

**UNIVERSITY OF  
CHANGE  
FOR GOOD  
WESTMINSTER** 𑌐

## **Equality, Diversity & Inclusion Annual Report 2022-23**

Prepared by:

Andy Norris, Head of Culture and Inclusion

Rajat Shah, EDI Officer

Date: December 2023 (The Report covers November 2022 until December 2023)

| <b>CONTENTS</b>                                | <b>PAGE</b> |
|--|-------------|
| <br>   |             |
| <b>INTRODUCTION</b>                            |             |
| Message from our Vice Chancellor and President | 5           |
| Message from our EDI Committee Co-Chairs       | 5           |
| <br>   |             |
| <b>PROGRESS SUMMARY 2022-23</b>                |             |
| Governance and Policies                        | 6           |
| Recognition and Celebration                    | 7           |
| Culture and Community                          | 7           |
| <br>   |             |
| <b>2023: VALUE OF WORKING TOGETHER</b>         |             |
| The Year in Review                             | 9           |
| Sustainable Development Goals                  | 13          |
| EDI QHT Programme: Communities and Community   | 14          |
| <b>Our Colleague Networks</b>                  |             |
| BME Network                                    | 16          |
| Women of Westminster                           | 17          |
| Q+   | 18          |
| Colleague Disability Network                   | 18          |
| Faith, Spirituality and Belief Network         | 20          |
| <br>   |             |
| <b>DATA MONITORING AND BENCHMARKING</b>        |             |
| <b>Colleague Profiles: Summary of Analysis</b> |             |
| Disability                                     | 21          |
| Ethnicity                                      | 22          |
| Gender   | 23          |
| Age  | 24          |
| Sexual Orientation Disclosure                  | 25          |
| Religion and Belief Disclosure                 | 25          |
| <b>Development and Progression</b>             |             |
| All Promotions                                 | 26          |
| Disability                                     | 26          |
| Ethnicity                                      | 27          |
| Gender   | 27          |
| Age  | 27          |
| <b>Equal Pay Audit 2022-23</b>                 |             |
| Conclusions and Recommendations                | 27          |
| <br>   |             |
| <b>UNIVERSITY GOVERNANCE</b>                   |             |
|  | 28          |

# **MESSAGE FROM OUR VICE-CHANCELLOR AND PRESIDENT**

To follow (Photo plus text)

**Peter Bonfield, Vice-Chancellor and President**

# **MESSAGE FROM OUR EQUALITY, DIVERSITY AND INCLUSION COMMITTEE CO-CHAIR**

The mission to make an institution more equitable, diverse and inclusive requires strategy, actions, partnerships, restlessness with the status quo, resolve, and patience. The year was a busy one with many activities taking place to make governance and policies more conducive to support our EDI strategy, to enhance a sense of belonging amongst our diverse community of students and colleagues, to engage with the wider society to make difference, and to challenge prejudices and celebrate diversities. We proceed with humility and determination and invite everyone to join us in making our university and society a better place for all.

**Professor Dibyesh Anand, DVC Employability and Global Engagement, Co-Chair EDI Committee**

# EDI ANNUAL REPORT 2022-23 PROGRESS SUMMARY

## GOVERNANCE AND POLICIES

1. Regular reminders to all colleagues to check and update their personal details has seen an increase in Colleague Disability Disclosure.
2. Completion of review of disclosure and support process at all stages of the recruitment and employment journey resulted in the formation of a Disability Disclosure Task Group to develop and implement an operational action plan to ensure disclosure process for all colleagues.
3. Between 01 August 2022 and 31 July 2023 149 colleague promotions were recorded. 79 were academic promotions (53%) and 70 Professional Services colleagues (47%). In terms of ethnicity, gender and disability the % of colleague promotions measured against the % of the university population were BME: population 32% / promotions 28%. Gender (Female): population 57% / promotions 60%. Disability: Disclosed Disability 8.3% / promotions 7%
4. Diversity Pay Gap KPI, a weighted average pay gap across gender, ethnicity and disability has remained static with an increase of 0.32% from 10.48% in 2021-22 to 10.8% in 2022-23.
5. Training and practice for recruitment panels/chairs have been reviewed and completed to ensure fair and non-discriminatory practices in our recruitment and selection process.
6. Workshops to demystify the promotion process and support the application process for Professors and Readers have been delivered.
7. Inclusive Curriculum Design now embedded as business as usual through course development processes. Reach and impact of Pedagogies for Social Justice (PSJ) project has been extended through the use of resources for decolonisation. Advance HE EDI training interventions have been delivered and monitored through CETI Core Programme.
8. Post-REF EDI task and finish group considered the report of the REF Equality and Diversity Panel (EDAP) and the recommendations made have been agreed at Research Committee and EDI Committee to prepare for the next REF cycle.
9. There is an increased compliance alignment for our digital systems and content with the necessary legislation. Compliance work will be ongoing for the next more than years with a dedicated team in ISS leading the remediation work with regular progress reports provided to University Executive Board (UEB).
10. Additional resourcing agreed for the EDI Team in Professional Services with two new posts to be advertised in 2024.
11. UEB approved resourcing to implement EDI Accreditation Plan commencing with submission to Athena SWAN in 2024/25 to be followed by submission to Race Equality Charter and Disability Confident in 2025/26.
12. Unconscious Bias training as a mandatory component has been rolled out for all colleagues.
13. EDI core development programme for all colleagues which aims to raise awareness, knowledge and understanding, and encourage positive cultural change and promote inclusive behaviours and practice across all areas have been completed and evaluation in progress.
14. First pilot of the Diversifying Leadership programme for BME colleagues was launched and completed.

15. There was a continued promotion of Report and Support resulting in increase in engagement.

## **RECOGNITION AND CELEBRATION**

16. The University of Westminster has been recognised in the top 15% of universities worldwide for our work on contributing towards the United Nations' 17 Sustainable Development Goals (SDGs). The Times Higher Education Impact Rankings 2023 had us in the 101-200 globally for SDG5 Gender Equality and SDG10 Reduced Inequalities. This highlights our strengths in inclusion and sustainability.
17. An in-person session covering Charter Marks and Accreditation, Leadership and Accountability, and Governance Structure and Culture Change delivered with London Higher EDI Network.
18. Third Annual Reporting on University's Black Lives Matter (BLM) Commitment made in June.
19. There is an ongoing provision of PhD scholarships targeting students from underrepresented groups and further development of support and community building practice.
20. Our Quintin Hogg Trust (QHT) supported EDI Programme ran over 40 events with over 800 attendees including conferences on Anti-racism, Queering Academia Intersectionally, World in Westminster Festival, and EDI Annual Open Forum.
21. We launched "World in Westminster Cafes: Making Westminster Your Home" to encourage integration and foster sense of belonging for international students.
22. Hosting of major festivals as part of "World in Westminster Cafes" including Diwali, Yalda, Hannukah and Christmas to celebrate diversity and encourage inclusion.
23. Second cohort of the Aurora leadership development programme & mentoring scheme delivered.
24. Second cohort of the London Higher Mentoring scheme for BAME colleagues delivered.
25. EDI related segment in the Professional Development Review (PDR) form revised to make it more engaging and impactful and identify and support development need for progression. PDRs are currently being evaluated with development needs report to follow ahead of the next PDR cycle.
26. A co-Chair of the University EDI Committee was appointed as the Chair of London Higher's EDI Network as well as the Chair of the International Studies Association's LGBTQA Caucus.
27. Westminster's commitment to Digital Accessibility and inclusion as a sector leader has been exhibited through chairing of the London HE Digital Accessibility Working Group.

## **CULTURE AND COMMUNITY**

28. *Understanding Menopause at Westminster* report was published with recommendations to be implemented including compulsory e-learning courses, developing a Menopause Policy / Guidance, and training for managers.
29. We ran Black History Year Create, which is a ground-breaking decolonised initiative funded by the University's QHT. This six-month, career-defining program for Black students at Level 6 focuses on building confidence, visibility, and individuality, addressing disparities and systemic issues with a decolonised approach. Building on a successful pilot, the Black History Year Create Board recruited 18 Level 6 Black students for the upcoming iteration starting January 2024. The program, led by an external consultant, is set to include a field trip and alumni involvement.

30. In its fourth year, the Black History Year program curated insightful talks on topics like Eugenics and Racial Trauma. The October 2023 celebration event was a hit, attended by influential figures, marking its success. Student Voice (SV) forum established as part of the implementation of student voice and partnership review jointly with UWSU to ensure that SV mechanisms empower students to share ideas and concerns.
31. Personal Tutoring model (WeThrive) approved by Academic Council and is being implemented in 23/24
32. Focus on raising awareness about antisemitism through events including one in partnership with London Higher EDI Network involving Lord John Mann and the landmark report on "Challenging Antisemitism in Higher Education".
33. Professional Services EDI Leads have been appointed to begin work in January 2024 to support colleagues in professional services to embed EDI in collaboration with established EDI School Leads and Student Ambassadors.
34. The Physical Accessibility group was formed to support students and colleagues who may have a range of access challenges and work on the design requirements and specifications to support all aspects of building accessibility in terms of investment and wider awareness.
35. A working group has been established jointly led by Student and Academic Support and the SU, focused on the development of improved faith facilities, initially to lead on a project funded by QHT. A location for increased capacity faith spaces and washing facilities has been identified in MAR. Work is ongoing to prepare a detailed scheme for this space.
36. Twenty Digital Accessibility training sessions have been delivered for colleagues.
37. Our Colleague Networks continue to grow, innovate and deliver impact.

# 2023: VALUE OF WORKING TOGETHER

## THE YEAR IN REVIEW

Throughout the year, colleagues, students, communities and societies have come together to generate a programme of EDI initiatives, activities and events. Here is a brief overview of some of them.

In **November 2022**, the University organised a series of impactful events as part of its commitment to diversity and inclusivity. The second enrolment for Union Black continued efforts for cultural change, providing insights into Black British history and culture. The 'Queer Pandemic' video history project by Justin Bengry captured diverse LGBTQ+ experiences during COVID-19. The BME Network's soiree brought together governors, Chancellor, senior leaders, colleagues and students.

The Women of Westminster Colleagues Network hosted an empowering on-campus event discussing the 'Art of Side Hustling' for women entrepreneurs. Additionally, Westminster Conversations explored the place of faith in higher education and engaged in candid discussions about Islamophobia. Special attention was given to Muslim wellbeing while working, addressing challenges faced by individuals from marginalised communities.

These events collectively reflected the University's dedication to fostering meaningful conversations, celebrating diversity, and creating an inclusive environment.

In **December 2022**, the University hosted two significant events. The first, 'The 1990s Takeover of Women's Leisure Spaces,' led by Dr. Rafaelle Nicholson, examined the increased male control over women's leisure lives during the 1990s, focusing on the case study of women's sports. The second event, part of the 'Westminster Conversations' series, delved into 'What is Neurodiversity and Why Should I Care?' The diverse panel, featuring Dr. Rachel Aldred, Char Bailey, Atif Choudhury, Dr. Mary Doherty, and Dr. Elliott Spaeth, explored the meaning of neurodiversity in various contexts, discussing how organizations can better support it, the benefits, and the challenges faced by neurodivergent individuals.

**January and February 2023** turned out to be busy months with lots of events. 'Working with Whiteness - clay workshop': Practical porcelain clay workshops with Victoria Burgher, exploring whiteness and antiracism, creating ceramic pieces reflecting on the material history of porcelain.

'Contemporary antisemitism: What it is and how to fight it': Westminster Conversations panel discussion addressing antisemitism in modern times, exploring its roots, manifestation across the political spectrum, and strategies for confrontation.

'Inclusive business practices – How diversity can help your business grow': Event featuring talks by specialists on building inclusivity in the workforce, customer base, and corporate identity, providing insights and networking opportunities.

'The Black Love Project: how we love in the UK': Discussion with Joy Francis on findings from The Black Love Project's survey, exploring the Black British experience of love and relationships, challenging stereotypes and tropes.

'Westminster Conversations: History, Memory and HIV: Why a London AIDS Memorial Matters': Discussion on plans for an AIDS memorial with Ash Kotak, artistic director of AIDS Memory UK, addressing the impact of the AIDS epidemic and the complexities of commemoration. Followed by 'LGBT+ History Month - Soho: Saints, Sinners and In-Betweeners': Chris Barlow's exploration of Soho's cultural and historical significance in the LGBTQ+ community, emphasizing its role as a hub for disruptors and creatives. The month ended with the hosting of National Student Pride, the UK's biggest LGBTQ+ student event, attended by over 2000 students and featuring participation from 80+ companies across the UK.

In **March**, the University focused on addressing Antisemitism in an event titled 'Challenging Antisemitism in Higher Education and Beyond.' The discussion aimed to tackle explicit and unconscious antisemitism, emphasizing the importance of challenging ignorance and apathy. Hosted by the University of Westminster and London Higher's Equality, Diversity, and Inclusion (EDI) Network, the event explored the prevalence of anti-Jewish animus in everyday discourse, including within the Higher Education sector. Additionally, George Rhodes introduced the 'Make Things Accessible' initiative, led by the Westminster Digital Accessibility Team. This initiative focuses on building a repository of best practices for digital accessibility in collaboration with other London universities, aiming to improve accessibility across the higher education sector.

As part of the Westminster Conversations series and Black History Year, in **April** the BME Network hosted a film screening of "The Great Debaters." The movie, based on real-life events, follows The Wiley College debate team in Texas during the Great Depression, exploring themes of race and racial violence. Along with Grief in the Black Community: 'Hushed Harbours' Maxine Edgar led a discussion on the evolution of the Black funeral, funerary rites, and practices, examining the relationship with death from the enslavement of Black people to the present times. The conversation provided a supportive approach to grief and bereavement, delving into practices that individuals engage with when dealing with the loss of a loved one, including religious practices and rituals.

Introduced by the Colleague Disability Network, Dr. Chloe Farahar conducted a workshop on 'Creating neurodivergent-accessible higher education' accommodating neurodivergent students in higher education. Dr. Farahar, an Autistic academic, shared practical suggestions for staff to support neurodivergent students and provided insights into effective methods of support and communication. The workshop aimed to challenge stereotypes and enhance understanding of the neurodivergent experience.

**May** events included the Sixth Annual DEN International Student Conference, focusing on development and identities across disciplines. Additionally, the Second Annual Westminster Conversations Conference explored and challenged various forms of racism, with panel discussions on topics that included anti-Black racism, casteism, Islamophobia and antisemitism, in higher education and society. Attendees represented institutions from around the globe.

**June** kicked off with the 'Festival of Decolonial Learning,' a 3-day event aimed at fostering decolonial and anti-racist environments in higher education. The festival brought together participants to engage in learning and practices, fostering both decolonial joy and discussions on challenging questions.

Continuing the month, 'Westminster Conversations: Finding Home' featured a thought-provoking discussion with Kieran Yates, journalist and author of "All the Houses I've Ever Lived In." The conversation explored the intersectionality of home and stability, emphasizing the disproportionate impact on minoritised communities. Topics such as class, gentrification, housing, and community-building were examined, shedding light on how self-actualization and taking up space play crucial roles in these issues.

In addition to these discussions, two noteworthy symposiums took place. The 'Finance and Accounting 2023 Annual Research Symposium,' organised by the School of Finance and Accounting at Westminster Business School, spanned two days and provided a platform for research discussions in the field. Simultaneously, the 'School of Architecture + Cities Equity Forum Symposium: Pursuing Urban Equity' delved into questions of equity within the school, exploring how practitioner perspectives can shape approaches to equity.

Wrapping up the month, the 'Westminster Conversations: Queering Academia, Intersectionally Conference' brought together students, academics, and activists. The conference aimed to explore ideas for challenging prejudices against LGBTQ individuals and fostering diversity and inclusivity in academia and society. As part of the conference, an Open MiQ+ night was hosted by the Q+ Colleague Network, contributing to a vibrant and inclusive academic community.

In **July**, the University of Westminster held a Pride celebration breakfast at the Regent Street Campus, commemorating LGBTQ+ equality and the university's LGBTQ+ heritage. The event marked the conclusion of the 'Queering Academia, Intersectionally' conference and celebrated Pride's 51-year evolution as a social and political movement. Organised by the EDI Committee and Q+ Network in collaboration with the Westminster LGBT Forum, the breakfast honoured LGBTQ+ contributions and fostered an inclusive culture at the university. Furthermore, university students and staff actively participated in the London Pride Parade alongside National Student Pride, demonstrating strong support for LGBTQ+ rights.

In **September**, the university welcomed new students at the Welcome Fair, held at the Marylebone and Harrow campuses, with a significant presence of international students. The month of October featured the second Political Psychology Conference organised by the Westminster Centre for Psychological Sciences in collaboration with the Young Westminster Foundation. Additionally, an engaging in-person event titled 'Screening Eugenics: How Theories of 'Racial Fitness' Shape Our Views' was held by the Black History Year steering group, exploring the impact of racial fitness theories in popular culture, and delivered by award-winning historian and journalist Dr Shantella Sherman. The talk delved into the presence of eugenic theories in various forms of media, from television and film to advertising and social media.

The University of Westminster has received a Silver rating in the Teaching Excellence Framework (TEF) 2023. This recognition includes Silver ratings for overall delivery, Student Experience, and Student Outcomes. The achievement signifies that the university's standards in these areas have been evaluated as typically of very high quality. Congratulations on this notable accomplishment!

In **October**, in partnership with UWSU, we launched the World in Westminster Café: Making Westminster Your Home series to enhance a sense of belonging for international students.

Followed by an insightful in-person event exploring the impact of 'Racial Fitness' theories. Discover how eugenic ideas, once propagated through public health and education, now thrive in popular culture—TV, film, music, advertising, and social media. Award-winning historian and journalist Dr Shantella Sherman will discuss the evolution of these theories from the lab to our living rooms, examining their influence on shows like Orphan Black, Top Boy, Coronation Street, and Happy Valley.

Black History Month was recognised by the Black History Year steering group in the form of a celebration event in the Hideaway, which was open to colleagues, alumni, students and the public. Diverse entertainment (poetry, song performances by an incoming student and a comedian) and a cultural quiz created a spectacular event. The event was supported with attendance from the Chancellor, the Vice-Chancellor and President, senior leaders, governors, and QHT Trustees.

In **November**, the University of Westminster celebrated Diwali for the first time with the event 'World in Westminster Café: Diwali Celebrations.' This gathering featured delicious food, cultural awareness, and a warm community atmosphere. Diwali, the Festival of Lights, was celebrated, and the event aimed to promote diversity, build bridges, and create a cozy environment for all students and colleagues.

The university continued its commitment to meaningful discussions with the Black History Year event 'Historical Racial Trauma: A Roadmap from the Past, Present, and Future'. Dr Carlette Norwood, a scholar and expert in race and microaggressions, explored the impact of racial trauma and strategies for managing it. Another engaging event, 'Westminster Conversations: Lights, Camera, Inclusion: Muslims in TV and Film,' provided insights into Muslim representation in the entertainment industry, aligning with Islamophobia Awareness Month.

Westminster also unveiled its "Understanding Menopause at Westminster" report during an inclusive event. Hosted by the Women of Westminster Colleagues Network (WOW) in collaboration with Dr Anna Cheshire, Dr Tina Cartwright, and former researcher Penny Clark, the in-person launch on November 22 highlighted menopause experiences and support needs at Westminster. The event included presentations by WOW Co-chairs Kumari Juddoo and Sobia Razzaq, along with Dr Cartwright discussing the report's findings and workplace support recommendations. Closing the month was 'Westminster Conversations: Coming Out and Staying Out,' an evening dedicated to courage, support, and celebration of individuals' coming-out journeys, emphasizing the importance of ongoing support and inclusion.

We also published Public and Community Engagement Strategy whose mission is to Finding solutions to make a difference for our communities and the world.

In **December**, we joyously celebrated Hanukkah, Christmas, and Yalda with our vibrant community of colleagues and students. The festivities, attended by both students and staff, included the installation of the Menorah on the Regent campus during Hanukkah. This celebration not only raised cross-cultural awareness but also provided a welcoming space for colleagues and students from diverse cultural communities to express and appreciate their unique identities and practices. The event was warmly embraced and much appreciated by all who attended.

The university's EDI team has also launched new social media accounts. These platforms aim to disseminate information about the university's initiatives, foster networking opportunities, and enhance the visibility of our work.

## **SUSTAINABLE DEVELOPMENT GOALS**

The University of Westminster has been recognised in the top 15% of universities worldwide for our work on contributing towards the [United Nations' 17 Sustainable Development Goals](#) (SDGs).

The Impact Rankings are the only global performance table that assesses universities against the SDGs.

The result comes as part of the Times Higher Education's (THE) Impact Rankings 2023. This is the fourth year in a row that the University has maintained its high overall ranking, with notable achievements across several individual SDGs:

- The number of institutions submitting has increased by 181, from 1410 in 2022 to 1591 in 2023.
- We are ranked in the top 201-300 globally.
- We submitted against 10 SDGs with following 3 recorded in top 26% globally:
  - SDG5 Gender Equality – 101-200 globally
  - SDG10 Reduced Inequalities – 101-200 globally.
  - SDG12 Responsible Consumption and Production – 77th globally
- SDGs 5,10 and 12 were also our top 3 recorded scores in 2022.

Westminster academics, University colleagues and postgraduate researchers came together in June 2023 for the First Annual SDG Workshop to explore what the SDGs mean to them, to share best practice and to discuss ideas on how to overcome challenges while embedding them into the curriculum and their work.

One of the key developments to come out of the event was Westminster's Vice-Chancellor and President Dr Peter Bonfield officially committing the University to the UN Sustainable Development Goal 4.7 – Education for Sustainable Development (ESD) and Global Citizenship Education (GCED). This means that going forward, the University will work to provide its students with a strong understanding of sustainability and the interconnected nature of social, environmental and economic factors, alongside a 'sense of belonging to a common humanity'.

Further details on work and progress across the university can be found in our [SDG Annual Report 2022-23](#).

Through the 2023-24 academic year we will continue to utilise our collective energies to play our part in addressing the climate crisis and inequalities to enable a more sustainable and socially just world.



We scored particularly well on the amount of research we publish on gender equality and women's access schemes such as mentoring and scholarships.



Here we were commended for the measures we have in place against discrimination, including policies and dedicated human resources, as well as disability services and access schemes.



We were ranked 77th out of 674 institutions for this SDG, with a near perfect score for our operational measures through university policy.

## **EDI QHT PROGRAMME: COMMUNITIES AND COMMUNITY**

Our EDI QHT Programme is intended to power up our institutional engagement with Equality, Diversity and Inclusion (EDI), building community and communities at the University, and creating a space where all students and colleagues feel safe and comfortable bringing their whole selves to study and work. The project was conceived through partnership between UWSU, academic and professional service colleagues and the co-chairs of EDI committee and has been running for two years.

The following details activity from September 2022 to September 2023 across the 4 strands of the programme:

### **STRAND 1:**

UWSU organised history month programmes, hosted key EDI related events, and provided training on campaigning and allyship to build a network of skilled leaders. Strand 1 supported over 60 events with 2,260 participants and received positive feedback. Content creation, including videos and information packs, further engaged students.

### **STRAND 2:**

We had an impressive 2006 sign-ups and 1260 attendees. All events address the need for, and generate, cultural change. Key events here were as follows:

- The World in Westminster Festival celebrated the University's multicultural and linguistic diversity with nine events over one week. We collected [insightful interviews](#) from attendees and organisers. Watch the highlight video [here](#).

- Alongside the student-led Democratic Education Network (DEN), we hosted a unique 2-day EDI Conference [on challenging racisms](#). We had a total of 170 attendees over the two days.
- The [Queering Academia conference](#) culminated in a Pride Breakfast, attended by over 70 participants.
- We supported the three-day public [Festival of Decolonial Learning](#).
- The new Westminster Conversations series comprised 13 events with 379 attendees. It addressed a range of EDI topics.
- Lastly, we hosted "[Working with Whiteness,](#)" run by a PhD student Victoria Burgher.

### **STRAND 3:**

This strand supports an ongoing "Auditing the Campus" project focused on equity, accessibility, representation, and inclusion. A 2022 survey with 1,392 participants and subsequent tours and workshops in 2023 provide data for improvement, leading the PI to join the University's Physical Accessibility Group to enhance campus access and user satisfaction.

### **STRAND 4:**

- The colleague-focused EDI training sessions, workshops and events are key to achieving cultural change within UoW, for colleagues and students. Topics included: Microaggressions and Active Bystander training, Neurodiversity Awareness, Race Equality, Green Dot training and 100 Black Women Professors Now conference.
- Black History Year Create finished its pilot year, with overwhelmingly positive feedback from participants and stakeholders. All nine student participants were given bespoke career progression workshops, a mentor and a £1,000 bursary to spend on further development.

*"My experience working with the EDI programme at the University of Westminster has been nothing short of extraordinary, it's given me the knowledge and the confidence to pursue different interests. I had never had the opportunity to work and organise academic or professional events before and this has taught me not only various skills but also of different issues and perspectives... I would urge anyone to attend the events and to be a part of them in any way shape or form."* – Victoria Ramirez, level 6 student, EDI programme intern

## **OUR COLLEAGUE NETWORKS**

Our colleague networks have been at the forefront of change-making through our equality, diversity and inclusion initiatives. By joining our networks, colleagues can benefit both professionally and personally by making a wide range of connections and engaging in such a way that will reward their role within Westminster.

We offer not just our colleagues but people from different walks of life, a safe space, through inspiring and stimulating talks, workshops and seminars.

Whilst the following networks are currently our most active, the University environment is supportive to create more.

## **BME NETWORK**

Since November 2022, the **BME Network** has grown in membership, although subsequent housekeeping by HROD to remove legacy staff from the Network's Teams chat reflected only a marginal increase in numbers. Under the direction of its co-chairs, the Network committee has continued to meet twice each semester to reflect on progress and plan EDI initiatives. However, due to staff departures, the committee has experienced a shortage of members. We have therefore recruited two members from Professional Services to ensure there is a more balanced representation of views at this forum, and the co-chairs have continued to represent the Network at several university-wide committees and other fora, including the EDI committee, EDIE committee, and the BLM Commitments Monitoring Group. Each committee member has been tasked with developing a portfolio based on their skills and knowledge, and we currently have colleagues focusing on research and development, and decolonising the university, as key areas of interest.

**The Black History Year programme** entered its fourth year in October 2023 and, supported by a programme manager, the steering group (consisting of academic, professional services, Student Union officers and students) has planned events that include topic-specific talks (e.g. Eugenics, Racial Trauma and Microaggressions, Travelling While Black, Faith and Spirituality, and Black People in Sports) and events that address issues pertinent to the experiences of Black people and their under-representation in HE, such as a workshop on career development and progression. The steering group hosted a celebration event in October 2023 to mark Black History Month, open to all colleagues and external guests. The event, held in the Hideaway, was considered a success by all in attendance, including governors, the Chancellor, and the Vice-Chancellor and President. The Black History Year Create Board (which includes colleagues from academic services, professional services and employability) commenced plans to roll out another iteration of the QHT-funded programme following a successful pilot (January to July 2023). The pilot concluded with a celebration event for the cohort and their mentors in July 2023. We have recruited 14 Level 6 Black students from across the University for the next iteration, commencing in January 2024. An external consultant delivers the programme, and plans are being worked up to include a field trip based on the Westminster Working Cultures model and to invite alumni from the pilot to form part of the Board to help shape the programme. Black History Year Beyond Books held a successful event in April 2023, with a mixed audience in attendance that included students and external guests to discuss David Olusoga's '*Black and British*'. The Black History Year Researchers Network held events throughout the year that were specific to grant writing and conducting specialised library searches, culminating in a non-residential writing retreat in November 2023 that was held over two days, during which Black academic colleagues and PhD researchers engaged in guided writing sessions led by an experienced facilitator. At least one colleague could report that the session helped them complete data analysis, write-up, and publish an article. The group continues to grow and includes a cross-section of colleagues and research students.

There has been less activity with **ARNLHE**, mainly because we need more administrative support to keep external colleagues engaged in this space. However, the platform continues to be used to share internal news and invite colleagues to respective race-related events, such as the Challenging Racisms conference held in May 2023. The conference was a success due to many attendees from across the globe, our students, the Student's Union, a keynote from a highly respected scholar (Professor Jason Arday) and a well-

organised series of panels covering multiple racisms. The second day of the conference featured the work of DEN with a respectable student attendance.

Three committee members (Stephen Bunbury, Dibyesh Anand and Deborah Husbands) contributed an article to THE on how to be an anti-racist ally on campus. The article was published in May 2023, and they have drafted a further article on the importance of Black History Year to be published in February 2024. The Network continues to work intersectionally with all staff networks and participated in the EDI Forum in June 2023, where its work was showcased.

## **WOMEN OF WESTMINSTER**

Over the past year, the Women of Westminster (WoW) network has been busy building on the activities from the previous year with an emphasis on empowerment, inclusivity, and support for its diverse members. Our journey has been marked by a commitment to addressing the multifaceted challenges faced by women, particularly in the realms of professional growth and development, and societal change regarding issues of gender-based violence and gendered racism.

There have been a series of online coaching sessions, where expert coaches held interactive lunchtime sessions on areas of gaining confidence in the workplace and effectively managing the complex dimensions of women's lives. These sessions have not only provided valuable insights but also fostered a strong sense of community among our members who are keen to continue developing themselves.

Adopting a project-based approach, we have launched several initiatives that reflect Wow's dedication to certain areas of ongoing work. These include mentoring programmes to nurture professional growth and initiatives to support entrepreneurial aspirations through 'Project Side Hustling', and educational drives like 'Project Consent Training'. Particularly noteworthy is our 'Project Menopause', focusing on destigmatizing and supporting menopausal health, a topic often overlooked in professional environments. Recently Project Aurora which focuses on setting up sessions for current and previous Aurorians to join and grow their network, is now up and running.

Our efforts to cultivate an entrepreneurial spirit have been particularly impactful. We provide a nurturing startup community, offer education on lean startup methodologies, and equip our members with tools to develop a growth mindset. There are several more workshops planned for those interested in developing their entrepreneurial journey.

In our pursuit of previous years, we have continued discussing themes around issues of race and equity in the workplace. Collaborating with the Fawcett Society and engaging with our postgraduate students, we explored the nuances of the 'Broken Ladders' report, addressing the myth of meritocracy for women of colour. This exploration is part of our ongoing commitment to dismantle barriers and foster an environment where diverse voices are heard and valued.

The involvement in key conferences and forums like the Challenging Racism conference and EDI Forum further underscores our dedication to addressing systemic issues intersectional with other colleague networks.

A landmark achievement was WoW's role in establishing the Menopause Policy at the University of Westminster, coinciding with Menopause Day on October 18, 2023. This policy, a collaborative effort with

researchers Anna Cheshire and Tina Cartwright, underscores our commitment to addressing health issues uniquely impacting women, fostering a supportive and understanding workplace culture.

As we reflect on the past year, we are excited to continue the ongoing projects and we remain steadfast in our mission to champion diversity, equity, and inclusion in all our endeavors.

## **Q+**

During 2023 Q+ members led on a major intersectional EDI audit of Westminster's various campuses in research funded by the Quintin Hogg Trust. This research was part-completed in 2023 and we have already received enquiries from other universities wishing to learn from our results and methodology once the work on this is finished in 2024. Q+ members were also involved in a major survey of non-binary academics, the results of which began to be published during 2023 and is already proving an important resource.

We also continued to contribute to the wider work of EDI within the University by advising on EDI-related policies as they came up for renewal, advising on trans inclusivity for various University activities and raising the profile of the University as a diverse and welcoming environment through our activities and engagement with various external partners. These activities with external partners ranged from an important exhibition on Pride in South Africa through student-led presentations of films and workshops for LGBT+ History Month with Loudest Whispers to collaboration with Westminster LGBT+ Forum in their major 'Coming Out, Staying Out' event held in Portland Hall in November 2023.

For LGBT+ History Month in 2023 we also held Westminster Conversations presentations on the plans for an AIDS Memorial in London (in which Q+ members are involved) and on the history of Soho. Additionally, LGBT+ History Month saw us pioneer the University's first Open MiQ Night. This was a highly successful evening held in conjunction with the Student Union in The Hideaway in Regent. We reprised it with equal success during Pride Month in June. Other events in June included presentations at Westminster's 3<sup>rd</sup> Equality, Diversity and Inclusion Open Forum and involvement in the conference on Queering Higher Education held on 29 June. This was followed a few days later by what is becoming an annual event, the Pride Breakfast held on the morning of London Pride.

For Q+ 2023 was a successful year in which we grew in membership, profile and activity. We trialled new events like the Open MiQs and developed new partnerships. Along the way we contributed new research which will hopefully work to ensure the safety, security and inclusion of our community within and beyond Westminster.

## **COLLEAGUE DISABILITY NETWORK**

Our Colleague Disability Network is committed to inspiring positive change, ensuring everyone associated with the University of Westminster thinks and acts positively when considering disability. The network has established a community which allows members to share information, advice and insights in a safe, open and honest environment, to challenge biases any member feels exposed to, and create a fully diverse and inclusive working and learning environment.

In the past year, the Colleague Disability Network worked on improving the processes and procedures for disclosing and supporting disabilities as well as the processes for putting into place and reviewing reasonable adjustments in the workplace. It has also been involved in the university application for the

Disability Confident Scheme. This is still ongoing and various university stakeholders such as Estates, People Culture and Wellbeing, Health Safety and Wellbeing and others are all being consulted.

The Colleague Disability Network also offered colleagues a range of workshops, webinars and a Digital Accessibility Symposium.

To celebrate Disability History Month, on 6<sup>th</sup> December 2022, the Colleague Disability Network created a [University of Westminster Disability History Timeline](#) and held an event where Janette Smith and Tom Moore shared their personal experiences of disability and support at the university.

Neurodiversity in academia was celebrated in April 2023 with a session hosted by Dr Chloe Farahar, an Autistic academic. The aim was to help colleagues with practical suggestions on how to accommodate neurodivergent students, as well as receive information outlining effective methods of support and communication. The workshop challenged stereotypes and provided awareness on the realities of the neurodivergent experience. It familiarised colleagues with practical suggestions on how to accommodate neurodivergent students and it outline effective methods of support and communication for neurodivergent students.

On 5<sup>th</sup> July 2022 the network organised a Reasonable Adjustments webinar for managers. The session offered an understanding of the statutory and contractual requirements of how to support disabled colleagues. It was designed to raise awareness of the role of making reasonable adjustments and signposted the processes available to help line managers in this process. The purpose of the workshop was to offer practical advice to help in supporting colleagues beyond the statutory requirements of the law. This workshop was hosted by Dr Caroline Bolam, an Assistant Head of SOES. Due to popular demand, Caroline offered the same session again on 29<sup>th</sup> November 2022.

To mark Disability History Month, on 1<sup>st</sup> December 2023, the [Colleague Disability Network](#) and the [Digital Accessibility Team](#) at the University of Westminster organised a Digital Accessibility Symposium to highlight the importance of digital accessibility in higher education. The symposium brought together the diverse ideas, strategies and experiences of three essential groups: educators, technologists and end users. It was inaugurated by [Dr Sal Jarvis](#), the Deputy Vice-Chancellor for Education, and featured three separate panels, each focusing on different aspects of digital accessibility.

The first panel, Pedagogies for Enhanced Digital Access, pedagogies being the method and practice of teaching, was led by Amina Mahmood, a doctoral researcher at Westminster's [Centre for the Study of Democracy](#) and Andy Cleverly from the University of Southampton. This session highlighted progressive educational approaches and strategies that enhance digital accessibility. They discussed current research ventures that are investigating the integration of accessibility concepts in both academic and professional environments and explored the practical aspects of enacting digital accessibility policies within educational institutions to enrich the academic experience.

Ben Watson, Head of Digital Accessibility at University College London, led the second panel titled Tech Solutions for Inclusive Learning, alongside Martin Compton from Kings College London and Zad Santospirito from Birkbeck, University of London. The panel engaged in a constructive dialogue on leveraging technology to enhance the digital accessibility of education.

The third panel, Navigating Digital Platforms with Learning Disabilities, was led by [Claire Robertson](#), Lecturer in [Nutrition and Public Health](#) and [disability tutor](#) for all undergraduate students in the [College of Liberal Arts and Science \(LAS\)](#); and Daniela de Silva, Academic Engagement Manager of Accessibility at Westminster. The panel explored the complexities and potential solutions associated with the use of digital platforms by students with disabilities. The speakers, drawing on their extensive experience working with learners with disabilities, discussed the everyday challenges these individuals encounter and how academics can make their learning experience inclusive following the basics of digital accessibility. They also provided insights into the resources and support systems available at the University and looked at their impact.

The symposium concluded with final observations from George Rhodes, Digital Accessibility Team Lead at Westminster who emphasised the importance of continuing these dialogues and expanding community engagement in the future.

The event was supported by the [Equality, Diversity, and Inclusion](#) (EDI) programme and aimed to foster dialogue about digital accessibility.

### **FAITH, SPIRITUALITY AND BELIEF NETWORK**

The Faith Spirituality and Belief Network continued to build on the foundations laid last year, to establish ourselves as a forum for colleagues to learn and explore issues of faith and belief in the University context.

Our work over the last 12 months has been focussed on three key areas: Calendar; Spaces and About Us.

Taking each area in turn: we've included major festivals and events from a broad range of faiths and religions in the Outlook calendar which staff can incorporate into their own calendar if they choose. To supplement this, colleagues share on the Teams group chat information and images about specific festivals and days of observance that interest them. The Network is also consulted by the Internal Comms team about the contents of posts about upcoming religious festivals, so we can make an input to the overall tone and detail.

In terms of Spaces, the Network has been included as a stakeholder in ongoing discussions about the use of prayer rooms and contemplation spaces across the university and will be represented in the joint University/Student Union working group that will steer and complete a QHT-funded project to refurbish faith spaces in central London. In addition to promoting a physical presence, FSB supports weekly meditation sessions held online, hosted by the Faith and Spirituality Team.

The Network has interpreted the theme 'About Us' by contributing to the Westminster Conversation series. These are becoming annual events, to mark Interfaith Week in November. In 2022, the Network organised an online event to discuss the place of faith in higher education. There was a panel of five academic/interfaith professionals who have worked in different faiths from across a range of HE institutions. They debated the relationship between faith and education, the challenges of student life and the role of academia in promoting approaches to faith and spirituality.

Following the EDI Forum in June 2023, the Network decided to focus on intersectionality as a theme, so in Interfaith Week 2023, FSB held an event called 'Exploring Identities: Faith and Intersectionality'. This involved two Westminster contributors who offered personal perspectives on the intersection between their faith and belonging to other communities and identities.

In addition to these events, the Network continues to contribute to annual observances in the University, such as Remembrance and Christmas.

## DATA MONITORING AND BENCHMARKING

As a Higher Education Institution, we have specific equality duties, as outlined by The Equality Act (2010). These require public authorities to tackle discrimination, victimisation and harassment, advance equality and foster good relations. It is also our responsibility to publish our equality information on an annual basis.

This report has documented and celebrated the effective progress we have made in delivering the equality, diversity and inclusion agenda through our strategy, action and people. The following section summarises the monitoring and benchmarking of the University's performance through data monitoring and benchmarking.

Accurate equality information enables the University's management teams to understand what steps need to be taken to; address diversity and equality issues in the structure and management of the workforce; prevent direct and indirect discrimination and identify appropriate support for a diverse colleague profile.

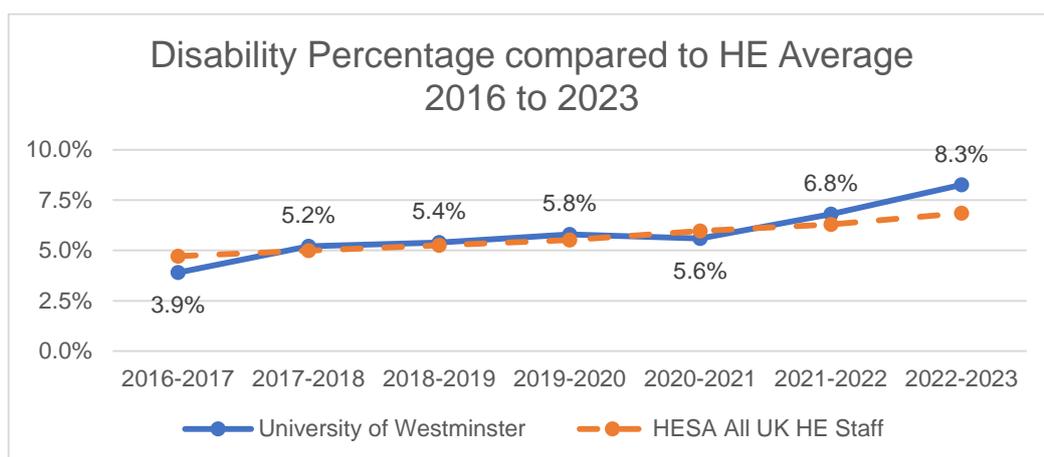
### COLLEAGUE PROFILES: SUMMARY OF ANALYSIS

The overall picture shows negligible statistical changes in colleague profiles over the last 12 months with slightly more significant changes highlighted in the three-year trend data and sector average comparison. The data recorded was captured on 30 June 2023

As we continue to implement our EDI Strategy through regular review and update of our EDI Action Plan and with support from our colleague networks, our aim is to see measured significant changes in the areas we need to improve, development, progression, leadership, accessibility and colleague and student experience.

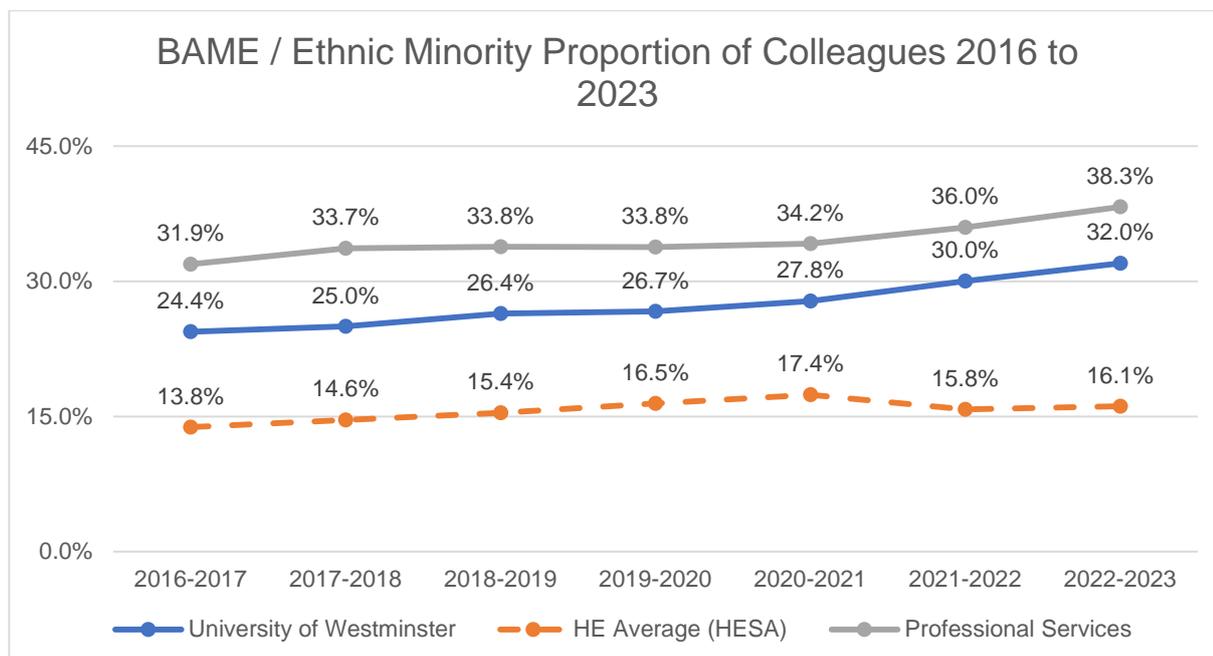
The following are 'thumbnail' summaries for each of the protected characteristics.

#### DISABILITY



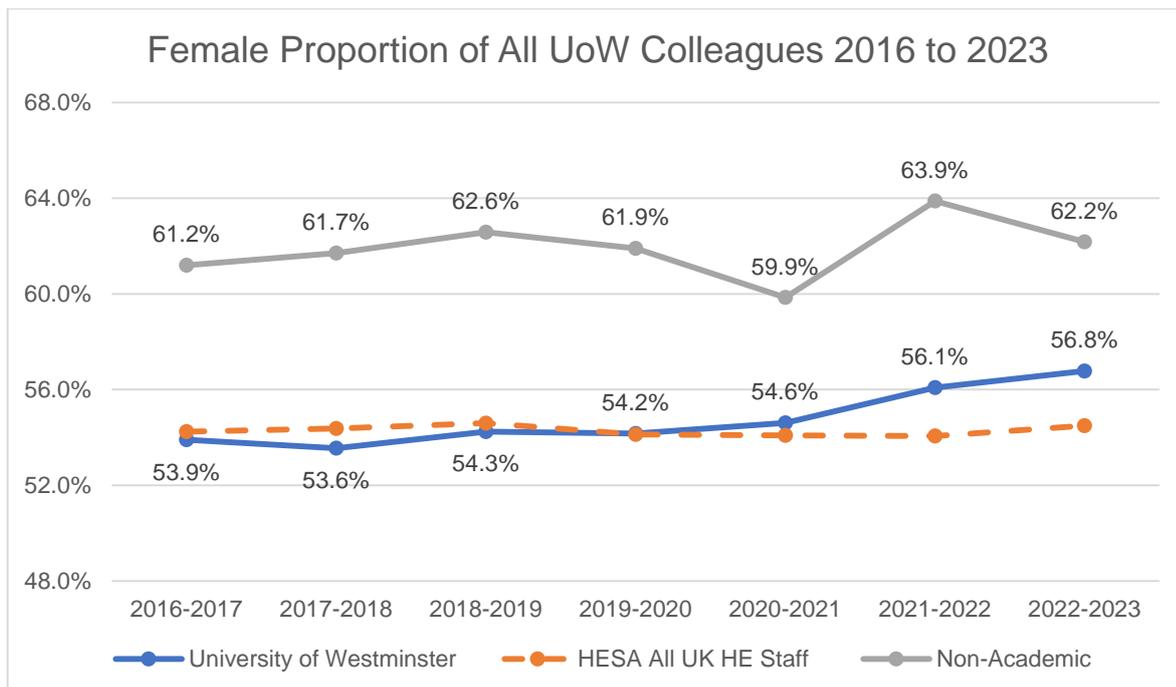
- Disability disclosure has increased by 1.5% to 8.3% of colleagues, 1.4% above the sector average of 6.9%.
- The three-year trend records a 2.5% disclosure increase on 2019-20

## ETHNICITY



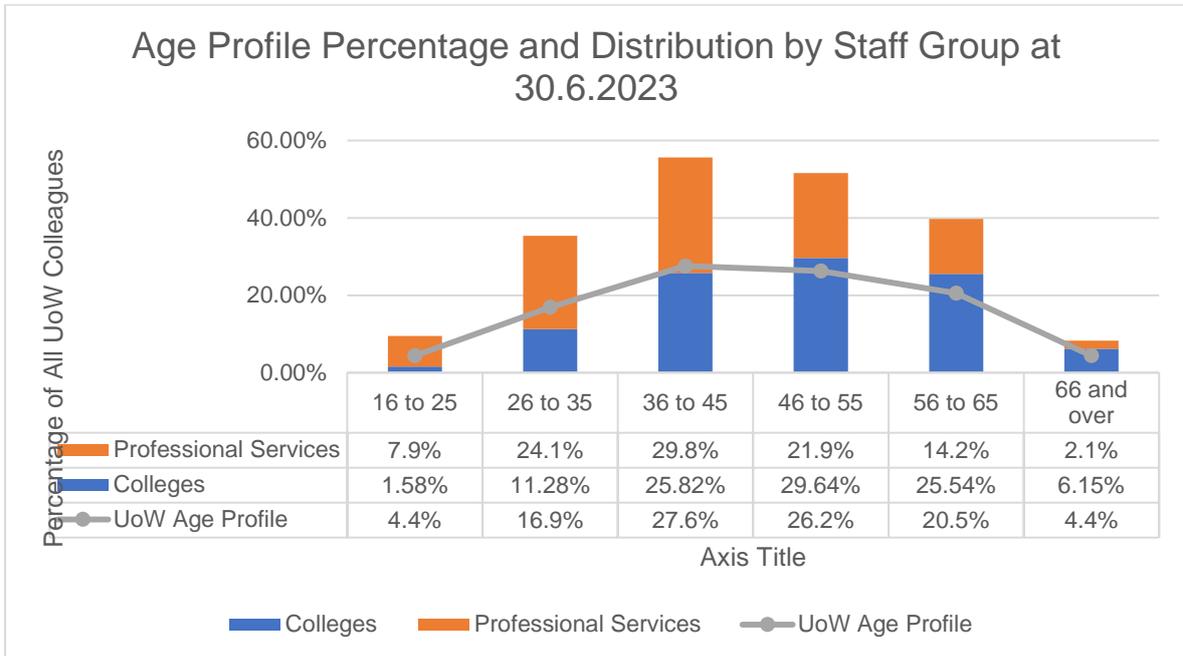
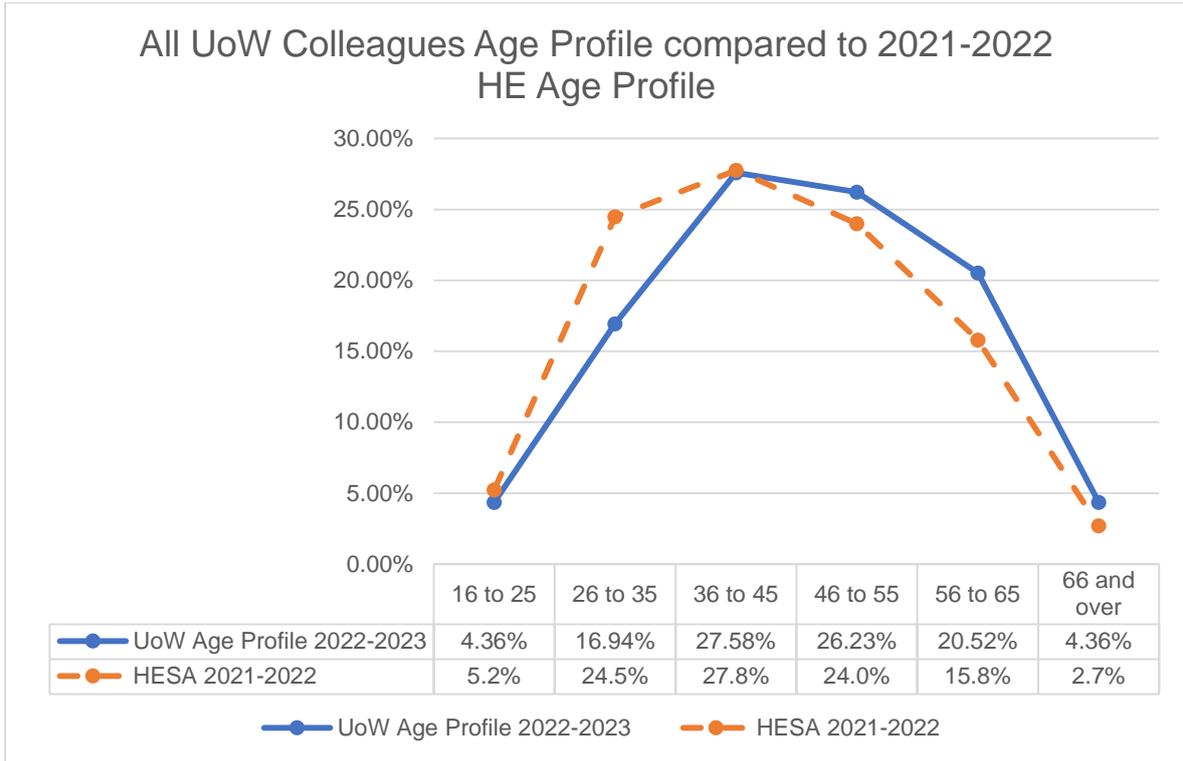
- The University of Westminster BME profile stands at 32%, an increase of 2% from the previous year and 15.9% above the sector average (16.1%)
- The three-year trend shows continued recorded increase 5.3% on 2019-20
- The BME profile of Senior Colleagues shows no change in the following categories: Rectorate (0%), Heads of College (0%), Associate Heads of College (11.1%), and Heads of School (25%).
- The BME profile has fallen in the following categories: Administration Heads (by 0.71% to 9.09%), Assistant Heads of School (by 4.96% to 13.79%) and Professors (by 1.26% to 13.24%)
- Professional Services has a BME profile of 38.26%, an increase of 2.26% on last year (2022 Prof Services BME profile return was 36%). The BME profile of Professional Services Directors (L3 to L5) shows no change at 0%.
- Academic Colleges have a BME profile of 29.8%, an increase of 2.2%. When comparing percentage representation by College, WBS remains the highest at 48.8%, an increase of 6.2%, LAS 18.8%, a decrease of 1.6% and DCDI 21.8%, an increase of 2.2%. CETI; The Westminster Centre for Education and Teaching Innovation 17.9%, a decrease of 3.5%

## GENDER



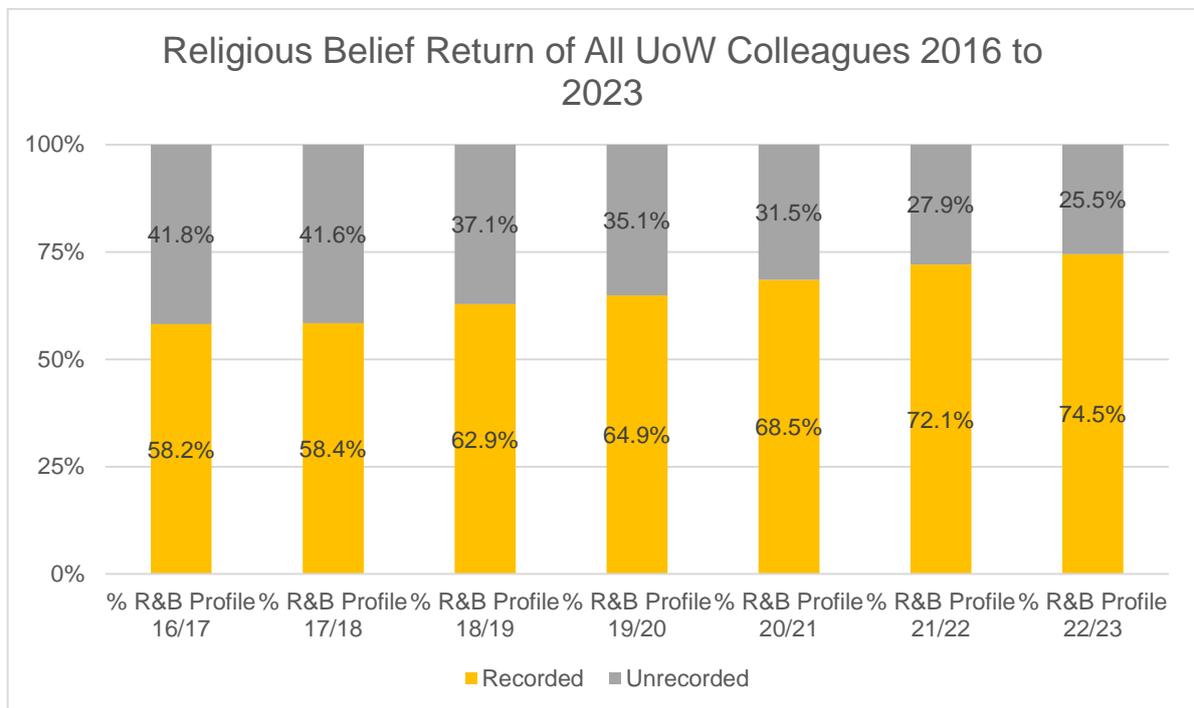
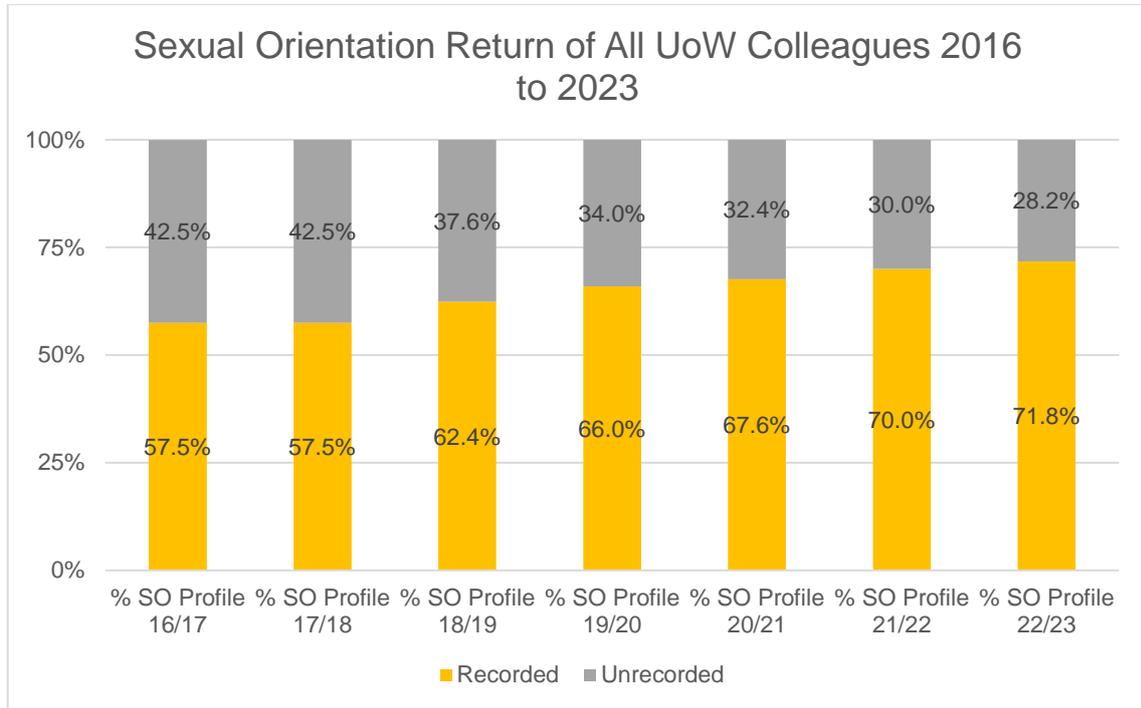
- The overall gender split is 57% female, 43% male, a 0.7% increase (female) from last year, 2.3% above the sector average (54.5%).
- Stated percentages are those of the Female profile of each Senior grade group:
  - Rectorate – 50% (no change)
  - L1 to L5 – 53.85% (increase of 0.15%)
  - Heads of College, Associate Heads of College, and Research Directors – 38.46% (decrease of 5.94%)
  - Heads of School and Assistant Heads of School – 56.82% (increase of 5.62%)
  - Professors – 34.78% (decrease of 4.02%)
- The three-year trend highlights gender balance has remained fairly static until the last 2 years, with a 2.6% slight increase in female colleagues.

**AGE**



- The colleague age profile has not changed significantly since the last report.

**SEXUAL ORIENTATION / RELIGION AND BELIEF DISCLOSURE**



- Recorded Sexual Orientation Return has increased by 1.8% to 71.8%
- Recorded Religion and Belief return has increased by 2.4% to 74.5%

- This continues the trend in positive disclosure rates, an increase of 14.3% (Sexual Orientation) and 15.3% (Religion and Belief) since 2016-17 which may be an indicator of a more inclusive environment.
- Many Universities do not provide numbers and percentages of the total number of colleagues with these protected characteristics.
- We acknowledge that a number of colleagues consider this information, in particular, to be sensitive, personal information.

## DEVELOPMENT AND PROGRESSION

|  | All Academic Promotions | Professional Services Promotions | All Promotions | UoW Academic Population (from EDI report 2023) | UoW Professional Services Population (from EDI report 2023) | UoW Total Population (from EDI report 2023) |
|--|-------------------------|----------------------------------|----------------|--|---|---|
| <b>SEX</b>                               |                         |                                  |                |  |   |   |
| Female                                   | 62.03%                  | 58.57%                           | 60.40%         | 51.45%   | 62.17%  | 56.78%                                      |
| Male                                     | 37.97%                  | 41.43%                           | 39.60%         | 48.55%   | 37.83%  | 43.22%                                      |
| <b>ETHNICITY (DETAILED)</b>              |                         |                                  |                |  |   |   |
| Asian/ Asian British                     | 5.06%                   | 7.14%                            | 6.04%          | 14.05%   | 19.23%  | 16.62%                                      |
| Black/ African/ Caribbean/ Black British | 10.13%                  | 17.14%                           | 13.42%         | 5.27%  | 11.29%  | 8.26%                                       |
| Mixed/ Multiple Ethnic groups            | 3.80%                   | 5.71%                            | 4.70%          | 3.62%  | 4.39%   | 4.00%                                       |
| Other Ethnic Background                  | 5.06%                   | 2.86%                            | 4.03%          | 4.24%  | 1.99%   | 3.12%                                       |
| Information Refused                      | 0.00%                   | 1.43%                            | 0.67%          | 1.45%  | 1.15%   | 1.30%                                       |
| Unrecorded                               | 7.59%                   | 2.86%                            | 5.37%          | 3.62%  | 1.88%   | 2.75%                                       |
| White                                    | 68.35%                  | 62.86%                           | 65.77%         | 67.77%   | 60.08%  | 63.95%                                      |
| <b>ETHNICITY (PRE-2020 GROUPINGS)</b>    |                         |                                  |                |  |   |   |
| BAME                                     | 24.05%                  | 32.86%                           | 28.19%         | 27.17%   | 36.89%  | 32.00%                                      |
| Prefer not to say                        | 0.00%                   | 1.43%                            | 0.67%          | 1.45%  | 1.15%   | 1.30%                                       |
| Unrecorded                               | 7.59%                   | 2.86%                            | 5.37%          | 3.62%  | 1.88%   | 2.75%                                       |
| White                                    | 68.35%                  | 62.86%                           | 65.77%         | 67.77%   | 60.08%  | 63.95%                                      |
| <b>DISABILITY STATUS</b>                 |                         |                                  |                |  |   |   |
| Has (or previously had) a Disability     | 3.80%                   | 11.43%                           | 7.38%          | 3.90%  | 4.36%   | 8.26%                                       |
| Prefer not to say                        | 0.00%                   | 0.00%                            | 0.00%          | 0.10%  | 0.21%   | 0.31%                                       |
| No Known Disability                      | 96.20%                  | 88.57%                           | 92.62%         | 46.29%   | 45.14%  | 91.43%                                      |
| <b>AGE GROUP</b>                         |                         |                                  |                |  |   |   |
| 16 to 25                                 | 1.27%                   | 10.00%                           | 5.37%          | 0.52%  | 8.25%   | 4.36%                                       |
| 26 to 35                                 | 15.19%                  | 42.86%                           | 28.19%         | 9.50%  | 24.45%  | 16.94%                                      |
| 36 to 45                                 | 32.91%                  | 25.71%                           | 29.53%         | 26.76%   | 28.42%  | 27.58%                                      |
| 46 to 55                                 | 26.58%                  | 12.86%                           | 20.13%         | 30.48%   | 21.94%  | 26.23%                                      |
| 56 to 65                                 | 21.52%                  | 8.57%                            | 15.44%         | 26.14%   | 14.84%  | 20.52%                                      |
| 66 and over                              | 2.53%                   | 0.00%                            | 1.34%          | 6.61%  | 2.09%   | 4.36%                                       |

### ALL PROMOTIONS

- Between 01 August 2022 and 31 July 2023 149 colleague promotions were recorded.
- 79 were academic promotions (53%) and 70 Professional Services colleagues (47%)

### DISABILITY

Based on colleagues who have disclosed a disability (8.26% of all colleagues):

- 7% of all promotions were colleagues with a disclosed disability.
- Of the Academic promotions 4% were colleagues with a disclosed disability

- Of the Professional Services promotions 11% were colleagues with a disclosed disability

## **ETHNICITY**

- 28% of all promotions were BME colleagues.
- Of the Academic promotions 24% were BME colleagues.
- Of the Professional Services promotions 33% were BME colleagues.

BME is comprised of all colleagues identifying as the following with % of all colleagues and % of promotions:

- Asian / Asian British: 17% of all colleagues / 6% of all promotions
- Black / African / Caribbean / Black British: 8% of all colleagues / 13% of all promotions
- Mixed / Multiple Ethnic Groups: 4% of all colleagues / 5% of all promotions
- Other Ethnic Background: 3% of all colleagues / 4% of all promotions

## **GENDER**

- 60% of all promotions were female colleagues, 40% male.
- Of the Academic promotions 51% were female and 49% male
- Of the Professional Services colleagues promotions 62% were female, 38% male.

## **AGE**

- 43% of all Professional Services promotions were in the age group 26 to 35.
- 33% of all Academic promotions were in the age group 36 to 45.

Any further breakdown to specific roles / grades was not possible due to the low numbers in certain categories potentially leading to identification or misleading high or low percentages.

## **EQUAL PAY AUDIT 2022-23**

### **CONCLUSIONS AND RECOMMENDATIONS**

The main conclusion from carrying out the Equal Pay Audit is that the University does not have any significant need for concern over equal pay issues when comparing employees within the same pay grade.

Where any significant pay gaps (above 5%) were identified within individual pay grades, further investigation and analysis showed that there were justifiable reasons for these. The full report: Equal Pay Audit 2022-23 is available as an appendix of this report.

| RECOMMENDATIONS |   |
|-----------------|---|
| 1.              | EDI Committee to consider appropriate methods for increasing and improving data held on protected characteristics, particularly regarding sexual orientation and religious belief. To also consider whether any improvements could be made to disclosed disability data, working with university colleague networks as appropriate.   |
| 2.              | EDI Committee to consider whether there should be any targeted methods of increasing and improving data within senior leadership roles to reduce any unknown or unrecorded data, to increase understanding of diverse profiles within senior leadership roles e.g., encouraging colleagues at a senior level to review their personal data disclosure.  |
| 3.              | EDI Committee to continue to promote targeted programmes, for example EDI Development Programme, to support further diversification of the workforce at the University. This is particularly required within the lower and upper quartiles to address the re-balancing of distribution regarding gender and ethnicity within the pay structure. Annual review of programmes and activities to assess impact on gender and ethnicity pay gaps is also recommended. |

# UNIVERSITY GOVERNANCE

The following University Management and Governance Groups have approved this report:

| Board/Committee     |   | Date |
|---------------------|---|------|
| <b>Approved by:</b> | Equality, Diversity and Inclusion Committee |      |
| <b>Approved by:</b> | UEB   |      |
| <b>Reviewed by:</b> | Governance and Nominations Committee        |      |
| <b>Endorsed by:</b> | <b>Court of Governors</b>                   |      |

**Publication: Open**