

Routing question Section 9

Section 9: Clients, Customers and Service Users

This section comprises of between 3 5 questions and examines how the organisation engages with clients, customers, services users or partners. This section is worth 8.5% of your total score.

In order to begin this section, choose which sector best describes the organisation below.

Please choose the option that best describes your organisation: A. Public or third sector with service users

Clients, Customers and Service Users: PS SU P1

Public or third sector with service users

9A.1 In the past 3 years, has the organisation examined the service user journey to ensure there are no barriers to access for LGBT people? Yes

GUIDANCE: This should be a formal mapping process of the touch points of the service user and the service.

Describe the process by which you examined the service user journey. Please include specific dates or time periods.

As a university, our major customers are undergraduate and postgraduate students. The College routinely reviews the student experience through internal surveys (of lecture courses and tutorials) and external probes such as the National Student Survey which examine the whole student experience. In addition, students are represented on departmental committees and the students' union is closely involved in working to develop College policies and processes. We very much take the view that students are partners in this endeavour. They are closely involved in the ongoing curriculum review, a core part of a new Learning and Teaching Strategy that has diversity and inclusion at its core. With regard to EDI issues, the student union president sits on the executive College EDI Strategy Group. Along with the union's Managing Director and the union's LGBTQ+ Liberation Officer, the student union president also sits on the consultative EDI Forum (chaired by the Assistant Provost for Equality, Diversity and Inclusion). The union president and managing director are also involved in the Sexual Harassment Working Group. Thus, through a whole range of different mechanisms, we endeavour to ensure that student voices – among them LGBTQ+ voices – are heard. We are also taking active steps to increase the visibility of our LGBTQ+ students (e.g. by supporting Pride, including them in the Diverse@Imperial exhibition and in social media messaging). We also have agreed plans to include LGBTQ+ students in the next planned College prospectus.

Describe the outcome and impact. Please include specific dates or time periods.

An important piece of ongoing work is the implementation of our new (2017) Learning and Teaching Strategy, which has inclusion built into its DNA. This represents a major investment by the university in a programme that will take several years to implement. <https://www.imperial.ac.uk/learning-and-teaching-strategy/>

As well as focusing on the student experience, and diversifying the student body, the strategy entails a radical curriculum overhaul, part of which involves active consideration to how questions of diversity should shape the way that material is taught. This includes consideration of gender, but also how the curriculum should respond to and be relevant to the experiences and interests of LGBTQ+ students. The new first year curricula will start in October 2019.

The Educational Development Unit have created an Inclusive Teaching Workshop and Check list for academic staff to review their activity which explicitly references sexual orientation.

One ongoing project under this new Strategy is the Attributes and Aspirations short course for postgraduate students in the Faculty of Medicine (FoM). This course will address the lack of overall high quality provision of tools, activities and opportunities for students to take ownership of their professional future and to work on their graduate attributes beyond the mastery of science. As part of the

development process of the material, there has been conscious attention to ensuring it is fully representative of all FoM PG students. One of the project leads who is responsible for writing the content of the course is a member of the Imperial 600 (LGBTQ+ staff network) operational group, and the Senior Learning Designer for the project, responsible for developing all online materials, is a member of Imperial 600. A critical feature of the online design of the course is the use of 4 "avatars" representing Imperial Graduates. Through these "avatars", students are provided with specific examples and support on approaching their career planning and applications for different roles. One of these "avatars" is presented as a LGBTQ+ student in her CV/profile.

In addition, the College has drafted a trans student policy and staff guidance document explaining the issues related to trans, non binary and genderfluid students. This policy is currently being finalised and will be implemented in time for the start of the 2019/20 academic year. It will raise the challenges such students face as well as offering advice on appropriate ways to engage with students in order to make them feel comfortable and welcome. At the moment, much of it relates to using chosen names, correct pronouns, understanding terminology and routes for support for the students. The College's Legal Services team will, without charge, provide means for students to change their legal name in the UK should they choose to do so.

For trans students, there will also be a practical guide to how to go about updating their records. This includes gender, title, name as well as the various systems we have around the College that do not link directly to the central student record, thereby ensuring that all their records are consistent.

9A.2 Does the organisation collect LGBT monitoring information for service users to allow for the following analysis? Tick all that apply.

Tick all that apply

GUIDANCE: You should demonstrate how you collect the data and how it is analysed.

A. Assess whether LGBT people are accessing your services

Describe the options selected:

A. Assess whether LGBT people are accessing your services:

The University collects data on student sexual orientation and gender identity as part of the annual HESA return. It is not possible to internally analyse the information as it is not available through the College reporting tool due to sensitivity. It is not possible to include the data but prevent the identification of individual students.

Upload analysis reports for option A:

please be aware only **one** file is allowed per answer

(No response)

Clients, Customers and Service Users: PS SU P2

9A.3 Has the organisation consulted with LGBT service users in the past 3 years to tailor the services to their needs? Yes

GUIDANCE: The consultation should have involved all LGBT identities.

Complete the following. Please include specific dates or time periods.

<p>A. Describe the consultation process:</p>	<p>Student representatives were consulted during the drafting of the new gender neutral toilets policy this policy has now been approved by the Equality, Diversity and Inclusion Strategy Group. The gender neutral toilets policy specifically aims to increase the level of provision and to provide a mechanism for LGBTQ+ consultation any time that refurbishment or building works are being planned.</p> <p>The creation of the new College EDI strategy included consultation with Imperial 600 and the Imperial College Student Union LGBT Liberation Officer and this was valuable to ensure appropriate language and in identifying shared priorities.</p> <p>There has also been widespread consultation with staff and students as part of the College's Institutional Culture work which arose out of a gender issue within the Student Union sports teams (http://www.imperial.ac.uk/news/168401/imperial_launches_independent_research_into_gender/)</p>
<p>B. Describe the outcome and how services were tailored to the needs of LGBT people:</p>	<p>There is ongoing work to tailor services to the needs of LGBT people, such as with the Sexual Harassment policy that the Sexual Harassment Working Group is working on and the approved draft policy for gender neutral toilets that is going to be taken forward for implementation.</p> <p>The outcomes of the new EDI strategy have yet to be seen; however since the original Institutional Culture report the College has implemented a series of action inquiry conversations and produced a second report which advocates for a large scale and collaborative values creation exercise.</p> <p>Engagement with other organisations has helped support the promotion of equality and diversity and the development of best practice initiatives within the HE sector. From an LGBTQ+ perspective, this engagement will lead to the development of a support programme for allies.</p> <p>Imperial academics are also engaged in considering inequalities within academia, starting with gender and ethnicity, through research into grant applications: http://www.imperial.ac.uk/news/187728/universities_must_look_deeper_into_drivers/ and they are hoping to expand this to include data from other universities.</p>

9A.4 What percentage of frontline employees have been trained on reducing bias and discrimination towards LGBT service users?

Select the completion rate for the training

GUIDANCE: The training should reach as many frontline employees as possible. Training content should explicitly mention examples of discrimination and bias towards LGBT service users. Content should also include the steps frontline employees can take in eliminating this discrimination and bias. Examples of content you could upload are case studies, e learning screenshots or powerpoint presentations.

D. 1 25 per cent

Describe how you estimate completion rates:

The online Equality and Diversity course has been successfully completed by over 18% of Imperial College staff (this has nearly doubled from last year's 10%). Although we cannot confirm how many of those staff have specifically front line roles, all staff have a role to play in creating an inclusive community. The course is embedded within the Imperial Essentials project, which started in August 2017, so completion rates should continue to see an increase year on year. This does not include those who will have attended the face to face version that existed previously, or Unconscious Bias or Active Bystander training which were completed by another 535 staff (6% of the College) over the past two academic years. In addition, the Equality, Diversity and Inclusion provision is actively targeted to front line staff for example in reception, accommodation, catering and maintenance roles through the training coordinators for these areas. The newly revamped LGBTQ+ awareness course is promoted through this method. The College's Customer Service training includes awareness of protected characteristics and appropriate and inclusive behaviours for front line staff.

Describe the format of the training and the content you have uploaded:

These are screenshots from the online Equality and Diversity course covering discrimination in educational and employment contexts, including student admissions and student assessment process. The screenshots state:

"It is illegal to discriminate on the grounds of sexual orientation in the following education and employment contexts:

- student admissions
- student assessment process"

"It is illegal to discriminate on the grounds of gender reassignment in the following education and employment contexts:

- student admissions
- student assessment process"

Upload training content:

please be aware only **one** file is allowed per answer

The screenshot shows the website header with the Imperial College London logo and the text "Equality Diversity and Inclusion Centre | Imperial College london". The main heading is "9. Sexual orientation". Below the heading is a tabbed interface with tabs for "About", "Discrimination", "Stonewall", "Bisexual Index", "Students", and "Staff". The "Discrimination" tab is selected. The content area states: "It is illegal to discriminate on the grounds of sexual orientation in the following educational and employment contexts:" followed by a list of contexts: student admissions, student assessment process, recruitment and selection, determining pay, training and development, selection for promotion, discipline and grievances, and treating people with respect, e.g. challenging bullying, harassment and victimisation.

Equality Diversity and Inclusion Centre | Imperial College london

9. Sexual orientation

Click tabs for more information

About Discrimination Stonewall Bisexual Index Students Staff

It is illegal to discriminate on the grounds of sexual orientation in the following educational and employment contexts:

- ▶ student admissions
- ▶ student assessment process
- ▶ recruitment and selection
- ▶ determining pay
- ▶ training and development
- ▶ selection for promotion
- ▶ discipline and grievances
- ▶ treating people with respect, e.g. challenging bullying, harassment and victimisation

Upload training content:

please be aware only **one** file is allowed per answer

The screenshot shows the website header with the Imperial College London logo and the text "Equality Diversity and Inclusion Centre | Imperial College london". The main heading is "6. Gender Reassignment (What Imperial College does to support transgender students and staff)". Below the heading is a tabbed interface with tabs for "Definition", "Protected Characteristics", "Equality and Diversity Committee", "For staff and students", and "Other resources". The "Protected Characteristics" tab is selected. The content area states: "It is illegal to discriminate on the grounds of gender reassignment in the following educational and employment contexts:" followed by a list of contexts: student admissions, student assessment process, recruitment and selection, determining pay, training and development, selection for promotion, discipline and grievances, and treating people with respect, e.g. challenging bullying, harassment and victimisation.

Equality Diversity and Inclusion Centre | Imperial College london

6. Gender Reassignment (What Imperial College does to support transgender students and staff)

Click tabs for more information

Definition Protected Characteristics Equality and Diversity Committee For staff and students Other resources

It is illegal to discriminate on the grounds of gender reassignment in the following educational and employment contexts:

- ▶ student admissions
- ▶ student assessment process
- ▶ recruitment and selection
- ▶ determining pay
- ▶ training and development
- ▶ selection for promotion
- ▶ discipline and grievances
- ▶ treating people with respect, e.g. challenging bullying, harassment and victimisation

9A.5 In the past year, has the organisation communicated or promoted its services as being explicitly LGBT inclusive? Yes

GUIDANCE: The communication can be digital or physical.

Describe the reach of the communication. Please include specific dates or time periods.

In order to communicate that the College and its services are LGBTQ+ inclusive, several visible signs have been adopted. Several academic departments including Materials have adopted the rainbow (on lanyards or decals) for staff to signal to students that they promote LGBTQ+ inclusivity. In the Physics Department in particular, there are permanent rainbow Physics at Imperial posters, which are on all floors of the Department and in key areas like the Head of Department's office. The poster is also featured on the plasma information screens which are in the lift lobbies on all floors of one of the Physics buildings. The Physics Department also has an LGBTQ+ Allies Network aimed at undergraduate students, in place since the start of the 2018 19 academic year. The Network is made up of a group of specifically trained members of the Department who can be approached to provide support for LGBT+ related issues. https://www.imperial.ac.uk/physics/students/current_students/undergraduates/physics_student_handbook/physics_lgbt_allies_network/

The Materials Department sent out an email titled "LGBTSTEM Day" on 5 July to all its staff and students celebrating the day and showcasing LGBT inclusivity in the department.

The Maths Department held a "WellFair" on 22 February, an afternoon of activities to promote wellbeing, mainly aimed at undergraduates. IQ, the student LGBTQ+ network, was one of the groups present with a stand at the event.

The Department of Life Sciences delivers a presentation to first year undergraduate students in a session about respect and behavioural expectations, including outlining support for LGBT+ students.

The Business School founded a student LGBTQ+ Business Club: the speaker at the inaugural lecture was [REDACTED] and featured in the 2016 OUTstanding and FT rankings for LGBT leaders.

The Undergraduate Prospectus, probably the College's biggest annual publication, highlights IQ (the student LGBT+ society) under the student societies page, including a prominent photo of a student with

a rainbow flag on the double page spread.

Throughout LGBT History Month 2019, rainbow cake was available in one of the cafes on campus. Imperial's Careers Service also hosted a LGBT Careers event on 7 February 2019, providing students and alumni from Imperial, King's, UCL and LSE with a fantastic opportunity to meet LGBT+ professionals from a range of inclusive employers. The event proved popular bringing students and employers together in LGBT History Month to facilitate discussion and help make career decisions and demonstrate that it is possible to be comfortable and successful at work while being yourself.

https://www.imperial.ac.uk/equality/staff_networks/imperial_600/lgbt_history_month/

The 2019/20 student handbook for Placements Abroad has been revised to include a section of information for LGBT students. The section "aims to recognise that, depending on the country which is to be visited, a student may need as part of their preparation to reflect on the situation faced by the LGBT community in that country, to consider the resources available in order to enable that reflection and to seek further guidance as they think necessary. The College wishes to safeguard its students by empowering them through knowledge and understanding." [https://www.imperial.ac.uk/media/imperial_college/administration_and_support_services/registry/academic_governance/public/academic_policy/placements/Placements Abroad Handbook 2019 20 \(Version 1\).pdf](https://www.imperial.ac.uk/media/imperial_college/administration_and_support_services/registry/academic_governance/public/academic_policy/placements/Placements_Abroad_Handbook_2019_20_(Version_1).pdf)

Upload an example communication:

please be aware only **one** file is allowed per answer

<https://stonewallsubmit.fluidreview.com/resp/84997050/b4ZxpSRDd1/>