

TRINITY LABAN CONSERVATOIRE OF MUSIC AND DANCE

EQUALITY INFORMATION: JUNE 2023

Introduction

1. Our Commitment to Equality & Diversity

Trinity Laban believes in principles of social justice, acknowledges that discrimination affects people adversely, and is committed to challenge all forms of inequality. To meet this objective, Trinity Laban will aim to ensure that:

- Individuals are treated fairly, with dignity and respect regardless of their age, disability, sex, gender reassignment, pregnancy, maternity, race (which includes colour, nationality and ethnic or national origins), sexual orientation, religion or belief, or because someone is married or in a civil partnership. These are known as "protected characteristics";
- everyone is given the opportunity to fulfil their potential;
- it promotes an inclusive and supportive environment for staff, students and visitors; and
- it recognises the various contributions to the achievement of Trinity Laban's mission made by individuals from diverse backgrounds and with a wide range of experiences.

The Institution celebrates diversity in all of its forms, and seeks to build on its long history of engaging with diverse groups and working with a broad range of artists. Through its Equality Objectives and related action plans significant strides will be made in the understanding, embedding and celebrating of Equality and Diversity throughout the institution and its wider community.

2. Responsibilities

Board

The Institution's Board of Governors has formal responsibility for ensuring that the Institution meets both statutory and institutional requirements and objectives in respect of equality and diversity; and for achieving adherence to the equality and diversity policy across its institutional community.

Equality and Diversity Board

The Equality and Diversity Board ('the EDB') is responsible for promoting the development, implementation and evaluation of institutional equality and diversity policies and practices.

Leaders and managers

Senior members of the Institution are responsible for:

- Promoting commitment to the implementation of the Equality Objectives and the Equality and Diversity Policy across their departments;
- Ensuring that staff and students are encouraged, supported and enabled to reach their full potential;
- Identifying appropriate staff development for themselves and their staff to meet the needs of their respective areas.

Staff and students

Individual members of the Institution are responsible for:

- Supporting and implementing the aims of Equality Objectives and the Equality and Diversity Policy;
- Promoting equality of opportunity;
- Contributing to an environment free of fear and intimidation and which celebrates diversity;
- Ensuring that their behaviour and actions do not involve discrimination, harassment, bullying or victimisation in any way.

3. Equality and Diversity Objectives 2021 - 2025

Following consultation at the newly formed Equality & Diversity Board and in smaller discrete groups, a set of Equality Objectives for 2021-2025 were approved by the Board of Governors in April 2021. These Equality Objectives are designed to focus on areas where the Institution has identified internal issues or which are significant to the wider social context in which it operates.

We have identified both qualitative and quantitative measures and targets for how we assess progress against the Equality Objectives. In addition, each Equality Objective falls within an action plan designed to ensure that the institution meets its targets. In setting these Equality Objectives we also comply with our legal responsibility to set and publicise at least one Equality Objective for the four-year period.

The Institution's Equality Objectives for the period 2021-2025 are:

- ❖ To promote an inclusive culture in which equality & diversity is supported, showcased, celebrated & championed throughout the institution;
- ❖ To increase the institution's understanding of the differences in challenges and barriers to BAME and Disabled student attainment and progression and work to eliminate those gaps;
- ❖ To increase the number of BAME students and staff;
- ❖ To develop the Institution's understanding of issues faced by trans and/or non-binary students and staff and work to address those issues.

4. Legal context

The Equality Act 2010 protects people from discrimination on the basis of protected characteristics. The Act provides protection against direct and indirect discrimination, harassment (including third party harassment) and victimisation in, among other things services and public functions, premises, and education.

In addition, the Institution must meet the 'public sector equality duty' requirements set out in the Act, which requires the Institution to:

- take an active and vigorous approach to promoting equality;
- treat people differently where this is necessary to treat them fairly; and
- take positive action (as distinct from positively discriminating, which remains illegal) to
- ensure that people from protected groups are involved in the governance and other statutory activities of the Institution.

This general duty is also underpinned by specific duties to:-

- Publish information to show compliance with the equality duty
- Set and publish equality objectives, at least every four years.

The Institution is committed to going beyond statutory compliance and embracing Equality and Diversity in all of its forms.

5. Equality framework

Trinity Laban has put in place a framework to support the achievement of its equality goals which includes our:

- Equality and Diversity Policy
- Equality Objectives
- Black Lives Matter Action Plan
- 2020-2025 Access and Participation Plan

6. Equality information

The Equality Act 2010 requires that, as a listed body, we publish information to demonstrate our compliance with the general equality duty. This must include information relating to people who share a relevant protected characteristic who are:

- employees
- people affected by our policies and practices; in Trinity Laban's case, this primarily means our students

This report constitutes our equality information under the Act, and is designed to give all interested parties (including our staff, students and the general public) accessible information on our equality performance, the issues and priorities highlighted by data, and activity we have undertaken in order to fulfil our general duty to:

- eliminate discrimination, harassment and victimisation and any other conduct that is prohibited by or under the Act;
- advance equality of opportunity between people who share a relevant protected characteristic and people who do not share it;
- foster good relations between people who share a relevant protected characteristic and those who do not share it.

The report presents performance against each of our equality objectives over the past year including data outcomes and equality and diversity initiatives and plans.


7. Internal Audit of Diversity and Inclusion

In order to assess the effectiveness of its approaches and inform next steps, the Conservatoire commissioned an internal audit of Diversity and Inclusion which reported back in Spring 2022. It found that the control framework over the management of Diversity and Inclusion provides satisfactory assurance that associated risks material to the achievement of the Conservatoire's objectives are adequately managed and controlled. It identified areas of good practice in the preparation and publication of a Black Lives Matter action plan, the role of the Equality and Diversity Board in driving change, the provision of anti-racism training and the revised staff charter. Five recommendations were made and accepted, which have been actioned or are ongoing covering review of the impact of the Higher Education (Freedom of Speech) Bill and of the legal and regulatory framework for matters of sex and gender, improvement of equality statistics, and reinforcing compliance with staff training requirements. The last named has seen an interruption in progress over the last year and is the subject of a new mandatory training action plan to be implement over the next academic year as described in more detail under Equality Objective 1 below.

Equality Objective 1: To promote an inclusive culture in which equality & diversity is supported, showcased, celebrated & championed throughout the Institution

Desired Outcome: All students, staff, and other stakeholders are aware of and understand the Institution’s values and aims in relation to equality and diversity. The Institution works to support and promote the interests and successes of its students and staff, especially those coming from traditionally underrepresented groups.

1.1 Metric

Target group or measure	Baseline Data	Target	Previous Actual	Latest Actual	Commentary	Trajectory	Status
Number/percentage of new staff undertaking equality, diversity and inclusion e-learning course	2018/2019: 84 new staff, 31 completed (37%)	100% completion	2021/2022: 43 new staff, 34 completed (79%)	2022/2023: 71 new staff, 40 completed (56%)	Significant fall in completion rate, albeit with larger total of new starters. Performance remains ahead of baseline.		A

1.2 Equality and Diversity activities

Promoting and celebrating diversity

Each year Trinity Laban runs a number of events aligned to national awareness raising days, including Black History Month, International Women’s Day and Pride Month. Black History Month has been a springboard for embedding a year-round programme celebrating Black, Asian and Ethnically Diverse creativity in our artforms of music, dance and musical theatre under the banner of Black Culture 365. Events over the past year have included:

- A second presentation by composer and recitalist Althea Talbot-Howard of original compositions and new realizations of music by black composers, on this occasion Samuel Coleridge-Taylor and Ignatius Sancho [1729-1780] - an enslaved composer from Blackheath
- A sold out concert to celebrate alumnus Fela Kuti’s birthday at Woolwich Works. The concert was given by current students and led by Ola Akindipe and his band Amalgam, which is made up of students from various music depts within Trinity Laban. Two other bands made up of Trinity students supported the main act.
- A Jazz vocal workshop with alumnus -Cherise Adams Burnett
- An author event on International Women’s Day featuring Jody Burton talking about *Black London: History, Art & Culture in over 120 places*, a guide to monuments, plaques, murals, statues and artworks that tell the story of London’s black inhabitants, stretching back to Tudor times.

In May 2023, our Faculty of Music launched *Don't Stop The Carnival*, a ground-breaking commitment to amplify the music of underrepresented composers. The inaugural Exploration Day, curated by faculty member Dr Uchenna Ngwe, celebrated Black composers and artists in Britain through a programme of research sharings, concerts and panel discussions, with interdisciplinary collaboration between professionals, students and faculty. Presenters and performers on the day included James Thomas, Head of Hackney Music Service, Alexander Douglas, artist and composer, and Kevin Le Gendre, author of the book 'Don't Stop The Carnival'.

Diversity and inclusion training

The eLearning course Equality, Diversity and Inclusion in the Workplace is provided to all new employees as part of their induction; this has been made mandatory and line managers are required to ensure all new staff complete the programme as part of their induction. Despite this, we have seen a decline over the past year in the percentage of new staff completing the training, albeit the rate remains well above baseline. The Principal's Management Group (PMG) has discussed reasons for under-performance and approved a mandatory training action plan to ensure compliance and improve completion rates. Headline actions to be implemented in 2023-2024 are:

- **Increase staff resource to enable efficient and regular monitoring, follow up and reporting.** This resource will help us to monitor and administer all staff learning and development across the institution in a more targeted and efficient manner, helping to collate all training and development activities across Trinity Laban into one central data source.
- **Ensure that induction and onboarding processes are appropriate** and monitored properly, and that all managers are effectively and efficiently engaged in the process and accountable for full completion of their staff induction in a timely manner.
- **Ensure all levels of management (including Executive) complete the mandatory training.** In doing so, they set an example to their staff.
- **Improve communications and messaging to staff as to why the training is important.** Send regular messages (via staff bulletin etc.) and specific messaging to managers when required.
- **Ensure managers undertake annual review of training completion in Performance Management Reviews**
- **Consider removing/deferring incremental awards to staff who have not completed training within specified timeframes**

The Conservatoire has also committed in its Black Lives Matter action plan to provide bespoke anti-racism training to all salaried and hourly paid staff. This training is monitored for engagement levels and impact and reported on regularly to the Principal's Management Group and Equality and Diversity Board. 'Five Pillars – An Introduction to Anti-Racism' has so far been rolled out to all salaried academic and administrative staff across 29 departments including the Executive team. Five Pillars is a 3-hour workshop that introduces racism as a system of oppression and contextualises this both in the workplace and in wider society. The Head of Jazz has recently endorsed the proposal that all hourly paid Jazz staff undertake the workshop in September 2023 and this is currently being arranged.

The creators and facilitators of the 5 Pillars workshop also undertook a policy review of the following key TL institutional policies:

- Complaints Procedure for Staff
- Dignity at Work Policy
- Equality and Diversity Policy
- Recruitment Policy
- Student Disciplinary Procedure

Cultural change

The Conservatoire has sought external help and guidance in implementing its anti-racism policies. Two key partnerships have been formed with Black Lives in Music and Black Artists in Dance to help improve African and Caribbean heritage students' voice, staff representation, recruitment and progression of staff, curriculum design and performance programmes. A microaggressions reporting portal was introduced during 2021 which enables staff and students to report instances of 'micro aggression' anonymously to further our understanding of the experiences of our student, alumni, and staff communities, and help identify patterns of unconscious or implicit bias in our community. The data is compiled and reviewed by the EDB each term; the data is confidential, and all names are removed before the report is compiled.

Equality Objective 2: To increase the institution's understanding of the differences in challenges and barriers to Black, Asian and Minority Ethnic (BAME) and Disabled student attainment and progression and work to eliminate those gaps

Desired Outcome: The Institution has a clear understanding of how to successfully remove barriers and address challenges so that students, regardless of background and experience, succeed.

2.1 Metrics

Target group or measure	Baseline Data	2021-2022 Target	Previous Actual	Latest Actual	Commentary	Trajectory	Status
Reduce percentage difference in continuation rate of white students and BAME students	13.4 pp	8 pp	5 pp (3yr aggregate 17-18 to 19-20 entrants)	1.3 pp (2yr aggregate 19-20 to 20-21 entrants)	Performance above baseline and target	↑	G
Reduce percentage difference in degree attainment (1st and 2:1) between white and BAME students.	19.2 pp	15 pp	5 pp (20-21 3yr aggregate)	9.4 pp (21-22 2yr aggregate)	Performance declined year on year but above baseline and target	↓	A-G
Reduce percentage difference in degree attainment (1st and 2:1) between students not known to be disabled and students with a disability	11 pp	6 pp	-1.7 pp (20-21)	6.1 pp (21-22)	Performance declined year on year but above baseline and on target	↓	A-G

2.2 Equality and Diversity activities

Understanding differential attainment

Responding to analyses highlighted within our Access and Participation Plan, we are undertaking a long-term research study, *Understanding differential success between students from different ethnic backgrounds in Music and Dance: Student belonging at Trinity Laban*, to explore variations between White and Black, Asian and Minority Ethnic students' academic success at Trinity Laban. The study is using a range of qualitative methods to explore student experiences across different ethnic and social groups, with a focus on variations in students' sense of belonging within the institutional and disciplinary learning community. Highly rich interview data exploring participants' life stories in discipline and becoming a Trinity Laban student has provided in-depth understanding of how different students experience key moments of institutional and disciplinary practice (e.g. initial early-life experiences, outreach, further education, auditions, transition into TL, encounters with the institution, its staff and students, curricula, pedagogy, assessment, support, graduation, etc.). Participants' sense of belonging in the institutional and disciplinary learning community is a key focus of all data collection activities.

This project is the first in the conservatoire sector to address differential success between students. It is directly engaging students and recent alumni as co-researchers and via smaller and complementary student projects. On the basis of project findings, practical changes to institutional practice and policy have already been made and others are in development. Examples include:

Faculty of Dance Research Methods support workshop

Harnessing research and supervision relationships, a new workshop was developed which involved recent alumni speaking to current students about their everyday experiences conducting research. Responding to data highlighting differences in student preparedness around understanding of conducting research, and the importance of supporting students to translate their own experiences and perceived problems with dance education and society more broadly into dance research, the workshop involved alumni discussing their own experiences becoming researchers. The workshop gained additional support from Candoco Dance Company, the world's foremost inclusive dance company. This pilot activity will be expanded during 2023 and provides a way of celebrating student research and inspiring and empowering new and current students to harness their own experiences and motivations as research topics. The approach is likely to be especially important during student transition into the institution, and provides a way of celebrating and empowering students who 'feel out of place' to build important research.

Complimentary support initiatives for staff (e.g. workshops co-led by recent alumni, TL Learning Support staff and staff from the British Dyslexia Association around developing support for learning differences in dance classrooms) are in development. This network, including local experts, alumni, and specialists from outside Trinity Laban, provides a strong basis from which to initiate the first co-research in the sector addressing differential attainment according to student (dis)ability and support for learning differences within dance classrooms.

Faculty of Music: Improvisation and Dialogue sessions

Responding to research data highlighting the importance of students' sense of active contribution to learning and importance of a sense of creativity for student belonging within arts education, Improvisation and Dialogue sessions were developed in the Faculty of Music and ran by co-researchers. Open to all students, this initiative involved students from contrasting subject areas and cultural backgrounds responding through musical improvisation to open-ended themes about everyday life within arts education and society more broadly. Evaluative feedback and insight into student experiences of the sessions were integrated throughout through verbal dialogue and written and spoken responses collected afterward. Feedback shows the sessions had positive impact upon student belonging, acting as a space where students could build solidarity and understanding through sharing common experiences; explore their own musicality and passions without recourse to a clear taught curriculum; enjoy a sense of 'freedom' they did not experience elsewhere in learning; reflect upon their own habits and how social conditions shape learning; and offer valuable insight into the role of emergent forms of learning across departments and during student induction. Critically, whereas research data has suggested students can feel pressured to conform or assimilate with institutional culture, feedback indicate that these sessions foster student belonging without participants needing to change themselves to 'fit in'.

Curriculum and pedagogy

Access and inclusion remain significant priority areas in both Faculties, informing the development of curriculum content and pedagogical delivery. Examples of initiatives undertaken and planned in 2022-2023 include:

- Continuing BA Contemporary Dance curriculum developments focusing on broadening frames of reference and identifying a wider range of role models including artists from the global majority and artists with disability. This has been reinforced in the 2022-23 revalidation process. For example, initiatives to facilitate fairer representation and visibility of artists in creative leadership roles and role models for the BA3 students as part of Commissioned Work component include explicit commitments to commission and tour work created by global majority artists and by artists with disabilities, the latter in consultation with and supported by Candoco Dance Company. Curriculum content is also diversified with access to a wide range of role models through Hip Hop classes as part of assessed technique and, importantly, contextual work.
- As part of the Faculty of Music's commitment to amplify the music by under-represented composers, it is showcasing and celebrating the work of Black British composers and Black musical artists in Britain over the next two years under the banner of *Don't Stop the Carnival*. Further work remains to be done to ensure that principal study repertoire requirements, for example, feature compositions from a diverse range of individuals and cultures; initiatives like *Don't Stop the Carnival* encourage principal study teachers and students to identify and embrace new repertoire. A repertoire review was conducted across all areas of the Musical Theatre programme, with coordinators tasked with expanding repertoire choices, with a focus on underrepresented groups and broader theatrical choices.
- In all programmes across both Faculties, support systems have been enhanced through Reasonable Adjustments, and Personal Study Plans adaptations made where this is considered beneficial for the student's development. The process is jointly led by the student, Student Support, Learning Support, Registry and the programme leader. In addition, regular meetings on specific student's needs are held with the Head of Student Services, Head of Counselling, and Programme Leaders.

Accessibility




A Student and Staff Accessibility Working Group was tasked by the Equality and Diversity Board with reviewing access to the Conservatoire's buildings and working on improving access for disabled staff and students, especially for King Charles Court, which is over 300 years old and has accessibility problems. Other areas of activity include reviewing braille signage and exploring the options for disability awareness training. Outcomes included:

- Disability Awareness training for Facilities and Reception staff
- Renovation of lift to basement at King Charles Court and change of lift servicing provider changed.
- Timetable block to prevent timetabling in inaccessible rooms.
- Use of alternative sites to address access issues
- Proxy loans from Library available if access is an issue
- Portable roller ramp installed at Blackheath Halls for stage access

Equality Objective 3: To increase the number of BAME students and staff

Desired Outcome: We see rich and diverse student and staff bodies across all programmes, departments and levels of engagement with the institution.

3.1 Metrics

Target group or measure	Baseline Data	Target	Previous Actual	Latest Actual	Commentary	Trajectory	Status
Number (%) of UK domiciled BAME students	97 students (11.5%) (2019-20 students)	Exceed conservatoire average % ((2021-22 = 13.6%)	123 students (14.6%) (2021-22 students)	121 students (16.1%) (2022-23 students)	Performance improved year on year in percentage terms though small fall in absolute numbers. Above baseline and target.		A-G
Number (%) of UK UG domiciled BAME entrants	26 entrants (14.9%) (2020-21 entrants)	Exceed conservatoire average % (2021-22 = 16.4%)	42 entrants (17.5%) (2021-22 entrants)	46 entrants (19.8%) (2022-23 entrants)	Performance improved year on year and above baseline and target		G
Number (%) of BAME staff	53 BAME staff (9.1%) (2018-19 staff)	Exceed HE sector averages (2021-22 = 11.4%)	65 BAME staff (11.5%) (2021-22 staff)	70 BAME staff (12.6%) (2022-23 staff)	Performance improved year on year and above baseline and target		G

3.2 Equality and Diversity activities

Student recruitment

We have established a long-term, strategic approach to increasing the diversity of our UK entrant population based on:

- Effective targeting of outreach and recruitment activity
- Coordinated partnership working with arts organisations, local authorities and schools to address inequalities of pre-HE provision in our disciplines
- Embedding of long-term programmes of work and relationships which facilitate progression in arts learning from first access to HE entry
- Work with teachers to improve both delivery of our subjects within schools and understanding of progression and career opportunities in the arts

We have set and met demanding targets for BAME participation in our outreach activities (minimum 50%). Importantly, we have also increased above 30% the percentage studying on our flagship progression programmes, Junior Trinity and the Trinity Laban Dance Centre for Advanced Training. Since virtually all students on these programmes go on to higher education at Trinity Laban or elsewhere, they are among the most effective routes we have to increase diversity at the Conservatoire and in specialist higher education in the arts more widely.

Examples of projects in 2022-23 include:

- Dance Days for Secondary Schools in partnership with Step into Dance brought 13 Schools and 131 engaged local young dancers into the building to participate in a series of workshops, visits to BACD Classes, Q&A with our Students, Tour and Talks
- My London Dance and Social Action project: [My London: Dance & Social Action Project - Trinity Laban](#)

My London is a two-year project to engage young people in social action; developing awareness of social issues, enabling young people to investigate and express ideas about these issues through dance, and act to make change. The project builds young people's agency, voice and power to positively impact participants' well-being. To date TL has worked with 70 young people, 38 of whom are vulnerable.

Trinity Laban is one of five organisations in the My London: Enabling Youth Social Action Greenwich and Lewisham Partnership. We are working in partnership with METRO Charity, Charlton Athletic Community Trust, Tramshed, and Lewisham Youth Theatre. Young people working with each organisation come together to plan and lead joint social action activities over a two year period through a Youth Steering Group, alongside activities within each organisation.

We are working with diversity-led partners including Tomorrow's Warriors, Black Lives in Music and Black Artists in Dance to increase engagement with schools and community groups with the aim of encouraging students from under-represented backgrounds to explore the possibility of a career in our art forms. We have established three diversity focused awards for students of African and Caribbean heritages, two in partnership with the National Youth Jazz Orchestra NYJO and one substantial scholarship supported by the Fela Kuti estate.

Staff recruitment

Measures to encourage diverse staff recruitment have included:

- Introduction of a blind staff recruitment process removing the candidate's name and other identifying factors at the shortlisting stage
- Posting of vacancies on targeted and more diverse job boards
- Systematic collection and regular monitoring of data on recruitment diversity

Further actions being explored include unconscious bias training for recruitment panel members and a programme of impact assessments on our recruitment campaigns.

Equality Objective 4: To develop the Institution's understanding of issues faced by trans and/or non-binary students and staff and work to address those issues

Desired Outcome: *The Institution has a clear understanding of trans and non-binary student and staff experience and has addressed any challenges or barriers to engagement identified.*

4.1 Metrics

Under this objective we aim to capture qualitative feedback from trans and non-binary students. Quantitative measures and targets may be added in a later phase.

4.2 Equality and Diversity activities

The strand of our equality work was taken forward by a dedicated Trans and Non-Binary Working Group. The Group was convened through an open call for members and consisted of students and administrative and academic staff across dance, musical theatre and music, and worked through the 2021-2022 academic year. On conclusion, it presented a report to the Equality and Diversity Board which identified some existing positive aspects of the trans and non-binary student experience at Trinity Laban including:

- Well-received staff workshops delivered by *genderedintelligence*
- Expanded curriculum and networking projects such as LGBTQI+ social events with book chat and dance workshops led by LGBTQI+ artists for TL students across faculty, *Queer Book Chat* with a prominent book display at the Laban library, engagement by the Musical Theatre department of a visiting lecturer for a 2-hour session to discuss trans issues within performers/performance, and the *Asking Queerer Questions* intensive professional development initiative for queer and allied creatives, facilitated by TL lecturers across dance and music faculty.
- The provision of gender neutral toilets
- The updated TL Trans student journey webpage with much clearer signposting and other student support information

However, the Group has also heard of difficult encounters which were shared in the group within a confidential framework, and negative experiences including the repeated incorrect use of pronouns and names (i.e. legal names rather than preferred names), intrusive questions related to trans and non-binary identities, openly dismissive statements, inappropriate jokes, difficulty in finding relevant support and issues with a curriculum content based on (often historic) binary assumptions. Despite a number of positive actions in recent years, there is agreement that a wider strategy was needed to initiate more measurable positive change in interpersonal relationships, the experience of the curriculum and studio practice, reflective pedagogy, and institutional frameworks.

The Group has put forward a set of recommendations which led to the production of an annual action plan which is overseen by the EDB. Actions agreed for 2022-2023, and progress against them, have been as follows:

Recommendation 1 – Creation of appropriate and easily accessible safer spaces

Action: Trinity Laban to investigate the feasibility of installing gender neutral changing rooms and increasing the number of gender neutral toilets

Five toilets across the estate have been re-purposed and had their signage updated to say Gender Neutral Toilets/This toilet is for everyone. Planning for further conversion of existing facilities to gender-neutral is ongoing, taking account of safeguarding requirements.

Recommendation 2 – Training

Action: Student Services and People and Organisational Development to consider the balance of training provided to students and staff relating to trans awareness and publicise what training is available.

An ongoing programme of training and guidance has been developed including scheduled, in-person trans awareness sessions for staff and students during the September 2023 induction period.

Action: Registry Systems team to undertake to streamline and publicise processes for students to indicate preferred names and pronouns both pre-induction and in-programme. This will facilitate the updating of student ID cards, class registers and one to one teaching.

Students will now be able to select their preferred pronouns and to input a preferred name upon enrolment. A report will be accessible to Student Services and Registry to see all those who have chosen a specific set of pronouns. Students wishing to declare or change their pronoun preferences will need to contact Student Services. This enables us to track these updates and promptly inform relevant staff members. The list of pronouns available to students was compiled in collaboration with the Students' Union. We plan to publish a clear and accessible process for name and pronoun changes by the end of June 2023. This process will provide students and staff with the necessary guidelines and steps to update their information, ensuring transparency and ease of use. By establishing a straightforward procedure, we aim to empower students and foster an environment where their identities are respected, as well as to avoid scenarios in which their identities are not properly represented in our systems and throughout their time with us.

To streamline the update of preferred names and pronouns across systems, we have automated the update process for the Celcat, iCard, and Music Library systems, ensuring that registers and student ID cards are automatically updated with the latest information. We are also enabling a new platform for One-to-One tutors to access their students' information. This integration will enable tutors to view students' preferred names and pronouns on their profiles.

Recommendation 3 – Consultation

Action: PMG to commission research to understand the experience of trans and non-binary students and staff and to make recommendations.

PMG is considering the specification and resource for this action which has been carried forward to 2023-2024.

Recommendation 4 - Other

Action: Assistant Registrar (Quality & Governance) to review and enhance TL Student Harassment and Bullying Policy to assess adequacy in relation to trans and non-binary experiences

This review is in progress with a view to having an updated policy ratified for the 2023-2024 academic year.