

# Application: The University of Manchester

Person 1 – Email Address 1  
Workplace Equality Index

## Summary

ID: WEI24-7054269914  
Last submitted: 28 Nov 2023 04:36 PM (UTC)

## About your organisation

Completed - 6 Sep 2023

## About your organisation

You will need to tell us a bit about your organisation.

### About your organisation

How should we refer to your organisation?

We need to know so that, if your organisation is in the Top 100, we can celebrate your achievement.

#### What is your organisation's name?

This is the name that will be used in the Top 100 Employers report and associated publications if your organisation receives an award.

This doesn't have to be your organisation's full legal name.

You should use the most recognisable public-facing name for your organisation.

The University of Manchester

#### When we refer to 'The University of Manchester' in a sentence, what should we say?

For example, Universities often include 'the' before their name

The University of Manchester

## What sort of work do you do?

We need to know so that we can provide you with analysis of your results in comparison to similar organisations, and celebrate the achievements of a range of Top 100 award winners in all parts of the UK economy.

### Which of the following best describes your sector type?

Public

### Which sector best fits your organisation?

Education

## Where are you based?

We need to know so that we can provide you with analysis of your results in comparison to similar organisations, and celebrate the achievements of some of our Top 100 entrants in all parts of the UK.

### Where is your organisation headquartered?

Which part of the UK is your organisation headquartered in?

England: North West

### What is the UK postcode of your organisation's headquarters?

You can use the Royal Mail postcode finder: <https://www.royalmail.com/find-a-postcode>

Postcode	M13 9PL
Our headquarters do not have a UK postcode	✕

### Which of the following parts of the UK does your organisation have offices, premises or branches in?

When we refer to offices, branches, or premises, we are not referring to the locations where staff work from home.

### Responses Selected:

England: North West

How many staff do you employ in the UK?

We need to know so that we can provide you with analysis of your results in comparison to similar organisations.

How precise a number are able to provide of the number of staff you employ in the UK?

We can offer an rounded estimate, correct within 5%

How many staff do you employ in the UK?

12000

## Staff Feedback Questionnaire

Completed - 27 Nov 2023

## Staff Feedback Questionnaire

This section allows you to generate a unique URL for our Staff Feedback Questionnaire. The Staff Feedback Questionnaire is a part of the Workplace Equality Index. We will anonymously capture the experiences, attitudes and skills of both your LGBTQ+ and non-LGBTQ+ staff.

We generate URLs once a week for entrants who request them. Once we have generated the URL, we will send it to the lead applicant on your submission. You will then need to send it to all of your staff.

The survey will be open until the 15th of Dember, which is after the employer submission deadline of the 30th of November.

## Entering the Staff Feedback Questionnaire

Would you like us to generate a unique URL, so that you can participate in the Staff Feedback Questionnaire this year?

Yes, as soon as you're able to

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### How would you like your organisation's name to appear to your staff on your staff feedback questionnaire response forms?

If you have completed the 'about your organisation' section, you will have told us your organisation's name.

We know that some organisations use a different name internally as opposed to their public-facing brand.

The name of your organisation will appear at the top of the survey page when your staff open the link. We do this so that they understand that whilst their responses are anonymous, they are feeding back about your organisation and to your organisation.

If you haven't completed the 'about your organisation' section, and you select the top option here, you'll need to the 'about your organisation' section and fill out the parts about your organisation's name.

The same as our external-facing name and brand

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### Would you like us to generate a copy of your staff feedback questionnaire forms in Welsh?

No

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### What is your organisation's Welsh language name?

Most of our entrants who distribute the staff feedback questionnaire link in Welsh, use the Welsh name for their organisation.

You may choose to use your English name.

(No response)

## Sharing the Staff Feedback Questionnaire with all of your staff

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**This page is for submitting evidence that you have sent the staff feedback questionnaire to all UK-based staff at your organisation**

If you've only just requested your link, we understand you won't have received it yet!

You can just hit save and continue, and you'll be able to come back to this page and fill in the rest later.

You don't have to hit 'submit' to receive your link. All we need is your agreement to take part, and your organisation's name, either from the 'About your organisation' page or from the previous page. If you've provided those details, sit tight, and we'll get the link to you.

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## Question Staff Feedback Questionnaire

Have you sent the staff feedback questionnaire to all UK-based staff?

**2 points**

▼ What we're looking for:

- Evidence that you sent the questionnaire link to all staff you can reach digitally.

Yes

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Upload an all-staff communication promoting the questionnaire.

▼ Evidence for this question could look like:

- A photo of a (selection of) staff notice-boards with the URL or a QR code.
- A screenshot of an email or intranet post to all UK-based staff with the link.

[survey distribution.pdf](#)

**Filename:** survey distribution.pdf **Size:** 2.6 MB

## All section criteria

**Completed** - 28 Nov 2023

## All section criteria

For this year's WEI, we have set out all section criteria, which we hope will be helpful to you and we suggest that you read before beginning your submission and use it as a point of reference as and when you need.

The aim of this section is to help you complete the submission form and understand how you can maximise your marks to reflect the amazing work you are doing on LGBTQ+ inclusion.

Each question in the submission will state what we are looking for in your answer and/or supporting evidence, however there are some general principles here that will assist you throughout the form.

## Evidence standards

For many of the questions in the WEI, we will be assessing the quality, impact and meaningfulness of the work you are doing for LGBTQ+ inclusion. This will be a subjective assessment based on your answers and supporting evidence, and how these meet the criteria. We therefore recommend setting out clearly in your answers how you have met the criteria and where we can find this in your uploaded supporting documents.

When submitting supporting evidence, we recommend that you clearly set out in your answer the relevant pages / paragraphs of the document that support your answer or highlighting the relevant portions of the document. This helps our markers to clearly identify how you have met the criteria and will in turn help to ensure you receive the right number of marks.

As a general rule, if documents are **five pages or more**, it would be really helpful to make clear in your answer where we can find the relevant information.

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## Principles covering all sections

When we review your documents (such as policies, communications or guidance for staff), we will be looking at whether you use consistently inclusive language towards LGBTQ+ people.

Inclusive language can mean different things, such as using gender neutral language alongside language you may already use and ensuring correct definitions are used around LGBTQ+ identities. Using inclusive language also means not using any biphobic, homophobic or transphobic language. You may wish to refer to Stonewall's [glossary of LGBTQ+ terms](#).

We understand that errors can occasionally happen in the use of language without compromising the overall inclusiveness of a policy. This also applies where you refer to a specific legal definition, which may not reflect the latest good practice wording, but it is defined in that context. We would still be able to award marks in these instances.

If, when reviewing the information we are given, we see material that is concerning, particularly around the respect and dignity of individuals or a community, will feed this back to you and discuss good practice in this area to support you.

## General principles and tips

Some general helpful principles to follow are:

- If individuals or groups are identified in supporting evidence, ensure that they have consented to this.
- Ensure that descriptions of personal topics and examples harassment and bullying are sensitive.
- Where we ask about activities (which could include training, communications or events) relevant to specific LGBTQ+ identity strands, we recognise that your evidence may be embedded within a longer training session on, for example, discrimination at work. Providing we can see that useful and quality training content has been given on that particular identity strand, marks will still be awarded.
- When we ask about policy, practice or procedure that includes all LGBTQ+ identities, this would need to be inclusive on the basis of sexual orientation, gender identity, and trans status.
- Where we talk about communications to staff about LGBTQ+ equality, we are looking for inclusion of all LGBTQ+ identities

done in a thoughtful way. For example, you may want to share communications in recognition of International Day against Homophobia, Biphobia, Lesbophobia and Transphobia (IDAHOBILIT), Trans Day of Remembrance or Bi Visibility Week. When doing this, it is important to be intersectional but also celebrate these communities in ways that are authentic and throughout the year.

Where we talk about 'marginalised and under-represented LGBTQ+ groups', these include:-

- Ace and aro people
- Bi people
- Disabled LGBTQ+ people
- LGBTQ+ people in lower socio-economic classes
- LGBTQ+ people of colour
- LGBTQ+ people of faith
- LGBTQ+ women
- Non-binary people
- Trans people

At times, we highlight the groups that experience added marginalisation on the basis of having multiple marginalised identities. These include:-

- Disabled LGBTQ+ people
- LGBTQ+ people in lower socio-economic classes
- LGBTQ+ people of colour
- LGBTQ+ people of faith
- LGBTQ+ women

This information is based on [Stonewall's LGBT in Britain report](#) which shows that the above listed groups experience higher rates of marginalisation in the workplace.

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## Question guidance

Beneath each question, you will find bullet points of 'what we're looking for'. If you hover over the text, you will see highlighted wording which shows what you will be awarded marks for.

These are the specific marking criteria for each question, which sit alongside the general marking criteria (above) that apply to all questions. We recommend following both the question specific criteria and the all section criteria (above) in order to maximise your marks.

We've also given examples of what sort of evidence you may wish to write or submit under 'evidence for this question could look like'. This is just for guidance and does not form the marking criteria.

For some questions, we've included a common issues checklist based on what we've seen in submissions in recent years.

## Section 1: Policies and benefits

**Completed** - 28 Nov 2023

## Section 1: Policies and benefits

This section examines the policies and benefits the organisation has in place to support LGBTQ+ staff. The questions scrutinise the policy feedback process, policy content and provision of specific support.

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**This section will ask about your policies. Upload your policy documents here.**

You might have one policy document that covers more than one of the policy types we're looking for. If so, you only need to upload each policy document once.

Give the documents clear names, so you can refer back to them in your later answers.

You have the option of adding a description field. You can use this to help our markers understand what the document is.

You'll also have an opportunity later to direct our markers to the specific pages or sections of a document for each question.

In this section, we'll ask about policies relevant to:

- Leave related to becoming a parent, either by adoption or childbirth.
- Shared parental leave.
- Special or compassionate leave.
- Transitioning at work.
- Facilities.
- Private healthcare, if you offer it.
- Any other policies which you have specifically scrutinised for LGBTQ+ inclusivity, or developed in specifically LGBTQ-inclusive way.

[toilets process FINAL JULY 2023.pdf](#) new process

agreeing change of washrooms

**Filename:** toilets process FINAL JULY 2023.pdf **Size:** 191.0 kB

[Trans FAQs and dress codes 2022.pdf](#)

FAQ's and dress codes for staff and students around trans

**Filename:** Trans FAQs and dress codes 2022.pdf **Size:** 151.6 kB

[1.1 Shared Parental Leave 2022.docx](#)

Our Shared Parental leave Policy

**Filename:** 1.1 Shared Parental Leave 2022.docx **Size:** 91.2 kB

[1.1 Special Leave Policy 2022.doc](#)

Our Special leave Policy

**Filename:** 1.1 Special Leave Policy 2022.doc **Size:** 225.8 kB

[1.4 Data protection.pdf](#) our data protection statement - relevant to all

equality groups

**Filename:** 1.4 Data protection.pdf **Size:** 181.2 kB

[Trans Guidance 2022 final .pdf](#)

Guidance for trans staff and students as well as line managers that help navigate the whole process and support available

**Filename:** Trans Guidance 2022 final .pdf **Size:** 426.8 kB

[Trans Policy Nov 2021 final.pdf](#)

The University's trans policy

**Filename:** Trans Policy Nov 2021 final.pdf **Size:** 151.2 kB

[1.2 DAWS additional info.docx](#)

Additional info to support 1.2CDE

**Filename:** 1.2 DAWS additional info.docx **Size:** 1.4 MB

[1.2 Dignity at Work and Study Policy and Procedures.pdf](#)

The University's Dignity at Work & Study Policy and procedures

**Filename:** 1.2 Dignity at Work and Study Policy and Procedures.pdf **Size:** 170.1 kB

[1.5D merged.pdf](#)

Our Manager's Essentials for supporting people who are transitioning.

**Filename:** 1.5D merged.pdf **Size:** 523.6 kB

[1.1 Adoption Leave Policy 2022.docx](#)

Our Adoption leave policy

**Filename:** 1.1 Adoption Leave Policy 2022.docx **Size:** 78.3 kB

[1.1 Maternity Leave 2022.docx](#)

Our maternity leave policy

**Filename:** 1.1 Maternity Leave 2022.docx **Size:** 82.6 kB

[1.1 Paternity Leave Policy 2022.docx](#)

Our Paternity leave policy

**Filename:** 1.1 Paternity Leave Policy 2022.docx **Size:** 73.9 kB

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## Question 1.1

Do you have a process that allows all employees to feed back on the inclusiveness of all people-related organisational policies?

**1 point**

▼ What we're looking for:

- A process that's well communicated, accessible and open to all employees, with a clear mechanism for considering and responding to feedback, including implementing improvements, which runs on a minimum of a three-yearly cycle, and applies to all people-related organisational policies.
- Evidence that this process has been used to consider, and where appropriate implement, improvements in LGBTQ+ inclusion.

Yes

**How does your process work, and what are some example outcomes?**

**Maximum of 1000 words.**

▼ Evidence for this question could look like:

- The title of the policy document ([that you uploaded at the top of this section](#)), so that we can find the right policy.
- If you are submitting a long document (such as an employee handbook), you should include page numbers or section titles, so we know where to look.
- If you have used highlight on the documents, which colours of highlighting should we look out for?

The P&OD Policy Managers own the P&OD Policy Schedule which details all HR policies and timescales for review specific to each policy. Employees are encouraged to provide feedback to policies and can submit ideas to the Policy Managers for new policy initiatives within the University.

**Policy Development and Announcement:** The P&OD Policy Managers own the P&OD Policy Schedule which details all HR policies and timescales for review specific to each policy. When a new University wide policy is developed or an existing one is updated, P&OD work closely with internal communication team, to ensure they policy changes are communicated effectively to all employees, stakeholders and students ( if applicable) via a University wide communication. This is also considered by the EDI and People Committees

**Feedback and Consultation:** Employees are encouraged to provide feedback to policies and can submit ideas to the Policy Managers for new policy initiatives within the University.

At UoM consultation and evaluation are key to the development of our supportive and inclusive policies, which are fit-for-purpose. The P&OD Policy Managers continually evaluate and determine the most effective method to consult and receive appropriate feedback from key stakeholders to inform policy development and revisions. Feedback is encouraged and sought via consultation in a variety of methods dependent on the nature of the policy. Consultation methods include specific policy working

groups, central and Faculty committees, email, Trade Unions, Students' Union, staff and student networks and P&OD Partners for specific different areas. Staff Network groups are periodically asked for feedback via their monthly digests or direct to their membership. They also have an EDI Forum which includes TU Membership which allows discussion and input into policy changes – this has been used to great effect when discussing policy changes and implementation. A relevant example here is the 2023 change of use of toilets process to ensure full LGBT+ inclusivity – consultation took place with staff network members, EDI stakeholders across the University and Estates colleagues. Feedback is widely sought, valued and taken extremely seriously, helping shape policy development and improvements. A significant consultation process

is currently being adapted for two key policy reviews in 2023/2024 Dignity at Work and Sickness Absence. A specific working group has been established to consult with and to inform an updated Sickness Absence Policy which has included representation from Occupational Health, EDI, Wellbeing and the Disability Advisory and Support Service with the aim to be a more inclusive and wellbeing focused policy.

We have also established a Working Group and are actively engaging with a number of colleagues across Professional Services, Faculties and Student Services to ensure that a thorough review and update of the current Dignity at Work policy is conducted. This is also being reviewed in consideration of external implications including the 2023 OfS consultation regarding the proposals to the regulation of harassment and sexual misconduct.

Policy Revision and Transparency: Based on the feedback collated, the P&OD Policy Managers revises the policy, ensuring issues identified during the feedback and consultation process are addressed. Feedback is acknowledged and clarified as to how it will be incorporated. For a recent review (May - July 2022) of the University's EDI Policy, we consulted with numerous groups - local EDI Team and Academic Leads; University EDI Committees; Staff Network Groups; Trade Unions; Students Union and key suppliers (via our Procurement team).

Suggestions for change were invited and these were logged on a shared document as well as spreadsheet. Once the closing date had passed, all suggestions were considered. This resulted in many changes - some to language, some to process, some to descriptions and then others to related content (i.e., intranet pages, communications to staff and other guidance/procedures.)

Everyone that had contributed received a thank you for their suggestions, plus a summary of changes as a result of this consultation. Before review by the P&OD Committee and EDI Committee, we also consulted with the legal team and took on their feedback for some subtleties contained within the policy.

The outcome has been a stronger, clearer EDI Policy which people feel they are a part of and have been able to influence in a positive way.

Continuous Improvement: Each Policy has a document control box which provides contact details of the Policy Owner, should a member of staff wish to submit further feedback. As per the Policy schedule regular review cycles are implemented for important policies. We have identified through employee feedback and benchmarking best

practice policies, a requirement to conduct a holistic review of our “family friendly” policies and provisions and this project will commence in 2024. This will include developing new policies and supporting guidance to reflect a fuller range of fertility journeys with more equitable provision across policies and address gaps in policy, including but not limited to; miscarriage, surrogacy, special guardianship and returners support. We are harnessing researcher expertise and pump prime funding to inform the development of a University breastfeeding policy and we are working closely with student support teams to ensure alignment between staff and student policies.

Equality Impact Assessments (EIA) are also completed during policy reviews and new policy development considering the impact on protected characteristics. The Policy Manager will liaise with a member of the EDI Directorate during the EIA process. All EIA's are published.

Any changes to policy have to be approved by the quarterly P&OD sub committee (chaired by Person 2 [redacted]). Therefore, it is important that the cycle is made widely available to people so timely discussions and feedback can occur.

# Question 1.2

Do you have policies on discrimination, bullying and harassment that include the following? *0.5 points per subquestion*

▼ What we’re looking for:


- Policies that are clearly worded and explicitly ban discrimination, bullying and harassment on the grounds of sexual orientation, gender identity and gender expression, which may be phrased in terms of the relevant equality legislation terminology
- Practical examples of homophobic, biphobic and transphobic discrimination, bullying and harassment that help your colleagues identify these behaviours.
- Clear information on how to report incidents, and how reports of discrimination, bullying and harassment are investigated and resolved.


▼ Evidence for this question could look like:


- The title of the policy document ([that you uploaded at the top of this section](#)), so that we can find the right policy.
- If you are submitting a long document (such as an employee handbook), you should include page numbers or section titles, so we know where to look.
- If you have used highlight on the documents, which colours of highlighting should we look out for?

Maximum of 200 words.


		Document(s) to review
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<p>A. Explicit ban on discrimination, bullying and harassment based on sexual orientation</p>		<p>The Dignity at Work and Study (DAWS) policy and DAWS for Staff (separate complaints procedure for students). Additionally:  <a href="https://www.reportandsupport.manchester.ac.uk/">https://www.reportandsupport.manchester.ac.uk/</a></p> <p>The DAWS policy states: "The University will not tolerate any form of discrimination, harassment, bullying or victimisation ('unacceptable behaviour') by or against any members of its community, whether on or off</p>
		<p>campus, in or out of working hours or through electronic communications (including social media platforms)."</p> <p>The policy sets out what is unlawful discrimination and harassment, and in line with the Equality Act, sexual orientation and gender reassignment are both protected characteristics.</p> <p>Section 13 states: "Unlawful harassment may involve conduct of a sexual nature (sexual harassment), or it may be related to a protected characteristic such as age, disability, gender reassignment, gender expression or identity, pregnancy or maternity (including breastfeeding), race, colour, nationality, ethnic or national origin, religion or belief, sex or sexual orientation. Harassment is unacceptable even if it does not fall within any of these categories". "outing or threatening to out someone as gay, lesbian, bisexual or trans"</p>

<p>B. Explicit ban on discrimination, bullying and harassment based on gender identity and gender expression</p>		<p>The Dignity at Work and Study (DAWS) policy and DAWS for Staff (separate complaints procedure for students). Additionally:  <a href="https://www.reportandsupport.manchester.ac.uk/">https://www.reportandsupport.manchester.ac.uk/</a></p> <p>The DAWS policy states: "The University will not tolerate any form of discrimination, harassment, bullying or victimisation ('unacceptable behaviour') by or against any members of its community, whether on or off campus, in or out of working hours or through electronic</p>
		<p>communications (including social media platforms)."</p> <p>The policy sets out what is unlawful discrimination and harassment, and in line with the Equality Act, sexual orientation and gender reassignment are both protected characteristics.</p> <p>Section 13 states: "Unlawful harassment may involve conduct of a sexual nature (sexual harassment), or it may be related to a protected characteristic such as age, disability, gender reassignment, gender expression or identity, pregnancy or maternity (including breastfeeding), race, colour, nationality, ethnic or national origin, religion or belief, sex or sexual orientation. Harassment is unacceptable even if it does not fall within any of these categories". "outing or threatening to out someone as gay, lesbian, bisexual or trans"</p>

<p>C. A practical example of biphobic bullying or harassment</p>		<p>This is included in different training delivery (i.e. Allies training and Diversity in the Workplace). The evidence shown in 1.2 DAWS additional info highlights these examples.</p> <p>In Section 14 of the DAWS policy it states that a specific example of harassment may be:</p> <p>“racist, sexist, homophobic or ageist jokes, or derogatory or stereotypical remarks about a particular ethnic or religious group or gender”;</p> <p>“outing or threatening to out someone as gay, lesbian, bisexual or trans”</p>
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<p>D. A practical example of homophobic bullying or harassment</p>		<p>This is included in different training delivery (i.e. Allies training, active bystander and Diversity in the Workplace). The evidence shown in 1.2 DAWS additional info highlights these examples.</p> <p>There's a separate procedure detailing how to report a complaint and the steps that will be taken, including the right to appeal a formal decision – this refers to 'Report and Support platform. Our Supporting</p> <p>Trans* Staff and Students at the University Guidance raises awareness of this aspect of gender equality and ensure that trans staff and students do not suffer discrimination, harassment or victimisation. It sets out a framework for how the University will support this group.</p> <p>Further messages are explicit in showing we do not tolerate homo/bi or transphobia - at various touchpoints, but all linked to the policy and procedure (training slides, support portals and other information pages.) In Section 4 of the Guidance it states:</p> <p>"The University aims to create an inclusive and trans-friendly culture, workplace and learning environment, free from discrimination, harassment or victimisation, where all trans people are treated with dignity and respect."</p>
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<p>E. A practical example of transphobic bullying or harassment</p>		<p>Section 4 also states that the University takes “a zero tolerance approach to any form of transphobia or harassment e.g. continual or intentional misgendering, use of slurs, outing an individual, use of someone's former name, discrimination on basis of gender</p>
		<p>identity or trans status.”</p> <p>As per Q1.1 EDI and the Policy Managers are reviewing the current DAWS policies and procedures and a key aim of this review is to ensure that there is clarity and transparency for all employees and students as to how to report as well as a clear and robust complaints procedure.</p> <p>“The University aims to create an inclusive and trans-friendly culture, workplace and learning environment, free from discrimination, harassment or victimisation, where all trans people are treated with dignity and respect.”</p>

<p>F. Clear information about how to report an incident and how complaints are investigated and resolved</p>		<p>There's a separate procedure detailing how to report a complaint and the steps that will be taken, including the right to appeal a formal decision – this refers to 'Report and Support platform.</p> <p>Our Supporting Trans* Staff and Students at the University Policy and Guidance raises awareness of this aspect of gender equality and ensure that trans staff and students do not suffer discrimination, harassment or victimisation. It sets out a framework for how the University will support this group.</p> <p>Further messages are explicit in showing we do not tolerate homo/bi or transphobia - at various touchpoints, but all linked to the policy and procedure (training slides, support portals and other information pages.) In Section 4 of the policy states:</p> <p>"The University aims to create an inclusive and trans-friendly culture, workplace and learning</p>
		<p>environment, free from discrimination, harassment or victimisation, where all trans people are treated with dignity and respect."</p>

# Question 1.3

Do you have family and leave policies that use inclusive language and explicitly state that they are applicable regardless of gender and sexual orientation?

0.5 points per subquestion

▼ What we're looking for:


- Clearly worded policies that explicitly state that they apply regardless of the gender of the employee or the employee's partner.
- Policies that use gender-neutral or gender-inclusive language throughout to make it clear that LGBTQ+ employees are covered.

▼ Evidence for this question could look like:

- The title of the policy document ([that you uploaded at the top of this section](#)), so that we can find the right policy.
- If the documents are long, include page numbers or section reference, so that we can find the relevant parts.
- If you have used highlight on the documents, which colours of highlighting should we look out for?

Maximum of 200 words.

		Document(s) to review
A. Adoption Policy	✓	All relevant policies incorporate gender neutral language and avoid using gendered language/pronouns. Where any particular gendered language has been used, the noun is expanded upon to be gender neutral (e.g. mother/birth parent). Following Stonewall feedback we completed a policy review to ensure fully inclusive language throughout. Adoption Leave Policy sets out the Occupational Adoption Leave Scheme provided by the University to staff and explains the statutory rights to Adoption leave and pay. Gender neutral language is used

		<p>throughout.</p> <p>Policies confirm that they apply to couples or partners regardless of gender - "Where this policy refers to "partner" this is regardless of gender and includes same-sex partners."</p>
<p>B. Special or Compassionate Leave Policy</p>		<p>All relevant policies incorporate gender neutral language and avoid using gendered language/pronouns. Where any particular gendered language has been used, the noun is expanded upon to be gender neutral (e.g. mother/birth parent). Following Stonewall feedback we completed a policy review to ensure fully inclusive language throughout. Special Leave Policy: Sets out the support/leave the University offers if employees encounter domestic crises which demand attention in addition to normal holiday entitlement. Gender neutral terminology used throughout. Policies confirm that they apply to couples or partners regardless of gender - "Where this policy refers to "partner" this is regardless of gender and includes same-sex partners."</p>

C. Maternity Policy	✓	<p>All relevant policies incorporate gender neutral language and avoid using gendered language/pronouns. Where any particular gendered language has been used, the noun is expanded upon to be gender neutral (e.g. mother/birth parent). Following Stonewall feedback we completed a policy review to ensure fully inclusive language throughout.</p> <p>Maternity</p> <p>Policy: Sets out the Occupational Maternity Leave Scheme provided by the University to staff and explains the statutory rights to</p>
		<p>Maternity leave and pay. The term birth parent/partner and member of staff is used throughout.</p> <p>Policies confirm that they apply to couples or partners regardless of gender - "Where this policy refers to "partner" this is regardless of gender and includes same-sex partners."</p>
D. Paternity Policy	✓	<p>All relevant policies incorporate gender neutral language and avoid using gendered language/pronouns. Where any particular gendered language has been used, the noun is expanded upon to be gender neutral (e.g. mother/birth parent). Following Stonewall feedback we completed a policy review to ensure fully inclusive language throughout. Policies confirm that they apply to couples or partners regardless of gender "Where this policy refers to "partner" this is regardless of gender and includes same-sex partners."</p>

E. Shared Parental Leave Policy	✓	<p>All relevant policies incorporate gender neutral language and avoid using gendered language/pronouns. Where any particular gendered language has been used, the noun is expanded upon to be gender neutral (e.g. mother/birth parent). Following Stonewall feedback we completed a policy review to ensure fully inclusive language throughout.</p> <p>Shared Parental Leave Policy: Sets out the process and eligibility criteria to enable parents to have more flexibility in sharing caring responsibilities for their child within the first 12 month following birth/adoption. Gender neutral language is used throughout the policy. Definitions are also gender</p>
		<p>neutral.</p> <p>Policies confirm that they apply to couples or partners regardless of gender - "Where this policy refers to "partner" this is regardless of gender and includes same-sex partners."</p>

# Question 1.4

Do you have a trans inclusion policy that provides effective support for your colleagues?

1.4 A-C: 0.5 points per subquestion

1.4 D: 2.5 points

▼ What we're looking for:


- A policy covering trans inclusion and all aspects of a trans employee's experience at work, including:
- A commitment to respecting the identities of all trans colleagues, including non-binary colleagues.
- Information on language, terminology and trans identities, including non-binary identities.
- Guidance on using bathrooms and other facilities that align with the employee's gender.
- Availability of gender-neutral facilities, or a commitment to introducing these.
- A dress code that makes it clear employees can wear the uniform or clothing that they feel most comfortable in.
- A clear commitment to confidentiality and data protection that specifically recognises trans employees. The policy
- (and any accompanying documents) is explicitly or implicitly inclusive of multiple paths to transition, including medical and non-medical paths.
- If gender-neutral facilities are already in place, evidence that gender-neutral facilities are available in all buildings, and that if these are combined accessible/gender neutral facilities, there is enough provision to meet the needs of both disabled and LGBTQ+ colleagues.
- If gender-neutral facilities are not already available in all buildings, a formal published commitment demonstrating senior buy-in to introduce some gender-neutral facilities in any existing buildings, new builds or newly leased properties.


▼ Evidence for this question could look like:



- Either a policy document, a section of an employee handbook, or mandatory guidance for your colleagues. If you are
- submitting a long document (such as an employee handbook), you should include page numbers or section titles, so we know where to look.
- This may include multiple documents, for example if your employee dress code or data protection policy is in a separate document.
- Tell us how your colleagues can find these documents.

Maximum of 500 words.

		Document(s) to review
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<p>A. Guidance on facilities for trans employees, including non-binary employees</p>		<p>In 2021 we split our Supporting Trans Staff and Students guidance into two - now we have a policy and separate guidance.</p> <p>Linked to this are FAQ's and also a more specific piece around dress codes in different parts of the University. These were reviewed and updated in 2022.</p> <p>The policy and guidance refer to each other so that all of the parameters A-D are covered in detail.</p> <p>Specific to this point, section 5 looks at facilities and links to the commitment from Estates, our interactive map (updated as new facilities are added to campus and shower/changing facilities) "ensuring trans students and staff have equal access to all benefits, facilities and services, including, but not limited to, accommodation, study areas, library facilities, sports facilities, wellbeing provision, bursaries and scholarships"</p>
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<p>B. Guidance on dress code for trans employees, including non-binary employees</p>		<p>In 2021 we split our Supporting Trans Staff and Students guidance into two - now we have a policy and separate guidance.</p> <p>Linked to this are FAQ's and also a more specific piece around dress codes in different parts of the University. These were reviewed and updated in 2022.</p> <p>The policy and guidance refer to each other so that all of the parameters A-D are covered in detail. In the Guidance section 5b focusses specifically on dress codes.</p> <p>"Flexibility may be required in dress codes while someone is early in</p>
		<p>transition, new clothes will often have to be purchased. A conversation between a line manager and the individual should happen, taking into account what they are required to wear to work and in line with any health and safety dress codes that the University has. These are applicable to all staff and students. Where a uniform or specialist clothing has to be worn, the University will ensure the staff member has access to a new uniform well ahead of their transition"</p>

<p>C. A clear commitment to confidentiality and data protection for trans staff</p>		<p>In 2021 we split our Supporting Trans Staff and Students guidance into two - now we have a policy and separate guidance.</p> <p>Commitment to data protection is covered at the University for all staff by our Governance Team and this is explicit on our external webpages:</p> <p><a href="https://www.manchester.ac.uk/discover/privacy-information/dataprotection/">https://www.manchester.ac.uk/discover/privacy-information/dataprotection/</a></p> <p>Following a serious cyber incident in July 2023 for the whole University, we took extra steps to ensure the data of trans people was protected.</p>
<p>D. A formal commitment to introduce gender-neutral facilities in all your buildings</p>		<p>All of our gender-neutral facilities (named Universal or universal) are signposted on our interactive map:</p> <p><a href="https://www.manchester.ac.uk/discover/maps/interactive-map/">https://www.manchester.ac.uk/discover/maps/interactive-map/</a></p> <p>A project undertaken in 2018/2019 surveyed the campus and in collaboration with Estates, Disability Advisory Services and various Building User Groups a number of facilities were renamed as 'universal' or 'universal and accessible'. We grouped buildings into 'Precincts' so people did not have to travel far if there was no suitable facility in their building. This did not remove any provision for disabled or accessible toilets. This provision is continually revisited.</p>



Additionally, we notified users of the closest single gender facility for them if they were not comfortable using a shared facility. Following student feedback in 2019 the name 'universal' is being replaced with 'all gender' and this will be changed gradually on existing toilets, but all new 'all gender' toilets will be labelled accordingly. For all-gender toilets, we do not use the traditional 'stick person' symbol/s, but a 'toilet' symbol – ensuring non-binary staff, students and visitors are included. Our building directories show locations of all toilets with the appropriate symbol – these are located at entrances and different parts of the building. Since the project completion, there have been several other areas contacting the EDI team to follow the same process so they can have all gender provision in their building. This has included the new Engineering campus (MECD) where they have consulted with EDI, DASS and ALLOUT to ensure they have adequate all-gender provision in this building complex. This has resulted in a good mix of all gender, single gender and accessible provision. In 2023, in a step to full inclusivity and good practice, we introduced a University process for change of status for toilets, ensuring all areas follow the same steps when changing use of a facility.

Having all gender toilets in new builds has been formalised in the document "EPM PM28 Design Guide for WC Refurbishments and Installations" signed off by Head of Facilities, Maintenance and Compliance. Links to this document are included in our trans guidance.

And in 2022, our SPORT division created new 'Trans Guidance in Sport' which ensures even fuller inclusivity - this is included in the FAQ's and Dress codes pdf. We have also engaged with the campaign 'in with the bin' which makes period products available in toilets including those designated for males. This is part of a wider campaign to provide free period products for all. Since 2019 multiple pilot projects have taken place to assess the practicality and benefits of providing free period products to all staff and students. In 2023, we consolidated free period product pilots into a sustainable estates and facilities delivered benefit (£100,000 annually). Free products are now available in 50 buildings (signposted through interactive campus map) in female and universal toilets. Early evaluation (52 respondents) positive (83% value the scheme, 65% find it financially beneficial). Yearly evaluation will inform our future approach and is another way to show inclusivity for the trans community, especially trans men who are still menstruating.

## Question 1.5

Do you have a policy (or policies) to support employees who are transitioning at work? *0.5 points per*

### *subquestion*

▼ What we're looking for:

- A policy with comprehensive guidance for trans employees, managers of trans employees and other colleagues of trans employees.
- Commitment that employees will be allowed the time off that they need for transition-related treatments or appointments and that any leave will be recorded separately to sick leave.
- Clear guidance on how to change name and gender markers at work, and how trans colleagues' data will be protected.
- A policy that explicitly includes non-binary people.

▼ Evidence for this question could look like:

- Either a policy document, a section of an employee handbook, training documents, or guidance for your colleagues.
- There might be multiple documents for different people, for example the manager's policy could be part of a management handbook.
- If you are submitting screenshots of 'how to' guides on your intranet, tell us to how colleagues navigate to those pages.

*Maximum of 200 words.*

		Document(s) to review
A. Work related guidance for an employee who is transitioning	✓	Yes - we have both a trans policy and guidance for staff and students - uploaded in the evidence
B. Work related guidance on the process for an employee to change their name and gender marker on workplace systems	✓	Yes - we have both a trans policy and guidance for staff and students - specifically in 5a of the guidance which is uploaded in the evidence.
C. Work related guidance around data protection and confidentiality	✓	This is covered in both the policy and guidance as well as in the University's overall approach to data protection: <a href="https://www.manchester.ac.uk/discov">https://www.manchester.ac.uk/discov</a>

		<a href="#">er/privacy-information/dataprotection/</a>
D. Work related guidance for managers on how to support an employee who is transitioning	✓	This is incorporated into the guidance as well as the FAQ's and Dress codes. staff can also access a manager's essentials guide on this which is also in the evidence
E. Work-related guidance for employees on how to support a colleague who is transitioning	✓	This is included in the guidance and FAQ's that everyone can access. We would also cover this in the allies training (discussed in section 4). Support is also available via the ALLOUT network group

## Question 1.6

Question 1.6 has been combined into question 1.4, where it now sits as subquestion 1.4 D. To maintain the comparability of this year's questions to last year's, we have kept question numbering the same other than this change.

## Question 1.7

Do you provide private healthcare insurance?

Your answer will direct you to the correct question for 1.7.

No

## Question 1.7

In the last three years, has your organisation done work to improve the LGBTQ+ inclusivity of its mental health support provision?

3 points

▼ What we're looking for:

- At least one action you've taken in the last three years.
- Specific actions that improve provision for all LGBTQ+ people, for instance through your employee assistance programme, affiliated counselling services or internal mental health first aiders.

Yes

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### Describe the review and outcomes.

▼ Evidence for this question could look like:

- Describe a change in policy, process or procedure.
- State how you used to do things before the review.
- Tell us how you identified what change needed making, and why.
- Explain what you changed.
- Show us some outcomes of the change, and how they benefited LGBTQ+ people.

*Maximum of 300 words.*

We have ensured that our Counselling service is fully LGBTQ+ inclusive and that this is advertised on their webpages. In the last three years all counselling staff were trained on LGBTQ+ inclusivity via the LGBTQ+ Foundation – ensuring our counselling team are aware of issues within the LGBTQ+ community. One result of this engagement was the recruitment of Student Partners with a specific remit to explore how best to support underrepresented groups of students such as LGBTQ+.

Another action was that counselling staff have a 'safe space' emblem and rainbow/freedom flag on their signature with explanation 'A safe and non-judgemental space for all'.

Our employee assistance programme provided by Health Hero provides services for all staff– regularly reviewed via the Procurement Team using NetPositive.

Health Hero offer fully inclusive services to LGBTQ+ Staff including: Telephone Support; Counselling – online/face to face; Signposting to specialist agencies; vClub Information & Resources; General Health & Wellbeing Support; Legal Information; Money/Debt Support. Users can search the term LGBTQ for a wealth of resources.

In August 2023 a staff member who used Health Hero reported they had experienced transphobic behaviour – the representative was mis-gendering them. After hearing this we were able to liaise with our Procurement Department and Wellbeing Manager to offer this feedback and specific training to the company to prevent future occurrences. The University is also applying to be part of the Student Minds initiative 'University Mental health charter'. This decision was arrived at after looking at our mental health provision – within this decision, LGBTQ+ inclusivity was fully considered. The charter looks at 17 themes (with inclusivity and intersectional health as an enabling theme) across 4 domains. The working group includes an EDI team member and LGBTQ+ representation, ensuring LGBTQ+ inclusivity is considered and evidenced. This also helps identify future actions.

## Section 2: The employee lifecycle

**Completed** - 28 Nov 2023

## Section 2: The employee lifecycle

This section examines the employee lifecycle within the organisation, starting with recruitment practices and finishing with exit processes. The questions scrutinise how the organisation engages and supports employees throughout their journey in the workplace.

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# Question 2.1

How do you attract LGBTQ+ talent?

0.5 points per subquestion

▼ What we're looking for:


- What we're looking for is evidence from the last 12 months of:
- A proactive approach to recruiting specifically LGBTQ+ talent, which can include:
  - Online diversity and inclusion job boards
  - Pride events
  - Student career fairs (e.g. Student Pride)
  - Sector-specific career fairs with LGBTQ-specific recruitment material (e.g. leaflets, LGBTQ-inclusive careers signage).
  - Employer events for prospective jobseekers e.g. LGBTQ-specific graduate days
- Clearly displayed and explicit statements about LGBTQ+ inclusion in all job packs, application forms or application portals.
- Clearly displayed and explicit signposting to your LGBTQ+ employee network group, or to ongoing LGBTQ+ inclusion activities such as training or programmes in all job packs, application forms or application portals.

▼ Evidence for this question could look like:

- Screenshots of postings on online job boards.
- Photos of events you've attended, or screenshots of socail media postings detailing your attendance.
- Screenshots of bookings at events you've attended.
- Uploads or screenshots of your recruitment pack, or pack templates.
- [You can upload relevant files below this question.](#)

Maximum of 200 words.

		Description of your work
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<p>A. Advertising on or recruiting from LGBTQ+ or diversity websites, fairs and events</p>		<p>We place an equal opportunities statement on the bottom of all of our adverts (see B) and we also promote various roles on LGBTJobs which is a specific job board for LGBT+ Talent.</p> <p><a href="https://www.manchester.ac.uk/connect/jobs/equality-diversity-inclusion">https://www.manchester.ac.uk/connect/jobs/equality-diversity-inclusion</a></p>
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We have also had a presence at Manchester Pride events in previous years where we have handed out flyers and promoted our vacancies at stalls.

Examples of postings from LGBTJOBS.CO.UK

TITLE, DATE POSTED, LISTING  
EXPIRES, VIEWS

Client Relations Executive, 2023-01-04, 2023-01-17, 33

Campus Support and Security Officer, 2022-10-24, 2022-11-18, 62

Student Experience Vacancies, 2022-10-24, 2022-11-24, 28

Talent Acquisition Coordinator, 2022-10-03, 2022-10-17, 51

Environmental Sustainability Manager, 2022-09-07, 2022-09-28, 33

Security Officer, 2022-07-25, 2022-08-13, 60


Clinical and Service Delivery Lead, 2022-06-07, 2022-06-28, 36

Counsellor, 2022-06-07, 2022-06-28, 41

Social Responsibility Project Officer in EDIA, 2022-05-30, 2022-06-20, 76

Marketing Officer, 2022-05-25, 2022-06-08, 32

Instructional Designer / E Learning

		<p>Technologist (Curriculum Design), 2022-05-25, 2022-06-10, 30</p> <p>Client Relations Officer, Open Programmes (2 Posts), 2022-05-25, 2022-06-08, 57</p> <p>Web Content Designer, 2022-05-25, 2022-06-08, 37</p> <p>Client Relations Manager, Open Programmes, 2022-05-25, 2022-05-29, 24</p> <p>Marketing Officer (Campaigns, Analytics and Optimisation) (2 Posts), 2022-05-25, 2022-06-08, 31</p> <p>Head of Client Relations, Open Programmes, 2022-05-25, 2022-06-08, 44</p> <p>Head of Executive Education Programme Operations, 2022-05-25, 2022-06-08, 41</p>
<p>B. Including a statement around valuing diversity, explicitly inclusive of LGBTQ+ people in job packs and pages</p>		<p>We place an equal opportunities statement on the bottom of all of our adverts and main jobs page.</p> <p>The statement reads: 'The University of Manchester is committed to creating an environment where diversity is celebrated and everyone is treated fairly, regardless of gender, gender identity and expression, disability, ethnic origin, religion or belief, sexual orientation, marital status, age, or nationality.'</p> <p><a href="https://www.manchester.ac.uk/connect/jobs/equality-diversity-inclusion">https://www.manchester.ac.uk/connect/jobs/equality-diversity-inclusion</a></p>

C. Including information about your LGBTQ+ employee network group or LGBTQ+ inclusion activities in all job packs and pages	✓	<p>We have ALLOUT which is our LGBTQ+ staff network group. This appears on our main jobs page as well as our StaffNet pages, both of</p> <p>which are accessible to external candidates. We link to these pages within all of our adverts when discussing benefits/ wellbeing etc.</p>
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Upload photos, documents or screenshots relevant to recruiting LGBTQ+ talent.

You have the option of adding a description, you can use this to make sure our markers understand what this is.

[2.1A Adverts on LGBTjobs and example.pdf](#)

List of jobs on LGBT Jobs plus example of a current job advertised there (Oct 2023)

**Filename:** 2.1A Adverts on LGBTjobs and example.pdf **Size:** 185.5 kB

[2.1B merged.pdf](#)

This shows our statement on the main jobs page and then repeated on a recent job advert

**Filename:** 2.1B merged.pdf **Size:** 376.8 kB

[2.1C ALLOUT on job pages.pdf](#)

This shows our network groups being included on jobs pages

**Filename:** 2.1C ALLOUT on job pages.pdf **Size:** 150.2 kB

## Question 2.2

Do you provide guidance or training for all employees with recruitment responsibilities on how to carry out inclusive recruitment?

**2.5 points**

▼ What we're looking for:

- Guidance or training that is specific to recruitment and includes LGBTQ-specific content.
- Mandatory guidance or training that is provided to all employees involved in recruitment, including everyone who posts job vacancies, shortlists candidates and sits on interview panels.

- Guidance or training content includes a checklist of inclusive practices that recruiters complete when they carry out a recruitment round. This might include, for example, sharing pronouns at the start of an interview, if they feel comfortable doing so.

Yes

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## Describe your guidance or training.

▼ Evidence for this question could look like:

- [You can upload](#) slides from a recruitment training session, a recording of a recruitment training session, an employee/management handbook, or a recruitment policy or guidance.
- Tell us who must engage with this content, and how you check that they have.
- A checklist document laying out inclusive recruitment practices.
- State how you share this with recruiting managers.

*Maximum of 500 words.*

The EDI Directorate works closely and collaboratively with the Learning and Organisational Development (L&OD) team, ensuring that any staff member involved in any stage of the recruitment process undertakes mandatory specific training on Recruitment and Selection, Diversity in the Workplace (DITW) and Unconscious Bias. Staff sitting on student recruitment panels also complete the mandatory training.

Recruitment and Selection sessions take the form of workshops, delivered by a trained facilitator and P&OD Partner. Whilst “labour intensive” to deliver, evaluation shows that there is added value in bringing people together to discuss these topics rather than completing an online module. Discussion, sharing experiences, simulated interviews and awareness being the most valuable aspects. The content also covers EDI to build knowledge, awareness and confidence. When discussing the Equality Act, sexual orientation, gender reassignment are included <https://www.staffnet.manchester.ac.uk/staff-learning-and-development/learning-pathways/essentialtraining/>

There’s a supplementary online Recruitment Skills Toolkit, referring to legal obligations under the Equality Act <https://360.articulate.com/review/content/6304b499-de14-45a6-8d91-1e60984962c3/review>

DITW online training takes an hour to complete. Training records are held centrally and local managers can request confirmation that the required training has been completed. The module includes specifics around LGBT+ staff, barriers they face and refers to this group in recruitment scenarios. There are separate sections for sexual orientation and gender reassignment including examples of harassment, discrimination, assumptions and stereotypes for both groups. These sections go into detail about each characteristic and include links to University and external sites which include further reading, detailed examples or more specific information that can be accessed either on the training or at a later date. This training had updates in 2022 to ensure our language was fully inclusive.

The training is available as a printed booklet for staff without access to a PC. Everyone has to repeat this training every three years, ensuring up to date knowledge of changes or developments. EDI Partners remind their specific areas annually about this requirement via meetings, emails and local newsletters.

Additionally, there is an Unconscious Bias online video based module (one hour). This covers (amongst other issues) bias in recruitment. Evidence shows a screenshot of the content. All equality groups are covered - one of the case studies is based around a trans person, helping to understand biases faced by this group.

Further trans specific training, including different scenarios for staff to consider when recruiting and working with trans people, can be completed <https://www.staffnet.manchester.ac.uk/equality-and-diversity/training/supportingtrans-staff/> It's had over 1200 views since it was introduced in April 2017.

Different areas conducted best practice/positive action recruitment pilots in 2021 to improve our recruitment processes and staff diversity. Pilots included a list of LGBT+ inclusive recruitment websites provided as part of a best practice checklist (in evidence) and a measure to ensure LGBT+ candidates (and those from other underrepresented groups) were included in shortlists. Similar requirements for diverse shortlists were also formalised in our policy for working with headhunters (not yet consistently adopted across all areas). The outcomes of the pilots are feeding into the University's Inclusive Recruitment Review which will report its recommendations for process improvements in 2022/23

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### Upload your guidance or training.

You have the option of adding a description. You can use this to help our markers navigate what you've uploaded.

[2.2 2023 merged.pdf](#)

**Filename:** 2.2 2023 merged.pdf **Size:** 3.1 MB

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## Question 2.3

What information do you give to new employees during induction?

*0.5 points per subquestion*

▼ What we're looking for:

- An explicit statement about your commitment to LGBTQ+ inclusion, including bi, non-binary and trans inclusion, that reaches all new employees.
- Signposting to the policies covered in section one for all new employees, with an explicit statement of their LGBTQ+ inclusivity.
- Signposting to the employee network and / or to internal inclusion programmes.

▼ Evidence for this question could look like:

- [You can upload](#) your induction pack, screenshots of induction resources, slides from an induction session, or a recording of an induction session.
- Tell us how you share this with colleagues you're inducting.

*Maximum of 500 words.*

		Description of your work
A. Explicit message on your commitment to LGBTQ+ inclusion	✓	<p>We have an online Welcome Guide to our University which is sent to all new colleagues before they join and is available as part of their induction on our staff intranet. This includes all aspects of University life</p> <p>(evidence piece 2.3) It is explicit in its inclusion for LGBTQ+ staff; relevant parts include: highlighting the DAWS and EDI policies, information about the EDI team, Report and Support and SNGs including ALLOUT, and reference to the University's strategy with the commitment to 'Our People, Our Values' (which includes EDI) at its centre (see evidence).</p>

The induction pack also links to P&OD A-Z of policies on the staff intranet, which includes key policies mentioned in section 1. As mentioned, these are reviewed and maintained in line with policy schedule with wording checked to ensure they are fully LGBT+ inclusive.

The pack includes a new starter checklist for the new starter and their manager to complete, to ensure a comprehensive and consistent induction. The checklist includes reading the EDI policy, completing the mandatory Diversity in the Workplace online training and discussing relevant policies.

There is also a new starters webpage with information and links to key documents and training  
<https://www.staffnet.manchester.ac.uk/staff-learning-anddevelopment/learningpathways/new-starters/>

Upon starting work, the employee essentially has two inductions - a local team/department induction and a University induction.

The University Welcome Event (induction) are led by a senior member of University staff, during which time they speak to attendees about the importance of the inclusive nature of the University and the benefits that this brings to both them as an individual, the student experience and the University as a whole. A member of the EDI team also attends this event – ensuring all equality strands are covered with explicit mention of

LGBT+

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B. Information on the LGBTQ+ employee network or allies programme/initiative




As well as the information circulated before joining as described in A, during the University induction, staff network groups are discussed and attendees are made aware of the various groups that are available to join and are signposted to further information e.g. ALLOUT, ALLOUT Allies, BAME staff network etc. Posters of next network meeting dates are made available or the ALLOUT popup banner (as well as the more general staff network group banner) and can be used in the background. Attendees also have the opportunity to ask questions at any stage of this induction.

The local induction will include a greeting from The Director of EDI and/or local EDI lead and staff are made aware of the Equality, Diversity and Inclusion team, their web pages, accreditations (including Stonewall) how to contact them and the resources that are available. By being directed to the Equality Diversity and Inclusion pages the protected characteristic of sexual orientation and gender reassignment are included and people are signposted accordingly.

Additionally we have a page dedicated to student LGBTQ+ guidance - all staff are made aware of this for signposting reasons. The EDI Directorate and The University also have a great social media presence (EDI has 2754 followers on Twitter as of November 2023 and UoM 100.6K).

		Prospective, new and existing staff can see our content which includes our commitment to LGBT+ inclusion with some examples included in the evidence.
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<p>C. Information on relevant policies and your commitment to ensuring they are LGBTQ-inclusive</p>		<p>The following statement about our People policies features in our Welcome Guide: “To ensure our policies are supportive and inclusive, they are developed in consultation with relevant/key stakeholders, which may include colleagues, Staff Network Groups and recognised trade unions. Equality Impact Assessments are also completed during policy reviews and new policy development. “</p> <p>You can find a full list of our policies at: <a href="https://www.staffnet.manchester.ac.uk/people-and-od/atoz/">https://www.staffnet.manchester.ac.uk/people-and-od/atoz/</a>”</p> <p>As outlined in A, The induction pack also links to P&amp;OD A-Z of policies on the staff intranet, which includes key policies mentioned in section 1. As mentioned, these are reviewed and maintained in line with policy schedule with wording checked to ensure they are fully LGBT+ inclusive.</p> <p>Our Induction programme is continuously reviewed as part of our transformation project. The EDI Directorate is working with the Learning and Organisational Development team to ensure that there is dedicated information for people with all protected</p> <p>characteristics. This is an ongoing conversation and we are committed to ensure that this improved offering is rolled out in 2024.</p>
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Upload documents that you share with new recruits which help to illustrate your responses above.

You have the option of adding a description, you can use this to make sure our markers understand what this is.

[2.3 merged.pdf](#) evidence of statement on jobs pages, induction slides, new starter booklet and social media posts

**Filename:** 2.3 merged.pdf **Size:** 5.9 MB

[2.4 merged.pdf](#)

Details of pronouns, terminology, how to update pronouns and communication from Nov 2023 about improvements to teams

**Filename:** 2.4 merged.pdf **Size:** 1.4 MB

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## Question 2.4

Do you enable non-binary employees to have their identities recognised on all employee-facing workplace systems?

**3 points**

▼ What we're looking for:

- Two or more examples of respectful and inclusive ways that you support non-binary identities to be recognised on workplace systems. This could include the option to choose a gender marker other than male or female, being able to use gender-neutral titles, such as Mx, or removing gender markers.
- You will receive more marks if at least one example is specific to gender fluid people, for example the ability to have multiple pass cards with different forms of gender expression or linked email accounts/intranet accounts with different names and photos.

Yes

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Describe how your employee-facing systems work, and how they recognise non-binary employees' identities.

▼ Evidence for this question could look like:

- Descriptions of the systems that you use for employees.
- State the ways that these systems directly or indirectly record gender-related data.
- Show us the options you give to non-binary colleagues to have their identities recognised.

*Maximum of 500 words.*

Yes - The title Mx has been included as part of our recruitment and appointment process for several years now. It is on all forms and systems from application through to joining the University so there should never be a need for a person to contact a particular team about this. Our recruitment pages are even explicit around this: 'When you complete an application to join the University, you can select your preferred gender marker - this includes the gender-neutral title 'Mx'. Once employed by the University, you are able to amend your other forename(s) and previous surname.'

For staff who have worked at the University for a long time or if someone wishes to change their title during their employment, the process for this is included on MyView (our staff self-service system) and in our Supporting Trans Staff and Students guidance which is included in Q1 as evidence.

As well as guidance on the P&OD webpages for this <https://www.staffnet.manchester.ac.uk/people-and-od/currentstaff/employee-self-service/personal-details/>

Mx is also included on all internal forms (i.e. new starter form) as far as is practicable. If a form is discovered without this, then the EDI team is informed so this can be corrected with an explanation of the title and reasons for including this. Title is also not asked for where it is not necessary to reduce the need for disclosure, for example in non- anonymised surveys.

We offer the option for people to include a title and pronoun on their e-mail signature, video calling screens and provide clear guidance on how staff can change their pronouns themselves. Our communications on this actively encourage staff to include their pronouns, stating that it is important to do so to create a more open and inclusive culture, particularly for non-binary and trans colleagues.

(in evidence for 2.3)

Communications around this also include a link to definitions, so there is no confusion: (in evidence for 2.3)

Whilst we cannot have multiple staff cards for security issues, staff are encouraged to include their pronouns and/or title on the reverse of their staff card holders – these can be easily flipped over for people to see. (in evidence for 2.3)

In 2022 we introduced pronouns badges and stickers (obtained from the EDI Team) – these include non-binary badges (they/them/theirs and he/they and she/they)) and a blank badge for people to add their own pronouns. So far 1000+ have been distributed with budget for continual stock replenishment.

Finally, on 23 November 2023 we issued a communication about the ability to update and change pronouns on Teams - this included an explanation and links to other resources.

## Question 2.5

Upload your employee training, and documents showing evidence for how many employees have completed that training.

We're looking for training content designed for all employees (rather than for self-selecting LGBTQ+ allies, or for managers) specific to LGBTQ+ bullying, harassment and discrimination. Training could be an in-person presentation, a hybrid presentation, remote training, or e-training.

To understand the specific content we're looking for, scroll down to see the sub-questions.

We're looking for evidence of the reach of your training amongst your employees. This could be a report or anonymised training sign-in list. Evidence of the reach of your training isn't required, if you can describe a robust methodology for estimating the reach of your training in it's place.

You have the option of adding a description. You can use this to help our markers navigate what you've uploaded.

[2.5D how to challenge.pdf](#)

**Filename:** 2.5D how to challenge.pdf **Size:** 1.5 MB

[2.5A Policy and Legislation.pdf](#)

**Filename:** 2.5A Policy and Legislation.pdf **Size:** 2.3 MB

[2.5B examples of discrimination.pdf](#)

**Filename:** 2.5B examples of discrimination.pdf **Size:** 1.4 MB

[2.5C examples of discrimination on multiple bases.pdf](#)

**Filename:** 2.5C examples of discrimination on multiple bases.pdf **Size:** 722.8 kB

[2.5F clear route for feedback.pdf](#)

**Filename:** 2.5F clear route for feedback.pdf **Size:** 453.3 kB

[2.5E reporting.pdf](#)



# Question 2.5

Do you provide training on discrimination, bullying and harassment policies for all employees? *Up to 1 point per*


*subquestion*

▼ What we're looking for:



- Training that is available to all and reaches as many employees as possible.
- Training content that explicitly mentions LGBTQ+ people's protections under the law and in your policies. Training content that gives examples of biphobic, homophobic and transphobic bullying, harassment and discrimination, and one or more examples of bullying, harassment and discrimination on the basis of the intersection between an LGBTQ+ identity and a non-LGBTQ+ identity.
- Training content that explicitly describes how to challenge incidents.
- Training content that describes how to report incidents, and how they will be responded to and resolved. A clear and explicit mechanism for feeding back on the quality of the training and how that feedback will be acted on.

*Maximum 500 words*

		Training content: file(s) to review
A. Organisational policy and legislation	✓	<p>The Diversity in the Workplace training is delivered online and takes around 1 hour to complete. All new starters are automatically registered and the module has to be completed as part of their induction and during the probationary period. The module is also available as a printed booklet, so those without regular PC access can complete the training. As the module requires a log in, staff can access and revisit this at any stage should they need to revisit any of the sections or clarify something. This log in is also proof that people have completed the training.</p> <p>Additionally, the training links to external (University and other) sites</p>

		<p>for further information on related topics.</p> <p>2.5A Policy and Legislation: These 15 slides talk about why diversity is important at the University; individuals' responsibility; links 34 / 146 to our E&amp;D policy; the legal position and associated legislation (The Equality Act 2010). The links take people to EDI pages to ensure the most up to date information is provided.</p>
<p>B. Examples of biphobic, homophobic and transphobic discrimination, bullying and harassment</p>		<p>As per general explanation of training in 2.5A</p> <p>Additionally here we have examples of homophobic, transphobic and biphobic bullying harassment and discrimination.</p> <p>The evidence includes slides from our Diversity in the workplace training, our supporting trans staff training; Active Bystander training;</p> <p>Allies training and the overall policy. The policy has a permanent place on several points of our websites and also on the online Report &amp; Support platform - we most recently reminded all Staff about this via a StaffNet article November 13th for antibullying week - this included a relevant update on the Dignity at Work &amp; Study pages about deadnaming.</p>

<p>C. Examples of discrimination, bullying and harassment against employees on the basis of multiple identities</p>		<p>These are included in the Diversity in the Workplace training as described in 2.5A. The slides show examples of intersectionality as well as the examples given on a further slide. We are also including examples from</p>
		<p>the trans awareness training that is accessible to all</p>
<p>D. How to challenge biphobic, homophobic and transphobic discrimination, bullying and harassment</p>		<p>In this section, the slides give real life examples of someone challenging homophobic language – this helps people feel empowered to do this as they have seen it in action. Within the section describing challenging inappropriate behaviour, there is a link to our activity on 'Where Do you Draw The Line'. The activity allows people to look into different scenarios and what may be considered acceptable and unacceptable, plus how to challenge this behaviour. Two of the scenarios given are LGBT+ examples. Within the training, we also have a number of instances outlined for LGBT+ people where they may experience challenges. These are also included here as they raise awareness of what could be inappropriate assumptions, behaviours or actions.</p> <p>Our Active Bystander training further explores this with specific LGBT+ examples being discussed in small break out groups - example slides as well as the poster campaign are included in the evidence. We also look at microaggressions and how these can be challenged.</p>

<p>E. How to report biphobic, homophobic and transphobic discrimination, bullying and harassment</p>		<p>The slides show how we introduce the concept of confidentially reporting unacceptable behaviour. The link to access the Report and Support (R&amp;S) system is shown here. There is a separate page on R&amp;S where biphobic, homophobic and transphobic forms of discrimination, bullying and harassment are explicitly mentioned.</p> <p>There are various ways people are linked to this info and the process is fully explained.</p> <p>People can be matched with a Harassment Support advisor who is LGBT+ if they request this.</p> <p>Also within Report &amp; Support there are examples of external support for LGBT+ colleagues should they wish to speak to someone outside of the university.</p> <p>A further example here is a communication sent - The University has communicating its position on anti-trans all-gender toilet vandalism, which relates to examples of transphobic discrimination, bullying, and harassment. This communication also emphasises how to challenge and report such behaviour.</p>
<p>F. A clear route for feeding back on the inclusion or representation of employees' identities in the training</p>		<p>These slides show the two clear routes for feedback – before taking the training and as part of the training. This is also at the end of the assessment, but it is not possible to provide this due to how the quiz is accessed by individuals.</p>

How would you best describe the number of employees who received of the training content described above?

Recommended option: we can provide an estimate of the number of employees who received training including the content indicated above

What percentage of your employees have received training including the following content?

Maximum 500 words

	Employee reach estimate	Employee reach estimate: estimate methodology and/or file(s) to review
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<p>Anti-bullying, harassment and discrimination content relevant to LGBTQ+ people</p>	<p>76-100%</p>	<p>Our Diversity in the Workplace training is mandatory for all new starters and has been for 10 years now - it is part of probation conditions and therefore we know that completion rates are in the highest portion. It has to be completed every three years to keep account of updates both internally and externally. This piece of training covers compliance with our discrimination, bullying and harassment policies.</p> <p>Completion figures when requested can be produced so that the University/EDI/L&amp;OD team can track overall progress of the completion rate. Additionally, each month EDI receives a list of new starters and leavers from P&amp;OD so we have an up to date record. These reports also highlight who needs to take a refresher of the module – it is the individual's and line manager's responsibility to ensure they are up to date. If someone needs to retake the module, then this will be advised via the line manager or P&amp;OD partner, depending on the situation.</p> <p>Reports can be produced by EDI or L&amp;OD for the whole University or different Schools/areas. This is useful for EDI chartermarks such as Athena Swan and the Race Equality</p>
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		<p>Charter where there are specific targets (all above the 76% threshold stated here). Therefore, we can further confirm high completion rates in specific areas.</p> <p>As outlined in 2.2, anyone involved in any part of the recruitment process has to complete this training and Unconscious Bias training, meaning more assurances of our high completion rates.</p> <p>As outlined in 2.3, new starters are signposted to the DAWS and EDI policies, both of which cover expectations of staff (and student) behaviour and our zero tolerance approach to bullying, harassment and discrimination. These policies are available to all staff and can be easily accessed and downloaded.</p>
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## Question 2.6

In the past year, which of the following have you put in communications to all employees? *0.5 points per*

### *subquestion*

#### ▼ What we're looking for:

- Communications from the past year that have been sent or made available to all employees in all locations Where
- relevant, that communications refer clearly to identities or experiences of the entire LGBTQ+ community.
- Where relevant, the communications give or signpost context to staff to understand the topic that's being addressed.

#### ▼ Evidence for this question could look like:

- [You can upload](#) screenshots of posts on your intranet, announcements made at all-staff briefings, all-staff emails, or messages systemically cascaded by leaders (include how you make sure that the message reaches all colleagues).
- If you are able to, include the actual content shared, for instance a screenshot, a recording, or attachments shared.
- If you cannot share the actual content, describe (quoting precisely if possible) what was said and how. Make sure that any
- personal data (including names or email addresses) is redacted unless all individuals identified have specifically consented.

You do not need to redact the address of an email distribution list if no individual employees are named.

- Include the date that the message was sent.
- We need to see that it has been shared to all employees, so please make this clear in your evidence.

Maximum of 500 words.

		File(s) to review
A. Information about LGBTQ+ identities and experiences	✓	2.6A merged - these communications all delivered via StaffNet from Feb, May, July and August 2023 focus on LGBTQ+ identities and include a quote from [redacted] and [redacted], Person 2
B. Information about bi identities and experiences	✓	2.6B merged - these communications all delivered via
		StaffNet from Feb, May, 2023 include and focus on bi identities and include a quote from [redacted], Person 3
C. Information about trans identities and experiences	✓	2.6C merged - these communications delivered via StaffNet to all staff include Transgender Day of Remembrance Nov 22 - LGBT History Month Feb 23 - Trans Day of Visibility Mar 23 (and associated resources) and IDAHOBIT May 23
D. Information about non-binary identities and experiences	✓	2.6D merged includes relevant communications sent to all staff on StaffNet about LGTBHM in February; IDAHOBIT in May and belonging starts with B in July. Video for Belonging Starts With B: <a href="https://www.youtube.com/watch?v=SNs6utzAnwY">https://www.youtube.com/watch?v=SNs6utzAnwY</a> (2mins15) nonbinary identity featured.

E. Information about the LGBTQ+ Employee Network Group and/or allies' activity	✓	2.6E merged. This includes evidence of information about the network group and allies in February 2023 (spotlight on ALLOUT) and May 2023. Communicated to all staff via StaffNet
F. Information about LGBTQinclusive policies	✓	<p>This was communicated in November 2023 as part of our reminder to complete the Stonewall survey. [redacted] said : 'We've made great strides over the years in areas such as making our policies, guidance, and information fully inclusive to our LGBTQ+ staff and improved information on data disclose and confidentiality – but we realise we can do even better in these areas and beyond....' This is further emphasised and communicated on a permanent page where we state: 'Whilst all of</p>
		<p>our policies and procedures are fully inclusive for LGBTQ+ staff, there are a number of pieces of guidance that managers will find invaluable for supporting the LGBTQ+ Community at the University.'</p>

G. Information about the importance of pronouns and pronoun introductions	✓	2.6G merged. Included a communication sent to all staff in March 23 about updating signatures and explicitly refers to pronouns linked page is also included. Then communication in July 23 about Belonging Starts With B: <a href="https://www.youtube.com/watch?v=SNs6utzAnwY">https://www.youtube.com/watch?v=SNs6utzAnwY</a> (2mins15) pronouns are featured here as a way of belonging at the University. We also communicated this in November 2023 with improvements to Teams and the ability to add pronouns.
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**Upload emails, transcripts of all-staff briefings, screenshots of intranet posts, or other content distributed to all staff.**

▼ Evidence for this question could look like:

- Screenshots of posts on your intranet, announcements made at all-staff briefings, all-staff emails, or messages systemically cascaded by leaders (include how you make sure that the message reaches all colleagues).
  - If you are able to, include the actual content shared, for instance a screenshot, a recording, or attachments shared.
  - If you cannot share the actual content, describe (quoting precisely if possible) what was said and how. Make sure that any
  - personal data (including names or email addresses) is redacted unless all individuals identified have specifically consented.
- You do not need to redact the address of an email distribution list if no individual employees are named.
- Include the date that the message was sent.

[2.6A merged.pdf](#)

**Filename:** 2.6A merged.pdf **Size:** 2.9 MB

[2.6B merged.pdf](#)

**Filename:** 2.6B merged.pdf **Size:** 942.0 kB

[2.6C merged.pdf](#)

**Filename:** 2.6C merged.pdf **Size:** 1.7 MB

[2.6D merged.pdf](#)

**Filename:** 2.6D merged.pdf **Size:** 1.0 MB

[2.6E merged.pdf](#)

**Filename:** 2.6E merged.pdf **Size:** 817.2 kB

[2.6G merged.pdf](#)

**Filename:** 2.6G merged.pdf **Size:** 1.1 MB

[2.6F policies.pdf](#)

**Filename:** 2.6F policies.pdf **Size:** 627.9 kB

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## Common issues

- Check that you have stated clearly a valid date.
  - Check if each upload (either in the uploaded file, or description), includes a date the communication was shared.
  - Check that the date format is unambiguous: month-day-year formats (commonplace in North America), can be confused with day-month-year formats (commonplace in Europe).

- Check that the date that the communication was shared was in the last year.
- Check that any personal information is redacted, or the individual involved has consented. Email mailing lists can include names as a form of personal data.
- Check that the file has uploaded correctly, and isn't corrupted.

## Question 2.7

Do you proactively recognise contributions to LGBTQ+ inclusion as part of employee performance reviews/appraisals?

2 points

▼ What we're looking for:

- Evidence that all managers are systematically required to proactively place value on work that is done to improve LGBTQ+ inclusion, and to recognise this in performance reviews / appraisals / performance awards.
- Evidence that employees are recognised for doing a wide range of meaningful inclusion work, not just for taking on specific roles such as network chair.

Yes

Tell us how your appraisal process recognises contribution to LGBTQ+ inclusion.

▼ Evidence for this question could look like:

- Quotes from your appraisal policy or process document.
- A description of the appraisal process and criteria.
- How expectations are set with managers to account for inclusion-related work.

Maximum of 300 words.

Leaders/line managers increasingly understand the importance of staff network groups (SNGs), how they enhance an individual's experience at work and are a valuable developmental tool. All SNG goals (including ALLOUT's) are aligned to University goals - any work undertaken will be relevant.

Contributions to SNG activity were reviewed/approved by the EDI Committee and communicated via all staff message (May 2023 National SNG Day). We reminded members of the time allocation (up to 4 meetings and one associated activity annually) and additional co-chair allocation (1 day monthly): "Contributions to SNGs will be recognised in PDRs where a colleague has contributed significantly to the work of the group over a sustained period of time."

This is included in line manager training (delivered by L&OD). Manager and individuals can use SNGs to achieve agreed targets or for individuals to pursue specific interests during the annual PDR. Participating in an SNG allows an individual to gain experience and development in many areas: (budget control, event organising, marketing). i.e. contributing to Manchester Pride 2023 entry. Individuals can add details of their SNG activities to their PDR to prompt further discussion. As all staff members can attend four SNG meetings annually, participation is a valid way of demonstrating activities and achievements.

This is reiterated on the SNG intranet.

They are used by individuals when setting yearly targets - a piece of work that someone wishes to participate in could be achieved via a SNG or sitting on a local EDI committee. Additionally, managers can put individuals forward for different awards or use the Thank You Scheme - work supporting SNG activity or EDI Committee participation is recognised here. In 2022 ALLOUT member Person 4 won the EDI Category at the Better World Awards for social responsibility, for [redacted] work in devising and delivering trans training.

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## Question 2.8

**Do you identify and act on LGBTQ+ inclusion issues raised at exit interviews or in exit surveys? 2 points**

▼ What we're looking for:

- A consistent leavers process that gives employees the explicit opportunity to raise any issues relating to discrimination on the basis of an LGBTQ+ identity that they have experienced or become aware of during their time in the organisation.
- A clear process by which issues raised are investigated and acted on by you.

Yes

**Describe the exit interview or survey, how LGBTQ+ issues would be raised and identified, and how you would take action.**

▼ Evidence for this question could look like:

- Describe how your leaves process works: whether leavers are given an interview, survey, or options to engage.
- Tell us whether process is mandatory or voluntary.
- State the questions you ask, and how follow-ups are presented.
- Explain the process for pulling LGBTQ+ issues from the responses.
- Describe who responds to LGBTQ+ issues, how they are expected to respond, and what they are expected to do.

*Maximum of 400 words.*

When P&OD are notified about someone leaving the University, this triggers a link to an online exit questionnaire to be sent to the person leaving. Exit Checklist (Page 1 of 8) ([office.com](#)) The questionnaire serves to gather information from staff about their employment experience, and to understand the reasons why they decide to leave the University. All answers are confidential.

Since this exit interview was moved online in 2021 (to make data capture more consistent and analysis easier) we have not had any specific cases which refer directly to an EDI, LGBTQ+ or sexual orientation issues mentioned in the responses so far. P&OD will continue to work to raise the profile of the exit process and survey to increase the response rates and the insights given on why colleagues leave the University

As well as informing P&OD about the leaver, managers are responsible for the completion of a mandatory leaver checklist which can be completed online. Managers are also directed to relevant guidance on managing a resignation

<https://documents.manchester.ac.uk/DocuInfo.aspx?DocID=36770> There is separate guidance for people leaving too.

<https://www.staffnet.manchester.ac.uk/people-and-od/current-staff/leaving-the-university/>

This guidance and process were updated and relaunched in 2021 to improve consistency and the experience of those involved.

<https://documents.manchester.ac.uk/DocuInfo.aspx?DocID=55880>

There is also an anonymous feedback method

Exit surveys are currently run in-house - from the end of 2023 we will be using an external employee engagement company to run new starter and exit surveys to try to increase participation rates and to gain on-going data and insight into the new starter and leaver experience. We will ask colleagues completing these surveys to respond voluntarily to a range of questions around protected characteristics so will be able to gain an even better insight into LGBTQ+ experiences.

### **Section 3: LGBTQ+ employee network group**

## Section 3: LGBTQ+ employee network group

This section examines the work of your LGBTQ+ employee network group. The questions scrutinise the support the group is given by the organisation, its commitment to inclusivity, and the activities it carries out.

### Question 3.1

Do you have space for employees regardless of job role to work collaboratively on LGBTQ+ inclusion? Select one option.

*Up to 1 point*

▼ What we're looking for:

- A group (or groups), with a formally constituted role and terms of reference, open to all employees regardless of job role, that has explicit remit to work on LGBTQ+ inclusion.
- You will be awarded more points if the group is specific to your organisation, and exists as a standalone body rather than being a subcommittee or working group of a wider body.

A. Yes, we have an LGBTQ+ network group with a defined role and terms of reference

Upload the group's term of reference.

▼ Evidence for this question could look like:

- Your LGBTQ+ staff network's terms of reference document, constitution, or founding agreement. If you have a
- diversity and inclusion group with an LGBTQ+ workstream, upload this group's terms of references and signpost us to the information on LGBTQ+ work within it.

You have the option of adding a description, you can use this to make sure our markers understand what this is.

[Terms of ReferenceJul23.pdf](#)

Terms of Reference for ALLOUT 2023. Additionally, we have the newly formed Faculty of Science and Engineering LGBTQ+ Staff Network which meets monthly for socialising as a collaboration between FSE and ALLOUT.

**Filename:** Terms of ReferenceJul23.pdf **Size:** 160.2 kB

# Question 3.2

In the past year, have you supported the work of your LGBTQ+ employee network group in the following ways? *1 point per subquestion*

▼ What we're looking for:

- Where your LGBTQ+ activity is part of a wider, multi-strand diversity and inclusion group, your provision for the group must include support specifically provided for and ringfenced for LGBTQ+ inclusion activities.
- You have provided a network group budget.
- You have provided a formal senior champion.
- You have a formal arrangement to allow a specified amount of time for committee members to carry out network group activity.
- You have facilitated adequate participation in skills training relevant to the group's activities.
- You have systematically and regularly communicated to all network members opportunity to participate in leadership or professional development programmes.
- You have systematically and regularly communicated to all network members the opportunity to participate in external LGBTQ-specific seminars and conferences.

▼ Evidence for this question could look like:

- Information on your network group's budget, how is it formalised, and how it is allocated to the group to spend.
- The process to assign a senior champion to the network group, and how the role is embedded into the network structure.
- How much time is allocated and protected for your network committee members. Include a description of a mechanism to make sure all staff are able to participate, regardless of role and regardless of the discretion of line managers.
- What skills training has been offered to your network group in the last year. Include descriptions of the training topics, such as peer support training or conflict resolution.
- Describe the offers to network group members to participate in leadership or professional development training or programmes. State which groups of members were offered opportunities: the whole network or network leaders.
- Tell us about what opportunities have been offered to your network group in the last year to attend LGBTQ+ specific conferences or seminars. Include the conferences, which expenses were covered, and which groups of members (leaders or all members) were invited.

Maximum of 200 words.

		Description of your work
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A. Provided a budget	✓	<p>The group receives a budget of £1500 per financial year (Aug – Jul)</p> <p>- provided by the Directorate of EDI. A plan must be submitted in August for approval demonstrating how this budget will be used. Additional budget can be sought direct from faculties - we secured £3500 for Manchester Pride in 2023 for example.</p>
B. Provided a senior champion	✓	<p>The [Redacted] (since April 2022) is Person 2 (Redacted) who sits on the [Redacted] and attends [Redacted] meetings. This was formally announced in an allStaff message and [Redacted] has met with the co-chairs of ALLOUT as well as attending meetings and contributing in other ways. [Redacted]</p> <p>[Redacted] sits on the Stonewall working group and sponsors this application.</p>
C. Provided time for network activity	✓	<p>Time allocation of half a day per month was formally agreed at the Equality Diversity Inclusion Committee in February 2021, communicated in April 2021 and May 2022. This was reviewed and doubled in 2023. Chairs can dedicate a full working day per month and members can attend four meetings plus one event per year from their normal working hours – this allows for more members to contribute more frequently. This time</p>

		allocation is always under review and discussed annually at the EDI Committee. This is communicated via the Staff Network Pages as well as via the EDI Committee and all staff communications.
D. Network group skills training	✓	<p>(&amp; E, F) This was highlighted at the ALLOUT Summer and Autumn meetings and opportunities were highlighted – applications for training can be made internally through normal routes and external training that requires funding should be applied for via line managers. A further update was given in August 2023 when new programmes were announced - these were communicated to members by electronic digest and web pages updated accordingly – LGBT+ applicants were explicitly encouraged.</p>
E. Leadership or professional development programmes	✓	<p>See above. Additionally we ran a pilot scheme 'Diversity Champions' from December 2022-August 2023.</p> <p>This is an externally facilitated programme with people being taken through a rigorous timetable covering topics such as anti-racism, LGBTQIA+ inclusion and disabilities, as well as intersectionalities of these three areas. The opportunity was given to members of ALLOUT and allies with three of the 10 places offered to this group. Now fully trained and graduated, they can train other members of the University community. Feedback has been overwhelmingly positive with people's knowledge increasing from 0% on "strongly agreeing" to understanding barriers, to 64% and 27% 'agree'</p>

F. LGBTQ-specific seminars of conferences	✓	<p>Jun 2023 – approval and budget given for two members to attend LGBTQ+ in the Workplace Conference 14 June in London. A call out was put to members specifying those who had not been selected for previous opportunities. Feedback was provided to the the EDI Directorate and Committee as they had provided budget.</p> <p>Furthermore, [redacted] and [redacted], [redacted], was supported to speak at the LGBTQ+ In The Workplace Conference in November 2023 (delayed from September). [redacted] spoke about Promoting Allyship and Support for LGBTQ+ Colleagues to Strengthen Whole Organisation Inclusion.</p>
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### Question 3.3

In the past year, which of the following activities has the LGBTQ+ employee network group undertaken to improve its inclusivity?

0.5 points per subquestion

▼ What we’re looking for:

- A formal mechanism for engaging on bi and trans issues
- Publicity or promotion showing the network being open to and inclusive of marginalised and underrepresented LGBTQ+ groups.
- A virtual or physical space, which is communicated to members, being for members who are part of marginalised or underrepresented LGBTQ+ groups.

▼ Evidence for this question could look like:

- Tell us about the processes or arrangements for bi-specific and trans-specific work.
- If you have bi and/or trans representation, describe how this role is implemented and formalised within the structure of your network.
- If you have bi-specific and/or trans-specific strategies, copy and paste the relevant section of your strategy. If you have bi-specific and/or trans-specific workstreams, tell us what the work is, who did it, how they identified it, and any impacts.
- Describe how you have promoted your network as being inclusive of underrepresented and marginalised groups. Tell us where you promoted your network (for example: your intranet page, an all-staff communication) and what was said to demonstrate your inclusivity of these groups.
- Describe any safe spaces you have in place as part of your LGBTQ+ network. Safe spaces are usually closed identity-specific groups that exist for marginalised and underrepresented LGBTQ+ groups. Describe to us what group(s) you have, and how and where they exist (for example, is it an online group such as a Teams channel, or an in-person group).

Maximum of 200 words.

		Description of your work
A. A mechanism for engaging on bi issues	✓	ALLOUT made an appeal for people to come forward as bi, trans and non-binary reps in 2022 and again in March 2023

		<p>The group now has visible official bi, trans and non –binary reps and they are named on the group's webpages. The role of these individuals is to ensure that any issues relating specifically to these groups can be brought to agendas and discussed at meetings. They also offer another confidential route of people to seek support and advice from. They can also ensure specific days and awareness raising events (both internally and externally) are advertised to all members and allies. We communicated this information as part of BiVisibility day in September 2023.</p> <p>The EDI Forum – chaired by EDI Partners also gives ALLOUT a way to feedback any issues to the EDI Committee via this formal route.</p>
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<p>B. A mechanism for engaging on trans issues</p>		<p>ALLOUT made an appeal for people to come forward as bi, trans and non-binary reps in 2022 and again in March 2023</p> <p>The group now has visible official bi, trans and non –binary reps and they are named on the group's webpages. The role of these individuals is to ensure that any issues relating specifically to these groups can be brought to agendas and discussed at meetings. They also offer another confidential route of people to seek support and advice from. They can also ensure specific days and awareness raising events (both internally and externally) are advertised to all members and allies. We communicated this information as part of TDOR day in November 2022</p>
		<p>and TDOV in March 2023. Strategy: "Specific events and resources available to all UoM staff and ALLOUT members who identify as Trans" and "Facilitate private support/focus groups for Trans staff to hear their experiences and to feed in to this strategy"</p> <p>The EDI Forum – chaired by EDI Partners also gives ALLOUT a way to feedback any issues to the EDI Committee via this formal route.</p>

<p>C. Promoted itself as being open to all and inclusive of marginalised and underrepresented LGBTQ+ groups</p>		<p>The group is open to all people and openly communicates its inclusivity on the webpages: “ALLOUT is fully inclusive and welcomes all Lesbian, Gay, Bisexual, Trans, non-binary staff (plus all other identities and groups under the LGBTQIA+ umbrella) as well as anyone who may have an interest or wish to support LGBTQ+ colleagues, friends and relatives. We also encourage those with intersectional identities, those who are part of marginalised LGBTQ+ groups or people questioning their sexual orientation to find out more and to join in the work and activities of ALLOUT.</p> <p>This is also further promoted via the visible Terms of Reference: “To raise awareness of LGBTQ+ issues at the University with a focus on improving visibility for underrepresented groups such as bi, pan, non-binary and intersectionalities (e.g. LGBTQ+ and BAME; LGBTQ+ and Disabled; LGBTQ+ and Faith)</p>
<p>D. Safe spaces for marginalised and underrepresented LGBTQ+ groups</p>		<p>We already have online spaces for non-binary and LGBTQ+ people of faith. In 2023 we introduced a</p>

further space for LGBT+ parents who can feel marginalised and isolated in the workplace. We also conducted a series of trans and non-binary specific focus groups, alongside ALLOUT focus groups to feed into our various chartermarks. Feedback and findings from these groups was presented to the EDI Committee in August 2023. The non-binary rep is currently setting up a Teams space for nonbinary staff and this will be live in December 2023.

### Question 3.4

Does the LGBTQ+ employee network group have a formal strategy to ensure it is inclusive of and accessible to marginalised or underrepresented LGBTQ+ groups?

0.5 points

▼ What we’re looking for:

- A formal strategy or plan that references at least three marginalised groups, with the reasons you chose to focus on these groups in your network.
- Specific actions that have been taken, or are planned as a part of this strategy/plan. plan for monitoring
- progress / impact.

Yes

Describe the strategy, how it was formulated, and any actions taken.

▼ Evidence for this question could look like:

- [You can upload](#) (a) strategy document(s).
- State which groups you decided to focus on.
- Explain why you chose those groups.
- State actions that have been taken.

We developed a 3-year strategy to ensure ALLOUT members were well represented and heard at a University level. It was important that we reflected the makeup of our network group whilst considering marginalised and underrepresented groups within ALLOUT. This strategy lines up with Stonewall's three-year schedule of questioning enabling us to address any specific related issues.

The strategy looks at how members can have serious input into University decisions and activities from an LGBT+ point of view. We wanted to ensure that LGBT+ staff were consulted and involved in any policy developments, training delivery, and the recruitment and selection process.

When devising this strategy, it was important to consider many aspects of the group and its aims: ensure improved and continued diversity; improve visibility of different LGBT+ identities; and ensure LGBT+ felt included in the whole wellbeing agenda.

We needed to acknowledge identified under representation or low participation rates from different groups and those LGBT+ intersections.

Using our experience of participation in previous events (both successful and less successful ones), plus feedback from ALLOUT members alongside guidance from Stonewall, we identified those groups that were underrepresented.

The draft strategy was sent to ALLOUT members for comment and then discussed at a meeting and offline. Only minor changes we made before the strategy was formally adopted by the group in June 2021.

The content was reviewed in June 2022 with minor tweaks and additions whilst looking at progress made. The same happened in June 2023 following ALLOUT's Summer meeting.

As part of this 3-year strategy, ALLOUT members have:

- Participated in the EDI Policy review suggesting changes for full LGBT+ Inclusivity
- Commented on the new EDI and P&OD strategies, ensuring good LGBT+ representation

Commented on changes to our trans policy and guidance

- Input into pilots for anonymous recruitment in different faculties
- Expanded the number of, and variety of web profiles
- Set up private LGBT+ people of faith, non-binary and parents online networks

- Nominated an LGBT+ staff member to sit on the University level Wellbeing Committee and Mental Health Strategy Group
- Hosted a young person from The Proud Trust for the whole of LGBT History Month – 2021 and 2022 - Improved LGBT+ external resources on Report & Support including expanded info on domestic violence and religious hate for LGBT+ people of faith
- Contribute to our updated 'Travelling Overseas' guidance and suggested improvements for a republished piece
- More promotion of ALLOUT's activities via all internal channels and EDI monthly digest (minimum one LGBT+ item)
- organised two collaborative events for Pride with 5 other Northwest Universities
- ensured other network groups feel part of ALLOUT events with a variety of subject matters discussed (i.e. films of trans people of colour in LGBT+ History Month)

Collaborated with the BAME network Group for BHM 2023 with a film screening of ‘Under Your Nose’  
- Expanded the allies programme - four sessions annually, plus on demand sessions for specific areas (i.e. DASSMay 2023)

Upload your strategy document.

[ALLOUT 2021-23 updated stratgey.docx](#)

Filename: ALLOUT 2021-23 updated stratgey.docx Size: 26.8 kB

### Question 3.5

Which of the following support activities does your LGBTQ+ employee network group undertake? 1 point per

subquestion

▼ What we’re looking for:

- Systematic confidential support given to and advertised to all employees (on a scale according to the size of your organisation) on LGBTQ+ issues, including to report biphobic, homophobic and transphobic bullying and harassment.
- A systematic process for consulting the network on internal welfare-related policies and practices.
- Outcomes from a consultation.


▼ Evidence for this question could look like:

- State the mechanisms your network group has in place to support employees on LGBTQ+ issues: say if they are in-person, online, or hybrid, and how and where you advertise.
- Explain how your network group provides support for all employees to report discrimination, bullying, and harassment. Say if the support is provided in-person, online, or hybrid, and how and where you advertise.
- Describe your consultation processes on internal policies. Tell us what policies or procedures the network group has input on, and explain the changes that were made.

Maximum of 200 words.

		Description of your work
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<p>A. Provide confidential support, that is advertised to all staff</p>	<p>✓</p>	<p>There is a permanent space detailing all the support available to LGBT+ staff on our intranet pages (<a href="https://www.staffnet.manchester.ac.uk/equality-and-diversity/staffnetwork/lgbt-staff-networkgroup/support/">https://www.staffnet.manchester.ac.uk/equality-and-diversity/staffnetwork/lgbt-staff-networkgroup/support/</a>). There is also a separate area for students: <a href="https://www.manchester.ac.uk/study/experience/student-support/lgbtqsupport/">https://www.manchester.ac.uk/study/experience/student-support/lgbtqsupport/</a></p> <p>This information is periodically</p>
		<p>shared with members of the University – either at meetings or via digests. In May 2023 we included this in our Staff wide communication of IDAHOBLIT activities, so everyone is aware of the support available.</p> <p>Additionally we have bi-monthly digests sent to members and allies this is another way to highlight the support from the network group.</p> <p>Our bi, trans and non-binary reps are also there to be able to provide confidential advice and guidance to people who may request this. People are matched confidentially so they can discuss issues which may be pertinent to them.</p>

<p>B. Support to employees to report anti-LGBTQ+ bullying and harassment</p>		<p>We do this via Report &amp; Support (R&amp;S): <a href="http://www.reportandsupport.co.uk">www.reportandsupport.co.uk</a></p> <p>- advertised widely to all staff with a permanent support page on StaffNet and ALLOUT's intranet pages. Again, we will remind ALLOUT members through meetings, digests and other campaigns. The most recent reminder was included in the November 2023 network group digest. Within R&amp;S staff can ask for support from a trained Harassment Support Advisor (requesting someone who is LGBTQ+ (all LGBTQ+ advisors are members of ALLOUT) or to report something anonymously. The site also contains a wealth of resources both internally and externally including LGBTQ+ specific groups/support. This is also included</p>
		<p>as part of Allies, Active Bystander, and other training. People can ask for a network group member to support them with a report or report it on their behalf. If people do not want to use R&amp;S then they can contact the group directly to discuss issues. These options are outlined on ALLOUT's webpages:</p> <ul style="list-style-type: none"> <li>• For R&amp;S you can request the support of an ALLOUT member in composing your report or ask them to do it on your behalf.</li> <li>• If you do not wish to use R&amp;S, then please contact ALLOUT directly for a confidential discussion about the issue.</li> </ul>

<p>C. Network consultation on improving internal policies and practices that relate to employee welfare</p>		<p>We always involve ALLOUT and allies in policies and guidance reviews. In April 2021 all members were invited to contribute to the new interim EDI strategy – done by invite to a number of different Zoom meetings where people could add their thoughts and ideas on a number of topics via Jamboards. This information was collated and helped to inform the strategy. There was a follow up to this in May 2022 when members were invited to comment on the finalised strategy.</p> <p>In August 2021 and subsequently in January 2022, ALLOUT, allies and the student LGBTQ+ groups were asked to provide feedback on the updated trans guidance and policy. This was done via a shared document where people could add comments or questions - many useful comments were incorporated or language adjusted/improved. In March 2022 ALLOUT members were invited to contribute to the review of our EDI policy – (full process explained in section 1.1) -</p>
		<p>ALLOUT members and allies contributed to this review with suggestions included.</p> <p>A review of our Dignity at Work and Study Policy and procedures is now underway and LGBTQ+ staff will be consulted as part of this programme commencing November 2023 as part of anti-bullying week.</p>

# Question 3.6

In the past year, which of the following activities has your LGBTQ+ employee network group run, or undertaken in partnership with other parts of your organisation?

3.6 A & F: 0.5 points per subquestion

3.6 B-E & G: 1 point per subquestion

▼ What we’re looking for:

- Activities in the past year which are either led by your LGBTQ+ employee network group or led by other groups/teams in partnership with your LGBTQ+ employee network group.
- A social event for all members.
- Events focused on educating and informing the wider organisation on LGBTQ+ equality, bi equality, nonbinary equality, and trans equality.
- Collaborative work with other LGBTQ+ networks, for instance from other organisations, or overarching networks in your area or sector.
- A mentorship programme, which is systematically offered to members, for their benefit.

▼ Evidence for this question could look like:

- Describe a social event: where was it, who attended, and what happened?
- Describe events that focused on LGBTQ+ equality: where was it, how long was it, who attended, what happened, and what was the content? If your awareness events were part of a wider event, describe how the event was differentiated.
- Describe a collaboration with another LGBTQ+ staff network from another organisation. Tell us who collaborated from each side (you can give role titles rather than names) and what they did.
- Describe a mentoring or coaching programme for LGBTQ+ network members: who is offered the opportunity (both mentor and mentee) and what support is given? (We are not looking for examples of reverse mentoring here – this is covered in Section 5.)
- For all sub-questions, tell us if the activity was run directly by the LGBTQ+ network group, in collaboration with another network group, in collaboration with your HR or D&I team, or in collaboration with another part of your organisation.

Maximum of 200 words.

		Description of your work
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A. Social event	✓	<p>Our Winter meeting and social took place on December 8 2022. People (including allies and other networks) were invited via the monthly digests, Facebook page and Yammer group as well as direct invitation to the meeting on Outlook. [Redacted] Person 2, our [redacted], was also invited. The event continued as an social with over 20 members participating. In February 2023 we also organised a quiz evening for the group, allies and other institutions. This was attended by over 30 people.</p> <p>Faculty of Science and Engineering have run 6 lunch networking events since May 2023 with 12-15 attendees per session</p>
B. LGBTQ+ equality awarenessraising event	✓	<p>As part of LGBTQ+ History Month 2023 we organised a number of awareness raising events. These included a lunch and learn on LGBTQ+ History Month where people could learn about the importance of LGBTQ+ History as well as understanding the more local impact in Manchester. This online event was attended by 40+ people. In the same month a tour of gallery Installation 'Undefining Queer' was organised at the Whitworth gallery with 77 tickets sold.</p>

C. Bi equality awareness-raising event	✓	<p>As part of our activities for BiVisibility Day in 2023 we organised a film screening of film 'Call Me By Your name' This was an opportunity to look at the importance of bi identities through a coming of age story. This was just one element of the events and resources we advertised University wide and made available to all staff:</p>
		<p><a href="https://www.staffnet.manchester.ac.uk/equality-and-diversity/staffnetwork/lgbt-staff-networkgroup/bivisibility-2023/">https://www.staffnet.manchester.ac.uk/equality-and-diversity/staffnetwork/lgbt-staff-networkgroup/bivisibility-2023/</a></p> <p>Our allies training also looks at more detail into bi-identities, so it is a year round subject and not just confined to one day per year. This is also an opportunity to remind people about the BiVis wiki editathon from 2020. This involved training people on how to effectively edit Wikipedia pages. We also looked at why it was important and some stats and facts around BiVisibility on Wikipedia.</p> <p>ALLOUT were asked in advance to come up with names of bi celebrities who had little or no info on their Wikipedia pages – in total 15 names were submitted. People were then split into groups and could put their new skills into practice by looking at some of the pages of celebrities chosen, look at how they could make additions or changes. These can be added to at any time.</p>

D. Non-binary equality awarenessraising event	✓	<p>Our session entitled 'navigating the pronouns landscape' facilitated by an ALLOUT member, has been run on three separate occasions since the last submission (February, March &amp; October) about the importance of pronouns, the changing landscape and variety of pronouns in use and different methods in using them. For International non-binary people's day we updated and recirculated a full page of information and resources about the non-binary community. This was circulated to all members of ALLOUT, allies and all other staff network group members:</p> <p><a href="https://www.staffnet.manchester.ac.uk/equality-and-diversity/staffnetwork/lgbt-staff-network-group/international-non-binary-day/">https://www.staffnet.manchester.ac.uk/equality-and-diversity/staffnetwork/lgbt-staff-network-</a></p>
		<p><a href="https://www.staffnet.manchester.ac.uk/equality-and-diversity/staffnetwork/lgbt-staff-network-group/international-non-binary-day/">group/international-non-binary-day/</a> We also have a monthly event 'Monica Pearl's Queer Salon' where discussions are held at the gallery, around particular questions in queer culture.</p>

E. Trans equality awareness-raising event	✓	<p>We celebrated both Transgender Day of Remembrance in November 2022 and Transgender Day of Visibility in March 2023. For TDOR we collaborated with Manchester Metropolitan University, the LGBT Foundation, our Students' Union and St Peter's House. They coordinated a respectful event which consisted of an act of remembrance with candle lighting and readings:</p> <p><a href="https://www.staffnet.manchester.ac.uk/news/display/?id=29023">https://www.staffnet.manchester.ac.uk/news/display/?id=29023</a></p> <p>For TDOV we organised a session entitled 'Rethinking Trans History' with external speaker Person 5. During this talk Person 5 considered the importance of rethinking trans history when considering trans identities. This was circulated and included on StaffNet for all staff to join and we also updated page our online resources and links including a backdrop for online calls and a reminder of our Allies programme</p> <p><a href="https://www.staffnet.manchester.ac.uk/news/display/?id=29590">https://www.staffnet.manchester.ac.uk/news/display/?id=29590</a></p>
F. Collaborated with other LGBTQ+ network groups	✓	<p>As part of our activities for Manchester Pride 2023 we once again collaborated with The Universities of Bolton, Law, and Salford, plus Manchester Metropolitan and the Royal Northern College of Music to have a joint walking entry in Manchester Pride.</p>

		<p>25 walking spaces were available for each institution with any extra people being able to join a 'cheer point'. After the parade, a social gathering took place with all institutions joining in:</p> <p><a href="https://www.staffnet.manchester.ac.uk/news/display/?id=30167">https://www.staffnet.manchester.ac.uk/news/display/?id=30167</a></p>
G. Mentoring or coaching programme	✓	<p>We promoted our Manchester Gold mentoring programme (run by our L&amp;OD Team) as part of the Spring network meeting (this is a permanent agenda item at this time to fit in with the scheme's schedule) – we encouraged people to come forward as mentors or mentees and emphasised that it could be specified if you required an LGBT+ mentor or mentee. This was also included in the ALLOUT monthly digest as well as the wider Network group newsletter and a piece on StaffNet highlighting this fact. As a result, a number of ALLOUT members participated in the scheme, either as mentors or mentees. And overall 15% of the participants identified as LGBT+. We also gathered information on gender identity as part of the sign up process (1.5% preferring to self identify)</p>

## Question 3.7

In the past year have you held initiatives or events engaging with the intersection of LGBTQ+ and other aspects of diversity?

*Up to 3 points, 1 point per example*

▼ What we're looking for:

- Up to three examples from the last year, of internal initiatives or events that focus on the experiences of specific multiply marginalised groups within the LGBTQ+ community.

- The reason you chose to focus on the experiences of these groups.

Yes, we can give three examples of initiatives or events

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**Describe the first campaign, initiative, seminar or event, and the date(s) it occurred.**

▼ Evidence for this question could look like:

- Describe examples in the last year of your network group holding initiatives or events that engage with intersection of LGBTQ+ identities and other marginalised identities.
- For example, one event might be a collaboration between your LGBTQ+ staff network and your PoC staff network. Another might be an initiative looking at LGBTQ+ disabled identities.
- Give information on what happened at the event, who took part (giving role titles rather than names), and any specific impact or outcomes.

*Maximum of 500 words.*

We have looked at the intersectionality between disability and LGBTQ+ in a number of ways over the past year. An event inviting experiences of Post Graduate Researchers (in their own right under-represented) and their experiences of being disabled and part of the LGBTQ+ spectrum took place in June 2023. This event included guest speakers to talk to group members about their experiences as a disabled/intersectional staff member at Manchester. Disabled and LGBTQ+ people who are further on in their career journey spoke to be able to give an understanding of what to expect in their own career.

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**Describe the second campaign, initiative, seminar or event, and the date(s) it occurred.**

For Black History Month in October 2023 ALLOUT collaborated with the BAME Network Group to screen the film 'Under Your Nose' - this is the story of the Black Lesbian and gay Centre in 1985 and the struggle LGBTQ+ people of colour faced in the 80s. the event brought together members of both groups (and others) to watch and discuss the film. This will be repeated in February 2024 for LGBTQ+ History Month.

Another initiative looked at our Global Centres – specifically those based in non-LGBT+ inclusive countries. We used the Stonewall survey (in November 2022 and October 2023) as a way to engage with this audience and in turn, to offer a way for these individuals to connect with ALLOUT members as being marginalised in a less inclusive environment.

**Describe the third campaign, initiative, seminar or event, and the date(s) it occurred.**

In March 2023 ALLOUT collaborated with TeAM (Technical Excellence at Manchester) with an event for International Women's day – this looked at the intersection of gender under-representation in STEM careers and research. This event included speakers from a BAME perspective, a transgender perspective and a perspective of maternity and being a new parent.

ALLOUT also set up a new LGBT+ Parents Private Yammer Group in July 2023.

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## Question 3.8

**Does your LGBTQ+ employee network group have measures in place to ensure that activity reaches all employees in all locations?**

**2 points**

▼ What we're looking for:

- At least two examples of formalised, consistent ways of working to ensure activity can reach all employees. Consideration
- of dispersed workforces (for example those in retail stores or without regular access to IT), employees who work from home, and employees across all UK nations that you operate in.

Yes

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**Describe your ways of working regarding widening access to your network group activity.**

▼ Evidence for this question could look like:

- Explain how your network group ensures that its activity can reach employees in all locations.
- This should cover information on how the network reaches:
  - Staff not based at your headquarters.
  - Staff who work from home.
  - Staff who work on site, such as stores, shops, building sites, or at client-offices.
  - Staff who work part-time or in job-shares.
- This could include mechanisms such as holding online events, recording events so that employees can access them afterwards, or having location-specific committees or reps.

*Maximum of 500 words.*

We have ensured this by including it in our updated Terms of Reference, making sure that some events are conducted online only, but also having a mixture of f2f, online and hybrid to accommodate everyone. We have found this worked particularly well with film and documentary screenings during the pandemic and so we are committed to continue in this way for at least one event per major calendar dates (I.e., Pride, LGBTHM and IDAHOBILIT) for the coming year. We also offer quarterly meetings in a hybrid manner.

This is also included in our strategy – this way we can ensure that all staff regardless of their location and accessibility are included in events and social activities.

This position and change has been discussed at ALLOUT meetings when the strategy was approved with meeting notes circulated so everyone knows about this. The above show how this commitment is formalised and being part of the strategy we can also measure the uptake, success and if we need to adjust it going forward.

Whilst we don't have a widely dispersed workforce in terms of numbers, we do have people based in UK and global centres, so we ensure that everyone feels included in our activities. We have done this for several years already with a confidential LISTSERV mailing list and planning events well in advance so people can make arrangements to attend if needed.

We continue to emphasise the fact that people can reach out to other members for support, advice or just a general chat by using our various communications channels (monthly digest; Facebook pages; Yammer Groups and Twitter. We are also continuing to encourage people who live close by each other to connect with other

ALLOUT members.

We also have to consider those without day to day access to PC's and make sure information is cascaded via verbal team updates. On campus, this includes more poster campaigns and targeted messages via nominated line managers and allies to ensure we reach all areas of our LGBT+ staff community.

We have also despatched materials and banners to off site offices so colleagues are aware of the network group, allies and events.

Feedback around this has been positive with respondents expressing gratitude for the way we have varied event times, locations and delivery so that they feel fully included in ALLOUT activities. We have also seen increases in numbers of people participating where they are either based away from the main campus or not PC based.

## Section 4: Empowering individuals

## Section 4: Empowering individuals

This section examines the process of engaging individuals to create an LGBTQ+ inclusive culture at the organisation. The questions scrutinise how the organisation empowers LGBTQ+ and non-LGBTQ+ employees to step up as change makers and allies.

### Question 4.1

**Do you support LGBTQ+ employees at all levels to become change makers?**

**2.5 points**

▼ What we're looking for:

- Support, in the form of training, programmes or resources, currently available to employees, or a specific programme that was run in the last two years, explicitly open to all LGBTQ+ employees that focuses on steps they can take to become active role models or change makers in your organisation.

Yes

**Describe the support and resources that you provide.**

▼ Evidence for this question could look like:

- The trainings, programmes and/or resources, with a brief description of each.
- Tell us how you promote this to employees at all levels.
- Include the dates of trainings or programmes.
- Explain how employees can access any resources that are available on a consistent basis.

*Maximum of 500 words.*

There is a whole suite of leadership and development courses for PS (Professional Services) Staff and Academics:

<https://www.staffnet.manchester.ac.uk/staff-learning-and-development/learn-lead-progress/> They vary from leading people to personal development to strategic leadership.

There is a permanent link on the ALLOUT webpages and periodic reminders are included in digests. Most recently (August 2023) opportunities to participate in Leading/Managing or Supervising or Managing for Researchers at Manchester, with an appeal for people from under-represented groups (including LGBT+) to participate. All have various starting dates throughout the year. EDI is a core theme in leading@manchester and for the last 3 years SLT/EDI leads have sponsored projects focusing on promoting an inclusive culture through leadership. This resulted in the inclusion of role model for inclusion as a key competency in our leadership framework.

In 2022 we implemented specific training for LGBT+ staff via external provider 'the Power of Staff networks'. To expand on the specific LGBT+ strand, the session helped people to realise their potential as a network member to make a positive impact; contribute to change through opportunities such as joining policy working groups, contributing to EDI committees and arranging awareness raising events. These all link to our strategy and enabling theme of 'Our People'.

In June 2023 we used network budget to offer an ALLOUT member attendance at the external 'LGBT+ in the Workplace Conference'. Additionally, budget was provided for another member to attend the Stonewall masterclass in July 2023

Staff can join the celebrated Manchester GOLD mentoring scheme (running 15+ years) which runs from March and matches mentees with University mentors. People choose their own mentor and matches can be made based on different characteristics including sexual orientation. (15% identified as LGBT+, evidence in 3.6). Participants have 2 hours monthly dedicated to the programme (over 6 months) to build a mentoring partnership. People work together to achieve mentoring objectives, which include:

Gaining an insight into different roles, organisations and sectors; Developing skills (communication, relationship building, organisation); Networking; Marketing oneself, through CVs/applications; Getting advice on assessment centres/interviews; Exploring future options. All of these can be applied to LGBT+ individuals with the relationship guiding people to bespoke training, opportunities and learning from the experience of another LGBT+ staff member.

Coaching is further professional development. When applying for a coach people make specific requests (i.e. match with another LGBT+ member or someone with knowledge/experience of LGBT+ issues. When recruiting internal coaches, adverts are sent to staff network groups and applications are positively encouraged to better reflect our workforce.

Our coaches are surveyed and we maintain an updated list - enabling us to create better matches. The relationship is 6 – 8 sessions of 1.5 hrs in duration. Goals are identified by the coachee and do not necessarily have to directly relate to their work.

People can be referred to external training providers (i.e. The Proud Trust and The LGBT+ Foundation) who offer bespoke training for LGBT+ people – using external training providers is a standard way of offering staff training where we do not have internal expertise/ capacity.

## Question 4.2

In the past year, have you shared the workplace experiences of LGBTQ+ people with the following identities? *0.5 points per subquestions*

▼ What we’re looking for:

- Internal, all-staff communication, (such as an all-employee email or blog post), where the person’s relevant identity or identities are explicit or clearly implicit (examples regarding a profilee’s age can be clearly implicit by making reference to events or timescales).
- Profiles must talk about workplace experiences; better practice is to be specific about experiences within your organisation.
- Profilees must be from your organisation or sector: better practice is, where there are colleagues who are happy and willing to share, to share examples from your organisation.
- Profiles must be shared in the last year; better practice is to develop and use new content each year.

▼ Evidence for this question could look like:

- Screenshots ([which you can upload below](#)) of profiles which you shared.
- When you refer to a profile, make sure it's clear (such as by file name) which profile you're referring to.
- If it's not clear from the screenshot, describe how you shared it, making clear whether all staff can access it. You could
- include multiple profiles for the same subquestion, or use the same profile for multiple subquestions.
- It's important that the profilees have specifically consented to have their profiles shared outside of your organisation: if you can't get their consent, it's okay to redact personal details. If you redact photos of profilees, you should write a brief alt text describing the redacted image, particularly for questions where the image helps clarify the identities of the profilee.

		Profile(s) to review
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A. BAME LGBTQ+ people / LGBTQ+ People of Colour	✓	All profiles are on our StaffNet pages which people learn about on joining the organisation and are reminded of them throughout the year (i.e. LGBTQ+ History Month) [redacted], [redacted], [redacted], [redacted]
B. Bi people	✓	All profiles are on our StaffNet pages which people learn about on joining the organisation and are
		reminded of them throughout the year (i.e. LGBTQ+ History Month) [redacted], [redacted], [redacted], [redacted], [redacted], [redacted]
C. Binary trans people (e.g. trans men and trans women)	✓	All profiles are on our StaffNet pages which people learn about on joining the organisation and are reminded of them throughout the year (i.e. LGBTQ+ History Month) [redacted], [redacted]
D. Gay or lesbian people	✓	All profiles are on our StaffNet pages which people learn about on joining the organisation and are reminded of them throughout the year (i.e. LGBTQ+ History Month) [redacted], [redacted], [redacted], [redacted], [redacted], [redacted], [redacted], [redacted], [redacted], [redacted], [redacted], [redacted]
E. LGBTQ+ people aged 25 or younger	✓	All profiles are on our StaffNet pages which people learn about on joining the organisation and are reminded of them throughout the year (i.e. LGBTQ+ History Month) [redacted], [redacted]

F. LGBTQ+ people aged 50 or older	✓	All profiles are on our StaffNet pages which people learn about on joining the organisation and are reminded of them throughout the year (i.e. LGBT+ History Month) [redacted], [redacted], [redacted], [redacted],
G. LGBTQ+ people at board level	✓	All profiles are on our StaffNet pages which people learn about on joining the organisation and are reminded of them throughout the year (i.e. LGBT+ History Month) [redacted], [redacted], [redacted]
H. LGBTQ+ people at senior management level	✓	All profiles are on our StaffNet pages which people learn about on joining the organisation and are reminded of them throughout the
		year (i.e. LGBT+ History Month) [redacted], [redacted], [redacted], [redacted]
I. LGBTQ+ people being open about their mental health challenges (including disability relating to mental health)	✓	All profiles are on our StaffNet pages which people learn about on joining the organisation and are reminded of them throughout the year (i.e. LGBT+ History Month)  [redacted], [redacted]
J. LGBTQ+ people of faith	✓	All profiles are on our StaffNet pages which people learn about on joining the organisation and are reminded of them throughout the year (i.e. LGBT+ History Month) [redacted], [redacted]

K. LGBTQ+ people who are parents	✓	All profiles are on our StaffNet pages which people learn about on joining the organisation and are reminded of them throughout the year (i.e. LGBT+ History Month) [redacted], [redacted], [redacted]
L. LGBTQ+ people with accessibility needs (excluding accessibility needs relating to mental health)	✓	All profiles are on our StaffNet pages which people learn about on joining the organisation and are reminded of them throughout the year (i.e. LGBT+ History Month) [redacted], [redacted]
M. Non-binary people (e.g. genderfluid or genderqueer people)	✓	All profiles are on our StaffNet pages which people learn about on joining the organisation and are reminded of them throughout the year (i.e. LGBT+ History Month) [redacted], [redacted], [redacted]

Upload screenshots of profiles here.

You might have one profile that covers more than one subquestion. If so, you only need to upload each profile once.

Give the screenshots clear names, so you can refer back to them in your earlier answers.

You have the option of adding a description. You can use this to help our markers understand what the screenshot is, and what date the profile was shared.

[4.2 Workplace experiences.pdf](#)

Profiles of ALLOUT members, co-chairs and committee reps

**Filename:** 4.2 Workplace experiences.pdf **Size:** 949.1 kB

[4.2 LBGT history month.pdf](#)

Feb 2023 - LGBT+ History Month on StaffNet directing people to ALLOUT pages

**Filename:** 4.2 LBGT history month.pdf **Size:** 217.7 kB

[4.2 International Day against Homophobia Transphobia and Biphobia.pdf](#)

May 2023 IDAHOBIT communication showing ALLOUT as fully inclusive to all identities an intersections of and directing people to the webpages

**Filename:** 4.2 International Day against Homophobia Transphobia and Biphobia.pdf **Size:** 451.6 kB [4.2 Profiles in training.pdf](#)

An example of how someone is open about their sexual orientation, gender identity and expression when delivering training

**Filename:** 4.2 Profiles in training.pdf **Size:** 331.2 kB

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## Question 4.2: Common Issues Checklist

We recommend that you check each profile you've shared against this checklist of common issues, to make sure that you are correctly rewarded for the work you've done.

▼ Have you included:

- The date that the content was shared?
    - Is the date formatted unambiguously, and cannot be confused with another date format?
    - Was the profile shared within one year of the submission deadline?
  - Where and how the content was shared?
    - Is it clear it was shared with all staff?
  - Is the profilee's relevant identity explicit? For E and F, this can clearly implicit, by making reference to events or time periods.
  - Is the profilee from your organisation or sector?
  - Does the profile speak about workplace experiences?
-

# Allyship programmes or initiatives

Questions 4.3 to 4.6 will ask about your allyship programmes or initiatives.

You can upload content relevant to these questions here. You will also have the opportunity to write descriptions of your allyship programmes or initiatives as well as, or instead of, uploading content.

You can scroll down to see individual question criteria.

You may wish to upload content such as:

- Pictures of posters or other material advertising programmes.
- Scans or originals of printed content distributed to colleagues.
- Screenshots of intranet content or e-training.
- Transcripts of, slides from, or recordings of training content: if you include this content, you may wish to edit key portions or note timestamps or page numbers of key content.

[4.3 merged.pdf](#)

**Filename:** 4.3 merged.pdf **Size:** 2.4 MB

[4.4 merged.pdf](#)

**Filename:** 4.4 merged.pdf **Size:** 2.0 MB

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[4.5 slides gender diversity training.pdf](#)

**Filename:** 4.5 slides gender diversity training.pdf **Size:** 295.7 kB

## Question 4.3

Do you have a formal programme or initiative to engage all non-LGBTQ+ employees to become LGBTQ+ allies?

**3 points**

▼ What we're looking for:

- A formal programme or training, going further than a one-off event or communication, with the aim of engaging non-LGBTQ+ people with actions they can take to advance LGBTQ+ equality.

Yes

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**Describe your LGBTQ+ allyship programme or initiative.**

▼ Evidence for this question could look like:

- Describe a programme, training or resource to help non-LGBTQ+ employees to become LGBTQ+ allies.
- If you are referring to [files that you uploaded above](#), mention them by clearly identifiable names.
- If are referring to files related to a training session, give us timestamps, page numbers, or slide numbers of key parts of the training relevant to the question.
- Explain how this is communicated to staff.

*Maximum of 500 words.*

The programme is called 'ALLOUT Allies' and has increased to 325 members from all areas and grades of the University. The programme is promoted throughout the year on significant dates (i.e. IDAHOBILIT, Pride), but people can sign up anytime via ALLOUT's webpages.

We have continued in our efforts to increase membership to reflect the number of staff we have. The regular promotion of the programme – both at a University and local level has seen a steady and regular influx of people signing up. We have also set training dates for the year, so people can register at a convenient time.

Allies are located all around our wider campus and come from all job roles. Once registered allies are sent a pack containing information to support their role, but also to give them ideas as to how they can be an effective ally. The information includes: LGBT+ policies and guidance (i.e. LGB guidance for Managers, supporting trans staff); details on the Speak Up stand Up campaign with extra information on homophobia, biphobia and transphobia; details about Stonewall and their work; our performance in the WEI and how we compare; Information about The Proud Trust; significant LGBT+ dates throughout the year; Display items: Allies stickers, badges and a handheld rainbow flag to outwardly demonstrate commitment to the programme.

Once an ally completes training they are given a choice of lanyard (rainbow, bi or trans) - which has proved a very effective marketing tool to recruit new allies and is an outward display of support for the LGBT+ community.

Training includes hints and tips about what an effective ally looks like. This could be around supporting an event put on by ALLOUT, contributing to the Stonewall application or organising an event as an ally within their own area. Allies are also encouraged to make a note of the significant dates throughout the year, so they are prepared for engagement opportunities on social media, or awareness raising events held at the University.

We also run a separate confidential mailing list for Allies – this ensures they all receive timely notifications of events, training opportunities, invitations to participate in training delivery and also to contribute to any policy reviews.

Allies also work with the Equality, Diversity and Inclusion unit to deliver training on what an effective ally looks like. This includes why allies are important; what homophobia, biphobia and transphobia discrimination look like; actions they can take to be more effective allies and personal accounts from LGBT+ staff. The training happens at least three times per year and is ally lead with the support of ALLOUT. This is delivered in classroom or online.

The evidence shows the allies programme being advertised as part of our events for LGBTHM in February, TDOR in February and IDAHOBILIT in May. It is also advertised at different stages of the year as well as having a permanent web page.

An additional FSE faculty based course is also included in the evidence.

## Question 4.4

Do you support all non-bi employees to become bi allies?

2 points

▼ What we're looking for:

- A formal resource, programme or training, going further than a one-off event or communication, with the aim of engaging non-bi people (including lesbian and gay people) with actions they can take to be bi allies.

Yes

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**Describe your bi allyship programme or initiative.**

▼ Evidence for this question could look like:

- Describe a programme, training or resource to help non-LGBTQ+ employees to become LGBTQ+ allies.
- If you are referring to [files that you uploaded above](#), mention them by clearly identifiable names.
- If are referring to files related to a training session, give us timestamps, page numbers, or slide numbers of key parts of the training relevant to the question.
- Explain how this is communicated to staff.

*Maximum of 500 words.*

This is achieved as part of the ALLOUT Allies programme as described above.

As we advertise throughout the year and we have done as part of our BiVisibiity day activities, it encourages people to become bi-allies as part of the training.

Because the information circulated includes LGBT+ relevant policies and guidance (i.e. LGB guidance for Managers; details on the Speak Up stand Up campaign with extra information on homophobia, biphobia and transphobia; details about Stonewall and their work; our performance in the Stonewall Index and how we compare; Information about our community partner The Proud Trust; significant LGBT+ dates throughout the year; Allies stickers for display, a badge to wear and a handheld bi flag to outwardly demonstrate commitment to the programme.

We also invite confidential questions that can be sent to ALLOUT members to ask bi staff for feedback or input from their experiences.

We also invite people to give examples of how they could be a good bi ally.

Additionally we have a permanent resource page which is updated and advertised as part of Bivisibility activities in September. This gives more ideas about how people can support the bi community and be a bi ally via links, blog posts and other media. It includes ideas like watching TED talks; using a biVis zoom screen backdrop and offering links to other resources.

Existing allies were also given the opportunity to receive this information to add to their knowledge.

The evidence shows the slides used in training as well as links to resources and further learning, a call for allies and the communication for bivis day 2022 & 2023.

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## Question 4.5

**Do you support all cis employees to become trans allies?**

**2 points**

▼ What we're looking for:

- A formal resource, programme or training, going further than a one-off event or communication, with the aim of engaging cis people (including cis bi, lesbian and gay people) with actions they can take to be trans allies, including non-binary allies.

Yes

## Describe your trans allyship programme or initiative.

▼ Evidence for this question could look like:

- Describe a programme, training or resource to help for non-LGBTQ+ employees to become LGBTQ+ allies. If you are
- describing a training session, include training slides, recordings of training, or descriptions of training content.
- If you include a recording, give us timestamps of key parts of the training relevant to the question.
- If you include slides, give us the slide numbers of key parts of the training.
- Explain how this is communicated to staff.

*Maximum of 500 words.*

This is achieved as part of the ALLOUT Allies programme as described in 4.3 above.

As we advertise throughout the year and we have done as part of our Transgender Day of Visibility activities, it encourages people to become trans allies as part of the training.

Because the information circulated includes LGBT+ relevant policies and guidance (i.e. trans guidance and policy; details on the Speak Up stand Up campaign with extra information on homophobia, biphobia and transphobia; details about Stonewall and their work; our performance in the Stonewall Index and how we compare; Information about our community partner The Proud Trust; significant LGBT dates throughout the year; Allies stickers for display, a badge to wear and a handheld trans flag to outwardly demonstrate commitment to the programme.

There are also hints and tips about what an effective trans ally looks like within the training. This includes what trans microaggressions might look like; using inclusive language; undertaking additional trans training.

We also invite confidential questions that can be sent to ALLOUT members to ask trans staff for feedback or input from their experiences.

We also invite people to give examples of how they could be a good trans ally.

Additionally, we have a permanent resource page which is updated and advertised as part of TDOV in March. This gives more ideas about how people can support the trans community and be a trans ally. it includes ideas like watching TED talks; using a trans zoom screen backdrop and offering links to other resources.

In FSE, ALLOUT member Person 4 has delivered 5 sessions on trans inclusion and how to be a trans ally. These were offered initially to staff in FSE, but then to the wider university staff. Sessions ran in November and March to

coincide with TDOR and TDOV respectively. Further information is in the evidence.

ALLOUT member Person 6 has also delivered (university wide) gender identity training. This includes specific slides on barriers faced by trans community and how individuals can help and become better allies here.

The Faculty of Humanities implemented trans awareness and pronoun training across all schools to enhance understanding and acceptance. Examples: SEED ran 2 workshops on trans awareness in March and June. attended by approximately 70 staff, including 11 members of the SEED SLT

AMBS proactively engages in continuous learning by organising sessions like "Lunch and Learn: Pronouns", ensuring that our staff is well-acquainted with appropriate pronoun use, emphasising respect and understanding for all – this session took place in March 2023. (SoSS) revamped their EDI webpages and added trans awareness resources.

We can also address this when delivering our Active Bystander training – we use a specific trans example and use as tool to talk about being a trans ally.

The evidence shows the slides used in training, the example in Active Bystander training, the permanent page of resources that staff can access, a summary of Abby's training trans specific allies on allies page as well as information circulated for TDOR 2022 and TDOV 2023.

## Question 4.6

**Do you support all employees (including LGBTQ+ employees) to become allies to other marginalised LGBTQ+ communities?**

**2 points**

▼ What we're looking for:

- A formal resource, programme or training, going further than a one-off event or communication, with the aim of engaging all staff (including LGBTQ+ staff) with actions they can take to be allies to marginalised LGBTQ+ communities, other than bi and trans communities.

Yes

**Describe your intersectional LGBTQ+ allyship programme or initiative.**

▼ Evidence for this question could look like:

- Describe a programme, training or resource to help for non-LGBTQ+ employees to become LGBTQ+ allies. If you are
- describing a training session, include training slides, recordings of training, or descriptions of training content.

- If you include a recording, give us timestamps of key parts of the training relevant to the question.
- If you include slides, give us the slide numbers of key parts of the training.
- Explain how this is communicated to staff.

*Maximum of 500 words.*

Throughout the year we have a structured communication programme which is sent to all members of staff network groups (3000+ people) – the monthly Staff Network Group Digest. This is a way of ensuring all groups know about the activities of the other groups and there are many ways for people to be involved. This could range from helping with an awareness raising event; contributing to a survey or research another equality group is undertaking or using the distribution list to call out for collaborators.

We also have a structured programme of Wellbeing Champions. These volunteers receive training and have an active Yammer group where they can share information, guidance and experience about wellbeing programmes.

Why this is useful and relevant is because it spans all equality groups and intersectionalities – it is a platform to ensure everyone is represented and has the opportunity to participate in wellbeing programmes and initiatives.

The group has been used to advertise events for LGBT+ History Month (when we looked at Wellbeing and intersectionalities; Transgender Day of Visibility; our Sport for all and Rainbow Laces campaign; plus activities and resources for IDAHOBILIT, International Non-Binary Day, Manchester Pride and BiVis day.

Our 21 Staff Network Groups are also a way to encourage allyship and collaboration across all groups, including those with LGBT+ intersectionalities. The full list of groups can be found here:

<https://www.staffnet.manchester.ac.uk/equality-and-diversity/staff-network/> - each has their own terms of reference and remit (more detail in section 3.2. Many of their activities show collaboration and allyship. This is further solidified by our annual marking of Staff Network group day each may where different groups can meet, discuss plans and collaborate on projects. This has proved particularly useful for LGBT+ and Religion and led to our LGBT+ faith spaces guide being updated in 2022.

And, of course LGBT+ staff can become an ally through the aforementioned allies programme – gay men

becoming an ally to the trans community for example and this is explicit on the allies page and communicated to ALLOUT members: 'We also offer support for everyone to become a bi or trans ally through this scheme - this extends to (but not exclusively) all bi members of ALLOUT; LGBTQ+ staff who are not trans and cis gendered heterosexual staff.'

Additionally to enhance understanding and acceptance within the Faculty of Humanities, they have implemented trans awareness and pronoun training across all Schools. This education aims to promote inclusivity and ensure everyone is recognised and respected for who they are.

In 2022-23 SEED ran 2 workshops on trans awareness in March and June attended by approximately 70 staff, including 11 members of the SEED SLT.

And in July 'Lunch and Learn: Pronouns' led by the EDI Directorate for all Alliance Manchester Business School (AMBS) staff.

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## Question 4.7

**Does your organisation have measures in place to ensure that your work to empower individuals reaches employees in all locations?**

**2 points**

▼ What we're looking for:

- At least two examples of formalised, consistent processes to ensure empowerment activity can reach and is relevant to all employees, wherever they work and whatever their working practice and role.

Yes

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**Describe measures you have in place.**

▼ Evidence for this question could look like:

- Explain how your activity can reach employees in all locations.
- This should cover information on how the network reaches:
  - Staff not based at your headquarters.
  - Staff who work from home.
  - Staff who work on site, such as stores, shops, building sites, or at client-offices.
- This could include mechanisms such as holding online events, recording events so that employees can access them afterwards, or having location-specific activity.

*Maximum of 500 words.*

Our campus consists of 229 buildings over 667 acres of land. The majority of our employees are based on the main city campus, but we do have a number of people in more remote locations and since March 2020 with a more people working from home and in a hybrid manner we have had to ensure our already robust methods of communication were further enhanced to reach everyone in all locations.

We also have the challenge of staff who are not desk based – also included here.

Our main form of communication is through StaffNet where news items appear daily. These are also summarised in a weekly staff digest.

The news items regularly feature stories of LGBT+ people, activities and events and this can be evidenced by communications around all the major LGBT+ dates in the year (BiVis day, TDOR, LGBT History Month; TDOV; LVW; IDAHOBILIT; International Non-Binary Day and Pride). These communications also include links to web pages, resources, ALLOUT and the allies programme. This has included linking to our ALLOUT profiles and podcasts where people can find representation of the full LGBT+ community at different organisational levels and locations.

The allies programme is run at least quarterly (online and in person) and we have seen an increase in the number of people participating in this from all levels and areas. This is further promoted by ensuring we communicate with the relevant P&OD Partner responsible for off campus staff (i.e., in FSE we ensure the P&OD partner is aware of activities to communicate to staff at Jodrell Bank and Dalton Nuclear Institute).

Additionally for these outlying areas we will regularly send posters and resources so people feel included - this includes posters for Pride, the allies programme and pop up banners for ALLOUT.

For non-PC based staff we ensure that communications go via our Allies – we have many allies based in Estates which will cover staff such as security, catering, portering and cleansing. Backed up very visible commitments to LGBT+ inclusion around Pride with banners and bunting inside and outside key buildings.

Allies are included in all ALLOUT monthly digests and the more general Staff Network Group Digest – they then communicate any content to their staff via their face to face meetings – reminding people of important LGBT+ dates in the calendar, encouraging people to join in events, training and activities such as becoming allies themselves or contributing to Manchester Pride.

Where we feel more direct communication is needed then ALLOUT or allies can contact the EDI Team to ensure certain messages are directly communicated to this staff grouping – this includes face to face training, or on campus PC facilities being made to this group of staff so they can participate in and receive important messaging. EDI Partners also maintain contact with the relevant P&OD Partners and this is another way for messages to reach this group of staff – especially around training and development opportunities.

Communication methods and successes/feedback are discussed and considered at ALLOUT meetings.

## Section 5: Leadership

Completed - 28 Nov 2023

# Section 5: Leadership

This section examines how the organisation engages senior leaders and line managers in their responsibility to set an LGBTQ-inclusive culture. The questions scrutinise how the organisation empowers senior leaders, the individual actions senior leaders take, and how all line managers are encouraged to recognise LGBTQ+ inclusion as key to their role.

## Question 5.1

In the past year, how have you supported board members and senior management to understand the issues that affect LGBTQ+ people?

5.1 A: 1.5 points

5.1 B-F: 1 point per subquestion

▼ What we’re looking for:

- Consistent support, tailored to senior leaders and offered to a group, rather than just a single champion.
- Systematic communication about the opportunities given to senior leaders.


▼ Evidence for this question could look like:


- Describe the opportunities available to senior leaders.
- Say what was promoted, how it was promoted, and how participation was encouraged.
- Include the date(s) that specific events (seminars, training or workshops) took place.
- Describe the sessions or content of the conferences and seminars.
- Describe the content of static resources.
- Say whether events were open to all, or senior-leadership-specific.

Maximum of 200 words.



		Descriptions of your support
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A. Reverse mentoring opportunities	✓	<p>Our structured mentoring programme 'Walk in My Shoes' recently (Sept 2023) saw three senior leaders (Registrar COO&amp; Secretary, Director of P&amp;OD and Director of EDI) matched with three members of ALLOUT. We have offered additional opportunities for reverse mentoring. For example, through our Manchester Gold mentoring programme and coaching programme which senior leaders are also invited to participate in. Where a participant can be matched with an LGBT+ member of staff then</p>
		<p>reverse mentoring naturally occurs. This also naturally occurs through regular meetings from senior leaders with ALLOUT where they can understand issues faced by LGBT+ staff. The EDI Forum is also another way for senior leaders to understand issues and barriers faced by our LGBT+ staff. This forum includes the Chair of ALLOUT and they take issues to the Forum which are then fed to the EDI Committee for consideration. This results in papers being submitted to the committee and issues explained in detail – support to help with these is then offered from the group, the EDI Team or external suppliers – whilst not yet needed, this could result in specific LGBT+ training. However, it has raised the awareness of the ALLOUT Allies Programme to a wider audience.</p>

<p>B. Mentoring or coaching opportunities with other senior leaders</p>		<p>Much like A – managers can be mentored or coached by a senior leader though the programmes mentioned and this facilitates reverse mentoring opportunities. In June 2023 the EDI Committee, the People and OD Sub Committee, considered and approved a new change of toilets process– many questions had to be answered on this and it showed another way how LGBT+ people/EDI team can support our senior leaders in understanding the needs of the trans and non-binary community. Additionally, our Stonewall working group includes 3 people from the President’s senior management team, so they are fully aware of the issues and challenges faced by our LGBT+ staff and student community.</p>
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<p>C. LGBTQ-specific conferences and seminars</p>		<p>Throughout the year conferences, seminars and invitations to LGBTQ+ specific activities in the region (or online) are offered to all members of our senior leadership team. This is done via our [redacted],</p> <p>Person 2. The co-chairs of ALLOUT alongside the EDI LGBTQ+ link will select any relevant conferences, seminars that may appeal to this group – for example, budget was given for one person to attend the LGBTQ in The Workplace Conference in June.</p> <p>In addition to the above, Active bystander Training, looking at microgressions and challenging behaviour is being rolled out to the faculties by the individual EDI Partners. Leaders are included in these cohorts. The session includes LGBTQ+ examples throughout.</p>
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D. Bi-specific conferences and seminars	✓	<p>In August 2023 a free bi online bi seminar was circulated to leaders via Person 3. In September 2023 we updated a page of resources for BiVisibility Day – these were circulated to all staff including board members. The resources included links to TED Talks on bisexuality and bi-erasure as well as links to Stonewall resources on the topic. Senior leaders have verbally commented on how informative they found these resources. Throughout the year we have also included information on Bisexuality as part of Active Bystander and allies sessions delivered – these sessions have included senior managers as attendees. The co-chairs of ALLOUT alongside the EDI LGBT+ link will select any relevant conferences,</p>
		<p>seminars that may appeal to this group.</p>

<p>E. Non-binary specific conferences and seminars</p>		<p>E In March 2023, all University Leadership team members were invited to a session on Pronouns, facilitated by the EDI Lead for FBMH, ALLOUT members and [redacted]. This session not only raised awareness of the importance of pronouns, but also included information on non-binary people, their challenges and barriers in society and at the University. This resulted in greater understanding, plus visible commitment with SLT members contributing to the discussion and going on to include their pronouns on email signatures and video meeting screens. [redacted], Person 3, reminded people of this in [redacted] fortnightly digest which is distributed to the Directorate as well as other senior leaders in the organisation</p>
<p>F. Trans-specific conferences and seminars</p>		<p>Ahead of Transgender Day of Remembrance in November 2023, a communication was sent to the main LGBT+ sponsors on the senior leadership team. This was to advise them of upcoming trans awareness events in Manchester that were not being held at UoM (although they were advised of these separately). Rather than send a blanket email to all members, we chose to target specific members, so they could cascade the information to the wider team when they all met. We reminded leaders of the sensitivity around this day and how it is important to understand this. If they were not able to attend, but wanted more information, they were signposted to static resources we</p>

		<p>have on the EDI webpages as well as local trans support groups.</p> <p><a href="https://www.theunionmmu.org/events/transgender-speaker-panel">https://www.theunionmmu.org/events/transgender-speaker-panel</a></p> <p>As a result, Person 7, [redacted] gave the opening introductory speech at our 'Trans Lived Experiences' training session on 20 November.</p>
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# Question 5.2

In the past year, which of the following activities have your senior managers or board members done? *0.5 points per subquestion*

▼ What we’re looking for:

- Activities in the last year done by senior managers, members of the board (or an equivalent board-like oversight body), trustees or governors.
- Messages to all staff, that are about LGBTQ+ equality (including being specific about both sexual orientation equality and trans equality), and bi equality and trans equality (including non-binary equality).
- Reviewed or approved a strategy for LGBTQ+ inclusion or the LGBTQ+ employee staff network.
- Scheduled, periodic meetings with LGBTQ+ network group representatives.
- Speaking at internal and external events with a clear message of LGBTQ+ equality (including being specific about both sexual orientation equality and trans equality).
- Attending a LGBTQ-specific external event.


▼ Evidence for this question could look like:



- Screenshots, copies or recordings ([which you can upload below](#)) of posts on your intranet, copy or transcripts of announcements made at all-staff briefings, all-staff emails, or messages systemically cascaded by leaders (include how you make sure that the message reaches all colleagues).
- Include the date(s) the communications were sent out.
- Include the dates of reviews undertaken and events attended/spoken at.
- Describe which LGBTQ+ strategies and monitoring reports were reviewed (including timeframes), and if you are able to, share a meeting agenda or summary.
- Describe the speaking content, slides from, or transcripts of LGBTQ+ events.

Maximum of 200 words.

		Descriptions of your activities
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A. Communicated a strong message on LGBTQ+ equality	✓	<p>This was included on a communication sent to all staff on 17 May to mark IDAHOBIT.</p> <p>Person 2, [redacted] and ALLOUT ally, said “As [redacted] for the LGBT Staff Network, I am committed to</p>
		<p>achieving full LGBT+ inclusion, recognising we still have lots to do for our non-binary and trans colleagues at Manchester. IDAHOBIT is not only a day for celebration, but, looking ahead, also an opportunity for raising awareness of the inclusion work that remains to be done – so please take the time on 17May to think about how we can all work together and ensure that our LGBT+ colleagues feel safe, included and respected on campus.”</p>
B. Communicated a strong message on bi equality	✓	<p>This was done as part of communications sent to all staff in September 2023 for BiVisibility Day.</p> <p>Person 3, [redacted], said: “We have been marking Bi-Visibility Day since 2012 and as we continue to enhance the inclusiveness of our culture, it is critical that we acknowledge every person within the LGBT+ acronym. “Please take some time to talk with bi colleagues and access the resources we have. I’d encourage everyone to sign up for our ALLOUT Allies training.”</p>

<p>C. Communicated a strong message on trans equality</p>		<p>This was done on a couple of occasions - for TDOR and TDOV.</p> <p>For TDOR in November 2022, [redacted] Person 8 said:</p> <p>"We acknowledge that Transgender Day of Remembrance (TDOR) is a difficult and emotional time for our trans staff, allies and their community. We want to use this joint event on 21 November as a time for reflection and respectfully paying tribute to those who have lost their lives due to transphobia in the last year.</p> <p>"Reflecting in this way also makes</p>
		<p>us think of how we can address inequalities for our trans and nonbinary staff and students and what we can do as a whole to combat transphobia."</p> <p>"Transgender Day of Remembrance has been observed annually as a day to remember those who have been murdered as a result of transphobia. The day was founded to draw attention to the continued violence and endured by transgender people....(remainder of quote in evidence piece 5.2C). The EDI Lead and [redacted] (Person 9) also issued a strong communication to all staff and students in the faculty following trans graffiti appearing outside an all gender toilet in one of their buildings.</p>

<p>D. Reviewed and/or approved a LGBTQ+ inclusion strategy or LGBTQ+ staff network strategy</p>		<p>ALLOUT members composed a paper and proposal to include the LGBTQ+pay gap in our annual pay gap reporting. This paper was included in the EDI Ops meeting agenda November 2023 and circulated ahead of the meeting so managers could absorb and comment. The paper was reviewed and approved by the committee.</p> <p>This paper now goes to the EDI Committee in December.</p>
<p>E. Reviewed top line LGBTQ+ monitoring reports and actions</p>		<p>Our annual Equality Information Report is submitted to, reviewed by and approved by the Board of Governors. This was most recently done in January 2023. The evidence shows the report with LGBTQ+ specific references, reports, analysis and actions on pages 2, 3, 4, 6,7, 31, 32, 33 staff and 42 (students). Person 10 [redacted]</p>
		<p>[redacted] was chair of this meeting - no specific feedback on LGBTQ+ inclusions was received. This group also reviewed the progress made on the EDI strategy which included reference to LGBT ('We also need to continue to promote equality for our LGBTQ+ communities and tackle issues faced by this community of staff and students'.</p> <p>The Board welcomed the presentation, strongly endorsing an approach which would result in fewer, individual initiatives and a more strategic approach resulting in greater impact.</p>

F. Met periodically with the LGBTQ+ employee network group	✓	<p>The [redacted], Person 2 is invited to the four annual meetings. They attended online December 2022 and then in person for Autumn 2023. They are also on the confidential mailing list so is aware of activities and discussions throughout the year.</p>
G. Spoken at an internal LGBTQ+ event	✓	<p>Person 11, [redacted] and [redacted] opened the event 'Pronouns, People and Pride' in March 2023. Person 11 talked about the importance of pronouns and how we can learn from each other via open conversations. Person 11 attended the whole session and contributed to the group conversations.</p> <p>Person 7, [redacted] gave the opening introductory speech at our 'Trans Lived Experiences' training session on 20 November.</p>
		<p>[redacted], Person 9 ,also spoke at the Gender Diversity Day hosted on 25th October.</p>
H. Spoken at an external LGBTQ+ event	✓	<p>[redacted] and [redacted], Person 1, spoke at the LGBT in the Workplace conference in November 2023. With a title of 'Promoting Allyship and Support for LGBTQ+ Colleagues to Strengthen Whole Organisation Inclusion'</p> <p>They shared experiences of the allies programme, how it was set up, engagement and future plans.</p>

I. Attended an external LGBTQ+ event, for example Pride	✓	As part of our Manchester Pride Activities in August 2023 we had two cheering points along the parade route. In attendance were many senior leaders from both PS and academia.
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Upload screenshots, recordings or copies of your communications here.

You might have one communication that covers more than one subquestion. If so, you only need to upload each communication once.

Give the communications clear names, so you can refer back to them in your earlier answers.

You have the option of adding a description. You can use this to help our markers understand what the screenshot is, and what date the profile was shared.

[5.2A International Day against Homophobia Transphobia and Biphobia.pdf](#)

**Filename:** 5.2A International Day against Homophobia Transphobia and Biphobia.pdf **Size:** 451.6 kB

[5.2B Bi-Visibility day film screening 2023.pdf](#)

**Filename:** 5.2B Bi-Visibility day film screening 2023.pdf **Size:** 288.7 kB

[5.2C Transgender Day of Remembrance.pdf](#)

**Filename:** 5.2C Transgender Day of Remembrance.pdf **Size:** 278.3 kB

[5.2F Patrick to ALLOUT Autumn meeting.pdf](#)

**Filename:** 5.2F Patrick to ALLOUT Autumn meeting.pdf **Size:** 568.2 kB

[5.2H External event.pdf](#)

**Filename:** 5.2H External event.pdf **Size:** 679.0 kB

[5.2E merged.pdf](#)

**Filename:** 5.2E merged.pdf **Size:** 4.9 MB

[5.2G Equality in FBMH.pdf](#)

**Filename:** 5.2G Equality in FBMH.pdf **Size:** 2.9 MB

[5.2H PMJ speaking at event.pdf](#)

**Filename:** 5.2H PMJ speaking at event.pdf **Size:** 1.8 MB

[Gender Diversity day.pdf](#)

**Filename:** Gender Diversity day.pdf **Size:** 747.5 kB

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## Question 5.3

Do you have processes to ensure that LGBTQ+ inclusion activity by senior leaders reaches employees in all locations?

*2 points*

▼ What we're looking for:

- At least two examples of formalised, consistent processes to ensure senior leader activity can reach all employees, wherever they work and whatever their working practice or role.

Yes

**Tell us about two of your processes and how you make sure they run consistently.**

▼ Evidence for this question could look like:

- Describe processes, including what triggers the process, who takes action and how, and what the outcomes are.

*Maximum of 500 words.*

The methods used to ensure senior leader activity reaches all locations follows that in 4.7

Majority of our employees are based on the main campus at Manchester, but we have several people in remote locations over 229 buildings. Since March 2020 more people are working in a hybrid manner - we have had to ensure our already robust methods of communication are further enhanced to reach everyone.

There are some distinctions from a senior leadership point of view:

In the weekly Staff Update, our president and VC posts an update of her activities from the previous week; covering a broad range of topics she has referenced the work of ALLOUT and the importance of Stonewall in February 2023.

There is also the regularly updated Viewpoint blog with detailed pieces from the SLT:

<https://blogs.manchester.ac.uk/viewpoint/> - EDI is frequently included. New blogs are announced and included in the weekly StaffNet roundup.

An SLT initiative of bi-monthly online open meetings since April 2020 are advertised in advance. Being held online and recorded ensures they are accessible to everyone wherever they are based. ensuring a wide reach to all staff. Questions and topics can be submitted in advance. We ensure ALLOUT members receive this opportunity. There have been LGBT+ topics of discussion including LGBT History month and pronouns.

For major LGBT+ dates in the year (BiVis day, TDOR, LGBTHM; TDOV; IDAHOBLIT; Non-Binary Day and Pride) we produce a news article including a quote from a senior leader – they speak about why LGBT+ inclusion is paramount for our organisation. These articles are kept on our database so they can be accessed at any time.

For Pride 2020 (although out of the submission date range) we produced 5 videos where senior leaders spoke about the importance of LGBT+ staff and students – each focussed on a different theme. They are still linked to via our YouTube channel – most recently in August 2023 for Manchester Pride. The aforementioned Belonging video also included examples of pronouns and the [redacted] specifically referring to being an ally.

For non-PC based staff we ensure that any communication goes via their team leader with information being posted on noticeboards and as each senior leader has a place on the SLT, they will cascade the information down to managers for dissemination to those without regular PC access. This was further enhanced with the 'Staff Voice' initiative where the Directors of EDI & P&OD met with 40+ staff members from Estates and Facilities to hear their barriers to participation where EDI was concerned – this included discussion on LGBT+ inclusivity.

Our Monthly social responsibility newsletter also features LGBT+ news - including a full article on our activities for LGBT+ History Month in February 2023 and TDOR Nov 2022.

Additionally, we ensure our alumni are kept up to date with LGBT+ issues by including articles in magazines and mail outs to them and inviting them to participate in podcasts/discussions - this was evident in LGBTHM 2022 when 3 alumni participated in a discussion panel.

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## Question 5.4

**Do you require all senior leaders and line managers to meet an inclusion-based competency on recruitment? *Up to 2.5 points***

▼ What we're looking for:

- A mandatory process (such as a competency in job descriptions, or an interview question) in internal and external recruitment, for senior leaders and all people-managing roles.

A. Yes, all senior leaders and line managers

---

**Describe how your inclusion-based competencies work.**

▼ Evidence for this question could look like:

- If you use a standardised interview question or competency, paste it in here.
- If you write individualised interview questions or bespoke competencies, describe how you write them, and if you use a standardised base template.
- Say which roles this is implemented for.

*Maximum of 200 words.*

For our highest Grade roles (9):

“to contribute to the delivery of the PS Equality, Diversity and Inclusion objectives”

And in the Job matrix we state “must have the ability to think in strategic terms and exercise leadership across a large and complex area; and a commitment to equality, diversity and inclusion”

Within our current EDI strategy SLT/PSLT have an EDI objective : ‘All leaders and managers to commit to at least one measurable personal EDI-related objective in their PDR.’

All senior leaders must undertake DITW and Unconscious Bias training every three years as well as specialist recruitment training.

All these training modules include sections on diversity and inclusion (evidenced section 2). Recent implementation, after an inclusive recruitment pilot, included a comprehensive checklist for all senior leaders involved in the process ensuring a diverse and representative shortlist; methods and sources to attract a diverse shortlist; minimum training for recruitment for PS/Academic posts; creating an inclusive shortlisting matrix and questions; and using independent observers. They also receive guidance on PDR objective setting.

Senior leaders are also accountable for compliance with and promotion of university policies, procedures and requirements at all times – especially health and safety; EDI; and information governance.

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## Question 5.5

Do you require all senior leaders and line managers to have a diversity and inclusion-based objective? *Up to 2.5 points*

▼ What we’re looking for:

- A requirement for diversity and inclusion objectives in all performance appraisal structures and documents for senior leaders and line managers.

A. Yes, all senior leaders and line managers

---

## Describe how your inclusion-based objectives work.

▼ Evidence for this question could look like:

- State a standard template objective, or show us how you develop bespoke objectives.
- Explain how this is considered and discussed at performance reviews/appraisals.
- State which roles this is applicable to.

*Maximum of 500 words.*

All Senior Leadership Team members have an inclusion-based objective. This was updated in November 2019 and approved by the University Senior Leadership team.

A recent enforcement of this is comes as part of the EDI strategy (Oct 2022):

"100% Senior Leaders (SLT, Directors and Heads of School) will have an EDI Objective in their PDR's." And "Senior leaders to attend student and staff networks at least twice a year as part of their walking the floor activity and "SLT/PSLT have an EDI objective 'All leaders and managers to commit to at least one measurable personal EDIrelated objective in their PDR."

We solidified this with the HERA (Job evaluation team in conjunction with P&OD colleagues and members of PS LT) developing a framework which included statements relating to EDI in relation to each grade at the University (I.e. from 1-9). These are available via our website and have been circulated across the university. They have been used as the basis for job description templates that were used in the 2020-22 restructures and reshaping including

Student Experience Programme, the Library and FSE Technical staff.

In the PS EDI objectives for 2022/23, all members of PSLT and their direct reports in Faculties and Directorates had to have an EDI objective in their PDR. The Faculties of FSE and FBMH already have this in their objectives for senior leaders and in FBMH all staff were encouraged to identify an EDI objective Supported by the EDI team there is a suggested list of what an inclusion based competency might look like – we have ensured LGBT+ objectives are reflected here (I.e. becoming an ALLOUT ally; attending an LGBT+ event)

An FAQ was also produced and circulated so the process could be explained and all questions could be considered.

Grade 9 (our highest Grade) job descriptions were reviewed and had to include the following for consistency: - In the Principal Accountabilities section: "to contribute to the delivery of the PS Equality, Diversity and Inclusion objectives"

- In the Internal and External Relationships section: Membership of PSLT (if appropriate) should be stated

- In the Knowledge, Skills and Experience Needed section: "shares the University's values"

As these are now included in job descriptions, they are measured through the pdr process – leaders and managers have the responsibility to deal with how this is achieved in their own areas.

## Section 6: Monitoring

## Section 6: Monitoring

This section examines how the organisation uses monitoring to understand the representation and experiences of its LGBTQ+ employees. The questions scrutinise data collection methods, analysis and outcomes.

Please ensure that no personally identifiable information is contained in your answers or evidence, e.g. names, job titles (where a single person or small number of people share the same job title), and job grades (where a single person or small number of people share the same grade).

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**This section will ask about your employee LGBTQ+ identity monitoring. We're going to ask you to upload your monitoring reports data here.**

Later in the section, we'll also ask you about communications you share with your colleagues about monitoring. You do not need to upload communications here at the top: we'll ask for that when it comes to those questions.

You might have one report that covers more than one of the areas of monitoring we're looking for. If so, you only need to upload each report once.

Give the documents clear names, so you can refer back to them in your later answers.

You have the option of adding a description field. You can use this to help our markers understand what the document is.

You'll also have an opportunity later to direct our markers to the specific pages or sections of a document for each question.

In this section, we'll ask for documents relevant to:

- Understanding what questions you ask, and how you ask them. You might want to upload files such as:
  - Copies of forms you use.
  - Screenshots of your data entry portals.
  - Readouts of data showing questions and responses.
- Understanding what your monitoring completion rate is.
- Reports showing how LGBTQ+ and non-LGBTQ+ job applicants progress through recruitment.
- Reports showing how the pay grades of LGBTQ+ and non-LGBTQ+ staff.
- Reports showing staff satisfaction of LGBTQ+ and non-LGBTQ+ colleagues.

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### Common issues checklist

- If you send us row-by-row raw employee monitoring data, it is very likely that there is a significant risk of revealing individuals' identities: we recommend you submit only summary graphs or tables.
  - Row-by-row employee monitoring data can identify individuals, even if names are removed, for instance if there are employee identification numbers.
  - Row-by-row employee monitoring data can imply the identity of individuals, even if all unique identification data is removed, for example if it's possible to cross-reference data points like working location, grade, or department.
- If you send us cross-tabulated tables of data, you should redact rows of data with only very few numbers of staff in.

- ▶ Click to see risky and safer examples of declaration rates
- ▶ Click to see risky and safer examples of analysis

---

**When you upload files to our systems, it is important that you do not upload any data that could directly or indirectly reveal your colleagues LGBTQ+ identities or other personal data. We cannot allow evidence which reveals the LGBTQ+ identities of individuals, either directly or by implication. If you submit evidence that reveals LGBTQ+ identities of individuals, we will delete it, and it will not be used to mark your submission.**

**When sharing tabular data, it is easy to inadvertently share data which can show or imply LGBTQ+ and other personal data of your staff. We recommend that you only share images of analysis reports or documents, such as PDFs.**

Recommended option: only share images and word documents (including PDFs)

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You can change your upload preference by clicking the 'clear' button and selecting a new option.

Warning: if you change your upload preference after uploading files, the files previously uploaded will be lost. To safely change your upload preference, make sure you still have access to originals, or download and re-upload your files.

---

**Upload your monitoring forms, screenshots and analysis reports here.**

You might have one document that covers more than one of the questions. If so, you only need to upload each document once.

Give the documents clear names, so you can refer back to them in your later answers.

You have the option of adding a description field. You can use this to help our markers understand what the document is. You'll also have an opportunity later to direct our markers to the specific pages or sections of a document for each question.

#### [6.1 Data collection slide.pdf](#)

Example slide of how we data collection is embedded into training

**Filename:** 6.1 Data collection slide.pdf **Size:** 266.9 kB

#### [6.1 HESA Snapshot \(Analytics\).pdf](#)

Snapshot of our data and how it's collected and reported

**Filename:** 6.1 HESA Snapshot (Analytics).pdf **Size:** 438.4 kB

#### [6.6C survey by trans status.pdf](#)

Latest staff survey results by trans status

**Filename:** 6.6C survey by trans status.pdf **Size:** 88.5 kB

#### [6.1 Using Your Equality Information.pdf](#)

Information available to all staff about data and how it is used

**Filename:** 6.1 Using Your Equality Information.pdf **Size:** 197.5 kB

#### [6 Gender PayGap merged.pdf](#)

Gender Pay Gap published and actual report

**Filename:** 6 Gender PayGap merged.pdf **Size:** 1.4 MB [6.4 New](#)

[starters by sex and or sexual orientation.docx](#) new starters

by sexual orientation report

**Filename:** 6.4 New starters by sex and or sexual orientation.docx **Size:** 22.2 kB

#### [6.5 Leadership roles by sex and or sexual orientation.docx](#)

Leadership roles by sexual orientation

**Filename:** 6.5 Leadership roles by sex and or sexual orientation.docx **Size:** 22.9 kB

[6.5 Professors by sex and or sexual orientation.docx](#) professors by

sexual orientation

**Filename:** 6.5 Professors by sex and or sexual orientation.docx **Size:** 23.7 kB

#### [6.4 new starters by sex.docx](#)

**Filename:** 6.4 new starters by sex.docx **Size:** 14.7 kB

[6.6A survey by sexual orientation.pdf](#)

Latest staff survey results by sexual orientation

**Filename:** 6.6A survey by sexual orientation.pdf **Size:** 90.3 kB

[6.6B survey by gender.pdf](#)

Latest staff survey results by gender

**Filename:** 6.6B survey by gender.pdf **Size:** 88.6 kB

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## Question 6.1

Do you gather data on your employees' sexual orientation through diversity monitoring forms or systems? *Up to 2.5 points*

▼ What we're looking for:

- A question on your HR or monitoring system about your employees' sexual orientation that uses inclusive language, a range of sexual orientations (including bi, gay and lesbian), and provides an option for the employee to choose another term beyond those listed in your question.
- Evidence of the declaration rate.
- This analysis to have taken place in the past two years.
- Actions to have been agreed and/or taken as a result of this analysis, or a statement of why subsequent actions are not necessary.

▼ Our recommended question wording is:

What best describes your sexual orientation?

Bi

Gay/lesbian

Heterosexual/straight

I use another term: \_\_\_\_

Prefer not to say

Yes

What proportion of employees have answered this question on your HR system?

What we're looking for:

- Data from an HR system, not an anonymous staff survey.
- Proportions that do not include those who prefer not to say.

70-79%

Tell us about your sexual orientation monitoring systems, and declaration rate.

▼ Evidence for this question could look like:

- Either a reference to a screenshot of the question on your monitoring system, or type the question wording and response options.
- If uploading a screenshot from your monitoring system, please ensure you include the question and all available responses.
- Give a reference to one of the monitoring reports you uploaded above, which shows us how many of your employees have responded.
- Show us the percentage of your employees who haven't responded to the question.
- We will use the data you provided in 'about your organisation' to double check the declaration rate: make sure that you've provided an accurate estimate of the number of employees.
- If you uploaded a longer paper, include page numbers and section titles for the sexual orientation data.

*Maximum of 700 words.*

When people apply for a role they are invited to complete equality information – this is for recruitment analysis.

Successful applicants are asked to complete a form upon appointment. The diversity form is available via the HR/Payroll self-service module MyView. We are required to use the HESA coding which is used across the sector to benchmark against all HEs.

The options available are in line with the HESA data collection requirements and currently include:

10 Bisexual

11 Gay or Lesbian

12 Heterosexual or Straight

19 Other sexual orientation

98 Prefer not to say 99

Not available

When people join the organisation they complete a C1 form - this has an option to self describe.

77% of substantive staff have responded to this question, an increase of 4%. Data taken at 31.07.2023. The remaining 23% receive a temporary code of 99 which can be updated at any time via employee self-service

We also offer that people can come to the ED&I Office to complete their data, in a confidential manner, should they not have access to a computer on a regular basis.

Additionally, reminders about this are included in numerous formats – whether it be on our Diversity Calendar where data collection is always mentioned or during various training sessions (we have embedded a slide on data (in evidence) as standard in P&OD/EDI delivered training)– people are reminded of the importance of us having accurate data, and this is illustrated with examples of where there are data gaps. We also emphasise the anonymity of the process so that people feel comfortable disclosing this information. Whilst information is stored against the person data held in our secure data collection system reporting on that data is done at aggregate level ensuring that individuals are not identifiable. There is a permanent page about how data is collected and why: <https://www.staffnet.manchester.ac.uk/equality-and-diversity/equality/equalityinformation> (included in evidence)

A lunch and learn on Sexual Orientation data is scheduled for February 2024.

## Question 6.2

**Do you gather data on your employees' gender, inclusive of non-binary identities, through diversity monitoring forms or systems?**

*Up to 2.5 points*

▼ What we're looking for:

- A question on your HR or monitoring system about your employees' gender that uses inclusive language, provides an option for non-binary employees, and provides an option for the employee to choose another term beyond those listed in your question.
- Evidence of the declaration rate.

▼ Our recommended question wording is:

What best describes your gender?

Man

Non-binary

Woman

I use another term: \_\_\_\_

Prefer not to say

Yes

---

### What proportion of employees have answered this question on your HR system?

What we're looking for:

- Data from an HR system, not an anonymous staff survey.
- Proportions that do not include those who prefer not to say.

90-100%

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### Tell us about your gender monitoring systems, and declaration rate

▼ Evidence for this question could look like:

- Either a reference to a screenshot of the question on your monitoring system, or type the question wording and response options.
- If uploading a screenshot from your monitoring system, please ensure you include the question and all available responses.
- Give a reference to one of the monitoring reports you uploaded above, which shows us how many of your employees have responded.
- Show us the percentage of your employees who haven't responded to the question.
- We will use the data you provided in 'about your organisation' to double check the declaration rate: make sure that you've provided an accurate estimate of the number of employees.
- If you uploaded a longer paper, include page numbers and section titles for the gender data.

*Maximum of 700 words.*

We are required to collect legal data for use in RTI (real time information – the in-month reporting of payroll data to HMRC) reporting to HMRC. The available options are male/female.

We collect information relating to gender identity. This is an optional HESA data collection field. HESA suggest the question: "Is the gender you identify with the same as your sex registered at birth?". The HESA guidance suggests how responses should be treated.

Valid entries are:

Yes – Gender matches sex reg at birth

No - Gender does not match sex at birth

Prefer not to say

100% of HESA returnable staff have answered this question.

When people join the organisation they are asked to complete a C1 form - this has an option to self describe.

This equates to 13146 records as at 31/07/2023 covering the 2022/2023 HESA submission period.

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## Question 6.3

**Do you gather data on your employees' trans status through diversity monitoring forms or systems? *Up to 2.5 points***

▼ What we're looking for:

- A question on your HR or monitoring system about your employees' trans status that uses inclusive language.
- Evidence of the declaration rate ▼ Our

recommended question wording is:

Are you trans?

Yes

No

Unsure, undecided, or something else

Prefer not to say

Yes

---

**What proportion of employees have answered this question on your HR system?**

What we're looking for:

- Data from an HR system, not an anonymous staff survey.
- Proportions that do not include those who prefer not to say.

### Tell us about your trans status monitoring systems, and declaration rate.

▼ Evidence for this question could look like:

- Either a reference to a screenshot of the question on your monitoring system, or type the question wording and response options.
- If uploading a screenshot from your monitoring system, please ensure you include the question and all available responses.
- Give a reference to one of the monitoring reports you uploaded above, which shows us how many of your employees have responded.
- Show us the percentage of your employees who haven't responded to the question.
- We will use the data you provided in 'about your organisation' to double check the declaration rate: make sure that you've provided an accurate estimate of the number of employees.
- If you uploaded a longer paper, include page numbers and section titles for the trans status data.

*Maximum of 700 words.*

We collect information relating to gender identity. This is an optional HESA data collection field. HESA suggest the question: "Is the gender you identify with the same as your sex registered at birth?". The HESA guidance suggests how responses should be treated.

Valid entries are:

Yes – Gender matches sex reg at birth

No - Gender does not match sex at birth

Prefer not to say

100% of HESA returnable staff have answered this question.

We are required to collect legal sex data for use in RTI (real time information – the in-month reporting of payroll data to HMRC) reporting to HMRC. The available options are male/female.

With our current focus on legal requirements and statutory data collection the options/descriptions offered in systemised lists are generally limited to legal or proscribed definitions.

We hold legal sex data for every record on our HR payroll system.

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# Question 6.4

Do you monitor and analyse application to appointment success rates from external recruitment across sexual orientation, gender and trans status?

1 point per subquestion

▼ What we're looking for:

- Analysis of success rates of applicants by sexual orientation, gender and trans status, using data gathered from diversity monitoring questions that use inclusive language (for our recommendations around language, see questions 6.1-6.3).
- This analysis to have taken place in the past two years.
- Actions to have been agreed or taken as a result of this analysis, or a statement of why subsequent actions are not necessary.

▼ Evidence for this question could look like:

- A reference to an uploaded graph, diagram, or a table of data showing the progress of candidates for external recruitment.
- The graph, diagram or table should include progress to different stages recruitment.
- The graph, diagram or table should differentiate candidates based on their three LGBTQ+ characteristics (sexual orientation, gender, and trans status).
- If you uploaded a longer paper, include page numbers and section titles for the recruitment analysis. State the sexual orientation, gender, and trans status questions wording and response options. If you use the same wording as for your employee monitoring questions (6.1-6.3), you can just say it's the same as those.

Maximum of 500 words.

		Describe who the analysis was seen by and what actions were taken
A. Sexual orientation	✓	The University already monitors and analyses success rates from application to appointment across Gender, ethnicity, nationality and disability. With our focus on intersectionality we analyse all protected characteristics as they are all in our reports. We have also

performed regression analysis which

indicated that there is no statistically significant difference in shortlisting between LGBTQ+ and Heterosexual candidate controlling for grade, faculty and other protected characteristics.

Since the last submission and following feedback, The University has recently moved to a new institutional data reporting tool – Power BI. JobTrain has a standalone reporting function that is currently in use and works well. We plan to make JobTrain data also available via Power BI and will ultimately connect this to the ResourceLink data. This will allow us to report more easily on the currently separate data sources.

We analyse this data by SO as part of the inclusive recruitment pilot and these findings are included in the evidence - to summarise

We received 50,860 applicants during 01/08/2022 - 31/06/2023 of which 7623 have identified as LGBTQ+.

This represents 15% of total candidates (+7% from 2022). 211 LGBTQ+ candidates were successful (2.8% of all candidates) which is in line with heterosexual candidates. This can be seen in evidence piece (Staff Recruitment by Sexual orientation)

We have analysed data by Professional Support Services Staff and by Academic Staff. This data is produced by colleagues in P&OD



within the ED&I team and then by the ED&I partners in conjunction with the Director of ED&I.

Findings can be used to work with particular schools, areas and the University as a whole. Data is also reported to the various Faculty ED&I committees as previously discussed. This has resulted in campaigns or activities in schools and faculties an example being the 'Don't Be one of the Unknowns' campaign where we used the data results to encourage people to fill in their sexual orientation data. By looking at the reports year on year we can see a gradual increase in people completing their data and a decrease in the 'prefer not to say' and 'unknown' categories. Still these are still quite high, but we have improved for both categories of staff. We have also introduced a standard slide in training presentations to encourage people to complete their data and also discuss why this information is so important.

It is important to have this data too for our equality objectives. Details are presented at the quarterly

Equality, Diversity and Inclusion Committee - attended by senior leadership, managers and equality leads from the different faculties. Additional meetings to discuss implementation of objectives are also held with trade unions, staff network groups and the students union. The data is also analysed by the P&OD Senior Leadership team. This data can be used to influence activities such as setting the Faculty

and University equality objectives. We also use this data to form part of the Board of Governors report which is presented in July each year.

B. Gender	✓	<p>As per answer 6.4A</p> <p>We received 50,860 applicants during 01/08/2022 - 31/06/2023 of which 45% were male, 53% were female and the remainder other or unknown. The 'other/unknown' category showed a more successful appointment rate.</p> <p>We also publish gender, ethnicity and disability pay Gap analysis each year: <a href="https://www.staffnet.manchester.ac.uk/news/display/?id=26100">https://www.staffnet.manchester.ac.uk/news/display/?id=26100</a> LGBTQ+ is to be included in 2024.</p>
C. Trans status	✓	<p>As per Answer 6.4A</p> <p>We also publish gender, ethnicity and disability pay Gap analysis each year: <a href="https://www.staffnet.manchester.ac.uk/news/display/?id=26100">https://www.staffnet.manchester.ac.uk/news/display/?id=26100</a></p> <p>LGBTQ+ is to be included in 2024. For the purposes of all reporting we anonymise the data and would never report on numbers smaller than 5. This is why no full analysis can be done by trans status.</p>

## Question 6.5

Do you monitor and analyse the number of employees at different pay grades across sexual orientation, gender and trans status?

**1 point per subquestion**

▼ What we're looking for:

- Analysis of the spread of staff across different pay grades, pay rates, and/or seniority levels by sexual orientation, gender and trans status, using data gathered from diversity monitoring questions that use inclusive language (for our recommendations around language, see questions 6.1-6.3).
- This analysis to have taken place in the past two years.
-

Actions to have been agreed and/or taken as a result of this analysis, or a statement of why subsequent actions are not necessary.

- This analysis to have taken place in the past two years.
- Actions to have been agreed or taken as a result of this analysis, or a statement of why subsequent actions are not necessary.

▼ Evidence for this question could look like:

- A reference to an uploaded graph, diagram, or a table of data showing how many staff are at different pay grades.
- The graph, diagram or table should include different pay grade bands.
- The graph, diagram or table should differentiate candidates based on their three LGBTQ+ characteristics (sexual orientation, gender, and trans status).
- If you have pay grades with very few staff (often senior grades, technical grades, or contractor grades), you may need to redact those lines of the analysis.
- If you uploaded a longer paper, include page numbers and section titles for the pay grade analysis.

Maximum of 500 words.

		Describe who the analysis was seen by and what actions were taken
A. Sexual orientation	✓	Following our November 2022 submission covering academic year 2021-2022, we began to analyse our submission data across the following characteristics:



Disability

Legal sex

Gender Reassignment

Religion

Sexual orientation

Each characteristic was analysed by Faculty and a narrative of highlights at Faculty level.

The information was published via Power BI (our reporting tool) and a paper was submitted to the University of Manchester Senior Leadership Team for discussion. These tables are included in the Evidence (6.5)

Tables included also show this analysis for leadership roles and professors across sex and sexual orientation.

We also use this data to form part of the Board of Governors report which is presented in July each year.

Additionally, this is reported as part of of annual Equality information report (in evidence pgs 21-32)

We have analysed data by Professional Support Services Staff and by Academic Staff. This data is looked at by the data analyst within the ED&I team and then by the ED&I partners in conjunction with the Head of ED&I.

Findings can be used to work with particular schools, areas and the University as a whole. Data is also reported to the various Faculty ED&I committees as previously discussed. This has resulted in campaigns or activities in schools and faculties an example being the 'Don't Be one of the Unknowns' campaign in the Faculty of Science and Engineering where we used the data results to encourage people to fill in their sexual orientation data. Similar campaigns have been adapted elsewhere. By looking at the reports year on year we can see a gradual increase in people completing their data and a decrease in the 'prefer not to say' and 'unknown' categories. Still - these are still quite high, but we have improved for both categories of staff. We have also introduced a standard slide in training presentations to encourage people to complete their data and also discuss why this information is so important. Examples of this can be seen in evidence piece 6.1.

It is important to have this data too for our equality objectives. Details are presented at the quarterly Equality, Diversity and Inclusion Committee which is attended by senior leadership, managers and equality leads from the different faculties. Additional meetings to discuss implementation of objectives are also held with trade unions, staff network groups and the students union. The data is also analysed by the HR Senior Leadership team. This data can be used to influence activities such as setting the Faculty and University equality objectives.



B. Gender		<p>Following our November 2022 submission covering academic year 2021-2022, we began to analyse our submission data across the following characteristics:</p> <p>Ethnicity</p> <p>Disability</p> <p>Legal sex</p> <p>Gender Reassignment</p> <p>Religion</p> <p>Sexual orientation</p> <p>Each characteristic was analysed by Faculty and a narrative of highlights at Faculty level.</p> <p>The information was published via Power BI (our reporting tool) and a paper was submitted to the University of Manchester Senior Leadership Team for discussion.</p> <p>EVIDENCE</p> <p>Employees were prompted to update and/or submit data with an internal email in June 2022 followed by a reminder on our main communication channel, Staffnet. Following our November 2022</p>
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2022, we began to analyse our submission data across the following characteristics:

Ethnicity

Disability

Legal sex

Gender Reassignment

Religion

Sexual orientation

Each characteristic was analysed by Faculty and a narrative of highlights at Faculty level.

The information was published via Power BI (our reporting tool) and a paper was submitted to the University of Manchester Senior Leadership Team for discussion. These tables are included in the Evidence (6.5)

Tables included also show this analysis for leadership roles and professors across sex and sexual orientation. We also use this data to form part of the Board of Governors report which is presented in July each year.

Additionally, this is reported as part of of annual Equality information report (in evidence pgs 21-32)

Findings can be used to work with particular schools, areas and the University as a whole. Data is also reported to the various Faculty ED&I

committees as previously discussed. This has resulted in campaigns or activities in schools and faculties an example being the 'Don't Be one of the Unknowns' campaign in the Faculty of Science and Engineering where we used the data results to encourage people to fill in their sexual orientation data. Similar campaigns have been adapted elsewhere. By looking at the reports year on year we can see a gradual increase in people completing their data and a decrease in the 'prefer not to say' and 'unknown' categories. Still - these are still quite high, but we have improved for both categories of staff. We have also introduced a standard slide in training presentations to encourage people to complete their data and also discuss why this information is so important. Examples of this can be seen in evidence piece 6.1.

It is important to have this data too for our equality objectives. Details are presented at the quarterly Equality, Diversity and Inclusion Committee which is attended by senior leadership, managers and equality leads from the different faculties. Additional meetings to discuss implementation of objectives are also held with trade unions, staff network groups and the students union. The data is also analysed by the HR Senior Leadership team. This data can be used to influence activities such as setting the Faculty and University equality objectives.

C. Trans status	✓	Following our November 2022 submission covering academic year 2021-2022, we began to analyse our submission data across the
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following characteristics:

Ethnicity

Disability

Legal sex

Gender Reassignment

Religion

Sexual orientation

Each characteristic was analysed by Faculty and a narrative of highlights at Faculty level.

The information was published via Power BI (our reporting tool) and a paper was submitted to the University of Manchester Senior Leadership Team for discussion.

We also publish the gender pay Gap analysis each year (included in Evidence)

We also use this data to form part of the Board of Governors report which is presented in July each year. For the purposes of this report we have anonymised some of the data and would never report on numbers smaller than 10. This is why no full analysis can be done by trans status

# Question 6.6

When you run staff satisfaction surveys, do you break down and analyse the satisfaction of employees by sexual orientation, gender and trans status?

1 point per subquestion

▼ What we’re looking for:

- Analysis of staff satisfaction by sexual orientation, gender and trans status, using data gathered from diversity monitoring questions that use inclusive language (for our recommendations around language, see questions 6.1-6.3).
- This analysis to have taken place in the past two years.
- Actions to have been agreed and/or taken as a result of this analysis, or a statement of why subsequent actions are not necessary.

▼ Evidence for this question could look like:

- A reference to an uploaded graph, diagram, or a table of data showing staff satisfaction at different grades.
- The graph, diagram or table should include different pay grade bands.
- The graph, diagram or table should differentiate candidates based on their three LGBTQ+ characteristics (sexual orientation, gender, and trans status).
- If you have pay grades with very few staff (often senior grades, technical grades, or contractor grades), you may need to redact those lines of the analysis.
- If you uploaded a longer paper, include page numbers and section titles for the pay grade analysis. State the sexual orientation, gender, and trans status questions wording and response options. If you use the same wording as for your employee monitoring questions (6.1-6.3), you can just say it’s the same as those.

Maximum of 500 words.

		Describe who the analysis was seen by and what actions were taken
A. Sexual orientation	✓	Staff satisfaction and culture surveys are run at different levels at the University. The University’s Staff Survey is run for all staff every two years, with themed pulse surveys the year in between. In surveys, questions pertaining to sexual



and other protected characteristics are included when contextually relevant.

For our main survey (run every two years) sexual orientation data was gathered and the evidence included shows any statistically different answers for this group of people and therefore gives us the data we need to take action.

Characteristics of respondents are obtained by linking results with staff data systems using ID numbers, not names, in order to maintain confidentiality and anonymity. Results are presented in packs with analysis done by gender. The results are reported on by sexual orientation and trans status.

We can use this data to focus attention on areas of concern (i.e. bullying, harassment, discrimination) or to run data campaigns to improve the quality of data in these areas.

For LGBT+ related questions and data the staff network group ALLOUT looks at these to see if there are any points for action that can be built into their yearly plans. If there are any concerns, then these are also discussed with the [redacted] Person 2 to see how he can help and progress any concerns that are showing in the staff survey. This might be something about bullying, harassment, discrimination; feeling part of the team or directorate/work area; and access to training and development. This could mean an adjustment to the strategy or using

the findings to run particular awareness raising events.

The latest staff survey results have only just been made fully available and so actions are not fully underway. However, as the EDI team had high level figures earlier one action taken was during recruitment for new harassment support advisors we ensured LGBTQ+ advisors were increased by further promotion of the recruitment drive. As a result, 3 of the new cohort of 12 identified as LGBTQ+ which will help address some of the issues highlighted in the attached results.

An example of previous positive action taken between 2017 and 2019 surveys was that ALLOUT suggested three questions for the new 2019 survey – one of which was included and is now a permanent part of the questioning: ‘do you feel comfortable disclosing your sexual orientation in the workplace’.

This latest data (only available every 2 years) is discussed by ALLOUT at their meetings to formulate any plans and awareness raising activities from the findings.

Once ALLOUT looks at these survey results, they will be able to take any issues to the EDI Forum which reports to the EDI Committee, or raise them at the SLT Open meetings. These will also be incorporated into the strategy.

B. Gender	✓	Staff satisfaction and culture surveys are run at different levels at the University. The University's Staff
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Survey is run for all staff every two years,

with themed pulse surveys the year in between. In surveys, questions pertaining to sexual orientation, gender, trans status, disability and other protected characteristics are included when contextually relevant.

For our main survey (run every two years) gender data was gathered and the evidence included shows any statistically different answers for this group of people and therefore gives us the data we need to take action.

Characteristics of respondents are obtained by linking results with staff data systems using ID numbers, not names, in order to maintain confidentiality and anonymity. Results are presented in packs with analysis done by gender. The results are reported on by sexual orientation and trans status.

We can use this data to focus attention on areas of concern (i.e. bullying, harassment, discrimination) or to run data campaigns to improve the quality of data in these areas.

Culture surveys are run at School (and sometimes Faculty) level to feed into Athena Swan submissions on gender equality. As Athena Swan has expanded to promote equity for all genders with a need for institutions to proactively support trans inclusivity, results are broken down and analysed by gender and trans status. Some areas also analyse results by sexual

	<p>orientation. For example, the Faculty of Science and Engineering analysed its culture survey results by gender, ethnicity, disability and sexual orientation. The LGBT subgroup in this Faculty then looked at the relevant analysis and are using this to inform the group’s future objectives.</p> <p>From a gender perspective, these survey issues have been highlighted and put into the University’s overall Athena Swan action plan covering the next five years. As this has happened previously, we have been able to identify areas where different genders feel disadvantaged or underrepresented at the University. Specific to this question, the action plan is focussing on the experiences of people with ‘other gender identity’ and has a number of actions to address this - I.e. “SAT membership to be reviewed every two years to ensure representation across genders, staff groups and levels, students and intersectional representation. Consider opportunities to engage and consult beyond the SAT to ensure representation of diverse voices and experiences, including males and trans and non-binary staff and students.”</p> <p>We will also use these findings to address the more negative experience recorded here around bullying, harassment and discrimination.</p>
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C. Trans status	✓	Staff satisfaction and culture surveys are run at different levels at the University. The University's Staff Survey is run for all staff every two
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years, with themed pulse surveys the year in

between. In surveys, questions pertaining to sexual orientation, gender, trans status, disability and other protected characteristics are included when contextually relevant.

For our main survey (run every two years) gender data was gathered and the evidence included shows any statistically different answers for this group of people and therefore gives us the data we need to take action.

Characteristics of respondents are obtained by linking results with staff data systems using ID numbers, not names, in order to maintain confidentiality and anonymity. Results are presented in packs with analysis done by gender. The results are reported on by sexual orientation and trans status.

We can use this data to focus attention on areas of concern (i.e. bullying, harassment, discrimination) or to run data campaigns to improve the quality of data in these areas.

Culture surveys are run at School (and

sometimes Faculty) level to feed into Athena Swan submissions on trans equality. As Athena Swan has expanded to promote equity for all genders with a need for institutions to proactively support trans inclusivity, results are broken down and analysed by gender and trans status. Some areas also analyse results by sexual orientation. For example, the Faculty of Science and Engineering analysed its culture survey results by gender, ethnicity, disability and sexual orientation. The LGBT subgroup in this Faculty then looked at the relevant analysis and are using this to inform the group's future objectives.

From a trans perspective, these survey issues have been highlighted and put into the University's overall Athena Swan action plan covering the next five years. As this has happened previously, we have been able to identify areas where members of the trans community feel disadvantaged or underrepresented at the University. Specific to this question, the action plan is focussing on the experiences of trans people and has a number of actions to address this - I.e. "Embed a sustainable approach to toilet provision to ensure inclusivity and accessibility, including for trans and non-binary staff, students and visitors, those requiring single-sex facilities, disabled users and users requiring 'Changing Spaces' or baby changing provision. Enabled through communication of formalised approach for establishing gender neutral/universal toilets, campus-wide accessibility review through AccessAble and scoping project of additional required provision in existing and new

buildings”

we will also use these findings to address issues of reporting instances of bullying and harassment as well as job satisfaction for this group of people.

# Question 6.7

Which of the following activities have you carried out in the last year to improve confidence in LGBTQ+ monitoring and boost declaration rates?

6.7 A-C: 0.5 points per subquestion

6.7 D & E: 1 point per subquestion

▼ What we're looking for:

- Communications that are available to all employees, about why monitoring matters, confidentiality and data security, and improvements made from previous monitoring.
- Definitions of 'bi' (explicitly inclusive of pan and queer identities) and of 'trans' (explicitly inclusive of nonbinary identities) that are either included within the monitoring form, with a link to a glossary, or within communications promoting the monitoring exercise.

▼ Evidence for this question could look like:

- Screenshots of all-staff posts, screenshots of the surveys, or copies of emails that show how you've communicated with staff.
- Screenshots can be [uploaded below this question](#) or (if included in screenshots you already uploaded for 6.1-6.6) can be in reference to files already uploaded: be clear for our markers where the files are uploaded.
- If you include emails, make sure to redact the names and email addresses of recipients.
- If you include screenshots of intranet pages or HR systems, let us know how staff would access those pages.

Maximum of 200 words.

		Description of your work
A. Communicated why LGBTQ+ monitoring matters	✓	<p>This has been done in a couple of ways. As part of LGBT History Month in February 2023 we ran a session on LGBTQ+ History - this included information on the importance of data.</p> <p>And in November 2023 an all staff communication for the Stonewall survey expanded on the subject and spoke specifically about LGBT data.</p>

		Also, on our page about how data is used, we include a specific LGBT+ example of how campaigns have improved data.
B. Provided information about confidentiality and data security	✓	This was communicated as part of the call for people to complete data in the annual HESA return (July 2023). This was sent to all staff via StaffNet and cascaded to non desk based people via team meetings. the evidence shows the strong message on how we handle data. The permanent page on the EDI webpages also reiterates this
C. Communicated how previous monitoring exercises have led to improvements	✓	In November 2023 we included a message around this as part of our promotion of the Stonewall survey completion this was accompanied by a quote from the Director of P&OD. This is included on a permanent page where we communicate: 'We have also targeted areas where there is high 'unknown data' for sexual orientation and religion & belief - all campaigns resulting in improved data quality for all areas. For example - disclosure rates for sexual orientation have improved year on year since 2018 (currently 67%).'

D. Provided a definition of 'bi' that is explicitly inclusive of pan and queer identities	✓	<p>A communication sent out in September 2023 signposted people to a page to find out more about bi identities - included on this page is a definitions section:</p> <p>Bi is an umbrella term used to describe a romantic and/or sexual orientation towards more than one gender.</p> <p>Bi people may describe themselves using one or more of a wide variety of terms, including, but not limited to, bisexual, pan, queer, and some other non-monosexual and nonmonoromantic identities. Pan refers to a person whose romantic and/or sexual attraction towards others is not limited by sex or gender.</p>
E. Provided a definition of 'trans' that is explicitly inclusive of nonbinary identities	✓	<p>A communication sent in March 2023 for Transgender day of Visibility signposted people to a page to find out more and definitions:</p>

#### Upload evidence for each option.

You have the option of adding a description, you can use this to make sure our markers understand what this is.

[6.7 Bi definitions.pdf](#) communication of bi identities

and definitions

**Filename:** 6.7 Bi definitions.pdf **Size:** 564.8 kB

[6.7E trans definition.pdf](#) communication of trans identities

and definitions

**Filename:** 6.7E trans definition.pdf **Size:** 894.9 kB

[6.7 data communications.pdf](#)

Evidence for A and B

**Filename:** 6.7 data communications.pdf **Size:** 870.8 kB

[6.7C communications.pdf](#)

Evidence for A and C

**Filename:** 6.7C communications.pdf **Size:** 601.2 kB

## Section 7: Supply chains

**Completed** - 28 Nov 2023

## Section 7: Supply chains

This section examines how the organisation affects change in its supply chain. The questions scrutinise the steps taken to ensure suppliers are LGBTQ-inclusive, from tendering new suppliers to monitoring current contracts.

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# Question 7.1

Before awarding a contract, what scrutiny do you apply in the tender process to key potential suppliers? *1 point per subquestion*

▼ What we’re looking for:

- Systematic procurement policies, and training for all teams doing procurement.
- Evidence that this process is used in practice for key suppliers.
- Scrutiny of whether the potential supplier has a policy that explicitly bans discrimination, bullying, and harassment based on sexual orientation and gender identity, and whether the potential supplier has a process that monitors incidents.
- Scrutiny of whether the potential supplier has a policy on transitioning at work and a strategy on diversity and inclusion.

▼ Evidence for this question could look like:

- Describe how you assess potential suppliers’ policies for LGBTQ+ inclusion, and how you would address any concerns raised in this process.
- If this process is not applied to all suppliers, explain how you prioritise which suppliers the process applies to.
- Tell us how you train your purchasing teams on this process.
  - Who runs the training?
  - How do you check everyone has done the training?
  - What is in the training?

Maximum of 700 words.

		Description of your process
A. Having a policy that explicitly bans anti-LGBTQ+ discrimination, bullying and harassment.	✓	<p>We ask these questions as part of every tender using the Equality, Diversity and Inclusion Questionnaire. The questionnaire was updated in early 2022 following guidance provided by Stonewall and the University’s ED&amp;I team.</p> <p>The questionnaire now consists of 10 sections covering policy, codes of practice, cases of unlawful discrimination, formal investigations,</p>

training and living wage. The first question is

a good example of how inclusive and explicit it is:

“Is it your policy as an employer to comply with your statutory obligations regarding the 'protected characteristics': Age, disability, gender reassignment\*, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex, sexual orientation, accordingly, your practice not to treat any one group of people, or individual, less favourably than others in relation to decisions to recruit, remunerate, train or promote employees?”

Each supplier must complete one of these questionnaires with a detailed response required. This is then scrutinised and assessed by the procurement team who has the ability to contact the supplier for more details where needed or refer to the ED&I team for further support; as we have over 8,000 suppliers this has been found to be the most effective way. We are very clear how important inclusivity for all sexual orientation and gender reassignment status is to the University and the Code of Practice specifically protects against discrimination on all protected characteristics – this applies to all suppliers regardless of what they supply;

A new definition included on the questionnaire in 2022:

\*for the purposes of full inclusivity gender reassignment extends to Trans: “an umbrella term encompassing all those who do not

identify with the sex they were assigned at birth, including but not limited to those who are transgender, genderqueer, agender, non-binary and with different gender identities and expressions.”

The above forms part of the rigorous supplier tendering process, which is controlled, under the University Financial Regulations and Procedures and voluntarily through the Public Contracts Regulations 2015 linking into other regional and national procurement monitoring processes. We are also a member of the North Western Purchasing Consortium which helps ensure high levels of supplier conformance.

B. Monitoring incidents of anti-LGBTQ+ bullying and harassment.



We ask these questions as part of every tender using the Equality, Diversity and Inclusion Questionnaire. The questionnaire was updated in early 2022 following guidance provided by Stonewall and the University's ED&I team.

The questionnaire now consists of 10 sections covering policy, codes of practice, cases of unlawful discrimination, formal investigations, training and living wage. The first question is a good example of how inclusive and explicit it is:

"Is it your policy as an employer to comply with your statutory obligations regarding the 'protected characteristics': Age, disability, gender reassignment\*, marriage and civil partnership, pregnancy and maternity, race, religion and belief,

sex, sexual orientation, accordingly, your

practice not to treat any one group of people, or individual, less favourably than others in relation to decisions to recruit, remunerate, train or promote employees?”

Each supplier must complete one of these questionnaires with a detailed response required. This is then scrutinised and assessed by the procurement team who has the ability to contact the supplier for more details where needed or refer to the ED&I team for further support; as we have over 8,000 suppliers this has been found to be the most effective way. We are very clear how important inclusivity for all sexual orientation and gender reassignment status is to the University and the Code of Practice specifically protects against discrimination on all protected characteristics – this applies to all suppliers regardless of what they supply;

Specific relevant questions: 5 In the last three years, has any finding of unlawful discrimination been made against your organisation by any court or industrial tribunal?

Yes No

6 In the last three years, has your organisation been the subject of formal investigation on grounds of alleged unlawful discrimination?

		<p>Yes No</p> <p>(please provide details)</p> <p>A new definition included on the questionnaire in 2022:</p> <p>*for the purposes for full inclusivity gender reassignment extends to Trans: “an umbrella term encompassing all those who do not identify with the sex they were assigned at birth, including but not limited to those who are transgender, genderqueer, agender, non-binary and with different gender identities and expressions.”</p> <p>The above forms part of the rigorous supplier tendering process, which is controlled, under the University Financial Regulations and Procedures and voluntarily through the Public Contracts Regulations 2015 linking into other regional and national procurement monitoring processes. We are also a member of the North Western Purchasing Consortium which helps ensure high levels of supplier conformance.</p>
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C. Having a transitioning at work policy	✓	<p>We ask these questions as part of every tender using the Equality, Diversity and Inclusion Questionnaire. The questionnaire was updated in early 2022 following guidance provided by Stonewall and the University's ED&amp;I team.</p> <p>The questionnaire now consists of 10 sections covering policy, codes of practice, cases of unlawful discrimination, formal investigations,</p>
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training and living wage. The first question is

a good example of how inclusive and explicit it is:

“Is it your policy as an employer to comply with your statutory obligations regarding the 'protected characteristics': Age, disability, gender reassignment\*, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex, sexual orientation, accordingly, your practice not to treat any one group of people, or individual, less favourably than others in relation to decisions to recruit, remunerate, train or promote employees?”

Each supplier must complete one of these questionnaires with a detailed response required. This is then scrutinised and assessed by the procurement team who has the ability to contact the supplier for more details where needed or refer to the ED&I team for further support; as we have over 8,000 suppliers this has been found to be the most effective way. We are very clear how important inclusivity for all sexual orientation and gender reassignment status is to the University and the Code of Practice specifically protects against discrimination on all protected characteristics – this applies to all suppliers regardless of what they supply;

A new definition included on the

questionnaire in 2022:

\*for the purposes for full inclusivity gender reassignment extends to Trans: “an umbrella term encompassing all those who do not identify with the sex they were assigned at birth, including but not limited to those who are transgender, genderqueer, agender, non-binary and with different gender identities and expressions.”

The above forms part of the rigorous supplier tendering process, which is controlled, under the University Financial Regulations and Procedures and voluntarily through the Public Contracts Regulations 2015 linking into other regional and national procurement monitoring processes. We are also a member of the North Western Purchasing Consortium which helps ensure high levels of supplier conformance.

D. Having a diversity and inclusion strategy	✓	<p>We ask these questions as part of every tender using the Equality, Diversity and Inclusion Questionnaire. The questionnaire was updated in early 2022 following guidance provided by Stonewall and the University's ED&amp;I team.</p> <p>The questionnaire now consists of 10 sections covering policy, codes of practice, cases of unlawful discrimination, formal investigations, training and living wage. The first question is a good example of how inclusive and explicit it is:</p>
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“Is it your policy as an employer to comply

with your statutory obligations regarding the 'protected characteristics': Age, disability, gender reassignment\*, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex, sexual orientation, accordingly, your practice not to treat any one group of people, or individual, less favourably than others in relation to decisions to recruit, remunerate, train or promote employees?"

Each supplier must complete one of these questionnaires with a detailed response required. This is then scrutinised and assessed by the procurement team who has the ability to contact the supplier for more details where needed or refer to the ED&I team for further support; as we have over 8,000 suppliers this has been found to be the most effective way. We are very clear how important inclusivity for all sexual orientation and gender reassignment status is to the University and the Code of Practice specifically protects against discrimination on all protected characteristics – this applies to all suppliers regardless of what they supply;

Specific questions asked:

2. Does your company have a documented/published Equal Opportunities Policy that complies with current UK legislation?

Yes No

3 Is your policy set out:

a) In guidance/instructions to those

concerned with recruitment, training and promotion?

b) In documents available to allemployees, recognised trade unions or other representative groups of employees?

c) In recruitment advertisements or other literature?

A new definition included on the questionnaire in 2022:

\*for the purposes for full inclusivity gender reassignment extends to Trans: “an umbrella term encompassing all those who do not identify with the sex they were assigned at birth, including but not limited to those who are transgender, genderqueer, agender, non-binary and with different gender identities and expressions.”

The above forms part of the rigorous supplier tendering process, which is controlled, under the University Financial Regulations and Procedures and voluntarily through the Public Contracts Regulations 2015 linking into other regional and national procurement monitoring processes. We are also a member of the North Western Purchasing Consortium which helps ensure high levels of supplier conformance.

Question 7.2

When potential key suppliers do not meet your LGBTQ+ inclusion procurement standards, how do you respond?

3 points

▼ What we're looking for:

- Clear criteria for taking action on refusing or terminating a contract based on the LGBTQ+ inclusivity of the key supplier, with a process for feedback and signposting when they aren't met.
- Mechanisms for incentivising and supporting suppliers to improve.
- Evidence this policy is implemented in practice from the last year.

B. By requiring improvements as a condition of contract

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**Tell us about your decision-making process and compliance monitoring.**

▼ Evidence for this question could look like:

- A clear and consistent process for assessing how your suppliers meet LGBTQ+ inclusion standards.
- Tell us which staff make the key decisions.
- If this process is not applied to all suppliers, explain how you prioritise which suppliers the process applies to. Describe any
- on-going monitoring of compliance, particularly if your award is conditional in changes being made over time.

*Maximum of 1000 words.*

Should a supplier not meet LGBT inclusion scrutiny, the University would respond in one of two ways:

If the supplier fails to meet legislative requirements such as the Equality Act 2010, the University may decide not the award a contract to that supplier;

If the supplier fails to meet part/ all the EDI questionnaire as described in 7.1, the University will require improvements as a condition of the contract. These improvements would be monitored by the owner of the contract in consultation with the Central Procurement Office and the EDI team.

Furthermore, the following wording is included to reduce the risk of false information being provided:

“If it is subsequently found that the statements detailed above are untrue or deliberately misleading, then the University reserves the right to disqualify the bidder from the tender process and any subsequent contracts may be invalidated due to such misrepresentations.”

Staff who make these decisions undertake mandatory training on: Unconscious Bias, Disability Equity, Diversity in the Workplace - all covering LGBT+ issues. Additionally, many Procurement staff are ALLOUT allies.

In addition, each Procurement team member is accredited to the Chartered Institute of Procurement and Supply (CIPS) which requires us to undertake yearly Ethical Procurement and Supply eLearning with one of the key issues being human rights.

Key decisions are made in conjunction with other members of the procurement team, with escalation available from Procurement Officer, through Senior Procurement Officer to Deputy Head and Head of Procurement.

This process should apply to all potential suppliers regardless of size of organisation, what is being provided etc.

On-going monitoring is carried out using the NETpositive Futures platform which helps procurement to consider the social value elements of the university and the complex consequences of its suppliers and their impacts on our communities and society as a whole.

At the time of this submission there are no examples of where an award has been conditional on changes being made.

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# Question 7.3

Once a contract is awarded, how do you hold key suppliers accountable?

2 points per subquestion

▼ What we’re looking for:

- A formal monitoring and accountability process for your suppliers.
- A standing agenda item for LGBTQ+ issues, which can be part of a general diversity and inclusion process.
- LGBTQ-specific analysis of feedback on the supplier.

▼ Evidence for this question could look like:

- An example(s) or template wording for the agenda items in your contract monitoring meetings.
- If this process is not applied to all suppliers, explain how you prioritise which suppliers the process applies to. Describe your
- process for collecting and following up on LGBTQ-related feedback about the supplier services.

Maximum of 500 words.

		Description of your process
A. A diversity and inclusion agenda item in contract monitoring meetings	✓	<p>The Procurement Office utilise a standard meeting template which includes “Equality, Diversity and Inclusion” as a standard item for discussion as required. Please see below for an extract of a recent meeting;</p> <p>Meeting Details</p> <p>Supplier – XXXXXX</p> <p>Date – 19th June 2023</p> <p>Attendees – Person 12, UoM</p> <p>XXXXXX</p>



When)

Standing Item: General Contract  
Issues/Updates

XXXX business has doubled over last year, but despite increases at UoM it is not as high as this, they have increased sales force but struggle to recruit qualified people.

Standing Item: Specific KPIs

Nothing to discuss

Standing Item:  
Sustainability/Corporate Social Issues

They continue to reduce packaging and making what is used recyclable in standard waste streams or recyclable locally, they would be responsive to any suggestions we could make as want to keep improving.

Standing Item: Equality and  
Diversity Issues

As a non-Manchester based organisation PC asked if any members of staff would likely attend any ED&I events locally, likely members will attend the local event this year in xxxx.

PC discussed the possibility of offering ED&I training for key suppliers including those with an eMarketplace offering. Standing  
Item: Other

Nothing to discuss



Discussed Oracle FTP and landing page etc.

Other Items: Supplier

They have been bought out by xxxx Scientific, that would mean 2 suppliers on eM are now newly owned, inc xxxx, also acquired xxxx whose items are stocked in stores, and xxxx who are now on the new NEUPC Life Science Framework and PC is discussing adding them to eM

Any ED&I issues are discussed as a standing item; previously these have included information from meetings with the ED&I team, updates on training and anything presented by the supplier.

Procurement use a Contract Management Platform which is used to document any issues, including those relating to ED&I that have occurred, procurement would work with the supplier to remedy the issue though ultimately if we were unable to see improvement, we would exercise the option to cease trading with them.

The procurement team would also report any issues which need further investigation to the ED&I team such as training to be offered to a supplier and their team on how they

can engage better. The procurement and ED&I teams meet regularly to ensure a strong link between both teams is maintained and to highlight any opportunities/ issues on either side.

B. Monitor and analyse LGBTQrelated feedback on the supplier.



If a complaint or feedback is received regarding a particular supplier, it will be allocated to the appropriate Senior Procurement Officer who deals with that category area. For example, if it was a scientific supplier it would be allocated to [redacted], Person 12. The SPO will then involve the necessary personnel from across the University depending on the nature and seriousness of the complaint or feedback. If this referred to an Equality and Diversity issue, then the SPO would liaise directly with the ED&I team for advice and agree a strategy to deal with the complaint or feedback.

Additionally, the University Report and Support Tool allows staff, students and visitors to complete a report if they feel they have been bullied, harassed or discriminated against. This can include suppliers, using the tool to make a report, or having a report submitted about them. A recent example of this being used effectively was where the University received a report from a member of staff using the University travel management system where they wanted to select genderneutral toilet facilities but was unable to find sufficient information to allow them to make selections

		<p>sufficient to meet their needs. The ED&amp;I team were able to liaise with the procurement team to investigate this situation and take appropriate steps.</p> <p>An example here is outlined in question 1.7R2 'In August 2023 a staff member who used Health Hero reported they had experienced transphobic behaviour – the representative was mis-gendering them. After hearing this we were able to liaise with our Procurement Department and Wellbeing Manager to offer this feedback and specific training to the company to prevent future occurrences.'</p>
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# Question 7.4

In the past year, how have you engaged or collaborated with your key suppliers to promote LGBTQ+ inclusion?

2 points per subquestion

▼ What we're looking for:

- Proactive engagement or collaboration with your key suppliers.
- Collaborating on LGBTQ+ inclusion training, either, co-developing and co-delivering, or sharing your existing training with suppliers.
- Inviting your supplier's staff to your LGBTQ+ employee network group events.
- Giving specific advice on LGBTQ+ inclusion initiatives.

▼ Evidence for this question could look like:

- Describe the training content.
- Describe the LGBTQ+ employee network group events you have invited suppliers.
- Explain how you have proactively taken steps to advise your suppliers on LGBTQ+ inclusion initiatives and describe what you have contributed.
- Tell us who you are working with at your suppliers, and how you get in touch with them to let them know about events and initiatives.

Maximum of 500 words.

		Description of your process
A. Held joint LGBTQ+ diversity and inclusion training	✓	Central Procurement along with other University teams including EDI have produced guidance to allow Small and Medium Enterprises (SME's) to develop their own ED&I processes. This demonstrates how procurement engage with our supply chain to ensure that they are not only notified of events and raising awareness activities so that they can join in and learn from our experiences and utilise University resources and initiatives. <a href="https://www.staffnet.manchester.ac.u">https://www.staffnet.manchester.ac.u</a>

		<p><a href="https://www.manchester.gov.uk/procurement/supplying/basicinformation-for-suppliers/">k/procurement/supplying/basicinformation-for-suppliers/</a></p> <p>This link includes access to different resources, including a pdf detailing how suppliers can be more engaged and aware of EDI issues. It also links directly to our Equality Diversity and Inclusion Calendar making suppliers aware of activities and awareness raising opportunities year-round.</p> <p>It also gives the opportunity to attend University training.</p>
B. Invited suppliers' employees to join your LGBTQ+ employee network group events	✓	<p>We have run a number of LGBTQ+ related activities in the past year and suppliers will have been aware of these via our numerous communications channels and will have been able to attend events such as navigating the pronouns landscape (Feb 2023); 'Rethinking Trans History March 2023'; and attending our cheer point in Manchester Pride (August 2023)</p>

C. Advised on LGBTQ+ inclusion initiatives	✓	<p>Procurement have reviewed responses using data from the NetPositive Futures tool; a NETpositive commitment simply recognises that, as well as reducing negative environmental impacts, we should also pay more attention to enhancing the positive impacts of our individual and collective activity; environmentally, socially and economically.</p> <p>Suppliers who had not sufficiently completed the sections covering ED&amp;I were invited to attend the first in a series of Lunch and Learn sessions run by colleagues in the ED&amp;I team on the topic of</p> <p>‘Navigating the Pronouns Landscape’.</p>
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Section 8: External engagement and service delivery

Completed - 28 Nov 2023

Section 8: External engagement and service delivery

This section has three parts.

- Part one is on community engagement, and is relevant to all entrants.
- Part two is on sectoral engagement, and is relevant to all entrants.
- Part three is on service delivery, and is only relevant to entrants who have a significant proportion of individual service users.

Section 8

Do you have individual service users, and are they a significant proportion of your external stakeholders?

▼ What we’re looking for:

- Individual service users are individuals, typically not representing another organisation, that you work with directly.

- A significant proportion means that the individual service users make a notable impact on your business processes.

▼ Examples of individual service users:

- Education: students
- Hospitality: customers or members
- Local authorities: residents
- Media: audience members
- Retail: customers

Yes, we will respond to questions in all three parts of section eight.

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## Frequently asked questions

Q: What should we select if we don't work directly with individuals, but we regulate or influence organisations that do?

A: You do not have individual service users.

Q: What should we select if we work with clients, representing other organisations?

A: You do not have individual service users.

Q: Most of the external stakeholders we work with are representing other organisations, but a significant minority of our external stakeholders are individuals.

A: Most likely you do have individual service users, if the minority of your individual external stakeholders have a notable impact on your business processes.

Q: We are unsure which option to select.

A: You can contact your usual Stonewall point-of-contact, or [Indices@stonewall.org.uk](mailto:Indices@stonewall.org.uk), who can advise.

## Part 1 (Community Engagement)

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**Two**

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# Part 1: Community engagement

This part examines the outreach activity of the organisation and how it supports wider LGBTQ+ communities.

## Question 8.1

In the past year, have you supported LGBTQ+ community groups in the following ways? *Up to 3 points per*

*subquestion*

▼ What we’re looking for:

- Financial or substantive in-kind support given or contributed towards by your organisation (rather than by your LGBTQ+ employee network group) to external LGBTQ+, bi-specific, trans-specific and intersectional groups or initiatives.
- Initiatives can be specific to a community, even if they are led by a group that have a broader remit to serve a wider set of communities.
- Evidence that demonstrates the depth of support by grade. Where the evidence is ambiguous you will be awarded for grade one support.

### Responses Selected:

A. LGBTQ+ group or initiative
B. Bi-specific group or initiative
C. Trans-specific group or initiative
D. Intersectional group or initiative

How many initiatives or groups would you like to describe?

You can describe up to fifteen initiatives or groups that you supported.

9

Describe the initiatives or groups that you supported.

▼ Evidence for this question could look like:

- A description of a partnership that you've worked on with another organisation.
- Tell us which organisation you worked with, and a brief description of the sorts of work they do.
- State what you provided them with, either financial resources or in-kind support.
- Explain what they did with the support you gave.
- Describe the specific impacts of the support given to LGBTQ+ people.
- You can describe up to twenty initiatives. You may want to describe more than one initiative per grade/identity strand.

▼ What we mean by:

- Length of support: how long your partnership lasted.
  - A one-off partnership could be a single day of volunteering, or a donation to a cause. A partnership less than a year involves multiple touch-points over time, providing sustained resources over a period time.
  - A partnership a year or longer could be a partnership with a defined length, or an indefinite partnership.
- Forms of support: number of types of support offered. If you've offered multiple instances of the same type of support (such as multiple days of volunteering), this would count as one form of support. Forms of support could include:
  - Expertise, such as pro-bono consultation
  - Financial support
  - In-kind resources, such as use of facilities
  - Volunteering time

Maximum of 300 words

	Length of support	Forms of support	Is this a bispecific initiative?	Is this a transspecific initiative?	Is this an intersectional initiative?	Description of Initiative or Support
Initiative one	One year or more	One	✗	✗	✓	The LGBT Foundation were able to run monthly Sexual Violence support drop-

						ins at the University's Student's Union with the Student Union advice service. The Su provided the space free of charge.
Initiative two	One-off	Two	✘	✘	✓	The SU partnered with Galop for Reclaim the night (November 2022) to raise funds as well as with the LGBT Foundation for Reclaim the Night (23/24) to fundraise for their new Sexual Violence department.

Initiative three	One year or more	Two	✕	✓	✕	A Gender Expression Fund at the Students Union has been approved and was launched in November 2023. This will provide funds for students who require items such as
						chest binders, make up, clothing, etc. that they may not have been able to afford otherwise. A fund of £12,000 was made available for this.

Initiative four	One year or more	One	✓	✗	✓	<p>The Top Floor of the Manchester Museum is dedicated to Social Justice and Environmental Action, <a href="https://www.museum.manchester.ac.uk/learn/the-topfloor/">https://www.museum.manchester.ac.uk/learn/the-topfloor/</a> are supporting group Pluto, a Greater Manchester social group for those on the asexual and/or aromantic spectrums; inclusive of demi-, grey-, and questioning people   Attendees must be 18+ by offering a</p>
						<p>once monthly space for free for their group <a href="https://twitter.com/PlutoMCR">https://twitter.com/PlutoMCR</a>. Space is used for game nights, movie screenings and discussions.</p>

Initiative five	Less than a year	One	✘	✘	✓	<p>The Manchester Museum are supporting University of Manchester's BAME staff and student network and Staff LGBT+ ALLOUT network and associated local LGBT+ and BAME community groups by committing to host Under Your Nose film screening twice (November 2023 and February 2024). This is a film about the UK's first LGBT Black centre which was established in the 1980's during</p>
						<p>Margaret Thatcher's time in power.</p>

Initiative six	Less than a year	One	✕	✕	✓	<p>The Museum hosted a 4 session residency for Men's Room on Wednesdays evenings in March 2023 <a href="https://mroom.co.uk/">https://mroom.co.uk/</a> This arts group work with Queer, Trans, Non-Binary, People of Colour or those with experiences such as sex work, addiction, homelessness , mental health problems. They also run some trainee artist opportunities, such as mentoring and paid work experience, particularly to help support artists who come from non-traditional arts backgrounds and who want</p>
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						to develop their work and gain further experience in delivering arts work in a community setting.
Initiative seven	One-off	Two	✘	✓	✘	In November 23 our Estates team provided expertise to conduct a risk assessment and provided free space to trans charity, Sparkle, for an evening vigil for TDOR

Initiative eight	Less than a year	Two	✘	✘	✓	<p>Person 13 and staff at [redacted] The new collaboration brings together University of Manchester sociologist Health, led by Person 14, [redacted].</p> <p>The collaboration sees staff from [redacted]</p>
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joining Person 13  
and  
colleagues for a  
series of research  
secondments  
to allow the  
exchange of  
expertise between  
teams. The aim is  
to better  
understand the  
support services  
available to  
LGBT+ people of  
colour and to build  
capacity among  
community  
organisations for  
research activities.  
Person 13's  
expertise is in  
online  
relationships,  
sexualities, sexual  
health and



13 is currently working on the Dating app connections project which explores how LGBT+ and heterosexual people used dating apps to start and maintain intimate relationships before, during and after COVID-19 restrictions. Speaking about the collaboration, Person 13 said: "This is a fantastic opportunity to learn more about the specific needs of LGBTQ+ and people of colour, but also to establish long-term relationships with communities across Manchester that are integral for change."

[redacted] is a Manchester based digital public health charity, supporting the health This collaboration is funded by a

						University of Manchester School of Sciences Community Partnership and runs until summer 2023.and
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Initiative nine	One year or more	One	✓	✗	✗	<p>We loaned our statue of trans activist Christine Burns MBE to the Queer Britain exhibition in June 2022. This was extended following this request: 'We have been overwhelmed by the positive visitor, public and press responses and are averaging 5-6 thousand visitors a month. We have become acutely aware that there is a substantial and engaged national and international audience for our current exhibition over a longer</p>
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period of time

than originally forecast. We are now working up plans to maintain the current exhibition until the end of 2023, instead of fully deinstalling in April 2023, and proactively planning changes and evolutions of the exhibition through the year. We will do this carefully with rotations for environmentally sensitive material while retaining core objects and narratives wherever possible. We would like to ask if it would be possible to extend the loan of your placard beyond the end of March and instead to the end of 2023. If this is not possible, is there

another date that it would be possible to extend to?'

When we review this question, we will look at the forms and length of support to sort your support into grades, from one to three.

Where your support meets a higher grade of support, you will be awarded more marks.

#### Grade Length of support Forms of support

One One-off or sustained One or more

Two    One year or longer    One   or   more

Three One year or longer Two or more

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# Question 8.2

In the past year, have you used your social media accounts to demonstrate support of LGBTQ+ equality? *1 point per subquestion*

▼ What we’re looking for:

- Posts on your social media accounts with the widest reach, to show support for LGBTQ+, bi, non-binary and trans equality in the last year.

▼ Evidence for this question could look like:

- Screenshots of posts from your social media accounts, [which you can upload below](#).
- Include a description stating which of your accounts you used to post: is it the main organisation’s account, and if not, why did you choose that account?
- State the date you posted the content if it isn’t included in the screenshot.
- Stonewall is present on leading social media platforms (Facebook, Instagram, LinkedIn, TikTok, Twitter and YouTube), and so we’re familiar with how those sites work. If you are active on different sites, give us some key information about the network so we can understand how it works:
  - Who can sign up for the network?
  - Is there a cost for either the poster or the reader?
  - Who (if anyone) makes decisions over who can follow who?

Maximum of 200 words.

		Files to review
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A. LGBTQ+ equality	✓	<p>8.2A includes various examples from Twitter, Instagram and other sources. These are from a variety of dates throughout the year and these can be seen on each of the posts. There is no cost, anyone can follow. Relevant here are posts about LGBTHM, Pride, Lesbian Visibility Week, ALLOUT allies and Social Responsibility. In February, the Museum collaborated with The News Movement (TNM) on an interview with Person 15 about the display of British South Asian</p>
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		<p>LGBTQ+ archive material in the South Asia Gallery.</p> <p><a href="https://www.instagram.com/reel/CqNnffFlmeH/?igshid=amU4Y2N2aDkzNjB3">https://www.instagram.com/reel/CqNnffFlmeH/?igshid=amU4Y2N2aDkzNjB3</a></p> <p>Through June 2023 the Museum advertised Pride Month Tours, and on the event page on the website linked to the museum's online LGBTQ+ resources.</p> <p><a href="https://queermuseum.wixsite.com/queermuseum">https://queermuseum.wixsite.com/queermuseum</a></p> <p>The Museum also created and shared content highlighting BIPOC and LGBTQ+ stories in the Belonging Gallery</p> <p><a href="https://www.instagram.com/reel/CzRlyrbtoa0/">https://www.instagram.com/reel/CzRlyrbtoa0/</a></p> <p>The UoM LGBT Network tweeted about Manchester Pride – copying in @OfficialUoM and @UoMLGBTQ to encourage people to post pictures of themselves in front of our 'Proud to Support PRIDE' Banner.</p> <p>In April, the EDI Team tweeted about Lesbian Visibility Week and promoted the ALLOUT Staff Network.</p>
B. Bi equality	✓	<p>8.2A includes various examples from Twitter, Instagram and other sources. These are from a variety of dates throughout the year and these can be seen on each of the posts. relevant here are posts about bivisibility day, LGBTHM, allies. Separately attached is a specific series of tweets about bimental health</p>

C. Non-binary equality	✓	8.2A includes various examples from Twitter, Instagram and other
		sources. These are from a variety of dates throughout the year and these can be seen on each of the posts. Relevant here: @UoMEandD (The Equality and Diversity Team) tweeted about International Non Binary People's Day on 14th July Attached separately is a pdf of Queering the museum. UoM tweeted in October 2023 about support for our nonbinary colleagues (included in evidence)
D. Trans equality	✓	8.2A includes various examples from Twitter, Instagram and other sources. These are from a variety of dates throughout the year and these can be seen on each of the posts. Relevant here is a post about TDOR in 2022 and UoMProcurement Tweeted about Trans Day of Visibility stating that they 'want to celebrate and protect the rights of trans people on campus' copying in the @OfficialUoM and promoting the ALLOUT Ally network.

#### Upload screenshots of social media activity.

You have the option of adding a description, you can use this to make sure our markers understand what this is.

[8.2 UoM Tweets.pdf](#)

**Filename:** 8.2 UoM Tweets.pdf **Size:** 415.3 kB

[8.2A Museum Instagram.pdf](#)

**Filename:** 8.2A Museum Instagram.pdf **Size:** 12.7 MB

[8.2B bisexualMH.pdf](#)

**Filename:** 8.2B bisexualMH.pdf **Size:** 819.7 kB

[8.2 Our Belonging Gallery is a space for stories.pdf](#)

**Filename:** 8.2 Our Belonging Gallery is a space for stories.pdf **Size:** 20.4 MB

[8.2C non binary.pdf](#)

**Filename:** 8.2C non binary.pdf **Size:** 21.0 MB

[8 Gender Expression Fund brief.docx](#)

**Filename:** 8 Gender Expression Fund brief.docx **Size:** 56.6 kB

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## Question 8.3

In the past year, have you publicly supported LGBTQ+ equality campaigns in ways that include but go beyond social media?

**2 points**

▼ What we're looking for:

- External activity, beyond social media posts to support LGBTQ+ equality.

Yes

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**Describe one or more LGBTQ+ equality campaigns you have supported.**

▼ Evidence for this question could look like:

- Describe public initiatives that support LGBTQ+ equality.
- Tell us who took part in the initiative, and what their role in the organisation is.
- Explain what they said, and what forum they said it in.

*Maximum of 500 words.*

For World AIDs Day in December 2022, The University held an event at the Manchester Museum with a mindful art session making flowers which were formed into a red ribbon. During the event, several interviews with people living with HIV were shown. This was a public event and supported by representatives from the LGBT Foundation and the George House Trust.

ALLOUT collaborated with the Universities of Bolton, Salford, Manchester Metropolitan and the Royal Northern College of Music for a joint walking Pride entry at Manchester Pride, not only demonstrating the University of Manchester's solidarity with its own LGBTQ+ staff members but also with those from the surrounding institutions. Similarly, the Students union had a float in the Manchester Pride parade, highlighting that we publicly support our LGBTQ+ students.

The Students Union worked with LGBTQ+ Groups at the University to hire a Trans Association Chair to form a Network for Trans Students. 'The Trans Association is responsible for representing Trans students and their interests within the union. This includes campaigning on issues that affect the Trans community, raising awareness on the barriers of access people within the community face. The chair is responsible for ensuring Union Policy is representative of the community.'

The Whitworth Art Gallery has hosted an open exhibition entitled '(Un)Defining Queer' which 'present[...][s] collection works that have never been on display before as well as loans, the exhibition includes numerous artists (i.e. Ajamu X, General Idea, David Hockney, Maggie Hambling, Pearl Alcock, Keith Vaughan, Matthew Bamber...' The exhibition is co-led by an intersectional group of people who self-identify as LGBTQIA+ the project sets out to interrogate language, histories, and narratives within the Whitworth's practice and collections. More specifically, the project and exhibition seek to redress historic omissions that have existed as a result of heteronormative museum practice.'

The Whitworth Art Gallery hosted a free, drop-in event entitled 'A Moveable Feast?' where artist Jez Dolan worked alongside 'Sober Gay Socials members to explore alternative, queer sober social provision for LGBTQ+ people in recovery from substance use'. This was as part of 'Recoverist Month' which 'aims to establish itself as a yearly flagship cultural event for recovery communities, as a parallel to Black History Month and Pride.'

The Whitworth hosted a book launch and in conversation event on 27th July 2023 with Daniel Fountain for the launch of 'Crafted with Pride' which 'explores queer craft and the materials of LGBTQ+ activism in Britain since the 1980s'. This event was free and open to the public which helped to illuminate queer history.

During August, the Manchester Museum held free 'Pride Tours' which 'presented [the museum's collections] through stories of gender, sexuality, identity and community' The Museum also has fundraising stations in the shop and staff room for the National Aids Trust.

In August 2023 the Museum also held a film screening of Joyland "Saim Sadiq's film explores the unsettled social and sexual identities of a widower and his children with delicacy and tenderness."

## Part 2 (Sector Engagement)

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## Part 2: Sector engagement

This part examines how the organisation promotes LGBTQ+ equality to other organisations in its sector.

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## Question 8.4

In the past year, have you or your LGBTQ+ employee network group promoted LGBTQ+ equality in your sector?

2 points

▼ What we're looking for:

- Collaboratively organising external LGBTQ+ activity or activities with other organisations or their LGBTQ+ employee network groups in your sector, in the last year.

Yes

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**Describe your sectoral LGBTQ+ equality work, and when it happened.**

▼ Evidence for this question could look like:

- Describe sectoral initiatives to support or progress LGBTQ+ equality.
- Tell us what triggered the partnership.
- Say who from your organisation took part, and which organisation you partnered with.
- Explain what you did and how you coordinated work between your organisations.
- Describe the outcomes of the partnership.

*Maximum of 500 words.*

Sept 2023: Manchester Museum supported the Queer Roots Collective's Alternative Pride at Platt Fields Market Garden. Museum staff presented a talk to about 50 people about his lived experiences of being LGBTQ+ in STEM, as well as showcasing our work and collections.

February 2023: Manchester Museum Belonging Gallery opened to the public, this gallery draws upon collections and multiple cultural perspectives to reflect on how we come to know what belonging means for ourselves, other people, species and places. Several artists were chosen to craft their own queer stories of belonging, including the first display you encounter on the museums Galleries featuring artwork by Edher Numbi whose ambition is to "imagine a future where BIPOC and LGBTQ+ stories are fully part of the narrative of humanity. A past and present beyond taboos & erasure"

August 2023: [redacted], Person 16, attended the Stonewall workplace Conference and ran a workshop on intersectionality.

The Oglesby Cancer Research Centre hosted The Prostate Gap by Ian Smith, a free exhibition exploring prostate cancer in under-represented communities in our society. Expressing the experiences of seven individuals, the exhibition spotlights a selection of prostate cancer patients from the Black and LGBTQIA+ communities who have courageously shared their narratives around the barriers and cultural obstacles they experience throughout their prostate cancer journey.

January 2023: our Social Responsibility Newsletter (distributed to an external audience) showcased LGBT+ History month and included links for people to book onto any free activities and events we were running.

March 2023: students devised and hosted an open charity event entitled 'Queering Mumbai' - A student-led exploration into Mumbai's LGBTQ+ community.

April 2023: a new podcast was launched: 'Screening access challenges with Dr Jen Davies-Oliveira and Stewart O'Callaghan: How to improve cancer screening uptake in the LGBTQIA+ community and other marginalised groups'. This is freely available on all podcast platforms (i.e. Spotify, Apple).

August 2023: We collaborated with five other local Universities for Manchester Pride. Marching under the banner of 'trans and non-binary lives matter' we were able to promote a message of inclusivity for LGBT+ people (whether they be existing or prospective staff and students).

Oct 2022: communication about collaborative work with Institute of Physics for LGBT in STEM Day.

[redacted] is a collaboration bringing together University of Manchester [redacted] Person 13 and staff at [redacted], led by Person 14, [redacted].

The collaboration sees staff from [redacted] joining Person 13 and colleagues for a series of research secondments to allow the exchange of expertise between teams. The aim is to better understand the support services available to LGBT+ people of colour and to build capacity among community organisations for research activities.

This collaboration is funded by the UoM School of Sciences Community – the Partnership ran until summer 2023.

All of the above areas are part of The University of Manchester – by showing individual contributions, we can demonstrate good practice and engagement happens within many different areas of our organisation and not just centrally.

## Part 3 (Service Delivery)

### Part 3: Sector delivery

This part examines how the organisation ensures it meets the needs of its service users or customers.

**Upload documents, reports and policies relevant to your LGBTQ+ customers or service user here.**

Relevant documents include:

- Service user journey analysis.
- How you monitor your LGBTQ+ service users.
- Analysis of uptake of your service by LGBTQ+ customers or service users.
- Analysis of satisfaction by LGBTQ+ customers or service users.
- Feedback or complaints process.
- Analysis of feedback or complaints process.
- How your systems allow non-binary service users to enter their data accurately.
- Consultations on service or product design
- Training specific to meeting LGBTQ-service user or customer needs.
- Policies on biphobic, homophobic and transphobic behaviour involving service users or customers.
- Communications about your services being LGBTQ-inclusive.

You have the option of adding a description, you can use this to make sure our markers understand what this is.

Give your files clear names so that you can refer back to them in later questions.

[8.9 ACCESS 4 LGBTQIA event - Manchester Cancer Research Centre.pdf](#)

Cervical screening for LGBT+ people

**Filename:** 8.9 ACCESS 4 LGBTQIA event - Manchester Cancer Research Centre.pdf **Size:** 5.9 MB

[8.9 Hetero- and cisnormativity-UK pharmacy education as a queer opponent - PubMed.pdf](#)

Hetero- and cisnormativity-UK pharmacy education as a queer opponent

**Filename:** 8.9 Hetero- and cisnormativity-UK pharmacy education as a queer opponent - PubMed.pdf **Size:** 101.4 kB [8.12 Student support and LGBTQ.pdf](#)

Public facing pages showing our student support and LGBTQ+ support - also part of our online prospectus

**Filename:** 8.12 Student support and LGBTQ.pdf **Size:** 3.3 MB

[8.12 Social Responsibility \\_ Beth Barnes promoting inclusivity with Alternative Football League.pdf](#)

Public article about nonbinary football team in our Making a Difference Awards

**Filename:** 8.12 Social Responsibility \_ Beth Barnes promoting inclusivity with Alternative Football League.pdf **Size:** 497.6 kB

[8.11 Bullying and Harassment.pdf](#) main page on MY Manchester directing people to

support including RS

**Filename:** 8.11 Bullying and Harassment.pdf **Size:** 301.1 kB

[8.11 DAWS Policy.pdf](#)

Dignity at Work and Study Policy - accessible to all

**Filename:** 8.11 DAWS Policy.pdf **Size:** 185.1 kB

[8.6 Student Diversity Profile.pdf](#)

Profile of students in EDI Strategy

**Filename:** 8.6 Student Diversity Profile.pdf **Size:** 159.3 kB

[8.7 DAWS reports SO and Trans.pdf](#) summary of reports received to our Report & support platform

from LGBT+ students

**Filename:** 8.7 DAWS reports SO and Trans.pdf **Size:** 163.8 kB

[8.9 ResLife examples.pdf](#)

Summary of activities in the ResLife Unit for students in University accommodation.

**Filename:** 8.9 ResLife examples.pdf **Size:** 9.6 MB

[8.9 SU Trans Policy proposal.pdf](#)

Students Union Trans inclusion proposals

**Filename:** 8.9 SU Trans Policy proposal.pdf **Size:** 597.7 kB

[8.9 The Prostate Gap photography exhibition - Manchester Cancer Research Centre.pdf](#)

Prostate gap Exhibition

**Filename:** 8.9 The Prostate Gap photography exhibition - Manchester Cancer Research Centre.pdf **Size:** 2.1 MB

[8.9 UMSU Equality Diversity and Inclusion Report 2022.pdf](#)

UMSU Equality Diversity and Inclusion Report 2022

**Filename:** 8.9 UMSU Equality Diversity and Inclusion Report 2022.pdf **Size:** 934.3 kB

[8.9 UMSU Union Assembly Agenda 4.10.2023.pdf](#)

UMSU Union Assembly Agenda 4.10.2023 where trans policy was proposed and passed

**Filename:** 8.9 UMSU Union Assembly Agenda 4.10.2023.pdf **Size:** 2.0 MB

[8.8 gendermarkers and pronouns.pdf](#) guidance on updating

pronouns for students and staff

**Filename:** 8.8 gendermarkers and pronouns.pdf **Size:** 433.3 kB

[8.12 Safe Space \(The University of Manchester\).pdf](#)

Page showing explicit communications about the service being a safe space and why this is important.

**Filename:** 8.12 Safe Space (The University of Manchester).pdf **Size:** 171.1 kB

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## Question 8.5

In the past year, have you formally reviewed service user journeys to identify and remove barriers to LGBTQ+ people accessing your products or services?

**2 points**

▼ What we're looking for:

- A review, with clear aims and objectives, of service user journeys that includes analysis of touch points between the service and service users, and analysis of LGBTQ+ people's needs and barriers to access.

Yes

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**Describe your customer service journey analysis.**

▼ Evidence for this question could look like:

- Describe the service user mapping.
- Reference any [files you uploaded above](#) showing the service user mapping process.
- Tell us about what you identified in the mapping process regarding touch points between you and your LGBTQ+ service users.
- Explain what needs you identified of LGBTQ+ service users.
- Say when you performed the analysis.
- Describe the outcome of the review, including (if you're able to) any actions that you took.

*Maximum of 1000 words.*

A: In October, the pilot of a new training programme entitled 'Healthy Boundaries in the Workplace' was launched which is run by an LGBTQ+ positive, trauma informed educator and was sent out via the LGBTQ+ Staff Network. The training aims to empower people from the University to be able to access and express their boundaries within a workplace setting, it explores themes of power and oppression and specifically refers to why people with protected characteristics may find it harder to access and express boundaries.

B: At the start of 2023 a project focussing on the accessibility and inclusivity of our support services, especially the Counselling and Mental Health Service commenced. In addition to a number of interviews with service users, conducting a series of interviews with members of groups that are of special interest were conducted and covered:  
Male students, Black students, Asian students, LGBTQ+ students, Disabled students.

Male, Black, and Asian students were of special interest from an access point of view because we know them to underutilise support services and hold more negative attitudes towards them. LGBTQ+ and disabled students are of special interest because they are affected by mental health issues at significantly higher rates. The principal aim of the focus groups was to identify students' needs with regards to support services as well as obstacles that may prevent them from utilising them.

C: In August 2023 the Students' Union identified a gap in the provision of support for students, particularly for trans

and gender diverse students. Through research and speaking with trans students they presented a proposal which aimed to introduce an experimental offer of support, which attempts to consider the whole-student experience of this community of students.

In this 9 point proposal one of the topics was establishing a 'gender expression fund'. Barriers in accessing hardship funds were identified as part of this and how this group of students had different more specific needs when it came to accessing help. Through discussions with equality leads and LGBT specialists, this fund has been established and was launched in November 2023.

D: In November 2022-March 2023, 25 focus groups were conducted by the EDI team with 112 total participants. Most sessions comprised staff or students with shared protected characteristics (race, gender, disability, sexual orientation), including sessions with LGB staff and trans and non-binary staff. Others were open to everyone, facilitating intersectional insights. Equality Impact Assessments (EIA) ensured accessibility and safety. Students were remunerated for their time. Focus groups covered consistent themes of recruitment, retention, development, progression, and organisational culture to enable intersectional analysis. This feedback has been used to inform chartermark actions (including Stonewall) and look at other ways to improve student experience (see next example)

E: For a number of years we have received feedback from several students (either on an individual basis or collectively through the Students' Union/LGBTQ+ society) that we were not assisting enough where students were exploring their identity and notably their name as part of that. We had very clear processes in place where a student had legally changed their name [which worked fine] but where the student had, for example, a "preferred name" that they wanted to be used across the University in place of their legal name, we struggled to handle that to the extent the student wanted (e.g. across all the University's main IT systems). Having received an increasing amount of feedback over the last 12 months or so, we looked to identify exactly what the students wanted/needed and how we could deliver this. This took some changes on our part (including the need for some legal guidance) but we now have a better process in place which has supported a number of students already (notably at the start of the new academic year). Most of the students going through that process have been asked for feedback on it and have generally commented that all has been fine (and/or offered thanks). We have picked up a few comments notably around the change of email address (where we could potentially reduce the number of steps in the process – although many have found it to be fine) and are looking to address that in our next phase of work. We have assisted over 20 students in the calendar year so far (and over 15 since the start of September).

F: The University has applied to be part of the Student Minds initiative 'University Mental health charter'. This decision was arrived at after looking at our mental health provision – within this decision, LGBT+ inclusivity was fully considered. The charter looks at 17 themes (with inclusivity and intersectional health as an enabling theme) across 4 domains. The working group includes an EDI team member and LGBT+ representation, ensuring LGBT+ inclusivity is considered and evidenced. This also helps identify any future actions consideration. A panel interviewed members of the submission team in November and specific questions were asked about trans students and the overall support provision for LGBTQ+ members of the University. Results and any actions are due early 2024

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# Question 8.6

Do you collect LGBTQ+ monitoring information on service users or customers?

1.5 points per subquestion

▼ What we're looking for:

- Data collection and analysis (where sample sizes permit), using good quality LGBTQ+ identity questions, of the rates at which LGBTQ+ people access your services, and their satisfaction in comparison to nonLGBTQ+ service users, which was done in the last three years.

▼ Evidence for this question could look like:

- Include the questions you ask your service users or customers about their LGBTQ+ identities (sexual orientation, gender and trans status) and the options you give them to respond. You can either [upload screenshots above](#) or copy and paste the questions you ask and responses you offer.
- Describe or [upload an analysis](#) of your service user or customer base based on LGBTQ+ characteristics. If possible, show
- analysis of how service user/customer engagement with you compares to what you would expect.
- Tell us about an analysis of customer satisfaction by LGBTQ+ characteristics.
- If possible, include analysis of satisfaction rates comparing people who have LGBTQ+ characteristics with people who do not.
- It is important you do not share data with us that could identify individual LGBTQ+ service users. Check our guidelines in section six if you are unsure.

Maximum of 1000 words.

		Description of your process
A. Yes, assessing whether LGBTQ+ people are accessing your services	✓	<p>Sexual orientation and gender identity data is received from new students' UCAS application forms every year. After that, all students are asked for sexual orientation and gender identity information at the point of registration with the University. This data is used for analysis and statistical returns.</p> <p>We ask:</p>

How Do you Think of Yourself:

- Bisexual
- Gay Man
- Gay Woman/Lesbian
- In another Way
- Prefer not to say


Is your gender the same as the sex you were assigned at birth yes/no/prefer not to say

Our counselling service collects the following information:

- Male
- Female
- Trans male
- Trans female
- Gender Queer
- Not Specified
- Prefer not to say

This can then be used to ascertain who is accessing their services and is reviewed regularly.

A student diversity profile is included in our EDI strategy (in evidence)

<p>B. Yes, assessing the satisfaction of your LGBTQ+ service users in comparison to other groups</p>		<p>The Faculty of Science and Engineering ran a survey in 2022 looking at the student journey when it comes to undertaking placements off campus for study-related travel and have been working with The Proud Trust to gather feedback in focus groups from our students as well as us having surveyed all of our students about their thoughts, feelings and experiences.</p> <p>This survey collected data on whether people identified as LGBTQ+ and the results are being</p> <p>used to inform new guidance which will be disseminated throughout the Faculty to staff and students who arrange travel, and we hope to share it as best practice to be taken up by other areas of the University.</p> <p>The Careers Service also collects data on the sexual orientation of participants in its internal internship scheme. Approximately 16% of participants identify as LGB which is a greater proportion than in the Student body as a whole.</p>
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## Question 8.7

Do you monitor feedback and complaints on LGBTQ-inclusivity made by service users? **2 points**

▼ What we're looking for:

- A feedback or complaints process, which is communicated to service users.
- Processing of feedback or complaints which identifies when they are about LGBTQ-inclusivity.
- Analysis of feedback or complaints, in the last year, which identifies the volume of feedback of complaints.
- Either actions taken in the last year or a process that lays out how action can be taken.

Yes

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**Describe the your feedback or complaints process.**

▼ Evidence for this question could look like:

- Describe your feedback or complaint process.
- If you have [uploaded files](#) showing analysis of your process, make clear reference to them.
- State the touchpoints where you prompt a service user or customer to feed back, or how service users can feed back proactively.
- Explain how you identify which feedback relates to LGBTQ+ inclusivity.
- Explain how you analyse feedback to identify trends.
- If you are able to, give an example of a piece of feedback that led to actions.
- Describe how feedback would lead to actions being taken.

*Maximum of 500 words.*

This is done mainly via the Report and Support System: <https://www.reportandsupport.manchester.ac.uk/>

Staff and students can report any type of harassment, bullying or discrimination (anonymously or to receive support). The system can also be used to make an initial complaint and then be signposted to the appropriate support service.

The service is specifically advertised as being LGBTQ inclusive and is an appropriate place to report issues relating to sexual orientation and gender identity.

If a student makes a report and requests support, then they are connected with a dedicated Student Advice and Response member who listens to their concerns and discusses options open to them. Progress is recorded within the system until the report is closed.

If a report is made anonymously, the details are studied and appropriate action taken where possible – this could mean extra relevant communication; specific training for staff around LGBT+ awareness; Looking at inclusive language

This is communicated to all staff and students via StaffNet and My Manchester (also on Social Responsibility and Student Union websites). It is also communicated at Welcome Week and throughout the year i.e. during anti bullying week in November 2023; reminders at seminars; handbooks, pull up banners. The information is always available and students can contact EDI or A&R for more detailed information.

The Report and Support platform is a standalone confidential system which allows us to pull off various reports for

a specified period, department, equality group, staff/student status etc.

Complaints made via Report and Support systematically monitor LGBT-related complaints from service users/customers - including anonymous reports. Both named and anonymous reports are used to identify trends and inform strategic action. Our quarterly reports analyse complaints and we can pick up any related to LGBT+ issues (in evidence.)

A resulting action here has been an increase in the number of Advice and Response and Counselling service staff employed by the University

We communicate this info to Faculties via their EDI Partner at regular meetings (using the quarterly data) along with associated suggested actions/further investigations and training. This standardisation of reporting ensures everyone has the same information.

It is also a way to ensure issues around homophobia/biphobia and transphobia are acknowledged and included in the annual EDI action plan for each Faculty. This could mean a separate action on awareness raising; focus groups looking at why this is taking place; analysing patterns and coming up with actions. The progress of these actions is measured part way through the year and at the end of the year.

There are other routes such as via the Head of Course or School admin office – these people would normally support the student in raising their issue through Report and Support, so everything is captured. Recently a trans student had raised an issue around dead naming – this has led to improvements in communication about this practice, how it is illegal and the damage it causes individuals. It will also contribute to a wider piece of work around name changes for students.

## Question 8.8

**Do you offer non-binary gender markers on any service user-facing systems which ask about gender? 3 points**

▼ What we're looking for:

- Where any of your systems ask for gender markers (including titles), where legally possible, that all questions permit at least one widely relevant option for non-binary users.
- Evidence that your response has considered all systems and all fields that include gender markers.
- Illustration of the questions you ask and valid responses and, where applicable, the legal barriers to making them non-gendered or allowing non-binary gender markers.

Yes

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**Describe how non-binary identities are recognised on systems (max. 500 words).**

▼ Evidence for this question could look like:

- Describe how you collect gender marker information from service users.
- Either state what questions you ask, and what options are available, or make reference to [a screenshot uploaded above](#) showing the options on your systems.
- Explain how you've analysed all relevant data collection points and ensure that all offer non-binary service users relevant options.
- Where you aren't able to ask for responses relevant to non-binary users for legal reasons, describe what advice you've had.

*Maximum of 500 words.*

The title Mx has been included as part of our staff and student recruitment process for many years now. It is on all forms and systems from application through to joining the University so there should never be a need for a person to contact a particular team about this.

Mx is also included on all internal forms as far as is practicable and if a form is discovered without this, then the ED&I team are informed so this can be corrected with an explanation of the title and reasons for including this. Gender markers are not printed on our staff or student cards, but people can include this on their e-mail signature and select their own gender marker.

We offer the option for people to include a pronoun on their e-mail signature and video call screens and have communicated why we do this. <https://www.staffnet.manchester.ac.uk/equality-and-diversity/policies-and-guidance/pronouns/> We also include the different pronouns that people may choose from, so there is no confusion.

This also includes a guide on how to add pronouns to Teams and Zoom screens.

Communications around this also include a link to definitions to give further information for anyone needing to access the information <https://www.staffnet.manchester.ac.uk/equality-and-diversity/equality/equality-groups/genderreassignment/definitions/>

And via: <https://www.studentsupport.manchester.ac.uk/taking-care/imworriedabout/settlingin/lgbtq-students/>

Staff and students are also encouraged to include their gender marker and pronouns on the reverse of their card holder so this can be easily flipped over to show people, or display at meetings etc

We also have pronoun stickers and badges available for lanyards. these include the more common pronouns, but also she/they, he/they and blank ones for self-completion.

Blackboard is in the process of being upgraded to include an improved user profile tool which has built in fields for both specifying pronouns of choice and recording name pronunciation. This will ensure that pronouns are visible to all lecturers during lessons and will work to reduce instances of misgendering.

## Question 8.9

**Have you consulted LGBTQ+ service users in the past year to tailor services or products to their needs? 2 points**

▼ What we're looking for:

- A consultation involving prospective or current LGBTQ+ service users in reviewing or designing services and products.
- Evidence that people were included who have all LGBTQ+ identities, of relevance to the aims and objectives of the consultation.
- Evidence that this consultation led to improvements in services and products, for LGBTQ+ people.

Yes

**Describe the consultation process and outcomes.**

▼ Evidence for this question could look like:

- Describe a consultation with LGBTQ+ service users, or prospective service users.
- Make reference to any consultation documents or strategies derived from the consultation which you [uploaded above](#).
- State what triggered the consultation.
- Describe who was involved from your organisation.
- Explain how you identified consultees.
- Show us an outcome of the consultation.

*Maximum of 1000 words.*

Improvements to the way that student name changes are managed with the Faculty of Humanities: Collaborating with the Directorate for the Student Experience and Directorate for Equality, Diversity and Inclusion, they are refining our protocols around student name changes and have made improvements to this following student feedback. This feedback was gathered through student contact, Report and Support and focus groups run as part of a wider initiative. The SU also offered feedback and this can

be seen in evidence piece 8 (Union Assembly Agenda) where trans issues are tabled. The policy was passed with a 70% majority, with 2,202 students voting. The new approach was in place for the start of the academic year and a number of new students took up the opportunity for their name to appear as they wanted it. This is especially geared to support LGBTQ+ students exploring their identity.

The Students' Union Assembly held a vote on the Students' Union specific Trans Inclusion Policy (please note that the wider University already has a Trans Inclusion Policy). The proposed policy was explained for all students to understand and comment on. This was passed and will be actioned in the coming months. One outcome from this has been the establishment of a gender expression fund which allows trans students to apply for funds to purchase items such as make up, binders etc.

In the UMSU Equality and diversity report (2022), Students reported facing difficulties when accessing advice from university in regards to LGBTQ+ specific organisations. As a result, UMSU has partnered with the LGBT Foundation for a monthly drop in that allows LGBTQ+ students to receive tailored support (specifically for sexual violence). Our Residences Team have made a number of changes to ensure LGBTQ+ students feel included. These include:

- Use of pronouns within the reslife team – e.g on email signatures and during meetings

- Significant proportion of the team have attended specific trans awareness training within the wider university- Collaborative working with Advice and Response who would support and investigate any reports of LGBTQ+ discrimination/hate crimes – we meet with them weekly and they also deliver training to our staff. If reports are received to ourselves we would follow up with them appropriately and signpost to relevant services
  - They promote a wide range of events such as Pride month – every year they have team members from ResLife marching at the Manchester Pride Parade
  - Reslife Events – hosted LGBTQ+ friendly events such as ; Queer Movie Nights throughout the year, and LGBTQ History Month Photography Competition
- Evidence of these activities are included.

Our Faculty of Biology, Medicine and Health have undertaken the following over the past year, involving consultation from LGBT+ Service Users:

Research on LGBTQIA+ Cervical Screening: Conducted research on improving cervical screening uptake in the LGBTQIA+ community, disseminated through public events and the media -  
(<https://www.mcrc.manchester.ac.uk/aces-alternative-cervical-screening-acceptability-of-a-urine-self-test-for-cervicalscreening-in-the-lgbtq-population/> )

Prostate Cancer Photography Exhibition for Under-represented Groups: Showcased a photography exhibition to highlight prostate cancer experiences in LGBTQIA+ and other marginalized communities. <https://www.mcrc.manchester.ac.uk/the-prostate-gap-photography-exhibition/>

Publication on Heteronormativity in UK Pharmacy Education: Published research challenging hetero/cisnormativity in UK pharmacy education and advocating for inclusive practices. - Hetero- and cisnormativity pharmacy education as a queer opponent.

Queer Medics of Manchester Society: "Founded the Queer Medics of Manchester Society to foster a supportive and inclusive environment for LGBTQ+ students in FBMH."

The Manchester Museum conduct surveys with their visitors including the questions “how would you describe your sexual orientation?” with the options of Bisexual, Gay Man, Gay Woman/Lesbian, Heterosexual, Queer, not known,

prefer not to say, prefer to self describe. This aligns with the good practice guidance on monitoring sex and gender published by the LGBT Foundation and NHS England, If we're Not Counted, we Don't Count [LGBT FOUNDATION]

## Question 8.10

**What percentage of frontline employees have been trained on the needs of LGBTQ+ service users or customers?**

*Up to 4 points*

▼ What we're looking for:

- Training for frontline employees with the widest possible reach, which is specific to the services they provide. Content that
- includes practical steps frontline employees can take to eliminate anti-LGBTQ+ discrimination and ensure LGBTQ+ service user needs are met.
- Content that explicitly covers lesbian, gay, bi and trans (including non-binary) identities.

A. 76 - 100 percent

**Share your training, and how many of your staff have completed it.**

▼ Evidence for this question could look like:

- Slides from a customer service training session, a recording of a customer service training session, an employee/customer service handbook, or a customer service policy or guidance.
- If the training is embedded in wider content, give us slide numbers, page numbers, section titles or timestamps, so we know which bits to review.
- An explanation of how you estimate your employee completion rate, and any references to [any files you've uploaded](#) which illustrate that.

*Maximum of 1000 words.*

The University of Manchester has around 12,000 members of staff and, as Diversity in the Workplace training is mandatory for any new starters and must be retaken every 3 years, this ensures that there are high completion rates within our staff community. The Diversity in the Workplace training is also part of probation conditions for staff which further ensures high completion rates. This training is also offered to the wider university. This training has a focus on LGBT+ issues which can be applied equally to both staff and students. Our student facing module 'Diversity at Study' allows students to gain a greater understanding on the topic and staff can also undertake this as a way of demonstrating they understand more issues from an LGBTQ+ perspective.

Figures are produced on a monthly basis which allow us to track and monitor the progress of completion rates. People and Organisational Development send a list of new starters and leavers every month. We use this list to add or delete staff members from our records to ensure the integrity of our data. The aforementioned reports also have the capability to inform us who requires a refresher of the module.

Reports can be produced at faculty and departmental level which is useful for informing specific targets in relation to the Chartermarks such as Athena Swan, Disability Confident and the Race Equality Charter.

Further to this, staff with recruitment responsibilities are required to complete the Diversity in the Workplace module along with the Unconscious Bias Training which further support the high completion rates.

The evidence shows the slides which are also included in 2.2 as all staff will undertake the same training.

In addition to this, 73% of frontline Manchester Museum staff (Including Retail and Visitor Team) have been trained on the needs of LGBTQ+ service users.

All DASS staff have undertaken LGBT+ Allies training in March 2023.

All coms staff in FSE have had LGBT+ inclusivity training.

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## Question 8.11

**Do you have a public-facing policy that bans biphobic, homophobic and transphobic discrimination in your services and outlets?**

**2 points**

▼ What we're looking for:

- A public easily accessible policy that clearly states that you will not tolerate biphobic, homophobic or transphobic discrimination, bullying or harassment.
- A policy that covers incidents towards service users from employees, towards employees from service users, and between service users.
- Clear information about how to report an incident and how complaints are handled.

Yes

**Describe where this policy is published and how it is made available to service users (max. 500 words).**

▼ Evidence for this question could look like:

- A policy document (copy-and-paste relevant sections or [upload above](#)), or a screenshot of a website page.
  - Let us know how service users would find it on your website.
  - If the policy document is part of a wider document, tell us page numbers or section headings, so we know what to look for.
- Make sure to highlight all the relevant components.

*Maximum of 500 words.*

This is included as part of our Dignity at work and Study Policy which is accessible by staff, students and all external people to the University.

It can be accessed in a number of ways:

Via Report and Support (<https://www.reportandsupport.manchester.ac.uk/>)

Via MyManchester (<https://www.studentsupport.manchester.ac.uk/takingcare/imworriedabout/bullying&harassment/>)

Via StaffNet (<https://www.staffnet.manchester.ac.uk/equality-and-diversity/bhd/report-it/>) - so staff can signpost students

Via Social Responsibility (<http://www.socialresponsibility.manchester.ac.uk/strategic-priorities/responsibleprocesses/speak-up-stand-up/>)

Via our main student support pages (<https://www.manchester.ac.uk/study/experience/student-support/>)

It is also included in the online prospectus for everyone to access

All of these are accessible to staff, students and non-University members. Each of these routes gives explicit links to our policy and within this we can read in the policy where relevant areas have been highlighted.

We state: 'At The University of Manchester, we believe that bullying, harassment, and discrimination is never ok.

No-one on our campus or in our surrounding communities should be treated badly.' and specifically for LGBT+:

Unacceptable behaviour is defined as:

racist, sexist, homophobic, biphobic, transphobic or ageist jokes, or derogatory or stereotypical remarks about a particular ethnic or religious group, nationality or gender

outing or threatening to out someone as gay, lesbian, bisexual or trans; or ignoring or shunning someone, for example, by deliberately excluding them from a conversation or a workplace social activity

refusing to use the correct name or gender for a trans person or deadnaming someone

Linked to the policy is our Speak Up Stand Up campaign and this is accessible by the public as well as staff and students via the same links as above.

Students are introduced to Report and Support when they join the University through many communications and it has a permanent place under the 'My Wellbeing' tab on the front page of MyManchester – this means it is always visible and accessible throughout their whole time here.

Furthermore it can be accessed via the Student Union Portal.

We know these routes are effective and used as already for the new intake in 2023 we have had 100+ interactions from students and several from parents or the general public.

There is also a link to how we value diversity on our main Student Life page

The evidence shows all of these routes plus a summary of Report and Support usage

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## Question 8.12

In the past year, have you communicated or promoted your services or products as being LGBTQ-inclusive? *2 points*

▼ What we're looking for:

- A public and accessible statement or advertising which states the provision of or ambition to provide LGBTQinclusive products or services, published in the last year.

Yes

**Describe the reach of the communication (max. 500 words).**

**Please include specific dates or time periods.**

▼ Evidence for this question could look like:

- A screenshot of a website page, a photo of an advertisement, or a video advertisement, [uploaded above](#). Include the date
- that the content was first published, and if it's an on-going resource (such as an advertising campaign), when it finished or if it's on-going.

*Maximum of 500 words.*

Our main 'study here pages' have an explicit link to LGBTQ+ students support so prospective and current students know we are fully inclusive. This is available for all to see on our main pages under 'The Manchester Experience'.

Further inclusivity is communicated via and embedded into the online prospectus pages.

The Disability Advisory and Support Service (DASS) website clearly states that 'DASS provides equity of services to everyone, regardless of people's age, disability, gender, gender identity, race, religion or belief or sexual orientation'.

The DASS/UMAC website links through to information from the Counselling and Mental Health Services (<https://www.counsellingservice.manchester.ac.uk/safespace/>). This has been part of a deliberate plan to mean their website gives a strong message of inclusivity and they have designed their 'safe space for all' flag (colours indicating safe space for LGBTQ+, ethnic minority and red umbrella indicating we are a safe space for people doing sex work). An image of this page is included in the attached documents. Alongside this symbol they state that they are 'a safe and non-judgemental environment for all' which we hope offers a very clear statement to all minority or marginalised groups.

Person 17' Recognition for Inclusive Football League: Person 17, a [redacted] was honoured for founding the Alternative Football League, an inclusive sports initiative for women, non-binary, and transgender individuals. This was communicated via our Social Responsibility Pages after the Making a Difference Awards in May 2023. The piece has a permanent archive on their pages.

## **Additional awards**

**Incomplete**

## **Additional awards**

The following awards will be given to outstanding individuals and network groups who have contributed significantly to LGBTQ+ equality, both within their workplace and the wider community.

The nominations are longlisted by Stonewall's Workplace team and then shortlisted and awarded by an internal Stonewall panel. Award winners are profiled in Stonewall's Top 100 Employers publications.

Individuals and network groups can still receive an award even if their organisation doesn't achieve a Top 100 ranking or Gold/Silver/Bronze Employer award.

## 1. Changemaker of the Year

This year we will be celebrating a group of Changemakers of the Year. We want to hear about individuals who have gone above and beyond to create workplaces and communities where every LGBTQ+ person can reach their potential.

This award is open to LGBTQ+ and non-LGBTQ+ individuals.

Your nomination could be:

- An LGBTQ+ network chair who's championed inclusivity in the network and organised a series of events about being an LGBTQ+ person of faith.
- A gay network member who's developed and delivered training on how to be a bi ally.
- A non-LGBTQ+ ally who has proactively embedded trans inclusion in the service they manage.
- A non-binary senior champion who's supported the growth of the network group and shared their experiences at events.

If you would like to nominate an individual for a Changemaker award, please tell us about the great work they've done over the past year. You can complete up to three nominations below. You should tell us how the individual has contributed significantly to LGBTQ+ equality in your workplace and/or the wider community.

**It is your responsibility to ensure you have the explicit permission of the individual to share any personal information with Stonewall.**

If one of your nominees is chosen by our awards panel, we will work with them to explore their identity and achievements fully for their public profile. None of the nomination information will not be published without their consent.

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### Changemaker nomination 1 (max. 600 words)

(No response)

**Changemaker nomination 2 (max. 600 words)**

(No response)

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**Changemaker nomination 3 (max. 600 words)**

(No response)

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**2. Network Group of the Year**

Our second award will be for the Network Group of the Year. We want to hear about network groups that have:

- Held innovative awareness-raising events
- Worked to make their activities inclusive of and accessible to all LGBTQ+ colleagues
- Supported the organisation to go further on its LGBTQ+ inclusion journey

If you would like to nominate your network group for this award, please tell us about the great work they've done over the past year.

Please reference work which may have already been documented in the LGBT Employee Network Group section.

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**Network Group nomination (max. 1000 words)**

(No response)