

Equality, Diversity and Inclusion Report (2024)

Goldsmiths, University of London

Table of Contents

Introduction.....2

Section 1: Key Developments.....3

Section 2: About our Students6

Section 3: About our staff.....13

Section 4: Progress on Equality Objectives19

Introduction

Equity and inclusion are values that have always been very important to Goldsmiths and are a central element of our culture. Goldsmiths' academic portfolio attracts people with a commitment to equality, and many of our students, staff and alumni are at the forefront of social justice movements.

Goldsmiths under the provisions of the Equality Act (2010) publishes this annual report as part of the Public Sector Equality Duty. This report outlines progress against our previous Equality, Diversity and Inclusion Objectives and Action Plan, and documents progress against these objectives. It also includes student and staff equalities data for the 2023-24 academic year.

Sector data for students which is usually included for comparative analysis is unavailable from Advance HE and so the data presented is from Goldsmiths, University of London, only.

In this report and subsequent reports, the data previously titled 'Gender' is referred to as 'Sex' so as to be in line with the Equality Act 2010. This has also been changed to maintain comparability between our institutional report and the national sector report.

We are also no longer using the term Black, Asian or minority ethnic (BAME), rather People of Colour (POE) to reflect our belief that no individual or group is a minority on account of their ethnicity and our advocacy for racial justice and equality.

Looking ahead, the format for our annual reports will be changing. Starting with our 2024-25 report, rather than detail progress via key objectives we will provide an overview of work that has been done and is ongoing across Goldsmiths, as part of our operational priorities in line with the Goldsmiths Strategy 2033, under the Staff Engagement and Wellbeing pillar. This also incorporates our new strategic action plan: Goldsmiths Engagement Plan (2024-27).

Section 1: Key Developments

Race Justice at Goldsmiths

Race Justice Strategy Board

The Goldsmiths Race Justice Strategy Board was formed in September 2021 and is co-chaired by the Warden, Professor Frances Corner and an independent co-chair Natalia Nana Lester-Bush, with membership drawn from across the College's academic schools, professional services team, Goldsmiths Students Union, recognised Trade Unions UNISON and UCU and representatives from Goldsmiths Race Equality Group (GREG) and Goldsmiths Anti-Racism Action (GARA).

Embedding Anti-Racism in Institutional Change

[The Race Justice Strategic Framework](#) draws together the detail of the [Insider Outsider Report](#) and Identity and Impact Report, solidifying the case for racial justice strategy at Goldsmiths and providing guiding principles for colleagues to take anti-racist action. The Race Justice Strategy was developed after the identification of systemic and interpersonal drivers of discrimination Insider Outsider Report, Identity and Impact Report. These drivers of discrimination have now been reframed as objectives with enabling deliverables to ensure they are directly addressed.

Through its discussions and recommendations, the Board works to ensure that the College is advancing race equality and implementing and evaluating the Race Justice Strategy.

Goldsmiths' Race Justice Strategy is a bold and transformative framework designed to drive systemic change and embed anti-racism across the College. Grounded in our institutional values and shaped by the lived experiences of our community, the strategy provides a clear roadmap for dismantling racial inequities and fostering an environment where all students and staff can thrive.

At its core, the strategy is built on key commitments, including addressing racial disparities in student outcomes, ensuring equitable recruitment and career progression for staff, and embedding anti-racist principles into our teaching, research, and governance structures. The Race Justice Strategy Board (RJSB) continues to play a crucial role in driving this work forward, ensuring accountability at the highest levels while equipping departments and teams with the tools to translate strategic aims into meaningful action.

Race Justice Strategy

A defining strength of the Race Justice Strategy is its emphasis on collaboration and transparency. Over the past year, we have actively engaged with students, staff, and external partners to co-develop solutions that reflect the needs and aspirations of our community. This has included the establishment of dedicated workstreams focusing on key areas such as curriculum reform, decolonisation, and inclusive leadership. By integrating race equity into the fabric of institutional transformation, we are ensuring that this work is not a standalone initiative but a fundamental pillar of Goldsmiths' future.

Currently work is being done by the newly appointed Race Justice Projects Officer, who took up the role in September 2023, to support workstream leads in carrying out actions for this

academic year. This includes regular meetings with leads and the development of guidance for workstream meetings and reporting procedures.

As a result of the Transformation Programme, the Race Justice Projects Officer has undertaken a comprehensive project to redesign strategy implementation. This project, “Reimagining the Workstreams” has led to the development of eight distinct focus areas:

1. Access and Participation
2. Staff Engagement
3. Student Engagement
4. Decolonised Praxis
5. Researcher Outcomes
6. Leadership
7. Civic Engagement
8. International Partnerships

The new focus area structure will be implemented from September 2024 and includes the implementation of a tracker document which documents the progress of actions under each focus area on a quarterly basis.

This academic year has also seen several more dedicated Q&A sessions between the GREG network and the Warden, with a view to extend this opportunity to other networks in the next academic year.

Race Equality Charter

Goldsmiths remains steadfast in its commitment to becoming an anti-racist institution and advancing racial justice across all aspects of college life.

A key milestone in this journey has been the REC survey, which provided valuable insights into the lived experiences of our students. The data gathered has shaped a comprehensive analysis, identifying key themes that will guide our institutional response. Building on this foundation, we are deepening our engagement through focus groups and listening sessions, creating space for honest conversations that will inform a reflective and responsive approach to race equity.

The development of our REC Action Plan will be a truly collaborative effort, led by the REC Self-Assessment Team (SAT) together with the Race Equality Charter Officer and supported by the Race Justice Projects Officer. This plan will serve as a roadmap for sustainable change, aligning with broader institutional strategies such as our Race Justice Strategy and the work of the Race Justice Strategy Board (RJSB). We are also strengthening partnerships with institutions that have successfully achieved REC Bronze and Silver awards, drawing on best practices while shaping a distinctive approach that reflects Goldsmiths’ unique context and ambitions.

Institutional leadership plays a pivotal role in driving this work forward. Our REC submission will be reviewed by key governance groups, including the Senior Management Team (SMT), the People and Organisational Development Equalities Committee (PODEC), and

Goldsmiths Race Equality Group (GREG). This high-level engagement ensures that race equity remains a strategic priority, backed by dedicated resources and leadership commitment that extends well beyond the REC submission itself.

Looking ahead, we recognise that achieving the REC Bronze Award is not the final goal but an important milestone in our broader race equality journey. Sustained action, accountability, and investment will be critical in driving meaningful and lasting progress. With our REC submission on track for the March 2024 deadline, we see this as a key step in our long-term commitment to race equity.

As we move forward, Goldsmiths will continue working in partnership with students, staff, and external networks to ensure that race equality is not just an aspiration, but an embedded reality reflected in our structures, culture, and everyday practices.

Anti-Racism Training

Anti-Racism Training was piloted this year and consisted of several listening events and three-day workshops for members of Goldsmiths Leadership Group. A thorough evaluation will be conducted and recommendations implemented for the 2024-25 academic year.

The Race Justice Strategy Board Away Day provided an opportunity for detailed discussions on Race Justice, including knowledge sharing and best practice. This Away Day model will be followed in subsequent years with the next one planned for May 2025.

Looking ahead, the success of the Race Justice Strategy will depend on continued leadership accountability, meaningful engagement with minoritised communities, and sustained investment in anti-racist initiatives. Goldsmiths remains resolute in embedding race justice into every aspect of institutional life, driving forward a vision for a truly inclusive and equitable university.

Disability Equality

Since the last report on Disability Equality, The Student Disability Team has continued to ensure simplified registration and access to reasonable adjustments. Students can now email evidence of their disability to the Disability and Inclusion Service who will register them on the basis of this evidence and allocate a set of Universal Reasonable Adjustments (please find details [here](#)). Those students who will need additional support/ adjustments are invited for an appointment with an adviser who can draw out an individual plan of support/adjustments (called a Reasonable Adjustments Support Agreement or RASA) which is shared with the relevant colleagues in charge of implementing the support/adjustments. This has freed some capacity in the Disability and Inclusion Service to run information sessions about the extra disability funding (Disabled Students Allowance) and other targeted welcoming activities in the first few weeks of terms. When first implemented, this change in procedure saw the disability disclosure rates amongst students rise to 33% of the total student population (far above the national average in higher Education which currently stands at 19%).

Recent additions to training courses around disability awareness continue to be offered to staff such as; "What is Neurodiversity?" and "Neurodiversity and the Line Manager: Part 1 and 2" which complemented training sessions such as Support Disabled Students at Goldsmiths, Mental Health Awareness, Supporting Staff to Support Students, and general Disability Awareness.

Disability Confident Scheme

In August 2022 Goldsmiths renewed its accreditation with the Disability Confident Employer Scheme and retains its status as a Disability Confident Employer. Goldsmiths offered 'Disability Equality in the Workplace' training to all members of staff within the Human Resources directorate during 2021 and this training became available to all staff in 2022. Goldsmiths continues to apply a guaranteed interview scheme for disabled applicants who meet essential criteria, ensuring that the recruitment process is open and accessible to all.

Gender Equality

Athena Swan

Goldsmiths was awarded the Bronze 'Athena SWAN' award in March 2020. The College is continuing its work towards submitting a new application in the 2025-26 academic year. Since receiving this award, Goldsmiths has continued to advance its commitment to gender equality and in March 2022, both the Computing and Psychology departments successfully obtained a bronze award.

As part of our Athena SWAN action plan we have also launched guidance for Managers on inclusive approaches to Performance and Development Review (PDR) and have produced a successful inclusive recruitment and selection training course.

LGBTQ+ Equality

Stonewall Workplace Equality Index

In September 2022 Goldsmiths submitted a voluntary application for the 'Stonewall Workplace Equality Index' (WEI), the UK's leading benchmark tool for LGBT inclusion in the workplace. Goldsmiths was awarded a Silver Award in February 2023 in recognition of the College's continuous work to improve LGBTQ+ equality and inclusion across its community. The Award was given based on our ability to provide evidence that was reviewed against a set of criteria, as well as feedback from staff collected in an anonymous and confidential online survey.

Section 2: About our Students

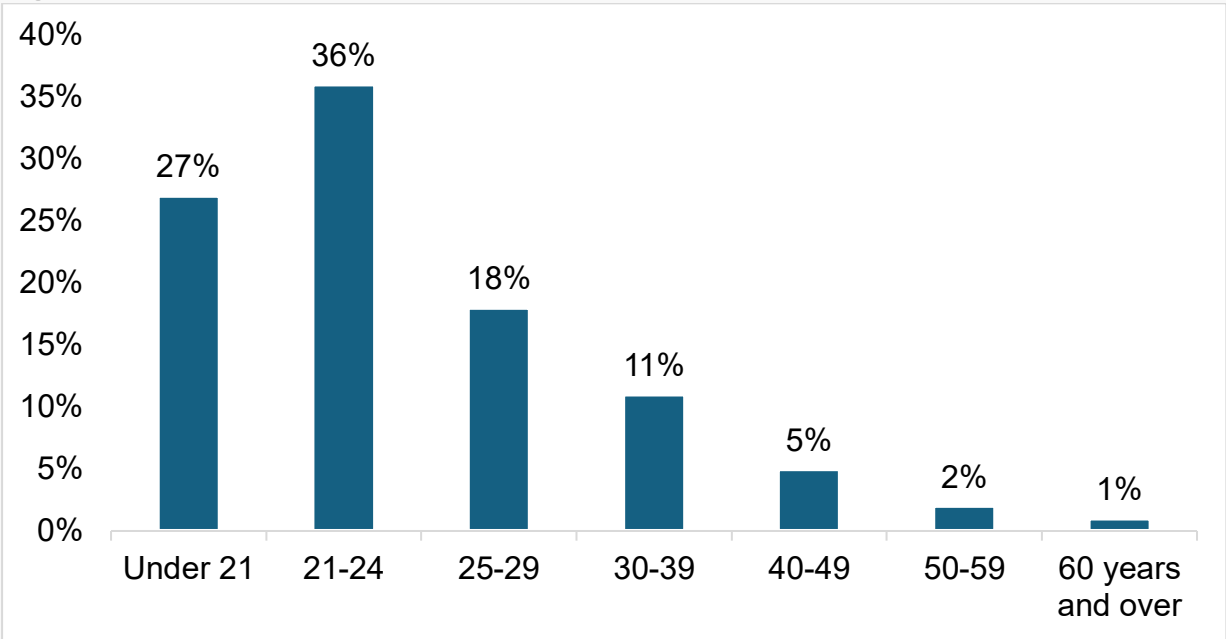
This section provides an overview of our student profile for 2023-24 by each of the protected characteristics outlined in the Equality Act 2010. Data refers to students enrolled during 2023-24.

Sector benchmarks are based on the HE student profile as outlined in Advance HE’s Equality in Higher Education statistical report. The student data due to be published and used for comparison was unavailable and therefore, information presented in this section will be for internal student data only.

For reference, in comparison to the UK HE sector, last academic year Goldsmiths attracted more female students (68.9% compared to 57.3% nationally), disabled students (26% compared to 15.9% nationally), Black, Asian and other ethnic students (51% compared to 27% nationally) and LGBTQ+ students (19% compared to 11.9% nationally).

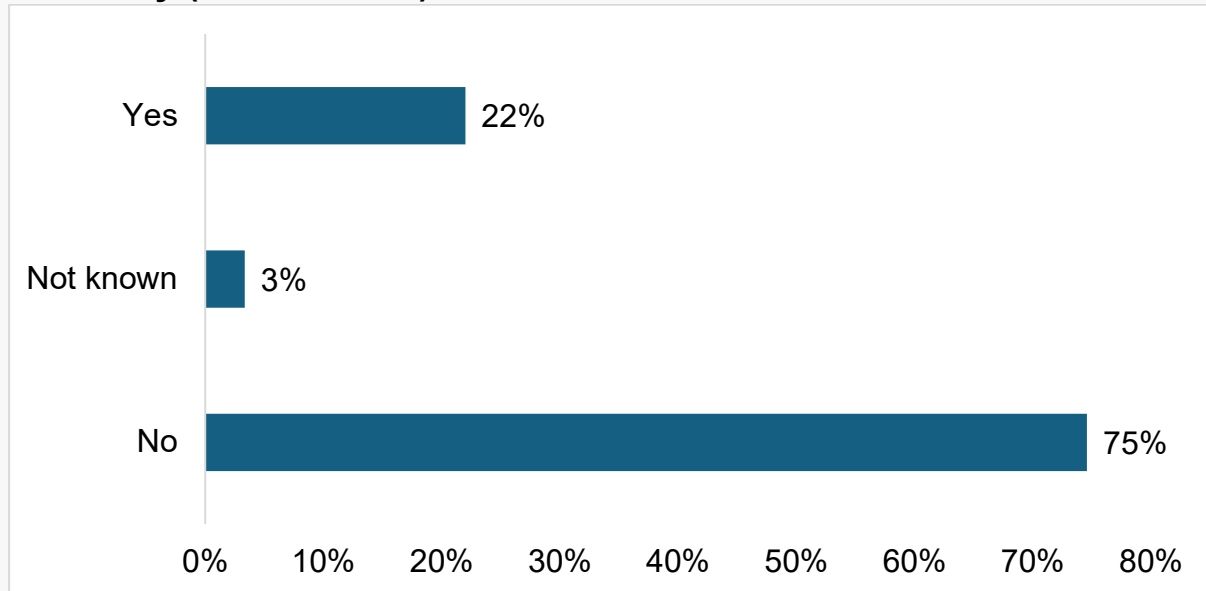
Data presented is as at 31st August 2024

Age



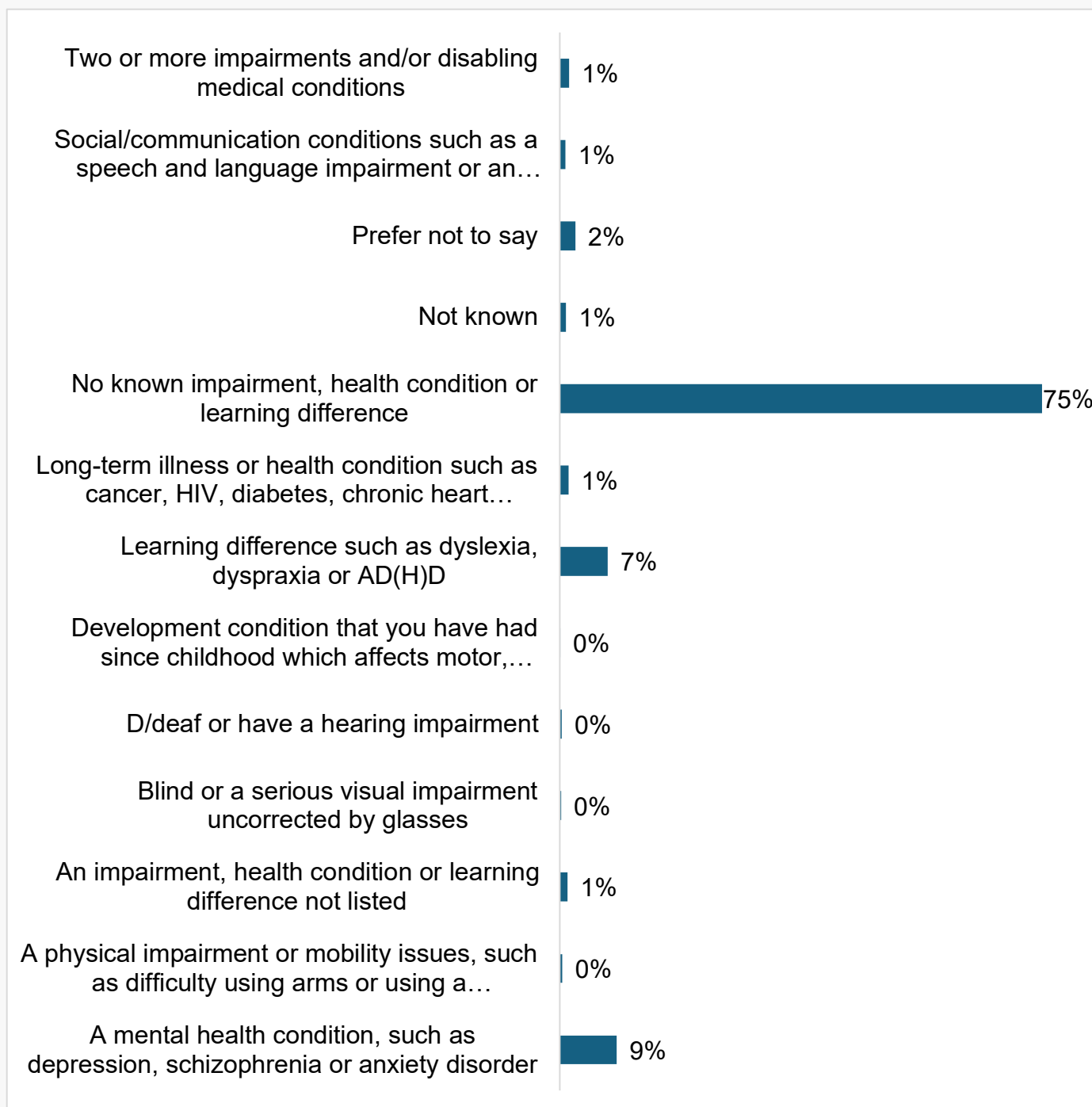
Compared to last academic year, there has been an increase in the number of students aged 21-49 who enrolled at Goldsmiths. The largest increase is in students aged 21-24 by 9 percentage points (pp).

Disability (summarised)



The number of students who have declared having a disability this academic year have not differed greatly in comparison to last academic year (26%). The difference could be attributed to a lower declaration rate this year.

Disability (breakdown)



* **Social/communication conditions such as a speech and language impairment or an autistic spectrum condition**

* **Long-term illness or health condition such as cancer, HIV, diabetes, chronic heart disease, or epilepsy**

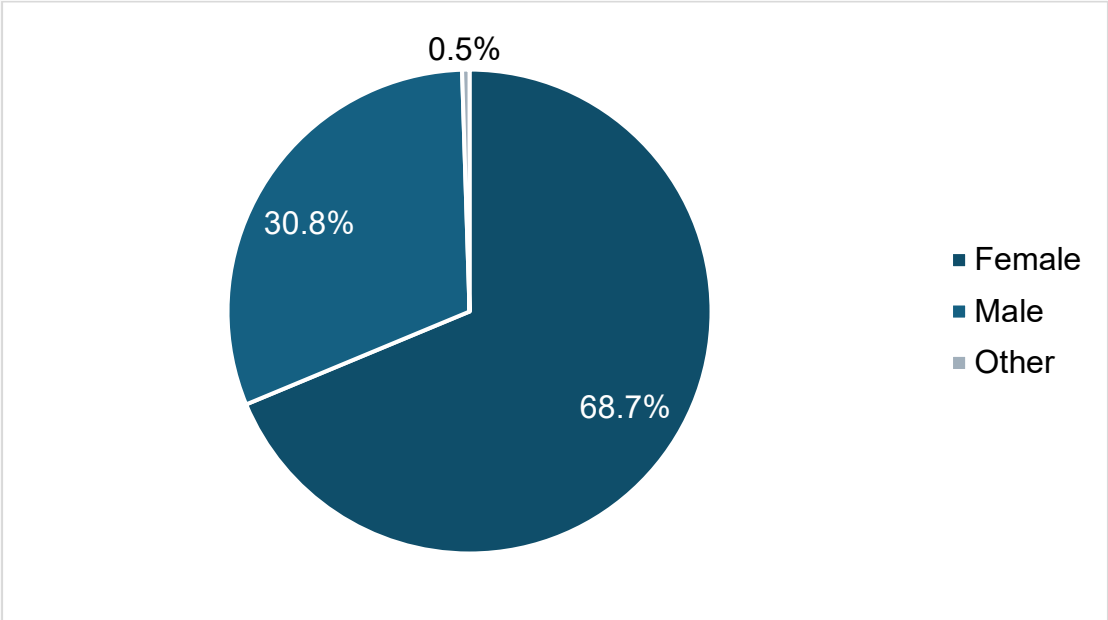
* **Development condition that you have had since childhood which affects motor, cognitive, social and emotional skills, and speech and language**

***A physical impairment or mobility issues, such as difficulty using arms or using a wheelchair or crutches**

***A mental health condition, such as depression, schizophrenia or anxiety disorder**

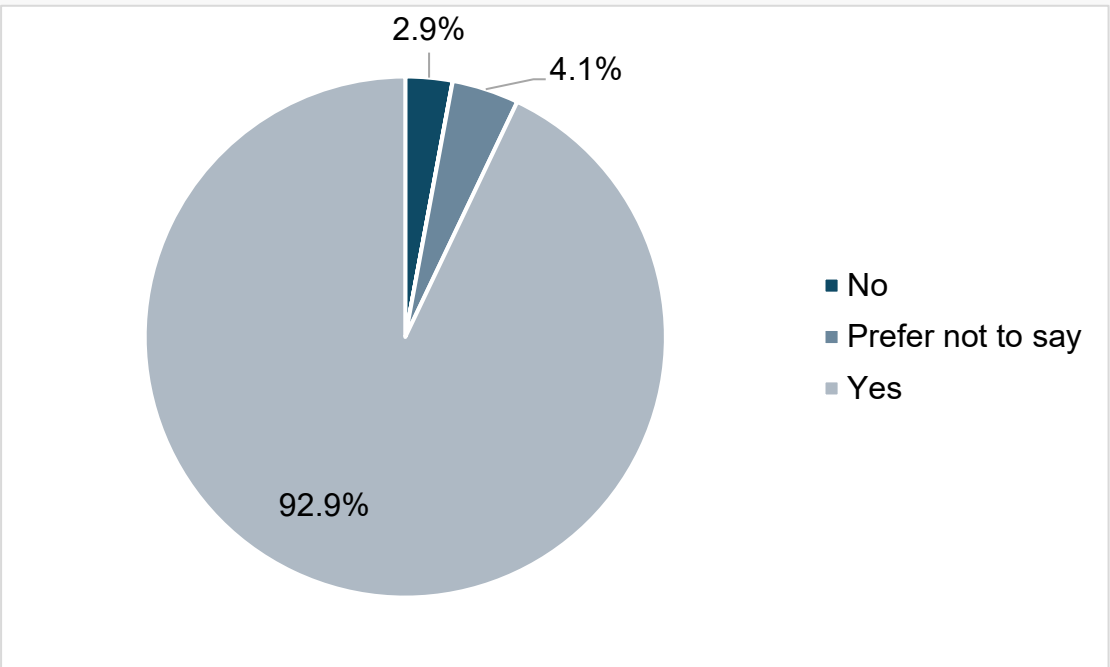
Note: All figures presented as 0% ranged between 0.01% 0.97%.

Sex



The number of students who identify as either Male, Female, or Other have increased minimally in comparison to last academic year’s declarations. Goldsmiths continues to have a higher proportion of female students by more than double that of male students.

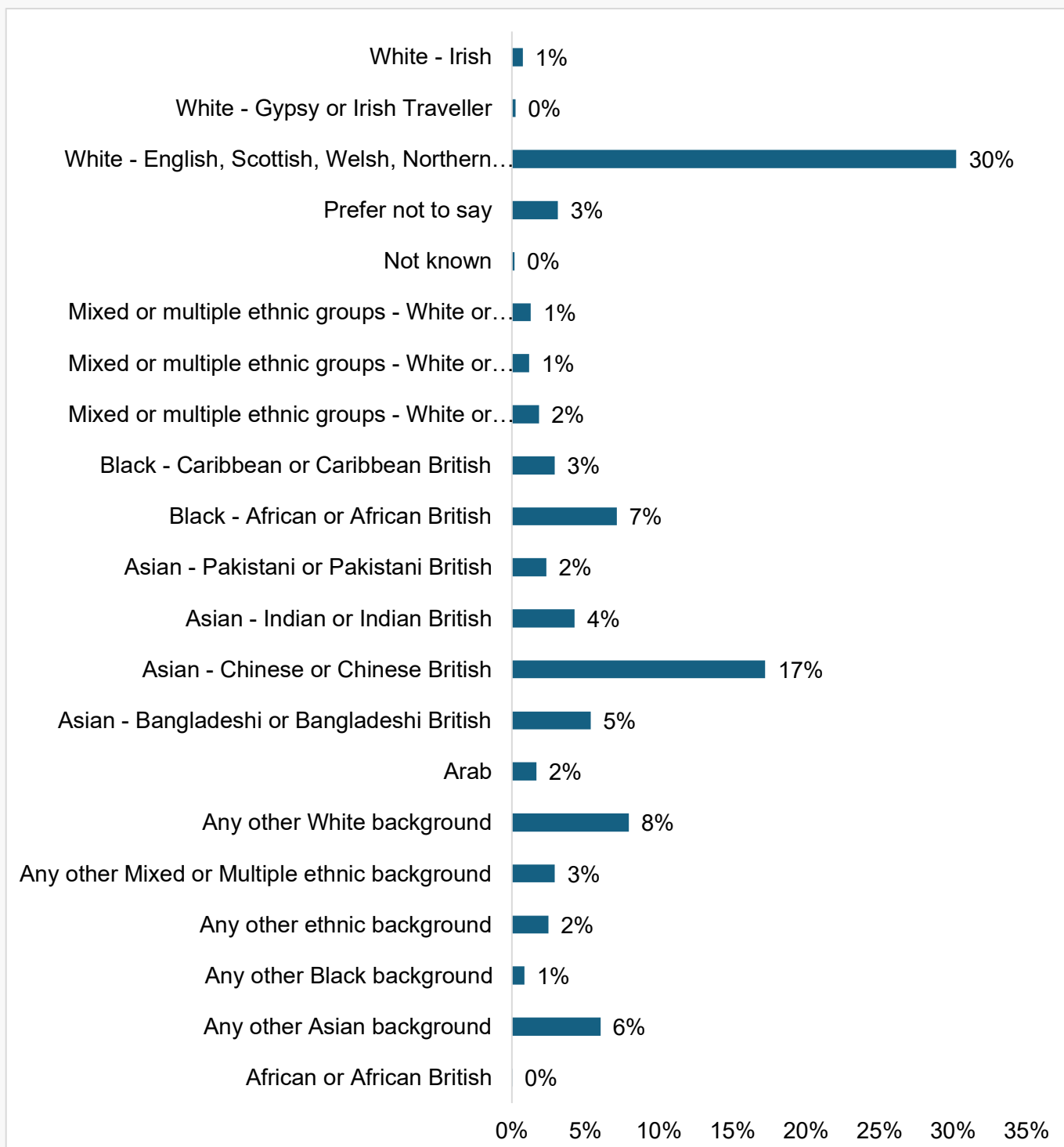
Gender Identity



There has been a greater declaration by students of their gender identity compared to last academic year (88.7%). 2.9% of students disclosed that they identify with a gender different from that assigned at birth, similar to last academic year

Data was unavailable for 0.01% of students.

Ethnicity



* **White - English, Scottish, Welsh, Northern Irish or British**

* **Mixed or multiple ethnic groups - White or White British and Asian or Asian British**

* **Mixed or multiple ethnic groups - White or White British and Black African or Black African British**

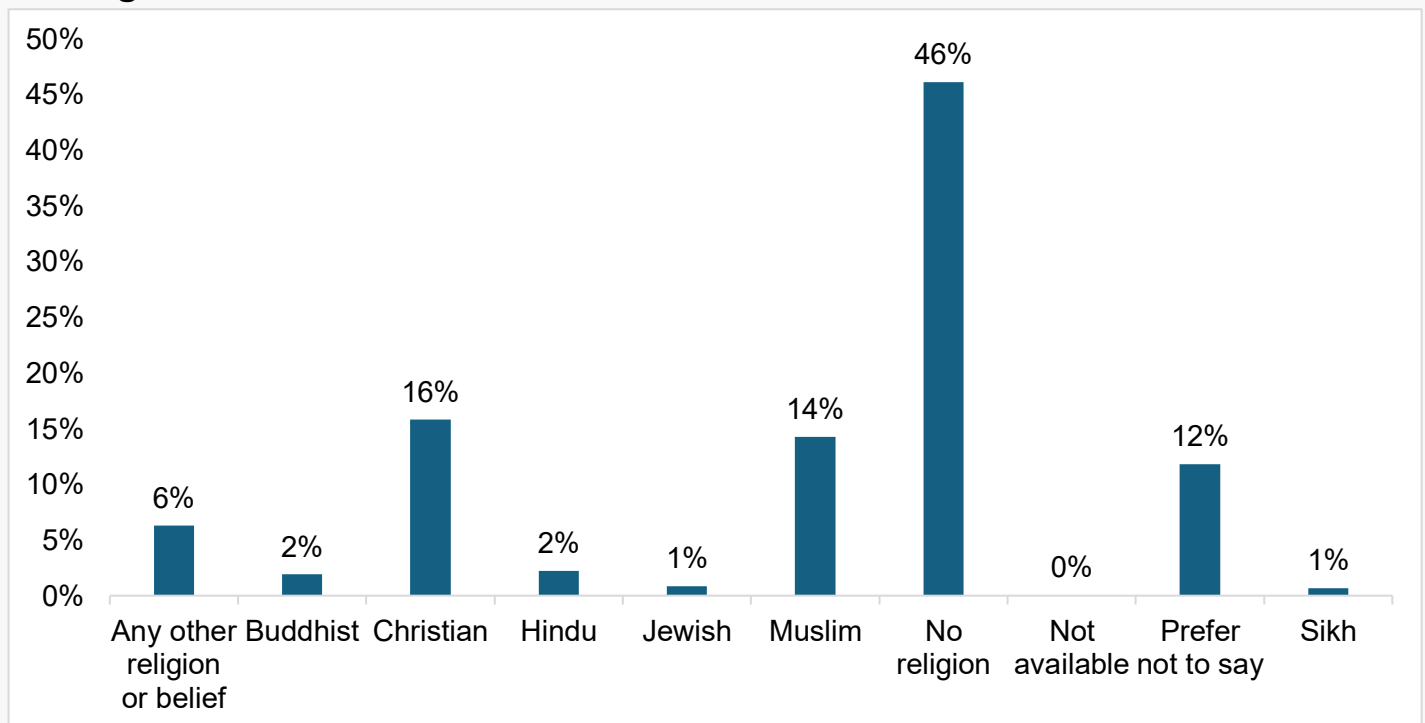
* **Mixed or multiple ethnic groups - White or White British and Black Caribbean or Black Caribbean British**

The number of students who identify as non-White at Goldsmiths have increased by 14 percentage points in comparison to last academic year (51%). There was also a greater number of students who disclosed information for this academic year, which could account for the large increase in non-White figures.

Note: All figures presented as 0% had less minimal responses that equalled less than 1%.

3.14% of students did not declare their ethnicity and 0.18% of students' information was 'Not known'.

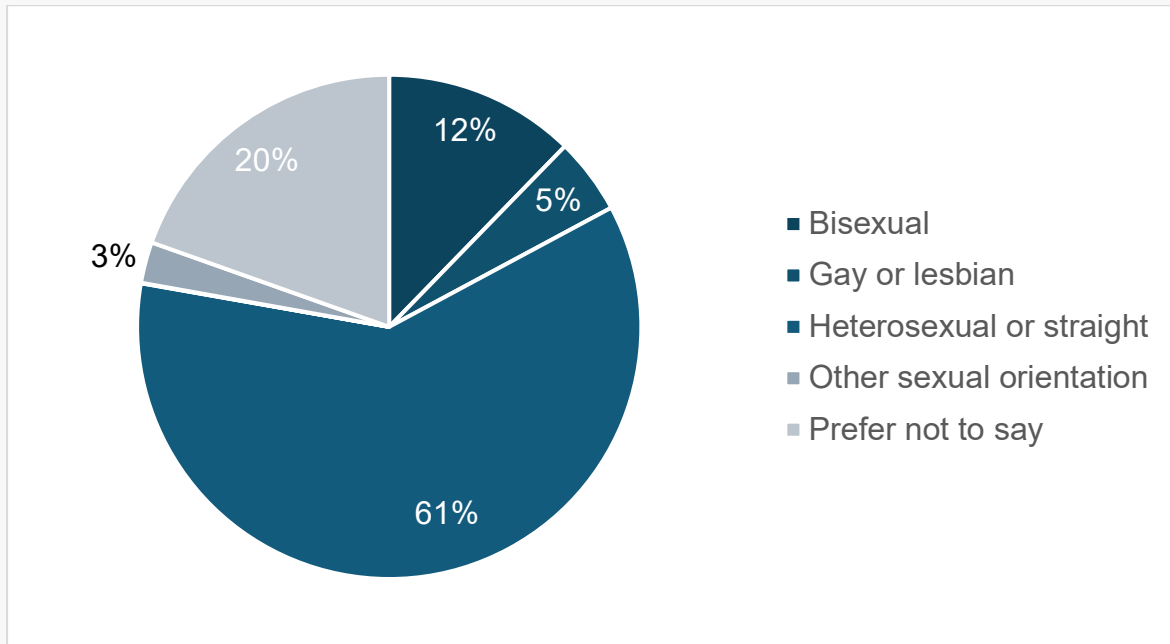
Religion



The picture of the religious profile of students at Goldsmiths generally remains unchanged.

The College's largest religious group remains to be 'Christian', followed by 'Muslim'.

Sexual Orientation



The picture of the sexual orientation of students at Goldsmiths also generally remains Unchanged from last academic year.

The College's largest group remains as 'Heterosexual or straight'. Figures for 'Bisexual' and 'Gay or lesbian' remain the same as last academic year.

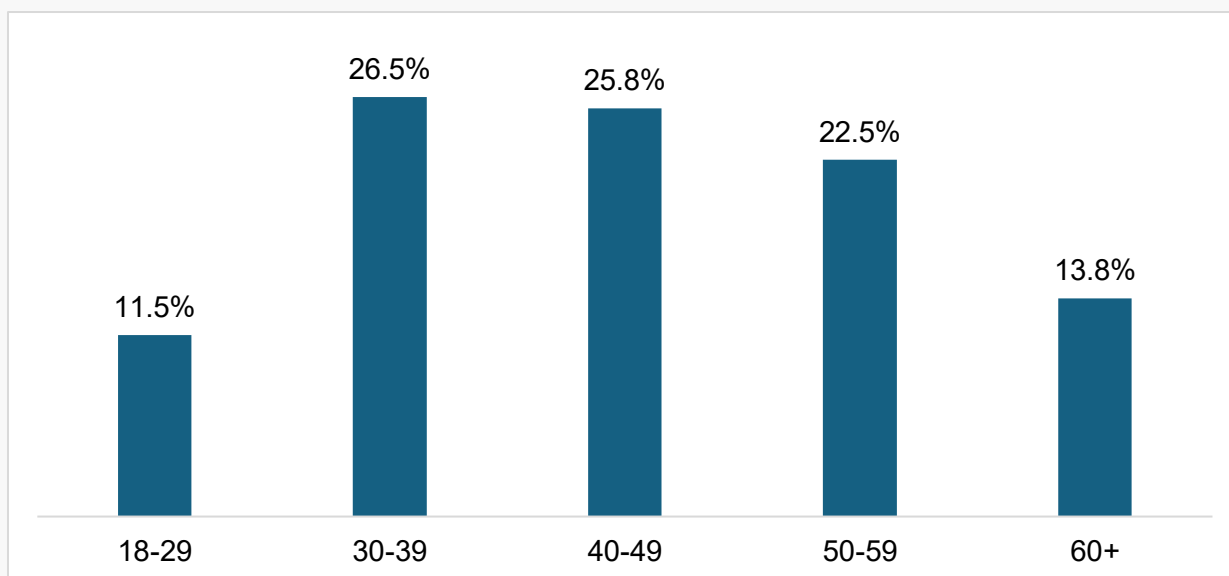
Section 3: About our staff

This section provides an overview of our staff profile from 2023-24 by protected characteristics outlined in the Equality Act 2010. Sector benchmarks are based on the HE staff profile, as outlined in Advance HE's Equality in Higher Education: Statistic Report 2024.

Data used in this report consists of all Goldsmiths staff (excluding hourly paid staff) with an active position between September 2023 to August 2024.

Disclosure rates: The data provided relates to staff who have disclosed details on the employee self-service system 'Business World'.

Age

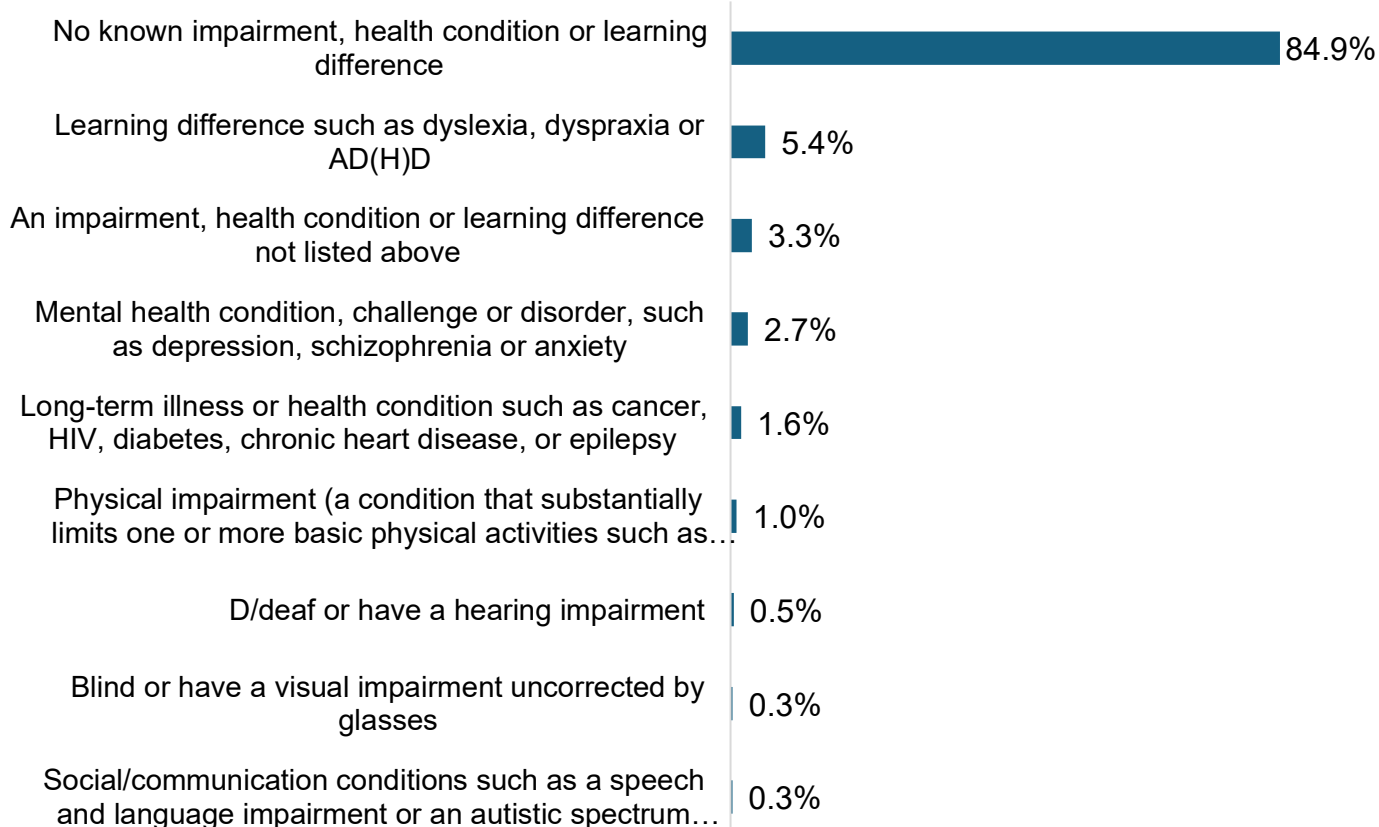


Compared to the UK sector (16.5%), Goldsmiths employs less staff under 30 (11.5%).

Goldsmiths highest age bracket (30 – 39) is almost on par with the sector average (31 – 40); 27.7%.

Additionally, Goldsmiths staff aged 60 years and over are higher than last academic years report, and more than the sector average where 8.6% of staff are over 61.

Disability



***Physical impairment (a condition that substantially limits one or more basic physical activities such as walking, climbing stairs, lifting or carrying)**

***Social/communication conditions such as a speech and language impairment or an autistic spectrum condition**

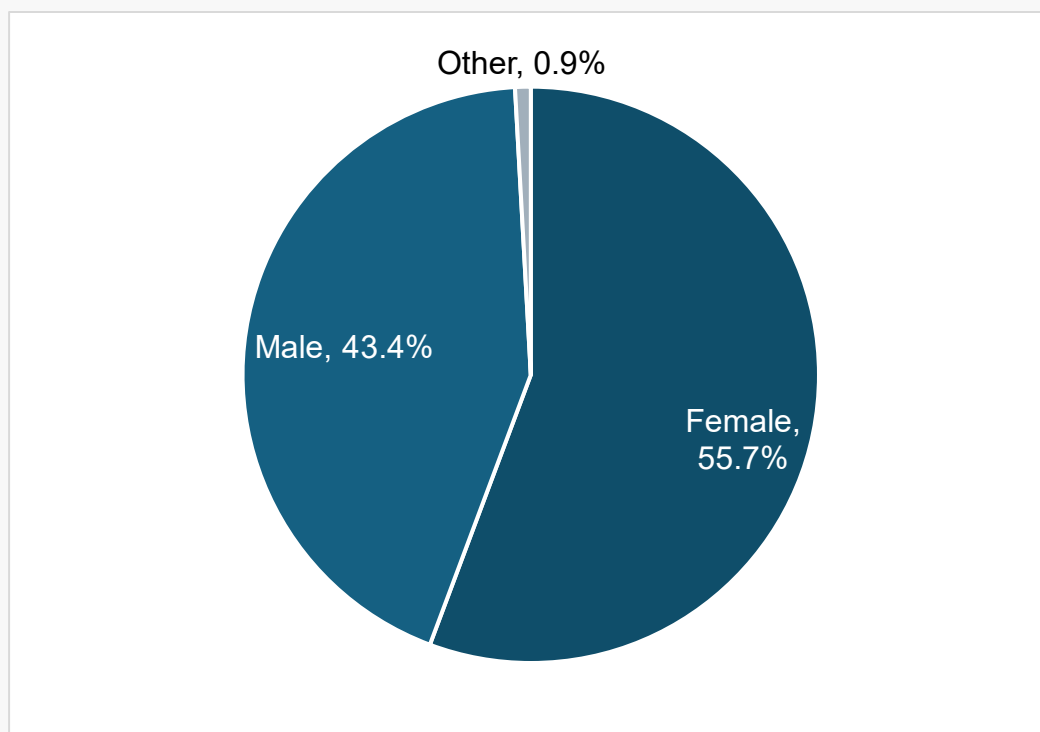
The increased number of staff to declare 'No known disability' indicates a greater disclosure rate than last academic year.

The proportion of staff who disclosed a disability is more than double the sector average (7.2%).

Within the sector, a specific learning difficulty was the most disclosed impairment type among disabled Academic staff (26.1%), whereas a long-standing illness or health condition was the most prevalent for disabled Professional and Support staff (21.7%).

Note: The unavailable data/'prefer not to answer' rate for Goldsmiths staff was 9.3%

Sex



Goldsmiths number of female staff is almost on par with that of the sector average (55.0%), and is slightly higher while the number of male staff is slightly lower than the sector average (45%).

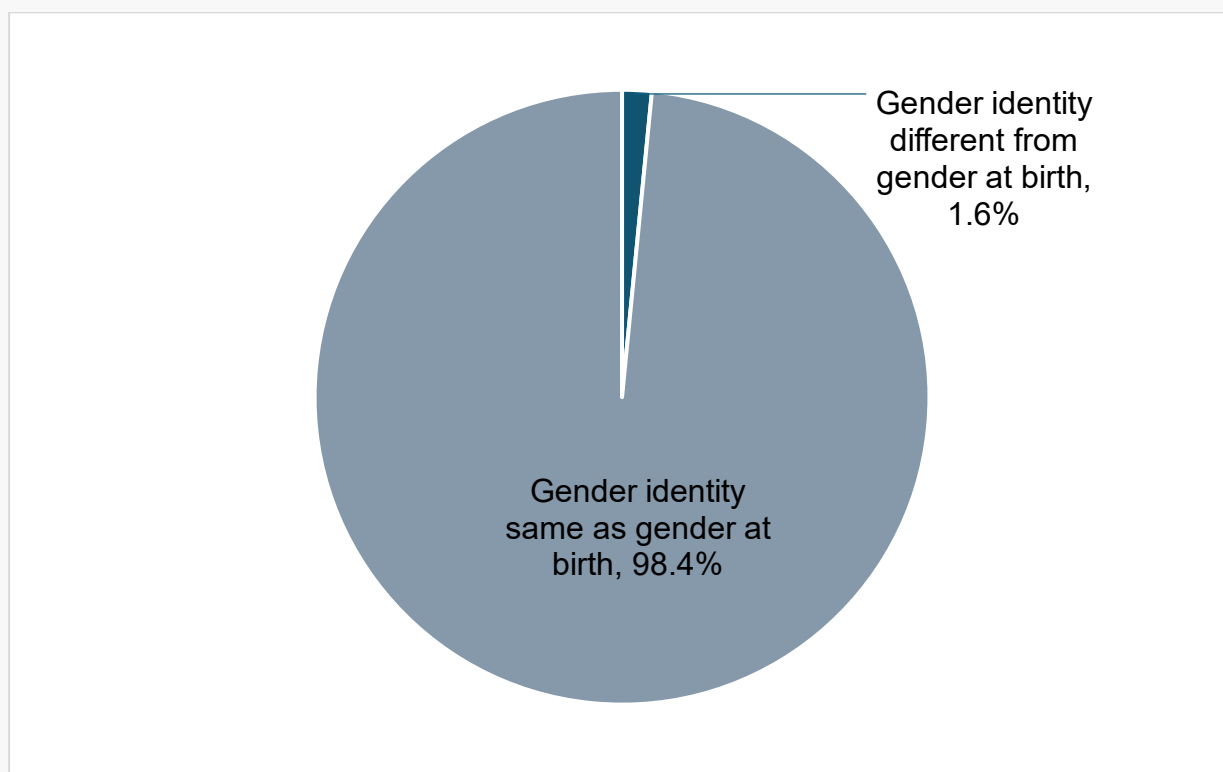
The total number of staff who identify as 'Other' is the same as last academic year (0.9%).

Note: The unavailable data/'prefer not to answer' rate was 9.7%.

In 2017/18, HESA replaced the legal sex field with the sexual identification field and presented three options, 'Female', 'Male' and 'Other'. Since the 2022 sector report, the data from this field was limited to those who identified as 'Female' or 'Male'.

However, where possible, data for staff who identified as 'Other' are included in the [online tables](#).

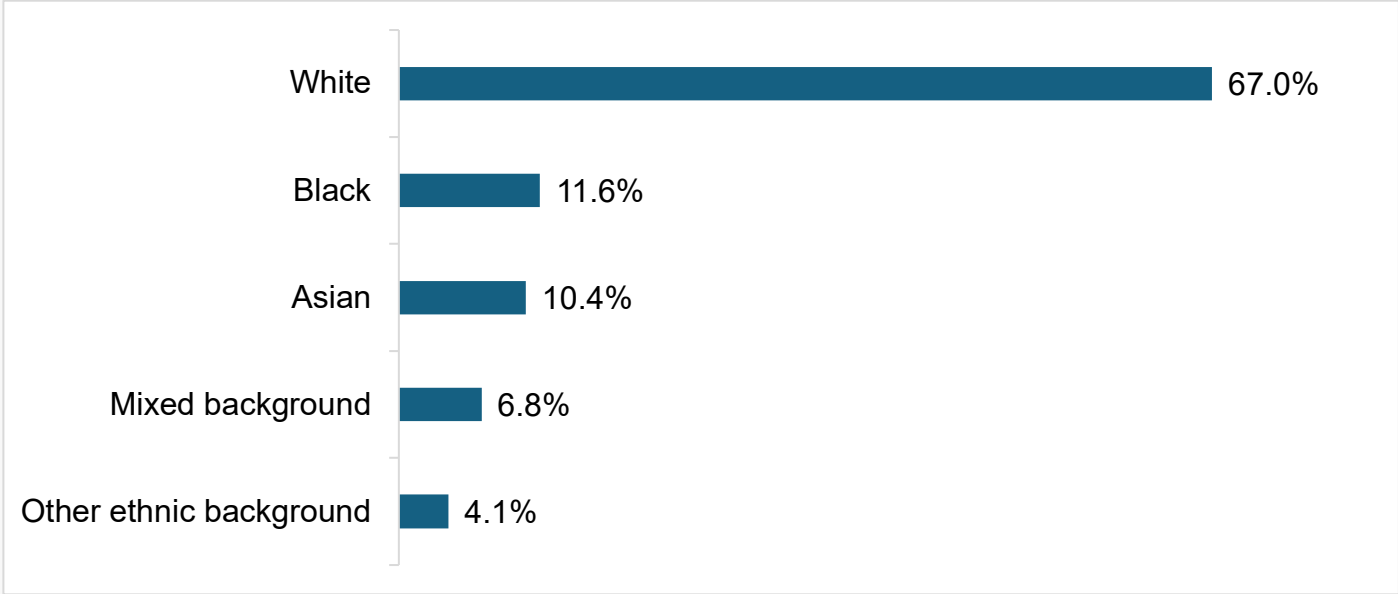
Gender Identity



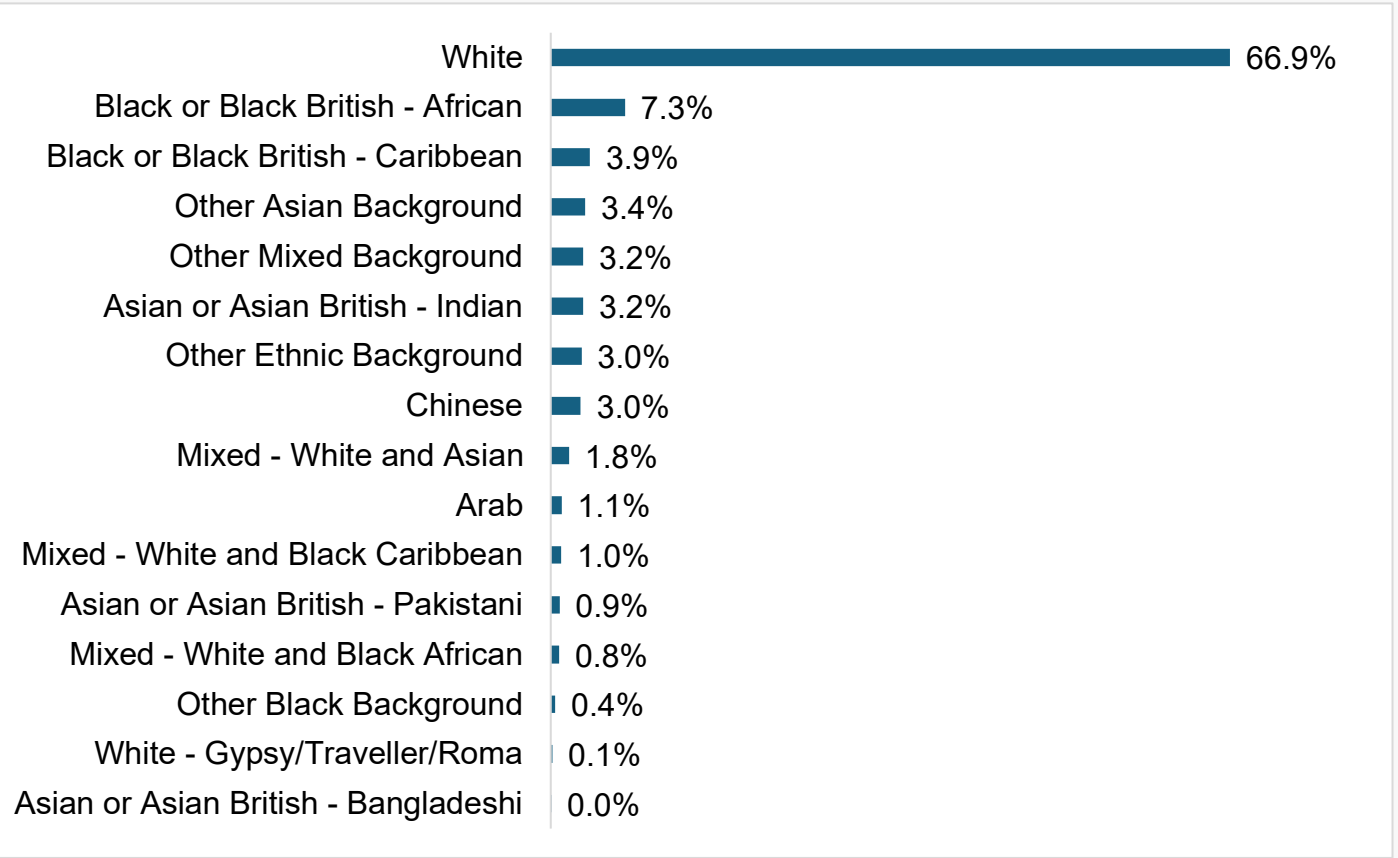
Within the sector, 0.8% of UK Higher Education staff disclosed their gender identity to be different to the one assigned at birth. (This excludes 56.8% of staff for whom information was refused or blank).

Note: Unavailable data/'prefer not to answer' rate for Goldsmiths staff was 6.6%

Ethnicity



Ethnicity (breakdown)



The proportion of staff from a Black, Asian or other ethnic background is higher than the sector average (12.9%) but is significantly lower than the Goldsmiths student population (65%) by 31.9 percentage points.

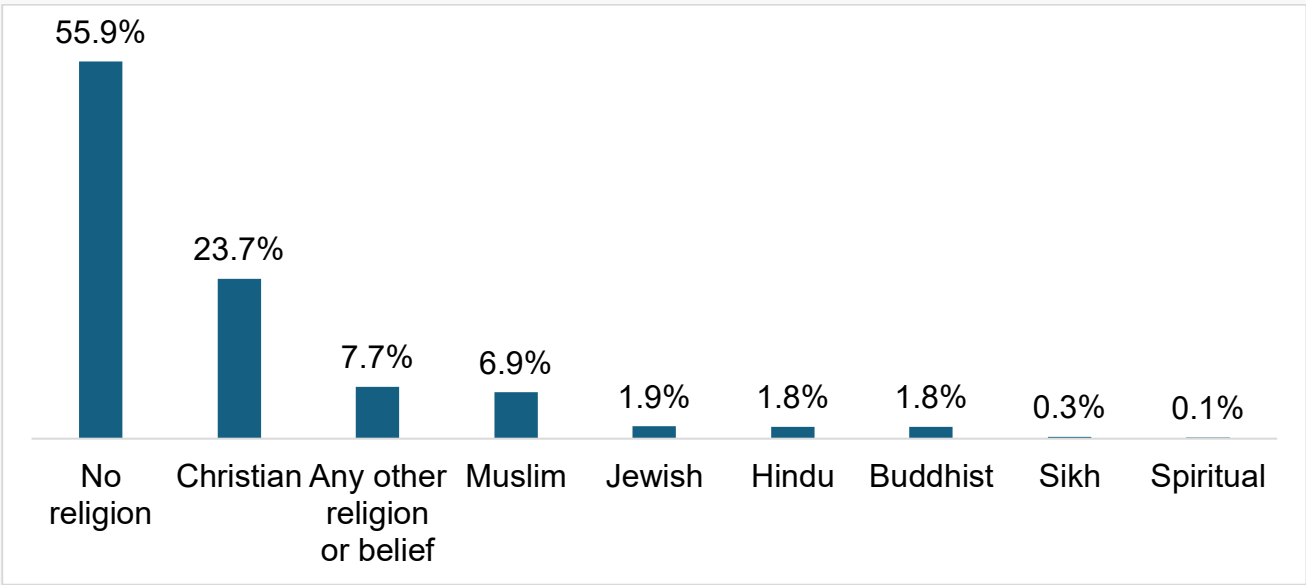
The bar graph shows that there has been minimal or no increase in the number of Black, Asian or other ethnic staff per group from last academic year.

Note: The sector figures used for comparative analysis of ethnicities were based on staff who identified as UK nationals only. Advance HE recorded 39.7% of non-UK staff to identify as Black, Asian or other ethnic staff.

The sector report noted that ‘Among both UK and non-UK staff, the largest Black, Asian and minority ethnic group was Asian, making up 42.4% of UK Black, Asian and minority ethnic staff and 35.7% of non-UK Black, Asian and minority ethnic staff. The smallest Black, Asian and minority ethnic group for UK staff was Other (8.7%), while for non-UK staff it was Mixed (11.0%).’

Unavailable data/‘prefer not to answer’ rate for Goldsmiths staff was 9.1%

Religion

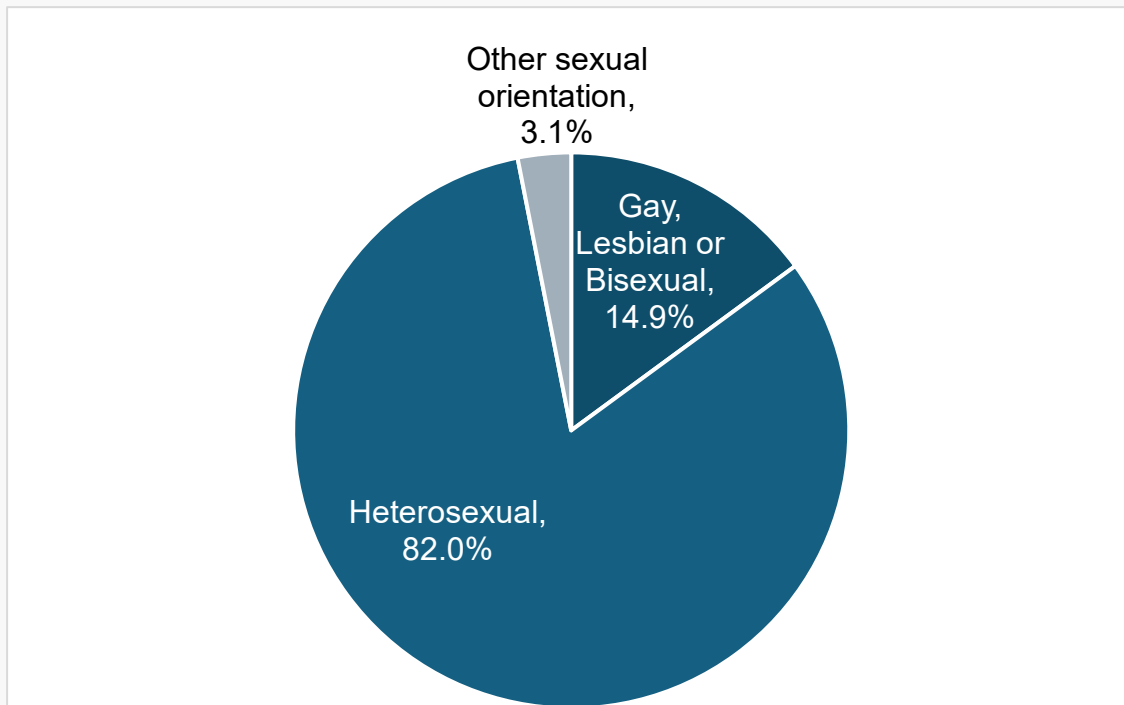


When comparing the student and staff profile, it is noted that 16% of students identify as Christians compared to 23.7% of staff; an increase of just over a quarter. For Muslims, the figures are opposite, where half the number of staff (6.9%) identify as Muslim in comparison to students (14%).

Sector data presents 51.5% of staff identify as having “No religion”, 34.4% identified as Christian, and 4.8% identified as Muslim.

Note: The sector data excludes 35.2% of all staff for whom information was refused or blank. Unavailable data/‘prefer not to answer’ rate for Goldsmiths was 27.5%

Sexual Orientation



Goldsmiths has a relatively large LGBTQ+ staff population. 18% of staff identify as LGBTQ+, which is similar to its student population (20%).

Across UK Higher Education Staff, 9.1% identify themselves as LGBTQ+. Goldsmiths has a slightly higher proportion of staff identifying as “Other” (3.1%) compared to the sector (1.1%).

This sector data excludes 35.5% of all staff for whom information was refused or blank.

Unavailable data/’prefer not to answer’ rate for Goldsmiths staff was 36.1%.

Section 4: Progress on Equality Objectives

Objective 1

For everyone to take an active role in embedding equality, diversity, and inclusion (EDI) good practice in everything that Goldsmiths does, and for staff in leadership and management positions to champion EDI – building it into strategic decision making and leading by example.

Senior Management Team Equality Champions and Equality Steering Groups

In 2020 SMT Champions were appointed to support the embedding of equality across the organization. During the 2021-22 academic year, Senior Management Team (SMT) Equality Champions continued to provide strategic leadership and oversight of key equality initiatives relating to Gender, LGBTQ+ and Disability.

SMT Champions appointed for 2023-24 are:

- SMT Disability Equality Champion – Stephen Graham, Head of School for Arts and Humanities
- SMT Gender Equality Champion – Jilly Court, Chief Operating Officer
- SMT LGBTQ+ Equality Champion – Matthew Carlile, Head of School for Professional Studies, Science and Technology (PSST)
- SMT Race Equality Champion – Frances Corner, College Warden
- SMT Religion Equality Champion – Adam Dinham, Head of School for Culture and Society

SMT Equality Champions are each responsible for chairing an Equality Steering Group which monitors the progress of agreed actions and act as a point of contact for members.

School EDI Coordinators

In 2021, School EDI Coordinators were selected from the academic staff to act as a strategic partner to the Head of School, School Administrator and Departmental Heads on matters of Equality, Diversity and Inclusion. By connecting EDI activity across all Academic departments within each School, the EDI Coordinators help to collaboratively develop activities that advance the School's commitment to be a diverse, respectful, and caring community for staff, students, and wider stakeholders. Through collaborative work with the Goldsmiths Equality, Diversity and Inclusion Team these roles provide an opportunity for greater equality and inclusion across the College.

The role has a fixed 12 month tenure after which there is an opportunity for new candidates to apply for the role.

There are EDI Coordinators for:

- The School of Arts and Humanities (A&H)
- The School of Media, Communications and Cultural Studies (MCCS)
- The School of Professional Studies, Science and Technology (PSST)

During the 2023–2024 academic year, the School EDI Coordinators continued to support ongoing initiatives and engage in regular activities throughout the year.

A workshop on how to support students from Non-Traditional Backgrounds (NTBs) was organised by Dr Ashok Jansari (EDI Coordinator for PSST), on 13th December 2023. These included students from the following backgrounds:

- Global majority
- First generation
- First or second generation in the UK
- Living at home
- Mature (including Access)
- Commuting from a distance

The workshop involved a few activities using WooClap to get thoughts from attendees on what their knowledge or understanding of what NTB means, what challenges students from such backgrounds might face and thoughts for how Goldsmiths could support these students. About 20 members of staff attended and there was general agreement that we need to become more aware of this group of students as well as find ways to support them.

Additionally, Deirdre Osborne (EDI Coordinator for AH) has established the departmental EDI leads network, meeting twice a term to discuss best practices and address shared issues. She has also organised two EDI events in collaboration with external partners: the Gary Younge Lecture and Special Issue of Race Today (2023), as well as the International Black Speculative Writing Three-Day Festival/Conference. Furthermore, Deirdre has consolidated the A&H departmental EDI network's resolution to involve all colleagues in EDI commitment as 'stakeholders', ensuring that ethical practices and principles are embedded for all, rather than placing sole responsibility on those with direct lived experience.

Staff Networks

Goldsmiths currently has several staff led networks including: '(Dis)ability Staff Network', 'Women @ Goldsmiths', 'Goldsmiths Race Equality Group (GREG)', 'LGBTQ+ Staff Network', 'Menopause Support Network' and 'Parents and Carers Network'.

The networks are open to allies and provide a safe space for staff to share any concerns regarding governance and practices related to equality, diversity and inclusion and provide suggestions. The staff networks also act as a consultative group for organisational processes and implementation such as Equality Impact Assessments and Inclusion activities.

Each of the six staff networks have grown in numbers throughout the year, with the (Dis)Ability network successfully piloting a hybrid format with positive feedback from members, co-chairs, and EDI staff.

Between September 2023 and August 2024, the Staff Networks made significant progress.

Women@Goldsmiths Network

The Women@Goldsmiths Network saw progress in visibility, engagement, and cross-network collaboration. In March, the network led a powerful programme for Women's History Month, with highlights including a Launch Event on International Women's Day featuring poetry, live music, guest speaker Mateja Rajacic (UN Women UK delegate), and community celebration.

The network also hosted Special Collections and Textile Section tours and collaborated on the Knit@Gold Club with the (Dis)Ability Network.

(Dis)Ability Network

The (Dis)Ability Network focused on raising awareness and creating inclusive spaces for staff. Following a very successful and emotional Cancer Café networking event during Race Equality Week, the network marked Neurodiversity Celebration Week with a standout "In Conversation" event with Professor Jason Arday, which received strong engagement both from internal and external participants. The network launched the Knit@Gold Club in partnership with the Women@Goldsmiths Network and planned a "Coffee with the Disability Network" session to further community support. Discussions on campus accessibility, neurodiversity, and wellbeing remained central to the network's work throughout the year, highlighted by a well-attended meeting with the Vice Chancellor.

Parents and Carers Network

The Parents and Carers Network re-established its presence and focused on expanding its visibility and relevance. It held its first network meeting of the academic year in February and followed up with a successful "Coffee with the Parents and Carers Network" session at the Wellbeing Centre in April.

LGBTQ+ Network

The LGBTQ+ Network delivered a broad range of educational and cultural activities. This included a World AIDS Day film screening, launching of a Conversation Club, and a marking of LGBTQ+ History Month with film screenings and three well-attended webinars featuring academic and professional services staff such as Carmen Yau, Justin Bengry, and Ash Green.

To mark IDAHOBIT, members shared their reflections on a Top 5 LGBTQ+ reading list.

GREG (Goldsmiths Race Equality Group) Network

GREG has maintained a strong dialogue with leadership through a series of Q&A sessions with the Vice-Chancellor and members which took place throughout the year.

During Black History Month, GREG gathered for an in-person lunch to mark the month and welcome new and current colleagues to the network. An in-person gathering was also held at the Wellbeing Centre in May.

Menopause Network

The Menopause Network focused on policy advocacy and internal culture change. The group shifted away from public-facing events to concentrate on revisiting Goldsmiths' Menopause Policy. The network also began exploring Menopause Passports to support staff accommodations and obtained College employment data, focusing on age and gender identity, to better understand menopause's workplace impact.

Staff Engagement

Staff members are actively being involved in consultation with POD through focus groups and opportunities to provide feedback on policy revision and development, providing lived experience insight into prospective change. An example being focus groups that were held to review policies on flexible retirements and fixed-term contracts.

This academic year saw regular monthly meetings between the EDI team and School EDI Coordinators to improve communication between academic and professional services staff and ensure equitable impacts of EDI initiatives.

Objective 2

Through the aims of, [Goldsmiths' access and participation plan](#), implement outreach and inclusion activities to attract, retain, and support students from lower socio-economic and 'non-traditional' backgrounds and underrepresented groups.

Note: Data for the 2023-24 academic year provided by the Office for Students' [access and participation data dashboard](#) was unavailable by the time of the completion of this report. Please refer to the [2022-23 Equality Diversity and Inclusion report](#) to see previous figures and achievements.

Access and Participation Plans

Access and participation plans set out how universities will improve equality of opportunity for students from disadvantaged and under-represented backgrounds. In 2023-24, we continued to deliver our [2020-21 to 2024-25 access and participation plan](#). As this plan will soon come to an end, we spent the latter half of 2023-24 working with students and staff across the university to develop a new access and participation plan for 2025-26 to 2028-29. This plan includes an assessment of our performance in access, success and progression, an analysis of the risks to equality of opportunity being faced by our students, new objectives and targets

for our work and several detailed intervention strategies and commitments designed to help us meet our targets. This new plan was approved by the Office for Students in January 2025 and is now [published on our website](#).

Our activities

Our 2023-24 outreach activities aimed to maintain the existing diversity of our student body, address sector-wide and societal issues impacting equality of access to higher education and meet the needs and expectations of schools, colleges and communities in our local area and beyond. In support of these aims, the Student Success team delivered an intensive programme of activities, as below.

The Brilliant Club Scholars' Programme

We delivered [The Scholars Programme](#) in collaboration with [The Brilliant Club](#). This programme is targeted at 8- to 18-year-old students who are eligible for pupil premium, live in the most deprived areas (IDACI quintiles 1 and 2), and have no parental experience of higher education. Students complete a series of university-style group tutorials, delivered by a trained PhD tutor, and attend a graduation event held at a university campus. In 2023-24, 457 Scholars Programme students from 34 schools attended graduation events on Goldsmiths' campus. During these events, students attended workshops delivered by the Widening Participation team, participated in Q&As with student ambassadors, toured Goldsmiths' campus and enjoyed lunch in the refectory. 7 Goldsmiths researchers delivered 34 Scholars Programme placements in schools and colleges, reaching a further 475 students across 30 schools. Students studying with a Goldsmiths researcher made strong progress across several academic competencies, demonstrating an 18-point increase in subject knowledge, critical thinking and written communication, exceeding national averages. Additionally, data from the Higher Education Access Tracker (HEAT) has shown that The Scholars Programme has a positive impact on GCSE attainment, with participants more likely to achieve a 9-5 in Maths and English than their peers.

Discover Gold

Discover Gold is a programme through which groups of students from our target schools and colleges visit Goldsmiths' campus for a taster of university life. Most Discover Gold events include information, advice and guidance about university, Q&As with current students, campus tours, lunch and academic taster sessions delivered by Goldsmiths academics across a wide range of departments. Approximately 800 students visited Goldsmiths for a Discover Gold event in 2023-24. Teachers and school leaders were required to ensure that at least 50% of attendees are eligible for free school meals, and we have also delivered targeted events for mature learners, those with special educational needs and care-experienced and estranged students. Evaluation shows that participants are still more likely to agree with the following statements after attending a Discover Gold event:

- 'Higher education is for people like me.'
- 'I would fit in well academically with others in higher education.'
- 'I would fit in well socially with others in higher education.'

These responses suggest an improvement in participants' sense of belonging in relation to higher education as per the [TASO validated scale for access and success](#).

Schools and colleges engagement

The Student Success team managed relationships with a portfolio of approximately 100 target schools and colleges in 2023-24. Schools and colleges were prioritised for engagement based on a complex basket of criteria, including free school meals eligibility, ethnic diversity and qualification types. Across the year, the team visited schools and colleges to attend careers and higher education fairs and deliver workshops about student finance and university life, provided 1-1 personal statement and application support, and led mock interviews. We also coordinated academic visits to schools and colleges where colleagues delivered subject taster sessions and workshops.

Addey and Stanhope mentoring programme

Gold Futures is a six-week programme where student ambassadors mentor Year 9 students at Addey and Stanhope School, one of our core partner schools. In spring 2023-24, young people at Addey and Stanhope took part in six weekly sessions, culminating in a graduation ceremony held on Goldsmiths' campus. Following the programme, participants' reported improvements in their confidence and their understanding of what it would be like to attend university.

Art summer school

In 2023-24, 19 students attended our Art summer school, a 10 day on-campus studio based programme delivered by the Goldsmiths Art department, in collaboration with Student Success. Participants had the opportunity to work with visiting graduate artists, learn artistic crafts, experience arts-making in a studio setting, and learn university application skills. The summer school was targeted at those who were eligible for free school meals, had no familial experience of Higher Education, lived in IMD and POLAR4 Q1 areas and/or belonged to the Global Ethnic Majority. Graduates of the summer school were eligible for a guaranteed interview for Goldsmiths' Fine Art programmes.

Alchemy

[Alchemy](#) is a programme of professional and creative music skills training delivered alongside youth work and mentoring activities. Students are referred by schools, partner organisations and social workers based on concerns they are at-risk of dropping out of education and/or demonstrating patterns of non-attendance, poor academic performance, lack of engagement with their studies and/or are not in education, employment or training (NEET). In 2023-24, the programme brought together artists, youth workers, community and creative organisations and current Goldsmiths students to deliver an intensive programme of workshops, 1-1 mentoring and industry masterclasses to approximately 75 young people from 14 schools and colleges. Programme outputs included performance events and album

releases. The programme is delivered by the Alchemy team and supported by Student Success.

Progression agreements

Progression agreements grant prospective students at specific schools and colleges, or studying for specific qualifications, unique admission benefits for Goldsmiths' courses, including guaranteed interviews and/or offers for more than fifty undergraduate programmes. In most cases, offers are set one grade below the standard offer. In 2023-24, we had progression agreements in place with [Lewisham College](#), [Southwark College](#), [Mulberry UTC](#), [OCN](#) and [LASER](#) (accreditors of Access to HE Diplomas). Students joining the university under a progression agreement tend to be overwhelmingly classified as mature students, supporting our aims to ensure that Goldsmiths is accessible to all students who may benefit from our courses.

Supporting care-experienced and estranged students

In 2023-24, we continued to work with partner organisations to deliver specific outreach activities targeted at care-experienced, estranged and asylum seeker students. This has included working with Lewisham and Southwark Colleges and delivering webinars to care-experienced students attending Virtual Schools across London.

Our activities

Financial support

Goldsmiths provided a wide range of awards for students facing financial difficulties through our [Student Hardship Fund](#). The fund, which incorporates the Childcare Fund, is a limited fund to assist disadvantaged students experiencing financial hardship to continue with their studies and attendance at Goldsmiths. In total, £250,000 of funding was distributed to students between September 2023 and June 2024 through the Travel and Hardship Funds.

We also offered a wide range of financial support targeted at students belonging to specific groups in 2023-24. These awards are designed to support students to complete their studies successfully. The awards and number of recipients for the 2023-24 year include:

- The [Mature Student Scholarship](#) (two awards are reserved for applicants nominated by Open Book – see below) – 10 students
- The [Care-Experienced and Estranged Students Bursary](#) – 32 students
- The [Access Programme Scholarship](#) – 5 students
- The [Disabled Students' Bursary](#) – 4 students
- [Goldsmiths Equity Awards](#) – 35 students
- [Lewisham Borough Fee Waiver](#) – 5 students
- [New Cross Fire Bursaries](#) – 3 students

The [Mature Student Scholarship](#) is designed to support mature students to complete their studies, through providing an annual award of £3,000. The [Student Hardship Fund](#), incorporating the Childcare Fund, is a limited fund to assist disadvantaged students experiencing financial hardship to continue with their studies and attendance at Goldsmiths.

Targeted pastoral support

In 2023-24, the Student Success team expanded our work with care-experienced and estranged students, identifying named contacts who provide bespoke support to address the specific challenges faced by these students while on-course. This work is expected to continue and intensify over the coming years. In addition, we delivered enhanced welcome, induction and transition activities tailored to address the needs of mature students, disabled students, international students and care-experienced and estranged students. These packages incorporated online webinars and in-person activities.

Addressing attainment gaps

Our 2020-21 to 2024-25 access and participation plan included targets to address attainment gaps for Black, Asian and IMD Q1 students. Work to address attainment gaps in 2023-24 has included embedding commitments to reduce attainment gaps in department development plans (DDPs), the continued delivery of the College's [Race Justice Strategy](#), and the provision of financial, pastoral and academic support to students from particular groups, for example through our flagship [Equity Awards](#) scheme and the Teaching and Learning Innovation Centre (TaLIC). There were 34 Equity Scholars in 2023-24 (35 awards were given but 1 student was unable to provide the requisite information).

In addition to the funds given towards living costs, what students value equally is the sense of cohesion they get from being part of the Equity Award scheme. They also flourish with the guidance, enrichment activities and pastoral care given by their Academic Lead, Dr Marl'Ene Edwin. This leads to better retention outcomes overall amongst the cohorts of award recipients.

Teaching, Learning and Innovation Centre

During 2023-24, the educational developer with a focus on academic decolonisation continued to take actions in support of a decolonised and inclusive academic practice to foster the belonging and success of students from diverse backgrounds.

Following the actions from the strategy designed in 2022-23, a focus group with GEM students was run to gather feedback and identify the weakest areas of academic practice regarding inclusion and decolonial approach. A plan of action and recommendations is being designed for implementation in subsequent academic years. Bespoke sessions with departments continued to support academic staff in their decolonising efforts, expanding to some sessions with students across modules with a component of decolonial theory. Out of these sessions, two toolkits were designed and published, one targeted at academic decolonisation in curriculum and pedagogy design for academic staff, and one targeted at

students with a more general approach, targeting theory and values of academic decolonisation to support their understanding of changes across curriculum and pedagogies and their interests in decolonial theory.

The PGCHE continues to be a key area of the decolonising and inclusive efforts, including contents and sessions across all modules, also aligning the presence of decolonial approaches in the assessment methods. Similar sessions were also provided in the Ready to teach course and the Advanced HE Experiential Route, aiming to represent academic decolonisation at all routes of CPD.

Counselling and Mental Health Services

In 2023-24, the work has continued to consolidate the [Wellbeing Framework](#) by working towards joining Student Minds Mental Health Charter. Goldsmiths Wellbeing Framework already sets out a whole institution's approach to creating and maintaining an environment where student wellbeing can thrive. Student Minds University Mental Health Charter Programme supports member universities on a journey of continuous improvement to adopt evidence-based good practice principles that will promote student wellbeing and good mental-health.

The Student Wellbeing team, Mental Health Advisers and The Counselling Service offers holistic emotional, mental health support and short-term therapy. The service also provides links with external specialist support agencies, with some appointments offered on-site at Goldsmiths, which is particularly helpful for students who may have limited time or may only be able to attend appointments whilst they are on Goldsmiths' campus. The local NHS Talking Therapy and substance misuse support service offer sessions to students on site in collaboration with Goldsmiths.

There is also an Out-Of-Hours Service (the Campus Support Officers) who provide support, advice and referrals in the evenings, at night and at weekends. The Multi-Faith Chaplaincy team also plays a central role in providing a listening ear to students of all faiths and none, particularly to those who may be more reluctant to approach official mental-health or disability services to request support.

There is a high demand for access to Counselling so a renewed collaboration on referral pathways has been designed between the Amersham Vale GP practice, Lewisham Talking Therapy, designated charities and our own mental health advisers and counsellors to ensure that students are directed to the services best able to see them. As part of this, the Counselling has also welcomed 2 trainee counsellors to see students in need of emotional support but who do not present a risk to themselves or others. A robust risk-management is in place in Students Support Services which relies on coordinated case management overseen by the Head of Student Support.

Disabled students

As mentioned above, Disabled Students disclosure stands at 33%, 13 points higher than the average in the sector. The system to disclose and come forward to request adjustments and

support has been made easier in the past couple of years and this has accounted for such high levels of disclosure. Students have continued accessing our 'Assistive Technology Centre' in the Library and we have funded assistive software for students, and one-to-one support such as specialist study skills, mentoring, study assistance and BSL interpreters for those students who were not able to apply for it via the Disabled Students Allowance. Changes that Student Finance England has made in the administration of the Disabled Students Allowance this year has caused delayed in some of our disabled students seeking to receive assistive technology and one-to-one support. The Disability Advisers have tried to compensate for the disadvantage created by putting in place interim support that Goldsmiths has funded. We also continue to work with some organisations under the umbrella of the NHS Right to Choose to facilitate quicker ADHD and Autism Spectrum Disorders Assessments, reducing the time students had to wait from 2 years (on the NHS) to a few months.

The Disability team continues to have a dedicated presence and active involvement in the design of certain events such as Open Days and Applicant Days to encourage applications from the disabled students' community and to publicise the support and adjustments available to prospective and current students.

Mature learners

Goldsmiths Open Book is a multi-award-winning programme that aims to break down barriers to higher education by working closely with a network of agencies to support people from a wide range of backgrounds, such as reformed-offenders, prisoners and those who have struggled with addiction and mental health. Through reaching out to marginalised communities, Open Book reaches hundreds of its constituents each year; all are individuals that would not have engaged with higher education. The Open Book programme has supported over 300 people from key skills through to undergraduate and post graduate study; Goldsmiths Open Book continues to recruit under those from the most marginalised communities onto graduate programmes at Goldsmiths. Goldsmiths Open Book has provided thousands with their first experience of university.

Goldsmiths Open Book is engaged in provision with many of the constituencies it works for, these include:

Goldsmiths Open Book is now working in three prisons, including the women's prison HMP Downview, providing level 3 learning with students continuing their education with Goldsmiths Open Book, on release. We continue to work with educational academics developing university entry qualifications, combining Level 3 study alongside accreditation for prior experiential learning.

Goldsmiths is running free community classes in 15 different subjects, from maths to music, both in person and online. Classes are delivered in New Cross, Camden and Medway where we recently completed a film funded by the Heritage fund and Medway council and are discussing further projects; the film was co-created with members of the working-class community from the area. In April, we will be initiating film making classes in the area with film, lighting and editing equipment provided by St Margaret's Church in Rainham.

We are working with the Pupil Referral Unit (PRU), Phoenix place in Camberwell to deliver an Extended Project Qualification (EPQ) at levels 2 and 3 and have recently started work with Faceworks in Lewisham, delivering our EPQ to the refugee community.

Goldsmiths Open Book will begin providing Film and Media classes at St Margret's Church in Rainham, Kent in May.

Since 2021 we have been working as part of a knowledge exchange partnership with the [Public Collaboration Lab](#), University of Arts London, Camden Council and local community organisations in Camden. The Extended Project Qualification framework was identified as a mechanism to support Camden residents to realise ideas for social action and accredit their learning. The local residents scope, research, prototype and define a social action project or business. They are then supported to apply for [the We Make Camden Kit](#) funding, which enables participants to continue to make their idea a reality.

In 2023 the first pilot of the Social Action EPQ was delivered in Somers Town, Kings Cross, one of twelve London neighbourhoods was selected for the GLA funding as part of the Future Neighbourhoods 2030 scheme. Project outcomes have included:

- Bengali Mother Tongue: stay and play drop-ins that support parents and young children to learn to speak, read and write in English and Bengali.
- The Children Will Save Us: Climate and sustainability workshops, with a focus on craft and storytelling for local children.
- Stitch By Stitch: Community sewing workshops, that teach local women how to make, recycle and upcycle garments.
- Swap Don't Shop: Community clothes swapping events.

This is an ongoing programme.

Prison Projects

Open Book has been delivering education in prison since 2017. We have worked with HMP Isis, HMP Downview, HMP Swaleside, and HMP Wandsworth to enable students to build research, creativity and critical thinking skills through the Extended Project Qualification.

Students have produced projects focussing on Photography, Social Anthropology, History, Creative Writing and Philosophy. Several of them have used this qualification as a starting point to access higher education.

HMP Downview - Since 2021 Open Book have been facilitating the Open Book EPQ at HMP Downview Women's Prison. There we work in partnership with third sector arts organisations that have a specific focus on working with women in the criminal justice system. Facilitators from partner arts organisations work with participants to explore a creative medium and build a portfolio of creative work. Open Book use their unique approach to develop academic literacy and support participants to research and develop individual projects that provides depth and understanding to the themes they are exploring. At the end of this process guests from inside and outside of the prison, along with family and friends of the participants, are invited to a showcase event, in which each participant presents their work and take part in a panel discuss.

Creative pathways that we currently deliver include Theatre and Performance, in partnership with [Clean Break](#); Digital Storytelling, in partnership with [Stretch](#).

Objective 3

Through the aims of our [Learning and Teaching Assessment Strategy \(LTAS\)](#), take steps to develop a more inclusive curriculum and pedagogy, considering the needs and strengths of a diverse and multicultural student body.



Liberate our Library

Through the [Liberate our Library](#) initiative, the Library continues to work with teaching staff and the Students Union to decolonise and diversify reading lists in line with the Learning, Teaching & Assessment strategic objective of 'liberate our degrees', to ensure students see themselves reflected in the curriculum. Our aim is to represent all scholars from all backgrounds. The Library works with departmental liberation and decolonisation groups where such groups are in place. The 'Liberate our degrees' collection now has 1100+ resources. These resources are suggested for acquisition by students and staff.



The Library has created several alternative liberation reading lists, such as: [Black Lives Matter](#), [Pride & LGBT+ History](#), [Disability](#) and [Decolonising Research Methods](#).

In the 2024-25 academic year, work will begin to decolonise the curriculum and improve the inclusivity and accessibility of learning, teaching and assessment practices through an intervention on Reading Lists. In connection with the Decolonisation / Anti-racist Pedagogy Strategy, Library Services will audit reading lists for global majority authors and support departments in their self-assessment activities.

Within a phased roll-out we will develop a metric for improving reading list inclusivity based on representation of a more diverse scope of knowledge and authors' identities within course materials. This will be supplemented with a portal of materials to allow the approach to be generalised across Goldsmiths departments.

Zines

The Library continues to build the Liberate! Zines Collection recognising the intersectionality of institutionally oppressed groups. The Zines collection is housed on the second floor of the Library and has grown to include 325 titles.

Positive Action Graduate Traineeship

The UK library workforce identifies as 91.9% White* - this is compared to a UK population that identifies as 87.4% White**. With Global Ethnic Majority (GEM) staff so underrepresented within the library and information sector, as part of our EDI work, the library offers a positive action graduate traineeship to a graduate who identifies as GEM.

The annual traineeship offers an opportunity for a GEM Graduate who has not necessarily had any experience but is interested in exploring a career in the library and information sector to do so. The role was designed so that it allows the successful candidate the opportunity to experience library work across all its core functions, enabling the individual to gain a broad range of experience and the skills and knowledge to build a career in libraries.

We recruited a Goldsmiths Alumna to this role in 2023/24. She successfully completed the traineeship, moving onto work in the HE library sector. Recruitment to this post will continue with the new trainee starting in October 2025.

Collection Development and Management

The Library has drafted an updated Collection Management Policy to look at what we collect and why, to tackle problematic and offensive subject headings, as well as how to address contentious materials in line with our decolonisation work. The library continues to acquire fully accessible learning resources in eBook format, where available, and invest in more digital learning resources to support online teaching delivery.

Given changes to content usage and supply, it is timely that in 2025 that we review our strategic approach to purchasing and managing content and develop a new policy approach for both main and special collections. This work will have EDI at its core.

In 2023-24, in co-creation with Goldsmiths' students, Special Collections established the new *Goldsmiths for Palestine* archival collection. This collection delivered the university's commitment to Goldsmiths for Palestine for the creation of an archive on the legacy of student occupations at the university.



Teaching

The Academic Support Team (AST), and the Royal Literary Fellows continue to deliver an online and in person academic support and study skills programme, working collaboratively with academic departments. The AST deliver the 'Resistance Researching' workshops designed to help students think more critically about how they find and use information from a social justice perspective. Examples of these workshops are 'How to Dismantle a Library' and 'Critical Citation'.

Research Cafes

The Library's Research Cafe events provide academics and research students an opportunity to present their work to an audience of students, staff and the public. The format is a ten-minute presentation followed by a question-and-answer session in a relaxed, friendly environment in our ground floor event space.

In 2023-24, Research Cafés covered indigenous peoples, veganism and multilingualism. Within 2024-25 we are expanding Research Cafés via a collaboration with London Borough of Lewisham.

*<https://www.cilip.org.uk/page/Workforcemapping> 'A Study of the UK Information workforce/CILIP (Chartered Institute of Library and Information Professionals) and ARA (Archives and Records Association) commissioned report

** <https://www.sconul.ac.uk/knowledge-hub/equality-diversity-and-inclusion/> 'SCONUL Equality, Diversity & Inclusion Statistics report: Ethnicity of our Workforce'/SCONUL (Society of College, National and University Libraries) report

Objective 4

Ensure that EDI is considered in Estates and IT planning and development to enable physical and virtual environments (including teaching and learning spaces, core and circulation spaces, and IT systems) to be accessible for everyone.



In 2023–24, Estates and Facilities continued to strengthen its commitment to embedding equality, diversity, and inclusion (EDI) into all aspects of planning, development, and operational delivery. As in previous years, Equality Impact Analyses (EIAs) and adherence to the Disability Discrimination Act (DDA) 2005 (as per the Equality Act 2010) remained integral to our standard tendering processes and project design.

Building on the findings from the campus-wide accessibility review conducted in partnership with [AccessAble](#), we progressed with targeted improvements to our physical estate. The insights from this review have informed our prioritisation of key accessibility upgrades and provided valuable guidance for ongoing maintenance and refurbishment projects.

We also worked to raise awareness of the accessibility information available to staff, students, and visitors through the Goldsmiths website, ensuring that the published AccessAble guides were more prominently signposted and easier to access.

Signage continued to be reviewed throughout 2023–24, with updates carried out where required in response to identified gaps or maintenance issues. These adjustments supported clearer wayfinding and complemented broader efforts to ensure an inclusive and navigable campus environment. This work built on previous years' improvements and was informed by user feedback and insights from the accessibility review.

Objective 5

To capture and store comprehensive and robust EDI data to support the delivery of an inclusive and supportive environment for staff, students and stakeholders – with demonstrable improvement in declaration rates when reviewed annually

Staff data

Since 2021 staff equality data has been used to inform detailed analysis of our staff lifecycle as part of the 'Research Excellence Framework', Recovery Programme Equality Impact Assessments (EIAs) and Positive Action Initiatives.

To gain better insight into the diversity of our community and those we cater for, ethnicity variables have been disaggregated and will help to better inform the data we hold and the approach with which we create services, policies, and inclusive activities.

Student data

We publish our APP (Access and Participation Plan) - where we set targets for reducing the degree awarding gaps, on our website. We also publish our annual monitoring return to the OfS (Office for Students) on progress against the APP on our website.

In 2023-24, with the move to PowerBI dashboards internally, this was an opportunity to embed APP characteristics by design across all our data outputs. Any datasets used in our dashboards contain these fields wherever the data is available.

Our recruitment suite has dedicated demographic pages and all other dashboards (data availability permitting) allow the user to look at the data through an APP lens with the use of filters. These dashboards are available to all staff.

Academic Departments are required to report on work undertaken to remove the ethnicity degree awarding gaps through Departmental Development Plans which are undertaken as part of the Annual Planning Process. The College invested in staffing resource with specialist knowledge of inclusive curriculum and decolonising academic practice by recruiting an Educational Developer (Decolonising Academic Practice) at the start of the academic year, in September 2022, to the Teaching and Learning Innovation Centre (TALIC) to advance decolonising efforts.

During the academic year 2023-24, several actions have been developed to advance academic decolonisation, some of which were:

- Including academic decolonisation as a key topic across the 2 years of the PGCHE
- Incentive and support the discussion of decolonial praxis within the Experiential Route for Advance HE

- The publication of a toolkit focused on academic decolonisation in curricula and pedagogical development
- Ongoing collaboration with departments through bespoke CPD sessions around academic decolonisation

Objective 6

Engage staff, students, and stakeholders with EDI at Goldsmiths by celebrating diversity, progress, and achievements, linking up with our internal academic experts in EDI, and fostering a culture of collaboration and open communication.

South Asian Heritage Month

In efforts to raise awareness of South Asian Heritage and promote inclusivity, Goldsmiths celebrated this event in June 2024, which was earlier than the national dates of recognition (18th July to 17th August 2024) as staff and students are usually away on the summer break during this period.

To celebrate SAHM the EDI team hosted Manuraj Shunmugasundaram, an Advocate who practises at the Madras High Court, to deliver an online talk on '[The Self-Respect Movement and Anti-Caste Politics in Southern India](#)'. Manuraj highlighted this year's theme of 'Free to be me' during his talk, emphasising the concept of self-respect. Additionally, Iyengar Institute and House of Henna delivered a free Yoga session and Henna body art for staff and students.

Black History Month

Goldsmiths marked this year's Black History Month (BHM) with eight separate film screenings of some of the best-known movies relating to Black history and culture. These were open to members of the public.

The 2nd Black Knowledge Symposium was held in person with guest speakers [Annette Hay](#), Head of Equality, Diversity and Inclusion at De Monfort University, [Dr Arun Verma](#), Head of Inclusion at University of London, [Kevin Brazant](#), Founder of Lounge Akademics, Goldsmiths Alumni and Professional Practice Director at Daddy CPR and Goldsmiths Undergraduate History Students, Selena Carty and Fatou Marong. This was a panel-led discussion on 'The Black Tendency' and its historical dominance on the experiences of the Black community across academia, career progression and social inclusion.

Staff, Students and members of the public were invited to visit the local Migration Museum in Lewisham and Tate Gallery for their [African Heritage Tours](#).

In collaboration with Tate Gallery, concession tickets were provided for Staff and Students to visit the Zanele Muholi exhibition at Tate Modern. A comedy night featuring artists of colour, [Toussaint Douglass](#), [Ola Labib](#), [Ed Kear](#), [Micah Hall](#) was held at The Goldsmiths Student Union, and opened to members of the public to attend.

Generation Delta: multi-institutional project, 2022-2026

Generation Delta is a UKRI – Research England funded project that draws together a consortium of 6 universities (led by University of Leeds) working to create the foundations for a long-term increase in the number of Black, Asian and minority Ethnic (BAME) women professors. The project is designed and focused in particular on addressing both institutional and individual barriers experienced by BAME women at different stages of the PGR life cycle: (i) Access to Academy/Admissions (ii) Retention and Progression and (iii) Career Progression building on the research degree.

As reported last academic year, the project launched at Woburn House on 19th October 2022, 12pm - 2pm with a welcome address from Professor Frances Corner. At the event Prof Corner outlined Goldsmiths' commitment and support for Generation Delta in the context of the institution's Race Justice Strategy. Over a 100 people registered for the hybrid event.

The Generation Delta Network

The goal is to create a lasting legacy for Black and racially minoritised women at Goldsmiths and beyond through the national GD network. Officially launched in January 2023, the network currently has 30 members from Goldsmiths and other local universities and works to provide emotional support, professional guidance, and a safe space for sharing experiences and developing collective strategies to acknowledge and address institutional barriers.

Studentships

During the 2023-24 academic year, there was a third annual call launched in February 2024. Around 20 applications were received.

Themes covered during this cohort were:

- Recognising microaggressions
- Presenting with confidence
- Accessing support
- Building a career

- Community building

The network had to provide exceptional support for students during this year, following the escalation of violence in Gaza, as well as around the Goldsmiths Transformation Programme and potential loss of supervisors. The double impact (trauma) of these events and development for some students needed to be formally acknowledged and responded to. This issue was raised at the Graduate School Board in June 2024.

Funding was awarded to:

- Mia Tuckey (MCCS) - 'The Moderation Archive: Renegotiating visibility and affective exploitation in performance governance'
- Adriana Arroyo (ART) - 'A Liquid Body: Activating memory in the context of coloniality along the San Juan River, Central America'

Previous awardees were:

- Angela Loum (Sociology) - 'An Analysis of the Pain of Women of Colour in Childbirth and the Vernacularisation of Human Rights'
- Clémentine Bedos - 'Techno-Tantrik Embodiment'
- Sula Douglas Folkes (Visual Cultures) 'Black women's cinema: a 'living archive''
- Abdul- Vajid Punakkath (English Literature) - 'Rebel-Subject at the Dawn of the Biopolitical: A Critical-Theoretical Study of Mappila Rebellion, 1836- 1921'
- Devina Paramdeo Project RA (Education) - 'Parental school choice in the context of gentrification: A case study of Lewisham and Southwark'

Events and Presentations included a Graduate School induction in October, an Artist Citizen's Jury, hosted by the Art Department in November, a Careers workshops for undergraduate students focused on PhD study, the Purposeful Doctorate Symposium hosted by SKOPE at Oxford University in December, the Generation Delta Seminar Series launched in January 2024, and a Generation Delta Showcase, hosted by the Graduate School, and a presentation at 'Closing the Gap Symposium', Cambridge University, both in March 2024.

Disability History Month

From 16 November - 16 December, the UK celebrated Disability History Month, with the theme for this year being '[Disability, Children and Youth](#)'.

To help raise awareness of the month, the College hosted a two-part series titled 'Intersectionality and Disability through History'. The sessions were led by Catrina Lowri,

Founder of [Neuroteachers](#), and Frances Akinde, Special Education Needs and Disabilities (SEND) adviser and Neurodiversity Coach.

Holocaust Memorial Day

To commemorate Holocaust Memorial Day an online talk was hosted on 23 January with Holocaust survivor Susie Barnett, in collaboration with the Holocaust Educational Trust. In addition, the EDI Team organised a movie night on 25 January, which featured a screening of 'Life is Beautiful'.

Both events aimed to honour the memory of the victims and promote reflection on the lessons of the Holocaust.

Race Equality Week

Race Equality Week (REW) ran from 5 - 11 February 2024. It is a national campaign which aims to bring together organisations across the UK to break down barriers to race equality in the workplace. Organised annually by [Race Equality Matters](#), this theme for 2023 was '#ListenActChange'.

This year the EDI team invited colleagues to have departmental 'Bring and Share' lunches featuring cuisine from their country of origin and wear their traditional attire and/or jewellery during the week with an aim to encourage this as a regular practice that promotes the concept of individuals being able to bring their authentic self to work.

Cancer Cafe Learning and Networking Event

As part of a sub theme for the week: 'Race and Health in 2024' to mark Race Equality Week together with World Cancer Day on 4 February, the EDI team hosted a Cancer Café event. The combination of both events acknowledged the intersectional challenges of race and healthcare stigmas which individuals from ethnic backgrounds face.

The Cancer Café featured guest speakers included Jeff Thompson, founder of [Cancer Don't Let It Win](#) and (Dis)Ability network co-chairs Rose Sinclair and Keri France.

Race and Health Talk

Additionally, an [online discussion on 'Race and Health in 2024'](#) was led by the EDI Team, and featured guest speakers including Dawn Jones, Founder and Managing Director of [Hope Place HR](#), Fatou Marong, BAME Undergraduate Student Representative and Student Community Leader in the Student Success team, Andrew Linton, Lecturer in Learning and Teaching for Higher Education (TALIC) and Royston John, former Mayor and Council Adviser to the Mayor of Lewisham on BAME career progression.

They addressed the barriers faced by people of colour in education and the workplace, and how these can contribute to late diagnoses, low academic attainment and challenges in career development and progression.

The team continued to promote the [#MyNames Campaign](#) at Goldsmiths. This featured short written pieces by staff and students about the origin and meaning of their names, and an interesting fact. The campaign was introduced by [Race Equality Matters](#) and stemmed from a [project initiated by Dr Javeria Khadijah Shah \(SFHEA\)](#) which posed the question: 'Is your name a gift or a curse?' for individuals with non-western first names who had experiences of feeling the pressures of conforming to westernised English norms when sharing their name.

LGBTQ+ History Month

[LGBTQ+ History Month](#) was observed throughout February, commencing with a film screening of 'Paris is Burning'.

The EDI Team delivered a series of three webinars addressing a wide range of LGBTQ+ topics. The first, titled 'Sexuality and Disability in Asia', was led by Carmen Yau and explored the intersectionality of sexuality and disability in the Asian context. The second webinar, 'The History of the Pink Pound' was delivered by Dr. Justin Bengry and examined the historical and economic dimensions of LGBTQ+ communities in the UK. The final session, 'Positive Voices' featured Ash Green, who offered personal insights into the Positive Voices initiative.

Pride Month

The EDI Team, in collaboration with the LGBTQ+ Network, marked Pride Month in June with a programme of events aimed at visibility, inclusion, and dialogue.

One of the central events was an online panel discussion titled "Beyond Acceptance: Active Allyship for LGBTQ+ Equality". The panel brought together speakers Panagiotis Pentaris, Natacha Kennedy, and Carmen Yau, and was chaired by Andrew Wilkins. The discussion explored the concept of allyship within the context of LGBTQ+ rights and equality.

In addition, Goldsmiths hosted a webinar entitled "In Conversation with Sam Albatros." Sam is a writer, poet, translator, and performance artist, as well as an academic at King's College London. During the session, Sam shared reflections on their work, identity, and creative practice.

Neurodiversity Celebration Week

As part of [Neurodiversity Celebration Week](#), the EDI Team organised a webinar titled 'In Conversation with Professor Jason Arday', held in March 2024.

The discussion featured questions curated in collaboration with the co-chairs of the (Dis)Ability Network and was met with significant interest and appreciation, particularly

given Professor Arday's distinction as a neurodiverse individual and the youngest Black professor at the University of Cambridge.

Windrush

In recognition of Windrush Day 2024, the EDI Team hosted Royston John to deliver his TEDx Talk; 'Why Did The Windrush?'

Royston is a 'child' of the controversially titled 'Windrush Generation'. In the talk, he uncovered a deeply insightful journey of how migration shaped the life of a 7-yr old boy who is now a 70-yr old man.

In the screening, Royston shared his personal journey of being taken from Trinidad, back to Grenada as a child and then to England some four years later. He unlocked, in a remarkably unique way, how this migration phenomenon impacted generations and communities. He discussed:

- Trauma
- Survival Techniques
- Love Child vs Abandoned Child
- Protecting Parents
- Fractures in Sibling Relationships
- Healing Strategies

Following the screening, there was an extensive therapeutic interaction, conversation and Q&A facilitated by Royston, and local Caribbean food served with refreshments.

The event was both appreciated and insightful for guests who either had a personal connection to the Windrush event or immigration, and those who were learning about its history and profound impact on many generations for the first time. Following on from the positive feedback a second event will be held in November.

Objective 7

Develop tools and offer learning and development opportunities to equip and empower staff to manage and work effectively with diverse groups of people.

Learning and Development

Open Programme

As part of the Learning and Development programme in the 2023-24 Academic year, the Organisational Development and Equalities team continued to coordinate staff EDI training as part of its open programme. Between September 2023 - August 2024, 24 staff participated in 'Implicit Bias' training, 17 staff in 'Trans-Awareness' training delivered by Gendered

Intelligence, 26 staff in 'Recruitment and Selection' training, 18 staff in 'Disability Equality in the Workplace' training and 44 in 'Supporting Staff to Support Students' training.

30 staff attended 'Supporting Disabled Students at Goldsmiths' to support with the RASA process. Stonewall Equality UK, the foremost organisation for LGBTQ+ rights delivered one workshop in 2023/2024, which saw 10 staff trained in 'Introduction to LGBTQ+ Allyship'.

Further to this, access requirements for staff are sought at the booking, confirmation, and pre-course stage. When considering alternative delivery methods, British Sign Language (BSL) interpreters and closed caption technology (Otter.ai) were available for staff with hearing impairments.

Essential Training

Essential training on Recruitment and Selection, and Anti-Sexual Violence continued to be offered to all staff throughout in the 2023-24 Academic year with 5 courses and 10 courses offered respectively. This enabled further compliance with the College's Recruitment and Selection policy, where all Chairs of Interview panels are required to attend this training and worked positively towards the Anti-Sexual Violence commitment, to provide all staff with training on the topic of 'Sexual Violence and Your Responsibilities'. This training also includes specific training for those with line management responsibilities.

South East Action Learning

During 2023-24, Goldsmiths participated in the 'South East Action Learning (SEAL) programme'. SEAL is an external programme available to academic and professional staff who identify as women. The sessions use action learning and peer coaching to enable participants to support each other in tackling complex challenges and issues. The programme also enables networking with women at other higher education institutions in London and the South East of England. In 2023/2024, registration was oversubscribed, and all 10 applicants joined the programme.

Objective 8

As a research-intensive learning organisation, proactively develop an inclusive culture that promotes equality and values diversity

StellarHE - Strategic Executive Development for Diverse Leaders in Higher Education Programme

As part of our Research & Knowledge Exchange researcher development programme, Goldsmiths supported a second cohort of researchers to attend StellarHE- Strategic Executive Development for Diverse Leaders in Higher Education. The core focus of this programme is to positively develop and enhance leadership skills for Black, Asian and

Minority Ethnic researchers seeking to progress to senior and strategic level leadership at the College. The StellarHE programme has been designed in response to the unique challenges and experiences of Black, Asian and Minority Ethnic staff within the higher education industry.

Evidencing Goldsmiths' commitment and interest in progressing the work of Black, Asian and Minority Ethnic researchers at the College, this programme is framed by the institutions' EDI and HR Excellence in Research Award action plans with the intention of promoting meaningful individual and institutional development. The StellarHE programme consists of a seven-month series of workshops and learning opportunities including Borderless Coaching and innovative learning methods. The program is aimed to support participants currently at mid-career level with aspirations to progress to senior, strategic-level leadership.

Integrating EDI into Research

In progressing our priority of embedding EDI best practices into research projects and structures, this year Goldsmiths' Research and Knowledge Exchange Department piloted an interactive workshop exploring what it means to attend to issues around equity, diversity, and inclusion throughout the research process, from design through to dissemination. This, now recurring, researcher development training session supports researchers to reflect on issues of power and privilege and to develop more equitable approaches to delivering each aspect of a research project. Workshop participants drew on past experiences and current research to propose new ways of designing research projects, fostering equitable relationships, attending to researcher-participant inequalities, and improving research governance and funding bureaucracies.

Objective 9

Ensure that policies and procedures are robust, inclusive, and fit for purpose (both in terms of design and application) across Goldsmiths.

Policy Review and Equality Impact Assessments

In 2023–2024, Goldsmiths continued its commitment to ensuring that institutional policies and procedures are inclusive in both design and implementation, reflecting the diverse needs of our staff and wider community. Integral to this work is the application of Equality Impact Assessments (EIAs), which serve as a critical tool in identifying how proposed changes to policies, practices, and procedures might affect individuals with protected characteristics under the Equality Act 2010.

EIAs help to ensure that decisions made across the institution support our legal and ethical obligations, particularly under the Public Sector Equality Duty (PSED). This duty requires public sector organisations to eliminate unlawful discrimination, advance equality of opportunity, and foster good relations between people who share a protected characteristic and those who do not. By embedding EIA processes across Goldsmiths, we are able to identify opportunities to promote fairness and inclusion while mitigating potential adverse impacts.

Paternity / Co-Parent Leave Policy Review

This academic year, a key policy review centred on the Paternity / Co-Parent Leave Policy in response to legislative changes effective from April 2024. The revised policy provides staff with greater flexibility in how and when they take paternity leave, recognising diverse family structures and caregiving roles.

Key changes include:

- Staff can now take either a single period of one or two weeks or two non-consecutive weeks of paternity leave.
- The timeframe to take this leave has been extended from 56 days to 52 weeks after the birth or adoption placement.
- Employees must still give notice of their entitlement by the 15th week before the expected week of childbirth, but now need to give only 28 days' notice before each leave period.

These changes promote a more inclusive and supportive working environment for co-parents and better reflect the diversity of parenting roles within our community.

Flexible Working Policy Review

The Flexible Working Policy was also reviewed to reflect the updated statutory rights introduced in April 2024. The revised policy enhances staff access to flexible working arrangements and aligns with our broader aims of fostering work-life balance, inclusion, and wellbeing. Notable updates include:

- Employees are now entitled to make two statutory flexible working requests per year (up from one).
- Employers must respond to these requests within two months, rather than three.
- The requirement for employees to explain the potential impact of their request on the department has been removed.
- Employers must now consult with the employee before refusing any request.
- The qualifying period for making a request has been removed, allowing all employees to apply from day one of employment.

These changes support the creation of a more agile, compassionate, and inclusive working culture.

Equality Impact Assessment: Transformation Programme (Workstream 6 – Academic Right-Sizing)

A major Equality Impact Assessment undertaken during this academic year was commissioned by Goldsmiths and conducted by SUMS Consulting as part of the University's Transformation Programme. This specific EIA focused on **Workstream 6 – Academic Right-Sizing**, which includes significant structural changes and proposed redundancies in academic areas.

The EIA was delivered in three key phases:

1. **Preliminary data analysis** to assess the proportion of individuals with protected characteristics within and outside of the academic right-sizing pool.
2. **Engagement with stakeholders** including staff networks, postgraduate researchers, and the Student Experience Focus Group, to ensure that diverse voices and experiences informed the process.
3. **Final data analysis** evaluating whether the final redundancy pool showed any disproportionate impact on individuals from protected groups.

This assessment was a critical component in ensuring that the university's transformation efforts uphold its legal and moral responsibilities under the Equality Act 2010. It reinforced our commitment to transparency, fairness, and meaningful stakeholder engagement during periods of organisational change.

Reasonable Adjustments in the Workplace

During 2021, reasonable adjustments in the workplace guidance was reviewed and relaunched. The new procedures were developed with input from the (Dis)ability staff network and aimed to provide clarity for disabled staff and their managers on their rights and best practice approaches to ensuring an inclusive working environment. The guidance draws on the social model of disability and encourages colleagues to take an anticipatory approach to disability equality.

As sometime has passed since the relaunch and Goldsmiths (like many organisations) has experienced significant staff turnover; it became apparent to the People and Organisational Development (POD) Team that awareness of the guidance is limited. Furthermore, when adjustments are identified managers are unsure of the process or where to obtain equipment or advice.

During this academic year, POD has begun work on actively addressing these issues in various ways which include:

- Reminding Line managers of the guidance
- Seeking to raise the awareness of the guidance more widely
- Providing specific information on where to get equipment and advice
- Running workshops for line managers to assist them in supporting staff who require reasonable adjustments
- The guidance is supported by a 'Workplace Adjustments Agreement' form which aims to support conversations between a staff member and their line manager about reasonable adjustments.

As part of the Staff Engagement Plan (2024-2027), work will be ongoing to update the Reasonable Adjustments guidance as part of Goldsmiths Policies and Procedures.

Objective 10

Be proactive in combating discrimination, bullying, harassment, and victimization at Goldsmiths.

Against sexual violence training

As part of Goldsmiths ten-point plan to address sexual violence, harassment, and misconduct on campus we continue to deliver the staff 'Understanding Sexual Violence and Your Responsibilities' essential briefing session and 'Understanding and Responding to Sexual Violence' session for line managers and Senior Tutors. As of April 2025, 64% (up from 52% at the start of 2022) of current staff had participated in Against Sexual Violence training and during 2023-24 183 members of staff attended either the essential briefing line manager or Senior Tutor session.

Review of procedures for reporting racial discrimination and harassment

In partnership with the Students Union, the Race Justice Project Officer initiated a project to review procedures for reporting racial discrimination and harassment.

As planned for the 2023-24 academic year, the Report and Support was expanded to include Race Discrimination or Racism as part of the reporting categories in September.