

LSBU | GROUP

Equality, Diversity and Inclusion Report 2023/2024



Foreword

Welcome to LSBU's Annual EDI Report.

LSBU's core focus is on achieving social impact through applied education and research, and the University actively recruits a diverse and dynamic mix of staff and students from a range of backgrounds and different walks of life. Founded as the Borough Polytechnic Institute in 1892 with the aim of providing accessible opportunities to the people of South London, raising their aspirations, improving their employment prospects and advancing local businesses, it remains true to this vision 132 years later.

Tackling economic and social inequality and providing opportunities to those students who otherwise would not have them is at the heart of what we do here at LSBU. We strive to do what we can to level the field for our students and create an aspirational and skilled workforce for employers.

Our teams work closely with the diverse LSBU staff and student community to ensure that the key priorities identified in the EDI Strategy are fulfilled. We see EDI as critical to our success as a Group, identifying where the barriers lie and working together to remove them so that all our staff and students can thrive is of vital importance to us.

We are very proud of the recognition we received in the Times Higher Impact Rankings 2023 and 2024 (ranked third for reducing inequalities). This highlights our impact on reducing inequality through education and applied research addressing real world issues.

This is a testament to the amazing work of our staff and students, and it shows that it is possible to have both local community impact and global influence.

EDI leads are firmly embedded across the Group and leading the way in identifying and taking action to promote equality of outcome for their staff and students. We have developed an exciting action plan as part of our Race Equality Charter submission and continue to support a number of staff to attend leadership development programmes. We have strengthened the EDI staff networks; each member of the executive team sponsors a network, strengthening their voice and influence (Appendix 3).

In the past year, we have introduced an effective performance management process including the requirement for staff to reflect their commitment to EDI in their objectives and personal development plans. This establishes greater accountability, led by the executive team. Over the next year we will be building a more integrated approach to EDI across the Group.

Along with the rest of the sector, LSBU is addressing financial challenges. We are ensuring that EDI runs through our plans and that we take every opportunity to embed the principles in our culture and behaviours. EDI will remain a core theme of all our work, both through our day-to-day work and in continuing to implement the EDI Strategy for the next 12 months.

David Phoenix,
Vice Chancellor and Group Chief Executive

Alex Bush,
Chief People and Legal Officer

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EDI at LSBU

Vision & Strategy

LSBU's mission and vision is to transform lives, communities, businesses and society through applied education and research, 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.

Our EDI Strategy 2020–25 incorporates four pillars that drive this vision forward, ensuring EDI is at the heart of everything we do:

- **Ownership & Agency:** We will build an inclusive cohesive community who are knowledgeable and culturally competent.
- **Belonging & Engagement:** We will work to support PSG areas and schools across the group, to embed EDI issues into all academic and business matters. All staff and students should feel welcomed, safe, included, and respected.
- **Excellence & 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 potential.
- **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 and 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.

Together, we are committed to making LSBU a beacon of diversity, inclusion and excellence, transforming the lives and futures of all who join our community.

Read more about our EDI Strategy 2020–2025 [here](#).

Definitions & Language

Equality, Diversity & Inclusion

Equality: Equality is the end outcome with fair and equitable outcomes for our staff and students. Equality means protection from harassment, discrimination, or victimisation on the grounds of their perceived, actual or connection to a protected characteristic.

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

Inclusion: Inclusion is about thinking and acting in a way that ensures everyone is considered when business decisions are made. Our workplace and learning environments are places where everyone feels valued: where they can bring their different perspectives and be their whole selves whilst contributing their personal best.

A note on the term Black, Asian & Minority Ethnic (BAME)

This report acknowledges the limitations of the term Black, Asian & Minority Ethnic (BAME), which can risk homogenising diverse ethnic groups and obscuring the visibility of White minority groups. We use this term to reflect current demographic data collection at LSBU, aligned with current ONS and HESA categories and groupings. However, we strive to consider the experiences of individual minority ethnic groups and the intersections with other protected characteristics that shape each person's identity, throughout the report.

A Year of Progress: Summary and Highlights

Our annual EDI report provides a key opportunity for us to reflect on our progress against the objectives of the EDI strategy as well as our evolving demographics. The past year has seen lots of activity and achievement in the EDI space and our highlights include:

- Being ranked third in the world for Reducing Inequalities in the prestigious Times Higher Impact Rankings 2024.
- Reduction in student racial Awarding Gaps has gone from 14.2% to 12.2%, following decolonisation and access and participation work.
- Improvements in Black student access to mental health and wellbeing services. Overall appointments show a 3% increase of appointments taken up by Black students (22% ytd vs 22% in 22/23).
- Positive findings from our Pay Equity Audit; with minimal unexplained gaps, and just nine individual outliers in pay (which have all been justified).
- Encouraging progress in closing Pay Gaps across gender, ethnicity and disability.
- The extension of Report + Support to provide holistic support around bullying and harassment to LSBU staff following the success implementation for students.
- Further recruitment of EDI Network Chairs, Athena Swan Leads and EDI Leads, improving support for marginalised groups and the development of localised EDI plans (to be monitored and reviewed through the upcoming changes).
- The incorporation of Inclusive Recruitment, including plans to provide tailored training to anyone who is going to be making recruitment decisions through the change programme.
- Attainment of the Race Equality Charter Bronze award which sets out LSBU's commitments to shifting the dial on race equality.
- Progress embedding Athena Swan in schools to explore discipline-specific gender inequalities (on hold during the change consultation period).
- Creation of new EDI policies and guidance, including Reasonable Adjustments Policy to support staff with disabilities and long-term health conditions, an Inclusive Meetings Guidance to ensure access and equitable participation, and a Trans and Gender Identity Guidance to support staff (now being extended to include students too).



Implementation of the EDI Strategy 2023/24

Strategy Pillar 1: Ownership & Agency

This pillar is about building an inclusive and cohesive community who are knowledgeable and culturally competent. In practice, this means having clear EDI structures in place, up to date staff and student demographic data to identify areas of underrepresentation, and consistent Group-wide approaches to EDI to drive forward meaningful change.

EDI structures at LSBU

Over the past year at LSBU, we have made great progress embedding EDI locally across the university and each of our academic schools.

As well as institutional-level Steering Groups and Staff Networks, each school now has its own EDI Lead and Committee to guide local activity, and its own Athena Swan Lead and Self-Assessment Team to coordinate plans for school-level Athena Swan (gender quality) award submissions.

The EDI team is committed to improving governance structures and providing a holistic LSBU EDI approach to staff and students. The team has been establishing relationships with the Students Union, linking staff networks and University societies around key events in the cultural calendar to maximize efforts and avoid duplication (Appendix 2).

LSBU Staff and student demographics

Key trends in our staff data include:

- A small but steady increase in the overall proportion of BAME staff (seen over both PSG and School staff);
- A higher and growing proportion of older staff in academic schools;
- An ongoing decrease in the proportion of women from lower to higher grade roles (with a particular decrease of women in PSG senior roles);
- An ongoing decrease in the proportion of BAME staff from lower to higher grade roles, with a decrease of BAME staff in PSG senior roles;
- A steady increase of BAME staff in School senior roles).

Key trends in our student data include:

- A small but steady decrease of our female student proportion, which has led to improving our gender balance;
- A steady and increasing proportion of BAME students, with most noticeable growth in Asian students.

The availability of robust demographic data greatly supports LSBU’s EDI work as it makes addressing underrepresentation or disadvantage more possible through Positive Action (permitted under the Equality Act 2010).

Full data sets including visual representations of 2023/24 data can be found in Appendix 5.

South Bank College (SBC) Staff demographics

SBC are able to provide up-to-date snapshot data of their staff demographics, and these are attached Appendix 5.

EDI and Wellbeing collaboration across LSBU Group

With the arrival of the new EDI team at LSBU, collaborative meetings have been reinstated across SBC, SBA and LSBU to ensure effective sharing of EDI and Wellbeing plans, activities and good practice to provide a holistic approach to EDI across the Group. Working as an integrated team across the Group is a priority for our new strategy.

Strategy Pillar 2: Belonging & Engagement

This pillar is focused on supporting teams across the Group to embed equality, diversity, and inclusion issues into all academic and business matters, and to make sure that all staff and students feel welcome, safe, valued, and respected. In practice, this means that we amplify the staff and student voice, have zero tolerance for bullying and harassment, our policies and training support people to understand what EDI means LSBU, and networks are in place to facilitate a representation and belonging.

LSBU Staff Pulse Survey 2023

At the end of 2023, LSBU’s Pulse Survey achieved the highest ever response rate of 65% which provides a robust evidence-base for action planning. This Pulse Survey captured staff responses around four key areas (engagement, inclusion, wellbeing and taking action), with inclusion coming out as the second highest scoring area, with an overall 56% positive response. Specific questions around inclusion show positive responses in staff feeling able to be themselves at work and trusting organisational commitment around EDI. Whilst we are making progress, there is more to be done to tackle bullying, harassment and acting transparently regarding career progression and promotion.

Survey question	Staff agree
LSBU actively demonstrates its commitment to providing a fair and inclusive environment	68%
LSBU is transparent and acts fairly with regard to career progression and promotion	38%
LSBU is active in tackling bullying, harassment and discrimination	48%
I can be myself at work without worrying about if or how I will be accepted	70%

These results led to the decision to extend the Report + Support platform to staff (following its successful implementation in providing student support around bullying and harassment).

LSBU action around Bullying and Harassment

Bullying and Harassment continues to be a key area of attention for us at LSBU. Since launching to staff at the end of 2023, the Report + Support platform has received 24 staff reports: seven on behalf of students experiencing negative behaviour and 17 who reported their own experiences of bullying and harassment. Staff who reported on behalf of students were offered support from the Student Services Team, and staff who reported on behalf of themselves were offered support from Dignity at Work Advisers, who have been trained to provide emotional support, guidance around HR reporting processes, and signposting.

A breakdown of Report and Support cases show bullying to be the most commonly reported negative experience (making up 17 of the cases), with other types of negative experience being less common including harassment (three cases), threatening behaviour/physical assault (three cases), sexual harassment/sexual violence (one case) and microaggression (one case). Further improvements to our proactive and reactive responses to negative behaviours are being developed, for example, by establishing regular check ins between the HRBPs and the EDI team, reviewing the use of the platform, and liaising with the Student Services Team to share best practice on the Report + Support system.



LSBU new EDI policies and guidance

In 2023, the LSBU EDI team worked with HR and the Disability Staff Network (DNet) to develop and publish a Reasonable Adjustments Policy to guide staff with disabilities and long-term health conditions and their managers to work together to agree supportive, practical and business-suitable adjustments to their working conditions.

DNet also helped shape LSBU's Inclusive Meetings Guidance which was published in early 2024 to provide consistent and comprehensive advice around accessibility, scheduling, language, and facilitation to support equitable participation in meetings for all staff and students.

Last year, LSBU also published a staff Trans and Gender Identity Guidance for staff, providing definitions, legal frameworks, and considerations and support for trans staff in many aspects of university life (from recruitment and data monitoring, to using facilities and addressing discrimination). The EDI team is now working with Student Services to expand the guidance to cover considerations and support for both staff and students.

EDI Training Completion at LSBU

Last year's EDI report stated an increase in completion rates of compulsory EDI training for staff by over 20 percentage points, from 61% to 82%. This figure has remained constant over the past year, giving LSBU confidence that our staff have the appropriate foundation of EDI knowledge and are well-equipped to support and promote inclusion within LSBU's diverse community.

LSBU Active Bystander Training

Following on from the in-person Active Bystander training that was conducted throughout 2022/2023, over the last year this training has been facilitated online in a series of workshops. 2023/2024 statistics show that Active Bystander Training has been completed by 91 employees across LSBU. Almost half (48%) pursued the training for personal development and effectiveness reasons, highlighting the commitment to EDI and eagerness to learn from colleagues throughout the business.

LSBU Dignity at Work Advisers

We currently have six Dignity at Work Advisers across the Group who have been trained in: understanding LSBU Group's policies and procedures, EDI, dignity at work and mental health awareness. There is currently a wider audit underway for all our advisory and champion roles at LSBU to assess member experiences, identify training needs, provide support and clarify role expectations aligned with wider organisational wellbeing structures. A particular area of review over the coming year is how HR BPs and the Dignity at Work Advisers can effectively support and manage staff cases reported through the Report + Support platform. Recruitment and training of Dignity at Work Advisers will be a focus for this year, and we will work with the new organisational model to identify which areas are most in need.

Anti-Racism Training at SBC

Last year, SBC set the aim for everyone employed by the college to engage with Anti Racism through a training event to provide a mutual starting point as an institution. They took a structured approach to the creation and roll out of this training, through:

- Running an anonymous survey to all staff to gauge experiences, perceptions and feelings in relation to racism and race-based bias at the college. The findings informed the planning of the training session.
- Undertaking outreach for staff members to be part of the anti-racism training team, of which 11 members of staff volunteered (blend of teaching and non-teaching staff).
- Setting clear objectives for the training session; to identify and discuss the differences between being non-racist and anti-racist, to understand the impact of racism on life chances, and to create an individual pledge to support the colleges commitment to anti-racism.

At the end of the session, participants were encouraged to write individual pledges and contribute ideas for a college Anti-Racism Manifesto (Appendix 6) which was created in Autumn 2023. Currently, SBC is in the process of rolling out an action plan to help make the commitments of the manifesto a reality.

LSBU Staff Networks

Staff networks play a vital role in cultivating a sense of belonging and community for staff from minority or marginalised groups at LSBU. While their roles are multifaceted, they also support EDI activity by providing safe spaces where employees can seek support and unite to provide insights, feedback and suggestions on LSBU activity. The five networks have had varied highlights and challenges over the past year as described in Appendix 4.

A common thread running through every network is the desire for more cross-network collaboration, recognising that there are multiple protected characteristics that make up a person's identity, and therefore opportunities for individuals to have a presence in various staff network groups. The EDI team plans to host a summer event for all networks, with time for socialising, reflection and establishing structures for future collaboration. A key initial task will be creating a cultural calendar of events for the upcoming academic year.

Strategy Pillar 3: Excellence & Ambition

This pillar is about working to enhance the student and staff lifecycle to enable them to have full access to LSBU's opportunities and realise their full potential. In practice, this means implementing inclusive recruitment practices, incorporating EDI into performance and development reviews, continuing to invest in Black student mental health support, improving access and participation, decolonising the curriculum, and reducing Awarding Gaps.

Inclusive Recruitment at LSBU

There has been strong progress in incorporating inclusive recruitment practices into business as usual at LSBU. The Inclusive Recruitment EDI Action plan is on track, ensuring inclusivity in job design, person specifications, advertising, applications, shortlisting, interviews, and offers. Notable successes this year include:

- Embedding the LSBU Behavioural Framework into recruitment activities
- Introducing six-monthly EDI data reporting to guide job sourcing
- Piloting a gendered language decoding tool for job adverts
- Including EDI commitments in tender evaluations for Executive Search Agencies
- Clearly stating hybrid and flexible working options in candidate packs
- Allowing equivalent experience as an alternative to qualifications
- Training managers on providing consistent information during interviews

Upcoming activities include; adding virtual tours to Jobs Pages, conducting a diversity review of shortlisted candidates using historical data to inform future approaches, and enhancing reasonable adjustments support, including adding information on our Careers Page and recruitment templates.

The previous report identified barriers at the shortlisting and interview stages of our recruitment process for BAME applicants. The table below shows progress for BAME candidates across certain stages of the recruitment process, with a 3% increase in the proportion of BAME applications. However, the implementation of inclusive recruitment practices has not yet translated to the shortlisting and appointment of BAME candidates, where we saw a 2% and 5% decreases compared to last year.

	BAME candidates 2022/23	BAME candidates until March 24
Applied	6164 (69%)	5983 (72%)
Shortlisted	1025 (59%)	685 (57%)
Appointed	38 (56%)	149 (51%)

EDI Objectives within Performance and Development Reviews (PDRs) at LSBU

EDI discussions are now formally embedded in PDRs and we have begun exploring ways to further integrate EDI into the PDR process. This includes setting EDI-related work objectives to recognise individual contributions to the delivery of our EDI strategy. This approach will help embed EDI throughout the organisation at a local level, embodying the wider strategic goals, values and commitments to EDI at LSBU.

LSBU Leadership Development for underrepresented groups

To improve the diversity of our representation in senior roles and close our gender, ethnicity and disability pay gaps, every year LSBU supports underrepresented staff to attend targeted leadership development programmes including the Aurora Programme (for women), Diversifying Leadership (for BAME staff), and Calibre (for disabled staff). We are commissioning an integrated leadership programme in 2024-25 which will foster talent in the top tiers of leadership and management. Places will be ringfenced for staff from underrepresented groups and from head of service/department to executive team level.

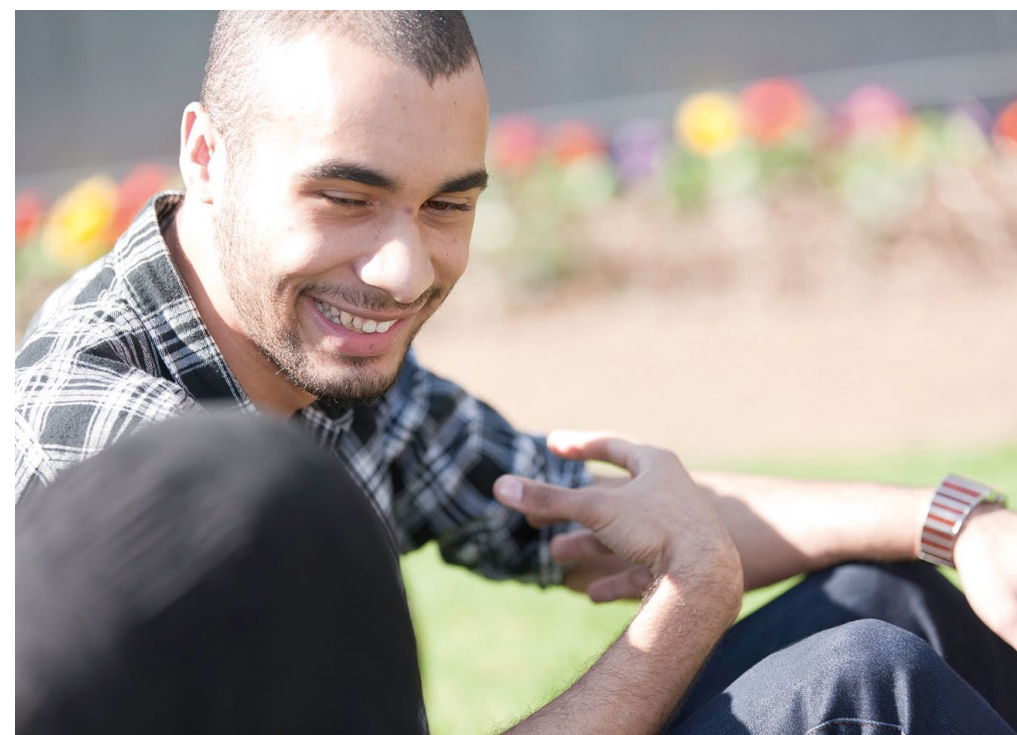
LSBU Black Student Mental Health Support

The Black Student Mental Health Project, funded by the Office for Students from June 2020 to June 2023, has a significant ongoing impact on LSBU. National data highlights that Black students, especially those with mental health diagnoses, face substantial disadvantages in higher education. This project, rooted in co-creation and remunerated student collaboration, worked with Black students to identify and remove barriers to support, create culturally relevant resources, and foster positive peer relationships. Outputs of the project include resources and materials distributed through various mediums including blogs, video animation, and podcasts. Some highlights include:

- **YouPlus App:** An award-winning digital platform developed with the university. The app is a tool to support students in managing and improving their mental and physical health by providing a self-directed and empowering route for Black students to access mental and physical health support from their mobile devices. It won the [2024 London Sport Award](#) for Digital Innovation and Technology.
- **NHS Good Thinking Feature:** A landing page with mental health resources created by students for students, addressing key issues identified by the Black student population.
- **Peer Mentoring Programme:** Led by the Students Union, this programme paired 20 mentors and 20 mentees, offering a Level 2 Award in Mentoring, and a safe space to share experiences and strategies to maintain a healthy balance to academic challenges.

At the conception of this project, Black students were less likely to self-refer for support and were overrepresented within the university's crisis pathways. One action implemented from feedback collected as part of this project was the establishment of shorter appointments with the mental health and wellbeing team to increase accessibility of service. There are successes to report against this new appointment type, with 29% Black student take up (vs 24% Black student population). Overall appointments show a 3% increase of appointments taken up by Black students (22% ytd vs 22% in 22/23).

The project also identified a need for the development of cultural competency in our Student Services. A bespoke cultural competency training programme with the [Institute for Educational & Social Equity](#) was created and delivered to 15 of our Student Services staff members throughout the project's duration. There has also been the roll out of externally facilitated cultural competency training more widely for members of the Student Services Directorate, and the EDI team have identified the opportunity for this training to be facilitated internally and rolled out to the wider organisation. The training covers important topics which would enable staff to interact more meaningfully with colleagues and students, such as; the importance of correct name pronunciation, using accessible language, intercultural listening, and understanding cultural influences on communication.



LSBU Access & Participation Plan

LSBU is one of the first in the Higher Education sector to implement the Office for Student’s new Access & Participation Framework. A new Access & Participation Plan (APP) will be implemented from 2024/25 to 2027/28. It outlines LSBU’s commitment to supporting students from underrepresented groups in their journey into, through and beyond higher education. The plan also addresses any disparities in access to higher education and degree outcomes for these students, outlining strategies to bridge these gaps and interventions to mitigate risks to equality of opportunity. At LSBU, we take a holistic approach to supporting our students’ success, acknowledging the various factors and experiences contributing to their participation and attainment, understanding the interconnectedness of academic achievement, personal growth, wellbeing, and a supportive learning environment.

Our student profile highlights the demographic diversity of our student body, with a higher representation of historically underrepresented groups compared to the sector. We are acutely aware of our responsibility to consistently deliver excellent provision that addresses the diverse challenges our students encounter throughout their academic journeys. In the APP 2024–2028 a specific intervention strategy has been conceived with the objective of reducing the attainment gap by six percentage points between undergraduate full-time white and BAME students by 2027–28. To achieve this, diverse interventions have already been put in place or are planned for the next academic year. These include the reduction in exams and overall assessment volume, the distribution of the Black students LSBU guidebook, increased awareness and completion of the Personal Development Plan, the SU Resit Phonebank project, the Action Learning Programme, SCALE-UP and the Peer Assisted Learning programme.

As part of the APP commitments, LSBU has appointed an Impact and Evaluation Officer who has been working collaboratively with colleagues across the university implementing evaluation strategies to show and report the impact of the interventions outlined in the plan. Additionally, to develop an LSBU Evaluation Framework, the evaluation work, including the development of Theories of Change, has been extended to other teams who offer support to our student community.

LSBU Decolonising the Curriculum

LSBU’s decolonising vision recognises the historical repercussions of race, racism and racialization within Higher Education. LSBU’s Decolonising Research Fellow has been driving forward the decolonising agenda over the last two years at LSBU, supporting Schools in delivering the Institutional Action plan and building their capacity to engage in decolonising work. School EDI Leads have led this strand of work in their respective roles, leading to a range of activities, events and initiatives happening across LSBU Schools.

Over the last year (2023–2024), the Decolonising Research Fellow has been working with existing institutional structures to embed decolonising in LSBU systems and processes, in particular:

- A new resource has been developed to embed decolonial thinking into course design, materials, delivery and assessments, which is to be integrated into future course revalidations.
- With support from Centre for Research Informed Teaching (CRIT), the Decolonising Research Fellow is working with TQE and CRIT teams to build staff capacities effectively support decolonising and academic support in schools.

An institution-wide Decolonising Planning Workshop was conducted in July 2023. It brought together staff across LSBU to share ongoing work on decolonising and to set two-year ambitions and targets. Priorities over the coming year (2024–2025), across the academic schools, include:

Law & Social Sciences	• Embed the cycle of Audit Action Review in all the decolonising and anti-racism work
School of Applied Sciences	• Develop shared literature on decolonising the curriculum • Divisional meetings on a unified model of decolonisation • Student centred active learning environment, with upside down pedagogies
School of Art & Creative Industries	• Eliminate the Awarding Gap • Recruit more diverse students as part of a targeted outreach • Foster a safe and inclusive environment
School of Engineering	• Build variation models with BEA by embedding the third and key principles of decolonisation
School of Allied & Community Health	• Increased engagement from the different layers of leadership to take ownership of this work • Reviewing the recruitment process with a decolonisation lens • Hold bespoke session for white staff to speak openly about their experiences
School of Nursing & Midwifery	• Produce more evidence that supports the integration of decolonisation subjects into the curricula • Create sustainable systems of decolonisation curriculum to train the staff & students
School of Business	• Reframe the approach to appointing decolonising allies to improve representation
School of Built Environment & Architecture	• School wide sessions on racism awareness and bystander training • Provide pedagogic training for staff to understand decolonisation of their teaching • Create a school strategy for decolonisation and the BAME Awarding Gap

For detailed information on all the decolonising work that is happening across LSBU, please refer to the Decolonising Annual Report 2022-2023.

LSBU Degree Awarding Gaps

Decolonising, combined with all our other initiatives to eliminate inequalities of outcome for our students, such as our wider access and participation work, is having a positive impact on LSBU’s racial awarding gaps:

- Table 1 shows a reduction in the overall BAME/White Awarding Gap by 2 percentage points (pp), including a decrease of the Black/White Awarding Gap by 5.5pp and a slight increase in the Asian/White Awarding Gap by 0.4pp.
- Table 2 shows an increased attainment rate for UK domicile Black students by 2.3pp, whilst acknowledging a reduced attainment rate for Asian and White students, by 3.5pp and 3.1pp respectively.
- A continuation gap for Black students at -1.1%, compared to the national rate of 5.8%, showing very positive retention and course completion rates for Black students (with Black students not being more likely to drop out/ fail their courses than White students in contrast to national trends).
- While LSBU still has a racial Awarding Gap of 12.2% which is larger than the national benchmark of 11.2% for England (HESA 21/22), this data shows that significant strides have been made in supporting Black students' retention and success. However, we need to do more to meet or exceed the national benchmark.

Table 1. LSBU UK domicile undergraduate full time Degree Awarding Gap comparison between 2021/22 and 2022/23

Ethnicity group	21/22	22/23	+/-pp
Black	-21.8%	-16.3%	-5.5pp
Asian	-9.6%	-10%	+0.4pp
Mixed	-11.3%	-10.3%	-1pp
BAME	-14.2%	-12.2%	-2pp
Source: LSBU PBI UG Attainment dashboard. Strategic Planning & Performance (Last accessed 23.04.24)			

PSG (Professional Services Group) Career Pathways

To support career development and progression for staff in non-academic roles, LSBU published a PSG Career Pathways document in June 2023. Through a series of stakeholder meetings and analysis of job descriptions, the document maps in detail the skills and competencies expected for different grades within each job family.

Individuals can use the PSG Career Pathways to plan their development, so they are ready to apply for vacancies when they arise, and managers can use the PSG Career Pathways to have informed discussions about career development (e.g. at PDR) with the people they manage, to support internal progression and retention. We are currently collecting feedback about how the Career Pathways are being used, identifying where they are working well, as well as areas for improvement.

Strategy Pillar 4: Leadership

This pillar is focused on LSBU’s ambition to become sector leading in our EDI work, trailblazing EDI at all levels across the Group, and identifying and addressing barriers to facilitate a culture where staff and students can thrive. In practice, this means progressing in the Times Higher Education Impact Rankings, understanding and improving Gender, Ethnicity and Disability pay gaps, and progressing with Athena Swan and Race Equality Charter Marks to driving equality and inclusion for all.

Times Higher Education Impact Rankings 2023 and 2024

LSBU were delighted for their equality impact to be recognised in The Times Higher Education Impact Rankings 2023 and 2024. The Impact Rankings are the only global performance tables that assess universities against the United Nations’ Sustainable Development Goals (SDGs) and focus on universities’ research on social inequalities, their policies on discrimination and their commitment to recruiting staff and students from under-represented groups.



The rankings include 1,705 universities from 115 countries and regions using carefully calibrated indicators to provide comprehensive and balanced comparison across four broad areas: research, stewardship, outreach and teaching.

LSBU saw their overall score and ranking improve in 2023 and hold steady in 2024, with excellent performance in Reducing Inequalities, climbing to 3rd in the world in 2024, after reaching 8th in the world in 2023.

The full Impact Rankings can be seen [here](#).

LSBU Gender, Ethnicity and Disability Pay Gap Report 2024

LSBU continues to lead the way in going well beyond the government mandated Gender Pay Gap reporting, publishing gender, ethnicity and disability pay gap data combined. A Higher Education Policy Institute (HEPI) report highlighted that the most progressive institutions make this level of commitment.

Our 2024 report (taking snapshot data from 31 March 2023) shows that we continue to make strong progress reducing median (middle earner) pay gaps and mean (overall average) pay gaps in many areas:

- **Gender Pay Gap 2023 summary:** LSBU has seen a decrease in the median gender pay gap (from 10.21% in 2022 to 7.26%, below the national median of 14.3%, and the HE median of 8.5%) but a slight increase in the mean gender pay gap (from 7.09% in 2022 to 7.18%, still below the UK mean of 11.3% and the HE mean of 13%);
- **Ethnicity Pay Gap 2023 summary:** LSBU has seen a decrease in both the median ethnicity pay gap (from 14.04% in 2022 to 5.7%) as well as in the mean ethnicity gap (from 11.87% in 2022 to 9.91%);
- **Disability Pay Gap 2023 summary:** LSBU has seen a reversal of the median disability pay gap (from 5.45% in 2022 to -5.85%, meaning the median pay of disabled staff is higher than that of non-disabled staff for the first time) and a decrease in the mean pay gap (from 4.38% in 2022 to 1.05%).

SBC Gender and Ethnicity Pay Gap Report 2024

Like LSBU, SBC goes beyond the mandatory reporting requirements to publish both gender and ethnicity pay gaps. SBC’s 2024 report (taking snapshot data from 31 March 2023) shows:

- **Gender Pay Gap 2023:** SBC has seen an increase in the median gender pay gap (from 7.57% in 2022 to 9.10%, above the 2023 ONS median of 7.7%) but a very slight decrease in the mean gender pay gap (from 3.81% in 2022 to 3.80%, still below the 2023 ONS mean of 10.7%);



- **Ethnicity Pay Gap 2023:** SBC has seen a decrease in both the median ethnicity pay gap (from 15.46% in 2022 to 13.90%) as well as in the mean ethnicity gap (from 14.15% in 2022 to 13.10%).

Female representation has increased in all pay quartiles but women remain 70% of the lowest pay quartile.

SBC will continue to implement actions already underway as part of their long-term commitment to closing pay gaps, as well as incorporating newly developed actions which have arisen out of the latest report findings, including:

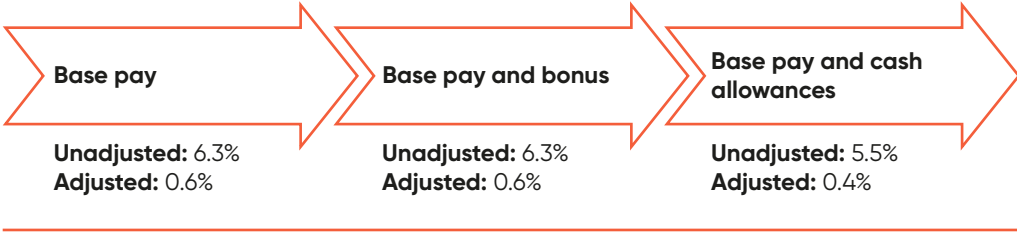
- **Learning & Development:** investigating options to support leadership development for racially minoritised staff in the lower middle and upper middle quartiles.
- **Pay Audit:** undertake research to confirm we do not pay men differently for the same or equivalent work.
- **Revising the flexible working policy:** review this policy to ensure it is fit for purpose, meets the needs and demands of the workforce population and the execution and wider benefits of the policy is understood by management.
- **Supporting parents:** develop new guidelines for managers on supporting employees before, during and after maternity and other parental leave, and run training for all line managers and senior managers.
- **Outreach:** continue to drive our school-partnering initiatives at SBC with local secondary schools, to raise young people’s awareness of the different career opportunities available within the technical/vocational sector, and to help dispel any gender-based myths and stereotypes.

LSBU Pay Equity Audit 2024

At the beginning of 2024, LSBU also commissioned a Pay Audit to assess whether LSBU has any unexplained pay gaps (between gender, ethnicity and disability classifications). The audit used multivariate regression analysis to calculate ‘adjusted pay gaps’, taking into account objective reasons for individual differences in pay (such as job level, academic/PSG contract level group, structure, performance rating, London/remote job location, and tenure in company). Based on the data available, the audit found the following trends of unexplained/adjusted pay gaps:

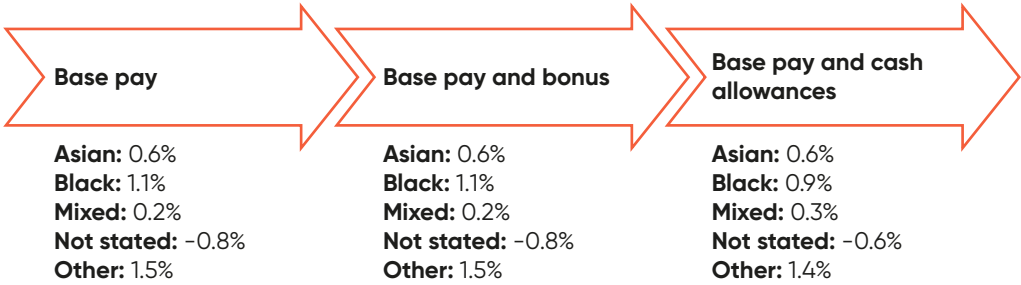
Gender: The audit found an adjusted pay gap of 0.6% between pay for men and for women (in favour of men). Largest gaps were found in more senior job levels (11, 12, 13) and mostly on the academic side.

Gaps between average male and female pay



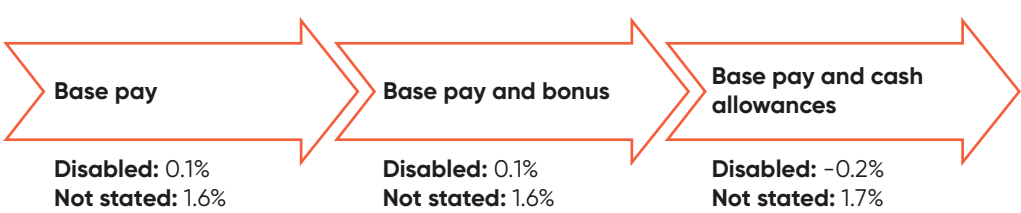
Ethnicity: The audit identified the adjusted pay gap across ethnic groups (Mixed, Asian, Black, Other, Not Stated) to be around 1%, with Black/Black British and Other Ethnic Groups having the highest pay gaps (1.1% and 1.5% respectively).

Adjusted pay gaps between ethnic minority groups and ethnic majority (White)



Disability: The audit found that the adjusted base pay gap for disabled staff was very low at 0.1% and not significant for any of the three pay elements, meaning disability is unlikely to have an impact on pay.

Adjusted pay gaps between minority groups and majority (not disabled)



Intersectionality: The audit found an emerging pattern of female minorities (Female & Black, Female & Other Ethnic Groups, Female & Asian) being paid slightly lower than other groups. Pay gaps ranged from 1.4% - 3.3% compared to the Male & White group for all three pay elements, showing a statistically significant gap. This will continue to be a focus of the EDI team along with HR colleagues, as addressing intersectional issues is a priority. Pay will be monitored, with reviews of decisions taken outside the predicted norm conducted regularly to prevent unconscious bias.

Outlier individuals: The auditors usually flag individual employees with pay 20% above or below predicted pay as a priority for investigation. Given that LSBU only had 2 employees in this category, it was recommended to lower the threshold for investigation to 15% which is typically what more progressed companies do to further advance on their pay equity journey. The 15% threshold identified nine employees (0.3% of staff) whose pay was individually investigated and found to have justifiable and documented reasons for being outside the threshold. Our pay equity performance will continue to be monitored with the intention to run the audit again in two years' time.

LSBU REC Update

In July 2023, LSBU was awarded the Race Equality Charter Bronze award. The Self-Assessment Team (SAT), composed of academics, PSG staff, student representatives, and external critical friends, drove this achievement. There is now a REC action plan in place, informed by the key findings from the submission, ranging from introducing layers into the Report + Support system to track experiences of staff from an ethnic minority background, supporting BAME staff to participate in the Diversifying Leadership Programme, reviewing leavers data to understand the experience of Asian PSG staff (a group identified as having high turnover), embedding EDI into the appraisal process, and continuing our decolonisation work. The Implementation Group will be Chaired by our Pro Vice Chancellor for Academic Transformation, and our EDI Manager for race equality will be the main REC point of contact. This award, and the accompanying action plan underscore LSBU's commitment to advancing race equality over the next five years.

LSBU Athena Swan update

LSBU was successful in obtaining an institutional Bronze Athena Swan award in 2020 and is currently scheduled to renew this in 2025, reporting on the implementation of our action plan and assessing our progress. Unlike REC awards, Athena Swan awards can also be held at department/school level too, and over the past year, each of our schools has begun work to analyse their discipline-specific gender equality challenges and develop action plans in response. Our Provost continues to provide oversight and advocacy for Athena Swan at LSBU and a new EDI Manager has been hired to support Athena Swan activity across the university. Due to the upcoming academic schools' restructure, LSBU are requesting a year's extension to their institutional award, advice has been given to schools to pause activity until new structures are clear, and support will be provided to maintain gender equality structures and activity through the changes.

LSBU's Additional EDI Accreditations

LSBU is part of the Disability Confident Scheme and currently holds a Level 2 Disability Confident' employer status which in part includes having a "two ticks" recruitment system in place meaning that disabled people applying to LSBU are guaranteed an interview if they meet the essential criteria. Also in the past year, LSBU submitted for a Stonewall Silver Award for LGBT+ inclusion and are currently awaiting the outcome. The results are due in the summer. We will use the feedback to deliver a targeted action plan.

Priorities for the year ahead

In entering the final year of our EDI Strategy 2020–2025, the EDI team will be focusing on the below priorities under each strategic pillar. Alongside this, they will also be supporting EDI continuity and embedding through the academic resize and reshape ahead.

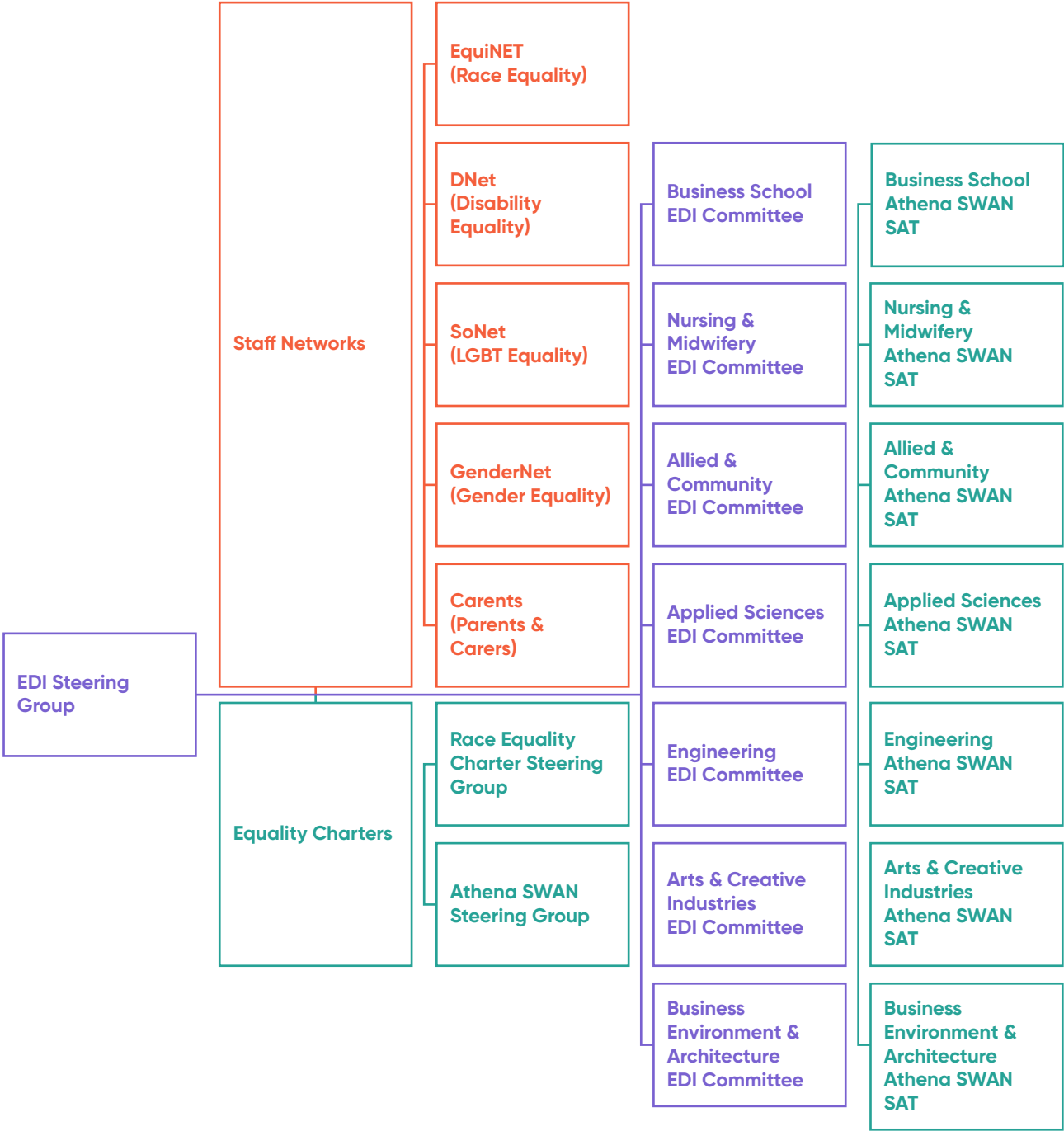
- **Strategy Pillar 1: Ownership & Agency**
Reviewing and revising EDI structures across LSBU Group: aligning plans, clarifying roles and responsibilities, and ensuring transparent consultation, feedback and dissemination routes.
- **Strategy Pillar 2: Belonging & engagement**
Further development of Report + Support and related processes around bullying and harassment, such as, Dignity at Work Advisers, HR reporting, and signposting.
- **Strategy Pillar 3: Excellence & Ambition**
Continue to build a community of good practice around EDI: establishing a joined-up approach with student services, LSBC, EDI team, staff networks, Student Union, local EDI Leads, and Internal Communications to provide consistent information and activity throughout the year, and the ability to share best practice.
- **Strategy Pillar 4: Leadership**
Supporting EDI in the context of change at LSBU: embedding EDI into change processes, developing staff networks, working with HR, OD and L&D teams to provide EDI related content in support programmes. Ensuring inclusive leadership threaded through the Leadership Development Programme commencing January 2025.



Appendix 1: EDI Dashboard

Strategy area	Key performance indicator	2021/22	2022/23	2023/24
Pillar 1: Ownership & Agency	BAME representation in Senior Academic roles	19%	23%	25%
	BAME representation in Senior PSG roles	17%	14%	15%
	Staff Survey Question: Actively demonstrates a commitment to providing a fair and inclusive environment	64% agree	N/A	68% agree
Pillar 2: Belonging & Engagement	Staff Survey Question: I can be myself at work without worrying if or how I will be accepted	75% agree	N/A	70% agree
	Staff Survey Question: Management is active in tackling bullying and harassment	44% agree	N/A	48% agree
	No. of trained Dignity at Work Advisers	21	11	9
Pillar 3: Excellence & Ambition	BAME Awarding Gaps: (A) White/Black students, (B) White/Asian students	(A) 21.2%, (B) 9.5	(A) 16.3%, (B) 10%	Available later in the year
Pillar 4: Leadership	Mean Gender Pay Gap	6.05%	7.09%	7.18%
	Median Gender Pay Gap	5.26%	10.21%	7.26%
	Mean Ethnicity Pay Gap	9.70%	11.87%	9.91%
	Median Ethnicity Pay Gap	9.60%	14.04%	5.7%
	Race Equality Charter	N/A	Bronze	Bronze
	Athena SWAN Charter	Bronze	Bronze	Requesting extension
	Stonewall Equality Index	Silver	Silver	Awaiting result
	Disability Confident	Level 2	Level 2	Awaiting result

Appendix 2: LSBU EDI Structures



Appendix 3: EDI Stakeholders Mentioned 2023/24

Name	Role
Molly Littlehales	HR Data Analyst
Preethi Premkumar	EquiNet Chair
Hitendra Kanji Solanki	Parents & Carers Chair
Danny Clegg	DNet Chair
Terry Eastham	SoNet Chair
Andy Owusu	Black Student Mental Health Project Lead
Karla Lopez	Impact & Evaluation Officer
Megha Kashyap	Decolonising Research Fellow

Appendix 4: Updates from the EDI Staff Networks

EquiNet (LSBU staff network for race equality)

- **Governance:** EquiNet's longstanding Chair left LSBU in 2023, with a new Chair being appointed.
- **Awareness-raising activities:** Lunch & Learn sessions on a variety of topics, with key speakers including; Audley Graham on Black mental health, Preethi Premkumar on health & wellbeing for BAME staff, Maisha Islam on addressing Awarding Gaps, Jill Scott on microaggressions.
- **Consultation and feedback activities:** presentation and discussion of the Pay Gap and Pay Audit findings around ethnicity, and the REC Action Plan, and providing feedback to the Exec around PSG restructuring.
- **Community building and support activities:** arranging tours of the Stephen Lawrence exhibition for students, presenting at the student Black Hair exhibition and celebrating Sister and Matriarchs during Black History Month 2023.

Parents & Carers (LSBU staff network for parents and carers)

- **Governance:** a new Chair took over leading the network in early 2023 after some staff changes and a period of low activity.
- **Consultation and feedback activities:** upcoming aims for the network include identifying vulnerable communities at LSBU who would need support from the network, hosting focus groups to identify needs, and scoping what support the network are able to provide.
- **Awareness-raising activities:** aims for the year ahead include providing talks and lectures around key topics in collaboration with other network groups.

DNet (LSBU staff network for disability equality)

- **Governance:** DNet appointed a co-chair, bringing a wealth of experience in student disability support which will help ensure equitable provisions for disabled staff aligned to disabled student provisions. DNet successfully engaged an Executive Sponsor (to replace the previous Executive Sponsor, who retired in January 2024). The network also undertook an audit of network members and created a visual DNet timeline plan in Padlet, allowing members to add items as needed.
- **Consultation and feedback activities:** Key members of DNet gave invaluable input and advice to shape the LSBU Reasonable Adjustments Policy, as well as providing comments and suggestions around the LSBU Inclusive Meetings Guidance and Trans and Gender Identity Guidance and providing feedback to the Exec around PSG restructuring.
- **Community building and support activities:** Connected DNet with the LSBU Critical Autism and Disability Studies (CADS) group, successfully secured funds to renew TextHelp Read & Write for 2023-24, added tutorials to the DNet Teams group to support around commonly reported challenges, and began developing an Autistic Scholars International network.

- **Awareness-raising activities:** Pushed notifications about internal and external events with themes of accessibility and disability, shared information around Disability History Month 2023, promoted Connect pages for accessibility with a specific focus on Neurodiversity and supported LSBU communications to encourage disclosure of protected characteristics.

SoNet (staff network for LGBT+ equality)

- **Governance:** SoNet appointed a Co-chair to support the network.
- **Consultation and feedback activities:** SoNet acted as key consultees for LSBU's new Trans and Gender Identity Guidance.
- **Awareness-raising activities:** Network members published blogs and articles for various LGBT awareness days, such as LGBT History month in February.
- **Community building and support activities:** Headed up LSBU presence in the annual London Pride March through central London in June. The 2024 Pride March marks ten years of LSBU having a presence in the march, and campaigns have been launched to encourage staff and students to attend.

GenderNet (staff network for gender equality)

- **Governance:** GenderNet experienced a period of low activity since the previous Chair stepped down after many years' leadership. At present the EDI team are supporting the reconvening of the network to gather gender-specific feedback on the Fit for The Future plans and aim to identify a new Chair over the coming months.
- **Community building and support activities:** Going forward, network members have expressed a desire to bring back a series of career talks with female speakers, as well as to run social events.
- **Consultation and feedback activities:** The network is keen to contribute to policy development and will likely play an invaluable role in providing feedback and suggestions around upcoming Athena Swan work at LSBU.

Appendix 5: Staff and Student data

2023/24

LSBU Staff

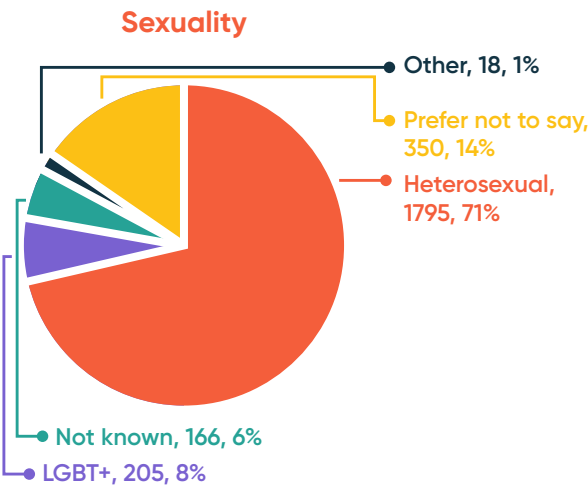
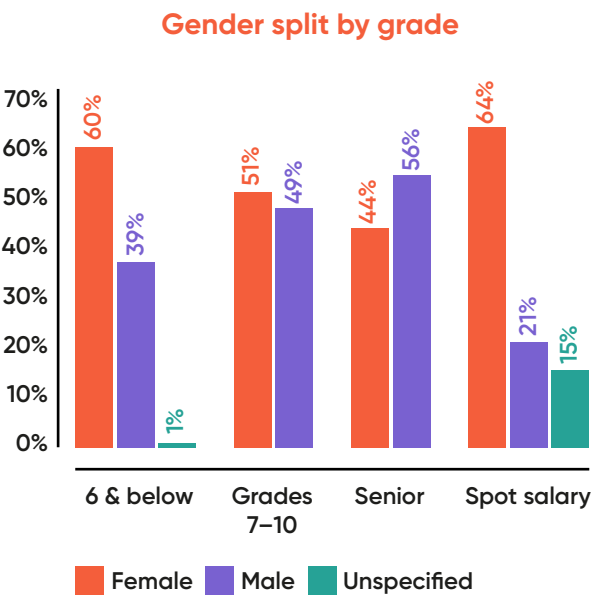
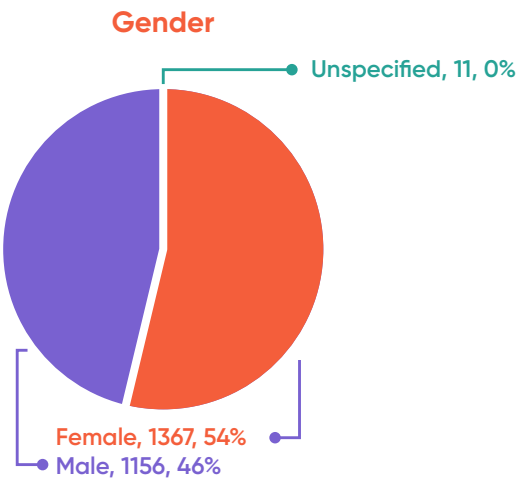
Key trends (identified under Pillar 1) are highlighted in yellow.

	All LSBU Staff			All LSBU Staff			All LSBU Staff		
	21/22	22/23	24	21/22	22/23	24	21/22	22/23	24
Female	55%	55%	54%	55%	57%	56%	55%	54%	53%
Male	45%	45%	46%	45%	43%	43%	45%	46%	47%
Unknown	0%	0%	0%	0%	0%	1%	0%	0%	0%
BAME	32%	34%	36%	37%	40%	43%	30%	31%	32%
White	57%	55%	53%	51%	48%	45%	60%	58%	57%
Unknown	11%	11%	11%	12%	12%	12%	10%	11%	11%
Disability	7%	8%	8%	7%	8%	8%	7%	7%	8%
No Disability	74%	65%	76%	88%	82%	82%	65%	56%	73%
Unknown	19%	27%	16%	12%	5%	10%	28%	37%	19%
Heterosexual	71%	72%	71%	N/A	74%	73%	N/A	71%	70%
LGBT+	7%	7%	8%		7%	8%		8%	8%
Other	1%	1%	1%		0%	1%		1%	1%
Unknown	21%	20%	20%		19%	18%		20%	21%
Under 25	9%	7%	7%	18%	15%	16%	4%	3%	3%
Age 25–34	21%	23%	23%	26%	28%	30%	18%	20%	19%
Age 35–44	24%	25%	25%	22%	23%	23%	26%	26%	25%
Age 45–54	21%	20%	20%	17%	18%	16%	22%	22%	22%
Age 55–64	19%	18%	17%	14%	14%	12%	21%	20%	20%
Age 65+	7%	6%	8%	3%	2%	2%	9%	9%	11%
Unknown	0%	0%	0%	0%	0%	1%	0%	0%	0%
Male Grade 2–6	59%	38%	39%	N/A	40%	40%	N/A	33%	36%
Male Grade 7–10	54%	46%	49%		45%	45%		47%	49%
Male Senior	40%	54%	56%		62%	71%		51%	50%
Female Grade 2–6	41%	62%	60%		60%	59%		67%	63%
Female Grade 7–10	46%	54%	51%		55%	55%		53%	51%
Female Senior	60%	46%	44%		38%	29%		49%	50%

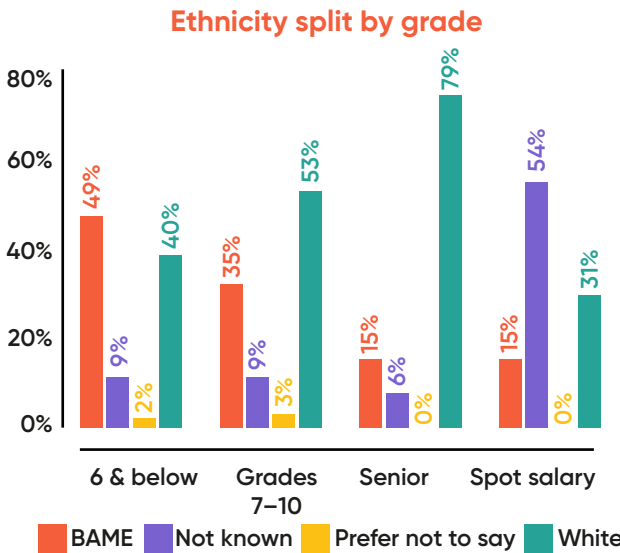
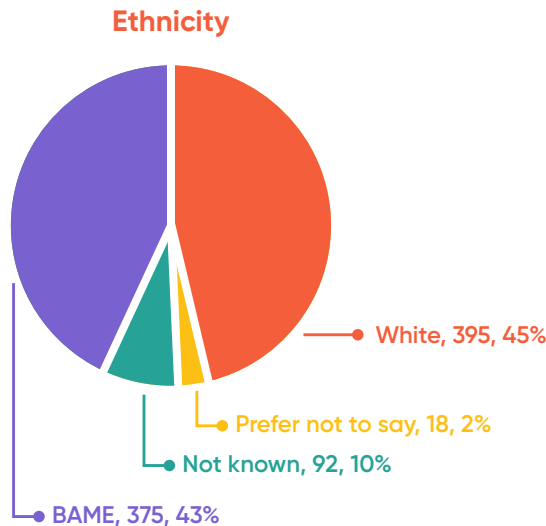
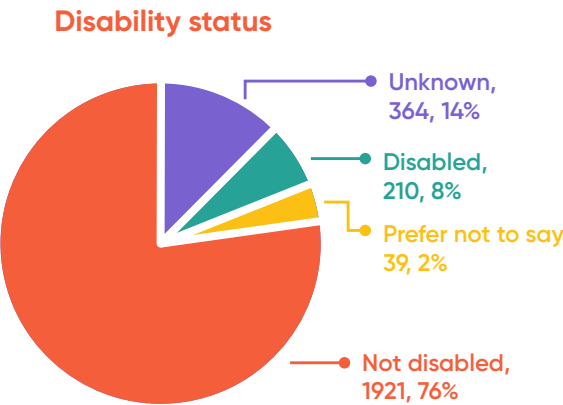
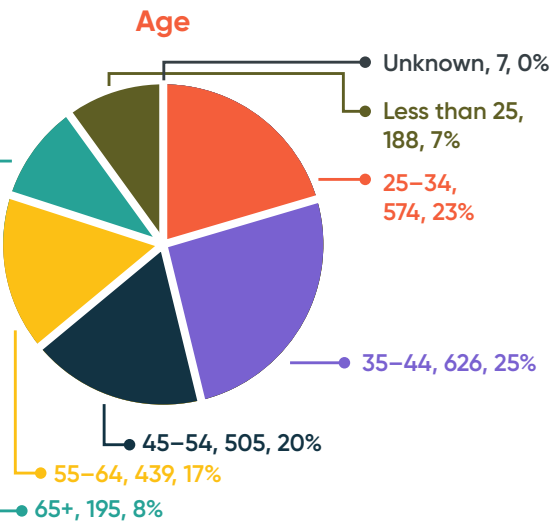
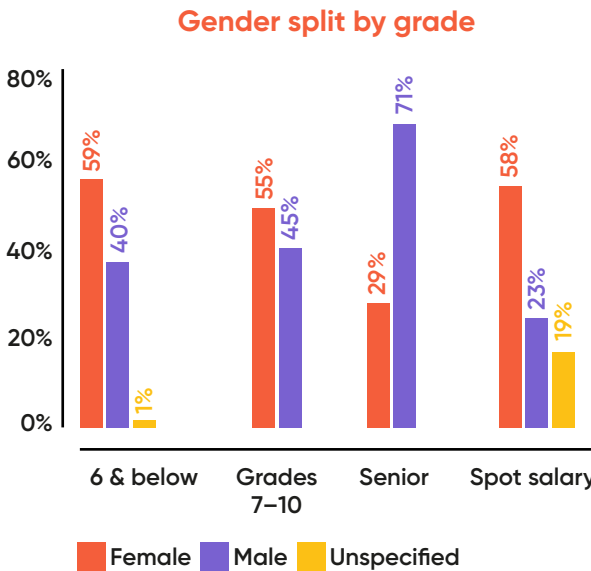
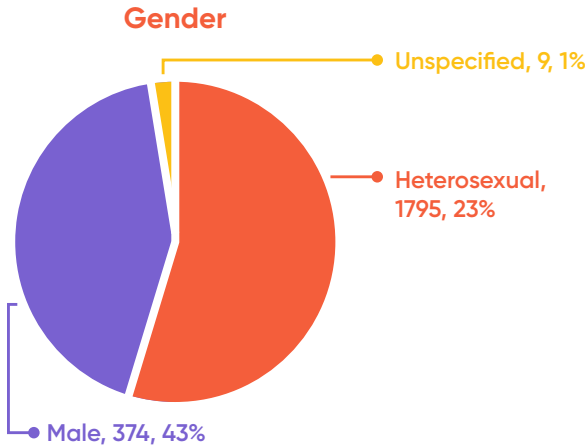
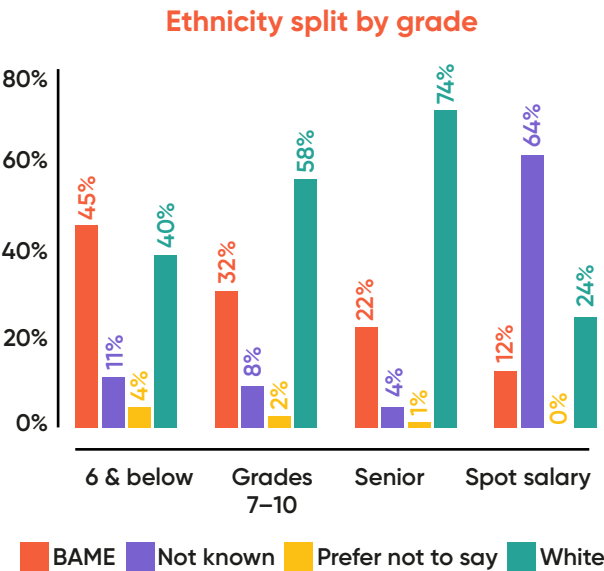
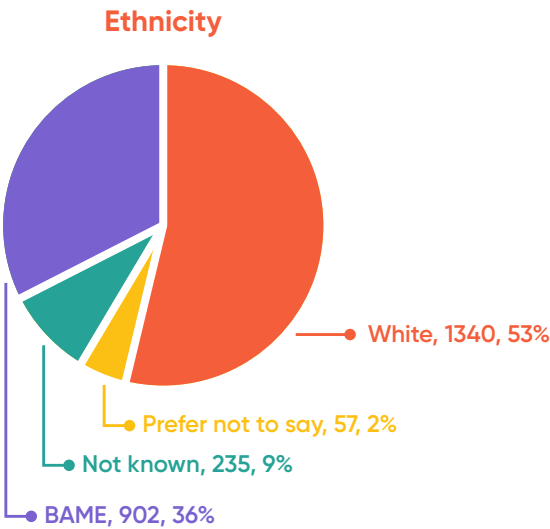
	All LSBU Staff			All LSBU Staff			All LSBU Staff		
	21/22	22/23	24	21/22	22/23	24	21/22	22/23	24
BAME Grade 2–6	39%	43%	45%	39%	44%	49%	37%	41%	35%
BAME Grade 7–10	30%	31%	32%	33%	37%	35%	29%	30%	32%
BAME Senior	18%	20%	22%	17%	14%	15%	19%	23%	25%
White Grade 2–6	51%	44%	40%	52%	45%	40%	47%	42%	41%
White Grade 7–10	59%	58%	58%	56%	52%	53%	59%	60%	59%
White Senior	76%	65%	74%	80%	69%	79%	73%	63%	71%
Unknown Grade 2–6	10%	13%	15%	9%	11%	11%	16%	17%	24%
Unknown Grade 7–10	11%	10%	10%	11%	11%	12%	11%	10%	8%
Unknown Senior	6%	15%	5%	2%	17%	6%	6%	14%	4%

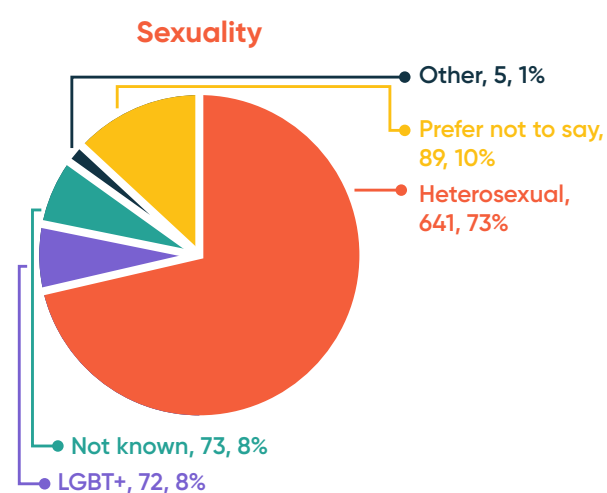
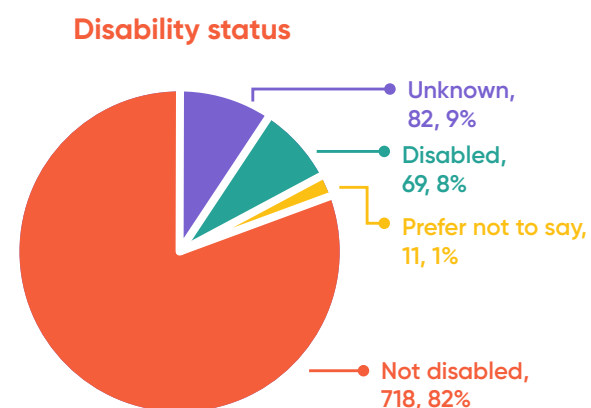
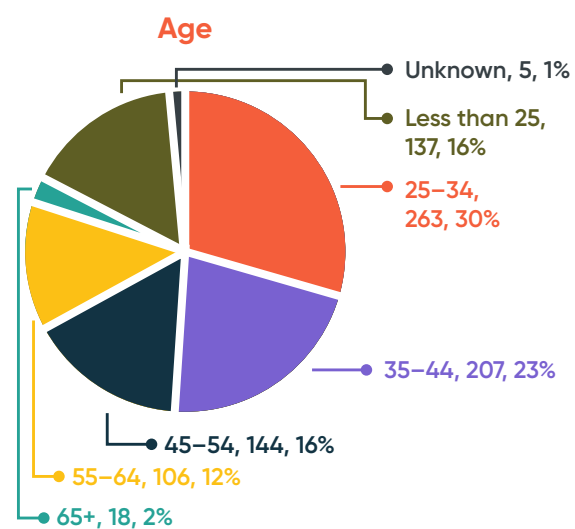


All Staff

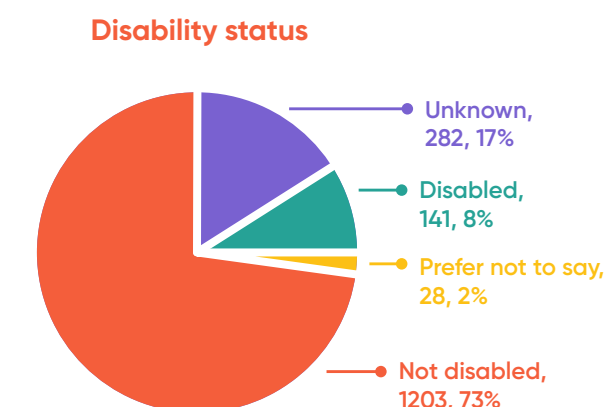
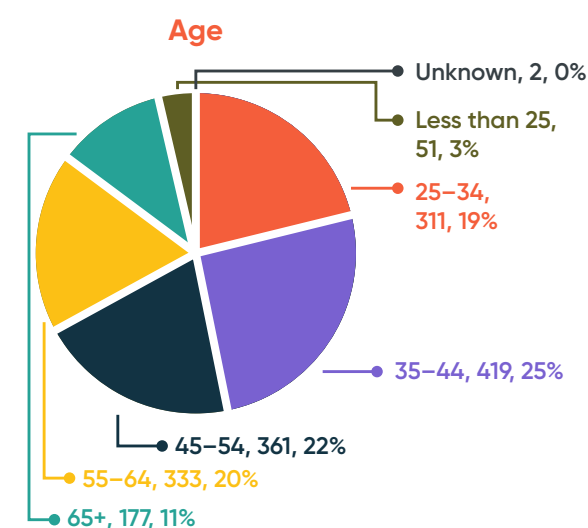
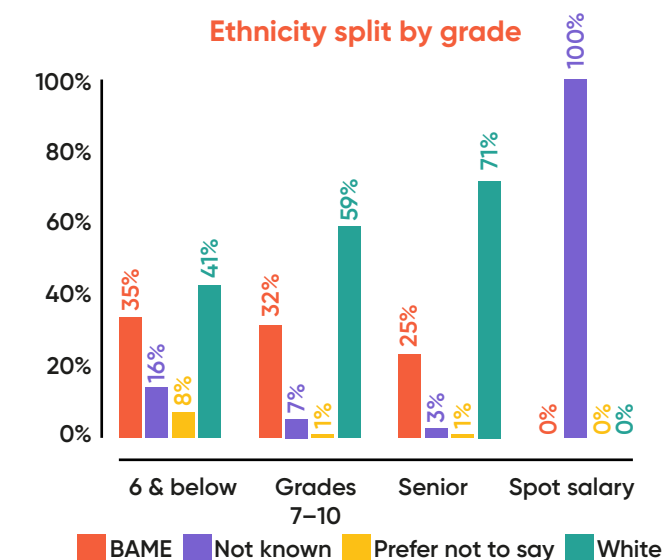
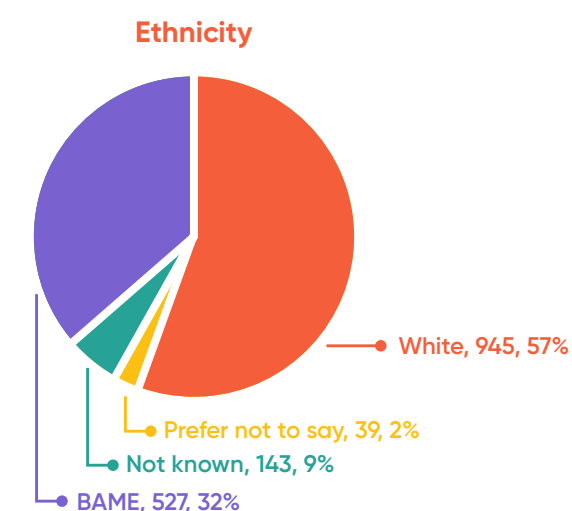
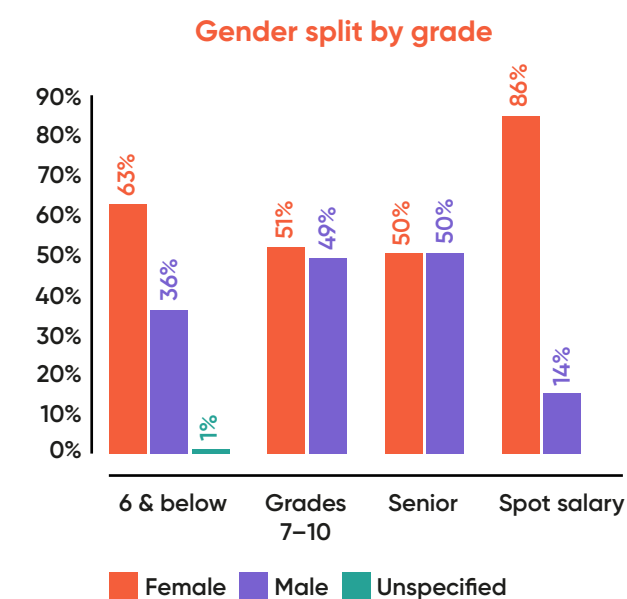
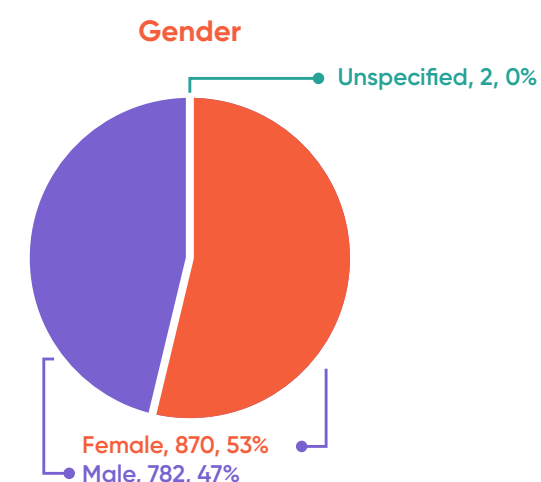


PSG





School-based Staff



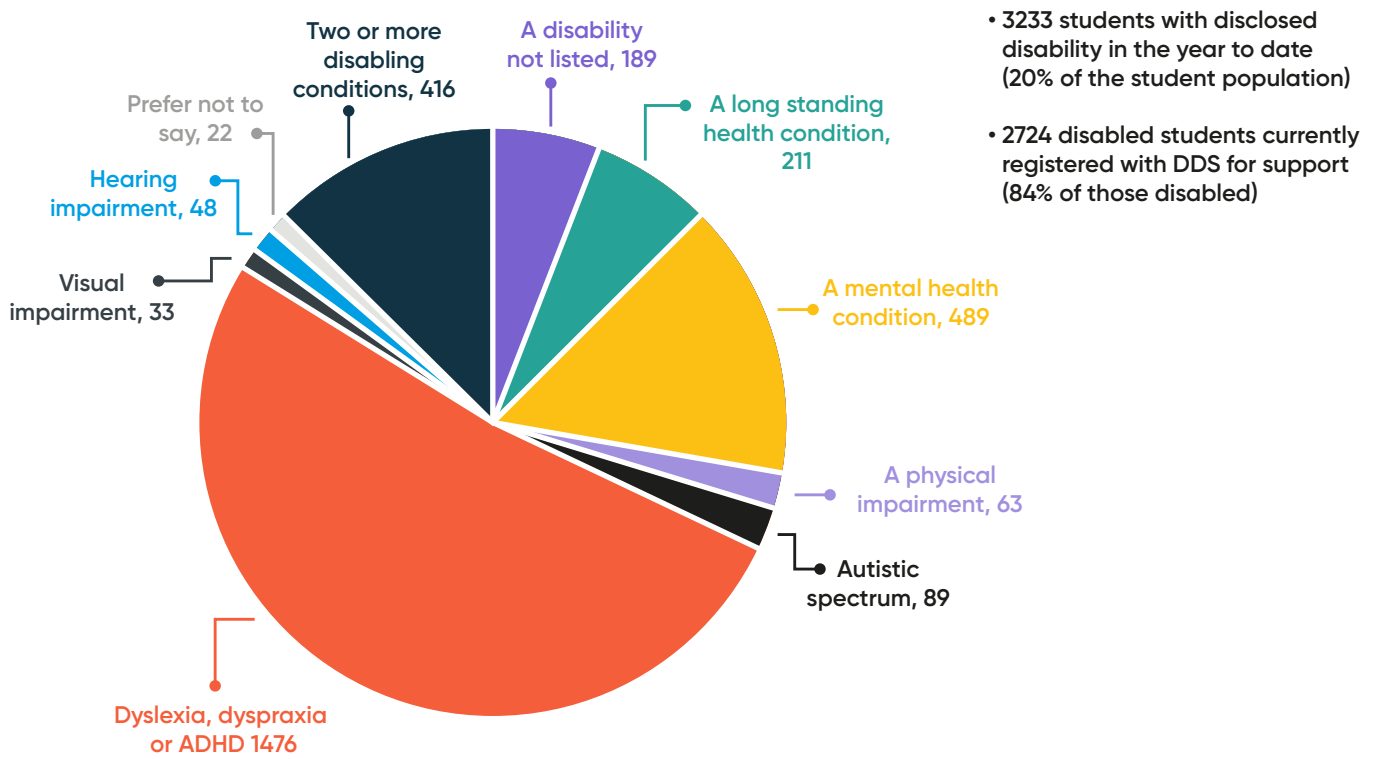
LSBU Students

	All LSBU Students		
	21/22	22/23	23/24
Female	57%	55%	54%
Male	43%	45%	46%
Other sex	0%	0%	0%

BAME overall	56%	58%	61%
Black	22%	24%	27%
Asian	24%	23%	24%
Mixed	5%	5%	6%
Other	5%	5%	5%
White	36%	35%	30%
Unknown ethnicity	5%	5%	6%

	All LSBU Students
	23/24
Disability	19.5%
Dyslexia, dyspraxia, ADHD	8.9%
Mental health condition	2.9%
Two or more disabling conditions	2.5%
Longstanding health condition	1.3%
Autistic spectrum	0.5%
Physical impairment	0.4%
Hearing impairment	0.3%
Visual impairment	0.2%
Disability type not disclosed	0.1%
Other disability	1.1%

All Schools disabled student data



SBC Staff

Female	66%
Male	34%

BAME	59%
White	33%
Unknown ethnicity	8%

Disability	14%
No disability	75%
Unknown	11%

Heterosexual	25%
LGBT+	2%
Unknown sexuality	73%

Age 16–24	6%
Age 25–34	11%
Age 35–44	19%
Age 45–54	21%
Age 55–64	35%
Age 65+	9%

Appendix 6: South Bank Colleges Anti-Racism Manifesto

Overview

South Bank Colleges is a mid-sized FE college in South London, which serves the local community and delivers both gateway and technical qualifications. Our geographical context presents us with both great opportunities as well as responsibilities: our students and staff come from a wide range of racial and ethnic backgrounds, and we recognize that embracing this diversity is not just a virtue; it's our strategic imperative. We aim to be a catalyst for change within our community, inspiring our students and staff to become active, informed, and empathetic citizens who can make a positive impact in our society. The college developed a Black Leadership Programme for staff in 2021 and we were keen to continue our commitment to developing a more inclusive and equitable culture for students and staff. Our journey with the BLG began in Autumn 2022, when a cross section of staff came together for a workshop introducing us to the 10 Point Plan, which also gave us an opportunity to discuss the opportunities to embed and promote Anti Racism across the college and begin early action planning.

The project

Our aim was for everyone employed by the college to engage with Anti Racism through a training event that would give us a mutual starting point as an institution. We decided to warm up the college for this by asking Amarjit to deliver a presentation to all our staff at a CPD day in Spring 2023. In this presentation, Amarjit provided some background on the BLG's work as well as some of the national data relating to achievement, experience of education, and employment. On the same day, we released a survey for all our staff to gauge experiences, perceptions and feelings in relation to racism and race-based bias at the college. The survey was anonymous to encourage participation. Using the presentation as a warm-up provided a context for the training to be delivered later in the term and also allowed us to see our varying starting points. Releasing the survey at this point meant we could use the findings to inform the planning of the training sessions that would be delivered at the end of the summer term.

The next step was to put a call out for staff members interested in being a part of the anti-racism training team. It was important to us to be inclusive in this invitation – we wanted to reach staff members who perhaps wouldn't normally be involved in delivering training and make it clear that they would be fully supported. Eleven members of staff volunteered (a blend of teaching

and non-teaching staff) and a training/planning day for them was arranged with the BLG. This was a really successful day, which included feedback from the results of the staff survey as well as more detail on the national picture. It also gave the team the chance to discuss fears or concerns about the training, as well as to start planning. It was important for us to create a training session as a group, which everyone bought into and felt comfortable with, as well as ensuring that a consistent experience was delivered across the college.

We arranged a subsequent planning day as a team to really nail down the session – this allowed us to script, rehearse and model how the different parts of the session would be delivered and the collaborative nature of this planning was brilliant. Making sure the session related to our own context as well as the national picture was crucial, as was making sure the session was dynamic as well as reflective and discursive. There were three objectives for the training session: to identify and discuss the difference between being non-racist and anti-racist; to understand the impact of racism on life chances, and to create an individual pledge to support the college's commitment to Anti Racism.

The training itself was delivered over 10 (2 hour) sessions across two days in July 2024, with the trainers pairing up, and our college staff spread across the 10 sessions. It was important for us to create a sense of continuity and at the end of the session we asked participants to write individual pledges for what they could do to make a difference as well as to contribute ideas for a college Anti-Racism Manifesto. After the session, we followed up by email with some supporting material on 'how to be an ally' and 'how to call out/call in bias'.

Outcomes and learnings

The feedback from the training itself in July was largely positive – it opened up conversations which otherwise would not have taken place between colleagues who would not normally cross paths. It brought the key data regarding life chances both locally and nationally to the attention of every staff member. It encouraged individual reflection and made Anti Racism centre stage during those days. But it would be disingenuous not to mention that the sessions also generated discomfort. We knew that this would be the case and our motto was that we all needed to get comfortable with

feeling uncomfortable, whilst trying to ensure that everyone felt heard, respected and safe. This required bravery on the part of our training team particularly – all the planning in the world does not help when you are managing a range of emotions in the room, including your own. No two sessions were the same in terms of reception – interestingly the trainers felt that the sessions delivered to the larger groups were more successful than those delivered to smaller groups, noting that in the smaller groups people tended to take things more personally and be more defensive. When we de-briefed afterwards we also discussed the fact that issues relating to intersectionality also emerged from the sessions and will require further thought and training. We also realised that we should have given black staff members who felt they might find the training triggering an opportunity to discuss the contents in more detail in advance of the session. How to encourage more white staff-members to be a part of the training team is also something we would recommend other institutions thinking about – this was a weakness for us, and one commented on by some participants.

Afterwards/Following on

Using the contributions from the training sessions, an Anti-Racism Manifesto was drafted in Autumn 2023 and shared with staff for feedback. After feedback, the manifesto was finalised and taken to SLT and the Board of Trustees for approval and will shortly be published on our website. An action plan to help make the words of the Manifesto a reality is in the process of being created and we have already run training sessions for teachers on one of the threads relating to pedagogy (Diverse Perspectives), which will be repeated. For students, we have created an in-house college certificate on Allyship, which can be run by curriculum areas with materials prepared centrally for them. The plan next is to run follow up sessions on Anti Racism with staff at the end of the year to review how our individual pledges have gone. We recognise that our work on Anti Racism will never be complete or finished and it is important to approach planning knowing this – it cannot be a tick box exercise and training will never be a miracle cure. Regular reflection, dialogue and reviewing of systems, processes and pedagogy is essential and will certainly need to be on-going.

Appendix 7: South Bank Colleges Anti-Racism Case Study

Introduction

South Bank Colleges is committed to fostering an inclusive and equitable environment where everyone is treated with kindness, empathy, and respect, regardless of their race, ethnicity, or cultural background. This manifesto serves as a call to action for all staff members, students and stakeholders to actively engage in anti-racist practices throughout our college community. Our mission is to eliminate racism and race-based bias in all its forms, creating a place where diversity is celebrated, and every individual has an equal opportunity to thrive. Our commitment to anti-racism is not only about individual growth but also about collective progress and societal change.

Context and Ambition

Situated in South London, we understand that the context of South Bank Colleges presents us with both great opportunities as well as responsibilities. Our ambition is not merely to provide education but to empower our students with the tools and knowledge they need to progress successfully and contribute meaningfully to society.

Our students come from a wide range of racial and ethnic backgrounds, and we recognize that embracing this diversity is not just a virtue; it's our strategic imperative. Our commitment to anti-racism is a testament to our belief in the potential of every student, regardless of their racial or ethnic identity.

We aim to be a catalyst for change within our community, inspiring our students to become active, informed, and empathetic citizens who can make a positive impact in our society. By fostering an inclusive and equitable environment, we are not only preparing our students for academic success but also equipping them with the skills and values they need to build a more just and equitable world.

Core Values

- 1. **Equity:** We believe in creating an equitable college where all individuals have equal access to opportunities and resources, regardless of their racial or ethnic background.
- 2. **Inclusion:** We are committed to fostering an inclusive environment that embraces and values the contributions of all races, ethnicities, and cultures.
- 3. **Kindness:** We promote kindness as a fundamental value that guides our interactions and relationships, ensuring that everyone feels welcomed and supported.
- 4. **Empathy:** We model empathy, which allows us to understand and connect with the experiences and perspectives of others.
- 5. **Respect:** We uphold respect as a non-negotiable principle, treating each other with dignity and honouring the diverse backgrounds and identities within our college community.

College Systems and Processes

- 1. **Equitable Policies:** South Bank Colleges will continually review and revise college policies to ensure they promote equity and inclusivity. We commit to addressing any policies that may perpetuate racial disparities.
- 2. **Diverse Representation:** We will actively seek diversity in our leadership, management, and staff, aiming for a representation that reflects our student body. This will help ensure diverse voices are heard and respected at all levels of decision-making.
- 3. **EDI Training:** We will provide ongoing diversity, equity, and inclusion training for all staff members, helping to develop our awareness, understanding, and commitment to anti-racist practices.
- 4. **Reporting Mechanisms:** We will establish clear and confidential mechanisms for reporting incidents of racism and discrimination. We encourage all members of our community to report any such incidents without fear of retaliation.
- 5. **Curriculum Review:** South Bank Colleges will critically examine its curriculum and teaching materials to ensure they are culturally responsive, diverse, and reflective of the experiences and contributions of people from all racial and ethnic backgrounds.

Teaching and Learning Pedagogy

- 1. **Culturally Responsive Teaching:** Our teachers will employ culturally responsive teaching practices that value the diverse cultural backgrounds and experiences of our students. This approach will promote engagement, understanding, and achievement for all learners.
- 2. **Inclusive Pedagogical Strategies:** We will support our teachers in implementing inclusive pedagogical strategies that accommodate different learning needs, ensuring that no student is left behind.
- 3. **Diverse Perspectives:** We will encourage the inclusion of diverse perspectives and stories within our learning content and discussions, fostering a rich and inclusive learning environment.
- 4. **Anti-Racist Curriculum:** We commit to integrating anti-racist content into our curriculum, helping students to critically analyse and confront racism in all its forms.
- 5. **Supportive Resources:** South Bank Colleges will provide resources and support services to help students from underrepresented racial and ethnic backgrounds excel academically and personally.

In conclusion, South Bank Colleges is dedicated to creating a college environment where anti-racism is embedded within college life in a way that guides our actions, decisions, and interactions. We recognize that this journey requires collective effort and learning, and we call upon all members of our college community to join us in actively practising kindness, empathy, respect, equity, and inclusion.

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