EQUALITY REPORT 2017/18
Published 31 January 2019

This report helps to fulfill the University'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 2017-2018 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.

If you require a copy of this report in an alternative format, please contact: Email: communications@roehampton.ac.uk

ROEHAMPTON UNIVERSITY
(TRADING AS THE UNIVERSITY OF ROEHAMPTON)
EQUALITY & DIVERSITY COMMITTEE

EQUALITY REPORT 2017-2018

INTRODUCTION

2018 was a successful and an eventful year for equality, diversity and inclusion at the University, as it continued to meet the Public Sector Equality Duty set out in the Equality Act 2010 (The Equality Duty). We are very pleased to report that the University:

- Was awarded an Athena Swan Bronze Award by Advance HE in October 2018.[1]

- Surpassed its equality objective to increase its score in the Stonewall Workplace index by at least 15% by 2021, and increased its score by some 48 %, climbing an impressive 211 places up the index. The University is now ranked number 188 out of 445 organisations.

- Achieved Level 2 Disability Confident Employer accreditation.[2]

- Implemented a new Trans, Non-Binary and Intersex Equality Policy and Guidance, as well as a new Harassment and Bullying procedure.

- Launched a dedicated Equality, Diversity and Inclusion (EDI) webpage on its staff intranet. The webpage is a comprehensive source of EDI information at the University and bolsters the University's engagement and communications approach to EDI matters across the institution.

- Formally commenced its application for membership of the Race Equality Charter [3] and established its self-assessment team to coordinate work for

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[1] The Athena Swan Charter is run by Advance HR and was established in 2005 to encourage and recognise commitment to advancing the careers of women in science, technology, engineering, maths and medicine (STEMM) employment in higher education and research.

[2] The Scheme is run by the Department for Work and Pensions and is designed to help employers recruit and retain disabled people and people with health conditions for their skills and talent.

[3] The Race Equality Charter is run by Advance HE and addresses the representation, progression and retention of minority ethnic staff and students within higher education.

Charter.

- Appointed Reggie Blennerhassett, Pro Vice- Chancellor and Director of Finance, as its first Equality Champion. Mr Blennerhassett is a member of the University's senior leadership team and as an equality champion, supports and promotes LGBT+ equality at the University.

- Hosted a number of EDI events throughout the year including: the inaugural LGBTQ+ conference; the second annual Women's Leadership conference, the annual BAME leaders conference; the LGBTQ+ Film festival and the Sam Sharpe Annual Lecture delivered by Rev Rose-Hudson Wilkin. In addition, a number of celebrations were held across the University to mark various EDI related events including World Mental Health Day, Black History Month, Europe Day, International Women's Day and Bisexual Visibility Day.

Further activities and events are highlighted on pages 27-30 below.

Part I of the report provides an overview of the University's initiatives and actions during 2017-2018 to promote equality, diversity and inclusion; Part II reviews the progress that the University has made over the last year 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 2019

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:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act 2010;

- 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

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

(The three above-mentioned actions are known as the aims or arms of the general equality duty).

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 ROEHAMPTON

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

The University's Chancellor, Professor Dame Jacqueline Wilson, summarises EDI culture at Roehampton as follows:

"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, welcome, 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 Deputy Vice-Chancellor, University 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).

During the 2017/18 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) the exercise of zero tolerance in relation to 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.

In 2018, the University published its new Strategic Plan 2019-22 which was supported by a University-wide consultation to take account of staff and students' views. The University's new strategic goals include creating a student experience that enriches the lives of all of its students, ensuring that its curriculum equips its students of every background, for success in their graduate careers, placing wellbeing at the heart of its activities, fostering an inclusive environment that's built on mutual trust, welcoming staff from all over the world and providing them with opportunities to develop and grow.

The University has a number of policies in place to ensure compliance with the Equality Act 2010. Key policies include the:
-   Equality and Diversity Policy;
-   Dignity and Respect Policy (formerly known as the Bulling 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; and
- Flexible Working Policy.

Key policy work during 2018 included the revision of the Disability Policy, Procedures Regarding Student Pregnancy, Maternity, Paternity and Infant Care and the implementation of the Trans, Non-Binary and Intersex Equality Policy and Guidance.

The University's policies can be viewed here.

1.2 Provision of Training and 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 2018 including: equality diversity and inclusion workshops; a diversity e-Learning Module (available to all staff); a range of specialist disability awareness and learning support training for staff; and specialised harassment and bullying training for Working Relationship Advisers (WRAs).[4]

A number of events and activities were offered or facilitated by the Roehampton Students Union (RSU) throughout 2018 to raise equality and diversity awareness within the student community. Key awareness raising events included:

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[4] 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.

- The **#URSTANDINGUNITED** campaign which promotes a zero tolerance stance to sexual harassment, sexual assault and hate crime, and campaigns against them within the student body (on and off campus).

  The campaign is supported by the work of the *Safer Roehampton Intern* who works at the RSU to spread awareness and to liaise with the University and the police in relation to such matters. The internship post is funded by the University's Student Support Services (SSS). This work builds on other initiatives introduced by SSS in the previous year following the UUK Report on violence against women, harassment and hate crime affecting University students. Such initiatives include: (i) the Bystander Intervention Initiative which involved the recruitment of 20 students as Bystander Intervention leads, to raise awareness of sexual harassment and to attend social events to monitor behaviour in order to prevent sexual harassment/assault and to intervene in situations if necessary; and (ii) the consent project introduced by SSS and aimed at raising awareness of sexual harassment and assault and preventing it from taking place. One of the initiatives of this project was the introduction of online consent training for all students.

- ***The Elephant in the Room*** anti - stigma mental health campaign, aimed at taking action against the stigma often associated with mental illness. During the campaign which ran during March 2018, a human-sized elephant with its own Twitter hashtag #RoeElephant appeared round campus.

The University incorporates equality and diversity issues into its curriculum. Current modules/programmes relevant to the promotion of equality and diversity include:

- Writing multi-cultural Britain (English Literature);
- Race Writes Representation (English Literature);
- Theatre and Interculturalism (Drama, Theatre and Performance);
- Race, Ethnicity and Representation (Drama, Theatre and Performance);
- Performance, Gender and Sexuality (Drama, Theatre and Performance);
- Representing Women (Drama, Theatre and Performance
- Race and Empire (History);
- The Politics of Sex and Body in Europe, 1880-1914(History);
- Gender and Sexuality in Ancient Greece (Classical Civilisation);
- Difference and Diversity (Criminology);
- Gender, Sexuality and Human Rights (Criminology);
- Language and Gender(English and Linguistics);
- Sexist Language (English and Linguistics);and
- English in its Social Context (English and Linguistics).

1.3 Zero tolerance to 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 or 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 Advisors 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. (Please refer to clauses 7.2 – 7.4 of the Equality and Diversity Policy).

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 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. All these analyses feed into the work done by the University's Access and Participation Plan Steering Group.

Detailed monitoring information is contained in the University's Access and Participation Plan (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. Please refer to page 40 for a summary of the University's priority groups and its planned activities.

Staff

The University undertakes staff monitoring annually in the areas of ethnicity, age, gender and disability. Staff equalities information is collected at the point of application and staff are encouraged to update their equalities information throughout their period of employment.

The University conducts an annual demographics exercise in which it compares its staff diversity profile against the profile of its student population and the population of its local community, Wandsworth Borough (using data sourced via the Office of National Statistics). For the 2017/18 exercise, data was collected and analysed in relation to the BAME, Age (under 25 and over 55), disability, faith, sexual orientation and nationality.

Data capture for the characteristics of sexual orientation, faith and disability remains limited in spite of efforts to improve data. The University continues to

experience a low rate of staff disclosure. It implemented a HR/Payroll system in 2014 which has assisted in the collection of diversity workforce data. Staff are able to log into their staff records and confirm and update their personal details. The University also commenced use of an e-Recruitment system in 2014 that captures data including protected characteristics data. Though this allows for better understanding, analysis and monitoring of the University's workforce, there remains a need to improve data collection. The University has been trying to improve the quality of its staff data by encouraging staff to disclose their protected characteristics and to enter their missing demographic data into the University's self-service HR system. The automation of Academic promotion and progression processes was introduced in February 2017 and has resulted in those processes becoming even more transparent and auditable. Further actions that the University is undertaking to improve its disclosure rates are detailed in Part II of this report.

Having considered the key findings of the demographics exercise, the HR department is leading on the work necessary to improve on differentials found between the University's staff profile, the profiles of the local and student populations. Actions identified for 2018/19 include:

- Consider what positive action measures may be appropriate to take in order to change a relatively stable staff recruitment profile.
- Continue to work to a target of 30 new apprentices across the University. (The University also employs several hundred students during the academic year (URJobs) providing valuable opportunities for work experience and income for young people).
- Work towards completion of the identified actions within the Athena Swan Action Plan within the set timescales (Prioritised actions include raising awareness of childcare options, childcare vouchers, flexible working and "keeping in touch days" whilst on maternity leave).
- Undertake further awareness raising work in the area of protected characteristics disclosure.
- Capture equality information for all individuals employed on temporary (casual) contracts.
- Review progress against Disability Confident scheme and consider how to recruit more disabled people.

The University continues to conduct regular equal pay audits. Its most recent gender pay gap figures were published in March 2018 in keeping with the Government's

new mandatory reporting requirements. The report shows an average median gap of 5.21% compared to a sector average of 14.3% and can be viewed here.

The University has prioritised the following actions on its equal pay agenda for 2019:

- Reviewing its pay frameworks so that pay decisions become more transparent.
- Implementing alternative job evaluation arrangements and pay benchmarking for posts exceeding grades RU01 – RU10.
- Looking for opportunities to reduce/disrupt segregation for staff of any protected characteristic (in pay terms) in particular grades using role design and modifying job descriptions to make roles more attractive and accessible to all staff.
- Working with BAME staff and the local BAME population to increase the number of BAME academics and encouraging more existing BAME staff to apply for career progression.

2. ADVANCING EQUALITY OF OPPORTUNITY BETWEEN PEOPLE FROM DIFFERENT GROUPS

Under the Equality Act 2010, advancing equality entails:

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

- meeting the needs of persons who share a relevant protected characteristic that are different from the needs of persons who do not share it; and

- encouraging persons who share a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low.

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.

2.1 Advancing Equality through Student Support and Professional Services

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

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

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 recently completed a £80m capital project 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 new environment.

<u>Provision for staff</u>
DS delivered a number of training sessions throughout 2018 both independently and collaboratively with other departments across the University including training staff on the Equality Act 2010 and 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 assured 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 an accessibility audit of the University's campuses.

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 many 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 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.

2.2 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 (for example the Erasmus Mundus programme in Special and Inclusive Education (SIE), 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's Learning and Teaching Enhancement Unit (LTEU) and its Student Engagement Team play significant roles in advancing equality of opportunity.

The LTEU has continued its work as the UK partner for the PICASA project (Promoting Internationalization of HEIs in Eastern Neighbourhood Countries through Cultural and Structural Adaptations), a major EU Tempus project on the internationalisation of higher education systems and curricula in Armenia, Georgia, Belarus and Ukraine. As part of this project, the LTEU has worked with its Roehampton colleagues to ensure that programmes of study and resources are inclusive for an international student body.

The University is also the UK partner for an international consortium, funded by Erasmus+ centred on inclusion. The project, E+ Inclusion, is focusing on inclusive practice in Armenia and Bosnia Herzegovina and Roehampton is responsible for developing national guidelines for use across the two countries. The work undertaken here is feeding into and from practice at Roehampton and, as a result, resources and activities are being developed to support programme teams to develop a more effective inclusive approach to teaching and supporting learning.

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 University strengthened the leadership of learning and teaching in 2017 by establishing 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 is Re-imagining Attainment for All 2 (RAFA 2). The project is an Office for Students funded, student-led initiative which focuses 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. Additionally, RAFA 2 is exploring the attainment gap between Muslim women students and white students in general. The project draws together evidence and conclusions across three participating institutions to establish what works, extend the knowledge base, and in conjunction with academic staff develop practical solutions to in part overcome and reduce the attainment gap. Further details of the project and how it is helping the University to meet one of its equality objectives are set out in Part II below on pages 37-38.

2.3 Advancing Equality through Widening Participation

The University is committed to supporting all of its students, whatever their background, to reach their full potential. Students from diverse backgrounds are offered the opportunity to benefit from a university education and the University devotes significant resources to outreach activities as well as to its scholarship and bursary programmes. An action within the University's Strategic Plan 2014-2019 is to provide a range of bursaries and scholarships that help to attract applications from highly qualified students and help students from under- represented groups 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 widening participation activities included:

Compact Scheme (COMPASS)
The University continued to participate in this scheme which is offered to a network of 76 local school and college partners. The scheme offers a range of activities for year 12 and 13 students and is designed to support their transition to higher education. It is developed to familiarise them with aspects of higher education including study skills, student finances and general student life issues. There are currently over 1000 students enrolled on the scheme.

Class of 2020
This initiative was launched in 2016 to celebrate the 175th anniversary of Whitelands College and its heritage of supporting young women into education. 175 girls from years 10 and 11 are enrolled on the programme which is designed to challenge and inspire them, raising aspiration and achievement.   The programme is sponsored by BT and offers a series of academic 'challenge days' delivered on campus, alongside e-mentoring from staff at BT. Subjects covered include leadership, history, sciences and drama, and each interactive day encourages them to think about the subject from a new perspective.

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.

Evaluation of the Compact Scheme is ongoing and enhancements are continually being introduced to further expand the number of students who may benefit from it and to add to the value of participation by the students. We have also undertaken a review of partner schools and brought some new partners on board to maximise impact and engagement.

Of the outreach work undertaken in collaboration with Aimhigher London since 2007, the data for learners attending those activities has been collected centrally by them. Through our subscription membership of, and collaboration with, Aimhigher London, we are able to access the findings of research which can be added to our evaluation of the effectiveness of our outreach activities.

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 2018 available here.

2.4 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

Low representation of some groups such as ethnic minorities and women (particularly at more senior levels) is a challenge which the University faces and has identified as an area for improvement.

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.

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 the new library.

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:

Sexual Orientation
The University became a Stonewall Diversity Champion in 2016 and for the third year running, it took part in Stonewall's Workplace Equality Index. 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 know 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.

Disability

In 2016 the University became 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 now at level 2 having moved on from level one of the scheme which is designed to challenge attitudes towards disability; increase understanding of disability; remove barriers to disabled people and those with long term health conditions in employment; and ensure that disabled people have the opportunities to fulfil their potential and realise their aspirations.

The University continued to offer a range of disability related training events in 2018 and emphasis has remained on the importance of disclosing a disability or mental health condition.

Meditation and yoga continue to be offered for both staff and students (separate classes). Classes take place in the Counselling Suite to ensure that support for wellbeing is accessible to those who might not feel confident or comfortable to go to a gym or yoga studio. The classes are particularly targeted at our students who have anxiety that prevents them from going to new places.

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. A staff wellbeing group was established in 2017. The group is comprised of staff from HR, Student Wellbeing and Disability Services, Health & Safety, Chaplaincy and Colleges, RSU, Sport Roehampton and Trade Union

representatives. The group meets regularly to discuss activities that can be organised to improve staff Health and Wellbeing.

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 employ 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 years has achieved its highest percentage of BAME representation. In the 2018 RUS elections, BAME student, Chukwuemeka (Chuchu) Nwagu, was elected president. He was also elected to the National Executive Committee of the NUS and is a member of the Welfare Committee of the NUS.

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 cease 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.

2.5 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:

- 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).

- 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 three Equality Network groups at the University – the BAME network, the LGBT+ network (known as UR Pride) and the EU staff network group. The network groups are independent of HR and are led by interested members of staff. They were very active throughout 2018 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 at pages 27-30.

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 that 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 all religion and belief among staff and students and has an active and supportive multi-faith Chaplaincy team. The team is comprised of chaplains, assistant chaplains, 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 cared for.

The Chaplaincy is involved in the pastoral care of both staff and students and provides support in relation to a range of issues including spiritual accompaniment, mental health concerns, loneliness, bereavements, eating disorders, "coming out" as LGBT, interfaith relationships and converting to a new religion. The Chaplaincy promotes dialogue and peaceful co-existence to all members of the community and offers opportunities for exploring issues around life and faith and occasions for enjoying time together.

Regular Chaplaincy activities include a weekly community lunch and afternoon tea and toast social; daily Christian prayer and weekly communion services; as well as use of chapels for personal pray and reflection; Muslim prayer rooms for individual prayers as well as gathered community prayers on Fridays; Buddhist weekly

meditations. The chaplaincy is also involved in supporting a number of student faith societies and in particular this year encouraged the establishment and growth of the Coexist Society which at the end of its first year received the National Societies Award for Best Culture and Faith Society. Coexist was founded in the 2017/2018 academic year to promote interfaith dialogue and to provide a home for religious groups that do not have their own student societies.

Throughout the academic year the chaplaincy also marked a number of religious festivals and important days of remembrance. Many of these dates were marked by a gathered activity whilst others were celebrated via the University's social media streams. Key moments include a Remembrance Day service, Advent Carol Service, Trans Day of Remembrance Service, celebration of Interfaith Week, Holocaust Memorial Day time of reflection, Holi celebration, and an Ash Wednesday Service.

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 in going on pilgrimage holidays.

3.2   The Roehampton Students' Union ("RSU")

RSU was nationally recognised for its EDI work and received the National Union of Students Award for Diversity 2017. 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 and sporting activities throughout 2018 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.

3.3   EDI 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 and understanding between their members and people from different groups.
Examples of such events include the LGBT+ Film Festival held in October 2017 as part of the 'Stonewall Season' to promote LGBT+ films and to celebrate the University's LGBT community; the EU Network organized lecture to celebrate Europe Day and the BAME Network organized *Excellence* art exhibition staged in the library. Further details on these and other events are provided below.

3.4   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.

Examples of EDI related events held at the University during 2018 ar. provided below.

Celebrating Black Success Event

The BAME Staff Network and RSU held a joint event aimed at empowering BAME students to achieve their aspirations and goals. Keynote speaker and Roehampton honorary doctorate recipient Dr Yana Johnson MBE, shared her principles for success and thoughts from her book 'As a Woman Thinketh'. Roehampton's Director of Student Engagement, Marilyn Holness OBE, presented an insight into RAFA2, a student-led initiative focusing upon the process of academic assessment in higher education with the aim of critically analysing and addressing the attainment gap between black and white students. BAME Staff Network organisers and supporters of this event Jacqueline Lewis and Dr R. David Muir were also in attendance.


Black History Month

The BAME Network collaborated with the RSU and the Library team to stage an exhibition during Black History Month entitled *Excellence*. The exhibition celebrated success and displayed innovation and achievements of Black people, and was curated by artist and educator Linett Kamala.

Women's Leadership Conference 2018

The second annual Women's Leadership conference was held in October 2018. The conference aims to empower our women students to become the leaders of tomorrow. Three keynote speakers were invited to help inspire and empower our students: Kayza Rose, Head of Media Production at UK Black Pride and the Executive Director of Black Out London; Jane Merrick, Telegraph contributor, political commentator, creator of the #MeToo movement and the Times Person

of The Year 2017; and Dr Rimla Akhtar MBE, businesswoman, sports administrator and sport inclusivity champion.
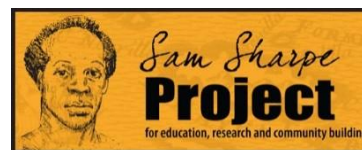
The 7th Annual Sam Sharpe Lecture was held on 18 October 2018 at Whitelands College. The annual lecture explores the legacy of Sharpe, an enslaved Jamaican man who was the leader of the widespread 1832 Baptist War slave rebellion in Jamaica. The rebellion cost him his life, but within two years of its occurrence, slavery was abolished. The lecture was delivered by Revd Rose Hudson Wilkin who is originally from Jamaica and is Priest in Charge at St Mary at Hill, City of London and chaplain to the speaker of the House of Commons, the first woman in that role. Referring to the lecture in an article for the Baptist Times, Revd Hudson Wilkin commented: 'I want us here in the diaspora in the United Kingdom as people from minority ethnic background, and also for ordinary white people living here, to understand something of what the faith brings to ordinary life.'

Celebration of Europe Day
The EU network hosted a lecture to celebrate Europe Day on 9 May 2018. The lecture was entitled **Freedom of movement—right or privilege? Some reflections on the EU migration and possible post-Brexit scenarios. It was** delivered by Dr Michal Garapich, senior lecturer in the University's social sciences department and was open to all within the University community.

Celebration of World Mental Health Day
The RSU collaborated with the University's Wellbeing Team, Chaplaincy, and Academic Achievement Team to celebrate World Mental Health Day on 10 October 2018. Representatives of the teams set up a stall in the Library Foyer where they served refreshments and were available during the day to talk about their various campaigns and work.

Journey to Success
In October 2018 the team held a BAME Employability event as part of *Career Fest*. The aim of the *Journey to Success* was to help support students into employment as they plan for their futures. Though targeted at BAME students, the event was open to the full student community and BAME staff were involved in the running of workshops and the provision of advice to students.

This Roehampton Girl Can

In November 2018 Sport and Active Communities arranged a host of free and engaging activities to encourage and develop women in sport, alongside the national *This Girl Can* campaign. '*This Roehampton Girl Can'* week offered a variety of classes, activities and socials for the women of Roehampton. Scattered across all three strands of Sport and Active Communities (Sport, Gym and Play), Roehampton's female students and staff were given the chance to try something new, for free, and encouraged to pursue a sporting ambition. While the national campaign is week-long, Roehampton promotes getting more women into sport year-round.

UR Pride 2018 Dinner UR Pride
hosted a dinner for its members and allies

National Hate Crime Awareness Week

The hashtag #urstandingunited was used to publicise National Hate Crime Awareness week at the Student Support Fair held in October 2018.

PART II

EQUALITY OBJECTIVES 2017-21 – PROGRESS REPORT

As part of its on-going work to ensure compliance with the Equality Duty, the University identified new areas in which its practices and policies need to be improved in order to progress greater equality and diversity across all of its functions. These areas were identified largely through information the University collected over time through such means as working groups, surveys, consultation exercises and data analysis. They were also significantly informed by the progress the University made in achieving the Equality Objectives it published in April 2012. Having completed those objectives for the 2012-16 period, the University developed the following eight Equality Objectives for the period 2017-2021 and they are currently its priority aims for progressing its equality agenda.

The University objectives are to:

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.

Over the last year, the University has continued to work towards achieving its Equality Objectives 2017-2021. 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 by the University to ensure that demonstrable change and improvements are achieved with respect to each of its equality objectives. It also sets out the success measures for judging the achievement of the objectives, 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 objectives is set out below.

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

1.1 Action: Update of all recruitment material to reflect our culture, which promotes diversity (including creating and disseminating a recruitment video)

A new online video has been produced which highlights the diverse workforce at Roehampton. A number of BAME staff from a range of roles across the University share their experiences of working at Roehampton and the benefits of working in the diverse community at Roehampton.

1.2 Action: Work 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.

Online recruitment guidance for Managers has been published on the University's intranet in 2018. The guidance aims to ensure that the University encourages diversity.

The HR department is working to produce guidance for candidates and members of recruitment panels and has also commenced the delivery of recruitment and interview training for all staff. This will cover such topics as unconscious bias and its impact on decision making.

The production of reports detailing the ethnic makeup of the applicant pool for each vacancy has been introduced and managers are required to interview BAME applicants who meet the person specification wherever possible.

1.3 Action: Make BAME role models/champions are visible and easily accessible

BAME Equality Champions have not been formally appointed to date but formal appointments are planned for 2019. The BAME Network publishes a quarterly

newsletter in which a BAME member of staff is interviewed and their roles at the University are highlighted in each publication. 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.

The RSU in collaboration with the University's Student Engagement Office and the RAFA 2 project, established the BAME Student Ambassadors initiative. 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. Arrangements are being put in place to facilitate the ambassadors membership on a number of the University's departmental and senior level committees. It is hoped that the ambassadors will serve as role models to their peers and will be readily available to their peers for guidance and consultation.

1.4 Action: Establish 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.

The Race Equality Charter Self –Assessment Team's remit covers this area. Data collection has commenced and analysis and targeted work is expected to commence in early 2019.

1.5 Action: Encourage and support existing and new BAME staff to attain senior positions

The BAME Network in collaboration with the HR department ran a workshop for BAME professional services on preparing for progression and promotion. The BAME Network also advertises the Outside Insight Work Shadowing Scheme (An external scheme) to its membership as well as the University's internal work shadowing scheme. The former scheme provides inter-institutional work shadowing opportunities whilst the latter provides opportunities for staff to shadow their colleagues.

Further work is planned in this area with the aim of achieving promotions. Recent promotions and progressions include:

Marilyn Holness OBE, Director Student Engagement, was awarded a professorship by Roehampton in 2018. Professor Holness chairs the University's Race Equality Charter Self- Assessment Team and leads the BAME Network.

Nancy Richards, Registry Manager and a member of the BAME network, was elected staff representative on the University's Council.

1.6 Action: Encourage and facilitate BAME student involvement in the staff selection process

The remit of the Student Ambassadors referenced at 1.3 above includes this activity. Further Initiatives will be introduced over the four year period.

1.7 Action: Offer equality training on academic promotions and on unconscious bias in the recruitment/appointment process

Unconscious bias training has been introduced for all staff and is currently being rolled out.

Dignity and respect training continues to be offered. It is compulsory for all managers. Sessions are also available to non-managers.

EDI training is now conducted face to face in each of the University's corporate induction sessions and all new staff therefore receive this training.

An annual training needs analysis, succession planning and talent management exercise with each department has been introduced. This exercise identifies training needs and informs the training to be offered. During this exercise, the diversity of all work areas is considered.

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

2.1 Action: Make the completion of an equality impact assessment (EIA) a mandatory requirement for Policy approval

The University reviewed its policy development and approval procedures with the overall aim of standardising policy development at the institution. The review has led to the development of a Document Control Policy which is expected to be approved by Council in early 2019. The policy includes detailed guidance and notes on completing an EIA, as well as an updated EIA form.

The policy makes provision for the mandatory completion of an EIA with respect to all policies and procedures which are submitted to Senate and Council for approval. Further, it is a requirement that EIAs are conducted at the beginning of projects and drafting and review of policies and procedures.

2.2 Action: Reviewing and updating the EIA form

As stated in 2.1 above, the University's EIA form has been reviewed and updated.

2.3 Action: Continuing the consultation process for the development and review of policies and procedures

The new Document Control Policy makes provision for consultation on policies and procedures and provides relevant guidance.

The Equality Network Groups are invited to review all draft policies and provide feedback from their membership and the University continues to consult with the trade unions and other stakeholders on all policies and procedures.

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.

3.1 Actions:

Work which contributed to the University's 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 produced a comprehensive assessment of the University's existing standing in relation 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 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

- incorporation of a commitment to Athena Swan in the University's new Strategic Plan 2018 – 2021.

The University recognises that it has further work to do and is working towards:

- Increasing the representation of women members on Council to 45% by 2021 and on 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 its 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 has climbed an impressive 211 places up the index achieving the biggest rise seen by any organisation. Emma Kosmin, Index and Benchmarking Manager, Stonewall said: "Roehampton's success is a testament to all their hardwork 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."

Professor Paul O'Prey, Vice-Chancellor of the University of Roehampton said: "At Roehampton we welcome and value all individuals and are committed to ensuring all our LGBT staff and students are treated equally. Over the last year we have been working hard on making Roehampton a truly inclusive environment for people to work and study. We are extremely happy with this fantastic result and we will continue to work towards equality for all."

This huge jump in the last year is a reflection of the University's commitment to creating a fair workplace for all and is the result of work including:

- Greater explicit inclusion of bi people in relevant policies
- Strong support from senior leadership
- Consistent and meaningful community engagement, with a broad range of events
- Impressive and detailed Equality, Diversity and Inclusion reporting.

The steps it has taken in relation to each of the identified actions are detailed below:

4.1 Action: Create campaigns to encourage ally involvement and encourage allies to take on more responsibility, whether that be through the Network Group or otherwise.

LGBT+ news and events are regularly reported on 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.

A recent initiative aimed at increasing LGBT visibility at the University, has been the use of rainbow lanyards that are worn by staff members across the University irrespective of their sexuality.

The LGBT+ network's membership is growing and the group currently has 75 members. The group is aiming to recruit a LGBT ally champion.

Throughout 2018 the University has also held 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.

4.2 Action: Profile visible LGBT+ role models (preferably from Roehampton) through intranet posts or events. Diverse identity profiles if possible. The person's sexual orientation and gender identity must be clear. Board level & SMT level (includes Directorates).

Various members of staff have been profiled on the University's intranet pages and in communications to all staff. Reggie Blennerhassett, member of the University's senior leadership team, was appointed an Equality Champion and he champions LBGT+ equality at the University.

4.3 Action: Increase the response rate of the Stonewall Employee Feedback Survey.

The University achieved an increase in the response rate to the 2018 Stonewall Employee Feedback Survey. It had over 200 respondents to the Feedback Survey compared with 167 respondents in 2017.

The LGBT+ Network reviews the Stonewall Action Plan at each of its quarterly meetings and continues to update the action plan.

The University has progressed well on the beginner level actions of the action plan and is working towards the achievement of some of the intermediate actions this year.

4.4 Action: Complete the University's Transgender Policy and ensure its implementation

The University developed its first Trans, Non-Binary and Intersex Equality Policy which was approved by Council in November 2018. The [Policy](#) includes staff and student guidance. Stonewall has credited the policy as one of most progressive policies they have seen.

A review is planned on the effectiveness of the policy following its implementation and revisions will be made if appropriate.

The LGBT+ network group has advised of its intention to continue its work to help the University become more trans inclusive and has indicated that it will be proposing new trans-inclusive actions in the Diversity, Equality and Inclusion Action Plan and will be recommending further Equality Objectives.

4.5 Action: Continue to offer equality training in areas such as unconscious bias, cultural awareness

Please refer to the progress update at 1.7 above which also applies here.

Objective 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

5.1 Action: Continue to monitor participation, progression and attainment rates/levels of students who share a protected characteristic and those who do not (including the characteristics of ethnicity, gender, disability, age, religion/belief and sexual orientation), against baseline data.

In September 2018 the University established a Student Engagement and Retention team. The team reports to the Director of Student Engagement and works alongside the registry team, the wellbeing team, academic staff and administrators in departments to identify and engage with at-risk students. The team contacts students with low levels of engagement and takes appropriate action such as contacting academic guidance tutors or making referrals to the student wellbeing team.

The RAFA 2 project team continues to work with staff and students on addressing the BAME attainment gap. As part of their work the team 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.

The Director of Student Engagement reports that a direct outcome of the sessions was the beginnings of a change in staff perspectives towards the BAME attainment gap. This is exemplified by staff increasingly shifting focus away from a deficit model of blaming students and external variables for the attainment gap, and instead, beginning to take part ownership of the issue by focusing on what they can do on a micro, personal level and how when these combine, how they can compound to make an institutional impact.

As a result of the staff CPD sessions, staff across the University are now piloting departmental projects around the BAME attainment disparity. For example, Life Sciences are currently working in collaboration with the universities 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, while the Business School are exploring the lived experience of students in order to challenge our own taken for granted views of student engagement and achievement. By implementing departmental projects, the Director of Student Engagement reports that it encourages the sustainability of the RAFA 2 agenda.

In regards to institutional changes, 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.

Early indications are that the University has improved performance on the National Student Survey (NSS) especially in regard to assessment and feedback. Future RAFA activities include a staff event 'Let's Talk About Race' as well as evaluating and reporting on the project findings across the 3 institutions (September 2019).

The Student Experience and Outcomes Panel (SEOP) continues to review all outcomes data and to consider enhancement plans at institutional, subject, programme and module level. The outcomes of SEOP, including the analysis of current data at all levels and enhancement are managed by the relevant Head of Department and the Learning Teaching and Quality Group Chair who reports directly to the Deputy Provost Learning and Teaching.

The table below summarises the University's priority groups and its planned activities

Priority groups	Examples of planned activities
All underrepresented groups	Access and outreach activities with schools and colleges including as part of collaborative and industry networks (e.g. Aim Higher London South) Extended induction programmes to support the transition to university including peer networks and learning gain confidence building Career networking, skills and work experience activity e.g. Young Chamber of Commerce with Wandsworth Council Student financial hardship support
BAME	Bridging the attainment gap project for BAME students (RAFA 2) Targeted careers activities (e.g. BAME leadership conference)
Mature students (including those with caring responsibilities)	Targeted academic offers in collaboration with partners in further and higher education (e.g. Carshalton College) Flexible learning (including considering accelerated degrees)
Disabled students	Continued investment in high quality disability services Lecture capture Inclusive practice in learning and teaching Targeted careers activity e.g. LaunchPad entrepreneurship project for students with neuro-diverse conditions
Most deprived	Access and outreach work with schools in low participation areas Activities above recognising the intersectionalities of ethnicity, age and socio-economic background

5.2 Action: Review recruitment and admissions activities/processes to ensure that equality and diversity are effectively embedded.

It is expected that this review will be completed within the next two years.

5.3 Action: Review 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.

It is expected that this review will be completed within the next two years.

5.4 Action: Continue to offer equality training in areas such as unconscious bias and cultural awareness.

Please refer to the progress update at 1.7 above which also applies here.

Objective 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

6.1 Action: Attain Levels 2 and 3 Disability Confident Employer accreditation.

The University attained level 2 accreditation in 2018 and is working towards progressing to level 3.

The University has commissioned Access Able to conduct an accessibility audit of its campuses. In addition, accessibility information is being updated as part of a joint project between staff and students which includes the production of a campus map.

6.2 Action: Facilitate collaborative working between Health &Safety, Occupational Health and Access to Work to support employees with disabilities.

Improvements have been made to collaborative working across service departments. Members of the above referenced teams are meeting at 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.

Please also refer to the work of the Health and Wellbeing Group referenced at 6.4 below.

6.2 Action: Improve the collaborative provision of professional services to support students with disabilities.

The Disability Services Team and the Library and Academic Achievement Team have developed a closer working relationship. They have streamlined practices and are working together to develop a more inclusive learning environment. 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 being undertaken to ensure a seamless transition and implementation of support and adjustments.

6.3 Action: Improve the Reasonable Adjustments process for staff and students and develop Reasonable Adjustment procedures.

<u>Staff</u>

HR in collaboration with the Health and Wellbeing Group has developed draft reasonable adjustments guidance which is undergoing further review and consultation.

<u>Students</u>

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.

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**:**

-    a Step by Step Visual Guide for students to understand how to access

Disability support and DSA funding at University;
- an inclusive practice checklist for academic staff to monitor inclusivity of teaching;
- a Moodle site for all staff with resources – Disability Awareness and Inclusive practice;
- a Moodle site for all specialist support staff with resources and guidance– NMH training;
- a Support booklet – outlining all the supports available to students across Disability and Wellbeing Services; and
- online guidance for new students coming on current provisions in light of changes to the Disabled Student's Allowance.

6.4 Action: Continue to promote greater use of the Employee Assistance Programmes (EAP)

The Health and Wellbeing Group is currently working on initiatives relating to staff fitness and will roll out a number of activities including yoga, boxing and football.

A wellbeing page has been set up on the staff portal which signposts staff to available support including EAPs. The site is under further development.

6.5 Action: Encourage disclosure of disability

The University continues to encourage staff and students to disclose disability.

Please refer to 6.3 above for examples of how disclosure is encouraged.

6.6 Action: Formalise Disability network group

It is hoped that the network group will be formally established in 2019.

Objective 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

7.1 Action: Promote the benefits of providing Equality data (for both Students and Staff)

The University continues to encourage disclosure and has sought to employ such measures as: highlighting senior management's involvement in equality and diversity activities, raising awareness of the benefits of disclosure and the role that it plays in the University's strategy for promoting inclusivity and increasing accessibility, and raising awareness of the systems and safeguards it employs to

ensure that disclosed data is kept confidential and stored and analysed in keeping with the Data Protection Act 2018. In June 2018 a GDPR related exercise undertaken at the University, highlighted the measures that have been put in place to ensure that data is kept secure and confidential.

HR continues to promote the provision of equality data at Induction programmes which are held four times a year and equality fields are now mandatory for all permanent and temporary staff at the point of application.

The University recognises that further work needs to be done is this area and new initiatives are being planned.

7.2 Action: Appoint Equality Champions in all 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 EDI issues across the University.

The proposal to appoint Equality Champions has been discussed in the various the Network groups and individuals have expressed their interest in serving as Equality Champions. It is widely recognized that champions and role models are important for the visibility of protected characteristics and they are influential agents of change in the work place and wider community.

Reginald Blennerhassett, Pro-Vice Chancellor and Director of Finance, was named the Senior LGBT+ Champion. His role is to support and promote the University's work on LGBT+ equality. The LGBT+ Network, UR Pride, has named ten (10) staff LGBT+ role models who are featured on the EDI webpage. In their collective statement, the role models state that: "We hope that acting as role models for the University community will help to challenge stereotypes and provide inspiration for all staff to be able to be themselves at work."

No other formal appointments have been made to date but further appointments are planned for 2019.

7.3 Action: Make improvements to reporting mechanisms and ensure their suitability to all protected characteristics

Work in this area is planned for 2019.

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.

8.1 Action: Ensure that appropriate questions are raised in the due diligence process (including requests for provision of evidence of policies).

Relevant contracts and due diligence questionnaires are under review and appropriate amendment will be made during the course of 2019.

8.2 Action: Ensure that relevant provisions are incorporated into the University's standard contracts including its terms and conditions of business, partnership agreements and service provisions agreements (where appropriate). Such provisions will require third parties (e.g. partners and suppliers) to comply with the Universities Equality and Diversity Policy and to have their own comparable policies aimed at ensuring compliance with the Equality Act 2010 and best practice.

Relevant contracts and due diligence questionnaires are under review and appropriate amendment will be made during the course of 2019.

STAFF DATA

University of Roehampton
Equality and Diversity Staff Data (as at 31/12/2018)
Includes all permanent, fixed term contract and visiting staff

31/12/2018		
Disability	**Count of Disability**	**%**
Declined to specify	28	1.76%
Disabled	54	3.39%
Not disabled	1089	68.28%
Not known	424	26.58%
Grand Total	1595	100.00%
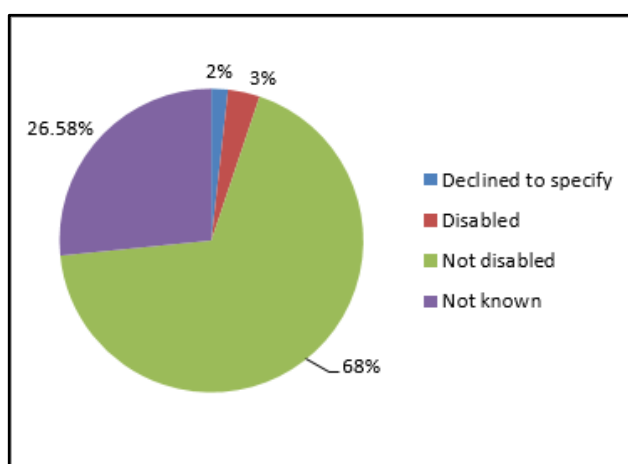
Disability	**2016**	**2017**	**2018**
Information Refused	36	42	28
No	1249	1346	1089
Not Known	206	336	424
Yes	53	59	54
Totals	1544	1783	1595

31/12/2018		
Ethnicity	**Count of Ethnicity**	**%**
BME	200	12.54%
Not Known	368	23.07%
Not Stated	164	10.28%
White	863	54.11%
Grand Total	1595	100.00%
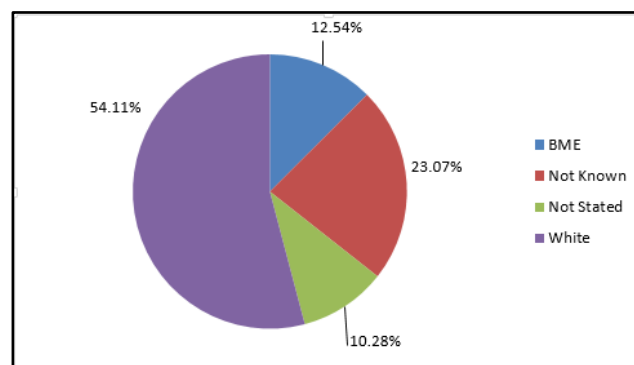
Ethnicity	2016	2017	2018
BME	211	228	200
Information Refused	304	394	164
Not Known	58	213	368
White	971	948	863
Totals	1544	1783	1595
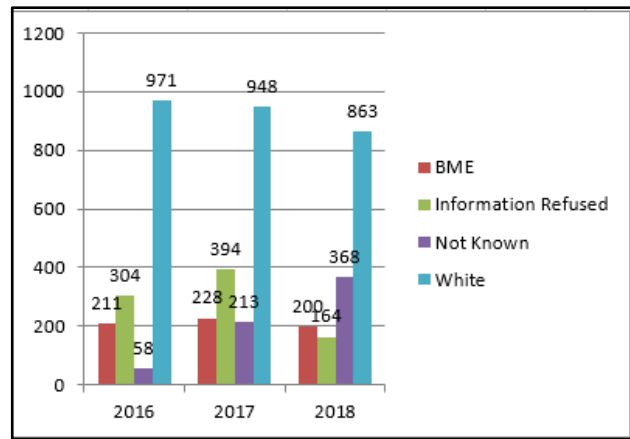
University of Roehampton
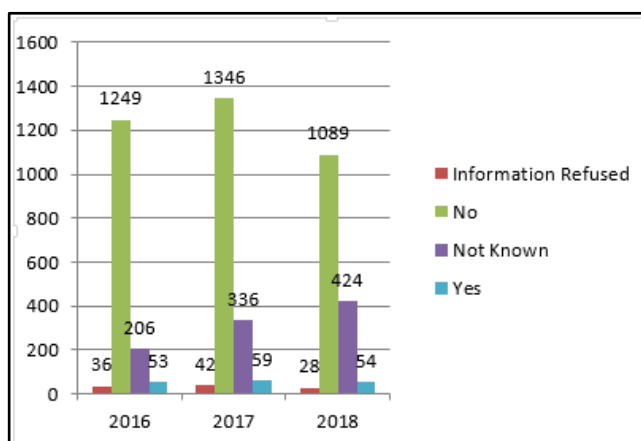**Equality and Diversity Staff Data (as at 31/12/2018)**
Includes all permanent, fixed term contract and visiting staff

31/12/2018		
Gender	Count of Gender	%
Female	984	61.69%
Male	611	38.31%
Grand Total	1595	100.00%
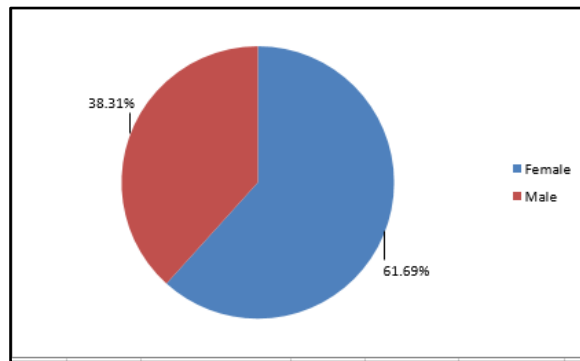
Gender	2016	2017	2018
F	978	1111	984
M	566	672	611
Totals	1544	1783	1595
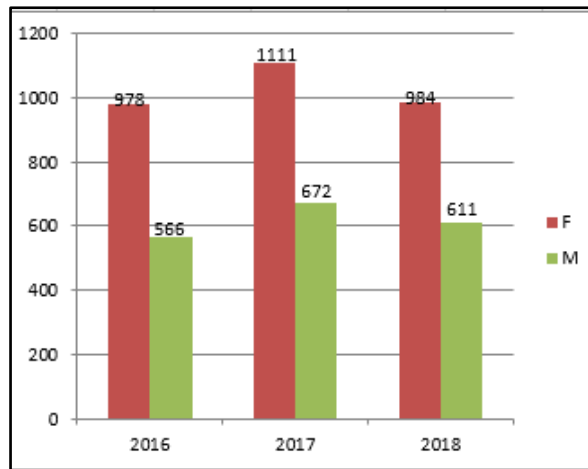
31/12/2018		
Age	Count of Age	%
20-29	176	11.03%
30-39	410	25.71%
40-49	403	25.27%
50-60	411	25.77%
>60	195	12.23%
Grand Total	1595	100.00%
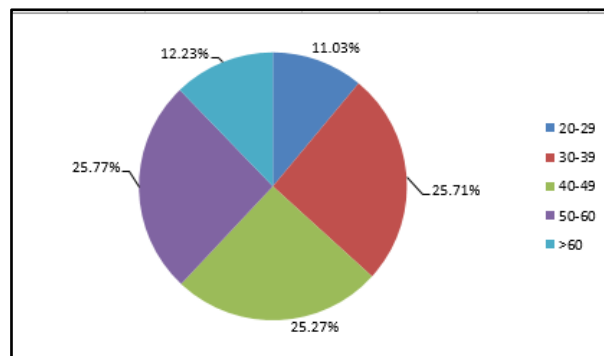
Age Group	2016	2017	2018
20-29	132	193	176
30-39	387	463	410
40-49	367	438	403
50-60	412	447	411
>60	246	242	195
Totals	1544	1783	1595
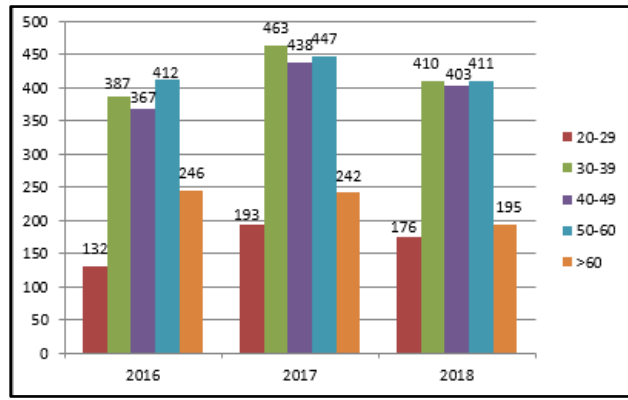
STUDENT DATA

University of Roehampton Equality and Diversity Student Data: all students on all years of study, during the academic years 2014-15 to 2017-18[1]

Gender	Student Numbers					Proportions			
	2014-15	2015-16	2016-17	2017-18		2014-15	2015-16	2016-17	2017-18
Female	7194	7245	8062	9134		73.1%	71.6%	68.3%	66.0%
Male	2654	2866	3742	4702		26.9%	28.3%	31.7%	34.0%
Other	0	1	4	5		0.0%	0.0%	0.0%	0.0%
Total	9848	10112	11808	13841		100%	100%	100%	100%

Gender

The population consistently comprises of a much higher proportion of females largely due to the profile of courses at Roehampton. There has been a drop in the proportion of females from 73.1% to 66.0% between 2014-15 and 2017-18.

Disability	Student Numbers					Proportions			
	2014-15	2015-16	2016-17	2017-18		2014-15	2015-16	2016-17	2017-18
Known Disability	929	1036	1249	1561		9.4%	10.2%	10.6%	11.3%
No known disability	8919	9076	10559	12280		90.6%	89.8%	89.4%	88.7%
Total	9848	10112	11808	13841		100%	100%	100%	100%

Disability

There has been an increase of around 1.9% in the proportion of students with a known disability between 2014-15 and 2017-18.

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1 - Notes

This data is sourced from HESA (Higher Education Statistics Agency) and is based on the HESA standard registerd population (therefore excludes dormant students etc.) and includes:
- Home and overseas students
- New and continuing students
- Students on all years of study (not just new entrants)
- Students on programmes of all levels of study

University of Roehampton Equality and Diversity Student Data: all students on all years of study, during the academic years 2014-15 to 2017-18[1]

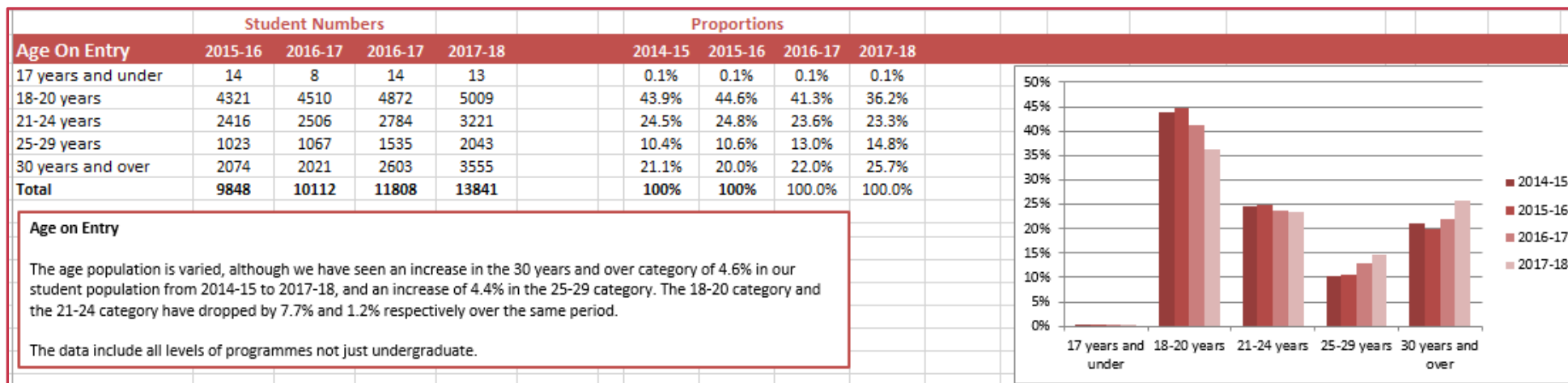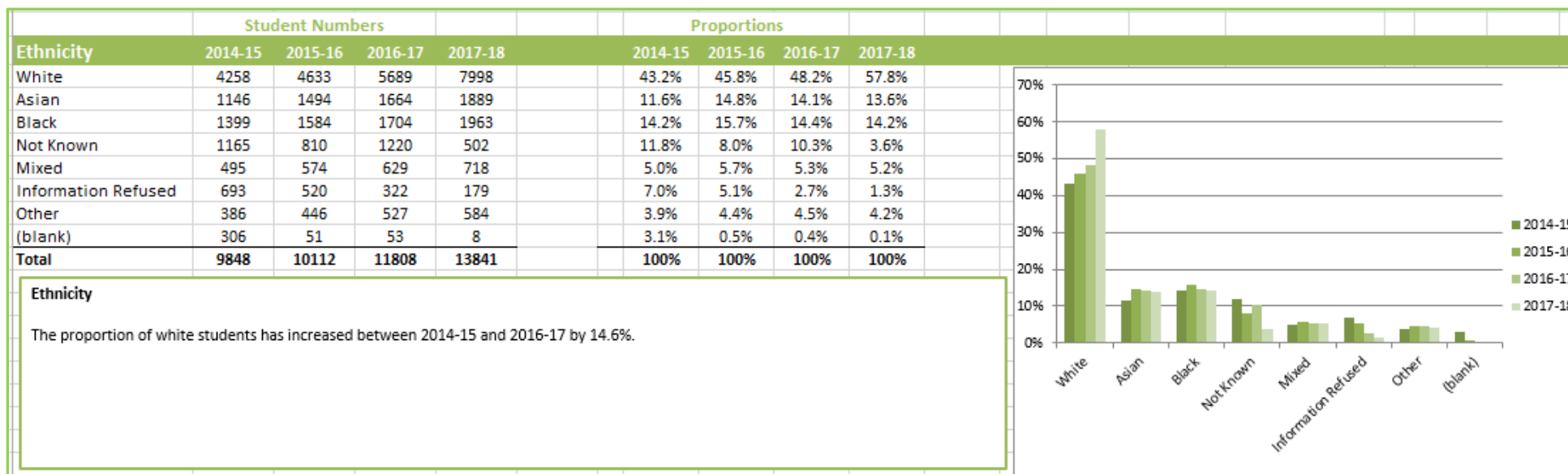| Ethnicity	Student Numbers					Proportions			
	2014-15	2015-16	2016-17	2017-18		2014-15	2015-16	2016-17	2017-18
White	4258	4633	5689	7998		43.2%	45.8%	48.2%	57.8%
Asian	1146	1494	1664	1889		11.6%	14.8%	14.1%	13.6%
Black	1399	1584	1704	1963		14.2%	15.7%	14.4%	14.2%
Not Known	1165	810	1220	502		11.8%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

Ethnicity

The proportion of white students has increased between 2014-15 and 2016-17 by 14.6%.

Age On Entry	Student Numbers					Proportions			
	2015-16	2016-17	2016-17	2017-18		2014-15	2015-16	2016-17	2017-18
17 years and under	14	8	14	13		0.1%	0.1%	0.1%	0.1%
18-20 years	4321	4510	4872	5009		43.9%	44.6%	41.3%	36.2%
21-24 years	2416	2506	2784	3221		24.5%	24.8%	23.6%	23.3%
25-29 years	1023	1067	1535	2043		10.4%	10.6%	13.0%	14.8%
30 years and over	2074	2021	2603	3555		21.1%	20.0%	22.0%	25.7%
Total	9848	10112	11808	13841		100%	100%	100.0%	100.0%

Age on Entry

The age population is varied, although we have seen an increase in the 30 years and over category of 4.6% in our student population from 2014-15 to 2017-18, and an increase of 4.4% in the 25-29 category. The 18-20 category and the 21-24 category have dropped by 7.7% and 1.2% respectively over the same period.

The data include all levels of programmes not just undergraduate.