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**As an independent charity supporting a vibrant and globally diverse student community, we work to represent and empower every student we serve. Our vision is to build diverse communities of fulfilled students, motivated to create positive change and that starts with creating a Union where every student and staff member feels seen, valued, and included.**

# A Strategy for Equity, Belonging and Bold Change

At Nottingham Trent Students' Union (NTSU), equality, diversity, and inclusion are not side projects, they are core to who we are and the future we are building.



# Our Three Year Strategy

This strategy is not about ticking boxes. It is about transforming the way we: **work, lead, listen, and support** each other so that inclusion becomes a lived reality across all parts of our organisation. It reflects our commitment to creating a truly anti-discriminatory and equitable environment, where structures and systems work for everyone, and no one is left behind because of who they are.

This EDI Strategy is intentionally designed to align with and strengthen our People & Culture Strategy. The connection between both strategies ensures a unified approach to building an inclusive, healthy, high-performing workplace.

We are proud of the work already taking place across our student groups, volunteer networks, and staff teams, but we also know we can go further. We owe it to our members and each other to be bold, honest, and proactive in tackling inequality wherever it shows up.



# Creating an Inclusive Community at NTSU

We believe that inclusion is not the work of a single team, it's everyone's responsibility. From the events we run, to the people we recruit, to the decisions we make in meetings, EDI must be apart of our DNA. This strategy gives us the roadmap and the accountability to make that happen.

This strategy aligns with NTU's EDI Plan (2024-26), building on the strength of our strategic partnership to deliver a joined-up student experience. But it also goes further, making a distinctive statement about who we are as a Students' Union and the leadership role we want to play in the sector.

By removing barriers, amplifying under-represented voices, and creating equitable opportunities for everyone to thrive, we will build a Union where all students and staff, no matter their background can succeed, lead, and belong. We aim to ensure inclusion is not an add-on, but a golden thread running through everything we do.

**This is our commitment.**  
**This is our shared responsibility.**  
**This is our moment to lead.**

**Our Commitment**



**Our Shared Responsibility**



**Our Moment To Lead**



# Our EDI Commitments

Our core commitments have been shaped by honest conversations and rich feedback from both students and staff across NTSU. Grounded in real experiences and bold ambitions, they reflect what our community told us matters most.

1



**To cultivate an inclusive environment that celebrates and reflects the diversity of our community.**

2



**To actively listen to and work alongside people with lived experiences, using their insight and data to shape what we do.**

3



**To embed EDI into everything we do, going beyond the basics and leading the way with bold, innovative practices that inspire positive change.**

# Strategic Commitments and Goals

Underpinning each of these commitments are clear themes, strategic objectives, and practical actions. These were co-created through extensive engagement with our students and staff, and shaped by honest feedback from across the organisation. We asked difficult questions. We listened carefully. And we took action to reflect the reality of our community's needs.



## Cultivate an inclusive environment that celebrates and reflects the diversity of our community

Ensure all members of NTSU community feel seen, valued, and reflected in our leadership, communications, and culture

Deliver inclusive events, physical spaces, and digital platforms that are welcoming and accessible to all identities

Embed EDI in our policies and activities



## Actively listen to and work alongside people with lived experiences, using their insight and data to shape what we do

Ensure people with lived-experience shape decision making across NTSU

Make insight from diverse voices a central driver of organisational change

Foster a culture of empathy, peer support and proactive ally-ship across teams and student communities



## Embed EDI into everything we do, going beyond the basics and leading the way with bold, innovative practices that inspire positive change

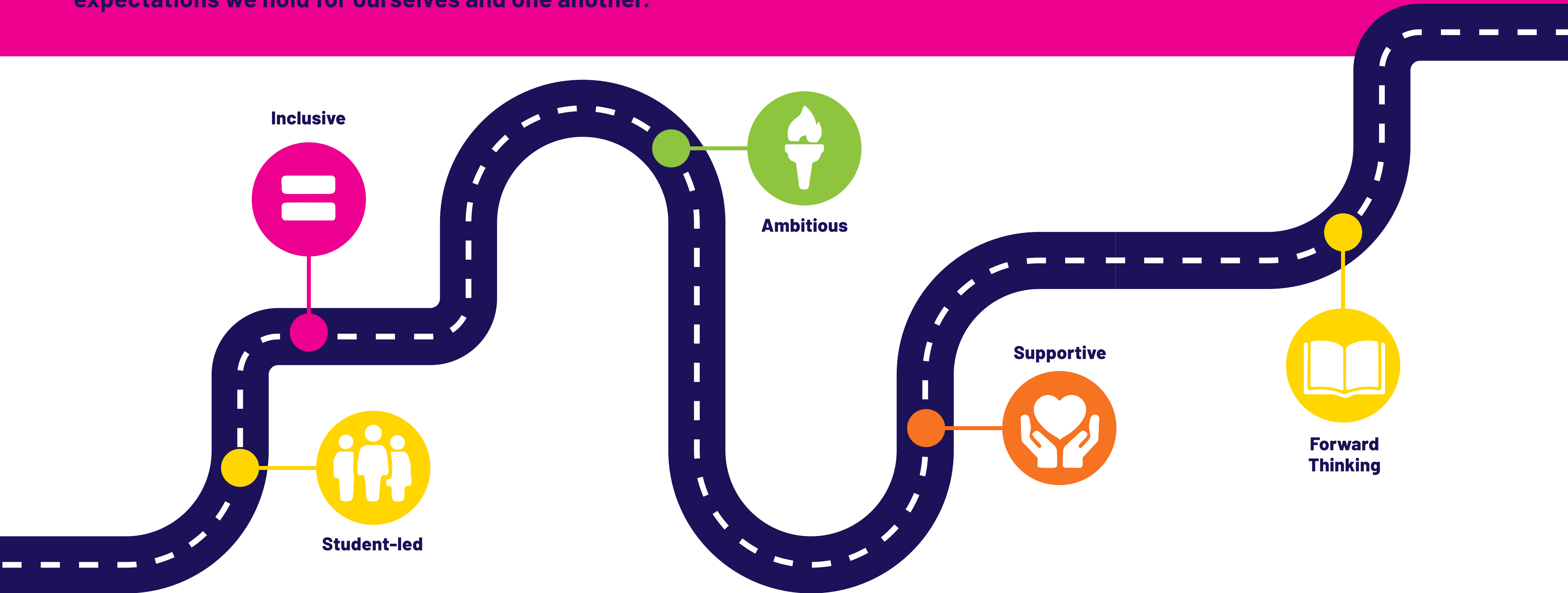
Ensure EDI is embedded into decision making and leadership accountability at every level

Develop inclusive policies and build the knowledge, skills and confidence to lead inclusively across teams

Trial bold, new approaches and share successful EDI practice across the wider student movement and HE sector

# Leading By Our Values

Our organisational values provide the foundation for who we are, how we work, and the impact we strive to make. They are more than guiding principles; they shape our culture, inform our decisions, and define the expectations we hold for ourselves and one another.



# Inclusive Language: The Power of Language

Inclusive language is about choosing words that show respect for every person's identity, experience, and background. The way we speak and write shapes how people feel, it can either create belonging or reinforce barriers. By being intentional with our language, we can help build a culture where everyone feels seen, valued and included.

## **Words have power.**

They influence how we understand each other and how people experience our community. Using inclusive language means avoiding assumptions, rejecting stereotypes, and recognising the diversity within our student and staff communities. It also means being open to learning, updating our language as society and understanding evolves, and listening to people about how they describe themselves.

It is also important to recognise that not everyone uses language in the same way. Staff, students and different communities may use different terms to describe their identities and experiences. Inclusive language is not about insisting on one "correct" set of words, but about being respectful, curious, and guided by how individuals choose to refer to themselves.

**This glossary has been created to support shared understanding of the importance of inclusive language at NTSU.**



# Our Glossary of Inclusive Language

## Core EDI Terms

### Equity

Recognising that not everyone starts from the same place and taking action to address imbalances so that everyone has fair access to opportunities and outcomes

### Equality

Ensuring everyone is treated fairly and without discrimination, providing equal access to opportunities and resources

### Diversity

The visible and invisible differences between people, including identity, background, experiences, and perspectives

### Inclusion

Creating an environment where everyone feels welcomed, respected, supported and able to participate fully

### Belonging

A sense of being accepted, valued and connected within a community or organisation

### Accessibility

Designing spaces, communications and activities so they can be used and understood by everyone, including disabled people and those with different needs

### Lived Experiences

Knowledge and insight gained through direct personal experience, valued as a form of expertise

### Bystander Intervention

Safely speaking up or taking action when witnessing discrimination or harm

### Intersectionality

The way different aspects of a person's identity (e.g. race, gender, disability, class) combine to shape experiences of privilege and discrimination

### Equity Impact Assessment

A structured process used to review policies, decisions or practices to ensure they are fair, inclusive, and equitable

### Anti-Discrimination

Actively challenging unfair treatment and removing barriers that stop people from participating fully

### Anti-Racism

Taking active steps to identify, challenge and change the values, behaviours and systems that perpetuate racism

# Our Glossary of Inclusive Language

## Language and Identity

### **Ableism**

Discrimination in favour of non-disabled people / against disabled people

### **Disabled Person / Person with Disability**

A person who has an impairment that results in a disability. Some prefer identity-first language ("disabled person"), while others prefer person-first ("person with a disability") - always follow individual preference

### **Disablism**

Direct discrimination or prejudice against disabled people

### **Ally**

Someone who supports and advocates for a group with characteristics different from their own, recognising their privilege and taking action to challenge inequality

### **Non-Binary**

A term for people whose gender identity is not exclusively male / female

### **Pronouns**

Words we use to refer to people's gender, e.g. she/her, he/him, they/them, ze/zir. Using someone's correct pronouns is a sign of respect

### **Gender Identity**

How a person understands and experiences their own gender

### **Gender Expression**

How someone presents their gender through behaviour, clothing, and appearance

### **Sex**

A biological categorisation typically based on anatomy and chromosomes (male, female, intersex)

### **Cross-Dresser**

A person who wears clothing traditionally associated with a different gender

### **Transgender**

A person whose gender identity differs from their sex assigned at birth. Not all trans people choose or have access to medical transition, and their identity is equally valid

### **Sexual Orientation**

A person's emotional, romantic or sexual attraction to others (e.g. lesbian, gay, bisexual, asexual, queer)

### **Queer**

A reclaimed umbrella term used by some LGBTQ+ people to describe sexual or gender identities beyond traditional categories

### **Homophobia / Transphobia / Biphobia**

Dislike, fear or discrimination towards people based on their sexual orientation or gender identity

# Our Glossary of Inclusive Language

## Culture, Race and Identity

### **Race**

A social construct used to categorise people based on perceived physical traits or heritage

### **Cultural Background**

The combination of experiences, traditions, and values shaped by a person's identity groups

### **Religion / Belief**

A system of faith or philosophy that shapes a person's values and practices

### **Racism**

Prejudice or discrimination directed at someone based on their race or ethnicity

### **Cultural Competence**

The ability to communicate and work effectively across different cultures, recognising and valuing diversity

### **Faith Inclusion**

Creating environments that respect and accommodate religious and belief practices (e.g., prayer, dietary needs, holidays)

### **Ethnicity**

A shared sense of identity based on cultural, national, linguistic, or religious heritage

### **Cultural Humility**

An ongoing process of self-reflection, learning and recognising that one's own cultural perspective is not universal

# Our Glossary of Inclusive Language

## Workplace Inclusion and Behaviour

### Micro-Aggression

Everyday words or actions that communicate stereotypes, bias or disrespect towards marginalised groups, often unintentionally

### Micro-Affirmation

Small acts of inclusion that affirm and value others - such as active listening, encouragement, and recognising contributions

### Unconscious Bias

Attitudes or stereotypes that influence our behaviour without conscious awareness. Recognising and challenging bias is key to fair decision-making

### Privilege

Unearned advantages or rights given to certain groups based on identity (e.g., race, gender, class), often unnoticed by those who have them

### Safe Space

An environment where people can express themselves freely and respectfully without fear of judgment or discrimination

### Psychological Safety

A shared belief that it is safe to speak up, share ideas, or make mistakes without risk of ridicule or retribution

### Trauma-Informed Practice

Understanding that people may have experienced trauma and creating spaces that are safe, compassionate and empowering

### Allyship

Ongoing, active practice of supporting others - moving from awareness to action

### Tokenism

Including people from marginalised groups superficially to appear diverse, without meaningful inclusion or influence

### Inclusive Leadership

Leadership that values diversity, ensures equity in decision-making and fosters belonging across teams

### Co-Design / Co-Production

Working in equal partnership with people affected by decisions to design and deliver solutions together

### Under-represented Groups

Communities or identities that have less visibility, voice or representation in decision-making spaces

### Protected Characteristics

The nine categories protected under the Equality Act 2010: Age, Disability, Gender Reassignment, Marriage and Civil Partnership, Pregnancy and Maternity, Race, Religion or Belief, Sex, and Sexual Orientation

# Our Action Plan



# Commitment 1:

## Cultivate an Inclusive Environment That Celebrates and Reflects The Diversity of Our Community.

**At the heart of our commitment to cultivating an inclusive environment is the belief that every student, staff member, and volunteer should feel a genuine sense of belonging at NTSU.**

This begins with representation and belonging, ensuring that our culture, leadership, and communication visibly reflect the diversity of our community and that everyone feels seen, heard, and valued.

We are equally committed to creating inclusive spaces, events and experiences that are physically, socially, and digitally accessible, culturally responsive, and welcoming to all identities.

Finally, through equity in people and practices, we are embedding fairness and inclusion across all stages of the staff and volunteer journey, from recruitment and development to recognition and progression. Together, these pillars form the foundation of an NTSU where inclusion is not just a principle, but a lived and shared reality.



# Representation and Belonging



**Goal: Ensure All Members of The NTSU Community Feel Seen, Valued, and Reflected in our Leadership, Communications, and Culture**

Objective	Activities		
	Year 1	Year 2	Year 3
<b>Conduct representation audit across SU leadership, marketing, visuals and digital media</b>	<ul style="list-style-type: none"> <li>Design and complete a baseline representation audit covering leadership, marketing, visuals, and digital media</li> <li>Collect demographic data and review current practices</li> <li>Share findings with stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>Prioritise and implement &gt;50% of Year 1 recommendations</li> <li>Re-audit marketing and digital channels to track early improvements</li> </ul>	<ul style="list-style-type: none"> <li>Conduct follow up representation audit</li> <li>Embed annual representation audit into ESG reporting cycle</li> </ul>
<b>Increase outreach to encourage diverse participation in leadership elections</b>	<ul style="list-style-type: none"> <li>Map under-represented groups and identify barriers to participation</li> <li>Deliver at least 6 targeted outreach sessions</li> <li>Launch 'Run for it' awareness campaign highlighting diverse role models in current and previous leadership roles</li> </ul>	<ul style="list-style-type: none"> <li>Strengthen partnership with cultural and liberation societies to co-design recruitment/election campaigns</li> <li>Introduce new incentives and support identified through co-creation sessions</li> </ul>	<ul style="list-style-type: none"> <li>Embed inclusive outreach into annual elections calendar and society committee recruitment cycles</li> <li>Share success stories and lessons learned in annual impact report</li> </ul>
<b>Develop an inclusive communications policy and framework which ensures our brand is fully accessible and open to all</b>	<ul style="list-style-type: none"> <li>Conduct a baseline audit of all communications (web, digital, social, print) against accessibility and inclusivity standards (e.g. WCAG 2.2 AA)</li> <li>Co-design inclusive communication policy and framework with staff (networks), officers and student representatives</li> <li>Draft and secure approval of policy and implementation plan</li> </ul>	<ul style="list-style-type: none"> <li>Roll out training for staff, officers and student leaders on inclusive language, design, and accessibility standards</li> <li>Update branding guidelines to embed inclusivity (e.g. gender-neutral language, representative imagery etc)</li> <li>Ensure digital and print platforms meet accessibility standards</li> </ul>	<ul style="list-style-type: none"> <li>Embed annual inclusivity audits into standard operation procedures</li> <li>Use SLP to measure perception of accessibility and inclusivity</li> <li>Review and update the policy to reflect emerging best practice and feedback</li> </ul>

# Inclusive Spaces, Events and Experiences



**Goal: Deliver Inclusive Events, Physical Spaces, and Digital Platforms That are Welcoming and Accessible to All Identities**

Objective	Activities		
	Year 1	Year 2	Year 3
<b>Foster a visible welcoming and identity affirming environment for students and staff</b>	<ul style="list-style-type: none"> <li>Review all SU spaces (entrances, signage, decor, staff areas)</li> </ul>	<ul style="list-style-type: none"> <li>Work with staff and student networks to advise on inclusive branding and physical space enhancements</li> </ul>	<ul style="list-style-type: none"> <li>Begin visible changes: inclusive welcoming signage (multilingual etc), update digital signage and promotional materials celebrating diverse communities/awareness months.</li> <li>Inclusive space audits conducted termly alongside regular house service checks</li> </ul>
<b>Develop and deliver a collaborative calendar of inclusive events that celebrate the diverse identities and lived experiences of the NTSU community, engaging both students and staff across the academic year</b>	<ul style="list-style-type: none"> <li>In partnership with student groups, staff networks &amp; NTU EDI team, map key dates and lived-experience themes and agree an inclusive events calendar</li> <li>Deliver at least 8 events across the academic year</li> <li>Develop evaluation tools to track participation and impact</li> </ul>	<ul style="list-style-type: none"> <li>Broaden the calendar to include 10+ events incorporating co-created and inter-sectional themes</li> <li>Introduce hybrid / online elements to widen reach for staff and students across all campuses</li> </ul>	<ul style="list-style-type: none"> <li>Embed inclusive calendar into SU core annual programming and marketing cycle</li> <li>Establish a system for ongoing co-creation and publish guidance for staff and students</li> <li>Share impact stories and outcomes through annual impact reporting and digital/social channels</li> </ul>

# Equity in People and Practice



## Goal: Embed EDI in Our Policies and Activities

Objective	Activities		
	Year 1	Year 2	Year 3
<b>Embed equality impact assessments into operational decision making</b>	<ul style="list-style-type: none"> <li>Review current decision-making and planning processes to identify where EIAs should be mandatory (e.g. policy changes, new projects, events, procurement of services etc).</li> <li>Develop a standard EIA template and guidance tailored for NTSU, aligning with legal and best practice</li> <li>Pilot EIA on at least 2 key projects (freshers, elections)</li> <li>Deliver staff training on how and when to complete EIA</li> </ul>	<ul style="list-style-type: none"> <li>Provide refresher and advanced EIA training for members of ELT</li> <li>Embed EIA into annual budgeting process</li> </ul>	<ul style="list-style-type: none"> <li>Make EIA's a formal requirements in all key decision making processes (budget, strategic plans, policy reviews, development of new services, funding allocation processes)</li> <li>Conduct internal review and quality check EIAs, sharing good practice</li> </ul>
<b>Provide inclusive recruitment training for all staff responsible for hiring within NTSU</b>	<ul style="list-style-type: none"> <li>Develop or procure tailored inclusive recruitment training covering bias awareness, accessible job design, inclusive shortlisting / interviewing and legal responsibilities</li> <li>Identify all staff and officers within hiring responsibilities and add requirement to training matrix</li> <li>Deliver first training cohort</li> </ul>	<ul style="list-style-type: none"> <li>Make inclusive recruitment training a mandatory part of induction for all new staff and officers with hiring responsibilities – including those recruiting volunteers</li> <li>Monitor recruitment processes to check application of training</li> </ul>	<ul style="list-style-type: none"> <li>Deliver refresher training to reflect any new legislation, sector best practice and internal feedback</li> <li>Share outcomes in annual EDI reporting to ESG</li> </ul>
<b>Embed inclusive leadership principles into management development to ensure all leaders can confidently support and engage diverse teams</b>	<ul style="list-style-type: none"> <li>Review current management development provision and identify gaps in inclusive leadership content</li> <li>Design or procure an inclusive leadership development module tailored to NTSU context</li> <li>Deliver first pilot for SLT and ELT</li> <li>Develop tools/resources (e.g. equity-focused appraisal guidance, inclusive team meetings checklist)</li> </ul>	<ul style="list-style-type: none"> <li>Make inclusive leadership a mandatory component of all management development programmes</li> <li>Introduce 360 feedback or peer review to assess inclusive behaviours and providing coaching where needed to managers</li> </ul>	<ul style="list-style-type: none"> <li>Embed inclusive leadership competencies into job descriptions &amp; appraisal criteria</li> <li>Deliver an annual ELT strategy day embedding Inclusive leadership as a key focus</li> <li>Evaluate organisational impact</li> </ul>

## Commitment 2:

Actively listen to and work alongside people with lived experiences, using their insight and data to shape what we do.

**NTSU recognises that true inclusion comes from listening to and empowering those with lived experience.**

Through voice and co-leadership, we commit to embedding diverse perspectives in how we make decisions, shape policies, and design experiences ensuring those most affected by inequality are leading the conversation, not just consulted.

Our focus on feedback, data and accountability ensures that insight is not only heard but acted upon, using evidence to guide our direction and hold ourselves to measurable progress. Complementing this is a culture of supportive relationships and allyship, where empathy, active listening, and peer support are woven into our day to day work.

These efforts create a stronger, more connected NTSU, one where everyone's voice has the power to drive change.



# Voice and Leadership



**Goal: Ensure People With Lived-Experience Shape Decision Making Across NTSU**

Objective	Activities		
	Year 1	Year 2	Year 3
<b>Establish and resource an EDI steering group (staff and students)</b>	<ul style="list-style-type: none"> <li>Define the steering groups purpose, terms of reference and decision making remit</li> <li>Recruit diverse student and staff representatives – including LEDI groups and staff network members</li> <li>Hold inaugural meetings to set priorities and a work plan aligned to objectives set out in the EDI Strategy</li> </ul>	<ul style="list-style-type: none"> <li>Support the group to deliver its work plan, including advising on policy changes, review EDI progress and identifying new priorities</li> <li>Offer leadership development opportunities for group members</li> <li>Publish an annual EDI Impact report with recommendations to SLT &amp; ESG</li> </ul>	<ul style="list-style-type: none"> <li>Secure recurring budget for training, research and projects</li> <li>Rotate membership to sustain diversity and fresh perspectives</li> <li>Evaluate groups impact and refresh its terms of reference to reflect emerging EDI challenges</li> <li>Support the group to begin the process of developing a refreshed EDI strategy</li> </ul>
<b>Deliver EDI co-design workshops and create clear pathways for under-represented voices to shape SU services, events and campaigns</b>	<ul style="list-style-type: none"> <li>Develop and promote a co-design workshop framework (methodology, facilitation guide, accessibility checklist)</li> <li>Pilot at least 3 EDI co-design workshops</li> <li>Establish clear feedback loops so participants see how their input influences decisions</li> </ul>	<ul style="list-style-type: none"> <li>Scale up delivery to 6 co-design workshops across the academic year</li> <li>Provide facilitation training to staff, officers and student leaders to build internal capacity</li> </ul>	<ul style="list-style-type: none"> <li>Embed co-design as standard practice in SU decision-making</li> <li>Embed annual reporting on outcomes from co-design workshop</li> </ul>
<b>Amplify lived experience across NTSU through storytelling campaigns that highlight how diverse voices shape our culture, services and direction</b>	<ul style="list-style-type: none"> <li>Identify and recruit a diverse group of students and staff to share stories across multiple identities (e.g. disability, ethnicity, LGBTQ+, faith, first generation etc)</li> <li>Launch at least 2 pilot storytelling campaign using varied media for both students and staff audiences</li> <li>Track engagement metrics (views, reach, shares, feedback)</li> </ul>	<ul style="list-style-type: none"> <li>Increase output to 4-5 campaigns per year, featuring more cross sectional stories ( staff-student collaborations, inter-sectional experiences)</li> <li>Collaborate with societies, academic departments and NTU EDI teams for board reach</li> </ul>	<ul style="list-style-type: none"> <li>Embed storytelling campaigns as a standing feature in SU marketing and communications, annual reporting and recruitment materials</li> <li>Use stories to inform strategic decisions and demonstrate impact in SU EDI annual reporting</li> </ul>

# Feedback, Data and Accountability



**Goal: Make Insight From Diverse Voices A Central driver of Organisational Change**

Objective	Activities		
	Year 1	Year 2	Year 3
<p><b>Increase voluntary disclosure of demographic and protect characteristic data by creating safe, transparent and meaningful processes that demonstrate how this insight drives inclusion and equity</b></p>	<ul style="list-style-type: none"> <li>Review existing data collection processes to identify barriers and gaps in consent, privacy and user experience</li> <li>Refresh communication materials to explain why disclosure matters, how data is stored, and how it will be used to drive inclusion</li> <li>Launch a targeted trust building campaign</li> </ul>	<ul style="list-style-type: none"> <li>Share annual anonymised insights (representation dashboard etc) to show how data drives positive change</li> </ul>	<ul style="list-style-type: none"> <li>Showcase long-term impact of disclosure</li> </ul>
<p><b>EDI data tracked and monitored across the organisation, ensuring services are using data to inform key decisions, policies and service delivery</b></p>	<ul style="list-style-type: none"> <li>Audit data collection and reporting across all services</li> <li>Agree key EDI metrics (e.g., representation by protected characteristics, participation rates, service uptake) with input from staff and student stakeholders.</li> <li>Develop centralised EDI data dashboard and standard reporting templates for services, ensuring compliance with GDPR and data protection policies</li> </ul>	<ul style="list-style-type: none"> <li>Provide quarterly reporting of EDI dashboard to SLT and ESG</li> <li>Use data to drive at least 2 targeted interventions</li> </ul>	<ul style="list-style-type: none"> <li>Maintain live EDI data dashboard with automated data feeds and trend analysis</li> <li>Integrate EDI metrics strategic planning, budget allocation decisions</li> </ul>

# Supportive Relationships and Allyship



**Goal: Foster A Culture of Empathy, Peer Support and Proactive Allyship Across Teams and Student Communities**

Objective	Activities		
	Year 1	Year 2	Year 3
<p><b>Offer allyship and empathy training for staff, officers and volunteers</b></p> <ul style="list-style-type: none"> <li>• Design or procure an allyship and empathy training covering key topic (e.g. understanding privilege, active bystander skills, trauma-informed empathy)</li> <li>• Identify all staff and volunteers requiring training and embed this into training matrix</li> <li>• Pilot training with at least 2 cohorts</li> </ul>	<ul style="list-style-type: none"> <li>• Make allyship and empathy training a mandatory component of induction for all new staff and volunteers</li> <li>• Introduce advanced or specialised modules (e.g. neurodivergent peers, intersectionality in allyship)</li> <li>• Embed allyship expectations into student leadership role descriptions</li> </ul>	<ul style="list-style-type: none"> <li>• Integrate allyship and empathy competencies into annual appraisals and volunteer recognition awards</li> <li>• Highlight stories of allyship in action through internal communications and annual EDI reporting</li> </ul>	

## Commitment 3:

Embed EDI into everything we do, going beyond the basics and leading the way with bold, innovative practices that inspire positive change.

**To achieve lasting change, NTSU is committed to place Equality, Diversity, and Inclusion at the core of everything we do.**

We begin with inclusive leadership and governance, ensuring that EDI is a shared responsibility, championed at every level, from trustees and senior leaders to representatives and volunteers.

Through policy, learning and capability building, we aim to go beyond compliance, embedding inclusive practice into structures while equipping all staff and students with the tools to lead inclusively.

Finally, through innovation and sector leadership, we are boldly trialling new approaches and setting an example for others, turning ideas into action and sharing what works across the wider sector.

Together, these pillars help us create a future facing, inclusive organisation that leads with purpose and integrity.



# Inclusive Leadership and Governance



**Goal: Ensure EDI is Embedded Into Decision Making and Leadership Accountability At Every Level**

Objective	Activities		
	Year 1	Year 2	Year 3
<p><b>Embed EDI into board governance by ensuring trustees lead, monitor, and are accountable for inclusive decision-making and organisation culture as outlined in the Charity Governance Code and then have (CGC).</b></p>	<ul style="list-style-type: none"> <li>Review current board governance structures, terms of references and policies against CGC's EDI principles</li> <li>Deliver tailored trustee training on inclusive governance, anti-bias decision making and EDI legal duties</li> </ul>	<ul style="list-style-type: none"> <li>Embed EDI responsibilities into trustee role descriptions and recruitment materials</li> <li>Introduce annual board self-assessment and 360 feedback focusing on inclusive decision making and culture</li> </ul>	<ul style="list-style-type: none"> <li>Publish a Board EDI Impact statement as part of the annual report to evidence leadership and accountability</li> </ul>
<p><b>Empower employee networks to lead EDI initiatives by providing space, resources and recognition for staff-driven inclusion, equity, and belonging efforts</b></p>	<ul style="list-style-type: none"> <li>Support employee networks to develop annual plans</li> <li>Allocate an annual micro-grant budget and provide access to spaces, digital platforms and communications for employee network chairs to access</li> <li>Host regular Employee Network forums for chairs to share ideas and set goals</li> </ul>	<ul style="list-style-type: none"> <li>Increase financial and practical support to enable networks to deliver larger projects and cross-network collaborations</li> <li>Provide leadership and project management training to network chairs</li> <li>Celebrate achievements of networks through internal communications and annual recognitions events/staff conferences</li> </ul>	<ul style="list-style-type: none"> <li>Publish annual reports on employee networks highlighting projects, outcomes and measurable organisational change</li> <li>Establish an innovation fund to pilot new staff driven inclusion ideas</li> </ul>

# Policy, Learning and Capability



**Goal: Develop Inclusive Policies and Build The Knowledge, Skills and Confidence To Lead Inclusively Across Teams**

Objective	Activities		
	Year 1	Year 2	Year 3
<b>Develop and promote inclusive language guidelines to support respectful, accessible, and equitable communication across policies, practices and everyday interactions</b>	<ul style="list-style-type: none"> <li>Consult with students, staff, NTU colleagues and external EDI experts to draft inclusive language guidelines (covering gender neutral terms, anti-ableist language, culturally sensitive expressions)</li> <li>Design and launch an accessible and visually engaging guide to raise awareness across the organisation</li> <li>Discuss and engage staff with the guide at annual staff conference</li> </ul>	<ul style="list-style-type: none"> <li>Offer workshops and e-learning on using inclusive language in daily interactions (e.g., meetings, emails, teaching materials)</li> </ul>	<ul style="list-style-type: none"> <li>Review and refresh the Inclusive Language Guidelines to reflect evolving language norms and community feedback.</li> </ul>
<b>Create and maintain an internal EDI resource hub and toolkit that equips staff and volunteers with practical guidance to embed inclusive practices, build confidence, and advance equity, drawing on both internal insights and external resources</b>	<ul style="list-style-type: none"> <li>Consult staff, student societies, and key stakeholders to identify priority topics (e.g., inclusive event planning, accessible communications, allyship, faith and cultural awareness).</li> <li>Design the EDI Resource Hub structure and upload core content: toolkits, checklists, case studies, and links to external resources and launch</li> </ul>	<ul style="list-style-type: none"> <li>Add advanced resources based on Year 1 feedback</li> <li>Create a 'living library' showcasing internal case studies of EDI in practice by teams and student groups</li> </ul>	<ul style="list-style-type: none"> <li>Maintain regular review and refresh of information and resources</li> </ul>

# Innovation and Sector Leadership



**Goal: Trial Bold, New Approaches and Share Successful Edi Practice Across The Wider Student Movement and HE Sector**

Objective	Activities		
	Year 1	Year 2	Year 3
<b>Develop an innovation fund to support student-led groups to lead bold EDI initiatives with measurable impact</b>	<ul style="list-style-type: none"> <li>Co-design application and selection processes with students, societies, and staff to ensure accessibility and transparency.</li> <li>Launch the EDI Innovation Fund and run a pilot round offering micro-grants (e.g., £250–£1,000) to at least 3 student-led projects</li> <li>Provide guidance sessions on project design, budgeting, and impact measurement</li> </ul>	<ul style="list-style-type: none"> <li>Deliver at least 5 student-led projects</li> <li>Collect and publish impact stories and data to inspire future applications</li> </ul>	<ul style="list-style-type: none"> <li>Embed the EDI Innovation Fund as a core, annually budgeted SU programme.</li> <li>Introduce an annual EDI Innovation award to celebrate achievements and share best practice.</li> <li>Evaluate long-term impact (e.g., policy changes, ongoing initiatives) and adjust criteria to support high impact projects</li> </ul>
<b>Identify and pursue meaningful EDI accreditation and kitemarks to visible demonstrate the organisations commitment to EDI and continuous improvement</b>	<ul style="list-style-type: none"> <li>Research recognised EDI accreditations and kitemarks relevant to students' unions and the wider charity/education sector (e.g., Investors in Diversity, Disability Confident, Inclusive Employer etc)</li> <li>Benchmark NTSU's current policies, data, and practices against chosen frameworks to identify gaps and priority actions.</li> <li>Prepare a three-year accreditation roadmap and secure budget/resource for applications and potential membership fees</li> </ul>	<ul style="list-style-type: none"> <li>Submit full applications for selected accreditation(s) and respond to assessor feedback</li> <li>Continue policy and practice improvements identified during Year 1 gap analysis</li> <li>Engage staff and student stakeholders through awareness</li> </ul>	<ul style="list-style-type: none"> <li>Achieve accreditation awards or formal recognition and publicise outcomes internally and externally</li> <li>Use assessor feedback to drive continuous improvement and set stretch targets for future renewals or higher-level recognition</li> </ul>

# NTSU

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