



Awards 2024

Outstanding Contribution to Equality, Diversity and Inclusion

Institution Name	Kingston University
Submission title or project name	And who is my neighbour? Supporting forced migrants, whose pathway to or through university has been delayed or interrupted, into UK higher education, through a collaboration between a university and local government
Nominee / key personnel	Gabrielle Smallbone, Leader for English, Kingston Language School
URL	https://www.kingston.ac.uk/news/article/2845/10-jul-2023-kingston-university-pilots-new-initiative-to-support-ukrainian-refugees-to-develop-academic-and-professional-level-english/
Submission	This partnership between a university and its local authority has delivered a fully monitored, year-long, practice-as-research programme, offering access for forced migrants whose university access was interrupted to existing specialist language training, with close monitoring of outcomes throughout. The collaboration, through a joint-funding agreement, offered forced migrants academic continuity in a stable and welcoming environment, and so both significantly enriched the academic community they joined, and developed their own sense of settlement in a new location. The project has impacted positively on the learning experience of Kingston's existing students, promoting inclusion, institutional pride and involvement among students/staff across both institutions. Long term, this initiative is a model for practical implementation elsewhere, a demonstration of policy through practice, and an initiative that has inspired members of both institutions involved, as well as their wider communities. It offers forced migrants the opportunity they routinely seek: to be useful and positively contributing members of society.



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Institution Name	Queen's University Belfast
Submission title or project name	Inclusive Employment Scheme
Nominee / key personnel	Diversity, Inclusion and Staff Well-being Unit
URL	https://www.qub.ac.uk/
Submission	By helping to solve challenges faced by individuals and communities at local, regional and global levels, Queen's recognises universities are uniquely placed to shape the world in which we live. Queen's Inclusive Employment Scheme demonstrates how we are leading on disability inclusion. It exemplifies innovative and ambitious collaborative thinking and commitment to severing the link between social and financial deprivation due to disability. Leading on disability inclusion, embraced by local disability organisations, in collaboration with the Northern Ireland Union of Supported Employment (NIUSE), this innovative scheme fosters relationships with multiple organisations in the Northern Ireland disability sector. These partnerships and the collaborative approach have been welcomed by the wide range of disability organisations facing immense challenges and financial pressures. Other benefits include staff learning about the challenges and difficulties faced by participants who, through placement opportunities on the scheme, experience newfound confidence, social skills, technical skills, improved self-worth and, above all, hope.



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Institution Name	University of Bradford
Submission title or project name	Liberating Learning using the MaRILU system to promote inclusivity in the Laboratory Learning Environment
Nominee / key personnel	Dr Sobia Kauser; Mr Stuart Walker
URL	
Submission	Inclusivity and accessibility in laboratories should be integrated for all and should form an integral part of laboratory design. Students' lived experience is an essential and valuable resource to enable an inclusive journey. Significant emphasis has been placed on making reasonable adjustments for disabled students in teaching and assessment strategies in non-laboratory settings. Provision of appropriate support in the laboratory environment for disabled/temporarily impaired students has been overlooked across the higher education sector. We have designed and developed a Managing Risk for Impaired Laboratory Users (MaRILU) system; this system facilitates the identification, assessment and accommodation of reasonable adjustments in laboratories. It facilitates co-creation of support systems, enables learners to feel valued as partners in the learning process, increasing their sense of belonging on the course and the university. MaRILU can be a catalyst for change, guiding institutions to provide consistent and equitable support for disabled students in laboratory settings.



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Institution Name	University of Glasgow
Submission title or project name	James McCune Smith Scholarships and Development Programme
Nominee / key personnel	James McCune Smith Scholarships Steering Board
URL	https://www.gla.ac.uk/scholarships/mccune-smith/
Submission	The James McCune Smith (JMS) Scholarships and Development Programme is a pioneering initiative that provides funding and tailored support for black UK doctoral researchers. It is an important part of the University of Glasgow's reparative justice initiatives and has become a high-profile, high-impact flagship programme, underscoring the principles of the University's research strategy where the quality and integrity of the research and the culture in which it is done are paramount. The aim of the programme is to provide scholars with exceptional training in their PhD discipline and with the skills they need to ensure their success during, and beyond, their PhD. Through conferring benefits in terms of networks, placements, mentoring and leadership training, it is life-changing for our scholars. It is also changing the nature of scholarship in the University, extending this to areas that will ensure we remain at the forefront of scholarship and research in the future.



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Institution Name	Imperial College London
Submission title or project name	Imperial As One Media Academy
Nominee / key personnel	Maxine Myers, Internal Communications Manager; Dr Sarah Essilfie-Quaye, Equality, Diversity and Inclusion Research Fellow; Dr Wayne Mitchell, Associate Provost for Equality, Diversity, and Inclusion and Teaching Fellow; Hayley Dunning, Science Communications Lead; Al McCartney, Head of Communications and Engagement
URL	https://www.imperial.ac.uk/equality/staff-networks/imperial-as-one/iao-media-academy/
Submission	Recent reports highlight several challenges facing researchers from under-represented backgrounds, including the lack of representation in the mainstream UK media and the disproportionately low receipt of research funding from awarding bodies. The damaging impact of this is the continued perception that under-represented researchers, particularly black researchers, make little or no contribution to science. To address the challenges of visibility and recognition of the contribution of black and minority ethnic (BME) researchers, the Imperial As One Media Academy has trained researchers and PhD students from BME backgrounds in magnifying the impact of their work through workshops in the media, social media, podcasts, videos, writing, and public affairs and policy. This has increased the diversity of media-trained individuals accessible to journalists when looking for expert commentary.



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Institution Name	University of Reading
Submission title or project name	Advancing EDI at the University of Reading: No one left behind
Nominee / key personnel	Diversity and Inclusion Team
URL	
Submission	The University of Reading is committed to fostering an inclusive environment where everyone is respected. In 2022-23, we launched our Decolonising the Curriculum resource to industry acclaim. We formally became a University of Sanctuary, recognising our dedication to supporting those seeking sanctuary. We earned our Bronze Race Equality Charter Award, reflecting our strategic actions towards race equality. Our Inclusion Consultants scheme helped to establish BAME student networks and helped our curriculum be more inclusive. We launched a new LGBTQIA+ Inclusion Fund to support understanding for our LGBTQIA+ community, while our Technical Services team were first in the UK to receive a Silver Athena Swan award for gender equality. We launched "Look Again", a campaign to improve digital accessibility, while our research in EDI-related areas continued to make significant contributions to society. Together, these initiatives set a benchmark for inclusivity in higher education.