



**Bournemouth  
University**

**Equality, Diversity &  
Inclusion**

**Annual Report**

**2022**

**[bournemouth.ac.uk/diversity](https://bournemouth.ac.uk/diversity)**

**@EqualityatBU**

## **Our Commitment**

Inclusivity is one of our core values. It cuts across all of our activities and underpins all that we do at Bournemouth University (BU). We are proud of our increasingly diverse community and work to take action to both promote and address gaps and adverse impacts in Equality, Diversity and Inclusion 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, Diversity and Inclusion. To building an inclusive environment where all colleagues can thrive and all staff are enabled and supported to realise and fulfill their full potential. We expect all of our community to treat others and be treated 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, where there is a zero tolerance approach and which treats all with dignity and respect providing a positive and inclusive community for all. We have enhanced our channels for reporting any incidents and/or concerns and these continue to be supported by appropriate policies and procedures, taking relevant action where needed.

## **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 calendar year. Within the report are details of how BU meets its obligations in accordance with the requirements of the Equality Act, including the Public Sector Equality Duty (PSED), the broad aim of which is to integrate consideration of the advancement and acceleration of equality into the day-to-day business of all public sector bodies. Together with related Equality & Human Rights Codes of Practice this means advancing and promoting equality and ensuring that people with protected characteristics are not disadvantaged, steps are taken to address discrimination, meet the needs of protected and under represented groups and positive relations are fostered to address prejudice and promote understanding.

This Report 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 and our achievements 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.

In our continued work to enhance our approach to inclusivity, we have marked specific events in addition to engaging with stakeholders about Equality, Diversity and Inclusion issues, such as BCP Council, Prejudice Free Dorset, Dorset HealthCare University NHS Foundation Trust, Universities Hospital Dorset, AFC Bournemouth and Community Action Network. Work within the community also includes ongoing work in respect of empowering ethnically diverse communities where BU is collaborating with Community Action Network, Dorset Race Equality Council, Dorset Community Foundation and BCP Council on this project proposal that sets to provide focused and flexible advice and support to ethnically diverse community groups across Bournemouth, Christchurch and Poole.

To support the BU community, work with regard to Allyship is progressing in conjunction with SUBU. We have implemented report and support channels in conjunction with a policy on Sexual Harassment, piloted reverse mentoring and set up a number of peer groups, to encourage engagement, share lived experiences and inform policy and actions. Groups include Carers Group, Race Equality Group, Menopause Support and Race Equality Group in addition to improving resources and development for staff.

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 that 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 Duties**

1.1 The Equality Act 2010, created the Public Sector Equality Duty (PSED) which brings together the

equality duties across all of the protected characteristics. In accordance with our obligations under this we are required to,

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by or under the Act,
- Advance equality of opportunity between people who share a relevant protected characteristic and those who do not share it,
- Foster good relations between people who share a protected characteristic and those who do not.
- Publish gender pay gap information that is accessible to all employees and to the public (See section 1.5 below)

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 The Higher Education Code of Governance published in September 2020, is aimed at supporting HEIs to deliver high standards of governance across institutions. One of the key elements is inclusivity and incorporates key values relating to equality, diversity, accessibility, participation and fair outcomes for all. Other expectations outlined in the Code in respect of inclusivity and diversity are; legislative compliance, elimination of unlawful discrimination, harassment and victimisation, advancing equality of opportunity and promotion of an inclusive culture. The Code places a requirement to review and report on BU's approach to equality, inclusivity and diversity and for the Board and UET/ULT to reflect on its own composition and encourage diversity in all its forms. The content of this report reflects these key elements.

## **2. Eliminating Discrimination and Promoting Good Relations**

### **2.1 Equality, Diversity and Inclusion (EDI) - Training and Development**

2.1.1 We promote equality diversity and inclusion and the expectations of staff and students through not only leading by example but also through our various policies and procedures, through specific events (some targeted at international staff and students) and training and development and by taking action, where needed.

2.1.2 All new staff are required to complete a mandatory E-learning resource to develop their understanding of equality and diversity issues and also attend the Welcome to BU Induction for staff with a specific session on Promoting Equality, Diversity & Inclusion (EDI) at BU. In addition, there is,

- Development and training on EDI and the Equality Act is highlighted and incorporated into a range of the development we deliver,
- A new Bias Awareness workshop has been developed and delivered. These focus on recognising and considering our own biases, how these might impact on others, our decision making and what actions we take to mitigate these.
- Staff who are involved in recruitment are required to undertake recruitment and selection training which includes unconscious bias and diversity,
- Addressing discrimination and harassment also form part of the Equality considerations for recruitment, promotions, pay progression and other Panels and Managers workshops delivered in 2022.

- The importance of undertaking equality analysis on our major decisions and policies is emphasized in a range of the development provided to managers and staff,
- As part of our action to address racial inequality and inclusivity and in addition to our REC application we have enhanced available resources for staff, including Podcasts about lived experience, talking about race and we have again made available to both staff and students the Santander Union Black training and development.
- Implementation of a Reverse Mentoring Pilot, aligned to work on Race Equality. This provides an opportunity for staff who identify as Black, Asian or any other ethnic minority to talk about their experiences and for senior staff across BU to increase their insight into the lived experiences of underrepresented groups and the potential barriers they face. This development is being supported by the launch of a new Race Equality Staff Group.
- A new Sexual Harassment and Sexual Misconduct policy, with enhanced reporting and sign posting, including new Intranet Pages, of resources for staff and students was agreed in 2022. Sexual harassment law is already included in the new EDI considerations for managers workshops. We are taking further action to tackle sexual harassment and sexual misconduct through development and awareness raising.
- Workshops on sexual harassment and misconduct awareness and guidance on the new Sexual Harassment and Sexual Misconduct policy will be delivered in 2023.
- We supported the design and delivery of workshops in faculties in relation to disability and neurodiversity, understanding and challenging assumptions with a focus on accessibility and inclusive design.
- In 2022 we developed and delivered a training session on Safeguarding in its broadest sense, initially aimed at Apprentices and staff who teach or support them, with the potential to be rolled out as part of a set of wider mandatory safeguarding training expectations for all staff. This will form part of a training matrix which is currently being considered.

2.1.3 BU has adopted the IHRA working definition of Anti-Semitism following extensive and helpful discussions with a breadth of local Jewish community leaders. Any allegations of Anti-Semitism activities by a member of the BU community would be investigated via the appropriate student or staff disciplinary procedures. Any anti-Semitic propaganda appearing on campus would be investigated by the Estates team with Student services and HR support as required. No complaints or reports have been received during 2021 or 2022.

2.1.4 We have seen an increase in students with neurodivergent conditions in addition to their Mental Health diagnosis and this has led to the identification of a need for training on how to engage and support students who require a different approach to their learning. A series of bitesize sessions are being planned for Spring 2023, along with online learning modules focusing on adjustments and differentiation.

2.1.5 Mirroring the increase in students with neurodivergent conditions is an increase in staff seeking assistance or support with their own neurodivergent diagnosis or symptoms. In addition to updating guidance and advice in relation to neurodivergent conditions, development sessions are planned for line managers who need to support their colleagues across a range of health and wellbeing situations.

## 2.2 Incidents

2.2.1 During 2021/22 there were ten reported incidents which affected the BU community and occurred both on and off-campus. The incidents reported as covering the wide range of hate crime incidents, including race, gender and sexual orientation. We are aware that these cases are often underreported and will continue to encourage reporting going forward.

- 2.2.2 There were six academic appeals and five academic complaints that raised EDI elements at the Central Review Stage. An analysis of the cases shows that none of the complaints were upheld. All academic-related complaints are handled by Academic Services. In addition to the above there were three non-academic complaints handled by Student Services. There were no formal complaints from staff on equality grounds.

### **3. Equality and Diversity 2021/22 – 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 latest submission to the Race Equality Charter (REC) in 2023. This is aimed at improving the representation, progression and success of minority ethnic staff and students within higher education and included action plans and activities aimed at reviewing and addressing identified gaps and barriers.

#### **3.3 Black Asian Minority Ethnic (BAME)**

- 3.3.1 In relation to staff and students who identify as BAME at BU we have a target to increase representation across BU. Whilst there continues to be debate about appropriate terminology in the context of minority ethnicities in the UK, we have for the purposes of the REC application used the recognised term Black, Asian and Minority Ethnic (BAME). It is fully recognised that the language to define different ethnic backgrounds is sensitive and not yet fully representative, therefore we continue to discuss and review the appropriateness and inclusivity of the language, as reflected in our REC action plan. Although we use the term BAME, we recognise the need to de-homogenise the ethnic groups to ensure the needs of specific ethnic groups are disaggregated where possible with each analysed and addressed where required.
- 3.3.2 BU currently has 11% UK BAME staff and 16% UK BAME students which is below the sector profile for BAME staff (13%) and students (24%) respectively. The BAME profile for communities in 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 Staff**

- 3.4.1 We have in place a number of actions and initiatives at BU to increase BAME staff representation across the organisation. This includes recruitment initiatives around attraction including targeted advertising where there is underrepresentation in certain areas, the reintroduction of 'blind' shortlisting and BAME staff representation on recruitment panels, development and retention initiatives, including extensive development for progression and promotion. Enhanced EDI development for managers, bias awareness and promotion panel members has also been delivered in 2022. Coaching and mentoring opportunities continue,

including the successful launch of a pilot reverse mentoring programme. Increasing awareness of race inequity and actions to address this by making available development for staff such the online Santander Union Black Programme and taking action to address any identified barriers. We will continue with our aim and actions to increase representation year on year.

3.4.3 We are making steady progress in promotion outcomes. Whilst the proportion of BAME academics at Grade 8 has stayed the same, there was a significant increase in Grade 9's in 2021/22 from 10% to 18%. At Grades 11-12 the increase was 12 to 14% and at Grade 12+ there was a significant increase from 17% to 21%. This may be a result of the increase in the development options being offered to academic staff considering or seeking promotion as outlined above. Overall since 2015/16 there has been a steady increase in representation of between 2% and 4%. It is recognised that the proportion of BAME staff in a grade 10 role has declined since 2015/16 and more significantly between last year and this year. Whilst the numbers of BAME staff at this grade remains small we will seek to establish the reasons for this and ways in which we can address the decline and increase representation at both this Grade 10 and Grade 8.

**Figure 1: Proportion of BAME academics in senior roles 2015/16 to 21/22**

Grade	2015/16		2016/17		2017/18		2019/20		2021/22	
	BAME	White	BAME	White	BAME	White	BAME	White	BAME	White
8	9%	89%	12%	85%	15%	83%	19%	76%	19%	78%
9	8%	88%	8%	90%	11%	87%	10%	89%	18%	80%
10	12%	87%	9%	88%	7%	90%	8%	88%	4%	93%
11 to 12	10%	90%	12%	88%	13%	85%	12%	84%	14%	85%
12+	29%	71%	29%	71%	17%	83%	17%	83%	21%	79%

3.4.4 The work we are undertaking now appears to be having an impact on Professional and Support staff with the proportion of BAME staff employed in a grade 9+ role is now 4% double the 2% there has been since 2015/16.

### 3.5 Students

3.5.1 Our aim is to reduce the BAME student attainment gap. The BAME student attainment gap for the sector was 8.7 percentage points in 2020/21. BU reflects but is slightly worse than the sector position. We also aim to achieve improved continuation rates and employment outcomes for BAME students.

3.5.2 Work undertaken by BU prior to 2020/21 to explore the experiences of BAME students identified that an admissions interview may have a negative impact on the offer rate to Black students. To address this interviews were removed from selection for programmes where there was no PSRB requirement, 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. Data from the end of the 2021 cycle found that the offer rate for Black students rose in 2020, before falling back somewhat in 2021, to slightly above pre-pandemic levels. The gap in offer rates for black students compared to white

students remains at around 5 percentage points. This is lower than the sector but still monitored as a concern. Given the impact of the pandemic on admissions, the impact of removing interviews and additional selection measures is not clear. The Faculty of Health and Social Sciences, which is one of the Faculties that undertakes interviews, continues to address this issue by running unconscious bias sessions for programme admissions leads and those on admission panels.

3.5.3 In addition BU is introducing a university-wide educational programme on cultural diversity and inclusivity from level 4 (Year 1). In addition, a programme of work to improve the inclusivity of our curriculum was introduced in 2019/20 and has continued to develop. An Inclusivity Health Checklist (IHC) has been completed within Annual Monitoring and Enhancement Review (AMER) since 2019/20. This has supported staff consideration of the AMER institutional theme of BAME student attainment and continuation, and informed actions at programme, department and Faculty level. Guidance, good practice and support for inclusive curriculum and decolonization of the curriculum, including learning from the IHC has been incorporated into Digital Learning Pedagogies. A successful pilot for inclusive curriculum review by students was conducted in 2021/22 producing valuable insights which will inform staff practice. This activity has developed and is being expanded in 2022-23.

#### 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 the 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.
- **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 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.

4.3 **Empowering ethnically diverse communities:**



Bournemouth University is collaborating with Community Action Network, Dorset Race Equality Council, Dorset Community Foundation and BCP Council on this project proposal that sets to provide focused and flexible advice and support to ethnically diverse community groups across Bournemouth, Christchurch and Poole (inclusive of BU student and staff community) so that they can better reach their goals and aspirations. The ambition is for the ethnically diverse sector to stronger, thriving, sustainable and contributing more, shown by:

- More groups representing a wider range of ethnic communities
- Increased levels of income
- More services, activities and users
- Groups that feel more secure and sustainable
- Representatives for ethnic communities without formal groups
- Stronger leadership in communities that have a recognised voice with stakeholders.

#### **4.4 BCP Council Race & Cultural Diversity Staff Network Event "Reflecting on the past - Daring to dream"**

Bournemouth University supported the BCP Council Race & Cultural Diversity Network Event which brought together 90+ participants, from both BCP Council (43%) and members of public (57%). The latter included representatives from local schools, churches and a range of community organisations and other partners including Bournemouth University, the Community Action Network and Dorset Race Equality Council.

#### **4.5 Creating Harmony in the Dorset Community 2022**

The Harmony Conference 2022 brought together 100+ delegates from across Dorset who are demonstrating harmonious relationships with people, places and planet. Inclusive within this conference was Kushti Bok, dedicated to spreading awareness about race equality and aim to do this through cultural awareness and understanding of gypsies and travellers. Kushti Box were also invited to apply for the BFX Competition which enables the organisation the opportunity to have a 30 second promotional animation produced by BU students. They were successful in their application.

#### **4.6 EVENTS Dorset Ukrainian Community / Indian Mela / IGBO Community**

During 2022, Bournemouth University enabled the above community organisations to deliver their community based events with the provision of resource support and promotion through the BU Community.

#### **4.7 Dorset Cultural Connections**

A monthly online event initiated in September 2022 to build appreciation and understanding among people of diverse backgrounds and cultures for greater individual, familial and societal harmony, happiness, health and wellbeing. This has now been superseded by the Empowering Communities project.

### **5. Equal Pay**

#### **5.1 Target: Equal pay for work of equal value.**

5.1.1 BU undertakes an equal pay review biannually to ensure staff are receiving equal pay for work of equal value and has been doing so since 2014. A systematic analysis is undertaken to investigate whether there are pay inequities arising because of gender, race and ethnicity, disability, sexual orientation, religion or belief, age or differing contractual arrangements. The equal pay review also involves diagnosing the causes of pay inequities and determining the action required to rectify any unjustified inequities. At the time of preparing this report, BU has completed an analysis of the data which shows that overall our base pay gap is 15% (an increase

from 14% in 2018) and that the overall 2022 BU pay gap of 15% is marginally lower than the overall pay gap reported in the 2021 ASHE report.

The Equal Pay Working Group meet on a regular basis 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:

- Staff at Bournemouth University from BME backgrounds earn 105% of that earned by white colleagues (increasing from 103% in 2020 and the same as in 2014). However, with the exception of grades two and eleven, staff from BME backgrounds earn between 1-6% less than their white counterparts in each pay grade. As reported previously 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 previous Equal Pay reports, this is possibly explained by individuals from specific ethnic groups earning more on average than white staff.
- Bournemouth University employees who have declared a disability earn on average 99% of that earned by those who have not declared a disability (increasing from 98% in 2020). This is the best result for this metric since the inception of biennial equal pay reviews in 2014. 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.
- Analysis of the difference in the average full-time equivalent salary earned by male and female employees indicates that the difference continues to increase with age. The age pay gap is attributable to the fact that male salaries appear to rise steadily until age 60, whereas for women salaries increase more modestly until age 60. Salaries for those aged 61-70 actually decrease slightly for both genders.
- Staff at Bournemouth University who practise a religion or belief other than Christianity earn 110% of that earned by Christian colleagues (increasing from 106% in 2020). 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. The University will continue to explore ways of encouraging disclosure so that staff records are as complete as possible, and the University can meet its obligations in promoting and monitoring equality under the Equality Act 2010.
- Staff who have declared that they are LGB (lesbian, gay or bisexual) earn 92% of that earned by heterosexual staff (decreasing from 94% in 2020). This is the worst result for this metric since the introduction of equal pay reviews. 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. The University will continue to encourage disclosure with the aim of producing more detailed analyses in the future when a more complete data set is available.

## **6 Gender Pay Gap Reporting**

- 6.1 As an employer of over 250 staff, BU is required under the PSED 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 the Gender Pay Gap (GPG) in October 2022 (for data as at April 2022) but issued caution that data collection disruption and lower response rates throughout the pandemic mean that for 2022 and 2021, data were subject to more uncertainty and should be treated with caution. 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.

6.2 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.

6.3 This remains a challenging areas for BU and may take a number of years to have a full effect.

#### 6.4 **Gender Pay Data**

6.4.1 From a national perspective the ONS Data in October 2022 showed that the Gender Pay gap was 8.3% for full time employees increasing to 14.9% when part-time employees are included.

6.4.2 Data from Universities and Colleges Employers Association (UCEA) and Senior Staff Remuneration Surveys (SSRS) shows that in 2021, SSR overall median gender base pay gap was 6.7%. Overall from salary survey of Higher Education Staff UCEA (published in August 2022 quotes an overall gender pay gap of 7.4% decreasing from 8.5% in 2021. (N.B. This only includes staff on the national pay spine and does not include those classified at Bournemouth University as 'other ISS'). Therefore the 2022 overall BU pay gap of 15% is significantly higher than the medians quoted by both the Senior Staff Remuneration Survey and the Salary Survey of Higher Education Staff.

6.4.3 Specific actions to address the gender pay gap are outlined in section below.

#### 6.5 **Gender Pay Gap**

##### **Target: To eliminate the BU Gender Pay Gap by 2025**

6.5.1 It is BU's aspirational aim to eliminate the gender pay gap by 2025. As outlined above, we are required to comply with the statutory requirements and report on a number of gender pay metrics based on information as at 31 March each year. Therefore we now have six years of gender pay results available for analysis (2017-2022 inclusive). Overall the 2022 gender pay gap results have shown improvement, albeit not as much as we would like, with modest reductions in the base pay gaps and significant reductions in the bonus pay gaps. For several metrics, the 2022 results reflect the smallest gaps since the introduction of gender pay analysis in 2017.

- The mean gender pay gap was 18.6% in 2017 and has reduced to 15.9% in 2022, the smallest gap recorded for this metric since the inception of the gender pay review.
- The median gender pay gap was 23.3% in 2017 and has reduced to 16.2% in 2022, again the smallest gap recorded for this metric.
- The proportion of male and female employees in each quartile pay band between 2017-22 has remained relatively stable, with the proportion of men in each quartile increasing as the quartiles rise and the proportion of women increasing as the quartiles lower. However, in 2022 the top quartile increased to 45.5% female, the highest proportion of women recorded in this quartile since gender pay gap analysis began. Unfortunately in 2022 the bottom quartile also increased to 71.7% female, again the highest proportion of women recorded in this quartile since gender pay gap analysis began.
- 10.2% of men and 7.9% of women received a bonus in 2022, the highest proportion of both sexes to receive a bonus since the introduction of gender pay gap analysis. However, 2022 was the first year since 2017 that a higher proportion of men than women received a bonus.
- The mean bonus gender pay gap was 40.8% in 2017 and has reduced to 15.3% in 2022, the second lowest recorded figure (the lowest being 9.5% in 2020).
- The median bonus gender pay gap was 53.7% in 2017 and has reduced to 0% in 2022 (the joint lowest figure, the same as in 2020).

6.5.2 We continue to take steps towards our aspirations and whilst there is more work to do, some key achievements during 2022 are shared below:

- The number of female senior academics (G9+) has increased by 107%, from 68 in 2014/15 to 141 as at November 2022.
- The number of female Professorial and equivalent academics (G11+) has increased by 62%, from 21 in 2014/15 to 34 as at November 2022.
- In 2022 71% (59/83) of female academic applicants graded 7-9 were promoted, compared to 41% (29/70) of male academic applicants. 63% of female academic applicants graded 10+ were promoted (5/8), compared to 40% of male academic applicants (4/10).
- In the 2022 professional and support staff pay progression round, 61% of staff receiving discretionary pay progression were female (195).
- Female only development sessions were held in 2022 to support academics applying for pay progression and promotion. In the 2022 academic pay progression round, 52% of applicants were female and in the internal academic promotion round 53% of applicants were female.

6.5.3 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 aim to rebalance the workforce across the four pay quartiles by recruiting more men in lower grades and recruiting/promoting more women to higher grades. This will require changes to advertising and recruitment processes to attract new and diverse pools of applicants.

## 7. Gender Equality

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

- 7.1.1 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, Athena Swan Steering Group and Departmental Leaders Forum. Linked to this is a broad action plan which builds on work to date in order to enhance gender equality across BU.
- 7.1.2 In 2021/22, the Department for Design & Engineering achieved their first Athena Swan bronze award. This is in addition to our institutional bronze award and four departmental bronze awards held by the Department of Media Production, Department for Life and Environmental Sciences, Department of Psychology, and Department for Archaeology and Anthropology. The table below provides a summary to activity during the year.

## **8. Wellbeing**

- 8.1 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.
- 8.2 Whilst recognising the importance of the above work, it is also necessary to respond to the ongoing 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. Support continues for staff with caring responsibilities and information and guidelines to staff to stay healthy whilst working remotely, both physically and mentally. Staff who remain affected by post covid syndrome/long covid continue to be supported on a case by case basis.
- 8.3 Following the theme of neurodiversity in the student population, we have also seen an increased number of staff needing help and support with existing or emerging neurodiverse conditions. Working with Additional Learning Support, we can refer a staff member for in house screening, with onward referral to Educational Psychologist appointments where indicated. This support is in addition to any diagnosis and provides us with detailed information as to what reasonable adjustments would help individuals in their role and/or study. We are looking to explore further development and resources around raising awareness and neuro inclusivity in 2023 including the launch of a staff support group for staff who identify as being disabled and/or neuro divergent traits to both support each other and influence policy development and decision making across BU. This work will build on the existing peer support groups; Working Carers, Menopause Support, Race Equality and LGBTQ+.
- 8.4 It should be recognised that student wellbeing is about far more than the provision of reactive specialist services, such as counsellors. Whilst it is important that these services are available and appropriately resourced it is also important that we understand the stressors that students are subject to and take steps to address those. Effective prevention will allow us to better focus our reactive resources at those most in need. Student feedback has highlighted the importance of empathy and quick response as essential components in student wellbeing.
- 8.5 Approximately 200 students attended an International Orientation Day on Talbot Campus in January 2022 and in addition, 50 students joined from their home countries via the live Zoom broadcast. It was the first time that the event had been delivered both on campus and online and the integration of the two audiences went well. A new support session was delivered to

International Students with Dependents in collaboration with SUBU when it was identified there was a high number of international students arriving in January with dependents. This will now be rolled forward to future cohorts.

- 8.6 Achieve@BU work across all faculties and levels providing the first point of contact and triage for any issues or concerns regarding students' engagement with their studies or student experience. Out of a total of 1,724 referrals made to the service during 2021/22, 52% involved Mental Health issues. This is lower than in 2020/21 when it was 64% and in 2019/20 when it was 53%. The reason for this drop is being explored further, but we believe it is due to the development of clearer pathways and access to specialist Mental Health Support.
- 8.7 To support hybrid working, we have implemented a 222 response during working hours where there is an Executive member of Student Services on call for escalation of any student issues during the day. All staff are being advised to escalate concerns through the 222 route as part of their Induction training into supporting students.
- 8.8 To ensure we capture learning from incidents where students have presented in significant crisis requiring a 222 response during the working day, we have implemented a debrief process to ensure all staff involved are given an opportunity to talk through their experience and any good practice or barriers to our response are recorded and addressed. These debriefs are facilitated by the Head of Student Support and Wellbeing alongside the Head of Staff Health, Safety and Wellbeing. In 2021/22, we facilitated 3 of these debrief sessions.
- 8.9 In June 2022, we employed two additional Mental Health Advisors to help support the growing number of students with a diagnosed mental illness attending the university. The team now consists of 5 staff who are qualified Mental Health practitioners: a psychologist, a counsellor, two social workers and a mental health nurse.
- 8.10 This multi-disciplinary team also provide risk assessments and support to students identified as At Risk and in crisis, including some of our international students who do not have recourse to Disabled Students Allowance (DSA) support, and who for some, Mental Health is not recognised within their home country. The team are currently supporting nearly 300 students, with this number expected to increase during the next academic year.
- 8.11 Students whose Mental Health is impacting on their academic study, are invited to a Support to Study meeting to share concerns, identify additional support required and agree actions needed. This follows a strength-based approach with the discussion focussing on what's working well, what we are worried about and what needs to happen next. The Support to Study process was subject to a light touch review in the summer of 2021, to provide additional clarity for responsibilities and purpose for each stage of the process.
- 8.12 Faith and Reflection offer support to both students and staff of faith and none. During 2021/22, we held extensive consultation with students as to how they would like to see the space refurbished. This led to improvements in the use and the aesthetics of the F&R centre which has received excellent feedback from both students and staff. Staffing has also grown and there is a more diverse representation of Faiths in the community who are working together as one team to create a truly interfaith environment.

- 8.13 The team now consists of an Anglican Chaplain, Catholic chaplain, Islamic Faith advisor, Jewish Rabbi, Buddhist Advisor, Humanist chaplain, Pagan and Witchcraft advisor, international chaplain and a pastoral chaplain, providing a diverse offer for our staff and students.
- 8.14 In December 2021, we celebrated Chanukah with staff and students from BU and AUB with the lighting of a 6ft Menorah, displayed in our main reception atrium.

## 9. Student Attainment

- 9.1 **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 2021-22 data was not available, therefore data from the OfS Access and Participation Dataset updated in March 2022 is presented here.
- 9.2 Progress against the BAME attainment gap that was highlighted in the 2020-21 to 2024-25 Access and Participation Plan has been mixed. In 2019-20 the BAME attainment gap<sup>1</sup> expanded from 11 to 19 percentage points, before reducing to 10 percentage points in 2020-21. The gap for 2020-21 remains statistically significant and is slightly above the sector gap of 8.7 percentage points. Disaggregation into ethnic groups shows that whilst all BAME groups have an attainment gap, the size of the gap varies by ethnicity and maps the gaps across the sector. Black students had the largest attainment gap: 22 percentage points in 2020-21. Asian students had a 9 percentage point gap and mixed ethnicity students a 3 percentage point gap, also in 2020-21. The only statistically significant BU gap in 2020-21 by ethnicity was the gap for Black students. The OfS dataset shows the proportion of BU BAME students graduating with a First or Upper Second class degree in 2020-21 was 72%, a rise of 5 percentage points from the 2019-20-figure, back to the rate in 2018-19. This positive improvement resulted in achieving the 2020-21 target in our Access and Participation Plan. Internal analysis of degree classification and final year award marks has revealed that there was approximately 3.0 percentage points difference in the mean mark for BAME and non-BAME students on average over the last 3 graduating cohorts; however this led to a much larger gap for 'good degree' (average 13.3 percentage points-over the last 3 years) as the average final year award marks for BAME students were very 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 average mark, and consequently a larger and more volatile performance gap.
- 9.3 Although not flagged as statistically significant in the Access and Participation dataset, there continues to be an attainment gap of between 4 and 7 percentage points over the most recent 3 years between young and mature students. Whilst this remains below the sector gap of 9.5 percentage points, the BU gap remains a concern. Mature attainment has fluctuated over the same time span, with no clear pattern. More detailed analysis of this gap previously identified that it was 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.
- 9.4 The Access and Participation Plan identified a gap of 6 percentage points between-disabled students and those with no known disability in 2017-18. This gap reduced to 2 percentage points in 2019-20 before expanding to 8 percentage points in 2020-21. The gap, whilst not marked as statistically significant, is larger than the sector gap of 1.1 percentage point. When disaggregated by type of disability, the gap between students with a mental health condition and no known disability is the largest gap and increased over the last three years 10 percentage

points in 2020-21. Whilst the gap is volatile due to small numbers, an increasing proportion of new entrants have declared a mental health issue of some kind and so this is of concern. Smaller gaps exist for students with cognitive and learning disability and those with physical disabilities in both the Access and Participation dataset and our internal data.

## **10. Student and staff demographic**

10.1 Tables 1 to 5 provide a summary of key student and staff equality data between 2019/20 to 2021/22. 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, Diversity and Inclusion work and priorities.

## **11. Students**

11.1 The age profile of BU students reflects the level they are studying with a higher proportion those undertaking an undergraduate programme aged under 20. Over the three years covered in this report, the proportion of students under the age of 20 was relatively stable at approximately 80%. The proportion of students who are over 30 enrolling on a postgraduate taught programme has recovered from 36% in 2019/20 to 45% in 2021/22 which is similar to the proportion in 2017/18. The largest increase, between 2020/21 and 2021/22 is likely related to turbulence in the numbers of international PG students post pandemic and post Brexit. The proportion of students undertaking postgraduate research aged 30 and over has remained stable at over 50% since 2017/18.

11.2 Data in relation to ethnicity is relatively stable for undergraduate students, showing approximately 16% of ethnic minorities across the three year period covered by the report. Proportions of each ethnic group in home and international undergraduates are similar year on year. It should be noted that the numbers of international undergraduates are very small. For home undergraduates the largest minority ethnicities are black (4%), Asian (5%) and mixed ethnicity (5%). Other ethnic groups have very small proportions. At postgraduate taught level for home students, proportions of each ethnic group were also stable over the period of this report.

11.3 International students of minority ethnic groups make up a much larger proportion of the postgraduate taught than undergraduate population, rising from 81% in 2019/20 to 91% in 2021/22. Within this, the largest ethnic group is Asian at over 50% with a marked increase in the proportion of black ethnicity students from 12% in 2019/20 to 29% in 2021/22. This translates into an increase in the proportion of all postgraduate taught students of black ethnicity to 17%. Changes to immigration regulations as a result of Brexit may partly explain this growth in specific ethnic groups. The increase of postgraduate taught students is helping BU to increase its diversity on campus.

11.4 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 2021/22 reached 19%. Likely reasons 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, and the well documented increase in mental health issues (which are included within disability) for all young people and particularly students.



- 11.5 The proportion of students disclosing they are Trans or Non-Binary has remained consistent at 1% at all levels which reflects sector trends. There was a small increase in the proportion of students disclosing they were either bisexual or gay between 2019/20 and 2021/22.
- 11.6 When students are invited to disclose information concerning their religion or belief the majority at all levels of study disclose that they are Christian.
- 11.7 At all levels there was a higher proportion of female students than males undertaking a BU programme. At postgraduate taught level 60% of students were female and 39% male in 2021/22.

**Table 1: Undergraduate student equality data composition by protected characteristic**

	2019/2020	2020/2021	2021/2022
<b>Age</b>	81% are aged 20 and under	80% are aged 20 and under	80% are aged 20 and under
<b>Ethnicity (home)</b>	16% BAME (of which, 5% Asian; 4% Black; 1% Chinese; 5% Mixed; 1% Other); 83% White	16% BAME (of which, 5% Asian; 4% Black; 6% Mixed; 1% Other); 83% White	16% BAME (of which, 5% Asian; 4% Black; 5% Mixed; 1% Other); 82% White
<b>Ethnicity (international)</b>	32% BAME (of which, 4% Arab; 8% Asian; 4% Black; 10% Chinese; 4% Mixed; 1% Other) 44% White	32% BAME (of which, 3% Arab; 9% Asian; 5% Black; 8% Chinese; 5% Mixed; 1% Other) 46% White	36% BAME (of which, 4% Arab; 11% Asian; 6% Black; 9% Chinese; 5% Mixed; 2% Other) 43% White
<b>Ethnicity (all)</b>	17% BAME (of which, 1% Arab; 5% Asian; 4% Black; 1% Chinese; 5% Mixed; 1% Other) 80% White	18% BAME (of which, 0% 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
<b>Disability</b>	17% Disclosed disability	18% Disclosed disability	19% Disclosed disability
<b>Gender identity</b>	1% Trans and Non-Binary	1% Trans and Non-Binary	1% Trans and Non-Binary

	2019/2020	2020/2021	2021/2022
<b>Sexual orientation</b>	6% LGB	7% LGB	8% LGB
<b>Religion and Belief</b>	26% Christian; 3% Muslim	26% Christian; 2% Muslim	25% Christian; 3% Muslim
<b>Sex</b>	52% Female; 48% Male	53% Female; 47% Male	53% Female; 46% Male

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

	2019/2020	2020/2021	2021/2022
<b>Age</b>	36% are aged over 30	38% are aged over 30	45% are aged over 30
<b>Ethnicity (home)</b>	16% BAME (of which, 4% Asian; 7% Black; 3% Mixed; 1% Other); 82% White	16% BAME (of which, 4% Asian; 8% Black; 3% Mixed; 1% Other); 82% White	16% BAME (of which, 5% Asian; 1% Chinese, 7% Black; 3% Mixed; 1% Other); 81% White
<b>Ethnicity (international)</b>	81% BAME (of which, 4% Arab; 51% Asian; 12% Black; 11% Chinese; 2% Mixed; 1% Other) 17% White	86% BAME (of which, 2% Arab; 56% Asian; 20% Black; 7% Chinese; 1% Mixed; 1% Other) 12% White	91% BAME (of which, 2% Arab; 50% Asian; 29% Black; 5% Chinese; 3% Mixed; 2% Other) 6% White
<b>Ethnicity (all)</b>	47% BAME (of which, 2% Arab; 27% Asian; 9% Black; 5% Chinese; 3% Mixed; 1% Other)  51% White	50% BAME (of which, 1% Arab; 29% Asian; 13% Black; 3% Chinese; 2% Mixed; 1% Other)  48% White	50% BAME (of which, 1% Arab; 25% Asian; 17% Black; 3% Chinese; 3% Mixed; 1% Other)  47% White
<b>Disability</b>	11% Disclosed disability	10% Disclosed disability	10% Disclosed disability
<b>Gender identity</b>	1% Trans and Non-Binary	0% Trans and Non-Binary	0% Trans and Non-Binary

	2019/2020	2020/2021	2021/2022
<b>Sexual orientation</b>	5% LGB	5% LGB	5% LGB
<b>Religion and Belief</b>	21% Christian; 7% Muslim	24% Christian; 7% Muslim	24% Christian; 7% Muslim
<b>Gender</b>	59% Female; 40% Male	56% Female; 44% Male	60% Female; 39% Male

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

	2019/20	2020/21	2021/22
<b>Age</b>	56% are aged 30 and over	55% are aged 30 and over	57% are aged 30 and over
<b>Ethnicity (home)</b>	10% BAME (of which, 1% Arab; 3% Asian; 2% Black; 1% Chinese; 3% Mixed); 86% White	10% BAME (of which, 1% Arab; 3% Asian; 3% Black; 3% Mixed); 87% White	10% BAME (of which, 1% Arab; 4% Asian; 2% Black; 2% Mixed); 88% White
<b>Ethnicity (International)</b>	64% BAME (of which, 12% Arab; 20% Asian; 13% Black; 14% Chinese; 2% Mixed; 3% Other)  32% White	68% BAME (of which, 11% Arab; 21% Asian; 17% Black; 17% Chinese; 1% Mixed)  28% White	74% BAME (of which, 12% Arab; 26% Asian; 18% Black; 16% Chinese; 1% Mixed, 2% Other)  24% White
<b>Ethnicity (all)</b>	34% BAME (of which, 6% Arab; 10% Asian; 7% Black; 6% Chinese; 3% Mixed; 1% Other) 63% White	35% BAME (of which, 5% Arab; 11% Asian; 9% Black; 7% Chinese; 2% Mixed) 62% White	34% BAME (of which, 5% Arab; 12% Asian; 8% Black; 6% Chinese; 2% Mixed, 1% Other) 64% White
<b>Disability</b>	14% Disclosed disability	15% Disclosed disability	19% Disclosed disability
<b>Gender identity</b>	0% Trans and Non-Binary	0% Trans and Non-Binary	0% Trans and Non-Binary
<b>Sexual orientation</b>	6% LGB	5% LGB	5% LGB
<b>Religion and Belief</b>	30% Christian; 11% Muslim	30% Christian; 10% Muslim	30% Christian; 12% Muslim

<b>Gender</b>	52% Female; 48% Male	56% Female; 44% Male	57% Female; 42% Male
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## 12. Staff

- 12.1 Staff demographic data over the last three years evidences a change in 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 and is marginally lower at 59% in 2021/22. This change suggests that whilst the proportion of academic workforce is older at BU, which reflects sector trends, there has been a decline in 2021/22. Similar changes are reflected in Professional and Support staff which shows an increase in staff aged between, 31-50 from 50% to 54% in 2021/22.
- 12.2 The proportion of BAME staff working in an academic or professional support role has remained stable since 2017/18 although there was a 2% increase recorded for this year from 15% to 17% in 2021/22. There is a higher proportion of BAME staff in academic roles proportionate to professional support staff roles. As reported last year 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 demographics of the local area.
- 12.3 When reviewing the data by ethnic group the proportion of Asian, Black, Chinese and Mixed-race staff working in an academic role has overall remained stable, the exception being a significant increase in the percentage of Asian staff from 3% last year to 6% this year. 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. Ongoing work through the Race Equality Charter application and other initiatives included the launch of the new Race Equality Staff group which is hoped will help to increase the number of BAME individuals who see themselves represented and belonging at the University.
- 12.4 The proportion of staff disclosing a disability whether that is in an academic or professional and support role remains at 7% and 5% respectively. There are a number of initiatives in place to encourage disclosure and BU has undertaken considerable work with regard to accessibility and disability. We will continue to review this in 2023 to determine what more we can do to encourage disclosure including highlighting and establishing a Disability and Neuro inclusive staff group. There is a higher rate of disclosure by academic staff. When compared against sector (4%) data BU has a higher proportion of academic staff, 7% in 2021/22 which is an increase from the previous years 6% with a disclosed disability, and for professional and professional support staff is over the sector average as it is now 5% in 2021/22. Whilst still small the proportion The number of academic staff who identify as being Lesbian, Gay or Bisexual is the same in 2021/22 as last year at 4% which is very different from professional and support staff where the percentage has increased from 4 to 6%. We will continue to increase awareness about LGB equality in addition to increased focus at BU via the staff network group and support national events such as Pride, locally. It is still not possible to provide information for staff who identify as Trans or Non-Binary because of very low numbers.

**Table 4: BU academic staff – composition by protected characteristic**

	<b>2017/18</b>	<b>2018/19</b>	<b>2019/20</b>	<b>2021/22</b>
<b>Age</b>	57% Aged between 41-60	57% Aged between 41-60	60% Aged between 41-60	59% Aged between 41-60

	2017/18	2018/19	2019/20	2021/22
<b>Ethnicity</b>	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	17% BAME (of which, 1% Arab; 6% Asian; 3% Black; 3% Chinese; 1% Mixed; 2% Other); 81% White
<b>Disability</b>	6% Disclosed disability	6% Disclosed disability	7% Disclosed disability	7% Disclosed disability
<b>Sexual orientation</b>	3% LGB	2% LGB	4% LGB	4% LGB
<b>Religion and Belief</b>	16% Christian; 18% No religion	17% Christian; 20% No religion	19% Christian; 24% No religion	20% Christian; 27% No religion
<b>Gender</b>	48% Female; 52% Male	49% Female; 51% Male	49% Female; 51% Male	49% Female; 51% Male

- 12.5 In relation to religion and belief the majority of staff who disclosed their religion and belief continue to identify as Christian. When comparing both staff and students, the proportion of staff identifying as having no religion or belief continues to increase as it has over the last four years.
- 12.6 Other statistics record a 1% reduction from 60% to 59% in staff aged between 41 and 60 and a 1% increase in staff identifying as BAME from 6% to 7%. There has been a significant increase in professional support staff identifying as LGB over the past year from 4 to 6%. This might be a reflection of increased awareness and staff feeling more comfortable about disclosing their sexual orientation although the figures remain the same amongst academic staff.
- 12.7 The gender profile of university staff shows the ratio of female and male staff undertaking an academic role has remained the same. It is recognised that there is variation when this data is broken down by grade and this and actions are discussed further in the gender equality section of this report as well as actions being taken to address gender pay inequity.
- 12.8 In professional and support roles there has consistently been a higher proportion of women undertaking these roles, 62% to 38% men. The concentration of women particularly at lower grades is being looked at under the Gender Pay where actions are being put in place to address this disparity and impact on gender pay ratios.

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

	2017/18	2018/19	2019/20	2021/22
<b>Age</b>	57% Aged between 31-50	57% Aged between 31-50	59% Aged between 31-50	51% Aged between 31-50
<b>Ethnicity</b>	6% BAME (of which 1% Asian; 1% Chinese; 1%	5% BAME (of which 1% Asian; 1% Chinese; 1% Mixed;	6% BAME (of which 1% Asian; 1% Chinese;	7% BAME (of which, 1% Arab; 3% Asian; 1%

	2017/18	2018/19	2019/20	2021/22
	Mixed; 3% Other); 91% White	2% Other); 92% White	1% Mixed; 2% Other); 94% White	Black; 1% Chinese; 1% Mixed; 2% Other); 91% White
<b>Disability</b>	4% Disclosed disability	4% Disclosed disability	5% Disclosed disability	5% Disclosed disability
<b>Sexual orientation</b>	3% LGB	4% LGB	4% LGB	6% LGB
<b>Religion and Belief</b>	30% Christian; 28% No religion	29% Christian; 31% No religion	30% Christian; 34% No religion	30% Christian; 39% No religion
<b>Gender</b>	60% Female; 40% Male	61% Female; 39% Male	62% Female; 38% Male	62% Female; 38% Male

### 13. Work programme 22/23

13.1.1 We will continue to comply with our Equality duties and best practice take all necessary action to promote equality, diversity and inclusion and to eliminate discrimination and harassment, through development, awareness raising, implementation of policy and procedures. Work relating to this 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 protected characteristic and more.

13.1.2 As part of our engagement with 'Access Mental Health' in Dorset, we have secured funding to open up a Community Front Room (CFR) for the students of BU, AUB and AECC University College. CFRs are welcoming, informal, safe spaces where students can discuss their problems. Staff will not offer medication or structured therapy, but rather self-management advice and support that will help the students to find the solutions to aid the management of their Mental Health and recovery. This resource is now open.

13.1.3 The CFR is being co-designed with students to offer a sensory space for all students that is accessible to all, breaking down barriers seen in other services where students can fall into gaps in provision due to threshold judgements on their needs being either too complex or not complex enough. This resource will be evaluated as part of the Wessex Academic Health and Science Network.

13.1.4 As part of the ongoing work across Dorset, we have been invited to participate in two current major views of services; the Community Mental Health Integrated Pathways and the all age Autism review – both of which impact directly on our student and staff community and where clear and easy to navigate access points are essential to our wellbeing pathway. These reviews remain in the development phase.

13.1.5 We will reintroduce Mental Health First Aid (MHFA) training courses in 2023 to offer structured and recognised qualifications for staff who are working with students and to improve access to locally based MHFA trained staff for any staff members in crisis. This is in addition to the wide range of support available to BU staff.

### 13.2 Gender Equality

#### Reducing the Gender Pay Gap

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

13.2.2 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.

### 13.3 Equal Pay Review

13.3.1 We will continue to ensure equal pay for work of equal value and analyse the results of the 2022 Equal Pay Review, to identify actions necessary in response to the data.

### 13.4 Athena Swan

13.4.1 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

### 13.5 Race

13.5.1 To demonstrate commitment to enhancing our practice by achieving an institutional bronze REC award and delivering our REC actions. In addition we will:

- 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, pay progression and promotion activities, reviewing recruitment, advertising, 'blind' shortlisting
- To undertake and progress the actions outlined in 'working with the community' in the main report.

### 13.6 Disability

13.6.1 According to Advance HE, in 2021, the average % of students declaring a disability across the sector for Undergraduate first degrees was 16.40%. In BU, we are above this average in three out of our four faculties as follows;

- o FST – 23.27% of students declared a disability
- o HSS – 21.78% of students declared a disability
- o FMC – 19.43% of students declared a disability
- o BUBS – 13.15% of students declared a disability

13.6.2 It should be noted that this data relates to those students who have declared a disability, we anticipate the actual percentage being much higher based on feedback from the sector.

13.6.3 In 2021/22 we embedded an Online Health Questionnaire (OHQ) in the enrolment process to encourage students with a disability or additional learning need to register with the ALS team and engage with support, including any reasonable adjustments needed based on their specific

diagnosis for them to access their learning During this year 1541 students registered with the Additional Learning Support Service, of which 1269 had declared their disability via the OHQ prior to arrival. This is encouraging data to see as part of our Inclusivity values and efforts to support students who have additional vulnerabilities.

HESA Category	% Total BU pop	2021-22	2020-21	2019-20	2018-19	2017-18	2016-17
Specific Learning Disability	7.21%	1275	1456	1434	1163	1125	1090
Two or more impairments and/or disabilities	1.73%	307	263	216	224	100	86
Autistic Spectrum Disorder/Social/Communication impairment	0.53%	94	106	78	68	58	53
Long standing illness or health condition.	1.03%	182	183	127	101	84	69
Mental Health condition	2.50%	443	482	332	213	145	129
Other Disability, Impairment or medical condition	0.84%	150	153	132	115	90	76
Deaf or have serious hearing impairment	0.16%	30	35	27	19	16	18
Blind or have serious visual impairment	0.13%	23	26	20	20	8	9
Physical impairment or mobility issues	0.23%	41	56	41	27	28	32
Not disclosed		-	-	-	8	5	6
No Known Disability* – awaiting evidence	2.05%	363	107	93	136	119	95
<b>Total</b>		<b>2908</b>	2867	2500	2094	1778	1663

\*No Known Disability is due to students registering with ALS and in the process of providing evidence or seeking further assessment.

#### 13.6.4 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

### 13.7 Sexual Orientation

#### 13.7.1 LGBTQ+

As part of BU's work with the LGBTQ+ community, we will continue to assess impact and inclusivity across this group and in addition draw upon experiences from the LGBT Staff Resource group to identify gaps and input into activities and actions going forward.

### 13.8 Support Groups

13.8.1 We will be adding to our existing BU Working Carer's Staff Group, Menopause Peer Support Network and LGBTQ+ group, Race Equality Group with the introduction of a Disability and Neuro Inclusive Staff Group. We will also consider the best way to provide a support network and voice for staff with visible or hidden disabilities. (for further info, see 8.3)

13.8.2 Continue the work in relation to Allyship that was started by SUBU in the summer of 2022.



13.8.3 Continue with existing programme of development and accreditation in relation to Disability Confident. BU is taking part in 'Removing Barriers – training employers to become disability confident leaders' programme, led by Dorset Careers Hub.

#### **14. Events**

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

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

14.3 We will continue to monitor our policies and evaluate our development to address any potential discrimination and to enhance EDI best practice across BU for our staff, students and the wider community.

14.4 We plan to ensure the negative impact of Covid-19 is mitigated wherever possible as part of future student progression and staff development, promotion and pay progression opportunities.