

**University of Roehampton**  
**Annual Equality Report**  
**(March 2024)**

**Introduction**

At the University of Roehampton, our community is defined by its diverse members, each bringing a wealth of backgrounds and experiences that contribute to a vibrant and inclusive environment for students, staff, and visitors alike. We are dedicated to upholding these values and are steadfast in our efforts to enhance diversity, champion equality, and foster an environment where everyone is treated equitably and can thrive, regardless of their background.

Annually, we release comprehensive [equality reports](#) to highlight the breadth of our progress and achievements in Equity, Diversity, and Inclusion (EDI), showcasing our commitment to advancing these principles. These reports offer detailed insights into key equality metrics, including ethnicity, gender identity, and sexual orientation, ensuring transparency and accountability in line with the Public Sector Equality Duty outlined in the Equality Act 2010.

This report serves as an overview of the University's recent initiatives and endeavors in advancing equality, diversity, and inclusion since our last publication, illustrating our compliance with the general equality duty while demonstrating our ongoing commitment to fostering a diverse and inclusive community.

The following noteworthy highlights are featured:

- A notable 45% of new academic appointees represent Black, Asian, and minority ethnic backgrounds, marking a commendable increase of 7% from the preceding year.
- The university proudly participated in the Pride in London parade for the first time.
- The university hosted a successful two-day academic staff development summit, which included engaging keynote addresses with an EDI theme by several esteemed speakers.

## **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.
- 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 Executive Director of Human Resources. 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.

### **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.

## **EDI Strategic Objectives in Action**

Celebrating the remarkable efforts of our staff and students in championing our EDI strategic objectives:

### **Advancing EDI in everything we do**

#### **EDI Learning and Development for Staff**

##### **Learning Teaching Enhancement Unit (LTEU)**

The LTEU engaged in several initiatives during the last year, aimed at promoting equality, including:

- Implementing Recognition for New Academics (R4NA), a comprehensive program designed for newcomers to higher education teaching. A core component of R4NA emphasises inclusive practices, ensuring that learning remains accessible to all participants. Over the past year, R4NA integrated Universal Design for Learning (UDL) principles, ensuring that every session, model, and program prioritised inclusivity. Content, resources, assessments, and activities were thoughtfully varied to enable all students to participate fully and enhance their chances of success.
- Hosting workshops featuring guest speakers who shared expertise on various aspects of inclusivity. Notably, Kevin Merry from De Montfort University and Polly Magne from Oxford Brookes led a session on UDL. These workshops attracted colleagues from across the university community.
- Organising a two-day staff development summit in January 2024, where Professor Osama Khan and Dr. Iwi Ugiagbe-Green delivered keynote speeches focusing on the awarding gap and racial equity. Professor Osama outlined institutional strategies for promoting racial equity, emphasizing the importance of action plans, evaluations, campaigns, and advocacy efforts. Dr. Iwi's presentation, titled "Mind the Gap: It Does Matter If You're Black or White," shed light on the degree award gap as a critical social justice issue. Drawing on sector data and theory, she challenged deficit perspectives on racially minoritised students and urged audience members to reflect critically on their roles in perpetuating award gaps while exploring avenues for addressing them.

##### **E-Learning Courses**

- 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.

### **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 work over the last year includes:

- **Enhancing Student Partnerships in Assessment:** Members of the group collaborated with Learning and Teaching leads, culminating in a workshop where initiatives and impact measures were meticulously outlined using a designated template. Subsequently, schools facilitated one or two workshops between June and September 2023, aiming to reassess existing initiatives, exchange best practices, and explore methods for measuring impact.
- **Promoting Awareness of Invisible Disabilities:** Discussions within the group centered on collaborating with the staff-student Disabilities and Neurodiversity group to promote awareness and provide training. Efforts were made to engage experts from various domains across the university to share insights and expertise on this subject.
- **Non-Binary Awareness Training Initiative:** Alberto Fernandez-Carbajal conducted a highly successful online non-binary awareness training session for AHSS.
- **"Call Me by My Name" Initiative:** The group embarked on the "Call Me by My Name" project, aiming to encourage accurate pronunciation of names by both staff and students.
- **Enhancing Graduation Ceremonies:** For the September 2023 graduation ceremony, in addition to requesting graduates to phonetically write out their names on cards, the graduation team meticulously reviewed and provided online phonetic spellings for every graduate. These phonetic transcriptions were then incorporated into their name cards, ensuring seamless pronunciation by name readers who were also provided access to this information beforehand.

## **Celebratory and Awareness months**

### **Race Equality: Black History Month**

In October 2023, the University celebrated Black History Month with students and staff. This year's theme was 'Celebrating Our Sisters'. At the University, we celebrated the culture and history of black communities with a series of events and activities, as listed below:

- **Racial Justice in the Food Sector:**  
These sessions, hosted by Growhampton, featured food grower and writer Claire Ratinon - who engaged in a conversation with RSU's Vice President Community & Welfare, Sharon Azams, and Growhampton's Ellie Paganini. The 'Seeding Reparations' team also joined to address how racial issues influence the food system. The event encouraged discussions on racial justice in the food sector and provided a platform for audience questions.
- **The Sam Sharpe Lecture:**  
This year's lecture was delivered by [Professor Anthony Reddie](#). Anthony is director of the Oxford Centre for Religion and Culture and Professor of Black Theology at Regent's Park College and a prolific author. The title of this year's lecture was 'From Sam Sharpe to Black Lives Matter: The Continued Struggle for Black Agency and Self-Determination'.
- **YouTube & Roehampton Blog: Voices like [Sharon, the Vice President of Community and Welfare at the Student's Union](#), and [Laura Peters, the Pro Vice Chancellor of Academic Development and Sustainability](#)**, helped us highlight the richness and complexity of Black history and culture. Speaking to us on video, their stories showcase the invaluable perspectives that shape our institution and society at large. We were also able to [hear from Dr Jennifer Ofori](#), Lead Clinician from our counselling team. Through these voices, we aimed to inspire dialogue, awareness, and a deeper appreciation of Black history, during October.
- **Podcast:** On the final day of Black History Month, a special episode of [The Roehampton Podcast](#) was hosted by Laura Johnson, the Roehampton Students' Union VP for Education, and Sharon Azams, the Roehampton Students' Union VP for Community and Welfare. This episode, titled "Celebrating Our Sisters," served as a fitting conclusion to the month. The hosts delved into their personal Black female role models and celebrated the extraordinary contributions of Black women to history, culture, and society.

### LGBTQ+ Pride Month

In July 2023, the university and Roehampton Students' Union made their debut appearance in the Pride in London parade. This event is an integral component of Pride in London, the UK's largest LGBTQ+ festival, celebrated every July in honor of Pride month. Forming part of the London Pride festivities, the Pride in London Parade unfolded from Hyde Park Corner to Whitehall Place, showcasing more than 500 groups and engaging 30,000 participants.

### Islamophobia Awareness Month

In November 2023, the University observed Islamophobia Awareness Month (IAM). IAM aims to raise awareness of Islamophobia in the UK and showcase the positive contributions of Muslims in society.

Last year's theme was 'Muslim Stories'. The goal was to facilitate connections among individuals from diverse backgrounds, including both Muslims and non-Muslims, using the transformative power of storytelling.

The University celebrated the positive contributions of our Muslim community, as well as raising the awareness of Islamophobia, through a library display, and information stalls, including 'A-Z of Islam' facilitated by the Muslim Chaplain.

## **Religion: Supporting Faith and Spirituality**

### 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.

The Chaplaincy's recent work includes:

- Offering resources for engaging with faith, through the provision of physical space, such as The Well, Southlands Chapel in the Methodist tradition, and Brother's and Sister's Prayer Rooms in the Islamic tradition,

A new space was introduced before Ramadan in March 2023 called the

'Islamic Community Room'. It was opened by Dr Christopher Stephens and provided a space for the Muslim community to read, study and reflect.

- Encouraging members of the University community to explore their own spiritual needs and religious identity.  
A diverse calendar of faith festivals and celebrations is marked through our social media work and through the hospitality of the Chaplaincy's weekly Community Lunch, including Diwali, Christmas, Hannukah and Eid. Members of the Southlands Chaplaincy staff also contribute to events in their respective faith traditions. This includes the university's Carol Service, Christmas celebrations, Lent and Easter activities, Iftaris Together, and Eid-ul-Fitr and Eid-ulAdha celebrations.
- In terms of regular opportunities for worship and formation in faith, this past year has included: connecting students with a wider Jewish student network; a series of 'Preparing for Ramadan as a Student' talks; weekly Jummu'ah prayers (with an average of 90 brothers and sisters attending); Christian Community gatherings and development of resources that promote faith engagement and reflection; Drinks & Donuts (a discussion group focusing on living well and discipleship); monthly ecumenical worship followed by fellowship meal; and supporting and overseeing an Intentional Christian Student house on campus.

### **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.

### **Widening Participation**

- Through its collaboration with outreach organizations AimHigher London and UniConnect, the University actively supports the dissemination of unbiased information, counsel, and guidance throughout London, in conjunction with fellow institutions, aimed at empowering individuals from underrepresented demographics to pursue higher education opportunities. Additionally, our ongoing partnership with AimHigher involves the regular organization of both on-campus and off-campus events tailored for KS2, KS3, and KS4 students, fostering meaningful engagement and opportunities for recognition, such as one of Roehampton's Student Ambassadors being nominated for the AHL Student Ambassador of the Year award.



- Furthering our commitment to widening participation, Roehampton's collaboration with Into University has flourished throughout the 2022-23 academic year, marked by the execution of five on-campus events. These initiatives were designed to cater to KS2 and KS3 pupils hailing from socioeconomically disadvantaged areas, providing them with a nurturing environment to cultivate their talents and skills.
- In alignment with our ethos of inclusion, the University, in partnership with the Talent Foundry organization, hosted an annual week-long Powering Transformation event. This endeavor provided valuable insights into both the professional world and higher education, with the overarching goal of bridging the socioeconomic gap in academic achievement. Moreover, the number of Roehampton Life Days were expanded - offered throughout the academic year, facilitating firsthand experiences of student life on campus for prospective students from diverse age groups and backgrounds, thereby encouraging their pursuit of higher education pathways.
- The Horizons Project, in collaboration with Putney High School, remains a cornerstone of our outreach efforts. This initiative is dedicated to supporting students from local primary schools in Wandsworth, fostering their interest in higher education from Year 5 through Year 6 via engaging on-campus subject taster sessions. Structured to inspire students from underrepresented backgrounds to view higher education as an attainable aspiration, the project continues to evolve, with plans underway for upcoming sessions focused on English, biology, and geography.
- Roehampton's Mature Students Programme were enhanced to offer monthly webinars covering application preparation, academic study skills, and holistic wellbeing support tailored specifically for mature prospective students. These resources are conveniently accessible on-demand through our website, ensuring equitable access to essential guidance and support services.

### **Recruitment, Support and Progression of Academic Professional Staff who are of Ethnic Minority**

Recognising the underrepresentation of Black, Asian, and minority ethnic academic staff within higher education, we are committed to consistently enhancing recruitment, support, and progression opportunities for professionals from diverse ethnic backgrounds. As part of this endeavour, we are pleased to report a significant increase in the recruitment of Black, Asian, and minority ethnic academic staff. In the last year, 45% of newly appointed staff members identify as Black, Asian, or minority ethnic, reflecting a noteworthy increase of 7% compared to the previous year.

## Supporting Staff & Students with Disabilities

The university aims to create a nurturing atmosphere for both disabled staff and students, enabling them to engage fully and reach their utmost capabilities. Through its Disability Policy, the university pledges to uphold fairness and prevent any disadvantages for disabled individuals in comparison to those without disabilities.

### 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.
- Achievement data for the academic year 22/23 indicates that UG students with a declared disability achieving a first or 2:1 was 77%. This was 5 percentage points above the attainment for students without a declared disability (72%)
- Disclosure rates continue to increase for home students. Specific Learning Differences (SpLD) remain the most commonly disclosed diagnosis, followed by mental health conditions. However, disclosures are low for international students which is an area for investigation and development.
- The Student Support Surveys conducted in July 2023 (for Disability & Wellbeing combined) show the impact of support as follows:

<b>IMPACT OF DISABILITY &amp; WELLBEING SUPPORT</b>	<b>End of academic Year (July 2023)</b>
<b>SATISFACTION: Students said they were satisfied or very satisfied with support</b>	<b>82%</b>
<b>RETENTION: Students said support had been a factor in ensuring they continued with their studies</b>	<b>74%</b>
<b>EXPERIENCE: Students said support received improved their overall experience of university</b>	<b>71%</b>

- **Current services offered by the Disability and Dyslexia Service include:**
  - advice and guidance for prospective and current students
  - early move in/transition activities for new students
  - induction sessions for new student groups and information sessions regarding the benefits of disclosure for students preparing for external placements

- assisting students in applying for Disabled Students Allowance (DSA)
  - specialist 1:1 Mentoring and SpLD Study Skills
  - arranging support from non- medical helpers such as note takers in class
  - provision of study assistants and British sign language (BSL) interpreters
  - networked assistive software (Claro read and Mind View) and loan of laptops with specialist assistive software
  - facilitate the autism social group every Wednesday in term time
  - creating a Summary of Adjustments (SOA) to confirm reasonable adjustments required for teaching and learning; coursework assessments and exams
  - provision of advice, assessment and support to students with specific learning differences including dyslexia, dyspraxia, dyscalculia and attention deficit hyperactivity disorder
  - raised awareness and understanding of the barriers experienced by disabled students at University
  - advice and guidance to staff on strategies and tools (e.g. Blackboard Ally; Caption.Ed and Sensus Access) to support students with a range of support needs.
- **Current Development Projects include:**
    - targeted provision for Year 0 (foundation students) to assist with the transition to Year 1
    - identifying reasonable adjustments/specific requirements of disabled Research students
    - helping to prepare disabled students more effectively for placement (a joint project with Teaching; Nursing; Psychology & Business Placement Teams)
    - sharing of best Disability practice with American Universities
    - preparing to implement/respond to the Disabled Student Commitment, working closely with the relevant RSU officers
    - offer of Neurodiversity in the workplace sessions for students as part of employability week
    - preparing to host the London Aim Higher Transition Conference for Disabled school/college leavers
    - awareness training for wider staff teams regarding support for disabled international students and understanding barriers to disclosure.

### 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.

## Improving the student awarding gap & progression

The University remains committed to addressing disparities in student achievement and progression, with a focus on closing the gap in student success and graduate advancement. This strategic priority is outlined in the [university's 2020-21 to 2024-25 Access and Participation Plan \(APP\)](#), which outlines various measures to support positive outcomes for all students. The plan includes a comprehensive analysis of the university's current efforts to reduce awarding gaps among underrepresented student groups and outlines sustained measures to meet the university's targets for gap elimination.

The APP assesses the university's performance in access, success, and progression, particularly focusing on five student cohorts where data indicates significant disparities in opportunity:

- Students from economically disadvantaged backgrounds
- Black, Asian, and minority ethnic students
- Mature students
- Students with declared disabilities
- Care leavers.

The Student Support and Success teams will continue collaborating with colleagues across the university to identify and support students. The Student Engagement team will prioritise outreach to students with low levels of engagement, taking appropriate actions such as connecting them with academic guidance tutors or referring them to the Student Wellbeing team.

## SECTION TWO: 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 2022 to 31 December 2023. The staff data is profiled by the protected characteristics of disability, ethnicity, sexual orientation, gender, religion or belief, age, gender

reassignment and marital status.

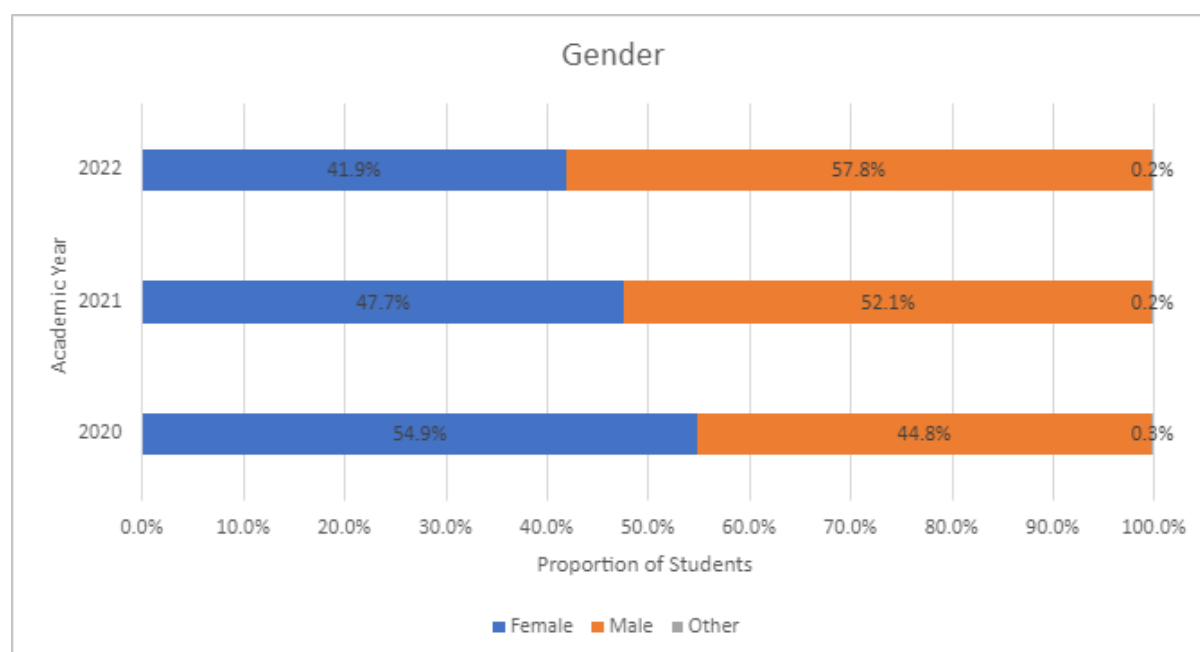
The data is submitted as part of the University's Higher Education Statistics Agency (HESA) returns and relates to all permanent and visiting staff and staff on fixed term contracts as of 31 December. Figures are calculated based on headcount.

Year on year (YOY) data for the three-year period – 2021 to 2023 is also provided below.

## Student Equality Data

### Gender

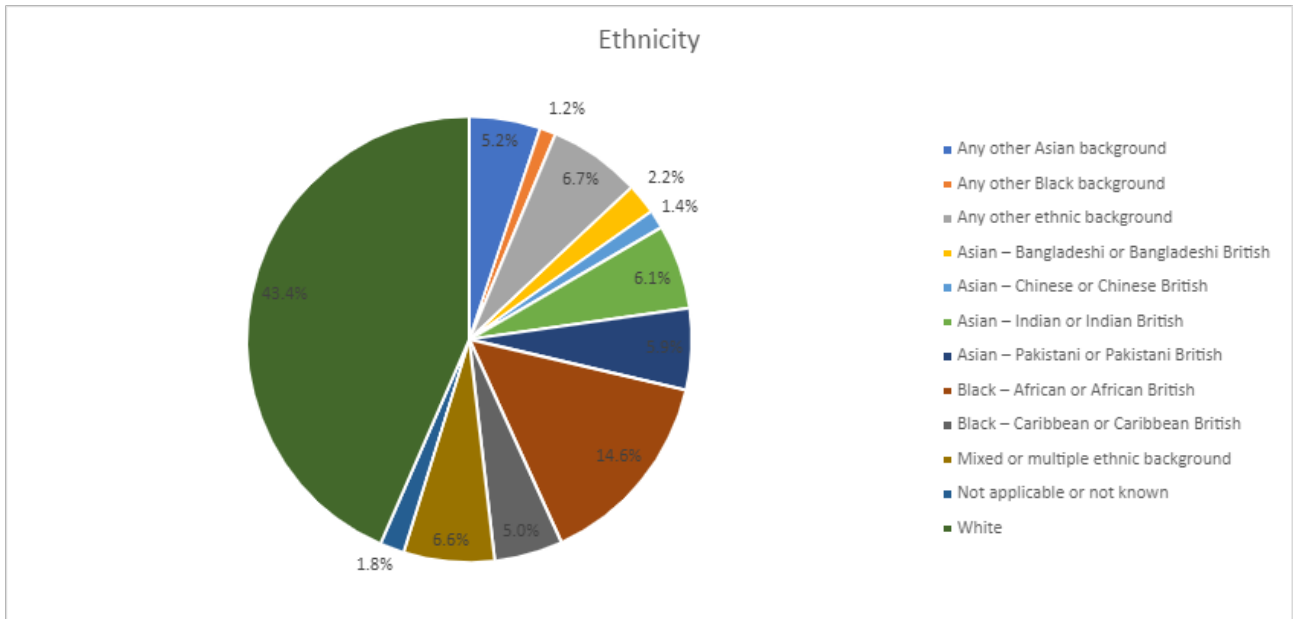
Gender	2020	2021	2022	2020/1	2021/2	2022/3
Female	6016	5867	5950	54.9%	47.7%	41.9%
Male	4904	6401	8209	44.8%	52.1%	57.8%
Other	31	28	28	0.3%	0.2%	0.2%
Not stated			5	0.0%	0.0%	0.0%
<b>Grand Total</b>	<b>10951</b>	<b>12296</b>	<b>14192</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>



### Ethnicity

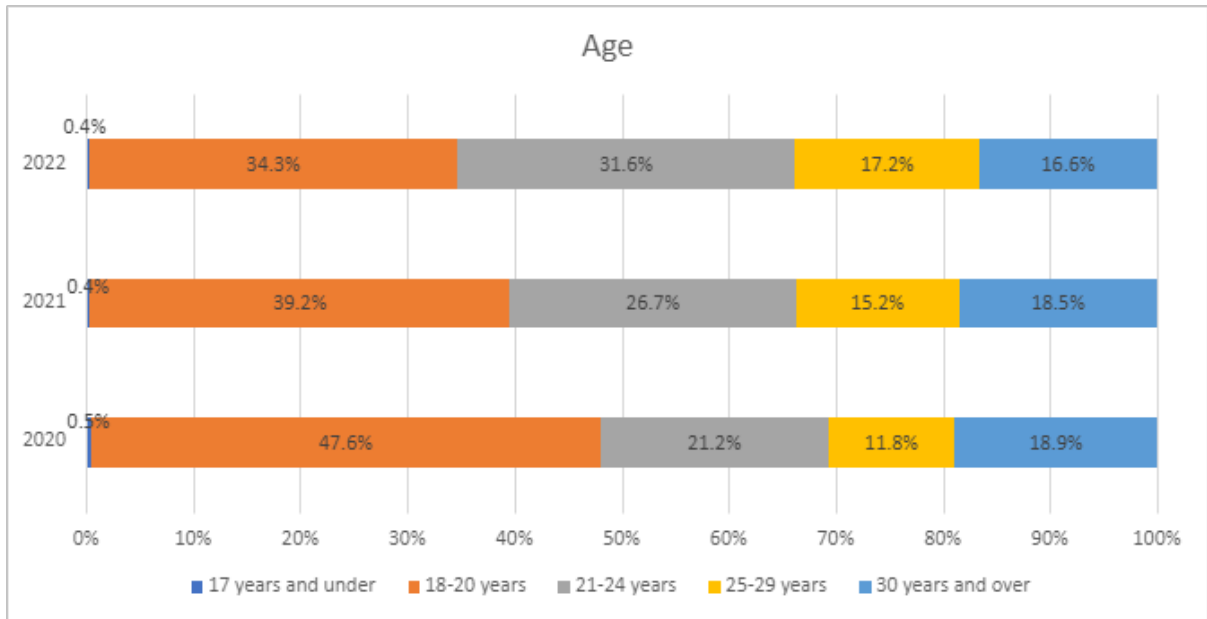
Ethnicity	2020	2021	2022	2020	2021	2022
Any other Asian background	566	622	766	5.2%	5.1%	5.4%
Any other Black background	127	145	170	1.2%	1.2%	1.2%
Any other ethnic background	734	760	796	6.7%	6.2%	5.6%
Asian – Bangladeshi or Bangladeshi British	244	468	621	2.2%	3.8%	4.4%

Asian – Chinese or Chinese British	148	168	204	1.4%	1.4%	1.4%
Asian – Indian or Indian British	673	1,804	3,418	6.1%	14.7%	24.1%
Asian – Pakistani or Pakistani British	645	769	838	5.9%	6.3%	5.9%
Black – African or African British	1,594	1,665	1,790	14.6%	13.5%	12.6%
Black – Caribbean or Caribbean British	545	514	492	5.0%	4.2%	3.5%
Mixed or multiple ethnic background	724	724	711	6.6%	5.9%	5.0%
Not applicable or not known	193	265	359	1.8%	2.2%	2.5%
White	4,758	4,392	4,027	43.4%	35.7%	28.4%
<b>Grand Total</b>	<b>10,951</b>	<b>12,296</b>	<b>14,192</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>



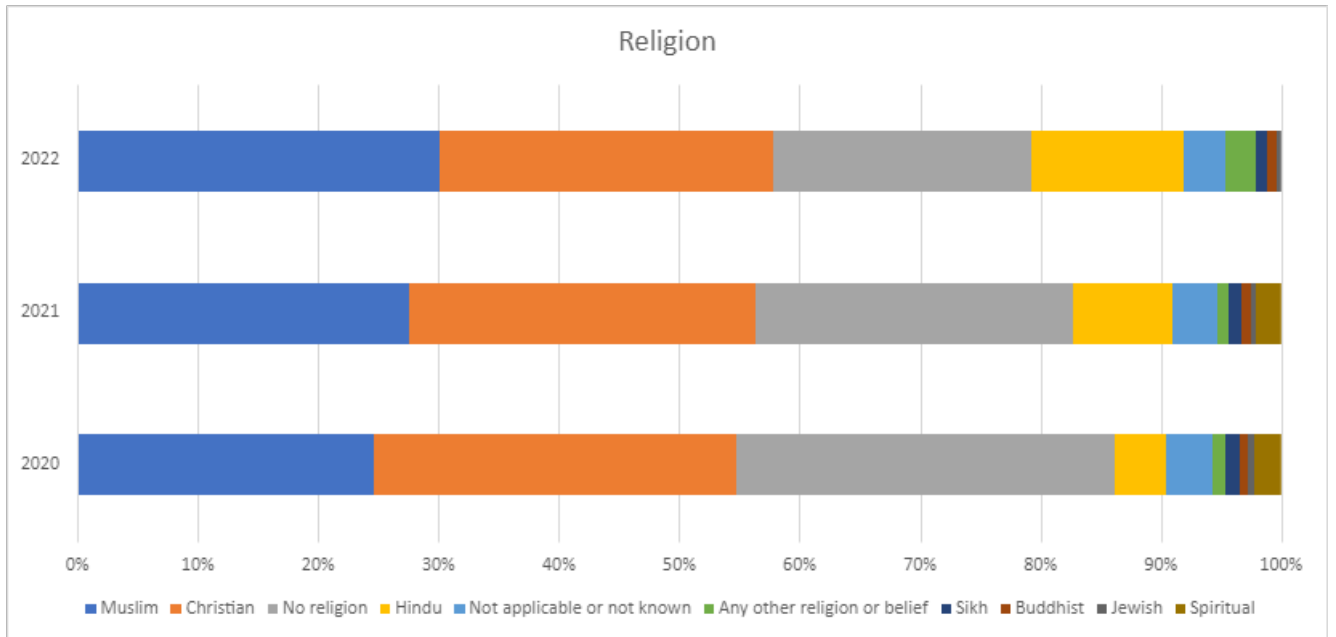
## Age

Age	2020	2021	2022	2020	2021	2022	
17 years and under	50	47	52	0.5%	0.4%	0.4%	149
18-20 years	5,212	4,819	4,862	47.6%	39.2%	34.3%	14,893
21-24 years	2,327	3,286	4,487	21.2%	26.7%	31.6%	10,100
25-29 years	1,296	1,874	2,437	11.8%	15.2%	17.2%	5,607
30 years and over	2,066	2,270	2,354	18.9%	18.5%	16.6%	6,690
<b>Grand Total</b>	<b>10,951</b>	<b>12,296</b>	<b>14,192</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>37,439</b>



## Religion

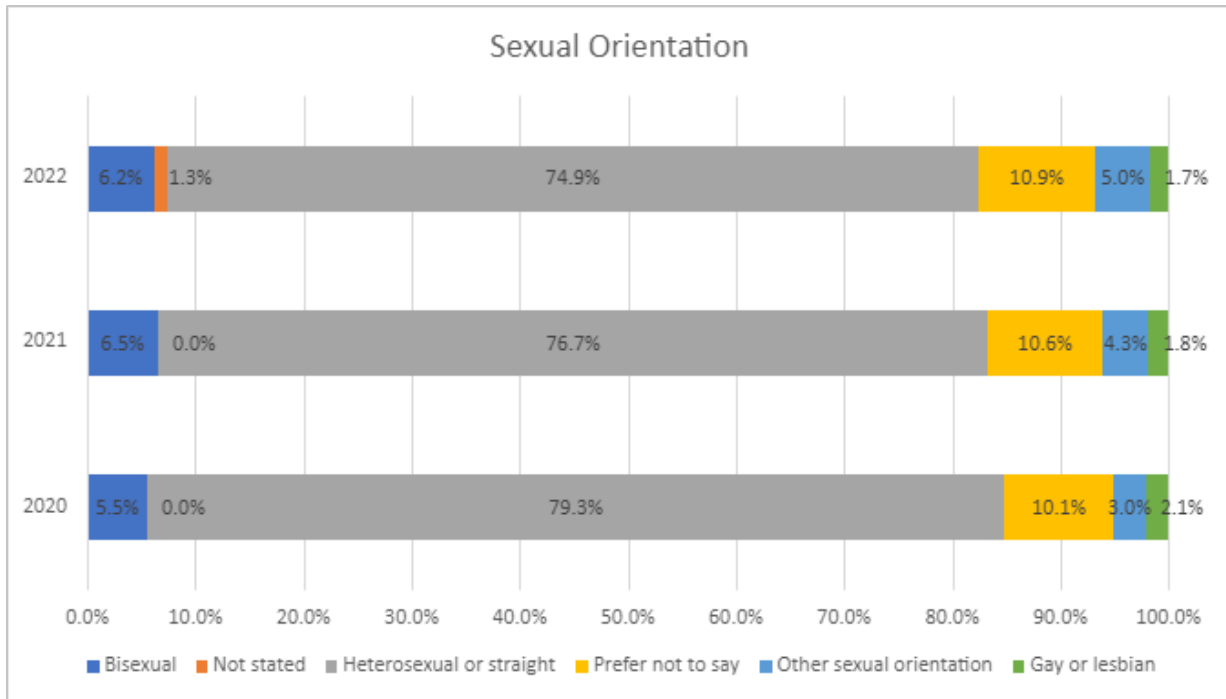
Religion	2020	2021	2022	2020	2021	2022
Muslim	2,691	3,383	4,274	24.6%	27.5%	30.1%
Christian	3,300	3,544	3,926	30.1%	28.8%	27.7%
No religion	3,452	3,245	3,050	31.5%	26.4%	21.5%
Hindu	456	1,011	1,790	4.2%	8.2%	12.6%
Not applicable or not known	430	455	497	3.9%	3.7%	3.5%
Any other religion or belief	113	124	357	1.0%	1.0%	2.5%
Sikh	127	136	141	1.2%	1.1%	1.0%
Buddhist	84	94	114	0.8%	0.8%	0.8%
Jewish	52	54	43	0.5%	0.4%	0.3%
Spiritual	246	250		2.2%	2.0%	0.0%
<b>Grand Total</b>	<b>10,951</b>	<b>12,296</b>	<b>14,192</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>



### Sexual Orientation

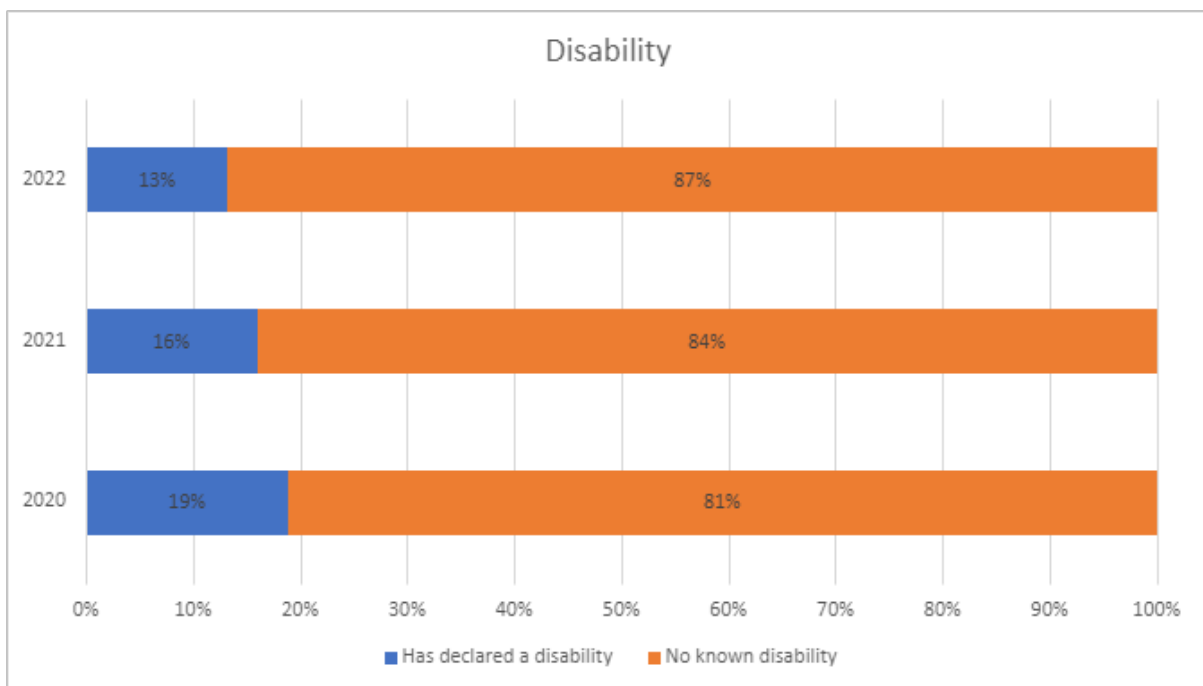
Sexual Orientation	2020	2021	2022	2020	2021	2022
Bisexual	606	804	879	5.5%	6.5%	6.2%
Not stated	3	4	178	0.0%	0.0%	1.3%
Heterosexual or straight	8,681	9,436	10,636	79.3%	76.7%	74.9%
Prefer not to say	1,106	1,299	1,543	10.1%	10.6%	10.9%
Other sexual orientation	324	531	714	3.0%	4.3%	5.0%
Gay or lesbian	231	222	242	2.1%	1.8%	1.7%
<b>Grand Total</b>	<b>10,951</b>	<b>12,296</b>	<b>14,192</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>





### Disability

Disability	2020	2021	2022	2020	2021	2022
Has declared a disability	2,066	1,963	1,884	19%	16%	13%
No known disability	8,885	10,333	12,308	81%	84%	87%
<b>Grand Total</b>	<b>10,951</b>	<b>12,296</b>	<b>14,192</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>



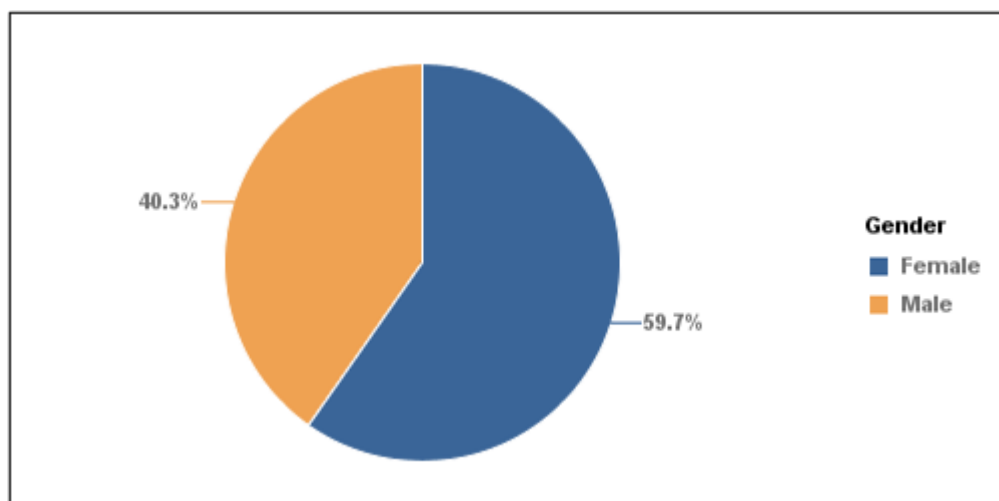
## Staff Equality Data (as at 31/12/2023)

Includes permanent, fixed term contract and visiting staff.

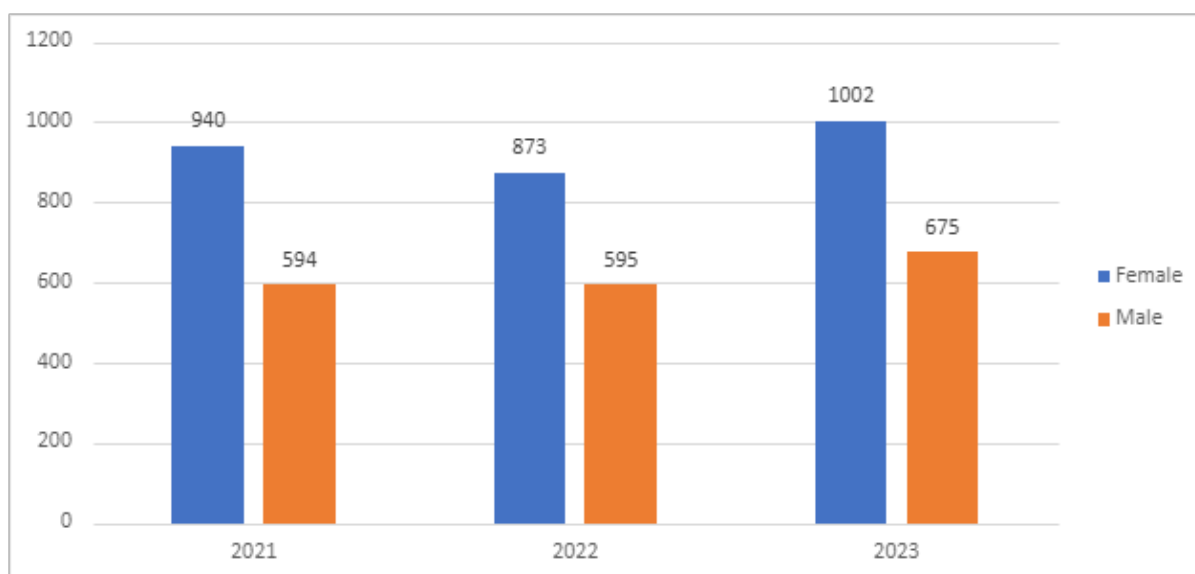
### Gender

Gender	2021	%	2022	%	2023	%
Female	940	61.3%	873	59.5%	1002	59.7%
Male	594	38.7%	595	40.5%	675	40.3%
<b>Totals</b>	<b>1534</b>	<b>100.0%</b>	<b>1468</b>	<b>100.0%</b>	<b>1677</b>	<b>100.0%</b>

### 2023/24



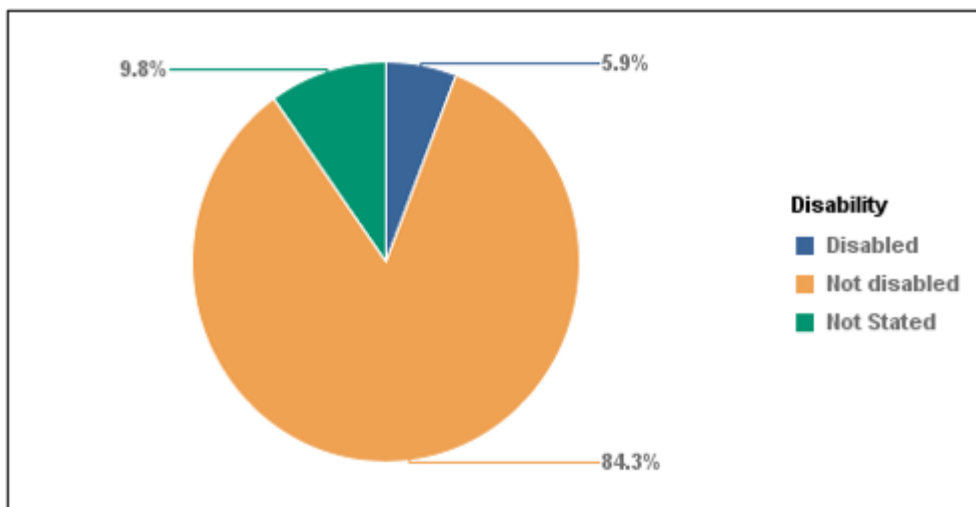
### Year on year



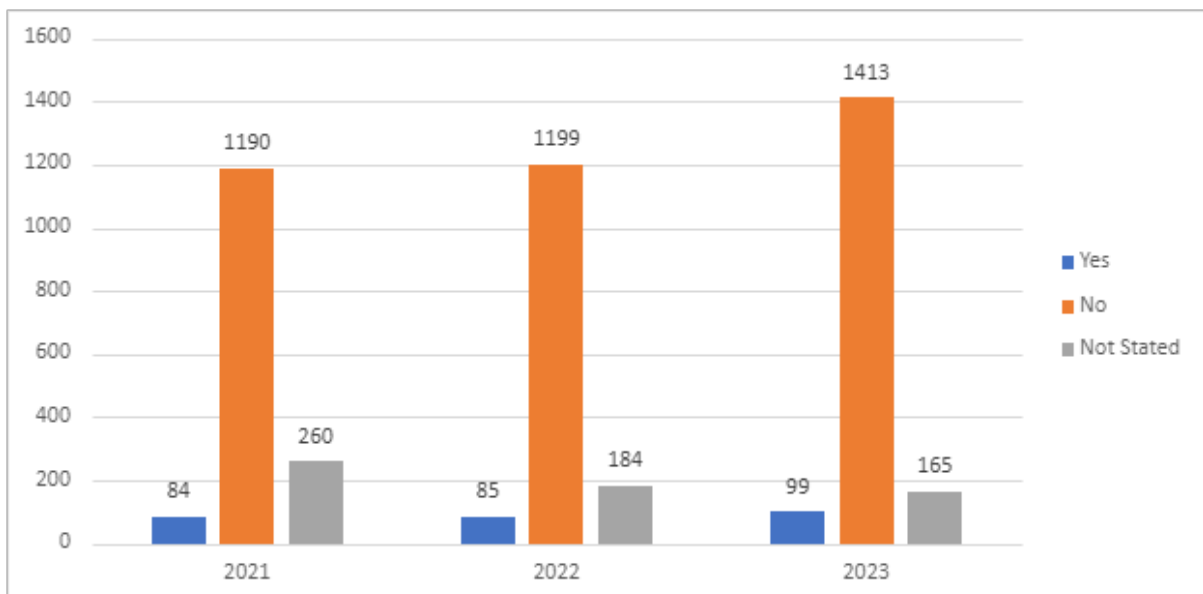
## Disability

Disability	2021	%	2022	%	2023	%
Yes	84	5.5%	85	5.8%	99	5.9%
No	1190	77.6%	1199	81.7%	1413	84.3%
Not Stated	260	16.9%	184	12.5%	165	9.8%
<b>Totals</b>	<b>1534</b>	<b>100.0%</b>	<b>1468</b>	<b>100.0%</b>	<b>1677</b>	<b>100.0%</b>

## 2023/24



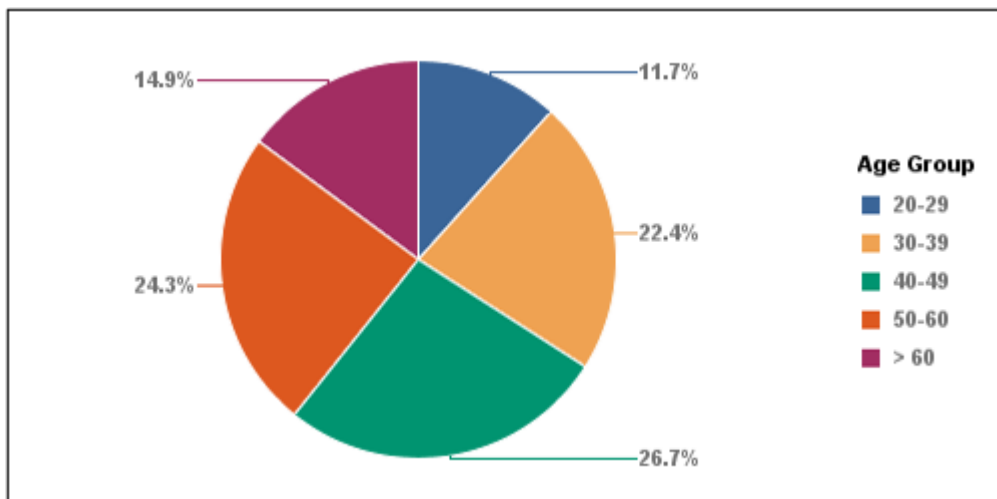
## Year on year



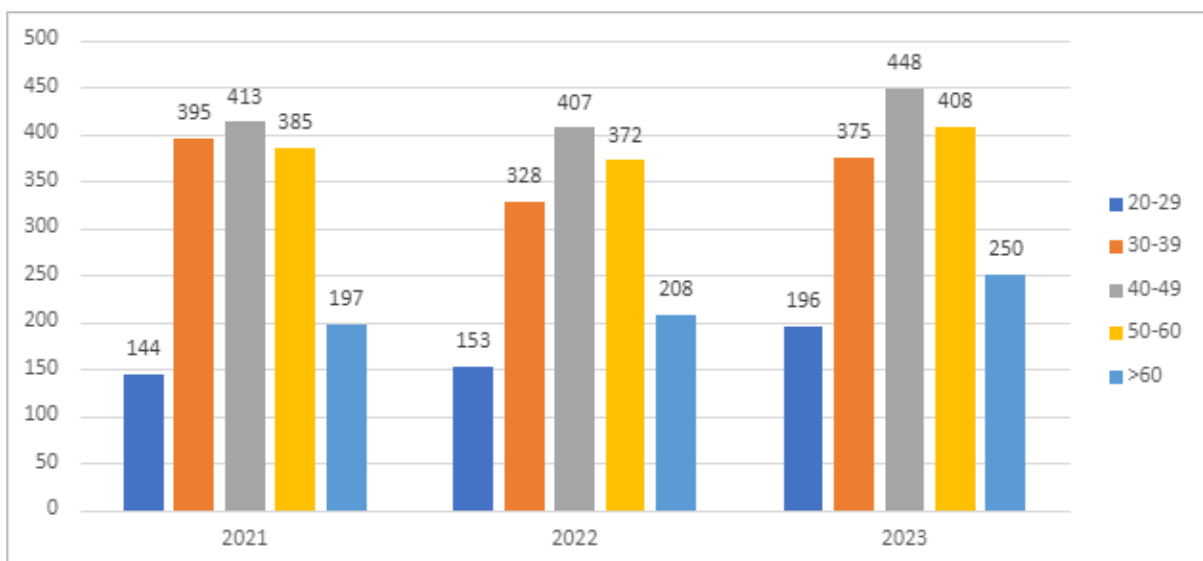
## Age

Age Group	2021	%	2022	%	2023	%
20-29	144	9.4%	153	10.4%	196	11.7%
30-39	395	25.7%	328	22.3%	375	22.4%
40-49	413	26.9%	407	27.7%	448	26.7%
50-60	385	25.1%	372	25.3%	408	24.3%
>60	197	12.8%	208	14.2%	250	14.9%
<b>Totals</b>	<b>1534</b>	<b>100.0%</b>	<b>1468</b>	<b>100.0%</b>	<b>1677</b>	<b>100%</b>

### 2023/24



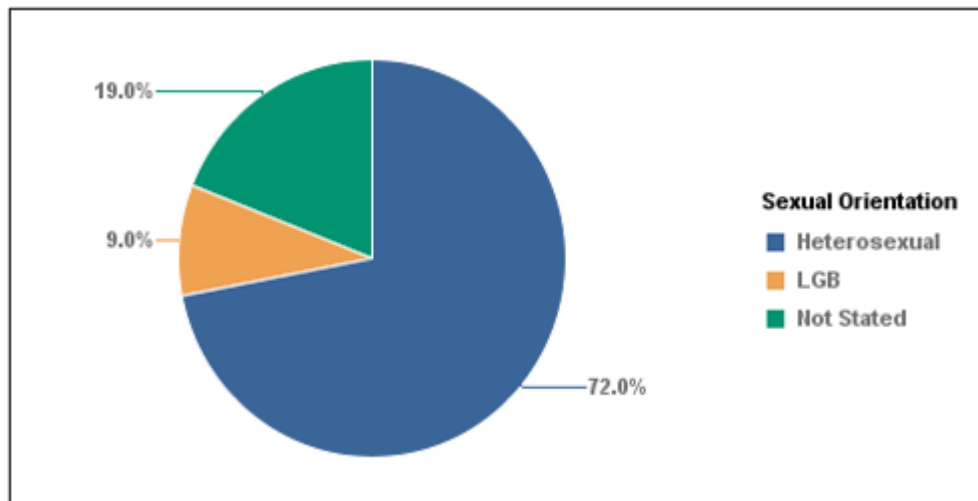
### Year on year



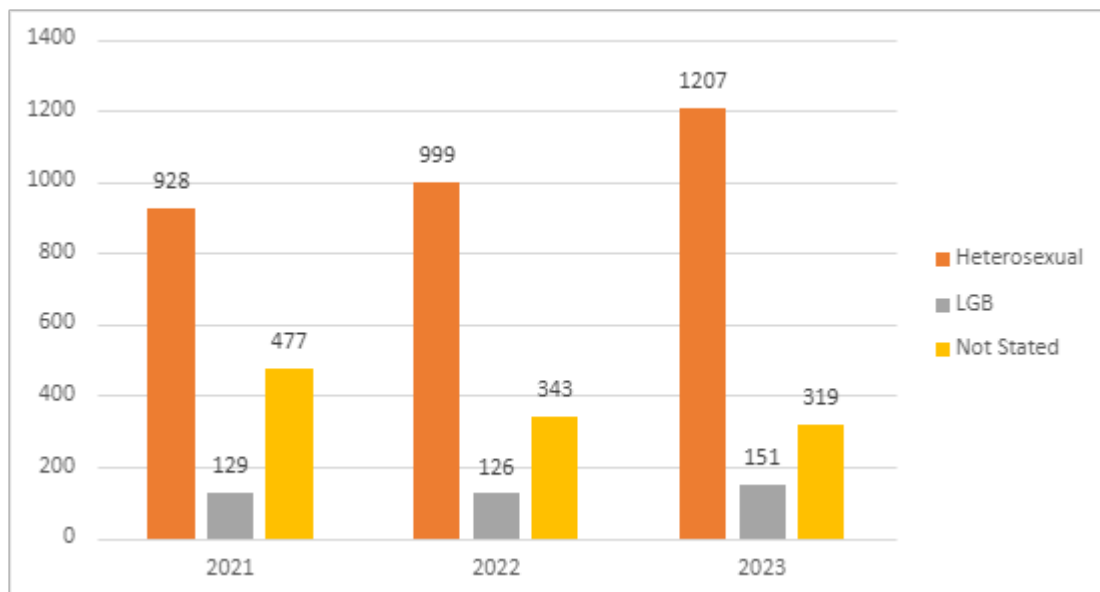
## Sexual Orientation

Sexual Orientation	2021	%	2022	%	2023	%
Heterosexual	928	60.5%	999	68.1%	1207	72.0%
LGB	129	8.4%	126	8.6%	151	9.0%
Not Stated	477	31.1%	343	23.4%	319	19.0%
<b>Total</b>	<b>1534</b>	<b>100.0%</b>	<b>1468</b>	<b>100.0%</b>	<b>1677</b>	<b>100.0%</b>

### 2023/24



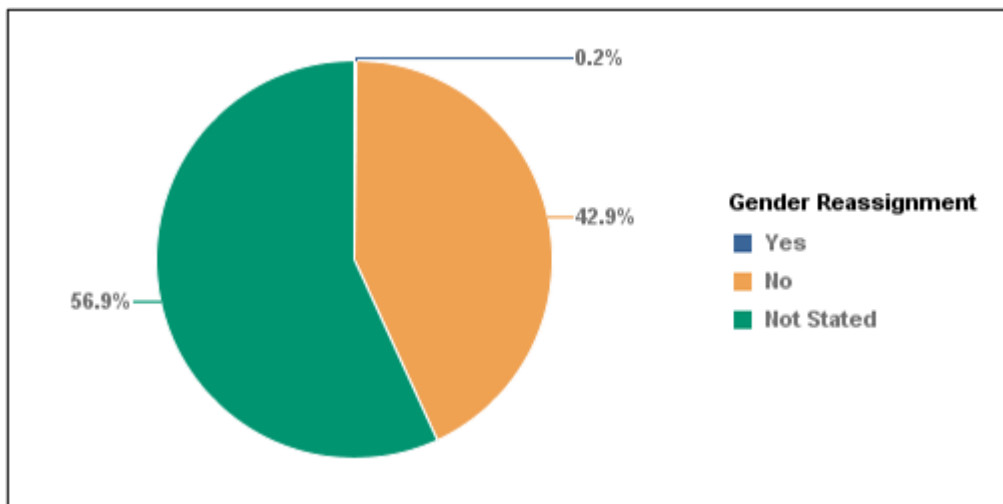
### Year on year



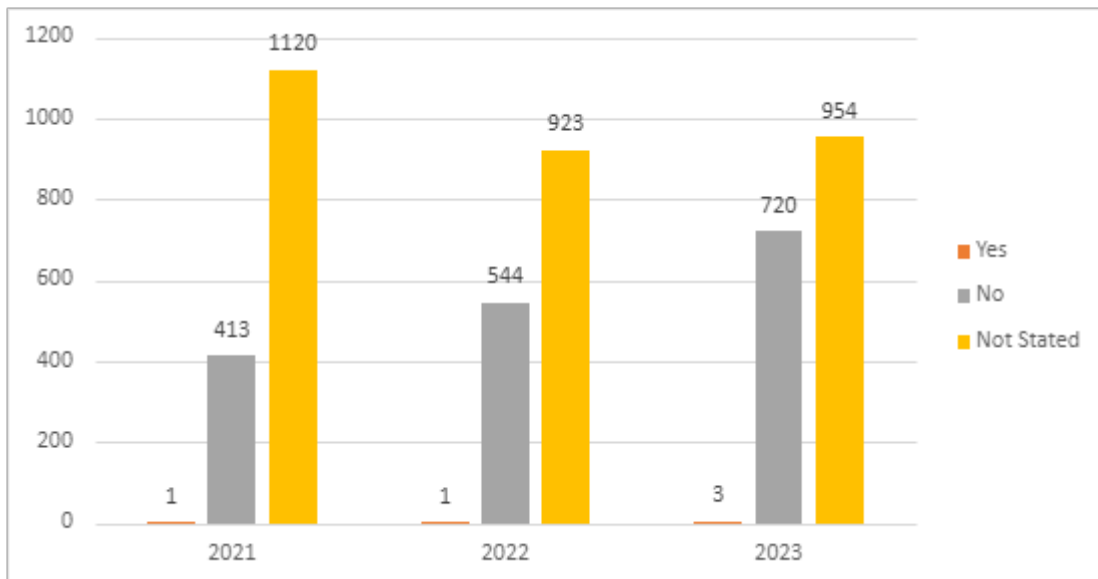
## Gender Reassignment

Gender Reassignment	2021	%	2022	%	2023	%
Yes	1	0.1%	1	0.1%	3	0.2%
No	413	26.9%	544	37.1%	720	42.9%
Not Stated	1120	73.0%	923	62.9%	954	56.9%
<b>Total</b>	<b>1534</b>	<b>100.0%</b>	<b>1468</b>	<b>100.0%</b>	<b>1677</b>	<b>100.0%</b>

### 2023/24



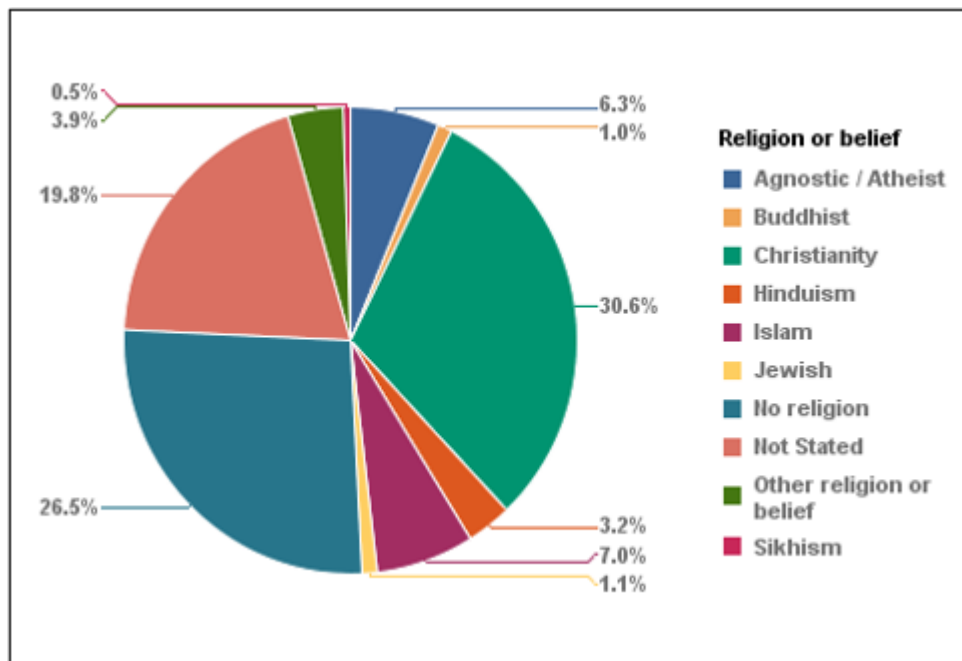
### Year on year



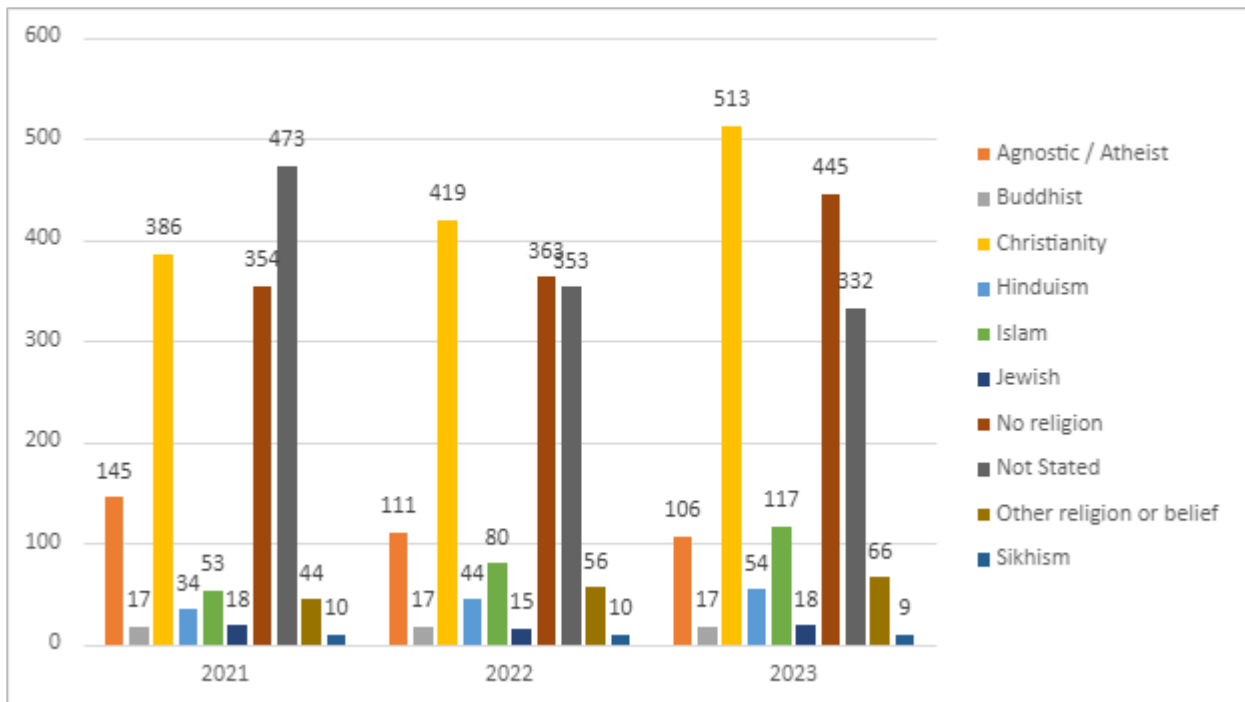
## Religion or belief

Religion or belief	2021	%	2022	%	2023	%
Agnostic / Atheist	145	9.5%	111	7.6%	106	6.3%
Buddhist	17	1.1%	17	1.2%	17	1.0%
Christianity	386	25.2%	419	28.5%	513	30.6%
Hinduism	34	2.2%	44	3.0%	54	3.2%
Islam	53	3.5%	80	5.4%	117	7.0%
Jewish	18	1.2%	15	1.0%	18	1.1%
No religion	354	23.1%	363	24.7%	445	26.5%
Not Stated	473	30.8%	353	24.0%	332	19.8%
Other religion or belief	44	2.9%	56	3.8%	66	3.9%
Sikhism	10	0.7%	10	0.7%	9	0.5%
<b>Total</b>	<b>1534</b>	<b>100.0%</b>	<b>1468</b>	<b>100.0%</b>	<b>1677</b>	<b>100.0%</b>

### 2023/24



## Year on year

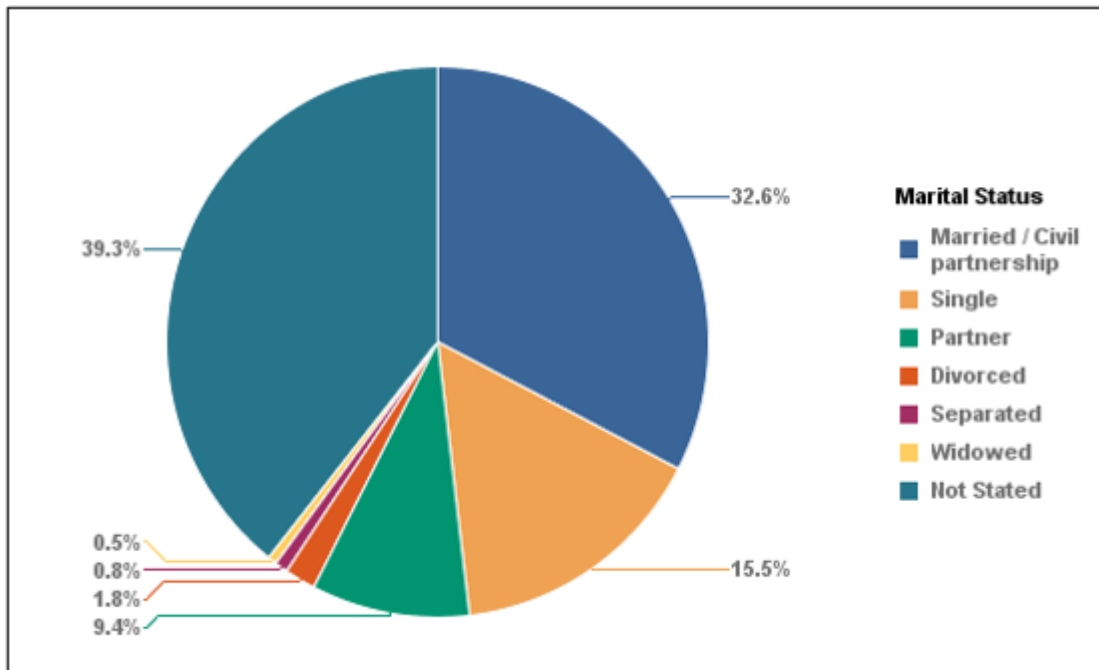


## Marital Status

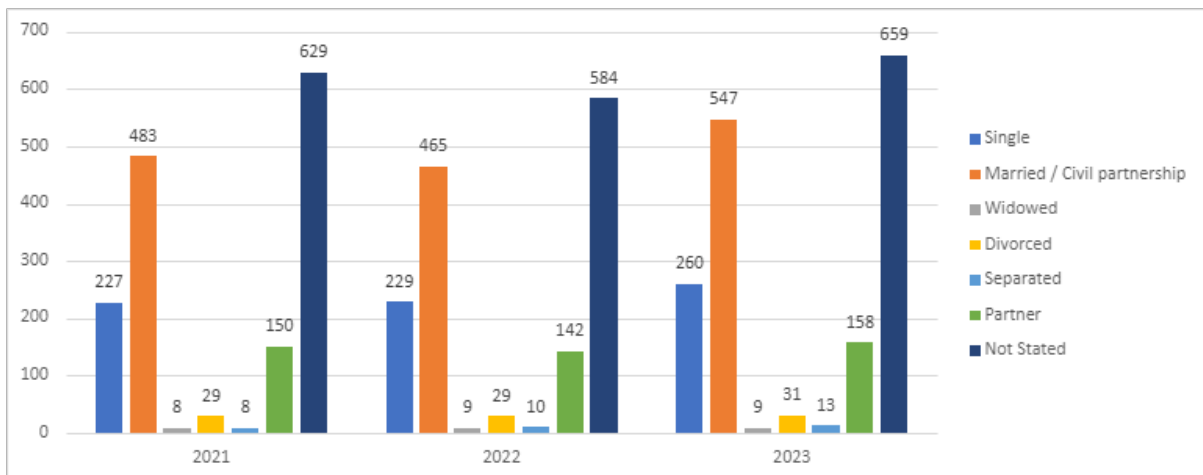
Marital Status	2021	%	2022	%	2023	%
Single	227	14.8%	229	15.6%	260	15.5%
Married / Civil partnership	483	31.5%	465	31.7%	547	32.6%
Widowed	8	0.5%	9	0.6%	9	0.5%
Divorced	29	1.9%	29	2.0%	31	1.8%
Separated	8	0.5%	10	0.7%	13	0.8%
Partner	150	9.8%	142	9.7%	158	9.4%
Not Stated	629	41.0%	584	39.8%	659	39.3%
<b>Total</b>	<b>1534</b>	<b>100.0%</b>	<b>1468</b>	<b>100.0%</b>	<b>1677</b>	<b>100.0%</b>



**2023/24**



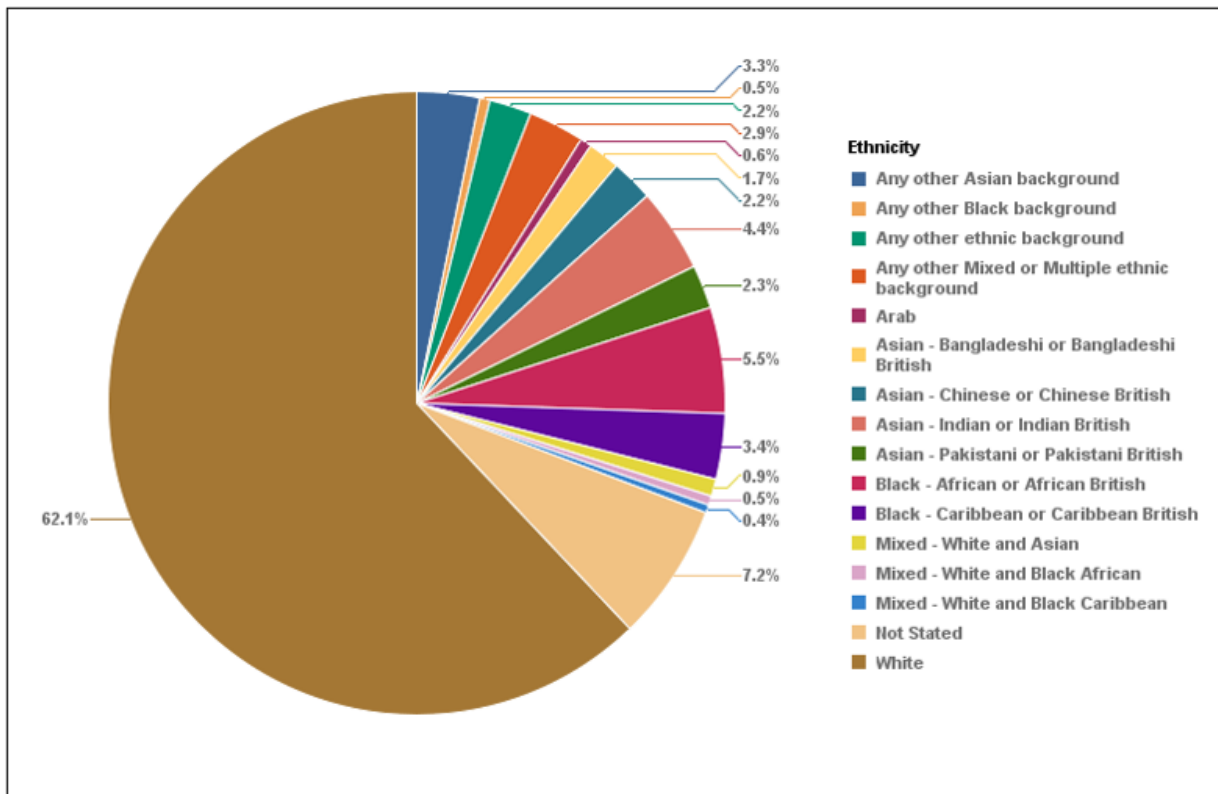
**Year on year**



## Ethnicity

<b>Ethnicity</b>	<b>Head Count</b>	<b>%</b>
Any other Asian background	55	3.3%
Any other Black background	9	0.5%
Any other ethnic background	37	2.2%
Any other Mixed or Multiple ethnic background	49	2.9%
Arab	10	0.6%
Asian - Bangladeshi or Bangladeshi British	28	1.7%
Asian - Chinese or Chinese British	37	2.2%
Asian - Indian or Indian British	73	4.4%
Asian - Pakistani or Pakistani British	38	2.3%
Black - African or African British	92	5.5%
Black - Caribbean or Caribbean British	57	3.4%
Mixed - White and Asian	15	0.9%
Mixed - White and Black African	8	0.5%
Mixed - White and Black Caribbean	7	0.4%
Not Stated	120	7.2%
White	1042	62.1%
<b>Grand Total</b>	<b>1677</b>	<b>100.00%</b>

**2023/24**



**Year on Year**

Ethnicity	2021	%	2022	%	2023	%
Black, Asian, and minority ethnic	339	22.1%	410	27.9%	515	35.1%
White	992	64.7%	927	63.1%	1042	71.0%
Not Stated	203	13.2%	131	8.9%	120	8.2%
<b>Totals</b>	<b>1534</b>	<b>100.0%</b>	<b>1468</b>	<b>100.0%</b>	<b>1677</b>	<b>114.2%</b>

