LSBU | GROUP
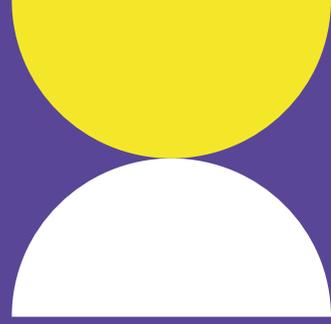
Equality, Diversity and Inclusion Report 2020/2021

Contents

A Message from the Vice Chancellor

I am very pleased to present the first Group EDI annual report. Whilst the LSBU Group is a new and innovative structure aimed at supporting local communities and business, our founding institution has a long and rich history of inclusive education, which is woven into our values. Our Group strategy 2025 includes three educational pillars: Access to Opportunity, Student Success, and Real-World Impact. To highlight the need to adapt and take full advantage of our group structure and the digital world, and to meet changing stakeholder expectations, we have added a fourth pillar, Fit for the Future. As part of this People, Culture and Inclusion forms a core element. This recognises that to succeed in our ambitions we need to create a transformational and inclusive culture that is people centric, values led and ambitious. We will need a highly engaged and diverse workforce and this requires us to empower staff and to attract and retain a diverse range of skilled individuals.

We are committed to supporting our learners and designing evidence based initiatives to reduce inequality, thereby enabling them to achieve their full potential. LSBU Group attracts a very diverse student body, as well as continuing to attract a diverse staff body. Ensuring not just equality of opportunity, but that the Group plays a leading and demonstrable role in delivering societal good. The outcomes that we seek are that we become a Group where equality, diversity and inclusion is embedded in our organisational model and reflected in everything we do. This annual report highlights our progress over the last year and the challenges that we still need to overcome. We seek to better ourselves by tackling inequalities head on, continuing to reduce our gender and ethnicity pay gaps as well as our awarding gaps and ensuring that our staff and students can bring their whole selves to work and study.

We have done a significant amount of work to develop meaningful data that can help us better understand our success and the challenges ahead. This Group report is one of the next steps on our Inclusion journey and demonstrates our desire for open, transparent reporting so we can work to address the barriers that exist together. Whilst there is more to do it helps ensure that we are gathering key data and seeking to use it to gain understanding of how we are performing. As part of this journey I am therefore proud that we have started our work on the Race Equality Charter and Stonewall index, which provide two valuable frameworks to enable us to become bold and sector-leading in equality, diversity, and inclusion for both staff and students during the next four years.

Dave Phoenix
Vice Chancellor and Group Chief Executive

Foreword

I am really pleased to present the first Group wide annual report on our progress with regards to diversity and inclusion over the last year and our ambitions for the following year. In it we shine a light on our staff and student profiles, the work of our equality networks and the key actions that the Group are taking to reduce our pay gaps.

We will continue to work with our staff and students to hear from their lived experiences and ensure that the initiatives that we develop are addressing the core issues through co-production. It is also important that we engage with external benchmarking activities, so our actions to achieve the Advance HE Race Equality and Athena SWAN charters will enable us to carry out a critical self-assessment of where we are and where we need to develop.

The Equality Diversity and Inclusion team will work hard across the Group and in partnership with all Schools and Professional Service Groups to embed diversity, identify the issues and support inclusive outcomes for all our staff and students.

I am ambitious in my expectations for the progress LSBU Group can make in EDI across a range of indicators. Through positive action, inclusive leadership and culture change we can shift the dial to achieve meaningful change.

Marcelle Moncrieffe-Johnson
Group Chief People Officer, People and Organisational Development

Foreword

I came to the LSBU Group in October 2020 and have received a warm welcome as well as a strong message that much has been done but much more needs to be achieved. The LSBU vision through it's Group 2025 strategy has a core commitment to ensuring that equality, diversity, and inclusion is at the heart of everything that it seeks to achieve.

I am encouraged by the fact that I have talented, enthusiastic experts within my team that will enable us to work in close partnership with colleagues and students across the Group. Together we are slowly building on the foundations laid before my arrival for future success and tangible outcomes in this field.

Equality, Diversity, and Inclusion are critical to our success as a Group and so we must have outcomes that are measurable and transformative. That means identifying where current inequality lies, hearing from the lived experiences of our staff and working together to transform the experiences for our staff and students. There is much to do to ensure that all staff and students have equality of outcome, barriers are dismantled, and pro-active steps are taken to address these. We also celebrate diversity as a source of our strength, which makes the Group such a culturally exciting place to work. This report looks at our work over the last year and sets out the challenges and successes for us to build upon in the future.

I am pleased that we have completed over 40% of the actions in our Athena SWAN action plan, started on our Race Equality Chartermark and Stonewall Workplace Equality Index and have successfully been re-accredited as Disability Confident Employers. Our staff networks continue to be critical friends in challenging us as well as raising awareness of the key issues. Our networks ensure that people feel their voice is listened to. We also liaise with the student's union and relevant groups on a regular basis to ensure that we embed the student voice at the heart of everything that we do.

I am hopeful that given the investment LSBU has made in developing an EDI function over the next year and the systematic way we are aiming to tackle issues, that we will make progress into many of the areas identified in this report. It is privilege to lead this work and I will not be satisfied until the LSBU Group is a place where everyone can achieve their full potential, regardless of their background.

Sanchia Alasia
Acting Director of Equality, Diversity and Inclusion

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 will refer to in our work.

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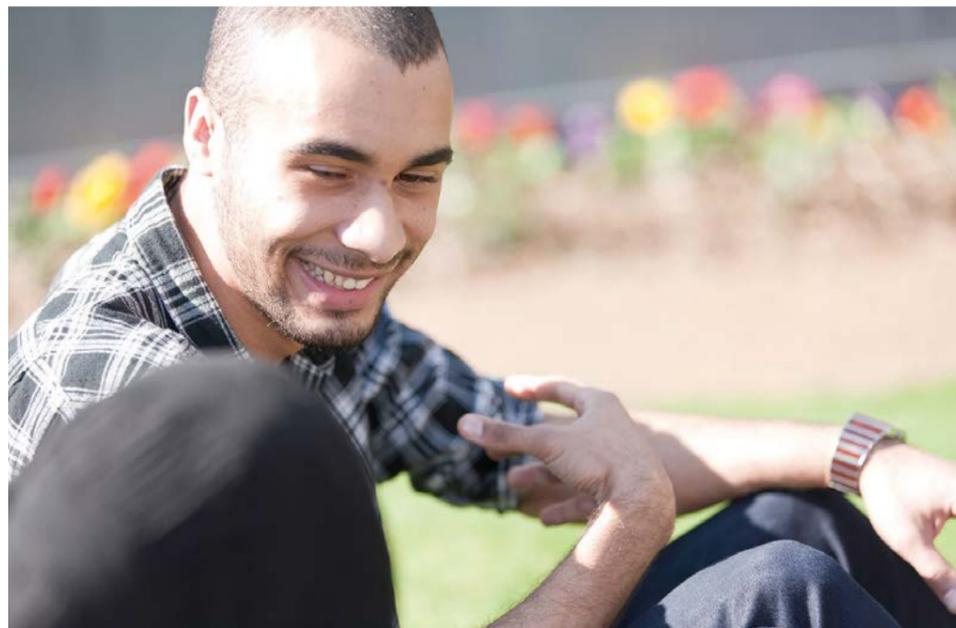

A year of progress

Group EDI Strategy

Race at Work Charter | Signatory with Business in the Community

Race Equality Charter | Self-assessment team formed

Athena SWAN Charter | 40% of actions completed

Access & Participation Plan (APP) | Workstreams launched with a co-creation approach with students

Decolonising the curriculum | Project started

Gender & Ethnicity Pay Gaps | Continued reduction

What Works for LSBU | BAME Awarding Gap research project started

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

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

Office for Students (OfS) consultation – sexual misconduct in HE | Student harassment and sexual misconduct policy launched

Bystander awareness sessions | Delivered to participants

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

Investors in Diversity Scheme | Implementation at Lambeth College

Management and Leadership Development Programme | for Black Staff at Lambeth College

Leaders Unlock | Students at Lambeth College have shared learning and provided recommendations

Decolonising the curriculum | including in History and English (SBA)

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

Providing opportunity | for students in relation to pathways and destinations (SBA)
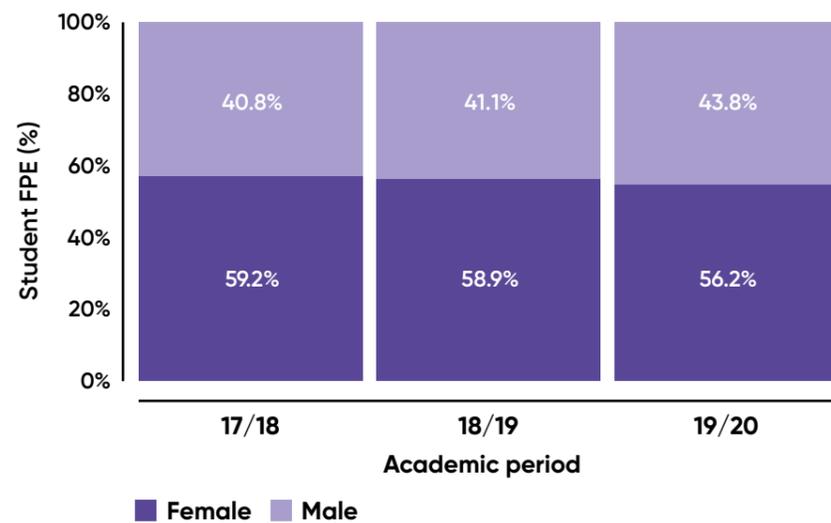
Our students: LSBU

The latest data that we have for University students is for the academic year 19/20 and we include a three-year comparison.[1]

Ethnicity (%)
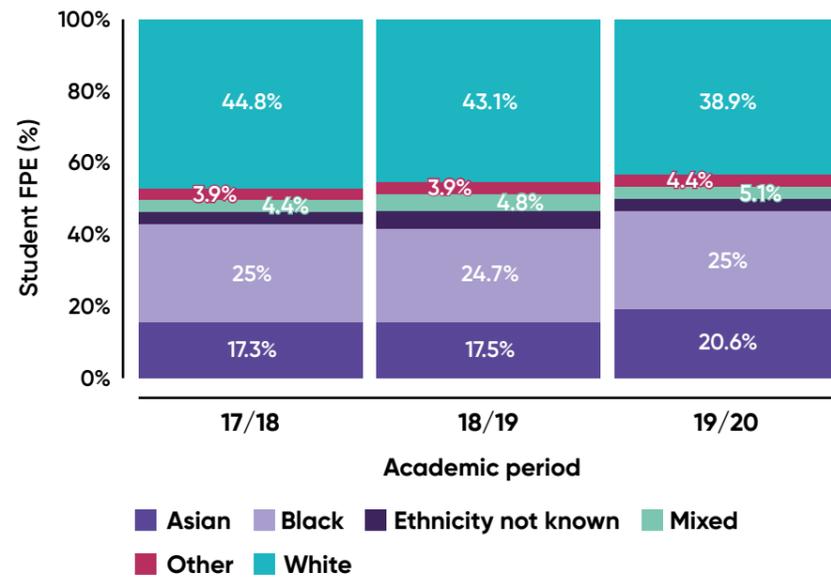
The ethnic diversity of our students continues to grow with over a 4% increase on BAME students. BAME students now make up over 55% of our student cohort.

Sex (%)

The percentage of female students has declined slightly over the last three years, however they still make up over 56% of the student cohort.

Disability Status (%)
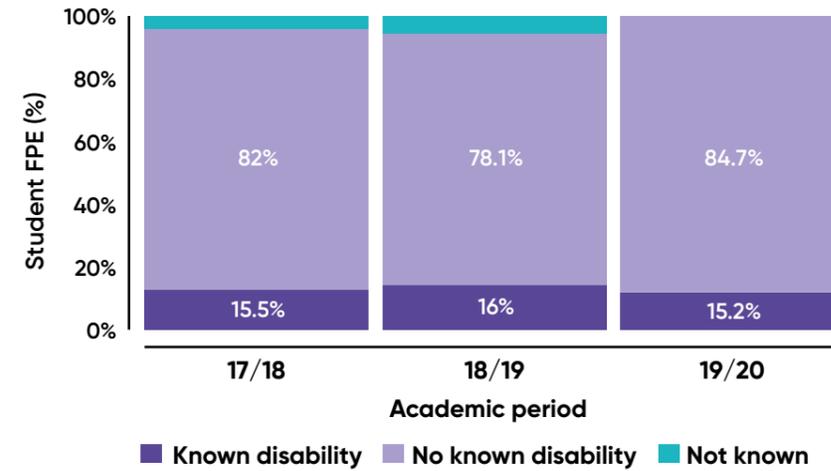
There have been some very slight fluctuations with our disabled student cohort over the last three years but it remains fairly steady.

Age (%)
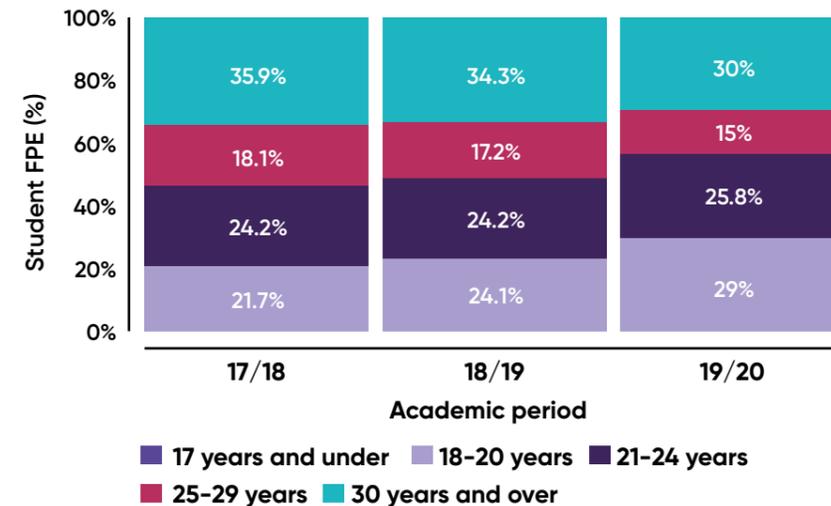
Over the last three years we have seen an increase in students between the ages of 18 and 24 and a decrease in students over the ages of 25.

[1] The EDI Annual report 19/20 refers to a three-year data set of 17/18, 18/19 and 19/20. This is a labelling error and should have read 16/18, 17/18 and 18/19.

IMD (Index of Multiple Deprivation) (%)

Academic period

Legend: No value | 1 | 2 | 3 | 4 | 5 | Not known

This chart shows the socioeconomic status of LSBU students. Over one third of students at LSBU are in quintiles 1-2, which are the most deprived quintiles. Within the Sector and at LSBU students in these quintiles often have lower success outcomes in areas such as continuation, attainment and employment than those in the less deprived quintiles.
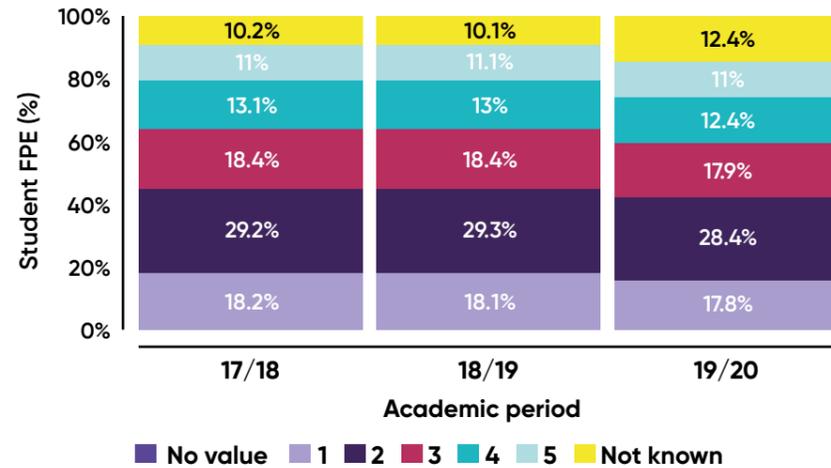
This rating is based on the percentage of people in each lower super output areas (LSOA) living with deprivation covering income, employment, health deprivation and disability, crime, barriers to housing and services and living environment. There are 7 domains of deprivation, which combine to create the Index of Multiple Deprivation (IMD2019).

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

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

Lambeth College Learner Population

Ethnicity
- Mixed 10%
- Other (White, Black, Asian) 10%
- Asian 9%
- Black 36%
- White 35%

Lambeth College has a very diverse student population in terms of ethnicity with students that identify as Black making up the highest percentage. The majority are adult learners, with just over a quarter aged between 16-18.

Disability
- Not disclosed 7%
- Known disability 15%
- No disability 78%

Gender
- Female 50%
- Male 50%

15% of College students have declared a disability, which is a relatively high number and the College is evenly split between men and women.

Our staff: LSBU

The latest data that we have for staff at the University is for the academic year 19/20. The graphs displayed represent the diversity makeup of the University.[2]

Sexuality

- Heterosexual 71%
- LGBT 6%
- Not known 22%

Ethnicity

- BAME 31%
- Not known 9%
- White 60%

Disability

- No known disability 94%
- Disabled 6%

Gender

- Female 48%
- Male 52%

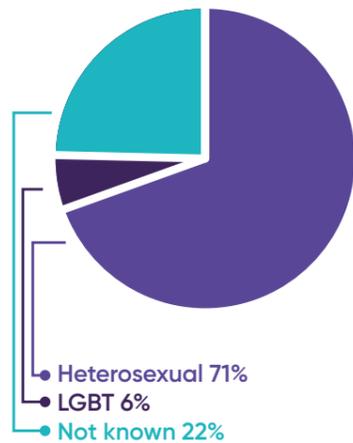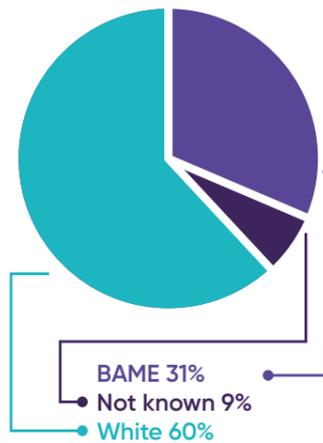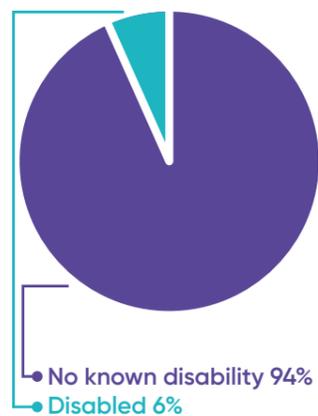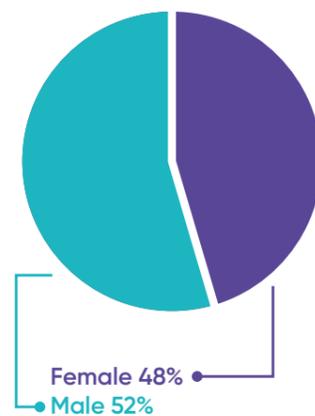60% of our workforce is white and 31% BAME. The percentage of BAME employees drops to 15% in the Senior grades (above grade 10) with white 78%. Ethnicity of all School staff is 62% white and 29% BAME, however the BAME representation drops to 15% in the senior roles (75% white). As with the schools there is a switch with the BAME headcount at all staff in PSG areas at 29% compared to senior staff where the BAME percentage is 16%.

6% of our staff identify as LGBT and 71% as heterosexual.

Age
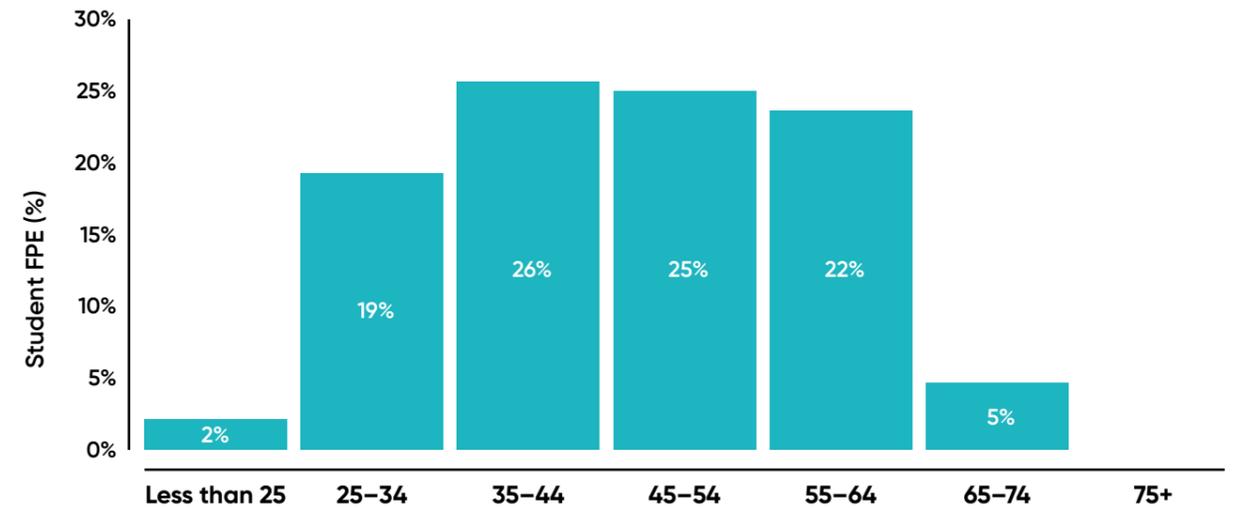
We have a near gender-balance at an organisational level, which is 52% female and 48% male, the gender split is consistent across all grade groupings, apart from the lowest (grade 2 - 5) where there is 60% female, 40% male. The gender split is practically equal at School level, female 51%, male 49%, however in the senior school roles, this changes to female 43%, male 57%. However, the gender split remains consistent across all PSG grade levels.

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

We have 6% of staff that have declared a disability, which means that they can be supported with reasonable adjustments if required.

Lambeth College Staff Population

Gender

- Male 36%
- Female 64%

Disability

- Not disabled 84%
- Not known 11%
- Disabled 5%

Ethnicity

- White 36%
- Black 44%
- Asian 6%
- Any other ethnic group 3%
- Mixed 5%
- Not specified 6%
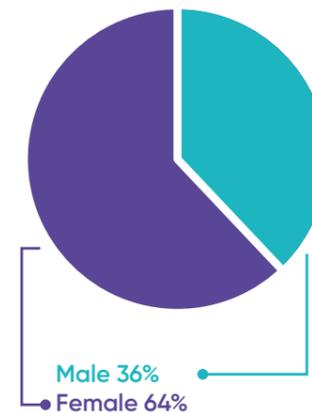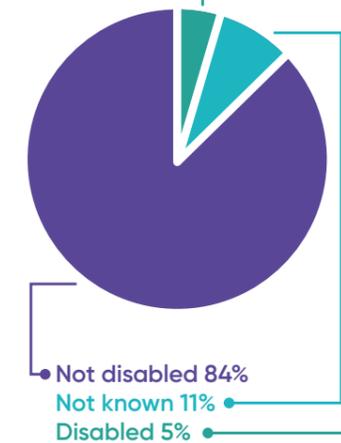
Lambeth College has 401 staff of which 2/3 are women, 5% have declared a disability and a very diverse mix in terms of ethnicity with Black staff making up 44%.

"EDI Everyday"– a journey begun

In November and December 2020, EDI strategy enagagement sessions were held with the Board to determine the approach in developing the first EDI strategy for the LSBU Group. Our Board expressed their desire for a bold, sector leading and Group approach. Engagement sessions were then held across the Group with staff and students to determine the priorities and gain feedback on the EDI pillars which were developed in early 2021.

We are grateful to our staff and students for providing open and honest feedback in various Lets talk and engagement sessions. They agreed that a bold vision for EDI is needed in order to secure an Inclusive future for the LSBU Group. The EDI strategy development process used digital as well as online face to face workshops. This gave an opportunity for everyone across the Group to have their say and contribute their ideas and thoughts to the development of our strategy for the future.

The themes that emerged from the engagement sessions

A broad spectrum of people attended in terms of staff and student representation and across both academic and professional services.

These were the things which people thought were the most important.

- Zero tolerance for bullying and harassment (staff and students)
- Reduction in staff pay gaps – gender 5.2%, ethnicity 12.3%. Lambeth College 4.8% gender, 5% ethnicity
- Better promotion and progression opportunities
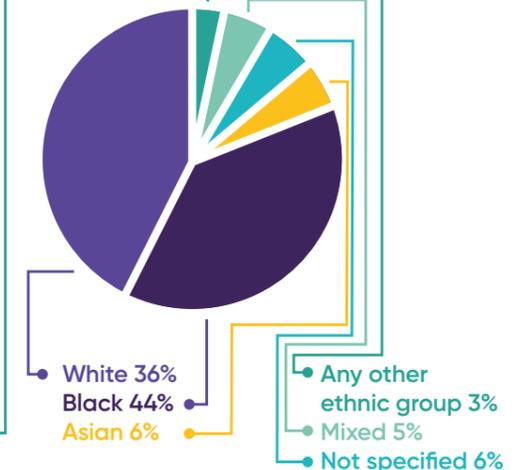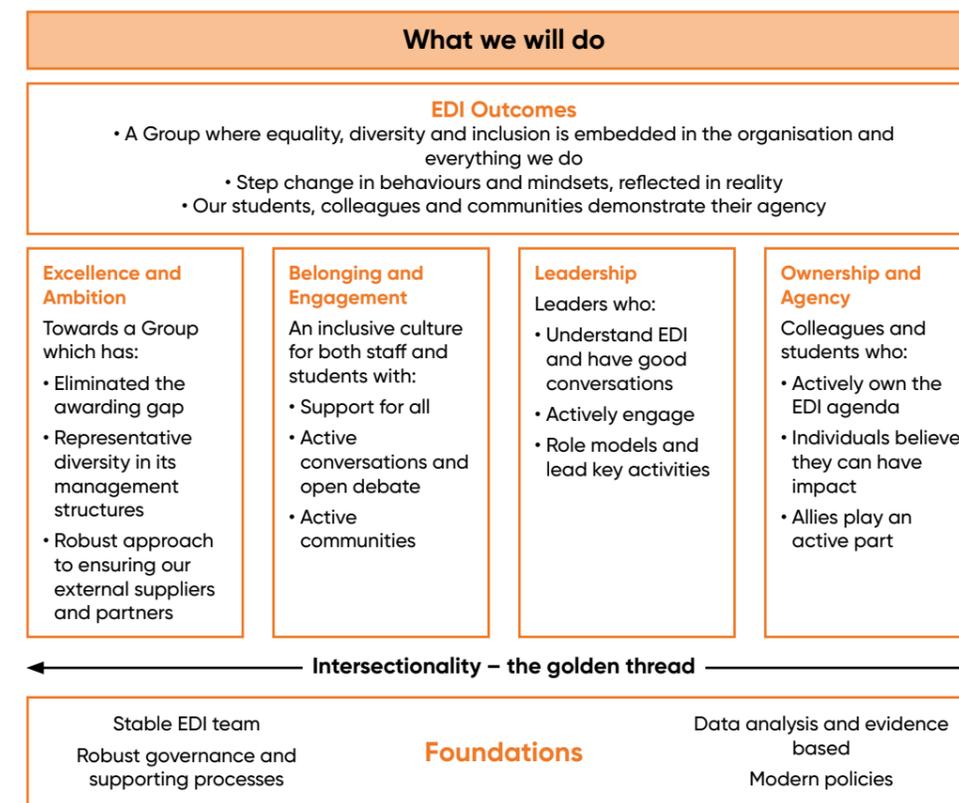- Reduction of student awarding gaps
- Belonging
- Inclusive leaders who understand and champion diversity
- Decolonising the curriculum

The EDI Vision

What we will do

EDI Outcomes
- A Group where equality, diversity and inclusion is embedded in the organisation and everything we do
- Step change in behaviours and mindsets, reflected in reality
- Our students, colleagues and communities demonstrate their agency

Excellence and Ambition	Belonging and Engagement	Leadership	Ownership and Agency
Towards a Group which has: • Eliminated the awarding gap • Representative diversity in its management structures • Robust approach to ensuring our external suppliers and partners	An inclusive culture for both staff and students with: • Support for all • Active conversations and open debate • Active communities	Leaders who: • Understand EDI and have good conversations • Actively engage • Role models and lead key activities	Colleagues and students who: • Actively own the EDI agenda • Individuals believe they can have impact • Allies play an active part

◄──── **Intersectionality – the golden thread** ────►

Stable EDI team		Data analysis and evidence based
Robust governance and supporting processes	**Foundations**	Modern policies

Lambeth College

Alongside the group EDI strategy, the College has set itself six ambitious EDI objectives over the next five years which include:

1. Build an inclusive and ambitious learning culture which ensures that EDI is core to the strategic and day to day aspects of the college
2. Enhance our collective understanding and expertise around EDI in education and use this to inform the way we deliver to and support our students inside and outside the classroom.
3. Close all achievement and destination gaps
4. Be proactive in identifying and addressing barriers to accessing learning
5. Close gender and ethnic pay gaps
6. Ensure our workforce represents at all levels the communities and student bodies we serve.

What next?

The Let's Talk and engagement sessions are the start of the strategic conversation on EDI. We will continue the conversations across the Group, with our staff and students in several ways including quarterly Let's Talk sessions, the Vice Chancellor talks, annual Staff Conference and hearing personal stories on a regular basis. The EDI team will support the EDI committees across the Schools and in PSG to embed EDI throughout.

Staff networks

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

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

The five LSBU staff networks are:

DNet - Disability and Accessibility Network

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

Highlights:
• Worked on a comprehensive 'history of disability pioneers' programme during Disability history month in December 2020
• Hosted learning disability nursing session during the annual staff conference
• Supported the re-accreditation of the government's disability confident scheme

EquiNet - BAME staff and Allies Network

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

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

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

GenderNet - Gender Equality Network

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

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

Parents and Carers Network

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

Highlights
• Continues to shape the University's Covid-19 response for Parents and Carers – with a policy now in place for carers leave

SONET - LGBT+ and Allies Network

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

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

Dignity at Work

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

- 21 Dignity at Work Champions (2 from Lambeth and South Bank Academies)
- 31 Mental Health Champions (10 from Lambeth and South Bank Academies)
- 15 Dispute Resolution Facilitators (2 from Lambeth and South Bank Academies)
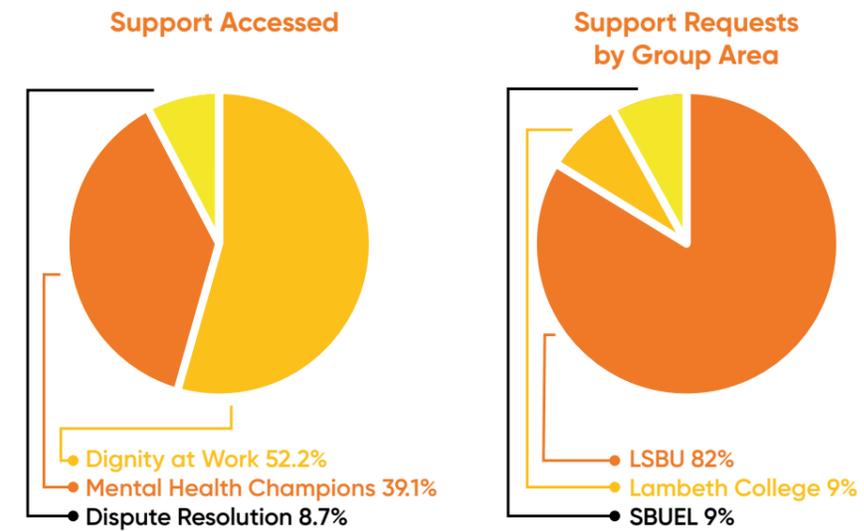
Dignity at Work Vision

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

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

Progress:

- Provided Cultural Competency Training (3 sessions) to Champions and Staff
- Reviewed, refreshed, and revised Dignity at Work Champions training
- Introduced Dispute Resolution Facilitation as an enhanced service offering
- Recruited 16 new DAWC across Group, bringing total number of Champions to 21
- Collaborated with Academic and HR colleagues to produce staff policies addressing Menopause and Domestic Violence
- Delivered Anti-Micro Incivility Training to all our DAWC and MHCs

DAW Engagement Figures: 23 Recorded interactions with staff between Feb '20 – May '21

Support Accessed

- Dignity at Work 52.2%
- Mental Health Champions 39.1%
- Dispute Resolution 8.7%

Support Requests by Group Area

- LSBU 82%
- Lambeth College 9%
- SBUEL 9%

Reasons for Seeking Support

Reason	Percentage
Other	18.7%
Fairness	17.4%
Conflict Resolution	10.9%
Mental Health	23.9%
Wellbeing	17.4%
Bullying/Harassment	21.7%

Legend:
- Other
- Fairness
- Conflict Resolution
- Mental Health
- Wellbeing
- Bullying/Harassment
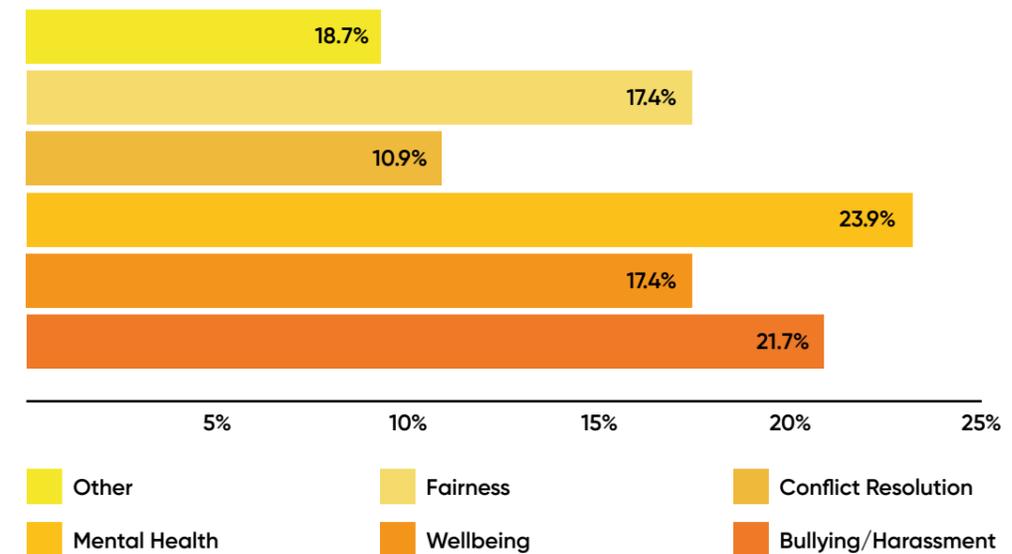
Future Focus 2021-2022

1. Improve quality of data around efficacy of scheme to inform Wellbeing, EDI and Engagement activities via continuous evaluation, feedback, and development of our Champions.
2. Increase visibility of DAWC and MHC champions through engagement opportunities
3. Further expand the scheme to South Bank Academies
4. Continue working with stakeholders to strengthen the governance and structure of the DAW Scheme.

Inclusive Recruitment

The EDI Team continues to work closely with the Recruitment team at the University 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 brings together a range of internal KPIs including our Athena SWAN Action Plan, external good practice and future ambitions. We also need to look at inclusive recruitment for the Race Equality Charter, Stonewall Charter and Business disability confident scheme.

The plan is to provide a robust foundation of updated training, systems and communications, alongside new guidance and policies to facilitate a true cultural and behavioural shift across the LSBU Group covering inclusive recruitment practices, talent acquisition, progression and retention. It will include initiatives such as guidance for interview panels, inclusivity questions, a managers guide and super panellists.

Charter Marks

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

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

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

The University self-assessment team for the race equality charter held its first meeting and included discussions on how we talk about race, as well as identifying the process for submission. The charter will enable LSBU to better identify and address key pinch points across the staff and student journey, with targeted actions to address them.

Key areas of focus in the charter include recruitment, promotion, exit, attainment and retention. The data gathered and analysed will highlight areas that need particular focus. A submission is planned for July 2022.

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

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

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

• Encouraging leadership, allyship and connections to foster advocates and allies that are willing to proactively take actions to ensure their workplace is safe and inclusive
• Taking strategic action on leadership by bringing the attention of all

senior leaders within the organisation to the issue of race relations
• Promoting mentoring and sponsorship of ethnic minority employees by putting them forward for development or progression opportunities, particularly in senior positions

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

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

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

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

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

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

AdvanceHE continues to remain a key strategic partner for the University. As well as being the body that awards the Athena SWAN and Race equality charters, we have also attended several good practice events which have given us the opportunity to network and learn from colleagues across the sector. They put on specific events and support in relation to the charters they manage which ensures that we are up to date with the latest thinking and expectations in these areas.

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

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

The Race Conscious charter will enable SBA to:

• Access three high quality training sessions facilitated by leaders with extensive school leadership experience and expertise in issues related to race, diversity, and inclusion. Sessions target either governors, senior leaders or middles leaders

• Evaluate their practice using criteria and rubric from the RACE self-evaluation tool

• Complete an action plan which highlights how effective practice is and will continued to be implemented and sustained

• Receive feedback and recommendations based on the action plan, supporting evidence and discussion to move conversation and action forward

• Achieve a nationally recognised Charter Mark certificate at bronze, silver, or gold level

• Share practice and learn from what other schools are doing in this important area

The RACE Charter Mark is delivered by Fig Tree International and awarded by the schools, students, and teacher's network.

Engagement and Communication at Lambeth College

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

Let's Talk – Lambeth College

Let's Talk and engagement sessions first took place in November and December 2020 across the LSBU group and were the start of strategic conversation on EDI. A follow up session with Lambeth college staff is due to take place in the autumn to explore issues raised in the last session and staff will be invited to contribute to future planning around EDI.

Wednesday EDI Drop ins – Lambeth College

Every Wednesday staff can email or call the EDI Lead to schedule a time to meet. This space is to share any issues or concerns they may have, give feedback on work currently taking place and provide solutions whilst sharing ideas. Discussions so far have been very insightful with key themes around bullying and harassment of junior staff who feel those in more senior positions to them do not understand the pressure on them and do not feel respected in their roles.

EDI Committee – Lambeth College

The newly formed EDI Committee had their first meeting on the 30/07/2021. 5 members of staff were recruited into the committee with the remaining applicants offered roles as EDI Champions. The first meeting was an opportunity for the committee to meet one another, go over the college inclusive presentation with some top line data as well as the terms of reference for the group. Training will be provided to the committee and EDI Champions by the Head of EDI for the LSBU group in the autumn to bring everyone up to date on legislation, definitions and ways of working. The group will have their first official meeting in the autumn/winter to discuss key priorities over the next year.

Engagement and Communication at Southbank Academies Actions

• Significantly improved standards for all students regardless of heritage and background, securing strong destinations

• Explicitly supported students during Covid, offering personalised support for learning and wider wellbeing including access to devices and care packages

• Given all our community opportunities to share their voices and experiences in the wake of George Floyd's killing and in relation to Black Lives Matter

• Conducted significant work to decolonise the curriculum including in history and English

• Provided bespoke experiences and opportunities for students from BAME backgrounds

• Completed personalised Covid risk assessments for all staff comprising BAME risk factors

• Continue to raise achievement and minimise learning gaps between groups of students

• Further develop our wider offer to secure opportunities for students in relation to pathways and destinations

• Provide more forums for students and staff to surface and discuss issues relating to race, including providing safe spaces in online forums

• Explore and work to minimise the ethnicity pay gap

LSBU Group

Training and Development

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

Closing the Gap

LSBU Gender Pay Gap

Since 2009 we have undertaken regular pay audits. The (mean) gender pay gap at the University has reduced from 13.25% to 3.8% over those 12 years. The results have shown both an improving situation and one that compares favourably against the higher education sector and UK.

This can be attributed to the gender distribution in mid to senior levels. School data show grades 8-10 with a slighter higher percentage of women than men (11% M and 12% W). At the highest grades there is a slightly higher percentage of men at 3% with women at 2%. This reduction follows the pattern that is being seen in the ONS Data and this year the largest fall is among managers, directors, and senior officials, from 16.3% to 9.9%, reflecting some signs of more women holding higher-paid managerial roles this year. This occupation group has the highest median pay of any occupation £21.90 per hour, excluding overtime, compared with £15.07 among all employee jobs) and therefore has a strong impact on the gender pay gap.

Group	Median gender pay gap (%)
LSBU Snapshot 2017	5.4
LSBU Snapshot 2018	5.3
LSBU Snapshot 2019	5.1
LSBU Snapshot 2020	3.8
UCEA – Higher Education (*ONS ASHE data 2018 –2019)	15.5
ONS Data 2020	15.5
ONS Data 2019	17.4

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

Bonus Pay Gap
The Bonus Gap average is tracking up 39.2% (31.1% 2019) and median has also risen 52.7% (47.4% 2019). The Bonus Gap data is in an upward trajectory because during the required data period there was a smaller number of female staff who are categorised as senior female leaders.

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.

LSBU Ethnicity Pay Gap

We continue to publish our Ethnicity Pay Gap data for the University. By publishing ahead of any Government legislation, we demonstrate our commitment to having open and honest conversations about race and ethnicity at LSBU and beyond, as well as beginning to embed action to close the Gap.

Our 2019/20 mean Ethnicity Pay Gap (BAME / White) was 12.31%, in-line with the sector average of 12% (of published institutions.) While we are pleased our Ethnicity Pay Gap has shrunk by 3% since 2017, we acknowledge that we need to do more to address barriers that BAME staff face in reaching senior level positions in our institution.

LSBU and the wider LSBU Group is committed to working towards eliminating differential outcomes for its staff and students by addressing these imbalances robustly and sustainably through our culture, strategies, frameworks, policies and processes.
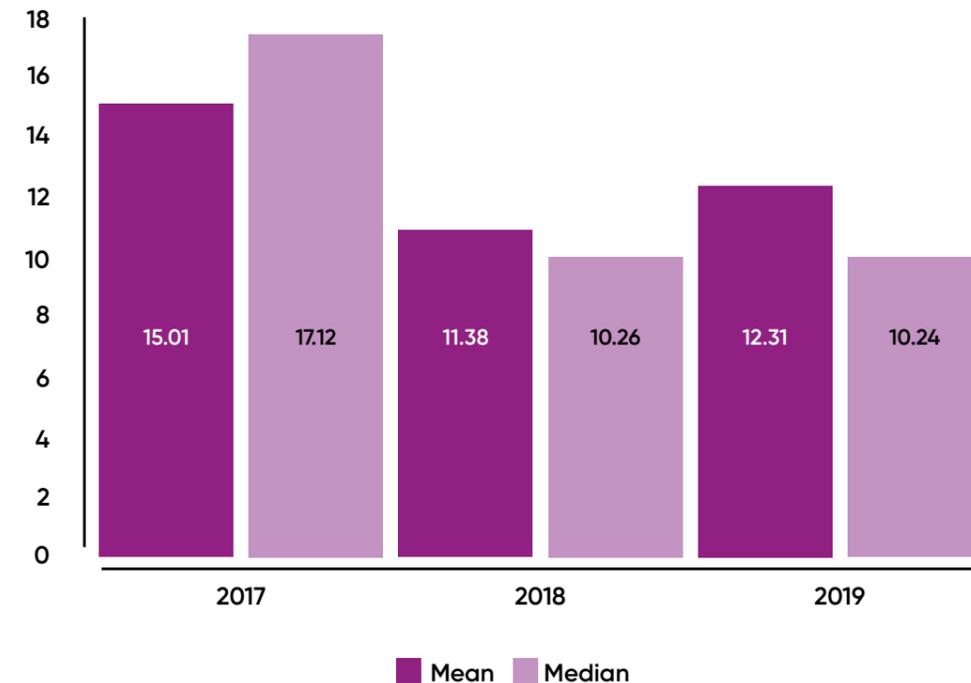
We are passionate that all staff, no matter who they are, should be able to thrive at LSBU. While our Ethnicity Pay Gaps have been declining over the years, we acknowledge that a gap, no matter what its size, is something we wish to eliminate for our staff so that all have the opportunity to thrive across LSBU. Diversity is proudly woven throughout our Group and local strategies and has been recognised as essential to a successful Group.

No Barriers to Brilliance

LSBU Student Progression Rates and Awarding Gap

The Access and Participation Plan sets out how we will improve equality of opportunity for underrepresented groups to access in the University, succeed in and progress from higher education.

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

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

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

Here are our non-continuation and award targets:

Category	Ref	Target Group	Description	20/21 Target	21/22 Target	22/23 Target	23/24 Target	24/25 Target	19/20 Actual
Success non-continuation	PTS_1	Socio-economic	Percentage difference in non-continuation rates between IMD quintile 5 and quintile 1 students (all UG) [IMD 2015]	3	2.7	2.3	1.9	1.5	8
Success awarding	PTS_2	Socio-economic	Percentage difference in awarding frates between IMD quintile 5 and quintile 1 students (all UG) [IMD 2015]	14.6	13.4	12.3	11.1	10	19
Success non-continuation	PTS_3	Ethnicity	Percentage difference in non-continuation rates between White and Black students (all UG)	4.9	4.3	3.7	3.1	2.5	5.4
Success awarding	PTS_4	Ethnicity	Percentage difference in awarding rates between White and Black students (all UG)	16%	15.5	15	14.5	14	17
Success awarding	PTS_5	Ethnicity	Percentage difference in awarding rates between White and Asian students (all UG)	12.5%	12	11	10	8	11
Success non-continuation	PTS_6	Disabled	Percentage difference in non-continuation rates between Non-Disabled and Disabled/Mental Health students' students (all UG)	13.6%	12.2	10.8	9.4	8	1
Success awarding	PTS_7	Disabled	Percentage difference in awarding rates between Non-Disabled and Disabled students (all UG)	4.7%	3.7	2.7	1.7	1	2

For the last reporting year 19/20 we are currently behind in our targets in relation to students from lower socio-economic backgrounds and with non-continuation rates and awarding rates for Black students. We are ahead of target in relation to awarding rates for Asian and disabled students as well as with non-continuation rates for disabled students.

Where we are in the process

We have completed our strategic analysis and planning of interventions. For these phases we have conducted an LSBU audit, as well as looked at sector best practice and complete data analysis. We have agreed the aims, objectives, outcomes, root cause analysis and proposed interventions. We are currently at the Evaluation Strategy and Design phase. Here we are in a co-production exercise with our students coming up with detailed designs. We are basing our interventions using the theory of change with NERUPI. We will then move onto our action phase, where we will deliver the interventions, evaluate, adapt to the unforeseen and collect further data.

Over the next year we will work towards Schools/Divisions/Course level disaggregated data outlining differences in outcomes across the student journey for underrepresented student groups. To that end, we engaged with a supplier, Square Bell, to produce for us: a first round of analysis – School Reports, and a second round of analysis – subject level analysis (common aggregation hierarchy) as directed by findings from the first report. This analysis has been completed.

The Strategy and Corporate Affairs team will continue working on our bespoke APP dashboards and reporting requests for future use and they have manually prepared updated high-level data.

Progress to date
• Prioritised embedding of student co-production across all groups
• Full school level analysis undertaken and completed with second round of subject level analysis as directed by school level reports
• Strong backing from the Board with a view to strengthen one of the eight statements made
• Branding: Visual Styling and Tone of Voice consulted on with staff, student, and SU group
• Launch video recorded with Professor Deborah Johnston – Pro Vice Chancellor (Education)
• Outlining our great localised practices and how we strongly responded to the challenges of COVID in our teaching and support delivery
• Laying out strong framework for monitoring and evaluation of performance against targets for future submissions: the APP Programme and work coming through from Action Groups as the basis for delivery

Read the vision statements **here**

Next Steps

Devolved and embedded targets will be co-created with each School based on their individual starting points. This co-creation of target setting with Schools will go together with the APP Programme's plan to work with Deaneries to:

• Identify hot spots using in depth data analysis
• Bring forward a suggested suite of interventions to change underlying structures hypothesised to be causing the barriers to equality (Theory of Change applied, interventions co-created with staff, students, and alumni)
• Co-create an appropriate implementation plan of interventions with each School offering support through the Action Groups and APP Programme Manager

Lambeth student achievement rates

Group 16–18	Achieve Rate	College Average (83.6%)	Provider Group (83.4%)	National (82.6%)
White and Black African students	74.2%	9.4%	9.2%	8.4%
Caribbean students	74.3%	9.3%	9.1%	8.3%
White and Black Caribbean students	74.4%	9.2%	9%	8.2%

Group 16–18	Achieve Rate	College Average (83.6%)	Provider Group (83.4%)	National (82.6%)
Pakistani	89.3%	5.7%	5.9%	6.7%
Any other white	88.7%	5.1%	5.3%	6.1%
African	86.6%	3%	3.2%	4%

Group 19+	Achieve Rate	College Average (90.2%)	Provider Group (89.9%)	National (89.1%)
Any other Asian	84%	6.2%	5.9%	5.1%
White and Black African	85.1%	5.1%	4.8%	4%
Caribbean	86.9%	3.3%	3%	2.2%

Group 19+	Achieve Rate	College Average (90.2%)	Provider Group (89.9%)	National (89.1%)
Any other white	93%	2.8%	3.1%	3.9%
English/Welsh/Scottish/NI/British	91.1%	0.9%	1.2%	2%
African	89.7%	0.5%	0.2%	0.6%

Likewise in Lambeth College there is an achievement gap with groups of Black and Asian students. The achievement rate refers to students who passed at the required level in their course – the level required to pass varies across the diversity of courses on offer at the College.

Student Services
For the academic year 19/20 - 2,637 students at the University shared information about their disability/SpLD with the University at application/enrolment. 2,060 formally registered with the service with DDS, 78% of all known disabled students. Based on a student population of 18,000 (published on website but could be much lower, would need to clarify this exact number for 19/20) = 15% of students at LSBU have a disability with dyslexia is the most common.

Hardship Fund Expansion
Our university students were always at risk of being challenged during the fallout of Covid-19. Student Services proactively sought to double the Retention Fund to £144,000 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.

Digital Engagement
With our staff now working remotely it has been important that they were supported during the transitional stages of the pandemic and 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:

Activity	
Wellbeing: Mindfulness	Free daily guided sessions Monday – Friday, delivered by beinginside.com
OD: MS Excel 1 – Essentials	A beginners guide to using Excel. Learn how to: • Navigate around Excel • Enter and format data • Use basic formulae
Parents and Carers E-Coffee and Chat	Bring your cuppa for an e-coffee and chat with fellow parents and carers from across the LSBU Group
Wellbeing: Mindfulness	Free daily guided sessions Monday – Friday, delivered by beinginside.com
OD: Managing People Virtually	To increase your knowledge, personal skills, effectiveness and confidence in managing dispersed staff across teams in LSBU
OD: Emotional Intelligence	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

There has also been a myriad of activity by individuals, Schools, and local teams to meet the social and business needs of the University including webinars, peer-to-peer leaning and even a Facebook group.

LSBU Pulse Survey

A Pulse Survey was launched in April to capture the experiences of staff throughout this crisis and to allow the University to respond swiftly to the needs of its staff. The first survey responses were extremely positive and highlighted that the "people-first" approach to policy and action was working. However, concerning data emerged around the experience of Disabled, White Other & Asian staff, as well as the suitable working environments of carers. Further exploration and action plans are in hand to address and will be monitored. A mirror Pulse Survey for students was also 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" (good)
  – 58% "I have a suitable working environment" (challenge)

- **Disability**
  – 20%-30% lower scores than non-disabled staff (challenge)

- **Ethnicity**
  – 86% Black British Africans feel "The Group is demonstrating that it cares about people" (good)
  – 33% White non-British feel "I have confidence in how the University has responded" (challenge)

- **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"

Looking Forward

We will work with the HR Business partners, that will allow us to capture the contributions of everyone.

- Our approaches to equality, diversity, and inclusion are based on recognised models of best practice
- Engage with our staff and students at regular intervals, ensuring we hear their lived experiences that informs our actions
- Review and monitor progress to ensure that milestones are being achieved and real change is happening
- Annually refresh the strategy and action plan to ensure that it remains relevant
- Work with our leaders to increase their visibility around inclusive leadership

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

LSBU | GROUP

lsbu.ac.uk