



UNIVERSITY
OF LONDON

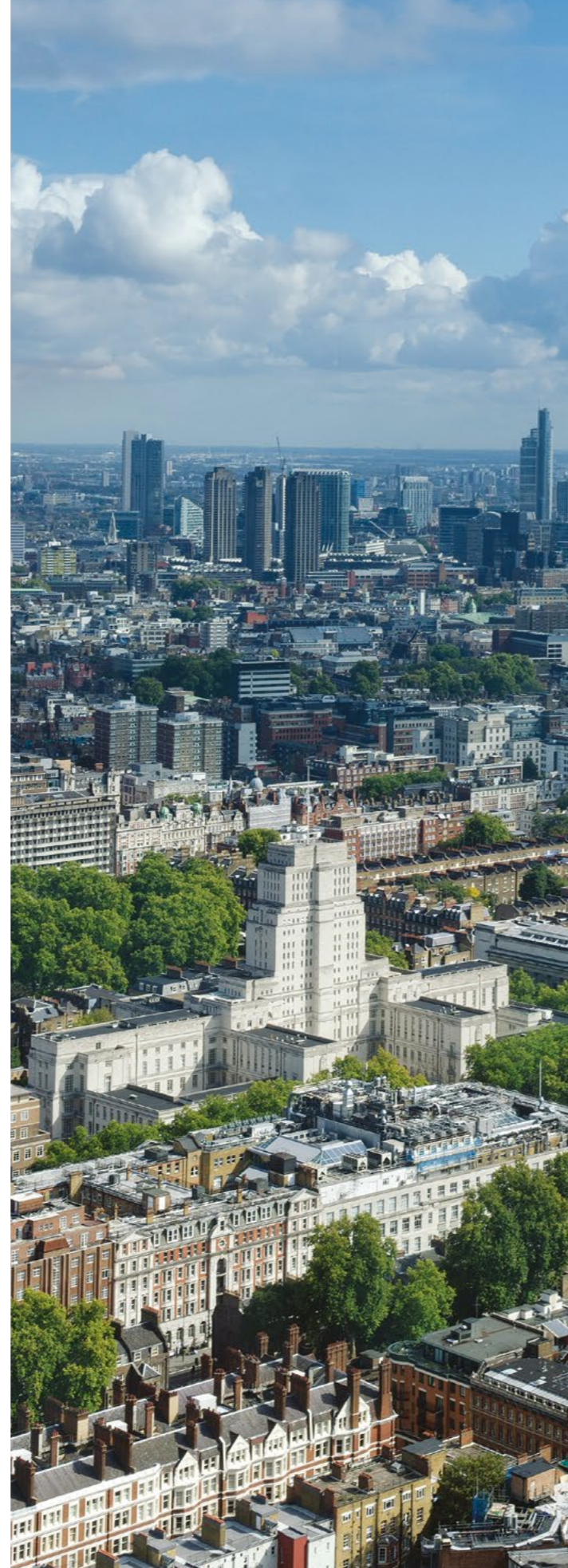
Equality and Inclusion Report

2023–2024



Contents

Executive summary	3
Equality and inclusion objectives	3
Gender pay gap	5
Summary	6
Introduction to the University of London	7
Our commitment to equality and inclusion	7
Our vision for equality and inclusion	8
Our equality and inclusion strategy 2021–2025	8
EDI strategy action plan	10
Office for Equality & Inclusion	14
Equality and Inclusion Data	15
Equal Pay	17
Equality Objective 1:	23
Commence work towards the Race Equality Charter (Bronze) award	
Race Equality Charter	23
Gender Equality Implementation Group	28
Equality Objective 2:	30
Improve the confidence of our staff and students in reporting harassment and discrimination and seeking support.	
Equality Objective 3:	32
Adopt a systematic approach to ensuring a genuinely international curriculum	
University of London Worldwide	32
School of Advanced Study	33
Scholarships for refugee and displaced students	36
Equality Objective 4:	37
Improve our students’ attainment	
Equality Objective 5:	46
Develop an inclusive career development pathway and advancement pipeline for all our staff, including our early career academics	



Executive summary

The University of London is an inclusive and diverse community of approximately 40,000 students studying in 190 countries. We have campuses in London and Paris, over 100 Recognised Teaching Centres in 44 countries, students studying face-to-face and online, and over one million alumni.

The University of London was founded in 1836 to promote access to higher education. We pioneered distance learning across the globe. We were the first University in the world to admit students regardless of their gender, race or religion. In 1878 we were the first UK university to award degrees to women. Improving access and equality of opportunity remains our mission to this day. Our Equality and Inclusion Annual Report demonstrates the accountability we have to living our legacy and founding principles in everything we do.

Equality and Inclusion Objectives

This is the final year of implementing our 5-year equality, diversity, and inclusion objectives. Whilst we have made some progress against actions within our equality objectives, including commencing our work with race equality and the Race Equality Charter, and to adopt a systematic approach to ensuring a genuinely international curriculum. The remaining three objectives and corresponding actions to improve the confidence of our staff and students in reporting harassment and discrimination and seeking support, improve our students’ attainment, and develop an inclusive career development pathway and advancement pipeline for all our staff, including our early career academics require review and progress to be made. We remain committed to continue making progress against these objectives over the next

year and are making plans to being consultative on what our future equality and inclusion vision and objectives will be as an institution.

Equality Objective 1

With regards to our race equality objective, we have commenced work with the Race Equality Charter framework (hosted by Advance HE) facilitated by the Equality and Inclusion Team who are enabling the University of London to develop capacity, knowledge, and skill in navigating and advancing race equality at the University of London. The Race Equality Charter is chaired by the Director of HR as a senior member of the Vice-Chancellor’s Executive Group (VCEG). The momentum gained in this space is growing and is reflective of some of the impactful events we have hosted, including the Racial Justice Conference: Bridging Divides, Building Equality and Black Men on the Couch, which drew in members of the public to engage in a conversation about the complexity and joyfulness in tackling racism and inequality. We are proud holders of the Athena SWAN Bronze award. The previous Chair, Professor Mary Stiasny retired, and we have recruited two co-Chairs, Marie Ennis and Emma Rees to lead our gender equality work. There has been a restructure of the existing and extensive Gender Equality Implementation group 5-year action plan to be better set up for clearer reporting, monitoring and evaluating progress.

Equality Objective 2

Actions connected to the objective to improve the confidence of our staff and students in reporting harassment and discrimination and seeking support are nearly completed. We have developed a single University of London Complaints Policy and Procedure that enables our students to raise concerns with ease and be confident that a consistent framework of support is available to them, both staff and students also have a supportive guidance framework on how to raise and manage concerns. Recent changes of both regulation (students) and legislation (staff) on harassment and sexual misconduct will mean further work will be required on policy implementation, engagement and participation to help embed the University's principles and practices and effective reporting and support systems for students and staff.



Equality Objective 3

For the work concerning the adoption of a systematic approach to ensuring a genuinely international curriculum there is ongoing work to ensure that the curriculum is looked at through an international lens. In University of London Worldwide, this has included the completion of a pilot study to review the PGCert in International Sports Management, this has involved expanding the literature and knowledges to be more globally balanced, incorporating Ubuntu pedagogies and developing stronger cultural competence throughout. Learning has been disseminated and shared through webinars, academic publications, blogs and conference presentations to student and academic audiences.

The School of Advanced Study (SAS) hosted a Research Seminar series on inclusion in the Humanities for Early Career, Postgraduate and Independent Researchers, SAS reintegrated the Inclusive Academic Practices Group with representation from SAS, University of London Paris (ULIP) and University of London Worldwide (UoLW). With regards to research development, a programme was developed for Early Career Researchers on participatory approaches to embed inclusion in research across the Humanities. SAS continues to welcome new Inclusion, Participation and Engagement Fellows who are contributing to forming equality and inclusion thought leadership within the arts and humanities.

In continuing to develop thought leadership in this space, the Institute of Philosophy, in connection with the British Philosophical Association are now working with the Eleanor Glanville Institute on inclusivity in philosophy across the UK. The University of London Press launched their website with a clear statement on equality, diversity and inclusion and is a member of the Even Up Network with members across the UK to contribute to research on inclusion in peer review and publishing.

Equality Objective 4

The objective to improve students' attainment has made some progress, where colleagues in University of London Worldwide provide appropriate and tailored support to enable students to achieve the very best in educational attainment, improve attainment of our UK distance learning education students to be in line with sector norms, and improve attainment of all our students to be in line with sector norms. Our student outcomes follow-up plan is set up with a suite of projects now underway through to improve student outcomes, including attainment and success. The completion of the student outcomes roadmap focussed on all elements of student success. This roadmap is now superseded by a range of improvement plans and this project is regularly reporting to Academic Board and Vice-Chancellors Executive Group. This work is exploring factors influencing student experience and outcomes, including Learning, Wellbeing, Assessment and Administration. Further work on understanding and addressing attainment gaps within demographic groups in our UK student population is being undertaken as part of the Race Equality Charter project.

Equality Objective 5

Progression on the final equality objectives is reportedly slower. The mainstreaming of an agreed inclusive methodology for identifying staff with potential for progression and remains a core part of the University's people strategy. In particular, work is underway from HR to forming an inclusive career development pathway and advancement pipeline for all our staff, including our early career academics and has resulted in a positive uptake of inclusive leadership programmes. The completion of the Equality and Inclusion Learning Needs Analysis will result in a learning and development programme launch in 2025.

The Academic Promotions Policy and the Professorial Banding Framework has undergone final review with the Senior Executive Team, which provides clarity on criteria and success markers

that will be used for academics as well as a pathway for those in academic research / support role. Through the implementation of the target operating model, staff engagement was a key to establishing career development and progression, with new structures resulting in a variety of apprenticeship positions, adopting common naming conventions for roles to create visibility of advancement, an Academic Development Programme to support staff to pursue HEA Fellowship and introducing narrative style CVs.

The least progress made is on the action to develop proportionate and visible representation at all levels of the institution of staff currently underrepresented in senior management across the University, however work is underway to look at potential barriers in HR policy and practices.

Gender and Equal Pay Gap

The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017 require all organisations with 250 and over employees to publish information in respect of the gender pay gap within their organisation.

The University is required to publish its next Gender Pay Gap (GPG) report by 31 March 2024. The information in the report will be based on the pay data of employees as of 31st March 2023. Although not currently a statutory requirement, the University also conducts a Ethnicity Pay Gap (EPG) Analysis. Of which the key highlights are:

- The University's mean GPG is calculated at 2.98% and the median GPG at 4.79%. The mean GPG figure has increased by 0.03 % since 2023 while the median GPG figure has increased by 0.65 % since 2023. Despite the increase, the mean GPG is lower than the most recently published HE sector average (10% reported UCEA) and the UK workforce (14.3% according to the ONS).
- The University's mean EPG is calculated at 20.03 % and the median EPG at 19.23 %. The mean EPG figure has increased by 3.55 % since 2023 while the median GPG figure has increased by 5.69 % since 2023 (1.16 % and 2.64 % respectively).

With regards to key actions, the University of London has committed to:

- To complete the further analysis of the GPG data to better understand if the recent increases indicate an underlying trend upwards (both the sector and national figures are trending downwards).
- Explore potential courses of action open to the University for maintaining an appropriate focus in this area as part of its Gender Equality Implementation Group work.
- Complete further analysis of our ethnicity pay data as part of the University's Race Equality Charter self-assessment.
- Better understand the University's data in this area in the context of the wider sector.

The University of London has also committed to convening a conference to progress a collective conversation and action on addressing and tackling the gender, ethnicity, disability and intersectional retention, success and pay gap in 2025. This conference aims to involve University of London Federation Members.

Summary

In 2023–2024, the University of London has focused on evidencing against the actions within the equality and inclusion objectives (and associated actions) that we have set out in the Equality and Inclusion Strategy 2021–2025. Whilst some progress has been made, further enhancement and consideration to achieving impact with the objectives will need to be confirmed for 2025–2029. As we come to the end of this equality and inclusion strategic period, we look towards a more evidence-based and informed approach to anticipating our public sector equality duty. With new legislation and regulatory conditions, the University of London recognises further investment is required to bring a whole institutional approach to equality, diversity, and inclusion. In 2025, we will evolve our current equality and inclusion objectives in line with the University of London strategy from 2025–2030.



Introduction to the University of London

The University of London is an inclusive and diverse community of approximately 40,000 students studying in 190 countries. We have campuses in London and Paris, over 100 Recognised Teaching Centres in 44 countries, students studying face-to-face and online, and over one million alumni. The University of London was founded in 1836 to promote access to higher education.

We pioneered distance learning across the globe. We were the first University in the world to admit students regardless of their gender, race or religion. In 1878 we were the first UK university to award degrees to women. Improving access and equality of opportunity remains our mission to this day. Our Equality and Inclusion Annual Report demonstrates the accountability we have to living our legacy and founding principles in everything we do.

The University of London is a Federation of 17 world renowned London-based Member Institutions and collaboration is at the heart of all our work. The University is the UK's leading provider of distance learning worldwide and uses this exceptional foundation of knowledge to deliver globally respected academic programmes through flexible and distance learning, offering students around the world life-changing access to education, whoever and wherever they are.

Our global network of students is supported by our staff and alumni who help them develop their study skills, encourage their curiosity, and deepen their learning, develop their employability skills, and look after their health and wellbeing, whilst supporting them to use the diversity of thought and experience they possess to leverage creativity and innovation.

We also have over 3,500 students in intercollegiate halls in London, from across Member Institutions, who make use of the

pastoral care and personal development programmes that we offer to help prepare them for independent life.

With a mission to transform lives through knowledge, the University of London brings benefits to society through its research in the humanities and connects enquiring minds across the world through public engagement – transcending geographic, social, and cultural barriers.

The University of London was founded upon the principles of equality and has been providing an 'education for all' since it was founded in 1836. We are very proud of the fact that we were the first university to admit students regardless of their gender, race, or religion, the first to admit women to degree programme special examinations and, in 1865, the first to give students the opportunity to study our degrees anywhere across the globe.

Our commitment to equality and inclusion

Our commitment to equality and inclusion remains a key institutional value enshrined in our Statutes. We recognise that embracing equality and inclusion is critical to the success of the University and that we can only achieve our vision of being a world-class, forward looking, ambitious university by recruiting, supporting, and developing both students staff from a wide and diverse range of backgrounds.

Our vision for equality and inclusion

The Office for Equality & Inclusion sits within the Partnerships and Governance directorate at the University of London, providing strategic advice, guidance, and support to enable the University “to continue to build on the founding ideals of inclusivity, diversity and collaboration of the University of London and to champion inclusive cultures, structures and journeys to enable our collective expertise and strengthen our connections and collaborations nationally and worldwide.”

We believe that a strategic focus on equality and inclusion provides us with an opportunity to attract and retain high-quality staff and students from a broader range of backgrounds and support them in achieving higher levels of attainment and progression. This vision, coupled with our founding principles of “education for all” and the simple moral argument that no one should experience inequality because of who they are, focusing on equality and inclusion is a core business imperative for us.

We recognise that to ensure fair access to educational and development opportunities and to improve outcomes for all our students and staff, we need to focus on not only understanding and addressing the causes of structural inequality but also on transforming the organisational culture so that it enables every member of the community to feel safe, supported, valued, respected and able to realise their potential.

This requires all of us at the University to work together to create an inclusive environment where open and honest conversations on experiences of equality and inclusion are encouraged, diversity of thought and opinion is respected, and staff and students are actively supported to engage in co-creating and delivering activities that help us in addressing specific equality and inclusion challenges.

Our Equality and Inclusion Strategy 2021–2025

In 2021, we formally reviewed our priorities for equality and inclusion and developed the University’s Equality and Inclusion Strategy 2021 – 2025. This strategy aims to build on and enable the delivery of University of London’s mission, values and strategic objectives that are set out in the University Strategy “Transforming education: Creating futures (2020–2025)”.

The University of London’s strategic aim as set out in the University Strategy 2020–2025 is:

“To enrich our academic work in the pursuit of excellence in education, research and knowledge exchange through collaboration with our Member Institutions; developing academic programmes, networks and partnerships that further our federation’s goals across London, the UK and internationally.”

Our Equality and Inclusion Strategy 2021–2025 is focused on enabling the delivery of the following 3 objectives that are set out in the University Strategy:

- Furthering our position as the UK’s leading provider of distance learning worldwide, delivering cutting-edge programmes to increased numbers of people who can benefit most from education.
- Stimulating innovative intellectual exchange and effective public engagement, drawing on our expertise across the University in the humanities, distance learning, careers and employability, and inclusivity/ widening access.
- Developing and continuously adapting our organisation and capacity to anticipate the university of the future.

Our ambition for Equality and Inclusion as set out in the University Strategy is:

- To ensure that our commitment to equality, inclusion and access is a key business

imperative that underpins the actions we take to transform people’s lives through education.

- To use the lens of equality and inclusion in all areas of our work with students, staff, and partners and co-create solutions to widen participation, improve access and ensure success.
- To actively tackle racism, sexism, homophobia, disablism, religious and all other forms of discrimination and exclusion and enable our students and staff to realise their full potential.
- To collaborate with member institutions and other partners (within London and beyond) to develop thought leadership, and innovative policy and practice that supports us to improve equality and inclusion outcomes

The strategic equality and inclusion objectives and associated deliverables for 2021– 25 that we have set for the University are:

- 1) Achieve the Race Equality Charter (Bronze) award
 - a) Formally sign up to the principles of Advance HE’s Race Equality Charter and use it as an assessment and improvement tool to further develop our work to identify and address structural race equality issues.
- 2) Improve the confidence of our staff and students in reporting harassment and discrimination and seeking support.
 - a) Develop and roll out a new Complaints and Compliments Policy (including review and refinement of associated protocols), through engagement with students and staff and organisation wide communication and training to embed the new policy and its practice.
 - b) Seek regular feedback (through surveys) from students and staff on their experience of reporting and seeking support for harassment and discrimination or any challenges related to the use of the policy.

- 3) Adopt a systematic approach to ensuring a genuinely international curriculum
 - a) Pro-actively engage with our global student population and involve them in supporting us to review our curriculum from the outside, with an international lens.
 - b) Expand this approach to cover academic research activities and the library collection.
- 3) Improve our students’ attainment
 - a) Provide appropriate and tailored support to enable students to achieve the very best in educational attainment.
 - b) Improve the attainment of our UK distance learning education students.
 - c) Improve the attainment of all our students.
- 4) Develop an inclusive career development pathway and advancement pipeline for all our staff, including our early career academics
 - a) An agreed inclusive methodology for identifying staff with potential for progression.
 - b) A development framework that encourages career ownership through increased access to opportunities and improved visibility of progression options.
 - c) Proportionate and visible representation at all levels of the institution of staff currently underrepresented in senior management and leadership across the University.

Within the EDI Strategy Action Plan there are a number of actions that have been completed, and whilst we celebrate the progress we are making, we recognise there is considerably more work to be done to fully realise our objectives and achieve impact. The action plan highlights the wide-ranging EDI activity across the University of London, which we will continue to bring to life as we make continued progress against our objectives.

EDI strategy action plan

E&I Objective	Key Deliverables	Core activity	Date	Progress	Notes	Lead (s)
1. Commence work towards the Race Equality Charter (Bronze) award	1.1. Formally sign up to the principles of Advance HE’s Race Equality Charter and use it as an improvement tool to further our work to identify and address structural race equality issues.	Organise event (with speakers from FMs) to inform staff of the culture change that the REC work delivers and seek their involvement	May 2022	Complete		Director of HR
		Recruit a project lead, to strengthen organisational capacity for REC activity and collate base-line data required for submission	By June 2022	Complete		Director of HR
		Work to revive the staff Race Equality Group	June 2022 onwards	Complete	Race Action Network for Equality Group has formed to review and develop an allyship framework	Director of HR
		Formally sign up to Advance HE REC Charter	March 2023	Complete		Director of HR
		Set up the REC Self-Assessment team, plot out activities to initiate an internal review of race equity.	Nov 2022–March 2023	Complete	REC Action Tracker	Director of HR
2. Improve the confidence of our staff and students in reporting harassment and discrimination and seeking support.	2.1. Develop and roll out a new Complaints and Compliments Policy (including review and refinement of associated protocols), through engagement with students and staff and organisation wide communication and training to embed the new policy and its practice.	Develop a single UoL Complaints Policy and Procedure (through an EDI lens) that enables all students and staff to raise concerns with ease and be confident that a consistent framework of support is available to them.	Oct 2022–July 2023	Completed	We are awaiting formal guidance on a new condition of registration which will require specific changes to policy and procedure)	PVC: Partnerships & Governance; Director of Governance, Policy & Compliance
		Organisation wide communication to roll out new policy and procedure and encourage its use.	Sept 2022– Oct 2023	In progress	(see above as we do not wish to confuse with new requirements if they are substantive and imminent)	PVC: Partnerships & Governance; Director of Governance, Policy & Compliance
	2.2. Seek regular feedback (through surveys) from students and staff on their experience of reporting and seeking support for harassment and discrimination or any challenges related to the use of the policy.	Review and take a decision on purchasing the Report and Support online tool, developed by Culture Shift through which students and staff can report issues of harassment, bullying, hate crime or sexual misconduct anonymously or through an Advisor to discuss. (Link to OfS Standards)	Oct 2022–July 2023	In progress	A proposal and case has been drafted and requires consultation and review with the Vice-Chancellor and a decision for implementation to the executive group.	PVC: Partnerships & Governance; Director of Governance, Policy & Compliance
		Use regular Student and Staff Surveys to seek feedback on the experience of accessing and using the policy to seek support for issues of discrimination and harassment using the Complaints Policy and Procedure.	2022–2023 (to establish baseline data)	In progress	We have data from Athena Swan and the Race Equality Charter data for staff and students – we will survey staff and students this year now that the new procedures have been implemented.	PVC: Partnerships & Governance; Director of Governance, Policy & Compliance

E&I Objective	Key Deliverables	Core activity	Date	Progress	Notes	Lead (s)
3. Adopt a systematic approach to ensuring a genuinely international curriculum	3.1. Pro-actively engage with our global student population and involve them in supporting us to review our curriculum from the outside, with an international lens.	Programme Directors’ Forum to initiate review of current work on decolonising the curriculum and broaden it to ensure that the curriculum is looked at through a broader international lens.		Complete	All new programmes are planned with internationalisation at the heart of the learning, infusing materials, resources, pedagogy, language, and recruitment.	PVC: International, Learning & Teaching
		Identify a specific WW programme to pilot the international review of curriculum and share learning and outcomes		Complete	Identified PGCert International Sports Management to pilot the international review of the curriculum and share learning and outcomes.	PVC: International, Learning & Teaching
					Ensuring that our reading lists and collections are inclusive. We should aim to provide comprehensive advice and support to our University of London colleagues and actively involve students in these conversations.	
					Striving to diversify and decolonise our teaching materials. Our goal is to broaden our students’ exposure to diverse perspectives and critical issues, which in turn will enhance their critical thinking skills.	
					Providing ongoing training and development for our staff to deepen their understanding of decolonisation, diversity, and inclusion. We should also be proactive in identifying and disseminating best practices within the University of London and in the broader educational community.	
					Encouraging internal dialogue regarding our collective comprehension of, and commitment to, core values that address white privilege. This is part of our concerted effort to close the awarding gaps and to challenge and change any entrenched misguided practices. Full report to be published.	
	3.2 Expand this approach to cover academic research activities in SAS and the library collection.	Carry out an Inclusive Libraries review and use findings to develop further activities	July 2022	Complete		PVC: Research & Engagement
		Host a SAS Research Seminar series on inclusion in the Humanities for Early Career, Postgraduate and Independent Researchers	Jan 2022–June 2022	Complete		PVC: Research & Engagement
		Revive the Inclusive Academic Practices Group with broader representative from SAS, ULIP and WW.	Jan–June 2022	Complete		PVC: Research & Engagement
		Develop proof of concept and deliver a programme of research training and support for Early Career Researchers on participatory approaches to embed inclusion in research across the Humanities.		Complete	Programmes complete, running in 2nd year.	PVC: Research & Engagement
		Work in partnership with British Philosophical Association to carry out research on Inclusivity in Philosophy profession across the UK		Complete	Appointment made and ongoing work	PVC: Research & Engagement
		As a member of the Even Up Network work with members across the UK to contribute to research on inclusion in peer review and publishing.	Appointment made and work ongoing.	Complete	UoL Press have an EDI Statement on their website	PVC: Research & Engagement

E&I Objective	Key Deliverables	Core activity	Date	Progress	Notes	Lead (s)
4. Improve our students' attainment	4.1 Provide appropriate and tailored support to enable students to achieve the very best in educational attainment.	Project set up in UoLW to ensure Student Continuation, Attainment and Graduate Employment Metrics are met in line with OfS thresholds	Student Experience Survey and module evaluations take place annually. Structured action planning taking place in conjunction with Programme Directors.	In progress	Student outcomes follow-up plan set up with a suite of projects now underway through 23 to improve student outcomes	PVC: International, Learning & Teaching
	4.2 Improve attainment of our UK distance learning education students to be in line with sector norms.			In progress		PVC: International, Learning & Teaching
	4.3 Improve attainment of all our students to be in line with sector norms.			In progress	<p>The Education Roadmap referenced in the 'Equality and inclusion Annual Report Actions 2022–23' document is no longer current and has been superseded by the following Action/Improvement Plans:</p> <p>UoLW Surveys and Student Voice Plan 2024–2025 (paper considered at VCEG on Wednesday 6 November).</p> <p>Improvement Plan – Student Satisfaction (KPI O2: Student Satisfaction NSS, SES, PTES, PRES).</p> <p>Improvement Plan – Continuation, studying in the UK (KPI O3: Continuation Rate: Studying in the UK).</p> <p>Improvement Plan – Completion, studying in the UK (KPI O5: Completion: % Students completing in 6yrs. Studying in the UK).</p>	PVC: International, Learning & Teaching

E&I Objective	Key Deliverables	Core activity	Date	Progress	Notes	Lead (s)
5. Develop an inclusive career development pathway and advancement pipeline for all our staff, including our early career academics	5.1. An agreed inclusive methodology for identifying staff with potential for progression.	Work on planning and delivering activities related to this objective is an integral part of the University's People Strategy.	Ongoing			Director of HR/PVC: Finance & Operations
		Develop and roll out an Academic Progression Framework that provides clarity on criteria and success markers that will be used for academics as well as a pathway for those in academic research / support roles	February 2024		Revised Academic Promotions Policy launched in May 2024. Further revisions requested by APTC in September 2024, specifically in relation to the appropriate recognition of professional practice. Professorial Banding Framework implemented in February 2024. The Banding criteria are to be further reviewed following feedback received during the implementation process.	Director of HR/PVC: Finance & Operations
		Use the implementation of the Target Operating Model to engage with staff groups and colleagues in specialist professional services departments / to establish clear pathways for career development and progression.	Ongoing		All recent restructuring proposals have resulted in the introduction of a variety of apprenticeship positions. The adoption of a common naming convention for roles has created greater visibility of advancement opportunities. The Academic Development Programme is supporting colleagues to pursue HEA Fellowships. The concept of narrative CVs for academic staff has been introduced. There has been a significant focus on apprenticeships over the last 12 months. 18 apprentices currently employed across the University, the majority (78%) are Level 3 apprentices, which are entry-level positions that are accessible to those who may not have had access to further or higher education opportunities. The Leadership and Management Development Programme has been launched. Cohort 1 engaged 68 participants across three programmes – Leadership Conversations, First Line Managers and Aspiring Managers.	Director of HR/PVC: Finance & Operations
5.3 Proportionate and visible representation at all levels of the institution of staff currently underrepresented in senior management and leadership across the University.	5.3 Proportionate and visible representation at all levels of the institution of staff currently underrepresented in senior management and leadership across the University.		Ongoing		We have invested in sponsoring colleagues onto Aurora (Women in Leadership) and Diversifying Leadership programme, alongside relaunching our mentoring programme. Further evaluation and impact measurement is being scoped. This is the area in which we have made least progress unfortunately. We are on the verge of designing our revised EDI training programme and this will involve the adoption of a holistic approach to supporting the career development of under-represented staff, drawing on our Charter Mark analysis work.	Director of HR/PVC: Finance & Operations

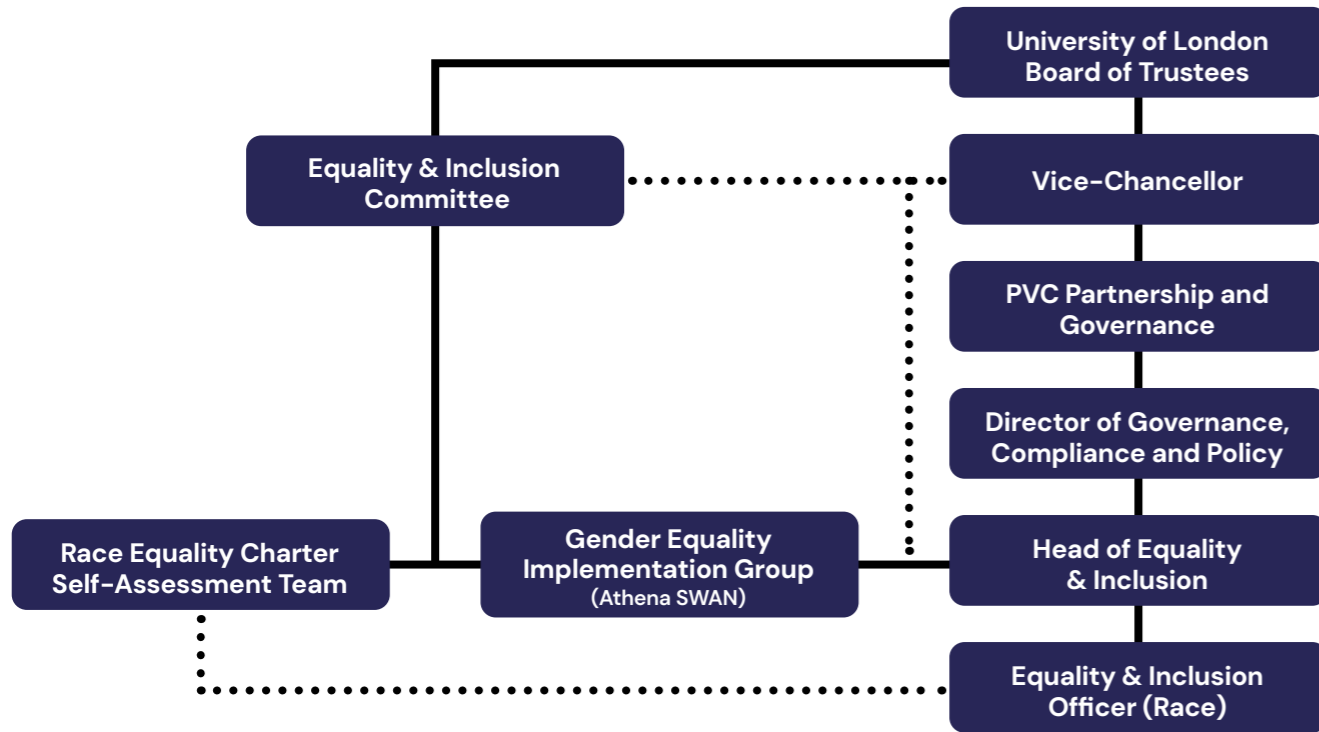
Office for Equality & Inclusion

Role and Responsibilities

The Office for Equality and Inclusion sits within the Partnerships and Governance directorate within the University of London, providing strategic leadership, guidance, and support to enable the University “to continue to build on the founding ideals of inclusivity, diversity and collaboration of the University of London and to champion inclusive cultures, structures and journeys to enable our collective expertise and

strengthen our connections and collaborations nationally and worldwide.” We do this through providing strategic and expert advice to the University of London community on equality and inclusion themes and issues, developing thought leadership and best practice with our federation members and across the sector, facilitating work on our initiatives, including Athena SWAN and Race Equality Charter, and support the development of equalities programmes across the institution.

Equality and Inclusion governance



There has been some change for the office over the last year, and the new Head of Inclusion came into post in May 2023. The Head of Equality & Inclusion is now a formal member of the Senior Management Group. He reports and advises the Vice-Chancellor’s Executive Group on the strategic direction and impact made on achieving our equality and inclusion ambitions at the University of London.

Part of the University’s Mission is to transform people’s lives through education, driven by a commitment to diversity, inclusion and access and a belief in their power to create new ways of knowing. This mission should also consider how staff and our students can be change agents with equality, diversity, and inclusion (EDI) in mind.

Equality and Inclusion Data

In this section, the report summarises some key highlights from equality and inclusion data during 2023–2024. Whilst the sections here provide some of the key highlights and insights from the data, we recognise our equality and inclusion data will require continuous enhancement in order for us to better understand and utilise the data to continue to make evidence-informed decisions.

Student data

- University of London Worldwide total student numbers fell by 3% in 2023–2024. The drop can be attributed to independent learners decreasing by approx. 2,600 students while teaching centre numbers have increased by approx. 1,100.
- SAS student numbers consistently rose between 19/20 and 21/22 – some impact of Covid related extensions to study. Numbers dropped off in 22/23 as students with extensions completed their studies successfully. 2023–2024 final figures at 216 are up by 8 on the previous year.
- More work is required to build our disability data. The Business Planning and Insight team are reviewing BI infrastructure to enhance our ability to extract and analyse disability data for SAS and UoLW students. Previous reviews concluded that coverage of disability data was limited and collated mainly in relation to undertaking assessment.
- Females report consistently higher continuation rates. The 1% gap in attainment rates between males and females in 22/23 is lower than the UK sector (gap of 2%). There remains an over-representation of male in the UoL student population due to the advent of high growth, online tech/business provision. There is a need to develop more positive action to improve representation from females on the University of London’s Science, Technology, Engineering and Medicine (STEM) portfolio. Reducing the continuation

To foster equity, diversity, and inclusion (EDI) within UoL, a culture shift is needed. The success of becoming inclusive, equitable and diverse hinges on people’s development and the institutional environment accommodating this change (and vice versa). A priority for the Office for Equality & Inclusion is to support UoL staff and students to engage with inclusive cultures and practices in all parts of their journeys with the University of London. This speaks to part of our connecting theme which states “we will confront UoL’s own past through the lens of diversity and work to tackle racism, homophobia, sexism, religious and all forms of discrimination and exclusion.” this statement intends to instil new values, challenges perspectives, and ultimately drive change towards equal opportunity, access, equity, diversity, and inclusion. We recognise that no one person in the University of London community is one thing, nor do they experience siloed inequalities, and we embrace intersectionality as one of our core approaches to our work towards equality and inclusion.

From the strategic conversations the Office for Equality & Inclusion are engaged in, this informs our approach to inclusion at the University of London to be underpinned by three thematic areas working towards to enabling inclusion mainstreaming, inclusive journeys, and inclusive cultures to frame our current EDI strategy and objectives.

- Inclusion mainstreaming: Ensure our commitment to equality, inclusion and access as a key business imperative that underpins the actions, we take to transform people’s lives through education.
- Inclusive journeys: Use the lens of equality and inclusion in all areas of our work with students, staff, and partners and co-create solutions to widen participation, improve access and ensure successful outcomes.
- Inclusive cultures: Actively tackle racism, sexism, homophobia, religious and all other forms of discrimination and exclusion and enable our students and staff to realise their full potential.

gap by gender (at 9% for Undergraduate and 5% for Postgraduate) with males consistently reporting lower rates.

- With regards to age, the gap in attainment rates between the 24 and under and 25 and over has dropped by 10% since 19/20. The current attainment gap of 5% is much lower than the UK sector average of 14%. There is a 27% gap in Undergraduate continuation rates between the 24 and under and 25 and over. Our mature cohort report much lower continuation rates; generally trending at or below 50% continuing into Year 3 of study. A core part of the work of the continuation team in student life will be to support student success across a number of metrics, with demographics likely being a driver of that support.
- With regards to race and ethnicity, we have approximately 42% of Black, Asian and minority ethnic students in 2023–2024, UoL exceeds the UK sector average (21%) by 21%. Our Black, Asian and minority ethnic students reported higher continuation rates than their White counterparts in 22/23, bucking the UK sector trends. However, despite this continuation, there is a 32% attainment gap between UK Black and minority ethnic and UK White students. The gap is not as significant as that noted for the sector for part-time study (33%) and is slightly higher than the gap reported by the competitor benchmark (Open University at 24%) suggesting further understanding and interrogation of the awarding gap and intervention development is needed.

Staff data

- The gender profile of the staff highlights that there are more females (56.2%) than males (43.8%) employed at the University of London. There is an approximate gender balance across job levels with more females represented on levels 6–8 (59.1%) and less represented on levels 9–10 (40%). When exploring the

intersection of gender and ethnicity along job levels, Black, Asian and minority ethnic females and males are represented the least at levels 6–8 (27.4% for females, 26.6% for males), and levels 9–10 (17.6% for females, 14.6% for males) these figures have increased slightly from the previous year. When exploring the recruitment pipeline the data highlights that there are more females applying (50.3%), being shortlisted (58.3%) and becoming appointed (51.0%) although these % have decreased on the previous academic year. However, further examination of the data at what levels are being recruited for and progression may help shed light on this pipeline.

- The age profile of staff at the University of London with a majority of staff represented at ages 36–50 and 51–60, which is higher than London and National Higher Education institution (HEI) comparators. When looking at the intersection of age and ethnicity and age and gender, there is a decline in the number of ageing Black, Asian and minority ethnic and female staff employed since 2022.
- Disabled staff employed at the University of London has continued to decrease from 4.6% (2022) to 1% (2024). When looking at data across job bandings, disabled staff are only recorded on Level 1–5 and Level 6–8. The recruitment pipeline for disabled staff that apply for opportunities at the University of London shows a decline in those who applied (7.3%) and were shortlisted (8.7%) but an increase in staff appointed (7.7%), however further analysis on the reasons for this will need further examination.
- The number of Black, Asian and minority ethnic academic staff at University of London’s is less than that of our London and National HEI comparators. The disclosure rates incrementally increase each year, for Black, Asian and minority ethnic staff from 29.2% (2022) to 31.9% (2024). There is a gap

between Black, Asian and minority ethnic staff employed across all levels, with an increasing majority of staff employed between Level 1–5 (45.9%) compared to Level 6–8 (27%) and Level 9–10 (16%). There is a recruitment pipeline issue with Black, Asian and minority ethnic staff that apply for opportunities at the University of London (57.2%), to shortlisted (47.6%) and appointed (41.4%), however further analysis on this pipeline will need further examination.

Equal Pay

Context

The University of London shares the sector wide commitment, to reduce the gender pay gap. The sector continues to comprises of, 55% female: 45% male, 38% of female employees work part-time compared to 24% of male employees. and professional services staff are 63% females. Male staff continue to lead the way in academia at 51%, although this is a 1% decrease on last year’s figures. (HESA, 2022–2023).

The university of London shares similarities to the sector with differences mainly around the proportionate of academic staff and professional services staff employed. The data this year continues to show female members of staff making up the majority of the university’s workforce 55%:45% which is a 1% decrease in Female employees compared to last year.

The mean and median gender pay gap

The following figures are reported in accordance with the requirements of The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017.

Measure	31 March 2020	31 March 2021	31 March 2022	31 March 2023	31 March 2024	% change between 2022 and 2023
Mean Gender Pay Gap	5.30%	1.16%	1.20%	2.95%	2.98%	+0.03%
Median Gender Pay Gap	5.10%	2.64%	4.82%	4.14%	4.79%	+0.65%

The University acknowledges this pay gap and will continue to place measures to support the reduction of the gap. The impact of these measures will be monitored and reported to our Board of Trustees on a regular basis to ensure that progress is made.

The calculations

Gender pay focuses on the differential between the average (median and mean*) women’s hourly salary as a percentage of men’s hourly earnings excluding overtime. The gender pay gap reporting requires two lists of employees; relevant employees and full pay relevant employees (see definitions below). This year there are 1135 relevant employees at the university of London used for the bonus gap calculations and 1108 for the gender pay gap calculations. The difference of 27 is spread 21:6 female to male. In line with the regulations, the 27 were omitted for reasons which related to receiving less than their full pay due to leave.¹

*The mean is calculated by adding up all of the wages of employees and dividing that figure by the number of employees. The median is the number that falls in the middle of a range when everyone’s wages are lined up from the smallest to the largest.

¹ Full pay relevant (FPR) employees are used to calculate the gender pay gap. Relevant employees are used to calculate the bonus gender pay gap.

Gender quartiles current and last three years

Employee Quartiles	Male % of employees					Female % of employees				
	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024
Lower Quartile	44	53	50	48	49	56	47	50	52	51
Lower Middle Quartile	35	35	31	33	33	65	65	69	67	67
Upper Middle Quartile	40	43	43	42	45	60	57	57	58	55
Upper Quartile	52	48	49	53	52	48	52	51	47	48

Quartile analysis by grade – full pay relevant employees

Quarter	LO1	LO2	LO3	LO4	LO5	LO6	LO7	LO8	LO9	L10	Not on Scale	Grand Total	
Q1	83	19	58	78	34	4					1	277	
Q2				6	96	93	81					1	277
Q3					1	36	156	83				1	277
Q4						1	2	106	101	59	18	277	
Grand Total	83	19	58	84	131	134	239	189	101	59	11	1108	

Quartile analysis by grade – female

Quarter	LO1	LO2	LO3	LO4	LO5	LO6	LO7	LO8	LO9	L10	Not on Scale	Grand Total	
Q1	38	9	18	48	25	2					1	141	
Q2				4	63	63	55					1	186
Q3						19	93	41					153
Q4						1	2	51	50	28	2	134	
Grand Total	38	9	18	52	88	85	150	92	50	28	4	614	

Quartile analysis by grade – male

Quarter	LO1	LO2	LO3	LO4	LO5	LO6	LO7	LO8	LO9	L10	Not on Scale	Grand Total
Q1	45	10	40	30	9	2						136
Q2				2	33	30	26					91
Q3					1	17	63	42				124
Q4								55	51	31	6	143
Grand Total	45	10	40	32	43	49	89	97	51	31	7	494

Quarter	Female headcount	Female - avg. hourly rate	Male headcount	Male - avg. hourly rate	Total headcount	Total - avg. hourly rate	Difference - £	Difference - %
Q1	141	£15.30	136	£14.74	277	£15.02	-£0.56	-3.82%
Q2	186	£20.21	91	£20.18	277	£20.20	-£0.03	-0.15%
Q3	153	£25.10	124	£25.52	277	£25.29	£0.42	1.64%
Q4	134	£40.47	143	£39.04	277	£39.37	-£1.42	-3.64%
Total	614	£24.76	494	£25.42	1108	£23.68	£0.66	2.59%

A negative measure indicates the extent to which women employees earn, on average, more per hour than male employees.

Bonus Pay Gap

Year	Gender	Totals	Mean	Mean GPG	Median	Median GPGY
2024	Female	5	£11,140.13	-28.95%	£2,000	50.26%
	Male	6	£8,639.00		£4,021	

Year	Gender	Proportion
2024	Female	0.79%
	Male	1.20%

The difference between the gender pay gap and equal pay calculations

Equal pay calculations identify differentials in the rates paid to women and men for the same or comparable work.

Gender pay gap reporting is a comparison of the average male and female salaries in the institution and takes no account of the roles or work involved.

Summary Findings of the Gender Pay Gap Analysis

The University’s mean GPG is calculated at 2.98 % and the median GPG at 4.79%.

The mean GPG figures has increased since 2023 (0.03%), the median GPG figure has increased (0.65%).

Despite the increase, the mean GPG is lower than the most recently published HE sector average (10.0% reported UCEA) and the UK workforce (14.3% according to the ONS), which would

suggest that we are positively below the sector and national averages. [ONS - Gender pay gap in the UK: 2023.](#)

Contributing factors to the changes in gender pay gap

It is important to highlight that the gender pay gap is carried out in March each year in line with the statutory regulations presenting the first challenge of the gender pay gap; that we are unable to gather an accurate picture of the universities pay gap figures.

Overall headcount

This year we have reported an increase in the headcount of 55. We maintain the steady year on year ratio of more women than men employed at the university. This year continues to shows more women than men in the lower quartiles with 50% more women than men in quartile 2. Although there are a greater number of men than women in quartile 4 there has been a slight increase in the number of women.

Ethnicity

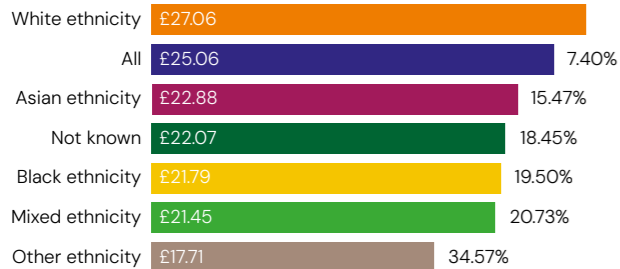
The mean and median pay gap figures have increased this year.

The average staff member from Ethnic Minority backgrounds is paid 80p for every £1 that the average White staff member is paid when comparing mean pay (20.03%). The % change between 2023 and 2024 is 3.55%.

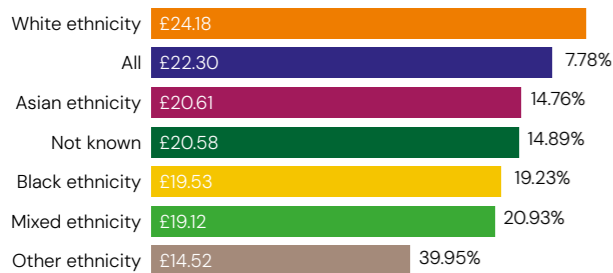
The average staff member from Ethnic Minority backgrounds is paid 81p for every £1 that the average White staff member is paid when comparing median pay (19.23%). The ethnicity pay gap favours White staff. The % change between 2023 and 2024 is 5.69%.

Both the mean and median pay gap figures show ethnicity pay gaps significantly wider than the gender pay gap. Below we can see the hourly rate and pay gap data for five ethnicity groups.

Mean Hourly Rate by Ethnicity



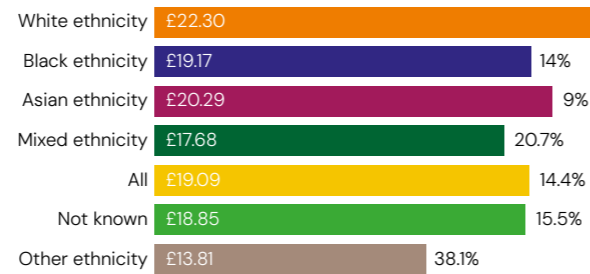
Median Hourly Rate by Ethnicity



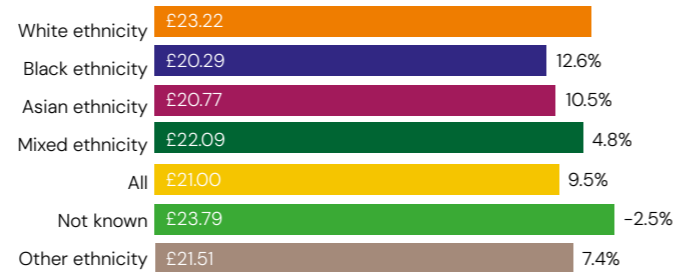
Looking at UCEA comparator data for 2022–2023, in the majority of HEIs, Black staff members face a wider pay gap than Asian staff and University

of London data is consistent with this. In London HEIs, individuals from backgrounds not elsewhere classified experienced the narrowest pay gap. However, the median pay gap at the University of London shows Other ethnicity and Mixed ethnicity staff face the widest pay gap. Data for further analysis is available via the UCEA Intersectional Pay Gaps dashboard for 2022–2023.

University of London Median Hourly Pay Gap



London and South East Median Pay Gap



Charts are from UCEA Intersectional pay gaps 2022–2023 dashboards representing Median hourly pay at the University of London above and the London and South East region.

As in previous years, the number of Ethnic minority groups represented at the senior levels is limited.

Part time working

In this year’s reported data 18% (195) of the workforce work part-time hours, you are considered to be working part-time if you work less than 35 hours per week. The data shows that 21% of the female workforce and 14% of the male workforce are employed with part time working hours.

This year the Mean pay gap is 0.9% which is a 5.5% change in favour of male staff.

The Median pay gap is -14% which shows an increase of 2% in favour of female staff. This means that on average for every £1 a man earns females earn 14 pence more.

We do not have a pay gap issue impacting Professional services female staff.

In Academic staff there is a greater pay gap which is also shown in part-time employees. Although numbers of staff are smaller, 20% of the male workforce (6) and 20% female workforce (7) work part time. For every £1 a male academic earns, females earn on average 74 pence. The mean gender pay gap is 25.6%. The median gender pay gap is £20%.

Global engagement and development

In 2023–2024, the Development Office raised nearly £132,000 in scholarship and hardship support funds for students across the School of Advanced Study, the University of London Institute in Paris and our distance and flexible learning programmes. These funds, including the Váradi Scholarships, address issues of socioeconomic disadvantage, enabling those who would not otherwise be able to afford to study the opportunity to pursue a University of London degree.

Alongside our Federation-wide Access Commitment and Care Leavers Guarantee, we continued with the University of London Scholars programme, as part of our commitment to closing the attainment gap between students from different backgrounds. This federation-wide



initiative provides funding to study with the University or any of its 17 independent federation members. In addition, it provides a number of fully funded places in UoL Halls of Residence for those who are care leavers or estranged from their families. During 2023–2024, the programme supported more than 70 students, from first year undergraduates to those undertaking PhD research programmes. This programme is, in part, funded by the University’s endowed funds, some of which have come from the generous support of those who have left a gift in their Will to the University of London. The programme also has additional funding of more than £185,000 from the Unite Foundation and the Portal Trust over the next two years.

The Maggs Scholarship seeks especially to support an exceptional student who wishes to study on the MA in the History of the Book at the Institute of English Studies, but whose circumstances might make it difficult to access the programme. Preference is given to applicants who are residents of the United Kingdom with an ethnic minority background, who are underrepresented on the programme.

The Convocation Trust supports post-graduate students undertaking a master’s degree at the School of Advanced Study. Preference is given to students from groups that are evidentially under-represented among the School’s taught masters population.

The Allan and Nesta Ferguson Charitable Trust Scholarships support students studying for the LLM in Drafting Legislation, Regulation, and Policy at the Institute of Advanced Legal Studies, and who originate from low- and middle-income countries, as defined by the World Bank.

During 2023–2024, over £75,000 was received to support the work of the University of London Refugee Clinic (RLC). Since it began, this

innovative project has provided pro bono legal advice for refugee clients, has trained more than 200 University of London students and 150 commercial lawyers. Students can gain an independent qualification through the OISC (Office of Immigration Services Commissioner); about 10% of students from the 2023–2024 intake are working towards this goal.

The RLC has received over 160 referrals and has started work on more than 130 cases. It has submitted 49 fresh claims to the Home Office. Sixteen clients have been granted refugee protection. Eleven have been granted another form of leave. Eight have been refused but granted a right of appeal. Only three have been refused asylum with no right of appeal. Eleven clients are awaiting decisions from the Home Office. More than 70% of cases have been granted some form of leave (either initially or on appeal), allowing them to access other services and start building their life in the UK.

The Clinic has also been an active participant in many of the broader debates surrounding new policies in the sector. This includes working with the Refugee Law Initiative to advocate directly to MPs around the 2023 Illegal Migration Bill and contributing to research by UNHCR on further submissions in the UK. They have also responded to calls for evidence regarding the Legal Aid Review and, more recently, around proposed changes to the Office of Immigration Services Commissioner (OISC) fees structure.

The University regularly features the achievements of our alumni, 90% of whom are based outside the UK and whose talents contribute to their communities globally. These include our hundreds of alumni ambassadors, who provide advice and guidance to students and alumni in more than 50 countries.

Equality Objective 1: Commence work towards the Race Equality Charter (Bronze) award

Race Equality Charter

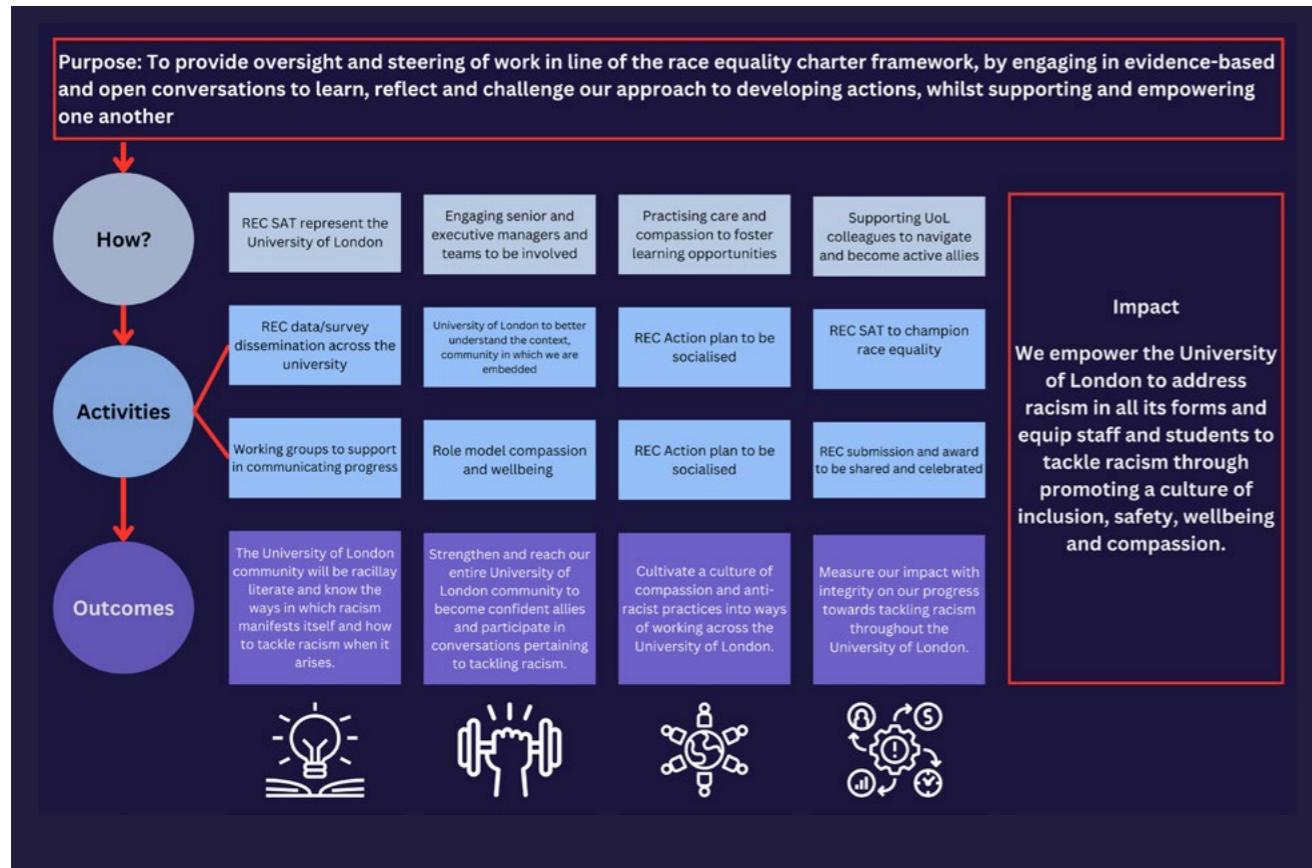
The University of London continues to make progress to submitting for the Race Equality Charter Bronze Award in 2025. The REC SAT has been meeting every 2 months since December 2022. The group is steadily growing in membership to include representation from across the university. There are currently 16 members, with an expected additional 4 more to represent the unions and large, racially diverse departments such as ITDS. The REC SAT project is Chaired by Simon Cain (Director of HR).

REC SAT members participate in training Away Days to support them in the work on the Race Equality Charter. REC SAT members support events and initiatives that form part of the application process. Race Equality Week in February 2022 a Race Equality Matters’ event that the university participates in. The REC SAT participated in the 5-Day Challenge which was available to all staff to engage in a 5-minute exercise across 5 days, to make daily personal changes towards race equality. Members of REC SAT also formed part of the Black History Month Taskforce.

The REC SAT meetings are spaces for learning, reflecting and action. The members participated in a Hopes and Fears exercise on Padlet in July. The responses formed the bases of the Theory of Change exercise, conducted in the REC SAT meeting in September. The team’s hopes and fears were divided into 4 categories: Knowledge, Community, Wellbeing & Safety, and Impact. This formed the basis of the REC SAT Mission Statement:

We empower the University of London to address racism by developing a shared understanding of racial inequalities in all its forms and equip staff and students to tackle racism through promoting a culture of inclusion, safety, wellbeing, and compassion





REC Theory of Change

The Race Equality Charter self-assessment team developed a theory of change to clearly state our purpose and guide the University of London’s whole institution approach to achieving the impact statement impact. The theory of change is premised on delivering four thematic areas including, knowledge building, community empowerment, culture change and impact. Each of these themes have corresponding outcomes, which our activities and approach will be led by.

REC Survey

The REC SAT working groups for Staff and Student experience, worked with the guidance of Advance HE to develop the REC Survey. The University of London has signed up to the Pilot Application which has a shorter number of questions with more focus to encourage engagement. The survey

format used the Likert scale with one open text question. The survey was tailored to either Staff or Student recipients. The survey was rolled out to both parties in April 2024. 30% of Staff completed the survey, 300 and 10% of Students domiciled in the UK completed the survey.

Results and analysis generated from the surveys will be presented to staff and students in 2025.

Black History Month

Events for Black History Month (BHM) has been coordinated by the BHM Taskforce since 2023. The purpose of the BHM Taskforce is to bring together all the events throughout the month and throughout the Federation to one accessible communications plan. The Taskforce also supports the events by sharing details with their networks, attending, and/or volunteering. Highlights for BHM 2024, include:

REC Away Days



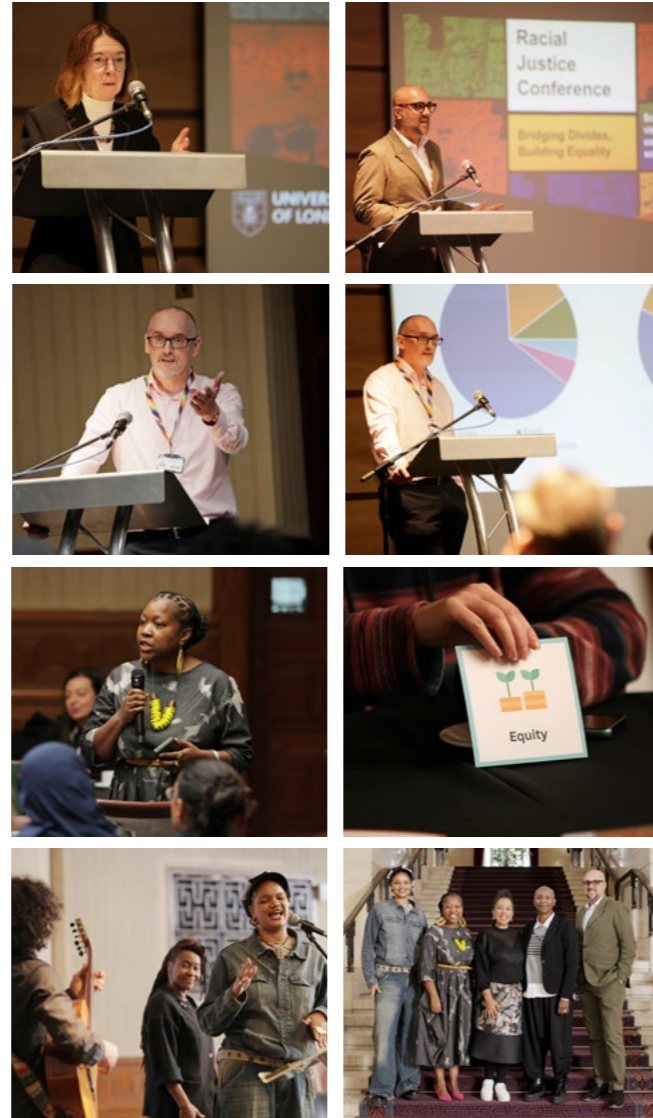
Away Day: Data Through a Racialised Lens Training



Away Day: Slogan T shirts! Lectures and support from SAS and REC Silver recipient respectively.

Racial Justice Conference: Bridging Divides, Building Equality

The University's Office for Equality and Inclusion's first Racial Justice Conference, "Bridging Divides, Building Equality" This groundbreaking event with speakers Josette Bushell-Mingo OBE, Principal of the Royal Central School of Speech & Drama, Dr Jessica Jones-Nielsen, Assistant Vice President (EDI-Race Equality) at City & St. Georges, and a special performance by jazz singer Doëlla. The conference tackled the specific challenges and inequalities that racially minoritised people face in higher education, whilst creating a joyful space to showcase the celebration that racial justice work brings to higher education and society.



UoL-Racial Justice Conference-Oct 2024



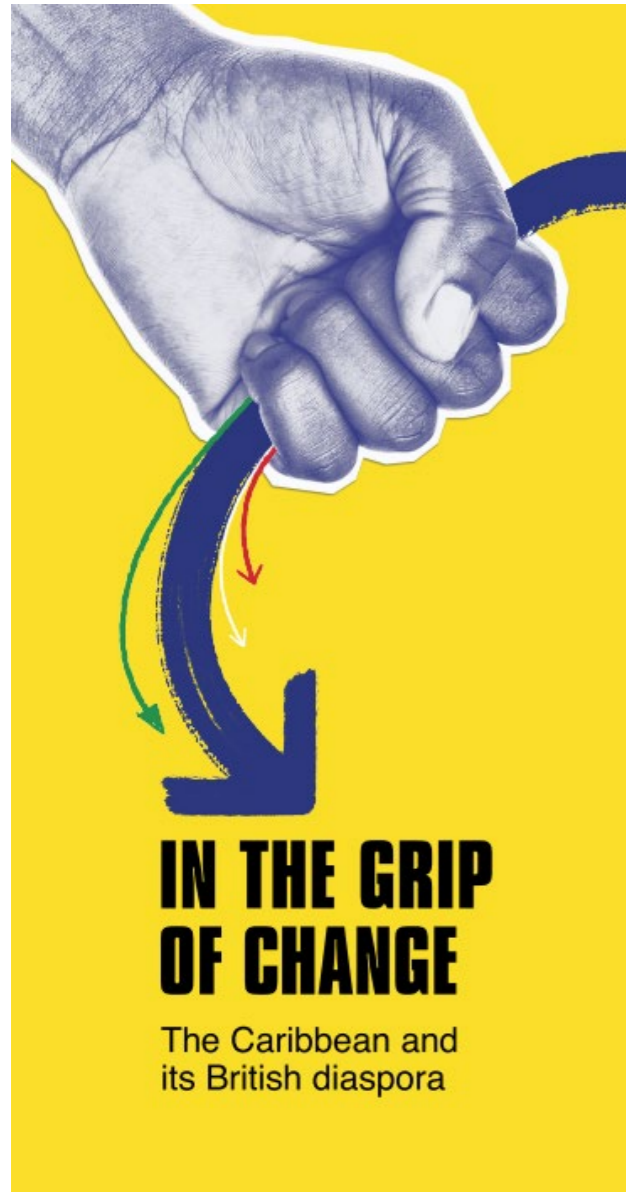
Senate House Library Drop-In at Bloom

Black History Month at Senate House Library starter event in the Bloom @ Senate House space to meet the librarians and leaf through some of the highlights from our book display.



IALS-Short film- Changes In Light

The screening of *Changes in Light* (18m 26), a short film on the colonial legacies that influence library design and the efforts to address these issues. Made in collaboration with IALS Librarian Marilyn Clarke, library staff and videographer Marisa Zanotti, *Changes in Light* explores the impact of the affective qualities of libraries on those who use them as a way of revealing the colonial complexities of law itself.



Visitors can trace the journey from colony to independence and diaspora through a vibrant range of materials from Senate House Library’s Caribbean and Black history collections. Items on display include pamphlets, posters, newspapers, comics, calypsos, poetry and badges. Visitors will have the opportunity to listen to new oral history recordings created as part of the AHRC-funded project ‘The Windrush Scandal in a Transnational and Commonwealth Context’.

Gender Equality Implementation Group

The Gender Equality Implementation Group (GEIG) has undergone some changes, with the previous Chair, Professor Mary Stiasny retiring from the University of London. The GEIG has two co-Chairs, Marie Ennis and Emma Rees who are leading the GEIG and overseeing the implementation of actions within the plan. The GEIG had an away day to introduce new members and co-Chairs to the Athena SWAN framework, and we invited Professor Sara Mole (UCL, Gender Equality Envoy) to share insights and practices from an institutional perspective.

Further work has been conducted to review the entire GEIG action plan to become make it easier to monitor and evaluate progress and impact. The newly structured action plan is being used to track progress, enablers and barriers to progress and impact along with further work to develop bolder and braver outcomes to effect change and embed gender mainstreaming throughout the University of London.

GEIG Theory of Change

The GEIG theory of change outlines the overarching purpose of the group and the intended impact. The theory of change is underpinned by four thematic areas, focused on, knowledge building, culture change, community empowerment and measuring impact, which have corresponding long-term outcomes to guide our gender equality work.

British Caribbean Transnational Activist exhibition from October 2024–March 2025

This exhibition traces British Caribbean colonies’ paths to independence, highlighting the work of transnational activists. It also explores the Caribbean diaspora in Britain and how successive changes to immigration and nationality laws have culminated in the Windrush scandal.



Equality Objective 2:

Improve the confidence of our staff and students in reporting harassment and discrimination and seeking support.

The University of London has now developed a single Complaints Policy and Procedure with an equality and inclusion lens that enables all students and staff to raise concerns with ease and be confident that a consistent framework of support is available to them. This has also led to a more thorough equality and inclusion policy review which our policies to ensure they are up to date. For clarity, the University of London has both a [student and staff complaints policy](#) to reflect different practices and processes for anyone making and managing a complaint. Following a review of the University of London statutes, we have made clear our commitment to equality and inclusion, and have stated “the University shall have due regard to the need, to: 17.1.1 eliminate unlawful discrimination, harassment; 17.1.2 17.1.3 advance equality of opportunity; and foster good relations between persons who share a relevant protected characteristic and persons who do not share it.” This change informs our approach to complaints stating that “the Board of Trustees shall ensure that there are in place procedures for dealing with disciplinary matters, academic appeals, and complaints in relation to students registered with the University itself.”

The Office for Equality and Inclusion has been reviewing and updating all Equality and Inclusion related policies. The purpose of this review is to ensure our purpose and processes are clearly articulated to further enhance our due regards and anticipatory duty to equalities legislation and our public sector equality duty. The reviews and new versions of the policies will create further transparency for reporting and managing complaints, discrimination and harassment:

- Equality and Inclusion to incorporate existing Dignity and Respect Policy (new version to be published in April 2025)
- Disability and Inclusion (new version to be published in January 2025)
- Transgender and non-binary Inclusion (new version to be published in 2025)

The University of London has undertaken a review to consider implementing Report and Support, developed by Culture Shift through which students and staff can report issues of harassment, bullying, hate crime or sexual misconduct anonymously or through an Advisor to discuss. A decision has not been made on this.

The University of London has facilitated various evidence gathering exercises including surveys and focus groups to better understand the issues facing staff and students concerning engagement with equality and inclusion related policies, in particular policies concerning discrimination and harassment. As part of conducting an equality and inclusion learning needs analysis, we found that there was a lack of consistent policy implementation across

departments affects practical needs and staff development. Staff desired more education on entrenching equality and inclusion in policy making and implementation, which require a more comprehensive learning programme. One staff member commented that “I think that they [equality and inclusion] are mainly advertised and not implemented. One can easily see that there are certain hierarchies that are fundamentally not surpassed or changed.”

When engaging our students there is more variation in engagement with policies, and with the University of London’s current commitment to equality and inclusion. Whilst the university is founded on a legacy of equality of opportunity, further work is required to promote and assure students of our position and approach to equality and inclusion. Whilst students felt there was great diversity on their programmes, the level of engagement with our policies, positions and statements vary depending on where and how the student pursues their education. One comment from our online student stated, “as a student of an online degree now I haven’t had the chance to form an informed opinion regarding the University of London’s commitment to advancing equality”.

This contrasts with students who are on campus who have indicated that “the departments are multi-racial, and I don’t feel out of place anywhere”. There is further data to be captured to improve how we communicate and engage on our policy positions and commitments.

To address some of the concerns on positions and policies, the team will be rolling out Equality and Inclusion Policy briefings and sessions to promote understanding and engagement with how equality and inclusion policies may inform practice throughout 2025 to support. This is to promote awareness, engagement and confidence in staff and is being conducted in relation to a wider equality and inclusion themed learning and development programme.



Equality Objective 3:

Adopt a systematic approach to ensuring a genuinely international curriculum

University of London Worldwide

The University of London Worldwide engages approximately 40,000 students through a range of educational programmes delivered through online, distance learning and in partnership with Recognised Teaching Centres (RTC). The work for implementing and maintaining a genuinely international curriculum is an ongoing endeavour, and the University of London team continues to invest in ensuring their curriculum and student experiences are enabling and strive for being equitable, diverse and inclusive.

The University of London are taking steps to pro-actively engage with our global student population and involve them in supporting us to review our curriculum from the outside, with an international lens. For example, the University of London's Office for Equality and Inclusion, in collaboration with the Centre for Online & Distance Education (CODE), University of London Student Life team, and research partners, King's College London and University of Arts London, launched the report titled '[Designing for worldwide inclusive cultures' project, funded by Advance HE](#). We held a [global hybrid event](#) to engage interdisciplinary academic, student experience and equality and inclusion leaders to engage and discuss the insights and guidance generated from the report. This is leading to the development and design of the Inclusive Culture Hub being created by the Student Life team, with support from the Office for Equality and Inclusion.

The Surveys and Student Voice team who lead on student engagement through the Student Experience Survey (SES) and National Student

Satisfaction (NSS) are delivering on improvements to better engage a larger number of student responses to better understand student experience, teaching, learning, assessment and community. Further work may be required to better understand this data through the lens of equality, diversity and inclusion.

There is continuing work to engage the Deans and Directors' Forum to initiate review of current work on decolonising the curriculum and broaden it to ensure that the curriculum is looked at through a broader international lens. Held on 26 June 2024, approximately 45 colleagues joined the event. In this workshop, led by Mary Stiasny, Linda Amrane-Cooper and Simon Rofe (Leeds), colleagues initially considered the geopolitical context of Higher education. An engaging discussion about how HE can support communities and nations in dealing with the top global risks (for example climate change, social polarization) provided an opportunity to consider values, and aims. We then focused on nine aspects of internationalisation (purpose, content, perspectives, learners, educators, pedagogy, assessment, learning environment and enhancement; Killick 2018) and groups explored the challenges and opportunities in their context for development of specific aspects. Opportunities for interdisciplinary discussions were valued.

Supporting equality and inclusion through student services

Situated in the Student Services (Student Experience) Directorate, the Student Life team leads the student wellbeing provision on behalf of Worldwide, working across departments to build a scalable provision that specialises in supporting

students' progress, health and wellbeing online from a distance. This support, which focuses on the promotion of positive health and wellbeing, prevention of ill health, and early intervention, includes the following:

- Developing tailored policies, protocols and business continuity for our distance and flexible online student community.
- Developing strategic aims to measure our progress in meeting the University Mental Health Charter (UMHC) principles.
- Promoting student wellbeing and providing pastoral support and intervention at key lifecycle stages. Founded the Compassionate Communication project to meet principles of UMHC.
- Leading on the TalkCampus partnership to provide a space for confidential peer support, Samaritan standard buddy counselling which students can train in to provide if they wish, underpinned by a clinical support team on the APP as well as a 24/7 365 crisis support helpline operated by trained clinicians, speaking in 27 different languages. We also offer counselling sessions to students who would benefit from 121 counselling support
- Creating digital resources and self-reflective exercises to support wellbeing which include healthy eating, sleep hygiene, a tailored wellbeing toolkit, suicide awareness, drug and alcohol awareness, support for LGBTQ+ and support for students encountering conflict and crisis across the globe.
- Partnering with Consent Collective TV to provide resources to support students dealing with domestic and sexual abuse, relationship harm, coercive control, and harassment.
- Creating and managing a Wellbeing Champion network across our services to support our students at every stage of the student lifecycle. Creating and managing a Wellbeing Champion

Network across our Recognised Teaching Centres and embedding an RTC policy to provide mental health and wellbeing support locally. Upskilled staff on how to spot and respond to students who report wellbeing concerns.

- Created a Guide to Distressed Students which includes a risk matrix to improve (suicide) prevention and early intervention strategies.
- Created an evidence informed Inclusive Culture Hub to be launched in December 2024 which includes support on inclusive practice, Safe spaces, regional sensitivity and local safety and a calendar of events to acknowledge and celebrate our diverse student body.

Studiosity pilot

In the 2023–2024 academic year, the University launched a pilot with Studiosity to provide writing feedback and study support for online learners, focusing on BSc Computer Science and Undergraduate Laws programmes. Targeting students not studying at Recognised Teaching Centres, the initiative aimed to improve student retention, continuation, and outcomes. The pilot has been highly successful, achieving a 92% student satisfaction rate and receiving overwhelmingly positive feedback from the Student Voice Group. Recognising its potential, the service was offered to other programmes and the University has extended the pilot for an additional year to conduct a comprehensive impact assessment, underscoring our commitment to inclusive educational support for online and distance learners.

School of Advanced Study

The School of Advanced Study (SAS) hosted a Research Seminar series on inclusion in the Humanities for Early Career, Postgraduate and Independent Researchers, SAS reintegrated the Inclusive Academic Practices Group with representation from SAS, University of London Paris (ULIP) and University of London Worldwide

(UoLW). With regards to research development, a programme was developed for Early Career Researchers on participatory approaches to embed inclusion in research across the Humanities. With regards to developing thought leadership in this space, we are connected with the British Philosophical Association who are working with the Eleanor Glanville Institute on inclusivity in philosophy across the UK.

The School of Advanced Study welcomed [new fellows](#) who joined the School of Advanced Study (SAS) through the Inclusion, Participation and Engagement fellowship programme, Mary O'Reilly, Danae Peguero-Bueno, Cydney Phillip and Anja Rekeszus in October. The fellows are based in the areas: languages, literatures, and cultures, in association with the Institutes of Classical Studies, English Studies and Languages, Cultures and Societies; and human rights and policy, in association with the Institute of Commonwealth Studies.

ICS, IES, ILCS and ICwS have been enhancing the extent to which they work together across all spheres of their activity. The intention is to ensure that this collaboration benefits the subject areas that they serve and strengthens the ability of the institutes to pursue agendas that lie at the heart of the mission of the School of Advanced Study.

One such agenda is the support of participatory and inclusive research across the humanities. While the question of inclusivity is intrinsic to every kind of research, some researchers are addressing societal challenges, including addressing structural inequalities, through work in partnership and collaboration with communities beyond the university. This research is vitally important, but the expertise and connections to address it do not necessarily lie within the walls of the traditional academy. Thanks to funding from Research England (RE), the fellowship was established in 2022 as a way to scope new possibilities for engaged humanities practice.

The University of London Press launched their website with a clear statement on equality,

diversity and inclusion and is a member of the Even Up Network with members across the UK to contribute to research on inclusion in peer review and publishing. Like many academic publishers, we are tackling long-standing challenges around recruitment and publishing workflows relating to who, how and what we publish and who has access to this. As part of the School of Advanced Study and the wider University of London, it's important for us to support the promotion and facilitation of humanities research by ensuring that we publish a diverse range of voices, support global access to the work we publish for both academic and non-academic audiences and offer space for new authors and topics to emerge without barriers. The University of London Press are focused on publishing open access, collaborating with other academic publishers, curating nuanced ways to collect demographic data from authors and reviewers. Immediate areas of focus include the following actions:

- Work on our proposal submission process to capture preferred pronouns for authors and to create a new name change policy.
- To develop new author guidance and a new workflow for asking authors to provide descriptive text for any images, figures, graphs and tables in their work to support alt text in all new books published from 2025 onwards.
- A key priority for us over the next couple of years will be focusing on improving the accessibility of our new and backlist books, in line with industry best practice and changing legal requirements.
- To explore the feasibility of adding alt text to images in previously published open access books and developing new workflows for not-yet-published books to include alt text as standard.
- Continued participation in the EvenUp group of UK and Irish university presses working together to improve equity, diversity

and inclusion in our organisations and our publishing programme and practices. As part of this, we're an active member of the 'Recruitment and Career Development' working group within EvenUP and are working towards developing new internships aimed at offering experience for underrepresented community groups within publishing.

- Work with similar presses within the EvenUP group to think about appropriate collective demographic author, reviewer and editorial board surveys and benchmarking activities.

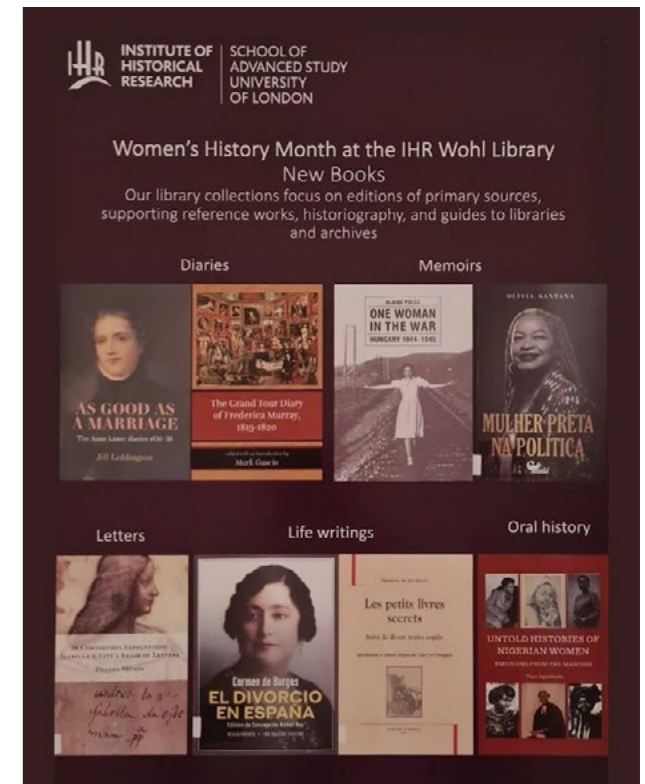
Libraries Inclusivity Working Group

The Libraries Inclusivity working group continue to improve and enhance spaces and services through an equality and inclusion lens. We are updating the Institute's [accessibility web page](#) and consolidating library and IHR-wide sections. We've cross-linked to general SAS information where relevant to avoid duplication (e.g. events and student information). We're in the process of updating lists of equipment. Following consultation with the Office for Equality and Inclusion and completion of a Equality Impact Assessment, we have decided not to use additional software on our public PCs at this time, and will direct people towards the Microsoft [Windows 11 Accessibility Features](#). The group will continue to monitor and review as user engagement increases.

The library produced an array of social media posts and physical displays to mark LGBTQ+ and Women's History Month.

Also marking LGBTQ+ History Month, Sophia Benko, the IHR Library Graduate Trainee also produced a [blog post](#) summarising the library's recent acquisitions in this area, contrasting two of the library's items in particular.

The library continues to acquire material about a broad range of subjects and voices. We have been active to acquire more primary source material and works on historiography about Native



A poster produced by the IHR Library to mark Women's History Month 2024.



An image showing a selection of new IHR Library acquisitions on LGBTQ+ History 2024.

American/First Nations history for the library's North American collections, LGBTQ+ history and groups which are often hidden in the historical record such as histories of homelessness and published refugee oral histories. We have also continued to acquire works from publishers in the Global South (see breakdown below):

Scholarships for refugee and displaced students

In our continuing support of global efforts on behalf of refugees and displaced persons, we have diversified and augmented our scholarships offer for students who have had their higher education curtailed by conflict, oppression, and natural disasters. In collaboration with federation members and Coursera, we now have 35 full-fee awards for undergraduate and postgraduate study:

- Ten Postgraduate Laws LLM scholarships.
- Six scholarships between BSc Business Administration, BSc Marketing, MSc Cyber Security, MSc Project Management.
- Five scholarships between BSc Computer Science and MSc Data Science.
- Five LLB scholarships.
- Three MSc Professional Accountancy scholarships.
- Two MSc Accounting and Financial Management scholarships.
- Two Global MBA scholarships.
- One MA Global Diplomacy scholarship.
- One MA Human Rights scholarship.

To date, awards have been made to refugee and displaced students from Ukraine, Albania, Myanmar, Afghanistan, Iran, Syria, Somalia, Burundi, Liberia, DR Congo, Cameroon, Rwanda, Sudan,

South Sudan and Zimbabwe. All are individuals that have fled their country of origin and are now in countries that include Malaysia, Canada, Lebanon, Turkey, Germany, Finland and the UK. Others have been displaced within their own country, for example in Ukraine and Pakistan.

This expanded portfolio builds on our existing provision that includes scholarships and bursaries for the MA Refugee Protection and Forced Migration Studies in partnership with the UNHCR, Norwegian Refugee Council and Danish Refugee Council. This important work was showcased in a landmark report by the British Council, The Value of Transnational Education (TNE) Partnerships, which sets out evidence for the impact of TNE in contributing to achievement of the UN's Sustainable Development Goals.

The role of higher education in helping to achieve the UN's Sustainable Development Goals (SDGs) has never been more to the fore. The interconnectedness arising from increased globalisation means that challenges such as access to education, health and wellbeing, climate change, conflict and forced migration can only be addressed through global collaboration; and higher education is integral to this.

The University of London has long recognised this. Important contributions to most SDGs manifest not only from the achievements of our graduates, but flow from our global networks of connection and collaboration; our historic mission and purpose; our uniquely interdisciplinary offer; and our unparalleled worldwide profile and reach. Our overarching commitment is to SDG4: Quality Education, with which all the other 16 SDGs are closely interlinked; and through which the University also brings a particular focus on the SDGs for health and wellbeing; gender equality; decent work and economic growth; reduced inequalities; sustainable cities and communities; and peace, justice, and institutions.

Equality Objective 4: Improve our students' attainment

The Education Roadmap referenced in the 'Equality and inclusion Annual Report 2022–2023' document is has been superseded by more targeted improvement and action plans. The Business Improvement team owns the attached KPIs which are signed off by the Board of Trustees. Plans are being developed following updates and overall continuation presented to the Vice-Chancellor's Executive Group (VCEG) and the Board of Trustees. This includes intervention plans which are part of the Worldwide Improvement Programme of work overseen by Business Improvement. The key indicators for success are highlighted below:

- UoLW Surveys and Student Voice Plan 2024–2025 (paper considered at VCEG on Wednesday 6 November).
- Improvement Plan – Student Satisfaction (KPI 02: Student Satisfaction NSS, SES, PTES, PRES).
- Improvement Plan – Continuation, studying in the UK (KPI 03: Continuation Rate: Studying in the UK).
- Improvement Plan – Completion, studying in the UK (KPI 05: Completion: % Students completing in 6yrs. Studying in the UK).

The data is currently split by learning and study method with a 'student tracker' able to break down student progression in a number of metrics. Part of the work of the continuation team in Student Life will be to support student progression across a number of metrics, with demographics likely being a driver of that support. The University of London Worldwide team are committed to continue monitoring progress made regarding student experience, success and attainment through these new indicators.



Equality Objective 5:

Develop an inclusive career development pathway and advancement pipeline for all our staff, including our early career academics

The revised Academic Promotions Policy launched in May 2024 and the Professorial Banding Framework was implemented in February 2024. Further revisions to Academic Promotions were requested by APTC in September 2024, specifically in relation to the appropriate recognition of professional practice. As such our policy indicates:

“The Academic Promotions process provides academic staff with an opportunity to progress their careers within the University of London. To be promoted, academic staff will need to demonstrate a sustained track record of delivering high quality research, education, professional practice, public engagement, knowledge exchange and, for the School of Advanced Study (SAS), Research Promotion and Facilitation (RPF) in line with SAS’s special national mission. The University recognises the plurality of academic careers and encourages staff to build a case based on a range of areas of academic, university and public/professional life.

All relevant aspects of the applicant’s academic career, appropriate to career stage, will be taken into consideration, based on quantitative and qualitative evidence of their contribution within the domains of Research and Innovation, RPF (where appropriate), Education, Public Engagement and Professional Practice, and Leadership and Administration. Applicants will be expected to provide empirical evidence that they have shown personal leadership/held leadership roles in an appropriately balanced way across the domains (bearing in mind the requirements of their current role and any discipline-related

norms or constraints). They will be expected to evidence continued professional development (CPD) as academics and practitioners to underpin their future career success.

The Academic Promotions Committee recognises that applicants will have varying forms of contribution under some headings, depending on the stage of their career and the opportunities they have had for involvement in each domain of activity. In addition to work undertaken whilst at the University of London, credit will be given for relevant achievements and contributions prior to employment at the University of London. For staff holding parttime appointments at the University, consideration will be given to relevant achievements and contributions in secondary employments or appointments.

The University of London is a signatory of the San Francisco Declaration on Research Assessment (DORA): This promotes the responsible use of metrics when measuring and evaluating research. It encourages assessment of research on its own merits rather than on the basis of the journal in which it is published. Open research is encouraged, as appropriate to the discipline, including, through the transparency of data, methods, materials, design and analysis, and practices that support replication.

The Professorial Banding criteria are to be further reviewed following feedback received during the implementation process. The Academic Development Programme is supporting colleagues to pursue HEA Fellowships along with utilising narrative CVs for academic staff being introduced.

The University of London has engaged rapidly introduced apprenticeships over the last 12 months. The University currently employs 18 apprentices across the University, the majority (78%) are Level 3 apprentices, which are entry-level positions that are accessible to those who may not have had access to further or higher education opportunities.

The Leadership and Management Development Programme has been launched. Cohort 1 engaged 68 participants across three programmes – Leadership Conversations, First Line Managers and Aspiring Managers.

We have made sustained investing in positive action through learning and development and continuing to sponsor colleagues onto Aurora (Women in Leadership) and Diversifying Leadership programme, alongside relaunching our mentoring programme. However, we have made little progress on actual proportionate and visible representation at all levels of the institution of staff currently underrepresented in senior management and leadership across the University.

Equality and Inclusion Learning and Development Programme

One of the University’s missions is to transform people’s lives through education, driven by a commitment to diversity, inclusion and access and a belief in their power to create new ways of knowing. This mission should also consider how staff can be change agents through equality, diversity, and inclusion (EDI) education. To bring this to life, this learning needs exercise was conducted to gather insights into staff perspectives on EDI-related learning and development. The purpose of this activity was to capture how UoL’s EDI objectives will be met through the delivery of learning and development by enhancing the skills, knowledge, and attitudes of UoL staff in doing EDI work. The report represents a synthesis of findings from a sample of staff through a university-wide survey and focus groups (led by Advance HE) to explore

and identify the learning needs pertaining to equality, diversity and inclusion at the University of London. Whilst the survey and focus group questions focused primarily on learning and development, staff were also invited to provide a range perspectives on the broader equality and inclusion culture and context at the university. This report explores and offers a holistic approach to learning and development aligned with the University’s policy and strategic context.

The learning needs analysis engaged a total of 114 staff through a survey and externally facilitated focus groups across the University of London, identifying three themes focused on,

- Systemic integration of EDI
 - A systemic EDI approach in educational practices is crucial, including learning, teaching and assessment strategies
 - Meaningful EDI initiatives require clear statements, expectations and practices in curriculum design and student engagement
- Inclusivity beyond visibility
 - Actions behind inclusivity efforts are crucial, not just visibility or participation in events
 - EDI initiatives should actively support and engage with diverse communities, going beyond surface-level representation
 - Senior figures need to initiate and support EDI structures and processes to encourage inclusive initiatives
- Comprehensive EDI education
 - Improving EDI literacy across the university is essential to combat inequality and discrimination
 - There is a significant need for education and facilitation of EDI activities and networks and to create safe spaces for staff to discuss EDI topics and share experiences.

Through this learning needs exercise we identified that staff wanted to see equality and inclusion actualised and implemented. The learning needs analysis highlighted a need for more equality and inclusion resource to be able to achieve impact. There was a clear need from participants to see equality and inclusion embedded in everyday practice and culture at the University of London

and the need for a more comprehensive equality and inclusion education to build staff capacity and improve students' experience, retention and success. In order to address some of the themes and issues, the university will launch a wholistic equality, diversity and inclusion learning and development programme.



View the University of London website

Contact

For information about the Equality and Inclusion Annual 2023–2024 report please contact inclusion@london.ac.uk.

This material is available in alternative formats upon request. Please contact: special.arrangements@london.ac.uk

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