Liverpool School of Tropical Medicine

Equality, Diversity & Inclusion

Annual Report

2019-20

*For enquiries related to the content of this report, please contact: equality@lstmed.ac.uk*

Contents

Background

The Liverpool School of Tropical Medicine (LSTM) is a highly specialised, values-driven institution making a global impact. All Higher Education Institutions and wider organisations have had an incredibly challenging year - the global COVID-19 pandemic has impacted every student and colleague, with many of us facing unprecedented challenges in combining work and home life, often with caring responsibilities. Additionally, Black, Asian and Minority Ethnic members of our community have been more significantly impacted by illness and death related to COVID-19.

This report not only provides a useful update to staff and students on action related to equality and diversity across the School, but is also one of the ways that we ensure that LSTM is compliant with the **Public Sector Equality Duty.** The broad purpose of this Duty is to integrate a consideration of equality and development of positive relations into the daily business of public authorities.

Publication of equality information is compulsory in England for all public authorities – proactive publication not only ensures compliance with legal requirements, but informs decision-making, increases transparency, and provides an evidence-base for directed and targeted intervention.
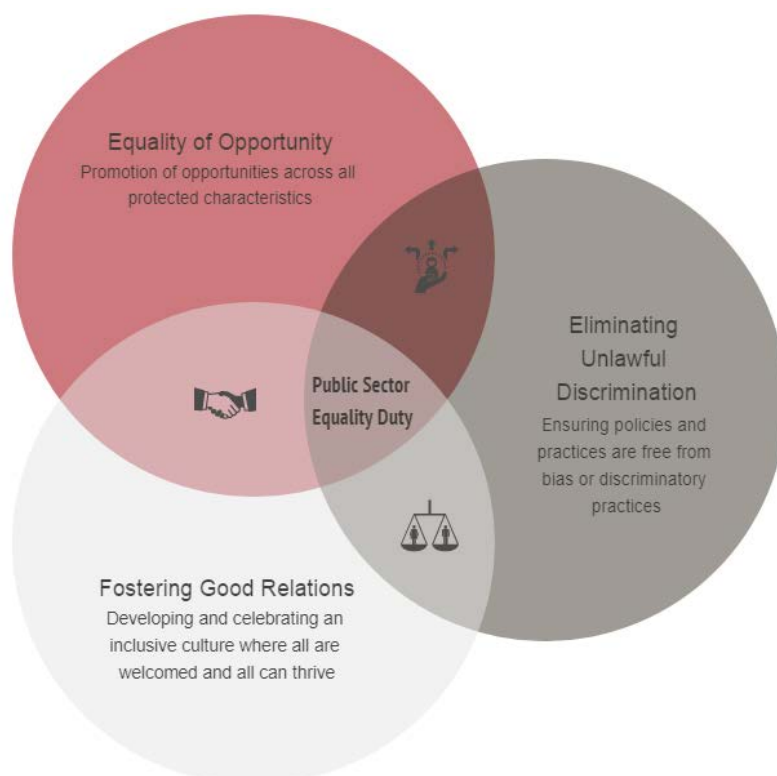
COVID-19

The impact of COVID-19 presented an unprecedented challenge for LSTM, its staff and students. From the outset, in formulating our initial response through to preparations for a transitional exit from lockdown and long term planning, we have put the wellbeing of our colleagues at the heart of all our work and embedded equality and diversity principles throughout our response. This aspect of the response has engaged many of our colleagues and we have discussed, debated and received input into the work from many quarters.

We participated in the Coronavirus Job Retention scheme and ensured our colleagues received their normal full pay throughout their leave. This was a benefit, both for those unable to undertake their normal role and those who also balanced caring responsibilities. We undertook an Equality Impact Assessment on furlough proposals. We have committed to ensuring that no-one will be adversely affected due to their involvement in the furlough scheme.

The E&D Committee met to review the Return to Work Policy and associated Equality Impact Assessment. As a result of this exercise and particularly in recognition of the potential for higher risk faced by BAME colleagues, we developed an inclusive and comprehensive Risk Assessment tool for colleagues that would adequately assess risk for all colleagues who were returning to the workplace.

Looking outside of our organisation for best practice in the field of risk assessments for employees, we identified a group of BAME General Practitioners who had developed a Risk Assessment to use for both clinical and office-based staff in general practice. In collaboration with this group we have been able to develop a comprehensive risk assessment for the use of both colleagues and post-doctoral students, taking into account personal circumstances, including mode of travel to work, and co-habitation with high-risk individuals. The Risk Assessment was one of the first to be developed within the sector, and so we have been in a position to share it widely with colleagues across Higher Education, updating it in line with latest research with regard to risk factors for people with Covid-19.

We recognised the additional challenges faced by colleagues with childcare, home-schooling and care-giving responsibilities and have supported people who needed to

prioritise family wellbeing over work commitments. We have continued to maintain regular contact and offered support to caregivers, as required.

We provided a central point for resources and information, collating and signposting wellbeing and support resources. The wider LSTM community played an important role in colleague support and wellbeing. Our staff and student wellbeing champions organised yoga, bake-offs and other activities, whilst the newly trained Mental Health Champions acted as a resource and confidential point of contact those who required it.

In planning our transitional return, we took steps to ensure that mental wellbeing was supported, e.g through facilitating return and visits to the office for those who felt adversely affected by remote working.

Our colleagues globally were affected differently, and we maintained regular contact and provided support, including for colleagues with visas, who faced particular challenges due to reduced service of UKVI and travel restrictions.

We provided named HR contact for any concerns or queries with the option to arrange regular check-in sessions. Following feedback from our colleague survey, we also arranged an additional school staff forum for global colleagues.

It is hard to assess the long-term effects of COVID-19 on performance and progression. We have noted issues addressed by our Women in Global Health Group and highlighted in the Lancet[1] recently citing the challenges faced by women academics in particular in terms of research outputs as well as the additional pressures faced by early careers researchers, employed on fixed-term contracts. In response to these challenges we have instigated the following:

- An extension of three months for all colleagues on Career Track, with further extensions offered on a case by case basis.
- A COVID Mitigating Circumstances form, which will allow people to record impact of COVID on productivity.
- Include consideration of COVID-19 impact in appointment, promotion, pay review considerations.

---

[1] *Gabster et al 2020. Challenges for the female academic during the COVID-19 pandemic (Lancet, June 18th)* https://www.thelancet.com/journals/lancet/article/PIIS0140-6736(20)31412-4/fulltext

Breakdown of Colleagues participating in the CJRS (by Sex) (%)

75

25
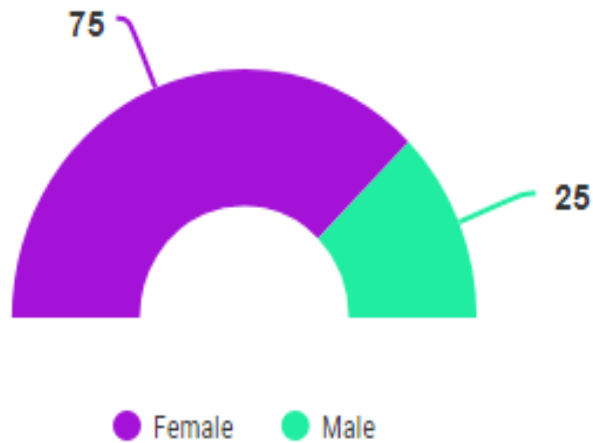
● Female ● Male

Note: Furlough data as of July 2020 (All Staff Breakdown: Female (62%); Male (38%))

Breakdown of Colleagues Participating in the CJRS (Ethnicity) (%)

83.3

12.6

4.1

● White ● BAME ● Not stated
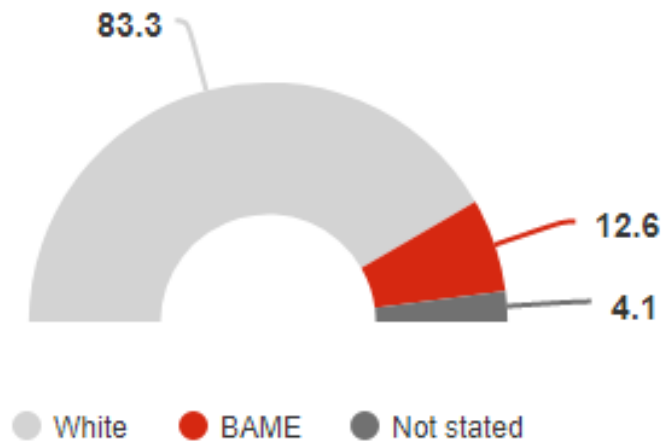
Note: Furlough data as of July 2020 (All Staff Ethnicity Breakdown: White (81.2%); BAME (14.9%))

Race Equality

In May 2020, events across society again highlighted ongoing inequality and racism both in the UK and across the globe. We have been rightfully challenged on the focus we have previously placed on race equality work, and we have been moved by this call to action. We have sought to address concerns raised internally honestly and comprehensively, with a long-term strategy to ensure that LSTM is an active, anti-racist Institution.

On 22nd June the School received an open letter from the emerging BAME Staff network, reflecting on the #Blacklivesmatter movement and the response from LSTM. This provided an opportunity for reflection and discussion at senior levels across the School, and a decision was made to establish a [BAME][2] Equality Taskforce, in close consultation with the BAME Staff Network. This Taskforce will be established in 2020 and has the remit of identifying racial inequality issues across the School. The Taskforce will be supported both by internal colleagues and external support as required and has the full commitment of senior leadership.

Gender Equality & Athena SWAN

LSTM currently holds two faculty level bronze Athena SWAN awards and an institutional level bronze award. Our submission for an institutional level silver award in 2019 was unsuccessful, with feedback indicating the need to conduct a more thorough self-assessment, demonstrate clear impact of our actions on gender equality and to consider intersectionality (e.g. between gender and ethnicity/sexual orientation). Following the decision of the previous Chair to stand down, an open recruitment process led to the appointment of a new Chair and the Self Assessment Team (SAT) has been organised into small project teams that focus on in-depth analysis of a key area, for example staff data, student data, meeting times and representation on committees. One team is working on developing a monitoring and evaluation framework for culture, institutional policies and procedures. The aim is to

---

[2] *We are aware that the term 'BAME' is a 'catch-all' and does not necessarily reflect the preferences of our colleagues. We are therefore providing the flexibility for the Taskforce to determine their own descriptor as appropriate, which will be reflected in the name of the group.*
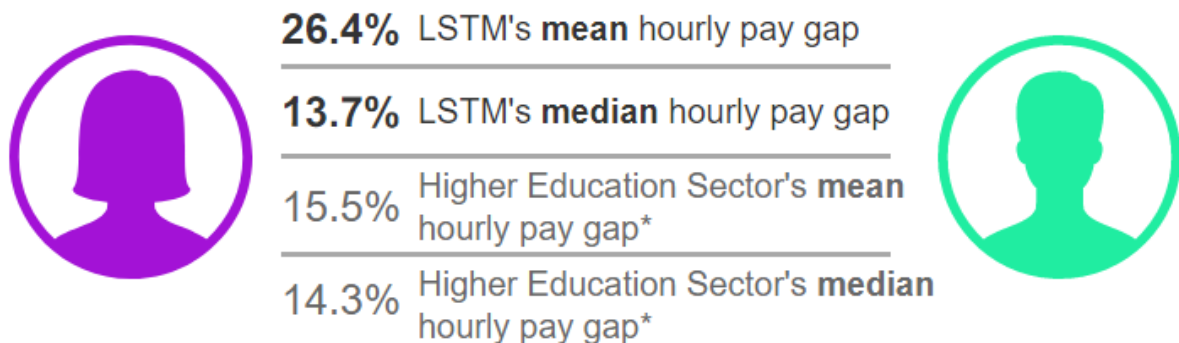
identify a panel of relevant quantitative and qualitative indicators that can be used track our progress over the next 5 years in the following critical areas: representation, responsiveness, work-life balance, professional development and commitment to equality, diversity and inclusion.

COVID-19 has created exceptionally challenging circumstances across LSTM and the SAT has been affected with reduced time available for members to work on SAT business. In recognition of this, Advance HE (the Athena SWAN awarding body) have offered all institutions a 12-month extension to their current awards. LSTM has accepted this extension and will submit its institutional level bid for a Silver award in April 2022. If this submission is successful, the faculty level awards will be replaced by a single institutional award better reflecting LSTM's institution-wide approach to Athena Swan.

Gender Pay Gap Data

Although reporting requirements were suspended for 2020 in light of COVID-19, we retained our commitment to publishing our annual Gender Pay Gap data. The pay gap information reported in March 2020 was based on data collected on **31st March 2019**, and the information below is extracted from the Gender Pay Gap report which can be viewed on our [Gender Pay Statement](#) webpage.
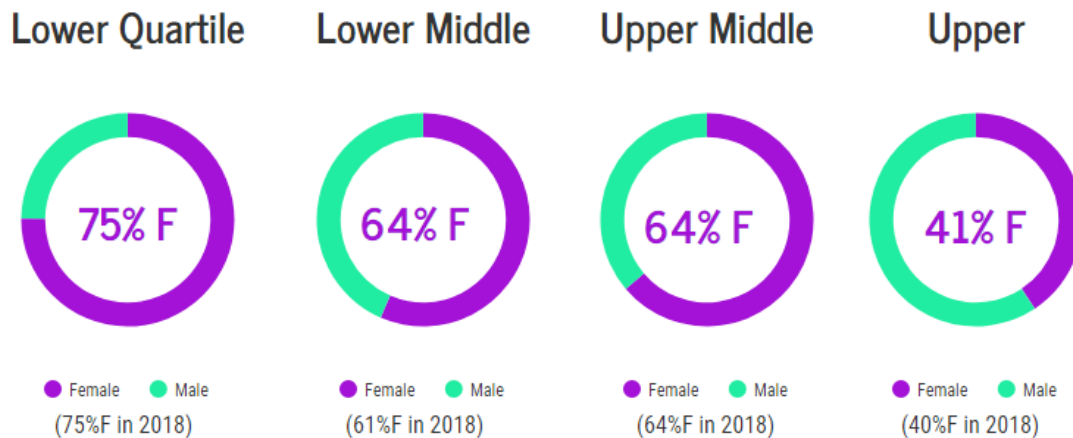
Gender Pay Gap Hourly Pay

26.4%	LSTM's **mean** hourly pay gap
13.7%	LSTM's **median** hourly pay gap
15.5%	Higher Education Sector's **mean** hourly pay gap*
14.3%	Higher Education Sector's **median** hourly pay gap*

*data as of 2019 reporting, GPG reports not mandatory in March 2020

The median pay gap between March 2018 and March 2019 has increased marginally (0.3%). The mean difference has increased by 0.7%.

Gender Pay Gap Pay Quartiles

Lower Quartile	Lower Middle	Upper Middle	Upper
75% F	64% F	64% F	41% F
● Female ● Male	● Female ● Male	● Female ● Male	● Female ● Male
(75%F in 2018)	(61%F in 2018)	(64%F in 2018)	(40%F in 2018)

There continue to be more men than women at the most senior grade and this vertical segregation remains one of the key contributing factors to our gender pay gap.

Gender Pay Gap Bonus Gap

	2019	**2018**
Median Difference	0%	13.6%
Mean Difference	0%	13.6%

Proportion of Men and Women Who Received a Bonus

Women	**Men**
0.3% (0.4%)	0.9% (2.0%)

NB: 2018 figures are shown in brackets

Ethnicity Pay Gap

Reporting on Ethnicity Pay Gap data is not yet mandatory, but we know that it is an important step towards ensuring our workforce is inclusive and equitable. We originally published the following data in the School response to a letter from staff regarding concerns after the #Blacklivesmatter movement. We intend to publish our

Ethnicity Pay Gap at least annually, aligned with our Gender Pay Gap reporting schedule.

In the absence of statutory guidance, we have followed the same process as for the Gender Pay Gap in these calculations, however it is likely that changes will be made to improve the process over the next 12 months. The data may therefore be adjusted, but any changes will be acknowledged in future reporting. The data that follows is based on a snapshot data collection on 31st December 2019.

Ethnic Group (ONS 5)	Mean Pay Gap	Median Pay Gap
Asian	-7.7%	-4.7%
Black	-5.3%	-9.3%
Mixed	-1.5%	-9.3%
Other	-2.2%	-6.8%
Decline to Specify	6.6%	-0.1%

Unfortunately, given the lack of mandatory reporting in this area, there is no widely accepted sector benchmark for ethnicity pay gap data.
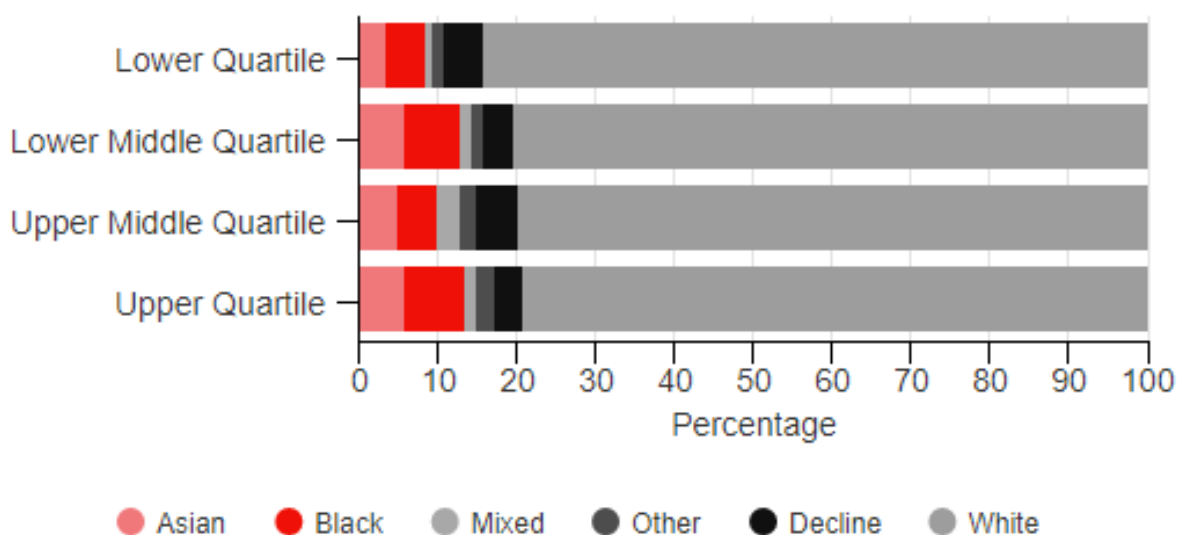
The Ethnicity Pay data highlight an inverted gap which reflects the relatively small number of BAME colleagues as well as LSTM's international remit. More detailed

analysis and further factfinding will enable us to better identify and address barriers to progression.

> *We will further review our Ethnicity Pay data, and develop actions to address the lack of diversity in the lower quartile of our staff.*

> *We commit to annually publishing our Ethnicity Pay Gap data alongside our Gender Pay Gap statutory return.*

Accessibility

The **Public Sector Bodies (Website and Mobile Applications) (No.2) Accessibility Regulations 2018** aim to ensure that online services are accessible to all users, including people with disabilities. We have established an Accessibility Working Group, gathering expertise from across the School and IVCC in order to ensure that we are compliant. As part of this, and the promotion of good practice across the School, we have also developed guidance for colleagues in ensuring that documents are fully accessible, which will be shared via the Policy Hub. The LSTM and Well-Travelled Clinic website are both now fully compliant, and aim to reach triple A status in 2021.

Staff Networks

It has been a positive year for networks, with the staff-led, grassroots establishment of an LGBTQ+ Staff and Student Network, and a BAME Staff Network. Both networks have been supported by Human Resources and are actively promoted in internal communications. We also have an active Women in Global Health Group. We have increased representation on our Equality and Diversity Committee to ensure that the Networks and Group are represented here and have an opportunity to report into the School governance structures.

> *Action: In 2020-21 we will be assessing interest in a Parent & Carers Network for Staff and/or Students across the School.*

Governance

The Terms of Reference for the Equality and Diversity Committee have been refreshed, to ensure that members are effective representatives for their constituencies within the School. We have established a minimum gender balance of 40:60 in favour of either gender, and will work towards ensuring this is maintained as colleagues rotate on and off the committee. We have increased representation across the School, so that Faculties, Staff Networks and Students have equality champions who are able to feedback to the committee regularly.

Following a vacancy of approximately six months, we appointed an Inclusion, Diversity & Engagement Manager who joined LSTM in February 2020 to help develop and drive forward our Equality and Diversity strategy.

Dignity at Work

We have developed a Dignity at Work Policy which will be finalised in the 2020/21 academic year, defining LSTM's commitment to maintaining a culture of fairness and mutual respect, and underpins our belief that everyone has the right to be treated with dignity and respect and to work and study in a safe, dignified and inclusive environment. The policy will be further developed in collaboration with the Education Department to ensure that we have an overarching 'Dignity at Work and Study Policy', and includes guidance on Harassment and Bullying, and how and when to raise concerns. It also addresses the importance of early resolution, and over the next academic year we will be training 'Resolution Champions'.

Resolution champions are independent, trained colleagues available across LSTM to provide informal support to individuals who are experiencing or may have witnessed bullying and harassment. This is an informal network of colleagues with whom concerns can be discussed without the need to make a formal report.

Safeguarding

We recognise our role in safeguarding and protecting beneficiaries, research participants, patients and communities with whom we have contact through our work, and also in protecting vulnerable staff, students, volunteers and other

representatives. Safeguarding and protecting children and vulnerable adults feature in all our activity areas and in order to understand and give guidance to our staff, our safeguarding responsibilities are grouped under five delivery areas:

- Education
- Our People
- Research Activity
- Clinical Services
- Visitors

Each of these areas already has a number of existing processes, procedures and external accreditation or funding systems in place which complement, support and enhance our approach to safeguarding.

We have a Strategic Safeguarding Oversight Committee (SSOC) which meets two-monthly to monitor the organisation's progress against our organisational safeguarding action plan which consists of four workstreams:

- Reporting
- People and Training
- Policy and Practice
- Risk identification.

Our Designated Safeguarding Lead is a permanent member of the Equality & Diversity Committee, ensuring that Safeguarding is considered within any equality-related decision-making, and embedded into process development.

Training on Safeguarding has been added as part of the core curriculum onto all masters' degree courses (as part of the core research module). It has now also been incorporated onto both the Diploma in Tropical Medicine and Hygiene (DTM&H) as well as the Diploma in Tropical Nursing (DTN) and all these sessions have taken place in 2020 and were well received.

Safeguarding has been added to the LSTM corporate induction day for new staff starters and all new staff starters have to complete the online mandatory Introduction to Safeguarding course and sign the code of conduct.

All Staff and Students are now trained in how to use the 'Freedom to Speak Up' reporting mechanism, and encouraged to use it to raise a concern, anonymously if preferred.

The "Freedom to Speak Up" reporting system has had additional information related to racism and racial harassment added to both the staff and student concerns section to raise awareness and encourage reporting of these issues.

Area of Concern	Number of Reports (1st Aug 2019-31st July 2020)
Safeguarding	2
Staff Conduct, Behaviour & Wellbeing	5
Student Mental Health	3

All reports have been investigated and are completed, with support packages in place for affected students.

Progress against our Equality & Diversity Strategy 2017-20

The School developed an [Equality and Diversity (E&D) Strategy](#) in 2017 which would underpin [LSTM's Strategic Plan 2017-2023](#). It set out the Framework for mainstreaming equality in our daily working arrangements. The following is a highlight of key activities that have taken place across the School in the final year of the E&D Strategy, and which form a strong base for a shift change in the focus of the new Strategy, which will be developed in 2020-2021.

Strategy Themes:

1. Leadership and Governance

We operate in accordance with the Committee of University Chairs Code of Governance to ensure that the requirements of the Equality Act 2010 and Public Sector Equality Duties are at the heart of leadership, governance and decision-making.

- ✓ We have an Equality & Diversity Champion on the Board of Trustees who we maintain contact with, seek advice and guidance from, and keep informed of latest work in the area across LSTM via regular reporting mechanisms.

- ✓ We have worked to improve our data collection, and continued development in this area will be a significant part of our new strategy, enabling and empowering us in making evidence-based and targeted interventions as required.

- ✓ We have established an Equality Impact Assessment process via OnTrack, and are now reviewing this and intend to replace with a system that places responsibility for equity considerations on the policymaker – ensuring that thinking about inclusive practice is embedded at the start of the process.

✓ We have embedded the '*Freedom To Speak Up*' Platform as part of our Safeguarding strategy to ensure that staff and students have a facility to report behaviours that are not aligned with the values of the organisation.

✓ We have refocused our efforts on Athena SWAN, appointing a new Athena SWAN Self-Assessment Chair and reviewing the work of the SAT to ensure that the institution's resubmission in 2022 achieves a Silver award, celebrating the work we have carried out over the past four years to reduce barriers to gender equality across the School.

✓ We have revised the Terms of Reference for the Equality & Diversity Committee, broadening membership to representatives of staff networks and departments and students, to ensure that a diverse range of voices are heard, and that all staff and student members have a point of reference by which to raise concerns, ideas and suggestions.

✓ Members of the Equality & Diversity Committee now have a specific role in engaging with their networks or departments as champions of Equality at LSTM, engaging people across the LTM community in promoting our values and advancing equality through inclusive practice.

Leadership & Governance: Areas for Further Work and Consideration in Future Strategy:

➢ Improving our data monitoring arrangements to monitor effectively for equality at all stages of HR processes, and ensuring these processes are fully aligned.

➢ Developing training on Equality Impact Assessment processes, and ensuring buy-in across the School.

➢ Developing a leadership programme of equality and unconscious bias training to ensure effective, evidence-based decisions are made.

2. Student Experience

We provide safe, inclusive and welcoming environments for on-campus and off-campus students to learn and achieve.

✓ We provide all Masters and PhD students with Equality & Diversity and Safeguarding Training as part of their induction.

✓ Via the Professional Certificate in Supporting Learning programme we provide the 'SEDA' course. The programme is accredited by the Staff and Educational Development Association (SEDA) and promotes student centred learning, selecting and adapting strategies to help learners learn and training in teaching for equality and diversity in the curriculum. The course has been running for nearly 10 years and has recently moved to an online delivery format to optimise staff participation.

✓ The Leading in Global Health Teaching (LIGHT) programme is a professional recognition scheme that develops and recognises excellence in supporting learning at LSTM, and central to gaining recognition is developing reflective practice and evidencing a commitment to respecting diversity and promoting equality of opportunity. The scheme is open to any staff who teach or support learning including LSTM-funded staff, staff funded on research contracts who support LSTM programmes, professional support staff (learning technologists, library staff etc) and post-graduate research students who support learning formally, for example demonstrating in laboratories. The scheme has levels of recognition at all stages, from those relatively new to supporting learning to advanced levels. The scheme is accredited by the UK's Advance HE, and to gain recognition staff have to demonstrate commitment to the UK Professional Standards Framework (PSF), a globally recognised framework for benchmarking quality Higher Education teaching and learning support. For recognition staff need to evidence a commitment to professional values that includes respecting individuals and diverse learning communities (PSF-V1),

and promoting participation in higher education and equality of opportunity for learners (PSF – V2).

✓ LSTM runs a Peer Observation of Teaching scheme to enhance the overall quality of teaching, which involves teaching staff observing others' teaching and being observed by a peer. The process prompts reflection on a range of aspects of teaching, with observers and observees prompted to consider aspects of language, culture and disability.

✓ More generally in the curriculum principles and concepts of diversity and equality are developed in the context of teaching research skills and professional practices. Examples include principles of equality, manifest in conducting ethical research and developed through the ethical approval process, and appreciating cultural contexts and sensitivities in research interviewing. Many topics in the curriculum will explore such issues with students.

✓ Plans for decolonising the curriculum will form an integral part of the curriculum mapping process taking place in 2021.

✓ The Student Advice and Wellbeing Team (SAW) was formed in April 2019 and is dedicated to supporting the mental health and wellbeing of students studying at LSTM. Disability support and guidance is provided to students who have disabilities.

✓ There is a highly experienced, student mental health professional who provides therapeutic intervention as well as consultation, signposting and referral to local NHS services for more complex mental health needs. The team runs events throughout the year focussing on maintaining buoyant wellbeing and works closely with LSTM's Wellbeing Champions.

✓ There is a wealth of mental health resources for students to access on Brightspace and the team runs group work sessions for effectively managing stress and anxiety. Both members of the team are trained Walking for Health,

health walk leaders and offer health walks around the city when it is safe to do so. They work closely with staff at The University of Liverpool on an Exercise Referral Scheme for students who may benefit from increased activity to enhance their mood, reduce isolation and increase their sense of health and wellbeing.

✓ Students and staff are provided with free access to Togetherall, which is a digital mental health and wellbeing platform that can be accessed 24/7, 365 days a year from all over the world.

✓ The team are currently developing a new wellbeing platform, My Wellness Zone, where students will be able to browse through resources such as pre-recorded yoga sessions, mindfulness and a variety of podcasts.

Student Experience: Areas for Further Work and Consideration in Future Strategy

➢ We will improve our data recording for students on short courses to be able to analyse uptake by protected characteristics.

➢ We will set stretching Key Performance Indicators on student equality data across all courses, levels and categories.

➢ We will commence recording attrition and achievement rates alongside diversity data.

➢ We will ensure that our Education, Admissions and Scholarships strategies support the achievement of the KPIs.

➢ We will develop methods to present this data externally to prospective students and the public.

➢ We will ensure that student disability data is integrated into the same system, to allow a more comprehensive assessment of the diversity breakdown of our students.

➢ We will work to continue the development of Decolonising the Curriculum, utilising staff and student engagement and experience wherever possible.

3: Employment

We continue to build upon our commitment to maintaining a highly skilled and diverse workforce that delivers the business aims of the Liverpool School of Tropical Medicine. We provide a safe, dignified working environment where people are treated with respect and equality of opportunity is central to all aspects of Human Resource management including recruitment and selection, training, promotion and pay

✓ Our Equality & Diversity Policy is being reviewed to ensure that inclusion is embedded as a founding principle of work across the School.

✓ Our recruitment team has employed several methods to reduce bias in our recruitment processes; we use anonymous shortlisting where possible, e.g. in professional and support roles. In 2019 we adopted the use of gender-decoding software to maintain gender neutrality in the development of our job advertisements. Given that many of our contracts are fixed-term and reliant on external funding, we provide support to internal colleagues who are approaching the end of their contract, including providing interview guidance to those applying for new internal roles

✓ We started a dialogue with colleagues about agile and flexible working in November 2019.   This rapidly evolved when our response to the COVID-19 pandemic brought about a sudden transfer to remote working for the majority

of staff. This change brought about many challenges and benefits: the greater work-life balance from a reduced commute as well as adverse impact on mental wellbeing. Having learned from 6 months of agile working, LSTM will now develop a more considered and strategic approach to this issue, to meet long term operational needs and take account of individual requirements, based on our experience.

- ✓ A wide-ranging programme of work supporting career progression for all staff is underway. This will take account of promotion processes, career paths for academic, professional and technical roles and associated development programmes. This exercise will continue over the next 2-3 years.

- ✓ A working group reviewed Vitae's [Concordat to Support Career Development for Researchers](#), which aims to improve the employment and support for researchers and researcher careers in higher education in the UK, and recommended its adoption. We are now developing an action plan for implementation. We are also signatories to the [San Francisco Declaration on Research Assessment](#) (DORA).

- ✓ We have undertaken a review of academic promotion process, aiming to develop clearer criteria and widen routes to promotion. In addition, the new process will embed at departmental level a more systematic way to identify and support potential promotion candidates to eliminate bias and support the progression of under-represented cohorts at senior level.

- ✓ We have reviewed the promotion process to ensure that there is a greater diversity of voices at panel level inputting at a strategic level to the decision-making process. This approach will be monitored to ensure that experiences of academics from the Global South and a variety of disciplines are incorporated.

- ✓ We are reviewing Career Track, to provide wider opportunities for participation. Further work in planning as part of this strategic review of

career progression includes the development of career paths across other job disciplines, e.g. programme management, technicians and professional services and exploring ways to supporting early career researchers and implementing associated development programmes.

✓ We completed a review of fixed-term contracts. This included transitioning approximately 120 colleagues from fixed term to permanent, open-ended contracts as well as a review of the way that fixed-term contracts are used, developing guidelines for managers. We recognise that fixed-term contracts remain a feature of the sector, linked to funding models, but are committed to support colleagues on fixed term contracts and their progression. We have extended the external benchmarking of our remuneration to ensure we are competitive in rewarding our employees.

✓ In the last year we have received and investigated 5 cases of bullying and harassment, which related to protected characteristics. These were reported, either directly to HR or via Freedom to Speak Up platform and action taken. A 'Dignity at Work' policy has been developed to ensure that behaviours across the school are aligned with the values of LSTM. This will be rolled out in the Autumn term of 2020, alongside related training to ensure that our workforce and students are culturally competent, and aware of how to tackle situations where behaviour may fall short of what is expected.

Employment: Areas for Further Work and Consideration in Future Strategy

➢ Develop mandatory Unconscious Bias Training, with training for all panel members, targets for completion, and reporting mechanisms to ensure compliance.

➢ We will continue to work on embedding inclusive practice as standard across the School, using engagement tools, training modules and online sharing platforms to promote good practice.

- We will explore the benefits of additional Chartermarks in supporting our aims of becoming an inclusive and anti-racist organisation.

- We will develop our new four-year Equality & Diversity Strategy which will identify areas of work from this Annual Report, and provide an overarching document for the School to commit to working towards.

- We will develop promotions policies for and career paths for all staff.

- We will develop a mentoring programme to support career progression and ensure that staff feel supported, develop networking opportunities, and knowledge-sharing takes place across the organisation.

- We will pilot reverse mentoring.

- We will develop our Agile Working Policy.

- We will set meaningful targets for improving our diversity profile and monitor our progress towards them.

- We will develop reward benchmarking to include greater international pay comparisons and review global mobility benefits.

3. Partnerships & Procurement

We ensure our commitment to equality is maintained as we work with partners and contractors to deliver our business aims and ensure that the supply chain supports the aims and values of LSTM.

- ✓ The Procurement Strategy was reviewed in line with the Equality and Diversity strategy and adjustments were made to ensure some practical considerations would be made to ensure that procurement and purchasing arrangements promoted equality of opportunity.

- ✓ Additional questions were added to our Supplier Information questionnaire to ask suppliers about their practices and policies, and more detailed questions are added within the tender process for some categories of expenditure.

- ✓ All suppliers are required to sign up to our Supplier Code of Conduct.

- ✓ New Suppliers are requested to review this requirement prior to becoming a supplier to LSTM.

- ✓ The Supplier Code of Conduct can be found here: https://www.lstmed.ac.uk/about/procurement/supplier-code-of-conduct .

- ✓ Our standard terms and conditions include a specific clause regarding Modern Slavery and every new procurement contract is assessed for modern slavery risks.

- ✓ We are signatories to the UN Global Compact, supporting the Ten Principles of the United Nations Global Compact on human rights, labour, environment and anti-corruption.

- ✓ Safeguarding; We have developed Safeguarding Code of Conduct for our partners.

Procurement: Areas for Further Work and Consideration in Future Strategy

- ➢ We will review our Supplier Code of Conduct.

- ➢ We will consider the benefits of inserting a standard Equality & Diversity clause into our contracts.

- ➢ We will explore training requirements both internally, for our Procurement Team, and externally, for our suppliers, to ensure that we are all upholding equality and diversity principles in our working practices.

Statutory Annual Data Report (Staff) 2019-2020

Background Data Information:

- _All data with relation to staff diversity is from a snapshot date of 31st July 2020, unless otherwise identified._

- _Recruitment data is from the period 1st August 2019 – 31st July 2020._

- _Student data is for students enrolled in the period September 2019 - August 2020._

- _Equality legislation differs across countries, with variation in protected characteristics– therefore we are not able to collect some data from overseas colleagues._

Ethnicity Data:

Although we collect ethnicity data based on the more detailed ONS 18 categories (see Appendix 1 for details), ethnicity in this report has been collated into the standard 5 ONS categories, as defined in Appendix 1. As some numbers are very small, this allows us to report all ethnicity data, as well as allowing us to benchmark ourselves against other Higher Education Institutions (data from Advance HE's '[Equality in Higher Education: Statistical Report 2019](#)').

'Chinese' is recognised as a separate Ethnicity in addition to the 5 ONS categories within the Higher Education Statistical Agency's annual return. However, given the limitations of confidentiality around reporting on small numbers, we have opted to group 'Chinese' with 'Asian' ethnicity. For benchmarking purposes, we have collated all minority ethnicities under the umbrella term of 'Black and Minority Ethnic'. This aligns with the reporting methods used in the Advance HE Statistical Report, and therefore provides an effective comparison.

We appreciate that even the 18 categories may not be as specific as we would like, and we are actively looking for more accurate ways to report ethnicity that also allow us the scope to benchmark ourselves effectively.

Staff (Sex)

We have a significant (>55%) over-representation of female colleagues in all grades except NHS and Professorial and Corporate Leaders, with only Grades 7 and 8 being broadly proportional to our overall gender breakdown, and yet we maintain a gender pay gap in favour of men. We are addressing what appears to be a barrier to progression to the most senior grade in a number of ways, as addressed in our Gender Pay Gap action plan, and upcoming Athena SWAN Submission.

All Staff Breakdown by Sex (%)

62% Female
38% Male

Action: We do not currently report data on colleagues who would prefer to identify as 'other' or 'prefer not to say' – we will update our systems to increase inclusive options for colleagues who prefer to identify as non-binary or 'other' to be able to respond appropriately.

LSTM Sex Distribution across Job Types (%)

Academic
(52.4%F)

Professional
(69.2%F)

Programme
(75.8%F)

Technical
(62.2%F)

HESA Benchmark

(Academic)
- all HEIs
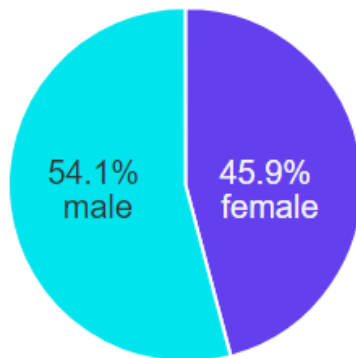
(Professional & Support)
- all HEIs

54.1%
male

45.9%
female

37.3%
male

62.7%
female
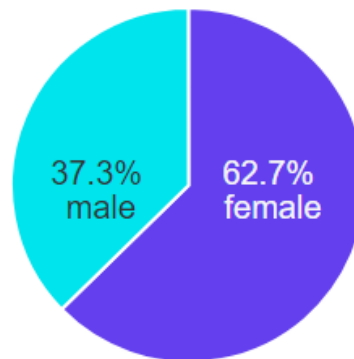
All Staff Breakdown by Sex and Grade (% Female)
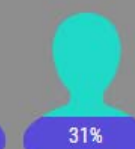
| 66% | 77% | 73% | 59% | 60% | 65% | 55% | 31% |
| Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 9 | NHS | Professorial and Corporate Leaders |

Academic Staff by Sex and Grade
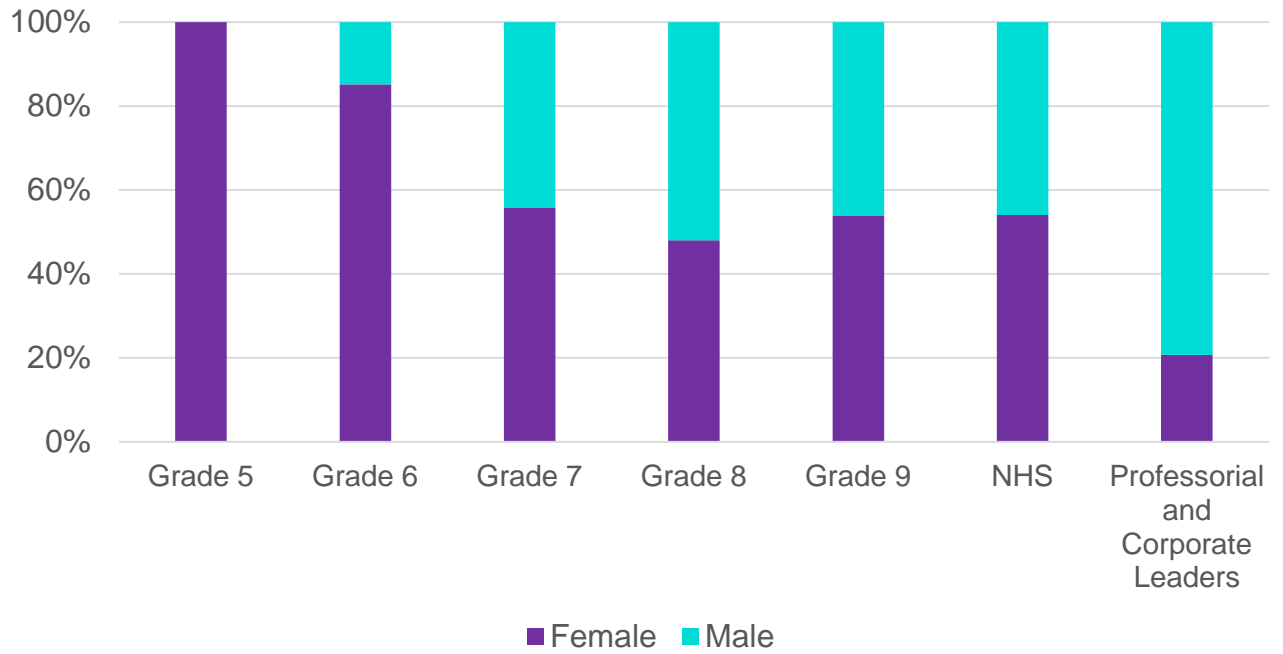
Non-Academic Roles by Sex and Grade
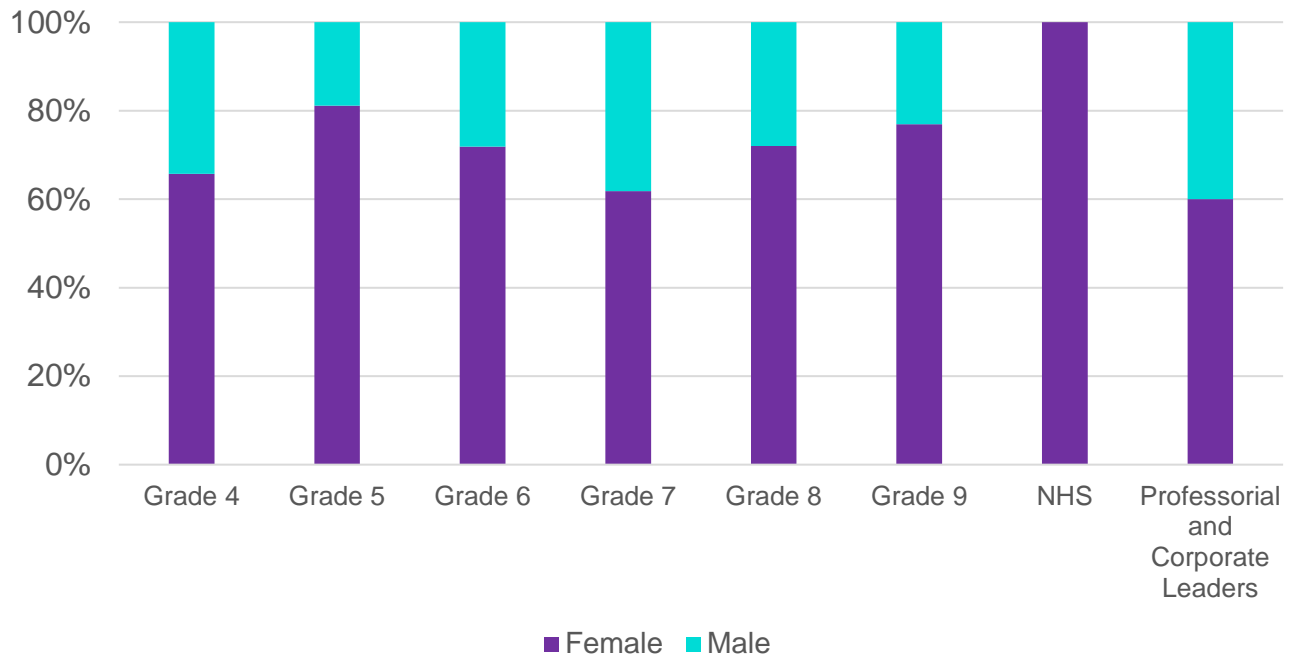
Technical Staff by Sex and Grade (%)

	Grade 4	Grade 5	Grade 6	Grade 7
Female				
Male				
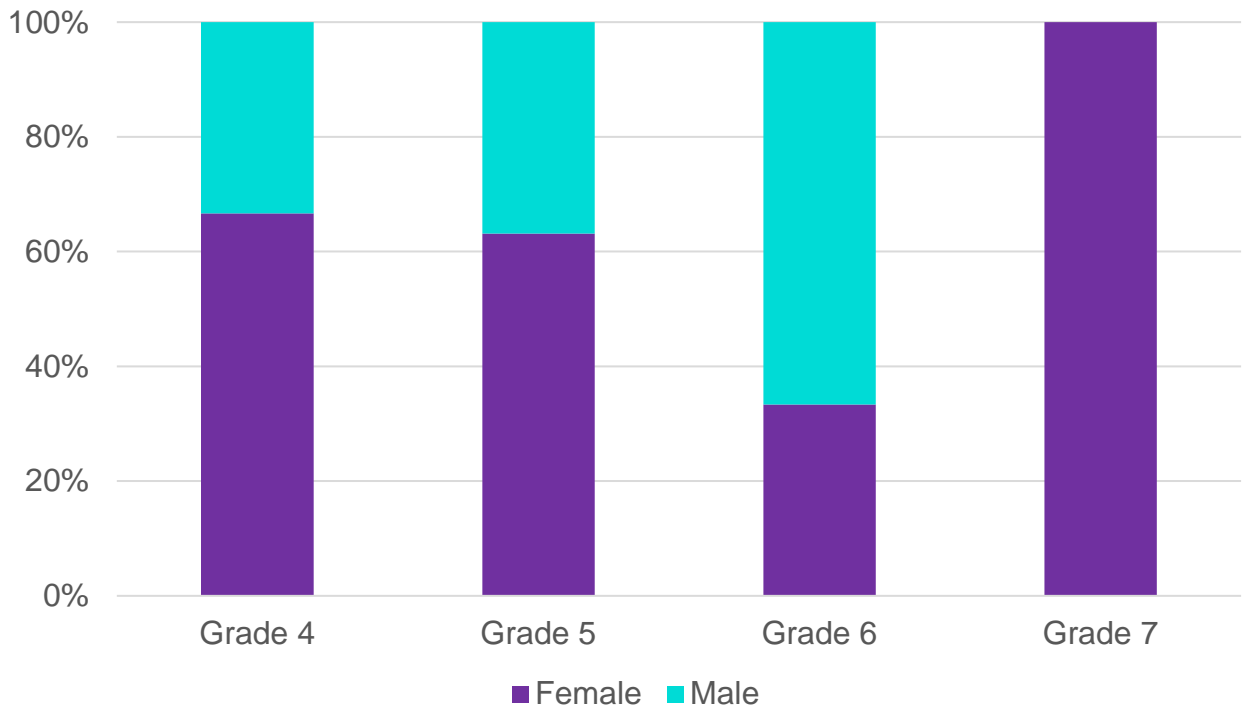
Staff by Sex and Contract basis (%)*
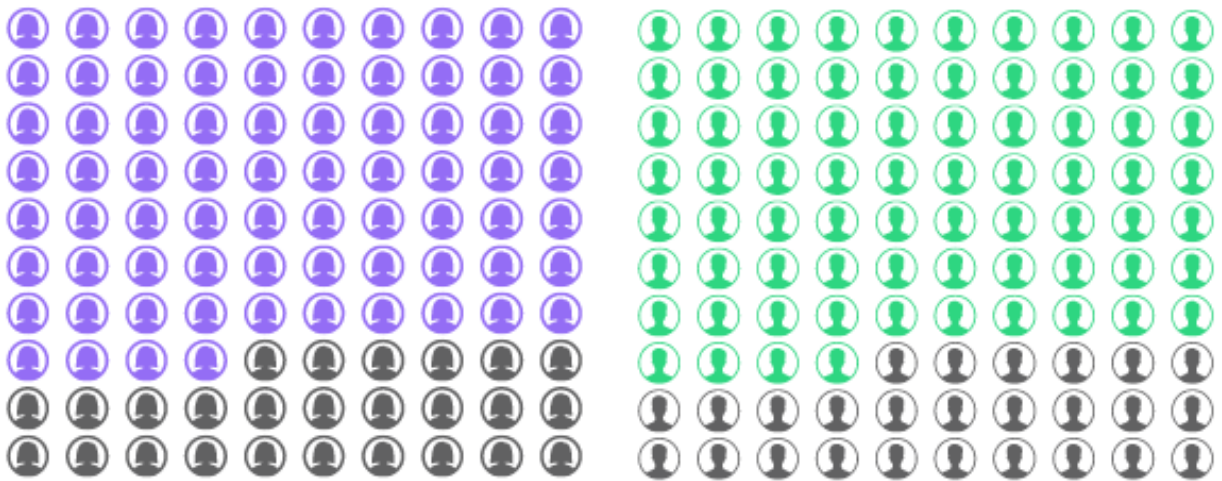
*Snapshot data as of 31st July 2020

Female employees: Full-time (74.4%); Part-time (25.6%)
(UK Benchmark: Full-time (59.7%); Part-time (40.3%)

Male employees: Full-time (92.3%); Part-time (7.7%)
(UK Benchmark: Full-time (76.6%); Part-time (23.4%)

Recruitment (Sex) (All roles) (%)

Applications (56.8%F)
Shortlisted (64.1%F)
Offer Accepted (67.2%F)

Recruitment (Sex) (Professional) (%)

Applications (53.3%F)
Shortlisted (67.5%F)
Offer Accepted (69.6%F)

Recruitment (Sex) (Academic) (%)

Applications (58.9%F)
Shortlisted (62.1%F)
Offer Accepted (69.6%F)
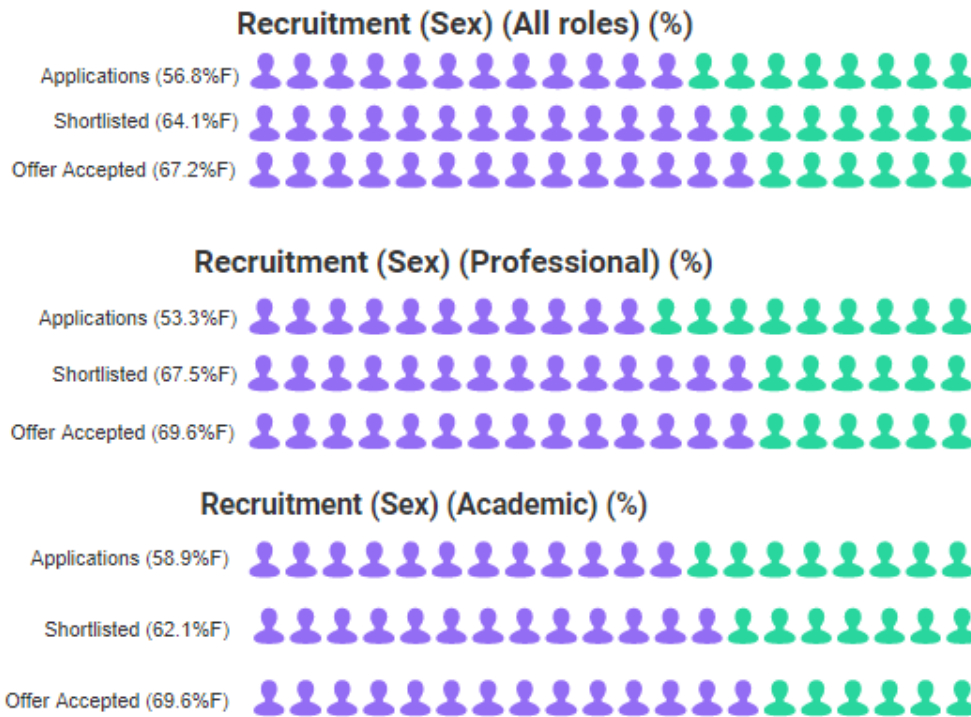
We are regularly recruiting a higher proportion of female employees than male, both in academic and professional roles. This is particularly clear in professional roles, in addition, we have a roughly equal representation of both genders at the applicant stage (which is an anonymised process to prevent bias), but a significantly higher proportion of females accept an offer. This requires further investigation, to identify whether this arises at the time of shortlisting suitable candidates, or whether male candidates are less likely to accept an offer of employment.

Our recruitment data currently classifies technical roles as 'non-academic', and we need to improve our data capturing to enable increased dis-aggregation of job types for further analysis.

Action: We will actively consider and review the composition of our interview panels.

Action: Identify where the imbalance in professional services applicants arises, and take action to address.
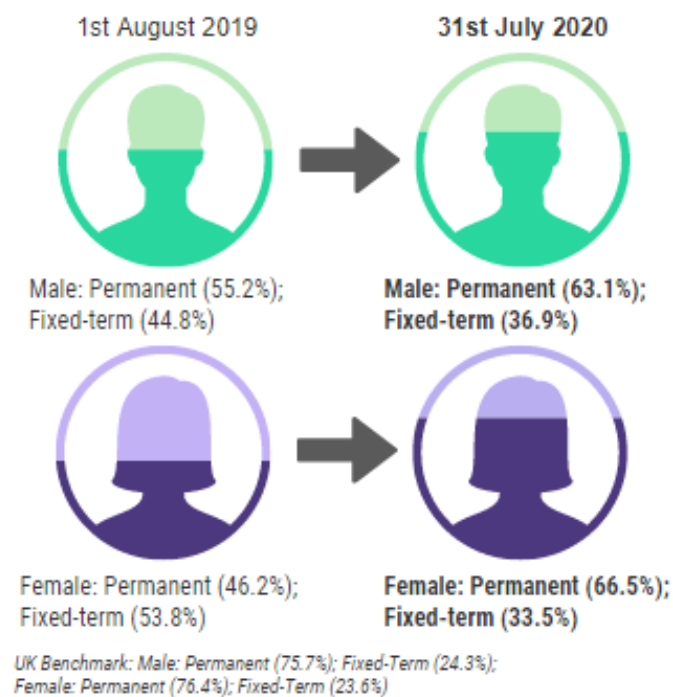
Action: Develop our data collection points to allow more granular analysis based on job roles.
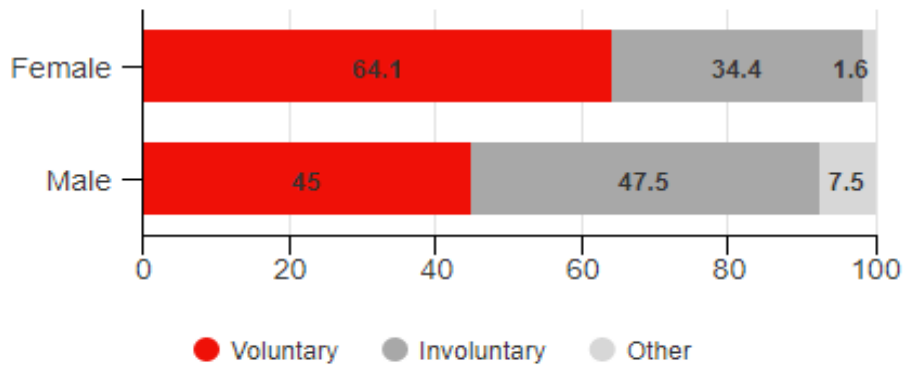
Contract Types

Following the review of contract types (p.22), we have transitioned approx. 120 colleagues from fixed-term contracts to permanent, open-ended contracts – when we analyse this by gender we can identify that this has had a greater impact on our female employees.

Contract Type Comparison (%)

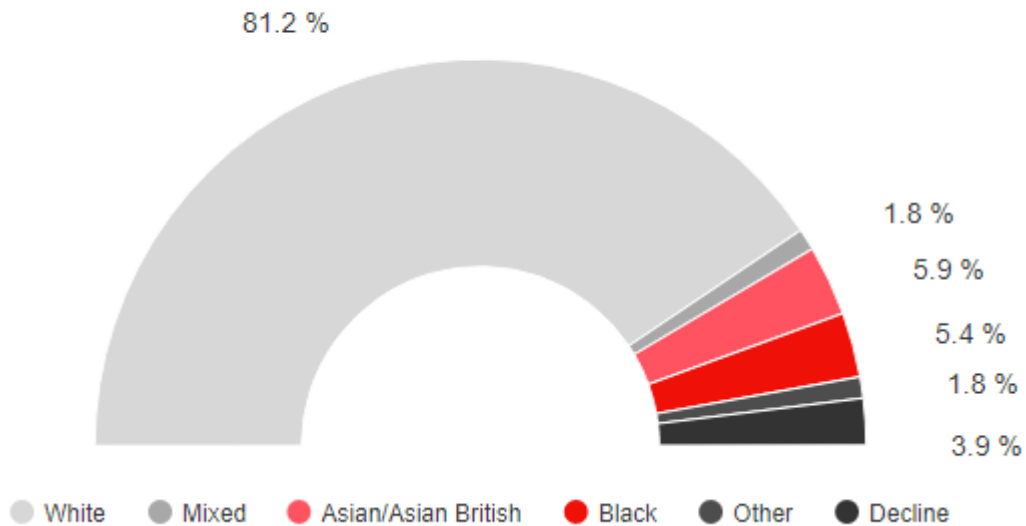1st August 2019

Snapshot: 31st July 2020

49.5 %   50.5 %

34.8 %

65.2 %

Fixed-term   Permanent   Fixed-term   Permanent
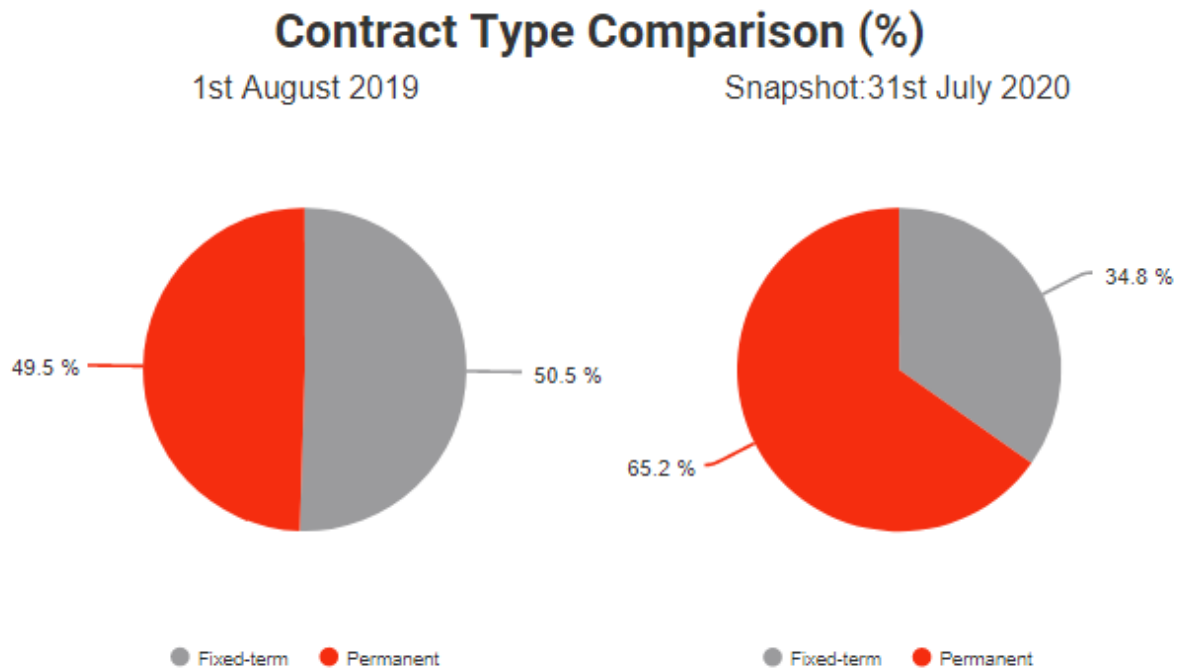
Headcount by Sex & Contract Type (%)

1st August 2019   31st July 2020

Male: Permanent (55.2%);   **Male: Permanent (63.1%);**
Fixed-term (44.8%)   **Fixed-term (36.9%)**

Female: Permanent (46.2%);   **Female: Permanent (66.5%);**
Fixed-term (53.8%)   **Fixed-term (33.5%)**

*UK Benchmark: Male: Permanent (75.7%); Fixed-Term (24.3%);
Female: Permanent (76.4%); Fixed-Term (23.6%)*

Exit Data Breakdown by Sex (%)

Sex	Voluntary	Involuntary	Other
Female	64.1	34.4	1.6
Male	45	47.5	7.5

● Voluntary ● Involuntary ● Other

NB. Exit data includes 'Involuntary' Leavers, (inclusive of redundancies, end of fixed-term contracts, etc) and 'Voluntary' Leavers, who have ended a permanent contract, or left a fixed-term contract prior to its termination.

Staff (Ethnicity)

Staff Ethnicity (%)

81.2 %

1.8 %
5.9 %
5.4 %
1.8 %
3.9 %

● White ● Mixed ● Asian/Asian British ● Black ● Other ● Decline

Benchmark[3]: All UK HEIs: All staff by Ethnic Group and Gender: White (86.3%); BAME (13.7%).

---

[3] https://www.advance-he.ac.uk/knowledge-hub/equality-higher-education-statistical-report-2019
p.252

Sex & Ethnicity

Female; White (85.3%)
Female; BAME (11.2%)
Female; Decline (3.4%)

Male; White (74.3%)
Male; BAME (21.0%)
Male; Decline (4.8%)

NB. Due to small numbers, we have collated minority ethnic groups into a 'BAME' category for the purpose of reporting on the intersectionality of ethnicity and gender, although we appreciate that this has limitations.

Job Type & Ethnicity

Ethnicity by Job Type (%)
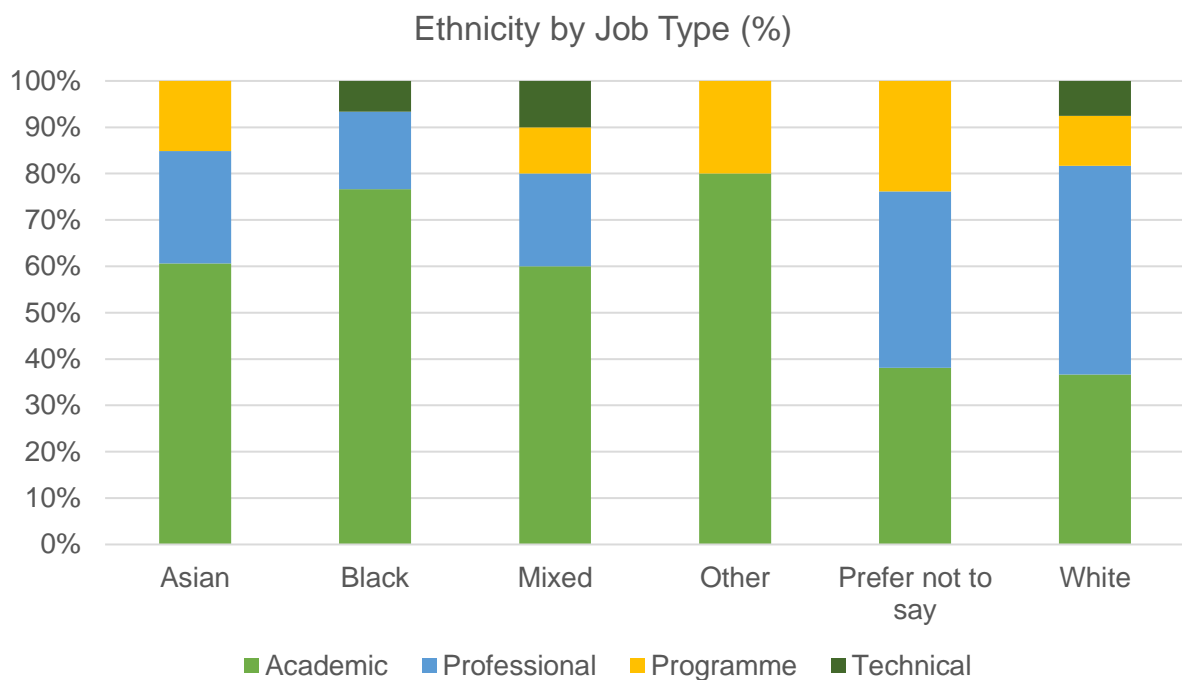
LSTM Professional staff Ethnicity Summary: White: 89.9%; BAME: 6.6% (see page 36 for local and national ethnicity breakdowns).

Ethnicity & Contract Type Comparison 2019/2020 (%)

1st August 2019

Ethnicity	Fixed-term	Permanent
White	47.8	52.2
Mixed	54.6	45.5
Asian/Asian British	60.7	39.3
Black	68.3	31.7
Other	88.9	11.1
Prefer Not to Say	48.3	51.7

31st July 2020

Ethnicity	Fixed-term	Permanent
White	30.4	69.6
Mixed	30	70
Asian/Asian British	60.6	39.4
Black	57.6	42.4
Other	60	40
Prefer Not to Say	48	52

Ethnicity By Grade (%)

Legend: ■ Asian ■ Black ■ Decline to Specify ■ Mixed ■ Other ■ White

X-axis categories: Grade 4, Grade 5, Grade 6, Grade 7, Grade 8, Grade 9, NHS, Professorial and Corporate Leaders

Benchmark[4]: Academic staff by senior management[5] category (equivalent to Professorial and Corporate Leaders): White (90.1%); BAME (9.9%)

Recruitment Breakdown by Ethnicity (All Roles)

Y-axis: Percentage

X-axis: Ethnicity — White, Mixed, Asian, Black, Other, Not Stated

Legend: ■ Applications ■ Shortlisted ■ Offer accepted

---
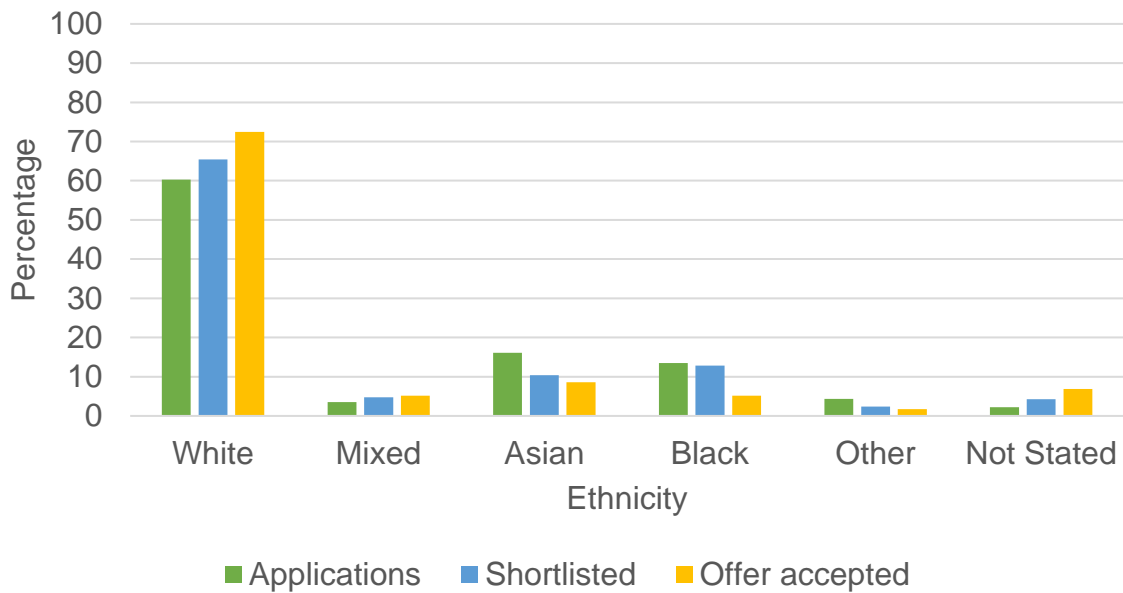
[4] https://www.advance-he.ac.uk/knowledge-hub/equality-higher-education-statistical-report-2019 p168

[5] 'Senior Management' in this context refers to: Deputy or Pro Vice Chancellors; Heads of Academic Areas; Directors of Major Functions (https://www.advance-he.ac.uk/knowledge-hub/equality-higher-education-statistical-report-2019) p14

We would expect to see similar proportions of shortlisted candidates as accepted offers. However, we can identify from this data that although there is little difference between applicant and shortlisting rates for candidates from a Black background for roles across the school, this does not translate to an equal number of offers being made or accepted.

For comparison, the Ethnicity of Liverpool area residents as of 2011 Census data[6]: White 88.9%; Mixed 2.5%; Asian; 4.2%; Black 2.6%; Other 1.8%. (White 88.9%; BAME 11.1%).

Ethnicity in England and Wales: White 86.0%; Mixed 2.2%; Asian 7.5%; Black 3.3%; Other 1.0% (White 86%; BAME 14%).

> *Action: We will be working with hiring managers over the next 12 months to ensure that colleagues are knowledgeable about inclusive hiring practices, and aware of the effect that unconscious bias can have on the recruitment process.*

---

[6] *https://liverpool.gov.uk/media/9899/ethnicity-and-migration.pdf*

Recruitment Breakdown by Ethnicity (Professional Roles)
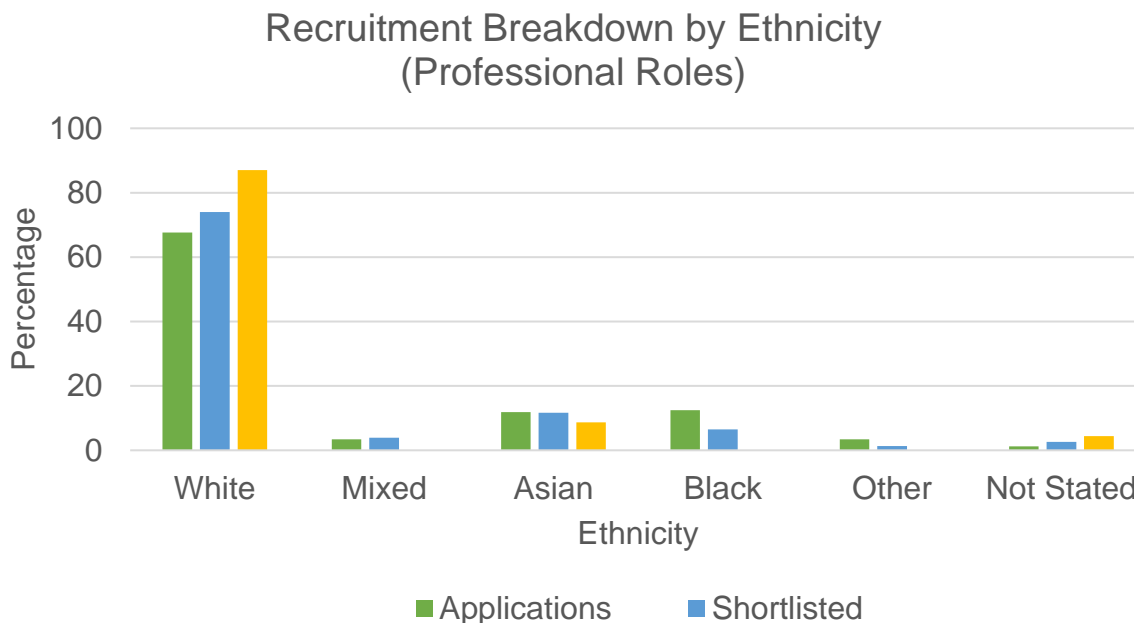
We can clearly identify that white applicants for professional services roles are more likely to be reach an accepted offer stage than any other ethnicity, relative to the number of short-listed candidates. No offers were made to, or accepted by, applicants who identified as 'black', 'mixed' or 'other' for professional services roles within the time-period (out of a total of 23 roles).

Recruitment Breakdown by Ethnicity
(Academic Roles)
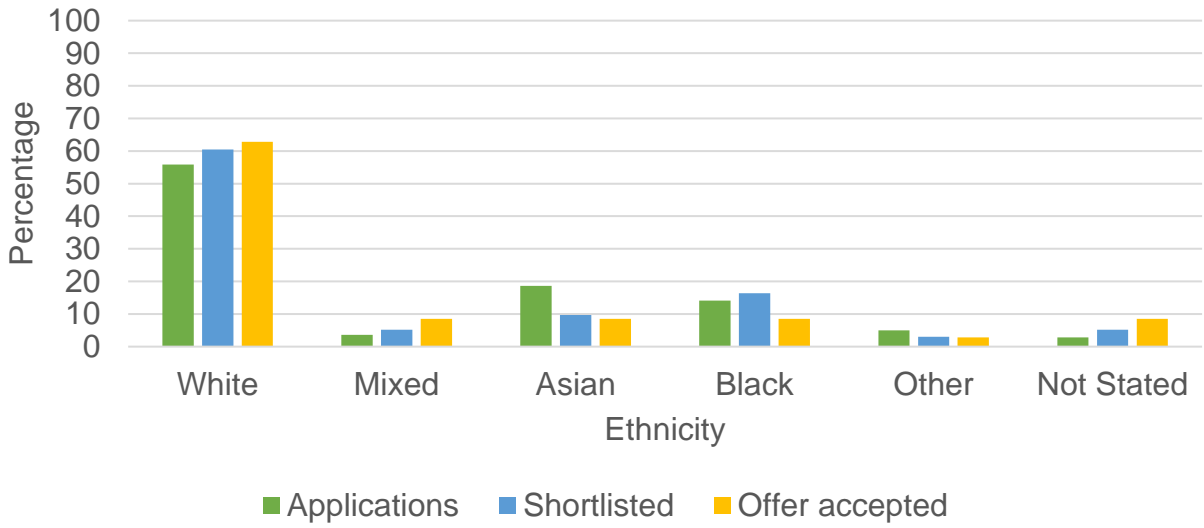
Leavers as Proportion of Population (Ethnicity)
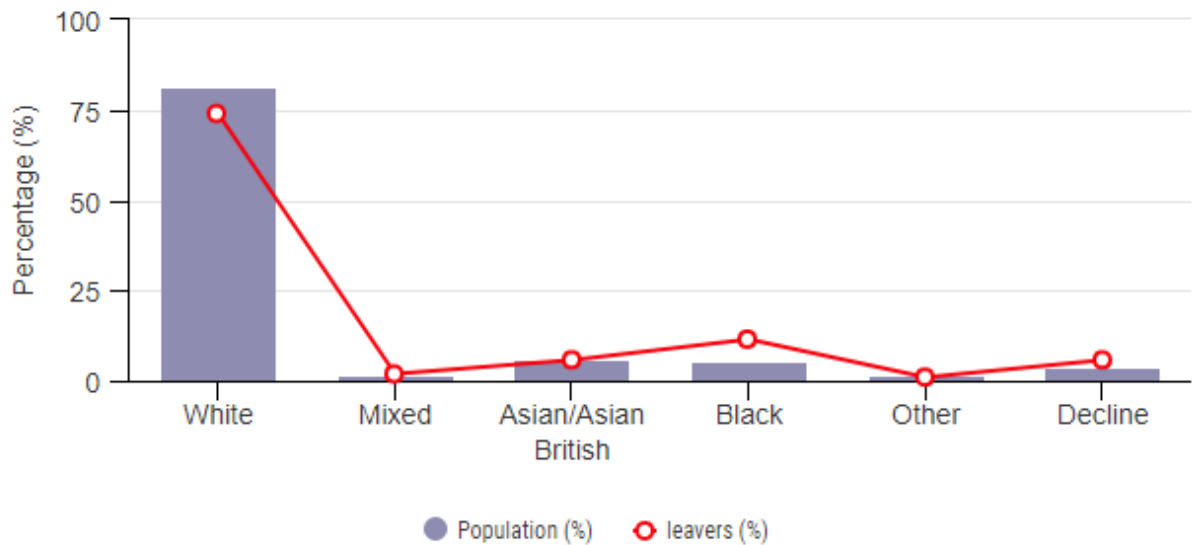
From the above chart we can identify that the ethnicity of staff who leave LSTM generally correlates with the ethnic diversity of our staff, however the percentage of black staff leaving the organisation appears high, relative to the overall percentage of colleagues who identify as black. From the data we are unable to identify whether these colleagues are on fixed-term contracts, which have ended, or have left open-ended contracts.

Action: We will develop our Exit Interview process to ensure that questions are aligned with identifying whether employees leaving LSTM have been influenced by equality-related concerns.

Staff (Nationality)

Ranking	Top ten nationalities	Total	Percentage of total
1	British (not Channel Islands or IOM)	434	78
2	American	11	2
3	Irish	10	2
4	Spanish	8	1
5	Italian	8	1
6	French	7	1
7	Dutch	7	1
8	Indian	6	1
9	Malawian	5	1
10	German	<5	1

Although these are the ten most common nationalities of employees of LSTM, the red countries highlighted on the map below show the wide range of countries our staff originate from.
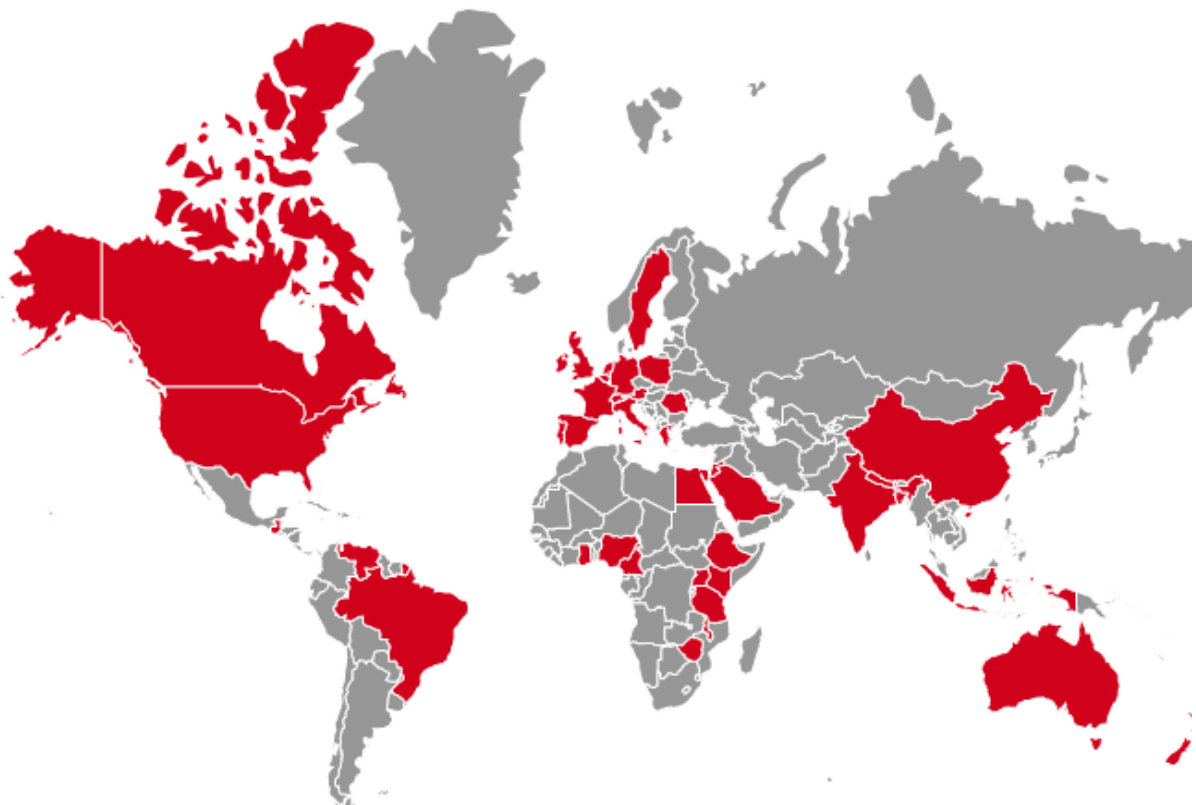
Nationality Breakdown by Ethnicity (%)
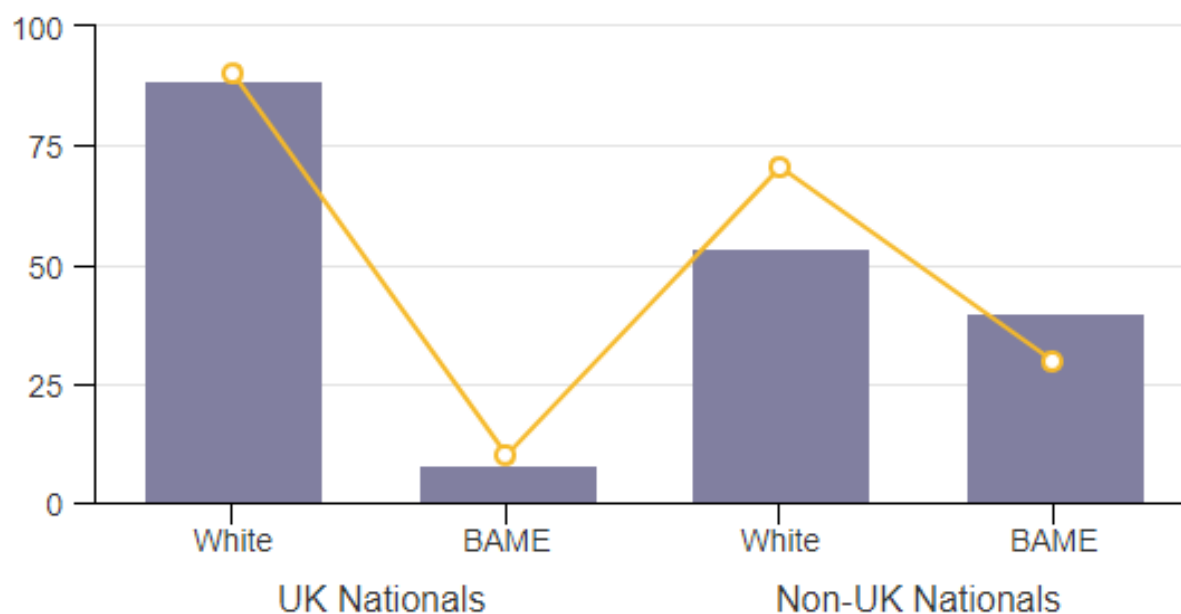
The yellow markers identify Benchmarking data from the **Advance HE Staff Statistical Report 2019**. We can identify that we have a slightly lower percentage of BAME UK Nationals employed at LSTM, but a much higher proportion of BAME Non-UK Nationals, as would be expected by the international focus of much of LSTM's research.
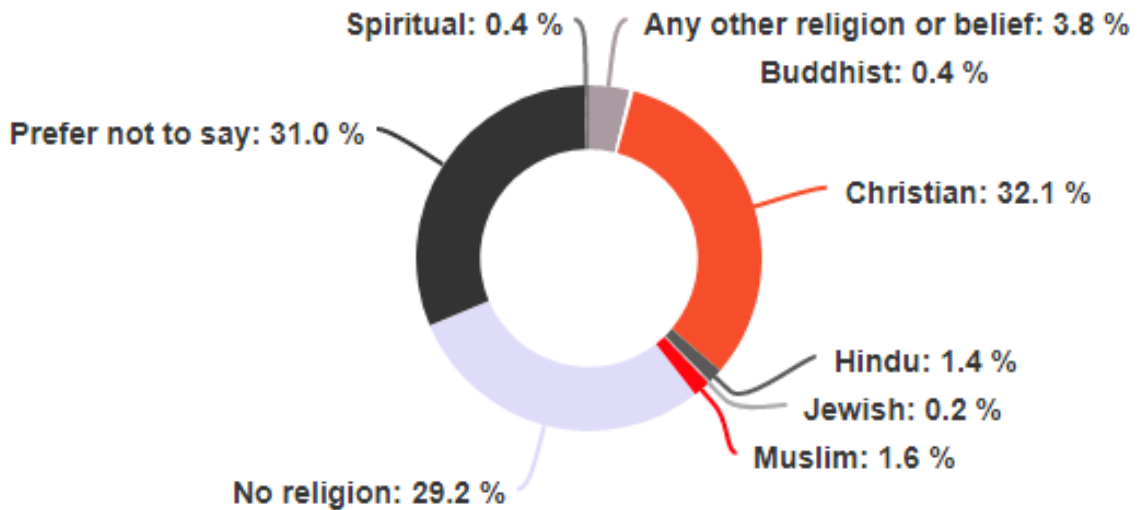
NB. For comparison, the Ethnicity of Liverpool area residents as of 2011 Census data: White 87.7%; Mixed 2.5%; Asian; 4.1%; Black 2.6%; Other 1.8%. (White 87.7%; BAME 11%).

LSTM Age Distribution

Legend: ● LSTM Staff (%) ○ HESA UK Benchmark
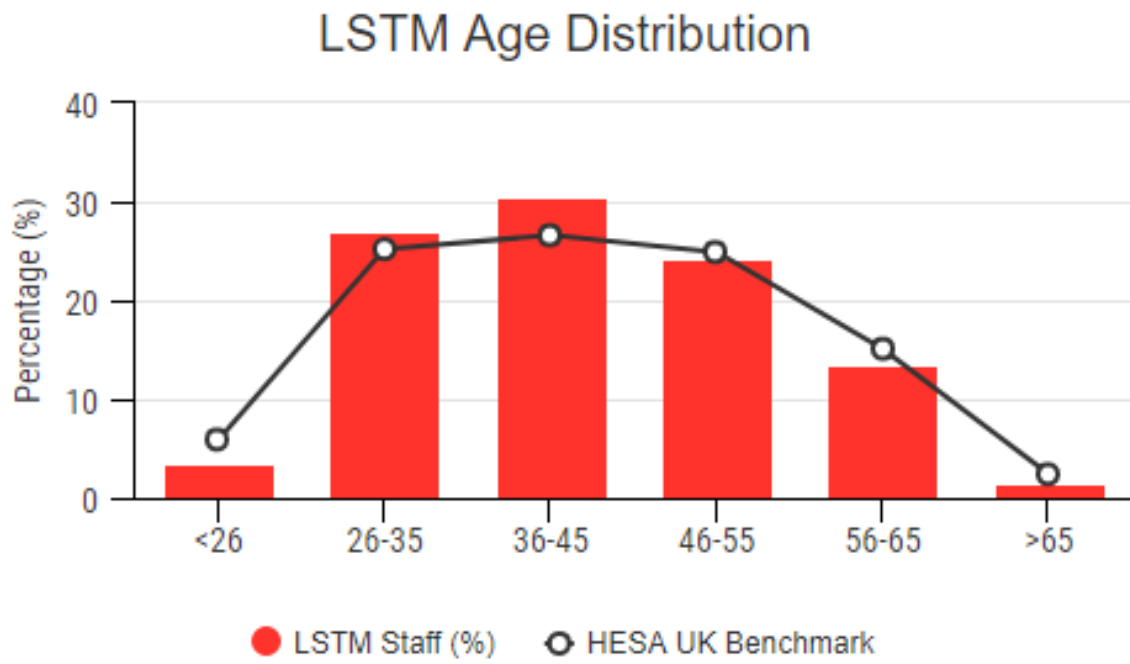
Staff (Religion)

Breakdown of Staff (Religion) (%)

Spiritual: 0.4 %
Any other religion or belief: 3.8 %
Buddhist: 0.4 %
Prefer not to say: 31.0 %
Christian: 32.1 %
Hindu: 1.4 %
Jewish: 0.2 %
Muslim: 1.6 %
No religion: 29.2 %

Action: Nearly a third of staff would prefer not to declare their religion. We will regularly communicate to staff about the benefits to personal information sharing. By improving disclosure rates we will be able to build an evidence base that will support the School in understanding its staff, enhance the credibility of our equality interventions in the workplace, and ensure that initiatives undertaken by the School are evidence-based.
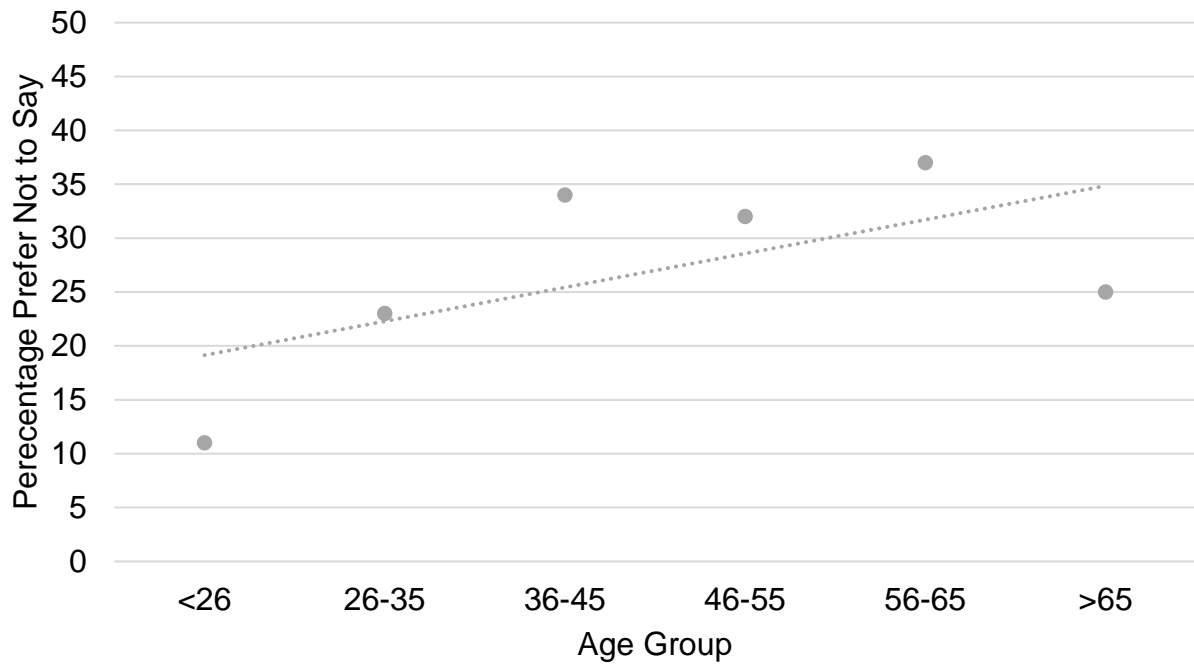
Staff Sexual Orientation Breakdown (%)

2.9 %

1.8 %

0.4 %

65.0 %

29.9 %

● Prefer not to say   ○ Other   ○ Bisexual   ● Homosexual   ● Heterosexual
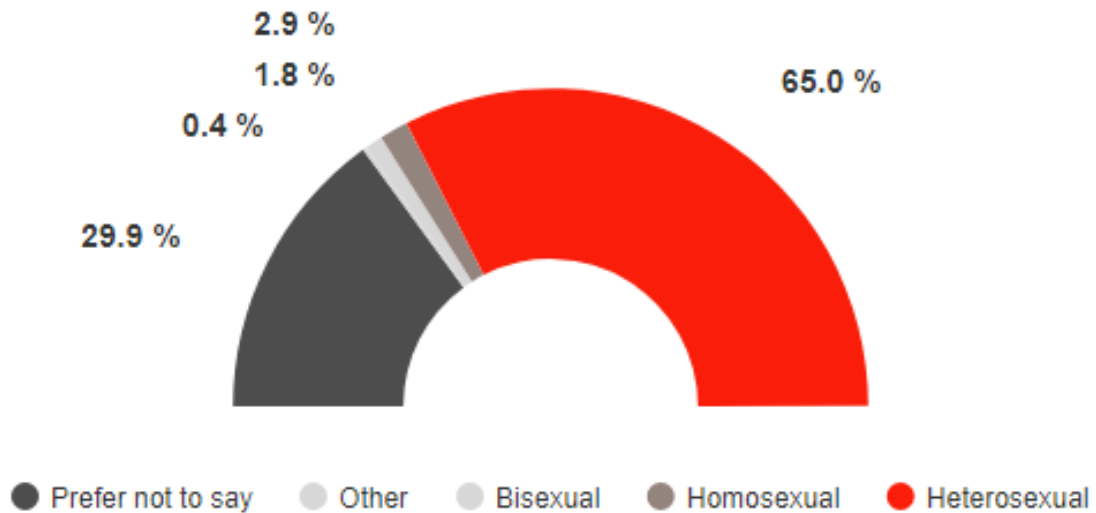
Again, nearly a third of staff prefer not to declare their sexual orientation. On further analysis (see below) we can see that there appears to be a correlation between age and willingness to declare. This may be due to the relatively recent decision to collect this information, meaning that employees who have been at LSTM for longer than 7 years may not have updated their personal data. This warrants further exploration and examination.

Staff responding to Sexual Orientation with 'Prefer Not To Say' (%), Breakdown by Age Range


Action: We will regularly communicate to staff about the benefits of personal information sharing, and highlighting that equality and diversity data reporting is confidential.

By improving disclosure of sexual orientation, we will be able to build an evidence base that will support the School in understanding its staff, enhance the credibility of our equality interventions in the workplace, and ensure that initiatives undertaken by the School are evidence-based.

We will work with the LGBTQ+ Staff and Student Network to explore potential Chartermarks to commit to, with the vision of building an inclusive and welcoming working environment.
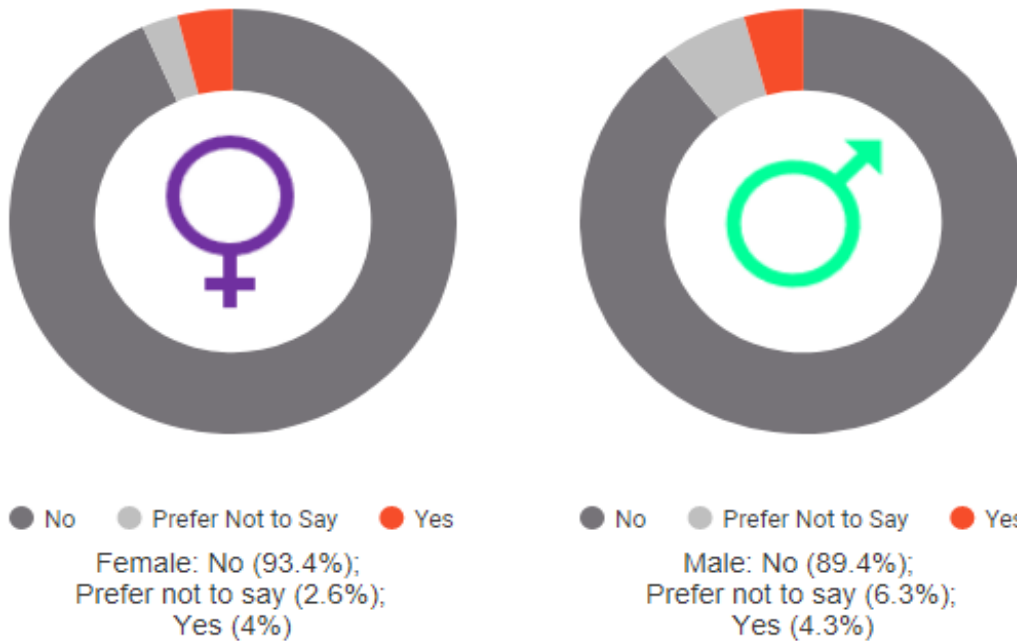
Staff by Declared Disability (%)

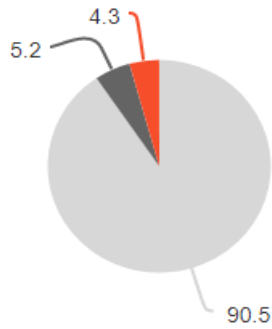No declared Disability (91%); Declared Disability (4%); Prefer not to Say (4%)
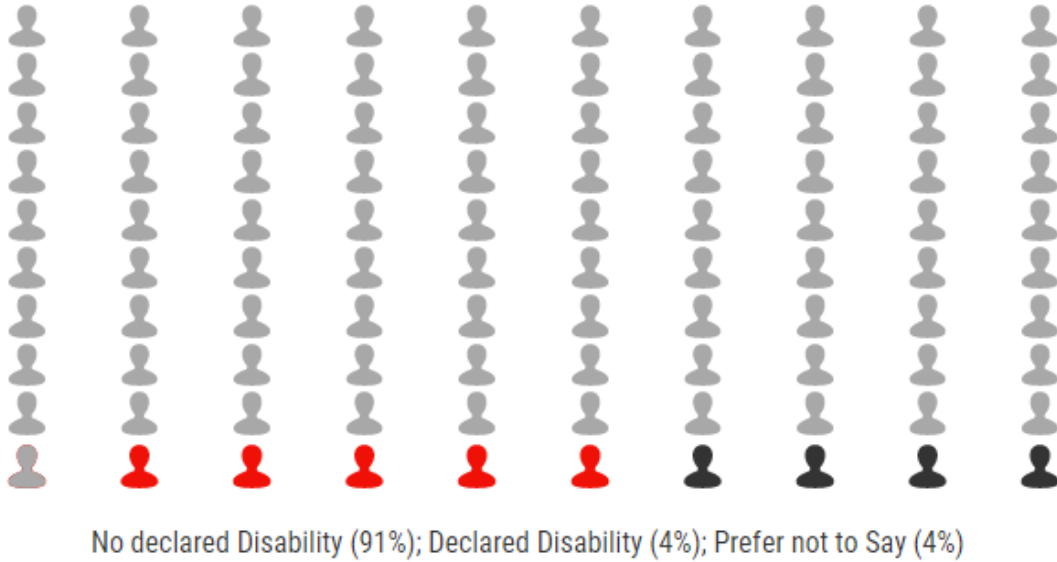
Benchmark[7]: UK Non-disabled (95%); Disabled (5%)

Staff Disability Breakdown by Gender (%)

● No   ● Prefer Not to Say   ● Yes

Female: No (93.4%);
Prefer not to say (2.6%);
Yes (4%)

● No   ● Prefer Not to Say   ● Yes

Male: No (89.4%);
Prefer not to say (6.3%);
Yes (4.3%)

---

[7] *https://www.advance-he.ac.uk/knowledge-hub/equality-higher-education-statistical-report-2019 p.84*

Academic Staff Declared Disability (%)

4.3
5.2
90.5

## Professional Staff Declared Disability (%)

4.4
4
91.6
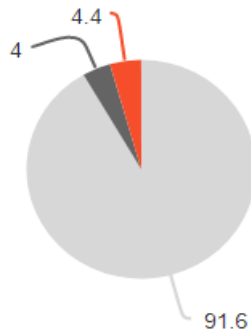
Programme Managers Declared Disability (%)
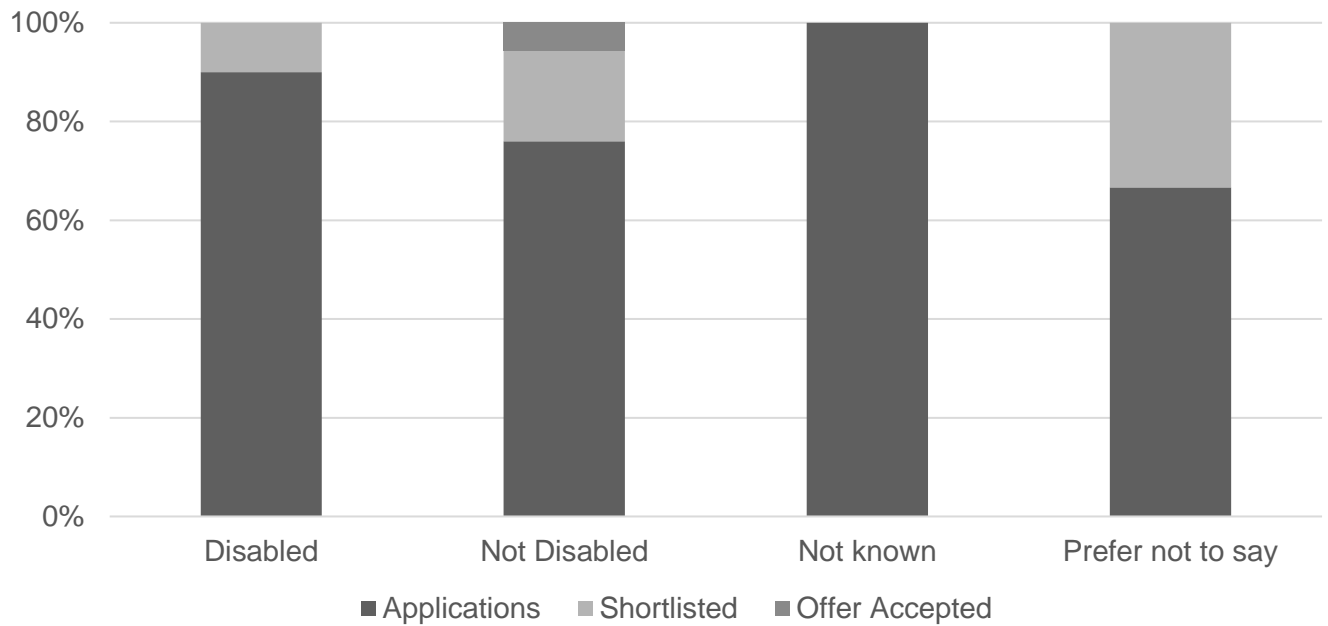
4.8
3.2
91.9
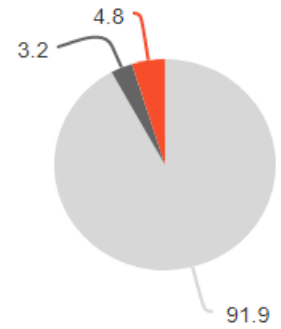
● No ● Prefer not to say ● Yes

NB: Our staff technician population is small, and so we have chosen not to provide data on disability disclosure rates of this group of employees.
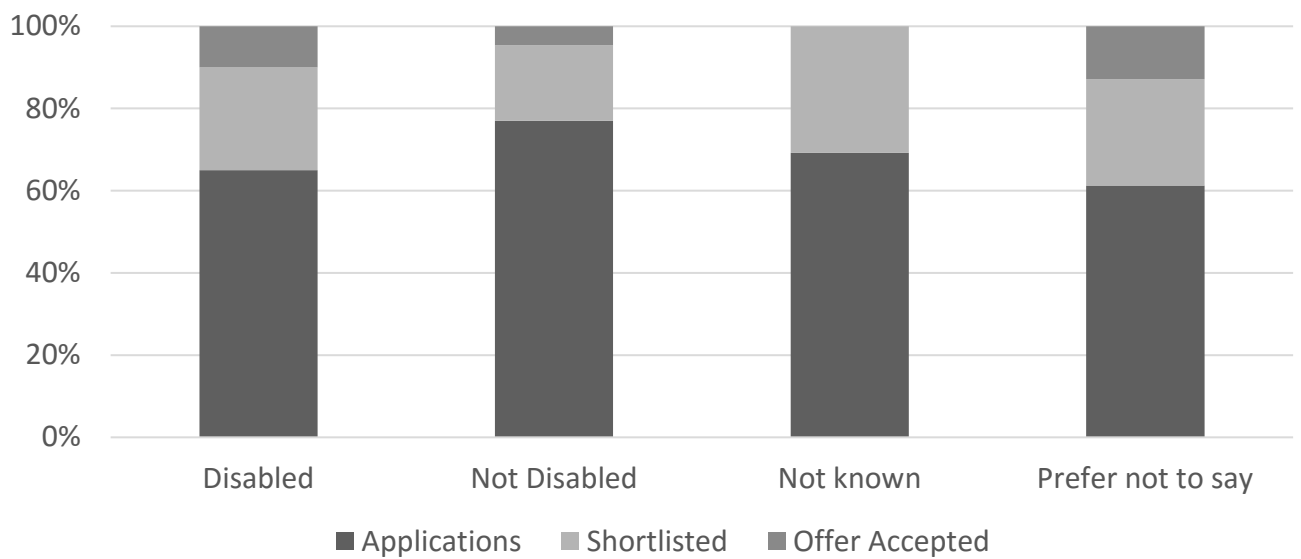
Recruitment Breakdown by Disability Declaration (All Roles)

	Disabled	Not Disabled	Not known	Prefer not to say

■ Applications ■ Shortlisted ■ Offer Accepted
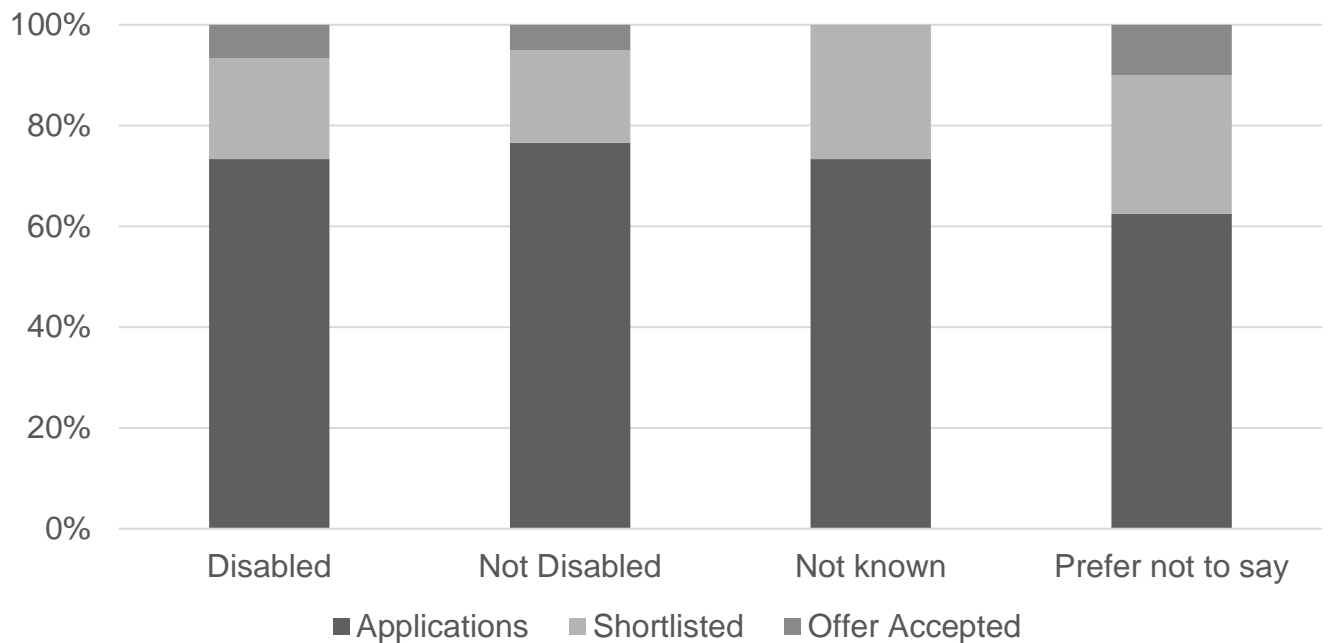
Recruitment Breakdown by Disability Declaration (Professional Roles)

Legend: ■ Applications ■ Shortlisted ■ Offer Accepted

Recruitment Breakdown by Disability Declaration (Academic Roles)

Legend: ■ Applications ■ Shortlisted ■ Offer Accepted

We have proportionately slightly more applicants with disabilities being appointed to academic roles than applicants without disabilities, although no candidates with declared disabilities accepted offers for Professional Services roles in this academic year.

Statutory Annual Data Report (Students) 2019-2020

LSTM trains over 500 postgraduate students per year, from over 70 countries, on a variety of courses including Certificates, Diplomas, Master of Science (MSc) and postgraduate research (PGR) degrees. Students on PGR degrees are able to take individual MSc course modules, however for the purposes of this report, data on students who take advantage of this opportunity is not included.
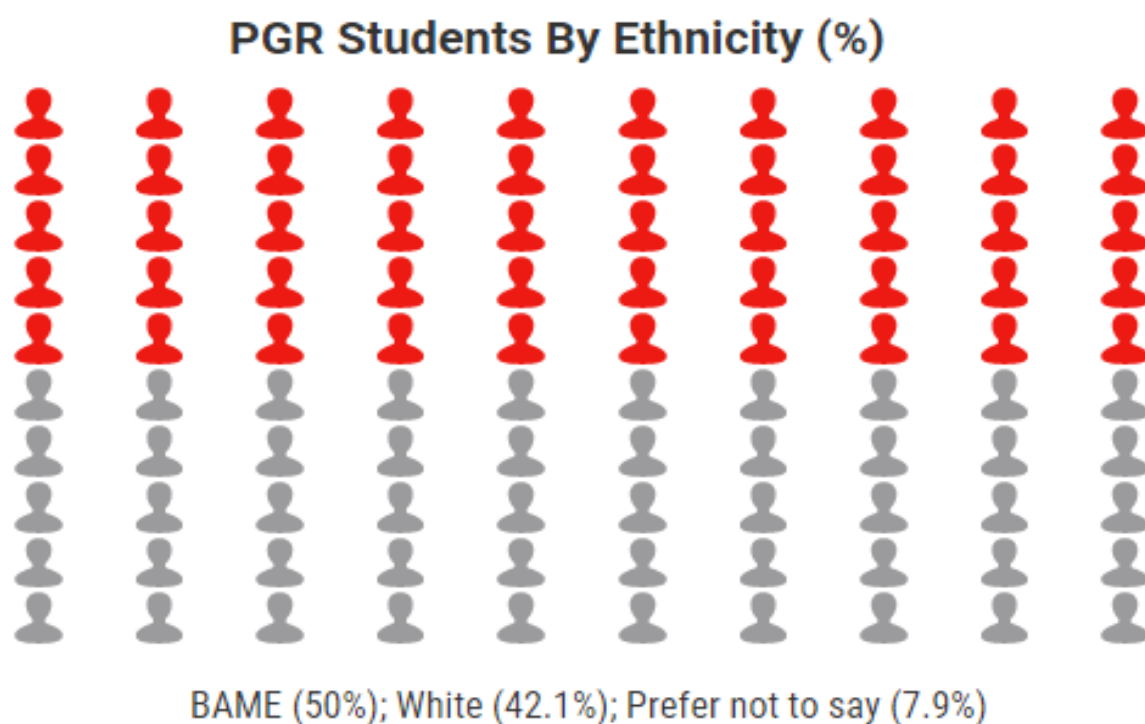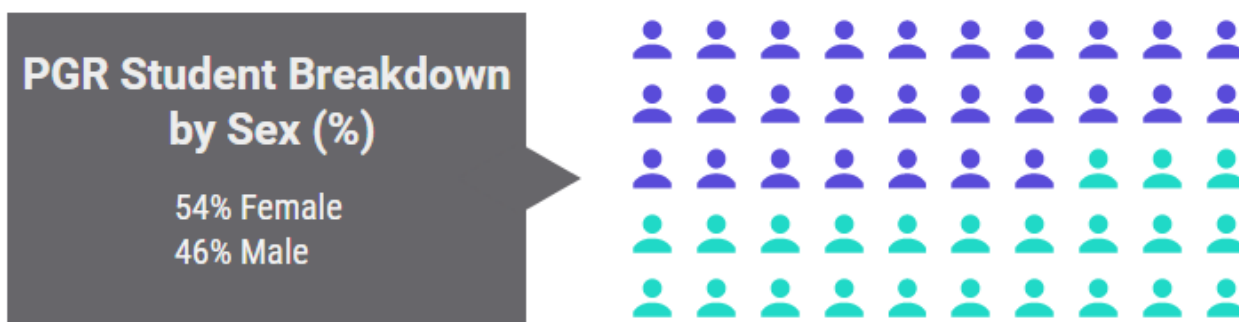
Our Student Information System (SIS) is still under development and, as such, the reporting function does not yet give us all of the data that we might want to gather on our students' diversity and the equality measures of our processes and attainment. The data are currently limited and there is no systematic monitoring process for measuring our performance. Disability data are held on a separate system which presents complications in examining the data.

> ***Note on Student Data***: *Many of our courses have small student cohorts. For the purposes of the following courses, we have collated all MSc programme students, and all Professional Diploma (Diploma in Sexual & Reproductive Health in Low Resource Areas; Diploma in Tropical Medicine and Hygiene; Diploma in Tropical Nursing) students.*
>
> *Although we do collect it, at this time we have chosen not to publish data on the sexual orientation of our students, as declarations of sexual orientation are low. In addition, many PGR students in this time frame were enrolled before the School began to collect data on sexual orientation – the data we have on student sexual orientation is therefore limited, and we have a very high proportion of PGR students who were not given the opportunity to provide this data at registration.*

> *Action: We will work alongside IT to ensure that the new SIS provides the ability to capture data on attrition, particularly with respect to student gender and ethnicity.*
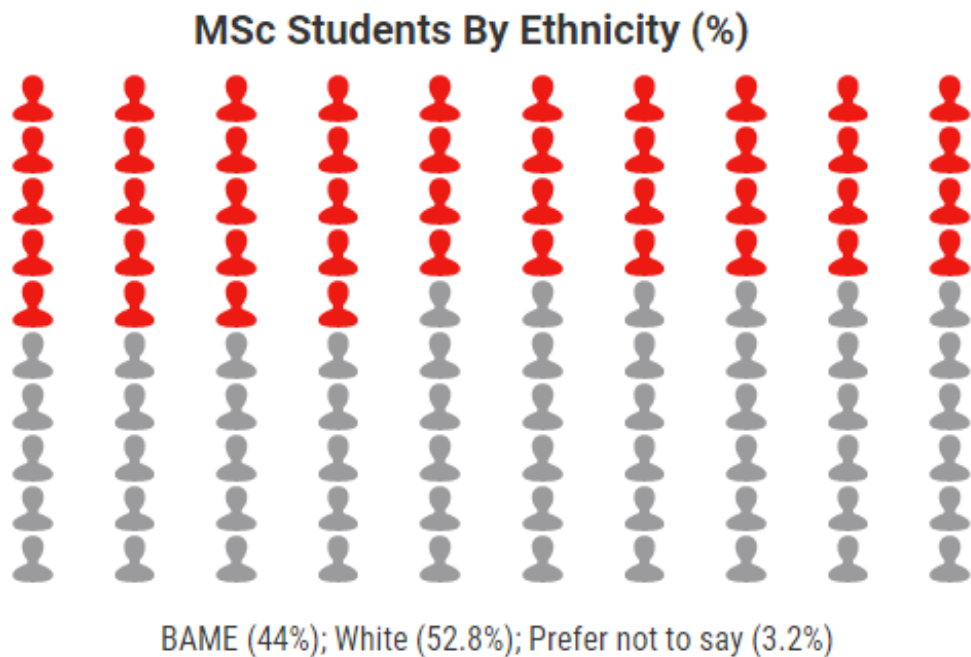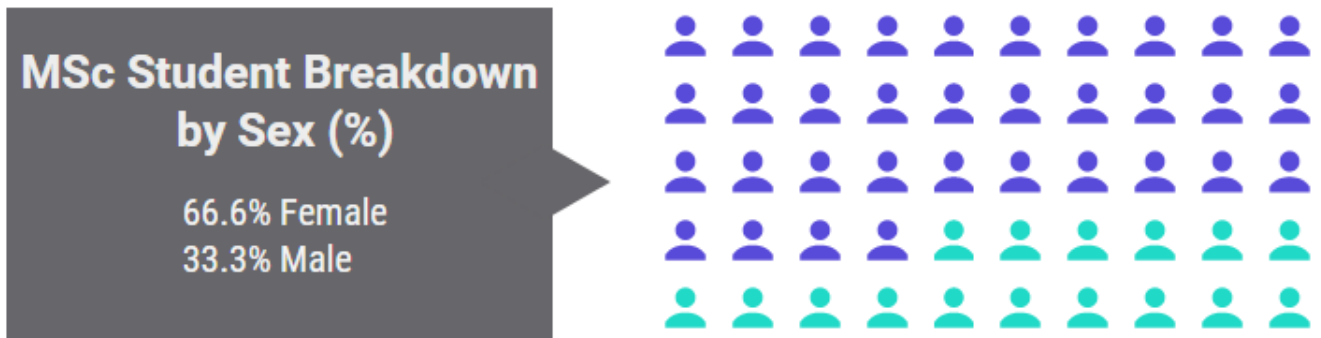
Postgraduate Research Students

PGR Student Breakdown by Sex (%)

54% Female
46% Male

PGR Students By Ethnicity (%)

BAME (50%); White (42.1%); Prefer not to say (7.9%)
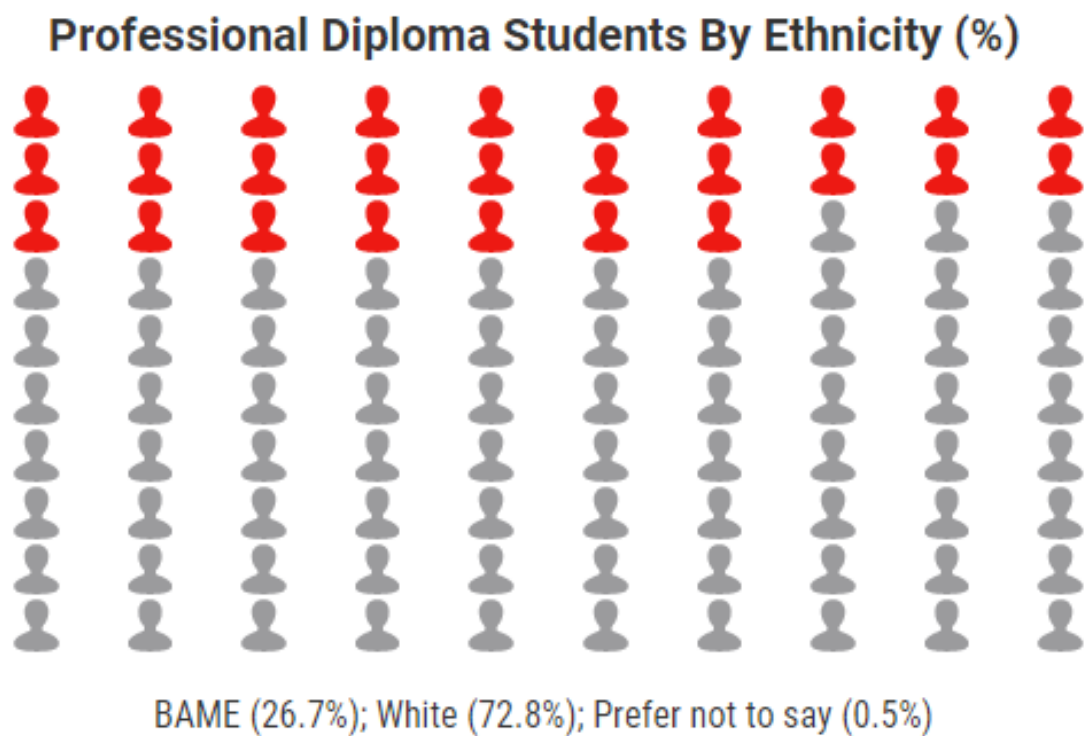
Benchmark[8]: White (82.8%); BAME (17.2%)

NB. Data on students on PGR courses with a declared disability are too small to publish, however are monitored and student support is available wherever required for students who require support in accessing their course.

---

[8] '*Advance HE: Equality In Higher Education: Students Statistical Report 2019*' *p118*

MSc Students:

MSc Student Breakdown by Sex (%)

66.6% Female
33.3% Male

MSc Students By Ethnicity (%)

BAME (44%); White (52.8%); Prefer not to say (3.2%)

MSc Students Disability Declaration (%)

Declared disability (9.8%); No declared disability (90.2%)

Professional Diploma Students:

Professional Diploma Student Breakdown by Sex (%)

65% Female
34.8% Male

Professional Diploma Students By Ethnicity (%)

BAME (26.7%); White (72.8%); Prefer not to say (0.5%)

NB. Numbers of students on Professional Diplomas with a declared disability are too small to publish.

Further information on Ethnicity Data Classification:

- Office For National Statistics: 'Ethnic group, national identity and religion. Measuring equality: A guide for the collection and classification of ethnic group, national identity and religion data in the UK'
- .Gov.uk List of Ethnic Groups

ONS 18 Categories		ONS 5 Categories
Bangladeshi Chinese Indian Pakistani Any other Asian background		Asian
Black African Black British Any other Black background	*Categorised for the purposes of this report as:*	Black
White and Asian White and Black African White and Black Caribbean Any other Mixed background		Mixed
White White Irish Any other White background		White
Arab Any other background Any other ethnic group		Other

For enquiries related to the content of this report, please contact: equality@lstmed.ac.uk