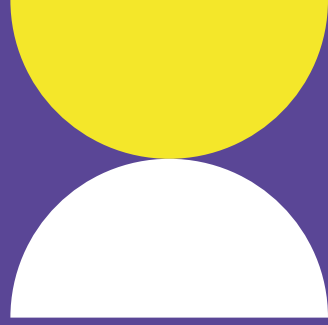


LSBU | GROUP



# Equality, Diversity and Inclusion Report 2022/2023



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# Foreword



I am pleased that we have taken great strides to present an Annual Report that reflects two years of implementation of the Equality, Diversity and Inclusion (EDI) Strategy. The progress achieved ensures that the London South Bank University (LSBU) Group Strategy 2025 will meet its core commitments to having EDI at the heart of everything that it does.

My team work closely with the diverse LSBU staff and student community to ensure that the key priorities identified in the EDI Strategy are fulfilled. We see EDI as critical to our success as a Group

and so identifying where the barriers lie and working together to remove them so that all of our staff and students can thrive is of vital importance to us.

We know that diversity is a source of our strength, and our vibrant and diverse campus makes LSBU an attractive place to study and work. This report sets out our achievements over the last year and the challenges we wish to tackle in the future.

EDI Leads are now firmly embedded in each Academic School in the University and leading the way in identifying and taking action to promote equality of outcome for their staff and students. We have developed an exciting action plan as part of our Race Equality Charter submission and continue to support a number of staff to attend leadership development programmes.

Our staff networks continue to hold exciting events to raise awareness of key EDI issues as well as share the lived experiences of their members. We have a good relationship with the Students' Union executive to ensure that the student voice is at the core of everything that we do. It is a real pleasure to lead this work and my team will continue to work hard to ensure that all staff and students can thrive in their career and studies, no matter where they come from.

## **Sanchia Alasia**

Head of Equality, Diversity and Inclusion,  
People and Organisational Development

# Foreword



I'm very pleased to be able to present the 2022/23 LSBU Group Equality, Diversity and Inclusion Annual Report, looking back on our hard work and successes over the past year. The Annual Report highlights the progress against our EDI Strategy at the end of its second year and provides an opportunity to pause and celebrate the work of our staff networks and to thank all the students and staff who have contributed to EDI events and initiatives this year.

Key achievements include delivering anti-racism and bystander training across the LSBU Group; the Black Student Mental Health Project funded by the Office for Students; institution-wide actions plans for Athena SWAN and the Race Equality Charter; targeted leadership programmes and career development support for participants, the launch of a decolonising forum to support decolonisation of the curriculum and being "highly commended" at the European and British Diversity Awards.

We will continue to work with our staff and students, to listen and respond to their lived experiences and to deliver the priorities that they identified during the development of the EDI Strategy. The LSBU Group are committed to creating a transformational culture with inclusivity and wellbeing at the centre, and having a workforce that represents the community and student body we serve. Equality, fairness and inclusion are part of our DNA.

## **Alex Bush**

Chief People Officer,  
People and Organisational Development



# A Message from the Vice Chancellor



It gives me great pleasure to introduce the Group EDI Annual Report for 2022/23. LSBU Group attracts a truly diverse student and staff body, and as part of its mission seeks to support individuals, local communities and businesses to reach their full potential. We are ambitious to better ourselves by tackling inequalities head on, working towards reducing equality pay gaps, student awarding gaps, and ensuring that we are creating an inclusive and supportive environment to work and study in.

This report reflects the four pillars of our EDI Strategy and shows the progress that we have made against all of the pillars this year: Ownership and Agency; Belonging and Engagement; Excellence, and Leadership. We are proud to have joined the small number of organisations who publish their disability pay gap alongside gender and ethnicity pay gaps. Students, staff and members of the public have attended and shared their experiences and ideas at a wide range of EDI events, and I look forward to continuing these conversations over the next year.

We have made good progress during 2022/23 towards our aim of being a Group where equality, diversity and inclusion are embedded and reflected in everything we do. We recognise that there is much more to do, and the Annual Report outlines key areas for further work in 2023/24. As we work to implement the next phase of our EDI Strategy and ambitions, we will continue to develop more sector-leading, evidence-based initiatives to support learners and enable them to reach their full potential, and to attract, retain and engage a diverse workforce.

**Dave Phoenix**  
Vice Chancellor and Group Chief Executive





# Defining Equality, Diversity and Inclusion at LSBU Group

Across the Group we have worked towards a common definition of equality, diversity, and inclusion (EDI) that we 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 which make up our individuals.

**Inclusion is about people.** 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. Protection 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 and recommendations from external EDI Review
- **Race Equality Charter** | Submission due for July 2023
- **Athena SWAN Charter** | Revised institutional action plan
- **Decolonising the Curriculum** | Decolonising forum launched which all schools have engaged with
- **Engaged Staff Networks** | Have run awareness raising events and worked on network development
- **OfS Black Students Mental Health Project** | A peer mentoring programme, developing a network for students
- **Foundations for Group** | Supporting EDI across the Group and assessing successes and gaps
- **Leadership Development Programmes** | For BME, women, LGBT and disabled staff across the Group with career tracking and promotion success
- **Anti-Racism Training** | Live and online sessions carried out across the Group
- **Bystander Training** | Live and online sessions run across the group including understanding microaggressions
- **Award Winning** | EDI work highly commended at the European and British Diversity Awards
- **Inclusive Recruitment Project** | Analysing recruitment data and taking targeted actions
- **Disability Survey and Focus Groups** | Listening to disabled students and staff and publishing our pay gap
- **EDI Committees and EDI Leads** | Established in LSBU Academic Schools as part of senior management team



## EDI Strategy – Implementation

Over the last two years, we have continued to implement key areas of the EDI Strategy 2021–2025. We are clear that we must be an inclusive and welcoming Group, committed to eliminating all forms of discrimination, and that we will not achieve our vision to transform lives, communities, businesses and society without being inclusive.

Our EDI strategic priorities include:

- 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

This annual report outlines our progress on how we have delivered these strategic goals over the last year. Detailed progress is reported against these priorities under the four pillars of the EDI Strategy: Ownership and Agency; Belonging and Engagement; Excellence, and Leadership.

To monitor and measure progress against these strategic priorities, during 2022/23 we developed a new EDI dashboard (see Appendix 2) and introduced a mid-year EDI report on progress against these metrics. We commissioned an external review of EDI across the Group, and are taking forward key actions from the report's recommendations including additional support for our staff networks and a more integrated approach to EDI for students, staff and across Group members.

Over the course of the last year, good progress has been made in several areas. Actions have included development sessions for staff network chairs, participants on targeted leadership programmes for under-represented groups and EDI knowledge sessions for the Executive. Anti-racism and bystander training is now available for all staff, and workshops and surveys have been held to identify future actions to support academic promotions for women and disabled colleagues, and a new appraisal system asks individuals to reflect on their contribution to equality, diversity and inclusion. LSBU's Self-Assessment Teams (SATs) for Athena SWAN and the Race Equality Charter have met regularly during 2022/23 and many Academic Schools have now established their own departmental Athena SWAN SATs.

The University has agreed a new institutional Athena SWAN action plan with Advance HE and developed a robust action plan to submit as part of our Race Equality Charter application. Academic Schools have engaged with

a new decolonisation forum and workshops and redesigned assessments as part of work to reduce the student awarding gap, while the OfS-funded Black Students Mental Health project has both created a network for students and improved our planning for Welcome Week. South Bank Colleges have revised and republished their Single Equality Scheme.

Inclusive environments, where students and staff can thrive and a workforce that represents the community and student body we serve, are a key commitment of the LSBU Group Strategy and People and Culture Strategy. To support this work, our EDI Annual Reports also include information about student and staff demographics (Appendices 3 & 4). This data refers to the academic year 2021/22, the last complete year for which demographic information is available. Over the last academic year, South Bank Academies (SBA) have been focusing on developing the infrastructure to implement the Group HR system, iTrent, which will enable us to provide EDI data in the future.

South Bank Colleges have spent the last year working very closely with the Black Leadership Group (BLG) to develop an Anti-Racist Strategy. The aim of this is to ensure that there is a pro-active and supportive approach to race equity culture at the college, that encompasses everything that they do from student facing activity to business support. The BLG led an engaging workshop in May for all staff on Leading Anti-Racist Learning. The workshop covered getting comfortable in talking about race, understanding the concept of anti-racism, what great anti-racist learning looks like and building a professional learning community focused on anti-racism.

Following the workshop, all staff have been asked to share their lived experience by way of a survey which was analysed by the Black Leadership Group. The results from the survey informed the Anti Racism training sessions being delivered in July. The sessions have been developed using a train the trainer model approach where the BLG have trained a number of facilitators to be able to deliver the sessions.

## Ownership and Agency

This pillar is about building an inclusive and cohesive community who are knowledgeable and culturally competent. In practice, this means having active conversations and open debate, pro-active communities and allies and spearheading innovative initiatives and events to raise awareness and celebrate diversity.

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 exploring the issues of improving mental health services for Black students, working across the LSBU community to explore what 'embracing equity' means and exploring the meaning of creativity, well-being and power during Disability History Month. During Disability History Month, we launched staff and student surveys and focus groups

which will inform further work to dismantle the barriers that our staff and students face over the next year.

Working with the staff networks and other partners, we have also delivered a series of successful events to celebrate Trans Awareness Week, Black History Month, Race Equality Week, International Women's Day and Pride Month. We were also thrilled to be "Highly Commended" in the European Diversity Awards in November 2022 and the British Diversity Awards in March 2023. Our mental health and well-being champions continue to support our staff and we have expanded our Mental Health Champion Network to 30 champions from all parts of LSBU Group.

In the first part of 2022/23, we have worked closely with staff networks, including supporting them through changes to the chairs and committees. This included inviting Cherron Inko-Tariah MBE, author of The Incredible Power of Staff Networks to deliver development sessions to staff network chairs in November and December 2023. In response to a recommendation from the EDI Review completed in March 2023, we have also developed and launched a staff network handbook.

In Summer 2021, LSBU were awarded over £181k by the Office for Students as part of their Mental Health Funding Competition to create LSBU's Black Students Mental Health Project. This project has worked with Black students to identify and remove barriers to support, create authentic and culturally relevant resources, and foster meaningful positive peer relationships to support good health and good academic outcomes. Through co-creation, resources have been developed that are used as proactive and preventative intervention tools to aid wellbeing and mental health. Through remunerated student collaboration, we removed the financial barriers to participation and created interventions and resources that will be rolled out at scale, including a complementary mentoring programme which will foster community, belonging and holistic good health.

Work as part of the Black Students Mental Health Project has conducted a survey and focus groups which have also facilitated change in our institutional approach to well-being during Welcome Week, with more focus on the services provided and how students can reach out to the team. Using this student voice, we were able to redesign materials that described our services and implemented icons that illustrated inclusivity.

In terms of our EDI training offer, we have had two key areas of focus this year. Over the last year, we have held anti-racism training across PSG departments and Schools exploring issues of allyship, cultural competency and BAME staff progression. South Bank Colleges have also developed their own anti-racism survey and training, with staff being trained to deliver anti-racism training sessions to their colleagues. As part of wider work to encourage completion of compulsory training, we have updated the compulsory EDI module which staff complete every two years. Working with an external partner from UCL, we have piloted a staff session on improving cultural competence with the Student Mental Health and Wellbeing Service, which is now being developed for other student-facing teams. This will help us to better understand and support our increasing international student



population. SBC have provided staff training on sexual harassment, suicide awareness and developing a trauma informed approach.

The Inclusive Researcher Group (IRG), which was established in September 2021 to foster a more inclusive and supportive research environment at LSBU, commissioned a report on equality, diversity, and inclusion (EDI) in research which was conducted this year. The report highlighted key findings on:

- 1. Employee representation data in academic research in the UK
- 2. A review of existing literature on the subject and the case for EDI improvement
- 3. A summary of key barriers to EDI improvement in research
- 4. Targeted recommendation for change

As a result of these findings, the IRG has developed a matrix, which has mapped identified barriers to six domains for improvement. Sustainable, practical interventions for improvements in each of these domains have been identified and will form the basis of a roadmap for EDI improvements in research for 2023/24.

For the 2022/23 end of year cycle, a new appraisal process is being introduced at LSBU. These Performance and Development Reviews (PDR) will include a specific requirement for managers and individuals to confirm that they have had a discussion about equality, diversity and inclusion behaviours as part of the end-of-year PDR. Work objectives relating to EDI can also be set for 2023/24 to recognise individual contributions to the delivery of the EDI Strategy, for example, by staff network chairs and EDI Leads. PDRs will be launched at South Bank Colleges in 2023/24.

Measures

Measure	Update
Awareness raising events	15 online events and five in-person events were supported by the EDI team during 2022/23, all of which were open to the wider community as well as students and staff.
Training completion rates	Compulsory EDI training for all staff: Completion rates increased from 61% to 82%.  Anti-Racism training: Delivered to three Academic Schools and four PSG Departments at the University so far in 2023/23, as well as sessions at South Bank Colleges with the Black Leadership Group.
OfS Black Students Mental Health Project	Student questionnaire: 10%+ response rate. Focus groups: 100+ students.

Belonging and Engagement

This pillar is focused on supporting teams across the Group to embed equality, diversity, and inclusion issues into all academic and business matters and to make sure that all staff and students feel welcome, safe, included, and respected. In practice, this means that we will have zero tolerance for bullying and harassment, embed inclusive recruitment principles and provide support for all staff and students.

As part of our commitment to tackling bullying and harassment, in 2022/23 we launched an Active Bystander training programme. This ran monthly to give staff the tools and a framework to more confidently be active bystanders. The training also incorporated a session on microaggressions so that staff better understand how comments can impact on under-represented groups. An online version of the training has been developed to replace the in-person sessions for 2023/24 and we have agreed questions as part of the staff survey planned for October 2023 to evaluate our progress in relation to bullying and harassment. Bystander training has also been undertaken at SBC.

We are currently working with Culture Shift, the providers of the “Report and Support” online system for reporting bullying, harassment and discrimination, which is currently only available to students. We will extend this service to employees in the next month, to improve monitoring of informal incidents of bullying or harassment and provide people with additional information and support. Introducing Report and Support for employees will also provide an opportunity to advertise for new Dignity at Work Advisers and to refresh training for all advisers. While this new service and training is being developed, we have not recruited any new Dignity at Work Advisers. Although turnover has reduced the number of advisers from 21 to 11 during the year, we have continued to be able to provide an adviser to everyone who has requested support during this period.

A best practice review of inclusive recruitment at LSBU has been undertaken to inform a review of in-house recruitment practices. We have identified barriers for BAME staff at the shortlisting and interview stages of our recruitment processes, with 69% of applicants identifying as BAME, but only 54% being shortlisted and 44% being appointed. A lack of disabled applicants has also been identified as an area for action.

Five key areas for action have been identified with the LSBU Recruitment team: recruitment panel diversity, anonymity of application forms (PSG); how job descriptions are written, pro-active support for disabled applicants and EDI requirements for Executive Search Agencies. A new recruitment training course for recruiting managers was launched in 2022/23, focusing on how to recruit in line with the LSBU Behaviour Framework, including behaviours around “inclusive working”. During 2023/24, the Behaviour Framework will be formally incorporated into all LSBU recruitment campaigns. Essential training for recruiting managers has also been introduced at SBC, who have also implemented diverse interview panels and embedded EDI into interview questions.

EDI Leads and EDI Committees are now established in all the Academic Schools at the University and all EDI Leads are members of Schools’ senior management teams, which increases their importance and visibility and raises the profile of EDI issues across the School. From this year, there has been a bi-monthly EDI Leads meeting to monitor progress and share best practice.

The EDI team provides EDI data reports quarterly to track progress with under-represented groups at the senior levels which are reviewed by the EDI Steering Group and EDI Committees in LSBU’s Academic Schools. This enables them to prioritise areas for action in the most appropriate way. Following the EDI Review, we have increased our support for the EDI Leads through regular meetings between the Head of EDI and each EDI Lead,



to support departmental EDI action plans. A training needs analysis for EDI Leads has also been undertaken.

A number of wellbeing events took place for staff at South Bank Academies over the last academic year. A wellbeing committee has been established which is run by a Mental Health Champion. The first meeting took place in June 2023. The committee consists of a number of staff members from different roles, ranging from the senior leadership team to teaching staff. There are plans to implement a Menopause Policy in September 2023, based on the LSBU model, alongside a review of other EDI policies in 2023/24. SBC have

introduced a new induction handbook for staff and are developing a combined EDI and wellbeing calendar for 2023/24 as part of a wider EDI communications strategy.

SBC ran a Student Ethnicity and Learning survey in December 2021, with 330 respondents and followed up with student focus groups. Training has been provided to students on behaviours as part of the tutorial Scheme of Work, including LGBTQ+ awareness, Black Lives Matter, Autism Awareness and Sexual Harassment and Peer-on-peer abuse.

Measures

Measure	Update
Staff engagement survey	<p>Inclusion measure questions: "Management is active in tackling bullying and harassment" (44% agreed in 201/22) and "In the last 12 months, I have personally experience harassment and/or bullying at work in the last 12 months".</p> <p>The Group approach to staff surveys has been improved during 2022/23, with the creation of a new Employee Engagement and Experience Advisory Group. Inclusion and wellbeing have been agreed as the themes for the next Group-wide survey, which will now be run in October 2023.</p>
Bullying and harassment	Active Bystander training: Attended by 80 staff including the Group Leadership Forum and Executive.
Dignity at Work Advisers	11 Dignity at Work Advisers supporting 13 cases in 2022/23.
Inclusive Recruitment	BAME recruitment pipeline. 69% of applicants, 44% of appointments (October 2022).

Excellence and Ambition

This pillar is about working to enhance the student and staff lifecycle to enable them to have full access to LSBU's opportunities and realise their full potential. In practice, this means we will be working to reduce our equality pay gaps, to ensure better promotion and progression opportunities for staff under-represented at the senior levels, and working towards sector-recognised accreditations and charter marks.

We have made substantial progress on our EDI charters during 2022/23. We now have developed and agreed with Advance HE a revised and more relevant interim institutional Athena SWAN action plan, which is more closely aligned to the EDI Strategy. The Athena SWAN Self-Assessment Team has representation from across the University and includes a wide range of stakeholders such as the Students' Union. Two Academic Schools have also started working on their

departmental Athena SWAN submissions, with Applied Sciences having made good progress and due to submit in September 2023.

Our Race Equality Charter submission is on track to be submitted by the deadline of July 2023. It has been reviewed by an external consultant and Advance HE, whose feedback has been incorporated. Our Race Equality Charter Action Plan has a real focus on ensuring that the whole LSBU community is engaged with its delivery and success, and is integrated with the Athena SWAN action plan, actions to address the ethnicity pay gap and the Access and Participation Plan.

For the first time, we ran a survey and focus groups to listen to the experiences of our disabled staff and students, working with specialists from the Business Disability Forum. This has identified difficulties in obtaining reasonable adjustments, and a new policy and supporting processes will be developed as a key action from this work prior to our application for re-accreditation as "Disability Confident" in 2023/24. Work is also underway in response to Stonewall's feedback on our Silver Workplace Equality Index accreditation, including a Gender Identity Policy for staff.

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 criteria, gender and BAME pay gaps. Our gender and ethnicity pay gaps increased slightly in March 2022 and we have outlined targeted actions in our annual pay gap reports to work towards closing them over the coming year. A key action will be a full equal pay audit, which will ensure that we understand the causes of our pay gaps and identify appropriately targeted actions. We are launching new PSG "career pathways" alongside the new appraisal process to support career development and will continue to monitor and provide support for marginalised groups as part of the academic promotions process. We, for the first time, compiled a disability pay gap report and were pleased that the gap is below the national average.

Work to decolonise the curriculum has progressed following the employment of a full time Decolonising Research Fellow, whose work has been guided by the LSBU Academic Board's approved vision statement for decolonising LSBU. Their work has focused on:

- Exploring LSBU's colonial history
- Guest Lectures and preliminary sessions with Schools led by the EDI Leads.
- Activities with students and Students' Union
- Profiling of LSBU through thought leadership
- Providing support in designing curriculum guides and reading lists
- Providing opportunities for networking and creating safe spaces of support
- Challenging Whiteness workshops
- LSBU handbook for BME students

All Schools have had, or have planned, a decolonising workshop with the decolonising curriculum fellow and have begun the process of identifying specific actions for their area. A further workshop is planned for the summer where delegates will have the opportunity to reflect on what has been achieved to date and set measurable targets for the next two years.

A report on decolonising LSBU will be shared and published soon after this workshop.

At SBC, all Curriculum Leads are taking forward EDI priorities as part of the work objectives, reporting regularly to the SBC EDI Committee.



Measures

Measure	Update
Reduction of pay gaps	Gender Pay Gap 2022 – 7.09% (mean), 10.21% (median) Ethnicity Pay Gap 2022 – 11.87% (mean), 14.04 (median) Disability Pay Gap 2022 – 4.38% (mean), 5.45% (median)
Promotion and progression	Senior Academic Roles (BAME): 22% (January 2023) Senior PSG Roles (BAME): 18% (January 2023)
Student awarding gap	White/Black students (gap 21.2%, OfS target 15.5%) White/Asian students (gap 9.5%, OfS target 12%)
Decolonising the curriculum	Challenging Whiteness workshops (one per Academic School) have happened with Engineering, Applied Sciences, Allied and Community Health, Institute of Health and Social Care, Arts and Creative Industries and the Business School in June 2023. A second, Critical Pedagogy workshop has been run in Law and Social Science and Applied Sciences so far, with further Schools planned for the next academic year.

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.

Several members of the LSBU Group Executive are actively championing a particular strand of EDI. All the staff networks have an Executive Sponsor who can advocate for them at the senior levels of LSBU.

We have also supported the Executive to increase their awareness of EDI issues and their role as leaders in championing change. To this end, we have held dedicated LGBT awareness and active bystander sessions, where they have been able to understand the key issues of the sector and think about their role in making a difference. Following a pilot in 2021/22, performance assessments based on behaviours including inclusive working will be included in the new PDR appraisal process and linked to performance-related pay for all leaders in Grade 11 and above.

The EDI team supports the delivery of an EDI module on the in-house Good Managers Programme, which expanded to three cohorts in 2022/23 following the successful pilot in 2021/22. This ensures that new managers are aware of their responsibilities in leading the change to embed EDI across their teams. During 2023/24, the People and Organisational Development team will be developing a new leadership development offer to run alongside the Good Managers Programme. EDI modules have also been delivered as part of management and leadership training programmes at SBC.

The LSBU EDI team continue to support and fund staff each year to participate in the Diversifying Leadership programme for BAME staff and Aurora programme for women, both run by Advance HE. We also support staff to participate in the Calibre programme run by Dr Ossie Stuart for disabled staff and the Stonewall Leadership programme for LGBT staff. These programmes provide staff with an opportunity to explore their leadership style with like-minded ambitious individuals from a variety of cultural backgrounds. It features workshops as well as action learning sets. On completion, they will then become part of the alumni network where they will be supported with national activity run by the programme organisers. This year, attendance on these programmes is being supported by LSBU with additional in-house career development opportunities and career tracking. Sessions have been run by an external leadership coach and members of the Executive have attended to share their leadership journeys.

Measures

Measure	Update																				
Staff engagement survey	Inclusivity measure question: “LSBU/ SBC/ SBA is actively demonstrating a commitment to providing a fair and inclusive environment” (64% agreed in 2021/22, next survey due October 2023).																				
EDI Leadership programmes	<p>For this current academic year 2022/23 we have 21 participants:</p> <table><tr><th></th><th>Academics</th><th>PSG</th><th>Total</th></tr><tr><td>Aurora</td><td>8</td><td>4</td><td>12</td></tr><tr><td>Diversifying Leadership</td><td>4</td><td>2</td><td>6</td></tr><tr><td>Calibre</td><td>2</td><td>0</td><td>2</td></tr><tr><td>Stonewall</td><td>1</td><td>0</td><td>1</td></tr></table> <p>During 2022/23, participants and people who have previously completed the programme have achieved:</p> <ul style="list-style-type: none"><li>• Internal promotions (2)</li><li>• External promotions/ appointments to external bodies (2)</li></ul>		Academics	PSG	Total	Aurora	8	4	12	Diversifying Leadership	4	2	6	Calibre	2	0	2	Stonewall	1	0	1
	Academics	PSG	Total																		
Aurora	8	4	12																		
Diversifying Leadership	4	2	6																		
Calibre	2	0	2																		
Stonewall	1	0	1																		



# The Access and Participation Plan

The Access and Participation Plan (APP) sets out how LSBU will work towards improving equality of opportunity in higher education. The APP details our strategies, interventions, and targets in place to support students to:

- Access higher education and make informed decisions about their future
- Continue with their studies year after year
- Complete their studies within the intended timeframe
- Attainment – to academically achieve 2:1 or above
- Progression – to support students' progression to employment
- Financial investment committed to each stage of the student lifecycle

The Office for Students (OfS) has identified 12 national risks to equality of opportunity in higher education and highlights which student groups are most affected by each one.

LSBU is currently updating the Access and Participation Plan (APP), which will be implemented from September 2024-25 through to 2027-28. This updated plan reflects our proactive approach towards addressing potential risks and ensuring a supportive environment for all students, regardless of their background.

We plan to work closely and collaboratively with students, Schools, student services, the Students' Union and other allies to ensure an inclusive and supportive environment for all. Through collaborative partnerships, we strive to:

- **Engage with Students:** We actively seek input from our diverse student body, valuing their perspectives and incorporating their feedback into developing and implementing initiatives to promote equality of opportunity.
- **Collaborate with Schools:** We forge strong relationships with schools within and outside the Group to create awareness and guide young learners on higher education opportunities. By actively engaging with schools, we ensure that students from all backgrounds have access to the information and support needed to make informed decisions about their educational journey.
- **Empower Student Services:** We work closely with our dedicated student services teams to identify and address barriers hindering equal opportunities. By sharing insights, speaking with our students, and implementing tailored support programmes, we strive to enhance the overall student experience and promote inclusivity throughout the University.

- **Foster Partnerships:** We actively seek partnerships with external organisations, community leaders, and industry professionals to expand the reach of our equality initiatives. By collaborating with these stakeholders, we tap into their expertise and resources, fostering a collective effort to mitigate risks and promote equal opportunities.

By working collaboratively with students, schools, student services, and other stakeholders, we ensure that our approach to mitigating risks to equality of opportunity is comprehensive, informed, and impactful. Together, we strive to create an environment where all students can thrive and succeed, regardless of their background.

Effective change requires collaboration and sharing knowledge and insights across the sector. Throughout the APP's life, we are committed to learning from others, developing and sharing resources that encapsulate our best practices and strategies for reducing risks to equality of opportunity and closing the attainment gap.

By working together and pooling our collective knowledge and resources, we can create more inclusive, informed, and practical solutions that have a lasting and transformative impact on students nationwide.



# Appendix 1: Staff Networks

The LSBU Staff Networks 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. Key activities for each network in 2022/23 are described below:



## DNet - Disability and Accessibility Network

- Worked on a comprehensive disability history month programme during Disability History Month in December 2022 with five wide-ranging events.
- Obtained improved accessibility software called Text Help for all staff and students which has an increased functionality and is far more suited to preserving eye health, as part of the DNet core aim "creating parity between staff and student provisions".
- Accessibility audit of the new LSBU Hub with the DNet Executive Sponsor with clear recommendations to take forward.



## EquiNet - BAME Staff and Allies Network

- Created a digital wall to gain staff thoughts on the barriers that BAME staff face and participated in a focus group to support the development of the action plan of the Race Equality Charter.
- Held a variety of engaging events to raise awareness of the BAME presence and contribution throughout the organisation during Black History Month and beyond, including supporting the Black mental health student event during Race Equality Week in February 2023.



## GenderNet - Gender Equality Network

- Continued the 'Role Model Conversation' lunch time series with internal role models.
- Hosted intersectional events with SONET on supporting a transgender child.
- Supported the progression of the actions within the Athena SWAN action plan.



## Parents and Carers Network

- The Parents and Carers Network's activities reduced significantly during the coronavirus pandemic, when many members were home-schooling. The chair of the network was then on sabbatical in 2022/23. The network recently reconvened to decide their priorities for 2023/24 and will receive additional support from the EDI team over the next year.



## SONET - LGBT+ and Allies Network

- Hosted several engaging and interactive events during LGBT History and Pride Month.
- Members and supporters have written several engaging blogs throughout the year sharing personal experiences including members of the Executive.

# Appendix 2: EDI Strategy Dashboard

## Group Strategy: Fit for the Future

Have an inclusive workforce that represents the community and student body we serve, with the proportion of staff at senior level representative of the wider staff base.

## Related KPIs

- Gender and ethnicity pay gaps
- Delivery of EDI objectives
- Diversity of staff and student body

KPI/ PI	Measure	Actual 2021/22	Year End 2022/23	RAG Rating
Closing of the Gender and Ethnicity Pay Gaps	Mean Gender Pay Gap	6.05%	7.09%	
	Median Gender Pay Gap	5.26%	10.21%	
	Mean Ethnicity Pay Gap	9.7%	11.87%	
	Median Ethnicity Pay Gap	9.6%	14.04%	
An inclusive environment where everyone can thrive	Staff Survey Question: Actively demonstrating a commitment to providing a fair and inclusive environment	64% agreed (580/907)	October 2023*	
	Staff Survey Question: I can be myself at work without worrying if or how I will be accepted	75% agreed (679/906)	October 2023	
Zero tolerance for bullying and harassment	No. of trained Dignity at Work Advisers	21	11	
	Staff Survey Question: Management is active in tackling bullying and harassment	44% agreed (401/ 911)	October 2023	
Accreditations and Charter Marks	Race Equality Charter	N/A	July 2023	
	Stonewall Equality Index	Silver	Sept 2023	
	Disability Confident	Silver	Dec 2024	
	Athena SWAN	Bronze	July 2025	
Representative diversity in management structures	Senior Academic roles BAME	15%	22%**	
	Senior PSG BAME	16%	18%**	
Student awarding gap	(a) white/Black students	23.1% (target 15.5%)	November 2023***	
	(b) white/Asian students	12% (target 12%)		
Decolonising the curriculum	Academic School workshops	N/A	8	

\*LSBU Group staff survey including EDI measures planned for October 2023

\*\*Figures from January 2023 workforce reports (next reports 31 July 2023)

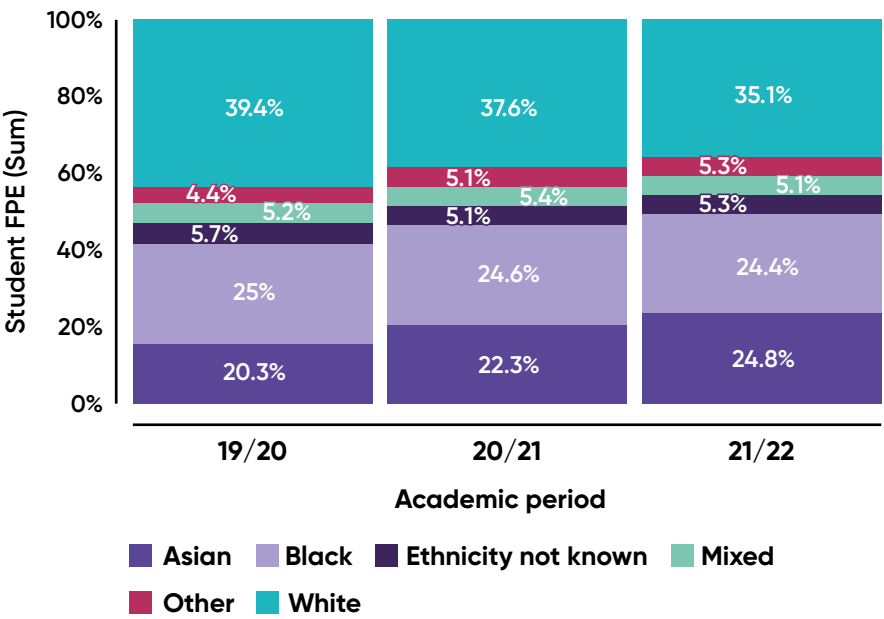
\*\*\*HESA data available October/ November each year



# Appendix 3: Our Students

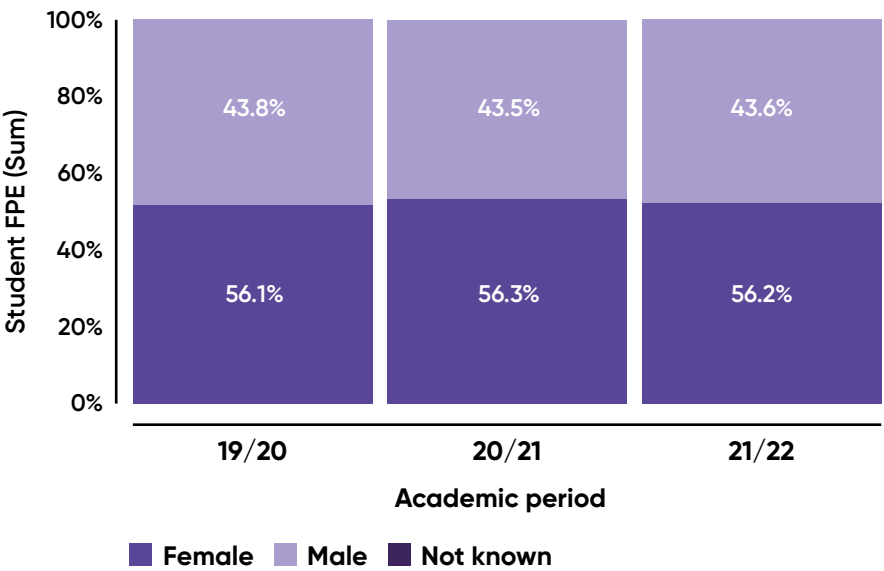
The latest data that we have for University students is for the academic year 2021/22 and we include a three-year comparison.

## Ethnicity (%)



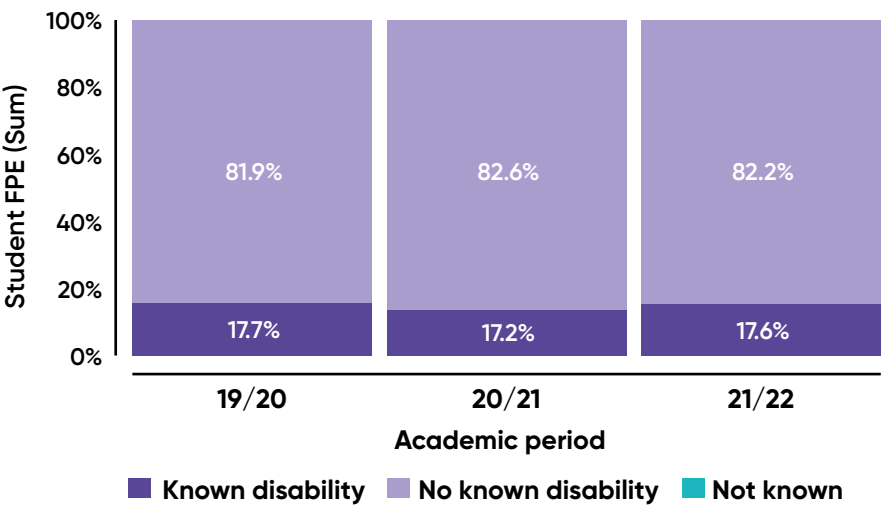
The ethnic diversity of our students continues to grow with over a 2% increase on BAME students over the last year. BAME students now make up over 59% of our student cohort.

## Sex (%)



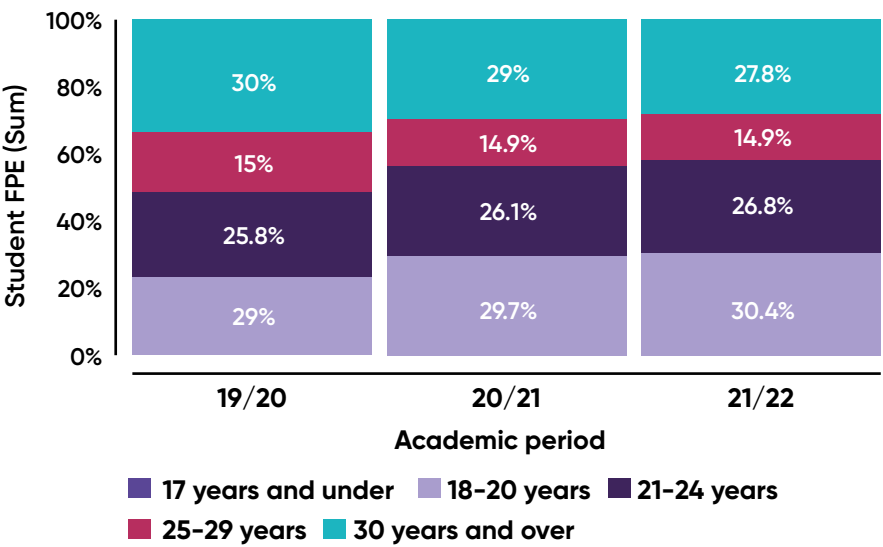
The percentage of female students has remained the same over the last year and they make up over 56% of the student cohort.

## Disability (%)



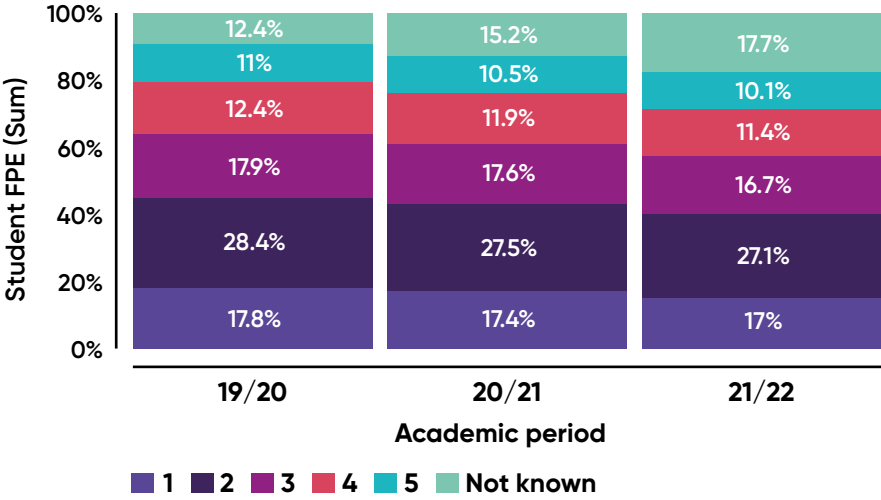
Our disabled student cohort has remained the same this year with over 17% of our students declaring a disability.

## Age (%)



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

IMD (Index of Multiple Deprivation) (%)



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 seven domains of deprivation, which combine to create the Index of Multiple Deprivation (IMD2019).

**IMD Quintile 1:**  
Student's 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:**  
Student's 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.

Appendix 4: Our Staff

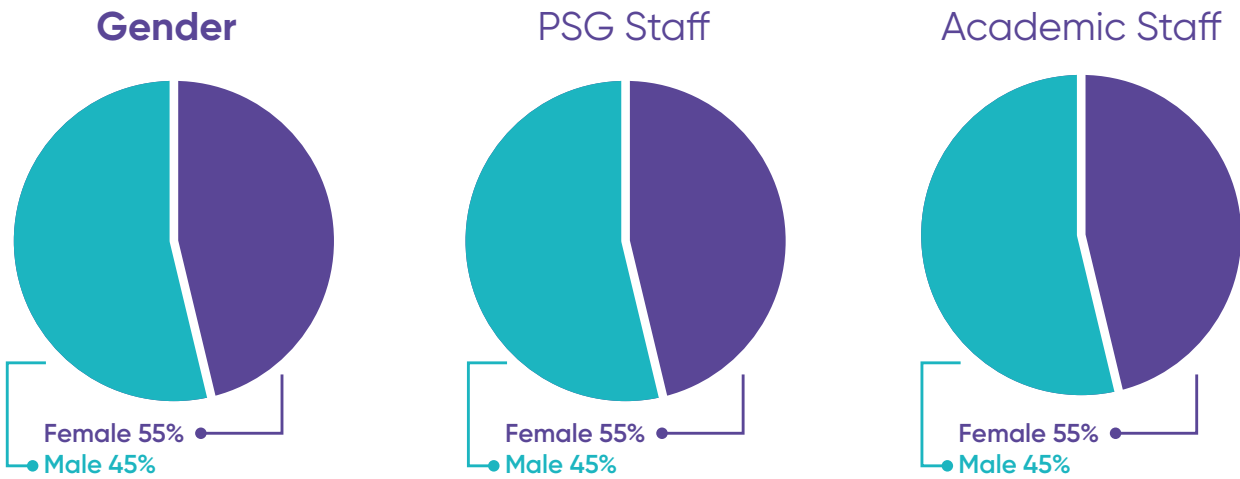
The latest complete academic year of data that we have for staff at the University is for the academic year 2021/22. The graphs displayed represent the diversity makeup of the University. Comparisons are provided with data collected by the Higher Education Statistics Agency (HESA) Higher Education Staff Statistics: UK, 2021/22 | HESA

It should be noted, however, that since 2019/20 HE providers are only required to provide information to HESA about academic staff, and only 131 of 197 returns included data about professional services staff, which limits the conclusions that can be drawn from the data.

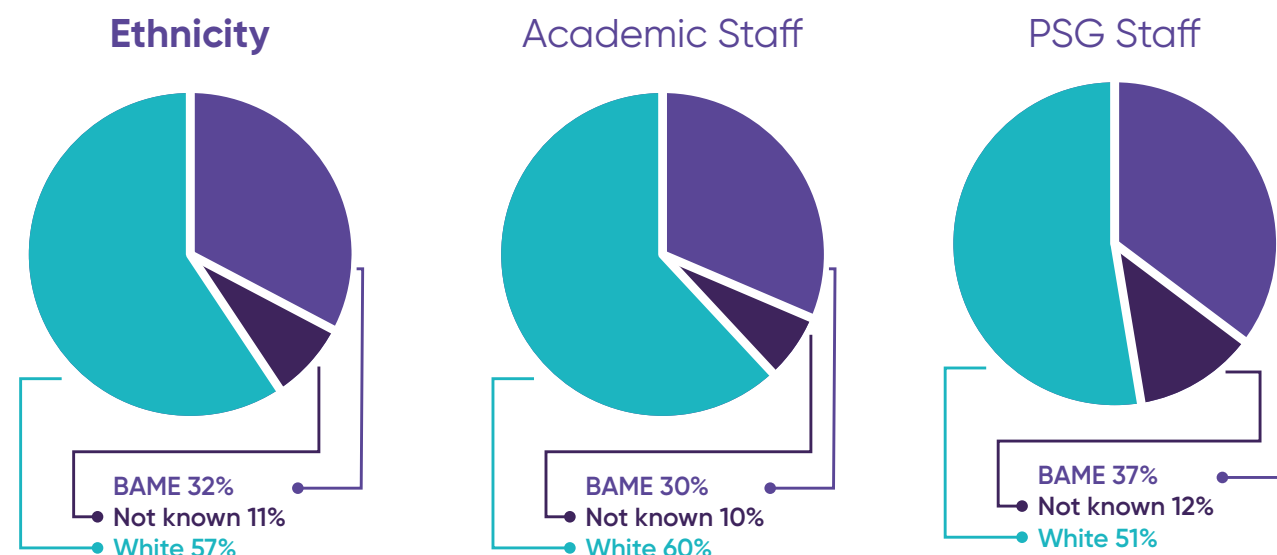
Staff Demographics 2021/22

57% of our workforce is white and 32% BAME. We have a near gender-balance at an organisational level, which is 55% female and 45% male. Over the last year, we have seen an increase in BAME and female staff working at LSBU.

LSBU had a higher proportion of female academic employees compared to the 48% of female academics reported by HESA for 2021/22. HESA also reported academics who identified their gender as "other", which is not captured in the LSBU data. However, this accounted for only 1% of the academic population.





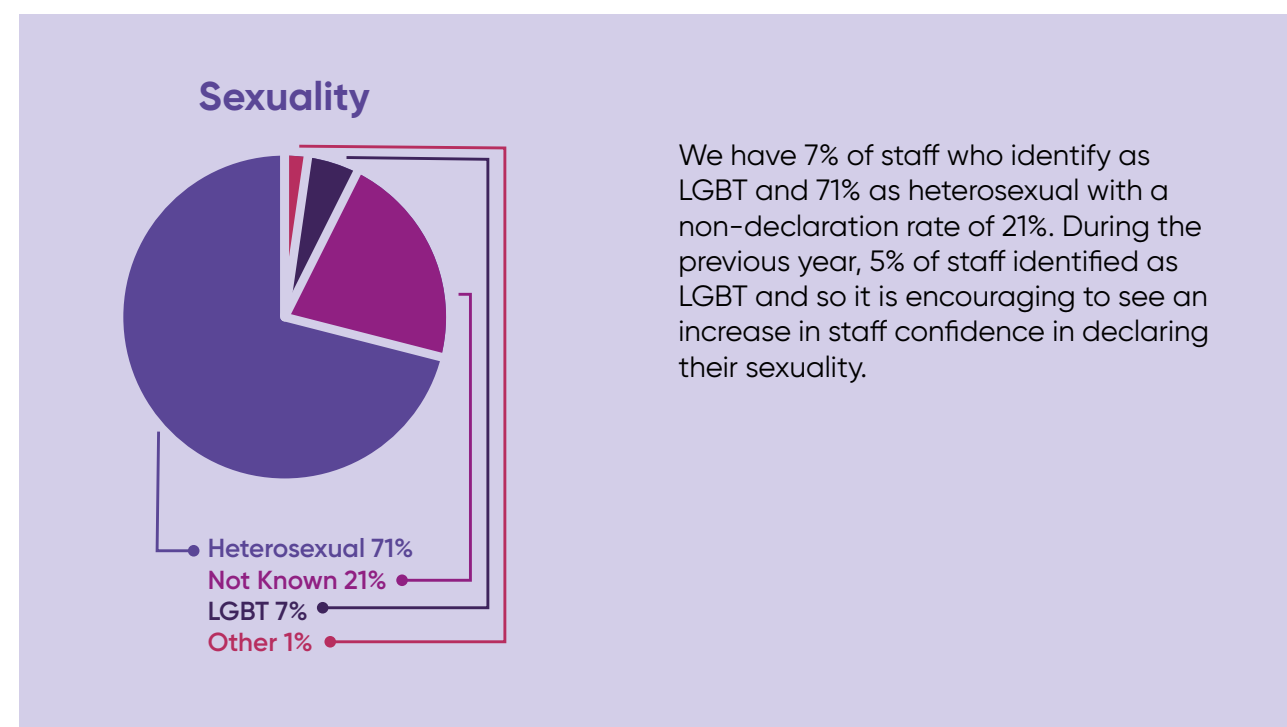


The HESA data reports that only 20% of academic staff with known ethnicity were from ethnic minority backgrounds in 2021/22, although this had risen from 16% in 2017/18. There is a significantly higher proportion of academics from an ethnic minority at LSBU, however, the proportion is also higher at other London HEIs.

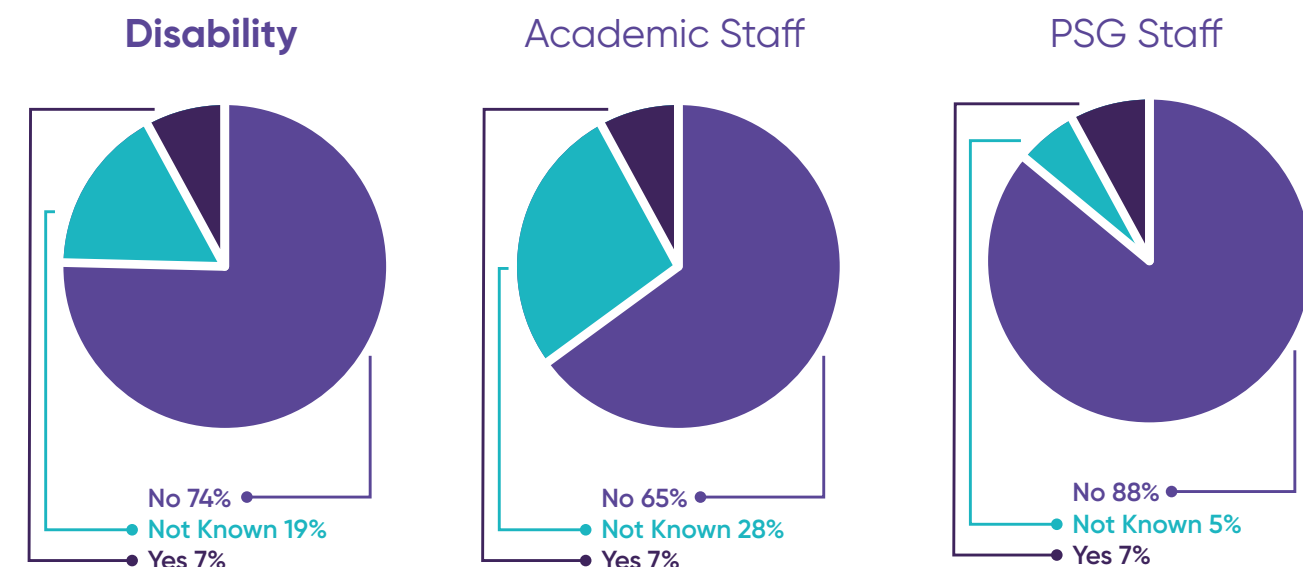
In the Census 2021, the Office for National Statistics reported that London was the most ethnically diverse region of England. The proportion of people living in London

who identified as "White: English, Welsh, Scottish, Northern Irish or British" was 36.8% (3.2 million people). This is broadly comparable to the proportion of LSBU students who identified as white in 2020/21 [35.1%].

As white people make up 60% of the PSG community and 51% of the academic community at LSBU, this shows that we remain a significant distance from LSBU's strategic aim of having a "workforce that represents the community and the student body we serve".



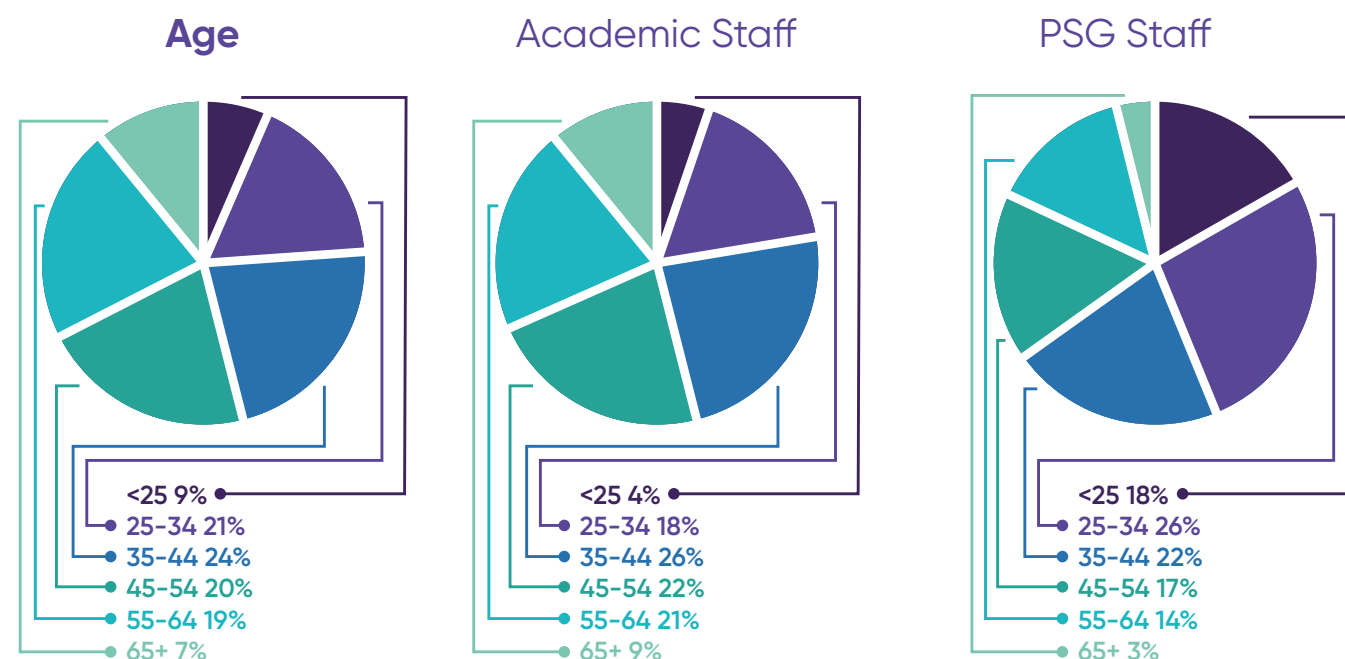
We have 7% of staff who identify as LGBT and 71% as heterosexual with a non-declaration rate of 21%. During the previous year, 5% of staff identified as LGBT and so it is encouraging to see an increase in staff confidence in declaring their sexuality.



We have 7% of staff that have declared a disability, which means that they can be supported with reasonable adjustments if required. This is a 1% increase in the disability declaration rate compared to the previous year.

The proportion of LSBU employees who are disabled is the same for both the PSG and the Academic Schools (7%). This is slightly higher than the HESA reported sector-wide figure for academics, which is 6%.





In terms of age, there is an even spread with lower numbers at the highest and lowest age ranges which is to be expected.

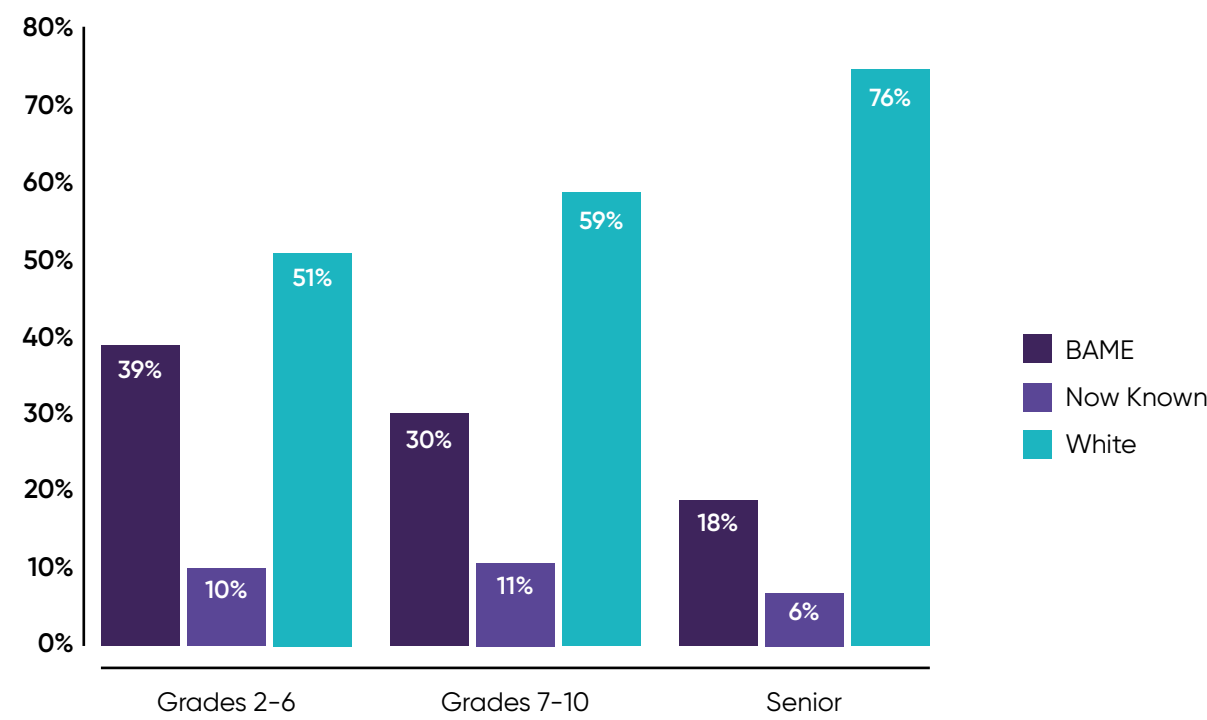
The proportion of staff in Academic Schools who are below 25 years of age (4%) is slightly lower than the HESA-reported proportion of younger academics in the sector (3%). However, this may reflect a difference in the way information has been collected, as the figures for LSBU include employees working

in Academic Schools on non-academic contracts. The proportion of PSG staff at LSBU who are under 25 is much higher, at 18%. HESA reports that almost half of all professors are aged over 56 years of age. Again, there are limitations to any comparisons with the LSBU data, which is collated in a different way, however, this is broadly comparable to the 48% of Grade 11+ LSBU employees in Academic Schools who are at least 55 years old.

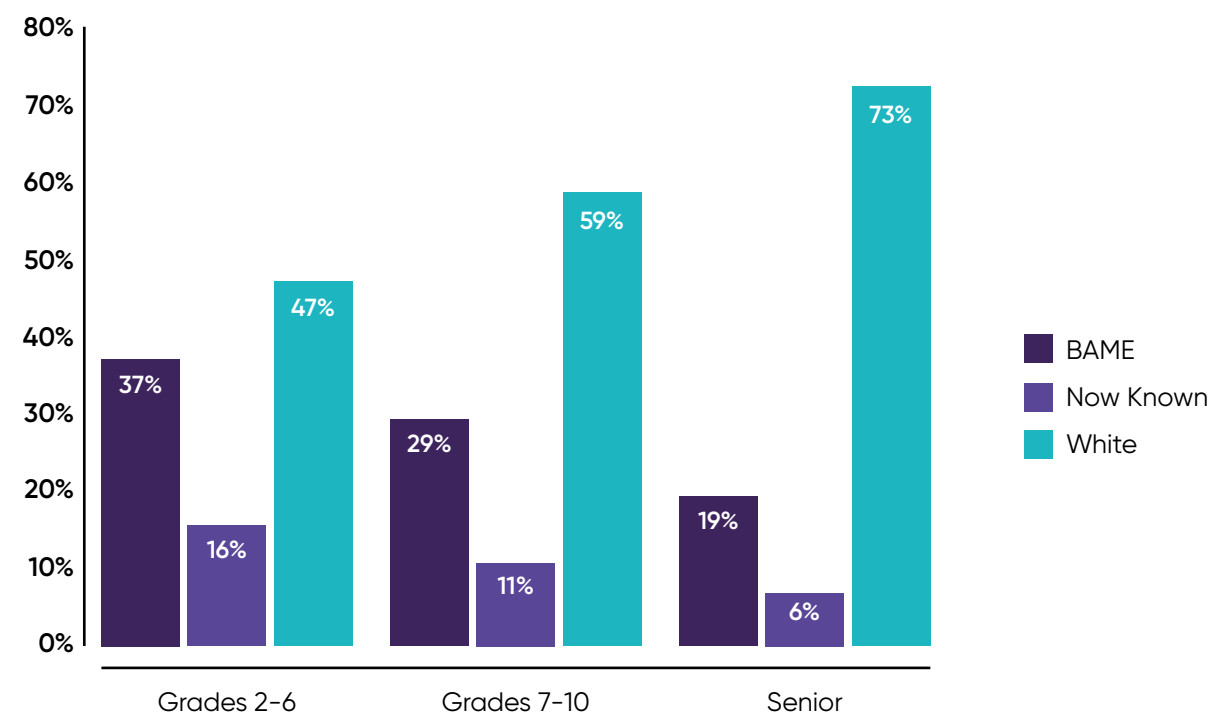




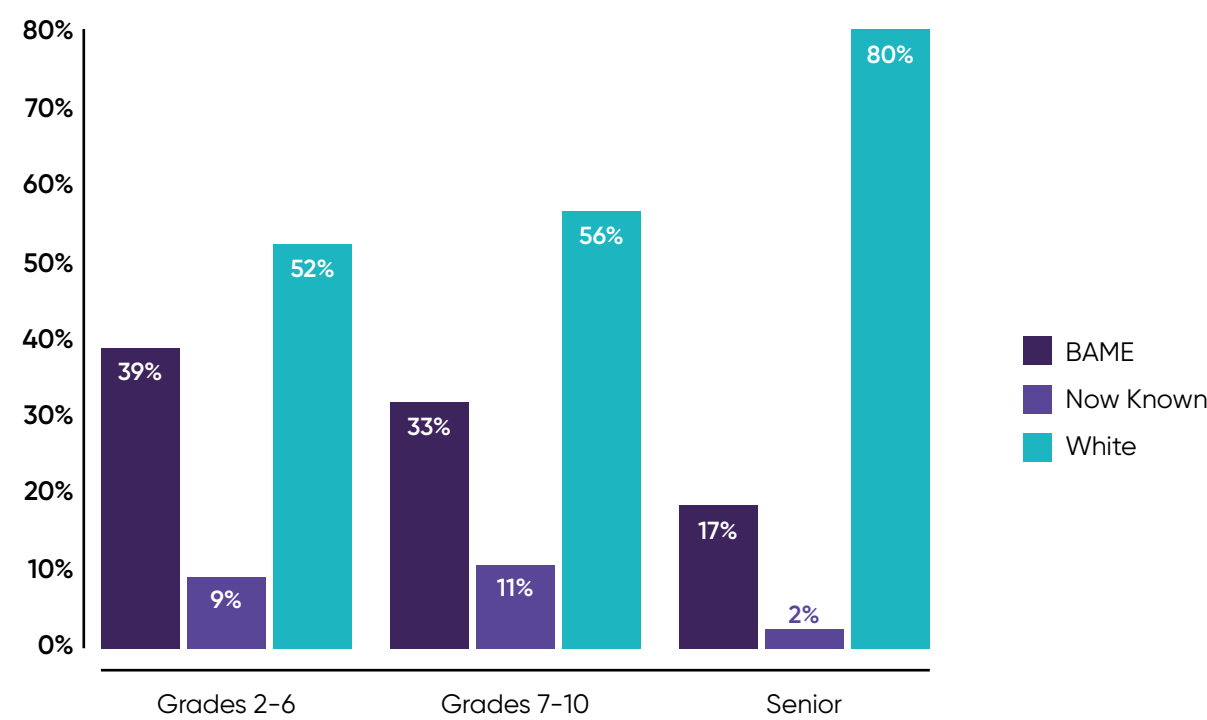
All Staff - Ethnicity



Academic School Staff - Ethnicity



PSG Staff - Ethnicity

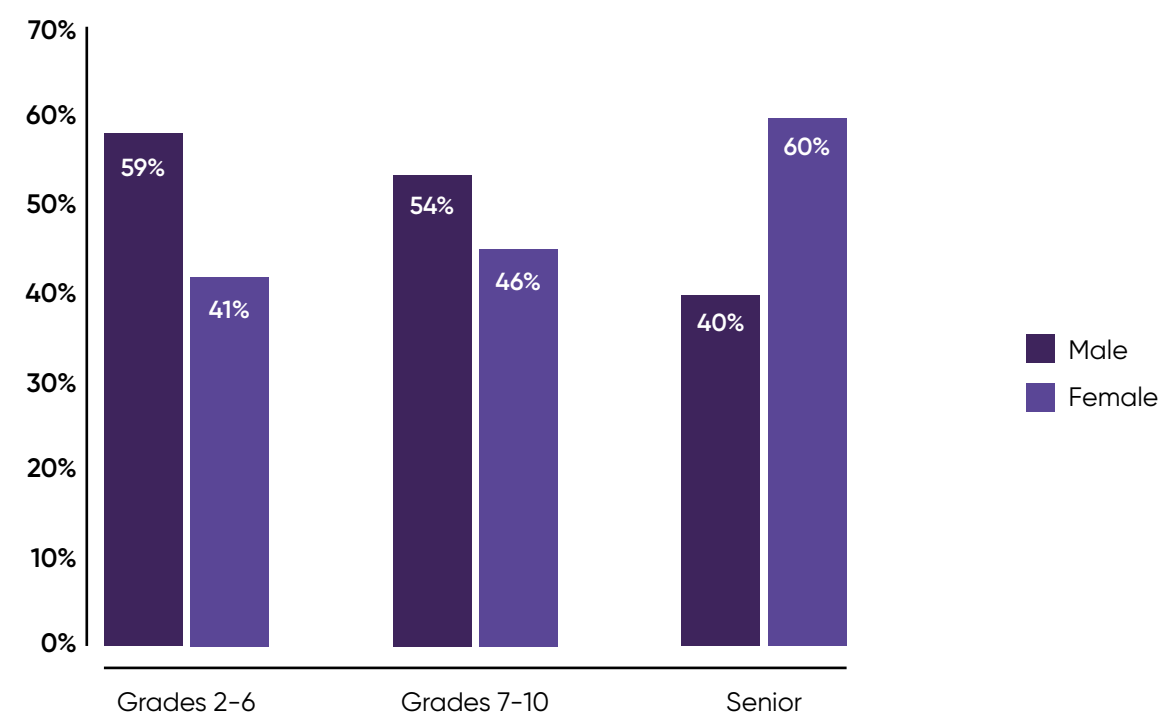


The proportion of LSBU employees who are white increases significantly with grade, meaning that BAME staff are over-represented at the lower grades with 39% in Grades 2-6 and under-represented in Grades 11+.

HESA reports that across the sector in 2021/22, 12% of professors were from ethnic minority backgrounds, which compares positively to BAME employees at Grades 11+ in the LSBU Academic Schools (19%).

However, even at the lower grades, at 51% the proportion of white employees at LSBU is still higher than the proportion of white students at LSBU and the proportion of people living in London who identified as “white” in the 2021 Census.

All Staff - Gender



We have a near gender-balance at an organisational level, which is 55% female and 45% male. However, women are over-represented in the lower grades (59%) and under-represented in more senior roles (40%), which is a significant contributor to the gender pay gap.

South Bank Colleges Staff Population

Ethnicity	2021-22 %
BAME	58.8
Not Known	3.8
White	37.4
Gender	
Female	62.7
Male	37.3
Disability	
Yes	4.3
No	87.8
Not Known	7.9
Age	
Under 25	2.2
25-34	8.7
35-44	18.7
45-54	31.4
55-64	31.4
65-74	6.8
75+	0.8
LGBT	
Heterosexual	55.1
LGBT	8.4
Not Known	36.5

South Bank Colleges within this reporting period continue to have two thirds of staff who are women. 4.3% have declared a disability and there is a truly diverse mix in terms of ethnicity across the College.





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