

EDICa Newsletter- Mar-Apr

EDI Caucus: Supporting UK research and innovation with evidence-based reviews of equality, diversity & inclusion practices.

For the static PDF version of the newsletter, please click here

<https://go.hw.ac.uk/EDICa/Newsletter-12>

The newsletter will always be written in plain English, however if you would like a version summarised in British Sign Language, let us know.

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Flexible Fund Updates

Final outputs from two of the four projects funded in our first round of Flexible Funding are available on our website. Stay tuned for the final two projects in the next few months.

Feeding the research and innovation pipeline: COVID-19 and closing the degree grade awarding gap for Black and other minoritised students. Led by [Dr Kamna Patel](#) from The Bartlett Development Planning Unit, UCL, with co-investigator [Paulette Williams](#), Head of Student Success at UCL and with partner [Leading Routes](#).

"Overall, to open pathways to careers in R&I for racial minorities, the study calls for policy makers and higher education institutions to tackle racial inequity in higher education by going beyond numerical awarding gaps, which risk an artificial separation of a 'good' degree from the racialising conditions of higher education. Instead, the study advocates for broader measures of success that extend institutional regulatory obligations. Centring student-informed notions of a 'good' degree and achievement in higher education, is more likely to surface racial inequity and shift institutional responses in ways that reflect the realities of racially minoritised students succeeding in overwhelmingly white institutions."

<https://edicaucus.ac.uk/report-on-feeding-the-research-innovation-pipeline-covid-19-and-closing-the-awarding-gap/>

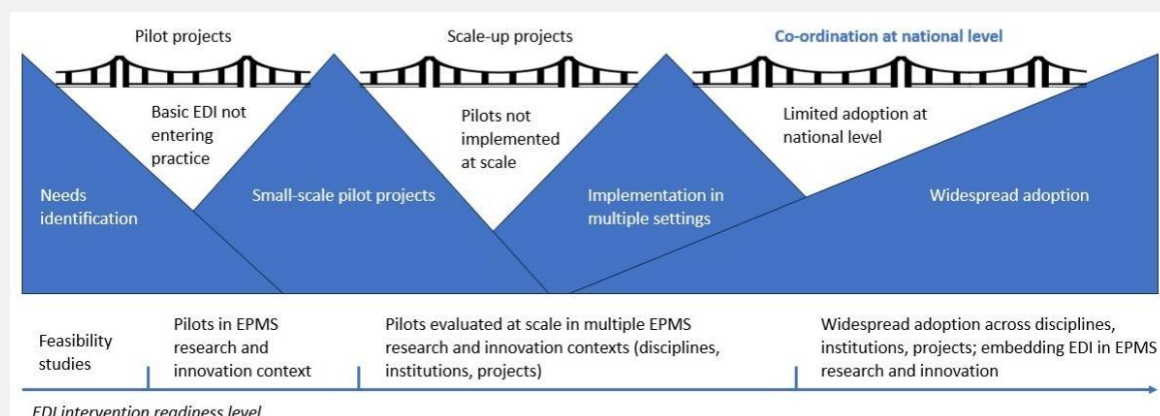
The Impact of the COVID-19 pandemic on the career progress of disabled researchers in intersection with race, gender and caring responsibility. Led by [Dr Preethi Premkumar](#) at London South Bank University with co-investigators [Dr Rachel Grant](#) and [Prof Nicki Martin](#) also from LSBU, with partner film producer [Dr Dominic Rees-Roberts at Borderpoint Films](#).

The team produced two audiovisual outputs. For the 4-minute installation video with voices from disabled researchers participating, [click here](#). For the 11-minute film about the project featuring voices of the project researchers as well as some of the project participants, [click here](#). Explore further by reading their website: [click here](#). One page on the website touches on the creative methodologies they employed. "By using creative methods that centre on alternative, innovative skills and evoke emotion, we hope to create a more equal research space that allows for important and interesting reflection on issues of equity and inclusion in the workplace."

EDI Hub+ Flexible Fund Call

Recently, EDICa's project administration duo met with the Project Manager of the EDI Hub+ to share lessons learned. The EDI Hub+ are just opening their first flexible fund on 8 May, closing on 11 September 2025. We share further details of their call here:

The EPSRC [EDI Hub+ mission](#) is to drive systemic change, to deliver an Engineering, Physical and Mathematical Sciences (EPMS) research and innovation system that is equitable and inclusive for everyone.



Funding pre-announcement: EDI Hub+ Flexible Fund

Apply for funding to support innovative projects that drive meaningful change in equality, diversity and inclusion (EDI) within Engineering, Physical and Mathematical Sciences (EPMS).

This funding call from the EPSRC EDI Hub+ seeks proposals that will implement, evaluate, and scale-up interventions and initiatives across three key themes: career pathways, research funding and processes, and organisational culture and space. [Read more about the flexible fund pre-announcement](#)

EDI Hub+ Funding opportunities webinar -8th May 2025

The EDI Hub+ is excited to invite you to a webinar designed to outline the funding opportunities available to support inclusive research and innovation in Engineering, Physical and Mathematical Sciences (EPMS). These sessions will provide a detailed overview of the EDI Hub+ Flexible Fund funding process and criteria, giving you the opportunity to ask questions directly to our team.

Whether you are an academic, a researcher, research technical professional, or professional services staff, if you are working on projects related to equality, diversity, and inclusion in EPMS, these webinars will help you understand the aims and objectives of our flexible fund, the range of projects available, and how to apply. [Read more and register for the funding opportunities webinar](#)

If you have a question about the Flexible Fund which is not answered on our website, please email edihubplus@leeds.ac.uk. To stay up to date with EDI Hub+ activity, why not [subscribe to our mailing list](#). You can also [follow our LinkedIn page](#).

Calls and updates

EDICa's report on UKRI Standard T&Cs of Training Grants

Last year, UKRI commissioned EDICa to conduct a series of focus groups with PhD students and staff to appraise the current conditions and some proposed changes. The report's full title is **"An appraisal of changes to the UKRI Standard Terms and Conditions of Training Grant for disabled and carer doctoral students: Mode of study, challenges, drivers and mitigation of challenges, and the suitability of training grants to address these challenges"**.

We recommend reading the two-page executive summary, which can also be seen on our website [here](#). You can read the report in full [here](#).

Following our research, UKRI announced in January 2025 changes in their doctoral training grant terms and conditions.

"These changes include:

- allowing students to take up to 28 weeks medical leave
- making it easier for students who take medical or additional leave to get an extension to their studentship
- removing barriers that might prevent disabled students from getting support"

You can read UKRI's news story here: [UKRI is increasing PhD stipends and improving student support – UKRI](#) And you can read their Policy Statement here: [Policy statement: review of the training grant conditions – UKRI](#)

UKRI had also commissioned SQW - an independent company who provides research, analysis and advice in economic and social development - to survey training grants and research organisations on the effect of UKRI stipend levels on UKRI studentships. You can read the SQW Stipends report here: [Understanding the effect of UKRI stipend levels – UKRI](#)

EDICa would like to thank all the people who took part in this research project. "It was evident many participants took the time to share difficult and challenging lived experiences widely experienced at the interface between study and the wider private and personal domain, from the intersection of doctoral studies with disability, childcare and caring responsibilities, international study, as well in some cases lived experience based on a combination of some or all such identities." [Richards et al, p5]

Calls

Call for participants to share around your colleagues, networks and institutions

Dr Chiara Cocco, EDICa postdoctoral researcher, is looking for researchers based in the UK (or have been in the past), who have experience of **pregnancy** (including miscarriage and fertility journeys), **breastfeeding** and/or **caring for a child under 2** during their research career. She is particularly interested in the experiences of those conducting non desk-based research (e.g., fieldwork, lab work) to learn how they negotiated being pregnant and/or caring for a young child with a career. She would like to interview people to hear how family planning has impacted career decisions and vice versa, with the aim of understanding how to make non desk-based research careers more accessible for those who also wish to have a family. To participate or find out further information, contact Chiara at C.Cocco@hw.ac.uk



As part of this project, **Chiara is looking to shadow a field trip taking place in the UK** in the next few months. As a social scientist, she is seeking to experience the challenges that working in the field pose, including the preparation and risk assessment. She has a small budget to support this. If you are able to put Chiara in touch with a lead of an upcoming field trip of one - two days, please email C.Cocco@hw.ac.uk

EDICa seeks people who have sat on research funding panels - including panellists, chairs, conveners and observers.

As part of our study on the research process, participants can choose a one-hour online interview or to submit a 5-10 minute video or audio recording. Prompt questions will be provided to guide reflections on their experiences with funding assessment panels.

Contact edicaucus@hw.ac.uk to express interest and request more information.

Mentoring of early career researchers

Dr Stefanie Schneider, EDICa postdoctoral researcher, seeks 5-10 minute reflections - audio files or text - about ***your experiences as an early career researcher and the types of support and mentorship you received.***

What obstacles did you encounter, positive experiences, practices you think should be more widely offered, guidance you retrospectively realised was missing or actually was helpful.

We know that minoritised researchers are less likely to be “in the know” for time-sensitive career opportunities. Mentors and champions play a crucial role in guiding early career researchers through a complex landscape with many different and often opaque routes that can lead to a rewarding career. Stefanie is conducting a study to understand what forms of support and mentorship early career researchers evaluate as helpful. This study seeks to establish what initiatives could break patterns of privilege and reach more early career researchers that are often left out.

If you have any questions or would like to participate, contact Stefanie at Stefanie.schneider@uws.ac.uk.

Evaluating AI's impact on equality, diversity and inclusion (EDI) in HR

Are you a professional with experience in:

- AI/Data Science in HR
- Equality, Diversity, and Inclusion (EDI) Strategy
- Recruitment or workforce planning
- Algorithmic decision-making in HR processes

Dr Siddhartha Saxena (EDICa Project, Heriot-Watt University) is inviting diverse professionals — especially women, neurodivergent, and disabled individuals — to share insights in a 45-minute interview. Complete the short eligibility survey: [Survey Link](#). Recent Delphi studies show real concerns about how algorithms affect inclusive HR practices — your voice matters.

Questions? Contact: s.s.saxena@hw.ac.uk

Workstream Updates

The Career- Life Cycle

EDICa is working with a large university to **develop a Menstrual Health Toolkit**, after EDICa was approached by HR representatives to support this. Following a survey which collected the experiences of over 800 people, a series of synchronous and asynchronous co-design workshops have been conducted over the last three months looking at what that toolkit might contain and what are people's priorities. The co-design approach so far has been successful and well received by the community and stakeholders within the university, which felt empowered by being involved in the decision-making process. Some of the participants have shared that these initiatives around menstrual health have encouraged them to be more comfortable to talk about their issues with their managers, highlighting the importance to normalise the conversation around menstrual health. The next step will be implementing the feedback into the toolkit, which will be launched in September.

EDICa was invited to contribute to the **Falkirk Science Festival's** day focused on menopause, on Sunday, 11 May in Grangemouth Town Hall.

<https://www.falkirkleisureandculture.org/whats-on/menopausal-what-s-your-superpower/>

Workstream 1 is commencing co-design work on **animated videos** based on the research. Visual outputs offer variety in learning medium as well as being impactful with the wider public and accessible to a variety of audiences.

Dr Chiara Cocco and Prof Kate Sang have won funding from HWU's **Impact Acceleration Award** to establish a "Menstrual Health at Work Practitioners Network". This community of practice will bring together policymakers, practitioners, and industry partners to co-create tailored menstrual health interventions for various organisational, industrial and sectoral settings. The goal is to develop resources that can be disseminated widely and influence policy, ultimately fostering a more inclusive and supportive work environment for all. We will host online workshops to exchange resources and get to know each other and we will officially launch the network in an in-person event at Heriot-Watt University, Edinburgh in autumn 2025, stay tuned for confirmation of the date.

Are a practitioner involved in menstrual health at work in industry, government, or academia interested in joining this network? [CLICK HERE](#) to provide some details and Dr Cocco will be in touch.

The Research Process

Workstream 2 continues its efforts to gather insights on the challenges and opportunities faced by assessment panels. This initiative is part of a broader effort to develop guidelines aimed at making the peer review process more inclusive. The workstream is now reaching out to the wider research and innovation community, **seeking individuals with experience in various roles within research funding panels, including panellists, chairs, conveners and observers, to participate in our study.** Participants have the option to engage in a one-hour online interview or to submit a 5-10 minute video or audio recording. For those choosing the recording option, prompt questions will be provided to guide reflections on their experiences with funding assessment panels. The contributions from participants will help build an evidence base on EDI issues encountered during the assessment phase of the research process and develop good practice guidelines. The collected insights will be shared with a consortium of funders, enhancing their understanding of how to more effectively integrate EDI principles into the peer review process.

Please contact us to express your interest and request more detailed information about this study at: edicaucus@hw.ac.uk

EDICa's project taking a cohort of "**Equity Champions**" and conducting training in various aspects of EDI continues, with the latest training session taking place on giving constructive and fair feedback, given by Dr Gemma Derrick. One of the pieces of her research she touched on you can read here: <https://doi.org/10.1093/reseval/rvad034>

Gemma Elizabeth Derrick, Alessandra Zimmermann, Helen Greaves, Jonathan Best, Richard Klavans, **Targeted, actionable and fair: Reviewer reports as feedback and its effect on ECR [early career researcher] career choices**, *Research Evaluation*, Volume 32, Issue 4, October 2023, Pages 648–657.

EDICa also continues to work on **demand management**. This refers to situations where funders anticipate high levels of interest in a funding call and therefore implement controls at the institutional level—for example, limiting a university to only three applications. In response, institutions establish an internal pre-submission selection process to determine which proposals will be submitted. Our EDICa evidence review found that demand management is both less well understood than other aspects of the funding cycle and involves elements beyond the direct control of funders, since many applications are filtered out through internal processes before reaching them. Workstream 2's demand management studies focus on the barriers faced by minoritised researchers in these processes and how smaller universities navigate demand management with limited resources.

The Organisation of Work

Using virtual reality to showcase enabling workspaces

EDICa is currently collaborating with [Animmersion](#), a company specialising in immersive virtual reality (VR) training and workplace simulations. Over the past year, EDICa researchers have explored a wide range of research and innovation environments — from museum stores and laboratories to workshops, research vessels, and even a supercomputer facility. In each setting, researchers walked the spaces alongside users to better understand what supports or hinders inclusion across a diversity of needs.

While many existing VR tools aim to replicate lived experiences (e.g. navigating an open-plan office in a wheelchair), **EDICa's approach is different**. We aim to use VR to **showcase what an enabling and inclusive workspace can look like**. This includes visualising real-world inclusive design solutions — such as adjustable lab fume hoods that can be raised or lowered to suit both researchers using a wheelchair and very tall researchers.

We're currently in the **testing phase**, actively working to make the **virtual spaces themselves inclusive**. This includes selecting the **most accessible and inclusive VR headsets** and exploring features that ensure usability for individuals with varying physical, sensory, and cognitive needs.

Stay tuned as we refine our approach and continue gathering input from diverse users to make inclusion a central design principle — both in the real and virtual world.

International Labour Process Conference

EDICa's Prof James Richards recently attended the **43rd International Labour Process Conference (ILPC)** in Santiago de Chile, held from 23–25 April. He presented key findings from our research on **bullying and harassment** in the research and innovation workplace.

Building on this work, EDICa will be **rerunning the Covid-19 workplace survey** originally conducted in 2023 — this time with a focused lens on bullying and harassment. Watch this space for our upcoming call for survey participants.

EDICa Seminars

Covid-19 and its impact on EDI in research & innovation

The EDI Caucus has been conducting research to better understanding how the Covid-19 pandemic and the associated lockdowns impacted the careers of different people in the UK's research & innovation sector. Specifically, we looked at the impact it had on inequalities in the sector. The pandemic had an unequal impact on people, depending on their career, their institution, their line manager, their health, their family situation, and their personal circumstances.

In autumn 2023, EDICa conducted a wide-ranging survey, receiving 600 responses from across the UK and across a broad range of disciplines.

[Join us on Zoom on 7 May from 14:30-15:30](#) as we go through the results of our findings. Some people's careers were helped by the pandemic; some disabled people and parents & carers finally had the flexibility to work from home that they'd always needed and thrived. Some people suffered badly and ended up dropping out of their career path. And some people experienced worse bullying and harassment. We'll be reviewing the good, the bad, and the ugly.

Richards, J, Sang, K, Saxena, S, Canduela, J, Wedgwood, B & Collins, J 2024, **The Covid-19 pandemic: What has been the impact on equality, diversity and inclusion in the UK research and innovation ecosystem?** Heriot-Watt University.

<https://doi.org/10.17861/9618-X577>



Innovative Approaches to EDI - new lunchtime series on research methods

In an increasingly diverse and interconnected world, the need for rigorous research methodologies to examine Equity, Diversity, and Inclusion (EDI) has never been greater. The Innovative Approaches to EDI Seminar Series is dedicated to equipping researchers and practitioners with the tools, frameworks, and approaches necessary to critically analyse and address EDI issues across various domains. By emphasizing research methods, this series fosters a deeper understanding of the complex interplay between technical issues and social factors in practice, policy, and academic inquiry.

A cornerstone of this series is its focus on the integration of cutting-edge quantitative and qualitative methodologies. Leading social scientists explore innovative approaches to empirical inquiry, offering insights into the logic and applicability of diverse research techniques. By critically examining these methodologies, the series sheds light on how to effectively design and execute EDI-focused studies that generate actionable insights and contribute to both theory and practice. Presenters draw on diverse case studies and disciplinary perspectives, providing a rich backdrop against which methodologies are applied and evaluated.

Held monthly online to maximize accessibility, each session delivers data-driven, contextually grounded discussions that empower attendees to enhance their research practices and contribute meaningfully to advancing EDI.

By centring research methodologies, the EDI Seminar Series provides a critical space for exploring innovative approaches to studying and addressing EDI issues. It serves as a vital resource for scholars and professionals seeking to generate impactful, evidence-based insights that drive change in their institutions and communities.

22 April recording - **Inclusive Science Communication** - <https://edicaucus.ac.uk/research-methods-inclusive-science-communication/>

13 May 13:00-14:00 - **Using AI to Transform EDI Research** - <https://edicaucus.ac.uk/research-methods-using-ai-to-transform-edi-research/>

11 June 13:00-14:00- **Social Network Analysis** - <https://edicaucus.ac.uk/research-methods-social-network-analysis/>

2 July 13:00-14:00 - **Machine Learning & Gender** - <https://go.hw.ac.uk/EDICa/Seminar/Machine-Learning>

Dates still to be finalised: in September, **literature reviews in the context of black women academics in the UK**; and in October, **co-production in a neurodiversity context**.

Using AI to Transform EDI Research

A case study of how an AI tool can enable a more inclusive approach to qualitative analysis.

Online, 13 May 13:00-14:00 BST

[The Autonomy Institute](#) is a data-driven research and consultancy not-for-profit, focusing on work and climate, who are co-investigators on the EDI Caucus. Scribe is Autonomy's in-house AI tool designed to transform how researchers engage with unstructured text data from surveys, interviews, and consultations—making it especially powerful for equity, diversity, and inclusion (EDI) research. By clustering responses, identifying emergent themes, and quantifying qualitative patterns, Scribe allows researchers to surface insights from diverse voices at scale while maintaining traceability back to original responses. In this session, we'll demonstrate how Scribe could enable a more inclusive approach to qualitative analysis—supporting mixed-methods research, participatory studies, and intersectional inquiry by removing bottlenecks in processing and interpretation. Rather than replacing the researcher, Scribe augments their work—expanding what's possible in EDI-focused empirical inquiry.



Social Network Analysis



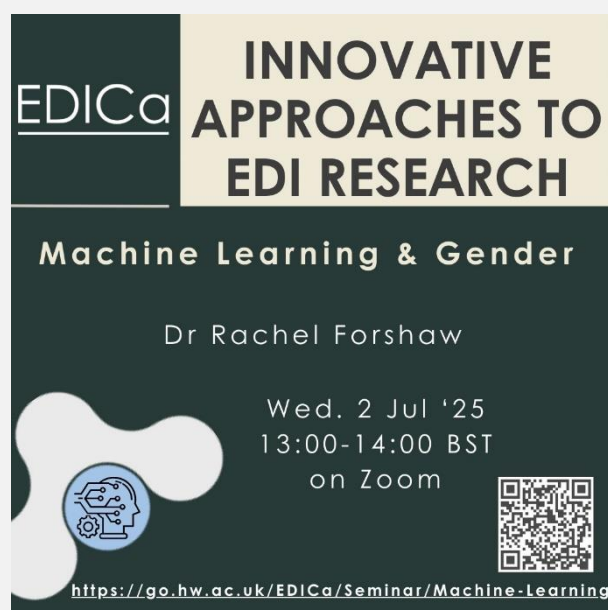
A case study in using publication metrics and network analysis to study gender diversity and publication activity in STEM in the UK.

Social network analysis (SNA) is the process of investigating social structures through the use of networks and graph theory. Examples include business networks, kinship, disease transmission, and social networks. Join us on **11 June, 13:00-14:00 BST** to hear [Dr Yasaman Sarabi](#) share this method in an academic setting, with particular attention to gender diversity and inter-organisational collaboration.

Machine learning & gender

Online, 2 July 13:00-14:00 BST

Dr Rachel Forshaw, Assistant Professor in Economics, will be sharing her research in this area. Full abstract will be available on our website soon.



Recording: Research Methods- Inclusive Science Communication

Our series kicked off with a presentation by Dr Chrissie Douglass and Prof Dame Heather McGregor sharing their series of 48 films for the Industrial Decarbonisation Research & Innovation Centre ([IDRIC](#)). The project invited volunteers from the community of researchers in IDRIC to make a series of 48 films designed for use in schools, seeking to establish role models in STEM, and especially in decarbonisation. ([Click here to view the videos.](#)) In developing the project, the researchers sought to create a replicable methodology for inclusive science communication, at the same time as seeking to influence the decarbonisation talent of the future.



You can watch the recording on our YouTube channel or our website. [Click here](#) for the slides.

Spotlight on the field

Improving inclusivity in grant funding- initial analysis

On 9 April, the Bennett Institute for Public Policy at the University of Cambridge published their initial analysis on gender disparities in grant funding. This comes from a project called “Improving Inclusivity in Grant Funding” (I3GF) in Cambridge’s Research Strategy Office.

<https://www.bennettinstitute.cam.ac.uk/publications/improving-inclusivity-in-grant-funding-initial-gender-analysis/>.

The project plans to examine other demographic characteristics such as ethnicity and caring responsibilities, as well as structural disparities and interventions.

The report by Agata Czech, Becky Ioppolo, Noam Tal-Perry & Steven Wooding looks at gender disparities and highlights the need for two approaches to address them.

"The initial report ... focuses on gender disparities at three key stages of the funding process:

- Who applies?
- How large are the applications?
- Who is successful?

"This study highlights the need for two approaches to address grant funding disparities. The first is to identify and address the specific factors that contribute to inequalities at different levels of seniority, within each discipline. The second is to focus on broader structural disparities, which this analysis highlights as a critical issue.

"The Improving Inclusivity in Grant Funding project aims to investigate current disparities in grant funding outcomes among researchers with varying demographic characteristics, at the University of Cambridge, and identify strategies to mitigate them. We plan to examine other demographic characteristics such as ethnicity and caring responsibilities, as well as structural disparities and interventions."

Capturing Black Autistic Women's Experiences- podcast

The Black Women in Science (BWIS) Network ([website linked here](#)) is a community for women of African and Caribbean heritage in various stages of their scientific careers.

They run a podcast which you can find [clicking here](#). In April, for National Autism Awareness Month, they hosted Dr Shereen Everett for an episode on Black autistic women's experiences.

"Dr Everett shares her experience of getting onto the clinical psychology doctorate, including the challenges. She then explains her research methodology and findings in-depth. Her research highlights the importance of representation and diversity in how society views and identifies autism in the Black community. Dr Everett looks forward to publishing her research to increase awareness and empower Black women to embrace their autistic identity."

A quote from the episode shared on an X post ([linked here](#)): "This concept of triple masking was essentially, the participants spoke about having to simultaneously mask their different identities. So they were masking their gender - in terms of, they were trying to meet these stereotypical gendered norms. They were having to mask their Blackness or their racial identity in predominantly white spaces. And also they were having to mask their autistic traits in non-autistic spaces. So they all kind of spoke about - even before they had a term - because a lot of them didn't have the language for what they were doing, they were just innately doing it to survive. But quite a few of them spoke about having to utilise this triple masking which I found really profound - because it just really highlights the unique challenges that Black autistic women face even before they know they are Black autistic women."

[Click here](#) to listen to the episode, which is about one hour and 15 minutes long.

[Migrant doctoral supervisors learning to supervise in UK institutions](#)

Dr Bing Lu of the University of Warwick's report, [Migrant doctoral supervisors learning to supervise in UK institutions – an inclusive perspective](#) investigates how migrant supervisors learn to supervise doctorates through supervisor training programmes in UK institutions. Through investigating different stakeholders, this study focuses on how supervisors respond to the mandated and/or optional training sessions through a design that aims to elicit reflective accounts based on the notes they kept when attending the development sessions. This study generates three findings, 1) offering an overview of how various stakeholders shape the provisions of supervisor development programs in the UK, 2) highlighting the importance of fostering inclusive communities of practices in supervisor development programme, and 3) acknowledging migrant supervisors' barriers in learning from supervisor development programmes when mobilising between degree structures. This project offers some practical recommendations as well as indicating the future research directions at the end.

Spotlight on accessibility

The risk of return-to-office mandates

In February 2025, the government published an interim findings report of research carried out by National Centre for Social Research on behalf of the Department for Work and Pensions (DWP) titled "**Work aspirations and support needs of health and disability customers**". ([Click here to view the full report.](#)) The report was led by researchers from Lancaster University, the Work Foundation at Lancaster University, Manchester Metropolitan University, and Universal Inclusion, and funded by the Nuffield Foundation.



Lancaster University helpfully pulled highlights pertaining to working from home in an article which you can [click here to read in full](#).

"One in five UK workers (6.64 million) mainly work from home, and analysis shows that nearly a fifth are disabled (1.16 million). **Survey findings of more than 1,200 disabled workers with experience of remote and hybrid working, reveal that working from home had a positive impact on 80% of those in fully remote roles when it came to managing their health.** This proportion reduces to 38% for those who work remotely less than half of the time, suggesting that the benefits decline if people are expected to work onsite very regularly.

"The study also reveals that 85% of disabled workers surveyed feel that access to remote and hybrid working is very important or essential when looking for a new job. In addition, nearly one in three disabled workers (30%) who are already working in a hybrid way want to spend more of their work time working at home.

" "Remote work is not an 'optional extra' for many disabled workers but is vital to enabling them to get into and stay in work," [Rebecca Florisson, Principal Analyst at the Work Foundation at Lancaster University](#) explains.

"Despite the increase in demand from workers, the study reveals that remote and hybrid roles are difficult to come by – and arbitrary 'return-to-office' mandates could make things worse."

Researchers reviewed jobs advertised on the DWP's job portal, finding that only one in 26 had an option of hybrid or remote working, and that a quarter were in the London and South East area.

“This new evidence clearly tells us that if a job isn’t advertised as hybrid or remote, the vast majority of disabled workers who require access to homeworking won’t even apply,” Florisson continues. “This may be non-negotiable for them so they can better manage their health and stay in work. If employers are shortsighted and ignore the rising demand for flexibility in roles, they are missing out on a vast pool of talent that could benefit their organisations, while further distancing disabled workers from the UK labour market.”

Get Involved

Sign up to receive our newsletter, calls for participation and Flexible Fund:

<https://go.hw.ac.uk/EDICa/Subscription>

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