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Annual Equity, Diversity and Inclusion Report **2025/26**

Office for Institutional Equity and Inclusion

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Forewords



This report provides an overview of the University’s work to meet its responsibilities under the Equality Act 2010 and the Public Sector Equality Duty. It highlights progress made in advancing equity, diversity and inclusion (EDI) across City St George’s, alongside areas for continued focus and development. The report reflects a collective commitment to eliminating discrimination, advancing equality of opportunity and fostering good relations, demonstrating how these principles are embedded within our governance, policies and practice.

We continue to grow as a multi-faculty institution with a distinctive commitment to professional education and research at the frontier of practice. With a diverse community of more than 27,000 students from over 170 countries across our Clerkenwell, Moorgate and Tooting campuses, we are proud of our role as a leading higher education institution in London and a key contributor to the capital’s health and care workforce.

Universities play a vital role in education, research and cross-cultural understanding and we recognise the impact that geopolitical tensions, conflict and international uncertainty can have on our students, staff, and the wider community. We acknowledge the importance of creating a safe university environment where differing perspectives can be expressed respectfully, where discrimination and harassment are not tolerated and where students feel supported both academically and personally during challenging times. As an institution, we remain committed to strengthening inclusive support services, promoting respectful dialogue and ensuring that all students can access the support and opportunities they need to succeed.

This year, the University has made steady progress in aligning EDI priorities across the institution and embedding inclusive practice across education and research. The Office for Institutional Equity and Inclusion (OIEI) has provided strategic oversight and specialist leadership for this work, helping to ensure that equity, diversity and inclusion remain embedded within institutional decision-making, culture and practice.

As we look ahead to the next academic year, we will focus on implementing the new EDI Action Plan, aligning EDI priorities with our Vision and Strategy 2035 and supporting the delivery of our long-term institutional ambitions. We will continue to advance our School-level and institutional Athena Swan and Race Equality Charter submissions, while preparing for our Disability Confident Leader renewal. Alongside this, we will strengthen our use of data, further embed inclusive practices across the institution, and hold ourselves accountable to the commitments we have made. I look forward to our continued progress for the year ahead.

Professor Sir Anthony Finkelstein
President

At City St George’s Students’ Union, we are proud to champion equity, diversity, and inclusion in everything we do, guided by our mission to “make every day better.”

This year, we have continued to work collaboratively with key stakeholders, including the Office for Institutional Equity and Inclusion (OIEI) and student societies to strengthen student voice, promote inclusion and improve accessibility across our institution. Together, we have delivered initiatives that empower students to shape their university experience and contribute to a culture of inclusion and belonging.

We have worked closely with student societies to mark key religious, cultural and liberation moments through coordinated communications and events. Recognising that a sense of belonging is fundamental to student success, we have supported the continued growth of student-led societies, events and initiatives across all campuses. These spaces have played an important role in bringing students together and strengthening connections within our wider student community.

This year has seen the launch of the Clear Pathways Campaign, helping to raise awareness of barriers to accessibility, alongside expansion of the Visible Voices campaign, which has amplified conversations around disability inclusion and accessibility. We welcomed the launch of Student EDI Training, supporting students to develop their understanding of key equality principles, including the Equality Act and to promote inclusive practice across the student community. We endorse the University’s work on equality charter marks, which help drive meaningful, evidence-based change and keep student experience and outcomes central to institutional priorities. We are especially

pleased that over 1,000 students contributed to the Race Equality Student Survey, helping to shape the upcoming Race Equality Charter submission and ensuring it reflects the lived experiences of our diverse student community.

We are pleased to have seen continued investment in supporting the development and progression of students including through scholarships, the Micro Placement Programme, Professional Mentoring Scheme, Progression Pathways Programme and engagement opportunities such as the LinkedIn Experience Centre at LinkedIn’s London headquarters.

This year, students have faced a range of challenges and wider contextual changes, including the ongoing cost-of-living crisis, continued geopolitical instability, and a series of legal and regulatory developments. These have included changes relating to expectations around bullying, harassment and sexual misconduct within the higher education sector, alongside the Supreme Court ruling regarding the definition of ‘sex’ under the Equality Act 2010. Collectively, these developments have impacted students across our community, and we have worked closely with the EDI Board to ensure that student voice is heard, represented, and reflected in institutional decision-making.

Looking to the year ahead, we remain committed to working in partnership with students, the OIEI, the EDI Board and wider institutional stakeholders to continue to champion student voice and ensure that all students feel safe, supported, and able to fully participate in university life.

Students’ Union



Executive Summary

This report provides an overview of institutional equity, diversity and inclusion (EDI) activity undertaken during the academic year 2025/26, ensuring compliance with the Equality Act 2010 and with particular reference to the Public Sector Equality Duty (PSED).

Work to advance inclusion and foster a sense of belonging has been particularly significant following the merger of Legacy City and Legacy St George’s and the formal establishment of City St George’s, University of London on 1 August 2024.

The Equality Act 2010 protects people from discrimination (both direct and indirect), harassment and victimisation based on the following protected characteristics:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

The PSED requires the University, as a public authority, to have due regard to the need to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act
- Advance equality of opportunity between people who do and do not share a protected characteristic
- Foster good relations between people who do and do not share a protected characteristic.

The Equality Act 2010 (specific duties and public authorities) Regulations 2017 additionally placed duties on public bodies to:

- Annually publish gender pay gap information about its employees
- Annually publish equality information about its employees (if over 150) and other persons affected by their policies and practices
- Annually publish information demonstrating what steps the institution has taken to comply with the general duty
- Publish equality objectives every four years
- Ensure the information published is accessible to the public.

City St George’s regards freedom of speech and academic freedom to be fundamental to delivering our mission as the University of business, practice and the professions. As set out in our Royal Charter, we are committed (1) to taking reasonably practicable steps to secure freedom of speech within the law for staff, members, students, and visiting speakers enabling open dialogue, critical thinking, and the exchange of diverse perspectives; (2) to securing the academic freedom of academic staff, meaning their freedom within the law to question and test received wisdom, and put forward new ideas and controversial or unpopular opinions, without placing themselves at risk of being adversely affected; and (3) to promoting the importance of freedom of speech within the law.

City St George’s has a code of practice which sets out these values and explains how it will uphold, secure, and promote freedom of speech within the law. Nothing in this report should be interpreted as implying that City St George’s places any restrictions on the rights of individuals to hold beliefs and express views within the law. The University is committed both to protecting freedom of speech and to promoting a truly inclusive community.

Key achievements and best practice

Launched student EDI training

Introduced online student EDI training to enhance students’ awareness and understanding of key EDI principles, including equality and protections under the Equality Act, while promoting inclusive practice across the student community.

Captured student voice and lived experience on race equity

Through the participation of over 1,000 students in the Race Equality Charter Student Survey and focus groups, student perspectives will directly inform the upcoming institutional Race Equality Charter submission.

Progressed in reducing gender and ethnicity pay gaps

Saw a reduction in the mean gender pay gap from 16.7% to 15.1%, and the mean ethnicity pay gap from 19.0% to 18.4%. Although modest, these reductions represent continued progress towards narrowing both pay gaps, although both remain above sector averages.

Introduced disability pay gap reporting

While not a statutory reporting requirement, proactively reported the first mean disability pay gap figure of 10%, strengthening transparency, benchmarking and commitment to improvement.

Increased the representation of staff of colour

Saw an increase in the proportion of staff of colour from 33% to 34%, improving representation and better reflecting the diversity of the student population.

Presented at the Advance HE Conference

The Office for Institutional Equity and Inclusion showcased institutional best practice at the annual Advance HE Conference, delivering three sessions; *Stories That Shift Power*, *Listening with Care* and *Data Drives for Borrowed Insights*.

Launched the Clear Pathways Campaign

Launched a Clear Pathways Campaign to identify and remove physical obstacles and barriers and highlight the collective responsibility to improve accessibility and ease of movement around buildings across all campuses. The campaign supports safer, more inclusive access to spaces for students, staff, and visitors.

Established the Good Campus Relations Group

Created a cross-institutional group to strengthen community relations and promote a positive campus culture, supporting collaboration and providing a forum to address emerging issues proactively.

Signed the Miscarriage Association Pregnancy Loss Pledge

The Senior Leadership Team signed the pledge committing to its guidance to better support staff and students and reinforce compassionate workplace practice. The pledge was also endorsed by the Students’ Union.

Integrated EDI activity post-merger

Completed the integration of staff networks and EDI training and development programmes post-merger, strengthening consistency of practice and supporting a shared culture of inclusion.

Improved accessibility at Myddelton Street

Worked in collaboration with Islington Council to remove long standing access barriers, improving step free access to the building and removing previous restrictions associated with pedestrian zone timings.

Equity, Diversity and Inclusion strategic approach

Significant progress has been made in advancing the University’s commitment to equity, diversity and inclusion during the reporting period.

This year has been particularly important as we are now two years on from the formal merger of Legacy City and Legacy St George’s and establishment of City St George’s, University of London, a period in which EDI has remained central to supporting integration, shaping a shared institutional identity, and strengthening a culture of inclusion across the University. This year has focused on advancing EDI across key areas of eliminating unlawful discrimination, harassment and victimisation; advancing equality of opportunity; and fostering good relations between people. Activity across the year has sought to strengthen EDI as a shared responsibility, ensuring that inclusive practice is embedded across institutional decision-making, policies, services and the wider student experience.

The University’s EDI objectives are structured around three key areas:

- Reducing gender and ethnicity pay gaps
- Building a more representative workforce, particularly at senior levels, to better reflect the diversity of the student population.
- Reducing the Black student awarding gap.

These priorities reflect a commitment to addressing structural inequities and improving equity of outcomes across both staff and student populations. This report provides further detail on progress against these objectives over the past year, outlining key actions taken, challenges and the ongoing work required to deliver sustained and meaningful change.

Alongside the continued delivery of key institutional priorities, significant progress has been made in developing a new EDI Action Plan to underpin the University’s Vision and Strategy 2035. The plan will provide a clear strategic direction for advancing equity, diversity and inclusion across the institution, while responding to emerging challenges, legislative developments and the evolving needs of our diverse community. Created through engagement with staff, students and key stakeholders, the action plan aims to ensure that EDI remains central to the University’s decision-making, culture and everyday practice.



EDI governance and accountability

Universities are required by law to comply with equality and diversity legislation, and governing bodies are legally responsible for ensuring the institution’s compliance. To support this, the University has established robust governance, assurance, and reporting mechanisms, alongside strategic oversight of equity, diversity, and inclusion through dedicated structures that ensure compliance is embedded, monitored, and continuously strengthened across all areas of institutional activity.

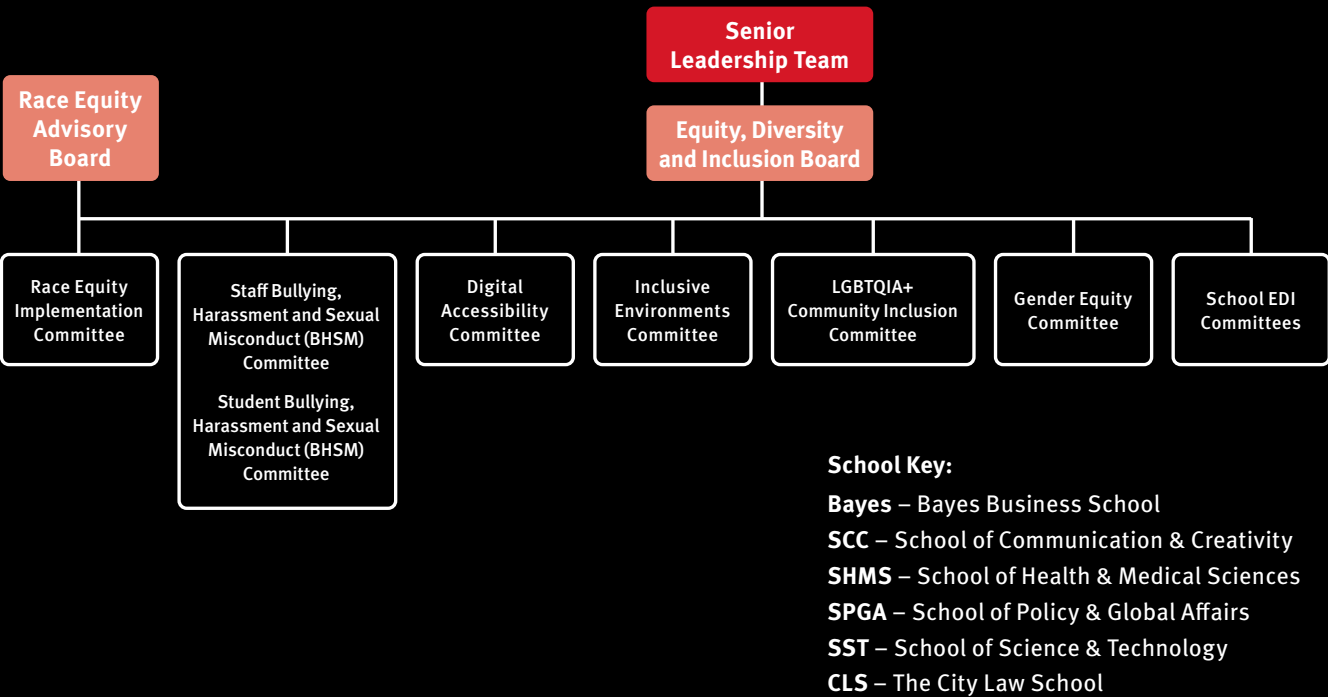
Council

Council is responsible for ensuring that the University is operating in compliance with legal requirements and comprises of independent members, staff, and student members, including the President and Students’ Union President.

EDI Board and subcommittees

The EDI Board is responsible for driving delivery of the University’s EDI Action Plan, monitoring progress against agreed objectives, and advising on policy and practice. Its membership includes representatives from the senior leadership team, staff networks, trade unions and the Students’ Union, ensuring a broad range of voices inform decision-making. Its subcommittees provide focused oversight of key priority areas, enabling detailed scrutiny of data, risks and initiatives, and supporting the development and delivery of targeted action plans.

Figure 1: EDI governance chart



The Office for Institutional Equity and Inclusion

The Office for Institutional Equity and Inclusion (OIEI), led by the Assistant Vice-President (EDI) and the Head of EDI, is instrumental in leading the University’s EDI Action Plan, ensuring a coherent, strategic, and evidence-informed approach across the institution. It provides expert advice, guidance and coordination to support the development and implementation of EDI priorities, ensures alignment with legal and regulatory requirements, and drives continuous improvement through data analysis, reporting, and stakeholder engagement.



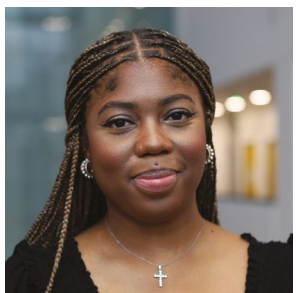
Kiren Chima
(she/her)
Head of EDI



Michelle-Louise Yembra
(she/her)
EDI Manager: Inclusive & Accessible Communities



Laxman Godhania
(he/him)
EDI Data Manager: Research & Accountability



Abigail Green
(she/her)
Senior EDI Officer: Race Equity & Intersectionality Initiatives



Bhavya Jhaveri
(she/her)
Senior EDI Officer: Gender & LGBTQIA+



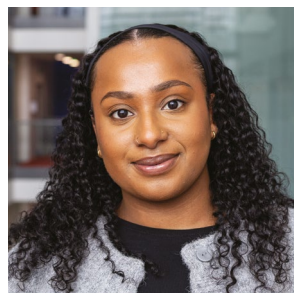
Sarny Guzman-Rodriguez
(they/she)
Senior EDI Officer: Inclusive & Accessible Communities



Carmel Wilkinson-Ayre
(she/her)
Senior Student EDI Officer



Sam Cross
(he/him)
EDI Officer



Samia Muse
(she/her)
EDI Administrator & Coordinator

School Associate Deans for EDI

Associate Deans (EDI) lead work at School level, focusing on embedding EDI priorities through School-level committees and local action planning.



Professor Samuel Kamuriwo
Bayes Business School



Dr Lindsey Blumell
School of Communication & Creativity (SCC)



Michelle Ellis
School of Health & Medical Sciences (SHMS)



Dr Koen Sloodmaeckers
School of Policy & Global Affairs (SPGA)



Professor Sanowar Khan
School of Science & Technology (SST)



Professor Sabrina Germain
The City Law School (CLS)

Senior Diversity Ambassadors

Senior Diversity Ambassadors ensure that EDI remains embedded within City St George’s strategic priorities and institutional decision-making. Eight members of the Senior Leadership Team provide visible leadership, accountability and advocacy across the institution, each championing the needs of our diverse community at a senior level across a range of EDI priorities.

Reporting

As part of its regulatory and statutory obligations, the University is required to meet a range of mandatory reporting requirements, including regulatory reporting to the Office for Students (OfS) on progress against the Access and Participation Plan and a statutory requirement to report on the gender pay gap. This is in line with regulatory requirements set by the OfS and UK equality legislation, including the Equality Act 2010. The University remains fully committed to meeting these requirements as part of its broader commitment to transparency, equity, and accountability.

Pay gap reporting

In line with mandatory reporting requirements, the University submitted its gender pay gap data to the government portal on 31 March 2026. Alongside this statutory requirement, the ethnicity pay gap continues to be reported, and for the first time the University has also published its disability pay gap figures, strengthening transparency across key equality metrics. Further details on all pay gaps are set out in the University’s Joint Pay Gaps Report, which will be published on the website.

Equality information

The University has a statutory duty under the Equality Act 2010 to publish annual equality information relating to staff and other individuals affected by its policies and practices, including students. This is the first year of EDI monitoring and reporting for City St George’s, following previous legacy reports. The data provides a key strategic evidence base, enabling the University to understand the composition of its staff and student populations and how outcomes vary across different groups. This supports the identification of patterns, disparities and trends, and helps assess whether equity of opportunity is being achieved in practice. In line with the requirements of the Equality Act 2010 and the Public Sector Equality Duty, robust monitoring ensures that equality considerations are embedded within governance and strategic planning. This supports the development of inclusive policies and practices and ensures that progress towards a more equitable and representative institution can be effectively measured and sustained over time. The Staff and Student Monitoring Report has been completed and published and is accessible on the external website.

Equal Pay Audit

This academic year included the completion of an equal pay audit to support the University meeting its legal and ethical obligations to provide equal pay for equal work, in line with the Equality Act 2010. The audit examined pay data across age, disability, ethnicity, and gender, including intersectional analysis, to assess whether equal pay for work of equal value is being achieved.

The audit provides an evidence base to support transparency, inform decision-making, and drive targeted actions to address any identified inequities. It also supports the University’s broader commitment to fairness, equity of opportunity, and continuous improvement in employment practices, ensuring that pay structures and processes are robust, consistent, and free from bias. The Equal Pay Audit report has been shared with the EDI Board, Senior Leadership Team, and Remuneration Committee to provide an evidence base for review, scrutiny, and action.

Equality Impact Assessments

Equality Impact Assessments (EIAs) are a key mechanism for ensuring that changes to the University’s policies and procedures are developed and implemented in a fair and inclusive way. They enable the systematic identification and mitigation of potential adverse impacts on individuals and groups with protected characteristics under the Equality Act 2010. EIAs are routinely shared with the EDI Board for review and comment, providing an additional level of scrutiny and assurance that equality considerations are fully embedded in decision-making. This process supports the proactive management of risks, informs more inclusive policy development, and strengthens the University’s commitment to advancing equality of opportunity and minimising unintended negative impacts arising from change.

We are City St George’s

Staff and student profile

Understanding the composition of our staff and student community is essential to creating an inclusive and supportive environment. Robust equality monitoring enables the University to better understand the diversity of its community, identify areas where inequities may exist and target action where it is needed most. It provides an important evidence base to support efforts to increase diversity, improve representation and advance equality of opportunity.

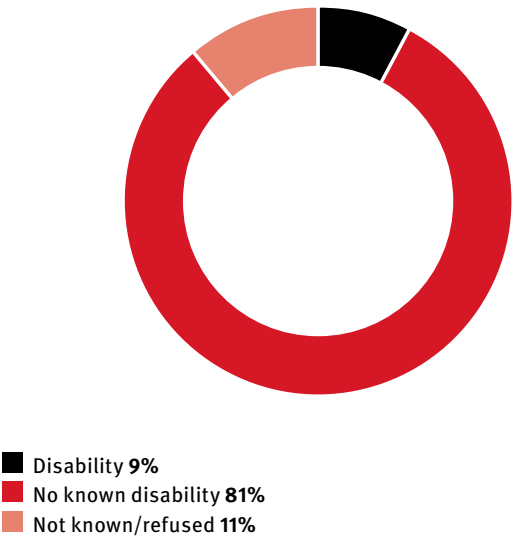
For the reporting year, City St George’s had 3,518 staff comprising of 1,598 academic and research staff (45%), and 1,920 Professional Services staff (55%) and 27,230 students. This section presents key staff demographic data drawn from the annual staff and student monitoring report, which is published on the University’s external website.

University staff profile

Understanding our staff community is essential to ensuring that targeted initiatives aimed at building an inclusive and supportive working environment are having meaningful impact. This section presents staff demographic data from 2024/25. Figures within this section have been rounded up or down, which may result in percentages not totalling 100%.

University staff by disability status

9% of staff declared a disability, 81% declared that they had no disability and 11% of staff either refused to share their disability status or it was unknown.



University staff by ethnicity

64% of staff identified as White, 17% as Asian, 9% as Black, 4% Mixed, 4% of staff whose ethnicity is not known or they have refused to declare and 3% Miscellaneous ethnicities of colour.



Asian 17%
 Black 9%
 Mixed 4%
 Misc. Ethnicities of colour 3%
 White 64%
 Not known/refused 4%

University staff by sex

42% of staff are male and 58% are female.



Female 58%
 Male 42%

University staff by religion or belief

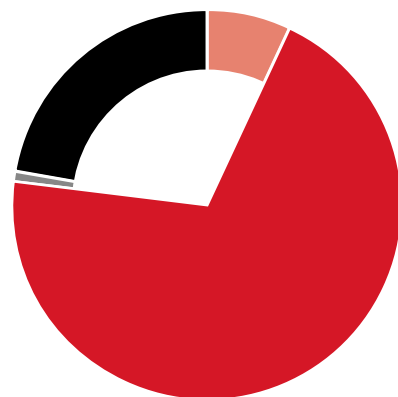
38% of staff identified as having 'no religion', followed by 24% of staff who identified as Christian. Those whose religion is not known or refused stands at 22%.



Buddhist 1%
 Christian 24%
 Hindu 4%
 Jewish 1%
 Muslim 7%
 Sikh 1%
 No religion 38%
 Not known/refused 22%

University staff by sexual orientation

71% of staff identified as heterosexual, 7% as bisexual, gay or lesbian, 1% as other and 22% is not known or refused.



Bisexual, gay man, gay woman/lesbian 7%
 Heterosexual 71%
 Other 1%
 Not known/refused 22%

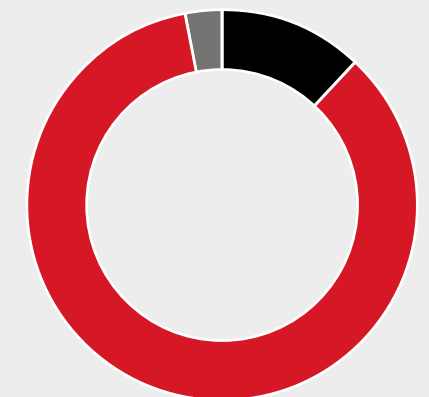


University student profile

The student community is at the heart of everything we do. To create an inclusive and supportive learning environment, it is essential to understand our student community. This section presents key student demographic data from 2024/25. Figures within this section have been rounded up or down, which may result in percentages not totalling 100%.

University students by disability status

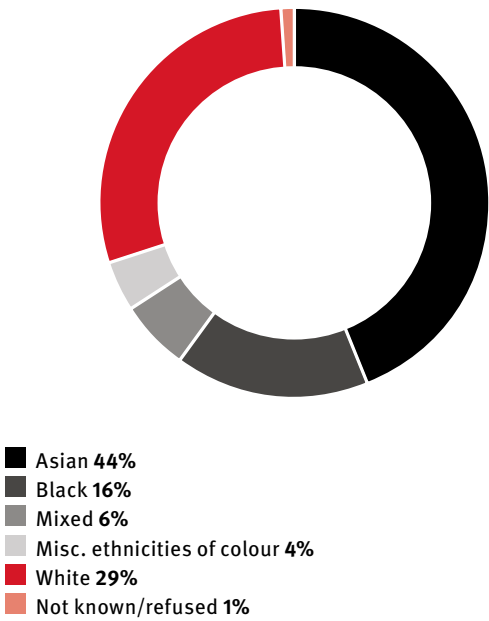
85% of students declared no disability, 12% declared a disability and for 3% information was not known or refused.



Declared disability 12%
 No known disability 85%
 Not known/refused 3%

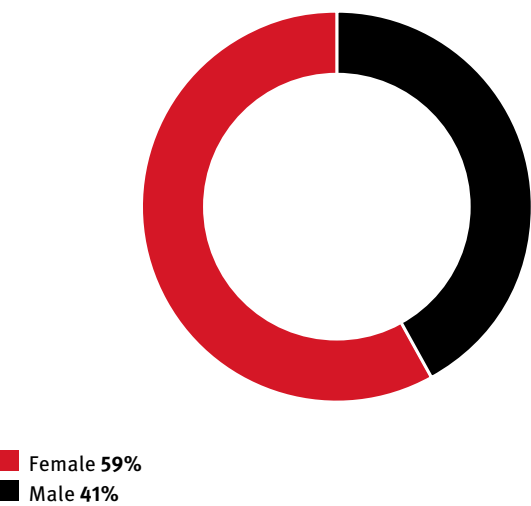
University students by ethnicity

29% of students identified as White, 44% as Asian, 16% as Black, 6% Mixed, 4% Miscellaneous ethnicities of colour and 1% of students whose ethnicity is not known or they have refused to declare.



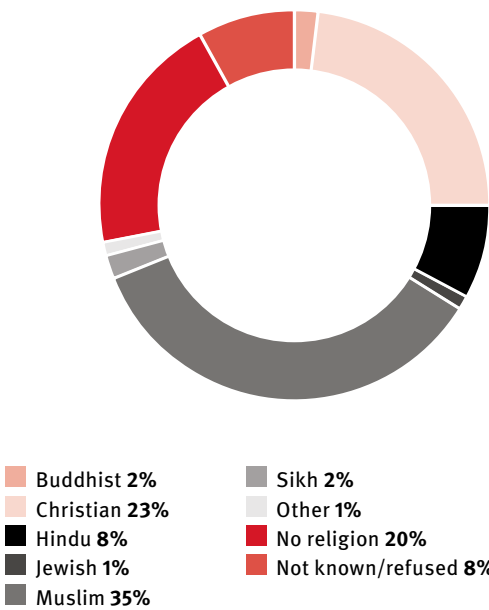
University students by sex

41% of students are male and 59% are female.



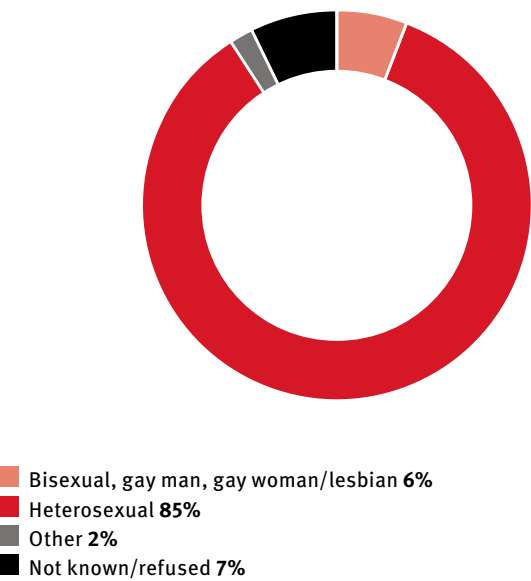
University students by religion or belief

20% of students identified as having no religion, 23% as Christian, 35% as Muslim, 8% as Hindu, 2% as Buddhist, 2% as Sikh, 1% as Jewish and 1% Other religion or belief. There are 8% of students whose religion or belief is not known or they have refused to declare.



University students by sexual orientation

85% of students identified as heterosexual, 6% as bisexual, gay man, gay woman or lesbian, 2% as Other and 7% of students whose sexual orientation is not known or they have refused to declare.



Equality objectives and progress

The University published a commitment to the following equality objectives:

- Reduce gender and ethnicity pay gaps
- Increase the ethnic diversity of staff to better reflect the student population
- Reduce the Black student awarding gap.

Progress against these objectives is set out in the following tables. While some changes are modest, they represent positive movement and continued improvement. Legacy City figures have been included to support comparison, analysis, and transparency. The disability pay gap, reported for the first time, is 10% and sits below the other pay gaps reflecting a relatively strong position in sector terms, while recognising the importance of ongoing work to improve accuracy of declaration rates to strengthen reporting.

Objective 1: Reduce gender and ethnicity pay gaps

	2022	2023	2024	2025
Ethnicity pay gap	20.5%	20.3%	19.0%	18.4%
Gender pay gap	17.5%	15.3%	16.7%	15.1%

*2022, 2023 & 2024 figures are Legacy City

Objective 2: Increase the ethnic diversity of staff to better reflect the student population

	2022	2023	2024	2025
Proportion of staff of colour	30.0%	32.1%	32.9%	34.1%
Proportion of women in Professorial roles	29.0%	30.7%	32.3%	36.9%

*2022, 2023 & 2024 figures are Legacy City

Objective 3: Reduce the Black student awarding gap

	2022	2023	2024	2025
Black student awarding gap	15.2pp	15.0pp	14.5pp	**

*2022, 2023 & 2024 reflect retrospectively merged City St George’s data
pp – percentage points

**Awarding gap figures are based on Office for Students (OfS) data. At the time of printing, 2025 data was unavailable pending the release of the underlying dataset. The most up-to-date figures can be found on the [OfS Access and Participation Data Dashboard](#).

Advancing equity of opportunity

Advancing disability equity

Disability Confident Leader

Disability Confident Leader is the highest level of the government's Disability Confident scheme, recognising institutions that are leading the way in supporting disabled people in the workplace. Achieving and maintaining this status reflects City St George's ongoing commitment to creating an inclusive and accessible environment for all. The University has continued to embed the work underpinning its Disability Confident Leader (Level 3) status, achieved in 2024, focusing this year on consolidating practice and strengthening the foundations required for resubmission in 2027, with the aim of maintaining Leader status.

Disability inclusion work is coordinated through the Disability Inclusion Action Plan (DIAP), now in its second year, which brings together disability, neurodiversity, mental health and menstrual health into a single, joined-up approach. The plan is designed to support a culture where dignity, accessibility and belonging are embedded in everyday experience for all staff and students.



Visible Voices

This year saw the unification of Visible Voices content from both legacy institutions, bringing stories together under the soft-launched People pages. The People pages feature a new story alongside links to previous campaigns, ensuring that existing content remains visible and accessible. Work is currently underway to develop a permanent, accessible home for all disability and neurodiversity stories, reflecting the University's commitment to amplifying the voices and experiences of disabled and neurodivergent staff and students across the community.

Clear Pathways Campaign

Work to improve accessibility across campuses for disabled and neurodivergent staff and students has included the Clear Pathways Campaign. It was launched in April to raise awareness of the impact of obstructing key facilities such as lifts, corridors, lecture theatres and pavements, and to improve physical signage for students, staff and visitors, with the aim that this will support safer, clearer and more accessible movement across all sites.



Hidden Disabilities Sunflower Scheme

The Hidden Disabilities Sunflower Scheme has been relaunched University-wide, extending its reach from its original base on the Tooting campus to all City St George's campuses. The Sunflower lanyard is an internationally recognised symbol indicating that the wearer may have a non-visible disability and may benefit from additional support or understanding. By making lanyards available to anyone who wishes to use them, the University is taking a practical step towards creating a more visible and supportive environment for those living with hidden disabilities. Awareness training will follow the relaunch to ensure staff and students are equipped to recognise and respond appropriately in a way that is informed, respectful and inclusive.



Access to Myddelton Street building

Following the introduction of a pedestrian and cycle zone in 2019, which limited access during certain times to the University's Myddelton Street building, rezoning of the area in partnership with Islington Council, has restored reliable, step-free access at all times of the day. This has resolved an accessibility challenge that had persisted for seven years. While the initial scheme improved air quality and safety, it also unintentionally restricted accessible routes for staff, students and visitors requiring step-free access at certain times of the day.

The outcome demonstrates that environmental priorities and inclusive access can be achieved together, with the pedestrian and cycle zone retained alongside restored building access. Since implementation, colleagues have reported increased confidence, reduced stress and greater independence in accessing the site, reflecting City St George's commitment to inclusive design and partnership working.

Menstrual health and menopause

This year, menstrual health was embedded within the Disability Inclusion Action Plan (DIAP), recognising it as an important accessibility and equity issue. In February, the University delivered its first Menstrual Health Day, bringing together staff and students to explore menstrual health across the lifespan, including conditions such as endometriosis, fibroids, perimenopause and menopause, alongside lived experience and professional insight.

This work reflects a person-centred approach to inclusion, recognising that menstrual health intersects with disability, neurodiversity, mental health, gender identity and caring responsibilities and can significantly affect participation in study and work. Strong engagement with the event highlighted the need for more open and informed conversations.



Advancing gender equity

Athena Swan

The Athena Swan Charter framework, and associated action plan, is designed to advance gender equity within higher education and research. The University currently holds a Bronze Athena Swan award and, following a mid-term review with Advance HE in May 2025, is progressing towards the next submission. The review confirmed good progress against the current action plan and readiness to move forward.

The next submission will be informed by staff and student engagement, including feedback from the 2025 all-staff survey and focus groups (November 2025–March 2026), ensuring lived experiences and insights shape priorities and support meaningful, evidence-based change across the institution.

All Schools maintain their own Athena Swan action plans to support ongoing progress in gender equity, with submissions coordinated at School-level. Of the six Schools, five currently hold Athena Swan awards. Bayes will submit for its first award in the next academic year.



Table 1: School Athena Swan awards

School	Athena Swan Award
Bayes Business School	Application in progress
School of Communication & Creativity (SCC)	Bronze Award Holder
School of Health & Medical Sciences (SHMS)	Silver Award Holder
School of Policy & Global Affairs (SPGA)	Bronze Award Holder
School of Science & Technology (SST)	Bronze Award Holder
The City Law School (CLS)	Bronze Award Holder



Wall of Extraordinary Women

City St George's College building proudly features the Wall of Extraordinary Women, a tribute to inspirational current and former women staff and students whose work represents sustained excellence and impact, and which has been recently relaunched to enhance its visibility and reach across the University community.

This year's honouree was Professor Kirsty Le Doare, who brings over 20 years' experience in international multicentre clinical trials and policy development focused on neonatal and infant infections, particularly Group B Streptococcus.

To mark her achievements and celebrate International Women's Day, the Office for Institutional Equity and Inclusion (OIEI) hosted the Leadership, Legacy and Extraordinary Women event in March 2026, bringing together internal and external audiences, including sector leaders and representatives from other universities, reflecting strong engagement across the higher education community.



Advancing LGBTQIA+ equity

The LGBTQIA+ Community Inclusion Committee

The LGBTQIA+ Community Inclusion Committee (LCIC) has continued its work to shape LGBTQIA+ equity and inclusion. Building on the work of the previous task and finish groups including the LGBTQIA+ Anti-Discrimination Task Force, the Stonewall WEI Task and Finish Group and the Trans, Intersex, and Gender Non-Conforming Working Group, the LCIC has identified priority areas for action for the LGBTQIA+ equity action plan. SMART objectives and actions will be developed under each priority area, ensuring that the action plan drives effective progress across the institution.

Pride in London

The Office for Institutional Equity and Inclusion, in collaboration with the Students' Union, successfully secured a place in the July Pride in London parade. This partnership supports joint activity to promote inclusion, visibility and allyship for LGBTQIA+ communities across City St George's, strengthening opportunities for staff, students and allies to come together in celebration of the LGBTQIA+ community and to strengthen equity and inclusion both within the University and in the wider community.

Our Stories, Our Pride

The Our Stories, Our Pride storytelling campaign is in development through collaborations with students, staff, and the Students' Union. It will celebrate the experiences, identities, and voices of LGBTQIA+ members of the City St George's community through shared stories and personal reflections. The campaign aims to enhance visibility, foster inclusion, and strengthen a culture of belonging by promoting representation and open dialogue across the institution.

Advancing race equity

Race Equality Charter

City St George’s achieved the Race Equality Charter (REC) Bronze award in 2022 and remains committed to its core principles of improving the experiences, progression and representation of staff and students of colour. The REC action plan continues to support culture change and address structural barriers linked to racism and inequality. Following a mid-term review with Advance HE in June 2025, and recognition of progress to date, work is now underway towards an institutional submission next academic year.

As part of this, 454 staff and 1,019 students completed the REC survey, supported by focus groups to enable deeper discussion. The survey explored experiences of inclusion, belonging, equity and wellbeing, with a focus on race and ethnicity. The findings will inform the University’s race equity priorities and the development of a five-year, evidence-based action plan.

By engaging staff and students, through surveys and focus groups, our 2026-2031 Race Equity Action Plan will be informed by the lived experiences of our community, supporting us to embed sustainable and impactful change and support improving the experiences, opportunities and success of staff and students of colour.



Library services raising awareness of Black Futures Month

Throughout Black Futures Month, Library Services teams across our campuses shared a series of blog posts showcasing books, resources and collections that amplify Black voices and centre Black experiences. The initiative highlighted the breadth of materials available while reinforcing the importance of recognising, celebrating and engaging with Black history, culture and contributions throughout the year. The Library Services continue to raise awareness of different marginalised groups through their Diversify your Library initiative.

Diversify Your Mind

Diversify Your Mind (DYM) is an inclusive forum where staff and students explore race, racism and wider intersectional EDI issues through open, respectful dialogue informed by articles, podcasts, documentaries and current events. DYM encourages reflection on lived experience, diverse perspectives and constructive challenge.

This academic year, the series brought together attendees to explore a range of topics, including *Black Joy as Power for Black Futures Month*; *Race, Disability and Resilience for Disability History Month*; *Threads of Justice: Intersections of Race, Disability and Sexuality*; *Coded Bias: Racism, Power and Technology*; and *Race, Identity and Respectability*.



Black and Beyond Campaign

The Black and Beyond Celebrating Black Excellence Campaign showcases the contributions and achievements of Black staff, students, and alumni through profiles of nominated individuals from across the City St George’s community. Delivered through both a physical space at the Tooting campus and online, the campaign increases the visibility, recognition, and celebration of Black staff and students. It highlights the importance of representation and the value of having role models from Black backgrounds within our university community.



Black Women on the Couch

In October 2025, the OIEI launched the inaugural Black Women on the Couch event at City St George’s as part of Black Futures Month. Hosted by psychotherapist Rotimi Akinsete, the first-of-its-kind event expanded on the long-running *Black Men on the Couch* initiative and created space for open discussion on Black women’s mental health, wellbeing and lived experiences.

The panel explored healing, representation and culturally informed support. Attended by more than 100 participants from higher education and other sectors, the event highlighted the importance of amplifying diverse voices, reducing stigma around mental health and fostering supportive dialogue within and beyond the University community.

Advancing equity of opportunity for staff

Development programmes play a vital role in advancing equity of opportunity, supporting continuous learning and professional development, and enabling City St George’s to proactively identify and address barriers to progression, particularly for staff from underrepresented groups.

Table 2: Development programmes

Development Programme	Overview
100 Black Women Professors NOW	A programme aimed at increasing representation of Black women professors within the academic pipeline.
Aurora	A programme aimed at addressing the underrepresentation of women in senior leadership roles.
Career Odyssey	An in-house leadership workshop designed to empower staff of colour in early career development and professional growth.
Global Majority Mentoring Programme	A cross-London HE mentoring programme supporting career progression for staff of colour through mentoring, collaboration and networking opportunities.
South East Action Learning	A leadership development initiative for women supporting current and aspiring leaders through action learning and real-life challenge-solving.
StellarHE	A leadership development programme for Black, Asian, and ethnically diverse staff aspiring to senior leadership roles.



Advancing equity of opportunity for students

Access and Participation Plan

City St George’s new Access and Participation Plan (APP) will come into effect from September 2026. Developed through extensive collaboration and consultation, including with students from all campuses, it has been approved by Senate and the Office for Students (OfS). The plan sets out a whole-provider approach to improving equality of opportunity informed by data, evidence and student experience.

The APP is structured around six core objectives spanning the full student lifecycle, from early outreach through to progression into graduate employment or further study. Student success and progression objectives aim to reduce gaps in continuation, completion and attainment for students of colour, students from the most deprived areas, and mature students, and to support progression into highly skilled employment or postgraduate study.

The plan also provides targeted support for students facing persistent barriers, including care-experienced students,

young carers, estranged students, asylum seekers and refugees, to support success and progression beyond study. Each School has developed a local Awarding Gap Action Plan to ensure a balance between coordinated, institution-wide initiatives and targeted local actions that reflect the specific context and student communities within each School. This approach is expected to strengthen the University’s ability to achieve meaningful and sustained progress in reducing awarding gaps.

Widening participation

Widening participation work focuses on early and ongoing engagement, supporting learners from primary school through to higher education. Activity targets students who are underrepresented in higher education or who may face structural barriers to access and success, taking a strengths-based approach that builds confidence and supports them to achieve their aspirations and progress successfully into and through higher education.

Table 3: Widening participation initiatives

Initiative	Overview
Ark Conference	One-day event for Year 12 students from Ark Academies, including sessions on studying Business at Bayes, campus tours, taster activities and higher education guidance. In June 2025, 78 students attended.
ASCEND	Annual conference for Black African, Caribbean and mixed-heritage students aged 14–15, designed to support progression to higher education through workshops, panels, networking and confidence-building sessions.
Futures Fair	Annual taster event for Year 12 pupils introducing undergraduate courses in the School of Health & Medical Sciences, prioritising schools with higher proportions of free school meal pupils. In November 2025 approximately 100 pupils attended.
Future Professionals	Summer school delivered with Tallow Chandlers and Tax Advisors, offering 13–15-year-olds exposure to a range of professional careers through workshops with staff, practitioners and student ambassadors.
Insight to Healthcare	Multi-intervention programme for Year 12 students meeting contextual admissions criteria, exploring careers in Medicine, Paramedic Science and Physiotherapy through events, clinical skills, work experience and reflection. In 2026, 72 pupils are participating.
Primary Practice	Multi-intervention programme for Year 6 pupils eligible for free school meals, introducing healthcare careers through after-school clubs, campus taster days, a summer school and graduation. In 2026, 46 pupils from four schools are participating.
Science Starts	GCSE science support programme at Tooting campus for pupils predicted grades 3–4, aimed at improving attainment and progression. 31 pupils from two schools participated in 2025/26.
Start@City	Transition to university programme supporting disabled students, asylum seekers and refugees, and care-experienced students preparing for university. In 2025/26, 45 students attended, reporting increased confidence since attending the event.
UniMentors	Six-week mentoring programme for post-16 students supporting informed decisions about university and future pathways. In 2025/26, 34 mentor–mentee pairs were matched across London colleges and sixth forms.
Upward Bound	Partnership programme with London Metropolitan University and Upward Bound charity providing targeted Maths and English tutoring for students at risk of becoming NEET (not in education, employment or training). In 2025/26, over 580 tutoring hours were delivered.
Young People’s Lecture Series	A pilot programme offering pupils the opportunity to visit the Tooting campus monthly to experience taster lectures in health or science subjects. The series has welcomed hundreds of pupils from across Greater London.

Student scholarships

Scholarships play a key role in advancing equity of opportunity by reducing financial barriers and supporting access, participation and success for students from underrepresented and disadvantaged backgrounds. They help widen participation, enable talented students to pursue higher education regardless of financial circumstances, and contribute to a more diverse and inclusive student community. By targeting support where it is most needed, scholarships are a key part of the University’s commitment to fair access and improved outcomes for all students.

Table 4: Scholarships

Scholarship	Criteria
Bayes Undergraduate Scholarships for Black British Students and a PhD Studentship	10 annual undergraduate scholarships for Black UK-domiciled students from lower-income households, covering full home tuition fees and a £6,000 annual stipend for three years. Also includes a PhD studentship to address underrepresentation of Black British students in postgraduate research and academia.
Global Health Talent Scholarship	A £2,010 scholarship available to students offered a place on the Global Health (Online) MSc. It is open to self-funded first-year postgraduate students who have achieved, or are expected to achieve, at least a 2:2 degree and who are not in receipt of any other scholarship.
GREAT Scholarship	£10,000 support for two international postgraduate students for 2026 entry, in partnership with the British Council. Open to applicants from Pakistan and Vietnam for selected postgraduate courses.
Ravi Ray Alumni Scholarship	Supports one second-year Medicine student annually based on academic merit, financial need and disadvantaged background, contributing to tuition or living costs for remaining study years.
Sanctuary Scholarships	Three annual awards for students seeking asylum or with Discretionary Leave/temporary leave under asylum or human rights grounds, who are unable to access student finance.
School of Policy & Global Affairs Black British Doctoral Studentship	A studentship available for a UK-domiciled Black or Mixed Black British applicant with strong academic achievement (minimum 2:1 or equivalent), supporting doctoral research in policy and global affairs. Includes £21,237 stipend, a full tuition fee waiver and £1,500 research expenses.
School of Health & Medical Sciences PhD Studentships	Three funded PhD studentships, one of which is protected for applicants from a Black, Black British, Caribbean, or African backgrounds. The studentships focus on cutting edge research. Includes £22,780 stipend, full tuition fee waiver for home tuition fees and £1,500 for research expenses.
The City Law School PhD Law Scholarships for Black British Researchers	A full-time three-year doctoral scholarship for Black British applicants. Includes £22,780 annual bursary, full tuition fee waiver, and up to £1,000 research expenses.

Progression Pathways

A targeted student success programme designed to support the academic and professional success of Black and Black mixed-heritage students and address persistent awarding gaps. Aligned to the Access and Participation Plan, the programme delivers a culturally responsive, multi-intervention model focused on belonging, confidence and progression.

In 2025/26, delivery expanded from five events in 2024/25 to ten, with student voice embedded throughout the programme. Over 450 students contributed to evaluation, directly shaping the introduction of new academic skills sessions, coaching and career-focused activity. Students reported increased confidence, clearer direction and improved outcomes, with some securing paid work and others choosing to remain in higher education as a result of their participation.

Following strong evidence of impact, the programme has secured increased institutional investment and continues to expand as an example of how culturally responsive, student-centred approaches can help reduce awarding gaps and advance equity in higher education.

LinkedIn Experience Centre

In March 2026, the Learning Enhancement and Development (LEaD) team, in collaboration with the Careers and Employability service, organised an exclusive visit to the LinkedIn Experience Centre at LinkedIn’s London headquarters for Black and Black mixed-heritage students. The event was developed in response to data showing that Black and Black mixed-heritage students are less likely to use LinkedIn Learning than their peers and formed part of the Digital Literacies team’s ongoing work to raise awareness of the platform as a support tool.

54 students took part across in-person and online attendance. Student feedback was overwhelmingly positive. Of the 34 students who completed the feedback survey, 100% reported being satisfied or extremely satisfied with the event. All respondents said the event encouraged them to create or improve their LinkedIn profile, and 100% said it encouraged them to engage with Graduate Attributes towards the Employability Award. The event demonstrated the value of targeted, culturally informed engagement in supporting Black and Black mixed-heritage students to build confidence, develop digital skills and engage with employability pathways.



Inclusive curriculum

The OIEI and LEaD teams are leading on the development of a single Inclusive Curriculum Framework. The framework aims to reduce the degree-awarding gaps and promote equitable student outcomes by embedding inclusive practice across curriculum design, delivery and evaluation. It will integrate staff and student narratives, map existing resources and initiatives, and support reflective action planning aligned with guidance from the Quality Assurance Agency for Higher Education. Inclusive practice will also be embedded in institutional quality processes, including programme evaluation and periodic review.

In September 2025, an Inclusive Curriculum workshop was delivered to over 30 senior colleagues, including members of the Senior Leadership Team. The workshop explored existing frameworks, identified key stakeholders, and discussed priorities for the combined framework.

Implementation will be supported through shared resources, including an Inclusive Curriculum Toolkit, Forum and Blog to facilitate knowledge exchange and showcase inclusive practice across Schools. The combined framework is scheduled to launch in the 2026/27 academic year.

Diversify Your Mind for students

Building on the success of the staff forum, this year Diversify Your Mind (DYM) expanded into a student-focused event series, creating a welcoming space for students to discuss race, identity, belonging and social justice beyond the classroom.

Open to all students, regardless of background or prior knowledge, the sessions promote active listening and meaningful respectful exchange while supporting the development of key employability skills such as public speaking, curiosity, emotional intelligence and responsible leadership. DYM for students contributes towards City St George’s Employability Award and helps develop vital Graduate Attributes.

Inclusive and accessible learning

The LEaD team has developed and delivered a programme of inclusive and accessible training designed to support staff in creating learning experiences that meet the needs of all students, including those who are neurodiverse and/or disabled. This includes training on making teaching inclusive for neurodiverse and disabled students, focusing on the principles of inclusive pedagogy in higher education, the importance of considering diverse learner needs, and practical real-world examples of inclusive practice. It also includes training on creating accessible documents for neurodiverse and disabled users, covering the development of accessible Word and PowerPoint materials and the use of built-in accessibility checkers, online tools and Blackboard Ally to support compliance and good practice.

Further sessions focus on making modules accessible, with guidance on structuring Moodle content in a clear and consistent way that improves usability for all students, alongside the use of accessibility checking tools. In addition, training on writing effective alternative text provides staff with an understanding of what alt text is, when it is required and how to write clear and meaningful descriptions for images and diagrams, including more complex visual content.



Eliminating unlawful discrimination, harassment and victimisation

Dignity and Respect Advisors

The Dignity and Respect Advisors (DARA) scheme provides an initial point of contact for anyone navigating a difficult situation, whether this involves bullying, harassment, interpersonal conflict, or simply not knowing where to begin. DARAs offer a confidential space to pause, reflect and understand options before making any decisions. Advisors have provided impartial support to both staff and students across different Schools and campuses, reinforcing the cross university nature of the service. DARAs have continued to receive guidance and training from the Office for Institutional Equity and Inclusion, Academic Services, HR and Governance teams, helping to ensure conversations remain impartial, trauma aware and grounded in clear policy navigation.

Feedback from the survey introduced this year, as well as other channels, indicates that users place value having a confidential and non-judgemental space to make sense of their experiences before deciding how to proceed. DARAs help reduce overwhelm by breaking down choices into manageable, supportive steps.

Report + Support

Following its launch, the Report + Support platform has provided a clear and accessible route for students and staff to raise concerns, seek advice, and access support. It enables users to submit reports with or without their personal details, ensuring flexibility and control over how they engage. The platform has strengthened the University’s ability to identify and respond to issues such as harassment, bullying, and discrimination in a timely and appropriate way. It continues to play a key role in promoting a safer, more inclusive environment and reinforcing a culture of accountability and support across City St George’s.

New staff training: Responding to disclosures of harassment and sexual misconduct experienced by students

In August 2025, the Office for Students (OfS) Condition E6: Harassment and sexual misconduct came into effect. This condition of registration covers subject matter relating to incidents of harassment and/or sexual misconduct which affect students.

As part of the OfS Condition E6 on harassment and sexual misconduct, and our commitment to a safe and inclusive community, the University has introduced a mandatory online training module for all staff. This training will help ensure that every colleague feels informed, supported, and confident in responding to student disclosures of harassment and sexual misconduct.

New student training: Consent and bystander training

In response to the OfS Condition E6 on harassment and sexual misconduct, City St George’s launched two e-learning modules on Consent and Bystander Intervention during new student induction in August 2025. Developed with experts and informed by young people’s experiences, the training equips students to practise enthusiastic consent, intervene safely, and access support. Completed by over 7,500 students to date across all campuses, it forms part of the wider Stay City Safe wellbeing campaign. Further improvements are planned to increase engagement and incorporate student feedback.

Racism, inclusion and thriving in the workplace training

The OIEI, in collaboration with the Careers and Employability Team, developed and launched a training session for students on racism, anti-racism and inclusion in the workplace. The session aimed to strengthen students’ awareness of racism in professional environments and build confidence to recognise and challenge discriminatory behaviour, supporting the University’s commitment to eliminating unlawful discrimination, harassment and victimisation.

The workshop combined reflective discussion, real-world examples and interactive activities, alongside insights from Professional Mentors. It focused on three core themes: understanding racism and inclusion in the workplace; rights and responsibilities under the Equality Act 2010 and institutional expectations for inclusive practice; and learning from mentors on how inclusive workplace cultures are developed and sustained.

Equality Impact Assessments

Equality Impact Assessments (EIAs) play an important role in supporting the University’s commitment to eliminating discrimination, advancing equality of opportunity, and fostering an inclusive environment. By systematically assessing the potential impact of policies and procedures on individuals and groups with protected characteristics under the Equality Act 2010, EIAs help identify and address potential adverse effects before implementation. This proactive approach enables the University to minimise unintended negative impacts, remove barriers to participation, and promote more equitable outcomes across its community.

Fostering good relations

The Office for Institutional Equity and Inclusion

The Office for Institutional Equity and Inclusion (OIEI) lead work to foster good relations across the University by supporting staff networks and promoting EDI-related news, updates, and opportunities for training and networking. This is delivered through a monthly EDI news update, alongside the provision of a Diversity and Inclusion Calendar, available both online and as a desk resource. These initiatives provide a consistent platform for engagement, awareness-raising, and the sharing of inclusive practice across the University community.

The Chaplaincy team

The Chaplaincy team offers an inclusive space, open to students and staff communities, providing pastoral, emotional, spiritual and non-spiritual support. The team comprises of the Chaplaincy Co-ordinator, Reverend Ian Worsfold, Imam, Sheikh Musa Admani, and five Honorary Chaplains. Paola Gotti-Morgan joined the team this year as Catholic chaplain. Currently representing the three Abrahamic faiths, Judaism, Christianity and Islam. While the role of the chaplaincy team is to support anyone of any background, religious or otherwise, they are seeking to recruit new volunteer members representing the Buddhist, Sikh and Hindu religions. They are also seeking to appoint a Humanist chaplain to offer broad, non-religious pastoral care along the chaplaincy model.

This year the Chaplaincy team collaborated with the Students' Union to mark Inter-Faith Week, inviting responses to 'What does the word 'faith' mean to you?' The Christian Chaplains hosted a carol singing event partnering with Urdang staff and students who provided a choir, and Rabbi Gavin Broder and Reverend Ian Worsfold attended the Women's Interfaith Network's book launch 'Keeping Faith', at the Speakers' Apartments in Parliament.

Good Campus Relations Group

City St George's Good Campus Relations Group, chaired by Deputy President & Provost, Professor Elisabeth Hill, brings together representatives from across the University, Students' Union, student support services, Chaplaincy, academic Schools and Professional Services to promote a safe, inclusive and respectful campus environment. The group monitor campus relations, identify emerging issues and support coordinated responses where concerns arise. Meeting throughout the year, it provides a space for members of the community to share perspectives, raise sensitive issues and explore solutions collectively, while ensuring a balanced consideration of equity, diversity and inclusion, freedom of speech, academic freedom, safeguarding and community cohesion. Through its advisory role, the Group support decision-making and contribute to fostering a culture that reflects the University's values of We Care, We Learn and We Act.



Staff affinity networks

Staff affinity networks play a central role in building strong communities and fostering a culture of inclusion. These networks create safe and supportive environments where colleagues with shared experiences, identities or interests can connect, collaborate and develop a sense of belonging. They contribute to shaping inclusive policy and practice by providing insight, raising awareness, and supporting positive institutional change.

City St George's currently has six staff networks operating across all campuses. The networks support the celebration of diversity and inclusion through a range of events, communications and engagement activities, while providing opportunities for colleagues to connect and contribute to EDI initiatives. Membership continues to grow, with networks remaining active in supporting the community through events, newsletters, updates and wider engagement across the University.

This academic year, the staff networks have delivered a range of events, communications and engagement activities, supporting EDI across the University.



Table 5: Staff affinity networks

Staff Network	Initiatives
Faith & Belief Network	- Lunch and Paint Networking Event - Community Breakfast Event
Family & Carers Network	- Themed Online Drops-Ins - Summer Connect Event - Supporting Miscarriage Association's Pregnancy Loss Pledge
LGBTQIA+ Network	- Transgender Day of Remembrance - Fabric of Freedom Event
Network for Racial Justice	- Summer Social Event - Film Screening Event
Neurodiversity & Disability Network	- Visible Voices Campaign - Time to Talk Drop-in Sessions
Women's Network	- Speed Mentoring Event - Coaching Workshop - International Women's Day Event

Staff EDI training

Staff training plays a key role in fostering good relations across the University by building shared understanding, strengthening inclusive behaviours, supporting adherence to legal EDI requirements and promoting the consistent application of EDI principles in day-to-day practice. It helps colleagues develop awareness of EDI considerations, including their responsibilities under relevant legislation, and provides practical tools to support respectful and inclusive interactions with students, colleagues and wider stakeholders.

Table 6: Staff EDI training

Training	Overview
EDI Essentials e-Learning	Introduction to EDI principles, including the Equality Act 2010 and Public Sector Equality Duty responsibilities.
Inclusive Leadership e-Learning	Supports leaders to embed inclusive practice, build awareness of bias, and foster equitable team cultures.
Digital Accessibility e-Learning	Provides an understanding of digital accessibility and legal requirements, ensuring digital content and services are accessible to all users.
Hidden Disabilities Sunflower e-Learning	Provides an understanding of the Sunflower symbol and non-visible disabilities, including how to approach and support individuals who choose to wear the Sunflower symbol.
Active Bystander	Interactive session developing confidence to challenge inappropriate behaviour, address micro-inequities, and intervene effectively.
Bullying and Harassment	Covers definitions, legal responsibilities, workplace impact, and approaches to preventing and addressing inappropriate behaviour.
Building Disability Confidence	Explores disability inclusion in employment and education and supports improved accessibility and service provision.
Diversity in the workplace	Explores key concepts of workplace diversity, inclusion and equity and their application in practice.
Introduction to Anti-Racism	Provides foundational understanding of racism and anti-racism, including allyship and intersectionality.
Trans Awareness: The Basics	Introduces trans inclusion and gender diversity, including non-binary, gender fluid and gender questioning identities.
Using Inclusive Language	Explores principles of inclusive language and how to apply them in a changing EDI context.

Student EDI training

Building on previous activity, student-centred EDI learning has expanded to include School-based EDI inductions, tailored training for Students' Union leaders and Micro-Placement students, and new online Student EDI Training available on Canvas and Moodle. Together, these initiatives support students in understanding the values of inclusion, respect and belonging that underpin the University's culture, while developing the knowledge and skills needed to engage with EDI in their academic, social and professional lives.

Table 7: Student EDI training

Training	Overview
Student EDI Training on Canvas and Moodle	Co-created by OIEI, Learning Enhancement and Development (LEaD) team and Student Voice Ambassadors, this training provides a foundation in key EDI legislation and concepts, including privilege, intersectionality, inclusive language, unconscious bias and bystander intervention. Linked to the Graduate Attributes and Employability Award, the training is designed to support students in developing the knowledge and skills to contribute to an inclusive University community. Following a soft launch in January, a full rollout is planned for September 2026.
Equity-Centred Design for Postgraduate Students EDI Training	Delivered to MA in Academic Practice students and educators, this session explored equity-centred approaches to creating inclusive, accessible and compassionate learning experiences. The workshop will now be delivered annually.
Students' Union Leaders and Micro-Placement Students EDI Training	Through the Being a Changemaker session, students explored leadership, advocacy and positive social change, building on their EDI knowledge and reflecting on how they can contribute to their communities and wider society. The session also explored historic and contemporary examples of changemaking, leadership and advocacy.
Racism, Inclusion and Thriving in the Workplace Training	Developed by the OIEI and Careers and Employability Team, this training supports students to recognise and challenge racism, understand their rights and responsibilities under the Equality Act 2010, and navigate professional environments with confidence.

School EDI spotlights

The University's six specialist Schools each comprise outstanding academic departments, faculties and research centres. Each has its own EDI committee, which plays a key role in advancing local EDI priorities and contributing to the delivery of institutional objectives.

Bayes Business School

Business education in the community

Through collaboration with Sage Publishing a new initiative was developed to showcase business education to secondary school students and broaden understanding of university study. The partnership combined Bayes' expertise in pedagogy and delivery with Sage's teaching resources and real-world case studies, delivered through the Schools Engagement Programme in collaboration with Central Foundation Boys' School. The initiative was recognised with a Highly Commended award at the Dean's Awards for the Bayes Diversity, Equality and Inclusion team.

Bayes Global Women's Leadership Programme

The programme supports women into senior leadership through scholarships, networking, mentoring and research-based opportunities. It comprised a series of events, including a focus on women in entrepreneurship and the barriers and challenges women face in raising capital and establishing themselves as business founders. An evidence-based lecture by Professor Petrongolo, an internationally recognised authority on gender in labour markets, explored the drivers of workplace inequality. The programme concluded with a talk by Priya Guha MBE, whose career spans public service, entrepreneurship and senior advisory roles across STEM-related sectors are robust, consistent, and free from bias.



School of Communication & Creativity (SCC)



Data-Driven Insight and Evidence-Informed Practice

SCC strengthened its evidence-informed approach to EDI through the analysis of staff and student data, including three staff surveys (Athena Swan, Staff Survey and Stress Survey) and a programme of focus groups. Student data from Tableau and previous research by Diana Yeh were also reviewed to identify priority areas. These insights are informing targeted action plans to support Athena Swan priorities and address awarding gaps.

Inclusive education and student success

SCC continued to embed inclusive practice across the staff and student experience, including new guidance on reasonable adjustments, ongoing delivery of EDI training for staff and students, and the active contribution of the EDI Student Committee as a key mechanism for student engagement and feedback. Work is also underway to implement the Awarding Gap Action Plan, improve access to Student Support Plans, and strengthen inclusive recruitment practices.

Building an Inclusive, Respectful and Accountable Culture

The review of staff survey findings on bullying and harassment identified areas for improvement including strengthening accountability and support mechanisms. This work is informing the development of clearer guidance on informal resolution where power dynamics exist, alongside reviewing concerns at departmental and senior leadership levels. Targeted training is planned, with a focus on power, bullying and harassment, and work is ongoing with central teams to increase confidence in reporting mechanisms, including Report + Support. An action plan is being developed in collaboration with key stakeholders, supported by clear timelines and monitoring arrangements.

School of Health & Medical Sciences (SHMS)

The Decolonising the Curriculum Working Group

The group was established to review, implement and evaluate decolonising efforts across the psychology curriculum and practice through curriculum review, continuing professional development and student consultation. A two-part workshop explored how decolonisation can be embedded in psychology teaching, research and practice. Sessions included discussion, group activities and reflection on shared challenges across programmes, culminating in the development of actionable plans to embed decolonising principles into teaching. The group also supported a research project examining decolonisation efforts within the department and student perspectives on this work.

Neurodiversity Working Group

The group leads initiatives to promote neuroaffirmative teaching and inclusion. A mixed-methods study explored student experiences, informing the development of a participatory action research group of staff and students, supported by a staff-student partnership grant. The project aims to better understand the learning environment and improve teaching approaches for neurodivergent students.



SHMS school events

In November 2025, to mark International Men’s Day, a panel on Black Men’s Health explored Making a positive difference to the wellbeing and lives of men and boys, covering mental health, unhealthy weight, drug-resistant infections and cancer prevention, alongside community-led initiatives including the Lambeth Public Health programme with The Black Men’s Consortium.

In February, the Primary Care Seminar Series featured Bridging the Gap: Trans Health in Primary Care with Dr Max Kelen, highlighting his work developing inclusive, community-based healthcare services for women’s and trans health.

In March 2026, a hybrid International Women’s Day event featured Baroness Geeta Nargund, Honorary Professor of Women’s Health, focusing on advancing women’s health and strengthening equity, diversity and inclusion in healthcare. SHMS’s latest honourees for their Extraordinary Women Wall, running alongside the University-wide campaign, were Professor Asma Khalil for her work in obstetrics and maternal health, including during COVID-19 and Kerren Churcher for her contributions to quality assurance in medical programmes.

An Anti-Racist Nursing and Midwifery Event, led by Dr Marina Daniele, launched Anti-Racist Nursing and Midwifery: A Resource for Students, Practitioners, Educators and Activists alongside a screening of the documentary Exposed. Both works are drawn from the interdisciplinary Nursing Narratives project, led by Sadiq Bhoram, Anadi Ramamurthy, Ken Fero and Faye Bruce, which explores the treatment of Black and Brown nurses and midwives during the COVID-19 pandemic. The screening was followed by a panel discussion on anti-racism in healthcare, addressing systemic barriers, equity, and amplifying the voices of Black and Brown nurses and midwives.



School of Policy & Global Affairs (SPGA)

SPGA Communication Charter

A working group of colleagues developed a set of shared expectations to support more inclusive ways of working, addressing areas such as email etiquette, meeting practices, follow-up communication and constructive feedback. This work led to the creation of the Communication Charter that recognises effective communication as a matter of both professionalism and inclusion.

The Charter highlights how routine practices, such as sending emails outside working hours or circulating meeting information without sufficient context, can unintentionally create barriers for colleagues, particularly those with caring responsibilities or varied working patterns. It establishes a shared basis for reflecting on and improving communication practices to better support inclusion. Agreed by SPGA staff in November 2025, the charter will continue to be reviewed and refined in response to staff experience across the School.

School of Science & Technology (SST)



Athena Swan Lecture

In November 2025, SST hosted its annual Athena Swan Lecture, welcoming Professor Danielle George CBE FIET, the UK Government's Chief Scientific Adviser for National Security and Professor of Radio Frequency Engineering at the University of Manchester. Professor George's lecture, titled '3 Ps and a CSA', offered an engaging account of her career journey. The lecture highlighted the importance of passion and perseverance in navigating a career in science and engineering and provided a candid reflection on balancing professional milestones with personal life. Introduced by Professor Juliet John, Vice President (Education), the event was followed by a Q&A session covering gender equality in industry and academia, and the intersection of national security with the wider scientific community. This was an important event to celebrate the achievements of women in science, inspiring the next generation, and fostering open conversation about the structural and cultural changes needed across academia.

SST International Women's Day

In March 2026, the International Women's Day celebration, organised by Women++ and the London ACM-W Chapter, in collaboration with the IEEE UK & Ireland Computer Society and student robotics, engineering and computer societies. Open to students, academic staff and industry professionals across STEM, the event focused on supporting women and underrepresented groups in STEM careers. The event included a keynote address by Laura Carvajal, Technical Director at the Financial Times, a panel discussion on collective growth for women in STEM. Panel speakers included Bridget Wilkins, Head of Adoption, Engagement, and senior leaders from across government, academia and industry. The day also featured mentoring and networking sessions, with participants highlighting the value of sharing experiences and engaging with inspirational role models.



The City Law School (CLS)

Gender, Sexuality, and Law module

The new Gender, Sexuality and Law Master’s module, designed by Dr Alexander Maine, explores a range of civil and criminal law matters through feminist and queer legal analysis. Students examine areas including global LGBTQ rights, equality law, gender recognition and litigation, sex work, abortion, and conversion practices (therapy) bans. The module is primarily theoretical, with clear practical application to EDI, ensuring that equity, diversity and inclusion considerations are embedded in students’ learning and supporting their future engagement with EDI-related work.

Diverse and Inclusive Scholarship Event

In 2025 a Diverse and Inclusive Scholarship event marked the publication of *Diverse Voices in Health Law and Ethics: Important Perspectives* (BUP, 2025) by Professor Sabrina Germain and co-authors. The event highlighted efforts to embed equity, inclusion and social justice within health law academic writing and teaching. It showcased work that centres marginalised voices and critically examines how legal frameworks contribute to health inequalities.

Widening participation workshops

Led by Menissa Saleem, workshops for 35 secondary school students from underrepresented backgrounds introduced legal careers through interactive sessions, including How to Be a City Lawyer. Students developed awareness of key skills, engaged with diverse role models, and took part in activities such as case studies and a mock trial at the Royal Courts of Justice, providing practical insight into the profession. The initiative supports widening participation and strengthens pathways into the legal profession.



Future priorities

The University’s future EDI priorities will focus on achieving the outlined EDI objectives in line with the EDI Action Plan, which sets out clear actions and measures to support progress in addressing structural inequities and advancing equity in staff and student outcomes.

EDI objectives

Objective 1:
Reduce pay gaps

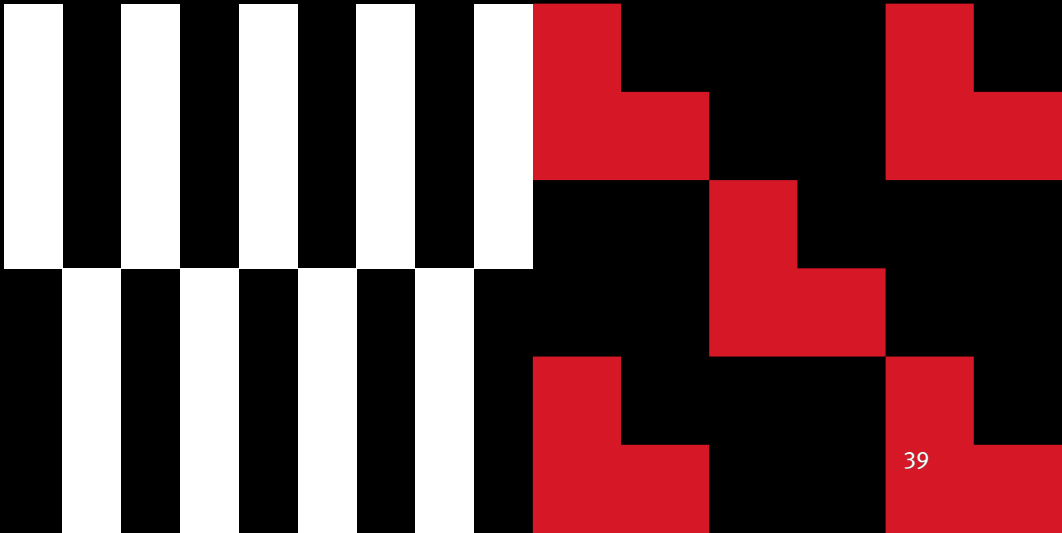
Objective 2:
Build a more representative workforce, particularly at senior levels, to better reflect the diversity of the student population

Objective 3:
Reduce the Black student awarding gap

Measures of success

Progress against these objectives will be monitored through:

- Annual pay gap reporting
- Workforce and student demographic analysis
- Representation tracking across grades, senior roles, and pay quartiles
- Student awarding gap data
- Delivery against institutional and School-level EDI action plans
- Progress on Athena Swan, Race Equality, Disability Confident and LGBTQIA+ action plans.



City St George's, University of London
Northampton Square
London
EC1V 0HB
United Kingdom
www.citystgeorges.ac.uk



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