



**UNIVERSITY
OF LONDON**

Equality and Inclusion Report

2022–2023



Contents

1 Executive summary	3
Equality and inclusion objectives	3
Gender pay gap	6
Summary	6
2 Highlights	7
Introduction to the University of London	7
Our commitment to equality and inclusion	8
Our vision for equality and inclusion	8
Our equality and inclusion strategy 2021–2025	9
EDI strategy action plan	12
EDI team and governance	16
3 Highlights of our strategic equality and inclusion work (2022–2023)	17
Inclusion office	17
Inclusion hub launch	18
Federation member’s forum for inclusion	19
Gender equality	21
Race Equality Charter	26
Health, safety and wellbeing	28
Learning and development	29
Development Office: Philanthropic activities with an inclusion focus	32
4 University of London Worldwide	35
Student experience and wellbeing	35
Scholarships offer for refugee and displaced students	35
Centre for online and distance education	37
5 School of Advanced Study	39
Being Human Festival	42
Fellowships	44
Grants	45



1 Executive summary

The University of London is a diverse community of around 40,000 students studying in 190 countries, with campuses in London and Paris, and over 100 Recognised Teaching Centres in 44 countries. Our commitment to embracing equality and inclusion is vital to the success of the University and achieving our vision of being a world-class, ambitious university depends on recruiting, supporting, and developing students and staff from a diverse range of backgrounds. This requires all of us at the University to work together to create inclusive cultures and journeys and address equality and inclusion challenges.

Equality and inclusion objectives

As we move towards the final year of implementing our 5-year equality, diversity, and inclusion objectives we have made good progress against actions within our equality (see page 11) 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 are in progress.

With regards to our race equality objective, we have commenced work with the Race Equality Charter framework (hosted by Advance HE) led by an EDI Officer who is facilitating the University of London to developing capacity, knowledge,

and skill in navigating race equality work at the University of London, and is chaired by the Director of HR. The momentum gained in this space is growing and is reflective of some of the impactful events we have hosted, including Black Men on the Couch, which drew in members of the public to engage in a conversation about mental health and the Black community. We are proud holders of the Athena SWAN Bronze award and work is underway with the Gender Equality Implementation group to oversee, support and deliver on our 5-year gender equality action plan and is chaired by our Pro-vice chancellor of International, Learning and Teaching

For the work concerning the adoption of a systematic approach to ensuring a genuinely international curriculum there has been a review of the curriculum, with a view to broaden it to ensure that the curriculum is looked at through an international lens. This has included commencing a pilot 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. With regards to developing thought leadership in this space, there was a partnership with the British Philosophical Association to carry out research 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.

We remain committed to continue making significant 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.

The actions that sit within our 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 (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 [this may update subject to regulatory guidance].

The objective to improve students' attainment has made significant 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 project is regularly reporting to Academic Board and the Senior Executive Team, and is exploring at the factors influencing student outcomes, including Learning, Wellbeing, Assessment and Administration.

Progress is being made to forming an agreed inclusive methodology for identifying staff with potential for progression and remain 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

The Academic Promotions Policy and the Professorial Banding Framework is undergoing 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 action to develop proportionate and visible representation at all levels of the institution of staff currently underrepresented

in senior management and leadership across the University, is ongoing and the HR team have invested in sponsoring colleagues who are women and/or Black, Asian, and ethnic minorities to participate in Aurora and/or Diversifying Leadership programmes. This sits alongside the relaunch of the mentoring programme, yet there will be scope for measuring impact and evaluating these initiatives to ascertain what works.

Gender pay gap

The University of London shares the sector wide commitment, to reduce the gender pay gap. The sector data shows there are more women, 55% female: 45% male, and in particular part-time staff 66% females and professional services staff 63% females, however contrary to this norm, male staff lead the way in academia at 52% (HESA, 2021–22). 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 56%:44% which is the same as last year.

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 work of the Gender Equality Implementation Group will help.

Summary

In 2022–2023, the University of London has focused on initiating work to deliver the key objectives (and associated actions) that we have set out in the Equality and Inclusion Strategy 2021–2025. It has also proactively engaged with and beyond its public sector equality duty and done so across all its areas of work and expertise striving to bring a whole institutional approach to equality, diversity, and inclusion. As we move into the final year, we intend to focus on continuing to complete relevant actions, focusing on developing conditions for fostering good relations and begin to develop our strategic approach from 2025 onwards.



2 Highlights



Introduction to the University of London

The University of London is an inclusive and diverse community of more than 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 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 Inclusion team 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 new 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)".

During this time there were some staffing changes as we appointed a new Head of Inclusion in May 2023, and also have a permanent EDI Officer demonstrating a sustainable investment made by the university to meet our equality duty.

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 2021–2025 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.

4 **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.

5 **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 achieve our objectives. 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 MIs) 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 Jun 2022	Complete		Director of HR
		Work to revive the staff Race Equality Group	Jun 2022 onwards	On pause	Federation Working Group meeting in Nov 2023	Head of Inclusion
		Formally sign up to Advance HE REC Charter	Mar 2023	Complete		Director of HR/ Vice-chancellor
		Set up the REC Self-Assessment team, plot out activities to initiate an internal review of race equity.	Nov 2022–Mar 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–Jul 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–Jul 2023	In progress	(see above and note that paper and proposals for internal tool or externally facilitated system have been prepared but need to sit in regulatory context.	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 a baseline from Athena Swan data for staff – we will survey staff and students this year now that the new procedures have been implemented.	PVC: Partnerships & Governance; Director of Governance, Policy & Compliance
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

E&I Objective	Key Deliverables	Core activity	Date	Progress	Notes	Lead (s)
		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. 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.	PVC: International, Learning & Teaching
		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	Jul 2022	Complete	PVC: Research & Engagement
			Host a SAS Research Seminar series on inclusion in the Humanities for Early Career, Postgraduate and Independent Researchers	Jan–Jun 2022	Complete	PVC: Research & Engagement
			Revive the Inclusive Academic Practices Group with broader representative from SAS, ULIP and WW.	Jan–Jun 2022 complete	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	Student outcomes roadmap focussed on all elements of this; regular reporting to Academic Board and VCEG through 23. Project to look at the factors influencing student outcomes. This will include Learning, Wellbeing, Assessment and Administration.	PVC: International, Learning & Teaching
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. Immediate actions to include:				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	Feb 2024		Academic Promotions Policy is with PVCs for final review. Professorial Banding Framework expected to be implemented in Feb 2024	Director of HR/PVC: Finance & Operations
	5.2 A development framework that encourages career ownership through increased access to opportunities and improved visibility of progression options.	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.	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.		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.	Director of HR/PVC: Finance & Operations	Director of HR/PVC: Finance & Operations

EDI team and governance

Role of the Inclusion Team

The Inclusion team sits within the Partnerships and Governance directorate within the University of London, providing strategic 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 strategic equalities and initiatives across the institution.

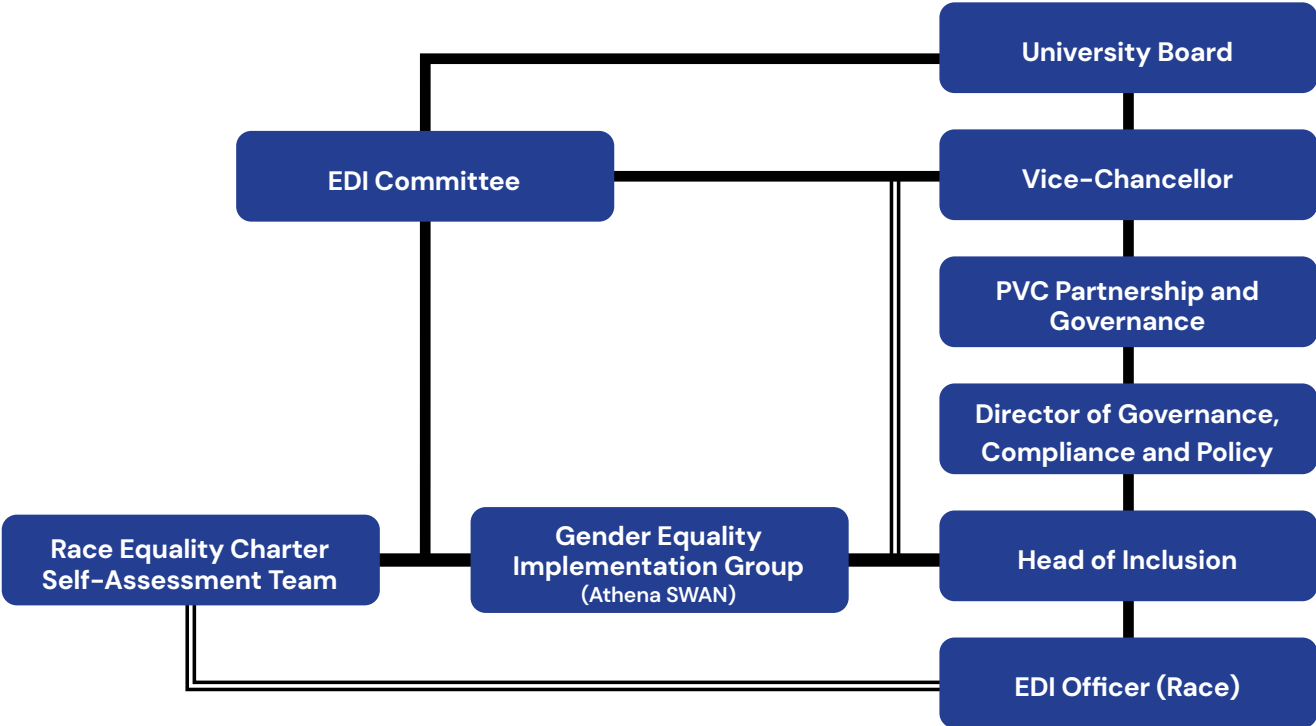
EDI Team Governance

The schematic here illustrates what and where equality and inclusion are formalised within our governance here at the University of London. The solid black lines indicate lines of reporting which

form an essential part of our governance at the University of London. The non-solid lines indicate informal lines of reporting, for example, the EDI Officer (Race) supports and facilitates our work on the Race Equality Charter (REC), however the Head of Inclusion along with the Chair is responsible for delivering this.

The Inclusion Office comprises of a Head of Inclusion and EDI Officer (Race). The Head of Inclusion oversees the facilitation of the REC Self-Assessment Team (REC-SAT) and the Gender Equality Implementation Group (GEIG). The REC-SAT and GEIG report and inform the EDI Committee on progress and impact, which will be fed back to the University Board of Trustees.

The Inclusion Office is situated within the Director of Governance, Compliance and Policy's department, operating within the Partnerships and Governance Directorate led by our Pro-Vice chancellor. Whilst the Inclusion Office is within this area of the University of London, the Inclusion Office will also report directly to the Vice-chancellor in relation to the overarching monitoring, effectiveness implementation and delivery of our equality and inclusion objectives and strategy.



3 Highlights of our strategic equality and inclusion work (2022–2023)

Inclusion office

There has been some change for the Inclusion office over the last year, and the new Head of Inclusion came into post in May 2023. They have been meeting with members of the Senior Management Group, Senior Executive Team, and the Vice-chancellor's office for introductions and to scope and calibrate the vision for equality and inclusion 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.

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 working environment accommodating this change (and vice versa). A priority for the Inclusion team 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 utilise an intersectionality lens and approach to our work towards equality and inclusion.



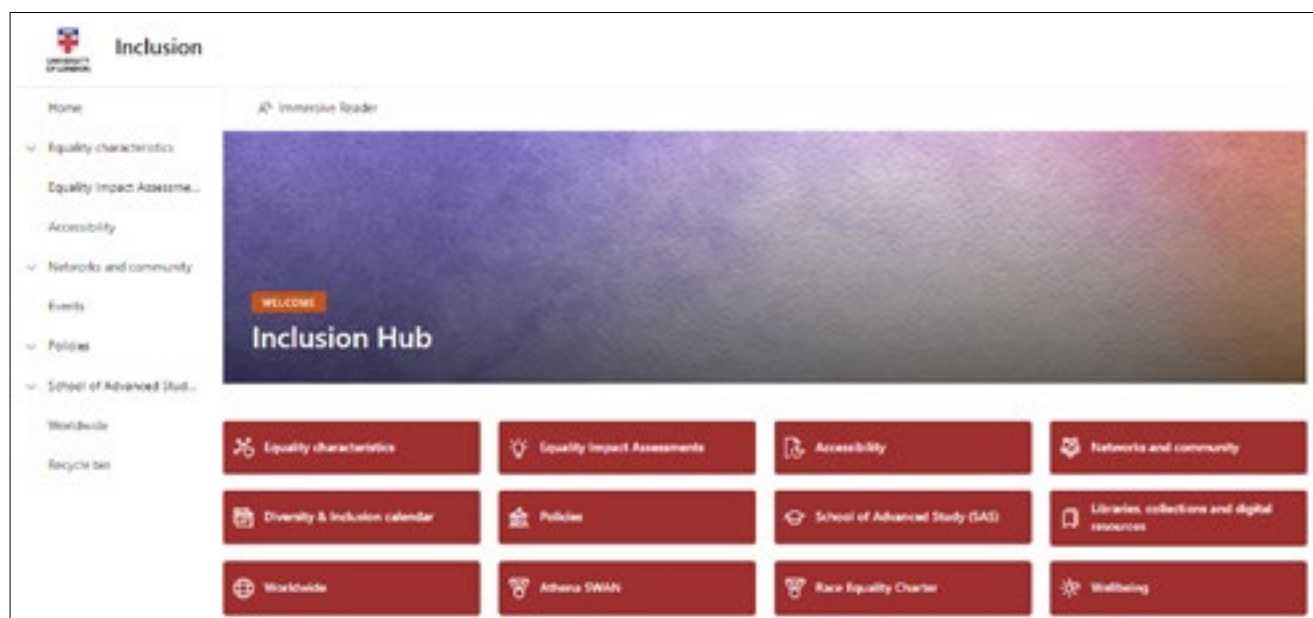
From the strategic conversations the Inclusion office are engaged in, this informs our approach to inclusion at the University of London to be underpinned by three thematic areas working towards enabling inclusion mainstreaming, inclusive journeys, and inclusive cultures to frame our current EDI strategy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

- **Inclusion mainstreaming:** Ensure our commitment to equality, inclusion and access as a key institutional 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 to co-create solutions for widening participation, improving access and ensuring successful outcomes.
- **Inclusive cultures:** To 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.



Inclusion hub launch

As part of the Inclusion team's presence in the University of London, the team developed, in partnership with Internal Communications and ITDS, the Inclusion Hub, which is a central space for staff to engage with a variety of evidence, information and guidance on various equality characteristics, themes and issues that are highlighted across the UK Higher Education Sector.



Federation member's forum for inclusion

The current climate for diversity and inclusion can often be seen as sensitive, challenging, and turbulent and there is evidence to suggest that formalising a community of people with significant inclusion responsibility can enable a stronger position on navigating contemporary EDI issues in higher education, to collaborate and connect to nurture innovative practices and activities, and to provide a space for discussion on emerging new knowledge and implementation.

Historically, there was a federation wide group focused specifically on social mobility in higher education, however this group dissolved due to competing priorities and demands. The purpose of this event was for the Inclusion team at the University of London to scope the potential

to create a federation wide network centred on themes pertaining to equality, diversity, and inclusion.

In November 2023, the University of London brought a community of equality, diversity and inclusion leads together in a safer space along with some facilitated activities to generate an initial conversation about what is on the horizon for the federation and how a community could help support and facilitate solutions to known and unknown challenges. As we move into the next phase, we will aim to establish this federation group to share knowledge and practice on developing inclusive institutions and supporting each other's practices in fostering good relations.



Equality and inclusion data highlights

In this section, the report summarises some key highlights from equality and inclusion data during 2022–2023. 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

- In 2022–2023, we witnessed a sustained decrease in student numbers for UoLW following movement out of the pandemic (2020–2021), while SAS encountered a reduction of 30 students, signalling a shift away from the growth pattern observed in preceding years.



- New registrations and total student numbers at UoLW have consistently shown a slight male bias. Meanwhile, the proportion of UK students from Black, Asian and minority ethnic backgrounds have increased year on year, rising from 32% in 2019–2020 to 37% in 2022–2023 (+5%).
- New registrations and overall student numbers for SAS report a female skew, with a predominantly white composition among UK School of Advanced Study (SAS) students although in 2022–2023, there was an 8% decrease in white UK student representation.
- Females studying UoLW programmes exhibit higher continuation rates than males across both first degree and higher degree (taught) aims, though there is a decline in continuation between 2018–2019 and 2020–2021 generally, due to the high dormancy rates of students during the pandemic.
- SAS full-time and part-time continuation rates amongst all age bands and genders are strong in general except for the most recent year, 2020–2021 impacted by COVID.
- Male students on UoLW programmes have consistently attained first-class or distinction classifications at a higher rate than females.

Staff data*

- The gender profile of the staff highlights that there are more females (56.3%) than males (43.7%) employed at the University of London. There is an approximate gender balance across job levels with more females represented on levels 6–8 (59.3%) 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 (24.6% for females, 28% for males), and levels 9–10 (14.7% for females, 10.7% for males). When exploring the recruitment pipeline the data highlights that there are more females

* Note from 2019–2020 onwards, HESA changed their subscription model which has resulted in institutes returning data on academic staff but have the option to submit non-academic staff if they choose. University of London is heavily skewed to professional services and our academic faculty are much smaller than across the sector. This data was produced 1st April 2023.

applying (57.2%), being shortlisted (61.6%) and becoming appointed (61.4%). 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 staff who are female and Black, Asian and minority ethnic aged over 51 years old since 2021.
- Disabled staff employed at the University of London has decreased from 4.8% (2021) to 3.2% (2023). When looking at data across job bandings, disabled staff are only recorded on Level 1–5 and Level 6–8. There is a recruitment pipeline issue with disabled staff that apply for opportunities at the University of London (10.8%), to shortlisted (10.2%) and appointed (7.3%), however further analysis on the reasons for this is needed.
- 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 29.5% (2021) to 31.3% (2023). 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 (44.2%) compared to Level 6–8 (26%) and Level 9–10 (12.7%). There is a recruitment pipeline issue with Black, Asian and minority ethnic staff that apply for opportunities at the University of London (49.5%), to shortlisted (37.2%) and appointed (29.4%), however further analysis on this pipeline is needed.

Gender equality

Gender Equality Implementation Group Action Plan Progress

The Gender Equality Implementation Group (GEIG) chaired by the Pro-vice chancellor for Teaching, Learning and International met on 27th November 2023. AS part of that meeting we the group set out priorities and ways of working for the year to oversee the implementation of the action plan and set out some activities which will be launched in 2024, including:

- Support for forming a Parent/Carers Network with UoL Staff
- To coordinate events for International Women's Day 2024
- Enhancing our Terms of Reference
- Raise the profile of the gender equality work in collaboration with internal communications and various student engagement functions to share progress and opportunities

Gender Pay Gap

The University of London shares the sector wide commitment, to reduce the gender pay gap. The sector data shows there are more women, 55% female: 45% male, and in particular part-time staff 66% females and professional services staff 63% females, however contrary to this norm, male staff lead the way in academia at 52% (HESA, 2021–2022).

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 56:44% which is the same as last year.

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.

Calculations

The gender pay gap reporting requires two lists of employees: relevant employees and full pay relevant employees¹. This year there are 1074 relevant employees who will be used for the bonus gap calculations and 1053 for the gender pay gap calculations. The difference of 21 is spread 15:6 female to male. In line with the regulations, the 21 were omitted for reasons which related to receiving less than their full pay due to leave.

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	% change between 2022 and 2023
Mean Gender Pay Gap	5.30%	1.16%	1.20%	2.95%	+1.75%
Median Gender Pay Gap	5.10%	2.64%	4.82%	4.14%	-0.68%

Gender quartiles current and last three years

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

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	70	20	58	77	35	4						264
Q2				6	99	79	79					263
Q3					2	35	154	70	2			263
Q4							1	105	90	53	14	263
Grand Total	70	20	58	83	136	118	234	175	92	53	14	1053

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.

Quartile analysis by grade – female

Quarter	LO1	LO2	LO3	LO4	LO5	LO6	LO7	LO8	LO9	L10	Not on Scale	Grand Total
Q1	33	9	18	50	24	2						136
Q2				3	64	54	55					176
Q3					1	20	88	41	2			152
Q4							1	48	44	26	5	124
Grand Total	33	9	18	53	89	76	144	89	46	26	5	588

Quartile analysis by grade – male

Quarter	LO1	LO2	LO3	LO4	LO5	LO6	LO7	LO8	LO9	L10	Not on Scale	Grand Total
Q1	37	11	40	27	11	2						128
Q2				3	35	25	24					87
Q3					1	15	66	29				111
Q4								57	46	27	9	139
Grand Total	37	11	40	30	47	42	90	86	46	27	9	465

Quarter	Female headcount	Female – avg. hourly rate	Male headcount	Male – avg. hourly rate	Total headcount	Total – avg. hourly rate	Difference – £	Difference – %
Q1	136	£14.91	128	£14.32	264	£14.62	–£0.59	–4.12%
Q2	176	£19.34	87	£19.41	263	£19.37	£0.07	0.38%
Q3	152	£23.71	111	£23.93	263	£23.81	£0.22	0.92%
Q4	124	£37.91	139	£36.08	263	£36.94	–£1.83	–5.07%
Total	588	£23.36	465	£24.07	1053	£23.68	£0.71	2.95%

Bonus Pay Gap

This year all staff were paid a cost-of-living payment of £200 for 6 months so 100% of relevant employees received a bonus.

- The median bonus pay for both men and women is £1200 which is a 0% median pay gap.
- The mean bonus pay gap was 4.51%

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 are:

- The University's mean GPG is calculated at 2.95 % and the median GPG at 4.14 %.
- The mean GPG figures has increased since 2023 (1.75%), the median GPG figure has decreased (0.68%).
- Despite the increase, the mean GPG is lower than the most recently published HE sector average (16.2% reported UCEA) and the UK workforce (15.4% according to the ONS), which would suggest that we are positively below the sector and national averages (**ONS – Gender pay gap in the UK: 2022.**)

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.

Pay awards

This year was the first year we were advised to apply this year's national pay award in a staged approach. It involved an increase of 5.0% on points 26 and above, and higher uplifts, graded between 6% and 8%, for spine points between 3 and 25, the total uplift percentage applied across February and August. Overall, the national pay increase saw a larger % pay uplift to our staff in levels 1 – 6. This is where we have a higher proportion female staff than male. When we look the mean and median gender pay gap for FTR for staff in those levels we can see that there is a pay gap in favour of women, -5.12% and -11.05% respectively.

The pay gap begins to shift for staff employed in levels 7 to 9. It appears that on average females earn 86pence for every £1 that male staff earn, that's 14 pence more than females earn. The median pay gap for staff in levels 7 to 9 stands at 13.66%. When comparing the mean hourly pay, females earn 5.82% less than men.





Exploring the level 10s, excluding the VC to avoid skewing the data, the mean gender pay gap is 2.74% and median gender pay gap is very close to 0 at 0.7%. The Level 10 pay scale implementation during this year will allow for further analysis with previous years in the next cycle.

Overall headcount

We have this year reported an increase in the headcount of 53. Whilst we maintain the steady year on year ratio of more women than men employed at the university. This year shows a significant increase of women employed in the lower quartiles with fewer men in quartiles 3 and 4.

Ethnicity

The average staff member from Black, Asian, and ethnic minority backgrounds is paid 86p for every £1 that the average White staff member is paid when comparing median pay (13.54%).

The average staff member from Black, Asian, and ethnic minority backgrounds is paid 84p for every £1 that the average White staff member is paid when comparing mean pay (16.48%). The ethnicity pay gap favours White staff.

Both the mean and median pay gap figures show ethnicity pay gaps significantly wider than the gender pay gap. Ethnicity groups which experienced wider pay gaps were also consistent to the sector. In the majority of HEIs, Black staff members face the widest pay gap, while Asian staff and individuals from backgrounds not elsewhere classified experienced the narrowest pay gap (**UCEA, Intersectional Pay Gaps in Higher Education 2020–2021**). As we progress our work through the Race Equality Charter, we will be able to further interrogate and develop actions that we anticipate will help narrow this gap.

Part time working

We have slightly less than 20% (197) of the workforce working part time hours, you are considered to be working part time if you work less than 35 hours per week. Whilst the data shows that 68% females are employed in part time working hours, we do not have a pay gap issue impacting female staff. This means that on average for every £1 a man earns females earn 90 pence more. The median pay gap is -9.9%. The mean pay gap is -3.5%.

Race Equality Charter

Race Equality Charter (REC) Self-Assessment Team

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 and led by Kellie Golbourne, E&I Officer (Race).

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. 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 Away Days

The REC SAT Away Days took place on the 6th and 7th of June this year. This was an opportunity for the SAT to bond as a group and gain an understanding of the work involved in the REC application. Reflections of the Away Days were discussed in July with common themes emerging around the need for more time spent on having organic conversations, building trust within the group, development of a common language around race, use of UK based examples of racial disparities, and personal challenges and take aways for the group to develop. The time together was greatly valued with more opportunities to do so being a main takeaway action point.

Black History Month & Taskforce

Black History Month (BHM) allows uws to collectively acknowledge and celebrate the history and contributions of Black people to British society and globally. The BHM Taskforce is a collaboration of the Comms, Learning and Development (L&D) and Senate House Library (SHL) departments lead by the Inclusion Team to organise a myriad of events and initiatives to recognise BHM at the University of London.

This October, the BHM Taskforce facilitated a series of films showing Black British experiences at Senate House including *Small Axe: Red, White, and Blue* (2020), *Rocks* (2019), and *Pirates* (2021). To coincide with Halloween, the series concluded with an evening screening of the science fiction comedy horror film *Attack the Block* (2011). The Films on the Steps series was a great opportunity to utilise the TV screen and the newly built steps on Malet Street. The UoL inclusion team curated a special Spotify playlist of Black Female artists from around the world in keeping with this year's theme.

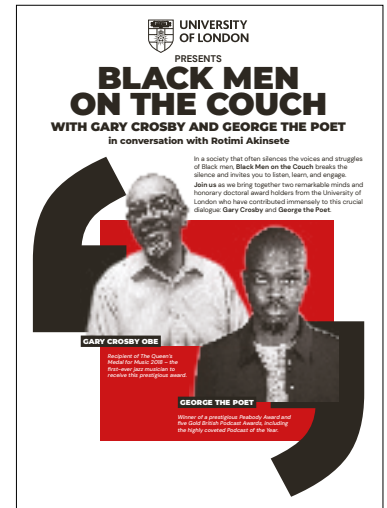
SHL displayed a wide collection of books on Black history, literature, and culture in Deller Hall at Senate House, for both staff and students to engage and sign up to view the Special Collection materials. The Special Collection materials

included publications from the Falling Wall Press, which covered the stories of Black immigrant women and their activism in the 1970s and 1980s such as *Strangers & Sisters: Women, Race, and Immigration* (1985) and *Black women: bringing it all back home* (1980).

The University hosted an episode of psychotherapist Rotimi Akinsete's acclaimed event series *Black Men on The Couch*. Featured guests were Gary Crosby OBE, double bassist, and the co-founder and artistic director of *Tomorrow's Warriors*; and George the Poet, a multiple award-winning spoken word artist, poet, rapper, and podcaster, who are UoL honorary degree holders. Rotimi and the guests engaged in illuminating conversations on the mental health of Black men in the UK and we were treated to performances from both guests. The event was attended by more than 150 audience members.

The UoL's L&D team also hosted an online active allyship workshop and a BHM-themed painting session where staff and students were able to express their salute of Black Sisters on canvas in a fun and lively environment. The BHM Taskforce

also collated events across UoL, SAS and IALS as well as the Federation Members to signpost on our platforms. These included well attended events such as *The Women of the Windrush Generation*, and library exhibits of Black women in law.



Pride in London Group

In 2023, the University of London participated in the Pride in London parade. We had over 20 staff and students present from across the Federation Members and University of London taking part in the event. This marks a critical milestone for University of London in promoting awareness, safety, and inclusivity of the LGBTQ+ community at the University of London. The Inclusion Office are working with Strategic Marketing and Communications to re-design the inflatable float and engaging more staff and students from across the Federation members when we participate in 2024.



Health, safety and wellbeing

The Inclusion Office is collaborating with the Health and Safety team on refreshing our approach to wellbeing, disability confidence and awareness across the University of London. This will mean updating and conducting a formal review of our disability and wellbeing policy at the University of London.

University of London Mental Health Charter

The UMHC is an initiative led by Student Minds, a UK-based mental health charity that aims to empower students and promote good mental health on campus. It provides a framework of good practice principles for universities to support the mental wellbeing of their community. By joining this programme, the University has made a commitment to prioritise mental health and wellbeing at all levels. This includes implementing measures to raise awareness, reduce stigma, and provide support for those who may be struggling with their mental health.

In recent years, there has been a growing recognition of the importance of mental health support on university campuses. The pressure to succeed academically, along with the challenges of adjusting to independent living and the demands of social and personal life, can create a high-stress environment for students. It is also understood that staff wellbeing is essential to a healthy university community. By participating in the UMHC Programme, the University of London is taking a proactive approach to addressing these challenges. Our aim is to create a compassionate environment that fosters wellbeing and supports the success of our students and staff. The Head of Inclusion is a member of the Mental Health Charter working group.



University
Mental Health
Charter

Together
for thriving
futures

Learning and development

During 2022–2023, the University offered a range of learning and development opportunities to support staff. The training courses delivered were aimed at an individual understanding of equality and inclusion, with others taking on an institution wide perspective.

These courses included:

Active Allyship: Advancing Equity at UoL

Open to all staff, this two-part course provided a space to consider how staff can promote a culture of active allyship and inclusion at the University. Designed to be highly participatory, encouraging dialogue and reflection, colleagues explored the steps we can take to challenge bias, support inclusive working cultures, and promote active allyship. Through facilitated discussions, participants will be encouraged to explore:

- the relationship between beliefs, behaviours, and bias
- the role power and privilege play in individual and group decision making
- the behaviours we can adopt as individuals to actively support colleagues the steps we can take as an organisation to tackle inequality and promote equity

Feedback:

'I enjoyed this session as it put learnings into perspective and gave us a chance to share our thoughts.'

'I think everyone would benefit from this course.'

'Great sessions and the facilitator was really engaging and knowledgeable. Both sessions were well designed too. Really enjoyed it.'

Inclusive leadership and management

A series of workshops were offered to support managers in reflecting on the role leaders play in promoting equality and creating inclusive cultures.



Inclusive leadership: Accountability and Active Allyship

This course explores the role leaders and managers play in actively promoting equity within the workplace and within Higher Education. Through facilitated discussions, participants will be encouraged to explore:

- the relationship between individual bias, discrimination, and structural inequalities
- tools and techniques to foster self-awareness and reflection
- facilitating discussions in a way that encourages participation, considering issues of power and privilege
- the steps leaders and managers can take to actively promote an inclusive environment

Feedback:

'The facilitator was excellent at explaining everything at the workshop.'

'Very well delivered with a great balance of content delivery and participation.'

Wellbeing

A 2-part online workshop on Proactively Managing Mental Health for line managers.

This interactive 2-part workshop gave a deep dive into the subject of managing mental health at work. The main outcomes were to encourage managers to proactively address mental health and wellbeing, develop the confidence to speak about mental health with their teams and provide enhanced awareness around mental health and supporting operational and non-operational, public facing and non-public facing staff.

Managing Mental Health Reconnect Session

The one hour reconnect sessions are for managers that have been through the Proactively Managing Mental Health training to assess confidence, revisit theory and set application of learning tasks to take back to their teams. Sessions are facilitated by Strategic Wellbeing.

Feedback:

'A really great session intended for line managers but useful for all.'

'The session gave me a greater understanding of mental health needs and gave me useful tools to manage my team's mental health.'

Supporting Mental Health in the classroom

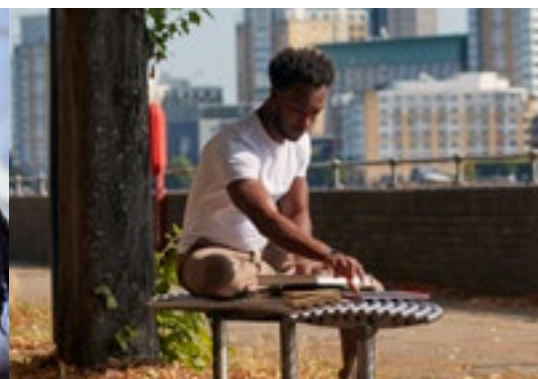
This workshop covered the following areas:

- Spotting the signs of distress, anxiety, and depression in the classroom (remote and in person)
- Understanding the link between mental health and performance
- Managing stigma and recognising different cultural frames of reference
- Creating a culture of open communication and managing disclosure (remote and in person)
- Know my responsibilities and when to signpost to support

Feedback:

'This was an excellent session and very relevant to what we do. I enjoyed the presentation and the debates on the mental health of students.'

'Useful session with practical advice...with thoughtful breakout exercises'



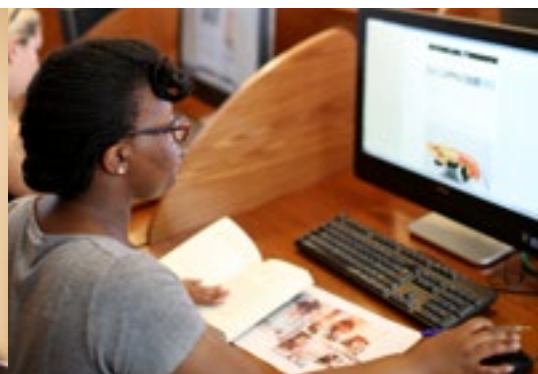
Aurora (Leadership Development Programme for Women)

9 female staff members were sponsored to attend the Aurora programme that is organised by Advance HE. This programme seeks to support women and their institutions to fulfil their leadership potential through thought provoking activities, collaborative problem solving and sharing motivating stories supported by inspirational women role models. Participation in this programme provides a strong network for women across the sector to share best practice, insights, and experiences.



Diversifying Leadership (Leadership Development Programme for staff from Black, Asian, and Minority Ethnic background)

The University will be sponsoring 4 places on Advanced HE's Diversifying Leadership programme. Participants will explore concepts such as 'authentic leadership', allowing the self-identity of their own leadership style and role as a leader to emerge, as well considering their motivation and influences. Featuring stories from high-profile HE leaders, the programme is designed to provide a safe environment in which to discuss issues and personal narratives relating to lived experiences of working within HE. As a result, participants build confidence, feel empowered and expand their professional strengths.



Learning Needs Analysis

One 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 can be change agents through equality, diversity, and inclusion (EDI) education.

To foster equity, diversity, and inclusion (EDI) within UoL, a cultural shift is needed. The success of this hinges on people changing and the working environment accommodating this change (and vice versa). The goal is to guide UoL staff through a learning journey, and because part of our

connecting theme 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 intends to instil new values, challenges perspectives, and ultimately drives behavioural change.

Educating staff around EDI extends beyond knowledge transfer; it needs to align with UoL's purpose and values. L&D will therefore roll out a combination of training and learning resources that aim to increase knowledge, shift perspectives, and transform behaviours that pave the way for a holistic cultural shift within UoL.

The purpose of the analysis is 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 following is needed to ensure this occurs:

- Identify current levels of staff knowledge and skill in areas of inclusion
- Identify managers knowledge and skills in facilitating inclusive practice and development
- Explore current attitudes and future challenges to actualising inclusion through learning and development



Better understand how learning and development can build confidence and capacity in EDI.

The LNA will explore Edi capabilities and development within the below questions:

- What EDI skills, knowledge and behaviours are staff expected to develop?
- How will the development of these skills, knowledge and behaviours support the University to progress its key strategic EDI aims and support effective working practices?

How will we measure impact?

The above will help form the strategic learning and development programme at UoL to be delivered from March 2024.

We recognise there is a need for EDI learning to commence and will explore delivery of learning and development in more holistic ways through the following areas whilst the LNA is in progress:

- Introduction to Equality, Diversity, and Inclusion Training
- Inclusive Policy in HE
- Inclusive Leadership
- EDI Data Analysis
- Inclusive Programme Design
- Inclusive Academic Practice
- Equality Act 2010

Development Office: Philanthropic activities with an inclusion focus

Funding for scholarships and hardship funds for students

In 2022–2023, the Development Office raised hundreds of thousands of pounds nearly £400,000 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, allowing those who would not otherwise be able to afford to study the opportunity to pursue a University of London degree. Nigerian philanthropist, lawyer and University of London alumnus, Aare Afe Babalola, generously donated £100,000 to the University to provide support to students unable to continue with their studies due to financial hardship. He has also given a £10million donation to Kings College London to establish the Afe Babalola African Centre for Transnational Education, which will offer blended and online programmes in partnership with the University of London and an alliance of leading African universities.

Alongside our Federation-wide Access Commitment and Care Leavers Guarantee, in October 2022, we launched 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 one of the University's central academic bodies or any of its 17 independent federation members and in addition provides up to 10 fully funded places in UoL Halls of Residence for those who are care leavers or estranged from their families. In its first year, it the programme supported 75 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 three years.

The Maggs Scholarship seeks especially to support an excellent student who wishes to study on the MA in the History of the Book, 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 a degree in human rights, who originate from low- and middle-income countries, as defined by the World Bank.

Funding and pro bono support for the Refugee Law Clinic

The University of London Refugee Clinic (RLC), an innovative project providing pro bono legal advice for refugee clients, has trained more than 160 University of London students and 140 commercial lawyers. Students can gain an independent qualification through the OISC (Office of Immigration Services Commissioner); about 20% of students from the 2022–2023 intake are working towards this goal. In 2023, the RLC won the LawWorks & Attorney General Student Pro Bono Award for 'Best Contribution by a Law School' and obtained one-year funding for a second Supervising Lawyer, so that it can take on a larger caseload and make an impact on policy as well as individual cases by doing strategic work around the 2022 Nationality and Borders Act and 2023 Illegal Migration Act.

The RLC has received over 125 referrals and has started work on more than 110 cases. It has submitted 33 fresh claims to the Home Office. 10 clients have been granted refugee protection. Three have been granted another form of leave. Six have been refused but granted a right of appeal. Only one has been refused asylum with no right of appeal. 13 clients are awaiting decisions from the Home Office.

The impact on those seeking asylum is profound. One client said, 'From the bottom of my heart, it was the best service I received in my life. Whatever happens to my case, I'm going to be grateful. I've never seen lawyers like you. I've met a lot of lawyers in the past, but you tried very hard to sort out my case and tried things that the other lawyers didn't think to do before.'

The RLC were also 'highly commended' in the 'Environmental, Social and Governance (ESG) Programme of the Year' category at the Legal Business Awards 2023.

Sharing knowledge across borders

The British East-Asian Conference of Historians (BEACH) is a unique forum which enables specialists on British history to share knowledge and expertise. The 2023 conference brought together academics from different backgrounds, fostering dialogue between British, Japanese, and South Korean historians while engaging the public. Support from the Toshiba International Foundation and the Great Britain Sasakawa Foundation made it possible for 15 Japanese and South Korean academics to participate in the conference.

Additional support from gifts in Wills

The University is also grateful to those who remembered us with a gift in their Will, with more than £500,000 in new legacy commitments, including Dr Robert Macintosh who generously donated the entirety of his estate to the University. Robert's academic specialism was the politics of South Africa, supporting his lifelong fight against apartheid. His gift, worth hundreds of thousands of pounds, was made without any restrictions, allowing the University the flexibility to use Robert's generous support wherever the need is greatest. This could include providing support for students through our scholarships and bursaries programme to enable future generations of students to pursue their passion for learning.

Promoting the work of UoL alumni globally

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.



4 University of London Worldwide

Equality and inclusion focused activities undertaken by the University of London Worldwide ('Worldwide') over the last year ranged from activities around student wellbeing, scholarships offer for refugee and displaced students, supporting students who require reasonable adjustments due to dyslexia and other diagnostic assessments, as well as ongoing work relating to internationalising the curriculum.

Student experience and wellbeing

Situated in the Online Education 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 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 and business continuity for distance and flexible online student community.
- Promoting student wellbeing and providing pastoral support and intervention at key lifecycle stages.
- Leading on the TalkCampus partnership to provide peer support, Samaritan standard counselling, and a 24/7 365 crisis support helpline.
- Creating digital resources and self-reflective exercises to support wellbeing.
- Managing a wellbeing champion network across our student-facing services to support our students at every stage of the student lifecycle.



Scholarships offer 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 34 full-fee awards for undergraduate and postgraduate study:

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

To date, awards have been made to refugee and displaced students from Ukraine, Myanmar, Afghanistan, Iran, Somalia, Burundi, DR Congo, Albania, Cameroon, and Zimbabwe. All are individuals that have fled their country of origin and are now in countries that include Malaysia, Canada, Lebanon, Turkey, Germany, 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.



Centre for Online and Distance Education

The Centre for Online and Distance Education (CODE) is a University of London initiative to support the development of expertise and innovation in the field of online and distance education through research, training, capacity building, and strategy and policy development.

The Fellowship brings together an inclusive representation of thought leaders in the sciences, research, academic practice, and leadership in online and distance education. CODE and its Fellows are ensuring that its commitment to improving equality, diversity and inclusion is evident in its strategic activities, educational innovations, and research.

CODE runs large-scale conferences, workshops, and webinars. We reach a global audience, with strong representation from colleagues working in the Global south in both the audience and as presenters.

CODE also supports a scheme for Student Research Fellows drawn from across the globe. This is an initiative whereby University of London distance learning students are given the opportunity to gain transferable skills through collaborating with CODE Fellows on current projects and programmes funded and led by the Centre.

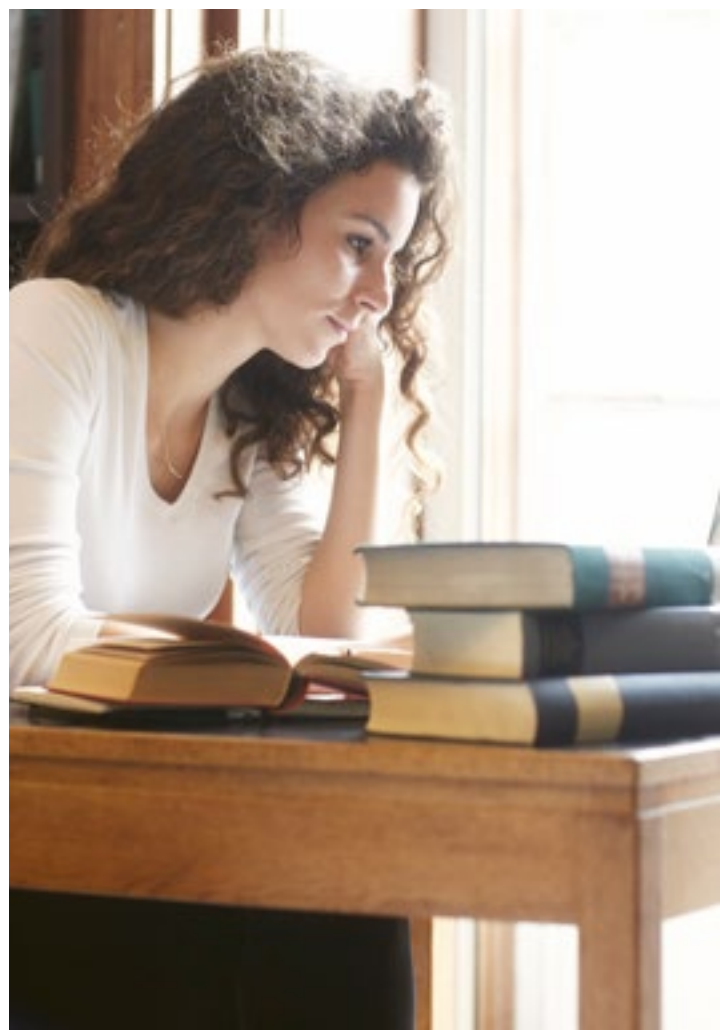
CODE supports capacity building and staff development in a number of ways, including:

- Working with six African states to help improve children's health. We are working with the East Central Southern Africa College of Paediatrics and Child Health (ECSAPACH) to support the development, design, and delivery of blended training for doctors in child health care.
- A long-term strategic partnership with the National Universities Commission in Nigeria, where we work with university leaders to

develop large-scale, high-quality distance education to support the pressing need for an expansion of tertiary education.

- Working with The Open University of China (OUC), where we train teaching staff and host visiting scholars in London, our work is pioneering approaches to bilingual collaborative education.

CODE leads the University of London Postgraduate Certificate Learning and Teaching in Higher Education, and inclusive practice is built into the programme through assessments, learning and practice. The cohorts are drawn from across the globe. Participants are themselves teaching in diverse settings and the programme provides all participants with the opportunity to deepen their understanding of intersectionality in access to success in higher education.





5 School of Advanced Study

Academic year 2022–2023 saw an increase in projects associated with equality, diversity, and inclusion across the School of Advanced Study (SAS). The School has created a fertile environment to develop EDI initiatives from which further activities can be initiated and developed. Both public engagement and research and teaching projects have been sharpened across the board to welcome inputs from experienced and expert voices with regard to EDI.

In 2022, the School convened a series of sessions on 'Doing the Work? Questions and Conversations about Inclusion and Diversity at the School of Advanced Study'. Led by Joseph Ford (ILCS) and Sarah Pyke (IES), this one-year

project was a cross SAS seminar series to share ideas, practices, and experiences at the School on diversity and inclusion. It produced a series of resources (recordings) for staff to watch back and a report, which recommended creating space for these conversations to continue.

The School and its institutes have played an important role in convening groups and networks designed to promote change in inclusive practices across the UK. The unique position of the School within the humanities landscape lends itself to creating an independent and neutral space for the discussion of critical issues and to provide a home for projects designed to bring others together to confront the challenges the sector faces in creating a genuinely inclusive research culture.

Key examples of this role are:

- ICS hosted the website of the London Classicists of Colour. The Institute also works closely with the Council of University Classical Department (CUSD). In addition to hosting their website the institute collaborated with them in production of a landmark Equality and Diversity in Classics Report, published November 2020 and available here on the CUCD website hosted by us (**CUCD Equality and Diversity Report 2020**) and supported the publication of a second report on impacts of the COVID pandemic, published last year. (**Pandemic Stories Report**). ICS have also hosted several Annual General Meetings of WCC–UK. With ICS's support, CUCD developed an EDI committee which has its own website hosting resources, a blog, offers grants, and other resources: **CUCD Equality and Diversity Website**.



- ICS also managed two knowledge exchange projects including:
Arts Changing Lives: Building a Community of Practice Between Arts and Humanities Researchers and Community Arts Organisations for Social Impact: **Arts changing lives: Building a community of practice report**. This was a collaboration between ICS/SAS and Chickenshed, an inclusive theatre company based in an area of high deprivation in north London.
- The School allocated funding to a project entitled Animating Caribbean Collections Histories at the British Museum: **Animating Caribbean Collections Histories at the British Museum report**. Collaboration was between Amara Thornton and two creative practitioners of colour (one illustrator, one storyteller) to highlight hidden histories of artefacts from the Caribbean held in the British Museum.
- A number of institutes supported the Garifuna initiative, including ILCS/CLACS and ICS.
- The IES is a founding member of the collaborative network 'Decolonising the Discipline', an ongoing project in collaboration with University English and the English Association, that aims to develop platforms for discipline-wide conversations that can foster and support collaborative action across English literature, language, and creative writing. 'Decolonising the Discipline' seeks to draw attention to the breadth of activities and stakeholders within the discipline of English studies and the group are committed to building a network of interventions, to gathering and sharing ideas and to providing strategies and resources for collective and individual action.
- The IES co-curated the 45th Anniversary of the founding of the Black Ink Collective, Celebrating the Legacy of Black Ink, with an exhibition in the Black Cultural Archives, and a series of seminars and activities in Brixton and Senate House.



- The IES also hosted the poet, Inua Ellams, as its practitioner-in-residence for 6 months to work with the Royal Society of Literature on Windrush-related poetry events and readings.
- The IHR is home to the national EDI Forum for Historians.
- ILCS is home to the 'Decolonising Languages Network': this ongoing project is led by Joseph Ford, in collaboration with Emanuelle Santos, Modern Languages, University of Birmingham. A funding bid is in draft to the AHRC's Curiosity Award to support the work of this network in and beyond 2024.
- ILCS is partnered with the Association for Languages Learning Special Interest Group on Decolonising the Curriculum, via an AHRC Collaborative Doctoral Award (2023–2026) and as host of their in-person networking events and annual conference.
- IoP works closely with SWIP (Society for Women in Philosophy) on representation of women in Philosophy.
- The IoP has recruited a two-year, 0.5 position for a post-doctoral researcher to design and undertake a qualitative and quantitative research project amongst UK staff and students on Equality, Diversity, and Inclusion in Philosophy to determine the extent of under representation and to investigate the experiences of under-represented groups in the discipline.
- ILCS ran: 'New Directions in Decolonial Theories and Practices in Language Education', led by Charles Burdett and Jamille Pinheiro Dias. This session brought together leading international experts to discuss the role of language in creating more genuine inclusivity and equity in educational practices.
- The AHRC Connected Curriculum Network was developed in partnership with the Runnymede Trust, the IHR, Royal Historical Society, Historical Association, the Raphael Samuel History Centre, the University of Oxford's Department

of Education, and Goldsmith's Department of History. This 18-month project is led by Hannah Elias (Goldsmith's and IHR Associate Fellow) and Jason Todd (Oxford) and funded by the AHRC, with the objective to critically examine 'decolonisation' as a research practice, and its impact on education, investigate the efficacy of actions currently being taken that can remediate the structural institutional barriers that have limited inclusive participation UK history departments, and support early-career researchers taking part in the network by showcasing their evidence-based research on identity, learning, and attainment, and



to produce a strategy report based on the research questions, findings, discussions and recommendations that can set the agenda for further research and action.

- The University of London Press builds on a century of publishing tradition with its current programme of cutting-edge humanities research. The Press is a non-profit, predominantly open access university press with a mission to support humanities researchers through our work and partnerships. The University of London Press is engaged in a range of inclusion activity as part of the Even Up network.



- The Warburg Institute has embarked on a major project of research concerning the archive of the Image of the Black in Western Art project. This initiative was started by Dominique de Menil in 1963 and by the time of her death in 1997 it had created a unique collection of more than 30,000 images devoted to the representation of figures of African descent, from ancient Egypt to the present. With help from a SAS RPF Fund grant, the Institute hired a postdoctoral researcher to map the collection against the related materials at Harvard. Her research showed that the Warburg holds much more material than Harvard, so they provided a

large grant to extend the postdoc for another year. The long-term goal is a complete, open-access digital database of all Menil material.

- The Warburg hosted Osama Salem, a composer and musician based at the Royal Northern College of Music, as its practitioner-in-residence for 6 months during 2023. Salem works at the interface of composition, artificial intelligence, and the history of esoteric thought.
- The libraries have also played a key part in the inclusion and participation agenda. IALS launched two Positive Action Graduate trainees. These recognise the Library's equity, diversity, inclusion, and social justice mission, and go some way to address the lack of representation of Black and Brown Global Majority staff in the library profession. We hope to mirror these in our other libraries. The Libraries Inclusivity Working Group continue to engage in a range of inclusion activity.

Being Human Festival

The Being Human Festival, the UK's national festival of the humanities, lies at the heart of the School's public engagement activities. Equality, Diversity, and Inclusion is embedded throughout the festival, in our processes, programming and guidelines. The festival team run a series of training sessions for festival organisers, provide bespoke guidance on activities and showcase best practice through a range of toolkits. The festival actively welcomes content which celebrates equality, diversity, and inclusion, and we aim to keep learning and improving processes. All applicants need to show how they have considered EDI in their applications and agree to specific terms and conditions to be part of the festival.

In order to extend the work of the Festival in this area, the Being Human team is currently:

- creating a training toolkit on EDI to help those who are developing humanities public engagement initiatives

- developing a statement of intent outlining Being Human's aims and standpoint on EDI
- developing a code of conduct for those attending Being Human activities
- Organisers were given a presentation at a Being Human masterclass from a commissioned consultant, focussing specifically on EDI in a public engagement context.
- In addition, many of the Institutes undertake PE activities as part of their wider RPF function and powerfully demonstrate the ways in which humanities research can affect the aim of a more inclusive society.
- Work around inclusion and multilingual environments is particularly significant. ILCS has been working with local communities in London and beyond to inclusively support the mental health and emotional wellbeing of multilingual pupils in their educational recovery from Covid, to explore the opportunities and challenges in engaging with multilingualism in UK classrooms, to emphasise the vital role of

arts and performance in implanting an effective educational recovery programme for pupils across the UK and produce an online record of multilingual workshops that took place in Gearies Primary School in East London. Such work has been extended to the arts through the '1000 Words for Belonging' project, co-led with Gearies Primary School and the creative facilitator, Neela Doležalová. This project will result in a podcast series, due for release in 2024, which has been supported by a SAS Knowledge Exchange grant and subsequently by the Arts Council England. The ILCS is also home to a project focused on refugee writing, a public engagement initiative with the overarching aim of promoting a more diverse and inclusive understanding of literature.

- The School is also home to the refugee law clinic, an innovative project providing pro bono legal advice for refugee clients. Our work provides some of the most disadvantaged communities with access to fair and equal legal representation, a basic human right which many asylum seekers in the UK struggle to find.



- ICS, IES and ILCS have been enhancing the extent to which they work together across all spheres of their activity. A recent example includes the founding of the network, 'Out of Practice', which explores the role of creative critical methodologies in the humanities and fosters an inclusive space for challenging traditional research practices. 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.

Fellowships

The neutral space provided by SAS and its institutes means that it often a preferred home for Fellowships and prizes. Such fellowships and prizes provide for the next generation of researchers in inclusive humanities and give well-deserved recognition to work already undertaken in this area. For example,

- The IHR hosts the Olivette Otele Prize. The aim of the prize is to address intersectional challenges in academia and to diversify the early career voices in historical research today. The prize is named in honour of Professor Olivette Otele in recognition of her scholarly achievements in the history of race and slavery, and her appointment as the first Black female History Professor at a UK Higher Education Institution. The IES hosts the annual Young Muslim Writer award.
- It is also home to the Past and Present Fellowship: Race, Ethnicity & Equality in History, a two-year postdoctoral position to support and continue the Royal History Society's equalities work, with an especial focus on race and ethnicity. The fellow spends fifty percent of their time engaged in research, writing, engagement, organisational work, and event management to advance the work of the RHS Race, Ethnicity & Equality Working Group

(REEWG), and fifty percent engaged in research, writing and seminar/conferences/workshop attendance to develop the Fellow's academic career as a historian.

- SAS also funds four Early Career Fellows: Inclusion, Participation and Engagement. Led by Charles Burdett (ILCS), Clare Lees (IES) and Katherine Harloe (ICS), this 5-month project works with the fellows to scope a programme of activities to promote inclusion, participation, and engagement – these include making recommendations for training that SAS should develop for postgraduate research students and early career researchers, as well as other activities that will help advance, promote, and support research in the humanities nationally.

Five new Fellows are set to join the second year of the Inclusion, Participation and Engagement fellowship programme. Darya Tsymbalyuk, Kevin Aмоke, Mai Musie, Helen King, and Charlotte Rudman will join SAS in October, and will be based in the Institute of Classical Studies (ICS), Institute of English Studies (IES), and Institute of Languages, Cultures and Societies (ILCS).



Grants

We are able to convene the activities above in part because we are also active researchers in relevant fields. A number of our grants and research projects focus on inclusive subjects and lead academic debates in relevant fields of study.

Key projects include:

‘Beyond ‘Notability’: Re-evaluating Women’s Work in Archaeology, History and Heritage in Britain, 1870 – 1950: led by Katherine Harloe (ICS), this 3-year AHRC-funded research project (£914,728) will result in a book and journal articles, an open-access database, the blog, and the programme of public engagement around hidden histories of women that we have built in partnership with an external organisation, the Society of Antiquaries of London, around International Women’s Day

The ICWS, in collaboration with the IHR, has secured two major AHRC grants: one on

The Visible Crown, to which former ICWS Director Professor Philip Murphy is contributing his time, and *The Windrush Scandal* in a trans-national and Commonwealth context, a major multi-year project. These projects, in collaboration with the IHR, will enable the Institute to demonstrate major leadership on several key issues, including the future relationship and structure of Commonwealth countries to Britain, and to put forward policy recommendations, in due course, on important contemporary issues such as the Windrush scandal, as well as developing a major resource for researchers across numerous fields and disciplines.

- The ICWS has also secured a 2-year grant from the Open Society Foundations, on the *Commonwealth and decriminalization of poverty*. This forms part of OSF’s global advocacy programme, supporting research and policy reform of legal structures and institutions, in support of SDG goals 16. The Institute is working closely with the Commonwealth Secretariat to



ensure the maximum impact of research findings and recommendations on Commonwealth law senior officials and ministers.

- *‘Negotiating Decolonisation in India’s Princely States’*: this 3-year research project, begun in November 2020, is funded by the British Academy, and led by Tripurdaman Singh.
- The IES hosts the British Academy Newton International Fellow, Dr Benjamin Fried, who is working on *‘Migrant Editors: Postwar Migration and the Making of Anglophone Literatures, 1967–1989.’* This project explores the postwar transformation of London’s publishing houses and magazines by immigrants from the wider Anglophone world, among them Margaret Busby (Allison & Busby), Carmen Callil (Virago Press), Sonny Mehta (Picador), and Bill Buford (Granta magazine).
- *Minor, Minority and Small Literatures in Europe*: led by Prof Godela Weiss-Sussex, this ongoing research project (October 2015 to be completed by spring 2023), was designed to explore the rich variety of minority

literatures and to further the understanding of their relationship with 'mainstream' national literatures, in order to question/ widen the notion of 'national literatures'. This is a collaboration with a group of researchers situated across European language/literature departments in the UKL and elsewhere; the main (co-convening) partners are Margaret Littler (Manchester), and Kate Averis (Antioquia) and funding was provided by the AHRC (OWRI).

- *'Building a Transnational Community of Practice: Writing and Researcher Development in Latin America and the Caribbean'*, funded by the British Academy and UK Global Challenges Research Fund (£30k) and led by Dr Ainhoa Montoya (CLACS/ILCS), is a series of in person training workshops on publishing articles in leading international journals for early career researchers in the humanities and social sciences. It focuses on four countries of the Latin American and Caribbean region: El Salvador, Jamaica, Peru, and Colombia. The workshops encourage critical reflection on the political economy of publishing and will make recommendations for how international journals aiming to include knowledge production from beyond Anglo-European regions may address structural barriers to publication.

- *'Transnationalism, Culture and Race in the Modern Foreign Languages Secondary Classroom'*, funded by the AHRC (c. £90k) and led by Drs Naomi Wells and Joseph Ford, is a 3.5 year Collaborative Doctoral Award for a PhD research project on addressing race, cultural representation, and colonialism in relation to language learning. In recognition of the need for research in the sphere of EDI across the educational pipeline, the project is a partnership with the UK Association for Languages Learning – the main professional association for languages teachers in the UK.
- Charles Burdett's AHRC funded Impact and Engagement Fellowship (250k), *Uncovering the Afterlife of the Italian Empire*, runs from November 2023 to April 2025. It will deliver a series of seminars and written outputs relating to the memory of colonialism within Italian society. Among its outputs, the project is developing pedagogical resources and policy statements on means of confronting the legacies of colonial thinking.





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