

# Equality, Diversity and Inclusion Report 2023

**Goldsmiths, University of London**

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## 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 2022-23 academic year. 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.

## 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 cochaired 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 service 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.

The workstream titled 'A Decolonised Curriculum' has been functioning well with dedicated support from the College's Educational Developer (Decolonising Academic Practice).

The other workstreams have seen difficulties in operating which can be attributed to the complexities of the current environment Goldsmiths is operating in both internally and externally, namely the Covid-19 pandemic and staff redundancies, and the subsequent Recovery programme. The last academic year culminated in a positive and successful Race Justice Strategy Board Away Day with detailed updates from the external co-chair of the Board on 'The 4 I's of Oppression', the external facilitator for the upcoming Anti-Racism Training, and the Race Equality Charter Officer, on the Race Equality Charter (REC).

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 provisionally planned for July.

As discussed at the Away Day, all workstream leads have been contacted to identify the key priority for their workstream next year. Currently five global actions have been identified for the Board and all workstreams:

1. Identifying Administrative Support
2. Drafting a Communications plan for 2023-24
3. Mapping out meeting dates for workstreams
4. Definition of terminology
5. Mapping of membership for 2023-24

The previous academic year also saw the first dedicated Q&A session between the Warden and GREG network providing a safe space for Staff of colour to put questions to the Warden, who is the Race Equality Champion for the College. This session was incredibly successful with Staff of colour sharing that they felt both heard and valued.

Following this success there are three more face-to-face Q&A sessions planned for this academic year:

- 15<sup>th</sup> November 10:00-11:00
- 10<sup>th</sup> April 10:00-11:00
- 12<sup>th</sup> June 10:00-11:00

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.

Our commitment to evidence-based action remains unwavering. By aligning the Race Justice Strategy with our Race Equality Charter (REC) submission (please see Progress on Equality Objectives: Objective 8), we have strengthened our ability to drive long-term structural change, using both data and lived experiences to inform our approach. Over the past year, we have made significant progress in refining our monitoring and evaluation processes, ensuring that our commitments lead to tangible and measurable impact.

Since the last report on Disability Equality, The Student Disability Team has further 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](#). 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. This change in procedure has seen 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%).

Training opportunities around disability awareness have increased with new courses on Neurodiversity; "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.

## **LGBTQ+ Equality**

In September 2022, an LGBTQ+ Equality Champion was appointed from the Senior Management Team: Matthew Carlile, Head of School for Professional Studies, Science and Technology (PSST). Matthew will help to support staff and students by advocating for LGBTQ+ equality and inclusion through discussions at management level and actively work towards advancing better practice and greater equality and inclusion of the LGBTQ+ community across all of Goldsmiths.

To mark Pride Month, the EDI team hosted a virtual talk delivered by LGBTQ+ and Trans Inclusion Consultant Max Siegel on "Why do we still need Pride?", as well as a Pride virtual quiz and an inclusive Pride yoga session. These were done in conjunction with a communications plan which acknowledged key LGBTQ+ inclusion dates throughout the academic year.

# Gender Equality

Goldsmiths was awarded the Bronze ‘Athena SWAN’ award in March 2020. The College will be working 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 continue to deliver a successful inclusive recruitment and selection training course, with over 50 staff trained in the last 12 months.

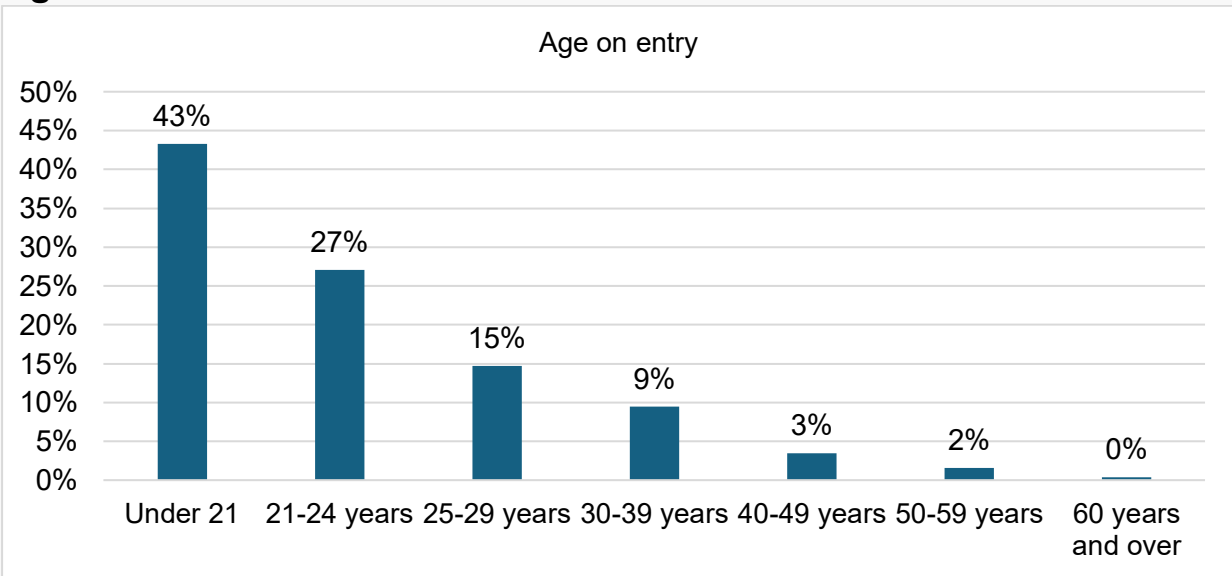
## Section 2: About our Students

This section provides an overview of our student profile for the 2022-23 academic year by seven out of the nine protected characteristics outlined in the Equality Act 2010. Sector benchmarks are based on the HE student profile for the 2023 academic year, as outlined in the Equality in Higher Education: Statistic Report 2023.

Compared to the UK HE sector, Goldsmiths attracts 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 31<sup>st</sup> August 2023

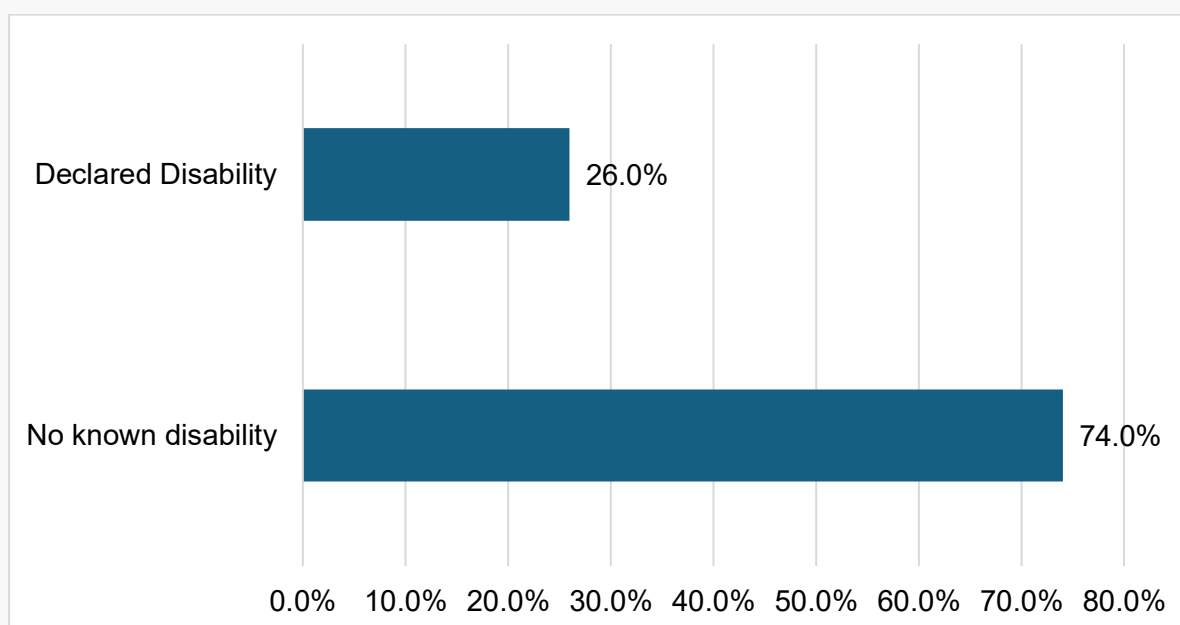
### Age



43% of students at Goldsmiths are aged under 21 (compared to 47% nationally) with 57% aged 21 and over. This shows an increase of 12 percentage points from the previous academic year.

Goldsmiths has a larger number of mature students (aged 22 and over) in comparison to national figures (52%), which maintains an upward trend in the proportion of mature students within the sector since 2016/17<sup>1</sup>. The HESA student records across the sector continue to report that most students are of mature status.

## Disability



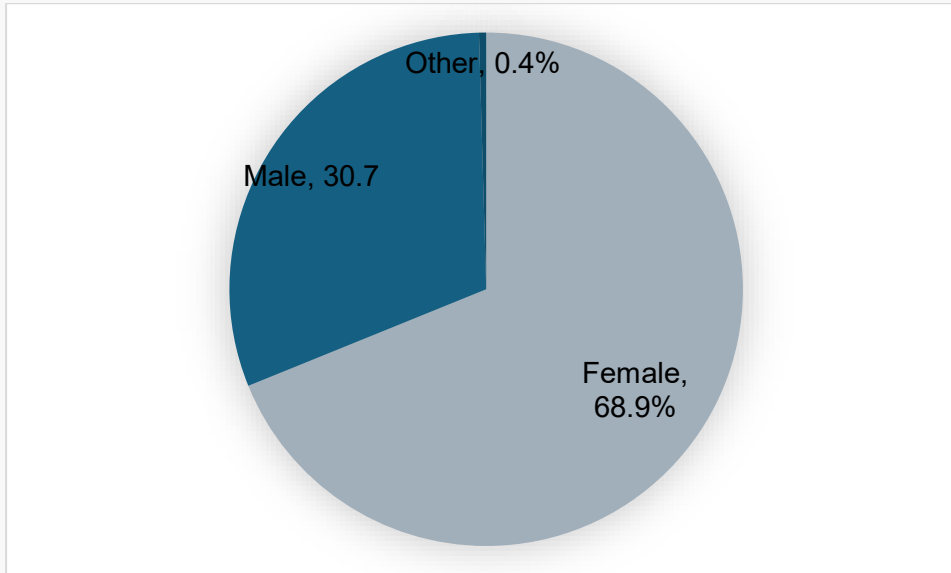
The number of students to declare a disability in the 2022-23 academic year shows an increase by four percentage points from last academic year. This includes 10.6% of students who have disclosed a mental health condition and 9% who have identified as neurodiverse i.e. have a specific learning difference (SpLD). 74% of students have no known disability.

We have a higher proportion of students disclosing a disability than average (26% compared to 15.9% nationally). Within the sector there has been an upward trend in proportion of students who disclose as disabled since 2010/11, increasing from 8% to 15.9% in 2021-22.

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<sup>1</sup> All sector data has been reported within: Advance HE (2023) Equality in Higher Education statistical reports – weighted by full person equivalent

## Sex



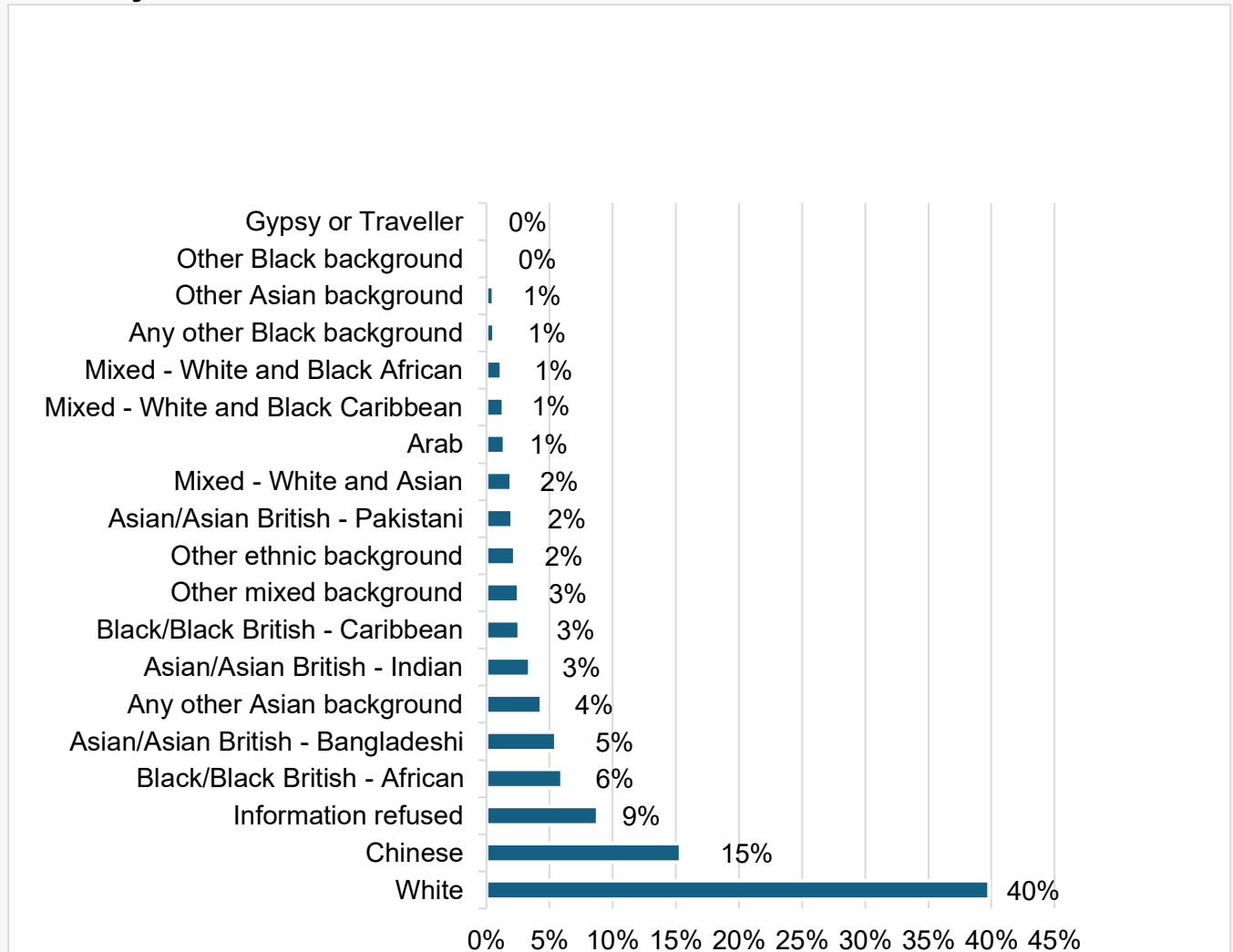
Goldsmiths has a higher proportion of female students which is also higher than the sector average (57.3%). The total number of students who identify as 'Other' is 0.6% less than last academic year.

## Gender Identity

253 students (2.71%) disclosed that they identify with a gender identity different from that assigned at birth. This figure excludes 8.59% of all students for whom information was refused or blank. This is higher than the sector which reports a proportion of 1.2% of students having a gender identity different from that assigned at birth, excluding 11.9% of all students for whom information was refused or blank.



## Ethnicity

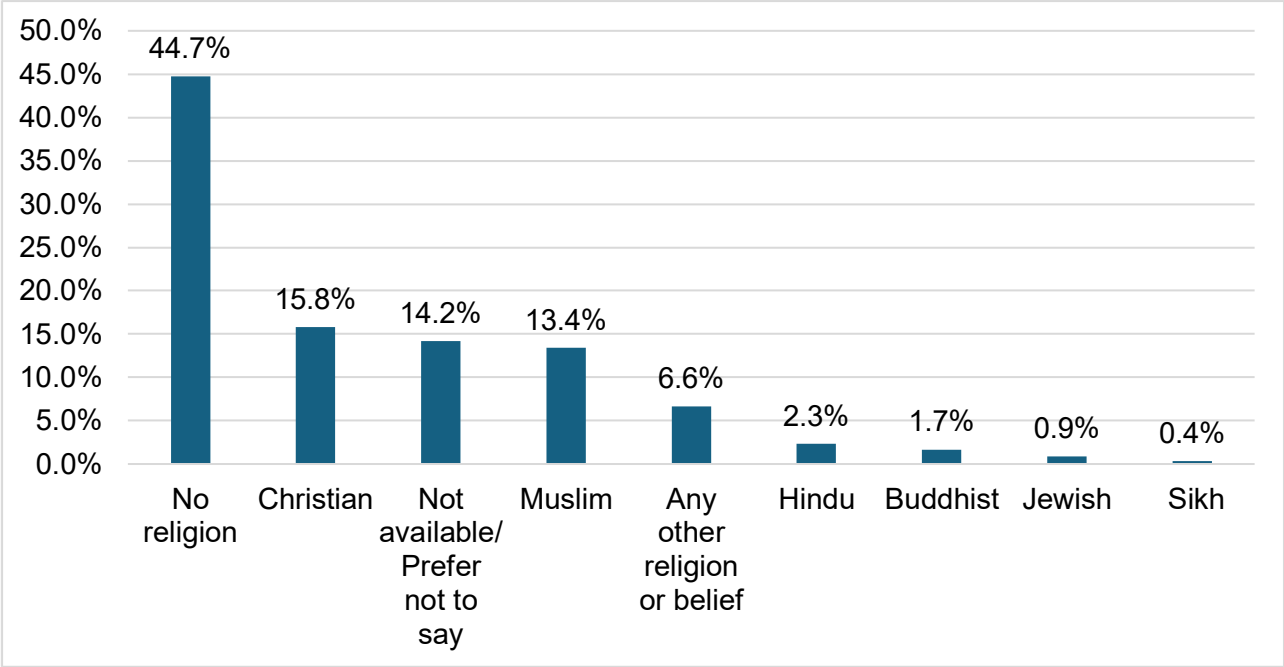


The horizontal bar graph shows that students who identified as a non-White ethnicity represented 51% of students with 40% identifying as White. 9% of students refused to share this information, an increase of eight percentage points from the previous academic year. 0% of students identified as 'Gypsy or Traveller'.

Overall, the figure for Goldsmiths students who are from a Black, Asian, Mixed or Other Ethnic background indicate an increase in students declaring their ethnicity in comparison to last academic year which recorded 33% of students background as 'Unknown'. The figure is also higher than the sector average (27.0%).

This sector figure represents students who identify as UK domiciled students and excludes 1.8% of students who did not disclose their ethnicity.

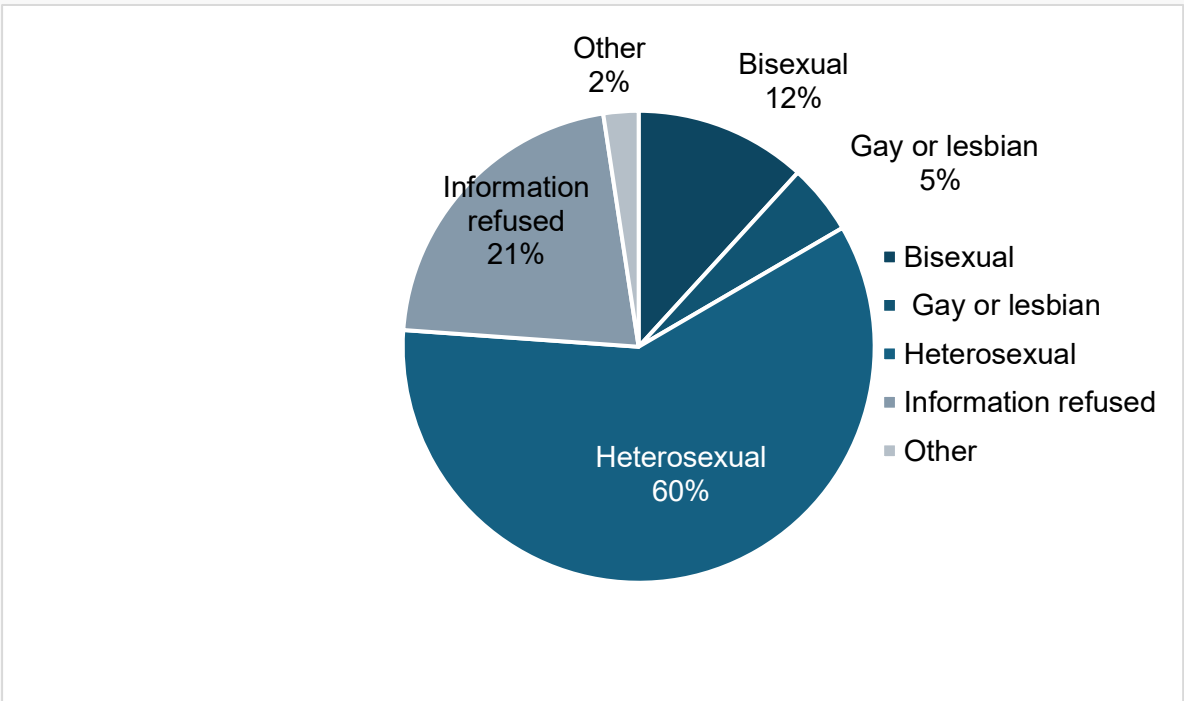
# Religion



The religious profile of students broadly reflects the national picture even though actual figures differ for some groups; Christianity is the most identified religion among students. There is a greater number of students who reported having ‘No religion’ for both Goldsmiths and the national sector. Goldsmiths has a higher amount of non-disclosure compared to the national sector (10.5%).

Goldsmiths have a slightly larger Muslim population (13.4% compared to 11.4% nationally). We also have a higher proportion of students declaring their religion as ‘Any other religion or belief’ (6.6% compared to 1.7% nationally).

# Sexual Orientation



Goldsmiths LGBTQ+ student population is larger than the sector average, with 19% of students identifying as LGBTQ+ compared to 11.9% nationally. The bisexual student population is the most significantly larger; 12% compared to 6.4% within the sector.

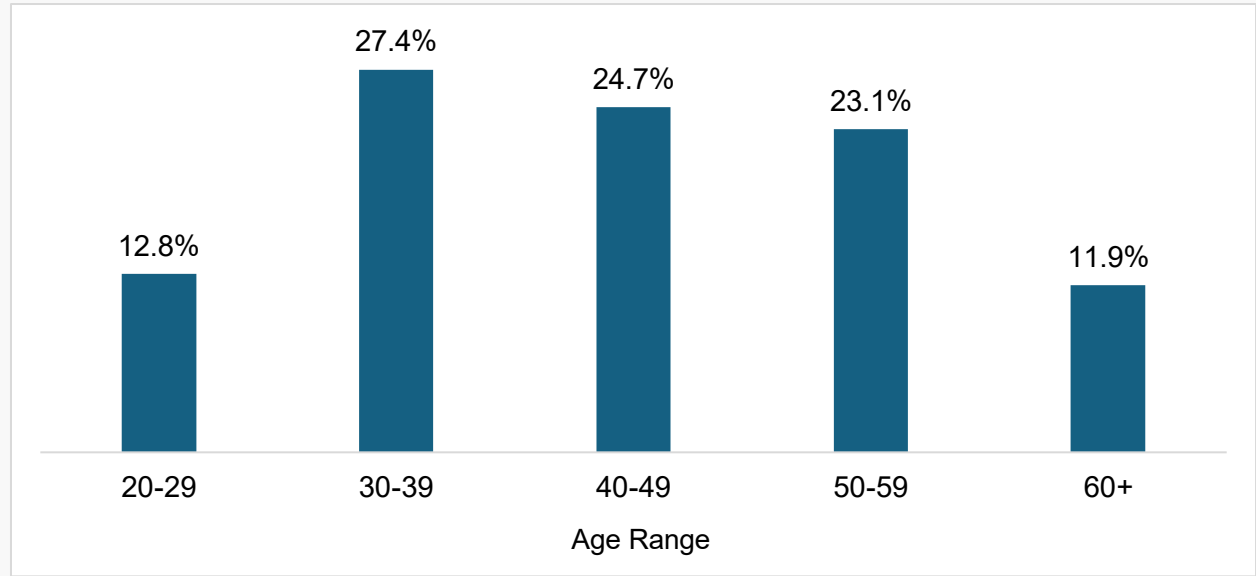
21% of Goldsmiths students refused this field which is similar to the sector which saw 16.2% of students refuse.

### Section 3: About our staff

This section provides an overview of our staff profile for the 2022-23 academic year by seven out of the nine protected characteristics outlined in the Equality Act 2010. Sector benchmarks are based on the HE staff profile for the 2022-23 academic year, as outlined in Advance HE’s Equality in Higher Education: Statistic Report 2023.

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

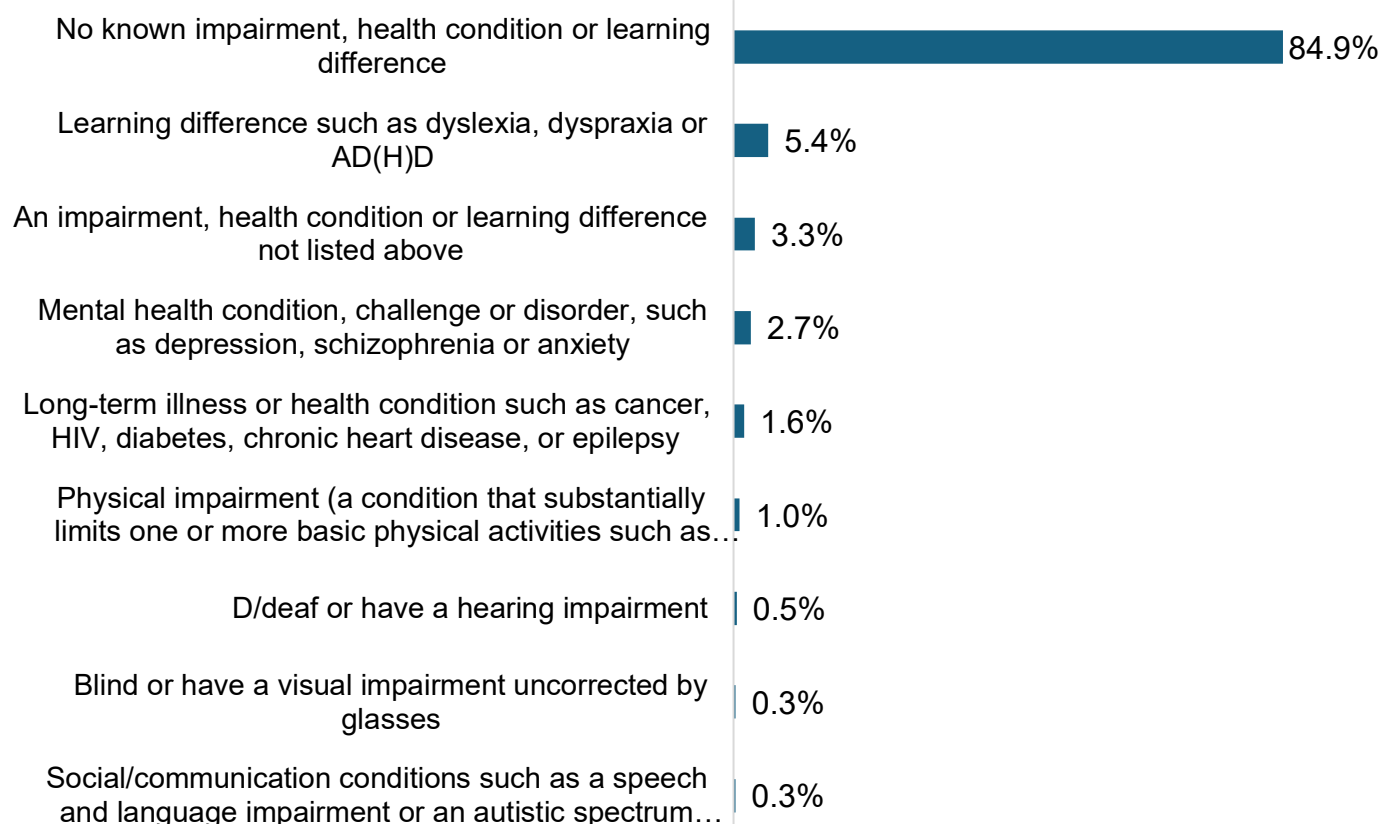
#### Age



Compared to the UK sector; 15.7%, Goldsmiths employs less staff under 30; 12.8%.

Goldsmiths highest age bracket (30 – 39) is almost double the sector average; 14.5%. Additionally, Goldsmiths staff aged 60 years and over are higher than last academic years report as well as the sector average where 8.4% of staff are over 61.

## Disability



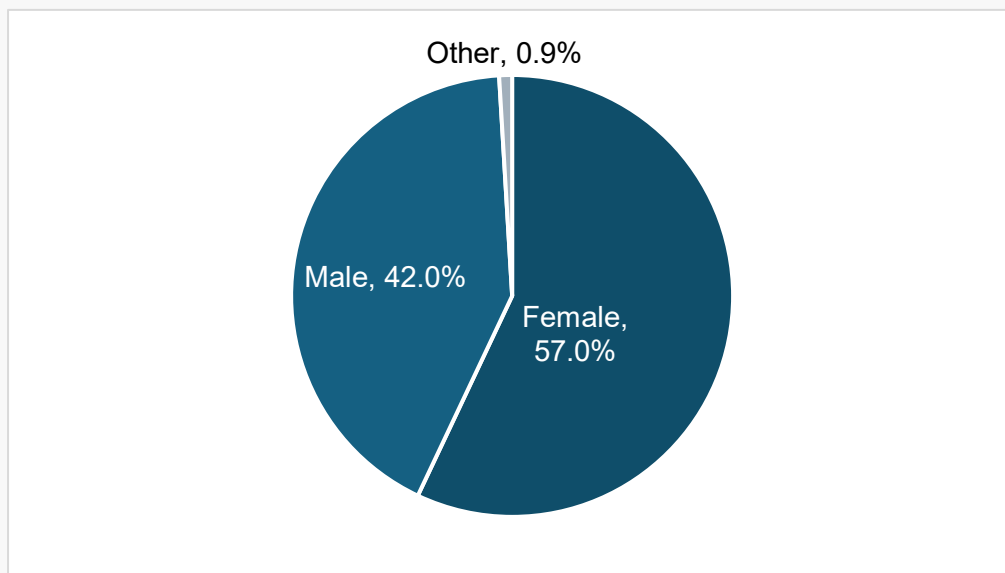
The bar graph shows a significant increase in the disclosure rate by staff of their disability; (29.5%) in comparison to last academic year; (12%) which includes a 3.8% increase of staff who have disclosed a mental health condition and a 7.3% increase of staff who have declared having a specific learning difficulty (SpLD).

The proportion of staff with a disclosed disability is significantly higher than the sector average (6.8%).

Within the sector, a specific learning difficulty was the most disclosed impairment type among Academic staff (23.1%), whereas a long-standing illness or health condition was the most prevalent for professional and support staff (21.9%).

**Note:** The option 'Prefer not to answer' was not included for staff to select.

## Sex

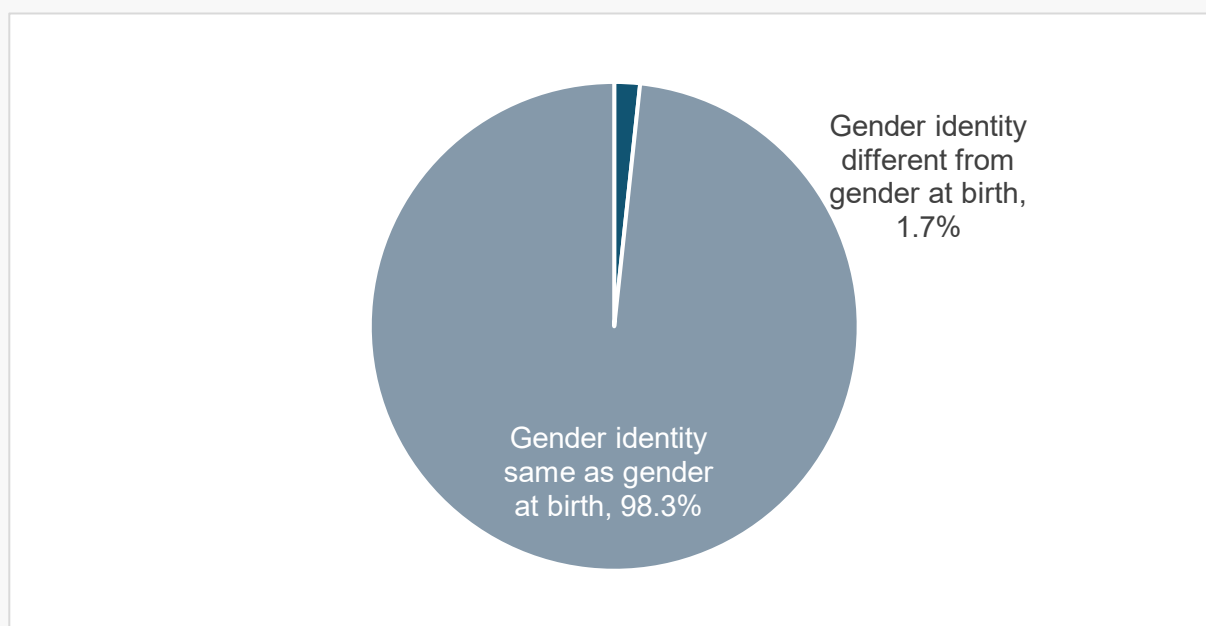


Goldsmiths has a slightly higher proportion of female staff to that of the sector average (54.6%).

The total number of staff who identify as 'Other' is similar to last academic year (0.9%). This figure excludes 16.2% of all staff for whom information was refused or unavailable.

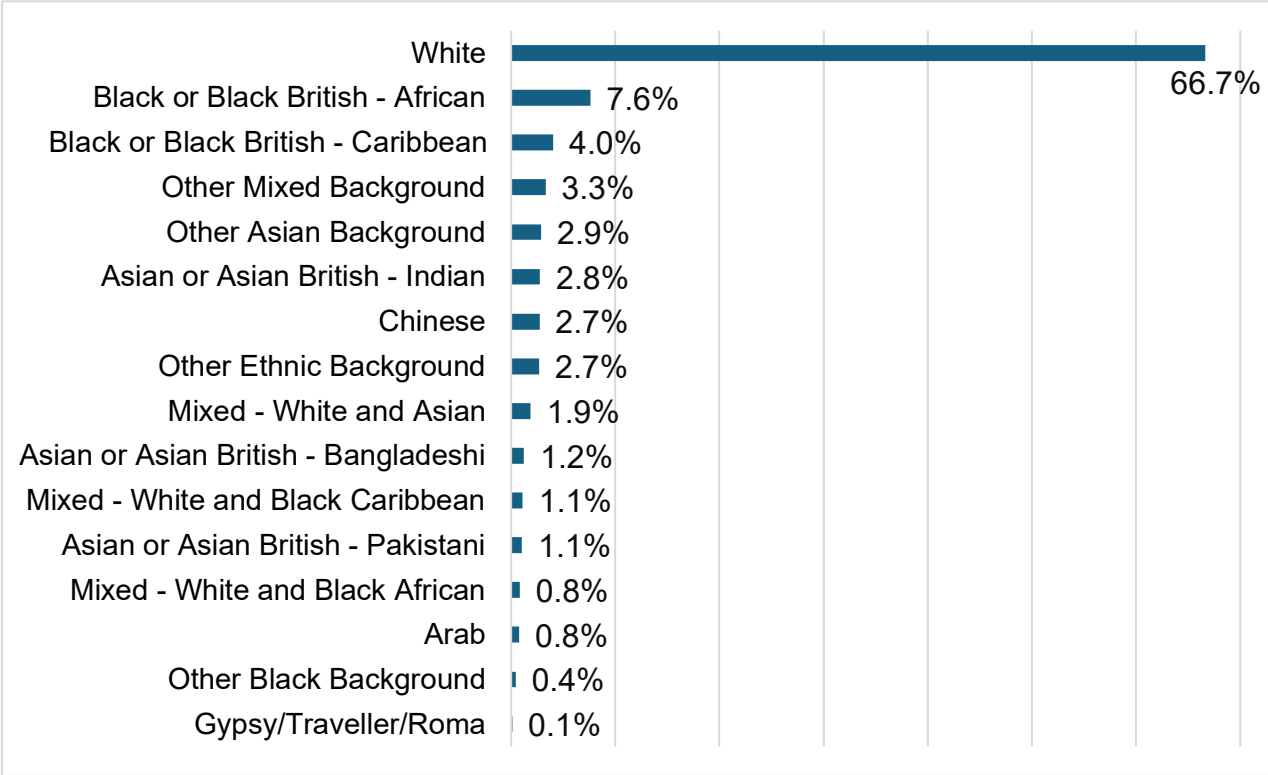
**Note:** In 2017/18, HESA replaced the legal sex field with the sexual identification field and presented three options, 'Female', 'Male' and 'Other'. Since the 2022 sector report, the data from this field was limited to those who identified as 'Female' or 'Male'. However, where possible, data for staff who identified as 'Other' are included in the [online tables](#).

## Gender Identity



1.7% of staff disclosed that they identify with a gender identity different from that assigned at birth. This figure excludes 22.4% of all staff for whom information was refused or unavailable. This is 13 percentage points lower than the sector average of staff who did not return data.

## Ethnicity

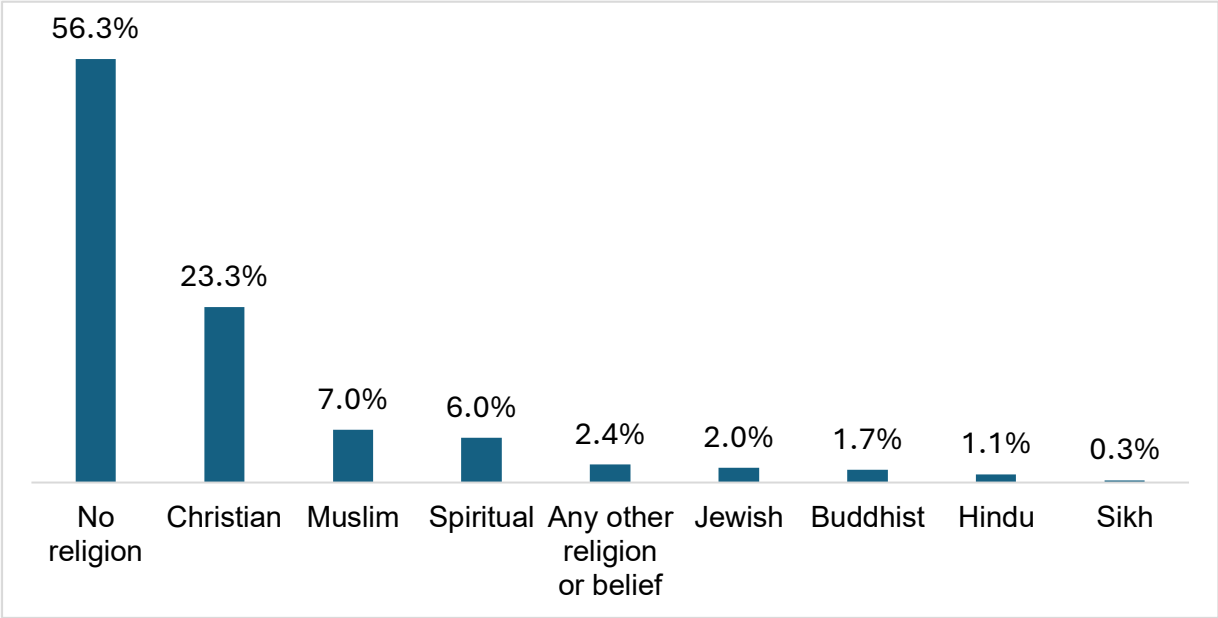


The proportion of staff from a Black, Asian or other ethnic background is higher than the sector average (12.2%) but is lower than the Goldsmiths student population (51%) by 18 percentage points.

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. The biggest increase was among Chinese staff, from 1.8% to 2.7%.

When comparing the staff profile to that of students, it is noted that the number of staff of colour (33.3%) are significantly lower than the number of students of colour (60%).

# Religion

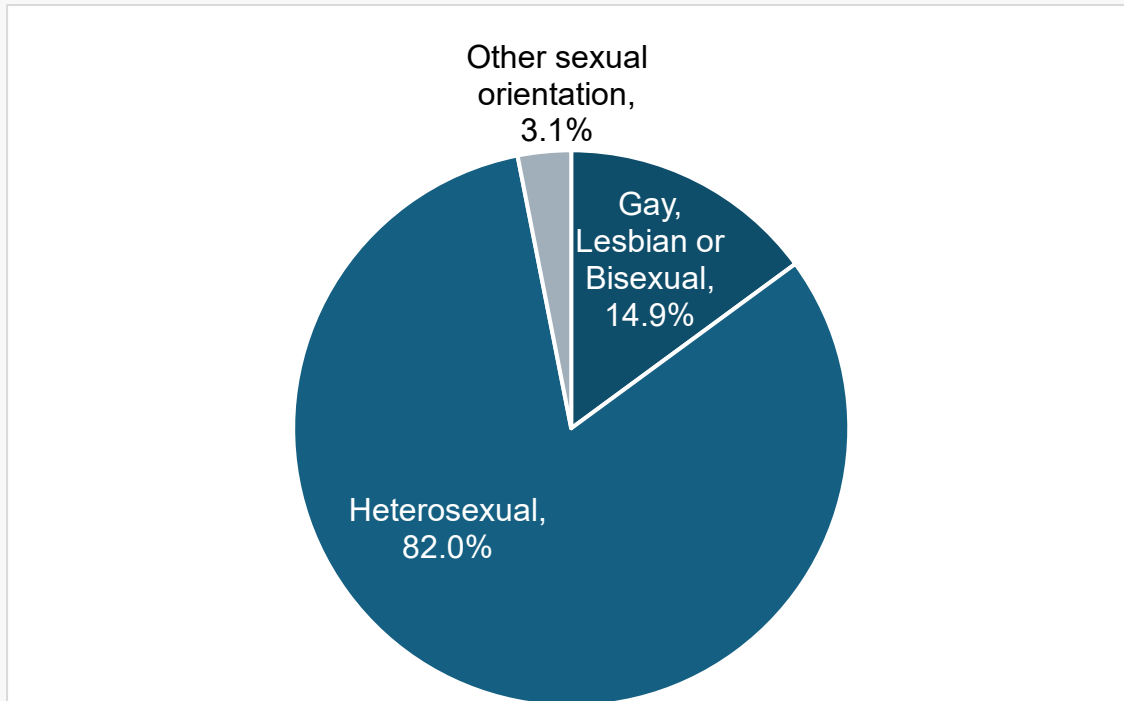


The bar graph shows no significant changes in the number of staff belonging to specific religious groups from last academic year. Many staff describe themselves as having ‘No religion’, followed by ‘Christian’.

Compared to the sector the picture was broadly similar where 51.4% of staff identified as having ‘No religion’. Goldsmiths have a lower proportion of staff who identify as Christian (23.3%) to those of the sector average (35%).

It is necessary to note that the sector data excludes 48.4% of all staff for whom information was refused or blank.

## Sexual Orientation



Goldsmiths has a larger LGBTQ+ staff population in comparison to the national sector (8.4%). 21.2% of staff identify as LGBTQ+, which reflects the student population (19%).

Again, Goldsmiths has a higher proportion of staff identifying as “Other” (5.9%) compared to the sector (1.0%). In contrast to sector data, Goldsmiths shows Gay, Lesbian and Bisexual staff disclosure as one group however, these are higher than the individual groups across the sector when combined by 7.9 percentage points.

Again, it is necessary to note that this sector data excludes 48.7% of all staff for whom information was refused or blank.

## 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.

For the academic year 2022-23, an additional Equality Champion was appointed to provide strategic leadership and oversight of key equality initiatives relating to Religion and Race.

SMT Champions appointed for 2022-23 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
- The School of Media, Communications and Cultural Studies
- The School of Professional Studies, Science and Technology (PSST)

## 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.

Staff members are actively being involved in consultation with POD (People and Organisational Development) through focus groups and opportunities to comment on policy revision and development, providing lived experience insight into prospective change. Two examples of focus groups were for flexible retirements, and fixed-term contracts.

The GREG network have a schedule of regular meetings with the Warden (Race Equality Champion), which provides an opportunity for meaningful discussion with the networks SMT lead.

The Women@Goldsmiths network hosted a panel for International Womens Day, titled Women, Violence, and Forgiveness and welcomed guests, Marina Canacuzino and Dorothea Smartt to the College. The network also held their first social lunch which saw members meet on campus to have lunch and catch-up with colleagues and meet new ones.

During this academic year there were several events held for staff which students were also welcome to attend where possible, including the first Parental Leave Returners Training Webinar to support those affected by periods of absence due to parenthood.

In addition, for Pride month the College hosted a virtual talk by Max Siegel on "Why do we still need Pride?", a Pride virtual quiz, and an inclusive Pride yoga session. To mark Black History Month, the College hosted some events including a comedy night featuring popular Black artists A Dot Comedian and Thanyia Moore, a visit to Tate Britain for the African Heritage Tour which explores the history and influence of people of African and Caribbean Heritage in British Art from the 1500s to the current day, and a themed Symposium featuring two of Goldsmiths staff members from the Education and Computing departments, as well as a first year History student who has founded the Black Poppy Rose organisation; an initiative created in remembrance of the African, Black Peoples, West Indian, Caribbean, Pacific Islands & Indigenous Communities contributions to Global Wars.

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.

### Access and Participation

In 2022-23, students from underrepresented and 'non-traditional' backgrounds were over-represented at Goldsmiths, reflecting the success of our outreach activities.

The Index of Multiple Deprivation (IMD) is the official measure of relative deprivation for small geographical areas in England, with IMD Q1 and Q2 areas identified as those areas with the highest levels of relative deprivation. In 2022-23, 50.7% of Goldsmiths' UK domiciled undergraduate entrants were from IMD Q1 and Q2 areas.<sup>1</sup> 31.1% of Goldsmiths entrants were eligible for free school meals while at school. In comparison, across all schools in England, only 23.8% of pupils were eligible for free school meals in 2023.

The proportion of Asian and Black entrants to Goldsmiths has increased in recent years. In 2022-23, 37.3% of entrants were Asian and 16.8% were Black. Representation of Mixed students and of students from other non-white ethnic backgrounds decreased slightly, from 9.1% to 8.1%, and from 6.1% to 4.7%, respectively. These figures compare favourably to 2021 census data for London, which found that 20.7% of people were Asian, 13.5% were Black, 5.7% were Mixed and 6.3% were from other non-white backgrounds. London is the most ethnically diverse region of England and Wales, meaning that Goldsmiths' performance is even more favourable when compared to national ethnicity data or data for the wider higher education sector.

The proportion of entrants who were disabled has been steadily increasing over the past several years, reaching a new peak of 29.3% in 2022-23, compared to 18.3% across all English higher education providers. At Goldsmiths, 10.8% of entrants declared a mental health condition, 7.8% had cognitive or learning difficulties, 6.9% had multiple impairments, 2.7% had sensory, medical or physical impairments, and 1.1% had a social or communication impairment. 21.7% of entrants were mature in 2022-23, down from a peak of 27.8% in 2020-21. Although mature students still make up a healthy proportion of incoming students, we will monitor this figure and undertake outreach activities targeted at mature students with the aim of preventing any further decline in representation.

Our [2020-21 to 2024-25 access and participation plan](#) included a commitment to reduce the ratio of Participation of Local Areas (POLAR4) Q5 to Q1 entrants from 8:1 in 2017-18 to 5:1 in 2022-23. POLAR4 Q1 students are those from areas of the country where the fewest young people progress to higher education, whereas Q5 students are from the areas with the highest rates of higher education progression. In 2021-22, there was a ratio of 6.1:1 Q5 to Q1 students, but in the latest year of data this has decreased to 5.7:1. Although this means we

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<sup>1</sup> Data is from the Office for Students' [access and participation data dashboard](#). All data given is for UK domiciled undergraduate students only, as these are the students covered by the access and participation plan.

are slightly behind our target milestone of 5:1, we are moving in the right direction. Goldsmiths is a London-based university, and we recruit most of our UK students from the Greater London area. The use of area-based measures of participation such as POLAR4 and TUNDRA to target activity aimed at students in London is problematic, because rates of higher education participation are generally so much higher in the capital than in other regions of England. As such, there are very few Q1 postcodes in London, and focusing activity on the small numbers of students living in these postcodes is not necessarily the best use of our resources. The Widening Participation team has begun using a wider basket of targeting criteria which we believe is more appropriate to our context, including considering IMD quintile, free school meals eligibility, age and qualifications. Goldsmiths' new access and participation plan for 2025-26 to 2028-29, due for publication in 2024-25, is expected to reflect this shift in focus.

Our 2022-23 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 Widening Participation team delivered an intensive programme of activities, as below.

## **Our activities**

### **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 2022-23, 886 Scholars Programme students from 59 schools attended launch or 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. 11 Goldsmiths researchers delivered 38 Scholars Programme placements in schools and colleges, reaching a further 515 students. Students studying with a Goldsmiths researcher made strong progress across several academic competencies, demonstrating a 13-point increase in subject knowledge, critical thinking and written communication. 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 first introduced in 2022-23, 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. In 2022-23, we delivered 10

events for 323 students. 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 were 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 Widening Participation team managed relationships with a portfolio of approximately 100 target schools and colleges in 2022-23. Schools and colleges were prioritised for engagement based on a complex basket of widening participation criteria, including free school meals eligibility, ethnic diversity and qualification types.

In 2022-23, the team undertook 25 visits to schools and colleges, attending careers and higher education fairs, delivering workshops covering student finance and university life, providing 1-1 personal statement and application support, and delivering mock interviews. We also coordinated academic visits to schools and colleges, in which academic colleagues from the Computing department delivered academic taster sessions to groups of prospective students. Collectively, these activities reached 1,805 students at 19 schools and colleges.

## **Care-experienced and estranged student engagement**

In 2022-23, the Widening Participation team worked with partner organisations to deliver outreach activities targeted at care-experienced, estranged and asylum seeker students. This included a collaboration with the Care Leavers’ Covenant, Lewisham College and Southwark College to deliver an on-campus event through which we provided tailored information, advice and guidance to students from these groups. We also contributed to a series of webinars about university organised by Southwark Virtual School for the benefit of care-experienced and estranged students across the borough. In the spring, we collaborated with colleagues from Gonville and Caius College, Cambridge, Rose Bruford College, Brunel University London, Middlesex University, London Metropolitan University and the University of Greenwich to deliver an event for care-experienced students and their supporters from across Virtual Schools in London. This event was held on Goldsmiths’ campus.

## **Gold Futures mentoring**

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 2022-23, 8 young people 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 2022-23, 15 16 to 18 year old students attended a 10 day on-campus studio based programme delivered by the Goldsmiths Art department, in collaboration with the Widening Participation team. 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, with 33% of participants ultimately making an application to study a creative undergraduate course at Goldsmiths.

## **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 2022-23, 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 young people from 10 partner schools and colleges. Programme outputs included performance events and album releases. The programme is delivered by the Alchemy team and supported by the Widening Participation team.

## **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 2022-23, we had progression agreements in place with [Lewisham College](#), [Southwark College](#), [Mulberry UTC](#), [OCN](#) and [LASER](#) (accreditors of Access to HE Diplomas).

## **Success – Continuation**

Continuation rates for students who entered the second year of their courses in 2022-23 (2021-22 entrants) demonstrate that some groups of students are more likely to drop out than their peers. Specifically, there is a 4.7 percentage point (pp) continuation gap between Mixed and White students, and a 5.8pp continuation gap between students with mental health conditions and those with no known disability.



In our 2020-21 to 2024-25 access and participation plan, we set a target to reduce the continuation gap between Black and White students to 3.5pp for 2021-22 entrants. We are well ahead of our target milestone here, in that the gap has closed completely to -0.3pp, with Black students now slightly more likely to continue than White students. We also set a target to reduce the gap between mature and young students to 5.4pp for 2021-22 entrants. Again, we are well ahead of our target milestone, with a gap of 2pp between mature and young students. The completion gap between mature and young students remains large – the latest year of data (for 2018-19 entrants) shows a gap of 18.1pp. Our new access and participation plan is expected to include a focus on these gaps for mature students.

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 429 students between September 2022 and June 2023 through the Travel and Hardship Funds. At the same time, Goldsmiths ran a cost of living fund to help students who were facing difficulties as a result of rising costs. In total, £145,393 of funding was distributed to 515 students.

Wellbeing mentoring support was provided to 170 students over 510 sessions to supplement existing wellbeing support offered to students. Additionally, 2322 Reasonable Adjustment Support Agreements were put in place for students in the 2022-23 academic year, which equated to around 25% of our student population.

The [Mature Student Scholarship](#) is designed to support mature students to complete their studies, through providing an annual award of £3,000. 10 students received the scholarship in 2022-23.

## Success – Attainment

Data for 2022-23 qualifiers shows that there are attainment gaps for Black (15.1 percentage points (pp)), Asian (11pp) and Mixed students (6.6pp) and students from other non-white ethnic backgrounds (18.5pp). There is also an attainment gap for students from IMD Q1 areas (10.7pp) and for those eligible for free school meals (16.4pp) when compared to their peers.

Our 2020-21 to 2024-25 access and participation plan included targets to address attainment gaps for Black, Asian and IMD Q1 students. We are behind our target milestone for Black students (13.9pp), though we have made some progress reducing this gap in recent years. For Asian students, we are significantly ahead of our 2022-23 milestone (16.2pp), and we are also ahead of our milestone for IMD Q1 students (12.7pp).

Work to address attainment gaps in 2022-23 has included embedding commitments to reduce attainment gaps in department development plans (DDPs), the 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 27 Equity Scholars in 2022-23.

TaLIC incorporated an educational developer with a focus on academic decolonisation and inclusive practice to support academic staff in the development of more inclusive and decolonised academic practices to ensure greater success, attainment and satisfaction of students from traditionally minoritised backgrounds, especially those from non-white ethnic backgrounds; and comply with one of the commitments made to Goldsmiths Anti-Racist Action (GARA) group in relation to academic decolonisation.

During the 2022-23 academic year a two-year plan was designed to establish a baseline of inclusive practice, including the following projects: running of a focus group with students to gather information on which curricular and pedagogical areas of improvement, creation of an audit tool for departments to assess their inclusive practice, dissemination of inclusive practice through bespoke sessions with different departments.

These sessions are expected to continue through the next academic terms and crystallized in the creation of a suite of online courses around these topics in learn.gold to foster CPD in these areas. Other measures taken have been the implementation of academic decolonisation and inclusive teaching practice as a crucial pillar of the PGCE curriculum with different sessions across modules, building a baseline of awareness and good practice for all members of staff joining Goldsmiths, and building an atmosphere of collaboration, discussion and pedagogical innovation across colleagues and departments.

## Progression

From our APP report on the previous plan, we see some positive progression trends. We now have a negative gap of -6 percentage points between Black and White graduates, with Black graduates more likely to progress to highly skilled jobs than White graduates. Continuing the trend from last year, we also see a higher progression rate for disabled graduates compared to those with no known disability (71.4% vs 69%). Graduates who were eligible for free school meals are now more likely to progress to a highly skilled job than those that weren't, with a gap of -5.5 percentage points. Similarly, graduates from IMD quintile 1 were slightly more likely to progress than those from IMD quintile 5 and mature graduates were more likely to progress than young graduates, with gaps of -1.6 and -9.5 percentage points, respectively.

Progression data for 2021-22 qualifiers (progressing into employment and further study in 2022-23 and beyond) shows that there remain gaps in outcomes between Asian graduates (10.6pp), Mixed graduates (6.2pp) and graduates from other non-white ethnic groups (6.7pp) when compared to white graduates. Our 2020-21 to 2024-25 access and participation plan included a target to reduce the progression gap for Asian graduates. The size of this gap increased across the period of the plan, from 7pp in 2016-17. Therefore, we are behind the target milestone of 3pp for 2021-22 qualifiers.

Unfortunately, some activities within the plan were affected by budget constraints including the withdrawal of Interns on Campus and whilst we have an enterprise offer, it is scaled back from the enterprise hub that was originally envisioned.



In 22-23 the approach to addressing progression gaps changed fundamentally. With the introduction of the Curriculum Blueprint, Goldsmiths has sought to embed employability more holistically within curricula by introducing principle 8, which enables departments to articulate how employability and enterprise are built through degree programmes at validation and revalidation. The Associate Director of Careers and Employability is a member of the Programme Scrutiny Sub Committee and has introduced a more consultative approach with programmes to advise and support this work. This is also reinforced by the Departmental Employability Action Plans which are created more consultatively and with a more data-led approach.

To align with the creation of the new Goldsmiths Strategy, Careers and Employability have created a new Employability Framework comprising 5 pillars:

1. Integrate employability and enterprise through degree programmes to build skills, knowledge, and experience in an inclusive and subject-led context.
2. Increase access to and range of real-world professional experience plus co and extracurricular activities to develop students' skills, expertise, and resilience.
3. Enhance the Goldsmiths ecosystem to support student enterprises to seed, grow and flourish.
4. Continue to build a Goldsmiths Careers Service that is Inclusive by Design, to enable students to gain advice and build career development and management.
5. Create and promote sustainable employability schemes to help students to recognise and articulate their skills and value, building confidence, networks, and professional agency.

The purpose of this is to build a more holistic and inclusive approach to employability across the institution.

Within the Careers Service itself, increases have been seen amongst different demographics of students with the service including 128 students completing the Gold Award, an increase of 13% on the previous year and the GEM mentoring scheme having 67 pairings, up from 55 the previous year. Scaling is a particular issue with such programmes and work will take place to identify a mentoring platform to enable scaling of this activity.

Investment has been made in an additional platform to increase the reach of Careers Support with the introduction of SkillsSpace, an e-learning and algorithmic CV evaluation platform.

## **Counselling and Mental Health Services**

In 2023, the university adopted the [Wellbeing Framework](#) setting out the whole institution's approach to creating and maintaining an environment where student wellbeing can thrive. This has been followed by a commitment to join Student Minds Mental Health Charter and the College will be working to meet the Charter's first milestones this year.

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.

The resources in the Counselling Team still do not meet student demand for the service so a renewed collaboration on referral pathways have been designed between the Amersham Vale GP practice, Lewisham Talking Therapy, 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 team is getting ready to welcome 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 has risen from 19 to 33% within a year thanks to our new registration system which make it easier to disclose and come forward to request adjustments and support. 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. We have worked 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.

We have continued to draw on feedback received from monthly meetings between the Students' Union Sabbatical Officers to ensure that student views and experiences are considered in the running and the design of the service.

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

Our scheduled AccessingHE webinars for mature learners were unfortunately cancelled in 2021-22 due to staff shortages. However, [our progression agreements](#) with Lewisham College and Southwark College were in place, as were our agreements with OCN and Laser, the two major accreditors for Access to HE Diplomas. Through these bespoke agreements, students at these Further Education Colleges, or studying for these qualifications, are entitled to admissions benefits from Goldsmiths. These students tend to be overwhelmingly classified as mature students. The benefits can include a guaranteed interview or guaranteed offer of a place to study with us, set one grade below the standard level. In 2022-23, we are developing a relaunch and promotion plan to ensure that eligible students are aware of the agreements and able to access their benefits.

There are up to 10 awards available (value £3,000 per year of study) for mature learners through the Mature Student Scholarship. Two awards are reserved for applicants nominated by Open Book.

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; we currently have 16 students studying undergraduate and post 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; 6 students this year are 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 currently in discussion 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.

## 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 950+ resources (an increase from 450+ in the last academic year). 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](#). The Library is working in collaboration with the Goldsmiths Racialised Postgraduate Network (GRPN) and their 'Counter Canon Challenge' work on including racialised scholars in reading lists. These lists are shared via [ReadingLists@Gold](mailto:ReadingLists@Gold), and missing resources are acquired by the Library.

## 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 251 titles.

During Autumn term 2022, the Library hosted the Queer Zine Library residency in Special Collections. The Queer Zine Library is a roaming DIY queer library celebrating radical LGBTQIA self publishing. The library was available for students, staff and visitors to consult and research. The end of the residency was marked with a workshop of zine making.



## 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 2022/23. She successfully completed the traineeship, moving onto further postgraduate study at Goldsmiths. Recruitment to this post will continue with the new trainee starting in October 2024.

## Collection Development and Management

The Library is working on 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.





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’.

\*<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.**



During the 2022–23 academic year, Estates and Facilities maintained its strong commitment to embedding equality, diversity, and inclusion (EDI) into our planning and operational activities. We continued to incorporate Equality Impact Analyses (EIAs) and ensure compliance with the Disability Discrimination Act (DDA) 2005 (as per the Equality Act 2010) as standard practice within our tender specifications.

A key focus of the year was improving campus accessibility. In partnership with [AccessAble](#), we carried out a comprehensive accessibility review of the campus to ensure our physical spaces remained inclusive, up to date, and responsive to the needs of all users. The results of this review will be published and made available via the Goldsmiths website to support staff, students, and visitors in better understanding the accessibility of our facilities.

This work built on earlier initiatives, including signage upgrades across campus where required. New, accessible signage was installed in previously unmarked areas, and outdated or damaged signs were replaced to support more inclusive wayfinding. Internal signage enhancements were also completed in selected high-use buildings such as the Professor Stuart Hall (PSH) Building.

## 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.

We continue to publish an annual statistical review of BAME attainment in the Spring term (since 2018) and share it across the Goldsmiths community.

In the 2023-24 academic year, internal data visualisation will be moving to PowerBI dashboards. This will provide an opportunity to embed APP characteristics by design across all our data outputs.



## 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, which was earlier than the national dates of recognition (18<sup>th</sup> July to 17<sup>th</sup> August 2023) as staff and students are usually away on the summer break during this period.

To celebrate SAHM the EDI team held two week of events which included free Yoga classes offered by locally based Iyengar Institute and henna body art by House of Henna, available for staff and students.

South Asian food vendors Kimiko and Mandala were set up on the College Green selling Japanese and Himalayan dishes. Staff and Students were also invited to join a chillout (staff wellbeing) day where they could enjoy their break with homemade Chai Tea in our relaxing well-being room.

To finish of the celebrations, the College held a South Asian Diaspora Movie Night in our in-house cinema.

### Black History Month

Goldsmiths celebrated Black History Month (BHM) by hosting an online Black Knowledge Symposium with Dr Veronica Poku, Head of MA Education: Culture, Language and Identity, Lecturer and Researcher in the field of educational studies, Goldsmiths, Dr James Ohene-Djan, Senior Lecturer in the Department of Computing, joint EDI Coordinator for the School of Professional Studies, Science and Technology (PSST), and Assistant Pro-Warden for Student Experience, Goldsmiths, and Selena Carty, Goldsmiths BA History Student and founder of Black Poppy Rose lead an evening dedicated to Black history and culture.

Additionally, Staff and Students were able to visit the Migration Museum situated in the heart of Lewisham Shopping Centre for a workshop which explored the origin of names and how the movement of people to and from Britain across the ages has shaped who we are – as individuals, as communities, and as a nation. Courtesy of Tate Britain, an African Heritage Tour was curated and delivered at Tate Britain. The tours explore the lives and depictions of people of African descent within the historic and contemporary collection. The identity lead tour series at Tate aims to spotlight and celebrate the lives of those often underrepresented or excluded historically and address the legacies of slavery and colonialism in the United Kingdom.

A comedy night featuring popular Black artists [A Dot Comedian](#) and [Thanyia Moore](#) was held at The Amersham Arms in New Cross, and opened to members of the public to attend.

The Public Engagement team organised a screening of 'Pioneers and Protest: Seeking Change', a film about the Black People's Day of Action, 1981. The film combines oral history interviews with people who took part in the 1981 demonstration and archive photographs. The screening was followed by a Q&A session.

## **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.

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.

A **Baseline Survey** was completed in July 2022.

At Goldsmiths, the project is led by Professor Farzana Shain and Professor Mark Johnson, the Dean of the Graduate School with strong support from the Senior Management Team (SMT).

Goldsmiths has led on work to support **Access to Academy** to review routes from UG and PGT into PGR study to enhance support for applicants progressing to PGR study and developing successful studentship funding bids.

A **PGR network** led by two Generation Delta Champions in each of the 6 institutions has been set up to enhance student experience and outcomes as well as being a mechanism for feeding back on institutional processes.

In 2022, Goldsmiths agreed to fund two Generation **Delta Goldsmiths** studentships to support Generation Delta's aims to work towards mending the broken pipeline between undergraduate study and postgraduate research careers.

Angela Loum (Sociology) and Clementine Bedos (Art and Computing) were awarded Generation Delta studentships in 2022 with another Generation Delta applicant, Shabana Kausar being awarded a University of London Scholar award. Loum and Bedos are Generation Delta Champions, and they lead the Generation Delta student network for Goldsmiths.

The **GD Goldsmiths PGR network** led by Champions, Angela Loum, Clementine Bedos and Devina Paramdeo was formally launched on 18 January 2023. This student-led group meets monthly to provide a safe space for BAME PGR students to support each other as well as feedback on issues of concern/need/support to the university.

In 2023, SMT agreed to fund a further 7 cohorts of students from BAME backgrounds between 2023-4 until entry 29-30 via Generation Delta Studentships.

Generation Delta Champions, Bedos and Loum, along with Generation RA, Devina Paramdeo, have successfully secured a **Goldsmiths Centre for Contemporary Arts (CCA) Residency** which provides dedicated space for network meetings as well as a grant of £1,500 to fund speakers and events. The residency has been renewed for 2023-2024.

A **Generation Delta mentoring programme** was launched in July 2023 with a call out to Global Majority senior academic women to sign up to mentor a PGR student who must be registered as a PGR student and have attended the Generation Delta programme.

The Department of Educational Studies is hosting a Goldsmiths Research Internships Programme (GRIP) student, Lauren Facey, who is working on gathering literature for the Building Platform projects. This internship which commenced on 19<sup>th</sup> June 2023 focuses on affirmative action.

The following activities are being planned for the 2023-24 academic year:

- Research Showcase event
- Generation Delta Events series – an opportunity for colleagues to feed into discussions about emerging findings; this will also include a series of talks on topics such as 'leadership journeys'
- Strategy sessions with key stakeholders at Goldsmiths to plan for the intervention stage of the OfS project
- Website development

## **Race Equality Week**

[Race Equality Week](#) (REW) ran from 6-12 February. 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 'It's Everyone's Business'.

The EDI team invited colleagues to have departmental 'Bring and Share' lunches featuring cuisine from their country of origin and also 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.

The team also launched 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.

## 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 2022-2023 Academic year, the Organisational Development and Equalities team continued to coordinate staff EDI training as part of its open programme. Between September 2022 - August 2023, 16 staff participated in 'Implicit Bias' training, 6 staff in 'Trans-Awareness' training delivered by Gendered Intelligence, 52 staff in 'Recruitment and Selection' training, 33 staff in 'Disability Equality in the Workplace' training and 25 in 'Supporting Staff to Support Students' training.

The programme also expanded into new programmes from both internal departments and industry leaders. 29 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 2022-2023, which saw 14 staff trained in 'Introduction to LGBTQ+ Allyship' and 9 in 'Being a Better Ally to LGBTQ+ People of Colour'.

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 the 2022-23 Academic year with 5 courses and 13 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 2022/2023, 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 programme uses 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 2022-2023, registration was oversubscribed and a full cohort joined the programme.

## **Objective 8**

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

### **Disability Confident**

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.

### **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.

### **Athena Swan**

Goldsmiths was awarded the Bronze 'Athena SWAN' award in March 2020. The College will be working 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 continue to

deliver a successful inclusive recruitment and selection training course, with over 50 staff trained in the last 12 months.

## **Race Equality Charter (REC)**

In June 2021 Goldsmiths became a member of the Race Equality Charter (REC), a national charter mark accredited by Advance HE that provides a framework for race equality work in higher education institutions. The REC is an external charter mark which is accredited by Advance HE and is aimed at improving the representation, progression and success of staff and students of colour in Higher Education.

### **Progress and Future Commitment**

Goldsmiths remains steadfast in its commitment to becoming an anti-racist institution and advancing racial justice across all aspects of College life. Over the past year, we have made significant strides in preparing our Race Equality Charter (REC) submission to Advance HE, ensuring that our approach is data-driven, inclusive, and grounded in meaningful engagement with both students and staff.

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.

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

As part of our researcher development programme, Goldsmiths committed to fund up to 6 participants for the 2022/23 Strategic Executive Development for Diverse Leaders in Higher Education (StellarHE) Programme. This initiative was created to develop and enhance leadership skills for Black, Asian and Minority Ethnic researchers seeking to progress to senior and strategic level leadership.

The StellarHE programme was designed in response to the unique challenges and experiences of Black, Asian and Minority Ethnic staff within the higher education industry. The programme consists of a seven-month series of workshops and learning opportunities including Borderless Coaching and action learning methods. To support participants to embed their learning into the College environment, active and supportive engagement of their line managers is a central element of the programme. Line managers are tasked with supporting participants to apply their learning in their roles at the institution and to identify opportunities to develop and share their learning in further leadership roles. In addition to funding participant enrolment, the College provides funds to support departmental workload replacement to ensure the StellarHE participants have the capacity to engage fully with the programme.

In collaboration with staff networks and senior leaders, Goldsmiths identified two interested researchers for this first year of engagement and supported both to participate in the programme. Following positive feedback from the first cohort, the College will continue to support research staff participation in StellarHE annually as part of our recurring researcher development offer.

## **Integrating EDI into Research**

From March - June 2023 research staff at the College participated in the Culture, Employment, and Development in Academic Research Survey (CEDARS). Researchers reported high levels of interest in engaging with efforts to diversify and develop an inclusive research community. In working towards building awareness of ways that individual researchers can promote EDI within their research projects and teams, Research and Knowledge Exchange has worked with industry specialists to identify potential speakers and development professionals to support this work as part of the 2023/24 researcher development programme.

## Objective 9

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

### Policy Reviews and Equality Impact Assessments

During the 2022–2023 academic year, Goldsmiths continued its commitment to reviewing and refining institutional policies to ensure they are inclusive, equitable, and aligned with the needs of our diverse community. Central to this process is the application of Equality Impact Assessments (EIAs), which are tools designed to assess the actual or likely effects of our activities on people with protected characteristics as defined in the Equality Act 2010. EIAs support good decision-making by identifying opportunities to promote equality and by highlighting potential negative impacts that can be mitigated or removed.

This practice aligns with our obligations under the Public Sector Equality Duty (PSED), which requires public authorities to have due regard to the need to eliminate discrimination, advance equality of opportunity, and foster good relations between different groups.

#### Menopause Policy Review

A significant policy review undertaken this year was the Menopause Policy. This policy aims to raise awareness and understanding of menopause-related issues and how they can affect staff members. It promotes a working culture where staff feel confident to discuss menopause-related issues and seek support and workplace adjustments. The policy provides guidance to staff experiencing menopause and to line managers on how to support affected individuals. It outlines available workplace adjustments and support mechanisms. Importantly, the policy is inclusive of all individuals experiencing menopause or pseudo-menopause, regardless of their gender identity, including women, trans women, trans men, non-binary people, and those undergoing gender reassignment.

#### Leave for Other Reasons Policy Review

The 'Leave for Other Reasons' policy was also reviewed to better accommodate the diverse personal circumstances and commitments of staff members. The policy's purpose is to:

- Promote good practice in managing leave for various reasons, safeguarding annual leave for rest and recuperation
- Recognise the diversity of staff and support their work, life, family, developmental, health, and recreational needs
- Manage leave in a fair and consistent manner, supporting Goldsmiths in meeting its duty of care to staff and educational endeavors
- Ensure compliance with statutory duties in providing time off where legally required

**This policy applies to all staff, including those on fixed-term contracts.**

#### Equality Impact Assessment: Strike Opt-Out Process



In February 2023, Goldsmiths introduced a significant change to how it collects and manages information on staff participation in industrial action, shifting from a self-declaration (opt-in) model to an opt-out system. Previously, employees were asked to inform the College if they had taken part in industrial action; under the new process, colleagues were presumed to have participated unless they actively indicated otherwise.

The new approach applied from February 2023 onward and was introduced in response to a complex set of institutional challenges. Goldsmiths, like many other UK universities, faced an extended period of industrial action linked to national disputes over pay, pensions, and working conditions. The Spring 2023 term alone included 18 days of strike action, following three days in Autumn 2022, alongside Action Short of a Strike (ASOS) and an anticipated marking and assessment boycott. These events had significant operational and reputational impacts, particularly affecting students' learning experience and institutional financial planning.

In this context, the College determined that an opt-out model would offer a clearer and more reliable picture of participation in industrial action, enabling more accurate planning for student mitigations, institutional redress schemes, and workforce management. It was also a response to a declining rate of self-declarations in previous strike periods, less than one in ten registered UCU members at Goldsmiths declared participation in the November 2022 strikes.

However, the introduction of this opt-out approach raised potential equality concerns, prompting the completion of an Equality Impact Assessment (EIA) to ensure that no group was inadvertently disadvantaged and that the process upheld the College's responsibilities under the Equality Act 2010.

The EIA formed part of the College's broader commitment to inclusive and equitable practice, especially during periods of organisational change and challenge. It supported efforts to balance operational needs with staff rights and institutional values, ensuring Goldsmiths continued to act in a fair, transparent, and legally compliant manner.

## **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.

## **Objective 10**

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

At the start of the 2023-24 academic year, we expanded Report and Support to accept reports of all forms of harassment, hate and misconduct – including racism, transphobia and hate crimes.

### **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 January 2022, 52% of current staff had participated in Against Sexual Violence training and during 2021 273 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 has initiated a project to review procedures for reporting racial discrimination and harassment. Plans to incorporate these into the reporting categories for the 2023-24 academic year are underway.

The Anti-Racism Training Working Group (ART) has undertaken a thorough tender process following the Deptford Town Hall occupation. An external provider has been appointed with a view to roll-out a pilot stage of anti-racism training in 2023-24. The pilot stage will be evaluated at the end of next academic year with the resulting evaluation report and recommendations submitted to SMT and PODEC for approval.