

EDI Training Strategy and Implementation Plan

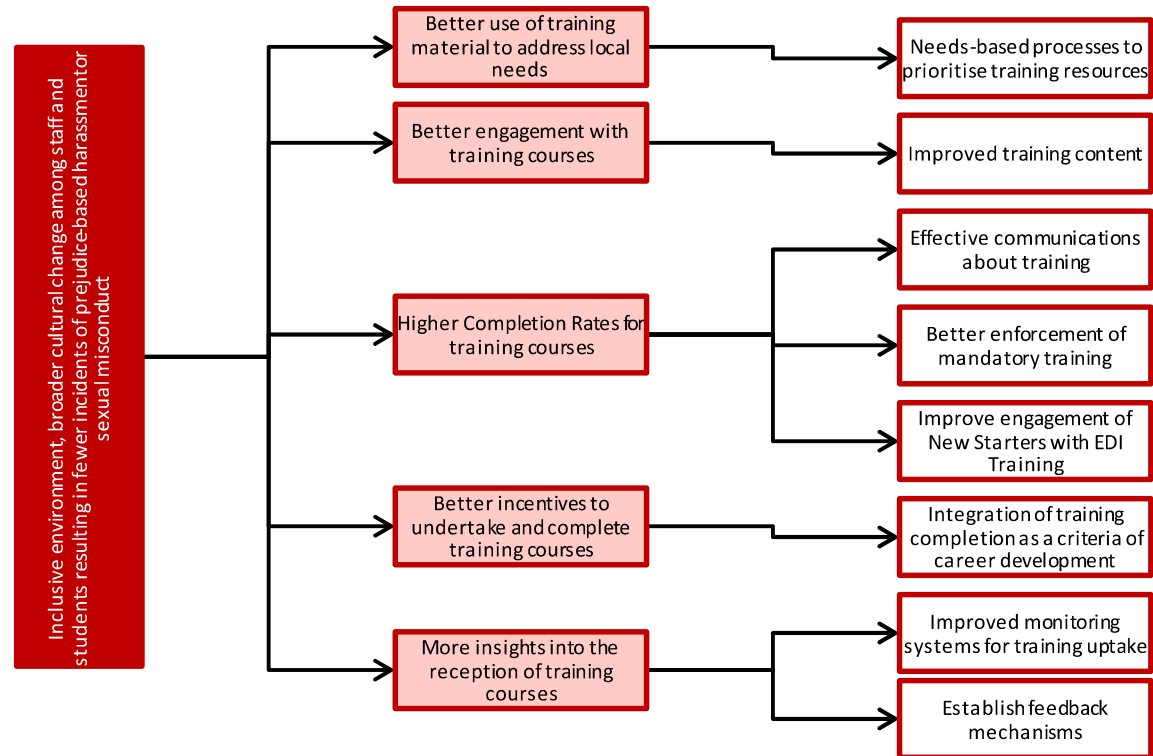
1. Purpose and context

At LSE we aim to cultivate an inclusive, respectful, and equitable academic and professional environment where all individuals, regardless of background, identity, or circumstance, can thrive. This strategy supports LSE's institutional commitment to equity, diversity, and inclusion by embedding EDI principles into training and learning and development opportunities in all parts of the School.

This strategy's purpose is to provide strategic direction for the training offer provided by the EDI Team and to ensure an effective response to requests for training by internal stakeholders, divisions and departments. The EDI Division provides an extensive list of EDI Training courses covering a range of topics (see Annex 1) either in-house, in collaboration with other divisions and departments or through external providers. To ensure that our EDI training offer continues to address key challenges and needs by our students and staff with the most effective approach, this strategy includes:

- A theory of change for implementing EDI training effectively and maximising impact
- Alignment with the EDI strategy and LSE Shaping the World strategy
- Concrete outputs and actions
- An implementation process for bespoke training requests

2. Theory of Change



3. Structures for Implementation & Oversight

While the EDI Division assumes an advisory role on almost all EDI-related training delivered on campus, the division shares ownership of responsibilities related to implementation and oversight with a range of stakeholders. While EDI primarily works with the Organisational Learning Division and Student's Union for delivering and monitoring training for staff and students respectively, the EDI team also engages with staff networks, EDI Representatives, HoDs and Divisional Heads, other HR teams and Internal Communications among others, to consult on all aspects of the implementation process.

The EDI training offer and strategy is supported by and guided by EDI delivery groups and EDI action plans:

- Race Equity Steering Group
- LGBTQ+ Steering Group
- Disability @LSE Working Group
- [Race Equity Action Plan](#)
- LGBTQ+ Action Plan
- [Athena Swan Action Plan](#)

New trainings, unless requested by a specific division or department, usually are advised on by the respective EDI delivery groups. In cases of all School trainings, these would also be signed off by the Inclusion, Management Board.

4. Alignment with the EDI Strategy

EDI Training is meant to serve as an important tool in achieving the objectives laid down in LSE's EDI Strategy 2024-2028. The Training Strategy, thus, aims to guide the processes involved in implementing EDI Training to better achieve the School's broader EDI objectives.

EDI Strategic Objectives	Training Strategy Outcomes	Strategic Alignment
Staff and Student Experience	• Better engagement with training courses	Creating more awareness and sensitivity about the diverse needs of different groups to ensure a better sense of belonging among staff and students
Safeguarding the Community	• Higher Completion Rates for training courses	Ensuring training is undertaken by all to reduce the incidence of prejudice-based harassment or sexual misconduct through improved training content
Embed EDI Values	• Better incentives to undertake and complete training courses	Ensuring training content is relevant and engaging to instil a culture of inclusivity on campus
Advancing equal opportunities	• Better use of training material to address local needs	Ensuring higher uptake of EDI training among staff to enable an inclusive work environment that helps attract and retain diverse talent

Engaging with LSE's communities	More insights into the reception of training courses	Ensuring the processes of creating relevant training modules is created in collaboration with the LSE community through elaborate stakeholder consultation and continuous feedback loops
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5. Implementation – Outcomes, Outputs and Actions

This section delves into the rationale underlying the Outcomes laid down in Diagram 1 and the actions developed in the process to its constituent outputs.

Outcome 1: Better use of training material to address local needs

This outcome aims to ensure that training solutions are developed to address the issues specific to the LSE community as well as individual departments and divisions. Actions under this, thus, involve establishing processes and tools to improve localised training efforts.

Output	Actions	Action Leads	KPIs
1.1. Needs-based processes to prioritise training resources	1.1.1. Establish a process for Departmental or Divisional Heads to request bespoke training	EDI Team	Publish a guidance document for Bespoke Training
	1.1.2. Develop and deliver microsessions - an introduction to existing training courses in bite-sized formats - to relevant departments/divisions/individuals upon request		- Uptake of microsessions - Increase in number of people accessing training courses (<i>Accessed v Total (%)</i>)

Outcome 2: Better Engagement with Training Course

In order to ensure that training courses are not merely a tick boxing exercise but effectively improve awareness among staff and students, it is imperative that training content is relevant and engaging that provides its users with a strong understanding of inclusive practices that can be applied in their day-to-day lives.

Output	Actions	Action Leads	KPIs
2.1. Improved Training Content	2.1.1. Review existing content to: - Ensure relevance of content through regular reviews (needs-based analysis) - Ensure content is interactive and encourages collective responsibility to foster inclusive culture as opposed to only targeting individual behaviour, language, attitudes, etc.	EDI Team, EDI staff networks, SU Officers	- Changing attitudes towards subject matter captured through feedback forms - Increase in completion rates of courses (<i>Completed v Accessed (%)</i>)

			Improved stakeholder satisfaction with training (EDI Staff Networks, HoDs, SU, etc.)
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Outcome 3: Higher Completion Rates for Training Courses

Based on an initial analysis of training data, there is significant gap in the expected and actual numbers of those accessing and completing training courses. Thus, to address this gap, actions focus on improving promotions surrounding training as well as better enforcement of mandatory training.

Output	Actions	Action Leads	KPIs
3.1. Effective Communications about training	3.1.1. Communications: - Targeted/automated reminders - Emphasis on the mandatory nature of training wherever applicable	OL	Increase in number of people accessing training courses (<i>Accessed v Total (%)</i>)
3.2. Better enforcement of mandatory training	3.2.1. Introduce relevant consequences for incomplete mandatory student training	EDI/Departments	Increase in completion rates of mandatory student training
3.3. Improve engagement of New Starters with EDI Training	3.3.1. Include EDI Training courses in the New Starters Checklist	HR	Increase in completion rates among New Starters [<i>Completed v Total (%)</i> under New Starters]
	3.3.2. Include EDI Training in interim reviews at all stages – Month 1, Month 3 and Month 6	HR	

Outcome 4: Better Incentives to undertake and complete training courses

In line with the previous outcome of improving uptake of training, especially for staff training, this outcome focuses specifically on better incentivisation to undertake training. Actions under this, thus, focus on the different ways training uptake can be linked to career development.

Output	Actions	Action Leads	KPIs
5.1. Integration of training completion as a criteria of career development	5.1.1. Liaising with HR – CDR Team and OL – to include training completion as a section in CDR forms	HR – OL, CDR Team	Question about training included in CDR forms
	5.1.2. Communicate to Line Managers and HoDs about integrating training into CDR processes	OL, CDR Team	Increase in completion rates of courses (Completed v Accessed (%))
	5.1.3. Communicate the relevance of training in career progression through reminders		

Outcome 5: More Insights into the Impact of Training Courses

Actions for this outcome focus on improving monitoring practices related to training. This involves improving data collection mechanisms to provide more robust insights into training uptake and also establish feedback mechanisms to ensure training remains relevant to the issues specific to LSE.

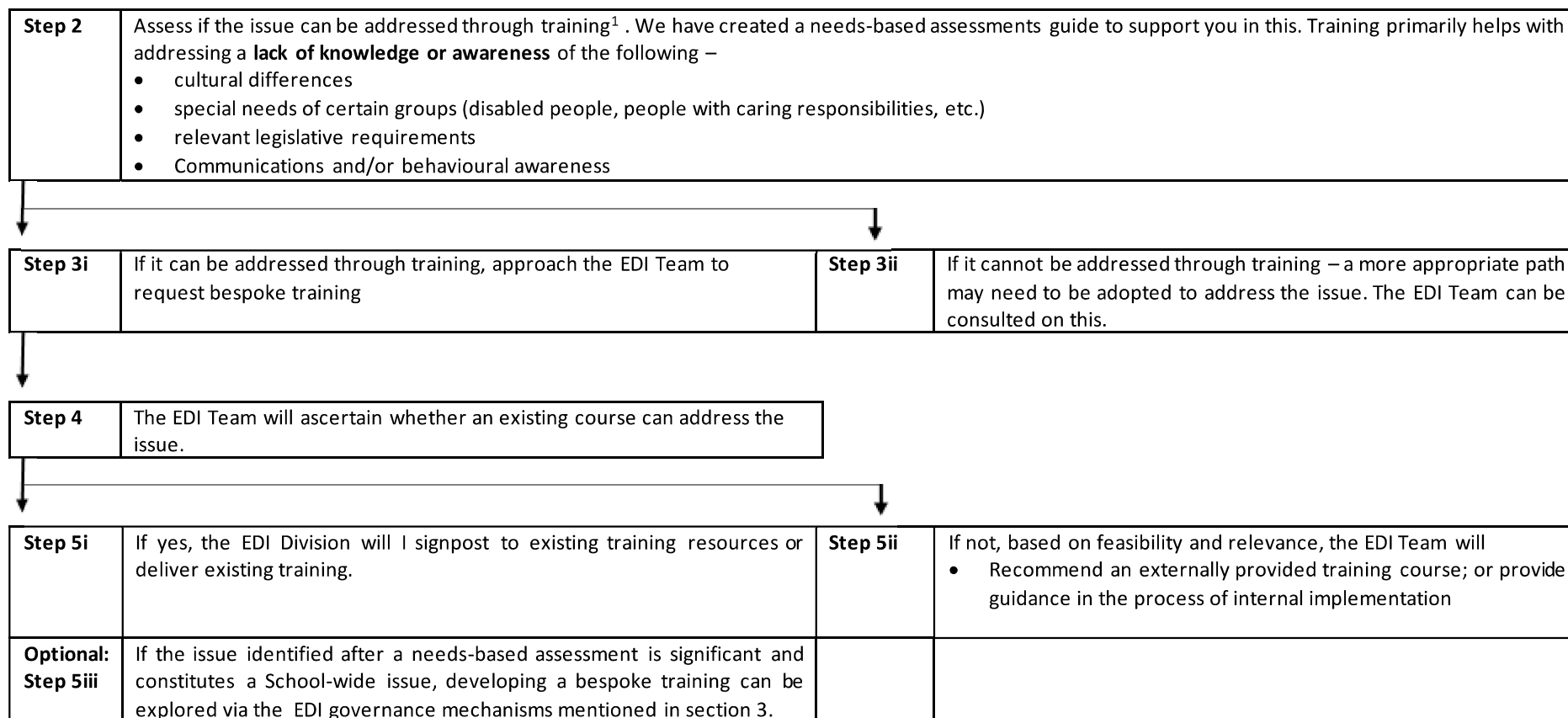
Output	Actions	Action Leads	KPIs
5.1. Improved monitoring systems for training uptake	5.1.1. Work with OL to incorporate mechanisms to capture more insights into user characteristics (salary bands, departments, etc.) from training systems	OL, EDI	Training data management system that offers nuanced and actionable insights into gaps in training uptake
5.2. Establish feedback mechanisms	5.2.1. Include a feedback survey in the course making it a requirement for completing the course	OL, EDI	Increased engagement with feedback forms
	5.2.2. Circulate surveys through various channels – staff networks (during regular catch-ups), unions, newsletters, LSE Tree	OL, EDI, Staff Network Chairs, Union Reps, Comms	

6. Requesting Bespoke Training

Heads of departments or division leads are encouraged to follow the below process to assess and clarify if and how training would best fulfil the identified needs or issues in their division or department. A guide for stakeholders to assess whether training is the most effective measure based on needs guide will be found on the EDI webpage alongside the strategy.

Step 1	Issue identified by Departmental/Divisional Head or raised by a member of staff/students that indicates that training may be required.
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7. Review & Publication

The Training Strategy will be reviewed bi-annually based on input from the Inclusion Management Board and published on the EDI web pages.

8. Recommendations

¹ It is important to recognise the limitations of training in addressing certain issues. In the case of more serious incidents of harassment or sexual misconduct, it is advised that cases are reported through [Report+Support](#) or [other established channels](#). Further, some issues may be indicative of a larger, structural problem that may require a more comprehensive solution. The EDI Division can also be consulted on this.

The IMB is asked to:

- Consider the alignment of this training strategy with our EDI and wider institutional strategies, and provide further advice where necessary;
- Review and provide feedback on the proposed outputs and actions in EDI Training Strategy.

Annex I: Available EDI-related Training Courses

Training Programme	Training Courses	Theme	Intended Users	Mandatory	Delivery	Delivery Leads
<i>Staff Training</i>						
EDI - all staff learning pathway: EDI and your day-to-day work	Working Effectively with the Equality Act	Legislation	All Staff	No	Online/Asynchronous	EDI, OL
	The Public Sector Equality Duty	Legislation				
	The Effective Bystander	Harassment & Bullying				
	How to be an Ally	LGBTQ+				

EDI - all staff learning pathway: protected characteristics	Tackling Age Bias	Other (Age, Disability, P&C, etc.)	All Staff	No	Online/Asynchronous	EDI, OL
	Neurodiversity	Other (Age, Disability, P&C, etc.)				
	Trans and Non-Binary Awareness	LGBTQ+				
	Understanding Gender Bias	Gender & Race				
	Sexual Orientation (Short Film)	LGBTQ+				
	Understanding Race Bias	Gender & Race				
	Disability Inclusion	Other (Age, Disability, P&C, etc.)				
EDI Learning pathway for managers	Tackling Race Bias at Work: A Guide for Managers	Gender & Race	People Managers	No	Online/Asynchronous	EDI, OL
	Implementing Reasonable Adjustments	Other (Age, Disability, P&C, etc.)				
	Supporting Working Carers: Advice for Managers	Other (Age, Disability, P&C, etc.)				
	Tackling Gender Bias	Gender & Race				
	Supporting Trans and Non-Binary People at Work: A Guide for Managers	LGBTQ+				
	Introduction to UK Equality Legislation for Managers	Legislation				
	Tackling Sexual Harassment in the	Harassment & Bullying				

	Workplace: A Complete Guide						
Equity, diversity and inclusion essentials for all staff	Inclusion Essentials	EDI				No	Online/Asynchronous
	Bullying and Harassment: Effective Interventions	Harassment & Bullying					
Supporting Student Mental Health and Wellbeing ¹ guidance module for LSE staff		Mental Health & Well-being				No	Online/Asynchronous
Disability Awareness- LSE Reasonable Adjustments		Other (Age, Disability, P&C, etc.)				No	Online/Asynchronous
Addressing Harassment and Sexual Misconduct Affecting Students in Higher Education		Harassment & Bullying				Yes	Online/Asynchronous
Fostering Inclusivity: Staff Active Bystander Training		Harassment & Bullying				No	Both/Synchronous
Enhanced Disclosure Training: Harassment & Sexual Misconduct		Harassment & Bullying				Yes	Both/Synchronous
Sexual Misconduct Toolkit: Investigations, Adjudications and Decision Making		Harassment & Bullying			Staff involved in investigations and decision-making related to disciplinary matters	Yes	In-person
<i>Student Training</i>							
Consent Ed Training	Pre-Arrival Online Course	Harassment and Sexual Misconduct			All Students	Yes	Online/Asynchronous
	In-Person Workshop	Harassment and Sexual Misconduct			All Students ²		In-person
	Active Bystander Training	Active Bystander			LSESU clubs and societies committee members		In-person
SU Committee Training		EDI			LSESU committee members	Yes	In-person
							SU

Soliva Training: Dialogue Essentials for Today's World (Starting 2025-26).	Dialogue Skills	Students	Yes	Online/Asynchronous	External
EDI Training for PhD Students	EDI	PhD Students	TBC	TBC	PhD Academy
Introduction to Equity, Diversity and Inclusion 2025-26	EDI	All Students	No	Online/Asynchronous	EDI