Race Equality Charter – LSBU Action Plan

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

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5	Section 3b: Overview of the local population and context.	The 'Report and Support' system does not currently monitor whether harassment or hate incident reports are racially aggravated. It also does not currently allow staff to report harassment or hate crimes.	Introduce subcategories in the Report and Support system to better understand the extent to which students and staff at LSBU are experiencing racially motivated hate incidents.	Group Head of Equality, Diversity and Inclusion, Sanchia Alasia	Head of Wellbeing and Advice, Luke Howson Group Head of Equality, Diversity and Inclusion, Sanchia Alasia	Data on the number of racially motivated hate incidents experienced by staff and students is included in the annual EDI report.	March 2026
6			Extend the Report and Support system to allow staff to report experiences of hate incidents against staff, as well as students.	Group Head of Equality, Diversity and Inclusion, Sanchia Alasia	Head of Wellbeing and Advice, Luke Howson Group Head of Equality, Diversity and Inclusion, Sanchia Alasia	Data on the number of racially motivated hate incidents experienced by staff and students is included in the annual EDI report.	March 2026
7			Deliver a comms and awareness campaign to launch Report and Support for staff. Provide online resources to promote understanding of reporting and train relevant staff to deal with reports. Establish a benchmark for the number of staff reporting through the Report and Support system over the first year and set a target for the following year to increase the number of reports.	Group Head of Equality, Diversity and Inclusion, Sanchia Alasia	EDI Project Manager, Chloe Johnson	Data on the number of reports is included in the annual EDI report.	March 2026
8	Section 4a: Academic staff.	There is a lack of data around the amount of work being done by different Hourly Paid Lecturers (HPLs) at LSBU. As a result, we do not know if there is an overrepresentation of BAME HPLs undertaking significant amounts of work.	A review of the arrangements for Hourly Paid lecturers (HPLs) is underway to reduce the use of HPL contracts.	Provost, Tara Dean	Director of People, Stephen Phillpott-Walsh,	BAME HPL population is no higher than 3% above the academic BAME population.	July 2024
9			Establish a review of the ethnicity of remaining HPLs and develop actions to address any over-representation of BAME HPLs.	Provost, Tara Dean	Director of People, Stephen Phillpott-Walsh,	BAME HPL population is no higher than 3% above the academic BAME population.	July 2024
10			Ensure that the specific experiences of BAME HPL staff are considered as part of the work to increase employee engagement. Develop recommendations to improve engagement for academics on HPL contracts and implement these by July 2024.	Group Director of OD and EDI, Alix Langley	OD Consultant, James Pickin	Engagement measures for BAME HPL academics are within 2% of the overall LSBU average.	July 2024
11		We know that an increase in the ethnicity disclosure rate will help us to understand which areas to target to improve equity across the institution.	To run a general and targeted communications campaign to encourage employees to declare their ethnicity and other diversity monitoring data.	Group Director of OD and EDI, Alix Langley	Group Head of Equality, Diversity and Inclusion, Sanchia Alasia	A further 4% increase in ethnicity disclosure to 96%.	March 2024

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12		Data shows that BAME staff are underrepresented in higher grades for academic roles.	Continue to support BAME staff to participate in the Diversifying Leadership development programme, supplementing the external course with in-house development sessions and career tracking.	Group Head of Equality, Diversity and Inclusion, Sanchia Alasia	EDI Project Manager, Race Equality, Grace Tulloch	A 50% increase in the number of participants in leadership programmes who are subsequently promoted.	December 2024
13		There are significant differences in the diversity of academic staff between schools.	Deployment of data insight reporting to SMTs by HR Business Partners to support identification of workforce management, recruitment markets and development priorities.	Director of People, Stephen Phillpott-Walsh	HR Business Partners, Marie Morgan/ Shahnaz Khan/ Gintare Cerniauskaite	Biannual "People Planning" meetings held with all Academic Schools with agreed actions to address diversity issues reported to the Operations Board.	October 2024
14	Section 4b: Professional and support staff.	Our data shows that turnover for professional and support staff decreased for all ethnicities except for Asian staff who saw a 6% increase.	To review a sample of leavers to understand the experiences of Asian professional and support staff that may be contributing to increased turnover for this group, and the experiences of other groups that may be contributing to a decreased turnover.	Group Head of Equality, Diversity and Inclusion, Sanchia Alasia	Employment Services Team Leader, Anna Jastrzebska	Targeted retention strategies for groups of leavers where there is a disparity of over 3%.	May 2026
15		We would like to see an increase in the amount of PSG staff moving into senior roles, as the proportion of BAME PSG staff decreases in higher grades.	Launch and embed the new PSG career pathways framework.	Group Director of OD and EDI, Alix Langley	Organisational Development Consultant, James Pickin	A 2% increase in BAME PSG staff at grades 7-10 by January 2026.	January 2024
16	Section 4c: Grievances and disciplinaries.	We do not currently analyse the ethnicity profile of people involved in grievances or disciplinaries, and whether these instances are race-related in nature.	Review the reporting system for grievances and disciplinaries (in conjunction with the EDI and HR Systems teams) to ensure the ethnic profile of individuals raising grievances and subject to disciplinaries is reviewed, and the university has oversight of whether any grievances or disciplinaries are race-related in nature. Ensure there is a process in place for any concerns and issues identified to be addressed.	Director of People, Stephen Phillpott-Walsh	HR Business Partners, Marie Morgan/ Shahnaz Khan/ Gintare Cerniauskaite	Data on the ethnic profile of individuals raising grievances and subject to disciplinaries, and any occasions where grievances or disciplinaries are race-related in nature, is included in the annual EDI report.	December 2025 (annually)
17	Section 4d: Decision-making boards and committees.	Our decision-making committees are not currently representative of the local diversity in ethnicities, with most of these leadership positions being held by white committee members.	Develop proposals and an implementation plan to increase exposure and understanding of the role of leadership roles for people in groups that are under-represented in those leadership roles. Options might include a shadowing scheme as part of leadership development activities.	Chief People Officer, Alex Bush	Group Head of Equality, Diversity and Inclusion, Sanchia Alasia'	Staff gain leadership experience and insight into leadership groups and exposure to colleagues in senior positions.	March 2027

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18	Section 4e: Equal pay.	There is an ethnicity pay gap at LSBU of 11.9% (March 2022) which has increased from 9.7% (March 2021).	Investigate areas where the ethnicity pay gap is higher between different groups of staff through a detailed equality pay audit.	Group Director of OD and EDI, Alix Langley	Group Head of Equality, Diversity and Inclusion, Sanchia Alasia	Annual reduction in ethnicity pay gap – below 10% in March 2025 and a further 2% reduction in March 2026.	December 2023
19			Develop and agree with the EDI Steering Committee a detailed ethnicity pay gap action plan and targets, with regular reports on progress to the Committee.	Group Director of OD and EDI, Alix Langley	Group Head of Equality, Diversity and Inclusion, Sanchia Alasia	Annual reduction in ethnicity pay gap – below 10% in March 2025 and a further 2% reduction in March 2026.	March 2024
20	Section 5a: Academic recruitment. Section 6a: Professional and support staff recruitment.	Data shows that LSBU attracts a diverse range of applicants to roles, but that BAME applicants are less likely to be shortlisted and appointed to roles. Data suggests that Asian staff are particularly underrepresented in academic and professional and support roles when benchmarking against ethnicity population data for London. Data shows that BAME staff are underrepresented in higher grades in academic and professional and support roles. Feedback from our REC staff survey also showed that Black and South Asian staff were more likely to report negative experiences of LSBU's recruitment processes and flexible working policies.	An inclusive recruitment action plan to be developed by December 2023 with "quick win" and longer-term actions identified for implementation in academic year 2023/24.	Director of People, Stephen Phillpott-Walsh	Head of HR Service Desk and Recruitment, Claire Sumpter	A reduction of 5% to the overall discrepancy between BAME candidates and white candidates who are shortlisted and appointed.	December 2023
21			Review training materials for inclusive recruitment and ensure they encourage best practice in equality, diversity and inclusion.	Group Head of Equality, Diversity and Inclusion, Sanchia Alasia	EDI Project Manager, Race Equality, Grace Tulloch	Positive feedback from new starters about the inclusivity of the recruitment process.	February 2026
22			Include EDI commitments in tender evaluation criteria for Executive Search Agencies and introduce mechanisms to track the diversity of shortlists from executive searches.	Alex Bush, Chief People Officer	Steve Phillpott-Walsh, Director of People	Feedback from recruitment team about which changes will be implemented following workshop training.	July 2026
23	Section 5b: Training Section 6b: Training	We have limited data about attendance at in-house training events by ethnicity.	We will be implementing a new Learning Management System to improve our monitoring and evaluation of in-house learning. We will review training uptake by ethnicity to identify areas for additional targeting or learning interventions. .	Group Director of OD and EDI, Alix Langley	Learning and Development Manager, Dorota Tworek-Uptas	Annual analysis of engagement with training and evaluation of impact, including by ethnicity, to the LSBU Operations Board.	April 2026

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24	Section 5c: Appraisal/ development review	Appraisal completion rates have reduced across all ethnic groups but are particularly low for Black UK staff in the most recent data.	A new appraisal process will be implemented from June 2023 with additional actions to improve completion rates. Monitor outcome of BAME completion rates within the new process and identify areas for future action.	Group Director of OD and EDI, Alix Langley	Learning and Development Manager, Dorota Tworek-Uptas	Increase in completion rate by 20% by October 2023 and completion rates by eligible Black staff within 5% of overall average.	May 2024
25	Section 5c: Appraisal/ development review

Section 6c: Appraisal/ development review | All staff to have an explicit discussion about equality, diversity and inclusion as part of their appraisal process, to identify and recognise their personal contribution and identify any relevant development needs. | To embed EDI as an important part of the appraisal conversation with clear expectations that all staff should contribute towards EDI and recognition of people's efforts in doing so. | Group Director of OD and EDI, Alix Langley | Learning and Development Manager, Dorota Tworek-Uptas | EDI question included in appraisal form and 75% of completed appraisals record and EDI discussion. | January 2024 |
| 26 | Section 5d: Academic promotion.

Section 5g: Profile raising opportunities | BAME staff at LSBU have consistently lower academic promotion success rates than white staff, and BAME staff are underrepresented in higher grades for academic roles. | The Working Group on Academic Promotion is to monitor and evaluate the Academic Promotion guidance, processes and workshops from 2022-2025 to increase equitable progression for staff. Targeted workshops should include a focus on wider academic practice, including accessing profile-raising opportunities. | Chair of the Working Group on Academic Promotion, Tara Dean | Provost, Tara Dean | A reduction in the gap between success rates for BAME and white staff members applying for academic promotions by the 2025 academic promotions round. | June 2025 |
| 27 | Section 5d: Academic promotion.

Section 6d: Professional and support staff promotion. | There is not enough support to encourage BAME staff and part-time staff (which has an ethnicity impact) to apply for promotion. | To collate information about all available workshops and programmes for BAME staff at LSBU and develop a centralised page on the intranet (Connect) for staff to access this information in one place. The page should include guidance on how to find and access profile-raising opportunities. The EDI team will update this page with any new information as required with input from EquiNet, EDI Leads and any other relevant stakeholders. The site will be reviewed quarterly for quality. | Group Head of Equality, Diversity and Inclusion, Sanchia Alasia | EDI Project Manager, Race Equality, Grace Tulloch | The appropriate launch of this information on staff intranet 'Connect'. Engagement rates with the programmes listed are monitored by the EDI team. | March 2025 |
| 28 | Section 5e: Research Excellence Framework. | Our data shows that Black UK staff and Asian non-UK staff have significantly lower REF submission rates than other ethnic groups. | To investigate the reasons for lower REF submission rates for UK Black and non-UK Asian academic staff and increase equitable representation of these groups for staff with REF-submitted research independence. | Pro Vice Chancellor (Research), Rodney Day | Research Impact Manager and REF Coordinator, Karl Smith | A 5% increase in the proportion of Black UK and Asian Non-UK staff who have 3* research outputs for submission to the next REF. | December 2025 |
| 29 | Section 5f: Support given to early researchers. | The University has recently formed Early Career Researcher (ECR) and Inclusive Researcher Groups, | Implement a programme of mentoring and support for early career researchers. | Pro Vice Chancellor (Research), Rodney Day | Research Impact Manager and REF Coordinator, Karl Smith | Mentoring and support programme is implemented. | December 2024 |

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30		but there is currently no targeted initiatives or support specifically for ECRs from BAME backgrounds.	Monitor the level of engagement from BAME ECRs in mentoring and support and develop recommendations to address any disparities in the ethnicities of those taking part.	Pro Vice Chancellor (Research), Rodney Day	Research Impact Manager and REF Coordinator, Karl Smith	Demographics for engagement in mentoring and support are reported annually to the University Research Committee, and disparities are addressed.	July 2028
31	Section 5g: Profile raising opportunities	We do not currently monitor the diversity of speakers at LSBU events.	Develop a proposed methodology for monitoring the diversity of external speakers. For example, adapt the External Speaker Request process to ensure that diversity monitoring data is collected (on an optional basis) for external speakers. Submit the proposal to the Safeguarding/ Prevent Committee.	Group Head of Equality, Diversity and Inclusion, Sanchia Alasia	EDI Project Manager, Race Equality, Grace Tulloch	Proposal accepted by the Committee and implemented.	December 2026
32		We want to create profile raising opportunities and showcase BAME voices.	Organise an annual programme of events, for example during Black History Month and Race Equality Week. Events should engage staff and students from all cultures to recognise the contribution and achievements of those with African or Caribbean heritage. We will also use these events as an opportunity for people to learn more about the effects of racism and how to challenge negative stereotypes.	Group Director of OD and EDI, Alix Langley	Chair of BAME staff network, Preethi Premkumar	Black History Month and Race Equality Week are celebrated each year, including internal and external voices.\n\nAt least one event each year showcases BAME voices with an intersectional perspective.	Annually from October 2023
33	Section 7a: Admissions.	Students from Mixed, Asian, or 'other' ethnic backgrounds experience a lower undergraduate application success rate for tariff 240-280 and we do not have a clear understanding of why this disparity occurs.	Outreach and Admissions teams to hold collaborative planning meetings with a focus on how to effectively engage with prospective students from underrepresented groups across courses where a disparity in application success rates occurs.	Director of Marketing and Communications, Paul Woods	Senior Manager, UK Student Recruitment and Outreach, Amy Collins	A 2% increase in successful application rates from underrepresented groups within courses that currently have a disparity (e.g., courses under the school of Arts and Creative Industries)	June 2025
34	Section 7b: Undergraduate student body	Black students are less likely to self-refer for mental health support at LSBU.	To implement recommended actions from report findings outlined in the OfS funded project: Proactive and Preventative Interventions for Black Students.	Head of Wellbeing and Advice at Student Services, Luke Howson	Mental Health and Wellbeing Manager, Laura Harris	The ethnic demographics of students accessing mental health support at LSBU matches the ethnic demographics of the student body.	July 2024

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35	Section 7d: Attainment.	Links to Decolonising and Racial Awarding Gap Action Plan. While an area that produced some differing views amongst students, there was a shared view that some degree of student involvement in recruitment and training of staff would be beneficial.	A model for the involvement of students in staff recruitment, in an appropriate way, needs to be developed.	Group Director of OD and EDI, Alix Langley	Head of HR Service Desk and Recruitment, Claire Sumpter	Student involvement in at least 75% of relevant academic recruitment campaigns.	June 2027
36	Section 7f: Postgraduate employment	The REC student survey showed that South Asian students were less positive about developing skills needed for graduate-level jobs or understanding the graduate-level opportunities available.	Deliver a targeted communications campaign to inform South Asian students about the LSBU employability offer and support available via the LSBU Careers system, Career Hub. This will be done with targeted interventions at different year groups based on their career journey lifecycle. E.g. Level 4 CV support and careers conversations, Level 6 Placements support etc.	Head of Employability and Placements, Grant McNeill	Employability Team Leader, Hayley Assuncao	Of those included in the targeted communications campaign, 40% will have subsequently engaged with the service, including events, appointments and the skills module.	Comms to be send before 27 October 2023. First report on engagement 26 January 2024. Second comms piece by 16 February 2024. Second report on engagement 28 June 2024
37	Section 8a: Course content and syllabus.	Allocate specific provision to the development of a more inclusive curriculum.	To appoint a Decolonising Research fellow to work with each school and the Students' Union to develop bespoke approaches to decolonise the curriculum.	Pro Vice Chancellor (Education and Student Experience), Tony Moss	Pro Vice Chancellor (Education and Student Experience), Tony Moss	Each School has an agreed framework for decolonising the curriculum in place by September 2024.	September 2024
38			Each division and/course to work on decolonising when curriculum planning. Academics in their course teams should work on one-two modules. Liaise with BAME students over the summer of 2024.	Pro Vice Chancellor (Education and Student Experience), Tony Moss	Decolonising Research Fellow, Megha Kashyap	Each School has an agreed framework for decolonising the curriculum in place by September 2024.	September 2024
39			Each division to select a course due for revalidation where the decolonising research fellow can work closely, in order to 'pilot' a decolonised curriculum. The pilot should be complete by end of S2 2024 or 2025.	Pro Vice Chancellor (Education and Student Experience), Tony Moss	Decolonising Research Fellow, Megha Kashyap	Each School has completed a 'decolonising the curriculum' pilot for at least one course.	June 2025
40	Section 8b: Teaching and assessment methods.	Targeted provision of resource to create more equitable degree awarding for all students.	The CRIT and the Principal Investigator of SCALE-UP will develop plans to evaluate the benefits of SCALE-UP across a wider group of courses in Schools and monitor student engagement in its effort to reduce the awarding gap.	Director of Teaching Quality and Enhancement, Teaching and Quality Enhancement, Marc Griffith	Associate Director, Academic Development, Teaching and Quality Enhancement, Argyrios Georgopoulos	A 5% reduction in the awarding gap on modules piloted in phase 2 of SCALE-UP.	March 2025

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41			EDI Leads will dedicate specific time each academic year to collectively explore any reasons for awarding gaps and share good practice from courses that have been successful in narrowing the gap to influence curriculum planning.	Group Director of OD and EDI, Alix Langley	Group Head of Equality, Diversity and Inclusion, Sanchia Alasia	Curriculum for 2027/28 academic year includes specific strategies for targeting awarding gaps, informed by discussions as the EDI committee and evidence of what works in Schools that have been successful in decreasing their gaps.	June 2027