



**Royal Central School of Speech and Drama  
Race Equality Review**

March 2019



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### Executive Summary

Founded in 1906, the Royal Central School of Speech and Drama (Central) is a higher education conservatoire and a college of the University of London. Located at the Embassy Theatre, and its associated buildings at Swiss Cottage, Central is at the forefront of training and research in the dramatic arts. It is a member of the Federation of Drama Schools and Conservatoires UK.

The 2014 Research Excellence Framework (REF) recognised 39% of Central's Research as 4\* (world-leading) and 31% as 3\* (internationally excellent). Central is rated in the Teaching Excellence Framework (TEF), a government initiative recognising reaching excellence, as Gold – the highest level which can be achieved.

Central has the largest grouping of drama/theatre/performance specialists in the UK with over 170 academic, professional services and technical staff, together with visiting artists, directors, professors and lecturers.

With 1080 students in 2018/19 from 60 countries, Central offers a wide range of Dramatic Arts courses at undergraduate and postgraduate study levels. Its graduate employment statistics are amongst the highest in the sector, and there is a diverse alumni community.

This report offers input into the development and realisation of Central's race equality inclusion ambitions, within its equality, diversity and inclusion framework. In carrying out this work, the Halpin Partnership Ltd (Halpin) team looked at agreed areas of those ambitions, and indeed at what the extent of those ambitions might be. The report takes account of conditions for success, especially in respect of race equality policies, data, activities and practice.

We found that within Central there were numerous activities being undertaken, and that many of these had improved and/or expanded in recent years. There was a strong wish from management, staff and students to support equality, not just race equality but disability, gender and LGBTQ+ equality and we found positive activities taking place across all these areas.

Within this report we focus on the areas that can be improved, identifying where gaps in practice exist. This needs to be taken in the context of the positive work which is in place.

We would like to summarise the good practice that we have found as follows:

1. An increase in the diversity of membership of the Board of Governors.
2. Extending the membership of the committee responsible for equality (Access, Participation, Progression and Inclusion committee) to include additional representatives from professional services, technical staff, visiting research fellows and undergraduate and postgraduate students (the latter

- being in addition to the Student Union Student President and BAME Officer already being members).
3. Diverse programmes of Outreach and Community initiatives both within and beyond London. Partners include Clean Break, Generation Arts, Open Door, Talawa Theatre Company, Theatre Peckham and the Advocacy Academy.
  4. The introduction of staff Unconscious Bias training in 2018 and the investment in an online Unconscious Bias training being to be rolled out in 2019.
  5. A commitment to ensure that all audition panel members complete Unconscious Bias training.
  6. A new student induction programme introduced in 2018 which includes interactive presentations on equality, respect, dignity and Unconscious Bias.
  7. Equality, diversity and inclusion objectives added to the staff appraisal processes in 2018/19.
  8. Work commenced to globalise the curriculum and play choices.
  9. The introduction of regular updates on equality, diversity and inclusivity published on MyCentral (intranet).
  10. A commitment to review and analysis of student and staff data trends, and to produce an annual report on Central's Equality, Diversity and Inclusion activities and progress.
  11. A range of Race and Ethnicity PhD initiatives, with six sessions scheduled for this academic year.
  12. An internal research project to gather evidence from BAME students on the obstacles to PhD study.
  13. A review of the student complaints procedure with a revised procedure being implemented.
  14. Revisions to the annual course monitoring process to include reflection on Equality, Diversity and Inclusion.

Taking these points as a foundation for race equality, we turn to areas where we identified gaps and/or opportunities for improvement.

Whilst our focus has been on race equality, many of the recommendations we have made could be applied to other areas of equality. The findings helped us to identify recommendations that we believe can help improve race equality, and these are detailed in what we hope is a helpful action plan. Recommendations are cross-referenced within the narrative of this report. Our key recommendations include:

1. Clarifying where the ownership of race equality sits at each organisational level: Board of Governors, Academic Board, Executive Management Team, line managers and individual staff members and students (undergraduate and postgraduate), as well as other committees and organisational structures operating within the School.

2. A more systematic approach to collecting, benchmarking, target-setting, communicating and analysing race equality data. This is to inform decisions, resources and priorities, and reflect on what is working and what isn't.
3. The creation of an internal web resource to provide a focal point for race equality matters, including the publishing of race equality strategies, targets and progress for staff and students to be able to freely access.
4. Clear consultation points to seek the views of staff and students, and for these to be held regularly in the future to track progress.
5. Resources in the form of an Equality, Diversity and Inclusivity Advisor to coordinate and take forward race (and other) equality work.
6. An increase in visible role models across all study and career stages to inspire others in their study and career journey.
7. Identify how the curriculum developments, scholarships and research activities into race equality currently being carried out by Central academics can shape Central's wider practices and processes.

Finally, in carrying out this review we felt it was important to examine the data, where possible, through an intersectional lens between ethnicity/race and gender.

## Introduction

In Great Britain, action against discrimination on the grounds of race was originally introduced by the Race Relations Act 1976. This legislation has evolved and is now contained within the Equality Act 2010. Race discrimination arises when someone is unfairly disadvantaged for reasons related to their race which, for the purposes of the Equality Act 2010, includes colour, nationality and ethnic or national origins.

Central's approach for equality and diversity, including Race Equality, is outlined in their Single Equality Scheme (January 2015) and Statements on Equality (January 2014), both of which are published on Central's website, alongside their Gender Pay Gap Statement which was created in accordance with the Equality Act 2010 (Gender Pay Information) Regulations 2017.

Black, Asian and Minority Ethnic (BAME) people are underrepresented in Higher Education in both staff and student communities. Figures published by AdvanceHE<sup>1</sup> show that in music, dance, drama and performing arts, 6% of academics identified as BAME, with 5.1% of UK domiciled students studying creative arts. As a broad reference, 12.5% of the UK population identifies as BAME.

In every corner of life there is a need for a diversity of viewpoints shaped by different backgrounds and life experiences. The financial imperatives are also clear; the Chartered Institute of Management<sup>2</sup> has reported that full representation of BAME individuals across the labour market would be worth £24bn a year to the UK economy.

## Background

Following a tender process, Halpin was appointed by Central in September 2018 to conduct a Race Equality Review (the review). The scope of the review is detailed in Appendix 1.

Biographical details of the Halpin team are at Appendix 2. The team comprises Shaun Horan, Elizabeth Baptiste, Ailsa McGregor and Fezzan Ahmed.

The Halpin team would like to thank all those who have contributed to the review and for the support we have received in terms of requests for documents, data, information and arrangements for our visits. We would also like to thank the Board of Governors, management team, academic and professional services staff, and the student and alumni community for their engagement with the review. This engagement was evidenced by the time that participants invested in completing the survey questionnaires, attending interviews and focus groups, and their openness to share their experiences and ideas for the future.

Whilst the conclusions and recommendations are our responsibility, they have of course been largely determined by the evidence we received. At all times we have operated independently, as has Central who has not sought to influence the outcome of the review. Our draft report was reviewed by Central senior management representatives and the Board of Governors prior to publication, purely for factual inaccuracies.

It should be noted that this review is not an investigation nor enquiry into recent events, specifically the 'Dear White Central' and 'Central for Change' student campaigns, and the peaceful walkout in May 2018. Whilst the Halpin team was made aware of these events, we brought no presumptions to the review. By gathering information and feedback through a variety of methods, we gained input from the range of voices in the staff and student communities with a wide assortment of views being given. It was made clear to us that recent events had caused concern amongst both the staff and student communities.

It would be wrong for the Halpin team to name individuals, especially since they have not had the right of reply. Our remit did not include responding to any student and staff comments which they may have had concerning recent events, or to their feedback on Central's approach to other protected characteristics (as defined with the Equality Act 2010) or social inclusion.

## Methodology

Key components of our methodology have been:

- Introductory discussions with key individuals.
- Non-attributable interviews with members of the Board of Governors, Senior Management Team, Student Union and other key stakeholders (17 interviewees).
- Requests for information including documents, policies and quantitative data.
- Desk review of race equality in relation to sector trends and benchmarking, culture, student recruitment and admissions and communications.
- Three survey questionnaires - one each for staff, undergraduate and postgraduate students and alumni.
- Six focus groups comprising volunteers from the staff and undergraduate and postgraduate student communities.
- Review of evidence, challenge and discussion among the Halpin team.

We looked at qualitative data alongside quantitative data and have applied our skills, experience and knowledge to make a set of recommendations to support Central in its race equality inclusion ambitions.

## Data Notes and Language

While Halpin has provided internally management appropriate data, we note that the publication of some data may contravene GDPR and other data protection regulations in terms of the identifiability of individuals. Such data has therefore been redacted for publication to prevent any individual being identified.

A theme which came out of the review was a wariness of causing offence by using words that some find inappropriate when talking about race and ethnicity, and indeed gender. We therefore wish to flag and acknowledge the ongoing debate about the best language to use. After much discussion we decided to use BAME (Black, Asian and Minority Ethnic) and White terms. These are widely used and understood across academia and society. We recognise that these terms have limitations. Such terms can be interpreted as implying that BAME people are a homogeneous group, which is clearly not the case, and neither is it with White groups.

For gender identity, we had long deliberations on language; as with race and ethnicity there are debates on the best language to use. We chose in our survey (Question 5) to provide a free-text space in lieu of any fixed options to enable respondents to express how they self-identify. Given the data sizes and the wish from staff and students for confidentiality of responses, we have reported gender in surveys as “female”, “male” and an aggregated group. The aggregated group is the combined data of respondents who self-identified across a range of gender and sexual orientation identities. The findings have been presented in this way so that individuals are not identifiable. We wish to make it clear that Halpin is not implying

that people who identify in any way other than “male” or “female” are a homogeneous group and neither is it with male and female groups.

The term “intersectionality” was used 28 years or so ago by Professor Kimberlé Crenshaw in an academic paper. Professor Crenshaw is a professor at Columbia Law School, directs the Centre for Intersectionality and Social Policy Studies and is a co-founder of the African American Policy Forum. She devised the term to help explain the oppression of African-American women. Since then it has become more widely used term. For the purposes of this report, *intersectionality* only refers to gender, sexual orientation and ethnicity.

## **Governance for Race Equality at Central**

The primary committee for race equality at Central is the Access, Participation, Progression and Inclusion (APPI) Committee. Its role is stated as, “*To ensure that the School is legally compliant with the Equality Act 2010 and promotes effective equality and diversity good practice with regard to its day to day business/activity*”. The Committee is responsible for overseeing two distinct functions: equality and diversity, and widening participation. APPI meets a minimum of three times per year and comprises 26 members including both staff and student representatives. APPI will produce an annual report on the management, compliance and success of equality, diversity and inclusivity to Central’s Executive Management Group and to the Board of Governors.

APPI expanded last year to create “Little APPI”. Little APPI is an additional self-led group, where topics and activities are driven by its members. This is an informal interactive group focusing on equality, diversity and inclusivity, holding discussions, sharing information and even creating a book club.

## Data Trends and Benchmarking

What we have been asked to do.

We were asked to carry out a data analysis of the existing student and staff communities through the study and career pipelines.

### Overview for both staff and students

Quantitative data capture and analysis is an integral tool in creating inclusive study and work cultures. Robust and regular analysis provides insight into the impact of equality initiatives, work practices and policies. Communicating data capture and analysis to your student and staff communities and external stakeholders is a clear and meaningful way of institutional self-reflection. It shows an honesty in approach to inclusion, celebrating successes whilst identifying ongoing challenges. **(recommendations 2.3 and 4.1).**

Benchmarking is used to demonstrate progress, and also bring an element of accountability against published targets. It is recognised that it is difficult to benchmark Central's data against that of similar small and specialist institutions. Added to that, the subject mix at Central is different from other providers i.e. there is not a like-for-like match. That said, consistently and regularly benchmarking against an agreed measure is still recommended **(recommendation 3)**.

We understand that Central carried out a benchmarking exercise (circa 2016) for staff data. For students, Central's institutional Access agreement/APP targets are set against sector and national benchmarks. Historically, Central commissioned bespoke benchmark reports from HESA to measure performance against a benchmarked group of similar specialist drama higher education providers. Central management is disappointed that HESA stopped offering this service in 2018.

We would recommend that an agreed format for data gathering and the subsequent comparison with others is considered to mark progress and have made suggestions for this in Appendix 6.

## Summary Student Data

Analysis has been carried out on annual student ethnicity/race inclusion rates for a 5-year period from 2014/15 to 2018/19. Appendix 3 contains detailed data graphs. The data in this document has been based on the student numbers provided by Central. The data provided had all non-White groups collected into a single BAME group.

### Student Pipeline

When looking at the progression of students into and through HE it is useful to think about the “pipeline”. What do we mean by this? A pipeline is the way that institutions can assess student (and staff) numbers by a demographic, in this instance race/ethnicity, to assess the success of inclusivity and to benchmark against sector trends. The term “pipeline” was first used in relation to gender equality. This was a metaphor for the continuous loss of women in science, technology, engineering and maths as they progress through the study and career process. This method is now also used to assess race inclusion and is applied to all subject areas.

For students, this means looking at the study points (i.e. UG, PGT and PGR) and the percentage of students by race/ethnicity at each point, identifying where there is a loss of BAME students in order to put in place measures to reverse negative trends. The percentage of students at each study point can reflect the success and impact of the race inclusion initiatives at the previous study level, for example, outreach activities with secondary students impacting on undergraduate ratios. Monitoring in this way helps to assess the impact of equality initiatives to identify whether they are having the desired effect.

### Sector quantitative data trends

Data comparisons and benchmarking is challenging as it is only compulsory for UK HE providers to collect ethnicity data for UK-domiciled students. Data published by AdvanceHE<sup>1</sup> shows that 23.9% of UK domiciled 1st undergraduates identified as BAME (76.1% White) when looking at all academic subject areas. This decreases slightly to 22% at postgraduate taught level. There is then a considerable drop to 16.8% for postgraduate research students identifying as BAME. There are variances in subject areas. A higher proportion of BAME students studied Science, Engineering and Technology (SET) than other subjects.

## Student Benchmarking

In Appendix 6 we recommend that for students, Central compares itself to AdvanceHE-published data<sup>1</sup> - specifically the ARTS category as a subject comparison looking to match or exceed this figure. This data is derived from the HESA student data regarding creative arts and design. Alongside this, a stretch target is also recommended, i.e. an ambition to reach the non-SET benchmark figure which is a much higher inclusion rate. For the purposes of this analysis we have applied these benchmarks.

Student BAME Comparison Benchmarks		
	ARTS	Non-SET
Undergraduate	15.2%	22.9%
Postgraduate Taught	12.7%	20.8%
Postgraduate Research	9.2%	16.8%

## Central student data trends

Central's Access Agreement 2018-19 sets a target to increase the number of young, full-time first-degree entrants from BAME backgrounds by 5% (from the 2014/15 position of 14%) by 2020. This is translated into an annual 1% target increase each year from 2017/18 with an ultimate target of 19% by 2021/22. There are no apparent targets for increasing (or maintaining) BAME student numbers for postgraduate programmes. Annual reports are made to management on progress.

When we looked at the pipeline for all students (UN and non-UK) compared to the ARTS benchmark (Table 1) we see that for undergraduate students Central is slightly below the ARTS benchmark but exceeds this for postgraduate inclusion.

**Table 1: All BAME students**

All BAME student compared to ARTS benchmarks		
2018/19	Central	ARTS
Undergraduate	13.6%	15.2%
Postgraduate Taught	24.8%	12.7%
Postgraduate Research	17.9%	9.2%

We then assessed this excluding non-UK students to identify whether there are different data trends. This can highlight the differences between the successful marketing of programmes to international students versus the success of Outreach activities to attract UK students.

Table 2 indicates that BAME undergraduate inclusion rates are higher than the ARTS benchmark, as are postgraduate student percentages with postgraduate research being below.

**Table 2: All UK BAME students**

UK BAME student compared to ARTS benchmarks		
2018/19	Central	ARTS
Undergraduate	16.4%	15.2%
Postgraduate Taught	16.0%	12.7%
Postgraduate Research	7.1%	9.2%

Reflecting on the data trends across a five-year period when we look at all students who identify as BAME, we see from Table 3 that there is little variance in undergraduate rates. There is a marked increase in the percentage of BAME postgraduate taught and postgraduate research students.

**Table 3: All students inclusion rates over time**

All BAME student inclusion percentages over time					
	2014/15	2015/16	2016/17	2017/18	2018/19
Undergraduate	13.8%	14.3%	14.9%	12.8%	13.6%
Postgraduate Taught	18.2%	17.5%	22.4%	23.6%	24.8%
Postgraduate Research	14.3%	16.2%	17.9%	17.1%	17.9%

When we assessed these trends for only UK BAME students, we see a consistency in undergraduate BAME inclusion rates. The increase in postgraduate taught rates remains but there is a decline in postgraduate research inclusion.

**Table 4: UK students inclusion rates over time**

UK BAME student inclusion percentages over time					
	2014/15	2015/16	2016/17	2017/18	2018/19
Undergraduate	16.0%	16.0%	16.8%	14.9%	16.4%
Postgraduate Taught	13.3%	12.1%	16.1%	16.1%	16.0%
Postgraduate Research	10.3%	8.7%	8.0%	6.9%	7.1%

The trends from this analysis would suggest that Central:

- Has been successful in attracting a consistent number of UK BAME undergraduate students over the data period. There is a need to increase this engagement to meet either the benchmarks suggested as part of this report or the goals set out in Central's Access Agreement 2018-19.
- Would benefit from defining inclusion rates for postgraduate students **(recommendation 3)**.
- Has been successful in attracting increasing numbers of postgraduate taught BAME students both the UK and internationally.
- Would benefit from reviewing the recruitment and selection practices for postgraduate research student places to identify the reason for the difference in UK versus non-UK student BAME inclusion rates **(recommendation 15.7)**.

We provide further student data analysis in Appendix 3.

### Summary Staff Data

Staff data has been provided to us for a three-year period from 2014/15 to 2016/17. Appendix 3 contains further detailed data graphs and analysis. The data in this document has been based on the staff numbers provided by Central. Given the small number of staff, we have collated that data into two groups: BAME and White. As well as staff who are employed on permanent and fixed-term contracts, we have analysed the hourly paid staff. The data provided by Central had gender given as either female or male. Staff data trends and analysis are challenging given the small numbers of staff. Therefore, small changes can disproportionately affect trends.

### Staff Pipeline

As with students it is helpful to look at the progression of staff via the career pipeline. Within the staff pipeline the two key processes are a) recruiting staff and b) supporting their career progression when they are in post. For the staff pipeline we have looked at the data considering the type of work carried out by staff i.e. Academic, Professional Services, Technical, and hourly paid staff.

### Staff Benchmarking

For academic staff it is recommended that Central compares itself to the PERF category (which is derived from the HESA staff data regarding music, dance, drama, performing arts) as a subject comparison looking to match or exceed this figure. As with students, a stretch target of reaching the non-SET figure could be added. There are no subject area specific benchmarks for Professional Services staff, therefore we have referred to HESA data for all Professional Services staff<sup>1</sup>. Benchmark data shown for staff is combined for UK and non-UK staff.

Staff Category	Benchmark <sup>1</sup>	
Professional Services Staff	11%	
Academic Staff	PERF	Non-SET
	6%	8.1%

### Central staff data trends

For academic staff, we can see that the percentage of BAME academic staff have increased over the data period (Figure 1) and this number is now exceeding the PERF and non-SET benchmarks.

The trends from this analysis would suggest that Central:

- Has been successful in attracting BAME staff in all career categories: Academic, Hourly Paid and Professional Services and Technical.
- Would benefit from identifying how it can increase the inclusion rates for BAME academic staff in more senior roles (**recommendation 19**) and support BAME staff to progress their careers.
- Expand its initiatives to support and grow BAME staff inclusion.
- Assess recruitment practices for Technical staff vacancies to identify ways in which to attract a diversity of applicants.

There is a wish from both the staff and student communities to have a more diverse staffing community. Central can be encouraged that the suggested benchmarks are exceeded whilst at the same time it is striving to seek feedback to further increase diversity.

We provide further staff data analysis in Appendix 3.

## Communications Review

We were asked to undertake desk-based research to include a review of the Central website, prospectus and policies against identified good practice elsewhere. Our assessment covers the following core areas and is also guided by our conversations with staff and students:

- Review of website from a staff perspective.
- Review of website from a student perspective.
- Review of UG/PGT/PGR prospectuses
- YouTube/Instagram/Twitter samples
- Review of core policies to include Race Equality Development Programme

A theme throughout this assessment is the presence of all sectors of society in all sectors of the Central academic community. It is important for people to see themselves reflected in the people who make decisions in their lives and in wider society. It is also how people interact, are valued and react to each other. For example, are those at Central who are valued and publicly celebrated reflective of the whole community, or do we unintentionally favour some groups over others? That said, it is a mistake to assume that someone will be inspired or respond positively to a person just because they are from the same ethnic group. Our community needs a diverse range of people to inspire them, so in this reflection we have focused our attention on whether that diversity is currently present at Central.

### Overview

In reflecting on communication, we first looked at how Central summarises its identity and governance externally. In common with Universities and Conservatoires, Central has an “About” section online - <https://www.cssd.ac.uk/about-Central>. This consists of the following elements:

- Introduction to Central
- Central’s History
- Staff Profiles
- Governance
- Quality Assurance and Enhancement
- Equality and Diversity
- Jobs at Central
- Honorary Fellows and Honorary PhDs
- Royal Patrons and Presidents
- Freedom of Information
- Legal and Policies
- University of London

## Introduction to Central

The introduction from the Principal (Figure 1) gives a helpful summary and provides links to other information (e.g. open days). There is an opportunity on this page to speak about inclusion and Central's successes and ambitions (**recommendations 3.2 and 5.5**).

**Figure 1: Introduction from the Principal**

## INTRODUCING CENTRAL

**An introduction to Central from the Principal.**

Central stands at the forefront of training and research in the Dramatic Arts. Graduate employment statistics are amongst the highest in our sector, and our research has recently been assessed as 'World Leading' – and is unique in the realm of drama conservatoires. The ratio of undergraduate applications to places is the highest of any UK university.

Whilst our actors win many of the most coveted awards, worldwide, and frequent accolades in the media, a broad range of industry organisations rank Central as the gold standard in leadership of technical and design work. So too, Central continues as a pioneering force in the application of dramatic skills in many social contexts.

We hope that you will wish to **explore the range of courses**, both undergraduate and postgraduate, set out on this website. Do visit for an **open day**, or **come to our regular public productions** – focused around the historic Embassy Theatre.

Our **facilities** are widely regarded to be exemplary with further specialised studios and performance spaces to be added as part of a dynamic new development.



**PROFESSOR GAVIN  
HENDERSON, CBE  
PRINCIPAL**

## Central's History

This provides an interesting reflection on the history and timeline of Central and its evolution (Figure 2). There is an opportunity to include achievements relating to race equality and inclusion to this section (**recommendation 6.2**).

**Figure 2: Extract of Central's History**

### CENTRAL'S HISTORY

**A short note by Professor Simon Shepherd, Professor Emeritus of Theatre.**

Elsie Fogerty founded The Central School of Speech Training and Dramatic Art at the Royal Albert Hall in 1906. Fogerty was a specialist in speech training. She also had a firm belief in the social importance of education. The students of her school quickly became famous for their delivery in verse-speaking competitions, their appearance in theatres, and their work with children in the deprived areas of London. While Central developed a name for actor training, its founder was at the same time committed to advancing the study of theatre as an academic discipline.

Long before the founding of the first university drama department in the UK, Fogerty argued that theatre should be studied at university and that theatre training should be awarded degrees.

In 1937 Fogerty was offered space on the site at that time earmarked for the National Theatre building, with the college alongside the theatre. But that scheme, like many of the National Theatre schemes, fell through. In 1957 the School at last moved from the Albert Hall, having acquired the lease of the Embassy Theatre at Swiss Cottage and its associated buildings.



**PROFESSOR SIMON SHEPHERD, PROFESSOR EMERITUS OF THEATRE**

## Staff Profiles

It is positive that all academic staff are shown including profiles of their work and expert areas, showing the diversity of the staffing population.

## Governing Body

The webpages provide information on governance, and a list of the independent governors and staff members. This helpfully provides images and background information on each person alongside a contact for speculative enquiries for those wishing to apply for an independent governor position. It is not possible to assess the inclusion rates of this governing body within individual data, as judgement on how individuals identify cannot and should not be made from photographs and names.

There is an opportunity on this page to clarify and promote the Board inclusion ambitions and to celebrate any successes to date. For example, it could say, "*The Governing Body has a majority of independent members, chosen in accordance with agreed criteria to ensure a balance of skills and experience sufficient to meet its primary responsibilities and to ensure stakeholder confidence. In selecting our independent governors, we have made significant progress to achieve diversity with*

*gender and race and ethnicity. We wish to retain a diverse governor community recognising diverse management and leadership, which enables our community to thrive. When vacant roles become available on our Board, we will assess the diversity of the Board and encourage applicants from any identified underrepresented group.”*

Internally it would be positive to clarify what the inclusion ambitions for the Board are, and to reflect this in the processes for recruiting new Board members. It is unclear currently what the selection timetable or process is for governors and the information implies that this is a rolling process which may not aid inclusion (**recommendation 11**).

There is limited information regarding the Board’s role in equality or the set of behaviours they wish to adhere to and promote. We would recommend that is specified (**recommendation 7.6**).

The Academic Board comes under the Governing Body Section as it reports to the Board of Governors. It is interesting that the membership of the Academic Board is not included on the website. The Academic Strategy 2016-2021 indicates that it “*sets out the ways in which we aim to do this over the next five years. It provides focus for developmental thinking and efforts, context for strategic resource planning and a compass for prioritisation in encountering opportunity and threat.*”

The document has limited explicit reference to Central’s equality and inclusion ambitions. Currently there are two objectives which link to these:

Aim 1, Objective 1. Ensure the curriculum engages at the forefront of changing specialist disciplinary practices, needs, and cultural contexts.

Aim 2 Objective 3. Improve participation and success rates for underrepresented groups, as well as students in need of learning support.

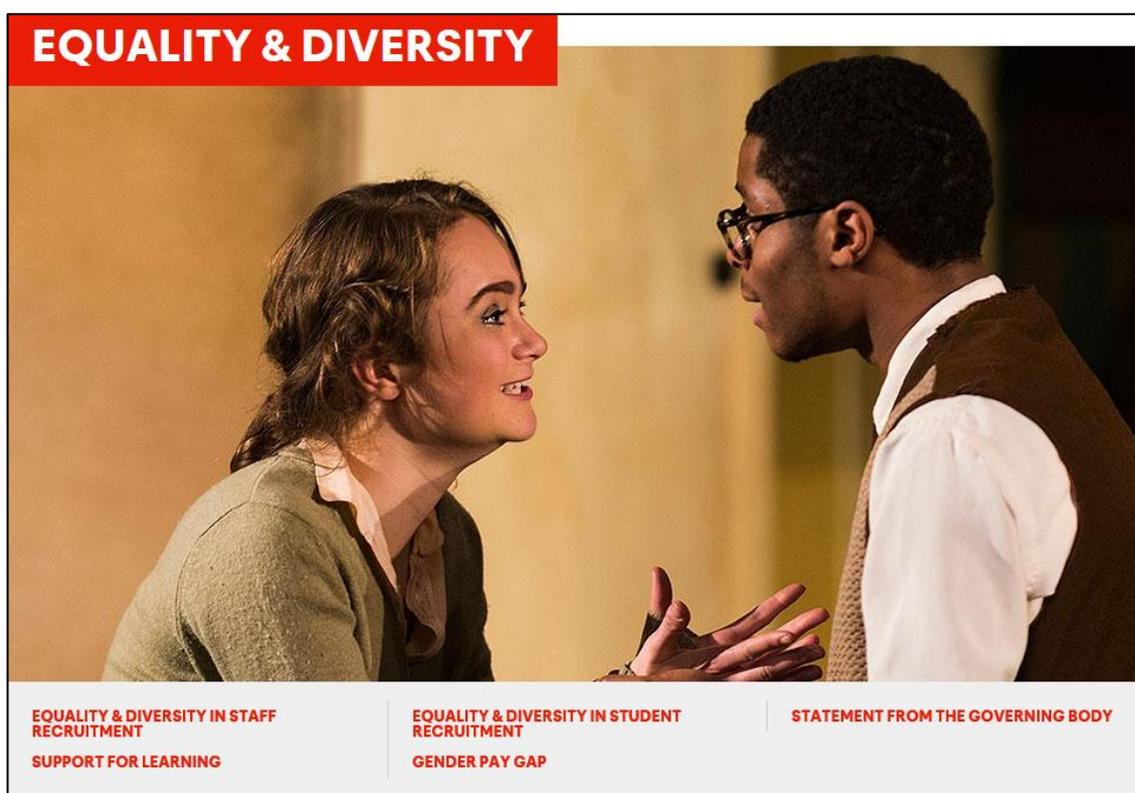
We would recommend that these objectives are made more specific and in line with the targets which have been set out elsewhere. A review to identify whether this is also needed for other high-level plans and strategies is recommended (**recommendation 10**).

## Equality and Diversity

These webpages summarise Central's position on Equality and Diversity as well as publishing key documents (Figure 3).

There are a number of key documents on this page including the School's Single Equality Scheme (2015) and Gender Pay gap reporting. This page indicates that *"Equality of opportunity has also been embedded into the following strategies, schemes and documents"* and provides a list of these. These have been reviewed under point 6 of this document. The information on this page is factual. There isn't however a sense of how Central embraces equality, diversity and inclusivity – there are no statements from the senior team, or any indication of who or where Equality and Diversity is championed in the institution, nor is there any information on the ambitions of the School in relation to inclusivity or to what progress has been made (**recommendations 1- 4**).

**Figure 3: Equality and Diversity page**



Within these pages there is a section on news, and within that a statement from the Governing Body in May 2018 indicating a range of actions which are being taken (<https://www.cssd.ac.uk/news/statement-governing-body>).

As part of that statement there is a commitment to communicate more - *"There will be frequent reporting back to Governors and the wider community on what has been*

*achieved and continues to be accomplished/undertaken.*” However, the page hasn’t been updated in six months, there is no person named as a contact should someone wish to gain an update, and no indication of who is leading the actions **(recommendations 4.5, 6.3 and 6.4)**.

Looking outward to what others in the sector are doing we have focused in on Conservatoires UK. We can see that there is a range of good practices on how Equality and Diversity is communicated in a fuller way. Some examples are:

Conservatoires who have published their Equality and Diversity Action plans detailing what their priorities are, who is responsible for them and timescales for change:

- The Conservatoire for Dance and Drama
- Guildhall School of Music and Drama
- Royal Academy of Music
- Royal Conservatoire of Scotland
- Royal Northern College of Music

Other examples of good practice can be seen within this peer group of institutions:

- The Guildhall School of Music and Drama is reporting on the retention of new BAME entrants into year 2 and have set a public target of 92% or above.
- The Royal Academic of Music provides a list of institutional responsibilities for Equality and Diversity, showing where ownership lies at each level of the institution.
- The Royal Conservatoire of Scotland has published a Mainstreaming Equality Report 2017 which details how Equality and Diversity is embedded and who is responsible for it.
- The Royal Northern College of Music has gained accreditation as a “disability confident employer”.
- The Royal Welsh College of Music and Drama appointed Uzo Iwobi OBE, Executive Officer of Race Council Cymru, as its inaugural Chair of Diversity in November 2018.

## Jobs at Central

At the point of review there was only one post advertised on this webpage, so information on “live” recruitment was limited. It is positive that the webpage indicates that equality and inclusion is important to the School. Is there the opportunity here to go beyond the legal-style statement that is made (Figure 4) by showing the lived experiences of staff, so that the website shows a diverse set of cultures within the School? Could the equality statement be made more specific to show the School’s ambitions and where is it on this journey? Perhaps the addition of a “Working at Central” could be added here with profiles of staff speaking about their experiences of being a staff member, alongside clear statements on inclusion and awareness of Unconscious Bias? Perhaps the Equality and Diversity on the staff recruitment page could be moved to this section to provide data and insight to encourage a diversity of applicants? **(recommendations 4.2, 4.4, 5.3 and 12.1-12.3)**

**Figure 4: Current Vacancies page**

The image shows a screenshot of the 'CURRENT VACANCIES' page. The header is a red bar with the text 'CURRENT VACANCIES' in white. Below the header is a grey bar with the text 'DIRECTOR OF LEARNING AND TEACHING' in red. The main content area is white and contains the following text:

**Thank you for your interest in working at The Royal Central School of Speech and Drama.**

Job vacancies will be advertised above.

Central's staff recruitment procedures have been designed to be fair and compliant with regards to equality and diversity legislation.

Read our [Job Applicant Privacy Notice](#) for more information on how we are committed to protecting and respecting job applicants' privacy.

On the right side of the page, there are two red links: **EMPLOYEE BENEFITS** and **CONTACT** with the email address [jobs@cssd.ac.uk](mailto:jobs@cssd.ac.uk).

## Honorary Fellows and PhDs

An Honorary Fellowship is a highly prestigious award which is bestowed upon individuals who have made an outstanding contribution to their chosen field. Who the School chooses to bestow this honour to gives an indication of who and what the School values and the culture it has. It is unclear from the published data what the inclusivity of Honorary Fellows and PhDs are (Figure 5). If this is not currently monitored, we would recommend that Central begins to do so going forward in order to identify the trends of those being nominated and then awarded fellowships/PhDs to assess whether those trends align with the inclusivity ambitions (**recommendation 18**).

Figure 5: Honorary Fellow page

## HONORARY FELLOWS & HONORARY PHDS

### HONORARY FELLOWS

**Dame Jenny Abramsky DBE**  
Chair of the Royal Academy of Music and of the Board of Governors of The Royal Ballet

**Joss Ackland CBE**  
Actor and alumnus of Central

**Steven Berkoff**  
Actor, writer and director and alumnus of the Webber Douglas Academy of Dramatic Art

**Claire Bloom CBE**  
Actress and alumna of Central

**Bette Bourne**  
Actor, drag queen, equal rights activist and alumnus of Central

**Jo Brand**  
Stand-up comedian

**Yvonne Brewster OBE**



**BARBARA WINDSOR MBE  
RECEIVES HER HONORARY  
FELLOWSHIP, 2015**

## Royal Patrons and Presidents

As with Honorary Fellows, those upon whom the School chooses to bestow the honour of President and Vice-President gives an indication of who the School values and the culture it has. (Figure 6). These senior, public-facing roles project the way in which the School wishes to be viewed. We would recommend that diversity in appointment is key to inclusivity (**recommendation 18**).

**Figure 6: Royal Patrons and Presidents**

### ROYAL PATRON & PRESIDENTS

**ROYAL PATRON**  
HRH Princess Alexandra, The Honourable Lady Ogilvy KG GCVO

**PRESIDENT**  
Michael Grandage CBE\*

**VICE PRESIDENTS**  
Cicely Berry CBE\*+  
Carrie Fisher\*+  
Zoë Wanamaker CBE\*

**FORMER PRESIDENTS**  
2008: Harold Pinter CH CBE\*+  
2001-2008: The Right Honourable Lord Peter Mandelson PC  
1992-1997: Dame Judi Dench\*  
1989: Dame Peggy Ashcroft\*+  
1983: The Right Honourable Lord Laurence Olivier\*+

*\* Central Alumni*  
*+ deceased*



PRINCESS ALEXANDRA  
VISITS CENTRAL, 2013

## Legal and Policies

This section includes the School's External Speaker Policy. This focuses rightly on the potential complex issues that may surround a speaker. This policy could be enhanced to include an assessment of diversity of speakers and include equality monitoring and analysis (**recommendation 9**).

Overall the images in this section of Central's webpages are predominately of White people. This in some cases reflects the characteristics of the people involved in those activities. However, this is not always the case and these pages could be changed to show more ethnic/racial diversity where it exists e.g. honorary fellows (**recommendation 6.1**).

### Review of MyCentral from a staff perspective

A review was completed of the MyCentral site focusing in on the sections for staff. There isn't a specific equality diversity and inclusivity section, so the review focused primarily on the Human Resources (HR) area. Helpfully on the HR landing page the APPI update is shown. It may be helpful to call this document something else – would staff all know the name of the committee and what it did from the abbreviation?

My Employment: This area detailed various aspects of employment and a graphic (Figure 7) which related to the Strategic plan. There was a variety of key staffing information covering a range of topics, however this didn't appear to show equality and diversity.

Figure 7: Extract from My Employment



Working at Central and Health and Wellbeing: There are a range of policies and procedures shown under different headings and information relating to the subject areas, with a particular focus on mental health on the latter pages. Again, it was not possible to see any heading specifically for equality or race equality.

Training and Development: This section contained information on Unconscious Bias Training including the training slides and a prompt indicating that online Unconscious Bias training was coming. It would be good practice to contextualise these initiatives by explaining what was being done, what the School's expectations are for participation and how the training would be measured (**recommendation 8**).

It is not clear from available information whether this is the only option for equality or anti-discrimination training. Equality training has a wider range than just Unconscious Bias and can help staff (and students) understand the law, the culture of the organisation and process and procedures. A Chartered Institute of Management poll of 940 UK managers found 61% had either never received diversity and inclusion training or had not had any such training in the last 12 months<sup>3</sup>.

The staff portal is positive and well laid out. There is a variety of information. If you search on "equality", more documents come up.

It is recommended that the School considers having a focused point on the staff/student portal in which to communicate and publish equality, diversity and inclusion matters (**recommendation 4**). This would pull together a range of headings to both promote the School's equality, diversity and inclusion ambitions, clarify what is expected of staff and provide the tools, policies and procedures in one place. An example of the content is outlined in Appendix 7.

## Review of website from a student perspective

A review was completed of the SharePoint site focusing in on the sections for students.

### The Student Charter

This document indicates that it provides an overview of expectations between the School, students, and the Students' Union. This a positive document which lays out the expected levels of behaviour amongst other items. In relation to equality, diversity and inclusion it doesn't refer to the Equality Schemes – but these may not give the level of detail that would interest students. These are high-level, strategic documents rather than information on what equality, diversity and inclusion support and initiatives are available. In this document students are asked to "*Abide by all the School's Health and Safety policy and all other codes and policies*". Could this be strengthened to give weight to equality, diversity and inclusion but specifically mentioning this alongside Health and Safety?

Under the "Studying" tab there is a link to Equality and Diversity. However, this is the generic external facing page. This could be made more engaging to students by having information on equality, diversity and inclusion data, actions and activities that are in place specifically for students (**recommendation 4**).

The "If things go wrong" tab provides a wide-ranging support network focused almost exclusively on mental health. This could be expanded to include support for students facing inequality (**recommendation 6.7**).

The Student Union website has the most specific and detailed discussion on race equality including information on the NUS Black Students' Conference 2018. Within this section there were a variety of positive and interesting suggestions and discussions on what could be done within institutions. What wasn't clear was which suggestions had been proposed to the School and whether there was an action plan for either the School or the Student Union or both to take forward.

## Review of prospectus

Looking through this there is a variety of images and case studies showing a range of people of different ages, ethnicities and gender. The only area this isn't the case is page 5 (Figure 8). In this section the introduction refers to an international community – does this give a sense of where Central is on its journey for BAME inclusion? Feedback from some current Central students via our survey suggested some were surprised to find they were in the minority.

Figure 8: Extract from prospectus

The image shows two pages from a prospectus. The top page is titled 'MESSAGE FROM THE PRESIDENT' and features a portrait of Michael Grandage. The bottom page is titled 'INTRODUCING CENTRAL' and features a portrait of Professor Gavin Henderson. Both pages contain text about the school's history, current offerings, and future plans.

### MESSAGE FROM THE PRESIDENT



I remember well the Central prospectus I read when I was seeking a drama school education back in the 1980s. It was slimmer than this one, but it had a life and an identity that seemed to set it apart from other schools and colleges at the time. Central was my first choice because it had a real sense of history and a reputation for staying ahead of the game.

I am delighted to report that is something that has never changed. Central is constantly evolving and now offers even greater opportunities as one of the leading drama conservatoires in the world. It remains linked to its glorious past while looking forward to the ever-changing landscape in Higher Education.

This prospectus is much more far-reaching than the one I (still) have from over 30 years ago and, while it clearly sets out the range of courses available, it won't tell you why your experience as a Central student will be extraordinary. That you can only discover by being here, because that is when you will engage with the inspirational men and women who teach at Central.

As I was fortunate enough to discover, they will give you a unique education that prepares you for the profession you are about to enter but, best of all, they will give you an education for life.

*Michael Grandage*

**Michael Grandage CBE**  
President

### INTRODUCING CENTRAL



The forthcoming year will be very special for Central and for all who study and work here ... as we open our new building with yet more state of the art studios and performing spaces. Ours is a remarkable estate, built around a core of the historic Embassy Theatre with easy access to London's vibrant centres of performance and productions.

'Award Winning' is a phrase too easily appended to all kinds of activity, but for Central, this is really the case. We have been officially proclaimed as 'World Leading' by the Government's funding agency for Higher Education. We won the highest award for our Research and the coveted Gold Standard Award for Teaching and Learning. Our alumni have been recent recipients of Oscars, Emmy, Tony, Olivier, BAFTA and Evening Standard Theatre awards and the School itself was nominated for the Times Higher Education and Guardian University Awards – the only Specialist Conservatoire so to be, and our films have been showered with awards from many of the leading festivals.

We hope that you will wish to explore the unparalleled range of courses, both undergraduate and postgraduate, set out in this prospectus. We are a truly international community drawn from some 50 different nations across the globe. Do visit for an open day, or come to our regular productions, screenings and exhibitions of scenery, costume, design and construction work.

With a series of ground-breaking festivals and over 60 shows making it to the Edinburgh Fringe – Central is hard to miss!

*Gavin Henderson*

**Professor Gavin Henderson CBE**  
Principal

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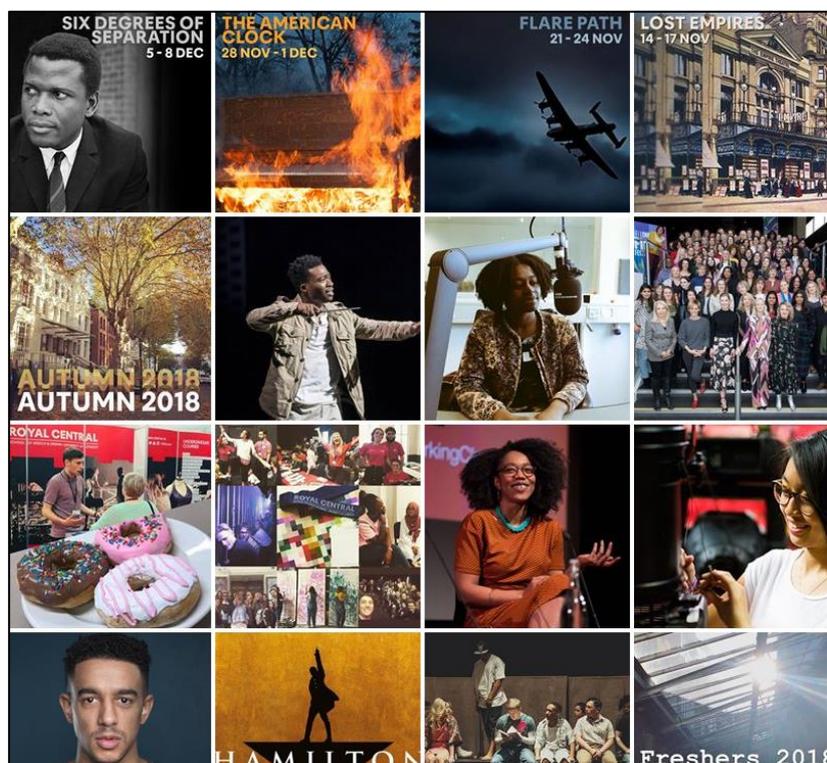
There are a range of positive case studies throughout the prospectus, again inclusive and showcasing many different people. Has thought been given to aligning the case studies to have positive case studies or statements from BAME students/staff in areas where the Central are actively aiming to increase BAME student numbers (**recommendation 6.8**)?

There is no reference to Central's equality, diversity and inclusion ambitions and targets in the prospectus. We recommend this is added to show what Central is doing alongside its ambitions for change (**recommendations 3.2 and 5.1**). This could be twofold: the work of the School management and the work of the Student Union.

### Sample Social Media

Facebook: With circa 19K followers, the School's Facebook profile promotes achievements of both staff and students, including upcoming productions. Images and videos appear to be diverse from the sample taken (Figure 9). Of particular note is the inclusive way in which new programmes are promoted. The page also promotes events and it would be positive to see the equality and inclusion events all included here (where open to externals).

**Figure 9: Facebook sample**



Twitter: With circa 20K followers, the Central account again promotes staff and student achievements. The feed for Twitter is diverse but there are spates of time when all the images are of all White staff/students.

YouTube: With circa 2K subscribers, the School has a range of videos - and importantly those linked to student recruitment are diverse. We reviewed a small number of videos for evidence of diversity and racial equality. The staff members featured were predominately White reflecting the staffing population and these videos are therefore not as diverse as the student ones.

Instagram: With circa 8K followers, the School's image reflects a diversity of the community but again there are times when all images are of White staff and students. These could be made more diverse.

### Review of core policies

The School communicates its Single Equality Scheme and Statements on Equality which fulfils the School's requirements to report – however as previously mentioned they could be expanded to include action plans, progress and ambitions.

The School indicates that equality of opportunity has also been embedded into the following strategies, schemes and documents:

- The Corporate Plan
- Policy on the Safeguarding of Children, Young People and Vulnerable Adults
- The Academic Strategy
- The Course Curriculum
- The Prospectus

So, what do we mean by embedding equality and diversity? This can be summarised in two steps: firstly, establish policies and get high-level buy-in, then show that the diversity commitment leads to measurable change by setting benchmarks and measuring the impact of changes.

So how does that translate into the documents cited? Taking each one in turn:

- The Corporate Plan. This has one mention of student diversity and one of staff diversity. *“Changing school syllabus and possible resultant challenge to widening participation and student diversity”* and *“to maintain and enhance equality and diversity of staff.”* There are no references to equality or inclusion in the plan.
- Policy on the Safeguarding of Children, Young People and Vulnerable Adults. Whilst this is an important document and key to the running of the School, the equality, diversity and inclusion isn't featured within it.
- Academic Strategy. This document has been reviewed above on page 25.

- The Course Curriculum. This link led to each of the programmes offered by the School. There isn't any information on how the School is embedding equality and diversity into its curriculum.
- The Prospectus. As elsewhere, there is no reference to equality, diversity and inclusion in the prospectus.

A fuller Equality and Diversity strategy alongside an action plan would provide a clearer indication of the work being done and the progress to date/challenges ahead.

Looking at the detail of Central's Race Equality Development Programme we feel this is a positive step if used in a self-reflective way to identify successes, and also to identify where further improvements could be made. Appendix 5 provides Halpin's commentary on possible improvements to the plan.

#### General communication points to consider

In looking at communications a number of questions arose:

- Has your Communications and Marketing team been offered training opportunities in Equality and Diversity and Unconscious Bias?
- Have you translated your equality, diversity and inclusion ambitions into operational guidance for them to use? Guidance on language to add into the corporate style can be useful, e.g. language can reflect social and cultural diversity in a positive and accurate way rather than perpetuating negative stereotypes about individuals and groups.
- Are staff with responsibilities for web and communications content aware of the equality ambitions so they can support these in the work they do? Have discussions taken place on how images can imply status or "power" and the need for these to be inclusive? Are they aware of how the positioning of a picture can help establish that this balance is present? Establish a communications and marketing aim to promote a diversity of people in authority/spokesperson positions to show a range of role models.
- Is data on external communications gathered and assessed by race/ethnicity and gender? E.g. what is the balance of Central news stories and can these be used to ensure a balanced promotion of achievements from a diverse range of staff and students?
- Can those responsible for liaising with the media/press support the proactive promotion of diverse spokespeople?
- Does the School publish a calendar of race equality activities which it celebrates?

## Student Recruitment/Admissions Review

We were asked to undertake an analysis of student recruitment marketing, admissions, outreach processes, and inclusion and diversity networks, to ensure your recruitment messages are reaching diverse audiences. We were also asked to assess Central's BAME admissions target and advise on whether that target is correct.

Effective student recruitment is key to Central fulfilling its ambition to have diverse student communities. This review has been undertaken in the context of racial inclusion and the focus is as such. This does not discount the other challenges faced in Higher Education e.g.;

- Student fees and funding reductions for Higher Education,
- Brexit and UK government immigration regulation,
- Increased competition from a range of providers by home and international as well as private providers, and
- Higher Education in the digital age, i.e. in the age of new technology-based teaching and learning initiatives and changing communication routes with the expansion of social media.

That being said, Central is recruiting from a strong position - graduate employment is the highest in the sector, research and teaching (through the RISTA exercise) have been assessed as 'World-Leading' and the ratio of undergraduate applications to places is the highest of any UK university. This solid grounding provides an excellent opportunity to have a diversity of students. The key is to engage with students from a diversity of backgrounds to encourage them attend Central. By enthusing a diverse community population, you can make changes longer term, however such activities need sustained engagement over time.

### **Student recruitment and marketing**

When reviewing this element, thought was given as to what Central communicates to whom and how. The whom in this equation is a variety of audiences: pupils, careers counsellors, parents/guardians/carers. Each of these will be looking for different information and this will be dependent on the stage the person is at in assessing their study choices and options.

Patterns in academic subject interests and career ambitions have been shown to be socially constructed and not biologically based. These social constructs start influencing children at a young age and can be reinforced by parents and/or teachers. The 2018 Arts Council England diversity report published that whilst 16% of the nation's working-age population are from BAME backgrounds, representation in the arts is lower. They cited examples such as at the Royal Opera House with 9% of the staff having a BAME background and the Royal Shakespeare Company, where BAME staff make up 2%.

Added to this there has been a change in the way students and education providers view the education experience. There has been a shift to have more student engagement, and with that a wish for more personalised provision, tutoring, contact hours and for research-led teaching<sup>4</sup>.

The marketing of Central's programme seems to be predominately aimed at students. Consideration could be given to having a 'carers and parents' resource page to counter any cultural or social preconceptions (**recommendation 6.5**).

There are a series of UK-based open days both at Central in London and regionally, and there are separate postgraduate events. Some undergraduate programmes are excluded from the open day process. Additionally, there are a number of international open days. The majority of Central staff (all categories) identified as White, therefore having a diversity of staff at open days and other student events is difficult. When asked whether there Central had a diverse range of role models the majority of respondents indicated there weren't (52%) with only 28% responding positively. When asked, 72% of the respondents to the staff, student and alumni surveys agreed they would recommend Central to others.

An online open day platform could be explored to assess whether that would have an impact on hard-to-reach students (**recommendation 15.1**). Such platforms can give students (and their parents/carers) access to a range of resources including online sessions with tutors, advisors and student ambassadors.

Like many institutions, Central has invested in web-based marketing materials e.g. virtual tours, podcasts and student case studies. Consideration should be given as to whether this reflects the inclusivity and diversity of Central as it is. It is important to have honesty in such marketing materials, as honesty gives credibility. Web and social media have forcibly sharpened the need for honesty and accuracy of marketing, as any inaccuracies or ambiguity can be verified and clarified by a simple "Google" search or a search on Twitter.

The Race Equality Development Programme action plan (point 8) indicates that "*a statement has been published on the School's commitment to diversity and inclusion*". This statement (and more importantly the message behind it) is missing from student recruitment and marketing materials (**recommendation 5**).

It is unclear what data is collected on marketing and recruitment activities. Widening your evidence base and management information would inform decision-making in this area. Going forward, consideration could be given to annually focus on a student recruitment plan which not only incorporates Central's values and achievements but also focuses in on data. This would enable the development of tailored, appropriate and consistent communications and measure the impact and success of previous years' strategies.

## Admissions

Debates about fair access to higher education have commonly focused on the wish to address the poorer attainment and aspirations of those from traditionally underrepresented groups, rather than the fairness of admissions processes and decisions. In looking at the admissions process for Central we have focused on the decision-making process and how this aligns with your race equality ambitions and targets.

Central follows the standard UCAS procedures admission process (undergraduates). Given the nature of the UG programmes, many have auditions as part of the selection process and applicants are asked to prepare a number of items for consideration. These seem to be varied and inclusive, although assumptions may be made about the lack of inclusivity of some set pieces (e.g. <https://www.cssd.ac.uk/content/audition-process-ba-acting-courses>) and consideration could be given to diversifying and/or clarifying these (**recommendation 15.3**).

The largest challenge to interview-based admissions is Unconscious Bias. The first stage is to attempt to eliminate implicit and Unconscious Biases in recruitment process, in particular during the job interview. Central has introduced Unconscious Bias training with a target that all audition panels will have completed this once it is launched via e-learning in 2019. This training can make admissions staff aware of their prejudices towards candidates from minority groups. Another challenge is the risk of “culture fit” bias. Cultural fit is typically evaluated in terms of how an individual’s style or background will fit within the organisation that is selecting them; “fit” is interwoven into demographic and socioeconomic factors. We would recommend that all bias training is extended to all staff who have decision-making duties for student admissions at all levels of study (**recommendation 15.2**).

Some students indicated, via written survey comments, that at auditions there was a diversity in the groups of those auditioning. They were then surprised to see what they perceived to be a decline in this diversity within their peer groups when they commenced at Central. Students commented on a marked reduction and their surprise at this. This was often accompanied by negative perceptions of the socioeconomic range of students i.e. that they were disproportionately from higher socioeconomic groups. Such perceptions are important to acknowledge and address, while recognising the quantitative data may not align with perception.

During interviews and auditions, performance is typically assessed by a rating which may be influenced by a range of unintentional biases e.g. likability, outward appearance and personal preference. Consideration should be given as to how the Unconscious Bias training and associated learning is therefore assessed to look at these issues, in order to assess if there has been a positive impact on the demographics of those being admitted or whether further measures are needed (**recommendation 13.1**).

Within the online admissions process webpages for undergraduate students there are a number of student case studies, images showing the work being done and related YouTube videos promoting the work of each programme. There are variations in the diversity of these samples across different programmes.

Prospective students can view the staff on each programme and alongside that there is information regarding Notable Graduates. We recommend that these are reviewed for inclusion (**recommendation 15.4**). There is also an option to celebrate the successes and achievements of alumni and to ensure that this reflects racial diversity.

An element to explore is what impact on equality taking a contextualised admissions approach could have. There is growing support in the sector for such approaches such as UCAS with their pilot of Multiple Equality Measures (MEM) through their Modernised Contextual Data Service (**recommendation 15.6**).

It is unclear whether there is support for those prospective students who may be the first of their family/peer group to apply to a specialist dramatic arts institution and therefore may be disadvantaged by a lack of knowledge of the processes and procedures for application.

A detailed analysis of a 'decliners and acceptors' survey would help Central understand the open day experience and how that has impacted on students' decision-making either at the pre-application or offer stages.

It is unclear whether there is a framework for student and alumni engagement in admissions beyond student ambassadors and APPI student representatives. Consider how Central can involve existing students and alumni in the efforts to tackle race equality gaps in admissions (**recommendation 15.5**). Returning to student ambassadors, has thought been given to the content of their annual training to include Unconscious Bias training (**recommendation 8.4**)? And has an explanation of the targets for outreach to gain their support in reaching these been given?

## Outreach

In 2016 the government's higher education white paper informed HEIs that there is an expectation that (in England\*) it expects HEIs to:

- Raise the participation rate of disadvantaged young people from 13.6% in 2009, to 27.2% in 2020.
- Address disparities in retention, degree attainment and progression to employment/further study for students from BAME backgrounds, including increasing the number of BAME students going into HE by 20% by 2020.  
\*Separate targets apply for other nations.
- Increase access for young White males from lower socioeconomic groups.
- Provide more help for students with disabilities.

Central has an extensive outreach programme which is detailed in the Access Agreement 2018-19. Within this there is a section on the School's BAME targets with regards to access. It states that *"Working towards the government driver of increasing the number of BAME young people attending university, Central continues to undertake activity which seeks to positively impact on retention and attainment of BAME students such as mentoring for BA Acting (CDT) students through a partnership with Black-led Theatre Company, Talawa, and student placements with the Arcola Youth Theatre, Young Lyric and Stratford East. Central also delivers specialist outreach activity (workshops and masterclasses) to targeted cohorts which consist of at least 50% of individuals from a BAME and/or lower socioeconomic background."* This is positive and repeats the clear intention to *"increase the number of young, full-time first-degree entrants from BME backgrounds to +5% of the 2014/15 position of 14% by 2020."*

The Outreach function was reviewed in 2016/17. As part of that review, data was analysed by race/ethnicity for the students who participated in Central outreach activities that year. This showed a significant difference in the participation rates inside and outside London. It is unclear whether this is continuing to be monitored. This review also gathered data on applications from students from the 52 target schools and colleges. In 2016/17, 9% of target school or college applicants were made an offer and, of those, 70% enrolled. In 2017/18, 6% of target school or college applicants were offered a place and 95% enrolled. Unfortunately, there was no ethnicity/race data included in this review. Going forward we would recommend that this is continued to be gathered, with ethnicity/race disclosed and included in the analysis to identify any barriers to inclusion (**recommendation 2**).

The Access Agreement also includes monitoring and evaluation activities within the plan. It is recommended that, if not currently taking place, these are adapted to include an assessment of activities both recurrent and ad hoc. This should analyse which activities provide a higher level of BAME engagement and impact to identify which should continue as part of a sustained programme specifically to increase BAME engagement. The toolkit provided by the Office for Students is a helpful guide (copy circulated with this report). Another mechanism to explore is the Higher Education Access Tracker (HEAT) Service. Formed in 2011, its aim is to target, monitor and evaluate outreach programmes to track students' progression from school into Higher Education and beyond. Originally government-funded, HEAT is now a non-profit-making service funded by members through equal subscription.

Given its national and international reputation Central is in a position to lead in challenging the perceptions of dramatic arts as a career not only for future students but also their teachers and families. This could be done by:

- a) Promoting, celebrating and publishing a diverse range of role models **(recommendation 4.2)**.
- b) Creating online resources to educate parents and teachers who may have a lack of knowledge about dramatic arts careers **(recommendation 6.5)**.
- c) Through role models and employability statistics addressing expectations on which subjects and/or after school activities are more beneficial.

## Cultural Review

We were asked to assess the equality initiatives in place at Central, how are they received by staff and students, and what resource and ‘weight’ is behind them.

### Context

In society there has been a shift in the number of people speaking out regarding behaviour they feel is unacceptable with global campaigns such as #MeToo and #OscarsSoWhite.

To create an inclusive culture there is a need to create an environment where there is a common understanding of what is and isn’t acceptable. Training of staff does help, but this needs to be a sustained and ongoing process. One-off training is beneficial but, without revisiting, the learning can fade with time and staff can miss out on new practices and updates. Society is very different both socially and in the workplace than it was 15, 10 and even 5 years ago. The “rules” have changed and institutions wishing for an inclusive culture need to let staff and students know what those changes are and what is acceptable now.

### Benefits of an inclusive culture

The culture of any institution affects a range of things including productivity, reputation, success, and engagement. HR and equality professionals have seen the emphasis shift from equal opportunities, to equality and diversity, to diversity and inclusion to the latest inclusion and diversity, with the headline terminology revolving around the notion of authenticity. The importance should be placed on the meaning behind the rhetoric and why it should be inclusion and authenticity rather than the latest “HR speak”.

A diverse workforce has been shown to generate many business advantages through bringing forward different and new ideas and being more attuned to the diverse profile of the customer base. The focus has moved forward from equality and diversity in recognition of the notion that promoting diversity makes little sense without inclusion. This is because having a diverse workforce is effectively meaningless if sections of the community are ignored, undermined, discouraged or insulted.

An inclusive culture enables and empowers staff and students to be themselves. Research has shown that feeling able to express your true self leads to satisfaction with work, career and life, resulting in proactive work behaviour and positive wellbeing. Modifying or feeling that you need to hide your own identity to fit into an organisational culture which is intolerant of diversity requires considerable effort and is emotionally draining – leading to less productive work and strained team relations. When looking at inclusivity it is key to remember that we all have different facets and

aspects to who we are, and we are not just defined by our gender, ethnicity, age or sexual orientation but by a mixture of different things.

### Assessment of Central's culture

Key to assessing culture is to seek views from all areas of the community. To do so we carried out three surveys:

Survey timetable			
Cohort	Survey Opened	Survey closed	Surveys Completed
Student	26/11/18	12/12/18	103
Alumni	28/11/18		137
Staff	28/11/18		90

In addition, we held interviews with 17 members of staff and held four student focus groups (31 participants) and two staff discussion groups (40 participants). The detailed findings from the surveys are contained within Appendix 4. In this section we include some summary information.

In reviewing the frameworks and procedures in place, we reflected on a number of items which support inclusivity, recognising that each institution is individual and that this is a baseline assessment to provide recommendations to Central, for them to tailor to their specific needs.

#### Are there established data analysis procedures including comparison to benchmarks and detailed targets, for race equality?

Central has made positive inroads into data gathering. It meets all its statutory data requirements and has commenced gathering and reporting on expanded data sets. Targets have been set for 1<sup>st</sup> degree student BAME inclusion rates and these have been set as a percentage of this student cohort. Other levels of student BAME inclusion have not yet been set. There is a commitment to increase BAME staff, but no target figure or date appears to have been agreed. Benchmarks for students have been sourced and staff benchmarking is carried out periodically. It is not clear to staff and students what these targets are, nor is there easily accessible information on Central's webpages. Reporting of race equality information is carried out; this could be more proactive. It is recommended that data analysis, reporting and benchmarking is expanded (Appendix 6).

Are there routes for gaining student and staff to feedback on race equality matters, policies and practices?

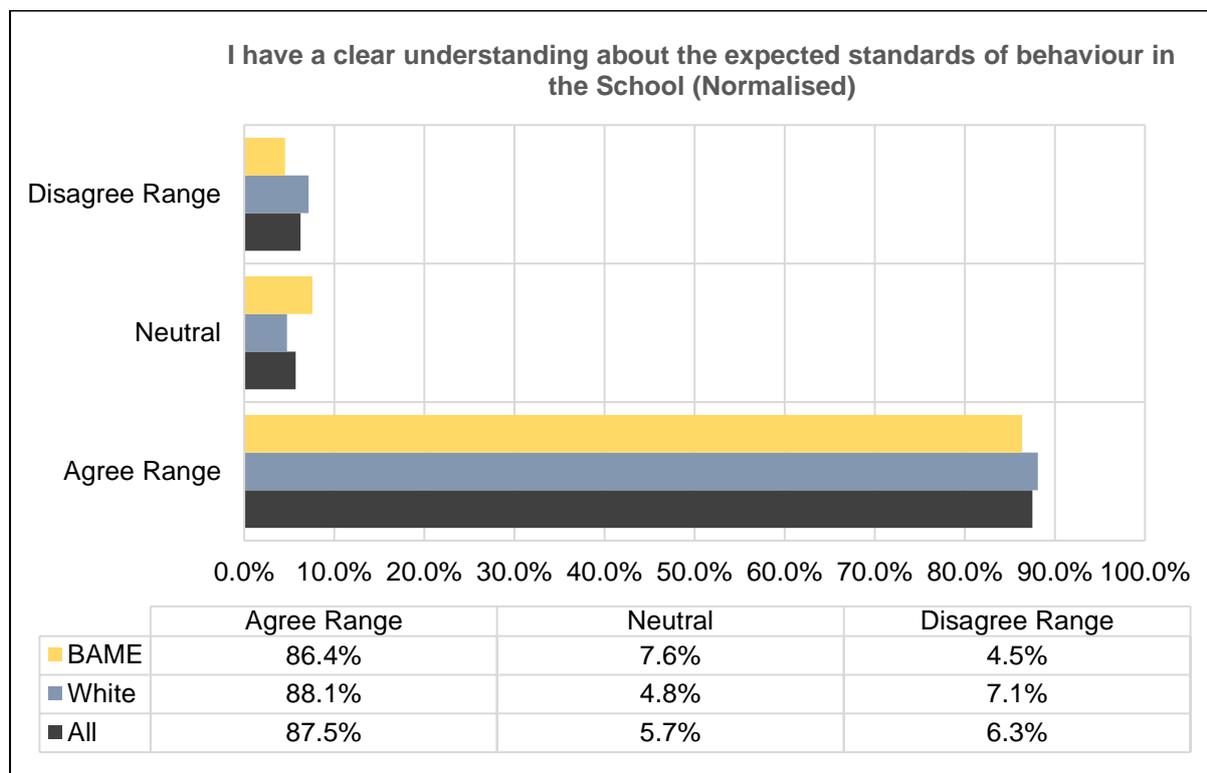
Central has expanded the membership of APPI to include student representatives and has also expanded staff representation. There are a variety of one-off events, discussion groups and feedback opportunities put in place via APPI. Whilst this information gathering is positive, having a clear route for staff and students to provide feedback at any time would allow for views to be heard in “real time” rather than staff and students having to wait to be asked. The introduction of staff and student surveys (every 24 months) would provide comparison data to identify what initiatives are having a positive impact and where further work needs to be focused (**recommendations 2.2 6.3 and 6.7**).

Specific diversity training including Unconscious Bias training

Central has positively invested in the introduction of Unconscious Bias training which is currently being rolled out. In earlier sections we have touched upon the need to ensure that there are follow-up actions to this training. In 2018, The Equality and Human Rights Commission published research entitled “*An assessment of the evidence for effectiveness*”. This provides key points on the benefits and limitations of Unconscious Bias training and how to address these (copy circulated with this report).

Do staff and students understand the required standards of behaviour?

Organisational culture can mean different things. In looking at Central’s culture we recognise that delivering education and research is a team activity. This requires staff to work together and for them to know where the organisation is going and what the big picture is. Organisational culture is what makes things happen – it’s how people work together and how leaders exemplify the culture Central wishes to embed. Whatever an individual’s role in Central, their knowledge of the organisation’s values and behaviours is very important. Staff and students need to know how to demonstrate these values and behaviours as activities, for them to be brought to life and seen through lived experiences. We therefore asked both staff and students via surveys whether they had a clear understanding. There was a high level of agreement from all groups on this point. When we explored the comments section this showed that behaviours tended to be set by the individual i.e. they behaved the way they felt was the standard, rather than what Central suggested was the standard.



We explored this feedback by looking at the available information sources. Central’s Standards of Professional Conduct Policy is published on the School’s Equality and Diversity webpages. Within this there is a paragraph on equality and diversity which indicates, “*Employees are expected to comply with the School’s Equality Policies at all times, these include; Race Relations Policy, Gender Policy and the Disability Policy.*” Looking at the Race Equality Policy (held within the Statements of Equality document), whilst there is guidance on what will happen in the event an individual is subject to unacceptable behaviour, it is not clear what that unacceptable behaviour is. It is also unclear how employees are made aware of these documents.

There is a Student Code of Conduct, which is published on MyCentral and applies to all students. This links to the Handbook of Academic Regulations and Guidance. The Code of Conduct does not appear to provide examples of the expected levels of behaviour. The Handbook has a paragraph on equality and indicates “*The School is committed to taking positive action to promote such equality of opportunity. The policy applies to both students and staff.*” It is not clear which policy is being referred to here.

We would recommend revising both the staff and student Conduct Policies to be more specific and clearer on expected standards of behaviour, working with the Student Union. Both policies should be clear that individuals are asked to have self-awareness around their behaviour and that personal accountability for individual actions is expected (**recommendation 7**).

Is there clarity on making recommendations for associated appointments e.g. for guest speakers or honorary fellows?

It is unclear whether there are any guidelines for such processes. Often in academia staff are asked to recommend or put forward names for consideration. This can bring unconscious bias into play. If people are asked to recommend someone, they are likely to recommend that person from their own network and who feels culturally like them, i.e. people they know or have worked with before. These recommendations can often lead to recommendation lists that are predominantly White, and/or in a certain age range, from the same socioeconomic group, and/or one gender. Such practices propagate a lack of diversity and lead to limited diversity and inclusion in our academic staff and student communities. It is recommended that guidance on recommendations is published and that any recommendations lists are assessed for diversity (**recommendations 9 and 18**).

Policy Review

Central has a comprehensive range of policies to support its work, whether staff or student policies. Keeping policies up to date with changes is always challenging and this is no different for equality matters. Policies may have fallen behind the intentions and intended outputs of the Race Equality Programme. This leads to misalignment between the day to day practices of staff/students, with the initiatives being implemented resulting in differing perceptions on the commitment of Central to change. We would recommend that there is a review of policies to see which ones are a priority to update in terms of integrating race equality and perhaps the wider diversity and inclusion values and practice (**recommendation 10**).

Support networks

Support networks can help foster links with others and reduce actual and perceived isolation for minority groups. When setting up networks, consider whether allies/friends can join to support the work being done. We believe that some networks are in place from focus group and interview feedback, but we have been unable to source information from these in MyCentral. We would recommend that the existing networks are promoted and assessed to identify whether they are fulfilling the needs of staff and students (**recommendation 13.4**).

Ownership of equality, diversity and inclusivity

It is clear that there is a range of staff who invest time, effort and energy in equality, diversity and inclusion and are committed to change in Central. Informed, committed leadership as well as shared responsibility and individual accountability are essential to successful diversity and inclusion initiatives.

It is not clear where accountability and ownership of equality, diversity and inclusion for staff and for student sits at the different management levels from Board down. It

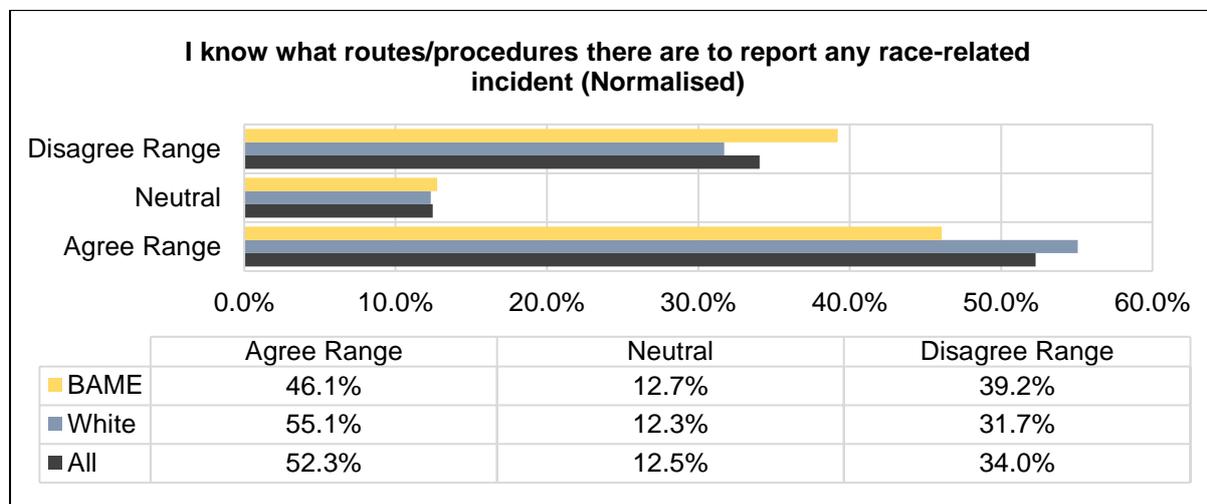
is recommended that the roles and responsibilities of those leading and coordinating activities is reviewed to clarify who is leading on which areas, and what their accountabilities and priorities are. In doing so we would also recommend that there is consideration given to identifying Board-level championing of inclusivity (**recommendation 1**).

Time

There are many competing priorities facing staff and students. Achieving race equality goals requires dedicated staff attention. Engagement with staff and students to progress their ideas and feedback needs leadership support as well as time to develop and implement creative solutions. We would therefore recommend that consideration is given to adding a professional services post for an Equality and Diversity Advisor (**recommendation 1.4**).

Complaints procedures

Central has procedures for both staff and student complaints. This is not well-understood by either group and there is some cynicism over how complaints are handled. We surveyed staff, students and alumni to ask them if they knew what routes/procedures there are to report any race-related incident. Over 1/3<sup>rd</sup> of respondents disagreed with this statement.



There is of course a need for having a robust complaints system that is effective for staff/students to make complaints if they feel they have been a victim of racial (or other) discrimination. We understand that a revised student procedure is being introduced. We would recommend assessing this one year after implementation (**recommendation 13.2**).

This provides a timely opportunity to contextualise how others may feel if they witness inappropriate behaviour. People can inadvertently become unwilling

colluders when they see something that is inappropriate. What options are available to them - do they address the person directly? That can require confidence and be difficult to do. Is there someone who they can speak to – as a way of raising concerns? Equality champions support this change in culture in the same way that there are mental health champions. In thinking about complaint procedures, witnesses/bystanders are important. Having a way where people can report and act on what they see when it happens rather than waiting for “victims” to come forward can move culture on quickly.

#### Ethnicity pay reporting

Looking to the future we wanted to flag that the current government consultation exercise on mandatory ethnicity pay reporting ended on 11 January 2019. If implemented, this is likely to be a much more complex exercise than gender pay reporting. There are many different ethnic groups, many employers don't have details of their staff's ethnicity and many staff are unwilling to disclose it. The gender pay gap highlighted the need to understand the career pipeline of employees to see where the variances in pay took place, and the lessons learned from this are likely to apply to ethnicity pay gaps.

#### Research in race equality

From focus groups, interviews and surveys we can see there are staff researching race equality. It is not clear how this work is being used by APPI. We would recommend that closer links are formed, and that discussions take place on how to feed the outputs of these researching staff into APPI's work (**recommendation 14**).

#### Inclusive Leadership

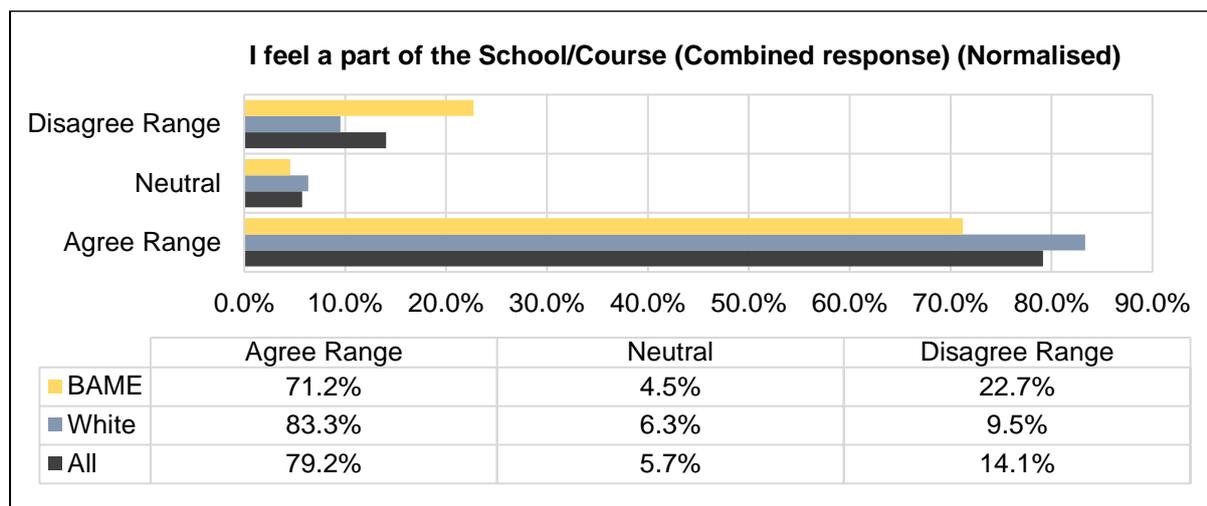
Our experience of working with the senior team and Board members is one of positive engagement in race equality and there is a wish to continue to support activities to drive change forward. Staff feel more included when they see leadership valuing them as individuals, when they have a sense of belonging and when their opinions and feedback are considered. From the information given it appears that training or mentoring in inclusive leadership is missing. In the same way training has highlighted to staff the need to be conscious of unconscious bias, inclusive leadership can support leading and senior staff to reflect on their own biases and practices (**recommendations 8.2 and 8.3**).

#### Decision-making and committee structure

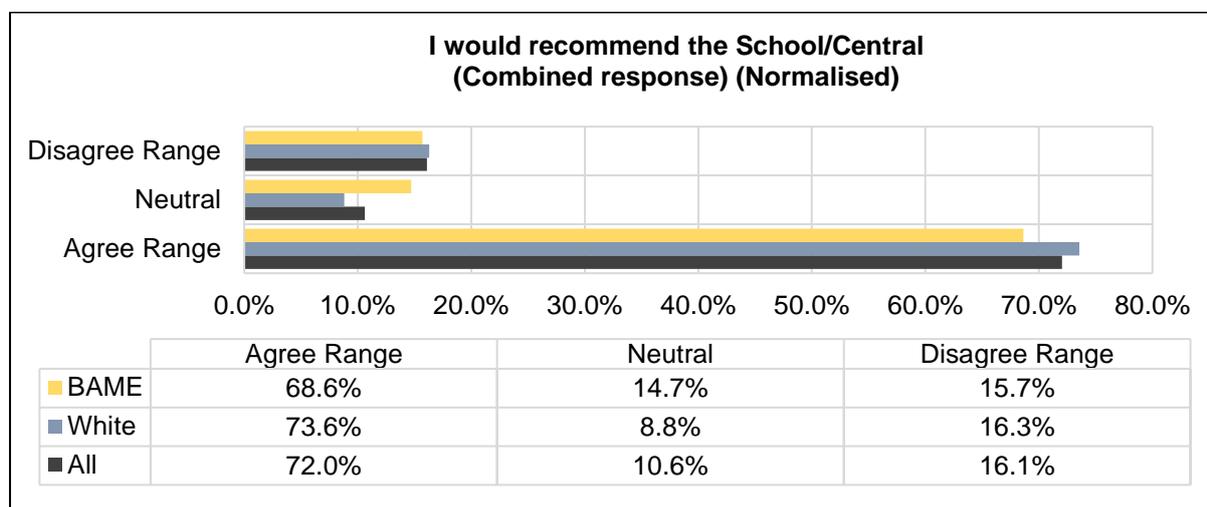
We can see that there are few senior staff within Central who identify as BAME. That leads to less diversity on decision-making committees and within the senior team. It is recognised that equality and diversity should be taken into account for decision-making and Equality Impact Assessments (EIAs) are a widely used tool for supporting this. Internally communicating the outcome of EIAs is a useful way of

demonstrating to staff and students that equality considerations have been made (**recommendation 4.7**).

To conclude this section, we looked at the results of two survey questions. Firstly, how staff and students responded to the question “I feel part of the School/Course”:



Secondly on whether staff, students and alumni respondents would recommend Central to others:



These are clearly strong figures overall, but there is also work to be done to ensure that the BAME staff and student feedback reaches the higher number displayed by those who identify as White.

## Recommendations

Table 1 below illustrates our recommendations in detail and from this we can see a number of themes:

- Leading and owning responsibility for race equality. Identify who holds this responsibility and publish how they show their commitment to race equality and to building an inclusive culture.
- Expand data analysis, benchmarking and reporting to drive progress. Linking this data analysis to the study and career pipeline and reflecting on the time-trends is fundamental to assessing where progression has been made. Establishing study and career pipeline indicators, and publicly setting goals and ambitions and reporting on these, shows commitment and accountability which with it brings credibility and change.
- Information is included and focused on the website and social media is used to communicate race equality exemplars and progress on actions in a prominent and regular way. Websites and student and staff recruitment material show diversity whilst reflecting where improvements need to be made.

If Central wishes to adopt these recommendations this table can be converted into an action plan by adding to show: action owner, measurable output and timeframe, and RAG (red, amber green) status e.g. as with Central's Race Equality Development programme. We have not ranked or prioritised our recommendations as we feel internal discussion and input is needed on which may be adopted before any prioritisation is allocated.

**Table 1: Recommendations**

Ref	Recommendations	Sub Ref	Recommended Action(s)
1	Clarify ownership and accountability for race equality and publish	1.1	Clarify where this sits at each level of the organisation; Board of Governors, Executive Management Team, Academic Board, line managers and individual staff and students
		1.2	Define the roles of APPI members and what responsibilities are for consulting and communicating with the group(s) they represent

Ref	Recommendations	Sub Ref	Recommended Action(s)
		1.3	Consider implementing a Board-level race equality champion
		1.4	Consider the appointment of an Equality and Diversity Advisor
2	Expand the gathering and analysis of data to reflect on the impact of interventions, identify possible problems and assess the impact of strategies put in place.	2.1	Reflect on the quantitative data being gathered, frequency of reporting and benchmarking.
		2.2	Agree recurrent methods and timings for the gathering of qualitative data to measure culture and impact of activities (focus groups, surveys).
		2.3	Increase the internal publication of data and trend analysis
3	Implement annual benchmarking and goal setting	3.1	Discuss, consult and agree what race equality inclusion benchmarks should be used and what goals are being aimed at (currently or published for student inclusion).
		3.2	Publish goals
4	Expanding the Equality and Diversity web pages	4.1	The creation of an internal web resource for race equality matters including the publishing of policies, strategies, networks, APPI minutes and agendas, data, good practice guides, benchmarks and goals etc.
		4.2	Publishing role model case studies at each study and career stage to inspire others
		4.3	Publishing a calendar of events/activities being held and dates significant to race equality
		4.4	Expand the content of the external Equality and Diversity web pages to include information on the School's race equality ambitions and activities
		4.5	Put in place a mechanism for keeping the pages updated
		4.6	Add in information on longer term projects e.g. the review of the curriculum

Ref	Recommendations	Sub Ref	Recommended Action(s)
		4.7	Publishing Equality Impact Assessments to demonstrate what equality considerations have been taken into account in decision-making.
5	Communicate Central's equality and diversity statement to potential students, existing students and staff and other stakeholders and partners	5.1	Add the statement to the prospectus and open day materials.
		5.2	Include the statement in staff and student handbooks.
		5.3	Ensure the statement is clearly visible and easily accessible on Equality and Diversity and Recruitment webpages as well as on My Central.
		5.4	Have the statement visible in physical spaces e.g. as a poster in teaching, rehearsal and communal areas.
		5.5	Amending the Principal's introduction statement on the Explore Central's webpage to include the statement
		5.6	Communicate the statement to current partners contextualising how that may result in reviews of working practices with them and gathering of data.
6	Update Central's webpages	6.1	Look at the images (photographs and videos) and update where needed to show racial diversity
		6.2	Include in the history section milestones and achievements from Central's past regarding race equality. Ensure there is a mechanism for capturing and celebrating future successes/achievements.
		6.3	Provide a contact mechanism for race (and other) equality queries e.g. equality@cssid.ac.uk
		6.4	Put in place support to keep the news section up to date
		6.5	Put in place a careers counsellor and separate parents/guardians/carers resource page to counter any cultural

Ref	Recommendations	Sub Ref	Recommended Action(s)
			and/or social preconceptions of studying and employability for Dramatic Arts
		6.6	Create online resources for international students in response to feedback
		6.7	Update the student “If things go wrong” page to include information for any student facing inequality.
		6.8	Review the student case studies/videos in areas where Central is actively looking to increase BAME inclusion
		6.9	Expand the Board pages to include information on behaviours and their role in race equality
		6.10	Expand the guidance on promotion criteria and process
7	Clarify expected standards of behaviour	7.1	Review the staff and student Conduct Policies to be more specific on expected standards of behaviour.
		7.2	Update the staff and student handbook and the staff and student induction processes.
		7.3	Assess whether the standards could be brought to life via case studies or “talking heads”
		7.4	Create behaviour posters to be displayed in the School
		7.5	Explore where information behaviours can be displayed in student accommodation e.g. University of London's Intercollegiate Halls and other accommodation
		7.6	Identify and publish the behaviours expected of the Board including any training they are required to complete and how they are assessed

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Ref	Recommendations	Sub Ref	Recommended Action(s)
8	Decide on what training is mandatory	8.1	Discuss, consult and decide on mandatory training for all staff e.g. Equality and Diversity, Unconscious Bias and consider how often refresher training is needed
		8.2	Discuss, consult and decide on mandatory training for all staff with line management duties e.g. fair and inclusive recruitment and selection, appraiser training
		8.3	Discuss, consult and decide on mandatory training for the Board of Governors and Executive Management Team
		8.4	Discuss, consult and decide on mandatory training for students e.g. equality and diversity and Unconscious Bias training
		8.5	Set goals for training completion (x% of staff/students by y date), analyse progress via data annually and publish outcomes
		8.6	Review mentoring provision and uptake for staff
9	Review External Speaker Policy	9.1	Include the statement on equality and inclusion within the policy, assess the diversity of speakers and including monitoring of ethnicity going forward
10	Update high-level plans and strategy to have more specific and consistent goals on race equality in the following documents:	10.1	Corporate plan
		10.2	Academic Strategy
		10.3	The prospectus
11	Review the appointment process for Board members	11.1	Include inclusion goals and statements encouraging applications from a diverse community
		11.2	Ensure the selection process is fair and transparent
		11.3	Publish a timetable for appointments
12	Review the staff recruitment process	12.1	Consider adding a "Working at Central" webpage to include profiles of staff speaking about their experiences

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Ref	Recommendations	Sub Ref	Recommended Action(s)
		12.2	Reposition or repeat the document entitled Equality and Diversity in staff recruitment to the vacancy pages
		12.3	Consider adapting the selection process to review and reconsider shortlist should they lack diversity i.e. contain applicants who share the same characteristics e.g. all White and male
13	Put in place a schedule of effectiveness reviews to reflect on implementing actions	13.1	Review Unconscious Bias training
		13.2	Review the new student complaint procedure
		13.3	Review the new Student Advisors role
		13.4	Review staff and student networks
14	Identify academic research taking place at Central on race equality	14.1	Identify curriculum developments, scholarship and research activities into race equality currently being carried out by Central academics
15	Review the student recruitment process	15.1	Assess whether an online open day platform would assist in diverse recruitment
		15.2	Extend Unconscious Bias training and selection and recruitment training. Make mandatory for all staff involved in student admissions decisions at undergraduate and postgraduate study levels
		15.3	Consider the audition set pieces for diversity
		15.4	Review Notable Graduates for diversity and celebrate their successes
		15.5	Look at working with students as agents of change to help shape future race equality recruitment strategies
		15.6	Learn from the work being done by UCAS on the Multiple Equality Measures pilot

Ref	Recommendations	Sub Ref	Recommended Action(s)
		15.7	Evaluate the process for postgraduate research student recruitment to meet the same standards of recruitment practices that apply to staff advertisement and recruitment and selection.
16	Engage in external surveys and consider their findings	16.1	An example is the Equality and Human Rights Commission inquiry into racial harassment experienced at publicly funded higher education institutions <a href="http://www.equalityhumanrights.com/en/inquiries-and-investigations/racial-harassment-higher-education-our-inquiry">www.equalityhumanrights.com/en/inquiries-and-investigations/racial-harassment-higher-education-our-inquiry</a>
17	Consider external equality accreditation awards	17.1	External accreditation provides an external route for showing your commitment to racial equality.
18	Review the policy and procedure for nomination of Presidents, Honorary Fellows/PhDs	18.1	Include the statement on equality and inclusion within the policy, assess the diversity of nominations
		18.2	Include monitoring of ethnicity going forward
19	Review the staff promotion process	19.1	Assess whether the promotion process has clear and transparent promotion criteria

## Closing Comments

In closing we would like to reiterate our thanks to all those who participated in and supported this review.

We found the subject matter one which resonates with the values and ethics of the Halpin Partnership and with our wish to create a more inclusive society both within and beyond education. This was an enjoyable project for us to be involved in and we welcomed the opportunity to work with Central for the first time. We hope that there will be further opportunities to work together, formally or otherwise.

## References

1	AdvanceHE, Equality and Higher Education Staff Statistical Report 2018 and Equality and Higher Education Student Statistical Report 2018. Advance HE was formed in March 2018, following the merger of the Equality Challenge Unit, the Higher Education Academy and the Leadership Foundation for Higher Education. Their data is provided by the Higher Education Statistics Agency (HESA).
2	Chartered Institute of Management, Delivering Diversity, Race and Ethnicity in the Management Pipeline 2017
3	Chartered Institute of Management, BAME survey 2019
4	Higher Education Academy, Rising to the Challenges of Tomorrow Report November 2017

## Appendix 1 – The Scope

The Scope of this review was outlined in the proposal and subsequent project plan, the wording of which is pasted over the next few pages below.

“The Royal Central School of Speech and Drama (Central) sought an assessment by a suitably qualified consultancy that reviews i) the BAME student and staff experience, ii) factors affecting recruitment and retention, and iii) external perceptions of BAME students and professionals as a specialist institution.

Halpin outlined the approach and scope of the review as the following:

**Introductory Conference Call** – Halpin will commence the race equality with a 1-hour conference call with Central. The purpose of the meeting will be to discuss the project timeline, key actions and agenda for forthcoming visits. A conference call will also provide an opportunity for us to introduce the full Halpin team who will be contributing to the project, discuss materials requested and flag any factors that may impact delivery e.g. absence, project communications, and how to control these.

**Information Request** – To enable an efficient start to the review and to ensure the Halpin consultant team is fully briefed on current activity, initiatives, demographics and KPIs, we ask that Central provides all key materials as soon as the contract is confirmed. A materials list will be provided, but documents requested may include all relevant policies and strategies, past equality reviews, Equality and Diversity Committee meeting minutes, OFFA and HEFCE reports, documents relating to core initiatives such as the Advance programme, and any other key materials relating to equality and diversity at Central. A secure cloud-based folder will be created to exchange materials throughout the contract. All documents provided by Central will be deleted within 30 days of the contract end date.

**Meetings with Senior Staff** – Following introductions and materials exchange, two experienced consultants will make a series of visits to Central to meet with members of the Executive Management Group including the Director of Research and the Director of Teaching, Learning and Student Experience to review existing curricular, scholarship and research activities that have inclusion and diversity at their core.

We will allocate sufficient time to meet, as appropriate, with members of the Equality and Diversity Committee and staff representatives from Registry and Admissions, Academic Faculty, Student Advice and Support Services, and Academic Facilities and Estates. We would also recommend that we meet with staff leading the Advance and outreach programme and would welcome a tour of the School to familiarise ourselves with the physical learning environment. The focus of the staff meetings will be to gather information and identify how managers and leaders are currently accountable for race equality and whether there are diversity champions across senior and middle management levels to integrate diversity as a factor in operational decision-making.

Research and Analysis - Running parallel to our consultations with staff will be desk-based analysis that will be undertaken by Halpin staff with the relevant skills and experience e.g. marketing or human resources. Our review will cover the following core areas:

- Sector Trends and Benchmarking
- Culture
- Student Recruitment
- Admissions
- Communications

For sector trends, we will undertake benchmarking analysis of a group of similar HEIs to be agreed in partnership with Central. We will undertake data analysis of the existing student and staff communities through the study and career pipelines, including representation of BAME staff in management roles. Analysis of the data trends against agreed benchmarks will also involve applying an intersectional lens to the data analysis focusing on BAME and gender.

For our review of cultural diversity, we will assess the equality initiatives are in place, how are they received by staff and students and what resource and 'weight' is behind them. Our analysis will help to identify what is and isn't working in the culture at Central and develop recommendations for alternative approaches for the latter.

Our review will undertake an analysis of student recruitment marketing, admissions, outreach processes, and inclusion and diversity networks, to ensure your recruitment messages are reaching diverse audiences. Central to the review will be to assess Central's BAME admissions target, and advise on whether the target is correct. We will agree with Central the extent to which we review inclusion and diversity networks and their use for both staff and student recruitment.

The review of student recruitment procedures will be undertaken from the viewpoint of how these could impact on student perceptions of the School and the training/guidance provided to those carrying out these procedures. We will measure these findings against benchmarking to correlate any data trends linked to research on BAME student A-level attainment.

Finally, as part of our research and analysis phase of work we will undertake an assessment of the Central website, prospectus and policies against identified good practice elsewhere via the benchmarking. The communications review will cover the following core areas and may be guided by our conversations with staff and students.

- Review of website from a staff perspective.
- Review of website from a student perspective.
- Review of UG/PGT/PGR prospectuses included images and related YouTube/Instagram/Twitter samples.

- Review of core policies to include Race Equality Development Programme.

Focus Groups - In order to properly assess Central's current performance and areas for change, it is vital to speak directly to those who have personal experience of the institution. To do so we will hold a series of five focus group sessions. Each session will be led by two experienced consultants and will last approx. 90 minutes. We will create an open and welcoming forum where experiences can be shared and lessons can be captured.

To ensure all options can be heard we suggest capping each group at 20 with a minimum group of 10. We will provide Central with dates upon which the sessions can be arranged and will support the coordination as needed. All groups should have a balance of gender to ensure we can identify and explore any intersectional trends between BAME and gender.

To obtain insight from the new BAME intake in October 2018 and gauge their perceptions and expectations of Central, and how welcome and comfortable they have felt since arriving, we suggest the following sessions:

Focus Group 1 - New Students, Home

Focus Group 2 - New Students, International

To obtain insight from continuing BAME students and recent graduates, to explore experiences and practices at Central both positive and negative, and how their experience of Central prepared them for wider contexts we propose:

Focus Group 3 - Current Students/Graduates, Home

Focus Group 4 - Current Students/Graduates, International

Finally, to explore ways to improve inclusivity of Central as a working environment for BAME staff:

Focus Group 5 – Staff

As part of our final report and recommendations, we will provide a follow-up questionnaire to Central to enable the School to follow up with participants in 18-24 months' time to measure change. This will be sent after the final presentation (and will include feedback from Central, regarding any particular themes you wish to explore).

Final Report and Recommendations - Upon completion of all research and staff and student consultations, the Halpin team will convene to develop the final report. Our report will be presented at a 90-minute roundtable to a group as determined by Central and include the following;

- Summary of all research findings
  - Sector Trends and Benchmarking Analysis
  - Cultural Analysis

- Recruitment Review
- Admissions Review
- Communications Review
- Anonymous summary of findings
- Focus group findings
- Recommendations and implementation options
- Recommendations for a plan for operational implementation of the recommendations
- Presentation and Q&A.

It is important that throughout the project the Halpin team has access to members of the Central academic and professional services community, who can provide high quality and impartial input into the design, development and implementation of the review deliverables.

Student representatives will also be key to empowering the student community to actively improve their experiences for themselves and their peers. In addition to staff, we would therefore recommend that undergraduate and postgraduate student representatives are included in the group that receives our report and recommendations.

Impact Review - Halpin will revisit the Royal Central School of Speech and Drama six months after the final report to review progress of activity and to meet with key members of senior staff, as required.

We can discuss the focus of the Impact Review meeting nearer the time, but it will be an opportunity to use additional free advice to ensure that plans are being implemented to maximise the success of implementing our recommendations.

As the review progressed some additions were included based on feedback from staff and students at Central – including the addition of specific focus groups for BAME students and the inclusion of three surveys, to allow staff, students and alumni to participate in an anonymous/safe way.”

## Appendix 2 – The Team

Halpin's Joint CEO and Co-founder **Shaun Horan** has over 20 years of senior-level international experience and is a dynamic, experienced and respected consultant. He draws on a strong legal background, advising some of the leading names in higher education on complex projects leading to operational change. His expertise spans not only Equality, Diversity and Inclusion, but also fundraising, external relations and strategy. Known for his highly regarded insight and proven results, he was a member of the HEFCE Advisory Board for the Pearce Report into the Philanthropic Workforce for Higher Education.

Consulting Fellow **Ailsa McGregor** is a senior HR and project manager and an expert in Equality, Diversity and Inclusion. With more than 20 years' experience across the private and public sectors, she is a leader in HR strategy, data and metrics, and also delivers highly targeted workshops and facilitation to clients. Ailsa uses HR metrics to inform clients of trends and options to enable them to make data-driven decisions within the framework of UK employment law and related legislation.

Consulting Fellow **Elizabeth Baptiste** led equality and inclusion at the University of Westminster, and has extensive experience developing initiatives and interventions to change culture across HE departments to promote equality, diversity and inclusion. Liz has particular expertise delivering interactive sessions with students and staff.

**Fezzan Ahmed** is an experienced Project Manager with a background in HE. Fezzan has been conducting research on BAME staff working in the voluntary sector and recently presented on the subject for the Institute of Fundraising.

## Appendix 3 – Data Trends

### Student Data

#### Summary of student numbers by study level, by academic year.

Figures 1-5 show the overall student numbers by undergraduate (UG), postgraduate taught (PGT) and postgraduate research (PGR) over a five-year period. These include all students, home and international. When looking across calendar years for programmes that are longer than one year, it is important to note that the data set each year is not wholly independent of previous and subsequent years.

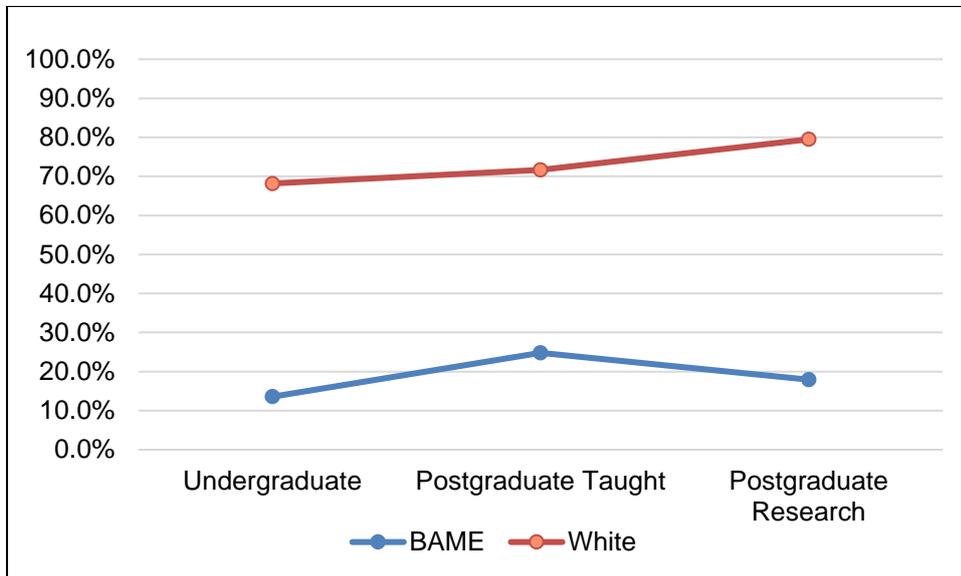
- The percentage of UG students identifying as BAME sits currently at 14% with little variance in the data period (+/-2% variance). Interestingly, the percentage of students not declaring has increased from 14% to 18%. This is predominately due to the lack of declarations by international students, where declaration is optional. Consideration should be given to encouraging international students to declare by explaining the reasons for data collection.
- The BAME inclusion at PGT level is higher than UG and increasing to reach a current peak at 25%. The percentage of students not declaring is lower here but is increasing - as with UGs.
- The BAME inclusion at PGR level varies between 14% and 18% over the data period.

#### Data by programme

It is noted that Central's degree programmes are not modular but comprise linear training or courses with some optionality and collaboration.

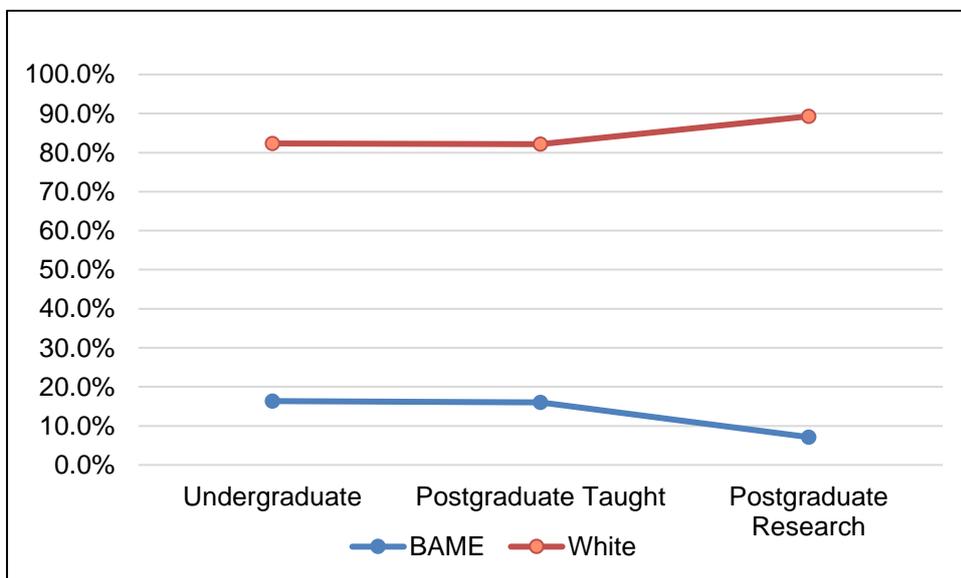
In conclusion we looked at the student pipeline for 2018/19 first by all excluding those students whose race/ethnicity is not known (Figure 26). This illustrates the higher ethnicity/race gap at UG, which slightly narrows at PGT before resuming at PGR.

**Figure 26: All Student Pipeline**



Focusing in on the pipeline for the same period but only looking at UK students (Figure 27) we see a flatter pipeline at UG and PGT with a widening gap at PGR

**Figure 27: UK Student Pipeline**



**Staff Data**

In looking at staff data we explored the intersectionality of ethnicity/race with gender, being mindful that with such small data sizes meaningful conclusions in data trends would be challenging.

## Appendix 4 – Staff, Students and Alumni Surveys and Feedback

Feedback from staff, students and alumni was obtained via interviews, surveys and focus groups. Analysis has been carried out to identify common themes to inform our recommendations. In analysing the responses, the challenge, as there often is with surveys, is that we cannot guarantee that the surveys completed were a random sample of the three populations.

### **Combined Findings**

There were some survey questions which were applicable to more than one group. This enabled us to produce combined findings to show findings by gender, ethnicity/race and intersectionality of both whilst maintaining confidentiality of those responding.

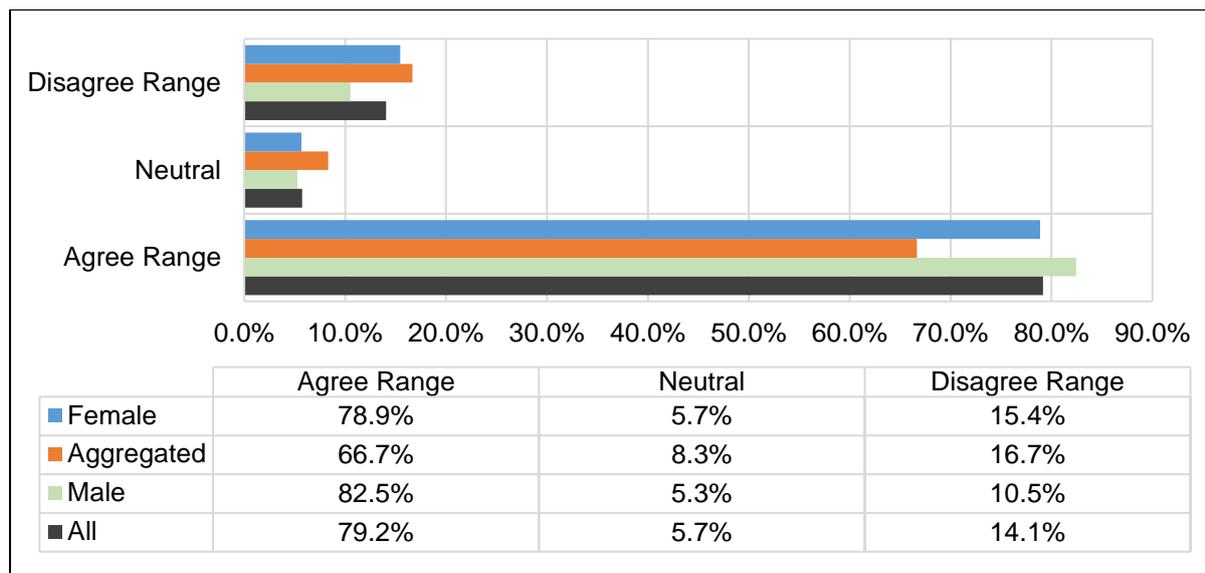
To ensure that the volume of respondents from one group did not have a disproportionate impact on our findings, we normalised the data i.e. showing this as a percentage of the population of the respondents. We also looked at the range of positive and negative results (again normalised).

We looked at responses by gender, ethnicity/race and intersectionality of gender and ethnicity/race for each of the questions in this section.

Responses from those identifying in the aggregated group were low (under 20 participants) and whilst we have shown aggregated percentages in the gender and intersectionality graphs, drawing conclusions with such a small sample size is not possible. However, we did note that this group often responded negatively more strongly than other groups and would encourage Central to explore this further.

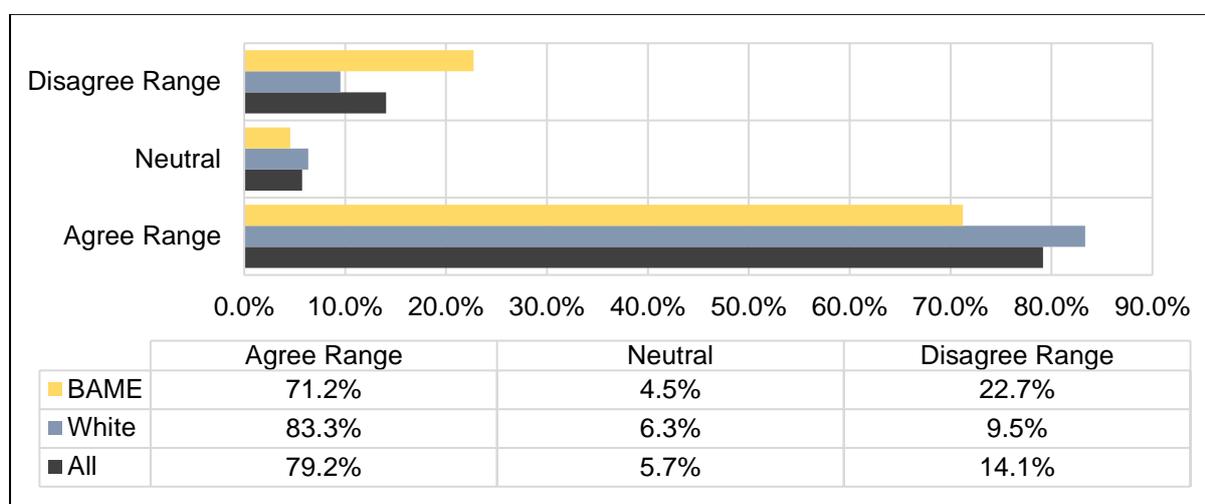
**Question 1: “I feel part of the School/Course”, respondents are staff and students.**

When we viewed this by gender there were few variances, with views being overall positive and +70% of respondents agreeing that they feel part of the School/Course. Question 1a: “I feel part of the School/Course” by gender (normalised) by range.



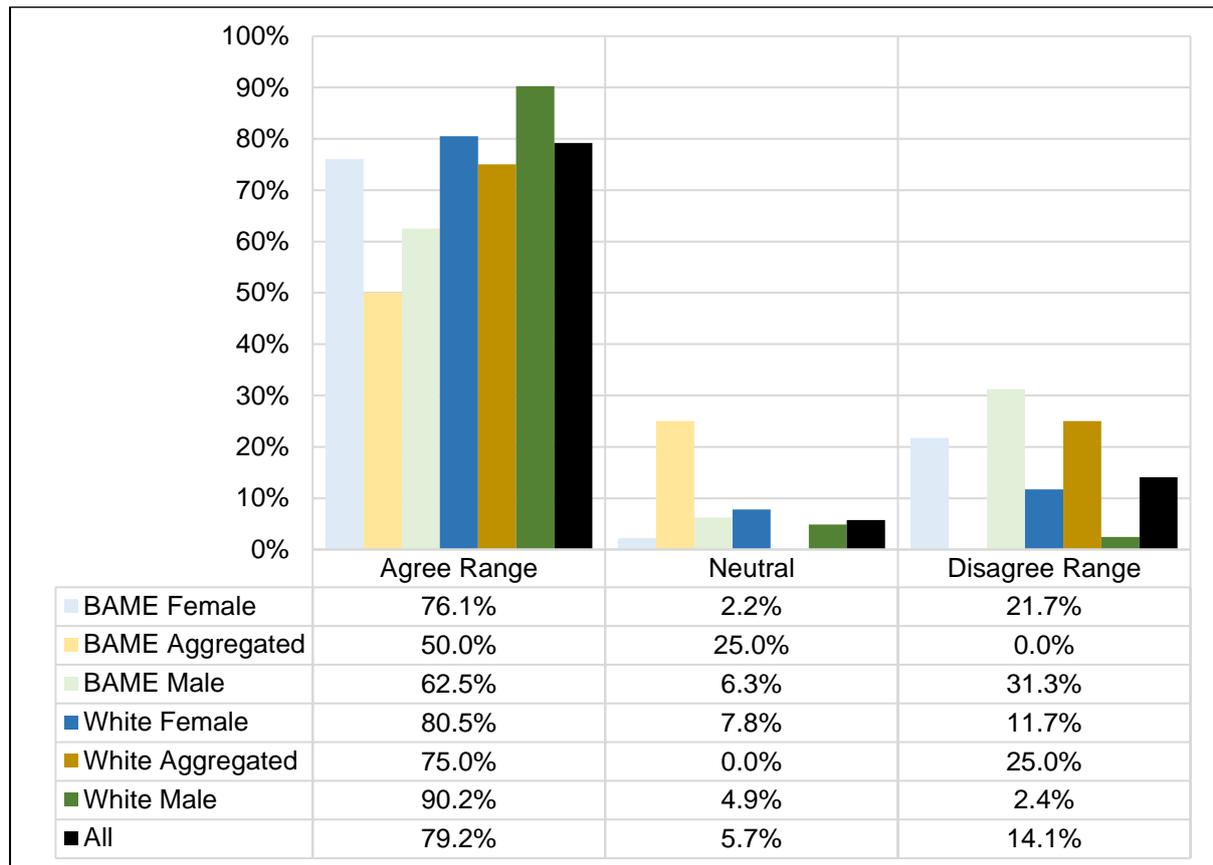
This changes when we split responses by ethnicity/race with those respondents identifying as BAME feeling less part of the school than White respondents.

**Question 1b: “I feel part of the School/Course” by ethnicity/race (normalised) by range.**



We see that BAME male respondents disagree most, then BAME female. White male respondents felt the most included in the School.

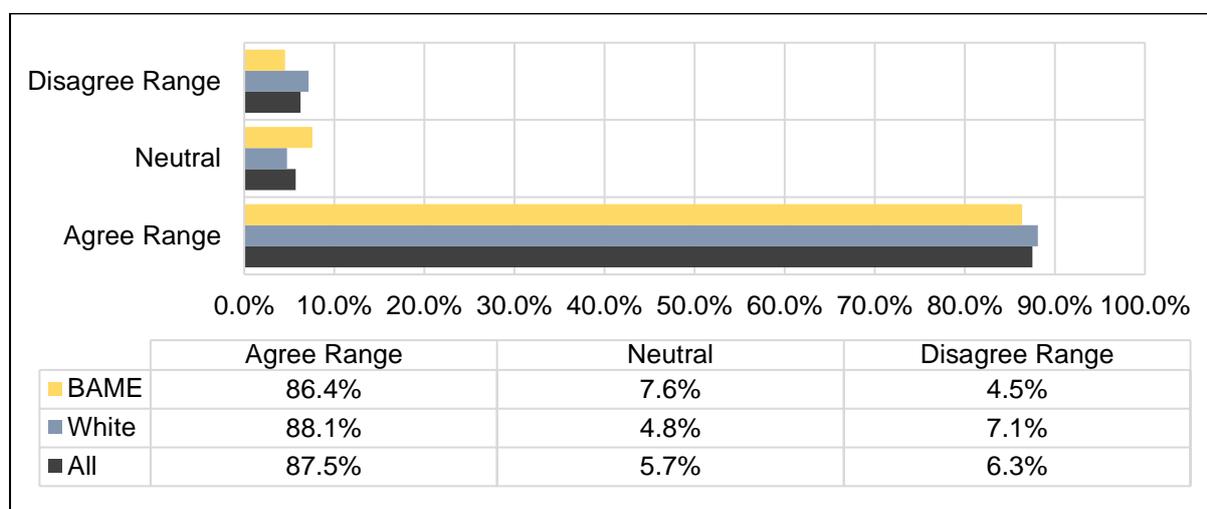
**Question 1c: “I feel part of the School/Course by intersectionality of gender and ethnicity/race (normalised) by range.**



**Question 2: “I have a clear understanding about the expectations of behaviour in the School”, respondents are staff and students.**

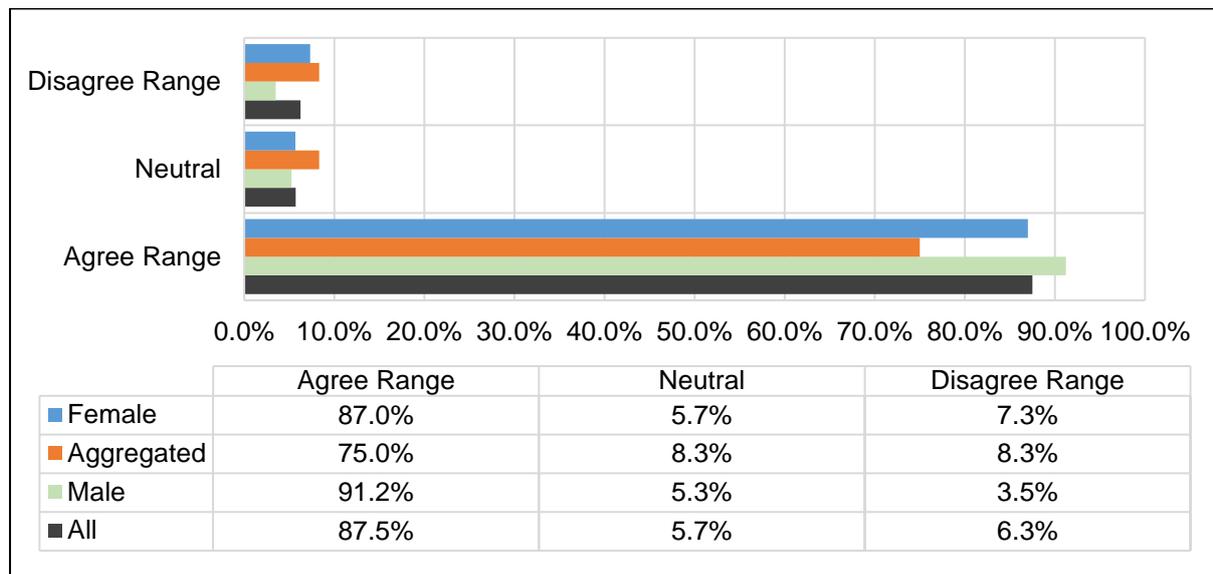
There was a high level of agreement from all groups on this point. When we explored the comments section this showed that behaviours tended to be set by the individual i.e. they behaved the way they felt was the standard, rather than being informed by Central of a standard.

**Question 2a: I have a clear understanding about the expectations of behaviour in the School”, by ethnicity/race (normalised) by range.**



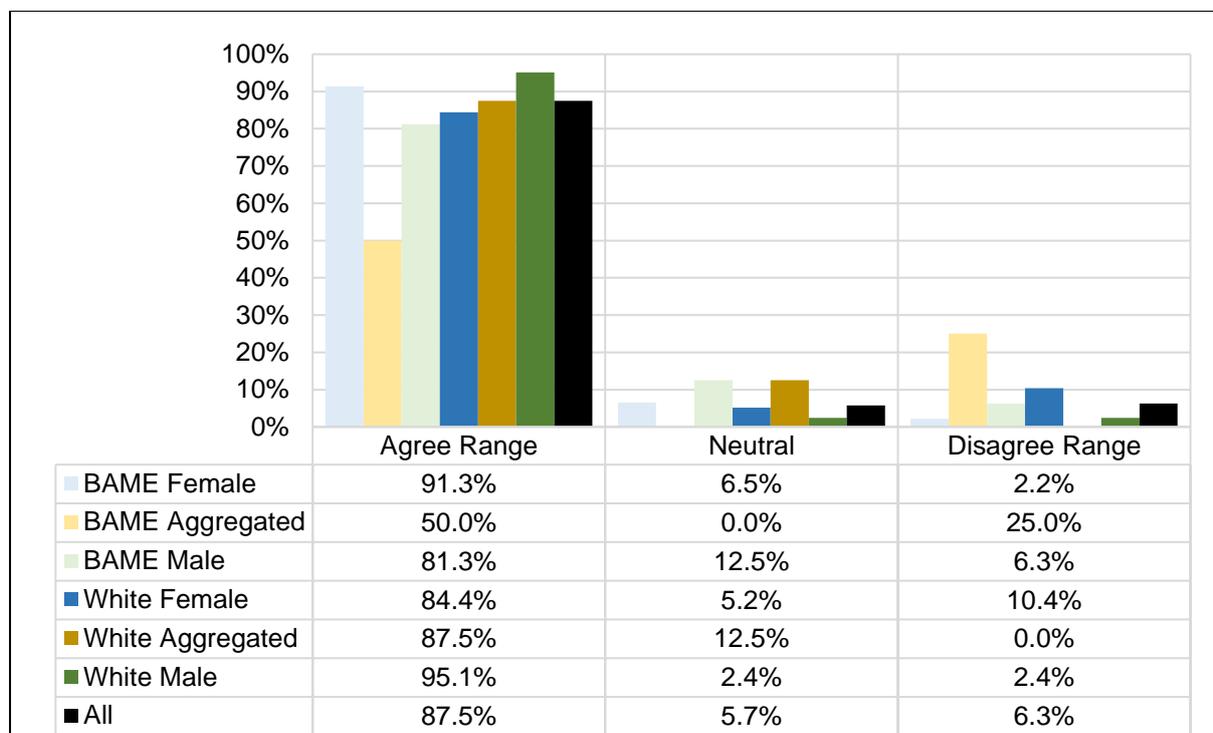
When looked at via gender we see that staff who identified in the aggregated group agreed less than other groups, but we caution this is a small sample size (under 20).

**Question 2b: “I have a clear understanding about the expectations of behaviour in the School”, by gender (normalised) by range.**



All groups bar BAME aggregated agreed with this statement (average 87.5% agreement) but as before we would caution the aggregated figures due to low numbers.

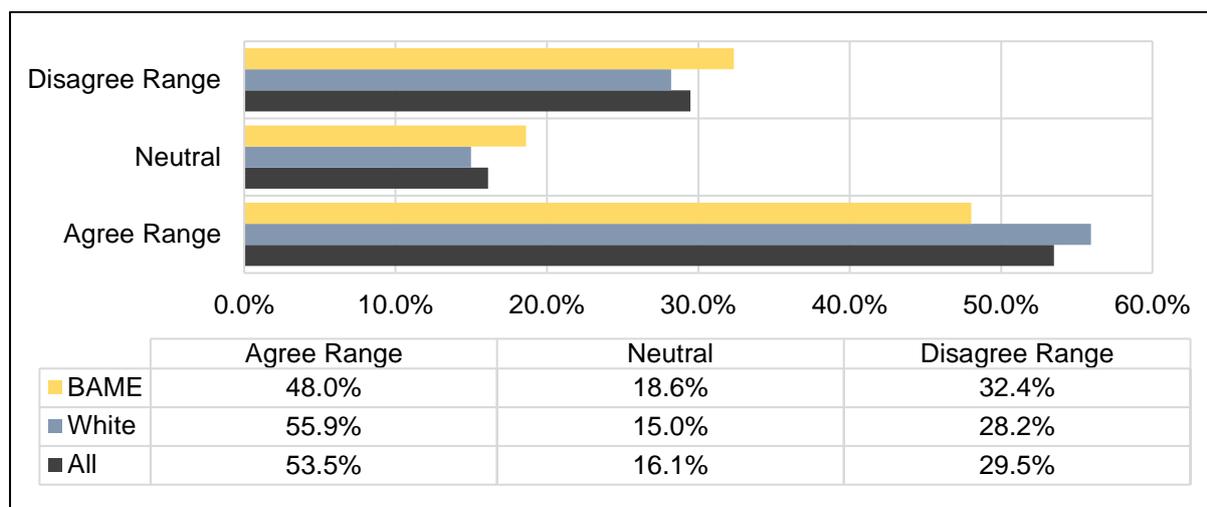
**Question 2c: “I have a clear understanding about the expectations of behaviour in the School”, by intersectionality of gender and ethnicity/race (normalised) by range.**



**Question 3: “There is zero tolerance to any discriminatory behaviours”, respondents were staff, students and alumni.**

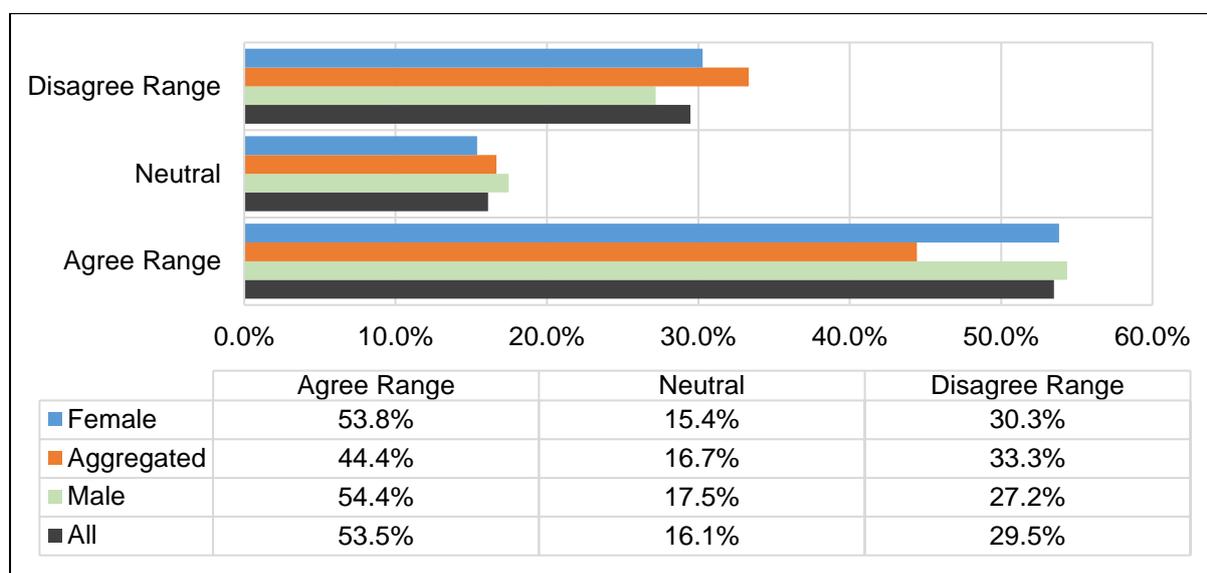
Only 53.5% of all respondents felt there was zero tolerance. BAME respondents agreed less with this question than White respondents.

**Question 3a: “There is zero tolerance to any discriminatory behaviours”, by ethnicity/race (normalised) by range.**



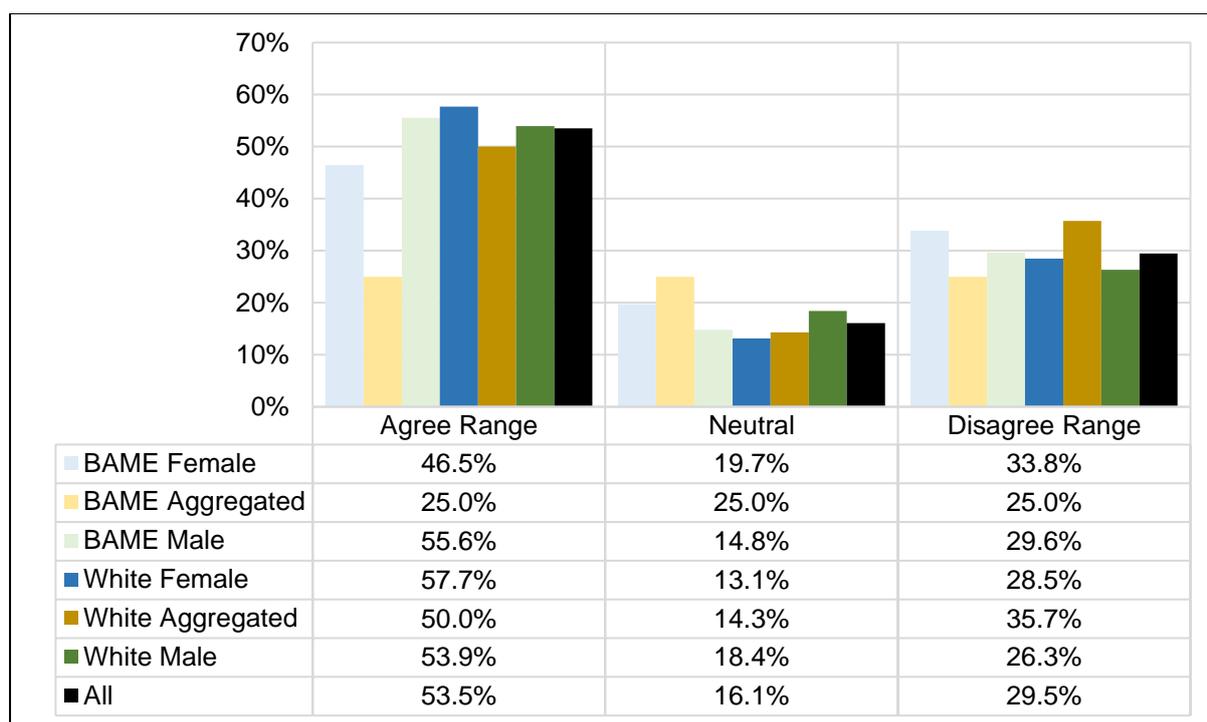
When we view this via gender, those identifying as female and in the aggregated group disagreed more – although the sample size for the aggregated group remains under 20 therefore it is challenging to draw meaningful conclusions.

**Question 3b: “There is zero tolerance to any discriminatory behaviours”, by ethnicity/race (normalised) by gender**



Looking via intersectionality there are lower rates of agreement from those identifying in the BAME both female and male groups.

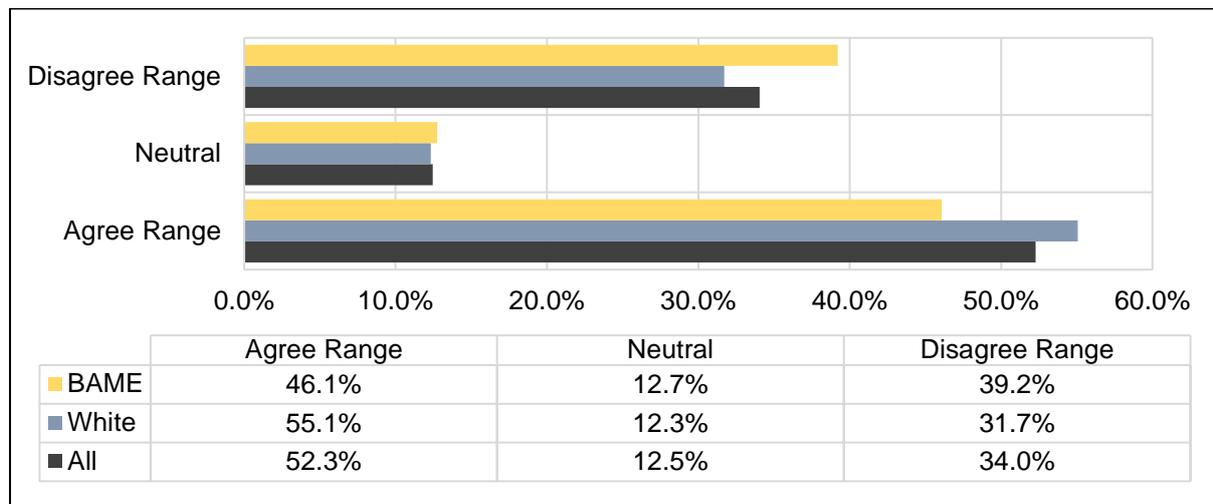
**Question 3c: “There is zero tolerance to any discriminatory behaviours”, by intersectionality of gender and ethnicity/race (normalised) by range.**



**Question 4: “I know what routes/procedures there are to report any race-related incident”, respondents are staff, students and alumni.**

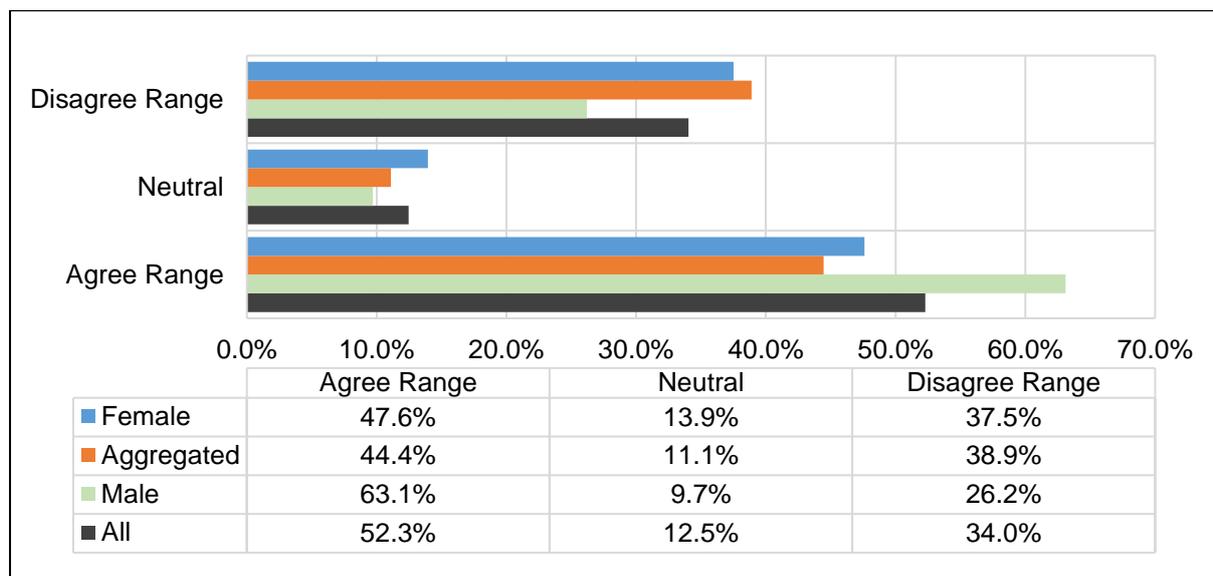
There is a common trend for all data cuts for this question with one third of respondents disagreeing. This trend is more prevalent from respondents who identify as BAME.

**Question 4a: “I know what routes/procedures there are to report any race-related incident by ethnicity/race” (normalised) by range.**



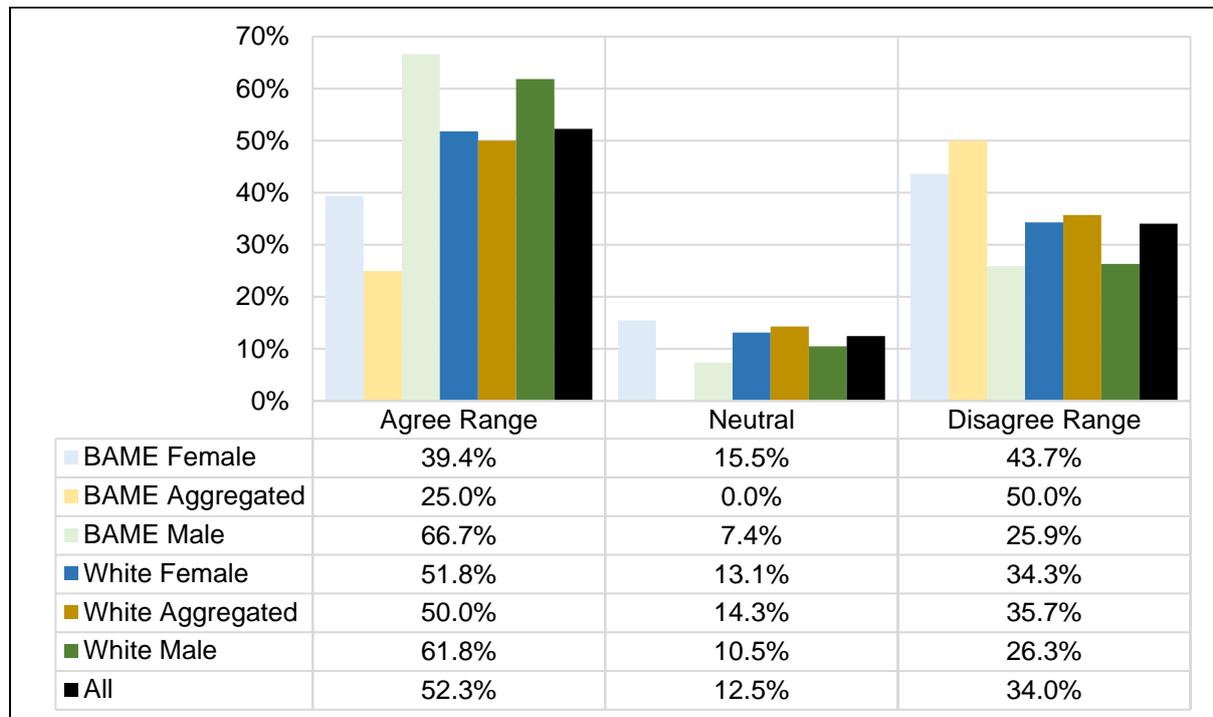
Respondents identifying as female agree less than male respondents.

**Question 4b: “I know what routes/procedures there are to report any race-related incident” by gender.**



When looking via intersectionality, the highest group disagreeing is BAME female respondents.

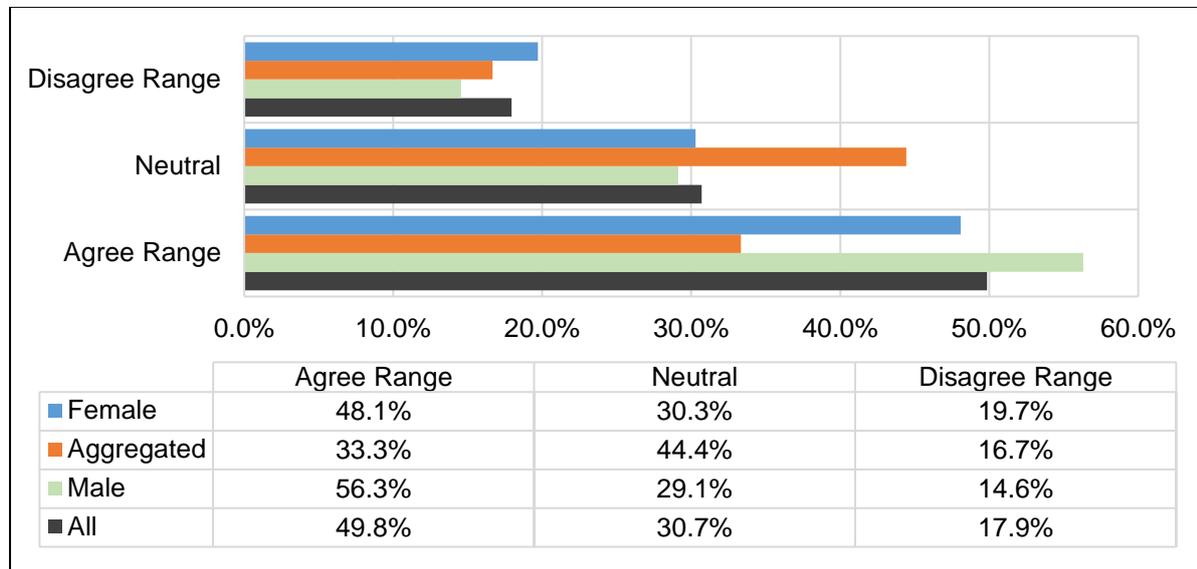
**Question 4c: “I know what routes/procedures there are to report any race-related incident” by intersectionality of gender and ethnicity/race (normalised) by range.**



**Question 5: “If I reported a race-related incident to the School appropriate action would have been taken”, respondents are staff, students and alumni.**

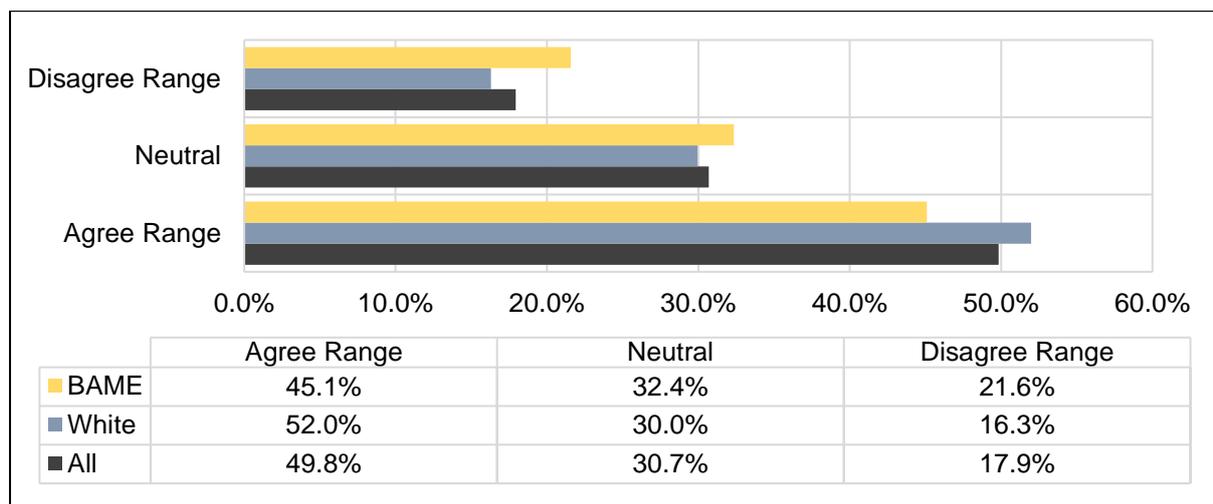
Overall half of respondents would agree with this statement, with the remainder either disagreeing or being neutral. When looking by gender a higher number of females disagree.

**Question 5a: “If I reported a race-related incident to the School appropriate action would have been taken” by gender normalised by range.**



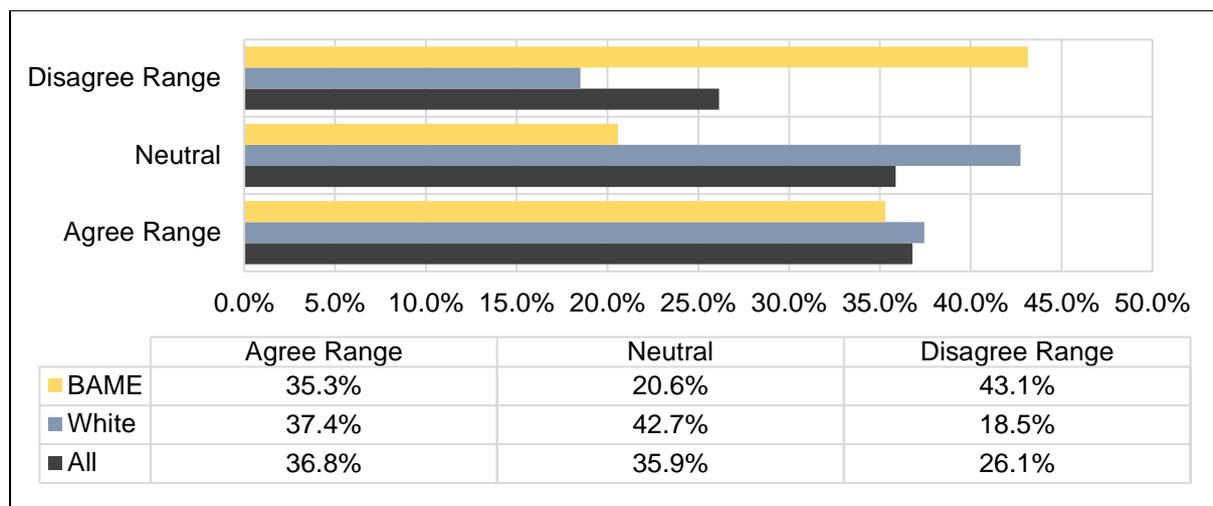
A higher number of BAME respondents also disagree. There are no additional trends when we viewed via intersectionality.

**Question 5b: “If I reported a race-related incident to the School appropriate action would have been taken” by ethnicity/race normalised by range.**



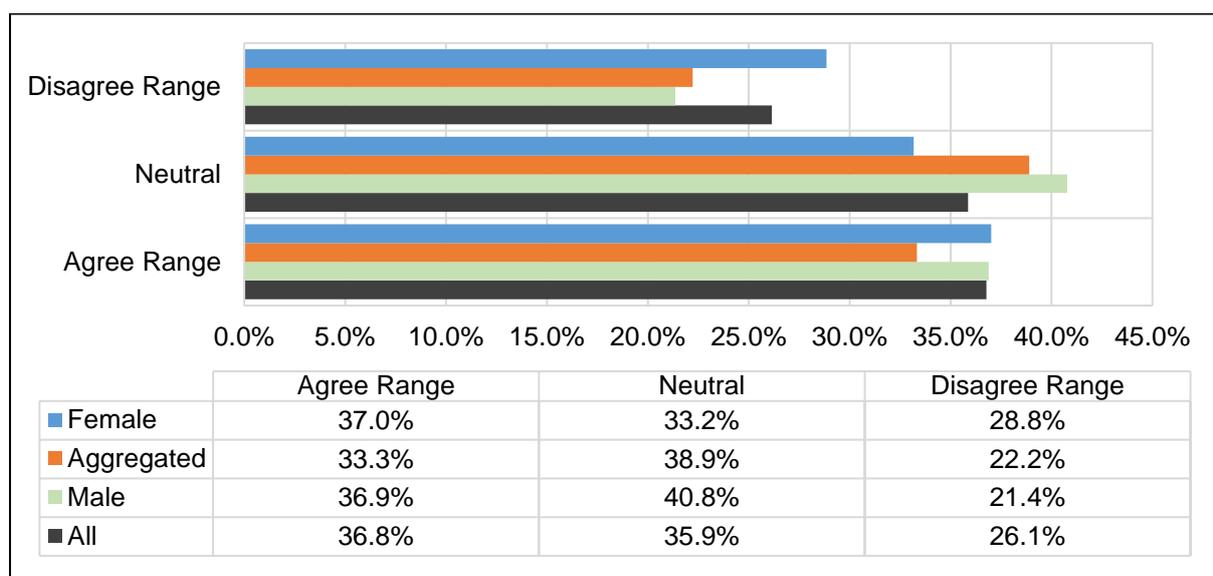
**Question 6: “The ethnic/racial diversity of the texts, theories and practitioners are inclusive and diverse”, respondents are staff and students and alumni.** We see a stark difference in views between BAME and White respondents to this question.

**Question 6a: “The ethnic/racial diversity of the texts, theories and practitioners are inclusive and diverse” by ethnicity/race normalised by range.**



When reviewing by gender there was little variation in the rates of respondents agreeing. Analysing by intersectionality does not add to these conclusions.

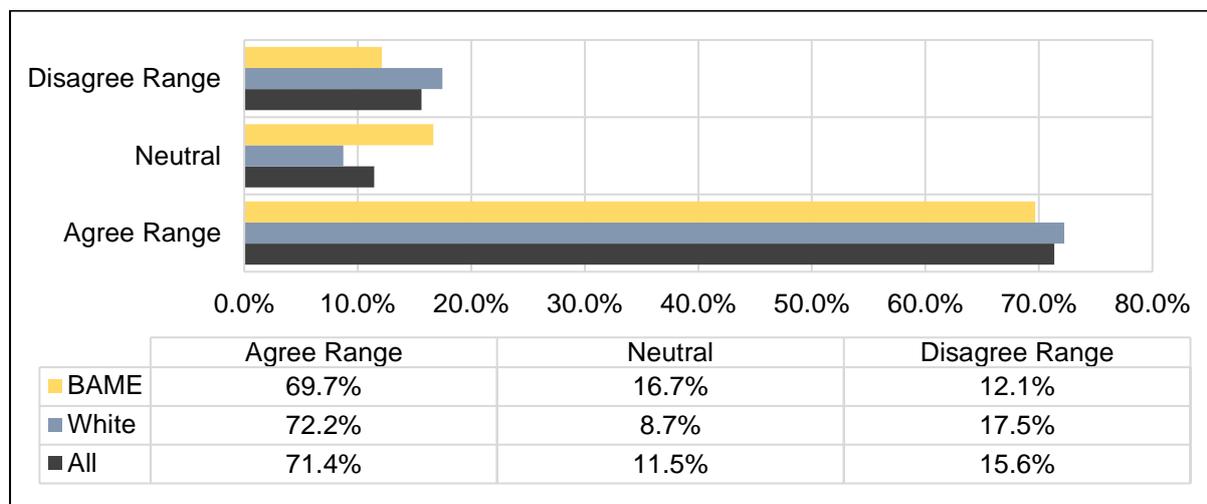
**Question 6b: “The ethnic/racial diversity of the texts, theories and practitioners are inclusive and diverse” by gender.**



**Question 7: “I know the values of the School”, respondents are staff and students.**

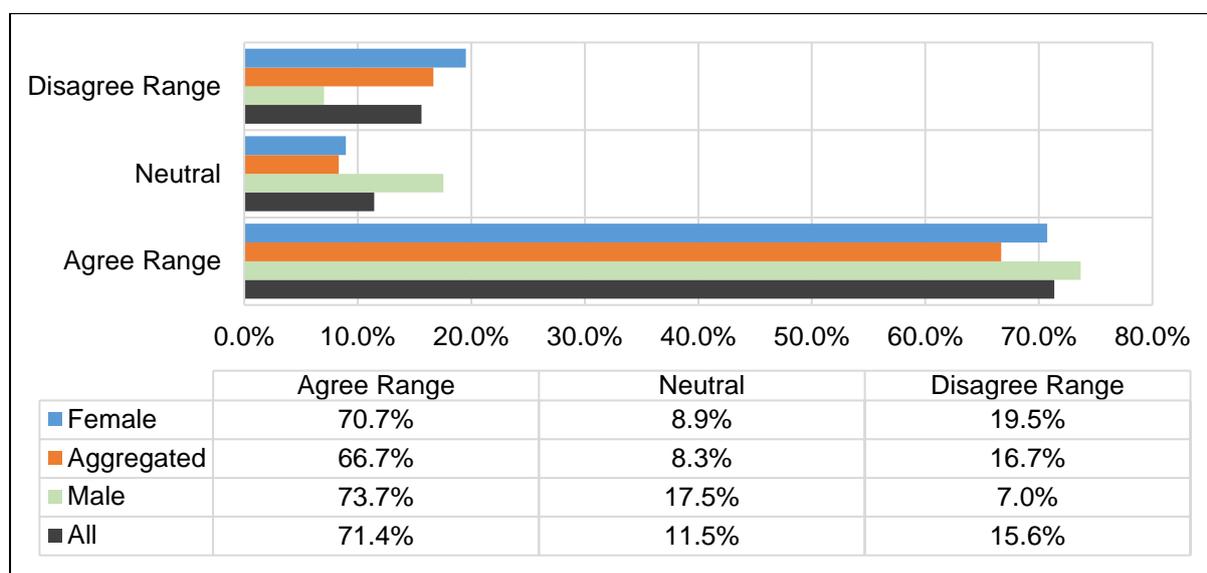
Circa 70% of respondents know the values of the school with a small variance between BAME and White respondents agreeing but higher rates of White respondents disagreeing.

**Question 7a: “I know the values of the School” by ethnicity/race normalised by range.**



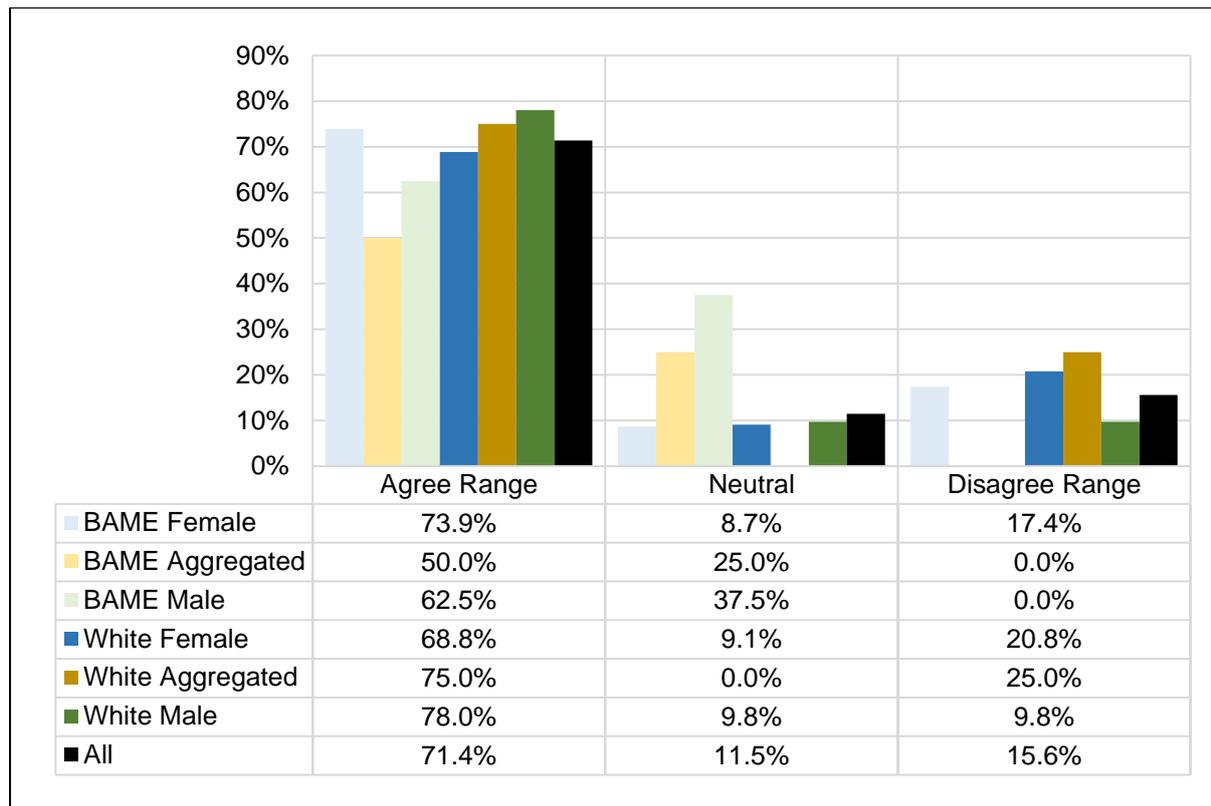
When looking at by gender we see that female respondents disagree more than male.

**Question 7b: “I know the values of the School” by gender normalised by range.**



Looking via intersectionality we see that White females disagree most with no disagreement from BAME male respondents.

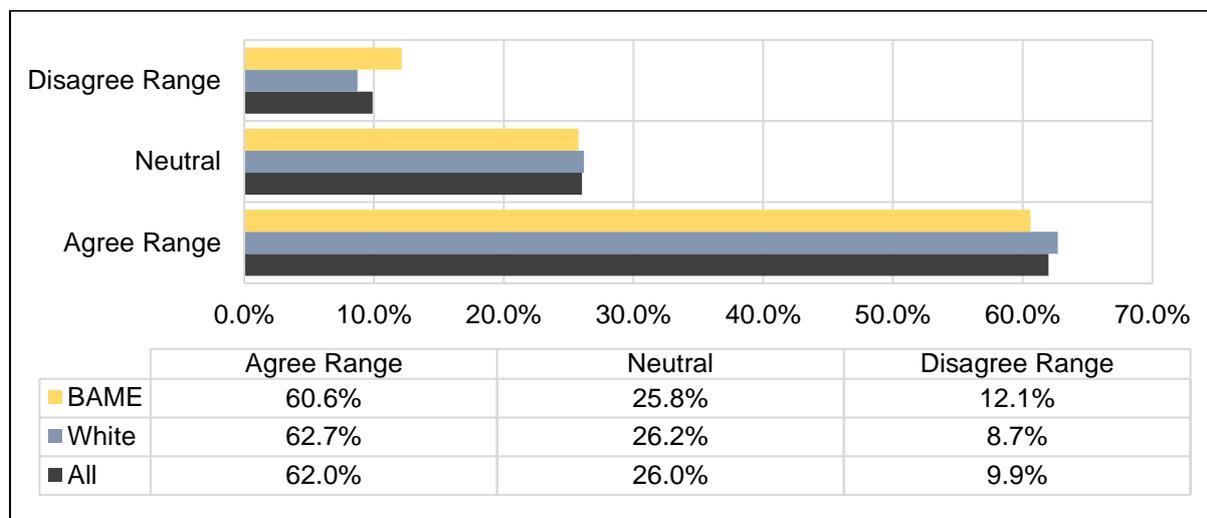
**Question 7c: “I know the values of the School” intersectionality of gender and ethnicity/race (normalised) by range.**



**Question 8: “I agree with the values of the School”, respondents are staff and students.**

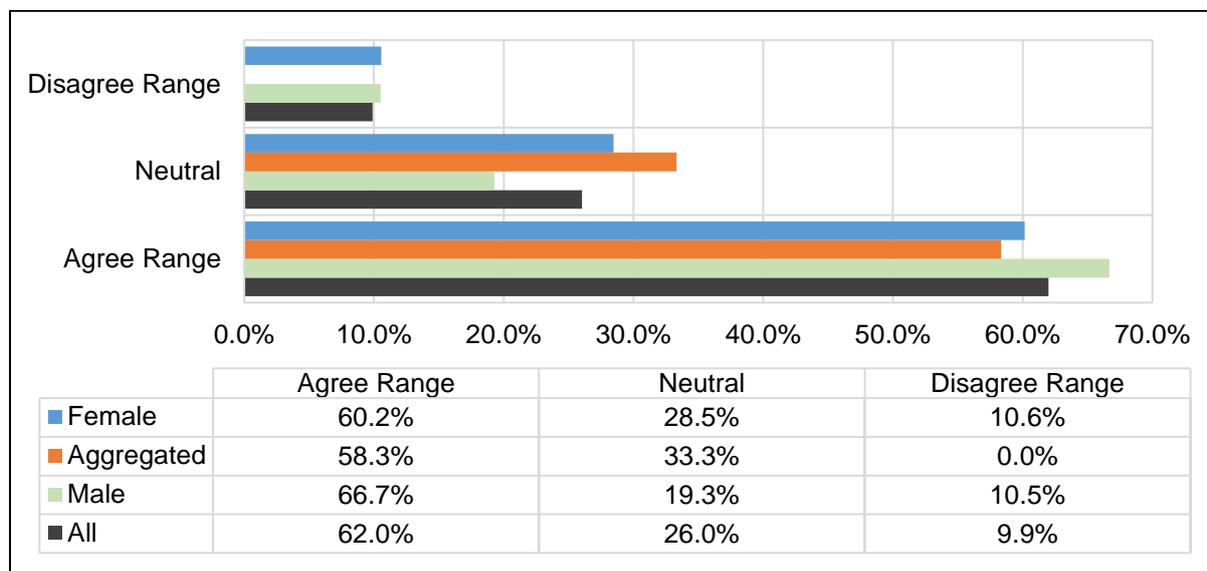
There is a drop in agreeing between this question and the previous one with fewer staff agreeing with the known values of the School. There is a higher percentage of BAME respondents in the disagree range

**Question 8a: “I agree with the values of the School by ethnicity/race”, normalised by range.**



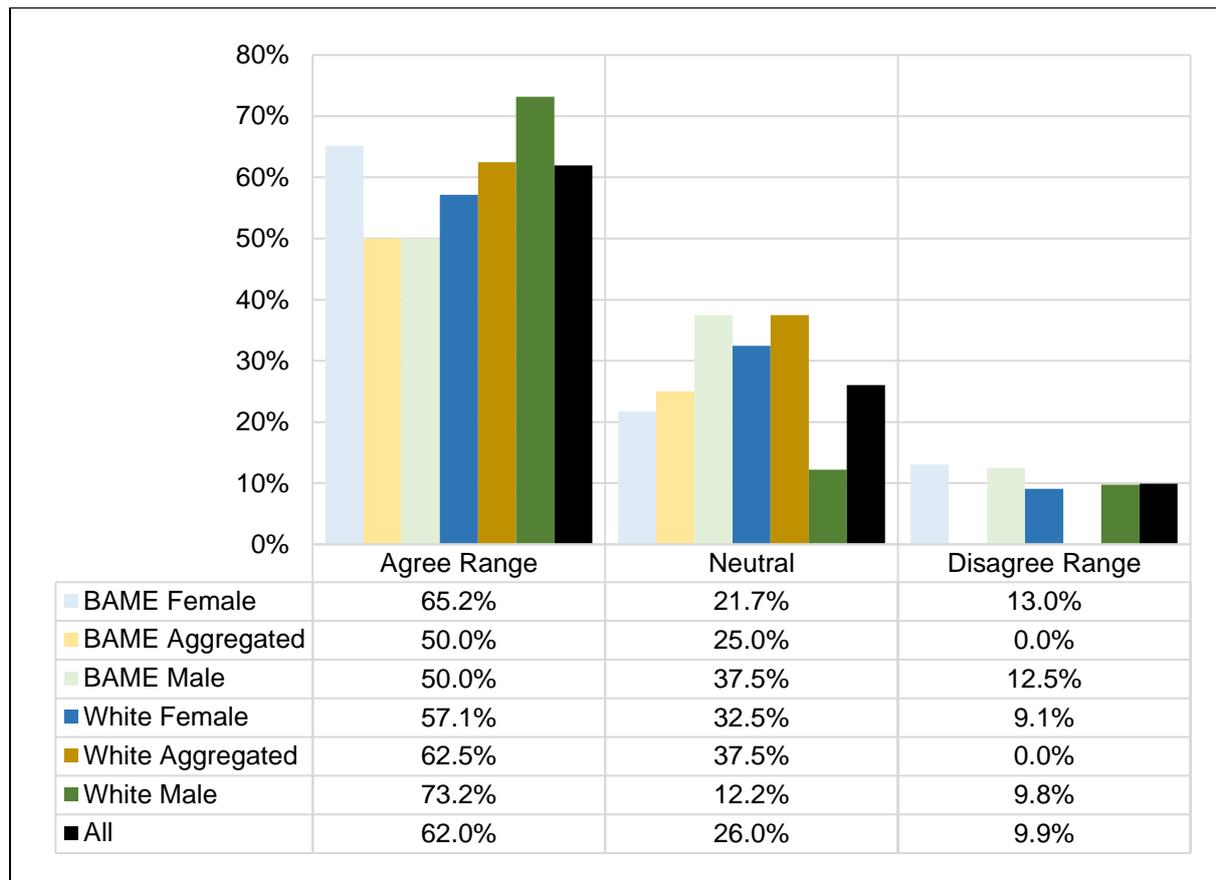
There are similar rates of disagreement between genders with female respondents agreeing less and responding more in the neutral range than males.

**Question 8b: “I agree with the values of the School” by gender normalised by range.**



Both BAME female and male respondent disagree in higher percentages than White female and males.

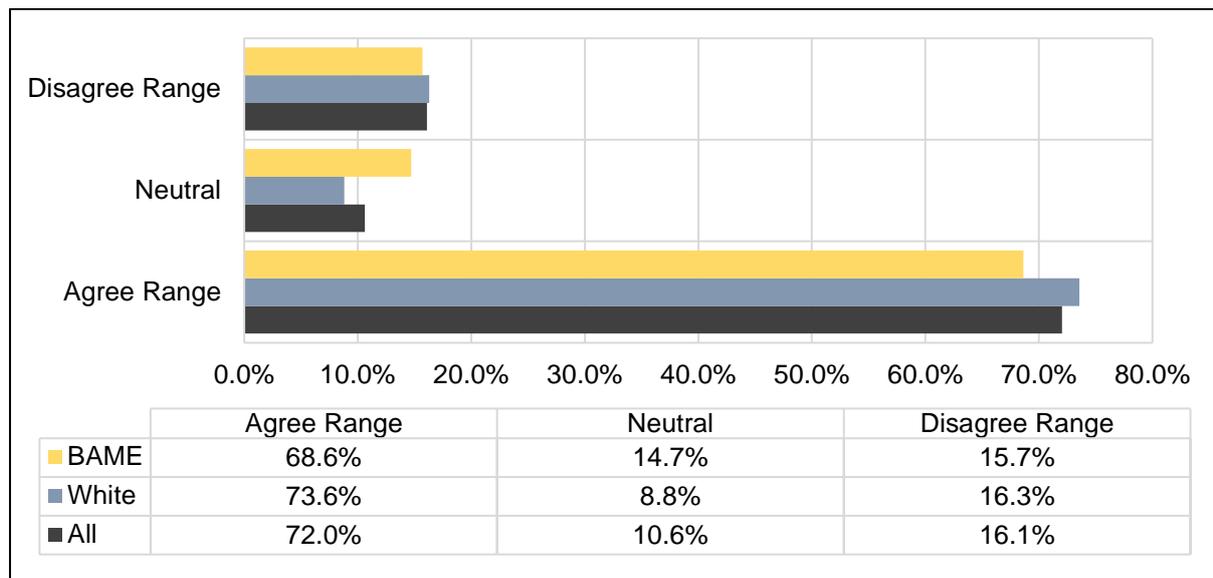
**Question 8c: “I agree with the values of the School” by gender normalised by range, by intersectionality of gender and ethnicity/race (normalised) by range.**



**Question 9: “I would recommend the School/Central”, respondents are staff, students and alumni.**

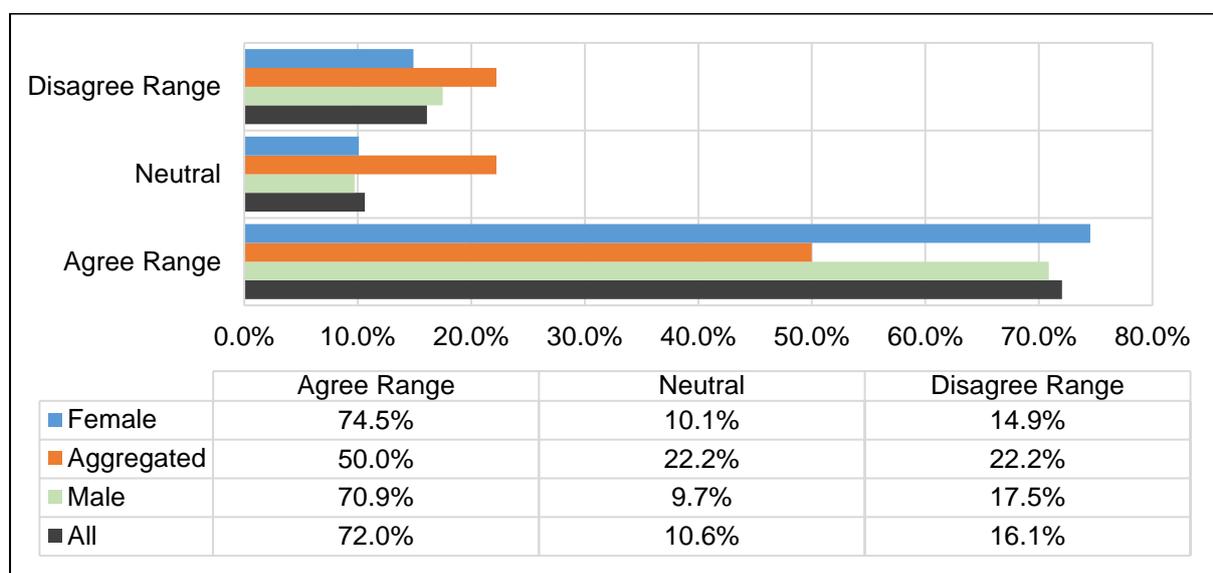
A high percentage of respondents would recommend the School with a 5% variation between BAME and White respondents.

**Question 9a: “I would recommend the School/Central”, respondents are staff and students and alumni by ethnicity/race normalised by range.**



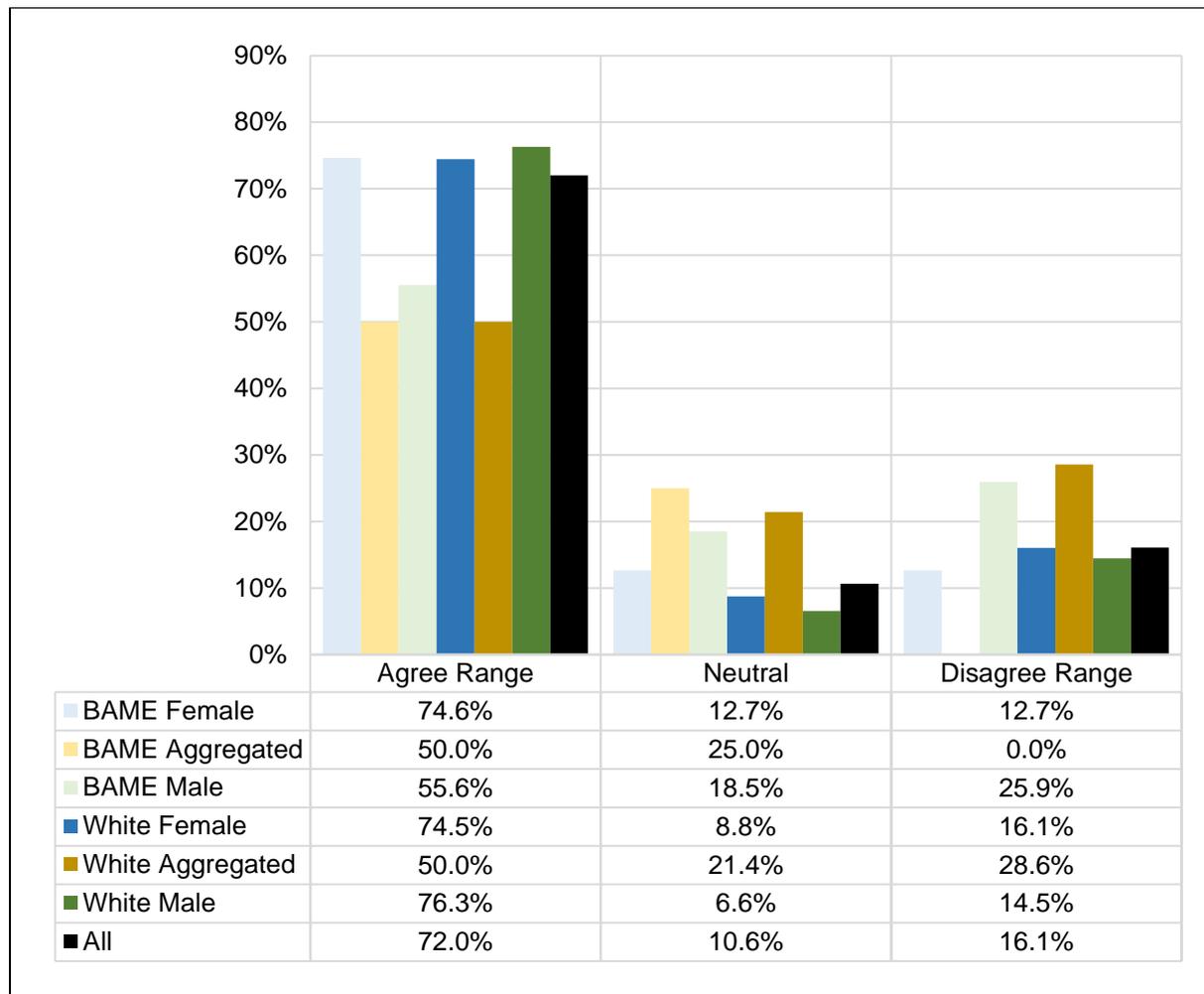
Female respondents are more likely to be positive than males.

**Question 9b: “I would recommend the School/Central”, respondents are staff and students and alumni by gender normalised by range.**



White males, BAME females and white females responded most positively. BAME males were the highest percentage to disagree.

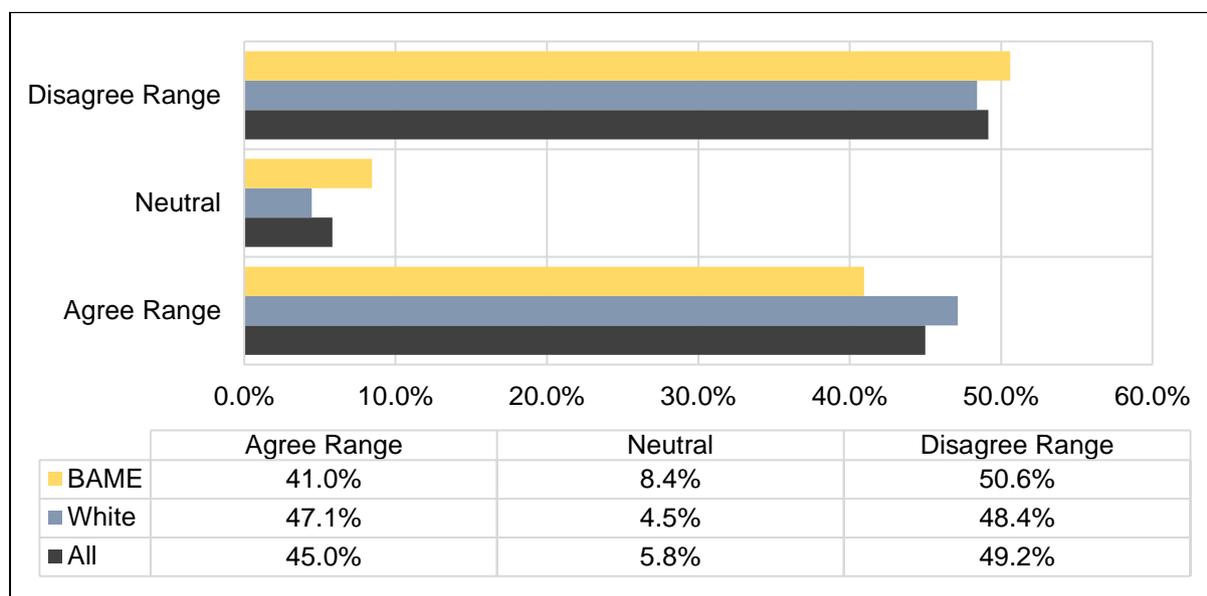
**Question 9b: “I would recommend the School/Central”, respondents are staff and students and alumni by gender normalised by range.**



**Question 10: “I find the students cohort on my programme to be ethnically/racially diverse”, respondents are students and alumni.**

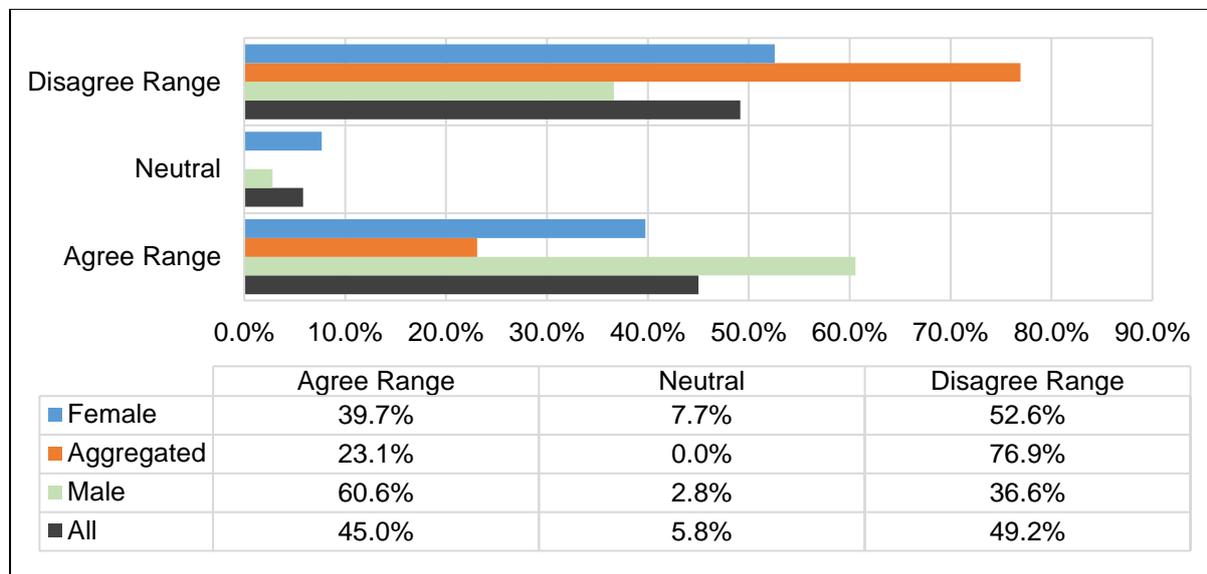
At postgraduate study level Central exceeds the benchmark for BAME student inclusion for the sector/subject group and is within 1% of the benchmark for undergraduates. However overall more than half of all respondents disagreed. There is a slightly higher percentage of BAME respondents who disagree (50.6%) compared to White (48.4%).

**Question 10a. “I find the students cohort on my programme to be ethnically/racially diverse” by ethnicity/race normalised by range.**



Disagreement is more pronounced in respondents who don't identify as male. There are no additional trends when looking at intersectional data.

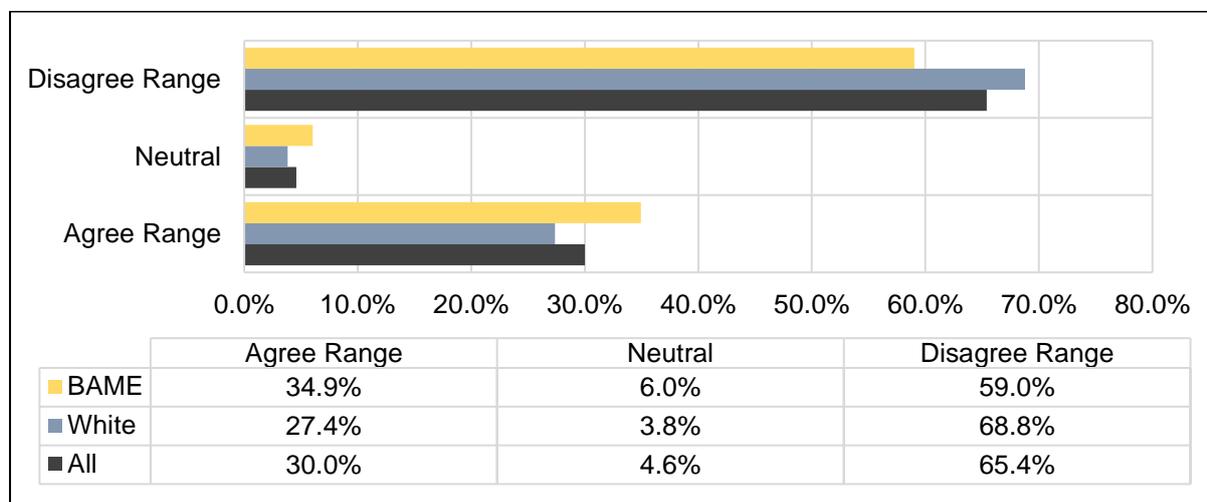
**Question 10b: “I find the students cohort on my programme to be ethnically/racially diverse” by gender normalised by range.**



**Question 11: “The permanent academic staff on my programme and those who support me in my studies are ethnically/racially diverse”, respondents are students and alumni.**

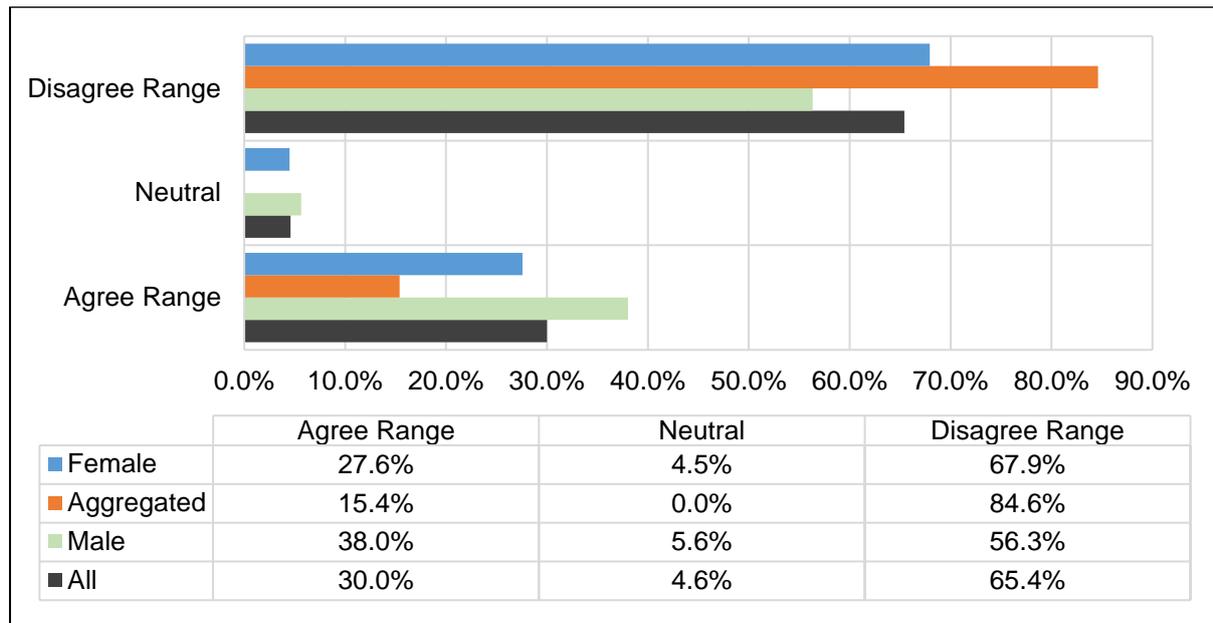
Central exceeds the benchmark for BAME staff inclusion with 11% of staff identifying as BAME compared to the subject area benchmark of 6%. However as with students a significant number of respondents disagreed with this statement with White respondents disagreeing most.

**Question 11a. “The permanent academic staff on my programme and those who support me in my studies are ethnically/racially diverse” by ethnicity/race normalised by range.**



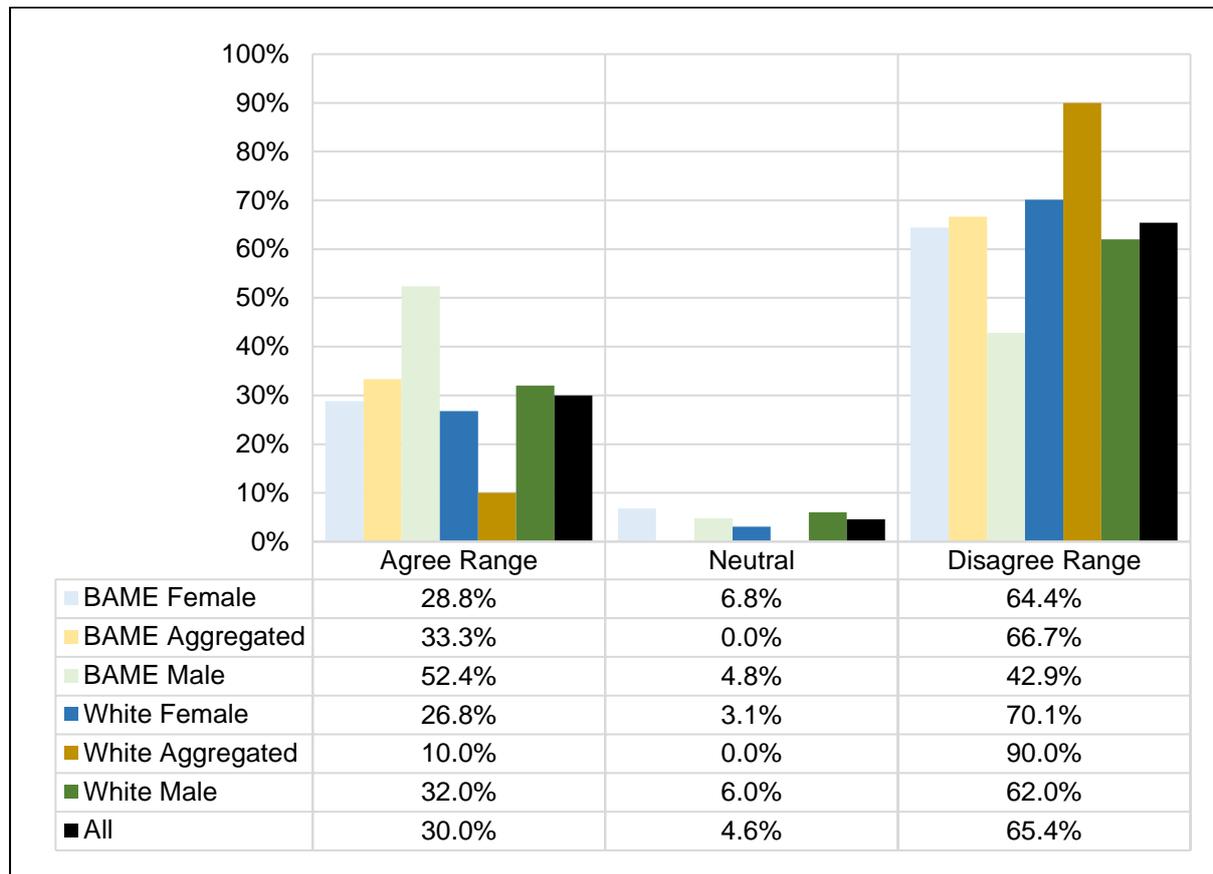
Disagreement was more pronounced from female than male respondents.

**Question 11b. “The permanent academic staff on my programme and those who support me in my studies are ethnically/racially diverse” by gender.**



White female respondents disagree most strongly, with BAME males disagreeing in the lowest percentages, although their disagreement level is still significant at 42.9%.

**Question 11c: “The permanent academic staff on my programme and those who support me in my studies are ethnically/racially diverse” by intersectionality of gender and ethnicity/race (normalised) by range.**

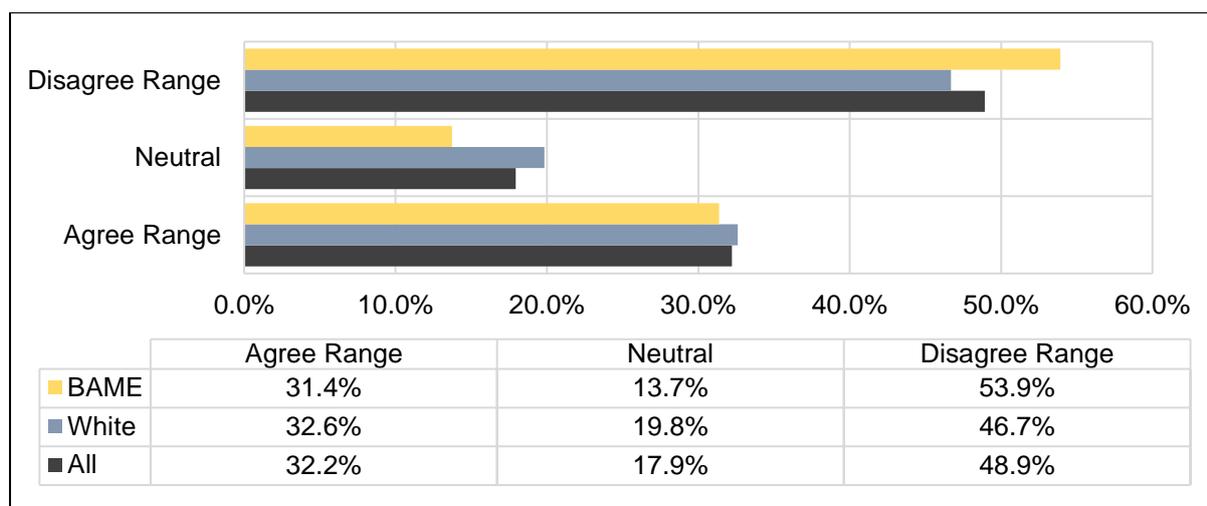


**Question 12: “There is a range of ethnic/racially diverse roles models in the School”, respondents are staff, alumni and students.**

For all data cuts whether looking through the lens of gender, ethnicity/race or or intersectionality, one third of respondents disagree that there is a diverse range of role models in terms of ethnicity/race. There is a higher level of disagreement from BAME respondents.

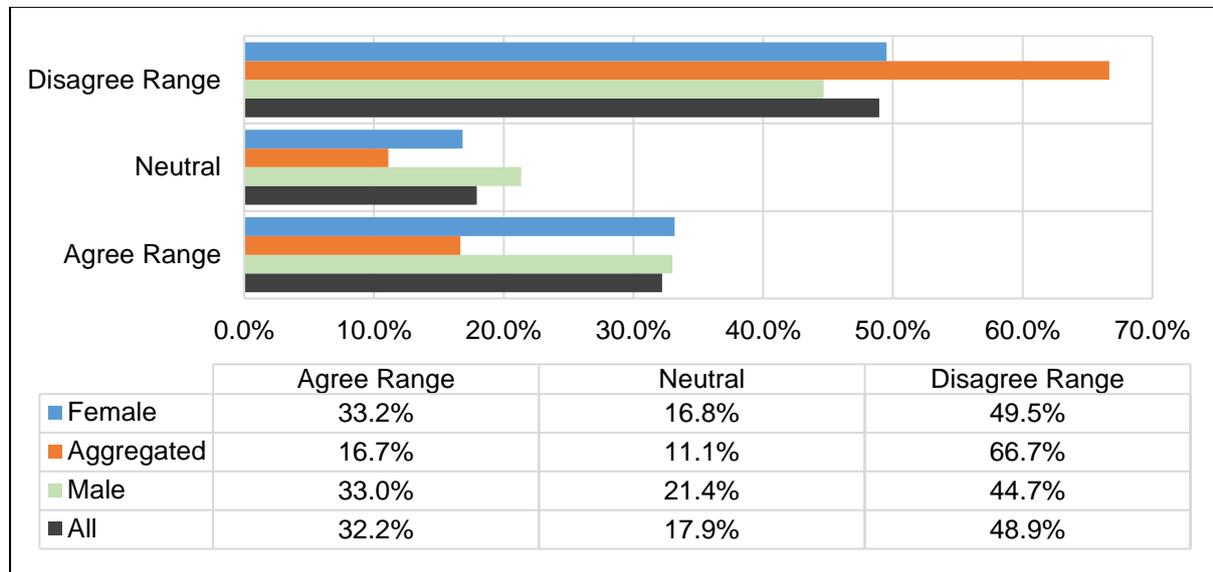
Looking at Central’s inclusion rates we can see that for staff Central exceeds the benchmark for BAME staff inclusion, with 11% of staff identifying as BAME compared to the subject area benchmark of 6%. For students there are varying levels of inclusion which average as for UG as 13.6% (Central) versus 15.2%, postgraduate taught 24.8% (Central) versus 12.7% and postgraduate research 17.9% (Central) versus 9.2%.

**Question 12a: “There is a range of ethnic/racially diverse role models in the School” by ethnicity/race (normalised) by range.**



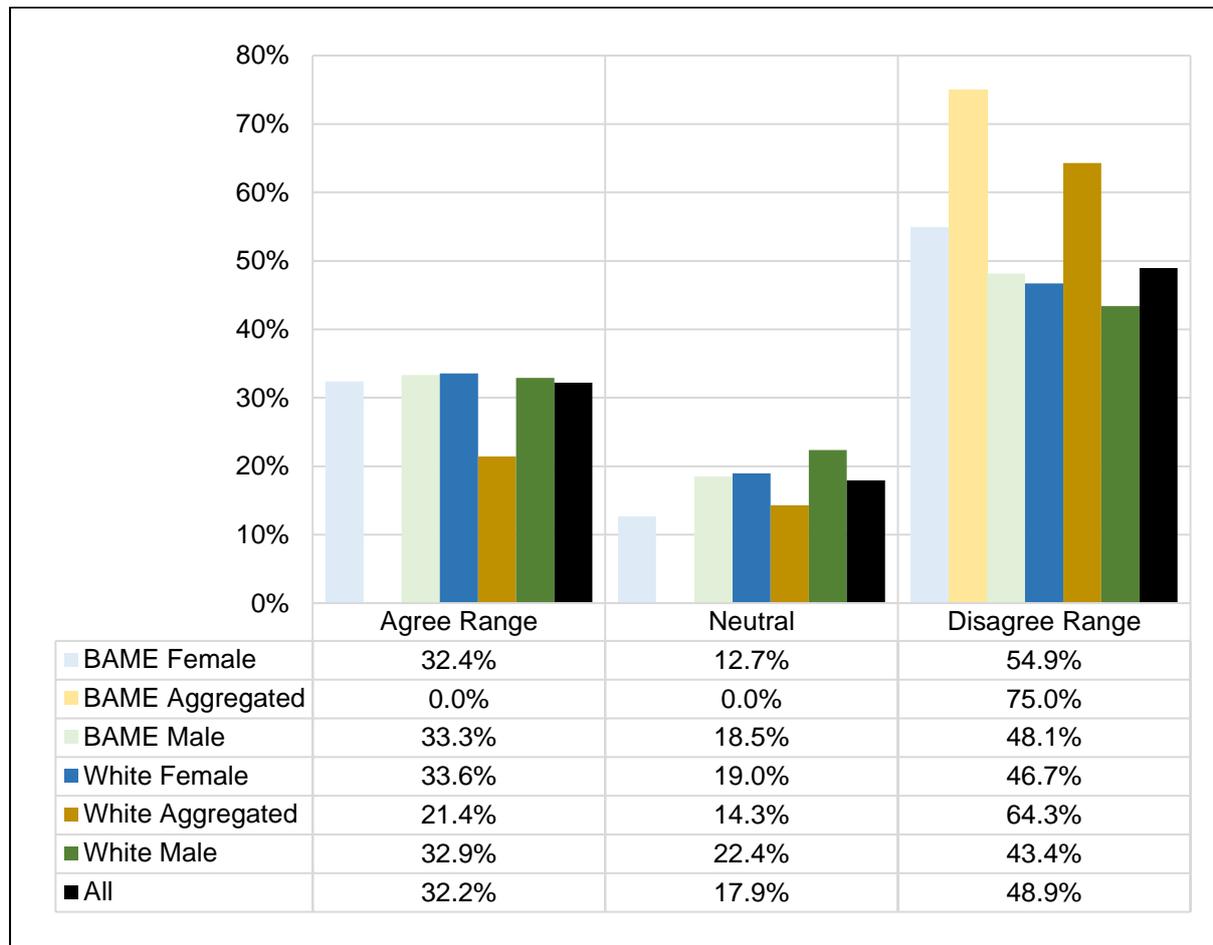
Male respondents disagree less but the percentage is considerable at 44.7%.

**Question 12b: “There is a range of ethnic/racially diverse role models in the School” by gender (normalised) by range.**



Respondents identifying as BAME female have the highest disagreement response (54.9%) following by BAME males.

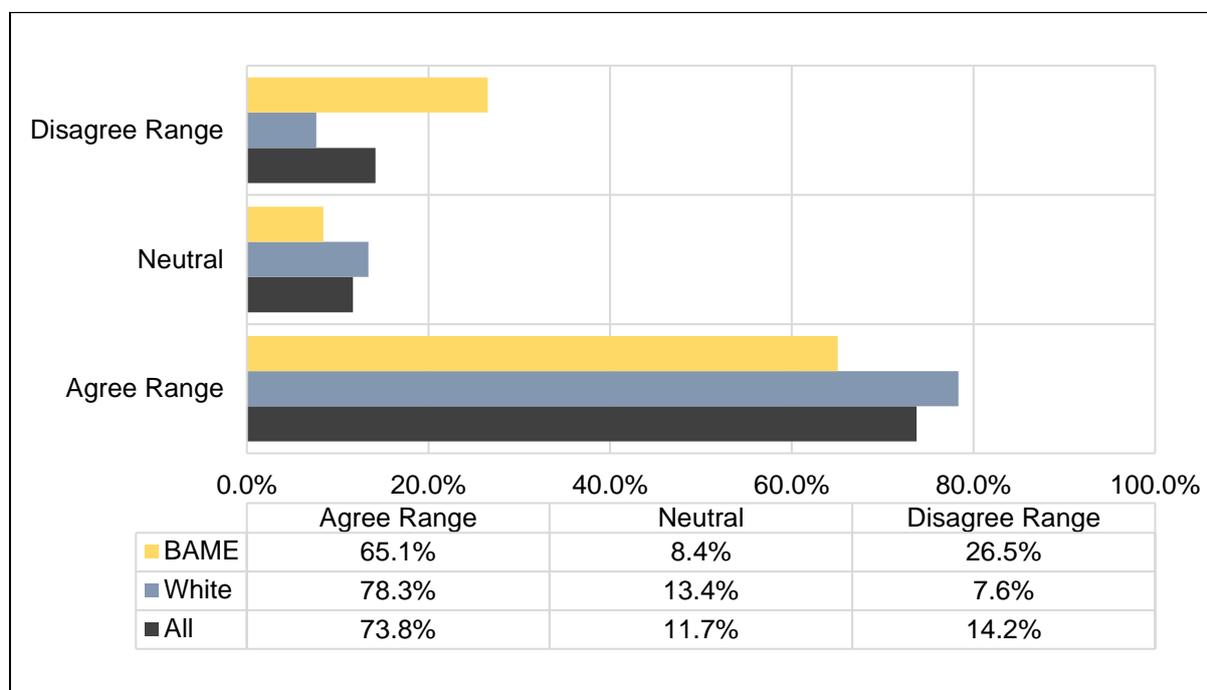
**Question 12c: “There is a range of ethnic/racially diverse role models in the School” by intersectionality of gender and ethnicity/race (normalised) by range.**



**Question 13: “I believe that I am treated fairly by my peer group and other students, irrelevant of my ethnicity/race”, respondents are students and alumni.**

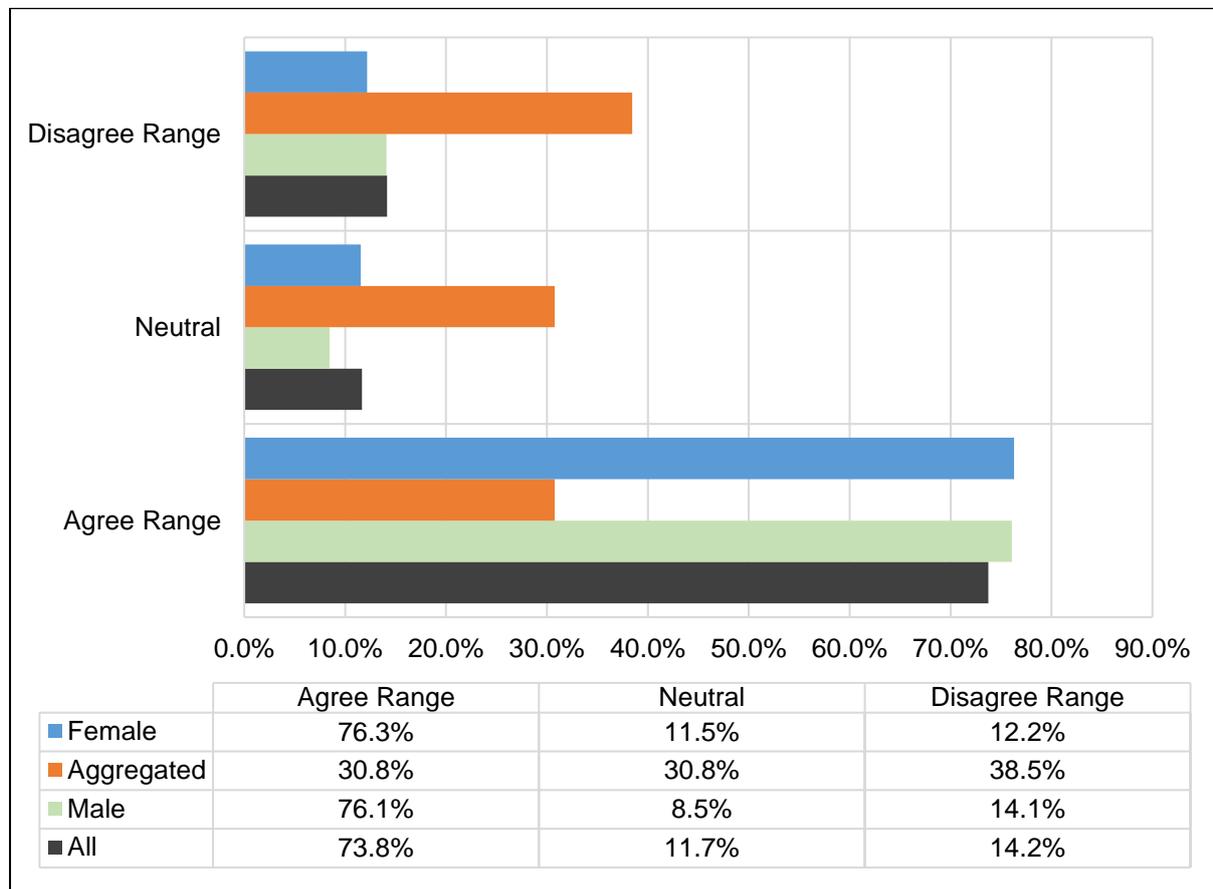
Regardless of gender or ethnicity/race, over 70% of respondents agree with this statement. However, when looking at the ‘disagree’ range BAME respondents disagreed in higher levels (26.35%) than White respondents (7.6%).

**Question 13a: “I believe that I am treated fairly by my peer group and other students, irrelevant of my ethnicity/race”, by ethnicity/race (normalised) by range.**



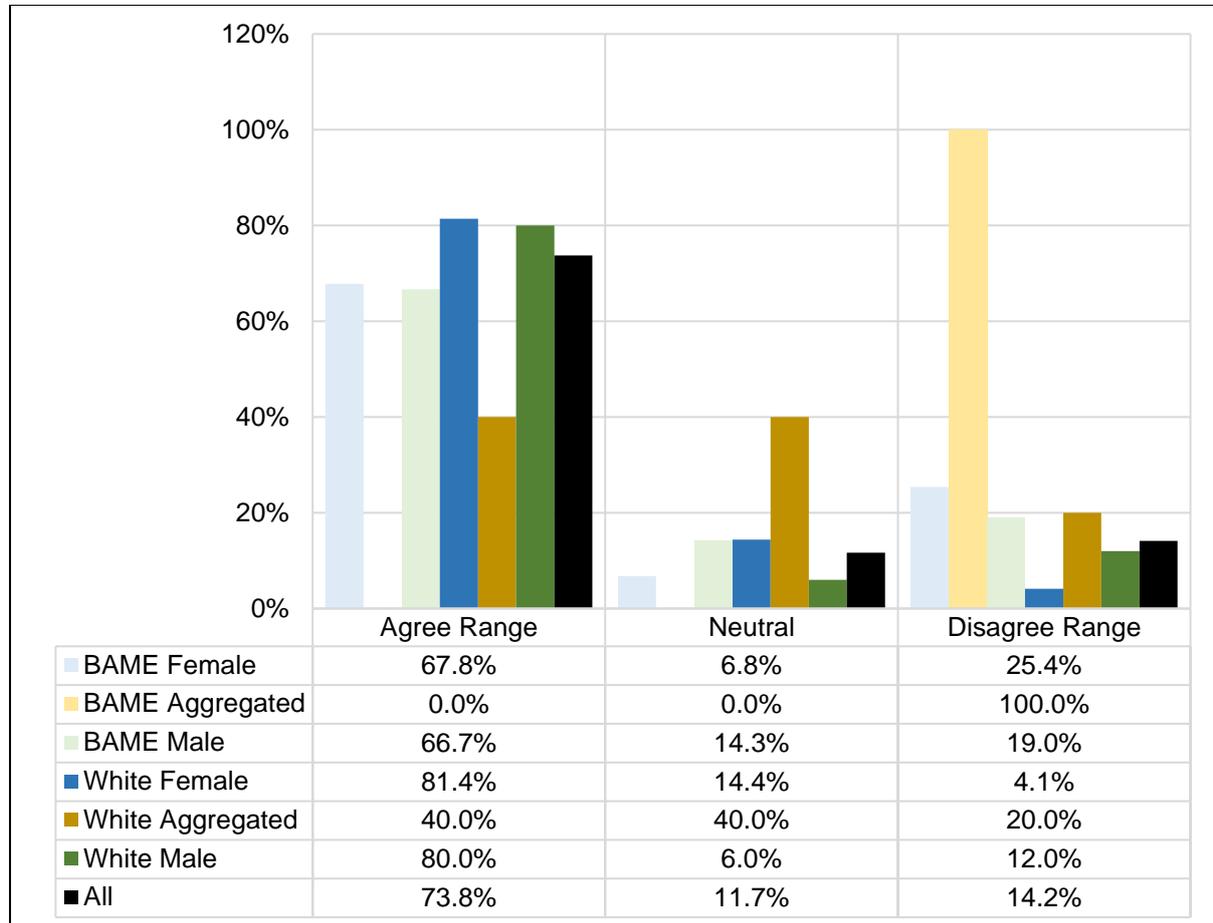
Responses were broadly the same from female and male respondents with a slightly higher disagree response from males.

**Question 13b: “I believe that I am treated fairly by my peer group and other students, irrelevant of my ethnicity/race”, by gender (normalised) by range.**



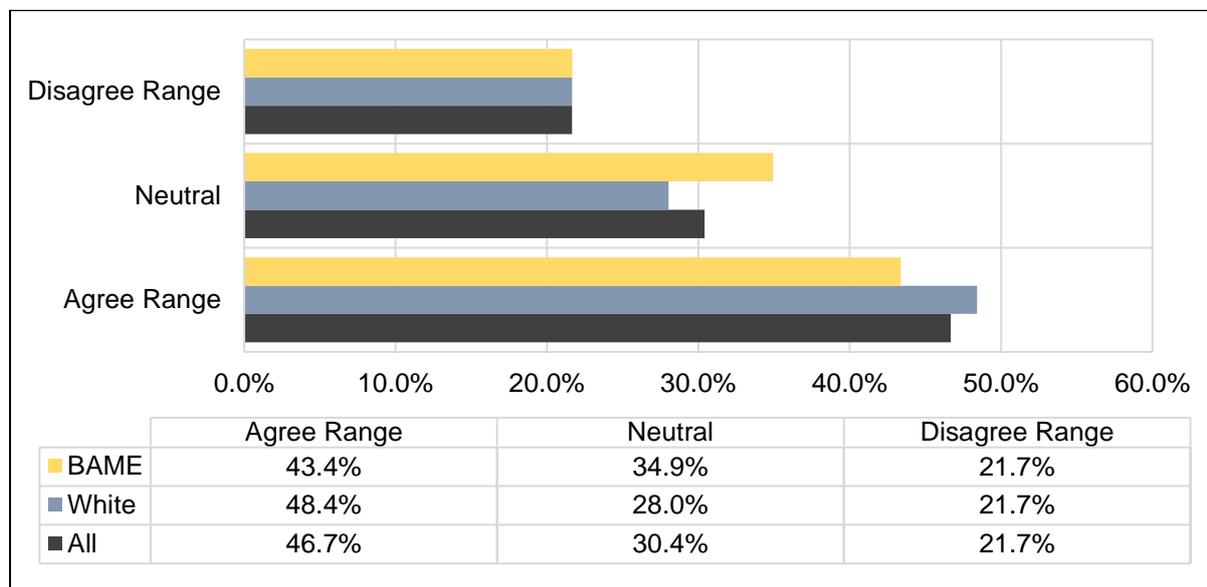
There is a stark difference in ‘disagree’ responses from BAME female (25.4%) and White female (4.1%), which is much greater than the difference between BAME male (19%) versus White male (12%)

**Question 13c: “I believe that I am treated fairly by my peer group and other students, irrelevant of my ethnicity/race” by intersectionality of gender and ethnicity/race (normalised) by range.**



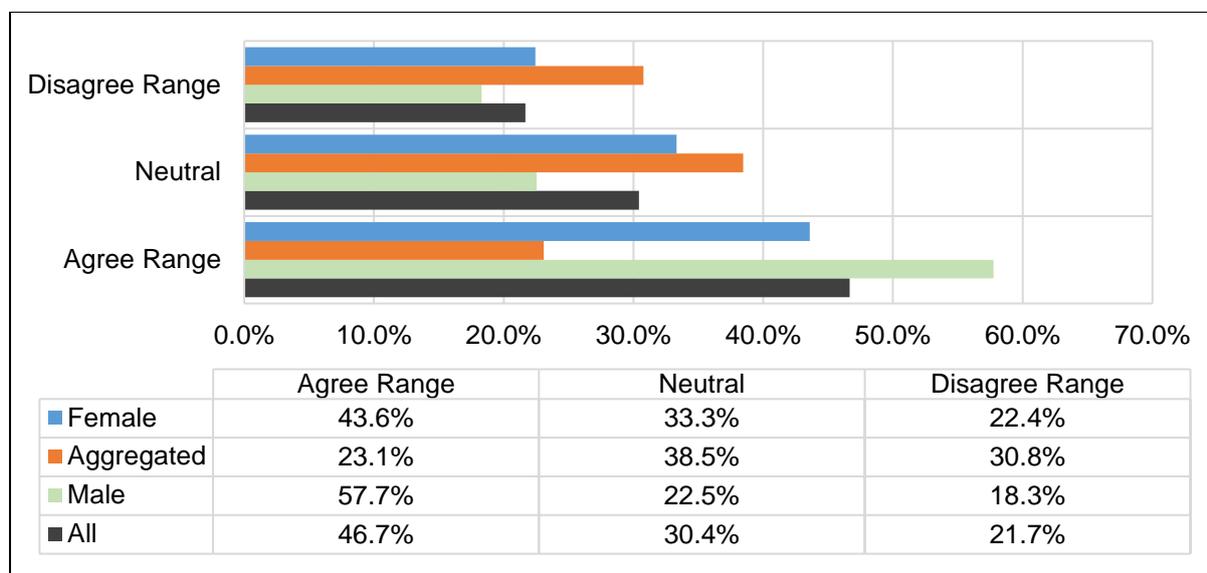
Regardless of gender or race, fewer than 50% of respondents agree with this statement. BAME and White respondents disagree to the same percentage (21.7%) with White respondents agreeing 5% more.

**Question 14a: “Opportunities i.e. for profile raising activities, are allocated in a transparent and equal way” by ethnicity/race (normalised) by range.**



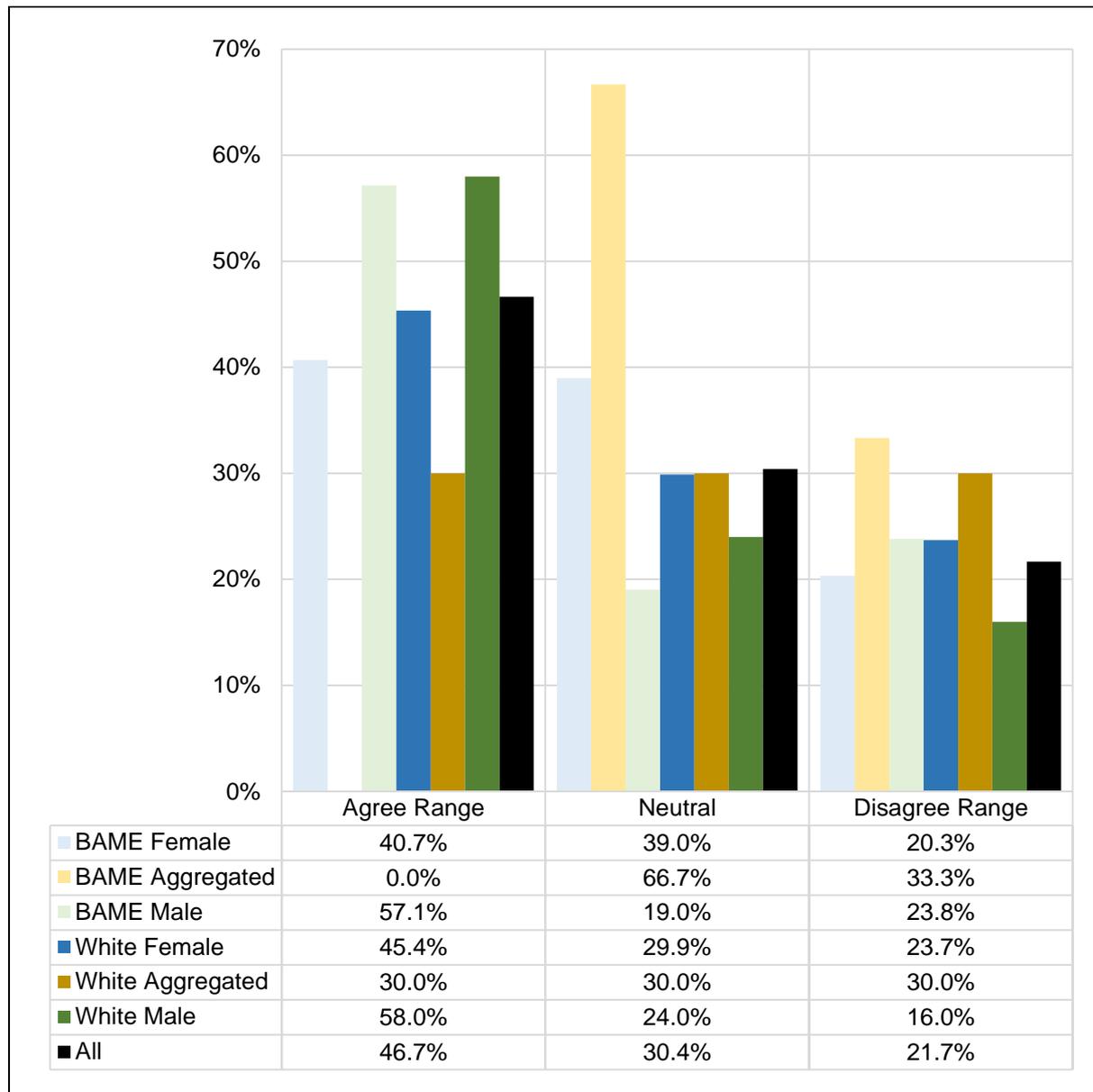
By gender male staff agreed most, followed by female.

**Question 14b: “Opportunities i.e. for profile raising activities, are allocated in a transparent and equal way” by gender (normalised) by range**



There are variances when gender and ethnicity/race are looked at together with White females disagreeing the most.

**Question 14c: “Opportunities i.e. for profile raising activities, are allocated in a transparent and equal way” by intersectionality of gender and ethnicity/race (normalised) by range.**



Staff survey questions (not included in the combined analysis) and narrative themes from respondents' comments.

**Question 4: “I feel a part of the School”**

There were varying thoughts on the sense of community within Central. Staff felt a sense of belonging to the area they were working in, and the positivity linked to that that varied depended on the person leading that academic or operational area. Some acknowledged very inclusive teams and good leadership, while others indicated that they felt some managers were not positive in their management style.

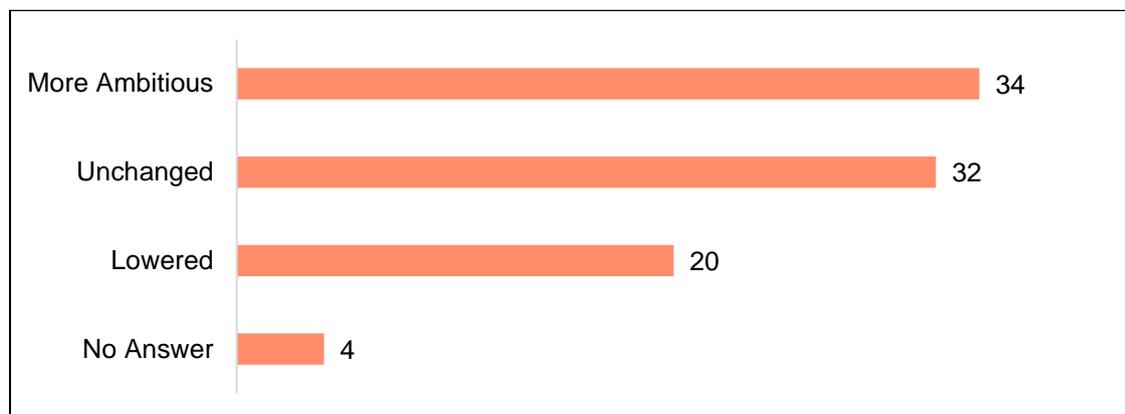
Staff who commented both positively (i.e. felt the school was a good place to work) and negatively had a common theme on how the School seemed to be siloed and have cliques. There were numerous comments on needing to “fit in” or be “in favour”.

Similarly, on committees and management decisions the staff feedback was that these positions of power and “voice” were limited to a chosen few. There were suggestions that engagement with and feedback from staff was not often sought, and the perception was that implementation of work, policies or strategies was done “to” the staff rather than in engagement with them. For some staff the lack of union representation (or an equivalent staff representative body) was negative.

**Question 5: “Have your aspirations and expectations changed since you first started working at the School?”**

Staff understandably had varied thoughts on ambition. Comments reiterated the perceptions that the way in which staff are supported varies depends on their line manager.

Staff commenting both positively and negatively indicated that support routes were not clear or transparent, and there was a lack of understanding as to how to progress and what achievements were valued.

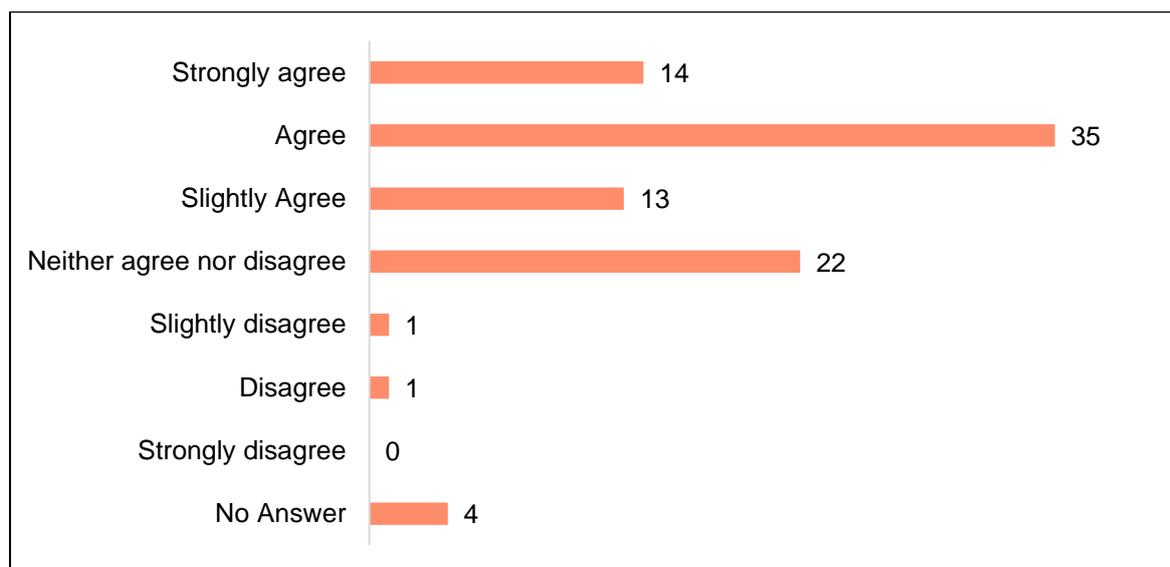


**Question 6: “The School has ethnically visible role models in staff inductions, information and training sessions, as externally invited speakers, on panels at conferences, in leadership roles, and at recruitment events.”**

There was an overwhelming wish to work in a diverse and inclusive community. Staff recognised that there were limited diverse staff role models especially within the senior team. There was an understanding that Central was working to change this, but not an understanding of how (recruitment/promotion?) or who was leading/responsible for this.

Diversity of role models increased when the subject matter was linked to ethnicity/race (i.e. for seminars or events relating to Race Equality) and there was a wish for this to be expanded to other activities.

**Question 7: “The School has a positive impact on the communities it interacts with.”**



Staff were positive about the impact Central had on the communities it interacts with, specifically when referring to Outreach and student placement - both of which are held in esteem by staff. Interestingly staff didn't feel that Central management valued – the perception is that this didn't get mentioned in internal or external communications and that it is not valued in career progression.

The theme of cliques arose again, with some staff questioning what community work Central was involved in and why. From the feedback received, community work here seems to be focusing on external partnerships. In particular where these partnerships involve joint activities and/or involvement with activities, such as theatre, outside of Central. Feedback stated that there appeared to be no clear link between Central's equality ambitions and some of these activities. The perception was that this was based on personal relationships and preferences. When such work

is carried out, clarifying why it is being done would overcome these perceptions, to enable staff and students to clearly understand the value of individual initiatives.

Some staff highlighted their disappointment at the way Central presented itself outwardly. The comments indicated that the spokespeople were generally White and male and they would welcome a wider range and diversity.

**Question 8: “I have a clear understanding about the expected standards of behaviour in the School.”**

Staff would like clarity on this element – the most common comments from all answers (agree through to disagree) was the lack of clarity on what behaviours are acceptable and the perception that staff who fall short of the expected behaviours are not challenged. This was an emotive point for the majority of those who responded. There was a wish for clarity, guidance, training and for staff (at all levels) to be held accountable for unacceptable behaviour.

**Question 9: “I believe that I am treated fairly irrelevant of my ethnicity/race.”**

Staff mentioned feeling White privilege (generally not specifically at Central) in this question. It also brought out other feelings in relation to gender, socioeconomic groups and ethnicity/race. Cliques were again mentioned and how negative these could be. Micro-bullying, micro-management and how gossiping negatively affected staff in carrying out their roles were all described.

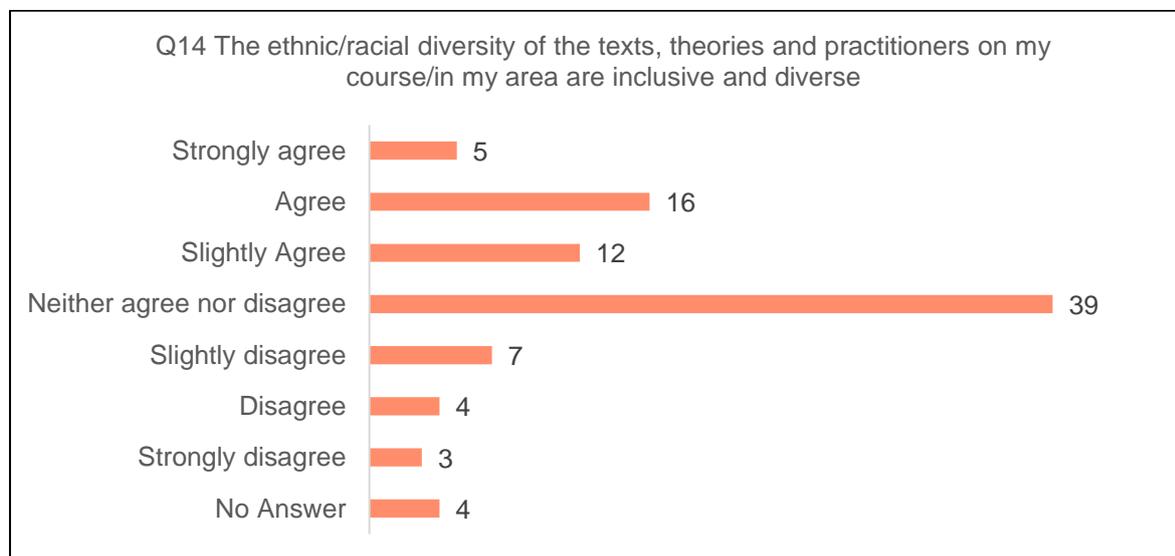
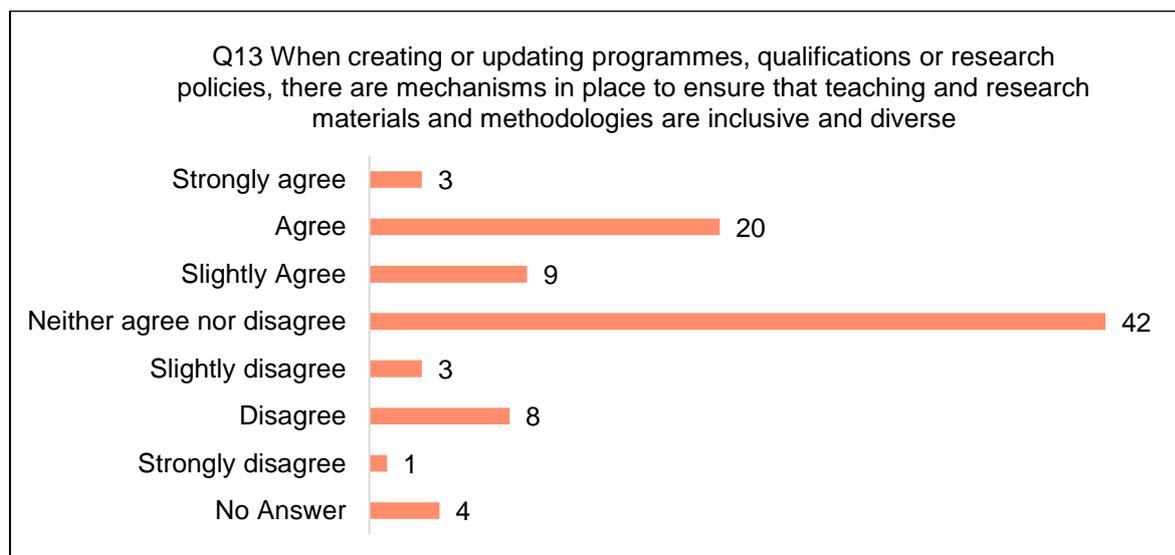
**Question 10: “There is a zero tolerance to any discriminatory behaviours (staff and students)”. and Question 11: “I know what routes/procedures there are to report any race related incident”.**

Staff understood there were policies in place to support a zero tolerance of any discriminatory behaviours. The consensus was that the lived experience of staff and student was different to what the policies said, i.e. that these policies were not enacted. A few staff mentioned that there didn't seem to be any training on the policies. Micro-aggression was mentioned (as was bullying) and staff repeated that they felt that unacceptable behaviours went unchecked by others. Staff felt clearer about student processes but reported these were cumbersome and difficult to follow.

**Question 12: “If I reported a race-related incident to the School appropriate action would have been taken.”**

Free text survey feedback from a number of staff indicated there had been progression in this matter, and many felt that going forward more action would be taken. The challenge was seen by some as how others would know something had been done so that people would know that it had been successfully dealt with. Comments arose in this section about the nuances between inappropriate behaviour (i.e. not meeting the expected standard/zero tolerance) and Unconscious Bias. It was recognised that more work was needed.

**Question 13: “When creating or updating programmes, qualifications or research policies, there are mechanisms in place to ensure that teaching and research materials and methodologies are inclusive and diverse”, and Question 14: “The ethnic/racial diversity of the texts, theories and practitioners on my course/in my area are inclusive and diverse”.**

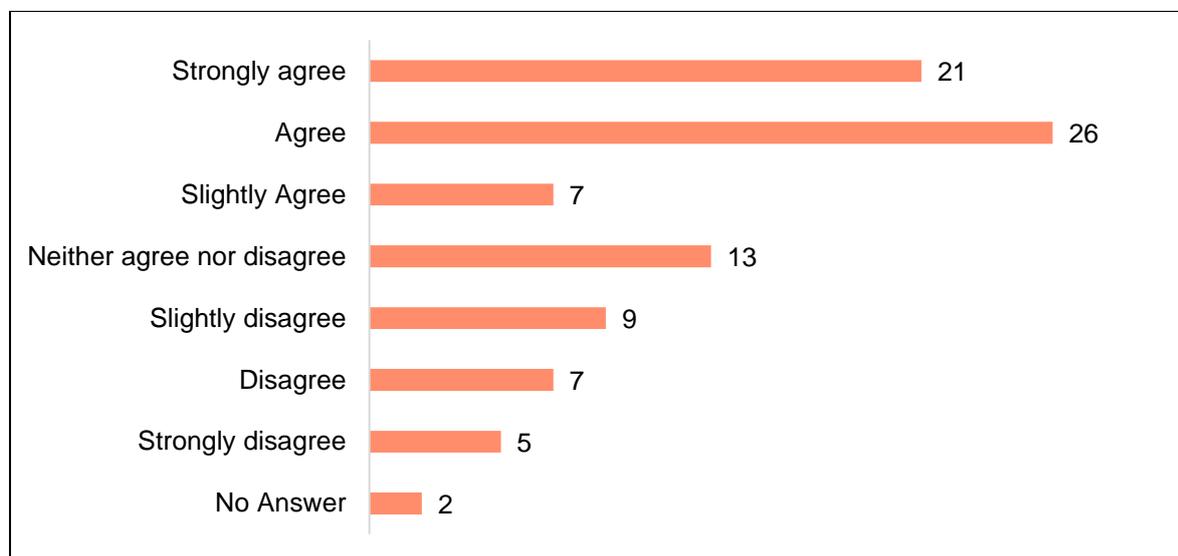


Staff were positive about the wish to ensure that teaching and research materials and methodologies are inclusive and diverse with examples of good practice being cited. The overarching theme in this section was the perceived lack of consistent approach to reviewing and changing this. Staff appear to want more guidance and the implication was they were trying to do this, but not all felt equipped or knowledgeable enough to do so. Comments were made about the perceived lack of management support for this work i.e. there was not time or resource allocated to

take it forward. There was a suggestion that more use should be made of outside networks e.g. visiting fellows to support this aim.

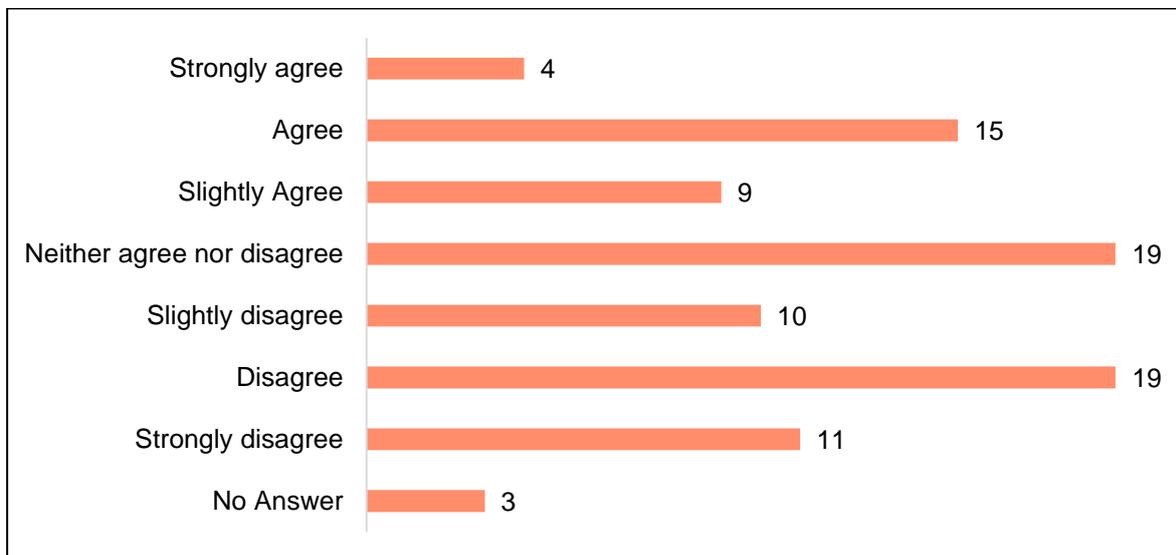
**Question 15: “I am encouraged and given opportunities to represent the School/Department/Course externally and/or internally (e.g. on committees or boards, as chair or speaker at conferences).”**

There was a common theme that involvement in activities and the opportunities to do so depended on who you were. The appointment of committees was raised here with staff feeling there was no transparency on committee appointments and that the same small group of staff were holding multiple committee roles. The lack of union and/or staff representation was made again under this question.



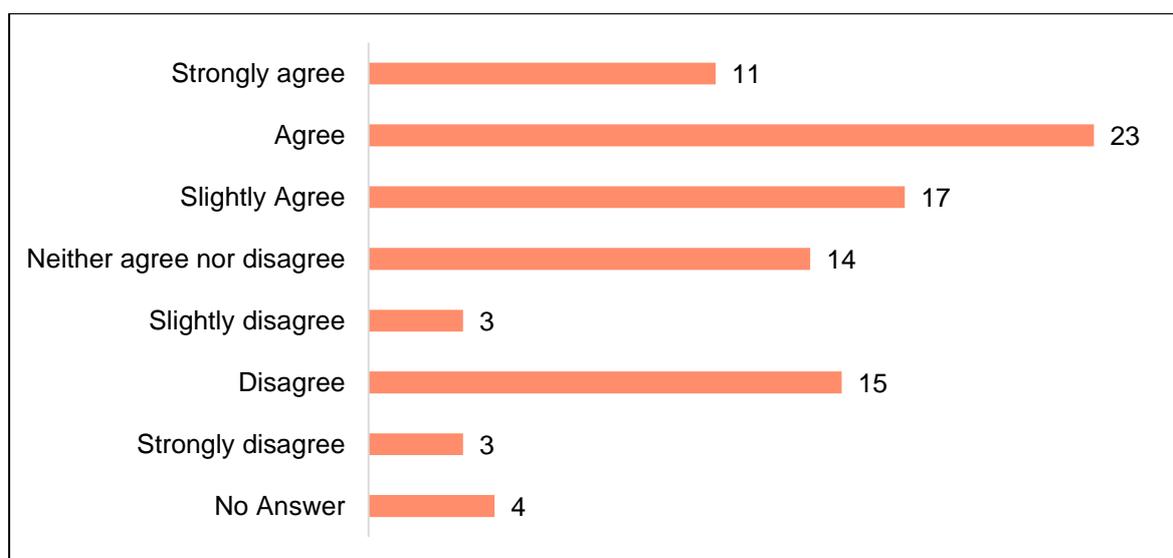
**Question 16: “The School provides me with useful and relevant mentoring opportunities (as mentor or mentee).”**

Staff would like a more formal mentoring framework. Those that had mentoring saw it as “lucky” that they had a supportive line manager rather than there being a defined route and time to give/gain support. Some staff provided feedback that when they were appointed to academic roles, they did not receive induction or mentoring support – this resulted in them having to find their own way and being concerned that they were learning ‘on the job’ rather than having support to do the role fully and properly.



**Question 17: “The School provides me with useful and relevant networking opportunities”.**

Staff were positive about the networking opportunities that were provided by the Research department. Overall, staff felt there were opportunities in place for academic staff – sometimes workload was prohibitive to taking these up, in other examples a lack of line management support deterred staff. There is a perception of a lack of networking opportunities for Professional Services staff.



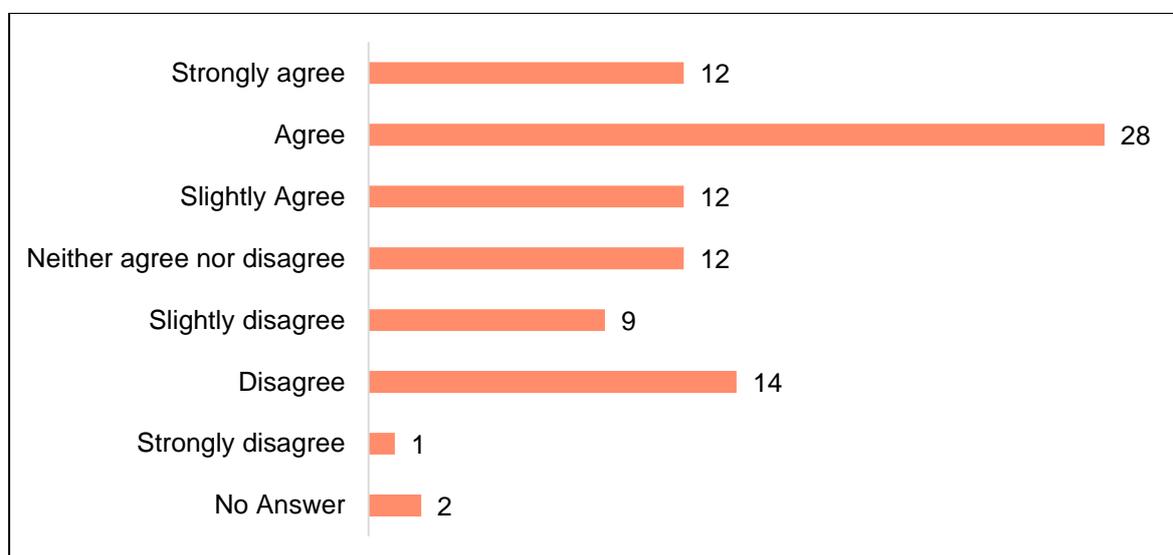
**Question 18: “Staff are treated on their merits irrespective of their race/ethnicity; all are actively encouraged to apply for promotion and to take up training.”**

There was an overarching sense that staff were treated fairly for promotion and training opportunities. What reoccurred was the lack of clarity on promotion. A number of staff mentioned the need to ensure that Unconscious Bias continues to be identified and countered – this could be forefront in their minds due to the recent training. There were a few comments about appraisals being a tick box exercise and the need to check that the opportunities being offered to staff during appraisal came to fruition.

**Question 19: “The School has made its policies clear in relation to race equality.”**

The theme here was that there were race equality policies and procedures but the implementation of these and the day to day practices didn't always align. Staff wished to see this led from the senior team – for there to be a senior champion of equality.

There were numerous comments about the lack of clear communication on race (and other) equality. Staff felt that there had been some improvements in recent times but there was still a lot to achieve. The gap between what was said (in policies) and what was done was seen as a big challenge.

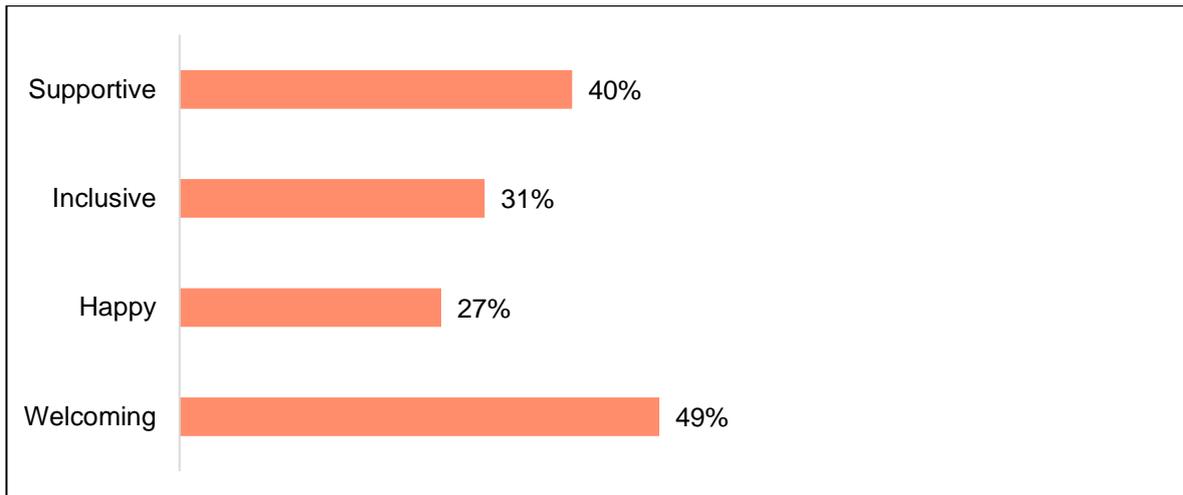


**Question 20: “I know the values of the School”, and Question 21: “I agree with the values of the School”.**

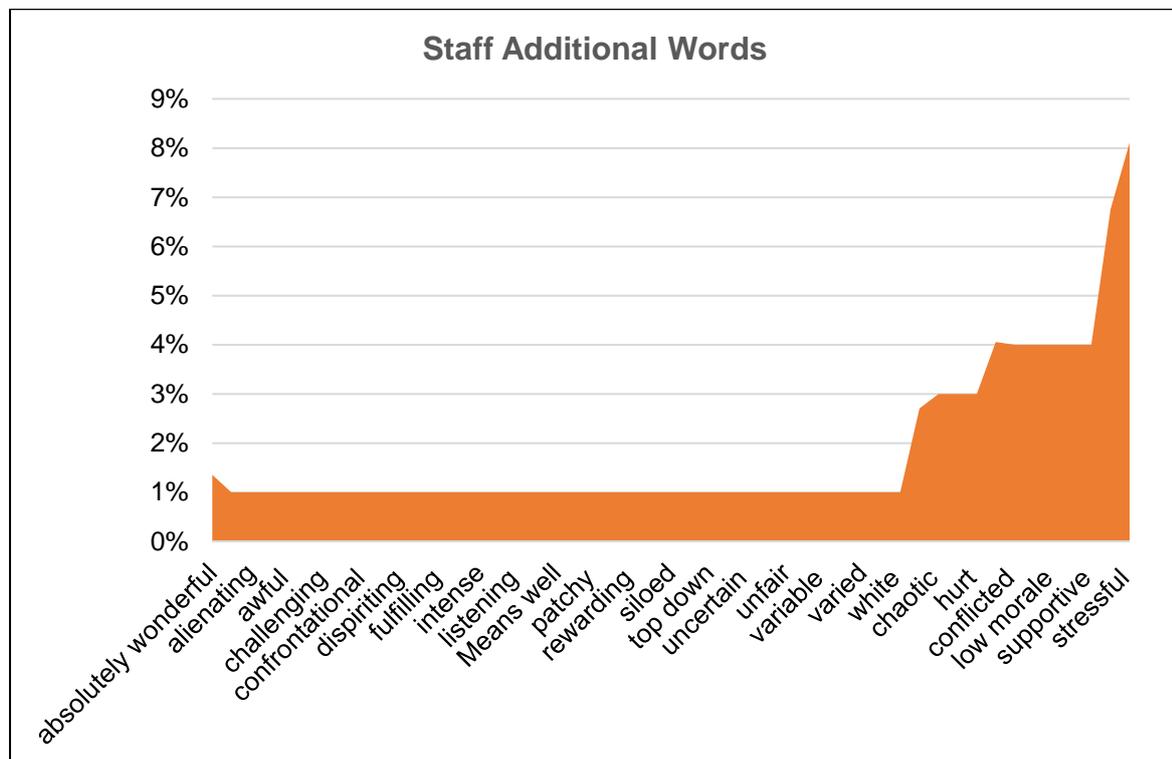
Staff acknowledged that the majority of their colleagues would wish to adhere to the School's values but there was a gap (as with Q19) in what was written and what happened day to day. Some staff asked if the values applied to the Board of Governors. Generally, staff felt that values could be brought to life more – what do they mean to their daily work?

**Question 22: “From the words below, how would you describe the School as a place to work? (choose all applicable).”**

Just under half the respondents indicated they found Central welcoming with 40% feeling supported. The responses for ‘inclusive’ and ‘happy’ were somewhat lower at 31% and 27% respectively.



Staff added words to the ones which were given in the survey.



**Question 23: “I would recommend the School as an inclusive place to work.”**

Staff experience of inclusivity varied depending on what role they had and what part of the School they worked in. Overall staff felt that the majority of people wanted to be inclusive and were striving to be so. There was a wish to see more structured work for equality (generally). Some staff who had worked elsewhere were surprised at the lack of training or monitoring of data at Central. The matter of senior leadership for equality matters was mentioned again, as was the issue of the gap between policies/procedures and the lived experience. A theme was for there to be checks on what was happening and there was a thought this should sit with HR.

**Question 24: “Please use the space below to make any suggestions relating to equality, diversity and inclusion in relation to any of the questions above.”**

Staff had a range of suggestions that they wished to be considered. The most frequent ones were:

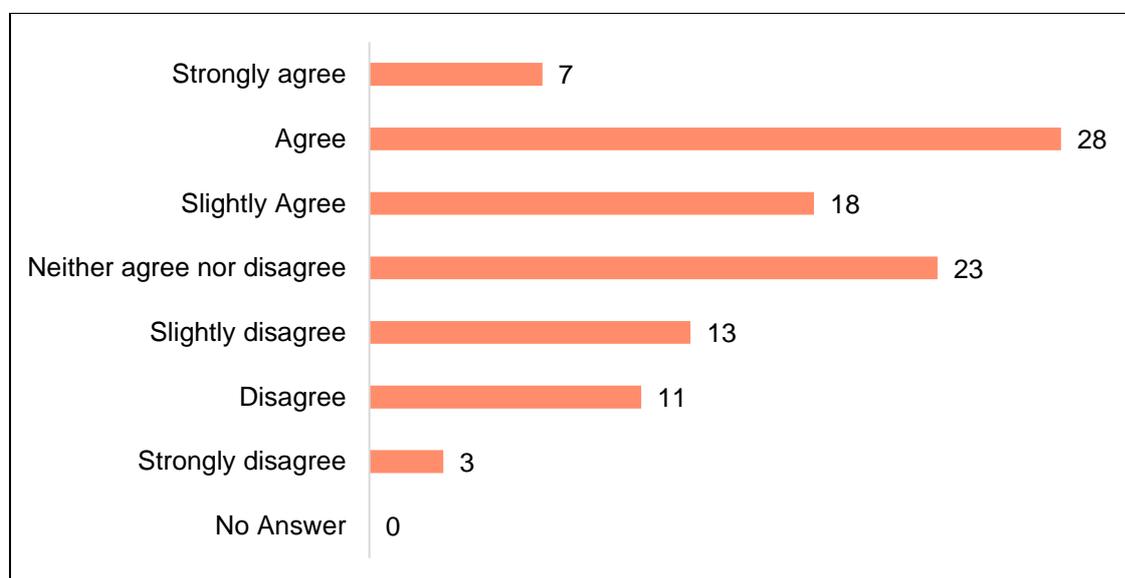
- For all equality to be looked at, to include class/social group
- Leadership and championing of equality from the top,
- More training and more reporting,
- HR having a more active role in equality matters,
- Investment in change,
- Line management training in equality but also in line management and leadership skills, and
- A proactive rather than perceived reactive approach to equality matters.

Additional student survey questions (not included in the combined analysis) and student focus group feedback

Feedback from the survey and focus groups has been incorporated for anonymity.

**Question 8: “Reflecting back on when I was applying for the School, I found the marketing & promotion materials to be ethnically/racially diverse.”**

Students reported that there was a diversity in the official materials i.e. School website and prospectus. Some indicated that they were then surprised at open days and auditions to see less diversity and would have welcomed information on the diversity rates within the School.



**Question 9: “I feel part of my course”.**

Experiences varied, with students citing their friendship groups as the main source of feeling included. Both BAME students and White students commented on the low levels of BAME students. Some BAME students stated they felt uncomfortable. A few students reported an undertone of (social) class and that racial comments had been made.

**Question 10: “I find the students cohort on my programme to be ethnically/racially diverse”.**

Students reporting the lack of diversity and remarked on how this had changed from open days/auditions. A number of students indicated that diversity came from international rather than UK students. This was mentioned by both UK and international students. International students commented on the lack of support for them to understand UK life and cultures and the wish for more support. They felt

strongly that this was lacking. This theme also came through from the international students who attended focus groups.

**Question 11: “The permanent academic staff on my programme and those who support me in my studies are ethnically/racially diverse”.**

Students were mainly complimentary about the staff they engaged with whilst noting the lack of diversity in the academic community. A few commented that the IT department was the most diverse team within the School. A number of students indicated they had been taught by all White staff members. There was a wish from students for more staff diversity.

**Question 12: “There is a range of ethnic/racially diverse role models in the School”.**

Students reported a lack of role models with these being sourced from outside in terms of more diversity in visiting lecturers and practitioners. There was the wish to see more celebration of BAME staff and alumni. The students recognised the race equality challenges within the industry and the frustration with the slow pace of change.

**Question 13: “The School has a positive impact on the communities it interacts with.”**

There was a variance in the knowledge of students around the work being done in the community. Students’ perceptions were that interactions with the community were done via productions which they associated as predominately White and middle-class communities.

**Question 14: “I have a clear understanding about the expected standards of behaviour in the School and on my course”, and Question 15: “I believe that I am treated fairly by my peer group and other students, irrelevant of my ethnicity/race.”**

Students who responded believed they understood the standard of behaviour and that they displayed these personally.

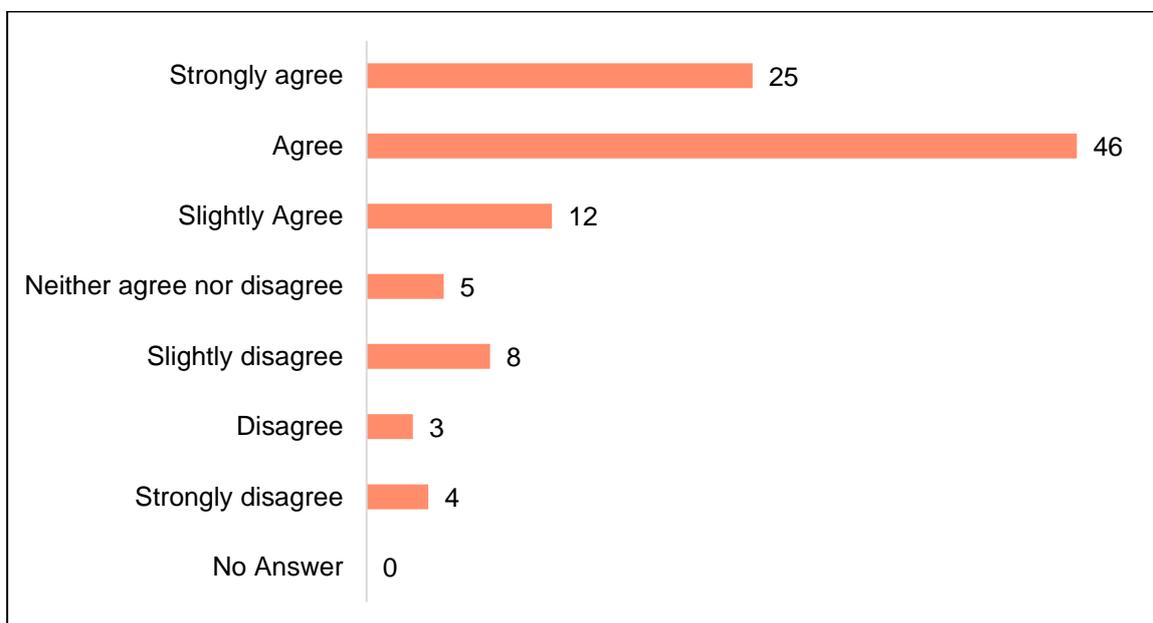
Students highlighted how it is acceptable to talk about disability – for example having conversations in the class on Dyslexia. They questioned whether this approach to disability discussions could be used for the other protected characteristics.

A number of students reported micro-aggression, accidental racism and deliberately racist comments. There were reports from students who had experienced these behaviours and also those who had witnessed them. A few students alleged that inappropriate comments had been made in front of staff members who had failed to act on these.

Some students have served on committees and were surprised that equality and diversity was not made more of in committee work, i.e. tackling issues of equality relevant to that committee.

**Question 16: “The staff who support my learning treat everyone fairly.”**

Students’ experiences of staff were positive, and they indicated that individual staff members were fair. There were a few specific examples of staff behaviour (outside of Dear White Central) which students felt was biased.



**Question 17: “There is zero tolerance of any discriminatory behaviours.”**

Most of the comments here related to Dear White Central.

**Question 18: “I know what routes/procedures there are to report any race-related incident.”**

The majority of students who commented indicated that the process was unclear and cumbersome. Some also asked for an informal route so that conflict resolution could take place in a productive way, rather than having to immediately go into a formal process.

**Question 19: “If I reported a race-related incident to the School, appropriate action would have been taken.”**

There were mixed responses to this with an almost equal number of students perceiving that no action would be taken versus those who strongly believed something would be done.

**Question 20: “The ethnic/racial diversity of the texts, theories and practitioners covered on my course adds to my sense of belonging.”**

There were some modules and individuals which students cited as being inclusive and diverse. Most of the comments asked for diversity to be improved in courses and for that not to be limited to ethnicity/race but also to gender diversity. Students complimented the quality of the skills-set taught at Central, however this was offset by the perception of limited parts/roles for BAME students and some practical lessons (e.g. hair and makeup) having limited scope for BAME practices.

**Question 21: “Opportunities i.e. for profile-raising activities, are allocated in a transparent and equal way.”**

Students had a varied understanding of what this question meant. There was a wish for there to be a common source for finding information on opportunities, as there seemed to be a variety of ways of these being communicated which meant students may not hear about them until it was too late to participate.

**Question 22: “I know the values of the School”, and Question 23: “I agree with the values of the School.**

The students saw a disconnect between the published and promoted values and their lived experiences. Dear White Central featured in a number of the comments.

**Question 23: “I would recommend Central to a prospective student”.**

Students were generally positive about their experiences and would recommend Central. BAME students indicated that they would want to contextualise any recommendation to a prospective BAME student, by indicating that they would inform them of the lack of diversity in the student and staff body, and in learning materials.

## Appendix 5 – Race Equality Development Programme

### Suggestions and Recommendations

These relate to the Race Equality Development Programme document (RACE Equality Development Programme v9 Oct 18) and points in the table below refer to the reference points in that document.

#### Overarching Comments

- It is unclear what the life of the plan is i.e. the duration and how this aligns with Central's Statements on Equality document.
- The plan doesn't appear to be published on Central's internal web pages for staff/students to be able to refer to it.
- It isn't clear how the actions on the plan have been defined from the qualitative data i.e. what informed the actions and what priority they take.
- There are activities relating to race equality taking place which sit outside the plan – this could be perceived as a fragmented approach.
- Some of the aims/actions are general good practice rather than specific to race equality. For example, increasing student representation on APPI is good practice for student engagement. How this impacts on race equality is unclear. Are there key student representatives who should, like staff in key roles, be members of the committee e.g. the BAME student representative?
- Is such a large committee with two weighty remits of widening participation, access and equality, diversity and inclusion able to be effective?

#### Points within the Race Equality Development Programme

##### Point 2

It is positive that student inductions have been launched in 09/18 and that this is a collaborative initiative with the Students' Union. It is also positive that a new support Student Advisor process has been put in place to enable students to raise concerns in relation to equality and diversity and sexual harassment. It would be constructive to see how these initiatives are to be assessed and reported on in future. Things to consider are:

- a) Will student engagement rates with induction remain high? And what is the aim? (E.g. that 90% of all new students complete the induction each year irrelevant of study stage.)
- b) What analysis will be carried out to assess the effectiveness of the Student Advisor support process and how will this be measured?

##### Point 3

We would recommend that this point is more specific to race equality rather than its current focus which is the student experience as a whole. Given the information collected through this review there is now baseline data on student experiences that could be provide a more focused approach in the future.

**Point 4**

We applaud the inclusion of an equality and diversity question as part of the annual monitoring form. We would however caution that monitoring such information can become a tick box exercise with limited positive impact. We would recommend that APPI reflects on why it wishes this information to be collected, how it will be used, who it will be reported to and what will be done as a result. Are those completing the question clear on why they are being asked and what they are being held accountable for?

**Point 5**

The current admissions targets seem to be in line with sector benchmarks and they have been set to incrementally increase until 2020. The target applies to the whole undergraduate student cohort. By looking at programmes, variances can be seen in BAME inclusivity. By focusing recruitment and admissions efforts of those programmes which are further away from the target, whilst continuing to support those meeting or exceeding the target further, gains can be made. A blanket approach to target setting does not result in the same impact.

**Point 6**

It is positive that the curriculum had been reviewed for diversity inclusion. It is unclear what engagement there has been with the Student Union and/or the wider BAME student population on this or what/when the aim is.

**Point 7**

It is agreed that the Governors have a key role in supporting and promoting race equality. How this translates in actions and how this work is communicated and measured could be clearer.

**Point 8 and 9**

Having a statement on your commitment to diversity and inclusion is important. How this statement is viewed by others i.e. through their lived experience provides a measure to how effective it is. It is also important for APPI to understand how this statement is interwoven with its work. What does the statement mean, why it is important, how does it meet the overall aims and values of Central, how do you keep it fresh in people's minds and within their day to day work, how will you go about achieving your aims? When will you do this by and how will you report on progress?

**Point 10**

The monthly newsletter circulated to staff and students regarding outreach and information from APPI is positive. Once this has been in place for a year it would be useful to reflect on the balance of its contents, i.e. is there a range or is one subject dominating?

**Point 11, 12 and 13**

The investment and engagement in Unconscious Bias training is helpful. We would caution that training is insufficient by itself – it is a positive starting point for recognition of bias and change. Addressing embedded bias within systems and structures to bring about meaningful change is needed. Now that the senior team and 41% of staff have completed the training, what are the collective reflections on what needs to change? How can these be captured and progressed?

**Point 14**

Having time during appraisal to reflect on equality, diversity and inclusion institutional objectives and how they apply to an individual staff member can support embedding this culture. This often needs support during implementation so both appraisers and appraisees can understand what is required of them. The Appraisal Scheme Handbook 2018/19 has not yet been updated to reflect this change and therefore there is an opportunity to do so in the next revision (last updated June 2018). Information from the surveys can inform discussions going forward i.e. those areas which have been identified as having scope for improvement.

**Point 16**

The investment in staffing resources to progress Inclusion and Diversity will support the progress. It may be prudent to pause on the shape and nature of this role until the end of this review to reflect on which of the recommendations will be taken forward.

**Point 17, 18 and 19**

Improvements have been made to the staff recruitment and selection process. Analysis of the impact of these changes would be positive i.e. is there an increase in the diversity of applications received, short-listed applicants and appointees? Has consideration been given to ensuring that interview panels and shortlists for any post are diverse i.e. no all White and male?

## Appendix 6 – Data Collection and Analysis

Communicating what data is being collected and analysed, and why, increases engagement. An example data statement is: APPI uses a variety of quantitative data sources as an evidence base. These data sources help inform the work, actions and activities to assess any barriers to race equality where found to address these. Analysis of data is used to find trends, measure progress and demonstrate the impact (positive or negative) of race equality actions.

There are two initial data sources which are automatically thought of for race equality data collection; staff and student data. There are a number of supplementary data sources which can be gathered to bring greater depth.

In gathering data, it is key to set out who is responsible for the data collection, when it is reported, what format the data is needed in, whether the collection of data includes the analysis of trends, how the data will be assessed for progress (e.g. use of benchmarks where they exist) and how the data and any subsequent actions will be taken forward.

It is recommended that this data is collected and analysed annually. For the Board of Governors and Academic Board to understand the context and nuances of the data it is suggested that representatives of each body attend APPI for the meeting(s) where data is discussed. For student data, discussing data in January/February for that academic year allows time for changes to be made or actions to be implemented before the admissions process for the next academic year. For staff data September/October is the recommended timing to discuss data from the previous academic year.

For all data it is recommended that data is presented over a 5-year period (where available) to show the impact of actions.

We would recommend the following measures are taking with regard to gathering and analysing Student Data:

1. Numbers of undergraduate students by ethnicity/race by applications, offers, acceptance rates, and degree attainment.  
To be presented in programme themes rather than all of the programmes/cohort together.  
Data to be cut by UK and non-UK students.  
Analysis to include links with Outreach and Marketing e.g. are there higher levels of BAME UK engagement in certain programmes due to Outreach work or vice versa. Similarly with marketing – how does targeted marketing/recruitment events affect admissions and acceptance rates?
2. Numbers of postgraduate taught students by ethnicity/race by applications, offers, acceptance rates, and degree attainment.  
Data to be cut by UK and non-UK students.

To again be done in programme themes rather than all cohort together.

Data to be cut by UK and non-UK domiciled students.

3. Numbers of postgraduate research students by ethnicity/race by applications, offers, acceptance rates, and completion rates.

Data to be cut by UK and non-UK students.

Data to be linked to research groups to identify any trends.

Similarly, data to be shown by fee-paying students and self-funding (if applicable) e.g. international bursary PhD students.

4. Student induction participation rates by ethnicity/race.
5. Student equality and diversity/ Unconscious Bias training participation rates by ethnicity/race.
6. Student participation in Outreach activities by ethnicity/race.
7. Student prizes and awards by ethnicity/race
8. Student ambassadors by ethnicity/race
9. Notable graduates by ethnicity/race

#### **Staff data**

1. Staff (academic, research, professional services and hourly paid) by ethnicity/race by grade.
2. Staff (academic, research, professional services and hourly paid) by ethnicity/race by open ended and fixed term contracts.
3. Staff (academic, research and hourly paid) by contract function ethnicity/race i.e. Teaching and Research, Teaching, Research.
4. Recruitment data: Staff (academic, research, professional services and hourly paid) by ethnicity/race by vacancy title showing applications, shortlisting, interview and job offer.
5. Promotion data: Staff (academic and research) by ethnicity/race by applications and success rates by showing what level the staff member was applying to and from e.g. from Lecturer to Senior Lecturer.
6. Staff induction participation rates by ethnicity/race.
7. Staff appraisal participation rates by ethnicity/race.
10. Staff Equality and Diversity/Unconscious Bias training participation rates by ethnicity/race.
11. Staff committee membership by ethnicity/race.
12. Board of Governors, Executive Management Team and Academic Board by ethnicity/race.
13. Research grant applications and awards by ethnicity/race.

#### **Benchmarks and goals**

It is recognised that in the past Central has carried out bespoke benchmarking analysis against a defined comparator group. However, this has not been consistently carried out (i.e. done periodically) and gaining access to such data is time consuming and resource-heavy, especially with the changes to HESA services.

By using readily available data, progress can be more routinely and recurrently assessed.

It is suggested that Central uses the data published by Advance HE for benchmarking; Equality and Higher Education Staff Statistical Report and the Equality and Higher Education Student Statistical Report, both of which are updated annually.

For students it is recommended that Central compares itself to ARTS category (creative arts, design) as a subject comparison looking to match or exceed this figure. A stretch target could also be added i.e. to aim to reach the non-SET figure – which is a much higher inclusion rate. Student data is available for UK students only. For student benchmarking it is important to look at this within the programme themes.

We understand that a research project, to be funded by the School through the Research Office, will gather evidence through an online questionnaire and focus groups with BAME undergraduate and MA students, and former students, on the obstacles to PhD study within this group of students. The report, based on the evidence collected, will be written on ‘obstacles and pathways to PhD study for BAME students’ and will hopefully make recommendations to the School, specifically around positive action initiatives as guided by the Equality Challenge Unit and based on the Equality Act of 2010. It is important that such initiatives are carried out in a joined up and recurrent way to measure process.

For academic staff this would be the PERF category (music, dance, drama, performing arts) as well as the staff non-SET figure. There are no subject area-specific benchmarks for Professional Services staff. Staff data is available as a combined UK/non-UK data figure.

For some activities benchmarking data is not available and in those cases goal-setting can be helpful to measure progress. For example, “95% of all staff and students to have completed Unconscious Bias training by 2020”.

In addition to the recommended measures to gathering and analysing staff and student data we would also recommend the following data is gathered and analysed:

1. Presidents, Honorary Fellows/PhDs; nominations and awards by ethnicity/race.
2. Invited speakers by ethnicity/race.
3. Prospective students can view the staff on each programme and alongside that there is information regarding Notable Graduates. Are these monitored/reviewed for inclusion and do they celebrate the diversity of your alumni?
4. Participants of Outreach activities (i.e. school pupils) by ethnicity/race.

## Appendix 7 – Suggested Website Format

E q u a l i t y , D i v e r s i t y a n d I n c l u s i v i t y	Introduction	From the Chair of Board of Governors/President or Principal
	Roles and Responsibilities	Board of Governors Academic Board Executive Management Team APPI summary Line Manager Individuals: Staff and Student Link to student union
	APPI	Minutes Membership How to get involved Action plan
	Inclusivity Calendar	Information on Events
	Inclusivity Toolbox	Training Values and Behaviours Equality Assessments Leading an Inclusive Team Good Practice Guides Policies and Procedures Equality Act 2010 Equality Data Networks and Groups Case studies and role models Research on equality at Central
	Race Equality Gender Equality LGBTQ+ Equality Disability Equality	Information specific to race equality Information specific to gender equality Information specific to LGBTQ+ equality Information specific to disability equality
	Support and report	Feedback form Contacts for support for staff and students Reporting procedures and resolution routes