

Guidance on EDI related Training at LSE

1. Introduction and purpose

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.

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.

This guidance provides staff seeking EDI related training an overview of already existing training as well as suggestions to correctly assess whether training is the most appropriate intervention for the issue at hand.

2. What impact can EDI training have?

The aim of EDI training is to address gaps in information on specific topics among staff and students that could lead to discrimination against an individual or group with protected characteristics¹. There are six different forms of discrimination that can be targeted through training:

- direct discrimination
- indirect discrimination
- failure to make reasonable adjustments in cases of disability
- Harassment
- Victimisation
- Discrimination by perception.

EDI Training aims to enable a broader cultural shift within staff groups and the student community to embed inclusivity and take actions to prevent discrimination, harassment or sexual misconduct.

3. When is EDI Training not effective?

EDI Training will not serve as an adequate solution in more specific cases of harassment, bullying or discrimination where redressal is essential. Training is not a substitute for appropriate action, such as established channels of reporting and specialised support provided by the School. Training is rather a preventative measure. More information on this can be found [here](#).

¹ Protected Characteristics, under the Equality Act, include age, gender reassignment, being married or in a civil partnership, being pregnant or on maternity leave, disability, race including nationality, ethnicity or national origin, religion or belief, sex, and sexual orientation.

Further, EDI Training is often only one of the many essential elements required to induce broader shifts in inclusion and equity in the School. Some issues, such as that of underrepresentation, may be indicative of a larger, structural problem that requires a more comprehensive solution. The EDI Division can provide support in understanding and addressing such issues.

4. How to assess if an issue can be addressed through training?

As mentioned earlier, the aim of training is to **improve awareness and/or sensitivity** among staff and students about:

- Possible unconscious biases or behaviours against protected groups
- Specific needs and adjustments necessary for certain groups
- Supporting groups with special needs and/or protected characteristics
- Addressing conflict

Thus, in assessing whether an issue can be addressed through training, one or multiple of the above should be identified as an underlying cause of the issue. The table below provides an overview of such issues and common examples –

Underlying cause	Possible issues to address through training
Possible unconscious biases or behaviours against protected groups	Inappropriate behaviour or language used towards an individual/group arising out of a lack of awareness of unconscious prejudice
	Unconscious bias in recruitment, allocation of responsibilities, providing support or general treatment of an individual/group over another individual/group with protected characteristics leading to the latter feeling excluded or experiencing roadblocks to their professional/academic development
	Barriers to communication arising out of cultural differences
Special needs of certain groups	Lack of support provided, especially by line managers, to those with special needs
Supporting groups with special needs and/or protected characteristics	Lack of awareness of the available infrastructure of support such as policies and special provisions
	Lack of information on how to handle sensitive matters
Addressing Conflict	Lack of tools and information to handle conflicting views and a resulting environment of hostility in the classroom or workplace

5. What EDI training is available at LSE?

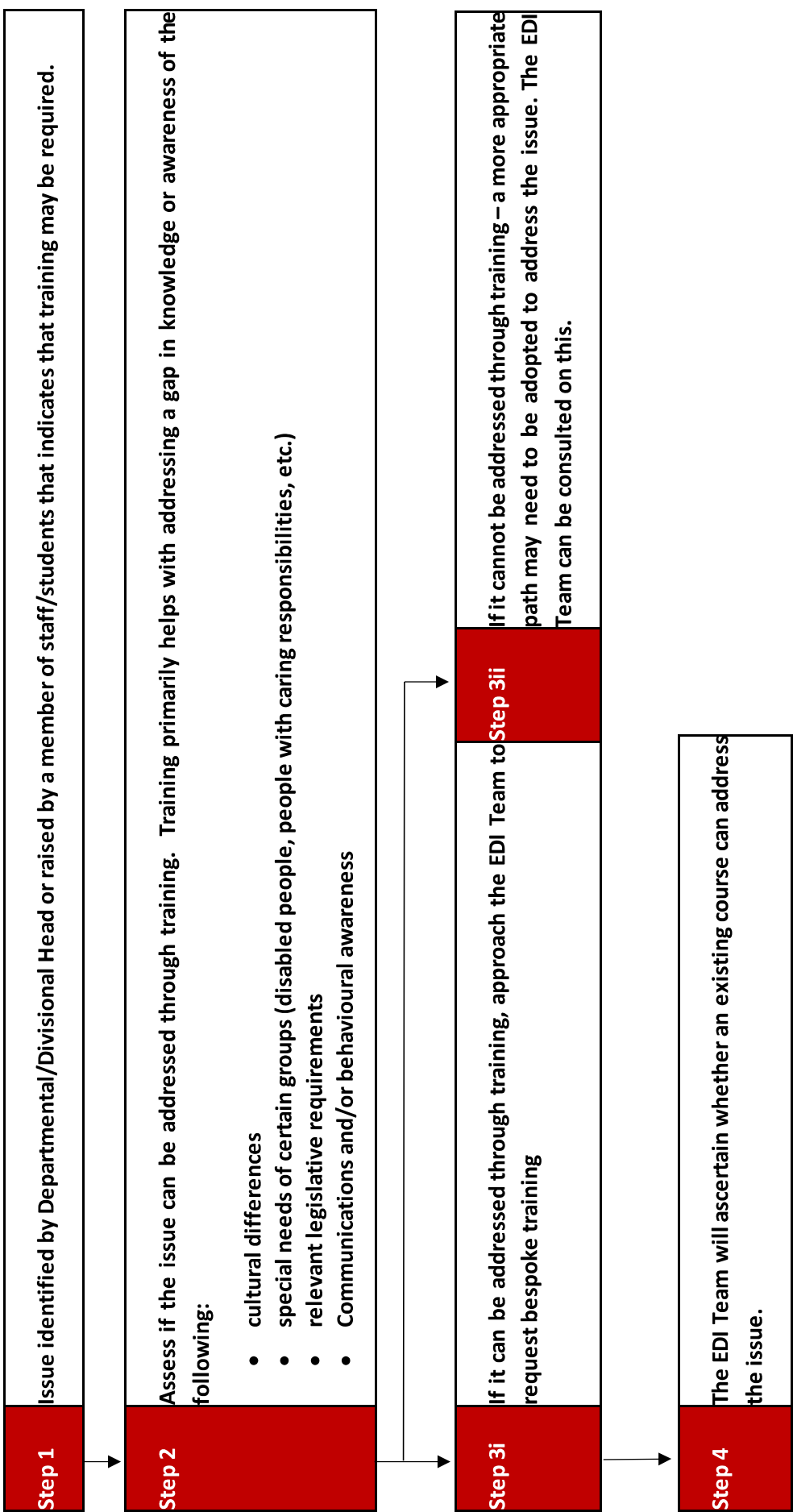
Training Programme	Training Courses	Theme	Intended Users	Mandatory	Delivery	Delivery Leads
Staff Training						
EDI - all staff learning pathway: EDI and your day-to-day work	Working Effectively with the Equality Act	Legislation	All Staff	No	Online/Asynchronous	EDI, OL
	The Public Sector Equality Duty	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+				

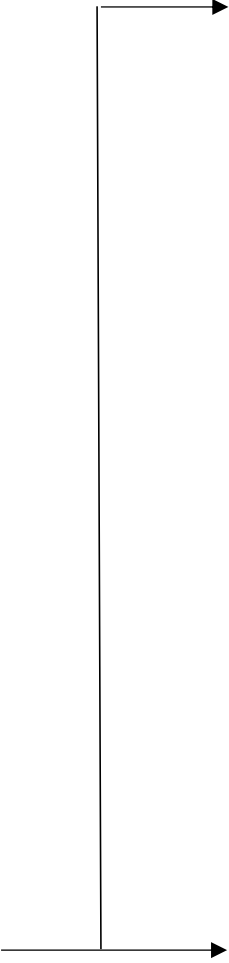
	Introduction to UK Equality Legislation for Managers	Legislation				
	Tackling Sexual Harassment in the Workplace: A Complete Guide	Harassment & Bullying				
Equity, diversity and inclusion essentials for all staff	Inclusion Essentials	EDI	All Staff	No	Online/Asynchronous	EDI, OL
	Bullying and Harassment: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

			committee members				
SU Committee Training		EDI	LSESU committee members	Yes	In-person		SU
Soliya 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

6. How to request/procure EDI related training not available at LSE?

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 5i	If yes, the EDI Division will signpost to existing training resources or deliver existing training.	If not, based on feasibility and relevance, the EDI Team will provide guidance in the process of internal implementation
Optional: Step 5iii	If the issue identified after a needs-based assessment is significant and constitutes a School-wide issue, developing a bespoke training can be explored via the EDI governance mechanisms mentioned in section 3.	