University of Roehampton

Annual Equality Report (March 2023)

Introduction

The University of Roehampton is shaped by its people who come from a diverse range of backgrounds, and who have brought a rich set of experiences and knowledge which have culminated in a truly enriching environment for students, staff and visitors. The University is committed to preserving these qualities and is committed to increasing diversity, promoting equality and aims to create an inclusive culture and environment in which students, staff and visitors are treated fairly and can prosper irrespective of their background.

Every year, we publish annual equality reports to celebrate the full breadth of our EDI progress and achievements and how we are supporting the advancement of EDI. Our annual equality reports also detail the most up-to-date equality data on factors such as ethnicity, gender identity and sexual orientation. These reports also help to fulfil the University's reporting requirements under the Public Sector Equality Duty set out in the Equality Act 2010.

This report provides an overview of the University's initiatives and actions since the last published report, to advance and promote equality, diversity and inclusion, and demonstrate its compliance with the general equality duty.

The following key highlights are included:

- The University has adopted the APPG's definition of Islamophobia

- The launch of CLASS (Care Leavers Access, Support and Success) to care leavers starting at the University, following a successful £200,000 grant win from the Office for Students.

- Awareness campaigns facilitated by Student Race Equality Champions

- Over 80% of staff have completed unconscious bias and EDI essentials training.

Public Sector Equality Duty

As a public body, the University is subject to the Public Sector Equality Duty (the Equality Duty) under the Equality Act 2010. The Equality Duty covers the protected characteristics of age, disability, gender, gender reassignment, pregnancy and maternity, race, religion or belief and sexual orientation. The Equality Duty consists of a general equality duty which is set out in section 149 of the Act, and requires public bodies to have due regard to the need to:

1. **Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act 2010**

   The University seeks to eliminate unlawful discrimination, harassment, victimisation and other conduct prohibited under the Equality Act (hereinafter called Prohibited Conduct) through such measures as the development and implementation of sound strategies and robust policies and procedures; the provision of adequate training and equality awareness; and the exercise of zero tolerance in relation to Prohibited Conduct.

2. **Advance equality of opportunity between people from different groups**

   Under the Equality Act 2010, advancing equality entails:

- taking steps to remove and/ or minimise disadvantages suffered by people due to their protected characteristics;

- meeting the needs of persons who share a relevant protected characteristic that are different from the needs of persons who do not share it; and
- encouraging persons who share a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low.

Equality is advanced at the University by several means, including the provision of student support, provision of professional services, learning, teaching and assessment activities and widening participation. Some of the work undertaken in these areas is outlined in this report.

3. **Foster good relations between people who share a protected characteristic and those who do not by tackling prejudice and promoting understanding between people from different groups**

The Equality Act describes fostering good relations as tackling prejudice and promoting understanding between people from different groups. This is done at the University in various ways, including the activities of a vibrant Chaplaincy, Students' Union and Network Groups, as well as through active community engagement.

Governance and responsibility

Responsibility for EDI at the University rests with the Equality, Diversity and Inclusion Committee (EDIC), reporting to the University Executive Board. EDIC is chaired by the Vice-Chancellor and composed of other senior staff including the Deputy Vice-Chancellor and Provost and the Director of Finance. Representatives from the Trade Unions and the Students Union also have membership.

EDIC is responsible for the development of the University's strategy in relation to equality and diversity matters and for ensuring that the University has appropriate strategies, policies and procedures in place to meet its obligations under diversity and equalities legislation.

Whilst equality, diversity and inclusion is the responsibility of everyone at the University of Roehampton. We commit to ensure that all members of our community are aware of their individual and collective responsibilities and legal duties, in relation to equality and diversity. We require all staff to complete relevant training, offering a comprehensive programme of awareness-raising activities. Such work and the various EDI initiatives and established structures are detailed below, in this report.

EDI IN ACTION

Celebrating achievements and the ways we are advancing EDI with staff and students:

Adoption of the APPG definition of Islamophobia

After extensive consultation with members of the Muslim community at Roehampton, the adoption of the APPG's definition of Islamophobia was given final approval by the UEB in October 2022.

By adopting the APPG definition of Islamophobia, the university can now use the definition to easily identify Islamophobia within the institution and would enable decision-makers to give due regard to the definition when making decisions under relevant policies and procedures.

Widening Participation

- Through its work with outreach organisation AimHigher London and UniConnect, the University supports the enhanced provision of impartial information, advice and guidance across London in partnership with other Universities, to support those from underrepresented groups to progress into Higher Education. AimHigher London recognised the work of Roehampton's outreach team with a Commitment award for Senior recruitment officer, Bev Pullen, for her outstanding work in the field.

- The University launched CLASS (Care Leavers Access, Support and Success) to care leavers starting at the University, following a successful £200,000 grant win from the Office for Students. The programme provides guidance on the University life, mental health, academic success and life after university for new students who have been under the care of a local authority, helping them transition from school or college and thrive at university.

- Roehampton's Mature Students Programme was enhanced, offering monthly webinars on application preparation, academic study skills and wellbeing for mature prospective students.

Race Equality

Student Race Equality Champions

The student Race Equality Champions (s:RECs) is an initiative run by the Student Engagement Team (SET) at the University of Roehampton that arose from the University's Race Equality Charter Action Plan (REC AP). s:RECs work to embed the findings from the RAFA2 (Re-Imagining Attainment for All) Project and to meet targets set out in the REC AP. The sRECs carry out their work from September to June, allowing them flexibility around their studies. The role is open to all students to apply in the summer term through an application and interview process, to take up the role at the start of the new academic year.

The primary role of the s:RECs is to work with students and staff on interventions to eliminate the Black Asian and Minority Ethnic (BAME) attainment gap. With the support of SET, s:RECs carry out activities in their School, e.g. run events to capture student voice, and to develop initiatives and act on what they learn to positively impact on student sense of belonging and success outcomes.

The role allows students to represent their peers, addressing common issues BAME students may be facing which may impact their academic and non-academic University experience. The role also provides an environment for students to develop soft employability and leadership skills, as they lead, manage, organise and deliver projects and collaborate with other s:RECs across the University. Each School has a maximum of two s:RECs who also liaise with Staff Race Equality Champion (S:REC) where they exist.

Over the last twelve months, the s:RECs:
- Effectively ran a series of awareness campaigns on Black, Asian and minority ethnic attainments, with a focus on ways students can develop good practices to support their studies.
- Targeted and connected with off-campus, mature, and international students at Roehampton – running events for them to encourage and welcome them into the Roehampton community.
- Building on feedback from the wider student body, s:RECs produced a mission and vision statement, to describe their work which they can use to communicate their message.

EDI Learning & Development for Staff

- The University has three EDI-focused, essential learning programmes for staff: Unconscious Bias, Equality, Diversity and Inclusion Essentials and Race Awareness
- The University's Unconscious Bias course aims to provide staff with the tools to disrupt their own unconscious bias.

- All members of EDIC approved the proposal to have interview panel chairs and members complete the course before being able to conduct interviews.
- The EDI course explores the key themes of Equality, Diversity, and Inclusion. It includes analysis of these key themes and what they mean in practice. It also provides an overview of equalities legislation.
- At the time of writing, 805 members of staff have completed the Unconscious Bias course. 781 members of staff have completed the EDI essentials.
- University Leadership led participation in the Race Awareness programme.

Inclusive Practice Working Group

The Inclusive Practice Working Group is a group of student-facing academic and support staff, who aim to develop initiatives for academic Schools and Faculties, to ensure that our day-to-day practices are or aim to be inclusive.

The Group's recent work includes:

- Leading the Student Partnership in Assessment work (SPIA): SPIA aims to address our commitment to developing inclusive assessment which improves assessment literacy, student engagement with their assessment and feedback so that they can achieve their very best. Members of the working group ran key workshops for most of the Schools, organised and advertised the workshops locally and are participating fully in ongoing activities.

- Queering the Curriculum: the IPWG facilitated a Queer Review at the end of the LGBTQ+ history month. This was opened by the Vice-Chancellor who presented continuation, attainment and graduate outcome data for LGBTQ+ students.

- Assistive Software: members promoted assistive software such as Blackboard Ally, Sensus Access and CaptionEd through School Committee and teaching. Their engagement with the Student Engagement team on student induction has helped to place this work in the continued induction plans for all years across the University.

Supporting Staff & Students with Disabilities

The University seeks to provide disabled staff and students with a supportive environment in which they can participate effectively and achieve their full potential. The University's Disability Policy sets out its commitment to ensuring that its staff and students with disabilities are treated fairly and are not disadvantaged in comparison to others who are not disabled.

Provision for students

- The University has a dedicated Disability Service team that plays an important role in advancing equality of opportunity of disabled students and supporting them so that they can successfully complete their programmes of study at University alongside their peers.

- Current services offered by the Disability Service (DS) include:

    - assisting students in applying for Disabled Students Allowance (DSA)

    - specialist mentoring

    - arranging support from non- medical helpers such as note takers

    - study assistants and British sign language (BSL) interpreters

    - providing examination adjustments

    - and providing advice and support to students with specific learning differences including dyslexia, dyspraxia, dyscalculia and attention deficit hyperactivity disorder.

    - DS also provide expert advice and guidance on reasonable adjustments for students, raised awareness and understanding of the difficulties experienced by disabled students at University, and offered advice and guidance to staff on strategies to support students with a range of presenting needs.

Provision for staff

- DS have delivered a number of training sessions both independently and collaboratively with other departments across the University including training staff on inclusive practice, reasonable adjustments, disability awareness and mental health awareness. Training provision included mental health first aider training, which is delivered to both staff and students. The provision of this MFHA England accredited training helps to ensure that various departments have people who can support their colleagues, promote positive mental health and raise awareness of tools available to support own wellbeing.

- The University is continuing to work to improve the inclusivity of its environment and continues to work with AccessAble to provide detailed Access Guides to the buildings, services and accommodation and rooms across the University's four campuses.

Chaplaincy

The Roehampton Chaplaincy continues to support the practice and expression of all religion and belief among staff and students and has an active and supportive multi-

faith Chaplaincy team. The team is comprised of chaplains, assistant chaplains, and community workers from a number of faith traditions.

To support academic achievement and inclusive practice the Chaplaincy help to create a supportive environment in which individuals and the wider community could flourish, where faith is nurtured and friendships are made both within and across different faith groups, ensuring that people of all faiths and none are respected and cared for.

The Chaplaincy have continued to be involved in the pastoral care of both staff and students and provides support in relation to a range of issues including spiritual accompaniment, engaging with wider faith communities, vocational exploration, mental health concerns, loneliness, bereavement, identifying as LGBTQ+ within faith contexts, and interfaith relationships.

Roehampton Students' Union (RSU)

The RSU continues to play a significant role in fostering good relations between groups within the University's diverse student population.

It organised an incredible number of events in the last twelve months, that afforded students and others from diverse groups the opportunity to interact positively with each other.

Though some events were targeted at students with certain protected characteristics, they were open to all and helped to foster good relations between students from different groups.

Staff Networks

Our EDI staff networks, REASON, UR Pride and the Women's Network put on an number of events and continued to support the University's community.

Access and Participation Plan (2020-21 to 2024-25)

The University continues to see differences in attainment and progression outcomes achieved by different groups of students and eliminating the awarding gaps in student success and graduate progression are strategic priories for the university.

The University has set out a number of measures in its 2020-21 to 2024-25 Access and Participation Plan (APP) to reflect its strategic priorities as well as the work in progress to ensure positive outcomes for all. The APP provides detailed analysis of the University's current performance on closing awarding gaps for its under-represented students and sets out the sustained measures it will employ to deliver on

the University's targets to eliminate these gaps in the future.

In November 2022, the Director for Fair Access and Participation approved the University's updated version of the Access and Participation Plan (including data) and our summary APP document, which can be viewed here.

The Plan features an analysis of the University's current performance on access, success and progression, and focuses on the five student groups, where sector data has shown notable gaps in equality of opportunity:

- students from economically disadvantaged backgrounds

- Black, Asian and minority ethnic students

- mature students

- those who have declared a disability

- care leavers.

The Student Support and Success teams will continue to work alongside colleagues University-wide to identify and engage with students. The Student Engagement team will continue to contact students with low levels of engagement, with subsequent action as appropriate, such as contacting academic guidance tutors or making referrals to the Student Wellbeing team.

Report and Support

The Report and Support tool was launched in summer 2021, enabling students and staff to report harassment, discrimination and sexual misconduct either anonymously or with contact details. Additionally, the tool contains resources on internal and external support available to staff and students. Details about the tool can be found here.

EQUALITY OBJECTIVES 2022-26

In 2022, the University Executive Board approved the Roehampton's first [Equality, Diversity and Inclusion Strategic Plan](#).

The University's EDI strategic objectives are as follows:

1. Continue to advance equality, diversity and inclusion at the University of Roehampton, in everything we do.
2. Equip our staff and students to challenge inequality, wherever they encounter it.
3. Ensure that EDI is considered in estates, IT planning, academic responsibilities and learning and teaching development to enable physical and virtual environments to be accessible for everyone.
4. To capture and store comprehensive and robust EDI data, to support the delivery of an inclusive and supportive environment for staff and students. This will be measured by a demonstrable improvement in the percentage of disclosures, where disclosure rates are currently low.
5. To make a consistent improvement in the recruitment, support and progression of academic professional staff who are of ethnic minority, through targeted response to identified barriers.
6. To ensure the support and inclusion of staff and students with disabilities.
7. Improve student awarding gap & progression.

These objectives have been developed to ensure compliance with the Public Sector Equality Duty and according to evidence drawn from ongoing equality, diversity and inclusion work within the university, a review of key equality matters across UK higher education institutions and an analysis of Roehampton specific inequalities and contextual factors.

View the plan [here](#) to find out more about how we are going to deliver on these objectives.

EQUALITY DATA

Students & Staff Equality Data

The data and information below is a breakdown of the University's students and staff equality monitoring data for the period 1 August 2021 to 31 December 2022. The staff data is profiled by the protected characteristics of: disability, ethnicity, sexual orientation, gender, religion or belief, age, gender reassignment and marital status.

The data is submitted as part of the University's Higher Education Statistics Agency (HESA) returns, and relates to all permanent and visiting staff and staff on fixed term contracts as at 31 December. Figures are calculated based on headcount.

Year on year (YOY) data for the three-year period – 2020 to 2022 is also provided below.
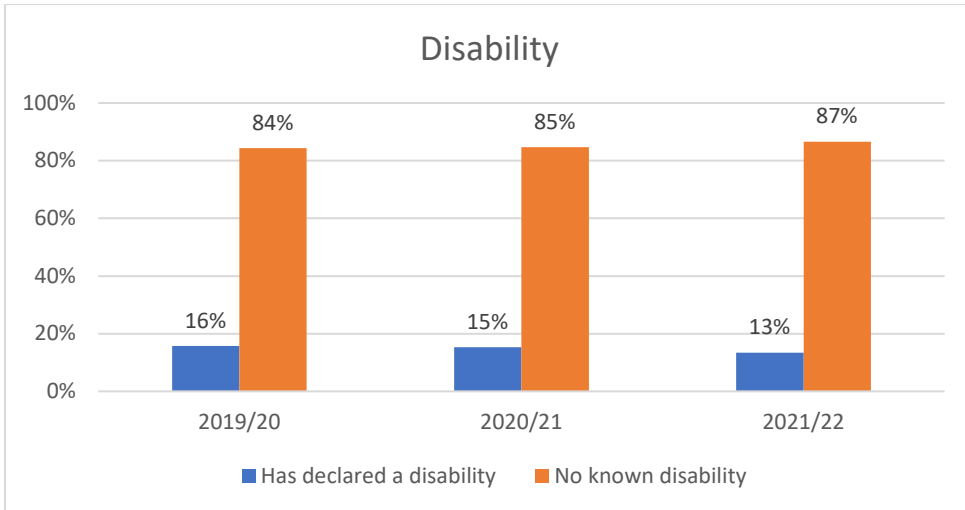
Student Equality Data

Gender

Gender	2020/21		2021/22	
	%	**Head Count**	**%**	**Head Count**
Female	66%	6,418	62%	6,744
Male	34%	3,285	38%	4,166
Other	0.3%	26	0.2%	22
Total	100%	9,729	100%	10,932
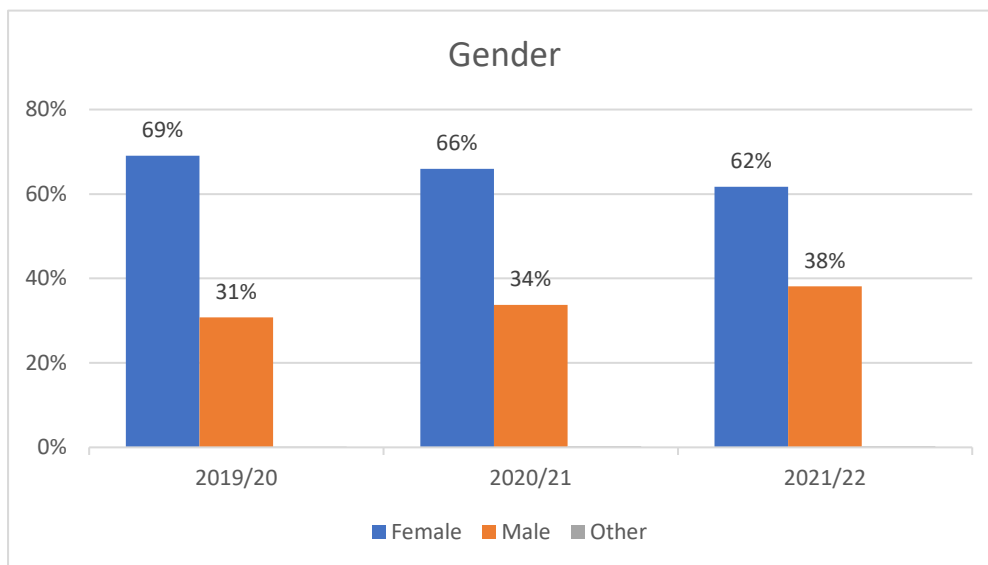
Disability

Disability	2020/21		2021/22	
	%	**Head Count**	**%**	**Head Count**
Has declared a disability	15%	1,487	13%	1,468
No known disability	85%	8,242	87%	9,464
Total	100%	9,729	100%	10,932

Age

Age	2020/21		2021/22	
	%	**Head Count**	**%**	**Head Count**
Mature	52%	5,079	52%	5,715
Young	48%	4,650	48%	5,217
Total	100%	8,611	100%	10,932
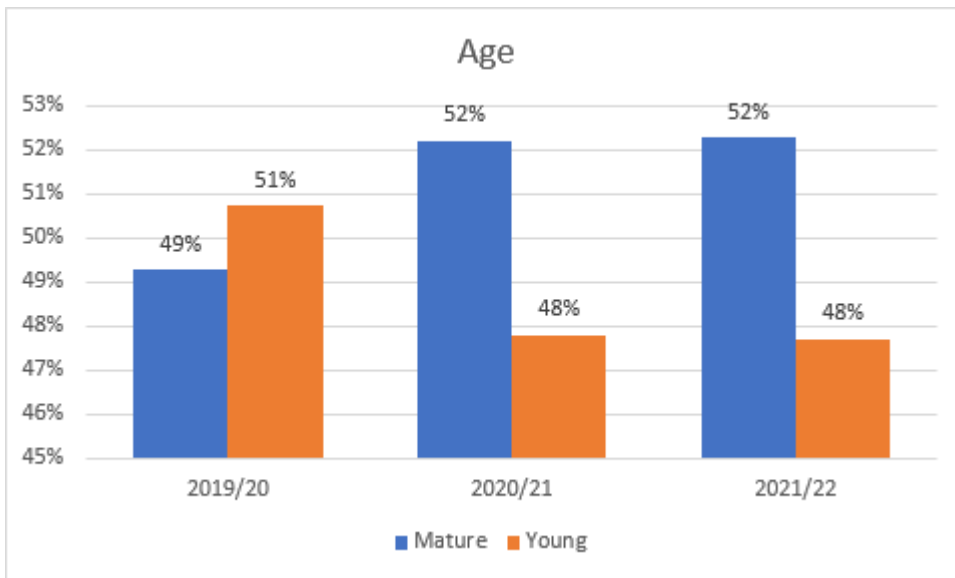
Ethnicity

*Head count is not available to protect identities, where numbers are low.

Ethnicity	2020/21	2021/22
	%	%
Not known/information refused	2.0%	34.6%
White	42.4%	29.1%
Black or Black British - African	14.3%	11.0%
Asian or Asian British - Pakistani	6.2%	3.8%
Black or Black British - Caribbean	4.8%	3.7%
Other Asian background	5.3%	3.5%
Other ethnic background	3.3%	2.3%
Asian or Asian British - Indian	6.3%	2.2%
Arab	3.4%	2.1%
Other mixed background	2.9%	2.0%
Asian or Asian British - Bangladeshi	2.7%	1.9%
Mixed - White and Black Caribbean	1.6%	1.2%
Mixed - White and Black African	0.9%	0.8%
Other Black background	1.2%	0.7%
Mixed - White and Asian	1.3%	0.8%
Chinese	1.3%	0.3%
Total	100.0%	100.0%

2021/22 Student Ethnicities

Legend:
- Not known/information refused — 34.6%
- White — 29.1%
- Black or Black British - African — 11.0%
- Asian or Asian British - Pakistani — 3.8%
- Black or Black British - Caribbean — 3.7%
- Other Asian background — 3.5%
- Other ethnic background — 2.2%
- Asian or Asian British - Indian — 2.1%
- Arab — 2.0%
- Other mixed background — 1.9%
- Asian or Asian British - Bangladeshi — 1.2%
- Mixed - White and Black Caribbean — 0.8%
- Mixed - White and Black African — 0.8%
- Other Black background — 0.7%
- Mixed - White and Asian — 0.3%
- Chinese

Sexuality

Sexuality	2020/21		2021/22	
	%	Head Count	%	Head Count
Gay woman/lesbian	1%	85	1%	97
Gay man	1%	112	1%	95
Other	3%	297	4%	488
Bisexual	6%	544	7%	739
Not known/Information refused	10%	1006	11%	1189
Heterosexual	79%	7685	76%	8324
Total	100%	9729	100%	10932
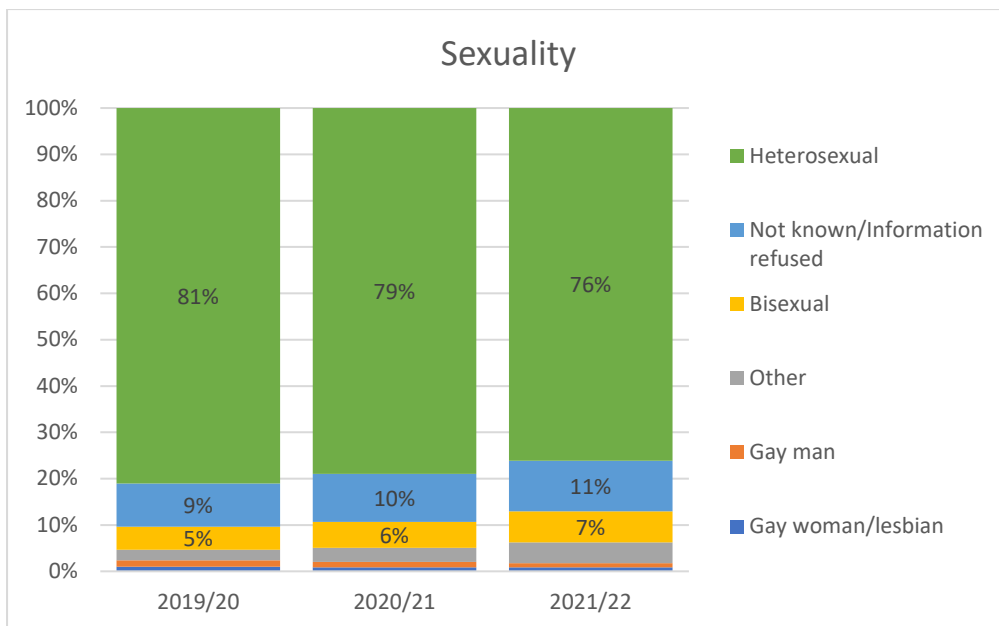
Religion

| Religion	2020/21 (%)	2021/22 (%)
Not known	0.1%	0.1%
Jewish	0.4%	0.4%
Any other religion or belief	1%	1%
Buddhist	1%	1%
Sikh	1%	1%
Spiritual	2%	2%
Information refused	4%	4%
Hindu	4%	9%
Christian	29%	28%
Muslim	26%	29%
No religion	31%	25%
Total	100%	100%
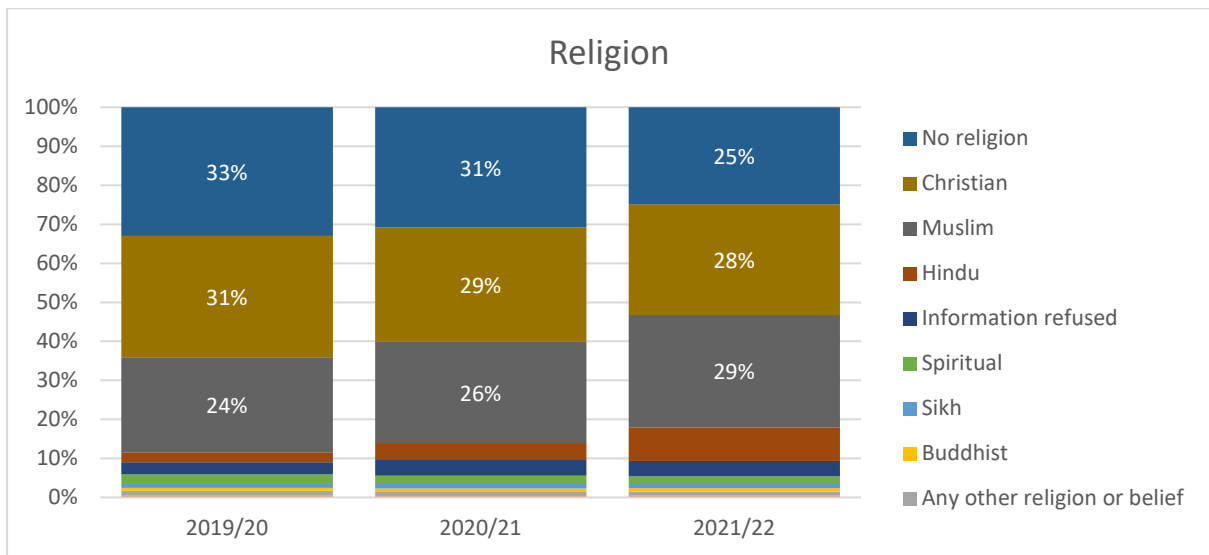
Staff Equality Data (as at 31/12/2022)

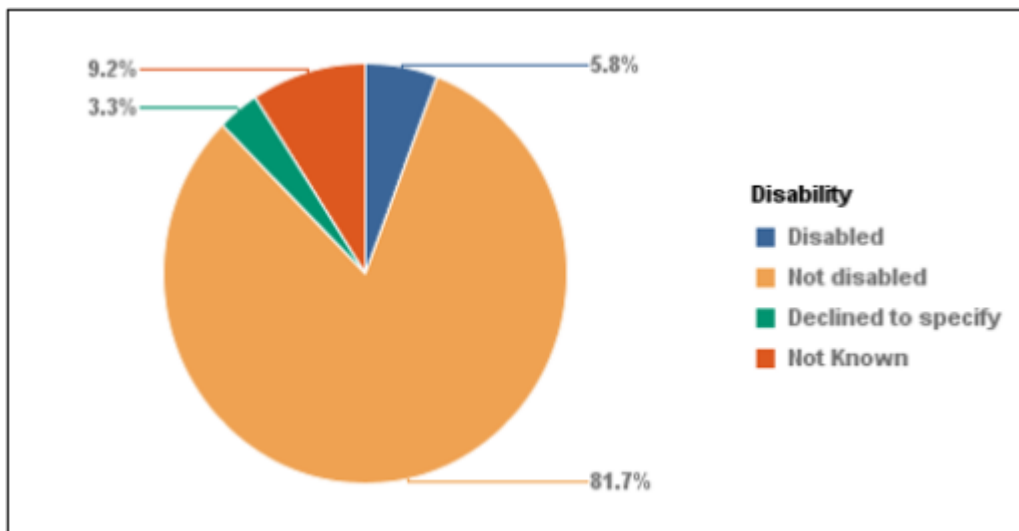**Includes permanent, fixed term contract and visiting staff.**

Gender

Gender	Head Count	%
Female	873	59.5%
Male	595	40.5%
Total	**1468**	**100%**
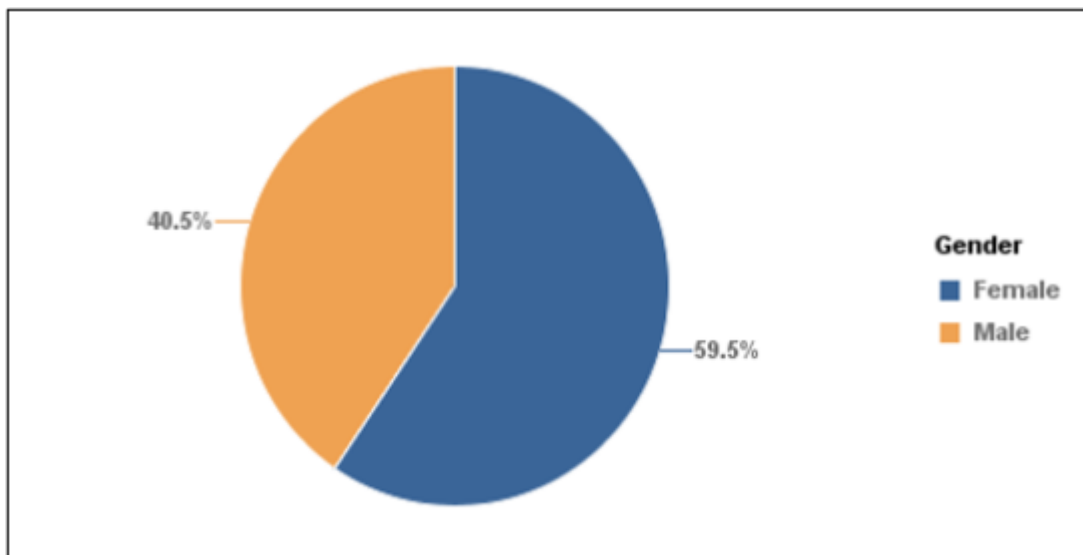
Disability

Disability	Head Count	%
Disabled	85	5.8%
Not disabled	1199	81.7%
Declined to specify	49	3.3%
Not Known	135	9.2%
Grand Total	**1468**	**100%**

Age

Age Group	Head Count	%
20-29	153	10.4%
30-39	328	22.3%
40-49	407	27.7%
50-60	372	25.3%
> 60	208	14.2%
Grand Total	**1468**	**100%**
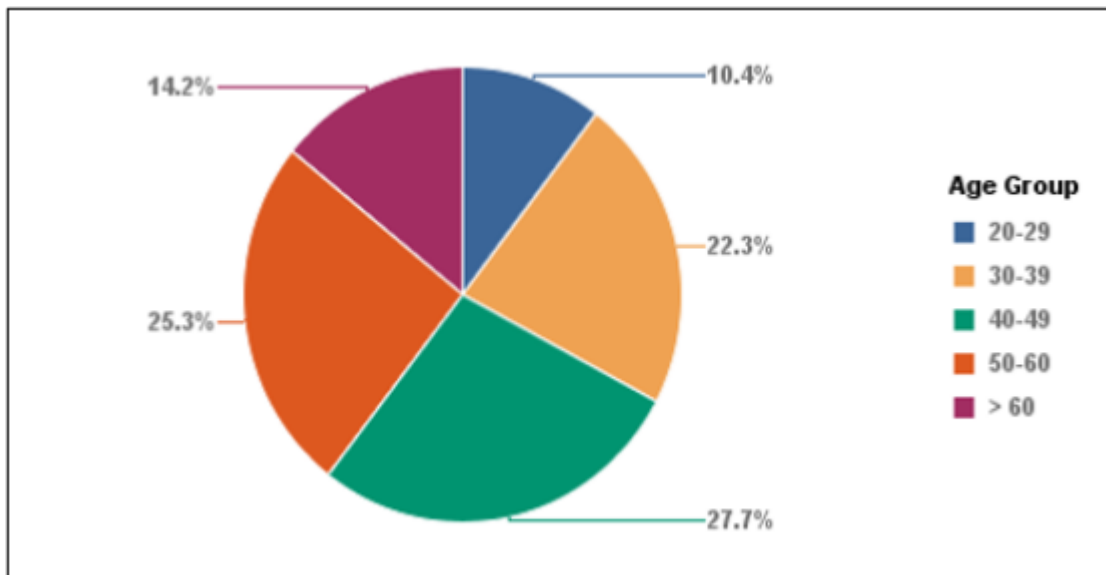
Ethnicity

*Head count is not available to protect identities, where numbers are low.

Ethnicity	%
Arab	0.5%
Asian or Asian British - Bangladeshi	1.7%
Asian or Asian British - Indian	4.2%
Asian or Asian British - Pakistani	1.4%
Black or Black British - African	5.5%
Black or Black British - Caribbean	3.1%
Chinese	2.0%
Mixed - White and Asian	0.8%
Mixed - White and Black African	0.6%
Mixed - White and Black Caribbean	0.6%
No known	2.5%
Not Available	3.4%
Not Stated	2.0%
Other Asian background	2.8%
Other Black background	0.7%
Other ethnic background	1.5%
Other mixed background	2.5%
Other White background	0.3%
Prefer not to say	1.0%
White	62.9%
Total	**100%**

Ethnicity

- Arab
- Asian or Asian British - Bangladeshi
- Asian or Asian British - Indian
- Asian or Asian British - Pakistani
- Black or Black British - African
- Black or Black British - Caribbean
- Chinese
- Mixed - White and Asian
- Mixed - White and Black African
- Mixed - White and Black Caribbean
- No known
- Not Available
- Not Stated
- Other Asian background
- Other Black background
- Other ethnic background
- Other mixed background
- Other White background
- Prefer not to say
- White

0.5%
1.7%
4.2%
1.4%
5.5%
3.1%
2.0%
0.8%
0.6%
0.6%
2.5%
3.4%
2.0%
2.8%
0.7%
1.5%
2.5%
0.3%
1.0%
62.9%

Sexuality

Sexuality	Head Count	%
Heterosexual	999	68.1%
LGB	126	8.6%
Not Available	2	0.1%
Declined to specify	132	9.0%
Not known	209	14%
Total	**1468**	**100%**
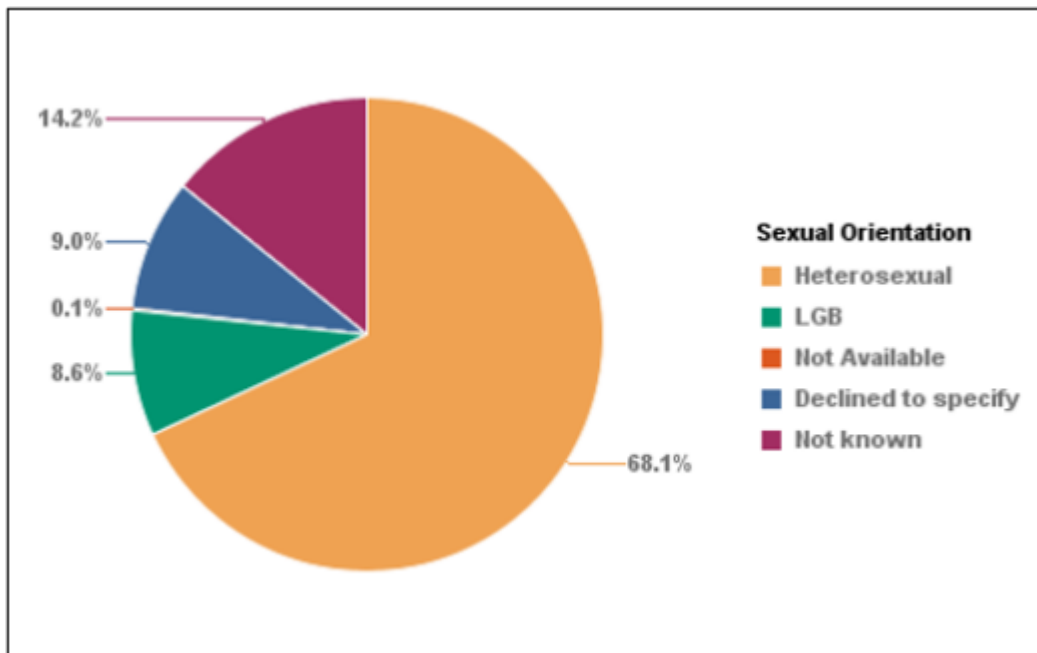
Gender Reassignment

*Head count is not available to protect identities, where numbers are low.

Gender Reassignment	%
Yes	0.1%
No	37.1%
Information refused	1.8%
Not Available	0.1%
Not known	61%
Total	**100%**
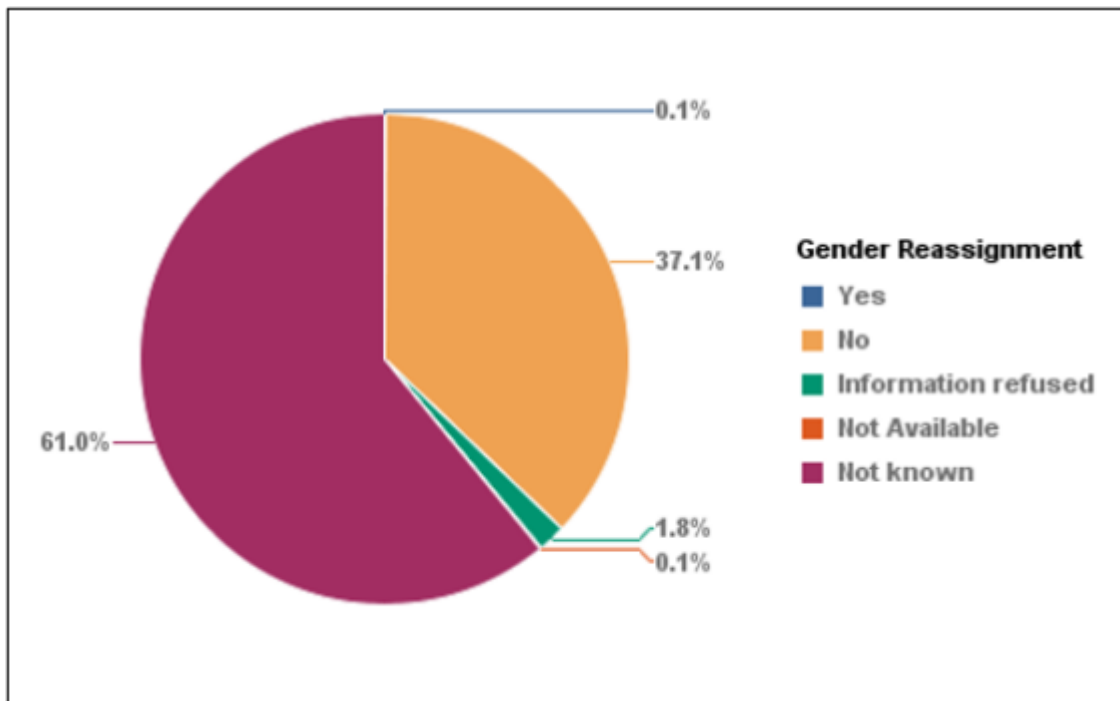
Religion

Religion or belief	Head Count	%
Agnostic / Atheist	111	7.6%
Buddhist	17	1.2%
Christianity	419	28.5%
Hinduism	44	3.0%
Islam	80	5.4%
Jewish	15	1.0%
No religion	363	24.7%
Not Available	177	12.1%
Not known	46	3.1%
Other religion or belief	56	3.8%
Prefer not to say	130	8.9%
Sikhism	10	1%
Total	**1468**	**100%**
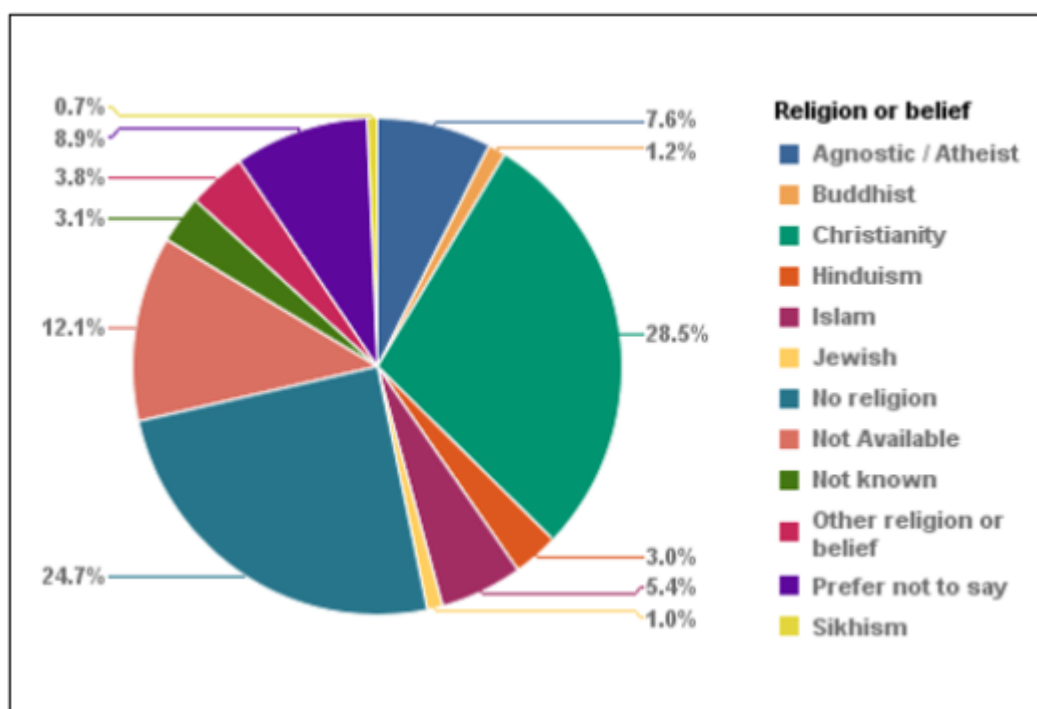
Marital Status

*Head count is not available to protect identities, where numbers are low.

Marital Status	%
Single	15.6%
Married / Civil partnership	31.7%
Widowed	0.6%
Divorced	2.0%
Separated	0.7%
Partner	9.7%
Not Specified / Not Known	39.8%
Total	**100%**
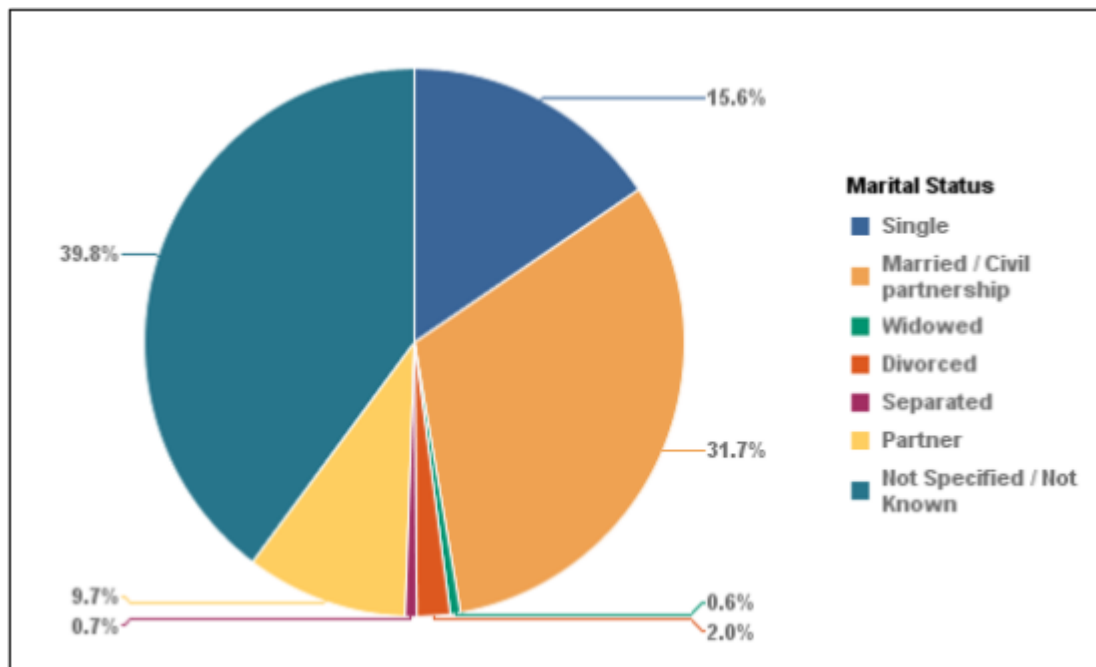
Year on year (YOY) Staff Data

Disability

Disability	2020	%	2021	%	2022	%
Yes	46	3.5%	84	5.5%	85	5.8%
No	902	68.8%	1190	77.6%	1199	81.7%
Not Known	322	24.6%	215	14.0%	135	9.2%
Information Refused	41	3.1%	45	2.9%	49	3.3%
Totals	**1311**	100%	**1534**	100%	**1468**	100%
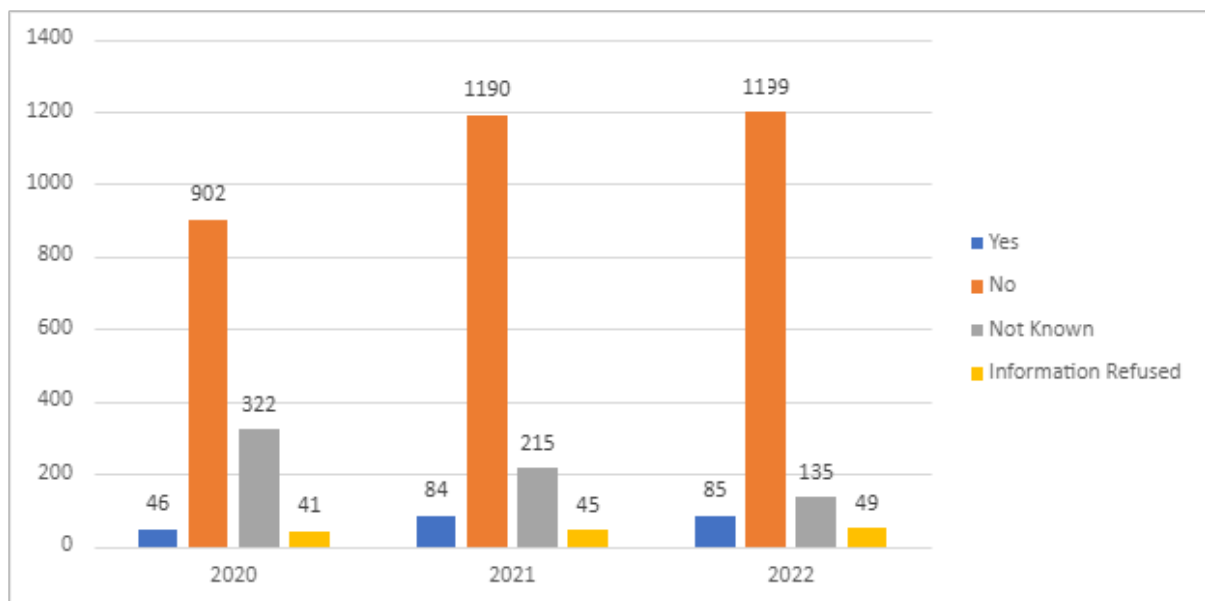
Gender

Gender	2020	%	2021	%	2022	%
Female	785	59.9%	940	61.3%	873	59.5%
Male	526	40.1%	594	38.7%	595	40.5%
Totals	**1311**	100%	**1534**	100%	**1468**	100%
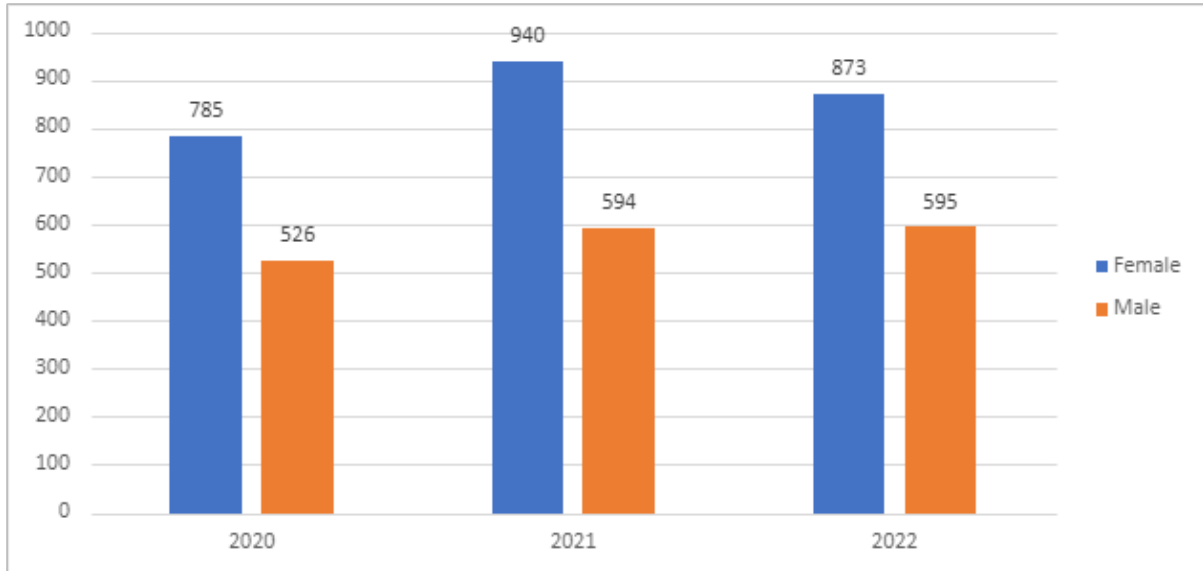
Age

Age Group	2020	%	2021	%	2022	%
20-29	131	10.0%	144	9.4%	153	10.4%
30-39	326	24.9%	395	25.7%	328	22.3%
40-49	337	25.7%	413	26.9%	407	27.7%
50-60	346	26.4%	385	25.1%	372	25.3%
>60	171	13.0%	197	12.8%	208	14.2%
Totals	**1311**	100%	**1534**	100%	**1468**	100%
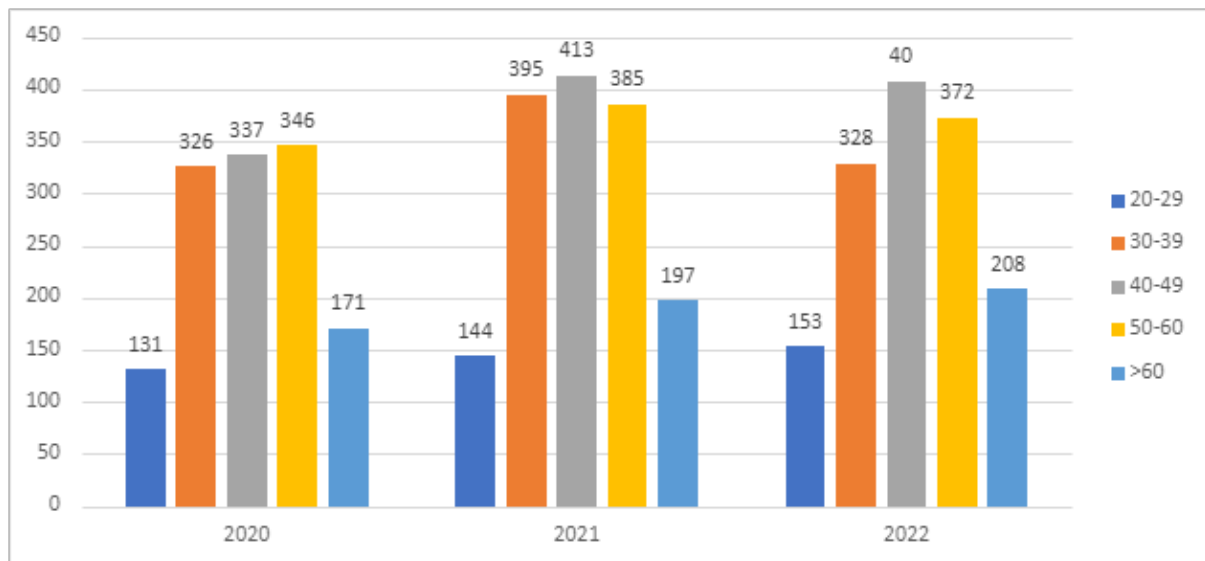
Ethnicity

Ethnicity	2020	%	2021	%	2022	%
Black, Asian, and minority ethnic	214	16.3%	339	22.1%	410	27.9%
White	766	58.4%	992	64.7%	927	63.1%
Not Known	272	20.7%	49	3.2%	36	2.5%
Information Refused	59	4.5%	154	10.0%	95	6.5%
Totals	**1311**	100%	**1534**	100%	**1468**	100%
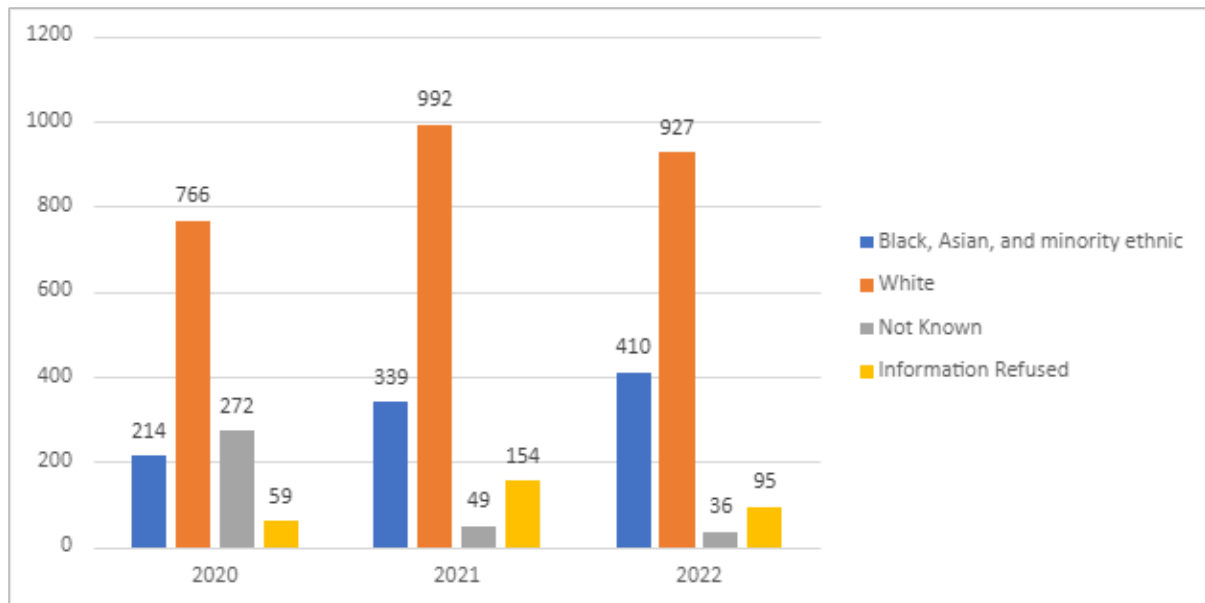
Sexuality

Sexual	2020	%	2021	%	2022	%
Heterosexual	669	51.0%	928	60.5%	999	68.1%
LGB	74	5.6%	129	8.4%	126	8.6%
Declined to specify	116	8.8%	158	10.3%	132	9.0%
Not known	452	34.5%	319	20.8%	209	14.2%
Not Available	0	0.0%	0	0.0%	2	0.1%
Total	**1311**	100%	**1534**	100%	**1468**	100%
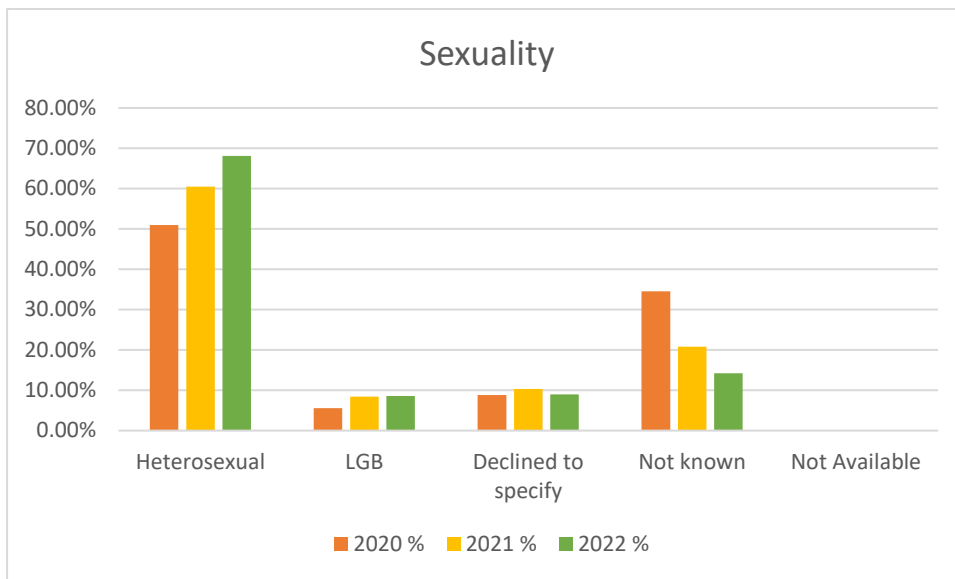
Gender Reassignment

Gender Reassignment	2020 (%)	2021 (%)	2022 (%)
Yes	0.1%	0.1%	0.1%
No	7.2%	26.9%	37.1%
Information refused	0.6%	1.5%	1.8%
Not known	92.1%	71.5%	61.0%
Not Available	0.0%	0.0%	0.1%
Total	100%	100%	100%
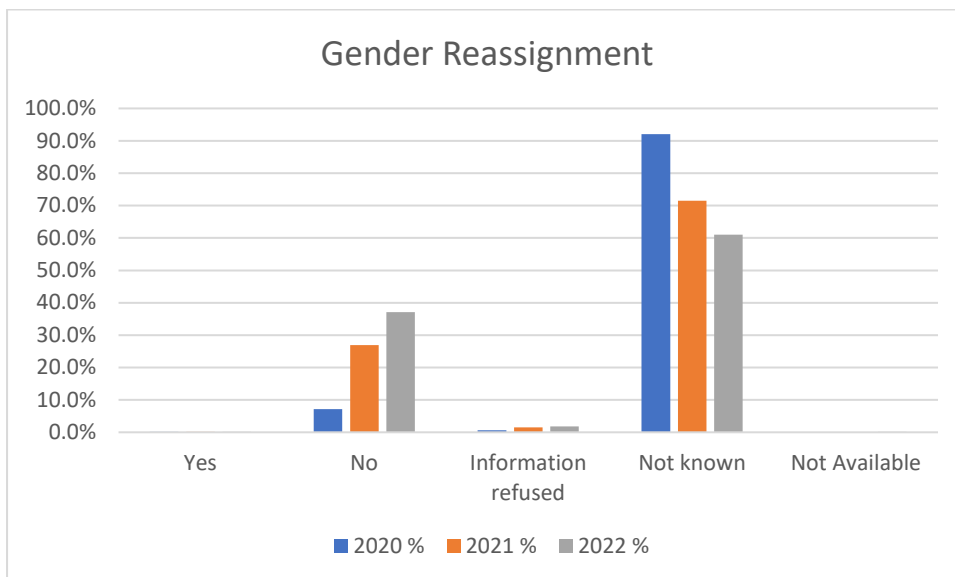
Religion or belief

*Head count is not available to protect identities, where numbers are low.

Religion or belief	2020 (%)	2021 (%)	2022 (%)
Agnostic / Atheist	11.1%	9.5%	7.6%
Buddhist	0.7%	1.1%	1.2%
Christianity	22.0%	25.2%	28.5%
Hinduism	1.4%	2.2%	3.0%
Islam	2.1%	3.5%	5.4%
Jewish	0.2%	1.2%	1.0%
No religion	15.9%	23.1%	24.7%
Not Available	0.0%	0.0%	12.1%
Not known	34.3%	20.8%	3.1%
Other religion or belief	2.4%	2.9%	3.8%
Prefer not to say	9.0%	10.0%	8.9%
Sikhism	0.7%	0.7%	0.7%
Total	100%	100%	100%