

EQUALITY OBJECTIVES 2018–2021

OBJECTIVE 1

Improve gender balance in the workforce

Areas of Focus	Actions
Career progression practices	Examine data on the career progression of women across the organisation; identify and respond to trends or issues that may impede or improve success rates.
	Increase the engagement and profile of senior women across the College in governance, leadership, diversity networks, communications and related initiatives.
	Aim to increase awareness of gender bias; organise activities to help raise awareness of unconscious bias.
	Monitor the application and take-up rates for flexible working and Keeping In Touch (KIT) days to ensure consistent family-friendly practice across the College.
	Investigate and introduce measures to support staff returning to work following a career or maternity/paternity break.
	Encourage all Schools to identify an initiative that encourages women's development or celebrates women's successes.
Attraction strategies	Examine why the majority of applicants for technical posts and senior academic posts are male and what can be done to influence this finding.
	Examine and address the disproportionate number of female staff at Grades 4 and 5.
	Examine why are the majority of applicants for administrative/professional posts (grades 6 - 10) and support roles (grades 1 – 5) are female and what can be done to influence this finding?
	Actively seek to widen the pool of applicants in senior promotions with the aim of increasing the number of women applying.
Retention strategies	Examine the types of leavers from the institution to determine if there are issues in the retention of certain genders in specific job categories.
	Consider whether exit procedures are sufficiently robust to capture meaningful data.
Gender Pay Gap	In tandem with the actions above, consider why the College's gender pay gap, while below the sector average, is higher at Grades 10 and above. Highlight steps that will improve this position.
Leadership and governance	Identify and recommend minimum requirements/recommendations for the gender profile of the Senior Management Team (SMT) and influential committees.
	Examine the membership and composition of SMT and the College's governance bodies annually and encourage measures to help remedy any clear shortfalls in gender representation. Monitor and report on gender balance of College committees.



OBJECTIVE 2**Improve the ethnic diversity of the workforce**

Areas of Focus	Actions
Career progression practices	Examine data on the career progression of BME staff across the organisation; identify and respond to trends or issues that may impede or improve success rates.
	Increase the engagement and profile of senior BME staff across the College in governance, leadership, diversity networks, communications and related initiatives.
	Aim to increase awareness of racial discrimination or stereotyping; organise activities to help raise awareness of unconscious bias.
	Examine promotion practices that may impede BME staff moving from lower to higher graded roles.
Attraction strategies	Consider whether the image and reputation of the RCA promotes or hinders the attraction of BME applicants for roles.
	Examine the low numbers of BME applicants for technical posts and what can be done to influence this finding.
Retention strategies	Examine the types of leavers from the institution to determine if there are issues in the retention of BME staff in specific job categories.
Student body, workforce and community profiling	Improve the capture and reporting of ethnicity data for staff and students to facilitate more accurate assessments against the ethnic make-up of the communities (internal and external) we serve in the UK and overseas.



OBJECTIVE 3

Establish effective methods for monitoring equity of opportunity and experience in the student application process and in student success and progression.

Areas of Focus	Actions
Record-keeping	Ensure SIS data is gathered and evaluated regularly.
	Establish a mechanism for monitoring whether protected characteristics (one or more in combination) affect an applicant or student's chance of success.
	Ensure consistent records on reasons for leave of absence kept are kept. Examine whether particular programmes or people with particular protected characteristics are disproportionately affected. Determine how best the College uses this information and how lessons learned best inform future practice.
	Identify and implement a mechanism for measuring participation levels according to socio-economic status.
Student experience	Establish workable methods for monitoring student experience in relation to equality, diversity and inclusion (e.g. student survey, School-specific equality audits, SU interest groups, input from Student Support staff)
Language and Communication	Undertake an audit of language used in communication with potential applicants.
	Undertake a Dyslexia and Dyspraxia-focused audit of application and induction processes.



OBJECTIVE 4**Monitor equity of opportunity and experience in the student application process and in student progression**

Areas of Focus	Actions
Opportunity	Examine the equity of the application process. Determine whether protected characteristics, cultural background, socio-economic status, home country affect an applicants' experience.
	Examine whether RCA applicants' previous institutions produce a disproportionate number of successful or unsuccessful applicants. Consider making productive links with institutions that produce high-achieving students but do not result in applications to the College.
	Examine School and programme-specific information about cohorts and how imbalances (in terms of who applies, gains a place, and successfully studies at the RCA) might be addressed.
Language and Communication	Develop a consistent approach to communication with applicants and students, taking into account best practice in relation to protected characteristics and inclusivity.
	Establish staff training to reflect best practice in verbal and written communication with a diverse student cohort (gender options, microaggressions, pronouns etc).
	Conduct an audit of external bodies to whom the College reports on protected characteristics (HESE, HEFCE, Office for Students etc). Lobby for more inclusive language where applicable.

