

## Confirmed Minutes

<b>Meeting:</b>	Equality, Diversity and Inclusion Committee (EDIC)
<b>Date:</b>	11 November 2020
<b>Time:</b>	2.00pm – 4.00pm
<b>Venue:</b>	Teams Meeting

<b>Name</b>	<b>Designation</b>
Maria Jackson – <b>Chair and Secretary</b>	Head of Equality, Diversity and Inclusion, and Company Secretary
Eleonora Affronte	Academic Administration Executive for Business and Foundation Year
Sarah Bailey	Director, Centre for Student Engagement, Wellbeing and Success
Shola Fiberesima	Guild Manager
Lydia Hesketh	Head of Communications
Amanda Jeram	Head of Quality and Compliance
Shabnam Karim	Finance Director
Nasser Kazinda	Student President
Anna Krajewska	Head of Business and Accounting, and Director of CETL
Nadia Michail	Disability and Wellbeing Advisor
Ramin Nassajpour	Finance Executive
Georgiana Ursachescu	Student Representative and Society Lead for the Equality Society
Veronica Wilson	Student Representative, LLB Year 2
Arif Zaman	Senior Lecturer, Business, EDI Academic Lead

<b>1.0</b>	<b>Welcome and Apologies</b>
1.1	<p><u>Welcome</u></p> <p>M Jackson welcomed everyone to the meeting. Given that this was the first meeting of the committee since changes to its membership had been introduced following amendments to our Corporate and Academic Governance Framework, M Jackson invited everyone to introduce themselves.</p> <p>M Jackson began by stressing that the committee (as with all committees at Bloomsbury Institute) is very much a committee of equals where each person has their own knowledge and experiences to share in order to add to the richness of discussions and inform committee decisions. She therefore encouraged all to be vocal members of the committee.</p> <p><u>Apologies</u></p> <p>Apologies were received from N Kazinda.</p>
<b>2.0</b>	<b>Introduction</b>
	<p>2.1 EDIC Terms of Reference</p> <p>M Jackson explained that she had tabled the committee's Terms of Reference as a reminder of the importance of the committee's role within Bloomsbury Institute – a role that has taken on increased significance with the development of our Access and Participation Plan (APP). She added that the APP was a topic for discussion later in the meeting.</p>
<b>3.0</b>	Meeting of 13 May 2020
	3.1 <u>Unconfirmed Minutes of meeting of 13 May 2020 (for approval)</u>

The minutes of the meeting of 13 May 2020 were approved.

### 3.2 Action Tracker/Matters Arising

#### Action Tracker

- **Action 1:** Launch of Widening Participation Forum. M Jackson reported that the launch of the WP Forum had been delayed by a number of factors including the OfS decision on our application and Covid-19. However, this is a priority action for us and is now being led by A Zaman as the new EDI Academic Lead. A Zaman added that Covid-19 had served to both highlight and increase inequalities, adding greater significance to the Forum's remit. M Jackson echoed these comments and reminded committee members that one of the aims of the Forum is to encourage research that can be used to inform our practices and any additional initiatives needed to support our students. She added that the nature of the research to be conducted within the Forum (which is open to both staff and students) is deliberately broad so as to enable participants to apply their own definition. For example, a staff member might want to carry out research as defined by our Research Strategy with a formal Research Development Plan, or they might simply want to raise for discussion within the WP Forum an article they might have read or a programme they might have watched on a widening participation topic.

A Zaman asked M Jackson whether it was worth reporting back on discussions held in a meeting of the Research Ethics Committee (REC) earlier in the day. M Jackson explained that Knowledge Mpofu (Chair of the REC) would be emailing all staff shortly with a reminder of the research opportunities and related support (both financially and from a guidance perspective) available at Bloomsbury Institute. A Zaman suggested that K Mpofu include within his email a reference to the WP Forum and agreed to liaise with K Mpofu on this. G Ursachescu reported that she had had discussions with Lynette Nabbosa (the previous EDI Academic Lead) on a number of WP issues in the last academic year, and offered to share with A Zaman the ideas from these discussions. A Zaman thanked G Ursachescu for this, explaining that he was keen to explore how he might work with G Ursachescu and members of the Equality Society.

- **Action 12:** N Michail to share with N Hillman and M Jackson recommendations for ensuring consistency and avoiding overlap in the context of the various guideline documents we have on accessibility. Progress on this has been delayed (in part by the departure of N Hillman), but N Michail and M Jackson will consider what, if anything, we might still need to do here.
- **Action 27:** N Michail to amend the Disability Policy and submit to M Jackson for Chair's Action to approve the document. M Jackson explained that given the number of amendments and clarification subsequently provided over the SpLD sticker scheme, the policy was now being presented to the November EDIC for approval. This is covered under Agenda Item 4.
- **Action 32:** M Jackson to seek volunteers to take forward a suggestion from A Zaman that a guidance document be developed around adoption and surrogacy. M Jackson reported that she had invited expressions of interest by email, but A Zaman had been the only person to volunteer.
- **Action 33:** N Michail to liaise with the Estates and Facilities Manager to develop a Risk Assessment for Pregnant Students. N Michail reported that the Risk Assessment was currently in draft form, but should be ready for submission to the Health and Safety Committee for approval by the end of November 2020.

#### Matters Arising

A Zaman raised the discussions that had taken place over the summer internally and within the Health and Safety Committee (HSC) around the risks posed by Covid-19 to members of the BAME

	<p>community and asked whether there was anything that should be reported upon from these discussions within EDIC. M Jackson explained that she was not a member of the Health and Safety Committee, but that it had been her understanding that all concerns in this area had been considered and addressed by the HSC. However, one thing to report was the fact that as a result of the discussions referred to by A Zaman, an amendment was subsequently made to our Corporate and Academic Governance Framework (CAGF) whereby formal recognition has now been given to the EDIC being able to refer to the HSC any matters that it feels necessary to do so. M Jackson stressed, however, that the EDIC (as with other committees) does not have the authority to have its recommendations implemented by the HSC. Similarly, the HSC can only make recommendations upwards to the Senior Management and Leadership Team/the Board of Directors, as appropriate. M Jackson added whilst the above was only a small amendment to the CAGF, it was a significant one. A Zaman thanked M Jackson for this and stressed the importance of the EDIC making sure the HSC fully understands any matters discussed within the EDIC. N Michail (who is also a member of the HSC) reported that the HSC did consider all the issues raised by A Zaman, and responded accordingly.</p>
<p><b>For approval</b></p>	
<p><b>4.0</b></p>	<p><b>Disability Policy</b></p> <p>M Jackson explained that N Michail is responsible for reviewing our Disability Policy and related documents and that N Michail had spent a lot of time on this earlier in the year prior to the document's submission to the EDIC in May 2020 for approval. M Jackson added (for the benefit of new members to the committee) that the EDIC had agreed a number of changes at the May meeting and had agreed that M Jackson should take Chair's Action to give the amended version final approval. However, as a result of a number of developments, M Jackson explained that she decided it would be more appropriate to re-present the policy document to the committee for approval.</p> <p>M Jackson invited feedback from the committee on the amended Disability Policy. G Ursachescu recommended that given changes to the committee's membership, the decision to withdraw the "sticker scheme" for future intakes be reviewed. M Jackson agreed with this recommendation and suggested that the committee discuss the future of the "sticker scheme" at its next meeting. The outcome of those discussions would then help inform N Michail's next review of the Disability Policy.</p> <p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>• <b>M Jackson to add the "sticker scheme" to the agenda for the February 2021 EDIC meeting.</b></li> </ul> <p>The Disability Policy was <b>approved</b> noting that the future of the "sticker scheme" would be reconsidered in advance of the next review of the policy.</p>
<p><b>5.0</b></p>	<p><b>Dignity and Respect Policy</b></p> <p>M Jackson presented the Dignity and Respect Policy explaining that only two textual and one minor amendment had been made to the document. The minor amendment related to the information provided about the compulsory ACAS training on Equality and Diversity, and Bullying and Harassment that all staff are required to complete. The policy now states that such training has to be completed within the first three months of joining Bloomsbury Institute. Previously it referred to completion "upon joining" Bloomsbury Institute. In addition, reference is also now made to the fact that staff are required to complete the training every three years. M Jackson reported that some staff have now reached their "3<sup>rd</sup> anniversary" and have therefore now repeated the courses.</p> <p>S Bailey asked whether the policy should also cover behaviour in online classes. M Jackson said she had considered whether there was a need to make any changes to capture online delivery. However, she said that she felt that the references to "in the classroom" captured both physical and virtual classrooms. The committee agreed with this interpretation and, therefore, did not see the need for any additional amendments.</p> <p>The committee <b>approved</b> the Dignity and Respect Policy.</p>

A Zaman raised a recent case in which a student had made an informal complaint about a lecturer in response to a particular grade that the student had been awarded. The student had copied the complaint to all lecturers. Whilst the matter was resolved with the intervention of both the then Deputy Academic Principal and A Krajewska, A Zaman stressed the importance of “very clear and strong action” and for seeing things from the tutor’s perspective. He stressed also the need for staff to be provided with support in such situations.

M Jackson agreed with A Zaman on the need for “clear and strong action” but felt that this was already addressed within the policy document through the following statement:

“...we take all reports of bullying and harassment (informal or formal) extremely seriously. We are therefore committed to responding quickly and sensitively to resolve any issues or allegations as we recognise our duty of care to all employees including not only the complainant and the respondent, but also the wider community which may be affected by the situation. Staff should also be assured that confidences will be maintained wherever possible.”

Given the above statements, M Jackson asked A Zaman if he still felt there was a need to strengthen the information and language used to convey it. A Zaman confirmed that the above does convey the strength of message he had been looking for.

As for support, M Jackson highlighted the following entry from the policy:

“Dealing with bullying can be difficult for all concerned. It is therefore important for everyone involved to receive appropriate support. This includes both the perceived victim and the perceived bully as the latter may not always be aware of their behaviour or the impact it has on others.”

N Michail highlighted the free confidential advice and support available to staff through the Employee Assistance Programme (EAP). S Karim explained that information on the EAP scheme is included in the Staff Benefits document and also in the Staff Handbook. In addition, staff were provided with an Introduction to the scheme last year and a video recording is available for those staff members who were unable to attend the session. A Zaman asked if S Karim could recirculate the link to the video as a reminder to staff as many may have missed it. In addition, as a result of Covid-19 there might be greater interest in the scheme now than previously. S Karim agreed to do so.

A Zaman also suggested including information on the EAP scheme within the Dignity and Respect Policy. M Jackson said that she would prefer not to include it given that there are already multiple sources of information on the scheme (as highlighted earlier by S Karim) and also because the document applies to both staff and students. A Zaman and the other committee members agreed. In addition, M Jackson pointed out that the policy already provides both staff and students with avenues for support e.g. the Head of Equality, Diversity and Inclusion, the Disability and Wellbeing Advisor or a member of the Equality, Diversity and Inclusion Committee. As for additional sources of support, the document encourages staff to speak to their Line Manager or the HR Manager, and students to speak to the Guild Manager, the Student Staff Liaison Manager, the Student President or the student representative for their cohort.

To promote the EAP scheme further, L Hesketh suggested adding some information to the Staff Services page. M Jackson agreed provided that only staff have access to these pages. L Hesketh confirmed that this was the case. N Michail and R Nassajpour suggested SharePoint as a more suitable site. R Nassajpour suggested uploading relevant information on SharePoint and simply sending bulletins to flag that information on new initiatives or additional resources had been posted. In this way, staff could then dip into the site when something relevant to them has been flagged. M Jackson reported that development of a staff site on SharePoint for general staff information was something that she had been discussing with S Karim. She added that this was an area for further discussion with interested parties outside of EDIC as it was not really an EDIC matter. However, M Jackson agreed to raise the issue with IT for them to take forward as appropriate.

Reflecting on her own experiences working as a tutor, A Krajewska said that in many educational settings (Secondary School, FE and HE) there tends often to be a gap in terms of support for tutors who might be dealing with complaints from students or simply very challenging situations. She

	<p>suggested therefore that M Jackson raise the issue with our HR Consultant to see if there is merit in developing a new policy or procedure in this area. M Jackson agreed to do so.</p> <p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>• <b>S Karim to recirculate the link to the video introduction to the EAP scheme.</b></li> <li>• <b>M Jackson to raise with the HR Consultant the possible need for a specific policy or procedure document to address how staff can be supported/can access support following a student complaint.</b></li> <li>• <b>M Jackson to raise with IT the possibility of a general staff information site on SharePoint.</b></li> </ul> <p>The Dignity and Respect Policy was <b>approved</b>.</p>
<p><b>6.0</b></p>	<p><b>Equality, Diversity and Inclusion Annual Report 2019-20</b></p> <p>M Jackson presented the Equality, Diversity and Inclusion Annual Report 2019-20 explaining that it is for the EDIC to approve prior to the document being shared with the Senior Management and Leadership Team and the Board of Directors to evidence our compliance with the Equality Act 2010 and our commitment to equality, diversity and inclusion. In this way, the Annual Report provides a platform to showcase what we as a committee or as individual members within that committee have done and, also, what others within Bloomsbury Institute are doing independently of the EDIC.</p> <p>M Jackson explained that she had already incorporated entries from N Michail, but had not had time to share the draft report more widely for contributions from other committee members. She therefore invited all to suggest additional entries either in the meeting or by email before 9 am on 13 November 2020.</p> <p><b>Operating Framework</b></p> <p>M Jackson explained that the document begins by outlining the framework within which we operate in terms of structures and responsibilities. Coverage is given therefore to the role of the EDIC, the Widening Participation Forum, Bloomsbury Institute’s Strategic Framework and how equality and diversity fits within that framework. The report then moves on to achievements and initiatives in Section 4. One of the key areas of activity each year is the review and approval or recommended approval of policies and related documents. This year, however, the EDIC also approved a new policy – our Mental Health and Wellbeing Policy – and its associated Student Guide to Mental Health and Wellbeing. In addition, with a number of members from EDIC on the SMLT, we have had ample opportunity to ensure that equality, diversity and inclusion considerations are always taken into account in other policy documents. Information on this is covered in the context of the review of a number of HR policies in Section 4.5.</p> <p><b>Strategic Framework and EDI Action Plan</b></p> <p>M Jackson explained that within the Institute’s Strategic Framework there were 8 actions for completion in 2019-20 that had an equality, diversity and inclusion focus and so these had been assigned to her as Head of Equality, Diversity and Inclusion. She reported that she had completed 5 of the actions fully and 2 only partially. Those completed only partially, have been carried forward to 2020-21 for completion. The one remaining action not completed related to the introduction of compulsory Unconscious Bias training for staff. M Jackson explained that she had taken the decision to await the outcome of the OfS decision on our registration application before committing to this particular project. Now that we are on the OfS Register, the training will be launched in the early part of Semester 2. As for the actions within the Equality, Diversity and Inclusion Action Plan (one of which was completion of all the equality, diversity and inclusion actions within the Strategic Framework), not all were completed, but the most impactful ones were. She added that in some cases our inability to complete the actions had been due to factors outside of our control.</p> <p><b>Disability and Wellbeing</b></p> <p>N Michail and L Hesketh worked together to create an extremely useful Disability Support page for our website. In addition, N Michail produced an excellent Disability Annual Report for 2019-20 that</p>

was very well received at a number of committees who acknowledged the enormous amount of support that N Michail continues to provide to our students. G Ursachescu took the opportunity to echo this compliment and thanked N Michail for her continual commitment and dedication.

### **Access and Participation Plan**

M Jackson reported that a number of students had helped her and C Courtney to develop our initial Access and Participation Plan in terms of sharing and developing ideas. In addition, students were provided with the opportunity to input further through their membership of the EDIC when the APP was submitted for recommended approval.

### **In-Bloom**

M Jackson explained that In-Bloom is a staff development programme (accredited by Advance HE) that was developed by A Krajewska and N Hillman. One of the units on the programme is devoted to equality and diversity and so last year it was delivered by M Jackson and L Nabiosa in two separate sessions. The unit received positive feedback from the participants and the External Examiner. The External Examiner's feedback on the programme in its entirety had been incredibly positive to the extent that she had described it as being exemplary of its kind within the sector.

### **Inclusive Learning Environment Framework (ILEF)**

M Jackson explained that our ILEF brings together within one document all that we (as an institution) do throughout the student journey (which begins at recruitment and goes through to graduation) to ensure we are as inclusive as we can be in our practices. In 2019-20 M Jackson updated the ILEF on the back of a review first of our existing Inclusive Learning Environment Checklist.

### **Terminology**

M Jackson reported that in 2019-20 we started an interesting project on terminology with a view to creating a Working Group that would look at terminology in relation to areas such as disability (which had been our starting point), gender and ethnicity. The purpose of the project would be to agree terminology with which both students and staff would feel comfortable whilst acknowledging that in certain circumstances (e.g. statutory reporting to the OfS), we would have to continue to use externally accepted terminology. M Jackson explained that a meeting was held with a small group of interested parties to decide how we would go forward with the project in such a way as to involve both staff and students. Unfortunately, due to other work commitments, the project stalled. M Jackson therefore invited expressions of interest from the group to volunteer either to lead or support this project.

### **Black Lives Matter (BLM)**

M Jackson reported on L Hesketh's work around BLM in 2019-20 which included developing and publishing an institutional statement on the subject and supporting the Guild in its BLM initiatives. A Zaman recommended that we take a more proactive stance to the BLM movement. M Jackson commented that our commitment to the principles of equality, diversity and inclusion that underpin the BLM movement was already evident and promoted through our institutional values and through our Access and Participation Plan ambitions. However, she agreed that consideration should be given to seeing what additional initiatives we could engage in to make a very deliberate statement about BLM. M Jackson sought volunteers from within the committee to take this forward. L Hesketh suggested creating a separate Working Group to focus on this. M Jackson supported this proposal and suggested that the Group could also possibly address the needs of the Terminology project discussed earlier. A Jeram said she would be happy to join any such group and A Zaman agreed to take the idea forward in his role as EDI Academic Lead.

V Wilson commented that it was very encouraging to see staff and the Guild support the BLM movement.

### **Awareness raising and training events**

M Jackson explained that awareness raising is first conducted at induction for both students and staff. Staff then have three months in which to complete compulsory ACAS online training sessions on Equality and Diversity, and Bullying and Harassment. Statistics on completion rates for the ACAS courses amongst staff have been included. They are a little disappointing, but M Jackson will continue to remind staff to complete the courses.

M Jackson commented that students on the LLB used to be encouraged to complete the above ACAS courses (which are available free of charge), and she encouraged students to do so regardless of the discipline on which they are studying.

M Jackson also reported on two extremely successful visual awareness training events that N Michail had arranged for staff last year.

### **Assessment Briefs**

M Jackson reported that she had undertaken a comprehensive review of Assessment Briefs in 2019-20 to ensure that they are as inclusive and accessible as possible in terms of how they are written, how they are presented, the scenarios they use etc.

### **Blog posts**

M Jackson highlighted the excellent blogs that L Hesketh had produced in 2019-20 – particularly those produced over the summer to support students through Covid-19 and the Lockdown.

R Nassajpour asked whether we had any statistics on the number of people who have accessed L Hesketh's blogs. Although she did not have details to hand, L Hesketh agreed to check and report back. In the meantime, she said that they had been particularly popular on social media (mainly Facebook). M Jackson suggested that L Hesketh include information on this in her next Divisional Report to SMLT given the wider interest there would be within that forum.

N Michail recommended that the resources listed within the blog posts be included within the Wellbeing pages as a permanent library of resources. L Hesketh agreed to add a section.

### **Events**

M Jackson reported that we had only managed to organise one event in 2019-20 and that had been to mark World Mental Health Awareness Day. She explained that an event had been held in the Guild for staff and students alike and had been well attended.

### **Accreditations**

M Jackson reported that N Michail had successfully renewed our Disability Confident accreditation. She also reported on a decision taken at an earlier meeting of the EDIC to recommend that we apply for Advance HE's Race Equality Charter. In doing so we would need to commit to various initiatives for completion within a 3-year period. M Jackson explained that whilst the Board of Directors had fully supported the EDIC's decision, the Board had recommended that we delay our application until at least January 2021 given the amount of work involved and other developments related to our OfS application. In 2020-21, the EDIC will therefore review the possible timing of any application to the Charter. However, this review will take place only once Advance HE completes its review of the Charter.

### **Evidence of our commitment to equality, diversity and inclusion**

M Jackson explained that every two years we ask staff to complete an Equal Opportunities Monitoring Form so that we can establish a staff profile. To date our staff profiles have been a testimony to the diverse and inclusive nature of our academic community.

As for our student body, M Jackson reminded the committee that a clear profile is provided within our Access and Participation Plan. M Jackson added that student feedback also provides positive evidence of our commitment to equality, diversity and inclusion. Our SMEQs in particular continue to show strong performance in this area, particularly in relation to the level of dignity and respect that

	<p>students feel is shown by tutors/staff and fellow students. The NSS results also included some powerful statements from students from an equality, diversity and inclusion perspective.</p> <p>R Nassajpour commented on the fact that with the exception of FY, students generally tend to record higher rates of satisfaction in terms of the questions around dignity and respect in the SMEQs in Term 2 than Term 1, and said it would be interesting to find out why. However, he said it could just be that students need time to get to know their tutors/staff and fellow students and so feelings of dignity and respect will inevitably strengthen over time.</p> <p>A Zaman suggested the addition of a section within the Annual Report on the sessions he had delivered on the internationalisation of the curriculum in one of the BM Catch-up sessions and again later in one of the Research Seminars at the start of Semester 1, and agreed to send M Jackson some text for inclusion in the report.</p> <p>L Hesketh also offered to provide some text on initiatives relating to the accessibility of our website including the development of our Accessibility Statement.</p> <p>S Karim commented on some minor textual errors and agreed to send M Jackson details by email outside the meeting. S Karim also thanked M Jackson for a very comprehensive report that reflects very well on the EDIC and the Institute's commitment to equality, diversity and inclusion more generally.</p> <p>The committee <b>approved</b> the Equality, Diversity and Inclusion Annual Report 2019-20 subject to inclusion of the additional text to be provided by A Zaman and L Hesketh and the minor amendments identified by S Karim.</p> <p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>• <b>A Zaman to create a Working Group to explore possible initiatives around the BLM movement for approval by the EDIC and implementation thereafter.</b></li> <li>• <b>L Hesketh to provide statistics on the number of students accessing the Covid-19 blog posts and the medium used for accessing the same.</b></li> <li>• <b>L Hesketh to copy the resources from the relevant blog posts to the Wellbeing pages on our website.</b></li> <li>• <b>A Zaman and L Hesketh to send M Jackson additional text for inclusion in the Equality, Diversity and Inclusion Report 2019-20.</b></li> <li>• <b>S Karim to send M Jackson details of the minor textual errors spotted.</b></li> </ul>
<p><b>For Discussion</b></p>	
<p><b>7.0</b></p>	<p><b>Access and Participation Plan 2020-21 to 2024-25</b></p> <ul style="list-style-type: none"> <li>• Content</li> <li>• EDIC's role</li> </ul> <p>M Jackson presented the Access and Participation Plan 2020-21 to 2024-25, as approved by the Board of Directors and submitted to the Office for Students (OfS). For those members new to the committee, M Jackson explained that the APP had been produced to support our application to the OfS under a category that will enable us to charge higher student fees in order to be able to invest the increased income back into our students. She added that whilst current students would not benefit directly from the actions within the APP (e.g. the travel bursary) as they are directed at new students paying the increased fee, there would be some initiatives they would benefit from indirectly. For example, we aim to recruit a new member of SEWS to support the work currently being undertaken by the Disability and Wellbeing Advisor and current students would clearly have access to that support.</p> <p>M Jackson explained (again for the benefit of new members to the committee) that the APP begins with an Assessment of Performance which provides a profile of our student body, identifying which groups are underrepresented within Bloomsbury Institute and at a sector level. Not surprisingly, our student body is quite different from that seen at a sector level in a number of respects. For example, looking at the socio-economic background of our students, over 90% of them come from low income</p>



	<p>households (i.e. households with income levels of £25,000 or lower). This is not the case at a sector level.</p> <p>Our APP then sets out targets we have set ourselves to increase representation of the target groups identified in the Performance of Assessment. However, it is not just a matter of increasing representation at the enrolment stage (Access), it is also about us providing our students with the support they need during their time with us in order to be able to progress from year to year (Continuation), graduate with a good Honours degree (Attainment) and succeed on the next step of their journey be it in terms of joining the employment market or embarking on postgraduate studies (Progression).</p> <p>M Jackson explained that the EDIC has a key and exciting role to play in monitoring actions within our APP and so it was possible that she might need to schedule some additional meetings of the committee in order to be able to fulfil our responsibilities effectively in this area.</p>
<p><b>8.0</b></p>	<p><b>Action Plan for 2020-21</b></p> <p>8.1 <u>Strategic Framework Actions for 2020-21</u>  8.2 <u>Equality, Diversity and Inclusion Action Plan 2020-21</u></p> <p>M Jackson presented the Action Plan for 2020-21 explaining that it combines the actions with an equality, diversity and inclusion focus from both the Strategic Framework Actions for 2020-21 and those from the Equality, Diversity and Inclusion Action Plan 2020-21 for ease of reference and monitoring.</p> <p>M Jackson explained that she was responsible for leading on the actions from the Strategic Framework but that she would welcome volunteers from the committee to lead or work on some of the actions within the Equality, Diversity and Inclusion Action Plan. She therefore ran briefly through each of the actions where she was keen to have support from the committee.</p> <p><u>EDI 2: We will develop an EDI webpage or SharePoint site</u></p> <p>M Jackson explained that the intention is to have a webpage or SharePoint site for staff and students that is dedicated to equality, diversity and inclusion matters. She said that the committee had previously mocked up a shell for the site, but had not been able to make much progress with the project. In the circumstances, M Jackson suggested that this be an agenda item for the next EDIC meeting so that we can exchange ideas.</p> <p>V Wilson suggested adding to the site articles or information on what is going on in the media in the area of equality, diversity and inclusion. She suggested having also a Discussion Board on which staff and students could post reactions to the articles uploaded to the site. The committee agreed that this was an excellent idea and M Jackson added that comments on the Discussion Board could also prompt some areas for discussion within the Widening Participation Forum.</p> <p>M Jackson said that other possible ideas include the publication of the minutes of EDIC meetings and also of our Equality, Diversity and Inclusion Annual Report. This transparency would then provide students and staff with an opportunity to judge us on our commitment to equality, diversity and inclusion.</p> <p>A Zaman also suggested regular posts on the BLM movement to enable all to keep abreast of developments.</p> <p>R Nassajpour suggested developing the site on SharePoint as students are already familiar with SharePoint and added that it would save them having to access multiple sites for different types of information. M Jackson agreed that “the where” was an important discussion which we would need to have as we need to get the balance right (systems permitting) between making information accessible whilst not bombarding students with information that may not be of particular interest to them. She added that it might be an idea to have a discussion around the sharing of information and where that information is stored at a future Student Focus Group.</p> <p>The committee agreed that it would revisit this subject at the next EDIC meeting.</p>

	<p><u>EDI 4: We will celebrate/mark at least 2 events per year</u></p> <p>M Jackson invited committee members to share any ideas they might have for events that we might celebrate or mark as an institution. She explained that previous activities have included events around mental health, domestic violence, and culture for example. The following suggestions were received from the committee:</p> <ul style="list-style-type: none"> <li>• G Ursachescu: an event to celebrate the diversity of our academic community.</li> <li>• V Wilson: International Day where staff and students would be invited to dress in their national costume, for example. R Nassajpour suggested inviting staff to submit photos of themselves in their national dress and creating a collage of the photos.</li> <li>• A Zaman: Stephen Lawrence Day on 22 April.</li> <li>• R Nassajpour: an event that is common to all such as New Year or the first day of Spring.</li> </ul> <p>M Jackson welcomed the above suggestions and the committee agreed to revisit this action at the next EDIC with a view to agreeing upon the two events we would like to mark this year and exploring how we would do so.</p> <p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>• <b>M Jackson to ensure inclusion of EDI2 and EDI4 on the agenda for the next EDIC meeting.</b></li> </ul>
<p><b>9.0</b></p>	<p><b>Widening Participation Forum</b></p> <p>9.1 <u>Terms of Reference</u></p> <p>The Committee received and noted the Terms of Reference for the Widening Participation Forum.</p> <p>A Zaman agreed to update the committee on his plans for the Forum at the next meeting.</p>
<p><b>10.0</b></p>	<p><b>Unconscious Bias Guidance Notes</b></p> <p>M Jackson presented the Unconscious Bias Guidance Notes explaining that she had developed them a couple of years ago with the aim of requiring any staff member sitting on a panel (e.g. complaints and appeal) to read them before carrying out their responsibilities as a panel member. However, she said that she now wanted to include these Notes within the library of core company documents that all staff are required to read. She said she would be raising this with the Managing Director and Academic Principal.</p> <p>M Jackson explained that she is responsible for reviewing the Guidance Notes each year, but was sharing with the EDIC for any comments that committee members might have. The committee had no comments to make on the content of the Guidance Notes, but stressed the importance of having such Notes. By way of example, A Jeram raised the resignation the day before of the Chairman of the Football Association for unacceptable comments he had made. M Jackson added that this example adds impetus to the discussions held earlier around terminology.</p>
<p><b>For information</b></p>	
<p><b>11.0</b></p>	<p>To evidence changes made following the last EDIC meeting</p> <p>The EDIC received the following documents and noted that the relevant amendments had been made.</p> <ul style="list-style-type: none"> <li>11.1 Equality, Diversity and Inclusion Policy</li> <li>11.2 Mental Health and Wellbeing Policy</li> <li>11.3 Student Guide to Mental Health and Wellbeing</li> <li>11.4 Consent to Share Information</li> <li>11.5. Disability Office – what we do with your data</li> <li>11.6 Student Learning Support Agreement</li> <li>11.7 Support for Pregnant Students</li> </ul>

<b>12.0</b>	<b>Any Other Business</b>  R Nassajpour reported that he had been working with S Karim to see how we might be able to simplify the process for applications to our Hardship Fund. He said that they had been thinking of having a Student Focus Group to get student input on this, but he wondered whether there might be other APP related matters that it would be worth exploring within the same group. M Jackson welcomed R Nassajpour's suggestion but reported that if early feedback was required on the applications process for our Hardship Fund, it might be worth R Nassajpour joining the SFG that A Krajewska and A Jeram were currently planning.
<b>13.0</b>	<b>Date and venue of next meeting: To be arranged.</b>