

ANNUAL EQUALITY, DIVERSITY AND INCLUSION REPORT

2018/19



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Carmen Tulloch

BA (Hons) Working with Children, Young People and Families with Foundation Year

Growing up, Carmen had never given university a thought. After leaving school, she went on a Youth Training Scheme (YTS) course and during her work experience, she was offered a permanent job. It was only after her second child turned two, when she was 38, that she thought about returning to study. [Click here to read more.](#)



Russell Cook

BA (Hons) English Literature

Russell was 57 years old when he decided to study English at BCU. It wasn't until he suddenly lost his wife to a heart attack that he re-evaluated his life and career choice. He quit his job as an IT Project Manager and decided to pursue his lifelong interest in literature. [Click here to read more.](#)



Adam Islam

BSc (Hons) Digital Media Technology

Adam always envisaged himself going to university, walking around campus and getting involved in all that uni life had to offer. He knew it would be a whole new experience for him to navigate, but he never anticipated that he'd need a wheelchair to do so. [Click here to read more.](#)



Asim Asghar

LLB (Hons) Law

The community at BCU really stood out for Asim. He struggled with the independent study initially, but the communal study areas and a supportive group of friends have helped him to find the right balance between social activities and academic work. [Click here to read more.](#)



EXECUTIVE SUMMARY



The Equality Act 2010 requires public bodies to publish annually information about our equality objectives to demonstrate compliance with the equality duty.

This report covers the academic year 2018 - 2019 and looks at the interim equality objectives set in 2018:

- Student attainment - Reduce the gap in BME attainment by 2% per year.
- Widening participation- achieve targets as set out in our 19/20 Access Agreement and 20/21 Access and Participation plan.
- Achieve Staff engagement satisfaction of 85% by 2020.

Due to change implemented by the Office for Students, the University's regulatory body, the above objectives have been superseded through the introduction of Access and Participation Plans. Details of the APP including revised targets and progress can be accessed via the link on page 6 of the report. At BCU, the gap between BAME (Black, Asian, and Minority Ethnic) and White students has narrowed from 18.6% to 11.8%. The University's target for BAME attainment is to 'reduce the performance gap in degree attainment between White entrants and those from BAME backgrounds by 8% by 2024/25 and eliminate the gap altogether by 2030/31'.

The widening participation agenda now covers the intersections of disadvantage such as the indices of multiple deprivation and ethnicity and revised targets include 'reducing the gap in participation between White most (POLAR Q5) and White least (POLAR Q1) represented from 8.2% to 3.5% by 2024/25 and work towards elimination of the gap by 2030/31.

Staff engagement satisfaction currently stands at 83% and continues to be measured by the annual staff engagement survey.

The diversity profiles of the Student body and Workforce are detailed in the report, the breakdown of which includes population size, gender, ethnicity, disability, sexual orientation and religion and belief. In addition, the report includes information about our undergraduate intake including the number of applications and admissions.

Reporting on the gender pay gap forms part of our specific public sector equality duties. Our mean and median pay differences between men and women are 9.6% and 6.2% respectively, a slight reduction since the previous year.



INTRODUCTION



Birmingham City University currently has around 25,800 students. Our academic offer is structured across four faculties: Arts, Design and Media; Business, Law and Social Sciences; Computing, Engineering and the Built Environment; and Health, Education and Life Sciences. Approximately 12% of the University’s students are international, and are drawn from over 100 different countries. The quality of our teaching was awarded Silver status in the Teaching Excellence Framework (TEF) 2017, and almost 90% of our research was judged to have delivered ‘outstanding’ or ‘very considerable’ external impact in the Research Excellence Framework (REF) 2014. The Destination of Leavers from Higher Education survey (2016/17) indicates that 97% of our graduates are in employment or go on to further studies within six months of graduation.

BCU is located in the heart of the dynamic and vibrant city of Birmingham where we play a key role in supporting the economy and public sector locally and regionally. The University’s chosen charities include Acorns Children’s Hospice and Birmingham and Solihull Women’s Aid. Students from the University work with schools in the city and in the West Midlands through the literacy tutors scheme to help young learners improve their reading skills, and University staff act as school governors in areas of high deprivation, and where schools require enhanced governance support. The Royal Birmingham Conservatoire is part of an innovative alliance with the Morris Isaacson Centre for Music in Soweto, Johannesburg, South Africa, through a project called Arco, providing regular distance-learning opportunities for talented children in South Africa.

It is our aim to continue to embed equality diversity and inclusion in our day-to-day business here at Birmingham City University in order to reduce inequality and improve outcomes for all our people. We continually strive to meet the needs of our students and staff, not only because of our legal obligations under the Equality Act, but because we want every member of staff and every student to thrive and achieve their potential at BCU. Through the use of equality information, we are able to set clear equality objectives and understand the impact of our policies on different groups of people, helping us to deliver our core business more effectively, while avoiding discriminatory practices. We want BCU to be a place where everybody belongs. A place where people thrive and are able to realise their full potential. By integrating EDI in all that we do, we will continue to drive improvement in our decision-making, helping us to achieve positive outcomes that continue to transform the lives of our students and workforce.



OUR EQUALITY OBJECTIVES



Our equality objectives are aligned to the University's Strategic Plan. The strategic plan is currently being refreshed and consequently our equality objectives will be refreshed during 2020.

The equality objectives below were set in 2018 as an interim measure while the University's EDI strategy is being developed. Our objectives are:

- Student attainment - Reduce the gap in BME attainment by 2% per year;
- Widening participation – achieve targets as set out in our 19/20 Access Agreement and 20/21 Access and Participation plan.
- Achieve Staff Engagement Survey satisfaction rate of 85% by 2020.

In 2019, the University published its Access and Participation Plan (APP) for 2020/25. Our regulator, the Office for Students (OfS), has required higher education providers to address inconsistency in provision for and the achievement and outcomes of different groups of students, and the gap which often exists between outcomes for advantaged and disadvantaged students. Therefore the Teaching Excellence Framework (TEF) highlights where results in satisfaction, continuation and outcomes are different for students from different ethnic or participation backgrounds and the APP requires us to develop a series of targets to address gaps between achievement of the most advantaged and most disadvantaged groups.

Our APP 20-25 sets out how we will improve outcomes for underrepresented groups in terms of access, continuation, success and progression to advance equality of opportunity in Higher Education and beyond. The plan, which can be accessed [here](#) contains detailed information on performance and targets that supersede the interim measures outlined above with regard to student attainment and widening participation. It also considers intersections of disadvantage; for example, between participation levels from different neighbourhoods, the indices of multiple deprivation, and ethnicity. Our revised equality objectives will be developed as part of the University's Equality, Diversity and Inclusion strategy, and will be aligned with the APP and University Strategy 2020/25.

Staff satisfaction continues to be a priority for BCU and performance is measured through our annual staff survey. Staff engagement satisfaction currently stand at 83% according to the latest survey, conducted in 2019.

As part of our widening participation agenda, the University has joined forces with education charity IntoUniversity, to launch a new centre in the Kingstanding area of Birmingham, which is expected to welcome over 1,000 students through its doors each year. The funding will see the Maryvale Community Centre undergo a renovation process to house the centre, which will be equipped with teaching facilities, and deliver community-based education programmes to children in the local area.

Five full-time members of staff will be recruited to deliver daily after-school Academic Support sessions to primary and secondary school children, aspiration-building workshops in partnership with local schools, and a mentoring programme with University students and corporate professionals.

Currently in parts of Kingstanding only 13.5% of schoolchildren go on to study at university compared with 78% of young people in parts of Sutton Coldfield. The project aims to have a transformative effect on the community by increasing access to higher education, and enhancing employment levels.

The Birmingham centre will have a focus on the arts, the first IntoUniversity centre to do so, and will stimulate children's understanding and enthusiasm for a wide range of subjects. The classes will be taught by trained education workers, preparing young people for life in higher education and their future careers.

The centre, which is the first of its kind to be opened in Birmingham, will deliver services through a mixture of one-to-one and group tuition, as well as hands-on educational experiences.



Image taken from BCU Student Prospectus – 2018



REGULATORY REQUIREMENTS



As a Higher Education Provider registered with the Office for Students we are subject to a number of conditions of registration. Our EDI Strategy will align directly with these.

They include:

- Addressing the gaps in achievement of students from disadvantaged backgrounds through the meeting of targets set and agreed with the OfS through the Access and Participation Plan 2020/25.
- Participating in the Teaching Excellence Framework. To achieve Gold status, Universities not only have to demonstrate excellence for the majority of their students, but need to show that there is no great discrepancy in the outcomes for different groups of students.
- Submitting and publishing annual transparency information, particularly about admissions, but also about attainment and completion.
- Collecting a wide range of diversity data from our student and staff body, via the annual Higher Education Statistics Agency data collection process.

We are also regulated by other bodies including:

- UK Research and Innovation and have numerous funding contracts with the UK Research Councils.
- Professional Statutory and Regulatory Bodies (PSRBs), such as ACCA, the Law Society and the British Psychology Society – which provide additional accreditation for our degree courses, often require us to submit annual returns, showing gender, ethnicity and disability breakdowns.
- The QAA Code of Practice also specifies the need to monitor student outcomes.



TRANSPARENCY INFORMATION AND DIVERSITY PROFILE



We are required by the OfS to provide transparency information about our undergraduate student intake. This includes the following information:

- The number of applications for admission on to recognised, undergraduate higher education courses that we have received from UK domiciled applicants.
- The number of offers we have made in relation to those applications.
- The number of those offers accepted and the number of those who have registered with us.
- The number of students who attained a particular degree or other academic award, or a particular level of such an award, on completion of their course with us.

It also shows these numbers by reference to:

- The gender of the individuals to which they relate.
- Their ethnicity.
- Their socioeconomic background.

It is important to note that the data presented has not been contextualised. This means, for example, that you will not be able to see from this data how many of those applying to courses met the entry criteria.

It is also the case that universities and colleges will often receive many more applications than they have spaces on courses and so offer rates will necessarily be lower than application rates in those circumstances.



Transparency Information 2018/19

Mode of study	Characteristic	Characteristic split	Number of applications	Percentage of applications that received an offer	Percentage of applications that accepted an offer	Percentage of applications that led to a registration
Full time	Ethnicity	BAME	16,530	62.50%	27.40%	20.30%
		White	17,410	63.60%	20.80%	16.80%
	EIMD quintile	1 and 2	17,970	61.20%	26.50%	20.30%
		3 to 5	14,460	65.50%	21.70%	17.30%
	Gender	Female	21,390	59.10%	23.30%	18.20%
		Male	13,040	68.70%	24.70%	18.50%
		Other	N	N	N	N
Part time	Ethnicity	BAME	220	63%	57%	51%
		White	360	85%	73%	63%
	EIMD quintile	1 and 2	220	79%	75%	68%
		3 to 5	260	92%	82%	73%
	Gender	Female	340	75%	69%	63%
		Male	250	79%	64%	53%
		Other	N	N	N	N
Apprenticeships	Ethnicity	BAME	70	DP	DP	96%
		White	180	97%	97%	93%
	EIMD quintile	1 and 2	60	DP	DP	DP
		3 to 5	140	96%	96%	94%
	Gender	Female	200	96%	96%	94%
		Male	60	DP	DP	94%
		Other	N	N	N	N


DIVERSITY PROFILE STUDENTS 2018/19

TOTAL STUDENT POPULATION

2018/19

TOTAL STUDENTS
25,857

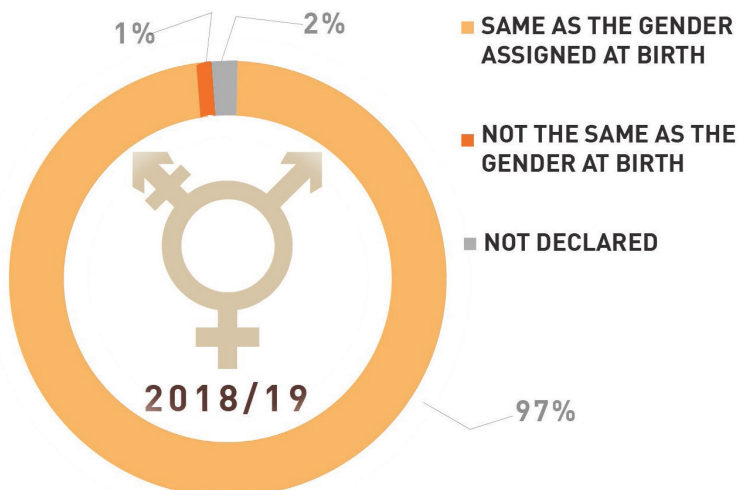
18,463  71.4%
UNDERGRADUATE

2,015  7.8%
PART TIME UNDERGRADUATE

2,860  11.1%
FULL-TIME POSTGRADUATE

2519  9.7%
PART-TIME POSTGRADUATE

GENDER IDENTITY

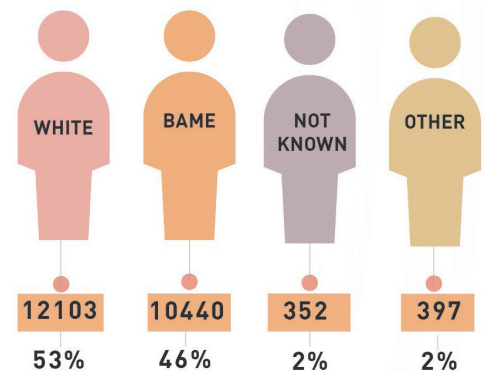


GENDER

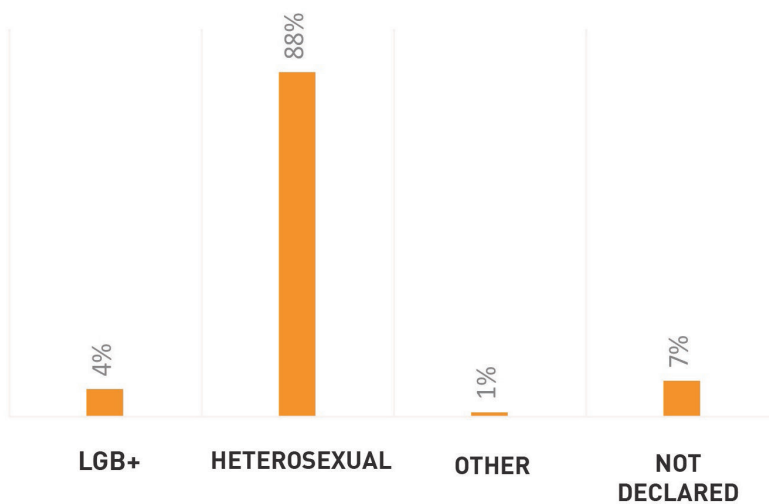
 **FEMALE** 14,622 64%

 **MALE** 8257 36%

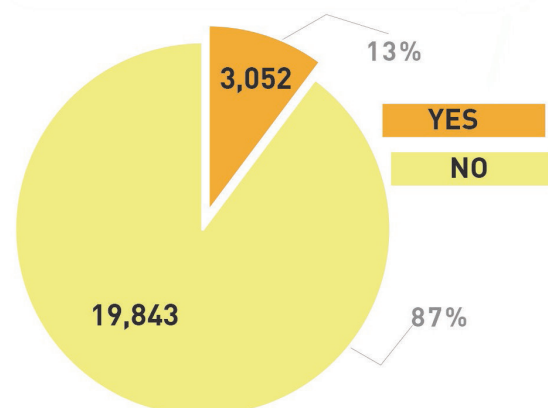
ETHNICITY 2018/19



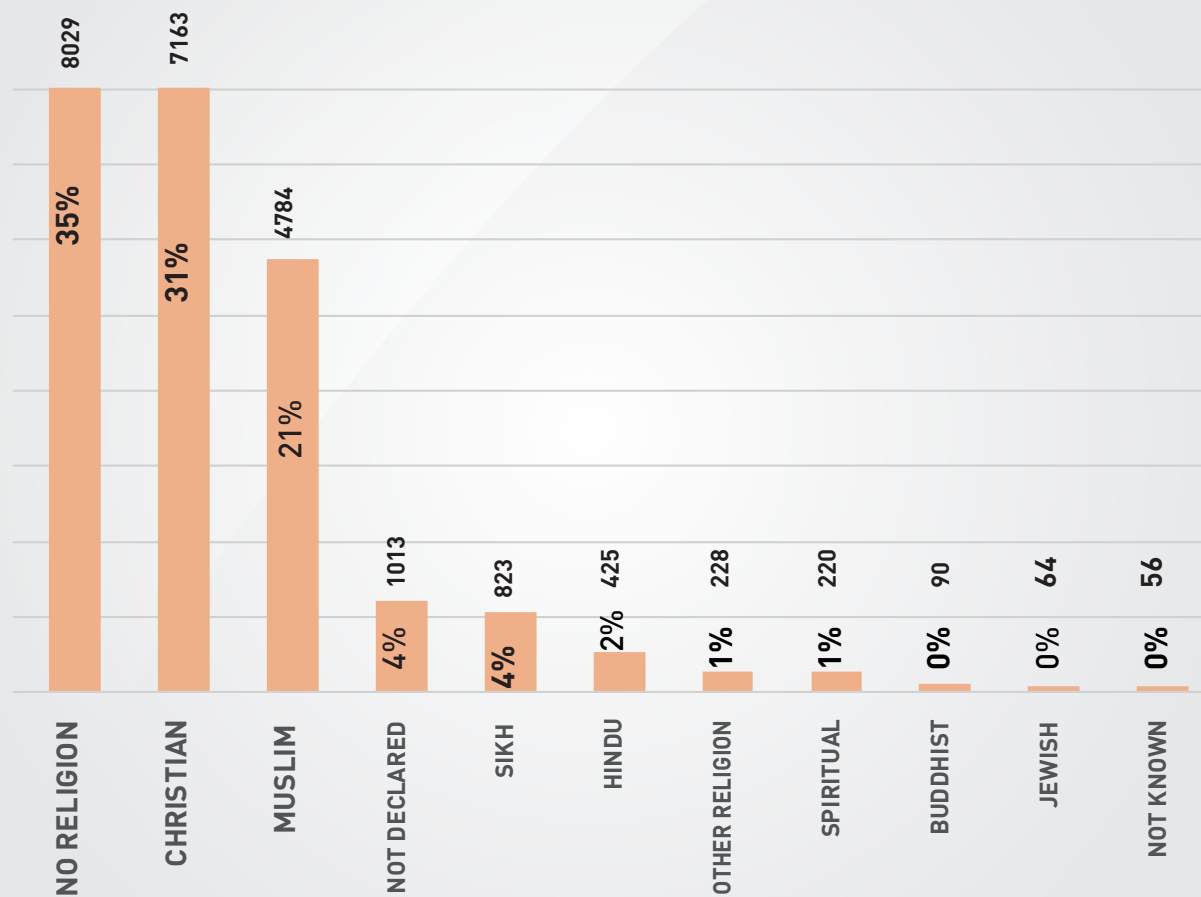
SEXUAL ORIENTATION 2018/19



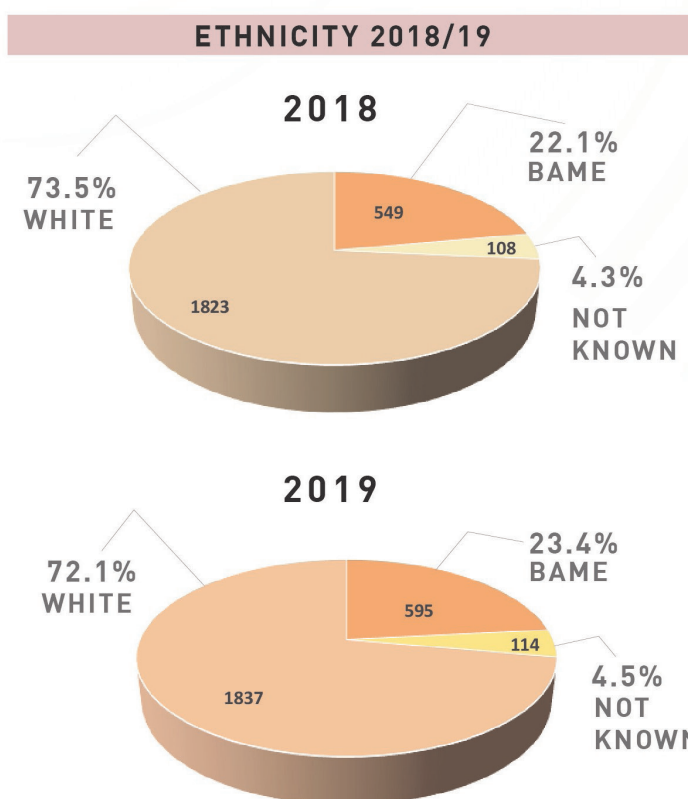
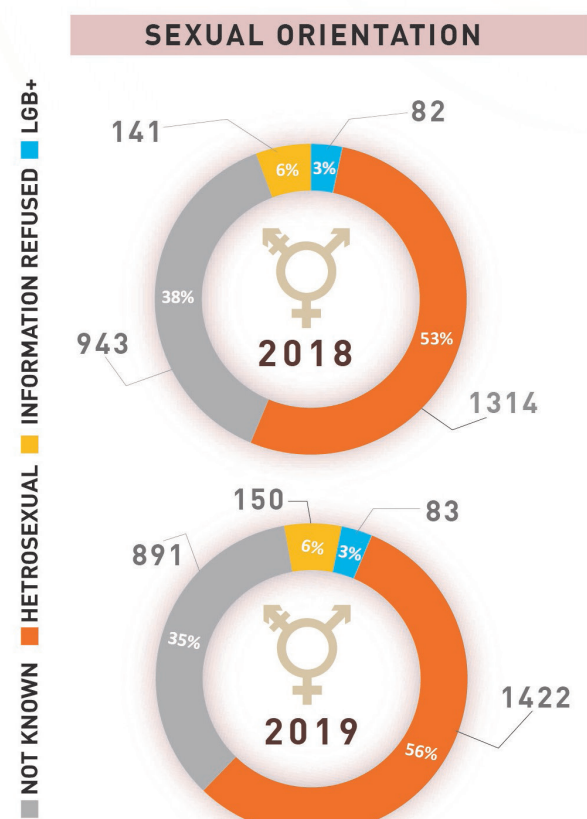
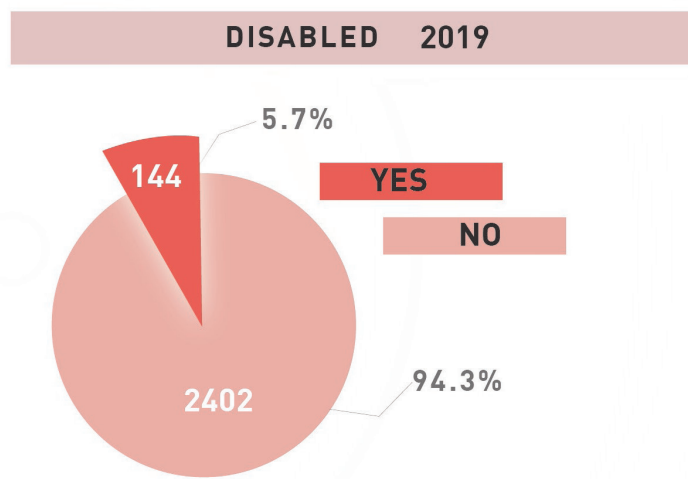
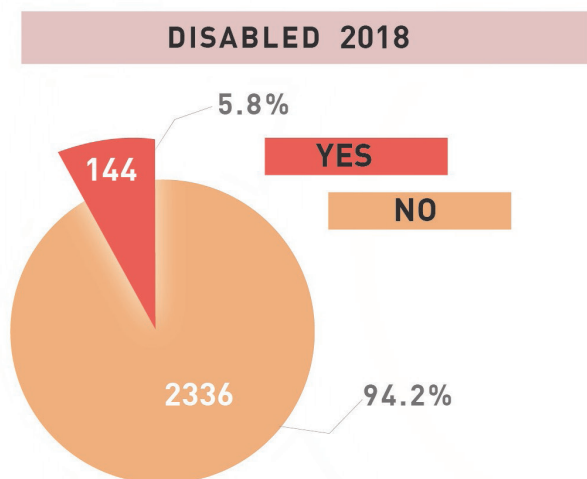
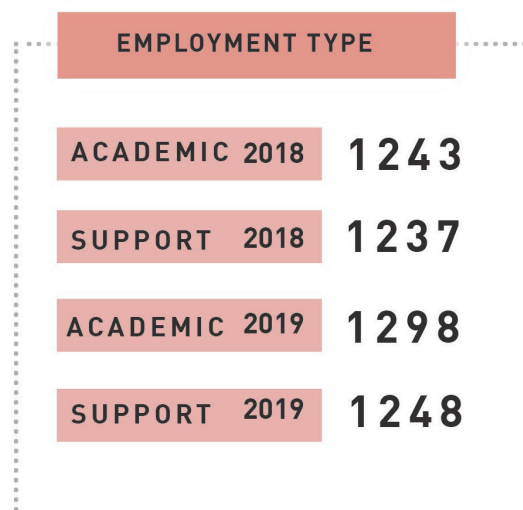
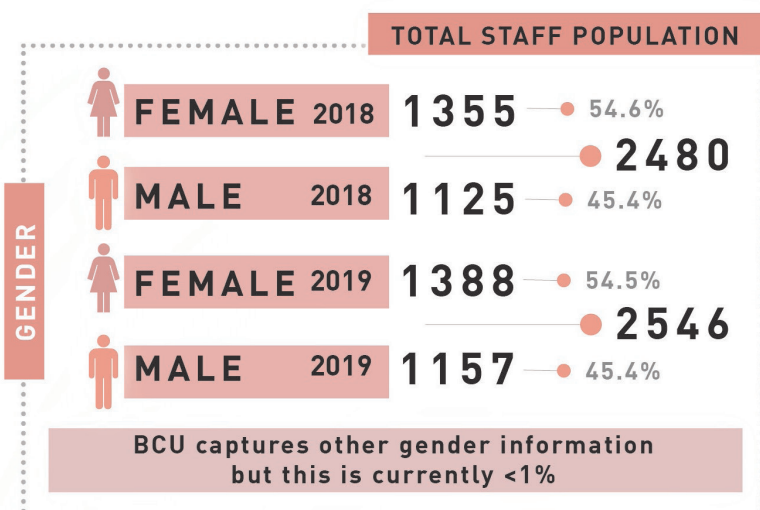
DISABLED 2018/19



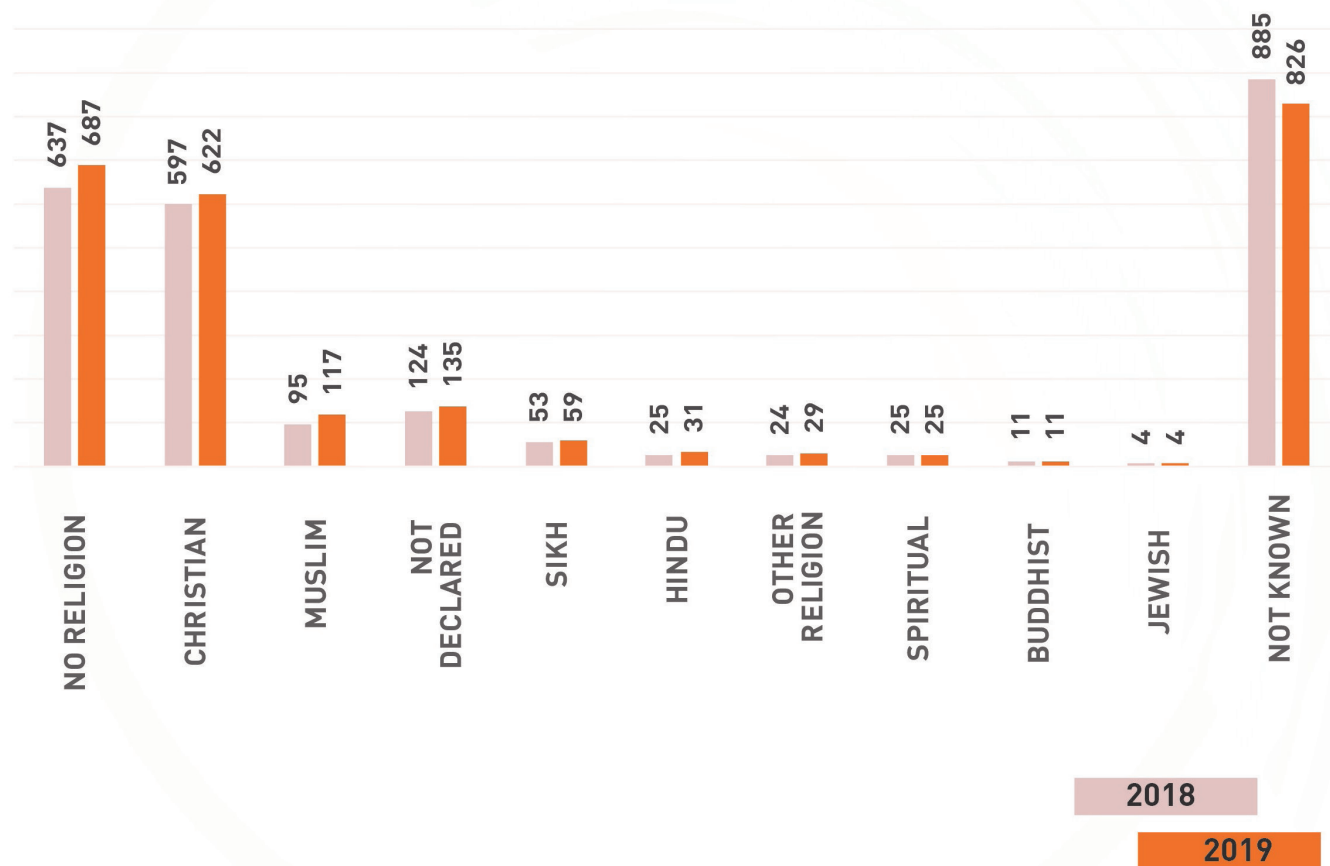
RELIGION AND BELIEF - STUDENTS 2018/19



DIVERSITY PROFILE WORKFORCE 2018/19



RELIGION AND BELIEF - WORKFORCE 2018/19



PUBLIC SECTOR EQUALITY DUTY



As a public body, it is our duty to ensure that across our functions we have due regard for the need to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a relevant protected characteristic and those who do not
- Foster good relations between people who share a protected characteristic and those who do not.

Having due regard for advancing equality involves: removing or minimising disadvantages suffered by people due to their protected characteristics; taking steps to meet the needs of people from protected groups where these are different from the needs of other people; and encouraging people from protected groups to participate in activities where their participation is disproportionately low.

We are also required to publish information about our equality objectives (referred to above), and an annual gender pay gap report to demonstrate compliance with the equality duty.

The public sector equality duty covers the following protected characteristics: age, disability, transgender (gender reassignment), pregnancy and maternity, race, religion or belief, sex and sexual orientation. It also covers marriage and civil partnerships, with regard to eliminating unlawful discrimination in employment.



GENDER PAY GAP



Gender pay gap reporting is an annual statutory requirement for all UK employers who have more than 250 employees. This statement provides a snapshot (using the relevant data from 2018) of the gender pay balance at Birmingham City University.

We are fortunate that, as the 'university for Birmingham', we are placed at the heart of a multi-cultural city. We recognise that our policies alone are not enough to enable an inclusive workplace and we need to continue to eliminate workplace barriers for all of our employees. To demonstrate our commitment, we have appointed a Head of Equality, Diversity and Inclusion (EDI) whose ambition is to make BCU an exemplar in EDI by going beyond what is required by current equalities legislation.

We work hard each day to live our core values of excellence, people focused, partnership working, and fairness and integrity. At the heart of our values is the understanding that everyone has the right to an equal opportunity to thrive during their employment with us and that we all benefit when that equality of opportunity exists.

The gender pay gap shows the difference between the average earnings of all men and women in the University regardless of their role or grade.

The gender pay gap differs from Equal Pay. Equal Pay looks at any pay differences between men and women who carry out the same jobs or work of equal value. At the University, we have been carrying out Equal Pay reviews for a number of years and we are confident that men and women carrying out similar or the same work are paid equally.

The gender pay gap does not mean that there is an inequity in pay, nor that the University's pay systems and policies are discriminatory. The gap does reflect the current distribution of men and women across the various pay grades and the fact that there is currently an uneven distribution. We recognise that we have work to do in this respect.

Birmingham City University gender pay gap – data report 31/3/2019

Calculation	BCU Position
Mean Gender Pay Gap	9.6% lower for women
Median Gender Pay	6.2% lower for women

Proportion of males and females in each quartile band

Band	Male	Female
Lower Quartile	37%	63%
Middle Lower Quartile	42%	58%
Upper Middle Quartile	51%	49%
Upper Pay Quartile	55%	45%



GENDER PAY GAP



Our mean and median differences between the hourly pay rate of men and women – 9.6% and 6.2% respectively – show a reduction on our position from last year and we know that our data is better than the average pay gap across other universities. We do recognise though that we need to continue to improve our position and cannot become complacent.

In 2018 we committed to a number of actions to close the gap and similar actions remain very much part of our agenda for the coming year:

- An Athena Swan action plan to make further progress on gender equality.
- Internal mentoring and coaching for women seeking promotion / conferment through our annual process.
- External mentoring and development for women including Aurora participation and the introduction of the Springboard programme.
- Analysis of gender data within the recruitment and promotion cycles.

We have also reviewed our suite of family-friendly and flexible working policies.

Tackling the Gender Pay Gap - 2019/20

Next year, our priorities will include:-

- Embed equality principles into our commissioning and procurement processes to influence the partners we work with, so that they too are tackling the gender pay gap.
- An Athena SWAN action plan to make further progress on gender equality
- By reviewing the current flexible working policy, consider all positions to be open to job sharing working patterns.
- Increase Springboard awareness, evaluate its impact and proactively identify female colleagues who display high potential by promoting their capability and successes through interaction with the wider business and to the leadership team.
- Promote gender awareness sessions throughout the year.
- Support applicants in the application for the academic conferment process and, when conferment applications are received from female applicants, deliver workshops and offer mentoring opportunities to that specific cohort.
- Monitor pay increases for those who didn't receive any pay increase in 2018 and carry out data analysis on the gender of these employees and the reasons why they were not entitled.
- Review the IPR/appraisal process to ensure transparency on process and clear definitions of how staff can progress through the ratings.
- Every four months, review data to identify categories of new staff who were appointed above the bottom of the pay scale and what the pattern tells us.
- Educate managers to have a clear set of expectations in terms of gender balance within the University.



ATHENA SWAN



The Athena SWAN Charter was established in 2005 to encourage and recognise commitment to advancing the careers of women in science, technology, engineering, maths and medicine (STEMM) employed in higher education and research.

In May 2015, the charter was expanded to recognise work undertaken in arts, humanities, social sciences, business and law (AHSSBL), and in professional and support roles, and for trans staff and students. The charter now recognises work undertaken to address gender equality more broadly, and not just barriers to progression that affect women.

The Athena SWAN Charter covers women (and men where appropriate) in:

- Academic roles in STEMM and AHSSBL
- Professional and support staff
- Trans staff and students.

This is in relation to their:

- Representation
- Progression into academia
- Journey through career milestones
- Working environment.

The University is a member of Athena SWAN and believes that the Charter is a useful vehicle to advance gender equality across the University's subject disciplines and as such, the institution has signed up to the 10 Athena SWAN charter principles.

As a result of Birmingham City University's commitment to eliminate gender bias and develop an inclusive culture that values all staff, the institution received an Athena SWAN Bronze Award in May 2017. Since then - more particularly from 2018 to date - colleagues across the University have been working hard preparing departmental Athena Swan submissions.

Birmingham City University is incredibly proud of its diverse staff and student bodies and recognises the significant contribution made to the University by people of all genders, both as an inviting place to work and as an institution for learning and research.

GRADUATE INTERNS



In August 2019, the Careers+ team was tasked to source and match unemployed graduates from the 2018 UK FT UG Graduate Outcomes (GO) cohort D population from specific TEF subject areas (Business and Management/ Psychology/Engineering/Creative Arts) and from Widening Access & Participation criteria to fully fund 40 x 4-week internships internally within BCU departments.

Grow Your Own - Internal BCU Employment Programme (Accelerate 3)

'Transforming student's lives by ensuring they secure higher skilled employment'

BCU has made a commitment to transform its students. Employment is one of the biggest transformations that a student can experience. There are eight key employability impact drivers, these are to:

- Enable BCU graduates to develop the professional skills and experience required to gain highly skilled employment.
- Drive good outcomes for longitudinal education outcomes (LEO) results by providing opportunities for internships to increase training, skills and access to graduate networks.
- Drive TEF Gold Status through graduate outcomes.
- Encourage greater graduate outcomes for graduates who fall into Access & Participation Plan criteria.
- Increase the numbers of unemployed and underemployed graduates into higher skilled roles as new employability benchmarks are set.
- Increase the numbers of roles within the University which are funded through the Apprenticeship levy and are aimed at broadening the profile of our Academic staff through graduate recruitment.
- Engage graduates from wider cohort populations

to access support from Careers+ and engage with employability training and development programmes such as the Professional Mentoring Scheme and Graduate Step-Up programmes.

- Increase the GO survey completion numbers with graduates in highly skilled occupations and in further study.

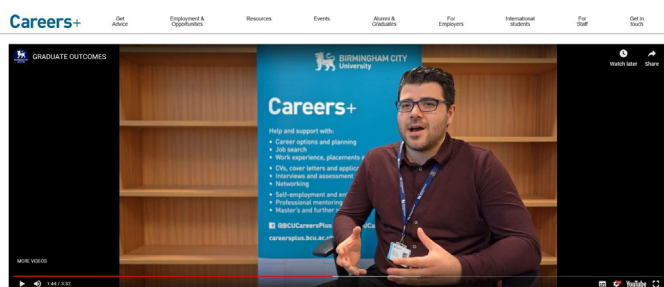
Based on research we will be exploring the following programmes:

Graduate Scheme

- Existing longer - term and permanent internal opportunities available through HR prioritised for target unemployed/underemployed graduates.
- Contract and permanent roles within the existing HR structure re-labelled as Graduate Scheme.
- Investigation of Graduate Apprenticeship programme funded by the Apprenticeship levy.

Student Micro-placements programme

Graduate Internship Scheme



EVENTS AND CELEBRATIONS



As a University, we recognise the importance of celebrating equality, diversity and inclusion, and how essential it is for us competing in a globalised world. EDI is essential to leveraging the University's full potential. Awareness raising events and celebrating our differences alongside the many things we share in common helps to unite and educate us while fostering a sense of pride. This in turn leads to greater student and staff engagement, higher retention rates, and greater creativity, further enhancing our reputation.

LGBT+ celebrations

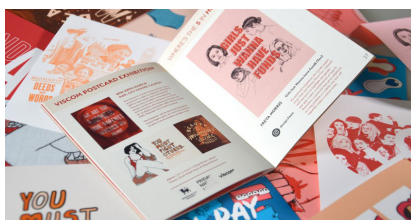
This year's celebrations included activities to promote LGBT+ inclusion, gender and disability equality, and celebrations in recognition of Black History Month held at Royal Birmingham Conservatoire.

The University LGBT+ network represented BCU at Birmingham Pride event:



xCHANGE festival - marking International Women's Day and Women's History Month

Throughout March 2019, a host of events and festivities were arranged to mark International Women's Day across campuses to promote discussion and debate on the drive for gender balance worldwide. The festival began on Monday 4 March with the opening of 'Ain't I A Woman!' – a student jewellery exhibition, and culminated on Thursday 28 March with a City Talk delivered by Helen Pankhurst, great-granddaughter of Emmeline Pankhurst who helped women win the right to vote. The month-long festival, dubbed 'xCHANGE', included talks and activities promoting female activism, highlighting gender inequalities in society, technology, media, health, politics and the cultural industries.



EVENTS AND CELEBRATIONS



Black History Month

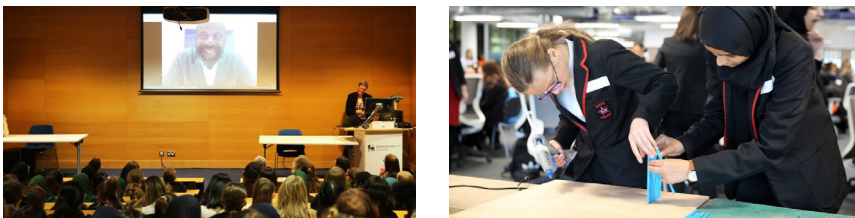
During the month of October, faculties and schools across the University organised activities and events to commemorate the achievements and contributions of people of African descent in recognition of the underrepresentation, from a historical context, of the pivotal role that Black people have played in UK and world history. Students from the Visual Communication Master's degree in the Faculty of Arts, Design and Media responded to the theme of 'Celebrating Black Women', by producing a range of pieces using hand-drawn illustrations and graphic design work. The photography work of former BCU graduate Nyima Jarju formed the content of an elaborate art exhibition across the University and Birmingham Central Library. ADM Archives provided a stunning display of jazz artefacts. Speakers included Alisa Harewood, the first Black female Vice President to lead the sales and delivery function in TATA Technologies 25year history, and the only woman to sit on the European and North American senior leadership teams. Events also featured performances from African dancers and local Birmingham jazz band, the 'Blue Notes'.



BCU's Women in Computing and Engineering day

For nearly 40 years there has been a shortage of girls in computing. Initiatives such as BCU's Women in Computing/Engineering day (run by Dr Jagdev Bhogal and Laura Leyland) are designed to address this gender imbalance.

100 school girls attended the Women in Computing/Engineering day in June 2019 to hear from role models and take part in engaging activities.



EVENTS AND CELEBRATIONS



Disability History Month

The national theme for Disability History Month this year was 'Disability: Leadership, Resistance and Culture, exploring how leaders of the Disabled people's movement have changed the way that disability is seen. In response to this, a visual display of Disabled people from diverse backgrounds were projected on screens across the University, to show the wide ranging influence Disabled people have had in numerous fields including science and technology, sport, the civil rights movement and beyond. Video interviews with Disabled students and staff were recorded and disseminated through 'Tiger Talk', the University's daily electronic newsletter.



CHANGE2019



LOOKING FORWARD



EDI Strategy and Equality Objectives

We need to do all that we can to ensure that BCU is a place where everyone is able to succeed. Making EDI central to what we do, we will ensure that we continue to make progress. An EDI strategy will set out our ambition and the approach we need to take to keep us moving in the right direction, and make clear our objectives, allowing everyone at BCU to contribute to an even more inclusive environment.

Strengthening the governance arrangements and oversight of EDI across the University

Mechanisms were put in place at the end of 2019 to establish EDI committees centrally and in each faculty to enable clearer oversight of EDI activity across the organisation, and to encourage better communication and encourage a positive shift in our organisational culture. Through this structure we aim to facilitate greater transparency and accountability so that we are able to effectively manage the progress being made in this important area of work. The work of the EDI committee will report into the University Executive Group, and links will be made to other relevant boards and committees e.g. Learning Teaching Assessment and Quality Committee and Academic Board. An annual update report will be prepared for the Board of Governors.

Actions to address workforce inequality

We will undertake the following actions to advance gender equality:

- Use 'positive action' initiatives to address the under representation of women and minority communities in senior levels of the workforce.
- Implement actions from the University Athena Swan action plan.
- Schools and departments submit applications for Athena Swan Bronze Departmental awards.
- Review and update equality policies.
- Implement actions from the Gender Pay Gap Report
- Establish and roll-out a comprehensive programme of EDI related training

Stonewall Workplace Equality Index

Diversity monitoring information indicates that there is much work to be done on LGBT+ inclusion. Throughout 2020, the University will be working hard to understand the experiences of our LGBT+ colleagues, and to demonstrate BCU's commitment to LGBT equality- we will be making our first submission to the Stonewall Workplace Equality Index. A Stonewall Project Manager has been recruited by the Faculty of Health Education and Life Sciences following a successful funding application to the Vice-Chancellor's Strategic Investment Fund.

Launch of Race Equality and Disability Equality Forums

Following the Equality and Human Rights Commission's inquiry into racial harassment in publicly funded universities in Britain, the University will be launching a Race Equality Forum to inform the University's approach to advancing Race Equality. In recognition of our commitment to create an inclusive culture, and based on recent survey results, we will also be establishing a Disability Equality Forum in order to work in partnership with Disabled colleagues to advance Disability Equality.

Arts, Design and Media working in collaboration with University Chancellor - Sir Lenny Henry

This is an exciting new venture that seeks to engage with and promote issues of equality, diversity and inclusion across the arts. The project will act as a locus across the University and city region, in collaboration with our cultural partners to offer a critical and practical space for thinking and doing diversity and inclusion in the arts. We will host a range of talks, public lectures, and workshops through conventional and unconventional formats.



APPENDIX

The data produced for this report originates from the sources listed in the table below:

Page	Description	Source
9	Transparency Information	BCU Planning and Performance
10 - 11	Diversity Profile Students	HESA return 2018/19
12 - 13	Diversity Profile Workforce	Human Resources July 2019