

Race Equality Charter Submission: 2023

Name of Institution: London South Bank University

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Glossary

AC:	Academic
APP:	Access and Participation Plan
ACI:	School of Arts and Creative Industries
ARR:	Academic Related Resources
ASC:	School of Applied Sciences
BEA:	School of Built Environment and Architecture
BAME:	Black, Asian and Minority Ethnic
BME:	Black and Minority Ethnic
BUS:	School of Business
CRIT:	Centre for Research Informed Teaching
EAE:	Estates and Academic Environment
ECR:	Early Career Researchers
EDI:	Equality, Diversity and Inclusion
EDISG:	Equality, Diversity and Inclusion Steering Group
ENG:	School of Engineering
EO:	Executive Office
EPIIC:	Excellence Professionalism Integrity Inclusivity Creativity
ET:	Employment Tribunal
FMI:	Finance and Management Information
FPE:	Full Person Equivalent
FTE:	Full Time Equivalent
GE:	Graduate Employment
HE:	Higher Education
HESA:	Higher Education Statistics Agency
HJAC:	Honorary Joint Awards Committee
HOD:	Head of Department
HPL:	Hourly Paid Lecturers
HR:	Human Resources
HRBP:	Human Resources Business Partners
IHSC:	Institute of Health and Social Care
INT:	International
LSBU:	London South Bank University
LSS:	School of Law and Social Science
NPS:	Net Promoter Score
NSS:	National Student Survey
NM:	School of Nursing and Midwifery
OD:	Organisational Development
OfS:	Office for Students
OT:	Occupational Therapist
P&OD:	People and Organisational Development
PGR:	Postgraduate Research

PGT:	Postgraduate Taught
PSG:	Professional Services Group
PTO:	Professional Technical Operational
PVC:	Pro Vice Chancellor
REC:	Race Equality Charter
REF:	Research Excellence Framework
REI:	Research Innovation and Enterprise
RESG:	Race Equality Steering Group
SACH:	School of Allied and Community Health
SAT:	Self-Assessment Team
SFE:	Student Finance England
SFHEA:	Senior Fellowship of the Higher Education Authority
SM:	Senior Manager
SPHs:	Senior Post Holder
SSE:	Student Support and Employment
SU:	Student Union
SWR:	Skilled Worker Route
TQE:	Teaching Quality and Enhancement
U/K:	Unknown
WG:	Working Group

Word count per section

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Note to panel

Since our previous unsuccessful application in 2018, we have taken some time to reflect on our approach and journey. We have been deliberate in seeking wider input and wanting to be critically peer reviewed during the process. As part of this process, we consulted a critical external friend who is a REC Chair. She consulted Advance HE who advised that she could provide feedback on our application providing our submission is not considered by a panel she is part of. We also took advantage of the review of our draft submission offered by Advance HE and are grateful for all the feedback and insights we received as part of this external review process.

Our recent work on the REC has coincided with a period of instability for LSBU. We started the Self-Assessment Team (SAT) during a period where almost all staff were working from home and have had significant turnover among SAT members in the past two years. Despite high levels of engagement, we recognise that the SAT has not always been fully representative of all parts of LSBU and describe in our action plan how we will address this during the implementation phase. We have also been

joined by a new Provost and Chief People Officer, who have helped build closer links with the EDI Steering Committee and EDI Leads for Schools.

Another key area of work has been the data gathering for the submission, which was highlighted to us as a particular weakness in our 2018 submission. We have invested in and worked hard to ensure that our submission is supported by robust data that is reflected in our action plan in a meaningful way. We are also continuing to make improvements in this area to the support ongoing monitoring of our proposed actions. We recognise, however, that despite our best efforts, we had a limited response to our staff and student surveys. We supplemented this data through focus groups and other methods, and as an institution have been working more broadly to increase survey engagement.

Word count: 341

Section 1: Letter of endorsement from Vice-Chancellor

28th July 2023

Anne Mwangi
Head of Race Equality Charter
Advance HE, First Floor,
Napier House, 24 High Holborn,
London WC1V

Dear Ms Mwangi,

I am writing to endorse the LSBU REC Application.

LSBU has one of the most diverse university communities in the UK and we fully recognise the need to ensure our students and staff, have equality of opportunity and equitable outcomes. In developing the current strategy, I ensured that key measures linked to the EDI agenda were embedded in our strategy and that we developed clear metrics to enable us to better understand where issues existed and the progress we were making to address inequity. For example, reducing the ethnicity pay gap and closing the BAME awarding gaps are core KPI's of our 2025 strategy, which aims to ensure that the education we offer will impact the lives of many, enabling us to drive real social change and transformation locally and globally. These KPIs are reported to the Executive for action and monitored by the Board.

Addressing challenges that are embedded within society has required us to think differently. For example, I created the LSBU Group – a unique structure involving academies, colleges and the University, to help address some of the disadvantage that is embedded within the education system from an early age by providing co-working across educational sectors and clear educational pathways. The level of diversity being generated can be seen by comparing our university student body with those of the sector.

Category %	Sector	Russell Group	Post-92	London Moderns	LSBU
IMD 1-2	31.3	37.6	32.6	43	52.9
SEC: Higher man/Prof	30.8	27.3	37.4	36.9	17.1
Eligible FSM	18	21	17.2	35.1	38.2
BAME %	25.5	28.1	28.6	45	57.1
Students living locally	22.7	26.7	19.9	45.5	63.9
Under 21	78.1	72.5	86.7	65.2	56.7
21-30	14.7	18.4	10	24	26.2
31 years +	7.1	9.1	3.2	10.9	17.1

I believe our strength stems from our university's diversity and intersectionality. Our staff and students have different economic backgrounds, family situations and ethnicities. The richness of ideas and perspectives that this diversity brings makes the LSBU Group a truly unique place to work and study. Over the course of my time as Vice Chancellor, I have sought to create an executive team that is not only recognised for its calibre but which is itself reflective of the diverse organisation we are. I believe I now have a leadership team which is not only diverse but whose shared values have been shaped by our own journeys. It is notable that during my tenure, two of the senior leaders I appointed from the Black community have developed and progressed to Vice Chancellors in their own right which I hope indicates not only the calibre of appointments but the support given to help leaders develop.

Since our previous application in 2018, we have taken some time to reflect on our approach and journey. Whilst we recognise there is much still to do, LSBU has already gone some way to addressing race inequality:

- The history of the university shows commitment to inclusion, and we have done extensive work with the local community as well as schools to promote inclusion
- We have increased the number of BAME staff within professional services group (PSG) roles and this should improve further when the new PSG career pathways framework is launched
- Our last REF submission rate by ethnicity is higher than the UK average

Highlighting the achievements above does not take away that the race equality self-assessment process has highlighted gaps in the progression and attainment of our students and staff:

- Our racial awarding gap provides opportunities to focus on our institutional approaches to decolonising our curriculum and making our teaching, learning and assessment practices more inclusive. Our Centre for Research Informed Teaching will work with course directors and module leaders to develop and disseminate evidence-based interventions aimed at enhancing equity.
- We know that we need to expand opportunities for leadership experience amongst our BAME staff and so a key action is to develop proposals and an implementation plan to increase exposure and understanding of the role of leadership roles for BAME staff.

The University Board, as well as my Executive team, have taken part in a range of workshops to increase awareness of issues faced by colleagues and help us in tackling bullying and harassment within the University. My Executive team and I have personally undertaken the bystander course with Jill Scott which also helped us develop our understanding of microaggressions. I am fully committed to ensuring the work undertaken via our bystander training programme being rolled out across the University will help us in tackling bullying and harassment within the University. I see this is as a key priority in fostering good relations and

tackling racial inequality across our university campus. This, with support of the EDI link governor, has for example, lead to modification of governance process to increase inclusion and visibility of impact assessment in Executive and Board reports.

My Executive team and I have undertaken several sessions on tackling race inequality as I know that it is vital that we, as senior leaders, role model inclusive behaviours. In 2020, we undertook two sessions with Dr Doyin Atewologun on race fluency which included how we could be allies in this space. We then followed this session with an action planning session supported by the EDI team which included discussions on how we could show strong leadership with visible accountability, sharing our personal and collective narratives. In 2021, I gave my account of what race allyship would look like alongside Professor Paul Miller at our annual CPD week. In 2022, the whole of my Executive team then had a follow up session with Professor Miller on leading organisational change in race equity issues, where we were able to explore the unique nature of organisations and individual and organisational barriers to change. We delved into case studies of leaders working to create more equitable organisations/ institutions, and examined in detail, the kinds of leadership strategies and approaches used in leading organisational change for equity. The team left the workshop with a clear focus on the character of leadership, and the strategies and approaches used by leaders in confronting organisational barriers and leading change.

I can confirm, as Vice-Chancellor and Chief Executive of LSBU Group, that we are committed to tackling racial inequality across our university and confirm my support of our REC application. The Executive team officially confirmed their support for the plan at a meeting on the 21st June. I believe that the information presented in the application (including qualitative and quantitative data) is an honest, accurate and true representation of the University.

Yours sincerely,



Professor D.A. Phoenix
Vice-Chancellor of London South Bank University

Thursday 20th July 2023

Dear Ms Mwangi,

I am delighted to provide my strongest support for the LSBU Race Equality Charter submission. I joined the institution in September 2021 and was delighted to know of the institution's commitment to the REC and the plan to apply for a REC award. As a 'BAME' female leader in the sector, EDI is something that I personally champion. This is evidenced by my role as one of Advance HE Athena Swan Chairs, member of REF2021 Equality and Diversity Advisory Panel, and from July 2023, being appointed to Research England's Equality, Diversity and Inclusion Expert Advisory group. I also act as a BAME mentor for 'London Higher' Universities and participate in the Council for At-Risk Academics (CARA) mentoring scheme.

As the Provost at LSBU, I line manage all the Deans of our eight Schools. I have ensured our EDI principles are included in all School activities and their business plan "roadmaps". Each Dean has an equality objective for their area, and I scrutinise performance against those objectives every year. The performance of individual Deans against the achievement of their equality objectives, amongst other elements, informs their performance related pay.

I have publicly acknowledged that racialised inequalities exist at the University, just as they do elsewhere. Indeed, across many fora, I have made it clear that I expect our university to brave the discomfort of talking honestly about racialised inequality, and to take meaningful, sustained action to remove it.

Whilst our university is diverse in its community, with 'BAME' constituting 59% and 33% of student and staff respectively, racialised awarding gaps among our students do exist. We are committed to evidence-based decisions and actions and use the appropriate metrics to work towards closing this awarding gap. It is imperative that student outcomes are equitable and fair and that the actions outlined in this plan are implemented to improve the outcomes for our BAME students. We also need to ensure more BAME academic staff are progressing from lecturer level and to ensure there are clear career progression pathways and support for them. I personally deliver promotion workshops for BAME academic staff.

I have ensured that the key teams across the University have committed to supporting the action plan. To this end I have supported its presentation at the University Operations Board, which consists of the most senior leaders on the PSG side, and the University Management Board which has the senior leaders on the academic side.

As the chair of the University's EDI Steering Group, which has strategic responsibility for EDI and oversight of LSBU's Race Equality Charter work, I have ensured that the submission has support from the Steering Group members and that the Group has robust monitoring processes to ensure the action plan is fulfilled over its life span.

Yours sincerely,

A handwritten signature in black ink that reads "T. Dean". The signature is written in a cursive style with a large, stylized initial 'T'.

Professor Tara Dean

Provost (London South Bank University)

Word count: 1,537

Quotes of Endorsement

“At LSBU, we have a very diverse student and staff body, an honour and a responsibility that we take very seriously. Working towards race equity is a fundamental part of that commitment and the REC is a key contributor to this journey.”

Alexandra Bush, Chief People Officer

“Reducing racial inequalities is at the heart of our strategic drive in developing a research and innovation culture that is positive, organised, challenging, inclusive, and provides opportunities for all staff and students.”

Patrick Callaghan, Associate Pro Vice Chancellor Research and Professor of Mental Health Science

“The resources created by students as part of the OfS Black Mental Health Project have provided a legacy that will support our students for years to come. We have taken time to explore cultural awareness and what it looks like when supporting students who are apprehensive in accessing our services.”

Luke Howson, Head of Wellbeing & Advice (Student Services)

“The REC links to LSBU’s ‘why’; removing barriers to brilliance. Our students and staff rely on the great work that LSBU’s REC produces.”

Devonte James, Student Union President

“It is essential that we eliminate racialised awarding, experience and progression gaps for students to ensure that we reward achievement and play a transformative role.”

Deborah Johnston, Deputy Vice Chancellor

“Working in health and social care, it is vital that we fully understand and support race equality. If discrimination is tackled both individually and structurally, we will see improvements in our communities. Respect for diversity and a culture of inclusion is the only way, we must move forward.”

Rachel Picton, Dean of Allied and Community Health

“We aspire to be a school where diversity is not a challenge to address, but a productive force for change and fairness.”

Chris Harty, Dean of the School of the Built Environment and Architecture

“Challenging race inequalities is part of our responsibility to students, not just to enable them to thrive but also to become agents of change in their communities.”

Alex Kendall, Dean of the School of Law and Social Sciences

Word count: 127

Section 2: Details of the self-assessment team and process

Section 2a: Description of the self-assessment team

The REC SAT comprises 17 members, inclusive of 12 University staff, 4 students and an external critical friend. The staff members included 7 academics and 6 members of the Professional Services Group (PSG).

Our REC Sponsor is the Chief People Officer within the LSBU Group Executive, and the REC is chaired by the Professor for Diversity and Social Justice from the School of Nursing and Midwifery. The Chair of EquiNet, our BAME Staff and Allies Network Group, is also a SAT member, which supported effective consultation with BAME staff. EquiNet decided in 2021 that the term 'BAME' is their preferred overarching terminology for LSBU and is therefore used in our submission. Students are represented on the SAT by the President of the Students' Union and Vice President (Welfare and Equality) as well as Student Ambassadors for postgraduates and undergraduates.

To achieve a balanced SAT from all areas of the University, with both early-career and senior academics and PSG staff from diverse ethnic backgrounds, the Equality, Diversity and Inclusion (EDI) team reached out to people directly as well as through an open call via the staff newsletter and Heads of Division. We recognise that the REC SAT has a predominantly BAME membership, which partly resulted from our "open call" approach. We decided on this approach partly as the SAT was formed when most staff were still working at home due to the pandemic. There was also significant turnover which impacted representation on the SAT. For the implementation of our REC action plan, we are proposing a more proactive approach, as detailed in section 2d.

Other individuals with relevant skills and interests were invited to join one of the five Race Equality Working Groups: Data, Engagement, Staff, Students and Culture. The SAT and the Working Groups had clear Terms of Reference. SAT Chairs and Working Group Chairs were each allocated 10 hours per month to work on the REC, while SAT members and Working Group members were allocated 3 hours per month. This was agreed with the LSBU Group Executive and the EDI team worked with Deans and Directors to ensure that this time allocation was respected.

Specific workshops were conducted by an external facilitator on psychological safety with SAT members to ensure that colleagues were supported psychologically from the beginning, in response to feedback during our previous REC submission. Workshops were a safe space for staff to share their experiences, explore how racism is experienced in the body and develop practices to meet and de-escalate emotional and physical tension.

Note: SAT members tables have been redacted.

Table 1: SAT Members

Image 1: Current REC SAT Members

Table 2: Former SAT Members

Word count: 443

Section 2b: The self-assessment process

The SAT met virtually or face-to-face a total of nine times from June 2021, with an average attendance rate of 93%. An external EDI expert attended most SAT meetings and supported the development of the action plan. A SharePoint site was established to improve communication and co-ordinate planning. This site operates in real time allowing actions and comment to be tracked by all before and after meetings. The REC SAT meetings enabled the SAT to prioritise REC actions based on the findings.

Five working groups, focusing on students, staff, data or culture and including subject experts met monthly or bi-monthly between September 2021 and April 2022, and the findings from each group were fed back to the SAT via the Group Chairs (also SAT members). Working Groups used an inclusive workshop-style approach, including small group discussions on data and experiences, identifying priorities for the Group’s REC sections, agreeing actions for Working Group members and making recommendations to the SAT.

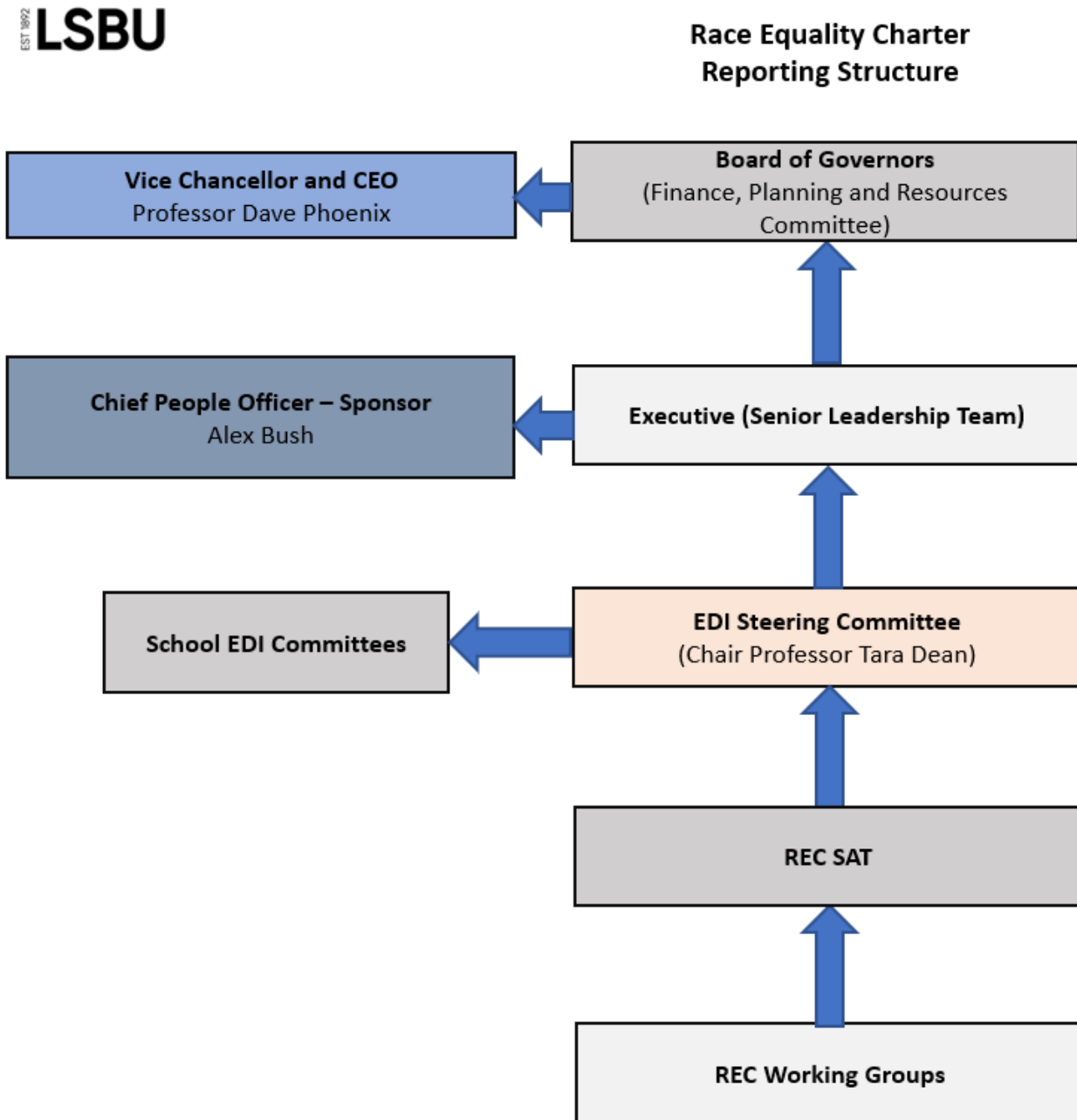
Image 2: Illustration of Themes Identified in the REC Away Day January 2022



Table 3: SAT Meetings

SAT meetings	Brief description of outcomes
07/06/2021	Outlined REC submission plan, Terms of Reference, and Working Group (WG) composition. VC Prof. Dave Phoenix presented on commitment to REC and external presentation “Let’s talk about Race Equality”.
28/09/2021	Update from WGs, discussion with shared experiences on racial inequalities, and planning for anti-racism and colleague care sessions across the University.
24/11/2021	External presentation on “BAME Career Progression”. REC progress update and prioritising of actions.
27/01/2022	Away Day to discuss our REC journey and aspirations for race equality in the institution. We discussed our aspirations for race equality, reflecting on the institution's history and our decision to pursue the REC.
22/03/2022	Update on REC from WGs, discussion on next steps and submission. Academic presentation on “Embedding Race Equality in Services on Campus”.
12/10/2022	Away Day to discuss themes emerging from REC analysis and begin working on SMART actions for action plan.
14/12/2022	SAT meeting discussed draft application, students awarding gaps and staff ethnicity pay gaps.
22/02/2023	SAT meeting reviewed submission progress and identified next steps.
22/03/2023	SAT and WG action planning meeting to refine and condense existing action plan before submission to EDI Steering Committee.

Figure 1: REC Reporting Structure



The EDI Steering Committee have received bi-annual formal updates on the REC and, since the appointment of Professor Tara Dean in September 2021, have also received regular informal updates on the REC. The LSBU Group Executive have overall governance responsibility for the REC; the Executive have received formal annual updates and informal updates from the Chief People Officers

and engaged in their own race equity learning through bespoke leadership development sessions, as well as considering and providing feedback on the full submission and action plan.

Academic Schools each have an EDI Lead, who sits on the EDI Steering Committee, and a School EDI Committee, who have considered School-level information about the REC provided by the SAT. The EDI team and Provost meet every two months with the EDI Leads, to support them with the specific work they need to undertake to engage with the REC in their areas.

Word count: 489

Section 2c: Involvement, consultation and communication

The REC student and staff surveys were launched in February 2022. The staff survey was promoted through an all-staff email, the newsletter, intranet and the internal staff networking site. SAT members and the BAME staff network worked as “survey champions”. To encourage student participation course leaders showed a slide with a QR code directly linked to the survey, the survey was posted on student social media pages, a four-week campaign ran in our Student Life Centre with free catering, and the EDI and student SAT representatives attended seminars, lectures and student sessions in all Academic Schools. To create a “buzz” around the survey, there was branded merchandise (postcards, hand sanitizer, power banks) and a voluntary weekly prize draw where students and staff could win a £100 Amazon voucher.

Our network for BAME staff and Allies, EquiNet, have been involved throughout the REC. The EquiNet Chair is a member of the SAT and staff networks feed back to the EDI Steering Committee. EquiNet has 168 regular members and their aims are to provide staff a platform to express concerns around racial discrimination, organise events to celebrate racial diversity and promote opportunities to enhance the professional development of staff and students from racially minoritised backgrounds. We consulted with key stakeholders (including EquiNet) internally and shared best practice with another university on our action plan and made improvements based on their feedback. We have also introduced a new, full-time post in the EDI team, dedicated to working on race equity, including the development of our REC submission, who will support the implementation of our action plan and ensure we continue to work closely with EquiNet.

The EDI team runs a full and varied events programme for students and staff throughout the year and REC progress has been communicated across the University at key points in the EDI calendar including Black History, Race Equality Week, Windrush Day and Martin Luther King Day. We will update the LSBU community regularly on progress against our action plan through the staff newsletters and regular blogs. We have a close working relationship with Southwark Council and attend their stakeholder group “Southwark Stands Together” which was set up after the murder of George Floyd. We also participate in the Southwark Recruitment Open Day to support Southwark residence in finding job opportunities.

Image 3: LSBU staff at Southwark Recruitment Open Day



Image 4: Campaign of REC survey in Student Life Centre



The survey received a lower response from students (451 responses, 2.4% of the total student population) and staff (247 responses, 12% of the total staff population) than hoped. This is likely to be related to ongoing disruption due to the pandemic and the associated return to campus. COVID restrictions in England were lifted two days after the survey's launch and not all staff and students returned to campus immediately.

We sought expert advice and decided not to extend or re-run the surveys. Staff had been asked to complete frequent surveys during the pandemic lockdowns and other student surveys had had lower than expected response rates. Instead, the EDI Team facilitated focus groups for staff, with three internal facilitators and staff recruited through our BAME staff network and the weekly staff newsletter. We were also able to draw on data collected through a student survey and focus groups ran as part of the Office for Students (OfS) funded Black Students’ Mental Health Project and research into the student awarding gap conducted by Cosmos in 2021. The OfS project included two surveys with a total response rate of 1,012 (5%) and 17 focus groups attended by 105 students.

Similar themes were raised in the staff survey responses and the staff focus groups, and the additional data gathered through the OfS project and Cosmos Report has been reflected in the REC action plan, increasing our confidence that the primary challenges faced by LSBU in relation to race equity are reflected in this submission.

The survey was analysed using the Net Promoter Score (NPS), a widely used research metric which allows us to provide an overall satisfaction score. This is used to gain an understanding of overall satisfaction for any given demographic group within the context of the survey.

To better explore how country of origin impacts experience, a question was included to identify where an individual was ‘Born’ (UK or Overseas) and where they were ‘Raised’ (UK or Overseas). This is combined with Student Status (Home/International) to help identify if and where differences exist between home students who are more likely to be acculturated to the UK.

Image 5: REC Survey Promotional Material Image



Figure 2: Disaggregation of Ethnicities within the REC Survey

Ethnicity 'Grouped'	Ethnicity 'Detailed'
Black	Bangladeshi
East / South East Asian	Black African
Latin American	Black Caribbean
Middle Eastern / Central Asian	East / South East Asian
Mixed background	Indian
*Other	Latin American
South Asian	Middle Eastern / Central Asian
White	Mixed Background
	Other South Asian Background
	*Other
	Pakistani
	White British
	White Other

Key themes from our Race Equality survey were:

Students:

- International students were more positive than home students about their LSBU experience and this difference had a more significant impact on responses for some ethnic groups including Black African and South Asian students.
- Home students were less likely to agree appropriate actions would be taken if they reported any race-related incidents, and that LSBU has a clear understanding of what constitutes institutional racism and as a result were less likely to consider postgraduate study or a career in academia.
- Positive agreement was lowest for Black Caribbean students (25 completed the survey) in reporting race-related incidents (28% confident in reporting), and to agree that LSBU has a clear understanding of what constitutes institutional racism (40%). Black Caribbean students also did not feel as included in student union societies and events (-34pp).
- South Asian home students (149 completed the survey) were less positive about developing skills needed for graduate-level jobs (-17pp) or understanding the graduate-level opportunities available (-11pp), less likely to recommend LSBU to a prospective student, or to have confidence that action would be taken that if they reported a race-related incident (-14pp).
- Black African students were more negative about approaching course tutors with questions, the diversity of course content, the way the course was assessed and about the inclusive content of the course and teaching.

An indicative response from a home student from a BAME background suggested: *“LSBU should 1. Engage more in conversations about race and racial inequalities 2. Prioritise decolonisation of the curriculum in all disciplines 3. Close the degree awarding gap across disciplines 4. Have proportionate representation of BAME staff, especially in senior management.”*

The data collected through the OfS Black Students’ Mental Health Project also highlighted the reluctance of Black students to raise concerns about their mental health through the LSBU wellbeing services.

Staff:

- Staff reported more concerns than students, and there was a greater level of differentiation in responses by ethnicity.
- The most common concerns raised by staff related to experiences of discrimination and diversity, confidence in our recruitment process, and flexible working.
- Black Caribbean staff had the lowest positive agreement on questions relating to experience of discrimination and diversity, confidence in LSBU’s recruitment process, and use of flexible working. Black and South Asian staff are also more likely to have negative experiences and white staff were more likely to have had a positive experience in these areas.

- Black staff were the least positive about the opportunities for development, such as temporary promotions, or profile-raising being allocated fairly and transparently.
- South Asian and Black staff were least positive about pay awards and increases being allocated fairly and transparently. South Asian staff were twice as likely than Black staff to agree that they were encouraged to apply for higher grade jobs.

A member of staff said, *“I am pleased to work in a diverse environment. However, I feel that the diversity is not reflected as much at higher grades. I feel comfortable that I can be myself at work, although I have experienced some microaggressions”*.

A member of academic staff who worked at LSBU said: *“[I] was awarded a doctorate, I published, income generated, and led the Course Team [to be] the best in the country (league tables). 89% of Black students were obtaining good degree, consistently for 3 years - still this was not sufficient for promotion”*.

Qualitative feedback from our REC survey also highlighted differences in the treatment of some Black academics compared with their white counterparts, *“My Black colleagues have reported feeling undermined by White British colleagues of a similar level to them, when dealing with student complaints. Students (from all races/ethnicities) will seek confirmation from a White British member of staff for something that has already been shared by a Black member of staff”*.

Key themes from our staff focus groups also included concerns about recruitment, progression and ensuring that opportunities for BAME staff are appropriately rewarded.

ACTIONS

AP1 Increase staff engagement with surveys, through a dedicated communications and engagement plan, to generate an ongoing understanding of culture and experience in relation to race for university staff.

Word count: 1,255

Section 2d: Future of the self-assessment team

Post submission, the REC SAT will pivot to an implementation group to ensure that the actions are being delivered by the owners. Members of the SAT will continue as part of the implementation group, and there will be a further open call to staff interested in joining the new group. A proportion of the membership will be refreshed annually. This will balance continuity and fresh perspectives, and mitigate against the difficulties with the REC SAT, where several longer-serving colleagues left within a short period.

The EDI Steering Committee will receive updates on progress against the REC action plan at each of its meetings and will provide the LSBU Executive Group and Board of Governors with mid-year and end of year reports. The implementation group will continue to be sponsored by the Chief People Officer and supported by the EDI team, who will share responsibility for future applications, bringing both experience and continuity to the self-assessment process.

ACTIONS

AP2 Constitute a Race Equality Charter implementation group to oversee the delivery of the Race Equality Charter Action plan. Ensure a broader cross representation of staff are represented on the implementation group.

AP3 Monitor progress against action plan and formally report any concerns to Executive Board.

Word count: 210

Section 3: Institution and local context

Section 3a: Overview of your institution

The LSBU Group is an innovative education group including London South Bank University, South Bank Colleges and South Bank Academies. This submission relates to the University, which is one of London’s largest and oldest Higher Education providers with a proud history of preparing students for industry and professions since 1892. LSBU has three campuses at Southwark, Havering and Croydon, which is Croydon’s first ever university campus.

On 31 July 2021, LSBU had 19,185 students (excluding transnational students) and 2,370 members of staff (1,286 academics, including Hourly Paid Lecturers, and 1,286 professional services and support staff).

LSBU’s diversity of students and staff compares very favourably to national benchmarks and other London Modern universities provide a better comparator. Within this group, London Metropolitan University have a slightly higher proportion of BAME staff (34%), and the University of East London provides a more aspirational benchmark (43%).

Table 4: University Benchmarks (All Staff)

	All Staff		
	White	BAME	Unknown
London South Bank University	57%	33%	10%
Kingston University	73%	24%	3%
University of Westminster	N/K	28%	N/K
London Metropolitan	52%	34%	14%
University of East London*	53%	43%	4%

*Figures from 2021/22 (all other figures from 2020/21)

We are a university located in the heart of Southeast London with a vibrant and diverse student and staff community. Since 2018/19, we have increased representation of BAME staff in senior management (from 11.1% to 18.2%); however, representation of BAME staff remains disproportionately higher in lower grades. The University has eight Schools – Applies Sciences, Arts and Creative Industries, Built Environment and Architecture, Business, Engineering, Law and Social Sciences, Allied and Community Health and Nursing and Midwifery.

Together, the Schools of Allied and Community Health and Nursing and Midwifery comprise the Institute for Health and Social Care, and teach the largest number of qualified nurses in the UK. Our REC SAT Chair, Professor Calvin Moorley (Registered Nurse, PhD) is the only male professor of nursing from the Caribbean in England.

The University's EPIIC values underpin our approach: Excellence, Professionalism, Inclusivity, Innovation and Creativity, and these values have recently been refreshed through the launch of a Behaviour Framework, which includes a commitment to "inclusive working". LSBU was shortlisted for the "Company of the Year" award at the Black Talent Awards 2022 and Highly Commended at the British Diversity Awards 2023.

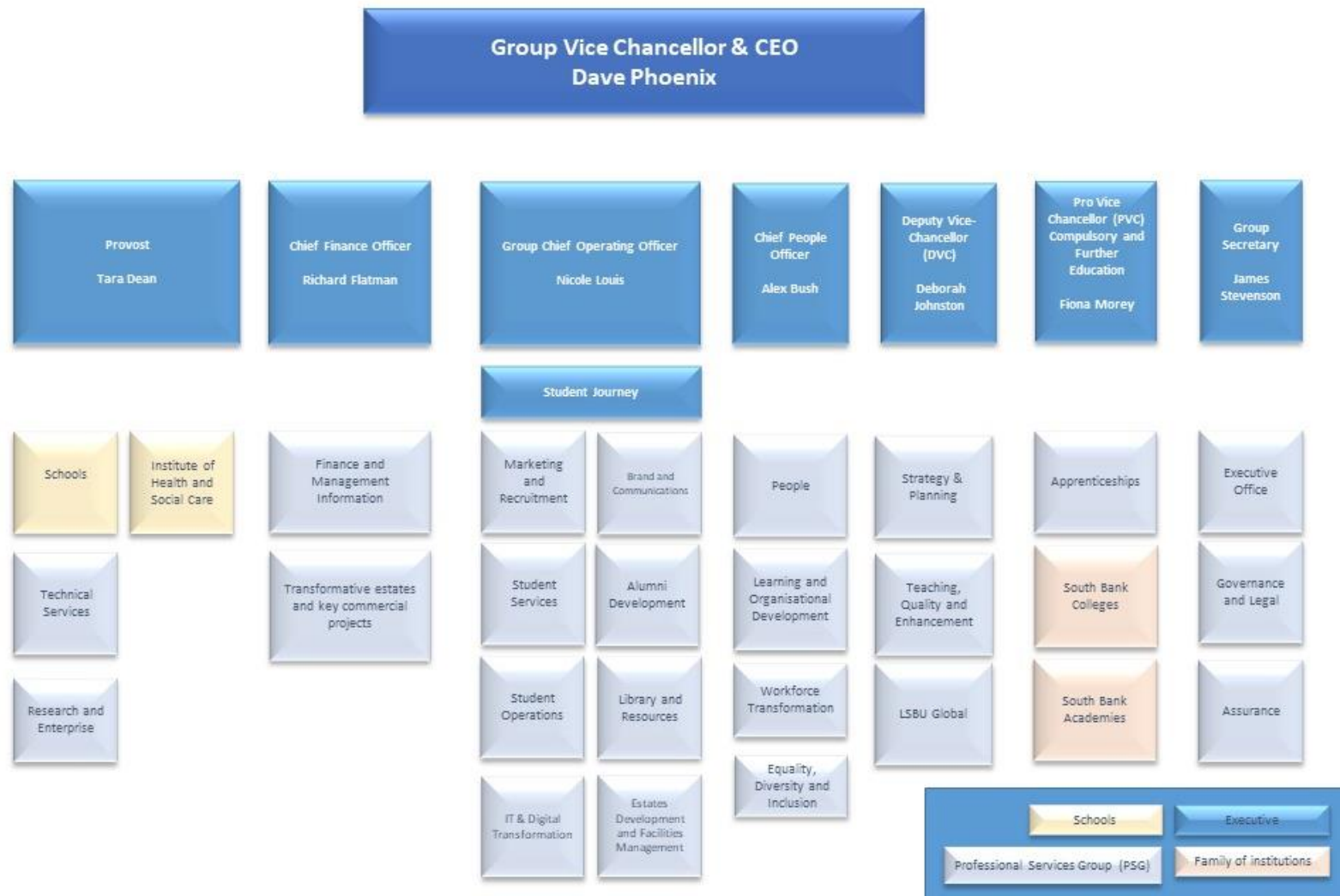
Our 2025 Equality Strategy focused on the following priorities:

- A reduction in bullying and harassment and increased dignity at work
- A reduction in gender and ethnicity pay gaps
- Better promotion and progression opportunities
- Inclusive recruitment and increased diversity in senior roles
- Reduction of student awarding gaps
- Increasing belonging and engagement
- Inclusive leaders that understand and champion diversity
- Decolonising the curriculum

Image 6: Black Talent Awards 2022



Figure 3: Organisation Structure



LSBU has a long history of inclusive education and community ties as shown in the timeline below.

Figure 4: Timeline of LSBU History and Achievements

LSBU has a long and proud history of providing inclusive education to South London and beyond for over 125 years. Diversity is part of our DNA and we are keen to ensure that that legacy continues and grows for another century or more.



- **1892** Borough Polytechnic Institute founded 'to promote the industrial skill, general knowledge, health and well-being of young men and women'
- **1917-1918** Offered courses to retrain disabled veterans of WWI
- **1920's** First female engineering students enrolled
- **1927** First international students arrived from India, the Netherlands and Ireland
- **1939-1945** Served hot meals to locals made homeless by the Blitz
- **1939-1940** Refugees came to study after fleeing Nazi occupied Czechoslovakia
- **1950** 'Womens Department' was abolished
- **1967** First female Head of Department within a STEM subject
- **1970's** First student-led groups appear such as the Afro-Asian, Arab Friends and Gay Soc.
- **1992** London South Bank University
- **2008** Our first staff networks were started
- **2014** LSBU marches in London Pride, one of the first HEIs to do so
- **2015** Our EPIIC Values were launched
- **2018** LSBU Group was founded merging Lambeth College with LSBU
- **2020** Athena SWAN Bronze Award
- **2021** Silver award in Stonewall's workplace index

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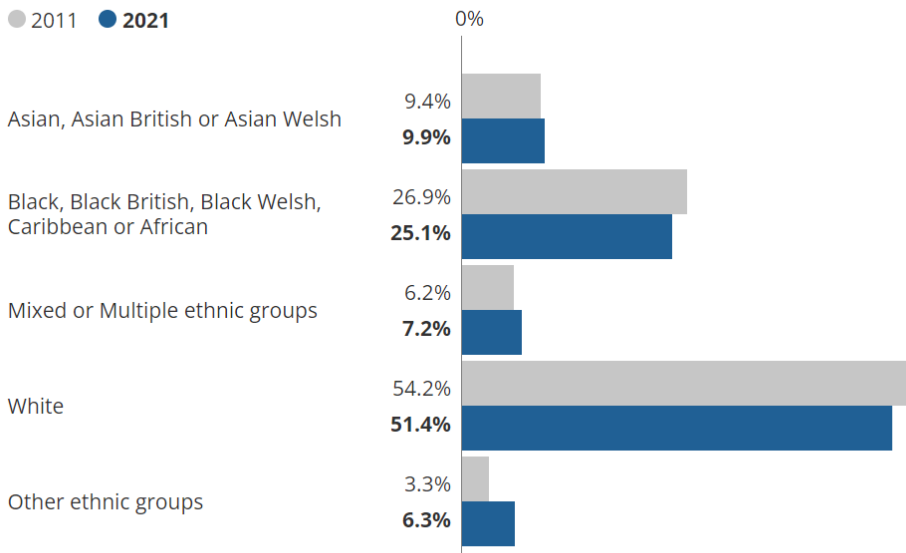
Word count:
453

Section 3b: Overview of the local population and context

LSBU’s main campus is in Southwark, an ethnically diverse borough. In general, professional services roles at lower grades are recruited from within London, with more senior roles being recruited from a wider geographical area within the UK. We recruit internationally primarily for academic roles and some more senior professional services posts.

Figure 5: Ethnic Diversity of Southwark Residents in 2021

Percentage of usual residents by ethnic group, Southwark



Census data for London in 2021 identified the following percentages for ethnicity:

- 20.7% Asian, Asian British or Asian Welsh
- 13.5% Black, Black British, Black Welsh, Caribbean or African
- 5.7% mixed or multiple ethnic groups
- 53.8% white
- 6.3% other ethnic groups

Source: Office for National Statistics – 2011 Census and Census 2021

As LSBU’s staff diversity benchmarks favourably against several other London Modern universities, we also benchmark against our student population and the local London and Southwark community.

Table 5: University Benchmarks (BAME Staff and Local Populations)

	BAME
LSBU (staff)	33%
LSBU (students)	59%
London (Census 2021)	46%
Southwark (Census 2021)	49%

Racial tensions and community engagement

Following the 2017 London Bridge terror attacks, Southwark saw a 70% increase in faith-related hate crimes. In response, LSBU worked in collaboration with Southwark Council to improve race relations and raise awareness of hate crime:

- LSBU sponsors the Engineering Academy in Trafalgar Street and is working with schools in Southwark and Lambeth to support aspiration into HE. We are working with South Bank College and Lambeth Council on a two-year project to improve attainment for young people including activities for BAME students who experience difficulties within the mainstream educational system.
- Focused outreach activities for BAME students undertaking BTEC and Access to HE courses. We offer taster days and other appropriate interventions during the academic year. We support students through the UCAS and SFE application processes, providing information and supporting the development of skills they will need when they start university.
- In 2022, we launched the Dame Elizabeth Anionwu annual lecture for Inclusivity in Nursing and Midwifery and funded fellowships.

Image 7: STEM Robotics Project Facilitated by Southbank Academies, LSBU Group



Image 8: Solutions for the Planet Project Facilitated by Southbank Academies, LSBU Group



Although LSBU has a 'Report and Support' system in place for students to report hate crime, there is currently no mechanism in place for staff to report incidents and the system does not currently record whether incidents are racially aggravated.

ACTIONS

AP5 Introduce subcategories in the Report and Support system to better understand the extent to which students and staff at LSBU are experiencing racially motivated hate incidents.

AP6 Extend the Report and Support system to allow staff to report experiences of hate incidents against staff, as well as students.

AP7 Deliver a comms and awareness campaign to launch Report and Support for staff.

Word count: 297

Section: 4 Staff profile

Section 4a: Academic staff

To avoid the risk of disclosing individually identifiable information while still reporting on disaggregated ethnicity categories, we have applied the HESA approach to rounding and suppression approach to numbers of people for individual figures (all our figures are headcount figures). As HESA notes “[t]his sometimes means that numbers in tables don’t appear to add up”.

Table 6: All Academic Staff

All Academic staff									
	2018/19		2019/20			2020/21			% change (total)
	N	%	N	%	% change	N	%	% change	
Asian	120	9.80%	125	10.10%	0.30%	150	11.70%	1.60%	1.90%
Black	100	8.20%	120	9.70%	1.60%	140	10.90%	1.20%	2.70%
Mixed	25	2.00%	30	2.40%	0.40%	40	3.10%	0.70%	1.10%
Other	30	2.40%	35	2.80%	0.40%	35	2.70%	-0.10%	0.30%
White	770	62.90%	780	63.20%	0.30%	780	60.70%	-2.50%	-2.20%
Unknown	180	14.70%	145	11.70%	-3.00%	140	10.90%	-0.80%	-3.80%
Total	1225	100%	1235	100%		1285	100%		

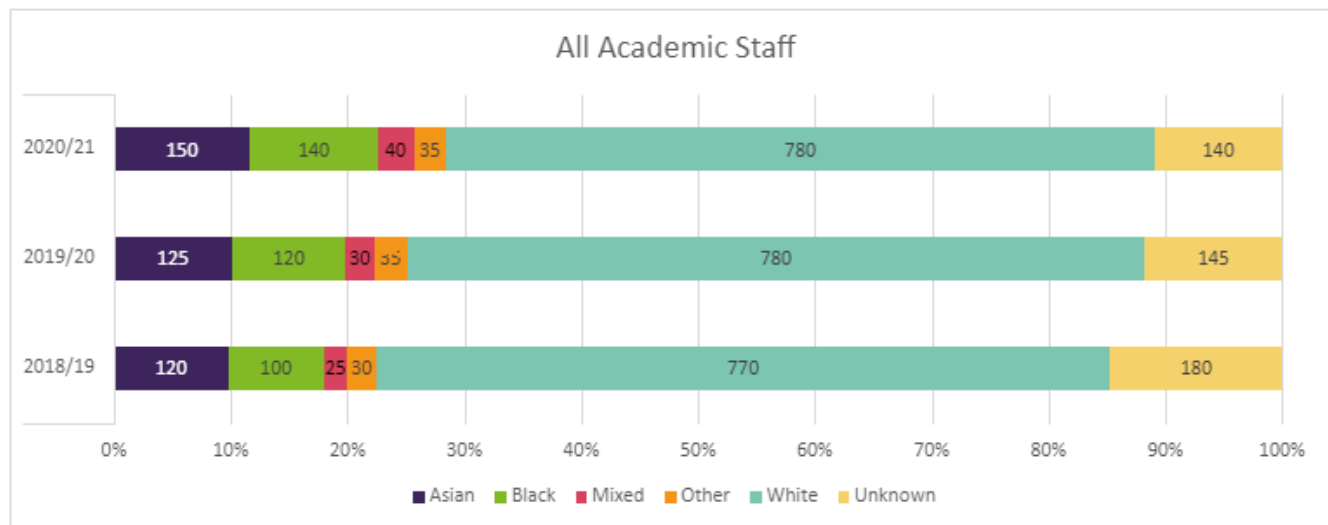
Table 7: UK Academic Staff

UK Academic staff									
	2018/19		2019/20			2020/21			% change (total)
	N	%	N	%	% change	N	%	% change	
Asian	85	9.20%	80	8.80%	-0.40%	90	9.70%	0.80%	0.50%
Black	75	8.20%	90	9.90%	1.80%	105	11.30%	1.30%	3.10%
Mixed	15	1.60%	20	2.20%	0.60%	30	3.20%	1.00%	1.60%
Other	20	2.20%	25	2.80%	0.60%	25	2.70%	-0.10%	0.50%
White	615	66.80%	605	66.90%	0.00%	595	64.00%	-2.90%	-2.80%
Unknown	110	12.00%	85	9.40%	-2.60%	85	9.10%	-0.30%	-2.90%
Total	920	100%	905	100%		930	100%		

Table 8: Non-UK Academic Staff

Non-UK Academic staff									
	2018/19		2019/20			2020/21			% change (total)
	N	%	N	%	% change	N	%	% change	
Asian	35	13.20%	45	13.60%	0.40%	60	18.50%	4.80%	5.30%
Black	25	9.40%	30	9.10%	-0.30%	35	10.80%	1.70%	1.40%
Mixed	10	3.80%	10	3.00%	-0.70%	10	3.10%	0.00%	-0.70%
Other	5	1.90%	10	3.00%	1.10%	10	3.10%	0.00%	1.20%
White	150	56.60%	175	53.00%	-3.60%	180	55.40%	2.40%	-1.20%
Unknown	40	15.10%	60	18.20%	3.10%	30	9.20%	-9.00%	-5.90%
Total	265	100%	330	100%		325	100%		

Figure 6: All Academic Staff by Ethnicity



Between 2018/19 and 2020/21, there was a positive increase in the diversity of LSBU’s academic staff. The proportion of white academics reduced by 2.2%, with the most significant increases seen in Black academics (2.7%) and Asian academics (1.9%). The greatest increases in UK academic staff have been among Black academics and those who identify with a mixed ethnicity, at 3.1% and 1.6% respectively. The proportion of Black non-UK academics has also increased by 1.4%, but among non-UK academics there has also been a comparable increase in other ethnicities (1.2%) and a significant increase in non-UK Asian academics (5.3%).

Table 9: University Benchmarks (Academic Staff)

Academic (2020/21)

	White	BAME	Unknown
London South Bank University	61%	28%	11%
National (HESA)	74%	17%	9%
Birkbeck, University of London	79%	18%	3%
City, University of London	79%	19%	2%
University of Westminster	n/a	24%	n/a
SOAS, University of London	54%	41%	5%

To benchmark LSBU’s academic population, we have looked to a wider group of London universities where SOAS provides an aspirational benchmark, although we recognise its very international academic profile. This benchmarking also highlights that many other London HEIs have better disclosure rates than LSBU, with City having a particularly low proportion of academics whose ethnicity is “unknown”.

At LSBU the number of academic staff who have not declared their ethnicity (‘unknown’) has reduced from 14.7% (2018/19) to 10.9% (2020/21), indicating that staff confidence in declaring ethnicity and our data collection processes have improved. However, the proportion of academic staff whose ethnicity is unknown (9.2%) could significantly impact the true representation of each ethnicity and therefore remains a barrier. We will look to run a targeted communications campaign to encourage staff to declare their ethnicity to help us better understand where to direct our efforts to improve racial equity.

Table 10: All Academic Staff by School

All Academic Staff by School

		BAME		White		Unknown		Total
School	Year	N	%	N	%	N	%	N
Institute of Health and Social Care	2018/19	60	17.40%	260	75.40%	25	7.20%	345
	2019/20	60	18.80%	240	75.00%	20	6.30%	320
	2020/21	75	22.40%	240	71.60%	20	6.00%	335
LSBU Business School	2018/19	60	37.50%	85	53.10%	15	9.40%	160
	2019/20	65	37.10%	90	51.40%	20	11.40%	175
	2020/21	75	41.70%	90	50.00%	15	8.30%	180
School of Applied Sciences	2018/19	20	14.30%	90	64.30%	30	21.40%	140
	2019/20	25	17.90%	95	67.90%	20	14.30%	140
	2020/21	25	18.50%	90	66.70%	20	14.80%	135
School of Art and Creative Industries	2018/19	15	9.10%	105	63.60%	45	27.30%	165
	2019/20	15	9.40%	115	71.90%	30	18.80%	160
	2020/21	30	18.80%	105	65.60%	25	15.60%	160
School of Engineering	2018/19	55	37.90%	60	41.40%	30	20.70%	145
	2019/20	50	35.70%	65	46.40%	25	17.90%	140
	2020/21	55	37.90%	70	48.30%	20	13.80%	145
School of Law and Social Sciences	2018/19	30	18.80%	110	68.80%	20	12.50%	160
	2019/20	30	20.00%	105	70.00%	15	10.00%	150
	2020/21	45	25.00%	115	63.90%	20	11.10%	180
School of Built Environment & Architecture	2018/19	40	36.40%	55	50.00%	15	13.60%	110
	2019/20	55	39.30%	70	50.00%	15	10.70%	140
	2020/21	65	41.90%	75	48.40%	15	9.70%	155

Table 11: UK Academic Staff by School

UK Academic Staff by School								
		BAME		White		Unknown		Total
School	Year	N	%	N	%	N	%	N
Institute of Health and Social Care	2018/19	55	17.7%	235	75.8%	20	6.5%	310
	2019/20	60	21.1%	210	73.7%	15	5.3%	285
	2020/21	70	24.1%	205	70.7%	15	5.2%	290
LSBU Business School	2018/19	35	31.8%	65	59.1%	10	9.1%	110
	2019/20	40	32.0%	70	56.0%	15	12.0%	125
	2020/21	50	40.0%	65	52.0%	10	8.0%	125
	2018/19	15	14.3%	70	66.7%	20	19.0%	105
	2019/20	20	18.2%	75	68.2%	15	13.6%	110

School of Applied Sciences	2020/21	15	15.8%	65	68.4%	15	15.8%	95
School of Art and Creative Industries	2018/19	10	9.1%	75	68.2%	25	22.7%	110
	2019/20	10	9.5%	80	76.2%	15	14.3%	105
	2020/21	20	18.2%	75	68.2%	15	13.6%	110
School of Engineering	2018/19	30	35.3%	40	47.1%	15	17.6%	85
	2019/20	30	37.5%	40	50.0%	10	12.5%	80
	2020/21	30	35.3%	45	52.9%	10	11.8%	85
School of Law and Social Sciences	2018/19	25	19.2%	95	73.1%	10	7.7%	130
	2019/20	25	20.8%	90	75.0%	5	4.2%	120
	2020/21	35	24.1%	100	69.0%	10	6.9%	145
School of Built Environment & Architecture	2018/19	20	30.8%	35	53.8%	10	15.4%	65
	2019/20	35	41.2%	40	47.1%	10	11.8%	85
	2020/21	30	37.5%	40	50.0%	10	12.5%	80

Table 12: Non-UK Academic Staff by School

Non-UK Academic Staff by School								
School	Year	BAME		White		Unknown		Total
		N	%	N	%	N	%	N
Institute of Health and Social Care	2018/19	5	14.3%	25	71.4%	5	14.3%	35
	2019/20	0	0.0%	30	85.7%	5	14.3%	35
	2020/21	5	14.3%	30	85.7%	0	0.0%	35
LSBU Business School	2018/19	20	44.4%	20	44.4%	5	11.1%	45
	2019/20	25	45.5%	25	45.5%	5	9.1%	55
	2020/21	25	45.5%	25	45.5%	5	9.1%	55
School of Applied Sciences	2018/19	5	16.7%	20	66.7%	5	16.7%	30
	2019/20	5	16.7%	20	66.7%	5	16.7%	30
	2020/21	5	14.3%	25	71.4%	5	14.3%	35
School of Art and Creative Industries	2018/19	5	10.0%	30	60.0%	15	30.0%	50
	2019/20	5	10.0%	30	60.0%	15	30.0%	50
	2020/21	10	22.2%	30	66.7%	5	11.1%	45
School of Engineering	2018/19	25	45.5%	20	36.4%	10	18.2%	55
	2019/20	20	33.3%	25	41.7%	15	25.0%	60

	2020/21	25	45.5%	25	45.5%	5	9.1%	55
School of Law and Social Sciences	2018/19	5	20.0%	15	60.0%	5	20.0%	25
	2019/20	10	28.6%	15	42.9%	10	28.6%	35
	2020/21	15	37.5%	20	50.0%	5	12.5%	40
School of Built Environment and Architecture	2018/19	15	42.9%	20	57.1%	0	0.0%	35
	2019/20	25	41.7%	30	50.0%	5	8.3%	60
	2020/21	30	46.2%	30	46.2%	5	7.7%	65

All Schools recorded an increase in BAME staff over the three years, apart from the School of Applied Sciences, which decreased from 18.2% in 2019/20 to 14.8%, and School of Engineering which remained stable.

Some Schools have higher proportions of BAME staff; Business, Engineering and Built Environment and Architecture have the highest proportions of BAME staff, each at over 35%. Non-UK academics make a significant contribution to this high proportion, with between 45.5% and 46.2% of non-UK BAME academics in 2020/21. The School of Arts and Creative Industries has doubled their proportion of BAME staff over the last three years.

Figure 7: Academic Staff by School and Ethnicity

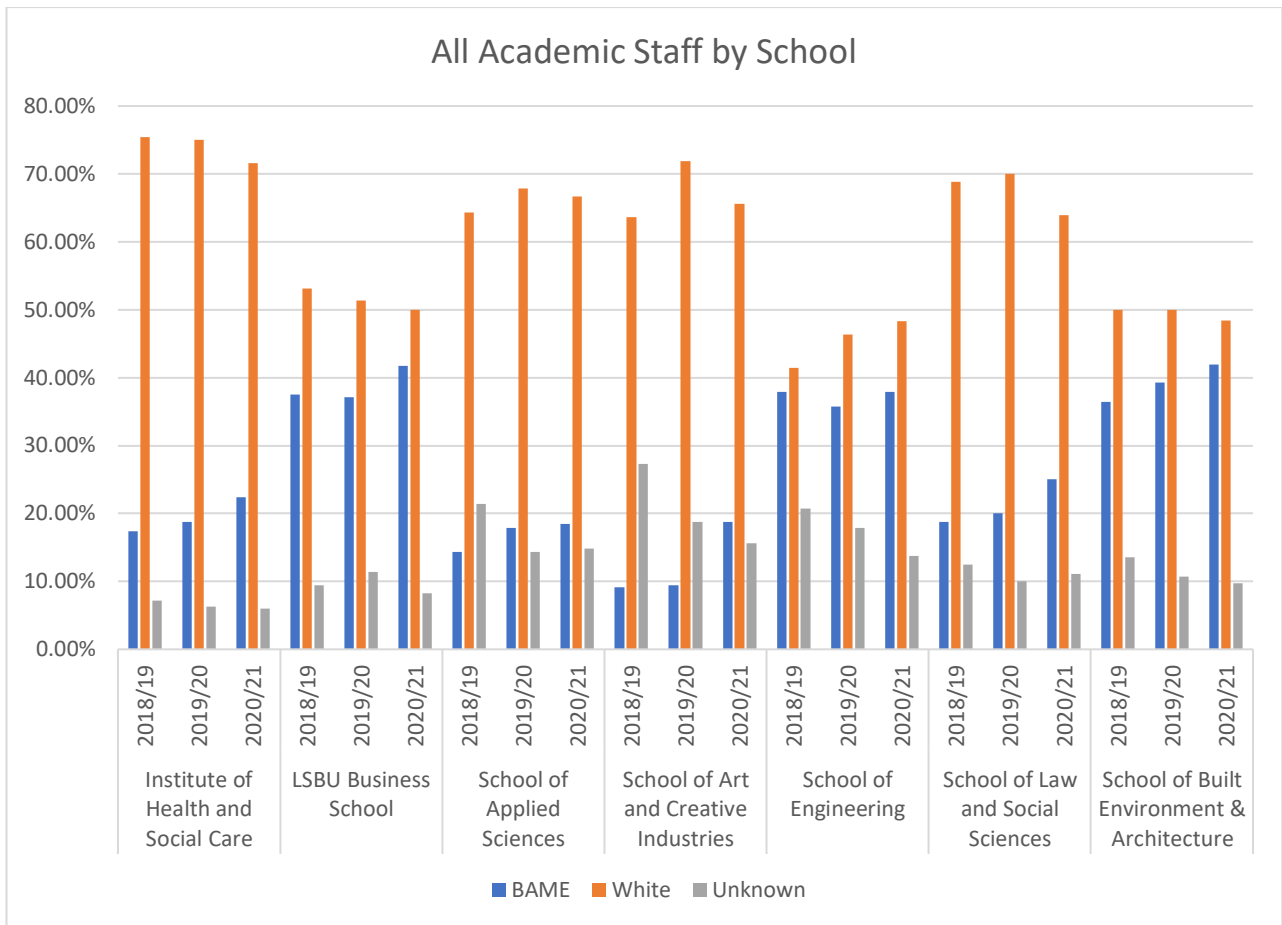
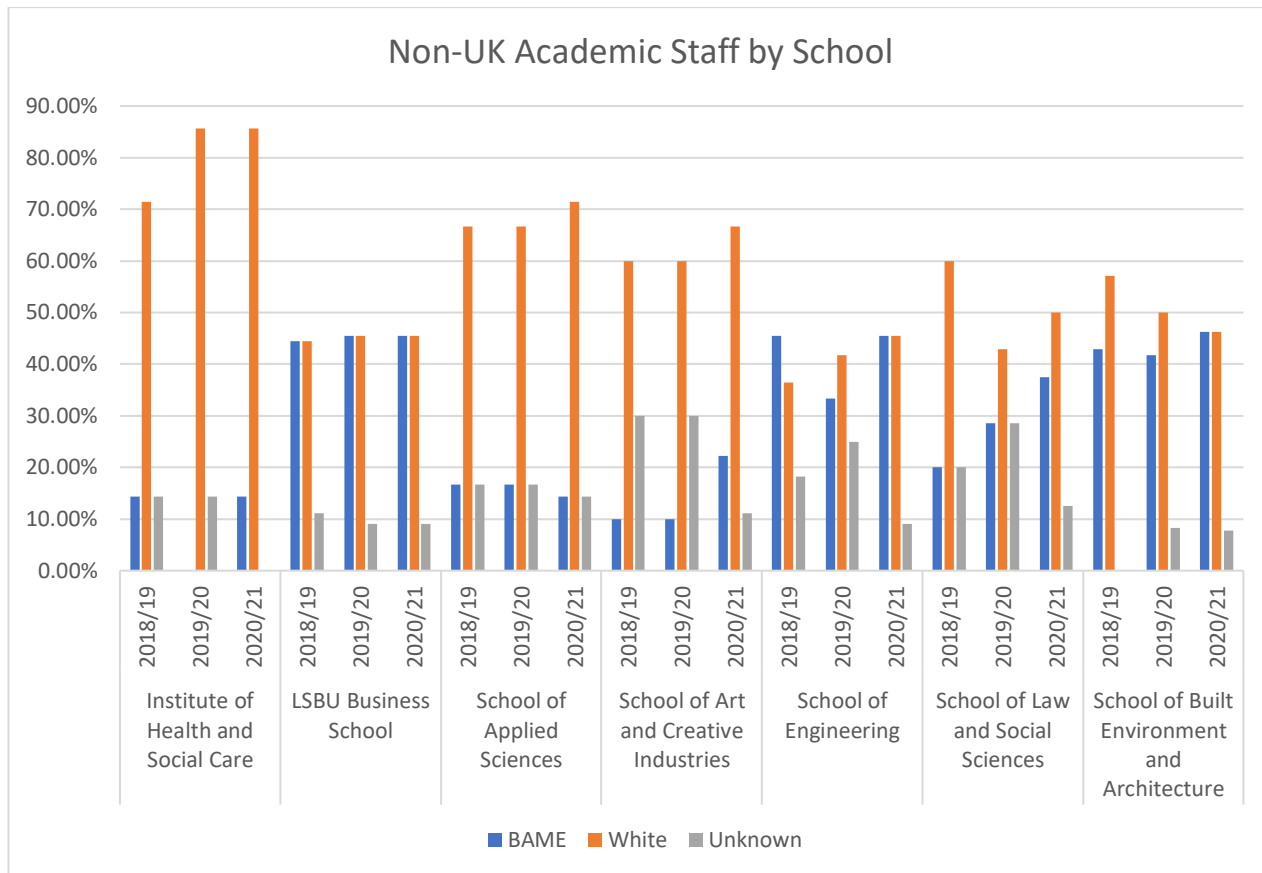


Figure 8: Non-UK Academic Staff by School and Ethnicity



Further analysis shows clear disparities in some Schools between the proportion of BAME staff compared to the proportion of BAME students for 2020/21:

- Institute of Health and Social Care (22.4% BAME staff, 68.75% BAME students)
- Applied Sciences (18.5% BAME staff, 55.9% BAME students)
- Arts and Creative Industries (18.8% BAME staff, 29.1% BAME students)
- Law and Social Sciences (25% BAME staff, 61% BAME students)

This was reflected in the staff survey: *“I am concerned that all the staff in my division are white even though the student population is v[ery] diverse”.*

One of the targets in our EDI Strategy is for our academic staff to reflect the diversity of our student population and will work with Schools to support and address any underrepresentation of BAME staff.

Table 13: All Academic Staff by Grade

All Academic staff by grade								
		BAME		White		Unknown		Total
Grade	Year	N	%	N	%	N	%	N
Lecturer	2018/19	30	28.6%	60	57.1%	15	14.3%	105
	2019/20	40	34.8%	60	52.2%	15	13.0%	115
	2020/21	45	40.9%	55	50.0%	10	9.1%	110
Senior Lecturer	2018/19	75	25.9%	200	69.0%	15	5.2%	290
	2019/20	75	25.0%	210	70.0%	15	5.0%	300
	2020/21	90	28.1%	215	67.2%	15	4.7%	320
Associate Professor	2018/19	15	21.4%	55	78.6%	0	0.0%	70
	2019/20	15	23.1%	50	76.9%	0	0.0%	65
	2020/21	20	26.7%	55	73.3%	0	0.0%	75
Professor	2018/19	5	14.3%	25	71.4%	5	14.3%	35
	2019/20	10	22.2%	30	66.7%	5	11.1%	45
	2020/21	10	22.2%	30	66.7%	5	11.1%	45
Researcher	2018/19	10	20.0%	30	60.0%	10	20.0%	50
	2019/20	10	25.0%	20	50.0%	10	25.0%	40
	2020/21	15	30.0%	25	50.0%	10	20.0%	50
Senior Management	2018/19	5	11.1%	40	88.9%	0	0.0%	45
	2019/20	5	11.1%	40	88.9%	0	0.0%	45
	2020/21	10	18.2%	45	81.8%	0	0.0%	55
HPL	2018/19	130	21.0%	360	58.1%	130	21.0%	620
	2019/20	145	23.4%	375	60.5%	100	16.1%	620
	2020/21	175	28.0%	355	56.8%	95	15.2%	625

Table 14: UK Academic Staff by Grade

UK Academic staff by grade								
		BAME		White		Unknown		Total
Grade	Year	N	%	N	%	N	%	N
Lecturer	2018/19	20	28.6%	45	64.3%	5	7.1%	70
	2019/20	25	38.5%	35	53.8%	5	7.7%	65
	2020/21	25	38.5%	35	53.8%	5	7.7%	65
Senior Lecturer	2018/19	60	25.5%	165	70.2%	10	4.3%	235
	2019/20	60	26.1%	160	69.6%	10	4.3%	230
	2020/21	65	27.1%	165	68.8%	10	4.2%	240
Associate Professor	2018/19	15	25.0%	45	75.0%	0	0.0%	60
	2019/20	15	27.3%	40	72.7%	0	0.0%	55
	2020/21	15	25.0%	45	75.0%	0	0.0%	60
Professor	2018/19	5	16.7%	20	66.7%	5	16.7%	30
	2019/20	10	25.0%	25	62.5%	5	12.5%	40
	2020/21	10	25.0%	25	62.5%	5	12.5%	40
Researcher	2018/19	0	0.0%	15	75.0%	5	25.0%	20
	2019/20	5	33.3%	10	66.7%	0	0.0%	15
	2020/21	5	20.0%	15	60.0%	5	20.0%	25
Senior Management	2018/19	5	12.5%	35	87.5%	0	0.0%	40
	2019/20	5	14.3%	30	85.7%	0	0.0%	35
	2020/21	5	12.5%	35	87.5%	0	0.0%	40
HPL	2018/19	90	19.1%	295	62.8%	85	18.1%	470
	2019/20	100	21.5%	300	64.5%	65	14.0%	465
	2020/21	120	26.1%	275	59.8%	65	14.1%	460

Table 15: Non-UK Academic Staff by Grade

Non-UK Academic staff by grade								
		BAME		White		Unknown		Total
Grade	Year	N	%	N	%	N	%	N
Lecturer	2018/19	10	33.3%	15	50.0%	5	16.7%	30
	2019/20	15	33.3%	20	44.4%	10	22.2%	45
	2020/21	20	44.4%	20	44.4%	5	11.1%	45
Senior Lecturer	2018/19	15	27.3%	35	63.6%	5	9.1%	55
	2019/20	15	25.0%	40	66.7%	5	8.3%	60
	2020/21	20	28.6%	45	64.3%	5	7.1%	70
Associate Professor	2018/19	0	0.0%	10	100.0%	0	0.0%	10
	2019/20	0	0.0%	10	100.0%	0	0.0%	10
	2020/21	0	0.0%	10	100.0%	0	0.0%	10
Professor	2018/19	0	0.0%	5	0.0%	0	0.0%	5
	2019/20	0	0.0%	10	0.0%	0	0.0%	10
	2020/21	0	0.0%	10	0.0%	0	0.0%	0
Researcher	2018/19	10	33.3%	15	50.0%	5	16.7%	30
	2019/20	10	33.3%	10	33.3%	10	33.3%	30
	2020/21	10	40.0%	10	40.0%	5	20.0%	25
Senior Management	2018/19	0	0.0%	5	100.0%	0	0.0%	5
	2019/20	0	0.0%	10	100.0%	0	0.0%	10
	2020/21	0	0.0%	10	100.0%	0	0.0%	10
HPL	2018/19	40	30.8%	65	50.0%	25	19.2%	130
	2019/20	45	28.1%	80	50.0%	35	21.9%	160
	2020/21	55	36.7%	80	53.3%	15	10.0%	150

For all academic staff, the proportion of BAME employees has increased at all grades between 2018/19 and 2020/21. This was primarily driven by increases in BAME UK academics between 2018/19 and 2019/20.

LSBU was recognised in the University of the Arts’ 2022 Ethnic Representation Index as having one of the largest Black professorial compositions at 7%. However, a large disparity remains between BAME and white academic staff by grade at senior levels, with BAME academics comprising 40.9% of all Lecturers in 2020/21 and only 22.2% of Professors and 18% of Senior Managers.

The data does not show disproportionate BAME representation among HPLs, we lack data on the amount of work being done by different HPLs at LSBU. There may be an overrepresentation of BAME HPLs undertaking significant amounts of work and we will investigate this further.

As part of our work to support internal promotion into senior roles, LSBU sponsors places for BAME staff on the Advance HE Diversifying Leadership course each year. BAME staff are also well-represented in LSBU participants in the Aurora programmes for women. We are conscious that all development programmes targeted at a minoritised group need to be mindful of the need to avoid a deficit model approach. Our Head of EDI is the Co-Programme Director for Diversifying Leadership, with input into the programme design and methodology, and at LSBU we enhance these external programmes with in-house development sessions and career support and monitoring. We use Diversifying HE in tandem with other interventions to remove structural and institutional barriers, ensuring that race equality remains a key strategic priority as outlined in LSBU's EDI Strategy.

Table 16: All Academic Staff by Contract Type

All Academic Staff by Contract Type							
Ethnicity	Contract Type	2018/19		2019/20		2020/21	
		N	%	N	%	N	%
Asian	Permanent	60	50%	70	56%	70	45%
	Fixed term	60	50%	55	44%	85	55%
Black	Permanent	50	48%	50	42%	60	43%
	Fixed term	55	52%	70	58%	80	57%
Mixed	Permanent	10	40%	10	33%	10	29%
	Fixed term	15	60%	20	67%	25	71%
Other	Permanent	20	67%	25	71%	25	71%
	Fixed term	10	33%	10	29%	10	29%
White	Permanent	385	50%	380	49%	385	49%
	Fixed term	385	50%	400	51%	395	51%
Unknown	Permanent	40	22%	35	24%	35	26%
	Fixed term	140	78%	110	76%	100	74%

Table 17: UK Academic Staff by Contract Type

UK Academic Staff by Contract Type							
Ethnicity	Contract Type	2018/19		2019/20		2020/21	
		N	%	N	%	N	%
Asian	Permanent	45	53%	50	59%	45	50%
	Fixed term	40	47%	35	41%	45	50%
Black	Permanent	40	53%	40	44%	45	43%
	Fixed term	35	47%	50	56%	60	57%
Mixed	Permanent	10	67%	10	50%	10	33%
	Fixed term	5	33%	10	50%	20	67%
Other	Permanent	15	60%	15	60%	15	60%
	Fixed term	10	40%	10	40%	10	40%
White	Permanent	315	51%	295	49%	300	50%
	Fixed term	300	49%	310	51%	295	50%
Unknown	Permanent	25	23%	20	24%	20	24%
	Fixed term	85	77%	65	76%	65	76%

Table 18: Non-UK Academic Staff by Contract Type

Non-UK Academic Staff by Contract Type							
Ethnicity	Contract Type	2018/19		2019/20		2020/21	
		N	%	N	%	N	%
Asian	Permanent	15	43%	20	44%	25	42%
	Fixed term	20	57%	25	56%	35	58%
Black	Permanent	5	20%	10	33%	15	37%
	Fixed term	20	80%	20	67%	25	63%
Mixed	Permanent	0	0%	0	0%	0	0%
	Fixed term	10	100%	10	100%	10	100%
Other	Permanent	5	100%	5	50%	10	67%
	Fixed term	0	0%	5	50%	5	33%
White	Permanent	70	47%	85	47%	80	44%
	Fixed term	80	53%	95	53%	100	56%
Unknown	Permanent	10	22%	15	25%	10	33%
	Fixed term	35	78%	45	75%	20	67%

BAME academics are more likely to be on a fixed term contracts than white academics. However, this is not the case for BAME academics from the UK and the disparity is driven by BAME non-UK academics who are more likely to be on contracts subject to visa restrictions.

Table 19: Turnover of Academic Staff

Turnover of all Academic Staff												
Year	Asian		Black		Mixed		White		Unknown		TOTAL	
	N	%	N	%	N	%	N	%	N	%	N	%
2018/19	35	31%	35	35%	5	26%	265	34%	90	50%	430	36%
2019/20	30	23%	30	24%	5	13%	195	25%	80	56%	335	28%
2020/21	20	13%	45	31%	5	18%	195	25%	45	33%	315	25%

Table 20: Turnover of Academic Staff by Domicile

Turnover of Academic Staff						
Year	Domicile	Asian	Black	Mixed	White	Unknown
2018/19	UK	10%	7%	17%	11%	10%
	Non-UK	18%	11%	13%	5%	11%
2019/20	UK	7%	4%	0%	7%	6%
	Non-UK	13%	7%	0%	8%	10%
2020/21	UK	3%	8%	0%	8%	9%
	Non-UK	2%	7%	0%	7%	0%

Turnover among academics reduced in both 2019/20 and 2020/21, which is likely to have been impacted by the pandemic when many people chose to remain with their current employers. Turnover figures for “other” ethnicities were not available due to problems with how these had been recorded, although this category is relatively small.

Between 2018/19 and 2010/21, turnover decreased most significantly for Asian academics and those whose ethnicity was unknown. Turnover was higher for non-UK staff for all ethnicities, except “mixed” and “unknown” where the numbers are small.

ACTIONS

AP8 A review of the arrangements for Hourly Paid lecturers (HPLs) is underway to reduce the use of HPL contracts.

AP9 Establish a review of the ethnicity of remaining HPLs and develop actions to address any over-representation of BAME HPLs.

AP10 Ensure that the specific experiences of BAME HPL staff are considered as part of the work to increase employee engagement.

AP11 To run a general and targeted communications campaign to encourage employees to declare their ethnicity and other diversity monitoring data.

AP12 Continue to support BAME staff to participate in the Diversifying Leadership development programme, supplementing the external course with in-house development sessions and career tracking.

AP13 Deployment of data insight reporting to SMTs by HR Business Partners to support identification of workforce management, recruitment markets and development priorities.

Section 4b: Professional and support staff

Table 21: All Professional Services Staff by Ethnicity

All Professional Services staff								
	2018/19		2019/20			2020/21		
	N	%	N	%	% change	N	%	% change
Asian	150	13.8%	130	13.8%	0.1%	170	15.6%	1.8%
Black	180	16.5%	165	17.6%	1.0%	190	17.4%	-0.1%
Mixed	40	3.7%	30	3.2%	-0.5%	45	4.1%	0.9%
Other	20	1.8%	15	1.6%	-0.2%	20	1.8%	0.2%
White	600	55.0%	525	55.9%	0.8%	570	52.3%	-3.6%
Unknown	100	9.2%	75	8.0%	-1.2%	95	8.7%	0.7%
Total	1090	100%	940	100%		1090	100%	

Figure 9: All Professional Services Staff by Ethnicity

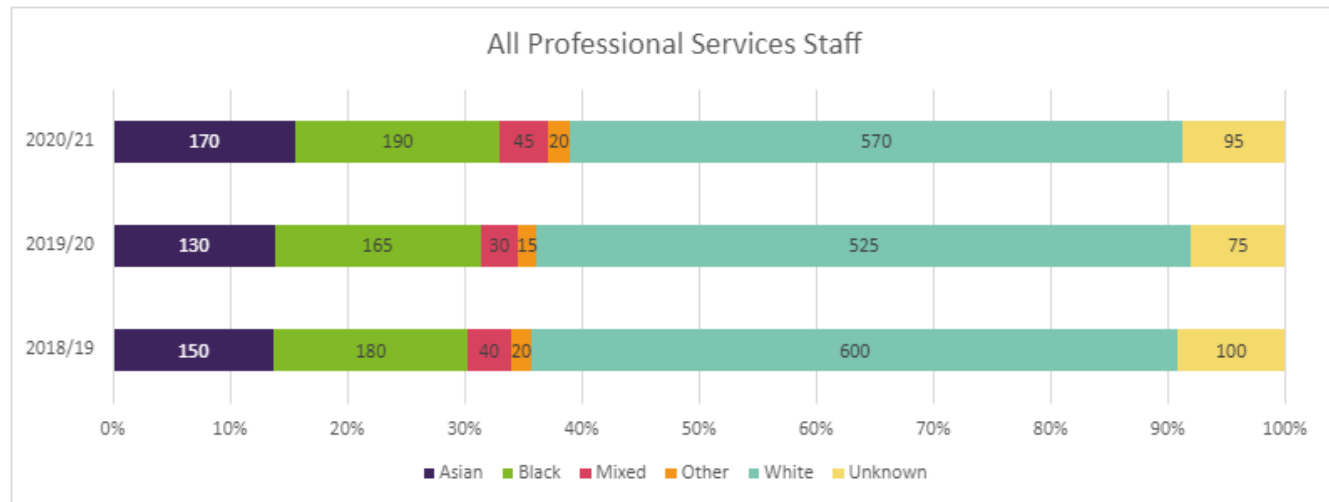


Table 22: UK Professional Services Staff by Ethnicity

UK Professional Services staff								
	2018/19		2019/20			2020/21		
	N	%	N	%	% change	N	%	% change
Asian	115	13.2%	100	13.2%	0.0%	125	14.8%	1.5%
Black	160	18.4%	150	19.9%	1.5%	170	20.1%	0.3%
Mixed	30	3.4%	25	3.3%	-0.1%	35	4.1%	0.8%
Other	10	1.1%	10	1.3%	0.2%	10	1.2%	-0.1%
White	495	56.9%	415	55.0%	-1.9%	435	51.5%	-3.5%
Unknown	60	6.9%	55	7.3%	0.4%	70	8.3%	1.0%
Total	870	100%	755	100%		845	100%	0.0%

Table 23: Non-UK Professional Services Staff by Ethnicity

Non-UK Professional Services staff								
	2018/19		2019/20			2020/21		
	N	%	N	%	% change	N	%	% change
Asian	35	16.7%	30	16.2%	-0.5%	45	18.4%	2.2%
Black	20	9.5%	15	8.1%	-1.4%	20	8.2%	0.1%
Mixed	10	4.8%	5	2.7%	-2.1%	10	4.1%	1.4%
Other	10	4.8%	5	2.7%	-2.1%	10	4.1%	1.4%
White	100	47.6%	110	59.5%	11.8%	135	55.1%	-4.4%
Unknown	35	16.7%	20	10.8%	-5.9%	25	10.2%	-0.6%
Total	210	100%	185	100%		245	100%	

The diversity profile of professional services staff did not change significantly between 2018/19 and 2020/21, although there was a significant increase in the proportion of non-UK white staff between 2019/20 (partly reversed in 2020/21). The proportion of BAME professional services staff in 2020/21 (39%) remains high compared to several other London Moderns, such as the University of Westminster (34%) but low compared to SOAS University of London (43%), the London population (46%) and LSBU students (59%). Our EDI Strategy outlines LSBU’s aspiration to have a workforce that reflects the diversity of both our student population and our local community.

The number of staff whose ethnicity is “unknown” reduces over the three years but remains high in 2020/21 at 8.3%. As for academic staff, action is needed to increase confidence in disclosing ethnicity data to allow us to manage our workforce effectively.

Table 24: All Professional Services Staff by Department

All Staff by Department								
Department	Year	BAME		White		Unknown		Total
		N	%	N	%	N	%	N
LSBU Global	2018/19	10	28.6%	20	57.1%	5	14.3%	35
	2019/20	10	40.0%	15	60.0%	0	0.0%	25
	2020/21	0	0.0%	5	100.0%	0	0.0%	5
PSG - Estates and Academic Environment	2018/19	15	20.0%	50	66.7%	10	13.3%	75
	2019/20	15	27.3%	35	63.6%	5	9.1%	55
	2020/21	15	33.3%	30	66.7%	0	0.0%	45
PSG - Executive Office	2018/19	10	22.2%	30	66.7%	5	11.1%	45
	2019/20	10	25.0%	25	62.5%	5	12.5%	40
	2020/21	10	20.0%	35	70.0%	5	10.0%	50
PSG - Finance and Management Information	2018/19	35	41.2%	50	58.8%	0	0.0%	85
	2019/20	30	42.9%	40	57.1%	0	0.0%	70
	2020/21	30	42.9%	35	50.0%	5	7.1%	70
PSG - People and Organisation	2018/19	15	42.9%	20	57.1%	0	0.0%	35
	2019/20	15	42.9%	20	57.1%	0	0.0%	35
	2020/21	15	50.0%	15	50.0%	0	0.0%	30
PSG - Research Enterprise and Innovation	2018/19	10	20.0%	35	70.0%	5	10.0%	50
	2019/20	10	28.6%	25	71.4%	0	0.0%	35
	2020/21	10	28.6%	25	71.4%	0	0.0%	35
PSG - Student Journey	2018/19	220	37.6%	305	52.1%	60	10.3%	585
	2019/20	195	39.8%	250	51.0%	45	9.2%	490
	2020/21	230	38.3%	310	51.7%	60	10.0%	600
PSG - Teaching Quality and Enhancement	2018/19	10	40.0%	15	60.0%	0	0.0%	25
	2019/20	5	25.0%	15	75.0%	0	0.0%	20
	2020/21	10	33.3%	20	66.7%	0	0.0%	30
PSG - Technical Services	2018/19	10	22.2%	35	77.8%	0	0.0%	45
	2019/20	10	22.2%	35	77.8%	0	0.0%	45
	2020/21	10	20.0%	35	70.0%	5	10.0%	50
School of Apprentices	2018/19	5	50.0%	5	50.0%	0	0.0%	10
	2019/20	5	50.0%	5	50.0%	0	0.0%	10
	2020/21	5	50.0%	5	50.0%	0	0.0%	10

Table 25: UK Professional Services Staff by Department

UK PSG Staff by Department								
Department	Year	BAME		White		Unknown		Total
		N	%	N	%	N	%	N
LSBU Global	2018/19	5	25.0%	15	75.0%	0	0.0%	20
	2019/20	5	33.3%	10	66.7%	0	0.0%	15
	2020/21	0	0.0%	5	100.0%	0	0.0%	5
PSG - Estates and Academic Environment	2018/19	10	16.7%	45	75.0%	5	8.3%	60
	2019/20	15	23.1%	45	69.2%	5	7.7%	65
	2020/21	15	37.5%	25	62.5%	0	0.0%	40
PSG - Executive Office	2018/19	10	22.2%	30	66.7%	5	11.1%	45
	2019/20	10	25.0%	25	62.5%	5	12.5%	40
	2020/21	10	20.0%	35	70.0%	5	10.0%	50
PSG - Finance and Management Information	2018/19	30	40.0%	45	60.0%	0	0.0%	75
	2019/20	30	46.2%	35	53.8%	0	0.0%	65
	2020/21	30	46.2%	30	46.2%	5	7.7%	65
PSG - People and Organisation	2018/19	15	42.9%	20	57.1%	0	0.0%	35
	2019/20	15	42.9%	20	57.1%	0	0.0%	35
	2020/21	15	50.0%	15	50.0%	0	0.0%	30
PSG - Research Enterprise and Innovation	2018/19	10	28.6%	25	71.4%	0	0.0%	35
	2019/20	10	40.0%	15	60.0%	0	0.0%	25
	2020/21	10	40.0%	15	60.0%	0	0.0%	25
PSG - Student Journey	2018/19	170	36.2%	255	54.3%	45	9.6%	470
	2019/20	160	41.0%	195	50.0%	35	9.0%	390
	2020/21	175	38.9%	230	51.1%	45	10.0%	450
PSG - Teaching Quality and Enhancement	2018/19	10	40.0%	10	40.0%	5	20.0%	25
	2019/20	5	33.3%	10	66.7%	0	0.0%	15
	2020/21	10	40.0%	15	60.0%	0	0.0%	25
PSG - Technical Services	2018/19	10	25.0%	30	75.0%	0	0.0%	40
	2019/20	10	25.0%	30	75.0%	0	0.0%	40
	2020/21	10	22.2%	30	66.7%	5	11.1%	45
School of Apprentices	2018/19	5	50.0%	5	50.0%	0	0.0%	10
	2019/20	5	50.0%	5	50.0%	0	0.0%	10
	2020/21	5	50.0%	5	50.0%	0	0.0%	10

Table 26: Non-UK Professional Services Staff by Department

Non-UK PSG Staff by Department								
Department	Year	BAME		White		Unknown		Total
		N	%	N	%	N	%	N
LSBU Global	2018/19	5	33.3%	5	33.3%	5	33.3%	15
	2019/20	5	50.0%	5	50.0%	0	0.0%	10
	2020/21	0	0.0%	0	0.0%	0	0.0%	0
PSG - Estates and Academic Environment	2018/19	5	33.3%	5	33.3%	5	33.3%	15
	2019/20	0	0.0%	10	100.0%	0	0.0%	10
	2020/21	0	0.0%	5	100.0%	0	0.0%	5
PSG - Executive Office	2018/19	0	0.0%	0	0.0%	0	0.0%	0
	2019/20	0	0.0%	0	0.0%	0	0.0%	0
	2020/21	0	0.0%	0	0.0%	0	0.0%	0
PSG - Finance and Management Information	2018/19	5	50.0%	5	50.0%	0	0.0%	10
	2019/20	0	0.0%	5	100.0%	0	0.0%	5
	2020/21	0	0.0%	5	100.0%	0	0.0%	5
PSG - People and Organisation	2018/19	0	0.0%	5	100.0%	0	0.0%	5
	2019/20	0	0.0%	0	0.0%	0	0.0%	0
	2020/21	0	0.0%	5	100.0%	0	0.0%	5
PSG - Research Enterprise and Innovation	2018/19	0	0.0%	10	66.7%	5	33.3%	15
	2019/20	0	0.0%	10	100.0%	0	0.0%	10
	2020/21	0	0.0%	10	100.0%	0	0.0%	10
PSG - Student Journey	2018/19	50	43.5%	50	43.5%	15	13.0%	115
	2019/20	35	35.0%	55	55.0%	10	10.0%	100
	2020/21	55	36.7%	80	53.3%	15	10.0%	150
PSG - Teaching Quality and Enhancement	2018/19	0	0.0%	5	100.0%	0	0.0%	5
	2019/20	0	0.0%	5	100.0%	0	0.0%	5
	2020/21	0	0.0%	5	100.0%	0	0.0%	5
PSG - Technical Services	2018/19	0	0.0%	5	100.0%	0	0.0%	5
	2019/20	0	0.0%	5	100.0%	0	0.0%	5
	2020/21	0	0.0%	5	100.0%	0	0.0%	5
School of Apprentices	2018/19	0	0.0%	0	0.0%	0	0.0%	0
	2019/20	0	0.0%	0	0.0%	0	0.0%	0
	2020/21	0	0.0%	0	0.0%	0	0.0%	0

No clear patterns emerge from a breakdown of professional services staff by department, with only Estates having an overall increase in the proportion of BAME staff in both 2019/20 and 2020/21. This was driven primarily by increases in the proportion of UK BAME staff and an overall increase of 10% in the lowest grades (2-5), reinforcing the need to improve internal progression for BAME staff.

Table 27: Breakdown of BAME Staff in Estates by Ethnicity 2018/19-2020/21

Estates - Proportion of BAME Staff			
	2-5	6-9	10+
2018/19	30%	36%	0%
2019/20	40%	39%	0%
2020/21	40%	38%	0%

Student Journey was the only department with significant numbers of non-UK staff members. Overall, their proportion of BAME staff increased by 0.7% during the three-year period. Although the proportion of non-UK BAME staff fell 6.8% during this time, the number of non-UK staff increased.

Table 28: All Professional Services Staff by Grade

All Professional Services staff by grade								
Grade	Year	BAME		White		Unknown		Total
		N	%	N	%	N	%	N
Grade 6 and below	2018/19	305	40.1%	375	49.3%	80	10.5%	760
	2019/20	270	40.9%	335	50.8%	55	8.3%	660
	2020/21	320	41.8%	375	49.0%	70	9.2%	765
Grade 7 - 10	2018/19	75	25.9%	195	67.2%	20	6.9%	290
	2019/20	70	28.6%	160	65.3%	15	6.1%	245
	2020/21	90	32.7%	165	60.0%	20	7.3%	275
Senior Management	2018/19	5	14.3%	30	85.7%	0	0.0%	35
	2019/20	5	11.1%	35	77.8%	5	11.1%	45
	2020/21	5	14.3%	30	85.7%	0	0.0%	35

Table 29: UK Professional Services Staff by Grade

UK PSG staff by grade								
Grade	Year	BAME		White		Unknown		Total
		N	%	N	%	N	%	N
Grade 6 and below	2018/19	235	40.5%	295	50.9%	50	8.6%	580
	2019/20	225	44.6%	245	48.5%	35	6.9%	505
	2020/21	245	44.5%	260	47.3%	45	8.2%	550
Grade 7 - 10	2018/19	65	26.0%	170	68.0%	15	6.0%	250
	2019/20	65	29.5%	140	63.6%	15	6.8%	220
	2020/21	85	34.0%	145	58.0%	20	8.0%	250
Senior Management	2018/19	0	0.0%	35	87.5%	5	12.5%	40
	2019/20	5	11.1%	35	77.8%	5	11.1%	45
	2020/21	5	14.3%	30	85.7%	0	0.0%	35

Table 30: Non-UK Professional Services Staff by Grade

Non-UK PSG staff by grade								
Grade	Year	BAME		White		Unknown		Total
		N	%	N	%	N	%	N
Grade 6 and below	2018/19	70	38.9%	80	44.4%	30	16.7%	180
	2019/20	45	29.0%	90	58.1%	20	12.9%	155
	2020/21	75	34.9%	115	53.5%	25	11.6%	215
Grade 7 - 10	2018/19	10	25.0%	25	62.5%	5	12.5%	40
	2019/20	5	20.0%	20	80.0%	0	0.0%	25
	2020/21	5	20.0%	20	80.0%	0	0.0%	25
Senior Management	2018/19	0	0.0%	0	0.0%	0	0.0%	0
	2019/20	0	0.0%	0	0.0%	0	0.0%	0
	2020/21	0	0.0%	0	0.0%	0	0.0%	0

As for academic staff, BAME professional services staff are disproportionately represented in the lower grades, although the proportion in each grade category increased within the three-year period ending 2020/21. These increases were driven by increases in BAME staff from the UK. This was a key theme raised in the comments from the staff survey and focus groups and our action plan includes work to support progression, including through new professional services career pathways:

“It is clear to see that employees towards the top of the LSBU chain are not diverse. It makes it hard to see how one would progress at LSBU in terms of progression. There is no one discussing how support staff could progress into different positions.”

Table 31: All Professional Services Staff by Contract Type

All Professional Services Staff by Contract Type							
Ethnicity	Contract Type	2018/19		2019/20		2020/21	
		N	%	N	%	N	%
Asian	Permanent	115	76%	95	70%	95	61%
	Fixed term	35	24%	40	30%	60	39%
Black	Permanent	125	71%	115	70%	120	63%
	Fixed term	50	29%	50	30%	70	37%
Mixed	Permanent	25	62%	25	71%	25	62%
	Fixed term	15	38%	10	29%	15	38%
Other	Permanent	10	67%	10	100%	15	75%
	Fixed term	5	33%	0	0%	5	25%
White	Permanent	495	82%	415	78%	385	68%
	Fixed term	110	18%	115	22%	180	32%
Unknown	Permanent	55	55%	45	60%	45	47%
	Fixed term	45	45%	30	40%	50	53%

Table 32: UK Professional Services Staff by Contract Type

UK PSG Staff by Contract Type							
Ethnicity	Contract Type	2018/19		2019/20		2020/21	
		N	%	N	%	N	%
Asian	Permanent	95	83%	80	76%	80	70%
	Fixed term	20	17%	25	24%	35	30%
Black	Permanent	120	79%	110	73%	110	67%
	Fixed term	35	21%	40	27%	55	33%
Mixed	Permanent	20	67%	20	80%	20	67%
	Fixed term	10	33%	5	20%	10	33%
Other	Permanent	5	50%	5	100%	10	100%
	Fixed term	5	50%	0	0%	0	0%
White	Permanent	430	86%	355	85%	335	76%
	Fixed term	70	14%	65	15%	105	24%
Unknown	Permanent	40	62%	35	64%	35	54%
	Fixed term	25	38%	20	36%	30	46%

Table 33: Non-UK Professional Services Staff by Contract Type

Non-UK PSG Staff by Contract Type							
Ethnicity	Contract Type	2018/19		2019/20		2020/21	
		N	%	N	%	N	%
Asian	Permanent	20	57%	15	50%	15	37%
	Fixed term	15	43%	15	50%	25	63%
Black	Permanent	5	25%	5	33%	5	25%
	Fixed term	15	75%	10	67%	15	75%
Mixed	Permanent	5	50%	5	50%	5	50%
	Fixed term	5	50%	5	50%	5	50%
Other	Permanent	5	100%	5	100%	5	50%
	Fixed term	0	0%	0	0%	5	50%
White	Permanent	65	62%	60	55%	60	44%
	Fixed term	40	38%	50	45%	75	56%
Unknown	Permanent	15	43%	10	50%	10	33%
	Fixed term	20	57%	10	50%	20	67%

There has been a slight decrease in the proportion of staff on permanent contracts and an increase in the proportion of staff on fixed-term contracts across all ethnicities. This trend is seen for both UK and non-UK staff. As with academic staff, we see that non-UK staff are more likely to be on fixed-term contracts than UK staff, which is likely to reflect visa restrictions.

Table 34: Turnover of Professional Services Staff

Turnover of all Professional Services Staff												
Year	Asian		Black		Mixed		White		Unknown		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
2018/19	20	15%	50	28%	10	24%	165	27%	55	56%	300	28%
2019/20	25	18%	35	23%	5	10%	135	26%	50	70%	250	27%
2020/21	35	21%	30	15%	5	7%	95	17%	30	31%	190	18%

Table 35: Turnover of Professional Services Staff by Domicile

Turnover of Professional Services Staff						
Domicile	Year	Asian	Black	Mixed	White	Unknown
UK	2018/19	17%	16%	23%	22%	27%
Non-UK	2018/19	14%	25%	30%	23%	15%
UK	2019/20	9%	7%	4%	12%	11%
Non-UK	2019/20	10%	0%	0%	10%	20%
UK	2020/21	24%	17%	21%	16%	26%
Non-UK	2020/21	37%	38%	18%	23%	22%

Turnover for professional services staff reduced between 2018/19 and 2020/21. This was particularly the case for those identifying as being of “unknown” or “mixed” ethnicity. Turnover figures for “other” ethnicities were not available due to problems with how these had been recorded, although this category is relatively small. However, turnover increased by 6% for Asian professional services staff. In most groups, turnover was higher than for UK leavers in the same group. However, in many cases the numbers of non-UK leavers are too small to draw reliable conclusions.

Staff who leave the university are asked to complete an online exit survey questionnaire in their leavers letter, or to request an exit interview with the HR team. This information is reviewed quarterly; however, response rates are currently too low to identify meaningful trends. To better understand the trends around reasons for leaving identified here, further investigation is needed.

ACTIONS

AP14 Review a sample of leavers to understand the experiences of Asian professional and support staff that may be contributing to increased turnover for this group.

AP15 Launch and embed the new PSG career pathways framework.

OTHER RELEVANT ACTIONS

AP11 Run a communications campaign to encourage staff ethnicity disclosure.

Section 4c: Grievances and disciplinarys

Table 36: All Grievances and Disciplinary Cases from 2018 to 2021

Grievances and Disciplinary Cases							
Type	BAME		White		Unknown		Total
	N	%	N	%	N	%	N
Disciplinary Cases	10	41%	15	59%	0	0%	30
Grievances	10	32%	20	65%	0	3%	30

Cases for all three years have been combined, as well as the HESA anonymising methodology being applied. In 2020/21, one grievance was race-related, and no earlier records are held about the reasons for grievances. The proportion of disciplinary cases for BAME staff is higher than the overall proportion of BAME staff, which needs further investigation. Although the numbers are small, more robust record-keeping and monitoring is required.

ACTIONS

AP16 Review the reporting system for grievances and disciplinarys to ensure the ethnic profile of individuals raising grievances and subject to disciplinarys is reviewed, and the University has oversight of whether any grievances or disciplinarys are race-related in nature

Section 4d: Decision-making boards and committees

Table 37: Board of Governors Committee Membership by Ethnicity

Board of Governors						
Ethnicity	2018/19		2019/20		2020/21	
	N	%	N	%	N	%
Asian	5	15.0%	3	16.7%	3	20.0%
Black	0	5.0%	0	5.6%	0	6.7%
Other	0	10.0%	0	5.6%	0	0.0%
White	15	65.0%	10	66.7%	10	66.7%
Unknown	0	5.0%	0	5.6%	0	6.7%
Total	20	100%	20	100%	15	100%

The Board of Governors comprises internal and external members and takes responsibility for promoting the success of the University by leading and supervising its affairs.

Table 38: LSBU Group Executive Committee Membership by Ethnicity

University Executive						
Ethnicity	2018/19		2019/20		2020/21	
	N	%	N	%	N	%
Asian	0	0.0%	0	0.0%	0	0.0%
Black	0	0.0%	0	0.0%	2	22.2%
Other	0	12.5%	0	12.5%	0	11.1%
White	5	87.5%	5	87.5%	5	66.7%
Unknown	0	0.0%	0	0.0%	0	0.0%
Total	10	100%	10	100%	10	100%

The LSBU Group Executive comprises of internal senior staff and is responsible for the executive management of the University, South Bank Colleges and South Bank Academies.

Table 39: Academic Board Committee Membership by Ethnicity

Academic Board						
	2018/19		2019/20		2020/21	
Ethnicity	N	%	N	%	N	%
Asian	5	15.8%	5	10.0%	0	2.9%
Black	0	10.5%	5	10.0%	0	5.9%
Other	0	0.0%	0	3.3%	0	5.9%
White	15	73.7%	25	76.7%	30	85.3%
Unknown	0	0.0%	0	0.0%	0	0.0%
Total	20	100%	30	100%	35	100%

The Academic Board is chaired by the Provost and comprises senior academic staff and professors, non-teaching staff, and representatives from the Student's Union. It oversees academic standards, as well as the direction and regulation of academic matters.

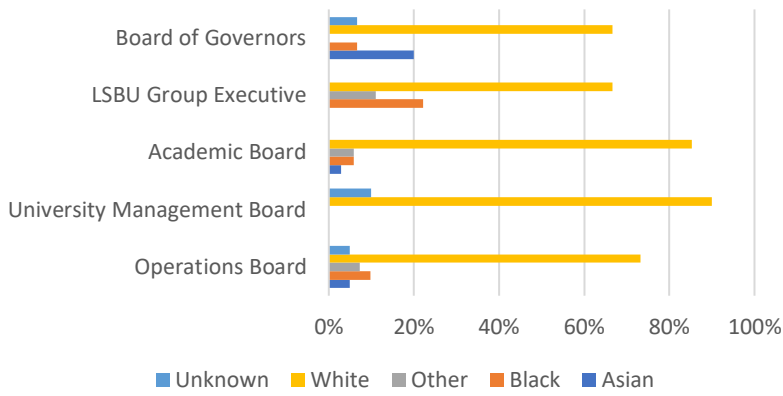
Table 40: University Management and Operations Board Membership by Ethnicity

	University Management Board	Operations Board (Professional Services)
Ethnicity	%	%
Asian	13%	4.9%
Black	0%	9.8%
Other	0%	7.3%
White	80%	73.2%
Unknown	7%	4.9%
Total	100%	100%

The University Management and Operations Boards are internal committees which meet monthly. UMB is chaired by the Provost and most members are academics, and the Operations Board is chaired by the Chief Operating Officer and most members are on professional services contracts. Information on the ethnicity of these groups was only available from 2022/23.

Figure 10: Committee Membership by Ethnicity

LSBU Committees by Ethnicity



Over the past three years, there have been limited changes in the diversity of LSBU’s committees, with some small improvements and some declines in the proportion of BAME members. Although the number of

ase exposure and understanding of er-represented in those roles.

white members of the Board of Governors reduced between 2018/19 and 2020/21, the total number of members has also reduced, meaning the proportion of white members has remained similar. Overall, these committees have a much higher proportion of white members than the wider University body, partly driven by the wider under-representation of BAME staff in more senior roles.

Word count: 268

Section 4e: Equal pay

LSBU has published its ethnicity pay gap annually since 2017. On 31 March 2021, the LSBU mean ethnicity pay gap was 9.7%, down from 10.99% the previous year and the median ethnicity pay gap was 9.6%, down from 14.4% the previous year. The greatest pay gap was between white and Asian staff followed by the gap between white and Black staff (mean and median). The reductions in the ethnicity pay gaps compared to the previous year were a result of an increase in the proportion of BAME staff at the senior levels (15% in 2019/20 and 19 in 2020/21).

Figure 11: Ethnicity Pay Gap for All Staff by Mean Pay

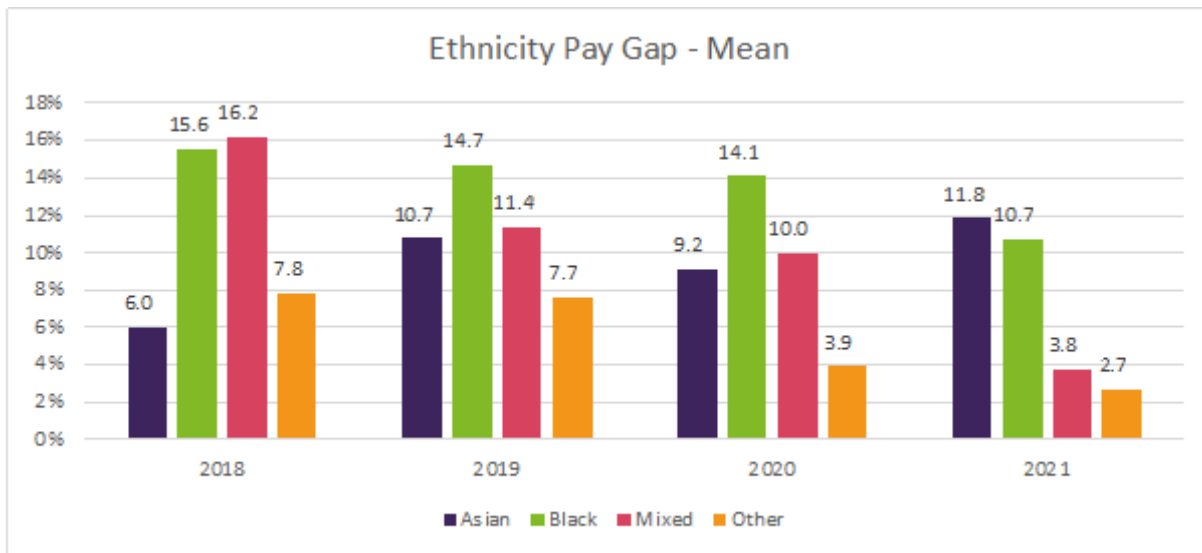
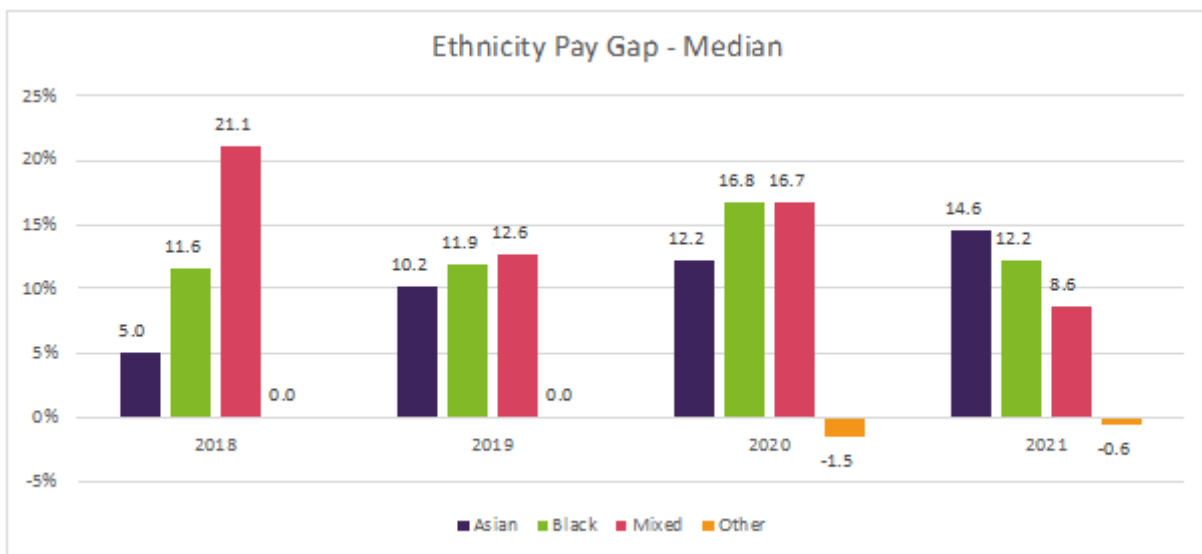


Figure 12: Ethnicity Pay Gap for All Staff by Median Pay



The continuing ethnicity pay gaps are caused by a concentration of BAME staff in grades 3-6 and an underrepresentation at grade 8 and above. Our recruitment data shows a disparity between the proportion of staff who apply for posts and those who are appointed. White staff were also more likely to be promoted than BAME staff, although BAME academics are successful in achieving promotion in proportion to the BAME academic population.

To address these disparities in pay, our three key priorities from 2020/21 were: providing additional leadership development and career tracking for participants on the Diversifying Leadership Advance HE programme; running BAME academic promotion workshops and monitor the outcomes of the annual academic promotion round, and develop new progression and promotion routes for professional services staff through the creation of career pathways. We have also identified some specific groups with higher ethnicity pay gaps that need further investigation and targeted actions.

ACTIONS

AP18 Investigate areas where the ethnicity pay gap is higher between different groups of staff through a detailed equality pay audit.

AP19 Develop and agree with the EDI Steering Committee a detailed ethnicity pay gap action plan and targets, with regular reports on progress to the Committee.

OTHER RELEVANT ACTIONS

AP12 Support BAME staff to participate in the Diversifying Leadership development programme.

AP15 Launch and embed the new PSG career pathways framework.

AP26 Monitor and evaluate academic promotion guidance, processes and workshops.

Word count: 337

Section 5: Academic staff: recruitment, progression and development

Section 5a. Academic recruitment

LSBU has several recruitment and selection policies, procedures and practices in place to mitigate against potential bias in the appointment process for academics. This includes recruitment guidance about recruitment panels that are ethnically and gender diverse, and recruitment training for hiring managers. An EDI e-learning package is also provided for all recruitment panel members, and we operate under the two-ticks scheme for disabled candidates. The HR team provide advice to hiring managers on individual recruitment campaigns, including ensuring that adverts are written in an inclusive way and that vacancies are advertised in locations to encourage applications from diverse candidates. Positive action is encouraged to address areas under-representation for particular roles.

Our recruitment data shows that we have a higher proportion of BAME applicants for academic and professional services posts, and our actions are primarily designed to address issues at the shortlisting and interview stages. Heads of Division are also working to ensure that we appoint diverse Hourly Paid Lecturers and Visiting Lecturers, to ensure an inclusive experience for students. However, we do not currently separate recruitment data by role and cannot easily ascertain any specific issues for teaching or research-only roles.

Table 41: All Academic Applicants by Year

All Applicants						
Ethnicity	Applied		Interviewed		Offers	
	N	%	N	%	N	%
2018/19						
Asian	350	27.2%	65	29.0%	15	17.1%
Black	155	12.1%	20	9.2%	5	6.6%
Mixed	60	4.5%	5	1.8%	5	3.9%
Other	85	6.6%	10	4.1%	5	5.3%
White	590	46.1%	110	51.6%	50	65.8%
Unknown	45	3.5%	10	4.1%	0	1.3%
Total	1280	100%	215	100%	75	100.0%
2019/20						
Asian	795	27.1%	110	23.4%	50	17.5%
Black	410	13.9%	60	12.8%	55	19.2%
Mixed	120	4.2%	15	3.7%	15	4.5%
Other	210	7.2%	25	5.4%	15	5.2%
White	1280	43.6%	230	49.6%	140	48.3%
Unknown	120	4.1%	25	5.2%	15	5.2%
Total	2940	100%	460	100%	285	100.0%
2020/21						
Asian	635	30.6%	150	28.4%	25	18.1%
Black	330	16.0%	65	12.3%	20	15.7%
Mixed	105	5.1%	25	4.3%	5	5.5%
Other	130	6.3%	25	4.5%	5	3.1%
White	790	38.2%	250	46.6%	70	55.9%
Unknown	80	3.9%	20	3.9%	0	1.6%
Total	2075	100%	535	100%	125	100.0%

Table 42: UK Academic Applicants by Year

UK Applicants						
Ethnicity	Applied		Interviewed		Offers	
	N	%	N	%	N	%
2018/19						
Asian	105	18.4%	20	20.0%	5	10.2%
Black	80	14.0%	10	10.0%	5	8.2%
Mixed	30	5.1%	5	3.6%	5	6.1%
Other	25	4.2%	5	3.6%	5	8.2%
White	310	54.5%	65	58.2%	35	67.3%
Unknown	20	3.8%	5	4.5%	0	0.0%
Total	570	100%	110	100%	50	100.0%
2019/20						
Asian	215	16.9%	40	15.9%	20	13.3%
Black	180	14.0%	35	13.9%	30	20.7%
Mixed	60	4.8%	10	4.8%	5	4.7%
Other	60	5.3%	5	2.8%	5	3.3%
White	690	54.1%	145	56.7%	75	50.7%
Unknown	65	5.0%	15	6.0%	10	7.3%
Total	1270	100%	250	100%	150	100.0%
2020/21						
Asian	175	19.8%	45	17.7%	5	3.7%
Black	160	18.0%	45	16.2%	15	19.8%
Mixed	45	5.3%	10	4.5%	5	7.4%
Other	50	5.7%	5	2.6%	0	1.2%
White	415	47.0%	150	55.8%	55	65.4%
Unknown	35	4.2%	10	3.0%	0	2.5%
Total	880	100%	265	100%	80	100.0%

Table 43: Non-UK Academic Applicants by Year

Non-UK Applicants						
Ethnicity	Applied		Interviewed		Offers	
	N	%	N	%	N	%
2018/19						
Asian	245	34.3%	40	38.3%	10	29.6%
Black	75	10.6%	10	8.4%	0	3.7%
Mixed	30	4.1%	0	0.0%	0	0.0%
Other	60	8.5%	5	4.7%	0	0.0%
White	280	39.4%	50	44.9%	15	63.0%
Unknown	25	3.2%	5	3.7%	0	3.7%
Total	710	100%	105	100%	25	100.0%
2019/20						
Asian	580	34.8%	70	32.4%	30	22.1%
Black	230	13.9%	25	11.4%	25	17.6%
Mixed	60	3.7%	5	2.4%	5	4.4%
Other	145	8.6%	20	8.6%	10	7.4%
White	595	35.6%	85	41.0%	60	45.6%
Unknown	55	3.4%	10	4.3%	5	2.9%
Total	1665	100%	210	100%	135	100.0%
2020/21						
Asian	460	38.6%	105	38.7%	20	44.4%
Black	170	14.4%	25	8.5%	5	8.9%
Mixed	60	4.9%	10	4.1%	0	2.2%
Other	80	6.8%	15	6.3%	5	6.7%
White	380	31.7%	100	37.6%	15	37.8%
Unknown	45	3.7%	15	4.8%	0	0.0%
Total	1195	100%	270	100%	45	100.0%

Across all three years, higher proportions of white candidates were appointed than applied for academic jobs at LSBU and in general, Asian applicants were less likely to be both shortlisted and appointed. For example, in 2020/21, white applicants made up 38.2% of all applications compared with 30.6% Asian, yet 55.9% of offers were made to white candidates and 18.1% to Asians.

In 2019/20, the proportion of Black candidates reduced at each recruitment stage, although in later years a higher proportion of offers were made to Black candidates than were shortlisted. In 2020/21,

the pattern for UK applicants was similar to that for all applicants, and non-UK Asians made up a significantly higher proportion of those shortlisted and offered jobs than their UK counterparts. Actions to address discrepancies in recruitment may need to be tailored for different ethnic groups.

ACTIONS

AP20 Develop an inclusive recruitment action plan by December 2023 with “quick win” and longer-term actions identified for implementation in academic year 2023/24.

AP21 Review training materials for inclusive recruitment and ensure they encourage best practice in EDI.

AP22 Include EDI commitments in tender evaluation criteria for Executive Search Agencies and introduce mechanisms to track the diversity of shortlists from executive searches.

Word count: 404

Section 5b: Training

Table 44: Academic Staff Training Split by Year

Academic Staff Training							
Year	Type	White	Asian	Black	Other/ Mixed	Unknown	Total
		N	N	N	N	N	N
2018/19	Appraisal training	5	5	0	0	0	10
	Leadership training	5	0	0	0	0	10
	People management training	20	0	5	5	5	35
18/19 Total		60%	7%	16%	9%	7%	55
2019/20	Appraisal training	10	5	5	5	0	25
	Leadership training	5	0	0	0	0	5
	People management training	35	5	10	0	0	55
19/20 Total		60%	14%	17%	6%	3%	85
2020/21	Appraisal training	15	5	0	5	0	25
	People management training	10	0	0	0	0	15
20/21 Total		73%	13%	3%	13%	0%	40

Table 44 shows a lack of uptake from staff from a BAME background undertaking training in the key areas of appraisal, people management and leadership training compared to the proportion of BAME academics at LSBU. This was particularly the case for leadership training, although these figures do not include BAME staff who participated in the Advance HE Diversifying Leadership or Aurora leadership programmes. We plan to implement a Learning Management System which will allow us to better monitor the uptake of a wider range of in-house courses and analyse participation and impact by ethnicity.

LSBU are part of the London Higher BAME Mentoring Programme, and currently have nine mentors (67% are academic staff), and six mentees (87% are academic staff). Mentees are matched with a mentor from a different institution, providing room for tailored development and goal setting support. The University also has an internal coaching and mentoring scheme, 90% of mentors are academic and 40% are BAME.

Image 9: Mentors and Mentees from LSBU and Other Universities Participating in the London Higher Global Majority Mentoring Scheme



ACTIONS

AP23 We will be implementing a new Learning Management System to improve our monitoring and evaluation of in-house learning. We will review training uptake by ethnicity to identify areas for additional targeting or learning interventions.

Word count: 197

Section 5c. Appraisal/development review

80% of the organisation undertake a “My Roadmap” appraisal for development purposes, with the exception of staff on probation and Hourly Paid Lecturers, although HPLs can opt-in to a discussion with their line manager. Support and guidance are available to line managers via their Deans/Director who can seek advice from the HR team.

Appraisals are conducted on an annual basis, aiming to help staff reflect on their contribution to student success and recognise their own personal achievements and supported by regular one-to-one meetings and a recommended mid-year review. The appraisal process is separate from the promotions and performance improvement processes. Performance related pay is only for senior leaders at grades 11 and above.

Figure 13: My Roadmap Staff Appraisal Process

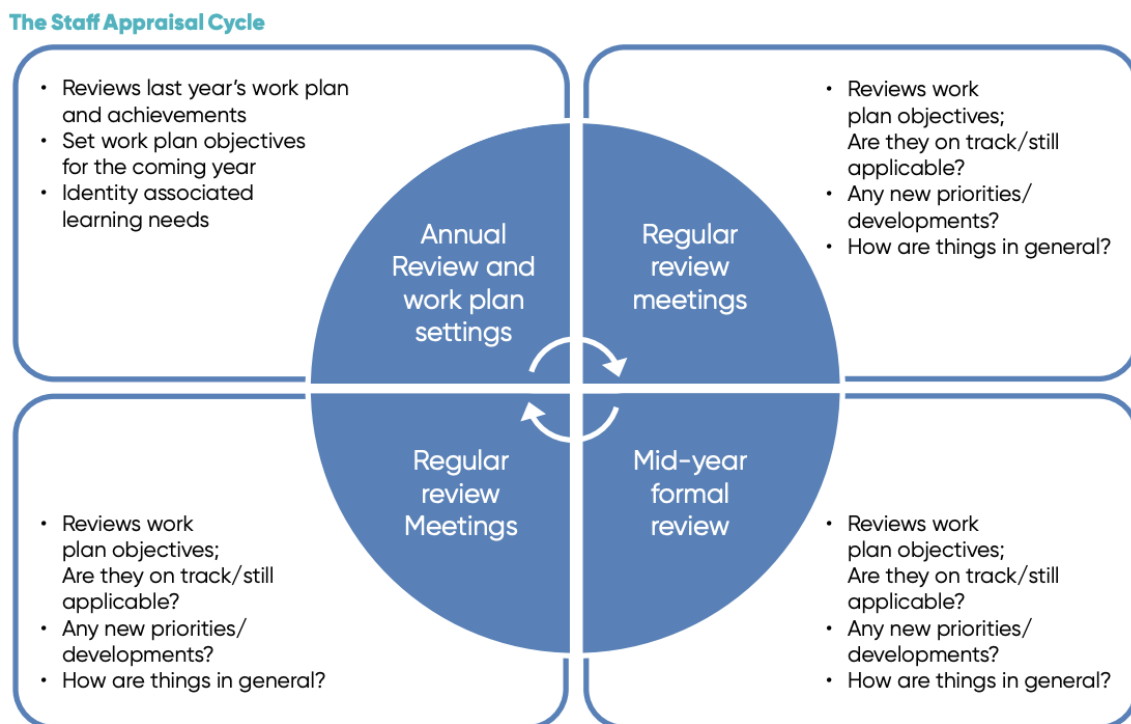


Figure 1: Review and Development Circle

Appraisal completion rates have reduced across all ethnic groups but in 2020/21, Black UK staff had the lowest completion rates (35.8%). The percentage of completed appraisals is lower amongst UK staff than non-UK staff.

Figure 14: Appraisals Completion Rate for UK Academic Staff

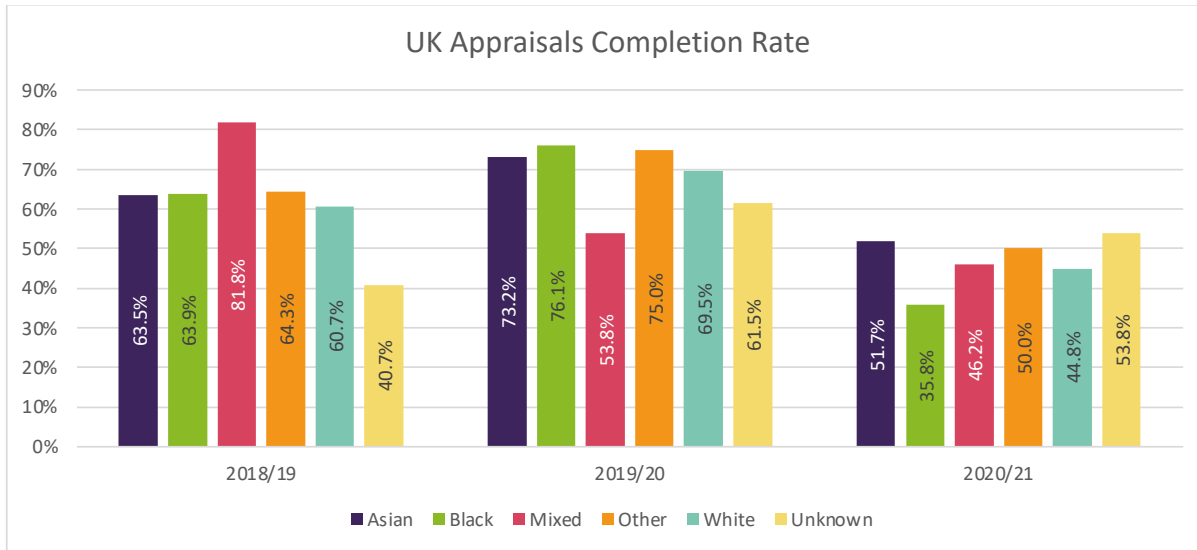
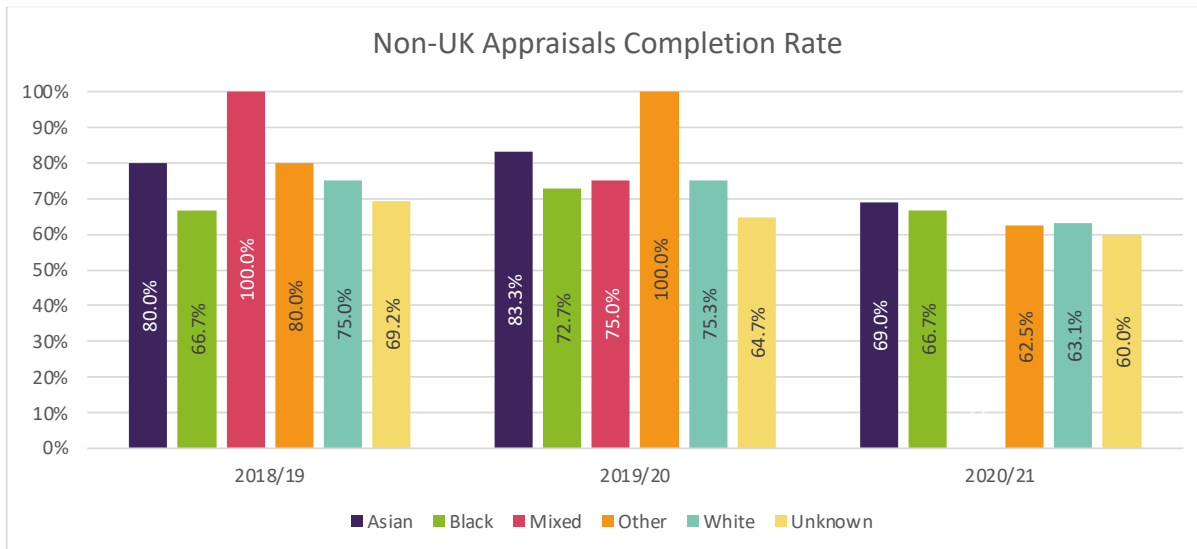


Figure 15:

Appraisals Completion Rate for Non-UK Academic Staff



A new

appraisal process and online system are being introduced in June 2023. The project aims to increase engagement from individuals, line managers and senior managers, with an increased focus on performance and behaviours as well as development. There will be an explicit requirement to discuss career development and EDI. The new online system will also improve LSBU’s ability to monitor and report on completion rates, including by ethnicity.

ACTIONS

AP24 A new appraisal process will be implemented from June 2023 with additional actions to improve completion rates. Monitor outcome of BAME completion rates within the new process and identify areas for future action.

AP25 Embed EDI as an important part of the appraisal conversation with clear expectations that all staff should contribute towards EDI and recognition of people's efforts in doing so.

Word count: 401

Section 5d: Academic promotion

Academic promotions are advertised through an email to all academic staff from the Provost, and line managers are encouraged to discuss academic promotion as part of the annual appraisal process. Applications are assessed against the relevant parts of the Academic Framework, which covers teaching, research and administrative, pastoral and outreach work.

All academic staff are eligible for Academic Promotions including Researchers and Hourly Paid Lecturers. Online resources are available, including from senior staff. The internal mentoring scheme is available for those applying for promotion who would like further support.

Workshops are held for potential applicants by the Provost, EDI team, and a successful applicant from the previous year. Targeted workshops are offered to women and BAME employees. This provides a safe space for staff to be able to hear about the details of the promotion round and raise any concerns they have around fairness and transparency of the process.

The Academic Promotion Panel attends EDI training before conducting a panel. Outcomes for protected groups are analysed for each promotion process. This Equality Impact Assessment is reviewed by the Academic Board and any subsequent actions are overseen by the Provost and EDI team.

Table 45: Academic Promotions by Ethnicity and Domicile

Ethnicity	2018/19		2019/20		2020/21	
	Applications	Success Rate	Applications	Success Rate	Applications	Success Rate
All Academic Promotions						
White	45	66.00%	45	55.20%	35	64.86%
BAME	15	29.39%	20	31.61%	25	39.92%
Unknown	5	50.00%	0	50.00%	5	75.00%
UK Promotions						
White	30	56.70%	30	55.20%	25	73.90%
BAME	15	21.40%	15	26.70%	20	42.10%
Unknown	0	50.00%	0	50.00%	0	50.00%
Non-UK Promotions						
White	15	82.40%	20	83.30%	15	50.00%
BAME	5	66.70%	5	50.00%	5	33.00%
Unknown	0	50.00%	0	0.00%	0	100.00%

Figure 16: All Academic Promotions by Ethnicity

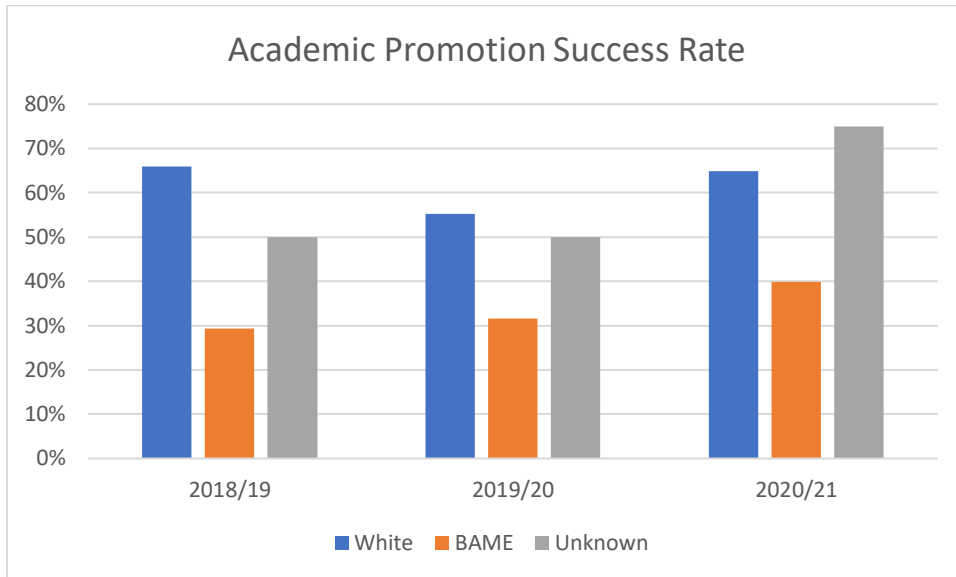


Figure 17: UK Academic Promotions

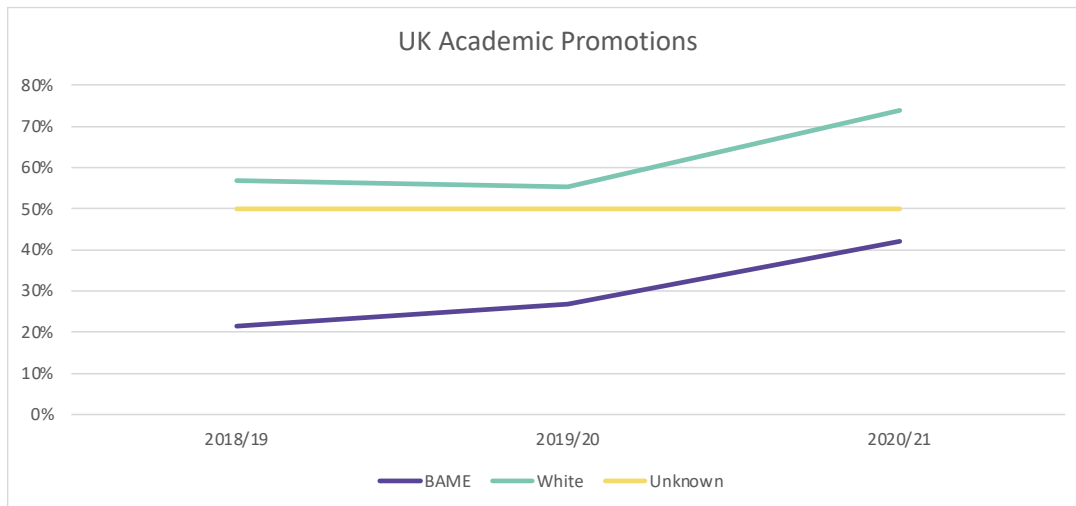
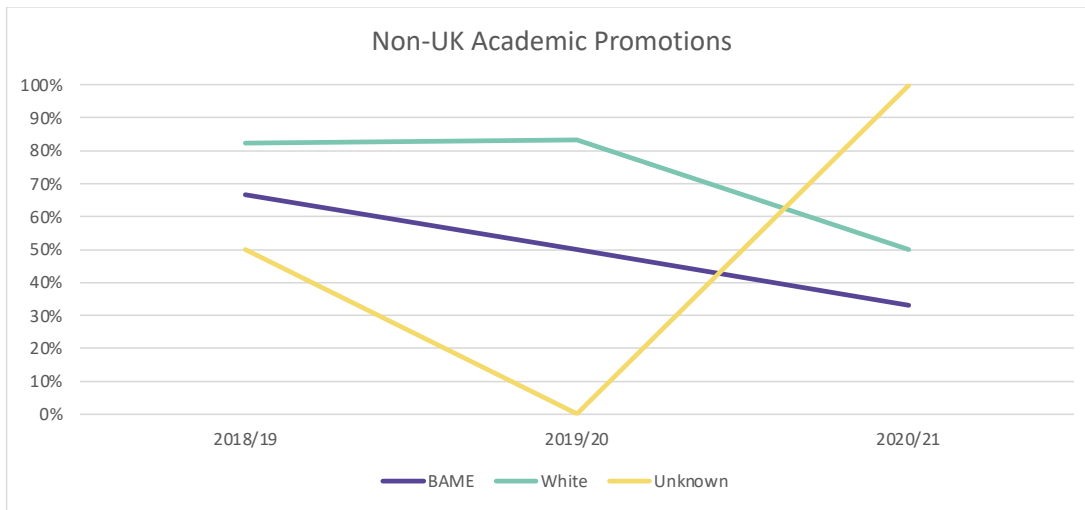


Figure 18: Non-UK Academic Promotions



Current data is not available for individual Schools or roles. Promotions rates for BAME applicants increased by approximately 10% between 2018/19 and 2020/21 because promotion rates for UK applicants increased each year.

White applicants had consistently higher success rates than BAME applicants in all three years and for both UK and non-UK applicants. Data from the REC staff survey and focus groups included concerns about the transparency and fairness of the academic promotions process, as highlighted earlier.

Work is ongoing to improve the academic promotions process. Changes include Deans offering bi-annual drop-in sessions for people considering applying for promotion; greater transparency around the reasons why applications are not supported; and greater clarity about the required criteria, how these can be adjusted for part time staff, and how to demonstrate impact in applications.

We will also make additional targeted support available for BAME academics seeking promotion, including expanded targeted workshops and new online resources.

Word count: 400

ACTIONS

AP26 Monitor and evaluate the Academic Promotion guidance, processes and workshops from 2022-2025 to increase equitable progression for staff.

AP27 Collate information about all available workshops and programmes for BAME staff at LSBU and develop a centralised page on the intranet for staff to access this information in one place.

Section 5e: Research Excellence Framework (REF)

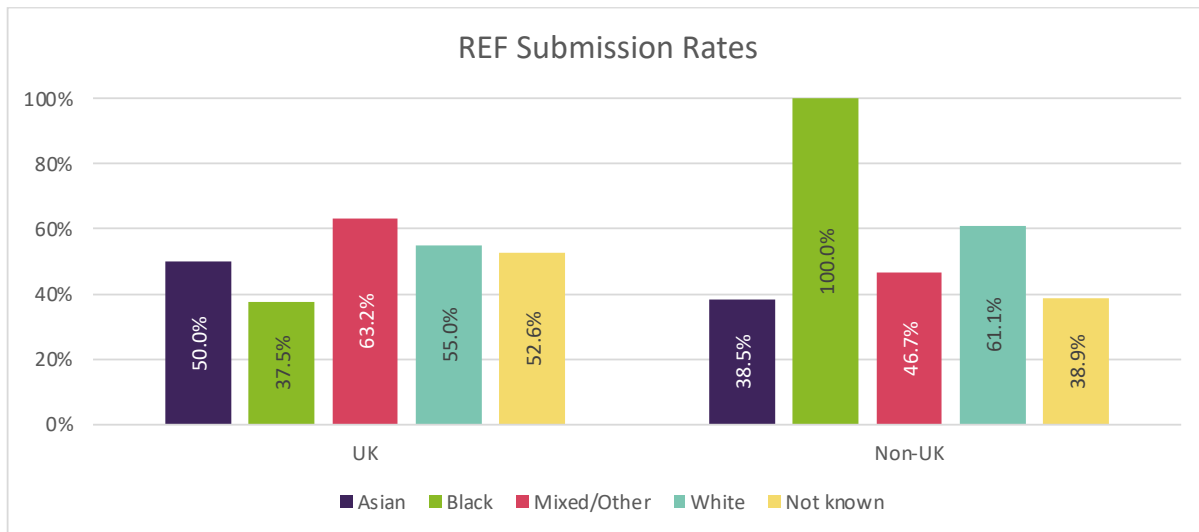
LSBU identified 199 academic staff from all ethnic groups as having Significant Responsibility for Research who were submitted to REF 2021, as shown below (the total does not equal 199 as the data has been anonymised using the HESA methodology, as in other tables in this submission). This represented a 72% increase in the number of academics submitted compared to REF 2014, against a national average increase of 46%.

REF 2021 had a 14% increase in the research considered world-leading or internationally excellent (68% overall). Research income increased by 24% from £19.0m in 2014 to £23.5m in 2021. All staff in key-decision making roles were required to complete the bespoke online REF EDI training developed by LSBU.

Table 46: REF Submission Rates by Ethnicity and Domicile

Nationality	Ethnicity	Total Number	Submitted to REF	Not submitted but eligible	Submission Rate
UK	Asian	25	15	15	50.0%
	Black	15	5	10	37.5%
	Mixed/Other	20	10	5	63.2%
	White	150	85	70	55.0%
	Not known	20	10	10	52.6%
UK Total		230	125	105	53.7%
Non-UK	Asian	15	5	1-	38.5%
	Black	5	5	0	100.0%
	Mixed/Other	15	5	10	46.7%
	White	70	45	30	61.1%
	Not known	20	5	10	38.9%
Non-UK Total		125	70	55	55.3%
Unknown	White	0	0	0	50.0%
	Black	0	0	0	0.0%
	Not known	10	5	0	66.7%
Unknown Total		10	5	0	58.3%

Figure 19: REF Submission Rates by Domicile



REF submission rates were similar for UK and non-UK academics. Among UK staff, Black staff were the least likely to be submitted. Among non-UK staff, the lowest submission rate was for Asian staff. Further work is needed to investigate this trend and identify appropriate actions to increase submission rates for these groups for REF 2028.

A key outcome of the Equality Impact Assessment undertaken of LSBU’s REF 2021 submission was the formation of its Inclusive Researcher Group. The Group is currently investigating how a more inclusive research environment can be created at LSBU by conducting interviews and focus groups and developing an action plan which is expected to include targeted support activities for under-represented groups, and will include actions on supporting BAME researchers.

ACTIONS

AP28 Investigate the reasons for lower REF submission rates for UK Black and non-UK Asian academic staff and increase equitable representation of these groups for staff with REF-submitted research independence.

Word count: 278

Section 5f: Support given to early career researchers

The University has been a member of the HR Excellence in Research Award since 2014 and was re-accredited in November 2022. As part of the plan submitted for the award, the University aims to provide more support for the professional development of all researchers and help increase their employability.

Development for ECRs is supported by the annual appraisal process (see section 5c), which includes identifying future learning needs. The LSBU in-house learning programme identifies courses that might be particularly applicable to ECRs, as shown in the table below.

Figure 20: In-house courses available to Early Career Researchers

Title	Delivery	Mode	Stage	RDF Domain(s)
Listening skills	OD	As available	ECR	B, D
Maximising personal impact	OD	As available	ECR, ESR, LR	B
Planning your career path	OD	As available	ECR, ESR	B
Resilience	OD	As available	ECR, ESR	B
Presentation skills	OD	As available	ECR	B, D
Improving self-awareness	OD	As available	ECR	B, D
Giving and receiving feedback	OD	As available	ECR, ESR	A, B, D
Communication essentials	OD	As available	ECR	B, D
Time management	OD	As available	ECR, ESR, LR	B
Project management	OD	As available	ECR, ESR, LR	B
Conflict resolution	OD	As available	ECR, ESR, LR	B, D

Currently, the University has no targeted initiatives or training directly for ECRs from BAME backgrounds. However, a new Pro-Vice Chancellor (Research) has recently been appointed and has been developing a new Research Strategy and working with the Research Development Group. ECRs are a key target group for the Researcher Development Group, who have committed to providing mentoring for BAME ECRs.

ACTIONS

AP29 Implement a programme of mentoring and support for early career researchers.

AP30 Monitor the level of engagement from BAME ECRs in mentoring and support and develop recommendations to address any disparities in the ethnicities of those taking part.

Section 5g: Profile-raising opportunities

We do not have a centralised process for profile-raising opportunities and nominations to public bodies. Identifying profile-raising opportunities is, however, one of the areas covered by our additional in-house support for participants on the leadership pipeline programmes including Diversifying Leadership and Aurora.

For example, as a result of this career support, last year participants gained appointments to the Association of Women Solicitors Committee, which included the presentation of a conference paper. Another was interviewed for an article by the Association of Project Management. We will also expand the targeted workshops and online support for BAME academics considering promotion, to ensure that they are supported to access profile-raising opportunities.

LSBU regularly hosts events for staff, students and external guests around our EDI calendar including but not limited to Black History Month, Race Equality Week, Pride, Women's History Month, and International Women's Day. EDI Committees in Academic Schools also host events showcasing diverse voices from industry and guest lecturers, and the School of Arts and Creative Industries has a particularly strong focus on inviting BAME guest speakers to inspire students and help counter lower levels of BAME academic representation.

Arts and Creative Industries has also commissioned Creative Access, a social enterprise supporting BAME students and students from lower socio-economic backgrounds into paid internships to deliver master classes with creative professionals, CV workshops, and mentoring opportunities. Our Nursing and Midwifery School has hosted a student employability fair, with over 185 employers offering career advice and interview tips and techniques. However, work is needed to ensure that we are better able to monitor the diversity of external speakers across LSBU.

ACTIONS

AP31 Develop a proposed methodology for monitoring the diversity of external speakers.

AP32 Organise an annual programme of events, for example during Black History Month and Race Equality Week.

OTHER RELEVANT ACTIONS

AP26 Monitor and evaluate academic promotion guidance, processes and workshops, including access to profile raising opportunities.

Word count: 228

Section 6: Professional and support staff: recruitment, progression and development

Section 6a: Professional and support staff recruitment

The recruitment policies, procedures and practices for professional services vacancies are the same as those detailed in section 5a, and are underpinned by LSBU’s commitment to EDI. However, professional services roles tend to be advertised for a shorter period and we use a wider selection of job sites such as LinkedIn, Indeed, jobs.ac.uk, Times Higher Education and the LSBU jobs site.

Table 47: All Applicants for Professional Services Roles

All Applicants						
Ethnicity	Applied		Interviewed		Offers	
	N	%	N	%	N	%
2018/19						
Asian	1170	22.8%	135	13.2%	25	13.2%
Black	1045	20.3%	145	14.0%	30	15.7%
Mixed	285	5.5%	35	3.2%	10	5.1%
Other	150	2.9%	10	1.0%	0	1.0%
White	2250	43.8%	400	39.0%	125	62.4%
Unknown	240	4.7%	305	29.6%	5	2.5%
Total	5135	100.0%	1025	100.0%	195	100.0%
2019/20						
Asian	1320	23.7%	120	17.1%	50	17.7%
Black	1130	20.2%	140	19.9%	60	20.8%
Mixed	365	6.5%	30	4.5%	10	3.5%
Other	125	2.2%	10	1.4%	0	0.4%
White	2425	43.5%	385	54.1%	155	55.5%
Unknown	215	3.8%	20	2.9%	5	2.1%
Total	5575	100.0%	715	100.0%	285	100.0%
2020/21						
Asian	1825	28.5%	145	22.6%	50	24.4%
Black	1190	18.6%	100	15.7%	25	12.9%
Mixed	410	6.4%	40	6.0%	10	5.5%
Other	145	2.2%	10	1.4%	5	1.5%
White	2515	39.3%	310	47.6%	100	50.2%

Unknown	320	5.0%	45	6.8%	10	5.5%
Total	6400	100.0%	650	100.0%	200	100.0%

Table 48: UK Applicants for Professional Services Roles

UK Applicants						
Ethnicity	Applied		Interviewed		Offers	
	N	%	N	%	N	%
2018/19						
Asian	775	22.0%	105	17.0%	20	11.9%
Black	790	22.4%	120	19.6%	25	16.9%
Mixed	215	6.1%	30	4.9%	5	4.4%
Other	80	2.3%	5	1.1%	0	0.6%
White	1475	42.0%	320	52.4%	100	63.1%
Unknown	185	5.2%	30	4.9%	5	3.1%
Total	3515	100.0%	610	100.0%	160	100.0%
2019/20						
Asian	855	21.6%	95	17.1%	35	14.5%
Black	870	22.0%	115	20.3%	55	23.1%
Mixed	290	7.3%	30	4.9%	10	3.4%
Other	80	2.1%	5	1.2%	0	0.4%
White	1695	43.0%	300	53.4%	130	56.0%
Unknown	160	4.1%	15	3.0%	5	2.6%
Total	3945	100.0%	565	100.0%	235	100.0%
2020/21						
Asian	860	23.1%	95	19.8%	35	20.9%
Black	795	21.3%	90	18.5%	25	15.2%
Mixed	265	7.1%	25	5.3%	10	5.7%
Other	65	1.7%	5	0.8%	5	1.9%
White	1555	41.7%	235	49.5%	80	50.0%
Unknown	185	5.0%	30	6.1%	10	6.3%
Total	3725	100.0%	475	100.0%	160	100.0%

Table 49: Non-UK Applicants for Professional Services Roles

Non-UK Applicants						
Ethnicity	Applied		Interviewed		Offers	
	N	%	N	%	N	%
2018/19						
Asian	395	24.3%	30	21.8%	5	18.9%
Black	255	15.8%	25	16.2%	5	10.8%
Mixed	70	4.3%	5	2.1%	5	8.1%
Other	70	4.3%	5	2.1%	0	2.7%
White	775	47.8%	80	55.6%	20	59.5%
Unknown	55	3.5%	5	2.1%	0	0.0%
Total	1620	100.0%	140	100.0%	35	100.0%
2019/20						
Asian	470	28.7%	25	17.0%	15	32.7%
Black	260	15.9%	25	18.4%	5	10.2%
Mixed	75	4.6%	5	2.7%	0	4.1%
Other	45	2.6%	5	2.0%	0	0.0%
White	730	44.8%	85	57.1%	25	53.1%
Unknown	55	3.3%	5	2.7%	0	0.0%
Total	1630	100.0%	145	100.0%	50	100.0%
2020/21						
Asian	965	36.1%	55	30.1%	15	37.2%
Black	395	14.8%	15	8.0%	0	4.7%
Mixed	145	5.3%	15	8.0%	0	4.7%
Other	80	3.0%	5	2.8%	0	0.0%
White	960	35.8%	75	42.6%	20	51.2%
Unknown	135	5.0%	15	8.5%	0	2.3%
Total	2675	100.0%	175	100.0%	45	100.0%

For all three years, the proportion of white applicants was lower than the proportion of white candidates who were offered employment, with offers for white candidates making up between 50.2% and 62.4% of all offers.

A smaller proportion of all BAME ethnicities were offered employment compared to the proportion who applied, or the difference was negligible (for example, in 2018/10 BAME candidates made up 20.2% of applicants, and 20.8% of offers). In all cases, the proportion of Black and Asian applicants

shortlisted was smaller than the proportion who applied. The data for applications for Professional Services role is not currently available by grade or role.

Analysis of the recruitment patterns for UK and non-UK applicants highlights a similar pattern. There was a small reduction of the proportion of white applicants in 2020/21 (from 43% to 39%) which was driven by a reduction in the proportion of non-UK white applicants (from 47% to 35%) and an increase in non-UK Asian applicants.

In 2019/20 and 2020/21, the proportion of non-UK Asian candidates made offers of employment was also higher than the proportion who applied, although non-UK white applicants continued to see significantly higher success rates.

OTHER RELEVANT ACTIONS

AP20 Develop an inclusive recruitment action plan.

AP21 Review training materials for inclusive recruitment.

AP22 Introduce criteria and mechanisms to track diversity in executive search shortlists.

Word count: 300

Section 6b: Training

Table 50: Training Uptake from Professional Services Staff

Professional Services Training								
Year	Type	White		BAME		Unknown		Total
		N	%	N	%	N	%	
2018/19	Appraisal training	5	41.7%	5	33.3%	5	25.0%	10
	Leadership training	20	66.7%	5	20.0%	5	13.3%	30
	People management training	135	65.2%	60	29.5%	10	5.3%	205
2018/19 Total		160		70		20		250
2019/20	Appraisal training	15	40.0%	10	25.7%	10	34.3%	35
	Leadership training	5	50.0%	5	35.7%	0	14.3%	15
	People management training	80	49.1%	60	35.3%	25	15.6%	165
2019/20 Total		105		75		40		215
2020/21	Appraisal training	25	67.5%	5	12.5%	10	20.0%	40
	People management training	15	65.2%	5	17.4%	5	17.4%	25
2020/21 Total		40		10		10		65

Leadership training was paused over 2020/21, due to the coronavirus pandemic, and since then more online learning and new training courses have been developed, including the Good Manager Programme.

The Good Manager Programme launched in June 2021 and 80% of the first cohort were from BAME backgrounds. The majority of participants agreed that the programme increased their confidence as line managers and the programme content was improved in response to their feedback.

We also encourage staff to undertake Level 3 and Level 5 Management apprenticeships. Between 2018 and 2021, 32 professional services staff have enrolled onto this programme and 40% of Level 5 Management apprentices were BAME.

OTHER RELEVANT ACTIONS

AP23 Review training uptake by ethnicity following implementation of a new Learning Management System.

Word count: 127

Section 6c: Appraisal/development review

In 2016/17, the University introduced a new online appraisal process called “My Roadmap”. All PSG staff from Grades 2 upwards have access to an appraisal, with an amended process for Grades 11-13 linking performance to pay progression. LSBU offers appraisal training to both appraisees and appraisers.

Figure 21: UK Appraisals Completion Rate – Professional Services

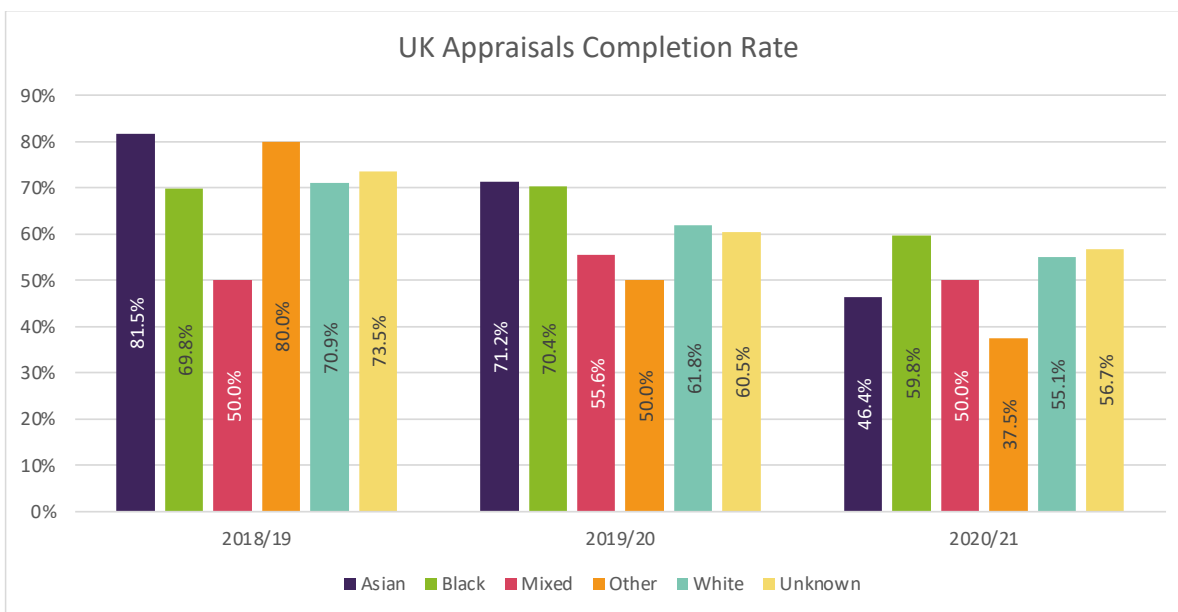
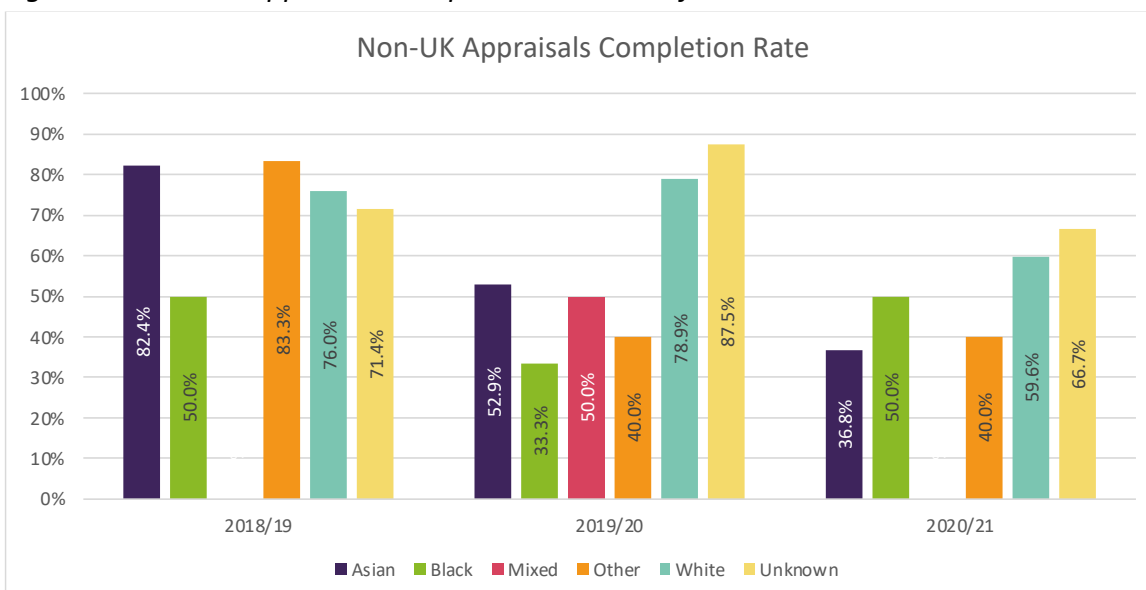


Figure 22: Non-UK Appraisals Completion Rate – Professional Services



Uptake for appraisals in 2020/21 reduced for all

ethnicities, partly as a result of a University-wide cyberattack. Appraisal completion rates for UK professional services staff were highest among Asian (2018/19 and 2019/20) and Black (2020/21) staff. Non-UK staff were less likely to complete an appraisal overall, but non-UK white staff had higher completion rates (2019/20 and 2020/21).

While there is no dominant pattern for appraisal completion rates by ethnicity, the REC staff survey found that Black staff had less confidence that the appraisal was evidence-based, transparent and useful. A new appraisal system is being launched in June 2023, including a greater focus on EDI, and completion rates by ethnicity will be carefully monitored.

Table 51: Snapshot of REC Staff Survey Results

Snapshot of REC Staff Survey Results*						
Base n = 245 to 247	White British %	White Other %	Black African %	Black Caribbean %	Indian %	Mixed %
My manager ensures my appraisal is evidence-based and transparent	74%	79%	58%	47%	64%	55%
I find the appraisal process useful	42%	54%	46%	24%	50%	36%

*Ethnicity category only included if Base Size n=10

OTHER RELEVANT ACTIONS

AP24 Monitor appraisal completion rates for BAME following implementation of the new process.

AP25 Embed EDI in the appraisal process.

Word count: 186

Section 6d: Professional and support staff promotions

Professional services staff apply for promotion through a formal application process, also open to external candidates, and no data is currently collected on the success rates of internal candidates. A small number of professional services staff are also promoted when their role is re-graded based on the HERA job evaluation scheme.

Analysis of the ethnicity pay gap at LSBU has shown that when professional services staff who are promoted one grade are compared to the wider professional services population, BAME staff are 24% less likely to be promoted and white staff are 11% more likely to be promoted. In the REC staff survey, Black staff were the least positive about the opportunities for development, such as temporary promotions being allocated fairly and transparently, and South Asian staff were twice as likely than Black staff to agree that they were encouraged to apply for higher grade jobs.

For example, a Black PSG member of staff noted *“Up until two years ago, I had been in the same role for approximately 20 years and been told there was no scope for promotion. There was no encouragement to undertake training or focus on my professional development. That has changed in recent years”*.

The University recognises the need to implement new ways to support progression for PSG staff, as described in the People and Culture Strategy. A framework of professional services job families is being developed to help support career progression within and across job families.

These PSG Career Pathways will be evaluated through focus groups with individuals and line managers, including monitoring their effectiveness at addressing the under-representation of BAME staff within internal promotions.

OTHER RELEVANT ACTIONS

AP12 Support BAME staff to participate in the Diversifying Leadership development programme.

AP15 Launch and embed the new PSG career pathways framework.

AP27 Collate information about available workshops and programmes for BAME staff at LSBU.

Word count: 272

Section 7: Student pipeline

Section 7a: Admissions

Figure 22: UK Undergraduate Application Success Rate by Tariff

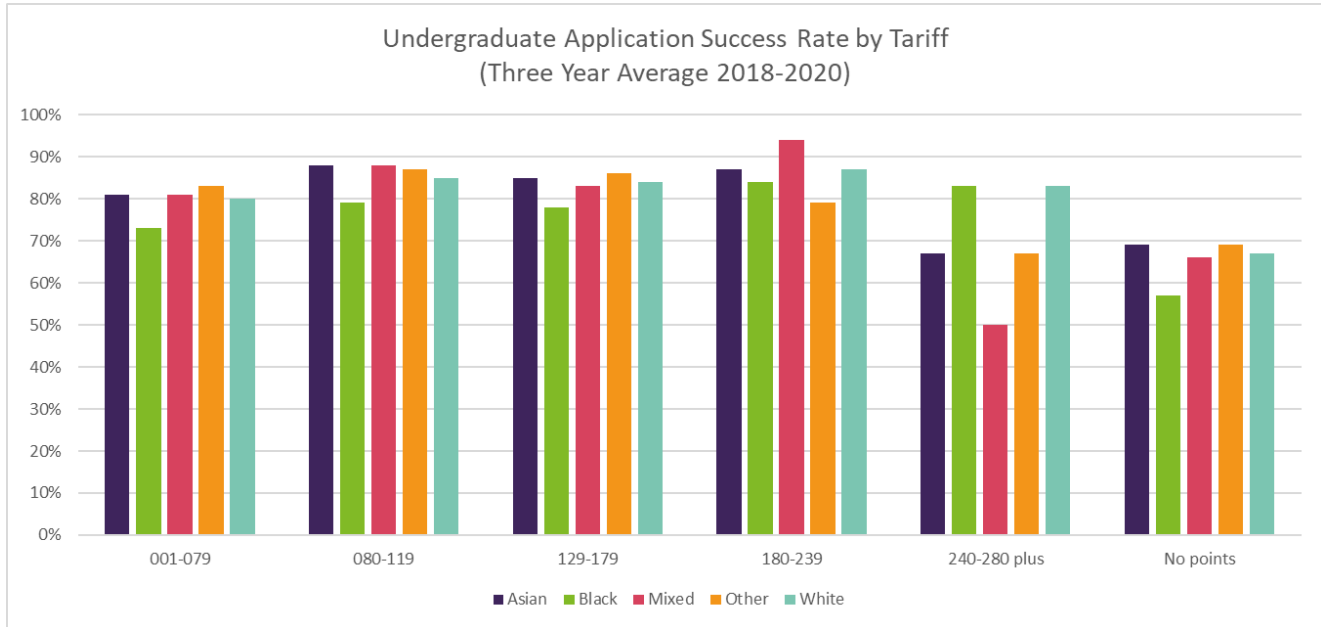
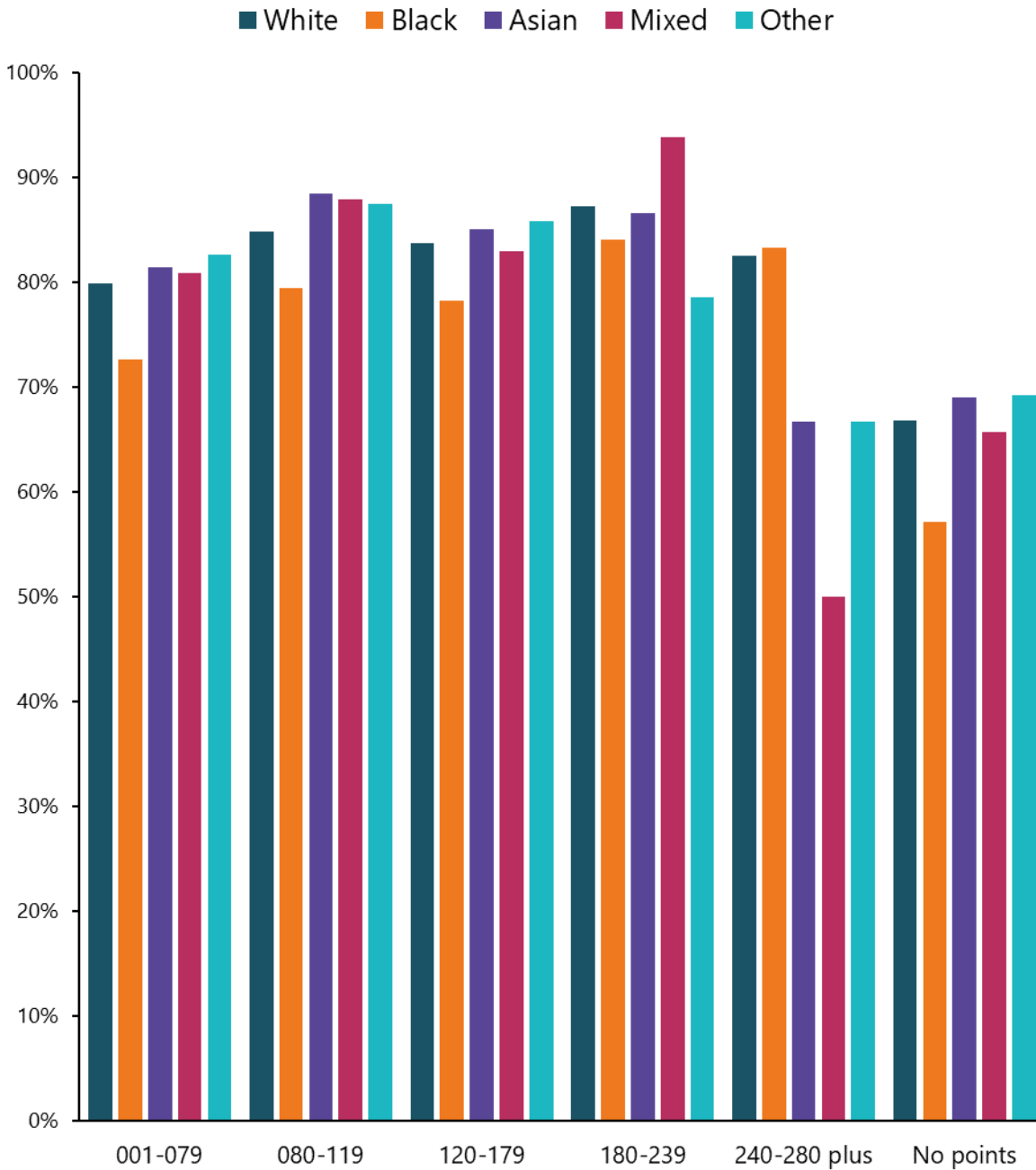


Table 51: UG UK Application Success Rate (Three Year Average 2018-2020)

UG Application Success Rate (Three Year Average 2018-2020)					
UCAS Tariff	Asian %	Black %	Mixed %	Other %	White %
001-079	81%	73%	81%	83%	80%
080-119	88%	79%	88%	87%	85%
129-179	85%	78%	83%	86%	84%
180-239	87%	84%	94%	79%	87%
240-280 plus	67%	83%	50%	67%	83%
No points	69%	57%	66%	69%	67%

Figure 23: UK Undergraduate Application Success Rate by School (Three Year Average 2018-2020)



From 2018/19 to 2020/21, there have been gaps in offers between UK white and Black applicants, based on tariff points, except in the 240-280+ points range. Overall, individuals who identified as white tended to have the highest proportion of offers in all tariff bands, followed closely by individuals of Asian origin. This trend was maintained from offer to acceptance. Those from a mixed background outperformed all other groups, including white in the 180-239 band, but significantly underperformed in relation to all other groups in the 240 to 280+ tariff.

A gap exists in offers to Black applicants at lower tariff points. Our Access and Participation Plan identified a 19% gap in the offer rate for all subjects. If applicants to the Institute of Health and Social Care are excluded from the figures (where BAME students have consistently been well-represented) the gap in the offer rate reduces to 14%.

ACTIONS

AP33 Outreach and Admissions teams to hold collaborative planning meetings with a focus on how to effectively engage with prospective students from underrepresented groups.

Word count: 181

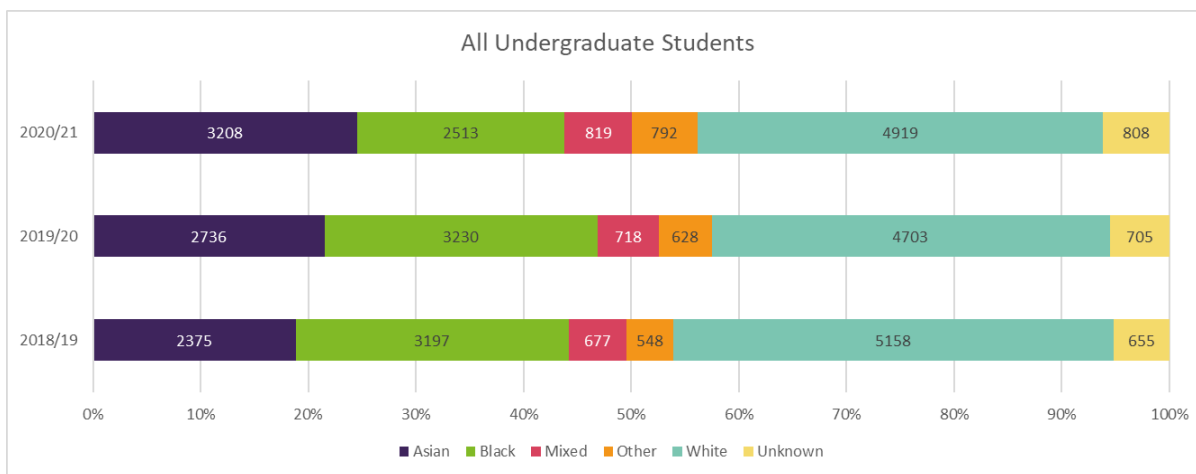
Section 7b: Undergraduate student body

Table 52: All Undergraduate Students

All Undergraduate Students								
Ethnicity	2018/19		2019/20			2020/21		
	N	%	N	%	% change	N	%	% change
Asian	2372	18.83%	2734	21.49%	2.66%	3208	22.82%	1.33%
Black	3193	25.35%	3230	25.39%	0.05%	3517	25.02%	-0.38%

Mixed	676	5.37%	717	5.64%	0.27%	818	5.82%	0.18%
Other	547	4.34%	628	4.94%	0.59%	792	5.63%	0.70%
White	5152	40.90%	4704	36.98%	-3.92%	4915	34.96%	-2.02%
Unknown	657	5.22%	707	5.56%	0.34%	808	5.75%	0.19%
Total	12597	100%	12720	100%	-	14058	100%	-

Figure 24: All Undergraduate Students



Tables 53 and 54: Benchmarks of the proportion of students from different ethnic backgrounds across different London Modern universities

University	Kingston University			London Metropolitan			London South Bank University			Middlesex University			Ravensbourne University		
	18/19	19/20	20/21	18/19	19/20	20/21	18/19	19/20	20/21	18/19	19/20	20/21	18/19	19/20	20/21
White	40%	38%	37%	32%	34%	42%	41%	37%	35%	31%	32%	35%	61%	56%	53%
Asian	24%	24%	24%	15%	14%	12%	18%	20%	21%	28%	26%	23%	13%	13%	15%
Black	22%	23%	24%	37%	34%	27%	27%	27%	28%	27%	27%	28%	12%	13%	14%
Mixed	7%	7%	7%	8%	8%	7%	6%	6%	6%	6%	6%	6%	9%	9%	10%
Other	6%	7%	7%	7%	7%	8%	4%	4%	4%	7%	7%	7%	4%	5%	5%
Unknown /NA	1%	1%	1%	1%	3%	3%	5%	5%	5%	2%	2%	2%	2%	3%	3%

University	Roehampton University			St Mary's University Twickenham			University of East London			University of Greenwich			University of West London			University of Westminster		
	18/19	19/20	20/21	18/19	19/20	20/21	18/19	19/20	20/21	18/19	19/20	20/21	18/19	19/20	20/21	18/19	19/20	20/21
White	60%	58%	54%	69%	67%	69%	32%	33%	32%	49%	47%	45%	39%	38%	41%	37%	36%	34%
Asian	14%	13%	15%	8%	8%	8%	20%	19%	17%	22%	23%	23%	17%	17%	17%	34%	35%	36%
Black	15%	16%	18%	12%	13%	11%	34%	34%	34%	19%	20%	21%	31%	31%	28%	14%	14%	14%
Mixed	5%	5%	6%	7%	7%	8%	8%	8%	7%	6%	6%	6%	6%	7%	7%	7%	7%	7%
Other	4%	5%	5%	3%	3%	3%	5%	4%	4%	3%	4%	4%	5%	5%	5%	7%	7%	8%
Unknown /NA	4%	3%	2%	1%	1%	1%	1%	2%	5%	1%	1%	1%	1%	1%	2%	1%	1%	1%

Figure 25: Student Benchmark: UK Students in London Modern Universities

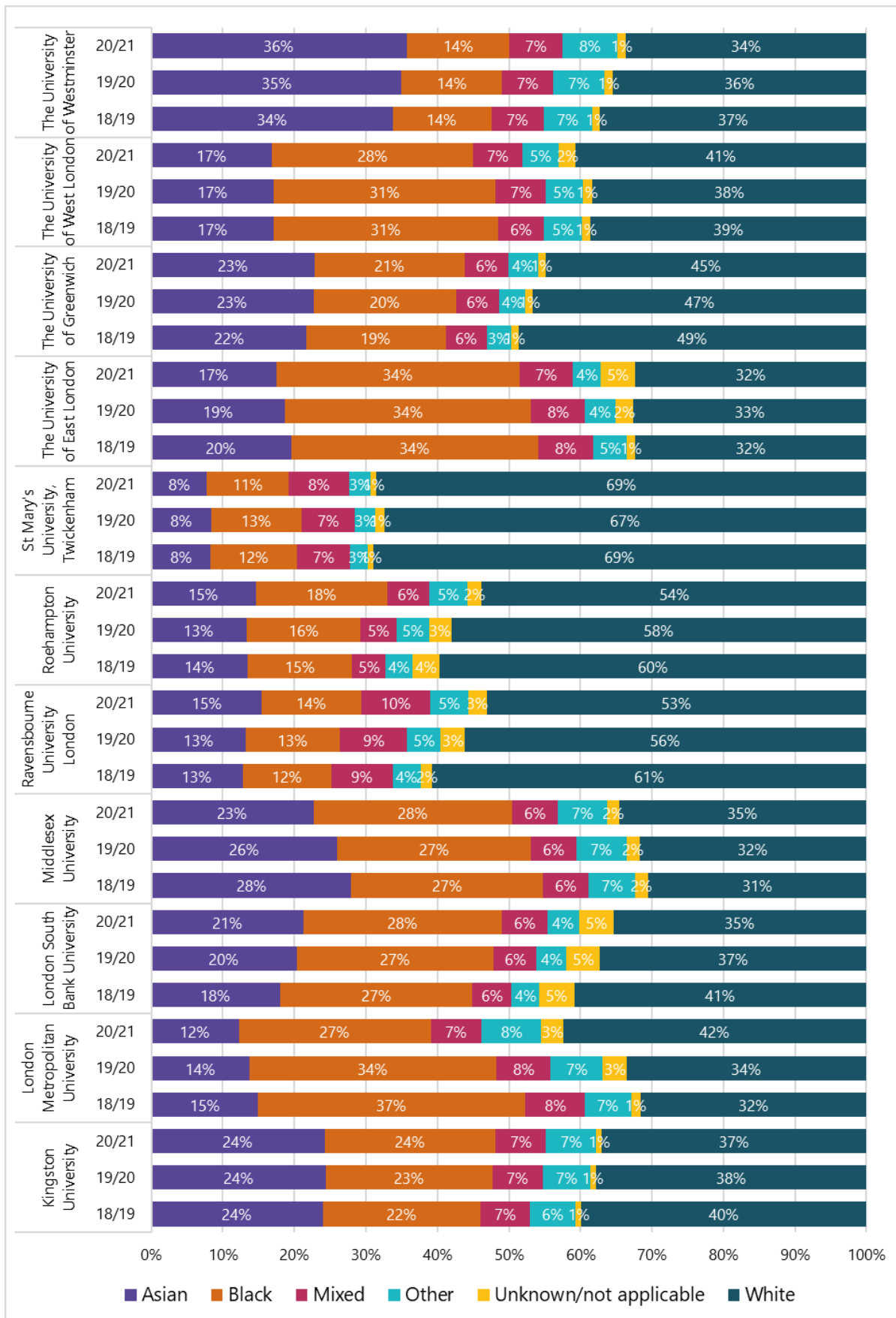


Table 55: UK Undergraduate Students

UK Undergraduate Students								
Ethnicity	2018/19		2019/20			2020/21		
	N	%	N	%	% change	N	%	% change
Asian	2157	18.4%	2365	20.5%	2.0%	2636	21.2%	0.7%
Black	3133	26.8%	3172	27.5%	0.7%	3450	27.8%	0.3%
Mixed	652	5.6%	693	6.0%	0.4%	785	6.3%	0.3%
Other	454	3.9%	489	4.2%	0.4%	551	4.4%	0.2%
White	4811	41.1%	4313	37.3%	-3.8%	4374	35.3%	-2.0%
Unknown	492	4.2%	519	4.5%	0.3%	609	4.9%	0.4%
Total	11699	100%	11551	100%	-	12405	100%	-

Figure 26: UK Undergraduate Students

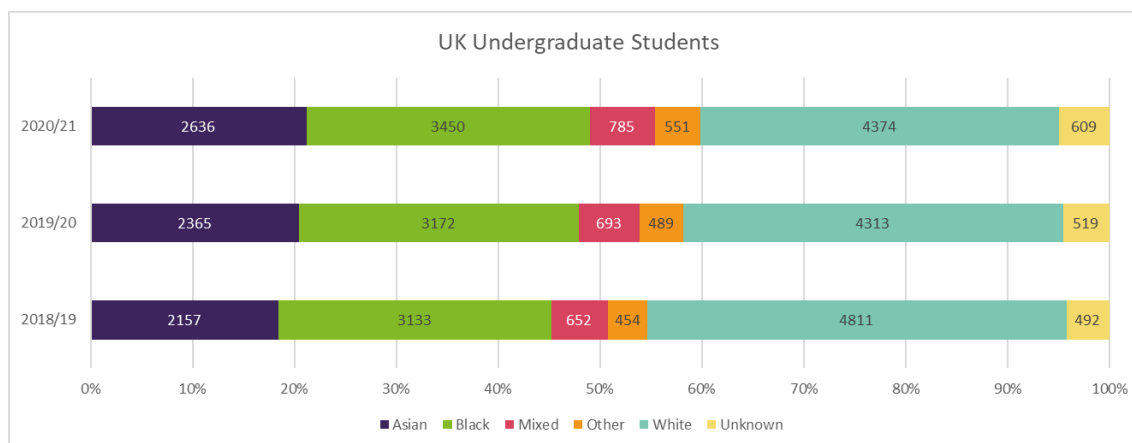
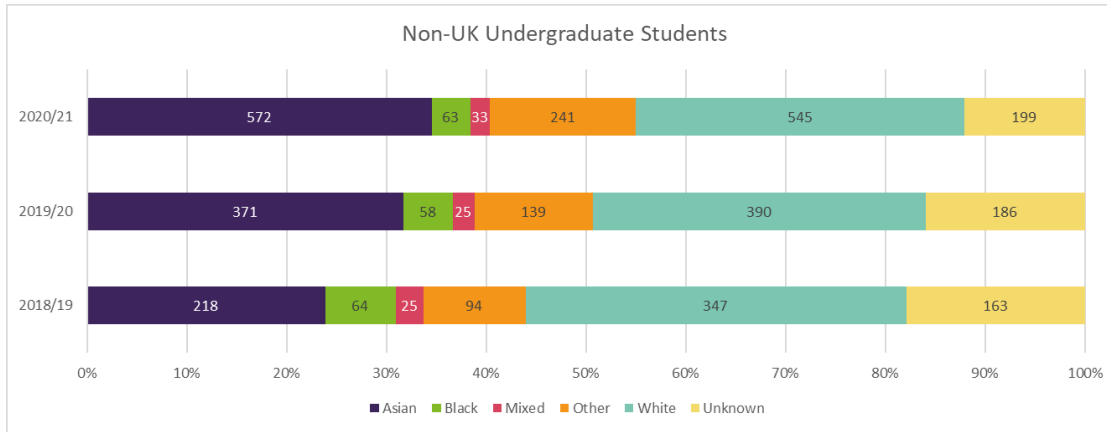


Table 56: Non-UK Undergraduate Students

Non-UK Undergraduate Students								
Ethnicity	2018/19		2019/20			2020/21		
	N	%	N	%	% change	N	%	% change
Asian	218	23.9%	371	31.7%	7.8%	572	34.6%	2.9%
Black	64	7.0%	58	5.0%	-2.1%	63	3.8%	-1.2%
Mixed	25	2.7%	25	2.1%	-0.6%	33	2.0%	-0.1%
Other	94	10.3%	139	11.9%	1.6%	241	14.6%	2.7%
White	347	38.1%	390	33.4%	-4.7%	545	33.0%	-0.4%
Unknown	163	17.9%	186	15.9%	-2.0%	199	12.0%	-3.9%
Total	911	100%	1169	100%		1653	100%	

Figure 27: Non-UK Undergraduate Students



The University has a diverse racial student body. This proportion of BAME students is consistent with most other modern universities in London. The HESA anonymising methodology has not been applied to tables of student numbers as the numbers are much greater than for staff, reducing the risk of individually identifiable information.

Although white students are in the majority for undergraduates overall, the numbers decreased by only 2% in 2020/21 following a decrease of 3.9% in 2019/20. Asian students are increasing each year and in 2020/21 these students comprised 22.8% of the undergraduate population (from 21.5% in 2018/19). The proportion of Black students declined slightly in 2020/21, by 0.4%.

For non-UK undergraduates there was a similar pattern to the overall data, with a decrease in Black students and an increase in Asian students, although the numbers are small (particularly for Black students). Among UK undergraduates, the number and proportion of Black and Asian student numbers have both increased, by 0.7% and 0.3%, respectively.

Table 56: All Undergraduate Students by School

All Undergraduate Students by School								
School	Year	BAME		White		Unknown		Total N
		N	%	N	%	N	%	
School of Allied and Community Health	2018/19	544	63.7%	298	34.9%	12	1.4%	854
	2019/20	545	67.1%	258	31.8%	9	1.1%	812
	2020/21	607	66.4%	293	32.1%	14	1.5%	914
School of Applied Sciences	2018/19	538	58.8%	348	38.0%	29	3.2%	915
	2019/20	519	54.1%	389	40.5%	52	5.4%	960
	2020/21	627	55.9%	433	38.6%	62	5.5%	1122
School of Arts and Creative Industries	2018/19	330	30.8%	704	65.7%	38	3.5%	1072
	2019/20	314	30.4%	674	65.2%	46	4.4%	1034
	2020/21	307	29.1%	699	66.3%	48	4.6%	1054
School of Built Environment and Architecture	2018/19	681	33.2%	1310	63.8%	62	3.0%	2053
	2019/20	974	42.1%	1269	54.8%	71	3.1%	2314
	2020/21	1101	44.3%	1162	46.7%	223	9.0%	2486
School of Business	2018/19	1096	66.4%	442	26.8%	112	6.8%	1650
	2019/20	1507	68.8%	505	23.0%	179	8.2%	2191
	2020/21	1647	67.1%	590	24.1%	216	8.8%	2453
School of Engineering	2018/19	905	67.0%	376	27.9%	69	5.1%	1350
	2019/20	941	66.5%	374	26.4%	101	7.1%	1416
	2020/21	1048	65.0%	455	28.2%	109	6.8%	1612
School of Law and Social Sciences	2018/19	745	62.2%	374	31.2%	79	6.6%	1198
	2019/20	836	62.1%	427	31.7%	84	6.2%	1347
	2020/21	891	61.0%	480	32.9%	89	6.1%	1460
School of Nursing and Midwifery	2018/19	1953	55.7%	1299	37.1%	253	7.2%	3505
	2019/20	1676	63.3%	807	30.5%	163	6.2%	2646
	2020/21	2103	71.1%	807	27.3%	47	1.6%	2957

Table 57: UK Undergraduate Students by School

UK Undergraduate Students by School								
School / PSG	Year	BAME		White		Unknown		Total
		N	%	N	%	N	%	
School of Allied and Community Health	2018/19	542	64.7%	285	34.0%	11	1.3%	838
	2019/20	545	67.9%	249	31.0%	9	1.1%	803
	2020/21	605	67.2%	281	31.2%	14	1.6%	900
School of Applied Sciences	2018/19	510	59.8%	322	37.7%	21	2.5%	853
	2019/20	493	55.6%	352	39.7%	42	4.7%	887
	2020/21	594	58.5%	370	36.5%	51	5.0%	1015
School of Arts and Creative Industries	2018/19	312	32.6%	627	65.4%	19	2.0%	958
	2019/20	297	32.8%	583	64.4%	25	2.8%	905
	2020/21	286	32.5%	567	64.4%	28	3.2%	881
School of Built Environment and Architecture	2018/19	615	31.7%	1283	66.0%	45	2.3%	1943
	2019/20	906	41.1%	1236	56.1%	60	2.7%	2202
	2020/21	1026	43.5%	1127	47.8%	206	8.7%	2359
School of Business	2018/19	942	71.4%	329	24.9%	48	3.6%	1319
	2019/20	1194	71.5%	382	22.9%	95	5.7%	1671
	2020/21	1232	69.0%	427	23.9%	126	7.1%	1785
School of Engineering	2018/19	815	68.3%	335	28.1%	43	3.6%	1193
	2019/20	821	67.0%	333	27.2%	71	5.8%	1225
	2020/21	863	64.7%	395	29.6%	76	5.7%	1334
School of Law and Social Sciences	2018/19	712	63.7%	341	30.5%	64	5.7%	1117
	2019/20	794	64.3%	380	30.8%	61	4.9%	1235
	2020/21	831	63.5%	412	31.5%	66	5.0%	1309
School of Nursing and Midwifery	2018/19	1944	56.1%	1283	37.0%	240	6.9%	3467
	2019/20	1669	63.6%	798	30.4%	156	5.9%	2623
	2020/21	1985	70.3%	795	28.2%	42	1.5%	2822

Table 58: Non-UK Undergraduate Students by School

Non-UK Undergraduate Students by School								
School	Year	BAME		White		Unknown		Total
		N	%	N	%	N	%	N
School of Allied and Community Health	2018/19	2	12.5%	13	81.3%	1	6.3%	16
	2019/20	0	0.0%	9	100.0%	0	0.0%	9
	2020/21	2	14.3%	12	85.7%	0	0.0%	14
School of Applied Sciences	2018/19	28	45.2%	26	41.9%	8	12.9%	62
	2019/20	26	35.6%	37	50.7%	10	13.7%	73
	2020/21	33	30.8%	63	58.9%	11	10.3%	107
School of Arts and Creative Industries	2018/19	18	15.8%	77	67.5%	19	16.7%	114
	2019/20	17	13.2%	91	70.5%	21	16.3%	129
	2020/21	21	12.1%	132	76.3%	20	11.6%	173
School of Built Environment and Architecture	2018/19	66	60.0%	27	24.5%	17	15.5%	110
	2019/20	68	60.7%	33	29.5%	11	9.8%	112
	2020/21	75	59.1%	35	27.6%	17	13.4%	127
School of Business	2018/19	154	46.5%	113	34.1%	64	19.3%	331
	2019/20	313	60.2%	123	23.7%	84	16.2%	520
	2020/21	415	62.1%	163	24.4%	90	13.5%	668
School of Engineering	2018/19	90	57.3%	41	26.1%	26	16.6%	157
	2019/20	120	62.8%	41	21.5%	30	15.7%	191
	2020/21	185	66.5%	60	21.6%	33	11.9%	278
School of Law and Social Sciences	2018/19	33	40.7%	33	40.7%	15	18.5%	81
	2019/20	42	37.5%	47	42.0%	23	20.5%	112
	2020/21	60	39.7%	68	45.0%	23	15.2%	151
School of Nursing and Midwifery	2018/19	9	23.7%	16	42.1%	13	34.2%	38
	2019/20	7	30.4%	9	39.1%	7	30.4%	23
	2020/21	118	87.4%	12	8.9%	5	3.7%	135

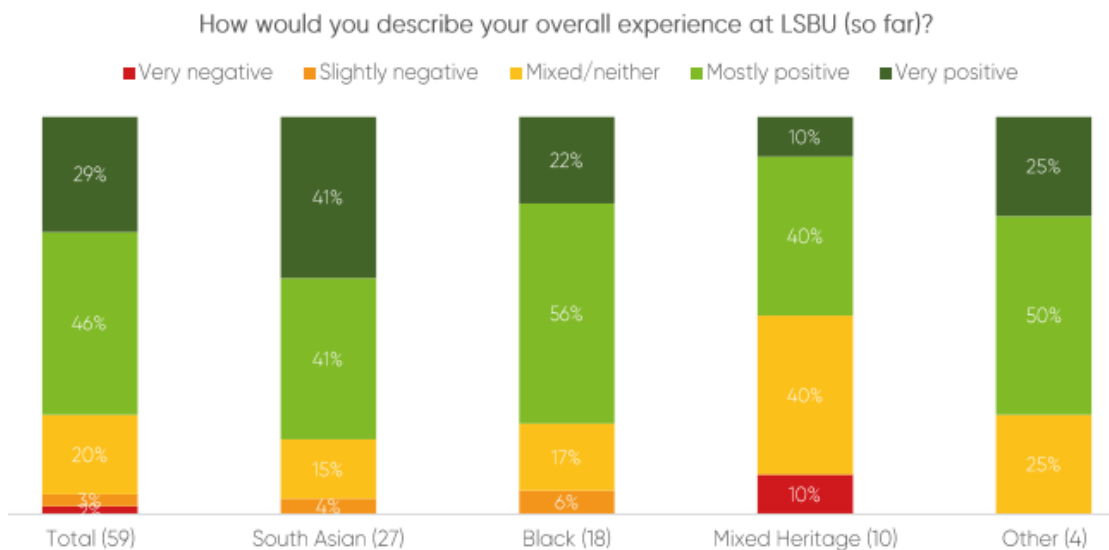
The numbers of BAME students in all three years was more than 50% for all Schools, except the School of Arts and Creative Industries and the School of the Built Environment and Architecture. Nursing and Midwifery had the highest percentage of BAME undergraduates of all Schools in 2020/21 at 71.1%.

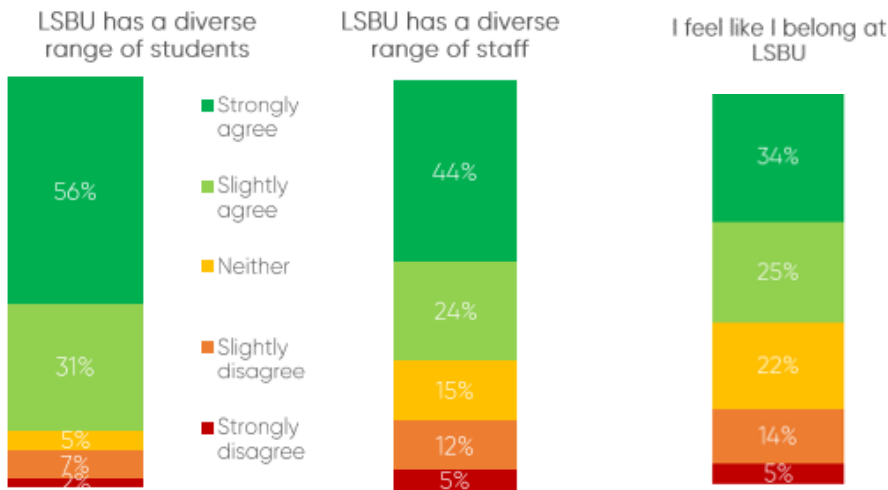
Low BAME student representation in Arts and Creative Industries is consistent with representation levels at other London Modern universities and across the Design, Creative and Performing Arts sector. The benchmark for the proportion of white to BAME UK-domiciled students on a creative art, design course across the sector is 84% to 16%.

The Division of Film within the School of Arts and Creative Industries is taking steps to increase diversity and it uses the British Film Institute Diversity standard for diversity in the curriculum. The school conducted **Now in Colour**, a student-led arts festival displaying the work of students of colour, including performance, video and photography.

The proportion of BAME students is different when considering non-UK students, with the lowest number of non-UK students in the Schools of Allied and Community Health and Nursing and Midwifery in 2018/19 and 2020/21. This trend continued in 2020/21 for Allied and Community Health but there was a significant increase in non-UK students and BAME representation among non-UK students in Nursing and Midwifery in 2020/21.

Figure28: Cosmos report findings





BAME students’ representation is mirrored in the positive sense of belonging that these students experience. For the 2021 Cosmos report, student survey and group discussions were held to gain insights into the experience of BAME students at the University. Students reported that the University has a racially inclusive environment, and they are encouraged to speak honestly and openly about race according to a student survey. Over half of BAME students feel that they belong at LSBU.

However, a small proportion of students (mostly from African, Caribbean, or similar ethnicities) feel that they are ignored, dismissed, and judged negatively. Some students felt that they were not represented or understood on their course. Black students are less likely to self-refer for mental health support and are overrepresented within LSBU’s crisis referral support programme.

To continue to improve the experience of BAME students, we have announced a new programme to directly address and reduce the inequality experienced by Black students through better mental health services. Black students will be co-leaders of work to identify and remove barriers to accessing mental health support; create new mental health resources and develop peer mentoring support services.

This two-year £380,000 project includes £181,499 of new funding from the Office for Students and over £200,000 in match-funding from LSBU and its partners including NHS London and Lambeth Council. It will directly benefit Black students at LSBU and South Bank Colleges, as well as across London.

ACTIONS

AP34 To implement recommended actions from report findings outlined in the OfS funded project: Proactive and Preventative Interventions for Black Students.

Image 11: Students promoting OfS Black Mental Health Event



Word count: 625

Section 7c: Course progression

Figure 29: Total average progression rates from 2017-2020 split by Ethnicity: All Schools

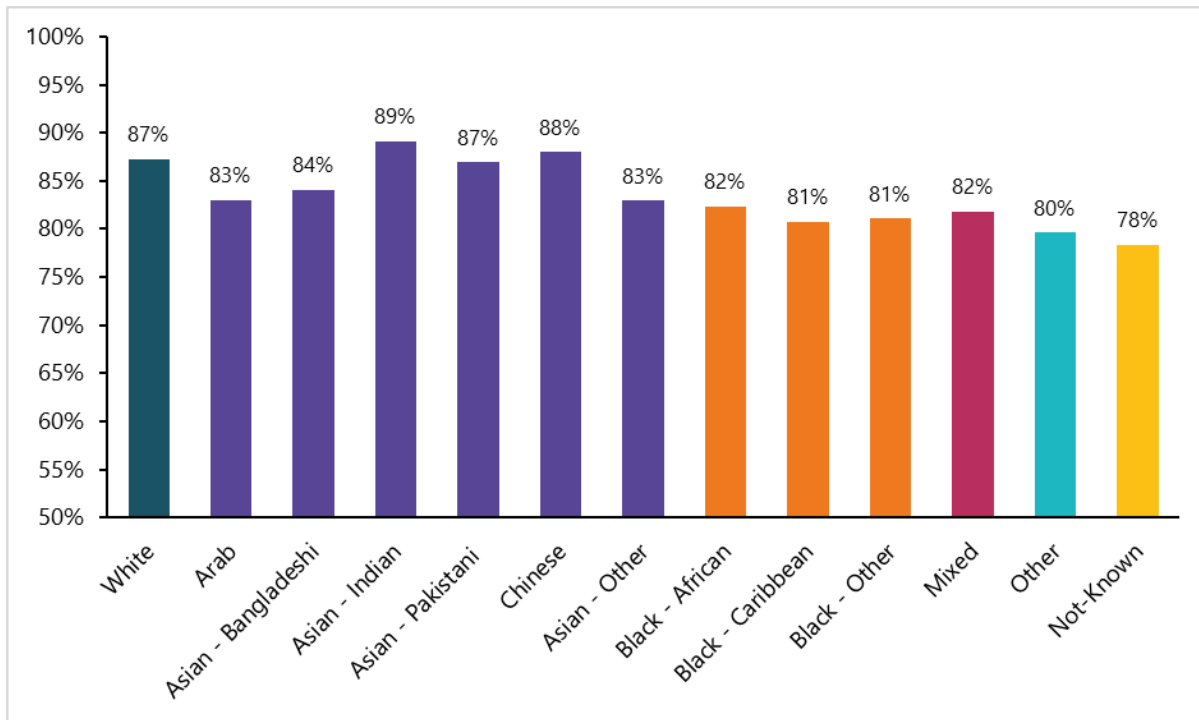
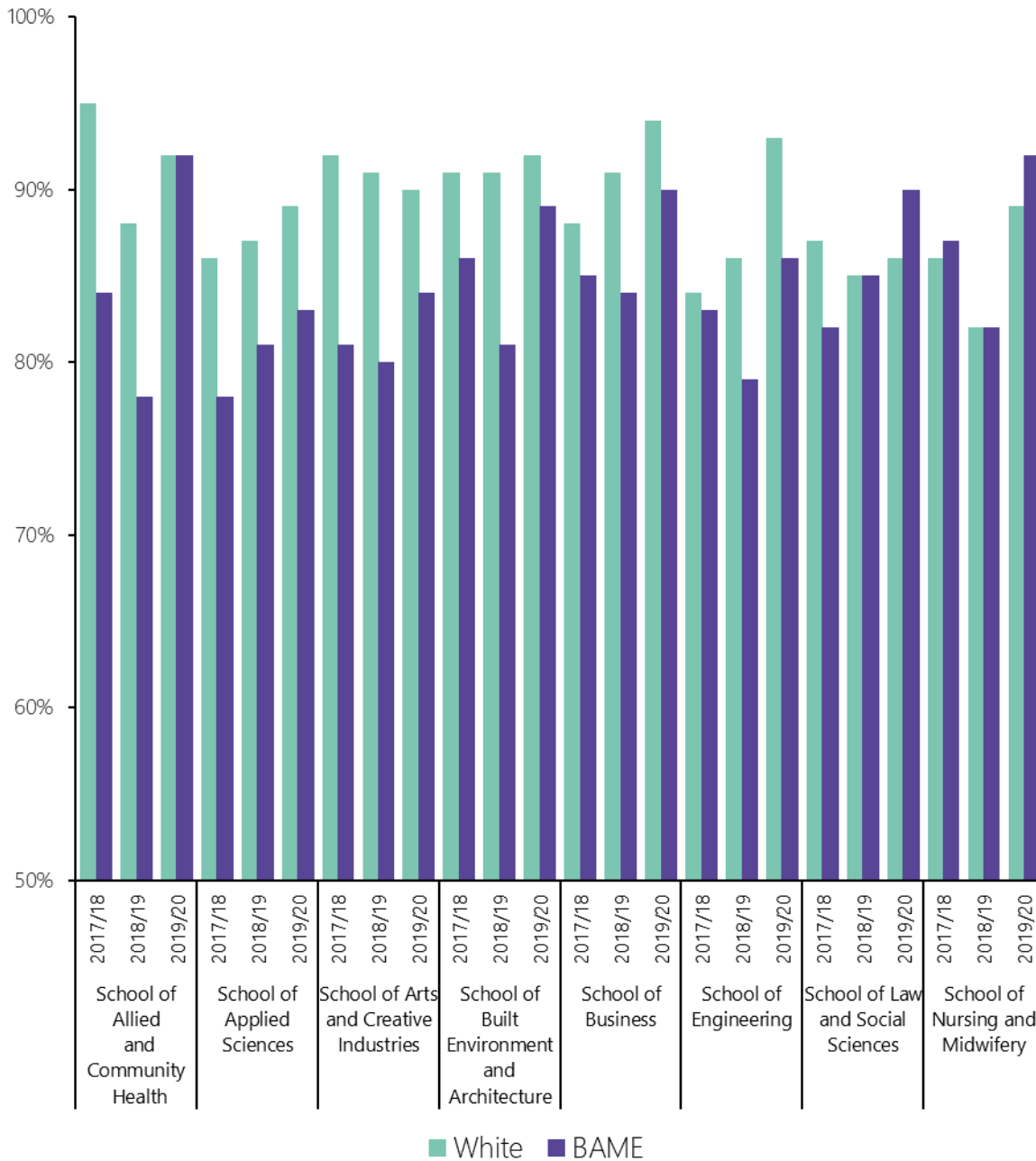


Table 59: Continuation Rate of Undergraduate Students by School

Continuation Rate of Undergraduate Students by School				
School	Year	White	BAME	Gap
School of Allied and Community Health	2017/18	94.8%	83.9%	11.0%
	2018/19	88.1%	78.3%	9.8%
	2019/20	91.7%	92.0%	-0.4%
School of Applied Sciences	2017/18	85.8%	78.3%	7.6%
	2018/19	87.0%	81.5%	5.5%
	2019/20	88.7%	83.4%	5.3%
School of Arts and Creative Industries	2017/18	92.4%	80.7%	11.7%
	2018/19	91.4%	79.8%	11.5%
	2019/20	90.4%	84.0%	6.4%
School of Built Environment and Architecture	2017/18	90.9%	86.2%	4.7%
	2018/19	91.2%	81.1%	10.0%
	2019/20	91.9%	89.2%	2.7%
School of Business	2017/18	88.3%	84.6%	3.7%
	2018/19	90.7%	83.8%	7.0%
	2019/20	94.4%	89.7%	4.7%
School of Engineering	2017/18	83.7%	83.0%	0.7%
	2018/19	86.4%	79.0%	7.4%
	2019/20	93.4%	85.6%	7.8%
School of Law and Social Sciences	2017/18	87.0%	82.2%	4.8%
	2018/19	85.4%	85.2%	0.1%
	2019/20	85.9%	90.1%	-4.2%
School of Nursing and Midwifery	2017/18	86.1%	87.1%	-1.1%
	2018/19	82.5%	81.9%	0.5%
	2019/20	88.9%	91.8%	-2.9%

Figure 30: Continuation Rate of Undergraduate Students by School



Combining three years of data, Asian-Indian (89%) and Chinese students (88%) had the highest progression rates, outperforming white students (87%). Asian-Pakistani students have a progression rate equal to white students, whereas students from “Other” ethnicities, as well as those from Black-Caribbean, Black-Other, Black-African, Mixed, Arab, and Asian-Other backgrounds have the lowest progression rates of between 80-83%.

Progression rates for all Schools increased during the same period. In Allied and Community Health the progression rate for BAME students equalled that of white students, and in two Schools (Nursing and Midwifery and Law and Social Sciences) the progression rate for BAME students exceeded that of white students. This was a notable increase for Law and Social Sciences from 2017/18.

Some Schools continued to show a significant BAME progression gap relative to white students, particularly in Schools where BAME student representation is low. In 2020/21 2019/20, the School of Engineering had a 7.8% BAME progression gap (85.6% compared to 93.4%) and the School of Arts and Creative Industries had a 6.4% gap.

The Cosmos report listed possible reasons why some ethnic groups may have lower progression rates. This included students of BAME backgrounds identifying a lack of role models within the staff cohort which reflects the low level of BAME staff in senior roles that our action plan seeks to tackle.

Section 7d: Attainment

Table 59: Undergraduate Attainment by Ethnicity

Attainment by Ethnicity				
Ethnicity	Good Honours N	Population N	Good Honours %	Awarding Gap %
White	2596	3101	83.7%	-
Asian	1018	1397	72.9%	10.8%
Black	1225	1941	63.1%	20.6%
Mixed	305	412	74.0%	9.7%
Other	230	364	63.2%	20.5%
Unknown	217	297	73.1%	10.7%

Figure 31: Undergraduate Attainment by Ethnicity

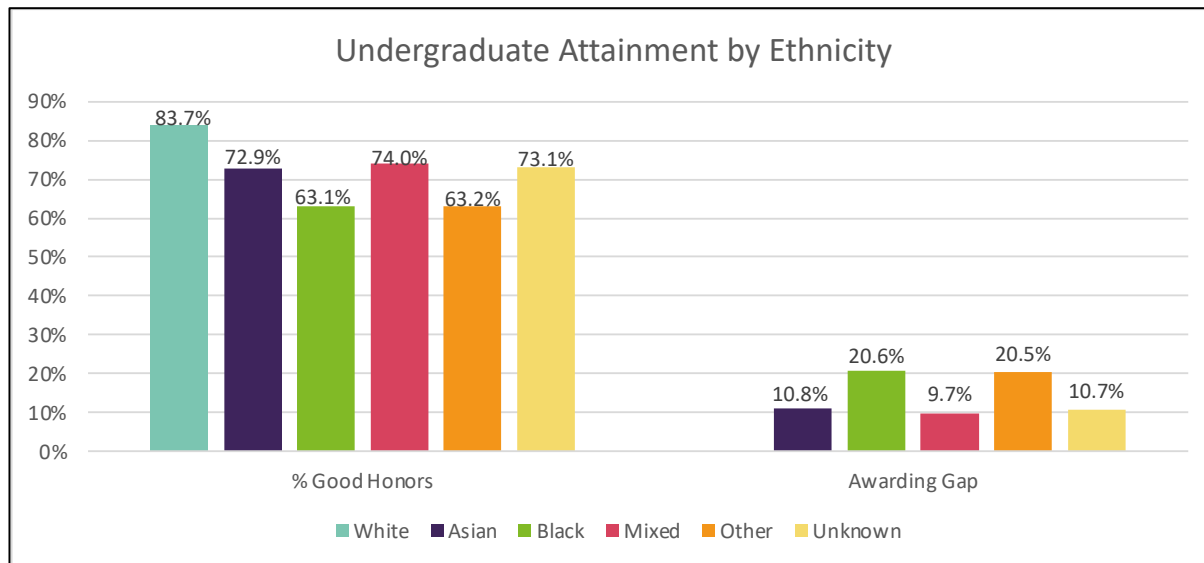


Table 60: Benchmarking the BAME awarding gap across London Modern Universities

	Year	White %	BAME %	Gap %
Kingston University	2018/19	79.10%	65.60%	13.50%
	2019/20	83.60%	70.80%	12.90%
	2020/21	82.80%	70.00%	12.70%
London Metropolitan University	2018/19	73.10%	50.70%	22.40%
	2019/20	86.80%	68.10%	18.70%
	2020/21	87.80%	68.30%	19.50%
London South Bank University	2018/19	81.20%	62.10%	19.00%
	2019/20	81.60%	63.60%	18.00%
	2020/21	89.30%	74.80%	14.50%
Middlesex University	2018/19	77.90%	64.20%	13.70%
	2019/20	85.20%	72.90%	12.30%
	2020/21	88.20%	79.20%	9.00%
Ravensbourne University London	2018/19	87.80%	74.20%	13.60%
	2019/20	85.90%	76.30%	9.60%
	2020/21	87.10%	72.10%	15.00%
Roehampton University	2018/19	77.30%	55.90%	21.30%
	2019/20	80.00%	67.30%	12.70%
	2020/21	78.20%	69.40%	8.80%
St Mary's University, Twickenham	2018/19	78.40%	64.20%	14.30%
	2019/20	84.00%	75.00%	9.00%
	2020/21	85.00%	71.10%	14.00%
The University of East London	2018/19	85.10%	62.50%	22.50%
	2019/20	86.00%	71.40%	14.60%
	2020/21	82.90%	70.70%	12.20%
The University of Greenwich	2018/19	83.90%	69.40%	14.50%
	2019/20	86.80%	75.30%	11.60%
	2020/21	85.30%	72.40%	12.90%
The University of West London	2018/19	83.20%	67.90%	15.30%
	2019/20	92.80%	73.30%	19.50%
	2020/21	88.60%	74.00%	14.60%
The University of Westminster	2018/19	79.00%	59.60%	19.50%
	2019/20	82.80%	69.30%	13.50%
	2020/21	84.30%	70.20%	14.10%
University of the Arts, London	2018/19	81.00%	66.70%	14.30%
	2019/20	89.70%	73.00%	16.80%
	2020/21	88.70%	76.90%	11.70%

Figure 32: Student Benchmarking: Awarding Gap London Modern Universities

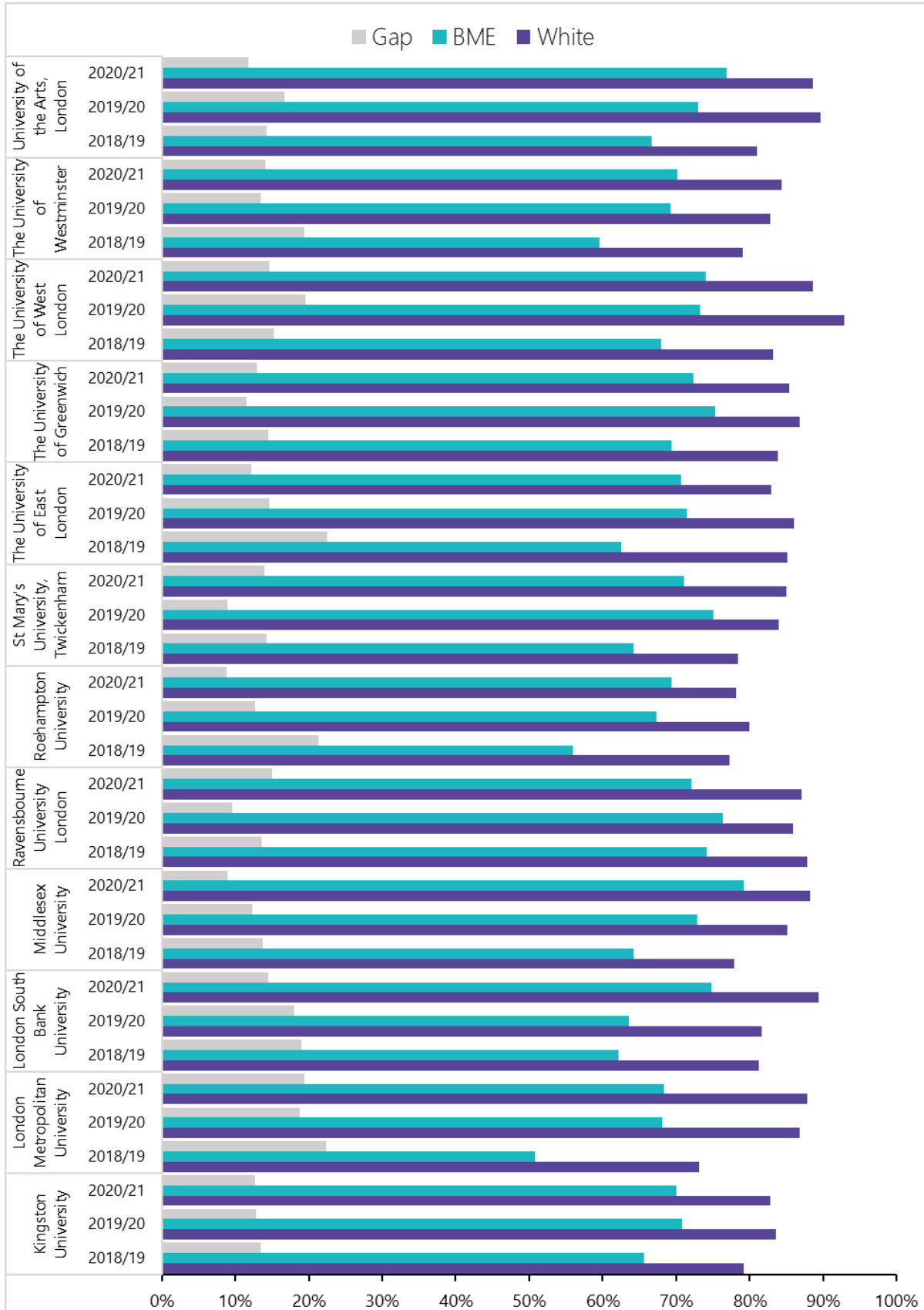
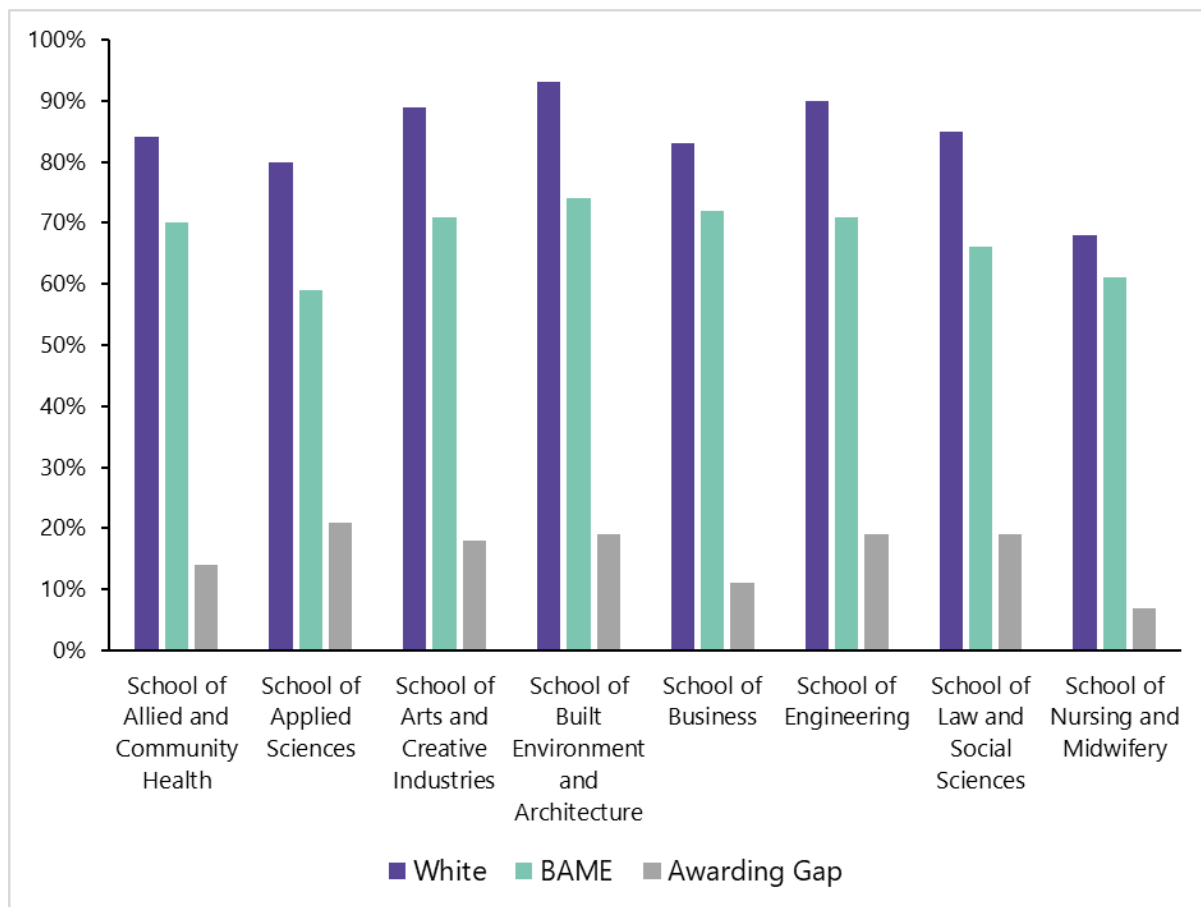


Table 61: Attainment of Undergraduate Students 2018/19 – 2020/21

Attainment of Undergraduate degrees 1st or 2:1 Students 2018/19 – 2020/21			
Schools	White %	BAME %	Awarding Gap %
School of Allied and Community Health	84%	70%	14%
School of Applied Sciences	80%	59%	21%
School of Arts and Creative Industries	89%	71%	18%
School of Built Environment and Architecture	93%	74%	19%
School of Business	83%	72%	11%
School of Engineering	90%	71%	19%
School of Law and Social Sciences	85%	66%	19%
School of Nursing and Midwifery	68%	61%	7%

Figure 33: Attainment of Undergraduate Students 2017-2020



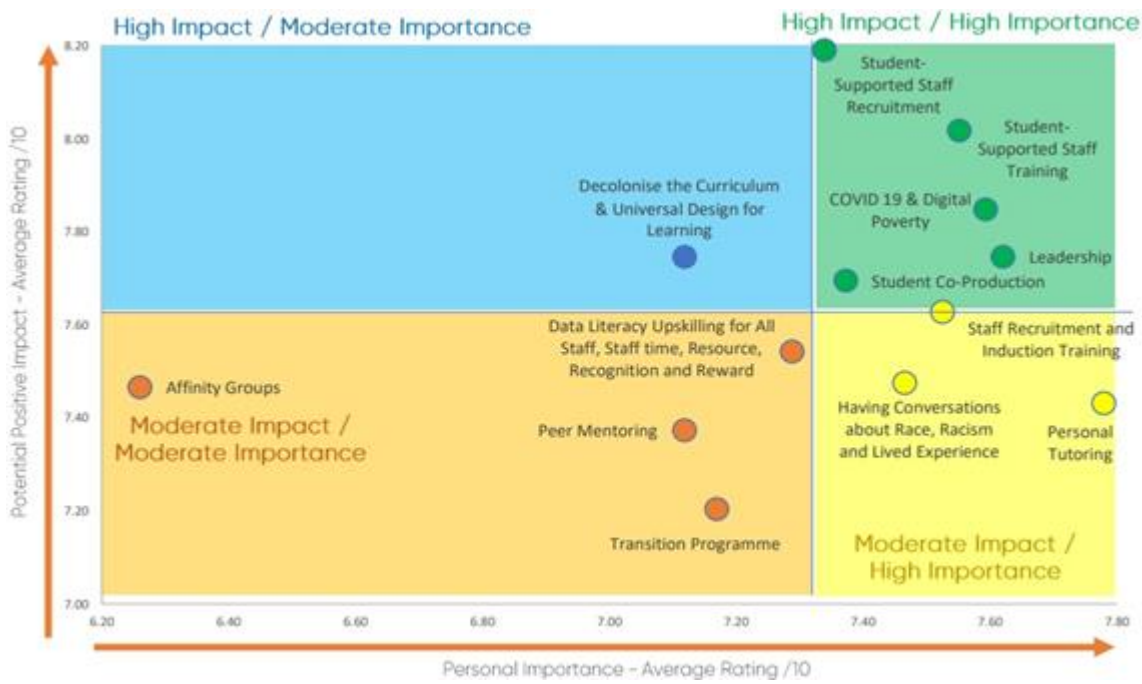
There has been an overall improvement in the degree classifications awarded to BAME students compared to white students since 2018/19, when the awarding gap overall was 19.0%, to 2020/21 14.5%. However, the benchmarking data shows that the awarding gap remains higher at LSBU than most other London Modern competitors.

LSBU's awarding gap varies by both ethnicity and Academic School. The gap varies from 20.6% for Black students and 20.5% for "Other" backgrounds, to 9.7% for students from mixed ethnicity and 10.8% for Asian students. In 2020/21 the awarding gap was highest in the School of Arts and Creative Industries (21%) and lowest in the School of Nursing and Midwifery (7%).

The What Works for LSBU – Racial Awarding Gap project was launched during Black History month in 2019. This project supports pedagogical research into institutional changes that can reduce racial awarding gaps. Projects accepted under What Works act as pilots for actions to be rolled out institutionally. These have included paying BAME ambassadors to contribute to curriculum design and peer mentoring for Year 1 in Law and Social Sciences.

The Cosmos report 2021 used a matrix of potential impact and personal importance co-created with BAME students to investigate their preferences for support. Students were most in favour of student co-production of the curriculum and greater involvement in training and recruitment of staff (action 24), to support transparency, awareness and understanding and give more confidence in preparing for employment.

Figure 34: A matrix of potential impact and personal importance, created as part of the Cosmos Report



ACTIONS

AP35 A model for the involvement of students in staff recruitment, in an appropriate way, needs to be developed.

Word count: 261

Section 7e: Postgraduate pipeline

Table 62: All Postgraduate Taught Students

All Postgraduate Taught Students								
Ethnicity	2018/19		2019/20			2020/21		
	N	%	N	%	% change	N	%	% change
Asian	362	17.7%	521	24.6%	6.9%	768	31.9%	7.3%
Black	528	25.9%	464	21.9%	-3.9%	471	19.5%	-2.4%
Mixed	79	3.9%	88	4.2%	0.3%	100	4.1%	0.1%
Other	77	3.8%	75	3.5%	-0.2%	114	4.7%	1.2%
White	875	42.9%	881	41.7%	-1.2%	873	36.2%	-5.5%
Unknown	121	5.9%	85	4.0%	-1.9%	84	3.5%	-0.5%
Total	2042	100%	2114	100%	-	2410	100%	-

Figure 35: All Postgraduate Taught Students

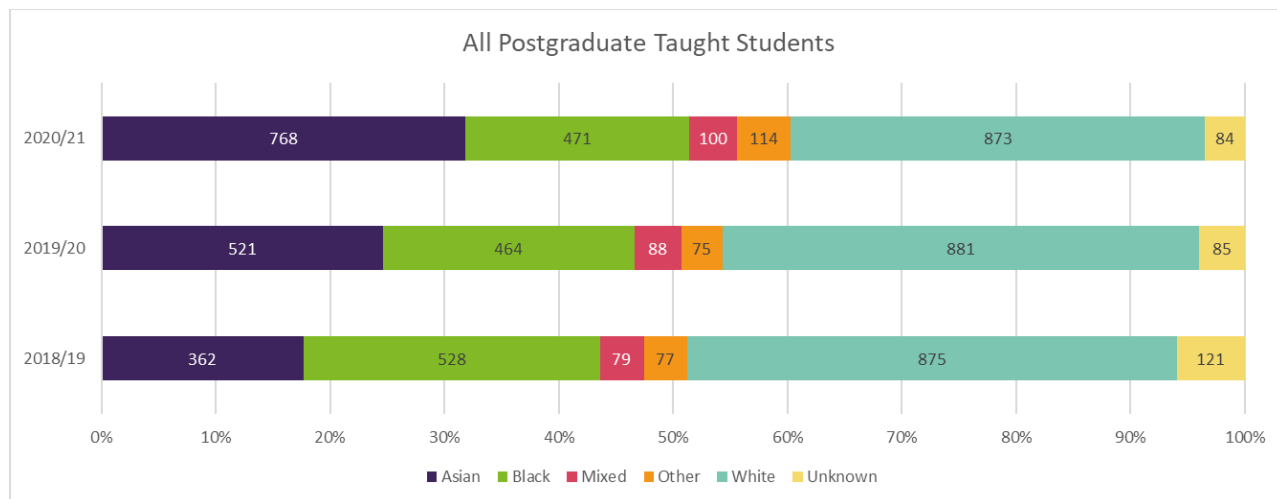


Table 63: UK Postgraduate Taught Students

UK Postgraduate Taught Students								
Ethnicity	2018/19		2019/20			2020/21		
	N	%	N	%	% change	N	%	% change
Asian	173	11.2%	177	12.1%	0.9%	214	14.1%	2.0%
Black	450	29.2%	388	26.5%	-2.7%	396	26.0%	-0.5%
Mixed	73	4.7%	79	5.4%	0.7%	83	5.5%	0.1%
Other	49	3.2%	45	3.1%	-0.1%	45	3.0%	-0.1%
White	743	48.2%	734	50.1%	1.9%	731	48.1%	-2.0%
Unknown	54	3.5%	42	2.9%	-0.6%	52	3.4%	0.5%
Total	1542	100%	1465	100%	-	1521	100%	-

Figure 36: UK Postgraduate Taught Students

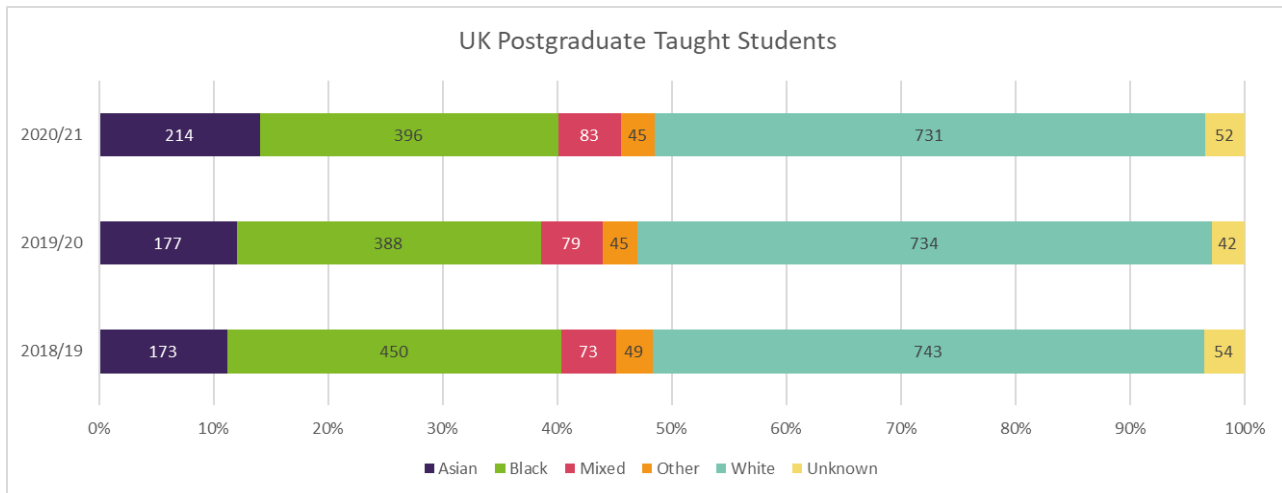


Table 64: Non-UK Postgraduate Taught Students

Non-UK Postgraduate Taught Students								
Ethnicity	2018/19		2019/20			2020/21		
	N	%	N	%	% change	N	%	% change
Asian	189	37.8%	344	53.0%	15.2%	554	62.3%	9.3%
Black	78	15.6%	76	11.7%	-3.9%	75	8.4%	-3.3%
Mixed	6	1.2%	9	1.4%	0.2%	17	1.9%	0.5%
Other	28	5.6%	30	4.6%	-1.0%	69	7.8%	3.1%
White	132	26.4%	147	22.7%	-3.7%	142	16.0%	-6.7%
Unknown	67	13.4%	43	6.6%	-6.8%	32	3.6%	-3.0%
Total	500	100%	649	100%	-	889	100%	-

Figure 37: Non-UK Postgraduate Taught Students

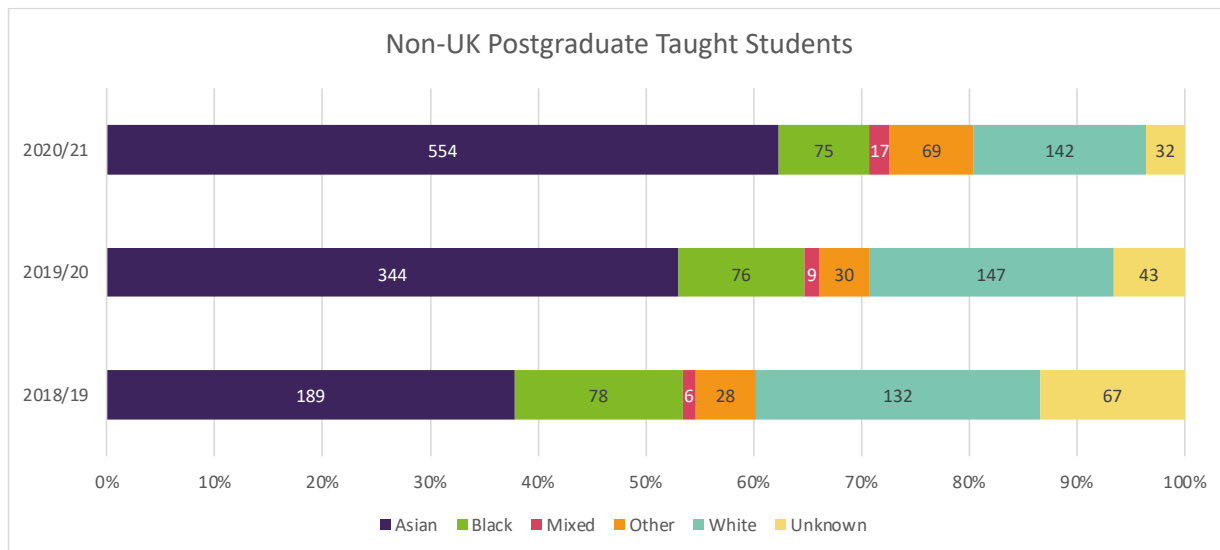


Table 65: All Postgraduate Taught Students by School

All Postgraduate Taught Students by School								
School	Year	BAME		White		Unknown		Total
		N	%	N	%	N	%	N
School of Allied and Community Health	2018/19	97	66.0%	50	34.0%	0	0.0%	147
	2019/20	132	49.6%	130	48.9%	4	1.5%	266
	2020/21	185	46.1%	210	52.4%	6	1.5%	401
School of Applied Sciences	2018/19	57	33.3%	102	59.6%	12	7.0%	171
	2019/20	48	30.4%	105	66.5%	5	3.2%	158
	2020/21	62	35.4%	108	61.7%	5	2.9%	175
School of Arts and Creative Industries	2018/19	10	31.3%	18	56.3%	4	12.5%	32
	2019/20	4	12.9%	27	87.1%	0	0.0%	31
	2020/21	9	27.3%	23	69.7%	1	3.0%	33
School of Built Environment and Architecture	2018/19	204	35.5%	347	60.3%	24	4.2%	575
	2019/20	186	42.2%	240	54.4%	15	3.4%	441
	2020/21	188	52.5%	161	45.0%	9	2.5%	358
School of Business	2018/19	442	64.3%	193	28.1%	52	7.6%	687
	2019/20	530	69.0%	199	25.9%	39	5.1%	768
	2020/21	629	76.3%	167	20.3%	28	3.4%	824
School of Engineering	2018/19	48	62.3%	21	27.3%	8	10.4%	77
	2019/20	68	70.1%	21	21.6%	8	8.2%	97
	2020/21	145	87.9%	15	9.1%	5	3.0%	165
School of Law and Social Sciences	2018/19	176	52.7%	138	41.3%	20	6.0%	334
	2019/20	175	51.3%	152	44.6%	14	4.1%	341
	2020/21	219	51.8%	174	41.1%	30	7.1%	423
School of Nursing and Midwifery	2018/19	12	63.2%	6	31.6%	1	5.3%	19
	2019/20	5	41.7%	7	58.3%	0	0.0%	12
	2020/21	16	51.6%	15	48.4%	0	0.0%	31

Table 66: UK Postgraduate Taught Students by School

UK Postgraduate Taught Students by School								
School	Year	BAME		White		Unknown		Total
		N	%	N	%	N	%	N
School of Allied and Community Health	2018/19	97	66.4%	49	33.6%	0	0.0%	146
	2019/20	132	49.8%	129	48.7%	4	1.5%	265
	2020/21	183	46.1%	208	52.4%	6	1.5%	397
School of Applied Sciences	2018/19	42	30.9%	91	66.9%	3	2.2%	136
	2019/20	41	30.1%	92	67.6%	3	2.2%	136
	2020/21	53	34.9%	95	62.5%	4	2.6%	152
School of Arts and Creative Industries	2018/19	9	33.3%	16	59.3%	2	7.4%	27
	2019/20	2	8.7%	21	91.3%	0	0.0%	23
	2020/21	7	26.9%	18	69.2%	1	3.8%	26
School of Built Environment and Architecture	2018/19	181	34.5%	327	62.3%	17	3.2%	525
	2019/20	160	40.1%	226	56.6%	13	3.3%	399
	2020/21	128	45.1%	149	52.5%	7	2.5%	284
School of Business	2018/19	213	64.0%	107	32.1%	13	3.9%	333
	2019/20	157	58.8%	103	38.6%	7	2.6%	267
	2020/21	113	58.9%	76	39.6%	3	1.6%	192
School of Engineering	2018/19	29	63.0%	15	32.6%	2	4.3%	46
	2019/20	34	66.7%	14	27.5%	3	5.9%	51
	2020/21	39	78.0%	9	18.0%	2	4.0%	50
School of Law and Social Sciences	2018/19	162	52.3%	132	42.6%	16	5.2%	310
	2019/20	158	50.6%	142	45.5%	12	3.8%	312
	2020/21	199	51.2%	161	41.4%	29	7.5%	389
School of Nursing and Midwifery	2018/19	12	63.2%	6	31.6%	1	5.3%	19
	2019/20	5	41.7%	7	58.3%	0	0.0%	12
	2020/21	16	51.6%	15	48.4%	0	0.0%	31

Table 67: Non-UK Postgraduate Taught Students by School

Non-UK Postgraduate Taught Students by School								
School	Year	BAME		White		Unknown		Total
		N	%	N	%	N	%	N
School of Allied and Community Health	2018/19	0	0.0%	1	100.0%	0	0.0%	1
	2019/20	0	0.0%	1	100.0%	0	0.0%	1
	2020/21	2	50.0%	2	50.0%	0	0.0%	4
School of Applied Sciences	2018/19	15	42.9%	11	31.4%	9	25.7%	35
	2019/20	7	31.8%	13	59.1%	2	9.1%	22
	2020/21	9	39.1%	13	56.5%	1	4.3%	23
School of Arts and Creative Industries	2018/19	1	20.0%	2	40.0%	2	40.0%	5
	2019/20	2	25.0%	6	75.0%	0	0.0%	8
	2020/21	2	28.6%	5	71.4%	0	0.0%	7
School of Built Environment and Architecture	2018/19	23	46.0%	20	40.0%	7	14.0%	50
	2019/20	26	61.9%	14	33.3%	2	4.8%	42
	2020/21	60	81.1%	12	16.2%	2	2.7%	74
School of Business	2018/19	229	64.7%	86	24.3%	39	11.0%	354
	2019/20	373	74.5%	96	19.2%	32	6.4%	501
	2020/21	516	81.6%	91	14.4%	25	4.0%	632
School of Engineering	2018/19	19	61.3%	6	19.4%	6	19.4%	31
	2019/20	34	73.9%	7	15.2%	5	10.9%	46
	2020/21	106	92.2%	6	5.2%	3	2.6%	115
School of Law and Social Sciences	2018/19	14	58.3%	6	25.0%	4	16.7%	24
	2019/20	17	58.6%	10	34.5%	2	6.9%	29
	2020/21	20	58.8%	13	38.2%	1	2.9%	34
School of Nursing and Midwifery	2018/19	0	0.0%	0	0.0%	0	0.0%	0
	2019/20	0	0.0%	0	0.0%	0	0.0%	0
	2020/21	0	0.0%	0	0.0%	0	0.0%	0

BAME Postgraduate Taught students followed a similar pattern to undergraduates between 2018/19 and 2020/21, with an increase in Asian students from 17.7% to 31.9%. Black students reduced by 2.4% and white students by 5.5%. There is an over-representation of BAME postgraduates (32.6% of white students in 2020/21) compared to the London population of 53.8%.

This change in the demographics of Postgraduate Taught students was driven by changes in the non-UK student population. For UK students, the proportion of white students was largely unchanged, but among non-UK students it reduced. While there was a small increase in UK Asian students, there was approximately a three-fold increase in the number of non-UK Asian students.

The largest changes in postgraduate numbers were in the School of Allied and Community Health (increase of 254) and a reduction in the School of Built Environment and Architecture (reduction of 217). In Allied and Community Health, the increase in postgraduate students reduced their proportion of BAME students in this population and they have developed leadership placements for MSc Physiotherapy students aimed at BAME students.

Table 68: All Postgraduate Research Students

All Postgraduate Research Students								
Ethnicity	2018/19		2019/20			2020/21		
	N	%	N	%	% change	N	%	% change
Asian	51	19.1%	39	16.5%	-2.6%	42	17.7%	1.2%
Black	54	20.2%	52	21.9%	1.7%	54	22.8%	0.9%
Mixed	7	2.6%	7	3.0%	0.3%	7	3.0%	0.0%
Other	15	5.6%	13	5.5%	-0.1%	15	6.3%	0.8%
White	112	41.9%	107	45.1%	3.2%	102	43.0%	-2.1%
Unknown	28	10.5%	19	8.0%	-2.5%	17	7.2%	-0.8%
Total	267	100%	237	100%		237	100%	

Figure 38: All Postgraduate Research Students

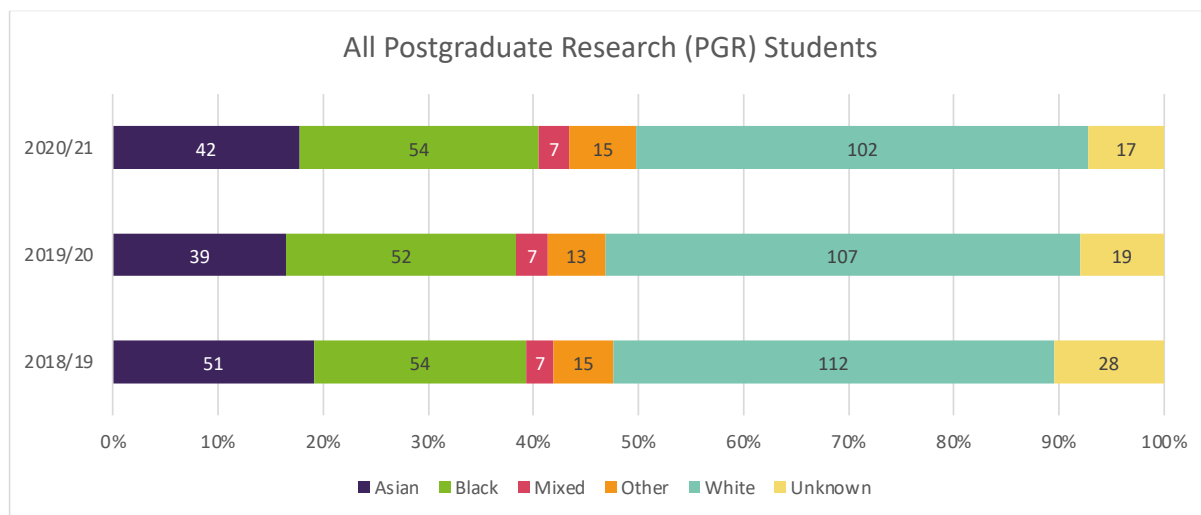


Table 69: UK Postgraduate Research Students

UK Postgraduate Research Students								
Ethnicity	2018/19		2019/20			2020/21		
	N	%	N	%	% change	N	%	% change
Asian	24	14.1%	18	10.8%	-3.3%	16	10.1%	-0.7%
Black	35	20.6%	37	22.3%	1.7%	41	25.8%	3.5%
Mixed	7	4.1%	7	4.2%	0.1%	6	3.8%	-0.4%
Other	9	5.3%	8	4.8%	-0.5%	8	5.0%	0.2%
White	89	52.4%	92	55.4%	3.1%	85	53.5%	-1.9%
Unknown	6	3.5%	4	2.4%	-1.1%	3	1.9%	-0.5%
Total	170	100%	166	100%	-	159	100%	-

Figure 39: UK Postgraduate Research Students

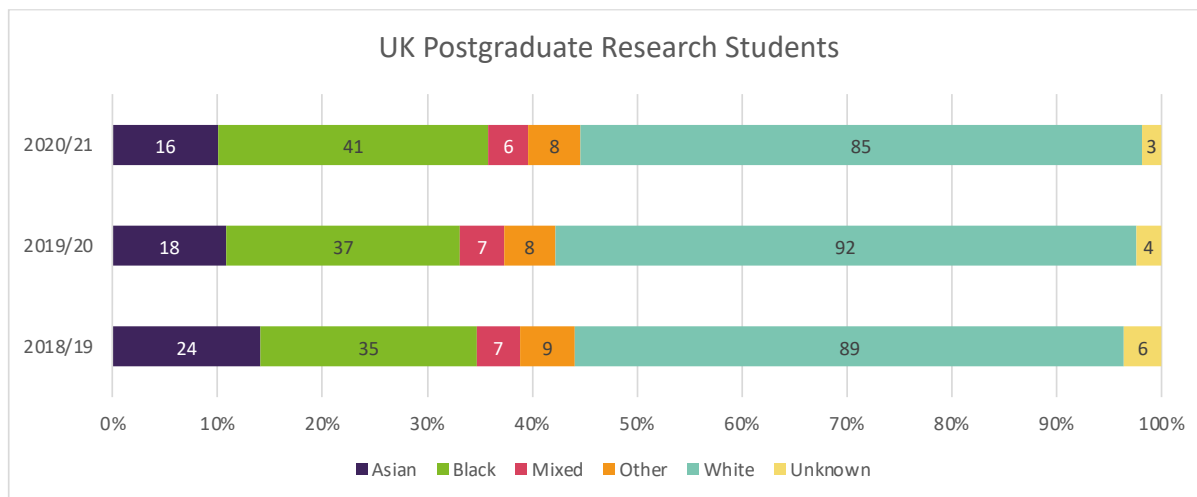


Table 70: Non-UK Postgraduate Research Students

Non-UK Postgraduate Research Students								
Ethnicity	2018/19		2019/20			2020/21		
	N	%	N	%	% change	N	%	% change
Asian	27	27.8%	21	29.6%	1.7%	26	33.3%	3.7%
Black	19	19.6%	15	21.1%	1.5%	13	16.7%	-4.4%
Mixed	0	0.0%	0	0.0%	0.0%	1	1.3%	1.3%
Other	6	6.2%	5	7.0%	0.9%	7	9.0%	2.0%
White	23	23.7%	15	21.1%	-2.6%	17	21.8%	0.7%

Unknown	22	22.7%	15	21.1%	-1.6%	14	17.9%	-3.2%
Total	97	100%	71	100%	-	78	100%	-

Chart 40: Non-UK Postgraduate Research Students

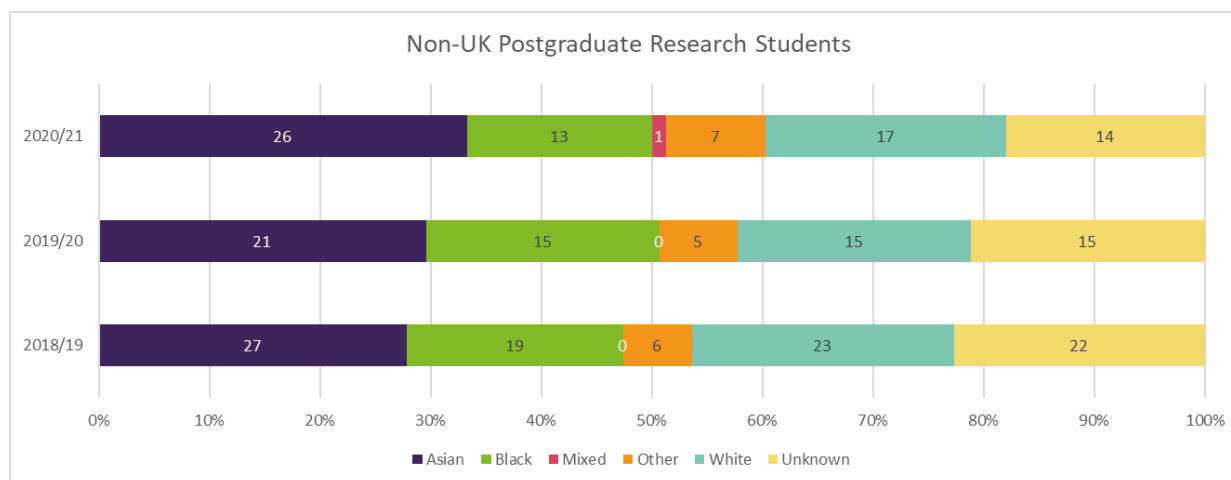


Table 17: All Postgraduate Research Students by School

All Postgraduate Research Students by School								
School	Year	BAME		White		Unknown		Total
		N	%	N	%	N	%	
School of Allied and Community Health	2018/19	5	45.5%	6	54.5%	0	0.0%	11
	2019/20	6	42.9%	8	57.1%	0	0.0%	14
	2020/21	6	42.9%	8	57.1%	0	0.0%	14
School of Applied Sciences	2018/19	12	28.6%	29	69.0%	1	2.4%	42
	2019/20	13	35.1%	23	62.2%	1	2.7%	37
	2020/21	14	41.2%	19	55.9%	1	2.9%	34
School of Arts and Creative Industries	2018/19	8	40.0%	12	60.0%	0	0.0%	20
	2019/20	10	40.0%	14	56.0%	1	4.0%	25
	2020/21	9	40.9%	12	54.5%	1	4.5%	22
School of Built Environment and Architecture	2018/19	23	69.7%	4	12.1%	6	18.2%	33
	2019/20	18	72.0%	3	12.0%	4	16.0%	25
	2020/21	26	68.4%	7	18.4%	5	13.2%	38
School of Business	2018/19	22	59.5%	10	27.0%	5	13.5%	37
	2019/20	20	69.0%	6	20.7%	3	10.3%	29
	2020/21	16	64.0%	6	24.0%	3	12.0%	25

School of Engineering	2018/19	37	55.2%	19	28.4%	11	16.4%	67
	2019/20	22	46.8%	17	36.2%	8	17.0%	47
	2020/21	22	48.9%	17	37.8%	6	13.3%	45
School of Law and Social Sciences	2018/19	16	45.7%	16	45.7%	3	8.6%	35
	2019/20	17	47.2%	18	50.0%	1	2.8%	36
	2020/21	19	47.5%	21	52.5%	0	0.0%	40
School of Nursing and Midwifery	2018/19	4	19.0%	15	71.4%	2	9.5%	21
	2019/20	5	20.8%	18	75.0%	1	4.2%	24
	2020/21	6	31.6%	12	63.2%	1	5.3%	19

Table 72: UK Postgraduate Research Students by School

UK Postgraduate Research Students by School								
School	Year	BAME		White		Unknown		Total
		N	%	N	%	N	%	
School of Allied and Community Health	2018/19	5	45.5%	6	54.5%	0	0.0%	11
	2019/20	6	42.9%	8	57.1%	0	0.0%	14
	2020/21	6	42.9%	8	57.1%	0	0.0%	14
School of Applied Sciences	2018/19	9	28.1%	23	71.9%	0	0.0%	32
	2019/20	9	32.1%	19	67.9%	0	0.0%	28
	2020/21	10	41.7%	14	58.3%	0	0.0%	24
School of Arts and Creative Industries	2018/19	7	36.8%	12	63.2%	0	0.0%	19
	2019/20	6	30.0%	14	70.0%	0	0.0%	20
	2020/21	5	31.3%	11	68.8%	0	0.0%	16
School of Built Environment and Architecture	2018/19	8	57.1%	4	28.6%	2	14.3%	14
	2019/20	9	69.2%	3	23.1%	1	7.7%	13
	2020/21	12	60.0%	6	30.0%	2	10.0%	20
School of Business	2018/19	10	76.9%	3	23.1%	0	0.0%	13
	2019/20	10	76.9%	3	23.1%	0	0.0%	13
	2020/21	5	62.5%	3	37.5%	0	0.0%	8
School of Engineering	2018/19	19	61.3%	11	35.5%	1	3.2%	31
	2019/20	11	47.8%	11	47.8%	1	4.3%	23
	2020/21	11	47.8%	12	52.2%	0	0.0%	23
School of Law and Social Sciences	2018/19	13	44.8%	15	51.7%	1	3.4%	29
	2019/20	14	43.8%	17	53.1%	1	3.1%	32
	2020/21	16	44.4%	20	55.6%	0	0.0%	36
	2018/19	4	20.0%	14	70.0%	2	10.0%	20

School of Nursing and Midwifery	2019/20	5	21.7%	17	73.9%	1	4.3%	23
	2020/21	6	33.3%	11	61.1%	1	5.6%	18

Table 73: Non-UK Postgraduate Research Students by School

Non-UK Postgraduate Research Students by School								
School / PSG	Year	BAME		White		Unknown		Total
		N	%	N	%	N	%	
School of Allied and Community Health	2018/19	0	0.0%	0	0.0%	0	0.0%	0
	2019/20	0	0.0%	0	0.0%	0	0.0%	0
	2020/21	0	0.0%	0	0.0%	0	0.0%	0
School of Applied Sciences	2018/19	3	30.0%	6	60.0%	1	10.0%	10
	2019/20	4	44.4%	4	44.4%	1	11.1%	9
	2020/21	4	40.0%	5	50.0%	1	10.0%	10
School of Arts and Creative Industries	2018/19	1	100.0%	0	0.0%	0	0.0%	1
	2019/20	4	80.0%	0	0.0%	1	20.0%	5
	2020/21	4	66.7%	1	16.7%	1	16.7%	6
School of Built Environment and Architecture	2018/19	15	78.9%	0	0.0%	4	21.1%	19
	2019/20	9	75.0%	0	0.0%	3	25.0%	12
	2020/21	14	77.8%	1	5.6%	3	16.7%	18
School of Business	2018/19	12	50.0%	7	29.2%	5	20.8%	24
	2019/20	10	62.5%	3	18.8%	3	18.8%	16
	2020/21	11	64.7%	3	17.6%	3	17.6%	17
School of Engineering	2018/19	18	50.0%	8	22.2%	10	27.8%	36
	2019/20	11	45.8%	6	25.0%	7	29.2%	24
	2020/21	11	50.0%	5	22.7%	6	27.3%	22
School of Law and Social Sciences	2018/19	3	50.0%	1	16.7%	2	33.3%	6
	2019/20	3	75.0%	1	25.0%	0	0.0%	4
	2020/21	3	75.0%	1	25.0%	0	0.0%	4
School of Nursing and Midwifery	2018/19	0	0.0%	1	100.0%	0	0.0%	1
	2019/20	0	0.0%	1	100.0%	0	0.0%	1
	2020/21	0	0.0%	1	100.0%	0	0.0%	1

The overall number of Postgraduate Research students decreased between 2018/19 to 2020/21, from 267 to 237 including reductions in white and Asian students. There was an increase in UK Black

students and non-UK Asian postgraduate researchers. This provides an opportunity to strengthen the UK Black and the non-UK Asian academic pipelines, groups identified with lower submission rates in REF 2021.

The largest reductions in postgraduate researchers between 2018/19 and 2020/21 were in Business (12) and Engineering (22). Over 50% of the reduction came from non-UK students in both cases but the proportion of BAME postgraduates increased in Business and decreased in Engineering. Arts and Creative Industries have previously funded a Dean's BAME scholarship and, with Law and Social Sciences, recently bid for future BAME scholarships via a Leverhulme grant.

Word count: 310

Section 7f: Postgraduate employment

Figure 41: Postgraduate Employment (2017/18 and 2020/21 Graduates)

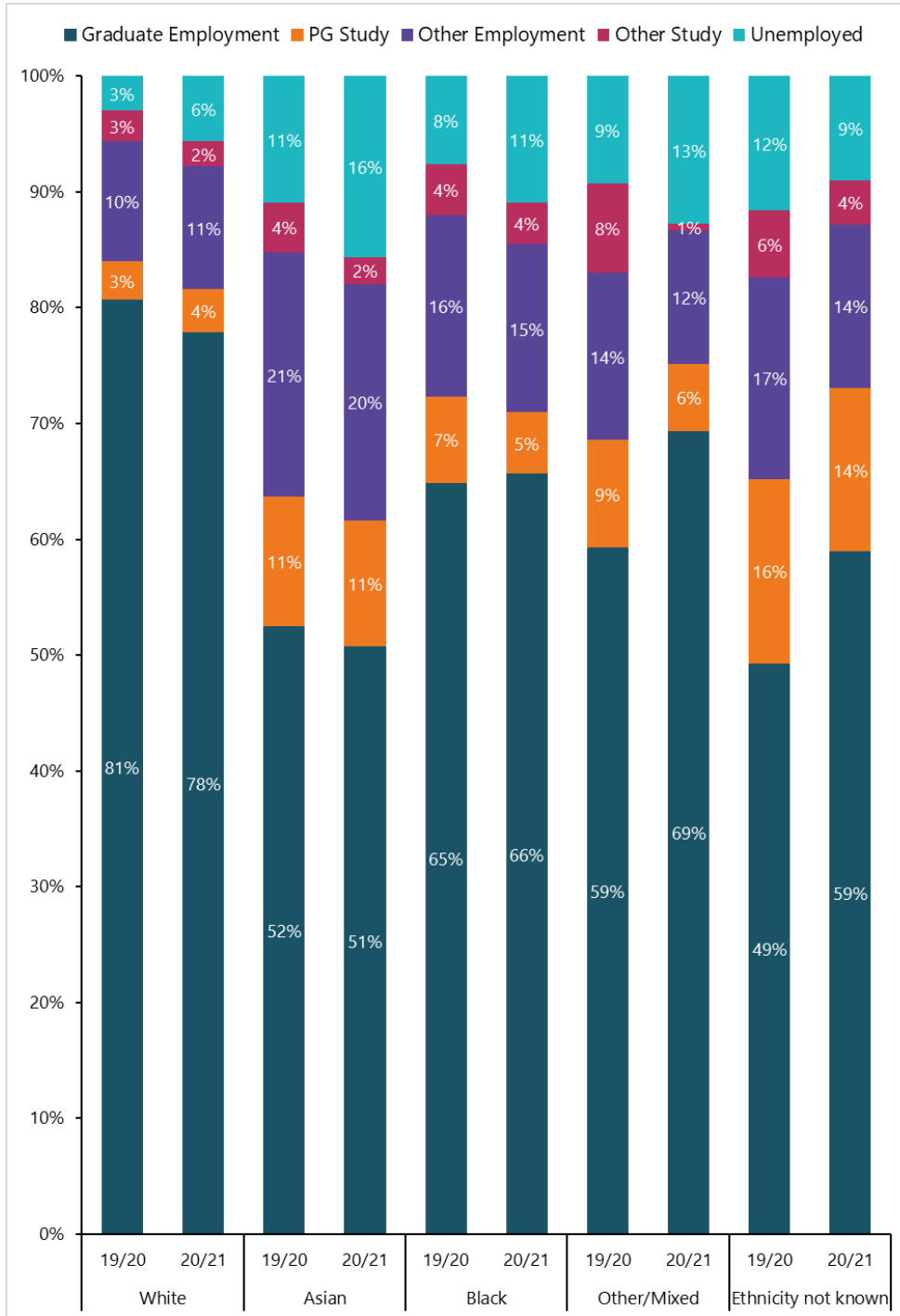


Figure 42: Postgraduate Employment – Graduate Outcomes Survey – Breakdown by Ethnicity

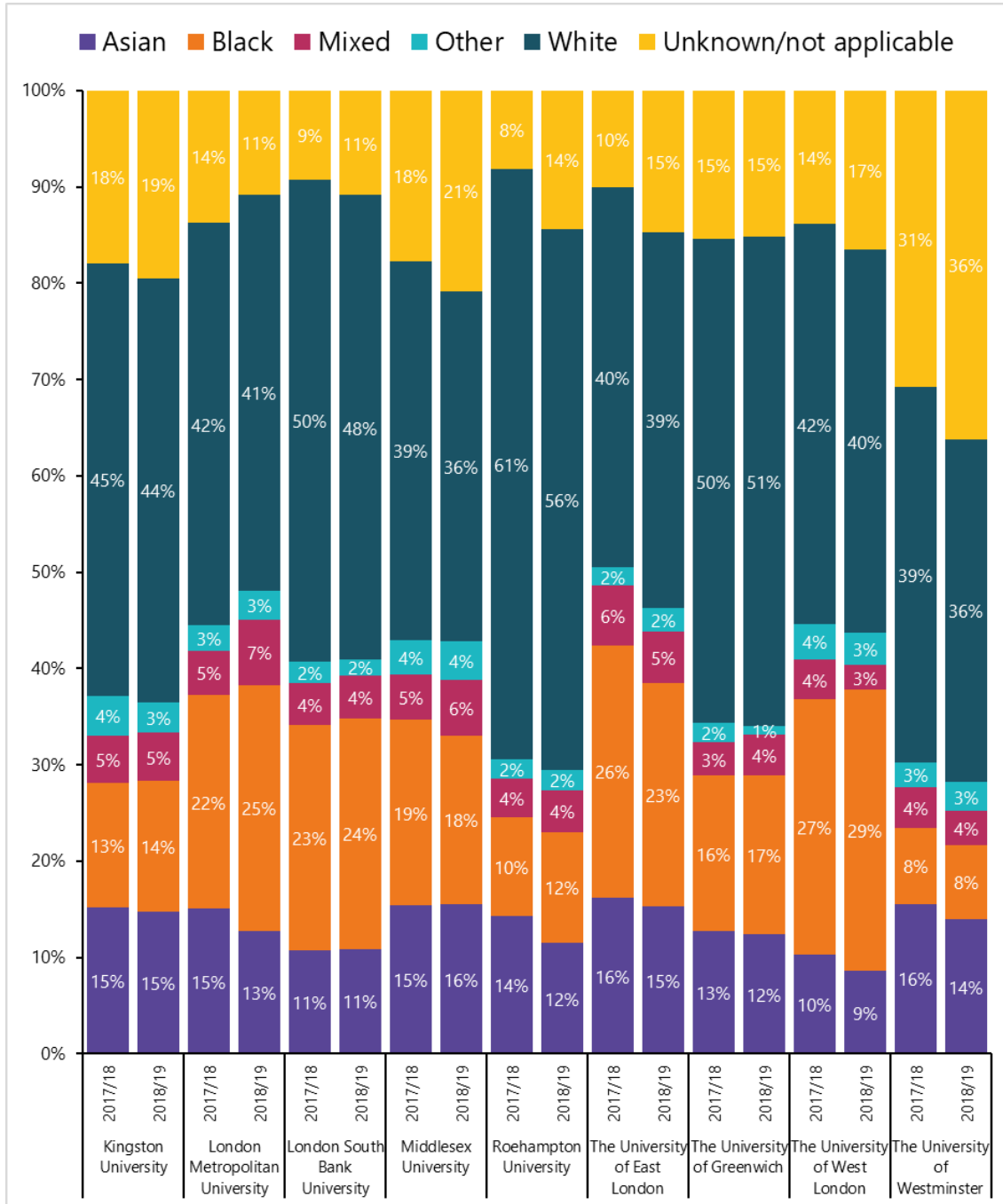


Table 74: Postgraduate Employment – Graduate Outcomes Survey – Breakdown by Ethnicity

	Graduation Year	Asian %	Black %	Mixed %	Other %	White %	U/Kn or N/A %
Kingston University	2017/18	15%	13%	5%	4%	45%	18%
	2018/19	15%	14%	5%	3%	44%	19%
London Metropolitan University	2017/18	15%	22%	5%	3%	42%	14%
	2018/19	13%	25%	7%	3%	41%	11%
London South Bank University	2017/18	11%	23%	4%	2%	50%	9%
	2018/19	11%	24%	4%	2%	48%	11%
Middlesex University	2017/18	15%	19%	5%	4%	39%	18%
	2018/19	16%	18%	6%	4%	36%	21%
Roehampton University	2017/18	14%	10%	4%	2%	61%	8%
	2018/19	12%	12%	4%	2%	56%	14%
The University of East London	2017/18	16%	26%	6%	2%	40%	10%
	2018/19	15%	23%	5%	2%	39%	15%
The University of Greenwich	2017/18	13%	16%	3%	2%	50%	15%
	2018/19	12%	17%	4%	1%	51%	15%
The University of West London	2017/18	10%	27%	4%	4%	42%	14%
	2018/19	9%	29%	3%	3%	40%	17%
The University of Westminster	2017/18	16%	8%	4%	3%	39%	31%
	2018/19	14%	8%	4%	3%	36%	36%

For 2018/19 graduates, LSBU had the third highest employment percentages for students from Black backgrounds (24%), compared to other London Modern universities. The graduate employability gap was widest – approximately 30% - between white students and Asian students, and between white students and those where ethnicity was unknown.

Fixed term LSBU vacancies for contracts of 6 months or less are advertised with our Student Employability Service before being advertised externally. Almost 7,000 LSBU students are sponsored by employers - more than one in three undergraduates - and we have relationships with over 1,000 employers. A partnership with a large global real estate firm created by an LSBU alumnus recently provided four BAME students internships and in a scheme run in 2019 80% (n=30) of interns were BAME, with around 50% going on to a graduate-level job.

In the REC student survey, most international students agreed: they would consider doing a PhD after their Masters degree; they understood the graduate employment opportunities available to them, and had the skills needed to apply for graduate-level jobs. However, the data suggests South Asian students should be better informed about opportunities for postgraduate studies and employability schemes.

ACTIONS

AP36 Deliver a targeted communications campaign to inform South Asian students about the LSBU employability offer and support available.

Word count: 216

Section 8: Teaching and Learning

Section 8a: Course content/syllabus

In 2020, we launched our LSBU Group Strategy 2025. Produced through workshops with staff, students and alumni, the Strategy outlines the University's key values and overarching principles for inclusive education.

"Eliminating racial inequalities is foundational to an inclusive curriculum. We play important roles through training and oversight to ensure our curriculum represents the diversity of our community."

Marc Griffith, Director of Teaching Quality Enhancement

The University's Curriculum Framework sets out specific academic and pedagogic principles to promote equality of education and reduce awarding gaps. These principles include decolonising the curriculum, designing inclusive and authentic assessments, and scaffolding academic, professional and technical skills development across the curriculum. The embedding of these principles is tested during the validation/ revalidation of new and existing courses, with revised courses being taught from 2022/23.

At School level, implementation of the Curriculum Framework is managed by senior management teams through a Course Development Plan. The approach is forward-looking but draws on historic course performance data. Each School presents to the University Quality and Standards Committee annually, identifying development priorities and measurable targets.

To support skills development, new lecturers are currently supported to achieve a PGCert in Learning and Teaching externally. To increase capacity an in-house PGCert is being developed for February 2024 with inclusive curriculum design and inclusive practices around race equity embedded in the course design.

Decolonising the Curriculum

Decolonising the curriculum is a key principle of the Curriculum Framework. Students fed back the importance of decolonisation and the inclusion of all voices in the REC student survey, noting points such as *"For Health care courses, black and brown skin should be considered across modules where relevant"*.

In February 2021, the Academic Board approved LSBU's Decolonising Vision to be anti-racist and work with our students as partners to develop a decolonised and socially just curricula aligned to the University's EDI strategy. The University is consistently debating the topic of decolonisation within academia and courses are re-validated with a decolonising approach to curricula. This ensures that race equality is at the core of course design.

LSBU’s decolonising methodology includes scoping reviews and stakeholder events to collaborate and co-produce course changes. There is a toolkit for designing curriculum and assessment practices, a Decolonising the Curriculum website, and anti-racism training has been launched across the LSBU Group. One beneficiary of our sabbatical Teaching Fellow Scheme has developed a model to Decolonising the Curriculum called The Decolonising Wheel. School EDI Leads have time built into their workload to embed the principles of the curriculum framework and to investigate and implement module and course interventions designed to reduce awarding gaps.

Associate Professor Musharrat Ahmed-Landeryou notes the benefits of decolonisation in her forthcoming book: *“A decolonising approach for curriculum transformation will benefit all students, e.g., the Diagnostic Radiography course has reduced their racial awarding gap by 43%.”*

Image 12: The LSBU Decolonising the Curriculum Website



LSBU has appointed a permanent Decolonising Research Fellow to work with course teams and students to facilitate the development of local plans and interventions to decolonise course curricula using a theory of change and action research approach. They are responsible for identifying institution-wide interventions, supported by the Pro Vice Chancellor for Education and Student Experience.

ACTIONS

- AP37** Appoint a Decolonising Research Fellow to work with each school and the Students’ Union to develop bespoke approaches to decolonise the curriculum.
- AP38** Each division and/course to work on decolonising when curriculum planning.
- AP39** Each division to select a course due for revalidation where the decolonising research fellow can work closely, in order to ‘pilot’ a decolonised curriculum.

Word count: 495

Section 8b: Teaching and assessment methods

Most students who participated in the REC consultation said they felt included in their course and comfortable contributing to discussions. Many students appreciated the diversity of the students and teaching staff. However, qualitative responses show that teaching methods do not always include all students or give them the opportunity to have their voices heard:

“Some teachers should try to be a bit more understanding for the people that have some difficulty in express themselves in English cause they are not fully confident of themselves.”

“I feel like the teachers treat everyone equally but I definitely do not feel particularly well treated by my white British peers, although I don’t mind at all because I’m an introvert and not desperate for new friends anyway and enjoy my alone time.”

Most students who participated in the REC consultation were happy with the way their course was assessed, but qualitative responses show more can be done to make assessment clear and accessible:

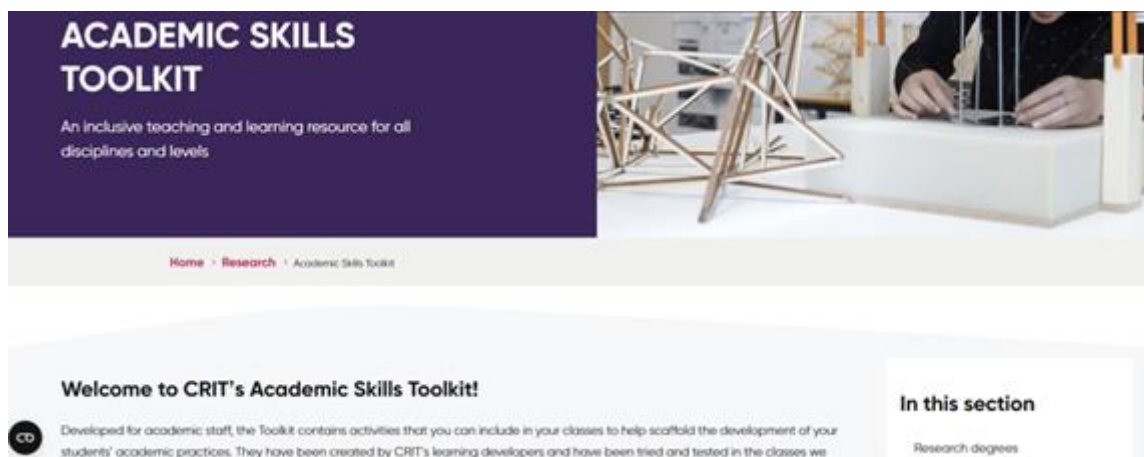
"I feel the course assessment is too fast for the students especially from developing countries, they should've been given brief details of assessment styles like reflective report or live presentation before handing over them assignments and deadlines and open some extra courses for those who need."

In Allied and Community Health, affinity groups have been set up to develop confidence for race equality in teaching and learning: the Race and Cultural Equity Group for students and staff from Black and minoritised ethnic groups and the Allyship and Cultural Equity Group for students and staff who identify as white. These groups provide a safe and non-hierarchical space for open discussion about courses and University experiences.

Embedding Skills Development

The Curriculum Framework supports the embedding of inclusivity in all aspects of the curriculum from ideation, design, delivery, assessment and review. The Centre for Research Informed Teaching (CRIT) has developed an Academic Skills Toolkit which consists of inclusive skills activities that reflect best practice and can be used by academics to contextualise their discipline, such as critical thinking for business. The Toolkit contains activities that help students analyse briefs and understand marking criteria and activities for staff to help them design assessments.

Image 13: LSBU Centre for Research Informed Teaching (CRIT) Academic Skills Toolkit



SCALE-UP

Student Centred Active Learning Upside Down Pedagogies (SCALE-UP) is a set of collaborative learning techniques where students learn through problem-solving in groups and undertake flipped activities before class. It has the potential to reduce racial awarding gaps (McNeill et al. 2019).

SCALE-UP was piloted in Psychology modules in the School of Applied Sciences in 2021/22. The pilot results show students appreciated having the opportunity to be heard and to engage with one another. For example: *“It helped us communicate with each other and form friendships much easier”* and *“[The seminars] were more natural and the seminar leader listen all the opinions”*.

However, SCALE-UP did not produce demonstrable differences in the awarding gap in the pilot, and additional external training has been commissioned to support the second phase of the pilot in the School of Built Environment.

ACTIONS

AP40 CRIT and the Principal Investigator of SCALE-UP will develop plans to evaluate the benefits of SCALE-UP across a wider group of courses in Schools.

AP41 EDI Leads will collectively explore reasons for awarding gaps and share good practice from courses that have been successful in narrowing the gap.

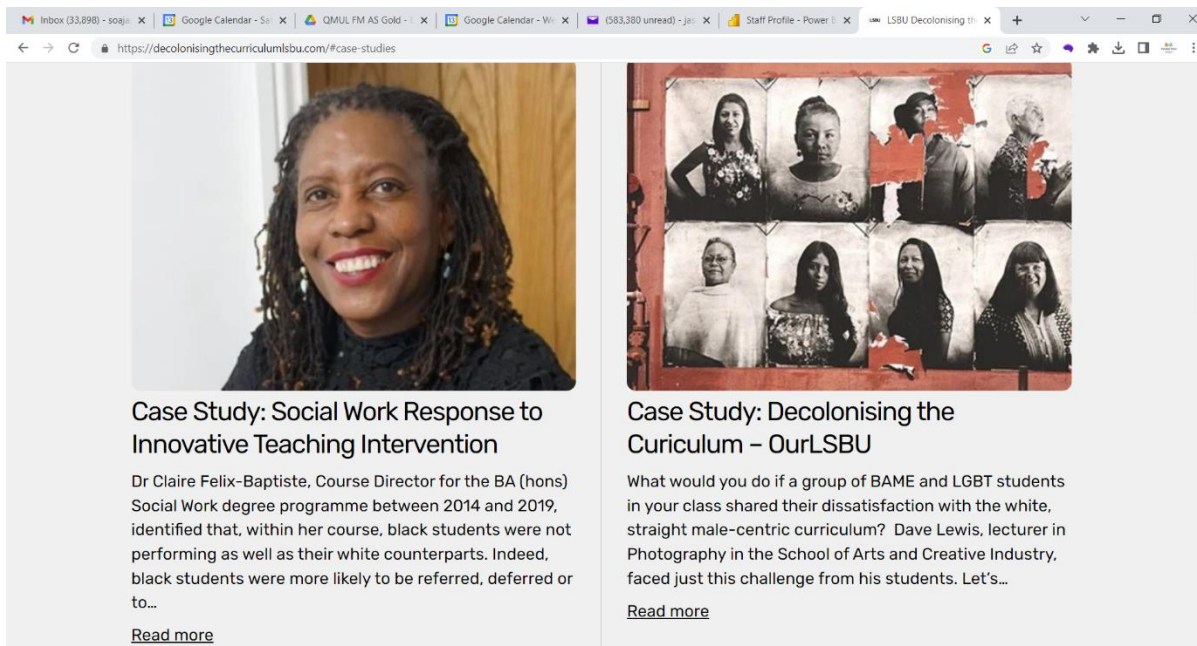
Word count: 381

Section 8c: Academic confidence

To support confidence in race equality, the Centre for Research Informed Teaching gives presentations on the use of formative assessments for equality of outcomes, the impact of placements on awarding gaps, and the use of a social justice model to create inclusive assessments. Quarterly “Lunch and Learn” sessions allow academic staff to discuss issues of concern and to share best practice including issues around confidence in race equity.

The Deputy Vice Chancellor (Academic Framework) hosts University-wide Education Forums to engage with staff from across the institution on important topics such as developing a social mobility teaching strategy and decolonising the curriculum. Further support for staff regarding race equality is achieved through the sharing of case studies. This gives staff the opportunity to think through the real-life challenges they may be facing in the classroom and identify practical solutions.

Image 14: Screenshot showing Case Studies



The screenshot shows a web browser with the URL <https://decolonisingthecurriculumlsbu.com/#case-studies>. The page displays two case study articles side-by-side.

Case Study: Social Work Response to Innovative Teaching Intervention
 Dr Claire Felix-Baptiste, Course Director for the BA (hons) Social Work degree programme between 2014 and 2019, identified that, within her course, black students were not performing as well as their white counterparts. Indeed, black students were more likely to be referred, deferred or to...
[Read more](#)

Case Study: Decolonising the Curriculum – OurLSBU
 What would you do if a group of BAME and LGBT students in your class shared their dissatisfaction with the white, straight male-centric curriculum? Dave Lewis, lecturer in Photography in the School of Arts and Creative Industry, faced just this challenge from his students. Let's...
[Read more](#)

We have made progress but recognise there is still more work to be done. Findings from the REC survey suggests staff and students need to feel more confident in LSBU's understanding of institutional racism, the inclusion of race and ethnicity in classroom discussions and its perceived impact on how staff and students are treated, as well as confidence in our processes for reporting race-related incidents. Only 69% of staff agreed that they were treated equally by colleagues, irrespective of their ethnicity or race, which reduced to 59% in relation to treatment by students.

"I had a lecturer who was very knowledgeable of the subject, but white students didn't try to understand his accent. It was a great loss to LSBU. We can all try to be open minded." – Black African, International student

RELEVANT ACTIONS

- AP5** Introduce subcategories in the Report and Support system.
- AP6** Extend the Report and Support system.
- AP7** Launch Report and Support for staff.
- AP37** Appoint a Decolonising Research Fellow.
- AP38** Work on decolonising when curriculum planning.
- AP39** Each division to select a course to 'pilot' a decolonised curriculum.

Word count: 285

Section 9: Any Other Information

We have diverse honorary graduates and the nominations criteria state that we want to see change and diversity reflected in our honorary graduates. We look for great role models for students, including people who have had an impact serving their communities.

Nominations are reviewed by our Honorary Joint Awards Committee, whose Terms of Reference require them to give due regard to the equality and diversity of shortlisted candidates. Between 2018/19 and 2020/21, there were two Asian, nine Black and 19 white honorary graduates.

In 2020 and 2021 honorary graduates included: Rio Ferdinand, Nazir Afzal OBE, Afua Hirsch, Cherie Blair KC, Douglas Denham St Pinnock, Professor Ewart Keep, Glenn Elliott, James Timpson OBE DL, Peter John OBE, Peter John OBE.

Image 12: Information on Nominating Honorary Graduates

Who will you nominate for an Honorary Graduate Award?

The next round of Honorary Graduate nominations is now open!

Do you know of someone who shares our values, is a champion of positive change and/or has gone above and beyond in their field?

Our Honorary Graduates become LSBU ambassadors and role models that will inspire future generations of LSBU students!

Only through your nominations can we see true diversity reflected in our Honorary Graduates.

To make a nomination, please fill out the short form below.

Nominations will close on 31 March 2023.

[make your nomination!](#)

Need some inspiration?

Meet one of our 2022 Honorary Graduates:



Dame Elizabeth Nneka Anionwu CBE OM DBE FRCM, Honorary Doctor of Science

"I'm not interested in talking about why we have health inequalities – I'm interested in what we're going to do about it."

The mixed-race child of a single mother, Dame Elizabeth Anionwu's turbulent upbringing instilled in her a passion for caring – and a determination to fight inequality and discrimination. The UK's first nurse specialist in sickle cell disease and thalassaemia, she went on to found the Mary Seacole Centre for Nursing Practice at the University of West London. [Read more.](#)

[see the full list of honorary graduates.](#)

Image 13: Honorary graduate Rio Ferdinand



Dr Cecil Belfield Clarke

In 2023 we unveiled a blue plaque for Dr Cecil Belfield Clarke in collaboration with Black History Walks and Nubian Jak Community Trust. Dr Cecil Belfield Clarke was from Barbados, a 1914 Cambridge Scholar, Inventor, Doctor in WW2, Pan African/Black British Civil Rights activist and friend of WEB Dubois/NAACP.

Among his many lifetime achievements, Dr Clarke opened a medical practice on the site of the previous LSBU Perry Library, facing Newington Causeway, and worked there for nearly 50 years with his male partner. He also formulated the early mathematical dosage for paediatric medicine known as 'Clarke's Rule'.

Image 14: Vice Chancellor with staff at Dr Cecil Belfield-Clarke's Blue Plaque Unveiling



Word count: 225



Race Equality Charter – LSBU Action Plan

Action No.	REC Section	Rationale	Actions	Person Responsible	Action Owner	Success Criteria and Outcome	Deadline for Completion
1	Section 2c: Involvement, consultation and communication	Address low staff survey response rates for future staff surveys and monitor responses to EDI questions.	Increase staff engagement with surveys, through a dedicated communications and engagement plan, to generate an ongoing understanding of culture and experience in relation to race for university staff.	Group Director of OD and EDI, Alix Langley	Organisational Development Consultant, James Pickin	Minimum of 55% staff response rate for the next staff survey (up from 48%) and increases for subsequent staff surveys.	Annually from October 2023
2	Section 2d: Future of the self-assessment team.	To ensure appropriate governance arrangements are in place for effective implementation of the Race Equality Charter (REC) Action Plan. The REC implementation group should reflect views from the whole University community membership should be regularly refreshed to mitigate against turnover risks.	<p>Constitute a Race Equality Charter implementation group to oversee the delivery of the Race Equality Charter Action plan. Ensure a broader cross representation of staff are represented on the implementation group.</p> <p>Members will be appointed for a three-year term with an annual refresh of the one quarter of the group membership.</p> <p>Schedule implementation group meetings three times a year, with meetings to precede those of the EDI Steering Committee.</p>	Group Head of Equality, Diversity and Inclusion, Sanchia Alasia	EDI Project Manager, Race Equality, Grace Tulloch	An implementation group meets three times a year to oversee action implementation. The group reflects the LSBU institutional profile and has approximately a 50% white/ 50% BAME split in membership, with appropriate representation from different ethnicities and gender.	<p>January 2024 for implementation group to be formed.</p> <p>Meetings three times a year until Jan 2027 then monthly as implementation group reverts to SAT in preparation for REC application in September 2028.</p> <p>First call for nominations in October 2023, then annually, for take up in August to fit with workload planning.</p>
3		Regular monitoring will ensure actions remain relevant, are being implemented and are having the desired outcomes: if not, appropriate interventions will be discussed and implemented.	<p>Monitor progress against action plan. Update action plan after each meeting to ensure it is a 'working' document, reflecting progress and any changing circumstances, and formally report any concerns to Executive Board. Instigate appropriate interventions if actions are not being delivered.</p>	Group Head of Equality, Diversity and Inclusion, Sanchia Alasia	EDI Project Manager, Race Equality, Grace Tulloch	<p>The EDI Steering Committee receives updates on action implementation biannually.</p> <p>The University's LSBU Group Executive and Board of Governors receive annual progress reports on the implementation of the REC action plan.</p>	From January 2024
4	3a: Overview of your institution	We want to learn from the experiences of others who are further ahead in their race equity journey, share best practice and have a critical friend.	Set up REC mentoring relationship with University of East London, bronze award holders, with a future REC silver award as their beacon activity.	Group Head of Equality, Diversity and Inclusion, Sanchia Alasia,	EDI Project Manager, Race Equality, Grace Tulloch,	Mentoring relationship agreed and two meetings held per year from January 2024.	December 2026



Action No.	REC Section	Rationale	Actions	Person Responsible	Action Owner	Success Criteria and Outcome	Deadline for Completion
	Section 3b: Overview of the local population and context.	The 'Report and Support' system does not currently monitor whether harassment or hate incident reports are racially aggravated. It also does not currently allow staff to report harassment or hate crimes.	Introduce subcategories in the Report and Support system to better understand the extent to which students and staff at LSBU are experiencing racially motivated hate incidents.	Group Head of Equality, Diversity and Inclusion, Sanchia Alasia	Head of Wellbeing and Advice, Luke Howson Group Head of Equality, Diversity and Inclusion, Sanchia Alasia	Data on the number of racially motivated hate incidents experienced by staff and students is included in the annual EDI report.	March 2026
6			Extend the Report and Support system to allow staff to report experiences of hate incidents against staff, as well as students.	Group Head of Equality, Diversity and Inclusion, Sanchia Alasia	Head of Wellbeing and Advice, Luke Howson Group Head of Equality, Diversity and Inclusion, Sanchia Alasia	Data on the number of racially motivated hate incidents experienced by staff and students is included in the annual EDI report.	March 2026
7			Deliver a comms and awareness campaign to launch Report and Support for staff. Provide online resources to promote understanding of reporting and train relevant staff to deal with reports. Establish a benchmark for the number of staff reporting through the Report and Support system over the first year and set a target for the following year to increase the number of reports.	Group Head of Equality, Diversity and Inclusion, Sanchia Alasia	EDI Project Manager, Chloe Johnson	Data on the number of reports is included in the annual EDI report.	March 2026
8	Section 4a: Academic staff.	There is a lack of data around the amount of work being done by different Hourly Paid Lecturers (HPLs) at LSBU. As a result, we do not know if there is an overrepresentation of BAME HPLs undertaking significant amounts of work.	A review of the arrangements for Hourly Paid lecturers (HPLs) is underway to reduce the use of HPL contracts.	Provost, Tara Dean	Director of People, Stephen Phillpott-Walsh,	BAME HPL population is no higher than 3% above the academic BAME population.	July 2024
9			Establish a review of the ethnicity of remaining HPLs and develop actions to address any over-representation of BAME HPLs.	Provost, Tara Dean	Director of People, Stephen Phillpott-Walsh,	BAME HPL population is no higher than 3% above the academic BAME population.	July 2024
10			Ensure that the specific experiences of BAME HPL staff are considered as part of the work to increase employee engagement. Develop recommendations to improve engagement for academics on HPL contracts and implement these by July 2024.	Group Director of OD and EDI, Alix Langley	OD Consultant, James Pickin	Engagement measures for BAME HPL academics are within 2% of the overall LSBU average.	July 2024



Action No.	REC Section	Rationale	Actions	Person Responsible	Action Owner	Success Criteria and Outcome	Deadline for Completion
11		We know that an increase in the ethnicity disclosure rate will help us to understand which areas to target to improve equity across the institution.	To run a general and targeted communications campaign to encourage employees to declare their ethnicity and other diversity monitoring data.	Group Director of OD and EDI, Alix Langley	Group Head of Equality, Diversity and Inclusion, Sanchia Alasia	A further 4% increase in ethnicity disclosure to 96%.	March 2024
12		Data shows that BAME staff are underrepresented in higher grades for academic roles.	Continue to support BAME staff to participate in the Diversifying Leadership development programme, supplementing the external course with in-house development sessions and career tracking.	Group Head of Equality, Diversity and Inclusion, Sanchia Alasia	EDI Project Manager, Race Equality, Grace Tulloch	A 50% increase in the number of participants in leadership programmes who are subsequently promoted.	December 2024
13		There are significant differences in the diversity of academic staff between schools.	Deployment of data insight reporting to SMTs by HR Business Partners to support identification of workforce management, recruitment markets and development priorities.	Director of People, Stephen Phillpott-Walsh	HR Business Partners, Marie Morgan/ Shahnaz Khan/ Gintare Cerniauskaite	Biannual "People Planning" meetings held with all Academic Schools with agreed actions to address diversity issues reported to the Operations Board.	October 2024
14	Section 4b: Professional and support staff.	Our data shows that turnover for professional and support staff decreased for all ethnicities except for Asian staff who saw a 6% increase.	To review a sample of leavers to understand the experiences of Asian professional and support staff that may be contributing to increased turnover for this group, and the experiences of other groups that may be contributing to a decreased turnover.	Group Head of Equality, Diversity and Inclusion, Sanchia Alasia	Employment Services Team Leader, Anna Jastrzebska	Targeted retention strategies for groups of leavers where there is a disparity of over 3%.	May 2026
15		We would like to see an increase in the amount of PSG staff moving into senior roles, as the proportion of BAME PSG staff decreases in higher grades.	Launch and embed the new PSG career pathways framework.	Group Director of OD and EDI, Alix Langley	Organisational Development Consultant, James Pickin	A 2% increase in BAME PSG staff at grades 7-10 by January 2026.	January 2024
16	Section 4c: Grievances and disciplinarys.	We do not currently analyse the ethnicity profile of people involved in grievances or disciplinarys, and whether these instances are race-related in nature.	Review the reporting system for grievances and disciplinarys (in conjunction with the EDI and HR Systems teams) to ensure the ethnic profile of individuals raising grievances and subject to disciplinarys is reviewed, and the university has oversight of whether any grievances or disciplinarys are race-related in nature. Ensure there is a process in place for any concerns and issues identified to be addressed.	Director of People, Stephen Phillpott-Walsh	HR Business Partners, Marie Morgan/ Shahnaz Khan/ Gintare Cerniauskaite	Data on the ethnic profile of individuals raising grievances and subject to disciplinarys, and any occasions where grievances or disciplinarys are race-related in nature, is included in the annual EDI report.	December 2025 (annually)



Action No.	REC Section	Rationale	Actions	Person Responsible	Action Owner	Success Criteria and Outcome	Deadline for Completion
17	Section 4d: Decision-making boards and committees.	Our decision-making committees are not currently representative of the local diversity in ethnicities, with most of these leadership positions being held by white committee members.	Develop proposals and an implementation plan to increase exposure and understanding of the role of leadership roles for people in groups that are under-represented in those leadership roles. Options might include a shadowing scheme as part of leadership development activities.	Chief People Officer, Alex Bush	Group Head of Equality, Diversity and Inclusion, Sanchia Alasia'	Staff gain leadership experience and insight into leadership groups and exposure to colleagues in senior positions.	March 2027
18	Section 4e: Equal pay.	There is an ethnicity pay gap at LSBU of 11.9% (March 2022) which has increased from 9.7% (March 2021).	Investigate areas where the ethnicity pay gap is higher between different groups of staff through a detailed equality pay audit.	Group Director of OD and EDI, Alix Langley	Group Head of Equality, Diversity and Inclusion, Sanchia Alasia	Annual reduction in ethnicity pay gap – below 10% in March 2025 and a further 2% reduction in March 2026.	December 2023
19			Develop and agree with the EDI Steering Committee a detailed ethnicity pay gap action plan and targets, with regular reports on progress to the Committee.	Group Director of OD and EDI, Alix Langley	Group Head of Equality, Diversity and Inclusion, Sanchia Alasia	Annual reduction in ethnicity pay gap – below 10% in March 2025 and a further 2% reduction in March 2026.	March 2024
20	Section 5a: Academic recruitment. Section 6a: Professional and support staff recruitment.	Data shows that LSBU attracts a diverse range of applicants to roles, but that BAME applicants are less likely to be shortlisted and appointed to roles.	An inclusive recruitment action plan to be developed by December 2023 with “quick win” and longer-term actions identified for implementation in academic year 2023/24.	Director of People, Stephen Phillpott-Walsh	Head of HR Service Desk and Recruitment, Claire Sumpter	A reduction of 5% to the overall discrepancy between BAME candidates and white candidates who are shortlisted and appointed.	December 2023
21		Data suggests that Asian staff are particularly underrepresented in academic and professional and support	Review training materials for inclusive recruitment and ensure they encourage best practice in equality, diversity and inclusion.	Group Head of Equality, Diversity and Inclusion, Sanchia Alasia	EDI Project Manager, Race Equality, Grace Tulloch	Positive feedback from new starters about the inclusivity of the recruitment process.	February 2026



Action No.	REC Section	Rationale	Actions	Person Responsible	Action Owner	Success Criteria and Outcome	Deadline for Completion
22		<p>roles when benchmarking against ethnicity population data for London.</p> <p>Data shows that BAME staff are underrepresented in higher grades in academic and professional and support roles.</p> <p>Feedback from our REC staff survey also showed that Black and South Asian staff were more likely to report negative experiences of LSBU's recruitment processes and flexible working policies.</p>	<p>Include EDI commitments in tender evaluation criteria for Executive Search Agencies and introduce mechanisms to track the diversity of shortlists from executive searches.</p>	Alex Bush, Chief People Officer	Steve Phillpott-Walsh, Director of People	Feedback from recruitment team about which changes will be implemented following workshop training.	July 2026
23	<p>Section 5b: Training</p> <p>Section 6b: Training</p>	<p>We have limited data about attendance at in-house training events by ethnicity.</p>	<p>We will be implementing a new Learning Management System to improve our monitoring and evaluation of in-house learning. We will review training uptake by ethnicity to identify areas for additional targeting or learning interventions.</p>	Group Director of OD and EDI, Alix Langley	Learning and Development Manager, Dorota Tworek-Uptas	Annual analysis of engagement with training and evaluation of impact, including by ethnicity, to the LSBU Operations Board.	April 2026
24	Section 5c: Appraisal/development review	<p>Appraisal completion rates have reduced across all ethnic groups but are particularly low for Black UK staff in the most recent data.</p>	<p>A new appraisal process will be implemented from June 2023 with additional actions to improve completion rates. Monitor outcome of BAME completion rates within the new process and identify areas for future action.</p>	Group Director of OD and EDI, Alix Langley	Learning and Development Manager, Dorota Tworek-Uptas	Increase in completion rate by 20% by October 2023 and completion rates by eligible Black staff within 5% of overall average.	May 2024
25	<p>Section 5c: Appraisal/development review</p> <p>Section 6c: Appraisal/development review</p>	<p>All staff to have an explicit discussion about equality, diversity and inclusion as part of their appraisal process, to identify and recognise their personal contribution and identify any relevant development needs.</p>	<p>To embed EDI as an important part of the appraisal conversation with clear expectations that all staff should contribute towards EDI and recognition of people's efforts in doing so.</p>	Group Director of OD and EDI, Alix Langley	Learning and Development Manager, Dorota Tworek-Uptas	EDI question included in appraisal form and 75% of completed appraisals record and EDI discussion.	January 2024



Action No.	REC Section	Rationale	Actions	Person Responsible	Action Owner	Success Criteria and Outcome	Deadline for Completion
26	Section 5d: Academic promotion. Section 5g: Profile raising opportunities	BAME staff at LSBU have consistently lower academic promotion success rates than white staff, and BAME staff are underrepresented in higher grades for academic roles.	The Working Group on Academic Promotion is to monitor and evaluate the Academic Promotion guidance, processes and workshops from 2022-2025 to increase equitable progression for staff. Targeted workshops should include a focus on wider academic practice, including accessing profile-raising opportunities.	Chair of the Working Group on Academic Promotion, Tara Dean	Provost, Tara Dean	A reduction in the gap between success rates for BAME and white staff members applying for academic promotions by the 2025 academic promotions round.	June 2025
27	Section 5d: Academic promotion. Section 6d: Professional and support staff promotion.	There is not enough support to encourage BAME staff and part-time staff (which has an ethnicity impact) to apply for promotion.	To collate information about all available workshops and programmes for BAME staff at LSBU and develop a centralised page on the intranet (Connect) for staff to access this information in one place. The page should include guidance on how to find and access profile-raising opportunities. The EDI team will update this page with any new information as required with input from EquiNet, EDI Leads and any other relevant stakeholders. The site will be reviewed quarterly for quality.	Group Head of Equality, Diversity and Inclusion, Sanchia Alasia	EDI Project Manager, Race Equality, Grace Tulloch	The appropriate launch of this information on staff intranet 'Connect'. Engagement rates with the programmes listed are monitored by the EDI team.	March 2025
28	Section 5e: Research Excellence Framework.	Our data shows that Black UK staff and Asian non-UK staff have significantly lower REF submission rates than other ethnic groups.	To investigate the reasons for lower REF submission rates for UK Black and non-UK Asian academic staff and increase equitable representation of these groups for staff with REF-submitted research independence.	Pro Vice Chancellor (Research), Rodney Day	Research Impact Manager and REF Coordinator, Karl Smith	A 5% increase in the proportion of Black UK and Asian Non-UK staff who have 3* research outputs for submission to the next REF.	December 2025
29	Section 5f: Support given to early researchers.	The University has recently formed Early Career Researcher (ECR) and Inclusive Researcher Groups, but there is currently no targeted initiatives or support specifically for ECRs from BAME backgrounds.	Implement a programme of mentoring and support for early career researchers.	Pro Vice Chancellor (Research), Rodney Day	Research Impact Manager and REF Coordinator, Karl Smith	Mentoring and support programme is implemented.	December 2024
30	Monitor the level of engagement from BAME ECRs in mentoring and support and develop recommendations to address any disparities in the ethnicities of those taking part.		Pro Vice Chancellor (Research), Rodney Day	Research Impact Manager and REF Coordinator, Karl Smith	Demographics for engagement in mentoring and support are reported annually to the University Research Committee, and disparities are addressed.	July 2028	

Action No.	REC Section	Rationale	Actions	Person Responsible	Action Owner	Success Criteria and Outcome	Deadline for Completion
31	Section 5g: Profile raising opportunities	We do not currently monitor the diversity of speakers at LSBU events.	Develop a proposed methodology for monitoring the diversity of external speakers. For example, adapt the External Speaker Request process to ensure that diversity monitoring data is collected (on an optional basis) for external speakers. Submit the proposal to the Safeguarding/ Prevent Committee.	Group Head of Equality, Diversity and Inclusion, Sanchia Alasia	EDI Project Manager, Race Equality, Grace Tulloch	Proposal accepted by the Committee and implemented.	December 2026
32		We want to create profile raising opportunities and showcase BAME voices.	Organise an annual programme of events, for example during Black History Month and Race Equality Week. Events should engage staff and students from all cultures to recognise the contribution and achievements of those with African or Caribbean heritage. We will also use these events as an opportunity for people to learn more about the effects of racism and how to challenge negative stereotypes.	Group Director of OD and EDI, Alix Langley	Chair of BAME staff network, Preethi Premkumar	Black History Month and Race Equality Week are celebrated each year, including internal and external voices. At least one event each year showcases BAME voices with an intersectional perspective.	Annually from October 2023
33	Section 7a: Admissions.	Students from Mixed, Asian, or 'other' ethnic backgrounds experience a lower undergraduate application success rate for tariff 240-280 and we do not have a clear understanding of why this disparity occurs.	Outreach and Admissions teams to hold collaborative planning meetings with a focus on how to effectively engage with prospective students from underrepresented groups across courses where a disparity in application success rates occurs.	Director of Marketing and Communications, Paul Woods	Senior Manager, UK Student Recruitment and Outreach, Amy Collins	A 2% increase in successful application rates from underrepresented groups within courses that currently have a disparity (e.g., courses under the school of Arts and Creative Industries)	June 2025
34	Section 7b: Undergraduate student body	Black students are less likely to self-refer for mental health support at LSBU.	To implement recommended actions from report findings outlined in the OfS funded project: Proactive and Preventative Interventions for Black Students.	Head of Wellbeing and Advice at Student Services, Luke Howson	Mental Health and Wellbeing Manager, Laura Harris	The ethnic demographics of students accessing mental health support at LSBU matches the ethnic demographics of the student body.	July 2024
35	Section 7d: Attainment.	Links to Decolonising and Racial Awarding Gap Action Plan. While an area that produced some differing views amongst students, there was a shared view that some degree of student involvement in recruitment and training of staff would be beneficial.	A model for the involvement of students in staff recruitment, in an appropriate way, needs to be developed.	Group Director of OD and EDI, Alix Langley	Head of HR Service Desk and Recruitment, Claire Sumpter	Student involvement in at least 75% of relevant academic recruitment campaigns.	June 2027



Action No.	REC Section	Rationale	Actions	Person Responsible	Action Owner	Success Criteria and Outcome	Deadline for Completion
36	Section 7f: Postgraduate employment	The REC student survey showed that South Asian students were less positive about developing skills needed for graduate-level jobs or understanding the graduate-level opportunities available.	Deliver a targeted communications campaign to inform South Asian students about the LSBU employability offer and support available via the LSBU Careers system, Career Hub. This will be done with targeted interventions at different year groups based on their career journey lifecycle. E.g. Level 4 CV support and careers conversations, Level 6 Placements support etc.	Head of Employability and Placements, Grant McNeill	Employability Team Leader, Hayley Assuncao	Of those included in the targeted communications campaign, 40% will have subsequently engaged with the service, including events, appointments and the skills module.	Comms to be send before 27 October 2023. First report on engagement 26 January 2024. Second comms piece by 16 February 2024. Second report on engagement 28 June 2024
37	Section 8a: Course content and syllabus.	Allocate specific provision to the development of a more inclusive curriculum.	To appoint a Decolonising Research fellow to work with each school and the Students' Union to develop bespoke approaches to decolonise the curriculum.	Pro Vice Chancellor (Education and Student Experience), Tony Moss	Pro Vice Chancellor (Education and Student Experience), Tony Moss	Each School has an agreed framework for decolonising the curriculum in place by September 2024.	September 2024
38			Each division and/course to work on decolonising when curriculum planning. Academics in their course teams should work on one-two modules. Liaise with BAME students over the summer of 2024.	Pro Vice Chancellor (Education and Student Experience), Tony Moss	Decolonising Research Fellow, Megha Kashyap	Each School has an agreed framework for decolonising the curriculum in place by September 2024.	September 2024
39			Each division to select a course due for revalidation where the decolonising research fellow can work closely, in order to 'pilot' a decolonised curriculum. The pilot should be complete by end of S2 2024 or 2025.	Pro Vice Chancellor (Education and Student Experience), Tony Moss	Decolonising Research Fellow, Megha Kashyap	Each School has completed a 'decolonising the curriculum' pilot for at least one course.	June 2025
40	Section 8b: Teaching and assessment methods.	Targeted provision of resource to create more equitable degree awarding for all students.	The CRIT and the Principal Investigator of SCALE-UP will develop plans to evaluate the benefits of SCALE-UP across a wider group of courses in Schools and monitor student engagement in its effort to reduce the awarding gap.	Director of Teaching Quality and Enhancement, Teaching and Quality Enhancement, Marc Griffith	Associate Director, Academic Development, Teaching and Quality Enhancement, Argyrios Georgopoulos	A 5% reduction in the awarding gap on modules piloted in phase 2 of SCALE-UP.	March 2025



Action No.	REC Section	Rationale	Actions	Person Responsible	Action Owner	Success Criteria and Outcome	Deadline for Completion
41			EDI Leads will dedicate specific time each academic year to collectively explore any reasons for awarding gaps and share good practice from courses that have been successful in narrowing the gap to influence curriculum planning.	Group Director of OD and EDI, Alix Langley	Group Head of Equality, Diversity and Inclusion, Sanchia Alasia	Curriculum for 2027/28 academic year includes specific strategies for targeting awarding gaps, informed by discussions as the EDI committee and evidence of what works in Schools that have been successful in decreasing their gaps.	June 2027