

**University of  
Roehampton  
London**

## **EQUALITY REPORT 2019/20**

This report helps to fulfil the University's reporting requirements under the Public Sector Equality Duty set out in the Equality Act 2010. Part I provides an overview of the University's initiatives and actions during 2019-2020 to advance and promote equality, diversity and inclusion, and demonstrate its compliance with the general equality duty; Part II reviews the progress that the University has made over the last year in progressing its Equality Objectives 2017-21; and Part III provides an overview of equality data relating to the University's staff and student communities.

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



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**ROEHAMPTON UNIVERSITY**  
**(TRADING AS UNIVERSITY OF ROEHAMPTON)**

**EQUALITY REPORT 2019-2020**

**INTRODUCTION**

The University of Roehampton endeavoured to deliver on its equality, diversity and inclusion (EDI) agenda in what has been a challenging year due to the COVID-19 pandemic (the pandemic). Some activities and events on our EDI calendar could not be delivered as planned, due to pandemic restrictions. Wherever possible however, we delivered events and services to our staff, students and other stakeholders virtually, and worked to achieve the objectives set out in our various EDI related action plans.

We have sought to respond to the disproportionate impact that the pandemic has had on certain groups such as BAME people, women, disabled people, people with caring responsibilities and people from certain socio-economic groups, by providing targeted support and by contributing to various studies and research projects. An area of focus for us throughout the pandemic, has been the promotion of wellbeing and the provision of mental health and wellbeing support for our staff and students.

A number of our academics are actively involved in research and knowledge exchange projects, relating to the impact of the pandemic on particular groups. Examples of such activities include: [Professor Mick Cooper's and Dr Jess Bryant's research collaboration with the British Association for Counselling and Psychotherapy \(BACP\)](#) relating to the disruption to schools-based counselling during the pandemic; [Dr James Gilleen's study](#) that measures psychological stress in frontline NHS staff in order to devise and recommend therapeutic interventions; and Professor Aisha Gill OBE's work with Suffolk Police, Cumbria Police, Glasgow City Council, the Victims Commissioner and some charities, to [address the spike in domestic violence as a result of the pandemic](#). Professor Gill also led a [fundraising campaign](#) to fund emergency shelter accommodation for victims and survivors of gender-based violence, who have no access to public funds due to their migration status.

We also continued to make good progress on our EDI targets. Key achievements over the past twelve months include:

- Submission of an application to Advance HE for an Institutional Race Equality Charter bronze award;
- Appointment of a dedicated EDI Officer. The position is initially filled on an interim basis whilst recruitment for a permanent post holder is in progress;
- Appointment of one of our Executive Officers as a Senior Race Equality Champion; and
- Establishment of a Women's Network.

This report demonstrates how the University is meeting the Public Sector Equality Duty set out in the Equality Act 2010 (The Equality Duty). Part I provides an overview of our initiatives and actions during the 2019-2020 academic year to advance and promote EDI, and meet the general equality duty; Part II reviews the progress we have made in meeting our Equality Objectives 2017-21; and Part III provides an overview of equality data relating to our staff and student communities.

### **The Equality, Diversity and Inclusion Committee**

**29 March 2021**

## **PART I**

### **PUBLIC SECTOR EQUALITY DUTY**

As a public body, the University is subject to the Public Sector Equality Duty (the Equality Duty) under the Equality Act 2010. The Equality Duty covers the protected characteristics of age, disability, gender, gender reassignment, pregnancy and maternity, race, religion or belief and sexual orientation. The Equality Duty consists of a general equality duty which is set out in section 149 of the Act, and requires public bodies to have due regard to the need to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act 2010;
- Advance equality of opportunity between people who share a protected characteristic and those who do not; by removing or minimising disadvantages suffered by people due to their protected characteristics by (i) taking steps to meet the needs of people from protected groups where these are different from the needs of other people; and (ii) encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low; and
- Foster good relations between people who share a protected characteristic and those who do not by tackling prejudice, and promoting understanding between people from different groups.

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

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

### **EQUALITY, DIVERSITY AND INCLUSION AT ROEHAMPTON**

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

The University's former Chancellor, Professor Dame Jacqueline Wilson<sup>1</sup>, summarises EDI culture at Roehampton as follows:

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

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

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

During the 2019/20 academic year, the University’s Council, EDIC, EDIG and others within the wider University community, have continued to work to ensure that the University meets the three aims of the Equality Duty. Such work and the various EDI initiatives and established structures are detailed and explained below under the three aims of the Equality Duty.

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<sup>1</sup> Professor Dame Jacqueline Wilson’s tenure concluded at the end of the 2019-20 academic year.

## **1. ELIMINATING UNLAWFUL DISCRIMINATION, HARASSMENT, VICTIMISATION AND OTHER PROHIBITED CONDUCT**

The University seeks to eliminate unlawful discrimination, harassment, victimisation and other conduct prohibited under the Equality Act (hereinafter called Prohibited Conduct) through such measures as (i) the development and implementation of sound strategies and robust policies and procedures; (ii) the provision of adequate training and equality awareness; and (iii) the exercise of zero tolerance in relation to Prohibited Conduct.

### **1.1 Development of strategy, policies and procedures**

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

EDIC is responsible for the development of the University's strategy in relation to equality and diversity matters and for ensuring that the University has appropriate strategies, policies and procedures in place to meet its obligations under diversity and equalities legislation.

In 2018, the University published its [Strategic Plan 2019-22](#) which was supported by a University-wide consultation to take account of staff and students' views. The new Strategy reaffirms the University's commitment to providing a community that is characterised by friendliness, openness, inclusion, and freedom of thought and expression; and to providing a curriculum that reflects the diversity of modern society. Key components of the University's strategy include: the creation of a student experience that enriches the lives of all of its students, fostering a culture of positive wellbeing and valuing their voices; and building opportunities for its staff to develop and grow in a community that is open to the world.

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

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

- Equality and Diversity Policy;
- Dignity and Respect Policy (formerly known as the Bulling and Harassment Policy);
- Disability Policy;
- Trans, Non-Binary and Intersex Equality Policy and Guidance;
- Parental Leave including Time off for dependents Policy;
- Paternity Leave and Pay;

- Shared Parental Leave Policy;
- Shared Parental Leave and Pay (Worked Examples) Policy;
- Maternity Leave and Pay Policy.
- Chaplaincy Policy;
- Procedures Regarding Student Pregnancy, Maternity, Paternity and Infant Care Policy;
- Sensitive Issues Policy;
- Student Mental Health Policy;
- Flexible Working and
- Staff Disability Policy.

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

## **1.2 Provision of Training and Awareness raising**

The University believes that equality training assist individuals to understand equality and diversity issues and can help to 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.

Due to the pandemic, the suite of staff training which is generally delivered face-to-face, was not offered in 2020. The diversity e-Learning module (available to all staff) remained available throughout the period, and the University piloted a new unconscious bias e-module which it developed in partnership with its e-learning partner Cylix. This module was piloted with members of the University's Senate and members of the BAME network. Following positive feedback from pilot participants, the module will be rolled out in the current year as a compulsory module for all staff. It is already mandatory for new starters.

The University is currently reviewing its provision of anti-racism training and is in the process of selecting a training provider from a short list of specialist providers who work with universities and other public sector organisations.

The Roehampton Students Union (RSU) offered and facilitated events and activities throughout 2020 to raise equality and diversity awareness within the student community. The RSU collaborated with the library to showcase displays including a book display with recommendations from the BAME committee. The display featured meaningful and thought-provoking quotes from members of the Black community, and educational content on topics relating to Black history and culture.

The UR Pride Network developed training materials including a webinar on 'Embedding the Rainbow and Queering the Curriculum'. The webinar explores ways to provide support to LGBTQ+ students and how to create an inclusive teaching and

learning environment. The training is now available to members of the University's student and staff communities via the UR Pride Network webpages.

The Network's Allies Representative, Emma Flight, produced training materials for staff on being a LGBTQ+ Ally, and delivered a live training session on Zoom in September, which was introduced by the Vice-Chancellor. The training is also currently available on the UR Pride Network webpages.

### **1.3 Zero tolerance to Prohibited Conduct**

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

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

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

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

In 2020, the University expressed its commitment to implementing the "report and support tool" which is already in use at a number of universities. The tool will enable staff, students and visitors to report experiences, complaints, and other matters related to discrimination, misconduct, harassment or assault. Individuals using the tool will be able to report anonymously or get support from an adviser. A project board has been set up to implement the tool. Stakeholders across the University are being encouraged to get involved in the implementation of this important tool.

### **Equality Monitoring**

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

groups and effectively engage with such groups, if it holds adequate data relating to them. Continued monitoring helps the University to highlight any inequalities, investigate their underlying causes and identify actions to be taken to remove any unfairness or disadvantage. Staff and Student monitoring data are provided in Part III of this report.

## **Students**

Student monitoring is undertaken annually in relation to ethnicity, age, gender, disability, nationality, sexual orientation and religion or belief. Student equalities information is collected at the point of application and registration.

The University also monitors and reports on its performance in relation to student access, participation and success. Access and participation monitoring is currently undertaken and reported on in relation to the five characteristics that the Office for Students (OfS) has identified as areas in which sector data has shown notable gaps in equality of opportunity. They are: (i) BAME students, (ii) mature students, (iii) disabled students, (iv) care leavers and (v) students from areas of low higher education participation or other measure of economic disadvantage.

In addition to the characteristics identified by the OfS, the University routinely monitors the relative performance and progression of its students with regards to other characteristics potentially associated with underrepresentation or disadvantage, including gender and commute distance. All these analyses feed into the work done by the University's Access and Participation Plan Steering Group.

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

## **Staff**

The University undertakes staff equality monitoring annually in relation to the protected characteristics of: disability, ethnicity, sexual orientation, gender, religion or belief, age, gender reassignment and marital status. Staff equalities information is collected at the point of application and staff are encouraged to update their equalities information throughout their period of employment.

The University regularly conducts demographics exercises in which it compares its staff diversity profile against the profile of its student population and the population of its local community, Wandsworth Borough (using data sourced via the Office of National Statistics). The HR department considers the key findings of demographics exercises and leads on work to improve on differentials found between the University's staff profile, the profiles of the local and student populations. Actions identified and taken over the past couple years include:

The University continues to experience a low rate of staff disclosure. It implemented a HR/Payroll system in 2014 which has assisted in the collection of diversity workforce data. Staff are able to log into their staff records and confirm and update their personal details. The University also commenced use of an e-Recruitment system in 2014 that captures data including protected characteristics data. Though

this allows for better understanding, analysis and monitoring of the University's workforce, there remains a need to improve data collection. The University has been trying to improve the quality of its staff data by encouraging staff to disclose their protected characteristics and to enter their missing demographic data into the University's self-service HR system. The automation of Academic promotion and progression processes was introduced in February 2017 and has resulted in those processes becoming even more transparent and auditable.

The University continues to conduct regular equal pay audits and publishes gender pay figures in keeping with Government's mandatory reporting requirements. The University's most recent report can be viewed [here](#).

This report indicates an average median gap of 5.32%, which is significantly below the sector average. The University operates a grade structure based on the New Joint Negotiating Committee for Higher Education Staff (New JNCHES)<sup>2</sup> single pay spine, in keeping with the practice of most other universities. Annual pay increases in relation to the single pay spine are negotiated nationally between the Universities and Colleges Association (UCA) and the sector recognised Trade Unions. All roles outside the New JNCHES single pay scale are benchmarked using relevant and appropriate data.

The University uses the "higher education role analysis" (HERA) evaluation tool to evaluate roles that are paid on its single pay spine, and maps role evaluation outcomes onto its grading structure. This practice ensures equal pay for equal work.

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

Under the Equality Act 2010, advancing equality entails:

- taking steps to remove and/ or minimise disadvantages suffered by people due to their protected characteristics;
- meeting the needs of persons who share a relevant protected characteristic that are different from the needs of persons who do not share it;<sup>3</sup> 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.

Equality is advanced at the University by several means including the provision of student support, provision of professional services, learning, teaching and assessment activities and widening participation. Some of the work undertaken in these areas is highlighted below.

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<sup>2</sup> New JNCHES is the central committee for multi-employer negotiations and dialogue on pay and pay-related issues.

<sup>3</sup> The Equality Act states that meeting different needs includes (among other things) taking steps to take account of disabled people's disabilities.

## **2.1 Advancing Equality through Student Support and Professional Services**

### **Disability Services**

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

#### Provision for students

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

Services offered by the Disability Service (DS) include: assisting students in applying for Disabled Students Allowance (DSA); specialist mentoring; arranging support from non- medical helpers such as note takers, study assistants and British sign language (BSL) interpreters; providing examination adjustments; and providing advice and support to students with specific learning differences including dyslexia, dyspraxia, dyscalculia and attention deficit hyperactivity disorder. DS also provide expert advice and guidance on reasonable adjustments for students, raise awareness and understanding of the difficulties experienced by disabled students at University, and offer advice and guidance to staff on strategies to support students with a range of presenting needs.

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

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

The DS has worked on improving its approach to engaging prospective students with its services. Improvements have been made to service provision including the earlier provision of information about services following course application.

Appointments were offered to new students throughout the summer and this afforded students an opportunity to discuss their needs prior to starting their courses and facilitated the earlier provision of all support where possible. In addition, disabled students were offered an opportunity to move onto campus earlier than their peers and they were offered a transition programme during this period.

The purpose of this was to recognise the additional support that some students need to familiarise themselves with new environment.

The University continues to work to ensure that its webpages adhere to web accessibility guidelines. This is an ongoing piece of work and the University's webpages are compliant with Level AA or Level AAA where this is possible. In addition, the University's library has its standalone webpages and Accessibility Statement in compliance with the Public Sector Bodies (Websites and Mobile Applications) (No. 2) Accessibility Regulations 2018.

In the recent Postgraduate Research Experience Survey (PRES), the University's BAME and disabled students who responded, highlighted significantly higher levels of satisfaction than the sector average.

### Provision for staff

DS delivers a number of training sessions both independently and collaboratively with other departments across the University including training staff on inclusive practice, reasonable adjustments, disability awareness and mental health awareness. A relatively new area of training provision is mental health first aider training which is delivered free to both staff and students. The provision of this MFHA England Training helps to ensure that various departments have people who can support their colleagues, promote positive mental health and raise awareness of tools available to support own wellbeing.

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

The University is continuing to work to improve the inclusivity of its environment and continues to work with AccessAble to provide detailed [Access Guides](#) to the buildings, services and accommodation and rooms across the University's four campuses.

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

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

Key equality and diversity activities in which the Department engaged in 2020 include:

- Ensuring that staff had access to mental health and wellbeing support; and other health and safety related support during the pandemic to enable safe and flexible working from home.
- Providing guidance and advice to staff on equality, diversity and inclusion matters.
- Arranging equality training for staff including adapting such training to make it more accessible for operational staff who do not use a computer at work and

who many not have English as a first language.

- Reporting on the University's gender pay gap, analysing equality and gender pay data.
- Overseeing sponsorship of Non-EU employees and students.
- Providing advice and support relation to Brexit.
- Supporting preparations for membership of the Race Equality Charter (REC) and supporting the Athena Swan SAT and the Stonewall Global Diversity Champions.

## **2.2 Advancing Equality through Learning and Teaching Enhancement and Student Engagement**

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

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

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

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

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

staff to gain recognition for their teaching and which is aligned to the UKPSF.

The University strengthened the leadership of learning and teaching in 2017 by establishing the Student Experience and Outcomes Panel (SEOP), which is chaired by the Vice-Chancellor. SEOP meets three times a year to review all teaching excellence and outcomes data and to consider enhancement plans at institutional, subject, programme and module level. SEOP activity is led by the Deputy Provost Learning and Teaching, who chairs the University Learning, Teaching and Quality Committee (LTQC). Each academic department has a Learning and Teaching Quality Group (LTQG) chaired by a senior learning and teaching lead who sits on LTQC and who is responsible for leading academic enhancement locally, including work to improve student retention. The outcomes of SEOP, including the analysis of current data at all levels and enhancement are managed by the relevant Head of Department and LTQG Chair, reporting directly to the Deputy Provost Learning and Teaching.

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

In September 2018 a student engagement team was appointed to work alongside the registry team responsible for student records, the wellbeing team and academic staff and administrators in departments to identify and engage with at-risk

students. The team reports to the Director of Student Engagement and its remit includes contacting students with low levels of engagement and takes the appropriate action such as contacting academic guidance tutors or making referrals to the student wellbeing team.

### **2.3 Advancing Equality through Widening Participation**

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

Over the last year, the University continued to deliver an extensive and well-established programme of targeted outreach activities designed to raise levels of attainment, aspiration and applications among under-represented groups. The University's Schools and Colleges Engagement Team was awarded the AimHigher Award in 2020 for the second consecutive year. AimHigher is a collaborative partnership that aims to support students from disadvantaged backgrounds to access Higher Education and their awards recognise 'the extra mile' practitioners go

in delivering collaborative outreach activities to young people every year.

The University's widening participation activities included:

- **Pathways to Law**

The University is a partner institution in the Pathways to Law programme (alongside LSE and QMUL). This programme was set up in 2006 by the Sutton Trust and The Legal Education Foundation, with support from major law firms. It seeks 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. 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. The year culminates in a residential course at the University of Warwick with participants from all 12 national partner universities.

- **Cool to be Curious**

This initiative was launched in September 2018 in collaboration with Putney High School (PHS) as a follow-on from our previous programme, Cool to be Clever. The programme targets around 36 years 5-6 gifted and talented children from 6 London Borough of Wandsworth primary schools who potentially could be the first in their families to go to university. Year 5-6 children were chosen as this age group (9 -10) often sees a dip in attainment and is an age where aspirations can realistically be developed. The selected children meet termly for events at the University and PHS, covering topics such as philosophy, geography and life sciences amongst others. Outside the University sessions, Year 11 students from PHS provide mentoring support for the children, focusing on confidence building. The academic sessions and mentor support continue throughout Years 5 and 6, with a graduation celebration at the end of the two-year period. The aim, by the end of the project, is that the children's aspirations will have been cemented, parents will have confidence in university as a realistic option for their children, and the attainment levels of these children will have been raised.

- **Collaborative outreach with AimHigher London (including the 'National Collaborative Outreach Programme' (NCOP))**

The University's work with AimHigher London allows it to collaborate with local universities, schools, colleges, local authorities and other stakeholders. The University hosts and supports events both on its campus and at other NCOP Partner Universities for target groups of learners and the adults that work with them. The NCOP events offer a structured and progressive programme of events for learners from Year 9 to 13 from low participation wards, looking to reduce the gap with under-represented groups in higher education. The collaborative outreach aims to promote awareness of Higher Education and progression pathways, and to provide support at Key Stages 3 & 4. Through AimHigher, the University works with looked after children to broaden aspirations to higher education. Activities such as conferences, subject taster sessions and student life sessions aim to raise the aspirations of young people, leading to informed

choices about their future and the possible routes after secondary school and/or college.

Current projects and activities include: a project focusing on care leavers in collaboration with various London boroughs; activities to promote university education to students from looked after backgrounds and students with disabilities (specific learning difficulties in particular); and activities aimed at supporting individuals from under-represented groups through the provision of advice and guidance and enhanced, impartial information. This allows for improved information flows to schools.

- **GAME PLAN**

Game Plan is a four-day summer school for boys in year 10 from disadvantaged backgrounds and commenced in July 2019. The summer school is themed around Sport & Exercise Science, Business Management and Journalism, and focuses on raising confidence and awareness of the higher education opportunities that are available. It also provides positive male role models for the participants.

- **LEARNING TOGETHER NATIONAL NETWORK**

This is an initiative started by the University of Cambridge. It aims to challenge social disadvantage as a barrier to learning, by pairing universities with prisons. As part of this Network, the Department of Social Sciences offers an accredited higher education course to prisoners at HMP Belmarsh alongside our students. Both groups share ideas, debate, reach conclusions and write essays about their understanding of criminal justice, and the different ways in which punishment can be justified.

- **ROEHAMPTON TASTER LECTURER PROGRAMME**

PG students develop age appropriate mini lectures based on their research topics and deliver these in schools and on campus to encourage extra-curricular learning and inspire aspiration outside the standard school subject portfolio. Access and outreach activities are kept under review to ensure focus remains on key target groups and new activities are developed where appropriate.

Further details on the University's widening participation initiatives are available in its [APP](#) and its [Annual Report 2019-2020](#).

## **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 BAME and women (particularly at more senior levels) is a challenge which the University faces and has identified as an area for improvement.

The University's employment advertisements state the University's commitment to being an equal opportunities employer and it is a regular practice of the HR Department to solicit applications from underrepresented groups. A key focus area for the University in recent years has been the recruitment and retention of BAME academic staff to ensure greater representation of this group across the University. The progress the University has made in progressing its equality objective to improve the recruitment of and retention of Black, Asian and Minority Ethnic (BAME) academic staff.

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

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

The Athena Swan Charter is a framework which is used across the globe to support and transform gender equality within higher education and research. The Charter was established in 2005 to encourage and recognise commitment to advancing the careers of women in science, technology, engineering, maths and medicine (STEMM) employment, and it is now being used across the globe to address gender equality more broadly, and not just barriers to progression that affect women.

The University promotes activities to encourage women in the workplace including participation in Aurora, an Advance HE leadership development initiative for women. Aurora brings together leadership experts and higher education institutions to take positive action to address the under-representation of women in leadership positions in the sector.

The provision of scholarships is another means of supporting women in the student community. Current scholarships include:

- A new Women in Esports Scholarship launched in 2020 which is first women-focused esports scholarship to be introduced in Europe. It has attracted a number of high profile esports brands to partner with the University, and aims to improve diversity and inclusivity in the esports industry and to inspire the next generation of women esports professionals. In announcing the scholarship, the University's Deputy Vice-Chancellor and Provost, Professor Anna Gough-Yates, stated: "We are proud to be engaged and at the forefront of developing talent for an exciting and emerging industry like esports. Diversity and inclusion are values held to the highest regard

at the University of Roehampton and the scholarship is another example of how we implement this into the experience of students and the extra-curricular activities available to them.”

- The Dame Stephanie Shirley Women in Computer Science Scholarship: this is a cash scholarship for full-time female BSc Computer Science (three year) students in receipt of the maximum means-tested maintenance loan from Student Finance England. It is worth £1,000 each year for three years, or £3,000 in total, and named after a British computer scientist, businesswoman and philanthropist who promoted the role of women in computer science

The University is also working to ensure that people of all genders feel welcomed on campus. Initiatives include the introduction of gender-neutral bathrooms in some of its buildings.

The University promotes and encourages diversity and participation of underrepresented groups in University activities. 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. The UK Workplace Equality Index (WEI) is a powerful benchmarking tool used by employers to help ensure all lesbian, gay, bi and trans employees can be themselves in the workplace. WEI 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. Further details on the University’s work and achievements in this area, as well as the activities of UR Pride, our LGBT+ network are provided in Part II of this report.

UR Pride meets quarterly, and reports on LGBT+ matters to the EDIG. The aims of the network are to:

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

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

### Disability

The University became a Disability Confident Employer in 2016, under the Government's (Department for Work and Pensions) ['Disability Confident' scheme](#) which has replaced the Job Centre's Two Ticks: Positive about Disability Scheme. The University is now at level 2 having moved on from level one of the scheme which is designed to challenge attitudes towards disability; increase understanding of disability; remove barriers to disabled people and those with long term health conditions in employment; and ensure that disabled people have the opportunities to fulfil their potential and realise their aspirations.

The University continued to offer a range of disability related events in 2020 and emphasis has remained on the importance of disclosing a disability or mental health condition.

The University reviewed its health and wellbeing provision with the aim of facilitating a more 'holistic' staff support package including improved accessibility to occupational health appointments across the UK. On-site provision is also available to members of staff. A staff wellbeing group was established in 2017. The group is comprised of staff from HR, Student Wellbeing and Disability Services, Health & Safety, Chaplaincy and Colleges, RSU, Sport Roehampton and Trade Union representatives. The group meets regularly to discuss activities that can be organised to improve staff Health and Wellbeing.

The mental health and wellbeing of its students and staff has been a key concern for the University throughout the pandemic. The Proactive Student Support campaign was introduced by the Student Engagement and Student Support teams to support students. Under this initiative, every student receives a telephone call at a key point of their academic year to make sure that they are proactively supported during the pandemic. The calls are to ensure that they have appropriate wellbeing support; assess whether they have everything they need to study (e.g. laptops) and whether they understand what is expected of them (in terms of course content).

### ***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).

As iterated above, the provision of scholarships is one of the means of advancing equality, diversity and inclusion for underrepresented groups within the student community. The University also has a Student Hardship Fund which provides financial assistance to help students through periods of financial difficulty. Students are able to apply to the fund at any point throughout their programme, and funding includes grants or repayable interest-free loans. Access to this fund has been particularly helpful for students experiencing financial difficulties during the pandemic due to their socio-economic backgrounds.

Current scholarships include:

- **The Sacred Heart Sanctuary Scholarship:** this scholarship is designed to support those who might otherwise be unable to access higher education funding as a result of their immigration status, and is open to applicants seeking asylum or humanitarian protection status. Recipients are entitled to a full tuition fee waiver; 52 weeks of paid for on-campus accommodation per year (where required) and access to a maintenance grant equivalent to the maximum government maintenance loan for each academic year of their programme.
- **The BA Primary Education Male Student Scholarship:** available to full time primary education male students in receipt of the maximum means-tested maintenance loan from Student Finance England. This is a government initiative, and 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.
- **Al-Habeeb Scholarships:** two cash scholarships offered to high-achieving home/EU students from disadvantaged communities who might otherwise be prevented financially from attending university. These scholarships are made possible thanks to the generosity of Mr Mohammad Habeebullah OBE JP.
- **Care Leaver Bursary:** students who enrol on undergraduate programmes at the University are eligible for these bursaries worth £2,000 per academic year, as well as priority for the Hardship Grants, if all of the criteria are met. This is in addition to any other entitlement to financial support the student may have.

## 2.5 Advancing Equality through fostering engagement and consultation

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

### Student engagement and consultation

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

- The conduct of student surveys - Surveys are conducted at key points in the life-cycle (e.g. a New Entrant survey) or in relation to specific areas of University life (e.g. Sport survey, focusing on both participants and non-participants). Information gathered from them builds on the picture provided by existing sector-wide research (such as NSS, PTES and PRES).
- Holding Student Senate each term - Student Senate provides a formal forum in

which students can raise issues of concern with members of the University's senior administration and can be consulted on key institutional matters. Student Senate is a consultative and advisory body with the power to make recommendations or refer matters to appropriate bodies or individuals within the University such as Council (and its committees) and Senate (and its committees). Students also sit on each committee of Senate, where monitoring and evaluation of the activities and performance across the University take place. There is also student membership on programme boards and on approval and review panels.

- Using the e-learning platform Unitu - Unitu provides an opportunity for structured and supported student discussion and feedback on all aspects of studies.

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

In addition, student network groups (known as societies) play an important role in student engagement in equality, diversity and inclusion matters at the University. They promote the rights of different groups and raise awareness of their challenges and help to bring about collective social change. Societies include: the Afro-Caribbean Society (ACS), Ahlulbayt Islamic Society (ABSOC), Chinese Society, Christian Union (CU), Feminist Society, Hindu Society, International Society, Islamic Society (ISOC), LGBTQ+ Society, Mental Health Network, Nepalese Society, Roehampton Coexist Society, Roehampton Sikh Society, Somali Society, Students With Additional Needs (S.W.A.N.) Society and Universal Black Minds (UBM) Society.

### Staff engagement and consultation

The University recognises that effective network groups can play an important part in promoting diversity and inclusion as they facilitate a sense of community, wider involvement in decision making, peer support, networking and knowledge sharing. There are currently three Equality Network groups at the University – the BAME network, the LGBTQ+ network (known as UR Pride) and the EU staff network group. The network groups are independent of HR and are led by interested members of staff.

The Women's Network was formalised in 2020. It aims to create and maintain a safe, supportive, aspirational and motivational network for people who identify as women. Membership is open to any staff who identify and/or present as female. The network's objectives are to:

- To raise awareness and provide a forum for the discussion of gender equality issues, both within the women's network and the wider University community, including students when appropriate.
- To establish working groups to explore issues, support women and recommend changes to enhance policy or practice, as required.
- To support the University's Athena SWAN submission and action plan towards achieving Athena SWAN silver award.
- To further the University's enabling strategy's objectives on supporting the career progression of women and achieving more inclusive representation at board / senior level.
- To facilitate and support a new platform for the University's female students.
- To organise social events and networking opportunities as required by the membership, and with participation of students.
- To act as a conduit for intersectionality between different equality strands and other University networks.
- To provide a channel of communication between individuals and the EDI Group and Committee.
- To engage with the University's consultation processes around policy changes.

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

A sub-group of EDIG headed by the HR Director reviewed the responses and analysed the data gathered. Further analysis was undertaken by members of the planning and HR teams as well as the Vice Chancellor's Office. The group analysed the data by Protected Characteristics and reported their key findings to the EDIG. Areas identified for further scrutiny and action included career development and progression particularly for individuals with disabilities and BAME staff; pay; recruitment and selection for LGBT staff and some BAME staff; and staff development. Analysis of staff development data resulted in the launch of a new tailored Leadership and Management training programme in 2019.

#### Trade Unions engagement and consultation

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

representation on both the EDIG and EDIC.

### **3 FOSTERING GOOD RELATIONS BETWEEN PEOPLE FROM DIFFERENT GROUPS**

The Equality Act describes fostering good relations as tackling prejudice and promoting understanding between people from different groups. This is done at the University in various ways, including the activities of a vibrant Chaplaincy, Students' Union and Network Groups, as well as through active community engagement.

#### **3.1 The Chaplaincy**

The Roehampton Chaplaincy continues to support the practice and expression of all religion and belief among staff and students and has an active and supportive multi-faith Chaplaincy team. The team is comprised of chaplains, assistant chaplains, and community workers from a number of faith traditions. To support academic achievement and inclusive practice the Chaplaincy seeks to create a supportive environment in which individuals and the wider community can flourish, where faith is nurtured and friendships are made both within and across different faith groups, ensuring that people of all faiths and none are respected and cared for. The Chaplaincy is involved in the pastoral care of both staff and students and provides support in relation to a range of issues including spiritual accompaniment, engaging with wider faith communities, vocational exploration, mental health concerns, loneliness, bereavement, identifying as LGBT within faith contexts, and interfaith relationships.

The Chaplaincy seeks to enhance a sense of belonging within the university community, promote dialogue and peaceful co-existence to all members of the community, and offer opportunities for exploring issues around life and faith, and occasions for enjoying time together. Usual Chaplaincy activities are focused on:

- Social activities – creating opportunities to extend community and networking across different groups through the sharing of space, time and hospitality. For example, this includes a weekly community lunch and weekly Tea and Toast social. This also includes one-off events celebrating specific festivals, occasions and special days such as Fairtrade fortnight, the international day of peace, and MacMillan cancer research coffee mornings.
- Faith activities – supporting faith practice and the spiritual development of individuals and specific groups (such as the RSU faith societies) as well as extending understanding about specific faiths, particularly when observances may impact on academic activities (e.g. fasting during Ramadan). In 2019/20 this included:
  - maintaining prayer spaces on campus;
  - offering regular opportunities for prayer, worship and learning across different faith traditions. For example: ecumenical prayer breakfasts, lectio divina, the ministerial theology worship service, Islamic Friday prayers, and weekly Buddhist meditation;

- modelling and nurturing positive ecumenical and interfaith relationships. For example, through our residential ecumenical student community, and the development of interfaith activities around special occasions such as Transgender Day of Remembrance and Holocaust Memorial Day;
- creating opportunities to support governance and share knowledge of faith related issues with the wider community. For example, the development of an 'Introduction to Islam' series, and presence on committees (such as EDIG) and within networks (such as BAME and LGBT).
- Marking religious festivals and special days of remembrance or awareness. In addition to offering activities the calendar of these days is integrated with the Chaplaincy's social media strategy and the team works with the university's communications team to widen engagement with these moments of celebration.
- Community activities – providing and contributing to events and programmes that promote/model inclusive community. For example: Inspired by the previous success of the Co-Exist Student Society, the development of a regular Co-Exist Café (in conjunction with Southlands College) that offers a space to celebrate diversity and explore living well together; leading activities that mark specific moments of remembrance, such as Transgender Day of Remembrance, Remembrance Day and Holocaust Memorial Day; and contributing to activities lead by colleges, networks and other groups that promote specific campaigns and occasions, such as the 'consent' campaign, wellbeing fair, and LGBT history month.
- Wellbeing – Supporting the wellbeing of all staff and students through pastoral care and attention to spiritual and emotional development. In 2019/20 this included working in partnership with the Wellbeing Team to develop a student-focused listening service, available to students of all faiths and none.

### **3.2 The Roehampton Students' Union ("RSU")**

RSU was nationally recognised for its EDI work and received the National Union of Students Award for Diversity, in 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 2020 that afforded students and others from diverse groups the opportunity to interact positively with each other.

Though some events were targeted at students with certain protected characteristics, they were open to all and helped to foster good relations between students from different groups.

In 2020, RSU launched a new diversity calendar that is accessible through social media. It includes international significant dates and religious festivals, EDI-related events and key dates.

### **3.3 EDI Network Groups**

The network groups host a variety of events for their members and allies and these are open to the wider university community. Many events are designed to promote and understanding between their members and people from different groups. The networks also raise awareness of EDI related issues. Events and activities over the last year include:

- the BAME Network's hosting of an online cultural event on 14 May 2020 during which BAME staff shared poems, songs and experiences. The network also hosted: an employability event during the summer during which the Chair of Council, Phil Walker, was a guest speaker; and a 'Time to Talk' session to open the conversation about race with students, staff and alumni in June 2020, in support of the Black Lives Matter campaign.
- UR Pride's awareness raising of myths around Bi people by featuring stories on its Twitter account and its creation of Bi Visibility virtual backgrounds on Zoom to help celebrate Bi Visibility Day on 23rd September.

### **3.4 Community Engagement**

The University actively engages with its diverse local community and has particularly good working relationships with Wandsworth Borough Council and Hammersmith & Fulham Borough Council, as well as key influential business networks such as London First. The University is also actively involved in EDI related projects and collaborations on a national level.

On 28 October 2019, the University launched the Whitelands Centre for Pentecostalism & Community Engagement, marking an exciting development in Ministerial Theology at the University. It is the first centre in the country dedicated to Pentecostalism and community engagement. The Centre aims to be a dynamic place for the study and research of Pentecostalism and the intersection of Pentecostal and Charismatic spirituality, music, and socio-political engagement.

The Centre works in partnership with the Pentecostal Credit Union (PCU) to provide placements, mentoring, and employment opportunities for students. The Centre also works with a range of civic and business partners, to hosts monthly Whitelands Conversations for students, staff, and the wider community. The director of the Centre is a member of the Mayor of London's Church Leaders' Roundtable, focusing on youth justice, education, and community cohesion.

The Whitelands College Chaplain is working with Holy Trinity Church, Roehampton, to bring Anglican and Pentecostal pastors and leaders together to develop community cohesion programmes for young people in the London Borough of Wandsworth. They are also collaborating to host a series of seminars and conferences for people within the local area, focusing on contemporary social, religious and environmental themes.

Further details of the University's Community engagement are contained in its [Annual Report 2019- 2020](#).

### **3.5 EDI Events and Celebrations**

Notable EDI related events and celebrations held during 2020 are provided below:

#### **International Women's Day Celebrations**

A number of celebrations were held across the University to mark International Women's Day in March 2020.

Other notable women's related events were held during the year including:

- A seminar and screenings event hosted by the Centre for Research in Film and Audiovisual Cultures in honour of Women Over Fifty Film Festival founder and director Nuala O'Sullivan, on 5 February 2020. Dr Deborah Jermyn talked with Nuala O'Sullivan about how and why she established WOFFF and the work the festival does to address diversity and inclusivity in the film industry.
- This Roehampton Girl Can Week: In November 2020, Sport and Active Communities arranged a number of free and engaging activities to encourage and develop women in sport, alongside the national This Girl Can campaign led by Sport England. Activities included a variety of classes and socials for women, cross all three strands of Sport and Active Communities (Sport, Gym and Play). Students and staff were given the chance to try new free activities, and encouraged to pursue a sporting ambition. While the national campaign is week-long, the University promotes getting more women into sport year-round.

#### **LGBT+ History Month Celebrations**

LGBT+ History Month was celebrated in February 2020 with a range of events on and off-campus including:

- Sports and Active Communities delivered a *Pride in Roey* workshop which focused on making club activity accessible to all. It also provided information on how to signpost/report discrimination.
- A variety of gender-neutral sports activities were offered, and rainbow shoelaces were sold to raise money for Stonewall.
- The Chaplaincy held a LGBT+ film screening of *For the Bible Tells Me So*. This was followed by a discussion with Rev. Shanon Ferguson, LGBTQI+ Associate Christian Chaplain.
- The library hosted a LGBT+ history month foyer display, and offered a wide range of resources to staff and students interested in LGBT+ history, identities and wellbeing. The reading lists were curated by the UR Pride LGBT+ Staff Network, as part of the library's new Life and Soul Collection.
- UR Pride LGBT+ Staff Network ran its annual LGBT+ Film Festival on the Digby Stuart and Whitelands campuses.
- UR Pride fundraised £230 for UK Black Lives Matter as part of the network's

support for Black History Month in Oct 2020.

- UR Pride also hosted an online LGBTQ+ quiz to celebrate Pride Month in June 2020.

## **BLACK HISTORY MONTH CELEBRATIONS**

A number of events were held to celebrate Black History Month including:

A series of online events and workshops hosted by the RSU to highlight and celebrate the achievements of inspirational Black role models. Events and activities included virtual quizzes, panel talks, film nights, a dance workshop, and displays showcased in the University's library. The displays included a book display with recommendations from the BAME committee, meaningful and thought-provoking quotes from members of the Black community, and educational content on topics relating to Black history and culture. A series of lectures hosted by Whitelands College:

**The Black Theology and Black Power: the legacy of James H.Cone Lecture:** This was the opening lecture in the Whitelands College Black History Month series. It was led by Dr R. David Muir, Head of Whitelands College. Dr Muir reflected on the importance of James Cone (the 'father of Black Theology') and his relevance to theology; the Black Church; and contemporary discourse on race and social justice. Dr Muir was joined by Rev Jason Shields (King's Church Catford) and Sheryl Arthur (University of Roehampton) who shared ideas and read from Cone's work and those of his students.

**The Black History & Enterprise – stories of financial and economic empowerment Lecture:** This was the second lecture in the Whitelands College series of lectures and focused on finance and economic empowerment. The speakers were Dr Mamata Parhi of University of Roehampton Business School and Elaine Bowes of the Pentecostal Credit Union. The speakers addressed aspects of Black economic empowerment in the past and present.

Dr Mamata's presentation ('A Bit of Hair Worth Quite a Bit': Reflections From The Life of Madame C.J. Walker') looked at the life, struggles and achievements of Madame C.J. Walker and the lessons we can learn from this Black businesswoman and millionaire.

Ms Bowes' presentation (The Story of the Pentecostal Credit Union and its Relevance for Today') told the story of the achievements of the Windrush generation.

**Christians must be 'dealers in hope', especially during a time of crisis. The global pandemic calls for a renewal of faith and compassion – The William J Seymour Lecture:** This was the second Annual William J. Seymour Lecture and focused on the Covid-19 global pandemic. Leaders from the global Christian community talked about the need to 'keep faith' and be in solidarity with those suffering from the pandemic and other disasters that diminish our shared humanity and prevent human flourishing. They addressed the politics of fear and how we can serve each other and the common good through love, care, and compassion. Ultimately, offering hope – being 'dealers in hope' in a time of

crisis.

Speakers and presenters included: The Most Revd Justin Welby (Archbishop of Canterbury); Bishop Michael Curry (Presiding Bishop of the American Episcopal Church); Karen Gibson MBE (The Kingdom Choir); Marcia Dixon MBE (Journalist); Professor Jean-Noël Ezingard (Vice-Chancellor, University of Roehampton); Radhika Bynon (Portfolio Manager, Guy's and St Thomas' Charity); Dr Daniel Eshun (Whitelands College Chaplain); Professor Luke Bretherton (Duke University); Dr R. David Muir (Head of Whitelands College); Reya Naomi Brown (Actress, Young Tina Turner in West End Musical); and Dr William Ackah (Co-Convener, Transatlantic Roundtable on Religion & Race).

## **PART II**

### **PROGRESS REPORT ON EQUALITY OBJECTIVES 2017-21**

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

During the course of 2021, the University will continue to analyse its equality data and engage with its staff, students and other stakeholders to identify new equality objectives for the period 2022- 2026.

The University's 2017-21 Equality Objectives were to:

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

The University has achieved its Equality Objectives 2017-2021 to varying levels and continues to work towards attaining further improvements where necessary. Work continues to be undertaken in accordance with the Equality Objectives Action Plan

which details the actions to be undertaken by the University to ensure that demonstrable change and improvements are achieved with respect to each of its equality objectives. The Action Plan also sets out the success measures for judging the achievement of the equality objectives, identifies the senior officer(s) with responsibility for leading on the various actions, and identifies a timeline for achieving the respective objectives.

The University has achieved the following four equality objectives:

**OBJECTIVE: Improve equality analysis process to ensure that all policies and procedures are equality impact assessed to determine their impact on individuals with protected characteristics.**

The University has improved its equality analysis and now has an effective system in place to ensure that its policies and procedures are subject to equality impact assessment. The following actions were undertaken to achieve this objective:

- The completion of an equality impact assessment (EIA) was made a mandatory requirement for Policy approval.
- The University's Equality Impact Assessment (EIA) form was reviewed and updated.
- The policy development and approval procedures were reviewed with the overall aim of standardising policy development. This review led to the development of a Document Control Policy which came into effect in early 2019. This policy makes provision for the mandatory completion of an EIA with respect to all policies and procedures which are submitted to Senate and Council for approval. Further, it is a requirement that EIAs are conducted at the beginning of projects and the drafting and review of policies and procedures, and that stakeholder consultation takes place.

**OBJECTIVE: Successfully apply for an Institutional Bronze Athena Swan award.**

The University was awarded an Athena Swan Bronze Award by Advance HE in October 2018. A number of measures and initiatives contributed to the University's successful award including the development of a four-year action plan that makes provision for effective support of women to ensure progression in their careers at the University.

Other key actions undertaken include:

- the establishment of a pathway for identifying and supporting staff for professorial promotion, resulting in women making up 66% of promotions to this level between 2015/15 and 2016/17;
- increasing the entitlements associated with maternity and adoption leave to 26 weeks of full pay and paternity leave to 4 weeks full pay;

- undertaking a major job evaluation and pay review which has reduced the median gender pay gap from 9.8% in 2014/15 to 5.2% in 2016/17;
- raising the profile of Athena SWAN activity across the University; mapping Athena SWAN work to other Equality Diversity and inclusion initiatives; and the incorporation of a commitment to Athena Swan in the University's Strategic Plan 2018 – 2021.

The University continues to make good progress on the delivery of the action plan to progress gender equality.

Within the past two years, the University has worked to align its Athena SWAN and Race Equality Charter action plans to help ensure the effective delivery of change for their respective communities, but around five themes:

1. Strategy, leadership and governance: Strategic planning, governance structures, senior EDI leadership, extending Athena SWAN and resource management.
2. Monitoring and reporting: Data gathering, process, analysis and insight.
3. Recruitment, promotion and supporting work/life balance: Policy and procedure, recruitment and reward, promotion and progression, induction and family friendly practices.
4. Removing obstacles to career progression: Contracts, reward and recognition, career progression and development and research excellence.
5. Organisational culture: Staff survey findings, support for trans and binary people, recognition of intersectionality, staff networks, timings of meetings and workplace events and workloads.

**OBJECTIVE: Increase its score in the Stonewall Workplace Equality Index by at least 15% by 2021.**

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

The University's success continued following the submission of its 2020 Stonewall Workplace Equality Index (WEI) which saw the University entering the top 100 inclusive employers. The University ranked 89 out of 503 organisations. Within the higher education sector, the University is ranked 14 out of 54 institutions and is in the top 2 for London institutions.

Over the past two years, the University has focused on strengthening a number of areas as part of its commitment to improving diversity and inclusion, and has been working to:

- Enhance policy content and staff benefits, which are inclusive and well communicated (44% above the higher education sector average and 22% above the average for the top 100 organisations);
- Boost governance and LGBT employee network group activity and engagement (51% above the higher education sector average and 17% above the average for the top 100 organisations);
- Promote wider community engagement and outreach activity (21% above the higher education sector average).

Priority EDI areas for further improvements during 2020 were: the employee lifecycle and training; monitoring and data analysis to support the EDI strategy; procurement; trans inclusion; and community engagement.

The WEI 2021 submissions did not open in June 2020 as planned, due to the pandemic. However, the University benefited from a Stonewall consultancy during which Stonewall provided guidance feedback on three areas: the employee lifecycle, monitoring and supply chains which will inform its 2022 submission.

The University's continued improvements in this area reflect its commitment to creating a fair workplace for all.

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

During the course of 2019, we revised our due diligence procedures and documentation to ensure that appropriate pre-contract questions are raised with our prospective partners and contractors regarding their equality compliance. We have also made changes to ensure that compliance monitoring continues throughout contract periods.

We have also revised our standard contracts including our terms and conditions for the supply of goods and services. They contain an anti-discrimination provision enjoining suppliers not to unlawfully discriminate within the meaning and scope of the Equality Act 2010, Human Rights Act 1998 or other relevant legislation.

**ONGOING WORK**

Work in relation to the other four 2017-21 objectives continued over the past 12 months, as the University endeavoured to make further improvements to its target areas and to meet the success measures set out in its Equality Objectives Action Plan. The progress made is set out below:

**OBJECTIVE: Improve the recruitment of and retention of Black, Asian and Minority Ethnic (BAME) academic staff.**

Recruitment data for the 2019/20 period shows that BAME academic staff appointments increased by 11% from the period 2018/19. This increase is attributable to the work undertaken over the past four years which is summarised below. Adherence to the REC Action Plan approved in July 2020, will go a long way in helping the University to further improve in these areas. The Senior Race Equality Champion will lead on the successful delivery of the action plan and will be supported by recently appointed departmental Race Equality Champions, who are expected to drive forward action at the local level.

During 2020, the interim EDI Officer undertook a light-touch review of the University's recruitment process and identified areas for improving EDI practice in these processes. The HR department will be taking forward the required work in this area in consultation with relevant stakeholders. An academic staff review is also planned for the current year, and will commence in February 2021.

Over the past two years, the University has developed positive action initiatives to address identified areas of under representation in its BAME academic community. Staff are also being supported to achieve promotion and progression. Initiatives include the provision of support to aspiring BAME leaders through specific leadership development programmes, and raising awareness of available support through such means as targeted staff and student inductions. The University consulted with members of the BAME staff network in adopting these initiatives.

In addition to the above, several other actions have been undertaken within the past four years to progress this objective including:

- **Updating recruitment material to reflect the University's culture, which promotes diversity (including creating and disseminating a recruitment video)**

The video was produced in 2018 and highlights the diverse workforce at the University. It features a number of BAME staff from a range of roles across the University, who share their experiences of working at Roehampton and the benefits of working in its diverse community.

- **Working with recruiting managers to specifically look at all BAME applicants and to invite to interview all BAME applicants that meet the requirement of the person specification**

Managers are required to interview BAME applicants who meet the person specification wherever possible and reports detailing the ethnic makeup of the applicant pool for each vacancy are provided to recruitment panels.

Online recruitment guidance for managers was published on the University's intranet in 2018. The guidance aims to ensure that the University encourages diversity. Guidance has also been produced for candidates and members of recruitment panels. In addition, recruitment and interview training is provided for all staff covering such topics as unconscious bias and its impact on decision making.

- **Ensuring that BAME role models/champions are visible and easily accessible**

The BAME Network is well established and now enjoys good visibility across the University due to the publicity of its events and to its many campaigns.

The recent appointment of the Senior Race Equality Champion will also be helpful in this regard.

In 2018, the RSU in collaboration with the Student Engagement team, established the [BAME Student Ambassadors](#). The aim of this initiative is to ensure that the views and concerns of BAME students are presented and considered in relation to their attainment at the University. The ambassadors also serve as role models to their peers.

- **Establishing a focus group to investigate staff experiences of development and progression at the University (including the use of equality and diversity related information gathered from exit interviews; and encouraging and supporting existing and new BAME staff to attain senior positions.**

The University committed to undertaking a race equality audit in 2018, to help identify and self-reflect on institutional and cultural barriers standing in the way of BAME staff and students.

Over the last two years, with the support of staff, students and stakeholders, the University has been able to build a rich picture of the experiences of BAME staff and students, based on quantitative and qualitative data.

The consultation process to develop the Race Equality Action Plan had staff and student voice at its heart, using evidence from surveys and focus groups. The Race Equality Action Plan was approved in July 2020 and is built around six themes:

- (i) Strategy, leadership and governance: Strategic planning, governance structures, senior EDI leadership, extending and enhancing race equality and resource management;
- (ii) Monitoring and reporting: data gathering, process, analysis and insight;
- (iii) Student outcomes: Access, participation and success, learning and teaching, inclusive curriculum and the awarding gap;
- (iv) Staff recruitment, promotion and supporting work/life balance: Policy and procedure, recruitment and reward, promotion and induction;
- (v) Removing obstacles to staff career progression: Contracts, reward and recognition, career progression and development and research excellence; and
- (vi) Organisational culture: Survey findings, intersectionality, staff networks, timings of meetings and workplace events and workloads.

The University submitted an application to Advance HE for an Institutional Race

Equality Charter bronze award but unfortunately, was unsuccessful in attaining the award. Feedback received from Advance HE has been encouraging and the University was commended for the commitment demonstrated by the senior management team to work on race equality. It was also commended for the way in which it reflected on data, to develop an action plan that would have a positive impact on equality more broadly. The feedback also highlighted outstanding work in curriculum design and development, understanding of issues in the local community and positive action taken to date to support staff and students.

Areas highlighted for further reflection include: the impact of our enabling strategies on staff and students from different backgrounds and ensuring staff and student engagement throughout the development of the submission.

The University remains committed to following the guiding principles of the Race Equality Charter, and to enhancing the initiatives and solutions for action as set out in Its action plan. An update on our progress in this area will be provided in our next Equality Report.

**OBJECTIVE: 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.**

The University continues to work to progress this objective and in December 2020, it established a working group to progress work on understanding and improving the experience of disabled staff.

The University has endeavoured to make anticipatory reasonable adjustments for its students and staff and to take a proactive, strategic approach to removing barriers that could potentially prevent individuals from participating in all aspects of university life. The University builds inclusive practice into its curriculum through digital learning and lecture capture, and the adoption of inclusive practices and provision of an inclusive campus are areas of focus for the University. The provision of disability support for staff and students is outlined in Part I of this report.

Other actions taken to achieve this objective over the past four years include:

- **Attaining Levels 2 and 3 Disability Confident Employer accreditation.**

The University now has [level 3](#) status. The Scheme helps the University to think differently about disability, and to improve the way it attracts, recruits and retains disabled workers.

- **Facilitating collaborative working between Health & Safety, Occupational Health and Access to Work to support employees with disabilities.**

Representatives from these departments collaborate to support staff who need reasonable adjustments and assistance with Access to Work applications. These applications are initiated by the staff with advice and support from the HR.

Robust processes have been put in place for staff who need reasonable adjustments. These processes have been documented as part of an overall Occupational Health Procedure review.

The HR onboarding scheme introduced in 2018 also helps to identify any required reasonable workplace adjustments.

**- Improving the collaborative provision of professional services to support students with disabilities**

Over the last four years the Disability Services team and the Library and Academic Achievement team have developed a closer working relationship. They have streamlined practices and are working together to develop a more inclusive learning environment. The Disability Service team and the Graduate School have also developed a closer working relationship to ensure that PhD students have a better understanding of processes around accessing disability support. Greater proactive engagement with Study Abroad students coming into the University was also undertaken to ensure a seamless transition and implementation of support and adjustments. Improving the Reasonable Adjustments process for staff and students and develop Reasonable Adjustment procedures.

HR and the Health and Wellbeing Group have developed reasonable adjustments guidance in relation to staff and a more anticipatory approach to meeting the needs of disabled learners has been developed. Initiatives introduced include:

- a more accessible Drop-in and screening service which is offered to Specific Learning Difficulty (SpLD) students during Welcome week and the start of term;
- encouraging students to attend offer holder days to discuss support needs at an early stage and improve the process for making reasonable adjustments;
- offering students appointments to discuss support needs throughout the summer so that support could be put in place prior to the start of the academic year,
- the provision of a suite of training by the Disability Services team. Such training is designed to support positive outcomes for all students, improve the process for making reasonable adjustments and encourage the disclosure of disability. Some of the training on offer includes: Disability and Mental Health Awareness for all new staff (mandatory HR training); Reasonable Adjustments training sessions (for all new academic staff); training for Non-medical Helper (NMH) staff, (Specialist Dyslexia Tutors and Mentors working 1:1 with disabled students); Deaf and Visual Impairment Awareness for Needs Assessors; training on supporting students with Autistic Spectrum Disorders (for Disability & Dyslexia Service staff); Inclusive Practice Workshops (for all staff – support and academic staff); and on-demand training for specific departments and staff groups (e.g. sessions on neurodiversity/specific learning differences for the MCL Department).
- **Making Improvements to the provision of resources for students and teaching staff.**

Improvements included the provision of a step by step visual guide for students to understand how to access disability support and DSA funding at University;

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

- **Continued promotion of the Employee Assistance Programmes (EAP)**

All employees who approach HR with health or other problems are advised about EAP. EAP offers short term interventions to employees who may be experiencing difficulties with their work or their personal lives. It is an invaluable support in the pandemic.

- **Encouraging disclosure of disability**

The benefits of disclosure continue to be promoted and all new staff are asked to complete sensitive data paperwork.

- **Formalising a Disability network group**

The University has not been able to establish this network to date.

**OBJECTIVE: 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.**

The University continues to promote the benefits of disclosure and the role that it plays in its strategy for promoting inclusivity and increasing accessibility, both to its student and staff. There has also been awareness raising in relation to the systems and safeguards the University employs to ensure that disclosed data is kept confidential and stored and analysed in keeping with the Data Protection Act 2018. In June 2018 a GDPR related exercise highlighted the measures that have been put in place to ensure that data is kept secure and confidential.

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

Other actions undertaken over the past four years to progress this objective include:

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

It is widely recognised that champions and role models are important for the visibility of protected characteristics and they are influential agents of change in the

work place and wider community.

Reginald Blennerhassett, Pro-Vice Chancellor and Chief Operating Officer, served as the Senior LGBT+ Champion, a role intended to support and promote the University's work on LGBT+ equality. Mr Blennerhassett retired in December 2020 and George Turner, University Secretary, has taken up the role as Senior Leadership Sponsor for UR Pride.

The LGBT+ Network, UR Pride, has a number of named LGBT+ role models who are featured on the EDI webpage. In their collective statement, the role models state: "We hope that acting as role models for the University community will help to challenge stereotypes and provide inspiration for all staff to be able to be themselves at work." As mentioned above, the University's Director of Finance was appointed as the Senior Race Equality Champion in 2020 and well as a number of departmental race equality champions.

**OBJECTIVE: 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.**

The University continues to see differences in attainment and progression outcomes achieved by different groups of its students and eliminating the attainment gaps in student success and graduate progression are strategic priorities for the university.

The BAME student attainment gap remains a significant concern though notable progress has been made in reducing the gap. The University was awarded Silver in the Teaching Excellence and Student Outcomes Framework (TEF) in June 2019, in recognition that most of its students achieve excellent outcomes. The panel made specific reference to the progress the University has made in reducing the BAME to white attainment gap.<sup>4</sup>

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<sup>4</sup> The proportion of Roehampton taught, undergraduate students attaining firsts and 2:1s has been consistently higher amongst white students than amongst other ethnic groups. The attainment gap for black students has narrowed over this time for black students, from a 40% points difference in 2013/14 to a 25% points difference in 2017/18. Asian students have also seen substantial improvements in attainment rates. The BAME to white gap has narrowed from 27% points to 20% points. In comparison, the sector sees a BAME to white gap of around 14% points and a black to white gap over around 24% points. The attainment rates of students from mixed and other ethnicities have varied over the five-year period with rates generally between those of our black and white students. In 2017/18 the attainment rates of mixed and other students were 15 and 26 percentage points respectively, which is below that of white students (See figures 10 on page 8 of the APP).

As regards progression to employment or further study, over the last five years, the University has seen a marked improvement in the proportion of its graduates (of all ethnic groups) in highly skilled employment or higher level study six months after graduation. BAME students have seen greater improvements than white students, and the greatest improvement has been seen by black students. The rate for Asian students has also generally improved over the period, but in the latest year this has dropped. The University's BAME to white gap went down from 13% in 2012/13 to 8% points in 2016/17. The sector wide BAME- white progression gap has also declined over this period, from 7 to 4% points. The progression rates of students from mixed and other ethnicities have varied over the five- year period, with the gap to white students varying between -14% to +2% for mixed students, and -15% to -3% for students of other non-white ethnicities. In 2017/18 mixed and other ethnicity students progressed at a rate 7% points and 3% points below that of white students respectively (See page 8 of the APP).

Current initiatives aimed at the continued reduction of the gap include an ambitious project to support BAME postgraduate research communities. The University was awarded £60,000 by the Arts and Humanities Research Council (AHRC) to develop a trial and application portal to support prospective BAME students, to develop their projects and improve funding success. The web portal will be launched this year.

The [Re-imagining Attainment for All 2 \(RAFA 2\)](#) project played a pivotal role in progressing this objective. The project team worked with staff and students on addressing the BAME attainment gap. They facilitated half-day tailored Continuing Professional Development (CPD) sessions across all 10 university departments in the 2018 Summer term. The sessions provided a platform for reflections and opened conversations on issues around race, equality and resulted in action planning around inclusive pedagogies and practices.

Following the staff CPD sessions, staff across the University piloted departmental projects around the BAME attainment disparity. For example, Life Sciences collaborated with the Planning Department and the RAFA 2 team to conduct robust statistical analysis looking at external variables that contribute to the gap and also investigating the link between attainment and different modes of assessment. The Business School explored the lived experience of students in order to challenge our own taken for granted views of student engagement and achievement. As a result of the work undertaken during the project, the BAME attainment disparity is now a permanent feature of business planning and programme annual review for academic departments. It is recognised that by embedding the issue into standard University practices, the issue stays on the agenda, encouraging departments and programmes to own and take responsibility for the part that they play.

The University has set out a number of measures in its new APP to reflect its strategic priorities as well as the work in progress to ensure positive outcomes for all. The APP provides detailed analysis of the University's current performance on closing the attainment gaps for its under- represented students, and sets out the sustained measures it will employ to deliver on the University's targets to eliminate these gaps in the future. Section 2 provides an analysis of the University's current performance on access, success and progression, and focuses on the five student groups, where sector data has shown notable gaps in equality of opportunity: (i) students from economically disadvantaged backgrounds, (ii) BAME students, (iii) mature students, (iv) those who have declared a disability, and (v) care leavers.

The table below, taken from the APP, provides a summary of the University's aims and measurable objectives for the student groups, including their intersections, the University will be targeting (target groups), at each stage of the student lifecycle. It also contains the set timescale to eradicate gaps in student outcomes.

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Stage of student lifecycle	Target groups	Aim	Measurable objective
Access	Mature students	Improve participation	Improve on our current proportions of mature entrants to Roehampton by 2024-25
Access	LPN students	Reduce access gap	Reduce the access gap between students from the lowest (POLAR 4 Q1) and highest (Q5) participation areas with 9% point by 2024-25
Access	Care leavers	Improve participation	Double the proportion of care-leavers amongst entrants to Roehampton by 2024-25
Success (continuation)	Deprived students	To close continuation gap	Eliminate the continuation gap between the most and least deprived groups (IMD) by 2024-25
Success (continuation)	Black students	To close continuation gap	Eliminate the continuation gap between black students and white students by 2021-22 and thereafter ensure it does not reopen
Success (continuation)	Mature students	To close continuation gap	Eliminate the continuation gap between mature and young students by 2023-24 and thereafter ensure it does not reopen
Success (attainment)	Deprived students	To reduce the attainment gap	Reduce the attainment gap between most deprived and less deprived students (IMD) to 9% points by 2024-25 with the goal of closing the gap by 2027-28
Success (attainment)	Black students	To reduce the attainment gap	Reduce the attainment gap between black and white students to 10% points by 2024-25 with the goal of closing the gap by 2028-29
Success (attainment)	Asian students	To reduce the attainment gap	Eliminate the attainment gap between Asian and white students by 2024-25
Progression	Deprived students	To close the progression gap	Reduce the gap between the rates at which the most and least deprived students (IMD) progress to highly skilled employment to 3% by 2024-25 with the goal of closing the gap by 2026-27
Progression	BAME students	To close the progression gap	Eliminate the gap between the rates at which BAME and white students progress to highly skilled employment by 2024-25

To meet the aims and objectives set out in the APP, the University has committed to:

- Providing strong leadership, strategic intent and joined-up action across the university to improve the success and progression of our students based on current funding.
- Maintaining fair access in admissions and financial support for students based on need.
- Raising aspirations to attend higher education, support applications to higher education, develop higher education study skills and support the transition to

higher education.

- Fostering a culture that allows honest and open conversations about the student experience and student success for all under-represented student groups.
- Promoting an inclusive and diverse community of students and staff.
- Re-shaping the curriculum of courses to ensure it is inclusive and meets the needs of all our students.
- Embedding inclusive and engaging teaching and assessment practices to drive positive outcomes for students regardless of background.
- Developing a flexible and personalised learning environment that fits students' lives and supports all students to be successful.
- Sustaining a student experience that creates a sense of belonging, builds confidence, supports student success, and provides students with the opportunities to develop the skills and social capital for a successful graduate career.

This work will be evidence-based, draw on, and contribute to, sector good practice. Student and staff engagement will drive enhancement activity. The university will collaborate with partners to promote fair access and ensure positive outcomes for all; and continue to seek external funding to develop new projects, where appropriate.

An implementation plan (IP) has been produced to monitor progress made on the aims set out in section 2 of the APP. The IP is overseen by the Access and Participation Plan Monitoring Group which reports to other key committees as well as to Senate and University Council. This governance framework also oversees annual impact reports which assess such matters as the impact of the University's activities related to access and financial support.

All staff and student representatives are involved in monitoring the IP as it contains details of the interventions developed at a local level to improve student participation, experience and outcomes. Monitoring the is a standing item on team meetings, academic programme boards and formal university committees, providing staff and students with timely information on the progress or delays of planned activities, giving them time to review and make necessary changes.

As in the previous two years, the Student Engagement and Retention team will continue to works alongside the registry team, the wellbeing team, academic staff and administrators in departments to identify and engage with at-risk students. The team will continue to contact students with low levels of engagement and takes appropriate action such as contacting academic guidance tutors or making referrals to the student wellbeing team.

The Student Experience and Outcomes Panel (SEOP) will also continue to review all outcomes data and to consider enhancement plans at institutional, subject, programme and module level.

## **NEXT STEPS**

Informed by the outcomes and actions of our Athena Swan Bronze Action Plan, Race Equality Charter Bronze Action Plan, Stonewall 2021 Workplace Equality Index Action Plan, and data analysis, the EDIG has identified high-level equality objectives for the period 2022-2026. These proposed new equality objectives are subject to approval by the EDIC and Council, and are to:

1. Continue to advance equality, diversity, and inclusion in everything we do at the University.
2. Develop, launch and embed a single equality plan.
3. Better equip our staff and students to challenge inequality, wherever they encounter it.

The EDIG and EDIC in consultation with the University's stakeholders will work during the current year, to develop these Equality Objectives and an action plan.

The University will also continue to work to address the negative impact of the pandemic on various groups within its community including disadvantaged students and staff and students with caring responsibilities. The development of a caring responsibilities policy is already in progress.

## PART III

### STUDENT AND STAFF EQUALITY MONITORING DATA

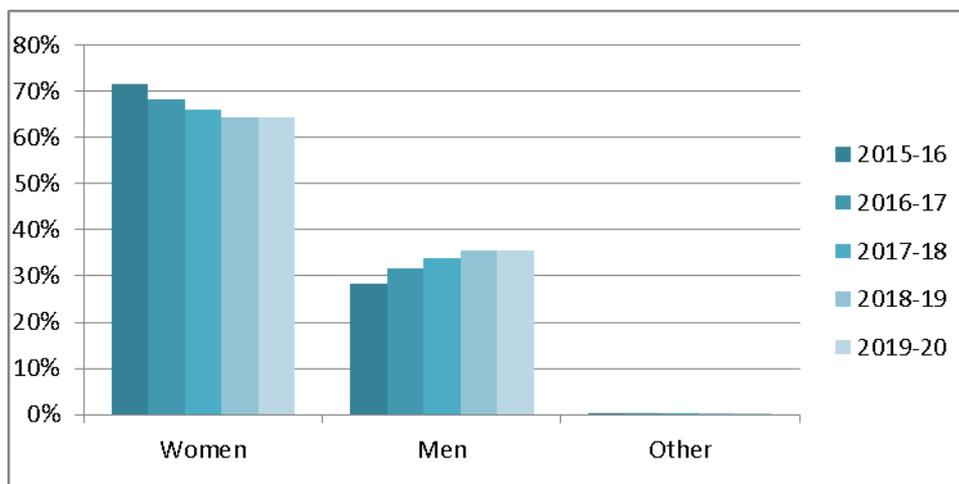
#### 1. STUDENT DATA

The data and information provided below is a breakdown of the University’s student equality monitoring data for the academic year 2019/20. The student data relates to students returned as part of the University’s HESA return, and is profiled by the protected characteristics of: gender, disability, ethnicity, age, religion or belief and sexual orientation.

##### 1.1 Gender

The population consistently comprises of a much higher proportion of females largely due to the profile of courses at the University. There has been a drop in the proportion of females from 71.6% to 64.4% between 2015-16 and 2019-20.

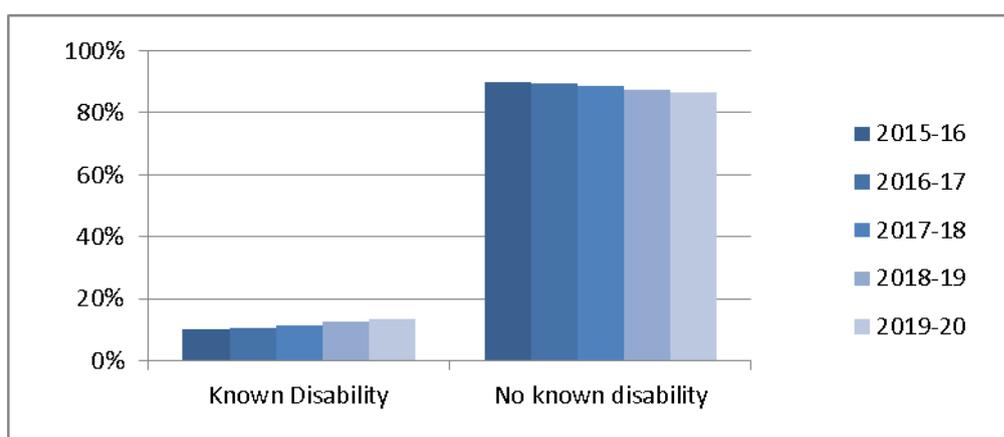
Gender	Student Numbers					Proportions				
	2015-16	2016-17	2017-18	2018-19	2019-20	2015-16	2016-17	2017-18	2018-19	2019-20
Women	7245	8062	9134	9286	9236	71.6%	68.3%	66.0%	64.4%	64.4%
Men	2866	3742	4702	5134	5100	28.3%	31.7%	34.0%	35.6%	35.5%
Other	1	4	5	7	15	0.0%	0.0%	0.0%	0.0%	0.1%
<b>Total</b>	<b>10112</b>	<b>11808</b>	<b>13841</b>	<b>14427</b>	<b>14351</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>



## 1.2 Disability

There has been an increase of around 3% in the proportion of students with a known disability between 2015-16 and 2019-20.

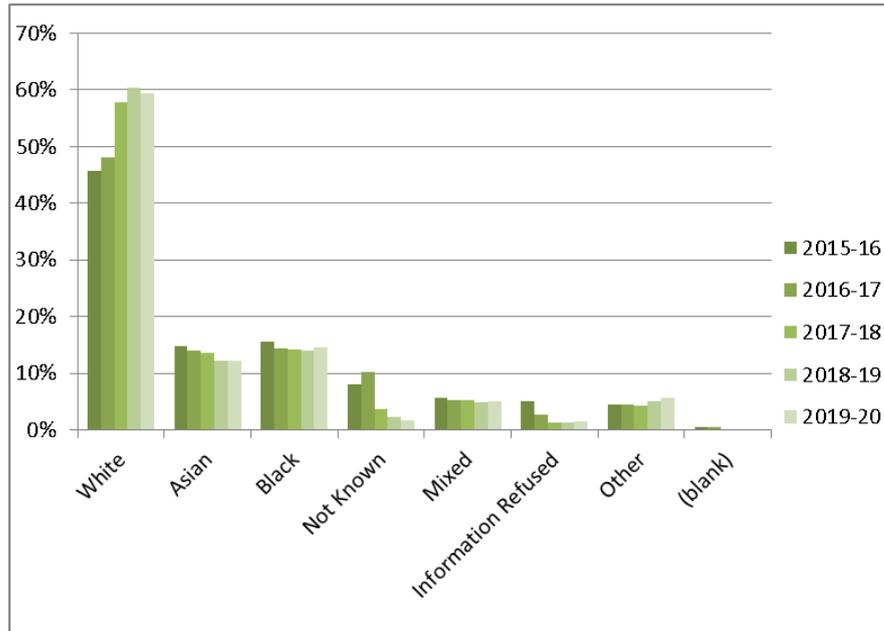
Disability	Student Numbers					Proportions				
	2015-16	2016-17	2017-18	2018-19	2019-20	2015-16	2016-17	2017-18	2018-19	2019-20
Known Disability	1036	1249	1561	1806	1933	10.2%	10.6%	11.3%	12.5%	13.5%
No known disability	9076	10559	12280	12621	12418	89.8%	89.4%	88.7%	87.5%	86.5%
<b>Total</b>	<b>10112</b>	<b>11808</b>	<b>13841</b>	<b>14427</b>	<b>14351</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>



## 1.3 Ethnicity

The proportion of white students has increased between 2015-16 and 2019-20 by 13.5%.

Ethnicity	Student Numbers					Proportions				
	2015-16	2016-17	2017-18	2018-19	2019-20	2015-16	2016-17	2017-18	2018-19	2019-20
White	4633	5689	7998	8708	8511	45.8%	48.2%	57.8%	60.4%	59.3%
Asian	1494	1664	1889	1763	1744	14.8%	14.1%	13.6%	12.2%	12.2%
Black	1584	1704	1963	2020	2089	15.7%	14.4%	14.2%	14.0%	14.6%
Not Know	810	1220	502	335	236	8.0%	10.3%	3.6%	2.3%	1.6%
Mixed	574	629	718	700	729	5.7%	5.3%	5.2%	4.9%	5.1%
Information	520	322	179	177	215	5.1%	2.7%	1.3%	1.2%	1.5%
Other	446	527	584	724	827	4.4%	4.5%	4.2%	5.0%	5.8%
(blank)	51	53	8			0.5%	0.4%	0.1%	0.0%	0.0%
<b>Total</b>	<b>10112</b>	<b>11808</b>	<b>13841</b>	<b>14427</b>	<b>14351</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

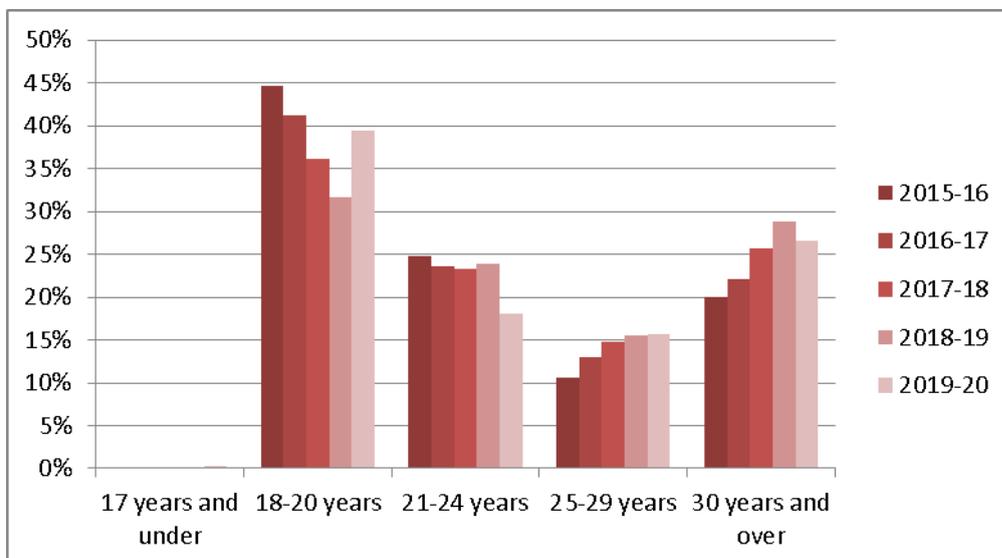


### 1.4 Age on Entry

The age population is varied, although we have seen an increase in the 30 years and over category of 6.6% in our student population from 2015-16 and 2019-20, and an increase of 5.1% in the 25-29 category. The 18-20 category and the 21-24 category have dropped by 5.2% and 6.7% respectively over the same period.

The data includes all levels of programmes not just undergraduate.

Age On Entry	Student Numbers					Proportions				
	2015-16	2016-17	2017-18	2018-19	2019-20	2015-16	2016-17	2017-18	2018-19	2019-20
17 years and under	8	14	13	21	40	0.1%	0.1%	0.1%	0.1%	0.3%
18-20 years	4510	4872	5009	4563	5661	44.6%	41.3%	36.2%	31.6%	39.4%
21-24 years	2506	2784	3221	3449	2594	24.8%	23.6%	23.3%	23.9%	18.1%
25-29 years	1067	1535	2043	2230	2244	10.6%	13.0%	14.8%	15.5%	15.6%
30 years and over	2021	2603	3555	4164	3812	20.0%	22.0%	25.7%	28.9%	26.6%
<b>Total</b>	<b>10112</b>	<b>11808</b>	<b>13841</b>	<b>14427</b>	<b>14351</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>



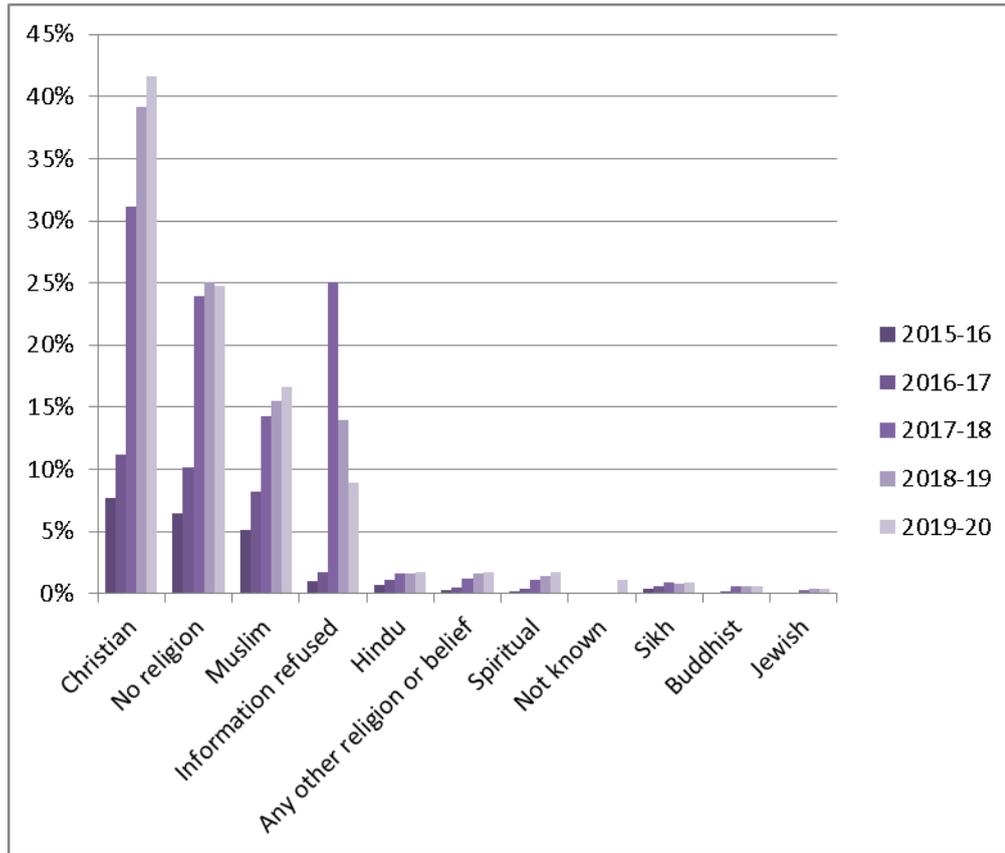
## 1.5 Religion or Belief

Christianity is the religion with the largest number of student followers across years (41.6% in 2019), followed by Islam (16.6% in 2019). One in four students practiced no religion (24.7% in 2019).

The data includes all levels of programmes not just undergraduate.

Note: valid data (excluding "Information refused" and blanks) is not available for nearly 80% of students in 2015, and 68% in 2016. This figure went down to 25% in 2017 when data collection methodology changed, decreasing further to 10% in 2019 (when the option "Not Known" was introduced). Comparisons over the period 2017 to 2019 are therefore more reliable.

Religion and Belief	Student Numbers					Proportions				
	2015-16	2016-17	2017-18	2018-19	2019-20	2015-16	2016-17	2017-18	2018-19	2019-20
Christian	780	1319	4307	5642	5976	7.7%	11.2%	31.1%	39.1%	41.6%
No religion	654	1196	3315	3609	3550	6.5%	10.1%	23.9%	25.0%	24.7%
Muslim	513	965	1973	2229	2389	5.1%	8.2%	14.3%	15.5%	16.6%
Information refused	97	198	3464	2019	1286	1.0%	1.7%	25.0%	14.0%	9.0%
Hindu	71	123	221	236	249	0.7%	1.0%	1.6%	1.6%	1.7%
Any other religion or be	25	52	163	233	244	0.2%	0.4%	1.2%	1.6%	1.7%
Spiritual	18	48	155	208	242	0.2%	0.4%	1.1%	1.4%	1.7%
Not known					151					1.1%
Sikh	39	73	122	118	124	0.4%	0.6%	0.9%	0.8%	0.9%
Buddhist	6	20	80	83	86	0.1%	0.2%	0.6%	0.6%	0.6%
Jewish	3	3	44	47	54	0.0%	0.0%	0.3%	0.3%	0.4%
(blank)	7918	7800				78.2%	66.1%			
<b>Total</b>	<b>10124</b>	<b>11797</b>	<b>13844</b>	<b>14424</b>	<b>14351</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>



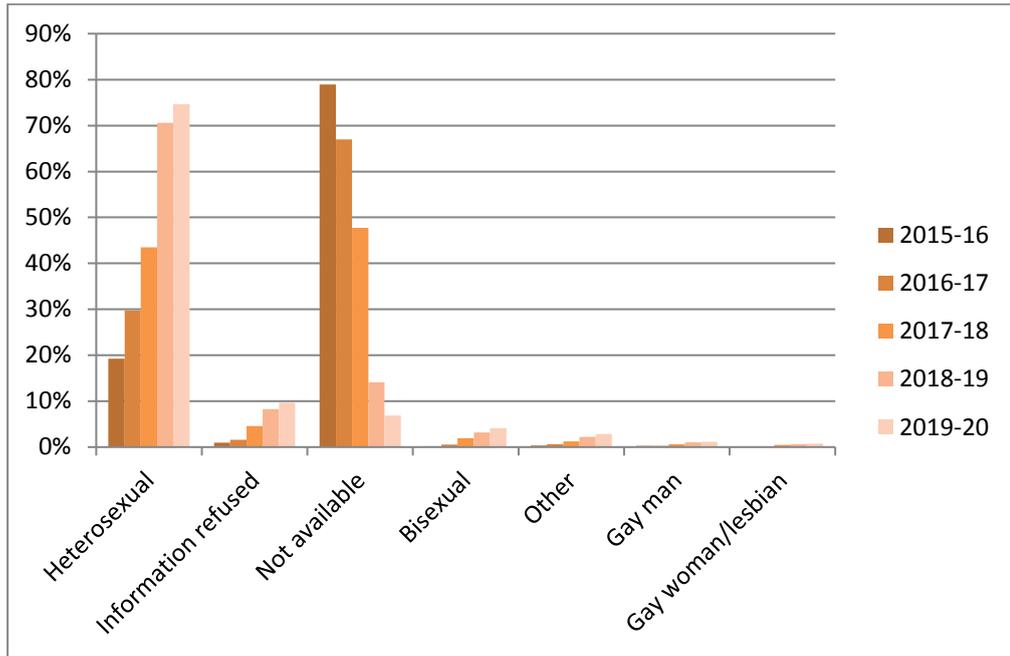
## 1.6 Sexual Orientation

Among students with valid data, 4% reported not being heterosexual in 2015, compared to 11% in 2019.

The data includes all levels of programmes not just undergraduate.

Note: valid data (excluding "Information refused" or "not available") is not available for 80% of students in 2015 and 68.6% in 2016. When the data collection methodology changed in 2018 this decreased to 22.3%, and in 2019 that amount was only 16.5%.

Sexual Orientation	Student Numbers					Proportions				
	2015-16	2016-17	2017-18	2018-19	2019-20	2015-16	2016-17	2017-18	2018-19	2019-20
Heterosexual	1949	3515	6021	10183	10711	19.3%	29.8%	43.5%	70.6%	74.6%
Information refused	96	184	632	1189	1384	0.9%	1.6%	4.6%	8.2%	9.6%
Not available	7993	7912	6604	2035	983	79.0%	67.0%	47.7%	14.1%	6.8%
Bisexual	23	68	270	463	590	0.2%	0.6%	2.0%	3.2%	4.1%
Other	33	69	171	321	408	0.3%	0.6%	1.2%	2.2%	2.8%
Gay man	25	34	83	144	164	0.2%	0.3%	0.6%	1.0%	1.1%
Gay woman/lesbian	5	15	63	89	111	0.0%	0.1%	0.5%	0.6%	0.8%
<b>Total</b>	<b>10124</b>	<b>11808</b>	<b>13841</b>	<b>14427</b>	<b>14351</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>



## 1. STAFF DATA

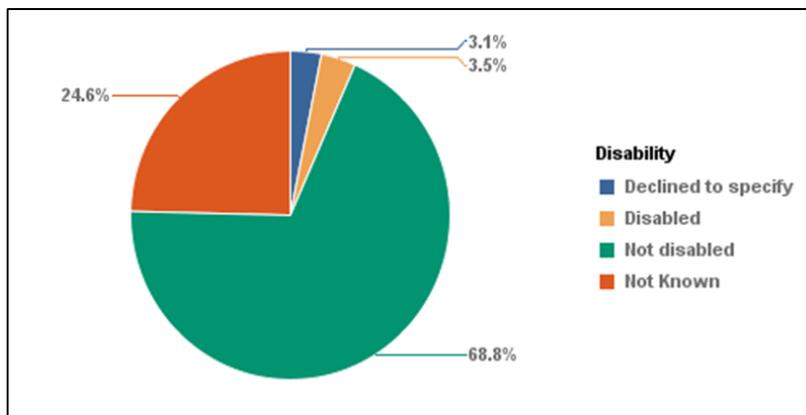
The data and information below is a breakdown of the University's staff equality monitoring data for the period 1 August 2019 to 31 December 2020. The staff data is profiled by the protected characteristics of: disability, ethnicity, sexual orientation, gender, religion or belief, age, gender reassignment and marital status.

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

Year on year (YOY) data for the three year period – 2018 to 2020 is also provided below.

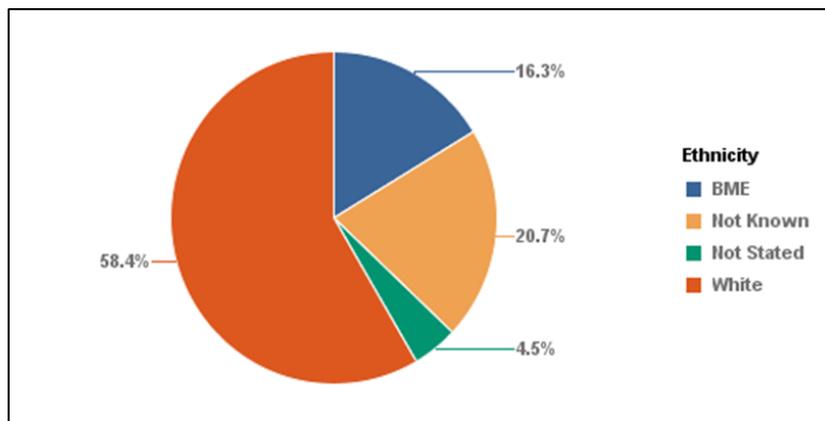
### 2.1 DISABILITY

Disability	Head Count	%
Declined to specify	41	3.1%
Disabled	46	3.5%
Not disabled	902	68.8%
Not Known	322	24.6%
<b>Total</b>	<b>1311</b>	<b>100%</b>



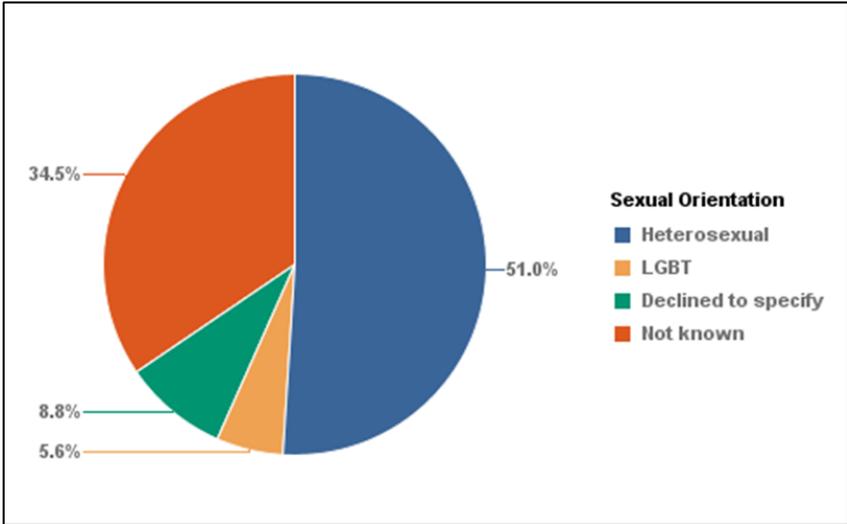
## 2.2 ETHNICITY

Ethnicity	Head Count	%
BME	214	16.3%
Not Known	272	20.7%
Not Stated	59	4.5%
White	766	58.4%
<b>Total</b>	<b>1311</b>	<b>100%</b>



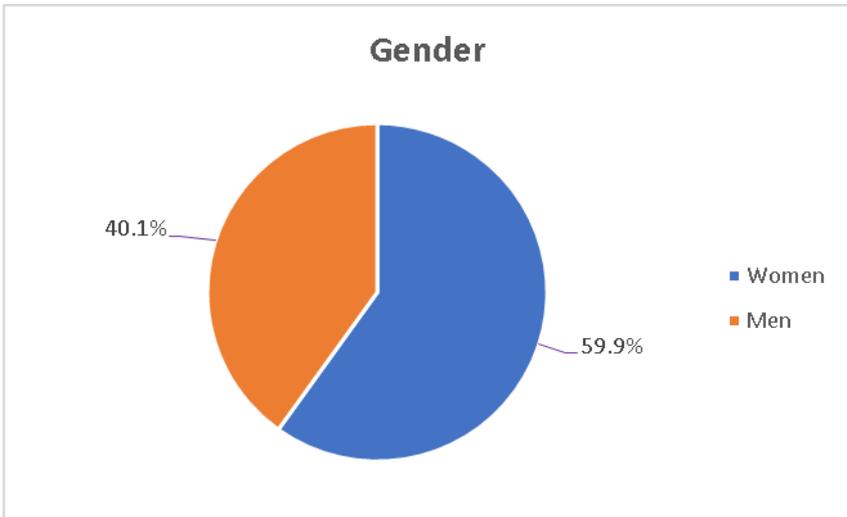
## 2.3 SEXUAL ORIENTATION

Sexual Orientation	Head Count	%
Heterosexual	669	51.0%
LGBT	74	5.6%
Declined to specify	116	8.8%
Not known	452	34.5%
<b>Total</b>	<b>1311</b>	<b>100%</b>



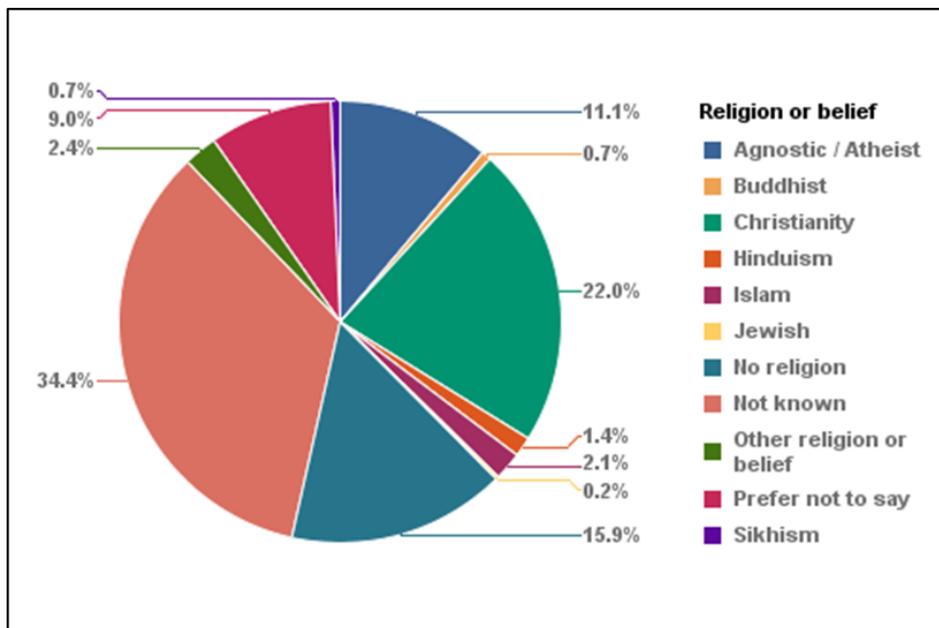
## 2.4 GENDER

Gender	Head Count	%
Women	785	59.9%
Men	526	40.1%
<b>Total</b>	<b>1311</b>	<b>100%</b>



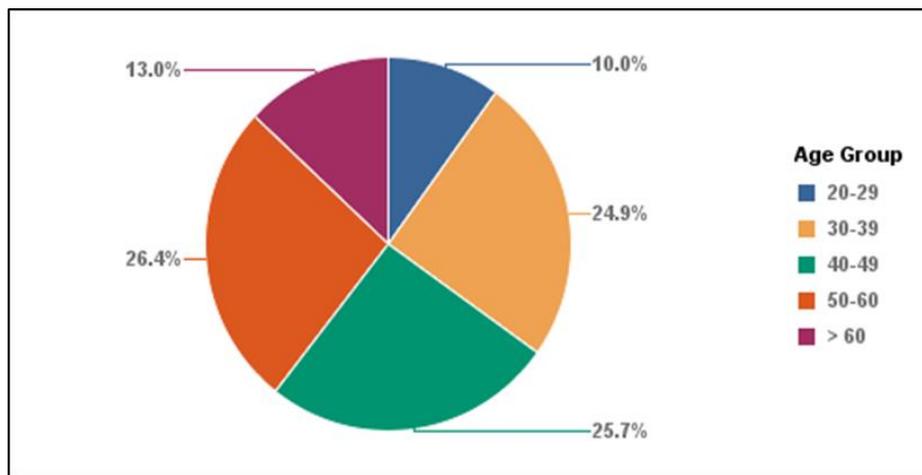
## 2.5 RELIGION OR BELIEF

Religion or belief	Head Count	%
Agnostic / Atheist	146	11.1%
Buddhist	9	0.7%
Christianity	289	22.0%
Hinduism	19	1.4%
Islam	27	2.1%
Jewish	3	0.2%
No religion	209	15.9%
Not known	451	34.4%
Other religion or belief	32	2.4%
Prefer not to say	118	9.0%
Sikhism	9	0.7%
<b>Total</b>	<b>1312</b>	<b>100%</b>



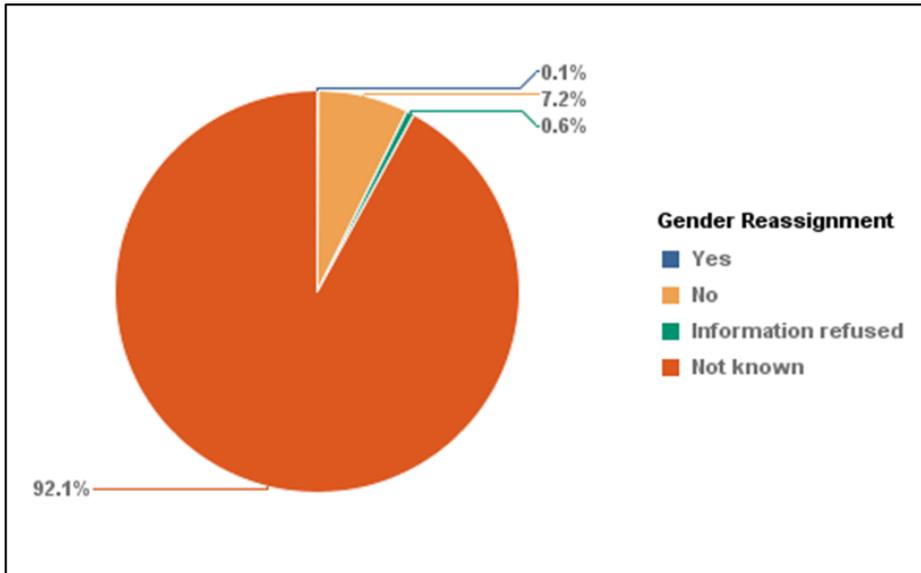
## 2.6 AGE

Age Group	Head Count	%
20-29	131	10.0%
30-39	326	24.9%
40-49	337	25.7%
50-60	346	26.4%
> 60	171	13.0%
<b>Total</b>	<b>1311</b>	<b>100%</b>



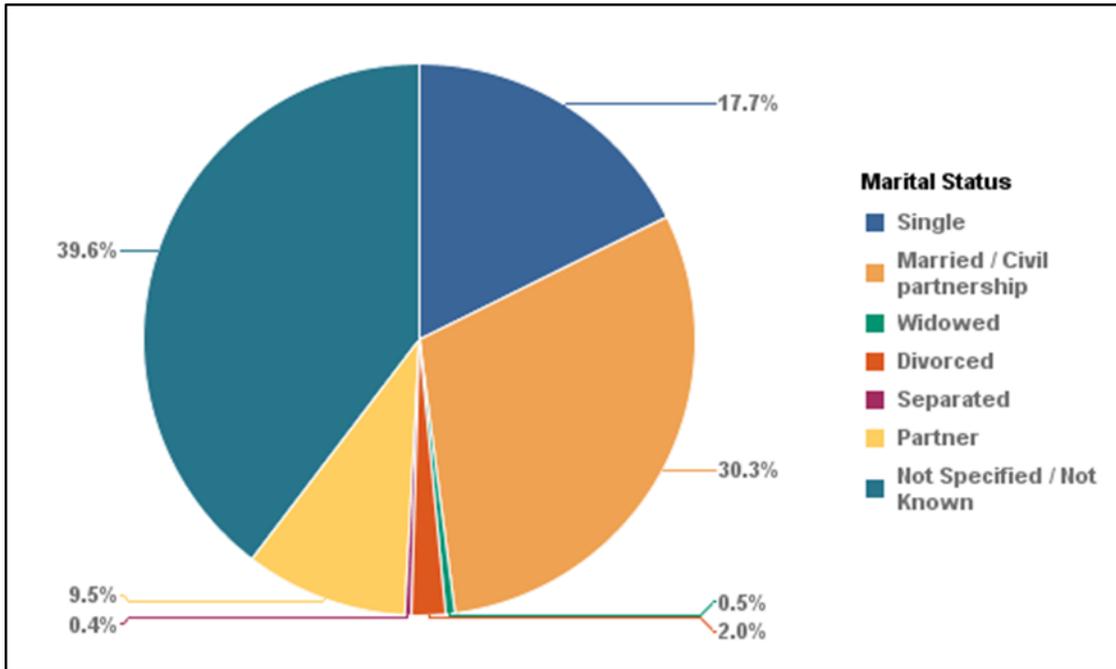
## 2.7 GENDER REASSIGNMENT

Gender Reassignment	Head Count	%
Yes	1	0.1%
No	95	7.2%
Information refused	8	0.6%
Not known	1207	92.1%
<b>Total</b>	<b>1311</b>	<b>100%</b>



## 2.8 MARITAL STATUS

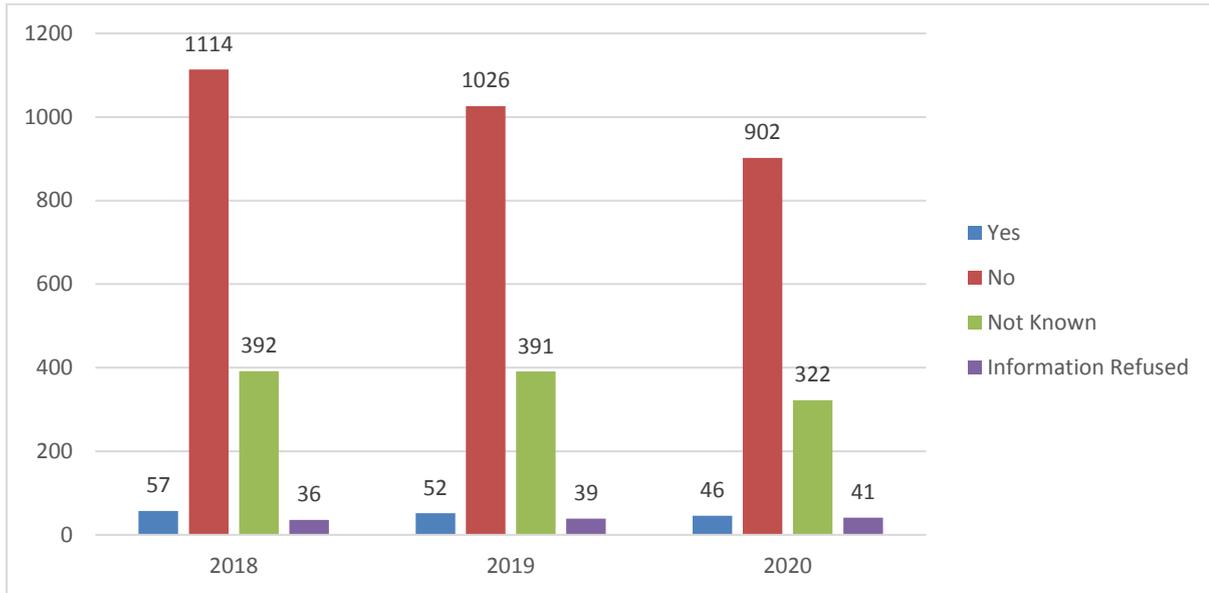
Marital Status	Head Count	%
Single	232	17.7%
Married / Civil partnership	397	30.3%
Widowed	7	0.5%
Divorced	26	2.0%
Separated	5	0.4%
Partner	125	9.5%
Not Specified / Not Known	519	39.6%
<b>Total</b>	<b>1311</b>	<b>100%</b>



**Year on year (YOY) staff equality monitoring data for the three year period – 2018 to 2020**

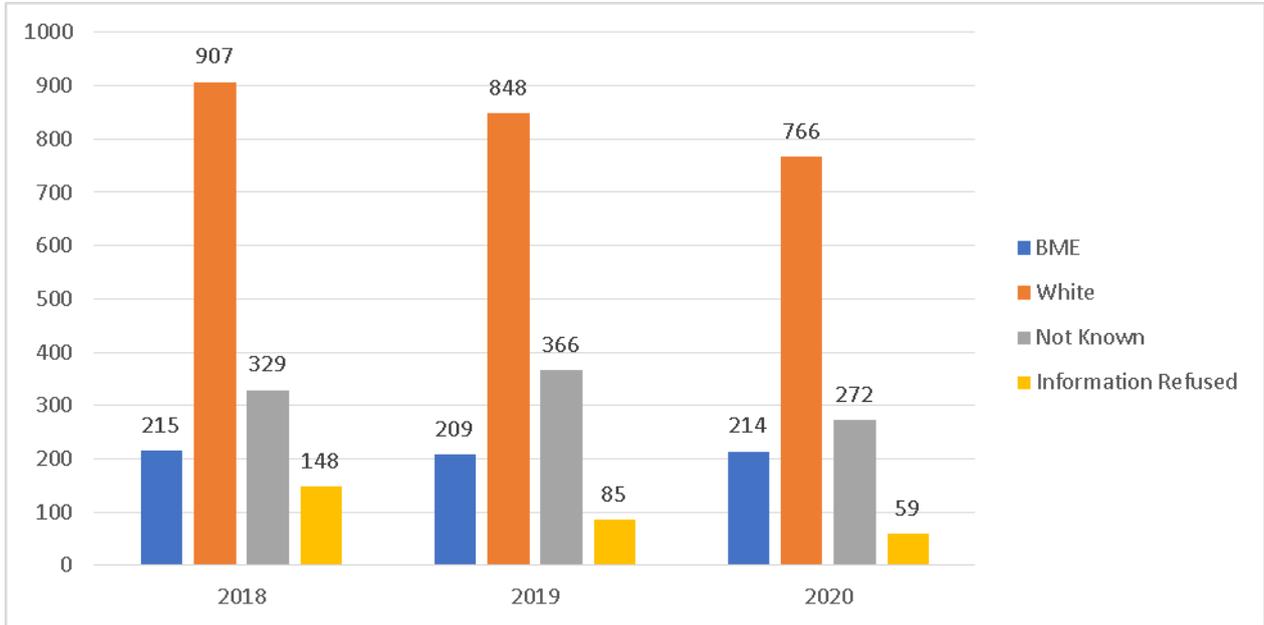
**2.9 DISABILITY DATA – YOY**

Disability	2018	2019	2020
Yes	57	52	46
No	1114	1026	902
Not Known	392	391	322
Information Refused	36	39	41
<b>Totals</b>	<b>1599</b>	<b>1508</b>	<b>1311</b>



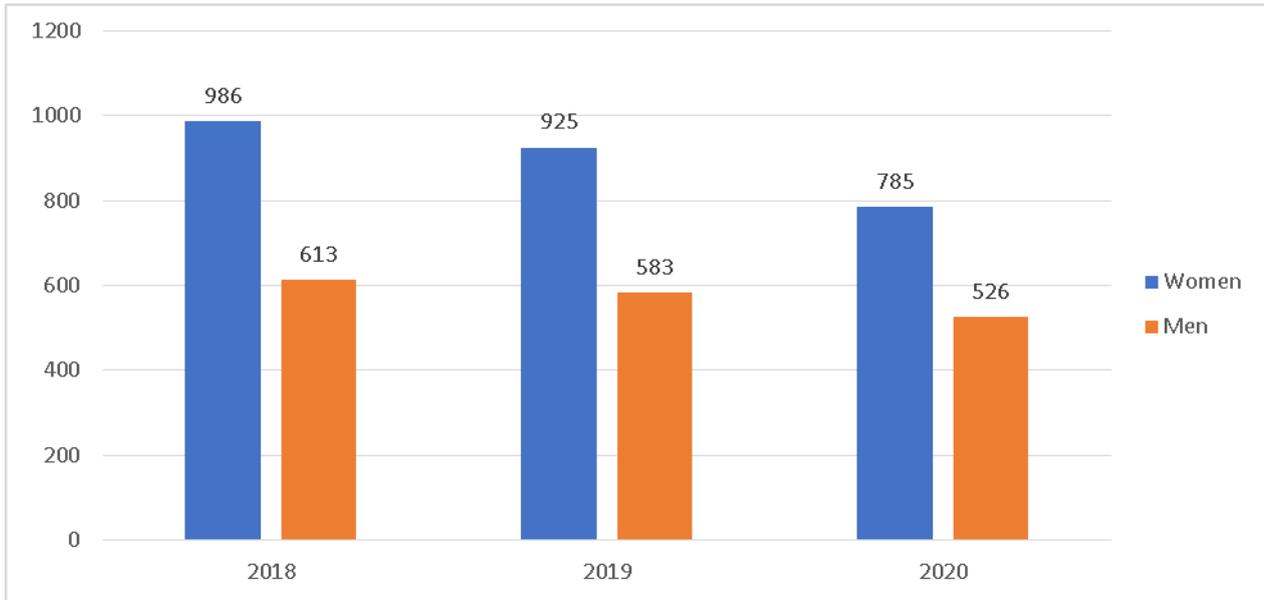
## 2.10 ETHNICITY DATA – YOY

Ethnicity	2018	2019	2020
BME	215	209	214
White	907	848	766
Not Known	329	366	272
Information Refused	148	85	59
<b>Totals</b>	<b>1599</b>	<b>1508</b>	<b>1311</b>



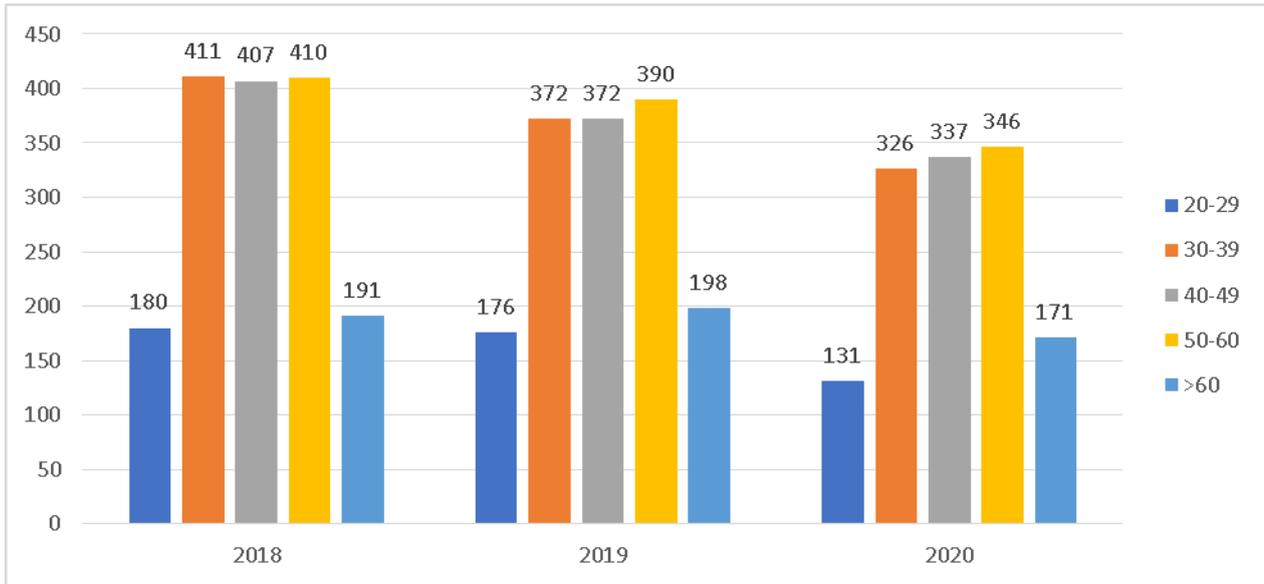
### 2.11 GENDER DATA – YOY

Gender	2018	2019	2020
Women	986	925	785
Men	613	583	526
<b>Totals</b>	<b>1599</b>	<b>1508</b>	<b>1311</b>



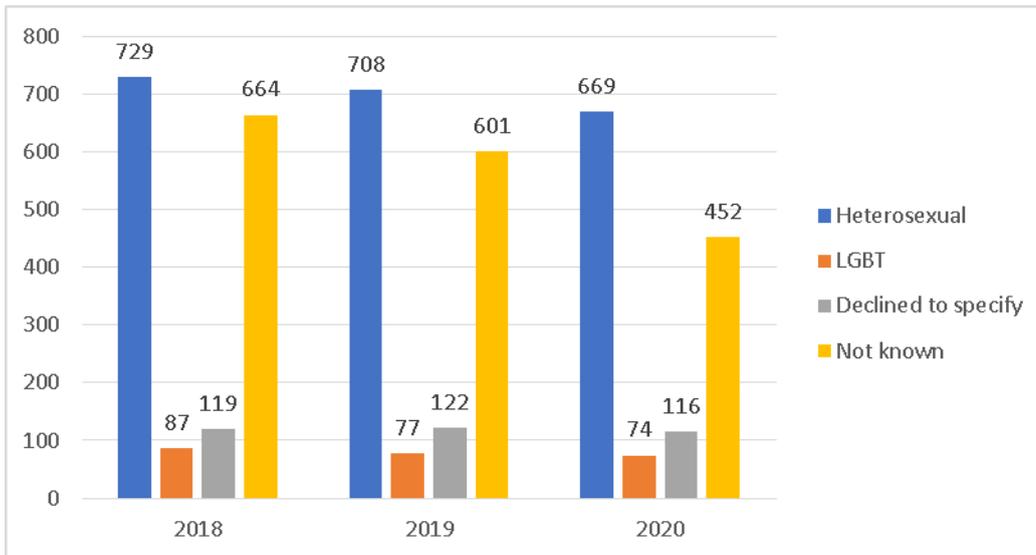
## 2.12 AGE DATA – YOY

Age Group	2018	2019	2020
20-29	180	176	131
30-39	411	372	326
40-49	407	372	337
50-60	410	390	346
>60	191	198	171
<b>Totals</b>	<b>1599</b>	<b>1508</b>	<b>1311</b>



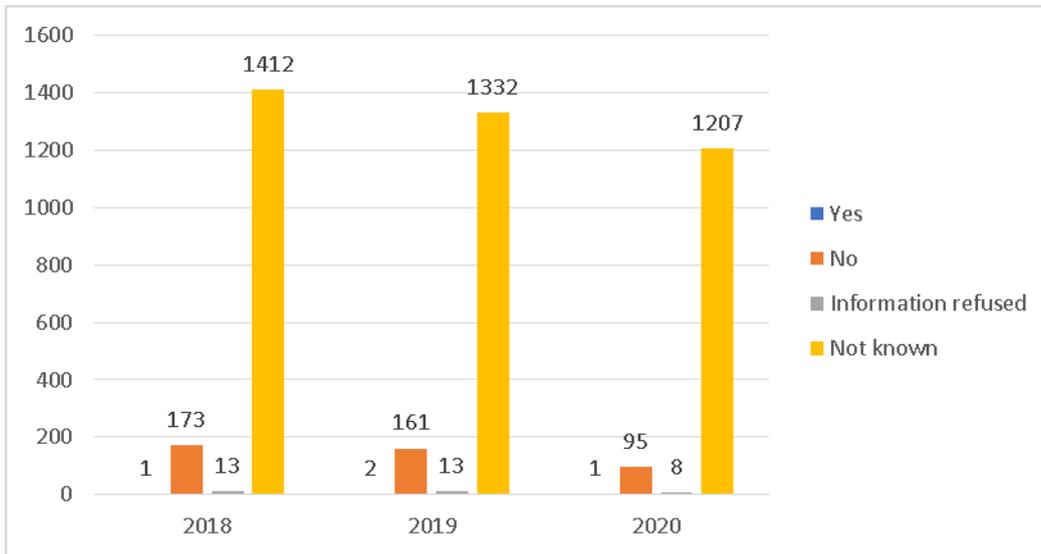
### 2.13 SEXUAL ORIENTATION DATA – YOY

Sexual Orientation	2018	2019	2020
Heterosexual	729	708	669
LGBT	87	77	74
Declined to specify	119	122	116
Not known	664	601	452
<b>Total</b>	<b>1599</b>	<b>1508</b>	<b>1311</b>



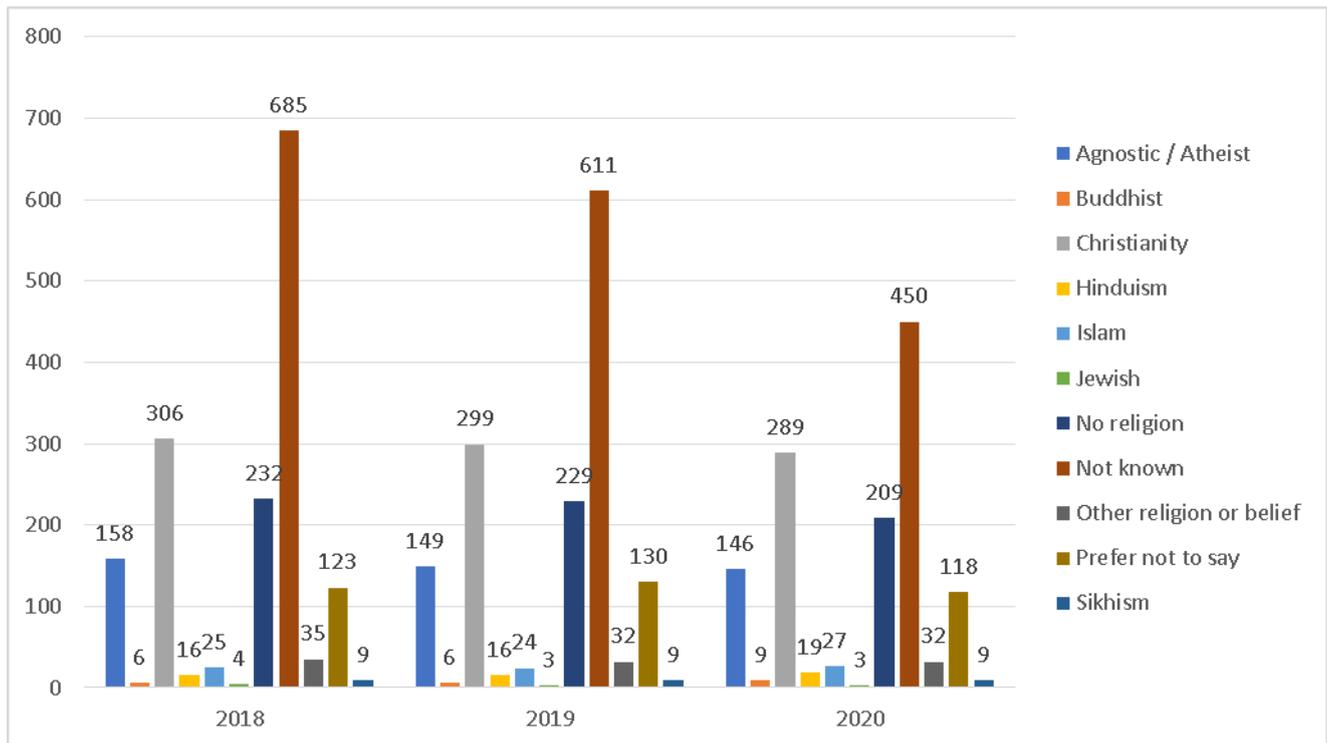
## 2.14 GENDER REASSIGNMENT DATA- YOY

Gender Reassignment	2018	2019	2020
Yes	1	2	1
No	173	161	95
Information refused	13	13	8
Not known	1412	1332	1207
<b>Total</b>	<b>1599</b>	<b>1508</b>	<b>1311</b>



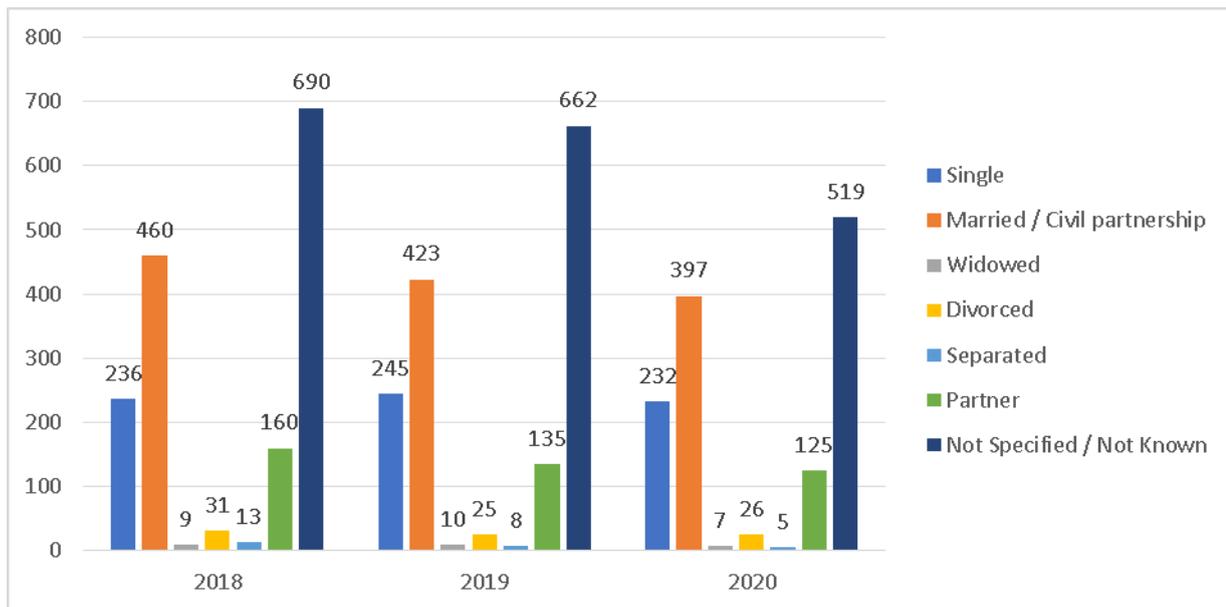
## 2.15 RELIGION OR BELIEF DATA- YOY

Religion or belief	2018	2019	2020
Agnostic / Atheist	158	149	146
Buddhist	6	6	9
Christianity	306	299	289
Hinduism	16	16	19
Islam	25	24	27
Jewish	4	3	3
No religion	232	229	209
Not known	685	611	450
Other religion or belief	35	32	32
Prefer not to say	123	130	118
Sikhism	9	9	9
<b>Total</b>	<b>1599</b>	<b>1508</b>	<b>1311</b>



## 2.16 MARITAL STATUS DATA- YOY

Marital Status	2018	2019	2020
Single	236	245	232
Married / Civil partnership	460	423	397
Widowed	9	10	7
Divorced	31	25	26
Separated	13	8	5
Partner	160	135	125
Not Specified / Not Known	690	662	519
<b>Total</b>	<b>1599</b>	<b>1508</b>	<b>1311</b>



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