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I became Vice Chancellor at London South Bank University (LBSU) because I believed the university could make a real difference to individuals and to society. Embedded in its history was a recognition of the importance of professional and technical education and an opportunity to become a beacon for high quality applied learning research and enterprise. In our mission it’s recognised that education can be transformational and the university has always sought to support those that wish to learn and have the aptitude for study no matter what their background. And at the outset our founders spoke not only of learning but the need to promote health and well-being so highlighting the importance of holistic support if we are to help people succeed. Helping shape an institution with such a long history in the community and set it on course for the next 125 years is therefore an important challenge and a great responsibility. Helping shape an institution with such a long history in the community and set it on course for the next 125 years is therefore an important challenge and a great responsibility. With increased competition in the sector, and now the global challenge that is Covid-19, it is vital that we build an LSBU Group that never loses sight of the its core mission of inclusive education, which fundamentally has not changed for over a century.

Diversity and inclusion are not just words we put on our walls or in our brochures, they’re woven into the very fabric of LSBU. This does not mean that we do not have our challenges of course. We know that we’ve got a long way to go to eliminate the attainment gaps within our courses and that we have an urgent need to ensure that diverse talent rises to the top of our staffing structures. These are challenges we acknowledge and do not shy away from. Whilst recognising there is always more to do, I am also proud of the successes we’ve seen in the reduction in our Gender Pay Gap and the award of Athena SWAN Bronze recently. The development of the LSBU Group is also a critical step in ensuring we have the capabilities to support our South London communities even further by seeking to join up educational silos so making it easier for individuals and business to access the high quality technical and professional learning that they need.

I’m proud to work at LSBU and wish to see us become sector-leading in diversity and inclusion for both staff and students during the next five years through our 2020-2025 Group Strategy. We have done a significant amount of work to begin collecting meaningful data that can help us better understand our success and the challenges ahead. This report is one of the next steps on our journey and demonstrates our desire for open, transparent reporting so we can work to address the barriers that exist together.

Messages from the Executive

Nicole Louis – Chief Customer Officer

Becoming the Chair of the EDI Steering Group last year has given me an exciting opportunity to collaborate with colleagues to achieve real focus to our diversity and inclusion agenda and ambitions. As we move forward, we are evolving our approach to EDI leadership and governance and part of this, will be the establishment of a new EDI Framework. This framework will support our activity to be robust, focused and impact-led, and to ensure that we have smart goals with clear milestones and accountabilities. I very much believe that we each have a role to play in supporting our EDI agenda, which is equally important for our staff and our students. It’s been rewarding to hear of the hard work from our staff, students and volunteers across the Group and who support our diversity and inclusion agenda with their passion and expertise. In my role I am able to truly see the challenges of our students, from open days through to graduations and beyond, and it’s inspiring to see and hear the stories of how our students overcome the many barriers they often face to achieve their goals. It motivates me every day to know that we can really change the lives of our students and our staff through our ambitious EDI agenda.
A long history of inclusion

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

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

Our EPIIC Values

**Excellence**
At LSBU we are known for working to a high standard and providing a quality service to all.

**Professionalism**
At LSBU everyone takes personal responsibility and accountability, leads by example and inspires others.

**Integrity**
At LSBU we communicate with transparency and respect, creating a working and learning environment based on trust.

**Inclusivity**
At LSBU we celebrate being a diverse and vibrant community, where there are no barriers to inclusion and where we view the differences between people as a source of strength.

**Creativity**
At LSBU we are innovative, generating ideas and opportunities that are useful in solving problems and enhancing the reputation of the university.
Equality, Diversity and Inclusion at LSBU

External research makes it clear that inclusion, as a core strategic priority and leveraging the value of diversity, is crucial in attracting and retaining talent, fostering innovation and building workplace and learning environments where everyone can thrive.

Diversity is about people. It’s the rich tapestry that makes up our world, our societies and communities, our families, friends and social networks, our work and learning environments and the individuality of us all. From unique characteristics such as our fingerprints and our DNA, to that which we have in common with others. At LSBU we don’t think about diversity in isolation. We consider all the elements that make up our population, that background, education, nationality, generation, age, working patterns, religion or belief, sexual orientation, gender identity, ability, skills and any other characteristic (protected or otherwise).

Inclusion is about people. We think and act in a way that ensures everyone is considered when business decisions are made. Inclusivity is part of our growth mindset, and we build inclusion into all we do to ensure that our workplace and learning environments are places where everyone feels valued – where they are able to bring their different perspectives and be their whole selves.

Equality is about people. It’s the end outcome that we’re trying to achieve. Fair and equitable outcomes for our staff and our students. However, equality isn’t about treating people in the same way. It’s about understanding and responding to individual or group needs. We see diversity in its widest context and equality as a broad spectrum, and the principles we apply to treating people fairly extend beyond those with protected characteristics.

A year of progress

- Athena SWAN | Bronze Award 2020–2025 awarded
- Access & Participation Plan (APP) | Accepted by OfS
- Gender & Ethnicity Pay Gaps | Continued reduction
- What Works for LSBU | BAME Attainment Gap research project started
- New and Improved Staff Networks | 2 new staff networks started in 2019/20
- Revised Dignity at Work Framework
- Office of Students (OfS) consultation – sexual misconduct in HE | Institutional response given
- Equality and Human Rights Commission Report (EHRC) on Racial Bullying & Harassment in HE | Baseline conducted and recommendation uplifted into work packages
- LGBTQ+ awareness sessions | Delivered to c1000 participants within and outside LSBU
- Improved governance and accountability in staff networks
- User experience | New intranet, forms and communication for EDI communication with staff
- Foundations for Group | Exploring EDI across the Group and assessing successes and gaps
Our students

"I want LSBU to be a place where our students see that achievement is possible from every background and ability. As an educational institution, it's vital that we can role model what success looks like in a modern, diverse city. If you can’t see it, you can’t be it!"
Deborah Johnston, Pro Vice Chancellor Education

Ethnicity (%)

Gender (%)

Disability (%)
Our staff

“I am a passionate advocate of equality, diversity and inclusion and believe that we have a real opportunity to make a difference to the lived experience of all our colleagues and students. The 2020-25 People Culture and Inclusion strategy sets out how we will transform cultural and systemic practices that have a huge impact on key moments of the employee experience.”

Marcelle Moncrieffe-Johnson, Chief People Officer

“EDI Everyday” – a journey begun

“My approach is that, of course people are gay/black/female/live with mental health issues/religious/disabled...so lets get over it! It’s time to not just be thankful for equality; but demand it.”

Prof. Patrick Callaghan, Dean of the School of Applied Sciences

Sexuality

- Heterosexual 69%
- LGBT 6%
- Not known 25%

Ethnicity

- BAME 30%
- Not known 8%
- White 62%

Disability

- No known disability 94%
- Disabled 6%

Gender

- Female 48%
- Male 52%

Age

Student FPE (%)

- Less than 25
- 19%
- 25–34
- 25%
- 35–44
- 23%
- 45–54
- 5%
- 55–64
- 5%
- 65–74
- 5%
- Greater than 74

Becoming a Centre of Excellence

The Equality, Diversity and Inclusion (EDI) Team has begun to move towards becoming a centre of excellence that will enable LSBU to become sector-leading by 2025. With a team that has been in flux for a number of years, this year has seen a focusing on building strong foundations, with sustainability and longevity as its cornerstones. A key principle of our approach is to adopt a growth mindset and to continually review and evolve the what and how we do EDI at LSBU.

For many years, Diversity and inclusion has been seen as a function. But EDI is not a product, team or policy, it’s a mindset and everyone plays a role in building a more inclusive LSBU. Within the EDI Framework is a three year roadmap which will move EDI from a team, to an ethos. Within this, the team is building its strengths as subject matter experts who collaborate across the university to co-deliver projects and/or provide insight into best practice within and outside the sector.

The EDI Team is beginning to see a shift of ownership of the agenda back to local teams, whilst keeping the big picture in frame. Clear examples of this agency approach can be seen in the many projects and areas within this report.
“At LSBU we need to build on good intentions and materialise them into a tangible culture that recognises all strands of diversity and demonstrates concrete actions around wellbeing and inclusion, not just in pockets of the university, but as a collective society within the organisation.”
Annie Yau, Staff Wellbeing

Since Summer 2019 our approach to Dignity at Work has been led as a joint project between the EDI Team, Staff Wellbeing and other stakeholders including staff and students. There was a recognition that the current programme required updating to meet the needs of the current and future LSBU Group. A changing internal and external landscape accelerated the need for review, including:

- Staff engagement survey results around wellbeing and bullying/harassment
- The Office for Students’ consultation on harassment and sexual misconduct in higher education and the Equality and Human Rights Commission Report - tackling racial discrimination in HE
- The actions in LSBU’s Athena SWAN submission
- A potential risk in current practice and a requirement to provide a consistent development and skills package for staff volunteers.

The Dignity at Work Framework brings together five support services available to staff: Dignity at Work Champions, Mental Health Champions, Staff networks, Employee Assistance Programme (EAP) and Occupational Health. It also sits alongside the Bullying and Harassment Working Group which is exploring and implementing policy and actions to tackle bullying and harassment, with a particular focus on the experience of BAME staff. Aligning these two groups has enabled an integrated response.

Creating the Dignity at Work Framework required an escalation framework, amended role descriptions, new reporting and contact forms to streamline accessing support, online recording systems for our informal processes to mitigate risk and allow data to be gathered and analysed. To compliment these changes to governance and process, a Dignity at Work intranet hub has been created which placed the user experience at its heart. We want staff to be both aware of, and can easily access, the range of formal and informal routes available.

Over the coming months and years, the framework will continue to develop through ongoing training and recognition for volunteers and greater synergy between the evolving staff systems and the established student systems. Group-wide delivery has been built into the new framework governance and the development of project plans begun across the Group.

Current numbers: 32 Mental Health Champions (LSBU) 12 MHCs (Group), 7 Dignity at Work Champions. 40+ trained in Mental Health Awareness
Staff networks
LSBU benefits from well-established staff networks. 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 has evolved, with the creation of a wrap around framework and increased support from the EDI Team in areas such as finance, logistics, development and governance. Each network has identified its strategic aims which are clearly visible and regularly reported at the monthly EDI/staff network meeting and EDI steering groups. Work will continue to strengthen and clarify the governance and support of the networks by including a universal terms of reference, elections and membership engagement strategies.

We are pleased to now have two new networks created by staff volunteers this academic year, DNet (Disability and Accessibility) and the Parents and Carers Network. These new networks seek to meet the needs of staff within these areas and have become particularly important during the Covid 19 crisis.

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:**
- Collaborated with Estates to have “Not all Disabilities are Visible” stickers on every accessible toilet across LSBU
- Hosted “Daily British Sign Language” lessons throughout April

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:**
- Continues to deliver a robust and engaging series of events and learning opportunities such as the Black History Month celebration day, and guest speakers including June Sarpong and Nels Abbey
- Supporting the What Works for LSBU attainment research project

GenderNet – Gender Equality Network

**Strategic aims:**
1. Foster a positive culture around 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:**
- Began the Role Model Conversations lunch time series where staff can learn from an internal role model
- Successful Trans*forming LSBU event on Trans+ in higher education

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:**
- Have demonstrably shaped the university’s Covid-19 response for parents and carers
- Membership has rapidly grown since it started in December

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:**
- Supported the delivery of the LGBTQ+ Awareness training to 100s of colleagues
- Have created a stable committee to support delivery
A necessary step to making EDI more embedded into the university culture has been to ensure that its presence on the intranet is accurate, clear and accessible. The core of this has been the creation of the EDI Hub, designed to meet the short and long term needs of staff, with user experience at its core.

An example of putting the user experience first was the creation of Protected Characteristics pages that allow a person to see a range of resources linked to a specific characteristic as defined in the Equality Act 2010.

An embedded Contact Us form enables the EDI Team to more easily gather data around its interactions but also streamline the experience for staff to ensure they are able to be assisted as quickly as possible.

Inclusive Recruitment

In a further example of collaborative working, the EDI Team and Recruitment Team have come together to look at how we embed inclusion into the recruitment journey. The project’s scope ranges from employer branding, through to interview, on-boarding and exit. Inclusive recruitment will bring together a range of internal KPIs including our Athena SWAN action plan, external good practice and future ambitions. The project aims to complete its key deliverables by Autumn 2020. This will provide a robust foundation of updated training, systems and communication alongside new guidance and policy to facilitate a true cultural and behavioural shift across LSBU as regards inclusive recruitment practices, talent acquisition, progression and retention.

Below is an example of what the project is aiming to address by providing clearer guidance, training, support and oversight in the areas of interview panel composition and monitoring. In A you can see larger “drop off” from application to interview for BAME staff, but appointment rates are then the same for BAME and White candidates. While in B you can see significantly lower “drop off” for White staff at both interview and appointment stages, despite 50% fewer White candidates applying.
Athena Swan

We were delighted that LSBU was awarded a Athena SWAN Bronze Award (2020-2025) recognising our dedication to the advancement of gender equality: representation, progression and success for all.

Our Bronze Award is the first AdvanceHE Charter Mark that LSBU has achieved and recognises a significant contribution by colleagues from across the university over a number of years and submissions. We are extremely proud and grateful to all who have worked so hard on this for the university as a whole.

The Athena SWAN Bronze Award acknowledges the university’s commitment to gender equality and marks the start of an exciting journey ahead. The submission solidifies an ambitious, detailed and robust roadmap for us to become fit for the future and will have a positive real world impact for all LSBU’s staff, students and research.

The action plan tracker will be monitored via an Implementation Group, where the owners of the various streams within the Athena SWAN can track progress and reach out for support if needs be.

Sample action points:
• Internal University committees will aim to be gender balanced (40-60% gender ratios) by the end of 2021
• Inclusive Recruitment Project to be completed by September 2020
• 26% female composition of technicians staff within 2021
• New Trans* Staff and Student Policy by the end of 2020

Defence Employer Recognition Scheme

Over the last four years, LSBU has worked hard to achieve and maintain a Gold Award under the Government’s Defence Employer Recognition Scheme. The Scheme itself is designed to encourage employers to support the Armed Forces Community through a variety of different initiatives which are collated to form their own Armed Forces Covenant (AFC).

Where LSBU’s experience has differed from the majority of Gold Award holders, is in tailoring our commitments under the Covenant to support both staff and students. It has been this distinction which has enabled LSBU to gain a more prominent position, in consultation with the MoD, as advocates of the AFC amongst London-based higher education institutes (HEIs) and, within the Gold Alumni Association (GAA).

Our current strategy seeks to focus on four key areas:
1. International and Local Outreach; learning best practice from our links with Institutions in the US and advocating this approach to our network of SMEs
2. Business Development; working with the MoD to develop key priority areas and design our funding applications around these
3. Operational Management; maintaining strong links with our internal network of staff and students who are members of the Armed Forces Community
4. Advocacy; encouraging our colleagues in other HEIs to undertake a similar commitment to the Armed Forces Community
Ethnicity baselining
There has been an effort to re-energise our work tackling race and ethnicity issues at LSBU, the need for which has need has been greatly highlighted by the #BlackLivesMatter movement and subsequent necessary discussions. The University is already in the process of reassessing its baselines on ethnicity to show areas of current growth and challenge which are wholly accurate and up-to-date. Doing so will enable LSBU to better identify and address key pinch points across the staff and student journey, as well as areas to celebrate and share good practice.

The Baseline will feed into the regular and ongoing work by the EDI Team to monitor data in areas such as recruitment, promotion, exit, attainment, retention and other key areas outlined in the Race Equality Charter (REC). The data gathered and analysed as part of the Baseline will enable the University to better measure the impact of the live and future intervention and activity in the areas of race/ethnicity at LSBU. The Baseline will also be a robust foundation for a future Race Equality Charter (REC) submission by the University in the academic year 2021/22.

Training and development
Throughout this year there have been discussions as to what Diversity & Inclusion training will look like at LSBU over the coming years. One of the ways EDI can become a Centre for Excellence is in the direct and supported delivery of training that shapes our work cultures and actions. Current training is being reviewed including: Induction, Recruitment and Selection Training, Unconscious Bias Training and the Grievance and Disciplinary Training. There remains a large minority of staff who do not complete the compulsory EDI Training: this is highlighted in the EDI Framework as an area of future focus. The Team will partner closely with the Organisational Development Team to co-create a training programme that meets the needs of the organisation that is future-looking and embraces a blended learning approach.

We will also explore routes to address the falling completion rates for the EDI Compulsory Training of staff. One route is in a review of the communications to new staff, another is more rolling communications to current staff on the need to complete training within the agreed timeframes and why it is important for the University.

EDI Compulsory Training Rates:
17/18 = 72%
19/20 = 58%

Looking forward, the EDI team hopes to a programme which delivers on areas of strategic importance for the University to facilitate the cultural shifts expected during the lifetime of the 2020–2025 People Strategy. In light of the #BlackLivesMatter movement, the urgency for more visible and robust training on anti-racism, bias and challenging conversations. We are committed to developing a wide-ranging and impactful training programme that is transformative for LSBU Group.
Our Partners
To ensure that we continue to learn from good practice, we partner with a number of external organisations. These membership or partner relationships enable our staff to access the latest information on inclusive practice. Our paid memberships are constantly under review to ensure they meet the current and future needs of the organisation and we are engaged in multiple other groups of best practise which challenge and equip us to best serve our diverse staff and students ranging from mental health charities, to recruitment partners specialising in diverse candidates and beyond.

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 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.

A key strategic partner for LSBU as an institution, AdvanceHE also enables the advancement of equality within the sector through its Charter Marks, programmes - particularly for BAME and female leadership pipelines and development, events and research. We utilise our relationship with Advance HE to enhance our approach to transformative leadership and management, inclusive teaching and learning, effective governance, Charter Marks such as the Athena SWAN, and the Race Equality Charter (REC) and communities of best practice within the sector.

<table>
<thead>
<tr>
<th>Confidence levels are based on the % of people who responded as ‘confident (4)’ or ‘very confident (5)’</th>
<th>Confidence Pre-Training</th>
<th>Confidence Post-Training</th>
<th>Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding LGB people and their experience</td>
<td>86%</td>
<td>96%</td>
<td>+10%</td>
</tr>
<tr>
<td>Understanding Trans+ people and their experience</td>
<td>64%</td>
<td>94%</td>
<td>+30%</td>
</tr>
<tr>
<td>Offering support to LGB people</td>
<td>73%</td>
<td>95%</td>
<td>+22%</td>
</tr>
<tr>
<td>Offering support to Trans+ people</td>
<td>58%</td>
<td>90%</td>
<td>+32%</td>
</tr>
<tr>
<td>Dealing with homophobia/biphobia/transphobia in your work/teaching environment</td>
<td>78%</td>
<td>96%</td>
<td>+17%</td>
</tr>
<tr>
<td>Creating an inclusive environment</td>
<td>89%</td>
<td>100%</td>
<td>+11%</td>
</tr>
</tbody>
</table>
Closing the Gap

Gender Pay Gap
Since 2009 we have undertaken regular pay audits. The (mean) gender pay gap has reduced from 13.25% to 5.2% over those 11 years. The results have shown both an improving situation and one that compares favourably against the higher education sector and UK as a whole.

Gender Pay Gap

<table>
<thead>
<tr>
<th>Year</th>
<th>Mean Gender Pay Gap</th>
<th>Median Gender Pay Gap</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017</td>
<td>15.01</td>
<td></td>
</tr>
<tr>
<td>2018</td>
<td>17.12</td>
<td></td>
</tr>
<tr>
<td>2019</td>
<td>11.38</td>
<td></td>
</tr>
</tbody>
</table>

Whilst we’re pleased with the trajectory of our gender pay gap, we know we can strengthen our approach, embedding our interventions in our strategic priorities and are sustainable. Importantly, we’re ensuring that our staff are key stakeholders in their design and implementation of interventions, as well as beneficiaries.

We now know that two main issues affect our overall gender pay gap: a) females being disproportionately represented in the lowest pay quartile and b) females are significantly less likely to apply for roles as a Technician and a Researcher, areas directly addressed in our Athena SWAN Action Plan and other work streams.

Bonus Pay Gap

<table>
<thead>
<tr>
<th>Year</th>
<th>Mean Bonus Gender Pay Gap</th>
<th>Median Bonus Gender Pay Gap</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017</td>
<td>31.1%</td>
<td></td>
</tr>
<tr>
<td>2018</td>
<td>47.4%</td>
<td></td>
</tr>
<tr>
<td>2019</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The split of female/male receiving a bonus is equal, 28 individuals, 14 female and 14 male.

There are two performance related bonus schemes. A scheme for senior leaders where the individual could receive a bonus of up to 3% of their salary, and, a second scheme for the Executive who could receive a bonus of up to 10% their salary as a bonus. The differential is due to a predominance of men in the most senior positions.

The full Gender Pay Gap Report is available on the website.

Ethnicity Pay Gap
As part of our move to increased transparency and accountability around diversity and inclusion, we’ve undertaken analysis of our Ethnicity Pay Gap, ahead of any regulatory requirements. Our Ethnicity Pay Gap’s overall trajectory is promising, although sector benchmarking is difficult as so few institutions have taken this step. Our intention is to publish separate Ethnicity Pay Gap data on our external website in the summer of 2020, alongside the embedding of our EDI Framework and strategies to advance race equality, with future reports published jointly with our Gender Pay Gap Report. Our plans around the inclusive recruitment, retention and progression of staff will be invaluable to the reduction of our Ethnicity Pay Gap. Two new corporate KPIs, the Gender Pay Gap and Ethnicity Pay Gap, will sit within our 2020-25 Strategy.
Attainment
The Office for Students (OfS) have identified attainment gaps, in particular the BAME Attainment Gap, as amongst its priorities for the Higher Education sector. Attainment gaps measures the % of students who receive a good honours (2:1 or above) when graduating versus those that do not achieve good honours.

LSBU is proud to be the most diverse University in the country and because of this, tackling the BAME awarding gap is a top priority. Unlike some institutions where the “gap” impacts only a few students, at LSBU the attainment gap is impacting thousands of our students, which is why our Access and Participation Plan has such ambitious targets over the next 5 years. While the BAME awarding gap for the University as a whole is between 14% - 19%, this differs greatly between Schools and individual degree pathways, with some having almost no “gap” and others where it is significantly higher.

At LSBU we are consciously moving away from the term “attainment gap” to that of “awarding gap” this small but significant change ensures that the institution is taking ownership of the problem and it not using a student deficit model, it is the institution that has to change, not our students.

<table>
<thead>
<tr>
<th>Area</th>
<th>Target Group</th>
<th>Description</th>
<th>Baseline</th>
<th>2025 Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Access</td>
<td>Ethnicity</td>
<td>Percentage difference in offer-to application rates between White and Black applicants through UCAS for subjects other than subjects allied to medicine (all UG, FT)</td>
<td>12%</td>
<td>6%</td>
</tr>
<tr>
<td>Non-continuation</td>
<td>Socio-economic</td>
<td>Percentage difference in non-continuation rates between IMD quintile 5 and quintile 1 students (all UG, FT)</td>
<td>3.3%</td>
<td>1.5%</td>
</tr>
<tr>
<td>Access</td>
<td>Ethnicity</td>
<td>Percentage difference in non-continuation rates between White and Black students (all UG, FT)</td>
<td>5.4%</td>
<td>2.5%</td>
</tr>
<tr>
<td>Disability</td>
<td>Percentage difference in non-continuation rates between Non-Disabled and Disability type Mental Health students (all UG, FT)</td>
<td>15%</td>
<td>8%</td>
<td></td>
</tr>
<tr>
<td>Attainment</td>
<td>Socio-economic</td>
<td>Percentage difference in attainment rates between IMD quintile 5 and quintile 1 students (all UG, FT)</td>
<td>15.7%</td>
<td>10%</td>
</tr>
<tr>
<td>Attainment</td>
<td>Ethnicity</td>
<td>Percentage difference in attainment rates between White and Asian students (all UG, FT)</td>
<td>16%</td>
<td>14%</td>
</tr>
<tr>
<td>Attainment</td>
<td>Ethnicity</td>
<td>Percentage difference in attainment rates between White and Asian students (all UG, FT)</td>
<td>16%</td>
<td>8%</td>
</tr>
<tr>
<td>Disability</td>
<td>Percentage difference in attainment rates between Non-Disabled and Disabled students (all UG, FT)</td>
<td>71%</td>
<td>1%</td>
<td></td>
</tr>
<tr>
<td>Progression</td>
<td>Socio-economic</td>
<td>Percentage difference in progression rates between IMD quintile 5 and quintile 1 students (all UG, FT)</td>
<td>3.1%</td>
<td>1%</td>
</tr>
<tr>
<td>Progression</td>
<td>Ethnicity</td>
<td>Percentage difference in progression rates between White and Asian students (all UG, FT)</td>
<td>10%</td>
<td>4%</td>
</tr>
</tbody>
</table>

*No Barriers to Brilliance*

“Removing inequalities takes time and commitment for the processes and culture to become embedded. Success is when we don’t even have to ask these questions anymore as there is a deep sense of fairness and diversity at every level.”

Pat Bailey, Provost

**Access and Participation Plan**

With the creation of the OfS, new guidelines were brought in for five year Access and Participation Plans (APPs) with a focus on the areas of Access, Continuation/Progression/Retention and Attainment. Our ambitious Action and Participation Plan plan for 2020–2025 was accepted by the OfS with targets focussing on areas of ethnicity, disability and socio-economic background. There is a newly formed Delivery Group which monitors and tracks our progress and will underpin much of our work in this space over the coming years.

We are keen to see these targets as minimum targets and aim to exceed them to ensure the very best outcomes for our students. Data-enforced and student-informed interventions for target groups, courses and larger holistic approaches will be used to empower our students to achieve and the University will continue to address the systems and processes that are creating our awarding gaps.

**Good Honours by Ethnicity**

While often ethnic minorities are pulled together as BAME, new data which breaks this down into the 6 ethnicity groups (plus White) in the MIKE system helps an exploration and understanding of the data. This has enabled more nuanced conversations to take place about targeted interventions for specific groups, which sit alongside more generalist approaches inside School Roadmaps on the Attainment Gap and are seen within the APP.
“Thank you. I honestly cannot thank you enough. You won't know how much this will help me and my family but I can only tell you that I am eternally grateful and appreciate your support at this time. This is going to help me so much and gives me a huge sense of relief that I will get my work done one way or another, I can breathe.”

Student

Student Services and Employability is one of the Universities largest student-facing teams and works with students from their application to LSBU to years after their graduation. The teams within Student Services are at the frontline of student inclusion and diversity, responsible for a wide-range of services from grant allocations to extenuating circumstances, disability and wellbeing support to employment advice.

- **Support Funds**
  Funding is available to student throughout their time at LSBU with funding allocations fully utilised each academic year.
  - Retention Fund: For 17/18: awards made 228, totalling £66,000. For 18/19: awards made 272, totalling £74,000. For 19/20 students, budget £144,000 (£75,000 budgeted, additional £69,000 for Covid support; 400/700 students awarded
  - Care Leavers: 17/18: 54 students supported, totalling £52,000. For 18/19: 63 students supported, totalling £62,000. For 19/20: Est. 60-70 students at £75,000

- **Gender Identity**
  In order to support our significant number of Trans* and non-binary students, a new service of specially trained advisors has been created to support these students.
  - Funding granted to enable the training and support of 30 staff through sector-leading Trans* charity Gendered Intelligence with future training planned
  - Provide support and guidance to staff and students on Trans+ issues and areas such as pronouns, transition, name changes, gender identity, internal and external processes
  - New materials made and promoted to highlight the service, seeking to partner with the Communications Team for wider dissemination

**Good Honours by Ethnicity**

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>16/17</th>
<th>17/18</th>
<th>18/19</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>65%</td>
<td>70%</td>
<td>60%</td>
</tr>
<tr>
<td>Black</td>
<td>50%</td>
<td>45%</td>
<td>55%</td>
</tr>
<tr>
<td>Other</td>
<td>52%</td>
<td>54%</td>
<td>57%</td>
</tr>
<tr>
<td>Ethnicity not known</td>
<td>64%</td>
<td>58%</td>
<td>52%</td>
</tr>
<tr>
<td>White</td>
<td>78%</td>
<td>75%</td>
<td>81%</td>
</tr>
</tbody>
</table>

**What Works for LSBU**

What Works for LSBU is the university’s BAME Attainment Gap research project sponsored by Provost Professor Pat Bailey this academic year. Funded to £150,000 from a mixture of APP project funds and central budgets. It takes a research-lead approach to unpicking the gap at LSBU underpinned by the principle that the university needs to change, not its students. Rather than a single team trying to solve attainment, the project has awarded £54,000 of funding to 10 out of 17 university-wide staff-led research applications. These projects seek to: deepen understanding of the real experiences of our BAME students, monitor the impact of targeted interventions and allow LSBU to really engage in the sector’s response to the challenge of eliminating the BAME Attainment Gap.

A second call for projects will be happening in 2020/21, with discussions continuing around the level of funding available for the next academic year for new projects, with ongoing projects’ funding already agreed.
Access and Independence

In the academic year 2019/20, Student Services set up a steering group and a working group to deliver on a package of Charter Marks dubbed Access and Independence. The project grouped: the Stand Alone Pledge (Stranged Students), University of Sanctuary (Refugees and Asylum Seekers) and the Care Leavers Covenant. While these three Charters tackle different groups, it was agreed that we need to review the support offered to students holistically rather than on each individual area.

The project brings together a wide-range of teams from Alumni and Accommodation, to Bursaries and Strategy. The group has made important decisions on a micro level as to what can be done to best help these students and many others in the process. The university is hoping to gain all three charter marks in the next academic year (2020/21) and the project has seen some great quick wins and longer-term goals such as more accommodation options, new bursaries and exploring ways of gathering data.

No Barriers to Brilliance

While we’d all like to believe there are no social classes in the UK anymore, the reality is different. Where you’re from, what you own, how you look and how you talk still has a profound influence on your chances in life. LSBU sees this every day in the London communities we serve, but our students, whatever their background, are determined, tenacious and capable of greatness.

Many of our students come from low-income neighbourhoods, juggling parenthood, part-time work, disabilities and caring commitments alongside their studies. Nearly every student will face money worries, invisible obstacles and limiting beliefs of some kind and so we’re embarking on LSBU’s most ambitious fundraising programme in a generation as we seek to ensure there are no barriers that hold back brilliance.

Fundraising aims:
- £15million raised by 2025
- £0.5million new student prizes
- £1m new bursaries
- £2.5m Group-wide diversity

Mental Health and Wellbeing

The university has a dedicated service for students who are experiencing mental or emotional health difficulties, or who are feeling stressed or distressed regardless of the cause. The service is available to all students, irrespective of whether or not they have a formal mental health diagnosis. The team offer a range of interventions for students including face to face advice, phone appointments, online support and fully funded counselling. The team continue to see a year on year increase in demand for the service.

- For the academic year 18/19 over 800 students accessed the service at least once
- 225 students were referred to external support
- Over 600 are registered with our online support platforms and partners

Dedicated Support Services

DDS - Disability and Dyslexia Service

LSBU has a dedicated support service for LSBU students who have a disability (including mental health difficulties, medical conditions, or a specific learning difficulty including dyslexia). This service works closely with academic colleagues in schools and with the wider university community to continue to develop inclusive learning that seeks to identify and remove barriers to learning for all students. All students receive information about disability services throughout the year and the service has a clear presence on our campuses and on our student and staff intranets.

- For the academic year 18/19 over 2,000 students registered with DDS, 80% of all known disabled students
- 17% of students at LSBU have a disability
- “Specific learning difficulty i.e. dyslexia” is the most common

Mental Health and Wellbeing

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Booked mental health and wellbeing appointments 2015/16–2018/19

<table>
<thead>
<tr>
<th>Year</th>
<th>Booked Mental Health and Wellbeing Appointments</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015/16</td>
<td>1,061</td>
</tr>
<tr>
<td>2016/17</td>
<td>1,211</td>
</tr>
<tr>
<td>2017/18</td>
<td>1,764</td>
</tr>
<tr>
<td>2018/19</td>
<td>1,964</td>
</tr>
</tbody>
</table>
#BlackLivesMatter

A legacy to grow...
The murder of George Floyd, an unarmed African-American man at the hands of police, sparked anger across not just the United States of America, but the whole world. His death, alongside those of countless others in the US, UK and too many other countries has forced the world to wake up... it has forced us to take a fresh look at who we are and what we do. London South Bank University Group has a long proud history of being of its local communities. Over 125 years later we still live by those founding values of, education for all those who want it, and fighting for equality and social justice. The thousands of Londoners and people from all over the word who have walked, and continue to walk, through our doors as learners and educators are woven into the very DNA of LSBU Group. We’re here not only to keep this rich inclusive legacy alive, but to challenge ourselves to be bolder, braver, and stand for more than just quality learning, but to do the right thing.

Executive Response
As Executives of one of the most diverse educational group in the country, the Executive sought to join a minority of Universities in the UK to issue a strong statement of solidarity for the #BlackLivesMatter movement. The statement was communicated to all staff and student as well as being accessible on the public-facing website.

A message from the LSBU Group on Black Lives Matter
As the leadership team of the LSBU Group, we firmly stand united against racism and in solidarity with the Black Lives Matter movement.

A Resource for all
A new resource page was built to help signpost staff to internal and external support, anti-racist charities and groups they could donate to – and other ways to support for those of limited means, book/articles to learn from and an FAQ. This resource page will continue to be reviewed on a regular basis to continue to be a hub for anti-racist materials for our staff to learn from and share.

“How’s your feeling?”

Sharing wall

Open forums of a similar style have also been occurring across the Group with the Academies running forums for not only staff but also students and parents with clear synergy in narrative emerging from our communities.

A Group response
Across the Group forums of a similar style to “Let’s Talk...” have occurred. The Academies in particular have conducted multiple forums for not only staff but also parents and students. A Group-wide working group has been formed to align the actions and responses of the Group as a whole to ensure an embedded and strategic approach is taken.

More than just a #
#BlackLivesMatter has reinforced to us that much of the work outlined in this report is more vital than ever... A larger and more embedded EDI training programme not just for leaders but for all staff, widespread systemic changes such as the Inclusive Recruitment project, alongside the continued improvement and review of our formal and informal support structures to better address racism and all other forms of discrimination in the workplace. The University is also exploring innovative and sector-first ways to use its platforms to amplify those of its communities through ideas such as the Social Media Takeover and other engagement projects. The University, and the Group as a whole, are committed to ensuring that we foster long-term sustained change to create an environment where all our staff and students can thrive regardless of the colour of their skin or any other characteristic.

“Let’s Talk”
The Equality, Diversity & Inclusion Team, in collaboration with EquiNet – the BAME Staff network – launched “Let’s Talk...” a staff forum to safely and openly speak, be heard and share thoughts on #BlackLivesMatter and the BAME experience more generally at LSBU. The sessions to date have seen strong attendance and engagement from staff who have been brave and honest about their experiences at LSBU and beyond. After each session a summary report is sent to Executives and Senior Leaders which is helping to shape our conversations and future work in this space. The Executive have not only been reading the reports but some have attended the sessions to hear staff directly and authentically. In July, there will be a “Let’s Talk... with the Executive” which will allow staff and the Executive a space to discuss the sessions so far and future actions.

The EDI Team will seek to continue the “Let’s Talk...” format as a basis for longer-term forums and engagement for staff to discuss, not only race/ethnicity, but the full experience of staff.

#BlackLivesMatter

A Resource for all
A new resource page was built to help signpost staff to internal and external support, anti-racist charities and groups they could donate to – and other ways to support for those of limited means, book/articles to learn from and an FAQ. This resource page will continue to be reviewed on a regular basis to continue to be a hub for anti-racist materials for our staff to learn from and share.
Responding to Covid-19

Covid-19 has changed the working and personal lives of people around the world, with certain groups disproportionately impacted. As thousands of staff and students have had to adapt to a ‘new normal’ of digitally-based engagement for work and study, we’ve ensured that people have remained at the heart of our response to this unprecedented crisis. Enshrining inclusivity into the university’s response has ensured that staff and students are supported for the duration of the Covid-19 lockdown and beyond.

Carers’ Leave

The university stepped out ahead of government to offer additional support to its staff who have caring responsibilities to reflect the change to working from home delivery. The Carers’ Leave, introduced in April, allowed all those with caring responsibilities (parents and carers) to an additional 10 days of leave which could be taken as half or full days for the duration of the Covid-19 crisis. The scheme has proved a vital lifeline for many staff who were faced with juggling children, partners who were key workers and those who live in multi-generational families.

With input from the Parents and Carers Network, advice and guidance for staff and managers about the Carers’ Leave has continued to evolve and the scheme reviewed to ensure it is meeting the needs of staff.

<table>
<thead>
<tr>
<th>Care Leave to date (w/c 18th May)</th>
<th>No. of employees</th>
<th>No. of days</th>
</tr>
</thead>
<tbody>
<tr>
<td>April</td>
<td>79</td>
<td>153</td>
</tr>
<tr>
<td>May</td>
<td>66</td>
<td>54</td>
</tr>
<tr>
<td>June</td>
<td>12</td>
<td>4</td>
</tr>
</tbody>
</table>

Hardship Fund Expansion

Our students were always going to be particularly challenged during by the fallout of Covid-19. Student Services proactively sought to double the Retention Fund to £164,000 and to streamline the application process to ensure that students could access the support they needed as quickly as possible. To date (May) over 700 students have applied to the scheme seeking financial support with 400 successful applications.

No Detriment Policy

Alongside many higher education institutions, LSBU has sought to ensure that its students are not negatively impacted by their rapidly changed living and learning environments, by introducing a No Detriment Policy. Such a policy has proved particularly complex at LSBU due to the high number of professionally accredited courses. Additional supporting documents and guidance has been produced to help students and staff through the intricacies of their degree classifications and how the policy applies.

Student Accommodation Policy

Inline with many other universities across the country, students were successful in shifting the university’s policy on its accommodation payments as many students were no longer in their accommodation due to lockdown restrictions. As such, the university waived the final accommodation fee instalment for all students who had returned their keys by 26th April. Such a policy move greatly improved the financial situation for hundreds of our students.

Digital Engagement

With our staff now working remotely it has been important that they were supported during the transitional stages of the pandemic and also for the longer term. The EDI Team coordinated a robust rolling programme of activity with other teams such as Organisational Development, Wellbeing and the staff networks to enable and empower staff every single day through lockdown. A sample programme can be seen below which shows a mix or development workshops, social activities and wellbeing sessions:

<table>
<thead>
<tr>
<th>Activity</th>
<th>When</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wellbeing: Mindfulness</td>
<td>Free daily guided sessions, Monday–Friday delivered by beinginside.com</td>
</tr>
<tr>
<td>OD: Microsoft Excel 1 – Essentials</td>
<td>A beginners guide to learning Excel. Learn how to: • Navigate around Excel • Enter and format data • Use basic formulas</td>
</tr>
<tr>
<td>OD: Managing people virtually</td>
<td>To increase your knowledge, personal skills, effectiveness and confidence in managing dispersed staff across teams in LSBU</td>
</tr>
<tr>
<td>OD: Emotional intelligence</td>
<td>This session is perfect for anyone who wants to learn more about what emotional intelligence is and how to start developing their own skills, particularly in challenging times</td>
</tr>
</tbody>
</table>

There has also been a myriad of activity by individuals, Schools and local teams in order to meet the social and business needs of the university including webinars, peer-to-peer learning and even a Facebook group.
Looking forward

Phase 1 – Fixing our Foundations | 2020
A key focus will be developing our capability, in particular for our leaders with a supporting development programme and piloting initiatives such as reverse mentoring. This starts with training for the Board at the end of this academic year. We are reviewing our HR processes to ensure that diversity and inclusion is embedded. We will also be strengthening the routes for individuals to raise issues including the work with our Dignity at Work advisors. Embedding diversity in our panels, both for recruitment and promotions eg Academic Promotions board, and ensuring supporting processes encourage a diversity of candidates. These support our aim that the diversity of our staff at all levels better reflects the profile of our staff and students.

We will continue to actively support and enable our networks and strengthen engagement with a wider audience. We will build on ‘Let’s Talk’, continuing our conversations about race. We will also seek to leverage this to include conversations on other areas which impact both staff and students such as gender and disability.

EDI Framework
Our new EDI Framework sets out our vision for the future. Moving away from siloed working to an integrated model that builds on a partnership approach across our academic and professional service functions. At the time of writing this Report, the Framework is in its final stages of development but will be launched by August 2020.

The Framework will:
• outline future governance structures for the EDI function, both within the University and Group-wide
• put Group-function at its heart
• create new “Pillars” to be used to better align all future work and enable more strategic thinking in the diversity and inclusion space
• outline the 3 priority areas as identified by data and insight of: Accessibility, Race/Ethnicity and Gender
• better align staff and student activity

Setting our KPIs
Setting out short, medium and long-term KPIs that reflect the breadth, depth and ambition of not only the EDI Team but the wider diversity and inclusion agenda for the Group’s staff and students will be a vital step this year to provide clarity for the coming months and years.

Resourcing our Team
To enable a sustained commitment to diversity, stabilising and growing the resources committed to the team and wider agenda is vital stage for the upcoming financial year. Team structures and budgets are currently in the final stages of discussion at the time of writing.

Pulse Survey
A monthly Pulse Survey was launched in April in order to capture the experiences of staff throughout this crisis and to allow the university to respond swiftly to the particular needs of its staff. The first survey responses were extremely positive and in particular highlighted that the ‘people-first’ approach to policy and action was working. However, concerning data emerged around the experience of Disabled, White Other and Asian staff, as well as the suitable working environments of carers. Further exploration and action plans are in hand to address this and will be monitored. A mirror Pulse Survey for students has also been launched. Both surveys capture demographic data so that the institution can better understand how certain groups are coping and how best to support them.

Carers
- 70% “I feel well informed about what support is available to me” ✔
- 58% “I have a suitable working environment” —

Disability
- 20%-30% lower scores than non-disabled staff —

Ethnicity
- 86% Black British Africans feel “The Group is demonstrating that it cares about people” ✔
- 33% White non-British feel “I have confidence in how the university has responded” —

Comments
“My two kids are at home with me currently, they are both pre-schoolers and it is sometimes difficult for them to understand that I have to work”
“I think you are doing everything you can. Thank you”

Domestic Violence Group
Unfortunately, it is often the most vulnerable who are the worst hit in times of crisis. Domestic violence reporting has seen a 25% surge in the UK, with Refuge seeing a 700% spike in year-on-year calls as people face months of lockdown with abusive partners or family. As the Government has stepped up funding and guidance in this area, the university too has chosen to respond. A task force has been created, with representatives from across students and staff teams, to ensure that communication, support and guidance is clear to staff and to reiterate that the university is still there for them.
Getting our data and governance right
Reviewing and strengthening our data gathering and dissemination is crucial and there have been great steps in “cleaning" our data of both staff and students in recent year. This year there have been further coordination between our data teams and the EDI Team to ensure our data capture in future-proof.

Our Governance structures at a local levels has begun but there will be a need to review the current formal structures for EDI with the University and across the Group and how best we can better align the staff and student structures to create a cohesive narrative.

Phase 2 – EDI Everyday | 2021
EDI Everyday seeks to create a learning and working reality across the LSBU Group where diversity and inclusion moves from being a function, to becoming an ethos, a “golden thread” through all our work.

Policies that are fit for the future
Our policies are on a continuous cycle of review, but within 2021 there is a concerted aim that policies and procedures across the board will be reviewed to ensure diversity and inclusion is embedded and fit for the future. This work will involve large parts of the People & Organisational Development Team in consultation with Unions, staff and students.

Embed, embed, embed
This phase will be vital to ensure our foundations are truly embedded, particularly our training for leaders and all staff, our inclusive recruitment guidance for internal and external panels and our governance and stakeholder engagement. A lot of this will not mean doing lots of new things from Phase 1 to Phase 2, but ensuring we are working hard to monitor the effectiveness of Phase 1, amend where appropriate and ensure an EDI function and culture that does not rely on individuals for its success.

2020 – 2025 Strategy
Our 2020–2025 Strategy will be the first Group strategy and is a vision for new ways of learning that will transform the learning opportunities across our South London communities and beyond through applied education and insight. The 2025 goals impact and shape the diversity and inclusion vision, from increasing social mobility and social capital in our students, to closing the gender and ethnicity pay gaps for our staff through the People, Culture and Inclusion sub-strategy.

<table>
<thead>
<tr>
<th>Access to Opportunity</th>
<th>2025 goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Through local and global partnerships we will create opportunities for individuals, business and society and seek to remove barriers to success.</td>
<td>Progress Against Core UN SDGs</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Success</th>
<th>2025 goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognised as a leading organisation for outstanding practice-led learning, fostering the development of able graduates ready to address business and societal challenges.</td>
<td>Progress Against Core UN SDGs</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Real World Impact</th>
<th>2025 goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research and innovation that enhances teaching and tackles global and civic challenges, generates critical insights and sustainable solutions to transform the lives of individuals, communities, businesses and society.</td>
<td>£5bn of Economic Impact</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fit for the Future</th>
<th>2025 goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technology and Estates.</td>
<td>Use of technology and industry-standard facilities embedded in teaching</td>
</tr>
<tr>
<td>To create and flexible physical and digital environment, allowing opportunities for personalisation, that is mobile friendly, fit for the future, and embraces innovation and sustainability.</td>
<td>People, Culture and Inclusion.</td>
</tr>
<tr>
<td>Create and transformational and inclusive culture that is people centric, values led and ambitious; enabling LSBU Group to empower staff and to attract and retain a diverse range of skilled individuals.</td>
<td>Resources, Market and Shape.</td>
</tr>
</tbody>
</table>

LSBU | Group

Mission
1. Social mobility. Known for delivering outstanding outcomes for all students.
2. Student experience. An experience designed around students.
3. A professional and technical workplace focused on education across all levels of study.
4. Impact through Insight. Research and enterprise activity has a meaningful impact globally and locally.
5. Engagement with place. Our work is embedded in the local community, delivering impact for our local and global partners.

In the very mission and ethos of the Group there is equality, diversity and inclusion woven through it. Our work from this academic year onwards is, and will continue, embracing Group and will explore areas of synergy and divergence to embed a truly Group-wide EDI function.