

DIVERSITY, EQUITY, INCLUSION AND BELONGING SCHEME 2020-2024

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The Royal Academy of Music moves music forward by inspiring successive generations of musicians to connect, collaborate and create.
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**UNIVERSITY
OF LONDON**

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INTRODUCTION

The Royal Academy of Music aims to provide an inclusive environment where we support and welcome students, staff and visitors from all backgrounds. As Britain's oldest conservatoire, we are inspired by the past but committed to shaping contemporary musical life with discernment and open-mindedness.

Our goal is for our staff and students to reflect the diversity of the national and international musical communities with whom we interact, and to be a place where people are free to be part of our community, deliver, enjoy and achieve musical excellence regardless of their identity or background.

The Academy's Diversity, Equity, Inclusion and Belonging Scheme and its Action Plan set out the Academy's priorities and the framework of equality, diversity and inclusion under which we operate. The Diversity, Equity, Inclusion and Belonging Scheme is the over-arching document which states our themes, principles and approach to our equality, diversity and inclusion objectives. The Action Plan sets out our specific and measurable targets to deliver these objectives. These documents are owned, approved, and monitored by the Academy's Diversity, Equity, Inclusion and Belonging.

To request a copy of either the Diversity, Equity, Inclusion and Belonging Scheme or Action Plan in an alternative format such as large print, please email equality@ram.ac.uk.

1. POLICY STATEMENT

- 1.1 The Royal Academy of Music aims to promote Diversity, Equity, Inclusion and Belonging in all its activities, and to prevent unlawful discrimination. We are committed to creating and maintaining inclusive learning and working environments in which all members of our community are treated fairly, where diversity is valued, and unlawful discrimination challenged. The Academy recognises that a diverse community of staff, students and visitors brings artistic, educational, social and organisational benefits.
- 1.2 We are committed to taking steps towards promoting and advancing equality of opportunity. This involves removing or minimising disadvantage, adopting an inclusive approach and encouraging all stakeholders to fully participate in life at the Academy. In practice, this includes identifying and removing barriers to studying or working with us; and encouraging all students and staff to achieve their potential in study, performance and work within the Academy. We are committed to attracting a more diverse range of students and staff.
- 1.3 The Academy's Diversity, Equity, Inclusion and Belonging materials are applicable to all staff, students and visitors. We are all responsible for understanding, observing and implementing the principles detailed in these materials. Students and staff are encouraged to share their views on any of these materials and to make any suggestions for their enhancement.
- 1.4 The Academy's Diversity, Equity, Inclusion and Belonging Committee is responsible, with oversight from the Senior Management Team and the Governing Body, for the effective implementation of the Diversity, Equity, Inclusion and Belonging Scheme and Action Plan.

- 1.5 The success of the Diversity, Equity, Inclusion and Belonging Scheme depends on effective leadership, management and collaboration at all levels of the Academy (see Appendix 3).
- 1.6 The Academy publishes a specific and detailed **Equality, Diversity and Inclusion Policy** (see Appendix 2), to which all staff, students and visitors are required to adhere.

2. STRATEGIC AIMS

Operating within the wider context of the Academy's Strategic Plan 2019 – 2024, the strategic aims of the Diversity, Equity, Inclusion and Belonging scheme are:

1. To make continual progress in reducing inequality, promoting equity and inclusion, and increasing awareness of diversity.
2. To eliminate adverse impact of any of our activities, functions and policies on the protected characteristics of students and staff as specified by the Equality Act.
3. To embed the principles of Diversity, Equity, Inclusion and Belonging in all aspects of widening participation and support student recruitment activity from underrepresented groups as set out in our Access and Participation Plan.
4. To promote and celebrate diversity in the work of the DEIB Committee, in our student population, our staff population, our educational delivery, our events, audiences and artists.
5. To increase our awareness of the challenges to student success, progression and attainment for certain groups.
6. To engage and enhance our Diversity, Equity, Inclusion and Belonging work with key external organisations such as the Office for Students and the Quality Assurance Agency.

Diversity, Equity, Inclusion and Belonging Committee and those responsible for the Strategic Aims above will:

- Raise awareness of this Scheme amongst staff, students and the public, ensuring published information is easily accessible.
- Set out specific objectives in an accompanying **Action Plan** (see Appendix 1) which will be monitored by the Diversity, Equity, Inclusion and Belonging Committee and updated regularly.
- Keep the Diversity, Equity, Inclusion and Belonging Scheme under regular review so that it fully reflects the Academy's most up to date priorities and challenges.
- Ensure that institutional responsibilities in respect of the Diversity, Equity, Inclusion and Belonging Scheme are identified and fulfilled (see **List of Institutional Responsibilities**, Appendix 3).

We welcome the contribution of all stakeholders in achieving these aims.

3. THE EQUALITY ACT 2010

The Equality Act 2010 exists to protect people from unlawful discrimination, harassment and victimisation. It requires public bodies, such as the Academy, to consider how their decisions and policies impact on the protected characteristics of all individuals. The public body is also required to evidence how this is being achieved.

The protected characteristics are: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.

A key measure in the Equality Act 2010 is the **Equality Duty**.

The Equality Duty requires the Academy to have due regard to the need to

- a) Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Act.
- b) Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- c) Foster good relations between people who share a protected characteristic and people who do not share it.

The Academy is required to publish relevant, proportionate information demonstrating compliance with the Equality Duty and to set specific, reasonable equality objectives. The Academy fulfils this requirement through publishing the Diversity, Equity, Inclusion and Belonging Scheme, together with the Equality Action Plan, and by conducting, monitoring and collating results of Equality Impact Assessments.

4. THE ACADEMY CONTEXT

- 4.1 The Academy's mission is to preserve and enrich international musical culture through the training and education of the most talented musicians to the highest standards.
- 4.2 The Academy has a long history and an international reputation as a conservatoire of the highest standard which attracts students from over 52 countries via a competitive audition process. Musical ability and potential are the key criteria for admission as a student. Additionally, teaching staff usually have an international performing profile and reputation.
- 4.3 Like all conservatoires in the UK, our programmes are only accessible to applicants who have already achieved a very high standard in their instrumental discipline or show clear promise of doing so. This means that most applicants who have not had the advantage of having high-quality individual tuition over a period of many years prior to application are disadvantaged. Nevertheless, the Academy remains committed to access and participation both in our programmes of study, and for the purposes of raising aspiration and introducing music to young people. The latter being achieved through our Open Academy and Junior Academy departments.
- 4.4 Statutory responsibility for the implementation of the Equality, Diversity and Inclusion Scheme lies with the Governing Body of the Academy. The Principal is accountable to the Governing Body in terms of ensuring the development, maintenance and review of the Scheme in accordance with legislative requirements.
- 4.5 The Academy is committed to carrying out Equality Impact Assessments of all relevant policies, procedures and practices. Equality Impact Assessments are a useful tool in order to refine policy, procedure or practice, where required. Further detail is provided in Section 5: Equality Impact Assessment (EIA).

- 4.6 Policies, procedures and good practice guidelines in relation to the recruitment and admissions of staff and students are regularly reviewed to ensure that they are inclusive, fair, provide clear guidance and promote equality best practice.

5. EQUALITY IMPACT ASSESSMENT (EIA)

- 5.1 The Academy assesses its policies, procedures and strategic plans for potential impact on equality. This enables us to identify potential issues and address them in a strategic way and to support and promote good practice throughout the institution. Assessments are conducted within the context of an institution that strives to promote inclusivity for the benefit of all students, staff, visiting artists and visiting members of the public by enhancing their educational, cultural and personal experience of the Academy.
- 5.2 An EIA screening determines whether a policy or procedure is likely to have an adverse impact and/or direct or indirect discrimination on the protected characteristics of individuals. The screening also considers whether there is opportunity for further promotion of equality and inclusivity. If significant adverse impact or equality issues are highlighted, a full EIA will be undertaken. A full EIA is a more substantial exercise involving a detailed analysis of the activity including discussion with a range of stakeholders. The Academy's EIA process is detailed in separate policy documents which ensure a consistent and effective approach to assessments.
- 5.3 The EIA process includes the consideration of monitoring data collected on the recruitment and career progression of staff and on admission and progression of students. Monitoring of such data may highlight any potential adverse, or differential impact, on the protected characteristics of individuals with respect to recruitment, retention, admission and progression. EIAs seek to identify reasons for such impact and to propose and implement solutions as necessary. Data is also gathered via consultation with staff and students, including focus groups, and links provided on the Equality and Diversity area of the Academy's intranet (AIR).
- 5.4 Key staff at the Academy receive training and support to enable them to undertake effective EIAs in relation to their work and associated policies, strategic plans and related projects and developments.
- 5.5 EIAs, and associated action plans, are received by the Equality, Diversity and Inclusivity Committee and are reported annually to the Governing Body.
- 5.6 The core functions of the Academy are designed to meet the priorities determined by the Academy's Strategic Plan, Governing Body, the Office for Students and educational needs of the communities it serves. These core functions are as follows:
- Student Recruitment/Admissions
 - Student Services & Support
 - Access and Participation
 - Learning and Teaching

- Finance and Procurement
- Human Resources
- Estates and Environment
- Research as related to the Research Excellence Framework (REF)
- Corporate Communications
- Museum and Collection
- Information Technology

5.7 The Academy also aims to ensure that partnerships and collaborations with external organisations are established, and function, with due consideration to the Academy's Diversity, Equity, Inclusion and Belonging Scheme. We are committed to undertaking associated EIAs where necessary.

6. CONSULTATION AND MONITORING

- 6.1 Monitoring is a key factor in helping us to identify trends, determine our priorities and measure progress. We therefore gather and analyse relevant information on an annual basis. Our Diversity, Equity, Inclusion and Belonging Report for the previous Academy year is available on the Equality area of our website.
- 6.2 The Diversity, Equity, Inclusion and Belonging Report is commissioned, scrutinised and approved annually by the Diversity, Equity, Inclusion and Belonging Committee to inform the development of the Equality Action Plan.
- 6.3 The data for this report is drawn from the HESA staff and student data, our internal data sources and additional contextual information from the Office for Students.
- 6.4 Since the implementation of the Equality Act 2010 we have been collecting data in relation to protected characteristics. We have recently begun collecting such data in respect of Religion or Belief, Sexual Orientation and Gender Reassignment, and aim to develop a more complete set of data within the period of this Scheme, to include:

For Students:

- Overall student profiles
- Retention rates
- Achievement & progression rates
- Disciplinary action
- Applications & admissions
- Complaints, including harassment

For Employees:

- Staff profiles by grade
- Type of contract (permanent, temporary)
- Disciplinary/ capability proceedings

- Staff recruitment
- Salary review/ regrades
- Grievances and harassment
- Family leave/ Flexible working arrangements

Further details of our equality consultation and monitoring are specified in the Equality Action Plan.

7. STAFF AND STUDENT ACCESS TO DIVERSITY, EQUITY, INCLUSION AND BELONGING INFORMATION

- 7.1 The Diversity, Equity, Inclusion and Belonging Scheme and Action Plan is published on the Academy's website, intranet and can be produced in paper format via a request made to the Human Resources Team.
- 7.2 Summaries of the Academy's Diversity, Equity, Inclusion and Belonging policies are included in materials provided to new staff and students, such as the 'Introduction to the Academy' staff document, the Staff Handbook, and the Student Programme Handbooks.
- 7.3 The minutes of the Diversity, Equity, Inclusion and Belonging Committee are published on the Academy's intranet for review by staff and students.

8. LEARNING AND TEACHING

Diversity, Equity, Inclusion and Belonging promotion is embedded in the Academy's Learning and Teaching through:

- 8.1 Reviewing, through the programme modification process, annual monitoring and periodic Programme Reviews, the overall breadth and scope of our curriculum, and addressing any significant issues affecting protected characteristics.
- 8.2 Developing the equality, diversity and inclusion dimension of teaching and learning strategies, and disseminating emerging good practice amongst our staff.
- 8.3 Addressing equality, diversity and inclusion issues and training needs via staff development opportunities.

9. ACCESS AND PARTICIPATION

9.1 Overview

We are strongly committed to access and participation, as detailed in our Access and Participation Plan 2022-2025. Although our admissions procedures are highly competitive, at undergraduate level we audition every candidate who applies, without exception. Offer-making decisions are undertaken by experienced and suitably trained professionals who understand and are invested in our institutional strategy regarding access and participation.

As a joint proprietor of the Associated Board of the Royal Schools of Music (ABRSM), the Academy is both strategically and financially committed to providing bursaries at both junior and senior levels, as well as co-contributing to regional schemes to identify and support young musicians from under-represented areas.

The Academy has a demonstrable commitment to outreach with a view to fostering greater diversity in its student population. There is further work to be done to put mechanisms in place in order to ensure that we are using our higher fee income in ways that can demonstrate an impact. Allowing for the length of time it generally takes to train the average musician to the level required for conservatoire study, it is likely that the impact from early intervention activities will only come to fruition some years later.

In 2020, the Academy recruited an Access and Participation Manager and set up an Access and Participation Committee to monitor its activities in this area and chart progress in respect of the targets and objectives that we set out in our Access and Participation Plan.

9.2 Removing barriers to Higher Education

In order to remove as many barriers as possible to students accessing Higher Education, we offer audition fee waivers to candidates from low-income backgrounds, and needs-based bursaries to eligible offer holders following a means testing process.

We also have in place an Accreditation of Prior Learning (APL) process to enable the admission of students in cases where they have not met the standard matriculation requirements.

9.3 Junior Academy

On Saturdays during term time, over 500 students receive high-quality tuition across the variety of programmes under the Junior Academy umbrella, including First String Experience, First Guitar Experience, Primary Academy, Junior Jazz and Junior Academy. Junior Academy is committed to widening participation through its research work and the Chance to Play Scheme.

9.4 Open Academy

Open Academy provides opportunities for our students to participate in a wide range of learning and participation which promote hands-on musical opportunities for young people and those from other under-represented target groups. The quantity of work in Open Academy is very high for a small institution. Projects are delivered within the Academy and externally in collaboration with community and artistic partners. Collaborations include the Wigmore Hall, the Glyndebourne Opera and Spitalfields Music.

Open Academy's working relationship with Music Hubs in Camden, Haringey, the Tri-borough (Westminster, Kensington and Chelsea, and Hammersmith and Fulham) and Tower Hamlets includes projects that support and enrich the music education received by children and young people living in these areas.

Projects are also undertaken in hospital settings, such as Royal London Hospital and Chelsea and Westminster Hospital. These projects provide a great variety of hands-on musical experiences for a very diverse range of young people, and include interactive listening concerts, workshops, and engagement with Royal Academy Opera productions. Open Academy also provides valuable training and experience in project delivery for Academy students, many of whom will continue to participate in or lead Widening Participation projects as part of their professional portfolios.

9.5 Museum and Collections

The Royal Academy of Music Museum supports the work of the Academy and helps promote it to the wider public, highlighting the potential of music to inspire, unite and stimulate through performance, displays and research.

We actively promote the ethos that music is a vital part of life. The Museum leads or is involved with other Academy departments in learning and education, community participation and engagement, and numerous activities to engage targeted and diverse audiences.

The strategic aims of the museum are:

- To increase awareness, understanding and enjoyment of our collection of musical instruments, art, photographs, scores, manuscripts and other objects in the galleries and the wider Academy, through lively and innovative displays, interpretation, outreach and programming.
- To support the culture of musical research and practice in the Academy and beyond, through displays, events, collaboration and access to the collections.
- To provide access to the collections and information about them, for users within the Academy and the wider public, using digital means as well as traditional methods.
- To enable active use of the collections today whilst responsibly preserving them for tomorrow.

10. SUPPORTING THE WELFARE OF STUDENTS

10.1 The Academy values its diverse community of students, and this mix of identities and cultures contributes to the vibrancy of the institution and the sharing of artistic experiences.

10.2 In addition to a comprehensive enrolment week programme for all students, a 3-week language programme is provided for all students for whom English is not their first language, before term starts in September and throughout their studies.

10.3 International Students' House (www.ish.org.uk) is located near the Academy and offers accommodation to international students during the academic year as well as short-stay accommodation. There are single rooms available in University of London accommodation (including women-only options) and several flats are leased by the Academy, specifically for first-year undergraduate or postgraduate students.

- 10.4 There are a range of services in place for providing support to students, including Heads of Year and Programme Tutors, Counsellors, a Disability Advisor and Additional Support Tutor. Awareness of Student Support Services is raised within the student induction programme. Self-help leaflets and referral information on particular issues can also be accessed online or from outside the counselling office.

The Academy offers a range of support for students who have disabilities and specific learning difficulties. This includes making reasonable adjustments to exam and assessment arrangements and offering specialist tuition, so that students can participate fully in the life of the Academy. Further information is provided via the disability statement on our website at <https://www.ram.ac.uk/student-life/wellbeing-support/access-and-disability> A Personal Learning Plan (PLP) scheme has been developed to coordinate and document additional arrangements required in response to disability or specific learning difficulty.

The Head of Year is a primary contact point for students and a key person in supporting and advising them in academic and pastoral matters. Their role includes instigating a team of people across the institution and facilitating cross-institutional communication between students, teachers, Heads of Department, as well as support and administrative staff, to ensure the best learning experience for each individual. The Head of Year can act on a student's behalf in a monitoring and supporting capacity when needed.

The Head of Year works with each student in their cohort to create the very best learning experience for the individual as they progress through the Programme, offering academic and pastoral guidance and support. Through dialogue with student, teacher and support staff, the Head of Year is able to understand how the unique ecology of a student can produce the very best outcomes. Through one-to-one tutorials, the Head of Year advises students on a range of matters including academic progression routes, institutional regulations and protocols and artistic development outside the Academy.

- 10.5 Once enrolled, students are automatically members of the Students' Union, unless they opt out. As well as welfare services and international representation, it runs a variety of societies and social activities, and contributes to the Academy's governance via student representation on Academy committees.

11. HUMAN RESOURCES

- 11.1 The Academy's Diversity, Equity, Inclusion and Belonging Scheme and Action Plan forms a key strand of the Human Resources Strategy.
- 11.2 The Academy's Human Resources Policies and Procedures are kept under regular review to ensure equality, diversity and inclusion is promoted in our recruitment and staffing opportunities, including recruitment monitoring. We aim to include a member of the Human Resources Team on all recruitment panels to support a fair and consistent recruitment process. Our HR team offer briefings to all new recruitment panel members regarding equality and fair recruitment practice.

- 11.3 Training in the form of a briefing on the Equality, Diversity and Inclusion Policy is given to staff as part of induction, to ensure that the policy and its requirements are understood. The Academy also engages external training resources to deliver targeted training in this area for key staff.
- 11.4 The Academy's policies and procedures are published on the Academy's intranet. Equality policies are also available to the public on the Academy's external website. New and significantly revised Human Resources policies undergo Equality Impact Assessment.

12. PROCUREMENT

- 12.1 All contractors who provide services to the Academy are required to comply with our equality policies. We ensure that all service providers, contractors and partners are informed of our Equality, Diversity and Inclusion policy. The Academy checks the equality policies of third parties as part of the procurement process. During projects involving expenditure, consideration for equality is made, including Equality Impact Assessment as required.
- 12.2 Our procurement process ensures that equality considerations are incorporated into service specifications and key aspects of contract processes. These are detailed in the [Procurement Principles](#) document which is published on our website.

13. COMMUNICATIONS

- 13.1 We aim to incorporate Diversity, Equity, Inclusion and Belonging into our communications through:
- Seeking opportunities for the effective delivery and targeting of equality information and messages in external and internal communications.
 - Capitalising on reactive and proactive opportunities to promote positive stories about the Academy's equality, diversity and inclusion work to the public via the media.
 - Ensuring that Academy communications take account of equality issues, where relevant.
 - Monitoring coverage in our own publications and in the media, and to seek feedback in a way that enables us to review, learn from and improve performance.
 - Developing good practice guidance about integrating equality into corporate communications and marketing.
 - Ensuring the Academy's website meets AA accessibility guidelines and developing digital governance policies which support the ongoing development and maintenance of such.

14. REVIEW AND CONSULTATION

- 14.1 We have mechanisms in place to encourage and facilitate the involvement of a diverse range of people in developing the Diversity, Equity, Inclusion and Belonging Scheme, which we are developing to increase representation of the protected characteristics.
- 14.2 All consultation and review concerned with the Diversity, Equity, Inclusion and Belonging Scheme is overseen by the Diversity, Equity, Inclusion and Belonging Committee and encompasses:

- a) Reviewing the Scheme and monitoring the outcomes of the Action Plan: to ensure we are achieving our objectives, in consultation with a range of stakeholders.
- b) Consulting appropriately with our staff and students, as well as exploring the best way to consult with relevant external agencies: to help inform policy development and resource allocation.
- c) Ensuring that any feedback from the Senior Management Team, Governing Body and other committees is captured: to inform the ongoing development and implementation of policy.

15. ENQUIRIES, COMPLAINTS AND BREACHES OF POLICY

- 15.1 We welcome all queries and comments regarding the Diversity, Equity, Inclusion and Belonging Scheme and Action Plan. These should be referred to the Human Resources Manager, the DEIB Committee, the Principal and/or the Governing Body.
- 15.2 The Academy will determine if there is a need for the training of staff handling complaints to ensure that equality and fair treatment issues are considered. The Academy will also collect and undertake equality monitoring of complainants.
- 15.3 We have systems in place to respond to complaints of discrimination, harassment, or otherwise breaching of the Equality and Diversity Policy. These are covered in the Equality and Diversity Policy and the Dignity at Work Policy.
- 15.4 All reported complaints are taken seriously, investigated and managed in line with the applicable Academy policy, and where found, disciplinary proceedings will take effect up to and including dismissal from service, where gross misconduct is found.

16. EMBEDDED EQUALITY ARRANGEMENTS

Publication Arrangements

- Equality Information (Scheme, Action Plan, Policy and other information) is published in electronic format. A dedicated equality area is maintained on the website and intranet.
- Equality information and updates are publicised as required through all staff and student channels.
- The results of assessment and monitoring, including summary reports, are published on the website and intranet.

Equality Impact Assessment

- EIA is conducted in conjunction with EIA Sub-Committee as and when new or revised policies and procedures are produced.
- An ongoing programme of EIA training is provided for key staff.
- Consultation and Monitoring data is used to inform EIA.

Governance and Quality Assurance

- Equality issues continue to be built into the terms of reference of all Academy committees.
- The Equality, Diversity and Inclusion Committee meets at least twice per year to oversee the implementation of the Equality, Diversity and Inclusion Scheme and Action Plan
- The EDI Committee receives and scrutinises an annual Equality, Diversity and Inclusion report which is then sent to Governing Body and published on the website.

- Equality and Diversity is included as a standing item on the Standing Committee of Academic Board agenda.

Monitoring

The Academy currently monitors:

- Staff recruitment & retention.
- Student recruitment, retention, progression, attainment, learning support & achievement.
- Equal Pay review (every five years)
- Family leave & flexible working.
- Staff & student disciplinary, harassment & grievance cases by protected characteristics to identify key issues and themes. N.B. where numbers involved are very small, confidentiality issues are considered, and figures may be rounded.
- Staff leaver data.

The Academy also undertakes cross-referencing of equality data to look at intersections of characteristics.

Technology

- Systems are in place to ensure the ongoing upkeep of assistive technology installed at key sites (e.g. Inspirations, Text Help).
- ICT Service Desk staff assist with specialist assistive technology as required.
- ICT Service Desk assists users in connecting to and using their own devices while on Academy premises and when working remotely.
- The ICT Department individually consults with users regarding updates to the Intranet to maximise user-friendliness.

Staff Recruitment and Retention

- Recruitment and selection briefing sessions are delivered for new panel members.
- Applications are 'name blind' to ensure that shortlisting is carried out solely on the basis of the application.
- Procedures and systems have been established and are monitored as a result of our 'disability confident' status.
- An Equality and Diversity briefing is delivered to new starters as part of the new staff Induction.

Student Recruitment, Success and Progression

- All new students are informed about the various aspects of our student support framework.
- We offer audition fee waivers and a travel expense reimbursement scheme to remove economic barriers to applicants being able to attend their audition.
- We offer dedicated support to any candidates with additional needs who audition with us.
- Equality and diversity consideration is built into the formal processes of programme modification, annual monitoring and periodic programme review.
- We have a Personal Learning Plan (PLP) scheme in place to co-ordinate and document students' additional needs due to disability or specific learning difficulty. It is an agreement between the student and the Academy: referred to as 'reasonable adjustments', through which the student to accepts responsibility for making the most of the support offered.

APPENDIX 1 DIVERSITY, EQUITY, INCLUSION AND BELONGING ACTION PLAN 2022-24

The following actions are identified to support the delivery of the strategic aims set out in the Academy's Diversity, Equity, Inclusion and Belonging Scheme 2020-24. To support the completion of these actions, and following a review of EDI at the Academy, this action plan shall be valid for two academic years, until **June 2024**.

Strategic Aims:

1. To make continual progress in reducing inequality, promoting equality and inclusion, and increasing awareness of diversity.
2. To eliminate adverse impact of any of our activities, functions and policies on the protected characteristics of students and staff as specified by the Equality Act.
3. To embed the principles of Diversity, Equity, Inclusion and Belonging in all aspects of widening participation and support student recruitment activity from underrepresented groups as set out in our Access and Participation Plan.
4. To promote and celebrate diversity in the work of the DEIB Committee, in our student population, our staff population, our educational delivery, our events, audiences and visiting artists.
5. To increase our awareness of the challenges to student continuation, completion and progression for certain groups.
6. To engage and enhance our Diversity, Equity, Inclusion and Belonging work with key external organisations such as the Office for Students, and the Quality Assurance Agency

Organisational Culture

Action	Strategic Aim	Outcome	Status/ Timescale	Staff Lead
Openly discuss and identify areas for improvement in terms of data sets published in the annual report, via DEIB Committee.	1, 2, 3	Transparent dialogue and enhanced understanding of areas where progress is required and motivation to address them with positive action.	Ongoing	Chair of DEIB

Monitoring of completion of key DEIB relevant modules by staff via LearnUpon platform	1, 2	Demonstrable engagement and increased awareness of equality across the staff population.	Ongoing, with evidence of continuous progress expected.	Director of HR
Expansion of inclusive activities for both staff and students via the Staff Social Group and Student Union respectively.	1, 2, 4	Wider variety of events and activities attended by a wider variety of staff and students.	To be included in each year's DEIB Report.	Chair of DEIB and SU President
Regularly report DEIB developments and activities from different areas of the Academy to DEIB Committee.	1, 2, 4	Standing agenda item and continued evidence of activity captured in minutes for monitoring and audit purposes.	Ongoing, with evidence of continuous progress expected.	All DEIB members

Student access, continuation, completion and progression

Action	Strategic Aim	Outcome	Status/ Timescale	Staff Lead
Continued review of the prospectus from a DEIB perspective – focusing on language and imagery.	3	Communicating a positive equality message to prospective students	For the next edition of the prospectus	Comms team
Continue to review our admissions policy and cycle to ensure that DEIB is a fundamental consideration in planning and delivery	3, 4, 6	Continue to remove barriers to applicants from underrepresented groups from being able to audition, allow all candidates to be considered equally.	Next admissions cycle	Registry, SMT, Heads of Department, Heads of Programme
Monitor data to ensure that barriers to access, success and	3, 5	A progressively more diverse student population	Next admissions cycle	Access and Participation Committee, Registry, SMT

progression continue to be removed.				
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APPENDIX 2 LIST OF INSTITUTIONAL RESPONSIBILITIES: DIVERSITY, EQUITY, INCLUSION AND BELONGING

The success of the Academy's Equality, Diversity and Inclusion Scheme depends on effective leadership, management and collaboration at every level of the Academy, as detailed below.

1. Corporate Responsibilities

- 1.1 The Governing Body has corporate responsibility for the Academy's equality duties. Members of the Governing Body are specifically responsible for ensuring that:
- The Academy's Strategic Plan includes a commitment to equality.
 - They remain aware of the Academy's statutory equality duties.
 - They receive and respond to staff and student equality monitoring information submitted by the Equality, Diversity and Inclusion Committee.
 - They promote an inclusive culture in their individual and collective actions.
 - Realistic and measurable objectives are set for advancing equality and diversity across the organisation.
- 1.2 To do the above, the Governing Body will:
- Receive an annual Equality, Diversity and Inclusion Report.
 - Require that equality reports submitted for consideration set out how the requirements of the Equality Act are being met and how equality is being promoted.

2. Implementation

- 2.1 The Principal is responsible for ensuring implementation of the Equality, Diversity and Inclusion Scheme and that appropriate action is taken against breaches of our equality policies. The Principal is also responsible for giving a consistent, high-profile lead on equality. To do this the Principal will:
- Ensure strategic, operational and curriculum plans are in accordance with the duties of The Act.
 - Receive an annual equality report from the Equality and Diversity Committee.
 - Monitor the profile of all staff and students in light of protected characteristics.
 - Report progress to Governing Body annually.
 - Communicate with staff and students to ensure that our commitment to equality is visible and understood.
- 2.2 Implementation of the Academy's equality duties is managed by Academic Board for student-related matters and the Senior Management Team for staff-related matters, specifically by ensuring that:
- Staff create a positive, inclusive ethos that challenges discrimination, harassment or other inappropriate behaviour
 - The Academy remains aware of its statutory duties in relation to equality.
 - All Academy policies and activity are responsive to equality issues

- Monitoring data in respect of protected characteristics are collected and analysed.
- The procedures for the recruitment and promotion of staff enshrine best practice and promote equality of opportunity.
- Objectives are set on issues relating to the recruitment and promotion of staff based upon the analysis of equality monitoring information
- The Academy's publicity materials present appropriate and positive messages to promote an inclusive culture.
- Staff and Student induction programmes, appraisal and tutorial programmes reflect the Academy's commitment to promote equality of opportunity.
- Appropriate training and development is provided to support the appreciation and understanding of diversity.

2.3 In support of the above, line-managers and colleagues will:

- Ensure that management information systems gather relevant equality data.
- Ensure that equality data is used in policy review and development as part of the process of Equality Impact Assessment.
- Ensure that their contribution to strategic, operational and curriculum development plans are in accordance with the Equality, Diversity and Inclusion Scheme.
- Promote the requirements and spirit of this policy to their staff and/or students, fostering an inclusive culture where a diversity of contribution is valued and welcomed.
- Ensure staff and students are encouraged, supported and enabled to reach their full potential.
- Maintain awareness of their own training and development requirements and that of their staff and students in respect of equality and diversity.
- Deal promptly with discriminatory acts or practices which are brought to their attention, ensuring that, where necessary they are appropriately reported through relevant channels.
- Ensure their schemes of work, lesson content and teaching resources demonstrate sensitivity to equality and diversity issues.
- Ensure that decisions affecting individual staff and students are made on objectively justifiable, relevant criteria.

2.4 The Equality, Diversity and Inclusion (EDI) Committee is a senior sub-committee that oversees the implementation of the Equality, Diversity and Inclusion Scheme and Action Plan. The EDI Committee reports to the Academy's Governing Body. It comprises staff and student representation from across the Academy and meets at least twice per academic year.

The specific duties of the EDI Committee include:

- Considering options for how equality and diversity is promoted and embedded within the Academy's Strategic Plan, annual planning processes and day-to-day operations.
- Identifying resource implications for overall implementation, recommending priorities to the Senior Management Team for decision-making.
- Monitoring and updating the Equality, Diversity and Inclusion Action Plan.
- Ensuring monitoring exercises are regularly undertaken, using both qualitative & quantitative data (staff & student surveys, staff appraisals, annual monitoring of programmes).
- Overseeing the Equality Impact Assessment process of reviewing and developing Academy policies or processes.
- Reviewing training and staff development requirements of staff and students, and how this might be delivered.

- Supporting the Principal in raising the profile of equality issues within the Academy.
 - Supporting the Academy in achieving a cohesive approach to the implementation of the Scheme in the above areas.
 - Monitoring and reviewing outcomes of all action taken by the Academy arising from its Equality Scheme.
 - Collating, on an annual basis, equality information into an Equality, Diversity and Inclusion report for the Governing Body and external publication.
- 2.5 The Director of Human Resources is responsible for ensuring that all staff members, in particular Heads of Department, are informed of their responsibilities and act in accordance with them. General equality issues are reported to the EDI Committee and/or the Senior Management Team.
- 2.6 All staff, visiting artists and students have a responsibility to support and foster the aims of the Equality, Diversity and Inclusion Policy. Staff and students are specifically responsible for ensuring that:
- They have an awareness of the Academy's Equality, Diversity and Inclusion Policy, as provided/communicated to new staff and students as part of their induction, updated as required.
 - Incorporate the aims and values of the Policy into all areas of life at the Academy.
 - Ensure that their conduct towards others is at all times respectful and free from discrimination, harassment and victimisation.
 - Appropriately challenge instances of discriminatory acts or practices or draw it to the attention of their manager and/or Human Resources/ Registry.
 - Contribute to a respectful environment that embraces diversity.

APPENDIX 3 DIVERSITY, EQUITY, INCLUSION AND BELONGING – GLOSSARY OF TERMS

Equality: a situation where people from different groups are all treated fairly and have the same opportunities.

Equity: recognizing that we do not all start from the same place and must acknowledge and make adjustments to imbalances.

Inclusion: A sense of belonging and feeling respected. Inclusion involves responding flexibly to individuals, being open to difference and what it can add to the organisation. Inclusion is about making sure that each and every person feels welcome and that their unique needs, work and learning styles are responded to and valued.

Diversity, or the acknowledgement and respect of differences between and within individuals and groups, can result from a cohesive approach to inclusion.

Protected Characteristics: The nine traits specified in the Equality Act which the legislation provides protection from discrimination, harassment and victimisation and for advancement of equality of opportunity (Age, Disability, Gender, Gender Reassignment, Marriage and Civil Partnership, Pregnancy and Maternity, Race, Religion or Belief, Sexual Orientation).

Personal Learning Plan: A mechanism for assessing and responding to the requirements of disabled students, which results in an individual agreement of reasonable adjustments to the programme of study and/or assessment.

Equality Impact Assessment: A practical assessment of a policy, procedure or project to ensure people are not disadvantaged in terms of their protected characteristics, and to ensure opportunities are taken to promote equality of opportunity.

Direct Discrimination is defined as treating a person less favourably than others are, or would be treated, because of their protected characteristic(s). The Equality Act also prohibits discrimination by association with or perception as a group or person with the above characteristics.

Discrimination based on *association* can occur if, for example:

- a student, whose child has attention deficit hyperactivity disorder, is refused access to a graduation ceremony because of fears about the child's behaviour
- an employee is overlooked for promotion because their partner has undergone gender reassignment

Discrimination based on *perception* can occur if, for example:

- a mental health and wellbeing officer refuses to work with a student because they believe the student to be gay irrespective of whether the student is gay or not

Indirect Discrimination occurs when a provision, criterion or practice is on the face of it neutral, but in its impact disadvantages people in terms of their protected characteristics. Where a particular group is disadvantaged in this way, indirect discrimination is deemed to have occurred

unless the person applying the provision can justify it. An example of indirect age discrimination in staff recruitment is to state a criterion that all candidates need a minimum of 10 years' experience to apply for a job.

Dual Discrimination occurs when a person is discriminated against because of two protected characteristics.

Harassment is defined as:

- Unwanted conduct that has the purpose or effect of creating an intimidating, hostile, degrading, humiliating or offensive environment for the complainant, or violating the complainant's dignity.
- Unwanted conduct of a sexual nature (sexual harassment).
- Treating a person less favourably than another person because they have either submitted to, or did not submit to, sexual harassment or harassment related to sex or gender reassignment.

The perception of the recipient is of prime consideration when identifying instances of harassment. The Act protects people from harassment because of actual, or perceived, protected characteristics, or, due to association with someone with a protected characteristic. The legislation also covers harassment by third parties, for example, contract workers. The Academy's Anti-Harassment policy provides further information.

Victimisation is defined as an individual being singled out for unfair treatment/discrimination. In particular this may occur as a consequence of his or her involvement in either making a complaint or in giving evidence to an employment tribunal or court of law.

Positive Action is lawful in certain circumstances, in both education and employment, in order to redress imbalances or alleviate disadvantages. This could include taking steps to encourage people from under-represented groups to apply to work or study at the Academy. This is distinct from *positive discrimination* which remains unlawful (e.g. intentionally offering a job to a candidate from an under-represented group, where they have not demonstrated they are the most suitably qualified candidate for the job). The Academy's equality department should be contacted on equality@ram.ac.uk before implementing any positive action measures.

Reasonable Adjustments: Changes to provision, criteria or practice where disabled staff, students and users of services might otherwise be substantially disadvantaged, the provision of auxiliary aids and services, and changes to the physical features of buildings to enable access to areas which might otherwise put disabled people at a substantial disadvantage.