



## **EQUALITY REPORT 2016/2017**

This report provides an overview of the University's initiatives and actions during 2016-2017 to promote equality, diversity and inclusion and to progress the its Equality Objectives. It helps to fulfil the University's reporting requirements under the Public Sector Equality Duty.

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

**DRAFT EQUALITY REPORT 2016-2017**

**INTRODUCTION**

The University of Roehampton is committed to ensuring that in the exercise of its day- to - day functions and decision-making it complies with the Equality Duty under the Equality Act 2010 (“The Act”). The Equality Duty consists of a general duty, set out in section 149 of the Act and requires public bodies to have due regard to the need to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act;
- Advance equality of opportunity between people from different groups; and
- Foster good relations 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, which are designed to help public bodies meet the general duty.

This year, the University continued its efforts to meet the Equality Duty and its other obligations under equality law covering the protected characteristics of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. Highlights of the year included:

- setting new Equality Objectives for the period 2017-2021;
- commencing preparations towards a Race Equality Charter submission in 2019;
- establishing a staff wellbeing working group; and
- reviewing the University’s equality, diversity and inclusion governance structures.

A key achievement was the Roehampton Students Union’s (RSU) receipt of an award from

the National Students Union's (NSU) for its work on diversity and inclusivity. The University is extremely proud of the RSU's accomplishment. It is also pleased with its own progress towards being more inclusive and representative of its diverse staff and student communities and will continue to work closely with its staff, students and other stakeholders to make improvements.

This report demonstrates the University's on-going commitment to meeting the aims of the Equality Duty and to achieving its Equality Objectives. It also contains an overview of equality data relating to the University's staff and student communities (Annexes 1 & 2).

## **MEETING 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 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, known as 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.

The Equality, Diversity and Inclusion Committee (EDIC) is responsible for the development of the University's strategy in relation to diversity and equal opportunity matters and for ensuring that the University has appropriate strategies, policies and procedures in place to meet its obligations under diversity and equalities legislation.

The University 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 Bullying and Harassment Policy);
- Disability Policy;
- Transgender 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.

A key area of policy work this year was the completion of the review of the Equality and Diversity Policy (the ED Policy). The ED Policy makes provision for all areas of equality and diversity across the University and provides for the coordination and implementation of the University's strategic objectives in this area. The review of the ED Policy commenced in 2016 and was aimed at assessing the effectiveness of the ED policy and the progress being made

to help the University achieve its equality and diversity objectives. Having revised the ED Policy in 2016, the Equality and Diversity Committee (EDC) focused in the early months of 2017 on assessing progress made in relation to the University's Equality Objectives (2012-17) and the setting of new Equality Objectives. Please refer to page 21 below for further details on the new Equality Objectives.

Another key area of work was the development of Dignity and Respect procedures. The draft procedures are currently being considered by the trade unions as part of the consultation process and it is expected that the document will be published in the current academic year.

The review of the Disability Policy will be an important piece of work for 2017-18.

### ***Review of equality and diversity governance structures***

The University reviewed its equality and diversity governance structures in the autumn term of 2017 and made changes with the aim of ensuring that equality, diversity and inclusion are given greater prominence and focus within the organisation. It is anticipated that the changes will facilitate the better achievement of the University's equality, diversity and inclusion ambitions. The committee with responsibility for matters in these areas is now called the Equality, Diversity and Inclusion Committee (EDIC) to better reflect the breadth of work the committee undertakes. The EDIC is a committee of the University's Council whereas the EDC was a University Senate Committee and Senate reported to Council on equality and diversity matters. The EDIC is chaired by the Vice-Chancellor and composed of other senior staff including the Deputy Vice-Chancellor, Registrar and the Pro -Vice -Chancellor and Director for Finance. The new structure will enable Council, through the EDIC, to more closely guide and approve high-level strategy in these areas.

The EDIC is supported by the Equality, Diversity and Inclusion Group (EDIG) whose membership is largely the same as the old EDC of the University Senate. Representatives of the Trade Unions, Students Union, Chaplaincy and staff of key areas such as HR, Legal Services, Disability Services and Student Support Services will therefore continue to drive and support operational activity in these areas. In addition, representatives of the Equality and Diversity Network Groups also make up the membership of the EDIG.

The membership of the Athena Swan group has extended and work for the bronze award is now coordinated by a self assessment team made up of representatives from across the University and chaired by the Deputy Vice- Chancellor and Provost, Professor Lynn Dobbs. Professor Dobbs has undertaken significant research in social exclusion and was former chair of a London Higher project which examined equality and diversity in 22 London institutions. The project quantified gender and ethnicity of HE staff and identified 'pinch points' in development pipelines of under-represented staff.

## **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 2017 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
- supervision meetings and training days for Working Relationship Advisers (WRAs) (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 Dignity and Respect Policy).

Following a UUK Report on violence against women, harassment and hate crime affecting University students, initiatives were introduced to address concerns of sexual harassment. Such initiatives include the Bystander Intervention Initiative that 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.

In addition, the Student Development and Support team is launching a consent project aimed at raising awareness of sexual harassment and assault and preventing it from taking place. One of the initiatives of this project will be the introduction of online consent training which all students will be required to take. The project will assist in the creation of a safer community for all.

A number of events and activities were offered or facilitated by the RSU throughout 2017 to raise equality and diversity awareness within the student community. Such activities included the hosting of *#LetsCelebrate* campaigns which are aimed at celebrating diversity amongst the student body. A variety of themes were featured in 2017 and special events and talks were hosted. Key events included:

- *Black History: more than just a month*
- *#LetsCelebrate Gender*
- *#LetsCelebrate Mental Health*
- *#LetsCelebrate Sexuality*
- *#LetsCelebrate Our Students*

The RSU also organised a BAME Leadership Conference in November 2017 and a Women's Leadership Conference in March 2017 at which workshops and Q&A sessions were hosted and well-known and inspirational figures participated and gave keynote speeches. The RSU will host a LGBTQ+ Conference in February 2018.

The University endeavours to include equality and diversity in its academic curricula and offers several modules/programmes that have a significant curriculum content relevant to the

elimination of discrimination and to fostering good relations. Such modules/programmes include: Screening Gender (MCL); Writing multi-cultural Britain (English Literature); Writing, Race and Identity (English Literature); Orientalism (History); Gender, Sexuality and Ethnicity in Hispanic Art and Media (MCL - Spanish); Theatre and Interculturalism (Drama, Theatre and Performance); Race, Ethnicity and Representation (Drama, Theatre and Performance); Representing Women (Drama, Theatre and Performance); and Gender and Sexuality in Ancient Greece (Classical Civilisation).

### **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 and it is 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 was last revised in 2014 and 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.

Dignity and Respect Procedures were developed in 2017 and are awaiting approval for publication.

In addition, the ED 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 from [this link](#).

The University's Student Code of Conduct enjoins students to "behave in a responsible manner designed to foster mutual respect and understanding between all members of the University community".

Prohibited Conduct also constitutes grounds for terminating contracts with suppliers or partners. 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 ED Policy).

## 1.4 Equality Monitoring

The University collects, stores and analyses data on the equality related backgrounds of its staff and students. 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. It therefore continues to collect, monitor and compare data equality data on its student population and workforce year on year in an effort to identify any gaps and to evaluate equality strategies and intervention. 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. Student monitoring is undertaken annually in the areas of ethnicity, age, gender, disability and nationality whilst staff monitoring is undertaken annually in the areas of ethnicity, age, gender and disability. Staff and Student monitoring data are provided in Annex 1 and Annex 2 respectively of this report.

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 eRecruitment system in 2014 that captures data including data on protected characteristics. Though this allows for better understanding, analysis and monitoring of the University's workforce, there remains a need to improve data collection and 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.

The University will continue to encourage disclosure and will employ measures such as making its equality and diversity commitment visible on campus, 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 1998 (and with the GDPR as of May 2018).

The University conducted an exercise in 2016 in which it compared 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). The analysis was undertaken in relation to BAME; Age (under 25 and over 55), disability and faith. Gender was not included as existing data shows that the University is well represented in terms of women in the workplace and women in senior roles. LGBT analysis was not undertaken as the data for Wandsworth was not available at the time of the exercise. The key findings of the data analysis resulting from that exercise were reported in the University's Equality Report 2015/16 and work continued during 2017 to address areas of concern. The Director of HR will report on the work that has been done in this area at the upcoming meetings of the EDIG and EDIC and findings will be reported in the 2017-18 Equality Report.

The University conducted an equal pay audit in 2017 and the report on that is expected in April 2018. The previous annual equal pay audit showed that the University's overall gender pay



gap is lower than the UK, Education sector and EU average. During 15/16, the University demonstrated a reduction in the all staff gender pay gap from 9.77% to 8.86% in 2015/16. Following the initial cut of data, research was undertaken into professional services (relating to part time working, disability and BAME); senior pay grades RS03 (in relation to gender and BAME pay); female pay in over 50s; Grade 5 female employees and Grade 7 females. The research outcomes and methodologies – which were shared with Trade Union equality representatives showed that there was no evidence of University failure to follow its pay guidance and any individual differences had evidenced objective justification.

The HR department has been focusing on gender pay in preparation for the publication of the University's gender pay gap figures that will be published in March 2018 in keeping with the Government's new mandatory reporting requirements. Key areas of work this year included the development of an overarching Pay Policy and the updating of the University's recruitment and selection procedures.

## **2. ADVANCING EQUALITY OF OPPORTUNITY BETWEEN PEOPLE FROM DIFFERENT GROUPS**

Under the Act, 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.

### **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.

This year 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, students with autism and Aspergers 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 environments. The DS will offer this again in 2018 and plan to broaden the offer to other students who may need a more supported transition.

### Provision for staff

DS delivered a number of training sessions throughout 2017 both independently and collaboratively with other departments across the University including:

- Training staff in the Student Medical Centre (SMC) on the Equality Act 2010, with a particular focus on our approach to reasonable adjustments in the university. The purpose of the training was to ensure they have a good understanding of the benefits of a diagnosis for a student in higher education, to give them a better understanding of the support available to students at the university and to better align the services of the DS and the SMC to support students more collaboratively.

- Training staff across the University on inclusive practice, disability awareness and mental health awareness.

In addition, DS has worked collaboratively with HR to review disability service provision for staff and to investigate the experiences of disabled staff. The purpose of this ongoing work is to ensure that staff feel able to disclose a disability and that there is a clear, transparent, consistent process in place to facilitate staff disclosure. The process will be implemented by HR in consultation with DS. Work has also been carried out to standardise the University's approach to the provision of reasonable adjustments for staff. A new onboarding project has recently started and it is expected that this will help with the identification of needs and provision of reasonable adjustments at the recruitment stage.

### **The Human Resources Department (“HR”)**

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

Key equality and diversity activities in which the Department engaged in 2017 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;
- conducting the annual equal pay audit, analysing equal and gender pay data and preparing for the mandatory publication of the University's gender pay gap figures by March 2018 keeping with;
- overseeing sponsorship of Non-EU employees and students; and
- supporting preparations for membership of the Race Equality Charter (REC). The Charter is run by the Equality Challenge Unit and addresses the representation, progression and retention of minority ethnic staff and students within higher education. A self-assessment team has been set up to coordinate the work on the Race Equality Charter.

## **2.2 Advancing Equality through Learning, Teaching, Assessment and Research**

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) plays a significant role 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.

### **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."

The University offers a financial support package of up to £1,300 per year to students from groups that are under-represented in higher education. This includes both bursary and scholarship components.

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. Our widening participation activities included:

#### **Compact Scheme (COMPASS)**

The University continued into participation in this scheme which is offered to a network of 72 local school and college partners. The scheme offers a range of activities for years' 12 and

13 students and is designed to support their transition to higher education. It is developed to familiarise them with higher education studies 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.

### **Junior University**

The University was invited to be a part of this initiative in 2016, and it will launch in early 2017. This programme is sponsored by *Which? University* and was developed by the Transformation Trust – an educational charity dedicated to helping pupils from disadvantaged backgrounds develop new skills, grow in confidence, learn to work as a team, and discover hidden talents and interests. Under the programme, undergraduates from Roehampton will develop and deliver academic workshops to disadvantaged year 10 pupils in five local schools. The students will be paired up and trained to develop and deliver exciting interactive sessions which aim to give the participants new skills, raise their aspirations and offer a taste of the opportunities that university brings.

### **Powering Transformation**

The University has agreed to take part in this project from 2017. The project has been developed by the Transformation Trust and is sponsored by Dell, in which Roehampton will be involved in for the first time in 2017. The programme offers local schools the opportunity to send 60 disadvantaged pupils in years 7 – 9 to the University for a day, to take part in a workshop using the latest Dell technology in a creative and interesting way to engage with the world around them. Nine schools will have the opportunity to send pupils to Roehampton, and participants will have a guided tour by students ambassadors in the hope of breaking down

some of the barriers the young people may face when making the decision on whether or not to apply for a place on a university course.

### **Cool to be Clever**

This initiative was launched in July 2015 in collaboration with Putney High School (PHS). The programme targets around 50 year 4 gifted and talented children from Wandsworth primary schools who potentially could be the first in their families to go to university. Year 4 children were chosen as this age group (8-9) 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 life sciences, entrepreneurship, physics, creative writing and languages. Outside the University sessions, Year 11 students from PHS provide mentoring support for the children, focusing on confidence building. The University-based sessions and mentor support continue throughout Year 4, 5 and 6, with a graduation celebration at the end of the 3-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 South (part of the HEFCE funded programme called 'National Networks for Collaborative Outreach' (NNCO))**

The University's work with AimHigher London South allows it to work collaboratively with local universities, schools, colleges, local authorities and other stakeholders. Current projects include a higher education champions 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's first full academic cycle has taken place and enhancements have been introduced to further expand the number of students who may benefit from it and to add further to the value of participation by the students.

Of the outreach work undertaken in collaboration with Aimhigher London South since 2007, the data for learners attending those activities has been collected centrally by them. Eighty per cent of those learners gave permission for Aimhigher London South to contact them in order to ascertain if and where they have progressed to HE. Through our subscription membership of, and collaboration with, Aimhigher London South, 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 Report available via [this link](#).

## **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 its 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. The Nominations Committee of Council has resolved this year 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 will continue 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 is a member of Athena SWAN, a charter that promotes the academic careers of women in the subject areas of Science, Technology, Engineering, Mathematics and Medicine (STEM). The Athena SWAN self-assessment group is currently assessing how women are supported in academic and non-academic roles to further their careers and analysing the impact of university policy on women in academia. The group will produce an action plan to address 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. This year the Law School led celebrations across campus of International Women's Day and the Students' Union organised a very successful Women in Leadership Conference.

The University is working to ensure that all genders feel welcome 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 second 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. In 2017, despite on-going work in this area, the University unfortunately dropped 39 places and was ranked 399 out of 434 organizations. Although this was disappointing for us, it is not unusual for institutions to rank in the lower quartile in their first years in the Index. A university stakeholders meeting with Stonewall is scheduled to take place in February 2018 where we will receive detailed feedback on the result which we hope will help us focus our efforts in the future and improve our ranking. The feedback session will also outline how we've performed in comparison with other higher education institutions and other employers in our region.

During 2017, the University hosted a range of LGBT+ events starting off with a Pride Walk in January and a trip to the Theatre with the UR Pride Staff Network to watch *Kinky Boots*. The University also held a week long LGBT+ Film Festival in October 2017 as part of the 'Stonewall Season' to promote LGBT+ films and celebrate the University's LGBT community. In addition, the University hosted two staff socials with the UR Pride Network.

### *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 at 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 2017 and emphasis has been placed on the importance of disclosing a disability or mental health condition. During 2017 there has been a focus on Mental Health awareness raising and the provision of mental health support. A Mental Health Network was established with the aim of combatting mental health stigmas, raising awareness and adding an extra layer of support for students in the form of peer-to-peer support.

Meditation and yoga were introduced for both staff and students (separate class). 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 this year. This is a welcomed development given the importance of health and wellbeing in the work place.

### *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). The data below illustrates the underrepresented characteristics of the University's 2015/16 entrants.

- 96.2% of young, full-time first-degree entrants come from state schools and colleges, compared to the University's location adjusted benchmark of 94.4% and its benchmark of 95.3%. This is substantially above the national average of 89.9%;
- 6% of young, full-time first degree entrants come from postcodes that do not normally participate in Higher Education, equaling the University's location adjusted benchmark with 6.2%;
- 6.4% of young, full-time first-degree entrants are in receipt of Disabled Students' Allowance (DSA). The University performs very close to the benchmark (7%) and the sector average (6.9%);
- 55% of first degree entrants declared themselves to be BAME, a 3% point increase on 2014-15. The University has been particularly successful at attracting BAME students with more than twice the sector proportion (26% BAME);
- 60.6% on full-time first-degree entrants were first-in family compared to 55.6% in 2014/15;
- 34.8% of full-time first-degree entrants were mature students (the majority of which have no prior HE experience), compared to the sector average of 20.9%;
- 64.6% of the UK/EU undergraduate intake was from low- income households (qualified for a student maintenance grant).

Examples of work being done 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 achieved its highest percentage of BAME representation to date, in the 2017 elections as illustrated in the table below:

Candidates	Elections 2016	Elections 2017
Female / Male %	37 / 63 %	53 / 47 %
No. candidates	21 / 37	37 / 33
BAME / White %	27 / 73 %	39 / 61 %
No. candidates	16 / 42	27 / 43

#### 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 a full maintenance grant. This is 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, by undertaking a range of activities to promote access to, and support at, HE to these groups of students. Activities include raising the aspirations and achievements of care leavers, working to increase the applications by care leavers 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 once 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+ Officer
- Female Interfaith Officer
- Male Interfaith Officer
- Mental Health Officer
- International Students Officer
- 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. The current societies are:

- 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
- Universal Black Minds (UBM) Society

#### Staff engagement and consultation

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 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 and networking as well as knowledge sharing.

This year the University introduced staff networks as a topic in staff induction sessions and it is hoped that these discussions will encourage staff to join networks. The network groups are independent of HR and are led by interested members of staff. The University also renewed its call for its staff to establish more equality and diversity related networks. In addition to the BAME network and the LGBT network (known as Roehampton Pride), an EU staff network group has been set up.

The older networks were active throughout 2017 and were involved in consultations with the University on policies and procedures. They also hosted events and activities for their members. Key UR Pride Network activities included the launch of new Diversity and Equality pages on the University's intranet site to increase LGBT+ visibility and the initiation of a new initiative for fortnightly LGBT+ staff lunches.

Key BAME network activities included a talk by Dwayne Brooks OBE on 'Being Black at University', a seminar by Criminologist Professor Benjamin Bowling of King's College London on 'Global Policing: A Research Agenda for a New Generation' and a talk by Criminologist Dr. William Henry on 'How to change your reaction to an unchanging system'. The Network has also been organising training opportunities for its members and arranging support to assist them with their promotion and progression ambitions.

The encouragement and support of new and existing groups is an area in which the University will continue to work on.

#### Trade Unions engagement and consultation

The University continues to engage with the Trade Unions and encourages their involvement in consultations and 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, chiefly through the activities of a vibrant Chaplaincy and Students' Union and 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 and faith supporters from a number of faith traditions.

The Chaplaincy is involved in the pastoral care of both staff and students and provides support in relation to a range of issues including mental health problems, bereavements, eating disorders, “coming out” as LGBT, and converting to a new religion. It offers a number of interfaith activities and events throughout the year.

Activities and events in 2017 included:

- An interfaith welcome service at the beginning of academic year.
- Hosting weekly community lunch and an afternoon tea.
- Daily Christian prayer and weekly communion services.
- Supporting student faith societies. Over the last year support has been given to developing a new Sikh Society.
- Hosting the South West London Council of Christians and Jews annual lecture.
- Taking staff and students to Lourdes on a pilgrimage supported by the HCPT Pilgrimage Trust which supports young disabled people to go on pilgrimage holidays.
- Hosting the South West London Council of Christians and Jews annual lecture.
- Renovating the brothers and sisters prayer rooms on Southlands and redeveloping the Brothers prayer room on Froebel to include washing facility for ablutions and maintaining Muslim prayer rooms for individual prayers as well as gathered community prayers on Fridays.
- Marking a number of religious festivals and important days of remembrance throughout the academic year. Many of these dates were marked with some kind of gathered activity however a number more were shared via the chaplaincy Facebook and twitter accounts. Celebrations included lantern making for Diwali, (Hindu Festival of Lights), meditation stations for welfare support fair, UN Day Celebration Mass, Remembrance Day service, Carol Service, Trans Day of Remembrance Service, Week of Prayer for Christian Unity prayer walk, Holocaust Memorial Day time of reflection and Ash Wednesday Service.

### **3.2 The Roehampton Students' Union (“RSU”)**

RSU was nationally recognised for its work on equality, diversity and inclusion, 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 2017 that afforded students and others from diverse groups the opportunity to interact positively with each other.

### 3.3 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.

Many of the University's facilities are open to the public and are used for public events and sporting activities. The University was used in 2017 by a local boxing club as a venue for boxing matches. Sport remains an area in which the University is particularly active and through the Sport Roehampton team and the RSU, staff and students are engaged in continuous volunteering work in collaboration with the local community. Key activities during 2017 included:

- Delivering a community Rugby programme for the Ark Putney Academy school for circa 40 young people over 16 weeks.
- Organising 5 and 10k charity runs which saw over 100 people taking part to raise money for Regenerate, a local charity that supports the needs of the community on the Alton Estate.
- Organising local school sport competitions in tennis and hockey.

Details of the University's Community engagement and corporate responsibility are contained in its Annual Report that can be viewed via [this link](#).

## 4 EQUALITY OBJECTIVES

As part of its on-going work to ensure compliance with the Public Sector Equality Duty, this year the University identified eight 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.

The University's Equality Objectives for the period 2017-2021 are its priority aims for progressing its equality agenda. The University aims 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.**

Work towards achieving these new Equality Objectives has commenced and an action plan setting out how demonstrable change and improvement will be achieved with respect to each of them, over the next four years, is due to be formally approved by the EDIC at its first meeting. As work on these new areas commenced in the latter part of 2017, a progress report is not provided in this publication. The first progress report will be provided in the 2017-18 Equality Report.

University of Roehampton

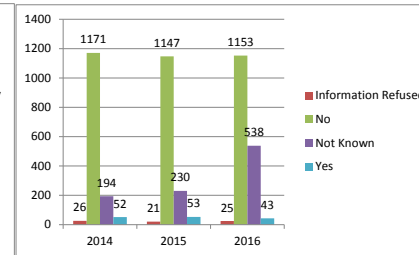
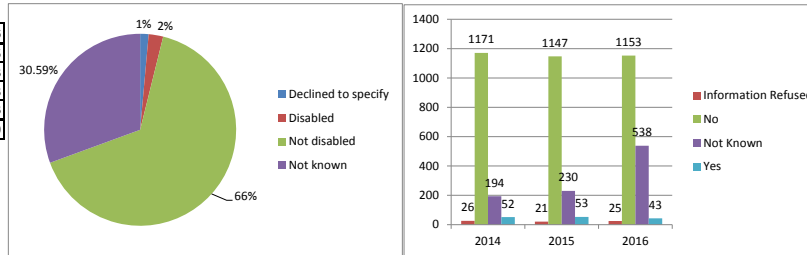
Equality and Diversity Staff Data (as at 31/12/2016)

Includes at permanent, fixed term contract and visiting staff

31/12/2016

Disability	Count of Disability	%
Declined to specify	25	1.42%
Disabled	43	2.44%
Not disabled	1153	65.55%
Not known	538	30.59%
Grand Total	1759	100.00%

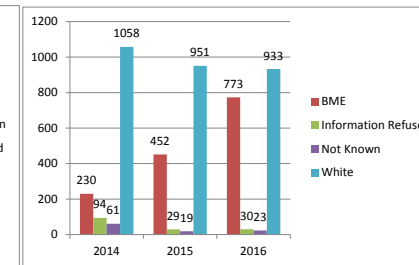
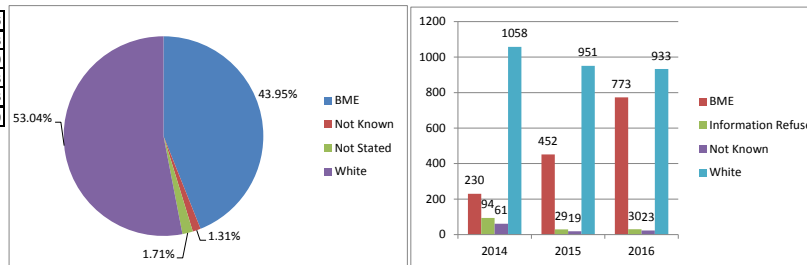
Disability	2014	2015	2016
Information Refused	26	21	25
No	1171	1147	1153
Not Known	194	230	538
Yes	52	53	43
Totals	1443	1451	1759



31/12/2016

Ethnicity	Count of Ethnicity	%
BME	773	43.95%
Not Known	23	1.31%
Not Stated	30	1.71%
White	933	53.04%
Grand Total	1759	100.00%

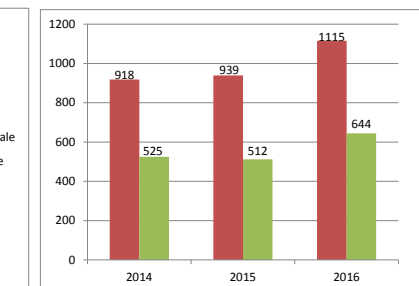
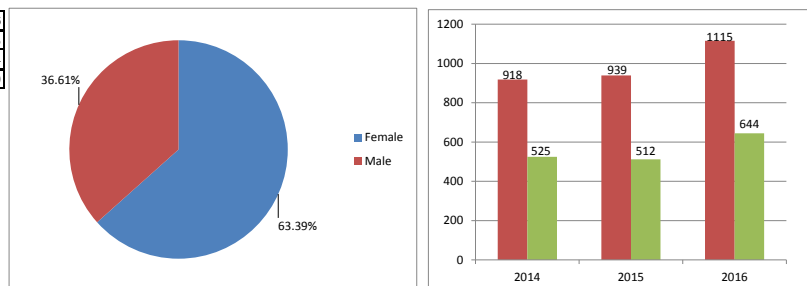
Ethnicity	2014	2015	2016
BME	230	452	773
Information Refused	94	29	30
Not Known	61	19	23
White	1058	951	933
Totals	1443	1451	1759



31/12/2016

Gender	Count of Gender	%
Female	1115	63.39%
Male	644	36.61%
Grand Total	1759	100.00%

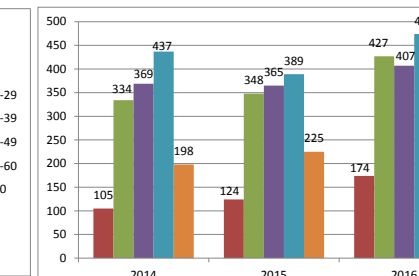
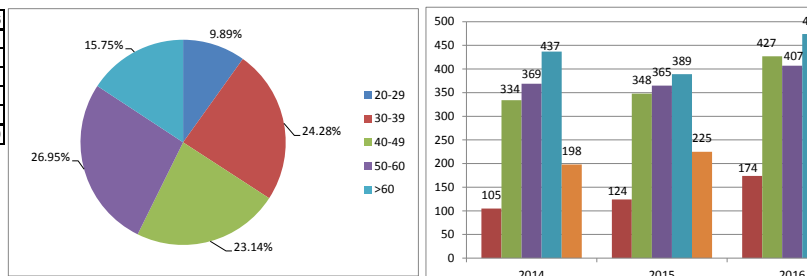
Disability	2014	2015	2016
F	918	939	1115
M	525	512	644
Totals	1443	1451	1759



31/12/2016

Age	Count of Age	%
20-29	174	9.89%
30-39	427	24.28%
40-49	407	23.14%
50-60	474	26.95%
>60	277	15.75%
Grand Total	1759	100.00%

Age Group	2014	2015	2016
20-29	105	124	174
30-39	334	348	427
40-49	369	365	407
50-60	437	389	474
>60	198	225	277
Totals	1443	1451	1759

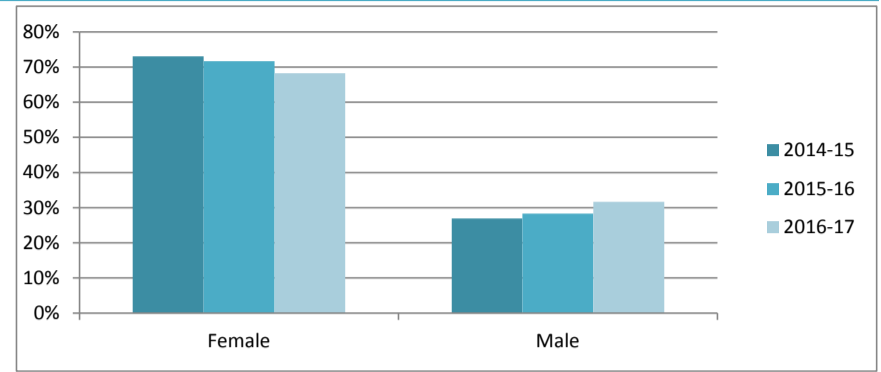




Gender	Student Numbers			Proportions		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Female	7194	7245	8062	73.1%	71.6%	68.3%
Male	2654	2866	3742	26.9%	28.3%	31.7%
Other	0	1	4	0.0%	0.0%	0.0%
<b>Total</b>	<b>9848</b>	<b>10112</b>	<b>11808</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

**Gender**

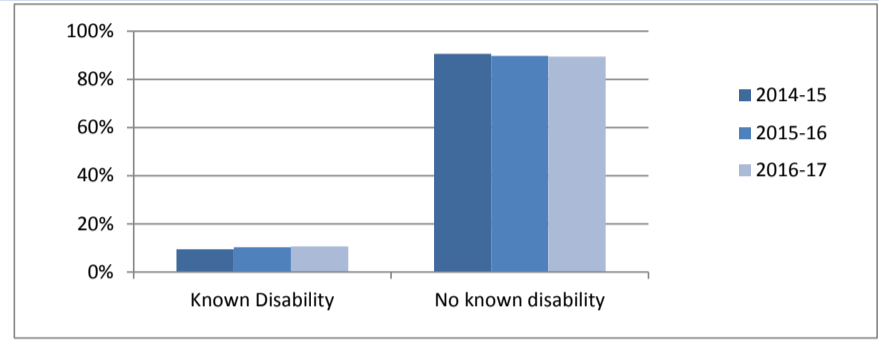
The population consistently comprises of a much higher proportion of females largely due to the profile of courses at Roehampton. There has been a drop in the proportion of females from 73.1% to 68.3% 2014-15 and 2016-17.



Disability	Student Numbers			Proportions		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Known Disability	929	1036	1249	9.4%	10.2%	10.6%
No known disability	8919	9076	10559	90.6%	89.8%	89.4%
<b>Total</b>	<b>9848</b>	<b>10112</b>	<b>11808</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

**Disability**

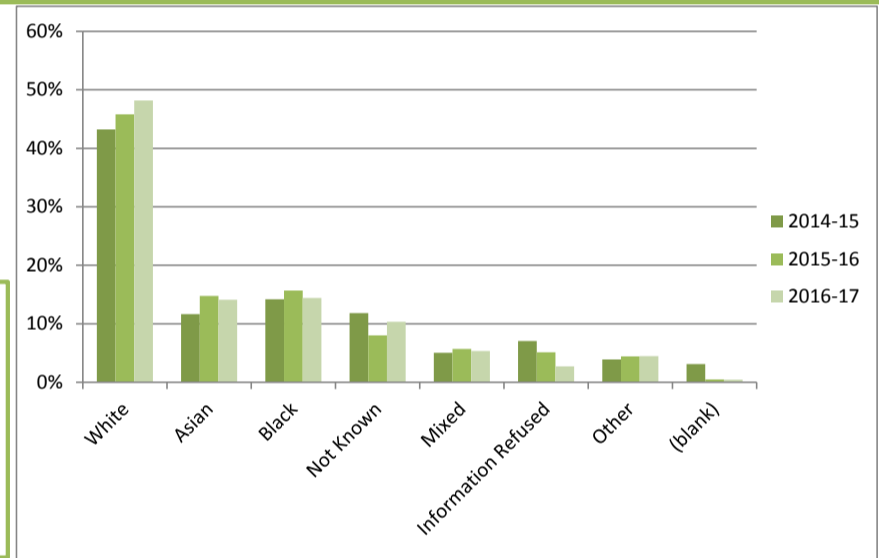
There has been an increase of around 1.2% in the proportion of students with a known disability between 2014-15 and 2016-17.



Ethnicity	Student Numbers			Proportions		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
White	4258	4633	5689	43.2%	45.8%	48.2%
Asian	1146	1494	1664	11.6%	14.8%	14.1%
Black	1399	1584	1704	14.2%	15.7%	14.4%
Not Known	1165	810	1220	11.8%	8.0%	10.3%
Mixed	495	574	629	5.0%	5.7%	5.3%
Information Refused	693	520	322	7.0%	5.1%	2.7%
Other	386	446	527	3.9%	4.4%	4.5%
(blank)	306	51	53	3.1%	0.5%	0.4%
<b>Total</b>	<b>9848</b>	<b>10112</b>	<b>11808</b>	<b>100%</b>	<b>100%</b>	<b>100.0%</b>

**Ethnicity**

The proportion of white students has increased between 2014-15 and 2016-17 by 5%.

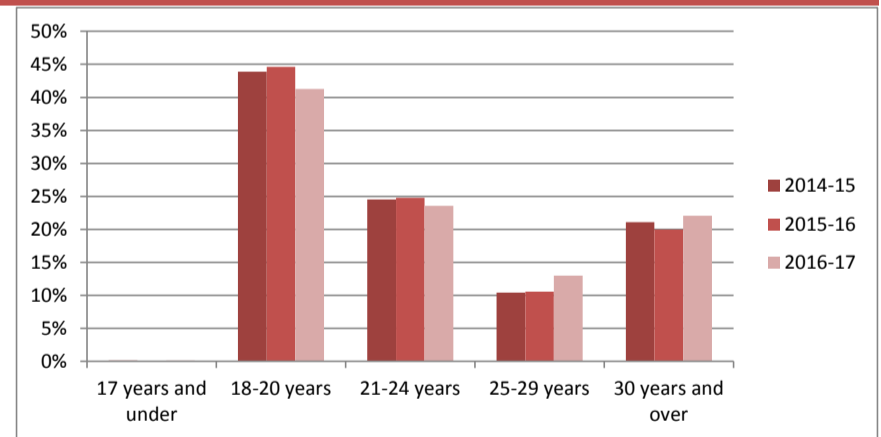


Age On Entry	Student Numbers			Proportions		
	2015-16	2016-17	2016-17	2014-15	2015-16	2016-17
17 years and under	14	8	14	0.1%	0.1%	0.1%
18-20 years	4321	4510	4872	43.9%	44.6%	41.3%
21-24 years	2416	2506	2784	24.5%	24.8%	23.6%
25-29 years	1023	1067	1535	10.4%	10.6%	13.0%
30 years and over	2074	2021	2603	21.1%	20.0%	22.0%
<b>Total</b>	<b>9848</b>	<b>10112</b>	<b>11808</b>	<b>100%</b>	<b>100%</b>	<b>100.0%</b>

**Age on Entry**

The age population is varied, although we have seen a slight increase in the 30 years and over category of 2% in our student population from the previous year.

The data include all levels of programmes not just undergraduate.



**Notes**

This data is sourced from HESA (Higher Education Statistics Agency) and is based on the HESA standard registered 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