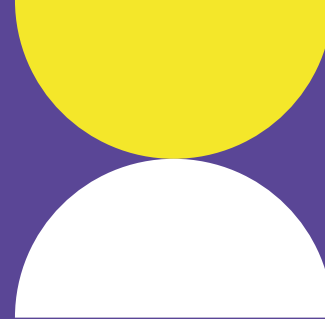
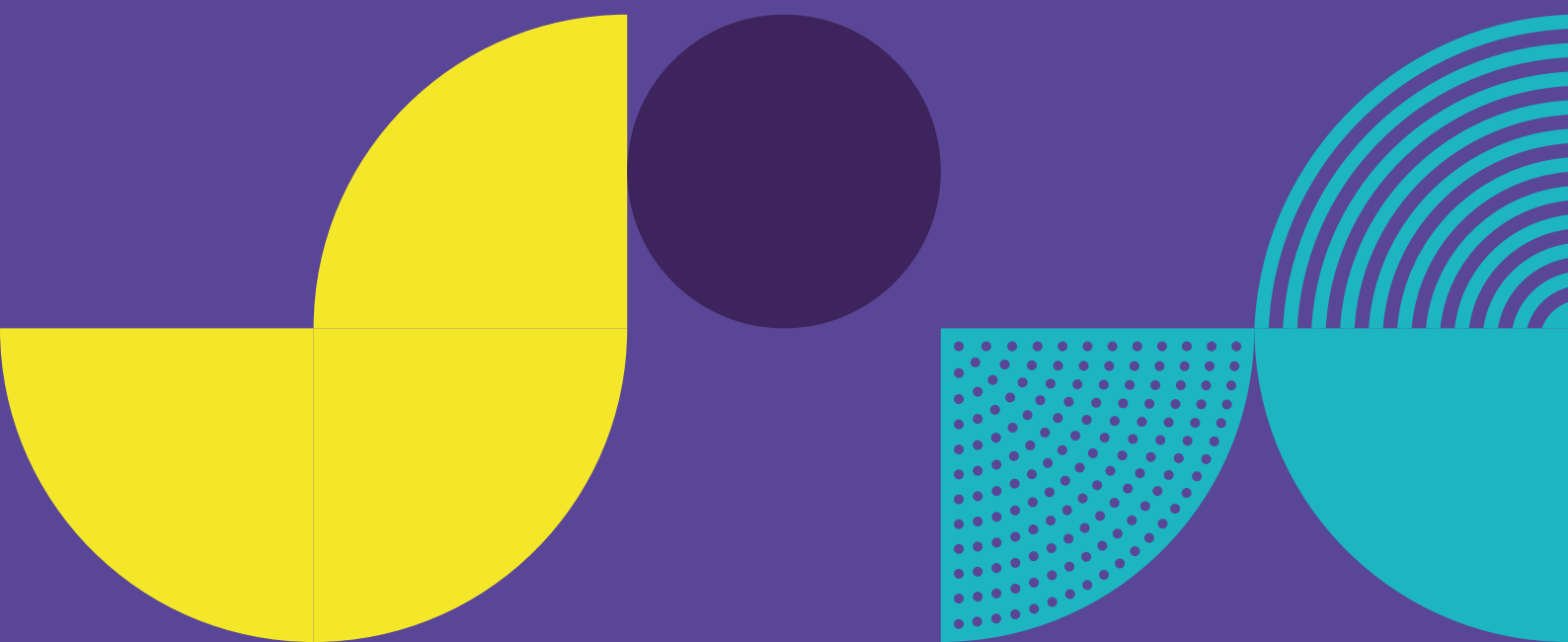


LSBU | GROUP



Equality, Diversity and Inclusion Strategy 2021–2025

Social justice for all





Contents

4	Foreword
7	Vision and Mission
8	EDI Principles
9	EDI Statement
10	Aims
11	A Proactive Approach to Delivering Change
12	Deliver Locally, Collaborate Widely
13	Overall Priorities
14	EDI Strategic Pillars
18	Appendix 1

Foreword



London South Bank University Group seeks to serve the local community and its employers by providing high quality professional and technical education and insight. This mission enables us as a Group to use a

shared educational framework to achieve shared outcomes. Our aim is to support skill development through the creation of educational pathways that enable people of all characteristics and talents to achieve their full potential, and so contribute their skills and energy to wider society throughout their lives. In addition, through working with businesses and local stakeholders we utilise our research and enterprise to help support the economy and create the jobs that require these skills. We believe this approach can transform the way we think about learning and offers a template for locally accountable education by giving our students the skills and opportunities to transform their lives and careers.

This Group concept is highly innovative and requires both the group and its individual parts to succeed. To enable this transformation to take place I am proud to present our first Group Equality, Diversity, and Inclusion (EDI) Strategy. Our strategy will be based on a defined set of principles that will underpin our approach to implementing this strategy. We will seek to develop and enhance our approaches for embedding EDI into everything we do through recognised models of best practice. With regular engagement with our staff and students we will be able to monitor if real change is happening.

Education provides opportunities to create real social change. The education we offer has impacted the lives of many, enabling us to drive real social change and transformation both locally and globally. We firmly believe that our diversity is a source of our strength. Our staff and students have different economic backgrounds, ages, family situations, ethnicities, religions, identities, abilities, and disabilities. The richness of ideas and perspectives that this diversity brings makes the LSBU Group a truly unique place to work and study.

Our new strategy builds on our many strengths, but also recognises that the LSBU Group still has much ground to cover. Over the four years of our plan, we will work to ensure that our leaders role model, listen and deepen their understanding of the key issues, there are more staff at the senior levels who reflect our rich diversity, and all our students achieve their full potential by dismantling the barriers to progress.

Achieving this will not be easy but with determination, discipline, and working together across our Group, we will ensure that the decisions that we make support the key priorities of this strategy. I know that with real focus, energy, and commitment the realisation of this strategy will make a difference to the lives of our whole community and those we serve.

Dave Phoenix
Vice Chancellor and Chief Executive

Foreword



I am really pleased that we can present our first Group Equality, Diversity, and Inclusion (EDI) Strategy. We have worked hard to ensure that the principles that we have defined will support the delivery of the corporate strategy. We will seek to embed best practice and evidence our progress. It is essential that EDI is at the heart of everything that we do as a Group and to this end we will ensure that we will hold regular 'Let's Talk' sessions with our staff and students to be able to determine that real change is happening on the ground.

With an incredibly diverse staff and student body, we will welcome their input into how we make the implementation of this strategy a real success. Much has been achieved but with this strategy we will be able to go even further to become sector leading and a beacon of excellence in this field. We will carefully monitor our progress to ensure that we are achieving the milestones set and that we have diverse representation at every level as well as student experiences and outcomes that are equitable and fair for all.

Marcelle Moncrieffe-Johnson
Group Chief People Officer

Foreword



It has been a pleasure to have been asked to lead on the development of the first Group wide Equality, Diversity, and Inclusion (EDI) Strategy. Through this whole group approach, this strategy works to ensure that the LSBU Group will be diverse and inclusive by design and not default.

I am grateful for everyone who participated in the various engagement sessions and provided open and honest feedback. The view was that a bold vision for equality, diversity and inclusion was needed to secure an inclusive future for the LSBU Group.

The strategy development process used digital as well as online face to face workshops, giving staff and students from across the Group a chance to have their say and contribute their ideas and thoughts, which has enabled me to develop this strategy. Their contributions have led to the development of the priorities over the next four years. I know that with the LSBU Group working together to contribute to the delivery of this agenda – the Group will look and feel more inclusive for everyone.

Sanchia Alasia

Acting Director of Equality, Diversity, and Inclusion

Vision and Mission

LSBU's mission and vision is to transform lives, communities, businesses and society through applied education and insight, ensuring that full advantage is taken of the Group structure and the digital world. At its core lies the EPIIC values that our staff and students embody and embrace. These are values of excellence, professionalism, integrity, inclusivity, and creativity.

One of the strategic priorities for the LSBU Group is centred around People, Culture, and Inclusion. The Group has committed towards creating a transformational and inclusive culture that is people centric, values led and ambitious; enabling LSBU Group to empower staff and to attract and retain a diverse range of skilled individuals. The board has further identified that LSBU should aim towards being sector leading and bold in its approach through its Inclusion strategy, that we should eliminate bias, our staff and students can thrive, and Inclusion is embedded in everything that we do.

Diversity for students has different delivery routes across the group. The Equality, Diversity and Inclusion (EDI) team based within People and Organisational Development (P&OD) give strategic advice and guidance to all aspects of the Access and Participation Plan (APP) programme and four workstreams for LSBU. They also provide strategic advice to Lambeth College and Southbank Academies (SBA) on student support as well as deliver engaging training sessions to students. Academic staff across the group are responsible for teaching and learning and an inclusive approach to the University teaching and learning strategy and Group school improvement plans.

The outcomes that we seek are that we become a Group where equality, diversity and inclusion is embedded in our organisation model and reflected in everything we do by having:

- Leaders who role model and seek to listen, deepen their understanding, and contribute to the debate; whose population reflect the characteristics of our staff and students
- A Step change in behaviours and mindsets, reflected in an inclusive culture where inclusion is lived as a core principle
- Processes and systems which drive systemic change
- All our students achieving their potential
- Our students, colleagues and communities demonstrating their agency and owning the agenda
- Partners who reflect our EDI values in how they operate

EDI Principles

Our strategy will be based on a defined set of principles that will underpin our approach to implementing this strategy. These principles are:

- Developing and enhancing our approaches for embedding equality, diversity, and inclusivity into everything we do
- Basing our approaches to equality, diversity, and inclusion on recognised models of best practice
- Engaging with our staff and students at regular intervals, ensuring we hear their lived experiences that informs our actions
- Reviewing and monitoring progress to ensure that milestones are being achieved and real change is happening. Annually refreshing the strategy and action plan to ensure that it remains relevant. (The measures of our success are outlined under the EDI strategic pillars).



EDI Statement

The Group Executive adopted the following statement on equality, diversity, and inclusion in spring 2021. Our statement on equality will be underpinned by the actions in this inclusion strategy:

We are clear that we must be an inclusive and welcoming Group, committed to eliminating all forms of discrimination. We are committed to eliminating discrimination based on age, race, religion/belief, sex, disability, sexual orientation, gender reassignment, marriage/civil partnership, pregnancy/maternity, caring status, and social class. This means that we will pro-actively work to eliminate individual, institutional, and systemic inequalities that currently exist within the University and Group. We will strive to influence the wider world and to positively impact on the society around us. We believe that it is not enough just to eliminate discrimination but that we must speak out and act against inequalities wherever and whenever they occur.

We will take guidance from the IHRA definition when investigating incidents of anti-Semitism.

Our vision is to transform lives, communities, businesses and society through education and insight. We will not achieve our vision without being inclusive and while much has been achieved, there is still more to do. We know that with the whole LSBU Group working together, we can achieve this.

Aims

This strategy is for all prospective and current students, employees, contractors, and visitors at LSBU and aims to adopt a whole Group approach to making LSBU a fairer and more inclusive place, with social justice at its heart. We are proud of our diversity – on campus, online and as part of our global reach and influence. We are committed to providing an inclusive culture and to removing any barriers or institutional or structural social inequalities to success. We want this strategy to be bold, innovative, and agile and aim to embed it into all aspects of the university's operations, and into the daily life and experiences of the university community. We are determined to exceed our legal duty to eliminate discrimination however it occurs and advance equality of opportunity and outcomes for all (for more detail on the legal and regulatory context, see Appendix 1).

We want to have Inclusion Outcomes that build on our EDI pillars:

- Excellence and Ambition
- Belonging and Engagement
- Leadership
- Ownership and Agency

This new strategy defines these themes, our progress to date and our priorities for the future. It should act as a rolling strategy with progress routinely monitored including having sufficient flexibility to respond to any unexpected developments and / or events. The University will work closely with students and employees across the Group to adopt a creative collaborative approach to realise the strategy's aims and initiatives. Progress will be formally reviewed and refreshed on an annual basis by the EDI Steering Committee and reported to Executive Board and the Governing body.

A Proactive Approach to Delivering Change Taking Positive Action

Positive action is not positive discrimination. Positive discrimination is unlawful in the UK and refers to the specific selection of an individual for a place in a study programme, or a job, based on their protected characteristics. However, positive action recognises the systemic bias that places certain groups at a disadvantage and takes steps to address this inequality as well as ensuring that all have an equal opportunity of achieving their very best.

An example of positive action is through the way that we write and target our advertising for courses or job roles. If evidence shows that a particular course is biased towards one gender, we may choose to target groups from an under-represented gender to encourage a more equal balance of applications. All those applications are considered in the same way, but we may look at the information that we request in an application to ensure that we do not introduce or exacerbate systemic bias. We will encourage the adoption of positive action where possible, basing decisions on a clear evidence base to ensure that appropriate actions are being taken to address a real problem and evaluate the impact of our actions through assessment of our progress.



Deliver Locally, Collaborate Widely

Our Group is a large, complex, and distributed organisation. This often means that people are un-clear about where and how support is provided and may miss opportunities to engage in events or activities they may be interested in, or that might provide them with the vital support they need. The experience that many of our academic staff and our students have is also very focused within their own schools and local communities.

Our teams across the Group are key to our cross-cutting delivery of this work. We will work in close partnership with the Communications teams to make sure we are telling our students and staff about all events and activities in an accessible and timely way.

While we have a duty to fulfill our legal obligations in relation to EDI, our engagement sessions have shown that we should consider wider factors such as caring responsibilities, short-term impairments, and socio-economic background, alongside a wider commitment to support wellbeing and mental health across our community. The governing body identified an important intersection between socio-economic background and other characteristics and poverty in order that the Group really takes meaningful actions that make a difference.



Overall Priorities

When we engaged with the LSBU Group community, we asked them to prioritise the different work streams that will sit under each of our themes. These priorities are highlighted below. They are in no order as slightly different priorities emerged across the Group.

As well as the priorities within individual themes, several practical and strategic actions emerged, which we have listed in our EDI action plan. The action plan will be a living document, owned, regularly reviewed, and revised by the University Executive Board's/governing body check. The plan enables people to work together and to share challenges, best practice and learning across projects and themes. We will use these insights to continually evolve our activities in response to the changing needs of our students and staff.

We aim to be open and transparent in developing and implementing the EDI Action Plan and will work closely with staff and students to embed good practice across the LSBU Group. EDI is a rapidly evolving area, and we are constantly learning, so, we will constantly review, revise, and communicate our EDI activities to make sure they are as effective and impactful as they can be.

Our actions will be focused around the following key areas as identified by the Group:

- Culture change/reduction of bullying and harassment – increased dignity at work (staff and students)
- Reduction staff pay gaps - gender 5.2%, ethnicity 12.3% - Lambeth College 4.8% gender, ethnicity 5%
- Better promotion and progression opportunities
- Inclusive recruitment
- Reduction of student awarding gaps
- Belonging
- Inclusive leaders that understand and champion diversity
- Decolonising the curriculum

EDI strategic pillars

Our four core pillars are:

- Ownership and Agency
- Belonging and Engagement
- Excellence and Ambition
- Leadership

Ownership and Agency

We will build an inclusive cohesive community who are knowledgeable and culturally competent.

We will achieve this by:

- Innovative initiatives and events to raise awareness and celebrate diversity
- Modern and innovative diversity training for all employees which is centrally coordinated and embedded across the Group
- Quarterly conversations with staff across the group to keep in tune with their lived experience
- Accountability and governance through our executive board and governing body
- Diversity data dashboard – so managers can see the issues in their area
- Establish an Inclusive researchers' group
- Establishing EDI objectives in appraisals.

Measures/KPI:

- Training completion rates
- Learning and development outcomes
- Step change in behaviours, measured through our staff survey and engagement scores, as well as our Let's Talk engagement sessions with staff
- Diversity of people and perspectives: diversity of speakers and perspectives in our public events
- Centralised advice and expertise: mechanisms are in place to ensure that relevant our processes and procedures take account of issues of equity, diversity, and inclusion, in accordance with the public sector equality duty.

Belonging and Engagement

We will work to support PSG areas and schools across the group, to embed equality, diversity, and inclusion issues into all academic and business matters. All staff and students should feel welcomed, safe, included, and respected.

We will achieve this by:

- Having clear policies and guidelines in place for both students and employees
- Pro-actively identifying and dis-mantling the barriers for staff career progression and student awarding outcomes
- Monitor and review EDI data regularly to address any trends or issues promptly, act on emerging information and concerns and meet our legal and social responsibilities
- Embedding the consistent and transparent use of Equality Impact Assessments effectively with regular reviews
- Improved access and participation for BAME students in postgraduate research study through an OFS bid
- Monitor and review EDI data which will be broken down to appropriate sub levels
- Introducing EDI Committees at the School level and one for Professional Service Groups at Lambeth College and SBA. They will be responsible for embedding EDI locally and strengthening the governance structure in their areas – supported by the EDI team
- Reviewing EDI governance and reporting arrangements.

Measures/KPI:

- Well-being score in annual staff engagement survey
- Schools provides a consistently positive experience, as measured through the National Student Survey and in partnership with our Students' Unions from cross the Group. Our Staff Survey evidences consistent improvements in the experience for staff
- Robust and transparent reporting: mechanisms are further embedded to ensure that any issues of bullying and harassment for staff and students can be readily reported, and addressed promptly and supportively.

Excellence and Ambition

We will work to enhance the student and staff lifecycle to enable them to have full access to LSBU's opportunities and realise their full potential.

We will achieve this by:

- Reviewing our life cycle experience for staff looking at recruitment, pay, retention, promotion, and exit
- Accelerate our Access and Participation and school improvement plans in conjunction with students to identify how to dismantle barriers to progression
- Review admissions policy (Lambeth College)
- Continue to raise achievement and minimise learning gaps between groups of students (SBA)
- Further develop our wider offer to secure opportunities for students in relation to pathways and destinations (SBA)
- Track annually the performance of all students and employees and identify any groups that are not progressing at the same rate as their counterparts such as student awards, academic promotion round criteria, gender and BAME pay gaps
- Promote the positive equalities impacts of our research and enterprise activities on local, national, and international communities.
- Provide targeted development opportunities for specific groups of students or staff, where a need is identified through our equalities data or information.

Measures/KPI:

- Reduction of gender pay gap to 0% and ethnicity pay gaps to 5% by 2025 for roles at grade ten and above
- Reduction of awarding gap for BME students to 5% by 2025
- Awarding gaps for other students, including disabled, socio economically disadvantaged (10% by 2025) and estranged students are reduced, using 'value-added' data to assess degree attainment
- Inclusive programme design and review: mechanisms are embedded to consider issues of decolonisation of the curriculum and inclusivity as an integral part of programme design and review
- Diversity in staffing: we attract applicants from currently under-represented groups, with a particular focus on ethnicity in the recruitment of academics and senior professional services staff to achieve, develop and maintain workforce diversity across levels and functions
- Career advancement: monitoring, analysis and improvements are initiated with respect to career advancement, specifically for under-represented groups.

Leadership

We will have a senior leadership team that trailblazes EDI at all levels across the Group. As well as being role models for LSBU they should build modern inclusive teams and a Group culture that challenges discrimination, bullying and harassment as well as promotes equality of outcomes so that everyone, from any background can bring their authentic self to study / research / work and reach their full potential.

We will achieve this by:

- Prioritise SMT visibility, commitment, and accountability for EDI
- Keep up to date with good practice across the Group as well as inside and outside of HE
- EDI embedded throughout PSG and school strategies and plans
- Proactive allyship
- Programme of culture change
- Programme of CPD across the People and Organisational development function – building up the directorate as EDI experts which is demonstrable in HR practice and policy reviews
- Inclusive talent management and succession planning
- Equipping line managers with inclusive management practice for their diverse teams
- Review of career and promotion pathways for academic and PSG staff across the Group.

Measures/KPI:

- Annual EDI reports
- External recognition: We achieve recognition for best practice from bodies such as the Equality Challenge Unit (Athena SWAN and Race Equality Charter), Stonewall (the LGBT+ workplace equality index), Disability Confident, Working Families (parents and carers), HR Excellence in Research (concordat), Investors in Diversity (Lambeth College) and Race Conscious Charter mark (SBA)
- A more structured approach to applying for the Race Equality charter with project management principles, wider LSBU staff engagement as well as external benchmarking
- Going beyond the protected characteristics – improving data collection and support for our carer's
- Leadership scores in our engagement surveys
- Inclusive learning environment: Schools develop and implement an inclusive approach to the University teaching and learning strategy
- People diversity in management and leadership roles.

Appendix 1

Legal and Regulatory Context

The UK political and educational framework sets out a range of equality duties to which universities are required to demonstrate their commitment. The key duties are: Equality Act 2010. The University must have due regard to the need to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct that is prohibited by the Act of individuals with a protected characteristic in work and education, or an individual's association with another person belonging to a protected group
- advance equality of opportunity between people who share a relevant protected characteristic* and those who do not
- foster good relations between people who share a protected characteristic and those who do not.

The protected characteristics are age, race, religion / belief, sex, disability, sexual orientation, gender reassignment, marriage / civil partnership, pregnancy / maternity.

In addition, the Equality Act (Specific Duties) Regulations 2011 requires the University to publish:

- equality objectives at least every four years
- information to demonstrate their compliance with the equality duty, at least once a year. This should include information relating to people who share a protected characteristic who are either in employment or education affected by its policies and practices such as annual information relating to pay.

In addition to the Public Sector Duty, the University has a duty under the Human Rights Act 1998 not to act incompatibly with rights under the European Convention for the Protection of Human Rights and Fundamental Freedoms (the Convention). The Regulator, the

Office for Students (OfS), requires institutions to deliver positive outcomes for students ensuring that:

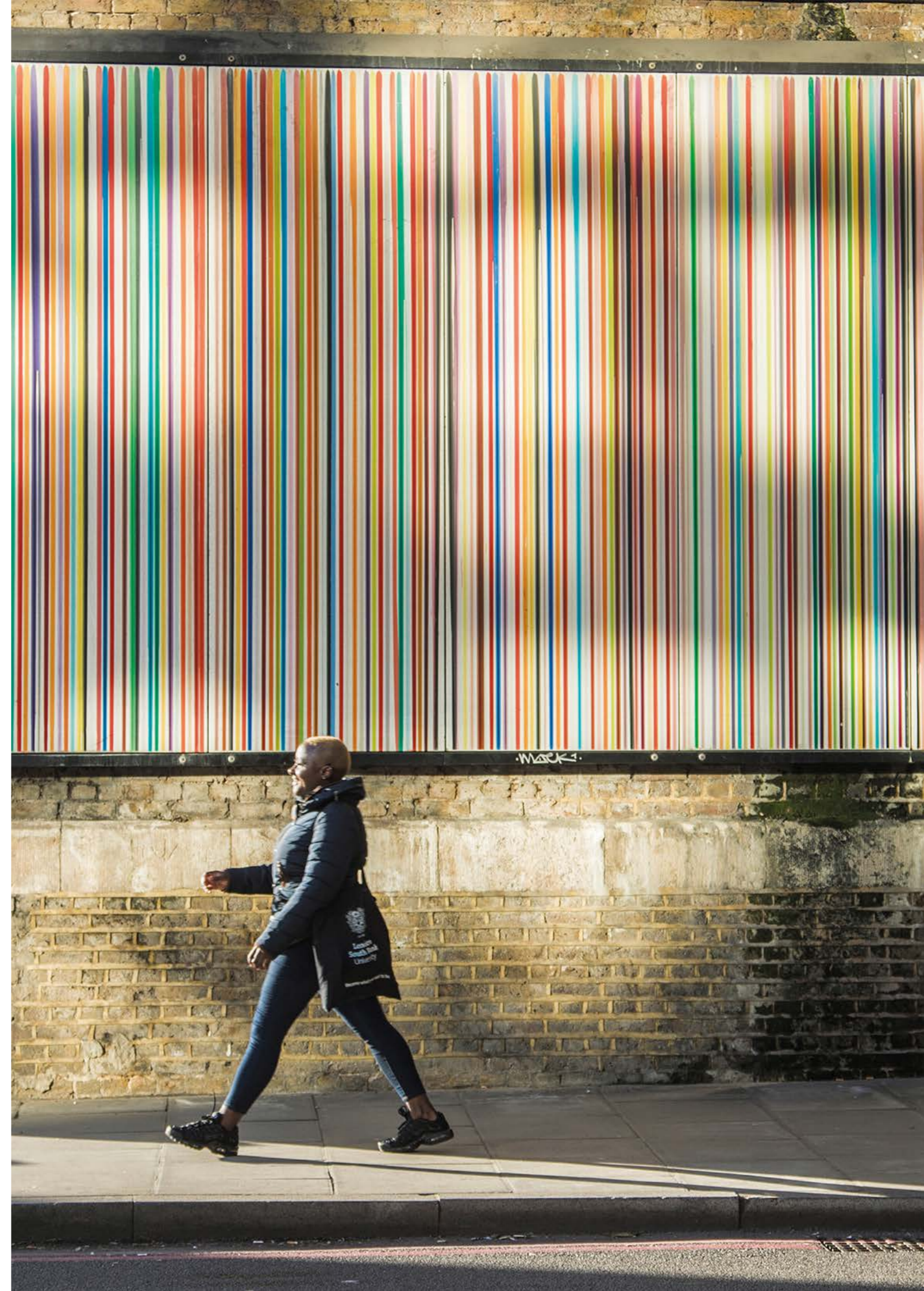
- all students, from all backgrounds, and with the ability and desire to undertake higher education, receive a high-quality academic experience, with their interests protected while they study (or in the event a provider, campus, or course closes)
- all students can progress into employment or further study, and their qualifications hold value over time.

To achieve this equality of opportunity the OfS has set long term ambitious targets to eliminate inequalities with a particular emphasis on the following:

- the gap in entry rates and participation at higher tariff providers between the most and least represented groups
- the gap in non-continuation between the most and least represented groups
- the gap in degree outcomes between white and black students
- the gap in degree outcomes between disabled and non-disabled students.

The Office of the Independent Adjudicator (OIA) in its recent Good Practice Framework for Disciplinary Cases stated that: "Providers should raise awareness of the behaviour and conduct expected of students, using educational initiatives to challenge negative attitudes and stereotypes, and equip staff and students to identify and challenge unacceptable behaviour."

In line with the Committee of University Chairs (CUC) Higher Education Code of Governance, the University has a duty to promote equality and diversity in all aspects of our community life and work.



LSBU | GROUP

lsbu.ac.uk

