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## The Menopause – A Workplace Journey

The University has made a commitment to supporting all staff who are directly or indirectly affected by the associated symptoms of the menopause. The symptoms associated with the perimenopause (the time leading up to the menopause) and the menopause can often have a significant impact on some individuals in their everyday lives and subsequently this affects people's working lives too.

The work we are doing at the university aims to raise awareness and remove the myths, the taboos and prejudices associated with the menopause and is ongoing.

Work began to raise awareness back in October 2020 when our colleague Maureen Montague shared her menopause journey as a member of staff, by holding several menopause café's, starting the conversation at the University. Since then, we have partnered with 'Henpicked' who delivered training sessions for our colleagues and line managers in December 2021 and following this we delivered our own training in March 2022. On World Menopause Day 2021 we launched our own [Menopause Guidance](#) and Carolyn Harris, MP for Swansea East held a virtual session and spoke about the work she is doing in Parliament on the [menopause revolution](#)

Furthermore, Caroline Noakes, MP for Romsey and Southampton North held a virtual session for the University in May 2022 to talk about how, as Chair of the Women and Equalities Parliamentary Select Committee, she is working to scrutinise the Government's strategic approach to addressing the impact of menopause in the workplace.

Part of the work we are doing is also highlighting that there is often a preconception that the menopause only affects 'women' when we know that our staff who are non-binary or trans will also experience the menopause and its associated symptoms whilst not identifying as a woman or female.

Looking to the future, we are continuing to strive to raise awareness and keep the conversation going. We are working towards accreditation as a 'Menopause Friendly Employer' and planning our next training sessions for colleagues and line managers. Check our [Menopause Web Page](#) for upcoming events

If you have any questions, please contact [menopause@gre.ac.uk](mailto:menopause@gre.ac.uk) or join our [Teams](#) channel.

## The Menopause Project Team

Anna Radley - Organisation Development & Engagement Manager

Maureen Montague - Executive Officer Faculty of Business

Ratnes Alahakone - Senior Lecturer Faculty of Business (HROB)

Vanessa Roots - Senior HR Policy Officer



[Contact us](#)

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Committed to being a  
**menopause friendly employer**



## Staff Networks and Community

Are you interested in joining any of our staff networks or community? If you would like to find out more, please see the links below:

[BAME Staff Network](#)

[Disability Staff Network](#)

[LGBT+ Staff Community](#)

[Women's Staff Network](#)

## Farewell and Welcome

We say goodbye and good luck to Amari Pinnock, Tessa Thorpe-George and Lizzie Moore from our HR Recruitment Team, David Renaud from our HR UKVI Team and Abid Khan from our HR Operations Team who leave us for pastures new.

We say hello and welcome to Susannah Luff, Ike Adebawale, Hannah Jordan and John Fabiyi who join our HR Admin Team.

## Updating Your Personal Data

**A reminder to all employees;** please check your personal data in Horizon regularly and keep this up to date. You can change your address, emergency contacts and qualifications. You can also amend data relating to protected characteristics.

Guidance on how to access the system and use the self service functionality can be found [here](#).

## LinkedIn Learning

To support your continuous professional development, LinkedIn Learning will soon be available to staff. There will be two different ways to access LinkedIn Learning.

The first way will be to access it via the Staff Portal which will take staff to the whole catalogue of courses within LinkedIn Learning. Any courses staff complete using this method of access will not show on their View Transcript (Learning History) tile within Horizon.

The second way to access LinkedIn Learning courses will be via Horizon. A selection of recommended LinkedIn Learning courses will be integrated into Horizon. These will be added to and updated on a regular basis. Any LinkedIn Learning courses you access and complete within Horizon will automatically show on your View Transcript (Learning History) tile.

Specific details on how to access LinkedIn Learning will be shared when it is launched.



## Understanding our Diverse University Community

In line with the Inclusivity and Culture priority of our Strategy 2030, the university is committed to culture change for inclusion that extends to creating an environment in which the sharing of information is supported and trusted. This information includes diversity data - from sharing information about age through to LGBT+ identities and all other facets of our individuality that need to be recognised and celebrated.

Understanding the diversity of our university community – in numbers and through lived experiences – is important in empowering and celebrating all that we are.

As a specific example, the university endorses the Stonewall Staff Feedback Questionnaire and commissioned its own LGBT+ Culture Research project to learn from the experiences of our staff.

Whilst some may not wish to share this information, the sharing of diversity data is instrumental in helping to:

- Provide a more accurate understanding of recruitment, retention and success generally and according to different equality areas.
- Make evidence-based and outcome-focused decisions and improvements that support our community and specific parts of it, including evaluating their impact (as occurred during staff and student surveys throughout the COVID-19 pandemic, for example).
- Inform action plans for our work to overcome systemic barriers to equity that exist within our university community and society (including the Greenwich Race Action Plan and those forming part of the Athena Swan Charter for gender equality, Disability Confident, Race Equality Charter, Stonewall Workplace Equality Index, and University Mental Health Charter).

We will follow up with further information on: the purpose and value of diversity data and how they are used; how this information has led to other improvements; and how confidentiality and data security are upheld.

If you would like to update your details at any time, please do so using [Horizon](#).

## Sponsorship and Partial Fee Exemption Scheme

The Sponsorship and Partial Fee Exemption Scheme is now open for applications for 2022-2023.

Please refer to your Faculty/Directorate for specific timeframes and for further information about the scheme please refer to [Horizon Learning](#)

## South East Action Learning (SEAL)

Our 2022 cohort has recently completed the [South East Action Learning \(SEAL\)](#) development programme for women leaders and aspiring women leaders here at the University of Greenwich. The programme brings together seven universities across the South East to create a group of external peers to support participants in finding solutions to career challenges.

The programme focuses on using action learning to empower individuals to resolve complex problems in a safe and confidential space. Action learning is about promoting courageous choice: helping people take action that is meaningful for them and supporting them to identify their own solutions.

To find out more about the South East Action Learning programme, please visit the [SEAL website](#).

**Produced by:**  
**Human Resources Directorate**  
**Southwood House**  
**Avery Hill Campus**

## Neurodiversity and Appraisal

Neurodiversity is a term describing a range of neurological variations. The most recognised include ADHD, Autism, Dyspraxia, Dyslexia etc. They can be supported through a range of educational approaches, and for many organisations the things that people struggle with can be balanced by supporting the individual's unique talent within a team that will have different strengths for delivery.

To help managers plan for this especially during appraisal we recommend: Considering the needs, styles, talents and aspirations of each team member. Appraisals are a two-way dialogue between your team member and you as their line manager, with the emphasis of the conversation steered by the appraisee and a listening and thoughtful process for the appraiser. Managers should not take their preconceptions into the meeting, but instead focus on team member's reflections of their lived, working experience and support proactive change where necessary.

When reviewing individual performance across the academic year consider the equality, diversity and inclusive aspects including wider protected characteristics, that may influence and impact both positively and potentially negatively on achievements in the workplace. For example, being a woman with a disability and any *extenuating circumstances*: e.g., pandemic, bereavement, long term ill-health. You should also consider support and if this has been adequately reviewed e.g., working hours/patterns, buddy system, practical support from occupational health or the employee assistance programme.

### Working with our unions:

Prospect Trade Union have shared information, as a result the university has developed a Neurodiversity in the workplace guide:

[https://docs.gre.ac.uk/\\_data/assets/pdf\\_file/0028/133948/Neurodiversity-in-the-Workplace-Guidance-September-2020.pdf](https://docs.gre.ac.uk/_data/assets/pdf_file/0028/133948/Neurodiversity-in-the-Workplace-Guidance-September-2020.pdf)

**Prospect union “this guide is really helpful, and we have promoted it widely”.**

### Managers supporting Neurodiversity video:

[University of Greenwich \(careercentre.me\)](#)

Affording the opportunity to fully understand, appreciate your team member's perspective and creating a plan for their new appraisal year with tailored support and with objectives that can support strengths, will enable collaborative team working, self-reliance and build resilience and esteem to meet and achieve the challenges ahead in a positive and supportive workplace.

## EDI Annual Report

Our [EDI Annual Report 2021/22](#) outlines the progress we have made against the EDI Strategy 2019-22 and concludes the work undertaken over the past three years in respect of this Strategy. The [University](#) and [People Enabling Strategies](#) will provide an effective framework for our EDI workstreams going forward to 2030 and to make our university culture a more equitable and inclusive place for students, staff and our wider community.



Our annual report covers the ambitious programme of EDI work that we are striving to deliver as part of our commitment to becoming the best modern university by 2030. The report covers our progress in relation to our governance objectives, updates from our Staff Networks and Communities alongside share EDI impact stories from across the university.

Find out more from a Portal article [here](#).