

University of Roehampton

Equality Report 2026

1. Introduction

Diversity, equity, and inclusion is at the heart of the University of Roehampton. Our community is shaped by a richness of backgrounds, perspectives, and lived experiences that together create a vibrant, inclusive environment for students, staff, and visitors. We are committed to upholding these values, continuously working to advance equality, champion diversity, and ensure that everyone who studies, works, or visits here is treated with fairness and empowered to thrive.

There is also a strong and well-evidenced case for investing in EDI as a matter of good organisational practice. In higher education. Hurtado et al. (1999) demonstrated that institutional commitment to diversity positively shapes campus climate and improves the educational experience for all students. Inclusion also has a direct bearing on recruitment and retention: Ramasamy et al. (2025) found that an inclusive organisational climate fosters a sense of belonging and psychological safety, positively influencing employee engagement and retention across diverse workforces. These benefits extend beyond education: using data from over 8,000 globally listed firms, Velte (2024) found that organisations with higher diversity and inclusion scores demonstrate significantly better financial performance than those with lower scores. For the University of Roehampton, EDI is therefore a strategic commitment that strengthens our academic mission and ensures we remain an institution where talent from every background can flourish.

Each year, we publish a comprehensive Equality Report to reflect on our progress in Equality, Diversity, and Inclusion (EDI). These reports provide detailed insight into key equality metrics, including ethnicity, gender identity, and sexual orientation, and demonstrate our commitment to transparency and accountability in line with the Public Sector Equality Duty under the Equality Act 2010.

This report outlines the University's most recent initiatives and achievements since our previous publication. It affirms both our compliance with the general equality duty and our enduring commitment to building a community where everyone belongs.

2. Key Highlights

This year has been one of real and measurable progress, and the highlights below reflect what we are most proud of, in the support we provide, the students we reach, and the community we continue to build together.

- **Disability achievement rates at a five-year high:** 75.2% of undergraduates with a declared disability achieved a first or 2:1 in 2024/25 — up 5% on the previous year and 1.6 percentage points above the attainment of students without a declared disability.
- **Widening participation reaches more students than ever:** 1,679 students were supported through our widening participation programmes in 2024/25, a 25% increase on the previous year. Our Student Recruitment Coordinator won the Going the Extra Mile award at the Aimhigher Practitioner Awards 2025.
- **A richer cultural calendar than ever before:** From Navratri, Diwali, and Holi drawing over 1,000 students, to Dashain, Tihar, and Vesak celebrated by our growing community of over 1,600 Nepali students, and from Ramadan awareness programmes and Iftaris Together to Christmas dinners and festive celebrations across all four Colleges, our campus continued to thrive as a place where every culture and faith is welcomed and celebrated.
- **A landmark Learning and Teaching Summit:** The January 2025 Summit brought together colleagues from across the University to engage with EDI as a living, practical commitment. Keynote speaker Nathan Ghann set the tone for a day of honest, evidence-led conversation about race equity, awarding gaps, and what truly inclusive teaching looks like in practice.

3. Equality Objectives 2022–26

In 2022, the University Executive Board approved Roehampton's first Equality, Diversity and Inclusion Strategic Plan. Our EDI strategic objectives are:

1. Continue to advance equality, diversity, and inclusion across everything we do at the University of Roehampton.
2. Equip our staff and students to challenge inequality wherever they encounter it.
3. Ensure that EDI is embedded in estates, IT planning, academic responsibilities, and learning and teaching development, so that both physical and virtual environments are accessible to all.
4. Capture and maintain comprehensive, robust EDI data to support an inclusive and supportive environment for staff and students, measured by demonstrable improvement in disclosure rates where these are currently low.

5. Make consistent progress in the recruitment, support, and progression of academic professional staff from ethnic minority backgrounds, through targeted responses to identified barriers.
6. Ensure the inclusion and support of staff and students with disabilities.
7. Improve the student awarding gap and progression outcomes.

As we approach the renewal of our EDI Strategic Plan, the University Executive Board has endorsed extending the current objectives with refreshed targets. This will broaden our focus to include areas such as intersectionality, digital inclusion, and the evolving external policy landscape. Work is already under way, with the updated strategy due for publication in Autumn 2026.

4. EDI Strategic Objectives in Action

We are proud to celebrate the remarkable efforts of our staff and students in bringing our EDI strategic objectives to life. The initiatives below offer just a glimpse of the energy, creativity, and commitment that characterise life at Roehampton.

5. Advancing EDI in Everything We Do

5.1 EDI Learning and Development for Staff

Supporting our staff to thrive is as central to our EDI commitments as supporting our students. Across 2024–25, the University has continued to invest in a broad and ambitious programme of staff development, wellbeing, and inclusive practice.

Our learning and development offer reflects the full range of our EDI priorities. The Aurora programme, run in partnership with Advance HE, supports women in higher education to develop their leadership skills and address the under-representation of women in senior roles; 15 members of staff have participated across the last two years. Alongside this, the Diversifying Leadership programme provides tailored development for colleagues from racially minoritised backgrounds, with a further 7 participants supported across 2024–25 and 2025–26. Both programmes sit alongside a wider suite of development opportunities including the Challenging Conversations for Managers programme, resilience training delivered by specialist facilitators, and dedicated wellbeing support for working parents. In 2025–26, the University is also launching provision on neurodiversity in the workplace through Genius Within, a Community Interest Company specialising in neurodiversity support, offering awareness training for all staff and targeted support for managers and HR colleagues.

The University is a Disability Confident employer, and our self-assessment reflects a genuine and sustained commitment to creating an inclusive environment for disabled staff at every stage of their employment. Recruitment processes are fully accessible, with detailed guidance available for disabled applicants and a guaranteed interview scheme in place for those who meet the essential criteria for a role. Reasonable adjustments are offered proactively, and managers are equipped to support staff through sickness and absence with a range of tools including phased returns, flexible working, adapted equipment, wellness plans, and stress risk assessments. Staff also have access to an Employee Assistance Programme 365 days a year, as well as Occupational Health services and independent counselling where needed. Mandatory EDI and Respect and Dignity training is embedded in induction for all staff, and disability awareness is a core component of this provision. Feedback from disabled staff is actively sought and valued through the University's Report and Support system and regular employee surveys, and our self-assessment is reviewed annually to ensure we continue to improve.

Specific academic initiatives this year included the consistent integration of inclusive teaching practices across the R4NA and ILTHE programmes. Both incorporated Universal Design for Learning (UDL) principles into session planning and resource design, supporting accessibility and reducing barriers for diverse learners. Participants engaged in reflective activities and discussions designed to deepen awareness of equity, belonging, and the varied needs of our student population.

The January 2025 Learning and Teaching Summit served as a focal point for institution-wide engagement with EDI. The keynote was delivered by Nathan Ghann, a sector-leading practitioner whose work on reducing awarding gaps and advancing race equity

is widely respected. His contribution reinforced the strategic importance of evidence-led, systemic approaches to improving outcomes for underrepresented groups, and set the tone for the broader professional conversations that followed.

A series of workshops and lightning talks explored EDI themes relevant to colleagues across all disciplines, including:

- Creating identity-safe learning environments
- Supporting students with caring responsibilities
- Decolonising and diversifying learning resources
- Embedding active learning to enhance participation and belonging
- Designing assessments that promote fairness, accessibility, and student confidence

The practical examples shared throughout demonstrated how staff across the University are actively developing inclusive pedagogies that respond to the real experiences of our diverse community.

5.2 Improving the Student Awarding Gap & Progression

At Roehampton, we believe every student deserves a fair chance to thrive — and closing the awarding gap sits at the heart of everything we do. [Our new Access and Participation Plan \(APP\) for 2025/26–2028/29](#) reflects this commitment, setting out clear, evidence-based strategies to reduce disparities in achievement and improve outcomes for our graduates.

Drawing on a thorough review of our current work, the APP establishes ambitious but achievable targets, with a particular focus on the students who face the greatest barriers to success: those from economically disadvantaged backgrounds, Black, Asian, and minority ethnic students, mature students, students with declared disabilities, and care leavers.

Our Student Support and Success teams will continue working closely together across the University to spot and support students who may be struggling before difficulties escalate. Meanwhile, our Student Engagement team will reach out proactively to those who are less connected, whether that means linking them with an academic guidance tutor, referring them to Student Wellbeing, or simply making sure no one feels invisible.

Through this joined-up approach, we are building a Roehampton where every student has the support, the opportunity, and the confidence to succeed.

5.3 Inclusive Practice Working Group

The Inclusive Practice Working Group (IPWG) has continued to drive meaningful change in assessment practice across the University during the last academic year. Following the Bristol Ruling and drawing on research carried out in the summer of 2024, the group developed guidance on alternative assessments with a particular focus on

presentations. This encouraged colleagues to revisit the purpose and design of presentations as part of their SAIL validation preparations. Where presentations were retained, the guidance recommended scaffolding the ability to present and offering students the right to record or present individually to their tutor. Following a request from SEC, a subgroup was formed to examine group presentations specifically, focusing on those where every member of a group is required to present. The resulting recommendation was clear: students must have the right to record or present individually. Notably, a number of Schools have now adopted the practice of requiring all students, whether in individual or group presentations, to record their work as standard.

Building on several years of work on Student Partnerships in Assessment (SPIA), the group has also seen its efforts formally embedded in the University's SAIL framework, which now requires all programmes undergoing validation or revalidation to address SPIA directly. A significant number of IPWG members were involved in programme development under SAIL, serving as chairs or panel members at validation meetings, ensuring that inclusive practice and alternative assessment provision were considered, guided, and checked at every stage of the process.

5.4 Celebratory and Awareness Months

The University marked a wide range of celebratory and awareness occasions through collaboration across departments, staff networks, student societies, and campaigns. Events included Black History Month, Islamophobia Awareness Week, International Week, Mental Health Awareness Week, LGBT+ History Month, Pride Month, a Ramadan awareness programme, and activities aligned with this year's International Women's Day theme, Inspire Inclusion. The Library curated dedicated book displays for each occasion, and a series of articles and blogs were published to complement these events.

Across the four Colleges, colleagues and students organised a rich programme of activities, including:

Slow Ink and Crafting Workshops: A series of creative sessions spanning topics from ecology and conservation to history, education, and branding, offering opportunities for cross-disciplinary connection and creative expression.

Black History Month — African Drumming Workshop: Former Roehampton alumnus Steven Kasamba led African drumming workshops in celebration of Black History Month. The Colleges also supported the launch of a BHM photo competition held by the School of Psychology, with the winning portrait now on permanent display.

Building Cultural Competence Workshops: Led by Louistas Nyuyse, these sessions gave staff and students the opportunity to deepen their understanding of cultural awareness and inclusive practice.

Panel Discussion — Building Community and Resilience in Black Students: A powerful and thought-provoking conversation featuring Patrice Seuwou, exploring community support and the lived experiences of Black students in higher education.

Remarkable Women Exhibition: A celebration of 36 trailblazing women — staff and alumnae connected to the Colleges — highlighting their significant contributions to education and society.

White Ribbon Parade: The annual Roehampton White Ribbon Parade was routed through the campus grounds, drawing strong support from students and staff and raising awareness of Violence Against Women and Girls.

Navratri Garba, Diwali, and Holi Celebrations: Organised in collaboration with Roehampton Students' Union, these three Hindu festivals drew over 1,000 students and were a testament to the cultural vibrancy of our campus.

Neurodiversity Celebration Week and National Autism Acceptance Month — UR Neurobeautiful: An interactive exhibition by PhD student Bridget Steenkamp, supported by the Colleges, Chaplaincy, and Disability and Dyslexia teams. Drawing on stories from the artist's childhood, the displays deepened understanding of neurodivergent experiences, sparked interdisciplinary conversations, and celebrated the rich variety of traits within our community.

Dashain, Tihar, and Vesak: With over 1,600 Nepali students now studying at Roehampton, College student leaders received dedicated support to organise these culturally significant celebrations.

Christmas and New Year: The Colleges and Chaplaincy ran a range of festive events, including Christmas Dinners at each College, a London Christmas Lights walk, a Winter Wonderland, and a New Year's Eve Reflections and Celebration.

Remembrance: The Chaplaincy team led the University's annual Remembrance Service at the Roehampton War Memorial.

5.5 Widening Participation

The University's widening participation efforts have seen significant growth, with 1,679 students supported in 2024–25 — a 25% increase from the previous year.

Aimhigher Partnership: 857 under-represented secondary school students (Key Stage 3–5) were supported to learn about university opportunities and gained information to support their progression into higher education. The partnership has significantly developed, with different types of outreach delivered including campus visits and in-school academic talks. Aimhigher's Coaching Capital programme (in partnership with CoachBright) for care-experienced young people studying level 3 courses culminated in a two-day residential at Roehampton. Positive feedback was received, with participants reporting increases in confidence around decision-making, knowledge of university, and seeing themselves at university. The University of Roehampton's Student Recruitment Coordinator won the 'Going the Extra Mile' award at the Aimhigher Practitioner Awards 2025.

IntoUniversity Partnership: 348 disadvantaged students (Key Stage 2–3) were invited to explore university for the first time, sparking early interest and inspiring university aspirations. From feedback received, 90% enjoyed the visits.

Horizons Programme: A two-year collaborative project with Putney High School, which engaged Years 5 and 6 students from local schools in three workshops per year.

South London Careers Hub: 102 Year 12 students from underserved backgrounds took part in campus visits as part of the Careers Uncovered: Health and Care programme. Students took part in subject tasters in different health science courses and received a tour of facilities.

Teen Tech Festival: An interactive festival that exposed 220 students from Years 6–12 to opportunities in digital, science, and technology through meeting leading industries and engaging in hands-on workshops.

Virtual Schools: 24 students connected with 9 Virtual Schools attended a campus visit in June, where they learned about university, took part in multiple subject tasters, engaged with Student Ambassadors, and went on a campus tour. From feedback received from 18 students, 89% intend to apply to university and 78% understand what life as a university student is like.

5.6 Religion: Supporting Faith and Spirituality

Chaplaincy

The Roehampton Chaplaincy continues to support the practice and expression of all faiths and beliefs among staff and students, whilst also promoting religious literacy and peaceful co-existence. Our active, multi-faith Chaplaincy team — comprised of chaplains, associate chaplains, and community workers from a range of faith traditions — plays a vital role in the spiritual life of the University.

Recent work includes:

Dedicated spaces for faith and reflection: The Chaplaincy provides a range of physical spaces for worship and contemplation, including Whitelands Chapel (Anglican tradition), Digby Stuart Chapel (Catholic tradition), The Well and Southlands Chapel (Methodist tradition), and the Brothers' and Sisters' Prayer Rooms (Islamic tradition).

A diverse calendar of faith and celebration: The Chaplaincy highlights faith festivals and celebrations through social media and its weekly Community Lunch, encompassing events such as Diwali, Christmas, Hanukkah, and Eid. Chaplaincy staff also contribute to events within their own faith traditions, including the University's Carol Service, Lent and Easter activities, Iftaris Together, Eid-ul-Fitr and Eid-ul-Adha celebrations, and an exploration of Shabbat.

Ongoing opportunities for worship and faith formation: These include connecting students with a wider Jewish student network; hosting 'Preparing for Ramadan as a Student' talks; facilitating weekly Jumu'ah prayers (with an average attendance of 120); organising Christian community gatherings and faith-based reflection resources; running Drinks & Donuts, a discussion group on living well and discipleship; offering monthly ecumenical worship followed by a fellowship meal; and supporting an international Christian student house on campus.

Inspiring students from disadvantaged backgrounds: The Chaplaincy Community celebrated Professor Cecilia Essau's receipt of the Distinguished Contribution Award from the British Psychological Society's Developmental Psychology Section. Held under the theme 'From the Jungle of Borneo to the University of Roehampton: My Academic Journey', the event gave students the opportunity to hear Professor Essau speak candidly about her background, the challenges she faced, and the resilience that has defined her remarkable career.

5.7 Disability: Support and Achievement

Disability Disclosure Rates

The proportion of UK students who disclosed a disability for the academic year 2024/25 was 24.5%, up 1.2% compared with 2023/24 and up 4.1% compared with 2022/23. This steadily increasing trend over recent years is reflected across the HE sector. Specific Learning Differences (SpLD) continue to be the most disclosed condition, followed closely by mental health-related disabilities.

Disclosure rates remain lower for international students, at around 3% for the last three years — a picture consistent with many other HEIs. Work to engage international students and ensure they receive appropriate support is ongoing. This is why a fully inclusive curriculum is so important: ensuring that provision is accessible even when students choose not to share their disability, or are not yet aware they are eligible for support.

Disability Achievement Rates

Academic outcomes for disabled students remain strong and continue to improve. In 2024/25, 75.2% of undergraduates with a declared disability achieved a first or 2:1 degree — an increase of 5% compared with the previous year and 1.6 percentage points above the attainment of undergraduate students without a declared disability.

Characteristic	Group	% firsts & 2:1s		
		2023/24	2024/25	Aggregate
All students		62.2%	74.0%	68.7%
	Any disability	67.2%	75.2%	75.7%
	No known disability	60.9%	73.7%	68.3%
	Gap	6.3%	1.6%	7.4%
Disability	Mental health condition	70.0%	84.0%	80.8%
	Cognitive or learning difficulties	62.6%	67.6%	70.5%
	Other disability	70.5%	71.7%	75.5%

Impact of Support

The positive impact of Disability and Wellbeing Support is reflected in the findings of the July 2025 Student Support Survey, which showed measurable improvements across three key areas compared to the previous year, with double the number of respondents.

Impact of Disability and Wellbeing Support	2023/24 (113 respondents)	2024/25 (225 respondents)
Satisfaction: Students satisfied or very satisfied with support	88.4%	90%
Retention: Support was a factor in continuing studies	82.3%	77%
Experience: Support improved overall university experience	82%	85%
Outcomes: Support improved academic work	65.2%	68%

Of the 157 respondents with a Summary of Adjustments (SOA), 79.6% felt their SOA had been fully implemented by their programme teams, and 18.5% felt it had been partly implemented. Fewer than 2% reported that their adjustments had not been implemented at all.

Current Provision for Disabled Students

The University offers a comprehensive range of services to ensure students with disabilities receive the support they need:

- Individual disability advice and guidance for both prospective and current students
- Early transition activities, including early move-in support and early enrolment for new students
- Induction sessions and workshops on the benefits of disclosure, particularly for students preparing for placements
- Assistance with applications for Disabled Students Allowance (DSA)

- One-on-one mentoring and study skills support for students with Specific Learning Differences (SpLD), Mental Health Conditions, or Autism
- Provision of in-class note takers, study assistants, and British Sign Language (BSL) interpreters where required
- Availability of networked assistive software, including Claro Read and Mind View, with the option to borrow laptops equipped with specialist assistive tools, plus advice on a range of open source assistive software
- Weekly social group meetings during term time to support neurodivergent students
- Development of Summary of Adjustments (SOAs) to ensure appropriate academic accommodations for teaching, learning, assessments, and exams

The demand for academic adjustments continues to grow. The total number of new SOAs created in 2024/25 was 932, with a total of 1,843 SOAs in place across all year groups. Both figures representing an increase of over a third compared with the previous year.

Further support services include:

- Assessment, guidance, and targeted support for students with SpLDs, including dyslexia, dyspraxia, dyscalculia, and ADHD
- Staff training and awareness initiatives focused on reducing barriers experienced by disabled students
- Consultation and guidance for academic and support staff on inclusive teaching strategies and accessibility tools, such as Blackboard Ally, Caption.Ed, and Sensus Access

Recent and Ongoing Development Projects

The University continues to extend its disability services through several initiatives aimed at enhancing accessibility and inclusion:

- **Improving Disability Support in Placements:** A pilot project within the School of Education is currently being reviewed to identify the best approach to adopt for placements support across all faculties.
- **Enhancing Support for Disabled Research Students:** A new process has been adopted to assess and implement reasonable adjustments for research students, ensuring that their specific needs are met, including tailored accommodations for Vivas.
- **Workplace Neurodiversity Support:** To better prepare students for employment, neurodiversity-focused sessions have been incorporated into Employability Week, equipping students with strategies for navigating professional environments.
- **London Aim Higher Transition Conferences:** The University continues to work with local partners to design and host events to support disabled school and

college leavers in their transition to higher education, strengthening outreach efforts.

- Autism Project: A dedicated initiative has been continued this year to regularly follow up with autistic students, ensuring they receive the appropriate support to succeed academically and socially.
- Beautifully Neurodiverse Student Support Group: This new initiative, introduced in September 2024, provides a weekly space for neurodivergent students to share experiences and receive peer and professional support.

Progress Against the Equality Act Compliance Action Plan in 2024/25

After the first full year of implementation, the action plan remains on track, with the following progress to date:

- Roehampton has been proactive in response to the Abrahart vs Bristol ruling, providing anticipatory adjustments and being ahead of many universities in reducing evidence thresholds and the administrative burden for disabled students.
- Ongoing training has been provided to a range of staff groups on Equality Act compliance and inclusive approaches, including sessions for staff to support students with their mental health. This training, for both academic and professional services staff, has been effective in raising awareness and generating increased numbers of student referrals.
- Increasing visibility and use of the online staff referral and student self-referral forms, together with guidance for staff on sharing relevant information as required within the University.
- Ongoing involvement with the SAIL re-validation preparation workshops to promote anticipatory adjustments and inclusive teaching, learning, and assessment practices.
- Joined-up working with the Student Engagement, Student Casework, Attendance, and Mitigating Circumstances Teams to close the gap for disabled students where they have shared a potential disability with other teams, to ensure they are offered the support they are entitled to.
- As a result of the above, 33% more Summary of Adjustments were created in 2024/25 compared with the previous year.

6. Public Sector Equality Duty

As a public institution, the University of Roehampton is subject to the Public Sector Equality Duty under the Equality Act 2010, which covers the protected characteristics of age, disability, gender, gender reassignment, pregnancy and maternity, race, religion or belief, and sexual orientation. The general duty requires public authorities to have due regard to the need to:

- eliminate unlawful discrimination, harassment, victimisation, and any other conduct prohibited by the Act
- advance equality of opportunity between people who share and those who do not share a relevant protected characteristic
- foster good relations between people who share and those who do not share a relevant protected characteristic

7. Governance and Responsibility

Responsibility for EDI at the University rests with the Equality, Diversity, and Inclusion Committee (EDIC), which reports directly to the University Executive Board. Chaired by the Vice-Chancellor, EDIC brings together senior leaders including two Pro-Vice-Chancellors, the Executive Director of Human Resources, the Dean of Students, the Director of Student Support and Success, and the Inclusive Practice Chair, alongside representatives from the Trade Unions and the Students' Union.

EDIC plays a central role in shaping and overseeing the University's equality and diversity strategy, ensuring that the right policies, procedures, and structures are in place to meet both our legal obligations and our broader institutional commitments.

While EDI is a shared responsibility across the University, we are committed to ensuring that all members of our community understand their individual and collective role in advancing equality. This is reinforced through mandatory staff training and a continuing programme of awareness-raising activity, details of which have been outlined throughout this report.

References

Hurtado, S., Milem, J., Clayton-Pedersen, A., & Allen, W. (1999). *Enacting diverse learning environments: Improving the climate for racial/ethnic diversity in higher education*. ASHE-ERIC Higher Education Report, 26(8). George Washington University.

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Appendices: Our Community

The following appendices provides of equality data across staff and students, and a high-level current size and shape of our staff community across academic schools, professional services, and chaplaincy and colleges.

Appendix A – Student Equality Data

Appendix B – Staff Equality Data (detailed breakdown)

Appendix C – Current staff size and shape

Key Insights

Student Data

- **Decline in Muslim student numbers:** Muslim students fell from 30% (3,976) in 2022/23 to 23% (3,157) in 2024/25; the most pronounced shift in the religion data.
- **Growth in Hindu student population:** Hindu students increased from 13% (1,747) to 19% (2,550), likely linked to the growing Nepali student community.
- **Reduction in students declaring no religion:** Down from 21% to 16%, accompanied by a sharp rise in "Not available" responses (1% to 6%), suggesting possible data quality or disclosure issues.
- **Shift in gender balance towards male students:** Female proportion narrowed from 58% to 54%; male proportion rose from 42% to 46% over three years.
- **Reduction in the proportion of White students:** Decreased from 23% to 20% despite overall student numbers growing, continuing a trend of greater diversity, though 50% of ethnicity data is now "not known".
- **Increase in the proportion of younger students (18–20):** This age group grew from 33% to 38%, while the 21–24 and 25–29 groups both declined.
- **Reduction in LGB+ student disclosure:** Gay/lesbian students fell from 2% to 1%; bisexual from 6% to 5%. However, the "Not available" category rose from 1% to 6%, suggesting increased non-disclosure may account for much of this.

Staff Data

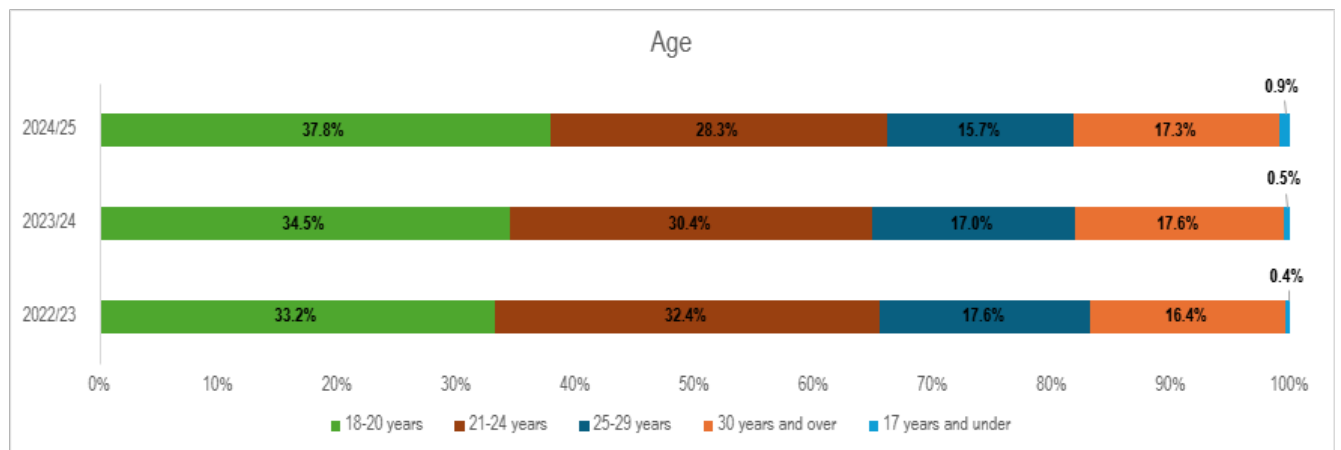
- **White staff continue to constitute the majority of the workforce:** At 59.9% (555 out of 927), with Black African (5.8%), Asian Indian (4.6%), and other Asian backgrounds (4.4%) the largest minority ethnic groups.
- **Underrepresentation of ethnic minority staff at senior academic grades:** Ethnic minority staff represent 35% of Lecturers but only 27% of Professors.
- **Female majority in the workforce, with variation at senior grades and across departments:** Women are 57.3% of all staff but underrepresented in Estates & Campus Services (36%) and IT, Technical and Media Services (30%).

- **Christianity is the most prevalent religion among staff:** At 33.5%, followed by no religion (25.5%), not stated (14.2%), and Agnostic/Atheist (9.4%). Muslim staff represent 8.7%.
- **Staff disability disclosure rates, with scope for improvement:** 7.7% have declared a disability, with Student Support & Success Services notably higher at 16.7%.
- **Workforce concentrated in the 40–60 age range:** 52% of staff are aged 40–60; only 11.4% are aged 20–29.
- **Elevated rate of non-disclosure in relation to gender reassignment:** 57.6% of staff have not stated, with only 1% (9 individuals) confirming yes.

Appendix A: Student Equality Data

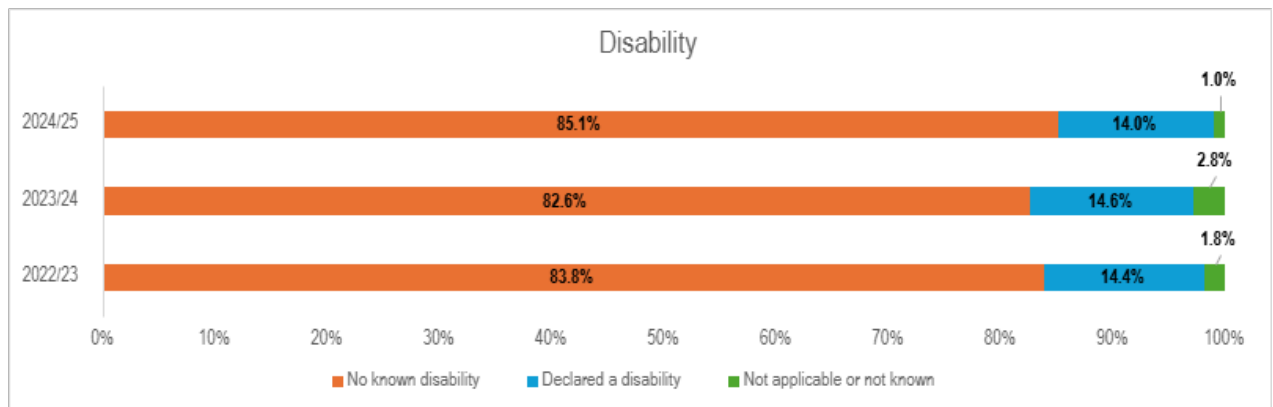
Age on entry

Age on entry	2022/23	2022/23	2023/24	2023/24	2024/25	2024/25
17 years and under	53	0.4%	67	0.5%	119	0.9%
18-20 years	4346	33.2%	4536	34.5%	5088	37.8%
21-24 years	4238	32.4%	3992	30.4%	3808	28.3%
25-29 years	2309	17.6%	2234	17.0%	2109	15.7%
30 years and over	2150	16.4%	2313	17.6%	2324	17.3%
Total	13096	100.0%	13142	100.0%	13448	100.0%



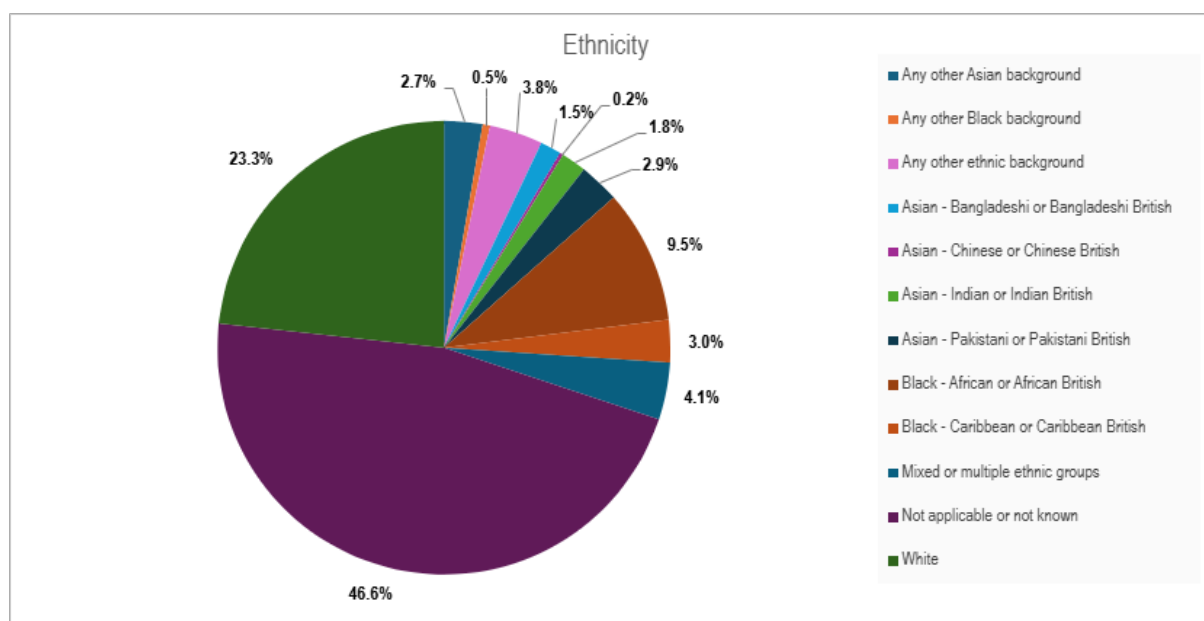
Disability

Disability	2022/23	2022/23	2023/24	2023/24	2024/25	2024/25
Declared a disability	1880	14.4%	1916	14.6%	1876	14.0%
No known disability	10978	83.8%	10857	82.6%	11442	85.1%
Not applicable or not known	238	1.8%	369	2.8%	130	1.0%
Total	13096	100.0%	13142	100.0%	13448	100.0%



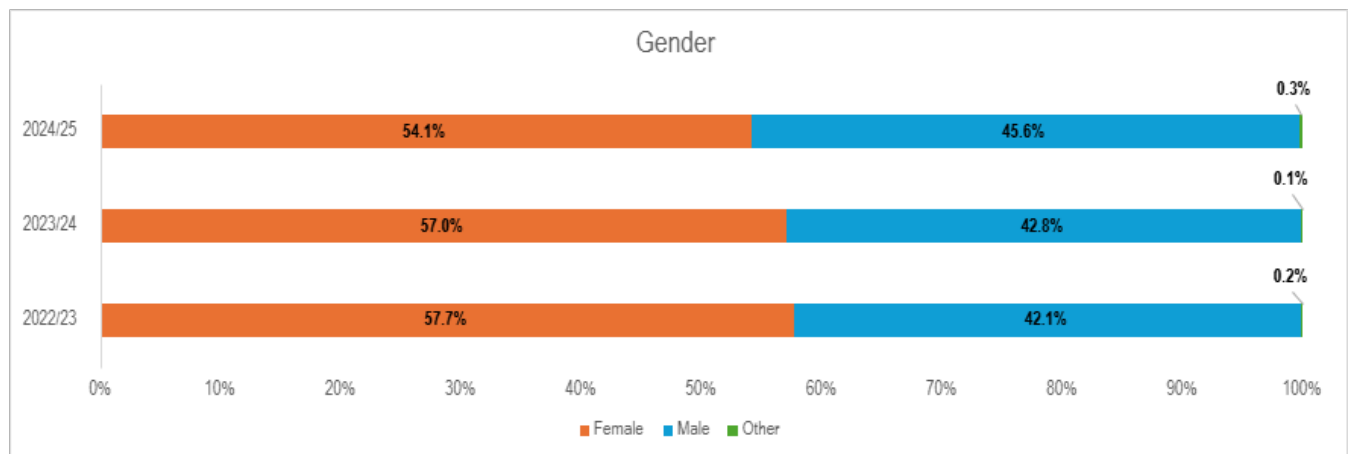
Ethnicity

Ethnicity	2022/ 23	2022/ 23	2023/ 24	2023/ 24	2024/ 25	2024/ 25
Any other Asian background	359	2.7%	378	2.9%	397	3.0%
Any other Black background	68	0.5%	67	0.5%	71	0.5%
Any other ethnic background	500	3.8%	542	4.1%	530	3.9%
Asian - Bangladeshi or Bangladeshi British	196	1.5%	178	1.4%	152	1.1%
Asian - Chinese or Chinese British	31	0.2%	35	0.3%	28	0.2%
Asian - Indian or Indian British	235	1.8%	230	1.8%	228	1.7%
Asian - Pakistani or Pakistani British	376	2.9%	350	2.7%	379	2.8%
Black - African or African British	1250	9.5%	1308	10.0%	1347	10.0%
Black - Caribbean or Caribbean British	396	3.0%	368	2.8%	377	2.8%
Mixed or multiple ethnic groups	533	4.1%	518	3.9%	513	3.8%
Not applicable or not known	6102	46.6%	6325	48.1%	6786	50.5%
White	3050	23.3%	2843	21.6%	2640	19.6%
Total	13096	100.0%	13142	100.0%	13448	100.0%



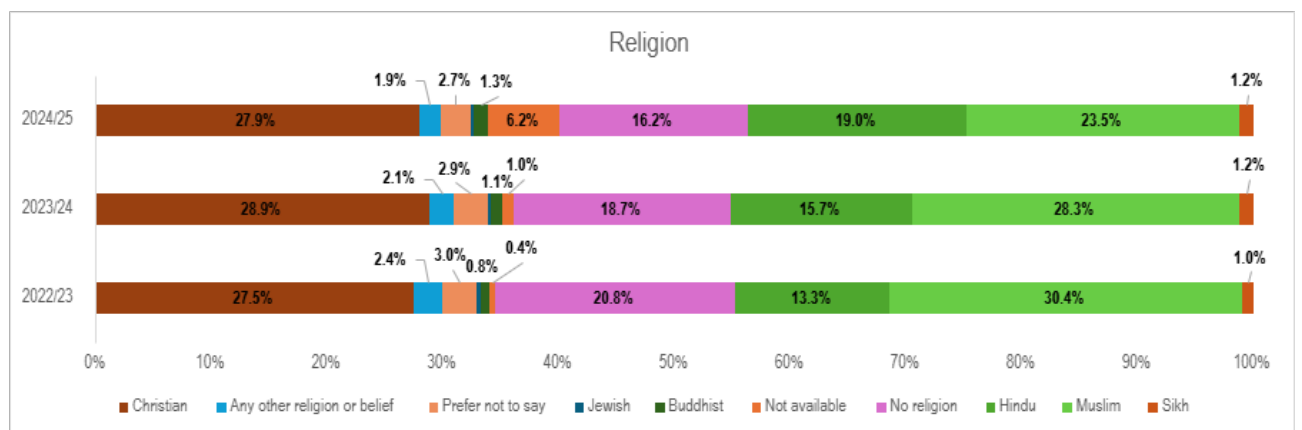
Gender

Gender	2022/23	2022/23	2023/24	2023/24	2024/25	2024/25
Female	7552	57.7%	7495	57.0%	7274	54.1%
Male	5514	42.1%	5628	42.8%	6132	45.6%
Other	25	0.2%	18	0.1%	42	0.3%
Total	13091	100.0%	13141	100.0%	13448	100.0%



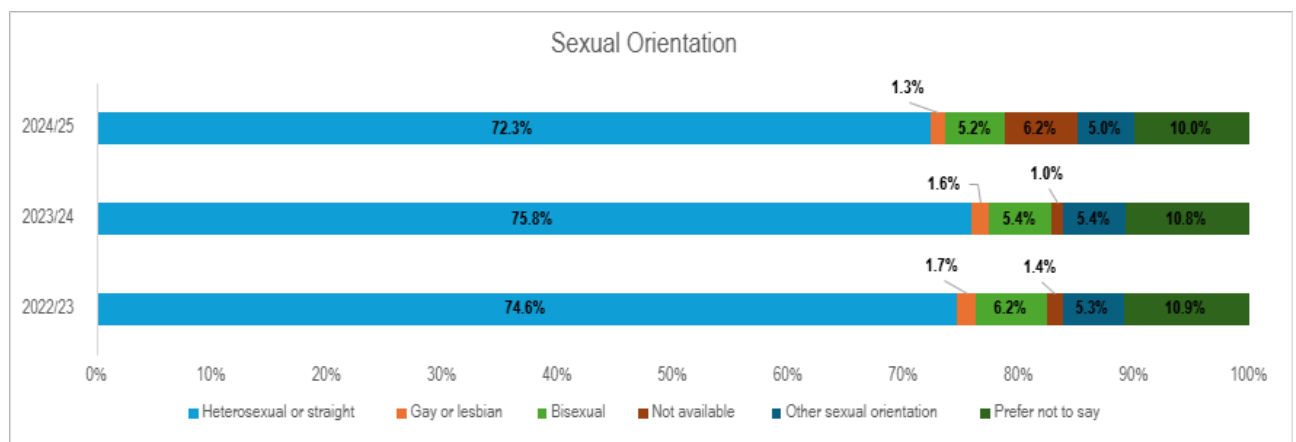
Religion

Religion	2022/23	2022/23	2023/24	2023/24	2024/25	2024/25
Hindu	1747	13.3%	2060	15.7%	2550	19.0%
Buddhist	109	0.8%	142	1.1%	175	1.3%
Christian	3598	27.5%	3797	28.9%	3758	27.9%
Prefer not to say	397	3.0%	380	2.9%	358	2.7%
Not available	53	0.4%	126	1.0%	832	6.2%
Any other religion or belief	320	2.4%	278	2.1%	250	1.9%
Jewish	40	0.3%	30	0.2%	21	0.2%
No religion	2726	20.8%	2456	18.7%	2183	16.2%
Muslim	3976	30.4%	3718	28.3%	3157	23.5%
Sikh	130	1.0%	155	1.2%	164	1.2%
Total	13096	100.0%	13142	100.0%	13448	100.0%



Sexual Orientation

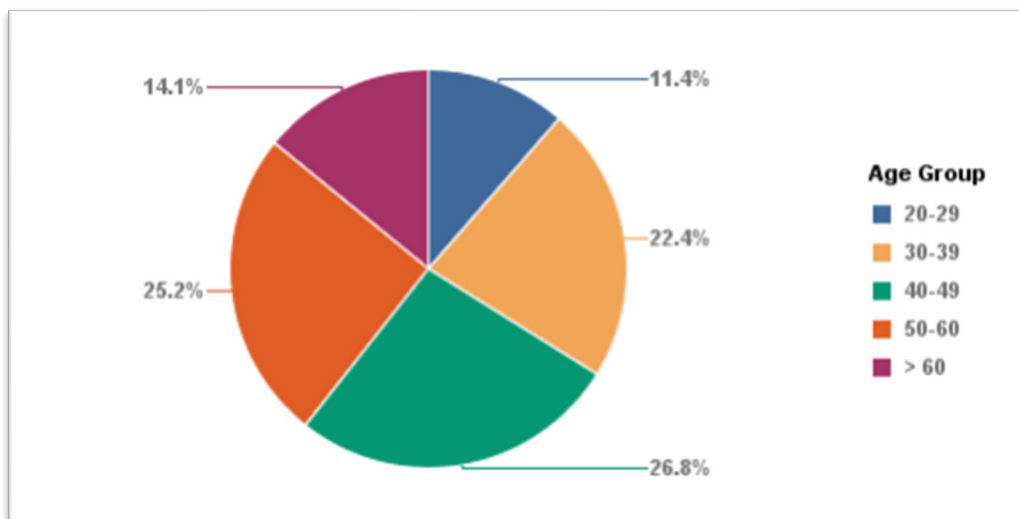
Sexual orientation	2022/23	2022/23	2023/24	2023/24	2024/25	2024/25
Bisexual	806	6.2%	715	5.4%	697	5.2%
Gay or lesbian	217	1.7%	208	1.6%	176	1.3%
Heterosexual or straight	9767	74.6%	9963	75.8%	9725	72.3%
Not available	177	1.4%	133	1.0%	834	6.2%
Other sexual orientation	696	5.3%	705	5.4%	671	5.0%
Prefer not to say	1433	10.9%	1418	10.8%	1345	10.0%
Total	13096	100.0%	13142	100.0%	13448	100.0%



Appendix B: Staff Equality Data

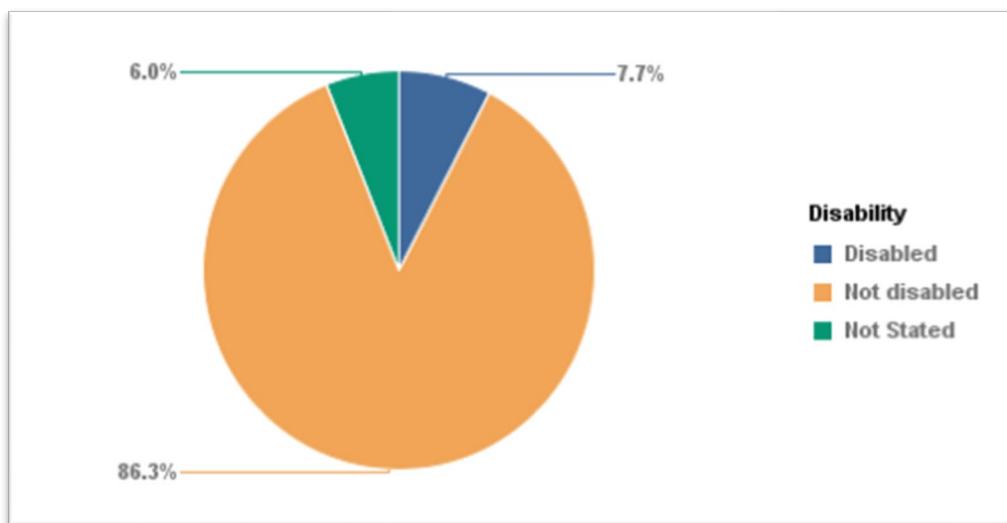
Age Group

Age Group	Head Count	FTE	%
20-29	106	98.3	11.4%
30-39	208	198.1	22.4%
40-49	248	233.9	26.8%
50-60	234	219.3	25.2%
> 60	131	115.3	14.1%
Grand Total	927	864.9	100%



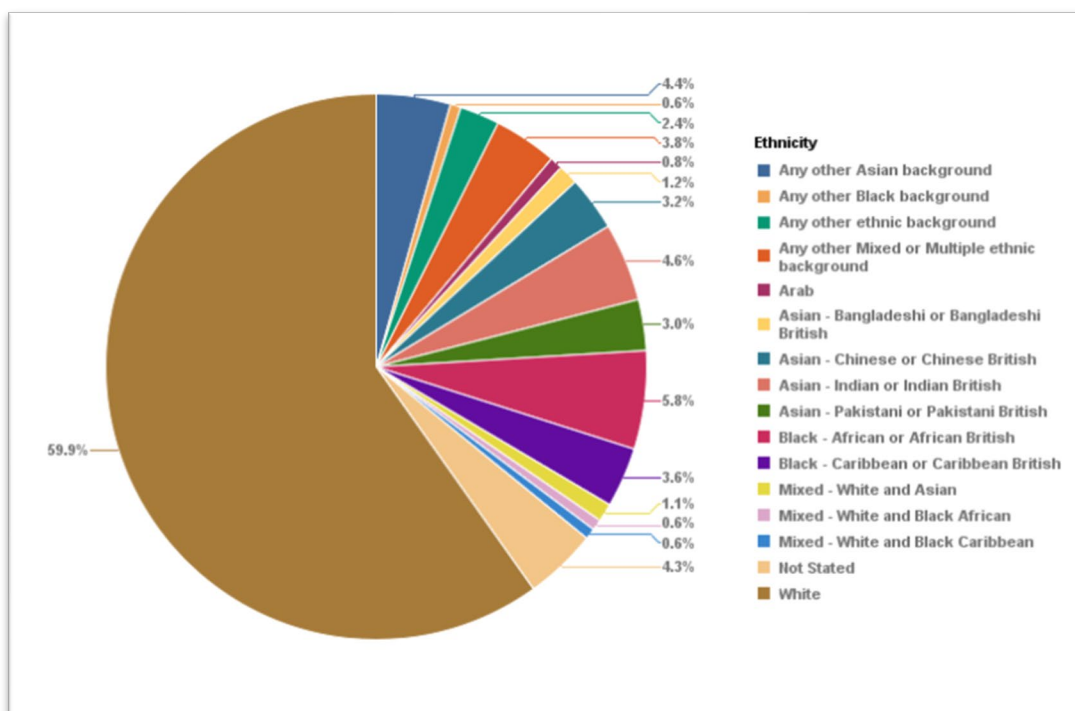
Disability

Disability	Head Count	FTE	%
Disabled	71	64.1	7.7%
Not disabled	800	747.6	86.3%
Not Stated	56	53.2	6.0%
Grand Total	927	864.9	100%



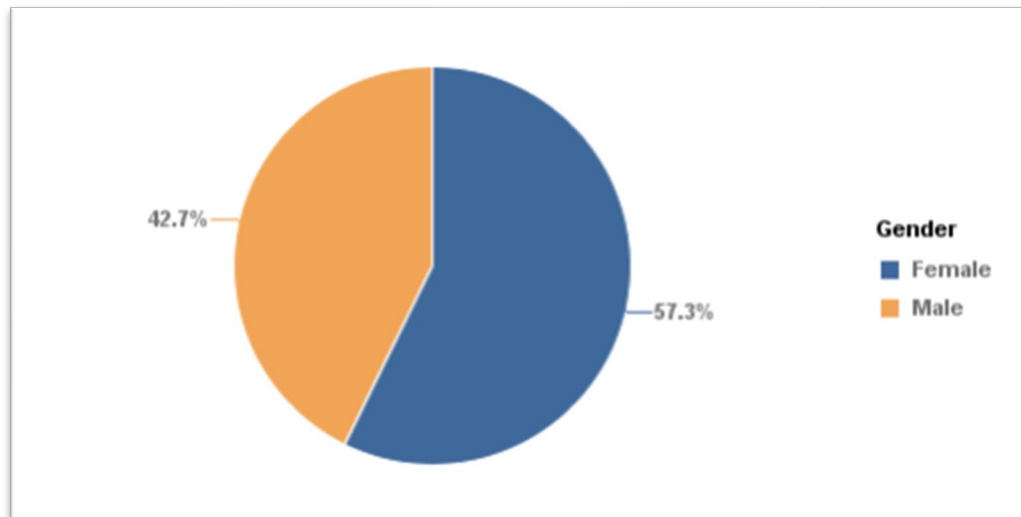
Ethnicity

Ethnicity	Head Count	FTE	%
Any other Asian background	41	40.1	4.4%
Any other Black background	6	5.5	0.6%
Any other ethnic background	22	19.6	2.4%
Any other Mixed or Multiple ethnic background	35	34.8	3.8%
Arab	7	6.5	0.8%
Asian - Bangladeshi or Bangladeshi British	11	10.4	1.2%
Asian - Chinese or Chinese British	30	28.7	3.2%
Asian - Indian or Indian British	43	38.8	4.6%
Asian - Pakistani or Pakistani British	28	27.6	3.0%
Black - African or African British	54	51.5	5.8%
Black - Caribbean or Caribbean British	33	31.4	3.6%
Mixed - White and Asian	10	10.0	1.1%
Mixed - White and Black African	6	5.8	0.6%
Mixed - White and Black Caribbean	6	5.2	0.6%
Not Stated	40	37.7	4.3%
White	555	511.5	59.9%
Grand total	927	864.9	100.00%



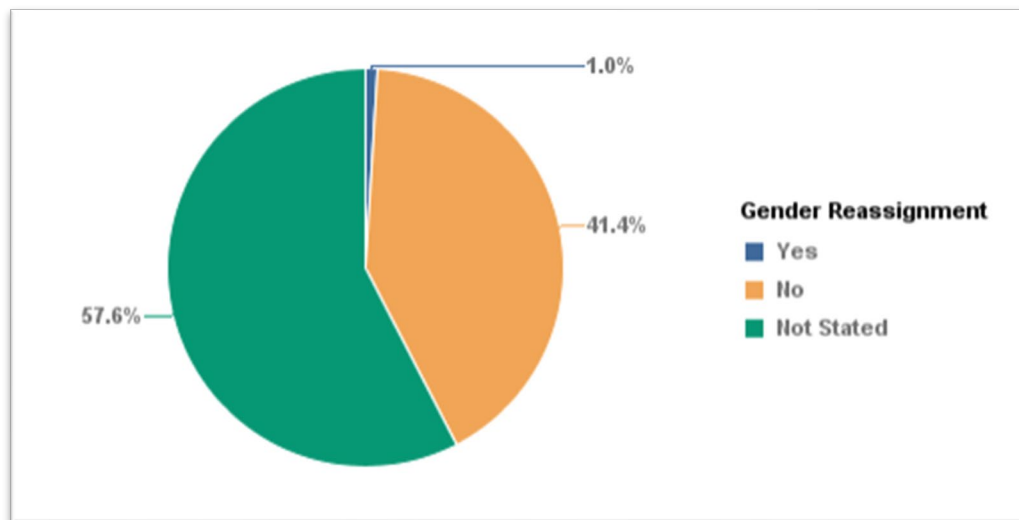
Gender

Gender	Head Count	FTE	%
Female	531	484.7	57.3%
Male	396	380.2	42.7%
Grand Total	927	864.9	100%



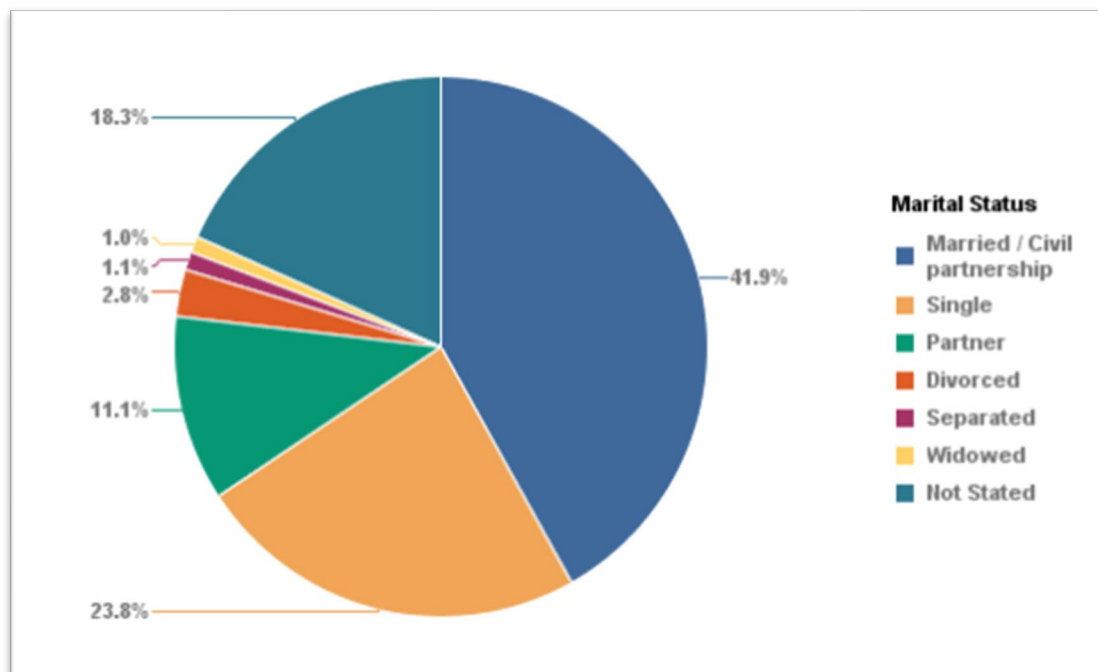
Gender Reassignment

Gender Reassignment	Head Count	FTE	%
Yes	9	7.9	1.0%
No	384	356.5	41.4%
Not Stated	534	500.5	57.6%
Grand Total	927	864.9	100%



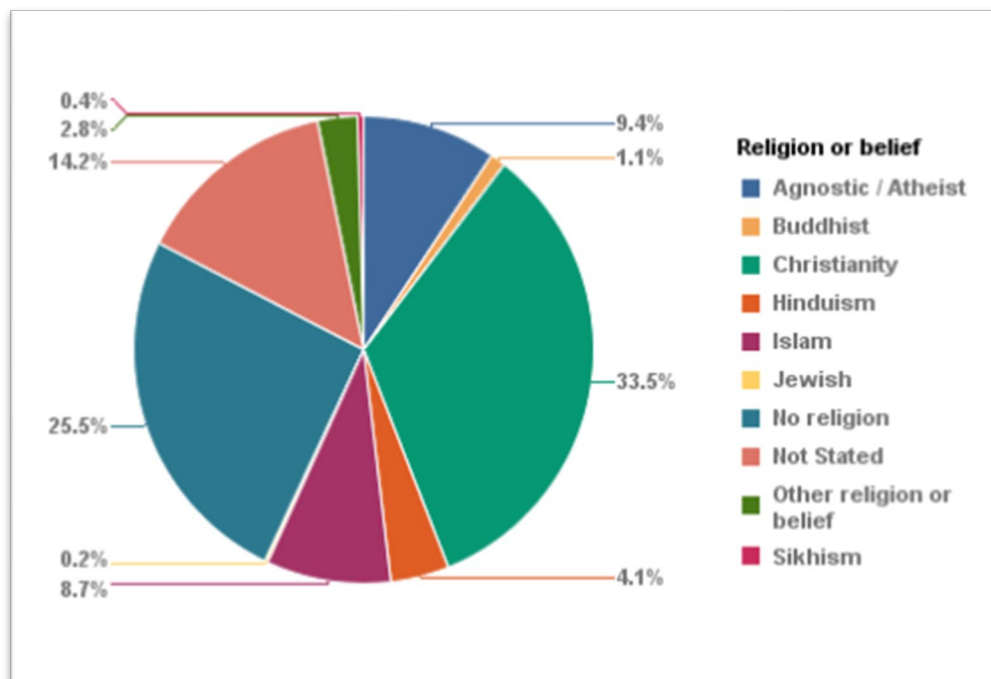
Marital Status

Marital Status	Head Count	FTE	%
Married / Civil partnership	389	365.8	42.0%
Single	219	206.3	23.6%
Partner	104	96.5	11.2%
Divorced	26	24.6	2.8%
Separated	10	7.3	1.1%
Widowed	9	7.9	1.0%
Not Stated	170	156.4	18.3%
Grand Total	927	864.9	100%



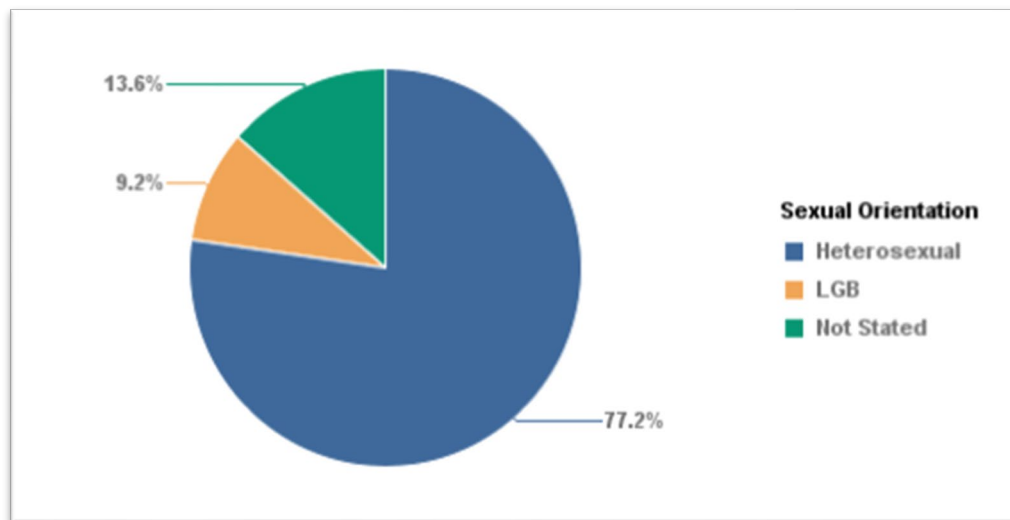
Religion or belief

Religion or belief	Head Count	FTE	%
Agnostic / Atheist	87	81.3	9.4%
Buddhist	10	9.4	1.1%
Christianity	311	287.9	33.5%
Hinduism	38	34.9	4.1%
Islam	81	77.1	8.7%
Jewish	2	2.0	0.2%
No religion	236	222.3	25.5%
Not Stated	132	122.4	14.2%
Other religion or belief	26	23.6	2.8%
Sikhism	4	4.0	0.4%
Grand Total	927	864.9	100%



Sexual Orientation

Sexual Orientation	Head Count	FTE	%
Heterosexual	717	671.7	77.3%
LGB	84	76.0	9.1%
Not Stated	126	117.2	13.6%
Grand Total	927	864.9	100%



Equality Data by Academic School & Department

Note: Discrepancies in total headcount figures below occur where individuals hold multiple appointments and are therefore counted across more than one position.

Department	Head Count	Gender		Ethnicity			Sexual Orientation			Disability		
		Fem ale	Male	Whi te	Black, Asian, and minority ethnic	Not Stated	Heterose xual	LG B	Not Stated	Disab led	Not disabled	Not Stated
Faculty of Business and Law	94	37	57	33	55	6	79	3	12	6	82	6
Learning & Teaching Enhancement	1	1	0	1	0	0	0	0	1	0	1	0
School of Arts, Humanities & Social Sciences	65	34	31	56	7	2	38	11	16	5	55	5
School of Computing, Engineering & the Built Environment	39	16	23	12	24	3	31	4	4	2	36	1
School of Education	51	36	15	38	10	3	43	2	6	3	43	5
School of Life and Health Sciences	90	60	30	57	32	1	78	6	6	3	84	3
School of Psychology	65	48	17	49	15	1	46	9	10	6	56	3
Total	405	232	173	246	143	16	315	35	55	25	357	23

Equality Data by Academic Role

Role	Head Count	Gender		Ethnicity			Sexual Orientation			Disability		
		Female	Male	White	Black, Asian, and minority ethnic	Not Stated	Heterosexual	LG B	Not Stated	Disabled	Not disabled	Not Stated
Lecturer	53	33	20	24	25	4	43	7	3	5	47	1
Senior Lecturer	211	117	94	118	86	7	166	17	28	11	190	10
Associate Professor	56	34	22	46	9	1	37	7	12	5	49	2
Professor	22	12	10	15	6	1	16	0	6	2	15	5
Other Academic Role	44	20	24	35	6	3	37	2	5	1	40	3
Professional Services	20	16	4	9	11	0	17	2	1	1	17	2
Total	406	232	174	247	143	16	316	35	55	25	358	23

Equality Data by Professional Service Department

Department	Head Count	FTE	Gender		Ethnicity			Sexual Orientation			Disability		
			Female	Male	White	Black, Asian, and minority ethnic	Not Stated	Heterosexual	LG B	Not Stated	Disabled	Not disabled	Not Stated
Academic Registry	91	87.9	68	23	48	42	1	70	8	13	7	82	2
Chaplaincy & Colleges	13	11.3	6	7	8	4	1	12	0	1	0	12	1
Commercial	46	45.8	30	16	30	14	2	36	5	5	3	37	6
Estates & Campus Services	72	71.1	26	46	47	22	3	53	3	16	1	67	4
Finance	33	33.0	16	17	11	19	3	27	3	3	3	27	3
Governance and Legal Office	12	10.9	10	2	11	1	0	12	0	0	1	11	0
HR, H&S & Payroll	26	24.8	17	9	16	8	2	25	0	1	1	23	2
IT, Technical and Media Services	71	69.2	21	50	37	26	8	48	7	16	6	61	4
Planning and Strategic Projects	8	8.0	2	6	7	0	1	7	0	1	1	6	1
Research Office	13	12.8	6	7	6	5	2	11	0	2	1	11	1
Student Support & Success Services	132	111.8	94	38	86	45	1	98	21	13	22	101	9
Vice Chancellor's Office	7	6.3	3	4	4	3	0	4	2	1	0	7	0
Total	524	492.9	299	225	311	189	24	403	49	72	46	445	33

Equality Data by Grade (Professional Service)

Grade	Head Count	Gender		Ethnicity			Sexual Orientation			Disability		
		Female	Male	White	Black, Asian, and minority ethnic	Not Stated	Heterosexual	LGB	Not Stated	Disabled	Not disabled	Not Stated
PTH	19	11	8	11	8	0	16	3	0	1	16	2
RS03	18	7	11	14	3	1	13	1	4	0	17	1
RU10	18	11	7	13	5	0	16	0	2	4	14	0
RU09	36	11	25	27	6	3	26	3	7	2	32	2
RU08	46	22	24	32	14	0	37	5	4	1	41	4
RU07	114	63	51	70	37	7	89	7	18	14	90	10
RU06	85	61	24	52	29	4	67	7	11	8	73	4
RU05	115	70	45	60	49	6	89	12	14	11	97	7
RU04	43	34	9	18	23	2	28	9	6	5	36	2
RU03	30	9	21	14	15	1	21	3	6	0	29	1
Total	524	299	225	311	189	24	402	50	72	46	445	33