

Equality and Diversity Annual Report 2019-20

**All Different:
All Bournemouth University**

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Our Commitment

Inclusivity is one of our core values that underpins all that we do at Bournemouth University (BU) and cuts across all of our activities. We are proud of our increasingly diverse community and work to take action to address gaps and challenges in Equality and Diversity in order to support development, progression and achievement for all.

We are committed to both the elimination of unlawful discrimination and the positive promotion and celebration of Equality and Diversity. We expect all of our community to treat others with dignity and respect at all times. We do not tolerate unfair or unlawful treatment on equality grounds, and we are committed to a working and learning environment that is free from harassment and bullying, and which treats all with dignity and respect providing a positive and inclusive community for all. We have channels for reporting any incidents and/or concerns supported by appropriate policies and procedures where appropriate.

Our Progress

This report seeks to provide an overview of progress, key achievements in line with our core values and our strategic objectives to embed inclusivity in all that we do. The content reflects the activity over the last academic year. It outlines how the University meets its obligations in accordance with the requirements of the Equality Act and the Public Sector Equality Duty and General Equality Duty to advance equality and ensure that people with protected characteristics are not disadvantaged, steps are taken to meet the needs of protected groups and positive relations are fostered to address prejudice and promote understanding.

It highlights key achievements throughout the year in line with our aspirations, in addition to reporting emerging themes and our plans to address these.

Our Partners

Our commitment to inclusivity includes working in partnership with staff, students, the wider community and other external stakeholders to supporting both our own and those of others to meet commitments to Equality and Diversity.

We recognise that part of this reporting year has been unlike any other given the global pandemic and its impact to staff and student activity. Our key principles in managing the impact of the pandemic have been to ensure that people are at the heart of all that we have done and to ensure inclusivity has been firmly embedded in this. The continued commitment from staff and students to ensure our inclusivity agenda has progressed as far as possible during these difficult times is much appreciated and recognised.

Our achievements have been in partnership with staff, students and external stakeholders. In our continued work to enhance our approach to inclusivity, we have marked specific events in addition to engaging with stakeholders to talk about Equality and Diversity issues, such as Dorset HealthCare University NHS Foundation Trust, AFC Bournemouth and Chrysalis. Talks included senior NHS Trust staff talking about their own career journey, disability outreach work, gender identity and eating disorders. We are participating in the Office for Students' *Responding to Hate Crime* funded work, the impact of which has resulted in a student evaluating the Bournemouth and Poole Citizens Advice Hate Crime project and presenting the work at an international conference.

To support the BU community, resources such as FAQs, staff networks and podcasts have been shared throughout the year to continue our commitment and to assure staff and students that the university continues to provide necessary and appropriate support during these difficult times. We would like to thank the students, staff and members of the wider community who have worked with BU to deliver this programme of work. This would not have been achieved without their engagement and support. We look forward to continuing this work in conjunction with BU2025 as we endeavour to embed inclusivity throughout BU.

Jim Andrews, Chief Operating Officer, Karen Parker, Director of HR Services

1. Our Equality Duty

1.1 The Equality Act 2010, created the public sector equality duty which brings together the equality duties across all of the protected characteristics. In accordance with our obligations under this duty we are required to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
- Advance equality of opportunity between people who share a protected characteristic and those who do not.
- Foster good relations between people who share a protected characteristic and those who do not.

1.2 As a public institution we are required to publish information to demonstrate our compliance with the duty in addition to setting equality objectives.

1.3 Higher Education Code of Governance

1.3.1 The Higher Education Code of Governance published in September 2020, is aimed to support HEIs to deliver high standards of governance across institutions. The purpose of the Code is to identify key values and elements to form an effective governance framework. It recognises that there are also cultural requirements of effective governance in terms of relationships based on honesty and trust, accountability and leadership. One of the six key elements, which incorporates the key values relates to Inclusion and Diversity. The key elements / expectations outlined within the Code in respect of inclusivity and diversity include; legislative compliance, elimination of unlawful discrimination, harassment and victimisation, advancing equality of opportunity, promotion of an inclusive culture, a review and report on BU's approach to equality, inclusivity and diversity and the governing body reflecting on its own composition and encourage diversity in all its forms. The content of this report reflects the key elements outlined in the Code.

1.4 Gender Pay Gap Reporting

1.4.1 As an employer of over 250 staff, BU is required to publish our gender pay gap annually. This is the difference between the average earnings of men and women across an organisation. The Government made publication of Gender Pay Gap (GPG) in March 2020 (for data as at March 2019) optional given the pandemic. Whilst BU has not published the details, the details have been completed and are referenced later in this report. The six gender pay gap and gender balance metrics that we must legally report on are as follows:

- Mean gender pay gap.
- Median gender pay gap.
- The proportion of men and women in each salary quartile.
- The proportion of men and women receiving bonuses in the twelve months preceding the relevant date.
- Mean bonus gender pay gap, based on bonuses received in the twelve months preceding the relevant date.
- Median bonus gender pay gap, based on bonuses received in the twelve months preceding the relevant date.

1.4.2 The mean is an average that involves adding up all the numbers in a list and dividing the result by how many numbers were in the list. The median is an average that involves putting all the numbers in a list in numerical order and then selecting the middle number. Further details are provided later in the report.

1.4.3 This remains a challenging area for BU and initiatives will take a number of years to have a full effect.

1.5 Eliminating Discrimination and Promoting Good Relations

1.5.1 Inclusivity Training and Development

1.5.2 We promote inclusion and the expectations of staff and students through leading by example, our various policies and procedures, through specific events (some targeted at international staff and students) and training and development. All new staff are required to complete a mandatory E-learning resource to develop their understanding of equality and diversity issues. In addition, there are:

- Regular briefings on the Equality Act and associated elements are delivered,
- Unconscious bias training is delivered regularly,
- Staff who are involved in recruitment are required to undertake recruitment and selection training which includes unconscious bias and diversity,
- Discrimination and harassment also form part of the employment law development sessions delivered.
- This year specific development in respect of diversity has been provided as part of our requirements in line with the Research Excellence Framework 2021. Development has been provided to staff involved in the REF 2021 preparations with a focus on how implicit bias can affect the process in terms of how staff are advised and supported and how outputs are assessed. The impact of this development is that those involved in considering staff circumstances are able to apply the REF guidance to various scenarios and practice making decisions.
- Workshops run with regard to undertaking equality analysis,
- Respect at BU – sessions which outline our obligations in building a culture of dignity and respect, the legislative context, impact of bullying and harassment in the workplace and its elimination. Respect at BU has also been supported by the department of social sciences. This involved sharing two hate incident/crime scenarios with all BA level 4 Social Sciences students for them to consider and discuss. In-class feedback was positive and suggests students are familiar with what action they should take if they experience or witness a hate incident/crime. The longer-term impact of this work was recently shown by a BU student who agreed to evaluate the Bournemouth and Poole Citizens Advice Hate Crime project as part of his undergraduate dissertation project which will be presented at the International Network of Hate Studies' International Conference in December 2020.
- The University has considered the recommendations of the Equality and Human Rights Commission report on Racial Harassment in Higher Education. A review of the BU position against the findings has been undertaken and next steps are being worked through.

2. Incidents

2.1 During 2019/20 there were three reported incidents which affected the BU community and occurred both on and off-campus. The incidents covered race and gender identity. When compared with previous years the number of reported incidents has declined. Whilst this can be seen as positive, we are aware that these cases are often underreported and will continue to encourage reporting going forward.

2.2 There was one academic appeal and three academic complaints that raised 'Equality and Diversity' elements at the Central Review Stage. An analysis of the cases shows that one case was partially upheld, and three cases were not. All academic-related complaints are handled by Academic Services. In addition to the above there were no non-academic complaints handled by Student Services. There were 4 formal complaints from staff on equality grounds.

3. Equality and Diversity 2019/20 – Key Work & Outcomes

3.1 This section provides a summary of each key priority, responsibility for completion is a shared task between staff within Faculties and Professional Services.

3.2 Race Equality Charter Submission and Award

3.2.1 Target: To demonstrate commitment to enhancing our practice through achieving an institutional bronze REC award.

3.2.2 Part of our inclusivity agenda is to ensure that we have a workforce that is as diverse as possible and this work, therefore, aims to improve the representation of minority ethnic staff and students both in terms of increasing numbers and career progression, attainment and success. In preparation for this focus of activity has been to review activities, best practice and evidence in order to prepare our submission to the Race Equality Charter (REC) in July 2021. BU is on schedule to do this in order to achieve a bronze institutional award in recognition of current and planned Race Equality work.

3.3 Black Asian Minority Ethnic (BAME)

3.3.1 Target To increase representation of BAME staff and students across BU

3.4 Staff

3.4.1 BU currently has 10% UK BAME staff and 16% UK BAME students which is below the sector profile for BAME staff (13%) and students (24%). BAME profile for Bournemouth Christchurch and Poole is 12% and Dorset 4%. Depending on which measure is used the university is representative of the demographic area.

3.4.2 The actions to increase representation of BAME staff through recruitment is ongoing and through targeted advertising, BAME representation on recruitment panels, development for progression and promotion, mentoring schemes and reintroduction of 'blind' shortlisting we aim to increase this year on year.

3.4.3 We are making steady progress in this respect as the proportion of BAME academics at grades 8, 9 and 11-12 has increased since 2015/16. Depending on the year there has been either a 3% or 4% increase. It is recognised that the proportion of BAME staff in a grade 10 role has declined since 2015/16. Further examination has identified that the numbers of BAME staff at this grade have remained small, i.e. under 10. There has also been a small number of BAME staff leaving BU during the reporting period. We will seek to establish the reasons for this and ways to increase representation at this level.

Figure 1: Proportion of BAME academics in senior roles 2015/16 to 2019/20

	2015/16		2016/17		2017/18		2019/20	
Grade	BAME	White	BAME	White	BAME	White	BAME	White
8	9%	89%	12%	85%	15%	83%	19%	76%
9	8%	88%	8%	90%	11%	87%	10%	89%
10	12%	87%	9%	88%	7%	90%	8%	88%
11 to 12	10%	90%	12%	88%	13%	85%	12%	84%
12+	29%	71%	29%	71%	17%	83%	17%	83%

3.4.4 The work has not yet had an impact with Professional and Support staff with the proportion of BAME staff employed in a grade 9+ role remaining at 2% since 2015/16.

3.5 Students

3.5.1 Our aim is to increase representation and reduce the student attainment gap during 2019/20. BAME student attainment gap for the sector is 13% in 2018/19. BU reflects the sector position. We also aim to achieve higher degree awarding rates, improved continuation rates and improved employment outcomes for BAME students.

3.5.2 Work undertaken by BU to explore the experiences of BAME students has identified that an admissions interview may have a negative impact on the offer rate to Black students. To address this, interviews are no longer undertaken in programmes such as Physiotherapy, Occupational Therapy and Sports Therapy. The entry requirements have been broadened to accept a range of BTEC courses and the requirement for a written submission has also been removed from the selection process for specific programmes such as Social Work and Occupational Therapy. BU anticipates that these changes will result in increased offer rates to BAME students and will review this when data is available at the end of the 2021 admissions cycle. The Faculty of Health and Social Sciences, which is one of the Faculties that undertakes interviews, started to address this issue by running unconscious bias sessions for programme admissions leads and those on admission panels. This work will continue to be progressed during 2020/21.

3.5.3 In addition BU is introducing a university-wide educational programme on cultural diversity and inclusivity from level 4 (Year 1). To further support Programme Teams, an Inclusivity Health Checklist (IHC) was introduced for the first time into the Annual Monitoring and Enhancement Review (AMER) to establish how Equality and Diversity issues are being considered at a programme level and make recommendations where appropriate. In terms of our curriculum, BU will be commencing work with representation across BU to consider how we can decolonise to ensure it is representative, accessible and inclusive.

4. Work within the community & events

4.1 Work within the community continues, including regional discussions hosted by Prejudice Free Dorset in addition to responding to requests from the Dorset Race Equality Council to outline what new actions are being undertaken at the university as a result of Black Lives Matter Movement. These have been organised around 3 themes. Some of the actions proposed under each theme are shared below.

- **Talking about race** - To undertake a series of interviews which involves senior members of the BU community talking about race equality. Proposed topics are language, attainment gap, representation in senior positions, decolonising the curriculum, ethnicity pay gap and staff/student networks.
- **Engagement with BAME students and staff** - Undertake a series of focus groups with BAME students and staff to establish what BU/SUBU need to continue doing or start doing in order to create a sense of belonging. Invite the chairs of the Black Students' and Asian, Arab and Minority Ethnic Students' Campaigns to become members of the Equality and Diversity Committee.
- **Development of BU staff, staff and the wider community** - Provide academic staff with the knowledge and tools to review/decolonise their curriculum. Ensure BU imagery reflects the demographic profile of students and staff by ethnic group. When marking key national and international E&D events ensure speakers reflect an intersectional perspective.

- **Data** - BU Race KPI currently compares the % of BAME staff v members of the Professoriate or ULT. When providing future analysis on the Race KPI provide a breakdown by ethnic group. It is proposed that an intersectional perspective is taken. Present student and staff data by ethnic group which also considers information from an intersectional perspective.
- 4.2 To mark Equality and Diversity national dates or as part of a BU programme students, staff and the wider community have had the opportunity to listen to Eugene Yafele (one of the only Black Chief Executives leading an NHS trust), Keryn Seal (former England blind football captain) and gold medalist swimmer Susie Rogers. Ninety percent of individuals who attended confirmed that they had learnt or experienced something that would change the way they work, think or live.
- 4.3 The university has continued work to encourage more open discussions about mental health at events to mark World Mental Health Day. Evaluation of these talks identified that 88% of attendees felt that they had learnt or experienced something that would change the way they work, think or live.

5. Supporting underrepresented groups

- 5.1 As part of our aims to ensure that we provide support and development opportunities for all underrepresented groups, LGBT+ work has continued to progress. This included creation of network groups, transgender policy and sessions to find out more about topics such as Transgender History, being an 'out parent' and being a lawyer who is gay and dyslexic.
- 5.2 To understand the experience of Transgender and Non-Binary students, a survey has been developed which was co-designed with the university's student's union (SUBU) and the Transgender and Non-Binary Students' Campaign. This work is an identified activity from the Athena SWAN work.

6. Accessibility and Parents Groups

- 6.1 Work has been completed on establishing Accessibility and Parents groups which we plan to launch during 2020/21. We see these groups as an important forum to support staff in response to Covid-19.

7. Equal Pay

7.1 Target: To undertake an Equal Pay Review on a biannual basis

- 7.1.1 BU undertakes an equal pay review biannually to ensure staff are receiving equal pay for work of equal value. A systematic analysis is undertaken to investigate whether there are pay inequities arising because of a protected characteristic or differing contractual arrangements. BU has been undertaking Equal Pay audits since 2014 with subsequent audits being undertaken in 2016 and 2018. At the time of preparing this report, BU has completed an analysis of the data for 2020 which shows that overall, our base pay gap is 15% (an increase from 14% in 2018). The working group will meet in early 2021 to consider the data, any inequalities that may be identified and compile an appropriate action plan to address these. A review of the data over the last four years has identified:
 - BAME Employees continue to be paid more than their white counterparts. This has remained stable at between 103% and 105% (2014-2020). As reported in the 2018 Equal Pay Report it is stated that the

- difference can be explained by specific ethnic groups (e.g. Asian and Other Ethnic Groups under the BAME term earning more than white counterparts.
- As identified in the 2018 Equal Pay report, this is possibly explained by individuals from specific ethnic groups earning more on average than white staff.
- Individuals with a disclosed disability earn nearly the same as individuals without a disability. This has improved from 95% in 2014 and remaining at 98% since 2016. This improvement can be explained by more staff disclosing an impairment and seeking support from BU.
- Individuals who practice a religion or belief other than Christianity have consistently earned more than Christian employees, peaking at 112% in 2018. A possible explanation is staff disclosing their religion or belief.
- Individuals who have declared to be LGBT+ have, since 2018, earned less than their heterosexual colleagues. Although in 2016 they earned 107%, this declined to 94% in 2020. This might be explained by a small number of senior LGB+ staff leaving the university or individuals deciding not to provide any information concerning their sexual orientation.

8. Gender Pay Gap

8.1 Target: To eliminate the Gender Pay Gap by 2021

8.1.1 It is BU's aim to eliminate the gender pay gap by 2025 and as outlined above we are required to comply with statutory requirements has to report on a number of criteria based on information as at 31 March each year. The Government made publication of Gender Pay Report (GPG) in March 2020 (for data as at March 2019) optional given the pandemic. Whilst BU has not published the details, the details have been completed recognising that the impact of Covid-19 has delayed the publication of the report, when comparing the results of the 2018 and 2019 gender pay reports, some improvements are identified. These are:

- The mean base pay gap has decreased very slightly by 0.2%.
- The proportion of female employees receiving a bonus has overtaken the proportion of male employees receiving a bonus.
- The number of women in the second highest pay quartile continues to increase

8.2 We continue to take steps towards our aspirations and whilst there is more work to do, some key achievements during 2019 are shared below:

- The number of female senior academics (G9+) has increased by 47%, from 68 in 2014/15 to 100 in 2019/20.
- The number of female Professorial and equivalent academics (G11+) has increased by 71%, from 21 in 2014/15 to 36 in 2019/20.
- In the 2019 professional and support staff pay progression round, 55% of staff receiving discretionary pay progression were female.
- BU has launched six new Research Funding Panels and set targets for academic panel membership for gender and BAME representation that are aligned to BU2025 KPIs. Overall, 56% of academic panel members are female (32/57) and 23% (13/57) have disclosed a BAME background.
- Female only development sessions were held in 2019 to support academics applying for pay progression and promotion. In the 2019 academic pay progression round, 47% of applicants were female and in the internal academic promotion round 52% of applicants were female.

8.3 Whilst we had hoped to make more progress in respect of the gender pay gap, we remain confident that members of the BU Community are paid the same for doing the same work from the equal pay reviews.

However, we know that there is an uneven distribution of men and women across the pay and grading structure. For historical and societal reasons, there are proportionally more men in the higher grades and more women in the lower grades. This is the direct cause of the gender pay gap and we recognise that is challenging to reduce and will take time. We are analysing the information in order to identify informed actions going forward.

9. Gender Equality

9.1 Target: For every Academic Department to Achieve an Athena SWAN award by 2025.

9.1.1 The objective of our gender equality work under the Athena SWAN initiative is to create a gender inclusive culture in which all staff and students can engage, develop and flourish. BU 2025 aims for all Departments to have achieved an Athena Swan award by 2025. Departments are supported via the Self-Assessment Team and Athena Swan Steering Group. Linked to this is a broad action plan which builds on work to date in order to enhance gender equality across BU.

9.2 In 2019/20, in addition to our institutional bronze award, three of our departments have successfully achieved Athena Swan awards, Department of Media Production, Department for Life and Environmental Sciences, Department of Psychology. The table below provides a summary to activity during the year.

Figure 2: Athena SWAN departmental progress at the end of 2019/20

Department	Submission date
Bronze award holders - work progressing for Silver award	
Life and Environmental Sciences	September 2021
Media Production	April 2022
Psychology	November 2022
Submission made in November 2020 for Bronze Award	
Archaeology and Anthropology	November 2020
Work started and submissions in progress for Bronze Award	
BU Business School	April 2023
Computing and Informatics	April 2021
Communication and Journalism	November 2022
Design and Engineering	April 2021
Humanities and Law	November 2022
Midwifery and Health Science	November 2022
Nursing Science	April 2022
Rehabilitation and Sport Science	April 2022
Medical Sciences and Public Health	April 2022
Social Sciences and Social Work	April 2021

10. Wellbeing

10.1 BU has continued to promote its commitment towards ensuring the wellbeing of staff and students. This has involved work being undertaken to evidence criteria for the university to sign up to the University Mental Health Charter which provides a set of principles to support universities across the UK in making mental health a university-wide priority. It forms the basis of the Charter Award Scheme, being developed in 2020,

which will recognise and reward universities that promote good mental health and demonstrate good practice.

- 10.2 Whilst recognising the importance of the above work, it is also necessary to respond to the impact of Covid-19 and mental health and wellbeing. This has involved BU publishing guidance on Covid-19 wellbeing support with line managers being encouraged to ensure they are checking in on staff and taking care of themselves. Information has been provided to support staff with caring responsibilities and information and guidelines to staff to stay healthy whilst working remotely, both physically and mentally. Staff who are clinically extremely vulnerable continue to be supported.

11. Student Attainment

- 11.1 Target: To improve student attainment and have no significant gaps in this - Data shared in this section is drawn from the BU Access and Participation plan covering the period 2020-21 to 2024-25. It focusses on BAME students, mature students and students with a disability. At the time of preparing this report 2019/20 attainment data was not available, therefore attainment data published as part of the institutional Access and Participation plan is presented here.
- 11.2 Progress has been made in the BAME attainment gap that was highlighted in the 2019-20 Access and Participation Plan. However, consistent with sector data, there is still a statistically significant gap of 16% for 2017-18 in the Access and Participation dataset. Disaggregation into ethnic groups shows that whilst all BAME groups have an attainment gap, the size of the gap varies by ethnicity. Black students have the largest attainment gap: 24% in 2017-18. Asian students have a 15% gap and mixed ethnicity students a 7% gap, also in 2017-18, though neither of these gaps are statistically significant in the OfS dataset. Internal data shows the proportion of BAME students graduating with a First or Upper Second-class degree in 2017-18 was 69.6%, a rise of 8% from the 2015-16 figure of 61.6%. This positive improvement results in achieving the 2018-19 target in our Access and Participation Plan which was set at 64.15%. Internal analysis of degree classification and final year award marks has revealed that there is a 3.0% average difference in the mean mark for BAME (60.9%) and non-BAME (63.9%) students over the last 3 graduating cohorts; however this leads to a much larger gap for 'good degree' (average 17% over the last 3 years) as the mean final year award marks are close to the boundary between an Upper Second and Lower Second class degree. This results in the 'good degree' measure being especially sensitive to small differences in the mean, and consequently a larger performance gap.
- 11.3 Although not flagged as statistically significant in the Access and Participation dataset, there continues to be an attainment gap of 6% between young and mature students and whilst this remains below the sector gap of 10.3% the BU gap remains a concern, particularly as it has not narrowed over time despite a 3% increase in the mature attainment rate. More detailed analysis of this gap has identified that it is not related to subject of study, or qualification on entry. It derives from a small difference in average final year marks which, being close to the Upper Second Class/Lower Second Class boundary, magnifies the attainment gap. The gap relates to a relatively small number of students who are dispersed across the institution. Work undertaken to address the BAME attainment gap is outlined in section 2.2 of this report.
- 11.4 The Access and Participation dataset illustrates an attainment gap between disabled students and those with no known disability of 6%. This improved from 2013-14 to 2015-16 but widened again in the last 2 years. The gap, whilst not marked as statistically significant, is larger than the sector gap of 2.8%. In addition, the gap between students with a mental health condition and no known disability has increased over the last three years from 4.8% in 2015/16 to 11.2% in 2017/18; this gap is not evident at sector level. Smaller gaps of

approximately 4% exist for students with cognitive and learning disability and those with physical disabilities in our internal data. Part-time disabled students currently show a 5% attainment gap, although this is not marked as statistically significant in the Access and Participation dataset and numbers are too small for reliable analysis. Work being planned to the progression of disabled students includes progressing the diverse curriculum content, reviewing assessment regulations and supporting the move to online learning.

12. Student and staff demographic

- 12.1 Tables 1 to 5 provide a summary of key student and staff equality data between 2017/18 to 2019/20. Written percentages have been rounded (to the nearest 1%) and therefore may not total 100%. Where possible comparisons are made with sector data provided by AdvanceHE or the Office for Students. In addition to below a more detailed data analysis is provided to the Equality and Diversity Committee. This information and the data outlined below is used to inform all aspects of our Equality and Diversity work and priorities.

13. Students

- 13.1 The age profile of BU students reflects the level they are studying with a higher proportion those undertaking an undergraduate programme aged under 20. A comparison over the three years shows the proportion of students under the age of 20 increased from 77% in 2017/18 to 81% in 2019/20 which reflect the trend that Higher Education is still seen as the next step for the majority of individuals after completing compulsory education. The proportion of students who are over 30 enrolling on a postgraduate taught programme has declined from 49% in 2017/18 to 36% in 2019/20. A possible explanation for this is individuals are not seeing higher education as a priority. Over 50% of students undertaking postgraduate research are aged 30 and over which remained consistent since 2017/18.
- 13.2 Data in relation to ethnicity has identified whether that for home, international or all BAME students has identified a number of issues. For home students the proportion of Black students undertaking an undergraduate programme has reduced to 4% whereas at a postgraduate taught level there has been an increase to 7% by the end of 2019/20.
- 13.3 The level of BAME international students studying an undergraduate programme has remained stable at between 31% and 32% over the three-year period. The proportion of BAME postgraduate students has increased which is reflected in the increase of Asian students studying at BU. In contrast there has been a decline in the proportion of Chinese students. There has been an increase in the proportion of BAME students undertaking postgraduate taught study which reached 80% by 2019/20. The reasons for the increase in the proportion of postgraduate taught BAME students could be explained by individuals seeing this form of education as enhancing future career opportunities. Changes to immigration regulations may have also affected specific groups. The increase of postgraduate taught students is helping BU to increase its diversity on campus.
- 13.4 When the data as a whole the proportion of BAME students studying an undergraduate programme has remained stable at 17% since 2017/18. When reviewing the data by ethnic group there has been little change over the last three years.
- 13.5 A review of disability data has identified that the university is above the sector average for the proportion of disabled students enrolled on undergraduate or postgraduate programmes. The proportion of undergraduate students who disclosed a disability in 2018/19 reached 18%. The reason for the high levels of

disclosure is a greater student awareness of the need to disclose a disability if they require support with their studies.

- 13.6 The proportion of students disclosing they are Trans or Non-Binary has remained consistent at 1% at all levels which reflects sector trends. There has been increases in the proportion of students disclosing they are either bisexual or gay between 2018/19 and 2019/20.
- 13.7 When students are invited to disclose information concerning their religion or belief the majority disclose that they are Christian. In 2018/19 BU was above the sector average of 10% for the proportion of Muslim students studying a postgraduate research programme.
- 13.8 At all levels there is a higher proportion of female students undertaking a BU programme. The gap is more evident at the undergraduate level which had reduced from 8% in 2017/18 to 4% 2019/20. When comparing national data for 2018/19 BU had a higher proportion of male students studying a postgraduate taught programme which reached 47% which was 8% above the sector.

Table 1: Undergraduate student equality data composition by protected characteristic

	2017/18	2018/19	2019/20
Age	77% are aged 20 and under	78% are aged 20 and under	81% are aged 20 and under
Ethnicity (home)	17% BAME (of which, 5% Asian; 5% Black; 1% Chinese; 5% Mixed; 1% Other); 83% White	17% BAME (of which, 5% Asian; 5% Black; 1% Chinese; 5% Mixed; 1% Other); 83% White	17% BAME (of which, 5% Asian; 4% Black; 1% Chinese; 5% Mixed; 1% Other); 83% White
Ethnicity (international)	31% BAME (of which, 3% Arab; 8% Asian; 5% Black; 9% Chinese; 4% Mixed; 2% Other) 55% White	32% BAME (of which, 4% Arab; 9% Asian; 4% Black; 10% Chinese; 4% Mixed; 1% Other) 48% White	31% BAME (of which, 4% Arab; 8% Asian; 4% Black; 10% Chinese; 4% Mixed; 1% Other) 44% White
Ethnicity (all)	17% BAME (of which, 5% Asian; 5% Black; 1% Chinese; 4% Mixed; 1% Other) 81% White	17% BAME (of which, 1% Arab; 5% Asian; 5% Black; 1% Chinese; 5% Mixed; 1% Other) 80% White	17% BAME (of which, 1% Arab; 5% Asian; 4% Black; 1% Chinese; 5% Mixed; 1% Other) 80% White
Disability	17% Disclosed disability	18% Disclosed disability	18% Disclosed disability
Gender identity	1% Trans and Non-Binary	1% Trans and Non-Binary	1% Trans and Non-Binary
Sexual orientation	4% LGB	6% LGB	6% LGB
Religion and Belief	27% Christian; 2% Muslim	26% Christian; 2% Muslim	26% Christian; 3% Muslim
Sex	54% Female; 46% Male	53% Female; 47% Male	52% Female; 48% Male

Table 2: Postgraduate taught student equality data composition by protected characteristic

	2017/18	2018/19	2019/20
Age	49% are aged 30 and over	45% are aged over 30	36% are aged over 30
Ethnicity (home)	14% BAME (of which, 3% Asian; 6% Black; 1% Chinese; 3% Mixed; 1% Other); 83% White	15% BAME (of which, 1% Arab; 3% Asian; 6% Black; 1% Chinese; 3% Mixed; 1% Other); 83% White	15% BAME (of which, 4% Asian; 7% Black; 3% Mixed; 1% Other); 82% White
Ethnicity (international)	62% BAME (of which, 4% Arab; 27% Asian; 7% Black 19% Chinese; 3% Mixed 2% Other) 37% White	71% BAME (of which, 7% Arab; 29% Asian; 11% Black; 21% Chinese; 2% Mixed; 1% Other) 28% White	80% BAME (of which, 4% Arab; 51% Asian; 12% Black; 10% Chinese; 2% Mixed; 1% Other) 17% White
Ethnicity (all)	30% BAME (of which, 2% Arab; 11% Asian; 6% Black; 7% Chinese; 3% Mixed; 1% Other) 67% White	34% BAME (of which, 3% Arab; 12% Asian; 8% Black; 7% Chinese; 3% Mixed; 1% Other) 33% White	47% BAME (of which, 2% Arab; 27% Asian; 9% Black; 5% Chinese; 3% Mixed; 1% Other) 47% White
Disability	18% Disclosed disability	19% Disclosed disability	19% Disclosed disability
Gender identity	0% Trans and Non-Binary	0% Trans and Non-Binary	1% Trans and Non-Binary
Sexual orientation	5% LGB	6% LGB	6% LGB
Religion and Belief	29% Christian; 12% Muslim	30% Christian; 12% Muslim	30% Christian; 11% Muslim
Gender	52 % Female; 48% Male	51% Female; 49% Male	52% Female; 48% Male

Table 3: Postgraduate Research student equality data composition by protected characteristic

	2017/18	2018/19	2019/20
Age	58% are aged 30 and over	57% are aged 30 and over	56% are aged 30 and over
Ethnicity (home)	10% BAME (of which, 1% Arab; 3% Asian; 2% Black; 1% Chinese; 3% Mixed; 1% Other); 86% White	9% BAME (of which, 1% Arab; 3% Asian; 2% Black; 1% Chinese; 2% Mixed); 87% White	10% BAME (of which, 1% Arab; 3% Asian; 2% Black; 1% Chinese; 3% Mixed); 86% White
Ethnicity (International)	70% BAME (of which, 10% Arab; 26% Asian; 13% Black; 15% Chinese; 2% Mixed; 4% Other) 28% White	55% BAME (of which, 11% Arab; 23% Asian; 12% Black; 14% Chinese; 2% Mixed; 4% Other) 31% White	64% BAME (of which, 12% Arab; 20% Asian; 13% Black; 14% Chinese; 2% Mixed; 3% Other) 32% White
Ethnicity (all)	38% BAME (of which, 5% Arab; 14% Asian; 7% Black; 7% Chinese; 3% Mixed; 2% Other	34% BAME (of which, 5% Arab; 12% Asian; 6% Black; 7% Chinese; 2% Mixed; 2% Other	34% BAME (of which, 6% Arab; 11% Asian; 7% Black; 6% Chinese; 3% Mixed; 1% Other
Disability	18% Disclosed disability	19% Disclosed disability	19% Disclosed disability
Gender identity	1% Trans and Non-Binary	1% Trans and Non-Binary	1% Trans and Non-Binary
Sexual orientation	5% LGB	6% LGB	6% LGB
Religion and Belief	29% Christian; 12% Muslim	30% Christian; 12% Muslim	30% Christian; 11% Muslim
Gender	52 % Female; 48% Male	51% Female; 49% Male	52% Female; 48% Male

14. Staff

- 14.1 Staff demographic data over the last three evidences a change to the age profile of academic staff. The proportion of academic staff aged between 41-60 increased from 57% in 2017/18 to 60% by 2019/20. This change suggests the academic workforce is getting older at BU which reflects sector trends. Similar changes are reflected with Professional and Support staff which show over 50% of staff are aged between, 31-50.
- 14.2 The proportion of BAME staff working in an academic or professional support role has remained stable since 2017/18. There is a higher proportion of BAME staff in academic roles proportionate to professional support staff roles. The likely explanation for this is that the recruitment pool for academic roles is national and international whereas for professional and support staff roles the pool is more regional, which reflects the nature of academia and the demographic of the local area. When reviewing the data by ethnic group the proportion of Asian, Black, Chinese and Mixed-race staff working in an academic role has remained stable. For academic staff there have also been increases in the proportion of staff who define themselves as Arabic

or from another ethnic group. A similar picture is reflected with Professional and Support staff with the proportion of Asian, Chinese, Mixed-race and individuals from another ethnic background remaining consistent. We hope the Race Equality Charter work going forward will help to increase the number of BAME individuals who see themselves belonging at the University.

- 14.3 There has been an increase in the proportion of staff disclosing a disability whether that is in an academic or professional and support role. BU has undertaken considerable work with regard to accessibility and disability which may be contributory to this. There is a higher rate of disclosure by academic staff. When compared against sector (4%) data BU has a higher proportion of academic staff (6%) with a disclosed disability, and for Professional and professional support staff is representative of sector average. Whilst still small the proportion of staff who identify as being Lesbian, Gay or Bisexual has increased and reached 4% by 2019/20. This is likely to be a result of more open discussion within society about LGB equality in addition to increased focus at BU via the staff network and displaying support for national events such as Pride. It is still not possible to provide information for staff who identify as Trans or Non-Binary because of very low numbers. The work planned for 2020/21 will hopefully encourage staff to feel that they can be “out” at work.

Table 4: BU academic staff – composition by protected characteristic

	2017/18	2018/19	2019/20
Age	57% Aged between 41-60	57% Aged between 41-60	60% Aged between 41-60
Ethnicity	14% BAME (of which 3% Asian; 1% Black; 3% Chinese; 1% Mixed; 4% Other); 82% White	15% BAME (of which, 1% Arab; 3% Asian; 2% Black; 3% Chinese; 1% Mixed; 4% Other); 81% White	15% BAME (of which, 1% Arab; 3% Asian; 2% Black; 3% Chinese; 1% Mixed; 5% Other); 81% White
Disability	6% Disclosed disability	6% Disclosed disability	7% Disclosed disability
Sexual orientation	3% LGB	2% LGB	4% LGB
Religion and Belief	16% Christian; 18% No religion	17% Christian; 20% No religion	19% Christian; 24% No religion
Gender	48% Female; 52% Male	49% Female; 51% Male	49% Female; 51% Male

- 14.4 When considering religion and belief for staff, a similar picture can be seen as that reflected in the student data. The majority of staff who disclosed their religion and belief identified as Christian. When comparing both staff and students, a higher proportion of staff confirmed that they have no religion or belief. This has continued to increase over the last three years and in 2019/20 a higher proportion of professional and support staff (34%) stating this in comparison to academic staff (23%). The gender profile of university staff shows the ratio of female and male staff undertaking an academic role remains consistent. It is recognised that there is variation when this data is broken down by grade and is discussed in the gender equality section of this report. For professional and support roles there has consistently been a higher proportion of women undertaking an administrative role. There has been a reduction in the proportion of male staff working in a professional and support role which reached 38% by 2019/20 which is 2% reduction from 2017/18.

Table 5: BU Professional and Support staff – composition by protected characteristic

	2017/18	2018/19	2019/20
Age	57% Aged between 31-50	57% Aged between 31-50	59% Aged between 31-50
Ethnicity	6% BAME (of which 1% Asian; 1% Chinese; 1% Mixed; 3% Other); 91% White	5% BAME (of which 1% Asian; 1% Chinese; 1% Mixed; 2% Other); 92% White	6% BAME (of which 1% Asian; 1% Chinese; 1% Mixed; 2% Other); 94% White
Disability	4% Disclosed disability	4% Disclosed disability	5% Disclosed disability
Sexual orientation	3% LGB	4% LGB	4% LGB
Religion and Belief	30% Christian; 28% No religion	29% Christian; 31% No religion	30% Christian; 34% No religion
Gender	60% Female; 40% Male	61% Female; 39% Male	62% Female; 38% Male

15. Work programme 20/21

15.1 We will continue to comply with our Equality duties and take all necessary action to eliminate discrimination and harassment, through development, awareness raising, implementation of policy and procedures. Work relating to inclusivity will continue to be aligned to BU2025 and will focus on supporting BU to meet the outcomes and actions identified within the strategic plan. Activities will focus on a number of work streams covering the protected characteristics. This will include but not be limited to:

15.2 Gender Equality

15.2.1 Reducing the Gender Pay Gap

15.2.2 In complying with the Public Sector Equality Duty we will publish our Gender Pay Gap.

15.2.3 We will continue to analyse the results and take appropriate actions to remove any barriers in our progress to eliminate the gender pay gap by 2025. This will remain a challenging area and initiatives will take some time to have a substantial impact.

15.3 Equal Pay Review

15.3.1 We will continue to ensure equal pay for work of equal value and analyse the results of the 2020 Equal Pay Review, to identify actions necessary in response to the data.

15.4 Athena Swan

15.4.1 For all departments to achieve Athena Swan awards by 2025:

- We will continue to promote cultural change through a wide range of actions identified and agreed as part of our Athena Swan work and will support departments with their evidence and work in gender equality by supporting the submission of Athena Swan applications.

- Work will be undertaken across BU to remove any barriers and provide increased opportunities for female staff across faculties and services.
- To continue to take steps to increase flexibility for staff through operating models, effective use of family policies.

15.5 Race

15.5.1 To demonstrate commitment to enhancing our practice through achieving an institutional bronze REC award and delivering our REC actions:

- Continue our work to reduce the attainment gap for BAME Students, including reviewing our curriculum.
- Implement the recommendations of the Universities UK recommendations to tackle racial harassment as part of efforts to address racial inequality in UK higher education.
- To increase BAME representation across both academic and professional support staff groups and take appropriate steps to support and develop staff in line with their aspirations, through mentoring, development, appropriate advertising, 'blind' shortlisting.
- To undertake and progress the actions outlined in 'working with the community' in the main report.

15.6 Disability

15.6.1 Review completion rates for disabled students and identify and remove any barriers:

- Provide disability awareness development to managers.
- Continue to work with disabled staff to encourage disclosure and identify appropriate support.

15.7 Sexual Orientation

15.7.1 As part of BU's work on LGBT+, we will assess inclusivity across this group and identify any gaps to support our submission to the Stonewall Equality Index.

15.8 Support Groups

15.8.1 Establish a Student carers group – The number of students who have identified as carers has continued to increase from 2015/16. By the end of 2019/20 424 students confirmed they had caring responsibilities for an adult family member, friend or neighbour. Carers Trust has identified Covid-19 has had an impact on young adult carers.

15.8.2 Establish an Accessibility / Disability Awareness Group and Parents Group.

15.8.3 Consider Allies programme – this would support the progression, retention of staff from underrepresented groups. It may also help to attract individuals from under presented groups to BU.

16. Events

16.1 Opportunities will be taken throughout the year to promote the institutional inclusivity value within and outside the BU community. We will continue to increase awareness of protected characteristics through marking key events, for example, PRIDE, World Mental Health Day, Black History Month.

16.2 Whilst progress has been made in some areas, there is clearly more work to be done to embed a culture of inclusivity across BU.

- 16.3 We will continue to monitor our policies and evaluate our development to eliminate discrimination and to enhance best practice across BU for our staff, students and wider community.
- 16.4 We plan to ensure the negative impact of Covid-19 is mitigated wherever possible as part of future student progression and staff career development, promotion and pay progression opportunities.