University of Roehampton Annual Equality Report (March 2025)

SECTION ONE

Introduction

At the University of Roehampton, diversity is at the core of our community. Each member brings a wealth of backgrounds and experiences, enriching our environment and fostering a vibrant and inclusive space for students, staff, and visitors alike. We are committed to upholding these values, continuously working to enhance diversity, champion equality, and create an environment where everyone is treated equitably and empowered to succeed, regardless of their background.

Each year, we publish a comprehensive equality report to highlight our progress and achievements in Equality, Diversity, and Inclusion (EDI). These reports reflect our ongoing commitment to advancing these principles, providing detailed insights into key equality metrics such as ethnicity, gender identity, and sexual orientation. They also ensure transparency and accountability in alignment with the Public Sector Equality Duty outlined in the Equality Act 2010.

This report outlines the University's most recent initiatives and efforts in advancing equality, diversity, and inclusion since the previous publication. It not only demonstrates our compliance with the general equality duty but also reaffirms our unwavering commitment to fostering a diverse and inclusive community.

Notably, the University has made significant strides in:

- **Advancing Inclusive Learning and Teaching** – Through initiatives such as the Learning and Teaching Enhancement Unit (LTEU) and the Inclusive Practice Working Group, the University continues to foster an accessible and equitable learning environment. Key events, including the staff development summits in 2024 and 2025, focused on embedding race equity, closing attainment gaps, and addressing barriers to inclusion in higher education.

- **Widening Participation and Outreach** – The University expanded its widening participation efforts, supporting 1,338 students in 2024—a 63% increase from the previous year. Through partnerships such as Aimhigher and IntoUniversity, the institution provided meaningful access and engagement opportunities for underrepresented students, earning the 'HE Institution of the Year' award at the Aimhigher Practitioner Awards 2024.

- **Enhancing Disability Services and Support** – The proportion of students disclosing a disability increased significantly, with 24% reporting a disability in

2024, up from 14% in the previous year. The University strengthened its Disability Services, doubling the number of Summary of Adjustments issued and launching initiatives such as the *Beautifully Neurodiverse Student Support Group* and enhanced disability support for placement-based learning.

Public Sector Equality Duty

As a public institution, the University of Roehampton is subject to the [Public Sector Equality Duty (Equality Duty)](#) under the Equality Act 2010. This duty applies to the protected characteristics of age, disability, gender, gender reassignment, pregnancy and maternity, race, religion or belief, and sexual orientation. The general duty requires public authorities, in the exercise of their functions, to have due regard to the need to:

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

Governance and Responsibility

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

The committee plays a pivotal role in shaping and overseeing the University's equality and diversity strategy.
EDIC ensures that the University has the appropriate strategies, policies, and procedures in place to meet its legal obligations and institutional commitments to diversity and inclusion.

While EDI is a shared responsibility across the University, we are committed to ensuring that all members of our community are fully aware of their individual and collective roles in advancing equality. This is reinforced through mandatory staff training and an ongoing programme of awareness-raising activities. Details of these initiatives, along with further information on the University's EDI commitments and structures, are outlined in this report.

Equality Objectives 2022–26

In 2022, the University Executive Board approved the Roehampton's first [Equality, Diversity and Inclusion Strategic Plan](#).

The University's EDI strategic objectives are as follows:

1. Continue to advance equality, diversity and inclusion at the University of Roehampton, in everything we do.
2. Equip our staff and students to challenge inequality, wherever they encounter it.
3. Ensure that EDI is considered in estates, IT planning, academic responsibilities and learning and teaching development to enable physical and virtual environments to be accessible for everyone.
4. To capture and store comprehensive and robust EDI data, to support the delivery of an inclusive and supportive environment for staff and students. This will be measured by a demonstrable improvement in the percentage of disclosures, where disclosure rates are currently low.
5. To make a consistent improvement in the recruitment, support and progression of academic professional staff who are of ethnic minority, through targeted response to identified barriers.
6. To ensure the support and inclusion of staff and students with disabilities.
7. Improve student awarding gap & progression.

EDI Strategic Objectives in Action

Celebrating the remarkable efforts of our staff and students in championing our EDI strategic objectives:

Advancing EDI in everything we do

EDI Learning and Development for Staff

Learning Teaching Enhancement Unit (LTEU)

The University of Roehampton remains committed to fostering an inclusive teaching and learning environment. This commitment was evident in the two-day staff development summit held in January 2024, which focused on social mobility and equity. The event featured keynote addresses from Osama Khan and Iwi Ugiagbe-Green, both of whom spoke directly on themes of race equity and institutional

responsibility. Osama Khan's session, *Race Equity as an Institutional Agenda: Action Plans, Evaluations, Campaign, and Advocacy*, explored strategic approaches for embedding race equity into institutional frameworks. Iwi Ugiagbe-Green's talk, *Mind the Gap: It Does Matter if You're Black or White*, examined disparities in educational outcomes and the importance of closing attainment gaps.

Building on this foundation, the summit in January 2025 continued the focus on inclusive practice and EDI. A keynote speech by Nathan Ghann, *Addressing the Degree Awarding Gap through Inclusive Pedagogy*, highlighted the role of educators in fostering equitable learning environments. Following the keynote, a series of workshops delved into crucial themes, such as supporting students with caring responsibilities, analysing books and curricula through the lens of discrimination and bias, and exploring how pedagogic norms and institutional culture shape student experiences. Additionally, sessions were dedicated to utilising safety cues to create an inclusive and welcoming learning environment, ensuring that all students feel a sense of belonging and support throughout their academic journey.

Universal Design for Learning (UDL) remains a foundational principle in our taught programmes, ensuring that accessibility and inclusivity are embedded across all disciplines. Additionally, EDI is a key pillar of our newly implemented curriculum framework, SAIL (Supporting Achievement, Innovation, and Learning), ensuring that diversity and inclusion are not merely considered but actively incorporated into all aspects of curriculum design.

The University's Learning and Teaching induction sessions, held three times per year for visiting lecturers and tutors, emphasize strategies for engaging a diverse student body. These sessions address the significance of different pedagogic cultures, varied learning trajectories, and diverse academic backgrounds. Participants are encouraged to design curricula and resources that foster inclusion and support students from all walks of life, reinforcing the University's commitment to creating a learning environment where every student can thrive.

Inclusive Practice Working Group

The Inclusive Practice Working Group is a group of student-facing academic and support staff, who aim to develop initiatives for academic Schools and Faculties, to ensure that our day-to-day practices are or aim to be inclusive.

The Group's work over the last year includes:

- Promoting Awareness of Invisible Disabilities: Discussions within the group centered on collaborating with the staff-student Disabilities and Neurodiversity group to promote awareness and provide training. Efforts were made to engage experts from various domains across the university to share insights and expertise on this subject.

- The Inclusive Practice Working Group offered comprehensive guidance on

designing alternative assessments tailored to the diverse needs of students.

Celebratory & Awareness Months

The University celebrated diversity and raised awareness through collaborations across departments, networks, student societies, and campaigns. These efforts included events for Black History Month, Islamophobia Awareness Week, International Week, Mental Health Awareness Week, LGBT+ History Month, Pride Month, a Ramadan awareness programme, and activities aligned with the International Women's Day theme, *Inspire Inclusion*. The Library also curated vivid book displays to commemorate each celebratory and awareness month. In addition, a series of thoughtful articles and blogs were published to mark these occasions, alongside various engaging activities such as:

- **Birds and Beyond: Reimagining the Hide** – The Senior Common Room was transformed into a Bird Hide, with an event designed to engage students, particularly those from groups statistically less likely to participate in green and wildlife initiatives.
- **Black History Month: African Drumming Workshop** – Roehampton alumnus Steven Kasamba led African drumming workshops in celebration of Black History Month.
- **Black History Month Archive Reflection** – The University Archive team curated a special collection highlighting the University's historical ties to Black History in the UK, featuring insights into the institution's first Black student.
- **Diwali Celebration** – students organised a mini-festival in the Reef, followed by a Diwali Disco at the Union Bar.
- **Experience Ukraine** – Staff and students collaborated to create an event that allowed attendees to experience Ukrainian culture, food, and music.
- **Valentine's Day Visit to a Care Home** – Southlands College Community Leaders arranged a visit to a local care home on Valentine's Day.

Widening Participation

The University's widening participation efforts have seen significant growth, with 1,338 students supported in 2024—a 63% increase from the previous year.

- Aimhigher partnership: 331 under-represented secondary school students (KS3-5) visited campus to learn about university opportunities and gained information to support their progression into higher education. The University of Roehampton won 'HE Institution of the Year' at the Aimhigher Practitioner Awards 2024.

- IntoUniversity partnership: 373 disadvantaged students (KS2-3) were invited to explore university for the first time, sparking early interest and inspiring university aspirations. From feedback received, 91% enjoyed the programme and 69% were more likely to attend university.

- Horizons programme: A two-year collaborative project with Putney High School, which engaged Years 5 and 6 students from local schools in three workshops per year. 100% of teachers who provided feedback agreed or strongly agreed that their students learnt something new, and 100% agreed or strongly agreed that they would recommend the programme.

- Teen Tech Festival: An interactive festival that exposed 200 students from Years 6-12 to opportunities in digital, science, and technology through meeting leading industries and engaging in hands-on workshops.

SAIL

Following Senate approval on 3 July 2024, the SAIL project (*Supporting Achievement, Innovation, and Learning*) is well underway. Sponsored by Professor Laura Peters, SAIL is one of the most ambitious and transformative initiatives in our university's history.

SAIL is driven by four key priorities:

- Enhancing student experience and outcomes
- Adapting to changes in the higher education sector
- Promoting long-term institutional sustainability
- Advancing Roehampton's mission

Success will be measured through a comprehensive framework, built upon eight core principles:

1. Stronger student transitions, ensuring better preparation for university study.
2. Enhanced programme structures, offering a deeper curriculum, improved employability, and global civic awareness.
3. Equitable module structures, maintaining academic momentum while balancing workload.
4. Innovative academic delivery, fostering student communities and peer connections.
5. A curriculum shaped by five key pillars:
    o Technologically enhanced learning
    o Environmental sustainability
    o Equity, diversity, and inclusion
    o Global engagement
    o Professionally focused education

6. Blended learning, integrating high-quality online teaching with interactive on-campus experiences.
7. Transformational assessment, offering diverse ways for students to demonstrate learning and achieve success.
8. Personalised student support, ensuring tailored guidance throughout their studies.

Religion: Supporting Faith and Spirituality

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.

The Chaplaincy's recent work includes:

- Providing resources for faith engagement by offering dedicated physical spaces, including The Well and Southlands Chapel (Methodist tradition), as well as the Brothers' and Sisters' Prayer Rooms (Islamic tradition).
- Encouraging the University community to explore their spiritual needs and religious identities. A diverse calendar of faith festivals and celebrations is highlighted through social media and the Chaplaincy's weekly Community Lunch, featuring events such as Diwali, Christmas, Hanukkah, and Eid. Southlands Chaplaincy staff also contribute to events within their respective faith traditions, including the University's Carol Service, Christmas celebrations, Lent and Easter activities, Iftaris Together, and Eid-ul-Fitr and Eid-ul-Adha celebrations.
- Providing regular opportunities for worship and faith formation, including: connecting students with a wider Jewish student network; hosting 'Preparing for Ramadan as a Student' talks; facilitating weekly Jummu'ah prayers (with an average attendance of 90 brothers and sisters); organising Christian Community gatherings and developing faith-based reflection resources; hosting Drinks & Donuts, a discussion group on living well and discipleship; offering monthly ecumenical worship followed by a fellowship meal; and supporting an international Christian student house on campus.

Disability Services and Support

The University of Roehampton's dedicated Disability Service team plays a crucial role in promoting equality of opportunity for disabled students, ensuring they receive the necessary support to successfully complete their studies. By providing tailored assistance, accommodations, and advocacy, the service works to remove barriers and create an inclusive learning environment.

The proportion of students disclosing a disability has risen significantly, with 24% of students reporting a disability this academic year—an increase of 10 percentage points from 14% in 2023/24. Among UK students, the disclosure rate has reached 30%, exceeding historic sector averages. While international student disclosure rates remain comparatively lower, there has been a notable increase from 3% in 2023/24 to 8% this year. Specific Learning Differences (SpLD) continue to be the most commonly disclosed condition, followed closely by mental health-related disabilities.

Academic outcomes for disabled students remain strong. In 2023/24, 67% of undergraduates with a declared disability achieved a first or upper-second-class degree. While this marks a slight decrease from the previous year, it remains 6.6 percentage points higher than the attainment rate for students without a declared disability.

The impact of the Disability and Wellbeing Service is reflected in the findings of the July 2024 Student Support Survey, which showed measurable improvements across key areas compared to the previous year:

Impact of Disability & Wellbeing Support	End of Academic Year (July 2023)	End of Academic Year (July 2024)
Satisfaction: Students satisfied or very satisfied with support	82%	88%
Retention: Students reporting that support influenced their decision to continue their studies	74%	82%
Experience: Students stating that support improved their overall university experience	71%	82%
Academic Performance: Students indicating that support helped them perform better academically	-	65%

Current Services Provided by the Disability and Dyslexia Service

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

- Individual advice and guidance for both prospective and current students
- Early transition activities, including early move-in support for new students
- Induction sessions and workshops on the benefits of disclosure, particularly for students preparing for placements
- Assistance with applications for Disabled Students Allowance (DSA)
- One-on-one mentoring and study skills support for students with Specific Learning Differences (SpLD)
- Provision of in-class note takers, study assistants, and British Sign Language (BSL) interpreters
- Availability of networked assistive software, including Claro Read and Mind View, with the option to borrow laptops equipped with specialist assistive tools
- Weekly autism social group meetings during term time to support neurodivergent students
- Development of Summary of Adjustments (SOAs) to ensure appropriate academic accommodations for teaching, learning, assessments, and exams

The demand for academic adjustments continues to grow. In Term 1 (September–December 2024), 560 Summary of Adjustments (SOAs) were created—more than double the number issued during the same period in the previous academic year.

Further support services include:

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

Recent and Ongoing Development Projects

The University is actively expanding its disability services through several initiatives aimed at enhancing accessibility and inclusion:

- **Improving Disability Support in Placements**: As placement-based learning increases, the Disability Service is working with the Governance and Legal Team to clarify data-sharing protocols with placement partners. A pilot project within the School of Education is currently trialling a process for identifying and sharing reasonable adjustments for students on placement.
- **Enhancing Support for Disabled Research Students**: A new process is being piloted to assess and implement reasonable adjustments for research students, ensuring that their specific needs are met, including tailored accommodations for Vivas.
- **Year 0 (Foundation Year) Support Initiatives**: Targeted provisions have been introduced to help Foundation Year students transition smoothly into Year 1 by providing tailored support at an early stage.

- **International Collaboration**: The University is actively sharing best practices in disability support with American universities, strengthening international partnerships and knowledge exchange.
- **Commitment to the Disabled Student Framework**: Plans are underway to formally adopt the Disabled Student Commitment, reinforcing the University's pledge to continually enhance support structures for disabled students.
- **Workplace Neurodiversity Support**: To better prepare students for employment, neurodiversity-focused sessions have been incorporated into Employability Week, equipping students with strategies for navigating professional environments.
- **London Aim Higher Transition Conference**: In Spring 2024, the University hosted a conference designed to support disabled school and college leavers in their transition to higher education, strengthening outreach efforts.
- **Increasing International Student Engagement**: A new campaign aims to improve engagement with disabled international students by addressing barriers to disclosure and ensuring they are aware of available support services.
- **Autism Project**: A dedicated initiative has been launched to regularly follow up with autistic students, ensuring they receive the appropriate support to succeed academically and socially.
- **Beautifully Neurodiverse Student Support Group**: This new initiative, introduced in September 2024, provides a weekly space for neurodivergent students to share experiences and receive peer and professional support.

Through these initiatives, the University of Roehampton continues to enhance its disability support services, ensuring that all students, regardless of their needs, have access to an equitable and enriching academic experience.

Improving the student awarding gap & progression

The University remains committed to eliminating disparities in student achievement and progression, ensuring equitable success for all. This priority is central to the University's new **2025/26 – 2028/29 Access and Participation Plan (APP),** which outlines targeted measures to close awarding gaps and improve graduate outcomes.

The APP provides a comprehensive evaluation of current initiatives and sets out sustained strategies to meet the University's gap elimination targets. It focuses on five key student cohorts where data highlights significant disparities:

- **Students from economically disadvantaged backgrounds**

- **Black, Asian, and minority ethnic students**

- **Mature students**

- **Students with declared disabilities**

- **Care leavers**

The Student Support and Success teams will continue working collaboratively across the University to identify and assist students at risk of underachievement. The Student

Engagement team will focus on outreach to students with low engagement, taking proactive steps, such as connecting them with academic guidance tutors or referring them to Student Wellbeing services.

Through these coordinated efforts, the University aims to foster a more inclusive learning environment and ensure equitable opportunities for all students.

Conclusion

The University of Roehampton remains steadfast in its commitment to fostering an inclusive, equitable, and diverse academic community. Our ongoing efforts in EDI are reflected in our policies, strategic initiatives, and daily interactions across the institution. While significant progress has been made, we recognise that advancing equality requires continuous evaluation, learning, and adaptation.

As we move forward, we will continue to embed EDI principles across all facets of university life, ensuring that our commitments translate into meaningful action. The SAIL project plays a crucial role in this journey by integrating equality, diversity, and inclusion into curriculum design, student support, and academic delivery. Through SAIL's transformative framework, we are actively working to reduce disparities, enhance access, and create a learning environment where all students can succeed, regardless of their background.

By strengthening partnerships, refining support structures, and actively engaging with our diverse community, we aim to build an institution where every individual is valued, respected, and empowered to thrive. Through sustained dedication and collective effort, the University of Roehampton will remain a leader in driving positive change, setting new standards for inclusion and innovation in higher education.

SECTION TWO: EQUALITY DATA

Students & Staff Equality Data

The data and information below is a breakdown of the University's students and staff equality monitoring data for the period 1 August 2022 to 31 December 2024. 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 of 31 December. Figures are calculated based on headcount.

Year on year (YOY) data for the three-year period – 2022 to 2024 is also provided below.

Student Equality Data Highlights

- **Age**: The largest student age group remains 18-20 years old (34%), followed by 21-24 years old (31%).
- **Disability**: Students declaring a disability have remained stable at 14% (2023/24), while those with no known disability increased to 81%.
- **Ethnicity**: The largest ethnic group remains White students (21.2%), followed by Black African or African British (9.3%). The proportion of students from a Black, Asian, and minority ethnic background is 33.5%.
- **Gender**: The student population is predominantly female (57%), with male students at 43%.
- **Religion**: The most common religious affiliations are Christian (30%), Muslim (28%), and No religion (19%).
- **Sexual Orientation**: 76% of students identify as heterosexual, while 11% prefer not to disclose, and 11% identify as LGB+.

Staff Equality Data Highlights

- **Age**: The 40-49 age group remains the largest (26.8%), followed by 30-39 (22.5%) and 50-60 (24.7%).
- **Disability**: 6.6% of staff have declared a disability, with 84.9% reporting no disability.
- **Ethnicity**: 33.5% of staff identify as Black, Asian or Minority Ethnic, while 60% identify as White.
- **Gender**: Female staff account for 58.7%, while male staff make up 41.3%.
- **Religion**: The most common religious affiliations among staff are Christianity (32.9%), No religion (26.3%), and Islam (8.5%).
- **Sexual Orientation**: 75.1% identify as heterosexual, while 9% identify as LGB+.
- **Marital Status**: 35% of staff are married or in a civil partnership, while 16.2% are single.

Student Equality Data

Age

Age on Entry	2021/22	2022/23	2023/24	2021/22	2022/23	2023/24
17 years and under	13	56	69	0%	0%	0%
18-20 years	4,527	5,097	4780	35%	34%	34%
21-24 years	3,568	4,676	4326	28%	31%	31%
25-29 years	2,186	2,527	2366	17%	17%	17%
30 years and over	2,513	2,657	2546	20%	18%	18%
Grand Total	**12,807**	**15,013**	**14087**	**100%**	**100%**	**100%**
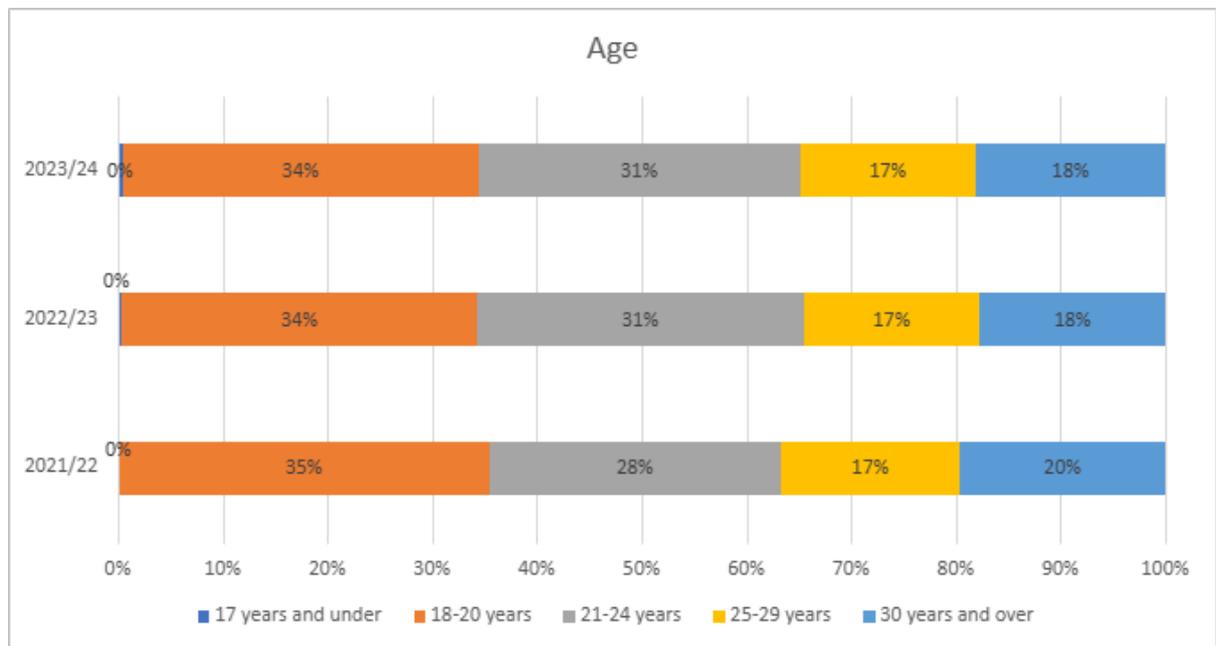
Disability

Disability	2021/22	2022/23	2023/24	2021/22	2022/23	2023/24
No known disability	10263	11258	11355	80%	75%	81%
Declared a disability	1968	1883	1937	15%	13%	14%
Not known/Not applicable	576	1872	795	4%	12%	6%
Grand Total	**12807**	**15013**	**14087**	**100%**	**100%**	**100%**
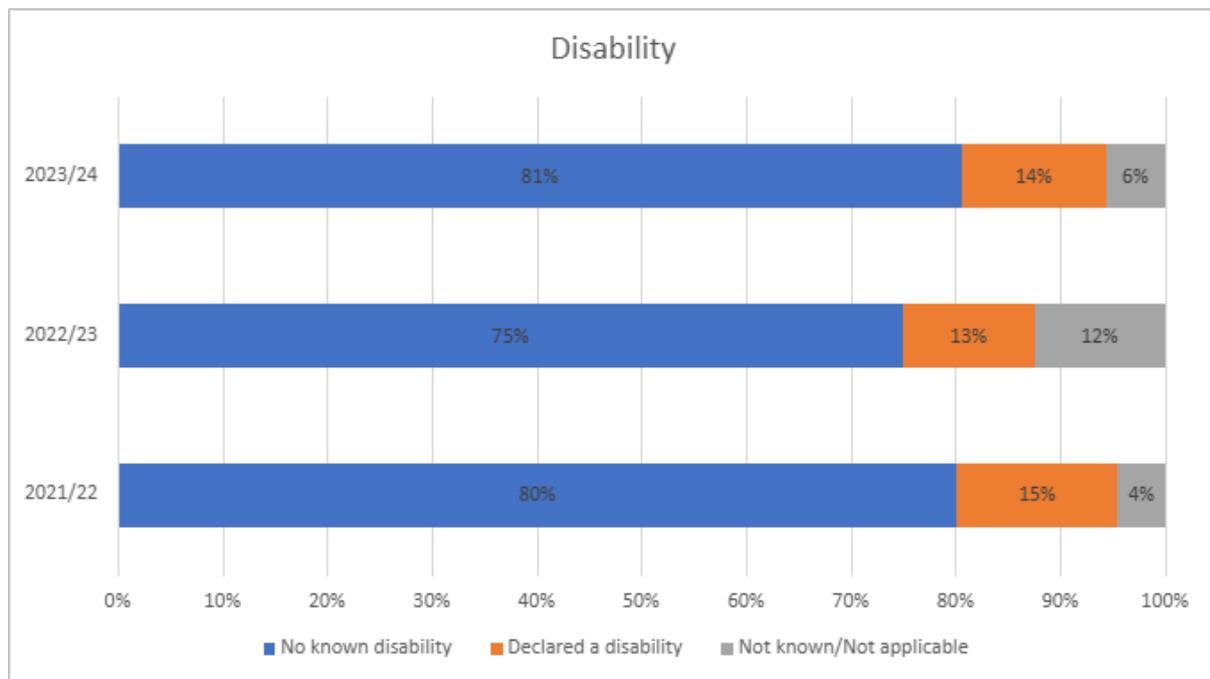
Ethnicity

Ethnicity	2021/22	2022/23	2023/24	2021/22	2022/23	2023/24
Any other Asian background	402	358	377	3.1%	2.4%	2.7%
Any other Black background	80	68	67	0.6%	0.5%	0.5%
Any other ethnic background	533	500	541	4.2%	3.3%	3.8%
Asian – Bangladeshi or Bangladeshi British	214	200	180	1.7%	1.3%	1.3%
Asian – Chinese or Chinese British	37	30	31	0.3%	0.2%	0.2%
Asian – Indian or Indian British	260	233	227	2.0%	1.6%	1.6%
Asian – Pakistani or Pakistani British	456	380	351	3.6%	2.5%	2.5%
Black – African or African British	1,334	1,253	1,308	10.4%	8.3%	9.3%
Black – Caribbean or Caribbean British	465	397	370	3.6%	2.6%	2.6%
Mixed or multiple ethnic background	603	541	524	4.7%	3.6%	3.7%
Not applicable or not known	4,804	7,776	7,121	37.5%	51.8%	50.6%
White	3,619	3,277	2,990	28.3%	21.8%	21.2%
Grand Total	**12,807**	**15,013**	**14,087**	**100.0%**	**100.0%**	**100.0%**
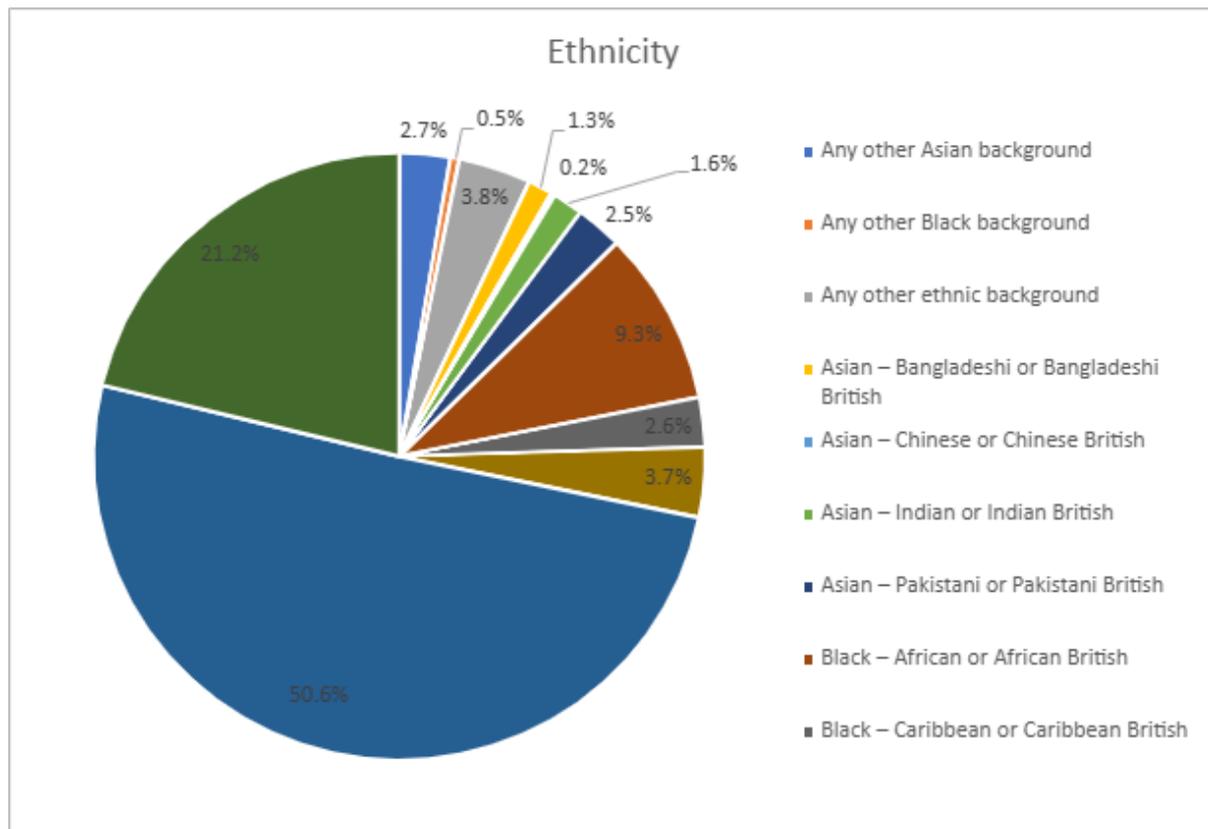
Gender

Gender	2021/22	2022/23	2023/24	2021/22	2022/23	2023/24
Female	8040	8726	8045	63%	58%	57%
Male	4738	6251	6021	37%	42%	43%
Other	29	31	20	0%	0%	0%
Not stated		5	1	0%	0%	0%
Grand Total	**12807**	**15013**	**14087**	**100%**	**100%**	**100%**
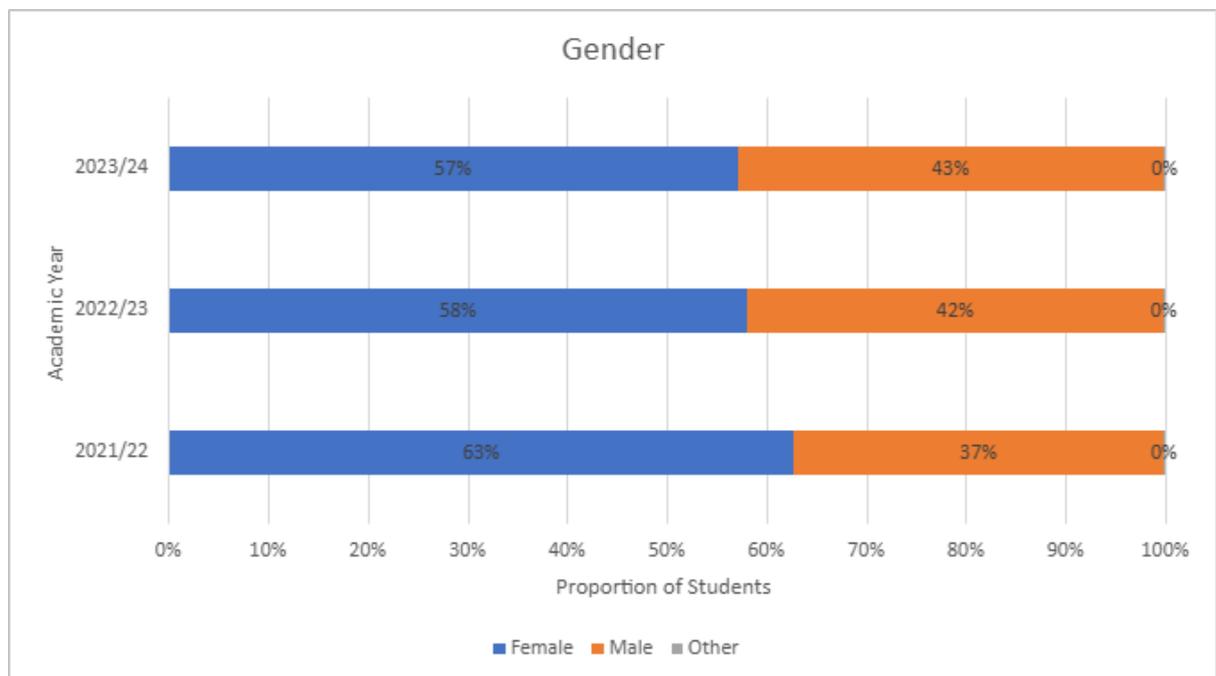
Religion

Religion	2021/22	2022/23	2023/24	2021/22	2022/23	2023/24
Christian	3741	4370	4200	29%	29%	30%
Muslim	3520	4378	3890	27%	29%	28%
No religion	3320	3204	2611	26%	21%	19%
Hindu	1023	1800	2185	8%	12%	16%
Prefer not to say	494	506	414	4%	3%	3%
Any other religion or belief	395	379	309	3%	3%	2%
Sikh	136	141	159	1%	1%	1%
Buddhist	101	118	144	1%	1%	1%
Not available	21	70	139	0%	0%	1%
Jewish	56	47	36	0%	0%	0%
Grand Total	**12807**	**15013**	**14087**	**100%**	**100%**	**100%**
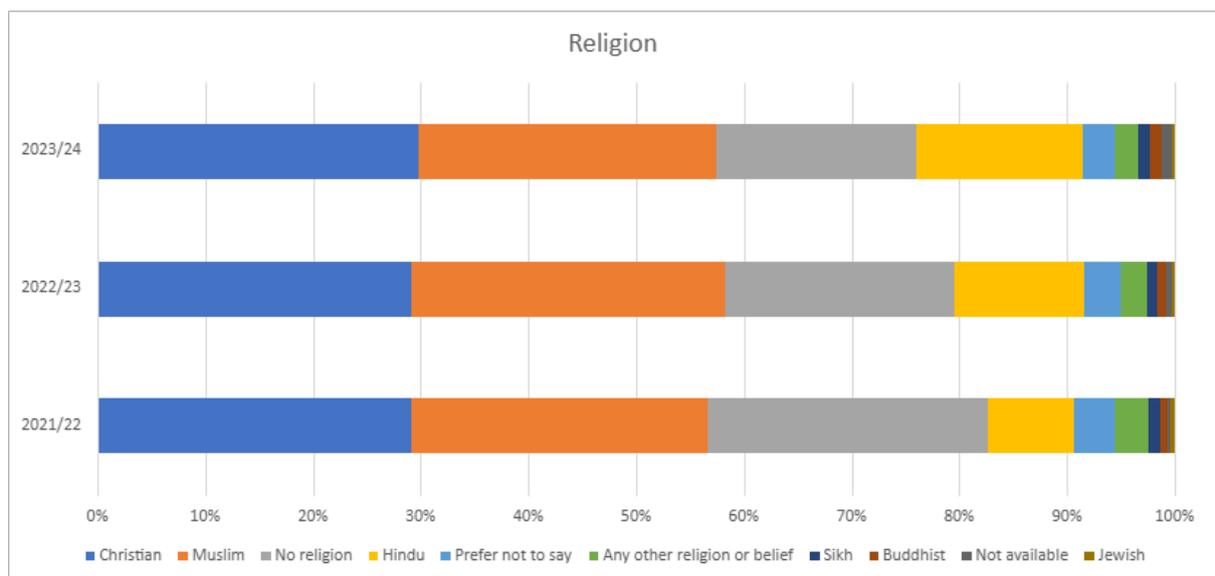
Sexual Orientation

| Sexual Orientation	2021/22	2022/23	2023/24	2021/22	2022/23	2023/24
Heterosexual or straight	9,750	11,175	10,636	76%	74%	76%
Prefer not to say	1,387	1,666	1,538	11%	11%	11%
Bisexual	841	930	776	7%	6%	6%
Other sexual orientation	568	757	758	4%	5%	5%
Gay or lesbian	234	262	226	2%	2%	2%
Not available	27	223	153	0%	1%	1%
Grand Total	**12,807**	**15,013**	**14087**	**100%**	**100%**	**100%**
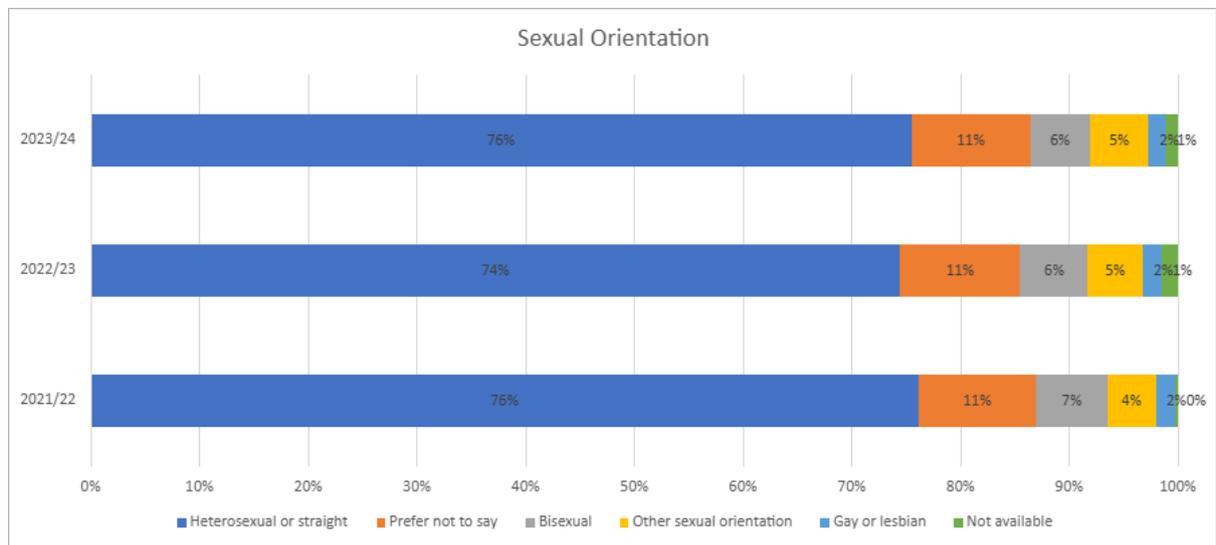
Staff Equality Data (as at 31/12/2024)

Includes permanent, fixed term contract and visiting staff.

Age

Age Group	2022	%	2023	%	2024	%
20-29	153	10.4%	196	11.7%	156	10.8%
30-39	328	22.3%	375	22.4%	324	22.5%
40-49	407	27.7%	448	26.7%	385	26.8%
50-60	372	25.3%	408	24.3%	355	24.7%
>60	208	14.2%	250	14.9%	219	15.2%
Totals	**1468**	**100.0%**	**1677**	**100.0%**	**1439**	**100.0%**
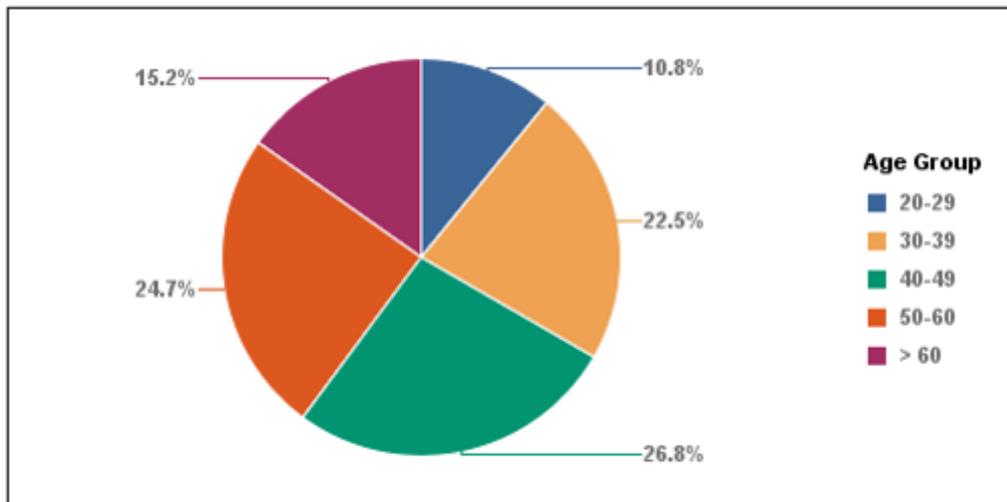
Disability

Disability	2022	%	2023	%	2024	%
Yes	85	5.8%	99	5.9%	95	6.6%
No	1199	81.7%	1413	84.3%	1222	84.9%
Not Stated	184	12.5%	165	9.8%	122	8.5%
Totals	**1468**	**100.0%**	**1677**	**100.0%**	**1439**	**100.0%**
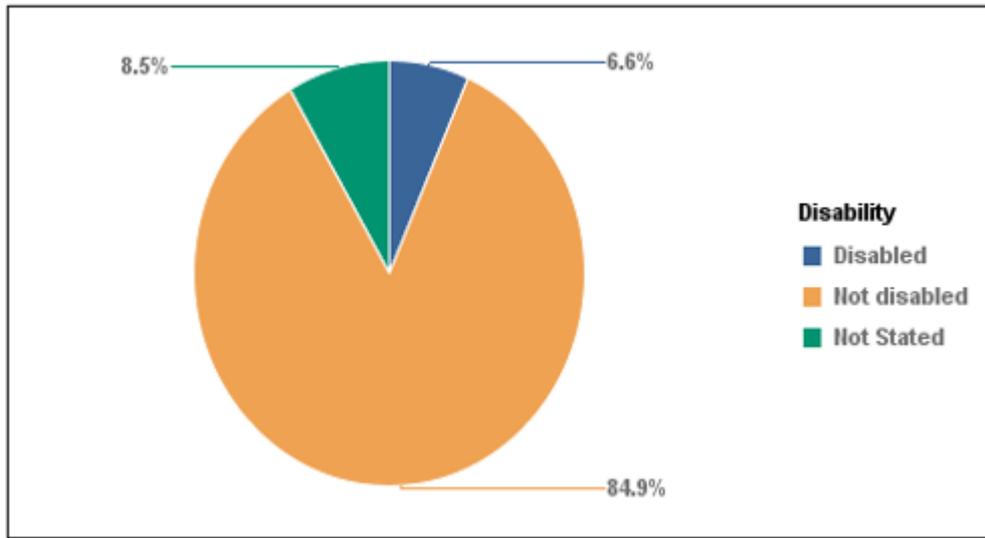
Gender

Gender	2022	%	2023	%	2024	%
Female	873	59.5%	1002	59.7%	844	58.7%
Male	595	40.5%	675	40.3%	595	41.3%
Totals	**1468**	**100.0%**	**1677**	**100.0%**	**1439**	**100.0%**
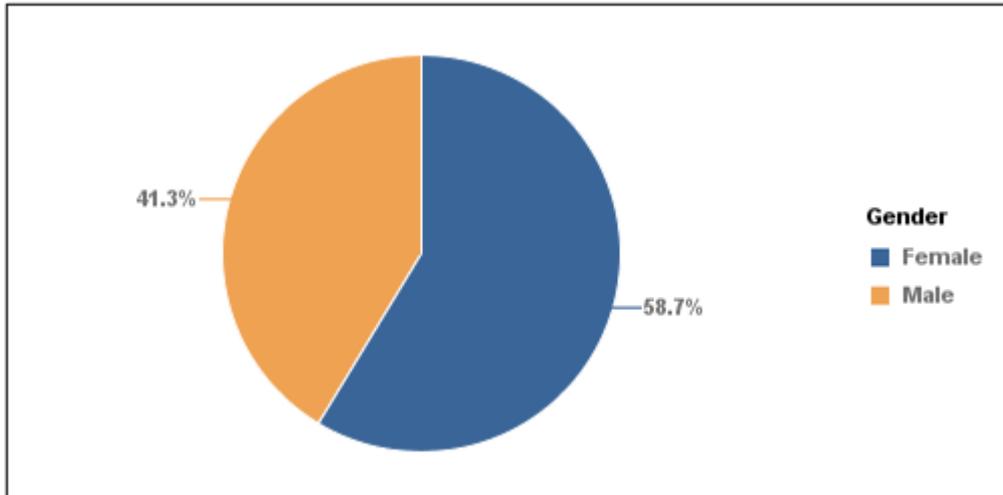
Ethnicity

Ethnicity (2024)	Head Count	%
Any other Asian background	57	4.0%
Any other Black background	10	0.7%
Any other ethnic background	32	2.2%
Any other Mixed or Multiple ethnic background	46	3.2%
Arab	11	0.8%
Asian - Bangladeshi or Bangladeshi British	24	1.7%
Asian - Chinese or Chinese British	32	2.2%
Asian - Indian or Indian British	61	4.2%
Asian - Pakistani or Pakistani British	45	3.1%
Black - African or African British	85	5.9%
Black - Caribbean or Caribbean British	52	3.6%
Mixed - White and Asian	12	0.8%
Mixed - White and Black African	8	0.6%
Mixed - White and Black Caribbean	7	0.5%
Not Stated	94	6.5%
White	863	60.0%
Grand Total	**1439**	**100.00%**

Ethnicity	2022	%	2023	%	2024	%
Black, Asian, and minority ethnic	410	27.9%	515	27.9%	482	33.5%
White	927	63.1%	1042	63.1%	863	60.0%
Not Stated	131	8.9%	120	8.9%	94	6.5%
Totals	**1468**	**100.0%**	**1677**	**0.0%**	**1439**	**100.0%**

Ethnicity
- Any other Asian background
- Any other Black background
- Any other ethnic background
- Any other Mixed or Multiple ethnic background
- Arab
- Asian - Bangladeshi or Bangladeshi British
- Asian - Chinese or Chinese British
- Asian - Indian or Indian British
- Asian - Pakistani or Pakistani British
- Black - African or African British
- Black - Caribbean or Caribbean British
- Mixed - White and Asian
- Mixed - White and Black African
- Mixed - White and Black Caribbean
- Not Stated
- White

Sexual Orientation

Sexual Orientation	2022	%	2023	%	2024	%
Heterosexual	999	68.1%	1207	72.0%	1080	75.1%
LGB	126	8.6%	151	9.0%	130	9.0%
Not Stated	343	23.4%	319	19.0%	229	15.9%
Total	**1468**	**100.0%**	**1677**	**100.0%**	**1439**	**100.0%**
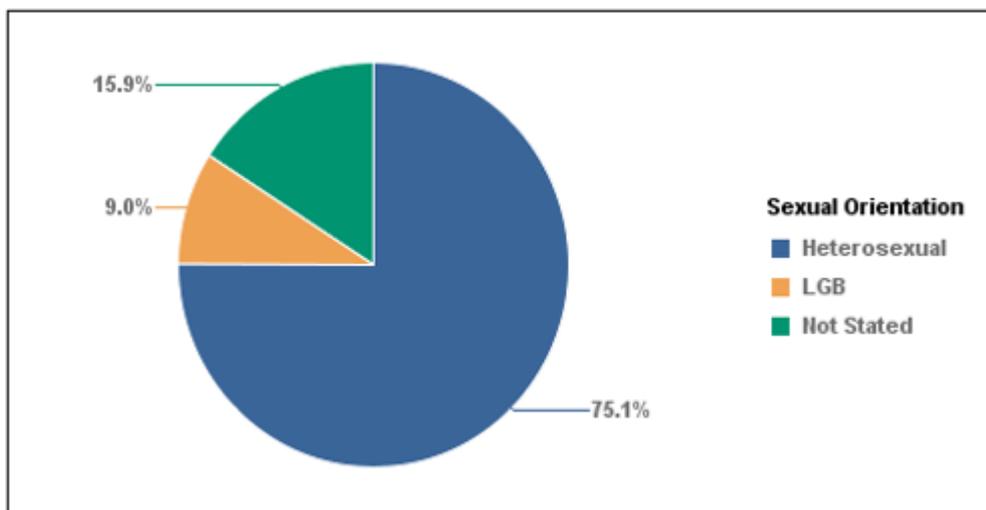
Gender Reassignment

Gender Reassignment	2022	%	2023	%	2024	%
Yes	1	0.1%	3	0.2%	12	0.8%
No	544	37.1%	720	42.9%	694	48.2%
Not Stated	923	62.9%	954	56.9%	733	50.9%
Total	**1468**	**100.0%**	**1677**	100.0%	**1439**	**100.0%**
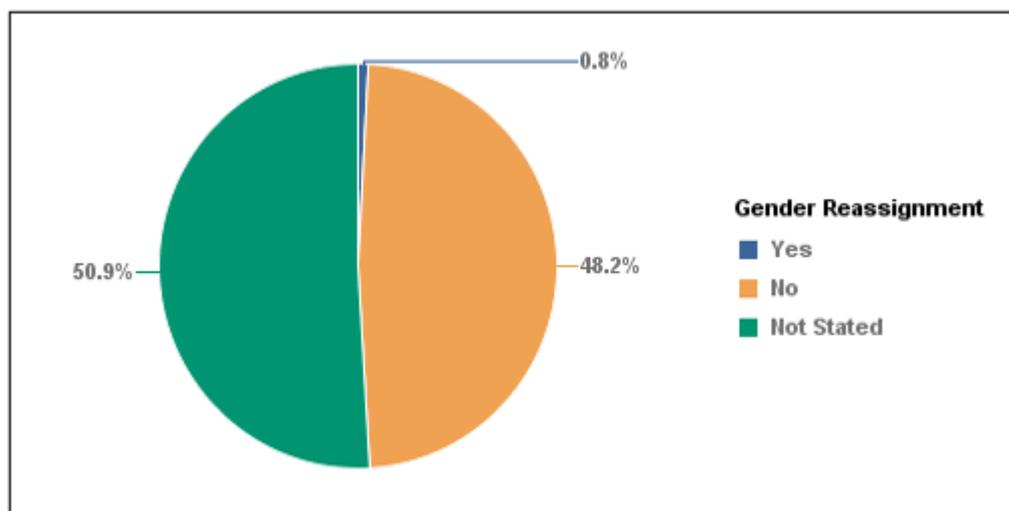
Religion

Religion or belief	2022	%	2023	%	2024	%
Agnostic / Atheist	111	7.6%	106	6.3%	93	6.5%
Buddhist	17	1.2%	17	1.0%	15	1.0%
Christianity	419	28.5%	513	30.6%	473	32.9%
Hinduism	44	3.0%	54	3.2%	51	3.5%
Islam	80	5.4%	117	7.0%	122	8.5%
Jewish	15	1.0%	18	1.1%	10	0.7%
No religion	363	24.7%	445	26.5%	378	26.3%
Not Stated	353	24.0%	332	19.8%	238	16.5%
Other religion or belief	56	3.8%	66	3.9%	50	3.5%
Sikhism	10	0.7%	9	0.5%	9	0.6%
Total	**1468**	**100.0%**	**1677**	**100.0%**	**1439**	**100.0%**

Religion or belief
- Agnostic / Atheist
- Buddhist
- Christianity
- Hinduism
- Islam
- Jewish
- No religion
- Not Stated
- Other religion or belief
- Sikhism
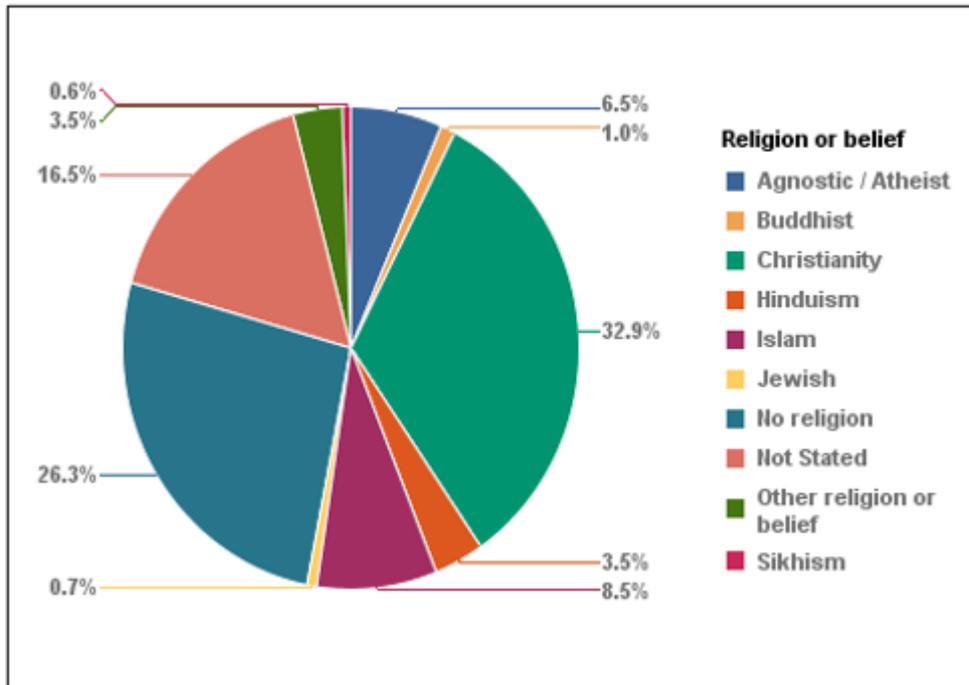
Marital Status

Marital Status	2022	%	2023	%	2024	%
Single	229	15.6%	260	15.5%	233	16.2%
Married / Civil partnership	465	31.7%	547	32.6%	502	34.9%
Widowed	9	0.6%	9	0.5%	9	0.6%
Divorced	29	2.0%	31	1.8%	30	2.1%
Separated	10	0.7%	13	0.8%	9	0.6%
Partner	142	9.7%	158	9.4%	145	10.1%
Not Stated	584	39.8%	659	39.3%	511	35.5%
Total	**1468**	**100.0%**	**1677**	**100.0%**	**1439**	**100.0%**