

University of Bristol

# **EQUALITY, DIVERSITY & INCLUSION: ANNUAL REPORT**

2022 - 2023



# FOREWORD



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This report celebrates achievements and progress made in relation to equity, diversity and inclusion (EDI) during 2022/23.

Our overarching aim is to ensure that Bristol is the most inclusive place to work and study by creating an environment where people can be themselves and do their best, and we are proud of the positive cultural shift that we are creating together. Conversations about equity, representation and belonging are far more commonplace, with many of you taking action to effect real and lasting change across our university. We remain determined to provide an equitable and inclusive experience for all members of our community and understand the value that diversity of people, perspective and experience bring to our ability to innovate and to maintain our position as a leading research-intensive university. There is a lot to be proud of, including our first institutional Silver Swan award, our first school level Gold Swan award, the launch of a staff of colour career coaching

programme, and unprecedented levels of engagement with our EDI development activities. While we are undoubtedly making progress, we still have a long way to go on our inclusion journey.

Each of us – staff and students, no matter what our role, position or job title – has the ability to effect change. Each of us influences how others experience our university by how we interact with one another and how we support each other. Thank you to those of you who are part of an EDI committee, who run our staff and student networks, who engage with our training and events, who lead on or contribute to aspects of EDI within your school, faculty or division. You are all helping to shift our culture and we could not have achieved so much without you. Together we are achieving positive and sustainable change to ensure that the University of Bristol is a great place to work and study for everybody

# CONTEXT



This report provides an overview of the work undertaken during the academic year 2022/23 to promote equity, diversity and inclusion (EDI) across our staff community at the University of Bristol. It should be considered alongside the University's Annual Report and Financial Statement that provides further information related to education and the student experience. This report is also intended to describe how the University is meeting the requirements of the Equality Act 2010 that requires us to have due regard to the need to:

- eliminate unlawful discrimination, harassment and victimisation, and other conduct prohibited by the Equality Act 2010
- advance equality of opportunity between people from different groups
- foster good relations between people from different groups

The Board of Trustees is responsible for ensuring that the University is operating in compliance with these requirements. The Higher Education Code of Governance is a set of principles and practices for governing bodies of higher education institutions in the UK that aims to promote diversity, inclusivity and accountability in the higher education sector. The annual EDI report is intended to assist the Board of Trustees in assessing the University's approach to EDI as defined in the Code.

The University also has regulatory reporting requirements to the Office for Students (OfS) on progress against our Access and Participation [Plan](#), as well as a statutory requirement to [report](#) on our Gender Pay Gap.

## Higher Education Code of Governance: Inclusion and Diversity

The governing body promotes a positive culture which supports ethical behaviour, equality, inclusivity and diversity across the institution, including in the governing body's own operation and composition. Diversity in this context does not just mean protected characteristics – it includes a diversity of voice, attitude and experience. It is a means of ensuring that under-representation and differences in outcomes are challenged and, where practicable, followed by a course of corrective action that ensures fair outcomes for all.

HEIs are required by law to comply with equality and diversity legislation, and governing bodies are legally responsible for ensuring the institution's compliance. Legislation in this area does not distinguish between domestic and international students and staff.

The governing body must ensure that there are arrangements in place to:

- eliminate unlawful discrimination, harassment and victimisation;
- advance equality of opportunity between people who share and those who do not share a protected characteristic;
- foster good relations between people who share and those who do not share a protected characteristic; and promote an inclusive culture.

Governing bodies need to review and report on the institution's approach to equality, inclusivity and diversity. As a minimum, they must receive an annual equality monitoring report setting out work done by the institution during the year, identifying the achievement of agreed objectives and summarising the data on equality, inclusivity and diversity that they are required to produce and publish. The report needs to consider any significant differential educational outcomes by protected groups. For most institutions, an Equality Impact Assessment and proposals for widening participation in, and increasing access to, HE will be included in report.

The governing body must routinely reflect on its own composition and consider ways it can encourage diversity in all its forms, thus leading by example. This includes consideration of the impact of decisions on equality, diversity and inclusion.

Each institution will decide how best to implement the Code and adopt a governance model which is proportionate and effective for their set of circumstances.

# HIGHLIGHTS

- The University achieved 'highly commended' Silver accreditation under Advance HE's Athena Swan Charter in recognition of excellence in gender equality.
- The School of Biochemistry became the first of our schools to gain a Gold Swan award.
- Three Schools - Psychological Sciences, Humanities, and Sociology, Politics and International Relations – were awarded Bronze Swan awards, and the School of Cellular and Molecular Medicine received a Silver award.
- 587 staff participated in the Being Anti-Racist ACT programme: 18% of staff have engaged with this programme since it launched in 2020.
- 77% of staff completed our new on-line module – *Introduction to Equality, Diversity and Inclusion*.
- 358 managers engaged with training sessions on Disability Confidence and Managing and Supporting Neurodivergent Colleagues.
- Our TheirStories programme - aiming to change culture and build empathy through storytelling - engaged a total audience of 620 staff.
- 200 staff signed up to training on Everyday Exclusions: Understanding and Managing Racial Microaggressions.
- 4,425 students engaged with the University of Bristol Student Community induction module which focuses on building inclusive student communities
- 1474 (17% of our workforce) belong to a Staff Network.
- 9 staff were supported by the Returning Carers' Scheme, helping them to re-establish their research careers on returning from extended leave.
- Our employment outreach activity reached over 1,500 11 to 16-year olds in local schools.
- We recruited 14 new apprentices across Professional Services: 0.86% of our Professional Services workforce are now apprentices and we are on track to achieving our target of 1% of our workforce to be apprentices by 2025.
- 296 staff enrolled on our new 'Creating and Supporting a Diverse Student Body at the University of Bristol: Widening Participation and Student Inclusion' training module.
- The Trans and Non-Binary mentoring scheme was launched, offering students who identify as trans or non-binary support from mentors with lived experience.

# PROGRESSING OUR EDI STRATEGY

## The central EDI Team

Based in Human Resources, the central EDI Team are expert practitioners building organisational and individual capacity to ensure that our university is a great place to work for everybody, regardless of background or circumstance. With a staff-focused remit, the Team influences the university's strategic vision for EDI and translates this into innovative and impactful action, based on their extensive expertise and a deep understanding of people demographics, organisational culture, and the wider legislative and external contexts. The Team also leads on the development of EDI policy and institutional submissions for external equality accreditation schemes. Action is structured across three core areas that the Team identifies as critical to the effective delivery of sustainable cultural and structural change to uphold our institutional values and support the aims of the University Strategy: an inclusive infrastructure; diversity of representation; and a culture of belonging. The Team creates and delivers a range of interventions designed to engage everybody in providing an equitable and inclusive experience for all colleagues. Their work is informed by the lived experience of colleagues, with many initiatives to shape a culture of intentional inclusion, psychological safety and belonging being co-created with our Staff EDI Networks. They work in partnership with colleagues across HR and the wider university to embed EDI across everything we do.

## EDI STRATEGIC PILLARS



### An Inclusive Infrastructure

We will identify, challenge and address barriers to inclusion within our policies, practices and structures, and build accountability across the organisation.

### Diversity of representation

We will attract, develop and retain a diverse range of talented individuals who will be respected and valued for who they are.

### A culture of belonging

We will build and sustain an inclusive working environment that will support, respect and celebrate individual differences.

## **The Student Inclusion & Widening Participation Teams**

Based in the Division of Education and Student Success, the Student Inclusion and Widening Participation Teams focus on student diversity and inclusion. The Widening Participation Team's mission is to diversify Bristol's student body by empowering and supporting prospective students from underrepresented or marginalised backgrounds to access the University. They deliver a range of innovative outreach programmes, including Bristol Scholars which supports local students and Next Step Bristol, an entirely virtual initiative for a national cohort. They collaborate with schools, colleges, educational charities and community organisations to raise attainment in the local area and support prospective students from underrepresented backgrounds. The Team also collaborates with colleagues in Faculties and the Admissions Team to ensure the University offers a diverse range of entry routes into undergraduate study, including a transparent contextual offer system, through our Foundation Years for learners with no traditional qualifications and through the sector-leading Bristol Scholars programme which provides tailored offers for students based on academic potential.

The Student Inclusion Team promotes a culture of inclusion and belonging for current students, supporting students to reach their full potential and enjoy a positive university experience. Inclusion colleagues are involved in work to deliver on the University's Access and Participation Plan targets for student success including work to address the awarding gap. Their remit is broader than the Equality Act – for example, considering the needs of care-leavers, estranged students, students from refugee, asylum seeker or other forced migration backgrounds,

and socio-economic background. The Student Inclusion Team provides targeted support and schemes for students such as Be More Empowered for Success, the Bristol Scholars scheme, peer mentoring for new students, Peer Assisted Study Sessions, mentoring for trans and non-binary students, and support for mature students.

*With separate but often complementary agendas, these three Teams work in partnership to address common challenges. For example, by extending our Stand Up Speak Out campaign to cover students as well as staff, and ensuring we consider anti-racism in applicant, student and staff contexts.*

## **Action at Faculty, Divisional and School levels**

Faculty, Divisional and School EDI Committees are vital to ensuring that the aims of our university strategy translate into measurable positive action that supports the experiences of our staff and students. They shape and deliver on their own EDI priorities, based on an understanding of their own local evidence base, disciplines and operating contexts. Operating in this way provides the Committee with the agency to choose their own areas of focus (albeit within the strategic framework), which in turn builds ownership and accountability. Members of the central EDI Teams continue to partner with colleagues via a range of working groups and committees, providing expert advice on all matters connected to EDI and encouraging alignment with our central university strategic aims.



# STRATEGIC FRAMEWORK

Fostering equality, diversity and inclusion is a cross-cutting theme of our Vision and Strategy 2030. Our EDI sub-Strategy aims to clarify our ambitions and articulate Bristol's broad ambition to create a caring University community where everybody feels able to be themselves and do their best. As a cross-cutting theme there is an expectation that EDI is visibly committed to and manifested across all areas of work. Building a transformational culture will mean going beyond statutory compliance and considering the structural and cultural change that will allow students and staff to feel empowered and supported to speak out in order to collectively create a culture of which the University can be proud.

## Strategic aims and objectives

We have set specific EDI aims to help drive the transformational cultural and structural change that is fundamental to providing a caring and inclusive environment to students and colleagues, no matter who they are or where they come from.

These aims are supported by equality objectives that seek to embed EDI across the range of the University's activities, translating our strategic aims into action. This Report will describe our progress against these aims.

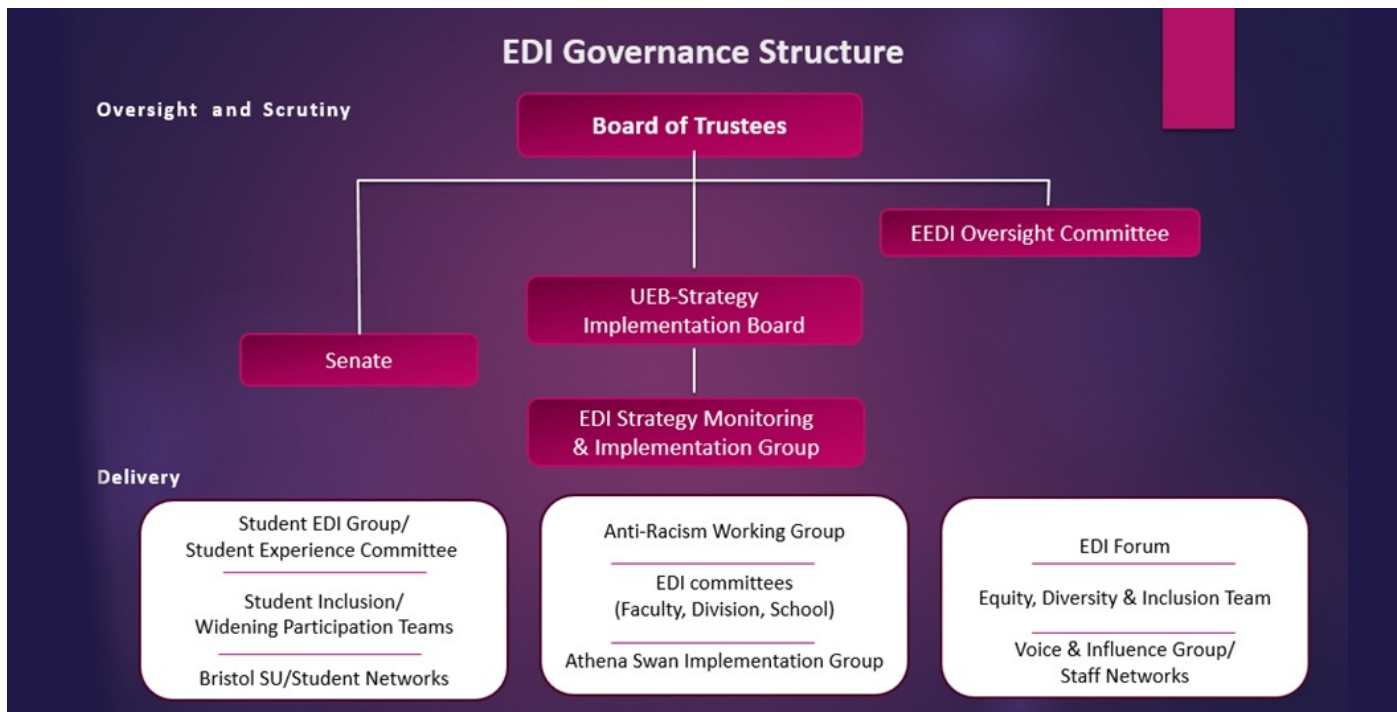
## The aims of our EDI Sub-Strategy

**AIM 1:** Go beyond statutory compliance to ensure equitable outcomes for our students and staff through tackling discrimination and embedding equality of opportunity across our institution. EDI Governance structure.

**AIM 2:** Attract, recruit and retain students and staff with different experiences, backgrounds and perspectives because diversity - of people and ideas - remains integral to our success.

**AIM 3:** Engage all members of our University community in building a culture of inclusion and belonging, where all students and staff feel connected, empowered and respected.

**AIM 4:** Develop deeper and mutually beneficial relationships with a diverse range of stakeholders across our vibrant city to build confidence and trust in the University as an employer and provider of education and strengthening our position as a civic university delivering a brighter future for Bristol's people.



## EDI Governance structure

Our new strategic approach to EDI initiated an internal audit review of governance structures to effectively cascade down aims and objectives to local levels and facilitate upward reporting on progress. The audit recommended further changes to governance structures to maximise our ability to effectively co-ordinate the Strategy rollout and ensure our goals are achieved, as well as maintaining oversight of wider EDI initiatives to ensure they are suitably aligned.

December 2022 saw the introduction of a new EDI Strategy Monitoring and Implementation Group (SMIG) that will report directly to the University Executive Board (UEB) Strategy

Implementation Board with the EDI Oversight Committee (a sub-committee to the Board of Trustees) maintaining oversight of progress.

Strengthening the governance framework for EDI presents a real opportunity for Bristol to adopt a new and transformative approach to this area. The governance model that we have established provides a multi-layered approach to embedding EDI across our cultures and structures moving us towards a model of shared ownership and accountability for the achievement of our EDI strategic aims. There is also a significant role to be played by individuals – particularly our leaders - in terms of taking responsibility and building accountability for creating a community where EDI is embedded throughout.

# PROGRESS AGAINST OUR STRATEGIC AIMS

Our strategic aim for EQUALITY is to go beyond statutory compliance to ensure equitable outcomes for our students and staff through tackling discrimination and embedding equality of opportunity across our institution.



In 2022/23, our Disrupting Racism programme was updated and repositioned as **Being Anti-Racist ACT: Awareness, Change, Transform**. This development

programme offers a blend of in-person and self-directed learning that aims to raise awareness of how each of us must work together to dismantle individual, cultural, and institutional manifestations of racism. The programme aims to run annually, expanding the change cohort that we have already established of colleagues who are becoming equipped to actively oppose racism themselves. The programme for 2022/23 featured Professor Jason Arday and Dr Matt Jacobs who delivered sessions individually and then came together leading discussion and reflections at a panel event.

[Professor Jason Arday, University of Cambridge](#), delivers an online session, exploring themes in relation to racism, privilege, and how to actively disrupt racism.



[Dr Matt Jacobs, Honorary Research Associate](#), delivers an online session, exploring themes in relation to Whiteness and Privilege. The talk explores the definition of 'Whiteness', a historical examination of its development and how it works to create this system of power.



A total of 587 colleagues participated in the Being Anti-Racist ACT programme 22/23, bringing the total number of staff who have engaged with the programme since it launched in 2020 to 1,587 (18% of staff).

To support participants' continuous learning, the EDI Team maintains a dedicated Being Anti-Racist resources library in SharePoint, comprising an impressive catalogue of resources to help further education and development.

**“Thank you for the opportunity to join these sessions, it’s something that we should all consider and constantly review as we go through life; you can’t say ‘I’ve done anti-racist training, that’s it’, you constantly have to reinforce what being anti-racist means and how things change over time.”**

**Feedback from Being Anti-Racist ACT participant, 2023**

In 2023 we welcomed author, poet and academic Malik Al Nasir to deliver our first in-person Being Anti-Racist lecture - **Lifting the Barriers to Black Academia – through positive action and decolonisation**. This lecture series is designed to complement and develop the themes explored in the main programme, working in parallel to continually help participants develop their understanding of what it means to be anti-racist in a work context, and beyond.



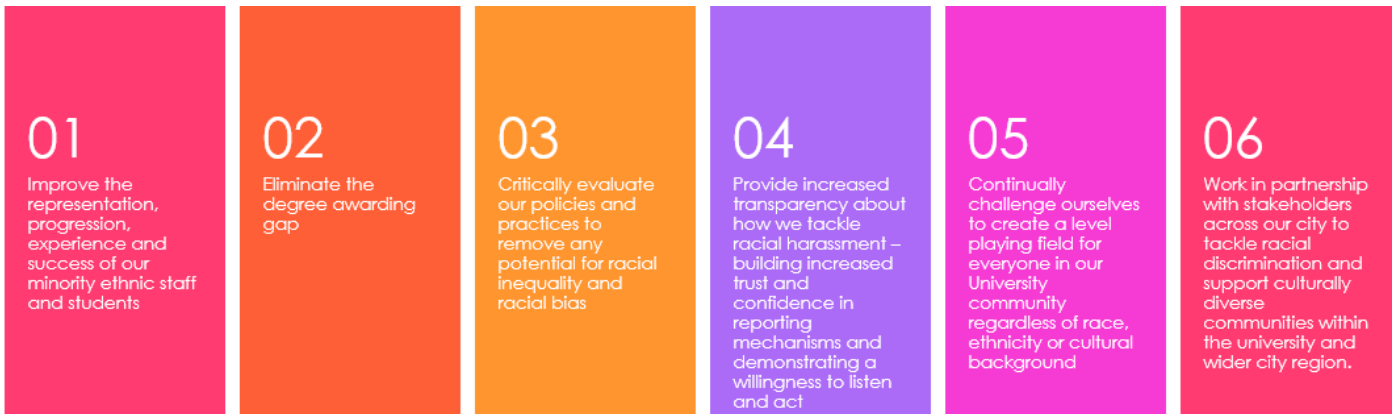
Hosted by Professor Phil Taylor, Pro Vice-Chancellor for Research and Enterprise, Malik discussed his work with universities and with the founder of the All-Party Parliamentary Group on Race Equality in Education. 110 staff signed up to the event with a further 179 views of the recording of the event. A powerful and engaging talk, it set the scene for what can be expected from further lectures planned for 2023/24 as part of the Being Anti-Racist lecture series.

**“This talk was very powerful and hearing somebody’s firsthand experience made it easier to understand. It also reinforced in a tangible way my view that whilst bureaucratic and administrative processes can be good to ensure consistency they can also create barriers and obstacles which I will use to inform my work.”**

**Feedback from audience member, Malik Al Nasir’s lecture**

**“So many things that I did not know as I am new to higher education. What stayed with me is the fact that some, if not most, HE institutions are very much not looking at how their values need to change and how much work there is to do as a community to embody these values. I will make it my mission to train myself and know more so as to be able to build in the community around me.”**

**Feedback from audience member, Malik Al Nasir’s lecture**



## A new approach to anti-racism

2022 saw the final meeting of the University's Anti-Racism Steering Group and the introduction of an Anti-Racism Working Group to advance this important agenda. We take this opportunity to reflect on the achievements of the Steering Group and share plans for the Working Group.

In July 2020 we established the University's Anti-Racism Steering Group (ARSG). Chaired by Dr Jane Khawaja, Bristol Innovations Programme Director, and Professor Judith Squires, Deputy Vice-Chancellor and Provost, the Group provided a focal point for activity already underway to support the six priorities established in our institutional commitment to anti-racism.

The Group provided leadership and direction to ensure the delivery of a range of activity to operationalise the institutional commitment to anti-racism, including:

- The launch of the Black Bristol Scholarship programme, supporting around 130 Black and mixed-Black heritage students at undergraduate and postgraduate levels, totaling more than £1million funded by kind donations of alumni and friends.

- The development of an anti-racism training programme for all staff. Almost one thousand staff engaged with the first phase of the training, and Phase 2 launched in January 2023 with sessions being led by Professor Jason Arday and Dr Matt Jacobs.
- Delivery of targeted race equality training, complementing the anti-racism programme, to whole teams with a focus on planning anti-racist action within services by colleagues who work together. All staff in the Student Wellbeing Service attended this training in 2022/23, along with many from Resilience and Student Counselling.
- Extending the suite of cultural competence training modules for staff to include Supporting students from refugee, asylum seeker or other forced migration backgrounds.
- An institutional move away from using the term 'BAME' - an acronym that is commonly used to collectively classify people of Black, Asian and Minority Ethnic backgrounds – on the basis that applying the generic (and unhelpful) 'White vs BAME' lens to racial equity and to ethnicity monitoring data in general obscures the identification of inequalities and barriers encountered by particular ethnic groups.



- Extending the Stand Up Speak Out campaign to include students and using this as a vehicle to encourage our staff and students to take action against racism and other forms of discrimination they may experience or witness through the provision of training, guidance, and other resources.
- Extending the provision of culturally appropriate counselling from Nilaari to include minority ethnic staff as well as students.

- Together with CARGO – a collective of artists, poets, and filmmakers – we launched a digital platform aimed at connecting our students and staff with the diversity of the city of Bristol. The *UniversalCity* platform, which is the first of its kind in the UK, provides staff and students the opportunity to virtually explore the city via an interactive map. The map showcases African- and African Diaspora-owned businesses, community organisations, and explores the heritage and history of key points of interest around the city.

In parallel to this, the Group engaged in a period of critical self-reflection, consulting with our minority ethnic students and staff to learn from their lived experiences and understand where we can do better, which informed the development of a series of workstreams:

- Research and civic engagement
- Governance
- Naming
- Staff recruitment and support
- Student recruitment and support
- Teaching and learning

The Anti-Racism Steering Group was a time-limited group tasked critically appraising policies and practices within their own spheres of influence to identify action that will make a difference, setting the general strategic direction for anti-racism across the university.

### **Introducing the Anti-Racism Working Group**

Chaired by Dr Jane Khawaja, Bristol Innovations Programme Director, members of the University's Anti-Racism Working Group are refreshing the institutional commitments to anti-racism and finalising an institutional anti-racism action plan. The actions in the plan will be evidence-based, transformative, strategic and sustainable, based on our own operating context, data and insight. They are designed to operationalise our institutional commitments to anti-racism and deliver lasting change by providing a framework through which we can identify and dismantle structural and cultural barriers that are maintaining racial inequity. The Group will influence and direct the deep work that is needed to critically appraise our culture and address racism at a systemic level, requiring an ongoing commitment from our leaders to influence and direct the work needed to build accountability and to ensure that activity is appropriately resourced.

Access our [anti-racism web page](#) to find out more.



**'Being anti-racist requires each of us to be more than simply 'not racist' as it requires intentional and deliberate action to improve our own understanding of racism and to actively work against it to produce racial equity. With the establishment of the Anti-Racism Working Group, I am excited to be moving forward to a more action orientated place bringing in different voices, perspectives and experiences to the vital agenda of supporting the university in its strategic commitment to anti-racism'.**

**Dr Jane Khawaja, Bristol Innovations Programme Director and Chair of the Anti-Racism Working Group**

### **Piloting a Staff of Colour Career Coaching Programme**

In Spring 2023, the EDI Team and Black, Asian and minority ethnic Staff Network Co-Chairs launched a pilot career coaching programme for people of colour in Professional Services. The first of its kind, this programme is designed to support staff of colour in the workplace daily, and on their career journey through structured interactive and practical sessions. This programme is being delivered by an external coach - Jayne Saul-Paterson – and each session introduces tools, models and practical tips for participants, and foster a safe place for people to share their experiences, learning and insights. The sessions will cover topics like dealing with microaggressions at work, knowing your worth, strategies for networking at work and managing career and work setbacks. There was significant interest in the pilot programme - with over 30 applications from staff of colour for ten places – and participants were selected on the basis of diversity of age, grades, ethnicity, department and length of service. Following the completion of the programme, an in-depth feedback process will take place to assess the programme's success and opportunities for future development.



**“I’m really proud of the coaching programme we’ve established. A lot of the time there is too much focus on telling staff of colour that they aren’t aspirational enough, or that lack of role models or that imposter syndrome is the biggest issue they face in the workplace. It was really important for us to design a programme that addressed systemic racism and how that impacts staff of colour at work, instead of just individualising the problem. The feedback we’ve had so far has been really positive, staff have had a space where they can be open and honest whilst receiving practical tips that can help their career. I’m looking forward to seeing what else the programme brings up and how we can use the feedback to improve the wider university culture”**

**Ifè Grillo, co-Chair of the Black, Asian, and minority ethnic Staff Network**





## Widening Participation and Outreach activities

The Widening Participation Team have developed a range of initiatives which seek to engage with prospective students of colour and to increase the proportion of our student body who identify as Asian and Black, in line with key Access and Participation Plan targets. The Next Step Bristol programme was co-developed by the Widening Participation and Student Inclusion teams, current students of colour and student societies and was piloted in 2020.

**“Coming from a very white area it was really nice to see lots of other POCs interested in going to the same uni and makes me confident I can embrace my identity a lot better at uni :)”**

**Prospective student**

The format of small, subject-specific groups hosted by a current student provides space for prospective students to engage in transparent, authentic conversations about the lived experiences of Students of Colour at Bristol. This programme has expanded and this year will support over 250 students from Asian and Black backgrounds to engage with the University whilst fostering a sense of community amongst participants.

In addition to intensive outreach programmes, the Widening Participation team also coordinate initiatives such as the ‘Class of’ programme. This initiative was piloted in 2022, refined in 2023, and works to enhance standard conversion activity. Offer-holders who identify as students of colour can opt-in to a series of bespoke emails offering tailored advice and information; attend a webinar where a panel of staff and students of colour respond directly to their comments, queries and concerns; and receive testimonials from Bristol students from Asian and Black backgrounds who explore their sense of community on campus.



## **Rethinking the undergraduate *Be More Empowered for Success* programme**

The Be More Empowered for Success was first launched in May 2019 as part of the University's commitment to closing the awarding gap affecting students of colour, recognising the relationship between students' experience, their sense of belonging and their degree outcomes. The programme employs and trains current students as advocates to work in partnership with staff to improve students' sense of belonging. In 2022/23 we reviewed and reimagined the programme with more focus on developing the leadership skills of the advocates and empowering them to make meaningful change across the institution.

**“The university is also really supportive in providing support for students from ethnic minority backgrounds – a highlight for me was the ‘BAME mingle’ organised in freshers week. Whilst university can initially seem isolating, especially being the first in my family to go to university, finding people from similar backgrounds to you fosters a close-knit community that allows you to thrive”.**

**Extract from *Student Spotlight* from the Class of 2023 programme.**

The programme has been re-named Race Inclusion Advocate programme to distinguish it from the PGR Be More Empowered for Success programme established in 2021. Advocates now work in partnership with teams and services across the university to create holistic and strategy-driven change that supports the development of more inclusive services and communities. Some examples of projects the Advocates have worked on this year include:

- working with Resi-Life to pilot an event programme for students of colour in Halls which will happen in September 2024, and working to improve training given to Senior Residents on supporting students experiencing microaggressions and discrimination;
- working with multiple teams across the University to deliver Open Iftar, which was attended by over 230 people; and
- working with Global Opportunities to improve the information, advice, guidance and support for students of colour in relation to the Study Abroad programme where they developed a new workshop and helped the team improve their student communications.



## Decolonising the curriculum

Many higher educational institutions and disciplines of study were created during colonial times and their curricula developed to match that world view, affecting the way that knowledge is produced, validated and disseminated. Decolonising the curriculum, to create a more inclusive and reflective teaching environment, remains high on our agenda.

The **Faculty of Social Sciences and Law** is committed to decolonising the curriculum. In the School for Sociology, Politics and International Studies Dr Lucas de Abreu Maia ran a decolonisation event and Dr Joe Lin is participating in a Political Studies Association funded decolonising project. The School of Economics developed a decolonisation survey for students; and the School for Policy Studies set up the Inclusive Curriculum Committee (ICC) to work in collaboration with students to review teaching units from a broad EDI perspective.

In the **Faculty of Life Sciences**, the Biomedical Sciences Schools undertook a project looking to decolonise and diversify the curriculum. This involved working in partnership with students to review taught material as well as undertaking research to gauge the attitudes and understanding of staff and students. A short animation was developed to accompany this work that introduces people to the 3Rs Framework they created to support others: *Rediscovery, Representation, Readiness*.

## Building renaming

Like many universities across the world, we commissioned research to understand our links and connections to historical slavery, or the labour of enslaved peoples. Further consultation has helped us to develop a greater understanding of our history and how it impacts today, leading to rich and broad conversations with our community about restorative actions.

In November 2022 the University launched its consultation on the renaming of seven buildings - Wills Memorial, HH Wills Physics, Dame Monica Wills Chapel, Wills Hall, Merchant Venturers, Goldney Hall and the Fry Building. This was accompanied by the publishing of the [Legacies of Slavery Report](#).

Consultation around the renaming has been extensive, and included a survey, open to Bristol staff members and the wider public, which saw 3670 responses. A key takeaway from the data was that views are polarised. Many of the comments and themes that arose from the survey highlighted issues that went beyond renaming of buildings and focus on broader topics and actions to address the persistence of racial inequality today.

The University set up a new project team in February 2023, with Professor Alvin Birdi as the project sponsor. The team identified that engagement was lacking with local Black communities and set about creating an event to provide space to hear from Bristol's Black African and Caribbean communities. On 11

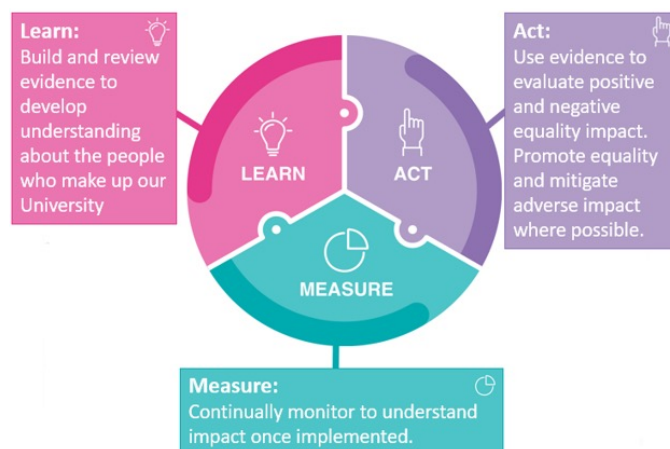


**The Rose Green consultation event**

July 2023 we held a public event at the Rose Green Centre. The purpose was to hear from groups, particularly local Black communities, that were under-represented in some of the previous consultations. The event provided an opportunity to hear further views about how the University can address its legacy involving links to the enslavement of Africans and also address modern racism. The event was attended by around 150 people, including the Vice-Chancellor, and the feedback from this will help the University Executive Board (UEB) decide on next steps. The project team will be presenting a proposal with recommendations for UEB to review in September and make some decisions around building renaming and further work around reparative actions.

# ENSURING OUR POLICIES ARE INCLUSIVE BY DESIGN

We have improved and strengthened our approach to equality impact assessment and this will be rolled out during 2023/24.



When we design or make changes to how we do things or what we provide, it may seem that by ensuring that they apply equally to everyone they will be fair. However, we can sometimes make decisions or create policies or processes that have unintended consequences for certain groups. Our improved **LEARN-ACT-MEASURE** model and resources will ensure that colleagues are equipped to fully embed an assessment of equality impact into any decisions, policies or activities that may impact on people thus ensuring that these are inclusive by design. This means that we can pre-empt issues by anticipating impact at early stages,

identifying potential discrimination and removing it. This approach ultimately supports the University in demonstrating 'due regard' to the aims of the equality duty and we have worked with our Governance Team to integrate this into committee-based decision making.

During 2022/23 the following people-related policy and processes were impact assessed:

- Blended working trial policy and guidance
- Teaching activities for research staff (Pathway 2 Academics)
- Flexible retirement guidance (USS)
- Research leave and leave of absence (academic staff) - previously known as study leave
- On-call (out of hours) policy
- Overtime and holiday pay (amendment to terms and conditions and process)

## University achieves institutional Athena Swan Silver Award

The University continues with its engagement with the Athena Swan Charter to support and transform gender equality across the sector. The University received a Silver Swan in February 2023 as a “highly commended” application. Particular areas of commendation by the panel included the collective agreement between the University and the Bristol UCU to introduce a series of measures to address the gender pay gap, the Voice and Influence Group, which is foregrounded with an intersectional focus by providing a forum for Chairs of staff networks to discuss common issues across multiple identities, and increasing the percentage of female professors as a result of sustained activity to support the career progression of women. It was also noted that the application included a thorough analysis of data and evaluation of culture, policies, and practices, providing a comprehensive assessment of the key gender equality issues facing the University. This has resulted in the production of an action plan, which the University will use over the next 5 years, to ensure we continue to address key priorities in gender inequality.



## Achieving Gold standard excellence

The School of Biochemistry was recognised as a beacon of excellence in gender equality with a Gold award, in recognition of their significant and sustained progression and achievement in promoting gender equality and addressing challenges particular to the discipline. This marks the first Gold Swan award for the university.



School of Biochemistry, Swan Self-Assessment Team 2023



**'The whole School is delighted by this award, which recognises the inclusive culture that has been so carefully fostered by our staff and students over the years. Whilst it celebrates past achievements it also challenges us to set and reach new goals to promote gender equality, and we're looking forward to continuing this work.'**

**Professor Nigel Savery, Head of School, Biochemistry**

2022/23 saw a total of five Schools successfully applying for recognition under the Charter, and the University now holds 19 School-level awards (12 Bronze, 6 Silver and 1 Gold), an increase on the 17 awards held in academic year 2021/22.

## Connecting Athena Swan Leads

To provide a supportive network for colleagues who are engaged with Athena Swan work, the central EDI Team has established an Athena Swan Leads Network (membership currently 91 colleagues). Termly meetings have included discussions on such topics as the Transformed Athena Swan Charter, how to form an Athena Swan Action Plan, the Academic Career Promotions Framework and the production of an Athena Swan Toolkit, for staff navigating the application process. Colleagues from Advance HE are invited to attend meetings periodically to update the Network on developments and to share best practice.

## Spotlight on....South West Nuclear Hub

In March 2023, the [South West Nuclear Hub](#) (SWNH) celebrated the signing of the Women in Nuclear UK (WiN UK) Industry Charter and the launch of their own bespoke pledge alongside it. Using the EDI Team's **Learn, Act, Measure** model as a framework, the SWNH pledges to:

- Understand how people access nuclear education and identify barriers to entry.
- Increase the diversity of students and board members in South West Nuclear Hub programmes.
- Raise awareness of opportunities, promote role models and career pathways, and support a community of female students and employees.
- Track and share key metrics.



The group at the celebratory event

**“We are delighted to boost our relationship with ‘Women in Nuclear’ by signing their Industry charter and more specifically by making these pledges. We are committed, in our ‘People and Skills’ and ‘Engagement’ strategic pillars, to encouraging diversity in nuclear education and communicating careers opportunities to underrepresented communities. Therefore, it’s crucial that we not only publicly support gender balance in the Nuclear Industry but also hold ourselves accountable closer to home.”**

**Camilla Parkes, Co-Ordinator, SWNH**

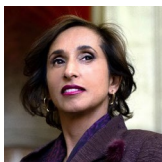


**SOUTH WEST  
NUCLEAR HUB**



## Introducing the Swan Implementation Group...

Moving forwards, the University's Gender Inclusion Group has been replaced with the Swan Implementation Group. Chaired by Professor Palie Smart, the purpose of the Group is to ensure the institutional Athena Swan Action Plan is progressed, that the Action Plan remains responsive to the key issues of gender inequity facing the University and that any barriers to progress are highlighted and removed.



**“I’m heartened by the commitment and fantastic work of our schools and faculties on gender equality. Progress has been made, yet there is more work to be done. The Swan**

**Implementation group provides further support and space to discuss gender equality issues, whilst being mindful of the importance of an intersectional approach. I am enjoying chairing this group of wonderful colleagues, who have invested so much of their time and energy to this important cause.”**

**Professor Palie Smart, Associate Pro Vice-Chancellor for Global Civic Engagement and Chair of the Swan Implementation Group.**

## Spotlight on...Inclusive Research Collective



The Inclusive Research Collective (IRC) aims to highlight exclusionary research practices and promote inclusive and diverse academic environments. 2022-2023 was a hugely successful year for the IRC,

with the Research England Research Culture fund supporting a six-part series on Inclusive Research in Practice. Further funding, from the Elizabeth Blackwell Institute (EBI), led to three IRC-funded projects undertaken by colleagues to look at Decolonising the Psychology Curriculum, Understanding the oral health needs of Underserved Communities and Understanding and Supporting our neurodiverse PGR students. The IRC has also collaborated with the Staff Development Team to produce a three-part ‘Being an Inclusive Researcher’ workshop series and publish a follow-up ‘Train the Trainer’ toolkit and poster. The IRC gained further funding from the Research England fund for a collaboration with the Perivoli Africa Research Centre (PARC), to support a 6-part series of ‘Small Talks for Big Change’ events, looking at power imbalances that exist within research collaborations between researchers in the African continent and the Global North. The IRC have also delivered several workshops to staff at the Wellcome Trust to introduce and explore topics of inclusive and equitable research, and how funders can support it.

## Spotlight on....EDI in the Faculty of Engineering

The Equity, Diversity, and Inclusivity (EDI) Committee of the Faculty of Engineering meet six times a year to work on a range of projects, some of which consist of top-down initiatives, and others that use a bottom-up approach to work on issues brought to the committee by members of their community.

### New roles and new Faculty structure

In April 2022, Dr Neha Chandarana took on the role of EDI Champion and now co-chairs the EDI Committee alongside the Dean, Professor Ian Bond. As the Faculty transitioned to four schools from two, a new team was created to support EDI and Widening Participation, led by Caroline Higgins as Faculty Access and Inclusion Manager. This investment in support demonstrates the Faculty's commitment to delivering an inclusive environment. Two further academic school roles have been created: School Culture and Inclusivity Directors and Academic Team Leaders, for whom a bespoke **Leading & Empowering Academic training Programme** that includes EDI elements is being delivered.

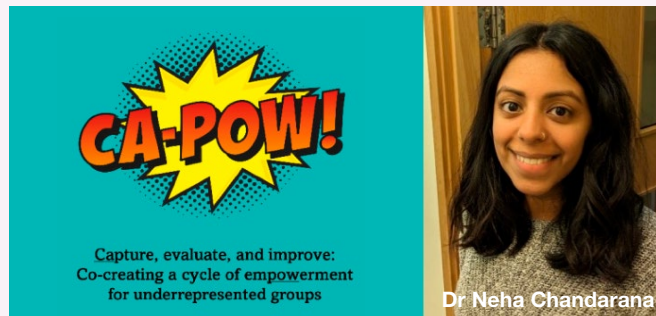
### Our commitment to EDI

*"Everyone, regardless of background, personal circumstances, or identity, should be supported to flourish and find their place within our community."*

Through consultation with our staff and students, and with the support of copywriter [Aliya Mughal](#), we developed our [Faculty EDI Commitment Statement](#), which states our aims and intentions alongside definitions of equity, diversity, and inclusivity that capture the nuanced experiences of students and staff in Engineering.

## Supporting our students

Since March 2023, Dr Neha Chandarana has led Ca-pow! – a £100k project funded by the Royal Academy of Engineering [Diversity Impact Programme](#) – which aims to understand the experience of undergraduate engineering students who have intersecting minority markers through data capture, evaluation of widening participation initiatives, and the development of vertical peer networks.



## Staff recruitment in Engineering

A task-and-finish group was curated to look at our recruitment practices in Engineering. Working with colleagues in the Faculty EDI Committee, Faculty Board, and the University's central EDI and Resourcing Teams, a recruitment practice guide has been developed and our Further Particulars templates have been updated. As part of this process, essential and desirable criteria relating to EDI have been devised, with supporting guidance on appropriate questions to assess prospective candidates. We have also introduced a recommendation for all selection processes to include early career members of staff, to reduce the burden on female staff, particularly for academic staff recruitment (and similarly male staff for professional services recruitment).

# DIVERSITY

**Our strategic aim for DIVERSITY is to attract, recruit and retain students and staff with different experiences, backgrounds and perspectives because diversity - of people and ideas - remains integral to our success.**

We remain committed to attracting and accepting a diverse cohort of students and deliver extensive outreach work through our Widening Participation team, and through our sponsored partnerships, to ensure we actively engage with learners from different communities and backgrounds. This is complemented by our inclusive approach to Admissions and programme portfolio, which helps to remove potential barriers to access and supports equality of opportunity for diverse applicants.

## **Outreach**

An extensive portfolio of activity helps us to engage with learners of different ages and backgrounds both within and beyond captive education. First launched in 2006, our flagship local outreach programme, Access to Bristol, now supports over 800 students to engage in weekly academic taster-sessions whilst the Insight into Bristol and Sutton Trust Bristol Summer Schools enable students from across the country to experience residential student life.

## **Contextual Offers**

Our contextual offer is a grade reduction of up to two grades below the standard entry requirements. These offers are made to students who are historically less likely to come to Bristol, including students who are Care Experienced or who live in an area with low progression to higher education. In 2022 we expanded our contextual offer eligibility to include students who received (or have received) free school meals.

## **Guaranteed Offers for students completing an Access to Higher Education qualification**

For 2023 entry, the University introduced guaranteed offers for adult learners studying Access to HE Diplomas. By the end of confirmation and clearing over 160 Access to HE adult learners who received a guaranteed offer had secured a place at Bristol.

## **Gateway and Foundation Programmes**

The University offers a Gateway course for students seeking to enter Medicine, Dentistry or Veterinary Science and a Foundation Year in Arts and Social Sciences – these courses provide entry into undergraduate (UG) study at Bristol for applicants who do not meet the standard academic entry criteria to apply directly to UG courses. In 2022/23 we saw the first intake to the University's Foundation Year in Science, Engineering and Maths, a new programme designed to support Mature student enrolment at Bristol. In this pilot year, 10 students successfully finished the year and 9 of these are progressing directly into UG courses at Bristol.

Improving representation at all levels of our workforce remains a priority, through an evidence-based approach to positive action and inclusive recruitment practices and targeted development opportunities for existing members of staff.

## eXcelBristol Apprenticeships

*Apprenticeships offer paid employment, on-the-job training and a qualification.*

Our flagship apprenticeship programme, eXcelBristol Apprentices, provides career entry points across our Professional Services divisions. Open to anyone over the age of sixteen, apprenticeships are not only a way to attract and develop new talent for people from a diverse range of backgrounds but also provide an alternate way of learning. During the past year, we recruited 14 apprentices across Professional Services, including our first Commis Chef apprentice, across a range of locations including the Campus Division, Department for Research and Innovation, and the School for Biological Sciences. Currently 0.86% of our Professional Services workforce are apprentices and we are on track to achieving our target of 1% of our workforce apprentices by 2025. We currently have a total of 30 apprentices across a range of professional service standards, ranging from GCSE to Master's equivalent.

## JOIN US! and Employment Outreach

JOIN US! sessions are designed to be flexible and to work with a range of communities that are currently under-represented across our workforce or that face particular barriers to employment. This year we ran Dental School and an Apprentice Business Administration JOIN US! sessions to encourage applications from those that may not have otherwise considered the University as an employer. Following the session, we received 5 applications for our Dental School roles and 16 applications into our apprenticeship roles. In addition to our JOIN US! We also hosted our own Temple Quarter Jobs fair as part of National Careers week.



As an active member of Bristol's Race Equality Strategic Leaders Group, we meet on a bi-monthly basis with other public sector city partners to discuss how we can work together to improve the

opportunities and experiences of racially minoritised individuals and take a proactive approach to making a difference for our communities. A major annual event is the Our City, Your Jobs in-person recruitment event where many separate agencies come together to showcase the work of their organisations and to promote vacancies to jobseekers.

## Work Experience

We have hosted and contributed to work experience sessions, such as the Bristol Future Talent Partnership and ASK Apprenticeships, for over one hundred students from racially diverse backgrounds.

The students have had the opportunity to experience and learn about a range of careers across the University including STEM, Arts and Horticulture and the different routes into those careers such as apprenticeships.

**“Thank you for giving me the chance to experience working in different departments, as it helped me realise what I want to do/what sector I would like to go in the future. I especially appreciated the last day because you gave me valuable information on apprenticeships and gave me a new point of view on my career path. Thank you for your time and effort.”**

**Year 10, City Academy Bristol**

### Targeted leadership development opportunities

The award-winning Elevate programme welcomed a further 30 participants this year from across the partner universities of Bristol, Bath, Cardiff, Exeter and UWE. Developed in partnership with the Ubele Initiative, Elevate brings together women from racially minoritised groups in a transformational environment which centres the lived experiences of the participants. Of the 27 University of Bristol staff who have participated in Elevate since its launch in 2020:

- 7 have progressed into more senior Professional Services roles (including 1 significant change in specialism)
- 4 have achieved academic promotion
- 2 have pursued career opportunities in industry
- At least 2 have undertaken career-enhancing internal secondments

Many more have used the confidence and skills gained to apply for opportunities, take on leadership roles, and establish community networks and initiatives. The impacts of the programme go deeper and broader than promotions.

Our 2023 participants have shared stories of wide-reaching impacts of Elevate, including:

- Increased self-awareness, and recognition of themselves as leaders
- Finding their voice and negotiating boundaries
- Confidence and proactivity to take on new challenges
- Valuable professional and personal networks
- Profile-raising, within and outside the University



**elevate**



## The Female Leadership Initiative (FLi)

2022/23 saw a further two cohorts (60 participants) of colleagues come together across disciplines and grades for the FLi programme. They engaged with workshops, group discussions, guest speakers, Action Learning, mentoring, and individual self-reflection, exploring their leadership style and identity, agency, and impact. Whilst career progression is only one measure of the wide-ranging positive impact for FLi participants, of 36 survey respondents from this year's cohort:

- 9 applied for new roles or promotions
- At least 3 of those were successful
- 3 participants had recently been promoted or changed role, and felt supported through the programme to establish themselves
- Many reported significantly increased confidence and clarity in their career ambitions



- Significant improvements were shown against all development objectives (through pre- and post-programme surveys). Over 90% reported they now:
- Have a clear sense of their leadership style and identity
- Are confident in their overall leadership capabilities, coupled with an ability to articulate their strengths and any gaps in knowledge / skills
- Can actively contribute to an inclusive work environment
- Are able effectively support the development of others
- Have a strong and supportive professional network

**“I feel as though I know myself better, both strengths and areas I need to develop. I feel more equipped with tools and strategies for negotiating my leadership journey. Overall I feel happier and confident as a result of being part of the programme.”**

**“I have changed quite a bit in terms of how I approach challenges and difficult conversations and also how I build and maintain relationships with others. I think it has made me a more reflective leader and one who is more aware of how my role modelling can affect others. I feel empowered to drive the change I want to see.”**

**Feedback from FLi participants 2023**

### **The Bristol Women's Mentoring Network**

The Bristol Women's Mentoring Network saw 44 new mentoring pairs matched this year, comprising colleagues from across Professional Services and academic pathways. The Network provides opportunities for quality conversations to support and develop female leadership and career progression. Key areas covered within mentoring include:

- Reviewing career options, planning, promotion and progression
- Developing interpersonal skills and working relationships
- Understanding the expectations and requirements of your current role
- Working out work-life balance, wellbeing and managing flexibility

### **Specialist counselling services for staff and students**

As well as central counselling and wellbeing support, we continue to offer specialist support for specific groups in our community. We continue to offer culturally appropriate counselling to minority ethnic staff and students from a local provider, Nilaari. Fifty students and twenty members of staff accessed this service during 2022/23. A further 26 colleagues chose to access a specialist LGBTQ+ counsellor for staff who may be struggling with issues relating to sexuality or gender identity. The Student Counselling Service offer therapeutic groups for trans, non-binary, gender non-conforming and questioning students; women; and a cultural transition and adjustment group for Mandarin-speakers delivered in Mandarin.

### **Maternity/Adoption/Paternity/Partner (MAPP) Coaching Service**

The Maternity, Adoption, Paternity and Partner (MAPP) coaching service continues to provide invaluable support and reassurance to colleagues who are preparing to take, or have taken, maternity, adoption, paternity or partner leave. Sixty-five colleagues accessed the service during 22/23, 61 women; 4 men. Feedback from clients is overwhelmingly positive: 100% reported that MAPP coaching had a positive impact and 100% would recommend the service to a colleague. The overall feedback from clients is that they really appreciate the university supporting them in this way and enabling them to return to work with more confidence (even to go for promotion!) and with renewed enthusiasm.



**Maternity, Adoption, Paternity and Partner (MAPP) coaching service**

## Building disability inclusion

### Managing and supporting neurodivergent colleagues

We worked with an external training provider – Inclusive Change – to develop an online workshop designed to help line managers support neurodivergent colleagues that was launched in April 2023. Content was designed around common themes identified by HR Business Partnering Teams. Five workshops were held, with the purpose of exploring reasonable adjustments to support current and prospective neurodivergent staff; identifying practical strategies to create an inclusive work culture; and building line manager understanding of strengths and challenges for neurodivergent staff in the workplace. 220 line managers engaged with the sessions, with overwhelmingly positive feedback. Further sessions with supporting resources are planned for 2023/24.



**MANAGING &  
SUPPORTING  
NEURODIVERSE  
COLLEAGUES**

Lucy Smith & Illyana Mullins

### Building Disability Confidence

The Head of central EDI and the Head of People Partnering and Wellbeing co-designed and delivered sessions on Disability Confidence for line managers. 156 line managers engaged with the training and we plan to work with Heads of HR Business Partnering to deliver sessions on a Faculty basis during 2023/24. Further resources will also be developed.

## Supporting Returning Carers

Our Returning Carers' Scheme is a funding award open to academic staff to help re-establish their research careers on their return to work following extended leave due to parental or caring responsibilities. Over the last academic year, the scheme supported nine colleagues. The total amount of funds allocated was £74,785.79 (mean amount per applicant, £8,309.53).

**“I applied for help from the RCS following six months of extended paternity leave (following on from my partner, who had taken maternity leave for the first six months of our son’s life). I used the award to buy myself out of a proportion of a heavy teaching load, which allowed me some vital mental space to start some pilot projects, which has so far led to a publication and some developing grant applications. Without the award, that work would either not have happened, or would have eaten into the precious time I had to support my family and the career of my partner.”**

**RCS applicant, 2023**



# INCLUSION

**Our strategic aim for INCLUSION is to engage all members of our university community in building a culture of inclusion and belonging, where all students and staff feel connected, empowered and respected.**

## **Student Community Induction Module**

Our Student Community Induction module was communicated to all incoming students. The module focuses on creating an inclusive campus where diversity is celebrated, antisocial attitudes and behaviours are challenged, and any type of harassment, assault and discrimination is unacceptable. Active bystander training is embedded within the module as part of our Stand Up Speak Out campaign. The module links to the Office for Students (OfS) expectations on tackling harassment and sexual misconduct and the Universities UK (UUK) recommendations on tackling racial harassment, and teaches students about the University of Bristol community and our expectations of community members.

Students learn:

- about the University community and how it connects to other communities they are part of;
- our expectations for our community;
- about discrimination, harassment and abuse – these behaviours are not tolerated at Bristol; and
- how they can contribute towards a positive community.

**In feedback, the majority of respondents strongly agreed or agreed that the course helped them to better understand the University's expectations for our community, and the specific types of behaviour that are not tolerated at the University.**

**"I feel informed and safe after this course"**

## **Join the Dots programme**

The University joined the Join The Dots programme run by The Brilliant Club in 2023. The programme supports less advantaged Year 13 students who meet key targeting criteria and have applied to partner universities. Students take part in a series of university preparation activities, delivered through in-school resources and by The Brilliant Club. On Results Day students are matched with a PhD Coach from their university. Each PhD Coach supports up to eight students and works together with each student's school or college to support them throughout the six-month transition programme. The first cohort of Join The Dots students joined the University in September 2023. Join the Dots is the latest addition to a range of transition support designed to give students the best possible start at University.

## Trans and non-binary mentoring

Trans, non-binary and gender non-conforming students have been identified as a particularly vulnerable group, who often see beginning university as an opportunity to be more open about their gender identity. We launched a mentoring scheme in 2022 which offers students who identify as trans or non-binary the opportunity to be supported by a mentor with lived experience. The mentor meets with them either in-person or online at an appropriate frequency to meet the needs of the mentee for up to 4 months (16-18 weeks). Mentors support mentees in understanding the issues faced by trans individuals and explore the impact of how being trans affects wellbeing, social engagement, and their university experience, as well as sharing information and advice regarding trans services, support and how to access them.

**100% felt there are people they can talk to at the University compared with 25% prior to taking part in mentoring. 75% said they felt more confident in participating in student life beyond their studies and accessing support services.**

**“Having someone to speak to regularly that could relate to such a specific experience of not being cisgender was extremely helpful. She gave me guidance and support, and because she went through what I’m going through, I felt understood.”**

**Feedback from students who took part in mentoring has been positive**

## The Global Lounge: building community and understanding

The Global Lounge *Celebrate and Learn* events are an opportunity for staff and students to learn about the diversity of cultures and faiths in our University Community. In 2022/23 this included the University’s Open Iftar where 250 students and staff gathered to learn about Ramadan traditions and break fast together. The Open Iftar was jointly hosted by the University’s Global Lounge, the Student Inclusion Team, Multifaith Chaplaincy, Bristol SU Islamic Society and Bristol Ahlulbayt Islamic Society.

**‘The Open Iftar was a spectacular evening of openness, inclusivity and culture-sharing. As both a Muslim and Union Affairs Officer at Bristol SU, I am touched by the heartfelt effort put forth by the event organisers. It was a huge honour and a special moment for me personally to lead the Adhan (the call to prayer), in the Great Hall of the Wills Memorial Building.’**

**Adam Michael, Bristol SU Union Affairs Officer and host of the Open Iftar**

For the first time we also offered a Hanukkah festive event organised in collaboration with Bristol SU’s J-Soc, the Global Lounge, Student Inclusion Team and Multifaith Chaplaincy. The event allowed students to enjoy a lovely evening discovering how Hanukkah is celebrated as the Festival of Lights in the Jewish tradition. 92 students of all faiths enjoyed traditional food and a range of activities including lighting the menorah, singing iconic songs, listening to traditional music, and enjoying the traditional game of Dreidel.



### **Essential EDI Training**

The central EDI Team launched a new e-learning module for staff on the University's Develop platform. Created by the

Head of EDI, this module is designed as an introduction to EDI for all staff - new and established – and it is part of a suite of essential training modules. This course sets out our approach to EDI (including our strategy and policies); introduces the Equality Act 2010; defines EDI (including the difference between equity and equality); provides some basic active bystander techniques; and introduces the concept of allyship. A resource library is attached to the module and staff are encouraged to engage with further training upon completion. Since August 2022, 6907 colleagues have engaged with the module, a completion rate of 77%.

### **Stand Up Speak Out Advocates**

We recognise that many people aren't willing or able to speak up as they don't feel safe and fear retaliation, or they do not believe that their experiences will be taken seriously. Often simply having somebody validate your experience and acknowledge how you feel can give you the confidence to challenge these behaviours yourself. Having a constructive and purposeful conversation where you share your experiences confidentially with a colleague who is independent and impartial can be incredibly powerful and can provide you with the agency to take action yourself. This is where a Stand Up Speak Out (SUSO) Advocate comes in. Supported by the central EDI Team, they are part of a specially trained network of 21 members of staff who support colleagues in identifying ways to address unacceptable behaviours they may experience or witness in the workplace. The Advocates supported 11 cases during 2022/23, supporting staff who were facing microaggressions and unacceptable behaviours at work. Meetings with the central EDI Team and our SUSO Champion, PVC & Executive Dean Professor Jeremy Tavaré, provide a space for the Advocates to surface common themes and to collectively discuss targeted interventions to improve our culture.

Since 2021 we publish high-level HR data on formal complaints of unacceptable behaviours and summaries of action taken. This was partly in response to the UUK Report Tackling Racial Harassment in Higher Education which recommended that institutions collect data on reports of incidents and share regularly with senior staff and governing bodies.

### **Encouraging our people to Stand Up and Speak Out**

As a major cultural change vehicle, our Stand Up Speak out campaign continues to encourage and equip people to take action against exclusionary behaviours.



**Formal Complaint Data Summary**  
**1 August 2022 – 31 July 2023**

Type of Complaint	Number	Outcome
Bullying	8	3 not upheld 1 partially upheld 4 ongoing / case not concluded
Race Discrimination	0	
Sex Discrimination	3	1 partially upheld 2 ongoing / case not concluded
Disability Discrimination	2	1 not upheld 1 ongoing / case not concluded

**Leading with Empathy**

A positive relationship between line managers and their individual team members: how they operationalise people-related policies and practices, how they treat their staff, and how they respond to unacceptable behaviours are all crucial to creating an inclusive workplace. Leading with empathy and compassion can help to create a safe environment where staff feel they can speak openly about their experiences, which in turn helps to address exclusionary behaviours at the University.

Leading with Empathy guidance gives line managers the confidence to model inclusive behaviours in the workplace and maintain positive working relationships. The guidance and a facilitated session has been piloted with senior managers from our Campus Division, providing a focus for discussion around the challenges of leadership and tools to succeed when dealing with challenging behavior and workplace culture. During 23/24 the central EDI Team will expand this further, inviting teams to use the guidance as a stimulus for open discussion, either independently or through a facilitated session.

**LEADING WITH EMPATHY**

A practical guide for managers on how to become positive role models in the workplace and improve working relationships.

**STANDUP SPEAKOUT**

[bristol.ac.uk/inclusion/stand-up-speak-out](https://bristol.ac.uk/inclusion/stand-up-speak-out)

## **Everyday Exclusions: Understanding and Managing Racial Microaggressions**

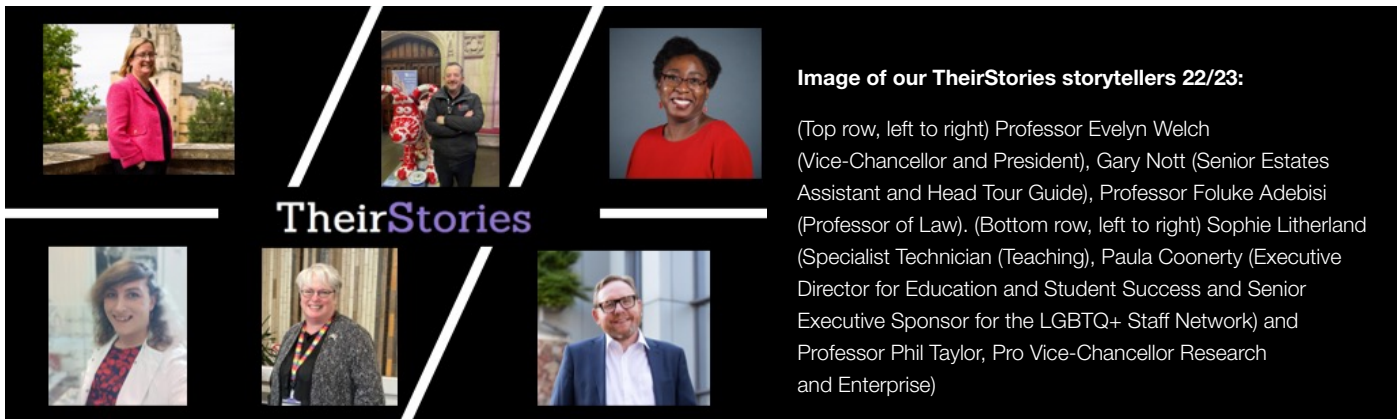
Also known as “microaggressions”, everyday exclusions undermine our efforts to build an inclusive working environment by making people feel like they don’t belong. This has a significant impact on the physical and mental wellbeing of those who experience this behaviour. Launched in 2022, our new development opportunity for staff - *Everyday Exclusions: Understanding and Managing Racial Microaggressions* - teaches staff about racial microaggressions, the impact they have, and how to manage them when they occur. 200 staff have engaged with the session, which is delivered by Dr Nilufar Ahmed, who is based in our Dental School, and also works as a Diversity and Inclusion trainer and consultant with a number of organisations. An Everyday Exclusions [Guide](#) was developed to support this training.

**‘The session was professional and open. The maturity and expertise that Dr Nilu Ahmed brought to the session enabled learning through questioning to be done in a safe environment and hence contributed considerably to my learning. Examples of unconscious microaggressions were given , together with alternative ways in which we could address our own bias’.**

**Feedback from Everyday Exclusions: Understanding and Managing Racial Microaggressions**



**Dr Nilufar Ahmed,  
Senior Lecturer in Social  
Sciences in the Dental  
School and Diversity  
and Inclusion trainer and  
consultant**



### Image of our TheirStories storytellers 22/23:

(Top row, left to right) Professor Evelyn Welch (Vice-Chancellor and President), Gary Nott (Senior Estates Assistant and Head Tour Guide), Professor Foluke Adebisi (Professor of Law). (Bottom row, left to right) Sophie Litherland (Specialist Technician (Teaching), Paula Coonerty (Executive Director for Education and Student Success and Senior Executive Sponsor for the LGBTQ+ Staff Network) and Professor Phil Taylor, Pro Vice-Chancellor Research and Enterprise)

## Changing culture through storytelling

Our award-winning TheirStories programme returned for this academic year with a series of six events where colleagues shared their personal journeys and experiences so far.

TheirStories uses personal storytelling as a vehicle for building workplace inclusion, improving employee engagement, challenging bias, countering stereotypes, and developing a culture of belonging. The idea for TheirStories was based on a need to look beyond the data that routinely informs EDI activity and adopt a more person-centred approach to challenging bias and countering stereotypes in the workplace. Storytelling is a hugely powerful way to drive culture change through raising awareness and building empathy and understanding. Our university is made up of brilliantly unique individuals, and we all have something to learn from each other.

To celebrate Pride, we held our first ever *TheirPrideStories* event, which was hosted by the co-chairs of the LGBTQ+ Staff Network, Abbi Dayre and Polly Clare-Hudson. In this in-person event, we heard from Paula Coonerty, Executive Director for Education and Student Success and Senior Executive Sponsor for the LGBTQ+ Staff Network, about the several identities that come together to make Paula who she is today.

All events are recorded and uploaded to our [TheirStories Library](#) creating a 'human library' of personal stories to be stored and shared. With over 620 sign-ups / views of events, and 100% of feedback received from colleagues saying they would recommend TheirStories to others, this programme is an important vehicle for building workplace inclusion and engagement, to challenge bias, and help develop a culture of belonging.

**“TheirStories gives a genuinely fascinating insight into the lives of our colleagues, and the varied experiences that shaped them as individuals.”**

**“It’s been brilliant, inspiring, uplifting, emotional, everything you can ask for!”**

**“Phil gave a really honest overview of his life so far and gave us a real insight into him as a person, rather than the job role he’s associated with. This is so important, as we tend to think we know what people are like, from the job title they are given, but we don’t know them at all.”**

**Feedback from TheirStories attendees 22/23**

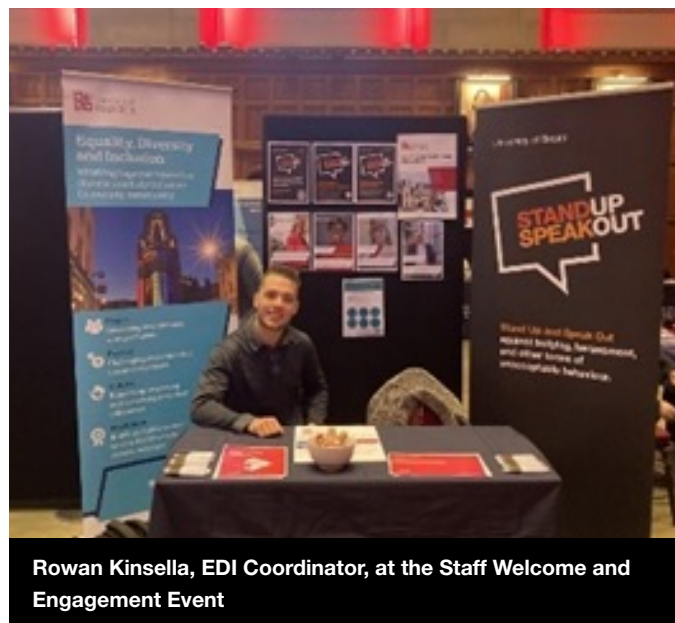
## EDI Forum

The EDI Forum is a community of practice for colleagues who share a responsibility or remit for EDI. It provides a space where they can share ideas, experiences and best practice and support each other in advancing inclusion in the workplace.

310 staff engaged with two events during 2022/23. The first involved multi-award winning diversity and inclusion expert Asif Sadiq speaking to staff about what we can all do to EDI in our roles. The second saw our Vice Chancellor and President, Professor Evelyn Welch, sharing her vision for how we can work together to address common structural and cultural challenges that will lead to better working practices for our university and support our aim to be a truly inclusive organisation.

### Staff Welcome and Engagement Event

The central EDI Team has taken part in both of the Staff Welcome and Engagement Events held during 22/23. The events, organised by the Staff Engagement Team, reached an audience of 520 staff, enabling them to find out more about the University and the work that is being done across the organisation. Having a presence at these events allows staff to find out more about the EDI work that is being done at the University and provides the team with an opportunity to raise awareness of training, events and campaigns that staff can access.



**Rowan Kinsella, EDI Coordinator, at the Staff Welcome and Engagement Event**

## Spotlight on...EDI across Campus Division

The Campus Division EDI Committee has made significant progress during the academic year 2022-23 in advancing our commitment to fostering an inclusive and equitable workplace for our staff members. Excitingly, we were shortlisted for the AUDE University Impact Initiative of the Year Award! Key achievements and initiatives include:

### Supporting the Campus Division People Plan

Throughout the year, the EDI Committee actively supported the development of the [Campus Division People Plan](#), a comprehensive strategy to promote a better working environment within our division. Our contributions helped shape the plan's goals, objectives, and actionable steps to create a more inclusive work environment.

### Survey and Data Analysis

As part of our commitment to gathering feedback from staff members, we conducted a comprehensive survey that was completed by over 300 colleagues across the Campus Division. The results of this survey indicated a dramatic improvement compared to our first survey conducted in 2021, highlighting the positive impact of our ongoing efforts. We analysed the data extensively, identifying areas of strength and areas that require further attention.

### Presenting Survey Results

To ensure transparency and communicate the findings of the survey, the EDI Committee organised two sessions across campus to present the survey results to staff members. These sessions provided an opportunity for open dialogue and discussion, allowing individuals to gain a deeper understanding of the data and its implications. The presentations fostered a sense of collective ownership and commitment to further advancing equity and inclusion within the Campus Division.



### New Initiatives Based on Survey Insights

Building on the survey data, the EDI Committee extracted key insights to drive new initiatives and address specific challenges. These insights will serve as the foundation for the development of actionable strategies and plans for the next academic year.



# CREATING A SENSE OF BELONGING THROUGH STAFF NETWORKS

Employee Voice is an essential vehicle for culture change - our culture and staff community benefits from the range of employee-led networks at the university and the tireless commitment of volunteers who lead them. Our staff-led networks provide a safe space for colleagues to connect with others to create a sense of belonging. Each Network brings their own unique perspective to EDI, helping to shape our approach by providing feedback that challenges existing organisational practice to create a more inclusive working environment. All Network Chairs meet periodically with the central EDI Team by attending the Voice and Influence Group to identify potential for collaborative working and to better understand and address intersectional inequity.

## Network Highlights

The **Apprentice Staff Network (ASN)** has twenty-seven members in technical and non-technical roles across 6 divisions and 4 faculties, creating a safe environment where all apprentices remain connected throughout their career journeys. The ASN meets quarterly online and biannually in person for training and development days. The ASN chair also arranges drop-in career progression sessions and 1-2-1 meetings quarterly or when needed to ensure the apprentice's apprenticeship (work and tuition provider) is all going well. If any issues arise (with the apprentices' consent), the ASN chair raises the problems with the apprentice's appropriate HR advisor and Employability and Opportunities Team to resolve the issue. An in-person Away Day was held in June 2023 with a specific focus on rights in the workplace.



Members of the Apprentice Staff Network



**Ife Grillo, co-Chair of the Black, Asian and minority ethnic Staff Network**



**Reuben Chatterjee, co-Chair of the Black, Asian and minority ethnic Staff Network**

### **The Network for Black, Asian and minority ethnic staff**

exists to create a community for both academic and professional services staff of colour, providing a space where members can connect and bond, to improve the experiences staff of colour have at the university and to celebrate the work and value staff of colour add to the university.

In 2022/23, the Network worked extensively with colleagues across HR to inform and enact change: in late 2022, the Chief People Officer and Head of Equity, Diversity & Inclusion attended a network meeting to hear members' concerns on a wide variety of topics, including the University's disciplinary proceedings, the lack of action following the legacies of slavery report, and the lack of representation of staff of colour at senior grades at the university.

Working with the HR EDI team and an external coach, the network chairs subsequently created a pilot career coaching programme designed to support professional services staff of colour in the workplace through structured interactive and practical sessions. The Network co-chairs are members of the University's Anti-Racism Working Group and continue to play a key role in shaping the university's commitment to becoming an anti-racist organisation.

The Network runs a buddying programme that matches newer staff members with more established colleagues, with eleven buddying pairs to date. Many new starters are the only person of colour in their team, or in some cases their service or department, and the buddying programme provides a positive way for colleagues to connect with one another and have another person at the University who they can meet and learn from. The Network has also supported individual staff members dealing with specific problems at work, and continues to work with HR to ensure that when staff of colour face issues at work, procedures and policies are culturally sensitive and designed with the nuances of our identities in mind. The Network chairs both sit on the University's Anti-Racism Working Group and continue to play a key role in shaping the university's commitment to becoming an anti-racist organisation.

The **LGBTQ+ Staff Network** supports lesbian, gay, bisexual, transgender, and other sexualities and gender minorities, who work at the University through creating an LGBTQ+ Staff Network, listening to ideas and working to make positive changes. The Network has members across academic, technical, and professional services staff and PGR students.

During 2022/23 the Network held a range of events, such as events to mark Trans Day of Visibility, LGBT History Month, and Pride, including an inaugural TheirPrideStories event with new executive sponsor Paula Coonerty, Executive Director for Education and Student Experience and Academic Registrar. Pride continues to be an important celebration of LGBTQ+ people, ideas, joys, and achievements, as well as an opportunity to channel pain, fear, and anger at rising hateful rhetoric into the energy to continue fighting for liberation for all.

To mark Trans Day of Visibility the network adopted a new approach to building connections and community: Network members brought along activities and interests which bring them joy to share their enthusiasm. 2023 saw the relaunch of their Trans and Non Binary Voices group, which has been a hugely positive step for the Network and the University as a whole. At a time when trans people and their rights are under political attack both globally and in the UK, the Network continues to find and create all possible opportunities to advocate for active and confident celebration of trans people. The Network stands in solidarity with all members of the LGBTQ+ community, and continue to call on all members of the university to do the same.

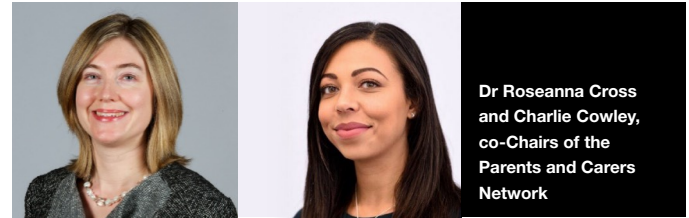
The Network also held a number of meet ups in collaboration with the Parents and Carers Network, and will be hosting an event building on the success of the Trans Day of Visibility event with the Staff Neurodiversity Network.



**Left to right: Polly Clare-Hudson, Abbi Dayre - co-chairs of the LGBTQ+ Staff Network - Paula Coonerty, Executive Director for Education and Student Success and Senior Executive Sponsor for the LGBTQ+ Staff Network.**



Asha Sahni, Chair of the Neurodiversity Staff Network



Dr Roseanna Cross and Charlie Cowley, co-Chairs of the Parents and Carers Network

The **Neurodiversity Staff Network** continues to grow and now has over 160 members. Online meetings are held on an approximately 2-week schedule. These alternate between *Let's Talk Neurodiversity* sessions (an informal space to learn more about neurodiversity and share stories and strategies) and Staff Neurodiversity Network Meetings (focus on future activities, events, and addressing areas of university practice which could be adapted to better suit the needs of neurodiverse staff). Topics covered during meetings are varied and have included Access to Work, awareness raising, the Mental Health Champions' Neurodiversity Hub, neurodiversity related research being conducted by University academics and support for neurodivergent staff.

During Neurodiversity Celebration Week Network members met with the Vice-Chancellor in the Staff Lounge and discussed issues pertinent to the wellbeing of neurodivergent staff. The Network also successfully secured a second round of internal Research England funding which has supported online coaching for autistic and ADHD staff and work to develop understanding of neurodiversity with the Faculty of Arts, IT and Life Sciences. This work has been supported by Lucy Smith from [Inclusive Change](#) who has huge experience in this area and who has also run sessions supported by the central EDI team on Neurodiversity Awareness for Managers. The Research England funding has also supported work with recruitment and HR colleagues on Adapting Interview and Recruitment Practices for Neurodiversity, run by Dr Jade Norris who has done extensive research into adapting interviews for autistic people.

The **Parents and Carers Network** supports colleagues who are balancing work with new or ongoing caring responsibilities for their family or other dependents.

The Network committee continues to liaise with the EDI and HR policy teams to improve policies for parents and carers and to develop the training and support available for both them and managers across the university. For example, by providing input into the development of an online development programme for all staff, which will help everyone balance home and work responsibilities, providing feedback on training for line managers and on a new buddy scheme for parents and carers.

The Network also ran a 'swop' event in the summer, where members could donate or swop children's clothes, books and toys with other members, and attended two Staff Welcome Fairs, where they promoted the network to new members of staff and answered questions about support at UoB for parents and carers.

The Network has developed a Breastfeeding Resources guide, made available through their Yammer page and continue to provide termly bulletins for members detailing family activity ideas for the school holidays.

Over the course of the year, the Network collaborated with both the Staff Neurodiversity and LGBTQ+ Networks to jointly run events and promote events. To ensure the lived experience of carers is suitably captured, the committee set up a Carers group on Yammer to address their specific needs; this group will also help suggest specific events for Carers in the future.

The Co-Chairs are also members of the Swan Implementation Group, ensuring that the voices of their members continue to influence people-related policy and practice.

# DIVERSE CIVIC PARTNERSHIPS

**Our strategic aim for Diverse Civic Partnerships is to develop deeper and mutually beneficial relationships with a diverse range of stakeholders across our vibrant city. This will continue to build confidence and trust in the University as an employer and provider of education and strengthen our position as a civic university delivering a brighter future for Bristol's people.**

## **Building connection with schools and colleges**

The Widening Participation team has long-standing relationships with local schools and colleges and delivers targeted interventions to local school pupils and local adult learners, working in partnership to respond to the needs of each provider. The Team routinely delivers information and guidance talks, academic taster and enhancement workshops and tailored information sessions for prospective mature learners who are re-engaging with captive education. Highlights from 2022/23 include:

- The launch of a Guaranteed Offer for local students, helping to prioritise our local community for entry to Bristol
- Bristol staff acting as School Governors across 10 local schools
- Piloting the Supporting Spoken Language in the Classroom (SSLiC) Programme, where colleagues from The School of Education partnered with 13 Bristol Primary Schools and Nurseries to develop communication and oral language approaches
- 50 students from 30 local schools and colleges participating in a lab-based Work Experience programme

Our partnership with Into University funds two local learning centres in East and South Bristol, providing a community hub where young people from less advantaged backgrounds can access academic support, mentoring, and programmes designed to support students to realise their ambitions and develop vital skills. The most recent impact report highlights the positive impact this collaboration is having within the local community. In 2021/22 the two centres worked with over 3,000 local students, almost 500 of who visited the University. The progression to HE rate was significantly higher for young people who had engaged with IntoUniversity, with 56% of IU students progressing to higher education in 2021 compared to 19% in the community local to the East Bristol Centre, and 10% of students local to the South Bristol Centre.



**'We can achieve so much more when we work together with others. If we are truly going to help make a difference, we must do it collaboratively, inspired by our commitment to quality and the way in which we work with others, within and outside the University. This isn't Bristol operating on its own; this is Bristol working with a multiplicity of partners, drawing on our resources and world-leading interdisciplinary expertise to improve and increase our impact – a model global civic institution powered by our sense of place and connections to communities'.**

**Professor Evelyn Welch, Vice-Chancellor and President,  
University Vision and Strategy 2030**



**Photograph of Western Training Provider Network Share to Support Celebration 2023.**

Left to right, Alex Richards – Managing Director, Western Training Provider Network, Professor Judith Squires – Deputy Vice-Chancellor and Provost, Dan Norris – Metro Mayor, West of England Combined Authority, Mike Paton – General Manager for Enterprise Service, University of Bristol, Rebecca Scott MBE, University of Bristol

## #ShareToSupport

#ShareToSupport fund calls on large employers to pledge their unspent apprenticeship levy to support the recovery of small businesses across the West of England.

Supporting our Global Civic University ambitions we have helped create 66 apprenticeships across 36 Small Medium Enterprises (SMEs) in the region, sharing 20% of our levy. We are looking forward to working with Western Training Provider Network (WTPN) and colleagues in the Temple Quarter programme team, to explore further how levy share can not only support skills and development within our Engine Shed and Set Squared businesses, but also other businesses and organisations in the area.

## Working with education providers

We are working with schools, colleges and alternative education providers to ensure students are aware of different careers at the University of Bristol and the pathways into those careers, such as apprenticeships. Over the past year we have delivered 4 JOIN US! Sessions and 3 Careers Fairs reaching over 1500 year 7-11's. Some of the education providers we worked with include:

- South Gloucester and Stroud College (SGS)
- City Academy
- St Brendan's College
- City of Bristol College
- St Mary Redcliffe
- Bristol Metropolitan Academy
- Bristol Futures Academy
- Cotham School
- Fairfield
- Cathedral School





## Working with city partners

Working collaboratively with a range of external partners and stakeholder, the central EDI Team represents the University on boards and committees across the city and on national EDI groups to address common challenges and share best practice. We contribute to a range of groups focused on improving representation and opportunity in employment, including:

- **HR Race Practitioners Group** – a cross city working group that supports Bristol's Race Equality Strategic Leaders Group, where organisations share best practice as well as deliver job events such as Our City, Your Jobs.
- **Building Better** – a cross city strategic board that looks at how successful Bristol planning applicants can make a commitment to employment, skills and education, with a particular focus on areas of high deprivation.
- **Temple Quarter Recruiting Differently** – made up of some of the Temple Quarter Partners, this group share inclusive recruitment best practice and focuses on apprenticeships as a career path. The group hosts apprenticeship information sessions and connects potential apprentices with potential employers.
- **Bristol Future Talent Partnership** – cross city group providing work experience for those from minority ethnic backgrounds.

## Days to Make a Difference

We have repositioned our volunteering policy as a *Days to Make a Difference* initiative, entitling every member of staff to an additional day of paid leave that they can use to volunteer for a charity, organisation or other good cause. Teams can also use this day together and volunteer as a group. Opportunities to make a difference could span a range of activities, from supporting children to read in local schools, or delivering some 'skill sharing' sessions to local SMEs or charities.

This year we have been working with colleagues in Finance Services to look at ways our staff can volunteer their professional skills to make a difference to an organisation as well as strengthening our position as a civic university. During 2023 members of the Finance team supported the Malcolm X Community Centre in reviewing their financial operations. This included updating costings for the hire of rooms and the purchasing of new equipment and reviewing of leases to help the community centre make savings.

**“Supporting the Malcolm X Community Centre (MXCC) has been a great chance for my colleagues in the Finance team and I to give back to an organisation at the heart of a community and show’s how our professional expertise can make a real difference across to communities in Bristol. Being able to learn more about voluntary sector organisations and being able to contribute to helping MXCC overcome some key financial challenges is a personal highlight of this year and I am proud of all we have achieved to date.”**

**Tom Loader - Internal Audit Manager, Finance Services**

# LOOKING AHEAD



**Tracy Brunnock**  
Head of EDI



**Zoë Pither**  
Head of Student Inclusion

2023/24 will see an increased focus on achieving systemic change on the basis that if we continue to operate within exclusionary systems and processes, we cannot expect to accelerate progress. We will reflect on our structures and processes and consider if bias and barriers exist that limit equity, and this will require us to be open to reimagining and redesigning existing processes that may have unintended consequences for racially and other minoritised staff. This will require the support and influence of our senior executive team. Working with our HR Business and Resourcing Partners we will take a hard look at our staff recruitment and selection processes, identifying bias and barriers, and taking steps to remove them to ensure that we remain open to the widest possible talent pool.

The creation of the Student Opportunity sub-division will bring a greater focus on the end-to-end student journey with a culture of inclusion and belonging, and co-creation with students at the heart of what we do. The sub-division will shape a new, institutional, multidisciplinary approach to transition, belonging,

and academic success for all undergraduate and postgraduate taught students, addressing systemic inequalities in outcomes at every stage of the student lifecycle.

Culture will also remain at the forefront of our activity, with many events planned to ensure our workplaces are inclusive where people feel they belong and can progress their careers. We also look forward to the launch of our Staff Experience Survey (being led by our colleagues in Staff Engagement) as a way to better understand how different people experience our workplace, using this insight to inform structural and cultural change.



### **The Central EDI team**

Left to right: Rowan Kinsella, Eva Poliszczuk, Helen Fullagar, Rhian Beattie, Rebecca Gordge, Emily Carter, Niah Rhoden-Edwards, Tracy Brunnock, Dr Caroline McKinnon and Rebecca Scott MBE



### **Student Inclusion Team**

Left to right: Zoë Pither, Alex O'Driscoll, Aaron Grice, Maria Tottle, Andrea Cardenas Gomez, Jacqueline Conradie Fauls, Joanna Smurthwaite, Jess Ions, Kit Harris, Gill Sargent

The central EDI Team and Student Inclusion Team will continue to work in partnership to provide complementary development and learning activities for staff. Phase 3 of our [Being Anti-Racist programme](#) will see workshops focused how we can embed anti-racism into our working practice and in leadership; the continuation of our Being Anti-Racist lecture series; and development of a range of targeted training and educational resources to support the work of the Student Resolution Service. Disability and neuro-inclusion will be a specific focus for us, with a range of resources, guidance and interventions planned for colleagues, and managers, alongside improved access to assistive technology for students and staff. We are also refreshing central resources around LGBTQ+ inclusion, offering several trans awareness training sessions, and providing more in-depth trans awareness training for staff in student support roles.

All of our activity will continue to support the University's strategic commitment to build a culture of inclusion and belonging, where all students and staff feel connected, empowered and respected. Educating ourselves, building awareness and empathy, and being intentionally inclusive will help ensure that our colleagues and students have the best possible experience at our university.

## University of Bristol

If you need all or part of this publication in an alternative format please contact the Equity, Diversity and Inclusion Team email: [edi-team@bristol.ac.uk](mailto:edi-team@bristol.ac.uk)