

LSBU | GROUP

# Equality, Diversity and Inclusion Report

2025/2026





# Foreword

## Welcome to LSBU Group's Annual Equality, Diversity and Inclusion (EDI) Report for 2025/26.

As LSBU Group, we are London's first integrated education group, bringing together London South Bank University (LSBU), South Bank Colleges and South Bank Academies. Collectively, we are a powerful network of learners, staff, alumni, employers and policymakers united in our mission to challenge social and economic inequalities through applied education, insight and partnership.

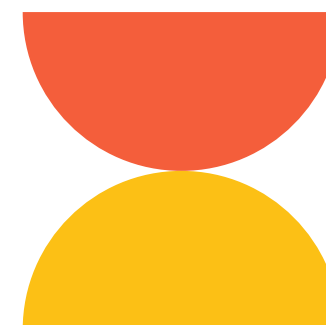
We are proud that our community includes a diverse and dynamic mix of students, learners, staff and partners and we see EDI as critical to our success. Identifying barriers to inclusion and working together to remove them so that all members of our community can thrive is of vital importance to us.

Last year saw the end of our previous EDI Strategy 2021–2025 and this year has been a time of significant transformation and reflection, looking ahead to our next five years and developing our new EDI Roadmap 2026–2030 to sit under our new LSBU Group Corporate Strategy. We sincerely thank all colleagues from across the LSBU Group for contributing to development of our new EDI Roadmap and for their ongoing work driving, championing and supporting the extensive inclusion work outlined in this report.

We remain deeply committed to EDI and look forward to another year of enhancing our world-leading status as an inclusive and transformation provider of education, research and innovation that reduces inequality for individuals, communities and society.

**Alex Bush**, *Chief People and Legal Officer*

**Paul Kett**, *Chief Executive and Vice Chancellor*



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# Key Achievements

The 2025/26 year has seen some significant achievements in equality, diversity and inclusion-related activity across LSBU Group. These include:

- LSBU being **ranked in the top 20 globally for Reducing Inequalities** in the prestigious Times Higher Education Impact Rankings.
- LSBU being **ranked 5<sup>th</sup> in the country on social mobility** in the new Social Mobility Commission's rankings.
- LSBU achieving **impressive reductions in all our ethnicity awarding gaps**, with the overall gap for all ethnic minority groups (Asian, Black, Mixed and Other) having reduced to around 4%.
- South Bank Colleges reaching an outstanding **90% achievement rate for high needs learners**, outperforming those without high needs by 3%.
- LSBU receiving an **"Award in Progress" with the University Mental Health Charter (UMHC)**, recognising significant progress towards a whole-university approach to mental health and wellbeing.
- LSBU **strengthening our institution-wide support to disabled students** through targeted activity under the Disabled Student Commitment (DSC), including a revised support arrangements process and bespoke role-specific training for staff.
- LSBU undertaking a **major research project with over 450 students to better understand how students engage with anti-racism and decolonising work**. Upskilling students as peer researchers and advocates, the research generated valuable insights which have informed the next phase of LSBU's anti-racism and decolonising work.
- SBUSIXTH **leading three targeted and evidence-informed EDI programmes**, leveraging partnerships with key external organisations to address student needs. To date, the programmes have improved access to mental health and wellbeing services for black male students, and improved career focus and confidence for female learners in STEM.
- Joining the **pilot cohort of Advance HE's Inclusive Institutions** to support a streamlined, strategic, evidence-led approach to embedding inclusion across our institutions.
- Launching a **centralised fund and new Group-wide policy for staff reasonable adjustments**. The revised approach was reviewed by the Business Disability Forum, includes clear guidance on approving and implementing adjustments and comprehensive training for line managers.
- Consulting on and **developing our new Group-wide EDI Roadmap 2026-2030**, with priority areas identified as around Accountability, Anti-Racism, Accessibility and Alignment.

# EDI Structures, Strategy and Awards

## EDI Structures across LSBU Group

This year, the EDI Steering Group has been a central space to discuss and develop institutional and Group-wide equality, diversity and inclusion priorities and actions. The group includes the representatives outlined below and sits alongside the dedicated South Bank Colleges EDI Committee which has staff and student representatives across key areas, as well as a member of the central EDI team to share LSBU and Group-wide EDI updates.

### EDI Steering Group membership

|                                            |                                                                                                                                                        |
|--------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| Leadership and administration              | PVC and EDI team                                                                                                                                       |
| Group Staff Services representation        | HR Business Partnering<br>Learning & Organisational Development                                                                                        |
| LSBU Student Services representation       | Student Wellbeing & Advice<br>Access and Participation<br>Decolonising the Curriculum<br>Student Union                                                 |
| LSBU Staff Equality Network representation | DNet (disability)<br>PrideNet (LGBT+)<br>GenderNet/Carents (gender, parents and carers)<br>EquiNet (race/ethnicity)                                    |
| LSBU local EDI representation              | College of Health and Life Sciences<br>College of Technology and Environment<br>College of Society and Professions<br>Research and Innovation Services |
| Group EDI representation                   | South Bank Colleges<br>South Bank Academies                                                                                                            |

This year the LSBU EDI Steering Group has been central to reflection and development for our new EDI Roadmap, following the end of our previous EDI Strategy 2021-2025. Following a joint meeting with the Athena Swan Steering Group and Race Equality Charter Steering Group, the group agreed a consolidated approach to our new EDI Roadmap allowing gender and race equality actions to be brought into a central Action Plan. Going forward, the group will provide oversight and accountability on the actions outlined in our new Group-wide EDI Roadmap 2026-2030.

## Equality Chartermarks

LSBU has held an Athena Swan Bronze Award since 2020, and a Race Equality Charter Bronze Award since 2023, both of which have helped inform key improvements in our equality auditing and approaches. These have included: an independent equal pay audit that found minimal pay inequities by gender, race and disability; the introduction of an Academic Workload Model allocation system to manage and review workloads for consistency and equality; and the establishment of in-depth PowerBI student equality dashboards to enable live tracking and action on gaps in student outcomes and experience.

Noting many areas of overlap, duplication and siloed working across the two chartermarks, our EDI Steering Group supported the EDI team’s proposal to move away from separate-strand accreditations in favour of a centralised and consolidated approach through a Group-wide EDI Roadmap, with assessment and validation through the Inclusive Institutions Framework (IIF).

Key actions outstanding from our Athena Swan and Race Equality Charter Action Plans (including improvements to workforce equality data and Equality Impact Assessments) are now being carried forward as part of this new consolidated approach.

## EDI Roadmap 2026–2030

This year was a significant year for reflection on our activities over the past five years, alongside ongoing gaps and challenges to inform our new EDI Roadmap. In consulting with colleagues across LSBU Group, we were proud to note significant, shared strengths and successes in our student-facing inclusion (many of which are outlined in our LSBU Access and Participation Plan). These include:

- Understanding learners’ needs and regularly taking proactive and reactive steps to ensure equity for them in access, outcomes and experience;
- Working actively to address racism and legacies of colonialism in our teaching, research and environment; and
- Providing key adjustments and support interventions to ensure education is accessible for our diverse learners.

These shared strengths were found to be a great source of pride across the Group and are what our new EDI Roadmap has been shaped around: accountability, anti-racism and accessibility. While amplifying these areas of our impactful student-facing inclusion work, the new roadmap will specifically focus on bringing these strengths to our workforce, research and partnerships, and ensuring alignment across the Group to enable all our communities to benefit from Group-wide expertise and innovative good practice.

The four key themes of our new EDI Roadmap are therefore Accountability, Anti-Racism, Accessibility, and Alignment, and the accompanying Action Plan will outline our planned activities, outputs and anticipated outcomes. Over the life of the new EDI Roadmap, our Action Plan will be regularly monitored and reviewed annually, with new actions informed by our annual self-assessments under the Inclusive Institutions Framework.

## Inclusive Institutions Framework

In January 2026, LSBU was proud to join the first pilot cohort of the new Inclusive Institutions Framework (IIF) from Advance HE, which has been developed through extensive consultation across the higher education sector over the past few years to create a streamlined, strategic, evidence-led approach to embedding inclusion across institutions.

As Advance HE describe: “Many institutions are balancing multiple inclusion-related commitments, initiatives and frameworks. While these activities are often well intentioned, they can become fragmented, resource-intensive and difficult to coordinate. At a time of increasing financial pressure, institutions are looking for approaches that help them reduce duplication, improve strategic alignment, prioritise activity effectively, and demonstrate meaningful impact. This is the challenge the Inclusive Institutions Framework was designed to address.”

Encouraged by the IIF’s focus on streamlining, strategic alignment and sustainability, we began our IIF journey by identifying our senior sponsors and team members to drive and inform our self-assessment under the IIF modules.

| IIF team membership              |                                                                                                                                                                                                                                                                                                 |
|----------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| IIF Sponsors                     | Chief People and Legal Officer<br>Provost                                                                                                                                                                                                                                                       |
| IIF Coordinators                 | Head of EDI<br>EDI Manager                                                                                                                                                                                                                                                                      |
| Core IIF Contributors (Module 1) | Head of Student Success<br>Student Mental Health & Wellbeing Strategy Manager<br>Deputy Chief Exec of LSBU Student Union<br>Access & Participation Programme Manager<br>Decolonising Research Fellow<br>Impact & Evaluation Officer<br>Academic Developer<br>College EDI Leads<br>RIS EDI Leads |

Alongside consultation with IIF team members to assess our strengths and weaknesses against the IIF Module 1 competencies, the EDI team ran an 'EDI Foundations Survey' shared with all LSBU Group leaders, Deans and Directorate leads. The survey explored the equality and inclusion practices within each area's Planning & Evaluation, Governance and Oversight, Staff and Leadership and included 16 multiple choice and open text questions. The survey was completed by 24 leaders and findings contributed to both our IIF module self-reflection and our EDI Roadmap action planning.

After submitting our Module 1 self-assessment later in 2026, we will receive peer feedback for reflection before moving on to the next module in January 2027. Our IIF team membership will be reviewed each year, and IIF module self-assessment and actions will help inform our annual updating of the EDI Roadmap's accompanying Action Plan.

## THE Sustainability Impact Ratings 2026

LSBU has consistently been ranked highly in the prestigious Times Higher Education Global Impact Ratings, based on the United Nation's 17 Sustainable Development Goals (SDGs), and 2026 was no exception.

Compared to other UK institutions, we ranked 17<sup>th</sup> overall, 3<sup>rd</sup> in the UK for SDG3 Good Health & Wellbeing and 5<sup>th</sup> in the UK for SDG10 Reduced Inequalities.

Globally, we had been in the top ten in the world for SDG10 Reducing Inequalities for the past four years (ranking 5<sup>th</sup> in 2022, 8<sup>th</sup> in 2023, 3<sup>rd</sup> in 2024, and 6<sup>th</sup> in 2025). We dropped into the top 20 this year (ranking 18<sup>th</sup> in 2026) but remain immensely proud of our globally recognised strength in reducing inequalities through our research, teaching, policies and partnerships

# Student Inclusion at LSBU

## Student demographics

At LSBU, we are very proud of the diversity of our student body and have established in-depth student equality dashboards to enable live tracking and action on outcomes and experience by different student demographics. Key trends in our LSBU student demographics include:

- A **steady 53% female student population**.
- A **large and growing ethnic minority student population** (from 62% in 2023/24 to 70% in 2025/26), made up of mostly Asian/British Asian students (31%) and Black/Black British students (28%), with smaller populations of mixed or dual heritage students (6%) and other ethnic minority students (5%, that includes Arab and Hispanic students).
- A **representative and steady disabled student population** at 21.7%.
- A **fairly steady student faith profile** that is: 34.9% Christian, 26.1% Muslim, 21.6% non-religious, 4.6% Hindu, 1.8% other religion or belief, 1.0% Sikh, 0.7% Buddhist, and 0.2% Jewish.

## Social Mobility Commission Rankings 2026

This year the Social Mobility Commission launched a new index, ranking how well each university in England is supporting social mobility in their student intake. Looking at student access data, the index compares the provider's enrolment population against the pool of students who met the provider's entry requirements. One of the main findings from the research is that nearly a third of universities (29%) are under-enrolling disadvantaged students, even when they have met the academic entry requirements.

We are very proud to be an exception to this trend, with LSBU ranking 5<sup>th</sup> in the country for recruitment of students from lower socio-economic backgrounds. Our student enrolment includes a higher proportion of disadvantaged and historically under-represented students than the wider population and demonstrates our longstanding commitment to supporting under-represented groups access and success in higher education.

## Ethnicity Awarding Gaps

Awarding gaps are calculated as the differences in the proportion of students from different groups who achieve a degree outcome of a First or 2:1. At LSBU, we undertake detailed tracking of student outcome data, which is then provided to the Higher Education Statistics Authority (HESA) and the Office for Students (OfS) for publication and benchmarking. Due to the rich ethnic diversity of our student body, our ethnicity awarding gap is a key indicator of success in relation to our student inclusion work, and our early internal analysis of 2024/25 data indicates significant improvements in outcomes for our ethnic minority students and in our awarding gaps.

For the 2024/25 academic year, we saw a continued and impressive reduction in our ethnicity awarding gaps, with the overall gap for all ethnic minority groups (Asian, Black, Mixed and Other) having reduced to around 4% and with disparities for all ethnic minority groups having reduced to their lowest percentage across the past three years. For Black students specifically, who previously had the largest gap, there is now the smallest gap (at around 3%), closely followed by Mixed and Other ethnicity students (both at around 5%), then Asian students (at around 6%). The 24/25 year reflects the first graduating cohort who fall under our new Access and Participation Plan and we are delighted that this awarding data shows the effective impact of the many successful areas of inclusion work undertaken by teams across the university as outlined below.

## Access and Participation

LSBU's Access and Participation Plan (APP) 2024/25 to 2027/28 continues to guide the university's work to support students from under-represented groups into, through and beyond higher education. This year, the Access and Participation and Decolonising Team has translated that commitment into practical improvements across the student lifecycle, working closely with colleagues across the university to build shared evaluation capacity and understanding, while also leading directly on several core evaluation projects.

As part of our work this year, the team led an evaluation of the student Personal Development Plan (PDP). The work identified that the scheme is good in principle but not yet functioning as designed. Findings have already been shared with senior stakeholders to inform a redesign. The team also worked alongside the Assessment and Feedback Working Group to evaluate the impact of assessment reform, work that was presented internationally at the International Consortium of Educational Development (ICED) Conference in Salamanca, Spain.

In partnership with colleagues supporting student mental health, the team led the evaluation of the university's Consent Workshops, which has informed the book chapter 'Impact over ease: London South Bank University's journey to meaningful consent education for adult learners', published on page 64 of *Shaping the Next 10 Years of Educational Equity* (Forum for Access and Continuing Education, 2026), and now forms part of the evidence base for OfS condition E6. This impactful work was also shared at the National Conference of the Association of Managers of Student Services in Higher Education (AMOSSHE) in Gateshead, Newcastle. The team also led analysis of the Mental Health Mentoring Programme, which has shown improved student confidence and was shared through a dissemination piece, *The Pivot*, published in February 2026, page 24. This work is supporting LSBU's work with the University Mental Health Charter.

Use of the Higher Education Access Tracker (HEAT) has also expanded significantly this year at the university. HEAT-enabled monitoring reached 1,517 students in its first term of the 2025/26 academic year, already surpassing the total number of students recorded in the 2024/25 period. Working with colleagues across LSBU, South Bank Colleges, South Bank Academies, SBUA and the Sixth Form, HEAT is growing from a single-institution tool into a shared Group-wide approach to assessing initiatives designed to address barriers to equality of opportunity in education.

## Decolonising the Curriculum

LSBU's decolonising agenda has continued to gather pace this year, led by the Decolonising Research Fellow in close collaboration with colleagues across research, curriculum and professional services. This work spans research, publication, curriculum embedding and sector-facing thought leadership, and was recognised this year with a Rising Star Award for anti-racism and decolonising work, a welcome acknowledgement of the calibre and reach of this collaborative effort.

Our research has had real policy influence beyond the sector: it was cited six times in a UK government International Development Committee report following engagement with the FCDO, demonstrating the practical reach of LSBU's decolonising scholarship. Closer to home, an Insight Study on Student Engagement with Anti-Racism, developed with input from students and colleagues across the university, has directly informed LSBU's EDI Roadmap, ensuring that student voice and lived experience continue to shape institutional strategy. Decolonising is an institutional priority in Academic Quality Enhancement and Teaching Quality Enhancement processes. The Decolonising Research Fellow continues to work on staff capacity building on anti-racism practices in teaching and learning through workshops including Critical Pedagogy and Challenging Whiteness.

This year has also seen a substantial and sustained scholarly contribution, with three book chapters and two journal articles published or accepted for publication, alongside invited contributions and conference presentations at, among others, the University of Lancaster, the International Festival of Decoloniality at the University of Derby, the Financing Feminist Futures Conference and the EADI Conference in Belgium, as well as an emerging international research collaboration with Örebro University, Kassel University and the University of Leeds.

Decolonising practice continues to be embedded into everyday academic processes in partnership with colleagues across the university, including course revalidations for Game Design, Sports Science and Business Management, building on the model of school-by-school embedding already underway. This work has been supported by external grant activity and applications in progress to the Rijksbanken, Nuffield Foundation, UKRI ARC Accelerate Programme and British Academy Small Research Grants, sustaining the pipeline of collaborative decolonising research and practice into the year ahead.

## Student Engagement with Anti-Racism

This year, a major research project was undertaken to better understand how students engage with anti-racism and decolonising work across the university. Led by our Decolonising Research Fellow, the study gathered evidence from 463 student survey responses and four focus groups involving 37 students from across all three Colleges.

The research found strong student support for anti-racist and decolonising approaches, with students viewing them not as optional initiatives but as an important part of delivering high-quality, relevant and inclusive education. Students consistently highlighted the importance of diverse reading lists, representative case studies, culturally responsive teaching practices and opportunities to engage with global perspectives throughout their studies.

A key theme emerging from both the survey and focus groups was the gap between institutional activity and student awareness. Many students reported being unaware of existing anti-racism initiatives, events and opportunities for involvement, suggesting that significant work is taking place but is not always sufficiently visible to the student body.

The findings have provided valuable insight to inform the next phase of LSBU's anti-racism and decolonising work. Key recommendations include strengthening communication and visibility, embedding anti-racist approaches more consistently within curricula and assessment, enhancing reporting and support mechanisms, increasing opportunities for student co-creation, and continuing efforts to improve staff and leadership representation. Over 20 actions have been committed to, including:

- Embedding anti-racist communication in the teaching environment and on campus, including how students can participate in the work
- Developing discipline-specific guidance and training for course teams on stronger integration of decolonising and anti-racism in course design, delivery, materials and assessments, co-created with students and relevant staff
- Providing guidance for staff on facilitating sensitive conversations safely and confidently within classroom settings.

Together, these findings provide an important evidence base for ensuring that anti-racist practice remains embedded within the student experience and continues to contribute to improved belonging, inclusion and educational quality across LSBU.

## Harassment and Sexual Misconduct

The 2025/26 academic year marked the first full year of implementation of the Office for Students' Condition of Registration E6 on harassment and sexual misconduct. Building on LSBU's existing policies, Report & Support platform and student support systems, significant work was undertaken to strengthen prevention, reporting and support arrangements across the university.

Our approach this year has been in four parts, with a key focus of our approach being student education:

- All information on preventing and responding to student harassment and sexual misconduct was published in a single, accessible webpage in July 2025. 72% of surveyed students reporting awareness of the resource, rising to 81% among new students, with 10% of students reporting having used the page (12% for new students).
- Over 50 'Respect at LSBU' sessions were delivered for all new students during Welcome Week, with 59% of all students attending. These sessions covered sexual consent, sexual misconduct, harassment, being an active bystander and how to access support and/report a concern. Apprentices were supported through recorded content, achieving completion rates of over 96%.
- Over 100 live Consent Workshops were delivered during the year, embedding consent and bystander workshops directly into the teaching timetable for Foundation, Level 4 and Level 7 students. An estimated 2626 students were engaged in workshops, representing 55% of the target cohort.
- An LSBU-developed e-learning was available for students from March 2026 as an alternative mode of engagement for students who hadn't completed live workshops. A series of 'facilitated e-learnings' were run, where participants were paid to contribute to the evaluation of the e-learning.

Student surveys following the interventions found that 84% of students were aware of behaviours that may constitute harassment or sexual misconduct, while 75% knew how to report a concern and access support. The work this year has resulted in a significant increase in students' understanding of sexual consent, active bystander intervention, reporting routes and support services. Small, but positive, shifts were made in students being able to recognise situations that may constitute sexual misconduct or harassment.

Encouragingly, we saw increased reporting through Report & Support between September 2025 and August 2026, with reports of harassment increasing by 48% to 37 and reports relating to sexual violence increasing by more than 153% to 38 compared with the same period in the previous year. While reporting increases cannot be directly attributed to a single intervention, the trend suggests improvements in awareness of reporting routes, identification of unacceptable behaviours and confidence in accessing support.

Work will continue in 2026/27 to improve student engagement, attendance monitoring and the efficiency of delivery, while maintaining our focus on creating a safe, respectful and inclusive learning environment for all students.

## Disability and Dyslexia Service

At LSBU we are very proud to have an active and expert Disability and Dyslexia Service (DDS), providing tailored student support, screenings and funding for formal assessments of learning differences, as well as guidance and training to academics (through DDS collaboration with our Centre for Research Informed Teaching) to reduce the barriers experienced by disabled students. With 21% of LSBU students self-declaring a disability (totalling 3607 students), an impressive 84% of these are registered for support from DDS (a total of 3020 students in the 2025/26 year).

Alongside student support, the team also develops and supports key strategies and policies relating to disabled students, as outlined in our Disabled Student Commitment below.

## Disabled Students Commitment

LSBU is proud to have signed up to the Commission's Disabled Student Commitment (DSC) to recognise our institution-wide focus on creating a more inclusive and supportive environment for disabled students. The Commitment is a voluntary, non-regulatory scheme, which follows the lifecycle of the student across key touchpoints to identify and address the barriers faced by disabled students in higher education.

Our Commitment has led to the LSBU Disabled Student Strategy, which is a product of extensive collaboration with our students through our Disabled Student Panel and Disabled Student Forum. The Strategy commenced last year and is continuing to be rolled out in partnership with our Student Union, the Mental Health and Disability Strategy Working Group, and the wider LSBU community.

In 2025/26 we have:

- Enhanced our disability awareness training with input from students, making it bespoke to the staff in attendance. Role-specific training was also rolled out to the Employability team.
- Improved academic understanding of the implementation of student's reasonable adjustments via online training resources.
- Created a Student Disability and Inclusion Policy with input from students.
- Improved information sharing of disability and support arrangements across LSBU Group and when booking Employability appointments, whilst also giving students more control over their own data through a revised support arrangements process.
- Highlighting disabled students' success stories on the LSBU website to inspire prospective students.

## University Mental Health Charter

During 2025/26, LSBU completed its University Mental Health Charter (UMHC) assessment with Student Minds, receiving an "Award in Progress" outcome. The assessment recognised significant progress towards a whole-university approach to mental health and wellbeing and confirmed that the university is well positioned to achieve full award status following implementation of a small number of targeted actions.

The assessment team commended LSBU's strong understanding of its diverse student population, visible leadership commitment, integrated approach to wellbeing, and culture of continuous improvement. Particular strengths included the university's physical environment, student co-production activity, the Black Student Mental Health Project and collaboration between academic and professional service teams.

The assessment also provided a valuable framework for future development, identifying a small number of areas requiring further evidence and embedding, including evaluation of counselling services, student welfare reporting processes, peer support governance and staff wellbeing communications. Work is already underway across the university to address these requirements and secure full Charter Award status.

## Multi-Faith Service

LSBU's Multi-Faith Support Service continues to play an important role in supporting the wellbeing, belonging and inclusion of students and staff from a range of faith and non-faith backgrounds. Through pastoral support, community-building activities and the provision of inclusive spaces for reflection and worship, the service contributes to creating an environment where individuals can explore questions of meaning, identity and belief while feeling welcomed and respected as members of the LSBU community.

During 2025/26, the service was delivered by a diverse chaplaincy team comprising two Muslim Chaplains (one male and one female), an Anglican Chaplain, a Catholic Chaplain and a Jewish Chaplain who supports universities across London, reflecting the LSBU student faith profile of 35% Christian and 26% Muslim. The team support individual students and the wider university community through a programme of pastoral engagement, events and outreach activity throughout the academic year.

Key activities this year have included supporting students during Welcome Week, wellbeing-focused outreach in the lead-up to assessment periods and celebrating key religious festivals. The team continue to create opportunities for connection, learning and mutual understanding across different faith traditions, such as the faith and food pop-ups, bringing together student faith groups and continuing to operate the Staff Christian Fellowship.

A particular focus this year has been improving the accessibility and visibility of faith provision across the university. Enhancements have been made to the Multi-Faith Room, including the introduction of 24-hour keycard access so that students and staff can access the facility independently rather than only when chaplaincy staff are present. Responding to feedback from both students and staff, an additional prayer space has been introduced in the LSBU Hub.

A university-wide survey received 89 responses and found that 69% of respondents were aware of the services provided by the Multi-Faith Support Team, and feedback from those who engaged with the service was overwhelmingly positive. Respondents indicated that the service provided a welcoming environment for people from different faith and non-faith backgrounds, offered opportunities to explore their own beliefs and worldviews, increased understanding of different faith traditions, and contributed positively to their sense of belonging within the LSBU community.

## EHRC Code of Practice

Following the UK Supreme Court's ruling on the definition of 'sex' under the Equality Act in April 2025, a working group was established at LSBU to consider the impact of the ruling and the subsequent requirements laid out in the Equality and Human Rights Commission's (EHRC) statutory Code of Practice for public functions and services. Actions have included publishing campus floorplans that clearly identify single-sex and all-gender facilities and creating new signage inside our facilities to reduce the risk of harassment. The new signs promote the importance of privacy, dignity and respect, and signpost to our Report & Support platform and EDI team, to report incidents of harassment or share concerns about usage of facilities.



# Student Inclusion at South Bank Colleges

## Student achievement gaps 2024/25

Our South Bank Colleges (SBC) are known for being welcoming, inclusive and supportive places to learn. The colleges provide excellent support services for all our students to help them succeed.

During the last year, achievement rates for all our learners across SBC were assessed for the 24/25 academic year. The data highlights that our achievement rate for High Needs Students improved by 9% (to 90%) from previous year whilst Learners with Learning Difficulties and/or Disabilities (LLDD) results improved by 1% (to 86%) and are now above the national average. Overall, our students with high needs outperformed those without high needs by 3%, which demonstrates the outstanding support they receive. Additionally, our students eligible for free school meals (FSM) achieved 2% higher than those who were not eligible and our achievement rate for Looked After Children (LAC) has increased notably from 79.1% to 86.5% within a year.

Between 2023/24 and 2024/25, overall achievement rates remained above national averages for both male and female learners. In 2023/24, females slightly outperformed males (87.5% vs. 86.7%), but by 2024/25 this trend reversed, with males achieving higher rates (89.1% vs. 86.0%). Retention remained consistently high (around 95%) for both groups, while pass rates mirrored the achievement trend; shifting from a female to a male advantage. Overall, the data shows strong performance across both years, with males demonstrating notable improvement in 2024/25 and the gender achievement gap narrowing and reversing.

## Removing barriers to student engagement and participation

In the last year, barriers to student engagement have been identified for Adult ESOL (English for Speakers of Other Languages) and part-time learners, particularly for those with work and childcare commitments. To reduce these barriers, our teams have implemented flexible start and finish times and additional support outside of college. From September, a multilingual financial, counselling and wellbeing support is also being provided for ESOL learners. These interventions will continue to be monitored and reviewed throughout the coming year to ensure they are having the desired impact and to identify any further barriers to student engagement and support.

## An inclusive approach to student enrichment

Within a single academic term, a total of 244 learners participated in enrichment activities across the Brixton, Clapham and LSBTC campuses. The enrichment programme is designed with Equality, Diversity and Inclusion (EDI) embedded throughout delivery, ensuring learners from a wide range of backgrounds and abilities could actively participate in meaningful activities that supported wellbeing, confidence, engagement, and personal development.

The programme included a broad and inclusive range of activities such as yoga, mindfulness relaxation sessions, boxercise, African hair braiding, French lessons, and book clubs. These accessible opportunities enabled participation from Inclusive Learning (IL) learners, ESOL learners, and learners with differing physical abilities to improve physical wellbeing, resilience, teamwork, cultural awareness and social interaction in supportive and non-judgemental environments.

Alongside weekly enrichment activity, learners also engaged in wider college events and initiatives throughout the year, including International Women's Day celebrations, STEM fairs, career fairs, and wellbeing workshops. Refugee Week in June 2026 saw an important opportunity to run an event across multiple campuses, with the 3-day programme raising awareness about refugee experiences and facilitating cross-cultural collaboration and celebrations. In addition to facilitating an equitable approach to raising aspirations, these opportunities encouraged learners to explore experiences outside the classroom and beyond their curriculum areas.

## Embedding Inclusive Teaching Practice

During 2025/26, South Bank Colleges also strengthened its approach to inclusive teaching and learning through targeted staff development and revised teaching standards.

Staff completed a range of professional development activities focused on supporting diverse learners, including training on ADHD, leading the neurodiverse classroom and adaptive teaching. These sessions provided practical, evidence-based strategies to help staff better support executive functioning, sensory needs, communication, memory and self-management, while creating classroom environments that are accessible and effective for learners with a wide range of needs. Staff also participated in training on Education for Sustainable Development, supporting the embedding of the United Nations Sustainable Development Goals within curriculum delivery.

To ensure that inclusive practice is expected as standard for teaching, the investment in staff knowledge was supported by a revision in SBC's Teaching and Learning Standards. The Ambition Institute's Inclusive Teaching Framework and Education Endowment Foundation's research on supporting students with SEND were used as a framework to ensure our inclusive practice standards are informed by external evidence and research.

The colleges have also been responding to emerging issues relating to artificial intelligence in education. Following evidence that some AI detection tools can disproportionately identify work produced by neurodivergent students as AI-generated, the AI Learning Framework was reshaped to mitigate this emerging barrier. This work was presented at the LSBU Group Teaching and Learning Conference to enhance awareness of tangible actions that can be taken towards inclusive adoption of AI.

SBC's own 2026 Teaching and Learning Conference was focused on inclusion, with sessions covering adaptive teaching for ESOL learners, digital inclusion and executive functioning. Recently, new protocols have been developed to strengthen collaboration between teachers and Learning Support Practitioners. These will continue to be rolled out through 2026/27, helping learners to receive coordinated and consistent support.



# Student Inclusion at South Bank Academies

During 2025/26, SBUSIXTH developed a more targeted and evidence-led approach to Equity, Diversity and Inclusion (EDI). The work moved beyond awareness activity alone and focused increasingly on identifying where particular groups experienced barriers to support, participation, belonging or progression, then designing practical interventions around those barriers.

Three priority strands of work were carried out in 2025/26, identified through data about student inequity:

1. Improving male students' access to wellbeing support, including a pilot partnership with The Well Centre
2. Increasing confidence, representation and aspiration for girls and young women in STEM
3. The Find Your Feet Leadership & Inclusion Programme for students identified through attendance, engagement and pastoral concerns

All strands of work will continue into 2026/27, with amendments made to programmes based on evidence and learning gained from year one.

## Boys' Mental Health & Inclusive Wellbeing

The improvement initiative responded to a safeguarding pattern: male students appeared more frequently within concern data but were less likely to access support independently. The aim was therefore to reduce stigma, increase visibility and create earlier and more acceptable routes into wellbeing support.

Actions included:

- A targeted partnership with The Well Centre, providing access to an external male practitioner and dedicated appointment slots on site at SBUSIXTH
- More proactive check-ins by safeguarding, pastoral and social work staff
- Increased visibility of available support through posters and QR codes
- Reframing the language of 'counselling' as 'wellbeing support' where appropriate

57% of referred male students referred to the Well Centre engaged in session-based support and all students recorded an improvement through the support provided. Feedback from students accessing the service was strongly positive, with students describing feeling listened to, becoming less anxious and learning practical techniques such as de-catastrophising, and half of the students demonstrated willingness to continue with sessions outside of SBUSIXTH.

SBUSIXTH's partnership with the Well Centre will continue into 26/27 through community referrals, assemblies, staff awareness, occasional drop-ins, potential workshops and stronger links with local services.

## Women in STEM, Representation & Progression

The Women in STEM work was designed to address under-representation and retention of female students in science, technology, engineering and maths (STEM) by strengthening confidence, belonging, representation and knowledge of progression routes. The work was led by SBUSIXTH and was supported by LSBU and industry partners.

Delivery during 2025/26 included Women in STEM activity, International Women's Day and the 'Women in a Man's World' events, alongside wider careers engagement. These events deliberately brought students into contact with women working across engineering, construction, computer science, law, politics, football and leadership with opportunities to understand challenges and ask advice.

Impact measured via student questionnaires, attendance data and dialogue suggested a positive impact on confidence, belonging and students' ability to imagine themselves in STEM careers.

## Find Your Feet Leadership & Inclusion Programme

The Find Your Feet Leadership & Inclusion Programme was a targeted intervention for students identified through attendance, engagement and pastoral concerns. Its relational and informal delivery model aimed to strengthen confidence, peer relationships, belonging and participation, particularly for students who may be less responsive to traditional intervention formats.

56% of the students identified for the initiative attended at least one session and in feedback, they highlighted meeting new people, being listened to, having open conversation and feeling more connected. The feedback suggests that the programme's strongest mechanism was relational safety: an informal space in which students could participate without experiencing the intervention as another formal sanction or academic process.

# Inclusion in Research, Enterprise and Innovation at LSBU

## Research Excellence Framework (REF) 2029

The Research Excellence Framework (REF) is the system for assessing the quality of research in UK higher education institutions (HEIs). REF is undertaken every six to eight years and the results inform the public funding that universities receive (for example, from Research England). The REF exercise examines three elements of our research:

- Our outputs (the products of our research)
- Our impact (the benefits of our research to society)
- Our research environment (the culture and environment we have to support research)

Under the next REF exercise (REF2029) there is an increased focus on Strategy, People and Research Environment (SPRE) which provides a useful opportunity for reflection on how our research structures, strategy, processes and development provide a supportive and inclusive environment for research at LSBU.

As part of our planning for REF2029, we have established a REF EDI Advisory Group to advise on all equality, diversity and inclusion aspects and to ensure that REF processes are fair, transparent, inclusive, and compliant with university policies relating to EDI. Chaired by the Head of EDI and including College and RIS EDI Leads, an Early Career Researcher representative, an LSBU Doctoral College representative and the REF & Research Impact Manager, the remit of the group is to:

- Advise on development and implementation of the REF2029 Code of Practice, including key selection criteria.
- Advise on the development of EDI aspects for the University and UoA 'People, Culture and Environment' narratives.
- Input into Equality Impact Assessments produced for REF activity, including recommendations for actions to mitigate any inequalities identified.
- Advise on REF communications to ensure appropriate consideration of equality, diversity and inclusions principles.
- Provide relevant outputs to support REF Operations Group (ROG) decision making.
- Ensure all relevant activities meet the equality, diversity and inclusion-related policies and principles of the University.

## Inclusive Practice and the Centre for Research Informed Teaching

The Centre for Research Informed Teaching (CRIT) supports LSBU Group staff in embedding evidence-informed learning, teaching, assessment, and digital practice. Building on a longstanding collaboration with the Disability and Dyslexia Services (DDS), CRIT acts to remove barriers and ensure all students can access the same information and opportunities, regardless of any disabilities, neurodivergences or long-term health conditions. CRIT also works closely with the Building Future Communities Research Centre, contributing to the inclusive doctoral journey and the use of Universal Design for Learning (UDL).

Targeted action includes promoting choice in assessment, inclusive assessment design, rubrics and marking guides, and advancing digital accessibility. CRIT regularly delivers internal and external sessions on topics including compassionate analytics, neurodiversity and inclusive practice, and reimagining assessment. The team supports the ethical and considerate use of AI in feedback, assessment and student employability, while maintaining fairness and inclusion.

In July 2026, CRIT facilitated a roundtable event at Swansea University, bringing together educators, students, policymakers, and business representatives to explore the future of work in the age of AI.



## Building Future Communities Research Centre

Hosted at LSBU is the Building Future Communities (BFC) Research Centre which focuses an intersectional lens on social justice concerns through creative, inclusive, participatory research prioritising citizen engagement, practical transformation and real-world impact.

Based on the principle 'nothing about us without us,' BFC includes a total of 67 members and is committed to including and supporting marginalised voices as researchers and participants by engaging with funded research, enterprise activity, consultancy, and researcher development.

The BFC meets regularly throughout the year and supports several key strands of research activity, including:

- Marginalised Research Group unites researchers whose work focuses on under-represented communities including ethnic and gender minorities, trans-related research, and service users.
- Critical Autism & Disability Studies is a networking and research development forum open to those focused on an intersectional and social model thinking around autism, neurodiversity, and disability.
- Lived Citizenship brings together colleagues across disciplines at LSBU and beyond who are interested in applying the concept of Lived Citizenship to their work.
- Creative and Embodied Research runs series of regular online seminars and annual events to embed creative and embodied methodologies within research.
- Disabled Student Commitment/Universal Design for Learning works on a range of research projects in collaboration with external organisations such as the National Association of Disability Practitioners.
- Thriving Homes and Habitats brings together academics, policymakers, community groups, NGOs and practitioners to create a collaborative research community, focused on improving housing and living environments for individual wellbeing and public health.



# Staff Inclusion across LSBU Group

## Staff demographics

**Across LSBU Group, we are pleased to have a richly diverse workforce across all protected characteristics. At the university, key trends in our staff demographics include:**

- High staff self-declaration rates (over 83%) for all protected characteristics, but a low self-declaration rate of caring responsibilities (at just 7%) which remains a fairly new reporting category and an ongoing area for awareness raising.
- An increasing female population, reaching 57% overall due to slight increases across both professional services (PSG, to 59%) and academic areas (to 55%).
- An increasing ethnic minority staff population reaching 40% overall due to a noticeable increase in academic areas (to 37%) alongside strong representation in PSG (43%). Asian/Asian British staff are our largest ethnic minority group at 19%, followed by Black/Black British staff at 13%, mixed or dual heritage staff at 4%, and 3% other ethnic minority staff at 3%.
- A staff age profile that peaks in the 35–44 age range (with 29% of staff in this age bracket), with 25% of staff below this age bracket, and 46% above.
- A slight increase in disabled staff representation to 11% overall, with an encouraging increase in self-declaration rates over the past year (from 87% to 94%).
- A high representation of lesbian, gay, bisexual, other sexuality staff at 8% overall.
- A staff faith profile that is: 33% non-religious, 33% Christian, 11% Muslim, 3% Hindu and 1% Jewish.

**At South Bank Colleges, key trends in our staff demographics include:**

- A strong self-declaration rate for staff ethnicity (at 89%) but lower rates for other characteristics.
- A high (63%) female staff population, decreasing slightly since last year.
- A high (61%) and growing ethnic minority staff population, with the largest group being Black/Black British staff (41%), followed by Asian/Asian British staff (12%), mixed or dual heritage staff (4%) and other ethnic minority staff (4%).
- A low (7%) disabled staff population, as well as an ongoing decrease in the self-declaration rate (from 89% to 79% over the past three years).
- A fairly representative (5%) lesbian, gay, bisexual, other sexuality staff population, but an increasingly low self-declaration for this characteristic (from 35% to 49% not declared).
- A staff faith profile that is 36% Christian, 12% non-religious, 9% Muslim 3% Hindu, and 1% Sikh (with overall 66% declaring this characteristic).
- A staff age profile that peaks in the 55–64 age range (30%), with the majority of staff being over 44 (60%).

**At SBA, our self-declaration rates are overall much lower and reduce the robustness of data and plans to improve this are underway. Current staff trends include:**

- A slightly above average (55%) female staff population.
- A relatively low (22%) ethnic minority staff population, which has decreased significantly in the past year (from 31%), and is mostly driven by Black/Black British staff representation (at 18%).
- A staff age profile that peaks in the 25–34 age range (32%) with a second peak at 45–54 (26%).
- Low declaration rates around religion, disability and sexual orientation (between 21% and 30% declaration), with early data indicating a mostly (13%) Christian population, a tiny (1%) disabled staff population, and a non-existent lesbian, gay, bisexual or other staff population.

Please see the 'Demographic data' appendix of this report for full staff data sets.



## Transformation at LSBU

The past year has seen significant transformation across both Academic and Professional Services areas at LSBU. The impetus for change has been our need to become financially sustainable and better equipped to deliver the skills that employers require and the expectations our students hold.

In the Academic space, transformation involved introducing a new Teaching and Scholarship (T&S) academic pathway to prioritise high-quality teaching and ensure we maintain and develop our excellence in professional and technical teaching, alongside Teaching and Research (T&R) roles that have a focused approach to research and innovation, and their real-world impact. In the Professional Services space, transformation involved a series of adjustments to workforce structures to help position us to make better use of digital tools, improve how we support students, staff, employers and partners, and grow our business engagement and income opportunities.

Throughout both Academic and Professional Services transformation, we were committed to making our process fair, inclusive and respectful for everyone. Data modelling on the anticipated equality outcomes were shared to staff prior to consultation, and comprehensive Equality Impact Assessments captured the many equality considerations that were incorporated into processes, including:

- Guidance around panel composition to prevent no single gender or all-White panels
- Training for decision-makers on equality in selection and reducing bias
- Promotion of Reasonable Adjustments for disabled and neurodivergent staff
- Support for staff networks to provide group-based consultation feedback
- Use of the Positive Action tie-breaker principle where two candidates are considered of equal merit and receive identical scores for the same role
- Improved accessibility of application forms, shaped by neurodivergent staff feedback
- Flexibility in reference periods to account for maternity or family leave, disability-related absence, sabbaticals or other significant periods of leave
- Ongoing monitoring of outcomes at different stages of the process to understand equality impacts and inform future interventions.

## Bullying, Harassment and Sexual Harassment

Having made significant improvements to our approach to preventing and addressing unwanted staff experiences in 2024, this year continued our multi-strand activity on staff bullying, harassment and sexual harassment, including:

- Promoting our revised LSBU and SBC Staff Bullying, Harassment and Sexual Harassment Policies, including to new starters during Group-wide induction.
- Promoting our Risk Assessment templates and guidance that include harassment as a risk factor to consider and identify mitigations for when planning staff travel, attendance at external events and lone working.
- Mandating our 45-minute Bullying, Harassment and Sexual Harassment e-learning for all staff to ensure awareness of the boundaries and escalation routes for unacceptable behaviour.
- Continuing to provide dedicated line manager training to ensure those in key roles are aware of their responsibilities in supporting staff and using the informal and formal approaches to addressing unwanted behaviour.
- Monitoring and acting on staff reports via our Report & Support platform and maintaining visibility of Report & Support via posters inside campus toilet doors.
- Recruiting, inducting, training and monitoring our Dignity at Work Advisers who have workload hours allocated to their volunteer roles, and individual profiles listed on the staff intranet for staff to contact them privately for support.

Over the past year, we received 19 reports from staff via the Report & Support platform with nine being directed to the EDI team for informal action and ten being directed to the Employee Relations team for both informal and formal action.

Our Employee Relations team undertook formal action for 69 cases over the past 12 months, increasing from 60 cases in the 12 months prior. Ten of the cases in the most recent period were reported to involve a protected characteristic: five relating to disability, three relating to pregnancy/maternity, and two relating to sex.

While our overall aim is to reduce negative staff experiences, we are encouraged by increased reporting and particularly with the increase seen in informal reports over the past year, allowing us to act earlier as issues arise and stopping unacceptable behaviours escalating. Informal reports will continue to be promoted as an option to encourage early intervention and support.

## Reasonable Adjustments

Throughout 2025/26, our approach to reasonable adjustments for disabled and neurodivergent staff across LSBU Group has been reviewed and revised, supported by external experts at the Business Disability Forum.

Core to the review process was obtaining feedback from disabled and neurodivergent staff about their awareness and experience of the existing reasonable adjustments policy, carried out through a series of focus groups and surveys. Input was also gained from key stakeholders responsible for parts of the process including line managers, HR teams, IT, Estates, Finance and Health & Safety.

The revised approach has seen the introduction of:

- A revised policy, broadened to cover all institutions within LSBU Group, containing a detailed process map, appropriate timeframes and clear roles and responsibilities.
- A centralised budget to fund staff reasonable adjustments to ensure a consistent approach to financing adjustments for staff across all teams and departments.
- A guidance series supporting managers and disabled employees, to identify what might be suitable for their situation and role and how to get agreed adjustments in place efficiently.
- Over 20 condition factsheets covering a wide variety of neurodivergent, physical and mental health conditions (such as ADHD, Autism, diabetes, depression, cancer, chronic pain, chronic fatigue, HIV and menopause) to normalise and reduce stigma around these common kinds of disability and raise awareness of common barriers experienced.
- Training on the new policy, being rolled out to core people teams and line managers. Additional awareness sessions on neurodiversity and menopause have been facilitated through our Employee Assistance Programme.
- Regular reviews of adjustments embedded into the staff PDR process.

The revised approach is designed to ensure timely implementation, strengthen staff confidence in requesting and implementing adjustments, improve the experience of disabled staff and increase compliance with legal obligations. Initial feedback on the revised approach indicates significant improvement in support for both disabled staff and line managers when implementing workplace adjustments. Formal feedback will be sought 12 months after policy implementation to evaluate the impact of the new approach and determine further opportunities for improvement.

## Staff Equality Networks

Staff Equality Networks play a vital role at LSBU. They provide community and visibility for minority and marginalised groups and provide a collective voice to support the design and implementation of institution-wide EDI-related work.

We have five staff networks at LSBU: DNet (our disability staff network), EquiNet (our network for global majority/ethnic minority staff), PrideNet (our LGBTQ+ staff network), GenderNet (our gender equality staff network) and Carents (our parents and carers staff network). Our largest is EquiNet with close to 200 members and our smallest is Carents with just over 50 members.

While all networks share a core Terms of Reference to guide their work, each network was established organically and has their own model of engagement, community-building and consultation to meet community needs. For PrideNet this year, this has meant monthly in-person coffee mornings to build connections among members, as well as with listening sessions held for trans and non-binary colleagues following the new EHRC Code of Practice; for DNet it has meant regular consultation sessions to inform our new Reasonable Adjustments Policy and process; and for EquiNet it has meant monthly calls alongside a private Teams site where colleagues can interact and share resources, padlets where feedback can be gathered on institutional changes, and psychologist-facilitated support sessions in response to the news of Professor Jason Arday's death. With a gap in leadership for our Carents network, members of both Carents and GenderNet networks voted to combine forces this year looking ahead to shared consultation and development of our Gender Equality Action Plan.

Network Chairs have clear responsibility for the leadership and advocacy, communication and events, and administration of their respective networks, and elections take place every two years to ensure that our Chairs have a strong mandate to represent their members. Chairs receive workload hours for the role, training and regular support from the EDI team, as well as an annual budget to spend on LSBU-wide activity, and to build awareness and allyship among our wider LSBU community through a calendar of communications and events throughout the year. This year, these have included our 13<sup>th</sup> year participating in the annual London Pride parade, celebration lunch and storytelling for South Asian Heritage Month, a session on racial microaggressions during Race Equality Week, and discussion on Barriers and Breakthroughs for International Women's Day.

## Management and Leadership Development Programme for Black Staff at South Bank Colleges

Having recognised that Further Education as a sector has been slow to address the additional barriers to progression faced by Black staff at a senior level, the colleges embarked on a Management and Leadership Development Programme for Black Staff, with its first cohort of delegates starting in September 2021. The programme was developed in-house by a dedicated and experienced team of managers in response to staff feedback through discussion groups, surveys, team meetings and workshops. 2025/26 marked the fifth year of delegates successfully completing the programme.

The programme offers two development pathways:

- **Tier 1:** For staff with no prior management experience who are aspiring to move into their first leadership role, accredited to ILM level 5
- **Tier 2:** For current managers looking to progress into senior management or leadership positions – accredited to ILM level 7

The programme aims to develop leadership capability, confidence and knowledge, supporting participants to progress their careers and contribute to a more representative leadership pipeline. Currently, Black staff make up 41% of the total staff population and 27% of senior staff. While increasing representation at senior levels requires sustained long-term action, South Bank Colleges is committed and determined to address inequalities in progression and creating pathways that enable our college community to thrive.

## Global Majority Mentoring Programme

The Global Majority Mentoring Programme is London Higher's flagship equality, diversity and inclusion initiative, designed to support the career progression of Black, Asian and minority ethnic staff working across London's higher education sector. By pairing mentees with experienced mentors from different institutions, the programme creates opportunities for professional development, cross-institutional collaboration and networking, while providing a supportive space to discuss career aspirations and overcome barriers to progression.

Aligning with our own commitments to supporting ethnic minority career progression and reducing our ethnicity pay gaps, LSBU has been part of GMMP for over four years, with 14 of our staff acting as mentors and 33 of our staff acting as mentees since the programme began. This year, we were particularly proud to host the end of year celebration event for the 2025/26 cohort, welcoming participants from across 19 London universities to recognise the achievements of this year's cohort, reflect on the programme's

continued growth and strengthen connections across London's higher education community. The event opened with a welcome from LSBU's Provost, Professor Tara Dean CBE, and included a keynote address by Dr Rupa Huq MP, Member of Parliament for Ealing Central and Acton. Drawing on her experience in politics and higher education, Dr Huq spoke about the importance of representation, inclusion and creating opportunities for people from diverse backgrounds to succeed. The event concluded with a networking lunch, giving mentors, mentees and colleagues from institutions across London the opportunity to share experiences, celebrate achievements and build new professional connections. By hosting the celebration, LSBU was pleased to support an initiative that reflects our ongoing commitment to equality, diversity and inclusion, while helping to strengthen collaboration across the higher education sector.

## Gender, Ethnicity and Disability Pay Gaps

We have reported on our gender, ethnicity and disability pay gaps for the past three years across both LSBU and SBC, and this year we have sped up our reporting and consolidated it into our Annual Report to allow for a more joined-up reflection on our current progress on equity in staff representation. Further pay gaps data sets can be found in the 'Pay Gaps data' appendix at the end of this report, and below we provide summaries and key actions emerging from our data.

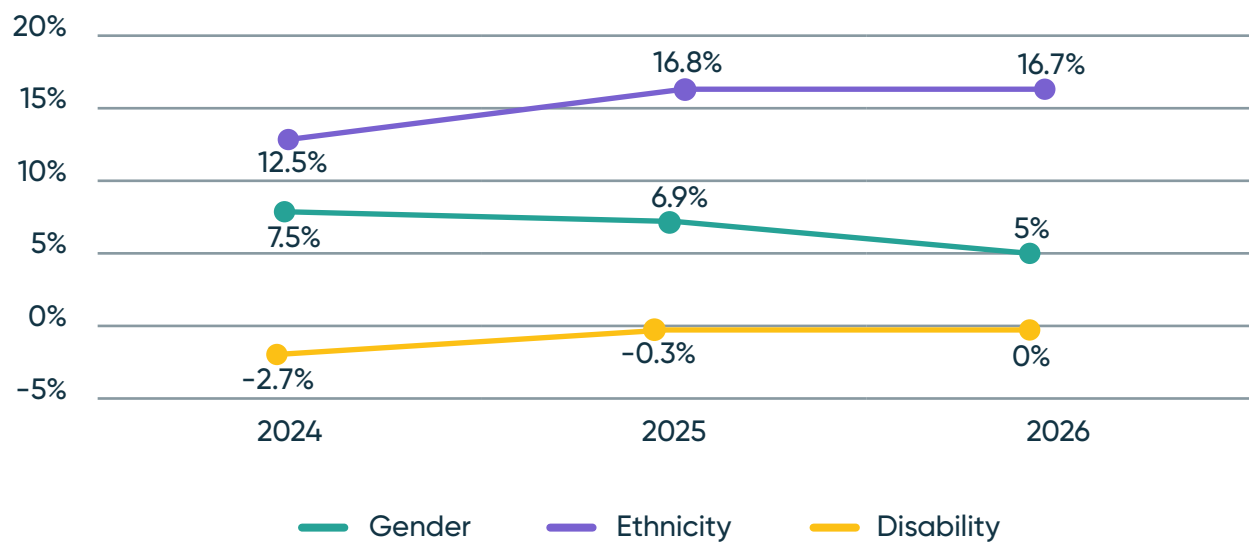
### LSBU Pay Gaps Summary

Over the past three years at the University, our gender pay gap has remained fairly low, dropping slightly to 5.0% (median) following an increase in women's representation in the upper pay quartile (to 52%, still below overall female representation of 56%). Our ethnicity pay gap has remained high at 16.7% (median) as a result of our ongoing over-representation of ethnic minority staff in our lower pay quartile (at 60%, above overall ethnic minority representation of 44%) but we are pleased that ethnic minority representation has increased in our upper pay quartile this year (to 31%). Our disability pay gap has remained minimal, moving from being slightly in favour of disabled staff to being 0.0% (median), with disabled representation having increased in the upper middle pay quartile (to 13%) but decreased in the upper pay quartile this year (to 8%, below their overall representation at 11%).

SBC Pay Gaps Summary

Over the past three years at South Bank Colleges, our pay gaps have fluctuated due to changing internal methodology as we align approaches across the Group. This year, we include our largest number of staff in calculations and our gender pay comes out at 1.3% (median), resulting from an over-representation of women in the lower pay quartile (72%, above their overall 65% representation). Our ethnicity pay gap is our largest gap, sitting at 22.4% (median) with over-representation of ethnic minority staff in both lower and lower middle pay quartiles (79% and 77% respectively, above their overall 68% representation) and under-representation in upper middle and upper pay quartiles (59% and 57% respectively). Our disability pay gap sits at 13.8% (median) this year, due to disabled staff over-representation in the lower middle pay quartile (at 16%, above their overall 9% representation) and under-representation in the upper pay quartile (at 6%).

LSBU Median Pay Gaps: Gender, Ethnicity, Disability



Key actions to address our Pay Gaps

Our pay gaps calculations highlight important workforce representation gaps across LSBU and SBC, and these have fed into the creation of our new Group-wide EDI Roadmap 2026-2030 (due to be published Autumn 2026). Many actions within our EDI Roadmap both directly and indirectly support equal representation in our workforce, and key actions in response to our pay gaps are outlined below.

| Pay gap area of concern                                                    | EDI Roadmap actions to address                                                                                                                                                                                                                      |
|----------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Recruitment of ethnic minority staff                                       | Group-wide minimum equality standards for external recruitment agencies, and in-depth recruitment audit to explore LSBU's lower appointment rates for ethnic minority candidates.                                                                   |
| Progression of ethnic minority staff                                       | Implementation of transparent and equitable talent management approaches, supported by annual monitoring, targeted development opportunities and inclusive succession planning to improve representation of ethnic minority staff at senior levels. |
| Low representation and possible under-reporting of staff with disabilities | Group-wide Reasonable Adjustments framework and accompanying campaigns to raise awareness of the broad umbrella of disability to increase disclosures and support.                                                                                  |



# Appendix 1: Demographic data

## LSBU staff data

|                                                 | LSBU staff (all) |      |      | LSBU PSG staff |      |      | LSBU College staff |      |      |
|-------------------------------------------------|------------------|------|------|----------------|------|------|--------------------|------|------|
|                                                 | 2024             | 2025 | 2026 | 2024           | 2025 | 2026 | 2024               | 2025 | 2026 |
| Female                                          | 54%              | 55%  | 57%  | 56%            | 58%  | 59%  | 53%                | 54%  | 55%  |
| Male                                            | 46%              | 45%  | 43%  | 43%            | 42%  | 41%  | 47%                | 46%  | 45%  |
| Ethnic minority<br>(Asian, Black, Mixed, Other) | 36%              | 37%  | 40%  | 43%            | 44%  | 43%  | 32%                | 32%  | 37%  |
| Asian                                           | N/A              |      | 19%  | N/A            |      | 21%  | N/A                |      | 18%  |
| Black                                           |                  |      | 13%  |                |      | 14%  |                    |      | 12%  |
| Mixed                                           |                  |      | 4%   |                |      | 4%   |                    |      | 4%   |
| Other                                           |                  |      | 3%   |                |      | 4%   |                    |      | 3%   |
| White                                           | 53%              | 55%  | 53%  | 45%            | 48%  | 49%  | 57%                | 59%  | 55%  |
| Unknown ethnicity                               | 11%              | 8%   | 8%   | 12%            | 8%   | 8%   | 11%                | 9%   | 8%   |
| Disability                                      | 8%               | 10%  | 11%  | 8%             | 8%   | 10%  | 8%                 | 11%  | 11%  |
| No disability                                   | 76%              | 77%  | 83%  | 82%            | 84%  | 85%  | 73%                | 74%  | 82%  |
| Unknown disability                              | 16%              | 13%  | 6%   | 10%            | 8%   | 5%   | 19%                | 15%  | 7%   |
| Heterosexual                                    | 71%              | 74%  | 76%  | 73%            | 77%  | 76%  | 70%                | 72%  | 76%  |
| Lesbian, Gay, Bisexual                          | 8%               | 9%   | 8%   | 8%             | 9%   | 9%   | 8%                 | 9%   | 8%   |
| Other sexuality                                 | 1%               | 0%   | 1%   | 1%             | 0%   | 1%   | 1%                 | 1%   | 0%   |
| Unknown sexuality                               | 20%              | 17%  | 15%  | 18%            | 14%  | 15%  | 21%                | 18%  | 14%  |
| Buddhist                                        | N/A              | 1%   | 1%   | N/A            | 1%   | 1%   | N/A                | 1%   | 1%   |
| Christian                                       |                  | 32%  | 33%  |                | 31%  | 29%  |                    | 32%  | 35%  |
| Hindu                                           |                  | 3%   | 3%   |                | 5%   | 5%   |                    | 2%   | 3%   |
| Jewish                                          |                  | 1%   | 1%   |                | 1%   | 0%   |                    | 1%   | 1%   |
| Muslim                                          |                  | 9%   | 11%  |                | 12%  | 13%  |                    | 8%   | 9%   |
| Sikh                                            |                  | 0%   | 0%   |                | 1%   | 1%   |                    | 0%   | 0%   |
| No religion                                     |                  | 34%  | 33%  |                | 33%  | 34%  |                    | 33%  | 31%  |
| Other religion                                  |                  | 2%   | 2%   |                | 1%   | 1%   |                    | 3%   | 2%   |
| Unknown religion                                |                  | 18%  | 17%  |                | 15%  | 17%  |                    | 20%  | 17%  |

|                               | LSBU staff (all) |      |      | LSBU PSG staff |      |      | LSBU College staff |      |      |
|-------------------------------|------------------|------|------|----------------|------|------|--------------------|------|------|
|                               | 2024             | 2025 | 2026 | 2024           | 2025 | 2026 | 2024               | 2025 | 2026 |
| Age under 25                  | 7%               | 3%   | 2%   | 16%            | 5%   | 3%   | 3%                 | 2%   | 1%   |
| Age 25-34                     | 23%              | 23%  | 23%  | 30%            | 32%  | 29%  | 19%                | 18%  | 19%  |
| Age 35-44                     | 25%              | 28%  | 29%  | 23%            | 27%  | 29%  | 25%                | 29%  | 28%  |
| Age 45-54                     | 20%              | 21%  | 23%  | 16%            | 19%  | 22%  | 22%                | 23%  | 24%  |
| Age 55-64                     | 17%              | 18%  | 18%  | 12%            | 14%  | 14%  | 20%                | 19%  | 21%  |
| Age 65+                       | 8%               | 7%   | 5%   | 2%             | 3%   | 2%   | 11%                | 9%   | 7%   |
| Caring responsibility         | N/A              | 2%   | 4%   | N/A            | 1%   | 4%   | N/A                | 2%   | 4%   |
| No caring responsibility      |                  | 2%   | 3%   |                | 1%   | 3%   |                    | 2%   | 3%   |
| Unknown caring responsibility |                  | 96%  | 93%  |                | 97%  | 93%  |                    | 96%  | 94%  |

South Bank Colleges & South Bank Academies staff data

|                                                 | SBC staff (all) |      |      | SBA staff (all) |      |
|-------------------------------------------------|-----------------|------|------|-----------------|------|
|                                                 | 2024            | 2025 | 2026 | 2025            | 2026 |
| Female                                          | 34%             | 34%  | 36%  | 43%             | 45%  |
| Male                                            | 66%             | 66%  | 63%  | 57%             | 55%  |
|                                                 |                 |      |      |                 |      |
| Ethnic minority<br>(Asian, Black, Mixed, Other) | 59%             | 58%  | 61%  | 31%             | 22%  |
| Asian                                           | N/A             |      | 10%  | 2%              | 1%   |
| Black                                           |                 |      | 42%  | 25%             | 18%  |
| Mixed                                           |                 |      | 2%   | 1%              | 0%   |
| Other                                           |                 |      | 4%   | 3%              | 3%   |
| White                                           | 33%             | 32%  | 27%  | 18%             | 16%  |
| Unknown ethnicity                               | 8%              | 10%  | 11%  | 51%             | 62%  |
|                                                 |                 |      |      |                 |      |
| Disability                                      | 14%             | 7%   | 7%   | 1%              | 1%   |
| No disability                                   | 75%             | 75%  | 72%  | 36%             | 29%  |
| Unknown disability                              | 11%             | 18%  | 21%  | 63%             | 70%  |
|                                                 |                 |      |      |                 |      |
| Heterosexual                                    | 25%             | 33%  | 45%  | 26%             | 21%  |
| Lesbian, Gay, Bisexual, Other                   | 2%              | 2%   | 5%   | 0%              | 0%   |
| Unknown sexuality                               | 73%             | 65%  | 51%  | 74%             | 79%  |
|                                                 |                 |      |      |                 |      |
| Buddhist                                        | N/A             | 2%   | 2%   | 0%              | 0%   |
| Christian                                       |                 | 34%  | 36%  | 17%             | 13%  |
| Hindu                                           |                 | 1%   | 3%   | 1%              | 1%   |
| Jewish                                          |                 | 1%   | 0%   | 0%              | 0%   |
| Muslim                                          |                 | 8%   | 9%   | 6%              | 5%   |
| Sikh                                            |                 | 1%   | 1%   | 0%              | 0%   |
| No religion                                     |                 | 11%  | 12%  | 7%              | 7%   |
| Other religion                                  |                 | 3%   | 4%   | 3%              | 4%   |
| Unknown religion                                |                 | 39%  | 34%  | 66%             | 70%  |
|                                                 |                 |      |      |                 |      |
| Age under 25                                    | N/A             |      | 3%   | N/A             | 0%   |
| Age 25-34                                       |                 |      | 20%  |                 | 32%  |
| Age 35-44                                       |                 |      | 18%  |                 | 20%  |
| Age 45-54                                       |                 |      | 20%  |                 | 26%  |
| Age 55-64                                       |                 |      | 30%  |                 | 20%  |
| Age 65+                                         |                 |      | 10%  |                 | 3%   |

LSBU student data

|                                                 | LSBU Students |       |       |
|-------------------------------------------------|---------------|-------|-------|
|                                                 | 23/24         | 24/25 | 25/26 |
| Female                                          | 52%           | 53%   | 53%   |
| Male                                            | 48%           | 47%   | 46%   |
| Other sex                                       | 0%            | 0%    | 0%    |
|                                                 |               |       |       |
| Ethnic minority<br>(Asian, Black, Mixed, Other) | 62%           | 69%   | 70%   |
| Asian                                           | 27%           | 30%   | 31%   |
| Black                                           | 24%           | 27%   | 28%   |
| Mixed                                           | 6%            | 6%    | 6%    |
| Other                                           | 5%            | 6%    | 5%    |
| White                                           | 31%           | 27%   | 23%   |
| Unknown ethnicity                               | 8%            | 5%    | 7%    |
|                                                 |               |       |       |
| Disability                                      | 19.5%         | 20.3% | 21.7% |
| Dyslexia, dyspraxia, ADHD                       | 8.9%          | 10.6% | 11.8% |
| Mental health condition                         | 2.9%          | 2.5%  | 2.7%  |
| Two or more disabling conditions                | 2.5%          | 3.2%  | 4.0%  |
| Longstanding health condition                   | 1.3%          | 1.4%  | 1.7%  |
| Autistic spectrum                               | 0.5%          | 0.5%  | 0.6%  |
| Physical impairment                             | 0.4%          | 0.30% | 0.4%  |
| Hearing impairment                              | 0.3%          | 0.2%  | 0.3%  |
| Visual impairment                               | 0.2%          | 0.2%  | 0.2%  |
| Disability type not disclosed                   | 0.1%          | 0.2%  | 0.1%  |
| Other disability                                | 1.1%          | 1.0%  | 0.9%  |
| No disability                                   | 80.5%         | 79.7% | 77.3% |
|                                                 |               |       |       |
| Buddhist                                        | 0.5%          | 0.6%  | 0.7%  |
| Christian                                       | 34.0%         | 34.0% | 34.9% |
| Hindu                                           | 3.3%          | 4.4%  | 4.6%  |
| Jewish                                          | 0.3%          | 0.2%  | 0.2%  |
| Muslim                                          | 25.9%         | 26.5% | 26.1% |
| Sikh                                            | 1.3%          | 1.1%  | 1.0%  |
| No religion                                     | 24.5%         | 23.1% | 21.6% |
| Other religion of belief                        | 2.3%          | 1.9%  | 1.8%  |
| Unknown religion                                | 7.9%          | 8.2%  | 9.0%  |

# Appendix 2: Pay Gaps data

Pay Gap calculations provide simple indicators as to the distribution of different groups in an organisation's workforce to help identify areas of over- or under-representation (e.g. in lower or higher paid roles). They are not a measure of pay equity (equal pay for equal work).

LSBU commissioned a rigorous Pay Equity Audit in 2024 that found minimal unexplained gaps across gender, ethnicity and disability. Results showed an adjusted pay gap of 0.6% between men and women; adjusted gaps of around 1% for ethnic minority groups; an adjusted gap of just 0.1% for disabled staff; and just nine individual outliers in pay (all of which were justified). We are therefore confident that our gaps relate to unequal distribution of staff groups across our workforce and we reflect on the overall representation of groups as well as their representation in different pay quartiles to better understand our gaps below.

Pay gap data is taken from 31 March each year and as such may differ from staff demographic data (above) which is taken from 31 July each year.

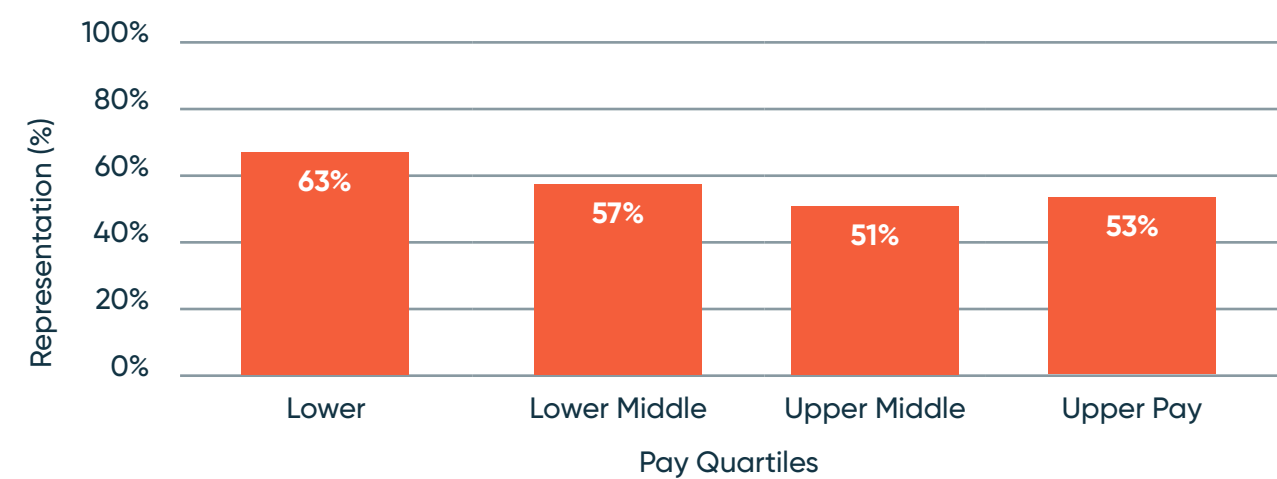
## Gender Pay Gaps at LSBU

Both LSBU's median and mean gender pay gaps have decreased over the past three years, to 5.0% median and mean in 2026, below the most recent HE sector benchmark of 11.1% median (2024).

| LSBU Gender Pay Gaps  | 2024 | 2025 | 2026 |
|-----------------------|------|------|------|
| Median Gender Pay Gap | 7.5% | 6.9% | 5.0% |
| Mean Gender Pay Gap   | 7.5% | 7.7% | 5.0% |

Despite an encouraging increase in female representation in our upper pay quartile (from 49% in 2024 to 52% in 2026), women remain over-represented in our lower pay quartile (at 63% in 2026).

LSBU female representation in pay quartiles 2026



| LSBU female representation in Pay Quartiles | 2024 | 2025 | 2026 |
|---------------------------------------------|------|------|------|
| Lower pay quartile                          | 63%  | 64%  | 63%  |
| Lower Middle pay quartile                   | 57%  | 55%  | 57%  |
| Upper Middle pay quartile                   | 52%  | 52%  | 51%  |
| Upper pay quartile                          | 49%  | 49%  | 52%  |

Despite our overall decrease in workforce numbers, our female representation has remained strong and increased slightly (to 55.9%) in 2026.

| Female representation in LSBU pay gap calculations | 2024 | 2025 | 2026 |
|----------------------------------------------------|------|------|------|
| Number of female staff (#) in calculations         | 979  | 844  | 807  |
| Percentage of female staff (%) in calculations     | 55%  | 55%  | 56%  |

In looking at our gender pay gap by staff type, there are clear differences between Academic and Professional Services (PSG) staff. There are now nearly non-existent gender pay gaps for Academic staff at 0.0% median, and -1.8% mean (being in favour of women), but gender pay gaps remain among PSG staff, at 7.3% median and 10.6% mean.

| Median LSBU Gender Pay Gap by staff type | 2024  | 2025  | 2026 |
|------------------------------------------|-------|-------|------|
| Academic                                 | 5.3%  | -2.0% | 0.0% |
| Professional Services (PSG)              | 11.3% | 7.3%  | 7.3% |

| Mean LSBU Gender Pay Gap by staff type | 2024  | 2025  | 2026  |
|----------------------------------------|-------|-------|-------|
| Academic                               | 2.7%  | 0.8%  | -1.8% |
| Professional Services (PSG)            | 12.2% | 12.0% | 10.6% |

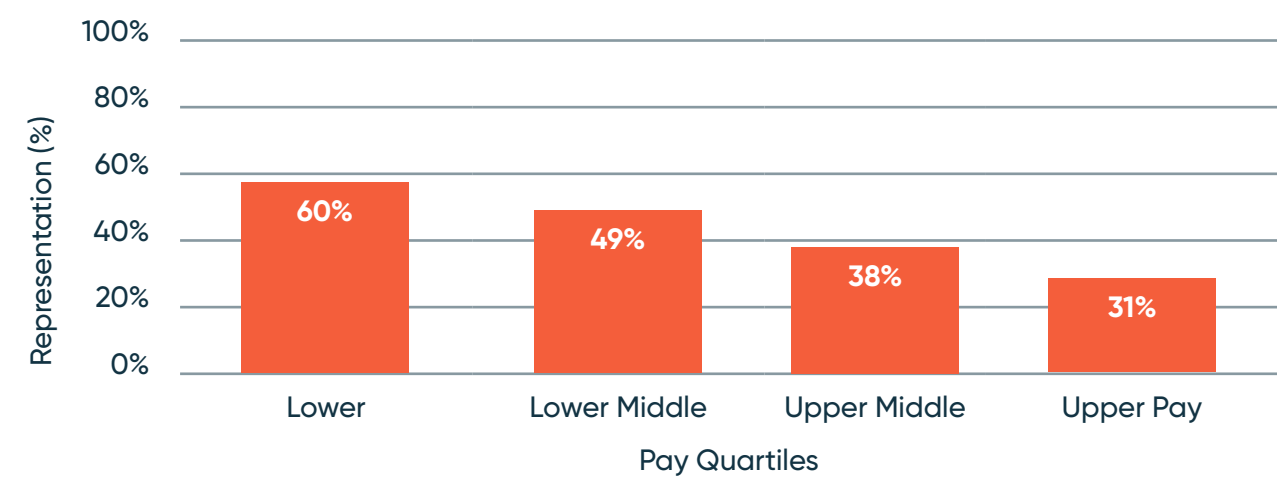
## Ethnicity Pay Gaps at LSBU

Both LSBU's median and mean ethnicity pay gaps have remained high since 2024, reaching 16.7% median, and 14.6% mean in 2026.

| LSBU Ethnicity Pay Gaps  | 2024  | 2025  | 2026  |
|--------------------------|-------|-------|-------|
| Median Ethnicity Pay Gap | 12.5% | 16.8% | 16.7% |
| Mean Ethnicity Pay Gap   | 12.8% | 16.1% | 14.6% |

Despite a small but steady increase in ethnic minority representation in our upper pay quartile (from 25% in 2024 to 31% in 2026) ethnic minority staff remain under-represented in our highest grades, alongside being over-represented in our lower pay quartile (increasing from 54% in 2024 to 60% in 2026).

LSBU ethnic minority representation in pay quartiles 2026



| LSBU ethnic minority representation in Pay Quartiles | 2024 | 2025 | 2026 |
|------------------------------------------------------|------|------|------|
| Lower pay quartile                                   | 54%  | 58%  | 60%  |
| Lower Middle pay quartile                            | 43%  | 49%  | 49%  |
| Upper Middle pay quartile                            | 41%  | 39%  | 38%  |
| Upper pay quartile                                   | 25%  | 27%  | 31%  |

We are proud of our overall representation of ethnic minority staff at LSBU, which has increased steadily (from 40.6% in 2024 to 44.44% in 2026) despite the overall decrease in our workforce numbers.

| Ethnic minority representation in LSBU pay gap calculations | 2024 | 2025 | 2026 |
|-------------------------------------------------------------|------|------|------|
| Number of ethnic minority staff (#) in calculations         | 653  | 619  | 593  |
| Percentage of ethnic minority staff (%) in calculations     | 41%  | 44%  | 44%  |

In looking at our ethnicity pay gap by staff type, very different trends emerge in Academic vs Professional Services (PSG) staff. While there has been a steady decline in ethnicity pay gaps for Academic staff to 6.2% median and 9.2% mean, we see much more fluctuating figures among for PSG, increasing to 12.1% median and 16.5% mean.

| Median LSBU Ethnicity Pay Gap by staff type | 2024  | 2025   | 2026  |
|---------------------------------------------|-------|--------|-------|
| Academic                                    | 22.1% | 12.7%  | 6.2%  |
| Professional Services (PSG)                 | -2.7% | -12.3% | 12.1% |

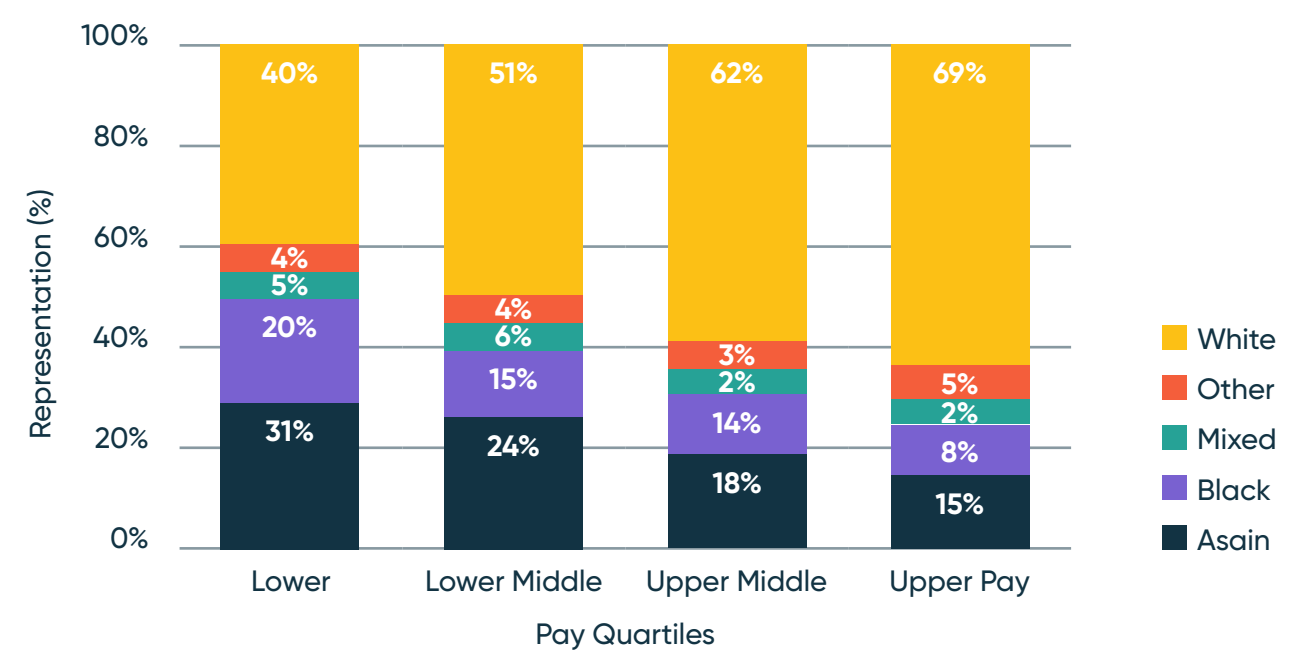
| Mean LSBU Ethnicity Pay Gap by staff type | 2024  | 2025  | 2026  |
|-------------------------------------------|-------|-------|-------|
| Academic                                  | 17.2% | 12.1% | 9.2%  |
| Professional Services (PSG)               | 4.9%  | 15.0% | 16.5% |

In looking at pay gaps by ethnic groups, we see fluctuations across mean and median calculations for Asian, Black, Mixed and Other ethnicities. While 'Other' ethnicity staff (a grouping that includes Arab and Latin American staff) have had the smallest median and mean gaps in the most recent years, the disparities for all non-White ethnicities remain a key area for action.

| Median LSBU Ethnicity Pay Gap by ethnic group | 2024  | 2025  | 2026  |
|-----------------------------------------------|-------|-------|-------|
| Asian or Asian British                        | 10.3% | 16.8% | 20.9% |
| Black or Black British                        | 12.6% | 16.8% | 16.7% |
| Mixed or dual ethnicity                       | 11.4% | 18.9% | 16.6% |
| Other ethnicity                               | 14.7% | 14.7% | 9.9%  |

| Mean LSBU Ethnicity Pay Gap by ethnic group | 2024  | 2025  | 2026  |
|---------------------------------------------|-------|-------|-------|
| Asian or Asian British                      | 12.2% | 15.5% | 13.7% |
| Black or Black British                      | 14.0% | 18.8% | 15.3% |
| Mixed or dual ethnicity                     | 10.6% | 17.9% | 13.1% |
| Other ethnicity                             | 3.6%  | 7.6%  | -0.3% |

LSBU pay quartiles by ethnic group 2026



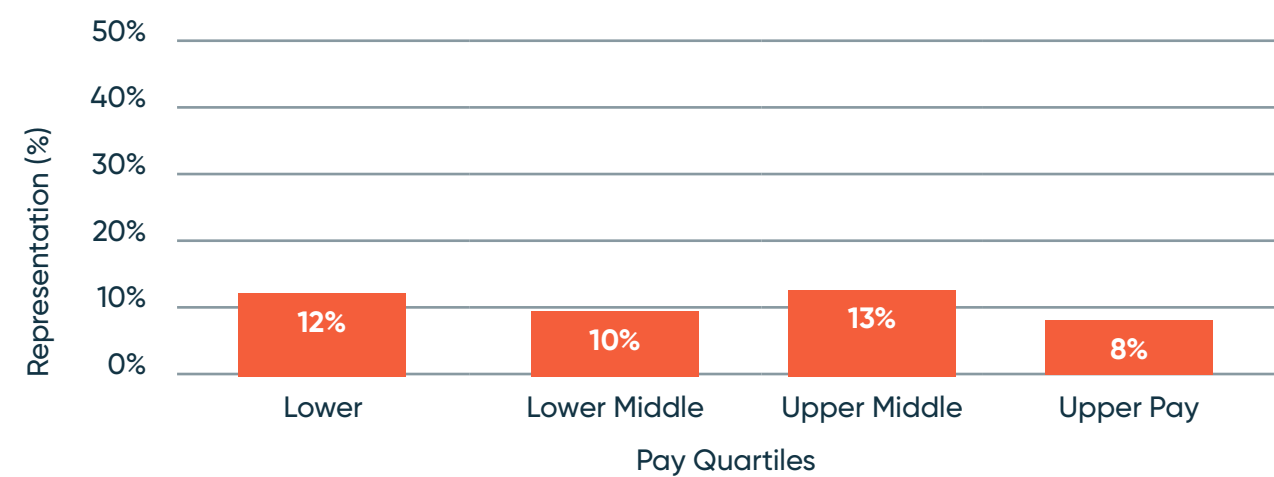
## Disability Pay Gaps at LSBU

While LSBU’s median disability pay gap is now non-existent, having reduced from being in favour of disabled staff, our mean gap has widened slightly, to 4.8%.

| LSBU Disability Pay Gaps  | 2024  | 2025  | 2026 |
|---------------------------|-------|-------|------|
| Median Disability Pay Gap | -2.7% | -0.3% | 0.0% |
| Mean Disability Pay Gap   | 0.9%  | 4.5%  | 4.8% |

Despite increasing representation of disabled staff in our lower, lower middle, and upper middle pay quartiles over the past three years, the decreasing representation of disabled staff in our upper pay quartile (from 10% in 2024 to 8% in 2026) explains the increase in our mean pay gap.

### LSBU disabled staff representation in pay quartiles 2026



| LSBU disabled representation in Pay Quartiles | 2024 | 2025 | 2026 |
|-----------------------------------------------|------|------|------|
| Lower pay quartile                            | 10%  | 8%   | 12%  |
| Lower Middle pay quartile                     | 9%   | 9%   | 10%  |
| Upper Middle pay quartile                     | 9%   | 8%   | 13%  |
| Upper pay quartile                            | 10%  | 9%   | 8%   |

We are pleased to see an increase in both our number and proportion of disabled staff over the past three years, increasing to 10.6% in 2026, despite a decrease in our overall workforce numbers.

| Disabled representation in LSBU pay gap calculations | 2024 | 2025 | 2026 |
|------------------------------------------------------|------|------|------|
| Number of disabled staff (#) in calculations         | 152  | 130  | 141  |
| Percentage of disabled staff (%) in calculations     | 10%  | 8%   | 11%  |

In looking at our disability pay gaps by Academic and Professional Services (PSG) staff groups, we see fluctuations across both the median and mean. While the Academic median gap has decreased (to 0.0% in 2026), the mean has increased (to 5.6% in 2026). For PSG staff, the median has decreased (to 3.8% in 2026) and the median has increased (to 4.7% in 2026).

| Median LSBU Disability Pay Gap by staff type | 2024  | 2025 | 2026 |
|----------------------------------------------|-------|------|------|
| Academic                                     | -3.8% | 2.0% | 0.0% |
| Professional Services (PSG)                  | 5.0%  | 6.1% | 3.8% |

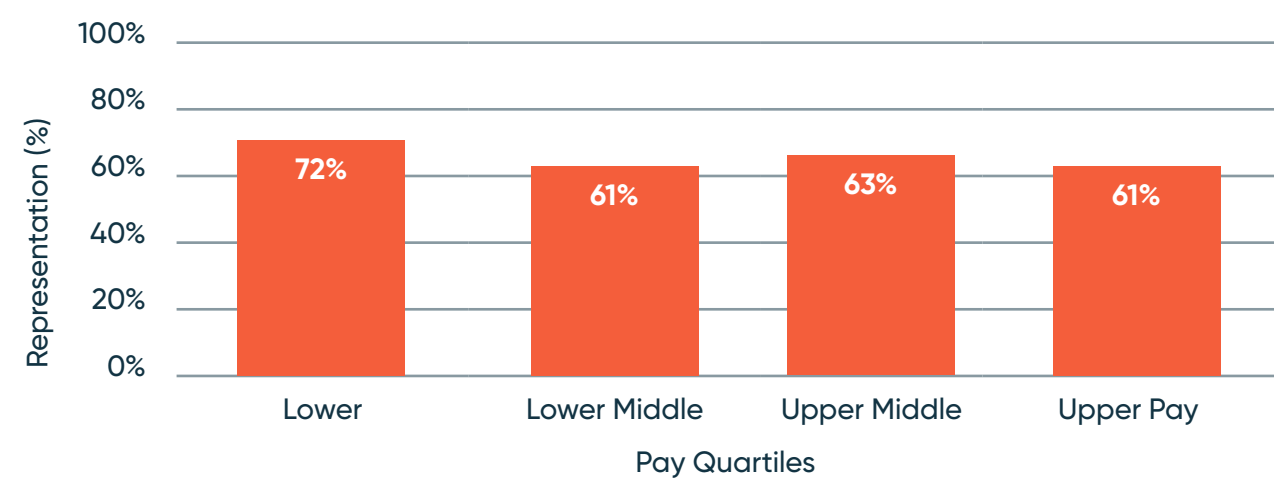
| Mean LSBU Disability Pay Gap by staff type | 2024 | 2025 | 2026 |
|--------------------------------------------|------|------|------|
| Academic                                   | 1.7% | 5.3% | 5.6% |
| Professional Services (PSG)                | 1.2% | 7.5% | 4.7% |

## Gender Pay Gaps at SBC

Changing methodology in SBC pay gap calculations make comparison across the past three years difficult. This year, we included our largest number of staff in calculations and find that our gender pay gaps sit a minimal 1.3% median and 0.5% mean, resulting from an over-representation of women in the lower pay quartile (72%, above their overall 65% representation).

| SBC Gender Pay Gaps   | 2024  | 2025  | 2026 |
|-----------------------|-------|-------|------|
| Median Gender Pay Gap | 9.3%  | 14.9% | 1.3% |
| Mean Gender Pay Gap   | -0.5% | 5.0%  | 0.5% |

### SBC female representation in pay quartiles 2026



| SBC gender representation in Pay Quartiles | 2024 | 2025 | 2026 |
|--------------------------------------------|------|------|------|
| Lower pay quartile                         | 67%  | 80%  | 72%  |
| Lower Middle pay quartile                  | 65%  | 62%  | 61%  |
| Upper Middle pay quartile                  | 61%  | 63%  | 63%  |
| Upper pay quartile                         | 65%  | 60%  | 61%  |

| Female representation in SBC pay gap calculations | 2024 | 2025 | 2026 |
|---------------------------------------------------|------|------|------|
| Number of female staff (#) in calculations        | 200  | 161  | 241  |
| Percentage of female staff (%) in calculations    | 65%  | 67%  | 65%  |

Ethnicity Pay Gaps at SBC

Our ethnicity pay gaps are our largest gaps, sitting at 22.4% median and 15.8% mean this year, caused by over-representation of ethnic minority staff in both lower and lower middle pay quartiles (79% and 77% respectively, above their overall 68% representation) and under-representation in upper middle and upper pay quartiles (59% and 57% respectively).

| SBC Ethnicity Pay Gaps   | 2024  | 2025  | 2026  |
|--------------------------|-------|-------|-------|
| Median Ethnicity Pay Gap | 18.9% | 19.4% | 22.4% |
| Mean Ethnicity Pay Gap   | 11.4% | 11.7% | 15.8% |

| SBC ethnic minority representation in Pay Quartiles | 2024 | 2025 | 2026 |
|-----------------------------------------------------|------|------|------|
| Lower pay quartile                                  | 70%  | 89%  | 79%  |
| Lower Middle pay quartile                           | 73%  | 73%  | 77%  |
| Upper Middle pay quartile                           | 52%  | 67%  | 59%  |
| Upper pay quartile                                  | 55%  | 59%  | 57%  |

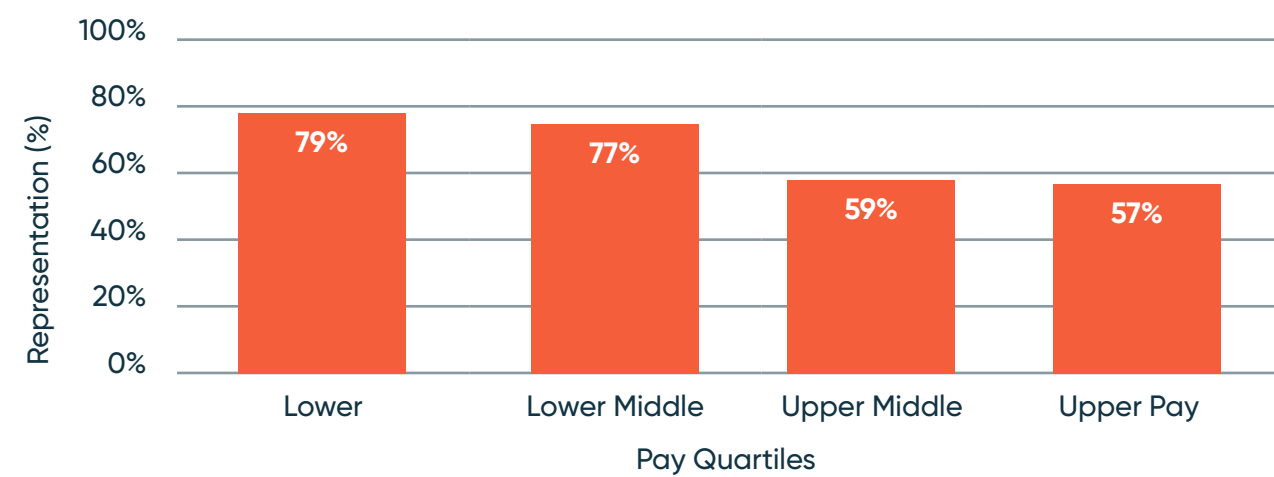
| Ethnic minority representation in SBC pay gap calculations | 2024 | 2025 | 2026 |
|------------------------------------------------------------|------|------|------|
| Number of ethnic minority staff (#) in calculations        | 179  | 157  | 233  |
| Percentage of ethnic minority staff (%) in calculations    | 63%  | 72%  | 68%  |

Disability Pay Gaps at SBC

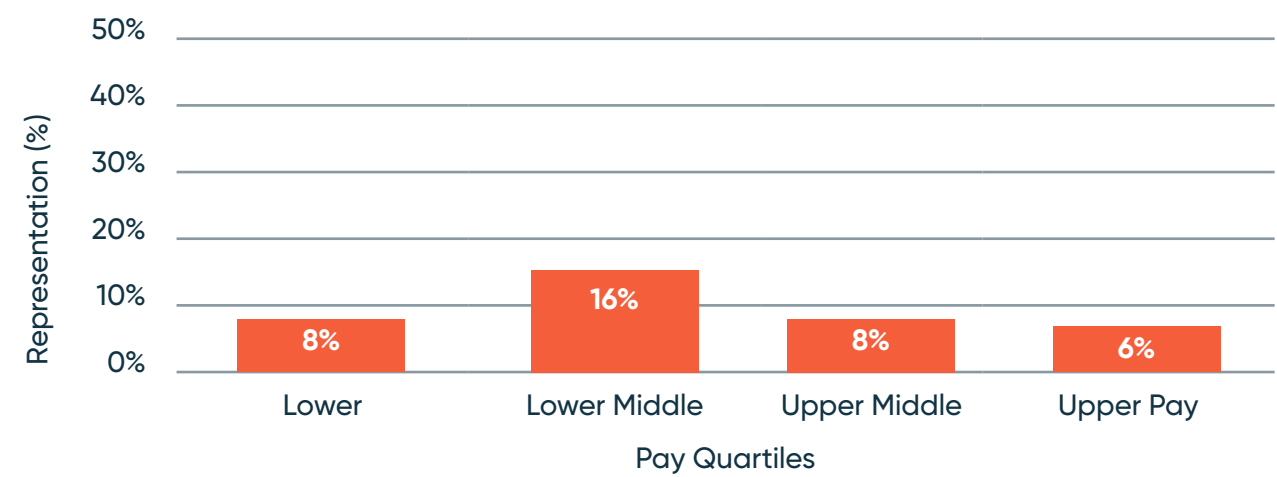
Our disability pay gaps sit at 13.8% median and 8.1% mean this year, due to disabled staff over-representation in the lower middle pay quartile (at 16%, above their overall 9% representation) and under-representation in the upper pay quartile (at 6%).

| SBC Disability Pay Gaps   | 2024  | 2025  | 2026  |
|---------------------------|-------|-------|-------|
| Median Disability Pay Gap | 6.0%  | -8.2% | 13.8% |
| Mean Disability Pay Gap   | -1.8% | 6.4%  | 8.1%  |

SBC ethnic minority representation in pay quartiles 2026

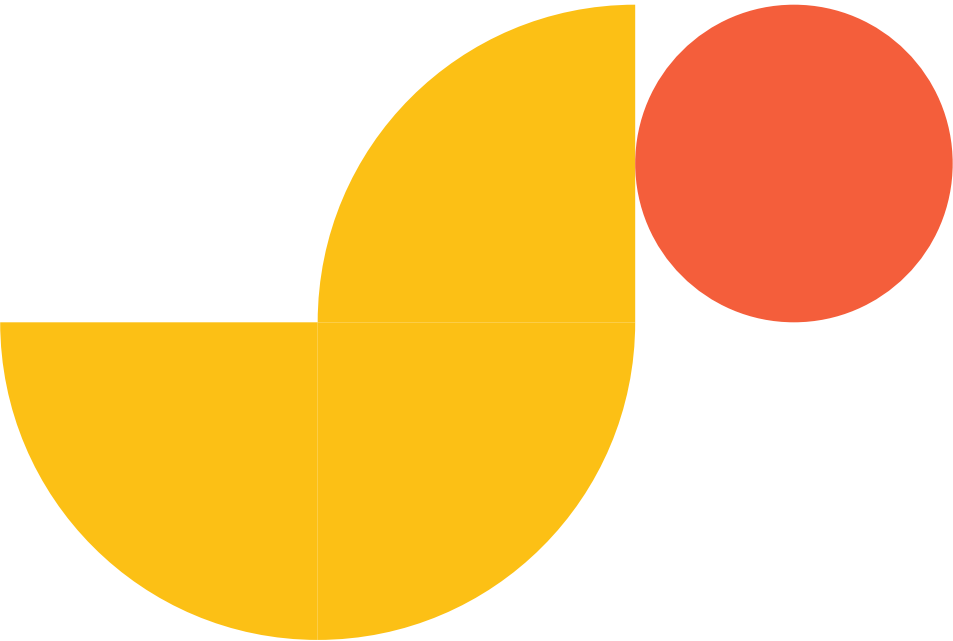


SBC disabled staff representation in pay quartiles 2026



| SBC disabled representation in Pay Quartiles |  | 2026 |  |
|----------------------------------------------|--|------|--|
| Lower pay quartile                           |  | 8%   |  |
| Lower Middle pay quartile                    |  | 16%  |  |
| Upper Middle pay quartile                    |  | 8%   |  |
| Upper pay quartile                           |  | 6%   |  |

| Disabled representation in SBC pay gap calculations | 2024 | 2025 | 2026 |
|-----------------------------------------------------|------|------|------|
| Number of disabled staff (#) in calculations        | 22   | 18   | 29   |
| Percentage of disabled staff (%) in calculations    | 9%   | 9%   | 9%   |



# Appendix 3: Definitions and Language

## Equality, Diversity and Inclusion

**Equality:** Equality involves protection from harassment and discrimination and means ensuring equal opportunities and fair and equitable outcomes for all our LSBU Group community.

**Diversity:** Diversity finds strength in all the differences within our community, be that of ability, age, background, education, ethnicity, gender identity, generation, language, nationality, religion or belief, sex, sexual orientation, skills, working pattern, or any other characteristic (protected or otherwise).

**Inclusion:** Inclusion involves thinking and acting in a way that ensures everyone is considered when decisions are made. Our learning, working, research and partnership environments aim to be places where everyone feels valued and supported to help them succeed.

## Sex/Gender categorisations

Throughout this report, the term gender (such as in Gender Pay Gaps) refers to the male and female groupings of our current demographic data collection. For staff, this data is collected from the legal sex markers on their legal ID and, as such, means our data may include trans women within the female category and trans men within the male category. We have noted new HESA and government guidance following the Supreme Court ruling on the definitions of man/woman, and are reviewing how this will impact our data collection and reporting going forward.

## Ethnicity categorisations

Throughout this report, the term ethnic minority refer to the collective grouping of Asian, Black, Mixed & Other ethnic groups. Alongside White, these reflect LSBU's current demographic data collection categories undertaken in line with ONS and HESA. We acknowledge the limitations of the single grouping of ethnic minority as potentially failing to include (and therefore obscuring the visibility of) White ethnic minority groups and risking the homogenisation of diverse ethnic groups. Where possible we provide more detailed breakdowns.

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