff in February 2022, completion rates across Faculties and Professional Service Departments have been regularly reported to the Committee to ensure rates of completion increase.
- An evaluation of the Aurora positive action programme, an early career leadership development programme run by AdvanceHE for women, up to senior lecturer level or the professional services equivalent.
- Responses to the staff survey were evaluated from an EDI perspective to gain a more nuanced understanding of staff experiences viewed through the lens of disability, ethnicity, gender and sexual orientation to identify areas of concern and future focus.
- The Committee received a presentation highlighting how the lack of access to menstrual products can be a barrier to participation for students and staff, resulting in a central fund being established for the provision of free menstrual products across BCU campuses.
- Regular updates on the efficacy of faculty and departmental EDI reports and plans in response to the University's equality objectives and recommendations for improvement.
- Progress update reports for each equality charter and colleague support network.
- Updates on the Black Lives Matter Antiracist Commitment plan.
- Regular updates are also received on the progress of the University equality objectives to drive improved outcomes.

# BCUSU EDI REPORT



EDI is an integral part of BCUSU and feeds through everything the organisation delivers via areas such as:

- The Equity, Diversity and Inclusion Committee that reports into People and Remuneration Sub Committee (a sub committee of the BCUSU Trustee Board)
- The People Plan led by the People and Culture Team that includes areas such as staff training and recruitment
- The work of all our student led societies but specifically the Protected Societies and Faith and Cultural societies
- Training for our most engaged students (Student Reps and Society Leaders) on EDI

This report attempts to capture all of the work the organisation has undertaken across the 2021/22 academic year.

## **Inclusivity, Liberation and Accessibility**

Through our Executive Officers we have played an integral role in contributing to the various University working groups including

- Athena Swan Committee, involving the Women's Society to ensure changes have student voice at the heart of decisions.
- Stonewall Working Group
- Race Equality
- Disability Steering Group

The bi-monthly BCUSU Equity, Diversity and Inclusion Committee which consists of a range of BCUSU staff, Executive Officers and University colleagues has worked hard to involve, engage, and strengthen the voice of students. Throughout the academic year various Protected Societies have attended and presented on areas such as Faith space and sensory rooms.

The committee also focuses on data and regularly presents BCUSU engaged student demographic data (Student Representatives, Society members) against University demographics to look for any areas to target. The most recent results show:

- Reps are over-represented against BCU demographics in white students by 6%
- Reps are under-represented against BCU demographics in Black or Black British -African students by 7%
- The rest of the demographics are pretty much in line with the University demographics

Our Executive Officers have advocated for students on discrimination complaints, ensuring they receive the correct support and guidance.

We played an integral role in the establishment of the Report and Support tool allowing all staff and students to record any issues related to safeguarding, discrimination, bullying and receive the correct support from University colleagues.

# BCUSU EDI REPORT



A group of residents local to an Abortion Clinic requested support for their Public Space Protection Order (PSP0) consultation to protect the users of the clinic from anti-choice protesters, our Executive Officers have agreed to support this.

A visit to Ferndale Primary School gave opportunity for inspiring conversations with children between the ages of 9 – 11 about university, aspirational changes in EDI and some of the activities carried out by the Students' Union.

To improve the student community awareness of institutional racism, an article on Child Q expressed the details of the how racism in education is ongoing and where students can find support.

More is being done to improve the awareness within the Student Parent community of the breast feeding rooms across the University campuses with work underway with IT to make it easier to find locations online.

BCUSU staff are strong supporters of BCU's LGBT+ Ally scheme, with most of the staff having completed the LGBT+ Allies training and participate in the BCU Staff LGBT+ network and support their events. BCUSU also offered all staff (including student staff) pronoun badges which can be worn on their lanyards and provided information and guidance on the importance of the correct use of someone's chosen pronouns.

## Campaigns

With the successful implementation of the Be S.E.E.N (Support, Education, Empower, Network) programme, there has been marked improvement of the protected societies activity both in student facing organising and contributions to meetings within the Students' Union and University.

The Student Safety campaign is ongoing with the development of a webpage to house;

1. legislation for students to know their rights in relation to police
2. travel routes from key student areas
3. top tips for keeping safe on campus
4. ongoing work on our Getting Home Safe Policy
5. housing the policies and procedures used by the Eagle & Ball
6. promotion of personal protection devices in our campus shops

Working alongside the Women's Society, the development of a Period Poverty Working Group is aiming to address the need for free period products for all students who menstruate. This group includes university colleagues and researchers on relevant topics.

Led by our Protected Societies BCUSU are assisting with ongoing conversations with BCU Space Management to provide a sensory room for neurodiverse students with the view to have a room in both City Centre and City South Campus.

In addition to the sensory room, we are also in conversation to accrue a permanent multi-faith space at City South Campus with the support of both the Islamic Society and the Multi-Faith Society.



# BCUSU EDI REPORT



In light of recent transphobic events on campus, the Executive officer team are working on a number of areas to support transgender students;

1. Creating a proposal for the acquisition of gender-neutral toilets on campus
2. Supporting the LGBTQ+ Society's Digital Trans awareness campaign.
  - » This aims to educate all students on the lived experiences of transgender students at BCU.
3. Improving the Transgender student policy of BCU through the Student Experience Committee.

Decolonising the curriculum has been an ongoing campaign throughout the academic year with great strides being made, working groups have been set up in some courses in HELS and we are working closely with colleagues in the Education Development Service to expand these further.

## Events

Since the easing of the lockdowns, there has been an increase in demand of events from the organisation and our students. We have delivered 15 collaborative events to the students of BCU, celebrating the History Months, faith and culture and student voice:

- Navratri
- Holi
- Chinese New Year
- Eid
- Iftar on Campus
- Diwali
- International Dance Day and many more

We supported our societies to deliver exciting events such as Langar on campus, Queer prom, LGBTQ+ history month in collaboration with the BCU staff network and a BCUSU float at Birmingham Pride.

Black History Month had a range of events under the theme of Proud to Be, with events continuing to celebrate Black students and Black history throughout the year.

Holocaust Memorial Day was marked this year with a speech on modern day genocide at an event organised by Birmingham City Council.

We took a bus of BCU students to London to attend the NUS strike; Walk Out Teach In, which proved a great opportunity for students to learn more about the work of NUS and how they can apply their voice to student activism.

# BCUSU EDI REPORT



A collaborative Vigil for Peace, hosted in the Aston Students' Union, ensured students affected by war could express their feelings through art mediums and informal conversation.

We supported UCB with a Reclaim the Night March, a protest on violence against women and girls in the night-time.

Finally, we hosted our sector first, Black Students Matter Conference, where Black students joined us from across the country to engage in a range of panel discussion and workshops centred around improving the black student experience. All sessions were led by Black leaders and professionals from NUS, BCU Black Studies Course and Professional Services.

## Training

As part of our training for Society Leaders and Student Representatives we delivered an EDI module both online and face to face, the module was created by colleagues in the BCU EDI team. Our Protected Societies received additional campaign training to help them deliver more impactful campaigns for their members.

Through our Executive Officers we worked with colleagues in the Faculty of Health, Education and Life Sciences to create an inclusive practice toolkit that will be rolled out to other Faculties over the coming year.

Each year for staff we deliver several courses to help raise awareness of EDI issues and strengthen skills and abilities in creating an inclusive and equitable environment for the organisation and the students we represent. This year the courses have included:

- Anti-Semitism Awareness Training
- Digital Self-defence and Self-Care (which included strategies on how to combat online discrimination)
- Updated the Prevent training
- Replaced the previous mandatory EDI online training module with BCU module on Moodle. This is undertaken by all core staff and student staff.
- All managers, before the end of the year, will have completed the NUS delivered course (12 hours) on Creating Equity at Work

# LOOKING FORWARD



The University's Equality Diversity and Inclusion strategy was formally launched in September 2021. The strategy sets out the opportunities, priorities and challenges facing BCU that we collectively need to address to advance equality and improve outcomes for students and staff.

Our equality objectives form the foundation of the EDI strategy and are designed to ensure that every member of the University community can contribute to them. This ensures that we continue to move beyond our public sector duty to eliminate discrimination, harassment and victimisation; advance equality of opportunity; and foster good relations between people who share protected characteristics and those who do not.

We are committed to realising our vision to create an environment where everyone feels included and no one is left behind, and in line with this vision, we will continue to drive forward the priorities detailed in the University EDI Strategy 2025.

It is clear from this year's annual report that there have been a number of significant achievements in relation to EDI. However, there remains a lot more work to be done, so to this end we will continue to focus on the following areas:

- Working with equality charter leads, colleagues and students to advance race, disability, LGBT and gender equality
- Faculties and Professional Service Departments will continue to work collaboratively to support the priorities in the University's Access and Participation Plan and in particular:
  - » reducing the awarding gap between White and minoritised students
  - » reducing the awarding gap between students from the most and least disadvantaged neighbourhoods.
  - » Increasing the diversity of students accessing postgraduate research studies
  - » Targeted improvements in respect of graduate outcomes
  - » Supporting the recruitment, promotion and progression of staff currently underrepresented in our workforce
- We will continue to drive the work stream priorities in our Black Lives Matter Antiracist Commitment Plan
- The University's main EDI Committee will conduct 'deep dives' into the performance reports generated by the Report and Support platform that is used to report incidents of bullying, harassment, discrimination and victimisation
- We will develop equality diversity and inclusion training for students; and
- We will continue to drive progress with the University Mental Health Charter
- The equality impact of key organisational policies and decisions will be reviewed for negative differential outcomes.



