Race Equality Charter Silver application form

Applicant information

Name of university	Leeds Trinity University
Submission date	28 March 2025 (draft) 20 June 2025 (final)
Level of previous award	Bronze
Conferral date of previous award	2020
Contact name	Dr Syra Shakir
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Section	Words used
An overview of the university and its approach to race equality activity	4,051
An evaluation of the university's progress and impact	4,189
An assessment of the university's race equality context	6,876 (extra words for BLM/ Covid)
Future Action plan*	
Appendix 1: RAG-rated previous action plan	
Appendix 2: Survey and consultation data*	
Appendix 3: Data tables*	
Appendix 4: Glossary*	
Overall word count	49,938

*These sections and appendices should not contain any commentary contributing to the overall word limit.

Overall word limit: 14500 words, our word count: **15,116.**

Updated Race Equality Charter
Silver Application Form

Contents

Section 1: An overview of the university and its approach to race equality activity

1. Letter of endorsement from the head of the university

Charles Egbu, Vice-Chancellor

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May 28th, 2025

Dear Assessment Team,

I am writing to you on behalf of Leeds Trinity University to fully endorse this application for the Race Equality Charter Silver Award. As Vice-Chancellor I have taken an active involvement in the work of the Race Equality Charter Partnership (REC-P) and have witnessed the commitment of my colleagues and our students in embedding anti-racist practice and supporting an intersectional approach to addressing the root causes of inequity within our institution.

As a university committed to Social Justice and Solidarity, we have made sure that race equity and racial justice underpin these. Our Anti-Racist statement expects colleagues to embody this through demonstrable commitment to supporting the institutional approach to structural change. This requirement forms part of our Values and Behaviour Framework.

We remain extremely proud to be the first University in Yorkshire awarded the REC Bronze, which comes with responsibility to our community but also the sector. We are mindful that our practice must reflect our rhetoric. Whilst the REC BAP supported us to garner engagement in specific areas of work, it also gave us confidence to become more ambitious in our intent. Our SAP harnesses that ambition and will build on the solid foundations we have embedded.

Whilst the work that we have undertaken is sector leading, there is still significant work to do, therefore we cannot be complacent. The felt experiences of our staff and students demonstrates to us that our commitment to belonging still requires work, and whilst we have developed strategy to support cultural change, we are still waiting to see the true impact of this work.

Our approach to next steps is clearly outlined in our action plan and the award of REC Silver, if granted, would give us both the confidence and encouragement to support our own institution and the sector in developing an anti-racist, approach to addressing intersectional inequalities. Despite the financial difficulties of the sector our budget for the year has remained healthy in

relation to our commitment to Equity, Our Office for Institutional Equity, Race and Inclusion commitments total for 24-25 is £712,219.05 further supported by equity work in our Access and Participation Plan.

At the heart of our work, is our strategy for Equity, Social Justice and Belonging (2022-2026), fundamental to our strategic vision and embeds intersectional approaches to promoting equity. The Office for Institutional Equity will continue the importance of intersectionality through active listening opportunities with colleagues and students and we remain committed to placing co-creation and colleague and student voice at the heart of this work.

We are fully committed to the REC, and I will continue to support colleagues and students by leading through example. As a Board Member of Universities UK and lead for the UUK report on Tackling Racial Harassment in Universities, I have been able to use our institutional work for Bronze to advocate for change within the sector, and in turn I have brought this national learning back to our institution to support our Silver ambitions. I remain of the belief that the REC is as much a responsibility as it is recognition.

Thank you for considering our application for REC Silver we remain both enthusiastic and committed to this journey.

With gratitude,

Charles

Professor Charles Egbu

Vice-Chancellor

2. Supporting statements from heads of faculties and directorates and the Students' Union

Dean of Research

I am delighted to fully endorse this application. In research we have taken to support further embedding race equity actions. In 2021 we introduced a new system of PGR studentships to increase enrolments overall and diversity of the PGR Community. Though there is further work to do, we have successfully increased BAME PGR enrolments from 8% to more than 25% overall.

Prof. Karen Sayer has worked with our Placements team to develop a 'Research Academy' to support a small group of students who express interest in research careers to gain more awareness of research roles and to hear from a diverse range of professional researchers who might act as 'role models'. My wider team are working with the Graduate Outcomes team providing sessions to all final year and PGT students on research career opportunities, including PGR study with us. It is shaped by feedback from potential PGRs that those under-represented in research careers are less likely to have access to social and cultural capital which supports research career development.

LTU is part of the Yorkshire Policy Engagement Research Network and the Yorkshire Policy Innovation Partnership exploring opportunities for a more diverse range of researchers to engage and supporting 'decolonising' initiatives to develop substantive change of policy-engaged research work.

Finally, recognising the need to continue to make progress on racial (and other forms of equality) in our own workforce we have introduced an annual EDI in Research report for discussion and action at LTU.

Professor Alex Nunn
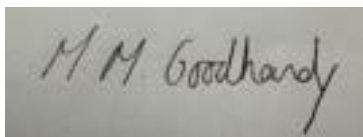
President, Students' Union

On behalf of the Students' Union, I am proud to support this submission which reflects the collective work of students, staff, and leadership in making racial equity a lived reality on campus. As part of the REC partnership, I have contributed to discussions that keep this vital work at the heart of the University's mission.

We are especially proud of the spirit of co-creation that drives our progress, with students and academic staff collaborating to improve the learning experience. Initiatives like the Curriculum for Social Justice exemplify this effort, embedding equity into education and empowering students to engage with social justice issues in meaningful ways.

Our societies also play a crucial role in fostering inclusive spaces where students feel represented and supported. We recognize the need to ensure their sustainability and acknowledge the contributions of our liberation officers, who advocate for students from marginalized communities.

Mental health has remained a key focus across our officer team, linked closely to our broader commitment to equity and inclusion. We are proud to be part of an institution leading with justice, inclusion, and equity at its core.
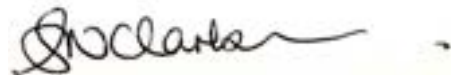
Maddeleine Goodhand

Executive Director of People and Culture

I fully endorse our application for the REC Silver Award, which reflects our collective commitment to advancing racial equity and building an inclusive university community. Leeds Trinity University has made meaningful progress in tackling systemic inequalities, led by the People and Culture directorate. We have focused on deepening our own understanding of racial equity to ensure change is driven with integrity. Key developments include a comprehensive review of recruitment processes and the implementation of evidence-based strategies to improve representation, efforts that stem from both our REC Bronze Award experience and broader service reorganisation.

Our achievements are rooted in authentic collaboration and shaped by ongoing staff feedback. We've worked closely with Equity Networks to elevate the voices of underrepresented groups, ensuring their perspectives inform institutional policy and practice. This co-creation has been central to creating a university environment where all individuals feel valued and empowered.

We acknowledge that racial justice is a continuous journey and remain committed to sustained improvement. Achieving the REC Silver Award would affirm our progress and help embed future actions into our accountability frameworks. I remain personally dedicated to promoting intersectional approaches to equity and inclusion, and our directorate is committed to driving lasting, transformative change.

Sonya Clarkson

Professor Catherine O'Connor Pro Vice-Chancellor for Education and Engagement

Professor Fiona Shelton Dean, Centre for Excellence in Learning and Teaching

Professor Phil Hodgson Dean, Faculties of Social Science and Education

Susan Wakefield, Deputy Dean of the Faculty of Health, Wellbeing and Life Sciences

As members of the Executive and Senior Leadership Team, we strongly support this work, reaffirming our commitment to race equity and intersectional social justice. Building on the Bronze Action Plan (BAP), this submission showcases the progress we've made in embedding race equity across policies, curriculum, and student support. Our Silver Action Plan (SAP) enhances these efforts, particularly through the development of the Curriculum for Social Justice, which centres race equity as a core theme and promotes decolonized, inclusive pedagogies.

We've adopted a relational approach to teaching that values student experiences and challenges traditional hierarchies. Co-creation between staff and students has produced impactful initiatives, including contributions to our Equity, Social Justice and Belonging Strategy and widely shared CPD resources. In addressing awarding gaps, we've prioritized assessment innovation and race-conscious learning strategies.

Our faculties have hosted events and engaged in projects exploring intersectionality, supporting both staff and student learning. Students are also encouraged to engage with voices from their professional fields to deepen their understanding of racial justice. We remain committed to driving structural change and promoting equity at every level.

3. Governance and recognition of equality, diversity and inclusion work

Race Equity is at the centre of our strategic approach working to create a community for our colleagues and students where success is not race or ethnicity dependent. We acknowledge that there is significant work still to do; we are striving to be better. Anti-racism is fundamental to our values, integrity and ambitions to eradicate inequity with our application for REC Silver submitted for this intent.

3.1 Ownership, Governance and Accountability

There have been significant structural changes at LTU positively supporting the RE agenda. In 2022 The Office for Institutional Equity (OIE) was founded to support strategic oversight of Equity Social Justice and Belonging for both colleagues and students. The OIE sits within the VC's Portfolio at the University Executive level.

The OIE leads the EDI Committee in collaboration with the Executive Director of Governance & University Secretary. This gives the committee a direct line to the UEB. The Staff Equity Networks work closely with the OIE and are supported to participate as full members of the EDI committee (see Figure 1).

Figure 1:
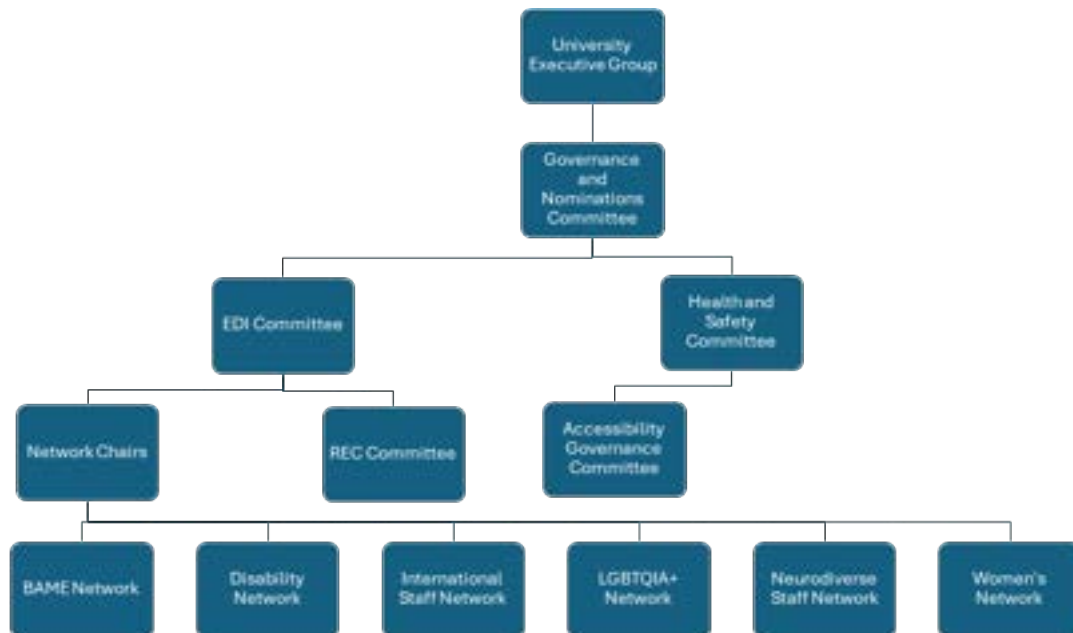
Our governance processes ensure that RE work is embedded within our committee structures beyond our EDI Committee to ensure that we maintain accountability and collaborative ownership, and that this does not become siloed (represented in Figure 2).

At a local level the REC Updates are a standing item at Faculty Board Meetings, reported to the Academic Standards and Quality Committee. Cross institutionally the REC is a standing item at both the Learning, Teaching and Student Experience Committee (LTSE) Committee and the DVC's Update at Academic Board.

All academic programme teams have responsibility for ownership of race equity within the curriculum which is a central pillar of the Curriculum for Social Justice.

Figure 2. Academic Deliberative Structures 2024/5
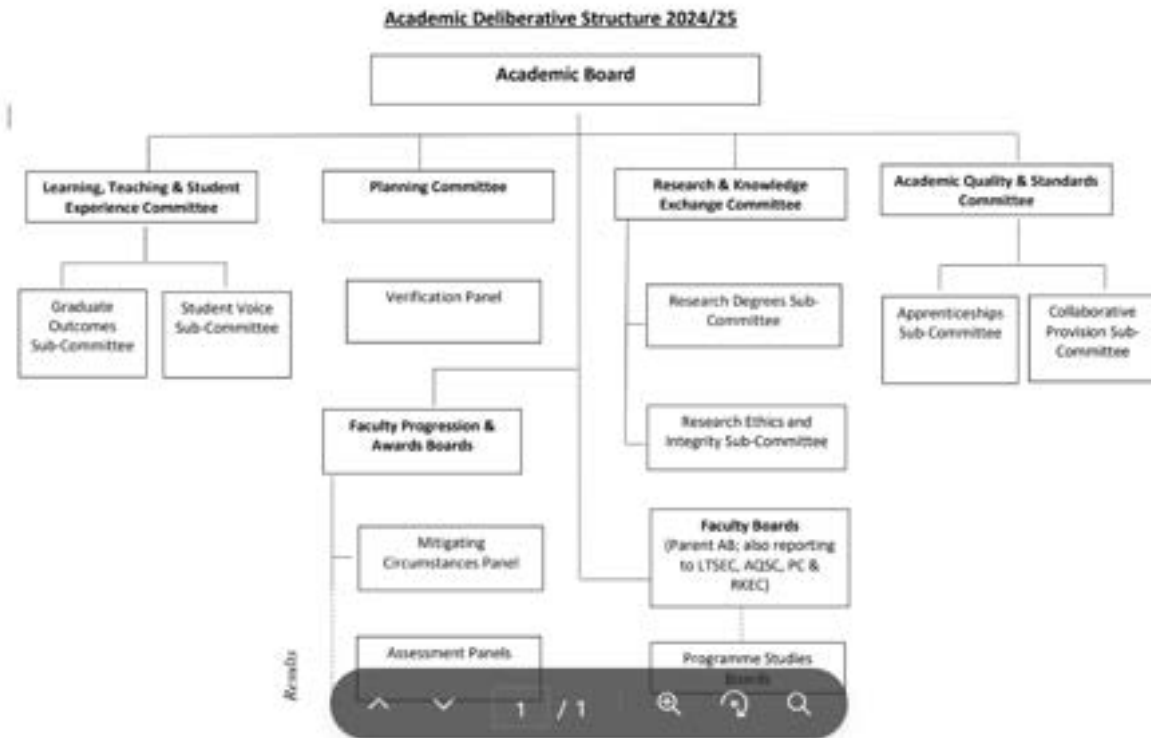
Time is allocated to support work by academic and PS staff related to equity through 150 'Citizenship Hours' or equivalent. Chairs and Co-Chairs of the Equity networks have an additional 150 hours and all REC – P members are allocated 20 hours to participate in meetings. The University allocates two days to staff to support volunteering opportunities. For diversity breakdown of university committee memberships see appendix 3.

4. Local involvement and accountability

4.1 Faculties and Their Role in Race Equity

There are three faculties:
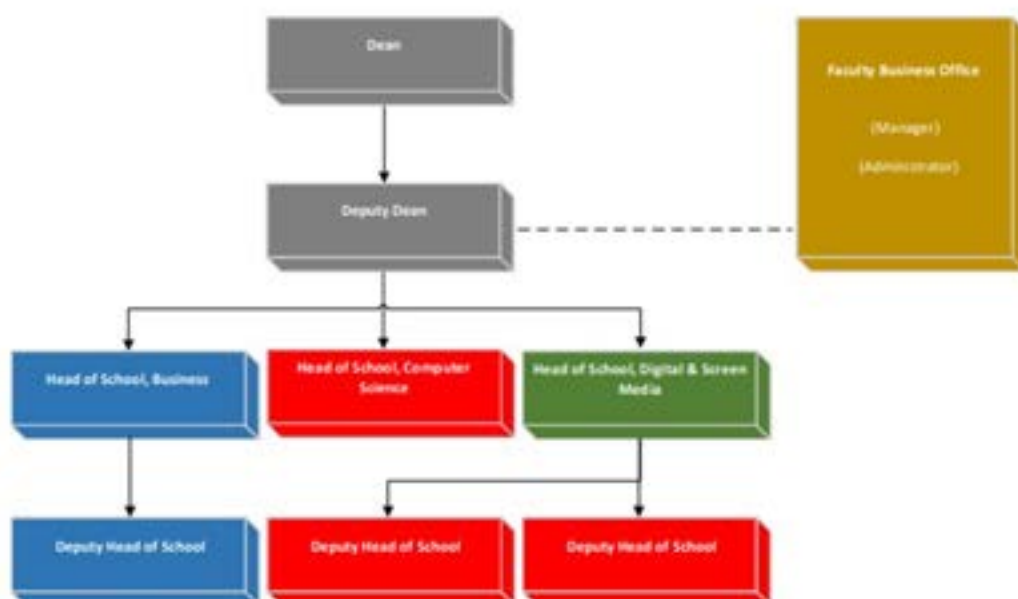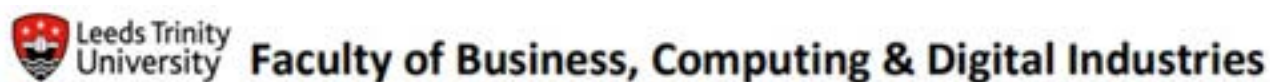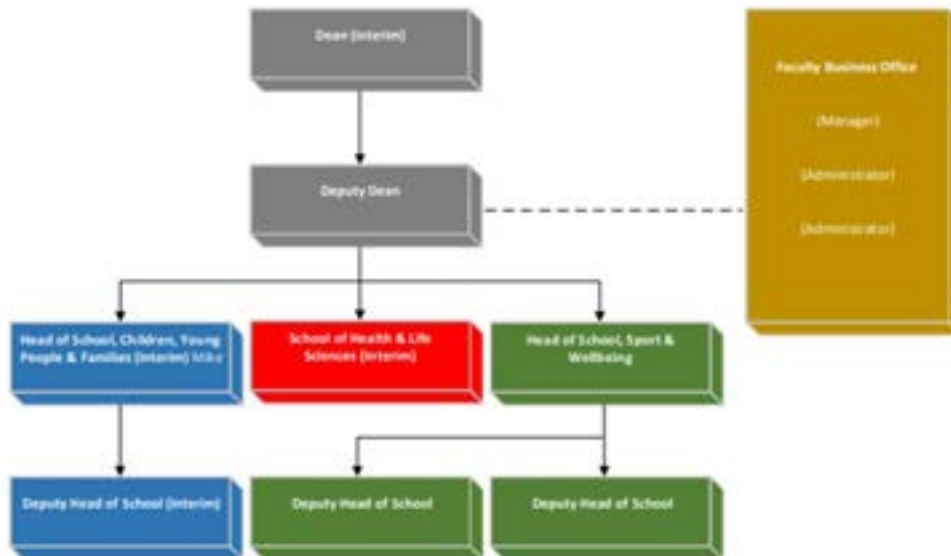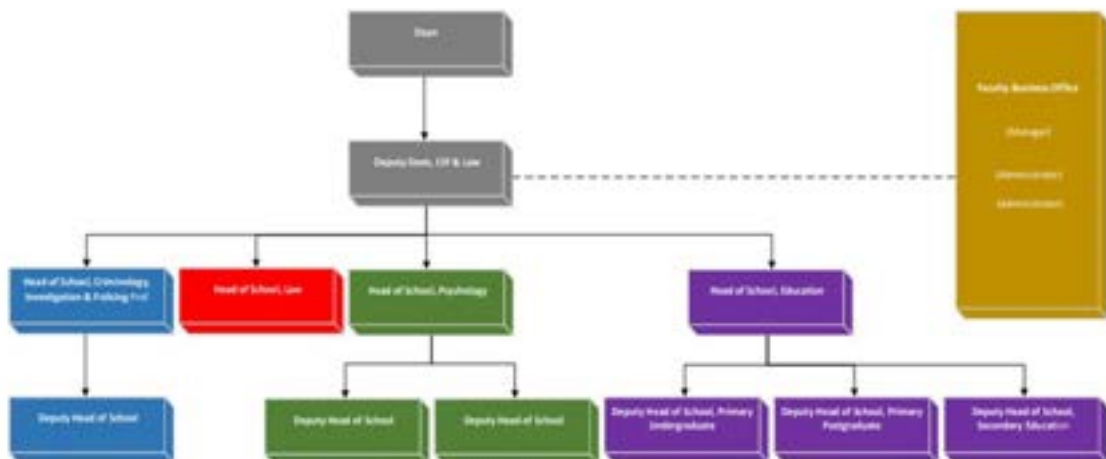
Each faculty has a REC- P representative who reports back to Faculty Meetings where the REC is a standing agenda item. REC initiatives are communicated and integrated with a hub and spoke model operating between faculty and the Committee.

The REC BAP acted as a catalyst for embedding anti-racist practice as 'business as usual' with strategy, accountability and governance at a local level to support meeting the institutional strategy.

4.2 Faculty Strategic Alignment

To manage Faculty strategic alignment with REC priorities, developed by the OIE in partnership with Faculty staff is the 'The Big 5'. This is reported on both at Faculty and institutional level. Each faculty has been required to develop a tailored approach to implementing 'The Big 5' which includes five strands of work, namely:

1. Engaging in staff development to support **Race Literacy**

2. **Data Literacy** to understand where racial disparities are evident

3. Development and implementation of the **Curriculum for Social Justice**

4. Implementation of an **Assessment Review**

5. Development and implementation of the **Transition Framework.**

These activities require colleagues to actively interrogate their practices through RE and review their inclusiveness. The plan launched in 2023, brings together work aimed at eliminating racial disparities within pedagogic practice and the student experience, concurrently it addresses the issues which we know lead to poor student mental wellbeing. The seeks to support structural change influenced by the learning that happens in stage 1 *Race Literacy* (See Section 2).

Senior leaders, including Deans and Directors, are responsible for the delivery of Big 5 work, with progress monitored through regular reporting to the university's Transforming Student Outcomes Group and the LTSE. The university provides structured support to faculties and directorates through dedicated resources such as race equality toolkits, training workshops, and advisory services from CELT and the OIE. Additionally, we have bought in expertise to support this activity (see Appendix 5).

4.3 Accountability measures

Accountability for RE work has been embedded in the academic quality monitoring process (performance, gaps, outcomes, actions) with timetabled invitations for reports by programme team to be presented to the Pro-Vice Chancellor Education and Experience and their senior leadership team.

Programme Annual Review meetings are carried out at module, programme, faculty and institutional level. Annual Review results in action planning for continuous improvement and the production of the following reports:

- Programme Annual Review (PAR) reports

- Faculty Annual Review (FAR) reports

- The Institutional Annual Quality Report (IAQR).

In addition, each School is required to report in the interim during the academic cycle (October, February, June) at the Programme Enhancement Review meetings. This comprehensive process directs HOS' and their programme leaders to report on specific aspects of performance data including student success, outcomes and awarding gap information related to racial disparities. The meetings ensure programmes are in alignment with the university-wide key performance indicators (KPIs) related to RE and offers a space to assess impact, understand need for further interrogation of data, to inform strategic direction and an opportunity for mitigation measures mid-cycle.

5. REC self-assessment process

The preparation of this application was a collaborative effort led by the REC- P Co-Chairs and a PGR Student with contributions submitted by REC -P members. The REC-P was established for our Bronze application so we have maintained this structure.

The REC-P comprises academic and professional services staff from various faculties and departments across grades 3-10, senior leadership representatives, PhD student

representatives, SU leaders, members of staff networks, (Table 1). In summary, the REC P includes, 25 Females, 11 of which are BAME and 16 Males, 5 of which are BAME. This is 37% BAME overall, 44% BAME women and 31% BAME men.

Table 1: REC-P Membership

Member	Job Role	School/ Service	Role and Experience
Tamsin Bowers-Brown	Director of Office for Institutional Equity	Vice Chancellor's Portfolio, member of the Extended University Executive Group	Co-Chair of the REC Committee
Meaghan Banham	Head of Student Engagement and Communications	Student Engagement	Strategic oversight of engagement support services for students
Ricardo Barker	Associate Professor	Digital and Screen Media	Anti- racist specialist trainer and Subject lead
David Betts	Director of Academic Strategy and Resourcing	Academic Strategy	Strategic oversight of operations, student transition framework and induction
Sonya Clarkson	Executive Director of People and Culture	People and Culture	Strategic oversight of HR services for staff
Willow Colios	Web Service Content and Training Officer Chair of the Neurodivergence Network	Marketing and Communications	Subject lead

Donna Eastham	Senior Lecturer in Policing	Criminology, Investigation and Policing	Subject lead
Charles Egbu	Vice Chancellor	Executive	Leadership sponsor
Laura De Pretto	Senior Lecturer in Psychology, Chair of the International Staff Network.	Psychology	Subject lead
Tim Feather	Graduate Outcomes and External Engagement Manager	Graduate Outcomes	Leading actions on improving graduate outcomes
Charlotte Fletcher-Morgan	Deputy Dean	Business, Computing and Digital Industries	Strategic oversight of faculty
Thelma Ford-Escobar	Governor	Board of Governors	Governance and accountability
Nick Goodfellow	Director of Library and Learning Resources	Library and Learning Resources	Strategic oversight of library services and collections
Maddeleine Goodhand	President of Student Union	Student Union	Leading activities and actions of the SU
Hannah Hayward	Coordinating Lay Chaplain	Chaplaincy	Catholic values and leading community building activities
Philip Hodgson	Dean of Faculty	Social Sciences and Education	Strategic oversight of faculty

Tom Hurst	Director of Student Health and Wellbeing	Student Health and Wellbeing	Strategic oversight of student mental health actions
Sana Hussain	Apprenticeship Operations Administrator	Apprenticeships and Work Based Learning	CAWBLS representative
Yvonne Inniss	People Services Administrator	People and Culture	Support frameworks and processes for staff
Md Golam Jamil	Senior Lecturer in Academic Development	Centre for Excellence in Learning and Teaching	Lead on co-creation, REC case studies and action planning
Yanguo Jing	Dean of Faculty	Business, Computing and Digital Industries	Strategic oversight of faculty
Lewis Miles-Berry	PHD Student	Psychology	Subject specialist and data insights analyst, co-author of the REC Submission.
Sophia Milnes	Head of Student Recruitment	Student Recruitment	Leading student recruitment actions
Nadira Mirza	Strategic Advisor to Deputy Vice Chancellor, in relation to Race and Community Relations.	Race Institute	Strategic oversight of activities from the RI.
Emma Murphy	Director of Student and Academic Services	Student and Academic Services	Strategic oversight of admissions.

Claire Newhouse	Dean of External Engagement	External Engagement and Impact	Strategic oversight of apprenticeships and business engagement
Alex Nunn	Dean Of Research	Research	Strategic oversight of RKE
Naziya O'Reilly	Senior Lecturer in Primary Education	Education	BAME staff network chair and subject lead
Marjan Parkinson	Senior Lecturer in Law	Law	Subject Lead
Nick Rowan	Senior Business Intelligence Analyst	Planning and Information	Providing student data
Karen Sayer	Professor Social and Cultural History	Research and Knowledge Exchange Office	Lead on Research Pathways, scholarships, actions
Alison Scott	Head of People Services	People and Culture	Strategic oversight of HR services for staff
Syra Shakir	Associate Professor (Strategic Lead Race Equity)	Office for Institutional Equity	Co-chair of the REC committee
Fiona Shelton	Dean of the Centre for Excellence in Learning and Teaching; Professor of Pedagogy.	Centre for Excellence in Learning and Teaching	Strategic oversight of Curriculum and Assessment
Asiya Siddiquee	Senior University Teacher and Lead College Liaison Tutor	Academic Partnerships	BAME staff network chair

Jacqui Temple-Smee	Library User Services Manager	Library and Learning Resources	Leading work on special diversity collections
Emily Timson	Director of Graduate Outcomes and Enterprise	Graduate Outcomes	Strategic oversight of graduate pathways
Paul Tyrer	Head of Organisational Learning and Development	People and Culture	Staff learning, development and training
Susan Wakefield	Deputy Dean	Health, Wellness and Life Sciences	Academic Faculty Lead
Sean Walton	Senior Lecturer in Academic Development	Centre for Excellence in Learning and Teaching	Anti- Racist Training, Curriculum and Assessment
Len Windle	Director of Estates and Facilities	Estates and Facilities	Strategic oversight of facilities and campus spaces

5.1 Recruitment Process and Consideration of Diversity in the REC-P

The recruitment of REC-P members was intentionally designed to ensure representation across a broad spectrum of staff and student communities. Key actions included:

- Open calls for expression of interest circulated widely to all staff and students with specific encouragement for BAME individuals to participate.

- Targeted invitations to underrepresented groups, particularly those with lived experience of racial inequality and/or intersectional disadvantage.

- Inclusion of members from different staff grades, academic disciplines, and student levels (UG, PGT, PGR).

- Engagement with staff equity networks such as the BAME and Women's Networks.

- Consideration of varied career stages and contract types (e.g., fixed-term, part-time, professional services, academic).

- Skills-based inclusion to ensure expertise in data analysis, policy development, student engagement, and EDI strategy.

The aim was to create a REC- P that embodies both diversity of background and thought, ensuring the self-assessment process was inclusive, equitable, and critically reflective. We were also mindful to ensure that our senior leaders were part of the REC-P to demonstrate that the institution places this work at the heart of its strategy.

The REC-P meet approximately every 6 weeks online to share updates on race equity work, review research findings, develop a comprehensive action plan in a co-created manner (see Appendix 3, REC- P Meetings). We also share an MS team site to maintain regular communication.

5.2 Institutional Leadership of REC

The REC-P was previously chaired by the DVC and following his departure in 2024, succession went to the Director of OIE with sponsorship and attendance by the VC providing visible senior leadership and strategic alignment. This role ensured:

- Regular communication and reporting to the UEB and relevant EDI governance structures.

- Advocacy for race equality at the highest levels of institutional decision-making.

- Facilitation of resources and support for the REC-P's work.

In addition, the REC-P had a co-chair, Associate Professor for Race Equity, who works across the OIE and CELT to provide operational leadership and strategic and sectoral insight. The composition of the REC-P is regularly reviewed to ensure continued alignment with its purpose and to respond to any gaps in representation and expertise.

5.3 Self – Assessment Process

The REC-P adopted a structured, co-created, and reflective approach to undertake the self-assessment process including quantitative and qualitative data analysis, and extensive consultation with staff and students. We also showcased good work across the institution by hosting spotlights at our REC-P meetings. In addition to required mandatory data sources and typical methods of data gathering such as focus groups, we adopted both formal and informal safe spaces for both staff and students to feedback on their experiences. These include anonymous platforms such as Padlet, dialogues facilitated by specialist external consultants (paid), digital documentaries and short films, open door policy to the OIE and staff networks, staff CPD and co-creation initiatives. A long-standing student- staff co-creation initiative started in 2020 led by Dr Syra Shakir, has reached circa 3000 students and 400 staff and is published by Advance HE. There is also Re:Tension (see trailer) which offers embedded safe spaces for staff and students to share experiences. This began in 2019 and has so far reached circa 4000 students and 500 staff. These activities take place throughout the year, as we strive to maintain ongoing communication that works to be responsive and pro- active rather than reactive.

Lewis Miles- Berry (BAME Male), PhD student shared that:

''LTU has always been a safe space and has embraced me, taught me that my ideas are worthy. LTU isn't perfect, but it knows it and so do its people, it admits it. Everyone is always trying to do better. The efforts made, across the events, curriculum and co- creation, students are a central part of this.''

Ameenah Gulfraz (BAME Female), final year undergraduate student shared that:

''LTU places a high value on student voice. It takes a lot for an institution to address and notice there's a problem and it shows a higher stand when addressed correctly.''

Communication of REC Activity:

- Regular updates shared via internal newsletters, the university intranet, and leadership briefings.

- REC webpages on the OIE intranet site highlight ongoing work, and regular emails provide transparent updates on progress.

- Regular presentations at staff forums, university committees, faculty meetings, student rep meetings, and leadership events to raise awareness and encourage participation.

- Ongoing discussion and information sharing during staff training and workshops

- Updates to the governing body through the Governance and Nominations Committee.
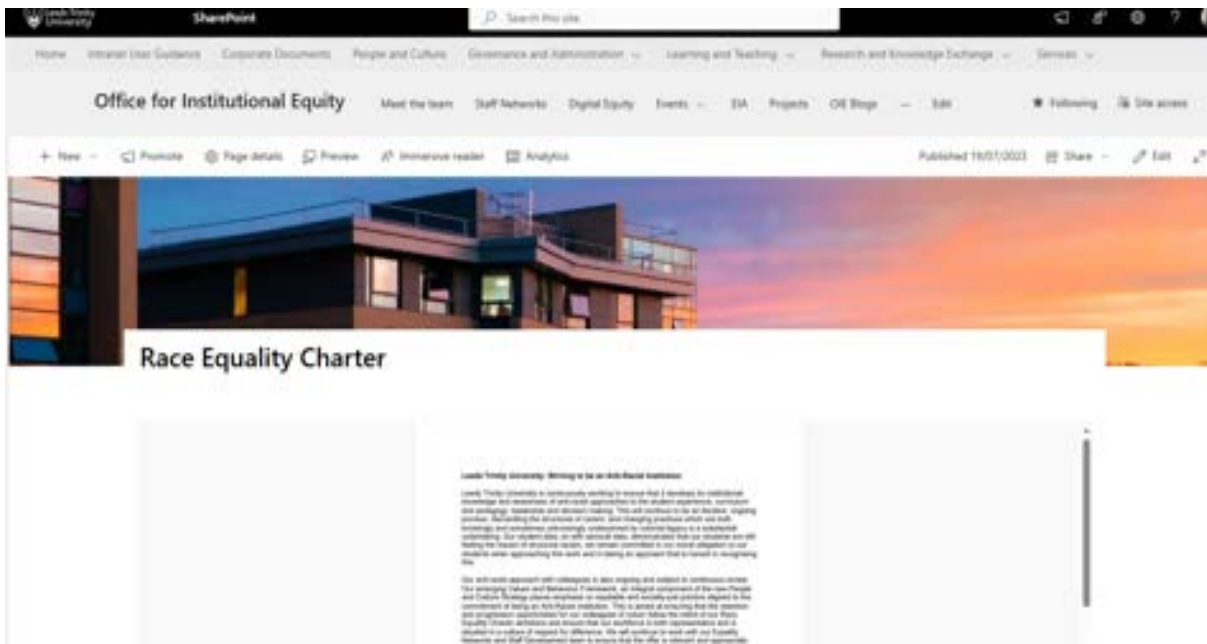
Equality, diversity and inclusion

The first draft of the University's application for the Race Equality Charter Silver Award was submitted on Friday 28 March. Feedback is expected to be received from Advance HE by Monday 28 April, before the full and final version of the application is submitted in July 2025.

Read about the Race Equality Charter.

5.4 Inclusive Working and Well-being of REC- P Members

Recognising the emotionally complex and sensitive nature of RE work, the REC-P has worked to develop inclusive and trauma-informed practices in its working culture. Key approaches included:

- Establishing ground rules and shared values at the outset to foster psychological safety and mutual respect.

- Creating safe spaces in REC-P meetings for members to express concerns or reflections, particularly when engaging with difficult data or personal experiences.

- Highlighting well-being support available through the university for staff and students.

- Regular check-ins and feedback loops to adapt meeting formats, workloads, and support mechanisms based on team members' needs.

- Valuing and recognising emotional labour through supportive dialogue, celebrating members strengths and building solidarity amongst the team.

Feedback and lived experiences from staff and students were central to shaping the application and identifying priority areas for action. Our approach has been one of celebration and collaboration underpinned by a critical approach to understanding what is not yet working and why. We are aware that despite our efforts to ensure emotional and psychological wellbeing there is a turnover of the Chair position in the BAME network which relates to the additional burden of this work. We are currently working with an external consultant to understand how we can support this role more effectively.

Our mid-term review gave us an opportunity to take stock of where we were and since then we have focused on team building within the REC-P team to gain clarity around our direction, purpose and relationships. Staff away days have helped forge strong connections across the team, empowering colleagues to have open discussions and where showing vulnerability is embraced. Our focus is to bring people with us, build their motivation and self –esteem and strengthen commitment to cause. Staff engagement with REC- P actions and their contribution to this submission have been phenomenally positive, eager to share good practice, critically analyse data and take ownership of actions. Despite challenges, this co-created work is foregrounded and led with genuine commitment to the LTU community.

5.5 REC-P Spotlights and cross-institutional ownership

Spotlight sessions are where the meeting is handed to colleagues to share examples of their race equity work; they serve as consultation; offer a forum for support in overcoming any challenge and allow for constructive discussion around areas for further development. Recent spotlights have focused on:

- Mental Health and Wellbeing strategy consultation.

- Student Engagement: approaches with BAME students at risk of equality gaps.

- Reviewing progress: Curriculum for Social Justice, race equity and co-creation.

- Library EDI action plan.

5.6 Approach and Process

Our cross-institutional membership has supported our learning and planning to be evidence-informed. The Planning & Information (P&I) infrastructure has evolved

substantially since Bronze. A central student data model has been developed with standardised definitions providing consistency across internal data and providing easier access to the characteristics of students e.g. ethnicity, gender etc. This has enabled us to report a full range of performance metrics by student characteristic and track performance gaps where appropriate.
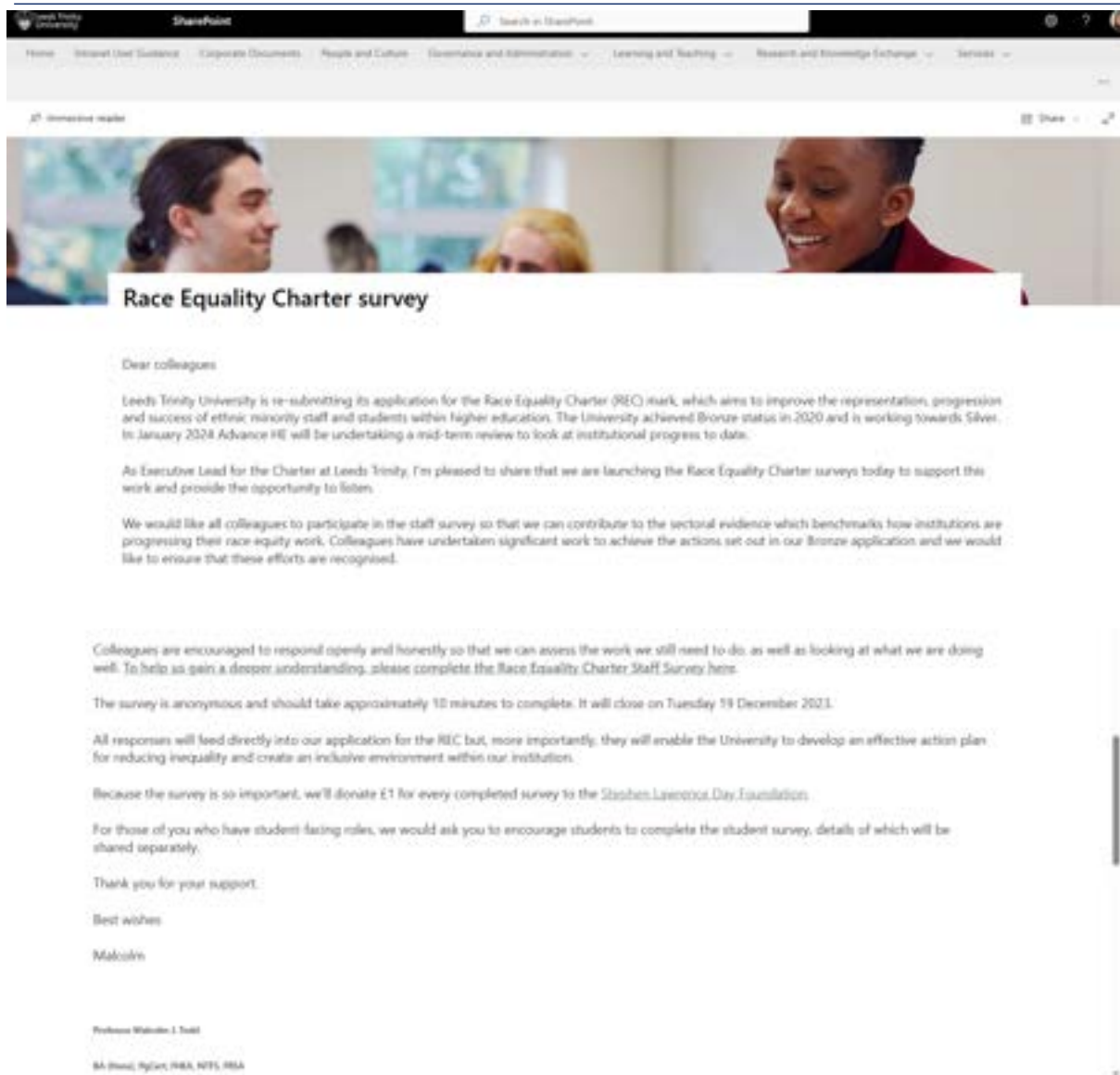
P&I has adopted Power BI as the institution's primary reporting tool and gives staff access to student information, allowing data to be presented in an interactive and insightful way. This combination of a central student data set and an established reporting platform has allowed P&I to produce a dynamic range of reports to support REC work and this application.

A newly developed 'REC Silver Dashboard' allows designated staff to interrogate the underlying student data set and find information on recruitment trends, pass and progression data, as well as module and degree outcomes. This can be assessed through a range of demographic splits and gaps, or through an intersectional approach.

P&I also used Power BI to help visualise the results of the Staff and Student Surveys. The most recent REC survey was December 2023- January 2024 with 421 students (8.57% completion rate) and 269 staff (34% completion rate) for staff. Demographically, the student survey respondents comprise around 9.89% of the current 2024/25 cohort (Appendix 2, Figure 1). For the staff survey, respondents comprise 16% of the current staff body. (Appendix 3, Table 5 and 12 for permanent staff and 7 and 14 for fixed term staff.) For results, the use of slicers and filters allows users to select demographic and structural splits, but respondent anonymity is protected by suppressing results for cohorts which fall below the response threshold. Comparing this to our previous REC survey completion rates, for students in 2018 it was 7%, in 2020:10% and for staff in 2018 it was 58% and in 2020 64%. We aim to increase completion rates for the next survey.

Survey communications involved newsletters, digital screens around campus, in person visits at lectures, emails, team meeting attendances, intranet announcements and messages from the DVC. For every survey completed, we donated £1 to the Stephen Lawrence Day Foundation.

5.7 Plans for Supporting Future REC Work

Over the next five years, the university is committed to delivering and maintaining meaningful RE action through a structured and accountable framework; with the Silver Action Plan (SAP) as the basis. The REC-P will continue to be led by the OIE, meet regularly, at least quarterly, to ensure consistent progress and monitoring of actions with a clear plan in place for managing succession and embed institutional knowledge.

The SAP will be implemented through RAG rating methodology, incorporating regular evaluation cycles and updates informed by data, feedback, and progress reviews. These will take place during the full REC-P meetings and smaller individualised meetings with teams and areas bi-annually. The actions relating to academic developments will be

embedded into the programme review cycle with refreshed guidance issued to staff, and involvement from UEB to ensure accountability throughout. Actions identified for our SAP are highlighted in blue boxes at the end of Sections 2 and 3.

Membership of the REC-P will be reviewed, including an audit of anti-racist CPD completed by members over the past 18 months, identifying any training gaps. A feedback survey will be issued to all members to assess current ways of working and identify improvements. There will also be review of the group to ensure it remains inclusive, intersectionally representative, and reflective of different grades.

Section 2: An evaluation of the university's progress and impact

2.1 Reflecting on the Bronze Feedback

The REC P carefully reviewed the feedback provided by Advance HE on the previous application and took several actions in response, including:

- We now have an effective central system for student data capture which all staff can access called Power BI. Our staff data is held by P&C and is regularly presented and discussed at our EDI committee and REC P meetings.

- We have learnt from the BAP, that local ownership is essential and therefore our SAP has been co-created to ensure there is clear ownership and accountability by areas.

- Since the BAP, we have implemented robust student and staff consultation mechanisms through co-creation (see 5.3) and staff networks to ensure the lived experiences are properly heard and responded to.

- Improved formal reporting routes to ensure better integration of REC work into institutional strategy (see governance chart earlier). Since the BAP, the new OIE reports directly to the VC and holds leadership of REC-P.

2.2 Evaluating progress against our BAP

Our BAP was written amidst the global pandemic and during this time our working practices changed drastically in terms of homeworking, hybrid working and new skill development. Some of the actions became less pertinent to our environment, whilst others became more ambitious. We took the opportunities that the shift in the global discourse around race and the prominence of Black Lives Matters, to support our momentum for change.

Updated Race Equality Charter
Silver Application Form

In order to RAG rate our bronze application we developed criteria which are as follows:

Red: These are actions where the predicted outcome was not achieved because:

- No longer an area/policy/practice that was supported by the university

Amber: We rated these actions as amber because one of the following applies:

- iterative- this is the fault of the original action because we did not build in an accurate expected output/outcome
- we are still in the implementation phase of this work due to factors which impeded our ability to progress this further.
- whilst significant actions were undertaken the overall aim of the action did not achieve the intended outcome (e.g. elimination of the awarding gaps), however additional actions have since been implemented.
- the initial action was no longer appropriate for the context and a revised approach was instigated

Green: These actions are where we have:
- achieved the intended outcome or action
- identified either the impact of the action or that the steps within the action have been embedded or completed.

The BAP included 24 broad objectives, these have been RAG- rated, and can be found in Appendix 1. We have only one red, the discretionary awards scheme (AP14) which was scrapped in 2021. Therefore, amber rated objectives (8,17,18) will now be discussed.

> Objective 8: To eliminate unconscious biases, racial discrimination, harassment, microaggressions and bullying at LTU *
>
> * This is rated as amber as we are currently awaiting implementation of a new reporting system.

A new system for recording anonymously or by name, was tendered for and acquired, but after a year we decided that the contractor was not suitable for ensuring the safety of colleagues or students in relation to disclosure. The new tool launches on 1 August

2025 and in the interim, we continue to use the Zero Tolerance tool to report incidents of concern (see section 3 on reporting of harassment with REC survey data).

However, there are successes despite this amber rating. There has been a focus on informal resolution of issues to reduce the number of grievances that were being brought forward across different areas of concern. A mediative approach has been taken to resolve issues in a way which supports working relationships, feelings of safety and which ultimately stops colleagues from going through the difficult processes of investigation, interviews and process.

Through the introduction of our case management system in November 2023 we are now able to provide robust data to assess employee relations across the institution. We can accurately monitor the number of grievances and disciplinaries and whether these were resolved informally/formally and if any specific cases relate to race equity.

Since we went live with the system, 7 cases surrounding race have been raised, this is out of a total of 437 (1.6%) of all case types since November 2023 and 7 out of 50 (14%) of the total number of disciplinary/grievance cases had a link to race equity. Of these 7 cases 4 were resolved informally with discussions taking place, 1 not upheld, 1 person leaving employment during the process and 1 on-going.

> Objective 18: To eliminate the attainment gap between BAME and White undergraduate students by end of access and participation plan 2021-2024
>
> Objective 17: To eliminate the progression gap between BAME and White undergraduate students by end of access and participation plan 2021-2024

We are still to eliminate our student progression and attainment gaps, our ambition through our revised APP and the Big 5 approach, and evidence based and evaluative proposals in place to help us better understand what works. Although successfully, we have seen a reduction in the attainment gap over the past three years (13.1% in 2022, 10.7% in 2023 to 9.4% in 2024), so we are now more confident in the efficacy of our approach which involves a range of actions, some of which are detailed here and in the student context section. The next sections will discuss how we are addressing progression gaps.

The Student Liaison and Engagement team (SLEO's) and Jisc Learner Analytics (LA)

The SLEOs and learner analytics help identify students who need support with progression and retention and signpost to the Learning Hub (academic skills/ other support teams).

JISC LA has undergone an upgrade with the Lead Indicator report developed on Power B&I. This provides a detailed visual overview of different engagement measures which can be filtered by overall engagement, days since last active, attendance, VLE activity, and submission data. Academic and Student Engagement staff have direct access to this data to support understanding cohort trends and to inform interventions.

All personal tutors and academic staff are to record their tutorials, meetings, contacts and concerns. Professional services staff (PSS) also record here, thus information is shared providing the narrative for the quantitative data in the dashboard, enabling the most appropriate, evidence-based support. This information is vital for checkpoint meetings and students of concern meetings (see Section 3).

Piloting of Racially Inclusive Practice in Assessment Guidance (RIPIAG) intervention by Dr Paul Ian Campbell

Research on students' assessment needs show how race, ethnicity, and social inequalities can disadvantage individuals within higher education curricula and related systems (Campbell, Hawkins, & Osman, 2021). Inspired by the outcomes from Dr Campbell, we launched the pilot in July 2024 set to conclude August 2025.

In the pilot, 28 academic programmes from 7 Schools representing all 3 Faculties and the Centre for Apprenticeships and Work Based Learning (CAWBLS) are implementing the model in their assessment practices and Dr Campbell is serving as external consultant.

Campbell, P., Hawkins, C. D., & Osman, S. (2021). Tackling Racial Inequalities in Assessment in Higher Education: A multi-disciplinary case study.

Campbell, P., & Duke, B. (2023). An Evaluation of the Racially Inclusive Practice in Assessment Guidance Intervention on Students' and Staffs' Experiences of Assessment in HE: A Multi-University Case Study.

The impacts of the RIPIAG intervention are being recorded and monitored through a rigorous evaluation framework focusing on:

i.   The award gap in the current module compared to the aggregate score of all other modules at the same level.

ii.   The award gap scores for the tested module over the past two years.

iii.   The award gap recorded at both the degree programme level and across the university.

iv.   Students' lived experiences, captured through anonymised feedback, and where possible, disaggregated by race.

v.   Staff testimonies documenting experiences and practices before, during, and after the intervention.

Following the pilot phase, a comprehensive evaluation will inform the decision on embedding and scaling up the initiative. If successful, a plan will be developed for institution-wide implementation starting in the 2026/27.

Academic Skills teaching

At the core of provision remains the Embedded Academic Skills Workshops. Appendix 3, P.79 shows the offer in 2025/26.These workshops support the work of the Learning Hub, who have been targeting student demographics to help tackle the awarding gap, such as BAME, Male, mature.

In AY 24/25, the team have continued their focus on creating a sense of belonging in the first year, changing the lecture format to include more 1-1 assessment support, peer and group work. To enhance engagement from students, leading to improved attendance, improved retention of L3 students and higher rates of progression to L4, improved assessment grades, submission rates and pass rates across all

demographics. Thus far, MED feedback shows an increase in student confidence over the year 24/25, from an average score of 2.2/5 at the beginning of S1 to 3.8 midway through S2. Submission rates for comp.1 improved from 83% to 87%. First-time pass rates improved from 66% to 70%. Mean marks improved from 49 to 54 while the % at good honours rose from 23% to 41%.

Engaging with Academic Skills workshops has had a positive effect on the attainment of students from all demographic backgrounds:

- At L3, attendance correlated with higher pass rates (students who passed a written assessment had an average 58% attendance rate, compared to 46% for those who failed).

- Mean marks for L3 academic skills modules: AY 22/23 BAME 45.9; White 50 AY 23/24: BAME 47.6; White, 45.9 - awarding gap for end of AY 23/24 was 1.9%.

- L4 Psychology students who attended an EASW workshop on Presentation Skills scored on average 5% higher in their subsequent presentation assessment (an average of 75% compared to 70%).

Engaging with the Learning Hub has had a positive impact on students. For example, in 2023/24:

- Level 4 new entrants had a substantially higher pass rate (87%) than other students who did not engage with the service (78%). Substantially higher Level 4 pass rates could be seen across almost all student demographics.

- 13% of Level 4 BAME students engaged compared to 11% of all level 4 students overall and the pass rate of BAME students who engaged was 82%.

- 12% of Level 6 BAME students who engaged showed a higher proportion of 1st and 2.1s (68%), compared to those who did not (59%).

A case study on the positive impact for BAME students in Bio-Medical sciences is included in Appendix 5.

Inclusive mentoring framework for BAME students

Within teacher education, ensuring that the environment was one that was supportive of BAME students and bring student completion closer to 85% the Primary PGCE programme put in place the inclusive mentoring framework for BAME students led by Dr Naziya O'Reilly (TeD) and Dr Stephen Campbell (SS). As part of this, inclusion agreements were used to record and understand the specific challenges faced by BAME students and outline actionable steps for support. Culturally competent champions were appointed from across LTU staff, to mentor and lead race- focused dialogues, and racial affinity spaces were established to validate experiences, building resilience and fostering critical reflection. A clear racist-incident reporting pathway to increase accountability and trust was also established, alongside further curriculum refinements within specific modules. This ensured that the programme team not only fostered open dialogue about race and racism but also worked collaboratively with students to address these issues. This initiative was published by Advance HE in 2025 as good practice for REC members. Refer to tables below, for results in one module and completion outcomes consequently to this initiative.

Outcomes of one Academic Module

Overview of outcomes of all students who completed Module PED7323			
Grading bandings	Total	BAME	White
70 +	28 (34%)	5 (21%)	23 (39%)
60-70	24 (29%)	10 (42%)	14 (24%)
50-60	27 (33%)	8 (33%)	19 (32%)
Below 50	3 (4%)	1 (4%)	2 (4%)
Total Completion	82	24	58

The data shows an increase in attainment of BAME students, with more gaining a secure Masters level pass (60+) in 2024-25.

Overview of student outcomes who completed

Students who completed the Postgraduate/ Professional Graduate Programme (AY2023-24)			
Outcomes	Total	BAME	White
Distinction	14 (19%)	4 (17%)	10 (20%)
Merit	33 (44%)	9 (39%)	24 (47%)
Pass	24 (27%)	9 (39%)	15 (29%)
Professional Graduate	3 (4%)	1	2
Total	74	23	51

It is important to note that in 2023-24, there were more BAME students. While the gap remains, qualitative data highlights the success of the support measures implemented with several BAME students who may not have completed otherwise, successfully finishing both the academic and professional components of the programme.

One student shared that: *"As racism and exclusion can be difficult to evidence, I felt very understood the process would be executed in the event of a complaint/grievance. Creating a network made me feel connected and part of a smaller family within the university and will allow me to be able to better concentrate on my studies".*

This initiative will be continued and is detailed within our SAP.

2.3 Evaluating impact against the university's key priorities (Two key areas)

Improving student experiences and outcomes

Since the submission of REC bronze, the Centre for Excellence in Learning and Teaching (CELT) was created. The PVC for Education and Experience worked with CELT to revise the Learning Teaching and Academic Experience Strategy foregrounding co-creation, relational pedagogy and a CFSJ. Co-creation has been at the centre of the CFSJ implementation through workshops and seminars. However, it extends beyond this, centring student voice through our university wide co-creation

consultation panel on new initiatives, policy development and practice (see case study 3 Appendix 5).

CELT and the Curriculum for Social Justice (CfSJ)

Race equity is one of the core themes and has resulted in institution-wide use of anti-racist pedagogic practices across all academic programmes. Beginning in 2023/24 as a five-year project with the purpose of implementing a transformative curriculum framework aimed at improving race equity and closing awarding gaps (as stated in our LTAES, objective 2). The CfSJ has been developed through extensive consultation with staff and students.

During 2023/24, programme leaders were invited to workshops and encouraged to reflect on how their programmes could deliver on the CfSJ principles and practices. Students have contributed to workshop delivery and have produced research that has helped shape the race equity workshops for staff. Responses to a survey about the effectiveness of the CfSJ suggest an increase in understanding about learning and teaching practices related to race equity and pedagogy.

Academic programme teams have completed mapping documents for their programmes, detailing where programme changes and best practice have been identified and are being further developed. These documents are now part of the quality assurance documentation for each programme and are revisited twice yearly, as part of the programme enhancement cycle. Thematic analysis of these documents reveals key pedagogic practices related to race equity that programmes are embedding and enhancing include:

- Decolonising Curricula.

- Seeking out course content beyond 'mainstream'.

- Course content promoting anti-racist ideas/approaches.

- Prioritise action to close awarding gap.

- Including theorists/writers from outside of Europe.

- Improved data analysis to understand awarding gap.

School Based Case Studies

We have included four good practice case studies in Appendix 5:

1) School of Criminology, Investigation and Policing

2) School of Law

3) University wide co-creation

4) Impact of academic skills workshops for BAME students

Developing racial literacy to support students

We are proud of what we have achieved in terms of race literacy development and its impact in the city and sector. Our work has been multi-modal, involving film, game-based approaches, seminars and panels. We have used external speakers and curated conferences that supported speaking out.

Re:Tension is one example in which we have led brave conversations; it is a 20 minute film which addresses the topic of institutional racism and the gap in student retention. The film was inspired by analysing statistical data that highlighted the unexplained dropout rate of BAME students. The film attempts to provide insight into unconscious racial harassment within the higher education system and micro-aggressions that often go unnoticed. An associated toolkit, developed by Associate Professors Syra Shakir and Ricardo Barker, uses debate to openly challenge racism and discrimination. It encourages group discussion around accountability and responsibility, uses a theoretical model titled 'The Forced Silence' and Dr Sean Walton provides an exploration of Critical Race Theory in the fight against discrimination.
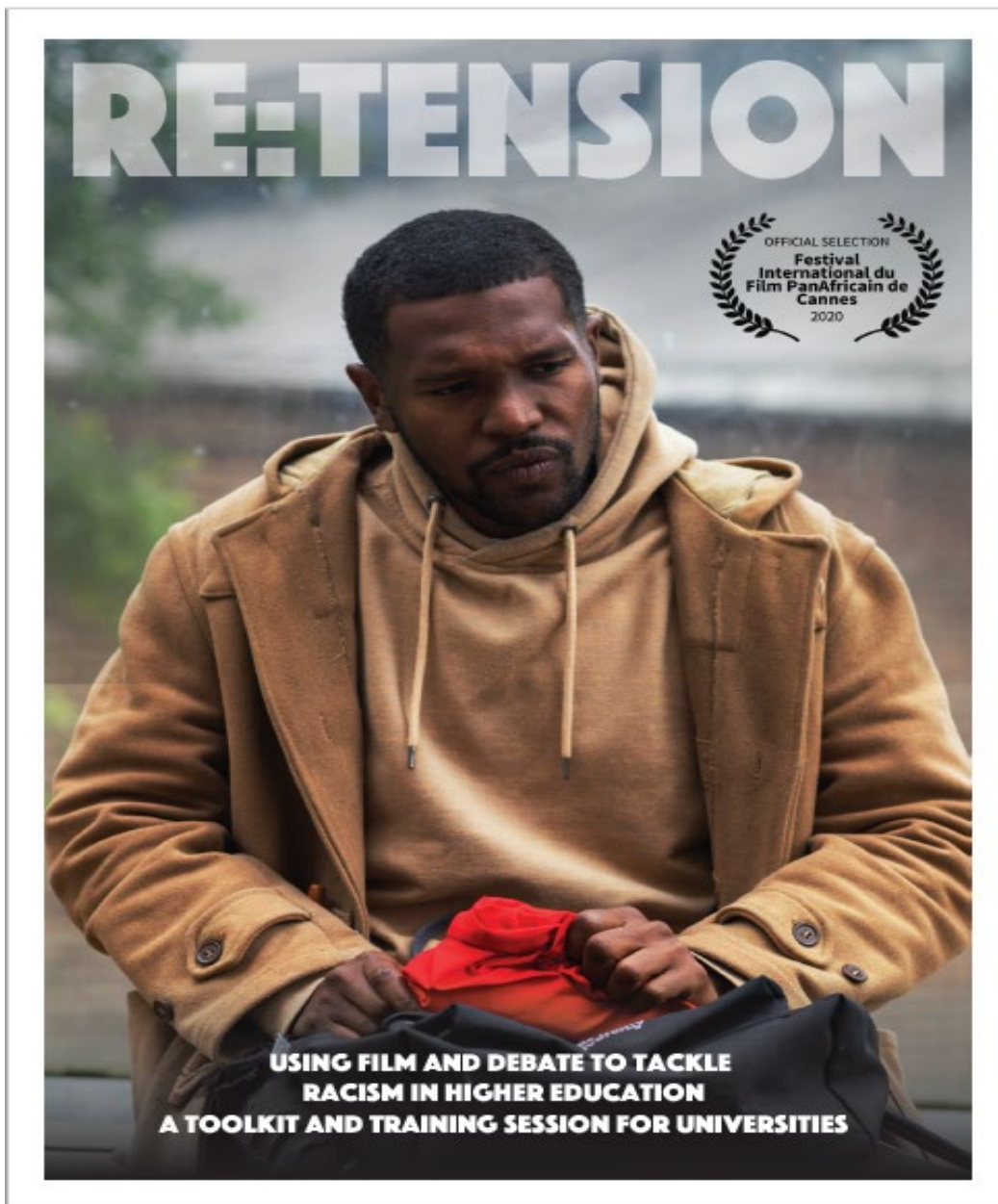
Since September 2020, approximately 900 students at levels three and four have experienced the Re:Tension session. The aim of introducing this from the outset of the student journey, is to address any challenges during induction, keep the conversation open and 'on the table', inculcate students into a university that is striving to be anti-racist and does not shy away from difficult conversations on race. In our recent REC survey Re:Tension was noted as having positively impacted student understanding of racism and what LTU are doing to tackle this, within their first year of study.

The workshop is also part of core staff training available at LTU and runs several times per year to reach across our 700 staff body. Feedback remains excellent from staff as 100% staff would recommend the training session to colleagues. The workshop is also delivered externally and so far, we have delivered to circa 30 universities and organisations to support them in their anti- racist journeys. The Re:Tension film has had significant reach both nationally and internationally, culminating in several national and international awards including the recent BERA Best Presentation Award for Race, Ethnicity and Education in 2024. There have been two further films exploring race and intersectional issues including Mind the Gap exploring the awarding gap which launched in May 2025.

Mind the Gap is a thought provoking feature length film, co-created with students and staff at **Leeds Trinity University**, transforming data driven insights into an accessible, engaging narrative.

Co-creation

03

In our REC survey, 43.8% of BAME staff stated they understood what LTU was doing to tackle racial inequality (Appendix 2, Figure 29). The majority of students indicated they felt able to have open, honest conversations about race with Asian (57%), Black (54.2%) and Mixed (44%) answering positively for BAME groups and 65.6% of White students indicating positive responses (Appendix 2, Figure 9). One student stated,

"*I believe staff are very welcoming, inclusive and advise us to share information and opinions as much as possible in a safe and constructive way*" **Student, White, Female, 21-24 years**

Our Race Equity Pathway has also been a key achievement, a model of staff development that is co-created with students to support colleagues in talking about race and its impact in learning. It's delivered by the OIE and CELT in collaboration with students and colleagues and comprises 4 sessions over a period of 3-6 months; so far delivered to approximately 100 staff.

Block 1) Let's talk about race and reflect

Block 2) Re:Tension and the aftermath debate

Block 3) Decolonize your mind and practice

Block 4) Reflective practice, moving forward and overcoming challenge

Game created for the Race Equity Pathway to support discussions about race, based on lived experiences and scholarship of Black and Brown authors.

This training is designed to support staff with race literacy, challenging bias, decolonising their curriculum, supporting belonging, understanding intersectionality,

ongoing self- reflection and developing anti- racist practice. It is also delivered externally to schools and universities as paid CPD. The training is underpinned with cutting edge theoretical scholarship, evidence-based research, and creative outputs. We understand that building an anti- racist university requires both buy in and action by individuals, leadership and holistic systemic changes with continuous review and accountability.

The Forced Silence
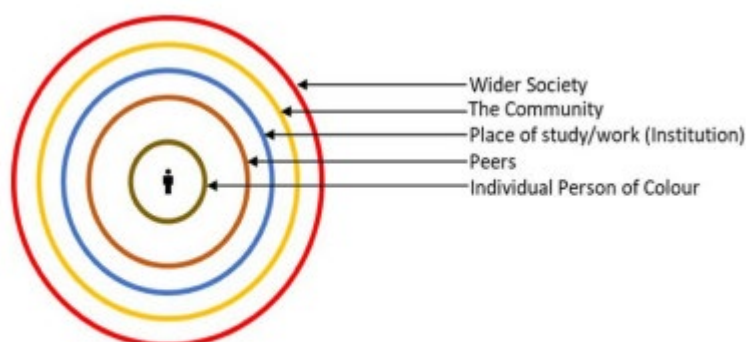
Source(s): Shakir and Barker created in (2019)

Shakir (2025)

We use a supportive approach, by calling them into action, rather than calling them out (Reid, 2021) *, motivating them to make changes.

*Reid, N. (2021). *The good ally : a guided anti-racism journey from bystander to changemaker.* HQ.

We use this acrostic in training sessions:

ANTI RACIST

Accept racism exists

Not being racist is not enough

Time to listen and learn from people's experiences

Information, understand the terms, data and research

Racism harms everyone and know the reality

Accountability and responsibility

Care, compassion and empathy

I can make a change

Support, report and challenge

Time to take action and make changes

(Shakir, 2025)

It is essential that staff develop reflective practice, so this model is used to support colleagues to embed reflection as part of their ongoing work.

Shakir, S. (2025). No end and no beginning; race equity in higher education. *Equality, Diversity and Inclusion: An International Journal*, *44*(1), 9–25. https://doi.org/10.1108/EDI-05-2023-0171

Understand racism and act, developing a socially just consciousness (Shakir, 2025)

The Closed Conscious

unaware, dissoaciated, doesnt impact or affect me, im liberal and open minded

Conscious

Aware, some knowledge there are problems and difficulties, some resisstance, defensiveess, some fragility

Critically Conscious

Equality and Diversity

Questioning

Understanding of priviledge, differential outcomes, racial disadvantage, discriminationatory processes and systems

Active Conscious

Being socially just

Equity

designing and delivering solution focussed approaches

carrying out targeted actions

understanding of theoretical frameworks that explain the perptuation of racism

dissemination and sharing good practice

impacting behaviours and actions of others

using evidence based approaches

influencing institutional policy and practice

Reflexive conscious

undertaking continuous review of actions

scrutiny

accountability

transparency

enhancing, further developing,

improving

evidence based outcomes

wider dissemination

sustainable and embedded change within structures, systems, processes and practice

Furthermore, members of our Senior Leadership Team are participating in the Nova Reid, Becoming Anti-Racist Training Programme to ensure robust influence in strategic and operational changes to ensure anti-racist practice is embedded across leadership. Colleague feedback:

"I am more deliberate in my interactions and have greater understanding of the ways in which we can unwittingly perpetuate systematic racism in higher education. I try to use my privilege to give greater visibility to colleagues of colour, particularly in leadership spaces to ensure colleagues and seen and given credit for their ideas and their work. I actively seek diverse voices in discussions and decision-making processes to ensure a more inclusive environment. The training has instilled in me a stronger sense of responsibility to act as an anti-racist."

2.4 Staff Recruitment and Retention

Since Bronze, BAME representation across the workforce has more than doubled (6.2% in 2020 to 13.3% in 2025), driven by inclusive hiring practices. Shortlisting of BAME applicants has improved significantly, from 28% (2019) to 49.2% (2025). At senior levels (grades 8–10), BAME staff now represent 9.5%, approaching our 10% target. However, intersectional analysis reveals underrepresentation of BAME women at Grade 10, informing targeted progression support. These outcomes validate our recruitment and retention strategies while highlighting areas for continued action.

Recruitment

We equality impact assessed the recruitment and selection processes and ensured BAME staff were consulted on the processes. The following actions required from bronze have all been completed:

- Scoring at shortlist and interviews

- Advertise in local, community media sources

- Statement on Diversity read out by Chairs prior to all interviews

- Additional training for interview panel members

- Positive Action Statements used on all adverts where appropriate

Significant changes to what is expected at each stage of the recruitment lifecycle now include: applications streamlined; the interview process has been reconfigured to include values based questions for senior leadership roles; the assessment criteria for interviews places emphasis on the candidate's approach to EDI within their previous roles and this underpins the criteria we use to assess interview performance.

Streamlined Application Process

In 2023 we reduced the average application time from 40 Minutes to 3 Minutes. This gives more flexibility to managers to engage with candidates through a 'screen' stage which allows for further consideration (usually in the form of a short call/pre-interview) before making a selection decision at the CV stage. On average, the development has resulted in a 300% increase in application volume. How this looks in practice. Typical example:

Old Process:

- Total Applications = 20

- Applicants falling under a minority group target = 5

New Process

- Total Applications = 60

- Applicants falling under a minority group target = 15

Although diverse applications still represent a smaller proportion of the total, having 15 candidates in the pool compared to 5, significantly increases our ability to progress more candidates from an underrepresented group. In 2019, at the point of Bronze, we shortlisted, on average 28% of BAME applicants. BAME shortlisting has increased from 28% in 2019 to 49.2% in 2025, evidencing this success.

ED&I Focused Behavioural Interviewing

In 2025, LTU launched an interview builder platform allowing managers to select from a specially developed list of over 240 behaviourally based interview questions linked to our values and behaviours. We have built in specific EDI criteria into each question so that candidates are unable to score highly without demonstrating their commitment to diversity.

Scoring Interviews

We have changed our scoring for interview questions from the traditional 5-point to a smaller 4-point scale. With fewer score options (4 vs. 5), the distribution of scores tends to be more clustered and even, which makes it easier to compare candidates in a fairer manner.

When candidates score similarly on a 4-point scale, it's easier to compare their strengths and contributions and increases the chances of two or more candidates scoring the same. If two candidates score the same but one is from a historically underrepresented group, the University can legitimately take "Positive Action" and offer the role to the under-represented candidate to support our Diversity goals.

Inclusive Hiring Manager Training

In April 2023 we launched a training program aimed at all hiring managers. It is a full day in-person event and covers in-detail:

- How to run an inclusive recruitment process.

- Recognising bias and its impact.

- Developing best practice recruitment skills, from shortlisting to offer.

- Using behavioural indicators to predict performance.

- Enhancing the candidate experience to attract the best diverse talent.

The training is a mandatory requirement for all hiring managers before they are cleared to be recruitment panel members. So far, 141 managers have completed the training, 19 are booked to attend, and 55 are still to attend.

The following data compares candidate application responses from the new application process (August-October 2023) to the previous 18 months using the older application process**.**

Applications by Ethnicity		
Ethnicity	**New**	**Old**
BAME	44.2%	41.2%
White	53.8%	55.3%
Prefer Not to Say	2.0%	3.5%

Recruitment Dashboard

The recruitment dashboard introduced in March 2025, gives managers and People and Culture (P&C) access to detailed analysis of every recruitment campaign. One of the key features allows us to monitor the "drop-out" of candidates from underrepresented groups at each stage of the process. If a particular manager or area is showing a higher-than-average rejection rate for those from under-represented groups, it will be flagged to P&C to create an opportunity for greater support and training on how to conduct an unbiased and fair recruitment process.

In the REC Survey when asked, "From what I have seen, LTU undertakes recruitment and selection processes fairly and transparently," a majority of staff responded positively (Appendix 2, Figure 37). This is reified by open comments in the REC Survey, "*I think the university has come a long way in the past 20 years, particularly in recruitment of students and staff*." **Professional Services, 60 and Over, Female, White**

Figure 4. Ethnicity Workforce Gap, All staff at LTU

Ethnicity Workforce Gap - Actual

57 (7%)

108 (13.27%)

649 (79.73%)

- White
- Ethnicity Workforce Gap
- Prefer Not to Say/Information Refus...

Data as of 03/03/25
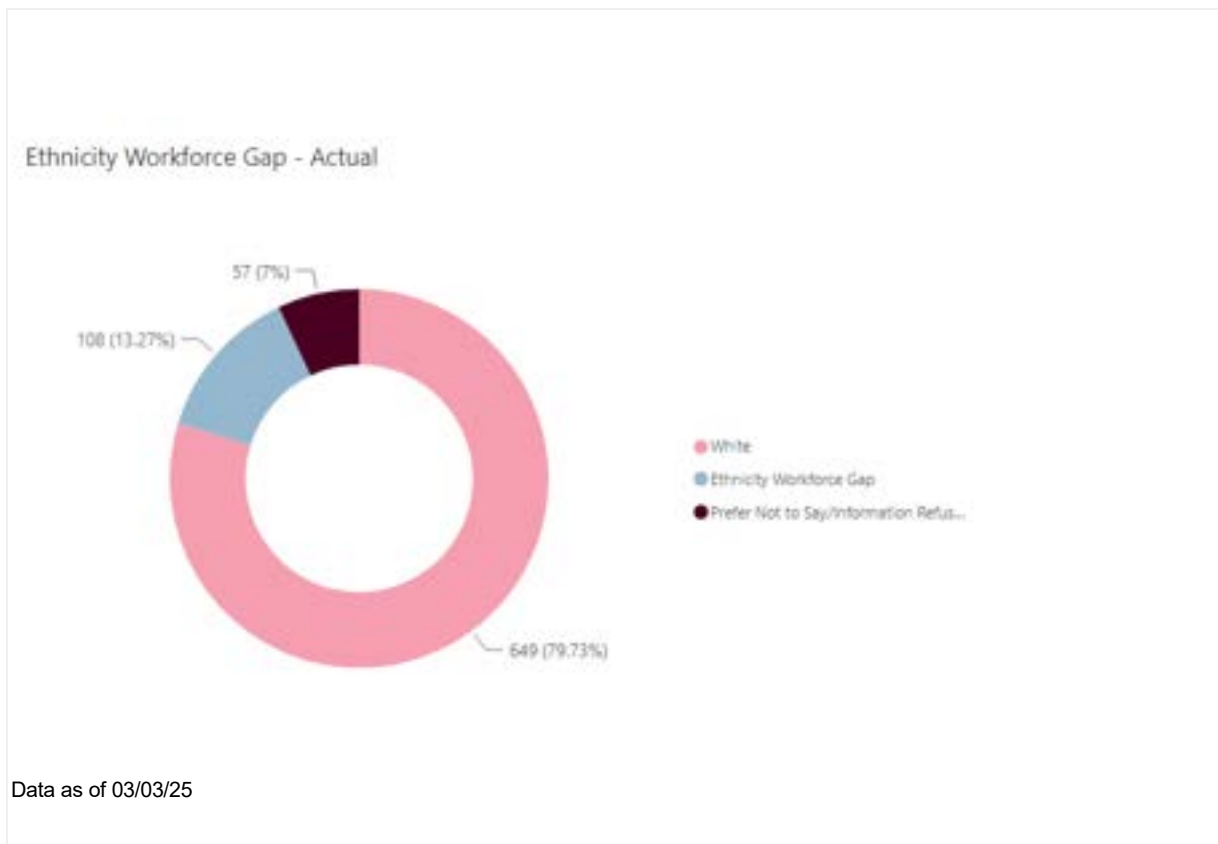
Promotion

BAME representation at grades 8–10 has more than doubled since Bronze (4.2% in 2020 to 9.5% in 2025), nearing our 10% target. However, senior roles remain disproportionately male, prompting targeted actions to improve progression for BAME women. To see the overall diversification of the staff body from 2020/21 to 2025 see Appendix 3, Table 1 – 5, for permanent academic staff. Then Appendix 3, Table 8 – 12 for permanent professional staff. For data on academic promotions, see Appendix 3 Table 17 and 18 for progress made by ethnicity for 2021 and 2022.

Staff Retention

During the 23/24 academic year an improved process for gathering data from leavers meant an increased response rate to 50% of leavers. Although there is more work to do, it is providing valuable insight into the thoughts of our leavers.

The data so far has demonstrated that equity/ race equity has not been an issue that has been identified through exit questionnaires. Figure 5 shows the results since April

2024 on a question regarding striving for people to be treated fairly and equitably. Positive responses have increased from 60% from the year before to 83.3%.

Figure 5.

Furthermore, within the last 12 months 83.3% of colleagues completing the exit questionnaire agree that they are able to "be my authentic self".

2.5 Priority Actions identified to inform the SAP

At the end of each section, we have identified a set of priority actions that directly respond to the key issues and disparities highlighted in the data and narrative

Priority Actions for our SAP highlighted from progress and impact to date

Addressing the Big 5: to better student experiences, address gaps and improve outcomes.

Staff recruitment and development: to further diversify staff body, improve retention and progression rates for BAME staff

Ensure students and staff feel safe, and able to appropriately report on any issues of discrimination.

Section 3: An assessment of the university's race equality context

1. Description of the university and its context

LTU is a Catholic foundation university which welcomes students from all backgrounds and beliefs. The University's Strategic Plan (2021-2026) emphasises career-led, student-centred higher education with all degrees offering a blend of employability skills; embedded, credit-bearing professional work placement; co-curricular activities and one-to-one support. The University comprises the Main Campus ▲ (Horsforth 3,386 students), the new City Campus ⬤ (1,168 students) and its partners which are spread across the UK (8021 students). This application does not include our partnership organisations. We have a large apprenticeship offering with circa. 1,000 apprentices within our student body. Leeds City Campus opened in Autumn 2024 and extends the University's reach for commuter students removing public transport barriers for areas such as Bradford and South Leeds (Figure 6). In recent years LTU has also introduced new programmes including Nursing and Biomedical Science. For subject specialisms offered, please refer to faculty organisation charts in section 2.

Figure 6. LTU Campus Locations

Most students are regional, from Yorkshire and the Humber (60%) with International (12%) and the remaining coming from the Northwest, London, Midlands, Scotland,

Wales and Northern Ireland (see Appendix 2, Figure 1 for student population by ethnicity).

For our staff, we generally recruit from the local region with 61.7% of recruits since bronze living in Leeds or Bradford, a further 13.5% with a Yorkshire postcode and some international recruits although nominal value.

Overview of the local population and context:

The population of Leeds from the 2021 census is 812,000, an increase of 8.1% from 2011 when the population was 751,000. The national 2021 census showed that the proportion from non-white British backgrounds has risen from 18.9% of the Leeds population to 26.6%. This data demonstrates that Leeds is becoming increasingly diverse.

LTU is a formal member of the Leeds City Council Equality Team and sub teams representing intersectional characteristics. LTU plays an active role in the city and region as an anchor institution to build stronger communities and procure cohesion amongst the increasingly diverse city.

For the local context in Horsforth, when compared with the 2021 census data, LTU has significantly higher representation of Asian, Black, and Mixed ethnicity students. The proportion of White students is substantially lower at LTU (Appendix 2, Figure 3).

Leeds Learning Alliance, our engagement with the local and wider community

LTU is a founding partner of the Leeds Learning Alliance (LLA), a consortium of organisations formed by leaders committed to improving education. The LLA champions many of the poorest in our community through environmental regeneration, and are striving to become an anti-racist collective, supporting 125,000+ learners from early years to adulthood. Their aim is to reduce inequality by improving inclusive education, through ambitious collaborations. The OIE leads the LLA Equity Network, delivering regular equity and anti-racist CPD to members and wider consortium, promoting research, developing skills and performance, sharing expertise, developing people and advocating for learners that face disadvantage and discrimination. Feedback on these sessions is consistently positive as members state, 'allows open thought in a safe

environment' and 'really thought provoking and powerful'. The OIE also delivers specialist educational packages around RE directly within member organisations such as the Decolonising Education co-creation project delivered at Carr Manor Community School which has resulted in the school implementing follow on initiatives such as the Windrush project and offering teacher education placements for our students.

Stand Up To Racism (SUTR)

The OIE has been working with SUTR, a national charity working to eradicate racism. SUTR stalls have been held regularly at the university and at external events we have held for both students and staff to raise awareness of racism and draw together bigger movements pulling together LTU and local SUTR groups to champion the cause, including recently setting up a LTU SUTR group. The strategic lead for race equity in the OIE, has presented for SUTR, representing LTU at local campaigns, and public forums.

Social Justice Lecture Series

Delivered at Leeds Playhouse we have hosted two series of Social Justice lectures which have platformed both national and community-based speakers to discuss issues of inequity, social justice and lived experience both personal and professional. Tickets have been free to all and advertised through community radio such as Radio Bradford. For the events schedule see Appendix 5.

Season 1 which includes intersectional experiences of living and working to support equity.

> "*We are really pleased to be offering the opportunity for colleagues, students and the community to join us at the Playhouse for a series of conversations and discussions about some pressing societal issues and how individuals are using their agency to build solidarity and influence change.*"
>
> **Dr. Tamsin Bowers-Brown, Director of the Office for Institutional Equity,**

Leeds City of Sanctuary

We are members of Leeds City of Sanctuary Working Group and have hosted events on campus to showcase the talents and stories of asylum seekers and refugees in our community (see appendix 5). We have opened facilities (library and sports) to support asylum seekers and refugees living near the Horsforth campus.

Women's football team event featuring the Leeds Refugee women's team playing at LTU.

Sanctuary Scholarship

Every year, LTU offers Sanctuary Scholarships to help those from a forced migrant background to access HE. This is a full fee-waiver for the duration of the chosen programme. In collaboration our Money Advice, Student Support teams and OIE take a dynamic, person centred approach to supporting students with finances, integration, belonging and pastoral support plans. We are actively working in partnership with Leeds City of Sanctuary and will be submitting our application for University of Sanctuary in 2025-26.

PATH Yorkshire

To encourage economic prosperity, LTU has partnered with PATH Yorkshire, a charity with over three decades of experience working to tackle underrepresentation of BAME communities, migrants, and refugee groups in the workforce. The programme provides structured, career-enhancing placements for BAME individuals. Trainees are given the opportunity to gain valuable work experience within different departments (4 days), while also completing a relevant qualification (1 day).

In the initial 2022/23 intake, three trainees were recruited, two of whom successfully secured permanent positions at the university. As of March 2025, a further three trainees are undertaking placements in Library, IT Support and Employability.

2. Development, Evaluation and Effectiveness of Policies

Since the BAP, policy development has been revised and new processes established which involve cross institutional working between P&C, OIE and the Staff Equity Networks.

Networks have been professionalised and are allocated work plan hours, have associated Terms of Reference and Person Specifications for the Chair and Deputy Chair responsibilities; part of this responsibility includes review of Equality Impact Assessments (EIAs).

EIAs are required for policy development to proactively identify and mitigate potential inequalities, to embed race equity and intersectionality within institutional decision-making processes. For all board papers, Equality Considerations on staff and students are required and this is one way that we have sought to embed the initial stages of EIAs within day-to-day work.

The EIA process involves:

- Engaging with stakeholder groups, including equity networks, to gather lived experiences and ensure the EIA is informed by those directly affected.

- Ensuring that any potential negative impacts are mitigated through actionable strategies, with clear accountability for implementation and review.

While efforts were made to engage equity groups, including the BAME Network, feedback and participation were lower than anticipated. This has presented challenges in capturing lived experiences and ensuring that EIAs are informed by a broad range of perspectives. Recognising this limitation, the REC-P is actively exploring alternative approaches to enhance stakeholder engagement and ensure that EIAs effectively address race equity and intersectionality.

Methods to enhance the EIA consultation process are being developed and include:

- Utilising varied engagement methods such as focus groups, anonymous surveys, and digital forums to create safer and more accessible avenues for feedback.

- Establishing stronger, more collaborative relationships with equity networks, including the BAME Network, to foster trust and encourage participation.

- Raising awareness of the purpose and impact of EIAs through targeted communications, empowering colleagues to contribute to the process with confidence.

The current process for reviewing EIA's is:

1) Reviewed by OIE

2) Reviewed by staff Networks

3) Re-reviewed by OIE

4) Then returned to those who completed them

5) Finally, to OIE and committees for approval that the policy is related to, e.g. EDI; LTSE, academic board.

We have a timetable for regular review of policies to ensure currency against the EIA that was taken at the outset of the policy development; this two-year cycle will ensure that the effectiveness of EIAs are reconsidered and necessary adaptations are made in response to feedback and emerging equity trends.

3.   Culture Inclusion and Belonging

Our Equity, Social Justice and Belonging (ESJB) Strategy sets out to develop a culture that is 'founded in respect, compassion and social justice in a way which delivers equity so that all who study, work and engage with the university are able to thrive'. The strategy is aligned to the P&C strategy which advocates for a values-based approach to our practice, recognising and celebrating difference. Our vision is aligned to education as a tool which affects individual cognitive change but also as a contributor to the 'collective transformation of human activity' (Lotz-Sisitka et al, 2015:75) *.

LTU has sought to be visibly present in its RE work and commitment we have made to tackling multiple and intersectional areas of inequality. Our approaches to valuing difference move beyond performativity but we recognise that a visible presence of our work has been necessary in the context of our faith heritage and in supporting the growing diversification of our staff and student body.

* Lotz-Sisitka, H., Wals, A. E., Kronlid, D., & McGarry, D. (2015). Transformative, transgressive social learning: rethinking higher education pedagogy in times of systemic global dysfunction. *Current Opinion in Environmental Sustainability*, *16*, 73–80. https://doi.org/10.1016/j.cosust.2015.07.018

Our REC Staff survey told us:

"Leeds Trinity is doing well towards being open inclusive culture. I would suggest raising colleagues knowledge about different backgrounds and religions" **Professional Services, Female, 30 – 39 years, Other Ethnic Background.**

A majority of staff respondents felt comfortable discussing race related topics with colleagues within their department (Appendix 2, Figure 26).

3.1 Identity and Belonging

The EDI Committee receives an annual update on the current workforce in relation to a wide range of characteristics. Through, the belonging element of our strategy we have sought to encourage people to be confident in their identities and how they can bring them to the workplace. We have hosted discussion groups on 'brave spaces' and psychological safety. There has also been a change made to the onboarding module for new colleagues, colleagues are no longer asked to report their characteristics or personal details directly to P&C but can upload this information digitally.

Picture shows an illustration created during an event entitled: 'Creating welcoming spaces through sharing and understanding Identity'. This event was open to student and staff participants

Our REC survey shows us that across ethnic groups more than half of the students at LTU feel they can be their authentic selves at LTU (Appendix 2, Figure 16), whereas nearly have of the BAME staff gave a mixture of neutral and negative responses to this question (Appendix 2, Figure 38). We seek to address this concern in our SAP.

3.2 A culture of brave conversations

Alongside visibility of action, led by the OIE, LTU has sought to develop and implement structural change rooted in critical pedagogies, critical race theory (CRT) and the acceptance that White Supremacy still permeates the practices of all institutions. Our two-pronged strategy of visibility and structural change has allowed us to ensure that our staff and students are able to see that difference is valued, and this in turn has supported opportunities to open up spaces for brave conversations.
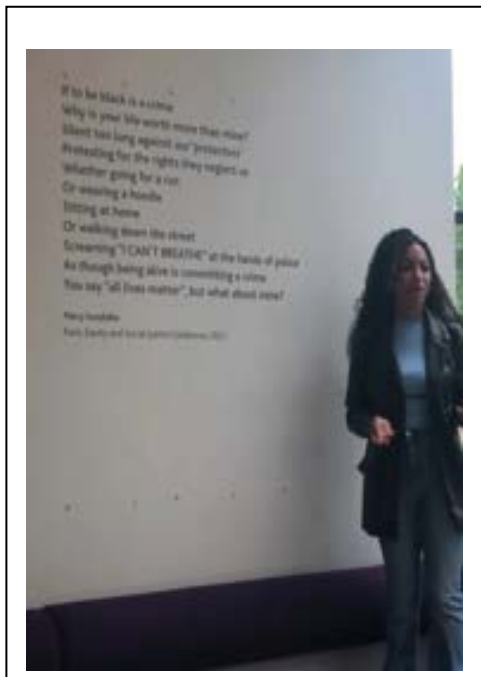
An example of our approach of visibility in our actions: picture shows LTU graduate Macy Iwediebo reading her poem 'If to be Black is a crime' as it is mounted to the wall in the LTU reception on the anniversary of George Floyd's murder – May 2022. The poem reads:

If to be black is a crime

Why is your life worth more than mine?

Silent too long against out 'protectors'

Protesting for the rights they neglect us

Whether going for a run

Or wearing a hoodie

Sitting at home

Or walking down the street

Screaming "I CAN'T BREATHE" at the hands of police

As though being alive is committing a crime

You say "all lives matter", but what about mine?

To support our colleagues in understanding their role beyond the rhetoric, our Black Lives Matter events organised by Dr Shames Maskeen and our Black History Month Events (2021, 2022, 2023, 2024) have kept our anti-racist work current, ensuring that speakers including students and internal and external guests are able to contribute research and ideas.

"I remember somebody asking me,

"Charles, all this Black Lives Matter movement, isn't it just a political statement?"

If you are on the receiving side, if you have lived it as I have lived it here for 35 years, and if you have had the opportunity that I have had of being a mentor to Black and White staff, to over 100 people over a period of 25 years. Having had the singular opportunity as I have as a President of the Chartered Institute of Building, championing welfare and wellbeing and seeing how this issue has impacted lives, how people have lost their lives, how careers have come to an end, how potentials that have promise have been put to a stop – this is not a political statement – this is real."

Charles Egbu, VC

The detail of all our events which have sought to create a culture of inclusion and belonging are listed in Appendix 5.

3.3 During the covid pandemic, given the heightened risks identified for students from BAME backgrounds, online safe spaces were set up to support students, to share and discuss experiences, held weekly by Associate Professor Syra Shakir. These spaces were highlighted as good practice initiatives in LTU's successful WhatUni Student Choice 2021 Gold Award for EDI, where we also won £10,000 to support vulnerable students.

Our Community Building and Belonging

3.4 In 2021, a pan-university project was launched aimed at strengthening belonging and community through co-created events and campaigns with students and staff, centring voices. The project supported LTU's commitment to accountability, transparency, and action, aligning with key strategies including the BAP and provided evidence for the development of the ESJBS which was written in 2022.

The project responded to key actions in our BAP around student voice from the REC survey (2020) and data from student focus groups and the NSS survey highlighting dissatisfaction among Black and Asian students (2020).

The outcome of the project was an increased positive response of belonging, with students reporting how empowering the project experience was (Shakir & Siddiquee, 2023). There were several key outcomes from the project including:

- University-wide 'belonging campaign' which sets out key actions and priorities to develop and support belonging for all students (including even before they arrive on campus). The 'belonging' branding is now a key headline across digital student spaces, a dedicated tile on the student app, and across the campus and services, one with which all students are greeted with as soon as they start: LT-U-BELONG.

- A co-created ESJB Strategy which supports both colleagues and students that recognises and celebrates difference alongside a need for structural change.

- Internal communications teams for both students and staff are now jointly connected around events, activities, support, and teaching related to belonging and diversity (Communications, Calendars, Events and Equity Team).

- Open comments in the 2022 National Student Survey highlighted the co-created project as having a positive impact on their student experience and sense of belonging, saying, *''The (project) that was led and organised by _, it really helped me feel a part of the uni and helped me feel closer to my fellow students. I also met a lot of people through there.''* The institution's NSS results significantly improved that academic year and the university was ranked top for student experience and second for teaching quality in the North-East of England.

- The university continues to fund co-creation projects every academic year.

Shakir, S., & Siddiquee, A. (2024). 'Our community building and belonging': A student and staff co-creation project. *Equity in Education & Society*, *3*(1), 4–17. https://doi.org/10.1177/27526461231166013

- Within the recent REC Survey the majority of students indicated that they felt comfortable being their authentic selves at LTU (Appendix 2, Figure 16). One student stated, *"LTU does an amazing job at having the university feel welcoming to everyone. I have been in past institutions where that hasn't been the case and the difference really shows. I am happy to be here and a part of the cohort"*, **Student, Mixed, Female, 21-24 years**

- The responses of students to how well different cultures and traditions are acknowledged at LTU was also positive for Black and White students (Appendix 2, Figure 12). The majority of student respondents also indicated that social events and activities are also inclusive irrespective or race or ethnicity (Appendix 2, Figure 13). *"LTU encourages every race to be part and parcel of the university and there is a great inclusion"*, **Student, Black, Male, 50-59 years**

- 57% of all staff stated they feel comfortable being their authentic self at LTU (Appendix 2, Figure 32)

3.5 Anti- Racist LTU

Our approach to addressing inequity within the university has been to publicly acknowledge that racism exists; we have been careful to ensure that in using 'institutional racism' we do not inadvertently move the problem beyond ourselves (see Walton, 2021); we chose anti-racism as a stance which reflects our activism, and which sees structure and agency as intertwined. LTU's anti-racism statement is a reminder of our individual responsibility:

"We acknowledge that racism is ingrained across our society, institutionalised within the higher education sector and our university. We recognise that racism is not always overt and manifests in the everyday life of our staff and students. The impact of this is significantly harmful to individuals and our community. We hold ourselves accountable and expect everyone to be anti-racist, challenge all forms of racism and work to dismantle structures that perpetuate racism, including challenging ourselves. We are committed to eliminating racial inequality and will take systematic action to address racial inequities. We expect all staff, students, and all members of our university

community including partners and stakeholders to embody these values and behaviours.''

The statement is corroborated by our 'Values and Behaviours Framework' which indicates the requirements and expectations we have of each other (see Figure 7 below), with most of our staff in our REC survey stating they feel comfortable providing feedback to their line manager (Appendix 2, Figure 39) and leaders encourage everyone to share ideas in meetings (Appendix 2, Figure 40).

Figure 7. Values and Behaviours Framework, expectations of one another
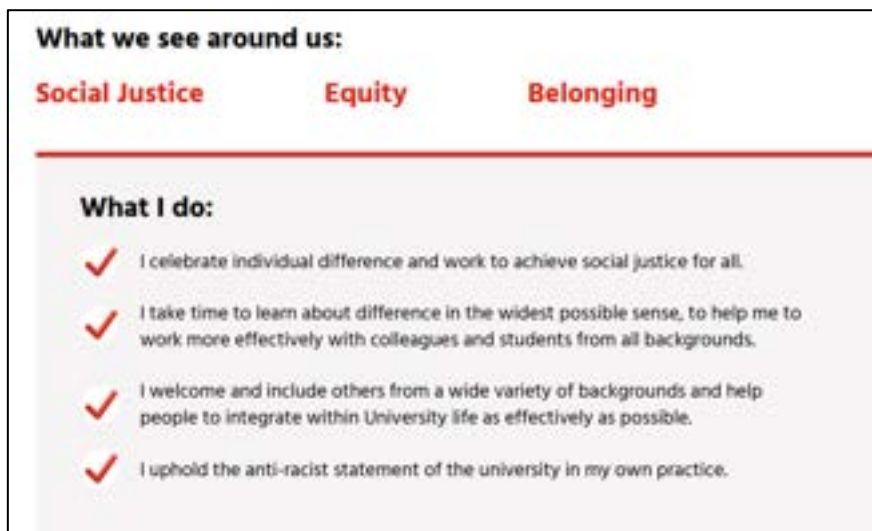
3.6 Mental Health and Wellbeing as a precursor to inclusion and belonging.

In February 2024, the University commissioned the development of a co-created, university-wide, student and staff facing Mental Health and Wellbeing Strategy through co-creation and listening exercises.

We sought guidance from LTU's student co-creation panel, for approaches that would widen participation for students with protected characteristics. Focus groups were undertaken to ensure that intersectionality between race and mental health was considered and all students were offered 1:1 meetings to explore barriers, concerns and feedback privately.

A steering group was convened to inform staff co-creation approaches, including the university's BAME Network. The focus on accessibility for all, whilst triangulating the feedback we had from the REC and Staff Satisfaction surveys, ensuring lived experience of BAME colleagues was heard to inform developments.

Recommendations included proactive approaches centred around belonging, cultural development and psychological safety that aim to further improve health and wellbeing outcomes for all BAME students and colleagues. The strategy was formally ratified in May 2025, with cross-university action groups established from June 2025 to support its implementation and embed a consistent, inclusive approach to mental health and wellbeing across all areas.

Since bronze, the appointment of a Wellbeing and Inclusion Specialist, adds specialist knowledge to ensure the organisation's learning and development activity is underpinned by an intersectional understanding and represents significant investment in institutional capacity to drive race equity and inclusion.

REC Survey feedback: *"In my view, Leeds Trinity University demonstrates a commendable commitment to advancing racial equality in higher education through various positive initiatives. The university's explicit diversity and inclusion policies, efforts to enhance representation at all levels, and investment in cultural competency training for staff and faculty are noteworthy. Additionally, the provision of targeted student support services and active engagement in community outreach reflects a holistic approach to fostering an inclusive environment."* **Student, Asian, 19 years and Under.**

3.7 Reporting of Harassment

The university has an embedded zero tolerance reporting process available to students and colleagues. This process offers investigatory processes and sign posting to relevant policy. The offer includes providing anonymous on-line support for the victims of abuse, hate crimes and other forms of harassment including experiencing micro-aggressions. The university has a project group progressing the expansion of our anonymous reporting processes to include on-line reporting for non-students/members of the public. In response to the new Office for Students (E6) condition we are expanding and

strengthening zero tolerance reporting options for all forms of harassment including hate crimes.
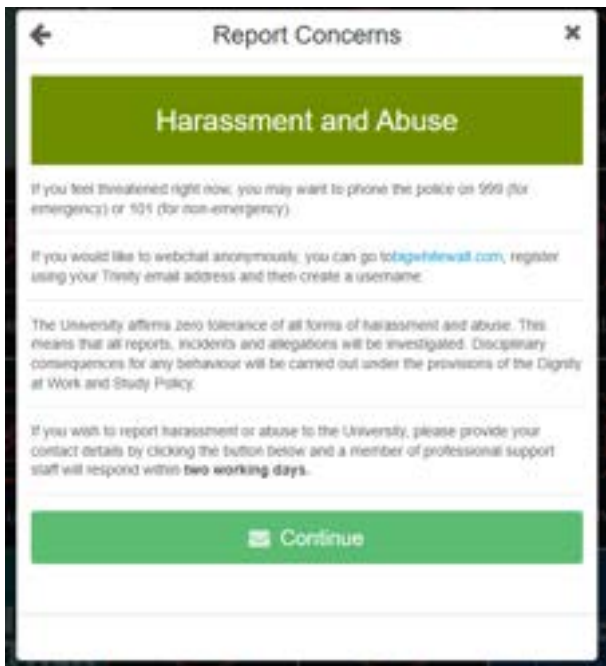
Screenshot of Zero Tolerance online reporting tool

Since the initiation of the tool there have been 5 x cases reported to our People and Culture Department (table 2 below). Student Casework Support services did not previously retain a log of all zero tolerance reports prior to the deletion of the initial reporting data highlighting further difficulties with the tool. This will be addressed through the new reporting process managed through a Customer Relations Management (CRM) Tool (see section 2).

Table 2. Zero Tolerance cases to P&C

Case type and subtypes	Description	Current status	Outcome	Raised date	Closed date
Zero Tolerance - Zero Tolerance	Racial abuse or harassment, including also religious abuse or hate crime	Closed	Zero Tolerance Resolved	26/02/25	21/03/25
Zero Tolerance - Zero Tolerance	Possible racial harassment	Closed	Zero Tolerance Resolved	15/10/24	21/01/25

Zero Tolerance - Zero Tolerance	Suspicious Behaviour	Closed	Zero Tolerance Resolved	11/04/24	15/04/24
Zero Tolerance - Zero Tolerance	Bullying, cyberbullying or other harassment	Closed	Zero Tolerance Resolved	25/03/24	25/03/24
Zero Tolerance - Zero Tolerance	Racial abuse or harassment, including also religious abuse or hate crime	Closed	Zero Tolerance Resolved	19/03/24	08/04/24

The REC staff survey (2023-24) indicated that staff felt comfortable calling out racist behaviours (Appendix 2, Figure 24). In addition to feeling leaders would call out racially inappropriate behaviours (Appendix 2, Figure 25), as well as being confident that they would receive support from line managers should they experience racial harassment (Appendix 2, Figure 36).

"Feels authentic... a drastic change from my previous HE experience. In the last 6 months of my tenure haven't experienced anyone going through bullying, harassment or any racially motivated incidents." **Professional Services, Female, 40 – 49 years, Asian.**

A greater majority of Asian and Black students understood what LTU is doing to tackle racial inequality in comparison to Mixed students and White students (Appendix 2, Figure 10). Most students also indicated that they felt appropriate actions would be taken if they reported discrimination or harassment. Though, White students responded more positively than Asian, Black and Mixed respondents (Appendix 2, Figure 15). One student stated:

"*In my opinion, I think that Leeds Trinity University takes racial harassment seriously and makes sure none of the students get bullied because of their ethnicity*" **Student, Asian, Female, 40 – 49 years**

The majority of students indicated that they had not witnessed or felt uncomfortable because of race or ethnicity in the last 12 months (Appendix 2, Figure 14), indicating a positive answer ('No').

"I don't think Leeds Trinity has any problems because I haven't had any problems so far and the staff are very kind and nice and if I needed help I will always know that i have someone to tell" **Student, Asian, Female, 40-49 years**

Most students felt comfortable calling out racist behaviours, White and Mixed students felt the most comfortable and more than half of Black respondents also indicating positive responses. However, just under half of the Asian respondents responded positively (Appendix 2, Figure 6). Most students also felt confident that university leadership would call out racially inappropriate behaviours, though just under half of the Mixed respondents shared this sentiment (Appendix 2, Figure 7).

3.8 Academic Staff Induction, supporting our staff, to support our students

Prior to 2022, LTU did not have a centrally coordinated or mandated academic induction. A key aspect was to consider the diversity of academics, their lived experiences, and those who can encounter challenges with cultural and academic norms which are not familiar.

CELT with other services, have inducted 158 staff with teaching or supporting learning responsibilities. Feedback demonstrates most staff who responded with no or little knowledge prior to the induction experienced an increased in awareness and understanding of key institutional teaching and learning expectations and its regulatory obligations. As well as being able to discuss practice with colleagues, understanding social justice curriculum design, gaining an introduction to inclusive practice and being aware of the deficit lens and how to avoid it. Creating a sense of belonging for colleagues to connect with and learn from diverse peers, and a reduction in new academic and professional staff turnover are our ambitions.

3.9 Coaching the Gap, targeted approach to supporting BAME student success

In 2024 the OIE was successful with two funding bids to support both the mental health and wellbeing and engagement at university of BAME levels 5 and 6 students working in partnership with our mental health team. The team has delivered bespoke wellbeing workshops, recognising that particularly male BAME students, are less likely to access wellbeing support. The programme is externally evaluated by TASO using realist evaluation and concludes by October 2025. Interim findings shared in March 2025 were

overwhelmingly positive around the support the coaching has given our students, with improved mental health and well-being, re-focus on studies and increased motivation.

See news story below from the TASO website:

> *"LTU's mission recognises that we all benefit from better student outcomes and reap the rewards individually and collectively of transformational education. Coaching the Gap is an approach that extends beyond the academic realm, offering coaching sessions that harness a variety of techniques to foster confidence and support BAME students who face the threat of academic failure due to mental health struggles stemming from racial bias, stigma, and discrimination. The project offers tailored support through personalised one-on-one coaching, well-being sessions and wrap-around care. We are committed to listening and learning from our students so this initiative, grounded in student voice, aims to support all our students to reach their full potential and thrive at Leeds Trinity University."* – Syra Shakir, Strategic Lead Race Equality
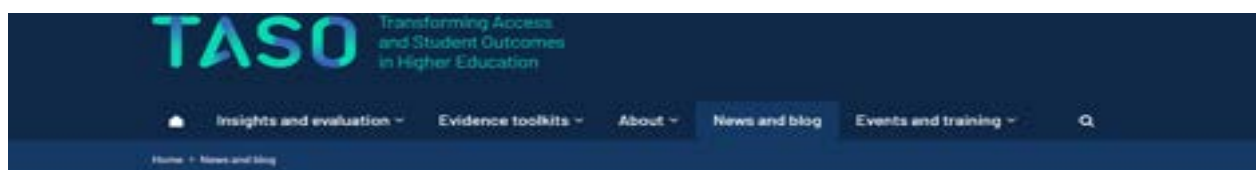
News - 20 November 2024

New partners to evaluate mental health and wellbeing interventions using theory-based methods

Whilst LTU has been active in its approach to creating a culture of inclusion and belonging our data tells us that we are still on a journey in terms of the felt staff and student experience, this is highlighted further within our Staff and Student context sections.

4. Staff context

This section provides an overview of the staff profile across our institution, highlighting patterns in recruitment, retention, progression, and representation by ethnicity.

Staff Population

Between 2021 and 2024 (Appendix 3, Tables 1 and 4), the academic staff population has shown a gradual shift toward greater ethnic diversity. While structural imbalances remain, the data indicates that academic staffing is moving in a direction of greater ethnic representation and diversity, particularly in permanent full-time positions (please refer to section 2 on recruitment for actions leading to these changes).

4.1 Permanent Academic Staff

Across 2021- 2022 permanent staffing for those from BAME backgrounds was generally slower in comparison to Whites. (Appendix 3, Table 1 and 2). In 2023, representation among Black African staff and Asian groups increased, with the addition of new full-time staff from Chinese backgrounds (see Appendix 3, Table 3). By 2024, significant increases are seen in both Asian and Black academic staff, demonstrating progression toward a more inclusive academic workforce (Appendix 3, Table 4).

4.2 Fixed Term Academic Staff

Fixed-term contracts show more fluctuation and inconsistency in representation than permanent roles. Nonetheless, the overall picture suggests that greater attention may be needed to ensure fixed-term hiring contributes more consistently to staff equity (Appendix 3, Table 6).

4.3 Permanent Professional Staff

In 2021, the ethnic makeup of PSS was narrow (Appendix 3, Table 8). By 2022 the ethnic profile began to broaden, a growing number of staff chose not to disclose their ethnicity (Appendix 3, Table 9). The 2023 and 2024 workforce indicate a trend of increasing diversity in the professional staff body, in both ethnic origin and contract type (Appendix 3, Table 10 & 11). While White staff still form the majority, the gradual

increase in ethnic diversity indicates progress in LTUs efforts to create a more diverse workplace.

4.4 Fixed Term Professional Staff

Between 2021 and 2024, the ethnic diversity among PSS on fixed-term contracts expanded gradually, albeit with year-on-year fluctuations and a relatively small overall staff base. The ethnic composition from 2021 to 2024 points to gradual progress (Appendix 3, Table 12).

4.5 Appointment

Appendix 3, Figures 17 and 18 reflect a persistent trend of reduced success for BAME applicants from 2021/22 – 2024/25, particularly at the early stages of recruitment. In the 2024/25 academic year, for academic roles the overall appointment rate stood at 8.87%. White applicants had the highest appointment rate at 14.41%, compared to only 3.85% among BAME applicants, a nearly fourfold difference. Additionally, 84.62% of BAME applicants were declined after CV review, versus 58.47% of White applicants. In professional roles, only 5.34% of all applicants in this category were appointed. White applicants had an appointment rate of 7.85%, compared to 2.76% for BAME applicants. The contrast between the appointment rates for White and BAME applicants points to potential structural or procedural barriers that required us to review hiring practices and outcomes (see section 2 for actions taken), but we still have more work to do.

4.6 Staff Context: Analysis of work planning

In the interests of fairness and transparency the governance group responsible for Workload Allocation Management and Monitoring (WAMM) developed an audit and analysis of EDI related factors. The WAMM governance group comprises:

- DVC/Provost (Chair).
- All Deans
- Two Trade Union Representatives
- A People and Culture Representative.

Approximately 80% of academic staff in post in December 2024 had a completed WAMM. The analysis covered average overall deployment and as a proportion of

normal Formal Scheduled Teaching (FST) limits for a variety of EDI categories, broken down by broad level categories only. 'FST limits' refers to normal contractual limitations on how much FST academic staff should undertake each week/ year. Overall average deployment was 91% and academics on average 60% of their contractual FST limit. On average, 56% of time is deployed to teaching and related activity, 17% to research and 17% to other activities, training, management, citizenship activities, administration, (see Appendix 3, Table 44). Further EDI analysis will be commissioned as the workload allocation for 2025-26 is completed, with particular focus on areas where there were significant differences in the 24-25 data (e.g. fractional contracts) and older academic staff.

4.7 Workforce Development

658 individuals undertook training between 1 September 2023 to 31 August 2024 which is 82.5% of all colleagues. It should be noted mandatory training requires to be undertaken every 2 years. Mandatory training includes unconscious bias training and EDI training as our minimum level of development activity.

In terms of mandatory training, 544 colleagues undertook some kind of mandatory training between 1 September 2023 to 31 August 2024 (Appendix 3, Table 45) In terms of non-mandatory training, 492 colleagues undertook some kind of non-mandatory training between 1 September 2023 to 31 August 2024 (Appendix 3, Table 46)

4.8 Development Opportunities for PSS Staff

Unlike academic staff, PSS do not currently have a structured career progression framework and there is currently no commitment to its future development. However, a range of training and development opportunities are available for PSS staff, including:

- Core development programmes open to all colleagues, designed to address current and future institutional needs.
- Further study opportunities, supporting professional certifications and formal qualifications (ranging from Level 3 certifications to PhDs).
- Apprenticeships, funded through the apprenticeship levy, supporting colleagues in pursuing qualifications from Level 3 to Senior Leadership (Level 7, with an MBA option).

- Aspiring Leaders Programme, aimed at colleagues at Grades 5 and 6 (PSS) and Grades 7 and 8 (academic staff), providing foundational leadership skills for those seeking management roles.

External development opportunities include:

- Yorkshire Accord Mentoring Programme – An external mentoring initiative.
- In-house mentoring programmes – Designed to support internal career progression.
- U-Connect Mentoring Initiative – A cross-university mentorship scheme aimed at supporting colleagues from underrepresented backgrounds.

U-Connect is a collaborative initiative among Yorkshire universities, fostering mentorship opportunities for colleagues who have experienced barriers due to race, or other protected characteristics. The programme provides networking, career guidance, and professional growth through external mentoring relationships. Additionally, PSS staff are encouraged to engage with staff networks and co-creation initiatives to enhance professional growth and community engagement.

4.9 Leadership Development Programmes

The Diversifying Leadership Programme (Advance HE) is aimed at early-career academics and professional services staff from Black, Asian, and Minority Ethnic backgrounds and supports individuals into leadership roles.

Participation data at LTU includes:

- **2022/23:** Two colleagues participated, both of whom have since been promoted.
- **2023/24:** No colleagues expressed interest.
- **2024/25:** Two colleagues are currently engaged in the programme.

Additionally, both Deans have attended the Advance HE Leadership Programme, reinforcing the University's commitment to embedding inclusive leadership at senior

levels. The success is evident in its impact on career progression, with the 2022/23 cohort securing promotions following completion of the programme.

4.10 Ethnicity Pay Gaps (EPG)

Since 2020 the University has been transparent with its pay gap reporting and has always published its EPG alongside the statutory reporting of the Gender Pay Gap. We have seen the EPG narrow and as at 31st March 2024:

- **Mean**: - 2.5%

- **Median**: 13.7%

The mean pay gap has decreased from 20.6% in 2020 to 2.5% in 2024, whereas the median gap has decreased 29.1% to 13.7%. The University's staffing population continues to grow, and we have seen a significant increase in representation of Asian, Black, Mixed, Other minority ethnic colleagues in the top and upper middle pay quartiles (Appendix 3, Table 19)

5. Student context

LTU's student body has become increasingly diverse over time (Appendix 2, Figure 1). While White students remain the majority, representation among Asian, Black, and Mixed ethnicity students has grown consistently year on year. These shifts signal a trend toward greater racial diversity in the student body of the Horsforth campus. When benchmarked against HESA Data (Appendix 2, Figure 2), LTU has a similar proportion of White students, and a slightly lower proportion of Black students, but slightly higher proportion of Mixed Race and Asian students.

In our REC survey, White respondents generally felt respected by staff and peers, while students from Black, Asian, and Mixed ethnic backgrounds reported more uneven experiences (Appendix 2, Figure 4). Also Black, Asian, and Mixed ethnicity students were more likely to report being less able to be their authentic selves (Appendix 2, Figure 16).

5.1 Student Recruitment and Outreach Summary (See Appendix 2 and 3 for various data tables).

The Student Recruitment Events team plan and deliver key events such as Open Days, Offer-holder days and Campus Tours, Subject Focus Days, HE Visits, Post-16 Summer School and the Inspire suite of activities delivered in schools and colleges, recruiting mainly from the West Yorkshire region (see section 3.1).

5.2 Applications and Offer Rates

White applicants decreased from 2020/21 to 2024/25, whereas BAME applicants increased from 2020/21 to 2024/25 (+ 9.8%), (Appendix 3, Table 20). For White students, offer rates remained consistently high, this has steadily declined from 2021/22 to 2024/25, representing an 8% reduction in offer rates. For BAME students, overall offer rates were lower, representing a 17.9% decline in offer rates over 5 years (Appendix 3, Table 24 and 25).

5.3 Enrolment

White students' enrolment from offers represent a decline of between 5 – 6 % over 5 years. For BAME students, enrolment fluctuated from 2020/21 into a decline then increased in 2023/24 where it then declined in 2024/25 (Appendix 3, Figures 27 and 28).

5.4 Progression and Module Pass Rates

Between White and BAME students there is an average difference of 2.08% in progression rates from level 4 to 5 (Appendix 3, Table 29 and 30) and an average difference from levels 5-6 is (1.68%) in favour of White students (Appendix 3, Tables 31 and 32).

Module pass rates for White students are consistently higher, though the gap was nearly closed in 2022/23 with just a +0.3% difference, that has since widened to a 3.3% difference in favour of White students (see Appendix 3, Tables 33 and 34).

5.5 Postgraduates

There are 23 BAME postgraduates, with 2018/19 to 2021/22 entrants combined. For Asians, continuation rates were slightly higher than White and Mixed students undertaking full time PGCE courses. This was like 'Other' PG continuation rates where Asian students (91%) had slightly higher continuation rates than white students (90.2%). White students were more likely than Asian and Black students to continue full time PG taught courses, a difference of 3.1%- 5.1% (Appendix 3, Table 37).

For Postgraduate Completion rates there were often fewer than 23 BAME students even with 2015/16 to 2018/19 entrants combined. Where White students consistently met the OfS minimum threshold across all postgraduate courses ranging from 66.7% to 92.9% (Appendix 3, Table 38).

Into employment, White PG students consistently met the OfS minimum threshold across all PG programmes. Asian students fell just below the threshold for Full-time PGCE entry into employment, which was 85%, with 82.7% of Asian students progressing from the course into employment (Appendix 3, Table 39).

Our REC student survey told us that overall, more than half of students considered further study (Appendix 2, Figure 17), stated access to support during placement opportunities was adequate (Appendix 2, Figure 19) and (UG's) anticipated a first or 2:1 degree award (Appendix 2, Figure 17).

5.6 Academic Misconduct (AM)

Based on 2023/24 data, 139 BAME students compared with only 85 White students, were reported for academic misconduct. However, BAME students made up only 26.3% of the student population yet made up 62% of AMC cases. This is concerning and requires addressing in our SAP.

5.7 Gradate Outcomes and Enterprise

Several Risk Calculators have been designed that provide an intersectional look at risk factors including BAME, disability, career readiness stage, caring responsibilities and prior academic attainment to target guidance and support more effectively. The below figure provides an illustration of our Graduate Outcomes Risk Calculators.
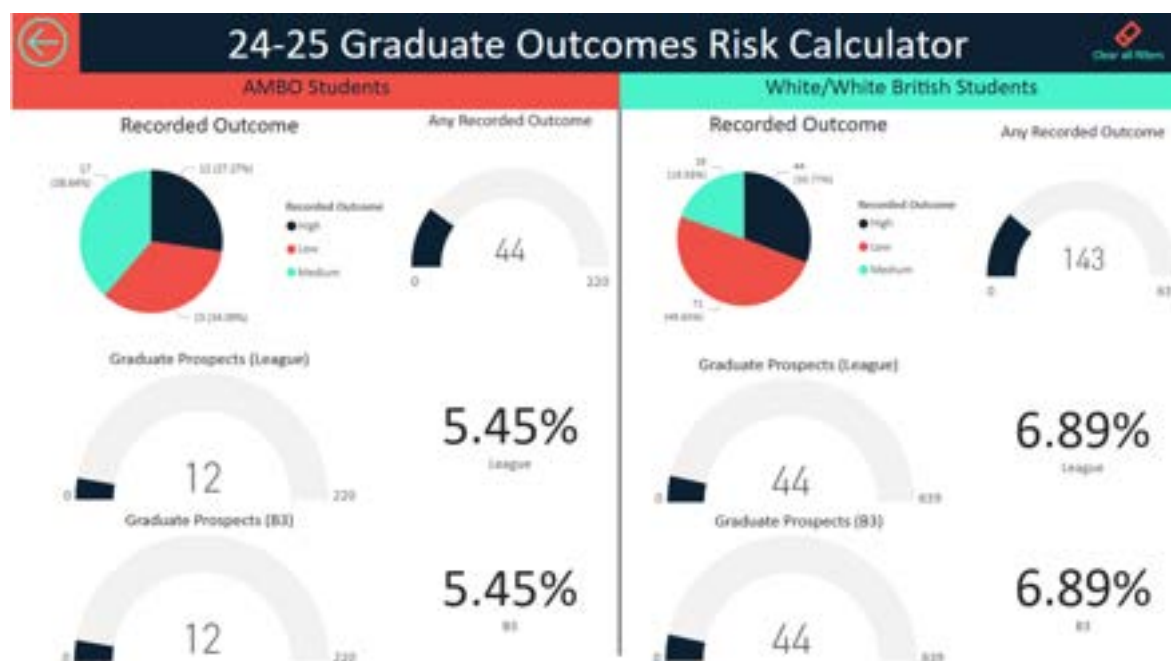
These insights allow us to then undertake the following targeted interventions.

Career Readiness – Intervention

Captured annually across every level, students answer 2 questions, and the results enable us to track progress and target support interventions, see table below for impact.

Class of 2024	Class of 2025 (to date)
Explore: 40.57% reduced to 20.67%	**Explore**: 36.18% reduced to 31.01%
Plan: 37.68% reduced to 23.56%	**Plan**: 50% reduced to 47.47%
Compete: 12.08% increased to 15.87%	**Compete**: 3.29% increased to 9.49%
Sorted: 6.67% increased to 38.46%	**Sorted**: 4.61% increased to 5.06%

Progression Interviews

L6 Progression Interviews provide an opportunity for students and their personal tutor to talk about their career readiness and transition from education to graduation and their next career steps. These data insights (see tables below) allow suitable interventions to be put into place to ensure final year students are supported to achieve their career ambitions and are aware of support available.

	Class of 2023		
	Total	Non Attendee	%
BAME	177	56	32%
Non-BAME	531	179	34%

	Class of 2024		
	Total	Non Attendee	%
BAME	204	53	26%
Non-BAME	389	97	25%

Placement Data (L5) & All Careers Appointment Data

Despite student applications for compulsory placement modules, BAME students are still more likely to secure a medium rather than high skill placement, see table below.

Placement Data (Second Year L5)	Non- BAME (%)	BAME (%)
Application Rate (total)	13.26	17.28
Submission Rate (total)	20.99	27.33
Submission Acceptance Rate	78.84	76.06
Approval in Principle (total)	33.00	30.86
Final Approval (total)	12.71	12.35
Placement Skill Level: High	78.05	68.42
Placement Skill Level: Medium	21.95	31.58
Careers Appointments	**Non- BAME (%)**	**BAME (%)**

Appointments L5	14.92	19.92

Addressing BAME student Placement Experiences

We have expanded placement provision through regional Business Development to proactively secure placements in areas where BAME students live and work part-time, increasing accessibility and relevance. We have also developed a New Mentoring Programme (October 2024) which:

- Ensures representation of BAME mentors.

- Collaboration with internal bodies and externals partners, Black Young Professionals, Price Waterhouse Coopers, and Yorkshire Asian Business Association, through establishing pathways for students into high-skilled employment sectors.

- Ongoing analysis to determine BAME participation and impact in the civil service mentoring scheme.

'Diversity Matters – Raising Aspirations' Project

Using the Risk Calculator we have identified L6 students in 'V High' and 'High' risk category who are in 'Explore' stage of Career Readiness. We know that ~25% of student in 'Explore' in their final year are less likely to end up in a graduate level outcome, therefore we are taking action to address this**.**

Supporting BAME Students in Graduate Success

35% of our BAME Class of 2024 graduates have engaged with our Graduate Outcomes Careers Advisor and 67.8% participated in a final year Progression Interview. We know that our BAME students are more likely than non BAME to be in Explore: 22.1%/Plan: 25%/Complete: 13.9%/Sorted: 36.5%.

5.8 The Research Academy (RA) and building the BAME pipeline

The RA was designed in 2024 via a partnership between the RKE and Careers+Placements to encourage current students into research, particularly those from underrepresented groups. To date, the current percentage is 24% (4 BAME students) with aims to increase this to 40% in the next academic year. Also since 2020/21, the Research and Knowledge Exchange Office as part of investment in improving the BAME academic pipeline, ringfences PhD studentships to BAME applicants. This initiative along with others, has been successful increasing BAME PGR enrolments from 8% in 2020/21 to more than 25% overall in 2024-25.

6. Priority Actions identified to inform the SAP

At the end of each section, we have identified a set of priority actions that directly respond to the key issues and disparities highlighted in the data and narrative.

Priority Actions identified to inform the SAP

Continue to address the Big 5, to address gaps and improve student outcomes across the student lifecycle, using evaluation of key activities to inform further roll out.

To further diversify the staff body, improve retention, development and progression rates for BAME staff

Continue to support staff and students through intersectional considerations, celebration of identity, promoting positive well-being, and improving discrimination reporting processes.

Key priorities for future action

Detailed in our SAP, and in line with our ESJB objectives, our three overarching priority actions are:

1. **Addressing the Big 5:** to better student experiences, address gaps and improve outcomes.

2. **Staff Recruitment and Development:** to diversify staff body, improve retention and progression rates for BAME staff

3. **Building Belonging**: support staff and students to thrive in a safe environment that values individuals, addresses intersectionality and promotes positive well-being.

Within our SAP, several actions are already underway since 2022-2024 with new structures and systems implemented at LTU. Therefore, these will be continued, and as such are detailed as 'To continue'.

Section 4: Future action Plan

LTU Silver Action Plan

Building on the success of the Bronze Action Plan, the Silver Action Plan is aligned with the four strategic goals of the OIE, which include:

1.   **Equitable access, experience and outcomes for students.**

2.   **Belonging and an environment which reflects a thriving community.**

3.   **A Social Justice framework that embeds social justice across all areas of our work**

4.   **Improving race equity literacy and an understanding of all protected characteristic groups so as to provide the conditions for staff and student success**

Equitable access, experience and outcomes for students

To ensure equity and social justice in student access, continuation, attainment, progression, and graduate outcomes, we have aligned outreach, access, and application processes with our institutional Access and Participation Plan, ensuring fairness and transparency. Policies and practices will consider intersectionality, while data-informed approaches, will drive efforts to eliminate inequitable gaps in student experiences and outcomes. University, School, and Programme-level plans will be rooted in accountability, ensuring data-driven action. We will continue to review all practices from an equity perspective to acknowledge cultural differences and protected characteristics, particularly in complaints, extenuating circumstances, and assessment patterns. Additionally, our Curriculum for Social Justice offers a well-rounded education that incorporates diverse perspectives, fosters mental wellbeing, and supports student retention through a values-based approach that emphasizes collaboration, community, and belonging. Ongoing monitoring, assessment, and governance will continually be integrated to ensure impactful and sustainable change. We remain committed to removing barriers and challenges faced by many students

who experience marginalization in British society and are dedicated to fostering an inclusive, anti-racist university where all our students are recognized as names not numbers.

Belonging and an environment which reflects a thriving community.

We remain committed to fostering an inclusive environment where all students and staff feel valued, supported, and empowered to be their authentic, whole, selves. Our approach prioritizes belonging, self-confidence, and collaboration while upholding Catholic values of dignity and inclusion. We celebrate diversity through events, policies, external partnerships with diverse groups, and strategies that acknowledge individual needs, ensuring equitable support for success. Our transition and induction processes strengthen students' sense of belonging, while Equality Impact Assessments help create an environment where no one is marginalized. Through an intersectional lens, we will also ensure accessibility for disabled and neurodivergent learners, monitor fair career progression, work towards eradicating pay gaps, and promote mental health and well-being for both students and staff.

A Social Justice framework that embeds social justice across all areas of our work

Leeds Trinity University is committed to embedding equity and belonging through a social justice framework that informs our structures, policies, and practices. This approach addresses continuation, awarding, pay, and retention gaps by driving systemic change beyond minor adjustments. Grounded in our institutional values, the framework ensures curricula, policies, and learning environments promote inclusion and recognize diverse contributions. It also fosters interdisciplinary research, global partnerships, and community engagement, reinforcing our dedication to transformative education and social impact. Through decolonial pedagogy, anti-racist practice, fair policies, and knowledge exchange, we strive for a model where all individuals succeed and contribute meaningfully to society.

Improving race equity literacy and an understanding of all protected characteristic groups so as to provide the conditions for staff and student success

We are committed to fostering a race-literate and anti-racist environment where all colleagues understand inequities within their practice and their legal duties under the Equality Act (2010). To achieve this, we will continue to implement evidence-informed

professional development, collaborative events, and research dissemination to promote awareness, accountability, and equitable practices through continuous monitoring, evaluation, and governance to drive meaningful and lasting change. Equity and social justice targets are integrated into PDR processes and school-level initiatives, ensuring a focused approach to development. The advancement of staff knowledge and expertise in decolonial and antiracist pedagogical practices, which we recognize as essential to fostering an environment where all students can thrive. Through targeted professional development, and institutional support, we will empower staff to develop skills to become anti-racist practitioners that cultivate a culture of belonging, critical thinking, and academic excellence for all staff and students alike.

Communication Plan

We commit to sharing the action plan across all key stakeholders. Part of the process of implementation of key objectives will involve consultations as and when required by members of the REC Partnership.

Governance and Accountability

We are dedicated to a structured governance process that ensures thorough oversight of implementation by maintaining established reporting channels. Regular monitoring of corporate, executive, management, and individual KPIs will be conducted to assess effectiveness and track progress toward the objectives outlined in our Silver Action Plan.

A note on the current financial climate

We have created our SAP in light of the current financial pressures facing the HE sector, uncertainties around restructuring due to take place at LTU and a current freeze on recruitment.

Due to current re-structuring taking place at the university, at the time of this submission, some actions have responsible teams and not specific names allocated, but these will be updated once re-structuring has been completed later in 2025.

REC Actions	Issue Identified and Rationale	Objectives/Aims and Actions Actions to address the issue and meet the objective	Success Measure (what and how the action will contribute to achieving this objective)	Timeframe (be sure to consider the 3 or 5 year award length)		Person responsible (including title)
Priority Action 1: Addressing the Big 5 (actions 1-16)						
Staff training in Race Literacy						
1. Improving race literacy and an understanding of all protected characteristic groups, through intersectional approach, so as to provide the conditions for staff and student success (Re:Tension, Mind the Gap, Race Equity, CELT, decolonising, broader Equity training from P&C) and to track engagement and impact.	Ongoing training is required for all staff at all levels at LTU to build an anti-racist university. Baseline data from Re:Tension at LTU, 100% of all staff would recommend the training session to colleagues and the same measure from externals who have engaged with this training (see pg. 41 in narrative) National research Tackling *racial harassment in*	1.1Anti-racism and equity training to continue to be offered to all staff and ensure new and remaining staff complete core training (Re:Tension) as the baseline. 1.2 Continued training on CfSJ. 1.3 To extend the race equity pathway to cover all staff at LTU. 1.4 To begin roll out of Mind the Gap training to academic and PS staff. 1.5 Continue to promote cross institutional approach to anti- racist, inclusion and race equity training and events through induction programmes for new staff.	Participation and engagement metrics to evaluate registration and participation data linked to training and the films Knowledge and attitude shift on confidence levels demonstrated through pre- and post- session surveys, staff and student conversations/ dialogue), programme enhancement review meeting conversation (PER), REC surveys, and academic programme design activities P&C tracking engagement with their training	2024 and annually thereafter 2025 and annually thereafter 2025 and annually thereafter 2026	2029	OIE team Syra Shakir CELT Sean Walton- CFSJ CELT Barbara Silcox -academic staff induction In conjunction with: P&C APP team Student engagement and support teams

REC Actions	Issue Identified and Rationale	Objectives/Aims and Actions Actions to address the issue and meet the objective	Success Measure (what and how the action will contribute to achieving this objective)	Timeframe (be sure to consider the 3 or 5 year award length)		Person responsible (including title)
	higher education (Universities UK, 2023) evidences such importance making clear that tackling racial harassment is part of everyone's responsibilities and training is a mechanism to support this.	1.6 Specific training for line managers on having conversations on race with teams and 1-1. 1.7 Ongoing development of our Equity and Belonging and CELT intranet pages for staff to include further resources.	Increased access to data sources and information and guidance documents on intranet pages, tracking metrics. APP team tracking engagement with various activities (see action 4).	2026		
Staff training in Race Literacy (Priority Action1: Addressing the Big 5)						
2.Instil anti-racist knowledge and strategy and cultural transformation, across teams and departments through workshops, events, research and knowledge exchange activities for all staff and students (Social Justice Lecture Series, research and teaching collaborations, conferences,	Embedding an anti-racist culture as the norm at LTU, integrated throughout activities and events. Continuing existing research and teaching collaborations, co-creation projects, both internally and externally, and building new external partners, to work on anti-racism across the sector	2.1 More staff to be offered short- and longer-term opportunities through WAM (equity and citizenship time allocation) to work on anti-racism events, research and teaching collaborative projects with external partners. 2.2 Continue to offer SEED funding in next academic years and promote projects, both research and institutional enhancement related, on anti-racism and collaborative working. From the 2025/26 academic year, the funding will be focused on supporting impactful projects that advance equity, social justice, and student success. Aligned with OfS Condition B3 and the	Reflective and experiential data are being collected and analysed using the Theory of Change (ToC) model to evaluate the performance and impact of SEED funded projects. To date, 31 projects have been completed, involving 65 staff members and 80 students. The target for the next four years is to engage 80 staff and 150 students in collaborative projects. Post-project qualitative questionnaires are currently	2026-2027 2025-26 and each year thereafter	2029 2029	OIE team Syra Shakir (Lead) CELT – Md Golam Jamil Co-Lead) RKE office Student engagement and support teams

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events, seminars, guest speakers).	with other HEI's and organisations. LTU to continue being a flagship university in anti-racism and co-creation in the sector.	Curriculum for Social Justice, the co-creation projects will specifically target continuation, outcome gaps, employability, and inclusive pedagogy, aiming for measurable improvements in student outcomes and experiences. 2.3 Experienced/ senior staff continue to provide mentorship and support to newer staff embarking on projects to encourage uptake.	being administered to project participants. Preliminary data indicate positive impact pathways, including enhanced intercultural and international engagement, development of cultural intelligence, adoption of inclusive pedagogical practices, and contributions to youth justice initiatives. Additional impact data will be gathered through 'Colleague Conversations' using a semi-structured questionnaire. This process aims to identify successes, challenges, gaps, and recommended actions for co-creation activities at LTU. During the 2025/26 and 2026/27 academic years, approximately 40 staff members engaged in co-creation will be consulted to capture and evaluate the outcomes of their practices.	2025-26 2026-27 2025-26 and each year thereafter	2027 2029	

REC Actions	Issue Identified and Rationale	Objectives/Aims and Actions Actions to address the issue and meet the objective	Success Measure (what and how the action will contribute to achieving this objective)	Timeframe (be sure to consider the 3 or 5 year award length)		Person responsible (including title)
			Success (as well as the failure and learning points) will be measured through question outcomes on REC survey.			
			Representation in faculties, schools, and professional services as well as in leadership will be measured and evaluated.	2025-26 and each year thereafter	2029	
			Staff and student engagement in SEED funded projects will be systematically monitored and analysed to assess impact and inform future initiatives. Since the introduction of SEED funding, participation levels have demonstrated a consistent upward trend, culminating in a record 17 proposals submitted in the current academic year (2025/26). Over the next four years, the target is to fund approximately 50 co-creation	2025-26 and each year thereafter	2029	

REC Actions	Issue Identified and Rationale	Objectives/Aims and Actions Actions to address the issue and meet the objective	Success Measure (what and how the action will contribute to achieving this objective)	Timeframe (be sure to consider the 3 or 5 year award length)		Person responsible (including title)
			projects with a focus on equity and student success. Workshop and event participation metrics (registration and participation data) will be recorded and analysed to gain insights.			
Staff training in Race Literacy (Priority Action1: Addressing the Big 5)						
3.Continue with new academic staff induction which includes content and raising awareness around anti- racism, race equity, anti-discriminatory practice, inclusivity and social justice,	Based on institutional data, we understand that all staff benefit from understanding LTU's position on anti-racism from the outset and commitment to CPD to inform their practice going forward. Current data: CELT fully inducted 77 out of 95 eligible new teaching staff members during the period September 2023 to June 2025 (approximately 81%). 53% were fully	3.1 Continue with induction programme and its evaluation.	Training participation, engagement, and feedback metrics (registration and participation data) including measuring increased staff awareness of LTU's position on anti- racism from the outset and commitment to CPD to inform their practice going forward (see current data under issue and rationale). Improved REC staff survey results around what LTU is doing to promote race equity. Compulsory attendance, monitored by PC.	2023 continues each year	2030	CELT- Barbara Silcox People and Culture Team for monitoring of participation

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	inducted within their first 6 months, whilst 28% completed the induction after 6 months of joining. The majority of respondents, 80% agreed that the induction promoted inclusive approaches, included diverse perspectives on the topic and that facilitators demonstrated respect and value for diversity.					
Curriculum, Assessment, Learning and Teaching (Priority Action1: Addressing the Big 5)						
4.Continue with implementation plan for CfSJ with evaluation of impact, to ensure embedding of race equity in all	Based on institutional evidence, our REC survey and co-creation projects (see published Advance HE case	4.1 Continue with 5 year plan and ongoing evaluation of impact of CfSJ. (Our CFSJ works in conjunction with the RIPIAG see action 5. Both actions are working towards closing gaps for	Reduction in continuation, progression and award gaps for students. Baseline:	2023	2028	CELT Sean Walton (Lead) CELT Ruth Squire (evaluation) Faculties and schools

REC Actions	Issue Identified and Rationale	Objectives/Aims and Actions Actions to address the issue and meet the objective	Success Measure (what and how the action will contribute to achieving this objective)	Timeframe (be sure to consider the 3 or 5 year award length)		Person responsible (including title)
programmes. Any new or revalidated programmes are mapped against the framework.	study) we understand that all students benefit from a curriculum rooted in social justice and equity. Feedback data from evaluation of CfSJ implementation for our Race Equity strand showed that 96% staff felt prepared (at different levels) to address race equity in their programme area and 84% staff welcomed further workshops as we continue to embed and innovate our practice. Our CfSJ (see narrative page 37) works in conjunction with the RIPIAG, see action 4 and see narrative page 32.	students across progression, retention, assessment outcomes and degree awards and also monitored through our APP, see also action 11 for targeted interventions working alongside the RIPAG and CFSJ. Also see action 9 for full data set on current metrics on student gaps. Across the life span of the silver award our CFSJ is until 2028 and the RIPIAG is until 2029. Both have individual evaluation plans in place, both aligned to our APP plan which runs until 2028. All these actions form part of our Big 5 approach, are monitored and evaluated through our APP activities and action plan, via our governance and reporting processes (see narrative page 14).	9.4% DAG, 2-3% progression (for full data see actions 4 & 9). New programmes coming on board and re-validation processes led by AQO Evaluation of APP activity led by CELT, operating 'hub and spoke' model, underpinned by a 'theory of change plus' framework, adapted in implementation to consider intervention scale and types of intended change e.g. cultural or relational changes. In measuring outcomes, we draw on resources from NERUPI and TASO for sector-standard measures and methods, as well as on the training materials and communities of practice offered. CELT review and collate all evaluation reports, supporting dissemination and publication.			Academic Quality Office

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Curriculum, Assessment, Learning and Teaching (Priority Action1: Addressing the Big 5)						
5.Racially Inclusive Assessment pilot programme (selected programmes in every faculty Sept 2024- Sept 2025) to be concluded with recommendations for wider LTU implementation	Structured and scaffolded assessment support and delivery through evidence based racial inclusive pedagogy (Paul Campbell), see narrative page 32.	5.1 Evaluation to be completed of impact of pilot (July 2025) with documented practice guidance, then to roll out institution wide (from Sept 2025 onwards). This action works in conjunction with our CFSJ. Both actions are working towards closing gaps for students across progression, retention, assessment outcomes and degree awards and also monitored through our APP, see also action 11 for targeted interventions working alongside the RIPAG and CFSJ. Also see action 9 for full data set on current metrics on student gaps. Across the life span of the silver award our CFSJ is until 2028 and the RIPIAG is until 2029. Both have individual evaluation plans in place, both aligned to our APP plan which runs until 2028. All these actions form part of our Big 5 approach, are monitored and evaluated through our APP activities and action plan, via our governance and reporting processes (see narrative page 14).	Reduction in degree award gaps and resits/ fails for BAME students baseline L4-L5 2.8% gap, L5-L6 1.5% gap and DAG 9.4%. Knowledge, attitude and practice shifts (pre- and post- session surveys, staff and student conversations/ dialogue) Student satisfaction and feedback through surveys, such as REC, MEQ, SES and NSS Gaps in outcomes (including first-time pass rate, mean marks, 1st & 2:1s awarded) between white and BAME students on participating modules will be compared with changes in non-participating modules. This will continue to be monitored as changes are rolled out. Our RIPIAG works	2024 2026 evaluation 2027 potential university wide implemen-tation	2029	CELT Fiona Shelton (Lead) Faculties and schools CELT Ruth Squire

REC Actions	Issue Identified and Rationale	Objectives/Aims and Actions Actions to address the issue and meet the objective	Success Measure (what and how the action will contribute to achieving this objective)	Timeframe (be sure to consider the 3 or 5 year award length)		Person responsible (including title)
			in conjunction with the CfSJ, see action 4.			
Curriculum, Assessment, Learning and Teaching (Priority Action1: Addressing the Big 5)						
6.Continue to build repository of case studies on race equality in teaching and assessment methods.	Core standards for LTA have been established across all programmes led by CELT through our CfSJ. Book on co-creation published by LTU (2024) highlighting good practice case studies on race equity at LTU. A new edited volume on co-creation and employability has been initiated in collaboration with the Association of Graduate Careers Advisory Services (AGCAS) Enterprise Chair at the University of Birmingham. The	6.1 Continue to gather more case studies on race equity to existing site and develop faculty specific repositories on our CELT and OIE intranet pages and newly developing externally facing web page. 6.2 To continue to support more staff to publish good practice case studies in journals/ books through delivering further training workshops.	Enhanced content (text, audio, and video) in the LTU Intranet, website, and other social media available to all staff. Specific case studies on race equity already housed on both OIE and CELT intranet pages, continue to build this repository moving forwards. CfSJ case studies (including REC studies) to be made available for external audiences via new internet page currently being developed. Review staff and student access to the relevant content on the Intranet and website by CELT coordinators and website	2023 continues each year 2026	2028 2028	CELT team: Sean Walton Md Golam Jamil Schools CELT coordinators and website team tracking engagement

REC Actions	Issue Identified and Rationale	Objectives/Aims and Actions Actions to address the issue and meet the objective	Success Measure (what and how the action will contribute to achieving this objective)	Timeframe (be sure to consider the 3 or 5 year award length)		Person responsible (including title)
	publication will capture race equity aspects in relation to employment and enterprise aspects.		team to track engagement and usage (i.e. views, downloads, hits) Include question in REC survey for staff about use of resources and potential impact on practice in supporting student success.			
Student Recruitment (Priority Action1: Addressing the Big 5)						
7.Student Recruitment Post-16 Summer School: 3-day residential, Post-16 Summer School.	Aim to increase the proportion of participants facing high levels of intersectional disadvantage through targeted promotion and engagement with community groups	7.1 All participants engage with an oracy and confidence workshop. 7.2 Target Groups: Estranged young people; Care experienced; POLAR4 Q1&2; Young carers; Disabled young people; GTRSB young people; Pupils from low performing schools at GCSE level.	Baseline – Work with minimum of 4 schools with higher than local average proportions of pupils claiming FSM. Increase this year on year by one. Increased positive engagement in class from targeted pupils; Reinforcement of positive learning behaviours Increased participant	2024-2026	2027	Head of Student Recruitment Schools and Colleges Engagement Manager Sophia Milnes

REC Actions	Issue Identified and Rationale	Objectives/Aims and Actions Actions to address the issue and meet the objective	Success Measure (what and how the action will contribute to achieving this objective)	Timeframe (be sure to consider the 3 or 5 year award length)		Person responsible (including title)
			knowledge (curriculum-specific); Increased participant academic self-efficacy in relation to assessed skills (e.g., structuring an argument); Participants develop understanding of HE studies; Participants develop positive perceptions of HE. Pre and post activity surveys, and post-activity surveys of parents and teachers are used to assess student confidence in relation to HE and sense of belonging. Annual reports on summer schools are published externally and detail our theory of change, current outcomes, and how we hope to develop these: https://www.leedstrinity.ac. uk/media/site-assets/documents/Post-16-Summer-School-2023-24-Implementation-and-Initial-Outcomes-Evaluation.pdf We have developed an evaluation plan for this			

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REC Actions	Issue Identified and Rationale	Objectives/Aims and Actions Actions to address the issue and meet the objective	Success Measure (what and how the action will contribute to achieving this objective)	Timeframe (be sure to consider the 3 or 5 year award length)		Person responsible (including title)
			activity, see appendix 5 for full details.			
Student Recruitment (Priority Action1: Addressing the Big 5)						
8.Student Recruitment Law Debating Activity: School-based attainment support (KS4 & 5).	Classroom and school staff support to enhance and reinforce teaching of the syllabus.	8.1 Support will focus on GCSE English and critical thinking at KS4 and on curriculum extension and exposure to HE-style learning at KS5 through 'Trinity Takeover' days Target: Schools with higher than local average proportions of pupils claiming FSM and/or with high populations of pupils from lower IMD quintiles.	Baseline – Work with minimum of 4 schools with higher than local average proportions of pupils claiming FSM. Increase this year on year by one. Increased positive engagement in class from targeted pupils; Reinforcement of positive learning behaviours Increased participant knowledge (curriculum-specific); Increased participant academic self-efficacy in relation to assessed skills (e.g., structuring an argument); Participants develop understanding of HE studies; Participants develop positive perceptions of HE. A combination of student self-assessments before and after workshops and teacher assessments	2024-2025	2027	Head of Student Recruitment Schools and Colleges Engagement Manager Sophia Milnes support from CELT Ruth Squire

REC Actions	Issue Identified and Rationale	Objectives/Aims and Actions Actions to address the issue and meet the objective	Success Measure (what and how the action will contribute to achieving this objective)	Timeframe (be sure to consider the 3 or 5 year award length)		Person responsible (including title)
			following final debates are used to understand student progress. Longer term, teacher interviews and pupil GCSE results will also be added to the evaluation. A report on outcomes from the first two years of activity will be published early 2026 and available at Access and Participation Plans - About - Leeds Trinity University. We have developed a full evaluation plan for this activity, see appendix 5 for full details.			
Student Support and Engagement (Priority Action1: Addressing the Big 5)						
9.Continue to track and monitor student engagement, including attendance, assessment completion, students identified at risk (BAME/ all) of non-progression, supporting students with academic skills, motivation to	Based on institutional evidence (see narrative pg. 33-34 and including data driven metrics (see below), we understand that all students benefit from targeted support, including personalised and outreach activities.	9.1 Jisc learner analytics platform has been updated to include 5 core metrics: overall engagement, days since last active, attendance, VLE activity, and submission data; all personal tutorial notes, student support notes and other interactions regarding student engagement recorded on Jisc to complement the quantitative data and provide a holistic picture of the student's engagement.	Reduction in the number of students withdrawing improved assessment outcomes, improved progression and degree outcomes (see current data metrics in column 2 and refer to appendix 5 for data tables on pass rates). Continue to monitor through learner analytics and ensure students at risk of	2025 and each year thereafter	2030	Student Engagement and Support Team Meaghan Banham Chris Cockroft- data literacy, data collation and analysis

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study, communication with faculty, engagement with services.	This also seeks to support students who may not always voluntarily access our services. Our data driven metrics: During AY23/24, the Learning Hub reached out to students from awarding gap demographics. 13% of the L4 BAME cohort engaged with the Learning Hub, compared with 11% for all students L4 pass rate for BAME students who engaged with the Learning Hub was 82%, compared to 75% for those who did not. At L6, 12% of the BAME cohort engaged with the Learning Hub,	9.2 Peer support champions: further embed PSCs into the curriculum in FY academic skills modules and in embedded academic skills workshops 9.3 Learning hub: continue to embed outreach to different demographic groups through one-to-one tutorials and improved digital resources and self-help material on Moodle. 9.4 Academic skills outreach: collaborating with student comms and the SLEOS to contact students approaching submission deadlines in FY; undertaking project to relaunch more interactive and accessible academic skills Moodle site ahead of AY 25/26, to include self-help resources as well as all material from workshops and teaching to drive engagement to one central site for academic skills; further broaden outreach and accessibility to all student demographics and at-risk demographics through new programme of student success workshops to complement embedded curriculum workshops, 1:1 tutorials, PSCs and online materials.	withdrawal or failure are assigned with engagement stage interventions (see appendix 5 for data tables). PSC drop-in visits have increased from 89 in Sem1 to 251 in Sem 2 of AY 24/25; with further embedding the KPI is to increase these visits by 50% for AT 25/26 Learning Hub: increase by half the number of visits by each demographic outlined in Section 3:5 (BAME, mature, etc) Increased submission rate for FY academic skills module to 90% (up from 83% in AY22/23 and AY 23/24) and 87% in 24/25) KPI target of first time pass rate of 80% in FY academic skills module Increase number of student appointments booked and		

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	compared with 13% for all students. Undergraduate awards made in 2023/24 show that 76% of all L6 students who engaged with the Learning Hub achieved 1st/2:1 awards, compared to 73% for those who did not. However, this pattern was not evident for BAME students; 59% of those who engaged with the Learning Hub achieved good honours compared to 68% for those who did not. Further outreach to L6 BAME students is clearly required. Institutional data: Pass rates at each level of study and degree award	9.5 Student liaison and engagement officers: are now case managing student work via Salesforce CRM to work more proactively and efficiently in supporting students at risk. This is used in conjunction with Jisc learner analytics; proactive outreach to at-risk groups: non-submissions, clearing, foundation year 9.6 Student Comms and Events: targeted and segmented communications sent out via Salesforce CRM to support at –risk students and different demographics; continue to further identify and segment student populations, for example "tagging" commuter students and cross-referencing with other demographic groups to send out focused comms and assess engagement with events and communications. Hosting events such as assessment workshops to support and encourage engagement with university services and thus increase progression and achievement. 9.7 Communications are created to represent the different student demographics, and the team also	attended with SLEO: currently at 1594 as of march AY 24/25; to increase to 2000 for AY 25/26 - by continuing and enhancing embedded outreach. Evaluation data gathered from student success workshops, 90% of students reporting they feel more confident after the workshop Increase engagement with VLE moodle page Skills for Academic Success by 50% Email open rate sector average is 23-25%, currently our average open rate is 28% (above sector average) but for the most recent submission emails it sits at 31.6 %. Aim is increase open rate to 35% in addition to the current 240K clicks per month already occurring on MYLTU app. Will work with		

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	outcomes have improved for BAME students which has reduced the attainment and awarding gaps. 24/25 Foundation Year pass rate for BAME students has increased to 85.7%, higher than White students for the second year in a row. Over the last 3 years combined there is almost parity in outcomes by ethnicity (0.5% gap). Black students had a record high progression rate of 85.3%. 24/25 Level 4 pass rates for BAME students maintained the improvement achieved in 23/24, however the pass rate of BAME students remains slightly lower than	employs several student content creators to ensure the student voice is fully represented. For example, in Semester 2, there has so far been student content creation for Ramadan, University Mental Health Day, International Women's Day and Neurodiversity Awareness Week as well as promotions for the LGBTQA+ and Islamic Students' Society in the SU. 9.8 Continue to work with the SU to enhance the equity calendar and equity events for students and support coordination of equity comms, events and awareness days via the fortnightly stakeholder comms meetings (Comms, calendars, events and equity)	information and planning to disaggregate comms data by demographics. Increased engagement at events from different student demographics; student feedback; increase in student content creators to include the student voice.		

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	White students (3.3% lower over 3 years 24/25 Level 5 pass rates of BAME students increased to a 5-year high with all ethnicity groups exceeding the performance of White students. The overall pass rate of BAME students has exceeded White students in three of the last five years and is 1.7% higher for the last 3 years combined. 24/25 degree awards show a sharp increase in the proportion of 1st/2:1 awards to BAME students (improvement of 8.3% compared to 23/24), just 3.1% lower than white students. This is the smallest awarding					

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	gap of the last five years. We also learn from good practice in the sector, using evidence informed interventions (e.g. TASO Learning analytics (post-entry) – TASO) to inform our approaches.					
Student Success and Addressing Gaps (Priority Action1: Addressing the Big 5)						
10.Continue to consult with university wide student co-creation panel to inform policy, practice and projects to improve student experiences	Based on institutional evidence (see narrative pg. 65 and published Advance HE case study) LTU remains committed to embedding student voice at the heart of everything we do, through consultation with a	10.1 Continue with university-wide efforts for embedding and evaluating co-creation by advancing the 'Collective Success' evaluation project, launching the Educational Co-creation Network (ECN), sustaining the Co-creation Student Panel, expanding digital resources on LTU and CELT intranet sites, and integrating co-	Establish a baseline understanding of current co-creation practices and their impact using the Theory of Change framework within the 'Collective Success' Evaluation Project. Data will be gathered through surveys, interviews, and analysis of attainment and engagement metrics from staff and	2024 continues each year	2030	CELT (Lead) Md Golam Jamil University wide teams

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	co-creation panel of students (re-imbursed for their time). LTU remains a flagship university for successful co-creation initiatives, regularly publishing academic outputs, providing consultation to other HEI's and presenting at conferences. Sector evidence on co-creation (e.g WhatWorks 2012/ 2017) continues to inform our ever-developing approaches to support student success rooted in student voice.	creation impact measures into institutional surveys such as the REC.	students (See also Actions 4 and 11.) Launch Educational Co-creation Network (ECN) in the 2025–26 academic year to promote inclusion, race equity, and social justice by advancing co-creation in curriculum design, student representation, and institutional change. ECN will foster a Community of Practice, bridge theory and practice, and support sector-wide reform through dialogue, collaboration, and advocacy. Recruit new student cohorts for the Co-creation Student Panel annually to ensure continuity. Over the past two academic years, the panel held 42 co-creation meetings with academic and professional services. A target of 70 meetings is set for the next four years to support shared decision-	2025 and then continues Ongoing		

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			making and implementation through staff-student collaboration. Continue to develop and update co-creation resources on LTU and CELT intranet sites with co-creation guidance, case studies, interviews, and presentations. These resources will promote student engagement and highlight co-creation's role in advancing race equity and social justice. Access and engagement of visitors (staff, students and external people) of these resources will be monitored regularly. Add questions to REC survey about co-creation and its impact on staff practice and student success and belonging.	2025 continues each year		

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Student Success and Addressing Gaps (Priority Action1: Addressing the Big 5)						
11.Increase and extend interventions to support BAME students to succeed on their degree programme and beyond, and overcome challenge, with evaluation of interventions (BAME leadership programme, BAME mentoring scheme in TED, coaching the gap, co-creation projects, personalised career support raising aspirations project, specialist internships)	We know that BAME students benefit from personalised, and culturally informed support from both staff and senior students, particularly in second and final year of UG programmes.	11.1 To begin the BAME Leadership programme open to second and final year UG students (aligned to our APP). 11.2 To continue the BAME mentoring scheme in TED to support developing teachers with ongoing evaluation. 11.3 To continue roll out of Coaching the Gap to at risk BAME students (second and final year of UG) and extend project to train up BAME students (final year UG) to become peer coaches (also aligned to our APP) with ongoing evaluation. Current project is being evaluated by TASO with publishable findings for the sector. 11.4 To continue with funded co-creation projects supporting success and belonging of BAME and all students across all UG levels and continue with evaluation (the 'collective success' evaluation project. 11.5 To continue with Diversity Matters: Raising Aspirations career intervention with BAME final year UG	Programme to be fully evaluated and Graduate Outcome Results tracked for attendees. Reduction in gaps for BAME students across the life cycle. Student satisfaction and feedback through surveys, such as MEQ, SES and NSS Capture student voices using co-creation models, such as student-led discussion panel and film production Evaluating outcomes through scaled format from how they scored themselves at the start compared to the end (see also action no. 10). 'Collective Success' evaluation project to establish a baseline understanding of current co-creation practices and their impact through institutional	2026 2023 2024-current project 2025-extended project 2022 2024	2030 2030 2025-published findings from current project 2028 2030 2030	Employability teams and Graduate outcomes and Enterprise team (Lead) Emily Timpson CELT team APP team Ammarah Pandor CELT Md Golam Jamil OIE Student engagement and support teams Meaghan Banham Faculties and Schools

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		students and continue with evaluation.	ToC (using surveys, interviews, attainment and engagement data)	2022	2030	
				2026	2028/ 2030	
		11.6 To continue to deliver every year, paid internships that focus on anti-racism to support success of students.	Graduate Outcomes progression of interns are tracked on an annual basis as well as feedback from interns. Improved REC student survey results on opportunities for development/ future pathways. Overall, evaluation of these intervention strategies will be a mix of narrative and empirical evaluation. Evaluation of activity will primarily use four mechanisms: Feedback from activity participants (survey based) Tracking of participant engagement with activity Tracking of participant outcomes Tracking changes in participant 'career readiness'			

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			and skills through their 'career passport' *Global majority leadership*: Monitoring of activities on offer and take up by students, Participant feedback - pre and post surveys and interviews, Tracking of career readiness data / progression for target students. *Raising Aspirations Project:* Participant feedback - pre and post survey and interviews to evaluate participants' self-assessment of skills in relation to their career development, Tracking of career readiness measures / progression for target students. *Paid Internships to support student success:* Monitoring of activities on offer and take up by students Survey based participant feedback .			

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Student Success and Addressing Gaps (Priority Action1: Addressing the Big 5)						
12.Reduce the number of BAME students being reported for academic misconduct by better understanding the data and devising appropriate actions	Based on LTU data so far reviewed (below), we acknowledge this is a concerning issue at LTU which requires addressing. 2023/24 data overview: Non-BAME – 85 BAME – 139 Males – 115 Females - 109	12.1 Continue to review data for trends and changes as well as expand on data for the 24/25 Academic Misconduct Annual Report, to include institutional comparable data across wider demographics. 12.2 Understand better the challenges facing the wider HE sector and gather information on sector best practice. 12.3 Continue awareness raising across LTU through institutional and faculty committees and meetings. Recommendations for practice to be drawn up with actions.	Reduction in AMC cases across the board. Reduction in BAME students being reported, especially for serious cases (i.e., contract cheating/AI)	2025-2026 2026-2027 2025	2030	AQO Hannah Sinyard
Student Success and Addressing Gaps (Priority Action1: Addressing the Big 5)						
13.Continue roll out and monitoring of the Big 5 in addressing the DAG	Based on institutional evidence, LTU remains committed to eradicating the DAG, currently 10.7% across last 5 years combined and latest 9.4% for 2023/2024. Through focussed actions	13.1 Continue monitoring, oversight and governance of the BIG 5 actions by faculties and teams and their accountability on progress through regular reporting to institutional committees and boards.	Reduction and eventual eradication of gaps monitored and reported through CELT/ APP team. Continued reporting processes and identifying changes, improvements and areas of good practice that	2024 each year we continue to see a reduction and each year student surveys carried out to	2030	PVC E&E Catherine O-Connor (Lead) APP team Ammarah Pandor (Co-Lead) Faculties and Schools (Co - Lead)

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	outlined in our Big 5. We learn from the sector such as UUK closing the gap (2019), TASO and Advance HE on what works to close gaps through targeted interventions and develop bespoke approaches such as Coaching the Gap (see pg. 71).		can be replicated in other areas. Student satisfaction measures through feedback and surveys, such as REC, MEQ, SES and NSS. Academic staff at module level: module leaders complete module review form annually, specifically reflecting on awarding gaps, ways to address persistent gaps and detailing changes to practice as result of student feedback and academic attainment. Also see action no.11.	gather feedback		CELT Fiona Shelton OIE – staff training on race literacy Syra Shakir Student engagement and support teams Meaghan Banham Chris Cockroft data literacy
Student Success and Addressing Gaps (Priority Action1: Addressing the Big 5)						
14.Reduce graduate outcomes disparities for BAME graduates	Based on both sector and institutional evidence, LTU remains committed to eradicating differential graduate outcomes for BAME graduates	14.1 Track graduate outcomes by initiating outreach and providing careers support. 14.2 Identify students most at risk of unemployment/underemployment 15 months after graduation.	Track graduate outcomes and ethnicity progression gap 2024/25 Risk Calculator	2025 2025 2025	2030	Employability teams and Graduate outcomes and Enterprise team (Lead) Emily Timson

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	Progression Gaps: 2022 Graduates: -11.5% 2021 Graduates: -16.6% 2020 Graduates: +2.5%	14.3 Embed Progression Interviews monitoring attendance of BAME final year students 14.4 Addressing BAME Placement Experiences through enhancing access to local placement opportunities	Higher levels of attendance for BAME finalists attending Progression Interviews. Increased number of placements and opportunities in areas suitable for BAME students. Also see action no.11.	2025		
Student Success and Addressing Gaps (Priority Action1: Addressing the Big 5						
15.Increase interventions to build the BAME academic pipeline.	Based on both sector and institutional evidence, the RKE office acknowledges lower numbers of BAME PGR candidates (specifically Black British) and the need to provide opportunities to address this.	15.1 Reframing of ringfenced studentships to Black British candidates. 15.2 The *Research Academy* for UG students has now been established by the RKE and Careers and placements team. To continue delivery and develop evaluation activities to explore impact.	Higher BAME representation in faculties, schools, as well as in leadership BAME representation in the RA to be a minimum of 40%	2025 and continues 2024 and continues each year	2030 2030	RKE office (Lead) Karen Sayer Employability and Enterprise team (Lead) Emily Timson Graduate outcomes team Tim Feather
Student Success and Addressing Gaps (Priority Action1: Addressing the Big 5)						
16.Senior leadership	In order to address racialised gaps for	16.1 The PVC EE will continue governance and oversight of the Big 5	Action plans continue to be implemented, and impact	2024 continues	2028	PVC EE Catherine

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commitment, to maintain race equity visibly on their agenda as a priority within the executive team and ensure accountability for the Big 5 by faculties, directorates and teams	both students and staff, race equity must remain at the fore of all actions.	with implementation of actions by all faculties, directorates and teams (FDT). 16.2 Reporting responsibilities by all FDT to institutional boards and committees on their progress	monitored through regular reporting mechanisms and in line with oversight and governance processes.	each year as per cycle		O'Connor and all Exec Team Charles Egbu (VC), Jayne Mitchell (DVC) (Leads) All faculties, directorates and teams (Co-Lead) OIE EDI Committee Chair

Priority Action 2: Staff Recruitment and Development (actions 17-25)						
Staff Development and Retention (Priority Action 2: Staff Recruitment and Development)						
17. Empower the BAME staff network with professional	The BAME network would benefit from external mentoring for support on their	17.1 OIE to fund an external consultant (Professor Paul Miller Institute for Equity) to support this	BAME staff to feel more empowered about their decisions, improved self-confidence around seeking	2025-2026	2030	OIE Leon Consearo (Lead)

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mentoring and support	experiences, advocacy, professional guidance on career progression and opportunities.	work, guided and organised by the BAME network.	out career opportunities, better equipped to challenge and advocate around discriminatory practices, feeling safer at work. Capture staff feedback on how they feel through consultation with network via meetings between OIE and network, through survey completion, Padlet for capturing anonymous views, formal EDI committee reports and with consultant directly.			BAME staff network
18. Vice Chancellor and Executive Action: Maintain sponsorship of the staff equity networks and undertake CPD aligned to that network to support advocacy for the group and its aims.	Based on LTU leadership VC Charles Egbu and leading the sector (Universities UK's Racial Harassment Advisory Group) we affirm the importance of strong leadership to become an anti-racist university and acknowledge the importance of leadership sponsors	18.1 Continue with executive sponsors aligned to the networks and ensure sponsors receive relevant equity training	Identify required training for executive sponsors to undertake.	2025	2030	Exec team (lead sponsor) OIE (Lead of work) P&C Staff Networks

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	for our staff equity networks.					
Staff Development and Retention (Priority Action 2: Staff Recruitment and Development)						
19.Continue to offer and evaluate exit interviews when BAME staff are leaving the university to understand the trends and reasons for leaving.	All colleagues continue to be offered an exit interview and discussion.	19.1 To amend the exit interview form to include a specific section on Protected Characteristics and Equity.	Better analysis of data by re-focussing the exit interview form so intersectional analysis of data can then inform any subsequent learning and possible actions.	2026	2030	P&C Alison Scott and Paul Tyrer
20.Committing to the retention, personal and professional development of BAME staff through targeted development programs (e.g AdHE leadership programme, peer mentoring)

There is a current recruitment and promotion freeze, end date currently unknown. | Based on institutional evidence, the advance HE leadership programme has supported BAME staff to be promoted (see pg. 51) and sector data (Advance HE diversifying leadership national impact) we know that mentoring and leadership training initiatives can support BAME staff | 20.1 To continue to offer two fully funded places on the Diversifying Leadership programme with Advance HE annually to staff (one to PSS and one to AS)

20.2 To offer mentoring internally through voluntary sign up and matching process.

20.3 To ensure that well-being offer is informed through ongoing consultation with staff equity networks and developed through intersectional lens. | *Potential for increase of BAME staff into leadership positions *(however, due to current recruitment freeze this is limited)

Retention Target: maintain current 13.2% BAME staff representation.

Measuring confidence levels through feedback mechanisms (REC survey, all staff survey) with participants. | 2025 continues each year/ biennial

2025 and each year

2025 and each year | 2030 | P&C Alison Scott and Paul Tyrer |

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	to progress in career pathways.					
Staff Development and Retention (Priority Action 2: Staff Recruitment and Development)						
21.Introduction of reporting on EDI characteristics to RKEC, from 2025, by University Research Lead (PCE)	Based on both sector and institutional evidence, the RKE office acknowledges lower numbers of BAME staff entering the research career pipeline.	21.1 Annual reporting and analysis of EDI metrics of staff with SRR, internal research funding awarded to staff, and staff progression within the research-career pathway (reaching Professorial/G10).	BAME staff progression represented through all stages of the research career pipeline, and the underpinning promotion requirements at LTU.	2025-2026	2030	RKE Office Karen Sayer
Staff Pay Gaps (Priority Action 2: Staff Recruitment and Development)						
22.P&C to continue reporting on ethnicity and gender pay gaps and work to address the gaps through an intersectional lens.	The ethnicity pay gap is quite low at 2.5% but the gender pay gap at 12%.	22.1 Generating annual gap reports 22.2 Utilise information from this to support with staff development programmes and future business planning	*To reduce gaps overall across ethnicity and gender. *(however, due to current recruitment and promotion freeze this is limited)	2025-2026	2030	P&C Alison Scott and Paul Tyrer
Staff Policy Development (Priority Action 2: Staff Recruitment and Development)						
23.Build repository of case studies from staff complaints/ concerns and	Ongoing development of lessons learned from cases to	23.1 Ongoing development of lessons learned by P&C to inform best practice around supporting complaints and grievances.	REC survey data demonstrates improved confidence in reporting	2025-2026	2030	OIE (Lead) P&C (Co-Lead) Alison Scott and Paul Tyrer

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develop lessons learned approaches that inform practice.	support consistent dissemination of good practices across the university and highlight where things are not working.	23.2 Continue to raise awareness and have open conversations on racism through an intersectional lens in HE through various training, workshops and events. 23.3 OIE to develop a bank of case studies (fictional and from across the sector) to support colleagues in understanding how to approach concerns relating to areas of racism within the university/ placement/ community. 23.4 Analyse reports on zero tolerance tool to identify trends and devise targeted approach to address potentially discriminatory practices/ processes.	systems and reporting processes. Baseline data: 76.2% all staff and 72% of BAME staff report confidence in line manager support them reporting racial harassment/ bullying / abuse/ complaints.	2026 2026		Director of student mental health and well being Tom Hurst (Lead)
Staff Policy Development (Priority Action 2: Staff Recruitment and Development)						
24.Further EDI analysis will be commissioned on WAM for academic staff.	As the workload allocation for 2025-26 is completed, further intersectional analysis can be undertaken with a particular focus on areas where there	24.1 Focused intersectional analysis to be undertaken in light of areas of concern.	Monitoring and evaluation of how it is working for staff through feedback mechanisms (consultation with staff via staff forums, RKE committee) and through next stage of data analysis.	2025-2026	2030	Phil Hodgson Dean

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	were significant differences in the 24-25 data (e.g. fractional contracts) and older academic staff).		Audit to be undertaken to support with monitoring and evaluation activities.			
25.Develop an annual cycle of policy review to ensure equality impact assessments remain current and relevant and development of new policies.	Annual reviews create opportunities to integrate new data, feedback, and research findings (e.g., from co-creation work), helping to ensure that equality considerations are evidence-based and impactful.	25.1 Use the most recent institutional data (e.g., attainment gaps, staff recruitment data, complaints trends) to inform EIA updates. Align findings with broader strategic priorities and through an intersectional lens. 25.2 Disseminating guidance on effective approaches to completing EIA's. 25.3 Disseminating guidance on development of policy, process and strategy through an intersectional lens.	Some measurable correlation between EIA-informed policy changes and positive trends in institutional data. Improved staff confidence and capability in identifying and addressing equality impacts (measured through surveys or evaluations).	2026 2026 2026	2030	OIE (Lead) Staff Equity Networks P&C Alison Scott and Paul Tyrer

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Priority Action 3: Belonging (actions 26-36)						
University Culture of Belonging (Priority Action 3: Belonging)						
26. Promote celebrating diversity, intersectionality, faith and belief events, decoloniality, race equity and anti-racist activities and events to support a sense of belonging, feeling you can be yourself at LTU, for all staff and students.	LTU recognises the link between belonging and success for both staff and students and the importance of staff feeling they can be themself at work (based on recent REC survey responses by staff whereby 90% of BAME respondents stated they need to act differently at work due to their race/ ethnicity). Also based on research findings from national evidence i.e. Professor Liz Thomas WhatWorks reports (2012/2017).	26.1 Increase calendar of diversity events open to all students and staff and provide hybrid opportunities where possible to maximise engagement. 26.2 Focus groups undertaken with BAME staff network following REC survey, highlight the need for more white staff to undergo race equity training and develop anti- racist practice and culture whereby BAME staff feel they can be themselves at work with racially literate staff (see actions on racial literacy) 26.3 Work closely with the BAME staff network to encourage more staff to lead/ inform/ direct diversity events with institutional support.	Increased feeling you can be yourself at work reported by staff through staff networks, staff surveys and the next REC survey results. Baseline: 60% overall staff saif they could be their authentic self, where 90% BAME staff stated they needed to act differently due to race/ ethnicity.	2025 2025-2026	2030 2030	OIE (lead) Student engagement and support teams Meaghan Banham Communication teams Ian Christon (Co-leads) P&C Alison Scott and Paul Tyrer Faculties and Schools Catholic Mission Equity staff networks

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University Culture of Belonging (Priority Action 3: Belonging)						
27.Progress a whole university approach to embedding a range of proactive, preventative and reactive interventions that promote student and colleague mental health and wellbeing, recognising the intersect between race, health and wellbeing	We understand the need for a holistic approach to better support the diverse needs of our students and staff with timely actions that carefully consider intersectionality (see narrative in section 2).

To strengthen and provide greater clarity surrounding external and public reporting of experiences of harassment, abuse and micro-aggressions.

We recognise that the diversity of our MH staff team should be more | 27.1 Delivery of university-wide MH+W Strategy though: Peer support around student transitions. Review access and remove barriers to improve access through service wide accessibility assessment. Partner with SU to broaden clubs and networks to support belonging. Engage staff networks on consultation. Use intersectional data analysis to inform targeted well-being initiatives.

27.2 Provide training and interventions to prevent and respond to harassment of students and staff.

27.3 Support the development and implementation of an Accessibility offer for staff.

27.4 To progress with the expansion of our reporting and supporting tool in the context of the pending OfS compliance requirements.
27.5 We will develop an options appraisal exploring the outsourcing of | To be reflected through the Annual Evaluation framework – plan to co-design with students and colleagues.

Improvement in staff and student reported well-being through various surveys including staff, SES and NSS.

Embedded reporting tool within a single source of information (externally and internally facing)

Increase in uptake of BAME students accessing MH services

Students feedback on service through surveys First wave of students successfully trained as peer coaches (Year1) | 2025

2026

2025

2025-2026

2027 | 2028

2026

2030

2030 | Director of Student Mental health and Well Being Tom Hurst (Lead)

Wellbeing and Inclusion Specialist Sophie Bannister

Director of Mental health and Well Being Tom Hurst

Director of Mental health and Well Being Tom Hurst |

REC Actions	Issue Identified and Rationale	Objectives/Aims and Actions Actions to address the issue and meet the objective	Success Measure (what and how the action will contribute to achieving this objective)	Timeframe (be sure to consider the 3 or 5 year award length)		Person responsible (including title)
	representative of our student community We understand that students benefit from peer support	therapy/counselling intervention for students from a BAME background where their preference is for a BAME therapist that cannot be provided by the in-house team. 27.6 To train BAME students to become peer coaches to support other BAME students with general well-being, signposting, motivation and re-engagement with studies (see action 11. on *Increase and extend interventions to support BAME students to succeed*)	Peer coaches begin coaching students and new wave of students are trained (Year2) Established peer coaching programme that operates as a life cycle each year (by Year 3) Improved outcomes for BAME students across equity gaps (retention/ progression/ degree outcomes/ graduate pathways) as consequence to peer coaching initiatives.	2028 2029 2027-2029	2030 2030	OIE Sophie Bannister Syra Shakir D SMHWB Tom Hurst APP team Ammarah Pandor and Ruth Squire
University Culture of Belonging (Priority Action 3: Belonging)						
28.Senior Leadership and responsiveness to global events and potential impact on students and staff alike	Senior leadership to be pro-active and timely in responding and communicating to staff and students on global issues	28.1 Clear communication to students and staff to feel safe with appropriate signposting to relevant support and reasonable adjustments to be made where appropriate.	Changes in staff attitudes, staff report feeling that SLT are responsive and supportive during such events, reflected in ongoing staff surveys including REC survey and through reports from staff equity networks through the EDI committee and all staff survey issued via P&C.	2025	2030	Exec team Charles Ego (VC) Jayne Mitchell (DVC) (leads) Communication teams Ian Christon and Meaghan Banham OIE EDI committee

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REC Actions	Issue Identified and Rationale	Objectives/Aims and Actions Actions to address the issue and meet the objective	Success Measure (what and how the action will contribute to achieving this objective)	Timeframe (be sure to consider the 3 or 5 year award length)		Person responsible (including title)
29.Establish an annual Equity and Social Justice Conference which highlights case studies from across the Faculties and Departments, and supports an awards programme which recognises work that has contributed to supporting the ESJB strategy	We acknowledge the challenges with EDI work and the importance of formally recognising and rewarding those who are contributing to EDI. We draw from evidence and good practice initiatives such as The Times Higher Education Awards, Advance HE NTF and CATE awards schemes.	29.1 Embed process of recognition and reward of EDI work by staff and students showcase and celebration during conference events through OIE awards (intersectional and diverse) on an annual basis.	For staff and students to be nominated or nominate themselves by application, screened by a panel and those successful to be rewarded with certification and a gift. To build a gallery of EDI activists at LTU. To add a REC survey question around staff feeling valued and recognised for the work they do in this area.	2026	2030	OIE (Lead) Professional Services and Academic Teams Communication teams Student support teams APP team
University Culture of Belonging (Priority Action 3: Belonging)						
30.Continue to embed social justice values and race equity throughout organisational communications.	Communication to all staff and students at LTU and beyond on our SJ and RE work.	30.1 Continue with existing university wide communications team, monthly meetings held on all events, activities promotion.	Communications plan in place with both staff and student teams to continue operation. Evaluation includes tracking participants engagement with articles, websites, intranet, social media posts. Success measured by engagement metrics and through staff survey feedback, via internal surveys. Comms teams to ensure staff and students	2023 continue each year	2030	Communication teams Ian Christon and Meaghan Banham (Leads) OIE support

REC Actions	Issue Identified and Rationale	Objectives/Aims and Actions Actions to address the issue and meet the objective	Success Measure (what and how the action will contribute to achieving this objective)	Timeframe (be sure to consider the 3 or 5 year award length)		Person responsible (including title)
			have access to relevant information on policies, processes and values. Monitor engagement with student communications and events which students are invited to via SalesForce CRM. This gives data on communication open rates (emails) as well as attendance at events (includes demographics data). Also myLTU app, engagement monitored through data as to who is using it and what they are opening. Student Voice group, leads on all surveys (NSS, SES etc) as well as informal student voice to be held i.e. student focus groups on efficacy of comms/ activities events undertaken throughout academic year.			
Student Belonging (Priority Action 3: Belonging)						
31.Continue to deliver safe spaces for students to feedback on their experiences with	Based on institutional evidence from LTU co-creation projects (see published case	31.1 Within programme teams, dedicated safe spaces with key staff to be established across all levels of UG study for students to feedback	Students report feeling safe to share experiences and with trusted staff and reflected in student REC survey results.	2025 and each year thereafter	2030	Faculties and Schools (Lead) Student engagement and support teams

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REC Actions	Issue Identified and Rationale	Objectives/Aims and Actions Actions to address the issue and meet the objective	Success Measure (what and how the action will contribute to achieving this objective)	Timeframe (be sure to consider the 3 or 5 year award length)		Person responsible (including title)
faculty teams across all levels of study	study by Advance HE pg.65) and national research by Professor Liz Thomas WhatWorks 2012/2017, we recognise the importance of students provided with safe spaces to feedback on their experiences with staff who are supportive, non–judgemental and responsive.	both anonymously and non-anonymous.	Reflected in student feedback mechanisms such as MED, SES, NSS and other institutional committees i.e. LTSE, Academic Board, and student success delivery group, student union initiatives.			Meaghan Banham (Lead) SU
Student Belonging (Priority Action 3: Belonging)						
32.Staff to deliver activities on degree programmes to support students to develop friendships across all levels of study	LTU recognises the importance of students developing friendships from induction through to graduation as integral to supporting their success and engagement on their programme.	32.1 Contained within our transition's framework, programme teams, to deliver specific ice breakers and friendship making activities, including the need to mix up and move students around in classroom from the outset during induction and throughout all levels to encourage developing connections and maintaining friendships.	Students to develop sense of belong friendships and connections with peers and staff teams.

Reflected in student feedback mechanisms such as MED, SES, NSS and other institutional committees i.e. LTSE, Academic Board, and student success delivery group, student union initiatives. | 2025 and each year thereafter | 2030 | Student engagement and support teams Meaghan Banham (Lead) Faculties and Schools (Co-Lead) SU to support activities |

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REC Actions	Issue Identified and Rationale	Objectives/Aims and Actions Actions to address the issue and meet the objective	Success Measure (what and how the action will contribute to achieving this objective)	Timeframe (be sure to consider the 3 or 5 year award length)		Person responsible (including title)
			The transition framework is designed to promote belonging and engagement, so the pre arrival survey will evaluate the effectiveness and actions of the framework by students in the survey. We also gather data through: Personal tutoring: we monitor PT session attendance via jisc learner analytics and staff upload notes on PT sessions into Jisc Attendance at all Welcome Week timetabled activities and learning events are captured via the digital register with contact with students who do not attend to ascertain if they need any support. Why they didn't attend is also to give us an indication if they feel a sense of belonging. The framework is evaluated by survey responses, we then improve our practice and the framework itself.			

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REC Actions	Issue Identified and Rationale	Objectives/Aims and Actions Actions to address the issue and meet the objective	Success Measure (what and how the action will contribute to achieving this objective)	Timeframe (be sure to consider the 3 or 5 year award length)		Person responsible (including title)
Staff Belonging (Priority Action 3: Belonging)						
34.Continue our safe spaces for staff through all staff networks with central staff co-ordinator providing support	Our long-standing equity staff networks provide safety, support, advocacy and community for staff at LTU with dedicated work hours for all network chairs, dedicated support from the OIE and a leadership sponsor.	34.1 Continue all staff networks with support of central network co-ordinator. 34.2 Continue consultations with networks on various policy developments and new initiatives likely to impact staff.	Staff networks continue to thrive and operate with growing memberships. Staff networks continue to be consulted with by university committees and strategies being developed. Reflected in REC survey results.	2023 continue each year	2030	OIE (Lead): Leon Consearo Sophie Bannister Staff networks (Co-Lead) Leadership sponsors
Staff Belonging (Priority Action 3: Belonging)						
35.Embed and evaluate how the anti-racism statement in our values and behaviour framework is enacted (via team discussions led by managers and individual P&D conversations)	We understand that building an anti - racist university requires both buy in and action from individuals, leaders and teams as part of a whole institution approach. This is based on institutional data such as development of our Mental Health & Well Being strategy (see pg. 67-68) and enacting	35.1Upskilling managers to have conversations on race and racism with staff in teams as a scaffolded approach to explore projects and impact on race equity and then building individual confidence to explore staff commitments in 1-1 conversations (through OIE led training with WBI Specialist, to upskills managers) 35.2 Issuing guidance on having such conversations to be made available on intranet pages (OIE and WBI Specialist will issue guidance).	Staff feel they can share experiences and reflections with managers and feedback is being heard through institutional committees and boards. Staff feelings and experiences are shared through staff surveys and REC survey Analysis and evaluation demonstrates increase in conversations and shift in thinking including any actions taken.	2026-2027 2026-2027 (next survey)	2030 2028 - 2029 (survey after that)	Line Managers (Lead) P&C (Co-Lead) Sophie Bannister OIE (Co-Lead on guidance to support)

REC Actions	Issue Identified and Rationale	Objectives/Aims and Actions Actions to address the issue and meet the objective	Success Measure (what and how the action will contribute to achieving this objective)	Timeframe (be sure to consider the 3 or 5 year award length)		Person responsible (including title)
	recommendations made by UUK led by our VC Charles Egbu of Universities UK's Racial Harassment Advisory Group (see Tackling racial harassment in higher education: progress since 2020.)	35.3 Discussions on race in 1-1 P&D conversations. Electronic recording of documents to be collated and analysed. 35.4 To include a new question in the next REC survey on this specific area.				
Reporting of Discrimination (Priority Action 3: Belonging)						
36.Finalise expansion of reporting tool for bullying, harassment and discrimination which includes online reporting for non-students/members of the public about abuse, hate crimes and other forms of harassment including experiencing micro-aggressions.	From our BAP, we implemented a new tool however it was unviable and so use of zero tolerance has since continued in the interim. We have now confirmed expansion of the tool.	36.1 To continue with zero tolerance in the interim. 36.2 Implementation of expanded tool; information sessions for staff and students to be held.	Monitoring and evaluation of how it is working for staff and students through its data gathering functions and triangulate findings with next REC survey results.	2025	2030	P&C Alison Scott and Paul Tyrer (deal with staff reports) Director of Student Mental Health and Well Being Tom Hurst (lead for expanded tool) OIE support

Appendix 1: RAG-rated previous action plan

Please provide the most recent iteration of the action plan associated with the university's previous award.

Actions	Rationale	Actions	Milestones	Time frame (start/end date)		Success measure	Lead + others	Reason for action non completion
Objective 1: Ensure the REC action plan is embedded, remains suitable and proactive to any change and future submission (Section 2)								
AP1	Ensure the action plan is continually updated and assess success of actions The response rate for students was disappointing (Rationale see p.12-13, p.93)	A) Biennial staff and student survey and focus groups conducted and review of data relating to race equality, ensuring action plan is continually updated	Staff and student profile data will be available 31st of December Rerun the REC survey and focus groups and increase the response rate from BAME staff/students in REC survey and focus groups by use of promotional campaigns, student ambassadors and face-to-face engagement	December 2021 (annually thereafter) January 2022	July 2021 Every two years	REC data monitored annually, and information disseminated (AP2a) and action plan updated annually (AP1E) 20% of the BAME student population participated in REC Survey in 2022 (14% baseline 2020 – Table 2biii) 75% of staff participated in REC survey in 2022 (64% baseline 2020 – Table 2bii). Survey and focus group identified ways to improve BAME staff and students' experiences and action plan to reflect new findings in 2022	DVC HPI CCM BAME / International staff networks	

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Actions	Rationale	Actions	Milestones	Time frame (start/end date)	Success measure	Lead + others	Reason for action non completion
AP1	To ensure that BAME stakeholders continue to be represented in the development of REC actions and future application (Rationale see p.13).	B) Ensure BAME groups from different areas are continually consulted in decision making processes via equality networks around REC actions and application to ensure actions address inequalities are considered appropriately	BAME and International staff networks have been established and sit on EDI committee (completed) BAME network chairs were involved in the procurement of Unconscious Bias training provider in 2020 (completed) Staff networks (via their Chairs) are consulted with on the development of employment policies, strategies and EIAs, including supporting new approaches to reporting harassment. BAME network co-chair (Academic) sits on the "Diversifying the Curriculum"	Ongoing Ongoing	BAME and International Network Chairs will be involved and review the annual REC report and help with development of actions (AP1E) BAME network chairs to advise on development and roll out of new Harassment Reporting Tool (Report and Support) BAME and International Networks to report back (via EDI Annual Report January 2022 and REC annual report (AP1E) on level of involvement and consultation they have had with the University on key policies, strategies and approaches, and rate	DVC DFUS HWD& EDI RECS AT HoS	

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Actions	Rationale	Actions	Milestones	Time frame (start/end date)		Success measure	Lead + others	Reason for action non completion
			Learning and Teaching sub-Committee. (2019/20) (complete)			their satisfaction with this in.		
AP1	To ensure that REC actions are embedded across the University

(Rationale see p.15) | C) To identity committees and boards and add REC as a standing item on the following committees and boards | REC is a standing item on EDI, LTC, Race equality curriculum, HR (completed)

REC to be a standing item on the following committees by January 2021:

Student experience and engagement committee

School boards agendas (three schools)

ICE
SSHS
SCBL | January 2021

(review annually thereafter) | January 2022 | REC embedded into University governance and decision –making structures. The committees to report to the Chair of the RECSAT

Chair of committees to update progress made with the REC action plan in annual REC report (AP1E) and EDI and board of governors informed of progress | DFUS

EDI Officer | |

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Actions	Rationale	Actions	Milestones	Time frame (start/end date)		Success measure	Lead + others	Reason for action non completion
AP1	To increase diversity on RECSAT to ensure staff views are representative of staff at LTU (Rationale see p.15)	D) Review REC SAT membership to ensure actions are allocated to decision makers and there is full representation	Meeting scheduled in September 2020 to review membership VC or DVC chairing the RECSAT – VC in post in November 2020 BAME staff on grade 10 on RECSAT International staff on RECSAT	September 2020 (annually thereafter) November 2020 September 2020 September 2020	September 2021 May 2021 May 2021 September 2020	Current membership reviewed, and new members recruited. VC or DVC to be chairing REC SAT Recruit BAME staff in grade 10 (may be external) on the RECSAT At least one international BAME staff on the RECSAT	DVC RECSAT	

Actions	Rationale	Actions	Milestones	Time frame (start/end date)		Success measure	Lead + others	Reason for action non completion
AP1	To ensure that we are on target to meet our targets (Rationale see p.15-16)	E) Annual report regarding progress made in REC action plan to be reported to EDI committee and leadership team	Reports are made to EDI committee on progress and actions undertaken.	December 2021 (annually thereafter)	July 2022	Identified if we are on track to meet actions and identified where extra work is required	RECSAT All action owners	
AP1	Ensure that there is buy in from senior management in embedding race equality (Rationale see p.15-16)	F) REC key performance indicators (KPIs) and targets in relation to retention and attainment to be part of the Executive and leadership team members' P&D reviews and objectives	Included in strategic priorities and within teams reporting and governance processes.	May – July 2021 P&D round	April 2022	100% of appropriate staff have race equality and attainment gap KPIs and reviewed and reported in REC annual report (AP1E)	VC DVC HRD COO	
AP2	To help communicate the barriers and experiences of BAME staff/students at	A) Communicate the work of the RECSAT and raise awareness of barriers BAME staff and students are facing in HE generally and at LTU (to be updated	Update staff and students on: • REC staff and student survey/focus group findings	July 2020 to be reported quarterly at REC SAT meetings	July 2023	Stats from July 2019 to July 2020: Open rate (40%) and click throughs (20%).	CCM EDI Officer	

Actions	Rationale	Actions	Milestones	Time frame (start/end date)		Success measure	Lead + others	Reason for action non completion
	LTU and generally in HE (Rationale see p.14-15)	with biennial review of race related data AP1A) and shared across committees via a range of channels including email, website, intranet, newsletters and development days	• The attainment gaps • Decolonising the curriculum			July 2021 target: Open rate (43%) and click throughs (21%). July 2022 target: Open date (46%) and click throughs (23%). July 2023 target: Open rate (50%) and click throughs (25%).		
			Promotional campaign highlighting improvements and areas for improvement since working towards the race equality charter	November 2020	July 2021 to be reviewed every six months	Developed REC page on external website to document journey of REC by July 2021		
	Final year BAME students felt LTU		News stories and blogs about RECM and journey of REC (e.g. attainment gap, PhD researchers, REC action plan and	June 2020	Ongoing – to be reported quarterly at REC	Continue to share stories, blogs and findings internally (See		

Actions	Rationale	Actions	Milestones	Time frame (start/end date)		Success measure	Lead + others	Reason for action non completion
	was diverse but not reported for those in their first year (Rationale see p.96-97)		application) published on external website and promoted on University social media channels		SAT meetings	success measure AP2A).		
			Increased number of news stories, blogs featuring or written by BAME staff/students. Increase in number of events featuring BAME staff/students and increase in use of BAME photography and	April 2020	April 2023	• 9% (currently) of news stories featured BAME individuals • 3% (currently) of blogs were written by BAME individuals • 1% (currently) of events featured a BAME speaker • 15% (currently) of events used BAME photography April 2021 target: News (15%), Blogs (8%), Event speakers (5%) and Event photography (25%). April 2022 target: News (20%), Blogs (12%), Event speakers		

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Actions	Rationale	Actions	Milestones	Time frame (start/end date)		Success measure	Lead + others	Reason for action non completion
						(10%) and Event photography (30%). April 2023 target: News (25%), Blogs (15%), Event speakers (15%) and Event photography (40%).		
AP2	We want to learn and share best practice with other institutions (Rationale see p.14-15)	B) To network with other local universities going for, or who have achieved the RECM, to share best practice and learn	Through the Re:Tension team this has taken place from 2020 to present and ongoing circa 15 universities UK wide.	September 2020	December 2022	Network/Forum discussions held, and best practice shared between universities	DVC HRD CCM	
Objective 2: Increase engagement with the local community (Section 3)								
AP3	We want to increase the profile of LTU and engage with local communities and to increase recruitment of	A) Appoint a Community Engagement Officer in Bradford to engage with local BAME communities to raise profile of LTU and encourage applications.	Community engagement officer in post (completed) If successful target areas with high Black applicant population	February 2020	July 2021 (review pilot)	723 (10% increase) enquiries from the Bradford Area (BD Postcode) by 2021 (Baseline: 657 enquires in 19/20) 389* enquiries from BD postcode. Increase of	HOSR	

Actions	Rationale	Actions	Milestones	Time frame (start/end date)		Success measure	Lead + others	Reason for action non completion
	BAME students and staff (Rationale see p.20-21, p.66, p.80, p.88)		If successful trial to increase BAME staff applications			11% from 2020 and increase of 4% from 2021 (previous figure was incorrect at 438) Increase the number of applications from the Bradford area by 5% for 2021 entry (Baseline 19/20: 11.6%). In 2021 855 applications, increase of 4% from 2020. In 2022 1,065 applications increase of 24%. Organise and deliver 8 information sessions for parents and carers in Bradford locality (currently 0 in 19/20) 6 events delivered in 2022 to date. Organise and deliver 20 LTU outreach activity events in		

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Actions	Rationale	Actions	Milestones	Time frame (start/end date)		Success measure	Lead + others	Reason for action non completion
						Bradford (high BAME population) schools.		
AP3	We want to build up institutional knowledge of race relations and to engage with local communities to provide support for BAME staff/students (Rationale see p.22).	B) Continue to develop institutional knowledge on race relations at both local and national level	OIE leads the LLA Equity network made up of over 200 organisations and has undertaken co-creation projects with some of these including delivering staff training to LLA member organisations on anti- racism every year. Investigate race tensions in the local community and the impact of this on the day to day lives including harassment experienced due to Brexit and Covid-19 through consultation with BAME and	September 2020 (annual progress updates)	September 2023	Raised awareness of race relation issues that affect students both locally and nationally Gained an understanding of the lived experiences of BAME/international staff and specific anti-harassment campaigns run Improvement in level of awareness of race equality issues to be reported in next REC survey.	DVC HR EDI Officer Engagement Officer SUP CCM	

Actions	Rationale	Actions	Milestones	Time frame (start/end date)		Success measure	Lead + others	Reason for action non completion
			international staff networks					
			Define the local area in the next REC survey 2022	January 2022	January 2022			
			Educate staff/students on the Black Lives Matter movement, systemic racism experienced by Black people and explore the impact of this on staff/student experiences (to be done with seminar series, see AP28C)	September 2020	September 2021			
			Build connections with local race equality groups/organisations including but not limited to: • Racial Justice Network • Leeds Racial Equality Council • Professional Muslims Institute	September 2021	August 2023	Developed connections with three local race equality organisations/groups (currently 1)		

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Actions	Rationale	Actions	Milestones	Time frame (start/end date)		Success measure	Lead + others	Reason for action non completion
			OIE has been working with SUTR (Stand up to Racism) and leads the LLA Equity Network. OIE sits on West Yorkshire Hate Crime Panel as advisor for the region. Work with PATH Yorkshire to support people from BAME communities in finding work experience placements/traineeships Strategy and Action Plan to be produced jointly by HR, Marketing and Student Union Terms of Reference, scope of project, chairing and membership to be drawn up.	September 2021	August 2023	Recruited 2-3 BAME people in placements/traineeships across the University per year		

Actions	Rationale	Actions	Milestones	Time frame (start/end date)		Success measure	Lead + others	Reason for action non completion
Objective 3: Ensure that the University's EDI data is as accurate as possible								
AP4	High proportion of people who have not declared their ethnicity or nationality (Rationale see p.25, p.37, p.41).	Encourage staff to provide personal data to capture more accurate data (reviewed annually as part of EDI report to Board of Governors)	Target communication to staff who are unknown or preferred not to state their ethnicity, have also done this through recent REC survey promotions. HR to undertake Equality Data update exercise to encourage more staff to declare characteristics with BAME, International and other staff networks to support HR in this exercise.	April 2021 (annually thereafter)	April 2023	A minimum 1% increase in staff declaring personal characteristics per year Reduced unknown characteristics of academic staff to 2% by 2023 (7.6% baseline 2019/20) Reduced unknown characteristics of PSS staff to 2% by 2023 (4.6% baseline 2019/20)	HRD HWD& EDI BAME network	

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Actions	Rationale	Actions	Milestones	Time frame (start/end date)		Success measure	Lead + others	Reason for action non completion
Objective 4: To eliminate shortlisting and appointment gap between BAME and White applicants and ensure that recruitment and selections processes are inclusive								
AP5	BAME applicants less likely to be shortlisted and appointed than White applicants

Need to continue to increase proportion of BAME staff in academic roles

Need to continue to increase proportion of BAME staff in PSS roles

(Rationale see p.26-27, p.42-43, p.66, p.80). | A) Undertake review of R&S changes introduced so far and their impact | Equality impact assess the recruitment and selection processes and ensure BAME staff are consulted on the processes

Scoring at shortlist and interviews established (completed)

Advertise in local, community media sources

(Completed)

Statement on Diversity read out by Chairs prior to all | September 2020 | March 2021 | 15% of BAME staff in academic roles (currently 7.6%) by 2023

10% of BAME staff in PSS roles (currently 3.8%) by 2023

Eliminate the shortlisting gap and appointment gap between BAME and White academic and PSS applicants by 2023

Shortlisting baseline 2019: Academic - 12.2% variance, reduction of a minimum 4.1% per year | HRD

HWD& EDI

EDIO | |

Actions	Rationale	Actions	Milestones	Time frame (start/end date)		Success measure	Lead + others	Reason for action non completion
			interviews (Completed)			PSS -9.4% variance, reduction of a minimum 3.1% per year		
			Mandatory training for all Chairs of Panels (Completed)			**Appointment baseline 2019:**		
			Additional training for interview panel members (Completed)			Academic -6.3%, reduction of a minimum 2.1% per year		
						PSS -1.4%, reduction of a minimum 0.4% per year		
			Positive Action Statements used on all adverts where appropriate (Completed)			Recommend further changes in relation to inclusive recruitment as appropriate		
AP5	Feedback from BAME staff suggested that BAME staff on	B) To ensure interviews are conducted fairly and without bias.	Guidance will be issued to selection panel chairs to reiterate that panels	September 2020	April	100% of panels to be diverse.	HRD	

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Actions	Rationale	Actions	Milestones	Time frame (start/end date)	Success measure	Lead + others	Reason for action non completion
	selection panels has increased transparency in the R&S processes (Rationale see p.26-27, p.42-43, p.66, p.80).		must be diverse and include a panel member external to that department. Chairs to be reminded that they can approach Staff Network Chairs if they need to improve the diversity of the panel. (September 2020) Where expectations regarding panel membership are not met, panel chairs will receive further guidance. (December 2020)	2021(and annual reporting)	Panel composition to be reported as part of annual EDI report to the Board. Outcome targets are as in AP6A above	HWD& EDI	

Actions	Rationale	Actions	Milestones	Time frame (start/end date)		Success measure	Lead + others	Reason for action non completion
AP5	Need to identify reasoning behind the shortlist gap between BAME and White applicants (Rationale see p.26-27, p.42-43, p.66, p.80).	C) Conduct random sampling and equality audits of shortlisting and interview processes	Reporting on random sampling and equality audits to form part of EDI annual report.	March 2021	December 2021 and annually	Ensure that there are no biases in processes and adjust action plan if biases have been identified	HRD HWD &EDI	EDI in recruitment formed part of an external audit by PWC and no further recommendations were made on this; our systems do not currently allow for this. We now have since doubled the numbers of BAME candidates being shortlisted ad have a brand new recruitment process
Objective 5: Increase BAME academic staff in G8, G9 and G10 and for promotion rates to align with White staff success rates (AP6A, AP6B AP7C, AP7D and AP7E contribute to Objective 9)								
AP6	BAME staff reported a more negative experiences in appraisal and development reviews (Rationale see p.30, p.47-48, p.73, p.81).	A) Line managers to be trained in conducting reviews with particular emphasis on personal and professional development at both main and mid-year P&D meeting	A steer will be needed from Exec on what the messaging should be for May-July 2020/21 round and how to ensure 100% compliance Training completed for line managers on process.	April 2021	July 2021 (and on an ongoing basis thereafter)	100% of line managers to receive training in conducting annual reviews 100% of BAME staff (who are eligible i.e. **not including** staff on probation, casuals, visiting lecturers) reporting that they have had performing	HRD HWD& EDI	

Actions	Rationale	Actions	Milestones	Time frame (start/end date)		Success measure	Lead + others	Reason for action non completion
						and developing discussions with their manager (baseline 2020: 74%) in table 5c. 100% of BAME staff (who are eligible i.e. **not including** staff on probation, casuals, visiting lecturers) reporting that their line manager makes time to discuss their personal development and progression (baseline 2020: 67%) in table 5c 10% increase in BAME (who are eligible i.e. **not including** staff on probation, casuals, visiting lecturers) reporting that their manager		

Actions	Rationale	Actions	Milestones	Time frame (start/end date)		Success measure	Lead + others	Reason for action non completion
						ensures that their performing and developing discussion is evidence-based and transparent (baseline 2020: 74%) in table 5c 10% increase in BAME staff (who are eligible i.e. **not including** staff on probation, casuals, visiting lecturers) reporting that they find the performing and developing discussion process useful (baseline 2020: 63%) in table 5c		
AP6	We do not have enough BAME staff in senior roles to be able to provide BAME-specific mentoring in-house.	B) Investigate feasibility of setting up cross-Institutional BAME mentoring schemes and reverse mentoring (internal).	To research and bring forward recommendations to	January 2020 January 2020	July 2023 December 2020	100% of BAME staff requesting it, to have access to a mentor by 2023 Proposal agreed by EDI committee	HRD HWD& EDI EDI commi ttee	

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Actions	Rationale	Actions	Milestones	Time frame (start/end date)		Success measure	Lead + others	Reason for action non completion
	(Rationale see p.29-30, p.39-40, p.47-48, p.73, p.8`).		EDI Committee by December 2020.

If feasible and agreed by EDI Committee, to set-up of cross-Institutional mentoring scheme and reverse mentoring for September 2021 launch. | September 2021 | July 2023 | Positive feedback from mentors and mentees who have taken part in the programme by August 2022 | | |
| AP7 | Increase proportion of BAME academic staff at G8 thus creating an academic pipeline for further progression in G9 and G10

(Rationale see p.30-31, p.75). | A) Accelerated progression procedures to be introduced to allow all academic staff to apply for progression against clear criteria. The provision of mentors for BAME staff as in AP7B will provide greater support to BAME academics wishing to apply. | Accelerated Progression procedures have been formally agreed and are to be implemented in September 2020 | September 2020 | December 2020

(and annually thereafter) | 46% of BAME academics in G8 (currently at 36% of BAME staff in G8) by 2023

2024 39.6% were grade 8 and 14.6% were grade 9

2025 48.3% are grade 8 and 15.5% are grade 9. | | |

Actions	Rationale	Actions	Milestones	Time frame (start/end date)		Success measure	Lead + others	Reason for action non completion
AP7	Increase proportion of BAME academic staff at G8 thus creating an academic pipeline for further progression in G9 and G10 (Rationale see p.30-31, p.74-75).	B) Career development framework (Pathways) will provide a clear framework for professional development	Pathways framework has been formally agreed and will be implemented in July 2020. To report back to EDI and RECSAT by end December 2021 and bring forward recommendations.	July 2020	December 2021	Monitored uptake and usefulness of the "Pathways" tool by ethnicity after 2020/21 pilot year, and action plan accordingly. Outcome targets as in AP8A	HRD HWD& EDI	
AP7	BAME academic staff are currently underrepresented in G9 and G10 BAME PSS staff are currently underrepresented in G9 and G10	C) Agencies to ensure diverse range of applicants where possible when appointing for senior roles (see AP6)	Diversity of shortlists when senior posts recruited to be reported as part of EDI Annual Report.	September 2020	July 2023	14% of BAME academics in G9 (currently 9% of BAME staff in G9) by 2023 10% of BAME staff in G10 (currently 0%) by 2023	HRD HWD& EDI	

Actions	Rationale	Actions	Milestones	Time frame (start/end date)		Success measure	Lead + others	Reason for action non completion
	This action applies to both academic and PSS staff (Rationale see p.30-31, p.44-47, p.66, p.80).					2024 39.6% were grade 8 and 14.6% were grade 9 2025 48.3% are grade 8 and 15.5% are grade 9.		
AP7	The barriers affecting BAME staff to promotion in G9 and G10 are not known This action applies to both academic and PSS staff (Rationale see p.30-31, p.47-48, p.64-65, p.74-75, p.82).	D) Undertake a piece of research with BAME staff to investigate whether there are any perceived barriers to promotion and action plan accordingly separately for PSS and academic staff.	To be reported as part of EDI Annual Report. Some BAME mentoring in place as part of Yorkshire Accord programme. Research into feasibility of cross-Institutional mentoring has commenced.	December 2020	March 2021	Investigated barriers and actions plan updated accordingly to meet targets below 14% of BAME academics in G9 (currently at 9%) by 2023 10% of BAME staff in G10 (currently at 0%) by 2023	HRD HWD& EDI EDIO	

Actions	Rationale	Actions	Milestones	Time frame (start/end date)		Success measure	Lead + others	Reason for action non completion
						10% of BAME PSS staff within Grades 8-10 (currently at 0%) by 2023		
AP7	BAME staff are underrepresented in leadership roles

(Rationale see p.30-31, p.47-48, p.64-65, p.74-75, p.82). | E)   Sponsor BAME staff to attend Advance HE's 'Diversifying Leadership' development programme | Selection process agreed with RECSAT and EDI committee (P&C to do this with staff from across OIE and other services for fairness)

Staff enrolled onto programme in January 2021 | October 2020

January 2021 | December 2020

January 2022 | Selection process implemented by December

BAME staff completed programme and feedback reviewed for further rollout annually for two staff | HRD

HWD& EDI

EDI committee

RECSAT | |
| AP7 | We currently are unsure how many BAME staff are eligible for promotions vs how many apply | F)   Identify staff eligible for promotions based on new pathways and encourage promotion through P&D meetings | Objective for the executive and leadership team to ensure all line managers discuss pathways and career | March 2021 | May 2021 | 100% of appropriate staff have race equality and attainment gap KPIs (AP1F) and reviewed and reported in REC annual report (AP1E) | | |

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Actions	Rationale	Actions	Milestones	Time frame (start/end date)		Success measure	Lead + others	Reason for action non completion
	(Rationale see p.30-31, p.47-48, p.74-75).		progression with academic staff					
			Feedback obtained from staff from May-July P&D round via questionnaire to assess satisfaction levels annually	May 2021	September 2021	Staff report consistent use of pathways and positive feedback reported through questionnaire		
Objective 6: Address any intersectional issues between ethnicity and gender in contract type (full time or part time) and flexible working arrangements								
AP8	There has been a decrease in BAME staff feeling that their manager is supportive in flexible working but increase for White staff in REC survey

(Rationale see p.36, p.53). | Undertake further analysis regarding flexible working arrangements and contract type (full time or part time) for BAME staff with gender intersectionality and bring forward recommendations according to results. | Initial analysis to be undertaken and reported to RECSAT and EDI Committee (December 2021) | September 2021 | December 2021 | A similar perception between BAME and White staff in feeling that managers are supportive of flexible working (baseline 2020: -14% variance) in REC survey by 2022 (Table 4a xiv). | HRD

HWD& EDI | Not completed as originally intended, as we do not have the mechanisms to track changes in working hours and whether or not these were as a result of a flexible working request. However, we do now have an agile working framework now in place to support staff which has superseded this, with the majority of the workforce having some form of flexible working in place. |

Actions	Rationale	Actions	Milestones	Time frame (start/end date)		Success measure	Lead + others	Reason for action non completion
Objective 7: Ensure that the number of BAME staff leaving (in particular BAME PSS staff) is lower than the overall proportion of BAME PSS staff and understand reasoning behind staff leaving								
AP9	Currently reasons for staff leaving are not known. (Rationale see p.37, p.54).	Update Exit Questionnaire & Interview process to include option of interview with EDI Officer or equality network chairs • BAME network chair • International network chair • LGBTQ+ network chair • Women's network chair • Disability network chair	Updated exit interview process to be implemented. (completed) Exit questionnaire and interview data to be analysed by ethnicity with actions to address issues to be identified and discussed at EDI committee and included as part of the EDI annual report to Board of Governors.	January 2021 (annually thereafter)	January 2022	100% of leavers offered exit questionnaire and interviews by 2023 Accurate data to be produced annually with a set of accompanying actions (where appropriate) to enable trends and patterns to be identified.	HRD HWD& EDI EDIO	

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Actions	Rationale	Actions	Milestones	Time frame (start/end date)		Success measure	Lead + others	Reason for action non completion
Objective 8: To eliminate unconscious biases, racial discrimination, harassment, microaggressions and bullying at LTU *(AP25A, AP25B and AP25C contribute to this objective (see objective 17)*								
AP10	BAME staff reported that they felt they were treated differently due to their ethnicity which impacted their sense of belonging (Rationale see p.39, p.54-55, p.58, p.66, p.70, p.80).	A) Unconscious Bias training will be mandatory for all staff and refreshed every two years.	Reports on completion rates to be reported to Board of Governors through the EDI annual report.	July 2020	August 2023(reviewed annually)	80% of staff to have undertaken unconscious bias training by 2023 Baseline In 2019, 152 staff (36%) attended Unconscious Bias workshops as part of the annual staff conference. Target 2020/21 60% of staff to have undertaken Unconscious Bias training by August 2021.	HRD HWD& EDI	

Actions	Rationale	Actions	Milestones	Time frame (start/end date)		Success measure	Lead + others	Reason for action non completion
						Target 2021/22 70% of staff to have undertaken Unconscious Bias training by August 2022 Target 2022/23 80% of staff to have undertaken Unconscious Bias training by August 2023		
AP10	BAME staff reported that they felt they were treated differently due to their ethnicity which impacted their sense of belonging (Rationale see p.39, p.54-55,	B) Executive and Leadership Teams, plus Heads of Department to have undertaken Inclusive Leadership training.	Training provider to be identified (completed) and training to be scheduled (planned for August 2020) Further roll out to be determined depending on feedback and effectiveness of training	August 2020 September 2020	September 2020 September 2020	90% of Executive and Leadership Team to have undertaken Inclusive Leadership Training by December 2020 Feedback gathered from participants by September 2020 to	HRD HWD& EDI	

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Actions	Rationale	Actions	Milestones	Time frame (start/end date)		Success measure	Lead + others	Reason for action non completion
	p.58, p.66, p.71, p.80).					determine further rollout based on outcomes		
AP11	Staff reported experiencing various microaggressions and that there was a need to capture microaggressions and take appropriate action (Rationale see p.39, p.54-55, p.58).	A) Implementation of a microaggression reporting tool that will allow LTU to build up knowledge of microaggressions in a systematic way to identify any trends and take appropriate action	Microaggression reporting tool endorsed by RECSAT, EDI committee and all equality networks (completed) Monitor microaggressions and identify trends in areas of microaggression and add appropriate actions to address issues (to cover all protected characteristics and look at intersectional barriers)	July 2020 January 2022 (annually thereafter)	January 2021 January 2023	Microaggression reporting tool implemented by January 2021 Identified trends in areas of microaggressions and actions to address issues to be identified and discussed at EDI committee and included as part of the EDI annual report to Board of Governors A reduction in reporting in the following statements in REC survey by 2022 and focus groups (table 4c iv): 10% decrease for BAME staff and 5% decrease for students in witnessing or being the victim of racial	Chair of EDI EDI Officer	New tool was put in place but not viable so we continued with zero tolerance. Now a new tool to be implemented 2025/ 2026

Actions	Rationale	Actions	Milestones	Time frame (start/end date)		Success measure	Lead + others	Reason for action non completion
						discrimination on campus by 2022 (baseline 2020: 44% staff and 28% student – Table 4c iv).		
						10% decrease for BAME staff/students in witnessing or being victims of racial discrimination in the local area by 2022 (baseline 2020: 26% staff and 31% students Table 4c iv).		
						A similar perception remains between BAME and White staff in greater confidence in appropriate action being taken when reporting a race-related incident by 2022 (baseline 2020: -1% variance for staff table 4c iv).		
						A similar perception between BAME and White students in greater confidence in appropriate action		

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Actions	Rationale	Actions	Milestones	Time frame (start/end date)		Success measure	Lead + others	Reason for action non completion
						being taken when reporting a race-related incident by 2022 (baseline 2020: -7% variance for students table 4c iv).		
AP11	Focus groups and survey highlighted negative perceptions from BAME students regarding the handling of reported incidents relating to racial discrimination Focus groups and survey highlighted similar perceptions from BAME staff regarding the handling of reported incidents relating	B) Line managers/personal tutors to be trained in handling racial and other forms of discrimination		September 2020	August 2022	90% of managers/personal tutors trained in handling racial and other forms of discrimination by 2023 (Currently 0%) To retain the perception held by both BAME and White staff in relation to confidence in appropriate action being taken when reporting a race-related incident by 2022 (baseline 2020: -1% variance for staff table 4c iv).	HRD HWD& EDI	Workshops have taken place as part of the L&D Calendar. Supplementary training on topics such as being an active bystander are being considered in addition to the above The University's Grievance Policy is under review and is due to be completed shortly; the policy roll out will include training for line managers.

Actions	Rationale	Actions	Milestones	Time frame (start/end date)		Success measure	Lead + others	Reason for action non completion
	to racial discrimination (Rationale see p.39, p.54-55, p.58).					A similar perception between BAME and White students in greater confidence in appropriate action being taken when reporting a race-related incident by 2022 (baseline 2020: -7% variance for students table 4c iv).		
AP11	Focus groups highlighted that staff/students were unaware of reporting tools and processes to report incidents relating to racial discrimination (Rationale see p.39, p.54-55, p.60).	Combine the online harassment reporting portal and the microaggression reporting tool so staff and students have one clear route for reporting any complaints relating to discrimination	Full guidance included in induction material for staff (completed) Include harassment pack as mandatory in student's introduction guide	September 2020 September 2020	September 2021 September 2020	100% of staff and students made aware of reporting procedures A reduction in reporting in the statements in REC survey by 2022 and focus groups (see AP9 success measure).	HRD HWD& EDI DSS	New tool being implemented and associated comms to go out with this when launched. See narrative

Actions	Rationale	Actions	Milestones	Time frame (start/end date)		Success measure	Lead + others	Reason for action non completion
			Communication plan to be developed to re-launch the combined reporting tool to ensure staff and students are clear on where to report any complaints	July 2020	September 2020		EDI Officer CCM	
			VC to email staff/students about Zero Tolerance policy for any forms of abuse or discrimination along with information about the different ways of reporting	September 2020 January 2022	Done every 3 months			
			Developed question in REC survey to assess awareness of reporting tools to get a baseline		January 2022	Developed item in REC survey to assess awareness of reporting tools to get a baseline	VC RECS AT	
AP11	Ensure that disciplinaries and grievances are analysed through	C) HR to record, monitor and report all Employee Relations issues on its I-Trent HR		January 2021 (annually thereafter)	January 2022	Employee relations issues and breakdown by background	HRD	ITrent provides limited information as we can only retain information in line within data

Actions	Rationale	Actions	Milestones	Time frame (start/end date)		Success measure	Lead + others	Reason for action non completion
	an EDI lens to address any intersectional barriers (Rationale see p.39, p.54-55, p.60).	system and provide management information on disciplinary and grievance issues on a regular basis to the EDI Committee				included in annual EDI report. Current position in relation to lack of discrimination in these processes to be retained.	HWD& EDI	retention periods. However we have built a new process for handling these informally which is evidencing positive changes for staff in how issues are handled. See narrative
AP11	Staff/students discussed that they had formally reported racial discrimination but not heard about the outcome which instilled a lack of confidence in appropriate action being taken when reporting racial discrimination	D) All formal complaints to be inputted in rebranded reporting tool (AP12C) and outcomes relayed to complainants as appropriate.		September 2020	January 2021 (annually thereafter)	Analyse usage of app by ethnicity and include data and anonymised aggregated feedback on outcomes as part of annual EDI report. To retain the perception held by both BAME and White staff in relation to confidence in appropriate action being taken when reporting a race-related incident. by 2023 (Baseline 2020: -1%	HRD HWD& EDI	Initial proposal to use Culture Shift's Report and Support Tool was not approved by IT Programme Board. New tool to be implemented.

Actions	Rationale	Actions	Milestones	Time frame (start/end date)		Success measure	Lead + others	Reason for action non completion
	(Rationale see p.39, p.54-55, p.60).					variance for staff table 4c iv). A similar perception between BAME and White students in greater confidence in appropriate action being taken when reporting a race-related incident by 2022 (baseline 2020: -7% variance for students table 4c iv).		
AP11	Feedback from staff suggested that the responsibility to take action lie with the university and not the victim (Rationale see p.39, p.54-55, p.60).	E) Ensure training includes reference to responsibility for further action and range of actions available.		September 2020	August 2021	Staff who have experienced any racial discrimination report in the focus groups and REC survey that the University provided a range of actions and onus was not on individual	HRD HWD& EDI	More positive REC survey results 2025 see appendix 2.

Actions	Rationale	Actions	Milestones	Time frame (start/end date)		Success measure	Lead + others	Reason for action non completion
Objective 9: Increase BAME PSS staff in G8, G9 and G10 and for promotion rates to align with White staff success rates *(AP6A, AP6B AP7C, AP7D and AP7E contribute to Objective 9)*								
AP12	Perception that BAME PSS staff are not being encouraged to have roles regraded than White staff (Rationale see p.47-48, p.81).	A) Review regrading procedures for greater clarity and disseminate with explanation to all staff (no longer in place- see note in final column)	Investigate BAME PSS experiences in role regarding through focus groups	January 2021	April 2021	A similar perception between BAME and White staff in being encouraged to apply for jobs at a higher grade (baseline 2020: -11% variance) in REC survey by 2022 and focus groups (table 6d ii).	HRD HWD & EDI	There are no plans to review the regrading process , which is applied equitably to all staff. And we no longer have a substantial ethnicity pay gap see narrative.
AP12	There are currently 0 BAME PSS staff in G8, G9 and G10 (Rationale see p.47-48, p.82).	B) Positive action career development programmes with in-built mentoring for BAME PSS staff	Cross institutional mentoring and coaching provided through uni connect from 2021- 2023	Jan 2021	September 2021 (annually thereafter)	10% of BAME PSS staff within Grades 8-10 (currently at 0%) by 2023 March 24 = 9.9%, March 25 = 9.5%	HRD HWD& EDI	

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Actions	Rationale	Actions	Milestones	Time frame (start/end date)		Success measure	Lead + others	Reason for action non completion
AP12	BAME PSS staff reported that the career progression route was unclear (Rationale see p.47-48, p.82).	C) Review of career development frameworks and processes for PSS staff to be undertaken. (no longer in place, see final column)	Project team to be set up to review PSS career development by October 2020.	October 2020	September 2021	New approach to career development for PSS staff to have been considered and appropriate changes introduced by September 2021.	HRD HWD& EDI	Development support is available with guidance and regular opportunities but not explicit as career progression framework for PSS (not like Academic staff) see narrative.
AP12	BAME PSS staff discussed that their White peers had been promoted as the faster rate than themselves, despite them starting on the same grade (Rationale see p.47-48, p.82).	D) Establish PSS staff progression to identify any differences in opportunities for BAME and Non-UK staff	This will be picked up as part of the PSS Career Development project – to be implemented by September 2021	October 2020	April 2021	Identify any differences in non-UK, BAME and White staff career progression journey and actions put in place to address any discrepancies.	HRD HWD& EDI	Development support is available with guidance and regular opportunities but not explicit as career progression framework for PSS (not like Academic staff) see narrative.

Actions	Rationale	Actions	Milestones	Time frame (start/end date)		Success measure	Lead + others	Reason for action non completion
Objective 10: Increase BAME representation on key decision-making boards and committees to a minimum of 12.5% by 2023								
AP13	There is an underrepresentation of BAME staff serving on decision-making boards and committees (Rationale see p.61-62).	A) EDI committee to target key committees/boards to include ethnic representation and intersectionality	Committee members to appoint replacements if they cannot attend	Oct 2020 (annually thereafter)	Oct 2021	Increased BAME staff representation across key committees and decision-making boards with a minimum target of 12.5% of BAME staff on following key committees and boards: Academic board (3.7%) Learning and Teaching committee (9.5%) Planning committee (6.3%) ICE (0%) SCBL (2.9%) SSHS (0%)	Chair of EDI (DFUS)	

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Actions	Rationale	Actions	Milestones	Time frame (start/end date)		Success measure	Lead + others	Reason for action non completion
						Student experience and engagement committee (10%) BAME staff remain represented on the following committees: Equality, Diversity and Inclusion (13.6% BAME representation as of 19/20) Research knowledge exchange committee (12.5% BAME representation as of 19/20) BAME Baseline as of 19/20 in brackets. To be reviewed as part of REC annual report and EDI annual report		
AP13	There is an underrepresentation of BAME staff serving on decision-making	B) Develop and implement shadowing on committee scheme	Improved representation of BAME staff across institutional committees as of 2025	Oct 2020 (annually thereafter)	Oct 2021	100% of BAME staff invited and given opportunity to sit on decision making	Chair of EDI (DFUS)	

Actions	Rationale	Actions	Milestones	Time frame (start/end date)	Success measure	Lead + others	Reason for action non completion
	boards and committees (Rationale see p.61-62).		REC P 39% BAME Academic Board 22 % BAME Mitigating Circumstances Panel 25% BAME Academic Quality and Standards Committee 5% BAME Apprenticeships Sub Committee: 0 BAME staff Collaborative Provision Sub Committee: 12.5% BAME Learning Teaching and Student Experience Committee 22% BAME Graduates Outcomes Sub Committee 6.25% BAME Student Voice Sub Committee 11% BAME Planning Committee 10% BAME Research Knowledge Exchange Committee 22 % BAME		boards and committees Same success measure as AP14A		

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Actions	Rationale	Actions	Milestones	Time frame (start/end date)		Success measure	Lead + others	Reason for action non completion
			Research Degrees Sub Committee 33% BAME Research Ethics and Integrity Committee 36% BAME Work Based Learning Panel 0% BAME					
AP13	Ensure that race equality is embedded across the University (Rationale see p.61-62).	C) Ensure every project/policy (existing and new) addresses race equality via specific race questions in equality impact assessment and ensure the BAME network is consulted	Policy renewal date scheduled To be achieved through consultation of the BAME network and increased BAME representation on key committees (See AP10A and AP10B).	Ongoing		100% of policies have been reassessed and 100% of new projects/policies address to meet race equality objectives	DVC EDI committee BAME network	
Objective 11: To eliminate pay gap between BAME and White employees								
AP14	The equal pay gap by ethnicity shows that a BAME employee average salary is	A) Work with the EDI committee and BAME staff network to agree an action plan in response to the findings.	Review the gaps at grades 4, 6, 8 and 9 to determine why they might exist	September 2020	December 2021	Analyse results and identify where further research is needed (consider intersectionality) and	HRD HWD& EDI	

Actions	Rationale	Actions	Milestones	Time frame (start/end date)		Success measure	Lead + others	Reason for action non completion
	lower than a White employee

(Rationale see p.64-65). | | Determine if there are any barriers to BAME staff progressing above a grade 9 (see AP8D)

As of 2025- we have a low ethnicity pay gap at 2.5% | | | agree an action plan by December 2021

Eliminate pay gap between BAME and White employees (Baseline 2020: BAME employee salary 5.9% lower than White employee). | EDI Officer | |
| AP14 | We currently do not track pay awards and increases by ethnicity and nationality thus there could be biases

(Rationale see p.65). | B)   Undertake review of Discretionary Rewards Scheme, its effectiveness, and limitations

        No longer in place | Review (taking into account the potential for bias in the current scheme) to be conducted by December 2020.

Findings to be reported to Leadership Team in January 2021.

New scheme to be launched by April 2021. | September 2020 | August 2021 | Application of new Awards Scheme to show no bias when reviewed. | | THIS IS SCHEME NO LONGER IN PLACE |

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Actions	Rationale	Actions	Milestones	Time frame (start/end date)		Success measure	Lead + others	Reason for action non completion
Objective 12: Ensure that we have complete recruitment data (three years' worth) for equality and diversity purposes								
AP15	Incomplete data for recruitment as previous data had been deleted in accordance with GDPR regulations (Rationale see p.68, p.79).	Data collection system in place to enable the University to lawfully retain personal data in accordance to GDPR	Data collection system in place (completed) Three years' worth data will be available on 31st December 2020	March 2021	July 2021	Analysed three years' worth of trends and identified issues in recruitment Three years' worth data will be available on 31st December 2020	HRD HHRS	
Objective 13: Ensure that BAME staff are not being overlooked for profile-raising opportunities and early stage researchers are supported in their career development								
AP16	LTU did not track percentage of ECRs in the previous REF submission. (Rationale see p.76).	Track REF submission by ethnicity and nationality	Complete REF specific EDI training for the REF group and the Appeals panel by end September 2019 (completed) Mock Exercise for self-determination of	March 2021	July 2021	Equality Impact Assessment to show that there are no significant differences in those eligible to be submitted to REF by ethnicity and nationality	RKE Lead RKE Office	

Actions	Rationale	Actions	Milestones	Time frame (start/end date)		Success measure	Lead + others	Reason for action non completion
			Independent Researcher status showed no significant difference in ethnicity and nationality in June 2019					
AP17	Definition early career researcher is not representative of all staff at LTU Early stage researchers not categorised separately to general staff body (Rationale see p.77).	A) Re-categorise to early stage researchers (ESR) instead of early career researchers in HR database	Work with staff to develop a specific definition of early career academics at LTU Identify staff who fit the ESR definition and add into HR database Monitor training attendance of ESRs by ethnicity	September 2020 September 2020 April 2021 September 2021 (review annually)	September 2021 March 2021 May 2021 January 2022	ESRs categorised in HR database ESR definition formally endorsed by RKEC committee All staff emailed ESR definition and self-declare if they meet the agreed definition Monitor training attendance and report back through annual research knowledge exchange report	RKE Lead RKE Office HRD HWD& EDI	

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Actions	Rationale	Actions	Milestones	Time frame (start/end date)		Success measure	Lead + others	Reason for action non completion
AP17	Not enough support provided for early stage researchers (Rationale see p.77).	B) Invite ESRs to sit on the knowledge exchange coordinator and the research coordinator group to help steer progression, development opportunities and workshops for ESRs	Identify ESR in different schools to ensure different views are represented	May 2021	January 2022	ESR invited to sit on the knowledge exchange coordinator and research coordinator group and action plan updated accordingly to support the needs of ESRs	RKE Lead RKE Office RKE champions	New action has been proposed to overtake this action due to issues raised above. This is highlighted in the paper going to RKEC. Once endorsed, this action will reflect proposed changed
AP18	BAME staff may be getting overlooked for media opportunities (Rationale see p.78).	A) Email all staff to complete expertise list for media opportunities (Annually)	Staff call outs for media experts in the all-staff VC email and the staff newsletter	October 2020 (annually thereafter)	October 2021	All staff emailed to complete expertise list annually An increase in reporting in the following statements in REC survey by 2022 and focus groups (table 5g): 10% increase for BAME staff in reporting opportunities to develop within their role (baseline 2020: 70%) (table 5g).	CCM	

Actions	Rationale	Actions	Milestones	Time frame (start/end date)		Success measure	Lead + others	Reason for action non completion
						10% increase for BAME staff in reporting that work-related opportunities for development, such as temporary promotions or profile-raising opportunities, are allocated fairly (baseline 2020: 37%) (table 5g).		
AP18	BAME staff may be getting overlooked for profile-raising opportunities as there is no system in place to allocate opportunities transparently (Rationale see p.78).	B) Systematically capture work-related opportunities and analyse by ethnicity to provide opportunities across career stages by developing system to allocate opportunities transparently and fairly such as nominations, media events, conferences (internal and external), seminars, honorary fellowships etc.		September 2021	September 2022 (review annually)	Report opportunities in the annual research knowledge exchange report and action adjusted accordingly All schools implemented the system to allocate opportunities Analyse opportunities by ethnicity and other protected characteristics to identify any issues and	DVC HoS RKE	More positive comments from staff in the recent REC survey

Actions	Rationale	Actions	Milestones	Time frame (start/end date)		Success measure	Lead + others	Reason for action non completion
						appropriate actions put in place An increase in reporting in the following statements in REC survey by 2022 and focus groups (table 5g): 10% increase for BAME staff in reporting opportunities to develop within their role (baseline 2020: 70%) (table 5g). 10% increase for BAME staff in reporting that work-related opportunities for development, such as temporary promotions or profile-raising opportunities, are allocated fairly (baseline 2020: 37%)(table 5g).		

Actions	Rationale	Actions	Milestones	Time frame (start/end date)		Success measure	Lead + others	Reason for action non completion
Objective 14: To eliminate the offer gap between BAME and White student applicants by the end of the access participation plan 2021-2024								
AP19	As it stands it is unclear why BAME applicants in particular Black students are less likely to receive offers than White applicants (Rationale see p.84-85).	A) Root and branch the undergraduate recruitment/admissions process and apply positive action	Applicants offered choice of group or individual interview (completed) All LTU staff on student applicant interview panels completed unconscious bias training (completed). Established PhD studentship looking at barriers towards participation in HE for BAME students (completed) Review enhanced offer scheme and evaluated how many BAME applicants received the enhanced offer. Applicants who are rejected after	September 2020	End of cycle 2024	Increase in recruitment of BAME students from 22.6% (19/20 baseline) to 25% by the end of access and participation plan 2021-2024 with a minimum increase of 0.8% per year Eliminate offer gap between White (90%), Asian (88%), Other (88%) and Black (82%) applicants (2019 – Baseline) by the end of access and participation plan 2021-2024 with a 2.7% increase in offer for Black applicants per year	HOSR HOA	The enhanced offer scheme can no longer be offered due to the OFS regulations regarding unconditional offers.

Actions	Rationale	Actions	Milestones	Time frame (start/end date)		Success measure	Lead + others	Reason for action non completion
			attending an interview are double checked by the Head of Department	September 2020	September 2022	Reviewed enhanced offer scheme and evaluated how many BAME applicants received the enhanced offer. 30% decrease for BAME students reporting that the ethnic/racial diversity impacts on their sense of belonging (baseline 2020: 69%) in table 7c vi		
AP19	Identified BAME student applicants' offer rate is lower than White applicants in particular Black students (Rationale see p.84-85).	B) Review of all rejected applicants for last two years with a particular emphasis on rejections of Black applicants	An analysis of the data has highlighted a differential in the attainment of level 2 qualifications also missing information required to make an admissions decision. Dates for Grade booster 2020 are currently being finalised.	September 2020	September 2021	Delivered two GCSE grade booster revision programmes at LTU targeting schools with high proportions of BAME pupils in Leeds and Bradford Eliminate offer gap between White (90%), Asian (88%), Other (88%) and Black (82%) applicants (2019 – Baseline) by the end of access and participation plan	HOSR HOA	

Actions	Rationale	Actions	Milestones	Time frame (start/end date)		Success measure	Lead + others	Reason for action non completion
						2021-2024 with a 2.7% increase in offer for Black applicants per year 30% decrease for BAME students reporting that the ethnic/racial diversity impacts on their sense of belonging (baseline 2020: 69%) in table 7c vi		
AP19	We currently do not systematically capture outreach school partnerships by ethnicity (Rationale see p.85).	C) Review and keep track of the student recruitment and outreach school partnerships to ensure we are targeting and developing relationships with schools that have a high proportion of BAME pupils.	The SRO team has implemented a system "Data filter". The new system will allow the team to track school partnerships by comparing activity delivered with the no. of applications received.	February 2021	February 2022	System to track partnerships by ethnicity put in place. Targeted schools with high Black student population	HOSR	

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Actions	Rationale	Actions	Milestones	Time frame (start/end date)		Success measure	Lead + others	Reason for action non completion
Objective 15: Ensure the marketing material is representative of the University's ethnic and religious student body								
AP20	Identified that marketing material could improve representation from BAME groups and other protected characteristics BAME students more likely to consider the ethnic/racial diversity of LTU before applying than White students but the diversity did not impact student decision to study at LTU We currently do not showcase profiles of any	Annual audit and review, adjustment and increase positive representation of ethnic and religious diversity in all marketing materials and develop baseline.	2020 UG prospectus includes more appropriate and positive BAME representation (Completed). The new website has now been launched (Completed) Highlight halal food and Friday prayers in promotional materials	February 2021 (Annually thereafter)	February 2021	Annual audit of all internal and external marketing collateral to ensure it showcases ethnic diversity and multi-faith to develop baseline REC survey open comments and focus group highlight positive experiences in representing BAME students	DoM HMC	
			Case studies showcasing diverse range of staff and PGRs/Masters including BAME intersectionality with other protected characteristics	July 2020	July 2021	Increase in case studies of BAME staff and PGRs through social media, blogs and PR channels Currently do not showcase any staff	DoM HMC	

Actions	Rationale	Actions	Milestones	Time frame (start/end date)		Success measure	Lead + others	Reason for action non completion
	postgraduate researchers (Rationale see p.86, p.104, p.107).					and postgraduate researchers case studies Baseline to be established as part of annual audit (see above)		
			Increase the number of BAME alumni profiles • Working with ICE increase representation of BAME teacher profiles	July 2020	July 2021	Increase to 20% in the number of BAME alumni profiles on website and recruitment videos (Currently 13% baseline 2020). Minimum of 25% to be BAME profiles (Currently 6% baseline 2020)	ARO	

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Actions	Rationale	Actions	Milestones	Time frame (start/end date)		Success measure	Lead + others	Reason for action non completion
Objective 16: Ensure that widening participation programmes are ethnically representative								
AP21	We need to ensure that our FY students are progressing onto degree programmes (Rationale see p.91)	A) Analyse current take up of foundation year and progression into degree by ethnicity	As of 2025- student body for on campus is currently 26%	Sep 2019	End of cycle 2024	Increase in recruitment of BAME students from 22.6% (19/20 baseline) to 25% by the end of access and participation plan 2021-2024 with a minimum increase of 0.8% per year	HPI	
AP21	Low number of BAME groups studying degree apprenticeships 20%) in comparison to White apprentices (Rationale see p.91)	B) Encourage employers to consider recruiting BAME candidates and selecting BAME employers for training/upskilling	Establish protocols for introducing BAME targets to business development activity	July 2021	July 2023	Increase the number of BAME apprentices by 5% (baseline 20% in 19/20) and then increase of 2% per year	CAWB LS	

Actions	Rationale	Actions	Milestones	Time frame (start/end date)		Success measure	Lead + others	Reason for action non completion
AP21	Lack of ethnic diversity in the number of police constables (Rationale see p.91)	C) Work with West Yorkshire police to encourage BAME applicants through the creation of new marketing and outreach approaches	More apprentices' applicants are representation of local communities (First group expected July 2020)	July 2021	July 2023	At least 10% of first police constable degree apprentices cohort are BAME and then increase of 2% per year	CAWB LS	
Objective 17: To eliminate the progression gap between BAME and White undergraduate students by end of access and participation plan 2021-2024								
AP22	Our current procedures in identifying the reasoning behind student withdrawal and not robust enough (Rationale see p.92).	A) Identify the more detailed reasoning behind student's withdrawal	Role filled to identify detailed reasoning behind withdrawal (complete) Recruit additional student liaison officers (SLO; one per department) to support student engagement and liaise with academic staff in January 2021	September 2020 September 2020 September 2020 (reviewed annually thereafter)	End of cycle 2024 January 2021 September 2021	Eliminated the progression gap for BAME undergraduate students relative to White students (Baseline -7.6% in level 4-5 and -6.8% in level 5-6 in 17/18). One SLO recruited per department by December 2020 and universal rollout of SLOs per department in January 2021	HoS HPI	

Actions	Rationale	Actions	Milestones	Time frame (start/end date)		Success measure	Lead + others	Reason for action non completion
			Learner analytics project for all undergraduate and foundation students to identify at risk students			Learning analytics identified student at risk and targeted interventions put in place		
AP22	BAME undergraduate students more likely to withdraw from University than White students with differences in schools

(Rationale see p.94-95). | B) In-depth analysis into lower retention rates for BAME students in particular in SCBL and SSHS. | SLO and Learner analytics (see above) will help to meet success measure for schools | Sep 2020 | End of cycle 2024 | Eliminated the progression gap for BAME undergraduate students relative to White students in schools

Baselines for schools 17/18 entrants:

ICE -1.8% level 4-5

ICE -2.8% level 5-6

SCBL -17.2% level 4-5

SCBL -15.9% level 5-6

SSHS -5.4% level 4-5

SSHS -5.7% level 5-6 | HoS

HPI | |

Actions	Rationale	Actions	Milestones	Time frame (start/end date)		Success measure	Lead + others	Reason for action non completion
AP23	REC survey and focus groups suggested that there was little activity relating to student's religion or cultural background We want to celebrate diversity at LTU and this may help to increase student sense of belonging (Rationale see p.58-59, p.96-97).	A) EDI officer, BAME officer and interfaith officer to build calendar of events and information to raise awareness of diversity at LTU (to be done annually)	Including but not limited to Black History Month, Eid, Diwali, Chinese New Year, ethnic Diversity etc. Take part in interfaith week	September 2020 (annually thereafter) September 2020 November 2020	September 2021 September 2020 November 2020	List of calendar events developed and implemented, and feedback sought from the student body to ensure all views are represented and list is revised 30% decrease in BAME students reporting that the ethnic/racial diversity impacts on their sense of belonging (baseline 2020: 69% table 7c vi) in REC survey by 2022 20% decrease in BAME students reporting that the ethnic/racial diversity impacts on their desire to stay (baseline 2020: 53% table 7c vi) in REC survey by 2022 10% increase in BAME students reporting that they regularly attend student union events (baseline 2020: 17%	LC SUP EDI officer BAME officer Interfaith officer	Very positive REC survey results for students 2023-2024. See narrative and appendices

Actions	Rationale	Actions	Milestones	Time frame (start/end date)	Success measure	Lead + others	Reason for action non completion
					table 7c vi) in REC survey by 2022 10% increase in BAME students reporting that they regularly attend student union events (baseline 2020: 17% table 7c vi) in REC survey by 2022 10% increase in BAME students reporting that in their experience that students from all racial and ethnic backgrounds are included equally at all students' union events and societies (baseline 2020: 43% table 7c vi) in REC survey by 2022 10% increase in BAME students reporting that racially offensive or inappropriate behaviours is not tolerated at events and activities organised the students' union (baseline 2020: 52%		

Actions	Rationale	Actions	Milestones	Time frame (start/end date)		Success measure	Lead + others	Reason for action non completion
						table 7c vi) in REC survey by 2022		
AP23	Identified a lack of societies representing BAME groups and multi faith groups which affected student sense of belonging (Rationale see p.58-59, p.96-97).	B) SU to actively support and encourage the development of societies for specific ethnicities within BAME groups and different multi faith groups	25% of SUP role is dedicated to supporting BAME students (complete)	September 2020	April 2021 (reviewed annually)	Success measures of AP25A apply equally to AP25B 10% increase in BAME students reporting that they are members of are thinking of becoming a member of one or more student societies (baseline 2020: 38% table 7c vi) in REC survey by 2022	SUP BAME officer Interfaith officer	
AP23	BAME student reporting that offensive language is more likely to be tolerated than White students Elected representative	C) Student societies presidents or elected representatives to be given mandatory cultural awareness and appropriate language training	Some training has been undertaken – Re:Tension and co-created documentary, further training still to do.	September 2021 (annually thereafter)	September 2022	At least one elected representative in 100% societies to have attended training 10% increase in BAME students reporting that in their experience that students from all racial and ethnic backgrounds are included equally at all	SUP EDI Officer	

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Actions	Rationale	Actions	Milestones	Time frame (start/end date)		Success measure	Lead + others	Reason for action non completion
	currently not receiving cultural awareness training (Rationale see p.58-59, p.96-97).					students' union events and societies (baseline 2020: 43% table 7c vi) in REC survey by 2022 10% increase in BAME students reporting that racially offensive or inappropriate behaviours is not tolerated at events and activities organised the students' union (baseline 2020: 52% table 7c vi) in REC survey by 2022		
AP23	Identified structural barriers affecting Muslim staff and student sense of belonging	D) Explore provision of Imam/appropriate leaders for Friday prayers annually	Established Muslim pastoral advisors (male and female) (completed)	September 2020	September 2023	Imam/appropriate leader for Friday prayers established annually	LC	
AP23	(Rationale see p.97-98).	E) Halal catering produces available during operational times of the dining room and feedback sought from students and analyse feasibility to continue	Dedicated halal products section in dining room established (completed September 2019)	September 2019	September 2020	Analyse the economic feasibility to see if we can continue providing halal food indefinitely in September 2020	DVC DoEF	

Actions	Rationale	Actions	Milestones	Time frame (start/end date)		Success measure	Lead + others	Reason for action non completion
		providing this service	There was positive feedback positive as identified REC survey and focus groups (completed)					
Objective 18: To eliminate the attainment gap between BAME and White undergraduate students by end of access and participation plan 2021-2024								
AP24	Identified the intended degree qualification is adverse for BAME students than White students (Rationale see p.99-102).	A) Continue to monitor the attainment gap by subject level and look at intersectionality with gender		Sep 2020	Sep 2024	Understand reasoning behind attainment gap between BAME students and White students Eliminate the attainment gap (proportion of degree awards that are 1st and 2:1 Classification) between BAME and White students by end of access and participation plan 2021-2024 (baseline 2.4% difference for 16/16 entrants) Also see AP28-31 for curriculum actions).	DVC HoS	We still have DAG but this has reduced to now 9.4% in 2024.

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Actions	Rationale	Actions	Milestones	Time frame (start/end date)		Success measure	Lead + others	Reason for action non completion
AP24B	Identified that a lower proportion of BAME entrant in 16/17 achieved a first or 2:1 in SSHS and SCBL (Rationale see p.99-102).	B) Investigate the difference in attainment in different schools	Actions being formulated under the oversight of the Institute Management Group (Jan 2020) - now part of Big % governance process	Sep 2020	Sep 2024	Eliminate the attainment gap (proportion of degree awards that are 1st and 2:1 Classification) between BAME and White students by end of access and participation plan 2021-2024 in schools Baseline 16/17 entrants per school (table 7d ii): ICE +0.2% SCBL -3.8%, reduction of 1.3% minimum per year SSHS -11.7%, reduction of 4% minimum per year	HoS	
AP24C	We aim to share best practices with other HE institutions and	C) Share best practice through screening of "RE:Tension" and toolkit	This has been undertaken every year for staff and students at LTU since 2020 and present. It is also delivered across	Nov 2019	Nov 2023	Shared best practice with local universities by delivering workshops on	STF	

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Actions	Rationale	Actions	Milestones	Time frame (start/end date)		Success measure	Lead + others	Reason for action non completion
	the commercial sectors (Rationale see p.101-102, p.118).		the HE sector to circa 30 universities and organisations to date.			RE:Tension and the toolkit Shared best practice with other universities by delivering workshops on RE:Tension and the toolkit Shared best practice in commercial sectors by delivering workshops on RE:Tension and the toolkit		
Objective 19: To increase BAME groups into teaching								
AP25	National issue of the underrepresentation of BAME males in teacher teaching (Rationale see p.104).	A) Deeper analysis of teacher training by ethnicity and gender	Different actions but somewhat related- The BAME mentoring scheme in TeD to support BAME students and reporting process for racialised experiences on placement.	Completion by 2020/2021 academic year		Identified gaps and actions put in place address any issues in REC annual report (AP1E)	HPI HoS (ICE)	The BAME mentoring scheme in TeD to support BAME students and reporting process for racialised experiences on placement see narrative and case study.

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Actions	Rationale	Actions	Milestones	Time frame (start/end date)		Success measure	Lead + others	Reason for action non completion
AP25		B) Work with cathedral groups to seek funding from DFE to increase the number of BAME males in teaching		Ongoing		Secured funding for a PhD studentship aimed at increasing the number of BAME males in teaching	DVC DoPGR	No progress possible due to a lack of DFE appetite to fund.
Objective 20: To eliminate the further study and employment gap between BAME and White graduates by end of access and participation plan 2021-2024								
AP26	Supervisors currently not equipped with responding to issues of nationality and ethnicity as we do not give specific training in nationality and ethnicity

(Rationale see p.106). | A) All supervisors to be given formal training in responding to issues of nationality and ethnicity

Anti- racist training and decolonising training being delivered to academic staff as part of CfSJ implementation and the Big 5 on addressing the DAG. | Identify training needs that is contextual for PGRs

Develop training content and platform

Rollout out training to all supervisors | September 2020

January 2021

September 2021 | December 2020

July 2021

August 2023 | Identified training needs through consultation PGRs

Developed training materials

100% of supervisors to be given training in supervising BAME students by 2023 (currently 0% as no workshop provided) | DoPGR | |

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Actions	Rationale	Actions	Milestones	Time frame (start/end date)		Success measure	Lead + others	Reason for action non completion
AP26	BAME students discussed that they considered postgraduate courses but were unaware of processes of application (Rationale see p.107, p.111).	B) Develop workshops to support BAME students into further postgraduate studies (taught Masters, Masters by research and PhD) and graduate schemes application process (to be reviewed annually)	Provide specific employability support for BAME students I.e. Consider employability academies for underrepresented groups e.g. 'Get Hired Academy' and form a separate intensive employability package	September 2020	Spring 2023 – reported on annually	10% increase in BAME students reporting that they are considering a postgraduate course (baseline 2020: 67% table 7e vi) in REC survey by 2022 10% increase in BAME students reporting that they are considering a PhD once they have completed their masters' degree (baseline 2020: 49% table 7e vi) in REC survey by 2022 10% increase in BAME students reporting that they are considering a career in academic (baseline 2020: 51% table 7e vi) in REC survey by 2022 Similar reporting between BAME and White students in LTU helping them develop the skills they need to apply for graduate-	HoS HoD PL HPPE	
AP26	BAME students discussed a lack of co-ethnic role models in postgraduate studies and employment (Rationale see p.107, p.111).	C) Develop BAME alumni network and showcase their graduate journeys; including alumni in graduate employment and work with colleagues to actively encourage more BAME students into postgraduate studies (taught masters, master by research and PhD)	Various co-creation projects have supported with mentoring opportunities and networking, positive BAME role models from our alumni and graduates. We also have established the research academy (joint RKE and careers) for UG's to encourage pathways	Summer 2020	Spring 2023		HoS HoD PL HPPE ARO	

Actions	Rationale	Actions	Milestones	Time frame (start/end date)		Success measure	Lead + others	Reason for action non completion
			in to PGR (detailed in our SAP)			level jobs (baseline 2020: -7% variance) in REC survey by 2022 (table 7f iv). Similar reporting between BAME and White students in understanding the graduate level employment opportunities available to them (baseline 2020: -3% variance) in REC survey by 2022 (table 7f iv). Increased take up of BAME students onto PGCE, Masters' (taught and MbR) and PhD programmes at LTU and elsewhere		
AP27	Performance indicators are not yet known as results have just been released but BAME graduates are less likely to be	A) Tracking BAME employment outcomes 15 months after graduation with analysis of the Graduate Outcomes survey by ethnicity and	Level 6 trackers will inform us of known BAME graduate outcomes and how we are performing against the target – access and	Summer 2020	Spring 2023	Better understanding of BAME graduates career destination with difference between gender to develop baseline and actions	HPPE	

Actions	Rationale	Actions	Milestones	Time frame (start/end date)		Success measure	Lead + others	Reason for action non completion
	higher skilled jobs or further study (Rationale see p.108).	gender (reviewed annually)	participation plan 2021-2024			put in place any actions if necessary		
AP27	BAME graduates less likely in professional level employment than White graduates (undergraduates) (Rationale see p.108).	B) Identify the discrepancies in BAME graduates securing professional employment than White graduates through graduate outcome surveys.	A number of targeted initiatives underway to support with BAME graduate pathways and progression.	Summer 2020	Spring 2023	Eliminate the employment and further study gap between BAME and White graduates by end of access and participation plan 2021-2024 with a minimum 3% decrease per year Baseline 17/18 graduates: -8.9% gap between BAME and White graduates in professional employment	HPPE	Gaps have been reduced but still further work to do
AP27	BAME students more likely to have a negative experience in	C) Review support system • Placement team and supervisors to be trained in handling issues around ethnicity	A steering group focussing on EDI around graduate employability has been established.	Summer 2020	Spring 2023 - continual tracking and reported	100% of placement team and supervisors trained in supporting BAME students with	HPPE	

Actions	Rationale	Actions	Milestones	Time frame (start/end date)	Success measure	Lead + others	Reason for action non completion
	placements than White students (Rationale see p.109).	and religion that students may face when on placements • Pre and post placement survey to identify student feedback/confidence levels/aspirations etc. Distinguishing student ethnicity and identifying any differences.		on annually	religion intersectionality 15% increase in BAME students reporting that they enjoyed their placement (baseline 2020: 62% table 7f ii) in REC survey by 2022 15% increase in BAME students reporting that they were able to access the necessary support for placement when they needed it (baseline 2020: 58% table 7f ii) in REC survey by 2022 20% increase in BAME students reporting that they felt welcomed by their placement employer (baseline 2020: 66% table 7f ii) in REC survey by 2022 15% increase in BAME students reporting that they were able to raise issues with placement employer (baseline		

Actions	Rationale	Actions	Milestones	Time frame (start/end date)		Success measure	Lead + others	Reason for action non completion
						2020: 59% table 7f ii) in REC survey by 2022 10% increase in BAME students reporting that were able to raise issues of race/ethnicity with their placement employer (baseline 2020: 62% table 7f ii) in REC survey by 2022		
AP27	BAME students reported that many placements were based in Leeds and that this was not suitable for those living in other areas (Rationale see p.109).	D) Identify and source placements with organisations in different locations that students live in	Leeds Trinity University joined the Yorkshire Asian Business Association in 2019 to further diversify its pool of placement providers.	Summer 2020	Spring 2023 to be reviewed annually	Identified and sourced placement in different areas and assessed impact through focus groups	HPPE	

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Actions	Rationale	Actions	Milestones	Time frame (start/end date)		Success measure	Lead + others	Reason for action non completion
Objective 21: To ensure the curriculum is reflective of ethnic and racial diversity								
AP28	Ensure the curriculum reflects the diversity of all students including BAME and non-UK students	A) Establish strategy focusing on race equality in curriculum and embed into practices	Staff have been given guidance on including this as part of the 30 credit roll out of new curriculums.	March 2020 (reviewed annually thereafter)	March 2021	Race Equality in the curriculum part of the Programme Annual Review process and document	STF HoS HoD PL	
	(Rationale see p.112).		Periodic review documentation to be reviewed by scrutiny group Feb 2020. Guidance written for including as part of periodic review process	March 2020 (reviewed annually thereafter)	March 2021	Race Equality in the curriculum part of the periodic review/validation process - programmes cannot be validated by AQSO unless race equality is evidenced in their curriculum design AQSO to provide baseline of how many programmes have been through the review and validation process by March 2021	STF HoS HoD PL	

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Actions	Rationale	Actions	Milestones	Time frame (start/end date)		Success measure	Lead + others	Reason for action non completion
			New LTAS (in draft form and open to revision) has an Inclusion strand relates to the diversity of the human population, groups both known, unknown and yet to be known.	March 2020 (reviewed annually thereafter)	March 2021	Race Equality remains a named and explicit element within the new Learning, Teaching and Assessment Strategy.	STF HoS HoD PL	
AP28	Ensure the curriculum reflects the diversity of all students including BAME and non-UK students Rationale see p.112, p.114).	B) We will embed Race Equality within every programme either in a discrete module or throughout a suite of modules	Staff training for all Academic Quality Support Office (AQSO) to support that a named focus on Race Equality pervades all design guidelines.	September 2019 December 2019	March 2020 March 2020 and further rolling out each academic year forthwith	Approval and Design procedures and guidelines reviewed for visibility to ensure they explicitly refer to Race Equality (e.g. in programme and module descriptors) All AQSO staff trained (currently 0% 19/20)	STF HoS HoD PL	

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Actions	Rationale	Actions	Milestones	Time frame (start/end date)		Success measure	Lead + others	Reason for action non completion
AP28	To learn and share best practice across departments and services and institutions

(Rationale see p.112, p.118). | C) Series of staff and student seminars and workshops that focus on race equality in HE and LTU and invite internal and external experts in race equality to share best practice and race equality training for academic departments and Professional Services | Series of staff student seminars launched 23.10.19 | September 2020 (reviewed annually thereafter) | June 2023 | Schedule of workshops created and reviewed annually to make any revisions based on feedback

Staff/student awareness raising regarding Race Equality, Decolonisation of the curriculum and White Fragility | STF | |
| | | | Academic departments will host practice workshops to share best practice | September 2020 (reviewed annually thereafter) | September 2023 | All Academic Departments have hosted a sharing best practice workshop on an annual basis (1 per academic term) | STF | |
| | | | All staff to engage with race equality focussed workshops | September 2020 | June 2021 (annually thereafter) | All staff in Academic Departments and Professional Services to engage with Race | STF | |

Actions	Rationale	Actions	Milestones	Time frame (start/end date)		Success measure	Lead + others	Reason for action non completion
						Equality workshops on an annual basis Monitor attendance to develop baseline by June 2021		
AP28	Ensure the curriculum reflects the diversity of all students including BAME and non-UK students (Rationale see p.112).	D) Current curriculum to be reviewed as part of the periodic review process. Revised and new programmes to identify any missing gaps and ensure race equality is addressed		June 2020	June 2021 ongoing development review and implementation every academic year forthwith	All programmes reviewed as part of the periodic review process and actions to be put in place to address any gaps relating to race equality	HoD PL	
AP28	To learn and share best practice across departments and services and institutions	E) Decolonise the reading list and share via library and VLE resources	Identify generic and subject focused decolonisation and race equality reading	July 2020 (Reviewed annually thereafter)	July 2023	Generic and Subject-focused reading lists on decolonisation and Race Equality.	STF PL HoD	

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Actions	Rationale	Actions	Milestones	Time frame (start/end date)		Success measure	Lead + others	Reason for action non completion
	(Rationale see p.112).		Collect equality resources and reading list including BLM reading list	July 2020 (Reviewed annually thereafter)	July 2023	All titles reading lists acquisitioned by the library	STF PL HoD	
			Make available race equality resources					
				July 2020 (Reviewed annually thereafter)	July 2023	All resources made available on the VLE	STF PL HoD	
Objective 22: To remove any potential biases in learning, teaching and assessment								
AP29	Identified the intended degree qualification is adverse for BAME students than White students	A) Review and improve the use of different assessment methods, teaching styles and learning environment to meet the needs of BAME student (guided marking at		July 2021 (reviewed annually thereafter)	July 2023	Unpacking of assessments and marking criteria in every module handbook and in taught sessions (guided marking) (evidenced in VLE)	HoD PL	

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Actions	Rationale	Actions	Milestones	Time frame (start/end date)		Success measure	Lead + others	Reason for action non completion
	(Rationale see p.113-114).	beginning of every module).	Review guidance for academic staff for sessions to students to improve familiarisation and awareness of marking processes	October 2020	July 2021 (reviewed annually)	Expert internal and external input into staff development related to race equality in learning, teaching and assessment.	STF	
			Sharing of good practice across departments and implementing more widely alternative assessment types i.e. critique of level 4 curriculum within integrated assessment module	July 2020 (reviewed monthly)	July 2023	REC curriculum group to meet once monthly to review actions and share good practice		
			REC curriculum group has been established and is representative of different subject areas and schools (complete)					

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Actions	Rationale	Actions	Milestones	Time frame (start/end date)		Success measure	Lead + others	Reason for action non completion
AP29	Race equality specifically is not currently addressed in PGCHE but under broader diversity (Rationale see p.114).	B) Ensure every new academic member of staff has completed a teaching qualification	Race Equality addressed in one or more assignments and need to reflect on their own personal development relating to their subject area.	December 2020 (reviewed annually thereafter)	December 2023	100% of new academic staff have completed a teaching qualification or enrolled to PGCHE Baseline 18/19: 91.7% have a teaching qualification	DVC STF	
AP29	NSS identified that Black students in particular have a more negative experience in seeking academic support than other ethnic groups	C) Investigate the need for support information provided to BAME students in particular Black students regarding academic procedures by ethnicity e.g. applying for extensions, approaching lecturers, extra support with their learning, explain	Investigate BAME students' access to support, learning and assessment and decolonisation of the curriculum through focus groups (AP1A).	September 2020	January 2023	Identified issues BAME students face in particular Black students and appropriate action put in place Improved score in NSS related to Black students experience of academic support to align with White students with a	STF	Improved NSS scores and REC survey results 2024 reflecting positive changes

Actions	Rationale	Actions	Milestones	Time frame (start/end date)		Success measure	Lead + others	Reason for action non completion
	(Rationale see p.92-93, p.114-115, p.117).	the role of personal tutor				minimum increase of 2% per year by 2023. NSS 2019 baselines (update with new baseline once results analysed): 77% White 71% Black 84% Asian		
			Create mechanisms and empower students to feedback on race Equality and decolonisation within LTA practices and resources	January 2021	January 2022	Mechanism developed to identify feedback on race equality and decolonisation by ethnicity and actions put in place to address issues identified		
			Pilot feedback project which enables all students to request bespoke feedback in relation to their reflections on	August 2020	July 2021 (reviewed annually)	All progress tutors meet with their students once a semester to review and discuss all feedback and offer		

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Actions	Rationale	Actions	Milestones	Time frame (start/end date)		Success measure	Lead + others	Reason for action non completion
			completing their assessment Communications to be sent out in August 2020			extra support where identified		
AP29	Identified the intended degree qualification is adverse for BAME students than White students NSS Identified that Black students in particular have more negative experience in assessment and feedback (Rationale see p.116).	D) Identify areas where anonymised marking is not taking place • Ensure there are no biases in non-anonymised marking and peer assessment is conducted in accordance with best practice under the supervision of academic staff.	Anonymous marking is the default position with rationales for exceptions.	September 2020	July 2021 (reviewed annually thereafter)	All areas identified, and rationale provided for non-anonymous marking. All non-anonymised work to be second-marked	STF	

Actions	Rationale	Actions	Milestones	Time frame (start/end date)		Success measure	Lead + others	Reason for action non completion
Objective 23: To increase staff confidence in facilitating discussion around race and ethnicity								
AP30	White staff were less likely to agree that they were confident and competent in facilitating discussion around ethnicity and race

(Rationale see p.118). | Provide all academic staff with access to support, coaching in building confidence around race discussion within learning | To be achieved through the periodic review process, sharing practice workshops, online resources, staff/student seminar series. | July 2021 (annually thereafter) | July 2022 | 10% increase in BAME students reporting that issues of ethnicity and race are included in academic discussions

(baseline 2020: 59% table 8c) in REC survey by 2022

10% increase in BAME students reporting that teaching staff are confident and facilitating discussions around ethnicity and race (baseline 2020: 62% table 8c) in REC survey by 2022

10% increase in White academic staff reporting that they are confident and competent in facilitating discussions around ethnicity and race (baseline 2020: | STF

HoS

HoD | |

Updated Race Equality Charter
Silver Application Form

Actions	Rationale	Actions	Milestones	Time frame (start/end date)		Success measure	Lead + others	Reason for action non completion
						59% table 8c) in REC survey by 2022.		
Objective 24: To ensure that BAME students are being supported during Covid-19								
AP31	Supporting BAME students during Covid-19 as it is likely than BAME students' sense of belonging may be exacerbated during this period

(Rationale see p.119). | Seek feedback from BAME students around impact of Covid-19 on their learning, teaching and assessment and put in appropriate actions | Gather data from Student Admin on the number of applications made by BAME students for mitigating circumstances during the pandemic in light of the university's No Detriment policy to investigate the impact of the policy on BAME students' confidence and willingness to apply for mitigating circumstances on their academic work | September 2020

March 2020 | Reassess in January 2021

January 2022 | Actions put in place to address impact of Covid-19 based on BAME students' feedback (to be updated/reviewed monthly until January 2021 and then reassess based on advice from government

Tailored actions in REC action plan for learning, teaching and assessment to mitigate effects of Covid-19 | STF | |

Actions	Rationale	Actions	Milestones	Time frame (start/end date)	Success measure	Lead + others	Reason for action non completion
*Key **ARO** – Alumni Relations Officer; **CAWBLS** – Centre for Apprenticeships, Work-Based Learning and Skills; **CCM –** Corporate Communications Manager; **DFUS** – Director of Finance & University Secretary; **DoEF** – Director of Estates &Facilities; **DSS** – Director of Student Services; **DoM** – Director of Marketing; **DoPGR –** Director of Postgraduate Research; **DVC** – Deputy Vice Chancellor; **EDIO–** Equality, Diversity & Inclusion Officer; **HHRS** – Head of HR Systems; **HWD&EDI** – Head of Workforce Development and EDI; **HMC** – Head of Marketing & Communication; **HoA** - Head of Apprentices; **HoD** – Head of Departments; **HoS** – Head of Schools; **HPI** – Head of Planning & Information; **HPPE –** Head of Partnerships &Placements; **PL** – Programme Leader; **RKE** – Research Knowledge Exchange; **HOSR**– Head of Student Recruitment; **HOA,** Head of Admissions, **HRD** – HR Director; **LC** – Lay Chaplain; **STF** – Senior Teaching Fellow; **SUP** – Student Union President							

Appendix 2: Survey and consultation data

Figure 1: Overview of LTU Student population from 2020/21 – 2024/25
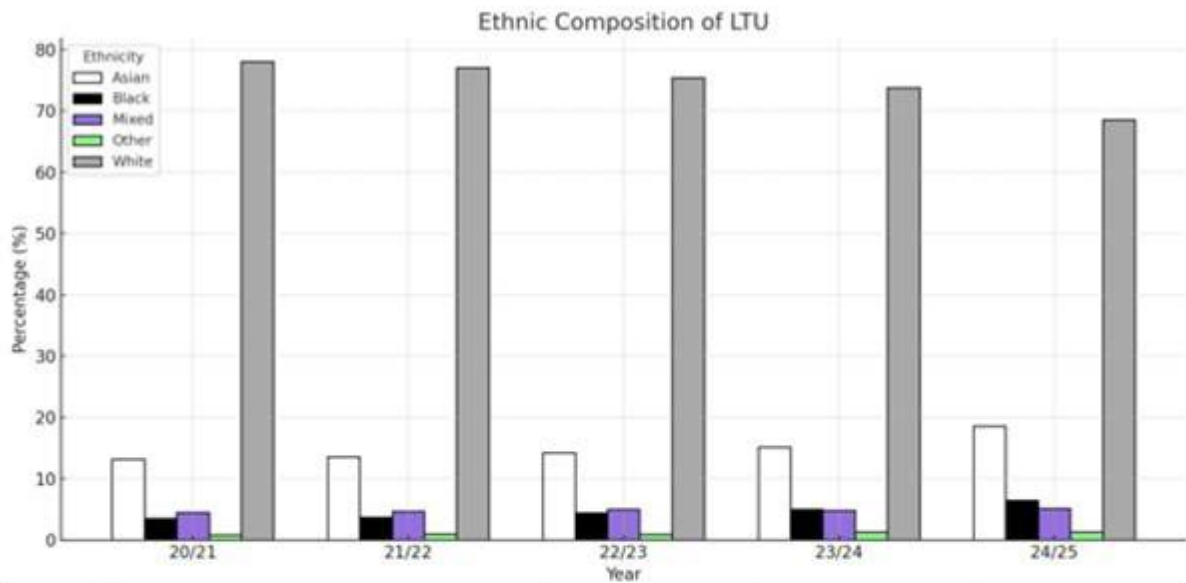
	20/21		21/22		22/23		23/24		24/25 (to date)	
	n	%	n	%	n	%	n	%	n	%
Asian	593	13.19	664	13.59	676	14.23	736	15.14	788	18.52
Black	158	3.52	179	3.66	211	4.44	242	4.98	274	6.44
Mixed	201	4.47	229	4.69	239	5.03	235	4.83	220	5.17
Other	37	0.82	50	1.02	42	0.88	62	1.28	58	1.36
White	3506	78	3763	77.03	3581	75.41	3587	73.78	2916	68.52
Grand Total	4495	100	4885	100	4749	100	4862	100	4256	100

Figure 2: Overview of LTU student ethnicity benchmarked against the HESA Data

LTU 24/25 vs HESA Benchmark by Ethnicity
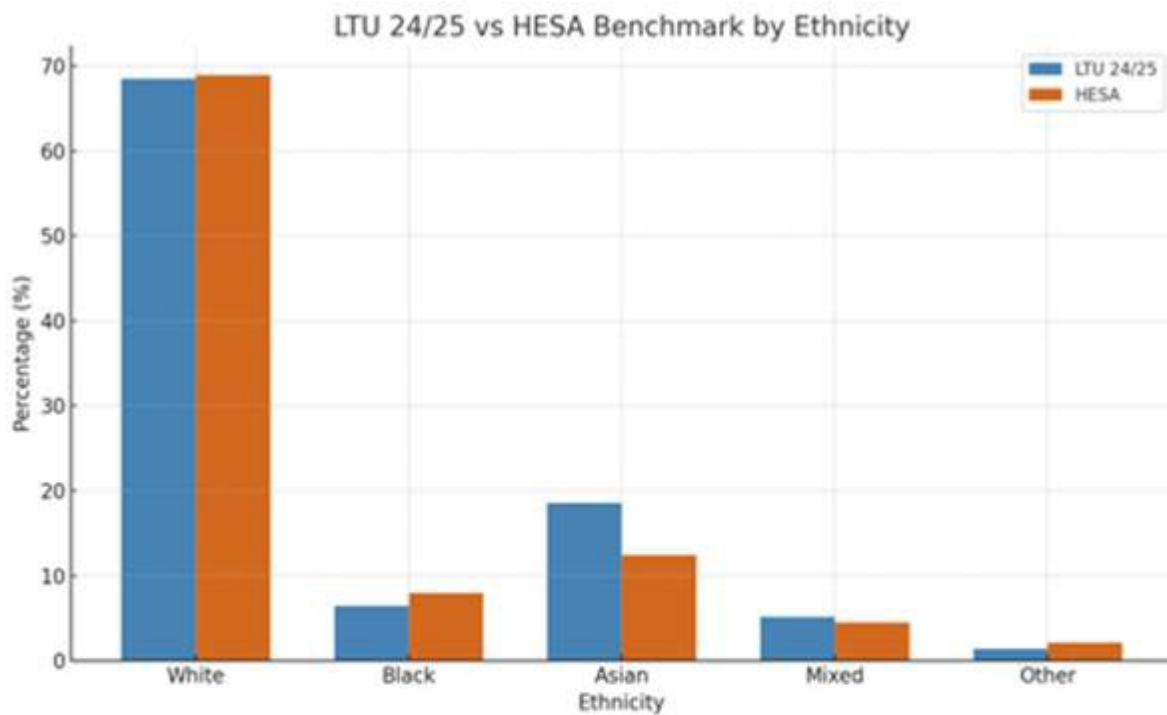
	LTU 2024/25	HESA	Difference
	%	%	%
Asian	18.52	12.41	6.11
Black	6.44	7.92	-1.48
Mixed	5.17	4.52	0.65
Other	1.36	2.12	0.76
White	68.52	68.89	-0.37

Figure 3: Overview of LTU student ethnicity compared to Horsforth
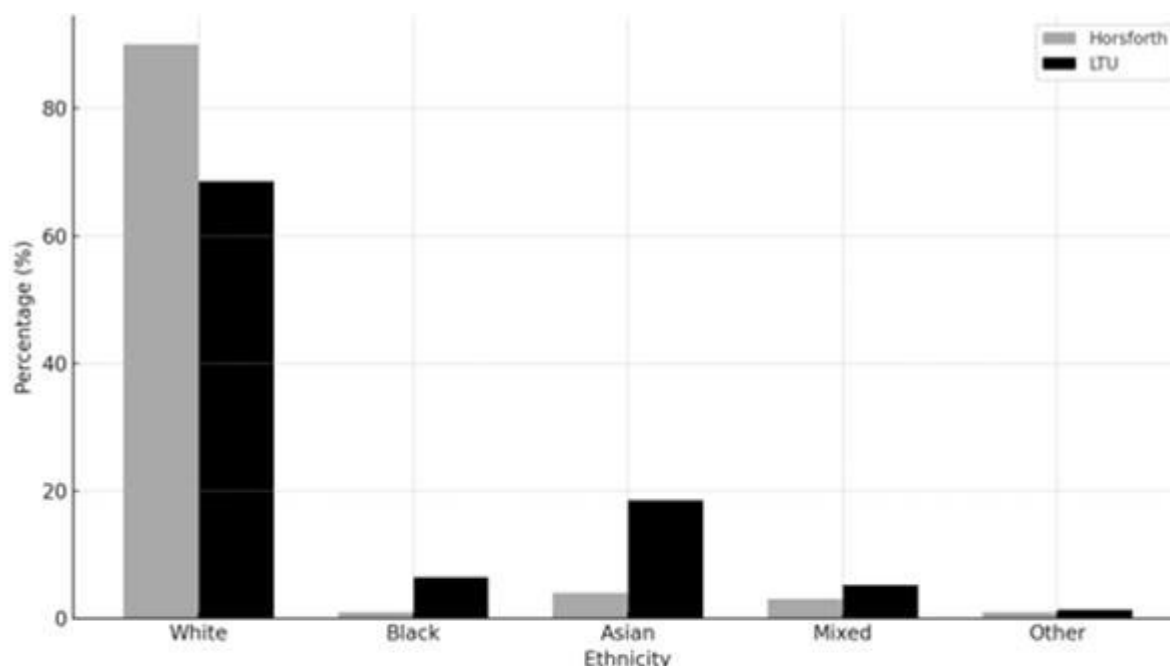
	Horsforth (%)	LTU (%)	Difference (%)
White	90	68.53	-27.47
Black	1	6.44	5.44
Asian	4	18.52	14.52
Mixed	3	5.17	2.17
Other	1	1.36	0.36

REC Survey Students

Note: For the Value 'SP', SP means 'suppressed' in the Power BI models. It's where the number of respondents drops below a threshold where there is concern about participants possibly being identifiable. For the REC survey analysis, it was suppressed when there were fewer than 10 responses to protect participant anonymity.

Note: All REC Survey Figures include a chart generated in PowerBI and data table with the associated image in Appendix 2 as it relates to REC survey consultation.

REC Survey Consultation Mandatory Questions	
Student Responses	
How much respect do you feel people at LTU show you?	Appendix 2, Figure 4
How connected do you feel to colleagues/staff at LTU?	Appendix 2, Figure 5
How comfortable would you feel calling out a person showing racist behaviours at LTU?	Appendix 2, Figure 6
How confident do you feel that leaders/tutors at LTU will call out racially inappropriate behaviour?	Appendix 2, Figure 7
How comfortable do you feel discussing race-related topics with within your course?	Appendix 2 Figure 8
How confident are you that students can have an open and honest conversation with each other about race?	Appendix 2, Figure 9
How much do you understand about what LTU is doing to tackle racial inequality impacting people who work and study here?	Appendix 2, Figure 10
How often do you feel you get the opportunity to learn about people from different races, ethnicities and cultures while working/studying here?	Appendix 2, Figure 11
How well do you think festivals and traditions from different cultures are acknowledged at LTU?	Appendix 2, Figure 12
Do you believe that social events/activities organised by LTU are welcoming to everyone irrespective of race/ethnicity?	Appendix 2, Figure 13
In the last 12 months, have you experienced or witnessed a situation at LTU where you have felt uncomfortable because of race or ethnicity?	Appendix 2, Figure 14
If you reported discrimination, harassment, or abuse on the basis of race or ethnicity, how confident are you that the appropriate investigate and/or disciplinary action would be taken?	Appendix 2, Figure 15
How comfortable do you feel being your full authentic self as a student at LTU?	Appendix 2, Figure 16
Where relevant, I would consider a postgraduate course	Appendix 2, Figure 17
I anticipate I will receive a first class or 2:1 degree	Appendix 2, Figure 18
Where relevant, I was able to access necessary support for my placement when I needed it	Appendix 2, Figure 19
I have a good understanding of the employment opportunities available to me	Appendix 2, Figure 20

Where relevant, I was welcomed by my placement employer	Appendix 2, Figure 21
Staff	
How much respect do you feel people at LTU show you?	Appendix 2, Figure 22
How connected do you feel to colleagues/staff at LTU?	Appendix 2, Figure 23
How comfortable would you feel calling out a person showing racist behaviours at LTU?	Appendix 2, Figure 24
How confident do you feel that leaders/tutors at LTU will call out racially inappropriate behaviour?	Appendix 2, Figure 25
How comfortable do you feel discussing race-related topics with colleagues/students within your department/course?	Appendix 2, Figure 26
I am confident in facilitating discussions on ethnicity and race-related topics with students	Appendix 2, Figure 27
I am confident facilitating discussions on ethnicity and race-related topics with colleagues	Appendix 2, Figure 28
How much do you understand about what LTU is doing to tackle racial inequality impacting people who work and study here?	Appendix 2, Figure 29
How often do you feel you get the opportunity to learn about people from different races, ethnicities and cultures while working/studying here?	Appendix 2, Figure 30
How well do you think festivals and traditions from different cultures are acknowledged at LTU?	Appendix 2, Figure 31
Do you believe that social events/activities organised by LTU are welcoming to everyone irrespective of race/ethnicity?	Appendix 2, Figure 32
In the last 12 months, have you experienced or witnessed a situation at LTU where you have felt uncomfortable because of race or ethnicity?	Appendix 2, Figure 33
How well do you feel that leaders create an environment where everyone feels safe to speak up?	Appendix 2, Figure 34
If you reported bullying, harassment or discrimination, how confident are you that the appropriate action would be taken?	Appendix 2, Figure 35
If you experienced racial discrimination, bullying or abuse how confident do you feel that your line manager would support you?	Appendix 2, Figure 36
From what I have seen, LTU undertakes recruitment and selection firly and transparently	Appendix 2, Figure 37

How comfortable do you feel being your full authentic self at LTU?	Appendix 2, Figure 38
"How comfortable do you feel providing feedback to your line manager?"	Appendix 2, Figure 39
How often do leaders encourage everyone to share ideas in meetings?"	Appendix 2, Figure 40

Note: All REC Survey responses were collected using a likert scale comprised of 'detailed' response items.. Each item in the likert scale was amalgamated to form a 'simple' overview where: 'Positive' = Green, 'Negative' = Red and 'Neutral' = Yellow. See below for examples of this

Example: Detailed to positive responses in REC Survey Data

Question example	Positive		Neutral	Negative	
How often do you feel you need to act differently because of your race/ethnicity while studying at Leeds Trinity University	Very often	Often	Sometimes	Not often	Never
How comfortable do you feel discussing race related topics with students within your course?	Completely	Quite a bit	Somewhat	Not that much	Not at all
How likely are you to recommend Leeds Trinity University as a good place to study?	Very likely	Somewhat likely	Neither likely nor unlikely	Somewhat unlikely	Very unlikely
If you witnessed or were personally subjected to discrimination,	Yes		N/A	No	

harassment or abuse, would you know where and how to report the incident?					

Figure 4: Student response by ethnicity "How much respect do you feel people at LTU show you?"
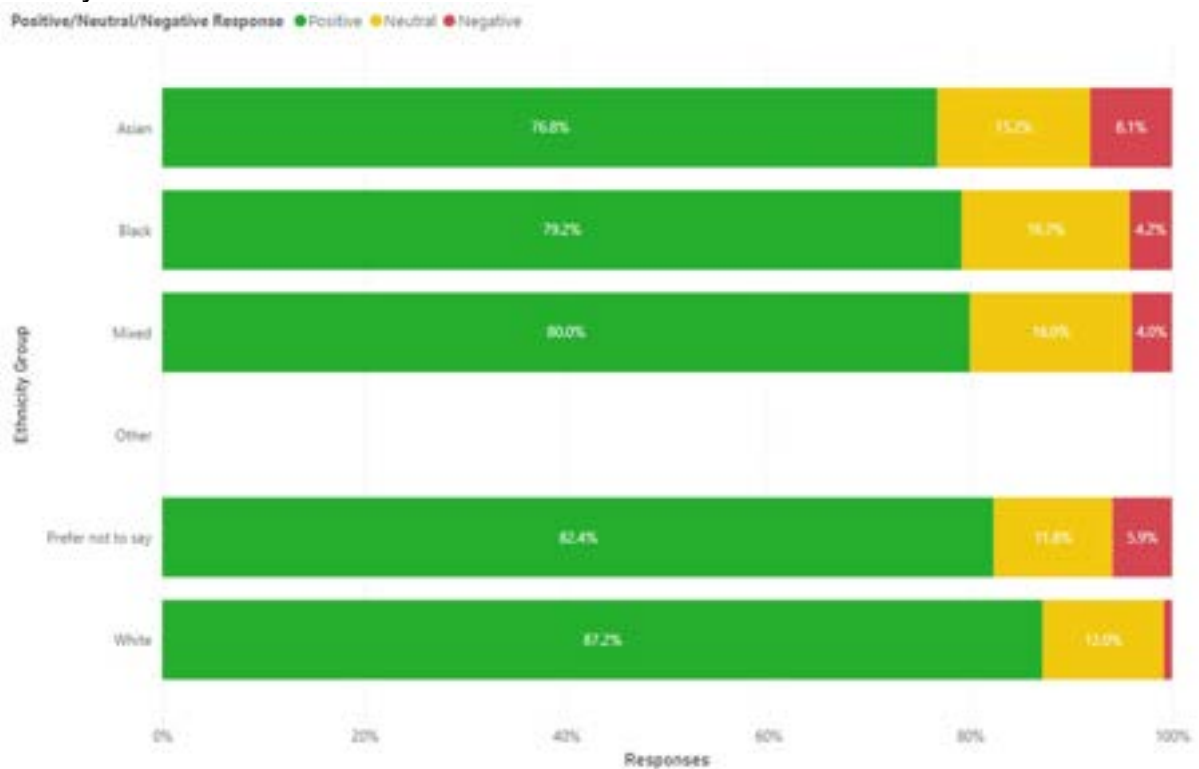
Positive/Neutral/Negative Response	Positive		Neutral		Negative		Total	
Ethnicity Group	#	%	#	%	#	%	#	%
Asian	76	76.8%	15	15.2%	8	8.1%	99	100.0%
Black	19	79.2%	4	16.7%	1	4.2%	24	100.0%
Mixed	20	80.0%	4	16.0%	1	4.0%	25	100.0%
Other	SP	SP	SP	SP	SP	SP	SP	SP
Prefer not to say	14	82.4%	2	11.8%	1	5.9%	17	100.0%
White	218	87.2%	30	12.0%	2	0.8%	250	100.0%
Total	**350**	**83.1%**	**57**	**13.5%**	**14**	**3.3%**	**421**	**100.0%**

Figure 5: Student response by ethnicity "How connected do you feel to colleagues/staff at LTU?"
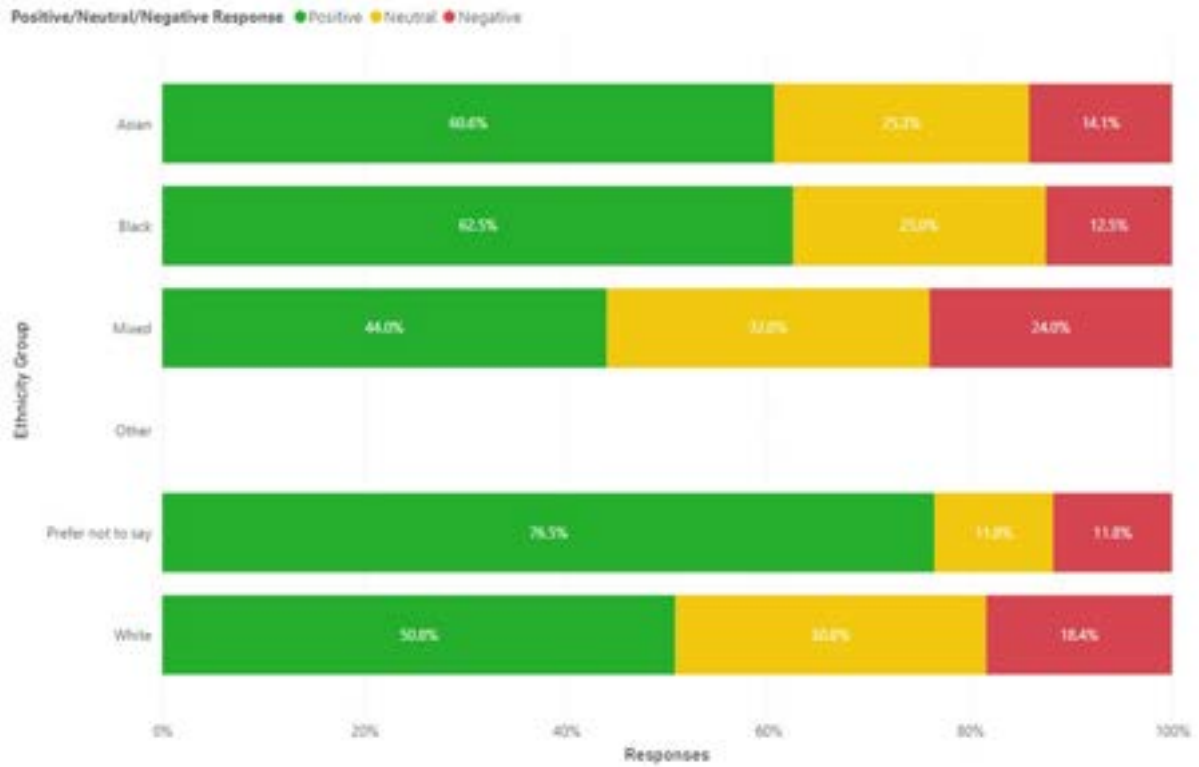
Positive/Neutral/Negative Response	Positive		Neutral		Negative		Total	
Ethnicity Group	#	%	#	%	#	%	#	%
Asian	60	60.6%	25	25.3%	14	14.1%	99	100.0%
Black	15	62.5%	6	25.0%	3	12.5%	24	100.0%
Mixed	11	44.0%	8	32.0%	6	24.0%	25	100.0%
Other	SP	SP	SP	SP	SP	SP	SP	SP
Prefer not to say	13	76.5%	2	11.8%	2	11.8%	17	100.0%
White	127	50.8%	77	30.8%	46	18.4%	250	100.0%
Total	**231**	**54.9%**	**118**	**28.0%**	**72**	**17.1%**	**421**	**100.0%**

Figure 6: Student response by ethnicity "How comfortable would you feel calling out a person showing racist behaviours at LTU?"
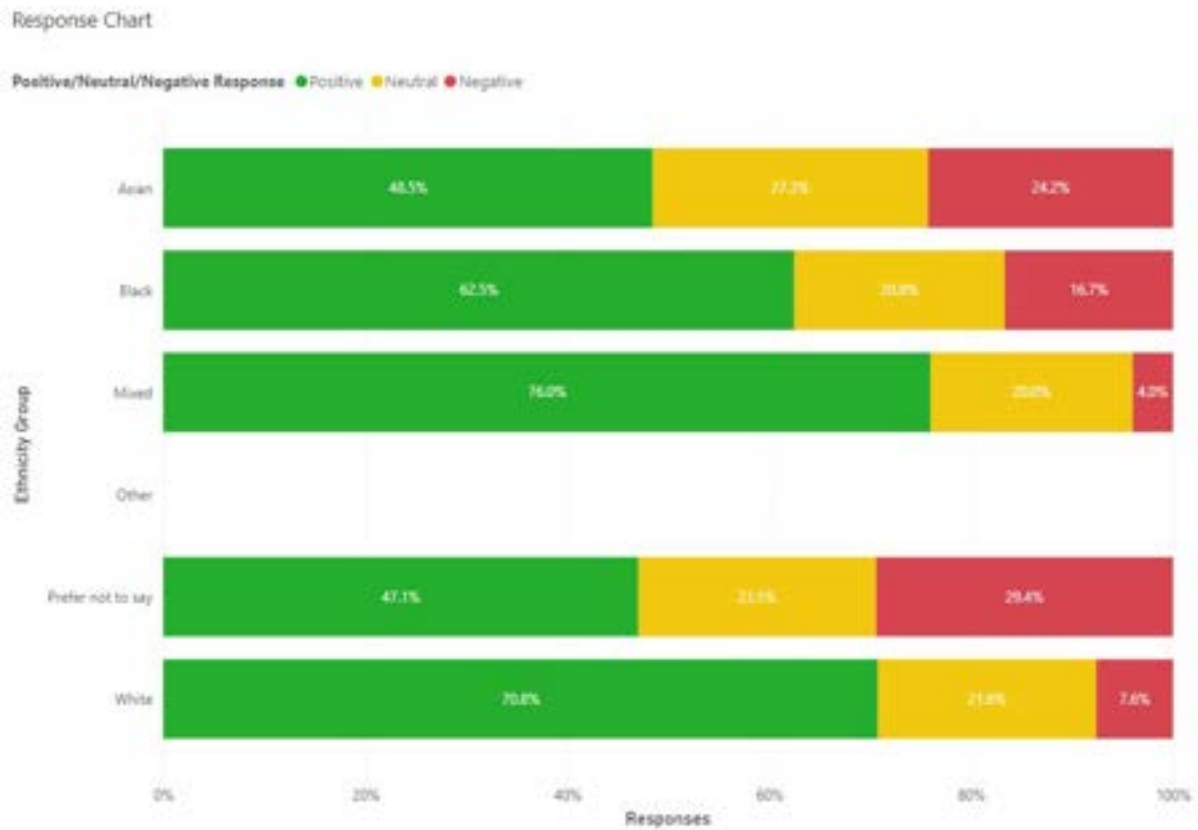
Positive/Neutral/Negative Response	Positive		Neutral		Negative		Total	
Ethnicity Group	#	%	#	%	#	%	#	%
Asian	48	48.5%	27	27.3%	24	24.2%	99	100.0%
Black	15	62.5%	5	20.8%	4	16.7%	24	100.0%
Mixed	19	76.0%	5	20.0%	1	4.0%	25	100.0%
Other	SP	SP	SP	SP	SP	SP	SP	SP
Prefer not to say	8	47.1%	4	23.5%	5	29.4%	17	100.0%
White	177	70.8%	54	21.6%	19	7.6%	250	100.0%
Total	**272**	**64.6%**	**96**	**22.8%**	**53**	**12.6%**	**421**	**100.0%**

Figure 7: Student response by ethnicity "How confident do you feel that leaders/tutors at LTU will call out racially inappropriate behaviour?"
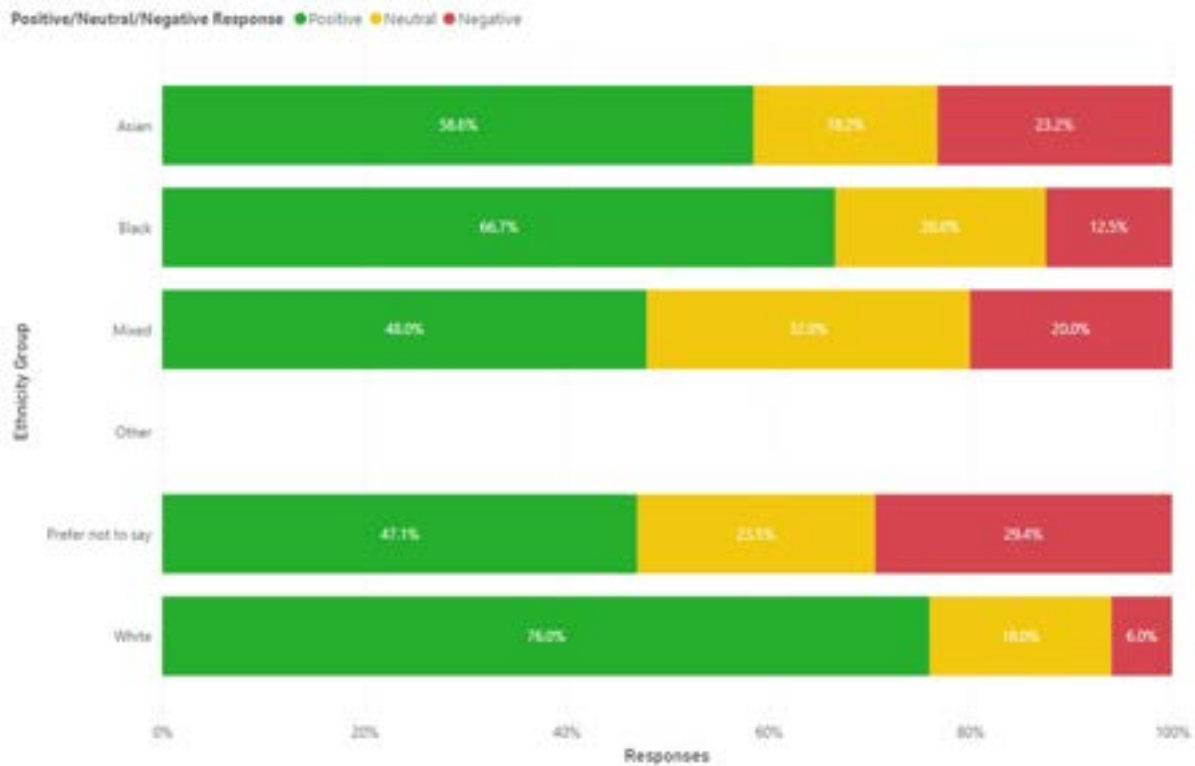
Positive/Neutral/Negative Response	Positive		Neutral		Negative		Total	
Ethnicity Group	#	%	#	%	#	%	#	%
Asian	58	58.6%	18	18.2%	23	23.2%	99	100.0%
Black	16	66.7%	5	20.8%	3	12.5%	24	100.0%
Mixed	12	48.0%	8	32.0%	5	20.0%	25	100.0%
Other	SP	SP	SP	SP	SP	SP	SP	SP
Prefer not to say	8	47.1%	4	23.5%	5	29.4%	17	100.0%
White	190	76.0%	45	18.0%	15	6.0%	250	100.0%
Total	287	68.2%	82	19.5%	52	12.4%	421	100.0%

Figure 8: Student response by ethnicity "How comfortable do you feel discussing race-related topics with colleagues/students within your department/course?"
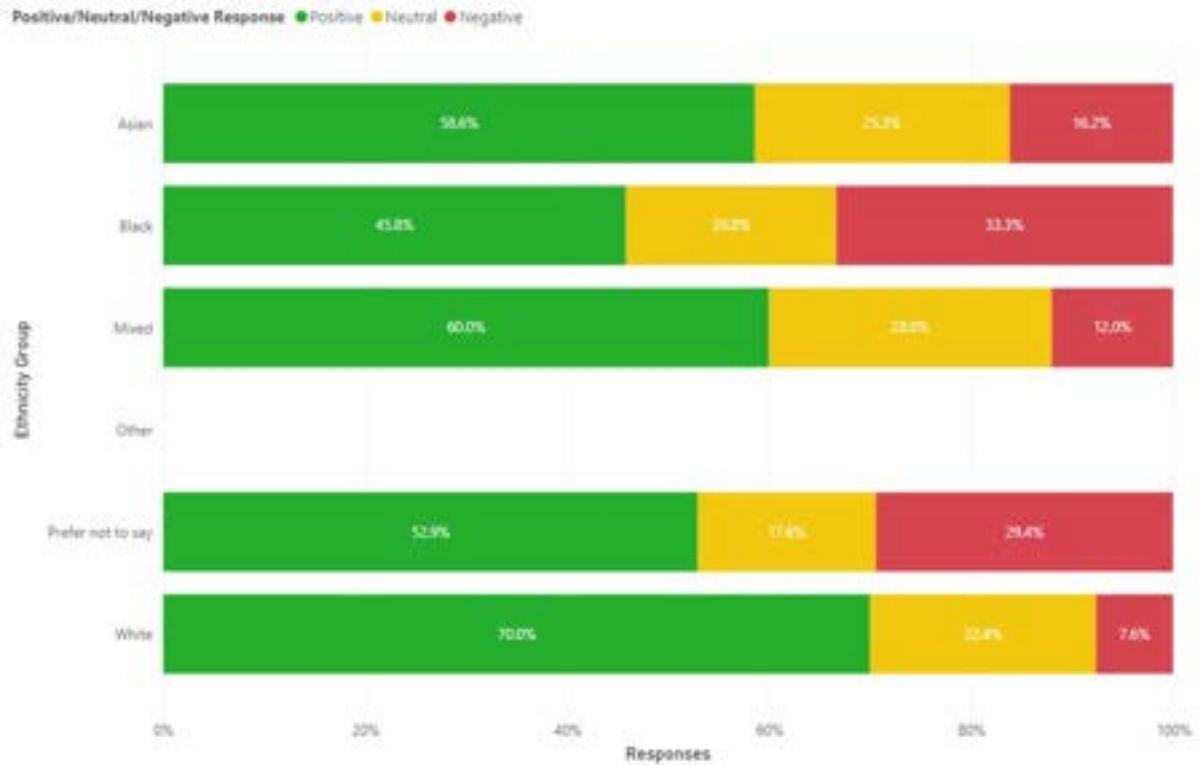
Positive/Neutral/Negative Response	Positive		Neutral		Negative		Total	
Ethnicity Group	#	%	#	%	#	%	#	%
Asian	58	58.6%	25	25.3%	16	16.2%	99	100.0%
Black	11	45.8%	5	20.8%	8	33.3%	24	100.0%
Mixed	15	60.0%	7	28.0%	3	12.0%	25	100.0%
Other	SP	SP	SP	SP	SP	SP	SP	SP
Prefer not to say	9	52.9%	3	17.6%	5	29.4%	17	100.0%
White	175	70.0%	56	22.4%	19	7.6%	250	100.0%
Total	272	64.6%	97	23.0%	52	12.4%	421	100.0%

Figure 9: Student response by ethnicity "How confident are you that students can have an open and honest conversation with each other about race?"
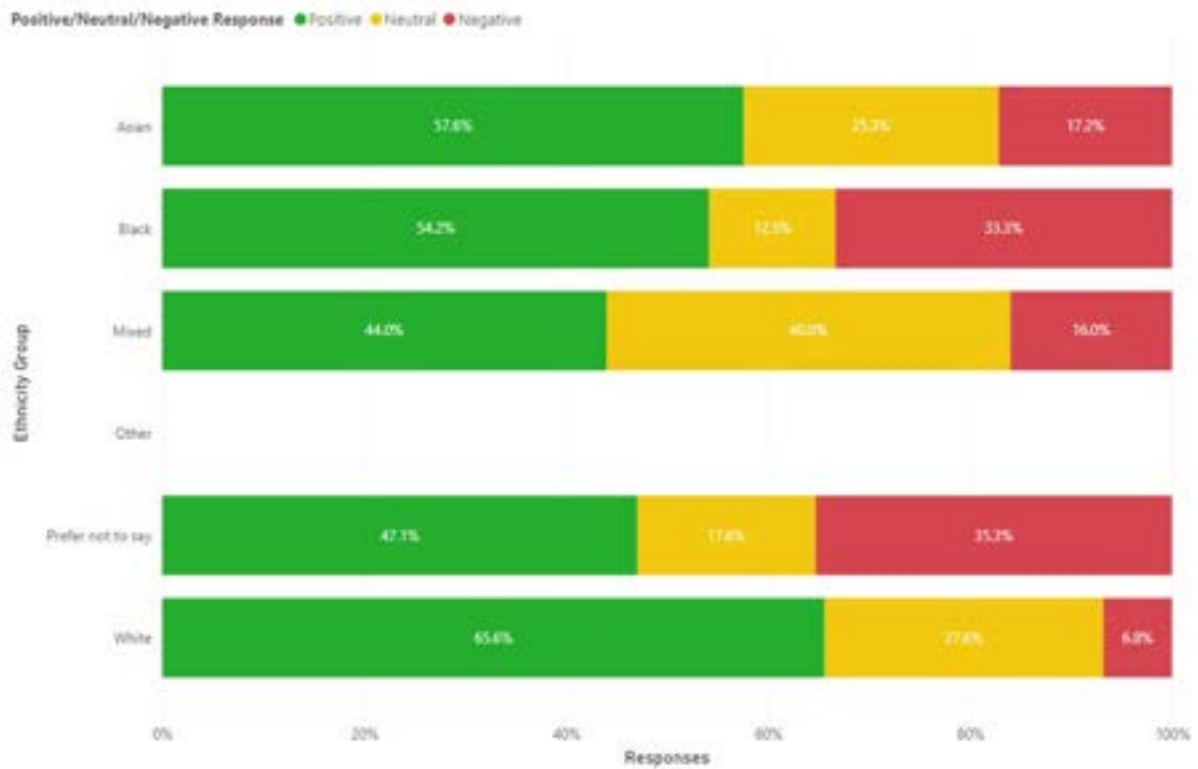
Positive/Neutral/Negative Response	Positive		Neutral		Negative		Total	
Ethnicity Group	#	%	#	%	#	%	#	%
Asian	57	57.6%	25	25.3%	17	17.2%	99	100.0%
Black	13	54.2%	3	12.5%	8	33.3%	24	100.0%
Mixed	11	44.0%	10	40.0%	4	16.0%	25	100.0%
Other	SP	SP	SP	SP	SP	SP	SP	SP
Prefer not to say	8	47.1%	3	17.6%	6	35.3%	17	100.0%
White	164	65.6%	69	27.6%	17	6.8%	250	100.0%
Total	258	61.3%	111	26.4%	52	12.4%	421	100.0%

Figure 10: Student response by ethnicity "How much do you understand about what LTU is doing to tackle racial inequality impacting people who work and study here?"
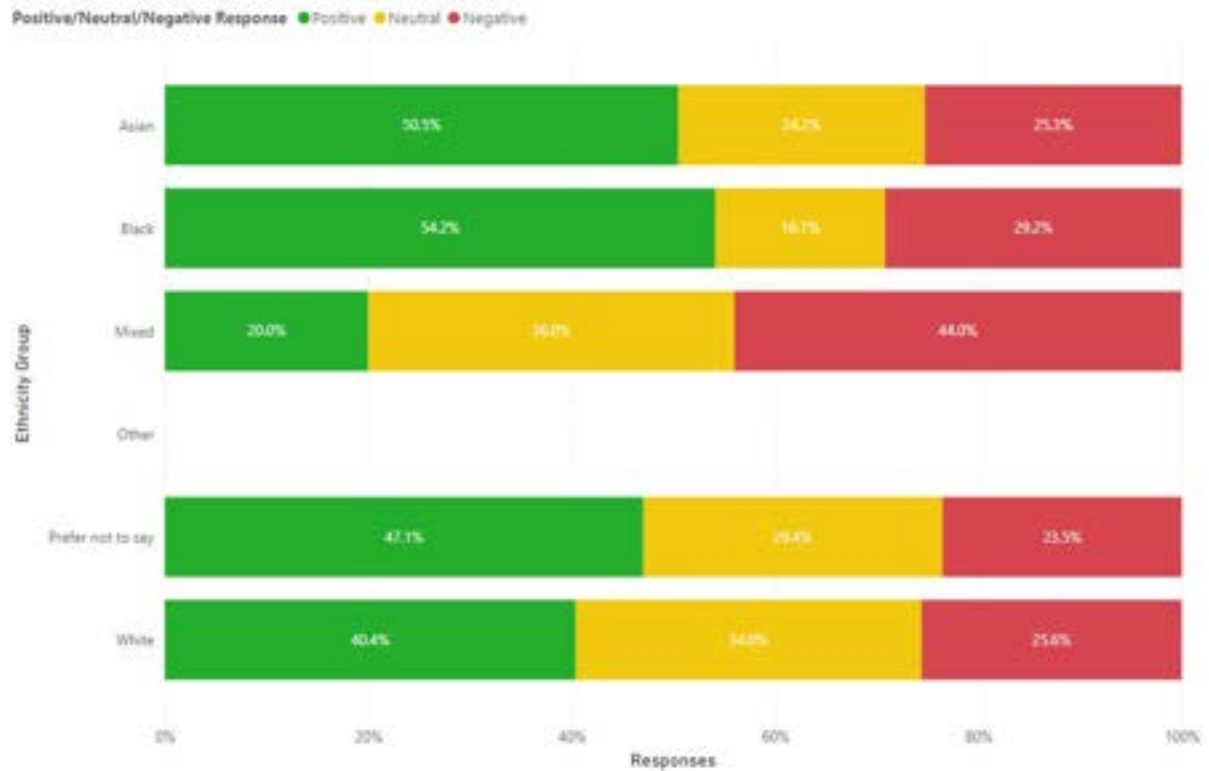
Positive/Neutral/Negative Response	Positive		Neutral		Negative		Total	
Ethnicity Group	#	%	#	%	#	%	#	%
Asian	50	50.5%	24	24.2%	25	25.3%	99	100.0%
Black	13	54.2%	4	16.7%	7	29.2%	24	100.0%
Mixed	5	20.0%	9	36.0%	11	44.0%	25	100.0%
Other	SP	SP	SP	SP	SP	SP	SP	SP
Prefer not to say	8	47.1%	5	29.4%	4	23.5%	17	100.0%
White	101	40.4%	85	34.0%	64	25.6%	250	100.0%
Total	**182**	**43.2%**	**128**	**30.4%**	**111**	**26.4%**	**421**	**100.0%**

Figure 11: Student response by ethnicity "How often do you feel you get the opportunity to learn about people from different races, ethnicities and cultures while working/studying here?"
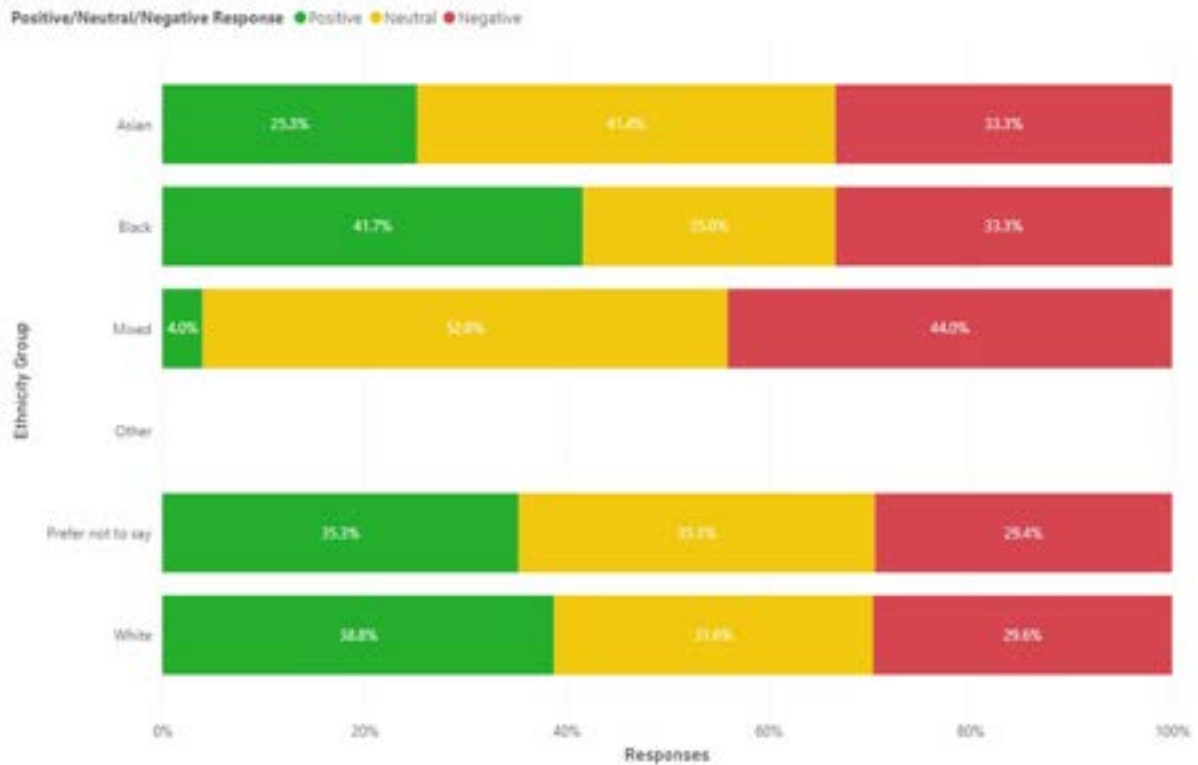
Positive/Neutral/Negative Response	Positive		Neutral		Negative		Total	
Ethnicity Group	#	%	#	%	#	%	#	%
Asian	25	25.3%	41	41.4%	33	33.3%	99	100.0%
Black	10	41.7%	6	25.0%	8	33.3%	24	100.0%
Mixed	1	4.0%	13	52.0%	11	44.0%	25	100.0%
Other	SP	SP	SP	SP	SP	SP	SP	SP
Prefer not to say	6	35.3%	6	35.3%	5	29.4%	17	100.0%
White	97	38.8%	79	31.6%	74	29.6%	250	100.0%
Total	142	33.7%	145	34.4%	134	31.8%	421	100.0%

Figure 12: Student response by ethnicity "How well do you think festivals and traditions from different cultures are acknowledged at LTU?"
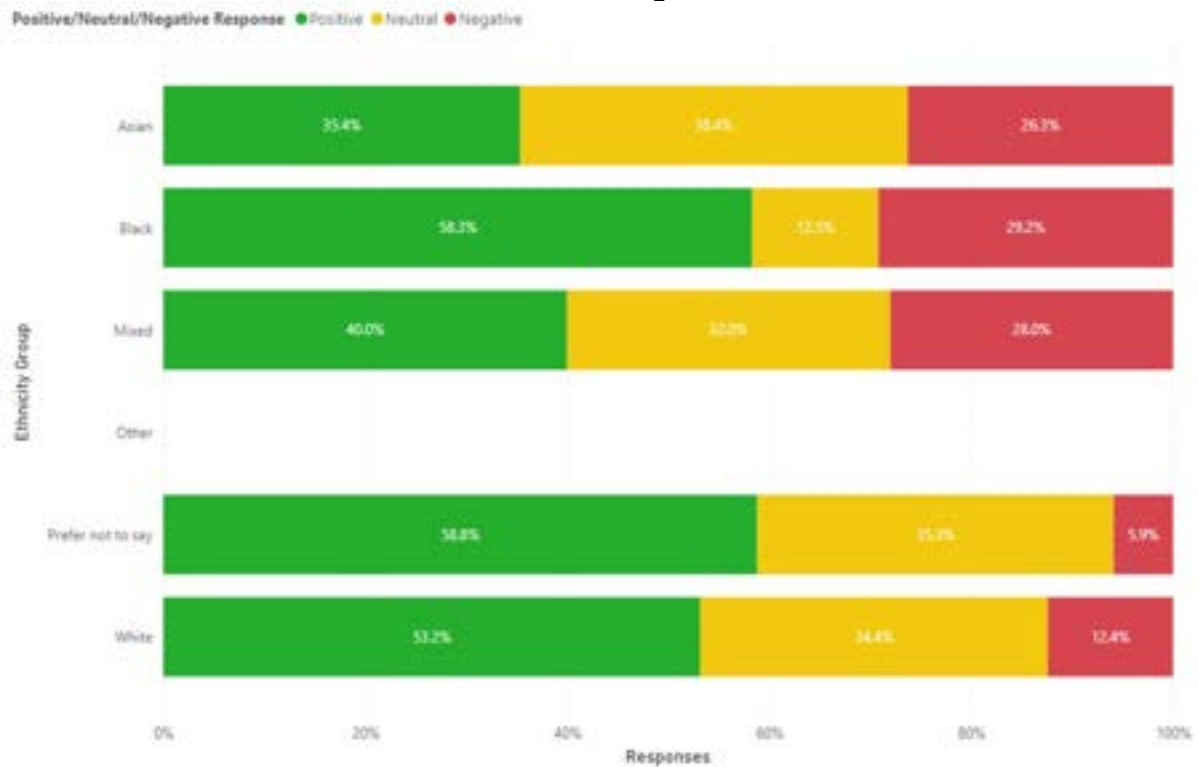
Positive/Neutral/Negative Response	Positive		Neutral		Negative		Total	
Ethnicity Group	#	%	#	%	#	%	#	%
Asian	35	35.4%	38	38.4%	26	26.3%	99	100.0%
Black	14	58.3%	3	12.5%	7	29.2%	24	100.0%
Mixed	10	40.0%	8	32.0%	7	28.0%	25	100.0%
Other	SP	SP	SP	SP	SP	SP	SP	SP
Prefer not to say	10	58.8%	6	35.3%	1	5.9%	17	100.0%
White	133	53.2%	86	34.4%	31	12.4%	250	100.0%
Total	207	49.2%	141	33.5%	73	17.3%	421	100.0%

Figure 13: Student response by ethnicity "Do you believe that social events/activities organised by LTU are welcoming to everyone irrespective of race/ethnicity?"
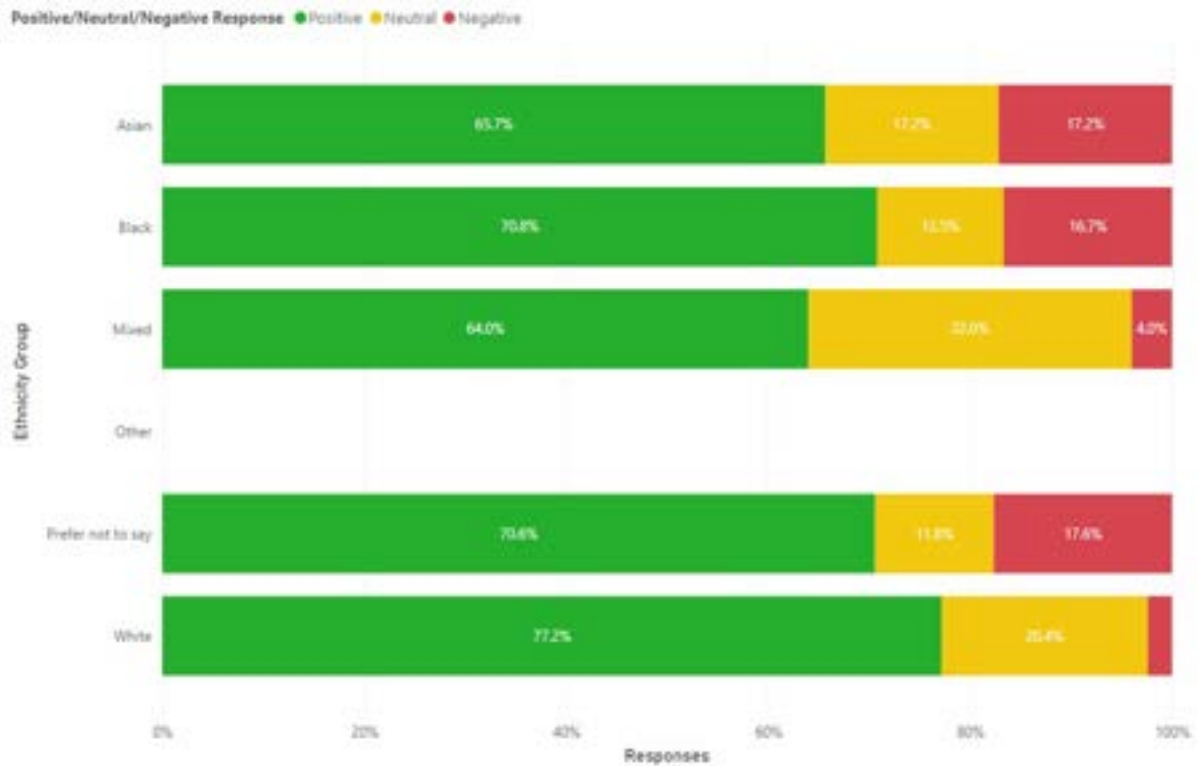
Positive/Neutral/Negative Response	Positive		Neutral		Negative		Total	
Ethnicity Group	#	%	#	%	#	%	#	%
Asian	65	65.7%	17	17.2%	17	17.2%	99	100.0%
Black	17	70.8%	3	12.5%	4	16.7%	24	100.0%
Mixed	16	64.0%	8	32.0%	1	4.0%	25	100.0%
Other	SP	SP	SP	SP	SP	SP	SP	SP
Prefer not to say	12	70.6%	2	11.8%	3	17.6%	17	100.0%
White	193	77.2%	51	20.4%	6	2.4%	250	100.0%
Total	**307**	**72.9%**	**81**	**19.2%**	**33**	**7.8%**	**421**	**100.0%**

Figure 14: Student response by ethnicity "In the last 12 months, have you experienced or witnessed a situation at LTU where you have felt uncomfortable because of race or ethnicity?
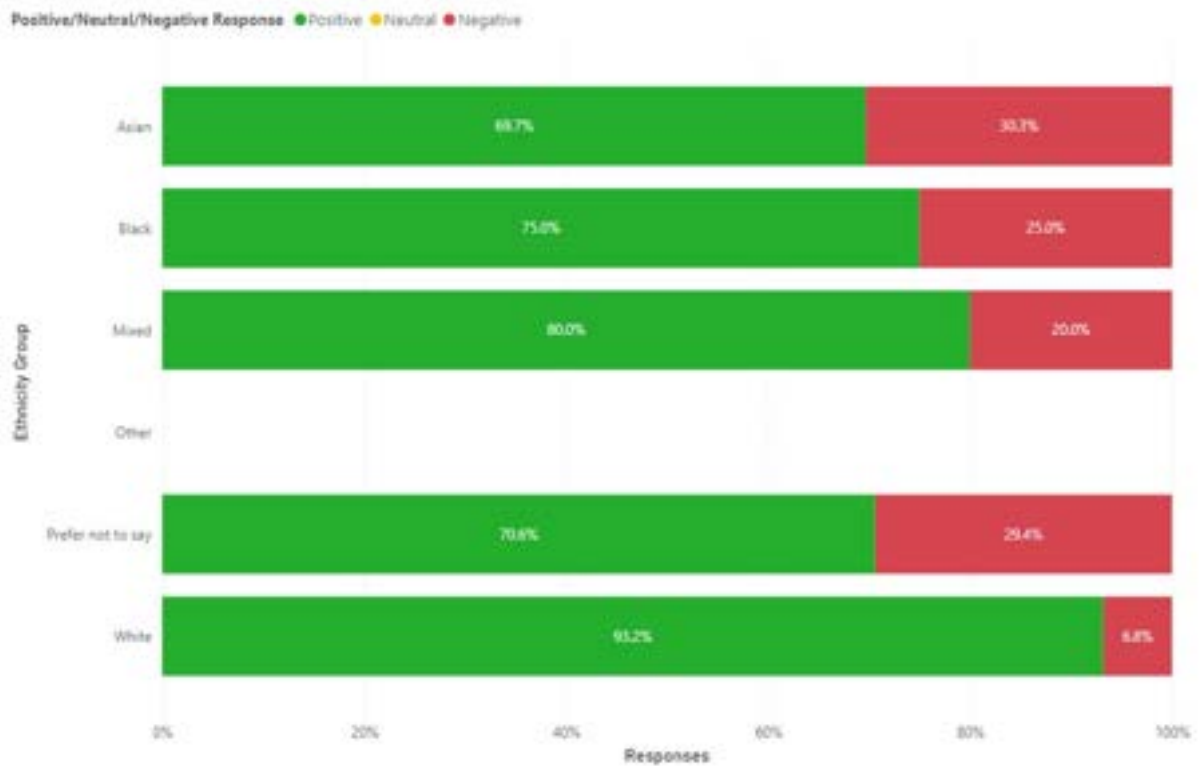
Positive/Neutral/Negative Response	Positive		Neutral		Negative		Total	
Ethnicity Group	#	%	#	%	#	%	#	%
Asian	69	69.7%			30	30.3%	99	100.0%
Black	18	75.0%			6	25.0%	24	100.0%
Mixed	20	80.0%			5	20.0%	25	100.0%
Other	SP	SP	SP	SP	SP	SP	SP	SP
Prefer not to say	12	70.6%			5	29.4%	17	100.0%
White	233	93.2%			17	6.8%	250	100.0%
Total	358	85.0%			63	15.0%	421	100.0%

Figure 15: Student response by ethnicity "If you reported discrimination, harassment, or abuse on the basis of race or ethnicity, how confident are you that the appropriate investigative and/or disciplinary action would be taken?"
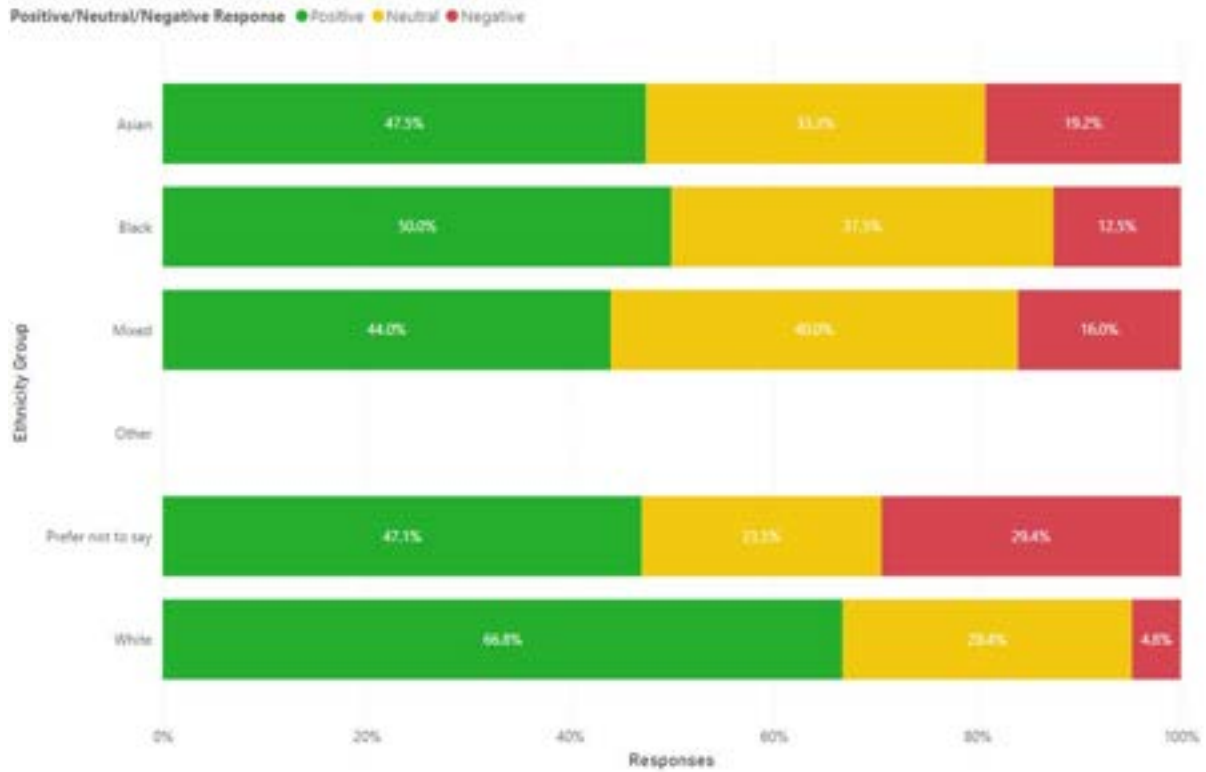
Positive/Neutral/Negative Response	Positive		Neutral		Negative		Total	
Ethnicity Group	#	%	#	%	#	%	#	%
Asian	47	47.5%	33	33.3%	19	19.2%	99	100.0%
Black	12	50.0%	9	37.5%	3	12.5%	24	100.0%
Mixed	11	44.0%	10	40.0%	4	16.0%	25	100.0%
Other	SP	SP	SP	SP	SP	SP	SP	SP
Prefer not to say	8	47.1%	4	23.5%	5	29.4%	17	100.0%
White	167	66.8%	71	28.4%	12	4.8%	250	100.0%
Total	247	58.7%	131	31.1%	43	10.2%	421	100.0%

Figure 16: Student response by ethnicity "How comfortable do you feel being your full authentic self as a student at Leeds Trinity University?"
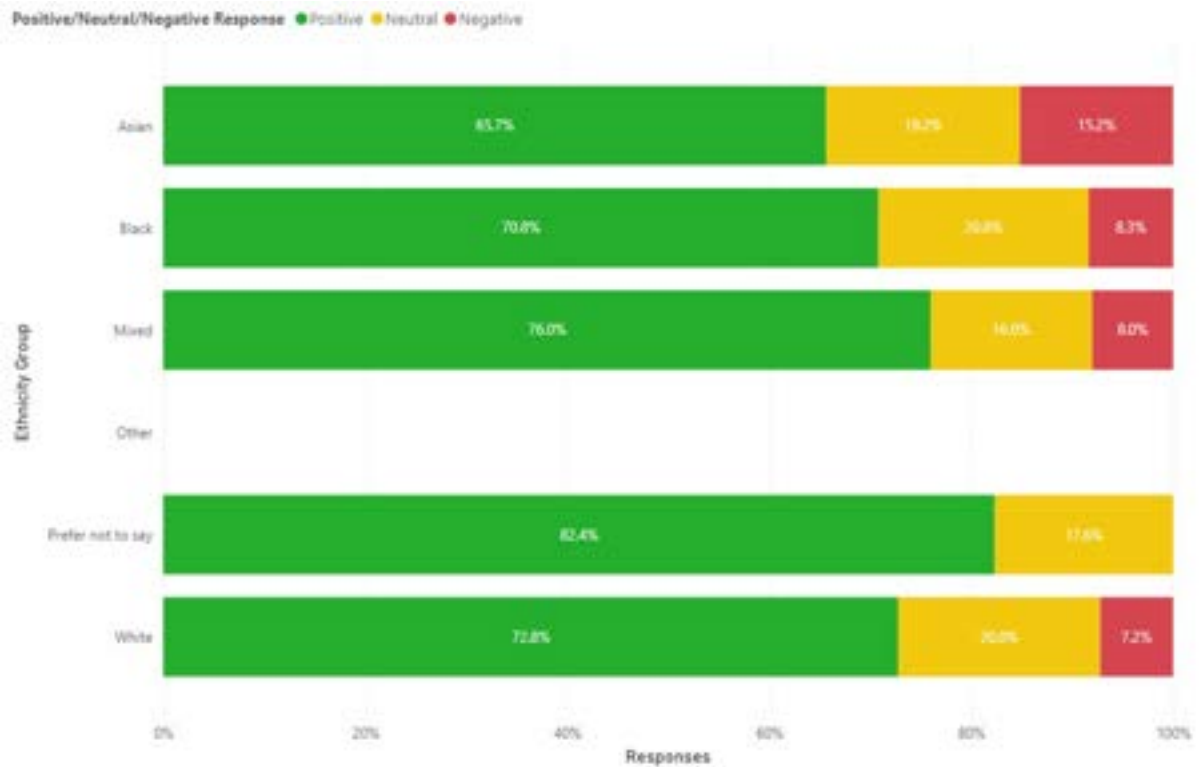
Positive/Neutral/Negative Response	Positive		Neutral		Negative		Total	
Ethnicity Group	#	%	#	%	#	%	#	%
Asian	65	65.7%	19	19.2%	15	15.2%	99	100.0%
Black	17	70.8%	5	20.8%	2	8.3%	24	100.0%
Mixed	19	76.0%	4	16.0%	2	8.0%	25	100.0%
Other	SP	SP	SP	SP	SP	SP	SP	SP
Prefer not to say	14	82.4%	3	17.6%			17	100.0%
White	182	72.8%	50	20.0%	18	7.2%	250	100.0%
Total	301	71.5%	81	19.2%	39	9.3%	421	100.0%

Figure 17: Student response by ethnicity "Where relevant, I would consider a postgraduate course"
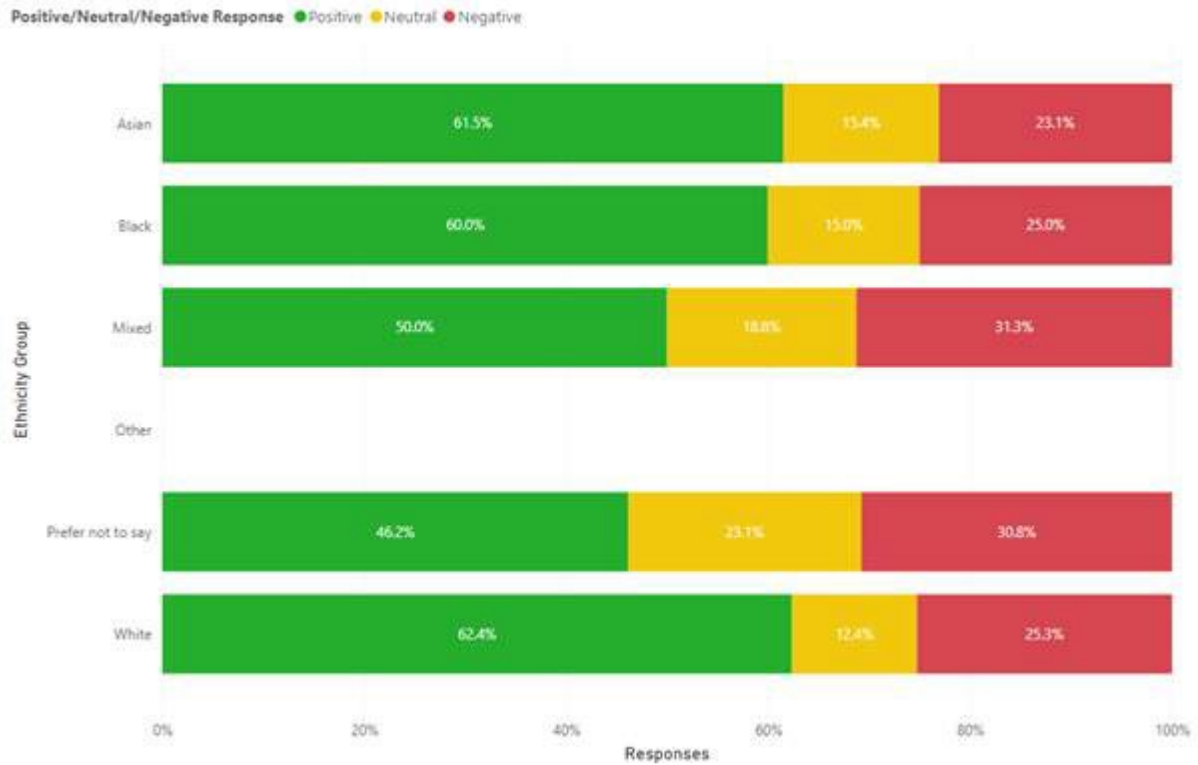
Positive/Neutral/Negative Response	Positive		Neutral		Negative		Total	
Ethnicity Group	#	%	#	%	#	%	#	%
Asian	48	61.5%	12	15.4%	18	23.1%	78	100.0%
Black	12	60.0%	3	15.0%	5	25.0%	20	100.0%
Mixed	8	50.0%	3	18.8%	5	31.3%	16	100.0%
Other	SP	SP	SP	SP	SP	SP	SP	SP
Prefer not to say	6	46.2%	3	23.1%	4	30.8%	13	100.0%
White	121	62.4%	24	12.4%	49	25.3%	194	100.0%
Total	199	60.9%	46	14.1%	82	25.1%	327	100.0%

Figure 18: Student response by ethnicity "I anticipate I will receive a first class or 2:1 degree"
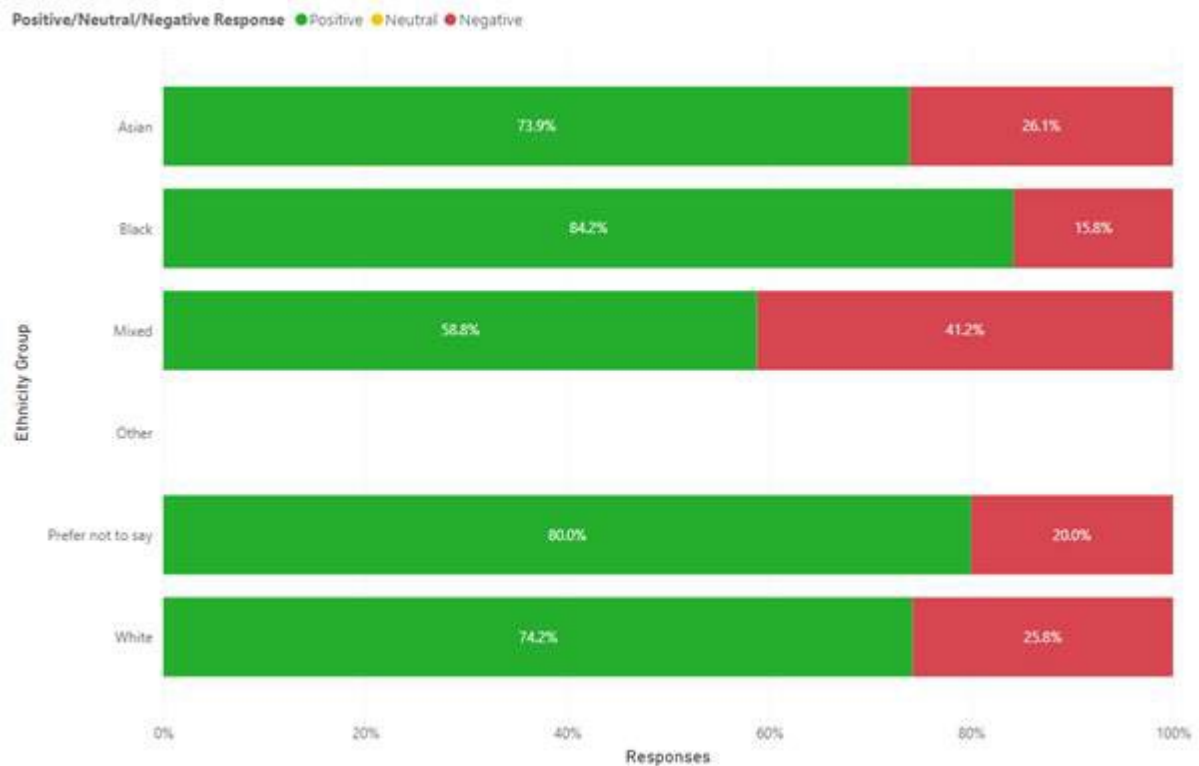
Positive/Neutral/Negative Response	Positive		Neutral		Negative		Total	
Ethnicity Group	#	%	#	%	#	%	#	%
Asian	51	73.9%			18	26.1%	69	100.0%
Black	16	84.2%			3	15.8%	19	100.0%
Mixed	10	58.8%			7	41.2%	17	100.0%
Other	SP	SP	SP	SP	SP	SP	SP	SP
Prefer not to say	8	80.0%			2	20.0%	10	100.0%
White	144	74.2%			50	25.8%	194	100.0%
Total	233	74.2%			81	25.8%	314	100.0%

Figure 19: Student Response by ethnicity "Where relevant, I was able to access necessary support for my placement when I needed it
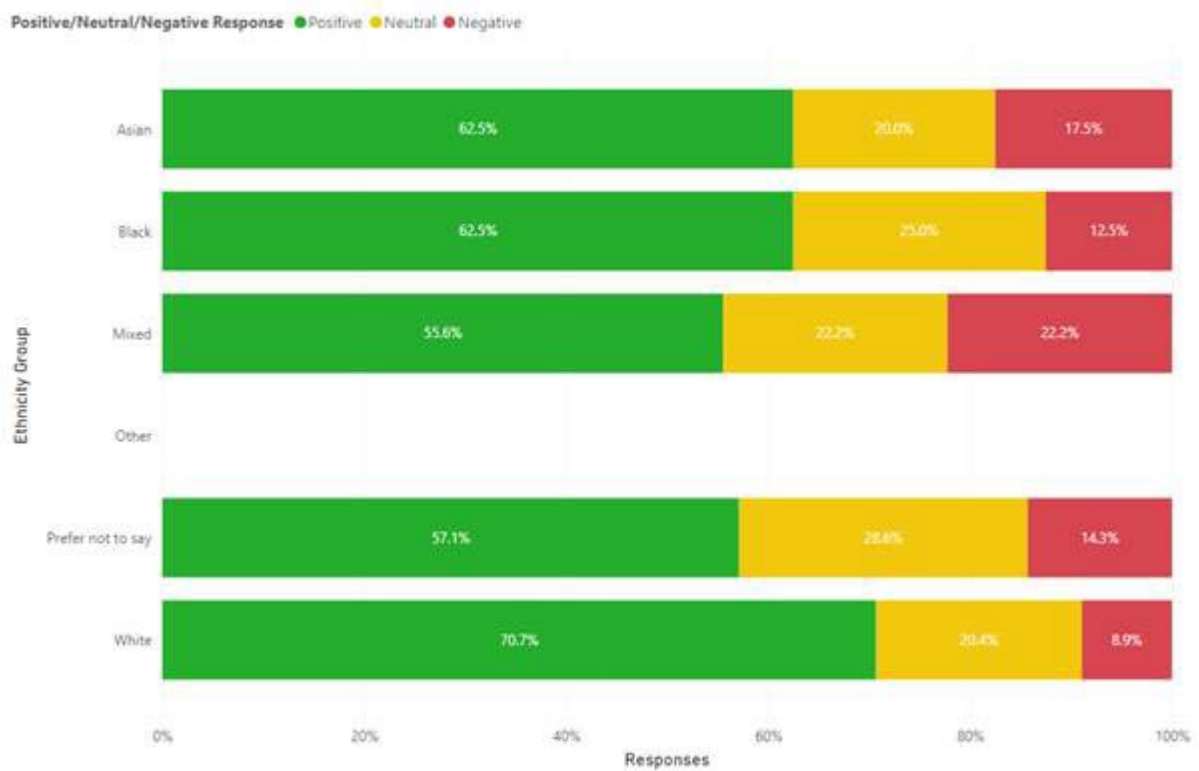
Positive/Neutral/Negative Response	Positive		Neutral		Negative		Total	
Ethnicity Group	#	%	#	%	#	%	#	%
Asian	50	62.5%	16	20.0%	14	17.5%	80	100.0%
Black	10	62.5%	4	25.0%	2	12.5%	16	100.0%
Mixed	10	55.6%	4	22.2%	4	22.2%	18	100.0%
Other	SP	SP	SP	SP	SP	SP	SP	SP
Prefer not to say	8	57.1%	4	28.6%	2	14.3%	14	100.0%
White	111	70.7%	32	20.4%	14	8.9%	157	100.0%
Total	**193**	**66.3%**	**61**	**21.0%**	**37**	**12.7%**	**291**	**100.0%**

Figure 20: Student responses by ethnicity to "I have a good understanding of the employment opportunities available to me"
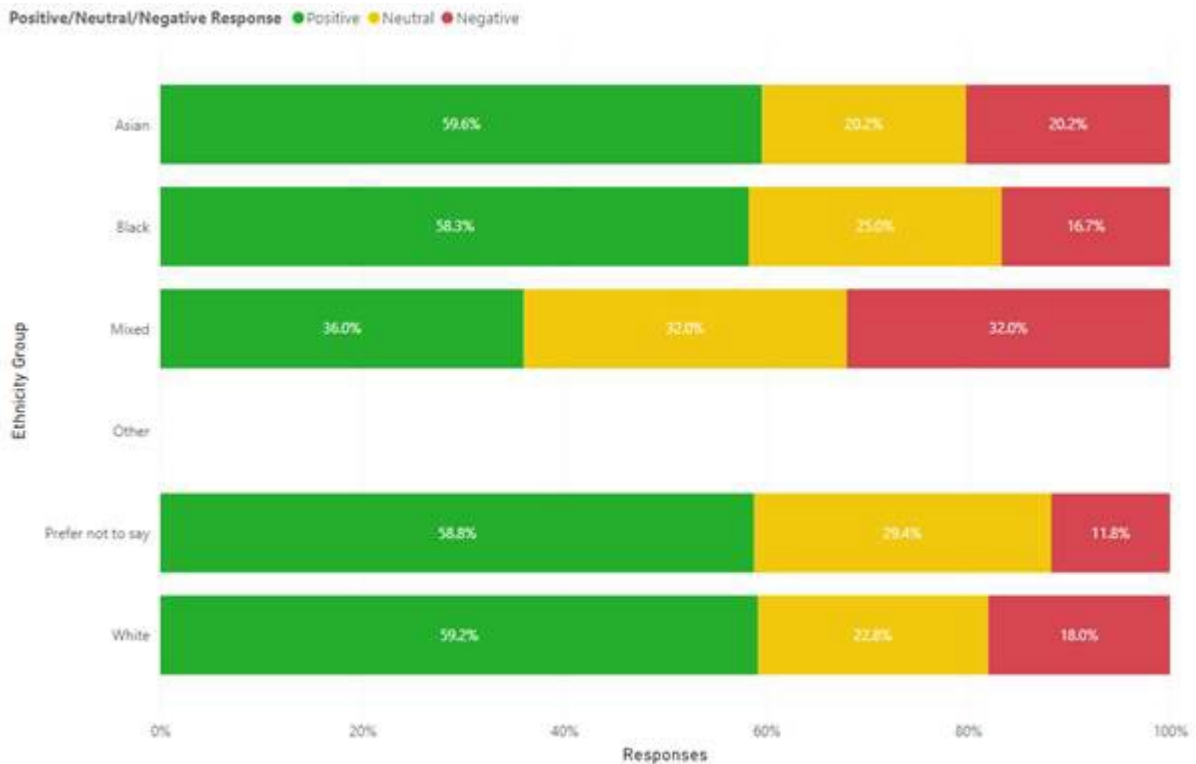
Positive/Neutral/Negative Response	Positive		Neutral		Negative		Total	
Ethnicity Group	#	%	#	%	#	%	#	%
Asian	59	59.6%	20	20.2%	20	20.2%	99	100.0%
Black	14	58.3%	6	25.0%	4	16.7%	24	100.0%
Mixed	9	36.0%	8	32.0%	8	32.0%	25	100.0%
Other	SP	SP	SP	SP	SP	SP	SP	SP
Prefer not to say	10	58.8%	5	29.4%	2	11.8%	17	100.0%
White	148	59.2%	57	22.8%	45	18.0%	250	100.0%
Total	242	57.5%	97	23.0%	82	19.5%	421	100.0%

Figure 21: Student response by ethnicity to "Where relevant, I was welcomed by my placement employer"
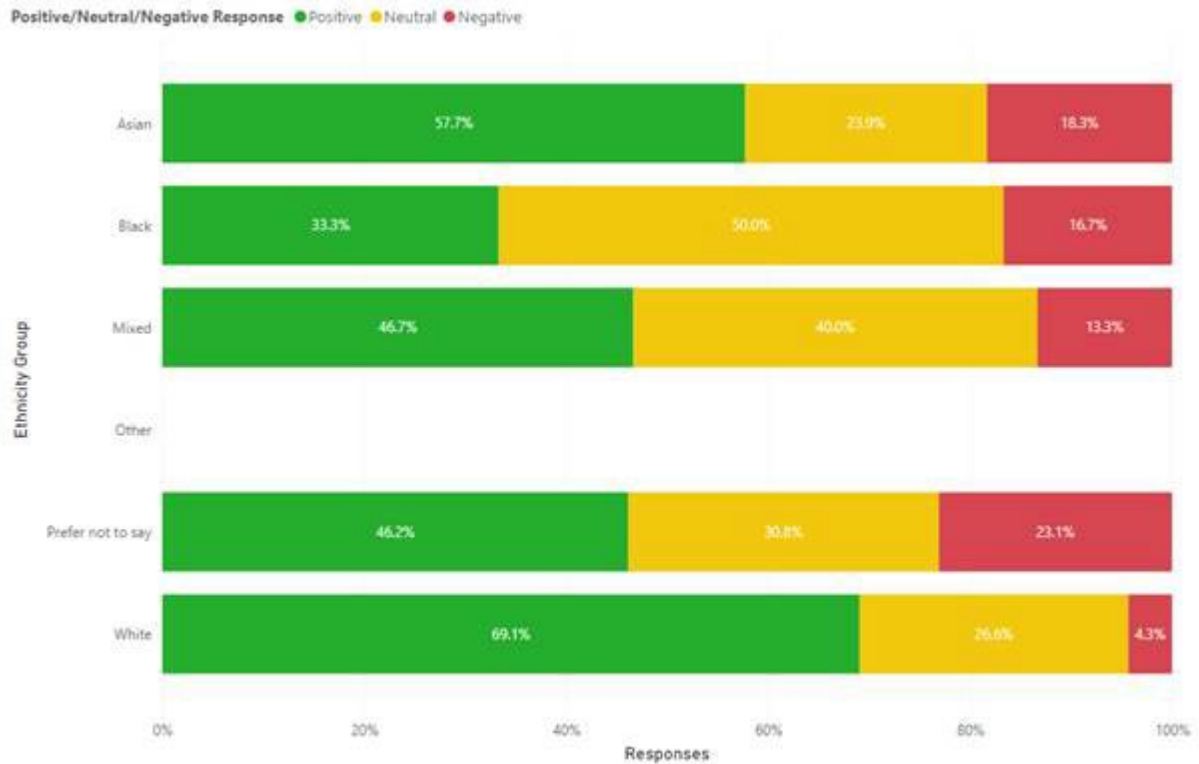
Positive/Neutral/Negative Response	Positive		Neutral		Negative		Total	
Ethnicity Group	#	%	#	%	#	%	#	%
Asian	41	57.7%	17	23.9%	13	18.3%	71	100.0%
Black	4	33.3%	6	50.0%	2	16.7%	12	100.0%
Mixed	7	46.7%	6	40.0%	2	13.3%	15	100.0%
Other	SP	SP	SP	SP	SP	SP	SP	SP
Prefer not to say	6	46.2%	4	30.8%	3	23.1%	13	100.0%
White	96	69.1%	37	26.6%	6	4.3%	139	100.0%
Total	157	61.3%	72	28.1%	27	10.5%	256	100.0%

Staff Survey Responses

Note: For staff survey responses to the REC Survey, Racial groups have been amalgamated into BAME (Asian, Black, Mixed and Other) as for Black, Mixed and Other there were fewer than x responses. In Power BI, fewer than x responses shows the value as 'SP' (...). Therefore, amalgamating the racial categories to BAME and White is an inclusive way of including Black, Mixed and Other responses for comparison with White groups.

Figure 22: Staff response by ABMO or White group categorisation "How much respect do you feel people at LTU show you?"

Positive/Neutral/Negative Response	Positive		Neutral		Negative		Total	
Ethnicity 3-Way	#	%	#	%	#	%	#	%
ABMO	21	65.6%	7	21.9%	4	12.5%	32	100.0%
Prefer not to say	12	28.6%	19	45.2%	11	26.2%	42	100.0%
White	141	72.3%	38	19.5%	16	8.2%	195	100.0%
Total	174	64.7%	64	23.8%	31	11.5%	269	100.0%

Figure 23: Staff response by ABMO or White group categorisation "How connected do you feel to colleagues/staff at LTU?"

Positive/Neutral/Negative Response	Positive		Neutral		Negative		Total	
Ethnicity 3-Way	#	%	#	%	#	%	#	%
ABMO	16	50.0%	11	34.4%	5	15.6%	32	100.0%
Prefer not to say	13	31.0%	18	42.9%	11	26.2%	42	100.0%
White	110	56.4%	60	30.8%	25	12.8%	195	100.0%
Total	**139**	**51.7%**	**89**	**33.1%**	**41**	**15.2%**	**269**	**100.0%**

Figure 24: Staff response by ABMO or White group categorisation "How comfortable would you feel calling out a person showing racist behaviours at LTU?"
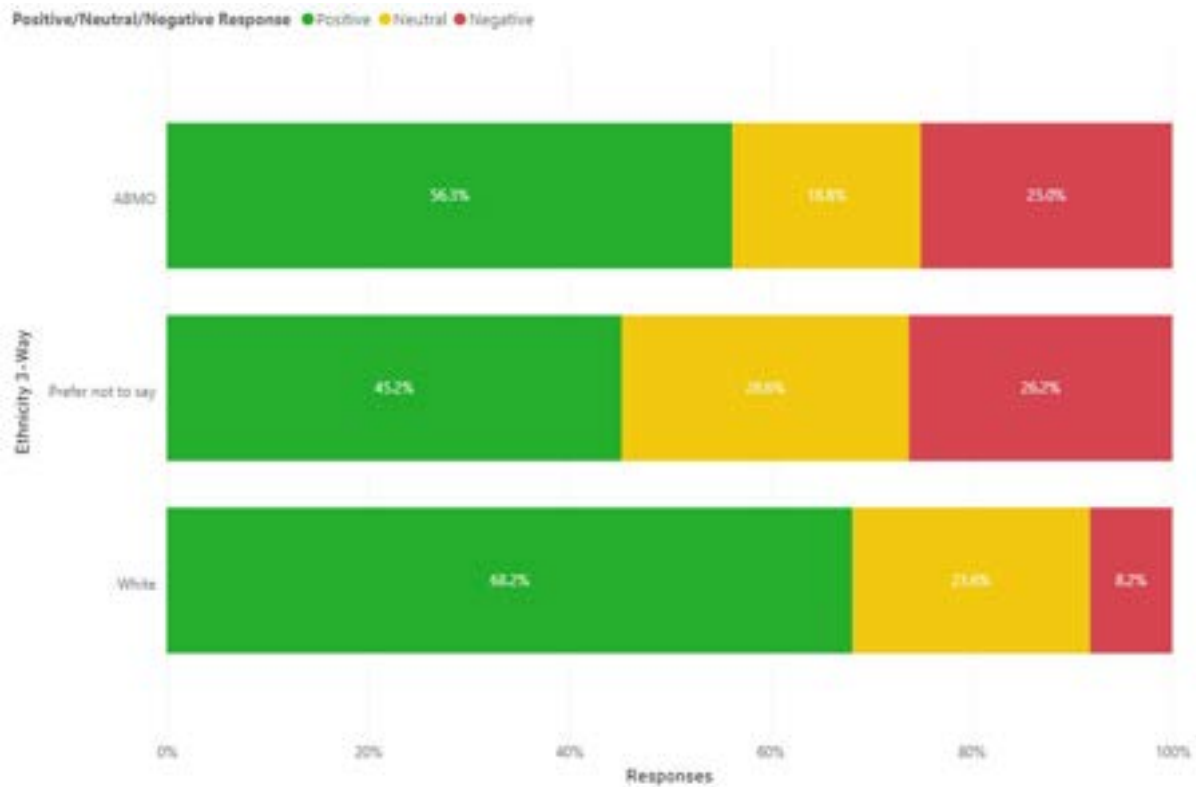
Positive/Neutral/Negative Response	Positive		Neutral		Negative		Total	
Ethnicity 3-Way	#	%	#	%	#	%	#	%
ABMO	18	56.3%	6	18.8%	8	25.0%	32	100.0%
Prefer not to say	19	45.2%	12	28.6%	11	26.2%	42	100.0%
White	133	68.2%	46	23.6%	16	8.2%	195	100.0%
Total	170	63.2%	64	23.8%	35	13.0%	269	100.0%

Figure 25: Staff response by ABMO or White group categorisation "How confident do you feel that leaders/tutors at LTU will call out racially inappropriate behaviour?"

Positive/Neutral/Negative Response	Positive		Neutral		Negative		Total	
Ethnicity 3-Way	#	%	#	%	#	%	#	%
ABMO	18	56.3%	7	21.9%	7	21.9%	32	100.0%
Prefer not to say	17	40.5%	13	31.0%	12	28.6%	42	100.0%
White	116	59.5%	51	26.2%	28	14.4%	195	100.0%
Total	151	56.1%	71	26.4%	47	17.5%	269	100.0%

Figure 26: Staff response by ABMO or White group categorisation "How comfortable do you feel discussing race-related topics with colleagues within your department?"

Positive/Neutral/Negative Response	Positive		Neutral		Negative		Total	
Ethnicity 3-Way	#	%	#	%	#	%	#	%
ABMO	16	50.0%	9	28.1%	7	21.9%	32	100.0%
Prefer not to say	17	40.5%	11	26.2%	14	33.3%	42	100.0%
White	119	61.0%	48	24.6%	28	14.4%	195	100.0%
Total	152	56.5%	68	25.3%	49	18.2%	269	100.0%

Figure 27: Staff response by ABMO or White group categorisation "I am confident in facilitating discussions on ethnicity and race-related topics with students"
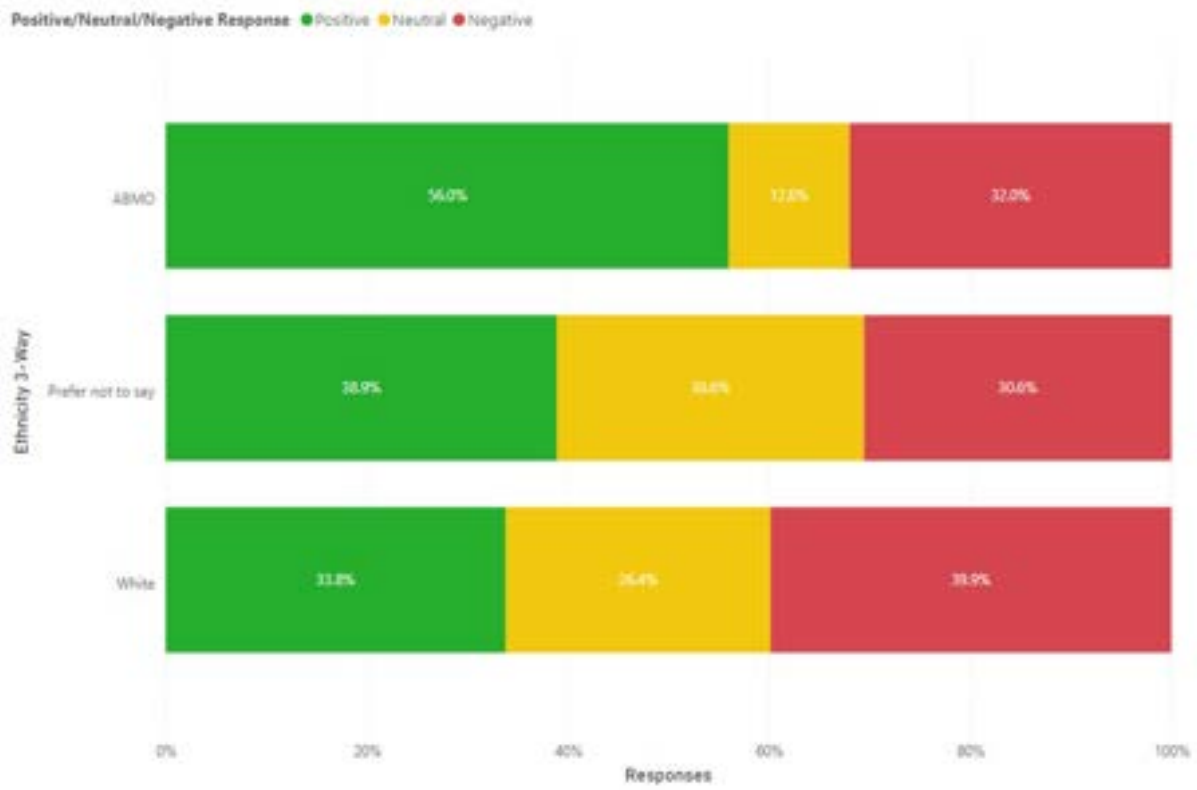
Positive/Neutral/Negative Response	Positive		Neutral		Negative		Total	
Ethnicity 3-Way	#	%	#	%	#	%	#	%
ABMO	14	56.0%	3	12.0%	8	32.0%	25	100.0%
Prefer not to say	14	38.9%	11	30.6%	11	30.6%	36	100.0%
White	50	33.8%	39	26.4%	59	39.9%	148	100.0%
Total	**78**	**37.3%**	**53**	**25.4%**	**78**	**37.3%**	**209**	**100.0%**

Figure 28: Staff response by ABMO or White group categorisation "I am confident in facilitating discussions on ethnicity and race-related topics with colleagues"
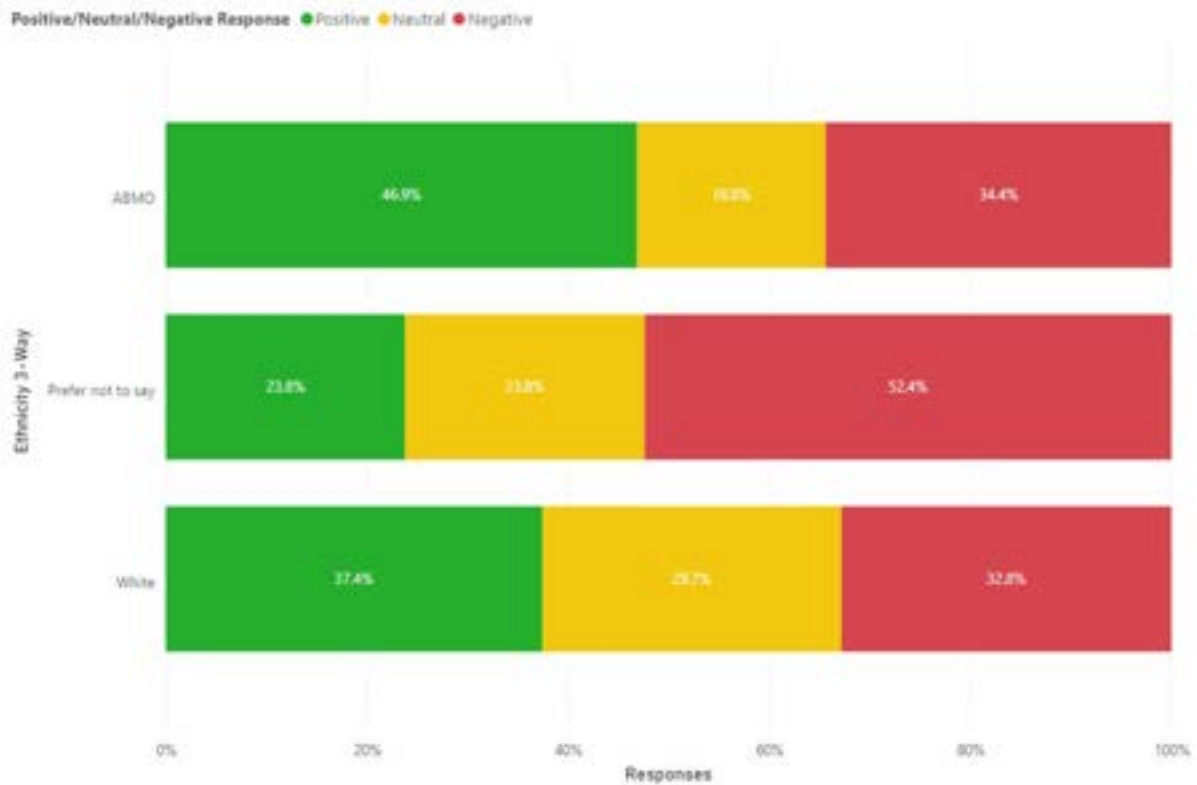
Positive/Neutral/Negative Response	Positive		Neutral		Negative		Total	
Ethnicity 3-Way	#	%	#	%	#	%	#	%
ABMO	15	46.9%	6	18.8%	11	34.4%	32	100.0%
Prefer not to say	10	23.8%	10	23.8%	22	52.4%	42	100.0%
White	73	37.4%	58	29.7%	64	32.8%	195	100.0%
Total	**98**	**36.4%**	**74**	**27.5%**	**97**	**36.1%**	**269**	**100.0%**

Figure 29: Staff response by ABMO or White group categorisation "How much do you understand about what LTU is doing to tackle racial inequality impacting people who work and study here?"

Positive/Neutral/Negative Response	Positive		Neutral		Negative		Total	
Ethnicity 3-Way	#	%	#	%	#	%	#	%
ABMO	14	43.8%	9	28.1%	9	28.1%	32	100.0%
Prefer not to say	10	23.8%	15	35.7%	17	40.5%	42	100.0%
White	80	41.0%	62	31.8%	53	27.2%	195	100.0%
Total	104	38.7%	86	32.0%	79	29.4%	269	100.0%

Figure 30: Staff response by ABMO or White group categorisation "How often do you feel you get the opportunity to learn about people from different races, ethnicities and cultures while working here?"

Positive/Neutral/Negative Response	Positive		Neutral		Negative		Total	
Ethnicity 3-Way	#	%	#	%	#	%	#	%
ABMO	8	25.0%	9	28.1%	15	46.9%	32	100.0%
Prefer not to say	11	26.2%	11	26.2%	20	47.6%	42	100.0%
White	41	21.0%	81	41.5%	73	37.4%	195	100.0%
Total	60	22.3%	101	37.5%	108	40.1%	269	100.0%

Figure 31: Staff response by ABMO or White group categorisation "How well do you think festivals and traditions from different cultures are acknowledged at LTU?"
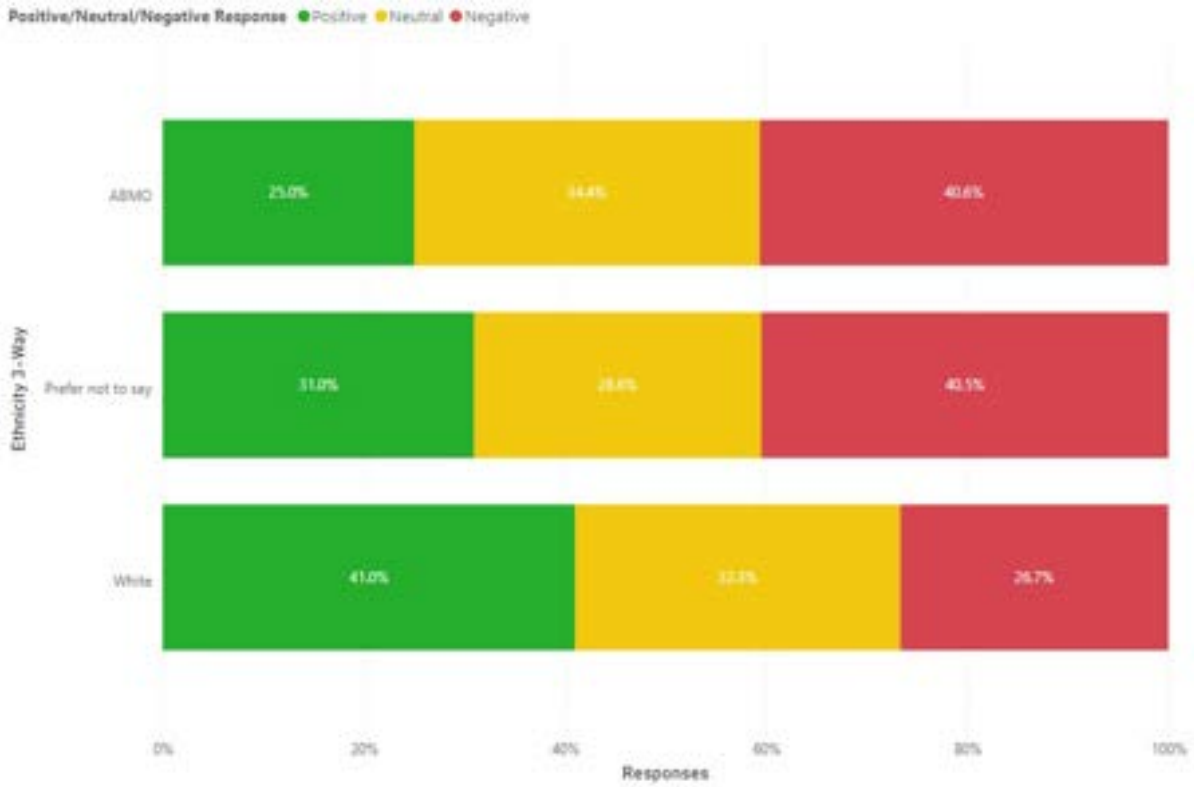
Positive/Neutral/Negative Response	Positive		Neutral		Negative		Total	
Ethnicity 3-Way	#	%	#	%	#	%	#	%
ABMO	8	25.0%	11	34.4%	13	40.6%	32	100.0%
Prefer not to say	13	31.0%	12	28.6%	17	40.5%	42	100.0%
White	80	41.0%	63	32.3%	52	26.7%	195	100.0%
Total	**101**	**37.5%**	**86**	**32.0%**	**82**	**30.5%**	**269**	**100.0%**

Figure 32: Staff response by ABMO or White group categorisation "Do you believe that social events/activities organised by LTU are welcoming to everyone irrespective of race/ethnicity?"
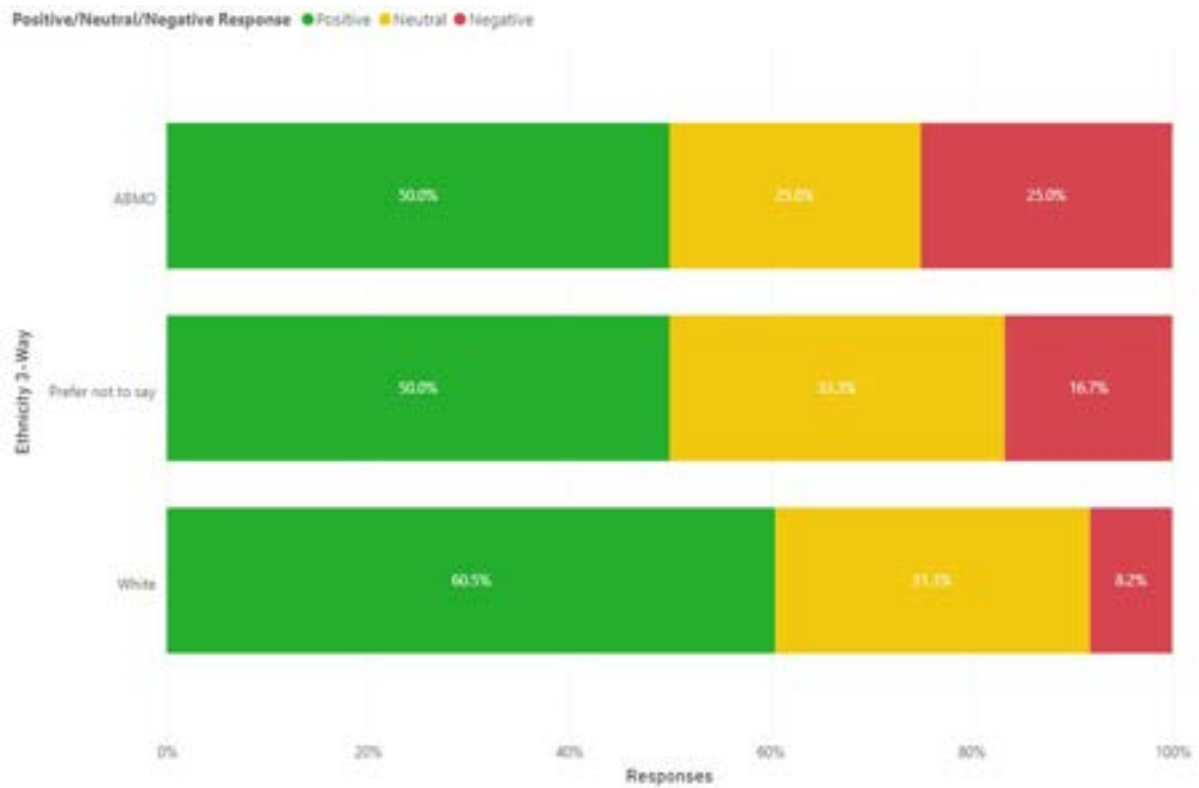
Positive/Neutral/Negative Response	Positive		Neutral		Negative		Total	
Ethnicity 3-Way	#	%	#	%	#	%	#	%
ABMO	16	50.0%	8	25.0%	8	25.0%	32	100.0%
Prefer not to say	21	50.0%	14	33.3%	7	16.7%	42	100.0%
White	118	60.5%	61	31.3%	16	8.2%	195	100.0%
Total	**155**	**57.6%**	**83**	**30.9%**	**31**	**11.5%**	**269**	**100.0%**

Figure 33: Staff response by ABMO or White group categorisation "In the last 12 months, have you experienced or witnessed a situation at LTU where you have felt uncomfortable because of race or ethnicity?"
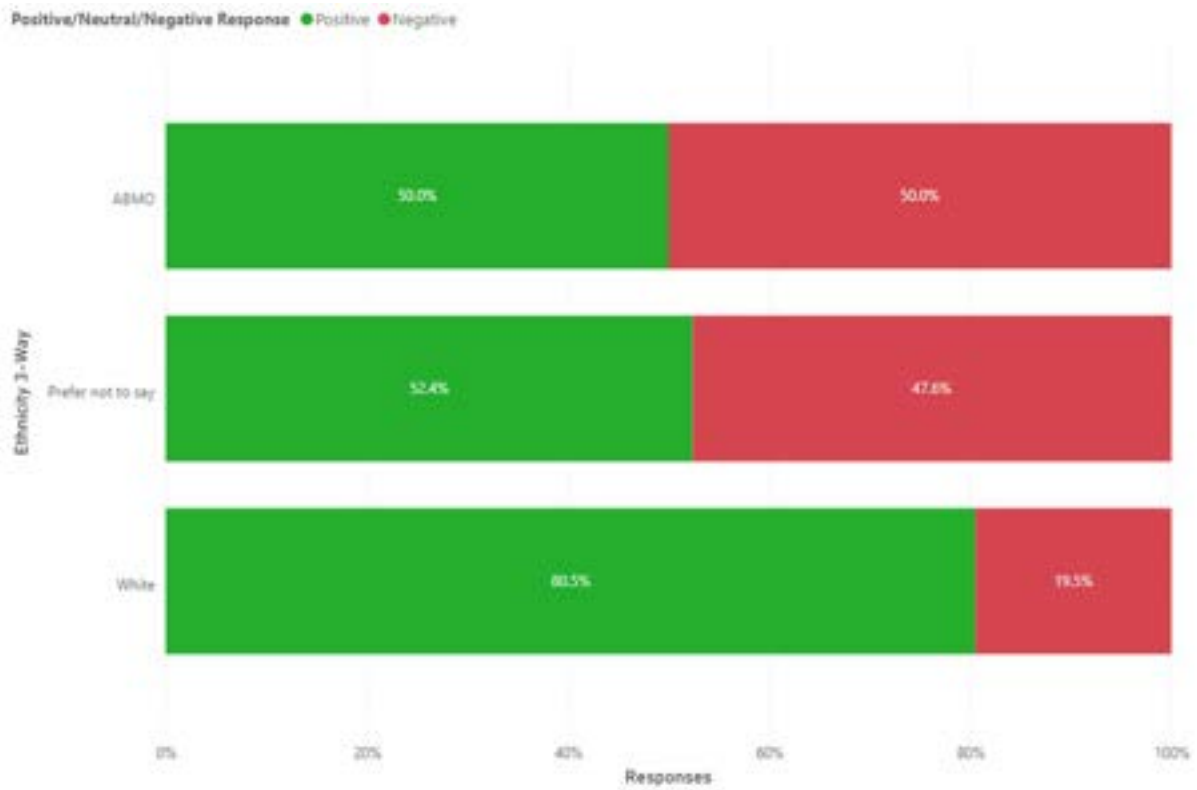
Positive/Neutral/Negative Response	Positive		Negative		Total	
Ethnicity 3-Way	#	%	#	%	#	%
ABMO	16	50.0%	16	50.0%	32	100.0%
Prefer not to say	22	52.4%	20	47.6%	42	100.0%
White	157	80.5%	38	19.5%	195	100.0%
Total	195	72.5%	74	27.5%	269	100.0%

Figure 34: Staff response by ABMO or White group categorisation "How well do you feel that leaders create an environment where everyone feels safe to speak up?"
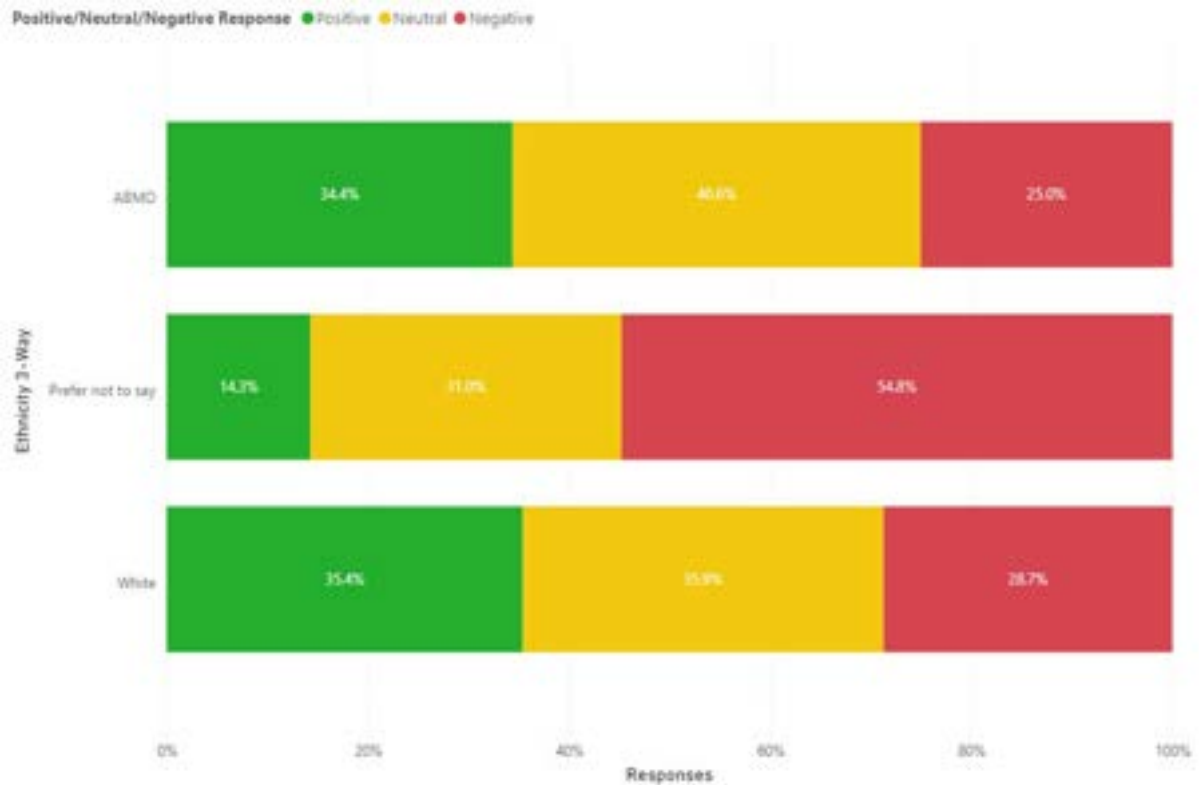
Positive/Neutral/Negative Response	Positive		Neutral		Negative		Total	
Ethnicity 3-Way	#	%	#	%	#	%	#	%
ABMO	11	34.4%	13	40.6%	8	25.0%	32	100.0%
Prefer not to say	6	14.3%	13	31.0%	23	54.8%	42	100.0%
White	69	35.4%	70	35.9%	56	28.7%	195	100.0%
Total	86	32.0%	96	35.7%	87	32.3%	269	100.0%

Figure 35: Staff response by ABMO or White group categorisation "If you reported bullying harassment or discrimination, how confident are you that the appropriate action would be taken"

Positive/Neutral/Negative Response	Positive		Neutral		Negative		Total	
Ethnicity 3-Way	#	%	#	%	#	%	#	%
ABMO	15	46.9%	10	31.3%	7	21.9%	32	100.0%
Prefer not to say	14	33.3%	12	28.6%	16	38.1%	42	100.0%
White	110	56.4%	51	26.2%	34	17.4%	195	100.0%
Total	**139**	**51.7%**	**73**	**27.1%**	**57**	**21.2%**	**269**	**100.0%**

Figure 36: Staff response by ABMO or White group categorisation "If you experienced racial discrimination, bullying or abuse how confident do you feel that your line manager would support you?"
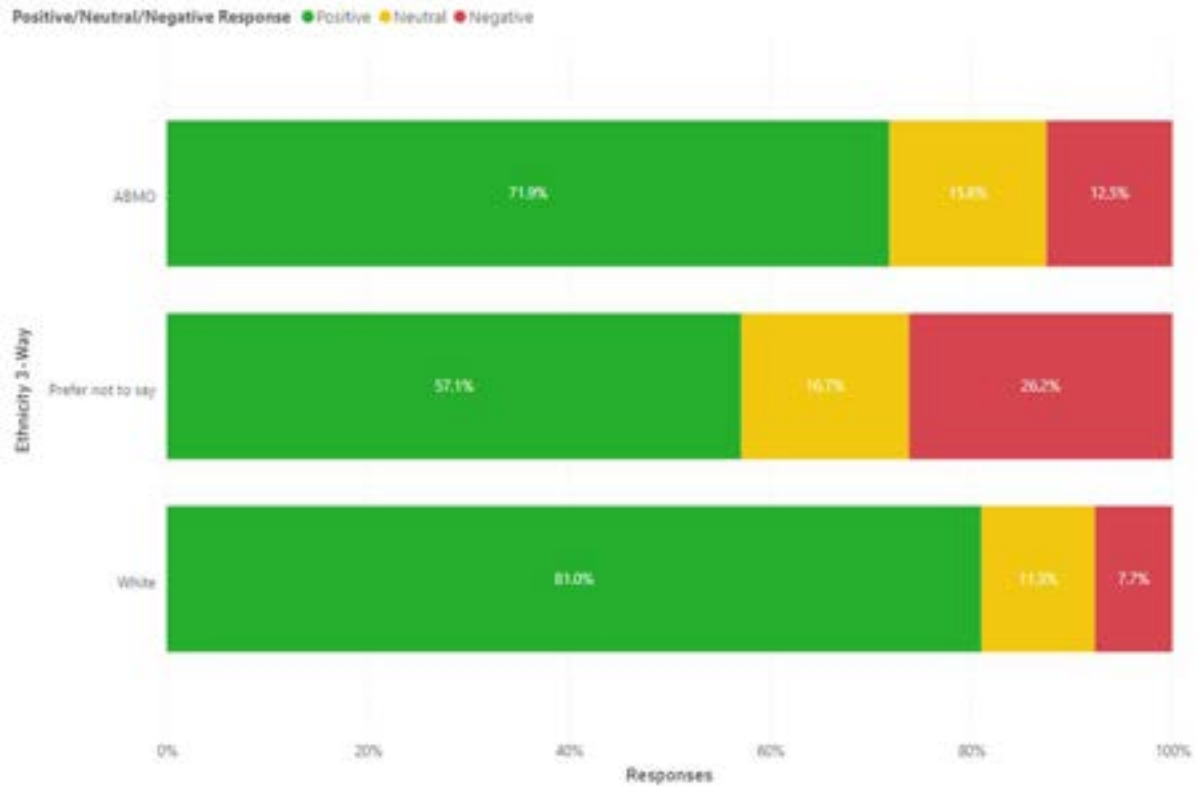
Positive/Neutral/Negative Response	Positive		Neutral		Negative		Total	
Ethnicity 3-Way	#	%	#	%	#	%	#	%
ABMO	23	71.9%	5	15.6%	4	12.5%	32	100.0%
Prefer not to say	24	57.1%	7	16.7%	11	26.2%	42	100.0%
White	158	81.0%	22	11.3%	15	7.7%	195	100.0%
Total	205	76.2%	34	12.6%	30	11.2%	269	100.0%

Figure 37: Staff response by ABMO or White group categorisation "From what I have seen, Leeds Trinity University undertakes recruitment and selection fairly and transparently"

Positive/Neutral/Negative Response	Positive		Neutral		Negative		Total	
Ethnicity 3-Way	#	%	#	%	#	%	#	%
ABMO	16	50.0%	11	34.4%	5	15.6%	32	100.0%
Prefer not to say	11	26.2%	9	21.4%	22	52.4%	42	100.0%
White	114	58.5%	47	24.1%	34	17.4%	195	100.0%
Total	**141**	**52.4%**	**67**	**24.9%**	**61**	**22.7%**	**269**	**100.0%**

Figure 38: Staff response by ABMO or White group categorisation "How comfortable do you feel being your full authentic self at LTU?"

Positive/Neutral/Negative Response	Positive		Neutral		Negative		Total	
Ethnicity 3-Way	#	%	#	%	#	%	#	%
ABMO	15	46.9%	11	34.4%	6	18.8%	32	100.0%
Prefer not to say	12	28.6%	8	19.0%	22	52.4%	42	100.0%
White	126	64.6%	44	22.6%	25	12.8%	195	100.0%
Total	153	56.9%	63	23.4%	53	19.7%	269	100.0%

Figure 39: Staff response by ABMO or White group categorisation "How comfortable do you feel providing feedback to your line manager?"

Positive/Neutral/Negative Response	Positive		Neutral		Negative		Total	
Ethnicity 3-Way	#	%	#	%	#	%	#	%
ABMO	21	65.6%	5	15.6%	6	18.8%	32	100.0%
Prefer not to say	22	52.4%	6	14.3%	14	33.3%	42	100.0%
White	151	77.4%	25	12.8%	19	9.7%	195	100.0%
Total	**194**	**72.1%**	**36**	**13.4%**	**39**	**14.5%**	**269**	**100.0%**

Figure 40: Staff response by ABMO or White group categorisation "How often do leaders encourage everyone to share ideas in meetings?"

Positive/Neutral/Negative Response	Positive		Neutral		Negative		Total	
Ethnicity 3-Way	#	%	#	%	#	%	#	%
ABMO	18	56.3%	8	25.0%	6	18.8%	32	100.0%
Prefer not to say	12	28.6%	15	35.7%	15	35.7%	42	100.0%
White	119	61.0%	56	28.7%	20	10.3%	195	100.0%
Total	149	55.4%	79	29.4%	41	15.2%	269	100.0%

Figure 41: Applicant Stages by Ethnicity

Applicant Stages by Ethnicity

	ABMO	Prefer Not to Say/Information Refused	White
Decline after CV Review	49.2%	54.2%	42.2%
Screen	41.0%	45.8%	36.3%
Interview	8.2%	0.0%	15.5%
Appointed	1.6%	0.0%	6.0%
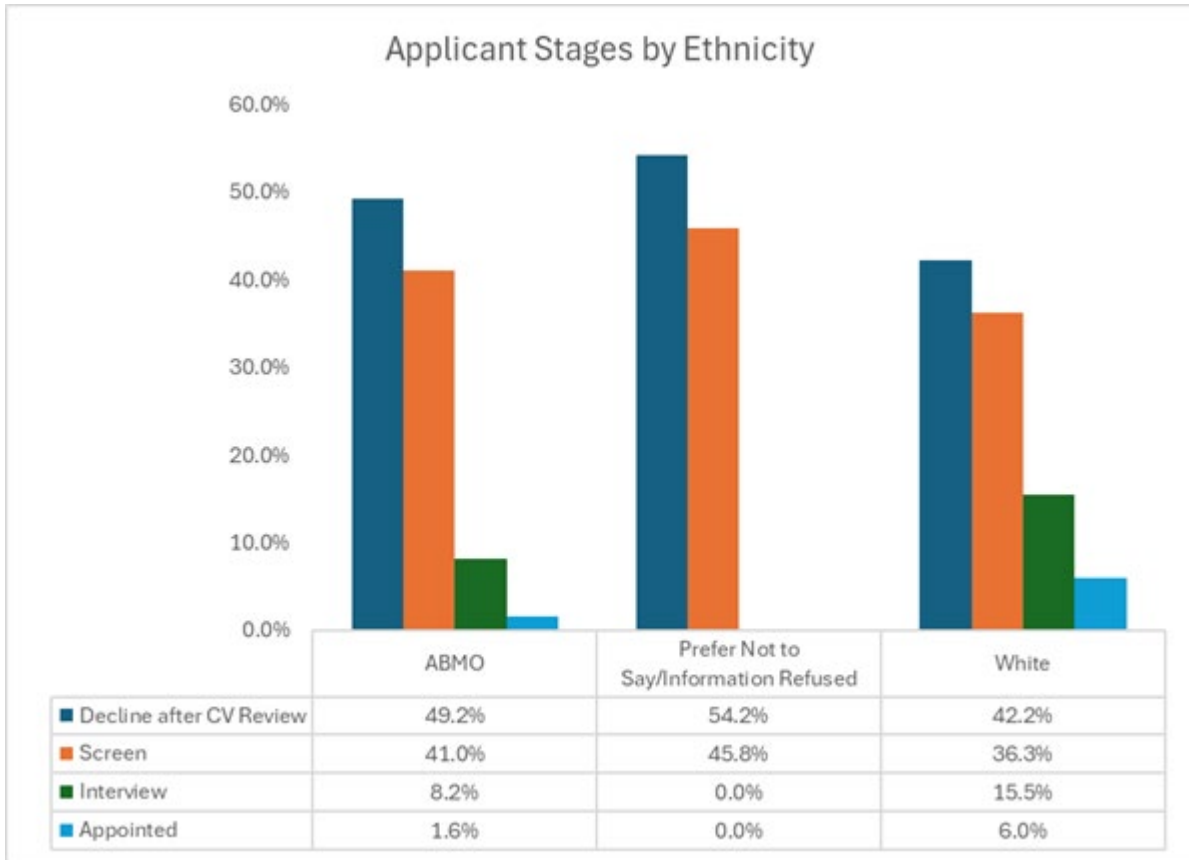
Figure 42: Applicant stages reached by Nationality

Applicant Stages by Nationality

	British	Non UK	Prefer Not to Say/Information Refused
Decline after CV Review	41.8%	55.5%	50.0%
Screen	38.2%	38.4%	50.0%
Interview	14.8%	4.9%	0.0%
Appointed	5.2%	1.2%	0.0%
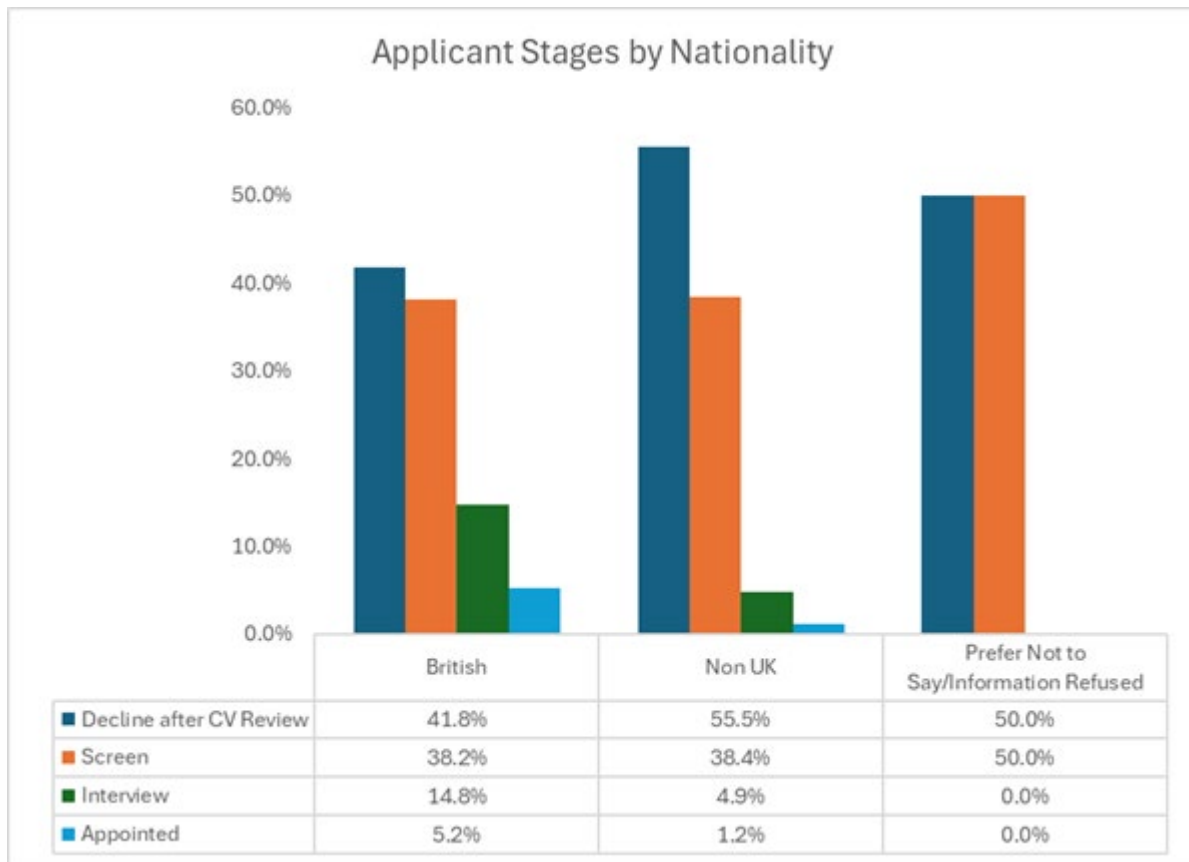
Appendix 3: Data tables

	Required data for all Race Equality Charter applicants

Table number	Dataset
1	Academic staff by contract type
2	Academic staff by contract function
3	Applications, shortlist and appointments made in recruitment to academic posts
4	Applications and success rates for academic promotion
5	Professional, technical and operational staff by contract type
6	Professional, technical and operational staff by job family
7	Applications, shortlist and appointments made in recruitment to professional, technical and operational posts
8	Applications and success rates for professional, technical and operational staff progression (where there are formal routes for progression)
9	Membership of Council, Senate and institutional and faculty/directorate Senior Leadership Teams
10	Membership of key decision-making bodies and committees
11-14	Students at foundation, undergraduate, postgraduate taught and postgraduate research level
15	Undergraduate application success rates by tariff point
16	Undergraduate continuation rates
17	Undergraduate completion rates
18-21	Degree awarding for students at foundation, undergraduate, postgraduate taught and postgraduate research level

Dataset	Location (Appendix, Figure or Table)
Academic Staff by Contract Type	**Permanent Academic staff population by ethnicity Appendix 3, Table 1 (2021); 2 (2022); 3 (2023); 4 (2024); 5 (2025);** **Fixed Term Academic staff population by ethnicity Appendix 3, Table 6 (2021 – 2024), 7 (2025)**
Academic Staff by Contract Function	**Appendix 3, Table 1 – 13 (See above)**
Applications and success rates for academic promotion	**Recruitment for academic staff by ethnicity, Appendix 3 Table 15 (2024/25)**
Applications, shortlist and appointments made in recruitment to academic posts	**Appendix 3, Table 15 (see above**)
Applications and success rates for academic promotion	**Academic promotions by ethnicity, Appendix 3, Table 17 (2021), 18 (2022).**
Professional, Technical and Operational Staff by Contract Type	**Permanent professional staff population by ethnicity Appendix 3, Table 8 (2021), 9 (2022), 10 (2023), 11 (2024), 12 (2025)** **Fixed Term professional staff population by ethnicity Appendix 3 Table 12 (2021 – 2024), 13 (2025)**
Professional, technical and operational staff by job family	There are no 'job families' all professional, echnical and operational staff fall under 'professional services staff'
Applications, Shortlist and Appointments Made in Recruitment to professional, technical and operational posts	Recruitment for Professional Services Staff, Appendix 3, Table 16 (2024/25)

Applications and success rates for professional, technical and operational staff progression (where there are formal routes for progression)	There are no formal routes for progression
Membership of Council, Senate and Institutional and Facult/directorate Senior Leadership Teams	Required (2021 – 2025)
Membership of key decision-making bodies and committees	University Committees: BAME and Non BAME memberships, Appendix 3 Table 40
Students at foundation undergraduate, postgraduate taught and postgraduate research level	Total students by ABMO or White Racial Group affiliation (Foundation to Postgraduate Research), Appendix 3, Table 20 (2020/21 – 2023/24) Total students by faculty by ABMO or White Racial Group affiliation, Appendix 3, Table 21 (2020/21 – 2023/24)
Undergraduate application success rates by tariff point	Applications By BAME/White Group affiliation, Appendix 3 Table 22 (2020/21 – 2024/25) – Tariff points not included Applications By White/BAME x Gender group affiliation 2020 - 2025 (Appendix 3, Table 23) – Tariff points not included Offer rates by White/BAME Group 2020 – 2025 (Appendix 3, Table 24) – Tariff points not included Student application and offer rate (accepted) by tariff points by ethnicity, Appendix 3, Table 25 (2020/21 – 2024/25) – Tariff points included **Offer rates by White/BAME x Gender Group 2020 – 2025 (Appendix 3, Table 26)** **Enrolment rate by White/BAME Group 2020 – 2025 (Appendix 3, Table 27)**

	Enrolment rate by White/BAME x Gender Group 2020 – 2025 (Appendix 3, Table 28)
Undergraduate continuation rates	Progression rates from Level 4 to 5 by White and BAME group 2020 - 2025(Appendix 3, Table 29) Progression rates from Level 4 to 5 by White and BAME x Gender group 2020 – 2025 (Appendix 3, Table 30) Progression rates from Level 5 to 6 by White and BAME group 2020 – 2025 (Appendix 3, Table 31) Progression rates from Level 5 to 6 by White and BAME x Gender group 2020 – 2025 (Appendix 3, Table 32) Postgraduate Continuation by ethnicity (2018 - 2021/22 entrants combined) (Appendix 3, Table 37)
Undergraduate completion rates	Module pass rates by White and BAME group 2020 – 2025 (Appendix 3, Table 33) Module pass rates by White and BAME x Gender group 2020 – 2025 (Appendix 3, Table 34)
Degree awarding for students at foundation, undergraduate, postgraduate taught and postgraduate research level	'Good' degree awards, by award year, by White and BAME group 2020 – 2025 (Appendix 3, Table 35) 'Good' degree awards, by award year, by White and BAME x Gender group 2020 – 2025 (Appendix 3, Table 36) Postgraduate completion rates by ethnicity (2015 – 2018 entrants combined) (Appendix 3, Table 38) Postgraduate progression into Employment by ethnicity (2018 – 2022 entrants combined) (Appendix 3, Table 39)

Table 1: Permanent Academic staff population by ethnicity 2021

Date	2021			
Contract Type and Contract Function	Academic, Permanent Full Time		Academic, Permanent, Part Time	
	N	%	N	%
Arab	1	0.7	0	0
Asian or Asian British - Bangladeshi	1	0.7	0	0
Asian or Asian British - Indian	1	0.7	0	0
Asian or Asian British - Pakistani	3	2.1	0	0
Chines	0	0	1	2.8
Black or Black British - African	4	2.8	0	0
Black or Black British - Caribbean	1	0.7	0	0
Mixed - White and Asian	1	0.7	0	0
Other Asian Background	2	1.4	0	0
Other Ethnic Background	4	2.8	0	0
Other Mixed Background	3	2.1	1	2.8
Prefer not to say	4	2.8	1	2.8
White	118	82.5	33	91.7

Table 2: Academic staff population by ethnicity 2022

Date	2022			
Contract Type and Contract Function	Academic, Permanent Full Time		Academic, Permanent, Part Time	
	N	%	N	%
Arab	2	1.1	0	0
Asian or Asian British - Bangladeshi	1	0.6	0	0
Asian or Asian British - Indian	1	0.6	0	0
Asian or Asian British - Pakistani	5	2.8	0	0
Chinese	0	0	1	2.6
Black or Black British - African	4	2.3	0	0
Black or Black British - Caribbean	1	0.6	0	0
Mixed - White and Asian	2	1.1	0	0
Other Asian Background	3	1.7	0	0
Other Ethnic Background	4	2.3	0	0
Other Mixed Background	4	2.3	0	0
Prefer not to say	11	6.2	3	7.9
White	139	78.5	34	89.5

Table 3: Academic staff population by ethnicity 2023

Date	2023			
Contract Type and Contract Function	Academic, Permanent Full Time		Academic, Permanent, Part Time	
	N	%	N	%
Arab	2	0.9	0	0
Asian or Asian British - Bangladeshi	1	0.5	0	0
Asian or Asian British - Indian	2	0.9	0	0
Asian or Asian British - Pakistani	10	4.6	1	2.9
Black or Black British - African	7	3.2	0	0
Black or Black British - Caribbean	1	0.5	0	0
Chinese	2	0.9	0	0
Mixed - White and Asian	2	0.9	0	0
Other Asian Background	1	0.5	0	0
Other Ethnic Background	5	2.3	0	0
Other Mixed Background	3	1.4	0	0
Prefer not to say	15	6.8	5	14.3
White	168	76.7	29	82.5

Table 4: Academic staff population by ethnicity 2024

Date	2024			
Contract Type and Contract Function	Academic, Permanent Full Time		Academic, Permanent, Part Time	
	N	%	N	%
Arab	3	1.3	0	0
Asian or Asian British - Bangladeshi	3	1.3	0	0
Asian or Asian British - Indian	3	1.3	0	0
Asian or Asian British - Pakistani	10	4.4	3	7.3
Black or Black British - African	10	4.4	0	0
Black or Black British - Caribbean	2	0.9	0	0
Chinese	2	0.9	0	0
Mixed - White and Asian	3	1.3	0	0
Mixed - White and Black African	1	0.4	0	0
Other Asian Background	1	0.4	0	0
Other Ethnic Background	4	1.8	0	0
Other Mixed Background	4	1.8	0	0
Prefer not to say	15	6.7	3	7.3
White	164	72.9	35	85.4

Table 5: Permanent Academic Staff population by ethnicity 2025

Date	2025			
Contract Type and Contract Function	Academic, Permanent Full Time		Academic, Permanent Part Time	
	N	%	N	%
Arab	3		0	0%
Asian or Asian British – Bangladeshi	3		0	0%
Asian or Asian British – Indian	2		0	0%
Asian or Asian British - Pakistani	10		3	
Black or Black British - African	14		0	0%
Black or Black British - Caribbean	2		0	0%
Chinese	3		0	0%
Mixed - White and Asian	3		1	
Mixed - White and Black African	1		0	0%
Other Asian Background	1		0	0%
Other Ethnic Background	4		0	0%
Other Mixed Background	4		0	0%
Prefer Not to Say/Information Refused	12		5	

White	156		33	

Table 6: Fixed-term academic staff population by ethnicity 2021 - 2024

Year	2021				
Contract Type and Contract Function	Academic, Fixed Term, Full Time		Academic, Fixed Term, Part Time		
	N	%	N	%	
Asian or Asian British - Pakistani	0	0	2	66.7%	
Black or Black British - African	1	14.3	0	0	
White	6	85.7	1	33.3	
Year	2022				
	Academic, Fixed Term, Full Time		Academic, Fixed Term, Part Time		
	N	%	N	%	
Chinese	0	0	1	2.6	
Black or Black British - African	1	33.3	0	0	
Prefer not to say	0	0	3	7.9	
White	2	66.7	34	89.5	
Year	2023				
	Academic, Fixed Term, Full Time		Academic, Fixed Term, Part Time		
	N	%	N	%	
White	3	100	2	100	
Year	2024				
	Academic, Fixed Term, Full Time		Academic, Fixed Term, Part Time		
	N	%	N	%	
Asian or Asian British - Indian	1	12.5	0	0	
Asian or Asian British - Pakistani	1	12.5	0	0	
Prefer not to say	1	12.5	1	20	
White	5	62.5	4	80	

Table 7: Fixed Term Academic Staff by Ethnicity 2025

Contract Type and Contract Function	Academic, Fixed Term Full Time		Academic, Fixed Term Part Time	
	N	%	N	%
Asian or Asian British – Indian	1	9%	0	0%
Asian or Asian British - Pakistani	1	9%	0	0%
Black or Black British - African	2	18%	0	0%
Black or Black British - Caribbean	1	9%	0	0
Prefer Not to Say/Information Refused	1	9%	0	0%
White	5	46%	6	100%

Table 8: Permanent professional staff population by ethnicity 2021

Date	2021			
Contract Type and Contract Function	Professional, Permanent Full Time		Professional, Permanent, Part Time	
	N	%	N	%
Asian or Asian British - Indian	0	0	1	1.1
Asian or Asian British - Pakistani	4	2	0	0
Chinese	2	1	0	0
Black or Black British - Caribbean	1	0.5	0	0
Mixed - White and Asian	1	0.5	1	1.1
Other Asian Background	0	0	1	1.1
Other Mixed Background	2	1	0	0
Prefer not to say	7	3.5	1	1.1
White	181	91.4	90	95.7

Table 9: Permanent professional staff population by ethnicity 2022

Date	2022			
Contract Type and Contract Function	Professional, Permanent Full Time		Professional, Permanent, Part Time	
	N	%	N	%
Arab	1	0.3	0	0
Asian or Asian British - Bangladeshi	1	0.3	0	0
Asian or Asian British - Indian	3	1	0	0
Asian or Asian British - Pakistani	8	2.7	0	0
Chinese	2	0.7	0	0
Black or Black British - Caribbean	2	0.7	0	0
Mixed - White and Asian	4	1.4	0	0
Mixed White and Black African	1	0.3	0	0
Other Asian Background	0	0	2	2.1
Prefer not to say	16	5.5	3	3.2
White	254	87	89	94.7

Table 10: Permanent professional staff population by ethnicity 2023

Date	2023			
Contract Type and Contract Function	Professional, Permanent Full Time		Professional, Permanent, Part Time	
	N	%	N	%
Arab	1	0.3	0	0
Asian or Asian British - Bangladeshi	2	0.6	0	0
Asian or Asian British - Indian	6	1.7	1	0.9
Asian or Asian British - Pakistani	9	2.5	1	0.9
Black or Black British - African	2	0.6	0	0
Black or Black British - Caribbean	1	0.3	1	0.9
Chinese	1	0.3	0	0
Mixed - White and Asian	5	1.4	0	0
Mixed – White and Black Caribbean	0	0	1	0.9
Mixed – White and Black African	1	0.3	0	0
Other Asian Background	3	0.8	1	0.9
Other Ethnic Background	1	0.3	0	0
Other Mixed Background	2	0.6	0	0
Prefer not to say	24	6.7	9	8
White	302	83.9	98	87.5

Table 11: Permanent professional staff population by ethnicity 2024

Date	2024			
Contract Type and Contract Function	Professional, Permanent Full Time		Professional, Permanent, Part Time	
	N	%	N	%
Arab	0	0	0	0
Asian or Asian British - Bangladeshi	2	0.5	0	0
Asian or Asian British - Indian	9	2.3	1	0.9
Asian or Asian British - Pakistani	9	2.3	0	0
Black or Black British - African	3	0.8	2	1.8
Black or Black British - Caribbean	1	0.3	2	1.8
Chinese	4	1	0	0
Mixed - White and Asian	5	1.3	0	0
Mixed - White and Black African	1	0.3	0	0
Mixed – White and Black Caribbean	1	0.3	0	0
Other Asian Background	2	0.5	1	0.9
Other Ethnic Background	1	0.3	0	0
Other Mixed Background	2	0.5	1	0.9
Prefer not to say	27	6.9	6	5.4
White	323	82.8	98	88.3

Table 12: Permanent professional staff population by ethnicity 2025

Date	2025			
Contract Type and Contract Function	Professional, Permanent Full Time		Professional, Permanent, Part Time	
	N	%	N	%
Arab	0	0	0	0
Asian or Asian British - Bangladeshi	2	0.5	0	0
Asian or Asian British - Indian	7	1.8	1	1
Asian or Asian British - Pakistani	9	2.3	0	0
Black or Black British - African	3	0.8	1	1
Black or Black British - Caribbean	1	0.3	3	2.3
Chinese	5	1.4	0	0
Mixed - White and Asian	4	1	0	0
Mixed - White and Black African	0	0	0	0
Mixed – White and Black Caribbean	0	0	0	0
Other Asian Background	2	0.5	1	1
Other Black Background	1	0.3	0	0
Other Ethnic Background	1	0.3	0	0
Other Mixed Background	3	0.8	0	0
Prefer not to say	26	7	7	6
White	323	83	100	89

Table 13: Fixed Term professional staff population by ethnicity 2021 - 2024

Date	2021			
Contract Type and Contract Function	Professional, Fixed Term, Full Time		Professional, Fixed Term, Part Time	
	N	%	N	%
Asian or Asian British - Indian	1	4.8	0	0
Asian or Asian British - Pakistani	1	4.8	1	25
Mixed - White and Asian	1	4.8	0	0
Mixed – White and Black Caribbean	1	4.8	0	0
White	12	81	3	75
	2022			
	Professional, Fixed Term, Full Time		Professional, Fixed Term, Part Time	
	N	%	N	%
Asian or Asian British - Indian	0	0	1	11.1
Asian or Asian British - Pakistani	1	9.1	1	11.1
Other Mixed Background	0	0	1	11.1
White	10	90.9	6	66.7
Date	2023			
Contract Type and Contract Function	Professional, Fixed Term, Full Time		Contract Type and Contract Function	
	N	%	N	%
Asian or Asian British - Pakistani	0	0	1	11.1
Black or Black British - Caribbean	0	0	1	11.1
Mixed - White and Asian	1	9.1	0	0
Other Mixed Background	0	0	1	11.1
Prefer not to say	2	18.2	0	0
White	8	72.7	5	66.7
	2024			
	Professional, Fixed Term, Full Time		Professional, Fixed Term, Part Time	
	N	%	N	%
Asian or Asian British - Bangladeshi	1	5.3	0	0
Black or Black British - Caribbean	1	5.3	0	0
Chinese	0	0	1	7.7
Mixed - White and Asian	1	5.3	0	0
Mixed – White and Black Caribbean	1	5.3	0	0
Other Mixed Background	0	0	1	7.7
Prefer not to say	1	5.3	1	7.7
White	14	73.7	10	76.9

Table 14: Fixed Term Professional Staff by Ethnicity 2025

Date	2025			
Contract Type and Contract Function	Professional, Permanent Full Time		Professional, Permanent, Part Time	
	N	%	N	%
Asian or Asian British - Bangladeshi	1	5	0	0
Asian or Asian British - Indian	3	16	0	0
Mixed – White and Asian	1	5	0	0
Mixed – White and Black Caribbean	1	5	0	0
Prefer Not to Say/Information Refused	1	5	1	6
White	12	64	17	94

Table 15: Recruitment for Academic Staff by ethnicity 2024/25

Date	2024/2025			
	Declined	Interview	Appointed	Total
Arab	83%	17%	0%	100%
Asian or Asian British - Bangladeshi	100%	0%	0%	100%
Asian or Asian British - Indian	90%	7%	3%	100%
Asian or Asian British - Pakistani	97%	0%	3%	100%
Black or Black British - African	84%	12%	4%	100%
Black or Black British - Caribbean	80%	0%	20%	100%
Chinese	100%	0%	0%	100%
Mixed - White and Asian	62%	25%	13%	100%
Mixed - White and Black African	33%	67%	0%	100%
Other Asian Background	92%	8%	0%	100%
Other Black Background	100%	0%	0%	100%
Other Ethnic Background	0%	100%	0%	100%
Other Mixed Background	75%	25%	0%	100%
Prefer not to say	75%	0%	25%	100%
White	72%	12%	14%	100%

Table 16: Recruitment for Professional Services Staff 2024/25

Date	2024/2025			
	Declined	Interview	Appointed	Total
Arab	78%	14%	7%	100%
Asian or Asian British - Bangladeshi	91%	9%	0%	100%
Asian or Asian British - Indian	93%	2%	5%	100%
Asian or Asian British - Pakistani	95%	3%	2%	100%
Black or Black British - African	98%	2%	0%	100%
Black or Black British - Caribbean	89%	11%	0%	100%
Chinese	89%	8%	3%	100%
Mixed - White and Asian	82%	6%	12%	100%
Mixed - White and Black African	100%	0%	0%	100%
Mixed – White and Black Caribbean	100%	0%	0%	100%
Other Asian Background	96%	4%	0%	100%
Other Black Background	100%	0%	0%	100%
Other Ethnic Background	80%	20%	0%	100%
Other Mixed Background	87%	0%	13%	100%
Prefer not to say	80%	20%	0%	100%
White	79%	13%	8%	100%

Table 17: Academic Promotions 2021

	Did not reach interview	Unsuccesful after interview	Appointed	Total
Black or Black British - African	0%	0%	100%	100%
Chinese	0%	0%	100%	100%
White	27%	0%	73%	100%

Table 18: Academic Promotions 2022

Arab	Did not reach interview	Unsuccessful after interview	Appointed	Total
Asian or Asian British - Pakistani	0%	0%	100%	100%
Black or Black British - African	0%	0%	100%	100%
Other Mixed Background	0%	100%	0%	100%
White	23%	8%	69%	100%

Table 19: Ethnicity Pay Gap 2020 - 2024

	2020	**2021**	**2022**	**2023**	**2024**
Mean Pay Gap	20.6%	2.9% (-17.7%)	1.1% (-1.8%)	-8.7% (-9.8%)	2.5% (+11.2%)
Median Pay Gap	29.1%	1.9% (-27.1%)	0% (-1.9%)	-9.0% (-9.0%)	13.7% (22.7%)

Table 20: Total students by ABMO or White Racial Group affiliation (Foundation to Postgraduate Research) 2020/21 - 2023/24

Year	2020/21		2021/22		2022/23		2023/24	
	n	**%**	**n**	**%**	**n**	**%**	**n**	**%**
Foundation Total	**317**	**100 %**	**350**	**100%**	**398**	**100 %**	**427**	**100 %**
BAME	131	41%	150	43%	181	46%	195	45%
White	183	58%	197	56%	207	52%	230	56%
Unknown	3	1%	3	1%	10	1%	2	0.5%
Undergraduate Total	**2560**	**100 %**	**2513**	**100%**	**2355**	**100 %**	**2169**	**100 %**
BAME	583	23%	652	26%	667	28%	670	31%
White	1955	76%	1843	73%	1667	71%	1473	68%
Unknown	22	1%	18	1%	21	1%	26	1%
Postgraduate (Taught) Total	**898**	**100 %**	**935**	**100%**	**884**	**100 %**	**1075**	**100 %**
BAME	179	20%	172	18%	179	20%	253	24%
White	706	79%	748	80%	668	76%	807	75%
Unknown	13	1%	15	2%	37	4%	15	1%
Postgraduate (Research	**43**	**100 %**	**41**	**100%**	**50**	**100 %**	**48**	**100 %**
BAME	3	7%	3	7%	8	16%	10	21%
White	36	84%	35	85%	41	82%	37	77%
Unknown	4	9%	3	7%	1	2%	1	20%

Table 21: Total students by faculty by ABMO or White Racial Group affiliation (2020 – 2024)

Year	2020/21		2021/22		2022/23		2023/24	
	n	%	n	%	n	%	n	%
Faculty of Business, Computing and Digital Industries (Total)	**841**	**100**	**778**	**100**	**741**	**100**	**727**	**100**
BAME	246	29	245	31	273	37	288	40
White	580	68	521	67	458	62	426	59
Unknown	15	2	12	2	10	1	13	2
Faculty of Health, Wellness and Life Sciences(Total)	**890**	**100**	**848**	**100**	**831**	**100**	**838**	**100**
BAME	181	20	196	23	208	25	244	29
White	700	79	643	76	612	74	583	70
Unknown	9	1	9	1	11	1	11	1
Faculty of Social Sciences and Education (Total)	**2087**	**100**	**2213**	**100**	**2115**	**100**	**2154**	**100**
BAME	469	22	536	24	554	26	596	28
White	1600	77	1659	75	1513	72	1538	71
Unknown	18	1	18	1	48	2	20	1

Grand Total (ALL)	381 8	100	3839	100	368 7	10 0	3719	10 0
Grand Total BAME	896	24	977	25	103 5	28	1128	30
Grand Total White	288 0	75	2823	74	258 3	70	2547	69
Grand Total Unknown	42	1	39	1	69	2	44	1

Table 22: Applications by White and BAME group affiliation 2020/21 – 2024/25

			Total Applications			
Ethnicity	20/21	21/22	22/23	23/24	24/25	Total
BAME	1283	1362	1487	1587	1900	7619
White	4038	4310	4279	3691	3708	20026
Total	5321	5672	5766	5278	5608	27645

Table 23: Applications by White and BAME x gender group affiliation 2020/21 – 2024/25

			Total Applications			
Ethnicity	20/21	21/22	22/23	23/24	24/25	Total
BAME	1283	1362	1487	1587	1900	7619
Female	783	908	950	1006	1149	4796
Male	500	454	537	581	751	2823
White	4038	4310	4279	3691	3708	20026
Female	2728	2905	2880	2511	2440	13464
Male	1310	1405	1399	1180	1268	6562
Total	5321	5672	5766	5278	5608	27645

Table 24: Offer rate by White and BAME group affiliation 2020/21 – 2024/25

Offer Rate (From Apps)											
Academic Year	20/21		21/22		22/23		23/24		24/25		Total	
Ethnicity	%	#	%	#	%	#	%	#	%	#	%	#
BAME	84.4%	1283	84.1%	1362	74.2%	1487	72.3%	1587	66.5%	1900	75.4%	7619
White	88.3%	4038	88.4%	4310	84.0%	4279	83.2%	3691	80.4%	3708	85.0%	20026
Total	87.3%	5321	87.4%	5672	81.5%	5766	79.9%	5278	75.7%	5608	82.3%	27645

Table 25: Student application and offer rate (accepted) by tariff points by ethnicity

	2020/21		2021/22		2022/23		2023/24		2024/25	
	n	%	n	%	n	%	n	%	n	%
No predicted tariff										
Asian	283	53%	99	72%	391	27%	121	63%	97	54%
Black	130	60%	42	88%	189	33%	37	62%	71	63%
Mixed	103	64%	36	89%	144	43%	27	63%	31	61%
Other	33	64%	12	100%	34	24%	11	73%	6	83%
Unknown	201	26%	1859	43%	467	13%	2252	25%	2639	24%
White	1449	64%	428	84%	1505	47%	351	77%	262	77%
Predicted Below 104										
Asian	221	98%	73	100%	248	99%	100	99%	86	94%
Black	47	100%	20	100%	58	100%	33	94%	16	100%
Mixed	46	100%	17	100%	59	98%	29	97%	6	100%

Other	15	100%	3	100%	17	100%	7	100%	9	100%
Unknown	42	98%	672	98%	62	98%	889	98%	896	95%
White	550	99%	176	99%	744	98%	231	99%	191	98%
Predicted Tariff 104+										
Asian	502	100%	95	100%	573	100%	111	99%	84	96%
Black	87	100%	21	100%	104	99%	14	100%	20	100%
Mixed	140	99%	42	100%	156	99%	33	100%	39	100%
Other	22	100%	6	100%	29	100%	9	100%	9	100%
Unknown	94	97%	3105	100%	119	97%	2787	99%	3116	95%
White	2609	100%	526	100%	2867	99%	456	100%	424	100%

Table 26: Offer rate by White and BAME x Gender group affiliation 2020/21 – 2024/25

Offer Rate (From Apps)											
Academic Year	**20/21**		**21/22**		**22/23**		**23/24**		**24/25**		**Total**	
Ethnicity	**%**	**#**	**%**	**#**	**%**	**#**	**%**	**#**	**%**	**#**	**%**	**#**
⊟ BAME	84.4%	1283	84.1%	1362	74.2%	1487	72.3%	1587	66.5%	1900	75.4%	7619
Female	86.2%	783	84.8%	908	75.5%	950	75.3%	1006	67.4%	1149	77.0%	4796
Male	81.6%	500	82.8%	454	72.1%	537	67.0%	581	65.0%	751	72.5%	2823
⊟ White	88.3%	4038	88.4%	4310	84.0%	4279	83.2%	3691	80.4%	3708	85.0%	20026
Female	87.1%	2728	88.0%	2905	82.6%	2880	82.0%	2511	80.0%	2440	84.1%	13464
Male	90.8%	1310	89.3%	1405	86.9%	1399	85.8%	1180	81.1%	1268	86.9%	6562
Total	87.3%	5321	87.4%	5672	81.5%	5766	79.9%	5278	75.7%	5608	82.3%	27645

Table 27: Enrolment rate from offers by White and BAME group affiliation 2020/21 – 2024/25

Enrolment Rate (From Offers)											
Academic Year	**20/21**		**21/22**		**22/23**		**23/24**		**24/25**		**Total**	
Ethnicity	**%**	**#**	**%**	**#**	**%**	**#**	**%**	**#**	**%**	**#**	**%**	**#**
BAME	16.2%	1083	15.8%	1146	12.9%	1104	17.2%	1147	14.3%	1263	15.3%	5743
White	18.7%	3564	12.6%	3810	12.1%	3596	13.6%	3072	13.5%	2980	14.1%	17022
Total	18.1%	4647	13.3%	4956	12.3%	4700	14.6%	4219	13.7%	4243	14.4%	22765

Table 28: Enrolment rate from offers by White and BAME x Gender group affiliation 2020/21 – 2024/25

Enrolment Rate (From Offers)											
Academic Year	**20/21**		**21/22**		**22/23**		**23/24**		**24/25**		**Total**	
Ethnicity	**%**	**#**	**%**	**#**	**%**	**#**	**%**	**#**	**%**	**#**	**%**	**#**
⊟ BAME	16.2%	1083	15.8%	1146	12.9%	1104	17.2%	1147	14.3%	1263	15.3%	5743
Female	15.9%	675	15.7%	770	12.1%	717	17.2%	758	16.0%	775	15.4%	3695
Male	16.7%	408	16.0%	376	14.2%	387	17.2%	389	11.7%	488	15.0%	2048
⊟ White	18.7%	3564	12.6%	3810	12.1%	3596	13.6%	3072	13.5%	2980	14.1%	17022
Female	20.0%	2375	12.4%	2555	12.5%	2380	13.1%	2059	13.3%	1952	14.3%	11321
Male	16.1%	1189	12.8%	1255	11.2%	1216	14.7%	1013	13.9%	1028	13.7%	5701
Total	18.1%	4647	13.3%	4956	12.3%	4700	14.6%	4219	13.7%	4243	14.4%	22765

Table 29: Progression rates from Level 4 to 5 by White and BAME group affiliation 2020/21 – 2024/25

	Level 4-5 Progression Rate											
Academic Year	19/20		20/21		21/22		22/23		23/24		Total	
Ethnicity	%	#	%	#	%	#	%	#	%	#	%	#
BAME	82.8%	198	75.5%	233	75.3%	251	70.8%	216	75.7%	251	75.9%	1149
White	82.7%	669	79.4%	739	74.8%	595	74.4%	520	81.0%	506	78.6%	3029
Total	82.7%	867	78.5%	972	74.9%	846	73.4%	736	79.3%	757	77.9%	4178

Table 30: Progression rates from Level 4 to 5 by White and BAME x Gender group affiliation 2020/21 – 2024/25

	Level 4-5 Progression Rate											
Academic Year	19/20		20/21		21/22		22/23		23/24		Total	
Ethnicity	%	#	%	#	%	#	%	#	%	#	%	#
⊟ BAME	82.8%	198	75.5%	233	75.3%	251	70.8%	216	75.7%	251	75.9%	1149
Female	89.1%	129	83.2%	137	74.5%	157	78.4%	125	77.1%	144	80.2%	692
Male	71.0%	69	64.6%	96	76.6%	94	60.4%	91	73.8%	107	69.4%	457
⊟ White	82.7%	669	79.4%	739	74.8%	595	74.4%	520	81.0%	506	78.6%	3029
Female	85.1%	455	81.2%	520	79.9%	369	77.9%	339	81.1%	302	81.3%	1985
Male	77.6%	214	75.3%	219	66.4%	226	68.0%	181	80.9%	204	73.7%	1044
Total	82.7%	867	78.5%	972	74.9%	846	73.4%	736	79.3%	757	77.9%	4178

Table 31: Progression rates from Level 5 to 6 by White and BAME group affiliation 2020/21 – 2024/25

	Level 5-6 Progression Rate											
Academic Year	19/20		20/21		21/22		22/23		23/24		Total	
Ethnicity	%	#	%	#	%	#	%	#	%	#	%	#
BAME	88.4%	146	80.5%	164	85.2%	176	87.3%	189	83.0%	153	84.9%	828
White	93.6%	559	85.5%	553	81.9%	587	83.4%	445	88.1%	387	86.5%	2531
Total	92.5%	705	84.4%	717	82.7%	763	84.5%	634	86.7%	540	86.1%	3359

Table 32: Progression rates from Level 5 to 6 by White and BAME x Gender group affiliation 2020/21 – 2024/25

	Level 5-6 Progression Rate											
Academic Year	19/20		20/21		21/22		22/23		23/24		Total	
Ethnicity	%	#	%	#	%	#	%	#	%	#	%	#
☐ BAME	88.4%	146	80.5%	164	85.2%	176	87.3%	189	83.0%	153	84.9%	828
Female	90.1%	91	79.1%	115	88.6%	114	90.6%	117	82.7%	98	86.2%	535
Male	85.5%	55	83.7%	49	79.0%	62	81.9%	72	83.6%	55	82.6%	293
☐ White	93.6%	559	85.5%	553	81.9%	587	83.4%	445	88.1%	387	86.5%	2531
Female	93.4%	364	87.3%	387	84.6%	422	85.1%	295	87.9%	264	87.6%	1732
Male	93.8%	195	81.3%	166	75.2%	165	80.0%	150	88.6%	123	84.0%	799
Total	92.5%	705	84.4%	717	82.7%	763	84.5%	634	86.7%	540	86.1%	3359

Table: 33: Module pass rates by White and BAME group affiliation 2020/21 – 2024/25

	Module Pass Rate											
Academic Year	19/20		20/21		21/22		22/23		23/24		Total	
Ethnicity	%	#	%	#	%	#	%	#	%	#	%	#
BAME	92.5%	5350	84.9%	6105	85.3%	6072	85.0%	6220	84.5%	6156	86.3%	29903
White	93.5%	19957	89.8%	20521	87.1%	16983	85.3%	15160	87.8%	13075	89.0%	85696
Total	93.3%	25307	88.7%	26626	86.6%	23055	85.2%	21380	86.8%	19231	88.3%	115599

Table 34: Module pass rates by White and BAME x Gender group affiliation 2020/21 – 2024/25

	Module Pass Rate											
Academic Year	19/20		20/21		21/22		22/23		23/24		Total	
Ethnicity	%	#	%	#	%	#	%	#	%	#	%	#
☐ BAME	92.5%	5350	84.9%	6105	85.3%	6072	85.0%	6220	84.5%	6156	86.3%	29903
Female	93.8%	3577	87.5%	3875	86.4%	3887	87.8%	3826	87.1%	3753	88.5%	18918
Male	89.8%	1773	80.4%	2230	83.4%	2185	80.4%	2394	80.4%	2403	82.5%	10985
☐ White	93.5%	19957	89.8%	20521	87.1%	16983	85.3%	15160	87.8%	13075	89.0%	85696
Female	94.3%	13273	91.5%	14075	88.7%	11839	87.7%	10278	88.8%	8535	90.5%	58000
Male	92.0%	6684	86.2%	6446	83.3%	5144	80.3%	4882	86.1%	4540	86.0%	27696
Total	93.3%	25307	88.7%	26626	86.6%	23055	85.2%	21380	86.8%	19231	88.3%	115599

Table 35: 'Good' degree awards, by award year, by White and BAME group affiliation 2020/21 – 2024/25

	Good Degree Awards (By Award Year)											
Academic Year	19/20		20/21		21/22		22/23		23/24		Total	
Ethnicity	%	#	%	#	%	#	%	#	%	#	%	#
BAME	76.6%	111	77.6%	116	61.5%	130	68.1%	160	66.7%	180	69.4%	697
White	87.0%	500	84.9%	485	73.3%	480	78.0%	482	76.3%	405	80.1%	2352
Total	85.1%	611	83.5%	601	70.8%	610	75.5%	642	73.3%	585	77.7%	3049

Table 36: 'Good' degree awards, by award year, by White and BAME x Gender group affiliation 2020/21 – 2024/25

Good Degree Awards (By Award Year)											
Academic Year	**19/20**		**20/21**		**21/22**		**22/23**		**23/24**		**Total**	
Ethnicity	**%**	**#**	**%**	**#**	**%**	**#**	**%**	**#**	**%**	**#**	**%**	**#**
⊟ BAME	76.6%	111	77.6%	116	61.5%	130	68.1%	160	66.7%	180	69.4%	697
Female	80.2%	81	84.2%	76	63.1%	84	71.8%	110	70.0%	120	73.2%	471
Male	66.7%	30	65.0%	40	58.7%	46	60.0%	50	60.0%	60	61.5%	226
⊟ White	87.0%	500	84.9%	485	73.3%	480	78.0%	482	76.3%	405	80.1%	2352
Female	90.3%	319	86.3%	313	74.9%	342	80.2%	353	79.7%	266	82.2%	1593
Male	81.2%	181	82.6%	172	69.6%	138	72.1%	129	69.8%	139	75.8%	759
Total	85.1%	611	83.5%	601	70.8%	610	75.5%	642	73.3%	585	77.7%	3049

Table 37: Postgraduate Continuation by ethnicity (2018/19, 2019/20, 2020/21, 2021/22 entrants combined)

Cohort	OfS Minimum Threshold	Ethnicity				
		Asian	**Black**	**Mixed**	**Other**	**White**
Full-time - PGCE	85.0%	91.7%	SP	87.1%	SP	91.0%
Full-time - PGR	90.0%	SP	N/A	N/A	N/A	SP
Full-time - PGT	80.0%	81.5%	79.5%	SP	SP	84.6%
Part-time - Other PG	65.0%	91.0%	SP	SP	SP	90.2%
Part-time - PGR	70.0%	N/A	N/A	SP	SP	SP
Part-time - PGT	65.0%	SP	SP	SP	SP	85.1%

Table 38: Postgraduate Completion rates by ethnicity (2015/16, 2016/17, 2017/18, 2018/19 entrants combined)

Cohort	OfS Minimum Threshold	Ethnicity				
		Asian	**Black**	**Mixed**	**Other**	**White**
Full-time - PGCE	85.0%	89.2%	SP	SP	SP	91.2%
Full-time - PGR	75.0%	SP	SP	SP	SP	85.0%
Full-time - PGT	80.0%	SP	SP	SP	SP	92.9%
Part-time - Other PG	60.0%	81.1%	SP	SP	SP	83.4%
Part-time - PGR	60.0%	SP	N/A	N/A	SP	66.7%
Part-time - PGT	65.0%	SP	SP	N/A	SP	75.9%

Table 39: Postgraduate Progression rates into Employment by ethnicity (2018/19, 2019/20, 2020/21, 2021/22 entrants combined)

Cohort	OfS Minimum Threshold	Ethnicity				
		Asian	Black	Mixed	Other	White
Full-time - PGCE	85.0%	82.7%	SP	SP	SP	90.2%
Full-time - PGR	85.0%	N/A	SP	N/A	N/A	SP
Full-time - PGT	70.0%	SP	SP	SP	N/A	78.3%
Part-time - Other PG	85.0%	87.6%	SP	SP	SP	97.1%
Part-time - PGR	85.0%	N/A	N/A	N/A	N/A	SP
Part-time - PGT	85.0%	SP	N/A	SP	SP	91.0%

Table 40: University Committees: BAME and Non BAME memberships

Academic Board

BAME (no.)	Non – BAME (no.)	% BAME staff overall
6	22	22%

Mitigating Circumstances Panel

BAME (no.)	Non – BAME (no.)	% BAME staff overall
2	8	20%

Apprenticeships Sub Committee

BAME (no.)	Non – BAME (no.)	% BAME staff overall
0	9	0%

Academic Quality and Standards Committee

BAME (no.)	Non – BAME (no.)	% BAME staff overall
2	18	11%

Collaborative Provision Sub- Committee

BAME (no.)	Non – BAME (no.)	% BAME staff overall
2	14	12.5%

Learning Teaching and Student Experience Committee

BAME (no.)	Non – BAME (no.)	% BAME staff overall
6	21	22%

Graduate Outcomes Sub- Committee

BAME (no.)	Non – BAME (no.)	% BAME staff overall
1	15	6.25%

Student Voice Sub- Committee

BAME (no.)	Non – BAME (no.)	% BAME staff overall
2	16	11%

Planning Committee

BAME (no.)	Non – BAME (no.)	% BAME staff overall
2	18	11%

Research and Knowledge Exchange Committee

BAME (no.)	Non – BAME (no.)	% BAME staff overall
4	14	22%

Research Ethics and Integrity Committee

BAME (no.)	Non – BAME (no.)	% BAME staff overall
5	7	33%

Work Based Learning Panel

BAME (no.)	Non – BAME (no.)	% BAME staff overall
0	7	0%

Table 41: REC P Meetings between 2023-2025 (From Section 1)

Date	Type of meeting	Agenda Items
06.07.23	Committee Meeting	Meeting Welcome No end and no beginning race equity in higher education Updates from Advance HE re Silver requirements Action plans – where are we now, where do we need to be? Staff survey and upcoming focus groups Race Institute Symplicity reporting and support tool AOB
6.11.23	Committee Meeting	Meeting Welcome Race institute Update - Prof. Nadira Mirza Surveys and new question sets - Susan Wilcock Recruiting a new co-chair - Dr Tamsin Bowers-Brown AOB
25.01.24	Mid Term Review	Welcome and overview Overview of Silver criteria Recap of progress Break-out groups: Scoping future priorities Group feedback Next steps, close and evaluation
04.06.24	Committee Meeting	Meeting welcome REC Survey Dashboards Report and Support Tool

		AOB
10.09.24	Away Day	1. Getting started: An introduction to each other and overview of race literacy. Race Literacy Activity. 2. What is REC Silver: REC Silver Requirements, current progress and data review 3. Planning our work: Imagining an anti-racist university 4. Reviewing Bronze action plans, aspirations for Silver
21.10.24	Committee Meeting	Meeting Welcome Updates from group meetings Timelines and Priorities Institutional Updates Riot and Unrest Stand up to Racism AOB
02.12.24	Committee Meeting	Meeting Welcome Confirmation of minutes Institutional Updates Race institute Spotlights from REC members REC Application AOB
20.01.25	Committee Meeting	Meeting Welcome Confirmation of minutes Institutional Updates Race institute

		Spotlights from REC members
		REC Application
		AOB

Table 42: Overall and FST deployment by EDI characteristics

Gender	Female	Male
Overall Deployment	93%	90%
FST Limits	59%	60%
Ethnicity	**Asian, Black, Mixed and Other**	**White**
Overall Deployment	84%	92%
FST Limits	47%	61%
Disability	**Disabled**	**Not Disabled**
Overall Deployment	90%	91%
FST Limits	63%	58%

Fractional Posts	Part Time (i.e. less than 1 FTE)		Full Time (1 FTE)			
Overall Deployment	96%		90%			
FST Limits	75%		56%			
Age	20-29	30-39	40-49	50-59	60-64	65+
Overall Deployment	91%	91%	90%	90%	92%	96%
FST Limits	71%	56%	57%	64%	51%	75%
Grade	G7		G8		G9	G10
Overall Deployment	89%		91%		90%	94%
FST Limits	72%		91%		90%	25%

Table 43: Mandatory training undertaken by staff by ethnicity

	ABMO		Prefer not to say		White		Total (Yes vs No)	
	N	%	N	%	N	%	N	%
No	64	46	9	43	189	29	262	33
Yes	76	54	12	57	456	71	544	67

	806	100

Table 44: Non-Mandatory training undertaken by staff by ethnicity

	ABMO		Prefer not to say		White		Total (Yes vs No)	
	N	%	N	%	N	%	N	%
No	62	44	8	38	244	38	314	39
Yes	78	56	13	62	401	62	492	61
							806	100

Table 45: Students grouped ABMO and White current comparison to previous REC Survey Responses (2017/18 and 2020), experiences of discrimination (Negative responses – 'Yes')

Survey year	2017/18			2020			2023/24		
	ABMO	White	Diff	ABMO	White	Diff	ABMO	White	Diff
Total responses	80	157		103	228		154	250	
	N	%	N	%	%	N	%	N	%	%	N	%	N	%	%
I have witnessed or been the victim of	13	16	9	6	+10	28	28	18	8	+20	41	27	17	7	+21

racial discrimination on campus															

Table 46: Students grouped ABMO and White current comparison to previous REC Survey Responses (2017/18 and 2020), reporting incidents of discrimination (Positive response – 'Yes')

Survey year	2017/18			2020			2023/24		
	ABMO	White	Diff	ABMO	White	Diff	ABMO	White	Diff
Total responses	80	157		103	228		137	184	
	N	%	N	%	%	N	%	N	%	%	N	%	N	%	%
If I reported a race-related incident on campus, appropriate action would be taken	41	51	103	65	-14	56	54	139	61	-7	87	64	151	82	-21

Table 47: Students grouped ABMO and White current comparison to previous REC Survey Responses (2017/18 and 2020), would you recommend LTU? (Positive response – 'Yes')

Survey year	2017/18			2020			2023/24		
	ABMO	White	Diff	ABMO	White	Diff	ABMO	White	Diff
Total responses	80	157		103	228		154	250	
	N	%	N	%	%	N	%	N	%	%	N	%	N	%	%
I would recommend LTU as a good place to study	63	79	133	85	-6	75	73	189	83	-10	118	77	202	81	-4

Table 48: Students grouped ABMO and White current comparison to previous REC Survey Responses (2017/18 and 2020), I Degree award anticipated (Positive response – '1st Class or 2:1 anticipated')

Survey year	2017/18			2020			2023/24		
	ABMO	White	Diff	ABMO	White	Diff	ABMO	White	Diff
Total responses	80	157		103	228		110	194	
	N	%	N	%	%	N	%	N	%	%	N	%	N	%	%
I anticipate that I will attain a 1st class or 2:1 degree	67	87	138	88	-1	83	81	182	80	+1	81	74	144	74	-1

Table 49: Students grouped ABMO and White current comparison to previous REC Survey Responses (2017/18 and 2020), Would you consider postgraduate study? (Positive response – 'Yes')

Survey year	2017/18					2020					2023/24				
	ABMO		White		Diff	ABMO		White		Diff	ABMO		White		Dif
Total responses	80		157			103		228			72121				
	N	%	N	%	%	N	%	N	%	%	N	%	N	%	%
I would consider a postgraduate course	58	73	115	73	0	69	67	155	68	-1	72	60	121	62	-2

Appendix 4: Glossary

Boards, Committees and Networks	
BOG	Board of Governors
EDI	Equality, Diversity and Inclusion Committee
EUEG	Extended University Executive Group
LTSE	Learning, Teaching and Student Experience Committee
REC SAT	REC Self-Assessment Team
REC P	REC Partnership
UEG	University Executive Group

Schools	
CIP	Criminology, Investigation and Policing
CYPF	Children, Young People and Families
DSM	Digital and Screen Media
HLS	Health and Life Sciences
SW	Sport and Wellbeing

Service Directorates	
AP	Academic Partnerships
CAWBLS	Centre for Apprenticeships, and Work Based Learning Skills
CELT	Centre for Excellence in Learning and Teaching
GOE	Graduate Outcomes and Enterprise
OIE	Office for Institutional Equity
P&C	People and Culture
SSE	Student Support and Engagement
RKE	Research and Knowledge Exchange

Acronyms	
ABMO	Asian, Black, Mixed, Other
AP	Action Plan
APP	Access and Participation Plan
BAME	Black, Asian and Minority Ethnic
BAP	Bronze Action Plan
COO	Chief Operating Officer

DAG	Degree Award Gap
DVC	Deputy Vice Chancellor
EDI	Equality, Diversity and Inclusion
ESJB	Equality Social Justice & Belonging
E&E	Education and Experience
EPG	Ethnicity Pay Gap
FAR	Faculty Annual Review
FST	Formal Scheduled Teaching
FTC	Full Time Contract
FTE	Full Time Equivalent
HPL	Hourly Paid Lecturer
LTU	Leeds Trinity University
LTSU	Leeds Trinity University Student Union
MLO	Module Learning Outcome
MTR	Mid Term Review
NUS	National Union of Students
OIE	Office for Institutional Equity

PAR	Programme Annual Review
PER	Programme Enhancement Review
PG	Postgraduate
PLO	Programme Leaning Outcomes
PSS	Professional Services Staff
PVC	Pro Vice Chancellor
RAG	Red, Amber, Green Indicators of Success
RE	Race Equity
REC	Race Equality Charter
REC P	Race Equality Charter Partnership
SAP	Silver Action Plan
SAT	Self-Assessment Team
SLT	Senior Leadership Team
SRR	Significant Responsibility for Research
SSSG	Student Success Steering Group
TOC	Theory of Change
UG	Undergraduate

UKHE	UK Higher Education
UUK	Universities UK
VC	Vice Chancellor
WAMM	Workload Allocation Management and Monitoring
WBI	Well Being Inclusion

Appendix 5: Additional Tables and Items referred to in the main application

CELT Speaker Series

Date	Name of Event	Topic summary/ Details of event
29.01.24	CELT Speaker Series	Dr Emilee Simmons - 'Global Classrooms Bringing The Outside World In'
01.02.24	CELT Speaker Series	Professor Simon Thomas *'Towards Digital Transformation'*
13.02.24	CELT Speaker Series	Professor Ian Turner *'Game based learning: The Power of Play'*
19.02.24	CELT Speaker Series	Dr Gareth Hughes '*Be well, Learn Well- Student Learning and Wellbeing'*
29.02.24	CELT Speaker Series	Dr Emily McIntosh '*Defining Student Success In the Post Covid Era- Strategies for Intervention, Engagement and Co Design*
04.03.24	CELT Speaker Series	Dr Danielle Tran, Dr Bernadine Idowu and Nelly Kibirige ' *An Entry Model for Grappling Complexities'*
14.03.24	CELT Speaker Series	Tamara Reid *'The Inclusive Curriculum Consultants,*

		Addressing Inequalities Through Student-Staff Partnerships'
27.03.24	CELT Speaker Series	Professor Ale Armellini and Associate Professor Andy Clegg *'Teaching Well, Consistently Well: the Portsmouth Experience (So Far)*
26.04.24	CELT Speaker Series	Kevin Brazant ' *The (Im)Possibility of Blackness In the Classroom: A Soundtrack For The Black Experience In Higher Education'*
30.04.24	CELT Speaker Series	Professor Yanguo Jing *'Embrace AI to Better Support Our Students Safely and Ethically as HE Educators'*

OIE and University Wide

Date	Name of event	Topic summary/ Details of event
08.03.21	International Women's Day	International Women's Day celebration including the #choosetochallenge campaign
21.06.21	Roundtable on 'Contested Spaces' at BAMS Festival of Modernism	Leeds Centre for Victorian Studies members Prof Jane de Gay (LCVS Co-Director) on Bloomsbury at Monk's House

Prof Karen Sayer (LCVS Co-Director) on modernity and energy in designing C20th rural Britain

Dr Animesh Chatterjee (LCVS Associate) on the politics of electrification in India |

		Dr Anne Reus (LCVS Associate), Chair contributed to the roundtable.
08.03.22	International Women's Day	A day of activities to celebrate International Women's Day including a panel, rounders game, data science workshop and quiz.
29.03.22 05.04.22 03.05.22 10.05.22	Counter terrorism and citizenship online seminar series	This online seminar series brings together expert speakers from the UK and internationally to discuss key contemporary challenges concerning counter-terrorism policing and policy and its impact on communities and citizenship, with a focus on Muslim communities.
24.03.22	Race, Equity and Social Justice: Decoloniality of the Academy Conference	This year's theme focusses on decoloniality with emphasis on the impact of colonisation on the student/staff experience, wider communities, and diversifying the curriculum. This insightful conference promises to encourage discussion, reflection and challenge racial inequity. Eminent keynote speakers include Heidi Safia Mirza, Professor Emerita of Equality Studies in Education, University College London; Shirley Tate, Professor and Canada Research Chair Tier 1 in Feminism and Intersectionality at the University of Alberta; and Mark Mon-Williams, Professor of Psychology at the University of Leeds. You will also hear from anti-racist and intersectionality leaders including Go Higher West Yorkshire, Dr Arun Verma and Leeds Trinity University students and staff.
26.04.22	Lunch and learn with Dr Kit Heyam	Staff training sessions delivered by Dr Kit Heyam on The 'basics' of trans identities: sex and gender, the gender binary, common terminology.

		How to ask for pronouns and refer to trans people respectfully. Key issues facing trans staff and students in HE, and how to combat them.
27.06.22	'Colonialism and the Deep History of Race'	Leeds Centre for Victorian Studies Public Lecture by LCVS Visiting Professor Pratik Chakrabarti.
28.06.22	'How to Get Published in a Journal' Workshop	Workshop delivered by Leeds Centre for Victorian Studies Public Lecture by LCVS Visiting Professor Pratik Chakrabarti. The workshop provided a detailed guide to the various methods of developing a research paper as a journal article and writing tips. The workshop was available for PGRs, ECRs and staff members.
05.07.22	Race Equity and Social Justice in Higher Education	A day of talks and sessions.
03.10.22	Black History Month	A range of events took place to honour Black History Month including a harmony market, talks, film screenings and community tour.
12.10.22	Touching Ground Zero	A public event was held at the Reginald Centre featuring Lee Lawrence, the son of Cherry Grace who's shooting led to the Brixton riots in 1985. Lee read from his book 'The Louder I will Sing' and shared the story of his life. The event also featured a panel discussion from residents of Leeds and Deputy Mayor Alison Lowe.
26.10.22	Who is Afraid of James Miranda Barry? Reflections on the Representational Politics of Historical	A public lecture delivered by Visting Professor, Professor Ann Heilman, a feminist scholar based at Cardiff University who talked about issues of sexuality and inclusion.

	Transgender Performance and Identity	
21.01.23	Knowing the Ground	Leeds Trinity University worked in partnership with Leeds Church Institute and the David Oluwale Memorial Foundation to run 'Knowing the Ground' a community discussion in Compton Library in Harehills. After music and readings from across cultures there was a panel discussion on aspects of policing and safety featuring Deputy Mayor Alison Lowe, Chief Superintendent Steve Dodds from West Yorkshire Police and panellists from Harehills. There were also breakout discussions led by facilitators as well as authentic African and South Asian Food.
08.03.23	International Women's Day	A range of events to celebrate International Women's Day including coding event, lunch time walk, talks and fitness sessions.
03.05.23	Co Creation Celebration	A celebration event to highlight Co Creation projects and how Leeds Trinity University embed race equity, social justice and belonging into our curriculum. It outlined how the institution has adopted decolonised pedagogy, how co creation can support student belonging and experiences at university and shared empirical research findings. The following co creation projects were shown: • Building belonging for students through sharing student wisdom; a socially just curriculum- A co-creation project by final year LTU students and staff in collaboration with other universities; sharing stories, overcoming challenges, supporting each other, and developing a sense of belonging for students in Higher Education • Decolonizing our education: Story telling the 1947 Partition of India,

		the importance of hearing and learning from our stories. A co-creation project by LTU Staff and students, a range of teaching resources to educate you on our significant shared history. • Everything you would want to know to succeed and enjoy Leeds Trinity University -Specialist student guides for those with protected characteristics (Muslim, gender identity and sexuality)
24.05.23	Black Lives Matter Conference	The Black Lives Matter conference focused on the interplay of physical/mental health, education, and leadership on the lived experiences of Black people with an underlying theme of accountability, transparency and action. Keynote speakers included Foluke Ajayi (Chief Executive, Airedale NHS Foundation Trust), Nathan Ghann (Programme Director, The Educate Group), Heather Paul (Senior Lecturer, Leeds Beckett University) and David Mba (Deputy Vice-Chancellor, University of the Arts London). There were also talks from anti-racist and intersectionality leaders including Dermot Daly, Ricardo Barker, Melina Healy, Tamsin Bowers-Brown, Charles Egbu, Sharon Watson, Anne Mwangi and Simon Flowers.
24.05.23-25.05.23	Victorian Transformations Conference in association with the Charlotte M. Yonge Fellowship	A hybrid conference. The keynote speakers were Talia Schaffer (CUNY): 'Collectivity, Caregiving and Character: Transforming Reading' (24th May) and Helen Small (Oxford): 'The Dirty Work of the Humanities?: Charlotte Yonge's Unsentimental Education' (25th May). Panels covered topics including Art; Social, Economic and Political Transformations; Elizabeth Gaskell; Victorian Inspirations; Neo-Victorianism; Victorian Fashion; Religion; Death; Printing and the Press; Women Writers;

		Queer transformations; Collaborations; and Eric Stenbock.
		There were three panels and a roundtable on Charlotte M. Yonge. Bursaries were made available to support attendance
		LCVS Bursaries: The Leeds Centre for Victorian Studies offered five attendance support package bursaries of £200 per person, ringfenced to PGRs/ECRs with disabilities, BAME PGRs/ECRs and PGRs/ECRs from underrepresented backgrounds.
		Charlotte M. Yonge Fellowship Grants: The Charlotte M. Yonge Fellowship offered five grants of £100 to help PGRs who are members of the Fellowship to attend the conference in person.
08.06.23	Creating Welcoming Spaces in Higher Education	Andi Brierley, (Head of Access, Participation and Outcomes) and Syra Shakir (Associate Professor) held an event to encourage the importance of lived experience in higher education. Guest speakers joined from different institutions and a discussion was held with participations to consider what could be done to make sure higher education was a space where everyone could feel comfortable.
19.06.23	Leeds City of Sanctuary Re Launch	The relaunch of Leeds City of Sanctuary and marking of World Refugee Week. Other activities included a football match of the first Women's Football team of Sanctuary.
09.07.23	Step into Africa	A cultural day for children as part of the Leeds International African Festival
31.10.23	Black Student Success Webinar	A free webinar delivered in conjunction with Go Higher West Yorkshire. The event featured a screen cast of Re:Tension followed by an expert panel Q and A.

01.11.23	Our City, Our Lives, Our Story	The launch of 'The Our City, Our Lives, Our Story' anthology which contained pieces from Leeds African Diaspora writers in a range of genres. The event featured readings from the authors, a Q and A and live spoken word readings.
13.02.24	Social Justice Lecture 'The psychosis of whiteness'	This was the first of the Leeds Trinity Social Justice Lecture Series held at the West Yorkshire Playhouse. Professor of Black Studies, Dr Kehinde Andrews was in conversation with Associate Professor of race equity, Syra Shakir.
08.03.24	International Women's Day	A joint celebration between the University of Leeds and Leeds Trinity University for International Women's Day. The aim of the day was to explore and celebrate cultural diversity, delving into its profound impact on our staff, culture, and campus. A Culture Dress and Identity workshop took place with a traditional Indian dance and a range of speakers on what traditional national costume meant to them and their identity in Leeds. Attendees had also been asked to bring along items of cultural costume to show others and there was an engaging display. There was a panel discussion with colleagues from both the University of Leeds and Leeds Trinity stemming both academic and professional services. The panel addressed the specific challenges international women can have in higher education and there was an engaging question and answer session with attendees.
12.03.24	Social Justice Lecture 2 'Relational Health: A Social Justice Perspective'	This lecture was delivered by Andi Brierley, Head of Access Participation and Outcomes and focused on epidemiological knowledge of Adverse Childhood Experiences (ACEs) & its link to poor health & social outcomes - in particular, incarceration

09.04.24	Social Justice Lecture 3	Amy Leach in conversation with Steph Lacey discussed the importance of accessibility as a form of social justice.
17.04.24	Co Creation Project Exhibition and Celebration Event	A celebration of a student and staff co-creation project on addressing the awarding gap through anti-racist practice. The event disseminated primary research findings gathered from both Leeds Trinity University students and students from University College London and St Marys University about how, as a sector, we can tackle the awarding gap.
14.05.24	Social Justice Lecture 4	Sharon Watson MBE DL shared her life's work and unwavering commitment to social justice.
22.05.24	Race Equity and Social Justice Conference	This was the 5th Race Equity and Social Justice conference and the launch of the Race Institute. The conference raised and addressed some of the contemporary issues challenging those working in the fields of health, education and digital industries.
11.06.24	Social Justice Lecture 5 'Personal Justice to Social Justice'	Alison Lowe, Deputy Mayor for Police and Crime in West Yorkshire spoke of her experiences over 30 years in the policing and charity sectors.
17.06.24-23.06.24	World Refugee Week	A week of activities to mark World Refugee week including a talk, photography exhibition and solidarity walk.
12.09.24	*Literature and Image in the Long Nineteenth Century:* Ed. Amina Alyal,	Book launch for paperback edition of Literature and Image in the Long Nineteenth Century: Speaking Picture and Silent Text, edited by LCVS Co-Director Amina Alyal, with chapters by LCVS members. The launch included a presentation on the chapter "Making a Monster: The Afterlife of Frankenstein's

		Creation and the Racialization of Criminality" by Zoe Elizabeth Copeman.
09.10.24	Social Justice Lecture Series 2 'Can we make our city a beautiful city?'	Not a city of strangers but a city of friends. As a community are we living the values we ask of others? How we treat asylum seekers and refugees reflects on who we are. Inspiring stories from people with lived experience of seeking sanctuary and those who are working with them – stories of struggles, inner strengths, talents, dreams, cruelty and kindness and a vision of hope for the future.
12.11.24	Social Justice Lecture 'Care and Control'	Author Roshan Pitteea discussed his recent book Care & Control, a gritty tale of risk, resilience, and redemption
09.12.24	Plant Humanities and Kew's Colonial Archive	A seminar delivered by the Leeds Centre for Victorian Studies. This seminar explored histories of Caribbean colonial botany in the Miscellaneous Reports, an archival collection held at the Royal Botanic Gardens, Kew, which documents economic botany across the British Empire.
10.12.24	Social Justice Lecture 8 'Women and Paralympians in sport'	Dr Carolyn Jackson Brown was in conversation with Leigh Purves to consider the influence and power of the media, the impact of social media content and consider the progress made, the distance still needed to close the gaps and how collaboration is the key to breaking down barriers.
13.01.25	Heaven-silvered on the underside': The Afterlife of Edward II's Gender and Sexuality in Life Writing from the Long Nineteenth Century to the Present'.	A seminar delivered by the Leeds Centre for Victorian Studies. The seminar addressed attitudes towards gender and sexuality and how these issues persist in the 21st century.

22.01.25	Mind the Gap Premiere	Premiere of film 'Mind the Gap' created to highlight the awarding gap.
30.01.25	Anti-Racist leadership from the top: University executives challenging the status quo	The first of a four-part webinar series delivered with Universities UK. The webinar explored how university executives are disrupting the status quo and embedding anti-racist principles at the highest levels.
26.02.25	Early career professionals: Agents of change in anti-racist leadership	The second of a four-part webinar series delivered with Universities UK. This webinar highlighted the vital contributions of early career professionals, and examined how emerging leaders drive grassroots anti-racist initiatives.
26.03.25	Today's students, tomorrow's Vice-Chancellors: Anti-racist leaders in the making	The third of a four-part webinar series delivered with Universities UK. This webinar covered how student leaders are shaping anti-racist change, holding institutions accountable, and fostering inclusive campus cultures.
10.04.25	A conversation	OIE leading the Leeds Learning Alliance Equity Network. Leading race equity and anti-racist practice is challenging, tiring, and it is often felt hardest by BAME colleagues doing this work. This is your opportunity to show solidarity and a commitment to supporting your organisation to lead through an anti-racist lens. This is a 'call-in' to our conversation, but there are two prerequisites: - accept the need to sit with discomfort; - make a commitment to work together with compassion, self-reflection and an open heart. Keynote from Dr Sharon Watson MBE, DL and plenary from Professor Paul Miller

| 30.04.25 | Reciprocal mentoring as a bridge for anti-racist leadership | The fourth of a four-part webinar series delivered with Universities UK. The seminar examined how reciprocal mentoring between early career professionals and senior leaders builds empathy, understanding, and transformational leadership. |

Case Study 1, from the School of Criminology, Investigation and Policing

Tony Blockley, Professor and Head of School

Building Bridges: Police Constable Degree Apprenticeship, Students Explore Faith & Community Today

Overview

Leeds Trinity University's Policing Faith Trail directly engages PCDA students with diverse faith communities, fostering cultural awareness and interfaith understanding. By visiting places of worship and engaging religious leaders, students develop essential skills for policing in multicultural societies, improving trust and inclusivity between law enforcement and the communities they serve.

About Your Organisation

Leeds Trinity University (LTU) is a small, student-focused institution committed to social justice, equity, and public sector education. In the UK, LTU holds a Race Equality Charter Bronze award (2020) and delivers policing education through a practice-informed curriculum. The university collaborates with West Yorkshire Police and faith-based organisations to provide experiential learning that enhances students' professional and cultural competencies. LTU's Office for Institutional Equity leads initiatives to embed diversity and inclusion across academic programmes. The Policing Faith Trail is one of several initiatives designed to develop students' understanding of race, religion, and community relations in policing.

Purpose of the Initiative

The Policing Faith Trail was established to improve cultural competency and religious literacy among PCDA students, addressing gaps in police training related to faith-based communities. Limited interactions with religious groups previously hindered students' confidence in community policing. Research shows that officers' understanding of religious and cultural diversity builds better trust and improves policing outcomes (Choudhury & Fenwick, 2019). Engaging with faith leaders enhances cooperation between law enforcement and minority communities (Rowe, 2020).

The initiative aimed to:

- Foster respectful engagement with diverse faiths.

- Offer firsthand experiences to challenge preconceptions and build empathy.

- Equip officers to handle faith-related interactions confidently and professionally.

Success was measured through student feedback, self-reported confidence levels, and ongoing engagement with local faith leaders, showing improved police-community relations. By incorporating experiential learning, the Policing Faith Trail helps future officers develop essential cultural awareness for inclusive policing.

Description of the Initiative

The Policing Faith Trail has engaged over 150 PCDA students, providing valuable insights into the role of faith communities in shaping societal values. In collaboration with West Yorkshire Police and local faith leaders, this initiative enhances students' professional development through immersive experiences.

During their visits, students:

- Observed religious practices, gaining insight into the influence of beliefs on behaviour and police interactions.

- Engaged in discussions about policing, religious expression, and community relations with faith leaders and members of the congregation.

- Reflected on cultural awareness and the police's role in diverse communities during debrief sessions.

- The Policing Faith Trail is an evolving initiative that gathers feedback from students and community partners to enhance the learning experience. Key improvements based on student input include:

- Extended Q&A sessions with faith representatives for deeper exploration of complex topics.

- Integrated guidance on faith considerations in classroom training, emphasising cultural influences on policing.

- Increased focus on operational scenarios through case studies and role-play.

- These refinements tackle real-world policing challenges and prepare future officers to engage with diverse communities, supporting the National Police Race Action Plan (NPAP) by:

- Enhancing outcomes for Black, Asian, and Minority Ethnic communities through cultural competence training.

- Fostering trust in policing by addressing biases about religious diversity.

- Promoting an inclusive police service that acknowledges the intersection of race, religion, and policing.

LTU's PCDA programme is committed to embedding anti-racist and culturally competent practices in training, preparing graduates to navigate diverse social landscapes with respect and awareness.

Rationale

Policing in modern society requires cultural intelligence and religious literacy. The Macpherson Report (1999) highlighted the importance of cultural competence in tackling institutional bias in policing. More recent studies confirm that officers with strong community engagement skills are more effective in fostering trust and reducing tensions (Rowe, 2020).

This initiative was designed as a practical intervention, allowing students to engage directly with religious communities, moving beyond textbook knowledge. It builds on policing best practices by equipping students with an understanding of faith as a key community identity marker, essential in building positive police-public relationships.

Results

The initiative has positively impacted over 150 PCDA students, strengthening their ability to work with diverse communities:

1. Student Outcomes:

91% of participants reported increased confidence in engaging with faith communities.

88% stated that the experience challenged their preconceptions about different religions.

90% felt better prepared for policing in diverse environments.

"This experience changed how I see my role as a police officer. Hearing directly from faith leaders made me realise how crucial understanding different cultures is." – PCDA Student, 2023

"The Policing Faith Trail gave me a completely new perspective on the role of faith in policing. Understanding different religious beliefs and traditions has helped me feel more confident in engaging with diverse communities and ensuring that my approach as an officer is both fair and respectful." – PCDA Student, 2024

2. Community Engagement:

Faith institutions have extended invitations for ongoing collaboration.

Religious leaders reported greater trust in future police officers as a result of the initiative.

"Building relationships with police at this early stage is invaluable. It shows a commitment to understanding our communities." – Faith Leader, Sikh Gurdwara

3. Institutional Impact:

The initiative now forms a core part of the PCDA programme and has been recognised by West Yorkshire Police as a model for cultural competency training.

"This initiative fosters a policing mindset based on respect, empathy, and inclusion." – West Yorkshire Police Representative

The overwhelmingly positive reception has encouraged expansion, with plans to broaden faith representation and integrate the initiative into more policing courses.

Key Barriers and Facilitators

Barriers:

Logistical Challenges: Coordinating visits across multiple locations required careful planning. Solutions included grouping visits by geographical proximity and leveraging community contacts for streamlined scheduling.

Pre-existing Misconceptions: Some students held stereotypical views of religious communities. Pre-visit discussions were introduced to prepare students for open and respectful engagement.

Time Constraints: Balancing the initiative within academic timetables requires efficient visits, post-session reflections, and structuring.

Facilitators:

Community Support: Faith leaders' enthusiasm and willingness to host visits enhanced student engagement and authenticity.

Institutional Commitment: LTU's support for experiential learning ensured resources were available to sustain the initiative.

Student Enthusiasm: Many participants expressed interest in further cultural training, validating the initiative's importance.

Addressing these barriers strengthened the programme, ensuring its sustainability and long-term impact.

The Future?

The Policing Faith Trail is now a permanent feature of LTU's PCDA curriculum. Future developments include:

Expanding participation to other policing programmes, including special constables and community engagement officers.

Introducing digital resources, such as recorded faith leader interviews, to extend learning beyond the physical visits.

Strengthening partnerships with regional police forces to embed similar training across multiple jurisdictions.

By continuously evolving the initiative, LTU aims to ensure that cultural competency remains central to police education, equipping officers with the skills needed to serve diverse communities effectively.

Advice for Other REC Members

For institutions implementing similar initiatives:

Collaborate with local faith leaders early to ensure community involvement and trust-building.

Prepare students with pre-visit learning to enhance engagement and minimise apprehension.

Create structured reflection sessions to help students integrate experiences into professional practice.

Embed cultural competency in police training curricula to ensure long-term impact.

This initiative demonstrates that experiential learning enhances policing effectiveness, fostering trust and inclusivity in diverse communities. By prioritising cultural awareness, institutions can better equip students for real-world policing challenges.

Choudhury, T., & Fenwick, H. (2019). *The impact of counter-terrorism measures on Muslim communities.* Equality and Human Rights Commission. Retrieved from https://www.equalityhumanrights.com

College of Policing. (2021). *National Police Race Action Plan.* College of Policing. Retrieved from https://www.college.police.uk

Macpherson, W. (1999). *The Stephen Lawrence Inquiry: Report of an Inquiry by Sir William Macpherson of Cluny.* The Stationery Office. Retrieved from https://assets.publishing.service.gov.uk

Rowe, M. (2020). *Policing the police: Challenges of accountability and transparency.* Policy Press.

Case Study 2, from the School of Law

Marjan Parkinson, Senior Lecturer in Law

Sustainability and Equality Initiatives

Members of the Law School have actively contributed to Leeds Trinity University's (LTU) sustainability agenda through participation in the CfSJ Sustainability Strand meetings and CfSJ workshops (28 March and 12 April, 2024). A BAME staff member from the Law School is a Joint Representative of the Faculty on the Race Equality Charter (REC) Committee. The Law School is represented on LTU's Professional Challenge Committee.

The Law School works closely with the Student Admissions and Recruitment Team to host events for target schools and colleges at the LTU campus and/or school sites at different times of the year. Such events are designed to stimulate interest in the study of law in a wide range of diverse communities where students' backgrounds may mean that they would not normally have considered legal careers.

Anti-Racist Pedagogy Resources

During the 2021–2022 academic year, Marjan Parkinson collaborated with the Library Team to enhance and diversify the library's law database resources. Since 2022, new subscriptions have been made available to students and staff, providing them with access to key legal databases, including HeinOnline, Westlaw Edge, Westlaw International, Westlaw Practical, Lexis+, and Lexis International. These resources offer extensive new materials on diversity, equality, and protected characteristics, supporting both coursework and research.

Curriculum Development and Assessment

The Law School successfully revalidated its undergraduate law programme in July 2023. The undergraduate curriculum now consists of 30-credit modules. Changes to the curriculum were made in line with Objective 22 of LTU's University Curriculum Action Plan—aimed at mitigating bias in learning, teaching, and assessment.

The revalidated curriculum offers a broader range of assessment methods, including:

PowerPoint presentations (for example: LAW4013 - Contract Law)

Poster presentations (for example: LAW6053 – Human Rights and Social Justice)

Advocacy exercises (LAW4053 – Public Law)

Modules, such as Legal Skills and Employability (LAW4023) (combining LAW4992 and LAW4022 following the Law Programme Revalidation) integrate discussions on the Equality Act 2010 and the United Nations Sustainable Development Goals (UNSDGs) into teaching and assessment.

Industry collaboration

The Law School collaborated with the Leeds office of Squire Patton Boggs (SPB) to offer ten paid placements to Level 4 students in the 2022–2023 and 2023–2024 academic years as part of the LAW4023 module. These placements were considered as part of the assessment component of the module. SPB has an explicit strategy to enhance student social mobility, and this collaboration enabled two non-White students to participate in a significant professional development opportunity.

In academic year 2024-2025, non-White students participated in two events which contributed to student placement hours. These events were coordinated by the Law School. Both events formed part of the assessment component for the module LAW5043- Advanced Legal Skills and Commercial Awareness. These events were:

Schofield Sweeney (Leeds Office) Insight Day on 21 January 2025 (10 students including six non-White students attended the event)

Leigh Day (Manchester) Student Workshop on 25 February 2025 (10 students including four non-White students attended the event)

Narrowing the awarding gap

The Law School's general approach provides opportunities for students from diverse backgrounds to demonstrate their academic potential and is designed to narrow awarding gaps between white and non-white students. Assessment briefs, outlining the type, nature, and marking criteria for each module are provided at the beginning of each

semester. Formative assessments are embedded within each module, with select modules offering additional drop-in sessions for assessment guidance. The Law School has been successful in narrowing the gap between white and non-white students in terms of module pass rates and progression rates from level 4 to level 5. Figures 1 and 2 reflect the success of the Law School in terms of closing this gap over the last three academic years (21/22 onwards), particularly with respect to Asian and Black students.

Figure 1. LTU Law School – Module pass rate (note the implementation of the 30-credit law programme in Academic Year 2023-2024)

Module Pass Rate											
Academic Year	19/20		20/21		21/22		22/23		23/24		Total	
Ethnicity 5-Way	%	#	%	#	%	#	%	#	%	#	%	#
Asian	75.9%	133	70.5%	275	76.6%	380	73.1%	323	91.0%	255	77.2%	1366
Black	50.0%	38	88.0%	83	91.7%	132	92.4%	145	83.5%	103	86.4%	501
Mixed	100.0%	24	75.0%	48	97.1%	70	84.2%	114	89.1%	129	88.1%	385
Other			91.7%	12	83.9%	56	83.3%	66	95.3%	64	87.9%	198
Unknown	100.0%	12	16.7%	12					100.0%	10	70.6%	34
White	87.3%	275	82.5%	587	79.6%	784	80.5%	802	87.7%	616	82.7%	3064
Total	82.2%	482	78.7%	1017	80.9%	1422	80.5%	1450	88.7%	1177	82.2%	5548

Figure 2. LTU Law School – level 4-5 Progression Rate by ethnicity

Level 4-5 Progression Rate											
Academic Year	19/20		20/21		21/22		22/23		23/24		Total	
Ethnicity 5-Way	%	#	%	#	%	#	%	#	%	#	%	#
Asian	88.9%	9	50.0%	14	46.7%	15	60.0%	10	78.6%	14	62.9%	62
Black	50.0%	4	60.0%	5	100.0%	7	100.0%	1	0.0%	1	72.2%	18
Mixed	100.0%	1	100.0%	1	75.0%	4	60.0%	5	75.0%	4	73.3%	15
Other			100.0%	1	75.0%	4	50.0%	2	100.0%	2	77.8%	9
Unknown									100.0%	1	100.0%	1
White	62.5%	16	75.0%	28	64.1%	39	60.0%	20	95.5%	22	71.2%	125
Total	70.0%	30	67.3%	49	65.2%	69	60.5%	38	86.4%	44	69.6%	230

Engagement with the Legal Profession and Social Mobility Initiatives

Since September 2021, the Law School has developed a range of different partnerships with law firms which are committed to diversity, equality, and inclusion. These collaborations have been mainly facilitated through the legal skills modules and have taken the form of guest lectures, CV clinics, placement opportunities and student competitions. Contributors from each of these firms have shown considerable empathy

for the problems that students from diverse backgrounds may have and have reflected this in their different interactions and support for students.

Guest lectures have featured contributions from legal practitioners at various stages in their own careers, including associates, senior associates, and partners from diverse backgrounds. Guest speakers have included professionals from Petherbridge Bassra Solicitors (Bradford) and Squire Patton Boggs (Leeds office). Before September 2023 the annual guest lectures were integrated into two specific modules Ethics, Society and Employability (LAW4992) and Legal Skills (LAW4022). These two modules are now combined into the module Legal Skills and Employability (LAW4023) following revalidation of the undergraduate law programme.

Since academic year 2024-2025, other modules, such as Professional Learning Through Work (LAW6012), now offer students additional insights from in-house lawyers working for charities like LawCare and professionals from non-legal sectors, including IT and financial services. In academic year 2023-24, Marjan Parkinson, the employability lead for the Law School launched an annual CV clinic for students enrolled in law and joint law programmes. This initiative provides students with networking opportunities and career guidance from legal practitioners. The Law School continues to implement current and new initiatives to improve awarding gaps, social mobility and professional opportunities for students at undergraduate level.

Case Study 3 University wide co-creation

Md Golam Jamil, Senior Lecturer in academic development, CELT

Co-creation in action: Building an equitable and inclusive educational future together

Overview

Co-creation, defined by shared decision-making and implementation, promotes inclusion and the development of collective values and principles. Since 2022, the Centre for Excellence in Learning and Teaching (CELT) at Leeds Trinity University (LTU) has been implementing a diverse range of co-creation activities with its staff and students. The work links strongly with race and equality agenda of the University and demonstrates impacts including empowering voices, building trust, and suggesting tailored academic solutions and sustainable change.

CELT's core mission is to holistically enhance academic environments while strengthening staff capacity to foster effective pedagogical practices. Established in 2021, the Dean of CELT (also a Professor) is the strategic and operational lead, and there are three Senior Lecturers, one Digital Pedagogy Advisor, one Impact and Evaluation Manager, and two Senior Learning and Teaching Coordinators. One of the Senior Lecturers, a member of the global majority, leads the co-creation initiatives and pedagogical scholarship development programmes. All the CELT-led schemes are co-created and implemented with broader university stakeholders including students, academics, and professional service staff as well as external groups.

Purpose of initiative

The urge for embedding co-creation at LTU derived from the observed challenges of engaging students, and their experiences of discrimination and lack of belonging to the institution. As a result, LTU's Strategic Plan 2021-26 embraced co-creation to improve student engagement and decision-making processes, ensuring education is inclusive, responsive, anti-racist, and student-centred. The overarching aim was to expand student satisfaction to a richer learning experience, viewing students as active partners rather than consumers.

Co-creation is a core objective of LTU's Learning Teaching and Academic Experience Strategy. Grounded in the Curriculum for Social Justice framework, this approach extends beyond the classroom and works to address race and equality agenda by fostering inclusivity, shared power, awareness of social justice, and authentic representation. Research and projects on co-creation at LTU highlights the need to

embed co-creation across academic and professional services as a mainstream approach with clear structures and defined roles. Successful co-creation takes time and effort, and relationships and trust need to be embedded at the start. These findings have been shared in LTU committees, national and international conferences, and publications including journal articles, book chapters and an edited volume.

Description of initiative

CELT's key co-creation initiatives include the Co-creation Seed Fund, the Student Co-creation Panel, and a peer-inquiry scholarship project. The design and implementation of these schemes have been well received by the LTU community and recognised externally, namely AGCAS (Academic Employability Awards 2025 shortlist) and SEDA/JISC (Partnership Impact Award 2024).

During 2023-25, the Co-creation Seed Fund Projects have catalysed 41 research initiatives involving over 60 faculty members and 75 students as co-researchers. Projects varied in terms of their aims and methodologies, but the majority included around race, inclusion, and equity aspects. For example, research on inclusive innovation focused on equipping diverse students with enterprise, digital, and intercultural skills to thrive globally. University-wide initiatives on mental health, belonging, and awarding gaps addressed disparities, fostering wellbeing and public health. Creative projects, from representative children's libraries to critical psychology, expanded cultural access and intellectual equity.

The Student Co-creation Panel, coordinated by CELT, enables LTU staff and departments to collaborate with diverse students on inclusive and actionable solutions. Currently, the panel contains 26 students representing diverse backgrounds and academic disciplines. The former and current panels have so far engaged in 34 co-creation meetings, shaping decisions on aspects including accessible campus, inclusive pedagogy and assessment, and mental wellbeing. In the meetings, the panel considered factors, such as inclusive pedagogy, neurodiverse support, accessibility, and race equity. The platform has been helping to create LTU as a more inclusive, equitable, and supportive learning environment for students.

In 2024, CELT led a peer-inquiry based international scholarship building project and published a case-study based edited volume (Jamil, O'Connor, & Shelton, 2025). Among various perspectives, it found the pivotal role of co-creation in fostering student competencies like adaptability, problem-solving, and leadership. It also reported how co-creation cultivates inclusive learning environments, strengthens socio-emotional intelligence, and supports students' transitions into higher education and employment. Overall, the findings show the power of co-creation in empowering students with a sense of ownership over their learning and preparing them to navigate the complexities of the modern society and workforce with confidence, critical thinking, and ethical decision-making.

Rationale

LTU has adopted a whole-university co-creation approach to addressing challenges like student disengagement, discrimination, and a lack of belonging, particularly among racially diverse students. As a core element of the Curriculum for Social Justice, co-creation fosters shared power, social justice awareness, and authentic student representation, aiming to create a more inclusive, anti-racist, and student-centred learning environment. Through initiatives like the Co-creation Seed Fund, the Student Co-creation Panel, and the peer-inquiry project, CELT has empowered students to shape institutional policies and enhance learning environments. By embedding co-creation across academic programmes and professional services, LTU expects to build an inclusive, equitable, and empowering space where students actively participate in shaping their education and institutional practices, helping to dismantle systemic inequalities and strengthen student agency.

Results

The Student Co-creation Panel has driven meaningful change in university culture and social justice by embedding inclusivity into campus development (including the new City Centre Campus), mental wellbeing, digital accessibility, pedagogy and assessment, career services, and ethical decision-making. The students contributed to decision-making in areas, such as accessibility, neurodiverse support, and cultural sensitivity across physical spaces and student employment. Success was measured through qualitative feedback, with staff recognising the panel's critical role in decision-

making for the university provisions, and reflection sessions (focus groups) with the students. The findings show an increase of confidence, stronger community ties, and enhanced professional skills of the panel members.

Since the 2022/23 academic year, 41 Seed Fund research projects have been implemented by more than 67 staff members and 75 student researchers. Among them, at least 14 projects have addressed issues related to race and equality, including student identity, student belonging, student leadership, social justice in the professional skills curriculum, awarding gaps and anti-racist practices, access to intellectual and creative resources, and collaboration with community groups. Staff and student reflections have captured through MS Form questionnaires, and a thematic analysis of the projects' findings is ongoing. Individual project teams have presented their research findings at prestigious conferences, including Advance HE, Quality in Higher Education, the British Sociological Association, the International Professional Development Association, and the Universities' Council for the Education of Teachers. Several published academic papers, for example, Brierley, Bruell, & McDermott (2024), Shakir & Siddiquee (2024), Torn & Whitaker (2024), and Tshabangu & Lancaster (2025) also document the findings of these projects.

A peer-inquiry-driven exploration of co-creation in international higher education, published as a research-informed edited collection (Jamil, O'Connor, & Shelton, 2025), advances this inclusive and equitable approach to enhancing higher education culture and student experiences. Findings, based on qualitative and quantitative data, from individual case studies demonstrate co-creation as a tool for fostering inclusion, equity, resilience, and student empowerment. Examples include staff-student co-creation as an inclusive teaching strategy, the use of video and workshops to combat racism, the expanded role of student representatives in crisis management during wartime, and the impact of co-creation on students' socio-emotional intelligence and personal growth.

Key barriers and facilitators

Implementing co-creation initiatives at LTU has been influenced by a range of internal and external factors which both facilitated and hindered success. A key facilitator in implementing co-creation activities in higher education is the diverse identities and

voices of students, which can enrich discussions, approaches to implantation, and project outcomes. Therefore, it is important to ensure strong cultural awareness and sensitivity in all co-creation activities. Inclusion also plays a crucial role which can enable students from underrepresented groups to share experiences and contribute to institutional change. However, challenges such as ensuring equitable representation and addressing student identity concerns require careful navigation and addressing. It is imperative to create a safe and relational environment which encourages participants to consider and challenge inequalities and advocate for a more inclusive academic environment. In a research project context, having a pragmatic view is vital, which can link practices with the policies while addressing diversity, inclusion, and equal opportunities.

On contrary to the facilitators, several internal and external factors impacted the implementation of the co-creation initiatives and the achievements of success negatively. While the diverse backgrounds of students were an enabling factor for co-creation, this was also a barrier to success of such activities. Sometimes, students from diverse backgrounds faced challenges balancing research tasks with academic, employment, and personal commitments. They also had diverse expectations from the co-creation activities and followed different approaches to accomplishing them. Administrative hurdles, such as delays in contracts, payments, and approvals, disproportionately affected marginalised students, creating additional barriers. Scheduling conflicts with academic calendars and cultural obligations further limited participation. To address these challenges, stronger direction, follow-ups, and efforts to create a supportive and inclusive environment were implemented. However, making and evaluating actionable decisions remained difficult, affecting the overall effectiveness of the initiative.

The Future

LTU has plans to develop and innovate current co-creation practices in two phases. Within the next two years, the aim is to foster shared decision-making among staff and students on both academic and non-academic matters. By balancing power dynamics, students are expected to feel more empowered to share their views, enhancing their

communication, empathy, teamwork, leadership, and overall social and navigational skills.

Within five years, all academic programmes and professional services would sustain a culture of staff-student collaboration and shared decision-making. Beyond regular co-creation activities, they would develop and implement innovative approaches while researching and evaluating their educational impacts and benefits.

Advice for other REC members

The following learning points are based on co-creation project experiences and empirical research findings from Leeds Trinity University.

- Make co-creation mainstream, not as a special project or activity
- Acknowledge challenges and limitations of embedding co-creation in higher education culture
- Define structure of the activity and core responsibilities of the participants
- Make the process inclusive through the representation of all relevant students or student groups
- Enable easy but active communication
- Create an encouraging and supportive environment
- Consider values that can guide the relationship
- Strive for shared decisions and their collaborative implementation
- Aim for actionable decisions
- Stay open to new perspectives

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Case Study 4 Academic Skills Workshops

By Adam Osborne, Student Achievement Manager, Student support

Impact of Academic Skills workshops on the attainment of BAME students: a case study of an L4 Bio-Medical Sciences cohort

A series of six academic skills workshops were organised for BIO4005 in semester 1, AY24/25. Students then had two assessments, a laboratory competence test at the end of semester 1 and, more relevantly, a 1500 word essay at the end of semester 2. Twelve out of thirteen students submitted work for these two assessments.

Disregarding the non-submission, the average grade for the module was 58.9%. For students who attended one or more of the academic skills workshops, the average grade was 60.5% (+1.6%). This suggests there is a benefit to attending these workshops.

The average grade for white students was 62% and for BAME students it was 55.8%, which suggests a noticeable awarding gap. For white students attending one or more academic skills workshops, there was a difference of +1.3% (63.3%).

For BAME students, this was more pronounced with a difference of +3.9 (59.2%).

This could suggest that attending academic skills workshops can play a role in helping BAME students improve their grades and close the awarding gap.

It should be remembered that this is a very small sample size and there are likely to be other factors to take into account. For example, it is likely that those students attending Academic Skills workshops will be the more motivated and engaged students.

However, in this case study, the data does suggest that Embedded Academic Skills Workshops have a positive effect on attainment and that this effect is more pronounced for BAME students.

	Average module grades (%)

Average grade (excluding non-submissions)	58.9
Average for white students	62.0
Average for BAME students	55.8
Average for students who attended 1+ workshops	60.5
Average for white students who attended 1+ workshops	63.3
Average for BAME students who attended 2+ workshops	59.2

From the Silver Action Plan Action 7: LTU Summer School: Evaluation Plan

About the summer school

LTU's Summer School is designed to provide selected year 12 students with a supported and immersive experience of higher education that enables them to make informed decisions about their next steps in education. Over three days, participants experience a range of aspects of student life including building peer relationships, independent living, navigating new spaces, academic delivery, and team working. Participants also receive presentation skills development training and short 1-1 guidance conversations around their HE/career ambitions. The summer school culminates in a group presentation task.

Aims:

- To provide participants with an authentic HE experience

- To support participants to develop a 'sense of fit' within HE

- To develop participants' understanding of HE study

- To enable participants to develop and practice skills relevant to HE success, including building peer relationships, navigating unfamiliar spaces, and working well with others

- To support participants in making confident, informed decisions about their next steps in education

Evaluation

This evaluation plan outlines monitoring and evaluation activity to assess the outputs, outcomes and impact of the Leeds Trinity University year 12 summer school. This plan is based on a theory of change (Annex A) and is designed in accordance with LTU's principles of evaluation. This evaluation activity is also designed to inform the ongoing development of the summer school to ensure that it reaches its intended audience and is engaging and relevant for participants.

Methods used:

This evaluation uses multiple qualitative and quantitative methods to assess the outcomes of the summer school. In addition, there are monitoring processes in place to assess whether the summer school has been delivered as planned. A full list of planned measures and how they are measured is in Annex B. Below are details of each method used to evaluate the summer school, how they will be implemented and what they are intended to measure.

During summer school

Participant pre and post activity surveys

These will test for changes in student understanding of HE and self-efficacy in relation to HE study. The pre-survey will be completed by participants prior to participating in the summer school and the post-survey on the final day of the summer school, after student

presentations. To encourage participants to be open in their responses, responses will be anonymous, meaning that we will only be able to compare changes in the cohort overall. This may mean that there are some respondents who do not complete both surveys.

Ambassador focus group (dependent on scheduling)

Conducted during the summer school or in the same week, led by a staff member and student ambassador not part of the summer school team, this focus group with ambassadors will explore changes observed by ambassadors who have worked closely with students throughout. It will help to identify unanticipated outcomes and what aspects of the summer school have been most impactful on participants.

Staff skills and attitudes reflection

As part of final presentations delivered by participants, 2-4 staff or ambassadors will record their reflections on the skills, attitudes and preparedness of participants for HE, using a template format. This will include both staff who have been present during the summer school and those who will have had limited contact with participants. This will help to identify any particular strengths and potential areas for development in how the summer school prepares participants for HE.

Staff/ambassador de-briefs

These will be held at the end of each summer school day to identify key successes and challenges. The format is informal, allowing discussion of any key issues from the day but a structured reflection template of two questions will be used to help to assess whether outcomes are being achieved and what elements of the summer school appear to be most effective.

After summer school

Parent/carer post-activity survey (up to 1-month post-activity)

This brief post-event email survey to parents/carers will help to triangulate reported changes in the HE preparedness of participants and will also help to identify any unanticipated outcomes.

6-month post-activity participant survey (phone or online)

To assess longer-term outcomes, this will help to evaluate behaviour changes and lasting perceptions of self-efficacy. It will also provide an opportunity to identify any further support needs.

18- and 36-month data reviews

Using internal applicant and student data, we will track outcomes for summer school students, also exploring the possibility of comparing their outcomes to similar students.

Evaluation Timeline:

June	Review evaluation materials to ensure they are suitable for audience and summer school design. Adapt if needed.
	Prepare for collection of survey data (e.g. create/adapt online collection, print forms)
	Ask staff/ambassador to join final presentations to provide reflections
	Provisionally schedule ambassador focus group (support available from Impact and Evaluation Manager)
July/August	Collect data, storing any evaluation materials securely
	Arrange for survey data to be entered onto spreadsheet for analysis
	Ensure you have consent from participants and parents/carers for any follow-up calls or emails
	Send follow-up email to parents

August/Sept	Draft initial project evaluation report (support available from Impact and Evaluation Manager)
Jan (+6 months)	Arrange ambassadors for follow-up call and survey
Mar (+8 months)	Present summer school report to Student Success Strategy Group
Jan (+18 months)	Review applicant and enrolment data to identify outcomes for summer school participants Update summer school report if needed

Resources

Below are resources to be used for each evaluation method, excepting quantitative analysis. The same questions/discussion areas should be used each year, unless there have been changes to the programme aims or audience, or if they were deemed to be ineffective in previous years. Some questions have been highlighted as optional and can be adapted.

Pre-survey

Areas assessed:

1. Participants feel able to make positive decisions about HE study.

2. Participants feel that they understand what studying in HE might be like.

3. Participants have increased confidence that they could succeed in HE.

4. Participants feel more confident in their ability to build relationships within HE.

5. Participants develop a sense of belief that HE fits with their social identities.

Questions below have been sourced from TASO's 2023 draft validated questionnaire and the NERUPI question bank to enable comparison with other universities' outreach activities.

Welcome to summer school!

We're looking forward to spending the next few days with you. We've put together some questions below to help us understand how students feel at the start of summer school. This helps us to deliver the summer school, evaluate it and make it better. Please give us your honest responses – your answers are completely anonymous, and it will take around 2 minutes.

1. Below are some statements about university. Please tell us how much you agree or disagree with these:

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
I am thinking about applying to university in the future					
I know what studying at university would be like					
I know how studying at university is different from studying in school or at college					
I believe that if I apply to university, I will get in					

Updated Race Equality Charter
Silver Application Form

I feel able to make decisions about higher education that are right for me					
University is for people like me					
I would fit in well academically with others at university					
I would fit in well socially with others at university					
I think I have all the information I need to know about going to university					
I feel confident about meeting people and making new friends					

2. What one thing would you like to get out of doing this summer school?

3. Are you considering applying to Leeds Trinity University to study? Please circle.

Yes   No   Not sure

Thank you!

Post-survey

Areas assessed:

1. Participants feel able to make positive decisions about HE study.

2. Participants feel that they understand what studying in HE might be like.

3. Participants have increased confidence that they could succeed in HE.

4. Participants feel more confident in their ability to build relationships within HE.

5. Participants develop a sense of belief that HE fits with their social identities.

6. Participants feel that LTU is supportive.

7. Participants feel informed about HE and their chosen courses/careers in particular.

8. Participants are able to identify their next steps in choosing an HE course and institution.

9. Participants feel that they have developed skills relevant to HE study.

This survey uses the same questions covered in the pre-survey, with some additions and questions focused on the experience of the summer school.

We'll miss you!

Thank you for being part of our summer school! We've got some more questions for you so we can understand how to improve our summer school in future. The answers from previous students have helped us design the summer school that you took part in so please tell us what you thought. Give us your honest opinions – your answers are completely anonymous, and it will take around 5 minutes.

Updated Race Equality Charter
Silver Application Form

1. Below are some statements about university. Please tell us how much you agree or disagree with these:

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
I am thinking about applying to university in the future					
I know what studying at university would be like					
I know how studying at university is different from studying in school or at college					
I believe that if I apply to university, I will get in					
I feel able to make decisions about higher education that are right for me					
University is for people like me					
I would fit in well academically with others at university					
I would fit in well socially with others at university					

I think I have all the information I need to know about going to university					
I feel confident about meeting people and making new friends					
I would fit in at LTU					
I know where to find more information about university					
I know where to find more information about my future career(s)					

2a. How would you rate summer school for:

	«	««	«««	««««	«««««
Enjoyment					
Seeing what student life is like					
Helping me decide whether to apply to university					
Making me feel prepared to be a university student					
Improving skills I will need at university					

2b. Can you tell us anything else about why you chose the answers above?

3. What do you think we should change or improve about summer school?

4. Is there anything about university, being a student or LTU that you feel you still don't know or understand very well?

5. What has been the most valuable thing you have learned or experienced during summer school?

6. What three words would you choose to describe Leeds Trinity University?

7. Following the summer school, are you considering applying to Leeds Trinity University to study? Please circle.

Yes   No   Not sure

Ambassador focus group

Areas assessed:

- Participants are able to identify their next steps in choosing an HE course and institution.

- Participants have increased confidence that they could succeed in HE.

- Participants feel more confident in their ability to build relationships within HE.

- Participants feel that they have developed skills relevant to HE study.

- Unexpected outcomes.

- Mechanisms for change.

A topic guide will be developed for the focus group once times and attendees are confirmed. This will include consent forms for participation and recording. Provisional topics for discussion are detailed below:

1. What changes (positive and negative) have they observed in:

a. Knowledge

b. Attitudes

c. Skills

d. Behaviours

2. What do they feel has impacted on those changes?

3. Anything surprising?

4. Have some students benefitted more than others?

5. Do they think that the students they worked with are confident about what to do next?

Staff skills and attitudes reflection

Areas assessed:

- Participants feel that they have developed skills relevant to HE study.

- Are participants able to build positive relationships with staff and peers?

- Unexpected outcomes.

- Mechanisms for change.

The grid will be piloted in 2023, with changes made following respondent feedback.

Summer school reflections:

Thank you for helping us to reflect on and evaluate our summer school. As someone who understands what our summer schools are trying to achieve, we'd like you to give us your observations from seeing our participants and staff at work.

You have been invited to see our participants on their final day with us as they make group presentations to their peers. Although they have spent some time working with their group and thinking about presenting themselves, they only found out about this presentation yesterday!

We want to assess the following. Does our summer school…

- provide participants with an authentic HE experience?

- support students to see themselves as university students?

- help participants to develop and practice HE relevant skills?

- help participants to build positive peer and staff relationships?

- have any other positive or negative impacts on participants we didn't anticipate?

- affect different participants in different ways?

We also want to understand how we might improve the positive impact we have on students. We know that you won't be able to assess all of those things from a short visit, but we'd like you to keep these in mind.

In the grid below we've suggested some prompts but feel free to adapt these. Your notes don't have to be extensive but should be enough to remind you and us of your thoughts for discussion later.

Area of focus	Comments
What you observed that you liked	
What you observed that you think could be improved/changed	

What you observed that relates to our aims of: - authentic experience - relationship building - skills development/practice - participants seeing themselves as students	
What you observed that we might not be aware of	
The most important thing you observed	
Any other thoughts or comments	

Staff/ambassador de-briefs

Areas assessed:

- Are participants able to build positive relationships with staff and peers?

- Participants feel that they understand what studying in HE might be like.

- Unexpected outcomes.

- Mechanisms for change.

Ambassador/staff de-briefs should allow for important discussions (e.g. participant welfare, logistics) to take priority. However, ambassadors will be asked to reflect on two topics at each session, where time allows:

1. Relationships developed by participants during the summer school

2. Knowledge and understanding of participants about university

Parent/carer post-activity survey (up to 1-month post-activity)

Areas assessed:

- Applicants and families feel confident about attending the summer school.

- Participants are able to identify their next steps in choosing an HE course and institution.

- Participants have increased confidence that they could succeed in HE.

- Unexpected outcomes.

Questions for this survey are to be reviewed following the summer school, with questions added if needed. The survey can be conducted online, in a format accessible from a mobile device. It may be useful to also include directions to resources for parents/carers around HE or LTU, or to ask parents if they would like further support/information.

1. Summer school was:

	Yes	No	Not sure	Further comments
A positive experience for my child				
Enjoyable for my child				
Useful for my child				
A safe place for my child				

2. Is there anything you'd like to tell us about your child's summer school experience?

3. Is there anything we could do to make summer school a better experience for you or your child?

6-month post-activity participant survey (phone or online)

Areas assessed:

- Participants seek out additional knowledge or support relevant to HE where needed.

- Participants feel able to make positive decisions about HE study/ Participants feel positive about their HE decisions.

- Participants are able to identify their next steps in choosing an HE course and institution.

- Participants develop a sense of belief that HE fits with their social identities.

To be developed following summer school 2023.

From the Silver Action Plan Action 8: Law Debating: Evaluation Plan

Overview

Providing school pupils with opportunities to develop skills in debating, particularly linked to skills and knowledge needed to progress to Law degrees, was trialed by LTU in 2023 for KS5 pupils. Although engagement and feedback from schools was positive, the students selected by schools for participation did not align with typical LTU entry requirements and those who did pursue Law chose to do so at higher tariff institutions. We concluded that, given positive teacher feedback, the project could potentially be more impactful in working with younger pupils still making their HE decisions and who may not already be 'on track' for HE progression.

In consulting with teachers in key contact schools in 2023, they identified GCSE English as a priority area for potential support from LTU and gaining GCSE English qualifications at grade 4 or higher is essential for progression to many HE programmes. Activity involving argument and verbal reasoning can be particularly beneficial in supporting oracy skills that are key for successful English Language learning[1]. We have therefore adapted our existing 'Law Debating' activity and are trialing a more targeted approach with KS4 pupils. The revised project targets pupils in Year 10 who are at risk of not

achieving at least a Grade 4 in GCSE English Language in Year 11, where support with oracy and raising their confidence may be beneficial.

Project Delivery:

During the project, selected pupils participate in two in-school workshops, delivered by provider 'talk the talk'. These workshops focus on visual, verbal and vocal skills to support participants in developing persuasive arguments, on building confidence, and on demonstrating their skills in academic and professional contexts. A selected group of these pupils, nominated by the school, then attend an on-site 'Debate Day' at LTU, where they compete in one or more debates using the facilities of the LTU Law school, like the Moot Court. A panel of judges provides feedback for all debate teams, with awards provided to celebrate the achievements of participants.

Project Aims:

- Participants develop understanding of HE studies

- Participants develop positive perceptions of HE

- Participants increase oracy skills across domains of confidence, cognitive and physical oracy

- Participants increase academic self-efficacy in relation to assessed skills (e.g., structuring an argument)

Summary theory of change
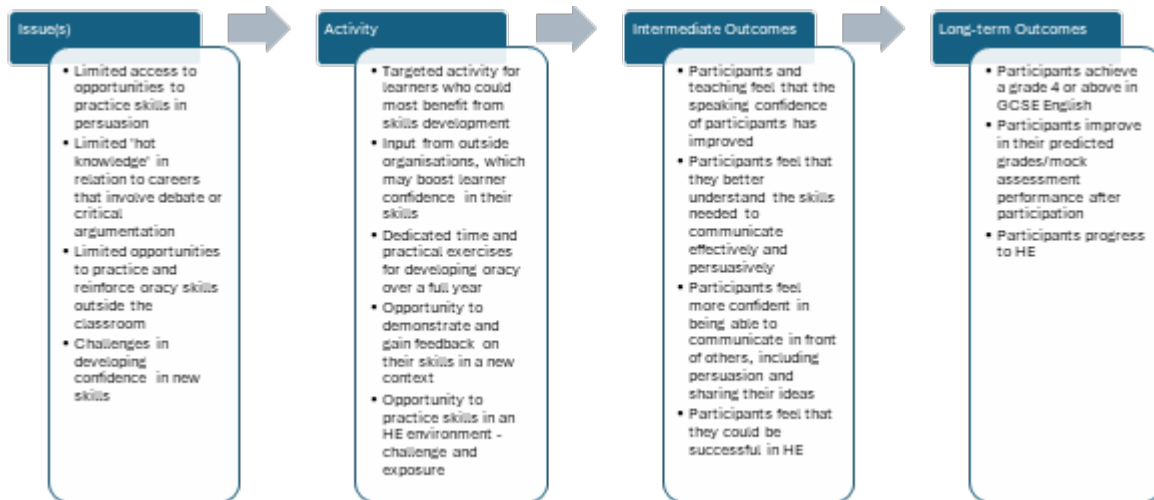
Monitoring and Evaluation activity

The table below details proposed monitoring and evaluation activity to support assessing whether the Law Debating Project has met its aims and how.

M & E Activity	Details	Assessing
Participation Details	School name Register of participants for each session (names)	Engagement and consistency of engagement throughout programme.
Student self-assessment (talk the talk workshops)	Pre and post workshop self-assessments of knowledge and confidence of each participant.	Changes in knowledge and confidence after workshop (individual level)
Teacher assessment of student confidence and progress (Debate Day)	Teacher assessment of student confidence (3 point scale) at key points throughout the day. Teacher identification of participant who has made the	Change in student confidence throughout Debate Day (individual level)

	most progress. Forms completed on Debate Day.	Contextualisation of student confidence with specific progress example.
Debate scores	Judges' assessments of application of debate skills (as taught within workshops), taken on Debate Day.	Application of skills (debate team level)
Teacher Reflections (Debate Day)	Teacher qualitative feedback on the quality of the day, organization, and initial impact on participant confidence and HE/Law interest. Gathered by form on the day.	Quality of delivery and pupil positive interest in HE, linked to visit
Pupil Reflections (Debate Day)	Pupil qualitative reflections on their skills development, gathered by form or post-it exercise on the day.	Pupil skills, confidence, and/or knowledge development
Teacher Reflections	Brief interview with nominated teacher from the school, focusing on appropriateness of targeting, skills development of pupils, relevance of development to pupil attainment. To happen in Y11 for the relevant cohort.	Relevance of skills development to pupil attainment

Participant Outcomes	Predicated grades OR mock exam scores before and after participation in project.	Changes in expected attainment (individual, anonymized)
	GCSE English grade, including breakdown by domain where available.	GCSE attainment (individual, anonymized)
	Both provided by school on request.	

Schedule

When	Detail	Responsible
Ongoing	Maintain records of school and pupil engagement, including gathering this from external providers where relevant	JC
During in-school workshops	Gather participant assessments of knowledge and confidence	TtT
Prior to on-site visit	Gather details of attendees, including reasons for	JC

	nomination and predicated GCSE scores	
Prior or during on-site visit	Obtain contact details for nominated interviewees and for sharing pupil outcomes	JC/RS
During on-site visit	Collect teacher assessments of pupil confidence and progress	SCE
During on-site visit	Gather feedback from teachers and pupils	JC
Following on-site visit	Share data sharing request with school for confirmation	JC/RS
Aug-Oct	Produce interim report for current year's delivery	JC (support from RS)
June/July following year	Arrange for interviews with nominated teachers	RS (support from JC)
June/July following year	Conduct interviews with nominated teachers	RS
August/Sept following year	Produce summary findings of teacher interviews for final report	RS

August/Sept following year	Contact school for final GCSE scores	JC (support from RS)
Sept-Oct following year	Complete final report	JC (support from RS)

From the Silver Action Plan Action 9- Pass rates, progression, degree awards tables

In line with the Leeds Trinity Student Academic Engagement Policy, the university uses a combination of attendance data, information about VLE usage, data from other university systems, and the completion of tasks and assessment submissions to monitor a student's academic engagement with their programme of study. This data is closely monitored and used to determine whether intervention or support is required.

At regular intervals throughout the academic year engagement meetings are held between the student engagement team and academic staff to determine whether students are at risk of withdrawal or academic failure. If there is a risk, then one of four different engagement stages is assigned to students based on the level of intervention required.

Data shows that in 24/25 Foundation Year students and BAME students at level 4, 5 and 6 were more likely to be assigned an engagement stage. Whilst this indicates some issues with engagement of BAME students it also demonstrates that more interventions were put in place.

24/25 pass rates are subject to a small amount of change pending resit results. However, as it stands pass rates at each level of study and degree award outcomes have improved for BAME students which has reduced the attainment and awarding gaps.

- 24/25 **Foundation Year** pass rate for BAME students has increased to 85.7%, higher than White students for the second year in a row. Over the last 3 years combined there is almost parity in outcomes by ethnicity (0.5% gap). Black students had a record high progression rate of 85.3%.
- 24/25 **Level 4** pass rates for BAME students maintained the improvement achieved in 23/24, however the pass rate of BAME students remains slightly lower than White students (3.3% lower over 3 years). The main reason for the continued attainment gap is lower pass rate for Black students (8% lower in

24/25) but the pass rate of Black students did improve in 24/25 to a 5-year high so improvements are being seen.

- 24/25 **Level 5** pass rates of BAME students increased to a 5-year high with all ethnicity groups exceeding the performance of White students. The overall pass rate of BAME students has exceeded White students in three of the last five years and is 1.7% higher for the last 3 years combined.

- 24/25 **degree awards** show a sharp increase in the proportion of 1st/2:1 awards to BAME students (improvement of 8.3% compared to 23/24), just 3.1% lower than white students. This is the smallest awarding gap of the last five years. The proportion of 1st/2:1 awards made to Black students remains substantially lower than other ethnicity groups but did increase 8.8% compared to 23/24.

24/25 Students Assigned an Engagement Stage by Level & Ethnicity

Using latest engagement stage recorded.

Level	Ethnicity	Student Count	% Students Assigned an Engagement Stage
Level 0	BAME	93	25.8%
	White	112	25.9%
Level 4	BAME	284	29.9%
	White	536	16.4%
Level 5	BAME	235	25.5%
	White	451	16.4%
Level 6	BAME	154	13.6%
	White	408	10.1%

Foundation Year Student Pass Rate by Ethnicity – As at 07/10/2025

Student Count by Ethnicity

Ethnicity	20/21	21/22	22/23	23/24	24/25
BAME	130	140	175	182	112
Asian	65	74	91	106	58
Black	29	33	43	42	34
Mixed	25	25	36	26	13
Other					
White	179	195	206	226	138
Total	309	335	381	408	250

Trend by Ethnicity

Ethnicity	20/21	21/22	22/23	23/24	24/25
BAME	73.1%	66.4%	62.3%	81.9%	85.7%
Asian	75.4%	75.7%	62.6%	84.3%	87.9%
Black	65.5%	66.7%	53.5%	69.0%	85.3%
Mixed	76.0%	48.0%	69.4%	88.5%	76.9%
Other					
White	83.8%	71.3%	76.7%	74.8%	76.8%
Total	79.3%	69.3%	70.1%	77.9%	80.8%

Gaps Trend by Ethnicity

Measure Name Ethnicity Comparison	Foundation Year Pass Rate				
	20/21	21/22	22/23	23/24	24/25
Student Characteristics					
Ethnicity (BAME/White)	-10.7%	-4.9%	-14.4%	+7.1%	+8.9%
Ethnicity (Asian/White)	-8.4%	+4.4%	-14.1%	+9.5%	+11.1%
Ethnicity (Black/White)	-18.3%	-4.6%	-23.2%	-5.7%	+8.5%
Ethnicity (Mixed/White)	-7.8%	-23.3%	-7.3%	+13.7%	+0.1%
Ethnicity (Other/White)					

Note - "Other" ethnicity data suppressed due to small cohorts

Level 4 Student Pass Rate by Ethnicity – As at 07/10/2025

Student Count by Ethnicity

Ethnicity	20/21	21/22	22/23	23/24	24/25
☐ BAME	235	252	214	250	289
Asian	143	149	121	139	166
Black	44	41	40	42	56
Mixed	44	44	43	60	50
Other					
⊞ White	740	597	525	516	559
Total	975	849	739	766	848

Trend by Ethnicity

Ethnicity	20/21	21/22	22/23	23/24	24/25
☐ BAME	77.0%	79.0%	72.0%	80.8%	81.0%
Asian	81.1%	80.5%	71.9%	82.0%	83.1%
Black	70.5%	75.6%	72.5%	73.8%	75.9%
Mixed	72.7%	77.3%	69.8%	81.7%	82.0%
Other					
⊞ White	83.4%	78.1%	76.8%	84.1%	83.9%
Total	81.8%	78.3%	75.4%	83.0%	82.9%

Gaps Trend by Ethnicity

Measure Name	Level 4 Pass Rate				
Ethnicity Comparison	20/21	21/22	22/23	23/24	24/25
☐ Student Characteristics					
Ethnicity (BAME/White)	-6.4%	+0.9%	-4.8%	-3.3%	-2.9%
Ethnicity (Asian/White)	-2.3%	+2.5%	-4.9%	-2.1%	-0.8%
Ethnicity (Black/White)	-12.9%	-2.4%	-4.3%	-10.3%	-8.0%
Ethnicity (Mixed/White)	-10.7%	-0.8%	-7.0%	-2.4%	-1.9%
Ethnicity (Other/White)					

Note - "Other" ethnicity data suppressed due to small cohorts

Level 5 Student Pass Rate by Ethnicity – As at 07/10/2025

Student Count by Ethnicity

Ethnicity	20/21	21/22	22/23	23/24	24/25
☐ BAME	164	178	190	152	188
Asian	101	115	112	86	111
Black	27	30	31	28	26
Mixed	32	31	33	30	45
Other					
⊞ White	555	588	447	390	421
Total	719	766	637	542	609

Trend by Ethnicity

Ethnicity	20/21	21/22	22/23	23/24	24/25
☐ BAME	82.9%	87.1%	88.9%	86.2%	93.6%
Asian	87.1%	89.6%	88.4%	82.6%	95.5%
Black	66.7%	76.7%	90.3%	89.3%	92.3%
Mixed	87.5%	90.3%	90.9%	93.3%	91.1%
Other					
⊞ White	85.9%	84.0%	85.0%	89.2%	90.3%
Total	85.3%	84.7%	86.2%	88.4%	91.3%

Gaps Trend by Ethnicity

Measure Name	Level 5 Pass Rate				
Ethnicity Comparison	20/21	21/22	22/23	23/24	24/25
☐ Student Characteristics					
Ethnicity (BAME/White)	-3.0%	+3.1%	+3.9%	-3.0%	+3.4%
Ethnicity (Asian/White)	+1.2%	+5.6%	+3.4%	-6.7%	+5.2%
Ethnicity (Black/White)	-19.3%	-7.3%	+5.3%	+0.1%	+2.0%
Ethnicity (Mixed/White)	+1.6%	+6.3%	+5.9%	+4.1%	+0.8%
Ethnicity (Other/White)					

Note - "Other" ethnicity data suppressed due to small cohorts

1st/2:1 Awards by Award Year & Ethnicity – As at 07/10/2025

Trend by Ethnicity (2-way)

Ethnicity ● BAME ● White

-8.2%
Latest 3-Year Gap

Student Count by Ethnicity

Ethnicity	20/21	21/22	22/23	23/24	24/25
BAME	127	134	165	188	146
Asian	78	87	108	113	81
Black	20	17	23	33	30
Mixed	24	27	32	30	27
Other					
White	512	502	503	427	399
Total	639	636	668	615	545

Trend by Ethnicity

Ethnicity	20/21	21/22	22/23	23/24	24/25
BAME	79.5%	62.7%	68.5%	67.0%	75.3%
Asian	78.2%	63.2%	64.8%	69.0%	75.3%
Black	70.0%	47.1%	60.9%	54.5%	63.3%
Mixed	87.5%	70.4%	84.4%	73.3%	81.5%
Other					
White	85.4%	74.5%	78.5%	77.3%	78.4%
Total	84.2%	72.0%	76.0%	74.1%	77.6%

Gaps Trend by Ethnicity

Measure Name Ethnicity Comparison	Good Degree Awards (By Award Year)				
	20/21	21/22	22/23	23/24	24/25
Student Characteristics					
Ethnicity (BAME/White)	-5.8%	-11.8%	-10.0%	-10.3%	-3.1%
Ethnicity (Asian/White)	-7.1%	-11.3%	-13.7%	-8.3%	-3.1%
Ethnicity (Black/White)	-15.4%	-27.4%	-17.7%	-22.7%	-15.1%
Ethnicity (Mixed/White)	+2.1%	-4.1%	+5.8%	-4.0%	+3.0%
Ethnicity (Other/White)					

Note - "Other" ethnicity data suppressed due to small cohorts