

*REDACTED Race equality charter application form



Name of institution: Leeds Trinity University

Level of award application: Bronze

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Glossary of terms	
AP	Action Point
AQSO	Academic Quality Assurance Officer
BAME	Black, Asian and Minority Ethnic
BDAP	Business Development and Academic Partnerships
BLM	Black Lives Matter
COO	Chief Operating Officer
DLHE	Destination of Leavers from Higher Education
DVC	Deputy Vice Chancellor
EDI	Equality, Diversity and Inclusion
EIA	Equality Impact Assessment
G	Grade
HE	Higher Education
HERA	Higher Education Role Analysis
ICE	Institute of Childhood and Education
KPI	Key Performance Indicators
LTA	Learning, Teaching and Assessment
LTAS	Learning, Teaching and Assessment Strategy
LTU	Leeds Trinity University
MbR	Masters by Research
P&D	Performing and Developing
PGCHE	Postgraduate Certificate in Higher Education
PGR	Postgraduate Researcher
PSS	Professional Support Services
REC	Race Equality Charter
RECM	Race Equality Charter Mark
RECSAT	Race Equality Charter Self-Assessment Team
SCBL	School of Communication, Business and Law
SSHS	School of Social and Health Sciences
UCU	University and College Union
VLE	Virtual Learning Environment

31 July 2020

Race Equality Charter Manager,
First Floor,
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Dear Ms Khan,

The University's mission remains today the same as at our inauguration in 1966 as a teacher training college: to provide an "exceptional educational experience in a diverse community". For more than 50 years we have been guided by our Catholic faith foundation. We have focussed on creating opportunities for young people from poorer families, supporting social justice and widening participation. We actively seek to promote an environment where every individual feels part of our community, and I am proud of our commitment to EDI.

Three years ago, we established a team of staff from across the University to not only prepare our application for the REC, but to truly improve the representation, progression and success of BAME staff and students at our institution. My colleagues' reasons for joining the RECSAT varied, from those who want to help drive change and those who have a passion for diversifying the campus, to those who are using their roles to embed practices within learning and teaching and to better understand the issues faced by BAME staff and students.

Whilst we were disappointed in not succeeding in our previous application, we were happy with some of the progress that has been made and the feedback helped us identify areas where more progress is required. The RECSAT felt that there should be an emphasis on embedding race equality rather than achieving the mark which I concur with. Some of the initiatives we are particularly proud of are:

- The launch of Staff Equality Networks including BAME and International
- Investment in PhD studentship looking at widening access for BAME students
- The development and premier of "Re:Tension" by Ricardo Barker which showcases the journey of a Black student navigating institutional racism, microaggressions and unconscious bias within HE.
- The increase in BAME students studying at LTU from 17.7% in 2017/18 to 22.6% in 2019/20, although this is still lower than our catchment area (28%) so we have more to do.

Although I am proud of the progress already being made, there is significantly more work to do. Our focus over the next three years will be on:

- Retaining BAME students and eliminating the attainment gap
- Increasing the number of BAME academic staff (currently 10.1%) and in particular BAME professional services staff (currently 3.8%)
- Increasing the progression of BAME staff to senior roles

Whilst our student body has become more ethnically diverse, this is not yet reflected within our staff body. In the last 24 months, we have reformed our recruitment processes to ensure greater objectivity. We are now seeing the impact of our processes, with the proportion of BAME staff increasing from 4.7% to 6.2% and have largely reduced the differences in shortlisting rates, but a significant gap remains at appointment stage.

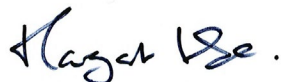
Recognising the importance of BAME role models, there is a real and urgent need to increase the number of BAME staff progressing to promoted posts. This is particularly important in creating a sense of belonging which has an impact on all aspects of HE.

The current climate around Brexit and COVID-19 has impacted our BAME staff/students' sense of belonging through their witnessing or experiencing racial discrimination. As such, there will be direct messages from myself at the beginning of the next academic year to reiterate that racial discrimination will not be tolerated, and reports of incidents will be taken seriously.

As I prepare to step down from my role as Vice-Chancellor and Professor Charles Egbu (formerly Pro Vice-Chancellor at the University of East London) joins the institution on 1 November 2020, I am committed to ensuring that the University is held accountable for the actions we have highlighted in our REC application. Eliminating race inequality is embedded into our Strategic Plan, the leadership team have KPIs that relate specifically to eliminating racial inequality, and members of the Executive team will oversee the implementation of our REC action plan. The resources of which have been accounted for without redirecting work from other characteristics.

The information presented in this application (including qualitative and quantitative data) is an honest, accurate and true representation of the institution. I wholeheartedly support our application for the RECM and I know that my colleagues across the institution are committed to our important work in this area.

Yours sincerely,



Professor Margaret A House OBE
Vice-Chancellor

[Section 1 Word Count 731]

2 The self-assessment process

2a Description of the self-assessment team

The RECSAT was chaired by the DVC and comprised of 22 members from key areas of the institution, including one governor, one external member and the Head of Workforce Development and EDI. Some members were nominated due to their roles whilst others volunteered. The gender and ethnic representation were well-balanced (Table 2a(i)). Current RECSAT membership and reasons for involvement is presented in Table 2a(ii). The RECSAT were given workload allocations to execute any duties and attend meetings. Senior managers were involved to ensure any duties were allocated to the appropriate person and they supported workload allocations for their staff. Over time there have been membership changes due to staff/student migration or personal circumstances.

Table 2a (i) Summary of representation of RECSAT by ethnicity and protected characteristics and occupation			
	BAME	White	Total
Gender			
Male	3	7	10
Female	8	4	12
Nationality			
UK	8	11	19
Non-UK	3	0	3
Occupation			
Academic	2	4	6
PSS	5	7	12
Student	2	0	2
Governor	1	0	1
External	1	0	1
Contract			
Full Time	6	9	15
Part Time	3	2	5
Flexible	2	0	2
Grade			
Grade GTA	1	0	1
Grade 6	1	0	1
Grade 7	1	2	3
Grade 8	1	2	3
Grade 9	1	1	2
Grade 10	0	3	3
Grade Exec	0	1	1
Prefer not to say or N/A	6	2	8

Table 2a (ii): Makeup of RECSAT as of 31/7/2020				
Member, institutional role, department/faculty	SAT Role	Reason for REC involvement	Contract and grade	Ethnicity and sex
Ray Lloyd Deputy Vice Chancellor Executive Office	Chair	“My involvement arises from a longstanding commitment to anti-racism in general and anti-racist education in particular.”	Full Time	White British Male
John Leach Director of Institute of Childhood and Education	Interim Chair – in post from 1 st of August	“I have been an ally/activist for inclusion in education, particularly around race, throughout my professional career. It will be a privilege to become chair of our RECSAT in August.”	Full Time	White British Male
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Ricardo Barker Senior Lecturer School of Communication, Business and Law	Curriculum Group	“I have been passionately involved in issues related to racial equality and diversity of access within education; arts and media.”	Full Time	Black British Caribbean Male
Sue Carr Head of Workforce Development and EDI	HR, Staff Development and EDI	“I have championed EDI work throughout my professional career and am passionate about making a difference to organisations and people through improving opportunities for all.”	Part-Time	White British Female
Chris Cockcroft Senior Business Intelligence Analyst Planning and Information	Data Analyst	“Data by ethnicity shows an attainment gap at every phase of the student cycle. I want to help make the University an	Full Time	White British Male

		inclusive environment that enables all students to succeed.”		
Willow Colios Senior Digital Officer Marketing and Communications	Marketing and Communications	I am passionate about Race Equality, in particular working with colleagues towards more openness and better conversations about race, as individuals and as an organisation.	Full Time	White British Male
Roohi Collins Governor	Governor	“LTU prides itself in taking a lead on equality. As a governor and a female of ethnic minority this is an ideal proposal to be involved in.”	Flexible	Pakistani Female
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
John Hawksworth Director of Human Resources Human Resources	Staff Group	“Equality and fairness have been values that I have held dear throughout my career, I want to make sure that those values are more than words on a page”.	Full Time	White British Male

Yvonne Inniss Human Resources Officer Human Resources	Staff Group	“Personal interest in race equality and wanted to support the development of HR actions and policy through a race lens.”	Full Time	Black British Female
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Diana Mann Senior Lecturer Institute of Childhood and Education	Curriculum Group	“Teaching students means it is imperative to have an understanding of issues they might face and be at the forefront of best practice regarding equality and diversity for BAME trainees.”	Part time	White British Female
Shames Maskeen GTA and PhD Student representative School of Social and Health Sciences	Student Group	“I believe that higher education requires an equitable approach and my involvement in this group will help to challenge racial inequality at a systematic level”.	Part time	British Pakistani Male
Nadira Mirza Project Manager External Consultant	External advisor	“I bring my local and national experience of ensuring the engagement and participation of BAME individuals and groups at committee level in HE”.	Flexible	Pakistani Female
Heena Mistry Equality, Diversity and Inclusion Officer Human Resources	Staff Group (Lead)	“I have a longstanding commitment to championing meaningful and long-term change around Equality, Diversity and Inclusion – in particular Race Equality.”	Part time	British Indian Female
Sophia Milnes Student Recruitment and Outreach Manager	Student Group	“As a champion for widening participation I have wanted to be a member of the group to try and bring positive change to the University”.	Full time	British Pakistani Female
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

Syra Shakir Senior Teaching Fellow Institute of Childhood and Education	Curriculum Group (Lead)	"I am genuinely and 100% committed to the eradication of racial inequalities and will never give up in the fight against racism and discrimination. "	Full time	Mixed Pakistani and White Female
Alison Torn Senior Teaching Fellow School of Social and Health Sciences	Curriculum Group	"Leading on teaching and learning across the institution, I want to ensure that race and diversity is embedded in a meaningful way throughout the curriculum and across all programmes".	Full time	White British Female

2b The self-assessment process

In November 2019, we were informed that we had been unsuccessful in our application for the Bronze award. We discussed the feedback with AdvanceHE and it was decided that we would resubmit in July 2020. We attended a REC away day to discuss the feedback and how we were going to move forward. Whilst we were disappointed in not receiving the RECM, the consensus from the group was that there should be an emphasis on embedding race equality rather than achieving the mark. The seven meetings described below are those since October 2019 and were either face-to-face or via Microsoft teams (Table 2bi). A shared drive online was set up where members could access and give feedback on agenda notes, action plan and the application in real time.

Table 2b (i): Face-to-face RECSAT meetings		
Date of meeting	Attendees	Outcome of meeting
25/10/2019	12	<ul style="list-style-type: none"> • Rerunning of REC survey and focus groups • RE:Tension screening update • Update on any progress made in REC action plan
06/12/2019	11	<ul style="list-style-type: none"> • Feedback from AdvanceHE on application • Implementation of recommendation from the EHRC racial harassment report • All staff conference day to have race equality focus • Update on any progress made in REC action plan
17/01/2020	13	<ul style="list-style-type: none"> • Confirmation of survey dates for staff and students • Setting agenda for REC away day • Update on any progress made in REC action plan
04/03/2020	12	<ul style="list-style-type: none"> • REC Away day feedback • BAME staff focus groups feedback • Microaggression reporting tool implementation • Update on any progress made in REC action plan • Update on section 2 and 3 of REC application
17/04/2020	15	<ul style="list-style-type: none"> • BAME student focus groups feedback • REC survey completions • Future of REC SAT membership • Application submission date • Update on any progress made in REC action plan
27/05/2020	12	<ul style="list-style-type: none"> • Update on section 4 of REC application • REC survey closing date • Embedding race equality in curriculum plan • External review of REC application • Update on any progress made in REC action plan
08/07/2020	18	<ul style="list-style-type: none"> • REC external review timeline • REC survey and open comments • Full draft of REC application and action plan

2c Involvement, consultation and communication

REC survey

In April 2017, an article highlighting LTU's commitment to addressing racial inequality was published on our website and in the staff e-newsletter (Figure 1).

Figure 1: REC staff e-newsletter

University will improve representation of BME staff and students

Posted on 04 April 2017

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Leeds Trinity University is preparing an application for the Race Equality Charter, to improve the representation, progression and success of minority ethnic staff and students within higher education.

16 members of staff at Leeds Trinity have formed a self-assessment team to lead the institution through the Equality Challenge Unit's charter process.

Professor Ray Lloyd, Deputy Vice-Chancellor at Leeds Trinity University and Chair of the self-assessment team, said:

"As a Catholic faith foundation university, we are absolutely committed to the promotion of dignity, respect, social justice and equality, and the work towards achieving recognition under the Racial Equality Charter will be amongst the most important activities undertaken by the university.

"In the post-Brexit and Trump world in which we live, shining a light on inequality, and attempting to eradicate it, has never been more important. This work will not only enhance our ability to provide an exceptional educational experience in a diverse community, but also to support the overall mission of the university."

The self-assessment team will talk with BME staff and students to understand what can be done to improve representation, progression and success within Leeds Trinity, before examining all policies and procedures and becoming more proactive in the recruitment and development of staff and students throughout the institution.

Claire Herbert, Race Equality Charter Manager at the Equality Challenge Unit, said:

"Racial inequalities are a significant issue within higher education, and UK higher education cannot reach its full potential unless it is benefitting from the talents of all individuals, from all ethnic backgrounds. We are committed to supporting the sector in addressing racial inequalities, and are delighted to welcome Leeds Trinity University as the 28th member of the Race Equality Charter."

Leeds Trinity University expects to submit its application for the Racial Equality Charter mark in July 2018.



The REC survey was promoted via an announcement on plasma screens, intranet, social media, team briefings, student union, emails from the DVC, video message from BAME staff/students and the DVC encouraging participation. We donated £1 for every survey completed to the Stephen Lawrence Charitable Trust.



[Image removed]

Table 2bii: Staff survey responses				
	2017/18		June 2020	
	All staff headcount 17/18	Respondents and % response rate of total staff	All staff headcount 19/20	Respondents and % response rate of total staff
BAME	26	27 (104%)	26	27 (104%)
White	392	235 (60%)	369	242 (66%)
Prefer not to say	36	N/A	24	N/A
Total staff	454	262 (58%)	419	269 (64%)

Table 2bii: shows that a higher proportion of staff completed the survey in 2020 (64%) than in 2017/18 (58%). The 104% figure for BAME completion is a consequence of some degree of mis-categorisation on the survey, most likely by one person.

Table 2biii: Student survey responses				
	2017/18		June 2020	
	All student headcount 17/18	Respondents and % response rate of total student	All student headcount 19/20	Respondents and % response rate of total students
BAME	552	80 (14%)	752	103 (14%)
White	2621	157 (6%)	2657	228 (9%)
Prefer not to say	15	N/A	37	N/A
Total student	3188	237 (7%)	3446	331 (10%)

Table 2biii: shows that a higher proportion of students completed the survey in 2020 (10%) than in 2017/18 (7%) with a higher proportion of the BAME student (14%) population completing the survey than the White student population (9%). The response rate was disappointing, and the promotion of survey was largely done online due to Covid-19 (AP1A). The survey was analysed by the overall agreement and disagreement for all questions. Due to small sample sizes, the responses of BAME (including non-UK BAME) and White (including non-UK White) have been amalgamated. Our general staff survey is not provided as the data is not broken down by ethnicity due to issues of identifiability.

Staff and student lived experiences

During our last submission two BAME staff and twelve BAME students took part in the focus groups. This may have been due to some BAME staff feeling uncomfortable sharing their experiences with the previous White facilitators. For this application, with help of the BAME network, separate focus groups for BAME staff (n=7) and students (n=24) were conducted internally by two British Pakistanis. The purpose of the focus groups was to explore the lived experiences of BAME staff/students, and issues raised in the REC survey (**AP1A**). The findings from the 2020 REC survey and focus groups have been included in the relevant sections of this application. The 2017/2018 survey serves as a baseline.

Networks

We appointed four race champions to promote and raise awareness of race issues at LTU. Subsequently, race champions have developed into chairs of the BAME network and the international network. The focus groups/survey highlighted that these networks have helped increased BAME staff members' sense of belonging and provided an outlet to discuss issues of race (see section 4c).

"As a person who falls under both networks (BAME and International), I can say that the International Staff Network provides me with a further sense of inclusion. And the prospect of collaboration between the networks acknowledges the intersections between these modes of difference" – BAME staff

Equality networks play a pivotal role in providing viewpoints and feedback on a wide range of issues and have been formally consulted and involved in the following:

- Participation at various stages in the appointment of the new Vice-Chancellor
- Development of EDI Policy and Strategy
- Sourcing and selection of providers for Unconscious Bias training
- Consultation on Equality Impact Assessments (e.g. re-population of campus)
- Supporting the University in the promotion of Black History Month

The development of actions and the application were consulted on and endorsed by the BAME and International networks, EDI committee, LTA, curriculum group and academic board (**AP1B**). The application was externally reviewed by an existing award holder.

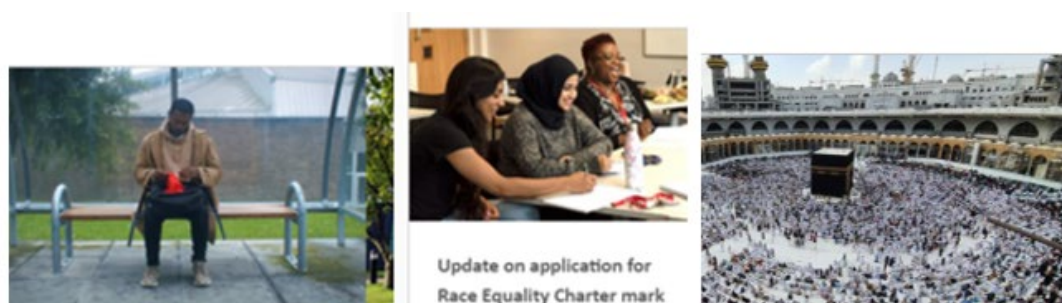
Objective 1: Ensure the REC action plan is embedded, remains suitable and proactive to any change and future submission	
AP1A	Biennial staff and student survey and focus groups conducted and review of data relating to race equality, ensuring action plan is continually updated <ul style="list-style-type: none">• 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


AP1B	Ensure BAME groups from different areas are continually consulted in decision making processes via equality networks around REC actions and application to ensure inequalities are considered appropriately
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Communication

To help raise awareness of the barriers and experiences of BAME staff and students at LTU and generally within HE, there are updates about race equality in the fortnightly staff e-newsletters (Figure 2; **AP2A**).


Figure 2: Extracts from newsletters






Re:Tension and the Aftermath Seminar

Ricardo Barker and Syra Shakir are delivering a seminar entitled 'Tackling Racism in HE - discussing the toolkit for Re:Tension' on Wednesday 5 February, 1.00 - 2.00pm, in AG55.



Update on application for Race Equality Charter mark

The Race Equality Charter Self-Assessment Team (REC SAT) is continuing its work to improve the representation, progression and success of staff and students of colour at the University. After being unsuccessful in the REC application last year, the University will resubmit its application for the REC Bronze award this summer.



Eid al-Adha celebrations Friday 31 July

This weekend marks Eid al-Adha, an annual celebration observed by millions of Muslims across the world, which coincides with the annual Hajj pilgrimage to Mecca.

LTU hosted a free conference in December 2017 '*Challenging Race and Inequality in Higher Education*' for staff, students, and the local community. The purpose of the conference was to encourage discussion, reflection, and action. The January 2019 staff conference theme was '*Helping to Build an Inclusive University*' where staff received updates on the University's work in relation to the REC.

In conjunction with the Professional Muslim Institute, LTU hosted a free community engagement event with Channel 4 for community leaders to help build a network of BAME ambassadors in October 2019.


Ricardo Barker (LTU staff) developed and premiered "Re:Tension" in November 2019 which addresses institutional racism and unconscious bias within HE (Figure 3; see section 8). A similar format to disseminate REC information as above will be followed after the biennial

review of data (AP2A). We are planning on networking with other universities who are working towards the RECM, to learn and share best practice (AP2B).

Figure 3: Re:Tension Overview - [Re:Tension - FilmFreeway](#)

Re:Tension

Overview Credits Specifications Screenings / Awards



Re:Tension is a short 20 minute film that follows the character Thapelo, a bright and capable university student, on a day where he is unwittingly forced to question the judgements of his tutors and peers, and delve deeper into his own actions, choices and beliefs.

Re:Tension addresses the topic of institutional racism and the gap in student retention amongst BAME (Black, Asian and Minority, Ethnic) students within British universities. The film was inspired by analysing statistical data that highlighted the unexplained dropout rate of BAME students.

The film attempts to provide an real insight into unconscious racial harassment within the Higher Education system and the micro-aggressions that often go unnoticed.

Objective 1: Ensure the REC action plan is embedded, remains suitable and proactive to any change and future submission	
AP2A	<p>Communicate the work of the race equality team and raise awareness of barriers BAME staff and students are facing in HE generally and at LTU (to be updated with biennial review of race related data (AP1A) and shared across committees via a range of channels including email, website, intranet and development days</p> <ul style="list-style-type: none"> • REC staff and student survey/focus group findings • The attainment gaps • Decolonising the curriculum • Internal and external resources supporting REC, news stories and share good practices
AP2B	<p>To network with other local universities going for, or who have achieved the RECM, to share best practice and learn</p>

REC standing item on agendas

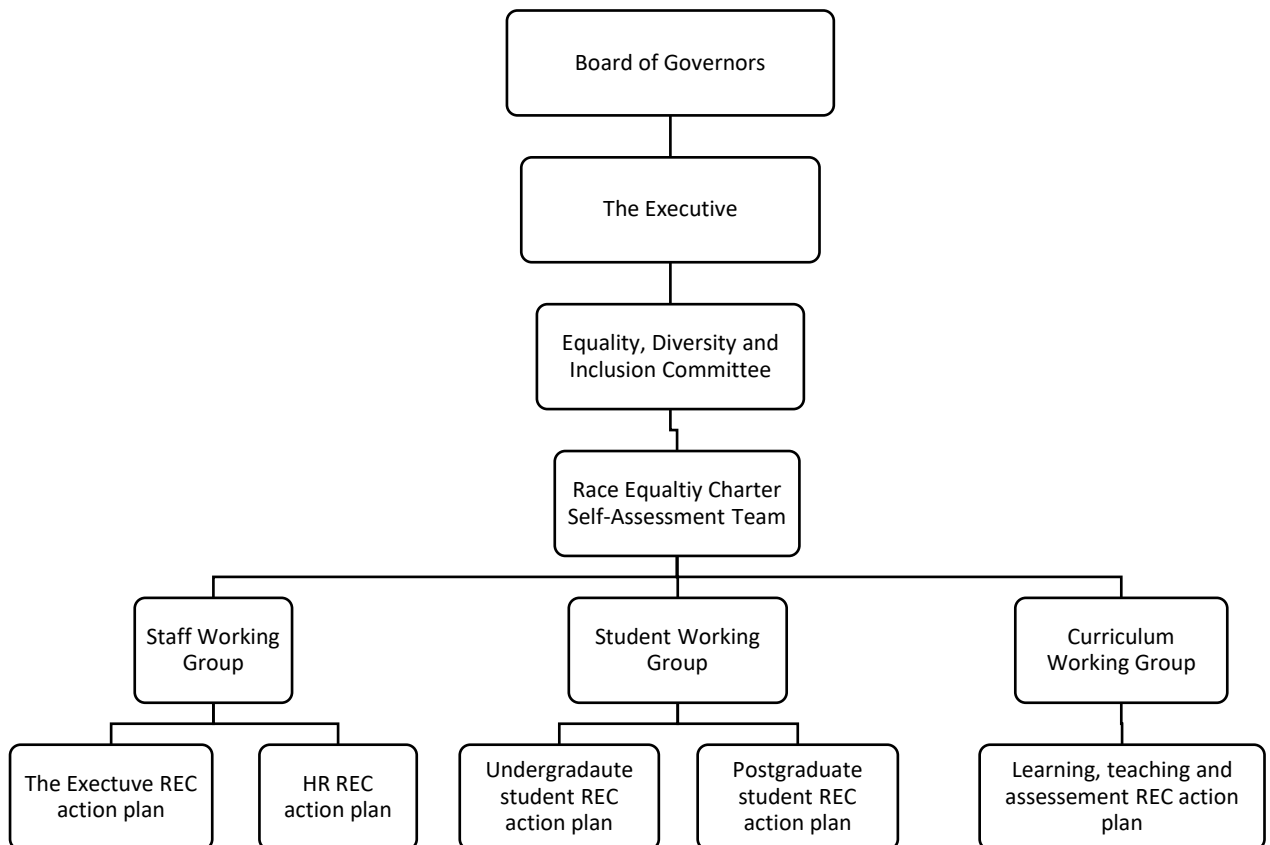
REC is a standing item on the EDI committee, Learning and Teaching Committee, race equality curriculum and HR Departmental meetings (AP1C).

2d Future of the self-assessment team

The DVC was responsible for this application, but both the VC and DVC are leaving the institution and in the interim the Director of ICE is taking over as chair of the RECSAT. There will be a mix of current and new members who will be involved in implementing the action plan over the next three years and membership will be reviewed (AP1D) (Table 2ai and 2aii). The RECSAT will meet a minimum of six times per year. The RECSAT has three working groups

(staff, student, curriculum) who will oversee the action plan, the progress will be reported to the RECSAT chair monthly, RECSAT will formally report to the EDI committee, which in turn reports to the executive and then to the board of governors annually (**AP1E**; Figure 4). It is expected that either VC or DVC will be responsible for the next application. Members of the Executive and Leadership Team will have yearly key performance indicators relating to eliminating race inequality (**AP1F**).

Figure 4: RECSAT to governance structure



Objective 1: Ensure the REC action plan is embedded, remains suitable and proactive to any change and future submission	
AP1C	To identify committees and boards and add REC as a standing item on the following committees/boards <ul style="list-style-type: none"> • Student experience and engagement committee • School boards agendas (three schools) <ul style="list-style-type: none"> ○ ICE ○ SSHS ○ SCBL
AP1D	Review REC SAT membership to ensure actions are allocated to decision makers and there is full representation <ul style="list-style-type: none"> • VC or DVC chairing the RECSAT • BAME staff on grade 10 on RECSAT • International staff on RECSAT
AP1E	Annual report regarding progress made in REC action plan to be reported to EDI committee and leadership team
AP1F	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

[Section 2 Word Count 1378]

3 Institution and local context

3a Overview of your institution

LTU was established in 1966 as a Catholic teacher training college and is one of three Catholic heritage universities in the UK. LTU was granted full University status in 2012 and was one of the first universities to include professional work placements with every degree.

LTU has 3446 students including undergraduate (n=2796, 22.6% BAME) and postgraduate students (n=650, 18.6% BAME). LTU has 423 staff: Executive (n=4, 0% BAME), academic (n=158 of which 10.1% is BAME), and PSS (n=261 of which 3.8% is BAME). Figure 5 shows there are currently no BAME staff in the executive and leadership team, although this will change with the arrival of the new VC.

LTU has expanded over the last 50 years from the primary focus on teacher training to having three diverse schools with a range of degrees (Figure 5): (i) SSHS, (ii) SCBL and (iii) ICE. In 2014, we re-invigorated our PhD programme and launched an MbR in 2015. Our research degrees are awarded by the University of Leeds.

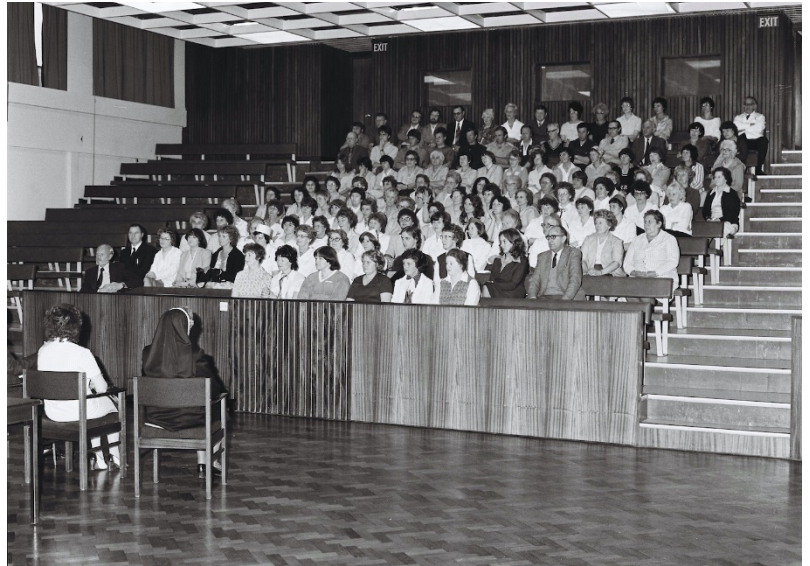
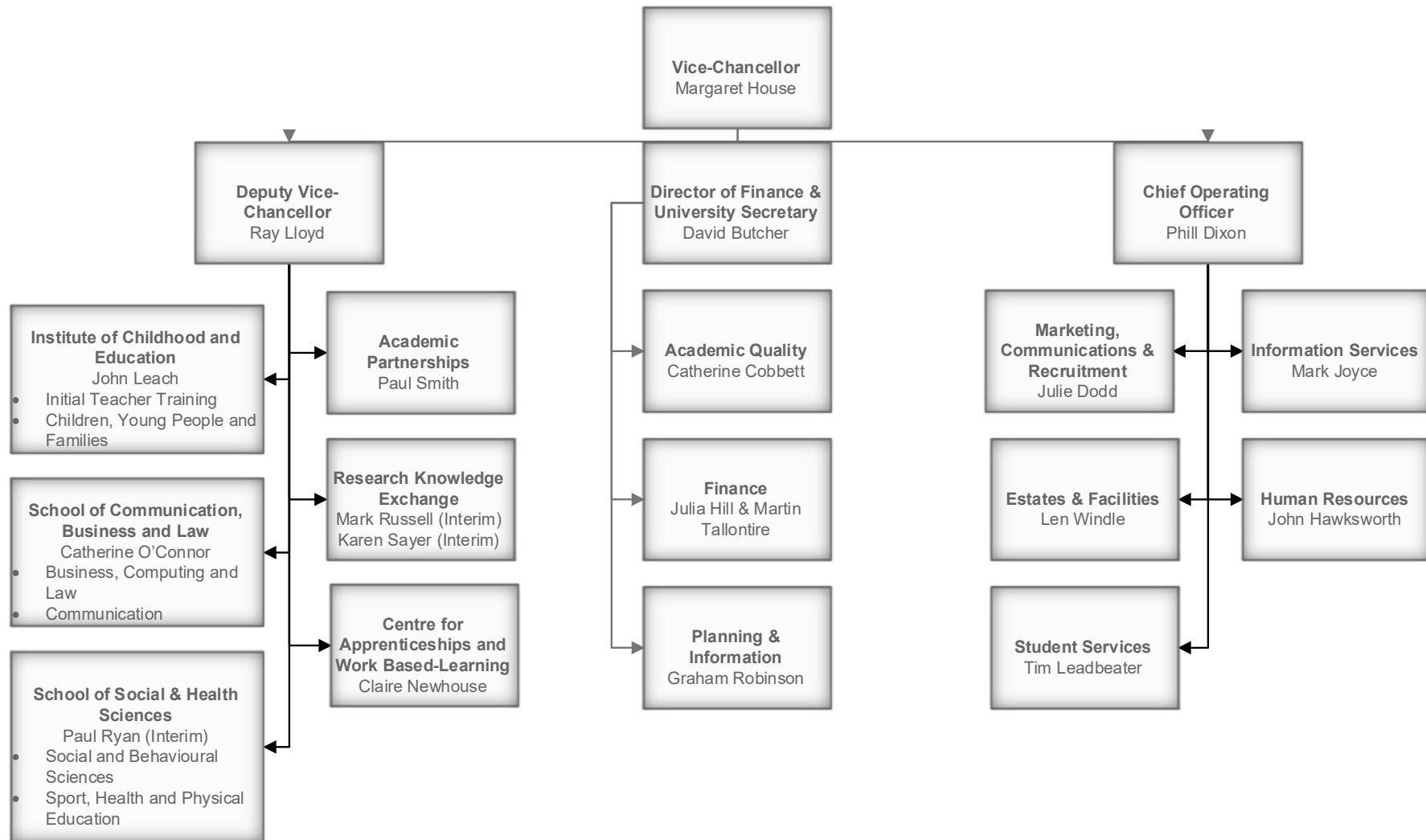


Figure 5: Governance structure as of July 2020

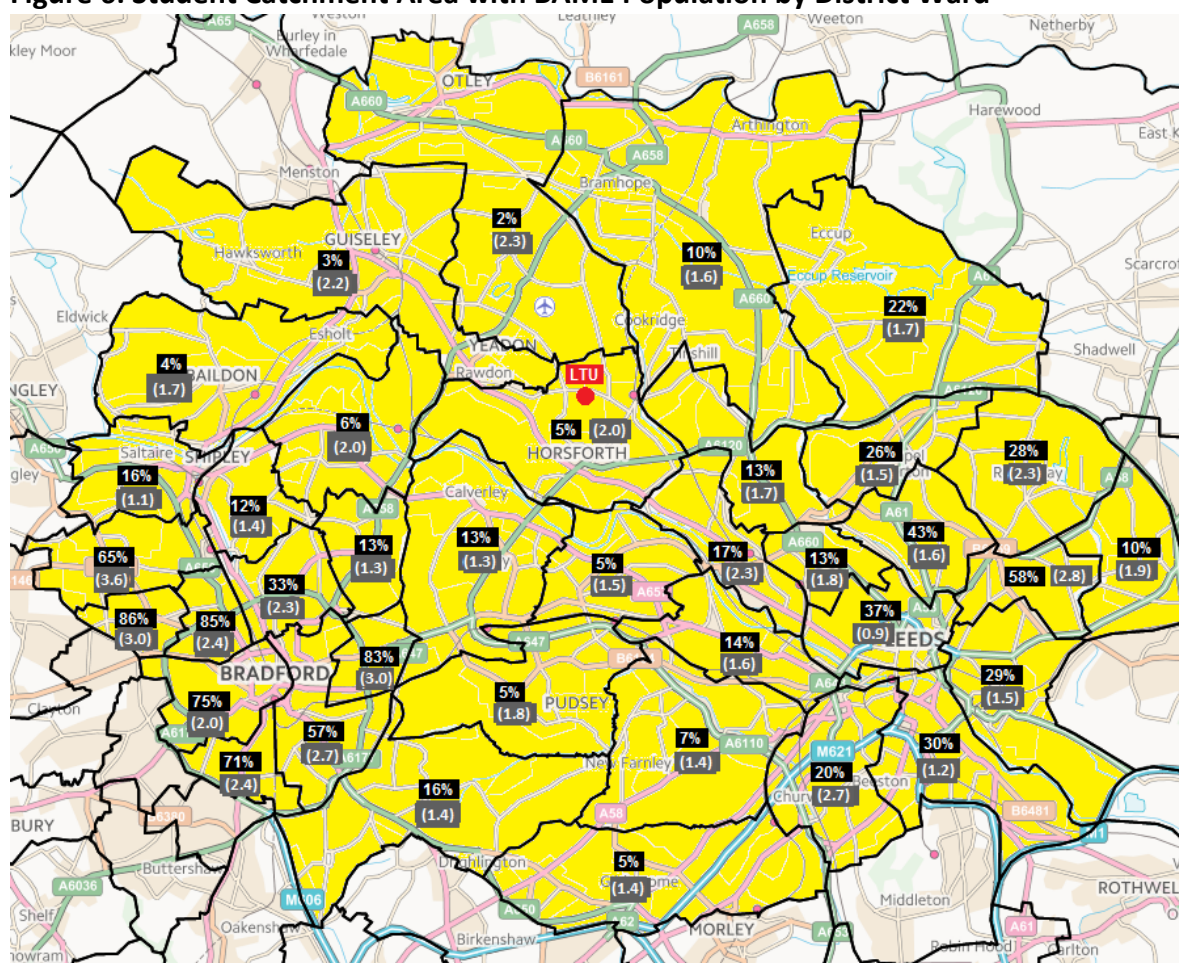


3b Overview of the local population and context

Ethnicity	Leeds	England	LTU (Student)	LTU (Staff)
White	85.1%	85.4%	77.1%	88.1%
Asian	7.8%	7.8%	13.2%	1.7%
Black	3.4%	3.5%	3.8%	1.0%
Mixed/Other	3.7%	3.3%	4.8%	3.3%
Prefer not to say	N/A	N/A	1.1%	5.7%
BAME	14.9%	14.6%	21.8%	6.2%

The population of Leeds is 751,485 of which 85.1% is White and 14.9% is BAME. Whilst the University is in Leeds it is geographically as close to Bradford city centre as it is to Leeds city centre. Consequently, we have chosen an amalgamation of wards from which the majority of student applications arise as our local population comparator for student numbers (Figure 6). The BAME population of this area is 28%

Figure 6: Student Catchment Area with BAME Population by District Ward



X% Population % BAME (2011 Census, All Ages)
(0.0) Number of Leeds Trinity Applications for 2019 entry per 1,000 population

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Postcode Area	2017	2018	2019	Total	%
Leeds	886	821	996	2703	14.0%
Bradford	673	700	861	2234	11.6%
Wakefield	415	481	461	1357	7.1%
Sheffield	403	369	437	1209	6.3%
Doncaster	196	211	192	599	3.1%
York	213	195	185	593	3.1%
Newcastle	229	176	166	571	3.0%
Manchester	131	147	183	461	2.4%
Huddersfield	126	126	162	414	2.2%
Hull	111	137	162	410	2.1%
Total (Top 10)	3,383	3,363	3,805	10,551	54.8%
Total (Other)	2,652	2,932	3,104	8,688	45.2%
Total (All Areas)	6,035	6,295	6,909	19,239	100.0%

Table 3b (ii) shows that most student applications were from Leeds (14%) and Bradford (11.6%). The top 10 recruitment areas are mainly in Yorkshire and account for 54.8% of all applications. Conversion of applications to enrolment from these areas is higher than other areas (66.1% from the top 10 areas, 24.1% from Leeds, 15.6% from Bradford). The proportion of BAME students (21.8%) is increasing each year but remains lower than the reference population.

More than half (51%) of our staff applications were from Leeds and Bradford. There is a relatively high proportion of staff from areas immediately adjacent to Horsforth (9% BAME population), but staff also commute from further away, so we will benchmark BAME staff using the total of all Leeds and Bradford District Wards which has a 22% BAME population. BAME staff representation at 6.2% is well below this (see section 4).

We are piloting a community engagement officer in Bradford who will raise the profile of LTU and will engage with local communities and organisations to increase recruitment of BAME students and staff **(AP3A)**.

Racial Tensions

Table 3b(iii): REC survey – Impact of local population						
Survey Statements	2017/2018			2020		
	BAME	White	Difference	BAME	White	Difference
<i>BAME staff/students were more likely to agree to the following statements than White staff/students. There has been a decrease and increase in BAME staff agreement (-1%, +21% and +12%) and increase in students' agreement (+1%, +13% and +16%) in the following statements respectively than in the previous survey.</i>						
The ethnic/racial diversity of the local population impacts on my day-to-day life.	27% Staff	22% Staff	+5% Staff	26% Staff	18% Staff	+8% Staff
	48% Student	18% Student	+30% Student	49% Student	21% Student	+28% Student
I am aware of ethnic/racial tensions within the local community.	35% Staff	33% Staff	+2% Staff	56% Staff	37% Staff	+19% Staff
	50% Student	39% Student	+11% Student	63% Student	40% Student	+23% Student
I have witnessed or been the victim of racial discrimination in the local area	14% Staff	8% Staff	+6% Staff	26% Staff	12% Staff	+14% Staff
	15% Student	11% Student	+4% Student	31% Student	9% Student	+22% Student
Open Comments						
<p><i>“Recent concerns on the corona virus have increased the chance of facing racial discrimination. I was on my way to a supermarket with my headphones on and a white guy was walking towards me and he murmured 'Chinese...' in a condescending way.” – BAME student</i></p> <p><i>“I have intervened on a couple of occasions since the Brexit vote where EU citizens have been targeted by racists and abused and told to 'f#8\$ off back to where they came from'. Neither event was on campus but in the local area” – White Staff</i></p>						

There has been substantial increase in awareness of tensions within the local community, but the impact of racial diversity has remained similar. The survey highlighted that the rhetoric around Brexit and Covid-19 was harmful to BAME/international staff/students. This has resulted in more staff/students witnessing or being victims of racial discrimination in the local area **(AP3B)**. A similar proportion of Leeds voted to remain (50.3%) and leave (49.7%) in the EU referendum. There were issues raised in what defined the local population/community **(AP3B)**. The BLM movement has highlighted that non-Black people need education on the systemic racism experienced by Black people **(AP3B)**. LTU is keen to continue to develop institutional knowledge on race relations at both local and national level **(AP3B)**. We have partnered with PATH who support people from the BAME community in Leeds in finding work experience placements/traineeships **(AP3B)**.

Objective 2: Increase engagement with the local community	
AP3A	Appoint a Community Engagement Officer in Bradford to engage with local BAME communities to raise profile of LTU and encourage applications.
AP3B	<p>Continue to develop institutional knowledge on race relations at both local and national level</p> <ul style="list-style-type: none"> • 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 international staff networks • Define the local area in the next REC survey • 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 • Build connections with local race equality groups/organisations including but not limited to: <ul style="list-style-type: none"> ○ Racial Justice Network ○ Leeds Racial Equality Council ○ Professional Muslims Institute • Work with PATH Yorkshire to support people from BAME communities in finding work experience placements/trainee ships

[Section 3 Word Count 593]

4 Staff profile

Due to small numbers of non-UK and BAME staff, the staff data are subject to a degree of volatility. 'On average' refers to three years' worth of data. There was an organisational restructure in 2019 which resulted in increased staff turnover as a consequence of a generous voluntary severance package. An EIA showed that this did not adversely affect BAME staff. The data provided below is as of 31 December 2019. Our benchmarks are the BAME local population (22%, section 3b) and all UK HEIs averages as there are not many institutions similar in size to us and we want to be aspirational in our targets.

4a Academic staff

Staff headcount (All academic staff)	17/18		18/19		19/20		On Average	
	No	%	No	%	No	%	No	%
BAME	11	6.3%	11	6.4%	16	10.1%	12.7	7.5%
Asian	2	1.1%	2	1.2%	2	1.3%	2	1.2%
Black	2	1.1%	2	1.2%	3	1.9%	2.3	1.4%
Mixed	4	2.3%	4	2.3%	4	2.5%	4	2.4%
Other	3	1.7%	3	1.7%	7	4.4%	4	2.4%
White	143	81.3%	145	83.8%	130	82.3%	139.3	82.4%
Prefer not to say/Information refused	22	12.5%	17	9.8%	12	7.6%	17	10.1%
Total Staff	176		173		158		169	

Ethnicity	UK HE average 2016/19	LTU average
Asian	9%	1.2%
Black	1.8%	1.4%
Mixed	1.9%	2.4%
Other	2.0%	2.4%
BAME total	14.6%	7.5%
White	77.3%	82.4%
Prefer not to say	8.1%	10.1%

<https://www.hesa.ac.uk/data-and-analysis/staff/table-2>

- Table 4ai shows that on average, 7.5% of academic staff were from a BAME background. There has been a substantial increase (+45%) in the proportion of BAME staff in 2019/20, resulting in a BAME staffing profile of 10.1%.
- Table 4a ii shows that in comparison to UK HE averages, LTU averages are similar in most areas, however, Asian staff are substantially lower (-7.8% difference).
- The total proportion of BAME staff (7.5%) remains lower than HE averages (14.6%) and the staff catchment area (22% see section 3b).
- There has been an increase each year with staff declaring their ethnicity (10.1% unknown) which is expected to continue (table 4ai) but is worse than HE averages (8.1%) (AP4).

Objective 3: Ensure that the University's EDI data is as accurate as possible	
AP4	<p>Encourage staff to provide personal data to capture more accurate data (reviewed annually)</p> <ul style="list-style-type: none"> • Target communication to staff who are unknown or refused to state ethnicity • 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.

Due to the small numbers of staff in BAME sub-categories, the remaining data has been aggregated to BAME.

Table 4a (iii) Academic staff by nationality and ethnicity								
Nationality	Total		Non-UK		UK		Prefer Not to Say	
	No	%	No	%	No	%	No	%
2017/18								
BAME	11	5	25.0%	6	3.9%	0	0.0%	
White	143	9	45.0%	134	87.0%	0	0.0%	
Prefer not to say	22	6	30.0%	14	9.1%	2	100.0%	
Grand Total	176	20		154		2		
2018/19								
BAME	11	5	26.3%	6	3.9%	0	0.0%	
White	145	9	47.4%	136	89.5%	0	0.0%	
Prefer not to say	17	5	26.3%	10	6.6%	2	100.0%	
Grand Total	173	19		152		2		
2019/20								
BAME	16	7	41.2%	9	6.4%	0	0.0%	
White	130	8	47.1%	122	87.1%	0	0.0%	
Prefer not to say	12	2	11.8%	9	6.4%	1	100.0%	
Grand Total	158	17		140		1		
On average								
BAME Average	12.7	5.7	30.5%	7	4.7%	0	0.0%	
White Average	139.3	8.7	46.5%	130.7	87.9%	0	0.0%	
Prefer not to say average	17	4.3	23.0%	11	7.4%	1.7	100.0%	
Grand Total average	169	18.7		148.7		1.7		

Table 4a (iv) HESA UK and non-UK HE academic staff averages and LTU averages for benchmarking				
Ethnicity	UK HE averages 2016/19		LTU averages	
	Non-UK	UK	Non-UK	UK
BAME	26.5%	9.3%	30.5%	4.7%
White	62.7%	83.9%	46.5%	87.9%
Prefer not to say	9.4%	6.8%	23.0%	7.4%
https://www.hesa.ac.uk/data-and-analysis/staff/table-4				

- On average, a third (30.5%) of LTU’s non-UK academics are from a BAME background which is higher than UK HE averages (26.5%) (table 4aiv).
- On average, 4.7% of LTU’s UK academics were from a BAME background which is lower than UK HE averages (9.3%)
- In 19/20 there has been an increase of two non-UK BAME and three UK BAME academics (table 4aiii)
- There has been a significant increase in staff declaring their ethnicity (table 4aiii) which we expect to continue.

Over the last three years, we have introduced several actions within recruitment and employment practices to improve the profile of BAME staff. These are outlined in more detail in section 5, but include the launch of a BAME Staff Network (with visibility on our external jobs website), routine use of Positive Action Statements, creation of an inclusive colleague video on our jobs pages, re-training of all recruitment panel Chairs and members with an emphasis on Inclusive Recruitment.

It is believed that taken holistically, these steps have helped us to recruit BAME academic staff in greater numbers than previously. Since January 2020, there has been an increase of a further 0.5% in BAME academic staff, indicating a continued upward trend. There is a target set to have 15% of academic roles to be filled by BAME staff by 2023 (**AP5A;AP5B;AP5C**) (see section 5 for narrative/actions to meet this target).

Objective 4: To eliminate shortlisting and appointment gap between BAME and White applicants and ensure that recruitment and selections processes are inclusive	
AP5A	Undertake review of R&S changes introduced so far and their impact.
AP5B	To ensure interviews are conducted fairly and without bias.
AP5C	Conduct random sampling and equality audits of shortlisting and interview processes

Academic faculty as a whole

Table 4a (v) Academic staff by school and ethnicity							
School	Total	BAME		White		Prefer Not to Say	
		No	%	No	%	No	%
2017/18							
ICE	60	5	45.5%	52	36.4%	3	13.6%
SCBL	54	4	36.4%	41	28.7%	9	40.9%
SSHS	58	2	18.2%	47	32.3%	9	40.9%
BDAP	4	0	0.0%	3	2.1%	1	4.5%
Grand Total	176	11		143		22	
2018/19							
ICE	60	5	45.5%	52	35.9%	3	17.6%
SCBL	54	4	36.4%	43	29.7%	7	41.2%
SSHS	56	2	18.2%	48	33.1%	6	35.3%
BDAP	3	0	0.0%	2	1.4%	1	5.9%
Grand Total	173	11		145		17	
2019/20							
ICE	50	5	31.3%	42	32.3%	3	25.0%
SCBL	50	6	37.5%	39	30.0%	5	41.7%
SSHS	50	4	25.0%	43	35.4%	3	25.0%
BDAP	8	1	6.3%	6	4.6%	1	8.3%
Grand Total	158	16		130		12	7.6%
On average							
ICE	56.7	5	39.4%	48.7	35.0%	3	17.6%
SCBL	52.7	4.7	37.0%	41	29.4%	7	41.2%
SSHS	54.7	2.7	21.3%	46	33.0%	6	35.3%
BDAP	5	0.3	2.4%	11	7.9%	1	5.9%
Grand Total	169	12.7		139.3		17	

- On average, ICE (39.4%) and SCBL (37.0%) have a higher proportion of BAME staff than SSHS (21.3%).

In the last three years, the number of BAME staff in ICE has remained the same but there has been increase of two BAME staff in SCBL and SSHS due to improvements in recruitment described above.

Table 4a (vi): Academic staff by school and nationality								
Nationality	Total		Non-UK		UK		Prefer Not to Say	
	No	No	%	No	%	No	%	
2017/18								
ICE	60	2	10.0%	57	37.0%	1	50.0%	
SCBL	54	10	50.0%	44	28.6%	0	0.0%	
SSHS	58	8	40.0%	50	32.5%	0	0.0%	
BDAP	4	0	0.0%	3	1.9%	1	50.0%	
Grand Total	176	20		154		2		
2018/19								
ICE	60	2	10.5%	57	37.5%	1	50.0%	
SCBL	54	7	36.8%	47	30.9%	0	0.0%	
SSHS	56	9	47.4%	47	30.9%	0	0.0%	
BDAP	3	1	5.3%	1	0.7%	1	50.0%	
Grand Total	173	19		152		2		
2019/20								
ICE	50	2	11.8%	47	33.6%	1	100.0%	
SCBL	50	8	47.1%	42	30.0%	0	0.0%	
SSHS	50	6	35.3%	44	31.4%	0	0.0%	
BDAP	8	1	5.9%	7	5.0%	0	0.0%	
Grand Total	158	17		140		1		
On average								
ICE	56.7	2	10.7%	53.7	36.1%	1	58.8%	
SCBL	52.7	8.3	44.4%	44.3	29.8%	0	0.0%	
SSHS	54.7	7.7	41.2%	47	31.6%	0	0.0%	
BDAP	5	0.7	3.7%	3.7	2.5%	0.7	41.2%	
Grand Total	169	18.7		148.7		1.7		

- On average, ICE have a noticeably lower proportion of non-UK staff (10.7%) compared to other Schools (SCBL 44.4%, SSHS 41.2%).
- In the last three years, the number of non-UK staff in ICE has remained the same but non-UK staff in SCBL and SSH have fluctuated per year.

The programmes in ICE relate to Initial Teacher Training and Children, Young People and Families and are heavily based on UK Educational Practice and Legislation. Non-UK Nationals are less likely to have this expertise, hence the lower proportion of non-UK staff within ICE, compared to the other Schools.

Academic grades

Grade	Position
GTA	Graduate Teaching Assistant
6	Post-Doctoral Research Associate
7	Lecturer/Work Based Learning Tutor
8	Senior Lecturer/Academic Group Leader
9	Senior Teaching Fellow/Reader/ Associate Director/Head
10	Professor/Head of School

2017/18							
	Total	BAME		White		Prefer not to say	
	No	No	%	No	%	No	%
GTA	14	0	0.0%	9	6.3%	5	22.7%
Grade 6	3	0	0.0%	3	2.1%	0	0.0%
Grade 7	35	6	54.5%	22	15.4%	7	31.8%
Grade 8	88	4	36.4%	76	53.1%	8	36.4%
Grade 9	26	1	9.1%	24	16.8%	1	4.5%
Grade 10	10	0	0.0%	9	6.3%	1	4.5%
All Grades	176	11		143		22	
2018/19							
GTA	11	0	0.0%	5	3.4%	6	35.3%
Grade 6	2	0	0.0%	2	1.4%	0	0.0%
Grade 7	40	6	54.5%	33	22.8%	1	5.9%
Grade 8	85	4	36.4%	73	50.3%	8	47.1%
Grade 9	26	1	9.1%	24	16.6%	1	5.9%
Grade 10	9	0	0.0%	8	5.5%	1	5.9%
All Grades	173	11		145		17	
2019/20							
GTA	7	1	6.3%	4	3.1%	2	16.7%
Grade 6	2	0	0.0%	2	1.5%	0	0.0%
Grade 7	47	10	62.5%	35	26.9%	2	16.7%
Grade 8	77	3	18.8%	68	52.3%	6	50.0%
Grade 9	16	2	12.5%	13	10.0%	1	8.3%
Grade 10	9	0	0.0%	8	6.2%	1	8.3%
All Grades	158	16		130		12	
On average							
GTA	10.7	0.3	2.4%	6	4.3%	4.3	25.3%
Grade 6	2.3	0	0.0%	2.3	1.7%	0	0.0%
Grade 7	40.7	7.3	57.5%	30	21.5%	3.3	19.4%
Grade 8	83.3	3.7	29.1%	72.3	51.9%	7.3	42.9%
Grade 9	22.7	1.3	10.2%	20.3	14.6%	1	5.9%
Grade 10	9.3	0	0.0%	8.3	6.0%	1	5.9%
All Grades	169	12.7		139.3		17	

- On average, BAME academics have the highest representation in G7 (57.5%), which represents 17.9% of all staff in grade 7 whilst White staff have the highest representation in G8 (51.9%). There has been an increase in the percentage of BAME academic staff at G7 from 54.5% to 57.5%, largely due to improvements in recruitment and selection processes, as described above.
- There has been an increase in the number of BAME staff at G9 (a promotional grade) from 9.1% to 12.5% which has resulted in a decrease from 36.4% to 18.8% in BAME staff at G8.

All lecturing staff start on a grade 7 as we have increased the numbers of BAME staff in recent years, it will take time for these staff to progress through to more senior grades. In 19/20, BAME staff represented in G7, G8 and G9 was greater than the proportion of BAME staff generally (10.1%).

As outlined in section 5, there is more work to do in appraisal and development reviews (**AP6A**) and we recognise the importance of BAME staff leadership roles (G10) and role modelling within the Institution (**AP6B;AP7E;AP7F**). The University has set the following targets (see section 5 for narrative around these actions):

- 10% increase in the percentage of BAME staff at G8, currently there are 18.8% of BAME staff on G8, compared to 52.3% of White staff (**AP7A;AP7B**).
- 5% increase in BAME staff at G9, currently there are 12.5% of BAME staff compared to 10.0% of White staff on G9 (**AP7C;AP7D**).
- 10% of BAME staff at G10 (**AP7C;AP7D**)

Objective 5: Increase BAME academic staff in G8, G9 and G10 and for promotion rates to align with White staff success rates	
AP6A	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
AP6B	Investigate feasibility of setting up cross-Institutional BAME mentoring schemes and reverse mentoring (internal)
AP7A	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 AP6B will provide greater support to BAME academics wishing to apply.
AP7B	Career development framework (Pathways) providing clear framework for professional development
AP7C	Agencies to ensure diverse range of applicants where possible when appointing for senior roles (see AP5)
AP7D	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.
AP7E	Sponsor BAME staff to attend Advance HE's 'Diversifying Leadership' development programme
AP7F	Identify staff eligible for promotions based on new pathways and encourage promotion through P&D meetings <ul style="list-style-type: none"> • Objective for the executive and leadership team to ensure all line managers discuss pathways and career progression with academic staff

Table 4a (ix): Academic staff nationality by grade							
2017/18							
	Total	Non-UK		UK		Prefer not to say	
	No	No	%	No	%	No	%
GTA	14	4	20.0%	9	5.8%	1	50.0%
Grade 6	3	0	0.0%	3	1.9%	0	0.0%
Grade 7	35	9	45.0%	26	16.9%	0	0.0%
Grade 8	88	5	25.0%	83	53.9%	0	0.0%
Grade 9	26	1	5.0%	24	15.6%	1	50.0%
Grade 10	10	1	5.0%	9	5.8%	0	0.0%
All Grades	176	20		154		2	
2018/19							
GTA	11	3	15.8%	7	4.6%	1	50.0%
Grade 6	2	0	0.0%	2	1.3%	0	0.0%
Grade 7	40	8	42.1%	32	21.1%	0	0.0%
Grade 8	85	6	31.6%	79	60.0%	0	0.0%
Grade 9	26	1	5.3%	24	15.8%	1	50.0%
Grade 10	9	1	5.3%	8	5.3%	0	0.0%
All Grades	173	19		152		2	
2019/20							
GTA	7	2	11.8%	5	3.6%	0	0.0%
Grade 6	2	0	0.0%	2	1.4%	0	0.0%
Grade 7	47	8	47.1%	39	27.9%	0	0.0%
Grade 8	77	5	29.4%	72	51.4%	0	0.0%
Grade 9	16	1	5.9%	14	10.0%	1	100.0%
Grade 10	9	1	5.9%	8	5.7%	0	0.0%
All Grades	158	17		140		1	
On average							
GTA	10.7	3	16.0%	7	4.7%	0.7	41.2%
Grade 6	2.3	0	0.0%	2.3	1.5%	0	0.0%
Grade 7	40.7	8.3	44.4%	32.3	21.7%	0	0.0%
Grade 8	83.3	5.3	28.3%	78	52.5%	0	0.0%
Grade 9	22.7	1	5.3%	20.7	13.9%	1	58.8%
Grade 10	9.3	1	5.3%	8.3	5.6%	0	0.0%
All Grades	169	18.7		148.7		1.7	

- On average, non-UK staff grades have remained stable, with most non-UK academic staff employed at G7 and non-UK staff are represented in most grades except G6.

The University uses the Education Competencies Consortium salary comparison tool, which ensures parity between UK and non-UK salaries.

Fixed term and permanent contract type

Table 4a (x): Academic staff on fixed term and permanent contract types by ethnicity							
Ethnicity Fixed Term and Permanent	Total	BAME		White		Prefer Not to Say	
	No	No	%	No	%	No	%
2017/18							
Fixed term	30	0	0.0%	23	16.1%	7	31.8%
Permanent	146	11	100.0%	120	83.9%	15	68.2%
Grand Total	176	11		143		22	100.0%
2018/19							
Fixed term	27	0	0.0%	21	14.5%	6	35.3%
Permanent	146	11	100.0%	124	85.5%	11	64.7%
Grand Total	173	11		145		17	
2019/20							
Fixed term	12	3	18.8%	4	3.1%	5	41.7%
Permanent	146	13	81.2%	126	96.9%	7	58.3%
Grand Total	158	16		130		12	
On average							
Fixed term	23	1	7.9%	16	11.5%	6	35.3%
Permanent	146	11.7	92.1%	123.3	88.5%	11	64.7%
Grand Total	169	12.7		139.3		17	

AdvanceHE 2019: All academic staff by contract type and ethnicity				
	UK HE		LTU	
	BAME	White	BAME	White
Fixed Term	42.2%	30.5%	7.9%	11.5%
Permanent	57.8%	69.5%	92.1%	88.5%
https://www.advance-he.ac.uk/knowledge-hub/equality-higher-education-statistical-report-2019				

- On average, a high proportion of BAME academics were on a permanent contract (92.1%), higher than the proportion of White academics (88.5%; Table 4ax).
- This is above HE averages which has 57.8% of BAME academics on permanent contracts (AdvanceHE, 2019).

There does not appear to be any bias in fixed/permanent contract types offered to BAME academics.

Table 4a (xi): Academic staff on fixed term and permanent contract types by nationality							
Nationality Fixed Term and Permanent	Total	Non-UK		UK		Prefer Not to Say	
	No	No	%	No	%	No	%
2017/18							
Fixed term	30	4	20.0%	25	16.2%	1	50.0%
Permanent	146	16	80.0%	129	83.8%	1	50.0%
Grand Total	176	20		154		2	
2018/19							
Fixed term	27	3	15.8%	24	15.8%	0	0.0%
Permanent	146	16	84.2%	128	84.2%	2	100.0%
Grand Total	173	19		152		2	
2019/20							
Fixed term	12	3	17.6%	9	6.4%	0	0.0%
Permanent	146	14	82.4%	131	93.6%	1	100%
Grand Total	158	17		140		1	
On average							
Fixed term	23	3.3	17.6%	19.3	13.0%	0.3	17.6%
Permanent	146	15.3	81.8%	129.3	87.0%	1.3	76.5%
Grand Total	169	18.7		148.7		1.7	

AdvanceHE 2019: Academic staff by contract type and nationality				
	UK HE		LTU	
	Non-UK	UK	Non-UK	UK
Fixed Term	42.2%	28.2%	17.6%	13.0%
Permanent	57.8%	71.8%	81.8%	87.0%
https://www.advance-he.ac.uk/knowledge-hub/equality-higher-education-statistical-report-2019				

- On average, a higher proportion of non-UK academics were on permanent contracts (81.8%) than fixed term contracts but were less likely to be on a permanent contract than UK academics (87%, Table 4xi).
- This is well above HE averages which has 57.8% of non-UK academics on permanent contracts (AdvanceHE, 2019).
- On average, three non-UK academics on fixed term contracts are GTAs who regardless of country of birth are on fixed term contracts

There does not appear to be any bias in fixed/permanent contract types offered to non-UK academics.

Full time/part time contracts

Table 4a (xii): Academic staff on full time and part time contract by ethnicity							
Ethnicity Full Time and Part Time	Total	BAME		White		Prefer Not to Say	
		No	%	No	%	No	%
2017/18							
Full Time	119	8	72.7%	96	67.1%	15	68.2%
Part Time	57	3	27.3%	47	32.9%	7	31.8%
Grand Total	176	11		143		22	100.0%
2018/19							
Full Time	116	8	72.7%	98	67.6%	10	58.8%
Part Time	57	3	27.3%	47	32.4%	7	41.2%
Grand Total	173	11		145		17	
2019/20							
Full Time	107	10	62.5%	91	70.0%	6	50.0%
Part Time	51	6	37.5%	39	30.0%	6	50.0%
Grand Total	158	16		130		12	
On average							
Full Time	114	8.7	68.5%	95	68.2%	10.3	60.6%
Part Time	55	4	31.5%	44.3	31.8%	6.7	39.4%
Grand Total	169	12.7		139.3		17	

AdvanceHE 2019: All academic staff by full time and part time contract and ethnicity				
	UK HE		LTU	
	BAME	White	BAME	White
Full Time	73.5%	66.1%	68.5%	68.2%
Part Time	26.5%	33.9%	31.5%	31.8%
https://www.advance-he.ac.uk/knowledge-hub/equality-higher-education-statistical-report-2019				

- On average, a similar proportion of BAME academics (68.5%) and White academics (68.2%) were on a full-time contract (Table 4axii)
- This is below HE averages which has 73.5% of BAME academic staff on full-time contracts (AdvanceHE, 2019).

There does not appear to be any bias in full time/part time contract types offered to BAME academics.

Table 4a (xiii): Academic staff on full time and part time contract by nationality							
Nationality Full Time and Part Time	Total	Non-UK		UK		Prefer Not to Say	
		No	No	%	No	%	No
2017/18							
Full Time	119	14	70.0%	103	66.9%	2	100.0%
Part Time	57	6	30.0%	51	33.1%	0	0.0%
Grand Total	176	20		154		2	
2018/19							
Full Time	116	15	78.9%	99	65.1%	2	100.0%
Part Time	57	4	21.1%	53	34.9%	0	0.0%
Grand Total	173	19		152		2	
2019/20							
Full Time	107	11	64.7%	95	67.9%	1	100.0%
Part Time	51	6	35.3%	45	32.1%	0	0.0%
Grand Total	158	17		140		1	
On average							
Full Time	114	13.3	71.1%	99	66.6%	1.7	100.0%
Part Time	55	5.3	28.3%	49.7	33.4%	0	0.0%
Grand Total	169	18.7		148.7		1.7	

AdvanceHE 2019: Academic staff by full time and part time contract and nationality				
	UK HE		LTU	
	Non-UK	UK	Non-UK	UK
Full Time	76.5%	63.3%	71.1%	66.6%
Part Time	23.5%	36.7%	28.3%	33.4%
https://www.advance-he.ac.uk/knowledge-hub/equality-higher-education-statistical-report-2019				

- On average, a high proportion of Non-UK academics were on a full-time contract (71.1%) and they were more likely to be on full time contracts than UK staff (66.6%; table 4axiii).
- This is below the HE averages which has 76.5% of non-UK academics on full-time contracts (AdvanceHE, 2019).

There does not appear to be any bias in full time/part time contract types offered to non-UK academics.

Table 4a (xiv): REC survey – Flexible working arrangements						
	2017			2020		
Survey Statements	BAME	White	Difference	BAME	White	Difference
<i>BAME staff were more likely to agree to the following statements than White staff. There has been an increase in BAME staff agreement (+6% and +13%) in the following statements respectively than in the previous survey</i>						
I am aware of the formal flexible working policies and arrangements at the institution, for example, part time working or condensed hours	68%	62%	+6%	74%	73%	+1%
If I formally requested flexible working arrangements I am confident that the request would be granted if at all possible	57%	59%	-2%	70%	64%	+6%
<i>BAME staff were less likely to agree to the following statements than White staff. There has been a decrease in BAME staff agreement (-8% and -3%) in the following statements respectively than in the previous survey</i>						
I am able to take advantage of flexible working on an informal basis, for example, sometimes working from home or coming in later	86%	77%	+9%	78%	81%	-3%
My manager is supportive of flexible working	70%	73%	-3%	67%	81%	-14%
Open Comments						
<i>'I have a fantastic manager who is supportive and flexible' – BAME staff</i>						

The REC survey suggests there are no substantial differences between BAME and White staff in most of the responses in flexible working arrangements. However, there has been a decrease in BAME staff feeling that their manager is supportive of flexible working and being able to take advantage of flexible working which needs investigating **(AP8)**.

Objective 6: Address any intersectional issues between ethnicity and gender in contract type (full time or part time) and flexible working arrangements	
AP8	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.

Staff turnover rates

Table 4a (xv): Academic staff turnover rates by nationality and ethnicity					
Leavers	Total	Non-UK		UK	
	No	No	%	No	%
2017/18					
BAME	0	0	0.0%	0	0.0%
White	20	0	0.0%	20	71.4%
Prefer not to say	9	1	100.0%	8	28.6%
Grand Total	29	1		28	
2018/19					
BAME	0	0	0.0%	0	0.0%
White	10	3	60.0%	7	100.0%
Prefer not to say	2	2	40.0%	0	0.0%
Grand Total	12	5		7	
2019/20					
BAME	1	1	14.3%	0	0.0%
White	13	4	57.1%	9	100.0%
Prefer not to say	2	2	28.6%	0	0.0%
Grand Total	16	7		9	
On average					
BAME	0.3	0.3	7.0%	0	0.0%
White	14.3	2.3	53.4%	12	81.6%
Prefer not to say	4.3	1.7	39.5%	2.7	18.4%
Grand Total	19	4.3		14.7	

Summary of staff profile averages in comparison to staff leavers						
	Non-UK		UK		Total	
	No	%	No	%	No	%
BAME profile average	5.7	30.5%	7	4.7%	12.7	7.5%
BAME leavers	0.3	5.3%	0	0.0%	0.3	2.4%
White profile average	8.7	46.5%	130.7	87.9%	139.3	82.4%
White leavers	2.3	26.4%	12	9.2%	14.3	10.3%

- On average, 2.4% of BAME staff leave the institution compared to 10.3% of White staff.

Table 4axv shows that BAME academic leaving the institution is low but the data appears to be less reliable in 17/18 as 27.6% of leavers did not declare their ethnicity (**AP4**). Our current procedures are not robust enough thus it is not clear what reasons underpin decisions of staff to leave. The exit process is being updated by HR, to include the option to have an exit interview with the EDI officer or Staff Network Chair (**AP9**).

Objective 3: Ensure that the University's EDI data is as accurate as possible.	
AP4	<p>Encourage staff to provide personal data to capture more accurate data (reviewed annually as part of EDI report to Board of Governors)</p> <ul style="list-style-type: none"> • Target communication to staff who are unknown or refused to state ethnicity • Work with equality networks to encourage disclosure of personal characteristics with emphasis on ethnicity to ensure data is as accurate as possible.
Objective 7: Ensure that 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	<p>Update Exit Questionnaire & Interview process to include option of interview with EDI Officer or equality network chairs</p> <ul style="list-style-type: none"> • BAME network chair • International network chair • LGBTQ+ network chair • Women network chair • Disability network chair <p>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.</p>

Table 4 (xvi): REC survey – Sense of belonging						
Survey Statements	2017			2020		
	BAME	White	Difference	BAME	White	Difference
<i>BAME staff were more likely to agree to the following statements than White staff. There has been an increase in BAME staff agreement (+19% and +15%) in the following statements respectively than in the previous survey.</i>						
The ethnic/racial diversity of Leeds Trinity University impacts my sense of belonging	51%	27%	+24%	70%	33%	+37%
The ethnic/racial diversity of Leeds Trinity University impacts on my desire to stay	41%	29%	+12%	56%	31%	+25%
<i>BAME staff were less likely to agree to the following statements than White staff. There has been a decrease in BAME staff agreement (-9%) and increase in agreement (+5%) in the following statements respectively than in the previous survey.</i>						
I believe I am treated equally by colleagues irrespective of my ethnic or race	68%	86%	-18%	59%	82%	-23%
I believe I am treated equally by students irrespective of my ethnicity or race	73%	83%	-10%	78%	77%	-1%
<i>BAME staff were less likely to agree to the following statements than White staff in 2017 but more likely to agree in 2020. There has been an increase in BAME staff agreement (+17% and +12%) in the following statements respectively than in the previous survey.</i>						
I have the opportunity to socialise with my colleagues	68%	76%	-8%	85%	74%	+11%
I feel comfortable in attending social activities with my colleagues	73%	77%	-4%	85%	77%	+8%
Open Comments						
<i>“I have had several remarks regarding my ethnicity and religion which I question that if I was White would I have received these same comments.” – BAME staff</i>						
<i>“I have many opportunities to socialise with my colleagues, there have been instances where the social activities involved the pub which I am not comfortable attending but when I have suggested alternative areas, my colleagues have listened.” – BAME staff</i>						

Table (xvi) shows that there has been an increase in the percentage of BAME staff who feel they are treated differently because of their ethnicity with staff reporting in the focus groups that their sense of belonging was negatively impacted by experiencing racial discrimination and microaggression by colleagues (AP6B;AP10A;AP10B). This was also suggested to impact on BAME staff desire to stay at LTU (see section 4c for additional narrative and actions to address these issues; AP11A;AP11B;AP11C;AP11D;AP11E;AP11F). There has also been an increase in BAME staff feeling that they have the opportunity to socialise with colleagues and feel comfortable attending social activities.

Objective 8: To eliminate unconscious biases, racial discrimination, harassment, microaggressions and bullying at LTU	
AP6B	Investigate feasibility of setting up cross-Institutional BAME mentoring schemes and reverse mentoring (internal).
AP10A	Unconscious Bias training will be mandatory for all staff and refreshed every two years.
AP10B	Executive and Leadership Teams, plus Heads of Department to have undertaken Inclusive Leadership training.
AP11A	A) Implementation of a microaggression reporting tool that will allow LTU to build up knowledge of microaggressions in a systematic way and to identify any trends and take action <ul style="list-style-type: none"> • 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)
AP11B	Line managers/personal tutors to be trained in handling racial and other forms of discrimination
AP11C	B) 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 <ul style="list-style-type: none"> • Include harassment pack as mandatory in students introduction guide • 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 • 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 • Developed item in REC survey to assess awareness of reporting tools to get a baseline
AP11D	HR to record, monitor and report all Employee Relations issues on its I-Trent HR system and provide management information on disciplinary and grievance issues on a regular basis to the EDI Committee
AP11E	All formal complaints to be inputted in rebranded reporting tool (AP11C) and outcomes relayed to complainants as appropriate.
AP11F	Ensure training includes reference to responsibility for further action and range of actions available.

4b Professional and support staff

4b (i): Professional and support staff (PSS) by ethnicity								
All professional and support staff headcount	17/18		18/19		19/20		On average	
	No	%	No	%	No	%	No	%
BAME	15	5.4%	10	3.6%	10	3.8%	11.7	4.3%
Asian	10	3.6%	7	2.5%	5	2.0%	7.3	2.7%
Black	3	1.1%	1	0.4%	1	0.4%	1.7	0.6%
Mixed	2	0.7%	2	0.7%	3	1.2%	2.3	0.8%
White	249	89.6%	245	89.1%	239	91.6%	244.3	90.0%
Prefer not to say/Information refused	14	5.0%	20	7.3%	12	4.6%	15.3	5.6%
Total Staff	278		275		261		271.3	

Table 4b (ii) HESA UK HE PSS staff averages and LTU averages for benchmarking		
Ethnicity	UK HE average 2016/19	LTU average
Asian	5.7%	4.3%
Black	3%	0.6%
Mixed	1.8%	0.8%
Other	0.8%	0.0%
BAME total	11.2%	4.3%
White	83.7%	90.0%
Prefer not to say	5.1%	5.6%
https://www.hesa.ac.uk/data-and-analysis/staff/table-2		

- Table 4bi shows that on average, 4.3% of PSS staff were from a BAME background, there was a substantial decrease from 17/18 to 18/19 with a decrease of five BAME staff (see turnover rates for commentary)
- Table 4bii shows that in comparison to UK HE averages, LTU averages are substantially lower in each ethnic group.
- The total proportion of BAME staff (4.3%) remains lower than HE averages (11.2%) and the staff catchment area (22% see section 3b).
- There has been an increase with staff declaring their ethnicity (5.6% unknown) which is expected to continue (table 4bi) and is similar to HE averages (5.1%) **(AP4)**.

Objective 3: Ensure that the University's EDI data is as accurate as possible

AP4	<p>Encourage staff to provide personal data to capture more accurate data (reviewed annually)</p> <ul style="list-style-type: none"> • Target communication to staff who are unknown or refused to state ethnicity • 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.
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Due to the small numbers of staff in BAME sub-categories, the remaining data has been aggregated to BAME.

Table 4b (iii): Professional and support staff by nationality and ethnicity							
Nationality	Total	Non-UK		UK		Prefer Not to Say	
	No	No	%	No	%	No	%
2017/18							
BAME	15	2	22.2%	13	4.9%	0	0.0%
White	249	7	77.8%	242	92.0%	0	0.0%
Prefer not to say	14	0	0.0%	8	3.0%	6	100.0%
Grand Total	278	9	100.0%	263	100.0%	6	100.0%
2018/19							
BAME	10	1	9.1%	9	3.5%	0	0.0%
White	245	10	90.9%	235	92.5%	0	0.0%
Prefer not to say	20	0	0.0%	10	3.9%	10	100.0%
Grand Total	275	11	100.0%	254	100.0%	10	100.0%
2019/20							
BAME	10	1	12.5%	9	3.6%	0	0.0%
White	239	7	87.5%	232	93.2%	0	0.0%
Prefer not to say	12	0	0.0%	8	3.2%	4	100.0%
Grand Total	261	8	100.0%	249	100.0%	4	100.0%
On average							
BAME Average	11.7	1.3	14.0%	10.3	4.0%	0	0.0%
White Average	244.3	8	86.0%	236.3	92.6%	0	0.0%
Prefer not to say average	15.3	0	0.0%	8.7	3.4%	6.7	100.0%
Grand Total average	271.3	9.3	100.0%	255.3	100.0%	6.7	100.0%

Table 4b (iv) AdvanceHE 2019 UK and non-UK HE PSS staff averages and LTU averages for benchmarking

Ethnicity	UK HE averages 2015/18		LTU averages	
	Non-UK	UK	Non-UK	UK
BAME	29.0%	9.3%	14.0%	4.0%
White	71.0%	90.7%	86.0%	92.6%

<https://www.advance-he.ac.uk/knowledge-hub/equality-higher-education-statistical-report-2019>

- On average, 14.0% of LTU's non-UK PSS staff are from a BAME background which is lower than UK HE averages (29.0%) (table 4biv).
- There has been a decrease of four UK BAME PSS and a decrease of one non-UK BAME PSS (Table 4biii) (see turnover rates for commentary)
- On average, 4.0% of LTU's UK PSS staff were from a BAME background which is lower than UK HE averages (9.3%; table 4biv)
- There has been an increase in staff declaring their ethnicity and nationality (table 4biii) which we expect to continue.

It should be noted that in the latter part of 2018 and through to mid-year 2019, the University undertook a review and re-structure of its PSS staff, resulting in recruitment being frozen and hence a minimal amount of external recruitment activity taking place during that time.

Since January 2020, there has been an increase of four BAME PSS staff indicating an upward trend. There is a target set to have 10% of PSS roles to be filled by BAME staff **(AP5A;AP5B;AP5C)** (see section 5 and 6 for actions/narrative to meet this target).

Objective 4: To eliminate shortlisting and appointment gap between BAME and White applicants and ensure that recruitment and selections processes are inclusive	
AP5A	Undertake review of R&S changes introduced so far and their impact.
AP5B	To ensure interviews are conducted fairly and without bias.
AP5C	Conduct random sampling and equality audits of shortlisting and interview processes

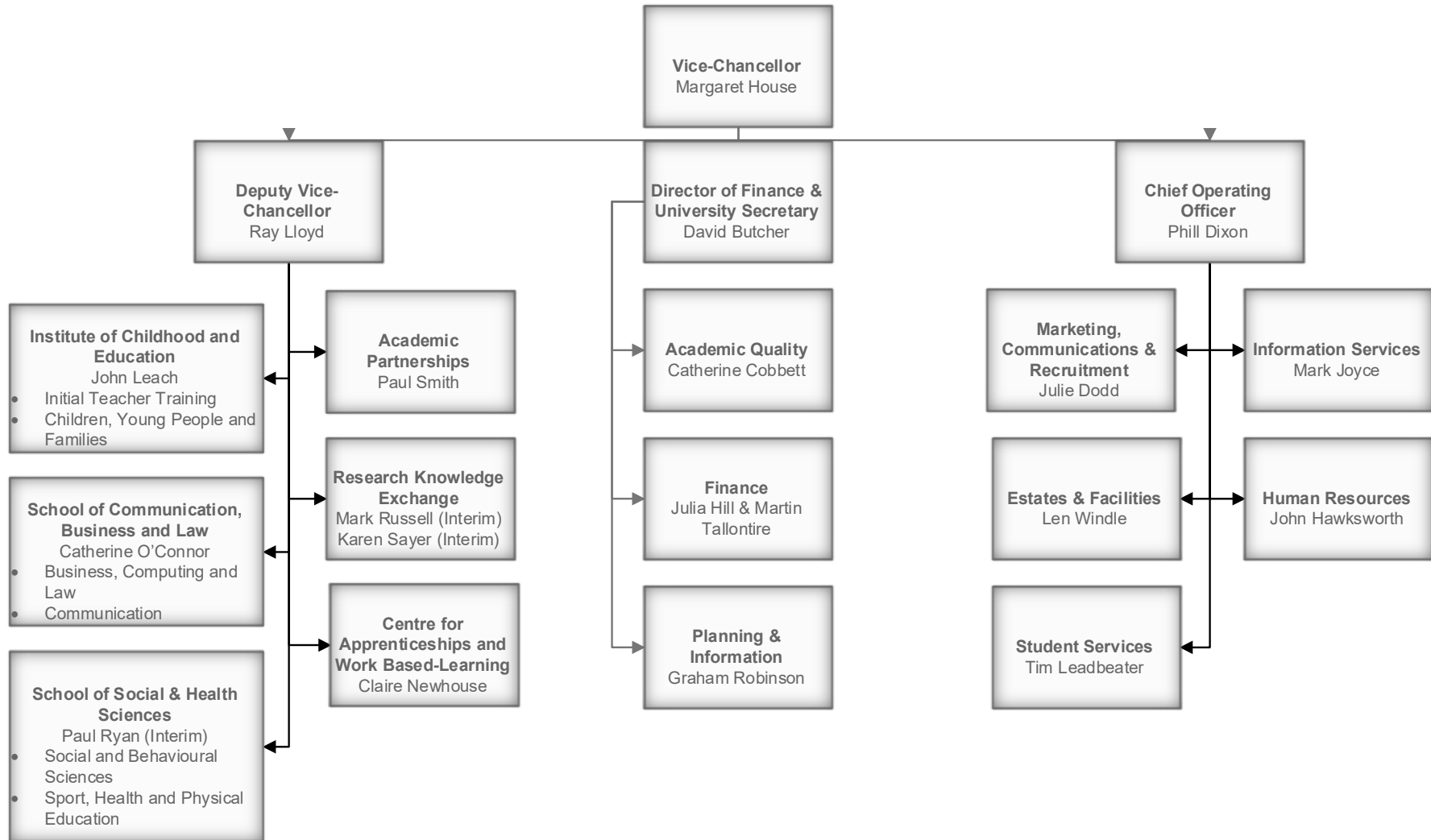
Professional Support areas by executive responsibilities

Table 4b (v): Professional and support staff by executive area and ethnicity							
Ethnicity and Executive Area	Total	BAME		White		Prefer Not to Say	
		No	%	No	%	No	%
2017/18							
Chief Operating Officer	158	7	46.7%	140	56.2%	78.6	7.0%
Director of Finance	23	3	20.0%	18	7.2%	14.3	8.7%
DVC including Schools	87	3	20.0%	83	33.3%	1	7.1%
Other	10	2	13.3%	8	3.2%	0	0.0%
Grand Total	278	15		249		14	
2018/19							
Chief Operating Officer	155	6	60.0%	137	55.9%	12	60.0%
Director of Finance	23	1	10.0%	19	7.8%	3	15.0%
DVC including Schools	88	2	20.0%	81	33.1%	5	25.0%
Other	9	1	10.0%	8	3.3%	0	0.0%
Grand Total	275	10		245		20	
2019/20							
Chief Operating Officer	209	7	70.0%	193	80.8%	9	75.0%
Director of Finance	17	1	10.0%	14	5.6%	2	16.7%
DVC including Schools	23	1	10.0%	21	8.8%	1	8.3%
Other	12	1	10.0%	11	4.6%	0	0.0%
Grand Total	261	10		239		12	

Table 4b (vi): Professional and support staff by executive area and nationality							
Nationality and Executive Area	Total	Non-UK		UK		Prefer Not to Say	
		No	%	No	%	No	%
2017/18							
Chief Operating Officer	158	5	55.6%	144	54.8%	6	100.0%
Director of Finance	23	0	0.0%	23	8.7%	0	0.0%
DVC including Schools	87	4	44.4%	84	31.9%	0	0.0%
Other	10	0	0.0%	9	3.4%	0	0.0%
Grand Total	278	9		263	%	6	
2018/19							
Chief Operating Officer	155	5	45.5%	144	56.7%	6	60.0%
Director of Finance	23	0	0.0%	22	8.7%	1	10.0%
DVC including Schools	88	6	54.5%	79	31.1%	3	30.0%
Other	9	0	0.0%	9	3.5%	0	0.0%
Grand Total	275	11		254		10	
2019/20							
Chief Operating Officer	209	6	75.0%	199	79.9%	4	100.0%
Director of Finance	17	0	0.0%	17	6.8%	0	0.0%
DVC including Schools	23	2	25.0%	21	8.4%	0	0.0%
Other	12	0	0.0%	12	4.8%	0	0.0%
Grand Total	261	8		249		4	

Table 4b (v) provides an overview of PSS staff in different executive areas of the institution by ethnicity, and table 4b (vi) provides an overview by nationality in the last three years. Due to the small numbers of BAME and non-UK BAME PSS staff service areas have been combined and useful inference and trends in particular service areas cannot be made. Figure 5 details executive responsibilities. It should be noted that executive responsibilities change for instance student support area moved to COO from DVC in 19/20, whilst the academic partnerships unit only came into existence in that year, consequently direct comparisons of changes seen in the table should be viewed with caution.

Figure 5: Governance structure as of July 2020



Professional and support grades

Table 4b (vii): Professional and support staff ethnicity by grade							
2017/18							
	Total	BAME		White		Prefer not to say	
	No	No	%	No	%	No	%
Grade 1-4	83	2	13.3%	73	29.3%	8	57.1%
Grade 5-6	113	6	40.0%	106	42.6%	1	7.1%
Grade 7	45	6	40.0%	37	14.9%	2	14.3%
Grade 8-10	35	1	6.7%	33	13.3%	1	7.1%
Other	2	0	0.0%	0	0.0%	2	14.3%
All Grades	278	15		249		14	
2018/19							
Grade 1-4	78	0	0.0%	69	28.2%	9	45.0%
Grade 5-6	117	5	50.0%	108	44.1%	4	20.0%
Grade 7	44	4	40.0%	37	15.1%	3	15.0%
Grade 8-10	32	1	10.0%	30	12.2%	1	5.0%
Other	4	0	0.0%	1	0.4%	3	15.0%
All Grades	275	10		245		20	
2019/20							
Grade 1-4	68	1	10.0%	60	25.1%	7	58.3%
Grade 5-6	108	5	50.0%	101	42.3%	2	16.7%
Grade 7	56	4	40.0%	50	20.9%	2	16.7%
Grade 8-10	29	0	0.0%	28	11.7%	1	8.3%
Other	0	0	0.0%	0	0.0%	0	0.0%
All Grades	261	10		239		12	
On average							
Grade 1-4	76.3	1	8.5%	67.3	27.5%	8	52.3%
Grade 5-6	112.7	5.3	45.3%	105	43.0%	2.3	15.0%
Grade 7	48.3	4.7	40.2%	41.3	16.9%	2.3	15.0%
Grade 8-10	32	0.7	6.0%	30.3	94.8%	1	6.5%
Other	2	0	0.0%	0.3	12.4%	1.7	11.1%
All Grades	271.3	11.7		244.3		15.3	

- On average, BAME PSS staff have the highest representation in G5-6 (45.3%) and G7 (40.2%) but are less represented at both higher and lower grades.
- Between 2017 and 2020, we see a decrease of BAME staff in grades 5-7, due to staff leaving the institution (see table 4xi for commentary).
- Between 2018/20, there was an increase from 37 to 50 White staff at G7; this is due to a PSS re-structure which took place, resulting in a number of internal promotions, plus the creation and expansion of new PSS departments (Apprenticeships and Academic Partnerships). As the promoted posts were internal the pool of potential BAME applicants was extremely small (5 grades 5-6 BAME vs 108 grades 5-6 White)

As outlined section 5 and 6, more needs to be done in the appraisal and development reviews (**AP6A**) and the falloff in BAME PSS staff from grade 8-10 highlights the lack role modelling within the institution (**AP6B;AP7E**). The University has set a target of 10% BAME staff within Grades 8-10 by 2023 (**AP7C;AP7D;AP12A;AP12B;AP12C;AP12D** (see section 5 and 6 for narrative around these actions):

Objective 9: Increase BAME PSS staff in G8, G9 and G10 and for promotion rates to align with White staff success rates	
AP6A	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
AP6B	Investigate feasibility of setting up cross-Institutional BAME mentoring schemes and reverse mentoring (internal)
AP7C	Agencies to ensure diverse range of applicants where possible when appointing for senior roles (see AP5)
AP7D	Undertake a piece of research with BAME to investigate whether there are any perceived barriers to promotion and action plan accordingly
AP7E	Sponsor BAME staff to attend Advance HE's 'Diversifying Leadership' development programme
AP12A	Review regrading procedures for greater clarity and disseminate with explanation to all staff, to be informed by feedback from BAME staff focus group.
AP12B	Positive action career development programmes with in-built mentoring for BAME PSS staff
AP12C	Review of career development frameworks and processes for PSS staff to be undertaken.
AP12D	Establish PSS staff career development and progression journey to identify any differences in opportunities for BAME and Non-UK staff

Table 4b (viii): Professional and support staff nationality by grade							
2017/18							
	Total	Non-UK		UK		Prefer not to say	
	No	No	%	No	%	No	%
Grade 1-4	83	5	55.6%	74	28.1%	4	66.7%
Grade 5-6	113	2	22.2%	111	42.2%	0	0.0%
Grade 7	45	1	11.1%	44	16.7%	0	0.0%
Grade 8-10	35	1	11.1%	34	12.9%	0	0.0%
Other	2	0	0.0%	0	0.0%	2	33.3%
All Grades	278	9		263		6	
2018/19							
Grade 1-4	78	5	45.5%	69	27.2%	4	40.0%
Grade 5-6	117	3	27.3%	112	44.1%	2	20.0%
Grade 7	44	2	18.2%	41	16.1%	1	10.0%
Grade 8-10	33	1	9.1%	32	12.6%	0	0.0%
Other	3	0	0.0%	0	0.0%	3	30.0%
All Grades	275	11		254		10	
2019/20							
Grade 1-4	68	3	37.5%	62	24.9%	3	75.0%
Grade 5-6	108	3	37.5%	104	41.8%	1	25.0%
Grade 7	56	1	12.5%	55	22.1%	0	0.0%
Grade 8-10	29	1	12.5%	28	11.2%	0	0.0%
Other	0	0	0.0%	0	0.0%	0	0.0%
All Grades	261	8		249		4	
On average							
Grade 1-4	76.3	4.3	46.2%	68.3	26.8%	3.7	55.2%
Grade 5-6	112.7	2.7	29.0%	109	42.7%	1	14.9%
Grade 7	48.3	1.3	14.0%	46.7	18.3%	0.3	4.5%
Grade 8-10	32	1	10.8%	31.3	12.3%	0	0.0%
Other	2	0	0.0%	0.0	0.0%	1.7	25.4%
All Grades	271.3	9.3		255.3		6.7	

- On average, non-UK staff have been clustered in grades 1-4 and are represented in most grades and UK staff have been well represented at all grades.

Fixed/Permanent contract type

Table 4b (ix): Professional and support staff on fixed term and permanent contract types by ethnicity							
Ethnicity Fixed Term and Permanent	Total	BAME		White		Prefer Not to Say	
	No	No	%	No	%	No	%
2017/18							
Fixed term	11	0	0.0%	11	4.4%	0	0.0%
Permanent	267	15	100.0%	238	95.6%	14	100.0%
Grand Total	278	15		249		14	
2018/19							
Fixed term	9	0	0.0%	6	2.4%	3	15.0%
Permanent	266	10	100.0%	239	97.6%	17	85.0%
Grand Total	275	10		245		20	
2019/20							
Fixed term	14	3	30.0%	10	4.2%	1	8.3%
Permanent	247	7	70.0%	229	95.8%	11	91.7%
Grand Total	261	10		239		12	
On average							
Fixed term	11.3	1	8.5%	9	3.7%	1.3	8.5%
Permanent	260	10.7	91.5%	235.3	96.3%	14	91.5%
Grand Total	271.3	11.7		244.3		15.3	

AdvanceHE 2019: All PSS staff by contract type and ethnicity				
	UK HE		LTU	
	BAME	White	BAME	White
Fixed Term	18.9%	13.7%	8.5%	3.7%
Permanent	81.1%	86.3%	91.5%	96.3%
https://www.advance-he.ac.uk/knowledge-hub/equality-higher-education-statistical-report-2019				

- On average, 91.5% of BAME PSS staff were on a permanent contract which is lower than the proportion of White staff (96.3%; table 4bix).
- This is above the HE averages which has 81.1% of BAME staff on a permanent contract (AdvanceHE, 2019).

There does not appear to be any bias in fixed/permanent contract offered to BAME PSS staff.

Table 4b (viii): Professional and support staff on fixed term and permanent contract types by nationality

Nationality Fixed Term and Permanent	Total	Non-UK		UK		Prefer Not to Say	
		No	No	%	No	%	No
2017/18							
Fixed term	11	0	0.0%	10	3.8%	1	14.3%
Permanent	267	9	100.0%	252	96.2%	6	85.7%
Grand Total	278	9		262		7	
2018/19							
Fixed term	9	0	0.0%	7	2.8%	2	20.0%
Permanent	266	11	100.0%	247	97.2%	8	80.0%
Grand Total	275	11		254		10	10
2019/20							
Fixed term	14	0	0.0%	14	5.6%	0	0.0%
Permanent	247	8	100.0%	235	94.4%	4	100.0%
Grand Total	261	8		249		4	
On average							
Fixed term	11.3	0	0.0%	10.3	4.0%	1	14.3%
Permanent	260	9.3	100.0%	244.7	96.0%	6	85.7%
Grand Total	271.3	9.3		255		7	

AdvanceHE 2019: PSS staff by contract type and nationality

	UK HE		LTU	
	Non-UK	UK	Non-UK	UK
Fixed Term	23.3%	13.3%	0.0%	4.0%
Permanent	76.7%	86.7%	100.0%	96.0%

<https://www.advance-he.ac.uk/knowledge-hub/equality-higher-education-statistical-report-2019>

- All non-UK PSS staff are on a permanent contract which is higher than UK staff (96.0%) and above HE averages of 76.7% (AdvanceHE, 2019).

There does not appear to be any bias in fixed/permanent contract types offered to non-UK PSS staff.

Full time/part time contracts

Table 4b (ix): Professional and support staff on full time and part time contract by ethnicity							
Ethnicity Full Time and Part Time	Total	BAME		White		Prefer Not to Say	
		No	No	%	No	%	No
2017/18							
Full Time	168	12	80.0%	145	58.2%	11	78.6%
Part Time	110	3	20.0%	104	41.8%	3	21.4%
Grand Total	278	15		249		14	
2018/19							
Full Time	164	9	90.0%	139	56.7%	16	80.0%
Part Time	111	1	10.0%	106	43.3%	4	20.0%
Grand Total	275	10		245		20	
2019/20							
Full Time	154	7	70.0%	139	58.2%	7	58.3%
Part Time	107	3	30.0%	100	41.8%	5	41.7%
Grand Total	261	10		239		12	
On average							
Full Time	162	9.3	79.5%	141	57.7%	11.3	73.9%
Part Time	109.3	2.3	19.7%	103.3	42.3%	4	26.1%
Grand Total	271.3	11.7		244.3		15.3	

AdvanceHE 2019: All PSS staff by full time and part time contract and ethnicity				
	UK HE		LTU	
	BAME	White	BAME	White
Full Time	68.5%	68.8%	79.5%	57.7%
Part Time	31.5%	31.2%	19.7%	42.3%

<https://www.advance-he.ac.uk/knowledge-hub/equality-higher-education-statistical-report-2019>

- On average, 79.5% of BAME PSS staff were on a full-time contract which is higher than White staff (57.7%) and HE averages (68.5%) (AdvanceHE, 2019).

There does not appear to be any bias in Full Time/Part Time contract types offered to BAME PSS staff.

Table 4b (x): Professional and support staff on full time and part time contract by nationality							
Nationality Full Time and Part Time	Total	Non-UK		UK		Prefer Not to Say	
	No	No	%	No	%	No	%
2017/18							
Full Time	168	3	33.3%	160	60.8%	5	83.3%
Part Time	110	6	66.7%	103	39.2%	1	16.7%
Grand Total	278	9		263		6	
2018/19							
Full Time	164	4	36.4%	152	59.8%	8	80.0%
Part Time	111	7	63.6%	102	40.2%	2	20.0%
Grand Total	275	11		254		10	
2019/20							
Full Time	154	4	50.0%	147	59.0%	2	50.0%
Part Time	107	4	50.0%	102	41.0%	2	50.0%
Grand Total	261	8		249		4	
On average							
Full Time	162	3.7	39.8%	153	59.9%	5	74.6%
Part Time	109.3	5.7	61.3%	102.3	40.1%	1.7	25.4%
Grand Total	271.3	9.3		255.3		6.7	

AdvanceHE 2019: PSS staff by full time and part time contract and nationality				
	UK HE		LTU	
	Non-UK	UK	Non-UK	UK
Full Time	64.7%	69.2%	39.8%	59.9%
Part Time	35.3%	30.8%	61.3%	40.1%
https://www.advance-he.ac.uk/knowledge-hub/equality-higher-education-statistical-report-2019				

- On average, a lower proportion of non-UK PSS staff were on a full-time contract (39.3%) compared to UK staff (59.9% and this is below HE averages (64.7%; AdvanceHE, 2019).

The very small numbers of non-UK staff skew the data, in 19/20 there was a similar number of non-UK staff on full time and part time contracts. However, this will be investigated (AP8; see Table4a xiv).

Objective 6: Address any intersectional issues between ethnicity and gender in contract type (full time or part time) and flexible working arrangements	
AP8	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.

Turnover rates

Table 4b (xi): Professional and support staff turnover rates by nationality and ethnicity							
	Total	Non-UK		UK		Prefer Not to Say	
	No	No	%	No	%	No	%
2017/18							
BAME	5	1	100.0%	4	9.8%	0	0.0%
White	35	0	0.0%	35	85.4%	0	0.0%
Prefer not to say	2	0	0.0%	2	4.9%	0	0.0%
Grand Total	42	1	100.0%	41	100.0%	0	0.0%
2018/19							
BAME	3	0	0.0%	3	13.6%	0	0.0%
White	20	1	100.0%	19	86.4%	0	0.0%
Prefer not to say	1	0	0.0%	0	0.0%	1	100.0%
Grand Total	24	1	100.0%	22	100.0%	1	100.0%
2019/20							
BAME	3	0	0.0%	3	13.6%	0	0.0%
White	18	0	0.0%	18	81.8%	0	0.0%
Prefer not to say	1	0	0.0%	1	4.5%	0	0.0%
Grand Total	22	0	0.0%	22	100.0%	0	0.0%
On average							
BAME	1	0.3	42.9%	3.3	11.7%	0	0.0%
White	24.3	0.3	42.9%	24	84.8%	0	0.0%
Prefer not to say	1.3	0	0.0%	1	3.5%	0.3	100.0%
Grand Total	29.3	0.7		28.3		0.3	

Summary of staff profile averages in comparison to staff leavers						
	Non-UK		UK		Total	
	No	%	No	%	No	%
BAME profile average	1.3	14.0%	10.3	4.0%	11.7	4.3%
BAME leavers	0.3	23.1%	3.3	32.0%	3.7	31.6%
White profile average	8	86.0%	236.3	92.6%	244.3	92.6%
White leavers	0.3	3.8%	24	10.2%	24.3	9.9%

- On average, 31.6% of BAME staff leave the institution compared to 9.9% of White staff.

In 2017/18, 5 BAME PSS staff left; one due to the ending of a fixed term contract, the other four resigned. All five staff were employed in different departments of the University, so it is not possible to identify a pattern. Exit interviews did not take place with staff who left at that time. It is recognised that this is a gap in our understanding, and we are keen to work proactively to retain BAME PSS staff and have implemented a new leavers process (**AP9**).

See Table 4c (xvi) for issues identified around staff sense of belonging and desire to stay (AP10A;AP10B;AP11A;AP11B;AP11C;AP11D;AP11E;AP11F see section 4c for additional narrative and actions to address these issues).

Objective 7: Ensure that 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	<p>Update Exit Questionnaire & Interview process to include option of interview with EDI Officer or equality network chairs</p> <ul style="list-style-type: none"> • BAME network chair • International network chair • LGBTQ+ network chair • Women network chair • Disability network chair <p>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.</p>
Objective 8: To eliminate unconscious biases, racial discrimination, harassment, microaggressions and bullying at LTU	
AP10A	Unconscious Bias training will be mandatory for all staff and refreshed every two years.
AP10B	Executive and Leadership Teams, plus Heads of Department to have undertaken Inclusive Leadership training.
AP11A	<p>Implementation of a microaggression reporting tool that will allow LTU to build up knowledge of microaggressions in a systematic way and to identify any trends and take action</p> <ul style="list-style-type: none"> • 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)
AP11B	Line managers/personal tutors to be trained in handling racial and other forms of discrimination
AP11C	<p>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</p> <ul style="list-style-type: none"> • Include harassment pack as mandatory in students introduction guide • 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 • 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 • Developed item in REC survey to assess awareness of reporting tools to get a baseline
AP11D	HR to record, monitor and report all Employee Relations issues on its I-Trent HR system and provide management information on disciplinary and grievance issues on a regular basis to the EDI Committee
AP11E	All formal complaints to be inputted in rebranded reporting tool (AP11C) and outcomes relayed to complainants as appropriate.
AP11F	Ensure training includes reference to responsibility for further action and range of actions available.

4c Grievances and disciplinaries

Table 4c (i) Summary of nature of grievances						
		Nature	Ethnicity	UK/Non-UK	Gender	Outcome
2017/18	A	Withholding of statutory maternity pay Race Discrimination	█	█	█	Not Upheld
	B	Bullying	█	█	█	Partially Upheld
	C	Race Discrimination	█	█	█	Not Upheld
	D	Disability Discrimination	█	█	█	Withdrawn
	E	Unfair Treatment by line manager	█	█	█	Not Upheld
2018/19	F	Equal pay	█	█	█	Not Upheld
	G	Race Discrimination/Bullying	█	█	█	Not Upheld
	H	Equal pay	█	█	█	Not Upheld
	I	Equal Pay	█	█	█	Upheld
	J	Equal pay	█	█	█	Not Upheld
2019/20	K x2	Unprofessional Behaviour	█	█	█	1 (Upheld) 1 (Not Upheld)

Table 4c (ii) Summary of grievances										
Ethnicity		UK/Non-UK		Gender		Outcome				Total
BAME	White	UK	Non-UK	Male	Female	Upheld	Not Upheld	Partially Upheld	Withdrawn	
3	9	7	5	6	6	2	8	1	1	12

- Since 2017, there were 12 grievances raised, 25% from BAME staff and 42% from non-UK staff with all grievances investigated formally through the grievance procedures.
- In case A, the staff member raised a technical grievance regarding their entitlement to statutory maternity pay which was not upheld, due to a break in their service. There were also suggestions that their manager had treated them differently as part of the probationary review process, but the evidence indicated that this was not the case, thus the grievance was not upheld. The grievance was heard at Executive level by the Chief Operating Officer.
- In case C, an independent external investigator was appointed to conduct the investigation. It should be noted that neither RECSAT nor the current EDI committee existed when A and C were investigated thus there was no discussion.
- The high proportion of grievances from non-UK staff was due to the fact that there were a series of inter-connected Equal Pay grievances. In the Equal Pay grievances, (F;H;I;J), the majority were not upheld, as we had applied the procedures in effect at that time fairly, we undertook a review of pay and reward practices in order to

improve fairness and transparency for international staff. Thus, the following processes were introduced:

- Market Supplement Policy
- Guidance to Chairs of Panels on Starting Salaries
- Use of HERA ECC International Salary checker

Table 4c(iii) Summary of Disciplinary Cases						
Date		Nature	Ethnicity	UK/Non-UK	Gender	Outcome
2017/18	A	Gross Misconduct (Sexual misconduct)	White	UK	Male	Resigned
	B	Misuse of Social media	White	UK	Male	No further action
2018/19	C	Bullying and Intimidating behaviour	White	UK	Male	Written Warning
	D	Use of derogatory comments/language	White	UK	Male	No further action
	E	Intimidating Behaviour	White	Non-UK	Male	Verbal Warning
	F	Inappropriate Behaviour	White	UK	Female	No further action
	G	Inappropriate Behaviour	White	Non-UK	Male	Final Written Warning
2019/20	H	Inappropriate Behaviour	White	UK	Female	No further action

Since 2017, there were eight disciplinary cases involving only White employees (two non-UK) and formal procedures were followed. There appears to be no biases in relation to the application of the University's disciplinary procedures. However, there could be an underreporting of racial discrimination.

Table 4c (iv): Reporting racial discrimination						
	2017/2018			2020		
Survey Statements	BAME	White	Difference	BAME	White	Difference
<i>BAME staff/students were more likely to agree to the following statements than White staff/students. There has been an increase in BAME staff agreement (+20%) and students' agreement (+12%) in the following statements than in the previous survey.</i>						
I have witnessed or been the victim of racial discrimination on campus	24% Staff	8% Staff	+16% Staff	44% Staff	7% Staff	+37% Staff
	16% Student	6% Student	+10% Student	28% Student	8% Student	+20% Student
<i>BAME staff/students were less likely to agree to the following statements than White staff/students. There has been an increase in BAME staff agreement (+13%) and students' agreement (+3%) in the following statement than in the previous survey.</i>						
If I reported a race-related incident to my institution, appropriate action would be taken	54% Staff	66% Staff	-12% Staff	67% Staff	68% Staff	-1% Staff
	51% Student	65% Student	-14% Student	54% Student	61% Student	-7% Student
Open Comments						
<i>"I have previously reported an incident of this discrimination and have been told that I haven't been got back to because the police have "other stuff to deal with" and that the university "lose track" of reported incidents" – BAME student</i>						
<i>"A complaint that I raised was taken seriously by my line managers. However, I would suggest that the University's complaint process by reviewed so that more responsibility to take action lie with the University and not the victim." – BAME staff</i>						
<i>"When I was in my first year a few students in my class had constantly been making derogatory statements about my culture and Donald Trump at the time of the 'Islamic ban' was doing the right thing and pressuring that I should accept their views without them listening to mine." – BAME student</i>						

Table 4c (iv) is reinforced from the focus groups with many staff/students reporting varying forms of microaggressions such as BAME staff being mistaken for students, feeling 'othered', or being asked racially insensitive questions. BAME staff discussed that the BAME network was a positive forum to discuss these issues but that they would not formally report microaggressions as they were difficult to prove but suggested that there was a need for action (AP11A, Figure 7). We set up separate BAME and International staff networks in November 2018, so that issues being experienced by these groups could be fed into the EDI Committee which has helped increase that appropriate action would be taken. Each network chair has an Executive Sponsor, who meets with them regularly as a source of support and to assist where institutional actions may be appropriate. Some students discussed that they raised experiencing microaggressions to their personal tutors, but no action was taken (AP11B). These issues were highlighted to negatively impact BAME staff/students sense of belonging (AP10A;AP10B). Similar to local tensions (table 3biii), issues of Brexit and Covid-19

were raised. Islamophobia (AP23A) and racist language (AP23B;AP23C) were raised as contributing to witnessing or being victim of racial discrimination on campus.

Figure 7: Draft outline of microaggression reporting tool for staff/students

Microaggression Reporting Tool

As part of the University's work towards Race Equality and Equality, Diversity and Inclusion (EDI), we are collecting incidents relating to microaggressions experienced by staff and students. A microaggression is "a comment or action that subtly and often unintentionally expresses a prejudiced attitude towards a member of a marginalised group". A marginalised group refers to anyone possessing a protected characteristic(s) as outlined in the Equality Act 2010 which includes age, disability, gender reassignment, marriage and civil partnership, nationality, ethnicity, religion or belief, sex, sexual orientation, pregnancy and maternity. You can also state if the microaggression was related to something else i.e. grade etc.

Example of microaggressions:

- "You don't act like a normal black person" Race microaggression
- "So... who's the man in the relationship?" LGBTQ+ microaggression
- "Oh, you look so normal." Disability microaggression
- "Act like a lady" Gender microaggression
- "Your English is very good" Nationality microaggression

Objective 8: To eliminate unconscious biases, racial discrimination, harassment, microaggressions and bullying at LTU	
AP11A	Implementation of a microaggression reporting tool that will allow LTU to build up knowledge of microaggressions in a systematic way and to identify any trends and take action <ul style="list-style-type: none"> • 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)
AP11B	Line managers/personal tutors to be trained in handling racial and other forms of discrimination
AP10A	Unconscious Bias training will be mandatory for all staff and refreshed every two years.
AP10B	Executive and Leadership Teams, plus Heads of Department to have undertaken Inclusive Leadership training.
AP23A	BAME officer and interfaith officer to ensure there are a range of events relating to different ethnic groups and different religions annually <ul style="list-style-type: none"> • Including but not limited to Black History Month, Eid, Diwali, Chinese New Year, ethnic Diversity etc. • Take part in interfaith week
AP23B	Students' Union to actively support and encourage the development of societies for specific ethnicities within BAME groups and different multi faith groups
AP23C	Student societies presidents or elected representatives to be given mandatory cultural awareness and appropriate language training

In January 2019 we set up an online harassment reporting portal for anyone experiencing or witnessing abuse or harassment of any kind. However, many staff/students were unaware of this reporting tool **(AP11C)**. We are planning on relaunching the formal reporting tool and microaggression tool. A communication plan to ensure staff/students are made aware different ways of reporting racial discrimination is being developed and there will be a direct message from the VC to reiterate that racial discrimination will not be tolerated at LTU and reports of incidents will be taken seriously **(AP11C)**. Some staff/students discussed that they had formally reported racial discrimination but had not heard about the outcome which instilled a lack confidence in reporting racial discrimination **(AP11D;AP11E)**. Moving forward all formal complaints will be recorded in the reporting tool which will allow the University to keep track and relay outcomes. Some staff felt that the onus was on the victim to take action rather than the University **(AP11F)**.

Objective 8: To eliminate unconscious biases, racial discrimination, harassment, microaggressions and bullying at LTU	
AP11C	Combine reporting tools and improve visibility of complaints/harassment reporting procedures <ul style="list-style-type: none"> • 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 • Include harassment pack as mandatory during staff induction • Include harassment pack as mandatory in student introduction guide • 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 • VC to email staff/students about the zero-tolerance policy for any forms of abuse or discrimination along with information about the different ways of reporting
AP11D	HR to record, monitor and report all Employee Relations issues on its I-Trent HR system and provide management information on disciplinary and grievance issues on a regular basis to the EDI Committee
AP11E	All formal complaints to be inputted in rebranded reporting tool (AP11C) and outcomes relayed to complainants
AP11F	Ensure training includes reference to responsibility for further action and range of actions available

4d Decision-making boards and committees

Table 4d: Decision-making boards and committees by ethnicity				
Board/Committee	Total	No BAME (%)	No White (%)	Prefer not to say (%)
Equality, Diversity and Inclusion (EDI)	22	3 (13.6%)	18 (81.8%)	1 (4.5%)
Academic Board (AB)	27	1 (3.7%)	24 (88.9%)	2 (7.4%)
Learning and Teaching Committee (LTC)	21	2 (9.5%)	18 (85.7%)	1 (4.8%)
Approvals Group (AG)	11	0 (0.0%)	9 (81.8%)	2 (18.2%)
Employability Group (EG)	5	1 (20.0%)	4 (80.0%)	0 (0.0%)
External Examining Group (EEG)	6	0 (0.0%)	6 (100%)	0 (0.0%)
Reviews Group (RG)	9	0 (0.0%)	9 (100%)	0 (0.0%)
Race Equality Curriculum Group (RECG)	17	8 (47.1%)	8 (47.1%)	1 (5.9%)
Planning Committee (PC)	16	1 (6.3%)	15 (93.8%)	0 (0.0%)
Research and Knowledge Exchange Committee (RKEC)	16	2 (12.5%)	14 (87.5%)	0 (0.0%)
Research Degrees Sub-Committee (RDSC)	10	1 (10.0%)	8 (80.0%)	1 (10.0%)
Research Ethics and Integrity Sub-Committee (REIS)	6	1 (16.7%)	5 (83.3%)	0 (0.0%)
School Progression and Awards Boards (SPAD)				
Institute of Childhood and Education (ICE)	20	0 (0.0%)	19 (95.0%)	1 (5.0%)
School of Communication, Business and Law (SCBL)	35	1 (2.9%)	33 (94.3%)	1 (2.9%)
School of Social and Health Sciences (SSHS)	27	0 (0.0%)	24 (88.9%)	3 (11.1%)
Mitigating Circumstances Panel (MCP)	8	0 (0.0%)	8 (100%)	0 (0.0%)
Student Experience and Engagement Committee (SEEC)	10	1 (10.0%)	9 (100%)	0 (0.0%)

- BAME staff are represented on 11 out of 17 committees/boards but are underrepresented on eight committees/boards in comparison to their total population at LTU (6.2% BAME academic/PSS).

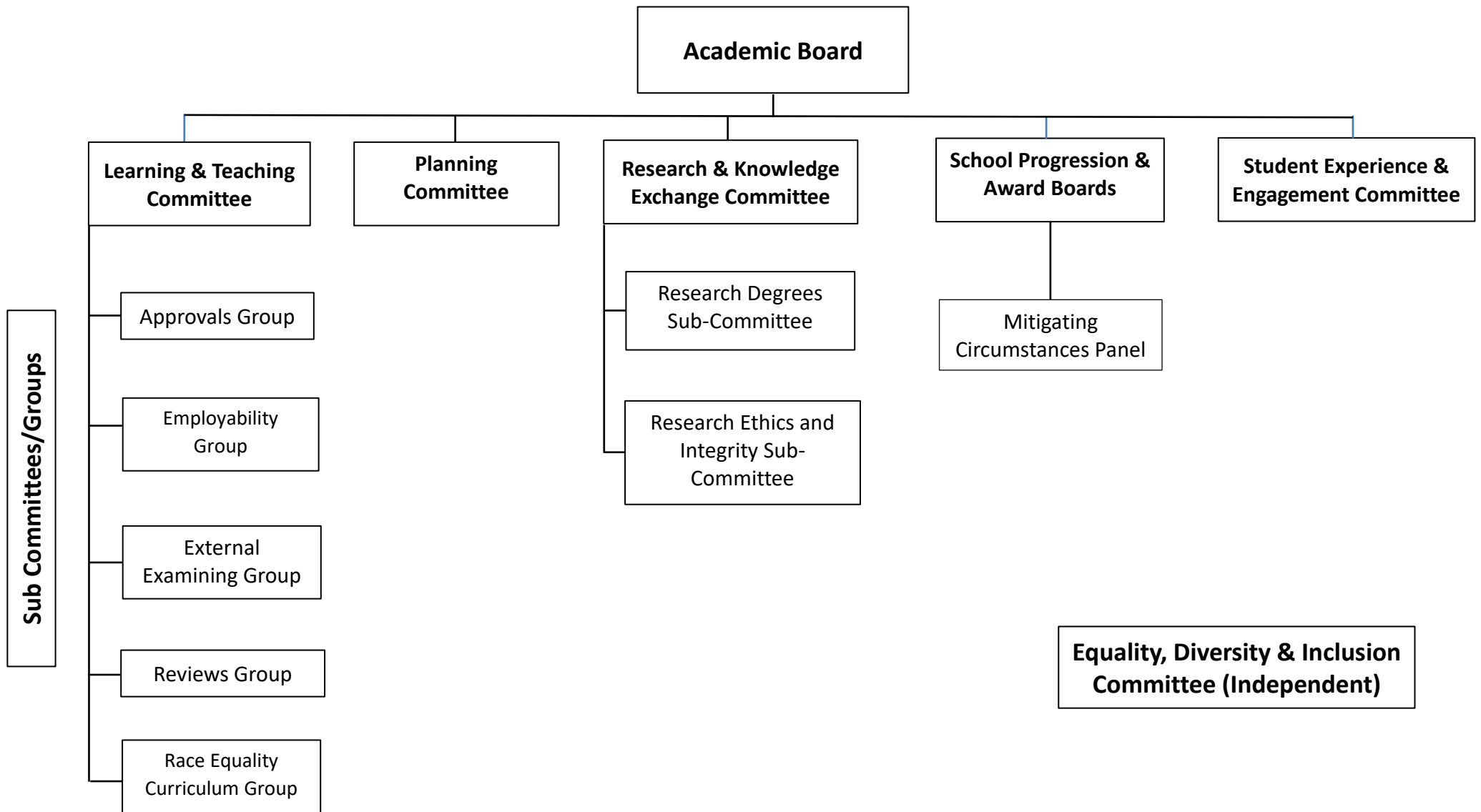
It is recognised that some BAME staff are serving on several boards. Figure 8 details which sub committees/groups report to the main committees/boards (**bolded**). Due to small number of BAME staff, we will increase BAME representation in the main committees (**bolded**) which will enable BAME views to be represented across all committees/boards and not be overburdened (**AP13A**). To increase representation on committees/boards we will

develop a shadowing scheme on committees (**AP13B**). Academic staff participating in committees are given workload allocations as part of their academic related duties and 50% more time for reading and preparations. Furthermore, we will ensure every project addresses race quality (**AP13C**).

“I have found that on many committees there are not a lot of BAME people on them, I'm not sure if this due to there not being many BAME academic staff or workloads etc. but I would like to see more BAME people on committees.” – BAME staff

Objective 10: Increase BAME representation on key decision-making boards and committees to a minimum of 12.5% by 2023	
AP13A	EDI committee to target key committees/boards to include ethnic representation and intersectionality <ul style="list-style-type: none"> • Committee members to appoint replacements if they cannot attend
AP13B	Develop and implement shadowing on committee scheme
AP13C	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

Figure 8: Academic Deliberative Structure



4e Equal pay

Table 4e shows the number of staff along with the % pay difference for each pay grade based on staff data as at 31st January 2020. The average salary for a BAME employee is 5.9% lower than the average salary of a White employee **(AP14A)**.

Table 4e: Equal pay Audit				
Grade	BAME	Prefer not to say	White	% Pay difference
GTA	1	2	1	0.0%
1	-	1	25	-
2	-	2	1	-
3a (6-8)	-	-	1	-
3 (6-11)	-	2	16	-
4	2	1	21	-5.6%
5a (16-18)	2	-	13	-0.9%
5 (16-22)	3	-	49	0.3%
6a (23-26)	-	-	28	-
6 (23-29)	1	1	20	4.9%
7a (30-32)	2	1	18	-0.8%
7 (30-36)	12	3	70	-0.9%
8a (37-40)	-	-	9	-
8 (37-43)	3	6	71	-5.5%
9a (44-55)	-	1	6	-
9 (46-49 plus 50-51 contribution points)	2	1	21	-4.8%
Grade 10	-	1	11	-
Grade Exec	-	-	4	-
TOTALS	28	22	385	

- The Equality and Human Rights Commission state that a difference of greater than 5% is statistically significant. Thus, the pay differences at grades 4, 6, 8 and 9 need to be investigated **(AP14A)**
- 43% of BAME staff are clustered at grade 7, where there seems to be parity between pay for BAME and white staff

Table 4e: REC survey – Equal pay						
Survey Statements	2017			2020		
	BAME	White	Difference	BAME	White	Difference
<i>BAME staff were less likely to agree to the following statements than White staff. There has been an increase in BAME staff agreement (+17% and +7%) in the following statements respectively than in the previous survey.</i>						
I think I am paid the same as my colleagues who do the same job.	27%	51%	-24%	44%	46%	-2%
Pay awards and increases are allocated fairly and transparently.	30%	33%	-3%	37%	37%	0%
Open Comments						
“I am not sure how pay award and increases are allocated, if there was some sort of criteria that would be useful.” – BAME staff						

We will monitor discretionary bonus awards allocated to staff by ethnicity and nationality (AP14B).

Objective 11: To eliminate pay gap between BAME and White employees	
AP14A	Work with the EDI committee and BAME staff network to agree an action plan in response to the findings. <ul style="list-style-type: none"> • Review the gaps at grades 4, 6, 8 and 9 to determine why they might exist • Determine if there are any barriers to BAME staff progressing above a grade 9 (see AP7D)
AP14B	Undertake review of Discretionary Rewards Scheme, its effectiveness, and limitations

[Section 4 Word Count 3345]

5 Academic staff: recruitment, progression and development

Recruitment Processes

The University reviewed its recruitment processes in 2018 therefore the processes described below have been in place since April 2019 for all posts (**AP5A;AP3A**). A review of the revised Recruitment and Selection processes will include a comprehensive Equality Impact Assessment, as this was not undertaken as part of the initial review (**AP5A**).

Advertising

All roles are advertised with a full recruitment pack including a detailed job description and person specification, which outlines the skills, qualifications, experience, and knowledge required for the role. All roles are advertised externally, except in very specific circumstances (due to a re-structure, short term cover). All roles advertised carry a positive action statement to encourage BAME applicants where they are under-represented in that particular team.

Job adverts are also posted in community media sources, such as PATH Yorkshire (an organisation that promotes opportunities for Black and Asian jobseekers), Sikhs in Leeds, Leeds Chinese Community. When recruiting for senior roles we require agencies to provide a diverse range of applicants (**AP7C**). Our jobs website highlights our approach to EDI, promotes the BAME/International staff networks and a video of staff experiences which includes aspects on community and belonging as well as including BAME role models.

Recruitment Training

As at 28th February, 80% of the University's line managers (n=89) and 100% of the University's BAME managers (n=4) had attended the Chair's training. The University requires that at least 50% of the panel must be trained, including the Chair and this is monitored centrally. The University seeks to have BAME panel members on panels insofar as is practicable, given the numbers and capacity of BAME staff (**AP5B**).

Training for all panel members began in October 2019; 43 staff have accessed this training so far, one of which was BAME. A comprehensive Recruitment and Selection Toolkit supports the training and development of those on interview panels including EDI, unconscious bias, discrimination and positive action (**AP10A**).

Shortlisting and interviewing

The University operates an anonymous shortlisting process, in which short-listers do not have access to any applicant's personal details (**AP5C**). It is recognised the limitation of anonymous shortlisting in particular for academic applicants, thus the panel of short-listers have been trained in unconscious bias. Panel members score applicants individually against the pre-set criteria for the post.

There is a discrepancy between the proportion of BAME and White applicants being shortlisted and appointed (Table 5ai and 6ai). In response to this, Chairs are provided with a statement on EDI which they are asked to circulate prior to shortlisting and read out prior to interviews.

Panel members are trained in competency-based interviewing and question setting. Chairs are responsible for setting appropriate questions, designed to assess responses against the criteria and to be used with all candidates. Panels complete an Interview Assessment form and for posts where a presentation is conducted, panels also use a presentation assessment form. At the end of the interviews, the panel agree scores for candidates against each competency. The successful candidate therefore is the one who scores most highly at interview against all criteria.

Objective 4: To eliminate shortlisting and appointment gap between BAME and White applicants and ensure that recruitment and selections processes are inclusive	
AP5A	Undertake review of R&S changes introduced so far and their impact.
AP5B	To ensure interviews are conducted fairly and without bias.
AP5C	Conduct random sampling and equality audits of shortlisting and interview processes
Objective 2: Increase engagement with the local community	
AP3A	Appoint a Community Engagement Officer in Bradford to engage with local BAME communities to raise profile of LTU and encourage applications. <ul style="list-style-type: none"> • If successful target areas with high Black applicant population • If successful trial to increase BAME staff applications
Objective 5: Increase BAME academic staff in G8, G9 and G10 and for promotion rates to align with White staff success rates	
AP7C	Agencies to ensure diverse range of applicants where possible when appointing for senior roles (see AP5)
Objective 8: To eliminate unconscious biases, racial discrimination, harassment, microaggressions and bullying at LTU	
AP10A	Unconscious Bias training will be mandatory for all staff and refreshed every two years.

5a Academic recruitment

Prior to 2018, HR did not receive consent to retain personal data for equality and diversity purposes, thus in line with General Data Protection Regulations, applicant data prior to 2018 was deleted (AP15).

Objective 12: Ensure that we have complete recruitment data (three years' worth) for equality and diversity purposes

AP15	Data collection system in place to collect and retain personal data in accordance to GDPR
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	All applicants			
	2018		2019	
	BAME	White	BAME	White
Academic staff				
Total no of applicants	93	200	141	336
No of applicants Shortlisted	12	69	27	105
% of applicants shortlisted	12.9%	34.5%	19.1%	31.3%
No of applicants appointed	0	16	5	26
% of applicants appointed	0.0%	23.2%	18.5%	24.8%

- Table 5a(i) shows that in 2018, the proportion of BAME applicants being shortlisted was adverse to White applicants (21.6% lower), however in 2019 the gap decreased to 12.2%.
- The appointment gap has decreased from 23.2% to 6.3%.

There has been a significant improvement in the progression of BAME applicants in the last two year due to changes in the University's EDI approach to recruitment and selection processes.

Table 5a (ii) Application breakdown without casuals and VL by ethnicity (Non-UK Academic staff only)

	All applicants			
	2018		2019	
	BAME	White	BAME	White
Academic staff				
Total no of applicants	5	24	69	30
No of applicants Shortlisted	2	8	13	4
% of applicants shortlisted	40.0%	33.3%	18.8%	13.3%
No of applicants appointed	0	2	2	3
% of applicants appointed	0.0%	25.0%	15.4%	75.0%

- Table 5a(ii) shows that there has been a significant improvement in the progression of BAME applicants through the University's recruitment processes in the last two years.

- Whilst in 2018, 2 BAME applicants were shortlisted but none appointed, 2019 saw 13 BAME applicants shortlisted, and 2 appointed.
- However, in 2019, non-UK BAME staff were more likely to be shortlisted than non-UK White staff but were significantly less likely to be appointed (59.6% difference).

Table 5a (iii): REC survey – Recruitment and selection						
Survey Statements	BAME	White	Difference	BAME	White	Difference
<i>BAME staff were more likely to agree to the following statement than White staff in 2017 but less likely in 2020. There has been a decrease in BAME staff agreement (-19%) in the following statement than in the previous survey.</i>						
The religious identity of LTU was a positive factor in my application to work here	30%	29%	+1%	11%	21%	-10%
<i>BAME staff were more likely to agree to the following statement than White staff. There has been an increase in BAME staff agreement (+1%) in the following statement than in the previous survey.</i>						
I considered the ethnic/racial diversity of LTU before applying to work here	32%	17%	+15%	33%	12%	+21%
<i>BAME staff were less likely to agree to the following statements than White staff. There has been an increase in BAME staff agreement (+2% and +2%) in the following statements respectively than in the previous survey.</i>						
From what I have seen, Leeds Trinity University undertakes recruitment and selection fairly and transparently	65%	77%	-12%	67%	81%	-14%
Leeds Trinity University's recruitment and selection policies lead to the best candidates being recruited	57%	60%	-3%	59%	64%	-5%
<i>BAME staff were less likely to agree to the following statement than White staff in 2017 but more likely in 2020. There has been an increase in BAME staff agreement (+13%) in the following statements than in the previous survey.</i>						
I would recommend my institution to a prospective staff member	68%	80%	-12%	81%	79%	+2%
Open Comments						
<p><i>“Leeds Trinity University is continuing to raise its profile/awareness with students and staff with regards to ethnic/ racial diversity. This can only lead to betterment and transparency for the future.” – BAME PSS</i></p> <p><i>“I think by including staff of colour on selection panels I do believe the transparency has increased. I sat on a selection panel and I found the procedure to be robust and felt like my opinions were heard.” – BAME Academic staff</i></p>						

“When applying to LTU, the diversity statement made feel that LTU has recognised that they need to be more inclusive of people of colour, so the statement enhanced my decision to apply here.” – BAME staff

Table 5a (iii) is reinforced by focus groups, with both academic and PSS staff observing that HE in general is a primarily White environment and not specific to LTU, thus did not appear to be barrier in recruitment. Recently recruited staff stated that the equal opportunities statement positively influenced their decision to apply to LTU.

5b Training

Induction Training

All staff have a comprehensive induction, both at local and corporate level. Line managers ensure that all staff new to the University work through an Induction checklist including online training on EDI. Completion of EDI online learning is monitored and reported to the Executive and the EDI Committee on a regular basis. Completion rates of EDI training show that 93.1% of all our staff have completed the online training. From July 2020, the University introduced a new online learning package on Unconscious Bias that is now mandatory for all staff, including new starters (**AP10A**).

Core Training

The university offers a comprehensive core training programme which is fully accessible to all staff, who can self-nominate. The programme is publicised on the staff intranet and courses are bookable using the University HR self-service system (MyView).

The training programme is determined annually with training needs identified through discussions with departmental heads, annual appraisal data and University strategic priorities. In addition, each department holds its own budget for staff development, to enable individual and specific requests for training or attendance at conferences to be managed locally.

In June 2020, a new L&D Policy and Strategy were agreed by the University.

“The University will have greater diversity at senior levels and be able to demonstrate career progression for BAME, Women and other protected groups.”

The objectives in relation to this aim are:

- Putting in place targeted coaching and mentoring opportunities for those with protected characteristics.
- Implementing a Positive Action programme that supports the career progression of BAME, Women and other groups with protected characteristics.
- Delivering bespoke Unconscious Bias training for staff across the Institution.
- Recruiting PATH trainees into the organisation
- The above objectives are reflected in the 2020 REC Action Plan and will be monitored both by the RECSAT and the University’s EDI Committee.

The new L&D Policy aims to address some of the criticisms that have been put forward regarding lack of progression or development opportunities. The policy introduces a fair and transparent process for staff wishing to apply for longer-term development opportunities by opening two “windows” of opportunity annually for applications which will be communicated to all staff.

Management Training

All line managers at the University undertake a two-day Management Essentials training programme which aims to develop individual and collective leadership and management capabilities to deliver the University’s vision.

It is run once or twice per year and over the last three years 50 managers have gone through the programme, 4 of whom were of BAME origin. In addition, line managers undertake a modular programme comprising specific training run by HR or external trainers on:

- Absence Management
- Change Management
- Managing Performance
- Charing Recruitment panels (including unconscious bias)
- Interview Skills Training (including unconscious bias)
- Performing and Developing training for managers (the University’s Appraisal system)

These programmes equip line managers with the skills and the knowledge to apply University’s procedures consistently in the above areas thereby reducing the risk of unfair treatment (**AP10B**). All learning materials and supporting toolkits are available on the University staff intranet via Moodle.

Objective 8: To eliminate unconscious biases, racial discrimination, harassment, microaggressions and bullying at LTU	
AP10A	Unconscious Bias training will be mandatory for all staff and refreshed every two years.
AP10B	Executive and Leadership Teams, plus Heads of Department to have undertaken Inclusive Leadership training.

All Staff Development

The University holds an all-day staff event in early January each year, which all staff are expected to attend. The theme of the event will vary depending on organisational priorities. In 2019, the theme was “Building an Inclusive University” and was attended by 300 staff. The conference saw the promotion of our Staff Equality Networks and our online reporting tool for staff and students to report incidents of bullying or harassment of any kind (See section 4c). During the day there were workshops on Unconscious Bias, Student Disability in HE, LGBTQ+ and the BAME attainment gap.

5c Appraisal/development review

The University's P&D (appraisal) cycle runs from May to July, with a mandatory six-monthly review and three other one to ones take place between each staff member and their line manager.

Managers conducting the reviews are required to undertake training. Since 2017, 83 people (staff and managers) have received training regarding P&D, 7 of whom were of BAME origin.

In 2019, 89.5% of all staff had a P&D discussion, which when accounting for staff absences during the period, represents a very high level of engagement with the process. A higher proportion of White staff (n=277, 91%) had a P&D discussion compared to BAME staff (n=11, 84.6%).

The Performing and Developing process includes a general review of the year, review of previous objectives, setting of new objectives, any learning and development needs, plus a discussion about career aspirations and how these could be supported.

Career development forms one of the core parts of P&D discussion, with the new Academic Career Framework (Pathways) recently introduced as a tool to enable managers and individuals to identify what needs to be done to support their career progression. The University intends to monitor the effectiveness of Pathways during its first year of operation and will analyse the take-up and perceived usefulness of it according to ethnicity.

Table 5c: REC survey – Appraisals and personal development						
	2017			2020		
Survey Statements	BAME	White	Difference	BAME	White	Difference
<i>BAME staff were less likely to agree to the following statements than White staff. There has been an increase in BAME staff agreement (+6% and +2%) in the following statements respectively than in the previous survey.</i>						
I have performing and developing discussions with my manager	68%	81%	-14%	74%	87%	-13%
My line manager makes time to discuss my personal development and progression	65%	71%	-6%	67%	76%	-9%
<i>BAME staff were less likely to agree to the following statements than White staff in 2017 but more likely to agree in 2018. There has been an increase in BAME staff agreement (+12% and +14%) in the following statements respectively than in the previous survey.</i>						
My manager ensures my performing and developing discussion is evidence-based and transparent	62%	63%	-1%	74%	72%	+2%
I find the performing and developing discussion process useful	49%	50%	-1%	63%	58%	+5%

Open Comments

“This is seen as a box ticking exercise with very limited support provided for ambitious individuals who could make significant advancements with their fields. The institution actively prevents this productivity.” – BAME Academic staff

“I have regular one to one sessions with my senior.” – BAME PSS

The focus groups discussed that annual appraisals and personal development discussions felt like ‘tick box exercise’ and that these discussions should be ongoing as part of one to ones, rather than leaving it annually.

Subsequently in May 2020, all academic line managers (20 in total) received further training to “re-frame” P&D discussions in light of remote working and to emphasise a coaching approach with more involvement from appraisees in setting and developing their own objectives **(AP6A)**. Additionally, a cross-institutional mentoring programme to facilitate and support BAME staff with personal development will be researched **(AP6B)**.

P&D update training takes place for line managers annually and since 2017, 126 line managers have undergone training.

It is not possible to report on outcomes from P&D processes, as these are all individual and stored against an employee’s personal record in the HR system. There are no “ratings” or judgements on performance which can be extrapolated and, as discussions are confidential and individualised, it is not possible to aggregate or analyse the outcomes.

It should be noted that the survey was issued to all staff, including casuals and visiting lecturers, to whom the University’s formal P&D process does not apply. Furthermore, there have been higher numbers of BAME staff appointed more recently and P&Ds do not come into effect until after probation has been completed (6 months for PSS staff and 12 months for academic staff).

Objective 5: Increase BAME academic staff in G8, G9 and G10 and for promotion rates to align with White staff success rates

AP6A	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
AP6B	Investigate feasibility of setting up cross-Institutional BAME mentoring schemes and reverse mentoring (internal)

5d Academic promotion

The University has an annual promotion round for academic staff, which provides the opportunity for staff to apply for a Senior Teaching Fellow (STF), a Reader (both Grade 9) or a Grade 10 professorship. In 2020, a new promotion opportunity of Senior Professional Practice Fellow (Grade 9) was introduced. The data below shows all promotions including senior lecturer, STF, reader and professorship.

Table 5d (i): Breakdown of successful appointments of academic staff by ethnicity including staff appointed through vacancies and restructure									
No of Promotions	2017/18			2018/19			2019/20		
	No of promotions	Staff No	% of staff	No of promotions	Staff No	% of staff	No of promotions	Staff No	% of staff
BAME	0	11	0.0%	0	11	0.0%	2	16	12.5%
White	5	143	3.5%	7	145	4.8%	6	130	4.6%
Prefer Not to Say	1	22	4.5%	1	17	5.9%	0	12	0%
Grand Total	6	176	3.4%	8	173	4.6%	8	158	5.1%

- Between 2017 and 2020, there have been 22 academics promotions of which 2 were appointed to BAME staff (9.1%).
- In 2020, 12.5% of BAME academics were promoted, compared to 4.6% of white academics.

Table 5d(ii) Breakdown of Applicants for Internal Promotion only			
Date	Ethnicity	Applied	Successful
2017/18			
	BAME	1	
	White	2	1
	Prefer Not to Say	2	2
2018/19			
	BAME	1	
	White	7	4
	Prefer Not to Say	0	
2019/20			
	BAME	3	1
	White	9	1
	Prefer Not to Say	0	
Total			
	BAME	5	1
	White	18	6
	Prefer Not to Say	2	2
% Success Rate			
	BAME		20%
	White		33%
	Prefer Not to Say		100%

- Table 5d (ii) shows that there was a total of 25 applicants for various internal promotional opportunities but does **not** include progression from lecturer to senior lecturer as this data is not captured as part of the promotions process. Table 5di includes staff who applied for vacancies or were appointed through a restructure thus the two tables are different data sets and not directly comparable.

- For internal **promotion**, BAME staff have a success rate of 20%, compared to a White success rate of 33%. However, 2 out of 9 staff (22%) promoted did not declare their ethnicity, so this data may not represent the full picture. The actions under Objective 5 will seek to address this.

A new policy on Accelerated Progression has been developed and agreed with Trade Unions to be launched in September 2020. This provides the opportunity for academic staff to apply for additional increments within Grade 7 or 8 or through Grade 7 to Grade 8, providing certain criteria are met and evidenced (**AP7A**). Decisions will be made by a panel, comprising an external assessor. A Career Development Framework (Pathways) has been developed which details all aspects of academic roles at G7 and G8 staff and provides a clear framework for professional development (**AP7B**). The two processes will provide much greater clarity regarding how to develop and progress an academic career at Leeds Trinity.

For promotions to Grade 9 and 10, there are a set of role profiles and promotions procedures which are available on the Intranet and which have been agreed with the UCU. The promotion round is advertised to all staff annually and application is by submission of a portfolio of evidence to show how the applicant meets the criteria. Applications are scrutinised by a panel, comprising the DVC, Heads of School, the HR Director, plus an external panel representative from another University. As such, the process is fair and transparent and the proportion of BAME staff promoted (12.5%) is greater than the proportion of BAME staff generally.

Table 5d (iii): REC survey – Promotion						
	2017			2020		
Survey Statements	BAME	White	Difference	BAME	White	Difference
<i>BAME staff were less likely to agree to the following statement than White staff in 2017 but more likely in 2020. There has been an increase in BAME staff agreement (+30%) in the following statement than in the previous survey.</i>						
[For academics] I have been encouraged to apply for promotion	25%	32%	-7%	55%	24%	+31%

The University does not have data on whether there are any perceived barriers that deter BAME staff from applying for promotion (**AP7D**). Focus groups with BAME academics discussed that prior to REC, academics were expected to know how to progress, but now managers are actively raising awareness of promotion opportunities through Pathways (**AP7B**) and we are looking to increase BAME staff in leadership positions (**AP7E**). Pathways will allow us to identify staff who are eligible for promotions thus managers can identify areas where staff need more support and encourage staff to apply for promotions (**AP7F**).

Objective 5: Increase BAME academic staff in G8, G9 and G10 and for promotion rates to align with White staff success rates	
AP7A	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 AP6B will provide greater support to BAME academics wishing to apply.
AP7B	Career development framework (Pathways) providing clear framework for professional development
AP7D	Undertake a piece of research with BAME to investigate whether there are any perceived barriers to promotion and action plan accordingly.
AP7E	Sponsor BAME staff to attend Advance HE's 'Diversifying Leadership' development programme
AP7F	Identify staff eligible for promotions based on new pathways and encourage promotion through P&D meetings <ul style="list-style-type: none"> Objective for the executive and leadership team to ensure all line managers discuss pathways and career progression with academic staff

5e Research Excellence Framework (REF)

LTU did not track % of eligible staff and those involved are no longer at the institution in the previous REF submission. Therefore, we are not able to provide data from the previous REF submission (**AP16**). For the upcoming REF the staff selection will follow a code of practice to ensure the process is fair and transparent. A mock Exercise for self-determination of Independent Researcher status showed no significant difference in ethnicity and nationality in June 2019. In September 2019, the REF group and the appeals completed specific EDI training.

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	Track REF submission by ethnicity and nationality

5f Support given to early career researchers

Table 5f: Early Career Researchers (Headcount)				
Nationality	18/19			
	Total	UK	Non-UK	Prefer Not to Say
	No	No (%)	No (%)	No (%)
BAME	3	1 (33.3%)	2 (66.7%)	0.0%
White	14	14 (100%)	0.0	0.0%
Prefer not to say	1	1 (100%)	0.0%	0.0%
Total ECRs	18			

Early career researchers (ECR) are defined as those who started on or after 1st of August 2016 with contract of employment of 0.2 FTE or greater. From 2020/21, we will categorise early stage researchers (ESR) as ECRs may not adequately encompass everyone who is becoming a researcher e.g. those without a PhD or someone who has focused on professional practice and teaching, but now want to focus on research (**AP17A**). ECRs have an option to attend workshops to help with their academic careers including planning your career in research and how to publish your work but attendance is not currently monitored. Once a definition has been developed, we will invite ESRs to sit on the knowledge exchange coordinator and the research coordinator group to help steer progression, development opportunities and workshops for ESRs (**AP17B**). All staff are offered a free teaching qualification which leads to the fellowship of the HE academy.

Objective 13: Ensure that BAME staff are not being overlooked for profile-raising opportunities and early stage researchers are supported in their career development	
AP17A	Categorise early stage researchers (ESR) instead of early career researchers in HR database <ul style="list-style-type: none"> • Monitor training attendance of ESRs by ethnicity
AP17B	Invite ESRs to sit on the knowledge exchange coordinator and the research coordinator group to help steer progression, development opportunities and workshops for ESRs <ul style="list-style-type: none"> • Identify ESR in different schools to ensure different views are represented

5g Profile-raising opportunities

Table 5g: REC survey – Profile raising opportunities						
	2017			2020		
Survey Statements	BAME	White	Difference	BAME	White	Difference
<i>BAME staff were less likely to agree to the following statement than White staff in 2017 but more likely to agree in 2020. There has been an increase in BAME staff agreement (+8%) in the following statement than in the previous survey.</i>						
There are opportunities for me to develop within my role	62%	70%	-8%	70%	68%	+2%
<i>BAME staff were less likely to agree to the following statement than White staff. There has been an increase in BAME staff agreement (+7%) in the following statement than in the previous survey.</i>						
Work-related opportunities for development, such as temporary promotions or profile-raising opportunities, are allocated fairly	30%	40%	-10%	37%	38%	-1%
Open Comments						
<i>“There are opportunities to develop in my role, but this is something I have to seek them out myself rather than my line manager encouraging me.” – BAME staff</i>						

When a media opportunity arises, the marketing team identify potential staff through a media expert list. However, there is not a formalised procedure for staff to state their expertise, thus BAME staff may be getting overlooked for profile raising opportunities (**AP18A**). Each school has allocated funding to present at conferences, but award funding is currently not tracked (**AP18B**). There is an assessment criterion with different expectations for ECRs. All staff are encouraged to contribute to internal annual conferences. Each school runs engagement seminars for staff to present their work and network with other staff members. Nominations are done via asking head of schools (HoS) which staff should be put forward. All HoS have been given training in unconscious bias and EDI training. We currently do not systematically capture work related opportunities or nominations (**AP18B**).

Objective 19: Ensure that BAME staff are not being overlooked for profile-raising opportunities and early stage researchers are supported in their career development	
AP18A	Email all staff to complete expertise list for media opportunities (Annually)
AP18B	Systematically capture work-related opportunities and analyse by ethnicity to provide opportunities across career stages by developing system to allocate opportunities transparently and fairly <ul style="list-style-type: none"> • Capture staff applying for funding and being successful by ethnicity and nationality • Nominations, media events, conferences (internal and external), seminars, honorary fellowships etc

[Section 5 Word Count 2687]

6 Professional and support staff: recruitment, progression and development

To reiterate an action has been placed to collect and retain personal data in accordance to GDPR to have three years' worth of data (AP15).

Objective 12: Ensure that we have complete recruitment data (three years' worth) for equality and diversity purposes

AP15	Data collection system in place to collect and retain personal data in accordance to GDPR
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6a Professional and support staff recruitment

	All applicants			
	2018		2019	
	BAME	White	BAME	White
Professional Support staff				
Total no of applicants	106	434	70	355
No of applicants Shortlisted	23	208	21	140
% of applicants shortlisted	21.7%	47.9%	30.0%	39.4%
No of applicants appointed	1	29	6	42
% of applicants appointed	4.3%	13.9%	28.6%	30.0%

- In 2018, Table 6a(i) shows that 23 BAME applicants were shortlisted, compared to 208 White applicants, with only 1 BAME candidate (4.3%) appointed compared to 29 White candidates (13.9%).
- However, in 2019, the figures show substantial improvement, with 28.6% of BAME applicants appointed, on a par statistically with the 30% of White applicants appointed.
- The reasons for this improvement are ascribed to changes in the University's recruitment and selection processes (outlined in Section 5), plus increased awareness of the importance of Equality and Diversity following staff development and awareness-raising.

	All applicants			
	2018		2019	
	BAME	White	BAME	White
Professional Support staff				
Total no of applicants	10	16	22	24
No of applicants Shortlisted	2	5	6	7
% of applicants shortlisted	20.0%	31.3%	27.3%	29.2%
No of applicants appointed	0	2	0	1
% of applicants appointed	0.0%	12.5%	0.0%	4.2%

- As can be seen from the table above, the University has only appointed three non-UK staff in the last two years; all three were white.
- On average, there is a 5% gap at the shortlisting stage and a 25% gap at appointment stage.

Recruitment process

The recruitments process outlined in section 5 applies to PSS staff and academic staff (AP5A;AP5B;AP5C;AP3A;AP7C).

Objective 4: To eliminate shortlisting and appointment gap between BAME and White applicants and ensure that recruitment and selections processes are inclusive	
AP5A	Undertake review of R&S changes introduced so far and their impact.
AP5B	To ensure interviews are conducted fairly and without bias.
AP5C	Conduct random sampling and equality audits of shortlisting and interview processes
Objective 2: Increase engagement with the local community	
AP3A	Appoint a Community Engagement Officer in Bradford to engage with local BAME communities to raise profile of LTU and encourage applications. <ul style="list-style-type: none"> • If successful target areas with high Black applicant population • If successful trial to increase BAME staff applications
Objective 9: Increase BAME PSS staff in G8, G9 and G10 and for promotion rates to align with White staff success rates)	
AP7C	Agencies to ensure diverse range of applicants where possible when appointing for senior roles (see AP5s)

6b Training

The training process outlined in section 5 applies to PSS staff and academic staff (AP10A;AP10B).

Objective 8: To eliminate unconscious biases, racial discrimination, harassment, microaggressions and bullying at LTU	
AP10A	Unconscious Bias training will be mandatory for all staff and refreshed every two years.
AP10B	Executive and Leadership Teams, plus Heads of Department to have undertaken Inclusive Leadership training.

6c Appraisal/development review

The appraisal/development review for PSS staff is outlined in section 5. Additionally, PSS have separate issues as outlined below.

Table 6c: REC survey – Role regrading						
Survey Statements	2017			2020		
	BAME	White	Difference	BAME	White	Difference
<i>BAME staff were less likely to agree to the following statements than White staff. There has been no change in BAME staff agreement (0%) in the following statement than in the previous survey.</i>						
I have been encouraged to have my role regraded	0%	17%	-17%	0%	15%	-15%
Open Comments						
<i>“Although my line manager is very supportive, it gets a block on senior management, for example I know and have evidence of how much work load I have compared to others on my grade but regrade or performance recognition has never been an option.” – BAME PSS</i>						

Similar to BAME academic staff (see table 5c), PSS staff felt annual appraisals and personal development discussions felt superficial (**AP6A;AP6B**). BAME staff reported that they are not encouraged to apply for regrading with managers not supporting BAME staff. Between 2018-2020, there have been 28 roles (all White) put forward for regrading with 18 being successful. This is area for of concern and will be taken up as part of the review of PSS regarding and career development processes. HR will review and clarify the regrading process so that it is more widely understood and transparent; the review will include consultation with BAME PSS staff (**AP12A**).

Objective 9: Increase BAME PSS staff in G8, G9 and G10 and for promotion rates to align with White staff success rates	
AP6A	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
AP6B	Investigate feasibility of setting up cross-Institutional BAME mentoring schemes and reverse mentoring (internal)
AP12A	Review regrading procedures for greater clarity and disseminate with explanation to all staff <ul style="list-style-type: none"> A follow up focus group will be held with the REC staff survey group (to be chaired by the EDI Officer) to further understand the perceived barriers in relation to regrading, which will be fed into a review of the University’s approach to regrading and career progression for PSS staff.

6d Professional and support staff promotions

For support staff, promotion is via application to a vacancy or through a regrading process, which may be a result of an individual application, a management application or a re-structure.

No of Promotions	2017/18			2018/19			2019/20		
	No of promotions	Staff No	% of staff	No of promotions	Staff No	% of staff	No of promotions	Staff No	% of staff
BAME	0	15	0.0%	0	10	0.0%	1	10	10.0%
White	11	249	4.4%	10	245	4.1%	13	239	5.4%
Prefer Not to Say	1	14	7.1%	1	20	5.0%	0	12	0.0%
Grand Total	12	278	4.3%	11	275	4.0%	14	261	5.4%

- From 2017 to 2019, no BAME staff were promoted, compared to 5.4% of white staff.
- However, in 19/20, 10% of BAME staff compared to 5.4% of White staff were promoted, indicating an improved picture in relation to the progression of BAME PSS staff.

Survey Statements	2017			2020		
	BAME	White	Difference	BAME	White	Difference
<i>BAME staff were more likely to agree to the following statement than White staff. There has been a decrease in BAME staff agreement (-18%) in the following statement than in the previous survey.</i>						
I have been encouraged to apply for jobs at a higher grade	29%	22%	+7%	11%	22%	-11%

Table 6d (ii) is reinforced by focus groups with BAME PSS discussing that there was little clarity around the progression route for PSS. Some PSS staff felt there was little to no opportunity to progress any higher in their roles **(AP12B;AP12C)**. Some PSS discussed that their White peers had been promoted as the faster rate than themselves, despite them starting on the same grade **(AP12D)**. Additionally, more needs to be done to investigate barriers for BAME PSS staff applying for promotions **(AP7D)**.

The University is concerned about these comments and is committed to eradicating any favourable treatment of White staff in relation to promotion and re-grading. The University has undertaken to review career development processes for PSS staff generally and to deliver a positive action career development programme to be ring-fenced to staff from different backgrounds, including BAME colleagues **(AP7E)**.

Objective 9: Increase BAME PSS staff in G8, G9 and G10 and for promotion rates to align with White staff success rates	
AP12B	Positive action career development programmes with in-built mentoring for BAME PSS staff
AP12C	Review of career development frameworks and processes for PSS staff to be undertaken.
AP12D	Establish PSS staff career development and progression journey to identify any differences in opportunities for BAME and Non-UK staff
AP7D	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.
AP7E	Sponsor BAME staff to attend Advance HE's 'Diversifying Leadership' development programme

[Section 6 Word Count 552]

7 Student pipeline

7a Admissions

Table 7a (i) UCAS June Deadline Applications and Offer Rate by Ethnicity (2-Way)						
UCAS June Deadline Applications	BAME		White		Unknown/Refused	
	Total	% of Apps/Offers	Total	% of Apps/Offers	Total	% of Apps/Offers
2017/18						
Applications	1150	21.1%	4290	78.6%	15	0.3%
Offers	905	19.8%	3665	80.0%	10	0.2%
Offer Rate	78.7%		85.4%		66.7%	
2018/19						
Applications	1210	21.2%	4460	78.2%	30	0.5%
Offers	965	19.7%	3905	79.9%	20	0.4%
Offer Rate	79.8%		87.6%		66.7%	
2019/20						
Applications	1560	25.0%	4650	74.5%	30	0.5%
Offers	1360	24.5%	4170	75.1%	20	0.4%
Offer Rate	87.2%		89.7%			
On Average						
Applications	1306.7	22.5%	4466.7	77.0%	25	0.4%
Offers	1076.7	21.5%	3913.3	78.2%	16.7	0.3%
Offer Rate	82.4%		87.6%		66.8%	

- There was a 36% increase in applications from BAME students between 2017/18 and 2019/20.
- On average, 22.5% of applications were made by BAME applicants, with BAME applications increasing to 25% in 2019/20
- On average, BAME applicants were less likely to receive an offer to study (82.4%) than White applicants (87.6%) although the gap has closed in the most recent year.

Table 7a (ii) UCAS June Deadline Applications and Offer Rate by Ethnicity (4-Way)				
Offer Rate	Leeds Trinity			
	17/18	18/19	19/20	3 Year Total
White	85%	88%	90%	88%
Asian	78%	80%	88%	83%
Black	76%	70%	82%	77%
Other (Including Mixed)	83%	88%	88%	86%
BAME Total (Asian/Black/Other)	79%	80%	87%	82%
All Students	84%	86%	89%	86%
<i>White vs BAME Difference</i>	<i>-6%</i>	<i>-8%</i>	<i>-3%</i>	<i>-6%</i>

- On average, White applicants were most likely to receive an offer to study (88%). However, there are substantially lower offer rates for Asian applicants (83%) and the least likely to receive an offer was Black applicants (77%).
- In 2019/20, the offer rate of Black students increased to 82% and 88% for Asian students, this remains lower than White students (90%).

Some preliminary analysis carried out has ruled out interview bias and all staff on interview panels completed unconscious bias training. Applicants are offered the choice of a group interview or individual interview. The lower offer rates given to BAME applicants is partly due to lower level 2 qualifications. The recent improvement in offer rate for BAME applicants is in part due to a liberalisation of acceptable level 2 equivalencies. There remains work to do in understanding the other factors that contribute to the 'offer gap', and the differences between groups **(AP19A, AP19B)**.

LTU have made significant investments and introduced activities and interventions to support underrepresented groups into HE. Moving forward we will continue to increase community engagement through outreach work and will track uptake by ethnicity **(AP19C)**.

- In October 2017, we invested in a PhD studentship which is looking at widening access in HE for BAME students and will share best practice
- Extensive reach with schools and colleges in West Yorkshire (n=190), together with a highly targeted approach to prioritise schools with high ratios of under-represented pupils.
- Over 300 events held every year including “why go to university”, “making the most of your personal statement”, “student finance”, and “preparing for your interview”.
- A structured programme of academic HE “Subject Focus Days”, and several residential summer schools.
- Effective use of current students acting as Student Ambassadors and mentors to underrepresented pupils in schools and colleges.
- A contextualised admissions programme which offers underrepresented students 8 additional UCAS points if they graduate from the ‘Reward Scheme Residential’.

Objective 14: To eliminate the offer gap between BAME and White student applicants by the end of the access participation plan 2021-2024	
AP19A	Root and branch review of the undergraduate recruitment/admissions process and apply positive action <ul style="list-style-type: none"> • Review enhanced offer scheme and evaluated how many BAME applicants received the enhanced offer
AP19B	Review of all rejected applicants for last two years with a particular emphasis on rejections of Black applicants
AP19C	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.

Table 7a (iii): REC survey – Religious identity and ethnic/racial diversity						
	2018			2020		
Survey Statements	BAME	White	Difference	BAME	White	Difference
<i>BAME students were more likely to agree to the following statements than White students. There has been a decrease in BAME students' agreement (-3% and -4%) and increase in agreement (+9%) in the following statements respectively than in the previous survey.</i>						
The religious identity of Leeds Trinity University was a positive factor in my application to study here	26%	24%	+2%	23%	21%	+2%
The religious identity was a positive factor for further study at Leeds Trinity University	30%	25%	+5%	26%	24%	+2%
I considered the ethnic/racial diversity of Leeds Trinity University before applying to study here	31%	12%	+19%	40%	14%	+26%
<i>BAME students were less likely to agree to the following statements than White students. There has been a decrease in BAME students' agreement (-6%) in the following statement than in the previous survey.</i>						
I would recommend Leeds Trinity University to a prospective student	79%	85%	-6%	73%	83%	-10%
Open Comments						
"If it was an option between two universities which offered the exact same coursing and standards, I would potentially choose the university with more ethnic diversity in it, as I would like to meet people with similar understanding of background" – BAME student						

The focus groups suggested that some BAME students had a perception that LTU and their chosen degree course were not ethnically diverse, however this did not impact their decision to study at LTU but made them prepare to be only the person from their ethnic background on their courses. Muslim students discussed that they considered whether LTU would provide halal food, a prayer space and Friday prayers with many students unaware that LTU provided these services (see Table7civ). The undergraduate prospectus has subsequently changed to be more reflective of our student body and highlights multi-faiths (AP20).

Objective 15: Ensure the marketing material is representative of the University's ethnic and religious student body	
AP20	Annual audit and review, adjustment and increase positive representation of ethnic and religious diversity in all marketing materials including (develop baseline): <ul style="list-style-type: none"> • Prospectus • Website • Posters • Highlight halal food and Friday prayers in promotional materials

7b Undergraduate student body

Table 7b (i) Undergraduate Student Headcount by Ethnicity								
Student Headcount (All Undergraduate Students)	17/18		18/19		19/20		On average	
	No	%	No	%	No	%	No	%
BAME Total	476	17.7%	515	19.5%	631	22.6%	540.7	20.0%
Asian Total	276	10.2%	301	11.4%	373	13.3%	316.7	11.7%
Asian – Bangladeshi	12	0.4%	14	0.5%	25	0.9%	17	0.6%
Asian – Chinese	8	0.3%	9	0.3%	13	0.5%	10	0.4%
Asian – Indian	58	2.2%	57	2.2%	61	2.2%	58.7	2.2%
Asian - Other	22	0.8%	19	0.7%	23	0.8%	21.3	0.8%
Asian - Pakistani	176	6.5%	202	7.6%	251	9.0%	209.7	7.7%
Black Total	73	2.7%	85	3.2%	112	4.0%	90	3.3%
Black - African	55	2.0%	61	2.3%	83	3.0%	66.3	2.4%
Black - Caribbean	16	0.6%	19	0.7%	22	0.8%	19	0.7%
Black - Other	2	0.1%	5	0.2%	7	0.3%	4.7	0.2%
Mixed Total	109	4.0%	110	4.2%	121	4.3%	113.3	4.2%
Other Mixed	24	0.9%	32	1.2%	31	1.1%	29	1.1%
White and Asian	32	1.2%	32	1.2%	37	1.3%	33.7	1.2%
White/Black African	9	0.3%	9	0.3%	12	0.4%	10	0.4%
White/Black Caribbean	44	1.6%	37	1.4%	0	0.0%	27	1.0%
Other Total	18	0.7%	19	0.7%	25	0.9%	20.7	0.8%
Arab	6	0.2%	8	0.3%	9	0.3%	7.7	0.3%
Other	12	0.4%	11	0.4%	16	0.6%	13	0.5%
White	2206	81.9%	2106	79.7%	2140	76.5%	2150.7	79.4%
Not known	2	0.1%	7	0.3%	6	0.2%	5	0.2%
Prefer not to say	9	0.3%	13	0.5%	19	0.7%	13.7	0.5%
Total Students	2693		2641		2796		2710	

Table 7b (ii) HESA Undergraduate student enrolment averages by ethnicity and LTU averages for benchmarking		
Ethnicity	UK HE average 2016/19	LTU average
Asian	9.4%	11.7%
Black	6.1%	3.3%
Mixed	3.4%	4.2%
Other	1.3%	0.8%
BAME total	20.3%	20.0%
White	64.3%	79.4%
Not known/prefer not to say	1.0%	0.7%
<i>HESA collects ethnicity data from UK domiciled students only.</i>		
https://www.hesa.ac.uk/data-and-analysis/students/whos-in-he		

- There has been a steady increase in BAME students attending LTU from 17.7% in 2017/18, to 19.5% in 2018/19 and 22.6% in 2019/20.

- Pakistani students have increased their representation by 2.5% over the last three years and were the largest subgroup with 9% whilst all other subgroups were 3% or lower in 19/20. This largely reflects the relative proportion of various ethnicities in the immediate region and a targeted approach to recruitment in specific geographic areas.
- On average, the total proportion of Asian students (11.7%) is higher than the sector average (9.4%).
- There has been an increase in the proportion of Black students of 1.3% over the last three years to 4% in 2019/20. However, relative to the wider sector (6.1%) there is a lower proportion of Black students (3.3%) which is partly explained by the composition of the local (3.3%) and regional population (1.5%).
- LTU BAME undergraduate body in 2019/20 (22.6%) is lower than the BAME local catchment area (28%, section 3b) but higher than HE averages (20.9%).

The increase of Pakistani students attending LTU has been due to widening participation programmes (see above) in which the recruitment team has been actively recruiting applicants from Bradford which has a large South Asian population (Figure 6). This will be emulated in areas that have a large Black population to align with sector averages **(AP3A)**.

Table 7b (iii) Undergraduate Student Headcount by Ethnicity and nationality

Student Headcount	17/18		18/19		19/20	
	UK	Non-UK	UK	Non-UK	UK	Non-UK
	No (%)	No (%)	No (%)	No (%)	No %	No%
BAME	466 (17.5%)	10 (27.0%)	508 (19.5%)	7 (17.9%)	624 (22.5%)	7 (25.0%)
Asian	271 (10.2%)	5 (13.5%)	296 (11.4%)	5 (12.8%)	371 (13.4%)	2 (7.1%)
Black	72 (2.7%)	1 (2.7%)	85 (3.3%)	0 (0%)	111 (4.0%)	1 (3.6%)
Mixed	107 (4.0%)	2 (5.4%)	108 (4.2%)	2 (5.1%)	119 (4.3%)	2 (7.1%)
Other	16 (0.6%)	2 (5.4%)	19 (0.7%)	0 (0%)	23 (0.8%)	2 (7.1%)
White	2181 (82.1%)	25 (67.6%)	2078 (79.9%)	28 (71.8%)	2122 (76.7%)	18 (64.3%)
Not known	0 (0%)	2 (5.4%)	4 (0.2%)	3 (7.7%)	5 (0.2%)	1 (3.6%)
Prefer not to say	9 (0.3%)	0 (0%)	12 (0.5%)	1 (2.6%)	17 (0.6%)	2 (7.1%)
Total Students	2656	37	2602	39	2768	28

- UK students made up 98.7% of the total students with less than 40 non-UK students in each of the last 3 years.
- The proportion of non-UK students that are from a BAME background varies year to year due to the small non-UK cohort, with 27% in 2017/18, 17.9% in 2018/19 and then an increase to 25% in 2019/20. On average, the profile of non-UK BAME students was broadly similar to the UK BAME students.

We acknowledge homogenising UK BAME and non-UK BAME students' masks issues specific to individual groups. However, due to the small number of non-UK BAME students results at a more detailed level would not be reliable.

Student Headcount (Undergraduate BAME)	17/18		18/19		19/20		On average	
	No	%	No	%	No	%	No	%
Institute of Childhood & Education (ICE)	163	34.2%	155	30.1%	133	21.1%	150.3	27.8%
Teacher Education (TE)	44	9.2%	39	7.6%	43	6.8%	42	7.8%
Children, Young People & Families (CYPF)	119	25.0%	116	22.5%	90	14.3%	108.3	20.0%
School of Communication, Business and Law (SCBL)	162	34.0%	176	34.2%	245	38.8%	194.3	35.9%
Business, Computing and Law (BCL)	72	15.1%	93	18.1%	170	26.9%	11.7	20.7%
Communication	90	18.9%	83	16.1%	75	11.9%	82.7	15.3%
School of Social & Health Sciences (SSHS)	151	31.7%	184	35.7%	253	40.1%	196	36.2%
Social and Behavioural Sciences (SBS)	90	18.9%	125	24.3%	182	28.8%	132.3	24.5%
Sport, Health and Physical Education (SHPE)	61	12.8%	59	11.5%	71	11.3%	63.7	11.8%
Total Students	476		515		631		540.7	

Student Headcount (Undergraduate BAME)	17/18		18/19		19/20	
	No	%	No	%	No	%
Institute of Childhood & Education (ICE)	163	17.0%	155	18.8%	133	17.6%
Teacher Education (TE)	44	11.0%	39	11.3%	43	12.5%
Children, Young People & Families (CYPF)	119	21.2%	116	24.3%	90	21.9%
School of Communication, Business and Law (SCBL)	162	19.9%	176	21.3%	245	26.8%
Business, Computing and Law (BCL)	72	31.7%	93	29.9%	170	36.1%
Communication	90	15.3%	83	16.1%	75	16.9%
School of Social & Health Sciences (SSHS)	151	16.5%	184	18.5%	253	22.5%
Social and Behavioural Sciences (SBS)	90	17.0%	125	19.6%	182	23.9%
Sport, Health and Physical Education (SHPE)	61	15.7%	59	16.6%	71	19.6%
Total Students	476	17.7%	515	19.5%	631	22.6%

- The proportion of BAME students has risen in two of the three schools and stayed relatively stable in ICE - this is partly attributable to the capped nature of student numbers in TE (Table 7bv). Table 7biv seems to reflect a significant change in subject mix. This is driven by an overall increase in BAME numbers which have largely been located in subject areas that have shown significant growth in all student numbers and thus are consistent with institutional growth trends and augmented by the recruitment measures outlined.
- SSHS is the largest school with 40.1% of the total BAME student in 2019/20 (Table 7biv) and is broadly in line with the institution. SBS and SHPE has seen an increase in BAME students in each of the last three years (Table 7bv).
- SCBL is the second largest school with 38.8% of the total BAME student in 2019/20 (Table 7biv). Communication shows modest increase in the proportion of BAME

students (16.1% on average), lower than the institution (19.9% on average). BCL has grown rapidly in size because the University introduced Computing and Law in 18/19. This department has the highest proportion of BAME students within the department but has the smallest student population.

- ICE has diminished in size and as a result the proportion of BAME students in ICE has declined. Both departments within ICE have declined in size. The proportion of BAME students within the Teacher Education department (11.6% on average) has only increased slightly over the 3 years and remains well below the institution average (Table 7bv).

In 2018/19, foundation year (FY) and apprenticeship degree programme were developed. The FY programmes attracts a high proportion of BAME students, the two-year average shows that 43.1% (163 out of 378) of the foundation year cohort is BAME. The expansion of FY programmes and increased recruitment has contributed to the overall increase in BAME students. We will be carrying a more in-depth analysis by looking at the progression and attainment of FY students (**AP21A**). When degree apprenticeships were first introduced, only 2 students of the continuing cohort of 12 were BAME (14%) whilst in 2019/20 the figure for entrants has now risen to 20%, in line with a growth in overall numbers (99) (**AP21B**). The University recently secured a contract to deliver the police constable degree apprenticeship for West Yorkshire Police. One of the key aspects of this partnership will be a workstream to ensure greater diversity in recruited officers and consequently in the Force (**AP21C**).

Objective 2: Increase engagement with the local community	
AP3A	Appoint a Community Engagement Officer in Bradford to engage with local BAME communities to raise profile of LTU and encourage applications. <ul style="list-style-type: none"> • If successful target areas with high Black applicant population
Objective 16: Ensure that widening participation programmes are ethnically representative	
AP21A	Analyse current take up of foundation year and progression into degree by ethnicity
AP21B	Encourage employers to consider recruiting BAME candidates and selecting BAME employers for training/upskilling
AP21C	Work with West Yorkshire police to encourage BAME applicants through the creation of new marketing and outreach approaches

7c Course progression

The undergraduate progression rate measures the proportion of students that start studying at Level 4 (first year) and progress through their first two years of study to Level 6 (third year). The data is based on the year they enter the University at Level 4. We currently track the reasons behind students leaving in line with the requirements of the HESA Student Record return, however this often leads to students recording the reason as “Other” or “Personal”, so it is not possible to gather much insight from this data, even when followed up with direct 1-1 contact (AP22A).

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

AP22A Identify the more detailed reasoning behind student’s withdrawal

Table 7c (i) Progression Rates per year by Ethnicity (2-way)						
Progressions Rates	BAME	White	Not Known	BAME	White	Not Known
	Level 4 to 5 progression			Level 5 to 6 progression		
2015/16 Entrants						
Total Students	154	875	n<25	123	720	n<25
Progression	123	720	n<25	108	670	n<25
Progression %	79.9%	82.3%	n<25	87.8%	93.1%	n<25
BAME vs White difference	-2.4%			-5.3%		
2016/17 Entrants						
Total Students	168	834	n<25	115	656	n<25
Progression	115	656	n<25	102	600	n<25
Progression %	68.5%	78.7%	n<25	88.7%	91.5%	n<25
BAME vs White difference	-10.2%			-2.8%		
2017/18 Entrants						
Total Students	165	638	n<25	118	505	n<25
Progression	118	505	n<25	103	475	n<25
Progression %	87.3%	94.1%	n<25	87.3%	94.1%	n<25
BAME vs White difference	-7.6%			-6.8%		
3 Year Average						
Total Students	162.3	782.3	n<25	118.7	627	n<25
Progression	118.7	627	n<25	104.3	581.7	n<25
Progression %	73.1%	80.1%	n<25	87.9%	92.8%	n<25
BAME vs White difference	-7.0%			-4.8%		

- Although there were large yearly variations, BAME entrants were less likely to progress from level 4 to 5 than White entrants, in each of the 3 years, with an average -7% difference.
- Similarly, BAME entrants were less likely to progress from level 5 to 6 than White entrants, in each of the 3 years, with an average -4.8% difference.

- On average, and consistent with their white counterparts, BAME entrants were less likely to progress from level 4 to 5 than from level 5 to 6.

Table 7c (ii) Progression Rates per year by Ethnicity (4-way)				
Ethnicity	Level 4-5 Progression %			
	15/16	16/17	17/18	3 Year Average
White	82.3%	78.7%	79.2%	80.1%
Asian	86.7%	74.7%	74.5%	78.3%
Black	n<25	n<25	n<25	60.5%
Other (Including Mixed)	74.5%	72.5%	62.8%	70.0%
BAME Total (Asian/Black/Other)	79.9%	68.5%	71.5%	73.1%
Leeds Trinity Total	81.9%	76.9%	77.6%	78.9%
BAME vs White difference	-2.4%	-10.2%	-7.6%	-7.0%
Level 5-6 Progression %				
White	93.1%	91.5%	94.1%	92.8%
Asian	87.5%	95.6%	90.8%	91.2%
Black	n<25	n<25	n<25	79.6%
Other (Including Mixed)	91.4%	82.8%	77.8%	84.6%
BAME Total (Asian/Black/Other)	87.8%	88.7%	87.3%	87.9%
Leeds Trinity Total	92.3%	91.1%	92.8%	92.0%
BAME vs White difference	-5.3%	-2.8%	-6.8%	-4.8%

- On average, White entrants (80.1%) and Asian entrants (78.3%) had the highest progression rates from level 4-5. Other including Mixed (70%) and Black entrants (60.5%) had the lowest progression rate.
- On average, White entrants (92.8%) and Asian entrants (91.2%) had the highest progression rates from level 5-6. Other including Mixed (84.6%) and Black entrants (79.6%) had the lowest progression rate.

The low progression rates of Black entrants may be due to Black students having the lowest satisfaction overall in the NSS whilst Other students report low satisfaction in other areas. Additionally, the low number of BAME and Other students may skew the data, nonetheless, the experiences of Black and Other students will be investigated (**AP29C**; see section 8 – Figure 8). There are also issues around sense of belonging given the size of the Black and Other populations (Table7c(vi)).

Objective 22: To remove any potential biases in learning, teaching and assessment	
AP29C	<p>Investigate the need for support information provided to BAME students in particular Black students regarding academic procedures e.g. applying for extensions, approaching lecturers, extra support with their learning, explain the role of personal tutor</p> <ul style="list-style-type: none"> Investigate BAME students' in particular Black and other students NSS experiences through focus groups (AP1A).

Table 7c (iii) Progression Rates per year by Ethnicity (2-way) in ICE								
Progression Rate	BAME			White			Not Known	BAME vs White Difference
	Total	Progression	%	Total	Progression	%	Total	
Level 4-5 Progression								
2015/16 Entrants	39	36	92.3%	306	269	87.9%	n<25	4.4%
2016/17 Entrants	52	42	80.8%	235	200	85.1%	n<25	-4.3%
2017/18 Entrants	54	46	85.2%	215	187	87.0%	n<25	-1.8%
3 Year Average	48.3	41.3	85.5%	252	218.7	86.8%	n<25	-1.3%
Level 5-6 Progression								
2015/16 Entrants	36	31	86.1%	269	258	95.9%	n<25	-9.8%
2016/17 Entrants	42	41	97.6%	200	193	96.5%	n<25	+1.1%
2017/18 Entrants	46	42	91.3%	187	176	94.1%	n<25	-2.8%
3 Year Average	41.3	38	92.0%	218.7	209	95.6%	n<25	-3.6%

- On average, there were similar progression rates from level 4-5 between BAME and White entrants (-1.3%) with gap decreasing per year
- On average, BAME entrants were less likely to progress from level 5-6 than White entrants (-3.6%).
- On average, BAME entrants were less likely to progress from level 5-6 than level 4-5.

Table 7c (iv) Progression Rates per year by Ethnicity (2-way) in SCBL								
Progression Rate	BAME			White			Not Known	BAME vs White Difference
	Total	Progression	%	Total	Progression	%	Total	
Level 4-5 Progression								
2015/16 Entrants	66	51	77.3%	258	203	78.7%	n<25	-1.4%
2016/17 Entrants	63	41	65.1%	270	209	77.4%	n<25	-12.3%
2017/18 Entrants	46	26	56.5%	171	126	73.7%	n<25	-17.2%
3 Year Average	58.3	39.3	67.4%	233	179.3	77.0%	n<25	-9.5%
Level 5-6 Progression								
2015/16 Entrants	51	46	90.2%	203	190	93.6%	n<25	-3.4%
2016/17 Entrants	41	33	80.5%	209	187	89.5%	n<25	-9.0%
2017/18 Entrants	26	20	76.9%	126	117	92.9%	n<25	-15.9%
3 Year Average	39.3	33	84.0%	179.3	164.7	91.9%	n<25	-7.9%

- On average, BAME entrants were less likely to progress from level 4-5 than White entrants (-9.5%) with the gap widening each year and there was a large difference for 2017/18 entrants (-17.2%).
- On average, BAME entrants were less likely to progress from level 5-6 than White entrants (-7.9%) with the gap widening each year and there was a large difference for 2017/18 entrants (-15.9%).
- On average, BAME entrants were less likely to progress from level 5-6 than level 4-5.

Table 7c (v) Progression Rates per year by Ethnicity (2-way) in SSHS								
Progression Rate	BAME			White			Not Known	BAME vs White Difference
	Total	Progression	%	Total	Progression	%	Total	
Level 4-5 Progression								
2015/16 Entrants	49	36	73.5%	311	248	79.7%	n<25	-6.3%
2016/17 Entrants	53	32	60.4%	329	247	75.1%	n<25	-14.7%
2017/18 Entrants	65	46	70.8%	252	192	76.2%	n<25	-5.4%
3 Year Average	55.7	38	68.2%	297.3	229	77.0%	n<25	-8.8%
Level 5-6 Progression								
2015/16 Entrants	36	31	86.1%	248	222	89.5%	n<25	-3.4%
2016/17 Entrants	32	28	87.5%	247	220	89.1%	n<25	-1.6%
2017/18 Entrants	46	41	89.1%	192	182	94.8%	n<25	-5.7%
3 Year Average	38	33.3	87.6%	229	208	90.8%	n<25	-3.2%

- On average, BAME entrants were less likely to progress from level 4-5 than White entrants (-8.8%) with the gap fluctuating each year.
- On average, BAME entrants were less likely to progress from level 5-6 than White entrants (-3.2%) with the gap fluctuating each year.
- On average, BAME entrants were less likely to progress from level 5-6 than level 4-5.

The decrease in progression rate, in particular in SCBL and SSHS, is an area of significant concern and we are making significant investment in wider student support mechanisms including learner analytics to identify at risk students and an increase in the number of student liaison officers employed (**AP22B**). Also, BAME entrants were less likely to progress from level 5-6 than level 4-5 which needs further exploration (**AP22B**).

Objective 17: To eliminate the progression gap between BAME and White undergraduate students by end of access and participation plan 2021-2024	
AP22B	<p>In-depth analysis into lower retention rates for BAME students in particular in SCBL and SSHS.</p> <ul style="list-style-type: none"> • Investigate the reason behind BAME students being less likely to progress from level 5-6 than level 4-5 in ICE • Recruit additional student liaison officers (SLO; one per department) to support student engagement and liaise with academic staff to in January 2021 • Pilot learner analytics project for all undergraduate students to identify at risk students

Table 7c (vi): REC survey – Sense of belonging						
Survey Statements	2018			2020		
	BAME	White	Difference	BAME	White	Difference
<i>BAME students were more likely to agree to the following statements than White students. There has been an increase in BAME students' agreement (+8%, +9% and +8%) in the following statements respectively than in the previous survey.</i>						
The ethnic/racial diversity of Leeds Trinity University impacts on my sense of belonging	61%	26%	+35%	69%	35%	+34%
The ethnic/racial diversity of Leeds Trinity University impacts on my desire to stay	44%	31%	+13%	53%	33%	+20%
I am a member, or am thinking of becoming a member, of one or more student societies	30%	30%	0%	38%	26%	+12%
<i>BAME students were less likely to agree to the following statements than White students. There has been a decrease in BAME students' agreement (-4%) and increase (+5% and +1%) in the following statements respectively than in the previous survey.</i>						
I regularly attend students' union events	21%	21%	0%	17%	21%	-4%
In my experience students from all racial and ethnic backgrounds are included equally at all students' union events and societies	38%	66%	-28%	43%	57%	-14%
Racially offensive or inappropriate behaviours are not tolerated at events and activities organised the students' union	51%	68%	-17%	52%	65%	-13%
Open Comments						
<p><i>“My sense of belonging in Leeds trinity is negatively impacted. Because there not many black people and the Student Union did not support us with the Afro-Caribbean society. I would suggest that the SU give as much support to the Afro-Caribbean society as they give to other group, societies and sport.” - BAME student</i></p> <p><i>“When I started at LTU in 2017 I noticed that there were very little BME students. This, particularly in my first year, did make me feel like I didn't completely fit in. However, as I've progressed through LTU over the past two years I have noticed a (dramatic) increase in the number of BME students at LTU in the years below and this, I feel, has contributed to me feeling more settled and included over the years.” – BAME student</i></p>						

In September 2019, the BAME and the Afro-Caribbean societies were established. These societies aimed to help BAME students to develop co-ethnic friendships, increase their sense of belonging and desire to stay. However, there is a need for more societies/events regarding students' cultural and religious backgrounds (**AP23A; AP23B**). Members of the BAME and the

Afro-Caribbean societies felt that their societies got less support than others, which resulted in fewer activities being run. Therefore, 25% of the student union president role is to support BAME students' experiences (**AP23B**). More needs to be done in including BAME students in events and encouraging appropriate behaviours (**AP23C**). The focus groups highlighted that final year BAME students felt, and had seen, that LTU had become more ethnically diverse, but this was not reported for those in their first year (**AP2A**).

Table 7c (vii): Proportion of each ethnicity by religion (all levels of study)							
Ethnicity							
Religion	White	Asian	Black	Mixed	Other	Not Known	Grand Total
Buddhist	0%	0%	0%	0%	0%	0%	0%
Christian	30%	2%	74%	26%	23%	36%	28%
Hindu	0%	2%	0%	1%	0%	0%	0%
Jewish	0%	0%	0%	0%	0%	0%	0%
Muslim	0%	81%	8%	14%	33%	0%	12%
Sikh	0%	5%	0%	1%	0%	0%	1%
Spiritual	1%	0%	2%	2%	3%	0%	1%
Any Other Religious Belief	1%	0%	0%	1%	10%	0%	1%
No Religion	65%	8%	12%	50%	17%	55%	54%
Information Refused	2%	2%	4%	4%	13%	9%	3%
Grand Total	100%	100%	100%	100%	100%	100%	100%

We recognise that students have different identities, needs and priorities and Table 7c (vii) highlights intersectionality between ethnicity and religion (including no religion).

- The largest religion at LTU is Christianity (28%) with 74% of Black students stating their religious belief as Christian, followed by White (30%), Mixed (26%), Other (23%) and Asian (2%).
- The largest religion after Christianity is Islam (12%) with 81% of Asian students stating their religious belief as Muslim, followed by Other (33%), Mixed (14%) and Black (8%).

Muslim staff/students raised issues about the University not providing on campus Friday prayers (**AP23D**) and the lack of an overt halal catering in the canteen (**AP23E**). Therefore, in September 2019, we identified an Imam to lead prayers and partnered with "Bombay Street" to provide halal catering for students. We also established a male and female Muslim pastoral advisor for staff and students. Whilst there is a focus on Muslim students here, more needs to be done to support the needs of other religions and ethnic groups (**AP23A**). See Table 4c(iv) for actions and commentary around reporting racial discrimination and students' sense of belonging.

“I think since I've been at LTU, there appears to be a shift and many positive changes are occurring in particular for BAME and Muslim students such as Halal food and Friday prayers which has increased my belonging here” – BAME student

I felt as my religion was not valued and felt a little isolation with this when came to Diwali or even Guru Nanak Ji birth there was nothing. Not just my religion but I felt my culture was not there. – BAME student

Objective 17: To eliminate the progression gap between BAME and White undergraduate students by end of access and participation plan 2021-2024	
AP23A	EDI officer, BAME officer and interfaith officer to build calendar of events and information to raise awareness of diversity at LTU <ul style="list-style-type: none"> • Including but not limited to Black History Month, Eid, Diwali, Chinese New Year, ethnic Diversity etc. • Take part in interfaith week
AP23B	SU to actively support and encourage the development of societies for specific ethnicities within BAME groups and different multi faith groups
AP23C	Student societies presidents or elected representatives to be given mandatory cultural awareness and appropriate language training
AP2A	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 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 <ul style="list-style-type: none"> • Promotional campaign highlighting improvements and areas for improvement since working towards the race equality charter
AP23D	Explore provision of Imam/appropriate leaders for Friday prayers annually
AP23E	Halal catering produces available during operational times of the dining room and feedback sought from students and analyse feasibility to continue providing this service

7d Attainment

At LTU we generally consider graduating outcomes in two ways – as outcomes for an entering cohort and as outcomes for a graduating class, the latter being more common across the sector. The former method factors in progression and is consequently a good method of keeping issues of progression high on our agenda. For the purpose of this section, given that we have dealt with progression separately above, the data will be based on graduating class numbers. Again, for consistency, we will consider attainment gaps based on ‘Good’ degrees (1st/ 2:1). The low number of international students did not allow a comparison between UK and non-UK student attainment.

Table 7d (i) Undergraduate Awards by Classification and Ethnicity						
Degree award classification	BAME		White		Not Known	BAME vs White Difference
	Total	%	Total	%		
2014/15 Entrants						
1st	12	16.7%	135	23.1%	0	-6.4%
2:1	45	62.5%	326	55.8%	0	6.7%
Good	57	79.2%	461	78.9%	0	0.3%
2:2	12	16.7%	108	18.5%	0	-1.8%
3rd	3	4.2%	15	2.6%	0	1.6%
Total	72		584		0	
2015/16 Entrants						
1st	17	16.7%	161	25.3%	1	-8.6%
2:1	62	60.8%	345	54.2%	1	6.5%
Good	79	77.5%	506	79.5%	2	-2.0%
2:2	20	19.6%	119	18.7%	0	0.9%
3rd	3	2.9%	11	1.7%	0	1.2%
Total	102		636		2	
2016/17 Entrants						
1st	23	24.2%	163	28.4%	0	-4.2%
2:1	51	53.7%	298	51.9%	3	1.8%
Good	74	77.9%	461	80.3%	3	-2.4%
2:2	19	20.0%	105	18.3%	0	1.7%
3rd	2	2.1%	8	1.4%	0	0.7%
Total	95		574		3	
3 Year Average						
1st	17.3	19.3%	153	25.6%	0.3	-6.3%
2:1	52.7	58.8%	323	54.0%	1.3	4.8%
Good	70	78.0%	476	79.6%	1.6	-1.6%
2:2	17	19.0%	110.7	18.5%	0	0.5%
3rd	2.7	3.0%	11.3	1.9%	0	1.1%
Total	89.7		598		1.7	

- A lower proportion of BAME students achieved a ‘Good’ degree compared to White students; over the latest three years the difference was -1.6%.
- There has been an increase in BAME students achieving a first from 16.7% to 24.2%
- Whilst there have consistently been proportionately more BAME students gaining 2:1s compared to their white counterparts the attainment gap at 1st has remained relatively high

We will continue to monitor the attainment gap by subject level and look at intersectionality with gender (**AP24A**). The leadership team are driven to eliminate the attainment gap through the access and participation plan (2021-2024).

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

AP24A Continue to monitor the attainment gap by subject level and look at intersectionality with gender

Table 7d (ii): UG 1st/2:1 Awards by School and Ethnicity

School	BAME			White			Not Known	BAME vs White Difference
	Total Classified Degrees	1st/2:1s No.	% 1st/2:1s	Total Classified Degrees	1st/2:1s No.	% 1st/2:1s	Total Classified Degrees	
2014/15 Entrants								
ICE	33	24	72.7%	219	183	83.6%	0	-10.8%
SCBL	25	21	84.0%	164	141	86.0%	0	-2.0%
SSHS	14	12	85.7%	204	137	67.2%	0	18.6%
2015/16 Entrants								
ICE	29	20	69.0%	255	216	84.7%	0	-15.7%
SCBL	42	37	88.1%	182	147	80.8%	1	7.3%
SSHS	31	22	71.0%	204	143	70.1%	1	0.9%
2016/17 Entrants								
ICE	40	33	82.5%	186	153	82.3%	1	0.2%
SCBL	31	25	80.6%	180	152	84.4%	2	-3.8%
SSHS	26	16	61.5%	213	156	73.2%	0	-11.7%
On Average								
ICE	34	25.7	75.6%	220	184	83.6%	0.3	-8.0%
SCBL	32.7	27.7	84.7%	175.3	146.7	83.7%	1	1.0%
SSHS	23.7	16.7	70.5%	207	145.3	70.2%	0.3	0.3%

- On average, a lower proportion of BAME students (75.6%) achieved a first or 2:1 than White students (83.6%) in ICE (-8% difference).
- On average, a higher proportion of BAME students (84.7%) achieved a first or 2:1 than White students (83.7%) in SCBL (+1% difference).

- On average, a higher proportion of BAME students (70.5%) achieved a first or 2:1 than White students (70.2%) in SSHS (+0.3% difference).

ICE retains more BAME students than other schools (see section 7c), which may partly explain the differences in attainment. We will investigate the difference in attainment in different schools, in particularly ICE (**AP24B**).

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

AP24B | Investigate the difference in attainment in different schools, in particularly ICE

Table 7d (iii): Undergraduate Outcomes by Ethnicity (4-way)				
Ethnicity	1st/2:1 Awards (% of Total Awards) (Entrants)			
	14/15	15/16	16/17	3 Year Total
White	78.9%	79.6%	80.3%	79.6%
Asian	72.7%	77.0%	79.7%	76.8%
Black	75.0%	75.0%	84.6%	78.4%
Other (Including Mixed)	100.0%	79.3%	69.6%	80.9%
BAME Total (Asian/Black/Other)	79.2%	77.5%	77.9%	78.1%
Leeds Trinity Total	79.0%	79.3%	80.0%	79.4%
<i>BAME vs White Difference</i>	0.2%	-2.1%	-2.4%	-1.5%

- On average, Other including mixed were the highest ethnic group achieving a first or 2:1 (80.9%), followed by the White group (79.6%), Black group (78.4%) and the Asian group (76.8%).
- The attainment of White, Asian, and Black entrants has been increasing per year whilst Other including Mixed has decreased per year. The data for Black and Other including Mixed may be skewed as there were less than 25 students in the cohort per year.
- The decrease in Other including mixed per year may be due these students reporting that they have more negative experience in the NSS (see section 8 – Figure 8).
- Using broad ethnic groupings, BAME students (78.1%) were less likely to achieve a first or 2:1 than White students (79.6%).

Whilst there is a small attainment gap between BAME and White students, the progression rates earlier show there are differences in schools. The learning, teaching and assessment strategy is being refreshed, which will enable the institution to deploy a range of techniques to support students to achieve their full potential and reduce non-continuation rates (see section 8 – teaching and learning). We are also reviewing the support systems as BAME students may feel they cannot access support as identified in the NSS (see section 8). We developed a film “Re:tension” along with a toolkit that we will share with other Universities to use when discussing institutional racism, unconscious bias and the impact this can have on retention and attainment for BAME students (**AP24C**).

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

AP24C | Share best practice through screening of “RE:Tension” and toolkit

Table 7d (v): REC survey – Academic progress

	2018			2020		
Survey Statements	BAME	White	Difference	BAME	White	Difference
<i>BAME students were less likely to agree to the following statements than White students in 2018 but more likely to agree in 2020. There has been an increase in BAME students’ agreement (+4%) and decrease (-6%) in the following statements respectively than in the previous survey.</i>						
I am progressing well in my course	80%	92%	-12%	84%	83%	+1%
For undergraduates only – I anticipate that I will attain a 1 st or 2:1 degree	87%	88%	-1%	81%	80%	+1%
Open Comments						
<i>“It would be so much better if we could have enough time to see our personal tutor to discuss our academic progress or get advice to help us improve our grades. Even an online session to catch-up would be much appreciated.” – BAME student</i>						

As it stands it is unclear what has caused BAME students’ anticipation to achieve a First/2:1 degree to drop between 2018-2020. This may be partly due to Covid-19 and the University has developed a no detriment policy. However, there may be further issues in accessing academic support, support provided to BAME students and microaggressions (see section 8).

7e Postgraduate pipeline

Due to the small number of BAME postgraduate students, we have homogenised ethnic groups into broader groupings. It is also worth noting that student numbers on postgraduate programmes, except for PGCE, are very small with a very limited PGT offering

Student Headcount (Postgraduate)	17/18		18/19		19/20	
	UK	Non-UK	UK	Non-UK	UK	Non-UK
	No (%)	No (%)	No (%)	No (%)	No (%)	No (%)
BAME	68 (14.3%)	8 (42.1%)	68 (12.5%)	6 (31.6%)	116 (18.4%)	5 (27.8%)
White	404 (84.9%)	11 (57.9%)	472 (86.4%)	11 (57.9%)	507 (80.2%)	10 (55.6%)
Not known	0 (0%)	0 (0%)	1 (0.2%)	2 (10.5%)	3 (0.5%)	2 (11.1%)
Prefer not to say	4 (0.8%)	0 (0%)	5 (0.9%)	0 (0%)	6 (0.9%)	1 (5.6%)
Total Students	476 (96.2%)	19 (3.8%)	546 (96.6%)	19 (3.4%)	632 (97.2%)	18 (2.8%)

- The University has very few non-UK postgraduate students, less than 20 in total are enrolled each year. The proportion of non-UK students that are BAME is higher than the UK cohort, but this has little impact on the institution since the numbers are so small.
- When amalgamating UK and non-UK students the proportion of total students that are from a BAME background has fluctuated per year from 15.4%, decreased to 13.1% then increasing to 18.6%.

Student Headcount (Postgraduate BAME)	17/18		18/19		19/20		On Average	
	No	(%)	No	(%)	No	(%)	No	(%)
Institute of Childhood & Education (ICE)	59	77.6%	59	79.7%	93	76.9%	70.3	77.9%
Initial Teacher Training (ITT)	53	69.7%	52	70.3%	78	64.5%	61	67.6%
Children, Young People & Families (CYPF)	6	7.9%	7	9.5%	15	12.4%	9.3	10.3%
School of Communication, Business and Law (SCBL)	10	13.2%	10	13.5%	17	14.0%	12.3	13.6%
Business, Computing and Law (BCL)	4	5.3%	4	5.4%	14	11.6%	7.3	8.1%
Communication	6	7.9%	6	8.1%	3	2.5%	5	5.5%
School of Social & Health Sciences (SSHS)	7	9.2%	5	6.8%	11	9.1%	7.7	8.5%
Social and Behavioural Sciences (SBS)	6	7.9%	2	2.7%	8	6.6%	5.3	5.9%
Sport, Health and Physical Activity (SHPE)	1	1.3%	3	4.1%	3	2.5%	2.3	2.5%
Total Students	76		74		121		90.3	

- On average, the majority of postgraduate students are in ICE on ITT (PGCE) programmes (67.6%).
- On average, CYPF (10.3%) is the next most popular subject area for BAME postgraduate students in ICE.
- The number of postgraduate students in other subject areas is very low in particular in SHPE but in most subjects, there has been an increase of BAME postgraduate students.

Table 7e (iii): Postgraduate Student Headcount (Proportion of BAME students to White students) by Type of Provision			
Student Headcount (Postgraduate BAME Proportion of Total Cohort)	17/18	18/19	19/20
	BAME	BAME	BAME
PGCE Total	47 (16.3%)	50 (14.1%)	77 (21.4%)
PGCE Provider Led Total	27 (23.1%)	31 (19.1%)	47 (27.0%)
PGCE Provider Led Primary	2 (11.1%)	10 (17.9%)	16 (30.8%)
PGCE Provider Led Secondary	25 (25.3%)	21 (19.8%)	31 (25.4%)
PGCE School Direct Total	20 (11.6%)	19 (9.8%)	30 (16.1%)
PGCE School Direct Primary	8 (7.1%)	4 (3.5%)	9 (7.8%)
PGCE School Direct Secondary	12 (20.3%)	15 (18.8%)	21 (29.6%)
Taught Masters	22 (14.3%)	16 (9.7%)	38 (15.5%)
Research Total	7 (15.2%)	8 (18.2%)	5 (15.2%)
Masters by Research	1 (12.5%)	1 (16.7%)	1 (33.3%)
PhD	6 (15.8%)	7 (18.4%)	4 (13.3%)
Total Students	76 (15.4%)	74 (13.1%)	121 (18.6%)

- As previously noted, PGCE accounts for most of the postgraduate students and there are two types of delivery; Provider Led and School Direct. On average, a high proportion of BAME PGCE students choose Provider Led programmes (60.3%), compared to only 41.2% of White students.
- There has been a fluctuation in the proportion of BAME students studying a taught masters per year from 14.3%, to 9.7% and 15.5% (Table 7eiv).
- When looking at BAME Postgraduate Researchers (i.e. Master by Research (MbR) and PhD), we have had 1 BAME MbR student across each year.
- There has been a fluctuation in BAME postgraduates studying a PhD from 6 students, to 7 students and then 4 students.

There is a national issue around the underrepresentation of BAME males in teacher training. We are committed to encouraging more BAME groups into teaching and we will be identifying intersectional differences in male and female BAME in teaching (**AP25A**). We are currently working with cathedral groups to secure funding from the Department for Education to address the underrepresentation of BAME males in primary teacher training (**AP25B**). The marketing team is working with ICE to increase representation of BAME teacher profiles (**AP20**).

Objective 19: To increase BAME groups into teaching	
AP25A	Deeper analysis of teacher training by ethnicity and gender
AP25B	Work with cathedral groups to seek funding from DfE to increase the number of BAME males in teaching
AP20	Annual audit and review, adjustment and increase positive representation of ethnic and religious diversity in all marketing materials <ul style="list-style-type: none"> Working with ICE increase representation of BAME teacher profiles

Table 7e (iv): Student Headcount (Taught Masters)						
Student Headcount (Taught Masters)	17/18		18/19		19/20	
	UK	Non-UK	UK	Non-UK	UK	Non-UK
	No (%)	No (%)	No (%)	No (%)	No (%)	No (%)
BAME	20 (13.6%)	2 (28.6%)	15 (9.4%)	1 (16.7%)	35 (14.9%)	3 (30.0%)
White	126 (85.7%)	5 (71.4%)	141 (88.7%)	5 (83.3%)	198 (84.3%)	7 (70.0%)
Not known	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Prefer not to say	1 (0.7%)	0 (0%)	3 (1.9%)	0 (0%)	2 (0.9%)	0 (0%)
Total Students	147 (95.5%)	7 (4.5%)	159 (96.4%)	6 (3.6%)	235 (95.9%)	10 (4.1%)

- On average, as with other levels of study, the University recruits very few non-UK postgraduate students (4.1%) on taught master programmes.
- It is difficult to make firm judgements on the profile of the non-UK students due to the small number of students (n=23) but over the 3 years combined the non-UK cohort has a higher proportion of BAME students (26.1%) than the UK student cohort (13.1%).
- On average, the overall proportion of taught master students that are BAME is 13.5%, this is lower than undergraduate programmes (22.6%) and far lower than the local population (28% see section 3b).
- The proportion of taught master students that are BAME has also fluctuated from 14.3%, to 9.7% to 16.2%. The majority of BAME students on taught master programmes are Asian or Black and both have seen an increase between 2018-2020
- See table 7e (vi) for actions to increase BAME students into postgraduate studies.

Postgraduate researchers

Due to small number of BAME postgraduate researchers (PGRs) we have amalgamated BAME MbR and PhD researchers (Table 7eiii).

Student Headcount (Research)	17/18		18/19		19/20	
	UK	Non-UK	UK	Non-UK	UK	Non-UK
	No (%)	No (%)	No (%)	No (%)	No (%)	No (%)
BAME	3 (7%)	4 (44.4%)	3 (8.8%)	5 (50%)	4 (10.8%)	2 (33.3%)
White	39 (90.7%)	5 (55.6%)	31 (91.2%)	5 (50%)	33 (89.2%)	3 (50.0%)
Prefer not to say	1 (2.3%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (16.7%)
Total Students	43 (82.7%)	9 (17.3%)	34 (77.3%)	10 (22.7%)	37 (86.0%)	6 (14.0%)

- The University recruits a higher proportion of PGRs from non-UK domicile (18.0%) compared with other levels of study (all <7%). However, there are only a small number of PGRs in total each year (c. 50 per year) and therefore the number of non-UK PGR is low (c. 10 per year).
- Despite the small numbers, a consistent trend shows that on average the proportion of non-UK PGRs that are BAME (44%) is higher than UK BAME PGRs (8.8%).
- The proportion of UK PGRs that are from a BAME background is much lower than all other levels of study and lower than the BAME local catchment area (28%) (see section 3b).
- See table 7e (vi) for actions to increase BAME students into postgraduate studies.

At present we do not provide separate support for BAME and White PGRs. However, it has been identified that PGR supervisors are not formally trained in responding to issues of race and ethnicity (**AP26A**). All PGRs are eligible to sit on University committees which are emailed to all PGRs when positions are vacant. PGRs have a one-year commitment when sitting on a committee and then can reapply if a position cannot be fulfilled by another PGR. All PGRs are offered a fee waiver teaching qualification. In addition, PGRs are given a financial allocation on a needs basis and it is expected that PGRs attend at least one conference each year. We run several programmes to support the development of PGRs including internal training, University of East Anglia online training and access to all PGR training at the University of Leeds. Recently, during the PGR conference, there was an element of race equality, with a workshop run around the media representation and the impact this has on people of colour and Muslims.

Objective 20: To eliminate the further study and employment gap between BAME and White graduates by end of access and participation plan 2021-2024	
AP26A	All supervisors to be given formal training in responding to issues of race and ethnicity

Table 7e (vi): REC survey – Consideration of postgraduate studies						
Survey Statements	2018			2020		
	BAME	White	Difference	BAME	White	Difference
<i>BAME students were less likely to agree to the following statements than White students. There has been a decrease in BAME students' agreement (-6%) in the following statement than in the previous survey.</i>						
Where relevant, I would consider a postgraduate course	73%	73%	0%	67%	68%	-1%
<i>BAME students were less likely to agree to the following statements than White students. There has been no change in BAME students' agreement (0%) and increase (+5%) in the following statement respectively than in the previous survey</i>						
Where relevant, I would consider a PhD once I have completed my masters' degree	49%	57%	-8%	49%	42%	+7%
I would consider a career in academia	46%	51%	-5%	51%	45%	+6%
Open Comments						
<i>"I would like to go onto postgraduate course but have no idea what I need to do to get there. If the university can run workshops that would be helpful." - BAME student</i>						

Table 7e (vi) is reinforced by the focus groups with many students considering postgraduate courses but were unaware of the procedures of applying, preparation of personal statement, funding or applying for scholarships (AP26B). Additionally, BAME students discussed a lack of co-ethnic role models in postgraduate studies (AP26C). We currently do not showcase PGRs (Master by research or PhD) on promotional material (AP20).

Objective 20: To eliminate the further study and employment gap between BAME and White graduates by end of access and participation plan 2021-2024	
AP26B	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)
AP26C	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)
AP20	Annual audit and review, adjustment and increase positive representation of ethnic and religious diversity in all marketing materials including (develop baseline): <ul style="list-style-type: none"> • Case studies showcasing diverse range of staff and PGRs/Masters including BAME intersectionality with other protected characteristics

7f Postgraduate employment

The latest data available is for 2016/17 graduates because the DLHE has been replaced by the centralised HESA Graduate Outcomes survey. The outcomes of 2017/18 graduates have just been released and are indicating a progression gap of 8.9% between BAME and White students in higher skilled jobs or further study which has decreased from the previous year's gap of 17%. The performance indicators are not yet known but the data set for 2018 graduates will be further analysed by ethnicity and gender **(AP27A)**.

Table 7f (i) DLHE Graduate Employment Outcomes by Ethnicity (Undergraduate Only)					
Ethnicity	Available to Work/Study	Employment or Study	Employed	Professional Employment	Further Study
2014/15 Entrants					
BAME	75	66 (88.0%)	61	40 (65.6%)	5 (6.7%)
White	563	540 (95.9%)	473	339 (71.7%)	67 (11.9%)
2015/16 Entrants					
BAME	66	63 (95.5%)	50	29 (58.0%)	13 (19.7%)
White	568	550 (96.8%)	455	288 (63.3%)	95 (16.7%)
2016/17 Entrants					
BAME	67	56 (83.6%)	44	24 (54.5%)	12 (17.9%)
White	509	486 (95.5%)	383	247 (64.5%)	103 (20.2%)
On Average					
BAME	69.3	61.7 (89.0%)	51.7	31 (60.0%)	10.0 (14.4%)
White	546.7	525.3 (96.1%)	437	291.3 (66.7%)	88.3 (16.2%)

- On average, BAME graduates have a lower rate of employment or study (89.0%) compared to White graduates (96.1%). It is noticeable that whilst rates for White graduates have remained stable there has been significant fluctuation in rates for their BAME counterparts.
- On average, BAME graduates that are in employment are less likely to be in professional employment (60%) compared to White graduates (66.7%). There was a substantial difference in the outcomes across all 3 years **(AP27B)**.
- On average, a similar proportion of BAME and White graduates were in further study (-1.8%) difference.
- The lower employment rate for BAME graduates may also be linked to placement experiences (see below).

Objective 20: To eliminate the further study and employment gap between BAME and White graduates by end of access and participation plan 2021-2024	
AP27A	Tracking BAME employment outcomes 15 months after graduation with analysis of the Graduate Outcomes survey by ethnicity and gender (reviewed annually)
AP27B	Identify the discrepancies in BAME graduates securing professional employment than White graduates through graduate outcome surveys.

Table 7f (ii): REC survey – Placement						
Survey Statements	2018			2020		
	BAME	White	Difference	BAME	White	Difference
<i>BAME students were less likely to agree to the following statements than White students. There has been a decrease in BAME students' agreement (-14%, -12%, -19% and -15%) in the following statement respectively than in the previous survey.</i>						
Where relevant, I enjoyed my placement	76%	84%	-8%	62%	70%	-8%
Where relevant, I was able to access the necessary support for my placement when I needed it	70%	79%	-9%	58%	67%	-9%
Where relevant, I felt welcomed by my placement employer	85%	85%	0%	66%	74%	-8%
Where relevant, where issues arose I felt able to raise these with my placement employer	74%	76%	-2%	59%	66%	-7%
<i>BAME students were more likely to agree to the following statement than White students. There has been a decrease in BAME students' agreement (-9%) in the following statement than in the previous survey.</i>						
If any race/ethnicity issues arose I felt able to raise these with my placement employer	66%	63%	+3%	57%	48%	+9%
Open Comments						
<p><i>"I reported a microaggression to my tutor and placement supervisor during my first year and told them if it was a reoccurring event I would not be returning to my placement. However, their response was poor. It was like they didn't know how to best support me (because again, they're white). Can't emphasise how important it is to have a diverse workforce to support students." – BAME student</i></p> <p><i>"One of the drawing factors for me at Leeds Trinity was the amount of placement/work experience that could be done while studying on the course, although that has been affected by coronavirus" – BAME student</i></p>						

The significant drops in placement experience between 2018-2020 can be partly attributed to Covid-19 as open comments indicated that students could not attend placements. However, there are issues pre Covid-19, with some BAME students experiencing issues due to their ethnic/religious background that were not dealt with appropriately (AP27C). Analysis has shown that a higher proportion of BAME students (42%) had secured placements at professional level than White students (39.3%). Attendance at placement workshops was higher for BAME students (25.8%) than White students (19.3%). Many students found that many placements were based in Leeds which were not suitable for those who lived in other areas (AP27D).

Objective 20: To eliminate the further study and employment gap between BAME and White graduates by end of access and participation plan 2021-2024

AP27C	<p>Review support system</p> <ul style="list-style-type: none"> • Placement team and supervisors to be trained in handling issues around ethnicity 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.
AP27D	Identify and source placements with organisations in different locations that students live in

Table 7f (iii): DLHE Graduate Employment/Further Study (All Postgraduate)		
Ethnicity	Eligible Responses	Employment or Study
2014/15 Entrants		
BAME	26	24 (92.3%)
White	159	157 (98.7%)
2015/16 Entrants		
BAME	20	20 (100%)
White	173	170 (98.3%)
2016/17 Entrants		
BAME	33	33 (100%)
White	187	179 (95.7%)
On Average		
BAME	26.3	25.7 (97.7%)
White	173	168.7 (97.5%)

- On average, BAME and White postgraduate students had similar rates of employment or further study.
- Between 2018 and 2019, 100% of BAME postgraduate students were in employment or further study.

We launched our PhD programme in 2014 and MbR in 2015, therefore there have only been 6 eligible responses from PGRs in total over the last 3 years of DLHE. Only one of these was BAME so there is insufficient data to make any judgement.

Table 7f (iv): REC survey – Future prospects						
Survey Statements	2018			2020		
	BAME	White	Difference	BAME	White	Difference
<i>BAME students were less likely to agree to the following statements than White students. There has been a decrease in BAME students' agreement (-1% and -6%) in the following statements respectively than in the previous survey.</i>						
Leeds Trinity University has helped me develop the skills I need to apply for graduate-level jobs	66%	75%	-9%	65%	72%	-7%
I have a good understanding of the graduate-level employment opportunities available to me	71%	75%	-4%	65%	68%	-3%
Open Comments						
<i>"I have spoken to the careers department but still unsure about how to search and apply for a job that would now suit me" - BAME student</i>						

Similar to Table 7e (vi), students were unaware of graduate schemes and the application processes i.e. entry requirements, assessment centres, psychometric testing etc (**AP26B**) and lack of co-ethnic role models in graduate employment (**AP26C**).

Objective 20: To eliminate the further study and employment gap between BAME and White graduates by end of access and participation plan 2021-2024	
AP26B	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)
AP26C	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)

[Section 7 Word Count 4038]

8 Teaching and learning

8a Course content/syllabus

LTU has a strong history of critical reflection and engagement with its pedagogical practice. There is a dedicated inclusion strand within the new LTAS which is underpinned by the principles of ethical practice, social responsibility and social justice reflected in the identification of global and cross-cultural learning outcomes both at programme and modular level (**AP28A**). Part of this strategy was the implementation of a single university wide module for all level 4 students that dealt with topics of race equality (**AP28B**).

“In recognition of our increasingly diverse student body, it is essential that we reflect on all aspects of our curriculum, learning experience and teaching practice to promote and advance equality and address differential outcomes”.

Objective 21: To ensure the curriculum is reflective of ethnic and racial diversity	
AP28A	Establish strategy focusing on race equality in curriculum and embed into practices
AP28B	We will embed Race Equality within every programme either in a discrete module or throughout a suite of modules <ul style="list-style-type: none"> • Staff training for all Academic Quality Support Office (AQSO) to support that a named focus on Race Equality pervades all design guidelines.

To support staff in embedding race equality within the curriculum, a series of bi-annual race equality learning, and teaching events were put on for all academics starting in 2017 including keynotes/seminars from Dr Gurnam Singh, Professor Shirley Tate and Professor Udy Archibong MBE. Internally led workshops exploring unconscious bias, stereotype threat, intersectionality, White bias in subject areas and sharing of best practice have taken place and will be rolled out to PSS staff and students (**AP28C**). Academic teams were asked to reflect on the processes of delivering and assessing race equality within the periodic review process and where race equality can be further developed (**AP28D**). To support this, staff were signposted to a VLE page that has internal and external resources such as a reading resource to help staff build a foundation to develop subject specific non-White reading lists and staff are encouraged to share best practice (**AP28E**).

Objective 21: To ensure the curriculum is reflective of ethnic and racial diversity	
AP28C	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 <ul style="list-style-type: none"> • Academic departments will host practice workshops to share best practice • All staff to engage with race equality focussed workshops
AP28D	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

AP28E	Decolonise the reading list and share via library and VLE resources <ul style="list-style-type: none"> • Collect and make available race equality resources • Black Lives Matter reading list
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"The issue of equality and social injustice doesn't belong to any one group; it belongs to us all." - Dr Gurnam Singh, speaking at Leeds Trinity's Challenging Race and Inequality in Higher Education conference.

Table 8a: REC survey – Course content						
Survey Statements	2018			2020		
	BAME	White	Difference	BAME	White	Difference
<i>BAME students were less likely to agree to the following statements than White students. There has been an increase in BAME students agreement (+2%) and decrease (-4%) in agreement in the following statements respectively than in the previous survey.</i>						
The content of my course matches my expectations and includes what I thought it would include	65%	81%	-16%	67%	71%	-4%
The course content of my course reflects the opinions of a wide variety of people	68%	75%	-7%	64%	72%	-8%
Open comments						
<i>"Where lecturers have used 'culturally diverse' content, it's mainly been to bash other cultures and praise the way we live in Britain and how we're so 'advanced' compared to other groups. Although it's not as obvious as that, it's subtle - a microaggression" – BAME student</i>						

Table 8a is reinforced by student focus groups, where issues were raised once again about the need to present research, knowledge and publications from a wider range of authors that are not tokenistic. Whilst the results from the follow up survey and focus group are disappointing to us, it is too early to assess the impact of actions. Institutionally we are committed to embedding race equality through all course content in alignment with our International Strategy and our revised LTAS (2019-2023). As part of this, we are developing a decolonising curriculum toolkit to support staff in deconstructing not only what they teach in

relation to race and diversity, but how they teach it (**AP29A**). Student consultation on the new LTAS highlights there a need for equality and accessibility for all.

Objective 22: To remove any potential biases in learning, teaching and assessment	
AP29A	<p>Review and improve the use of different assessment methods, teaching styles and learning environment to meet the needs of BAME student (guided marking at beginning of every module).</p> <ul style="list-style-type: none"> • Review guidance for academic staff for sessions to students to improve familiarisation and awareness of marking processes • Sharing of good practice across departments and implementing more widely alternative assessment types i.e. critique of level 4 curriculum within integrated assessment module

8b Teaching and assessment methods

A primary focus has been on how we can address the attainment gap between White and BAME students through the curriculum and pedagogic practice. Part of supporting academic and support staff with this is through our CPD scheme, which includes supporting applications for Advanced HE fellowships (from Associate through to Principal) and PGCHE. In the last three years, 90.3% of academics had a teaching qualification and race equality will be addressed in one or more assignment (**AP29B**). Peer observation is mandatory for new staff as part of a structured mentoring programme and successful probation and for existing staff as part of their CPD. Within peer observation, it is encouraged that teaching observations are conducted with colleagues from within and outside of the observee's subject area.

In relation to teaching around race equality, examples include the use of role play (university wide module Ethics, Society and Employability), research and teaching in relation to Black History month, a module on prejudice, race and intergroup conflict which includes using and critiquing the Harvard Implicit Association test and discourse analysis of newspaper articles through the lens of race (**AP28B**).

Objective 22: To remove any potential biases in learning, teaching and assessment	
AP29B	<p>Ensure every new academic member of staff has completed a teaching qualification</p> <ul style="list-style-type: none"> • Race Equality addressed in one or more assignments and need to reflect on their own personal development relating to their subject area
Objective 21: To ensure the curriculum is reflective of ethnic and racial diversity	
AP28B	<p>We will embed Race Equality within every programme either in a discrete module or throughout a suite of modules</p> <ul style="list-style-type: none"> • Staff training for all Academic Quality Support Office (AQSO) to support that a named focus on Race Equality pervades all design guidelines.

Feedback on teaching is gathered in a number of ways, for example through mid-module anonymous post-it notes exercises to enable changes to be made within the semester, or through end of module online review. Currently, there is no mechanism to separate response by ethnicity, unless feedback alludes specifically to a race-related issue (**AP29C**). An extensive

pilot will be conducted which will enable all students to request feedback in relation to their reflections on completing their assessment, with the aim being to improve the quality of feedback for all and offer extra support where identified (AP29C). Ongoing feedback throughout the academic year is also gained via the departmental Staff Student Academic Committees.

Figure 8: 2020 NSS data by ethnicity (4-way)

Question	2020 NSS Results By Ethnicity									
	Inst	(Ethnicity 4-Way)								Inst
		White		Black		Asian		Other		
2020	2020	Var to Inst	2020	Var to Inst	2020	Var to Inst	2020	Var to Inst		
Number of Responses	502	405		13		61		21		
Response Rate (%)	72	72	0	65	-7	73	+1	68	-4	
Overall, I am satisfied with the quality of the course	81	80	-1	69	-12	90	+9	86	+5	
The teaching on my course	82	83	+1	79	-3	84	+2	76	-6	
Staff are good at explaining things	89	89	0	85	-4	90	+1	86	-3	
Staff have made the subject interesting	81	81	0	75	-6	82	+1	76	-5	
The course is intellectually stimulating	79	79	0	85	+6	80	+1	71	-8	
My course has challenged me to achieve my best work	80	80	0	67	-13	85	+5	71	-9	
Learning opportunities	85	85	0	77	-8	89	+4	79	-6	
Opportunities to explore ideas or concepts in depth	83	83	0	77	-6	89	+6	76	-7	
Opportunities to bring information and ideas together from different topics	87	86	-1	69	-18	93	+6	81	-6	
My course has provided me with opportunities to apply what I have learnt	86	86	0	85	-1	85	-1	81	-5	
Assessment and feedback	74	75	+1	77	+3	79	+5	56	-18	
The criteria used in marking have been made clear in advance	73	73	0	85	+12	84	+11	52	-21	
Marking and assessment has been fair	72	74	+2	54	-18	74	+2	50	-22	
Feedback on my work has been timely	78	79	+1	85	+7	75	-3	67	-11	
I have received helpful comments on my work	73	73	0	85	+12	82	+9	57	-16	
Academic support	80	80	0	79	-1	84	+4	67	-13	
I have been able to contact staff when I needed to	82	82	0	77	-5	84	+2	71	-11	
I have received sufficient advice and guidance in relation to my course	80	80	0	77	-3	84	+4	67	-13	
Good advice was available when I needed to make study choices on my course	78	78	0	85	+7	84	+6	60	-18	
Organisation and management	71	70	-1	77	+6	79	+8	73	+2	
The course is well organised and running smoothly	64	61	-3	69	+5	80	+16	67	+3	
The timetable works efficiently for me	77	75	-2	77	0	82	+5	90	+13	
Any changes in the course or teaching have been communicated effectively	72	72	0	85	+13	74	+2	62	-10	
Learning resources	88	88	0	90	+2	89	+1	76	-12	
The IT resources and facilities provided have supported my learning well	85	85	0	85	0	93	+8	67	-18	
The library resources have supported my learning well	90	91	+1	92	+2	90	0	76	-14	
I have been able to access course-specific resources when I needed to	87	88	+1	92	+5	83	-4	86	-1	
Learning community	80	81	+1	69	-11	84	+4	74	-6	
I feel part of a community of staff and students	73	73	0	62	-11	83	+10	67	-6	
I've had the right opportunities to work with other students as part of my course	88	89	+1	77	-11	84	-4	81	-7	
Student voice	77	77	0	77	0	82	+5	76	-1	
I have had the right opportunities to provide feedback on my course	88	88	0	85	-3	85	-3	90	+2	
Staff value students' views and opinions about the course	80	79	-1	85	+5	87	+7	76	-4	
It is clear how students' feedback on the course has been acted on	64	63	-1	62	-2	74	+10	62	-2	
The Students' Union effectively represents students' academic interests	61	59	-2	69	+8	72	+11	48	-13	
University Defined Questions (Optional):										
The University feels more diverse than when I started	62	59	-3	n/a		91	+29	0	-62	
I am generally happier now than when I started university	68	68	0	n/a		78	+10	0	-68	

NSS data shows that overall satisfaction scores were highest from Asian (90%), followed by Other (86%), White (80%) and Black (69%). Whilst the data may be skewed by the low number of responses of Black (n=13) and Other (n=21) students, the areas highlighted in red/orange will be investigated through focus groups (AP29C). Some of negative experiences may be due to the staff strike that took place in 2020.

“The strike came at a bad time during our dissertation period.” – Other student in NSS survey

“Not very diverse as a uni.” – Black student in NSS survey

Objective 22: To remove any potential biases in learning, teaching and assessment	
AP29C	<p>Investigate the need for support information provided to BAME students in particular Black students regarding academic procedures e.g. applying for extensions, approaching lecturers, extra support with their learning, explain the role of personal tutor</p> <ul style="list-style-type: none"> • Create mechanisms and empower students to feedback on race Equality and decolonisation within LTA practices and resources • Pilot feedback project which enables all students to request bespoke feedback in relation to their reflections on completing their assessment • Investigate BAME students' in particular Black and other students NSS experiences through focus groups (AP1A).

All assessments and the associated marking criteria are unpacked both in the module handbook and throughout the taught content of the module, including individual support sessions. With the exception of practical work, presentations and Final Year Projects, all work is anonymously submitted, marked and moderated to mitigate against any implicit bias. Therefore, there is no or minimal knowledge of the identity of the student (**AP29D**). Students have a range of different forms of assessments that allows them to show their strengths in different areas. In addition, all levels in all programmes have at least one negotiated assessment which allows students to choose the form of assessment and in some cases the topic area, whereby they can draw from their own cultural backgrounds.

Objective 22: To remove any potential biases in learning, teaching and assessment	
AP29D	<p>Identify areas where anonymised marking is not taking place</p> <ul style="list-style-type: none"> • 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.

Table 8b: REC survey – Teaching and assessment						
	2018			2020		
Survey Statements	BAME	White	Difference	BAME	White	Difference
Enjoyment of course						
<i>BAME students were less likely to agree to the following statements than White students. There has been a decrease in BAME students' agreement (-1%) in the following statements than in the previous survey.</i>						
I enjoy the way my course is taught	70%	84%	-14%	69%	79%	-10%
Ease of contributing and speaking to tutors						
<i>BAME students were less likely to agree to the following statements than White students. There has been an increase in BAME students' agreement (+1%) and decrease (-1%) in agreement in the following statements respectively than in the previous survey.</i>						
I am comfortable contributing to group discussions	70%	83%	-13%	71%	79%	-8%

I am comfortable approaching course tutors with any questions or queries	86%	94%	-7%	85%	87%	-2%
Assessment and academic support						
<i>BAME students were less likely to agree to the following statements than White students. There has been no change in BAME students' agreement (0%) in the following statement than in the previous survey.</i>						
I am happy with the way my course is assessed	76%	84%	-8%	76%	78%	-2%
<i>BAME students were less likely to agree to the following statement than White students in 2017 but more likely to agree in 2020. There has been a decrease in BAME students' agreement (-3%) in the following statement than in the previous survey.</i>						
I know where to go to get additional academic support if and when I need it	89%	91%	-2%	86%	82%	+4%
Open Comments						
<i>"I am comfortable contributing to group discussion but I am aware that a lot of the time, that I am the only person of colour in the room" – BAME student</i>						
<i>"I have noticed that when lecturers work their way around the room to see who needs help or to have discussion on the topics we're learning, the non-BAME students are always seen to first and sometimes BAME students are not seen to at all." – BAME student</i>						

Table 8b demonstrates BAME students reported having a more negative experience in teaching and assessment than their White peers. In addressing these differentials, we are currently working with academic staff around ways in which to include and support BAME students more within the taught sessions. For example, ensuring equal amounts of time is spent supporting BAME and White students inside of and outside of taught sessions, and critically reviewing the cultural appropriateness of teaching materials and resources (**AP29C**).

Objective 22: To remove any potential biases in learning, teaching and assessment	
AP29C	<p>Investigate the need for support information provided to BAME students in particular Black students regarding academic procedures e.g. applying for extensions, approaching lecturers, extra support with their learning, explain the role of personal tutor</p> <ul style="list-style-type: none"> • Collate and disseminate research findings/literature related to BAME experience of academic support

8c Academic confidence

Table 8c: REC survey – Academic confidence						
Survey Statements	2018			2020		
	BAME	White	Difference	BAME	White	Difference
<i>BAME students were less likely to agree to the following statements than White students. There has been an increase in BAME students' agreement (+4% and +9%) in the following statements respectively than in the previous survey.</i>						
When relevant, issues of ethnicity and race are included in academic discussions	55%	77%	-22%	59%	70%	-11%
Teaching staff are confident and competent in facilitating discussions around ethnicity/race	53%	69%	-16%	62%	64%	-2%
<i>BAME staff were more likely to agree to the following statement than White staff.</i> <i>*New item added 2020</i>						
[For academics] I am confident and competent in facilitating discussions around ethnicity and race	N/A	N/A	N/A	80%	67%	+13%
Open Comments						
<p><i>"I think more has been done recently but it depends on which lecturer it is, as some are more confident than others, I think they are scared of saying something against ethnicity minorities so they just avoid discussions." – BAME student</i></p> <p><i>"Although I challenge when I see issues that I consider to be racist/potentially racially motivated I am less confident in general discussion around issues of race. This lack of confidence comes from fear that I might say something that is taken negatively by those with a different heritage even though my aim would always to be positive and supportive." – White staff</i></p>						

There has been an increase race being discussed and staff confidence in facilitating discussion around race from BAME students. We implemented a yearlong series of seminars with BAME speakers discussing various topics within race equality for staff and students (**AP28C**). The screening of the film 'RE:Tension' which portrays the struggles and microaggressions experienced by a black male student at university received very positive feedback from both staff, students and externals, including UUK. In conjunction with the film a training toolkit has been designed and delivery of this has begun within the university and will be delivered at other universities (**AP24C**). There is further work to be done in this area but overall a firm grounding has so far been established (**AP30**).

Objective 21: To ensure the curriculum is reflective of ethnic and racial diversity	
AP28C	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
AP24C	Share best practice through screening of “RE:Tension” and toolkit
Objective 23: To increase staff confidence in facilitating discussion around race and ethnicity	
AP30	Provide all academic staff with access to support, coaching in building confidence around race discussion within learning

Supporting BAME students during Covid-19

The Covid-19 crisis is impacting the BAME community disproportionately and BAME students may need additional support in learning, teaching and assessment to mitigate the challenges of this crisis (**AP31**). All current students are being issued a survey to assess their digital needs and we will look to provide loans of IT equipment for less privileged students without access to appropriate equipment of their own to work from home.

Objective 24: To ensure that BAME students are being supported during Covid-19	
AP31	<p>Seek feedback from BAME students around impact of Covid-19 on their learning, teaching and assessment and put in appropriate actions</p> <ul style="list-style-type: none"> • 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

[Section 8 Word Count 1140]

Action Point	Rationale	Actions	Milestones	Time frame (start/end date)		Success measure	Lead + others
Objective 1: Ensure the REC action plan is embedded, remains suitable and proactive to any change and future submission (Section 2)							
AP1	<p>Ensure the action plan is continually updated and assess success of actions</p> <p>The response rate for students was disappointing</p> <p>(Rationale see p.12-13, p.93)</p>	A) Biennial staff and student survey and focus groups conducted and review of data relating to race equality, ensuring action plan is continually updated	<p>Staff and student profile data will be available 31st of December</p> <p>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</p>	<p>December 2021 (annually thereafter)</p> <p>January 2022</p>	<p>July 2021</p> <p>Every two years</p>	<p>REC data monitored annually, and information disseminated (AP2a) and action plan updated annually (AP1E)</p> <p>20% of the BAME student population participated in REC Survey in 2022 (14% baseline 2020 – Table 2biii)</p> <p>75% of staff participated in REC survey in 2022 (64% baseline 2020 – Table 2bii).</p> <p>Survey and focus group identified ways to improve BAME staff and students' experiences and action plan to reflect new findings in 2022</p>	<p>DVC</p> <p>HPI</p> <p>CCM</p> <p>BAME/ International staff networks</p>
AP1	<p>To ensure that BAME stakeholders continue to be represented in the development of REC actions and future application</p> <p>(Rationale see p.13).</p>	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	<p>BAME and International staff networks have been established and sit on EDI committee (completed)</p> <p>BAME network chairs were involved in the procurement of Unconscious Bias training provider in 2020 (completed)</p>	Ongoing		<p>BAME and International Network Chairs will be involved and review the annual REC report and help with development of actions (AP1E)</p> <p>BAME network chairs to advise on development and roll out of new Harassment Reporting Tool (Report and Support)</p>	<p>DVC</p> <p>DFUS</p> <p>HWD&EDI</p> <p>RECSAT</p> <p>HoS</p>

Action Point	Rationale	Actions	Milestones	Time frame (start/end date)		Success measure	Lead + others
			<p>Staff networks (via their Chairs) are consulted with on the development of employment policies, strategies and EIAs, including supporting new approaches to reporting harassment.</p> <p>BAME network co-chair (Academic) sits on the “Diversifying the Curriculum” Learning and Teaching sub-Committee. (2019/20) (complete)</p>	Ongoing		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 their satisfaction with this in.	
AP1	<p>To ensure that REC actions are embedded across the University</p> <p>(Rationale see p.15)</p>	C) To identify committees and boards and add REC as a standing item on the following committees and boards	<p>REC is a standing item on EDI, LTC, Race equality curriculum, HR (completed)</p> <p>REC to be a standing item on the following committees by January 2021:</p> <p>Student experience and engagement committee</p> <p>School boards agendas (three schools)</p> <ul style="list-style-type: none"> • ICE 	January 2021 (review annually thereafter)	January 2022	<p>REC embedded into University governance and decision – making structures. The committees to report to the Chair of the RECSAT</p> <p>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</p>	<p>DFUS</p> <p>EDI Officer</p>

Action Point	Rationale	Actions	Milestones	Time frame (start/end date)		Success measure	Lead + others
			<ul style="list-style-type: none"> SSHS SCBL 				
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	<p>Meeting scheduled in September 2020 to review membership</p> <p>VC or DVC chairing the RECSAT – VC in post in November 2020</p> <p>BAME staff on grade 10 on RECSAT</p> <p>International staff on RECSAT</p>	September 2020 (annually thereafter)	September 2021 May 2021	<p>Current membership reviewed, and new members recruited.</p> <p>VC or DVC to be chairing REC SAT</p> <p>Recruit BAME staff in grade 10 (may be external) on the RECSAT</p> <p>At least one international BAME staff on the RECSAT</p>	DVC RECSAT
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		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		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

Action Point	Rationale	Actions	Milestones	Time frame (start/end date)		Success measure	Lead + others
			<p>Increased number of news stories, blogs featuring or written by BAME staff/students.</p> <p>Increase in number of events featuring BAME staff/students and increase in use of BAME photography and</p>	April 2020	April 2023	<ul style="list-style-type: none"> • 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 <p>April 2021 target: News (15%), Blogs (8%), Event speakers (5%) and Event photography (25%).</p> <p>April 2022 target: News (20%), Blogs (12%), Event speakers (10%) and Event photography (30%).</p> <p>April 2023 target: News (25%), Blogs (15%), Event speakers (15%) and Event photography (40%).</p>	
AP2	<p>We want to learn and share best practice with other institutions</p> <p>(Rationale see p.14-15)</p>	B) To network with other local universities going for, or who have achieved the RECM, to share best practice and learn		September 2020	December 2022	Network/Forum discussions held, and best practice shared between universities	DVC HRD CCM

Action Point	Rationale	Actions	Milestones	Time frame (start/end date)		Success measure	Lead + others
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 BAME students and staff (Rationale see p.20-21, p.66, p.80, p.88)	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 If successful trial to increase BAME staff applications	February 2020	July 2021 (review pilot)	723 (10% increase) enquiries from the Bradford Area (BD Postcode) by 2021 (Baseline: 657 enquires in 19/20) Increase the number of applications from the Bradford area by 5% for 2021 entry (Baseline 19/20: 11.6%). Organise and deliver 8 information sessions for parents and carers in Bradford locality (currently 0 in 19/20) Organise and deliver 20 LTU outreach activity events in Bradford (high BAME population) schools.	SROM
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	Investigate race tensions in the local community and the impact of this on the day to day lives	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	DVC HR EDI Officer Engagement Officer SUP CCM

Action Point	Rationale	Actions	Milestones	Time frame (start/end date)		Success measure	Lead + others
			<p>including harassment experienced due to Brexit and Covid-19 through consultation with BAME and international staff networks</p> <p>Define the local area in the next REC survey 2022</p> <p>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)</p> <p>Build connections with local race equality groups/organisations including but not limited to:</p> <ul style="list-style-type: none"> • Racial Justice Network • Leeds Racial Equality Council • Professional Muslims Institute 			<p>specific anti-harassment campaigns run</p> <p>Improvement in level of awareness of race equality issues to be reported in next REC survey.</p>	
				January 2022	January 2022		
				September 2020	September 2021		
				September 2021	August 2023	Developed connections with three local race equality organisations/groups (currently 1)	

Action Point	Rationale	Actions	Milestones	Time frame (start/end date)		Success measure	Lead + others
			<p>Work with PATH Yorkshire to support people from BAME communities in finding work experience placements/traineeships</p> <p>Strategy and Action Plan to be produced jointly by HR, Marketing and Student Union</p> <p>Terms of Reference, scope of project, chairing and membership to be drawn up.</p>	September 2021	August 2023	Recruited 2-3 BAME people in placements/traineeships across the University per year	
Objective 3: Ensure that the University's EDI data is as accurate as possible							
AP4	<p>High proportion of people who have not declared their ethnicity or nationality</p> <p>(Rationale see p.25, p.37, p.41).</p>	Encourage staff to provide personal data to capture more accurate data (reviewed annually as part of EDI report to Board of Governors)	<p>Target communication to staff who are unknown or preferred not to state their ethnicity</p> <p>HR to undertake Equality Data update exercise to encourage more staff to declare characteristics with BAME, International and other staff networks</p>	April 2021 (annually thereafter)	April 2023	<p>A minimum 1% increase in staff declaring personal characteristics per year</p> <p>Reduced unknown characteristics of academic staff to 2% by 2023 (7.6% baseline 2019/20)</p> <p>Reduced unknown characteristics of PSS staff to 2% by 2023 (4.6% baseline 2019/20)</p>	HRD HWD&EDI BAME network

Action Point	Rationale	Actions	Milestones	Time frame (start/end date)		Success measure	Lead + others
			to support HR in this exercise.				
Objective 4: To eliminate shortlisting and appointment gap between BAME and White applicants and ensure that recruitment and selections processes are inclusive							
AP5	<p>BAME applicants less likely to be shortlisted and appointed than White applicants</p> <p>Need to continue to increase proportion of BAME staff in academic roles</p> <p>Need to continue to increase proportion of BAME staff in PSS roles</p> <p>(Rationale see p.26-27, p.42-43, p.66, p.80).</p>	A) Undertake review of R&S changes introduced so far and their impact	<p>Equality impact assess the recruitment and selection processes and ensure BAME staff are consulted on the processes</p> <p>Scoring at shortlist and interviews established (Completed)</p> <p>Advertise in local, community media sources (Completed)</p> <p>Statement on Diversity read out by Chairs prior to all interviews (Completed)</p> <p>Mandatory training for all Chairs of Panels (Completed)</p> <p>Additional training for interview panel members (Completed)</p> <p>Positive Action Statements used on all</p>	September 2020	March 2021	<p>15% of BAME staff in academic roles (currently 7.6%) by 2023</p> <p>10% of BAME staff in PSS roles (currently 3.8%) by 2023</p> <p>Eliminate the shortlisting gap and appointment gap between BAME and White academic and PSS applicants by 2023</p> <p>Shortlisting baseline 2019: Academic -12.2% variance, reduction of a minimum 4.1% per year</p> <p>PSS -9.4% variance, reduction of a minimum 3.1% per year</p> <p>Appointment baseline 2019: Academic -6.3%, reduction of a minimum 2.1% per year PSS -1.4%, reduction of a minimum 0.4% per year</p> <p>Recommend further changes in relation to inclusive recruitment as appropriate</p>	HRD HWD&EDI EDIO

Action Point	Rationale	Actions	Milestones	Time frame (start/end date)		Success measure	Lead + others
			advertises where appropriate (Completed)				
AP5	Feedback from BAME staff suggested that BAME staff on selection panels has increased transparency in the R&S processes (Rationale see p.26-27, p.42-43, p.66, p.80).	B) To ensure interviews are conducted fairly and without bias.	Guidance will be issued to selection panel chairs to reiterate that panels 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)	September 2020	April 2021 (and annual reporting)	100% of panels to be diverse. Panel composition to be reported as part of annual EDI report to the Board. Outcome targets are as in AP6A above	HRD HWD&EDI
AP5	Need to identify reasoning behind the shortlist gap between BAME and White applicants	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

Action Point	Rationale	Actions	Milestones	Time frame (start/end date)		Success measure	Lead + others
	(Rationale see p.26-27, p.42-43, p.66, p.80).						
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	<p>BAME staff reported a more negative experiences in appraisal and development reviews</p> <p>(Rationale see p.30, p.47-48, p.73, p.81).</p>	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		April 2021	July 2021 (and on an ongoing basis thereafter)	<p>100% of line managers to receive training in conducting annual reviews</p> <p>100% of BAME staff (who are eligible i.e. not including staff on probation, casuals, visiting lecturers) reporting that they have had performing and developing discussions with their manager (baseline 2020: 74%) in table 5c.</p> <p>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</p> <p>10% increase in BAME (who are eligible i.e. not including staff on probation, casuals, visiting</p>	HRD HWD&EDI

Action Point	Rationale	Actions	Milestones	Time frame (start/end date)		Success measure	Lead + others
						lecturers) reporting that their manager 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. (Rationale see p.29-30, p.39-40, p.47-48, p.73, p.8`).	B) Investigate feasibility of setting up cross-Institutional BAME mentoring schemes and reverse mentoring (internal).	To research and bring forward recommendations to 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.	January 2020	July 2023	100% of BAME staff requesting it, to have access to a mentor by 2023	HRD HWD&EDI
				January 2020	December 2020	Proposal agreed by EDI committee	EDI committee
				September 2021	July 2023	Positive feedback from mentors and mentees who have taken part in the programme by August 2022	

Action Point	Rationale	Actions	Milestones	Time frame (start/end date)		Success measure	Lead + others
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	
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

Action Point	Rationale	Actions	Milestones	Time frame (start/end date)		Success measure	Lead + others
	<p>This action applies to both academic and PSS staff</p> <p>(Rationale see p.30-31, p.44-47, p.66, p.80).</p>						
AP7	<p>The barriers affecting BAME staff to promotion in G9 and G10 are not known</p> <p>This action applies to both academic and PSS staff</p> <p>(Rationale see p.30-31, p.47-48, p.64-65, p.74-75, p.82).</p>	<p>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.</p>	<p>To be reported as part of EDI Annual Report.</p> <p>Some BAME mentoring in place as part of Yorkshire Accord programme.</p> <p>Research into feasibility of cross-Institutional mentoring has commenced.</p>	December 2020	March 2021	<p>Investigated barriers and actions plan updated accordingly to meet targets below</p> <p>14% of BAME academics in G9 (currently at 9%) by 2023</p> <p>10% of BAME staff in G10 (currently at 0%) by 2023</p> <p>10% of BAME PSS staff within Grades 8-10 (currently at 0%) by 2023</p>	HRD HWD&EDI EDIO
AP7	<p>BAME staff are underrepresented in leadership roles</p> <p>(Rationale see p.30-31, p.47-48, p.64-65, p.74-75, p.82).</p>	<p>E) Sponsor BAME staff to attend Advance HE's 'Diversifying Leadership' development programme</p>	<p>Selection process agreed with RECSAT and EDI committee</p> <p>Staff enrolled onto programme in January 2021</p>	October 2020	December 2020	<p>Selection process implemented by December</p> <p>BAME staff completed programme and feedback reviewed for further rollout</p>	HRD HWD&EDI EDI committee RECSAT

Action Point	Rationale	Actions	Milestones	Time frame (start/end date)		Success measure	Lead + others
AP7	We currently are unsure how many BAME staff are eligible for promotions vs how many apply (Rationale see p.30-31, p.47-48, p.74-75).	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 progression with academic staff Feedback obtained from staff from May-July P&D round via questionnaire to assess satisfaction levels annually	March 2021 May 2021	May 2021 September 2021	100% of appropriate staff have race equality and attainment gap KPIs (AP1F) and reviewed and reported in REC annual report (AP1E) 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
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.	Update Exit Questionnaire & Interview process to include option of interview with EDI	Updated exit interview process to be implemented. (completed)			100% of leavers offered exit questionnaire and interviews by 2023	HRD HWD&EDI

Action Point	Rationale	Actions	Milestones	Time frame (start/end date)		Success measure	Lead + others
	(Rationale see p.37, p.54).	Officer or equality network chairs <ul style="list-style-type: none"> • BAME network chair • International network chair • LGBTQ+ network chair • Women’s network chair • Disability network chair 	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	Accurate data to be produced annually with a set of accompanying actions (where appropriate) to enable trends and patterns to be identified.	EDIO
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. Target 2021/22	HRD HWD&EDI

Action Point	Rationale	Actions	Milestones	Time frame (start/end date)		Success measure	Lead + others
						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, p.58, p.66, p.71, p.80).	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	90% of Executive and Leadership Team to have undertaken Inclusive Leadership Training by December 2020	HRD HWD&EDI
				September 2020	September 2020	Feedback gathered from participants by September 2020 to 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).	C) 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	July 2020	January 2021	Microaggression reporting tool implemented by January 2021	Chair of EDI EDI Officer
				January 2022 (annually thereafter)	January 2023	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	

Action Point	Rationale	Actions	Milestones	Time frame (start/end date)		Success measure	Lead + others
			(to cover all protected characteristics and look at intersectional barriers)			<p>annual report to Board of Governors</p> <p>A reduction in reporting in the following statements in REC survey by 2022 and focus groups (table 4c iv):</p> <p>10% decrease for BAME staff and 5% decrease for students in witnessing or being the victim of racial discrimination on campus by 2022 (baseline 2020: 44% staff and 28% student – Table 4c iv).</p> <p>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).</p> <p>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:</p>	

Action Point	Rationale	Actions	Milestones	Time frame (start/end date)		Success measure	Lead + others
						<p>-1% variance for staff table 4c iv).</p> <p>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).</p>	
AP11	<p>Focus groups and survey highlighted negative perceptions from BAME students regarding the handling of reported incidents relating to racial discrimination</p> <p>Focus groups and survey highlighted similar perceptions from BAME staff regarding the handling of reported incidents relating to racial discrimination</p> <p>(Rationale see p.39, p.54-55, p.58).</p>	D) Line managers/personal tutors to be trained in handling racial and other forms of discrimination		September 2020	August 2022	<p>90% of managers/personal tutors trained in handling racial and other forms of discrimination by 2023 (Currently 0%)</p> <p>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).</p> <p>A similar perception between BAME and White students in greater confidence in appropriate action being taken when reporting a race-related</p>	HRD HWD&EDI

Action Point	Rationale	Actions	Milestones	Time frame (start/end date)		Success measure	Lead + others
						incident by 2022 (baseline 2020: -7% variance for students table 4c iv).	
AP11	<p>Focus groups highlighted that staff/students were unaware of reporting tools and processes to report incidents relating to racial discrimination</p> <p>(Rationale see p.39, p.54-55, p.60).</p>	E) 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	<p>Full guidance included in induction material for staff (completed)</p> <p>Include harassment pack as mandatory in student's introduction guide</p> <p>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</p> <p>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</p>	September 2020	September 2021	100% of staff and students made aware of reporting procedures	HRD HWD&EDI
				September 2020	September 2020	A reduction in reporting in the statements in REC survey by 2022 and focus groups (see AP9 success measure).	DSS
				July 2020	September 2020		EDI Officer CCM
				September 2020	Done every 3 months		VC RECSAT

Action Point	Rationale	Actions	Milestones	Time frame (start/end date)		Success measure	Lead + others
			Developed question in REC survey to assess awareness of reporting tools to get a baseline	January 2022	January 2022	Developed item in REC survey to assess awareness of reporting tools to get a baseline	
AP11	Ensure that disciplinarys and grievances are analysed through an EDI lens to address any intersectional barriers (Rationale see p.39, p.54-55, p.60).	F) HR to record, monitor and report all Employee Relations issues on its I-Trent HR system and provide management information on disciplinary and grievance issues on a regular basis to the EDI Committee		January 2021 (annually thereafter)	January 2022	Employee relations issues and breakdown by background included in annual EDI report. Current position in relation to lack of discrimination in these processes to be retained.	HRD HWD&EDI
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 (Rationale see p.39, p.54-55, p.60).	G) 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% variance for staff table 4c iv). A similar perception between BAME and White students in	HRD HWD&EDI

Action Point	Rationale	Actions	Milestones	Time frame (start/end date)		Success measure	Lead + others
						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).	H) 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
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	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
AP12	There are currently 0 BAME PSS staff in G8, G9 and G10	B) Positive action career development programmes with in-built mentoring for BAME PSS staff		Jan 2021	September 2021 (annually thereafter)	10% of BAME PSS staff within Grades 8-10 (currently at 0%) by 2023	HRD HWD&EDI

Action Point	Rationale	Actions	Milestones	Time frame (start/end date)		Success measure	Lead + others
	(Rationale see p.47-48, p.82).						
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.	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
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		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
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%)	Chair of EDI (DFUS)

Action Point	Rationale	Actions	Milestones	Time frame (start/end date)		Success measure	Lead + others
						<p>Learning and Teaching committee (9.5%) Planning committee (6.3%) ICE (0%) SCBL (2.9%) SSHS (0%) Student experience and engagement committee (10%)</p> <p>BAME staff remain represented on the following committees:</p> <p>Equality, Diversity and Inclusion (13.6% BAME representation as of 19/20)</p> <p>Research knowledge exchange committee (12.5% BAME representation as of 19/20)</p> <p>BAME Baseline as of 19/20 in brackets.</p> <p>To be reviewed as part of REC annual report and EDI annual report</p>	
AP13	There is an underrepresentation of BAME staff serving on decision-	B) Develop and implement shadowing on committee scheme		Oct 2020 (annually thereafter)	Oct 2021	100% of BAME staff invited and given opportunity to sit on decision making boards and committees	Chair of EDI (DFUS)

Action Point	Rationale	Actions	Milestones	Time frame (start/end date)		Success measure	Lead + others
	making boards and committees (Rationale see p.61-62).					Same success measure as AP14A	
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 lower than a White employee (Rationale see p.64-65).	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 Determine if there are any barriers to BAME staff progressing above a grade 9 (see AP8D)	September 2020	December 2021	Analyse results and identify where further research is needed (consider intersectionality) and 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).	HRD HWD&EDI EDI Officer
AP14	We currently do not track pay awards and increases by ethnicity and	B) Undertake review of Discretionary Rewards Scheme, its effectiveness, and limitations	Review (taking into account the potential for bias in the current	September 2020	August 2021	Application of new Awards Scheme to show no bias when reviewed.	

Action Point	Rationale	Actions	Milestones	Time frame (start/end date)		Success measure	Lead + others
	nationality thus there could be biases (Rationale see p.65).		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.				
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 31 st 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 31 st 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 Independent Researcher status showed no	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

Action Point	Rationale	Actions	Milestones	Time frame (start/end date)		Success measure	Lead + others
			significant difference in ethnicity and nationality in June 2019				
AP17	<p>Definition early career researcher is not representative of all staff at LTU</p> <p>Early stage researchers not categorised separately to general staff body</p> <p>(Rationale see p.77).</p>	A) Re-categorise to early stage researchers (ESR) instead of early career researchers in HR database	<p>Work with staff to develop a specific definition of early career academics at LTU</p> <p>Identify staff who fit the ESR definition and add into HR database</p> <p>Monitor training attendance of ESRs by ethnicity</p>	<p>September 2020</p> <p>September 2020</p> <p>April 2021</p> <p>September 2021 (review annually)</p>	<p>September 2021</p> <p>March 2021</p> <p>May 2021</p> <p>January 2022</p>	<p>ESRs categorised in HR database</p> <p>ESR definition formally endorsed by RKEC committee</p> <p>All staff emailed ESR definition and self-declare if they meet the agreed definition</p> <p>Monitor training attendance and report back through annual research knowledge exchange report</p>	<p>RKE Lead</p> <p>RKE Office</p> <p>HRD</p> <p>HWD&EDI</p>
AP17	<p>Not enough support provided for early stage researchers</p> <p>(Rationale see p.77).</p>	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	<p>RKE Lead</p> <p>RKE Office</p> <p>RKE champions</p>
AP18	BAME staff may be getting overlooked for media opportunities	A) Email all staff to complete expertise list for media opportunities (Annually)		October 2020 (annually thereafter)	October 2021	All staff emailed to complete expertise list annually	CCM

Action Point	Rationale	Actions	Milestones	Time frame (start/end date)		Success measure	Lead + others
	(Rationale see p.78).					<p>An increase in reporting in the following statements in REC survey by 2022 and focus groups (table 5g):</p> <p>10% increase for BAME staff in reporting opportunities to develop within their role (baseline 2020: 70%) (table 5g).</p> <p>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).</p>	
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)	<p>Report opportunities in the annual research knowledge exchange report and action adjusted accordingly</p> <p>All schools implemented the system to allocate opportunities</p> <p>Analyse opportunities by ethnicity and other protected characteristics to identify any issues and appropriate actions put in place</p>	DVC HoS RKE

Action Point	Rationale	Actions	Milestones	Time frame (start/end date)		Success measure	Lead + others
						<p>An increase in reporting in the following statements in REC survey by 2022 and focus groups (table 5g):</p> <p>10% increase for BAME staff in reporting opportunities to develop within their role (baseline 2020: 70%) (table 5g).</p> <p>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).</p>	
Objective 14: To eliminate the offer gap between BAME and White student applicants by the end of the access participation plan 2021-2024							
AP19	<p>As it stands it is unclear why BAME applicants in particular Black students are less likely to receive offers than White applicants</p> <p>(Rationale see p.84-85).</p>	A) Root and branch the undergraduate recruitment/admissions process and apply positive action	<p>Applicants offered choice of group or individual interview (completed)</p> <p>All LTU staff on student applicant interview panels completed unconscious bias training (completed).</p> <p>Established PhD studentship looking at barriers towards</p>	September 2020	End of cycle 2024	<p>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</p> <p>Eliminate offer gap between White (90%), Asian (88%), Other (88%) and Black (82%) applicants (2019 – Baseline) by the end of access and</p>	SROM

Action Point	Rationale	Actions	Milestones	Time frame (start/end date)		Success measure	Lead + others
			<p>participation in HE for BAME students (completed)</p> <p>Review enhanced offer scheme and evaluated how many BAME applicants received the enhanced offer.</p> <p>Applicants who are rejected after attending an interview are double checked by the Head of Department</p>	September 2020	September 2022	<p>participation plan 2021-2024 with a 2.7% increase in offer for Black applicants per year</p> <p>Reviewed enhanced offer scheme and evaluated how many BAME applicants received the enhanced offer.</p> <p>30% decrease for BAME students reporting that the ethnic/racial diversity impacts on their sense of belonging (baseline 2020: 69%) in table 7c vi</p>	
AP19	<p>Identified BAME student applicants' offer rate is lower than White applicants in particular Black students</p> <p>(Rationale see p.84-85).</p>	B) Review of all rejected applicants for last two years with a particular emphasis on rejections of Black applicants	<p>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.</p> <p>Dates for Grade booster 2020 are currently being finalised.</p>	September 2020	September 2021	<p>Delivered two GCSE grade booster revision programmes at LTU targeting schools with high proportions of BAME pupils in Leeds and Bradford</p> <p>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</p>	SR0M

Action Point	Rationale	Actions	Milestones	Time frame (start/end date)		Success measure	Lead + others
						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	SR0M
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	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

Action Point	Rationale	Actions	Milestones	Time frame (start/end date)		Success measure	Lead + others
	the diversity did not impact student decision to study at LTU We currently do not showcase profiles of any postgraduate researchers (Rationale see p.86, p.104, p.107).		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 and postgraduate researchers case studies Baseline to be established as part of annual audit (see above)	DoM HMC
			Increase the number of BAME alumni profiles <ul style="list-style-type: none"> 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
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		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	B) Encourage employers to consider recruiting BAME candidates and selecting	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	CAWBLS

Action Point	Rationale	Actions	Milestones	Time frame (start/end date)		Success measure	Lead + others
	20%) in comparison to White apprentices (Rationale see p.91)	BAME employers for training/upskilling					
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	CAWBLS
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)	September 2020	End of cycle 2024	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).	HoS HPI

Action Point	Rationale	Actions	Milestones	Time frame (start/end date)		Success measure	Lead + others
			<p>Recruit additional student liaison officers (SLO; one per department) to support student engagement and liaise with academic staff in January 2021</p> <p>Learner analytics project for all undergraduate and foundation students to identify at risk students</p>	September 2020	January 2021	One SLO recruited per department by December 2020 and universal rollout of SLOs per department in January 2021	
AP22	<p>BAME undergraduate students more likely to withdraw from University than White students with differences in schools</p> <p>(Rationale see p.94-95).</p>	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	<p>Eliminated the progression gap for BAME undergraduate students relative to White students in schools</p> <p>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</p>	HoS HPI
AP23	REC survey and focus groups suggested that there was little activity	A) EDI officer, BAME officer and interfaith officer to build calendar of events and information to raise		September 2020 (annually thereafter)	September 2021	List of calendar events developed and implemented, and feedback sought from the student body to ensure all views	LC SUP EDI officer BAME officer

Action Point	Rationale	Actions	Milestones	Time frame (start/end date)		Success measure	Lead + others
	<p>relating to student's religion or cultural background</p> <p>We want to celebrate diversity at LTU and this may help to increase student sense of belonging</p> <p>(Rationale see p.58-59, p.96-97).</p>	<p>awareness of diversity at LTU (to be done annually)</p>	<p>Including but not limited to Black History Month, Eid, Diwali, Chinese New Year, ethnic Diversity etc.</p> <p>Take part in interfaith week</p>	<p>September 2020</p>	<p>September 2020</p>	<p>are represented and list is revised</p> <p>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</p> <p>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</p> <p>10% increase in BAME students reporting that they regularly attend student union events (baseline 2020: 17% table 7c vi) in REC survey by 2022</p> <p>10% increase in BAME students reporting that they regularly attend student union events (baseline 2020: 17% table 7c vi) in REC survey by 2022</p> <p>10% increase in BAME students reporting that in their</p>	<p>Interfaith officer</p>

Action Point	Rationale	Actions	Milestones	Time frame (start/end date)		Success measure	Lead + others
						<p>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</p> <p>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</p>	
AP23	<p>Identified a lack of societies representing BAME groups and multi faith groups which affected student sense of belonging</p> <p>(Rationale see p.58-59, p.96-97).</p>	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)	<p>Success measures of AP25A apply equally to AP25B</p> <p>10% increase in BAME students reporting that they are members of or are thinking of becoming a member of one or more student societies (baseline 2020: 38% table 7c vi) in REC survey by 2022</p>	SUP BAME officer Interfaith officer
AP23	BAME student reporting that offensive language is more likely to be	C) Student societies presidents or elected representatives to be given mandatory cultural awareness and		September 2021 (annually thereafter)	September 2022	At least one elected representative in 100% societies to have attended training	SUP EDI Officer

Action Point	Rationale	Actions	Milestones	Time frame (start/end date)		Success measure	Lead + others
	<p>tolerated than White students</p> <p>Elected representative currently not receiving cultural awareness training</p> <p>(Rationale see p.58-59, p.96-97).</p>	appropriate language training				<p>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</p> <p>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</p>	
AP23	<p>Identified structural barriers affecting Muslim staff and student sense of belonging</p> <p>(Rationale see p.97-98).</p>	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		E) Halal catering produces available during operational times of the dining room and feedback sought from students and analyse feasibility to continue providing this service	<p>Dedicated halal products section in dining room established (completed September 2019)</p> <p>There was positive feedback positive as identified REC survey and focus groups (completed)</p>	September 2019	September 2020	Analyse the economic feasibility to see if we can continue providing halal food indefinitely in September 2020	<p>DVC</p> <p>DoEF</p>

Action Point	Rationale	Actions	Milestones	Time frame (start/end date)		Success measure	Lead + others
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 1 st 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
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)	Sep 2020	Sep 2024	Eliminate the attainment gap (proportion of degree awards that are 1 st 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

Action Point	Rationale	Actions	Milestones	Time frame (start/end date)		Success measure	Lead + others
AP24C	We aim to share best practices with other HE institutions and the commercial sectors (Rationale see p.101-102, p.118).	C) Share best practice through screening of “RE:Tension” and toolkit		Nov 2019	Nov 2023	Shared best practice with local universities by delivering workshops on 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	STF
Objective 19: To increase BAME groups into teaching							
AP25	National issue of the underrepresentation of BAME males in teacher teaching	A) Deeper analysis of teacher training by ethnicity and gender		Completion by 2020/2021 academic year		Identified gaps and actions put in place address any issues in REC annual report (AP1E)	HPI HoS (ICE)
AP25	(Rationale see p.104).	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
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	A) All supervisors to be given formal training in responding to issues of nationality and ethnicity	Identify training needs that is contextual for PGRs	September 2020	December 2020 July 2021	Identified training needs through consultation PGRs Developed training materials	DoPGR

Action Point	Rationale	Actions	Milestones	Time frame (start/end date)		Success measure	Lead + others
	training in nationality and ethnicity (Rationale see p.106).		Develop training content and platform Rollout out training to all supervisors	January 2021	August 2023	100% of supervisors to be given training in supervising BAME students by 2023 (currently 0% as no workshop provided)	
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	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)		Summer 2020	Spring 2023	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	HoS HoD PL HPPE ARO

Action Point	Rationale	Actions	Milestones	Time frame (start/end date)		Success measure	Lead + others
						<p>skills they need to apply for graduate-level jobs (baseline 2020: -7% variance) in REC survey by 2022 (table 7f iv).</p> <p>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).</p> <p>Increased take up of BAME students onto PGCE, Masters' (taught and MbR) and PhD programmes at LTU and elsewhere</p>	
AP27	<p>Performance indicators are not yet known as results have just been released but BAME graduates are less likely to be higher skilled jobs or further study</p> <p>(Rationale see p.108).</p>	A) Tracking BAME employment outcomes 15 months after graduation with analysis of the Graduate Outcomes survey by ethnicity and gender (reviewed annually)	Level 6 trackers will inform us of known BAME graduate outcomes and how we are performing against the target – access and participation plan 2021-2024	Summer 2020	Spring 2023	Better understanding of BAME graduates career destination with difference between gender to develop baseline and actions put in place any actions if necessary	HPPE

Action Point	Rationale	Actions	Milestones	Time frame (start/end date)		Success measure	Lead + others
AP27	<p>BAME graduates less likely in professional level employment than White graduates (undergraduates)</p> <p>(Rationale see p.108).</p>	<p>B) Identify the discrepancies in BAME graduates securing professional employment than White graduates through graduate outcome surveys.</p>		Summer 2020	Spring 2023	<p>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</p> <p>Baseline 17/18 graduates: - 8.9% gap between BAME and White graduates in professional employment</p>	HPPE
AP27	<p>BAME students more likely to have a negative experience in placements than White students</p> <p>(Rationale see p.109).</p>	<p>C) Review support system</p> <ul style="list-style-type: none"> • Placement team and supervisors to be trained in handling issues around ethnicity 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. 	<p>A steering group focussing on EDI around graduate employability has been established.</p>	Summer 2020	Spring 2023 - continual tracking and reported on annually	<p>100% of placement team and supervisors trained in supporting BAME students with religion intersectionality</p> <p>15% increase in BAME students reporting that they enjoyed their placement (baseline 2020: 62% table 7f ii) in REC survey by 2022</p> <p>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</p>	HPPE

Action Point	Rationale	Actions	Milestones	Time frame (start/end date)		Success measure	Lead + others
						<p>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</p> <p>15% increase in BAME students reporting that they were able to raise issues with placement employer (baseline 2020: 59% table 7f ii) in REC survey by 2022</p> <p>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</p>	
AP27	<p>BAME students reported that many placements were based in Leeds and that this was not suitable for those living in other areas</p> <p>(Rationale see p.109).</p>	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

Action Point	Rationale	Actions	Milestones	Time frame (start/end date)		Success measure	Lead + others
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 (Rationale see p.112).	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
			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
			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	B) We will embed Race Equality within every programme either in a discrete module		September 2019	March 2020	Approval and Design procedures and guidelines reviewed for visibility to ensure	STF HoS HoD

Action Point	Rationale	Actions	Milestones	Time frame (start/end date)		Success measure	Lead + others
	<p>students including BAME and non-UK students</p> <p>Rationale see p.112, p.114).</p>	<p>or throughout a suite of modules</p>	<p>Staff training for all Academic Quality Support Office (AQSO) to support that a named focus on Race Equality pervades all design guidelines.</p>	<p>December 2019</p>	<p>March 2020 and further rolling out each academic year forthwith</p>	<p>they explicitly refer to Race Equality (e.g. in programme and module descriptors)</p> <p>All AQSO staff trained (currently 0% 19/20)</p>	<p>PL</p>
<p>AP28</p>	<p>To learn and share best practice across departments and services and institutions</p> <p>(Rationale see p.112, p.118).</p>	<p>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</p>	<p>Series of staff student seminars launched 23.10.19</p>	<p>September 2020 (reviewed annually thereafter)</p>	<p>June 2023</p>	<p>Schedule of workshops created and reviewed annually to make any revisions based on feedback</p> <p>Staff/student awareness raising regarding Race Equality, Decolonisation of the curriculum and White Fragility</p>	<p>STF</p>
			<p>Academic departments will host practice workshops to share best practice</p>	<p>September 2020 (reviewed annually thereafter)</p>	<p>September 2023</p>	<p>All Academic Departments have hosted a sharing best practice workshop on an annual basis (1 per academic term)</p>	<p>STF</p>

Action Point	Rationale	Actions	Milestones	Time frame (start/end date)		Success measure	Lead + others
			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 Equality workshops on an annual basis Monitor attendance to develop baseline by June 2021	STF
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 (Rationale see p.112).	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
			Collect equality resources and reading list including BLM reading list	July 2020 (Reviewed annually thereafter)	July 2023	All titles reading lists acquired 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

Action Point	Rationale	Actions	Milestones	Time frame (start/end date)	Success measure	Lead + others	
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 (Rationale see p.113-114).	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 beginning of every module).		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
			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	

Action Point	Rationale	Actions	Milestones	Time frame (start/end date)		Success measure	Lead + others
			REC curriculum group has been established and is representative of different subject areas and schools (complete)				
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 (Rationale see p.92-93, p.114-115, p.117).	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 the role of personal tutor	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 minimum increase of 2% per year by 2023.	STF

Action Point	Rationale	Actions	Milestones	Time frame (start/end date)		Success measure	Lead + others
						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 completing their assessment Communications to be sent out in August 2020	August 2020	July 2021 (reviewed annually)	All progress tutors meet with their students once a semester to review and discuss all feedback and offer extra support where identified	
AP29	Identified the intended degree qualification is adverse for BAME students than White students	D) Identify areas where anonymised marking is not taking place • Ensure there are no biases in non-anonymised marking and peer assessment is	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

Action Point	Rationale	Actions	Milestones	Time frame (start/end date)		Success measure	Lead + others
	<p>NSS Identified that Black students in particular have more negative experience in assessment and feedback</p> <p>(Rationale see p.116).</p>	<p>conducted in accordance with best practice under the supervision of academic staff.</p>					
Objective 23: To increase staff confidence in facilitating discussion around race and ethnicity							
AP30	<p>White staff were less likely to agree that they were confident and competent in facilitating discussion around ethnicity and race (Rationale see p.118).</p>	<p>Provide all academic staff with access to support, coaching in building confidence around race discussion within learning</p>	<p>To be achieved through the periodic review process, sharing practice workshops, online resources, staff/student seminar series.</p>	<p>July 2021 (annually thereafter)</p>	<p>July 2022</p>	<p>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</p> <p>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</p> <p>10% increase in White academic staff reporting that they are confident and competent in facilitating discussions around ethnicity and race (baseline 2020: 59% table 8c) in REC survey by 2022</p>	<p>STF HoS HoD</p>

Action Point	Rationale	Actions	Milestones	Time frame (start/end date)	Success measure	Lead + others	
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

*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; **SROM** – Senior Recruitment and Outreach Manager; **HRD** – HR Director; **LC** – Lay Chaplain; **STF** – Senior Teaching Fellow; **SUP** – Student Union President