LSBU | GROUP

Equality, Diversity and Inclusion Report 2021/2022

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Foreword

I am pleased that much has been done over the last year as LSBU continues to work to fulfil its vision through its Group 2025 strategy which has a core commitment to ensure that equality, diversity, and inclusion is at the heart of everything that it seeks to achieve.

With the talented, enthusiastic experts within my team this has enabled us to work in close partnership with colleagues and students across the Group. Equality, Diversity, and Inclusion are critical to our success as a Group and so we must have outcomes that are measurable and transformative. That means identifying where current inequality lies, continuing to hear from the lived experiences of our staff and working together to transform the experiences for our staff and students.

There is much to do to ensure that all staff and students have equality of outcome, barriers are dismantled, and pro-active steps are taken to address these. We also celebrate diversity as a source of our strength, which makes the Group such a culturally exciting place to work. This report looks at our work over the last year and sets out the challenges and successes for us to build upon in the future.

I am pleased that there are now EDI Leads in all the schools who have recognition and that we have school Athena SWAN applications in their beginning phases. We have also made tremendous strides on our Race Equality Charter and have supported a number of staff to attend leadership development programmes. I am also delighted that we were awarded as Silver Employer by Stonewall through our entry to their workplace index in 2021, which gives us a solid foundation to build robust actions to support staff.

Our staff networks continue to be critical friends in challenging us as well as raising awareness of the key issues. Our networks ensure that people feel their voice is listened to. We also liaise with the student's union and relevant groups on a regular basis to ensure that we embed the student voice at the heart of everything that we do. The investment LSBU has made in developing an EDI function over the last year has been crucial to this success and has enabled us to make progress into many of the areas identified in this report. It is privilege to lead this work and I will not be satisfied until the LSBU Group is a place where everyone can achieve their full potential, regardless of their background.

Sanchia Alasia
Acting Director of Equality, Diversity, and Inclusion
People and Organisational Development

Foreword

I am really pleased to present the Group wide annual report on our progress with regards to diversity and inclusion over the last year and our ambitions for the following year. In it we shine a light on our staff and student profiles, the work of our equality networks and the key actions that the Group are taking to reduce our pay gaps. We have also included for the first time an update on the progress of the EDI strategy, where we have been successful in implementing several key actions.

We will continue to work with our staff and students to hear from their lived experiences with the help of our staff networks and ensure that the initiatives that we develop are addressing the core issues. It is also important we engage with external benchmarking activities to achieve the Advance HE Race Equality, Athena SWAN and Stonewall charters.

The Equality, Diversity and Inclusion team will work hard across the Group and in partnership with all Schools and Professional Service Groups to embed diversity, identify the issues and support inclusive outcomes for all our staff and students. We continue to be ambitious in our expectations for the progress LSBU Group can make in EDI across a range of indicators. Through positive action, inclusive leadership and culture change, we can all shift the dial to achieve meaningful change.

Alex Bush
Acting Chief People Officer
People and Organisational Development

A Message from the Vice Chancellor

It gives me great pleasure to present the Group EDI annual report for 2021/22. The LSBU Group is an innovative structure aimed at supporting individuals, local communities and business to reach their full potential. Our founding institution has a long and rich history of inclusive education, which is woven into our values.

Our EDI strategy includes four pillars: Ownership and Agency, Belonging and Engagement, Excellence and Ambition and Leadership. This recognises that to succeed in our ambitions we need to build on our transformational and inclusive culture that is people centric, values led and ambitious. We will need a highly engaged and diverse workforce, and this requires us to empower staff and to attract and retain a diverse range of skilled individuals. We are committed to supporting our learners and designing evidence-based initiatives to reduce inequality, thereby enabling them to achieve their full potential.

LSBU Group attracts a truly diverse student and staff body. We have made progress on our aims to become a Group where equality, diversity and inclusion is embedded in our organisational model and reflected in everything we do. This annual report highlights our progress over the last year and the challenges that we still need to overcome. We seek to better ourselves by tackling inequalities head on, working towards reducing our gender and ethnicity pay gaps (as well as our awarding gaps) and ensuring that our staff and students work and study in an inclusive and supportive environment.

We have implemented a number of key strategic priorities over the last year in relation to fulfilling the commitments we made in our EDI strategy. As part of this journey, I am therefore pleased we were recognised as a Silver Employer by Stonewall, highlighting how far we have come in supporting our LGBT staff and students. As we work to implement the next phase of our EDI Strategy, we will strive to be innovative, bold, and sector-leading in equality, diversity, and inclusion for both staff and students over the next year.

Dave Phoenix
Vice Chancellor and Group Chief Executive

Defining Equality, Diversity and Inclusion across LSBU Group

Across the Group we have worked towards a common definition of equality, diversity, and inclusion (EDI) that we will refer to in our work.

Diversity is about people. Across the Group we do not think about diversity in isolation. We consider all the elements that make up our population, be that background, education, nationality, generation, age, working patterns, religion or belief, sexual orientation, gender identity, ability, skills, or any other characteristic (protected or otherwise). There is a focus on the protected characteristics, but we value all the characteristics.

Inclusion. Inclusion is about thinking and acting in a way that ensures everyone is considered when business decisions are made. Our workplace and learning environments are places where everyone feels valued: where they can bring their different perspectives and be their whole selves whilst contributing their personal best.

Equality is about people. Equality is the end outcome with fair and equitable outcomes for our staff and students. We have a duty to protect all our staff and students from harassment, discrimination, or victimisation on the grounds of their perceived, actual or connection to a protected characteristic.

A Year of Progress

Group EDI Strategy | Implementation of key areas

Race Equality Charter | Submission due for February 2023

Athena SWAN Charter | Arts and Creative Industries and Applied Sciences working towards departmental submissions

Access & Participation Plan (APP) | Targets exceeded

Decolonising the curriculum | Website and resources launched

Engaged Staff Networks | Have run awareness raising events and Let's talk sessions

Dignity at Work Framework | Increased number of dignity at work and mental health advisors

Office of Students funding Black mental health programme | Engaged over 500 Black students in sharing their experiences

Foundations for Group | Supporting EDI across the Group and assessing successes and gaps

Leadership Development Programmes | for BME, women and disabled staff across the Group

Anti-Racism Training | Online sessions launched across the Group

LGBT Silver Employer | Accredited by Stonewall

Raise achievement | Reducing learning gaps between groups of students (SBA)

Providing opportunity | For students in relation to pathways and destinations (SBA)

Menopause Friendly Accreditation | Submission due summer 2022

Inclusive recruitment project | Supporting more inclusive job adverts

Black leadership programme to enter second year | Delegates have examined real work related management and leadership issues

EDI Training integrated into tutorial scheme of work | Training for students on LGBT, autism and Black lives matter

EDI Strategy – Implementation

The EDI strategy was endorsed by the Group Executive in July 2021 and launched across the Group during National Inclusion week in September 2021. The outcomes that we seek are that we become a Group where equality, diversity and inclusion is embedded in our organisation model and reflected in everything we do by having:

• Leaders who role model and seek to listen, deepen their understanding, and contribute to the debate and whose population reflects the characteristics of our staff and students;
• A step change in behaviours and mindsets, reflected in an inclusive culture where inclusion is lived as a core principle;
• Processes and systems which drive systemic change;
• All our students achieving their potential;
• Our students, colleagues and communities demonstrating their agency and owning the agenda;
• Partners who reflect our EDI values in how they operate.

The EDI team have taken a pro-active approach to leading the implementation of the strategy across the pillars and the following work has taken place.

Ownership and Agency

This pillar is around building an inclusive cohesive community who are knowledgeable and culturally competent. Cultural competency includes an awareness of one's own cultural views, working at and developing positive attitudes towards cultural differences, and having a knowledge of varying cultural worldviews and practices.

We continue to hold EDI events working closely with our staff networks to raise awareness of the issues affecting different groups of staff. Sessions over the last year have included the effect of the pandemic on carers, Black men and mental health and supporting hidden disabilities.

In summer 2021 LSBU were awarded over £181k by the Office for Students as part of the OfS' Mental Health Funding Competition: Using innovation and intersectional approaches to target mental health support for students. LSBU's project focusses on Proactive and Preventative Interventions for Black Students at LSBU. Working closely with Black students, LSBU will understand their perspectives on education, health and living well, including barriers to accessing support. It will co-produce digital interventions that the students believe in, focused on: mental health promotion, prevention of mental health deterioration and improved access to early intervention. Through remunerated student collaboration, LSBU will remove financial
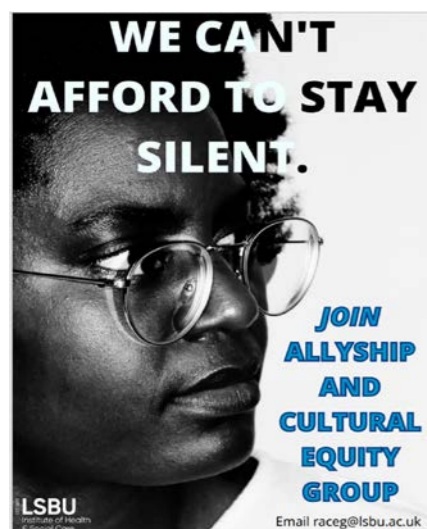
barriers to participation and create interventions and resources that will be rolled out at scale, benefitting students in London beyond the university.

In the second year of the project, LSBU will draw on these resources along with student and organisational expertise to develop and run a complementary mentoring programme for Black students. Both mentors and mentees will be remunerated for their participation in the scheme, which will go some way to mitigate against financial barriers for Black students wishing to participate. The scheme will foster community, belonging and holistic good health.

Our Black student mental health project officer joined us in October 2021 and is a Black LSBU graduate himself. In the first few months of the project, he has engaged over 550 Black students in sharing their experiences. In terms of our EDI training offer we have broadened this to focus on specific subjects. Over the last year we have held colleague care sessions looking at the impact of racial trauma on the body, anti-racism training and LGBT training. We are working towards implementing Power BI as a tool for easy access to diversity data for the EDI team and EDI leads across the schools. We are working towards including EDI objectives in appraisals for the 2022/23 round.

The Inclusive Researcher Group (IRG) was established in September 2021 to foster a more inclusive and supportive research environment at LSBU. The IRG draws members from different Schools and career stages. Its aims and priorities include identifying inequalities to sustain engagement in research; develop a comprehensive analysis of these inequalities and barriers; develop recommendations to support research and establish a more inclusive research environment at LSBU, as per the REF institutional statement.

The key benefits for the university, which align with its corporate plan as well as the EDI strategy, include (but are not limited to): strengthening the university's research profile, retaining staff and establishing LSBU as a leader for inclusive research practice.

Measures

Measure	Update
Training completion rates	The EDI team will work closely with OD to encourage staff to compete their mandatory EDI module and there is a 61% completion rate to date. The live anti-racism sessions will begin with each department and school in the academic year 22/23 with our online anti-racism course launched in February 2022.
Staff engagement survey	The outcome of the staff engagement survey 2021 showed improved staff satisfaction around the key EDI measures. These were: • I feel my colleagues value my opinions - increased positive rating by 2% • I am treated fairly regardless of any protected characteristics - increased positive rating by 4% • I can be myself at work without worrying about if or how I will be accepted - increased positive rating by 5% • LSBU/the College/the School acts fairly with regard to career progression and promotion – increased positive rating by 5% The only exception to this was Lambeth College who reported downward trends in all these areas, however that was against a backdrop of wider issues across the whole of their survey. The College have invested additional resource and the necessary training which is now being driven and led by a member of the Corporate Leadership Group (CLG).
Diversity of speakers	In all of the EDI events that we have held over the last year we ensure that we have a gender and ethnicity mix, as well as trying to include where we can LGBT and disabled representation.
Centralised advice and expertise	The central EDI team have built up expertise in race, gender, LGBT, and disability equality. Lambeth College have two staff members working on implementing their EDI action plan a key part of which has been administering their first inclusion survey and analysing the results. The central EDI team have built up expertise in race equality, gender equality, LGBT equality and disability equality. The addition of an administrator to the team means we are also able to effectively support the EDI leads across the schools with their aims and objectives.

Belonging and Engagement

This pillar is focused on supporting PSG areas and Schools across the Group to embed EDI. All staff and students should feel welcome, safe, included, and respected.

We are using our external EDI charter's as well as our Let's talk sessions led by our staff networks to define what the barriers to progression for our staff are. We can see from our ethnicity pay gap for example that BAME staff are concentrated in the lower grades and plateau between grades seven to eight. This has led us to ensure that we focus on the leadership development interventions towards under-represented groups. We also review EDI data where trends can be identified and shared with the EDI School committees so they can appropriately identity key areas to focus on that are relevant to their areas particularly around the student awarding gap and academic promotions.

The team support policy and procedure owners to use equality impact assessments. We have also ensured that accessibility assessments have been carried out on the new London Road building and Croydon campus with a visit due to the new technical site in Vauxhall. All schools have an EDI committee who are supported by the EDI team as well as an EDI committee at South Bank Colleges.

The terms of reference and workplan of the EDI Steering committee have also been reviewed and agreed by the committee.

Measures

Measure	Update
Staff engagement survey	The outcome of the staff engagement survey 2021 showed improved staff satisfaction around the key EDI measures as listed in the pillar on Ownership and Agency.
Bullying and harassment	Procurement of providers to provide bullying and harassment/dignity at work and active bystander training to be rolled out in Autumn/Winter 2022.

Excellence and Ambition

This pillar is around working to enhance the student and staff lifecycle to enable them to have full access to LSBU's opportunities and realise their full potential.

As part of EDI Strategy implementation People and Organisational Development are looking at how we make our recruitment more inclusive. So, with the EDI and recruitment teams working together we are reviewing how we write our job descriptions, but also how we make the most of our job adverts aimed at attracting a diverse candidate pool.

To that end we have partnered with an external organisation who will help us to do this over the next year. We are keen to ensure that our jobs are more accessible in terms of the language that we use throughout our job descriptions so that they are more gender neutral.

We can track the performance of all students and employees and identify any groups that are not progressing at the same rate as their counterparts' using data from our student awards, academic promotion round, gender and BAME pay gaps. Our gender pay gap (median) has increased from 3.8% to 5.3% and ethnicity pay gap (median) has increased from 10.24% to 14.44% over the past year and we have targeted actions to work towards closing them over the coming year. These include new career pathway routes for PSG staff and localised pay gap reporting divided by PSG and academic staff. There is a comprehensive list of actions in our gender and ethnicity pay gap reports.

We have provided staff with targeted development opportunities working with Advance HE on their Aurora and Diversifying Leadership programmes as well as with Calibre for our disabled staff.

Measures

Measure	Update
Reduction of pay gaps	Our gender pay gap (median) has increased from 3.8% to 5.3% and ethnicity pay gap (median) has increased from 10.24% to 14.44% over the past year and we have targeted actions to work towards closing them over the coming year.
Reduction of awarding gaps	The APP target for 20/21 is 15% which has been met as the gap is currently 13.6% and a reduction on last year's gap of 17.8%. Annual internal stretch targets to reduce the awarding gap have been set and published as KPIs for individual schools. Each school has reviewed their awarding gap targets through the School Organisational Effectiveness process held in Nov-Dec 2021.
Decolonising the curriculum	Website and resource page launched. Course Development Plans will be used to ensure that all courses are taking steps to decolonise over the next three years, with measurable targets towards this being monitored at a school level. QSC are asked to oversee this process.
Diversity in staffing	Inclusive recruitment project pilot until December 2022 with Get Optimal.
Career advancement	Staff from under-represented groups at the senior levels on Aspiring Leadership programmes – progress will be tracked on completion and follow up activities developed.

Leadership

This pillar's ambition is to have a senior leadership team that trailblazes EDI at all levels across the Group. As well as being role models for LSBU they will build modern inclusive teams and a Group culture that challenges discrimination, bullying and harassment as well as promotes equality of outcomes so that everyone, from any background can bring their authentic self to study / research / work and reach their full potential.

All the staff networks have an executive sponsor and champion who can advocate for them at the senior levels of LSBU. Their sponsor also encourages staff in their areas to participate in the network meetings and events, working with them to eliminate the barriers identified specifically to them, as well as promoting and championing their work. We have also worked with the executive to provide an anti-racism training session as part of our University wide programme looking specifically to their role as leaders and what they should be doing. A LGBT awareness session is planned for 2023. EDI Leads and committees have been set up across all schools and the EDI team are supporting them with analysing their data and existing information through their NSS and staff engagement results. They are also being supported to use the EDI Strategy to develop their action plans. A structure for embedding EDI across the PSG areas will be determined in the academic year 2022/23.

The EDI team work closely with Learning and Organisational Development to support interventions around bullying and harassment to departments and schools that need extra support.

The People and Organisational Development Directorate have had EDI CPD sessions looking at their role as HR practitioners in supporting anti-racist practice, carrying out equality impact assessments and LGBT awareness. This means that the directorate are now more equipped to effectively support managers and staff across the Group when such issues arise.

The EDI team support the delivery of an EDI module on the Good Managers Programme and the Deans development days so that senior managers are aware of their responsibilities in leading the change to embed EDI across their teams.

The EDI team support the development of the PSG career pathways project and will support the Provost with the review of the academic promotion round in 2022/23. In 2021/22 the EDI supported a change in the academic promotion pathway by chairing a new special circumstances panel. This procedure allowed staff to outline special circumstances such as caring responsibilities or long-term health conditions which were assessed by a panel which then allowed for a lower rate of research or teaching outputs during the relevant period. Most requests were accepted.

Measures

Measure	Update
Annual EDI Report	Presented at Board in July 2022 with an update on the EDI strategy.
External recognition	Awarded silver employer status with Stonewall 2022 – recognition LSBU as a beacon of good practice in supporting LGBT staff and student inclusion.
Race equality charter	New SAT established with five working groups with time recognition supported – submission due in February 2023.
Going beyond the protected characteristics	Option to include status as a carer included on the iTrent self-service portal.
Leadership scores in engagement survey	The leadership scores did not improve in the last survey although it is the benchmark for other HE's. Inclusion and well-being will feature highly in the leadership and management offering for the academic year 22/23 and represents a key component of the University's Behavioural Framework. Reciprocal and reverse mentoring is being explored for the academic year 22/23 as a way for the executive to engage in a pro-active diversity initiative.
Teaching and learning strategy	The development of the Academic Professional Apprenticeship will address inclusive teaching in its content.
Diversity in management and leadership	Annual Gender and Ethnicity Pay Gap reporting. Staff from under-represented groups have been supported to access leadership development programmes around gender, ethnicity, and disability.

South Bank Colleges

At South Bank Colleges we truly value our diverse student body and are proud to serve a diverse community. In 2021/2022, we made some great strides towards ensuring the college is an equitable and inclusive organisation for all.

A lot of work has gone into effectively integrating and embedding equality and diversity into the planning, delivery, and monitoring of the curriculum. Over the last year actions have taken place to fulfil the six EDI objectives that the College agreed in the previous year.

Build an inclusive and ambitious learning culture which ensures that EDI is core to the strategic and day to day aspects of the college.

- Tutorial scheme of work includes training for students on LGBT awareness, Black History month, Black lives matter, International women's day, autism awareness, safeguarding, prevent radicalisation, sexual harassment and anti-bullying;
- The Black Leadership programme has gone extremely well. All four delegates are on course to complete their respective qualifications at either ILM Level 5 or Level 7. The 2022/23 programme recruitment will begin in summer 2022. The new delegates will then start in October 2022. All delegates participate in action learning sets which have proved extremely successful and allow for delegates to examine 'real' and 'timely' work related management and leadership issues;
- All the sessions from the LSBU conference on 'Inclusive learning' shared via Teams and News Desk email includes some good case-studies of how staff at the university and the schools are embedding EDI;
- Sharing of good practice event planned for summer term – to include video gallery;
- British Sign Language workshop run – to be repeated later in year;
- Mental health re pandemic and learning workshop run.

Enhance our collective understanding and expertise around EDI in education and use this to inform the way we deliver to and support our students inside and outside the classroom.

South Bank Colleges Marketing joins the EDI Communications LSBU Group Planning meeting in monthly to share best practice, updates, initiatives, and activities planned across the group.

Close all achievement and destination gaps.

- Ethnicity and Learning survey run in December 2021 with 330 students (330 responded). Findings shared with teaching staff via CPD day. Three focus areas emerged: 1) the need to celebrate diversity more in the curriculum 2) the confidence to challenge racism as it occurs 3) the need to give students the opportunity to share their ideas and opinions in lessons more. These three themes scored the lowest across all respondents, and even lower by Caribbean students);
- Staff meetings now include EDI as a standalone item on the agenda;
- The college's six EDI targets are owned and understood by all staff in relation to their area of work and department have action plans related to their department/faculty.

Be proactive in identifying and addressing barriers to accessing learning.

- Student union representation at EDI Strategy meetings;
- The student union president attends governor and SMT meetings to feedback on concerns in relation to EDI;
- Learner Voice Conference generates action plan and includes reference to EDI concerns such as sexual harassment;
- Teams reviewed/ updated EDI targets, reflecting on their local achievement gaps.

Engagement and Communication at South Bank Colleges

To ensure staff feel included and actively involved in the process to embed EDI, it is important to hear from their lived experiences and bring them on the EDI journey, as this reaffirms that for change to happen it will require a collective effort. We will therefore seek to include voices in the conversation and decision-making at every level, ability, and practice of the organisation. We want to ensure that all talent is welcomed, valued, and given meaningful opportunities to grow and contribute.

EDI Committee – South Bank Colleges
The Committee is supported by a terms of reference. Training has been provided to the committee by the Acting Director of EDI for the LSBU group to bring everyone up to date on legislation, definitions, and ways of working. The EDI team supported the committee with the delivery of the EDI elements of their student voice conference in May 2022 and their staff CPD day in July.

The key priorities over the next year will be looking at issues of safeguarding, sexual harassment, and neurodiverse conditions with the aim of sharing good practice. There will also be a review of job descriptions to ensure that EDI is addressed as a core competency.

Training & Development
Throughout this year the EDI team has delivered and facilitated training on general diversity awareness, Equality Impact Assessments, disability awareness, LGBTQ, allyship and being an active by-stander. We will look to introduce anti-racism training later in the year. We are committed to developing a wide-ranging and impactful training programme that is transformative for LSBU Group.

Staff Networks

Our Staff Networks at the University continue to work with the EDI team to help raise awareness of key issues and act as a critical friend. Staff Networks are vital to a robust, dynamic, and inclusive workplace, with every member having their own reasons for joining a Network, from advocacy to socialising. Networks provide the essential function of amplifying staff voice and ensuring a safe space for staff to connect, learn and discuss.

This year Staff Networks have held several engaging activities online, which support our approach to EDI every day. Ensuring that awareness is raised of the key issues and that staff share their experiences of how LSBU should work to embed EDI. We also have an inter-sectional budget to help the networks explore synergies, cross working, and enable mutual support.

The five LSBU staff networks are:

DNet – Disability and Accessibility Network

Strategic aims:
1. Implement fundamental changes at directorate through to operational level to embed accessibility.
2. Create parity between disability provisions for staff and students.
3. Improve the awareness of disability and access issues within the workplace, for all employees.

Highlights:
- Worked on a comprehensive programme to highlight the issue of staff who have hidden disabilities during disability history month 2021;
- Hosted learning disability nursing session during the annual staff conference.

EquiNet – BAME staff and Allies Network

Strategic aims:
1. Raise awareness of, and promote, racial equality, cultural diversity, and inclusion.
2. Represent the views of BAME staff and provide a collective voice to achieve positive change.
3. Provide social and professional networking to increase wellbeing and community.

Highlights:
- Conducted Let's Talk sessions with the executive – following up on the commitments made during Black Lives Matter;
- Supporting the Racial Awarding Gap and Decolonising the Curriculum projects as part of the Access and Participation Plan project (APP) and the Race Equality Charter;
- Created a digital wall to commemorate the first anniversary of George Floyds death and Windrush day;

- Held a variety of engaging events to raise awareness of the BAME presence and contribution throughout the organisation during Black history month and beyond.

GenderNet – Gender Equality Network

Strategic aims:
1. Foster a positive culture towards women in the workplace.
2. Create a Trans-inclusive environment for staff and students.
3. Ensure that intersectional gender equality is embedded and embraced.

Highlights:
- Continued the' Role Model Conversation' lunch time series where staff can learn from an internal role model;
- Hosted Let's Talk sessions on sexual violence and the effects of the pandemic on women;
- Supported the progressed actions within the Athena SWAN action plan.

Parents and Carers Network

Strategic aims:
1. Create a supportive and active group of parents and carers.
2. Ensure LSBU's policies empower and enable all staff and students who are parents and carers.
3. Foster an environment that embraces and embeds the intersectional and multi-gendered nature of parents and carers.

Highlights
- Hosted event caring during covid event of the parents and carers network. This was a really good event for sharing carer experiences during lockdowns;
- Passed key learning on to executive team through their new executive sponsor Deborah Johnson.

SONET – LGBT+ and Allies Network

Strategic aims:
1. Develop a supportive and supported community for LGBT+ staff (and students).
2. Ensure current and future policies are LGBT+ inclusive and embedded across the University.
3. Continue raising awareness and knowledge of LGBT+ people and their intersectionalities.

Highlights:
- Hosted several engaging and interactive events during LGBT history and Pride month;
- Supported the Stonewall charter submission and development.

Dignity at Work

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Current Numbers of Dignity at Work Champions and Mental Health Champions:

• Dignity at Work Champions – 16 LSBU; 1 Lambeth College;
• Mental Health Champions - 26 LSBU; 9 Lambeth College; 1 Academies;
• Dispute Resolution Facilitators – 10 LSBU; 1 Lambeth College; 1 Academies;
• Menopause Awareness Champions – 23 LSBU; 2 Lambeth College;
• Wellbeing Champions = 24 LSBU.

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Dignity at Work Vision

We will design an inclusive employee experience which reflects our EPIIC values and ensures that people can bring their best to work. We will be re-defining our employee journey, co-creating with your input as we identify our high impact moments and improving those experiences for all. We will use our people analytics to inform what we do.

People and Culture Stategy

The Dignity at Work Scheme, led by the Engagement & Wellbeing Team in collaboration with the EDI team and wider People and Organisational Development Department, brings together five strands of peer and organisational support available to staff: Dignity at Work Champions (DAWC), Mental Health Champions (MHC), Staff networks, Employee Assistance Programme (EAP) and Occupational Health (OH).

Progress:

• Delivered Menopause Awareness Training to Mental Health and Dignity at Work Champions. Now have 25 Champions across the Group. (17th November);
• Trained four internal staff members on how to how to deliver menopause awareness training to staff and managers (November) – Training programme for staff and managers will launch on March 7th;
• Delivered two ½ day practice sessions for Dispute Resolution Facilitators (26th Jan and 1st Feb);
• Launched new EAP/OH provision on 1st Feb 2022 – Now a Group wide contract to include Colleges and Academies;
• Delivered presentation on understanding visual impairment 'Now you see it! Now you don't!' (2nd Feb).

Becoming a Menopause Friendly Organisation
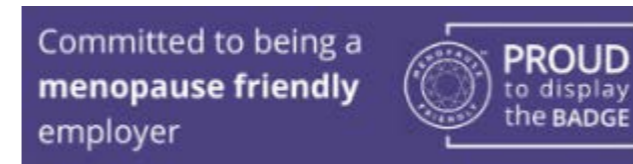
Aim: By putting diversity, inclusion, and wellbeing at the heart of what we do, we will be able to "attract, enable and retain a diverse group of high performing people that deliver a first-class employee and student experience across the LSBU Group" making it a great place to work and study.

Progress to date:
• Launched our Menopause Policy;
• Teams Menopause Buddy Group and intranet page – space to chat, share experiences and research;
• Menopause Awareness Champions and awareness trainers;
• Menopause added as a reason for absence on HR system.

Future Focus:
• Launch Menopause Awareness training for staff and managers, as part of IWD 2022;
• Gain buy-in and increase engagement from senior leaders, people managers and staff;
• Organise and promote more menopause events and training;
• Continue to encourage open conversations about menopause;
• Continue to support and promote Menopause Awareness Champions;
• Following independent assessment, we will receive accreditation as an 'Accredited Menopause Friendly Employer'.

Get-optimal

We have partnered with an external organisation called Get Optimal to make our job advertisements and job descriptions unbiased and inclusive by optimising them so that we can attract a large talent pool of qualified candidates. This will help us to reap the rewards of a more diverse and inclusive workplace.

Our job advertisements will benefit from increased visibility in search engine results by being keyword rich, giving candidates better information about our company's culture, values, and the initiatives and strategies we have taken to reduce bias. At the same time it will be clearer that our organisation is an inclusive and collaborative one through the language we use in our job advertisements.

The schools/PSG's within LSBU that will be pilots in this project will be:
• Teaching and Quality Enhancement;
• Institute of Health and Social Care;
• School of Applied Sciences;
• School of Built Environment and Architecture;
• Technical Support Services;
• IT Department;
• School of Apprenticeships.

The success of the project will be monitored by:
• Bi-monthly ITrent reports;
• Quarterly reviews with a summary report;
• Presentations to the relevant schools, PSGs and HR Business Partners about what the changes will be and what input will be required of them;
• Analysing the initial candidates presented to hiring managers and what the diversity metrics are, against shortlisting and hires;
• Assessing manager satisfaction. We will confirm the average manager satisfaction score (from a survey) after hire and check how that satisfaction rate;
• Assessing Applicant satisfaction. We will confirm what the average applicant satisfaction rate is (from a survey).

Charter Marks

Having signed the 'Charter for Employers Positive about Mental Health', we are committed to creating a supportive and open culture, where colleagues feel able to talk about mental health confidently, and aspire to appropriately support the mental wellbeing of all staff. The Staff wellbeing team are using much of the resources available by the Mindful Employer to support staff and managers and can be found on our intranet site.

The University was awarded an Athena SWAN Bronze Award in 2020 recognising its dedication to the advancement of gender equality: representation, progression, and success for all.

The Athena SWAN Bronze Award acknowledges the University's commitment to gender equality and currently 40% of the actions set out have been completed. We intend to continue this trajectory to ensure that as a university we remain fit for the future and will achieve a positive real-world impact for all LSBU's staff, students, and research.

The Action Plan is monitored via Implementation Groups where the owners of the various streams can track progress and reach out for support if needs be.

The EDI team also supports departments to apply for departmental awards and are currently supporting the schools of the Arts and Creative Industries and Applied Sciences to make their applications in 2023. The Provost is the Athena SWAN champion.

The University self-assessment team (SAT) for the Race Equality Charter as well as the five working groups have met several times over the last year to discuss the key issues for race for our staff and students, as well as completing the various sections of the submission. The charter has enabled LSBU to better identify and address key pinch points across the staff and student journey, with targeted actions to address them through our action plan. The SAT and the working groups came together in January 2022 for an online away day to look at the key issues around inclusive leadership, recruitment, and culture change. The outcomes of the discussion of the day can be seen in the diagram opposite.
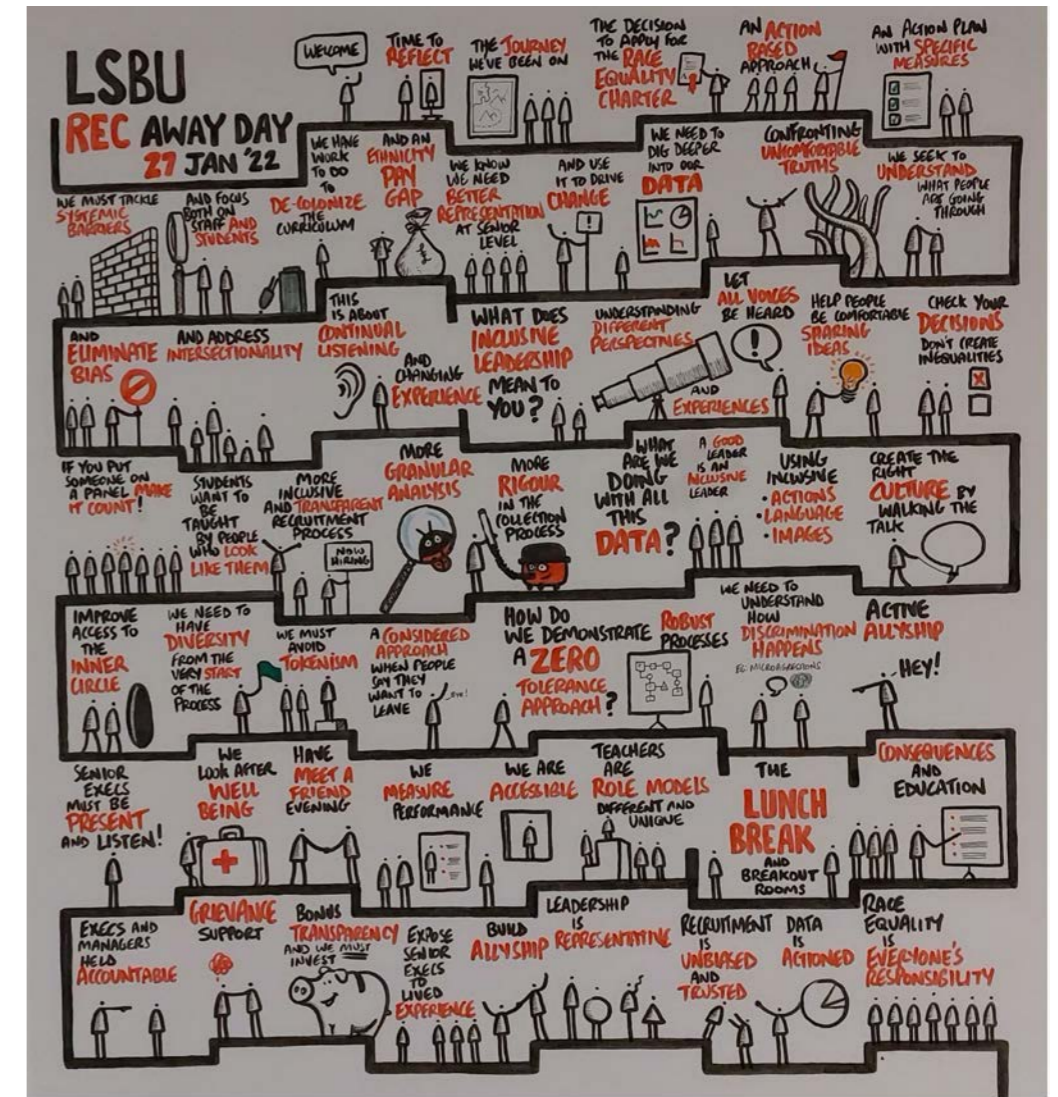
Key areas of focus in the charter include recruitment, promotion, exit, attainment, and retention. The data gathered and analysed as part of will highlight areas that will need particular focus. We plan to make a submission in February 2023.

In addition to the Race Equality Charter, to complement its work the University also signed up to the Business in the Community, Race at Work Charter. The Race at Work Charter compliments the work of the Race Equality charter and requires signatories to make five commitments:

• Appoint an executive sponsor for race;
• Capture ethnicity data and publicise progress;
• Commit at board level to zero tolerance of harassment and bullying;
• Make clear that supporting equality in the workplace is the responsibility of all leaders and managers;
• Take action that supports ethnic minority career progression.

There are a clear set of objectives that we seek to achieve, which includes:

• Encouraging leadership, allyship and connections to foster advocates and allies that are willing to proactively take actions to ensure their workplace is safe and inclusive;
• Taking strategic action on leadership by bringing the attention of all senior leaders within the organisation to the issue of race relations;
• Promoting, mentoring and sponsorship of ethnic minority employees by putting them forward for development or progression opportunities, particularly in senior positions.

We continue to be a member of the government's disability confident employer scheme for the University at the equivalent of silver level. Being part of this scheme will enable us to play a leading role in changing attitudes, behaviour, and culture for the better. Like the requirements of other charters, we will need to ensure that we have inclusive recruitment practices. This will enable us to draw from the widest possible pool of talent, secure high-quality staff who are skilled, loyal, and hard working as well as improve employee morale and commitment.

To ensure that we continue to learn from good practice, we continue to partner the business disability forum. This enables us to be part of a global community of businesses, thought leaders and disabled people, as well as being kept up to date on the latest research which influences Government and business policy development.

They provide a business Inclusion Advice Service which we have made use of on several occasions. They provide a responsive space to talk through ideas, trouble shoot and get case management support on our disability related challenges.

We also attend events, sector networks and subject task groups with other professionals with shared interests to learn from one another, share insight on what works and collaborate on projects.

LSBU continues to be a "Diversity Champion" with Stonewall, the UK's leading campaigning and support charity for sexual orientation and gender identity. Membership grants us access to their latest research and recommendations on building an inclusive LGBTQ+ friendly workplace and learning environments. The strengthening of our relationship with the organisation and what it can offer will enable us to achieve our strategic aims, particularly around Trans+ inclusion.

We have attended several engaging events which have allowed us to network and learn from good practice. Their workplace index also provides us with a useful framework for which we can develop actions to improve

LGBT inclusion. We made a submission to the index in 2021 and were delighted to be awarded the 219th place of over 400 submissions. We see this as a good starting point, given that we had not made a submission to the index in the last three years. We were also additionally given a silver award and will be known as a silver employer for our work on non-binary and transgender inclusion. Our LGBT staff networks have been instrumental in helping us to achieve this through their continued guidance and awareness raising work around LGBT inclusion which also takes an intersectional approach.

We will be working with Stonewall as well as other partners including global butterflies and the NHS to further develop the work on our draft gender identity policy so that it can be launched in the academic year 22/23. We will also launch a declaration campaign to explain and to encourage more staff to declare – as this enables us to identify trends and take targeted action.

Advance, HE continues to remain a key strategic partner for the University. As well as being the body that awards the Athena SWAN and Race equality charters, we have also attended several good practice events which have given us the opportunity to network and learn from colleagues across the sector. This ensures that we are up to date with the latest thinking. We have also supported staff members to attend their leadership development programmes for women called Aurora and for BME staff called Diversifying leadership.

The Investors in Diversity Scheme, which will be undertaken by Lambeth College, provides a framework for embedding principles of FREDIE (Fairness, Respect, Equality, Diversity, Inclusion, Engagement) within the college. The aim is for the college to submit into the scheme by the end of the year and as such it is important that we evidence progress towards key actions. The action plan has been discussed with nominated leads, and over the next month we will be looking to gather all the evidence of actions completed and work with staff to explore the bullying and harassment concerns that had been raised.

SBA will work towards Race and Conscious Equality (RACE) Charter Mark with training including governors and senior leaders. The Race and Conscious Equality (RACE) Charter Mark is for schools wishing to demonstrate their commitment to action and improvement in relation to race equality in all aspects of their work, as educators, employers, and community leaders.

In addition, SBA following a staff discussion in March 2022 on EDI issues will focus on:

- Increasing confidence around talking about EDI issues;
- Focused sessions on EDI so perhaps on LGBT awareness and talking about race;
- Working with their school governing body to allocate a link inclusion governor on EDI – this role could be paired with the SEN role;
- Ensuring that new systems policies or a review of these take EDI into account;
- Career progression – supporting SBA staff to attend the diversity leadership development programmes;
- Accreditations – discussions with our accreditations providers on how we can highlight the work of SBA in our future submissions, so they are part of that work.

Student Voice

FULLY BOOKED

Your Voice Makes Change Happen

STUDENT VOICE CONFERENCE

With Kheron Gilpin & Sanchia Alasia

📅 on Wednesday 25th May

🕐 10:30am – 2:15pm

📍 In The HUB

WELCOME

No Barriers to Brilliance

Access & Participation Plan – Act for Change
The Access and Participation Plan sets out how we will improve equality of opportunity for underrepresented groups to access in the University, succeed in and progress from higher education. The EDI team advises this project particularly around the Racial Awarding Gap aimed at reducing the access, awarding and progression gaps that exist for marginalised groups at LSBU.

It includes:
- the provider's ambition for change;
- what it plans to do to achieve that change;
- the targets it has set;
- the investment it will make to deliver the plan.

The Office for Students (OfS) monitors our access and participation plans to make sure that we honour the commitments set out and can act if we do not.

Our Access and Participation Plan runs until 2025 and has 10 agreed targets with OfS covering access, non-continuation, award ('attainment'), and graduate outcome ('progression').

The Racial Awarding Gap project is a key part of the Access and Participation Programme aimed at reducing the access, awarding and progression gaps that exist for marginalised groups at LSBU. Over the last year the project has been focused on gaining rich insight and lived experience from BAME students, staff, alumni and Student Union representatives to inform activities going forward and producing robust plans of action for 2022. The work with the external consultants Cosmos completed in January 2022, with a final report outlining key findings and a list of recommendations for taking forward. The report has taken into account the qualitative feedback received previously from the 12-week student steering programme workshops by community researchers Unifying Seed. The current institutional racial awarding gap (BME vs White good honours gap) for 20/21 is 13.6%. This is an improvement of 4% from 17.8% in 19/20.

The APP target for 20/21 is 15% which has been met. We have set annual internal stretch targets to reduce the awarding gap and published these as KPIs for individual schools. Each school has reviewed their awarding gap targets through the School Organisational Effectiveness process. Over the next year the project will focus on developing and operationalising action plans that have been informed by the insights gained.

LSBU's expectation is that PSGs / Schools / Divisions / Courses will have implemented a full suite of interventions by 2025 and so become a sector leader as an anti-classist, anti-racist and fully accessible teaching and learning higher education provider.

Actions will be embedded into Course Development Plans and evaluated as part of the Total Quality Education process. A Teaching fellow has been appointed with a focus on Decolonising the Curriculum and embedding a Decolonising Checklist Wheel.

Use your voice to speak your truth around racism in a safe space to create real change within the university

JOIN RACEG: THE RACE AND CULTURAL EQUITY GROUP
e-mail: raceg@lsbu.ac.uk

Looking Forward

To meet the University strategy KPI's in terms of Inclusion the EDI team will work to deliver, develop, and embed EDI interventions within Schools, across PSG divisions and across the Group. We will work with the HR Business Partners, that will allow us to value the contributions of everyone, including people from under-represented groups at senior management level and ensuring equality. Improvements in our EDI performance will benefit our workforce reputation as well as support our recruitment and retention strategy, delivering organisational efficiency and performance.

As we continue to implement the EDI strategy, we will ensure that:
- Our approaches to equality, diversity, and inclusion are recognised models of best practice;
- Engage with our staff and students at regular intervals, ensuring we hear their lived experiences that informs our actions;
- Review and monitor progress to ensure that milestones are being achieved and real change is happening;
- Annually refresh the strategy and action plan to ensure that it remains relevant;
- Work with our leaders to increase their visibility around inclusive leadership, including an EDI training session with the Non-Executive Directors in academic year 22/23.

Over the next 12 months we hope to achieve:

- Embedding EDI throughout the schools working closely with the school EDI Leads to help them identify key priority areas for action;
- Continue to support staff with leadership development with further in house support and tracking of career progression;
- Continue to run positive action programmes such as academic promotion workshops and monitor the outcomes of the annual academic promotion round;
- Monitor the impact of the inclusive recruitment project;
- Submit to the Race equality charter in 2023;
- Roll out targeted training interventions such as anti-racism and active bystander training;
- Integrate the inclusion pillar of the behavioural framework into our recruitment and appraisal processes;
- Support the what works project (student awarding) gap to continue to decrease the level of awarding gap year on year;
- Support the co-creation work of the living Black at University project;
- Conduct a survey followed by focus groups with our disabled staff and develop a reasonable adjustment policy;
- Launch our Gender Identity Policy;
- Launch a reverse mentoring scheme.

There is Equality, Diversity and Inclusion woven in the mission and ethos of the Group. Through the implementation of our EDI strategy, we will now work to embed key strategic actions that will enable LSBU Group to meet their milestones towards LSBU Group 2025. We will continue to work across the Group and will explore areas of synergy and to ensure a holistic approach to making EDI and belonging a reality for all our staff and students.
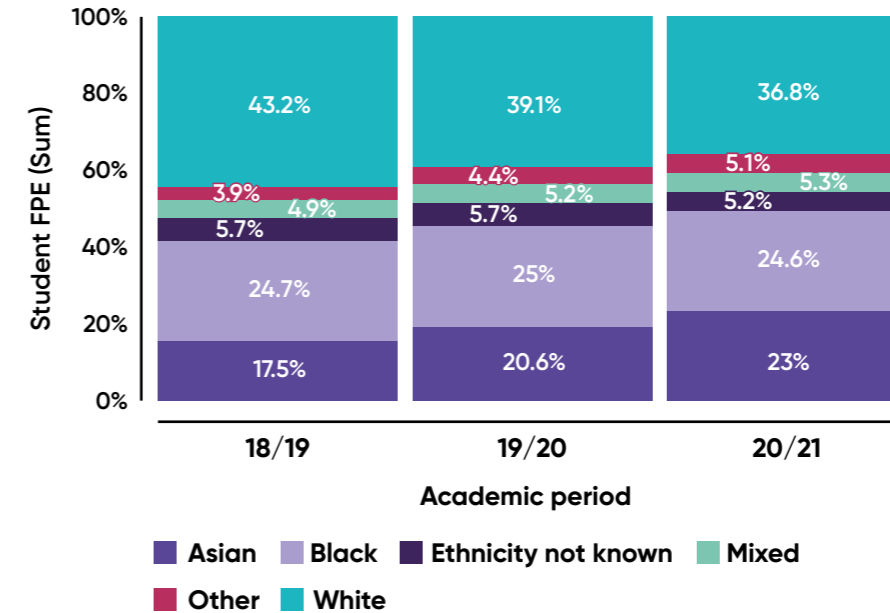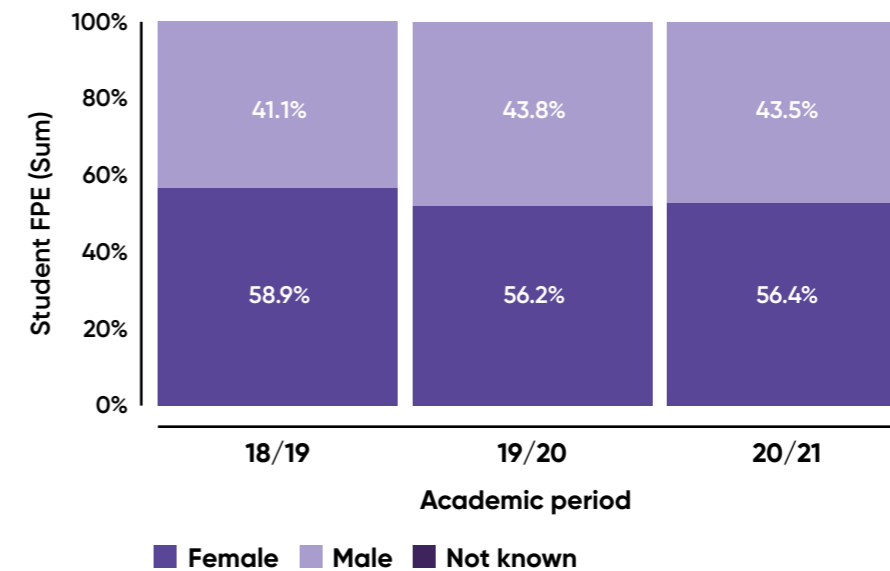
Appendix 1

Our Students

The latest data that we have for University students is for the academic year 19/20 and we include a three-year comparison.
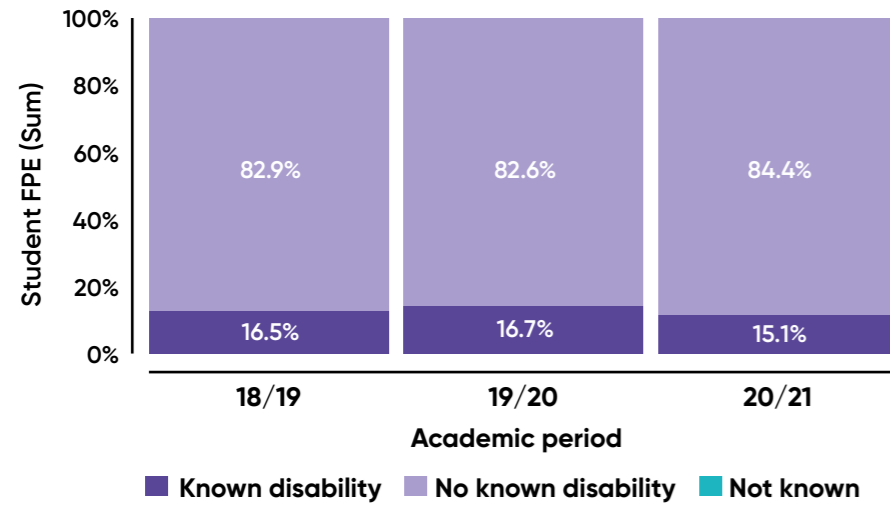
Ethnicity (%)

The ethnic diversity of our students continues to grow with over a 3% increase on BAME students over the last year. BAME students now make up over 58% of our student cohort.
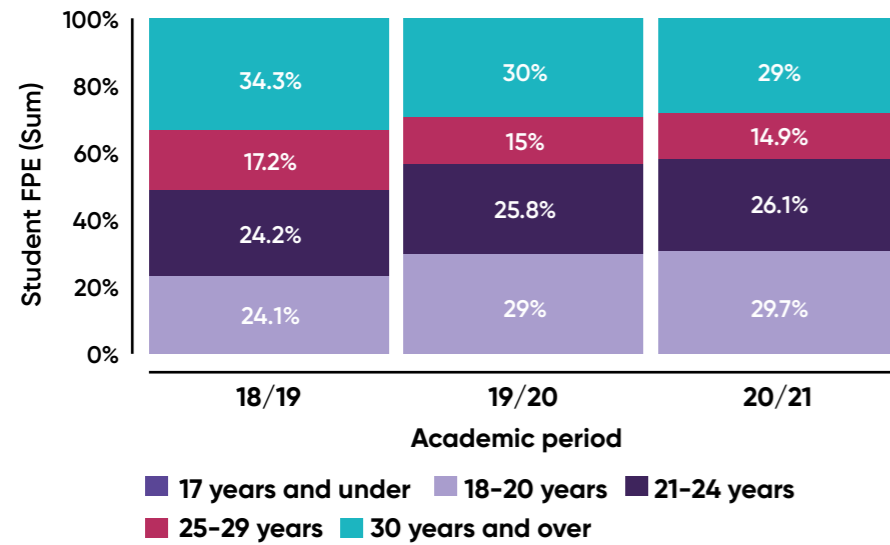
Sex (%)

The percentage of female students has remained the same over the last year and they make up over 56% of the student cohort.
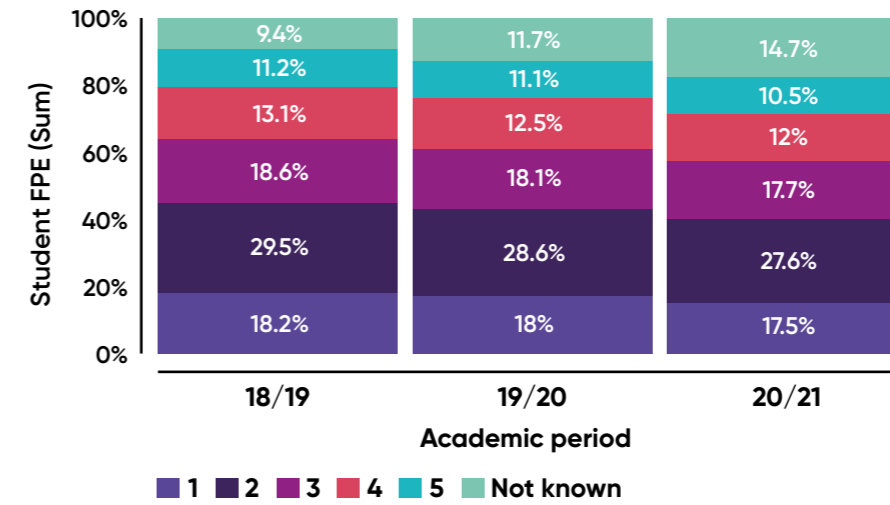
Disability Status (%)

Legend: ■ Known disability ■ No known disability ■ Not known

Data by Academic period:
- 18/19: No known disability 82.9%, Known disability 16.5%
- 19/20: No known disability 82.6%, Known disability 16.7%
- 20/21: No known disability 84.4%, Known disability 15.1%

Our disabled student cohort has decreaed slightly this year from 16.7% to just over 15%.

Age (%)

Data by Academic period:
- 18/19: 30 years and over 34.3%, 25-29 years 17.2%, 21-24 years 24.2%, 18-20 years 24.1%
- 19/20: 30 years and over 30%, 25-29 years 15%, 21-24 years 25.8%, 18-20 years 29%
- 20/21: 30 years and over 29%, 25-29 years 14.9%, 21-24 years 26.1%, 18-20 years 29.7%

Legend: ■ 17 years and under ■ 18-20 years ■ 21-24 years ■ 25-29 years ■ 30 years and over

Over the last three years the age profile of our students has been fairly stable.

IMD (Index of Multiple Deprivation) (%)

Data by Academic period:
- 18/19: Not known 9.4%, 5: 11.2%, 4: 13.1%, 3: 18.6%, 2: 29.5%, 1: 18.2%
- 19/20: Not known 11.7%, 5: 11.1%, 4: 12.5%, 3: 18.1%, 2: 28.6%, 1: 18%
- 20/21: Not known 14.7%, 5: 10.5%, 4: 12%, 3: 17.7%, 2: 27.6%, 1: 17.5%

Legend: ■ 1 ■ 2 ■ 3 ■ 4 ■ 5 ■ Not known

This chart shows the socioeconomic status of LSBU students. Over one third of students at LSBU are in quintiles 1–2, which are the most deprived quintiles. Within the Sector and at LSBU students in these quintiles often have lower success outcomes in areas such as continuation, attainment, and employment than those in the less deprived quintiles.

This rating is based on the percentage of people in each lower super output areas (LSOA) living with deprivation covering income, employment, health deprivation and disability, crime, barriers to housing and services and living environment. There are 7 domains of deprivation, which combine to create the Index of Multiple Deprivation (IMD2019).

IMD Quintile 1:
Students' home address is in the 20% most deprived areas nationally (based on IMD scores). This is an indicator of deprivation only and does not directly translate to the 20% most deprived students.

IMD Quintile 5:
Students' home address is in the 20% least deprived areas nationally (based on IMD scores). This is an indicator of deprivation only and does not directly translate to the 20% least deprived students.

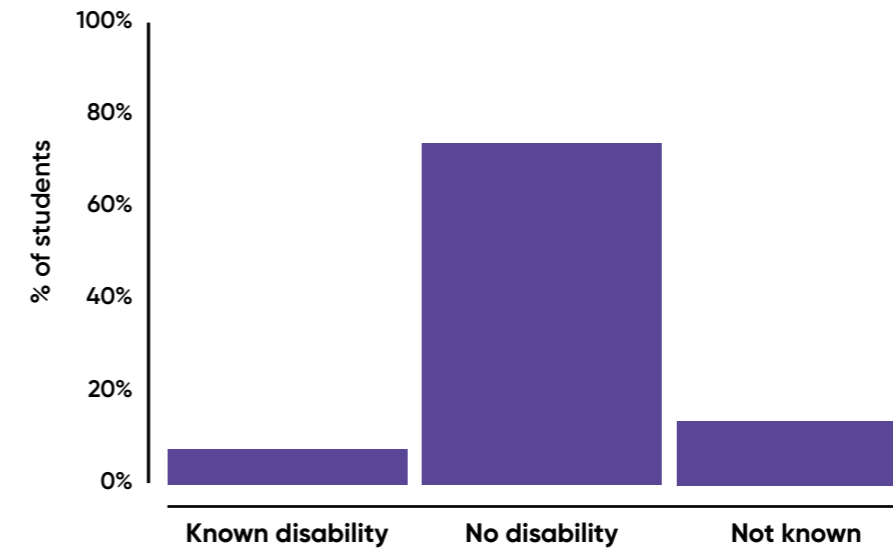# South Bank Colleges (SBC) Student Population

Ethnicity
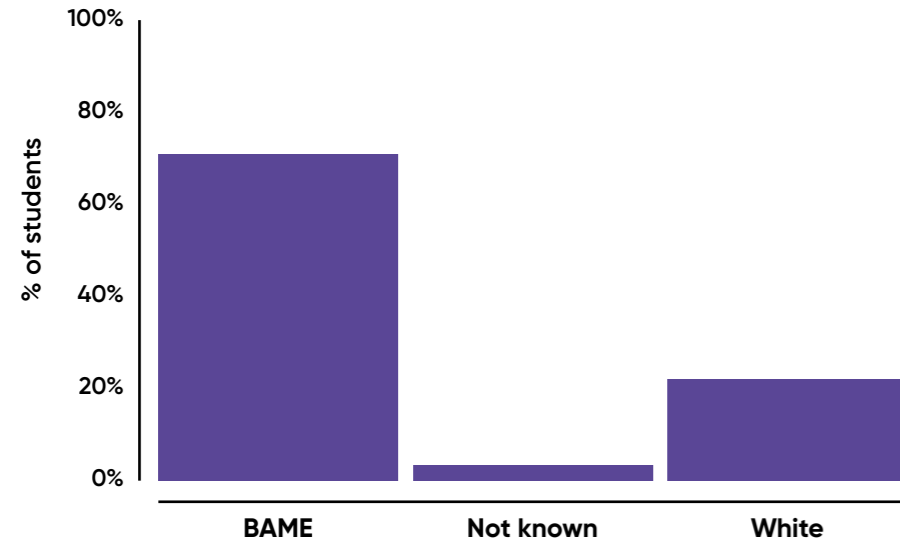
South Bank Colleges has a diverse student population in terms of ethnicity with learners that identify as Black making up the highest percentage.
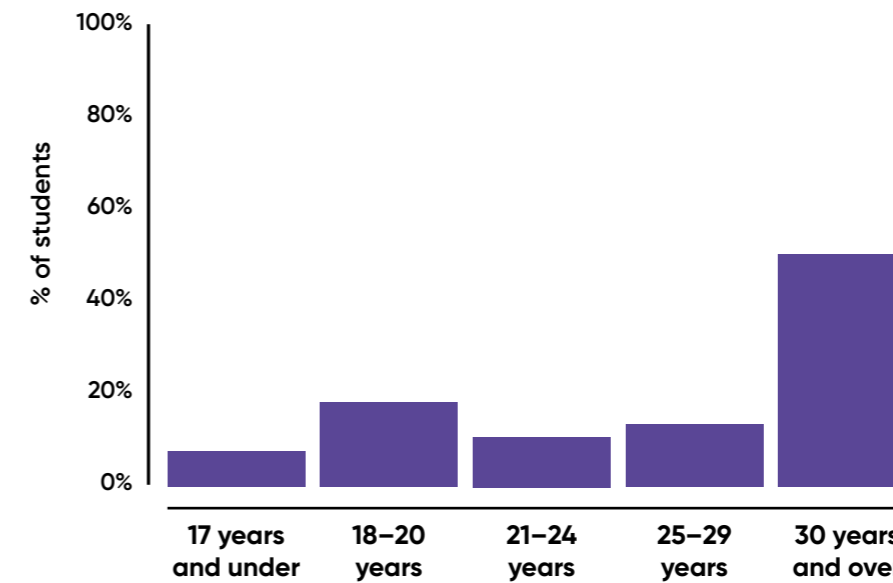
Gender
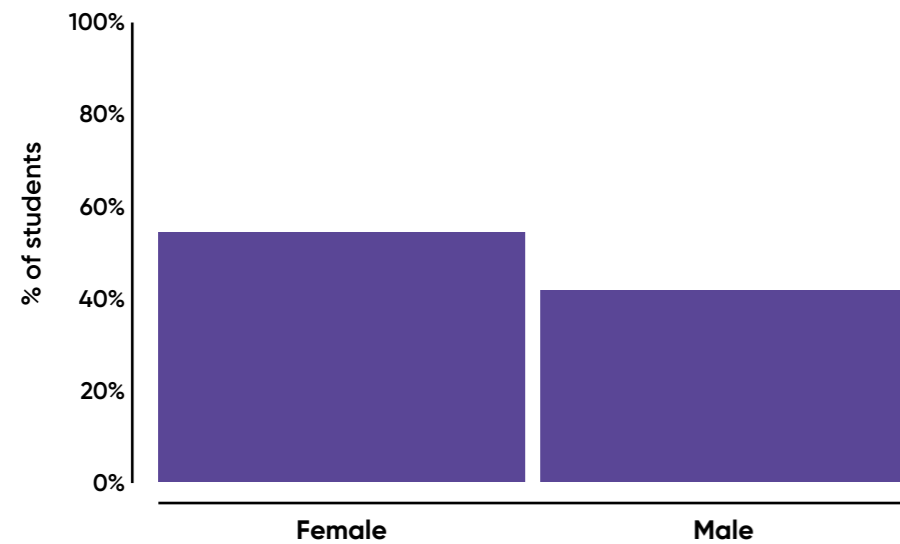
Disability

8% of College students have declared a disability which is a high number. In relation to gender we report at the College 7% more female students than male students.
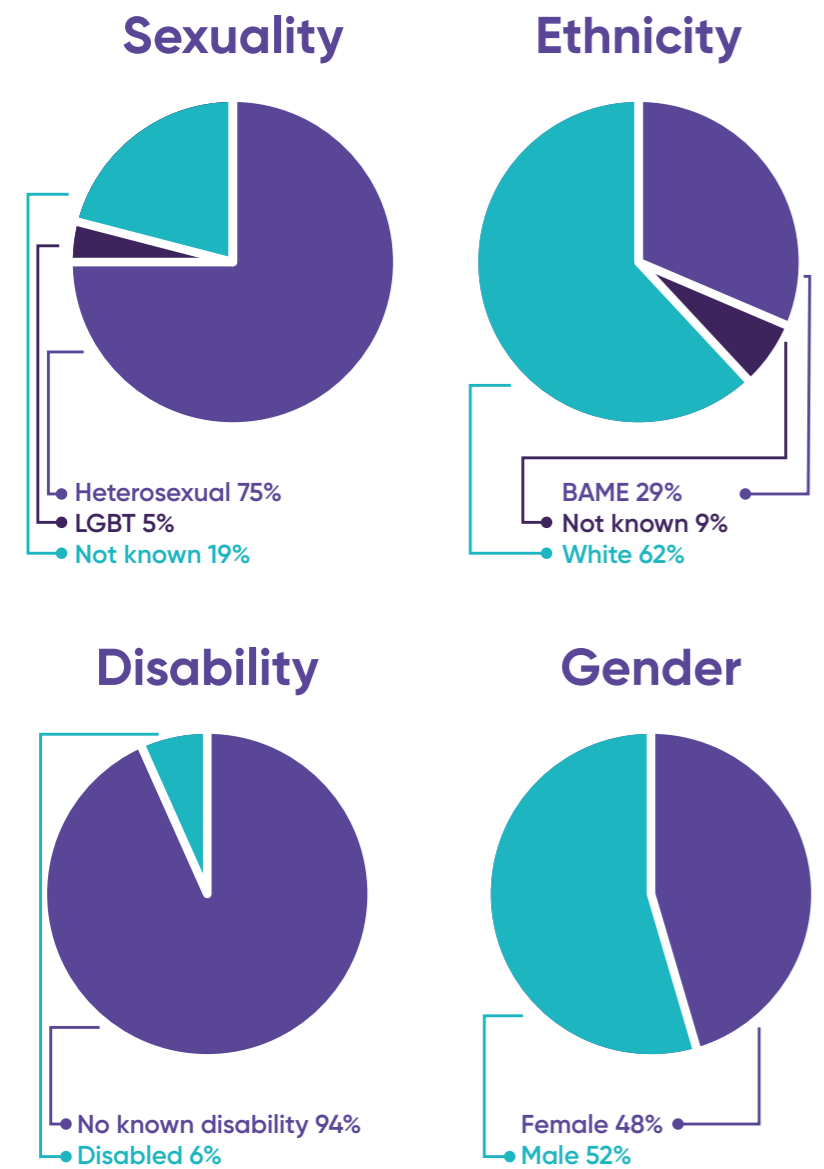
Age

The College reports against student population and we find that most of our students are adults (19+), with just over a half of our students being aged 30 years and over.

Appendix 2

Our Staff

The latest data that we have for staff at the University is for the academic year 20/21. The graphs displayed represent the diversity makeup of the University.[1]

Sexuality

- Heterosexual 75%
- LGBT 5%
- Not known 19%

Ethnicity

- BAME 29%
- Not known 9%
- White 62%

Disability

- No known disability 94%
- Disabled 6%

Gender

- Female 48%
- Male 52%

[1] More detailed EDI data is available in the People & Organisational Development, Annual People Analytics Report for the Academic Year 2020/21.

Age
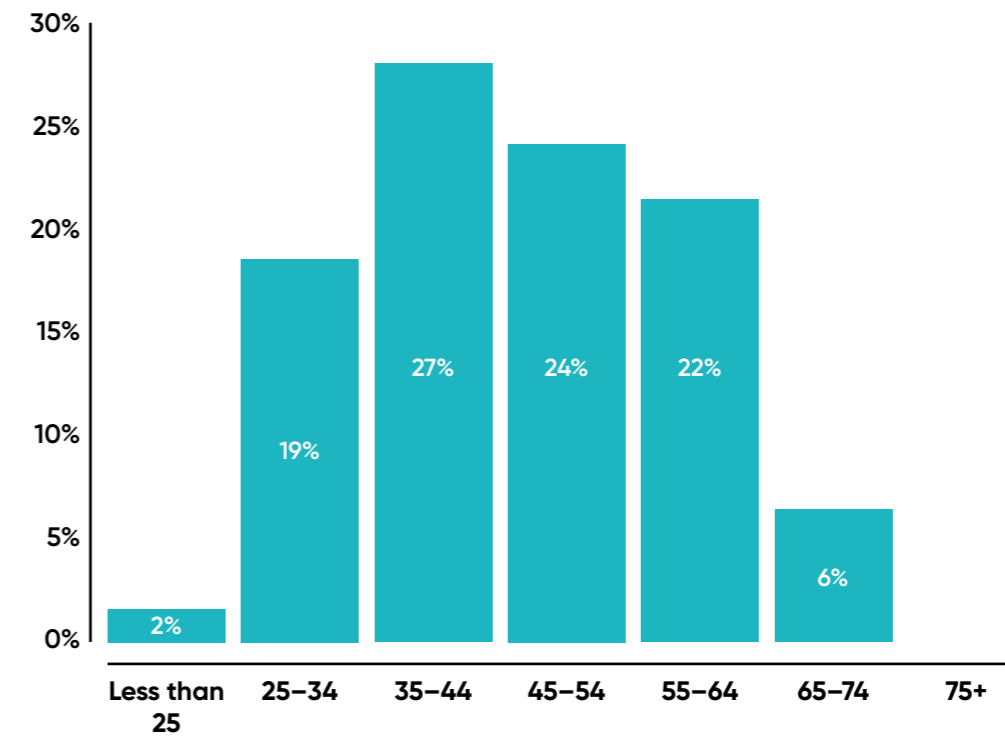
62% of our workforce is white and 29% BAME. The percentage of BAME employees drops to 19% (15% in 19/20) in the Senior grades(above grade 10) with white 75% (78% in 19/20). We have a near gender-balance at an organisational level, which is 52% female and 48% male, the gender split is consistent across all grade groupings, bar the lowest (grade 2 - 5) where there is 60% female, 40% male. This gender balance has remained the same as the previous year.

In terms of age there is an even spread with lower numbers at the highest and lowest age ranges which is to be expected.
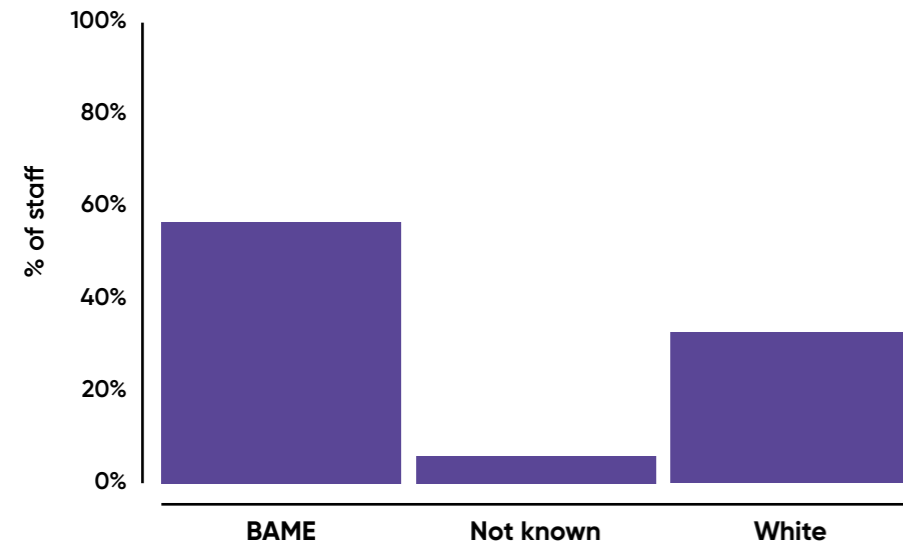
We have 6% of staff that have declared a disability, which means that they can be supported with reasonable adjustments if required. This has remained the same as the previous year.

We have 5% of staff who identify as LGBT and 75% as heterosexual with a non-declaration rate of 19%. The non-declaration rate has reduced from last year which was 22% so this is encouraging. The non-declaration rate is much better than the sector average of 41%. We do feel this issue is important as an increased declaration rate will allow the EDI team to better be able to identify trends and target interventions. To that end we will launch a declaration campaign in 22/23 explaining to and encouraging staff to declare.
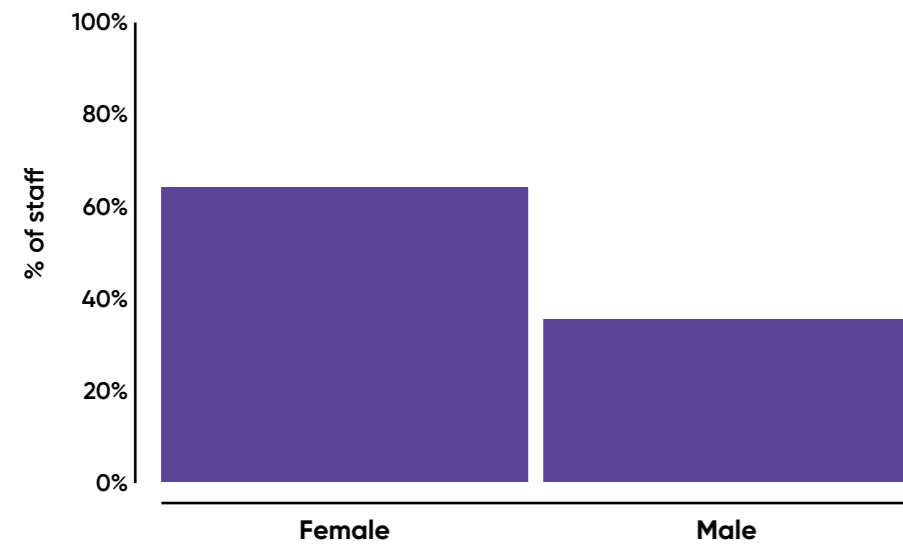
Appendix 3

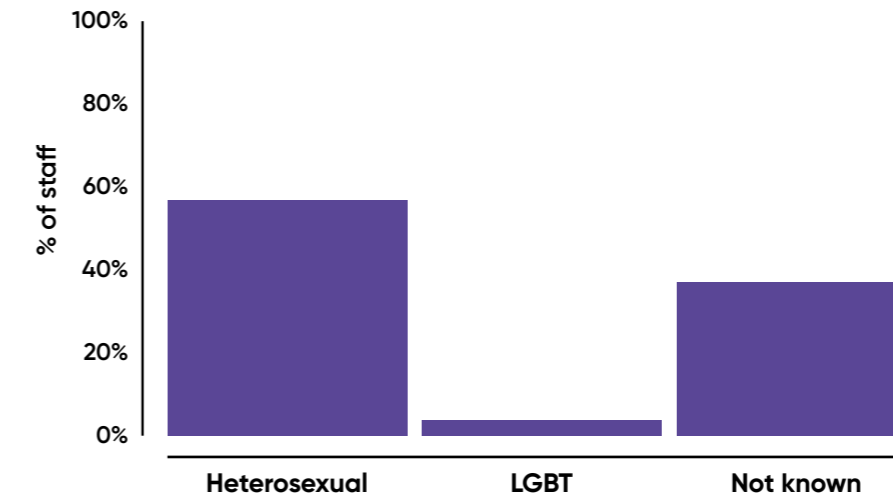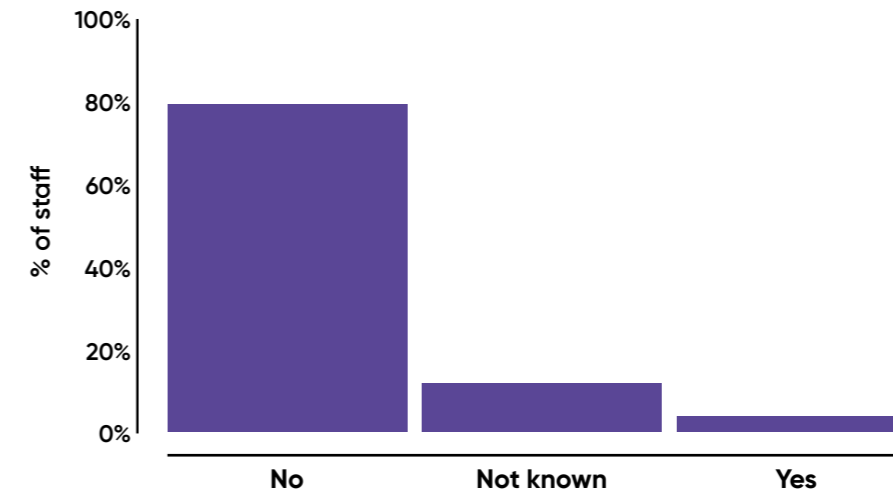## South Bank Colleges Staff Population - Total number

Ethnicity

Bar chart showing % of staff by Ethnicity: BAME ~56%, Not known ~5%, White ~32%

Gender

Bar chart showing % of staff by Gender: Female ~64%, Male ~36%

LGBT

Bar chart showing % of staff by LGBT: Heterosexual ~57%, LGBT ~4%, Not known ~37%

Disability

Bar chart showing % of staff by Disability: No ~80%, Not known ~12%, Yes ~4%

Age

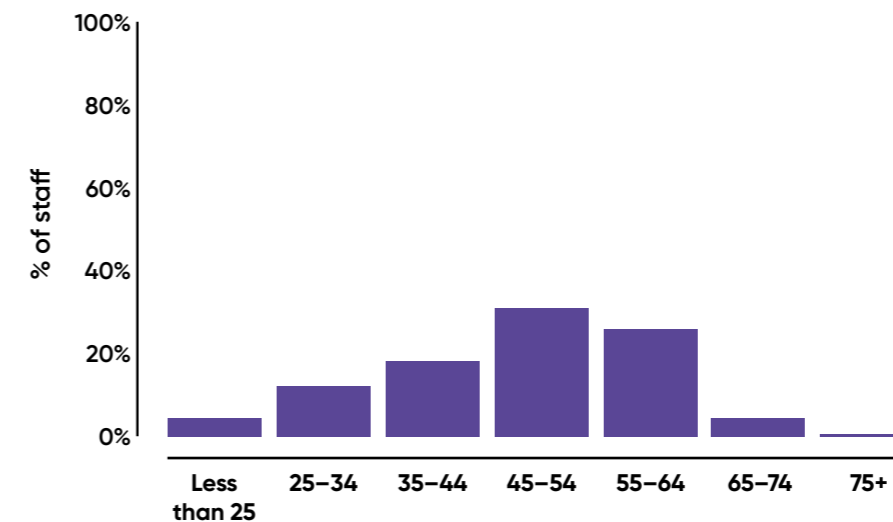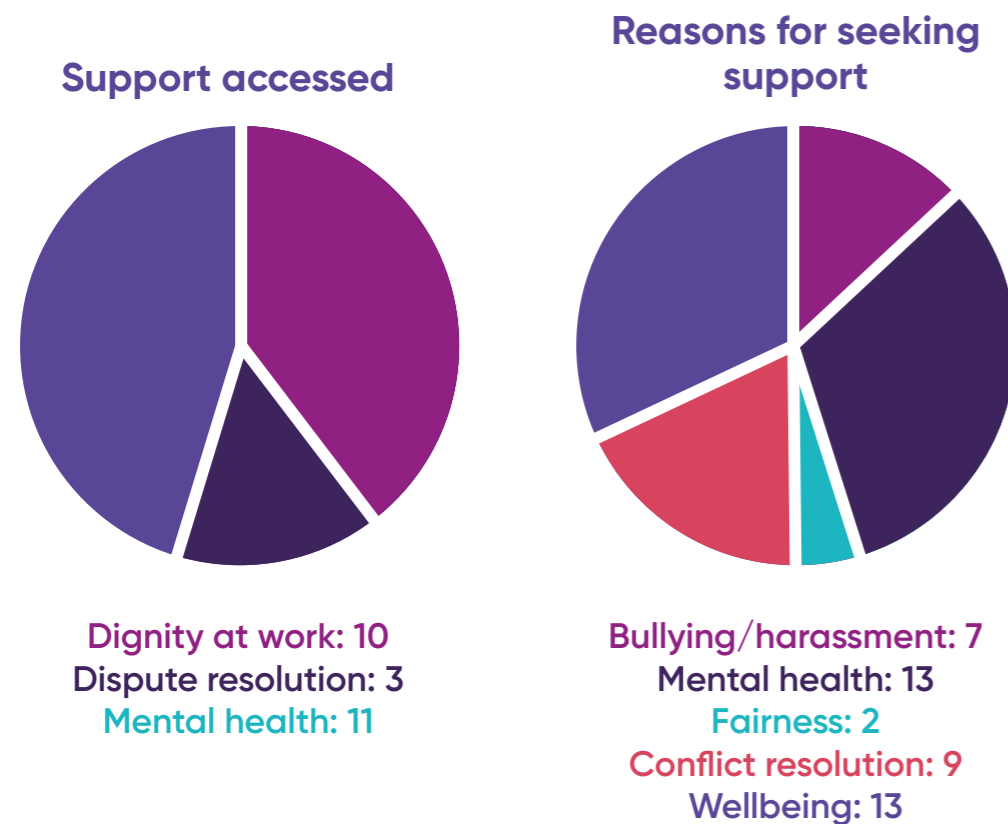*Bar chart showing % of staff by Age: Less than 25 ~4%, 25–34 ~12%, 35–44 ~18%, 45–54 ~31%, 55–64 ~26%, 65–74 ~4%, 75+ ~1%*

South Bank Colleges within this reporting period had 444 staff of which 2/3 are women. 5% have declared a disability and there is a truly diverse mix in terms of ethnicity across the College.

Appendix 4

DAW Engagement Figures: 16 recorded interactions with staff between June '21 – Feb '22, both graphs are presented in absolute numbers, not %. Graph two is a result of complex cases that have been classified under numerous categories. As we can see from the graphs, mental health, and feelings of being bullied and/or harassed are the biggest issues for concern.

Support accessed

Dignity at work: 10
Dispute resolution: 3
Mental health: 11

Reasons for seeking support

Bullying/harassment: 7
Mental health: 13
Fairness: 2
Conflict resolution: 9
Wellbeing: 13

Future Focus 2022-2023
1. Improve quality of data around efficacy of scheme to inform Wellbeing, EDI, and Engagement activities via continuous evaluation, feedback, and development of our Champions.
2. Increase visibility of Dignity at Work Champions and Mental Health Champions champions through engagement opportunities.
3. Further expand the scheme to the wider Group and within LSBU.
4. Continue working with stakeholders to strengthen the governance & structure of the DAW Scheme.

LSBU | GROUP