DRAFT EQUALITY AND DIVERSITY SCHEME 2014 – 2017

Foreword

The Principal   Chair of Equality & Diversity Committee

Executive summary

Purpose

➢ This new Equality and Diversity Scheme 2014-2017 sets out Royal Holloway, University of London's approach to equality and diversity, both as an employer and as a provider of academic, educational and research experience. This includes our approach to meeting the requirements of the Equality Act 2010. Furthermore, it demonstrates how the scheme links with the key strategic objectives of the College.

Key points

➢ Royal Holloway believes in a diverse and inclusive organisational culture in which everyone feels valued and encouraged to develop their full potential whereby the talents and resources of the staff will be fully utilised to maximise the effectiveness and efficiency of the institution.

➢ The Equality Act 2010 puts a general duty on public sector bodies (including higher education institutions) to: eliminate unlawful discrimination, advance equality of opportunity and foster good relations between people who do and those who do not share a protected characteristic. There are nine protected characteristics: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation. Public bodies must meet this general duty both as employers and as providers of public services, and show 'due regard' to the duty across all of their functions

➢ The Equality and Diversity Scheme sets out the College's approach

  a. as a provider of academic, educational and research experience (student experience)
  b. as an employer

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➢ We have identified challenges within these roles, and set objectives, building on good practice to address them.

Equality Objectives as a provider

1. to promote diversity and integration within the student body.
2. to Improve the percentage of student disclosure of equality data.
3. to provide timely and regular management information on student attainment by protected characteristics to key decision makers and develop action plans where appropriate.
4. to embed equality and diversity monitoring in all aspects of student engagement not just those linked to learning and teaching.
5. to provide staff development opportunities that encourage and enable tutors to consider bias towards or against particular groups in teaching and assessment methods.
6. to improve take up of services from those with mental health conditions and / or learning impairments.
7. to improve our existing suite of services for disabled students.

8. to embed equality impact assessment in curriculum development.

Equality Objectives as an Employer

1. to promote diversity amongst the College's senior leaders.
2. to improve the percentage of staff disclosure of equality data
3. to increase the representation and success in the careers of disabled staff
4. to increase the representation of staff
5. Black, Asian Ethnic Minority staff particularly at senior academic and professional service level.
6. to improve the gender balance across all staff groups and the representation of female academics and research staff particularly at senior level
7. to improve the representation and career progression of staff who declare their LGBT status
8. to progress the Action Plan from the Equal Pay audit 2012 and conduct a second Equal Pay Audit in 2014
9. Remove or minimise the disadvantages experienced by staff due to their protected characteristics in relation to the way they are managed

➤ Each objective leads to specific actions to be undertaken as laid out in the equality and diversity action plan below. The plan will be updated each year and published on our web-site.

1. Introduction

1.1 Our Commitment to Equality and Diversity

Equality and Diversity Statement

Royal Holloway, University of London (hereafter 'the College') is proud to continue its tradition of providing excellent education on the basis of merit. We commit to valuing diversity and promoting equality of opportunity for all in employment, admissions and in its teaching, learning and research activities.

The College is committed to ensure that*:*

- it creates a positive, inclusive environment, free from prejudice, bullying, harassment and unlawful discrimination within the College. We will take action to challenge inappropriate behaviour and discriminatory practice.
- staff, students, applicants for employment or study, visitors and other persons in contact with the College are treated fairly, with dignity and respect
- different people and diverse groups with multiple identities and individual differences are recognised and valued
- we will provide our staff and associates with the knowledge and skills they need to understand and meet their equality and diversity responsibilities

1.2 The legal framework

The Equality Act 2010 puts a **general duty** on public sector bodies, including higher and further education institutions to:

- eliminate unlawful discrimination, harassment and victimisation

- advance equality of opportunity between people who do and do not share a protected characteristic

- foster good relations between people who share a protected characteristic and those who do not share a protected characteristic.

As a public body, the College must meet this general duty both as employer and as provider of public services, and show 'due regard' to the duty across all of its functions.

The nine 'protected characteristics' referred to are:
- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race

- religion or belief
- sex
- sexual orientation.

The general duty is underpinned by **specific duties**, for which there are the following requirements:

- To publish information demonstrating compliance with the general duty on an annual basis. This should include information on employees and people affected by services we provide who share a protected characteristic.
- By 6 April 2012 and at least every four years thereafter, publish objectives setting out how Royal Holloway will meet the requirements of the Act.
- Such published information should be accessible to the public.

The College also promotes equality between different socio-economic groups as well as other groups under-represented in higher education including disabled students, care leavers and mature students. The College's strategy for dealing with participation gaps is outlined in its Office of Fair Access (OFFA) statement. The purpose of the Access Agreement supports the College's objective of recruiting able and well-qualified students from a diverse range of social backgrounds and equality groups.

1.3 Strategic Context:

Royal Holloway like other higher education institutions are expected to deliver a first class educational experience in an increasingly complex and changing environment, including greater competition for students and challenge from new providers. The new College Strategic Plan 2013-2020 sets out its vision and principles underpinned by a common set of values and beliefs to guide our work and behaviour to achieve its key objectives.

Our equality objectives are set by reviewing the equality monitoring information on our diverse staff and student population and also by consulting our stakeholders. This information has been gathered and published recently and available via http://www.rhul.ac.uk/aboutus/governancematters/equalops/home.aspx

By setting these objectives we are focusing on College wide issues and are undertaking to demonstrate our guiding values and beliefs. These are by no means a definitive list of activities. This is a live document and the objectives identified may be reviewed or developed further as appropriate.

Underpinning these objectives are two of the College's strategic themes:
- Theme 3: Our student experience
- Theme 5: Our people and culture

In accordance with the People and Culture theme to ' Promote and facilitate equality and diversity', we will
a. nurture a culture of inclusion and diversity
b. introduce more robust equality and diversity monitoring for staff and students

c. conduct regular reviews of equal pay and take evidence-based action across the institution.
d. maintain our high-calibre international staff while also seeking to improve overall staff diversity.
e. ensure staff are offered fair and equitable access to opportunities
f. introduce mentoring programmes for staff moving into leadership roles.

1.4 Responsibility for the equality and diversity scheme

The Principal and Council are responsible for setting and monitoring the College's strategic direction and have overall responsibility for equality and diversity in the College. The Equality & Diversity Committee, informed by the Equality and Diversity Steering Group, formulates policy and reviews and reports on the progress against the equality and diversity scheme. The Equality and Diversity Steering Group will oversee the on-going development and implementation of all strategies, policies and procedures including the College's Equality and Diversity Scheme to embed the promotion of equality and diversity across all functions or activities, and to promote a fair and inclusive learning and working environment within Royal Holloway. The Diversity networks inform the work of the Steering group, contribute to and monitor the progress of the Equality and Diversity Scheme. See Figure 1.

Each Director and senior manager is responsible for delivering the equality aims, objectives and actions in their areas of responsibility. All members of the College community are expected to comply with the Equality and Diversity Scheme and Action Plan as well as any other College's equality and diversity initiatives.

Figure 1: Equality Delivery Structure
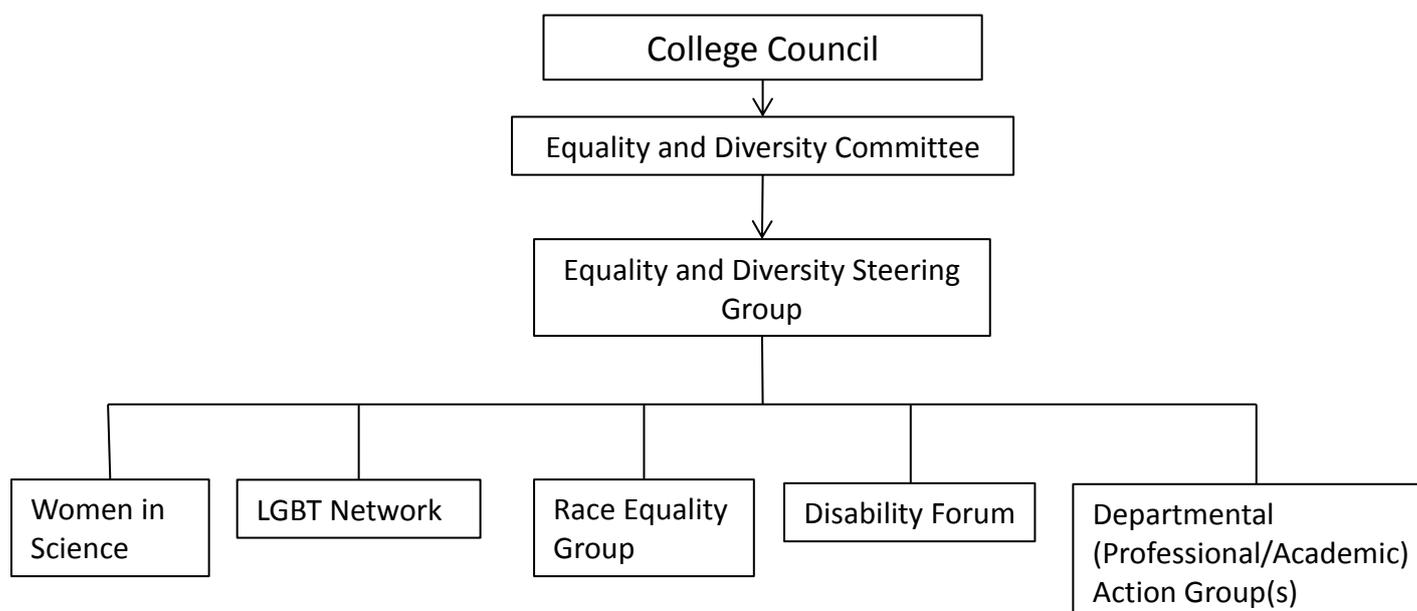
2. Our approach to equality and diversity

Throughout Royal Holloway we hold a common set of values and beliefs that guide our work and behaviour either in academic activities or professional support services. We believe that upholding principles of equality, diversity and fair access will ensure we create fair opportunities for all, respect and support for each other and allow individuals to achieve their potential. These principles will be foundations for nurturing a culture of inclusion and diversity and to deliver an outstanding student experience.

As a Higher Education Institution, Royal Holloway has two key roles ~~which are~~ as:
- A provider of academic, educational and research experience and
- An employer

The Equality Scheme sets out how the College will meet our public sector equality duty and specific duties across these roles. Our equality objectives are based on what the information we gathered tells us about our diverse student and staff population and the action plan will identify our equality and diversity priorities and the actions we will take to address them.

2.1 Equality impact analysis

As required by the general duty, we will undertake equality impact analysis to assess how our strategic and operational decisions, policies, procedures and processes across all college functions or departments and activities impact on people with protected characteristics and from different socio-economic groups. Impact analysis will be recorded and published, including steps taken to address negative impacts and encourage practices that achieve positive impacts.

2.2 Information, consultation and engagement

We currently prepare and publish information on our activities, including data analysis and other evidence that demonstrate we have given due regard to the impact of our policies and engaged with people with protected characteristics where appropriate. This Equality and Diversity Scheme itself forms part of such information, along with impact assessments carried out on our policies, HESA data, links to reports and other information.

When developing new procedures and policies we will engage, as we already do, with a wide audience. Examples of consultation events are the 'Discover our Future' on the new College strategy and the current drop in sessions concerning the College Governance review. For more information on both see
http://www.rhul.ac.uk/restricted/contensis/iquad/collegestrategies/discoverourfuture/home.aspx
and http://www.rhul.ac.uk/iquad/projects/governancereview/home.aspx
Where our work is likely to impact more strongly upon a particular group, we will engage specifically with that group. We will seek to involve our stakeholders to make our policy development procedures accessible to a wider range of people.

The College is committed to engage with all staff groups and is supporting the development of diversity networks such as the LGBT Network, Disability Forum, Race Equality Network and Parent's forums.

3. Addressing equality and diversity

3.1 As an HE provider – students' experience

The University of London was established to provide education on the basis of merit above and without regard to race, creed or political belief. It was the first University in the United Kingdom to admit women to its degree programmes. Royal Holloway, University of London is proud to continue this tradition of promoting equality and diversity in all aspects of student life.

3.1.1 Achievements so far

➢ **Access & Widening Participation:**

The purpose of our Access Agreement and our Interim Widening Participation Strategic Statement (IWPSS) is to support and encourage progression to higher education from groups currently under-represented. The main target groups identified as under-represented in higher education are state school students, students from low participation neighbourhoods, and students from National Statistics Socio-Economic Classification (NS-SEC) Groups 4-7. Students with disabilities are also under-represented in higher education as well as care leavers (someone who has been in the care of the Local Authority for a period of 13 weeks or more spanning their 16th birthday) and mature students.

The access agreement also supports a fair access approach to admissions that seeks to ensure that all applications are assessed fairly to identify whether they are appropriately qualified to succeed in the relevant academic programme. There is no evidence that aspect of our widening participation work has had an adverse effect on people with protected characteristics as defined under the Equality Act 2010

All the activities in the outreach programmes, projects and interventions described in the access agreement are open to everyone in the target cohorts of under-represented groups. Selection is based on this alone, and applicants are judged against clear criteria that are discussed and agreed with participating schools and delivery partners. All activities are advertised widely to targeted schools and colleges to ensure maximum take-up.

Our approach to widening participation promotes equality by supporting the College's objective of recruiting able and well-qualified students from a diverse range of social backgrounds.

We are making continued progress in relation to the targets in our access agreement, which focus on those from non-traditional backgrounds, mature students, poorer families and low performing schools.

A particular achievement this year, is that because of the use of contextual data in admissions during the confirmation process in 2012, we have seen students from low

performing schools rise from 3.7% in 2009 to 5.4% in 2010 and 2011 and shooting to 8.4% in 2012. Additional mature students continue to rise steadily.

Another of our achievement is that for a number of years now, as shown in the table below (same subject comparison), we have more female than male students studying Science, contrary to the sector.

FULL TIME ONLY						
Faculty of Science						
UG	2010-11		2011-12		2012-13	
	RHUL	Sector	RHUL	Sector	RHUL	Sector
Female	54%	47%	52%	47%	52%	47%
Male	46%	53%	48%	53%	48%	53%

> **Promoting Equality and Diversity:**

We are working closely with the Students' Union who have identified and developed key liberation officer roles including a Women & Marginalised Genders' Officer, a Disabled Students' Officer, a Black & Minority Ethnicities Officer and an LGBT+ Officer. Each officer is responsible for developing a student forum for the discussion of any issues relevant to their remit.

Links between the student and staff forums are being established to encourage the sharing of ideas and the development of peer mentoring.

> **Disability:**

Approximately 11% of all students have declared a disability prior to or during the course of their studies at RHUL. This figure has increased from 8% over the last two years thanks to a dual strategy aimed at integrating disability support within the general support to all students at College and at taking an approach which considers the specific needs of disabled students at each stage of their educational journey – pre-entry, on course and as their prepare to enter the job market. A dedicated Educational Support Office (ESO) works with different departments of the College to ensure that College teaching and support strategies are devised with disabled students in mind and to coordinate the support offered to students at each of stages of their interaction with RHUL. In addition specific engagement with STEM disability networks and partnerships with organisations such as DEAF (D/deaf Education Advocacy Foundation), to deliver targeted disability interventions to support pre and

post entry issues further enhances our work to support the variety of groups in this area.

We have received positive feedback from disabled students themselves about the support we provide. Disability support satisfaction score in the Student Barometer survey is in excess of 92% and on several occasions RHUL has been the highest rated institution participating in the survey.

Significant progress has been made in emphasising disability equality. We have produced a DVD entitled 'A Veneer of Acceptance' which features 6 students representing different disabilities (Dyslexia/dyspraxia, Autistic Spectrum Conditions, Energy-related condition, Mental Health Condition, Visual Impairment and Hearing Impairment). This DVD is now shown across campus during staff induction and training. A 2-hour training session on teaching disabled students is compulsory for all incoming teaching staff.

Disabled students are encouraged to act as a source of support, many of them being employed as student helpers for other disabled students in receipt of the Disabled Students' Allowance.

The Educational Support Office is consulted at the point of course validation to identify any aspects of a new course which could act as an invisible barrier for disabled students.

The support offered to disabled students is proactive and flexible so as to be responsive to a student's changing circumstance or an increase in need. For example, all students in academic difficulties (those receiving formal warnings) are invited to review their support package with the Educational Support Office.

A well-established network of "disability champions" in academic departments and in key services around the College ensures that the support recommended is put in place at a local level. The Network Members meet termly to share good practice, policy relating to reasonable adjustments and solutions to specific challenges that have arisen within a term.

Unistart, a two-day residential programme of early orientation for applicants on the Autistic Spectrum was piloted in 2013-2014. This was aimed at a gradual acclimatisation of this group of students with an impaired ability to withstand change and adapt easily to new environments. Those are the students at risk of early disengagement with the course and the support offered. As a result of this successful pilot, Unistart will be run on a yearly basis and extended to applicants with declared Mental Health difficulties.

3.1.2 Challenges

Recording Data

➢ Data Collection
Whilst established data collection processes are in place for some demographic and social characteristics we are reliant on inconsistent and diffuse processes for others. Declaration of many characteristics is voluntary and collection of a further subset do not form part of the standard application and enrolment processes. As such our ability to monitor academic progression against some protected characteristics is limited and in some cases, it is not possible at all.

➢ Stigma of Declaration
Applicants and current students have expressed concerns about declaring protected characteristics, even when it is made clear the data will be anonymised. We lack routine data collection processes and provide no mechanism for the confidential submission of equality data during the academic year.

Monitoring Data

The issues associated with collection means that there is a little or no data on certain groups with protected characteristics. Those identified below are largely done so through derived application data.

What our student equality monitoring data is telling us

➢ Cross cutting
Over the past 5 years the percentage of UK entrants has declined slightly from around 75% to 70% with the most notable decline in 2012. A corresponding growth in the proportion of overseas (non-EU) entrants was also seen between 2011 and 2012.

Despite the increasing diversity of the student population there appears to be little discussions or debate taking place across the College around how this may impact on overall student experiences at Royal Holloway. More data and analysis is required to understand the profile and make-up of the home and overseas student population for us to realise the benefits of cultural differences or indeed to facilitate understanding of such differences to prevent miscommunication or potential discord.

➢ Age
The proportion of 'mature' entrants (aged 22 or over upon initial enrolment, as defined by HESA) has remained remarkably steady over the past 5 cohorts at 6-7%, albeit with a perceptible drop in 2012 to 5.2% from 7.4% in 2011

➢ Disability

The progression rate for disabled students between 2008 and 2011 was slightly lower than that for non-disabled students. This trend was reversed in 2012 when there were 8% more disabled students progressing to the 2nd year at the first attempt then non-disabled students. It should be noted that disabled students comprised a smaller population in 2012 entry (6%) than in previous years (the highest was in 2008 when 11% of the population were classed as having some form of disability).

➢ Race
It has been noted in previous analyses that there is a clear and consistent achievement gap between white and non-white students with regard to final classification, with the former up to twice as likely to be awarded a 1st class degree, and the latter more than twice as likely to be awarded a 2:2 or lower. The same trend can also be seen for students who completed in 2013, with the proportion of non-whites achieving a first class degree lower than ever. However, it is unhelpful to aggregate all non-white students into one large group as this may hide large differences in attainment of different ethnic groups. Therefore, a more thorough exploration of disaggregated data will be required to understand the underlying causal factors in order to determine an appropriate intervention, that is, if it should be required.

Considering 1st year progression, white students are *ca* 10% more likely to progress at the first attempt compared to non-white students. The performance gap in 2009 was the lowest seen in the last 5 years (8%) while students who entered in 2010 showed the highest performance gap (14%). Following this increase in 2010 the gap for students who entered in 2011 has decreased back down to 10% in 2011 and 12% in 2012.

➢ Sex
For the past few years it appeared that females are awarded more 1st class degrees than males. However, for those classified in 2013, the proportion of males and females achieving 1st class degrees is more or less equal. Female students are still more likely to be awarded a 2(i) compared to male students and male students are still more likely to be awarded a degree lower than a 2(i) compared to female students

3.1.3 Equality Objectives (As a Provider)

The following objectives have been developed following analysis of the above evidence – and where appropriate relate to gathering more comprehensive data to support the development of further objectives. To achieve these objectives appropriate actions are detailed in the action plan at the end of this document.

Equality Objective 1: Promote diversity and integration within the student body.

Royal Holloway is committed to promoting diversity both in terms of its approach to student recruitment but also in the delivery of teaching and across its full range of extra and co-

curricular activities. We will ensure we are equipped with the necessary knowledge, understanding and skills to take into account responsibility for equalities, diversity, inclusion and the statutory equality duties. We will take action to ensure that representation from students is diverse and central to our cyclical and long term planning processes.

Equality Objective 2: Improved percentage of student disclosure of equality data.

Despite making progress, the College still has high level of undisclosed disabilities, sexual orientation, religion and belief. We have to positively encourage the merits of disclosure across these protected characteristics and ensure we have adequate processes in place to collect new ones i.e. sexual identities.

Equality Objective 3: Provide timely and regular management information, such as student attainment by protected characteristics and under-represented groups' participation in different discipline or subject areas, to key decision makers and develop action plans as appropriate.

Whilst the College provides population data on student population by some of the protected characteristics this is rarely linked to academic attainment or engagement with extra and co-curricular activities. We will work to provide data that is easy to interpret, disaggregated to the right levels and provide access to those empowered to drive change where appropriate.

Additionally, we will support opportunities to promote under-represented groups participation including student in Science and the progression of female in Science to higher level degrees (PhD).

Equality Objective 4: Embed equality and diversity monitoring in all aspects of student engagement not just those linked to learning and teaching.

With the increase in student fees and the marketplace for students becoming ever more competitive, there is an increasing emphasis being placed on the whole student experience. In parallel to our commitment to enhancing extra-curricular and co-curricular services and activities we will work to ensure that the equality and diversity agenda is central to their planning and delivery.

Equality Objective 5: Provide staff development opportunities that encourage and enable tutors to consider bias towards or against particular groups in teaching and assessment methods.

We are committed to ensuring that staff are equipped with the skills and knowledge to consider appropriate adjustments to teaching and assessment methods to ensure equal opportunities for all.

Equality Objective 6: Improved take up of services from those with mental health conditions and / or learning impairments.

We are committed to expanding our mental health support services and encouraging greater take up from across our student community. We will work to encourage the disclosure and identification of mental health conditions and put in place general and specific arrangements to support those with them.

Equality Objective 7: Improve our existing suite of services for disabled students.

We will enhance our existing disabled student support services, in particular by increasing our suite of technical resources to improve accessibility across the College. We will dedicate staff resource to the development of a new service to support those who are not yet in receipt of a Disabled Students Allowance.

Equality Objective 8: Embed equality impact assessment in curriculum development.

Work is underway to embed equality impact assessment into our programme approval process. We are committed to rolling this to other curriculum change processes and to ensuring equality is actively considered at all the relevant stages of change.

3.2 As an employer

We believe that upholding principles of equality, diversity and fair access will ensure we create fair opportunities for all, respect and support each other and allow individuals to achieve their potential.

3.2.1 Achievements so far

➢ Cross-cutting achievements

The College successfully appointed a full time Equality and Diversity Officer having identified the need for a specialist resource to progress its equality and diversity agenda. An Equality and Diversity Steering Group was constituted to lead the development, implementation and monitoring of the equality and diversity strategy. A series of focus group interviews were conducted by the lay Council members of the Equality and Diversity Committee, see Annexe 1**.** The findings from the final report will feed into the development of our equality objectives.

We have incorporated the collection of equality data as part of the recruitment process for College Council members. We are also in the process of collecting equality data from the existing College Council members. All vacancies for lay Council Members are being advertised nationally which include a sentence stating that we would welcome applications from minority groups as they are underrepresented.

The process and procedures for applying for promotion have been reviewed and there are clear criteria set out that applicants have to meet and on which eligibility for promotion are assessed, establishing a fairer and more transparent process. Senior academics and Head of Departments also attended training to raise awareness of unconscious bias.

Improvements have also been made to the recruitment and selection process and the paperwork documenting the evidence on which appointment decisions are made were reviewed.

➢ Disability

The Disability Forum is in place and are meeting once a term. Professor Scott Elias is our Disability Champion and has initiated the process to host an online College Disability Discussion Forum. Initiatives to promote disability equality included 1) Development of a Guide for Disabled Staff and a Guide for Managers on supporting Disabled staff 2) Proposal submitted to have a central process and budget to support making reasonable adjustments 3) MHFA (Mental Health First Aid) Lite course. A proposal was put to the Disability Forum to consider becoming more self-determining with an elected administrative committee. Exit interviews with HR staff are offered to all staff leaving the College including staff with a disability.

Acting on feedback from the Disability Group about the need to improve the general awareness on Mental Health issues, we commissioned a Mental Health First Aid (Lite) programme for the National Stress Awareness day. The session was fully taken up, very well evaluated and demonstrated a need for such training.

A disability access audit was completed and communicated with key stakeholders in September 2012. Due to the nature of the findings (i.e. physical adaptations to buildings and estate) it has been agreed that Estates would lead on implementation of improvements and sourcing funding as required. Estates have identified works to be done as part of estates schedule and anticipate implementation by end of March 2014.

Disabled staff have been sent information on Calibre, a leadership development programme specially developed for disabled staff.

➢ Maternity & Pregnancy

Maternity and paternity policies have been reviewed to ensure that they are inclusive.

➢ Race

The recruitment and selection process was reviewed. For a number of reasons, primarily the excessive number of online applications meant that it is a huge undertaking for recruitment panels to carry out shortlisting. It was hard to identify any significant reasons for the lower success rate of minority ethnic applicants. Following the exercise a number of recommendations to improve the recruitment and selection process will be put in place e.g. the development of a scoring system for the selection of candidates, the requirement to retain copies of questions put to candidates and any notes taken by the interview panels to track appointment decisions. Other initiatives include putting advertisement in Diversity Group publication, reviewing job descriptions and person specifications to ensure that the qualification and skills requirement match the demand of the role.

We are also trying to engage with Black, Asian and minority ethnic (BME) staff to set up a Race Equality Network.

This year three black minority ethnic staff will be supported by the College to participate in the executive development programme for diverse leaders, Stellar HE.

➢ Sex

Work is in progress to apply for an Institutional Athena Swan Silver Award status. The Physics and Psychology Departments were awarded Silver while Earth Sciences and Computer Sciences were awarded Bronze.

An initiative to encourage an increase of female professors to 35% has been approved at the Academic Board and will be implemented in 2014.. Academic promotions criteria and guidance were updated in 2012 with the new process successfully implemented in summer 2013. Professorial banding has been completed and implemented.

The College is participating in the Aurora Leadership development programme for women aspiring to progress into senior management roles in HEI, and is supporting four women staff, both from the academic and professional support services staff groups.

An Equal Pay Audit was conducted in 2012 and progress has been made against the recommendations and action plan.

A Flash Mob tea party was held to mark International Women's Day, during which all attending the event were invited ti fill in a questionnaire to survey interest in the development of an Women's Forum. The questionnaires are currently being analysed.

➢ Sexual Orientation

From 2011 all staff are asked to declare their sexual orientation status at recruitment stage as part of the equality monitoring arrangements. Current staff are asked on an annual basis to review their equality data and will continue to be encouraged to complete all fields. This is also the second year that the College has participated in the Stonewall Workplace Equality Index. All HR policies and procedures have ~~also~~ been reviewed to ensure inclusive language is used throughout.

We have also engaged with the informal staff LGBT Network and have their agreement to launch an official LGBT Network. An official College mailbox with a confidential distribution members' list has been established. Staff were contacted via Heads of Department and the staff bulletin, iQuad to promote the mailbox and to encourage LGBT staff to participate in the network. A questionnaire to survey members views on how they would like the network to be structured has been administered. The LGBT network would be constituted according to the outcome of the surveys and an event will be planned to launch the official LGBT network.

LGBT staff are encouraged to apply for the Stonewall leadership development programmes and information about the programme are distributed to LGBT staff.

3.2.2 Challenges

What our equality monitoring data tells us

➢ Cross- Cutting

We are making progress in collecting data on sexual orientation and religion and belief, and have commenced collecting data on carer status and gender identities for all staff at the recruitment stage. However, the equality data for our existing staff are still not very comprehensive.

The rate of appraisals reported seems very low and variable. This is important as it is an opportunity for line managers to engage their staff in discussions about their individual needs and how to support them generally and in their career progression.

Despite the increasing diversity of our student population, the ethnic composition of our staff, particularly at senior level is not very representative.

➢ Carers and Gender Identities:

Data on carer status and gender identity are now being collected as part of the recruitment process.

➢ Disability:

The proportion of disabled staff has remained at just above 2% for some years. This is low when compared to a prevalence of 16% working age adults in the population in GB. (Source: Family Resources Survey 2010/11).

Two senior managers (5.6%) indicated they have a disability.

- Ethnicity:

Minority ethnic academic staff are reasonably well represented at Lecturer level (20%) but progressively descended to 14.1% (Senior Lecturer), 13.1% (Reader) and 5.3% (6.3% UK nationals) at Professorial level. In total, while 42% of white academics at the College are at professorial level, only 25% of minority ethnic (UK nationals) academics are.

There is only one senior manager of minority ethnic origin although six (16.7%) senior managers (managers on Grade 10 and Heads of Department and Schools) are of non-UK nationality.

Overall, there is still a higher success rate of white applicants than minority ethnic applicants. Of the 16.9% of applicants shortlisted, 19.3% were white compared to 10.9% which were BME.

- Religion or Belief and Sexual Orientation:

These two areas are now routinely collected for new staff while existing staff are asked to update their data from time to time. However there are a high percentage of staff for whom both sets of data are unknown, that is at 91% unknown for both religion or belief and sexual orientation.

- Sex:

Female staff remains relatively low in the Technical (26.4%) and Academic (32.6%) staff groups. In contrast, in Admin 1-5 posts there are only 11.9% men. For Academics there is 45% female staff at Lecturer level which decreases at Senior Lecturer and Reader levels to 35.1% and 32.3% respectively ending with only 24.4% at Professor level.

38% of women are on part-time contracts compared to 15% of men. M& A (Manual and Ancillary) staff group has the highest percentage of women working part-time.

Women represent less than a third of senior managers at 30.6%.

Equal pay audit

The equal pay audit carried out in 2012 found evidence of gender pay gaps particularly in the professorial, manual and ancillary staff groups, and ethnicity pay gaps exist for some groups in pay in favour of white staff. Details of the equal pay audit and action plan can be found at
http://www.rhul.ac.uk/aboutus/documents/pdf/governance/equalpayauditactionplan.pdf.

Focus group interviews

From the findings of the focus group interviews there is a perception amongst disabled, minority ethnic staff and women, especially those with caring responsibility, of being treated unfavourably, having variable access to training or career enhancing activities as well as line managerial support and experiencing of barriers to promotion. Staff also felt that staff and managers are not held to account for bad or inappropriate behaviours. This created resentment and does not foster good relation between the diverse groups and community in the College. For details of the report see Annexe 1.

Discover Our Future Event

The College held a 'Discover our Future event' in September 2013 to launch the new College strategy, with stands demonstrating the different themes of the strategy. The feedback from staff was that there is a need for such an event on a regular basis to improve communication at the College. It was very positive and people found it informative. It was an opportunity for different groups of staff throughout the College to meet and exchange ideas thus breaking down barriers and helping to foster good relations between staff.

3.2.3 Equality Objectives

The following objectives have been developed following analysis of the evidence from above. To achieve these objectives appropriate actions are detailed in the action plan below.

Equality Objective 1: Promoting diversity in the College's senior leaders

We recognise that our senior managers and academics are not representative of the general local population, in respect of sex, ethnicity or disability. We will take action to ensure that management and academic board or committees have diverse membership and are equipped with the necessary knowledge, understanding and skills to take into account our corporate and leadership responsibility for equalities, diversity, inclusion and the statutory equality duties.

Equality Objective 2: Improved percentage of staff disclosure of equality data

Despite making progress, the College still has high level of undisclosed disabilities, sexual orientation, religion and belief. We have to positively encourage the merits of disclosure across these protected characteristics and the new ones that we have started collection for i.e. carers status and sexual identities.

Equality Objective 3: Increase the representation and success in the careers of disabled staff

The annual equality monitoring report indicated the representation of disabled staff for the past years have been static at just above 2%. We also have to establish a more supportive environment to remove or minimise the disadvantages for staff in order to promote and facilitate equality and diversity.

Equality Objective 4: To increase the representation of Black, Asian Ethnic Minority staff particularly at senior academic and professional service level.

The College wants 'to maintain our balance of high-calibre international staff while also seeking to improve overall staff diversity'. The data for the past successive years on the representation of black minority ethnic staff have not changed substantially and more is needed to be done to attract, retain talented staff and improve overall staff diversity. An audit of the recruitment paper trail found that the documentation at the different stages of recruitment were incomplete. Information on the assessment criteria and how shortlisting and appointment decisions were more often not documented. Improvements were instigated and it would be useful to carry out a follow up audit.

We are keen to participate in the Race Equality Charter Mark that ECU will be trailing in 2014.

Equality Objective 5: Improve the gender balance across all staff groups and the representation of female academics and research staff particularly at senior level.

Royal Holloway wishes to be an employer of choice for talented academic, professional and support staff at all levels. 56% of students in UK are now women so there is a huge talent pool of women to attract and retain. Although we have made progress more can be done to ensure a level playing field for women staff at senior academic and managerial level. We will continue to build on the progress made and remain committed to submitting Athena SWAN as well as the GEM (gender equality charter mark) applications.

Equality Objective 6: Improve the representation and career progression of staff who declare their LGBT status

Royal Holloway still has a high level of staff not disclosing their sexual orientation. To be an employer of choice, we will need to engage and work with LGBT staff to improve their experiences in order to attract and retain talented LGBT people.

Equality Objective 7: To progress the Action Plan from the Equal Pay audit 2012 and conduct the second Equal Pay Audit in 2014

The College is committed to conducting regular reviews of equal pay and take evidence-based action across the institution. An Equal Pay Audit was carried out in 2012 and progress has been made against the recommendation and action plan. In line with meeting the publication requirement of the specific duties we will be conducting and publishing the next Equal Pay Audit in 2014.

Equality Objective 8: Remove or minimise the disadvantages experienced by staff due to their protected characteristics in relation to the way they are managed

In order to provide a supportive environment and nurture a culture of inclusion and diversity, actions will be taken to ensure policies e.g. flexible working and managerial processes e.g. appraisal are clear, pragmatic and easily translated into practice. Managers will have the necessary induction and training to familiarise them with the relevant policies or processes to enable them to apply these in a fair, equitable and consistent manner irrespective of the protected characteristics of their staff.

ACTION PLAN (Student)

Equality Objective 1: Promote diversity in the student body					
Actions	Link to Strategic goals & Public Sector Equality Duties (PSED)[1] and Specific Duties (SD)[2]	Success Measures	Current performance	Ambition for 2020 (unless otherwise stated)	Lead Responsibility
Establish student engagement, student satisfaction surveys and focus groups in cooperation with the Students' Union Liberation officers for student groups with protected characteristics and report annually to the Council/Management Board on progress	Strategic Theme 5.3, 5.5 and 5.7 PSED 2 & 3	Increased student satisfaction levels. Action plans developed to address identified issues for student groups with protected characteristics.	No systematic monitoring or regular action plans in place.	(By end 2014/15) Established monitoring mechanisms and action plans forming part of regular planning round activity.	Student Life
Ensure comprehensive equalities training is undertaken by all student facing service managers.	Strategic Theme 5.1 and 5.3 PSED 2	Increased student satisfaction levels. Equality related objectives to be included in Professional Services planning round submissions.	Training available.	(By end 2015/16) All student facing service owners trained and regularly refreshed.	Human Resources
Utilise existing datasets and establish focus groups in cooperation with the Students' Union International Students Officer and the relevant international / cultural student societies to explore the barriers and challenges faced by each international student community.	Strategic Theme 3.2, 3.5 and 5.3 PSED 2	Increased student satisfaction levels. Action plans developed to address identified issues for specific international student communities.	Limited data available, sense of exclusion amongst certain communities.	(By end 2014/15) Data collection and monitoring processes in place, action plans forming part of regular planning round activity.	Student Life
Develop and promote a series of events aimed at promoting internationalisation and the celebration of our diverse cultural groups.	Strategic Theme 3.2, 3.5 and 5.3 PSED 2, 3	Increased student satisfaction levels. Positive feedback from target groups.	A series of one-off and semi-regular events organised by different stakeholders.	(By end 2014/15) A coordinated programme of activities, events and campaigns with internationalisation as its key theme.	Student Life

Actions	Link to Strategic goals & PSED	Success Measures	Current performance	Ambition for 2020	Lead Responsibility
Ensure arrangements for Welcome Week and First Year Induction encourage integration of all student communities.	Strategic Theme 3.2, 3.5 and 5.3 PSED 2, 3	Increased student satisfaction levels. Positive feedback from target groups.	Limited data available, sense of exclusion / isolation amongst certain communities.	(By Sept 2014) Expectations of all communities understood and catered for in welcome and induction arrangements.	Student Life
Review arrangements for pre-sessional programmes to prevent the isolation of this segment of the international student community upon the commencement of the full teaching term.	Strategic Theme 3.2 and 3.5 PSED 2, 3	Increased student satisfaction levels. Positive feedback from target groups. Greater diversity within each Hall of Residence, more closely reflective the overall College demographic.	Residential arrangements leading to isolation.	(By end 2014/15) New residential arrangements in place for Sept 2015.	RHI Teaching
Review arrangements for vacation periods on campus and ensure a range of events and activities are offered to all parts of the student community remaining on site.	Strategic Theme 3.2 and 3.5 PSED 2	Increased student satisfaction levels. Positive feedback from target groups.	Limited campus life during vacation periods.	(By end 2014/15) Key events in place and availability of key services in vacation periods guaranteed.	Student Life
Review and develop accommodation allocation policy and process to promote the integration of student communities across our halls of residence and ensure they represent our wider demographic.	Strategic Theme 3.2, 3.5 and 5.3 PSED 2, 3	Increased student satisfaction levels. Positive feedback from target groups.	Limited data available points toward imbalanced ratios of different demographic groups within halls.	(By end 2014/15) Revised accommodation allocation policies and processes to encourage and if appropriate, engineer a balanced demographic across all halls.	Student Life
Equality Objective 2: Improved percentage of student disclosure of equality data.					
Actions	Link to Strategic goals & PSED	Success Measures	Current performance	Ambition for 2020	Lead Responsibility
Review application, signup and enrolment processes with a view to extending data collection on new and returning students to all protected characteristics.	Strategic Theme 5.3 PSED 2	Standardised data collection processes in place for all protected characteristics.	No standardised recording of LGBT+ and	(By end 2014/15) Standardised collection data collection process	Student Administration

Actions	Link to Strategic goals & PSED	Success Measures	Current performance	Ambition for 2020	Lead Responsibility
			low declaration rates in other key protected characteristics.	for all protected characteristics in place for Sept 2015.	
Work in cooperation with the Students' Union to develop a campaign encouraging disclosure of equality data from the student body and minimising any associated stigma.	Strategic Theme 5.3 PSED 2, 3	Increased declaration rates of protected characteristics.	A series of one-off and semi-regular events / campaigns organised by different stakeholders.	(By end 2014/15) Coordinated campaigns in place involving College and SU stakeholders.	Student Life
Develop the student Portal to enable the student submission of equality monitoring data throughout the year.	Strategic Theme 5.3 PSED 2	Standardised data collection processes in place for all protected characteristics available for update by students throughout the academic year.	No standardised recording of LGBT+ and low declaration rates in other key protected characteristics.	Revised Portal in place for Sept 2015.	IT Services
Equality Objective 3: Provide timely and regular management information, such as student attainment by protected characteristics and under-represented groups' participation in different discipline or subject areas e.g. STEMM, to key decision makers and develop action plans as appropriate.					
Actions	Link to Strategic goals & PSED	Success Measures	Current performance	Ambition for 2020	Lead Responsibility
Embed the monitoring of Student population and attainment statistics, into established curriculum review processes to identify trends and take actions to address identified impact on individuals or groups who have protected characteristics	Strategic Theme 5.3 PSED 2	Provision of a dashboard of data which can be drilled from a high level down to individual programmes and course units which displays student demographic data against trends in attainment.	Population and attainment data available but not linked.	(2015/16 Planning Round) Action plans to address identified issues forming part of cyclical academic planning.	Academic Development
To continue with the outreach activities with schools and the community to promote access and widening of participation to under-represented groups	Strategic Theme 1.2, 1.3, 5.3 PSED 2,3	Progress in the targets in our access agreement and maintaining our success in the recruitment of female student in Science.	Achieving against the targets in our access	Identification of under-represented groups' participation and	Recruitment

			agreement	action plans to address issues.	

Equality Objective 4: Embed equality and diversity monitoring in all aspects of student engagement not just those linked to learning and teaching.					
Actions	Link to Strategic goals & PSED	Success Measures	Current performance	Ambition for 2020	Lead Responsibility
Develop the collection and collation of student population and participation statistics in aspects of College life outside of learning and teaching.	Strategic Theme 5.3 PSED 2	Provision of a dashboard of data which can be drilled from a high level down to individual services and activities.	Limited collection and analysis focussed on particular programmes e.g. Passport	(2015/16 Planning Round) Action plans to address identified issues forming part of cyclical service planning.	Student Life

Equality Objective 5: Provide staff development opportunities that encourage and enable tutors to consider bias towards particular groups in teaching and assessment methods.					
Actions	Link to Strategic goals & PSED	Success Measures	Current performance	Ambition for 2020	Lead Responsibility
Establish a series of training opportunities in which academic staff can explore the challenges associated with traditional teaching and assessment methods for particular groups of students and what alternative methods or supporting measures may be appropriate.	Strategic Theme 5.1 and 5.3 PSED 2	Increased student satisfaction levels. Positive feedback from target groups.	???	???	Educational Development Office

Equality Objective 6: Improved take up of services from those with mental health conditions and / or learning impairments.					
Actions	Link to Strategic goals & PSED	Success Measures	Current performance	Ambition for 2020	Lead Responsibility
Extend the UniStart residential orientation to students with declared mental health conditions.	Strategic Theme 1.2 and 5.3 PSED 2	Increased student satisfaction levels. Positive feedback from target groups.	No specific provision within UniStart for students with mental health conditions.	(By Sept 2014) Programme updated.	Support & Advisory Services
Provide dedicated staff support for those with a diagnosed mental health condition.	Strategic Theme 5.3 PSED 2	Increased student satisfaction levels. Positive feedback from target groups.	Support spread across multiple posts.	(By Sept 2014) Dedicated support in place.	Support & Advisory Services
Develop a peer mentoring group for	Strategic Theme	Increased student satisfaction levels.	No dedicated	(By Sept 2014)	Support &

Actions	Link to Strategic goals & PSED	Success Measures	Current performance	Ambition for 2020	Lead Responsibility
students on the autistic spectrum.	5.3 PSED 2	Positive feedback from target groups.	group.	Dedicated group in place.	Advisory Services
Design online courses for staff on supporting students on the autistic spectrum and supporting those with other mental health conditions.	Strategic Theme 5.3 PSED 2	Increased student satisfaction levels. Positive feedback from target groups.	No training modules in place.	(By Dec 2014) Training in place with significant take-up.	Support & Advisory Services
Develop a film and premiere event in cooperation with the Dyslexia Action to increase dyslexia awareness at the College and within the local community.	Strategic Theme 1.1, 1.4 and 5.3 PSED 2	Increased dyslexia awareness within the College and local community.	N/A	(For the academic year 2014/15) Film premiered.	Support & Advisory Services
Equality Objective 7: Improve our existing suite of services for disabled students.					
Actions	Link to Strategic goals & PSED	Success Measures	Current performance	Ambition for 2020	Lead Responsibility
Setup an accessibility unit on campus for those students awaiting approval of their Disabled Students Allowance.	Strategic Theme 5.3 PSED 2	Increased student satisfaction levels. Positive feedback from target groups.	Advice and guidance in place for those without DSA.	(Be end 2014/15) High levels of direct support to those awaiting DSA approval.	IT Services
Provide dedicated staff support to enhancing accessibility.	Strategic Theme 5.3 PSED 2	Increased student satisfaction levels. Positive feedback from target groups.	Responsibility forming part of multiple roles.	(By end 2014/15) Dedicated accessibility support staff in place.	Support & Advisory Services
Develop an award for academic staff supporting disabled students to encourage the dissemination of best practice by example.	Strategic Theme 5.2 and 5.3 PSED 2	Increased staff satisfaction and awareness of best practice.	No award scheme in place – limited opportunity to celebrate good practice.	(By end 2014/15) Award scheme in place.	Support & Advisory Services
Work in partnership with the Students' Union to jointly publicise events and services with the Educational Support Office.	Strategic Theme and 5.3 PSED 2	Increased student satisfaction levels. Positive feedback from target groups.	Limited coordination of events and campaigns.	(By end 2014/15) Jointly scheduled events and campaigns with the SU.	Support & Advisory Services
Equality Objective 8: Embed equality impact assessment in curriculum development					
Actions	Link to Strategic goals & PSED	Success Measures	Current performance	Ambition for 2020	Lead Responsibility
Review and amend the programme design	Strategic Theme	Increased student satisfaction levels.	Programme	All new	Academic

process so that all student groups have the same learning opportunities.	2.1 and 5.3 PSED 2	Positive feedback from target groups.	design processes under review to include equality impact assessments.	programmes and re-validations to consider equality impact.	Development

1 PSED: 1) eliminate unlawful discrimination, harassment and victimisation; 2) advance equality of opportunity between people who do and do not share a protected characteristic; 3) foster good relations between people who share a protected characteristic and those who do not share a protected characteristic.

2 SD: 1) Publish information demonstrating compliance with the general duty on an annual basis. This should include information on employees and people affected by services we provide who share a protected characteristic; 2) By 6 April 2012 and at least every four years thereafter, publish objectives setting out how Royal Holloway will meet the requirements of the Act; 3) Such published information should be accessible to the public

3 All information will be published in accordance with the Data Protection Act 1998

ACTION PLAN (Staff)

Equality Objective 1: Promoting equality and diversity in the College's Council, senior leaders and management team					
Actions	Link to Strategic goals & Public Sector Equality Duties (PSED)[1] and Specific Duties (SD)[2]	Success Measures	Current performance	Ambition for 2020 (unless otherwise stated)	Lead Responsibility
Taking proactive action to ensure that there is a wide and diverse pool of prospective candidates for appointment to Council and the senior management team e.g. targeted advertising or 'talent spotting'.	Strategic Theme 5.3, 5.5 and 5.7 PSED 2 & 3	Evidence of positive actions e.g. targeted advertising. Increased number of applications and appointments from those with protected characteristics	Limited data	Evidence of balanced College Council and Senior Management Team	Registry and HR
Ensuring Council and senior management team members undertake appropriate equalities-related training.	Strategic theme 5.3, 5.5 and PSED 3	100% take up and attendance – either at external or internal governance and equalities workshops and events	Monitoring not in place	100% take up of E&D training	Registry
Reviewing, monitoring and publishing annually the profile of the Council and Senior management team by equality characteristics.	Strategic Theme 5.3 PSED 3 SD 1, 3	Greater diversity of Management Board and influential decision making committees, reported in annual report	Limited data	Annual report	Registry
Providing targeted, positive action and developmental opportunities for staff in preparation for application and selection for membership of College Council and senior management and leadership roles.	Strategic Theme 5.3, 5.5, 5.7 PSED 1,2,3	Greater diversity in key committees; Increased participation in strategic leadership development programme, mentoring schemes	Limited data	Annual report	Human Resources
Equality Objective 2: Improved percentage of staff disclosure of equality data					
Actions	Link to Strategic goals & PSED	Success Measures	Current performance	Ambition for 2020	Lead Responsibility
Launch of improved MyView (self-service HR system) dashboard, followed by a campaign to explain the benefits of completing equality data and to encourage disclosure.	Strategic 5.1, 5.4, 5.6 and 7.1, 7.2 SD 1, 3	Improved rates of disclosure of staff's equality data	LGBT: 24% Disabled:2% Belief: 9%	95% 95% 95%	HR
Equality Objective 3: Increase the representation and success in the careers of disabled staff					
Actions	Link to Strategic goals & PSED	Success Measures	Current performance	Ambition for 2020	Lead Responsibility

Actions	Link to Strategic goals & PSED	Success Measures	Current performance	Ambition for 2020	Lead Responsibility
Finalise the Guide for Disabled staff which will promote and provide information on support and reasonable adjustments, the benefits of disclosure.	Strategic theme 5.3, 5.4 PSED 2,3	Publication of the Guide Evaluation page with return instruction attached.	No data	From 2015, ongoing evaluation	E&D
Finalise the Guide for Managers on supporting Disabled staff.	Strategic theme 5.3, 5.4, 5.5 PSED 1,2,3	Publication and promotion of Guide Evaluation page with return instruction attached	No data	From 2015, ongoing evaluation	E&D
The approval and implementation of a centralised budget and process for managing reasonable adjustments.	Strategic Theme 5.3, 5.4, 5.5, 5.6 PSED 1,2,3	The Centralised budget and process in place.	No data	Annual audit and report	HR
Progress the Access & Egress Plan to build on improvements to provision and accessibility throughout the College; explore the benefits of commissioning 'Disabled Go' or develop on the Virtual Campus Views currently	Strategic theme 5.3, 7.1 PSED 1,2,3	Increased staff and student satisfaction with College's progress through ongoing monitoring e.g. surveys.	Limited data, anecdotal evidence	Annual report showing year on year improvement	Campus services, Estates and E&D
Promote Mentoring or Coaching and appropriate leadership development in line with individual needs e.g. Calibre leadership programmes for disabled staff	Strategic Theme 5.5 PSED 2,	Increased representation of Disabled staff across the College	Disabled Staff: 2 %	Disabled Staff: 8%	E&D, Staff Development
To continue the development of the Disability Forum and promote the online Discussion Forum on Moodle	Strategic Theme 5.3, 5.4, 5.5 PSED 2,3	Increased participation in and ownership of the Disability Forum by members	Disability Forum in place	Annual report of activity	E&D
Equality Objective 4: To increase the representation of staff who declares as Black, Asian Ethnic Minority particularly at senior academic and professional service level.					
Actions	Link to Strategic goals & PSED	Success Measures	Current performance	Ambition for 2020	Lead Responsibility
Support of the development of a Race Equality Network owned and managed by members	Strategic Theme 5.3, 5.4, 5.5 PSED 1,2	An active Race Equality Network with planned activities and events	Informal group meetings	Active BME/Race Equality Network with planned activities in place. Race Equality Champions across RHUL	E&D Steering group
Support and promote participation in positive action developmental initiatives e.g. B-MEntor,	Strategic Theme 5.5 PSED 2,	Uptake of B-MEntor, Stellar HE. More promotions and role models.	Senior Mgr: 3%	Senior Mgr: 10%	

an inter – institutional mentoring scheme, Stellar HE – an Executive Leadership Development programme for Diverse Leaders			Professors: 6.8%	Professors: 14%	
Improve recruitment practice to remove any practice that maybe biased or have a detrimental impact on BME staff	Strategic Theme 5.1, 5.3, 5.5, 5.6 PSED 1,2, 3	Improved attraction, recruitment and retention of BME staff to increase the representation of non-white staff to reflect the local population.	BME Staff: 10%	BME Staff:14.3%	SMT, Recruiting Managers, HR
Application to participate in the Trial ECU Race Charter Mark initiative	Strategic Theme 5.1, 5.3,5.5 PSED 1,2, 3	Successful application. Raised awareness of race equality issues.	n/a	Full participation of Race Equality Mark	E&D Steering Group

Equality Objective 5: Improve the gender balance across all staff group and the representation of female academics and research staff particularly at senior level.					
Actions	Link to Strategic goals & PSED	Success Measures	Current performance	Ambition for 2020	Lead Responsibility
To continue to support the Women in Science Group, and departmental and SWAN Awards	Strategic Theme 5.3, 5.4, 5.6 PSED 1,2	More departmental SWAN awards	50% STEM department	100% STEM	
Progress the application for the ECU's GEM (Gender Equality Mark) initiative	Strategic Theme 5.3, 5.4, 5.6 PSED 1,2,3	Successful in achieving GEM award	One Art & SS department participating	All departments	
Positive action developmental opportunities such as Springboard, Aurora and the Promotion project for academics.

The roll out of the Mentoring programme | Strategic 5.3, 5.4 PSED 2 | Staff continues to undergo programmes. Women promotion project in place. | Female Senior Mgr: 27% Female Professors: 30% | Female Senior Mgr: 45% Female Professors: | SMT, Staff Development |
| Support the development of a Women's Forum | Strategic Theme 5.3, 5.4 PSED 2 | Women's Forum in place with planned activities to support female staff | n/a | Active Women's Forum with planned activity | |
| | | | | | |

Equality Objective 6: Improve the representation and career progression of staff who declare their LGBT status					
Actions	Link to Strategic goals & PSED	Success Measures	Current performance	Ambition for 2020	Lead Responsibility

Actions	Link to Strategic goals & PSED	Success Measures	Current performance	Ambition for 2020	Lead Responsibility
Promote Mentoring and / or Coaching and appropriate leadership development in line with individual needs e.g. Stonewall Leadership Development or Authentic Leadership programme	Strategic Theme 5.1, 5.5 PSED 2	More role models at Senior level with Royal Holloway LGBT Champion	Limited data	LGBT Champions across RHUL	
Support the development of the LGBT network in line with the findings of the survey.	Strategic Theme 5.3, 5.4	An active LGBT network with planned activities and events			

Equality Objective 7: Ongoing monitoring and progress of action plan from Pay Audit 2012 and to conduct the second Equal Pay Audit in 2014					
Actions	Link to Strategic goals & PSED	Success Measures	Current performance	Ambition for 2020	Lead Responsibility
Pay gaps of more than 5% identified and action taken to explain or to close the gap. The College Market Supplement Group will review the market data collated in Summer 2014 to ensure consistent application.	Strategic Theme 5.3 PSED 1,3	Reduction in gender pay gap. Review carried out.	Manual: 12% Professors: 8%	<5% <5%	HR
Plan for and conduct an Equal Pay Audit in 2014	Strategic Theme 5.3 PSED 1,3	Equal Pay Audit carried out	n/a	Audit conducted and resulting action plan incorporated	HR

Equality Objective 8: Remove or minimise the disadvantages experienced by staff due to their protected characteristics in relation to the way they are managed					
Actions	Link to Strategic goals & PSED	Success Measures	Current performance	Ambition for 2020	Lead Responsibility
Establish staff engagement, staff satisfaction surveys and focus groups and report annually to the Council/Management Board on progress	Strategic Theme 5.3, 5.4, 5.7 PSED 1,2,3	Increased staff participation and satisfaction levels Action plan developed to address identified issues	n/a	Year on year increase to 90% participation. Annual report	HR and Communications
Continue to collate and monitor Employee Relations statistics, identify trends and take actions to address identified impact on individuals or groups who have protected characteristics	Strategic Theme 5.3, 5.6 PSED 1,2,3	Trends identified and actions taken to address negative impact	Monitoring in place. Data <5 not reported	Identified trends over a number of years reported in annual report	

Develop, consult and implement a Dignity at Work (anti- harassment and bullying) Policy	Strategic Theme 5.3, 5.5,5.6 PSED 1,2,3	Policy in place to tackle harassment and bullying		Policy implemented by end 2014-15. Issues identified and tackled. Effectiveness of policy evaluated2016-17	HR
Review and improve the Performance management and appraisal systems ensuring that it is underpinned by the College's values	Strategic Theme 5.3, 5.4, 5.5, 5.6 PSED 2,3	New Performance and appraisal system in place. Percentage of staff participation in regular staff reviews	C30% (2010/11)	95% participation 2016/17	HR
Develop and roll out a Royal Holloway Talent Management system ensuring other initiatives or interventions such as Performance management, succession planning etc are integrated	Strategic Theme 1.2, 5.1, 5.3, 5.5, 5.6 PSED 2,3 SD 1,3	Project Plan in place to develop a comprehensive Royal Holloway Talent Management System		90% participation in staff survey, improved satisfaction year on year.	HR and Comms Dept.
Ensure comprehensive equalities and leadership/management training is undertaken by all in management/leadership positions	Strategic theme 5.3, 5.5 PSED 1,2,3 SD 1,3	Increased staff satisfaction as staff feel more supported All staff who have been appraised to have a development plan.	C 30%	95% staff appraised and with development plan	HR, SMT
Review and put in place the Equality and Diversity Development framework and all attendances logged, collated reported and published	Strategic theme 5.3, 5.6 PSED 1,2,3 SD 1,3	Increased uptake of equality training, better capture of numbers of staff trained enabling us to report and publish the data, ensuring compliance of the Specific Duty.	Limited data	95% uptake	Staff Development & HR
Ensure all recruiters are trained in line with the staff recruitment and selection policy taking in legal requirements, equality and diversity	Strategic theme 5.3, 5.5 PSED 1,2,3	Greater transparency, more diverse recruitment and selection panels. All panel members have E&D training.	Data?	100% trained	Staff Development & HR
Review Job descriptions and person specifications, ensuring appropriate (inclusive)	Strategic theme 5.1, 5.3	Increased diversity of staff	Disabled: 2% BME: 10%	Disabled :8% BME: 14%	Recruiting managers and

language and essential criteria is included	PSED 1,2,3				HR
Introduce and deliver comprehensive Unconscious Bias training across the College, ensuring Admissions' Tutors, those responsible for student or staff recruitment are trained	Strategic Theme 5.3, 7.1 PSED 1,2,3	Greater understanding and awareness of biases and stereotyping, increased challenges to established custom and practice with improved decision making	n/a	More Balanced staff profile	E&D , Staff Development
Develop and roll out Mediation Model to reduce the adversarial nature of disputes especially in respect to protected characteristics.	Strategic 5.3,, 5.6 PSED 1,2,3	More informal resolution of cases, fewer disciplinaries and grievances	na	Monitor trend	HR

1 PSED: 1) eliminate unlawful discrimination, harassment and victimisation; 2) advance equality of opportunity between people who do and do not share a protected characteristic; 3) foster good relations between people who share a protected characteristic and those who do not share a protected characteristic.

2 SD: 1) Publish information demonstrating compliance with the general duty on an annual basis. This should include information on employees and people affected by services we provide who share a protected characteristic; 2) By 6 April 2012 and at least every four years thereafter, publish objectives setting out how Royal Holloway will meet the requirements of the Act; 3) Such published information should be accessible to the public

3 All information will be published in accordance with the Data Protection Act 1998

Annexe 1

Development of the Document and Evidence used

1. Student Equality Data
   http://www.rhul.ac.uk/aboutus/documents/pdf/governance/ugequalopps2010-11incappendix.pdf

2. Employment Equality data
   http://www.rhul.ac.uk/aboutus/documents/pdf/governance/equalitymonitoringreport20112012.pdf

3. Equal Pay Audit 2012
   http://www.rhul.ac.uk/aboutus/documents/pdf/governance/equalpayreviewreport2012.pdf

4. Focus Group Report

   http://www.rhul.ac.uk/aboutus/documents/pdf/governance/equalopportunities/reportonfocusgroups2013.pdf

5. Equality Challenge Unit (ECU) Statistical report 2013

   http://www.ecu.ac.uk/publications/equality-in-higher-education-statistical-report-2013

6. Focus on Ethnicity & Identity from Office for National Statistics

   http://www.ons.gov.uk/ons/rel/ethnicity/focus-on-ethnicity-and-identity/focus-on-ethnicity-and-identity-summary-report/index.html

Annexe 2

Information and engagement strategy

Why we publish information on equality performance

We publish equality and diversity information to demonstrate how we have met the general duty, as specified in the 2010 Equality Act, and to be open and accountable in our work.

In order to meet the general duty we are required to collect robust and objective information on our equality and diversity performance. We analyse this information to identify:

- risks of discrimination

- further actions we can take to advance equality and foster good relations

- key equality issues for the College so that we can set objectives and measure progress against existing ones.

Such information therefore helps us assess the impacts of our policies on different groups among our staff and students, and this in turn helps us to develop and adapt our policies in order to promote good relations and advance equality and diversity. We then publish this information and our assessment.

Information we publish

We publish the following equality and diversity information about Royal Holloway on our web-site:

a. Our Equality and Diversity Scheme and action plan.

b. An annual report that measures progress against the scheme and action plan.

c. An annual Workforce Equality Monitoring Report

d. An annual report on student profile and attainment

e. Information from staff survey

f. Information from ~~of~~ our consultations including a summary and/or analysis of responses and how they have been taken into account.

We will make available the information we publish, on request, in alternative formats such as large print and Braille.

We will provide this information, or links to it, on a dedicated web-page.

Information on staff and students

We routinely collect information about our workforce for the purposes of equality and diversity monitoring. We now have extended the information collected to include the newly protected groups, that is, religion and belief, gender identity and caring responsibility. Where staff numbers allow we will publish them at our next annual equality monitoring report. We have also begun collecting equality data on our Council members.

We are aware that some people will choose not to disclose some aspects of the equality information about themselves and will respect an individual's right not to disclose them. Therefore, it may take a number of years for disclosure rates to return statistically significant

results. However, we will continue to take steps to raise staff and students' awareness about why we are collecting information and assuring them as to the confidentiality of their data.

Assessing the impacts of the College's policy and plans on equality and diversity

At Royal Holloway, we already assess the potential impact of significant policy or projects like the REF (Research Excellence Framework) submission on equality. However, we are currently reviewing our equality impact assessment process to update, simplify it and to link it to the policy development and review process. Once the reviewed process is accepted and approved it will be presented and circulated to all departments.

The College's equality and diversity engagement strategy

Engaging with Experts

The Equality Challenge Unit (ECU) undertakes research and provides advice and briefing to the Higher Education sector and is an expert resource for the College to use. The College also participated in the equality and diversity networks e.g. HEEON (Higher Education Equal Opportunity Network) and HERAG hosted by ECU, who facilitates collaboration and sharing of good practices between Higher Education Institutions.

Engaging with stakeholders

Our key stakeholders are the unions, student union, parents and friends of the College and funding bodies such as the Higher Education Funding Council for England (HEFCE) and the Research Council UK (RCUK). The three recognised unions, UCU, Unite and GMB and the Student Union are represented on the Equality and Diversity Steering Group. They are important partners in developing and reviewing our approach to equality and diversity.

Engaging with our staff

We will continue to increase awareness of equality and diversity issues for all staff, through briefings, training and support from equality and diversity specialists. We aim to increase staff confidence in embedding equality into our daily work and to promote understanding of the intrinsic value of a more diverse workforce.

Procurement and commissioning undertaken by the College

The general duty of the 2010 Equality Act applies to any procurement and commissioning undertaken by Royal Holloway, when these form part of the carrying out of our public functions.

To comply with the duty, we currently do the following:

a. Our model invitation to tender and model contract, which our staff are required to use, includes a section on equality and diversity stating that the contractor is bound by the general duty in relation to carrying out services.

b. Where the contractor is required to carry out work on the College's premises or alongside our employees on any other premises, they must comply with the College's own

employment policy and codes of practice relating to discrimination and equal opportunities.

Procurement selection criteria are another area where we consider equality and diversity. Our contract with suppliers of a service demands contractors sign up to certain basic equality and diversity standards. When choosing suppliers of a service, equality and diversity will be weighted as part of the assessment. When purchasing goods and services we are required to adopt the Government Procurement Service's (GPS's) procurement agreements and comply with its weighting for equality and diversity. Once a supplier has been selected who is operating on the College's premises or on the College's behalf, we make it clear that they are subject to the same duties with respect to equality and diversity as a member of the College's staff.

Annex 2a

Communication Plan

Actions	Who	When
Draft document to Steering Group members	SL	27/02
Draft document to College Exec	CN & KN	10/03
Draft sent out to stakeholders with questionnaire attached • Student Union • UCU • Unite • GMB	SL, Comm	17/03
Draft posted on website for consultation	Comm	17/03
Article in iQuad	Comm	17/03
Focus Groups March/April • Staff Diversity Networks • Staff Groups - academics and professionals • Student Groups	SL, CN & MR	From 17/03 to 18/04
Presentation at departmental meetings		From 17/03 to 18/04
End of Consultation		18/04
Collate feedback from consultation and incorporate relevant changes	SL	30/04
Circulate Final Scheme to Steering Group	SL	
Ratification of final scheme by Equality Committee	KN/ CN	7/05
Final Equality Scheme published	SL	

Annex 2b

Consultation and Feedback

Consultation: Equality and Diversity Scheme 2014-2017

The College is committed to nurturing a culture of inclusion and diversity among our students, staff and the partners with whom we work. As a public body, we are required to demonstrate our commitment to equality by publishing equality objectives relating to our role as a provider of higher education and as an employer.

In this survey, we would like to invite you to give us your feedback on our proposed equality objectives. After the survey closes, we will use your feedback to inform our final equality objectives, which will be included in the new Equality and Diversity scheme, due to be published at the end of May 2014.

For each objective, we would like to know if:

- You support the proposed equality objective?
- You believe that the actions we have set out will enable us to deliver the objective?
- You feel there are additional considerations relevant to each objective that we have not set out here?
- There are any critical areas not addressed by the proposed objectives.

You can email your response to Susan.lee@rhul.ac.uk or respond in writing to:

    Susan Lee
    Equality and Diversity Officer
    HR Department
    Royal Holloway, University of London
    Egham, Surrey
    TW20 OEX

Please make sure we receive your response by **Friday 18th April 2014**.

We have tried to make our consultation easy for you to respond to and hope our proposals are clear. However, if you have any queries, or wish to discuss any aspect of this consultation further, please do not hesitate to contact Susan Lee, Equality and Diversity Officer on 01784 414103 or email Susan.lee@rhul.ac.uk

Feedback and Responses from Consultation
(to be completed after consultation)

Annex 2b(conted)

Consultation Feedback Form 1

Equality Objectives (As a Provider)		
Do you support the following proposed objectives? Please tick.	**Yes**	**No**
1. Promote diversity and integration within the student body.		
2. Improved percentage of student disclosure of equality data.		
3. Provide timely and regular management information on student attainment by protected characteristics to key decision makers and develop action plans where appropriate.		
4. Embed equality and diversity monitoring in all aspects of student engagement not just those linked to learning and teaching.		
5. Provide staff development opportunities that encourage and enable tutors to consider bias towards or against particular groups in teaching and assessment methods.		
6. Improved take up of services from those with mental health conditions and / or learning impairments.		
7. Improve our existing suite of services for disabled students.		
8. Embed equality impact assessment in curriculum development.		
Do you believe that the actions we have set out will enable the objective to be delivered? If 'No' please go to the next question.	**Yes**	**No**
1. Promote diversity and integration within the student body.		
2. Improved percentage of student disclosure of equality data.		
3. Provide timely and regular management information on student attainment by protected characteristics to key decision makers and develop action plans where appropriate.		
4. Embed equality and diversity monitoring in all aspects of student engagement not just those linked to learning and teaching.		
5. Provide staff development opportunities that encourage and enable tutors to consider bias towards or against particular groups in teaching and assessment methods.		
6. Improved take up of services from those with mental health conditions and / or learning impairments.		
7. Improve our existing suite of services for disabled students.		
8. Embed equality impact assessment in curriculum development.		
Is there anything we have not considered that you feel is relevant to the specific objective? Please specify below.		
Objective 1		
Objective 2		
Objective 3		

Objective 2
Objective 4
Objective 5
Objective 6
Objective 7
Objective 8
Are any critical areas not addressed by the current set of objectives? Please specify below.

Annex 2b(conted)

Consultation Feedback Form 2

Equality Objectives (As an Employer)		
Do you support the following proposed objectives? Please tick.	**Yes**	**No**
1. Promoting diversity in the College's senior leaders		
2. Improved percentage of staff disclosure of equality data		
3. Increase the representation and success in the careers of disabled staff		
4. To increase the representation of staff who declare as Black, Asian Ethnic Minority particularly at senior academic and professional service level.		
5. Improve the gender balance across all staff groups and the representation of female academics and research staff particularly at senior level		
6. Improve the representation and career progression of staff who declare their LGBT status		
7. To progress the Action Plan from the Equal Pay audit 2012 conduct the second Equal Pay Audit in 2014		
8. Remove or minimise the disadvantages experienced by staff due to their protected characteristics in relation to the way they are managed		
Do you believe that the actions we have set out will enable the objective to be delivered? If 'No' please go to the next question.	**Yes**	**No**
1. Promoting diversity in the College's senior leaders		
2. Improved percentage of staff disclosure of equality data		
3. Increase the representation and success in the careers of disabled staff		
4. To increase the representation of staff who declare as Black, Asian Ethnic Minority particularly at senior academic and professional service level.		
5. Improve the gender balance across all staff groups and the representation of female academics and research staff particularly at senior level		
6. Improve the representation and career progression of staff who declare their LGBT status		
7. To progress the Action Plan from the Equal Pay audit 2012 conduct the second Equal Pay Audit in 2014		
8. Remove or minimise the disadvantages experienced by staff due to their protected characteristics in relation to the way they are managed		
Is there anything we have not considered that you feel is relevant to the specific objective? Please specify below.		
Objective 1		
Objective 2		
Objective 3		
Objective 2		

Objective 4	
Objective 5	
Objective 6	
Objective 7	
Objective 8	
Are any critical areas not addressed by the current set of objectives? Please specify below.	