

# **Equality, Diversity and Inclusion Annual Report 2019-2020**

**(June 2020)**



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## **1. Introduction:**

The University of Greenwich is committed to promoting equality of access and outcome for all, celebrating diversity and providing an inclusive learning/teaching and work environment for students and staff. The University intends to make this commitment a reality through its Equality, Diversity and Inclusion (EDI) Strategy. The Strategy aims to:

- Deliver measurable equality and inclusion outcomes for both students and staff.
- Promote inclusion, fairness and dignity at work.
- Ensure we comply with the legislative requirements.

## **2. Progress against our EDI strategy 2010-2020 Key activities and achievements:**

The University agreed and launched a new Equality, Diversity and Inclusion Strategy and Action Plan in 2019 (EDI strategy). This report will highlight the progress we have made with regards to our Equality, Diversity and Inclusion Strategy 2019-2022 [Equality-diversity-and-inclusion-strategy](#). Recommendations made in light of the report will feed into the future strategy for Equality, Diversity and Inclusion for the University, which will help the University to meet the general and specific duties under the Equality Act 2010.

### **Equality, Diversity and Inclusion Governance:**

#### **A1 Review EDI Committee membership & responsibilities**

In 2019 the EDI Committee was refreshed with representatives from each of the staff networks now sitting as part of the group. A Co-Chair arrangement has been implemented with Mark O' Thomas, Pro Vice Chancellor, Faculty of Liberal Arts and Sciences undertaking the role with Gail Brindley, Director of HR. The changes in membership reflect the significance of the EDI agenda within the University. External demands such as REF/TEF/Access and Participation Plan and the need for the Committee to be agile and responsive in decision making have also influenced the re-shaping of the Committee.

#### **A2 Establish staff networks to represent the protected groups**

One of the actions in the EDI action plan that Human Resources had to deliver, was the establishment of staff networks. The aim was to set up four new staff networks – one staff network for Lesbian, Gay, Bi-sexual, Transgender (LGBT+) staff already existed. These were Black, Asian,

Minority and Ethnic (BAME), Women's, Disability and Faith networks. A generic terms of reference was drafted, that would serve as a template that each staff network could use to tailor to its own requirements.

Initially, an advertisement was placed in the monthly Internal Communications E-news, promoting the staff networks and inviting interested staff to contact the EDI team alongside an all-staff email. Although this generated limited attention, it was decided to progress meetings and to encourage attendees to spread the word through their own networks. The BAME and Disability staff network meetings were organised first and after several meetings attendance grew. The terms of reference were agreed, and the roles of Chair, Secretary and Membership Communications officer were filled. As the networks began to meet on a regular basis and started to spread the word, their membership started to grow. New members continue to join the networks. The Women's Staff Network was formed next and since then the Women's Network has held consultation meetings with female members of staff across all three campuses to agree the key issues that need to be addressed. A structured work programme will be developed and implemented over the next twelve months.

**Good practice example:** In July 2019, the newly formed Women's network had a 'design your network' event. The day was well received and four key priorities for the 2019/2020 academic year were discussed and agreed: feedback on **HR policies/procedures** and EDI Strategy 2019-2022; **Events:** such as Lunch and Learn, Book Club; **Promotion:** using lanyards to celebrate International Women's Day and the Women's Network webpage to promote the network internally and **Support:** other women within the University through mentoring, coaching and promoting the existing support available at the University. The Network supports women across the university by promoting events arranged by other groups e.g. promotion of the BAME book club when it covers books by/about women. The group recognises that identifying as a woman means different things to different women and aims to promote and support all woman identities while also recognising and respecting differences. A range of events also took place to mark International Women's Day (IWD) with the theme 'An equal world is an enabled world.'

- 27 February- International Women's Day- University of Greenwich Women's Network Book Club and Photograph Session.
- 03 March-[External] - Changing Minds Changing Attitudes Event run by the Her Centre. Matthew Pennycook Greenwich MP and other key speakers on "How the wider community support women", information stalls on opportunities for women including volunteering and work programmes, a short Annual General Meeting and free pampering sessions.
- 05 March - Hormones Matter talk for University Mental Health Day.
- 07 March [External] – Charlton Athletic Football Club Women's Day Match and post-game reception.
- 08 March International Women's Day - University of Greenwich women professors met for a photograph and to highlight the amazing work they have been doing, the launch of Inspirational Muslim Women Exhibition in the Heritage Gallery- showcasing as role models, a series of

portraits of the nominated inspirational women, their profiles, as well as some inspirational text provided by their nominators. Many of the women were staff and students at the University.

The re-energised staff networks are now formal elements of the EDI governance structure. Three networks have been established and launched: BAME (159 members), Disability (35+ members) and Women's (66 members). The established LGBT+ network is being supported to stimulate renewed interest from its current and potential membership. The Faith network is currently being reassessed as establishing this group continues to experience some difficulties.

### A3 Improve data capture for all staff

The HR Horizon project for Core HR went live in March 2020 and introduced both employee and manager self-service. It is anticipated a year on year improvement of diversity data capture for protected groups will be attained. A bi-annual data verification exercise to collect diversity data will be established to enable progress and monitoring towards 95% Age, Ethnicity and Gender: 65% for Disability, Faith and Sexual Orientation targets by March 2022.

**Diversity Baseline Data Capture for Protected Characteristic Groups: (Figures April 2020)** \*Positive trajectory in data collection.

Protected Characteristic	Target Percentage	Current Disclosure	Known	Unknown	Prefer Not to Say
Age (all ranges)	95% or above	*100%	16-24:3% 25-34:21% 35-44:27% 45-54:22% 55+:27%		
Disability	65% or above	80%	Disabilities: 3% No disability: 77%	20%	
Ethnicity (all)	95% or above	87%	BAME: 34% White: 53%	7%	6%
Faith (& none)	65% or above	55% faith & none	Faiths:31% No religion: 24%	34%	11%
Gender	95% or above	*100%	Female: 55% Male:45%		
Sexual Orientation	65% or above	57%	Bisexual: 1.2% Gay Man: 1.8% Gay Woman: 0.65% Heterosexual: 53% Other: 0.33%	33%	10%

## **Equality, Diversity and Inclusion in Employment**

### **B1 University workforce reflects the ethnic diversity of the student body**

Currently, there are 34.5% (April 2020) BAME employees, (previously 22.6% spring 2019), an increase of 11.9% points. We have used recruitment processes and other opportunities such as the Aurora leadership Programme for women to encourage applications from BAME employees.

### **B2 Increase gender diversity at senior academic levels**

The Aurora Leadership Programme for women started with 20 places in February 2020. The initial conference was held, followed by the first virtual session (due to Covid19) on 24 March 2020. Participants felt the latter session was more difficult to achieve on a virtual platform. In April, Advance HE postponed the 2019-20 programme until Autumn 2020. Participants can still have the option of regular contact with their mentors on a virtual basis.

Academic Heads of Department/School Leadership Development programme for all relevant staff was launched in December 2019 for a period of 4 months with 24 academics involved: (13 men and 11 women participated). The next phase of the programme for 2020 is currently being planned. Twenty-eight Academic Programme Leaders started the Greenwich Certificate in Academic Programme Leadership (2019-20) course in the Autumn 2019 (23 women and 5 men participated).

The Firstline Management Development programme for all managers/supervisors has been established since Spring 2019. Presently, the Firstline and Aspiring Manager Level 3 apprenticeship comprises of 6 females/6 males at grades between SG5-SG7. The Operational and Middle Managers Level 5 apprenticeship (with wider scope of responsibilities including managing larger teams) comprises of 7 females/4 males at grades between SG7-SG9.

Mentoring and coaching programmes continue to be available for female staff. It is anticipated that these work programmes will support the University target to increase female staff by 5% at senior levels by March 2022.

**Gender Diversity Baseline at Senior Academic Levels AC3-AC5 (figures April 2020):**

Gender	AC3	AC4	AC5	Total
Female	29%	10.6%	3.8%	43.3%
Male	23%	12.9%	10.3%	46.2%
<b>Total</b>	<b>52%</b>	<b>23.5%</b>	<b>14.1%</b>	<b>89.6%**</b>
<b>Total University Gender Academic Staff</b>		<u>Female:</u> 49% <u>Male:</u> 51%		

\*\*Only establishment data that clearly identifies employees as 'academics' has been used.

**B3 Increase ethnic diversity at senior academic levels**

Work to understand the academic promotions demographic profile has been undertaken. This initial breakdown provides a baseline to enable strategies to be developed to improve BAME representation by 3% at senior levels by March 2022.

**Ethnic Diversity Baseline at Senior Academic Levels AC3-AC5 (figures April 2020)**

Ethnicity	AC3	AC4	AC5	Total
BAME	17.4%	4.6%	2.0%	24%
White	15.3%	9.1%	5.6%	30%
<b>Total</b>	<b>32.7%</b>	<b>13.7%</b>	<b>7.6%</b>	<b>54% **</b>
<b>Total University Ethnicity Academic Staff:</b>		<u>BAME:</u> 39% <u>Unknown/PNS:</u> 7% <u>White:</u> 54%		

\*\*Only establishment data that clearly identifies employees as 'academics' has been used.

**Academic Promotions 2020-applications across faculties**

Faculty	Total Faculty Staff	No. of BAME Staff	% of BAME staff	Total Applicants	No. of BAME Applicants	% of BAME Applicants
FOB	424	174	41%	23	11	47%
FES	587	178	30%	21	8	38%
FEHHS	522	101	19%	24	6	25%
FLAS	704	238	34%	27	4	15%

The table above sets out the data for academic promotions for 2020. Data is presented for the four faculties providing figures for total number of staff in each faculty, number of BAME staff (with % of BAME staff), total number of applications for promotion, the number of BAME applicants and the percentage of BAME applicant. Further work to support and encourage applications from BAME staff will be progressed.

### **Student Equality**

#### **C1 Close the attainment gap between white students and those from protected groups, particularly BAME students**

The Office for Students funded collaborative BAME Attainment Gap project uses a value-added metric and an inclusive curriculum framework to address the black and minority ethnic attainment gap.

October 2019 marked the achievements of phase one and the launch of phase two of the project. Throughout phase one, Greenwich has been working with partner institutions to aim to reduce the BAME attainment gap. Examples of activities include: 4 x partnership events with Kingston, Hertfordshire, De Montfort, Wolverhampton/UCL combined (126 delegates over 4 occasions); the roll out of the Value Added (VA) Score system as the key metric (this has been further developed to include the Modular Attainment Gap alongside Inclusive Curriculum Framework Module); delivery of 5 x training and 16 x presentations to colleagues and students; launch of the Community of Practice, a peer-support network for academic colleagues; networking events e.g. 2 x 'Lunch & Learn' (40 delegates over two occasions) and with the support of Greenwich Student Union, recruitment of 3 Curriculum Consultants. In addition, case studies and poster competitions, other conferences and webinars and EDU Compass Publication with partner institutions in June 2019, have all increased awareness of the project.

In phase two, the project working group continues to promote the use of the Value-Added dashboard across programmes and modules. Colleagues in teaching and learning are being actively encouraged to embed the findings and recommendations from phase one into their practices. The aim is to reduce the attainment gap by 2025 and eliminate it by 2033. The project team is working closely with the network on inclusivity champions and Greenwich Student Union to ensure good practice is implemented.

#### **C1 Support academic staff to enable them to better support students from protected groups to improve their attainment level**

An online Unconscious Bias training course completed its pilot with the Communications and Recruitment Department in Spring 2020 (50+ staff participated). Due to the Covid19 crisis a decision towards making this course essential for all staff will be made later. In addition, an online Hate Crime course from the same provider is also being considered.

## **C2 Improve student wellbeing and pastoral care**

The University Health and Wellbeing (H&W) Strategy continues to be implemented in a partnership approach with the Students' Union. Progress is monitored by the H&W steering group who produced a report for the Academic Council 22/01/20 and Student Experience Committee on 23/01/20 (reported to Governing Body on 24/02/20). Headlines include the launch of Big White Wall, further recruitment of volunteers for Listening Ears-confidential support for students, development and launch of Staff Wellbeing Champions Network (46 members), which includes Mental Health Champions trained by MIND and Mental Health First Aid training for nearly 800 staff.

### **Gender Pay Gap**

#### **D1 Reduce the mean gender pay gap**

The Gender Pay Gap Report 2019 was approved by NSR Committee on 03 February 2020. The Mean Gender Pay Gap was 10.4% for 2018 and in 2019 was 13.3%, an increase of 2.9%. Due to Covid19, the Government Equalities Office (GEO) and the Equality and Human Rights Commission (EHRC) took the decision on 24/03/20 to suspend enforcement of reporting the 2019 gender pay gap. In the meantime, the university is committed to developing a targeted action plan to address the key issues identified in the report.

## **4. Wider projects and initiatives supporting EDI:**

Wider examples of work across the university to support the inclusion and diversity agenda are as follows:

**Access and Participation Plan (APP):** The Office for Students (OfS) require five-year plans from all Universities. These plans determine how a university recruits and supports students to ensure fairness across groups who are categorised as disadvantaged and under-represented by the OfS: age; disability; ethnicity; care leaver and students from areas of low higher education participation. Greenwich recognises its recruitment is diverse but needs to make improvements in student retention, success and progression for those groups. The BAME Attainment Gap Project is an important component of this work, alongside other specific interventions to support identified groups of students ensuring that any performance gaps are reduced or eliminated. On Tuesday 05 November 2019, our 2020-21 to 2024-25 Access & Participation Plan was approved by OfS. Two EDI examples of the impacts associated with this plan include:

- **BAME Attainment Gap-Home Students only**

The gap in degree attainment (1<sup>st</sup> and 2:1) in absolute terms has reduced for full time Black and Asian graduates compared with White graduates. This was due to an increase in the proportion of Black and Asian graduates achieving more 1<sup>sts</sup> and 2:1s, with the proportion of White graduates achieving a good honours remaining relatively stable over the last two years.

**Home students only:**

Ethnicity	2016/17	2017/18	2018/19
Black	59.8%	64.9%	67.7%
Asian	72.7%	74.8%	73.2%
White	83.0%	85.8%	84.4%

The reduction in the attainment gap for Black students set in our APP for 2021-22 has been achieved, with the gap between White and Black students reducing to 16.7%, against at 2021-22 target of a reduction to 17.8%. For Asian students, the 2020-21 target has not yet been met. The reduction in the gap between White and Black students suggest that the work done by many staff and student colleagues across the university to raise this issue and to work on reducing the gap as part of phase one of the University's attainment gap project has had an impact, however more needs to be done to focus on the gap between Asian and White students, whilst continuing to close the gap for Black students. If both home and overseas students were included, the outcome the data would show improvement as our overseas students from Asia perform well.

- **Learning Analytics (Personal Tutor Support)**

The current position is that protected characteristics (under General Data Protection Regulation) are not exported from the University into JISC learning analytics and there are no plans to change this position at the present time. However, with the introduction of the University's new Widening Participation monitoring and tracking system, it should be possible to use the Banner ID's of the students who have engaged with Study Goal (1,388) to gain an understanding of their demographics and track the continuation and success of those students as a cohort.

In 2019-20, over 300 staff have accessed Data Explorer to view the analytics (attendance and Virtual Learning Environment (VLE) usage) of their students, out of a possible 900 who have been given access. Engagement from academic staff is currently low at around 20%, (similar to other HE providers engaged in the project).

**Accreditations:** Athena Swan, Race Equality Charter and Stonewall. These will be considered as part of a mid-strategy evaluation.

**Black History Month:** This month-long celebration encompassed a range of events including: Black Excellence highlighting success of black students, staff and alumni from the University community; launch of the BAME Staff Network, Black History Month painted crossing in Greenwich Village and staff lanyards, BAME Book Club , Black History Month Discussion Panel on Diversity and Inclusivity in Higher Education: what does it mean, what does it look like and who benefits?; film screening of Sam King (Sam King MBE was a Jamaican-British campaigner. He first came to England as an engineer in the RAF during the Second World War but returned to Jamaica in 1947. Failing to settle there, King took passage to London on the famous 1948 Empire Windrush sailing. He later became the first black mayor of Southwark and a campaigner in support of West Indian immigrants to the country).

**Communications and Recruitment Directorate BAME Working Group:**

The Communications and Recruitment Directorate have set up a Black, Asian, Minority and Ethnic (BAME) working group, which complements rather than duplicates the work of the BAME network. This is in response to the findings in the staff survey and requests from colleagues in the team.

This has resulted in agreed initial plans to focus on:

- To celebrate diversity by adding/encouraging staff to deliver ‘lunch and learn’ sessions, where they can share their personal stories and we are introducing celebration events via food at key dates in the year. E.g. Diwali, to open-up conversations
- Adding personal stories to our away days and planning days.
- To provide additional training for volunteers to become BAME allies within the team. The idea is that staff who wish to raise things can go to a peer to talk about it and that the ally is trained in handling this.
- We will signpost faith facilities as part of our tours for new staff during induction.

**Conduct, Bullying & Harassment and Hate Crime Working Group:**

As a subset of the Safeguarding & Compliance Steering Group (S&CSG), this new working group comprises colleagues drawn from faculty, professional services and Greenwich Students' Union to review, create and submit various policies, procedures and related documents. To take the aims of the group forward the following workstreams have been identified for 2020

- a review of the ***Student Bullying & Harassment and Disciplinary policies***, which will consider bringing these policies and procedures together in one overarching document to provide clearer guidance for students and colleagues, with supplementary information relating to harassment, bullying and hate crime and conduct relating to sexual violence.
- A review of the existing polices and provisions in consultation with recent sector guidance of the ***Sexual Violence Policy & Strategy***
- The development of existing policy regarding ***Hate Crime and Harassment*** in consultation with sector guidance and the Greenwich Inclusion Project.

The way that all these types of incidents can be reported will be assessed so that there is a clearer process, which includes anonymous reporting and normalising the reporting of incidents, incorporating culture and community values.

The working group has already provided information for the draft University response on the ***Office for Students Consultation*** on Harassment and Sexual Misconduct in Higher Education and this is awaiting formal approval.

**Disability Confident Accreditation (previously Disability Symbol ‘Two Ticks’ Employer):** The Department of Work and Pensions Disability Confident Scheme replaced the ‘Two Ticks’ model in September 2016, with the aspiration to halve the employment gap for disabled people. The University is a Level 2: Disability Confident Employer. This level requires the organisation to demonstrate progression by undertaking a self-assessment process against a set of statements. In addition, that the institution takes positive action to attract, recruit and retain disabled people -we retained our Level 2 status in September 2019 and have been awarded a badge for 3 years until September 2022.

**Equality, Diversity and Inclusion (EDI) Training 2019/20:** See Appendix 2 -page 23

#### **Equality, Diversity Research Conference (DIG):**

The Diversity Interest Group (DIG) is a collaboration of University academics interested in researching and understanding equality and diversity, which focus on matters arising from the nine protected characteristics as outlined in the Equality Act 2010 (age, disability, ethnicity (race), gender (sex), gender reassignment, marriage and civil partnership, pregnancy and maternity, religion and belief (and non-belief) and sexual orientation). DIG provides space for collaboration, cross-fertilisation and germination of new ideas to research and improve understanding of equality and diversity in the workplace, with particular focus on interdisciplinary research and approaches that include intersectionality.

DIG held a research conference on Thursday 20 June 2019 on ‘Equality, Diversity and Inclusion’, including an external speaker from the Law Commission who discussed hate crime legislation, a panel discussion from external speakers regarding challenges from equality, diversity and inclusion in their sector and an array of quality abstract submissions from our university researchers. Another Equality, Diversity and Inclusion conference was hosted by the School of Human Science and DIG on Tuesday 12 November 2019, with talks and poster presentations from Greenwich researchers and third annual conference ‘Intersectional Research in Equality, Diversity and Inclusion’ is being planned for Wednesday 17 June 2020.

**Equality Impact Analysis (Assessments)-key projects and related training:**

- *Research Excellence Framework Code of Practice*

The University of Greenwich intends to make a submission to the Research Excellence Framework 2021 (REF2021). For the purposes of REF2021, research was defined as ‘a process of investigation leading to new insights effectively shared’. United Kingdom Research & Innovation (UKRI) required that each submitting institution develop, document and apply a Code of Practice (CoP) on staff identification to ensure equality and fairness for staff. The Code of Practice was developed in accordance with guidance provided by the Advance HE (previously Equality Challenge Unit)<sup>1</sup>, with reference to the Equality Act 2010 and subject to an Equality Impact Assessment.

An equality impact assessment has been conducted on the combined outcome of GREAT-2016, -2017 and -2018 exercises in terms of the characteristic of staff associated with outputs identified. A more precise EIA will be carried out at the conclusion of GREAT2019 using the output selection procedures in preparation for the actual REF2021 submission. The outcome of this assessment will inform the selection of outputs for those cases that were of equal ranking.

- *Research Excellence Framework (REF) Equality, Diversity and Inclusion Training:*

On the 16 and 23 October 2019 staff within REF-related panels and relevant roles in the University were required to attend specific REF-related Equality, Diversity and Inclusion training as part of a requirement of the REF 2021 and our detailed Code of Practice. Four sessions were scheduled, and 42 staff participated.

- *Mansion House*

Upon the agreement of the sale of the Mansion Site to the Secretary of State for Housing, Communities and Local Government, with plans to develop the site into a school for the Harris Federation. The Avery Hill Estates Board developed a strategy to relocate our staff and student

activities, including the library, to the Southwood, Avery Hill site. An ongoing Equality Impact Assessment was carried out throughout this moving process, which considered any detrimental impact on individuals, groups or circumstances covered by the protected characteristics outlined in the Equality Act 2010, until the site was vacated in April 2020.

### **Health and Wellbeing Strategy:**

The University has an encompassing approach to the implementation of its Health and Wellbeing Strategy. Its aims are to improve both student and staff wellbeing, aligning with the whole-university approach set out in UUK's StepChange framework, the University Mental Health Charter developed by Student Minds and Time to Change standards.

The following outlines the progress made:

- Launched the Big White Wall platform- providing 24/7 peer-to peer and professional online and anonymous support for students, plus a range of courses and tools to help people self-manage their wellbeing.
- Delivered Mental health first aid training to nearly 800 staff to ensure our community understands the issues around mental health and wellbeing and are there to support each other.
- Became an inaugural member of the Mental Healthy Universities project delivering workshops to students, training to staff, funded by Goldman Sachs and delivered by Mind. Mental Health Universities are testing a range of interventions within each university and upon completion will share learning and guidance with the wider sector. MIND is also supporting the universities as employers to assist them in meeting the Thriving at Work standards, which supersedes the Time to Change Pledge/ Action Plan. The University is committed to achieve lasting change within our workplace, to tackle stigma and discrimination around mental health and celebrate activity we have already delivered.
- Mapped our plans onto the new Mental Health Charter launched by Student Minds to ensure the strategy will be fit for purpose going forward
- Launched a Staff Wellbeing Champions Network- supporting and training a core group of staff to lead initiatives, promote activities and support their colleagues.
- Joined a collaborative project on Embedding Mental Wellbeing in the curriculum with 11 other universities across the UK.
- Red January marked the month challenge set by MIND- to get active every day, in your own way wearing something red! Staff and students participated, many during their lunch hour- to walk, run, cycle and raise funds for MIND via a Just Giving page.
- Collectively rowed 2020 miles to raise awareness of mental health and money for Sports Relief, with our partners Row Britannia.

In addition, as the anniversary celebration of the University Health and Wellbeing Strategy, the ***University Mental Health Day*** took place on 05 March 2020. Many and varied activities took place at each campus. At Avery Hill during the lunchtime in the Dome there were stalls run by different organisations full of interesting information including Student Wellbeing, Greenwich Time to Talk, Bexley MIND, UoG Nursing, Charlton Athletic Live Well Centres and a crafting stall. Other activities included: a video showing our senior leaders discussing mental health and wellbeing, various speeches, BAME Staff Network gave a talk and poster presentation on BAME staff and their mental wellbeing at work, Women's Staff Network- focused on an interactive Hormones Matter talk delivered by Consultant Psychiatrist Dr Judith Mohring, which covered cis women's experience of hormonal changes across the lifespan, from first period to menopause, and how this can impact on mental wellbeing and a 24-hour row-a-thon.

**Pride Crossing:**

Pride Crossing at the entrance to the Greenwich Campus in College Approach. June was LGBT+ Pride month and several London councils were drawing attention to the event through the inspired use of rainbow stripes on several crossings. On 17 June, the university was delighted to participate in this initiative to support our LGBT+ community. (In addition, the LGBT+ Staff Network lanyards acquired a refreshed design).

**Staff Neurodiversities Group:** This staff-led initiative has emerged as an off-shoot from the Disability Staff Network with a particular interest in hidden disabilities in respect of neuro-divergence in the workplace. Neurodivergence is an inclusive term, which covers the structural differences in the way people learn and process information, typically dyslexia, dyspraxia, ADHD, autism and other associated traits.

**Student Charter and Policies:**

- *Revised Student Charter*

The University in conjunction with the Students' Union revised its Student Charter and this was approved in June 2019. Directed at students, it encompasses the University's mission and values at its heart and sets out the tone of expected behaviours and attitudes. It has been in effect since September 2019 and will be reviewed annually.

- *Revised Student Pregnancy and Maternity policy*

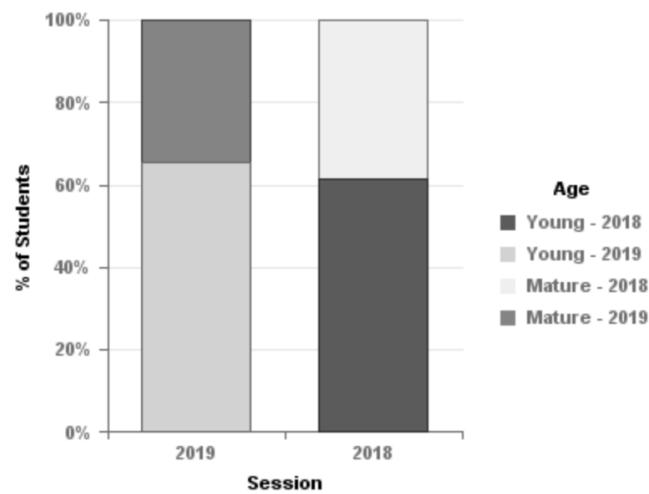
The student Pregnancy and Maternity policy has been revised in line with the change in the law regarding time off after a still birth or neonatal death. While recognising this is for those who are in employment, the University have tended to use this as a guide for students to give parity and to give it some basis in comparative law.

- *Student Transitioning Policy*

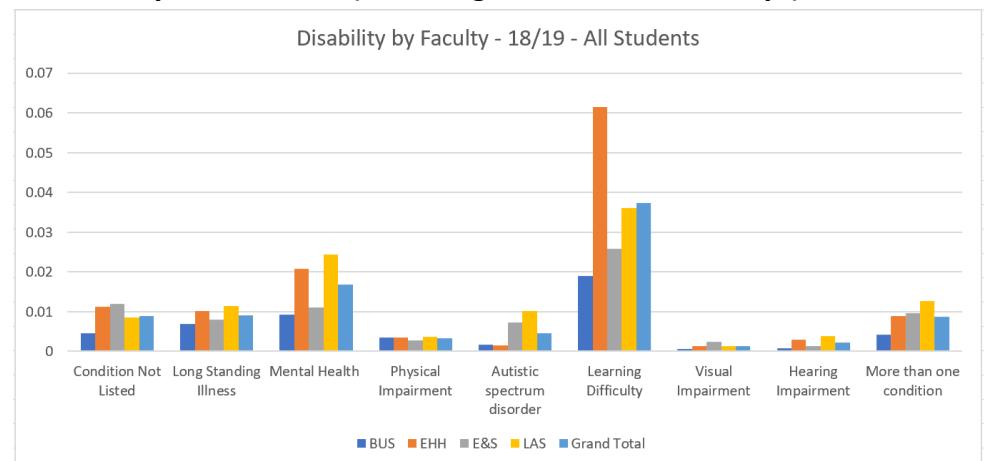
This policy has been developed to provide a framework for how the University will support transgender people when they transition while enrolled as a student. The University is committed to support and understand those individuals who propose to transition, before, during and after that process and recognises that the needs of each transgender person are different and intends to act in a supportive and sensitive manner to ease any transition period. Through this policy, we endeavour to create an inclusive workplace and learning environment, free from discrimination, harassment or victimisation, where all transgender people are treated with dignity and respect in the gender with which they identify.

## 5. Appendix 1: Equality Data Summary: Student EDI Data

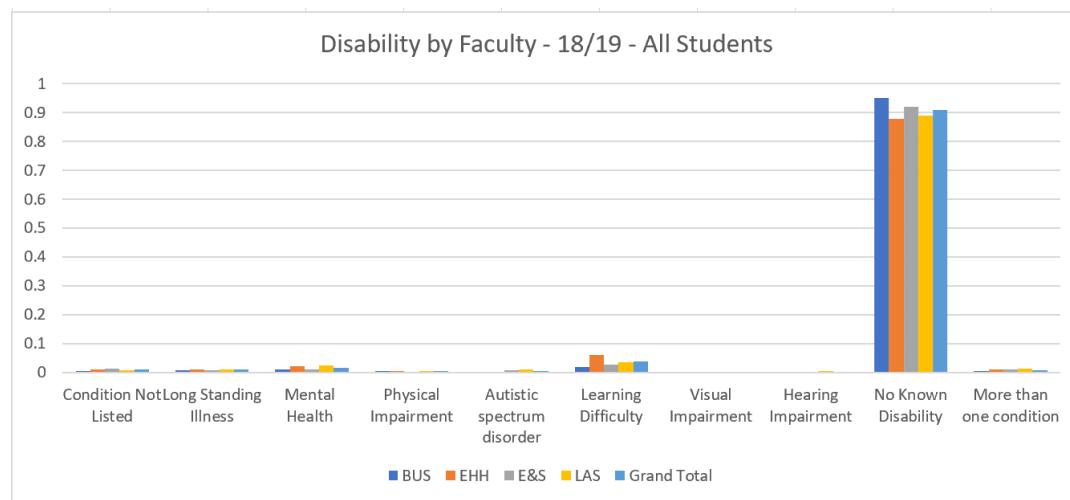
### Age All Students:



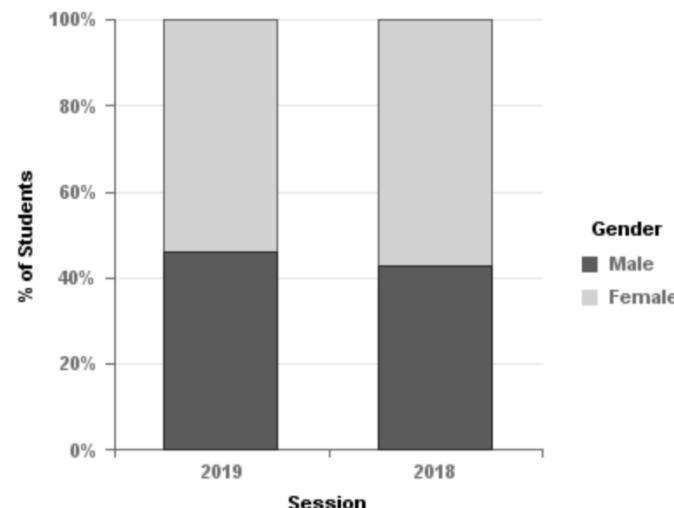
### Disability All Students: (Excluding “No Known Disability”)



### Disability All Students:



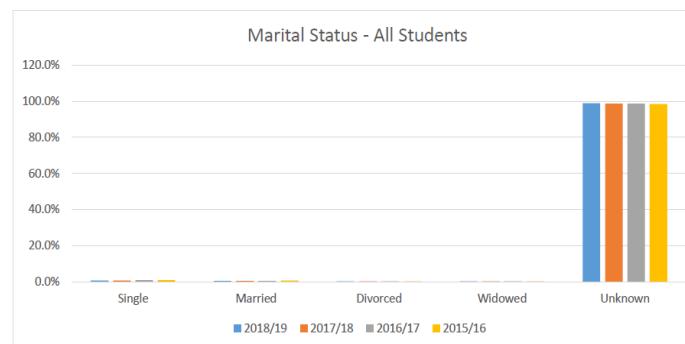
### Gender All Students:



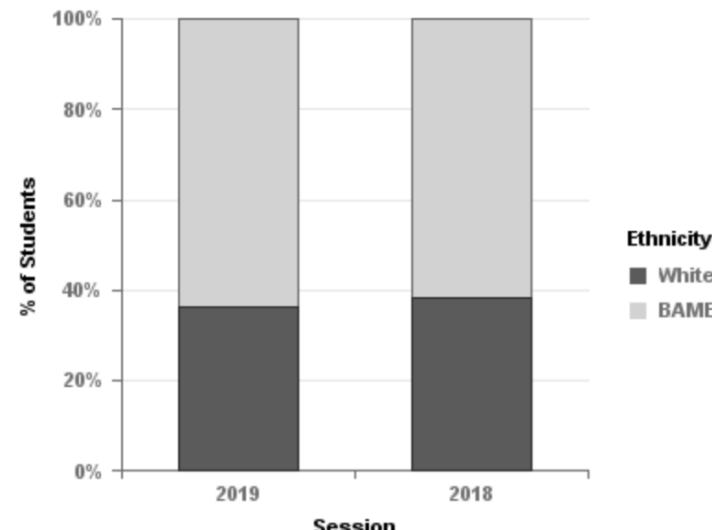
### Marital Status All Students:

Marital Status  
All Students

Session	Single	Married	Divorced	Widowed	Unknown
2018/19	0.6%	0.4%	0.1%	0.0%	98.9%
2017/18	0.7%	0.5%	0.1%	0.0%	98.7%
2016/17	0.8%	0.5%	0.1%	0.0%	98.7%
2015/16	0.9%	0.6%	0.1%	0.0%	98.4%



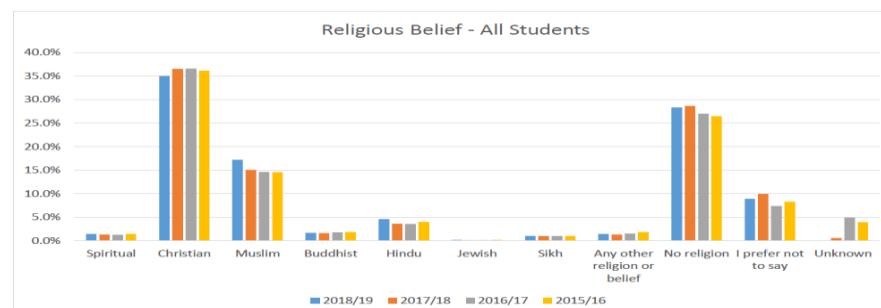
### Race (Ethnicity) All Students:



### Religion and Belief (& Non-Belief) All Students:

Religious Belief  
All Students

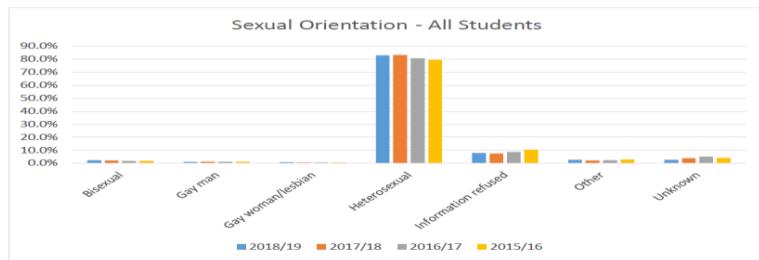
Session	Spiritual	Christian	Muslim	Buddhist	Hindu	Jewish	Sikh	Any other religion or belief	No religion	I prefer not to say	Unknown
2018/19	1.4%	35.0%	17.2%	1.7%	4.6%	0.2%	1.0%	1.5%	28.3%	8.9%	0.1%
2017/18	1.4%	36.5%	15.1%	1.7%	3.7%	0.2%	1.0%	1.4%	28.6%	9.9%	0.6%
2016/17	1.3%	36.6%	14.6%	1.8%	3.6%	0.1%	1.0%	1.5%	27.0%	7.4%	5.0%
2015/16	1.5%	36.1%	14.6%	1.9%	4.0%	0.2%	1.0%	1.9%	26.5%	8.3%	4.0%



## Sexual Orientation All Students:

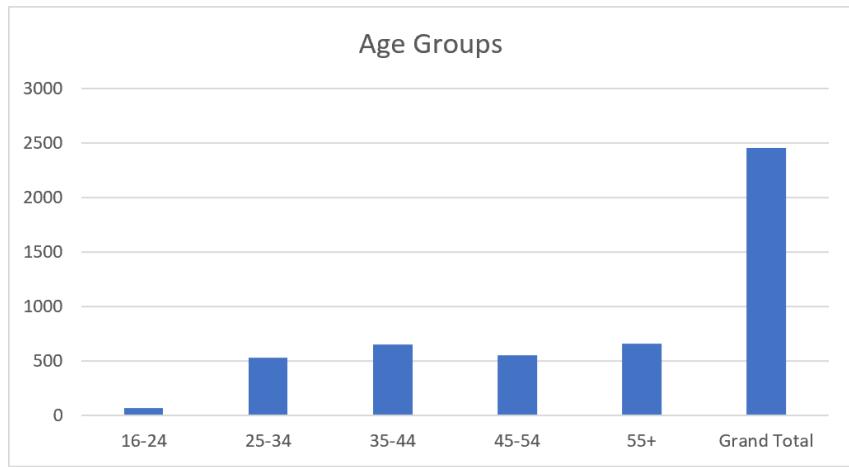
Sexual Orientation  
All Students

Session	Bisexual	Gay man	Gay woman	Heterosex	Informatic	Other	Unknown
2018/19	2.3%	0.9%	0.7%	83.1%	7.8%	2.7%	2.6%
2017/18	2.0%	1.1%	0.5%	83.2%	7.4%	2.1%	3.8%
2016/17	1.8%	1.2%	0.6%	80.6%	8.7%	2.2%	5.0%
2015/16	1.8%	1.0%	0.6%	79.6%	10.3%	2.8%	4.0%

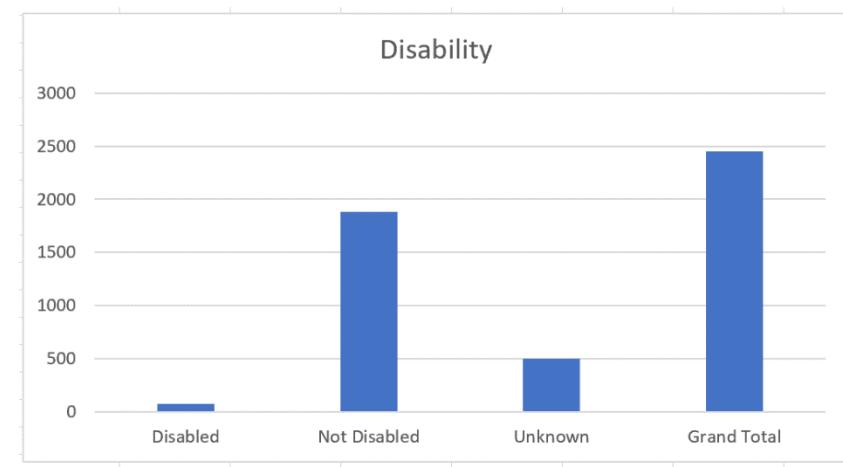


## Equality Data Summary: Staff EDI Data

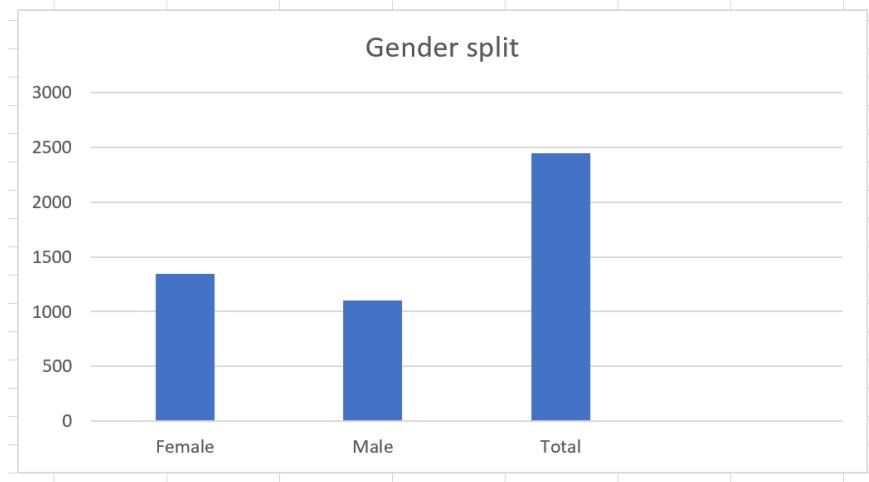
**Age-All Staff:**



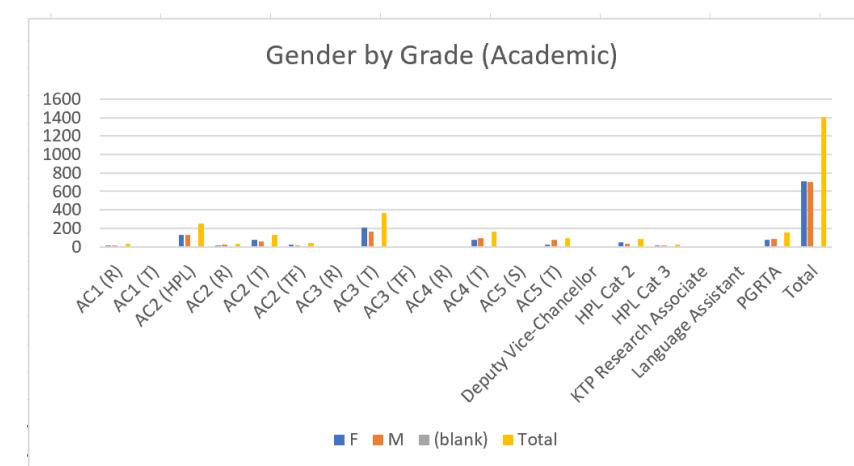
**Disability-All Staff:**



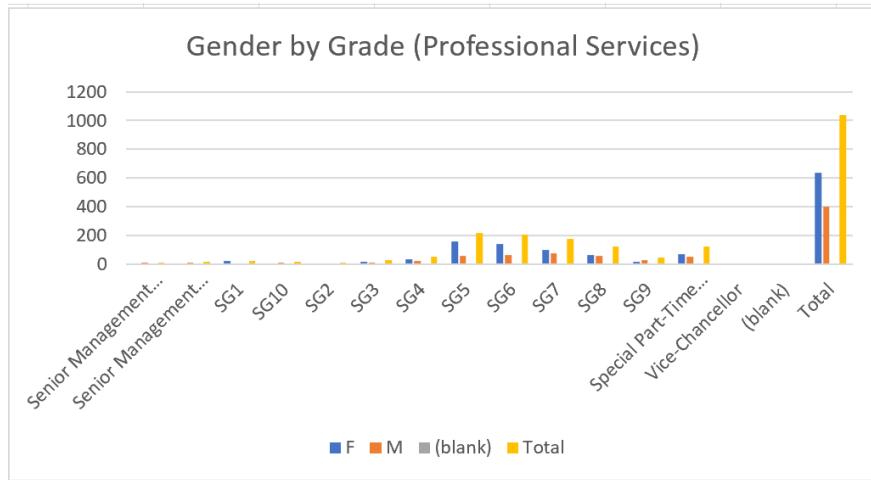
**Gender Split -All Staff:**



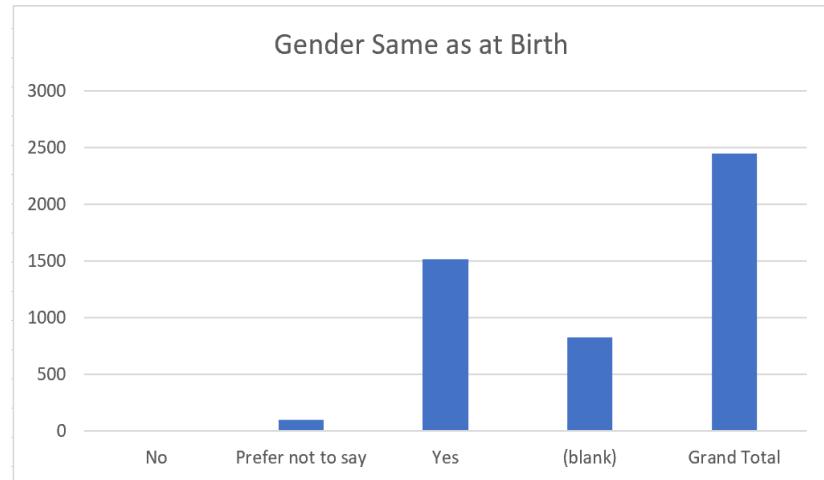
**Gender by Grade Academic:**



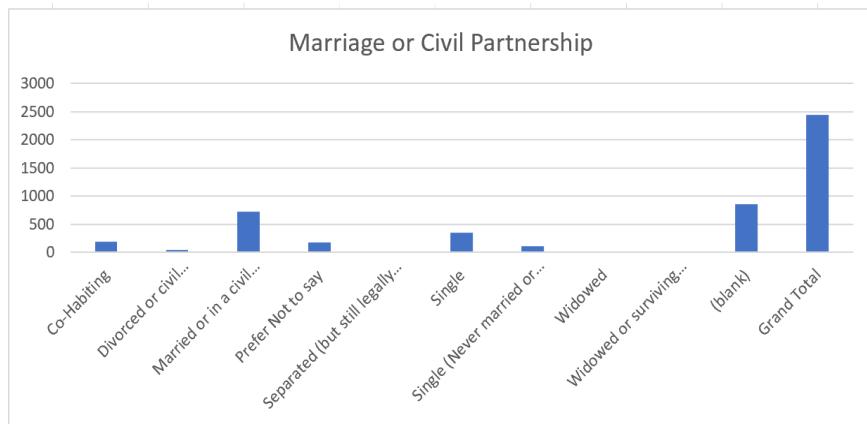
### Gender by Grade Professional Services:



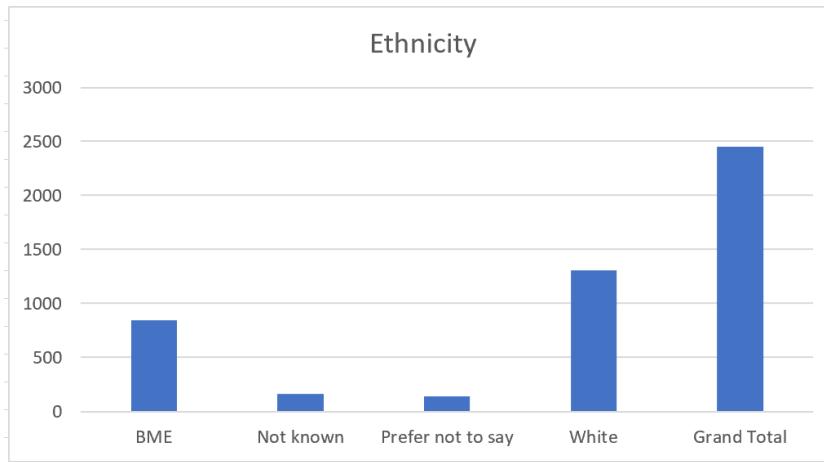
### Gender Assignment- All Staff:



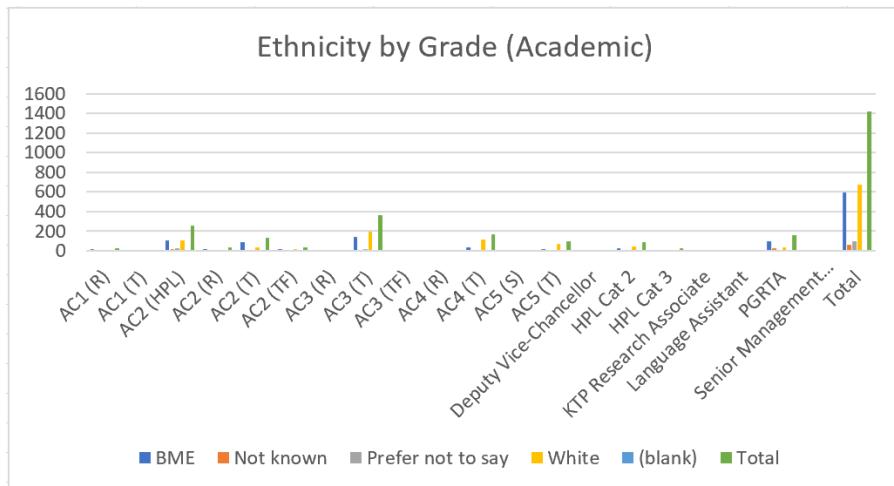
### Marriage and Civil Partnership-All Staff:



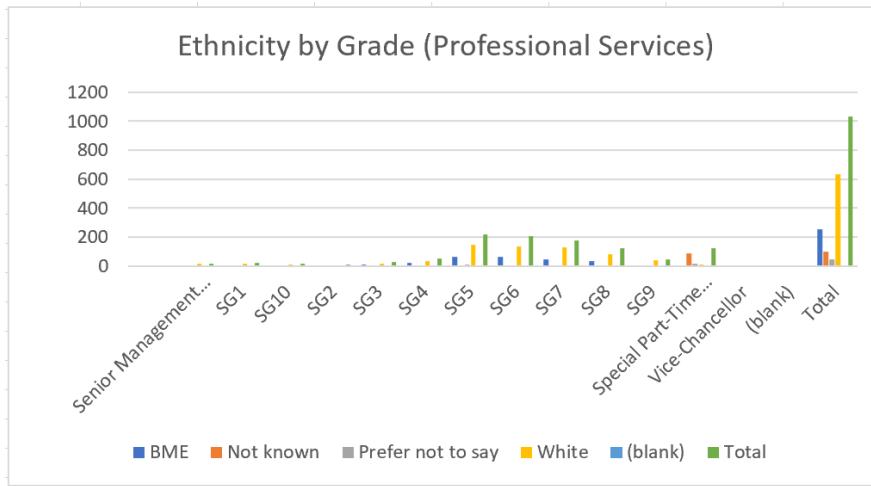
### Race (Ethnicity)-All Staff:



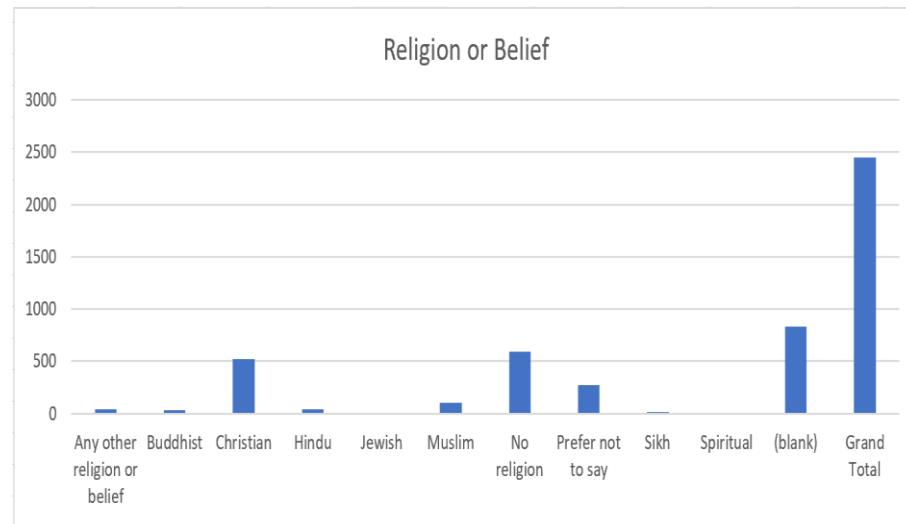
### Race Ethnicity by Grade (Academic):



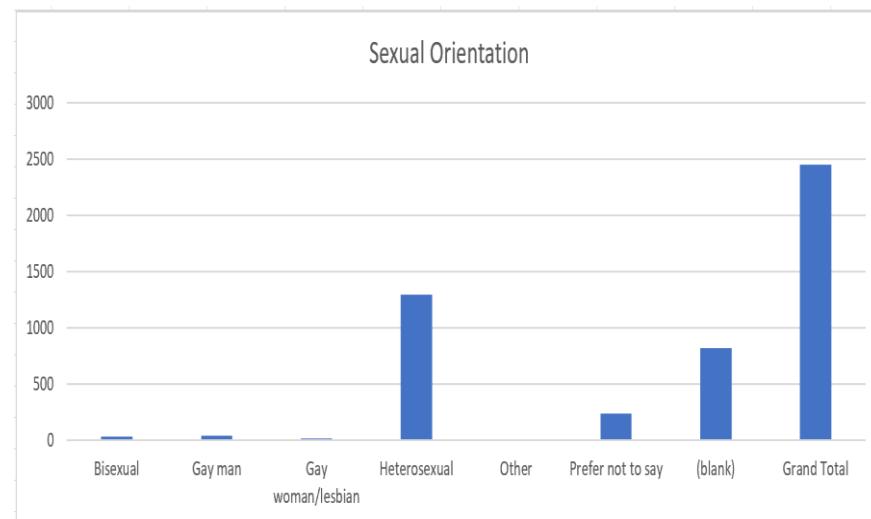
### Race (Ethnicity) by Grade (Professional Services):



### Religion and Belief (& Non-Belief) -All Staff:



### Sexual Orientation-All Staff:



## **6. Appendix 2: Equality, Diversity and Inclusion (EDI) Training 2019/20:**

Mandatory Equality and Diversity Essentials training should be completed within 3-4 months of joining the University. Existing staff who have not completed this training, should complete it by the end of their appraisal. Refresher training should be completed every three years prior to or at appraisal. The same requisites exist for managers completing the additional mandatory course of Managing Diversity.

- *Training Completion between April 2019 to April 2020*

Type of Training	Completed or Refreshed Training
Equality and Diversity Essentials	905 of all staff
Managing Diversity	74 managers

- *Student Residential Assistants EDI Training 29 August 2019*

This training was provided by Student Accommodation Services and covered topics such as Health and Fire Safety, Equality, Diversity and Inclusion, Confidentiality and Data Protection, Nightline and hall meetings with campus and facilities managers/officers. A total of 34 Student Residential Assistants were trained in Equality, Diversity and Inclusion with a focus of it affects their role, reflections on their own behaviour and decisions in providing a safe and inclusive environment and increased awareness/ to consider in assisting or supporting students in halls.