

University of Roehampton London

2018/19

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This report helps to fulfil the University of Roehampton's reporting requirements under the Public Sector Equality Duty set out in the Equality Act 2010. Part I provides an overview of the University's initiatives and actions during 2018-2019 to promote equality, diversity and inclusion, Part II reviews the progress that the University has made over the last year in progressing its Equality Objectives 2017-21 and Part III provides an overview of equality data relating to the University's staff and student communities.

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**ROEHAMPTON UNIVERSITY
(TRADING AS THE UNIVERSITY OF ROEHAMPTON)
EQUALITY & DIVERSITY COMMITTEE
EQUALITY REPORT 2018-2019**

INTRODUCTION

The University of Roehampton made significant strides in the promotion of equality and diversity during the 2018-19 academic year as it continued to progress its published Equality Objectives (2017-2012) and more generally, to meet the Public Sector Equality Duty set out in the Equality Act 2010 (The Equality Duty). Highlights for the year include:

- Entry into Stonewall's 2020 Top 100 Employers list – climbing an impressive 99 places up the ranks to number 89;
- recognition of the University's LGBT + Network Group as a Highly Commended Network Group by Stonewall;
- the launch of the University's AccessAble webpages which provide information on access to the University and its spaces via an [Access Guide](#) ;
- a marked improvement in the collection of staff equality data following a data collection campaign; and
- the commencement of positive action measures to help address areas of under-representation of the University's BAME academic community and support their attainment of promotion and progression.

Notwithstanding these achievements, the University recognizes that there is further work to be done, and has agreed various actions to further progress equality, diversity and inclusion at the University.

This report demonstrates how the University is meeting the Equality Duty. Part I provides an overview of the University's initiatives and actions during 2018-2019 to promote equality, diversity and inclusion; Part II reviews the progress that the University has made in meeting its Equality Objectives 2017-21 and Part III provides an overview of equality data relating to the University's staff and student communities.

**The Equality, Diversity and Inclusion Committee
31 January 2020**

PART I

PUBLIC SECTOR EQUALITY DUTY

As a public body, the University is subject to the public sector equality duty under the Equality Act 2010. The 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, set out in section 149 of the Act which 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;
2. Advance equality of opportunity between people who share a protected characteristic and those who do not; by removing or minimising disadvantages suffered by people due to their protected characteristics by (i) taking steps to meet the needs of people from protected groups where these are different from the needs of other people; and (ii) encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low; and
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.

In addition to the three aims/arms of the general equality duty listed above, the Equality Duty also consists of specific duties set out in secondary legislation. The specific duties are designed to help public bodies meet the general duty and require public bodies to publish relevant proportionate information demonstrating their compliance with the Equality Duty at least annually and to set themselves specific, measurable equality objectives. The University demonstrates how it is meeting the Equality Duty and reports on the progress that it is making in meeting its equality objectives in Parts I and II of this report, respectively.

EQUALITY, DIVERSITY AND INCLUSION AT THE UNIVERSITY

The University 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 to increasing diversity, and promoting equality. The culture at the University is aptly summarized by its Chancellor, Professor Dame Jacqueline Wilson:

“Roehampton’s friendly and open environment is enriched by its community of diverse people who work, study and visit every day. It aims to be a place where people, regardless of their background, can thrive. Mutual respect, dignity and acceptance are foundations that Roehampton seeks to sustain to ensure that it continues to be a safe, welcoming, creative and dynamic place. Roehampton recognises that its wealth of diversity alone is not enough. It is only through the promotion of equality and inclusiveness of its diverse groups that all people can contribute, reach their full potential and inspire social change more broadly. Through engaging the uniqueness of all individuals and joining them in a common aim, we can create a true culture of belonging, in which all people feel valued, respected and can prosper”.

Responsibility for EDI at the University rests with [the Equality, Diversity and Inclusion Committee \(EDIC\)](#) acting on behalf of Council. EDIC is a committee of the University’s Council and is chaired by the Vice-Chancellor and composed of other senior staff including the Provost, University Secretary and Registrar and the Pro Vice-Chancellor and Director for Finance. Representatives from the Trade Unions and the Students Union also have membership.

The EDIC is supported by the [Equality, Diversity and Inclusion Group \(EDIG\)](#) whose membership includes representatives of the Trade Unions, Students Union, Chaplaincy, the Equality and Diversity Network Groups and staff of key support departments including HR, Legal Services, Disability Services and Student Support Services. Support is also provided by the Athena Swan and the Race Equality Charter self-assessment teams (SATs). The EDIC is chaired by the Pro Vice-Chancellor and Director of Finance.

During the 2018/19 academic year, the University’s Council, EDIC, EDIG and others within the wider University community, have continued to work to ensure that the University meets the three aims of the Equality Duty. Such work and the various EDI initiatives and established structures are detailed and explained below under the three aims of the Equality Duty.

1. ELIMINATING 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 (i) the development and implementation of sound strategies and robust policies and procedures; (ii) the provision of adequate training and equality awareness; and (iii) challenging all forms of Prohibited Conduct.

1.1 Development of strategy, policies and procedures

The University's Governing Body (Council), has overall responsibility for ensuring the effective strategic management of the University. Each member of Council undertakes to act in accordance with the Seven Principles of Public Life (the "Nolan Principles") and with the University's Mission and Values. The latter includes a commitment to promoting equality, diversity, mutual respect and understanding.

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.

The University published its new [Strategic Plan 2019-22](#) following a University-wide consultation which took staff and students' views into account. The new Strategy reaffirms the University's commitment to providing a community that is characterised by friendliness, openness, inclusion, and freedom of thought and expression; and to providing a curriculum that reflects the diversity of modern society. Key components of the University's strategy include: the creation of a student experience that enriches the lives of all of its students, fostering a culture of positive wellbeing and valuing their voices; and building opportunities for its staff to develop and grow in a community that is open to the world.

The University has developed Enabling Strategies 2019 – 2025 which were approved by Council in November 2019. They support its Strategic Plan 2019-22 as well as its published Equality Objectives, and their aims include achieving the Race Equality Charter and delivering on the action plan set out in the Athena SWAN action plan. The Enabling Strategies 2019 – 2025 will be reported on more frequently than during the lifetime of the previous strategic plan to allow Council, Senate and their relevant sub-committees, including EDIC and EDIG to effectively scrutinise progress.

The University has a number of policies in place to ensure compliance with the Equality Act 2010 including the:

- Equality and Diversity Policy;
- Dignity and Respect Policy (formerly known as the Bullying and Harassment Policy);
- Disability Policy;
- Trans, Non-Binary and Intersex Equality Policy and Guidance;
- Parental Leave including Time off for dependents Policy;
- Paternity Leave and Pay;
- Shared Parental Leave Policy;
- Shared Parental Leave and Pay (Worked Examples) Policy;
- Maternity Leave and Pay Policy.
- Chaplaincy Policy;
- Procedures Regarding Student Pregnancy, Maternity, Paternity and Infant Care Policy;
- Sensitive Issues Policy;
- Student Mental Health Policy
- Student Sexual Violence Policy; and
- Flexible Working Policy.

The University's policies can be viewed [here](#).

1.2 Provision of Training and awareness Awareness-raising

The University believes that equality training and awareness assists individuals in understanding equality and diversity issues and can result in the elimination of Prohibited Conduct. It further believes that such training can promote behaviour and attitudes that are in keeping with the University's core values and strengthen the institution's operational effectiveness. The University has therefore sought to equip its staff and students with the necessary skills to challenge inequality and discrimination in their work and study environment through equality training which is mandatory for all members of staff. Training is provided as part of staff induction and members of staff have access to an online self-assessment tool for refreshing awareness.

A number of staff training and awareness events were offered in 2019 including equality diversity and inclusion workshops; a diversity e-Learning Module (available to all staff); and a range of specialist disability awareness and learning support training for staff.

A number of events and activities were also offered or facilitated by the Roehampton Students Union (RSU) throughout 2019 to raise equality and diversity awareness within the student community. Such events included:

- a Lecture Capture Awareness Campaign that highlighted the many benefits of Lecture Capture including benefits to disabled students and those for whom English is not their first language;
- the celebration of Transgender Awareness Week during which number of activities were hosted to raise the visibility of transgender people, address

issues that members of the community face, and provide opportunities for students to explore and express gender.

- the celebration of Black History Month during which a key event was the BAME Mental Health and Wellbeing conference.

1.3 Challenging Prohibited Conduct

The University has put measures in place to challenge discrimination, harassment, bullying and all other forms of Prohibited Conduct. It also makes it clear that Prohibited Conduct will not be tolerated. Such behaviour constitutes disciplinary offences for both students and staff and can lead to dismissal or expulsion from the University.

The University's zero-tolerance stance on harassment and bullying is set out in the [Dignity and Respect Policy](#) which enjoins all staff and students of the University to take personal responsibility to ensure that the dignity of staff and students is respected in the working and learning environments whether on the University's premises, external work and study-related events, or in the virtual world. The policy makes provision for staff and students to challenge all forms of harassment and bullying, to enable them to bring complaints confidently and without fear of ridicule or reprisal, and to have their complaints dealt with quickly and effectively. The policy also makes provision for the University to recruit, train and support Working Relationship Advisors¹ who provide support and advice to staff experiencing or otherwise involved in cases of bullying, harassment and other forms of Prohibited Conduct.

In addition, the Equality and Diversity Policy enjoins all staff and students to act in accordance with its provisions and to treat each other with dignity at all times, and not to discriminate against or harass members of staff or the student body, regardless of their status. The Policy is available via [this link](#).

Prohibited Conduct also constitutes grounds for terminating contracts with suppliers or partners. Further, contractors or suppliers who are unable to demonstrate compliance with relevant legislation and codes of practice are not considered for the award of contracts to provide goods or services to the University.

The University has responded to the recently published Equality and Human Rights Commission (EHRC) report on "Tackling Racial Harassment – Universities Challenged"² and is committed to taking effective action to prevent and respond to any racial harassment at the University.

¹ WRAs are volunteer members of staff who are trained to provide support and advice to staff experiencing or otherwise involved in cases of bullying, harassment and other forms of behaviour prohibited under the University's Dignity and Respect Policy.

² The full report is available to read on the [EHRC website](#)

1.4 Equality Monitoring

The University collects and analyses data on the equality related backgrounds of its staff and students year on year in an effort to identify any equality gaps and to evaluate equality strategies and intervention. It recognises that it can only effectively measure the impact of its practices, policies and procedures on particular protected groups and effectively engage with such groups if it holds adequate data relating to them.

Continued monitoring helps the University to highlight any inequalities, investigate their underlying causes and identify actions to be taken to remove any unfairness or disadvantage. Staff and Student monitoring data are provided in Part III of this report.

Students

Student monitoring is undertaken annually in relation to ethnicity, age, gender, disability and nationality. Student equalities information is collected at the point of application and registration. The University also monitors and reports on its performance in relation to student access, participation and success. Monitoring is undertaken in relation to the five characteristics that the Office for Students (OfS) has identified as areas in which sector data has shown notable gaps in equality of opportunity. They are BAME students, mature students, disabled students, care leavers and students from areas of low higher education participation or other measure of economic disadvantage.

In addition to the characteristics identified by the OfS, the University routinely monitors the relative performance and progression of its students with regards to other characteristics potentially associated with underrepresentation or disadvantage. These include socio-economic background, parental education, religion, gender, term time accommodation type (i.e. whether students live on or off campus) as well as various intersectionalities.

Detailed monitoring information is contained in the University's Access and Participation Plan 2020-21 to 2024-25 (APP). The APP sets out how the University will improve equality of opportunity for underrepresented groups to access, succeed in and progress from higher education. It sets out the University's ambition for change, the measures it has put in place to achieve change, the targets it has set and the investment that it will make to deliver the plan.

Staff

The University undertakes staff monitoring annually. Staff equalities information is collected at the point of application and staff are encouraged to update their equalities information throughout their period of employment.

Historically, monitoring has been undertaken in the areas of ethnicity, age, gender and disability but this is the first Equality Report in which data is also

provided on the protected characteristics of sexual orientation, gender reassignment, religion or belief and marital status. This results from a successful campaign by the HR department to raise awareness of the benefits of providing equality and diversity related data to the University. Staff are encouraged to disclose their protected characteristics and to enter their missing demographic data into the University's self-service HR system. The campaign was necessary as the University has experienced a low rate of staff disclosure in the past. Improvements in the disclosure rates can also be attributed to such measures as the introduction of a payroll system in 2014 that enables staff to log into their staff records and confirm and update their personal details, and the introduction of an e-Recruitment system in 2014 that allows for the capture of data including protected characteristics data.

The University continues to conduct regular equal pay audits. Its published equal pay reports provide an annual analysis of pay and the protected characteristics outlined in the Equality Act. The University published its gender pay gap figures in April 2018 in keeping with the Government's new mandatory reporting requirements. That report showed an average median gap of 5.21% compared with a sector average of 14.3% and can be viewed [here](#).

2. ADVANCING EQUALITY OF OPPORTUNITY BETWEEN PEOPLE FROM DIFFERENT GROUPS

Under the Equality Act 2010, advancing equality entails:

1. taking steps to remove and/ or minimise disadvantages suffered by people due to their protected characteristics;
2. 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
3. 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.

The Act states that meeting different needs involves taking steps to take account of disabled people's disabilities.

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 highlighted below.

Advancing Equality through Student Support and Professional Services

Disability Support

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.

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.

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, raise awareness and understanding of the difficulties experienced by disabled students at University, and offer advice and guidance to staff on strategies to support students with a range of presenting needs.

DS also operate an Access Centre providing a needs assessment service for UK HE students who are eligible to receive the Disabled Students Allowance (DSA), both Roehampton and external students. The needs assessment informs the level of funding a student is able to access via their relevant funding body as a result of a diagnosed disability.

The University sets aside funds each year to support students who are not able to access DSA funding as they are EU or International, or where resource required to support their needs exhausts the limit on funds. It completed an £80m capital project in 2017 which included the provision of a new library and residential accommodation and all of the new buildings have been designed to high accessibility standards with detailed expert considerations to ensure that all staff and students are able to fully enjoy these facilities.

The DS has worked on improving its approach to engaging prospective students with its services. Improvements have been made to service provision including the earlier provision of information about services following course application. Appointments were offered to new students throughout the summer and this

afforded students an opportunity to discuss their needs prior to starting their courses and facilitated the earlier provision of all support where possible. In addition, disabled students were offered an opportunity to move onto campus earlier than their peers and they were offered a transition programme during this period. The purpose of this was to recognise the additional support that some students need to familiarise themselves with a new environment.

DS delivered a number of training sessions throughout 2019 both independently and collaboratively with other departments across the University including training staff on inclusive practice, reasonable adjustments, disability awareness and mental health awareness.

In addition, DS has been working on an ongoing and collaborative basis with HR to review disability service provision for staff and to investigate the experiences of disabled staff. The purpose of this work is to ensure that staff feel able to disclose a disability and are reassured that there is a clear, transparent, consistent process in place to facilitate staff disclosure. Work has also continued on the standardisation of the University's approach to the provision of reasonable adjustments for staff. A new onboarding project was introduced in 2017 which helps with the identification of needs and provision of reasonable adjustments at the recruitment stage.

The University is continuing to work to improve the inclusivity of its environment and has commissioned Access Able to conduct a comprehensive accessibility audit of the University's campuses. This was completed in time for the start of term 2019 and the detailed information can be found on the AccessAble website. <https://www.accessable.co.uk/university-of-roehampton>

The Human Resources Department (HR)

HR provides the University with a comprehensive employment service and deals with a wide range of human resources issues which are underpinned by the theme of equality and diversity.

Key equality and diversity activities in which the Department engaged in 2018 include:

- The provision of guidance and advice to staff on equality, diversity and inclusion matters.
- Arranging equality training for staff including adapting such training to make it more accessible for operational staff who do not use a computer at work and who may not have English as a first language.
- Reporting on the University's gender pay gap, analysing equality and gender pay data.

- Overseeing sponsorship of Non-EU employees and students.
- Providing advice and support in relation to Brexit and arranging for specialist external advisers to meet with staff.
- Supporting preparations for membership of the Race Equality Charter (REC) and supporting the Athena Swan SAT and the Stonewall group.

Advancing Equality through Learning, Teaching, Assessment and Research, and Student Engagement

The University has identified social justice and inclusivity as foremost among the core values it seeks to promote as part of its mission. This commitment is evidenced by overarching research projects, the nature of much of its collaborative work, and by the work of its academics and research centres such as the Centre for Education Research in Equalities, Policy and Pedagogy, and the Crucible Centre for Human Rights Research (“CCHRR”).

The University served as the UK partner for an international consortium, funded by Erasmus+ centred on inclusion which ended in December 2019. The project, E+ Inclusion, focused on inclusive practice in Armenia and Bosnia Herzegovina. Roehampton was responsible for developing national guidelines for use across the two countries. The work undertaken feeds into and from practice at Roehampton and, as a result, resources and activities were developed to support programme teams to develop a more effective inclusive approach to teaching and supporting learning.

The University’s Learning and Teaching Enhancement Unit (LTEU) and its Student Engagement Team play significant roles in advancing equality of opportunity.

The LTEU is involved in several equality-advancing activities including the delivery of a research supervisor training programme which focuses on student perspectives and inclusive practice; a training programme for PhD students and professional staff who teach, to ensure that they are aware of the importance of inclusive pedagogies when teaching; improving annual programme review processes by ensuring student data on attainment and retention is reviewed as part of the review process; Recognition for New Academics (R4NA), a taught programme for all those new to teaching in higher education, a central element of which is the importance of inclusive practice to ensure that learning is accessible to all; and University of Roehampton Reflective Account of Practice, our in-house scheme for all academic staff to gain recognition for their teaching and which is aligned to the UKPSF.

The leadership of learning and teaching was strengthened at the University in 2017 through the establishment of the Student Experience and Outcomes Panel (SEOP), which is chaired by the Vice-Chancellor. SEOP meets three times a year to review all teaching excellence and outcomes data and to

consider enhancement plans at institutional, subject, programme and module level. SEOP activity is led by the Deputy Provost Learning and Teaching, who chairs the University Learning, Teaching and Quality Committee (LTQC). Each academic department has a Learning and Teaching Quality Group (LTQG) chaired by a senior learning and teaching lead who sits on LTQC and who is responsible for leading academic enhancement locally, including work to improve student retention. The outcomes of SEOP, including the analysis of current data at all levels and enhancement are managed by the relevant Head of Department and LTQG Chair, reporting directly to the Deputy Provost Learning and Teaching.

Monitoring and supporting student engagement have been a key aspect of the University strategy to support retention and student outcomes. The University appointed a Director of Student Engagement in 2017 having recognised the link between high student engagement and positive student outcomes. The Director leads on work to improve student engagement, especially students underrepresented in higher education; to partner with students on projects to improve the student experience and the sense of belonging (e.g. peer mentoring); and to engage with students at risk of non-continuation.

In September 2018 a student engagement team was appointed to work alongside the registry team responsible for student records, the wellbeing team and academic staff and administrators in departments to identify and engage with at-risk students. The team reports to the Director of Student Engagement and its remit includes contacting students with low levels of engagement and takes the appropriate action such as contacting academic guidance tutors or making referrals to the student wellbeing team.

A principal area of the team's work was Re-imagining Attainment for All 2 (RAFA 2) which was completed in 2019. This student-led initiative was funded by the Office for Students. It focused on the process of academic assessment in higher education with the aim of addressing the attainment gap between black/African/Caribbean/ black British, and White students. RAFA 2 also explored the attainment gap between Muslim women students and white students in general.

Advancing Equality through Widening Participation

The University is committed to supporting all of its students, whatever their background, to reach their full potential, and to fair access and equal opportunities. Students from diverse backgrounds are offered the opportunity to benefit from a university education and the University devotes significant resources to outreach activities, and affording students from under-represented groups the opportunity to benefit from a Roehampton Degree.

Over the last year, the University continued to deliver an extensive and well-established programme of targeted outreach activities designed to raise levels

of attainment, aspiration and applications among under-represented groups. The University's [Access and Participation Plan 2020-21 to 2024-25](#) provides a detailed analysis of the University's current performance on closing the attainment gap for its underrepresented students and sets out the sustained measures it has in place to deliver its ambitious targets to eliminate these gaps in the future.

The strategic aims of the APP are to:

- Sustain the University's commitment to fair access and widening participation in access to higher education;
- eliminate the performance gaps in student success and graduate progression for our underrepresented students where they exist; and
- ensure that performance gaps for under-represented students that have closed do not re-open.

The objectives of the APP over the next five years are to:

- Improve the levels of participation for the University's target group of students;
- Close the gap in continuation for its target groups of students; and
- Reduce the gap in degree attainment for its target groups of students; and
- Close the gap to highly skilled employment for its target groups of students.

Students from the following groups have been identified as underrepresented at the University: deprived areas; low participating areas; BAME students; Mature students, disabled students and care leavers.

The University continues to work in partnership with schools and colleges to foster outreach collaborations that lead to the provision of high-quality, timely and impartial information, advice and guidance to potential university students from diverse backgrounds. The University works with targeted schools and colleges identified as meeting a range of Widening Participation criteria (school attainment data, percentage of students receiving free school meals, low participation postcodes) to tailor activities to meet age and needs specific demands. This approach is prioritised both in the University's own projects and through its collaborative network AimHigher London South, to reach as many students in meaningful ways as possible.

Current initiatives include:

Pathways to Law

The University is a partner institution in the Pathways to Law programme. This programme was set up in 2006 by The Sutton Trust and *The Legal Education Foundation*, with support from major law firms. Pathways to Law was established to widen access to the profession and to inspire and support academically-able students in years 10 to 13 from non-privileged backgrounds interested in a career in law. In 2016 the University of Roehampton was

selected as one of three London partners to deliver the programme (alongside LSE and QMUL). The participants attend academic sessions throughout the year to help increase their knowledge of, and interest in, Law and the University experience generally. Participants on the year 12/13 programme also have an e-mentor (a current Roehampton Law student) and are offered a one-week work placement at a leading City law firm, as well as a visit to the Inner Temple. Each year culminates in a residential course at the University of Warwick with participants from all 12 national partner universities.

Cool to be Curious

This initiative was launched in September 2018 in collaboration with Putney High School (PHS) as a follow-on from our previous programme, Cool to be Clever. The programme targets around 40 year 5 gifted and talented children from Wandsworth primary schools who potentially could be the first in their families to go to university. Year 5 children were chosen as this age group (9 – 10) often sees a dip in attainment and is an age where aspirations can realistically be developed. The selected children meet termly for events at the University and PHS, covering topics such as philosophy, geography and life sciences amongst others. Outside the University sessions, Year 11 students from PHS provide mentoring support for the children, focusing on confidence building. The academic sessions and mentor support continue throughout Years 5 and 6, with a graduation celebration at the end of the two-year period. The aim, by the end of the project, is that the children's aspirations will have been cemented, parents will have confidence in university as a realistic option for their children, and the attainment levels of these children will have been raised.

Collaborative outreach with AimHigher London (including the HEFCE funded 'National Collaborative Outreach Programme' (NCOP))

The University's work with AimHigher London allows it to work collaboratively with local universities, schools, colleges, local authorities and other stakeholders. Current projects include a project focusing on care leavers, in collaboration with various London boroughs; activities to promote university education to students from looked after backgrounds and those with disabilities, in particular those with specific learning difficulties; activities aimed at supporting individuals from under-represented groups through the provision of advice and guidance and through the provision of enhanced, impartial information allowing improved information flows to schools.

Access and outreach activities are kept under review to ensure focus remains on key target groups and new activities are developed where appropriate.

Game Plan

This started in July 2019 and is a four-day Summer School for boys in year 10 from disadvantaged backgrounds. The summer school, themed around Sport and Exercise Science, Business Management and Journalism will focus on raising confidence and awareness of the higher education opportunities that are available, as well as giving participants positive male role models• National Collaborative Outreach Programme (NCOP): Roehampton is part of the Aimhigher London NCOP. Through this, the university provides collaborative interventions for Years 9-13 students from low participation wards. The project aims to promote awareness of higher education and progression pathways and to provide support at Key Stages 3 and 4. Through Aimhigher, we work with looked after children to broaden aspirations to higher education through the 'Your Future, Your Choice' programme.

Roehampton Taster Lecturer programme

Postgraduate students develop age- appropriate mini-lectures based on their research topics and deliver these in schools and on campus to encourage extracurricular learning and inspire aspiration outside the standard school subject portfolio.

Further details on the University's widening participation initiatives can be seen in its Access and Participation plan 2019-20 available via [this link](#) and its Annual Report 2019 available [here](#).

- a. Advancing Equality through the removal of barriers to achievement and the encouragement of participation by underrepresented groups in University activities.**

The University is continuing to work to identify opportunities and barriers related to achievement by its staff and students across its functions in an effort to ensure greater inclusivity and diversity at all levels of the organisation.

Staff representation

The University's employment advertisements state the University's commitment to being an equal opportunities employer and it is a regular practice of the HR Department to solicit applications from underrepresented groups. A key focus area for the University this year has been the recruitment and retention of BAME academic staff to ensure greater representation of this group across the University. This will continue for the next few years as the University works to progress its Equality Objective to improve the recruitment of and retention of Black, Asian and Minority Ethnic (BAME) academic staff.

There is an on-going review at the University into the membership and profile

of Council and University committees. In 2016 the Nominations Committee of Council resolved to take appropriate steps to ensure that female candidates and those from various ethnic backgrounds with appropriate skills are encouraged to apply for, and are welcomed onto the University's Council and its committees. Further review work on committee terms of reference and appointment mechanisms was undertaken throughout 2017-18 in an effort to improve on the diversity of Council and committee membership.

The University considered the data relating Council and Council's committees in October 2019. It recognised that whilst progress has been made in terms of the diversity of Council itself, there is still work to be done in relation to committees of Council. Focus will therefore remain in particular on the ethnicity of Council committees and the extent to which disabled people are represented within committee membership.

Gender equality continues to be an area of focus for the University. The University holds an Athena SWAN bronze award and its Athena SWAN self-assessment team is currently working in accordance with an action plan that addresses the areas for enhancement identified as part of the University's submission for the bronze award.

The University supports activities to encourage women in the workplace including participation in Project 2020. Celebrations were held to mark International Women's Day and the Students' Union organised a very successful Women in Leadership Conference.

The University is working to ensure that people of all genders feel welcomed on campus. Recent initiatives include the introduction of gender - neutral bathrooms in all new and refurbished buildings.

Work is also being done to encourage participation in relation to other protected characteristics. Examples of initiatives and actions taken in relation to the two protected characteristics of sexual orientation and disability are highlighted below:

Disability

The University is a Disability Confident Employer under the Government's (Department for Work and Pensions) ['Disability Confident' scheme](#) which has replaced the Job Centre's Two Ticks: Positive about Disability Scheme. The University is at level 3 of the scheme and continues to offer a range of disability-related training events in 2019 with emphasis remaining on the importance of disclosing a disability or mental health condition.

We commissioned Access Able to conduct an accessibility audit of our campuses in 2018. The work has been completed and we now have an [Access](#)

[Guide](#) to our campuses which provides our students, staff and visitors with useful and up to date information regarding our buildings and grounds. Our accessibility information has also been updated as part of a joint project between staff and students which included the production of a campus map.

The University reviewed its health and wellbeing provision with the aim of facilitating a more 'holistic' staff support package including improved accessibility to occupational health appointments across the UK. On-site provision is also available to members of staff.

Sexual Orientation

The University became a Stonewall Diversity Champion in 2016 and for the fourth year running, it took part in Stonewall's Workplace Equality Index. The University is now ranked 89th in the index, making it a top100 Stonewall Workplace Equality Index Employer. This is a rise of 99 places from the previous year (188). This is a powerful benchmarking tool used by employers to help ensure all lesbian, gay, bi and trans employees can be themselves in the workplace. The Equality Index is an assessment of 10 areas of employment policy and practice, from training to community engagement. As part of the assessment, staff from across the university complete an anonymous survey about their experiences at work. As reported on page 2 above, the University has significantly improved its score.

The University has an LGBT+ network known as UR Pride. The network meets quarterly and reports on LGBT+ matters to the EDIG.

The aims of the network are to:

- Organise social events to celebrate LGBT+ diversity and inclusion.
- Provide support and information to staff on LGBT+ matters in the workplace. This includes support to enable employees to report homophobic, biphobic and transphobic bullying and harassment.
- Provide a safe, confidential and supportive environment for all staff who identify as LGBT+ to meet (or communicate virtually via email etc.) and express and share their views, experiences and concerns, and make suggestions for change.
- Work towards a creative and supportive culture where all members of the University community are able to participate and fulfil their potential in an environment where they are valued and respected.
- Inform and influence the University's approach to sexual orientation and gender identity issues by contributing experience, expertise and ideas.
- Act as an advisory group on LGBT equality and diversity issues. This includes contributing to the development and implementation of policies

and processes.

- Provide opportunities to network within the university and between external LGBT groups and networks, including the students' Union societies, and disseminate ideas.

Student representation

The University does very well at attracting students from underrepresented groups as evidenced in the widening participation section of this Report (paragraph 2.3 above). Further examples of initiatives employed to increase the representation of some student groups are provided below:

Representation of BAME on the RSU Board

The RSU has been trying to diversify the composition of its Board to reflect the University's student population and over the past couple of years has achieved its highest percentage of BAME representation.

Representation of male students on female-dominated programmes

The University offers a BA Primary Education Male Student Scholarship to full-time primary education male students in receipt of the maximum means-tested maintenance loan from Student Finance England. This is a government initiative, aimed at encouraging male students who need financial support to study this female-dominated subject area, with a view to entering this female-dominated profession.

Representation of Care Leavers

The University is committed to supporting care leavers at the University and achieved the Buttle UK Quality Mark for Care Leavers for four years before the mark ceased to exist. The University is continuing its commitment to Care Leavers by working collaboratively with Aimhigher London South Limited, schools, colleges, local authorities' social services teams and others with responsibility for Care Leavers and Looked-After Young People. Collaborations include a range of activities including raising the aspirations and achievements of care leavers, working to increase care leavers' applications to the University and supporting care leavers at university.

Advancing Equality through fostering engagement and consultation

Staff and student engagement with the University is essential to promoting and progressing equality, diversity and inclusion at the University. The University encourages discussion and feedback on equality and diversity matters and has sought to use a number of initiatives to facilitate consultation and engagement

with the different groups within its staff and student communities.

Student engagement and consultation

The University's approach to engaging students in the operation and development of their institution is set out in its Student Partnership statement, which outlines a wide range of ways in which students are involved and consulted. Within this context, each student service department runs an 'active listening' programme enabling students to comment directly on the services they receive and to shape their development. A number of mechanisms are used to engage with students including:

- i. The conduct of student surveys - Surveys are conducted at key points in the life-cycle (e.g. a New Entrant survey) or in relation to specific areas of University life (e.g. Sport survey, focusing on both participants and non-participants). Information gathered from them builds on the picture provided by existing sector-wide research (such as NSS, PTES and PRES).
 - ii. Holding Student Senate each term - Student Senate provides a formal forum in which students can raise issues of concern with members of the University's senior administration and can be consulted on key institutional matters. Student Senate is a consultative and advisory body with the power to make recommendations or refer matters to appropriate bodies or individuals within the University such as Council (and its committees) and Senate (and its committees). 30 students sit on Student Senate representing all areas of the University. In addition, students sit on each committee of Senate, where monitoring and evaluation of the activities and performance across the University take place. There is also student membership on programme boards and on approval and review panels.
- Using the e-learning platform Unitu - Unitu provides an opportunity for structured and supported student discussion and feedback on all aspects of studies.

Student engagement is well facilitated through the RSU's elected officers who are committed to representing and supporting various groups and campaigning for the change they want to see across the University. Such officers include a Vice President of Community and Welfare, Students with Disabilities Officer, Black, Asian & Minority Ethnic Students Officer, Gender Equality Officer, LGBTQ+ Office, Female Interfaith Officer, Male Interfaith Officer, Mental Health Officer, International Students Officer and Trans Students Officer.

In addition, student network groups (known as societies) play an important role in student engagement in equality, diversity and inclusion matters at the

University. They promote the rights of different groups and raise awareness of their challenges and help to bring about collective social change. Societies include: the Afro-Caribbean Society (ACS), Ahlulbayt Islamic Society (ABSOC), Chinese Society, Christian Union (CU), Feminist Society, Hindu Society, International Society, Islamic Society (ISOC), LGBTQ+ Society, Mental Health Network, Nepalese Society, Roehampton Coexist Society, Roehampton Sikh Society, Somali Society, Students With Additional Needs (S.W.A.N.) Society and Universal Black Minds (UBM) Society.

Staff engagement and consultation

The University recognises that effective network groups can play an important part in promoting diversity and inclusion as they facilitate a sense of community, wider involvement in decision making, peer support, networking and knowledge sharing. There are currently five equality network groups at the University – the BAME network, the LGBT+ network (known as UR Pride) and the EU staff network group, the disability network and the women’s network. . The two latter groups were established in 2019. The network groups are independent of HR and are led by interested members of staff. The more established ones were very active throughout 2019 and were involved in consultations with the University on policies and procedures. They also hosted a number of events and activities for their members, some of which are highlighted below on the EDI Calendar Highlights pages.

The University regularly seeks to understand the views and experiences of members of staff in order to be able to more effectively support them in their roles and to inform its policy implementation. The University conducted its first institution-wide staff survey in September 2016 and achieved a high response rate, with 650 staff responding (approximately 65%). The 2018 staff survey saw an increase in staff participation with 9% more employees participating in the previous year.

The 2018 Staff Survey included enhanced questions on a range of areas including recruitment and selection, career development and progression, policies and practices, wellbeing and support and race equality at the University. The survey also contained specific questions to assist in gathering data for the Race Equality Charter. A sub-group of EDIG headed by the HR Director reviewed the responses and analysed the data gathered. Further analysis was undertaken by members of the planning and HR teams as well as the Vice Chancellor’s Office. The group analysed the data by Protected Characteristics and reported their key findings to the EDIG. Areas identified for further scrutiny and action include ‘Career Development and Progression’ particularly for individuals with disabilities and BAME staff; ‘Pay’; ‘Recruitment and selection’ for LGBT staff and some BAME staff; and staff development. Analysis of staff development data has resulted in the planned launch of a new tailored Leadership and Management training programme in 2019.

Trade Unions engagement and consultation

The University continues to engage with the GMB and UCU Trade Unions and encourages their involvement in consultations as well as their provision of feedback on all aspects of equality and diversity at the University.

3 FOSTERING GOOD RELATIONS BETWEEN PEOPLE FROM DIFFERENT GROUPS

The 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 through the activities of a vibrant Chaplaincy, Students' Union and Network Groups as well as through active community engagement.

3.1 The Chaplaincy

The University continues to support the practice and expression of religion and faith among staff and students and has an active and supportive multi-faith Chaplaincy team. The team is comprised of chaplains, associate chaplains, chaplaincy community workers and faith supporters from a number of faith traditions.

The Chaplaincy seeks to create a supportive environment in which individuals and the wider community can 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 valued.

The Chaplaincy is involved in the pastoral care and spiritual accompaniment of both staff and students and provides support in relation to a range of issues, including mental health concerns, loneliness, bereavement, issues of faith and sexuality and gender identity, interfaith relationships and religious identity. The Chaplaincy promotes dialogue and peaceful co-existence amongst all members of the community and offers opportunities for exploring issues around life and faith and occasions for enjoying time together.

Ongoing Chaplaincy provision includes a weekly community lunch and afternoon tea and toast social; daily Christian prayer and weekly communion services; Muslim prayer rooms for individual prayers as well as gathered community prayers on Fridays; Buddhist weekly meditations. The Chaplaincy manages and creates spaces across campus for personal prayer and reflection, as well as for community activities and social events.

Throughout the academic year, the chaplaincy marked a number of religious festivals and important days which relate to faith and identity. Many of these included a gathered activity and social media activity. Key moments included a Remembrance Day service, Advent Carol Service, Trans Day of Remembrance Service, a celebration of Interfaith Week, Eid celebrations, Holocaust Memorial Day time of reflection, a Holi celebration, and Ash Wednesday Services.

The Chaplaincy supports a number of student faith societies, including both specific faith or denominational societies and also the Coexist Society, which promotes interfaith dialogue and provides a home for religious groups that do not have their own student societies.

At Easter, the chaplaincy team took staff and students to Lourdes on a pilgrimage. The pilgrimage was supported by the HCPT Pilgrimage Trust which supports young disabled and disadvantaged people.

The Chaplaincy runs an ecumenical, residential community house on campus, which brings together Christians from a number of denominations to live together in a way which intentionally draws on both Methodist and Roman Catholic values and practices. During the summer vacation the Chaplaincy team took students from this house to Rome, where they explored ecumenically driven social action projects. The Chaplaincy team also worked increasingly closely with central services across the University to ensure the consideration of faith and spiritual identity were embedded into all our student support activities, from discussing careers to offering internship placements.

3.2 The 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 a number of social activities throughout 2019 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.

The RSU was nationally recognised for its equality, diversity and inclusion work and received the National Union of Students Award for Diversity 2017.

3.3 Equality Diversity and Inclusion Network Groups

The network groups host a variety of events for their members and allies and these are open to the wider university community. Many events are designed

to promote understanding between their members and people from different groups.

Community Engagement

The University actively engages with its diverse local community and has particularly good working relationships with Wandsworth Borough Council and Hammersmith & Fulham Borough Council, as well as key influential business networks such as London First. Details of the University's Community engagement are contained in its Annual Report 2018 which can be viewed via [this link](#).

On 28 October 2019, the University launched the Whitelands Centre for Pentecostalism & Community Engagement, marking an exciting development in Ministerial Theology at the University. It is the first centre in the country dedicated to Pentecostalism and community engagement. The Centre aims to be a dynamic place for the study and research of Pentecostalism and the intersection of Pentecostal and Charismatic spirituality, music, and socio-political engagement. It will also work with churches, parachurch organisations, NGOs, local authorities and government to harness the social capital of Pentecostal and Charismatic churches for community cohesion and the common good.

Centre objectives include:

- promoting the study and understanding of Pentecostal and Charismatic history, theology and spirituality as a global phenomenon;
- providing a safe space for investigating and critically reflecting on Pentecostal and Charismatic mission and engagement with government and policymakers in different social and political contexts;
- convening seminars, conferences and national/international initiatives to share good practice and showcase socially impacting church initiatives and programmes; and
- working with churches, parachurch organisations and NGOs to harness the social capital of Pentecostal and Charismatic churches for community cohesion.

PART II

EQUALITY OBJECTIVES 2017-21 – PROGRESS REPORT

As part of our on-going work to ensure compliance with the Equality Duty, we identified new areas in 2017 in which our practices and policies required improvement in order to progress greater equality and diversity across all of our functions. These areas were identified largely through information we collected over time through such means as working groups, surveys, consultation exercises and data analysis. We published the following eight (8) Equality Objectives for 2017-21:

1. Improve the recruitment of and retention of Black, Asian and Minority Ethnic (BAME) academic staff.
2. Improve its equality analysis process to ensure that all policies and procedures are equality impact assessed to determine their impact on individuals with protected characteristics.
3. Successfully apply for an Institutional Bronze Athena Swan award.
4. Increase its score in the Stonewall Workplace Equality Index by at least 15% by 2021.
5. Address evidence of differences in student outcomes (particularly in the areas of attainment and progression into graduate employment) and continue to support positive outcomes for all students.
6. Increase its efforts to establish and maintain an inclusive environment for all staff and students, and to improve its anticipation of the needs of its disabled staff and students in all areas of teaching and learning and service provision.
7. Continue to encourage the disclosure of protected characteristics with low disclosure rates and to increase its awareness-raising of the benefits of disclosure and the role that it plays in promoting inclusivity and increasing accessibility at the University.
8. Further develop and implement procedures for ensuring that our collaborative partners and contractors have equality and diversity policies and practices in place that are of a standard acceptable to the University and that are in keeping with the Equality Act 2010 and best practice.

We have achieved the objectives numbered 3, 4 and 8 and the five remaining objectives (1, 2, 5,6 and 7) are currently among our priority aims for progressing our equality agenda. Work is undertaken in accordance with an Action Plan which was approved by the EDIC on the recommendation of the EDIG following consultation across the University. The Action Plan sets out the actions to be undertaken to ensure that demonstrable change and improvements are achieved with respect to each equality objective. It also sets out the success measures for

judging the achievement of each objective, identifies the senior officer(s) with responsibility for leading on the various actions, and identifies a timeline for achieving the respective objectives. The progress and achievements made to date with respect to each of the remaining objectives is set out in the table on page 38 below and a summary of the completed objectives is provided directly below.

Achieved 2017-21 Equality Objectives

Objective 3: Successfully apply for an Institutional Bronze Athena Swan Award

The University was awarded an Athena Swan Bronze Award by Advance HE in October 2018. The University's submission report is available on its website [here](#).

Work which contributed to our successful award includes:

- Establishing a self-assessment team (SAT) as a formal working group reporting to EDIC. The SAT worked to gather evidence and analyse data to produce a comprehensive assessment of the University's existing standing in relation to the Athena SWAN principles.
- Establishing a pathway for identifying and supporting staff for professorial promotion, resulting in women making up 66% of promotions to this level between 2015/15 and 2016/17.
- Increasing the entitlements associated with maternity and adoption leave to 26 weeks of full pay and paternity leave to 4 weeks full pay.
- Undertaking a major job evaluation and pay review which has reduced the median gender pay gap from 9.8% in 2014/15 to 5.2% in 2016/17.
- Developing a four-year action plan which makes provision for the support of women more effectively to ensure progression in their careers at the University.
- Launching of a campaign to raise the profile of Athena SWAN activity across the University.
- Mapping of Athena SWAN work to other Equality Diversity and Inclusion initiatives; and
- The incorporation of a commitment to Athena Swan in the University's Strategic Plan 2018 – 2021.

We recognise that further work to be done in this area and we are working towards:

- Increasing the representation of women members each sub-committee of Council to over 30% by 2021;
- launching a university-wide project to ensure that women are supported and rewarded at every stage of their careers;
- improving the proportion of women's research submitted in science, technology, engineering, maths and medicine (STEMM) in the 2021 REF to above the sector average for those disciplines; and
- supporting BAME Women more effectively from recruitment onwards (much of this work will be done through the Race Equality Charter).

Preparatory work has commenced for departmental awards and the University is continuing to support staff and in particular, those who identify as LGBT+ and/or BAME, with clear targets set in our new strategic plan.

Objective 4: Increase our score in the Stonewall Workplace Equality Index (Stonewall Index) by at least 15% by 2021

In 2018 the University increased its score in the Stonewall Index by 48 % and surpassed this objective. It climbed an impressive 211 places up the index achieving the biggest rise seen by any organisation. Emma Kosmin, Index and Benchmarking Manager at Stonewall said: "Roehampton's success is a testament to all their hard work and dedication to workplace inclusion over the last year. With Roehampton's support, we are one step closer to creating a world where all lesbian, gay, bi and trans employees are accepted without exception."

As indicated in the Introduction to this Report, 2019 saw another significant movement in our ranking as we moved 99 places up the ranks and the University is now a top 100 employer. These huge jumps over the last couple years is a reflection of our commitment to creating a fair workplace for all and is the result of work including greater explicit inclusion of bi and trans people in relevant policies; strong support from senior leadership; consistent and meaningful community engagement, with a broad range of events and detailed Equality, Diversity and Inclusion reporting.

Work and factors which contributed to this success include:

- The creation of campaigns to promote inclusivity and encourage ally involvement and to encourage them to take on more responsibility. LGBT+ news and events are regularly reported in Roehampton News, an internal on-line weekly newsletter to all staff. LGBT+ related information is also regularly shared on the staff portal including the importance of LGBT allies in achieving true equality and inclusion at the

University. Initiatives were introduced to increase LGBT + visibility at the University including the wearing of rainbow lanyards by staff members across the University irrespective of their sexuality.

- Ongoing provision of equality training in areas such as unconscious bias and cultural awareness.
- Holding various sexuality and gender awareness-raising events, educational events and social networking events. All of these activities have helped to foster a community of inclusivity.
- Profiling various members of staff on our intranet pages and in communications to all staff. Reggie Blennerhassett, a member of the University's senior leadership team, was appointed an Equality Champion and is a great advocate for LGBT+ equality at the University.
- An increase in the response rate of the Stonewall Employee Feedback Survey. We achieved an increase in the response rate to the 2018 Stonewall Employee Feedback Survey. We had over 200 respondents to the Feedback Survey compared with 167 respondents in 2017.
- The implementation of relevant policies. We implemented our first Trans, Non-Binary and Intersex Equality Policy in 2018. The [Policy](#) includes staff and student guidance and was credited by Stonewall as one of the most progressive policies they have seen.

Objective 8: Further develop and implement procedures for ensuring that our collaborative partners and contractors have equality and diversity policies and practices in place that are of a standard acceptable to the University and that are in keeping with the Equality Act 2010 and best practice

We have made improvements to our due diligence documentation to ensure effective investigations regarding prospective partner's and supplier's compliance with equality and diversity legislation, and adherence to appropriate policies are raised during that process.

We published new standard terms and conditions for the supply of goods and services in 2019. They contain an anti-discrimination provision enjoining suppliers not to unlawfully discriminate within the meaning and scope of the Equality Act 2010, Human Rights Act 1998 or other relevant legislation.

Ongoing 2017-21 Equality Objectives

Objective 1: Improve the recruitment of and retention of Black, Asian and Minority Ethnic (BAME) academic staff

Progress update

Actions identified to help us achieve this objective include:

- Updating recruitment material to reflect our culture, which promotes diversity (including creating and disseminating a recruitment video).
- Working with recruiting managers to specifically look at all BAME applicants and to invite to interview all BAME applicants that meet the requirement of the person specification.
- Making BAME role models/champions are visible and easily accessible.
- Establishing a focus group to investigate staff experiences of development and progression at the University (including the use of equality and diversity-related information gathered from exit interviews).
- Encouraging and supporting existing and new BAME staff to attain senior positions.
- Encouraging and facilitating BAME student involvement in the staff selection process.
- Offering equality training on academic promotions and on unconscious bias in the recruitment/appointment process.

We recognise that we still have some way to go to achieve this objective but have made some progress during the 2018-19 academic year. Key pieces of work/achievements include:

- Positive Action

At its October 2019 meeting the EDIC agreed to take the following immediate positive action measures:

- Explore the provision of mandatory training for all staff. As vacancies arise identify an academic role where a “positive action” initiative can be piloted.
- Support aspiring BAME leaders through specific leadership development programmes.
- Re-invigorate the work associated with achieving the Race Equality Charter Mark. Ensure a submission by June 2020.
- Seek the views of our BAME staff network for ideas they may have in

developing positive action initiatives.

- **BAME leadership and management programmes**

We are taking part in two leadership and management initiatives - Aurora, and Diversifying Leadership. These programmes have been designed to support colleagues from groups under-represented in leadership positions in Higher Education. All individuals across the University's academic and professional services departments who meet the criteria were encouraged to apply for a place on the programmes. The University is funding four places on each programme this year.

Aurora is Advance HE's leadership development initiative for those who identify as women. It is run as a unique partnership bringing together leadership experts and higher education institutions to help women take action by exploring their leadership potential - positively impacting the under-representation of women in leadership positions in the sector.

The Diversifying Leadership programme is designed to support early-career academics and professional services staff from black, Asian and minority ethnic (BAME) backgrounds who are about to take, or who have taken, their first steps into a leadership role. It explores themes of power and influence, demystifying leadership, cultural identity and cultural capital, increasing visibility and authentic leadership and features leadership stories from high-profile HE leaders.

These 2018-19 initiatives add to the work and activities undertaken in the previous year including:

- **Updating our recruitment material to reflect our culture and diversity**

We produced an online video highlighting the diverse workforce at the University. A number of BAME staff from a range of roles across the University share their experience of working at the University and the benefits of working in our diverse community.

- **The publication of online recruitment guidance for Managers on our intranet**

The guidance aims to ensure that diversity is encouraged at the University

- **Supporting the work of the BAME Network**

The network is very active and its activities include the publication of a newsletter in which a BAME member of staff is interviewed and their role at the University highlighted. Details of members of the network's Committee and members who offer specialist support (e.g. a BAME working relationships adviser) are also provided in the newsletter.

- **BAME Student Ambassadors initiative**

This initiative started in 2018 and is a collaboration between the RSU and our Student Engagement Office. The aim of the initiative is to ensure that the views and concerns of BAME students are presented and considered in relation to their attainment at the University. A key area of their focus is the BAME student

attainment gap. Other areas include BAME student retention, diversification of the curriculum, and the promotion of a sense of belonging at university.

Objective 2: Improve our equality analysis process to ensure that all policies and procedures are equally impact assessed to determine their impact on individuals with protected characteristics

Progress update

In 2018 we reviewed our policy development and approval procedures with the overall aim of standardising policy development at the University. The review led to the development of a [Document Control Policy](#) which was approved by Council in early 2019. This policy makes provision for:

- the mandatory completion of an EIA with respect to all policies and procedures submitted to Senate and Council for approval. The EIA must be completed prior to the commencement of projects and prior to the drafting or review of policies and procedures; and
- Consultation on policies and procedures with relevant stakeholders and provides guidance on that process. Our Equality Network Groups are invited to review all draft policies and provide feedback from their membership. We continue to consult with the trade unions and our other stakeholders on all policies and procedures.

We recognise that we still have some way to go to achieve this objective but have made some progress during the 2018-19 academic year. Key pieces of work/achievements include:

- Ensuring that all new policies and procedures and those that are subject to review and revision are equality impact assessed before approval.

Objective 5: Address evidence of difference in student outcomes (particularly in the areas of attainment and progression into graduate employment) and continue to support positive outcomes for all students

Progress update

Actions identified to help us achieve this objective include:

- Reviewing recruitment and admissions activities/processes to ensure that equality and diversity are effectively embedded.
- Reviewing all aspects of student life at the University including timetabling, offer and structure of modules, learning and teaching support and access to facilities

including the physical environment.

- Continuing to offer equality training in areas such as unconscious bias and cultural awareness.

We recognise that we have further work to do to achieve this objective. Key pieces of work/achievements in relation to this objective include:

- **The RAFA 2 project**

This project ended in the summer of 2019 and played a pivotal role in progressing this objective. The project team worked with staff and students on addressing the BAME attainment gap. They facilitated half-day tailored Continuing Professional Development (CPD) sessions across all 10 university departments in the 2018 Summer term. The sessions provided a platform for reflections and open conversations on issues around race, equality and resulted in action planning around inclusive pedagogies and practices.

Following the staff CPD sessions, staff across the University piloted departmental projects around the BAME attainment disparity. For example, Life Sciences collaborated with the Planning Department and the RAFA 2 team to conduct robust statistical analysis looking at external variables that contribute to the gap and also investigating the link between attainment and different modes of assessment. The Business School explored the lived experience of students in order to challenge our own taken for granted views of student engagement and achievement.

As a result of the work undertaken, the BAME attainment disparity is now a permanent feature of departments' business planning and programme annual review. By embedding the issue into standard University practices, the issue stays on the agenda, encouraging departments and programmes to own and take responsibility for the part that they play. Other key RAFA activities included a staff event 'Let's Talk About Race' and the evaluation and reporting on the project findings across the 3 institutions in September 2019.

Objective 6: Increase our efforts to establish and maintain an inclusive environment for all staff and students, and improve our anticipation of the needs of our disabled students in all areas of teaching and learning and service provision

Progress update

Actions identified to help us achieve this objective include:

- Facilitating collaborative working between Health & Safety, Occupational Health and Access to Work to support employees with disabilities.
- Making improvements to the collaborative provision of disability support services for students.
- Making improvements to the collaborative provision of disability support services for students.

- Improving the Reasonable Adjustments process for staff and students and developing Reasonable Adjustment procedures.

We recognise that we have further work to be done to achieve this objective but have made some progress during the 2018-19 academic year. Key pieces of work/achievements include:

- **The completion of an accessibility audit of our campuses**

We commissioned Access Able to conduct an accessibility audit of our campuses in 2018. The work has been completed and we now have an [Access Guide](#) to our campuses which provides our students, staff and visitors with useful and up to date information regarding our buildings and grounds. Our accessibility information has also been updated as part of a joint project between staff and students which included the production of a campus map.

- **Improved collaborative working across key departments to ensure better access to work for our staff**

Improvements have been made to collaborative working across service departments. Members of our Health & Safety and HR teams are working together to ensure good access to work and we engage a third-party provider to provide occupational health services. We also benefit from the Access to work government initiative.

The internal teams meet at regular intervals to discuss support provision. All new and existing staff who declare a disability now receive an invitation to meet with their HR Account Manager to identify the required support. It is expected that the new HR onboarding scheme introduced at the University, will identify any required reasonable workplace adjustments.

- **Improved collaborative working across key departments to ensure better provision of disability support services for our students**

The Disability Services Team and the Library and Academic Achievement Team have developed a closer working relationship and have streamlined practices and developed a more inclusive learning environment. They have also developed the *Believe, Achieve, Succeed* programme in collaboration with the Careers team to support students with learning differences who may not have an SPLD diagnosis.

The Disability Service Team and the Graduate School have also developed a closer working relationship to ensure that PhD students have a better understanding of processes around accessing disability support. Greater proactive engagement with Study Abroad students coming into the university is ongoing and ensures a seamless transition and implementation of support and adjustments.

- **Reasonable Adjustment improvements**

Staff: HR in collaboration with the Health and Wellbeing Group has developed reasonable adjustments guidance.

Students: A more anticipatory approach to meeting the needs of disabled learners is being developed. Initiatives introduced thus far include:

- The development of a closer working relationship between the Mental Health and Wellbeing teams. This has resulted in more varied disclosure pathways and to a significant increase in student referrals.
- A more accessible Drop-in and screening service is being offered to Specific Learning Difficulty (SpLD) students during Welcome week and the start of term.
- Students are being encouraged to attend offer holder days to discuss support needs at an early stage and improve the process for making reasonable adjustments.
- Students are being offered appointments to discuss support needs throughout the summer so that support could be put in place prior to the start of the academic year, with records of supporting medical evidence being updated to streamline the process of disclosure and reasonable adjustments.

- **Provision of Training**

The Disability Services team has delivered a range of staff training. Such training is designed to support positive outcomes for all students, improve the process for making reasonable adjustments and encourage the disclosure of disability. Examples include Disability and Mental Health Awareness for all new staff (mandatory HR training); Reasonable Adjustments training sessions (for all new academic staff); training for Non-medical Helper (NMH) staff, (Specialist Dyslexia Tutors and Mentors working 1:1 with disabled students); Deaf and Visual Impairment Awareness for Needs Assessors; training on supporting students with Autistic Spectrum Disorders (for Disability & Dyslexia Service staff); Inclusive Practice Workshops (for all staff – support and academic staff); and on-demand training for specific departments and staff groups (e.g. sessions on neurodiversity/specific learning differences for the MCL Department).

Improvements have been made to the provision of resources for students and teaching staff. They include:

Objective 7: Continue to encourage the disclosure of protected characteristics with low disclosure rates and increase our awareness-raising of the benefits of disclosure and the role that it plays in promoting inclusivity and increasing accessibility at the University

Progress update

Actions identified to help us achieve this objective include:

- Launching a campaign to promote the benefits of providing Equality data (for both

Students and Staff).

- Appointing Equality Champions in service areas/departments to assist in driving progress on equality and diversity within their areas and the wider university community, and establish a forum for the Champions through which they can support each other and share good practice and also use it as an avenue for raising awareness of equality and diversity issues across the University.

- Making improvements to reporting mechanisms and ensure their suitability to all protected characteristics.

We recognise that we still have a way to go to achieve this objective and regard this a priority area for 2020. We are currently exploring an online reporting tool and we are likely to make a decision regarding its use in the Spring Term of the 2019-20 academic year.

We plan to launch our Equality Data Provision campaign in the first half of 2020.

Looking ahead

The University will continue to work towards achieving its published Equality Objectives and intends to pursue, at pace, the objectives set out in the Enabling Strategies 2019 – 2025 that include achieving the Race Equality Charter and delivering on the action plan set out in the Athena SWAN action plan.

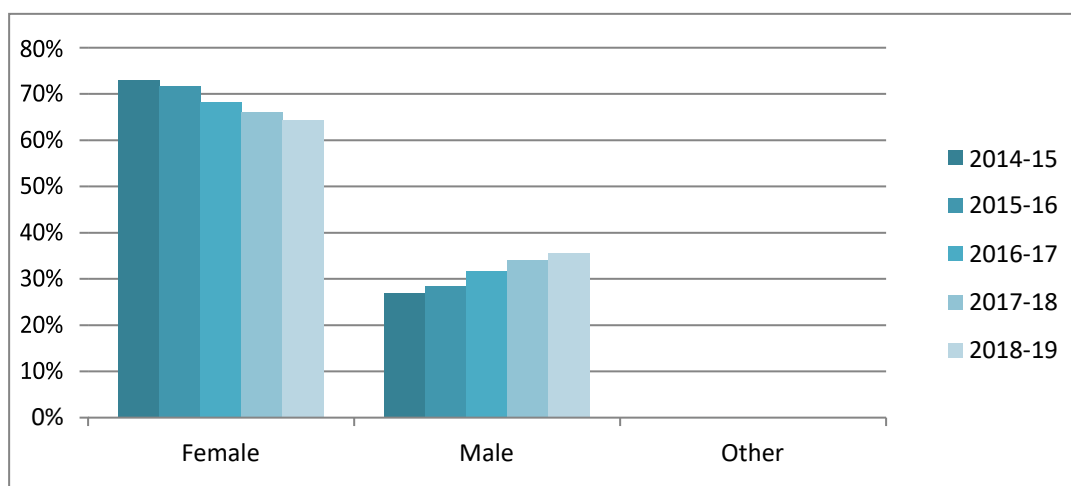
PART III OVERVIEW OF STAFF AND STUDENT EQUALITY DATA

STUDENT DATA

Gender

The population consistently comprises of a much higher proportion of women largely due to the profile of courses at Roehampton. There has been a drop in the proportion of women from 73.1% to 64.4% between 2014-15 and 2018-19.

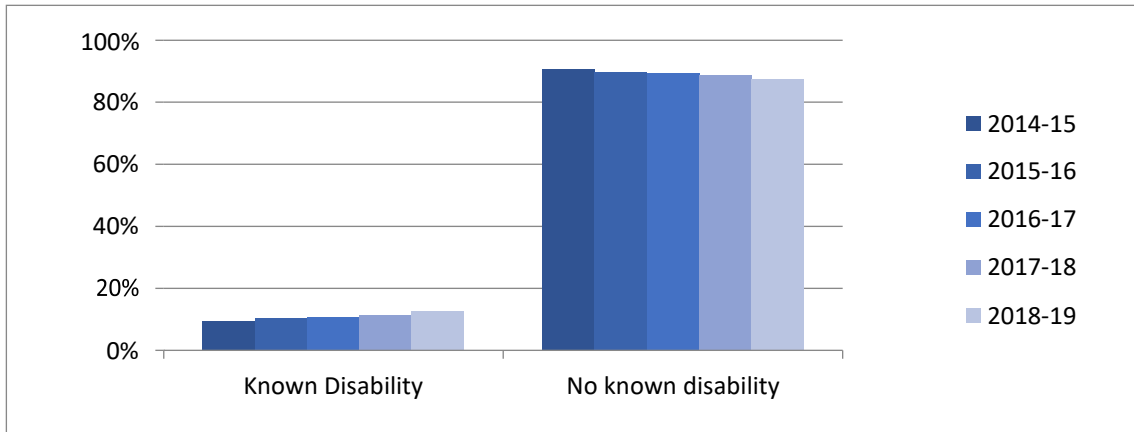
Gender	Student Numbers					Proportions				
	2014-15	2015-16	2016-17	2017-18	2018-19	2014-15	2015-16	2016-17	2017-18	2018-19
Female	7194	7245	8062	9134	9286	73.1%	71.6%	68.3%	66.0%	64.4%
Male	2654	2866	3742	4702	5134	26.9%	28.3%	31.7%	34.0%	35.6%
Other	<u>0</u>	<u>1</u>	<u>4</u>	<u>5</u>	<u>7</u>	<u>0.0%</u>	<u>0.0%</u>	<u>0.0%</u>	<u>0.0%</u>	<u>0.0%</u>
Total	9848	10112	11808	13841	14427	100%	100%	100%	100%	100%



Disability

There has been an increase of around 3% in the proportion of students with a known disability between 2014-15 and 2018-19.

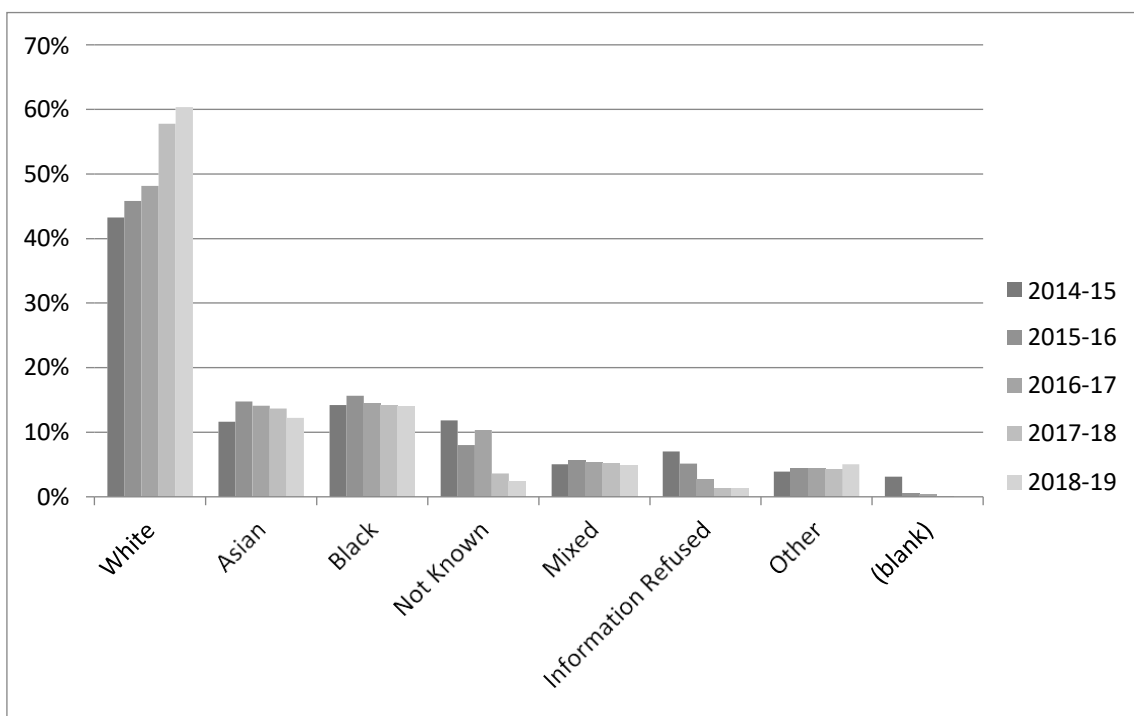
Disability	Student Numbers					Proportions				
	2014-15	2015-16	2016-17	2017-18	2018-19	2014-15	2015-16	2016-17	2017-18	2018-19
Known Disability	929	1036	1249	1561	1806	9.4%	10.2%	10.6%	11.3%	12.5%
No known disability	<u>8919</u>	<u>9076</u>	<u>10559</u>	<u>12280</u>	<u>12621</u>	<u>90.6%</u>	<u>89.8%</u>	<u>89.4%</u>	<u>88.7%</u>	<u>87.5%</u>
Total	9848	10112	11808	13841	14427	100%	100%	100%	100%	100%



Ethnicity

There has been an increase of around 3% in the proportion of students with a known disability between 2014-15 and 2018-19.

Ethnicity	Student Numbers					Proportions				
	2014-15	2015-16	2016-17	2017-18	2018-19	2014-15	2015-16	2016-17	2017-18	2018-19
White	4258	4633	5689	7998	8708	43.2%	45.8%	48.2%	57.8%	60.4%
Asian	1146	1494	1664	1889	1763	11.6%	14.8%	14.1%	13.6%	12.2%
Black	1399	1584	1704	1963	2020	14.2%	15.7%	14.4%	14.2%	14.0%
Not Known	1165	810	1220	502	335	11.8%	8.0%	10.3%	3.6%	2.3%
Mixed	495	574	629	718	700	5.0%	5.7%	5.3%	5.2%	4.9%
Information Refused	693	520	322	179	177	7.0%	5.1%	2.7%	1.3%	1.2%
Other	386	446	527	584	724	3.9%	4.4%	4.5%	4.2%	5.0%
(blank)	306	51	53	8		3.1%	0.5%	0.4%	0.1%	
Total	9848	10112	11808	13841	14427	100%	100%	100%	100%	100%

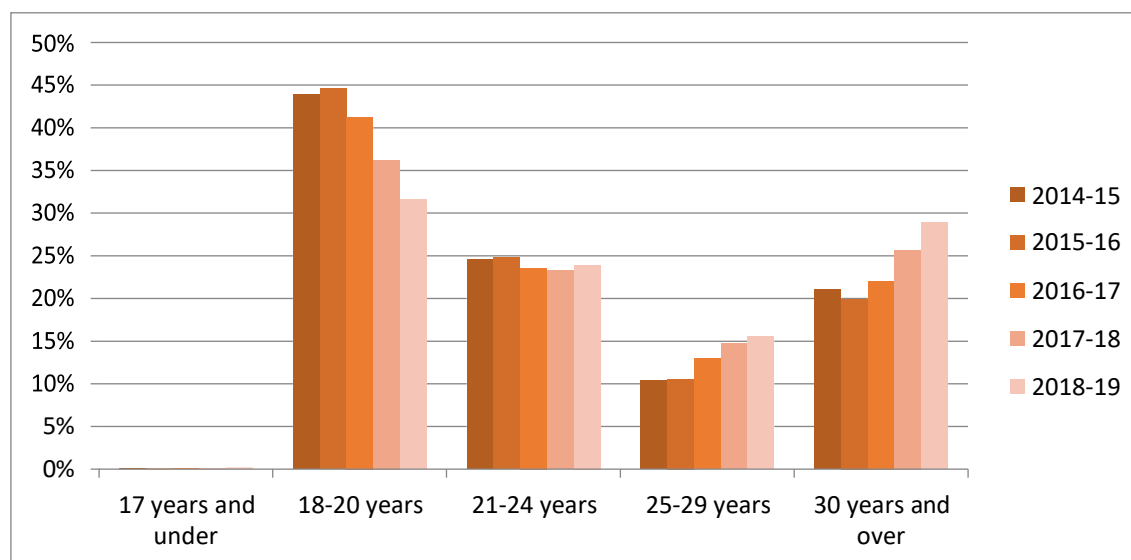


Age on Entry

The age population is varied, although we have seen an increase in the 30 years and over category of 7.8% in our student population from 2014-15 to 2018-19, and an increase of 5.1% in the 25-29 category. The 18-20 category and the 21-24 category have dropped by 12.3% and 0.6% respectively over the same period.

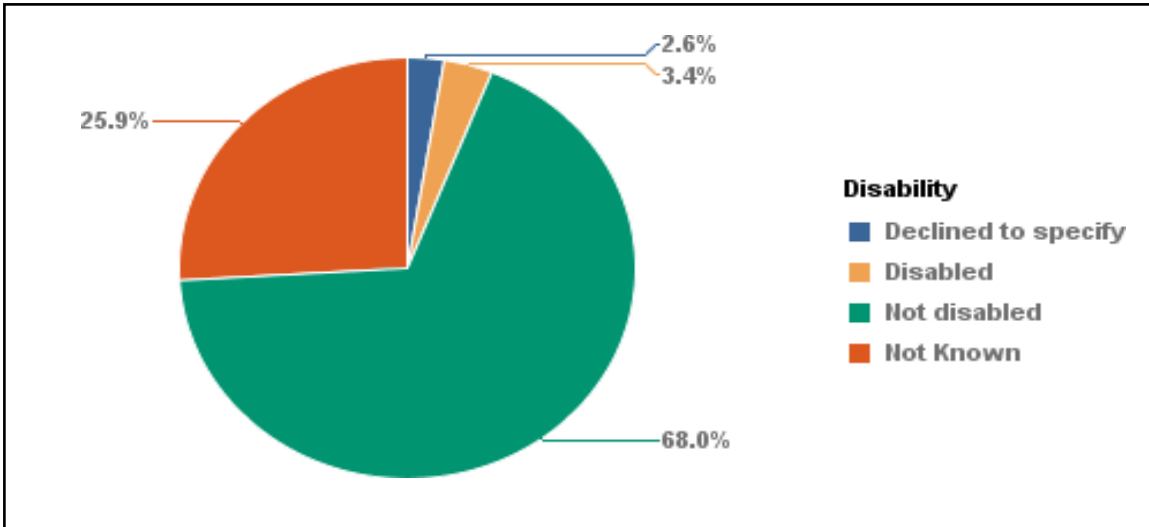
The data include all levels of programmes not just undergraduate.

Age On Entry	Student Numbers					Proportions				
	2015-16	2016-17	2016-17	2017-18	2018-19	2014-15	2015-16	2016-17	2017-18	2018-19
17 years and under	14	8	14	13	21	0.1%	0.1%	0.1%	0.1%	0.2%
18-20 years	4321	4510	4872	5009	4563	43.9%	44.6%	41.3%	36.2%	31.6%
21-24 years	2416	2506	2784	3221	3449	24.5%	24.8%	23.6%	23.3%	23.9%
25-29 years	1023	1067	1535	2043	2230	10.4%	10.6%	13.0%	14.8%	15.5%
30 years and over	<u>2074</u>	<u>2021</u>	<u>2603</u>	<u>3555</u>	<u>4164</u>	<u>21.1%</u>	<u>20.0%</u>	<u>22.0%</u>	<u>25.7%</u>	<u>28.9%</u>
Total	9848	10112	11808	13841	14427	100%	100%	100%	100%	100%

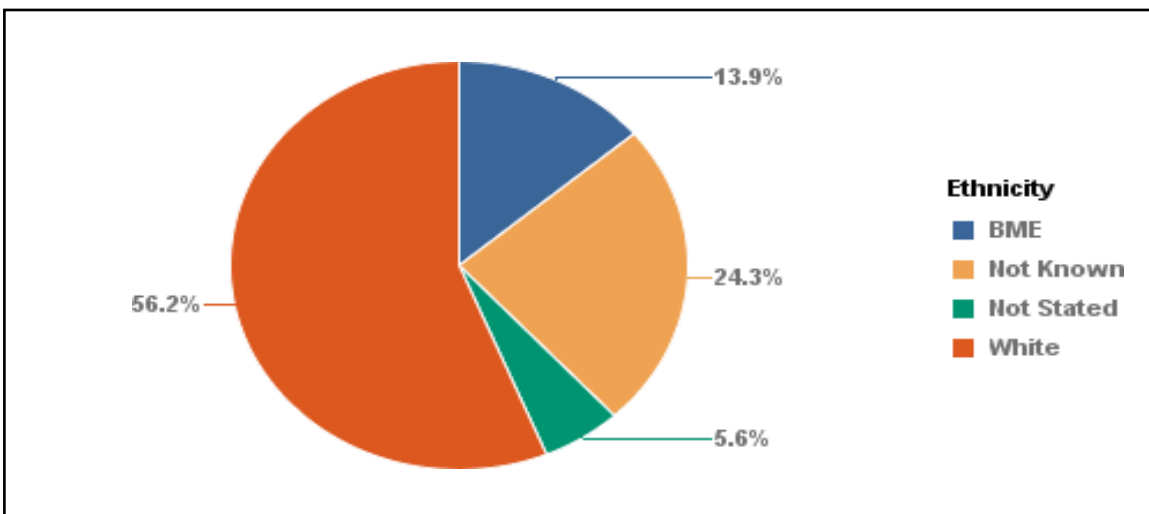


STAFF DATA

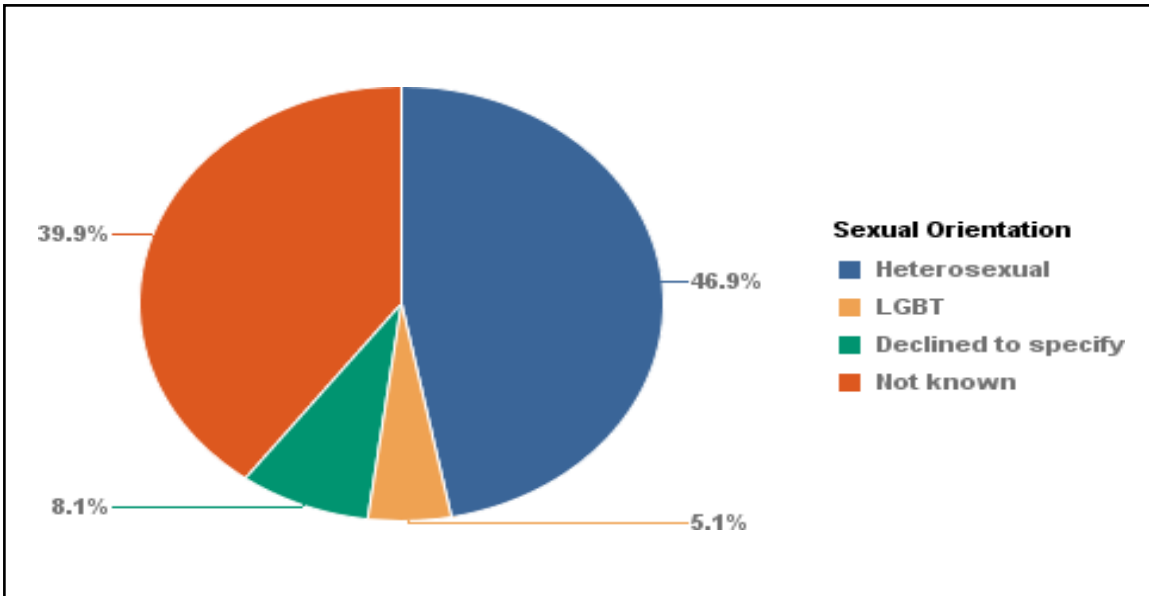
Disability	Head Count	%
Declined to specify	39	2.6%
Disabled	52	3.4%
Not disabled	1026	68.0%
Not Known	391	25.9%
Total	1508	100%



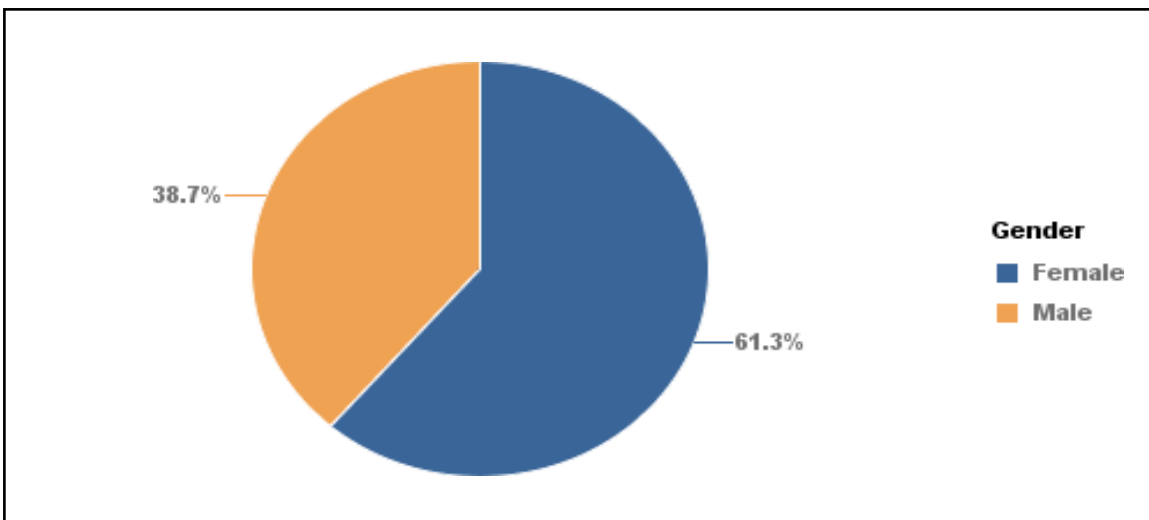
Ethnicity	Head Count	%
BME	209	13.9%
Not Known	366	24.3%
Not Stated	85	5.6%
White	848	56.2%
Total	1508	100%



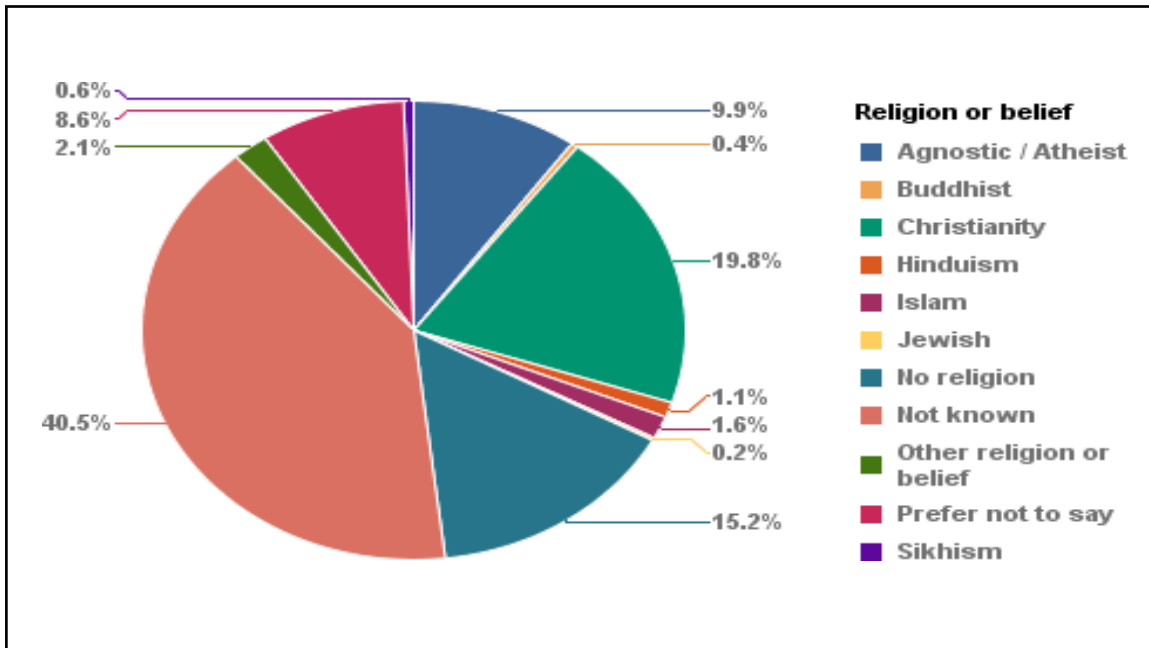
Sexual Orientation	Head Count	%
Heterosexual	708	46.9%
LGBT	77	5.1%
Declined to specify	122	8.1%
Not known	601	39.9%
Total	1508	100%



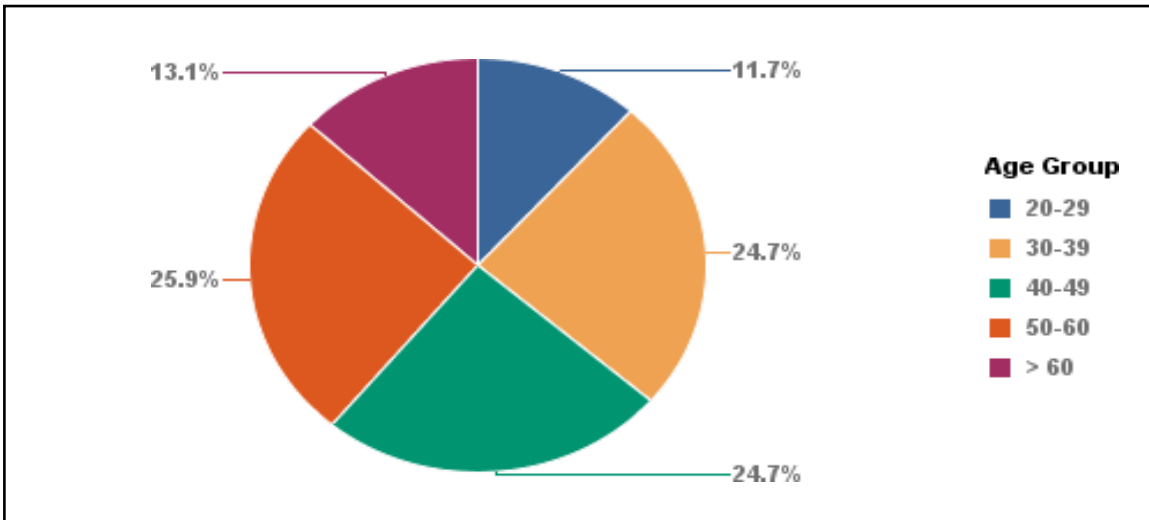
Gender	Head Count	%
Female	925	61.3%
Male	583	38.7%
Total	1508	100%



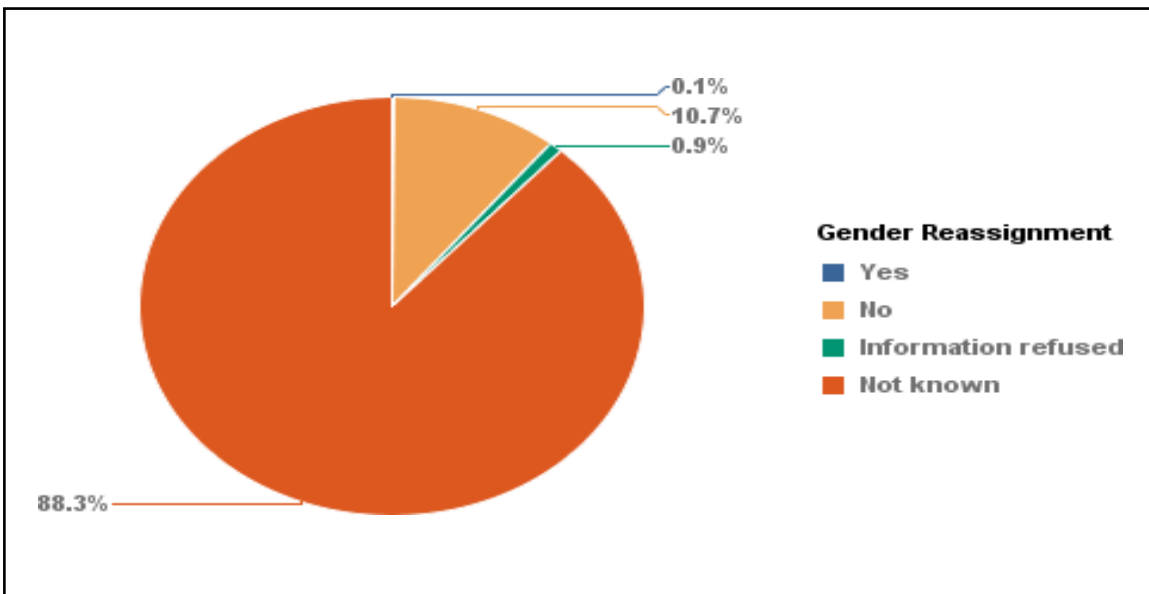
Religion or belief	Head Count	%
Agnostic / Atheist	149	9.9%
Buddhist	6	0.4%
Christianity	299	19.8%
Hinduism	16	1.1%
Islam	24	1.6%
Jewish	3	0.2%
No religion	229	15.2%
Not known	611	40.5%
Other religion or belief	32	2.1%
Prefer not to say	130	8.6%
Sikhism	9	0.6%
Total	1508	100%



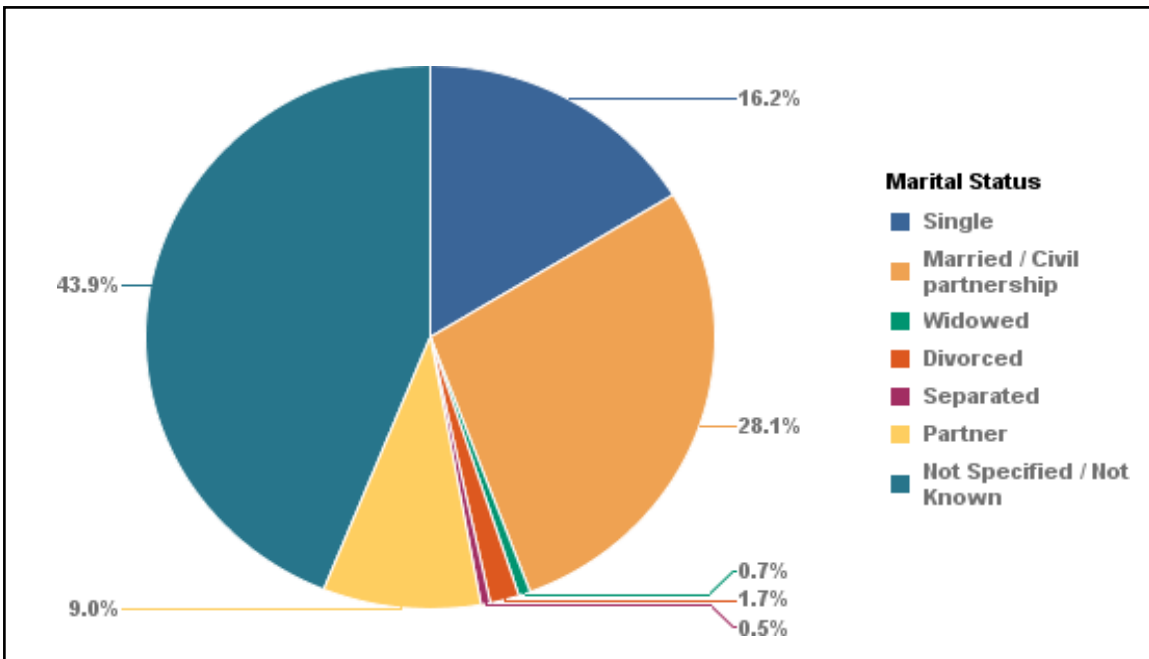
Age Group	Head Count	%
20-29	176	11.7%
30-39	372	24.7%
40-49	372	24.7%
50-60	390	25.9%
> 60	198	13.1%
Total	1508	100%



Gender Reassignment	Head Count	%
Yes	2	0.1%
No	161	10.7%
Information refused	13	0.9%
Not known	1332	88.3%
Total	1508	100%

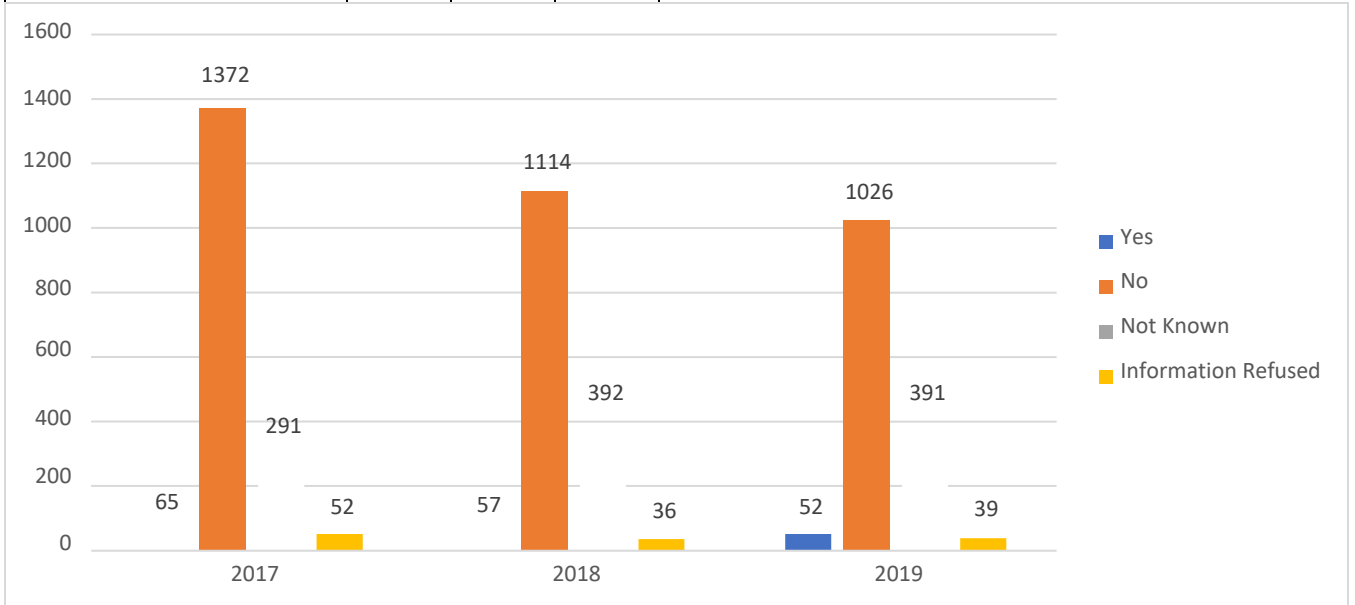


Marital Status	Head Count	%
Single	245	16.2%
Married / Civil partnership	423	28.1%
Widowed	10	0.7%
Divorced	25	1.7%
Separated	8	0.5%
Partner	135	9.0%
Not Specified / Not Known	662	43.9%
Total	1508	100%

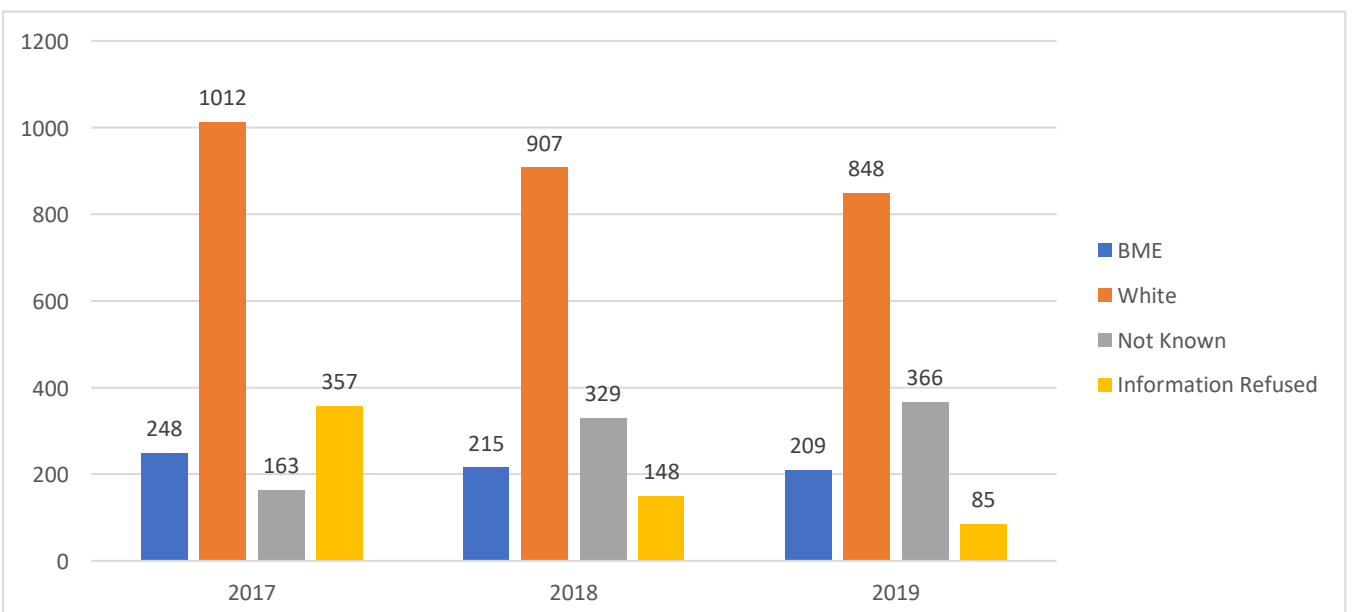


EQUALITY AND DIVERSITY DATA – YEAR ON YEAR

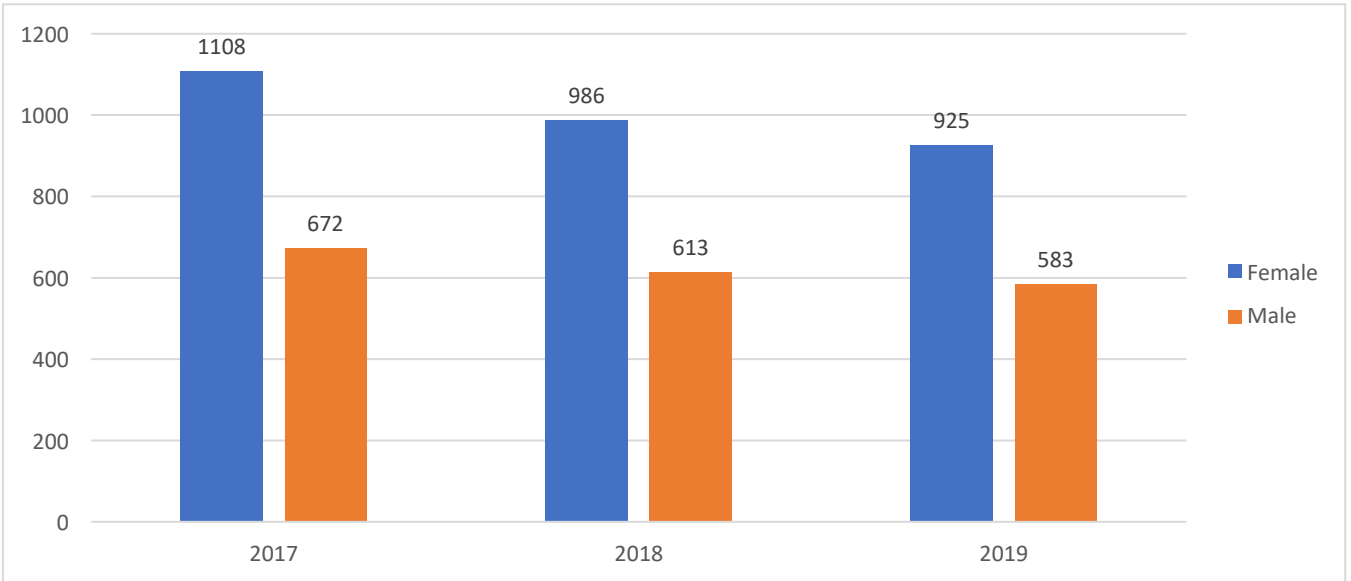
Disability	2017	2018	2019
Yes	65	57	52
No	1372	1114	1026
Not Known	291	392	391
Information Refused	52	36	39
Totals	1780	1599	1508



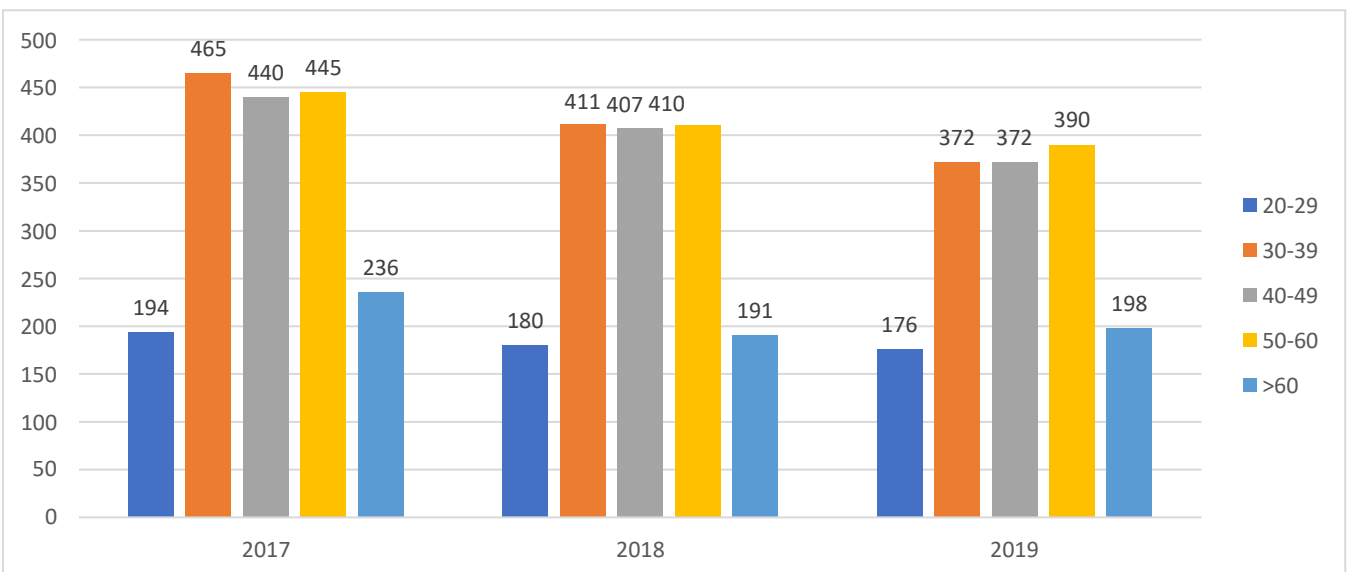
Ethnicity	2017	2018	2019
BME	248	215	209
White	1012	907	848
Not Known	163	329	366
Information Refused	357	148	85
Totals	1780	1599	1508



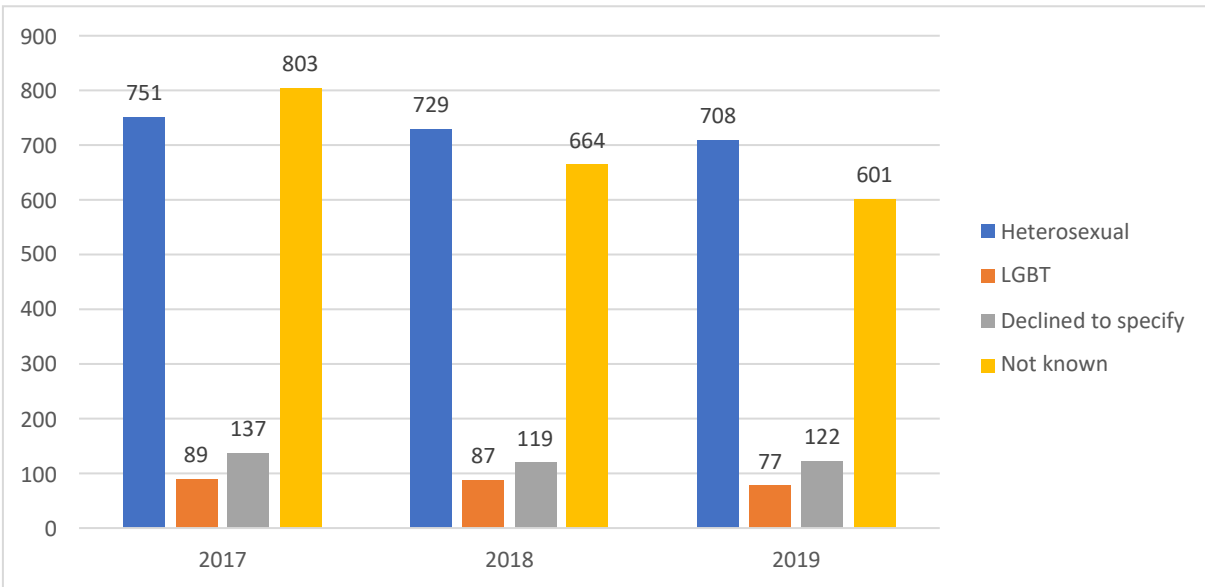
Gender	2017	2018	2019
Female	1108	986	925
Male	672	613	583
Totals	1780	1599	1508



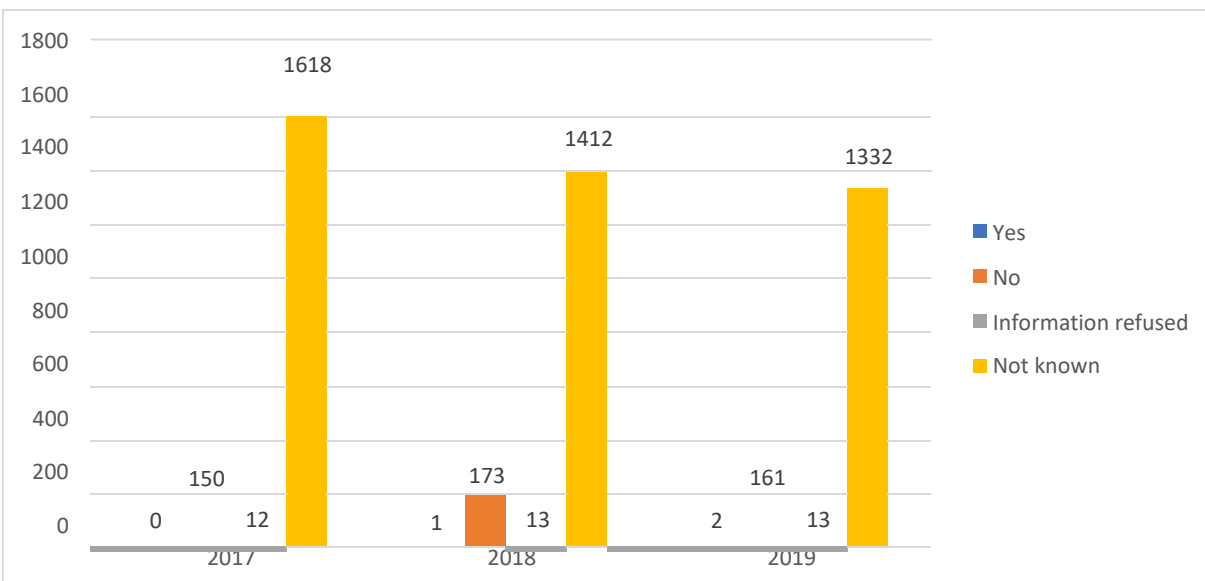
Age Group	2017	2018	2019
20-29	194	180	176
30-39	465	411	372
40-49	440	407	372
50-60	445	410	390
>60	236	191	198
Totals	1780	1599	1508



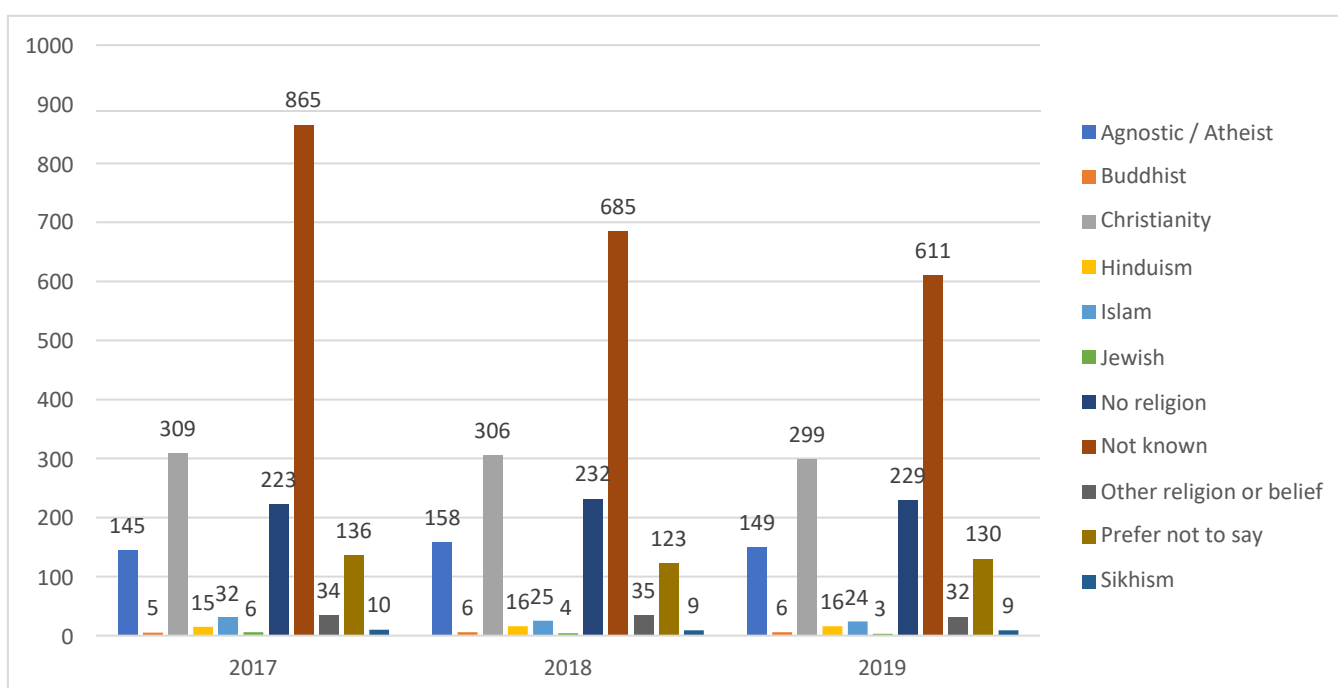
Sexual Orientation	2017	2018	2019
Heterosexual	751	729	708
LGBT	89	87	77
Declined to specify	137	119	122
Not known	803	664	601
Total	1780	1599	1508



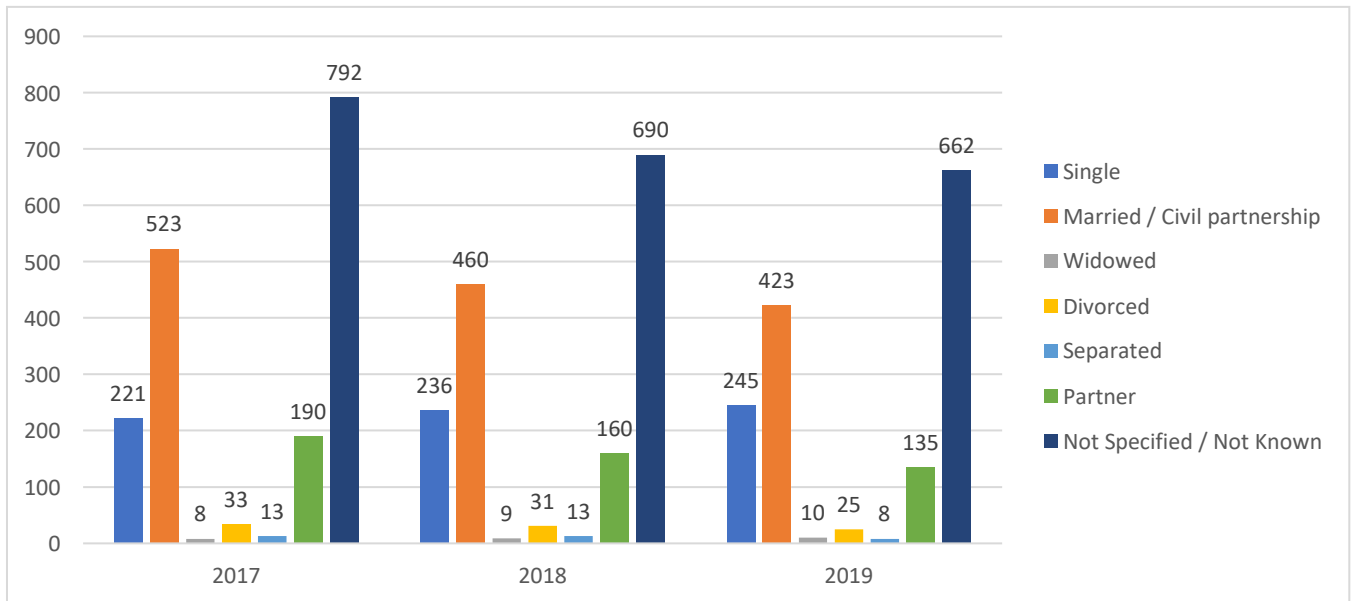
Gender Reassignment	2017	2018	2019
Yes	0	1	2
No	150	173	161
Information refused	12	13	13
Not known	1618	1412	1332
Total	1780	1599	1508



Religion or belief	2017	2018	2019
Agnostic / Atheist	145	158	149
Buddhist	5	6	6
Christianity	309	306	299
Hinduism	15	16	16
Islam	32	25	24
Jewish	6	4	3
No religion	223	232	229
Not known	865	685	611
Other religion or belief	34	35	32
Prefer not to say	136	123	130
Sikhism	10	9	9
Total	1780	1599	1508



Marital Status	2017	2018	2019
Single	221	236	245
Married / Civil partnership	523	460	423
Widowed	8	9	10
Divorced	33	31	25
Separated	13	13	8
Partner	190	160	135
Not Specified / Not Known	792	690	662
Total	1780	1599	1508



ACADEMIC STAFF – RECRUITMENT & RETENTION RATE

Recruitment - Academic Staff	2018/19	%	2017/18
Total Applicant	529		1348
BAME Applicant	248	47%	737

Total Applicant Shortlisted	436		1258
BAME Applicant Shortlisted	217	50%	371

Total Applicant Appointed	18		44
BAME Applicant Appointed	3	17%	12

Retention Rate - Academic Staff	2018/19	2017/18
BAME	92%	95%
Not Stated / Not Known	81%	83%
White	95%	92%
All Academic Staff	93%	92%