

**UNIVERSITY OF
CHANGE
FOR GOOD
WESTMINSTER** 𐄂

Equality, Diversity & Inclusion Annual Report 2021-22

Prepared by:

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MESSAGE FROM OUR EQUALITY DIVERSITY AND INCLUSION COMMITTEE CO-CHAIRS

In our 2021-22 annual report we outline how, for us, Equality, Diversity and Inclusion (EDI) is a matter of more than mere compliance. EDI is in our DNA: part of our long history and culture. This is embedded in our refreshed Being Westminster Strategy to 2029 and is reflected in our prioritisation of Inclusion, Wellbeing and Sustainable Development.

Our work through 2021-22 focused on the implementation of our Equality, Diversity and Inclusion Strategy to 2025. That work was supported through our annual EDI Action Plan, which was reviewed twice in 2022, in January and July, with action owners reporting back on progress to the EDI Committee and the Committee deliberating over it.

Our colleague networks continue to be key catalysts for change, alongside the now established EDI Committee. The events and initiatives we run, including World in Westminster Festival, Westminster Conversations, and Black History Year have been diverse, dynamic, engaging and inclusive. Our newly established Organisational Development team has accelerated and expanded development opportunities available to all colleagues.

We have achieved a great deal as an organisation, by working together and intersectionally. There is still a long way to go but through this annual report, we aim to share the story of our continuing development and progress on our EDI journey.

Professor Alex Hughes, Deputy Vice-Chancellor

Professor Dibyesh Anand, Head of School of Social Sciences

EDI ACTION PLAN 2022: OUR CONTINUED PROGRESS AND FUTURE PRIORITIES

Governance

Work with the Black Lives Matter Commitments monitoring group has continued alongside the ongoing integration and prioritisation of EDI within our institutional work on social responsibility and the SDGs. To ensure the local implementation of the aims of the University's EDI Strategy an EDI guidance checklist for Academic Schools/Professional Services Departments was designed and launched. The annual review of the effectiveness of the EDI Committee was completed and an external audit of all EDI work, with recommendations to be implemented in 2022-23. Coordination between academic schools was facilitated by School EDI leads as a cohort and through Annual EDI Open Forum.

Communication

Ongoing feedback on EDI developments were progressed via the EDI Committee to the Communications team, to keep EDI on the radar of colleagues and students, including via regular articles in Westminster Weekly, news stories and external articles. Enhanced support for colleague networks, including administrative, communications, marketing and membership drive support, and promotion for all EDI related events. This work will continue and expand in 2023.

Organisational Development

The 1st phase of the EDI core development programme was delivered for all colleagues, aiming to raise awareness, knowledge and understanding, and encourage positive cultural change and promote inclusive behaviours and practice across all areas. This will be followed by the 2nd phase in 2023 when we will also roll-out Unconscious Bias training as a mandatory component for all colleagues, aiming to create conscious awareness of and tackle individual biases and prejudices which may lead to discriminative behaviour towards others.

This year we developed for delivery in 2023 a bespoke development programme for School EDI leads that aims to support leads in effectively delivering key responsibilities of their roles and driving forward cultural change and embedding inclusive and equitable learning and teaching practices within their Schools.

The Report and Support platform for colleagues was launched and we will continue to promote and act on reports.

The first cohort of the Aurora leadership development programme & mentoring scheme in partnership with WOW and the London Higher Mentoring scheme for BAME colleagues will be followed by 2nd cohort in 2023

We plan to deliver a series of masterclass workshops for all leaders that actively promotes positive action and behaviours in diversifying our leadership approaches to create a diverse and inclusive community for all and a leadership development programme which aims to address areas of challenge for BME colleagues and enhance opportunities for career development and growth.

Professional Development Review

In 2022 Our Professional Development Review (PDR) process itself was reviewed, and as a result, there are a number of changes being introduced from April 2023 including a new online platform and process for all colleagues supported by briefings to provide; an overview of the new PDR approach and platform; an opportunity to address any questions and training workshops to support managers and colleagues in having successful PDR conversations and navigate the new platform.

PDR is mandatory and therefore all colleagues are encouraged to participate in the PDR briefings and trainings. In line with the University's commitment to inclusion, equality and diversity, the PDR will be applied consistently and fairly to all colleagues.

When completing their PDR colleagues will be encouraged to commit to an objective that supports the University's EDI priorities and also consider their contribution to the University's commitment to the Sustainable Development Goals

Recruitment and Progression

Our training and practice are subject to continuous review for recruitment panels and chairs, and we will continue to provide expert advice and guidance throughout the recruitment process to ensure fair and non-discriminatory practices in our recruitment and selection process.

The HR team reported twice this year to EDI committee on EDI issues and developments and senior promotions and provided data on the research funding awarding gap for BME colleagues to the Professors and Readers Awarding Committee. The statistics suggest that there has been an improvement in the number and percentage of women, both applying and being promoted to Professor, over the last four years.

2018-19: 2 of the Professors promoted were BME staff, 6 Reader promotions; 3 females and 3 males. There was also 1 BME staff member promoted to Reader. 2019-20: of the 6 Professoriate Titles awarded, all were female.

2020-21: of the 10 Reader Titles awarded, 9 were female.

Professors

All other Ethnicities	11.76%		Female	38.24%
Information Refused	2.94%		Male	61.76%
Unrecorded/Unknown	7.35%			
White	77.94%			

Readers

All other Ethnicities	21.88%		Female	53.13%
Information Refused	1.56%		Male	46.88%
Unrecorded/Unknown	4.69%			
White	71.88%			

All Promotions (01.01.2021 – 31.12.2021)

All other Ethnicities	35.77%		Female	64.23%
Information Refused	1.46%		Male	35.77%
Unrecorded/Unknown	1.46%			
White	61.31%			

The gender balance within the Reader group would suggest a future pipeline of female professors, although that may not be born out for a few years.

The % of BME colleagues promoted in the last year is positive, and higher than our overall % of BME Colleagues at the University (26%), which is again promising for future career progression.

For 2023 we will provide a decision and timeline on introduction of anonymised recruitment practices as part of the tender for a new recruitment system and deliver workshops to demystify the promotion process and support the application process for Professors and Readers.

Our Students

The “Report and Support” platform has been used well by students to report and receive support with unwanted behaviours and the parallel system is in place for colleague reporting. The University now has seven Sexual Misconduct Liaison Officers who are engaged in casework with students affected by Sexual Misconduct with further training needs in this area, particularly for disciplinary investigations and hearing processes planned.

The e-learning course for colleagues on student safeguarding, is now a mandatory module. A review of current safeguarding structures and further training needs is underway, and discussions have taken place with teams involved in apprenticeships, marketing, outreach, Alumni and commercial services (including sports facilities) on the strengthening of safeguarding awareness in their areas of activity.

Student Support Services have continued to respond to referrals from students who are directly impacted by the conflict in Ukraine, providing financial and counselling support and immigration advice. A specific hardship funding allocation has been received from Office for Students to support Ukrainian students, which will be available until March 2023.

In 2023 we plan to pilot new personal/academic tutoring support models and review existing model to develop proposals for equitable, more personalised support. We will implement Student Voice (SV) and partnership review outcomes from 2022 jointly with UWSU to ensure that SV mechanisms empower students to share ideas and concerns.

Our course development processes will embed inclusive curriculum design and we will provide financial and organisational support of ‘PhD Pathways’, a PhD student-led initiative to support those from underrepresented groups who want to do a PhD or have already begun one.

We continued to support beacons of good practice, for example our Co-Creators projects and the Democratic Education Network and integrate decolonising and diversifying knowledge and interventions into Professional Development Framework.

We will continue to integrate the framework for EDI and Learning into Curriculum Design process and promote through CETI events and SharePoint Resources.

In 2023 we will launch student-led workshop on Allyship and Anti-Racist practice and will work closely with EDI leads and student champions to connect their work in order to evaluate initiatives and share good practice consistently across the university

A framework to assess Intercultural Sensitivity will be piloted with two services, Counselling and Wellbeing Advice, with a view for further roll-out in 2023/24.

Our Policies

Our revised Diversity and Dignity at Work and Study Policy was launched on 1st August 2022 for communication and implementation, following the publication of the [Office for Students 'Statement of Expectations](#) for preventing and addressing harassment and sexual misconduct affecting students in higher education'. The revised policy was published following the Human Resources Department, Academic Registrar's Department, Student Academic Services and the University of Westminster Students' Union (UWSU) working closely over the previous 12 months to review colleague-focused and student-focused policies and procedures. Extensive consultation took place with our recognised trade unions, colleagues and the Student Experience Committee, Equality Diversity and Inclusion (EDI) Committee and colleague networks, prior to governance committee approval. The policy sets out the University's position on bullying, harassment, sexual misconduct, unlawful discrimination, victimisation and microaggressions and provides a framework for colleagues and students to understand the routes by which issues and concerns about such matters may be raised, and resolution sought. The revised policy also sets out the support available for colleagues and students to report issues to the University through our [Report and Support](#) portal.

As part of this work there were also significant additions to the [Colleague Disciplinary Policy](#), including a new section about disciplinary matters involving allegations by colleagues or students of harassment or sexual misconduct, and the introduction and incorporation of a new 'Colleague Code of Conduct'.

The [Grievance Policy](#) has been updated to include clarification of purpose and scope, a new section about mitigation measures and 'precautionary conditions' and cross-referencing to the new 'Colleague Code of Conduct' and Human Resources have also developed a new policy '[Professional Boundaries and Personal Relationships Policy \(colleague/student\)](#)' which provides clarity on the obligations on colleagues in relation to their engagement with students, including in relation to personal relationships between colleagues and students. This new policy expressly states the circumstances in which personal relationships (as defined in the policy) between colleagues and students are prohibited and sets out the provisions in relation to family and business relationships between colleagues and students, with associated obligations on colleagues (see [Employee Data Privacy Statement](#)).

Research and Knowledge Exchange

In 2022 we continued to support the ongoing provision of PhD scholarships targeting students from underrepresented groups and further developed the support and community building practice. We will pilot a mentoring programme from September 2022 for all PhD students on ring-fenced studentships.

We continued to build close and varied partnerships with local community organisations to host diverse public and community engagement activity benefitting students and colleagues while supporting our civic university strategy and actively seek out and encourage Knowledge Exchange activity that supports diversity through our community partners, colleagues and our student body.

In 2023 we will conduct an audit of our community engagement activity and RKEO will proactively support funding opportunities which address EDI in tandem with our Diversity and Inclusion Research Community.

We plan to produce a guide to inclusive research cultures and environments and pilot projects turned into external funding bids in support of KPT to grow research income at above the benchmark rate for our peer group will have an emphasis on EDI impact with particularly reference to the Diversity and Inclusion Research Community.

A working group has been formed comprised of academic, professional and Court of Governors colleagues to prepare and write a report, due March 2023, on EDI for the University Research and KE (RKE) Committee. This group will use data from the UOW REF2021 unit submissions, Equality Impact Assessments, Equality and Diversity Advisory Panel (EDAP) report, subpanel reports and other data. The aim in the short term is to start to embed best EDI practice in RKE at Westminster and longer term to be prepared for the next REF submission in relation again to EDI best practice.

Quintin Hogg Trust

We produced and delivered a programme of events funded by the Quintin Hogg Trust (QHT) EDI bid including the World in Westminster Festival in March 2022 which showcased our engagement with diversity, inclusion and internationalisation, richly evidenced through our colleague and student networks, societies and communities; the heritage, cultures and languages of our university; our academic, research and knowledge exchange work; our institutional history, culture and values. This work will continue through 2022-23 including the 2nd World in Westminster Festival.

We will continue to resource and hold regular Black History Year (BHY) events and activities to engage with students, colleagues, staff, alumni and local communities and to support we will develop and deliver a BHY communications plan.

A themed EDI forum will be held in May 2023, open to all colleagues.

Digital and Physical Accessibility

Our EDI Action Plan 2022-23 has been expanded to incorporate essential actions for digital and physical accessibility and health and safety for all.

We have been working to increase compliance alignment for our digital systems and content with the necessary legislation. This compliance work will be ongoing for the next 2+ years with a dedicated team in Information Systems and Services (ISS) leading the remediation work, providing regular progress reports to the University Executive Board (UEB).

We will continue to improve staff awareness, working with and through our Colleague Disability Network and target specific Digital Accessibility skills increases through training support, covering 20 training sessions for 2022-23

We commit to making improvements to recruitment process to better incorporate accessible and inclusive design in Job Description writing and advert presentation on current system.

We will continue robust checking for Digital Accessibility in ISS procurements including supplier provided evidence and university due diligence and evidence our commitment to Digital Accessibility and inclusion as a sector leader through actions such as continued chairing of the London HE Digital Accessibility Working Group.

On our physical estate we will ensure continuous monitoring of the operational health of and planned ongoing and reactive maintenance of all our lifts to ensure accessibility throughout our estate.

We will maintain a consistent service regarding fixed and mobile hearing loops at all campuses, monitor and maintain safe means of access and movement around all campus including the provision of step free access, use of signage and surface treatments and colour contrast signage.

We will provide and maintain accessible toilets in proportion to the size of the campus buildings and provide a proportionate range of gender neutral and gender specific toilet facilities to all buildings. This work will be informed and supported by feedback from colleagues recorded through a Gender Neutral and Accessible Facilities Survey carried out in September 2022.

We are working with our catering partners Aramark to ensure there is a diverse food and beverage offer to ensure it is as inclusive as possible.

We will continue to maintain permanent shared spaces of suitable size and quality to ensure there are services at all campuses for those of faith and no faith, ensuring that equity of access and use of permanent prayer space is maintained for the benefit of all students in liaison with the SU, Faith Spirituality and Belief Colleague Network, and other SU societies.

2022: WORKING TOGETHER - HIGHLIGHTS FROM A YEAR OF COLLABORATION

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 **January** Continuing our work with all colleagues and students to bring about cultural change for the better at Westminster, the second enrolment for Union Black took place. Union Black aims to provide learners with an understanding of the origins and experience of Black British history and culture, and a critical appreciation of the concepts of intersectionality and race as a social construct. The course celebrates and provides personal insights into the lived experience of Black British history and culture, by looking beyond the commonplace narratives (for example, slavery and oppression) to positive and

affirming stories of the role and impact of Black people, from Tudor times to today. The initiative builds on the [University's Black Lives Matter commitment plan](#) to ensure an actively anti-racist, inclusive and safe environment for all of its community to study and work in.

In **February** we launched our Colleague [Report and Support portal](#), which allows those working at the University to report experiences of bullying, harassment, sexual misconduct, racism, faith-related bullying and harassment, micro-aggression and hate crime. This includes incidents that have occurred on campus, online, inside or outside the Westminster community. As well as providing a way to confidentially report issues, the portal also contains information on how colleagues can access [support, resources and guidance](#).

Applications for the Richard Antwi Scholarship were opened in **March** for the 2022/23 academic year for the [Music Business Management MA](#) course. The Richard Antwi Scholarship aims to provide full support to a student on the highly regarded Music Business MA course at the University of Westminster, covering full tuition fees, a contribution to living expenses and the opportunity to undertake work experience. It is aimed at music entrepreneurs from the UK Black and Minority Ethnic community. Richard was a much-loved and widely respected music manager, lawyer and entrepreneur, his untimely death in 2016, at the age of just 38, triggered a flood of tributes from across the music industry. Richard regularly mentored young Black and Minority Ethnic entrepreneurs in the community and contributed to the Music Business Management MA course at the University of Westminster as a guest speaker.

We celebrated International Women's Day with a week of events with the theme 'breaking the bias' aimed at working towards a world free of stereotypes and discrimination that is diverse, equitable and inclusive.

The 17th National Student Pride took place and the World in Westminster Festival spotlighted the many ways in which the University of Westminster is connected to the global community and celebrated our place within the global city of London. The festival successfully hosted a series of activities from, language learning techniques to fashion, music and cooking. To build upon the success of the sessions this year, the festival will run for a full week in 2023.

In **April** the results of the Times Higher Education's (THE) Impact Rankings 2022 were published and for the third year in a row that the University maintained its high overall ranking, being recognised in the top 15% of universities worldwide for our work on contributing towards the [United Nations' 17 Sustainable Development Goals](#) (SDGs).

May was an incredibly busy month, the School of Humanities New Writing Festival was excited to open our inaugural University-wide BAME student poetry competition and we held Digital Accessibility Awareness Week, a series of expert lunchtime talks about digital accessibility in higher education, with guest speakers from Disabled Students UK, disability charities, and accessibility industry experts.

The fifth Democratic Education Network International Student Conference on "Power and contestations in Global Worlds: Identities, Conflicts, and Developmental Challenge" was successfully

held involving more than fifty students from the University of Westminster, Capital City College in London and the international universities in Peru and Vietnam, Latvia.

The Westminster Conversations: Towards an Anti-Racist University conference, part of a Quintin Hogg Trust-funded Equality, Diversity and Inclusion (EDI) Programme, was held featuring five sessions with over 22 speakers.

A delegation from the university travelled to Tashkent to participate in an international conference entitled 'Towards the Inclusive University – Widening access in Uzbekistan' hosted at Westminster International University in Tashkent (WIUT). The conference was jointly hosted by the Senate of the Oliy Majlis of the Republic of Uzbekistan, the Ministry of Higher and Secondary Specialised Education of the Republic of Uzbekistan, the British Council in Uzbekistan, Westminster International University in Tashkent (WIUT) and the University of Westminster (UK). The Conference addressed a number of critical issues related to the future development of inclusive higher education in the country, the continuous implementation of United Nations' Sustainable Development Goals (SDGs) and the identification of key directions, priorities and next steps towards inclusive university education in Uzbekistan. The Conference looked specifically at issues related to women's empowerment, girls' education, access to education for people with special educational needs and those representing vulnerable and/or low-income families. There were also workshops during which the participants discussed specific case studies and examples of existing barriers and explored how these can be dealt with in the short and longer term. To enhance the concept of inclusivity, the Conference was organised in hybrid form with simultaneous translation in English, Uzbek and Sign Language with selected materials printed in Braille code. In addition, it was ensured that the venue was fully accessible for mobile impaired participants. The Conference was the first step in ongoing discussions in relation to inclusivity and the University looks forward to participating in future discussions.

The University launched a new Sustainable Development Goals (SDG) Summer School in collaboration with Westminster International University of Tashkent (WIUT), created to provide students from underrepresented groups with opportunities to increase their employability by engaging with industry experts and professionals who are directly contributing to the SDGs in their day-to-day activities. The school was held in Tashkent in 2022 and will be hosted in London in 2023. Our students worked alongside students from WIUT to develop and present solutions to a real-life issues in Tashkent. They will also have the opportunity to explore Tashkent, build international friendships, and network with industry experts.

Also, in May, Westminster was recognised for its world-leading research and impact as part of the Research Excellence Framework (REF) 2021 assessment. One of the key measures of REF is 'impact' – or the benefit of research to wider society – our research in Art & Design scored the highest in the country for impact during the REF assessment period, with all its impact case studies judged to be 'world-leading'. A range of ground-breaking projects contributed to our fantastic results in this area, including the first in-depth retrospective of Black British music, revolutionising understanding of its cultural significance to the nation. Work from the Ceramics Research Centre-UK

re-evaluated the position of ceramics in contemporary art and museum culture and changed the approach to public participation and audience engagement. Documentary film research has led to the official recognition and the first government-sponsored forums for addressing acts of genocide in Indonesia.

In addition to our achievements in Art & Design, research submitted in Business & Management gained the 2nd highest impact score nationally, while the impact of Westminster's Politics & International Studies research scored 4th highest among all the institutions participating in these subject areas. Our Architecture and Communication & Media Studies units also landed in the top 12 for impact from their research in the UK.

Westminster celebrated Pride Month in **June**, changing the Regent campus flag to rainbow colours and displaying LGBTQ+ banners across each campus, the University's Q+ Network held a panel discussion, entitled '[Pride: Protest or Celebration?](#)' and hosted a [Pride Celebration Breakfast](#) at Regent Street Campus to coincide with the London Pride Parade.

Westminster academics contributed to a recently published report, "The Missing Entrepreneurs" exploring the systemic barriers faced by disenfranchised groups who wish to set up their own business.

Westminster colleagues and students attended the Equality, Diversity, Inclusion (EDI) Forum on 'Challenging Prejudices, Celebrating Diversities' to reflect on collective and ongoing journeys towards challenging prejudice and acknowledging continued efforts to embed a culture of inclusion, as well as celebrate institutional diversity.

Ahead of Windrush Day this year, the award-winning Windrush Justice Clinic (WJC) consisting of the University of Westminster's Legal Advice Clinic and its partners carried out research into the unmet need for legal advice for people making claims under the Windrush Compensation Scheme (WCS). The preliminary research report titled [The Windrush Compensation Scheme: Unmet Need for Legal Advice](#), launched on the University of Westminster's Regent Campus on 15 June, found an acute need for more legal advice and help for claimants during the application process and warns that more resources are needed to ensure members of the Windrush generation receive the compensation they are entitled to from the Home Office.

Our focus in **July and August** turned to the second review of our EDI Action Plan and production of the EDI action plan for 2022-23.

The new academic year started in **September** and saw the launch of Being Ready, a targeted pre-enrolment programme to students, bringing professional and academic colleagues together with returning students to support the development of confidence and a strong sense of belonging in new students. The purpose of the Project is to increase continuation rates and support successful transition into higher education.

The Centre for Education and Teaching Innovation launched [CETI's Open Programme](#) of professional development activities for 2022/23. The Programme is open to all colleagues and includes Equality,

Diversity, Inclusion and the curriculum focussing on Introduction to EDI in Teaching, Learning and Assessment; Inclusive Curriculum; Leading on Inclusive Learning and Teaching.

The winners of the [Westminster Alumni Awards](#) 2022 were announced following more than 300 applications and nominations. Colleagues from across the University helped with shortlisting, thousands of people around the world then took part in our public vote and selected our six overall winners including the Recent Graduate Award for Ayanna Deane (Global Public Health Nutrition MSc, 2019) for working on a Breakfast Boxes project during the pandemic, responding to food insecurity amongst families with children and the Social Impact Award: Jennifer Mohammadi (Cognitive and Clinical Neuroscience BSc, 2020). Jennifer used her experience of foster care to support care leavers and young parents involved with social services.

The 2022 Knowledge Exchange Framework (KEF2) results were released in September recognising the University of Westminster's work supporting Graduate Start-Ups and Continuing Professional Development (CPD); our contribution to local growth and regeneration and how we work with business. Within our cluster of comparable institutions, Westminster sits in the top 10-20% for Continuing Professional Development and Graduate Start Ups, in the top 30-40% for local growth and regeneration, and we are performing in line with our cluster average for Working with Business.

The KEF2 results reflect our commitment to, and significant investment in, enhancing our engagement with industry, supporting employability opportunities and outcomes for our students and our efforts to increase the levels of engagement we have with our local communities.

The University of Westminster and the [Smithsonian Institution](#) have a long-established record of collaboration. In **October** expressions of interest were invited for Westminster colleagues who would like to work with Smithsonian curators and researchers on the following themes; Digitisation/Digital Humanities, Diversity and Inclusion, Education, Environmentalism and Sustainability, Creativity, Innovation, and Identity and Public Institutions at a Time of Transition. We will report on progress in 2023.

Our Organisational Development Team and our Aurora alumnae held briefing sessions followed by the launch of the Aurora Women Leadership Development Programme, Advance HE's renowned EDI-focused leadership development programme for women, designed specifically for women, to address the challenges identified around gender equality and career progression in the sector.

The Westminster Inclusive Cultures Programme was launched, focused on equality, diversity and inclusion, developed in partnership with Organisational Development (OD), Centre for Education and Teaching Innovation (CETI) and University of Westminster Students' Union (UWSU). The Westminster Inclusive Cultures Programme offers a series of development opportunities for both colleagues and students and aims to support differing levels of understanding and needs across colleagues and students within the context of EDI.

In **November** the Westminster Enterprise Network Inclusion and Diversity Festival (WINC) was held. The festival celebrates and advocates for diversity and inclusion in industry and enterprise,

showcasing progress towards inclusion and representation of all identity, social and cultural intersections. The stories and case studies celebrated inspirational success stories in the face of adversity, showcased best practice examples of Diversity and Inclusion in enterprise and entrepreneurship, brought people together, fostered a supportive community spirit and informed and inspired to catalyse transformative action.

Lubna Shuja, alumna of the [Law LLB](#) course of the University of Westminster, became the first Asian, first Muslim and the seventh woman to be President of the Law Society of England and Wales in its nearly 200-year history and our annual Inter Faith Week began on Remembrance Sunday and ran through to following Sunday. The week focused on helping build good relationships and increased understanding between people of religious and non-religious beliefs by providing a range of inter faith events and activities to participate in.

EDI as a Driver for Engagement with the SUSTAINABLE DEVELOPMENT GOALS

The Times Higher Education Impact Rankings are the only global performance tables that assess universities against the United Nations' Sustainable Development Goals (SDGs), using carefully calibrated indicators to provide comprehensive and balanced comparisons across three broad areas: research, outreach and stewardship. We submitted for the fourth year running in 2022. The competition increased this year, with the number of universities participating rising from 1,115 to 1,406. Despite this, Westminster managed to hold its place in the top 200 universities worldwide, as well as improve its overall score to 85.4 – a 6% increase on 2021. In seven of the 11 SDGs in which Westminster participated, the University performed in the top 25% of institutions globally



We ranked 77th globally out of 938 universities for SDG5: Gender Equality a -7.9% decrease from 2021 when we ranked 19 out of 776 in 2021. We ranked 12th in the UK out of 37.

Notable achievements include attaining maximum score for a number of indicators (women's access schemes' and 'policies protecting those reporting discrimination' and 'non-discrimination for transgender') and being in the top 25% in the UK for 'proportion of research with female authors'.

Highlighted areas for improvement; Women's progress measures; Proportion of female degrees awarded; Improvements in policy needed, for example publicly available maternity, paternity and adoption



We ranked 29th for our contribution towards SDG10: Reduced Inequalities, a 0.2% increase in score although down 54 places globally since 2021. We ranked 14th in the UK out of 39 universities.

Notable achievements include remaining in the top 25% for measures against discrimination and achieved maximum score for proportion of students with disabilities.

Highlighted areas for improvement include research metrics and to reverse the year-on-year reduction of first-generation students

This impressive performance reflects Westminster's commitment to the SDGs and our values to bring together our collective energies to play our part in addressing the climate crisis and inequalities to enable a more sustainable and socially just world.

In November 2022 we submitted to the Impact Ranking for a fifth year, results will be reported in next year's EDI annual report

BLACK LIVES MATTER COMMITMENT PLAN

In June 2020, the University of Westminster set out its Black Lives Matter Commitments plan to stand against racism in all forms. In the two years since, through involvement, inspiration, innovation and allyship, we have established an anti-racist, inclusive, safe environment, both for our community and in order to support change within the wider higher education sector.

These Commitments are woven into our Equality, Diversity and Inclusion (EDI) Strategy, created after extensive consultation in 2021, and our annual EDI action plans, and their implementation is regularly monitored.

In 2021-22 the following initiatives helped support the delivery of these Commitments:

Hosting Black History Year: Realising that Black history should not be relegated to a single month of recognition, the University initiated the first, ground-breaking Black History Year programme. Celebrating Black historians, musicians, executives, writers, artists, thinkers, academics and alumni through a programme of events reflecting the richness of the University, past and present. Despite pushback, we are bravely celebrating the contributions of racially marginalised communities and continue to forefront intersectional identities and our culture is richer for it.

Engaging with the Union Black initiative: We were delighted to be part of this new project, run by Santander Universities UK in partnership with the Open University and FutureLearn. Union Black aims to provide learners with an increased understanding of the origins and experience of Black British history and culture, and a critical appreciation of the concepts of intersectionality and race as a social construct.

Holding Westminster Conversations: The University continues to provide an inclusive and respectful events platform for cross-institutional exchange. A landmark Westminster Conversations series, supported by the Quintin Hogg Trust, has run since 2021. During the 2022 conference 'Towards An Anti-Racist University', a diverse colleague, student and public audience engaged with over twenty speakers from nine very different institutions.

Decolonising and Diversifying Curriculum and Teaching: The Pedagogies for Social Justice podcast and Decolonising the Curriculum Toolkit are co-created by students and colleagues to remove bias, encourage thinking and foster relationships that transform pedagogies. A collaboration of resources examining racial bias, systemic racism and anti-racism by the Library Team and its users, makes cultural histories, literature and experiences accessible to all.

Addressing Awarding Gaps: The University has funded research and run workshops for senior leaders in partnership with Advance Higher Education to understand and address awarding gaps. The role of our Impact and Evaluation Officer is critical to ongoing interventions in this key area. EDI student champions have been appointed to work with School EDI leads.

Championing Diversity and Inclusion in Research and Doctoral Education: Underpinned by our University-wide Diversity and Inclusion research community, the Black Music Research Unit has retold the story of Black British music, helping Art and Design at Westminster achieve 100% 'world-leading' impact in the Research Excellence Framework. Three Black PhD researchers received full funding to start their PhD in the School of Social Sciences in 2021-22. Extending that to the entire University, ten Quintin Hogg Trust funded doctoral studentships were awarded to UK students from the backgrounds least represented in academia: Black British, Pakistani British and Bangladeshi British. They begin their PhDs in September 2022. A new PhD Pathway initiative, supported by the Graduate School, is now in place to provide peer to peer support for doctoral students from underrepresented backgrounds.

Effecting targeted interventions across student facing activities and services: by designing EDI-related employability initiatives. We embrace diversity and promote inclusive recruitment practices through our annual Inclusive Futures Fair, where UK and European employers seek diverse talent. Our new Business Engagement Directorate has worked proactively to include a diverse group of role models across its employability and enterprise projects, seeking to inspire our students by engaging them with individuals from backgrounds that reflect their own communities.

Process and practices related to equality, equity, diversity and inclusion: through colleague recruitment, training, promotion and Personal Development Reviews (PDR) continue to be reviewed and revised. Our Organisational Development programme launched in January 2022 and includes engagement with a new positive mentoring scheme for BME colleagues, delivered by London Higher.

Revising our Diversity and Dignity at Work and Study Policy: a significant piece of work designed to protect the well-being of all members of the University community.

Launching the Report and Support Platform in February 2021: The portal adds to our development of safe ways for students and colleagues to disclose and report harassment and unwanted behaviour, supported by processes that enable intervention. Initially targeting students, it was extended to colleagues in 2022.

Embedding the Black Lives Matter Commitments at Westminster: The approach taken to embedding the Commitments continues to transform every aspect of university life, from values and governance structures, teaching and research, to student and colleague recruitment and engagement. And we are committed to sharing insights from the work with other HE partners in the UK and internationally.

Many challenges remain and they will continue to be addressed. Our commitment is resolute. Embedding the Black Lives Matter Commitments at Westminster is not simply a collection of tasks. Progress to date tells a story of constructive allyship and agitation: of a process that is provoking change, refreshing leadership commitment, pioneering structural transformation and supporting an enhanced sense of belonging for colleagues and communities. This work, at Westminster, enriches and empowers the lives of us all. We would like to thank everyone at the University doing their best to take it forward.

OUR COLLEAGUE NETWORKS

BME NETWORK

Through 2022, overseen by our BME Network Committee, we continued to grow the membership of our network collaborating with fellow colleague networks and allies inside and outside the university.

We have also continued to facilitate regular open sessions with senior leaders giving colleagues the opportunity to directly question the direction being taken and the progress being made or not made and barriers still in place. Engagement has remained high although satisfaction with progress is low. Colleagues also are professing a preference for future sessions to be on campus and using different formats to offer more time with senior leaders and each other, helping to build community and understanding.

We will continue to monitor progress on our Black Lives Matter Commitment Plan, to support but also challenge, when needed, in order to ensure implementation of all actions from the Commitment Plan. We built on our external work last year as June 2022 saw the launch of the London Anti-Racism Network (ARNLHE), consisting of 12 London universities, to encourage information sharing among

race networks within London universities in order to learn from successes and challenges, share information and identify opportunities for collaboration to have a greater impact.

We saw out 2022 with a brilliant roster of our Westminster Conversations event series, focusing on '[towards an anti-racist university](#)'. and featuring events run by student and colleague networks, covering topics such as, faith and spirituality, decolonization, neurodiversity and sexual and gender-based violence.

We continue to develop and run progressive, inspiring and challenging events through our Black History Year programme of events celebrating Black history, stories, lives, politics, creativity, and achievement. Black History Year continues to be well-received both within the University and externally and as 2022 ended we celebrated our Black History Year programme at a celebration where colleagues from across the university met to share our stories and had the opportunity to meet our new Chancellor, Natalie Campbell MBE, social entrepreneur and CEO. Further developments include Black History Year Create, a QHT-funded skills-focused and personal development programme that will deliver bespoke training to 15 final-year Black students from across the University to enhance their employability prospects after graduation.

We are still faced with the discrepancy between institutional visions and lived experiences and the lack of progress that is resulting in a severe under-representation of BME colleagues in general, Black colleagues in particular, in Senior and Middle management levels and in the Readers/Professors category. We will work with, support, challenge, question and move the University management toward a cultural change to fulfil the demands and needs of BME colleagues. We will continue to work closely with the University's EDI Committee and other colleague Networks to embed anti-racism in every aspect of education and work life.

WOMEN OF WESTMINSTER

We continued to build on the foundations laid last year and progressed a number of key initiatives. Our Equality and Progression Working Group met through the year to address specific areas of concern; Gender inequality; and opportunities for career progression for all staff. This work is linked to the EDI Action Plan and Being Westminster Strategy to aligning all work to Sustainable Development Goal 5: Gender Equality; and Goal 10: Reduced Inequalities. The group produced an annual report highlighting the following achievements; Action Learning for UoW academic and professional services staff with a focus on career development and progression; Initiation of Westminster staff participation in S.E. Action Learning (SEAL) network with colleagues from other HEIs (8 participants in 2022); Group and individual coaching with a focus on career development and progression; Establishment of WoW writing group (with initial financial support from CETI); Preparation of paper for *Journal of Perspectives in Applied Academic Practice –Academic-practitioner action learning: Implications for personal, professional, and career development* (working title)

We also had a successful celebration of women for World In Westminster Festival in collaboration with academics, students, and professional services, a series of workshops for women empowerment

and a personal safety workshop conducted in collaboration with OD to continue Wow's work with Gender Based Violence.

Funding was created for the menopause research required for embedding menopause guidelines for the university, a report with recommendations and actions will be published in 2023

The WOW Mentoring Scheme, led by Saire Jones and Mariia Kogan, members of the WOW working Group for Mentoring and Support, was piloted in 2021 with 6 pairs of volunteers from the WOW membership followed by a full launch of the scheme in January 2022. 13 pairs of mentors and mentees successfully completed the first cohort and there has been 30+ applications to the 2nd cohort which starts in January 2023. The WOW mentoring scheme also now supports the University's Aurora Leadership programme for women by providing a source of mentors for our Aurorans.

Q+

During 2022 the Q+ Network continued to be active on a number of fronts. Most important was probably the increasing availability of non-gendered facilities across Westminster campuses. This is something Q+ colleagues have been campaigning on for some time and it was great to see this important step forward in inclusivity being realised. On a similar note, the network also contributed advice on the Student Union's Transgender Sports Policy.

Q+ also addressed belonging during the year. As with all our colleagues in the other networks, we were busy helping the University construct an events calendar which reflects the diversity and needs of our communities.

There was also a programme of events. These ranged from a seminar reflecting on the oral history project to collect queer memories of the pandemic to the events organised to mark the 50th anniversary of London. Q+ contingents also participated in both the London Pride and London Trans Pride marches.

In 2023 we will be engaged with a major intersectional survey of EDI inclusivity across Westminster campuses involving both students and colleagues. We will also continue to promote activities and those planned range from seminars marking LGBT History Month in February to an Open MiQ evening jointly organised with the Student Union.

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 January 2022 the network launched a survey to capture colleague's views on what was needed to challenge biases any member feels exposed to and create a fully diverse and inclusive working and

learning environment. The feedback from this survey is being used to influence all disability related policy and process at the university.

The Digital Accessibility team, in conjunction with the Colleague Disability Network, ran an Empathy Lab at Marylebone Campus to talk to colleagues and students about computing accessibility tools, both digital and physical. Accessibility-related materials covered many different subject areas and equipment. Just some of the items included high-contrast keyboards, assistive software, colour blindness tests, 3D printed models of some of our campus floorplans, lanyards for medical exemptions, and lots of expertise on digital accessibility in general.

FAITH, SPIRITUALITY AND BELIEF NETWORK

We continued to establish ourselves as a colleague network through 2022, growing our membership as a digital and physical presence and collaborating with other colleague networks.

In March 2022 the Faith Spirituality and Belief Colleague Network survey was launched with the aim of learning more about colleagues' views and experiences at the University, covering topics including faith and belief, colleague network membership and intersectionality, views and experiences on work-faith integration, impact on work and wellbeing, and more. We are using the feedback from this survey to support improved policy, practice, provision and consultation on matters of faith, spirituality and belief.

We collaborated on events through our Inter Faith Week in 2022 commencing with Remembrance Sunday and continuing through the week with further activities, events and conversations focused on helping build good relationships and increased understanding between people of religious and non-religious beliefs.

UNISON AND UCU

Through 2022 UNISON and UCU have continued to support the development of our EDI programme of work. Representatives from UNISON and UCU sit on the EDI Committee to advise and contribute to development of policy, support the implementation of our EDI Action Plan and continued to work with our Students' Union, colleague networks and wider University community to monitor implementation of our Black Lives Matter Commitment Plan in support of our stance against racism in all its forms.

EQUAL PAY AUDIT 2021-22

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.

RECOMMENDATIONS
1. To recommend EDI Committee give consideration to appropriate methods for increasing and improving data held on protected characteristics, particularly in regard to 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. For 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 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 in order to address the re-balancing of distribution when it comes to gender and ethnicity within the pay structure. Recommend annual review of programmes and activities to assess impact on gender and ethnicity pay gaps.

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.

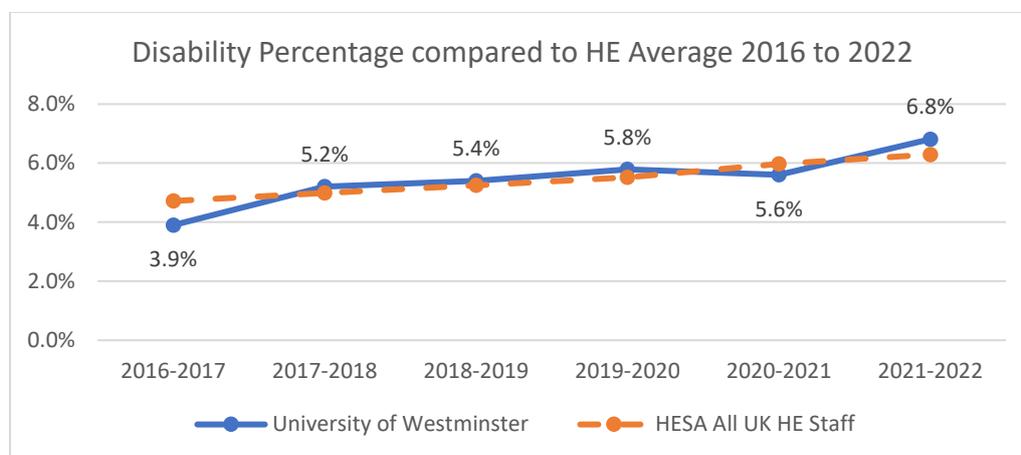
SUMMARY OF ANALYSIS

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.

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.

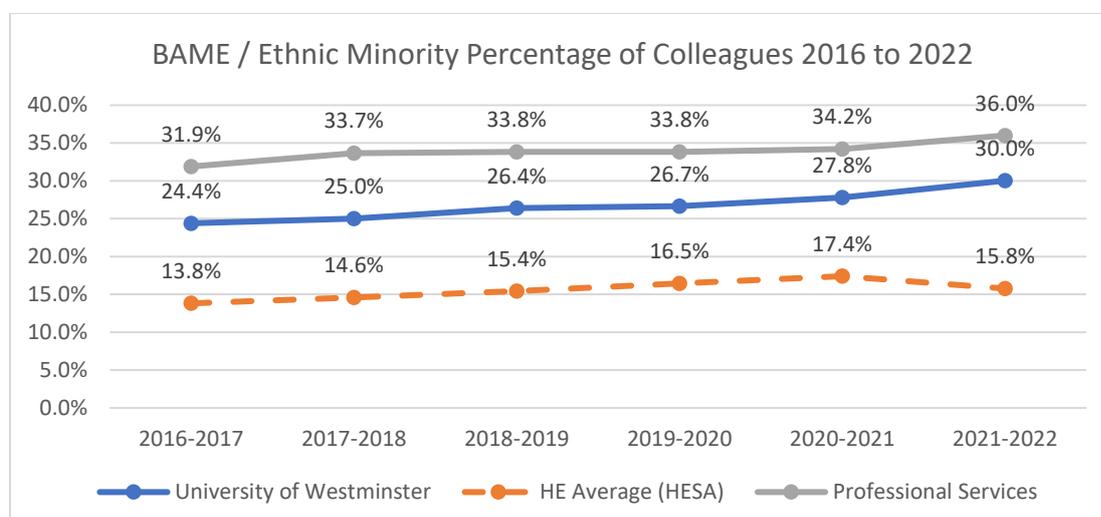
The following are ‘thumbnail’ summaries for each of the protected characteristics.

DISABILITY



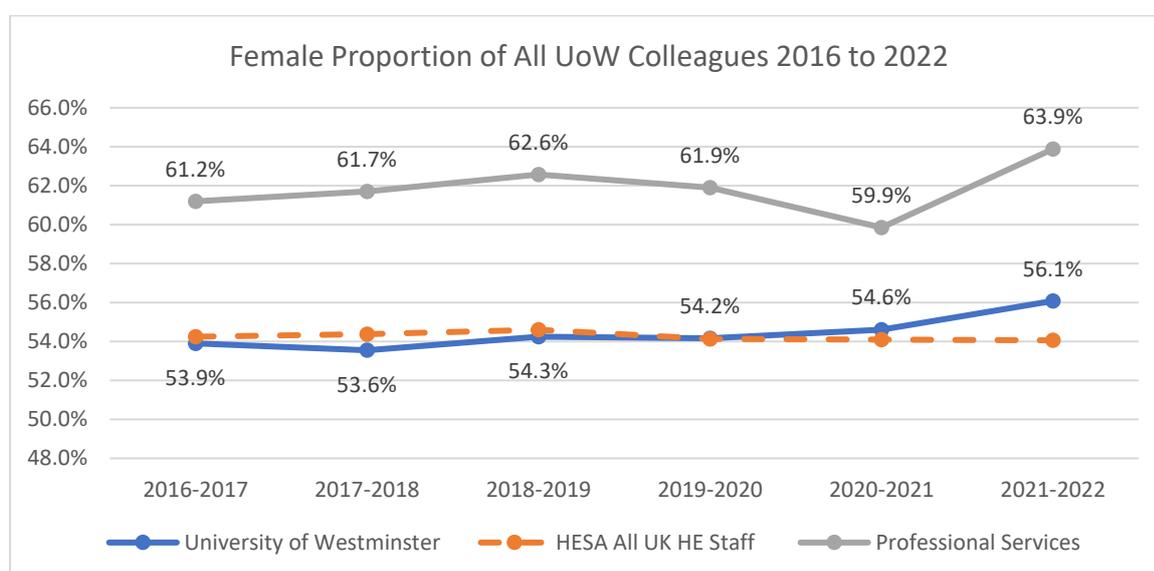
- Disability disclosure has increased by 1.2% to 6.8% of colleagues, 0.5% above the sector average of 6.3%.
- The three-year trend records a 1.4% disclosure increase on 2018-19

ETHNICITY



- The University of Westminster BME profile stands at 30%, an increase of 2.2% from the previous year and 14.2% above the sector average (15.8%) which has decreased from last year by 1.6%
- The three-year trend shows continued recorded increase 3.6% on 2018-19
- The BME profile of senior colleagues shows no change in the following categories: Rectorate (0%) Heads of College (0%) with a change at Associate Heads of College / Research Directors (11.1%)
- The BME profile of Heads of Schools has increased by 5% to 25%; Assistant Heads of School has decreased by 10.3% to 13.8%; Professors has increased by 2.6% to 13.4% and L1-L5 senior management grades have decreased by 0.15% to 9.25%
- Professional Services has a BME profile of 36% an increase of 1.8% on last year. The BME profile of Professional Services Directors (L3 to L5) shows no change at 0%.
- Academic Colleges have a BME profile of 27.6%. When comparing percentage representation by College, WBS remains the highest at 42.6%, an increase of 4.9%, LAS 20.4%, a decrease of 0.5% and DCDI 19.6%, an increase of 3.3%. CETI; The Westminster Centre for Education and Teaching Innovation 21.4%, a decrease of 0.3%

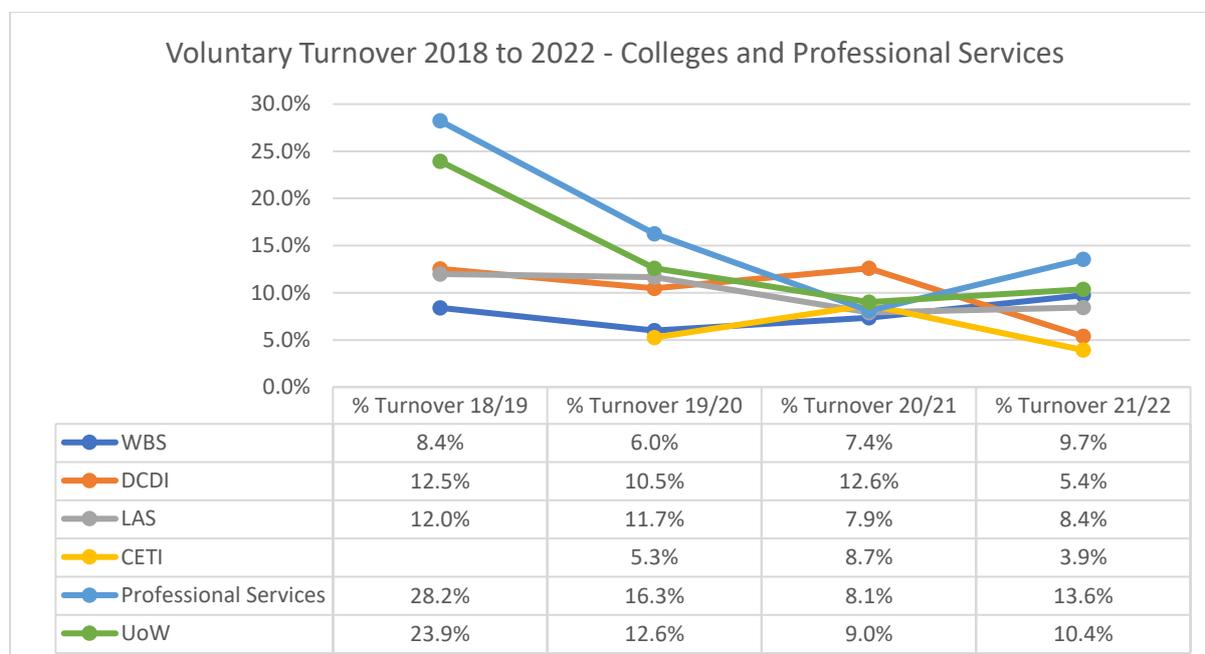
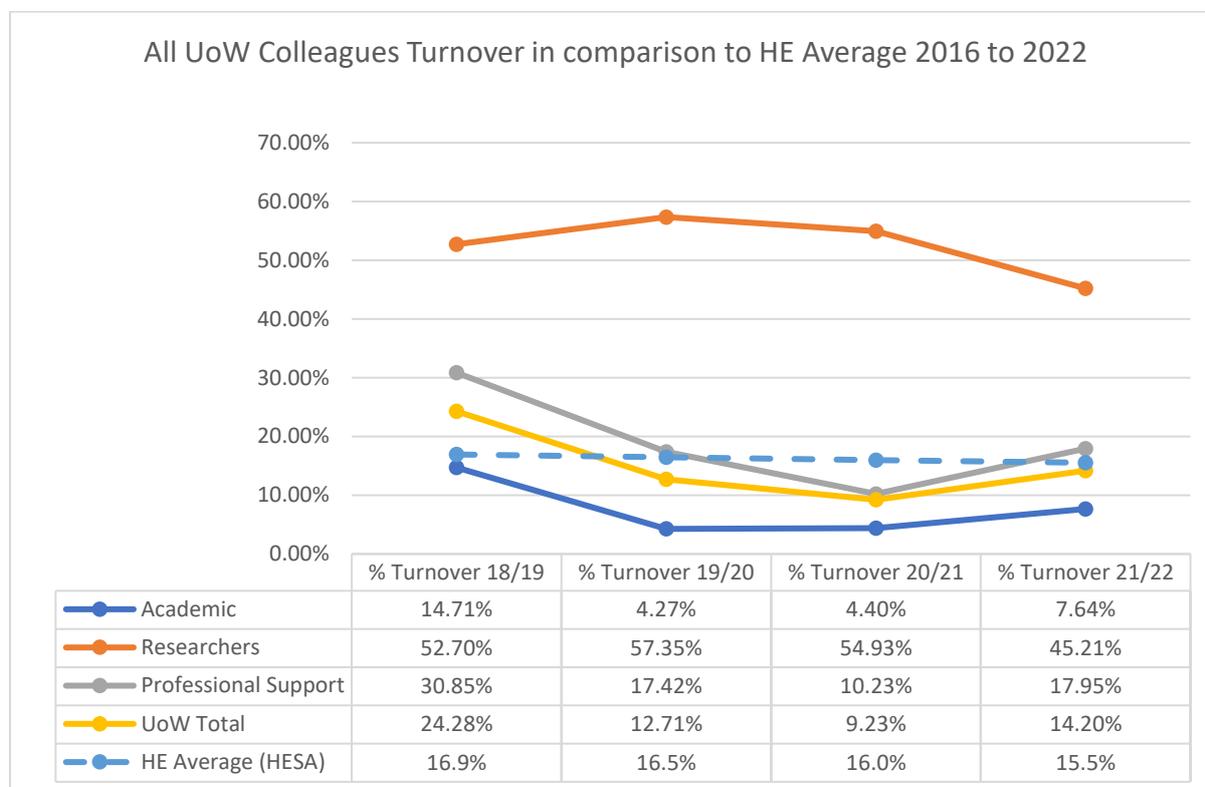
GENDER



- The overall gender split is 56.1% female, 43.9% male, a 1.5% increase (female) from last year, 2% above the sector average (54.1%).
- 50.34% of academic staff, and 63.9% of Professional Services staff are female
- The gender split at senior grades (all noted figures represent female%) has recorded no change at Rectorate (50%), an increase of 6.5% L1-L5 (53.7%) a decrease of 2.6% Heads of School / Assistant Heads of School (51.2%); a decrease of 1.2% Professor (38.8%); Head of College / Associate Head of College has no change (44.4%)

- The three-year trend highlights gender balance has remained fairly static until this year, with a 1.5% increase in female colleagues.

STAFF TURNOVER

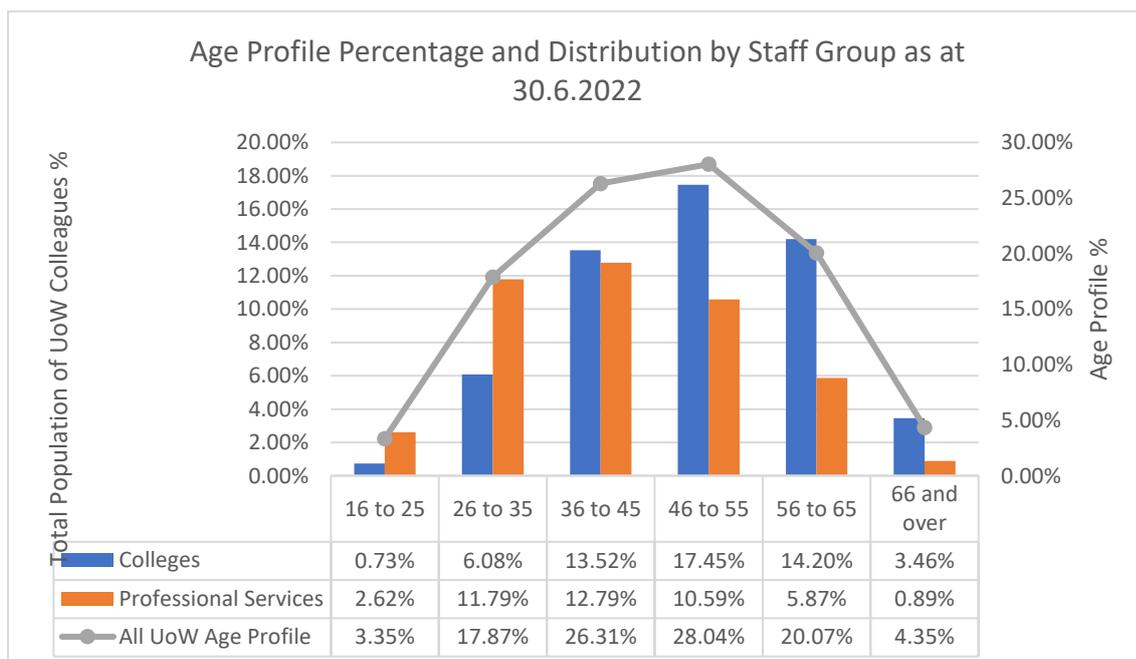
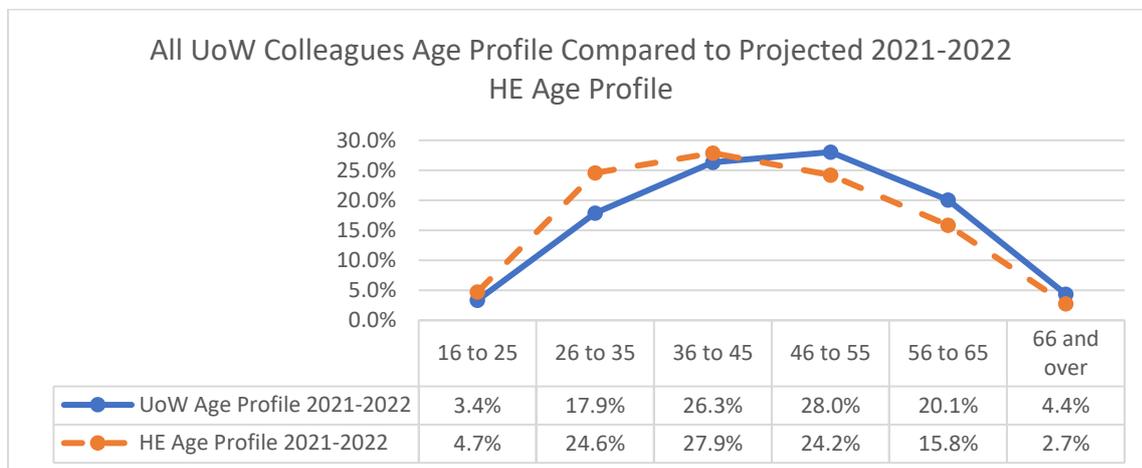


- The headline figures show that the percentage of leavers has fallen 5% to 14.2%, slightly below the sector average (15.5%)

- Turnover for Academic colleagues has increased by 3.24% to 7.64%, lower than Professional Services colleagues (17.95%), an increase of 7.72% from the previous year.
- Turnover of Researchers has decreased by 9.72% but remains high at 45.21% due to an increase in fixed term contracts over the last five years.
- When comparing Voluntary Leavers to 'All Leavers', the difference is negligible, 3.8%.

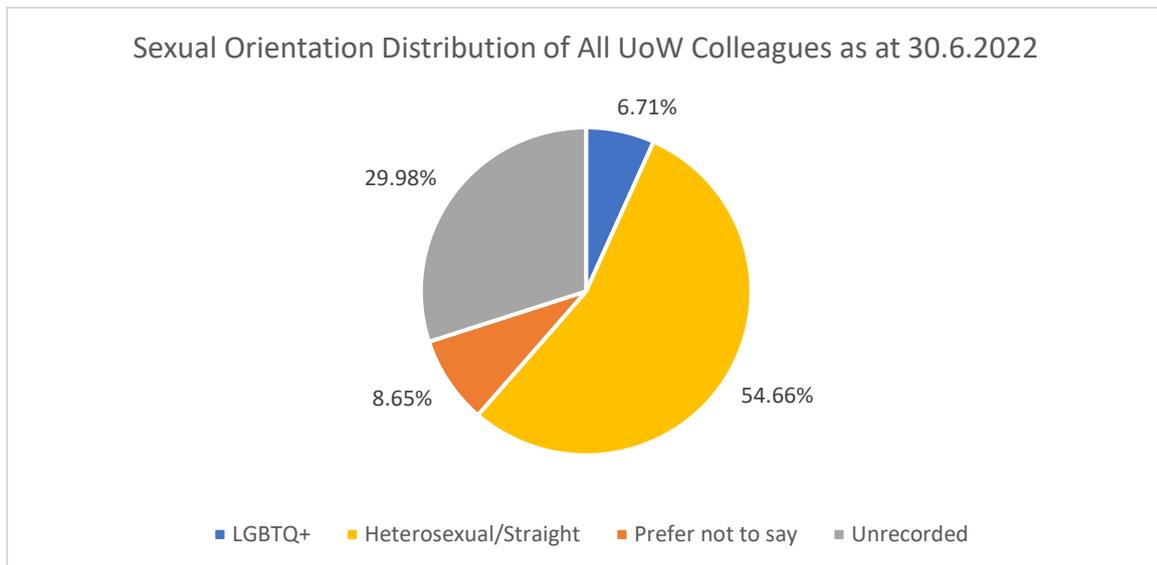
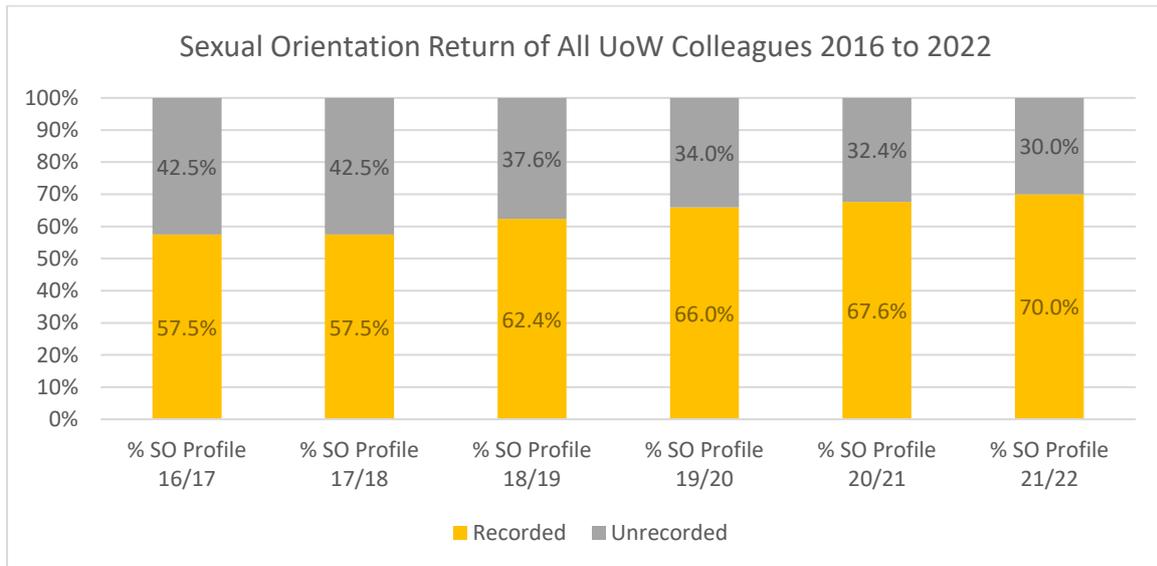
Please note that in the Colleague turnover figures, 'All Leavers' **includes** voluntary and compulsory redundancies, including the ending of fixed term contracts. 'Voluntary turnover' figures **do not** include voluntary severances, end of fixed term contracts, retirements, redundancies, death in service, failed probations, dismissals etc. It is important to note that low turnover provides less scope for changes in the profile of the University's workforce year on year.

AGE

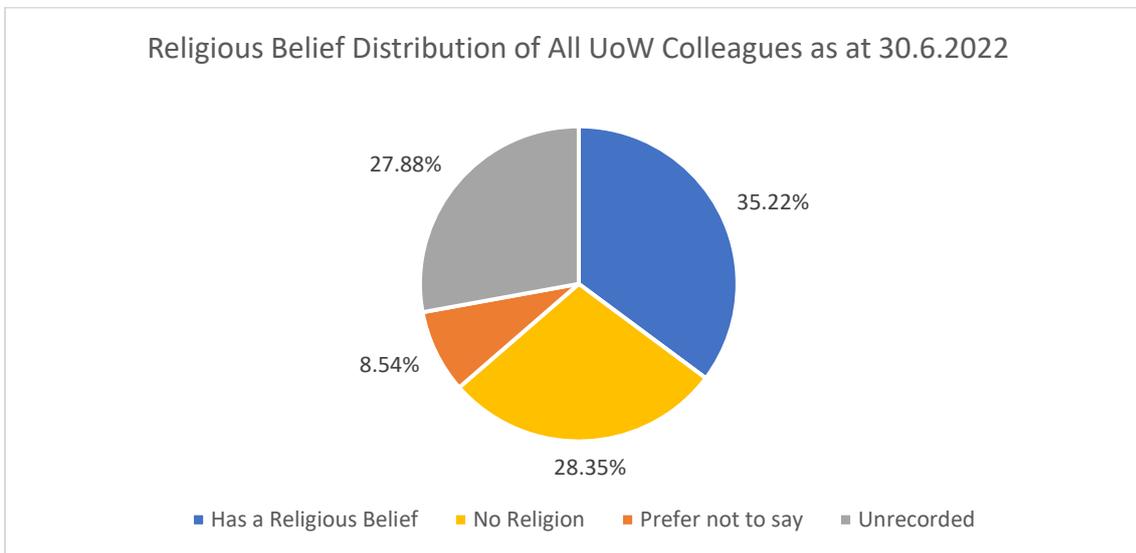
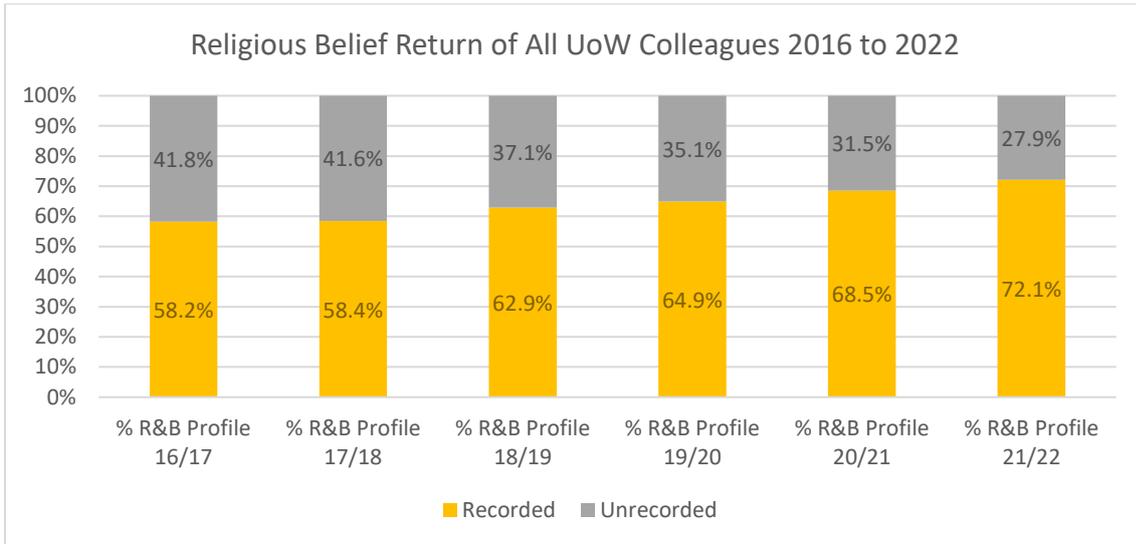


- The colleague age profile has not changed significantly since the last report.

SEXUAL ORIENTATION / RELIGION AND BELIEF DISCLOSURE



- Recorded Sexual Orientation Return has increased by 2.4% to 70%
- Recorded Religion and Belief return has increased by 3.6% to 72.1%
- This continues the trend in positive disclosure rates, an increase of 12.5% (Sexual Orientation) and 13.7% (Religion and Belief) since 2017-18 which may be an indicator of an 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



RECOMMENDATIONS AND ACTIONS

The following table records recommendations and actions for 2023 agreed at EDI Committee, based on the analysis of EDI monitoring and benchmarking data for 2021-2022 that will provide one indicator of performance in the implementation of our EDI Strategy and Action Plan which in turn supports the successful implementation of Being Westminster to 2029 and the associated People and Culture KPIs.

All actions will be incorporated into our annual EDI Action plan with relevant owners, subject to progress reports biannually, monitored by the EDI Committee. A progress report against the actions will be published in the 2022-2023 EDI Annual Report

DISABILITY

Although Disability disclosure has increased, according to the three-year trend data and we are marginally above the HEI sector average we need to benchmark our disclosure rate against the latest estimates from the [Family Resources Survey](#). 14.6 million people in the UK had a disability in the 2020/21 financial year. This represents 22% of the total population.

ACTIONS:

1. Communicate termly reminders to all colleagues to check and update their personal details including the additional personal data option that the University holds for them within Self-Service.
2. Review disclosure and support process at all stages of the recruitment and employment journey: Job adverts, Pre-Interview, Interview, Acceptance of Employment Offer, Start Date, Post-employment disclosure

ETHNICITY

The University of Westminster BME profile stands at 30%, significantly above the sector average and with the three-year trend highlighting regular increase. However, at the senior and middle management levels only the BME profile of Heads of Schools at 25% comes close to reflecting the overall profile at 30%. Further planning and targets are required to increase BME representation at all leadership and management levels of the university.

ACTIONS:

1. Develop and publish a Learning and Development Policy linked to the Professional Development Review and ensure development opportunities are available to all colleague roles at the university to support personal and professional development and maximise career progression potential.
2. Agree benchmark figure for BME and other protected characteristics representation at all leadership and management levels, for example overall university profile figure.
3. Analyse and publish data on BME profile at all levels and grades to measure against university profile at key development levels for example NG4, 5, 6 and 7 Lecturer, SL and PL
4. Publish agreed benchmark data and performance in EDI Annual Report 2022-23
5. Review ethnicity disclosure and support process at all stages of the recruitment and employment journey: Job adverts, Pre-Interview, Interview, Acceptance of Employment Offer, Start Date, Post-employment disclosure

GENDER

With the overall gender split 56.1% female, 43.9% male the majority of senior grades are relatively in line at over 50% with the exception Professor (38.8%); Head of College / Associate Head of College (44.4%), therefore it is essential that these roles achieve similar parity.

ACTIONS:

1. Focus on development and recruitment for these highlighted roles through the PDR and progressive, inclusive recruitment practices, workforce planning and VRS scheme
2. Agree benchmark figure for Gender and other protected characteristics representation at all leadership and management levels, for example overall university profile figure.
3. Analyse and publish data on gender profile at all levels and grades to measure against university profile at key development levels for example NG4, 5, 6,7,8 and Lecturer, SL and PL

AGE

Our Age profile has not changed significantly over the last three years, further discussion and analysis is required to establish any targets or desired change in profiles across all roles

ACTIONS:

1. A review of age profile against role and grade across all roles to enable further clarity on the impact of age on development, progression, recruitment and retention

ALL PROTECTED CHARACTERISTICS

The current data category collection needs to correspond, where possible, to all protected characteristics defined under the Equality Act 2010:

- age
- gender reassignment
- being married or in a civil partnership
- being pregnant or on maternity leave
- disability
- race including colour, nationality, ethnic or national origin
- religion or belief
- sex
- sexual orientation

ACTIONS:

1. Review data collection categorisation as aligned to protected characteristics defined under Equality Act 2010
2. Carry out additional analysis on data correlation in terms of intersectionality

TURNOVER

Continue to monitor staff turnover as currently profiled at college and professional services level, in addition it would be of benefit to analyse turnover against profile (protected characteristic) and role grade to identify trends and potential issues.

ACTIONS:

1. Continue to monitor and analyse staff turnover as currently profiled
2. Produce data on turnover against profile (protected characteristic) and role grade to identify trends as part of EDI core data

ADDITIONAL DATA

To map and review additional data collection related to colleagues for potential inclusion in the EDI Annual Report and to identify gaps.

1. Review data collection in correlation to current EDI Core data collection:
 - Recruitment
 - Retention
 - Sickness Absence
2. HR/ Research Office to provide data on research funding gap for BME colleagues and benchmark against UKRI data

HR CASEWORK:

- There has been a decrease in formal casework numbers overall from last year as captured in the table below, returning to levels of 2019/20 (disciplinary and grievance cases are more evenly spread number-wise this year than for 2019 – 20).
- The reduction in formal grievance cases potentially indicating that with the return to colleagues working on-site, this has supported the resolution of potential grievances and/or conflict at the informal stage
- In most circumstances, informal resolution is encouraged in the first instance, before initiating formal procedures.
- The HR Advisory Support team routinely carry out 'lessons learned' exercises, review individual cases and monitor any potential patterns or trends, making wider recommendations where appropriate
- In addition to the cases captured here, the HRAS team have supported line management with seven 'performance management' cases, four at the probation stage and three through the Capability procedure. This potentially reflects the greater emphasis on the colleague PDR process during 2021/22, with the setting of/ monitoring of objectives and performance.

CASE TYPE	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
DISCIPLINARY	13	15	10	7	1	6	6
GRIEVANCE	2	7	12	11	10	8	4
SUB-TOTAL	15	22	22	18	11	14	10
EMPLOYMENT TRIBUNAL/ ACAS EARLY CONCILIATION	0	0	1	2	1	3	2
TOTAL	15	22	23	20	12	17	12

REPORT AND SUPPORT COLLEAGUE PORTAL

Since the platform was launched in February 2022, we've received 15 reports on the colleague side (9 anonymous, 6 named). We have added further support information and FAQs to the colleague **Report and Support Platform**. We continue to promote engagement through a number of internal communication channels, articles, events and colleague networks and unions; however the level of reporting remains low. At this stage it is not possible to outline any trends in reporting.

UNIVERSITY GOVERNANCE

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

	Board/Committee	Date
Approved by:	UEB	28/02/2023
Reviewed by:	Governance and Nominations Committee	03/03/2023
Endorsed by:	Court of Governors	15/03/2023
Approved by:	Equality, Diversity and Inclusion Committee	14/06/2023

Publication: Open