



LEEDS  
BECKETT  
UNIVERSITY

# RACE EQUALITY CHARTER APPLICATION



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Name of Institution: Leeds Beckett University

Level of award application: Bronze

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Before completing this form, please refer to the Race Equality Charter handbook which has additional advice and information.

## Glossary of Terms

<b>Abbreviation</b>	<b>Full Term</b>
<b>AHBSSL</b>	Arts, Humanities, Business, Social Sciences & Laws
<b>AP</b>	Action Plan
<b>AS</b>	Athena SWAN
<b>BAME</b>	Black, Asian, Minority, Ethnic
<b>BEEC</b>	School of Built Environment, Engineering and Computing
<b>BHM</b>	Black History Month
<b>BTEC</b>	Business and Technology Educational Council
<b>CLT</b>	Centre for Learning and Teaching
<b>CROS</b>	Careers in Research Online Survey
<b>CRED</b>	Centre for Race Education and Decoloniality
<b>CSE</b>	Carnegie School of Education
<b>HSS</b>	School of Humanities and Social Sciences
<b>CSS</b>	Carnegie School of Sport
<b>DVC</b>	Deputy Vice Chancellor
<b>EDI</b>	Equality, Diversity & Inclusion
<b>ETHM</b>	School of Events, Tourism and Hospitality Management
<b>EU</b>	European Union
<b>FSRC</b>	Finance, Staffing and Resources Committee
<b>HR</b>	Human Resources
<b>HoS</b>	Head of Subject
<b>ICDT</b>	Inclusive Course Design Tool
<b>ISAT</b>	Inclusion Self-Assessment Tool
<b>JCC</b>	Joint Consultative Committee (Trade Union's)
<b>LBS</b>	Leeds Business School
<b>LBU</b>	Leeds Beckett University
<b>LBSU</b>	Leeds Beckett Students Union
<b>LGBTQ+</b>	Lesbian, Gay, Bisexual Transgender, Queer Plus
<b>LLS</b>	Leeds Law School
<b>LSS</b>	Leeds School of Social Sciences
<b>NSS</b>	National Student Survey
<b>PDR'S</b>	Personal Development Reviews
<b>PG</b>	Postgraduate
<b>PRES</b>	Postgraduate Research Experience Survey
<b>PGR'S</b>	Postgraduate Researchers
<b>PhD</b>	Doctor of Philosophy
<b>POD</b>	People and Organisational Development
<b>PS</b>	Professional Services/Professional and Support Staff
<b>PTO</b>	Professional Technical Operational
<b>REF</b>	Research Excellence Framework
<b>SAT</b>	Self-Assessment Team
<b>SMG</b>	Senior Management Group
<b>SME'S</b>	Small & Medium Size Enterprises
<b>SOH</b>	School of Health
<b>SSRR</b>	Senior Staff Remuneration Committee
<b>STEMM</b>	Science, Technology, Engineering, Mathematics, Medicine
<b>SU</b>	Student Union
<b>TRANS</b>	Transgender
<b>TU</b>	Trade Unions
<b>UET</b>	University Executive Team
<b>UG</b>	Undergraduate
<b>VC</b>	Vice Chancellor
<b>WP</b>	Widening Participation



Dear Ms Mwangi,

I am writing to you to endorse our Leeds Beckett University (LBU) institutional Race Equality Charter (REC) submission and action plan, and also to reaffirm our commitment to the REC guiding principles.

This is our second institutional submission into the REC. In 2017 our previous submission was unsuccessful. It was clear to me that we did not then have the depth of understanding to tackle the very real issues of inequality that exist in our University. Following the response to our submission, we determined to address this clear failing by investing in a dedicated team who specialise in data insight and analysis and commissioning a data visualisation tool which is now embedded in our everyday work.

So as I write to you today, I am confident that our understanding of the issues which underpin racial equality at LBU has progressed significantly and that we have developed the institution-wide commitment necessary to tackle them.

We have embedded our commitment to equality, diversity and inclusion in our new LBU strategy and plans (2021-26) which were approved by our Board of Governors in September 2021. We developed our strategy through a twelve-month, university-wide consultation involving all of our colleagues and core stakeholders. We conduct a quarterly review of progress against our strategic KPI's which is considered by both our Executive Team and by our Board of Governors. Our EDI plans and targets are ambitious and stretching. I am confident that the buy-in and commitment we achieved across our whole university community in developing this strategy will help ensure we achieve them.

I am passionate about our values-led culture. Inclusiveness is firmly embedded as one of our core values. I am committed to ensuring LBU is a more inclusive organisation and that our whole community unites to address the inequalities we have identified and recognised.

Our REC SAT draws colleagues from across our university and includes colleagues from our Student Union. Working collaboratively, they have developed a deep insight and understanding of the representation, progression, and success of BAME colleagues and students at LBU, and helped identify where we fall short of our ambitions to develop an inclusive community. And with my express support and encouragement, have helped us develop a clearer plan and firmer commitment to embed race equality throughout our university's decision making, processes and practices.

We have begun to make progress. In particular we have taken strong steps towards:

- decolonising the curriculum across all schools
- promoting innovative practice that specifically considers race equality. This has involved redeveloping the inclusive course design tool which enables course teams to design and deliver high quality, inclusive UG and PG courses, with enhanced emphasis on raising the attainment and experience of BAME students
- becoming a more internationalised university. Our international student cohort has risen from 6% in 2018/19 to 14% in 2021/22

- raising disclosure rates in relation to ethnicity. At LBU our rates are 98.1% compared with 93.3% sector-wide
- increasing the proportion of BAME academic colleagues from 11.4% in 2016/17 to 14.2% in 2020/21. We are striving to achieve the sector norm of 18.2%
- targeting under-representation in our early career research cohort through the development of our Equity and Inclusion Fund, Black and Global Majority Researcher Network and Researcher Development Programme.

Though I believe we are beginning to show sustained progress, I am clear there is much more ground for us to cover and more challenges to face down. We will focus over the next three years on:

- retaining BAME students and reducing the attainment gap
- increasing the number of BAME academic colleagues (currently 14.2%) and BAME PS colleagues (currently 11.4%)
- increasing progression by BAME colleagues to senior academic and professional service roles.

Through careful self-assessment we have designed an EDI strategy to develop a fully inclusive workplace culture. Our senior leaders are tasked to create local, data-driven EDI plans to address critical issues associated with race inequality and intersectionality.

The information presented in this application including the qualitative and quantitative data is an honest, accurate and true representation of our university.

I wholeheartedly support our application for the REC, and I hold myself and LBU's senior team accountable for delivering the actions we have set out in our REC application.

Yours sincerely,



Professor Peter Slee  
Vice Chancellor, Leeds Beckett University

## **Statement of support from our Deans;**

The school of Built Environment, Engineering and Computing bring together a range of diverse programmes and sectors from built environment and construction; human and natural environments; engineering industries; and computing and IT industries- in a dynamic and vibrant setting, with a rapidly growing student cohort. This means that we have a diverse group of staff from different backgrounds, culture, gender, age groups, etc. with different dispositions. This diversity has presented us with a good environment to thrive and with an uncommon strength in our diversity. To us race equality means providing an enabling environment and level playing field community of practice for every one of our staff and students.

At the core of our 5-years strategic plan is one of our 5 strategic goals of “Improved School Culture as an excellent, diverse, engaged community” in which we aim to develop a balanced culture to wellbeing and work. As a School that wants to be culturally and wellbeing aware, we want to be alive to and therefore promote the traits of: Collegiality, Increased confidence, Respectful, Cultural/Religious Awareness, Inclusivity (in decisions/committees/School calendar etc.), Proactive and Positive to change, Strong staff/student voice, sharing ideas, Challenging, Resilient, Proactive Decision-Making structure, Academic Values and Kindness.

This is what we breathe, stand for and work with, in which we have started to see the fruit based on the actions that we have put in place. This has resulted in improved outcomes for the School in the University colleague survey results for Colleague Engagement KPI's. A particular challenge we faced in the past had to do with the limited number of BAME academic staff in appointments which we have now cracked through our staff recruitment processes. The next challenge is to increase the number of women in academic roles and women in senior positions; this being one of our 5-year strategic objectives that we have recently appointed six women from diverse backgrounds into engineering and built environment academic posts and two women promoted to non professorial positions.

- ***Akintola Akintoye, Dean of the School BEEC***

Navigating issues of race equality is a central practice in Leeds School of Arts. Last year the LSA ran a whole-school away day specially on these issues, with an overarching aim to demystify, but not simplify, this complex territory and the implications for the school.

Of paramount importance, from the position of the school leadership, is that we are able to bridge the gap between the ideological and the tangible, that is, when we have recognised the seriousness of race inequality and associated systemic issues – we must sincerely consider the question of ‘what next?’ The danger of our school’s community-of-practice is one of inertia. We must avoid the persistent reaffirming or



our recognition of race-equality issues, whilst never taking decisive action to make things better. To combat this, we have launched the LSA Equality, Diversity, and Inclusion committee, and have drawn up terms of reference formally recognising the committee and to ensure actions will be recorded, progressed, and reflected upon.

We have mandated EDI training as part of our PDR processes and hope that 90% of school staff will have completed the five modules of training available within the next 12 months.

We are working with the University Centre for Learning and Teaching on how to make best use of the redesigned Course Inclusivity Tool and to find mechanisms to share our best practice. We have excellent teaching practices across LSA with many of our academics researching and creating artwork that addresses the debates and critical materials surrounding race inequality. We have some truly innovative practices in this area in LSA. For example, in the interest of decolonising the Art & Design curriculum and making students more aware of creative practitioners from marginalised groups, the teaching team devised two Graphic Design modules which would demonstrate how creative practice and research could be actively anti-racist, inclusive, and diverse. Students were tasked with researching creative from marginalised groups and ethnic minorities, underrepresented in design. One of the written assignments was to produce a Wikipedia text on their selected subject or project. Wikipedia uses very neutral language and will only include information from secondary sources. It has very high standards and wouldn't allow interviews that include the subject themselves. All references had to be from secondary sources that could be verified elsewhere online. This project dramatically diversified, and contributed to, the reading materials available to both students and staff.

In LSA, we work to recognise the intersectionality of our students and staff and ask ourselves regularly – what can I do, being the person I am, to make things better?

- ***Dr Oliver Bray SFHEA FRSA, Dean of the Leeds School of Arts***

The Race Equality Charter provides a clear, structured commitment to enhancing equity within the School and will be led through our recently formed Equality, Diversity and Inclusion Sub Committee which reports directly to our School Academic Committee (part of our deliberative structure) and is chaired by Dr Lorraine Agu who is a core member of our School Executive Team and leads on EDI and promotes anti-racism within the school and sits on the University's EDI Committee.

Race equality is at the core of the Schools Strategic Plan and our priorities include improving the development of an inclusive workforce, experiences of Black and Global Majority students on professional courses through curriculum development and training with local placement providers. This work also links to the School's

Research and Knowledge Exchange Committee to support the research ambition of BGM Staff and research that promotes race equality and EDI.

As an example of action, we have taken- student feedback identified that some Black and Global Majority students experience racism and discrimination whilst on mandatory placement and that we must ensure there is trusted independent route to raise this, we have therefore appointed Freedom to Speak Up champions across the School so that students have a safe space to raise concerns with an independent and suitability trained colleagues.

***Quote from Dr Lorraine Agu***

‘As a social worker, academic and a cis woman of mixed heritage, for me race equality is the key to achieving equity for all. This involves recognising the commonality of experiences and the nuanced and complex ways racialised processes reproduce disadvantage and inequality for Black and Global Majority students and staff. This is a challenging process that requires persistence and resilience but by working with allies and identifying detractors, I can contribute to change. However, I recognise that for change to be sustained institutional commitment is needed, and the REC provides a platform to achieve this’.

- ***Dr Duncan Sharp FRSB, Dean of School of Health***

## 2. The self-assessment process

### 2a Description of the self-assessment team

Leeds Beckett University (LBU) has been keenly anticipating the opportunity to resubmit to the Charter after having participated in the Pilot in 2017. Schools will apply individually in future. Professor Andrew Cooper, (Dean, CSH) has chaired the SAT since 2020, however recently this role has been undertaken by the DVC, Resources (Tracey Lancaster). SAT volunteers were sought via calls in our staff newsletter and selection was made with consideration of race, roles, and areas of the University.

In November 2021, we reviewed and re-established a team of colleagues from across the university which also included representation from the Students Union and our EDI Forum network to form a REC SAT. The SAT have worked to gain a greater insight and understanding of our data, and to improve the representation, progression, and success of BAME colleagues and students. Whilst our REC SAT acknowledge that a successful application to the charter mark is positive, there remains work to do to ensure that we embed race equality throughout our institution's decision making, processes and practices.

**Table 2.1: REC SAT Membership by ethnicity**

	Headcount	%
BAME Female	12	42.9%
White Female	5	17.9%
White Male	5	17.9%
BAME Male	3	10.7%
Not Known Female	2	7.1%
Not Known	1	3.6%

**Table 2.2: REC SAT Membership**

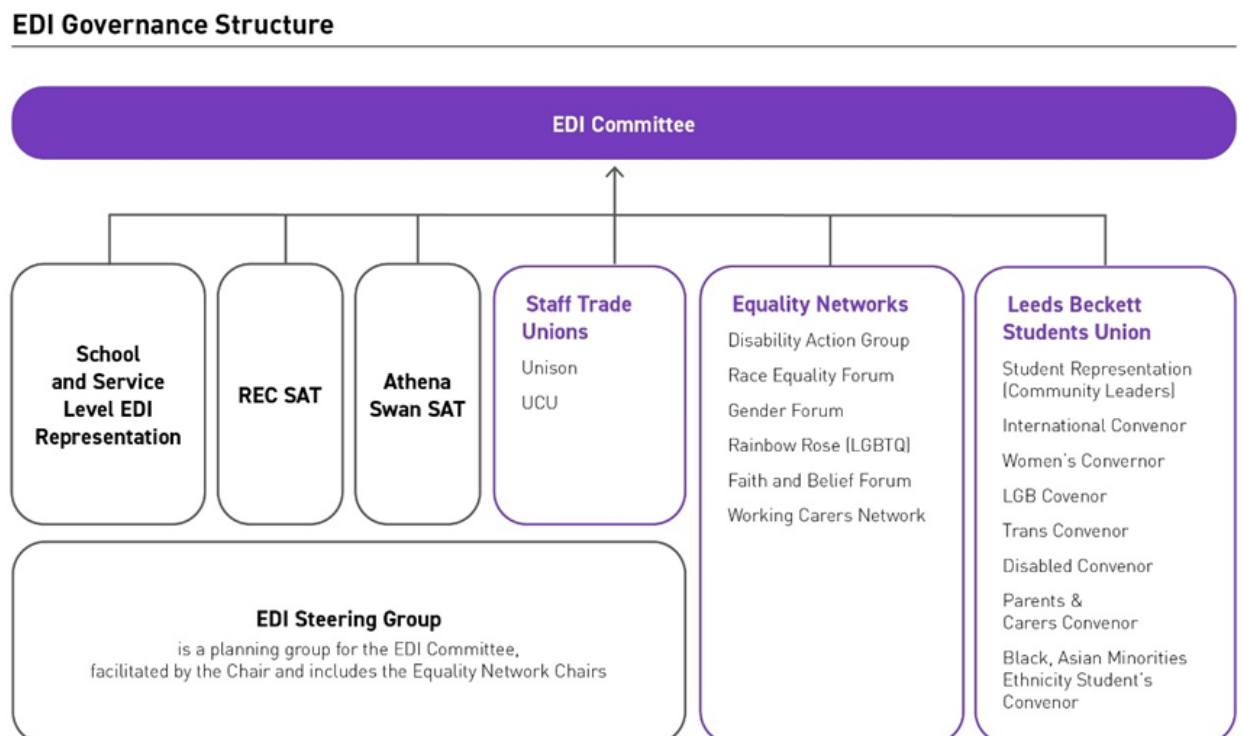
<b>REC SAT Member</b>	<b>Job Title</b>	<b>School/Service</b>	<b>Area of REC Responsibility</b>
	Deputy Vice Chancellor	VC Office	Interim Chair of the REC SAT
	Associate Director of EDI	EDI	Co-ordination of REC application
	Head of Subject	School of Health	Co-Chair, Colleague Working Group
	Dean	Leeds Business School	Co-Chair, Colleague Working Group
	Head of Admissions	Admissions	Co-Chair, Student Working Group
	Student Exec – Welfare and Communities Officer (2021 – 2022)	LBSU	Co-Chair, Student Working Group
	Student Exec - Union Affairs Officer (2022 – Present)	LBSU	Student Working Group
	EDI Manager	EDI	Co-ordination of REC application
	Director of Strategic Insight and Business Analysis	SIBA	Chair, Data Subgroup (Student Data)
	Data and Insights Mgr	HR	Data Subgroup (Staff Data)
	Dean	CSE	Colleague Working Group
	Senior Lecturer	ETHM	Colleague Working Group
	Casework Coordinator	Information Governance	Colleague Working Group
	Professor	School of Health	Chair of the Race Forum
	Director of External Relations	External Relations	Colleague Working Group
	Educational Developer	CLT	Student Working Group, Writing Group
	Course Director	Leeds Law School	Colleague Working Group
	Black, Asian & Minoritised Ethnicities Convenor, PhD Candidate	LBSU	Student Working Group
	EDI Coordinator	LBSU	Student Working Group
	Pastoral Officer	CSE	REC SAT Member
	Director of Research	CSH	Writing Group
	Reader	BEEC	REC SAT Member
	Head of Subject	Leeds Business School	Colleague Working Group
	Graduate School - Operations Manager	Graduate School	Student Working Group
	Electronic and Data Services Librarian	Library Services	Colleague Working Group, Data Subgroup
	Reader	ETHM	Colleague Working Group, Writing Group
	Director Centre for Race, Education and Decoloniality	CSE	Colleague Working Group
	Senior Lecturer	CSS	REC SAT Member

## 2b The self-assessment process

Work on the REC has been going on since the pilot in 2017, and the SAT has met regularly to guide submission activity and has raised awareness across the institution. The SAT reports into the EDI Committee, as well as its Steering Group with the Chair being a member of both. It is representative of our Schools staff ethnic profile, with a positive gender balance and good representation of PS and academics, although we are aware that BAME male colleagues and those in grades 1-5 are underrepresented.

The SAT hosted external speakers to guide our work, held discussions on all aspects of race equality at LBU and provided valuable critique and guidance on the process. We held a series of focussed sessions in the Summer of 2022 to agree our future vision, overarching narrative and key priorities. The SAT convened three subgroups (Colleague Working Group, Student Working Group and Data Subgroup). Subgroups comprise members of SAT and others with relevant skills/interest. This work dovetails with the work on bringing all the charters together so that the university takes a comprehensive approach.

**Figure 2.1: EDI Governance Structure**



**Table 2.3: RECSAT Schedule**

<b>Date</b>	<b>Attendees</b>	<b>Focus/Outcomes of Meeting</b>
2017	-	<i>LBU participation in the REC Pilot</i>
2018-2021	-	<i>Numerous activities took place during this time</i>
07/01/21	8	<ul style="list-style-type: none"> <li>Initial planning meeting with revised membership and Chair</li> </ul>
27/01/21	15	<ul style="list-style-type: none"> <li>Lessons learnt from the Pilot</li> </ul>
08/03/21	18	<ul style="list-style-type: none"> <li>Strategy for the way forward</li> </ul>
13/04/21	16	<ul style="list-style-type: none"> <li>Review of AHE Guidance and the REC Handbook</li> </ul>
05/07/21	20	<ul style="list-style-type: none"> <li>Dr Arum Verma (AHE) meeting with Subgroups</li> </ul>
19/10/21	17	<ul style="list-style-type: none"> <li>Discussion of topics raised from the Subgroups</li> </ul>
10/11/21	21	<ul style="list-style-type: none"> <li>Revised extension of the subgroups</li> </ul>
08/12/21	20	<ul style="list-style-type: none"> <li>New Subgroup Chairs briefing with the EDI Team</li> </ul>
13/01/22	22	<ul style="list-style-type: none"> <li>New Chair to set out revised vision for the REC</li> <li>Feedback from the new subgroups</li> </ul>
03/02/22	8	<ul style="list-style-type: none"> <li>Subgroup Co-Chairs and RECSAT Chair met</li> </ul>
10/03/22	20	<ul style="list-style-type: none"> <li>Intersectional Focus Group Summary Report – Group discussions</li> <li>Preparing for Stephen Lawrence Day collaborative event</li> </ul>
07/04/22	21	<ul style="list-style-type: none"> <li>Feedback from the VC Roundtable event on Women’s Career Progression and IWD Collaborative event</li> <li>Group were consulted on the institutional Athena Swan Action Plan</li> <li>Group agreed to adopt the language ‘Black and Global Majority’</li> </ul>
07/06/22	16	<ul style="list-style-type: none"> <li>Feedback from the launch of the Black and Global Majority Researcher Network</li> <li>Prof Vini Lander – Lessons from RADA Case Study</li> <li>Lessons Learnt from the Athena Swan submission process</li> </ul>
<b>Condensed Workshops to review progress to date</b>		
21/07/22	9	<ul style="list-style-type: none"> <li>Action Planning Group and Writing Group formation</li> <li>Agreed key themes for the submission</li> </ul>
17/08/22	8	<ul style="list-style-type: none"> <li>PSED Presentation on ethnicity pay gap</li> <li>Review of the Key Summary of Data</li> </ul>
27/09/22	14	<ul style="list-style-type: none"> <li>Revisiting the ‘key themes’ discussed during the summer months, including the reformatted workforce data</li> <li>Language and terminology discussion</li> </ul>
31/10/22	13	<ul style="list-style-type: none"> <li>Comms Plan</li> <li>Reflection on the emerging data and visualisation</li> <li>Discussion: Our Institutional Action Plan</li> </ul>
24/11/22	12	<ul style="list-style-type: none"> <li>Re:Tension Workshop discussion</li> <li>Action Planning update</li> <li>Writing Group feedback</li> </ul>
10/01/23	12	<ul style="list-style-type: none"> <li>Discussing the future of the self-assessment team and its governance</li> <li>Action plan delivery and implementation</li> </ul>

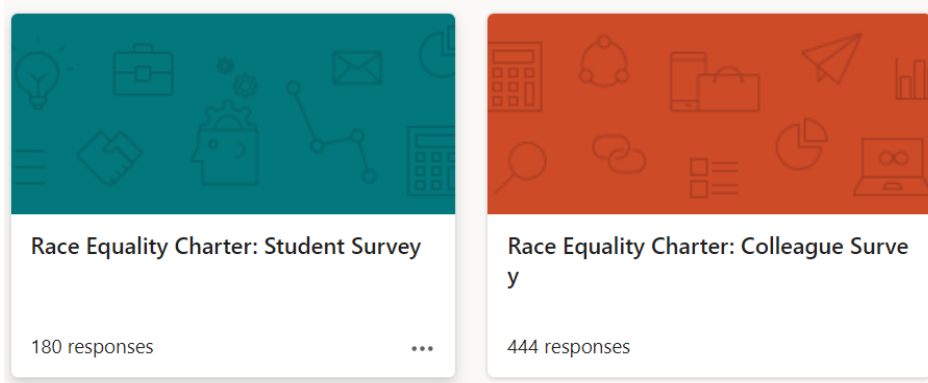
## 2c Involvement, consultation, and communication

We consult and co-create, embedding equality in everything we do, at all levels. REC has been woven into the continuous internal and external dialogue, reflection and resulting actions embedded in our EDI Strategy, our work on decolonisation, and commitment to become an anti-racist university. This work has been extensive, with core activities shown below.

### Surveys

The Data Subgroup analysed data to inform actions and planning. The surveys were carried out between April and October 2022 with a response rate of 444 (20%) of 2,162 FTE colleagues and the student survey had a response of 180 (0.9%) of 18,113 students – which we recognise is very low.

We also undertook analysis work on the surveys, providing us with the report of key themes and they are detailed throughout this submission and have informed the action plan.




*REC Surveys, MS Forms*



*Race Equality Charter: Student Survey  
Promotional video, 202*

**Table 2.4: Colleague Survey – ethnicity breakdown**

Colleague Survey - Minority Ethnic Background	
I consider myself to be from an ethnic minority background	80 (19%)
I do not consider myself to be from an ethnic minority background	345 (81%)
Colleague Survey -Nationality	
UK/British, including English, Welsh, Scottish, Northern Irish, Channel Islands and Isle of Man	378 (86%)
From within the European Union	17 (4%)
From outside the European Union	24 (6%)
Prefer not to say	17 (4%)



**RACE EQUALITY CHARTER SURVEY**

The [Race Equality Charter survey](#) is still open. Leeds Beckett University is committed to addressing racial inequalities and creating an inclusive culture and environment where individuals are able to thrive, irrespective of their race or ethnicity. To help facilitate progress, we are currently working towards an application for Advance HE's Race Equality Charter. We want to hear your views on studying or working at Leeds Beckett University and whether you think there is anything we can do to eradicate racial discrimination and advance race equality.

The survey is for all employees of Leeds Beckett University.

*Survey promotion in LBU Voices internal staff newsletter, June 2022*

**Table 2.5: Student Survey – ethnicity breakdown**

Student Survey - Minority Ethnic Background	
I consider myself to be from an ethnic minority background	76 (44%)
I do not consider myself to be from an ethnic minority background	7 (56%)
Student Survey – Student Registration Information	
UK Home Student	125 (71%)
International Student from within the European Union	7 (4%)
International Student from outside of the European Union	43 (24%)
Prefer not to say	2 (1%)

The Surveys were communicated regularly using a variety of methods detailed in Table 2.8.



**Table 2.6: Communication of Surveys**

Colleague Communications	
LBU Voices X 3	
Staff Intranet Page announcements	
Targeted Email Communications	
Colleague Networks Meetings	
Student Communications	
Community Stall X 2	Sabbatical Officers and Convenors supporting students to complete the survey in LBSU buildings with refreshments
Beckett's List X 4	E-newsletter issued to all students

### Communication & Consultation

REC has been a golden thread running through all our internal and external communications, consultation, and reflections over the past few years. This demonstrates the commitment towards decolonisation and becoming an anti-racist university. There have also been specific events, detailed below.



*Re:Tension Workshop, November 2022*

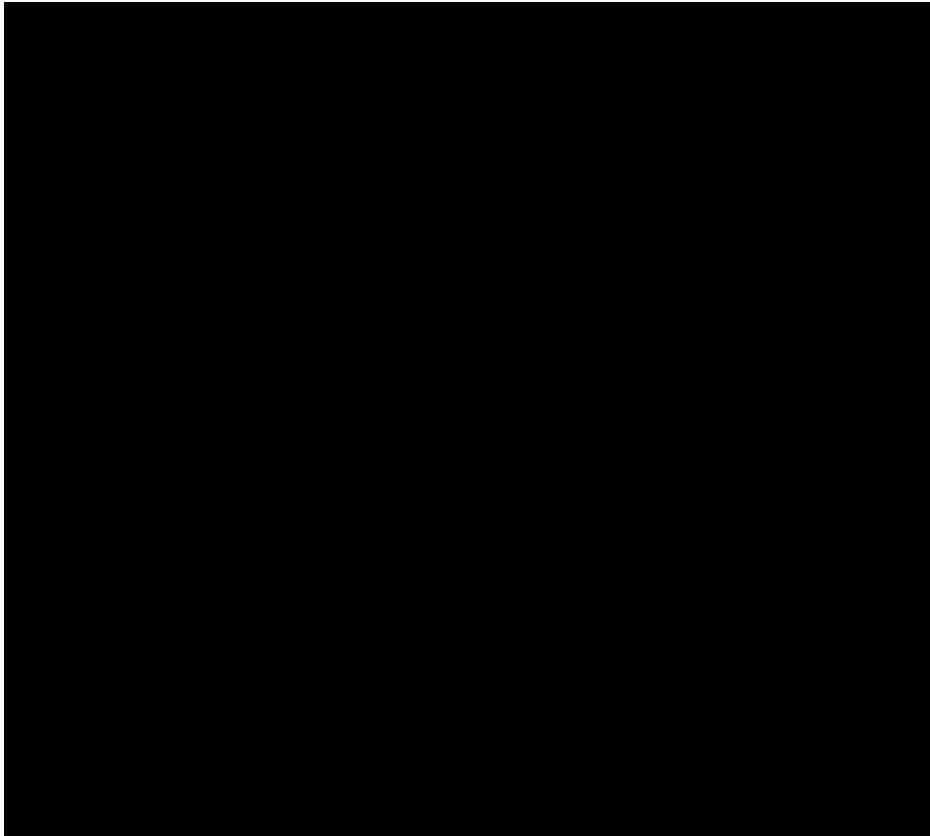


*Lara Rose, PhD student unveils her statue of Dr Geraldine Connor to Leeds City Councillors, December 2022*



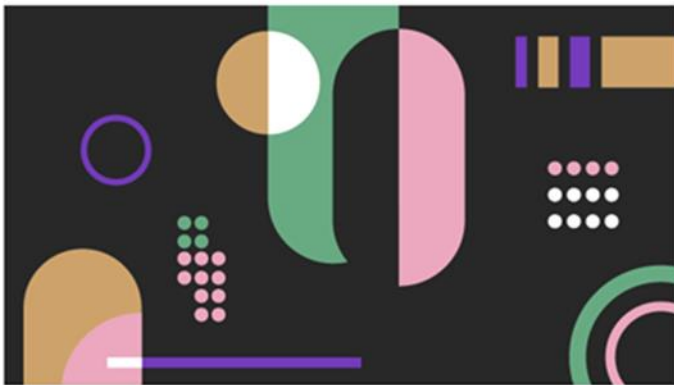
*Global Student Ambassadors, 2021*





*Stephen Lawrence Day Symposium and City Campus Light Display, 2022*

#### WHAT'S ON AT LBU



#### ANNUAL RACE LECTURE

**DATE:** Wednesday 26 October

**TIME:** 18:00-20:00

**VENUE:** Online & Lecture Theatre 1, Carnegie School of Sport

**DETAILS:** For this year's Annual Race Lecture, our panel will reflect on the disproportionate impact Covid-19 had on racialised minorities. We ask; How do we advance race equity in light of this and previous 'pivotal moments'?

*BHM Activity, 2020-2022*



LBSU Event, 2022

It's about embedding anti-racist behaviours, for example unconscious bias. It should not be bottom up but sideways, 360. – Race Forum Member



The Bradford Dhol Project drumming workshop, funded by the Equity and Inclusion Fund, 2022 and part of the Black and Global Majority Researcher Network.

## 2d Future of the self-assessment team

The SAT will continue to meet on a monthly basis. A review of the terms of reference and purpose of the group will take place soon after application submission to ensure that the focus of the group will include monitoring, ongoing review of data sets, formal annual action plan review, and formal reporting into governance boards.

An annual review of the membership will take place to ensure diversity of engagement, succession planning, implementation of the AP and continuation towards future applications.

Consideration will be put to joining our Athena Swan SAT and REC SAT together to form an overall Charter Mark SAT. It is likely that this option may only progress when both charter marks are in the same phase of active action plan delivery. The separate SATs' members believe this option will help us avoid duplication as well as promoting an intersectional approach to delivery.

The UET holds overall accountability for REC delivery and progress against the action plan. EDI reports are provided on a quarterly basis to UET submitted through Finance, Staffing and Resources Committee and Academic Board and then to the Board of Governors.

REC actions are embedded into our schools and services' strategic plans, allowing a greater level of accountability to take place through the annual review process of strategic plans, as well as encouraging an intersectional approach across the university.

To support purposeful monitoring of action plan delivery, we will utilise Microsoft Planner to log and track progress of actions and continuity towards our next application,

During the period that the submission was being compiled, the REC self-assessment team sat within a wider structure which was reviewed and signed off at Finance, Staffing & Resources Committee (FSRC) on the 10<sup>th</sup> February 2023. We undertook the review and made changes as a direct result of feedback arising out of the REC SAT. The paper to FSRC states:

*“As part of our Race Equality Charter (REC) submission, we need to articulate our approach to EDI governance. We elected to consider whether we might make any changes that would strengthen our governance and/or better reflect the importance of implementing sector leading EDI practices as outlined in our revised University strategy.”*

This led to FSRC taking on formal responsibility for reports relating to the University's progress against the EDI agenda. The panel will already have details of the range of colleagues who contributed to the compilation of our submission. For the purposes of developing the submission, the REC SAT was linked to the long- standing EDI committee (indeed a number of colleagues sat on both groups). This provided the REC SAT with collaborative support, but also provided the SAT with some

independence as it conducted its work. The REC SAT was chaired by the Dean of the School of Humanities and Social Sciences and supported by the Associate Director of HR (ADHR) with specific responsibility for Equality, Diversity and Inclusion. Unfortunately, in November 2022 prior to submission, the Chair was unexpectedly taken seriously ill and the ADHR began maternity leave. Therefore, to complete the submission, the DVC Resources stepped into the role of Chair of the RECSAT. The DVC Resources also chairs the EDI committee.

This experience has provided the opportunity to reconsider how the REC SAT will function best in the future, and how we can increase the visibility of the institution's commitment and integrated approach to the EDI agenda. We are doing this in a number of ways:

Last year, the University achieved a bronze Athena Swan award. Given the overlap between elements of the AS and REC action plans, we have decided to amalgamate the two SAT teams into a single Charter Marks Group that will be chaired by our PVC Research and Innovation. This group will drive the implementation of an integrated action plan. It will provide progress reports to and engage in dialogue with the EDI committee.

We have also taken the opportunity to formalise the link between the School EDI groups and the EDI committee so that information arising out of the school EDI committees will not only be reported into Academic Board, but also to EDI committee so that arising issues can be considered by the range of colleagues represented at that group.

We have committed each member of the University Executive Group to a specific EDI related objective. They will each be held to account for progress against this objective in their Personal Development Review, led by the Vice Chancellor. These EDI objectives are:

- Vice Chancellor – ensure REC improvement plan is being delivered
- DVC Academic – reduce the student attainment gap (measured against APP targets)
- DVC Resources – Improvements to EDI governance and internal communications
- PVC Employer Engagement – Reduce the student progression gap (measured against APP targets)
- PVC Research and Innovation – close gaps in rates of promotion to reader and/or professor for black and global majority colleagues
- PVC University Recruitment and Global Engagement – continue to support equity of access to HE study (measured against APP targets)
- Director of Finance – support the allocation of resource to EDI initiatives
- Director of HR – review recruitment processes to increase recruitment and retention of colleagues who are PoC (benchmarked against sector data)
- Registrar and Secretary- to support the development of a diverse Governing Body (benchmarked against sector data)

- Director of Strategic Insight and Business Analysis- Develop intersectional and EDI specific data analysis to improve identification and prioritisation of issues for action

There are three further areas for action that have arisen from the feedback to the REC submission provided by the panel but which have not yet been shared with the EDI committee or open for input and discussion with colleagues:

We have recognised that we do not currently have, other than the EDI committee itself, EDI groups relating to the professional services of the University, that would mirror the EDI groups in the schools. We have begun a discussion about how this might best be addressed and will discuss this with staff in the professional services. At present we are considering whether some large directorates (e.g. Library and Student Services, Estates) should have EDI local groups and smaller directorates should join together in a single EDI group, or whether there should be one EDI group for the professional services.

Prompted by feedback from the Race Forum, UET are considering the appointment of two additional 'academic associates', each on a 0.2 basis. These roles, appointed from our existing academic community, would have an explicit EDI agenda relating to research, and separately, to teaching and learning. These discussions are at an early stage and would also need to be debated with the race forum and other interested parties. Additional resource would be available.

Finally, given the creation of the Charter Mark Group, we are reviewing the constitution of the EDI committee to ensure that we limit overlap of membership and operation between the two groups, but use the new arrangements to increase the breadth of EDI debate, discussion and action within the University. Any changes would also need to be open to challenge and debate from the wider university.

The diagram below represents the flow of EDI information through the formal and deliberative structures of the University and includes the new Charter Mark group

Funding and resourcing for REC activity is considered as part of our ongoing budgeting process. Schools and Services will incorporate REC actions into their local plans that are reviewed each year by UET. The new data analysis post outlined below will provide data to identify specific issues as well as monitoring to assess progress. The role of the EDI Steering Group is to operationalise relevant EDI initiatives within existing budgets or to support additional funding bids for UET/ FSRC to consider for investment.

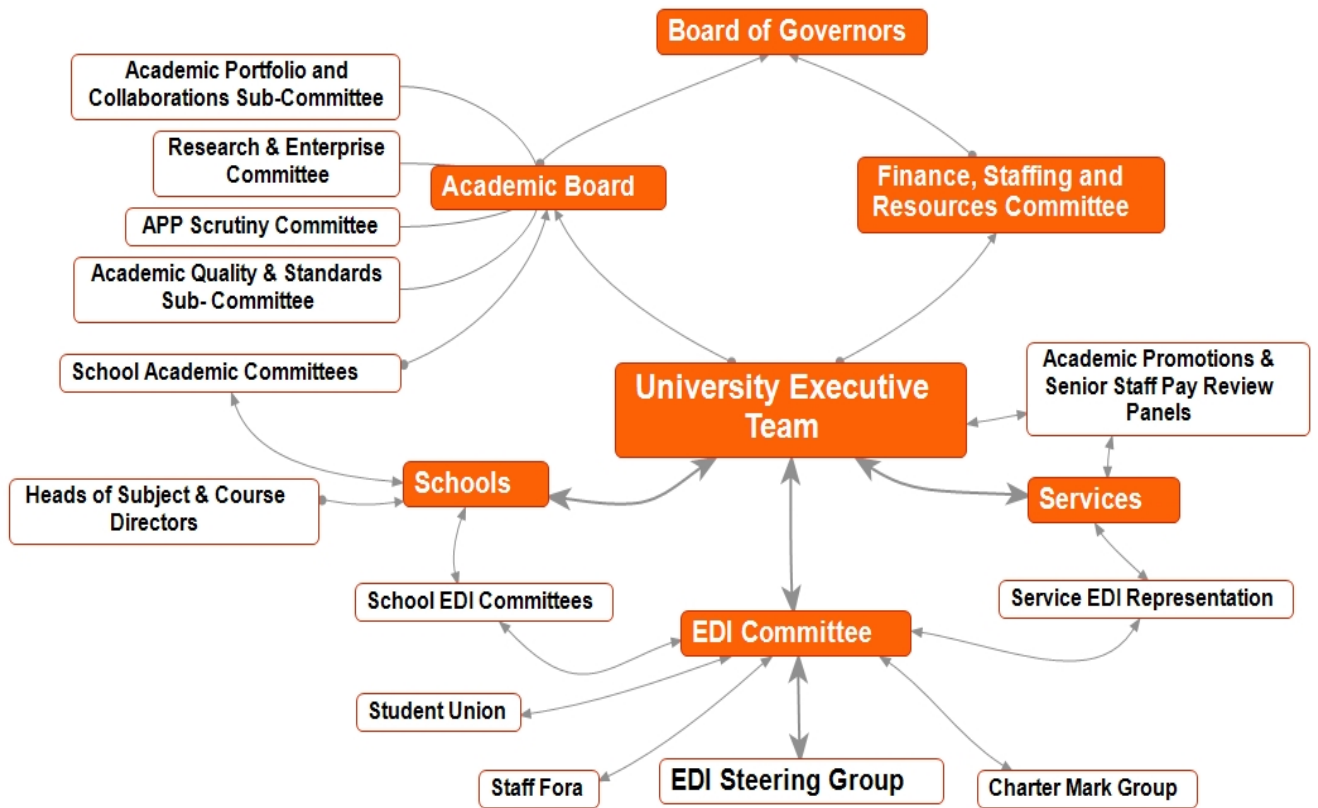
Examples of funds committed over the past 3 years include:

- Growing the EDI team from 1 to 3 people at a time when much of the University was making budget cuts. This included the senior level appointment of the Associate Director in HR with specific responsibility for EDI. One post specifically supports the work of the REC SAT and will continue to do so.
- An additional Strategic Insight Manager (Grade 7; c £45K) post in the Strategic Insight and Business Analysis team has been appointed since the submission

which will focus specifically on EDI and intersectional data analysis (appointed July 2023). We have recognised that we must improve the breadth and depth of our analysis relating to the EDI, REC and AS agenda to inform actions and prioritisation, as well as monitoring the impact of interventions. These data will complement existing repositories of lived experience and qualitative information.

- Decision at UET to use Research funding to enable work on REC identified actions [See Action 6.4].
- Additional provision has been made for a 0.7 FTE welfare post (Grade 3; c.£24K) in the Student Services structure to focus specifically on support for our BAME students.

**Item 6: EDI Governance Structure**





**Item 7: Committee roles and reporting routes**

	<b>Role</b>	<b>Reporting</b>
Board of Governors	Oversight of EDI objectives for students and staff	Annual report on progress against targets
FSR	Board-level monitoring of compliance with EDI legislation, progress against strategic aims and governance requirements	Quarterly reports to provide assurance that meaningful progress is being made against the EDI aspects of our strategy
UET	Supports the VC in direction and management of EDI matters	Quarterly report seeking assurance that meaningful progress is being made on EDI priorities (prior to progress to FSRC)
Academic Board	<p>Receives assurance from across the academic governance structure. This includes performance against:</p> <ul style="list-style-type: none"> <li>• OfS conditions of registration (Access and Participation Plan (APP) objectives, B3 conditions)</li> <li>• Assurance of academic quality and reliable standards of delivery</li> <li>• And consideration of outcomes for all students</li> <li>• Quality of enhancement activity</li> </ul>	<p>Receives reports in each cycle from:</p> <ul style="list-style-type: none"> <li>• Academic Quality and Standards Committee,</li> <li>• Academic Portfolio and Collaborations Group</li> <li>• Research and Enterprise Committee,</li> <li>• APP Scrutiny Committee</li> <li>• Degree Apprenticeship Steering Group</li> <li>• School Academic Committees</li> <li>• School EDI groups.</li> </ul> <p>Also considers the work of the 'Centre for Learning and Teaching' who lead on the development of more inclusive pedagogic practise.</p>
(EDI Steering Group	Monitors, co-ordinates and steers progress against EDI objectives	Senior colleagues with responsibility for the functions through which EDI objectives will be achieved. Receives actions from and proposes agenda items for the EDI committee.)
EDI Committee	Sub-committee of UET, for colleague consultation and representation on all matters relating to EDI.	<p>Receives reports from:</p> <p>Staff Forums (including Race Forum)</p> <p>School EDI groups</p> <p>Includes oversight of relevant data reporting</p> <p>Provides opportunity for discussion and scrutiny of EDI related developments</p> <p>Reports to UET four times per annum.</p>
Charter Mark teams	Independent SAT Groups established as task and finish groups to compose charter mark submissions. To mature into an integrated Charter Mark implementation group to support the delivery of an integrated action plan.	To report into EDI committee and raise items for debate and discussion with EDI committee.

# 3. Institution and local context

## 3a Overview of your institution

Leeds Beckett University (LBU) is an ambitious post-92 university with 23,689 students and 2,162 colleagues from over 140 countries. As a university and major employer, we nurture abilities that help to shape a lifetime for both students and colleagues alike. Our origins can be dated back to the Leeds Mechanics Institute in 1824, right through to the proud, impactful University we are today.



*City and Headingley Campus*

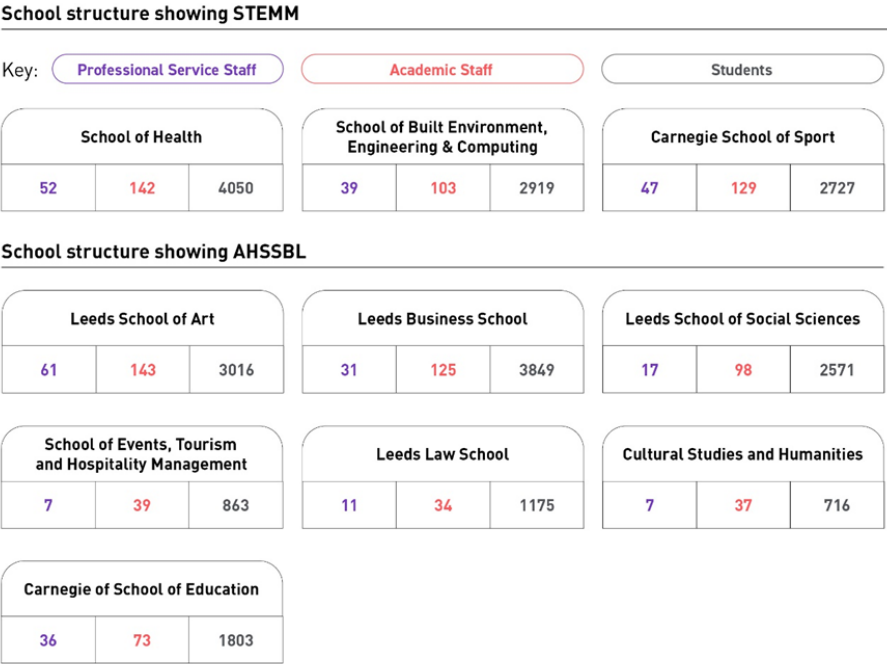


We are divided into nine Schools which deliver UG/PG programmes and undertake research/knowledge transfer, and a Graduate School that coordinates PGRs. The VC is supported by two DVCs; Resources, and Academic. Schools have significant autonomy in our structure within an overall University Strategic Framework, which was refreshed in 2021.

### Staff and Student Profile

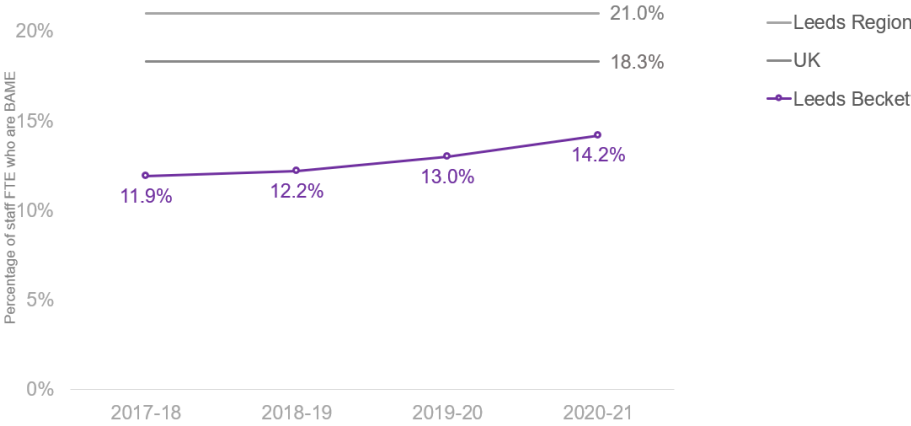
- In 2020/21 LBU employed 2176 (FTE) staff: 943 Academic and 1233 PS colleagues
- 14.2% of academics are BAME – this is lower than the national benchmark
- For PS staff, 9.2% are BAME—also lower than benchmark
- In 2020/21, LBU’s student population was 23689 – with 18,113 UGs, 5075 PGTs and 501 PGRs
- BAME student representation is higher than the national average
- We are a beacon for students at UG level, but more international at PGT

**Figure 3.1: School Structure**



Unusually for a Post-1992, we are predominantly non-STEMM. Over the last 5 years, we have worked hard to improve on many areas, such as improved teaching provision and more support for research. We are a predominately UG institution (75%) but our PGT cohort is growing (21%) and is at sector benchmark (21%). This has enhanced our reputation such that we are listed in 3 out of 4 of the world university rankings. We have significantly improved our research power and quality in REF 2021, faster than most other universities. We see improvement in our student continuation, completion, attainment, and graduate outcomes.

**Figure 3.2: Academic Staff by Nationality**

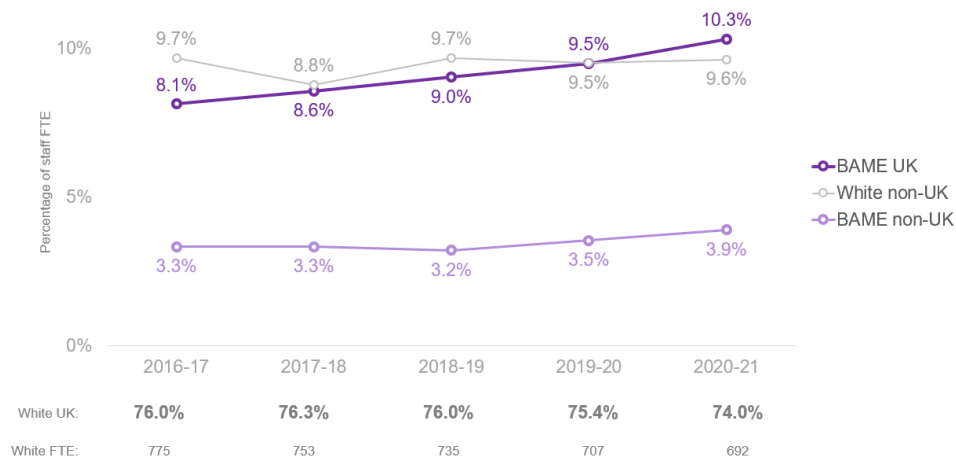


\*source for regional and national population data is 2021 census

**Table 3.1: Proportion of Academic Staff by BAME and White**

	2017/18		2018/19		2019/20		2020/21	
	FTE	FTE%	FTE	FTE%	FTE	FTE%	FTE	FTE%
<b>BAME</b>	117.1	11.9%	118.1	12.2%	122.1	13.0%	132.8	14.2%
<b>White</b>	839.1	85.1%	828.4	85.7%	796.6	84.9%	781.8	83.6%
<b>Not Known</b>	29.9	3.0%	20.4	2.1%	19.4	2.1%	20.5	2.2%

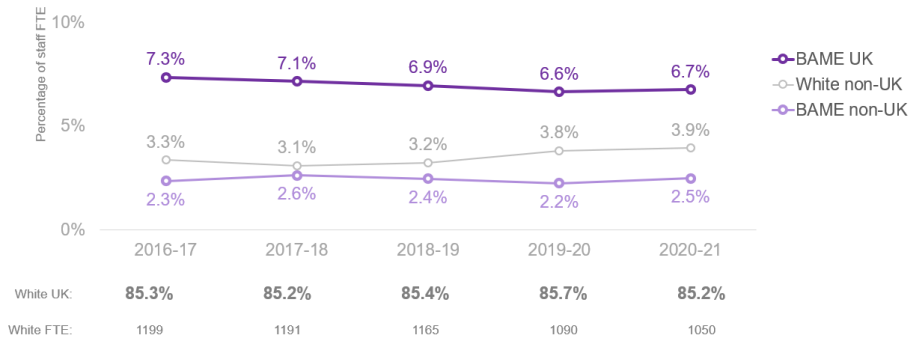
**Figure 3.3: Academic Staff by Nationality and UK Domicile**



**Table 3.2: PS Staff – UK, Non-UK and all**

		FTE%				FTE			
		2017/18	2018/19	2019/20	2020/21	2017/18	2018/19	2019/20	2020/21
<b>UK</b>	White	87.5%	87.6%	86.9%	85.8%	752.6	734.8	707.5	691.9
	Asian	4.2%	4.4%	5.0%	5.6%	36.3	36.5	40.8	45.4
	Black	3.0%	3.2%	3.1%	3.3%	26.1	26.8	25.4	26.9
	Mixed	2.2%	2.3%	2.2%	2.1%	19.1	19.6	18.1	17.1
	Information Refused	1.4%	1.5%	1.5%	1.6%	12.2	12.2	12.5	12.6
	Other	0.3%	0.5%	0.6%	0.9%	3.0	4.3	4.7	7.0
	Not Known	1.3%	0.6%	0.6%	0.6%	11.2	4.7	5.2	5.1
<b>non-UK</b>	White	68.8%	73.1%	72.0%	69.7%	86.5	93.6	89.1	90.0
	Asian	15.9%	14.2%	14.0%	14.2%	19.9	18.2	17.3	18.3
	Black	3.2%	4.8%	4.4%	6.4%	4.0	6.1	5.5	8.3
	Mixed	1.5%	0.6%	1.9%	2.0%	1.8	0.7	2.3	2.6
	Information Refused	2.9%	2.0%	1.1%	2.0%	3.6	2.6	1.4	2.5
	Other	5.5%	4.6%	6.4%	5.6%	7.0	5.9	7.9	7.2
	Not Known	2.3%	0.7%	0.2%	0.2%	2.9	0.9	0.3	0.3

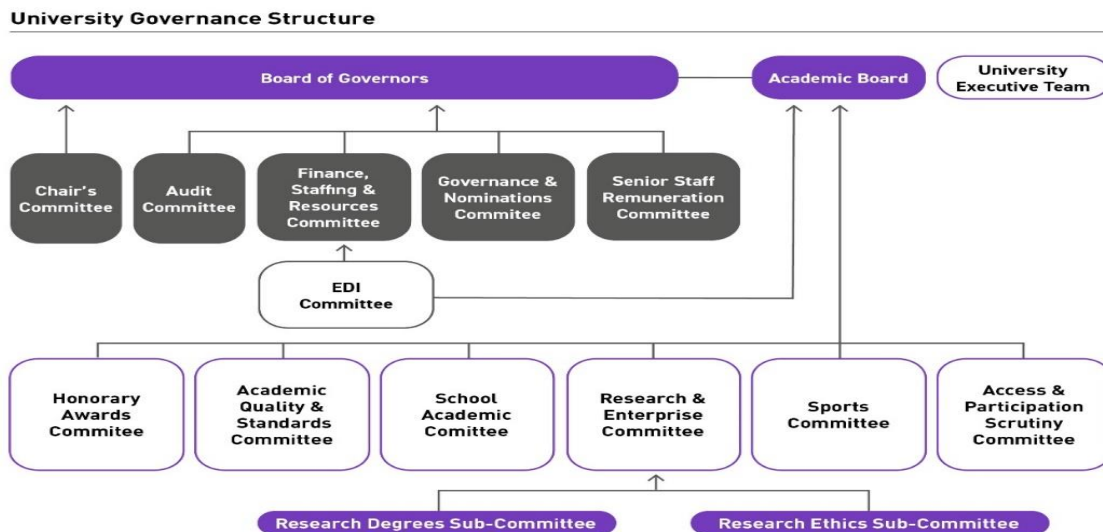
**Figure 3.4: PS Staff – UK, non-UK and all**



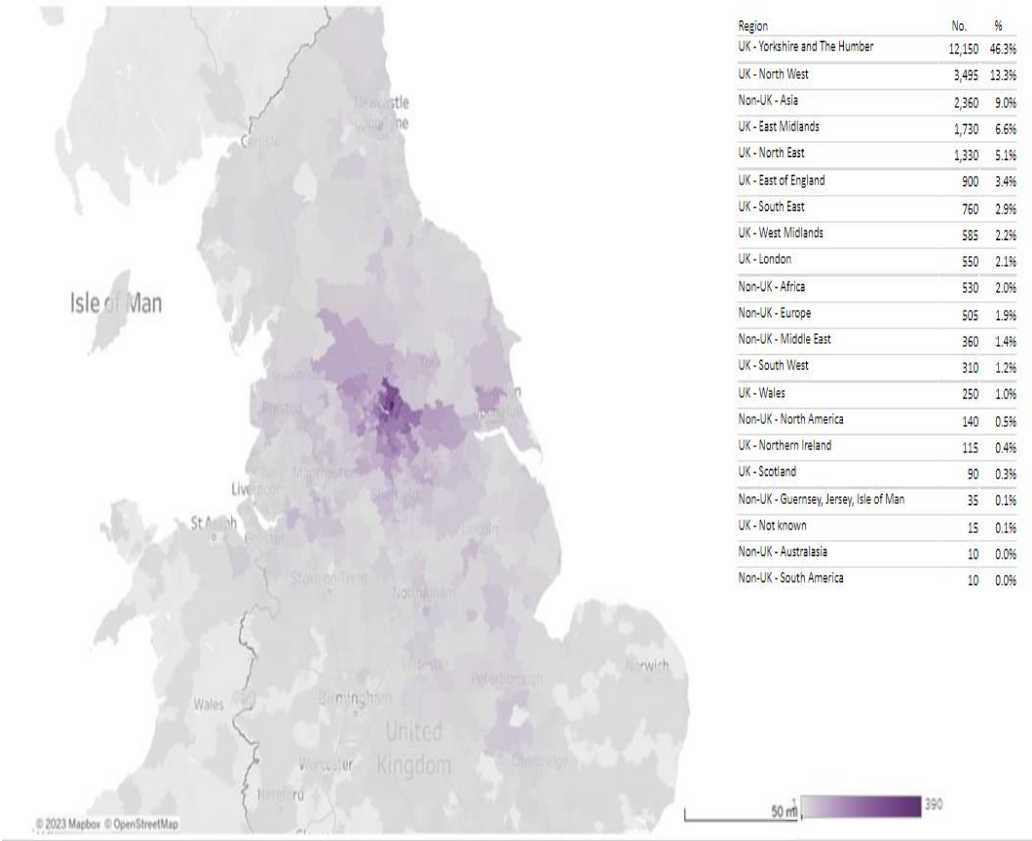
**Table 3.3: Academic Staff – UK, Non-UK and all**

		FTE%				FTE			
		2017/18	2018/19	2019/20	2020/21	2017/18	2018/19	2019/20	2020/21
UK	White	90.5%	90.8%	91.4%	91.3%	1,190.9	1,164.7	1,091.1	1,050.5
	Asian	4.0%	3.8%	3.8%	4.0%	52.5	49.2	45.2	45.8
	Black	1.8%	1.7%	1.6%	1.5%	23.1	21.5	19.4	17.4
	Mixed	1.8%	1.8%	1.6%	1.7%	23.2	22.9	18.9	19.7
	Information Refused	1.0%	1.1%	1.0%	1.1%	12.7	13.9	12.5	12.8
	Not Known	1.0%	0.7%	0.4%	0.4%	12.6	9.6	5.3	4.3
	Other	0.1%	0.1%	0.1%	0.0%	1.0	1.0	0.7	0.1
non-UK	White	52.4%	54.3%	60.7%	58.7%	43.0	43.7	48.2	48.4
	Asian	18.3%	18.4%	17.1%	15.4%	15.0	14.8	13.5	12.7
	Black	15.6%	16.0%	12.6%	13.2%	12.8	12.9	10.0	10.9
	Mixed	9.4%	5.8%	6.1%	7.7%	7.7	4.7	4.8	6.3
	Information Refused	1.2%	1.2%		1.2%	1.0	1.0		1.0
	Not Known	1.7%	3.1%	3.6%	3.3%	1.4	2.5	2.8	2.7
	Other	1.4%	1.2%		0.5%	1.1	1.0		0.4

**Figure 3.5: Governance Structure as of March 2023**



**Figure 3.6: Student Population Map 2020-2021**



Our international student cohort has risen 64% since 2018/19 (1,386 to 2,227 students). We are based at two locations with distinct personalities. Seven Schools are based at City Campus and our iconic buildings create a dynamic, professional environment. Historic Headingley campus houses three Schools based around a grassy “Acre”. The culture here is calmer. 19<sup>th</sup> and 20<sup>th</sup> century architecture compliments our cutting edge new Sports building.

I have experienced lots of seminars about race and EDI within academia and I know there is a lot of research going on at present around these issues within Schools and in the wider community –  
*Anonymous Student*

## 3b Overview of the local population and context

LBU is deeply embedded in the economic and social structures of Leeds. Over 3,000 of our students each year are recruited from the region and 59% of students were working in Yorkshire following graduation. Our VC chairs the Leeds City Inclusive Anchor Network which supports us in the effective conduct of our purpose, which is to make a positive and decisive difference to people, organisations, and communities.

The population of Leeds is 812,000 of which 79% is White and 21% is BAME including the other ethnic group categories (2021 Census).

### Figure 3.7: Student Survey Data

8. I am aware of ethnic/racial tensions within the local community

[More Details](#)

Disagree	35
Slightly disagree	11
Neither agree or disagree	43
Slightly Agree	39
Agree	51



11. I have witnessed or been the victim of racial discrimination in the local area

[More Details](#)

[Insights](#)

Disagree	120
Slightly disagree	18
Neither agree or disagree	8
Slightly Agree	11
Agree	23

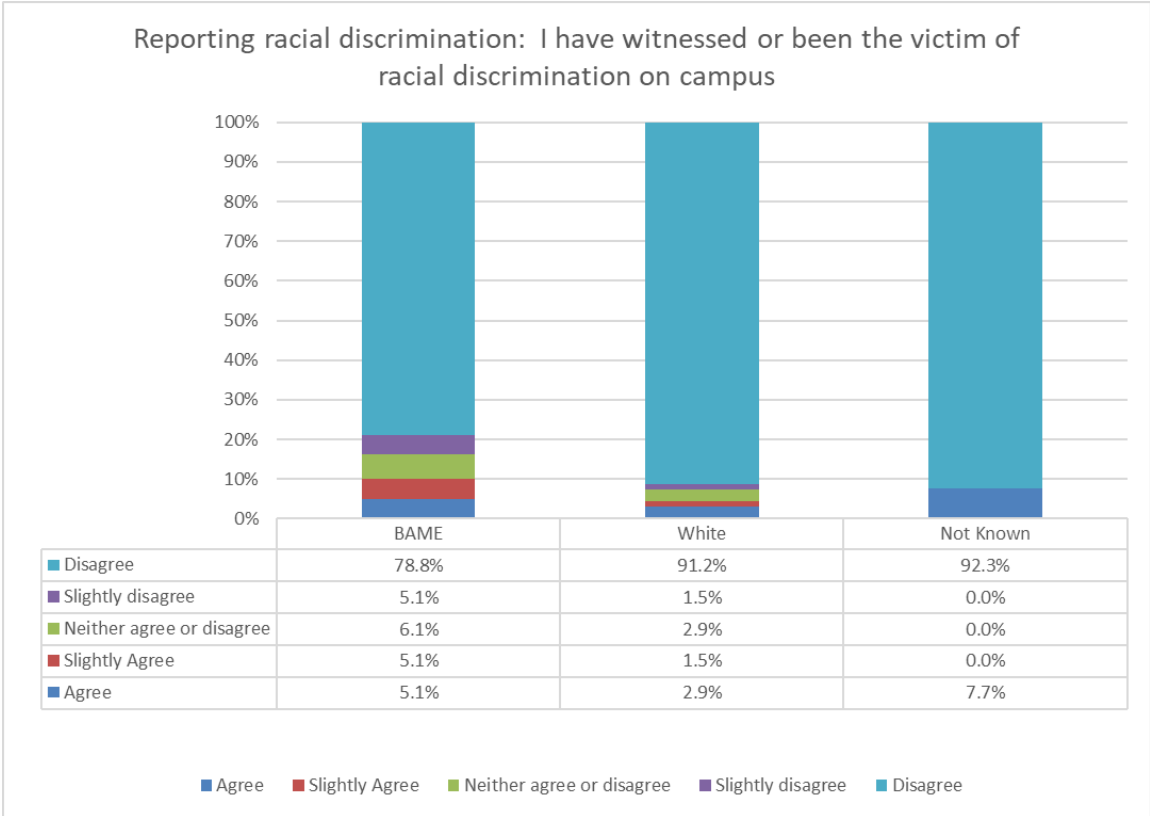


The survey highlighted the challenges faced by BAME/international staff/students post Brexit and COVID-19 with more staff/students witnessing or being victims of racial discrimination in the local area.

I have experienced discrimination and racism in my time at university. I believe [LBU] needs to work on addressing implicit covert forms of discrimination and prejudice from staff and students rather than only the explicit forms –  
*Anonymous student*

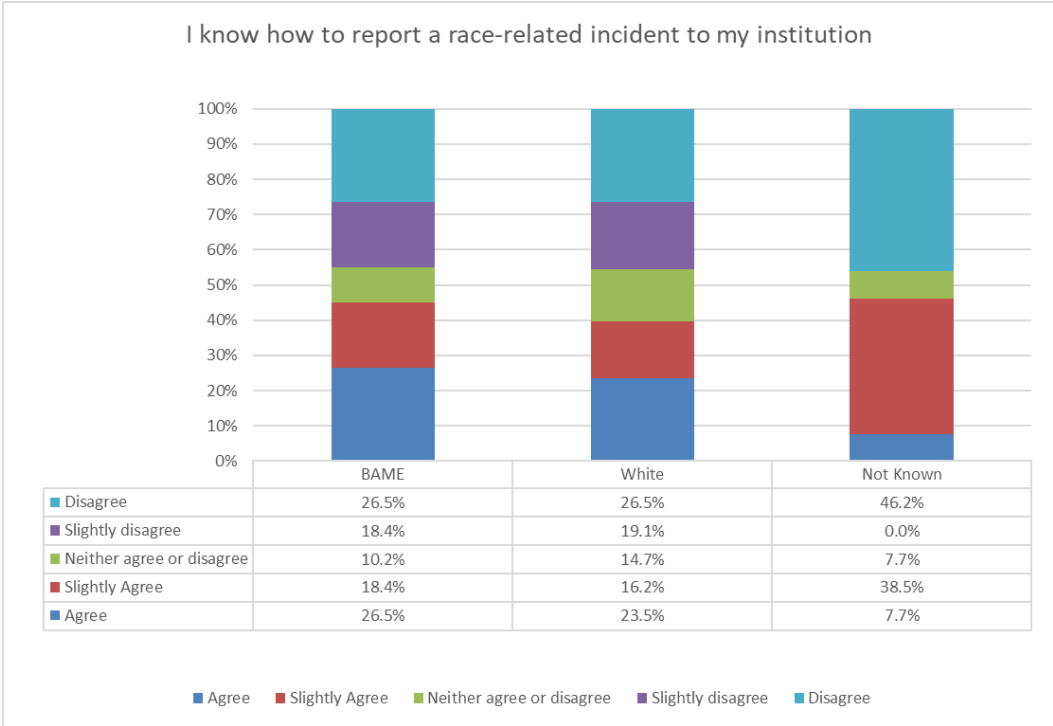
LBU is keen to continue to develop institutional knowledge on race relations and to improve relationships locally with our diverse communities, for example through our Caribbean Carnival Cultures Project, and ultimately to develop a better future for our staff and students.

**Figure. 3.8: Reporting racial discrimination I have witnessed or been the victim of racial discrimination on campus – Student Survey**

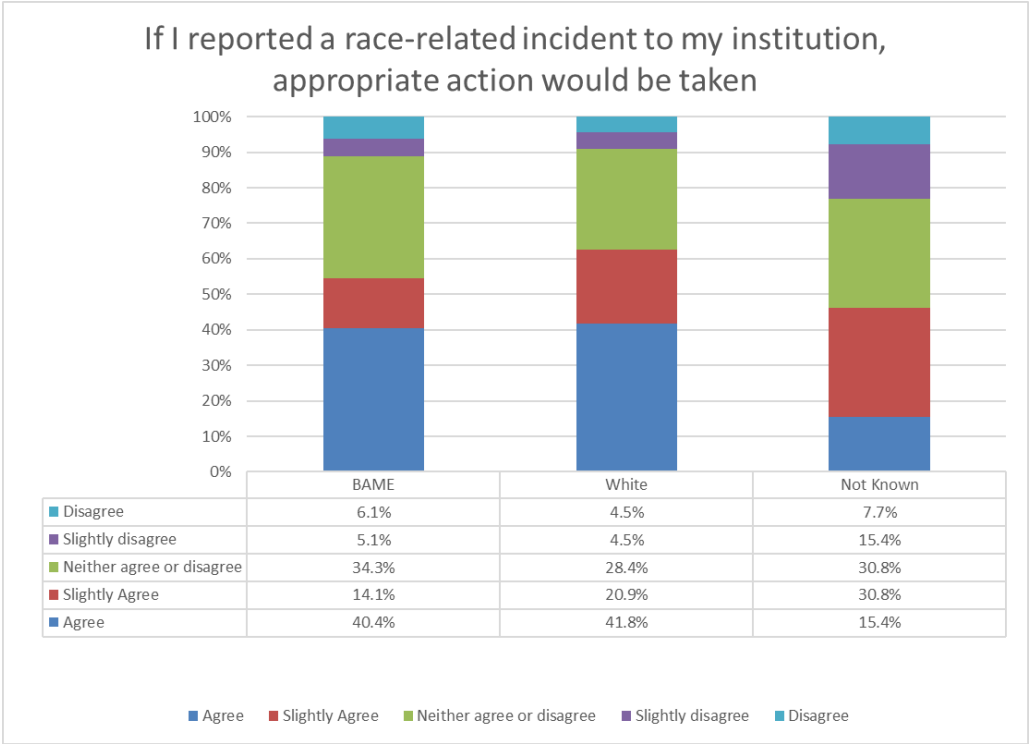




**Figure 3.9: I know how to report a race-related incident to my institution – Student Survey**



**Figure 3.10: - If I reported a race-related incident to my institution, appropriate action would be taken – Student Survey**



Our BAME students are more aware of how to report a race-related incident (44.9%) than our White students (39.7%).

A higher percentage of our BAME students have witnessed or have been the victim of discrimination on campus (10.2%) when compared to White our students (4.4 %).

Our BAME students are less confident that appropriate action would be taken if they reported a race-related incident (54.5%) than our White students (62.7%).

We recognise that there is significant work to be done to ensure that LBU is a place where our many and diverse cultures and communities can thrive and feel respected. We set out intentions in this regard in our anti-racism statement of 2020. <https://www.leedsbeckett.ac.uk/our-university/equality-and-inclusion/anti-racism-statement/>

We recognise that there is more to be done to address racial harassment and discrimination and to encourage colleagues and students to report with confidence using our Support Report Respect (SRR) platform since its launch in 2021.

This work is overseen by the Executive Director of HR and Associate Director of Student Services, who report on progress jointly to both the EDI Committee and Joint Consultative Committees Trade Union representatives are present at both.

An update on the SRR provision was given to the April 2023 EDI Committee which agreed that although progress has been made in launching the new platform, further developments are required to address the challenges identified with underreporting. A summary of the key recommendations agreed by the EDI Committee are as follows:

- Review the online tool for students and colleagues on a quarterly basis, focusing on user journey and data collation to identify trends and monitor uptake.
- To evidence compliance with the Universities UK and OfS recommendations in responding to racial harassment and sexual harassment.
- Once published, bring together colleagues across the institution (including senior management) to review, discuss and implement the OfS regulations on harassment and sexual misconduct. It is anticipated this should take three months to implement once the regulations are confirmed.
- Continue to ensure all disclosures and reports are recorded via the online tool to reduce discrepancies for example, from duplicate reports being made. This will involve increased promotion and awareness amongst the

- university community on how to submit an online disclosure/report and enhancing processes for managing these once submitted.
- An annual review of the Dignity and Respect Adviser role, focusing on training requirements, key skills, and volume of trained colleagues, dependent on demand. This includes new cohort recruitment [see action 4.4].
- SRR specific training refreshers (Consent, Allyships, Disclosures, EDI Awareness) to be reviewed and regular refreshers provided for HR Colleagues within the relevant areas in partnership with external specialist providers [see action 5.6].
- Bringing together relevant policies across the institution to a united approach (e.g Personal Relationships at Work Policy).

To raise awareness of SRR and to support colleagues responding to student disclosures, a one-hour training session was launched in 2022, scheduled monthly for any Professional Service or academic colleague to access, with a specific focus on those who work closely with students in a frontline capacity. To date, six sessions have been held and well received, with 100% of participants agreeing that they would recommend this training to a colleague. Since October 2022 155 colleagues have participated, with further sessions scheduled to be delivered in the new academic year via the MyDevelopment platform. An analysis of participation rate by area will be undertaken to inform subsequent targeted actions in areas where there has been less engagement, supported by the relevant HR Business Partners. Line Managers automatically receive a record of their direct reports' successful completion of this training.

In response to conversations at both the JCC and EDI Committees, we have placed significant emphasis on promotion of SRR and the importance of student and colleague safety. We will continue to carry out the following activities to raise awareness amongst our university community:

- Quarterly targeted communications relating to student safety, delivered via student newsletters, including all student emails, monthly accommodation briefings and social media.
- Creation of two promotional videos which include key colleagues from across the institution including LBSU. A separate video focussing on colleague reporting will also be produced.
- A minimum of two termly Awareness events including pop-up stalls in university accommodation and 'Safety and Wellbeing Roadshows' in conjunction with Unipol and other institutions in the city.
- HR Advisers training on topics including Sexual Harassment, consent and disclosures and Unconscious Bias (Inclusive Decision Making).
- ER Manager, HR Advisors and HR Business Partners attended the re:tension workshops.

# 4. Staff profile

## 4a Academic staff

### Data and categories

Throughout our REC submission we are using 'BAME' to refer to people of ethnic minority heritage. We understand that it is an inadequate term, disliked by many, which fails to reflect the differences of our multiple communities.

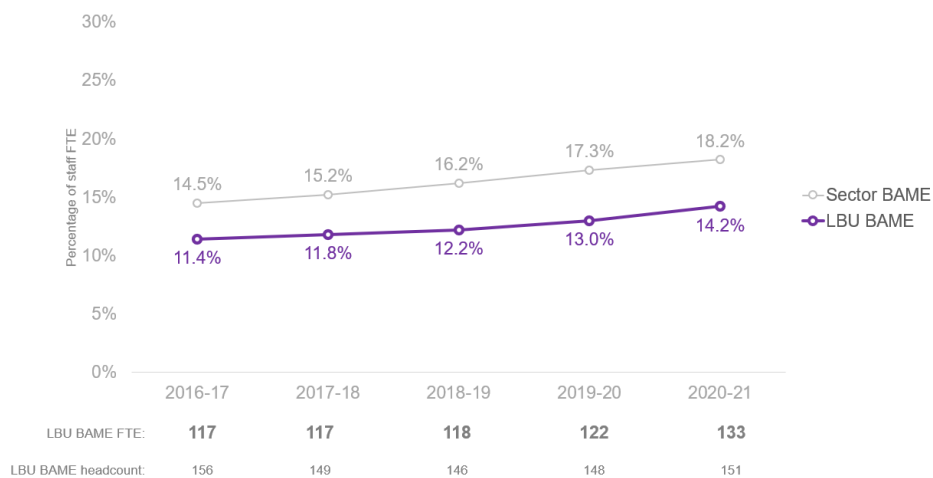
In an institution-wide consultation conducted 'BAME' was agreed to be used until a more suitable term was found acceptable to the majority of staff and students, where possible we will always use the full terminology **Black, Asian and Minority Ethnic**, however in a written form and in the use of data our systems currently use the acronym.

We are committed as part of our actions to further race equality to exploring this discussion and deliver an institutional consultation on the language and terminology used so that it is emphasised in a more positive and empowering way.

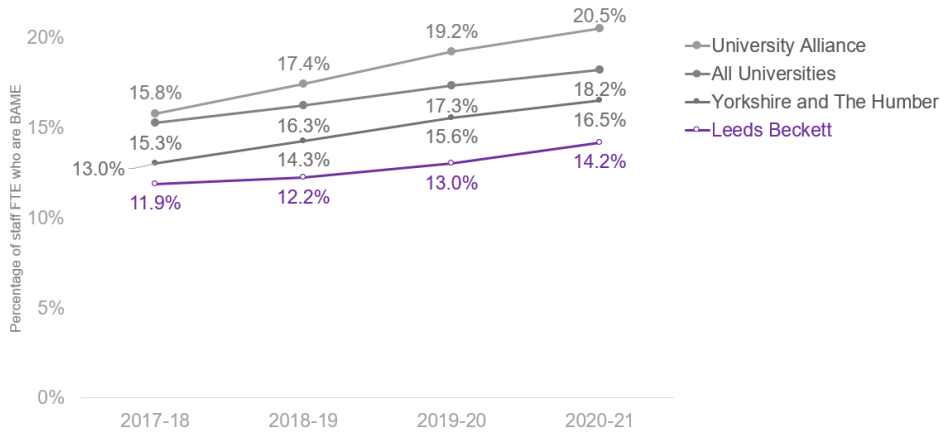
### The institution as a whole

The proportion of academic colleagues who identify as BAME has increased from 12% in 2018/19 to 14% in 2021/22, though the proportion of BAME academic colleagues in the sector has increased from 16.2% to 18.2% in the same period, showing that we are still behind the sector in relation to this.

**Figure 4.1: Staff Population: Proportion of BAME academic colleagues**



**Figure 4.2: Benchmark against other Universities % of BAME academic colleagues FTE**



**Table 4.1: Total number and % of academic UK/Non-UK by ethnicity**

		FTE%				FTE			
		2017/18	2018/19	2019/20	2020/21	2017/18	2018/19	2019/20	2020/21
UK	White	87.5%	87.6%	86.9%	85.8%	752.6	734.8	707.5	691.9
	Asian	4.2%	4.4%	5.0%	5.6%	36.3	36.5	40.8	45.4
	Black	3.0%	3.2%	3.1%	3.3%	26.1	26.8	25.4	26.9
	Mixed	2.2%	2.3%	2.2%	2.1%	19.1	19.6	18.1	17.1
	Information Refused	1.4%	1.5%	1.5%	1.6%	12.2	12.2	12.5	12.6
	Other	0.3%	0.5%	0.6%	0.9%	3.0	4.3	4.7	7.0
	Not Known	1.3%	0.6%	0.6%	0.6%	11.2	4.7	5.2	5.1
non-UK	White	68.8%	73.1%	72.0%	69.7%	86.5	93.6	89.1	90.0
	Asian	15.9%	14.2%	14.0%	14.2%	19.9	18.2	17.3	18.3
	Black	3.2%	4.8%	4.4%	6.4%	4.0	6.1	5.5	8.3
	Mixed	1.5%	0.6%	1.9%	2.0%	1.8	0.7	2.3	2.6
	Information Refused	2.9%	2.0%	1.1%	2.0%	3.6	2.6	1.4	2.5
	Other	5.5%	4.6%	6.4%	5.6%	7.0	5.9	7.9	7.2
	Not Known	2.3%	0.7%	0.2%	0.2%	2.9	0.9	0.3	0.3

For UK academics, there has been a small growth in the number of Asian academic colleagues, increasing from 4.2% (36.3 FTE) in 2017/18 to 5.6% (45.4 FTE) in 2020/21. Over the four-year period there has been a decrease in UK white academic staff.

For Non-UK academics, there has been a higher growth seen in Black academics over other groups, in 2017/18 increasing from 3.2% (4 FTE) to 6.4% (8.3 FTE) in 2020/21. Whilst numbers are small there is number growth evident in some groups.



			2017/18		2018/19		2019/20		2020/21	
			FTE	FTE%	FTE	FTE%	FTE	FTE%	FTE	FTE%
<b>Leeds Business School</b>	<b>UK</b>	Asian	8.8	8.2%	11.6	10.6%	14.6	13.8%	15.6	14.6%
		Black	7	6.6%	6.7	6.1%	7.8	7.3%	9	8.5%
		Mixed	4.2	3.9%	3.7	3.4%	3.3	3.1%	3	2.8%
		Other	0	0.0%	1	0.9%	1	0.9%	4	3.8%
		<b>BAME</b>	<b>20</b>	<b>18.7%</b>	<b>23.1</b>	<b>21.1%</b>	<b>26.7</b>	<b>25.1%</b>	<b>31.6</b>	<b>29.7%</b>
		White	84.8	79.3%	84.8	77.5%	78.7	74.0%	73.3	68.9%
		Not Known	2.1	2.0%	1.6	1.4%	1	0.9%	1.5	1.4%
	<b>UK Total</b>	<b>106.9</b>	<b>100.0%</b>	<b>109.4</b>	<b>100.0%</b>	<b>106.4</b>	<b>100.0%</b>	<b>106.4</b>	<b>100.0%</b>	
	<b>UK non-UK</b>	Asian	12.7	44.4%	10.2	42.5%	7.2	33.0%	5.5	30.0%
		Black	0.7	2.4%	0	0.0%	0	0.0%	0	0.0%
		Mixed	0	0.0%	0	0.0%	0	0.0%	0	0.0%
		Other	3.2	11.1%	1.9	7.9%	2.8	13.0%	1.3	7.1%
		<b>BAME</b>	<b>16.6</b>	<b>57.9%</b>	<b>12.1</b>	<b>50.4%</b>	<b>10</b>	<b>46.0%</b>	<b>6.8</b>	<b>37.1%</b>
		White	11.8	41.3%	11.9	49.6%	11.8	54.0%	11.5	62.9%
		Not Known	0.2	0.8%	0	0.0%	0	0.0%	0	0.0%
	<b>UK non-UK Total</b>	<b>28.6</b>	<b>100.0%</b>	<b>24</b>	<b>100.0%</b>	<b>21.8</b>	<b>100.0%</b>	<b>18.3</b>	<b>100.0%</b>	
	<b>Overall Total</b>	<b>Total:</b>	<b>135.5</b>		<b>133.4</b>		<b>128.2</b>		<b>124.7</b>	

			2017/18		2018/19		2019/20		2020/21	
			FTE	FTE%	FTE	FTE%	FTE	FTE%	FTE	FTE%
<b>Leeds Law School</b>	<b>UK</b>	Asian	1	3.7%	1.5	5.4%	2.6	8.4%	3	9.4%
		Black	0	0.0%	0	0.0%	0	0.0%	0	0.0%
		Mixed	0	0.0%	0	0.0%	0	0.0%	0	0.0%
		Other	0	0.0%	0	0.0%	0	0.0%	0	0.0%
		<b>BAME</b>	<b>1</b>	<b>3.7%</b>	<b>1.5</b>	<b>5.4%</b>	<b>2.6</b>	<b>8.4%</b>	<b>3</b>	<b>9.4%</b>
		White	25.7	96.3%	26.1	94.6%	28	91.6%	28.8	90.6%
		Not Known	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	<b>UK Total</b>	<b>26.7</b>	<b>100.0%</b>	<b>27.6</b>	<b>100.0%</b>	<b>30.6</b>	<b>100.0%</b>	<b>31.8</b>	<b>100.0%</b>	
	<b>UK non-UK</b>	Asian	0.2	100.0%	0	0.8%	0	0.0%	0	0.0%
		Black	0	0.0%	0.5	30.1%	0	1.1%	0.1	4.1%
		Mixed	0	0.0%	0	0.0%	0	0.0%	0	0.0%
		Other	0	0.0%	0	0.0%	0	0.0%	0	0.0%
		<b>BAME</b>	<b>0.2</b>	<b>100.0%</b>	<b>0.5</b>	<b>30.9%</b>	<b>0</b>	<b>1.1%</b>	<b>0.1</b>	<b>4.1%</b>
		White	0	0.0%	1.1	69.1%	2	98.9%	2.4	95.9%
		Not Known	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	<b>UK non-UK Total</b>	<b>0.2</b>	<b>100.0%</b>	<b>1.6</b>	<b>100.0%</b>	<b>2</b>	<b>100.0%</b>	<b>2.5</b>	<b>100.0%</b>	
	<b>Overall Total</b>	<b>Total:</b>	<b>26.9</b>		<b>29.2</b>		<b>32.6</b>		<b>34.3</b>	

			2017/18		2018/19		2019/20		2020/21	
			FTE	FTE%	FTE	FTE%	FTE	FTE%	FTE	FTE%
<b>Leeds School of Arts</b>	<b>UK</b>	Asian	1.9	1.3%	1.1	0.8%	1.7	1.3%	1.6	1.3%
		Black	3.1	2.1%	3.5	2.6%	3.1	2.3%	4.1	3.2%
		Mixed	1	0.7%	1	0.7%	1.9	1.4%	1.1	0.9%
		Other	0	0.0%	0	0.0%	0	0.0%	0	0.0%
		<b>BAME</b>	<b>6</b>	<b>4.2%</b>	<b>5.6</b>	<b>4.1%</b>	<b>6.7</b>	<b>5.0%</b>	<b>6.8</b>	<b>5.4%</b>
		White	134.1	92.8%	126.7	93.8%	123.7	92.1%	116.5	92.0%
		Not Known	4.4	3.1%	2.8	2.1%	3.9	2.9%	3.3	2.6%
	<b>UK Total</b>	<b>144.5</b>	<b>100.0%</b>	<b>135.1</b>	<b>100.0%</b>	<b>134.3</b>	<b>100.0%</b>	<b>126.6</b>	<b>100.0%</b>	
	<b>UK non-UK</b>	Asian	0	0.2%	0	0.0%	0	0.0%	0.8	4.9%
		Black	1.2	8.3%	1.2	8.0%	0.5	3.0%	0.5	3.1%
		Mixed	0.8	5.3%	0.7	4.7%	2.1	12.6%	2.3	14.2%
		Other	1	6.9%	1	6.7%	1.7	10.3%	1.7	10.4%
		<b>BAME</b>	<b>3</b>	<b>20.7%</b>	<b>2.9</b>	<b>19.4%</b>	<b>4.3</b>	<b>26.0%</b>	<b>5.3</b>	<b>32.6%</b>
		White	10.4	71.6%	11.4	75.9%	12.2	74.0%	11	67.4%
		Not Known	1.1	7.7%	0.7	4.7%	0	0.0%	0	0.0%
	<b>UK non-UK Total</b>	<b>14.5</b>	<b>100.0%</b>	<b>15</b>	<b>100.0%</b>	<b>16.5</b>	<b>100.0%</b>	<b>16.3</b>	<b>100.0%</b>	
	<b>Overall Total</b>	<b>Total:</b>	<b>159</b>		<b>150.1</b>		<b>150.8</b>		<b>142.9</b>	

			2017/18		2018/19		2019/20		2020/21		
			FTE	FTE%	FTE	FTE%	FTE	FTE%	FTE	FTE%	
<b>School of Built Environment, Engineering and Computing</b>	<b>UK</b>	Asian	13.2	15.1%	13.3	15.7%	12.8	15.6%	14	17.4%	
		Black	3.2	3.6%	4.2	4.9%	5	6.1%	5	6.3%	
		Mixed	1	1.1%	1	1.2%	1.6	2.0%	2	2.5%	
		Other	3	3.4%	3.2	3.7%	3.4	4.1%	3	3.7%	
		<b>BAME</b>	<b>20.3</b>	<b>23.3%</b>	<b>21.6</b>	<b>25.6%</b>	<b>22.8</b>	<b>27.8%</b>	<b>24</b>	<b>30.0%</b>	
		White	63.4	72.6%	59.8	70.9%	56.2	68.4%	53.4	66.7%	
		Not Known	3.6	4.1%	3	3.6%	3.1	3.8%	2.6	3.3%	
	<b>UK Total</b>	<b>87.4</b>	<b>100.0%</b>	<b>84.5</b>	<b>100.0%</b>	<b>82.1</b>	<b>100.0%</b>	<b>80</b>	<b>100.0%</b>		
	<b>non-UK</b>	Asian	3.9	29.2%	3.8	23.6%	4.8	26.4%	7.8	31.8%	
		Black	1.5	11.1%	3.4	21.0%	3.9	21.8%	4.6	18.7%	
		Mixed	0	0.3%	0	0.0%	0.1	0.4%	0	0.0%	
		Other	1.7	12.5%	2	12.3%	2.4	13.0%	2.5	10.0%	
		<b>BAME</b>	<b>7.1</b>	<b>53.1%</b>	<b>9.2</b>	<b>56.9%</b>	<b>11.1</b>	<b>61.5%</b>	<b>14.8</b>	<b>60.5%</b>	
		White	5.1	38.3%	6.8	42.2%	6.6	36.5%	8.7	35.4%	
		Not Known	1.2	8.6%	0.2	1.0%	0.4	2.0%	1	4.1%	
	<b>non-UK Total</b>	<b>13.4</b>	<b>100.0%</b>	<b>16.2</b>	<b>100.0%</b>	<b>18.2</b>	<b>100.0%</b>	<b>24.6</b>	<b>100.0%</b>		
	<b>Overall Total</b>	<b>Total:</b>	<b>100.8</b>		<b>100.7</b>		<b>100.3</b>		<b>104.6</b>		
				2017/18		2018/19		2019/20		2020/21	
				FTE	FTE%	FTE	FTE%	FTE	FTE%	FTE	FTE%
	<b>School of Events, Tourism and Hospitality Management</b>	<b>UK</b>	Asian	0	0.0%	0	0.0%	0	0.0%	0	0.0%
			Black	0	0.0%	0	0.0%	0	0.0%	0	0.0%
			Mixed	1	2.9%	1.7	4.9%	1.4	4.4%	2	6.3%
Other			0	0.0%	0	0.0%	0	0.0%	0	0.0%	
<b>BAME</b>			<b>1</b>	<b>2.9%</b>	<b>1.7</b>	<b>4.9%</b>	<b>1.4</b>	<b>4.4%</b>	<b>2</b>	<b>6.3%</b>	
White			31.6	92.6%	31.1	91.0%	29.2	94.3%	29.2	92.6%	
Not Known			1.5	4.4%	1.4	4.1%	0.4	1.3%	0.3	1.1%	
<b>UK Total</b>		<b>34.1</b>	<b>100.0%</b>	<b>34.2</b>	<b>100.0%</b>	<b>31</b>	<b>100.0%</b>	<b>31.5</b>	<b>100.0%</b>		
<b>non-UK</b>		Asian	0	0.0%	0.6	6.4%	1	12.1%	1	12.9%	
		Black	0	0.0%	0	0.0%	0	0.0%	0	0.0%	
		Mixed	1	10.3%	0	0.2%	0	0.0%	0	0.0%	
		Other	0	0.0%	0	0.0%	0	0.0%	0	0.0%	
		<b>BAME</b>	<b>1</b>	<b>10.3%</b>	<b>0.6</b>	<b>6.5%</b>	<b>1</b>	<b>12.1%</b>	<b>1</b>	<b>12.9%</b>	
		White	8.2	84.7%	7.9	89.2%	7.3	87.9%	6.8	87.1%	
		Not Known	0.5	5.0%	0.4	4.3%	0	0.0%	0	0.0%	
<b>non-UK Total</b>		<b>9.7</b>	<b>100.0%</b>	<b>8.9</b>	<b>100.0%</b>	<b>8.3</b>	<b>100.0%</b>	<b>7.8</b>	<b>100.0%</b>		
<b>Overall Total</b>		<b>Total:</b>	<b>43.8</b>		<b>43.1</b>		<b>39.3</b>		<b>39.3</b>		
			2017/18		2018/19		2019/20		2020/21		
			FTE	FTE%	FTE	FTE%	FTE	FTE%	FTE	FTE%	
<b>School of Health</b>		<b>UK</b>	Asian	3	2.3%	2.5	1.9%	2.2	1.6%	2.9	2.1%
			Black	5.1	3.8%	5.2	4.0%	5.2	3.9%	5.2	3.8%
			Mixed	2	1.5%	2.7	2.1%	2.4	1.8%	2	1.5%
	Other		0	0.0%	0	0.0%	0	0.0%	0	0.0%	
	<b>BAME</b>		<b>10.1</b>	<b>7.6%</b>	<b>10.4</b>	<b>7.9%</b>	<b>9.8</b>	<b>7.3%</b>	<b>10.1</b>	<b>7.4%</b>	
	White		119.4	90.1%	117.6	89.8%	120.1	89.6%	121.7	89.2%	
	Not Known		3	2.3%	3	2.3%	4.2	3.1%	4.7	3.4%	
	<b>UK Total</b>	<b>132.5</b>	<b>100.0%</b>	<b>131</b>	<b>100.0%</b>	<b>134.1</b>	<b>100.0%</b>	<b>136.5</b>	<b>100.0%</b>		
	<b>non-UK</b>	Asian	0	0.3%	0	0.0%	0	0.0%	0	0.0%	
		Black	0	0.0%	0	0.0%	0	0.0%	0.4	5.0%	
		Mixed	0	0.1%	0	0.0%	0	0.0%	0	0.1%	
		Other	1	13.5%	1	11.5%	1	13.1%	1	13.2%	
		<b>BAME</b>	<b>1</b>	<b>13.9%</b>	<b>1</b>	<b>11.5%</b>	<b>1</b>	<b>13.1%</b>	<b>1.4</b>	<b>18.3%</b>	
		White	6.3	85.2%	7.7	88.0%	6.5	85.8%	5.6	73.7%	
		Not Known	0.1	0.9%	0	0.5%	0.1	1.1%	0.6	8.0%	
	<b>non-UK Total</b>	<b>7.4</b>	<b>100.0%</b>	<b>8.7</b>	<b>100.0%</b>	<b>7.6</b>	<b>100.0%</b>	<b>7.6</b>	<b>100.0%</b>		
	<b>Overall Total</b>	<b>Total:</b>	<b>139.9</b>		<b>139.7</b>		<b>141.7</b>		<b>144.1</b>		



			2017/18		2018/19		2019/20		2020/21	
			FTE	FTE%	FTE	FTE%	FTE	FTE%	FTE	FTE%
<b>School of Humanities and Social Sciences</b>	<b>UK</b>	Asian	5.1	4.4%	3.2	2.7%	3.2	2.7%	3.7	3.2%
		Black	0	0.0%	0.1	0.1%	0.4	0.4%	1.1	0.9%
		Mixed	3.7	3.2%	4.4	3.8%	4	3.5%	4	3.5%
		Other	0	0.0%	0	0.0%	0	0.0%	0	0.0%
		<b>BAME</b>	<b>8.8</b>	<b>7.6%</b>	<b>7.7</b>	<b>6.6%</b>	<b>7.6</b>	<b>6.6%</b>	<b>8.8</b>	<b>7.7%</b>
		White	103.9	89.6%	105.7	90.6%	104.4	90.8%	102.4	89.7%
		Not Known	3.3	2.8%	3.2	2.8%	3	2.6%	3.1	2.7%
	<b>Total</b>	<b>116</b>	<b>100.0%</b>	<b>116.6</b>	<b>100.0%</b>	<b>115</b>	<b>100.0%</b>	<b>114.3</b>	<b>100.0%</b>	
	<b>non-UK</b>	Asian	2	9.7%	2	10.0%	2.4	11.3%	1.8	8.4%
		Black	0	0.0%	0	0.0%	0	0.0%	0	0.0%
		Mixed	0	0.0%	0	0.0%	0	0.0%	0	0.0%
		Other	0	0.0%	0	0.0%	0	0.0%	0	0.0%
		<b>BAME</b>	<b>2</b>	<b>9.7%</b>	<b>2</b>	<b>10.0%</b>	<b>2.4</b>	<b>11.3%</b>	<b>1.8</b>	<b>8.4%</b>
		White	16.7	80.6%	17	84.8%	18.8	88.7%	19.6	91.6%
		Not Known	2	9.7%	1	5.2%	0	0.0%	0	0.0%
	<b>Total</b>	<b>20.7</b>	<b>100.0%</b>	<b>20</b>	<b>100.0%</b>	<b>21.2</b>	<b>100.0%</b>	<b>21.4</b>	<b>100.0%</b>	
	<b>Overall Total</b>	<b>Total:</b>	<b>136.7</b>		<b>136.6</b>		<b>136.2</b>		<b>135.7</b>	

			2017/18		2018/19		2019/20		2020/21	
			FTE	FTE%	FTE	FTE%	FTE	FTE%	FTE	FTE%
<b>Professional Services</b>	<b>UK</b>	Asian	0	0.0%	0	0.0%	0	0.0%	0	0.0%
		Black	0	0.0%	0	0.0%	0	0.0%	0	0.0%
		Mixed	0	0.0%	0	0.0%	0	0.0%	0	0.0%
		Other	0	0.0%	0	0.0%	0	0.0%	0	0.0%
		<b>BAME</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>
		White	11.6	100.0%	10.4	100.0%	8.9	100.0%	7.7	100.0%
		Not Known	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	<b>Total</b>	<b>11.6</b>	<b>100.0%</b>	<b>10.4</b>	<b>100.0%</b>	<b>8.9</b>	<b>100.0%</b>	<b>7.7</b>	<b>100.0%</b>	
	<b>non-UK</b>	Asian	0	15.1%	0	0.0%	0	0.0%	0	0.0%
		Black	0	0.0%	0	0.0%	0	0.0%	0	0.0%
		Mixed	0	0.0%	0	0.0%	0	0.0%	0	0.0%
		Other	0	0.0%	0	0.0%	0	0.0%	0	0.0%
		<b>BAME</b>	<b>0</b>	<b>15.1%</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>
		White	0.1	84.9%	0	100.0%	0	0.0%	0	0.0%
		Not Known	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	<b>Total</b>	<b>0.1</b>	<b>100.0%</b>	<b>0</b>	<b>100.0%</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>	
	<b>Overall Total</b>	<b>Total:</b>	<b>11.7</b>		<b>10.4</b>		<b>8.9</b>		<b>7.7</b>	

**UK.** The proportion of UK BAME academic staff has increased across all academic schools, with the exception of the CSS. It has fluctuated in the four-year period for CSE and SOH. Representation of UK Black academics is low across all faculties.

As shown in the ethnicity profile of UK academics by School, improvements in representation are due to an increase in UK Black academics, and UK Asian academics in BEEC and LBS.

**Non-UK.** The proportion of Non-UK BAME academics has fluctuated across the Schools with the higher representation situated in BEEC, LBS, and LSA.

Growth in representation is evident in CSE, which has increased from 10.2% in 2017/18 to 24.3% in 2020/21, and CSS, which has increased from 4.3% in 2017/18 to 14.3% in 2020/21.

As shown in the ethnicity profile of Non-UK academics by School, the improvements in representation are due to a small increase in Non UK Asian academics, in the

Schools of BEEC, CSS, ETHM, and HSS. Representation of Non-UK Black academics is low across all faculties.

**Academic Grade Data**

There is a higher percent of BAME FTE at Grade 7 with the percentage decreasing from grade 8 through to the senior grades.

However, since 2017/18 we have seen an increase in the number of BAME FTE at grades 5,7 and 9 with the other grades showing fluctuation over the four-year period, and grade 11 and senior grades remaining static.

**Table 4.4: Mapping of roles across to LBU grades**

LBU Grade	Teaching & Research	Teaching Only	Research Only
Grade 4			Research Assistant
Grade 5			Research Officer
Grade 6	Postdoctoral Research Fellow, Research Fellow	Graduate Teaching Assistant, Link Tutor, Online Learning Tutor Part-Time Lecturer	
Grade 7	Consultant, Lecturer		Research Fellow
Grade 8	Senior Consultant, Senior Lecturer		Senior Research Fellow
Grade 9	Course Director, Principal Consultant, Principal Lecturer, Reader		
Grade 10	Deputy Director, Head of Subject, Professor		
Grade 11	Director, Director of Research, Professor		
Senior Grade	Dean, Deputy Vice Chancellor, Director, Pro Vice Chancellor, Vice Chancellor		

**Table 4.5: Summary table showing proportion of BAME Academic colleagues by grade and school 2020/21 (FTE shown for context)**

	4	5	6	7	8	9	10	11	Senior	Grand Total
School of Built Environment, Engineering and Computing	100.0%	18.3%	41.4%	40.6%	29.2%	42.9%	41.7%	100.0%		37.1%
	1.6	1.3	6.6	13.2	10.0	3.0	2.0	1.0		38.8
Leeds Business School		7.7%	45.0%	30.2%	33.5%	19.2%				30.8%
		0.5	8.2	19.7	9.0	1.0				38.4
Carnegie School of Education		6.1%	16.8%	15.7%	7.8%	49.9%				15.3%
		0.9	2.8	3.5	1.0	3.0				11.1
Leeds Law School		9.5%	12.3%	7.0%	13.3%					9.1%
		0.2	0.9	1.0	1.0					3.1
Leeds School of Arts		4.0%	14.9%	7.2%	11.8%					8.5%
		0.3	2.1	5.4	4.2					12.1
School of Health		10.0%	9.1%	10.2%	3.2%	10.8%				8.0%
		0.6	1.5	7.4	1.0	1.0				11.5
School of Humanities and Social Sciences		1.3%	17.5%	8.5%	4.1%					7.8%
		0.1	3.7	5.8	1.0					10.6
School of Events, Tourism and Hospitality Management				10.6%		23.8%				7.6%
				2.0		1.0				3.0
Carnegie School of Sport	22.7%	13.0%		4.1%						3.3%
	0.2	1.6		2.5						4.2
<b>Grand Total</b>	<b>39.1%</b>	<b>8.5%</b>	<b>19.5%</b>	<b>14.1%</b>	<b>13.5%</b>	<b>14.7%</b>	<b>9.7%</b>	<b>8.7%</b>		<b>14.3%</b>
	<b>1.8</b>	<b>5.4</b>	<b>25.9</b>	<b>60.5</b>	<b>27.2</b>	<b>9.0</b>	<b>2.0</b>	<b>1.0</b>		<b>132.8</b>

**Table 4.6 - Academic staff by grade and BAME/white**

		BAME		White		Not Known		Total	
		FTE	FTE %	FTE	FTE %	FTE	FTE %	FTE	FTE %
6	2017/18	11.3	9.5%	100.4	84.2%	7.5	6.3%	119.2	100.0%
	2018/19	11.4	9.8%	102.8	88.4%	2.1	1.8%	116.4	100.0%
	2019/20	8.4	10.5%	67.7	85.4%	3.2	4.0%	79.2	100.0%
	2020/21	5.4	8.5%	56.3	88.2%	2.1	3.3%	63.9	100.0%
7	2017/18	4.2	13.8%	25.0	83.0%	1.0	3.3%	30.2	100.0%
	2018/19	7.9	16.2%	40.4	83.0%	0.4	0.8%	48.7	100.0%
	2019/20	14.7	15.3%	80.1	83.1%	1.6	1.7%	96.4	100.0%
	2020/21	25.9	19.5%	103.6	78.0%	3.4	2.5%	132.8	100.0%
8	2017/18	63.4	12.7%	419.5	84.2%	15.2	3.1%	498.1	100.0%
	2018/19	61.1	13.0%	397.9	84.5%	11.9	2.5%	470.9	100.0%
	2019/20	59.9	13.4%	379.0	84.6%	9.2	2.0%	448.1	100.0%
	2020/21	60.5	14.1%	361.1	84.1%	7.8	1.8%	429.4	100.0%
9	2017/18	22.4	11.0%	176.1	86.5%	5.0	2.5%	203.5	100.0%
	2018/19	23.1	11.2%	177.1	86.0%	5.7	2.8%	206.0	100.0%
	2019/20	26.2	12.9%	172.6	84.7%	5.0	2.5%	203.8	100.0%
	2020/21	27.2	13.5%	169.3	84.0%	5.0	2.5%	201.5	100.0%
10	2017/18	12.8	15.6%	68.8	83.4%	0.8	1.0%	82.5	100.0%
	2018/19	11.3	14.5%	66.6	85.5%			78.0	100.0%
	2019/20	8.8	13.4%	56.6	86.6%			65.4	100.0%
	2020/21	9.0	14.5%	51.9	83.9%	1.0	1.6%	61.9	100.0%
11	2017/18	2.0	8.2%	22.1	90.5%	0.3	1.3%	24.4	100.0%
	2018/19	2.0	8.7%	20.8	90.4%	0.2	0.9%	23.0	100.0%
	2019/20	2.0	9.2%	19.3	88.9%	0.4	1.8%	21.7	100.0%
	2020/21	2.0	9.3%	18.4	85.2%	1.2	5.6%	21.6	100.0%
Senior	2017/18	1.0	5.2%	18.4	94.8%			19.4	100.0%
	2018/19	1.0	5.2%	18.4	94.8%			19.4	100.0%
	2019/20	1.0	5.4%	17.7	94.6%			18.7	100.0%
	2020/21	1.0	5.8%	16.2	94.2%			17.2	100.0%
Total	2017/18	117.1	12.0%	830.4	85.0%	29.9	3.1%	977.3	100.0%
	2018/19	117.8	12.2%	824.1	85.6%	20.4	2.1%	962.3	100.0%
	2019/20	121.0	13.0%	793.0	85.0%	19.4	2.1%	933.3	100.0%
	2020/21	131.0	14.1%	776.8	83.7%	20.5	2.2%	928.3	100.0%

**Table 4.7 - Academic staff by grade and BAME/white by School**

	6											
	BAME				White				Not Known			
	2017/18	2018/19	2019/20	2020/21	2017/18	2018/19	2019/20	2020/21	2017/18	2018/19	2019/20	2020/21
School of Built Environment, Engineering and Computing	4.2	2.3	2.7	1.3	6.5	8.4	7.3	5.7	0.7	0.2	0.1	0.2
Leeds Business School	36.6%	21.1%	27.1%	18.3%	57.1%	77.4%	72.3%	78.4%	6.4%	1.4%	0.6%	3.2%
Leeds Law School	0.2	0.5	0.6	0.2	4.1	3.7	1.2	1.7	1.9%	2.5%	6.1%	0.0%
Carnegie School of Education	3.7%	11.7%	33.4%	9.5%	96.3%	88.3%	66.6%	90.5%	1.8		0.4	0.4
Carnegie School of Sport	1.8	1.6	2.0	0.9	18.9	21.8	15.5	12.8	8.0%		2.3%	2.8%
School of Humanities and Social Sciences	0.2	0.9	0.5	1.6	12.7	12.0	10.7	10.4	0.4	0.2	0.0	
School of Events, Tourism and Hospitality Management	1.2%	7.0%	4.8%	13.0%	96.0%	91.3%	95.0%	87.0%	2.8%	1.7%	0.2%	
Leeds School of Arts	0.5	0.7	0.2	0.1	5.9	6.9	4.4	4.9	0.3	0.2	0.5	0.1
School of Health	7.4%	9.5%	3.1%	1.3%	88.6%	87.6%	87.8%	97.7%	4.0%	2.9%	9.1%	1.1%
Leeds School of Arts	0.7	1.0	1.1	0.3	3.9	4.3	3.0	3.0	0.8	0.4		0.1
School of Health	0.5	1.0	1.1	0.3	23.1	19.5	11.6	6.9	3.1	0.5	1.4	0.5
Leeds School of Arts	2.0%	4.7%	7.9%	4.0%	86.5%	92.8%	82.3%	88.9%	11.5%	2.5%	9.8%	7.1%
School of Health	0.1	0.3	0.2	0.6	10.0	6.7	5.4	5.0	0.1	0.1	0.3	0.7
School of Health	1.0%	3.7%	3.3%	10.0%	98.0%	95.5%	92.5%	78.4%	1.0%	0.7%	4.3%	11.6%
Grand Total	11.3	11.4	8.4	5.4	100.4	102.8	67.7	56.3	7.5	2.1	3.2	2.1
	9.5%	9.8%	10.5%	8.5%	84.2%	88.4%	85.4%	88.2%	6.3%	1.8%	4.0%	3.3%

	7											
	BAME				White				Not Known			
	2017/18	2018/19	2019/20	2020/21	2017/18	2018/19	2019/20	2020/21	2017/18	2018/19	2019/20	2020/21
Leeds Business School	3.5	4.1	7.1	8.2	4.7	2.4	7.7	9.6				0.5
School of Built Environment, Engineering and Computing	42.9%	62.5%	48.1%	45.0%	57.1%	37.5%	51.9%	52.4%			0.7	2.6%
School of Humanities and Social Sciences	0.7	2.0	2.4	3.7	2.6	9.1	54.8%	49.6%			12.7%	9.1%
Leeds School of Arts	20.4%	18.0%	12.4%	17.5%	79.6%	82.0%	84.9%	77.8%			0.5	1.0
Carnegie School of Education		0.9	1.0	2.8	3.9	8.3	11.1	13.9			2.6%	4.7%
Leeds Law School		9.9%	8.3%	16.8%	100.0%	90.1%	91.7%	83.2%				1.6%
Leeds Law School				0.9	2.0	1.7	4.7	6.5				
School of Health			0.5	1.5	2.2	6.8	11.2	14.5				
School of Health			4.3%	9.1%	100.0%	100.0%	95.7%	90.9%				
Carnegie School of Sport					8.5	9.4	15.9	21.7	0.9		0.2	0.2
School of Events, Tourism and Hospitality Management					90.3%	100.0%	98.9%	99.1%	9.7%		1.1%	0.9%
School of Events, Tourism and Hospitality Management					0.3	0.6	1.0	1.0	0.1	0.4	0.2	
School of Events, Tourism and Hospitality Management					80.6%	59.2%	82.5%	100.0%	19.4%	40.8%	17.5%	
Grand Total	4.2	7.9	14.7	25.9	25.0	40.4	80.1	103.6	1.0	0.4	1.6	3.4
	13.8%	16.2%	15.3%	19.5%	83.0%	83.0%	83.1%	78.0%	3.3%	0.8%	1.7%	2.5%

	8											
	BAME				White				Not Known			
	2017/18	2018/19	2019/20	2020/21	2017/18	2018/19	2019/20	2020/21	2017/18	2018/19	2019/20	2020/21
School of Built Environment, Engineering and Computing	14.9	17.4	14.6	13.2	27.2	26.0	21.7	19.1	3.0	2.0	1.7	0.2
Leeds Business School	33.0%	38.3%	38.3%	40.6%	60.3%	57.3%	57.1%	58.9%	6.7%	4.4%	4.5%	0.5%
Carnegie School of Education	17.3	16.5	18.1	19.7	41.5	42.0	45.3	45.5	1.2	1.0	0.4	0.0
School of Health	4.9	4.0	3.2	3.5	26.3	23.5	20.3	18.8	1.9%	1.7%	0.6%	0.0%
School of Health	15.6%	14.6%	13.6%	15.7%	84.4%	85.4%	86.4%	84.3%				
School of Events, Tourism and Hospitality Management	6.1	6.7	7.0	7.4	63.1	64.0	63.4	62.5	2.0	2.0	2.0	2.5
School of Events, Tourism and Hospitality Management	8.5%	9.2%	9.7%	10.2%	88.7%	88.0%	87.6%	86.3%	2.8%	2.7%	2.8%	3.5%
School of Events, Tourism and Hospitality Management	2.0	1.6	2.0	2.0	20.3	18.5	16.9	16.8	1.0	0.3		
School of Humanities and Social Sciences	8.6%	7.7%	10.6%	10.6%	87.1%	91.0%	89.4%	89.4%	4.3%	1.3%		
Leeds Law School	6.6	5.0	5.7	5.8	75.2	66.7	63.9	60.3	4.0	3.0	2.0	2.0
Leeds Law School	7.7%	6.7%	8.0%	8.5%	87.6%	89.2%	89.2%	88.5%	4.7%	4.1%	2.8%	2.9%
Leeds School of Arts	1.0	1.0	1.0	1.0	11.4	12.7	13.6	13.2				
Leeds School of Arts	8.1%	7.3%	6.9%	7.0%	91.9%	92.7%	93.1%	93.0%				
Leeds School of Arts	5.5	4.9	5.3	5.4	78.7	76.3	73.9	69.7	1.5	1.0	0.5	0.5
Carnegie School of Sport	6.4%	6.0%	6.7%	7.2%	91.9%	92.8%	92.7%	92.1%	1.7%	1.2%	0.6%	0.7%
Carnegie School of Sport	5.1	3.9	3.0	2.5	75.8	68.2	60.0	55.3	2.6	2.6	2.6	2.6
Carnegie School of Sport	6.1%	5.2%	4.6%	4.1%	90.7%	91.3%	91.5%	91.6%	3.1%	3.5%	4.0%	4.3%
Grand Total	63.4	61.1	59.9	60.5	419.5	397.9	379.0	361.1	15.2	11.9	9.2	7.8
	12.7%	13.0%	13.4%	14.1%	84.2%	84.5%	84.6%	84.1%	3.1%	2.5%	2.0%	1.8%

	9											
	BAME				White				Not Known			
	2017/18	2018/19	2019/20	2020/21	2017/18	2018/19	2019/20	2020/21	2017/18	2018/19	2019/20	2020/21
Leeds Business School	10.9	10.1	9.9	9.0	22.1	21.7	20.4	17.9				
School of Built Environment, Engineering and Computing	33.0%	31.8%	32.7%	33.5%	67.0%	68.2%	67.3%	66.5%				
Carnegie School of Education	2.9	3.9	7.9	10.0	24.7	24.5	24.0	23.3	1.0	1.0	1.0	1.0
School of Health	10.2%	13.3%	24.0%	29.2%	86.3%	83.3%	73.0%	67.9%	3.5%	3.4%	3.0%	2.9%
Leeds Law School	3.0	3.0	2.1	1.0	12.8	12.9	12.1	11.8	1.0			
Leeds Law School	17.8%	18.9%	14.7%	7.8%	76.2%	81.1%	85.3%	92.2%	5.9%			
Leeds Law School		0.5	1.0	1.0	5.3	6.1	6.5	6.5				
Leeds School of Arts	2.5	7.6%	13.3%	13.3%	100.0%	92.4%	86.7%	86.7%				
Leeds School of Arts	1.9	2.0	1.7	1.0	29.9	29.3	30.9	29.7	1.0	2.0	2.0	2.0
School of Health	7.4%	7.7%	7.5%	11.8%	89.6%	86.4%	86.9%	82.7%	3.0%	5.9%	5.6%	5.6%
School of Health	1.9	2.0	1.7	1.0	30.7	29.9	28.5	28.6	1.0	1.0	2.0	2.0
School of Health	5.7%	6.1%	5.2%	3.2%	91.3%	90.9%	88.6%	90.5%	3.0%	3.0%	6.2%	6.3%
School of Humanities and Social Sciences	1.2	1.0	1.0	1.0	19.5	22.2	23.0	23.5	1.0	1.0		
School of Humanities and Social Sciences	5.4%	4.1%	4.2%	4.1%	90.0%	91.7%	95.8%	95.9%	4.6%	4.1%		
Carnegie School of Sport					18.8	19.6	16.4	17.1				
Carnegie School of Sport					100.0%	100.0%	100.0%	100.0%				
School of Events, Tourism and Hospitality Management					10.4	10.3	10.9	11.0			0.7	
School of Events, Tourism and Hospitality Management					100.0%	93.3%	100.0%	100.0%				
Grand Total	22.4	23.1	26.2	27.2	174.1	176.3	172.6	169.3	5.0	5.7	5.0	5.0
	11.1%	11.3%	12.9%	13.5%	86.4%	85.9%	84.7%	84.0%	2.5%	2.8%	2.5%	2.5%

	10											
	BAME				White				Not Known			
	2017/18	2018/19	2019/20	2020/21	2017/18	2018/19	2019/20	2020/21	2017/18	2018/19	2019/20	2020/21
School of Built Environment, Engineering and Computing	2.5	3.0	3.0	3.0	5.2	4.5	4.0	4.0				
	32.1%	39.8%	42.9%	42.9%	67.9%	60.2%	57.1%	57.1%				
Carnegie School of Education	2.0	1.9	1.7	3.0	4.1	4.9	4.2	3.0				
	32.9%	28.0%	29.2%	49.9%	67.1%	72.0%	70.8%	50.1%				
School of Health	3.0	2.4	1.4	1.0	10.6	10.5	10.7	8.3				
	22.0%	18.7%	11.7%	10.8%	78.0%	81.3%	88.3%	89.2%				
Leeds Business School	1.0	1.0	0.9	1.0	9.8	7.8	5.6	3.2	0.8	1.0		
	8.6%	11.4%	13.5%	19.2%	84.2%	88.6%	86.5%	61.7%	7.2%	19.2%		
Carnegie School of Sport	2.0	2.0	1.0		12.0	12.1	8.5	11.8				
	14.3%	14.2%	10.1%		85.7%	85.8%	89.9%	100.0%				
School of Humanities and Social Sciences	1.8	1.0	0.7		12.3	11.8	9.5	10.0				
	13.0%	7.8%	6.4%		87.0%	92.2%	93.6%	100.0%				
School of Events, Tourism and Hospitality Management			0.2	1.0	3.9	4.0	3.7	3.2				
			4.4%	23.8%	100.0%	100.0%	95.6%	76.2%				
Leeds School of Arts	0.5				8.0	8.0	6.5	5.3				
	6.4%				93.6%	100.0%	100.0%	100.0%				
Leeds Law School					2.0	2.0	3.0	2.2				
					100.0%	100.0%	100.0%	100.0%				
Grand Total	12.8	11.3	8.8	9.0	67.9	65.6	55.6	50.9	0.8	1.0		
	15.7%	14.7%	13.6%	14.7%	83.2%	85.3%	86.4%	83.6%	1.0%	1.6%		

	11											
	BAME				White				Not Known			
	2017/18	2018/19	2019/20	2020/21	2017/18	2018/19	2019/20	2020/21	2017/18	2018/19	2019/20	2020/21
School of Built Environment, Engineering and Computing	2.0	2.0	2.0	2.0	4.0	3.2	2.8	2.0				0.8
	33.3%	38.2%	41.7%	41.7%	66.7%	61.8%	58.3%	41.7%				16.7%
Carnegie School of Education					1.0	0.7						
					100.0%	100.0%						
Carnegie School of Sport					4.9	4.6	3.7	3.6	0.2	0.2	0.2	0.2
					96.1%	95.8%	94.9%	94.7%	3.9%	4.2%	5.1%	5.3%
Leeds Business School					2.2	2.2	1.8	1.8				
					100.0%	100.0%	100.0%	100.0%				
Leeds School of Arts					2.9	2.0	3.0	3.0				
					100.0%	100.0%	100.0%	100.0%				
School of Events, Tourism and Hospitality Management					0.2				0.1		0.2	0.2
					100.0%				100.0%		100.0%	100.0%
School of Health					3.1	3.0	3.0	3.0				
					100.0%	100.0%	100.0%	100.0%				
School of Humanities and Social Sciences					3.0	3.9	4.0	4.0				
					100.0%	100.0%	100.0%	100.0%				
Grand Total	2.0	2.0	2.0	2.0	21.1	19.8	18.3	17.4	0.3	0.2	0.4	1.2
	8.5%	9.1%	9.7%	9.7%	90.1%	90.0%	88.4%	84.5%	1.3%	0.9%	1.9%	5.8%

	Senior											
	BAME				White							
	2017/18	2018/19	2019/20	2020/21	2017/18	2018/19	2019/20	2020/21	2017/18	2018/19	2019/20	2020/21
School of Built Environment, Engineering and Computing	1.0	1.0	1.0	1.0								
	100.0%	100.0%	100.0%	100.0%								
Carnegie School of Education					1.0	1.0	1.0	1.0				
					100.0%	100.0%	100.0%	100.0%				
Carnegie School of Sport					1.0	1.0	1.0	1.0				
					100.0%	100.0%	100.0%	100.0%				
Leeds Business School					1.0	1.0	1.0	1.0				
					100.0%	100.0%	100.0%	100.0%				
Leeds Law School					1.0	1.0	1.0	1.0				
					100.0%	100.0%	100.0%	100.0%				
Leeds School of Arts					1.0	1.0	1.0	1.0				
					100.0%	100.0%	100.0%	100.0%				
School of Events, Tourism and Hospitality Management					1.0	1.0	1.0	1.0				
					100.0%	100.0%	100.0%	100.0%				
School of Health					2.8	2.8	2.8	2.5				
					100.0%	100.0%	100.0%	100.0%				
School of Humanities and Social Sciences					2.0	2.0	2.0	2.0				
					100.0%	100.0%	100.0%	100.0%				
Grand Total	1.0	1.0	1.0	1.0	10.8	10.8	10.8	10.5				
	8.5%	8.5%	8.5%	8.7%	91.5%	91.5%	91.5%	91.3%				

## **Academic Contract Type Data**

There is little disparity between BAME and white academics on fixed term contracts.

There is a lower percentage of UK BAME academics on part time contracts than UK white academics, yet a higher percentage on Non-UK BAME academics on part time contracts when compared with Non-UK White academics. With the higher proportion of part time contracts made up of white females. Fixed term contracts, used appropriately, are required to supports grants or bespoke pieces of time limited work.

The university is committed to reduce the use of part-time contracts where appropriate (and in discussion with the individual concerned) and converts part-time hourly paid colleagues on to fractional contracts as part of an annual process.

Fewer BAME (UK) academic colleagues are on part time contracts (5% in 2021) compared to white UK colleagues (20%) with these figures remaining stable over the four-year period from 2017. For non-UK academic colleagues from BAME communities, this increases to 22%. This may be due to the nature of the engagement (visiting professor, for example), and therefore further analysis is needed to understand the drivers behind this increase.

Deans and Senior Leadership Teams all have individual access to detailed tables of data (hosted on our Tableau site) so that they can review the profile of their workforce by contract type in order to understand the distribution of part-time contracts. As mentioned above, part-time contracts are reviewed annually by the Human Resources Department to identify colleagues who would be better served by a fractional contract.

**Table 4.8: Proportion of FTE academic colleagues on fixed term contracts**

	% of FTE which are fixed term				FTE				Headcount			
	2017/18	2018/19	2019/20	2020/21	2017/18	2018/19	2019/20	2020/21	2017/18	2018/19	2019/20	2020/21
BAME	15.3%	14.3%	10.9%	7.3%	117	118	122	133	148	146	148	151
White	14.0%	13.8%	10.0%	10.1%	839	828	797	782	1,235	1,212	1,125	1,072
Not Known	35.7%	15.7%	20.4%	19.1%	30	20	19	21	66	44	35	38

**Table 4.9: Proportion of FTE academic colleagues on fixed term contracts UK/Non-UK**

	% of FTE which are fixed term				FTE				Headcount			
	2017/18	2018/19	2019/20	2020/21	2017/18	2018/19	2019/20	2020/21	2017/18	2018/19	2019/20	2020/21
Not Known non-UK	59.3%	23.5%	11.8%	38.3%	7	4	2	3	12	9	6	5
BAME non-UK	36.2%	35.4%	30.1%	21.2%	33	31	33	36	49	44	44	45
Not Known UK	29.1%	14.1%	21.2%	16.0%	23	17	18	18	54	35	30	33
White non-UK	23.0%	21.7%	11.1%	7.8%	87	94	89	90	133	129	122	116
White UK	12.9%	12.8%	9.9%	10.4%	753	735	707	692	1,102	1,083	1,003	956
BAME UK	7.1%	6.9%	3.8%	2.0%	84	87	89	96	100	102	104	107

**Table 4.10: Proportion of FTE academic colleagues on fixed term contracts by BAME/White and by School**

		% of FTE which are fixed term				FTE				Headcount			
		2017/18	2018/19	2019/20	2020/21	2017/18	2018/19	2019/20	2020/21	2017/18	2018/19	2019/20	2020/21
Carnegie School of Sport	BAME	31.4%	35.5%	57.6%	52.7%	7.3	6.8	4.6	4.2	8.5	7.0	7.0	5.5
	White	19.9%	19.8%	17.0%	25.5%	138.3	129.5	118.2	122.2	189.5	174.5	159.5	155.0
	Not Known	22.4%				4.1	3.0	3.0	3.0	7.5	5.0	5.0	5.0
Carnegie School of Education	BAME	12.9%	6.1%	15.0%	9.5%	11.7	11.4	10.0	11.1	16.0	16.0	15.5	16.0
	White	20.8%	19.3%	16.9%	17.4%	68.0	73.0	64.1	61.2	132.0	138.0	124.0	103.5
	Not Known	64.4%		100.0%	100.0%	2.8		0.4	0.4	8.5	2.0	2.5	3.5
Leeds School of Arts	BAME	5.8%	11.7%	18.8%	8.4%	9.0	8.5	11.0	12.1	14.0	11.5	13.5	15.0
	White	17.8%	15.9%	10.7%	7.3%	144.5	138.1	135.8	127.4	233.5	228.5	209.0	198.5
	Not Known	64.6%	29.1%	48.4%	31.9%	5.5	3.5	3.9	3.3	18.5	15.5	7.5	6.5
Leeds Business School	BAME	22.6%	17.1%	2.0%	1.3%	36.6	35.1	36.8	38.4	44.0	42.5	41.0	41.5
	White	19.1%	23.4%	9.1%	5.7%	96.6	96.7	90.5	84.8	148.0	149.5	134.5	122.5
	Not Known	15.8%	36.9%	62.9%	0.1%	2.4	1.6	1.0	1.5	6.5	3.0	3.0	3.0
School of Built Environment, Engineering and Computing	BAME	15.2%	13.3%	14.2%	5.9%	27.4	30.8	33.9	38.8	32.5	36.5	39.5	40.5
	White	4.3%	8.3%	9.0%	6.9%	68.5	66.7	62.8	62.1	86.5	84.0	80.5	71.5
	Not Known	36.5%	4.9%	4.3%	36.3%	4.7	3.2	3.5	3.7	7.5	4.0	4.5	5.0
School of Events, Tourism and Hospitality Management	BAME		55.0%	50.6%	33.3%	2.0	2.3	2.4	3.0	2.0	2.5	3.0	3.0
	White	6.1%	7.2%	4.2%	4.2%	39.8	38.9	36.5	36.0	48.0	49.0	42.5	40.5
	Not Known	46.5%	62.7%	48.5%	100.0%	2.0	1.8	0.4	0.3	2.5	2.5	1.5	1.5
Leeds Law School	BAME	13.5%	24.5%	0.8%	3.3%	1.2	2.0	2.6	3.1	2.5	3.0	3.0	3.5
	White	15.2%	10.2%	3.4%	4.2%	25.7	27.1	30.0	31.1	42.5	46.0	39.0	40.0
School of Humanities and Social Sciences	BAME	7.7%	7.6%	1.6%	7.2%	10.8	9.7	10.0	10.6	14.5	11.5	10.5	11.5
	White	8.7%	8.5%	7.1%	7.4%	120.6	122.7	123.2	122.0	168.0	167.5	152.5	154.0
	Not Known	24.0%	6.4%	15.3%	1.7%	5.3	4.3	3.0	3.1	8.5	6.0	4.5	4.5
School of Health	BAME	0.9%	2.3%	1.8%	6.4%	11.1	11.4	10.8	11.5	14.0	15.0	16.0	16.5
	White	9.2%	6.7%	7.2%	5.2%	125.7	125.3	126.6	127.3	188.0	182.5	181.0	182.0
	Not Known	3.2%	1.7%	5.9%	14.1%	3.1	3.1	4.3	5.3	6.5	5.5	6.5	8.5

**Table 4.11: Proportion of FTE academic colleagues on fixed term contracts UK/Non-UK by ethnicity group**

	% of FTE which are fixed term				FTE				Headcount			
	2017/18	2018/19	2019/20	2020/21	2017/18	2018/19	2019/20	2020/21	2017/18	2018/19	2019/20	2020/21
Not Known non-UK	48.3%	13.6%	5.6%	36.6%	5.1	3.1	1.5	2.7	6.0	5.0	2.5	3.5
Other non-UK	16.9%	37.9%	18.4%	34.3%	4.7	4.8	7.7	6.8	4.5	5.0	8.0	8.0
Asian non-UK	37.1%	29.7%	24.9%	8.8%	18.7	17.1	16.4	17.0	18.5	17.5	17.0	16.5
Black non-UK		23.8%	6.9%	23.4%	3.1	4.2	3.4	7.3	4.0	5.0	5.0	9.0
White non-UK	16.0%	14.3%	7.4%	6.7%	77.2	82.0	84.0	86.9	84.0	84.5	90.5	98.0
Not Known UK	13.1%	8.0%	4.8%	5.1%	18.6	15.5	14.7	15.7	20.0	17.0	17.5	20.0
White UK	4.2%	4.1%	3.6%	5.1%	670.5	656.2	655.2	649.1	734.5	719.5	724.0	728.0
Asian UK	4.7%	1.4%		1.8%	35.6	35.1	39.6	44.9	36.5	35.5	38.5	45.0
Mixed UK	1.8%		5.2%		18.5	18.5	17.4	17.0	19.5	18.5	17.5	17.0
Black UK	4.6%				24.6	23.6	24.4	26.3	25.0	24.0	26.0	27.5
Other UK			2.9%		2.7	4.0	4.1	7.0	2.5	4.0	4.5	7.0
Mixed non-UK					1.8	0.7	1.2	2.4	2.5	1.5	2.0	3.5



**Table 4.12: Proportion of academic colleagues FTE working Part-Time by BAME/White UK/Non-UK**

	% of FTE which are Part time				FTE				Headcount				% of FTE which are Part time
	2017/18	2018/19	2019/20	2020/21	2017/18	2018/19	2019/20	2020/21	2017/18	2018/19	2019/20	2020/21	Total
Not Known UK	25%	17%	31%	31%	23	17	18	18	44	25	29	30	26%
Not Known non-UK	24%	31%	34%	10%	7	4	2	3	11	8	4	5	25%
BAME non-UK	22%	21%	24%	22%	33	31	33	36	46	40	43	44	22%
White UK	21%	22%	21%	20%	753	735	707	692	1,048	1,005	987	908	21%
White non-UK	14%	18%	14%	13%	87	94	89	90	124	122	120	112	15%
BAME UK	7%	10%	8%	5%	84	87	89	96	95	98	101	105	7%

**Table 4.13: Proportion of academic colleagues FTE working Part-Time by BAME/White and Gender**

	% of FTE which are Part time				FTE				Headcount				% of FTE which are Part time
	2017/18	2018/19	2019/20	2020/21	2017/18	2018/19	2019/20	2020/21	2017/18	2018/19	2019/20	2020/21	Total
Not Known Female	41%	37%	36%	28%	10.7	7.1	7.0	7.6	25.0	15.5	12.5	14.0	35%
White Female	24%	24%	23%	23%	392.1	393.6	389.1	382.6	587.0	556.5	550.5	510.0	23%
Not Known Male	16%	10%	29%	28%	19.1	13.3	12.3	12.9	29.5	17.0	20.5	20.0	21%
White Male	17%	19%	17%	16%	447.2	434.8	407.5	398.3	585.0	570.5	556.0	508.5	17%
BAME Female	9%	12%	15%	13%	51.9	51.8	54.0	57.0	62.0	61.0	66.0	67.0	12%
BAME Male	13%	13%	10%	8%	65.2	66.3	68.1	75.8	79.0	76.5	78.0	81.0	11%
White Other								1.0				1.0	

**Table 4.14: Proportion of academic colleagues FTE working Part-Time by ethnicity UK/Non-UK**

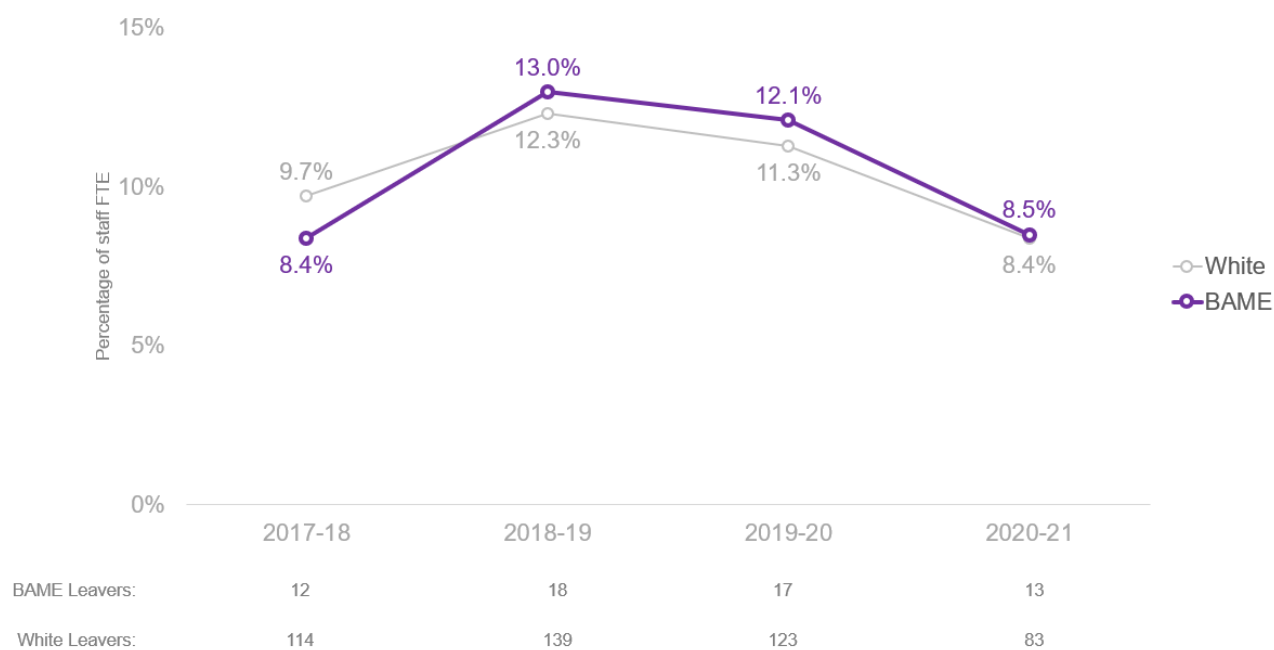
	% of FTE which are Part time				FTE				Headcount				% of FTE which are Part time
	2017/18	2018/19	2019/20	2020/21	2017/18	2018/19	2019/20	2020/21	2017/18	2018/19	2019/20	2020/21	Total
Mixed non-UK	41%	98%	100%	100%	2	1	2	3	5	2	4	5	85%
Black non-UK	52%	46%	28%	22%	4	6	5	8	7	10	10	11	37%
Other non-UK	44%	32%	21%	20%	7	6	8	7	9	7	9	9	29%
Not Known UK	25%	17%	31%	31%	23	17	18	18	44	25	29	30	26%
Not Known non-UK	24%	31%	34%	10%	7	4	2	3	11	8	4	5	25%
White UK	21%	22%	21%	20%	753	735	707	692	1,048	1,005	987	908	21%
White non-UK	14%	18%	14%	13%	87	94	89	90	124	122	120	112	15%
Black UK	9%	14%	13%	11%	26	27	25	27	30	32	32	32	12%
Asian non-UK	6%	6%	14%	12%	20	18	17	18	26	22	20	19	10%
Other UK	8%	6%	14%		3	4	5	7	5	6	7	7	10%
Asian UK	7%	7%	6%	4%	36	37	41	45	40	41	44	48	6%
Mixed UK	3%	9%	6%	1%	19	20	18	17	22	20	19	18	5%

## Academic Turnover Data

There is little disparity between BAME and white academics turnover, although BAME Non-UK shows the highest turnover percentage, which may be due to the number of fixed term contracts.

The accumulative percentage of BAME academic turnover over the four-year period is lower than White academic turnover throughout all grades. Turnover percentage is higher for BAME academics in schools where representation is low.

**Figure 4.3: Academic colleague Turnover BAME/White Inserted graph**



**Table 4.15: Academic colleague Turnover BAME/White**

	Turnover				Headcount				Number of leavers				Turnover
	2017/18	2018/19	2019/20	2020/21	2017/18	2018/19	2019/20	2020/21	2017/18	2018/19	2019/20	2020/21	Total
White	9.7%	12.3%	11.3%	8.4%	1,175	1,128	1,084	984	114	139	123	83	10.5%
BAME	8.4%	13.0%	12.1%	8.5%	143	138	141	153	12	18	17	13	10.4%
Not Known	5.4%	12.5%	10.5%	6.3%	56	32	38	32	3	4	4	2	8.2%

**Table 4.16: Academic colleague Turnover by ethnicity UK/Non-UK**

	Turnover				Headcount				Number of leavers				Turnover
	2017/18	2018/19	2019/20	2020/21	2017/18	2018/19	2019/20	2020/21	2017/18	2018/19	2019/20	2020/21	Total
BAME non-UK	12.8%	13.5%	10.0%	19.1%	47	37	40	47	6	5	4	9	14.0%
White non-UK	12.9%	16.5%	15.4%	5.6%	117	127	117	107	15	21	18	6	12.8%
Not Known non-UK	0.0%	28.6%	25.0%	0.0%	12	7	4	4	0	2	1	0	11.1%
White UK	9.4%	11.8%	10.9%	8.8%	1,058	1,000	967	878	99	118	105	77	10.2%
BAME UK	6.3%	12.9%	12.9%	3.8%	96	101	101	106	6	13	13	4	8.9%
Not Known UK	6.8%	8.0%	8.8%	7.1%	44	25	34	28	3	2	3	2	7.6%

**Table 4.17: Academic colleague turnover by School**

		Turnover				Headcount				Number of leavers				Turnover
		2017/18	2018/19	2019/20	2020/21	2017/18	2018/19	2019/20	2020/21	2017/18	2018/19	2019/20	2020/21	Total
Leeds Law School	BAME	0.0%	50.0%	0.0%	0.0%	3	4	3	5	0	2	0	0	13.3%
	Not Known	0.0%		0.0%	0.0%	1	0	1	1	0	0	0	0	0.0%
	White	14.0%	22.7%	6.7%	21.3%	50	44	45	47	7	10	3	10	16.1%
Carnegie School of Education	BAME	0.0%	27.8%	24.4%	9.2%	21	18	16	22	0	5	4	2	14.3%
	Not Known	0.0%		0.0%	0.0%	8	0	4	3	0	0	0	0	0.0%
	White	11.8%	12.8%	25.8%	5.4%	161	164	147	129	19	21	38	7	14.1%
Carnegie School of Sport	BAME	15.4%	33.3%	23.7%	0.0%	13	12	8	9	2	4	2	0	18.8%
	Not Known	28.6%	0.0%	0.0%	0.0%	7	7	7	6	2	0	0	0	7.4%
	White	13.5%	20.2%	12.8%	6.2%	251	238	210	195	34	48	27	12	13.5%
School of Events, Tourism and Hospitality Management	BAME	0.0%	66.7%	33.3%	0.0%	3	3	3	3	0	2	1	0	25.0%
	Not Known	0.0%	33.3%	50.0%	0.0%	2	3	2	1	0	1	1	0	25.0%
	White	9.7%	23.3%	9.6%	2.1%	62	60	52	47	6	14	5	1	11.8%
School of Built Environment, Engineering and Computing	BAME	5.0%	12.9%	7.3%	17.4%	40	39	41	46	2	5	3	8	10.9%
	Not Known	0.0%	0.0%	33.3%	20.0%	6	5	6	5	0	0	2	1	13.6%
	White	15.4%	17.2%	9.5%	9.9%	123	122	116	101	19	21	11	10	13.2%
School of Health	BAME	0.0%	11.8%	10.4%	5.2%	18	17	19	19	0	2	2	1	6.8%
	Not Known	0.0%	0.0%	11.1%	0.0%	7	7	9	10	0	0	1	0	3.0%
	White	14.2%	4.7%	11.1%	15.8%	240	234	235	216	34	11	26	34	11.4%
School of Humanities and Social Sciences	BAME	6.7%	21.4%	8.3%	7.7%	15	14	12	13	1	3	1	1	11.1%
	Not Known	14.3%	20.0%	0.0%	0.0%	7	5	4	4	1	1	0	0	10.0%
	White	6.6%	11.0%	8.9%	8.4%	183	182	169	167	12	20	15	14	8.7%
Leeds Business School	BAME	8.3%	6.1%	11.1%	4.3%	48	49	45	47	4	3	5	2	7.4%
	Not Known	40.0%	0.0%	0.0%	50.0%	5	3	3	2	2	0	0	1	23.1%
	White	9.2%	9.2%	8.1%	7.9%	174	163	161	139	16	15	13	11	8.6%
Leeds School of Arts	BAME	13.3%	15.4%	0.0%	5.6%	15	13	15	18	2	2	0	1	8.2%
	Not Known	0.0%	20.0%	10.0%	0.0%	19	10	10	6	0	2	1	0	6.7%
	White	7.5%	11.0%	4.9%	5.6%	281	272	266	250	21	30	13	14	7.3%

The university has an exit questionnaire, and we get regular reports which allow us to follow up any issues and action plan accordingly.

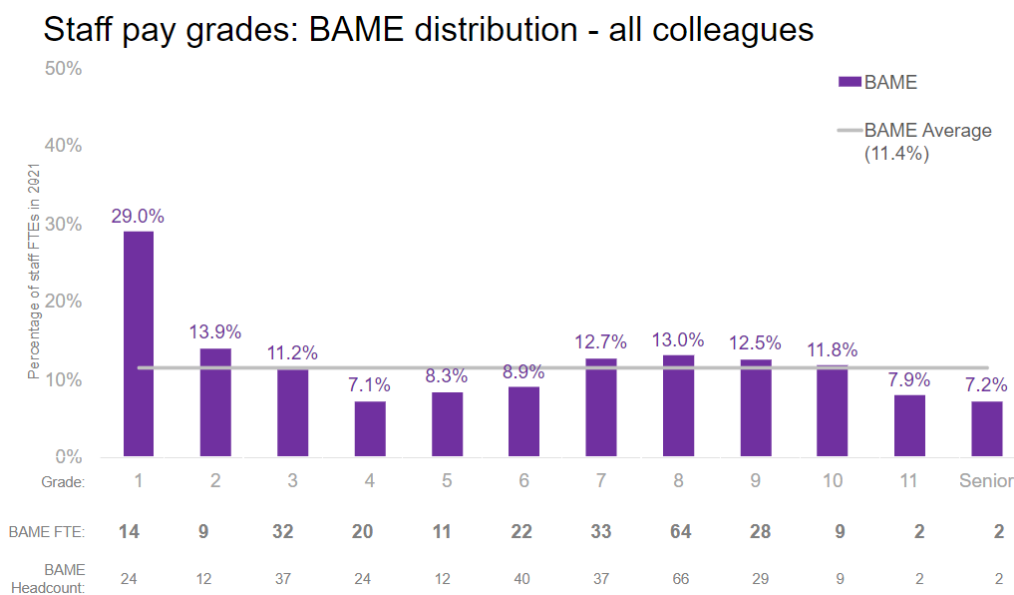
Our exit questionnaire is an anonymous, voluntary electronic survey that is automatically circulated to leavers during their notice period via the HR Data and Insights Team. The exit questionnaire process also prompts colleagues to request a confidential Exit Interview with a HR Business Partner if they would like one prior to leaving. The data is held centrally and used to inform internal reporting to the HR Leadership Team with a further commitment for it to be included in a quarterly FSRC report, which is reviewed by UET prior to submission.

## 4b Professional and Support Staff

### Institution as a whole

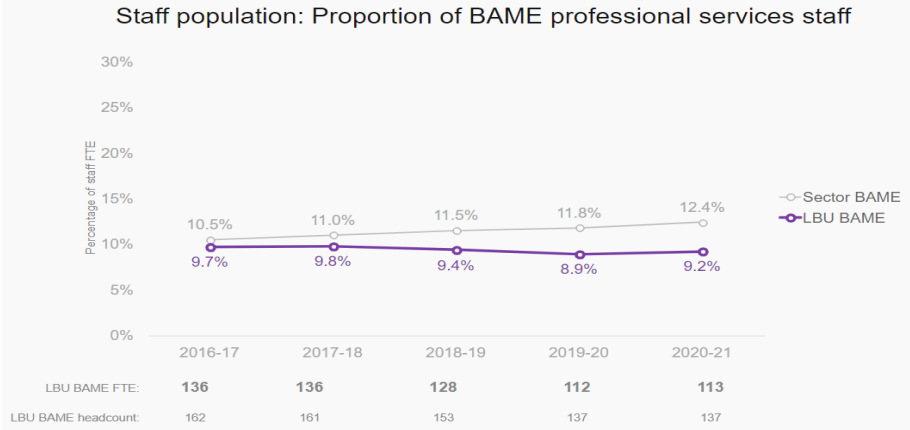
BAME colleagues represent 11.4% of the workforce, with the majority (29%) of BAME colleagues concentrated in Grade 1 roles (PS, ancillary roles). The average percentage decreases to 9.2% when we look at PS roles only, and this has decreased (9.7% 2016/17) over 5 years, unchanging since 2019. This is lower than the sector (13.3%), Leeds City Region (21%: 2021 census), and UK (18.3%: 2021 census) populations. REC has brought these concerning data to the fore and we have actions underway to address this imbalance.

**Figure 4.4: BAME Staff Population (whole institution)**



When compared to the University Alliance cohort, our percentage of BAME PS staff is 3.2% lower, and this increases to 4.2% when compared to all Universities. However, the Yorkshire and Humber region has a PS Workforce of 8.6%, the lowest of the benchmarked employers.

**Figure 4.5: Staff Population: Professional Services**

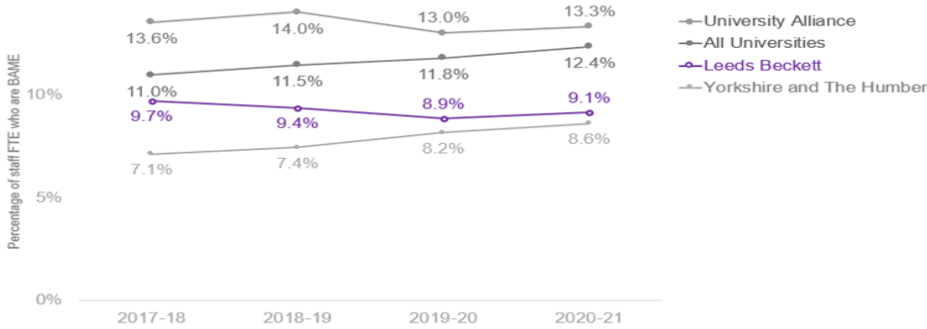


**Table 4.18: Proportion of PS Staff by BAME and White**

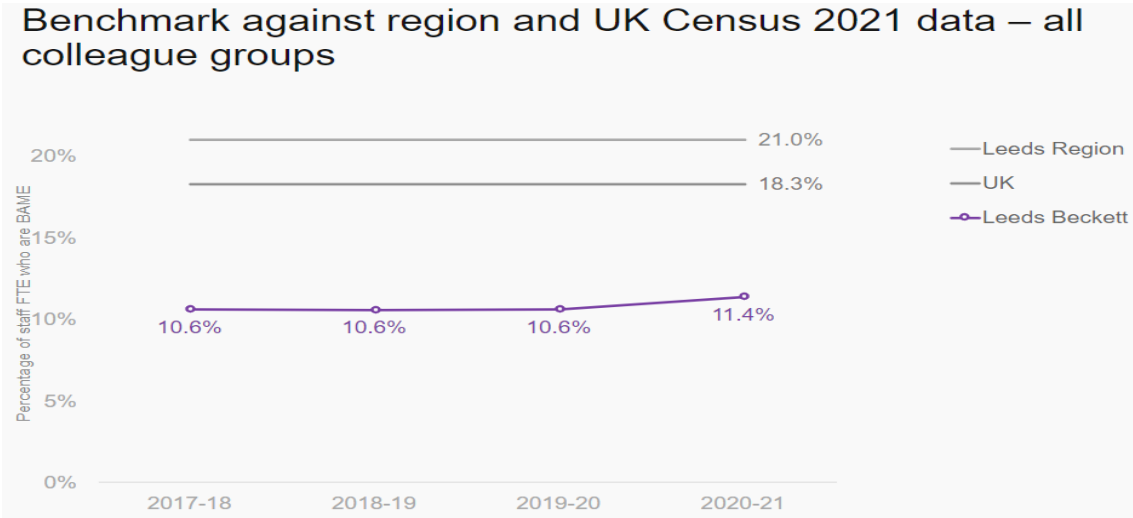
	2017/18		2018/19		2019/20		2020/21	
	FTE	FTE%	FTE	FTE%	FTE	FTE%	FTE	FTE%
BAME	136.5	9.8%	128.0	9.4%	112.6	8.9%	113.4	9.2%
White	1,234.1	88.3%	1,208.4	88.6%	1,139.2	89.5%	1,098.9	89.1%
Not Known	27.6	2.0%	27.0	2.0%	20.7	1.6%	20.8	1.7%

**Figure 4.6: PS Staff HE Benchmarks**

**Benchmark against other Universities – professional services colleagues**



**Figure 4.7: Regional and National Benchmarks (all roles)**



At an institutional level the UK and non UK PS staff profile has diminished by 0.6% from 2017 and is below sector average. BAME staff represent 9.2% of our PS cohort, with Asian staff being the second largest group (5%), following by Black British Caribbean 1.1% and Black British African 0.9%.

Of 137 PS staff, BAME colleagues are overrepresented in ancillary roles at grades 1 (29%) and 2 (13.9%). In 2021 only one PS colleague from a BAME background was employed in the SMG, with no BAME representation in PS grades 9-11.

**Each central department**

BAME PS staff are unevenly distributed across LBU ranging from 18% of the workforce (LBS) to only 1.6% (LSA) and no representation within SIBA or VC Office. Along with LBS, the majority of BAME PS FTE colleagues are in IT Services (14.6%) and CARES (15.5%).

**Contract type**

There is little disparity between BAME and white staff on fixed term contracts, although BAME and White non-UK are more likely to be on fixed term contracts compared to UK colleagues.

**Table 4.19: PS Staff ethnicity detailed breakdown by FTE**

		FTE%				FTE			
		2017/18	2018/19	2019/20	2020/21	2017/18	2018/19	2019/20	2020/21
UK	White	90.5%	90.8%	91.4%	91.3%	1,190.9	1,164.7	1,091.1	1,050.5
	Asian	4.0%	3.8%	3.8%	4.0%	52.5	49.2	45.2	45.8
	Black	1.8%	1.7%	1.6%	1.5%	23.1	21.5	19.4	17.4
	Mixed	1.8%	1.8%	1.6%	1.7%	23.2	22.9	18.9	19.7
	Information Refused	1.0%	1.1%	1.0%	1.1%	12.7	13.9	12.5	12.8
	Not Known	1.0%	0.7%	0.4%	0.4%	12.6	9.6	5.3	4.3
	Other	0.1%	0.1%	0.1%	0.0%	1.0	1.0	0.7	0.1
non-UK	White	52.4%	54.3%	60.7%	58.7%	43.0	43.7	48.2	48.4
	Asian	18.3%	18.4%	17.1%	15.4%	15.0	14.8	13.5	12.7
	Black	15.6%	16.0%	12.6%	13.2%	12.8	12.9	10.0	10.9
	Mixed	9.4%	5.8%	6.1%	7.7%	7.7	4.7	4.8	6.3
	Information Refused	1.2%	1.2%		1.2%	1.0	1.0		1.0
	Not Known	1.7%	3.1%	3.6%	3.3%	1.4	2.5	2.8	2.7
	Other	1.4%	1.2%		0.5%	1.1	1.0		0.4

**Table 4.20: BAME proportion of staff and FTE of Staff by grade by PS Directorate 2020/21**

	1	2	3	4	5	6	7	8	9	10	11	Senior	Grand Total
Leeds Business School			38.5%	10.5%									18.0%
			4.9	0.7									5.6
Cares	29.0%	14.3%	3.7%	9.3%									15.0%
	14.4	4.6	1.1	1.0									21.1
IT Services			10.4%	17.1%	22.3%	24.5%	4.8%	12.8%					14.6%
			1.6	2.8	2.6	8.5	1.3	1.0					17.9
Registrar and Secretary's Office			24.0%	22.0%	7.7%			23.1%					14.5%
			2.2	5.7	0.9			1.3					10.2
Centre for Learning & Teaching							26.8%						12.9%
							2.0						2.0
School of Built Environment, Engineering and Computing			15.5%	16.3%	14.1%								12.0%
			2.3	1.9	0.5								4.7
Carnegie School of Education			18.4%	8.1%	21.9%								11.7%
			3.4	0.6	0.2								4.2
Leeds Law School		62.2%											9.0%
		1.0											1.0
Business Engagement						19.7%							8.6%
						1.8							1.8
School of Humanities and Social Sciences	100.0%	16.1%											8.4%
	0.1	2.0											2.1
Library and Student Services	44.0%	12.8%	6.2%	5.6%	6.6%	2.1%							8.4%
	2.1	5.6	1.7	1.0	2.7	0.3							13.5
University Research and Enterprise Office		15.4%	29.4%	17.1%									8.0%
		1.0	0.8	1.9									3.7
University Recruitment		14.6%	4.0%	0.5%			14.8%		100.0%				7.8%
		3.4	1.0	0.1			1.0		1.0				6.5
Quality Assurance Services						14.3%							7.3%
						0.8							0.8
Financial Services		13.4%				14.0%	19.2%	21.0%					7.1%
		0.8				1.0	1.0	1.0					3.8
External Relations			7.2%									100.0%	6.3%
			1.5									1.0	2.5
Carnegie School of Sport		13.2%	5.6%										6.1%
		2.0	0.8										2.9
Sport and Active Lifestyles		13.5%				9.3%							4.7%
		1.0				0.9							1.9
Estates					30.6%		7.5%						4.5%
					2.0		1.0						3.0
School of Health	49.3%		7.5%										3.6%
	0.6		1.3										1.9
Human Resources		10.3%					4.0%						2.9%
		1.0					0.2						1.2
School of Events, Tourism and Hospitality Management				100.0%									2.0%
				0.1									0.1
Leeds School of Arts						23.6%							1.6%
						1.0							1.0
Strategic Insight and Business Analysis													
Vice Chancellor's Group													
Grand Total	29.0%	13.9%	11.2%	7.1%	7.3%	9.0%	5.5%	5.5%	4.1%			9.4%	9.2%
	14.4	8.5	32.4	19.9	9.4	16.7	6.9	3.3	1.0			1.0	113.4



**Table 4.21: PS staff FTE by BAME and White and Grade**

	BAME				White				Not Known			
	2017/18	2018/19	2019/20	2020/21	2017/18	2018/19	2019/20	2020/21	2017/18	2018/19	2019/20	2020/21
1	14.7	16.4	14.8	14.4	38.3	32.9	31.5	32.2	2.3	5.6	4.3	3.2
	26.6%	29.9%	29.2%	29.0%	69.3%	59.9%	62.3%	64.7%	4.1%	10.2%	8.5%	6.3%
2	10.7	9.7	7.1	8.5	87.5	86.7	62.2	51.3	0.2	0.2	2.3	1.3
	10.9%	10.1%	9.9%	13.9%	88.9%	89.7%	86.9%	84.0%	0.2%	0.3%	3.2%	2.1%
3	40.2	33.6	30.8	32.4	283.9	273.1	259.9	252.1	10.7	9.9	5.7	4.9
	12.0%	10.6%	10.4%	11.2%	84.8%	86.3%	87.7%	87.1%	3.2%	3.1%	1.9%	1.7%
4	28.3	27.6	21.2	19.9	294.1	287.3	264.5	257.8	5.6	5.3	3.3	3.0
	8.6%	8.6%	7.3%	7.1%	89.7%	89.7%	91.5%	91.9%	1.7%	1.6%	1.2%	1.1%
5	7.2	6.5	8.3	9.4	112.4	109.5	115.9	115.1	2.0	2.0	1.6	3.0
	5.9%	5.5%	6.6%	7.3%	92.4%	92.8%	92.2%	90.3%	1.6%	1.7%	1.3%	2.4%
6	20.6	19.9	18.0	16.7	184.4	190.5	180.2	167.8	2.4	1.0	0.5	1.0
	9.9%	9.4%	9.1%	9.0%	88.9%	90.1%	90.7%	90.5%	1.1%	0.5%	0.2%	0.5%
7	6.8	6.3	6.2	6.9	103.3	103.6	110.5	116.9	3.1	1.0	1.0	2.0
	6.0%	5.7%	5.3%	5.5%	91.3%	93.4%	93.9%	92.9%	2.7%	0.9%	0.8%	1.6%
8	5.0	5.0	3.5	3.3	74.0	69.7	60.8	54.5	1.4	2.0	2.0	2.0
	6.2%	6.5%	5.3%	5.5%	92.0%	90.9%	91.7%	91.1%	1.8%	2.6%	3.0%	3.3%
9	1.0	1.0	1.0	1.0	21.2	21.7	24.6	23.5				
	4.5%	4.4%	3.9%	4.1%	95.5%	95.6%	96.1%	95.9%				
10	1.0	1.0	0.7		18.7	18.4	14.5	14.0				0.5
	5.1%	5.1%	4.9%		94.9%	94.9%	95.1%	96.7%				3.3%
11					4.7	3.4	3.0	3.7				
					100.0%	100.0%	100.0%	100.0%				
Senior	0.9	1.0	1.0	1.0	11.5	11.5	10.9	9.7				
	7.1%	8.0%	8.4%	9.4%	92.9%	92.0%	91.6%	90.6%				
Grand Total	136.5	128.0	112.6	113.4	1,234.1	1,208.4	1,138.6	1,098.6	27.6	27.0	20.7	20.8
	9.8%	9.4%	8.9%	9.2%	88.3%	88.6%	89.5%	89.1%	2.0%	2.0%	1.6%	1.7%

**Table 4.22: BAME and White PS Staff by gender FTE**

	FTE %					FTE					Headcount				
	2017/18	2018/19	2019/20	2020/21	2021/22	2017/18	2018/19	2019/20	2020/21	2021/22	2017/18	2018/19	2019/20	2020/21	2021/22
White Female	49.7%	50.1%	50.1%	49.6%	49.7%	694.8	683.5	637.2	612.2	536.4	831	821	779	755	638
White Male	38.6%	38.5%	39.3%	39.1%	37.5%	539.1	524.9	499.6	482.1	405.2	579	577	557	542	444
BAME Female	5.6%	5.6%	5.3%	5.7%	6.7%	78.9	76.8	67.2	69.9	72.3	95	93	84	84	89
BAME Male	4.1%	3.8%	3.6%	3.5%	4.2%	57.6	51.1	45.5	43.5	45.8	66	60	54	53	51
Not Known Female	0.9%	0.8%	0.8%	1.0%	0.9%	12.9	11.3	10.5	12.5	9.3	16	18	15	18	12
Not Known Male	1.1%	1.1%	0.8%	0.7%	0.5%	14.7	15.6	10.1	8.3	5.0	19	18	15	11	6
White Other			0.2%	0.4%	0.5%			2.4	4.6	5.5			3	5	5

**Table 4.23: PS Proportion of FTE Staff on fixed term contracts BAME/White**

	% of FTE which are fixed term				FTE				Headcount			
	2017/18	2018/19	2019/20	2020/21	2017/18	2018/19	2019/20	2020/21	2017/18	2018/19	2019/20	2020/21
Not Known	23.3%	12.0%	4.8%	5.2%	28	27	21	21	34	36	30	29
BAME	15.0%	12.6%	7.9%	7.9%	136	128	113	113	162	153	137	137
White	7.3%	8.7%	8.6%	7.8%	1,234	1,208	1,139	1,099	1,411	1,398	1,338	1,301

**Table 4.24: PS Proportion of FTE Staff on fixed term contracts UK/Non-UK**

	% of FTE which are fixed term				FTE				Headcount			
	2017/18	2018/19	2019/20	2020/21	2017/18	2018/19	2019/20	2020/21	2017/18	2018/19	2019/20	2020/21
White non-UK	18.3%	24.2%	28.4%	22.9%	43	44	48	48	54	57	61	63
Not Known UK	24.6%	12.6%	5.5%	6.1%	25	23	18	17	29	29	24	22
BAME non-UK	18.5%	14.4%	3.6%	9.9%	37	33	28	30	47	44	37	40
BAME UK	13.8%	12.0%	9.4%	7.1%	100	95	84	83	115	109	100	97
White UK	6.9%	8.1%	7.7%	7.1%	1,191	1,165	1,091	1,051	1,358	1,341	1,278	1,238
Not Known non-UK	8.5%	7.9%		1.1%	2	4	3	4	5	7	6	8

**Table 4.25: PS Proportion of FTE Staff on fixed term contracts UK/Non-UK by ethnicity group**

	% of FTE which are fixed term				FTE				Headcount				% of FTE which are fixed term
	2017/18	2018/19	2019/20	2020/21	2017/18	2018/19	2019/20	2020/21	2017/18	2018/19	2019/20	2020/21	Total
Other non-UK	100.0%	100.0%		100.0%	1	1		0	2	1		1	100.0%
White non-UK	18.3%	24.2%	28.4%	22.9%	43	44	48	48	54	54	60	59	23.6%
Asian UK	19.3%	17.4%	14.5%	9.5%	53	49	45	46	59	55	51	51	15.4%
Not Known UK	24.6%	12.6%	5.5%	6.1%	25	23	18	17	29	27	24	21	13.4%
Black non-UK	15.2%	21.7%	2.8%	5.8%	13	13	10	11	17	19	16	17	12.1%
Asian non-UK	16.1%	6.3%	5.5%	9.6%	15	15	14	13	19	19	15	16	9.5%
Mixed non-UK	16.9%	2.0%		11.4%	8	5	5	6	8	6	6	6	9.0%
Mixed UK	12.0%	11.0%	5.6%	5.9%	23	23	19	20	30	28	25	24	8.9%
White UK	6.9%	8.1%	7.7%	7.1%	1,191	1,165	1,091	1,051	1,351	1,322	1,254	1,217	7.5%
Not Known non-UK	8.5%	7.9%		1.1%	2	4	3	4	5	7	5	7	4.2%
Black UK	3.4%	1.0%	1.5%	2.5%	23	22	19	17	25	24	23	20	2.1%
Other UK					1	1	1	0	1	1	1	1	

**Table 4.26: PS Proportion of Staff working Part-Time by BAME/White UK and Non-UK**

	% of FTE which are Part time				FTE				Headcount				% of FTE which are Part time
	2017/18	2018/19	2019/20	2020/21	2017/18	2018/19	2019/20	2020/21	2017/18	2018/19	2019/20	2020/21	Total
Not Known non-UK	58%	49%	85%	73%	2	4	3	4	5	7	5	7	66%
BAME non-UK	31%	33%	35%	40%	37	33	28	30	45	44	36	39	34%
White non-UK	27%	24%	21%	23%	43	44	48	48	53	54	60	59	24%
White UK	16%	16%	18%	19%	1,191	1,165	1,091	1,051	1,350	1,322	1,254	1,217	17%
BAME UK	15%	16%	21%	18%	100	95	84	83	114	108	99	95	17%
Not Known UK	10%	16%	21%	13%	25	23	18	17	29	27	24	21	14%

**Table 4.27: PS Turnover BAME/White**

	Turnover				Headcount				Number of leavers				Turnover
	2017/18	2018/19	2019/20	2020/21	2017/18	2018/19	2019/20	2020/21	2017/18	2018/19	2019/20	2020/21	Total
Not Known	23.1%	17.1%	27.6%	0.0%	26	35	29	25	6	6	8	0	17.4%
BAME	9.8%	20.3%	13.7%	11.8%	153	153	131	136	15	31	18	16	14.0%
White	14.5%	15.2%	11.9%	10.3%	1,404	1,406	1,292	1,254	204	214	154	129	13.1%

**Table 4.28: PS Turnover BAME/White by Grade**

		Turnover				Headcount				Number of leavers				Turnover
		2017/18	2018/19	2019/20	2020/21	2017/18	2018/19	2019/20	2020/21	2017/18	2018/19	2019/20	2020/21	Total
1-3	BAME	6.6%	23.7%	15.9%	14.1%	76	76	63	71	5	18	10	10	15.0%
	Not Known	23.1%	23.8%	35.3%	0.0%	13	21	17	12	3	5	6	0	22.1%
	White	18.4%	18.6%	14.5%	12.9%	484	469	413	403	89	87	60	52	16.3%
4-5	BAME	14.6%	23.8%	14.3%	12.1%	41	42	35	33	6	10	5	4	16.6%
	Not Known	0.0%	10.0%	11.1%	0.0%	7	10	9	8	0	1	1	0	5.9%
	White	11.0%	12.7%	11.5%	6.6%	482	490	453	442	53	62	52	29	10.5%
6-9	BAME	11.8%	9.1%	6.5%	6.5%	34	33	31	31	4	3	2	2	8.5%
	Not Known	50.0%	0.0%	33.3%	0.0%	6	4	3	5	3	0	1	0	22.2%
	White	14.1%	13.3%	9.0%	11.6%	404	413	398	380	57	55	36	44	12.0%
10+	BAME	0.0%	0.0%	50.0%	0.0%	2	2	2	1	0	0	1	0	14.3%
	Not Known								0				0	
	White	14.3%	28.6%	21.4%	14.3%	35	35	28	28	5	10	6	4	19.8%

**Table 4.29: PS Turnover by BAME/White by PS Directorate**

		Turnover				Headcount				Number of leavers				Turnover
		2017/18	2018/19	2019/20	2020/21	2017/18	2018/19	2019/20	2020/21	2017/18	2018/19	2019/20	2020/21	
External Relations	BAME	66.7%	50.0%	0.0%	33.3%	3	4	3	3	2	2	0	1	38.5%
	Not Known	100.0%	0.0%	100.0%	0.0%	1	1	1	1	1	0	1	0	50.0%
	White	31.4%	22.7%	28.9%	21.6%	35	40	38	37	11	9	11	8	26.1%
Human Resources	BAME	33.3%	0.0%	100.0%	0.0%	3	3	2	1	1	0	2	0	33.3%
	Not Known	0.0%	0.0%	0.0%	0.0%	1	1	0	1	0	0	1	0	50.0%
	White	23.2%	21.2%	25.6%	13.0%	56	52	43	46	13	11	11	6	20.8%
Centre for Learning & Teaching	BAME	0.0%	0.0%	0.0%	0.0%	2	2	2	2	0	0	0	0	0.0%
	Not Known	0.0%	0.0%	0.0%	0.0%	1	1	1	1	0	0	0	0	0.0%
	White	20.0%	30.0%	18.8%	28.6%	20	20	16	14	4	6	3	4	24.3%
Sport and Active Lifestyles	BAME	0.0%	0.0%	0.0%	0.0%	3	2	2	2	0	0	0	0	0.0%
	Not Known	0.0%	0.0%	0.0%	0.0%	1	1	1	1	0	0	0	0	0.0%
	White	22.4%	24.8%	3.0%	15.8%	71	64	67	57	16	16	2	9	16.6%
University Research and Enterprise Office	BAME	75.0%	20.0%	0.0%	0.0%	4	5	5	4	3	1	0	0	22.2%
	Not Known	0.0%	0.0%	0.0%	0.0%	0	0	0	1	0	0	0	0	0.0%
	White	19.0%	26.1%	4.9%	6.8%	42	46	41	44	8	12	2	3	14.5%
Cares	BAME	3.2%	5.3%	30.0%	20.0%	31	38	30	30	1	2	9	6	14.0%
	Not Known	0.0%	21.4%	36.4%	0.0%	5	14	11	7	0	3	4	0	18.9%
	White	11.1%	9.0%	26.9%	9.6%	162	155	138	136	18	14	37	13	13.9%
Registrar and Secretary's Office	BAME	0.0%	9.1%	9.1%	0.0%	11	11	11	11	0	1	1	0	4.5%
	Not Known	50.0%	0.0%	0.0%	0.0%	2	2	1	1	1	0	0	0	16.7%
	White	11.2%	26.2%	8.2%	12.1%	89	84	73	66	10	22	6	8	14.7%
University Recruitment	BAME	15.4%	62.5%	12.5%	28.6%	13	8	8	7	2	5	1	2	27.8%
	Not Known	0.0%	0.0%	100.0%	0.0%	0	2	1	1	0	0	1	0	25.0%
	White	14.4%	13.1%	4.8%	12.3%	90	84	83	81	13	11	4	10	11.2%
Library and Student Services	BAME	18.0%	49.6%	14.2%	11.7%	11	12	14	17	2	6	2	2	22.0%
	Not Known	0.0%	0.0%	0.0%	0.0%	2	1	3	3	0	0	0	0	0.0%
	White	14.2%	13.1%	12.9%	7.8%	190	214	201	191	27	28	26	15	12.0%
Quality Assurance Services	BAME	0.0%	0.0%	0.0%	0.0%	1	1	1	1	0	0	0	0	0.0%
	White	6.3%	20.0%	7.7%	20.0%	16	15	13	10	1	3	1	2	13.0%
IT Services	BAME	17.4%	8.7%	0.0%	15.0%	23	23	21	20	4	2	0	3	10.3%
	Not Known	16.7%	100.0%	0.0%	0.0%	6	2	2	2	1	2	0	0	25.0%
	White	10.4%	15.1%	6.6%	13.9%	116	113	106	108	12	17	7	15	11.5%
Business Engagement	BAME	0.0%	0.0%	50.0%	0.0%	3	3	2	2	0	0	1	0	10.0%
	White	0.0%	6.7%	40.0%	4.5%	26	30	20	22	0	2	8	1	11.2%
Estates	BAME	12.5%	20.0%	25.0%	0.0%	8	5	4	3	1	1	1	0	15.0%
	Not Known	100.0%	0.0%	0.0%	0.0%	1	1	0	0	1	0	0	0	50.0%
	White	14.5%	14.7%	7.5%	3.1%	69	68	67	65	10	10	5	2	10.0%
Vice Chancellor's Group	White	0.0%	8.3%	9.1%	9.1%	12	12	11	11	0	1	1	1	6.5%
Financial Services	BAME	0.0%	20.0%	0.0%	0.0%	4	5	4	4	0	1	0	0	5.9%
	Not Known	0.0%	100.0%	0.0%	0.0%	1	1	0	0	0	1	0	0	50.0%
	White	11.7%	1.8%	3.4%	3.6%	60	57	58	55	7	1	2	2	5.2%
Strategic Insight and Business Analysis	White				0.0%			0	4			0	0	0.0%

## 4c Grievances and disciplinarys

### Grievances

The grievance policy aims to ensure that where problems are identified, they are dealt with promptly, fairly, and consistently. Many potential concerns and issues between employees will be solved during everyday working relationships, and it is expected that all concerned will seek to resolve issues through informal discussion where appropriate. As dialogue can be the best way of addressing issues, the University and our union colleagues are committed to resolving matters informally wherever possible.

The policy has a 3-stage process: informal, formal and appeal. The informal stage is aimed at trying to resolve complaints that can be solved through the course of everyday working relationships. However, the procedure recognises that there may be occasions where employees request that their grievance/complaint is investigated at the formal stage (stage 2) without previously attempting resolution through the informal stage (stage 1). For example, this can be in cases where their complaint is so serious and/or has wide reaching implications, that dealing with it informally will not be effective. Where this is the case, the University will consider the

appropriateness to investigate on a formal basis and engage with the complainant(s) on reasons for the request and the requirements of the situation.

Colleagues can initiate this procedure outside of their usual line management route if the issue that they are facing pertains to their line manager.

The policy also references how the University’s SRR platform can be accessed and provides information on support available from the Dignity and Respect Advisors.

Between 2019-2021 of the 52 formal grievances processed, 9 were raised by BAME employees (9 of 269 BAME colleagues = 3.35%). It is recognised that this is disproportionately higher in comparison to the White employees who raised a formal grievance (38 of 1908 White colleagues = 1.99%). Approximately for every 4 formal grievances raised by White employees, BAME employees raises one (24%). This is in excess of double the representation from the BAME community across the university (11.4%).

6 formal grievances closed between 2019 and 2021 were in relation to race discrimination, harassment or victimisation, equating to 12% of the total formal grievances submitted by all staff (6 of 52). The findings of these cases concluded that no race discrimination, harassment or victimisation was found.

Nearly half (44%) of the formal grievances concluded brought by BAME employees (9 in total) were in relation to race discrimination, harassment, or victimisation (4 of the 9). These cases have been reviewed to identify whether there were trends that might identify a specific manager, team or other employee. No such trends were found, but we appreciate that the sample is small.

**All formal grievances closed between 2019 and 2021:**

Ethnicity of the colleague submitting the grievance	Headcount	% of Total Formal Grievances closed
White	38	73.1%
BAME	9	17.3%
Unknown/ undisclosed	5	9.6%
Total	52	

**Breakdown of total formal grievances closed between 2019 and 2021 in relation to race discrimination, harassment, or victimisation:**

Ethnicity of the colleague submitting the grievance	Headcount	% of Total Formal Grievances closed from this ethnic group
BAME	4	44.4%
Unknown/ undisclosed	2	0.4%
Total	6	

During the period of 2019 to 2021, informal cases were not logged by the central function and the data set for analysis is, therefore, limited.

In 2021, the University recognised that it needed to improve its understanding of the data arising from grievances and disciplinaries. As a result, the HR manager role was revised to include specific responsibilities relating to increasing the diversity of the workforce as part of workforce planning. The HR manager has focussed on embedding a culture of continuous improvement and plays a key role on EDI, strategic and people plans.

One such initiative has been the improved monitoring of grievance and disciplinary cases. The case log introduced in 2021 has continuously improved to 2023 which allows more meaningful analysis. The improvement includes measures such as:

- logging informal cases to provide a greater data set which will allow further analysis on the population of particular groups,
- capturing protected characteristics amongst those that raise complaints
- capturing the nature of the complaint, the outcome, and recommendations of all cases.

From October 2023 the Employee Relations team will undertake a quarterly analysis of the data, with the use of a dashboard, to understand and identify trends so that appropriate action can be taken. This will be reported to UET and on to FSRC on a quarterly basis.

The grievance policy has also been revised during this time. As mentioned above it now provides information on the support available from the Dignity and Respect Advisors and possible interim measures in such cases. It is being launched in 2023. The employee relations team are currently finalising an implementation plan which will include improved and up to date training for managers, decision makers and investigating officers. A specific aspect of the training relates to cases regarding racist behaviour/discrimination [See Action 4.4.].

**Disciplinary**

Between 2019 to 2021 of the 41 disciplinary cases, 32 related to the alleged misconduct of White employees (78%). One of these cases was in relation to race discrimination, harassment, or victimisation.

During the same period, 8 disciplinary proceedings were brought against colleagues who identified as BAME (8 of 269 BAME colleagues = 2.97%). Again, this is higher in comparison to the number of disciplinaries brought against White colleagues (32 of 1908 White colleagues = 1.68%). The University recognises the need to understand in more detail the factors that might be underlying this disproportion in the level of representation.

**All disciplinaries closed between 2019 and 2021:**

Ethnicity of the colleague in the case	Headcount	% of Total Formal Disciplinaries closed
White	32	78.0%
BAME	8	19.5%

Unknown/ undisclosed	1	2.4%
Total	41	

We recognise that we have insufficient detail in the data to analyse, understand trends and take the appropriate actions / put measures in place at present. However, the appointment of a dedicated data analyst will greatly improve our ability to understand each phase of the disciplinary process, consider intersectional details and whether recurring themes are emerging over time. We will capture more detail on the outcomes and recommendations of all cases, including the level of sanction. This greater detail will enable us to assess more clearly whether there is bias present at any point in the process.

REC Staff Survey Respondents outlined concerns of grievance and disciplinary process and they suggest limited trust in this process resulted in staff choosing not to report.

I do not fully trust that all reported incidents would be considered by [LBU]. Staff should be able to raise a grievance and it be dealt with by someone independent of HR -  
*Anonymous Colleague of Colour*

When you report it, you often get more hassle and its not something that is easy to prove either.  
- *Anonymous Colleague of Colour*



There is a fear of reporting an issue. Many of us just decide to drop it rather than go through a very difficult process of grievance where our concerns are often questioned and dismissed -  
*Anonymous Colleague of Colour*

<sup>1</sup>  
*The right to Speak Up poster, 2021*

## 4d Decision-making boards and committees

It should be noted that the APP Scrutiny Group was established in 2022 and therefore the data is not available for this. BAME representation varies and there are also boards and committees with no BAME representation at all.

The Access and Participation Plan Scrutiny Committee reports into the Academic Board. It monitors the University's progress against our APP targets which include ethnicity specific targets at the access, success and progression points of the student journey. Annual data showing progress against targets is provided by OfS and this is reported to the University Executive Team, and onward through to the Board of Governors.

The group is chaired by Tracey Lancaster (Deputy Vice Chancellor, Resources) and includes the DVC Academic (responsible for student success and progress), as well as the PVC University Recruitment and International Partnerships (responsible for student access). Deviation from targets is reported, analysed and remedial action proposed and implemented by the relevant senior lead. While inclusive access to the University has remained strong over some time, the University recognises the issues with student attainment that persist in our data. The University's inclusive practice approach, outlined in detail in our original submission, is our whole institution, incremental programme to address this issue.

Persistent issues relating to the progression of BAME students into graduate level jobs is also recognised and is being addressed by a growing suite of interventions led by our employability team and which begin at the point of enrolment. Their programme of work includes whole cohort and targeted provision to incrementally increase employment of graduates from under-represented (which includes BAME) communities.

Looking forward, we have ensured that there are members from the Access and Participation Scrutiny Committee on the new 'Charter Mark Group'. This group will be led by PVC Research and Innovation, Professor Silke Machold. This group will bring together the action plans for both the REC and the Athena Swan charter mark into a single action plan for implementation. It will report its progress into the EDI committee, which reports to UET.

Intersectionally, we can see that BAME non UK colleagues are the least represented group with no representation in any membership, followed by BAME men at 2.1%. Committee structure is detailed in Section 2.

There is a good gender balance across [LBU] which has led to a level of complacency, and that is why [we] are three of four years behind in EDI. We are coming to solutions now, but we need to start from the top which is a hard nut to crack –

*White Professional Services Colleague*

Advance HE's most recent benchmarking shows that in 2020/21 12.2% of governors nationally belonged to the global majority compared to 20% of governors at Leeds Beckett. We have continued to improve this representation with 30% of the current membership belonging to the global majority, though we recognise there is always more to do as part of our ongoing commitment to equality, diversity and inclusion across the University and led by the Board.

**Table 4.34: Committee Membership – proportion of BAME headcount on each committee**

	BAME %				Total Headcount				BAME %
	2017-18	2018-19	2019-20	2020-21	2017-18	2018-19	2019-20	2020-21	Total
Board of Governors	5.9%	0.0%	21.1%	11.1%	17	14	19	18	16.1%
Equality and Diversity Committee	10.9%	10.9%	14.0%	15.9%	46	46	43	44	14.9%
SU and Senior Management Liaison Group	0.0%	0.0%	13.3%	20.0%	15	14	15	15	12.0%
Audit Committee	0.0%	0.0%	20.0%	20.0%	5	4	5	5	11.1%
Finance Staffing and Resources Committee	0.0%	0.0%	20.0%	10.0%	9	7	10	10	11.1%
Academic Board	8.3%	10.5%	8.6%	6.1%	36	38	35	33	10.3%
Health and Safety Consultative Committee			8.7%	11.5%			23	26	10.0%
Wellbeing Sub-Committee			4.8%	11.5%			21	26	10.0%
Governance and Nominations Committee	0.0%	0.0%	11.1%	0.0%	8	8	9	7	7.1%
Student Visa Sponsor Group	0.0%	0.0%	7.7%	7.7%	15	15	13	13	5.3%
Safety Health and Wellbeing Committee	6.5%	6.1%			31	33			5.1%
Chair's Committee	0.0%	0.0%	0.0%	0.0%	6	6	6	7	0.0%
Prevent Working Group	0.0%	0.0%	0.0%	0.0%	13	10	11	11	0.0%
Senior Staff Remuneration Committee	0.0%	0.0%	0.0%	0.0%	6	6	7	6	0.0%



**Table 4.35: Committee Membership – proportion of headcount by BAME/White and UK/Non-UK**

	% of Headcount				Total Headcount				% of Headcount
	2017-18	2018-19	2019-20	2020-21	2017-18	2018-19	2019-20	2020-21	Total
White UK	78.9%	78.1%	76.1%	73.6%	116	107	102	106	75.1%
BAME UK	6.1%	6.6%	9.7%	11.8%	9	9	13	17	10.0%
Not Known	9.5%	7.3%	6.7%	8.3%	14	10	9	12	9.2%
White Non-UK	3.4%	4.4%	5.2%	3.5%	5	6	7	5	3.1%
Not Known UK	2.0%	2.2%	1.5%	2.1%	3	3	2	3	2.2%
BAME Non-UK		0.7%	0.7%			1	1		0.4%
White Not Known		0.7%		0.7%		1		1	0.4%

**Table 4.36: Committee Membership – proportion of headcount by BAME/White and gender**

	% of Headcount				Total Headcount				% of Headcount
	2017-18	2018-19	2019-20	2020-21	2017-18	2018-19	2019-20	2020-21	Total
White Female	44.9%	46.7%	47.8%	43.8%	66	64	64	63	44.5%
White Male	37.4%	36.5%	33.6%	34.0%	55	50	45	49	33.6%
BAME Female	4.8%	5.8%	9.0%	9.7%	7	8	12	14	8.3%
Not Known Female	6.1%	5.8%	4.5%	5.6%	9	8	6	8	5.7%
Not Known Male	4.1%	3.6%	3.7%	2.8%	6	5	5	4	3.5%
BAME Male	1.4%	1.5%	1.5%	2.1%	2	2	2	3	2.2%
Not Known	1.4%			2.1%	2			3	2.2%

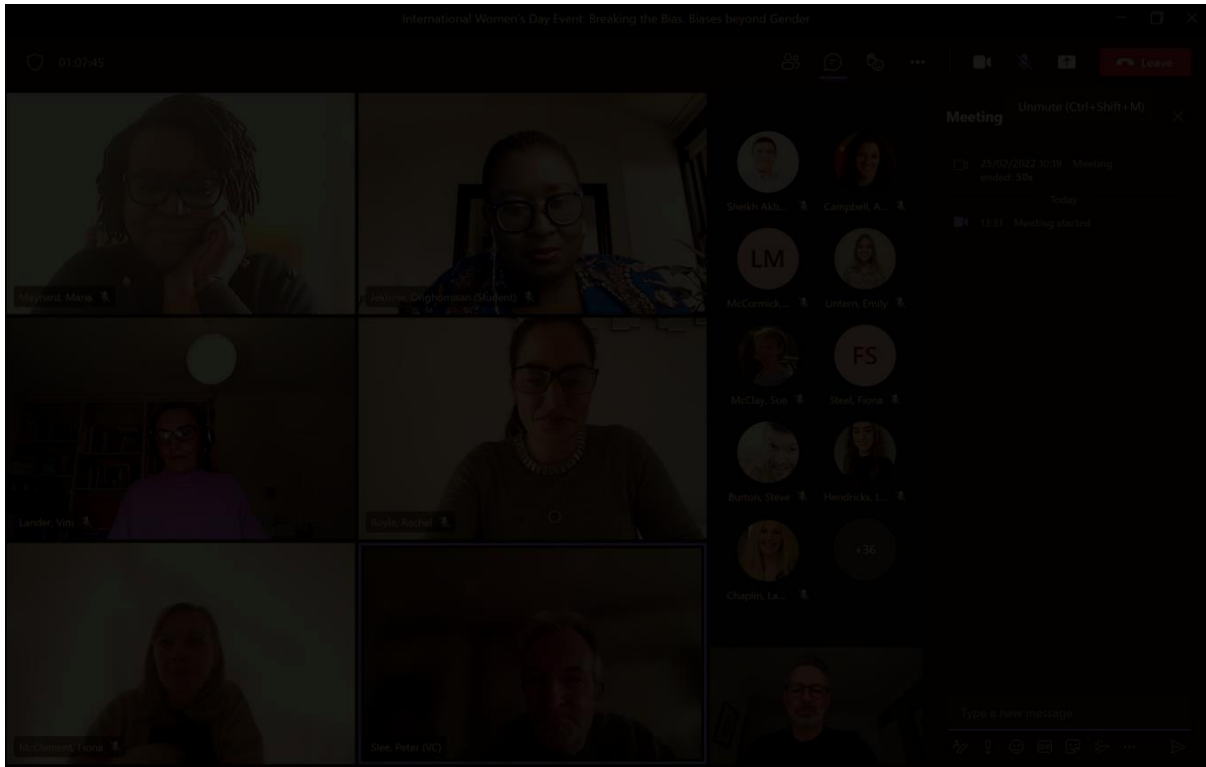
## 4e Equal pay

### **Section 4e Equal Pay**

The university operates a job evaluation process and has a pay grade structure in place. There are no gaps associated with equal pay for equal work. We do have an ethnicity pay gap in regard to the mean calculation, however our median calculations show the reduction to no pay gap following a targeted action plan as part of our EDI plan.

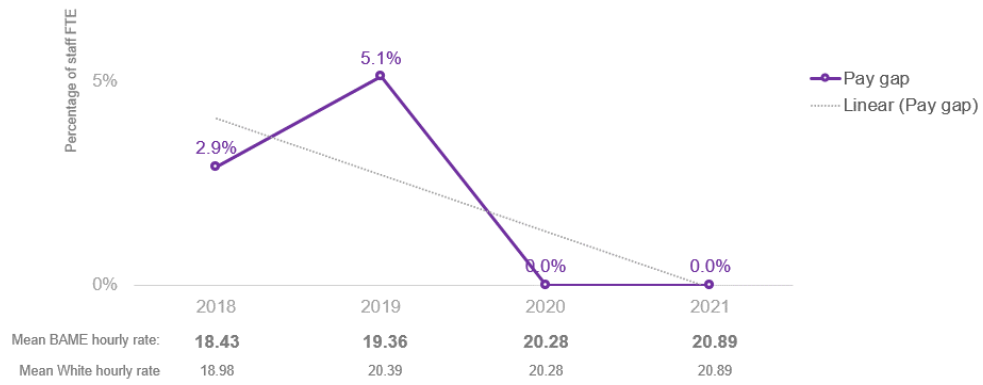
The mean ethnicity pay gap calculation is due to a slightly higher representation of BAME colleagues in the lower pay quartile than the upper middle and upper quartile.

In 2021 the university has again committed to the voluntary living wage; this may help with the mean ethnicity pay gap as it means that lower quartile roles will start at higher scale points.

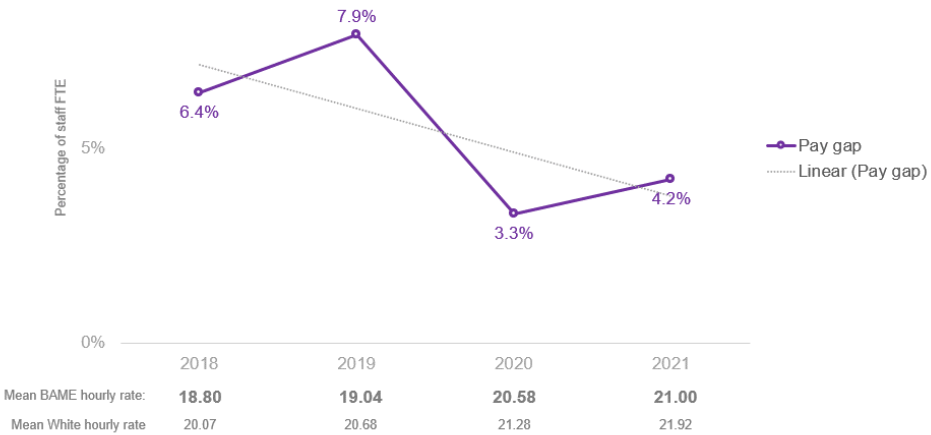


*IWD 2022, Breaking the Bias: Biases Beyond Gender event with the VC*

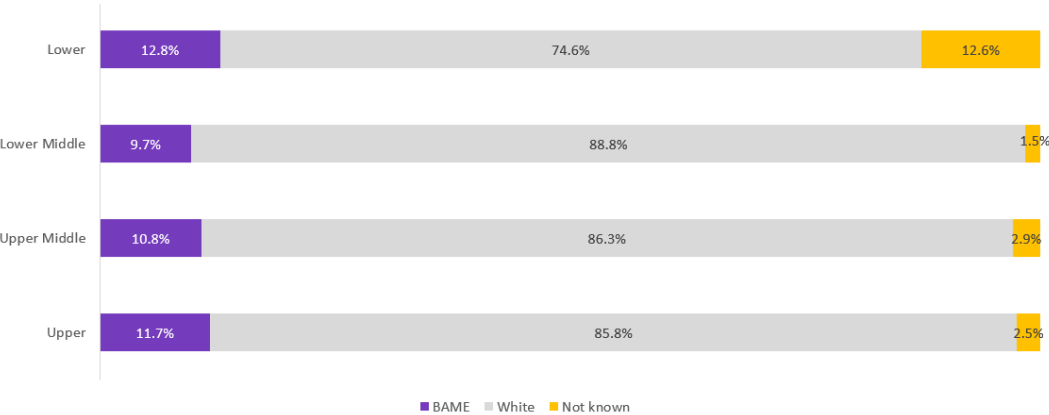
**Figure 4.8: Median Ethnicity Pay Gap**



**Figure 4.9: Mean Ethnicity Pay Gap**



**Figure 4.10: Proportion of colleagues in each pay quartile 2021**



Our REC survey highlighted concerns about equal pay and fairness of work allocation

As an ethnic minority, I feel that the HoS gives me more modules to teach than other white lecturers for the same pay. For instance, I am handling three modules this semester while other lecturers are taking just one. When it comes to other lecturers who are white, they receive more support and help from other lecturers. I am teaching my modules all alone without any help.

- *Anonymous Colleague of Colour*

The pay scales look transparent on paper, but the reality is less experienced individuals are appointed on higher scale points, working in the same role as others on lower points in the scale –

*Anonymous Colleague of Colour*

## 5. Academic staff: recruitment, progression and development

### 5a Academic recruitment

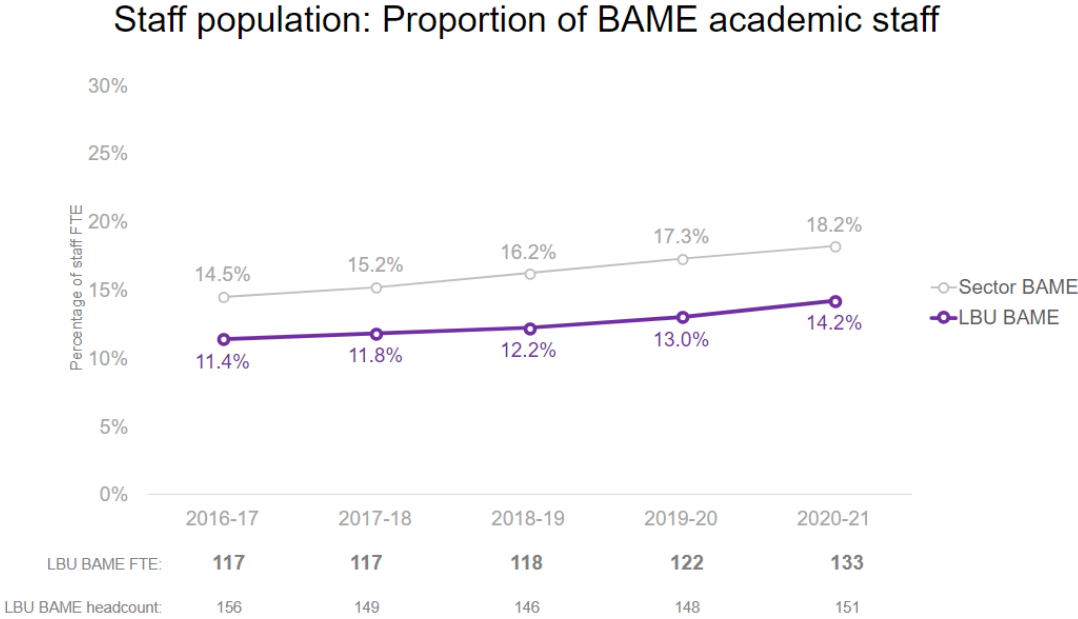
Our recruitment practices include the use of open advertising (including Diversity sites), positive action statements and mandatory scoring templates for short-listing/interview and the use of anti-racist statements, and anonymous shortlisting which have supported recruitment to academics at different grades.

The percentage of BAME academic staff at LBU has increased during the last five years but has not kept pace with corresponding increases within HE (around 4% more) and, overall, BAME headcount within LBU has declined slightly during that period. In the last 3 years we have recruited 2 Deans of Schools of BAME backgrounds, however we have also seen a reduction in BAME female professors from 10% to 6% (4.8 FTE to 2). The proportion of BAME women lecturers has increased from 9.8% to 10.7% and BAME female Readers increased from 3.9% to 7% (2 to 4 women).

We would like to clarify that we do not rely on the use of CVs alone in our recruitment processes as we understand that the use of CVs can instigate bias within the recruitment process. Applications are made through our job portal which has a proforma tailored to the job specification. Where the use of search agents is required, their performance with regards to attracting and placing applicants from BAME communities is part of the selection process for the agency and is a criterion in the selection of a longlist of candidates.

Colleagues involved in the appointment of staff are required to undertake inclusive recruitment training and we strive to ensure that selection panels are gender and ethnicity balanced. However, we are aware of the limitations of unconscious bias training and are aware of the additional burden that some of our colleagues who are people of colour undertaken to ensure that our panels are representative. Taken together, we recognise the need to monitor and evaluate our processes which is included in our action plan. [See Action 5.3].

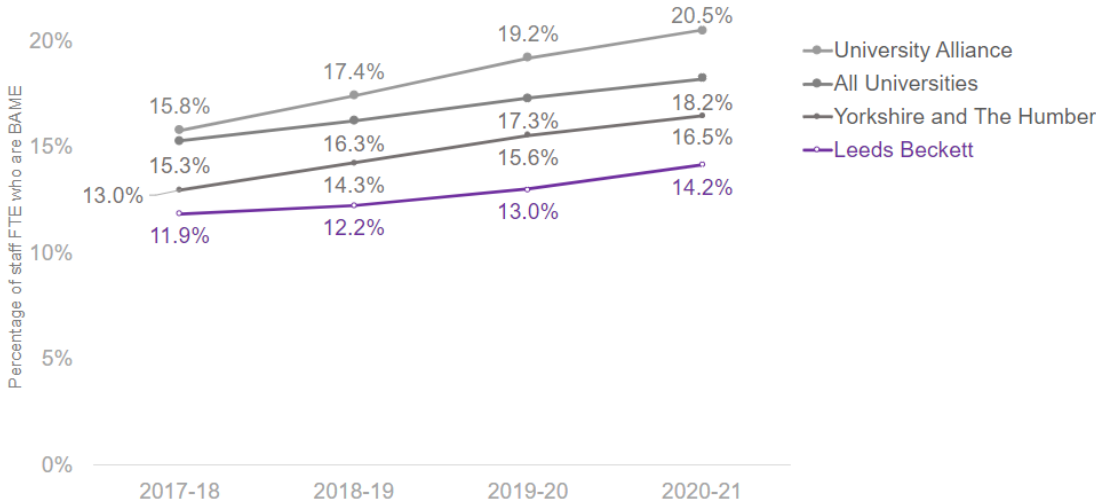
**Figure 5.1: Staff population: Proportion of BAME academic staff**



Ethnic diversity within the University does not reflect the local population and this disparity has increased following the 2021 Census.

**Figure 5.2: Academic Staff FTE who are BAME**

Benchmark against other Universities – academic colleagues



The proportion of BAME staff varies widely across the nine academic schools and by field/discipline (slides 35 onwards). For example, in two Schools - BEEC and LBS – BAME colleagues represent over 37% and 30% respectively. The next highest proportion of BAME colleagues is in CS E where they represent only 15%. BAME

representation in the remaining six Schools is below 10% and as low as 3% in CSS. Such disparities require more interrogation.

**Table 5.1: Percentage of BAME Academic Staff by School STEM and AHSSBL**

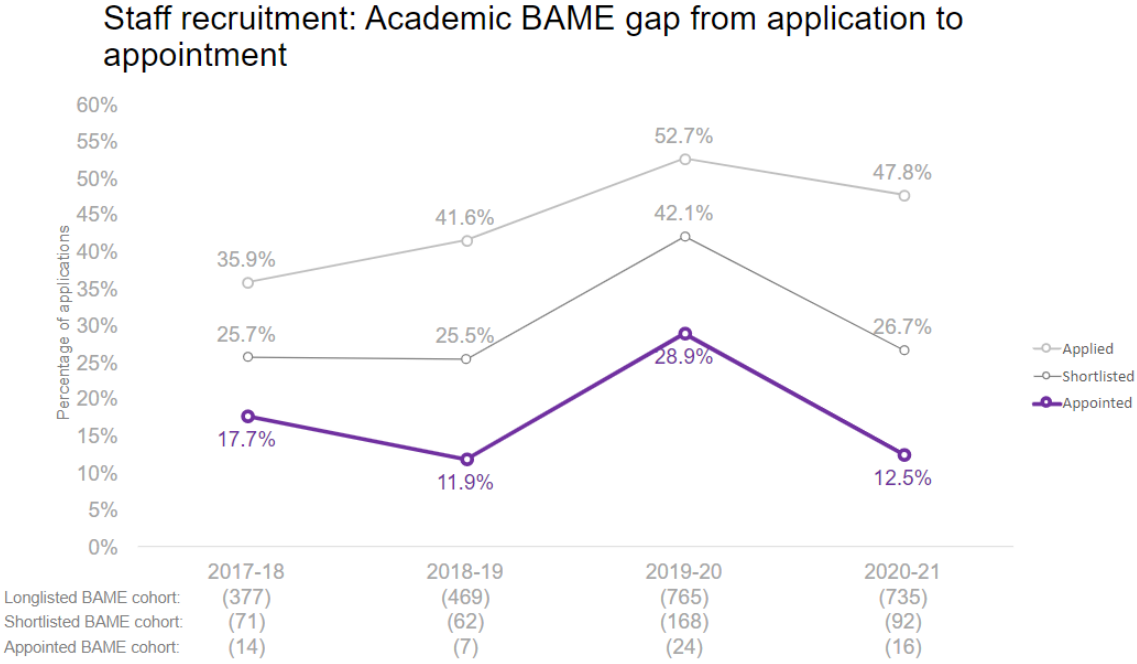
		BAME FTE %				BAME FTE				BAME Headcount			
		2017/18	2018/19	2019/20	2020/21	2017/18	2018/19	2019/20	2020/21	2017/18	2018/19	2019/20	2020/21
Science, Technology, Engineering, Maths or Medicine (STEMM)	School of Built Environment, Engineering and Computing	27.3%	30.6%	33.9%	37.1%	27.4	30.8	33.9	38.8	32.5	36.5	39.5	40.5
	School of Health	6.7%	6.8%	6.2%	7.3%	7.1	7.3	6.8	8.0	10.0	9.5	9.0	10.5
	School of Humanities and Social Sciences	10.4%	9.5%	9.0%	8.8%	4.9	4.6	4.5	4.5	7.0	5.5	5.0	5.0
	Leeds School of Arts	12.7%	10.4%	12.5%	14.8%	4.5	3.9	4.8	5.7	7.0	5.5	6.0	7.5
	Carnegie School of Sport	1.9%	2.5%	2.5%	3.0%	2.2	2.7	2.6	3.2	3.0	3.0	4.0	3.5
	<b>Total</b>	<b>11.4%</b>	<b>12.3%</b>	<b>13.2%</b>	<b>14.6%</b>	<b>46.1</b>	<b>49.3</b>	<b>52.6</b>	<b>60.3</b>	<b>59.5</b>	<b>60.0</b>	<b>63.5</b>	<b>67.0</b>
Arts, Humanities, Social Sciences, Business or Law (AHSSBL)	Leeds Business School	27.0%	26.3%	28.7%	30.8%	36.6	35.1	36.8	38.4	44.0	42.5	41.0	41.5
	Carnegie School of Education	14.2%	13.5%	13.5%	15.3%	11.7	11.4	10.0	11.1	16.0	16.0	15.5	16.0
	School of Health	12.0%	13.0%	12.1%	10.1%	4.0	4.1	4.0	3.4	4.0	5.5	7.0	6.0
	School of Humanities and Social Sciences	6.6%	5.8%	6.3%	7.1%	5.9	5.1	5.4	6.1	7.5	6.0	5.5	6.5
	Leeds Law School	4.3%	6.8%	8.0%	9.1%	1.2	2.0	2.6	3.1	2.5	3.0	3.0	3.5
	Leeds School of Arts	3.7%	4.1%	5.5%	6.1%	4.6	4.6	6.2	6.4	7.0	6.0	7.5	7.5
	School of Events, Tourism and Hospitality Management	4.6%	5.2%	6.0%	7.6%	2.0	2.3	2.4	3.0	2.0	2.5	3.0	3.0
	<b>Total</b>	<b>12.5%</b>	<b>12.4%</b>	<b>13.1%</b>	<b>14.1%</b>	<b>71.0</b>	<b>68.8</b>	<b>69.5</b>	<b>72.5</b>	<b>88.5</b>	<b>85.5</b>	<b>84.5</b>	<b>84.0</b>
<b>Grand Total</b>		<b>12.0%</b>	<b>12.3%</b>	<b>13.1%</b>	<b>14.3%</b>	<b>117.1</b>	<b>118.1</b>	<b>122.1</b>	<b>132.8</b>	<b>148.0</b>	<b>145.5</b>	<b>148.0</b>	<b>151.0</b>

**Table 5.2: Recruitment of BAME Academics by School 2017-18 to 2020-21**

	BAME Application %	BAME Shortlisted %	BAME Appointed %	BAME Applications	BAME Shortlisted	BAME Appointed
School of Built Environment, Engineering and Computing	74.7%	67.9%	48.8%	952	146	20
School of Events, Tourism and Hospitality Management	48.9%	31.4%	33.3%	108	11	1
Leeds Business School	64.5%	59.2%	28.6%	287	74	4
Reader Promotion Round	27.9%	24.5%	25.0%	29	12	9
Carnegie School of Education	33.5%	23.7%	20.8%	190	33	5
Leeds Law School	45.6%	24.5%	14.3%	239	25	6
Leeds School of Arts	30.7%	19.4%	14.3%	88	21	3
School of Humanities and Social Sciences	21.9%	14.8%	10.5%	155	17	4
Professor Promotion Round	24.3%	9.1%	7.7%	9	2	1
School of Health	35.3%	18.0%	6.5%	229	48	5
Carnegie School of Sport	17.9%	4.8%	5.4%	57	4	2

The University has reduced the proportion of staff on teaching only contracts as part-time hourly paid staff have been transferred to permanent, fractional contracts. The number of BAME staff on teaching-only contracts is 60% less than it was in 2016/17. The number of white teaching-only staff has risen slightly in that time. Similarly, the number of BAME academic staff on fixed-term contracts has halved (to 7.6%) since 2016/17 and there are currently fewer BAME staff on fixed-term contracts compared to white staff.

**Figure 5.3: Staff recruitment: Academic BAME gap from application to appointment**



There has been a 12.7% increase in applications from BAME academics over the last five years, but this has not been translated into shortlisting or job offers – 5.7% increase. Indeed, the gap between application to job offer has increased from 13.5% to 20.5% since 2017/18.

This is particularly significant for international applicants. Whilst anecdotal evidence suggests that some international applications may be speculative, we need to better understand the drop rates at every level, e.g. it has been noted that some application forms are incomplete. Some Schools have piloted the use of CVs instead of the current online form which, feedback from staff surveys suggest is too long.



I would welcome a review of current recruitment practices. Forms are overly complicated and can disadvantage those who are not 'in the system' -

*Anonymous Colleague*

I do believe we have transparency in our recruitment process, but that we lose potentially good and diverse candidates because of their lack of understanding of the recruitment process i.e. inability to fully complete the form, submission of a CV only. I think we could better develop the information we provide to candidates to be more inclusive. - *Anonymous Colleague*

Some colleagues highlight that the current recruitment system facilitates unconscious bias:

It should be name blind, I can see who the people are when reviewing the CVs so unintentional bias persists. Need to address unintentional bias better also needs more positive discrimination –

*Anonymous Colleague*

Whilst we are receiving more applications from BAME colleagues for academic posts (likely due to creating more lecturer-level posts), the proportion of female applicants has reduced very slightly. BAME women have much less success within the process than white women and we lose them at all stages. We have a smaller proportion of female BAME applicants within STEMM subjects – but this is improving. A smaller proportion are appointed than white applicants. For AHSSBL there is a better picture AP 5.1 is focused on improving female BAME recruitment outcomes and particularly between interview and appointment.

In recognising discrepancies in applications, shortlisting and recruitment, in 2021 we introduced compulsory recruitment training which guides panel members through the process and challenges associated with unconscious bias. Managers must ensure their training is up to date to sit on panels. We have a 95% completion rate for panellists (58%f; 42%m) with 471 staff trained as of 2021. However, the ethnic diversity of selection panels is limited as current HR practices require that the composition of panels be of senior academic staff. As there is a limited pool of senior BAME academics, this impacts on the diversity of selection panels:

In my own department the recruitment panels are almost exclusively white and male and this has been the case for several years.









*Anonymous Colleague of Colour*

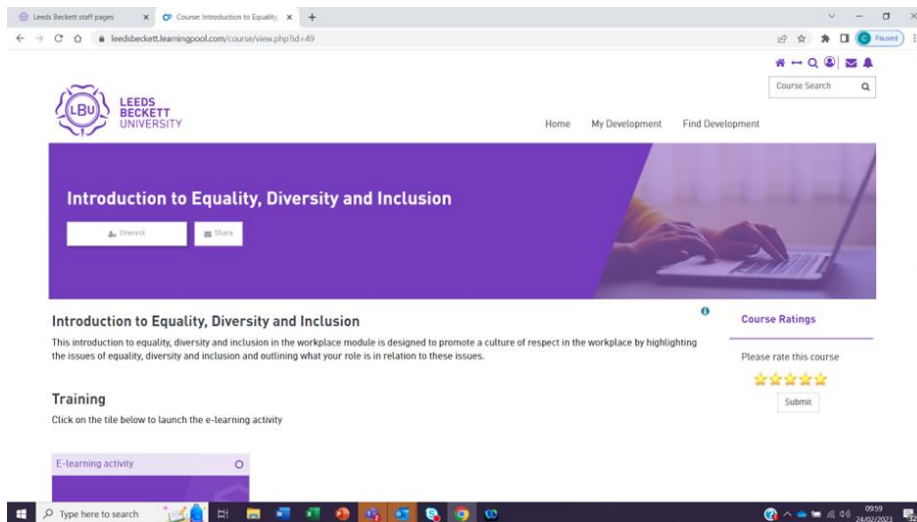
The makeup of panels is not very diverse, leading to narrow views on who would 'fit' –

*Anonymous Colleague of Colour*

## 5b Training

It is mandatory for all staff to have a comprehensive induction, both locally within their function and at an institutional level. Line managers are responsible that all new staff complete an induction checklist which includes several mandatory online eLearning modules, including an Introduction to EDI. The completion figures for the EDI module is recorded and available to the EDI committee on an annual basis. In addition, the Recruitment and Selection eLearning module, which contains an unconscious bias provision and mandatory for any recruitment panel membership, is also monitored and shared through the same channels. All training is communicated using a variety of methods and are all available via 'My Development' and regularly evaluated using the tool.

 <p><b>Inclusive Decision Making</b></p> <p>Courses</p> <p>Equality and Inclusion Courses</p>	 <p><b>Inclusive Leadership</b></p> <p>Courses</p> <p>Equality and Inclusion Courses</p>	 <p><b>Insiders and Outsiders</b></p> <p>Courses</p> <p>Equality and Inclusion Courses</p>	 <p><b>Introduction to Equality, Diversity and Inclusion</b></p> <p>Courses</p> <p>Equality and Inclusion Courses</p>
 <p><b>Micro Behaviours</b></p> <p>Courses</p> <p>Equality and Inclusion Courses</p>	 <p><b>Online: Being a Better Ally to LBGTQ+ People of Colour</b></p> <p>Courses</p> <p>Equality and Inclusion Courses</p>	 <p><b>Online: First Steps to Trans Inclusion</b></p> <p>Courses</p> <p>Equality and Inclusion Courses</p>	 <p><b>Online: Impact &amp; Gravitas</b></p> <p>Courses</p> <p>Equality and Inclusion Courses</p>



### *EDI E-learning Courses available to all staff on MyDevelopment*

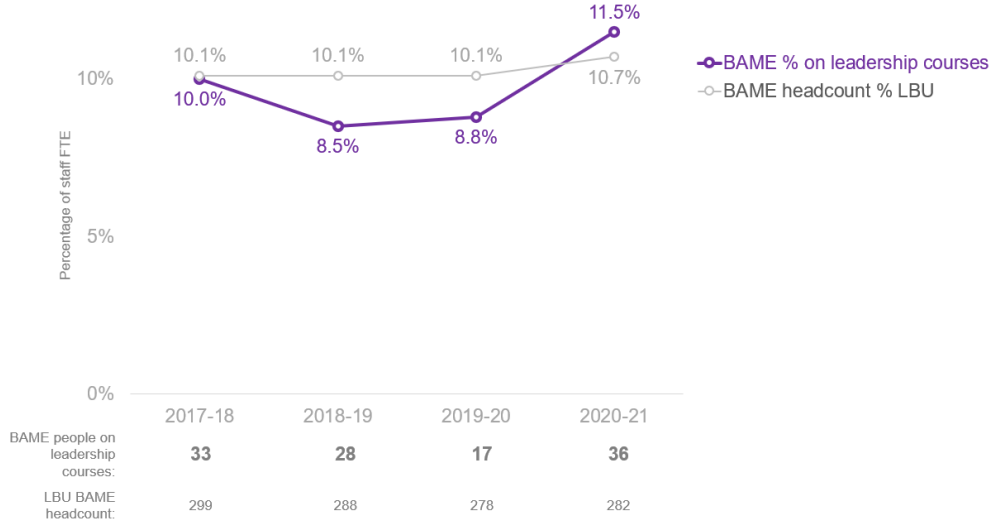
Then there is a specific induction for academics at a school level. Academic new starters are supported with an online resource package which includes PowerPoint slides and signposting, plus guest speakers from across the university on how to use our systems. This is coordinated by CLT.

The Open Programme is a year-round offering of learning and development content for LBU colleagues. The Open Programme is delivered in addition to the mandatory e-learning modules every new starter is required to complete during their induction and intermittently throughout their employment., The catalogue represents a diversity of modules and short courses available as E-Learning, virtual or in-person workshops. Between 2022 and 2023 the Open Programme comprised of 42 live sessions and 110 active e-learning modules. Further work is underway to develop and deliver the EDI Training Plan for 2023-2024 as part of the Open Programme [See Action 5.6].

# Leadership Training

**Figure 5.4: Percentage of leadership course attendees who are BAME compared to BAME population**

BAME representation on leadership courses – all colleagues



LBU’s workforce plan sets out our commitment to supporting colleagues to develop their skills and build their careers. Our leadership development offer for 2023 is designed to provide multiple opportunities to develop our academic and professional service leaders within the current internal and external environment.

Our new Open Programme launches in early 2023. It addresses outcomes from our last colleague survey, school and services 5-year plans, and our strategic aims. There are a number of sessions created for managers and several in a new category titled Adaptive Leadership. We hope they will be a useful resource to further support colleagues in their development and address PDR development outcomes.

We are currently working on the LBU Leader project to identify the attributes and behaviours expected of leaders here and this will underpin our future leadership development plans.

Below provides a comprehensive list of the leadership training provision being offered in 2023 for Academic staff and PSS.

The LBU Leader initiative describes the behavioural indicators and qualities, identified through our research, which denotes effective leadership at our university. This programme is due to launch in November 2023.

To develop this concept, we explored leadership in its widest sense, considering questions such as

1. What does good leadership look like?
2. What does good leadership look like here at LBU?
3. What aspects of our leadership do we need to strengthen/develop to achieve our strategic goals?

These questions were explored in a number of colleague network meetings and with the teams represented in a diverse advisory group of academic and PS colleagues, including those from our equality networks. In total over 150 colleagues contributed to this exploration, leading to the emerging behaviours and characteristics being consistently cited as vital for successful leadership at LBU.

‘Aspiring Leaders’ is a separate bespoke program for professional services colleagues. The programme explore the concept of leadership and career development within LBU (20 places per cohort). The initiative focuses on the individual self-selecting with support from their manager and the directorate’s leadership and therefore isn’t restricted to specific grades.

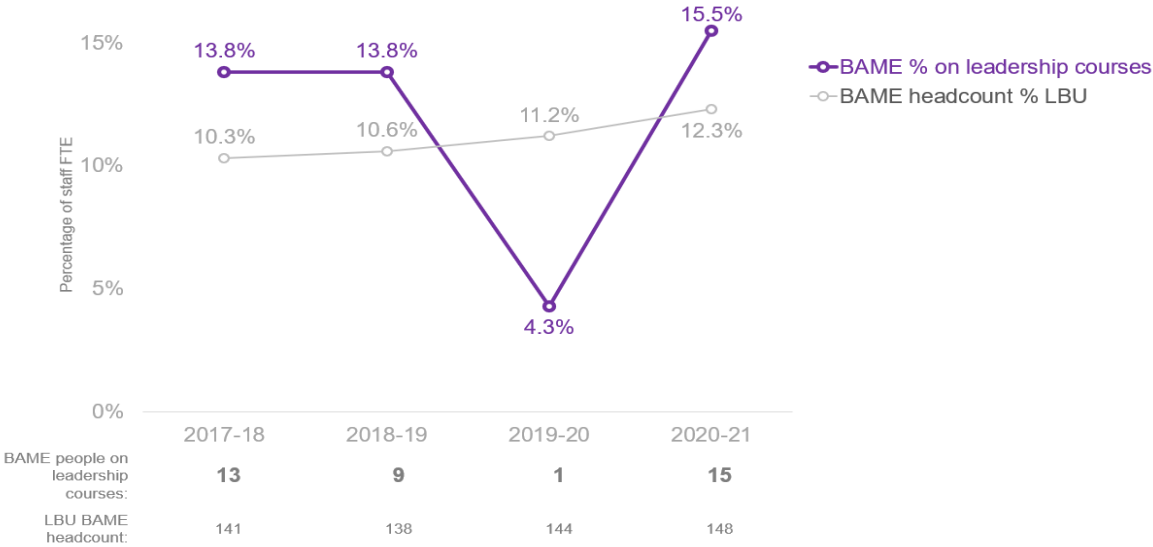
Given the issues outlined above with regards encouraging a pipeline of talent from our BAME communities among our professional services colleagues we are undertaking a time series analysis of participants to track their professional progress and their diversity. Findings from this work will inform the targeting of places for the future.

The screenshot shows the LBU MyDevelopment E-Learning interface. At the top right, there are navigation icons and a 'Course Search' box. Below the LBU logo, the navigation menu includes 'Home', 'My Development', and 'Find Development'. The main heading is 'Find learning'. A filter dropdown is set to 'All Managers'. A search bar is present. The interface shows 6 items, with a 'Share' button. The courses are sorted by 'Alphabetical'. The course cards are:

- Adaptive Leadership 1 - Online: Fierce Delegation
- Adaptive Leadership 2 - Online: Coaching Skills for Leaders
- Adaptive Leadership 3 - Online: Everyone's Accountable
- Adaptive Leadership 4 - On Campus: Balancing Agility and Wellbeing
- Online: Developing Successors for the Future
- Online: Leading Hybrid Teams

*MyDevelopment E-Learning*

**Figure 5.5: BAME representation on leadership courses – academic colleagues**



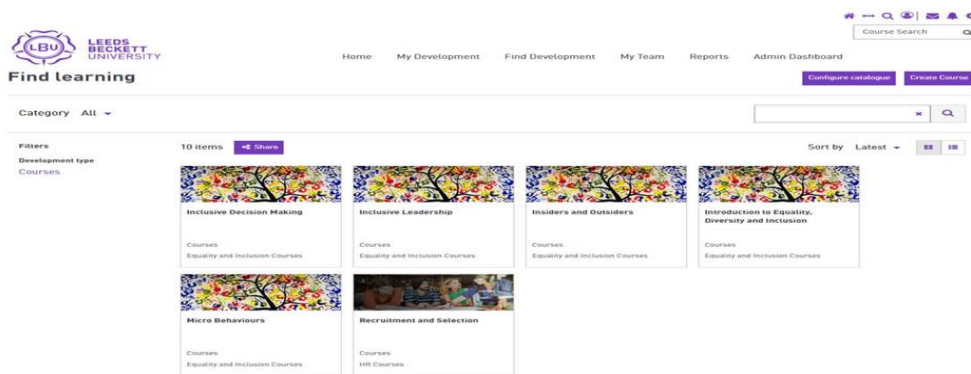
In addition to the above list in there are also several more specific leadership focused programmes already in place.

- We are sponsoring 10 places on the Advance HE Aurora Programme starting in spring 2023. The revised online programme also provides an opportunity for in-person networking. The selection process for Aurora sponsorship will request (rather than require) candidates to consider sharing their Protected Characteristic information. We will explain the purpose of collecting these data. The decision-making panel will consider these data to ensure the 10 sponsored places are taken up by women who reflect the diversity of our LBU communities, with 5 reserved for women from BAME backgrounds.
- Aspiring Leaders - Starting at the end of January 2023 our internal programme for colleagues wanting to explore the concept of leadership and a possible career develop path. (20 participants)
- Leaders Connect Pilot - Our Masterclasses are being replaced by our new Leaders Connect events this year which aim to provide our leaders with a chance to meet on campus to explore topics of shared interest. Each event will begin with series of short presentations from a panel of internal speakers sharing their experiences and details of local initiatives on the chosen topic. Time will then be allowed for colleagues to share and explore their own experiences, ideas, and challenges within these leadership networks. The topic for the pilot’s events will be Engagement, Belonging and Voice. The Leaders Connect pilot is currently being delivered as a blended option for leaders to network with each other from across the University. It focuses on topics of interest and provides a facilitated conversation with a panel of colleagues sharing insight from their area of work. These sessions are open to Managers (Grade 7) and above, or those who have a team leader capacity in their role. The masterclasses will focus on Belonging, Engagement and Voice. Race equity will form part of the discussion

relating to ‘belonging’ as the first of the piloted sessions, with input from our Race Forum who are invited to curate the discussion topics. Input from the central EDI Team and those involved in our Charter Mark SATs will be sought to ensure the masterclass is facilitated as a safe space and mitigates against the risk of re-traumatising those who wish to speak about their own experiences.

- A new blended learning and development platform launched in 2021/22 and we have invested in a Research and Knowledge Exchange Academy for research staff. One programme is the Advance HE equity-focused programme for under-represented groups.

My Development – since 2017 we have also developed new leadership modules on our new online learning system, including *Strategic Thinking, Training and Development for Managers and Giving Feedback*. They provide a great learning opportunity for our leaders and managers needing additional development and can be useful resources to support PDR development outcomes.



## EDI Training

Over the past 3 years more EDI specific provisions have been offered, building on the existing EDI Introduction and introduction to Unconscious Bias and Intermediary level. To engage with a wider audience ‘Inclusive Decision Making’ session has run from 2020 – 2022 and has been attended by over 350 academic and Professional staff, both virtually and face to face.

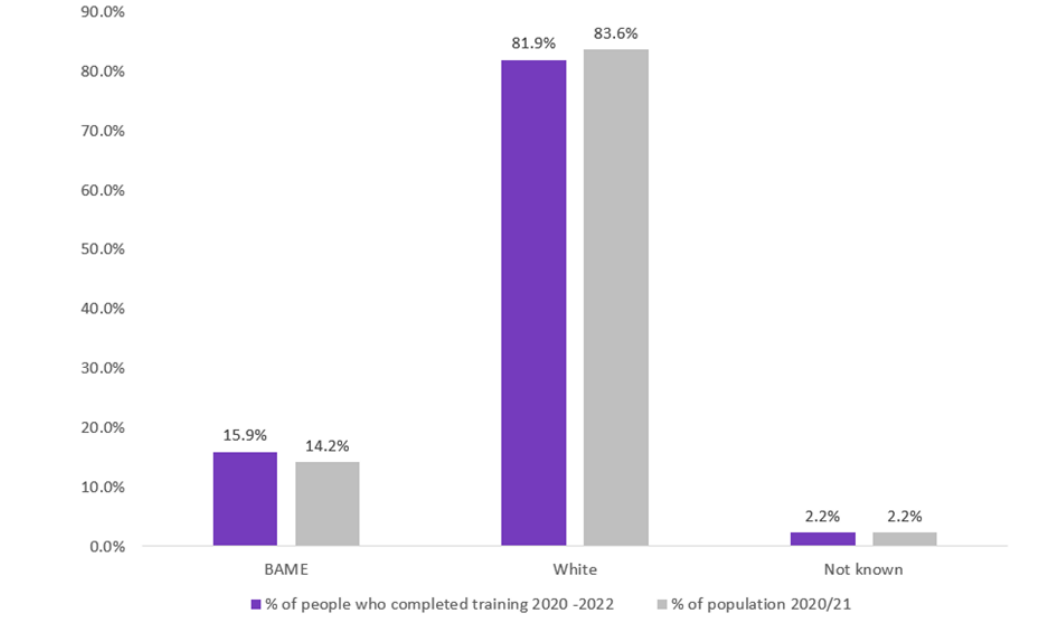
A Training Needs Analysis Survey with Schools and Services in September 2022 identified that colleagues felt they required further learning and development opportunities to discuss racial inequalities facing students and colleagues in our sector. LBU purchased four workshops from Leeds Trinity University’s RE:Tension delivery team between 2022 and 2023, with two additional sessions scheduled for the latter part of 2023. These will be open to previous participants to reconnect and reflect on actions. Comments arising from these discussions will be collated anonymously for discussion at EDI committee to assess whether there are further actions that it would be beneficial to add to our current suite of training, to change in our processes, or which might contribute to culture change.

Two sessions were delivered as open access (available for all colleagues to self-select) and two were reserved for colleagues with line management responsibility only (50 places per session). Each session comprised of a four hour in-person workshop with discussion and presentation of our data, as well as a screening of the award-winning short film ‘re:tension’.

Participation was encouraged using internal communications with School and Professional Services Leadership Teams as well as internal newsletters and team briefings.

As part of these facilitated sessions colleagues were supported to reflect on their own workplace practices before engaging with the short film ‘re:tension’ in which racialised microaggressions are explored. Participants then split into groups to discuss short, medium and long-term actions that they can take in their own day-to-day roles to address racial inequalities at LBU before turning their attention to the proposed Race Equality Charter Action Plan and the data that has informed it using our REC data bank.

**Figure 5.6: Completion of EDI related courses – academic colleagues**





**Table 5.3: Number of completions for EDI related topics – 2020 – 2022 – Academic Colleagues**

Course	Number of completions	% of academic population who completed the course in 3 year period
Intro to EDI	454	38.8%
Recruitment and Selection	189	16.2%
Advancing BAME Inclusion	22	1.9%
Inclusive Decision Making	22	1.9%
Microbehaviours	15	1.3%
Inclusive Leadership	13	1.1%
Neurodiversity	8	0.7%
Insiders and Outsiders	6	0.5%

In late 2022 we introduced a new e-learning platform - MyDevelopment, for enhanced personal/professional development. It offers an increased library of programmes spanning key skills and management areas. Colleagues will be able to create their own learning pathways and, in addition, can choose from a range of EDI specific learning options. The list below details the offering that can be used to support the building of learning pathways for increase EDI Knowledge. It also has the option for colleagues to leave reviews upon completion built into the system which will help us gather this feedback going forward.

**Learning Pool MyDevelopment Offer**

- Start here: Does Diversity and Inclusion Training Work? (6 minute intro video)
- Equality, Diversity, Inclusion and Belonging\*
- Allyship in Practice\*
- Active Bystander In Practice\*
- Sexual Harassment at Work
- Bullying and Harassment In Practice: Managers version
- Dignity and Respect\*
- Neurodiversity inclusion in practice\*
- Unconscious Bias In Practice\*
- Disability inclusion In Practice\*
- The Uncomfortable truth about Racial Inequality
- The uncomfortable conversation about Racial Inequality
- Mental Health in the workplace\*
- LBGT+ Inclusion In Practice\*
- Trans and Non-Binary inclusion In Practice\*
- Menopause: Starting the Conversation
- Modern Slavery and Human Trafficking Core
- All Age Carers

*MyDevelopment E-learning available \* indicate Manager level*



*RE:Tension Workshop, 2022*

### Coaching & Diversity Mentoring

In order to support building an inclusive community of committed, capable people, any University colleague can request one-to-one coaching to reflect on their current situation and consider their future direction, career path and what they need to do for their own personal development and fulfilment.

LBU’s coaching provision is a confidential, facilitative process, whereby the coach will act as a supportive sounding board asking appropriate questions to help staff work through issues/challenges, raise self-awareness and identify a way forward.

The colleague defines the agenda for their coaching. Coaching discussions cover, inter alia, confidence, resilience, leadership, wellbeing or career planning and progression.

**Table 5.4: Shows a three-year breakdown of coaching membership including ethnicity data.**

BAME/White	%				Headcount			
	2017-18	2018-19	2019-20	2020-21	2017-18	2018-19	2019-20	2020-21
BAME	5.9%	11.1%		8.3%	1	2		1
White	94.1%	88.9%	100.0%	91.7%	16	16	11	11

It has been eye-opening in so many ways. I have learnt so much during this time and the questions and exercises made me reflect on my values and what is important to me. With the coaches help I was able to identify the direction I wanted to go in and plan the next steps to get there. I was given the tools and strategies to increase my confidence and go for it

- *Mentee Feedback*

In 2021 LBU launched its Diversity Mentoring scheme based on the data that in the 2021/22 academic year, most LBU Leaders: -

- were between 45-64 years old (75.8%)
- defined their ethnicity as white (86.2%)
- didn't declare a disability (90.8%)

Diversity Mentoring seeks to support colleagues aspiring to a new leadership role, or to become more strategic in their current leadership approach. The network aims to support colleagues who identify with a protected characteristic under UK law who feels under-represented in their workplace peer group.

Members of the scheme benefit from insights from a trained LBU mentor:

- passionate about EDI and helping others to achieve their potential.
- gain new perspectives and lived experiences from someone outside their usual workplace and network.
- have space and time to test ideas, seek advice and guidance
- build "sounding boards" to explore career aspirations and strategies for overcoming barriers.

To date the scheme has received over 550 clicks.

**Table 5.5 Diversity Mentors by BAME and White**

Group	BAME/White	% of Headcount	Headcount
Diversity Mentees Mar 2021 Onwards	BAME	66.7%	4
	White	33.3%	2
Diversity Mentors Active Mar 2021 Onwards	BAME	20.0%	1
	White	80.0%	4
Diversity Mentors Mar 2021 Onwards	BAME	6.7%	1
	White	93.3%	14
Mentees Sep 2021 Onward Excluding Diversity Mentees	Not Known	3.4%	1
	White	96.6%	28
Mentors Sep 2021 Onward Excluding Diversity Mentors	White	100.0%	25

**Training Communications**

All colleagues are informed of training opportunities via regular comms, via various channels. Our POD programme of open sessions launches on an all manager/colleague email, our leadership development opportunities are outlined in an email to SMG, for cascading, and we regularly use our fortnightly staff newsletter, LBU Voices, to promote our offer/specific sessions. In addition, we hold quarterly Head of Subject events to promote and advertise POD & EDI offerings. We also update our POD & EDI websites and MyDevelopment platform, send targeted comms to specific groups for certain sessions, promote opportunities via HR Business Partners and use our POD Twitter account to share regular updates.

The EDI Team advertise all these and more through additional channels, such as Advocate and Allies distribution lists, Colleague Equality Networks, Schools and Professional Services meetings / presentation updates. Colleague awareness training, including eLearning sessions, Face to Face sessions, and live or recorded webinars are related to all protected characteristics.

**5c Appraisal/development review**



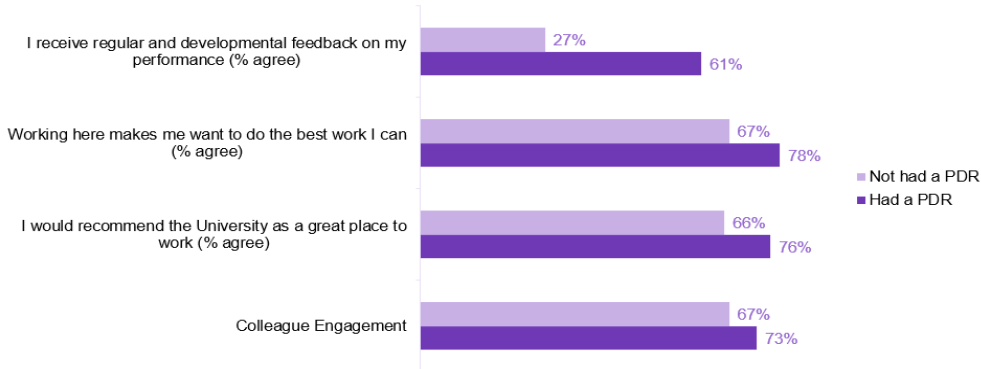
In 2021 the University Colleague Survey raised concerns about training /development opportunities, that they are not linked to progression and finding time to attend can be challenging (particularly for women who work part-time).

In the 2021 staff survey, 74% of colleagues identified that they'd had a PDR conversation in the last 12 months. (76% academic, 72% support).

Further analysis showed that:

**Colleagues who have had a PDR in the last 12 months are more likely to hold positive views...**

In fact, only 27% of colleagues who have not had a PDR in the last 12 months believe they get regular and developmental feedback on their performance, and they are far less likely to be motivated to do the best work they can.



Where staff have had a PDR, 63% agree that they feel supported to develop in their role (vs 33% for those who had not had a PDR). To support the 2022 PDR cycle, the People and OD team ran PDR sessions for reviewers and reviewees in their open programme, and also delivered a number of leadership briefings and tailored sessions within Schools/Services. 158 colleagues attended overall, including 124 as reviewers and 34 as reviewees\*. 104 professional services colleagues and 54 academic colleagues attended.

The PDR sessions (Getting the best out of your PDR conversation - for reviewees and Let's talk about PDR conversations -for reviewers) received an overall net promoter score of 72.

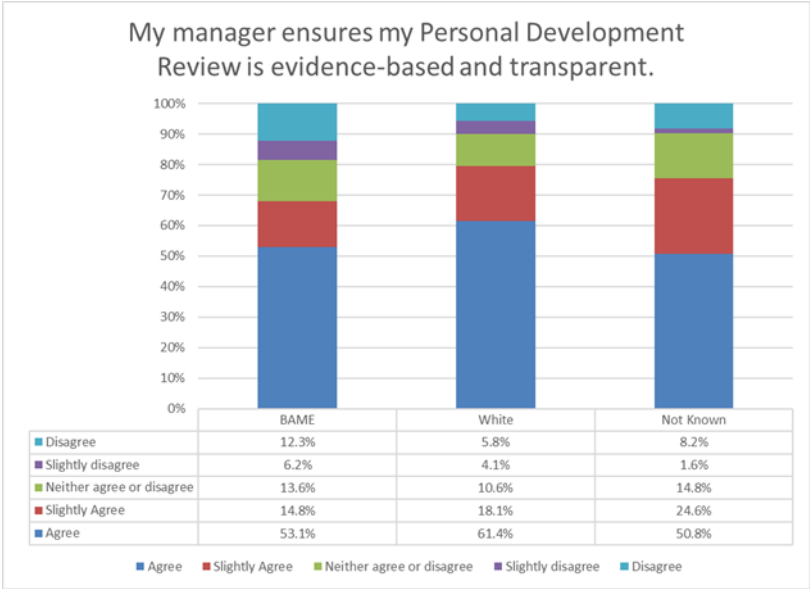
I felt like a supportive space to share ideas with other reviewers, I liked that there were people with a range of different experiences to bring to the group. I have done PDRs for a number of years but still found the session beneficial and would recommend it.

It was a really well-led session and it made me think about PDR from a difference perspective as both a reviewee and reviewer.

*- PDR Training Attendance Feedback*

Our evidence suggests earlier PDR interventions would support career paths of women and BAME academics. We must also better support promotion routes through learning and teaching and enterprise.

**Figure 5.7: My manager ensures my PDR is evidence-based and transparent – Colleague Survey**



Our new Strategic Framework requires academics to have a 5-year research plan which will help, along with improved, consistent academic mentoring.

### 5d Academic promotion

Academic staff can apply for promotion through the annual internal process, or directly as roles are advertised. The annual process is launched by an open session for all academic staff hosted by the Vice-Chancellor and other members of the promotion panel. Dates of panels and assessment criteria are clearly communicated. The Panel consists of a diverse and representative range of Professors as well as members of the UET. Outcomes are monitored from a diversity perspective and the Vice-Chancellor hosts an annual review meeting with the Panel on completion of the promotion process to identify improvements.

Training has been provided for all panel members who sit on promotion panels. Any member of academic staff who is offered an opportunity to act up or undertake a secondment is supported by a clear development plan.

Over the last 4 years the University has promoted a higher percentage of academic colleagues from BAME backgrounds (8%) compared with White colleagues (6.1%): See item 1 overleaf. Over that period, of the applicants promoted, we have promoted a higher percentage of BAME non – UK FTE,

than BAME UK; White non – UK; White UK; and not known. In the 3 years prior to 2020/21, a higher proportion of FTE from BAME communities were promoted each year when compared with the White cohort and the cohort where ethnicity is not known. However, in 2020/21 there was a higher proportion of White colleagues promoted.

Considering the intersection of ethnicity and gender, over the same period, the proportion of women from BAME communities promoted was consistently high compared to other gender/ethnicity groups (10% over the period), and men from BAME communities (see item 2).

Despite this, our REC colleague survey results revealed that proportionally fewer BAME colleagues (16.4%) felt that they were encouraged to apply for promotion compared with White colleagues (31.7%). Additionally, results showed that proportionally fewer BAME colleagues (34.9%) felt that there were opportunities to develop within their role than White colleagues (36.7%). The University is committed to addressing these perceptions, as we must strengthen the academic pipeline of colleagues from BAME communities and retain our talented cohort of academics for future success at LBU. There is more to be done to support promotion and we have committed to this in our action plan [See Action 5.11].

This has also led to consideration (see below) of an ‘academic associate’ 0.2 appointment specifically related to systematically identifying where intersectional characteristics compound experience of exclusion in research and identifying actions to address these working with our race and other relevant forums.

**Item 1: Full Time Equivalent Academic Promotions in academic year**

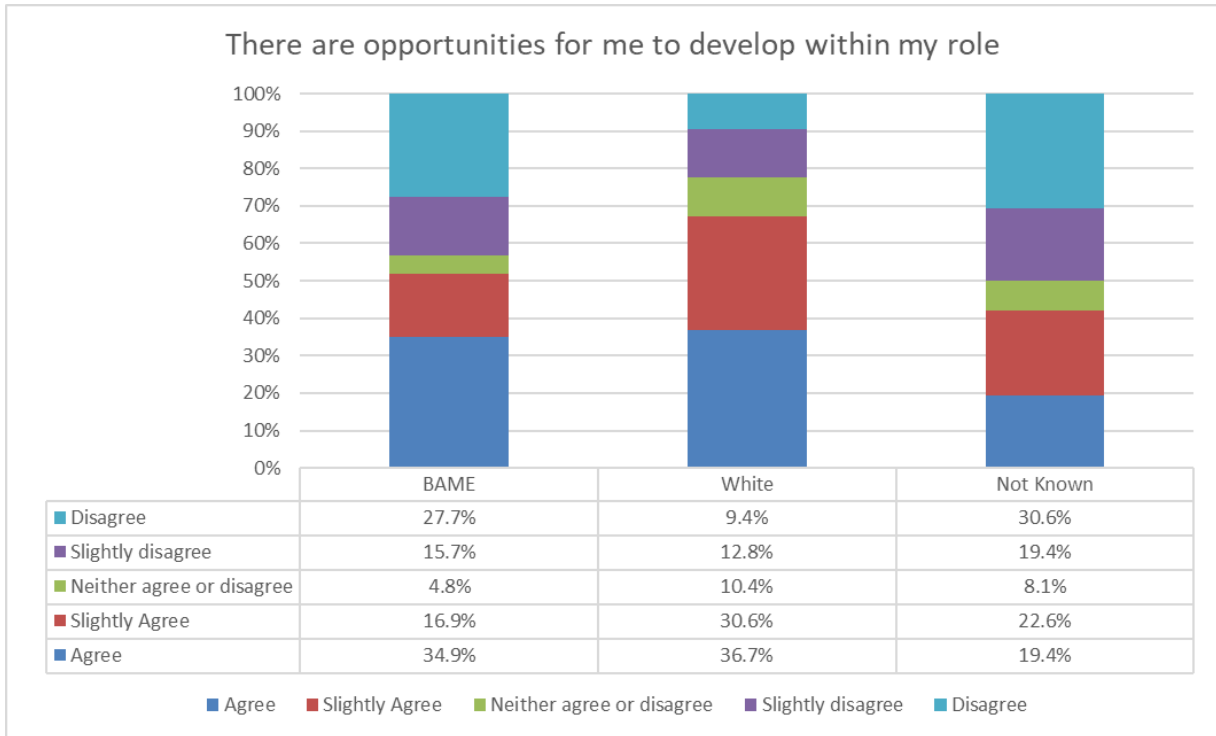
	% promoted in year				FTE				FTE Promoted				% promoted in year
	2017/18	2018/19	2019/20	2020/21	2017/18	2018/19	2019/20	2020/21	2017/18	2018/19	2019/20	2020/21	Total
BAME	8.1%	6.1%	13.1%	5.0%	117.1	118.1	123.0	134.1	9.5	7.2	16.0	6.7	8.0%
White	6.2%	4.8%	7.7%	5.9%	839.3	828.4	802.9	786.7	52.2	39.8	61.8	46.2	6.1%
Not Known	3.0%	4.9%	7.9%	4.1%	29.9	20.4	19.6	20.7	0.9	1.0	1.5	0.8	4.7%

**BAME/White 2017-2021**

	% promoted in year				FTE				FTE Promoted				% promoted in year
	2017/18	2018/19	2019/20	2020/21	2017/18	2018/19	2019/20	2020/21	2017/18	2018/19	2019/20	2020/21	Total
BAME Female	11.4%	9.4%	10.4%	8.9%	51.9	51.8	54.4	57.3	5.9	4.9	5.6	5.1	10.0%
White Female	7.6%	4.3%	8.1%	6.4%	388.5	393.0	391.0	382.8	29.7	17.0	31.7	24.3	6.6%
BAME Male	5.5%	3.5%	15.4%	2.1%	65.2	66.0	67.5	74.9	3.6	2.3	10.4	1.6	6.5%
Not Known Female	4.8%		15.9%	6.2%	10.7	7.1	7.1	7.8	0.5		1.1	0.5	6.5%
White Male	4.8%	5.3%	7.1%	5.4%	444.5	433.6	410.3	400.5	21.3	22.8	29.2	21.5	5.6%
Not Known Male	2.1%	7.5%	3.2%	2.8%	19.1	13.3	12.4	13.0	0.4	1.0	0.4	0.4	3.7%

**Item 2: Academic – proportion of FTE promoted in academic year – intersectional on ethnicity and gender**

**Figure 5.8: There are opportunities for me to develop within my role - Colleague Survey**



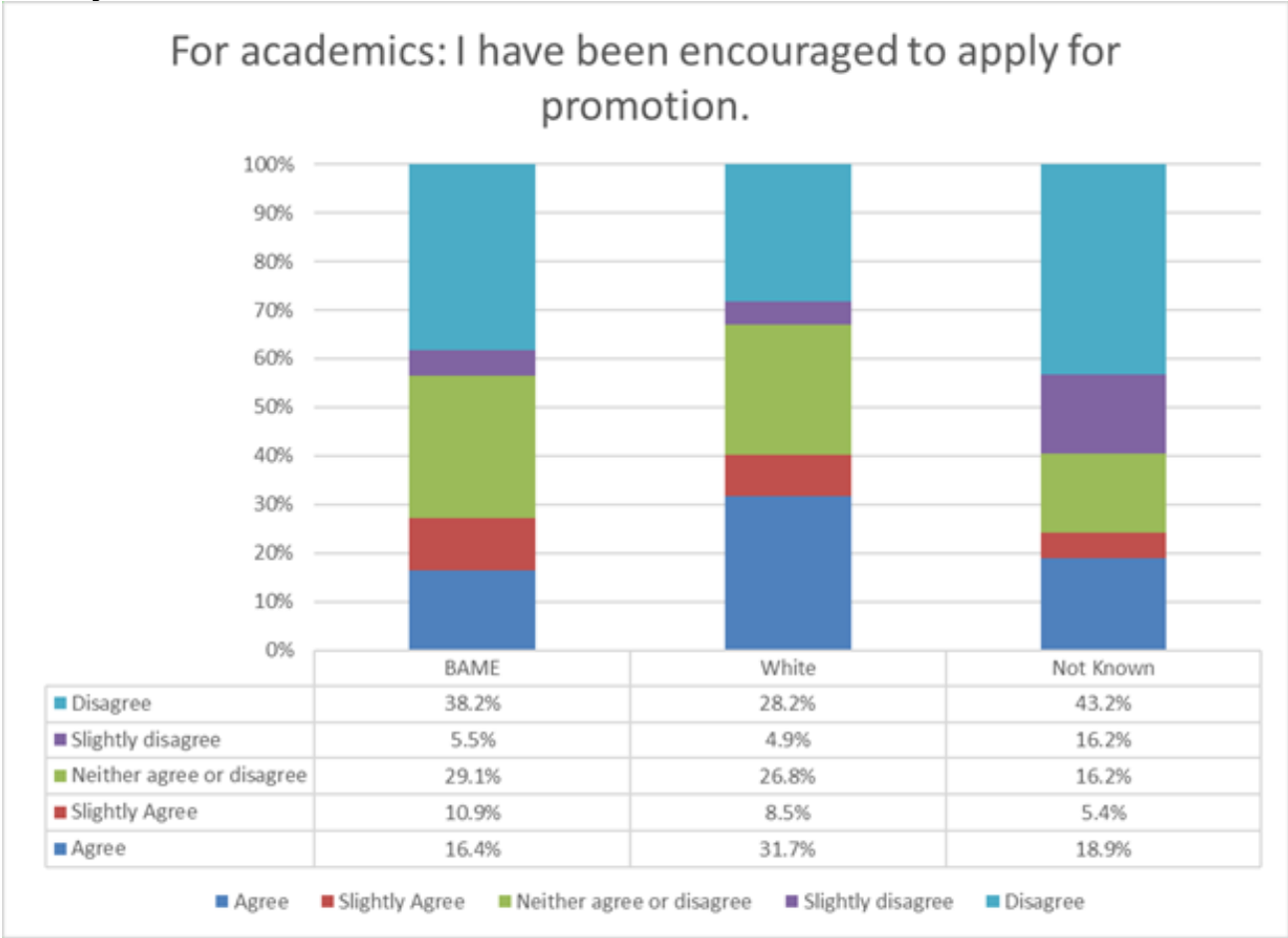
The culture at LBU wants women to do more, especially those in junior academic roles.  
- Anonymous colleague of colour

Ethnicity and gender are barriers to progression and I get treated different at LBU because of these  
- Anonymous colleague of colour

Not getting proper progression because of going on maternity leave as a mature PhD student [is the biggest challenge]  
- Anonymous colleague of colour



**Figure 5.9: I have been encouraged to apply for promotion - Colleague Survey**



Promotion by Grade

Table 5.6 above shows that between 2017/2018 and 2020/2021 there have been no promotions to Senior Management Grades (Grade 11 plus). Similar to the point made above with regards supporting the talent pipeline into Reader and Professorial positions, the University recognises the lack of progression to the senior management grades in the University. For this reason we are taking the following action:

1. Appointment of analyst dedicated to analysis of EDI and intersectional data which can support Human Resources in understanding the issues relating to progression
2. Allocation of a specific EDI objective to the Director of HR – to review recruitment processes to increase recruitment, retention and progression of colleagues who are PoC (benchmarked against sector data)
3. Provision of development and training opportunities for aspiring managers among our professional services to build a promotion pipeline.

## Professorial promotion round

Over the period 2017 to 2021 of 8 colleagues from BAME communities, only one succeeded in securing a professorial appointment. In comparison, of the 51 white applicants, 22 were appointed. While these data are too small to draw statistically significant conclusions, it appears to suggest a higher rate of success for white applicants. Combined with the REC colleague survey results, the University needs to qualitatively understand the applicant experience of the professorial appointment process in order to encourage colleagues to apply and ensure that the process does not put additional barriers to success in the way.

## Reader promotion round:

We have a much smaller gap in the percentage of BAME colleagues who applied for reader promotion and those who were successful (in 2021, of those who applied 4 were BAME and 3 of these applicants were successful). This gap has fluctuated and reduced during the four-year period but is based on small numbers.

As part of our institutional commitment to improve career progression opportunities for BAME academic colleagues, we will be delivering a new suite of bespoke interventions from the Autumn of 2023 [See Action 5.11].

**Table 5.6: Academic colleague promotion by overall proportion of people at promoted grade**

		% promoted in year				FTE				FTE Promoted				% promoted in year	FTE	FTE Promoted
		2017/18	2018/19	2019/20	2020/21	2017/18	2018/19	2019/20	2020/21	2017/18	2018/19	2019/20	2020/21	Total	Total	Total
7	BAME	35.9%	39.5%	42.3%	22.8%	5.4	7.8	13.8	27.1	1.9	3.1	5.9	6.2	31.5%	13.5	4.3
	White	31.6%	27.2%	32.8%	17.0%	24.1	49.3	79.1	100.3	7.6	11.8	25.9	17.1	25.3%	61.7	15.6
	Not Known	30.0%		83.8%	24.1%	1.3	0.4	1.8	3.5	0.4		1.5	0.8	39.4%	1.8	0.9
5	BAME						0.3	1.0	1.3						0.9	
	White			90.7%	11.5%	4.6	1.0	0.9	3.6			0.8	0.4	12.3%	2.5	0.6
9	BAME	24.7%	4.3%	19.8%		22.7	23.1	28.8	27.2	5.6	1.0	5.7		12.1%	25.5	4.1
	White	14.7%	5.8%	8.9%	6.2%	177.6	178.1	176.0	172.5	26.2	10.4	15.7	10.8	9.0%	176.0	15.8
	Not Known		16.7%			5.0	6.0	5.0	5.0		1.0			4.8%	5.3	1.0
10	BAME	15.4%				13.0	11.3	8.3	9.0	2.0				4.8%	10.4	2.0
	White	8.7%	7.5%	8.5%	7.6%	68.8	66.8	58.6	52.7	6.0	5.0	5.0	4.0	8.1%	61.7	5.0
	Not Known					0.8			1.0						0.9	
8	BAME		4.7%	7.7%	0.8%	62.3	62.0	58.6	60.5		2.9	4.5	0.5	3.3%	60.9	2.6
	White	2.5%	2.2%	2.8%	3.5%	423.2	401.3	376.1	363.5	10.7	8.9	10.4	12.7	2.7%	391.0	10.7
	Not Known	3.4%				15.2	11.6	9.2	7.8	0.5				1.2%	11.0	0.5
6	BAME		1.3%			10.7	10.5	8.5	4.8		0.1			0.4%	8.6	0.1
	White	1.8%	2.8%	4.2%	2.1%	99.5	98.0	67.4	54.0	1.8	2.7	2.8	1.1	2.7%	79.7	2.1
	Not Known					7.2	2.1	3.0	2.0						3.6	
11	BAME					2.0	2.0	2.0	2.0						2.0	
	White		4.8%	5.2%		22.1	20.9	19.3	18.4		1.0	1.0		2.5%	20.2	1.0
	Not Known					0.3	0.2	0.4	1.2						0.5	
Senior	BAME					1.0	1.0	1.0	1.0						1.0	
	White					18.4	18.4	17.7	16.2						17.7	

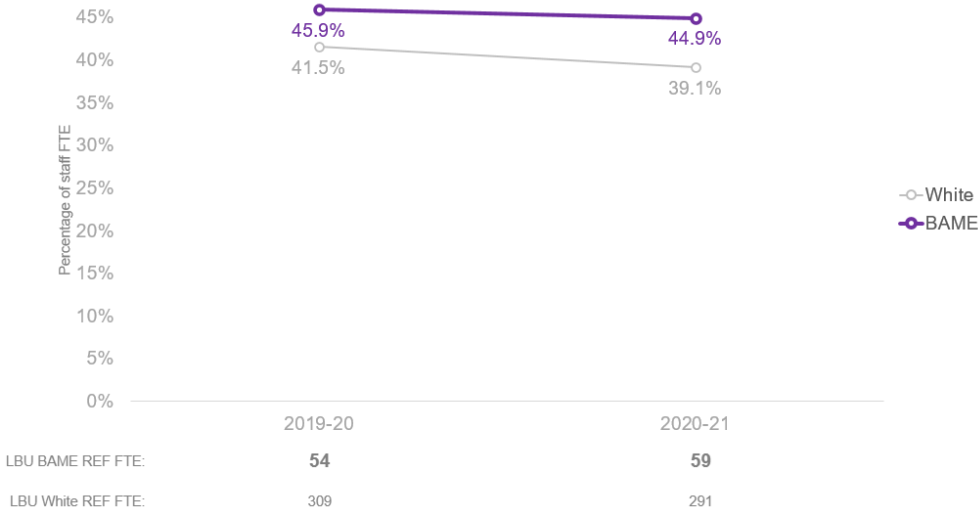
## 5e Research Excellence Framework (REF)

45 colleagues were submitted to the REF 2021. A higher proportion of BAME colleagues have SIGRES and are ECR which bodes well for the future if numbers continue.

We identify the clear disparity in absolute numbers between white and BAME colleagues submitted into the REF 2021 and return to this in the AP.

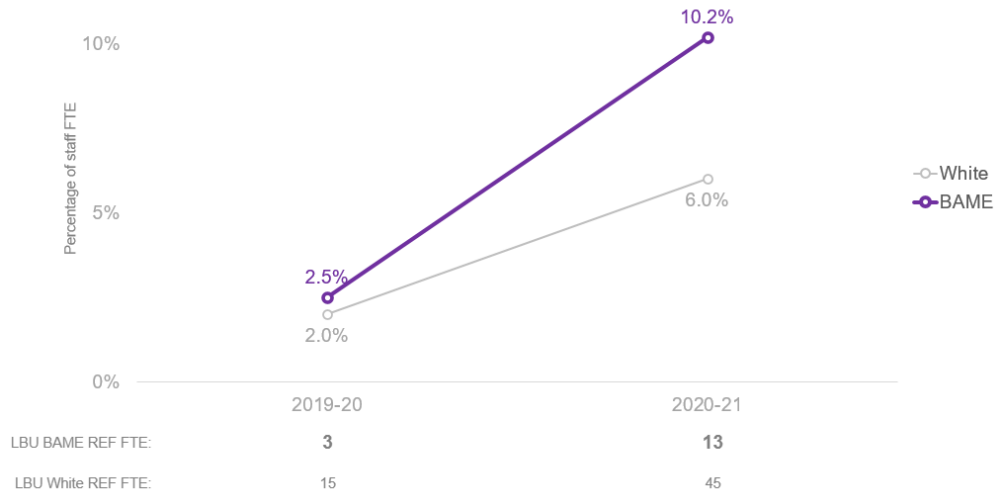
352.7 FTE colleagues were submitted for the REF 2021, with a higher proportion of BAME colleagues having a significant responsibility for research as part of their role (44.9%) when compared to white colleagues (39.1%) (see item 4, below).

**Item 3: Proportion of REF FTE with significant responsibility for research**



Our Equality Impact Assessment concluded the criteria and process used to determine significant responsibility for research and research independence had not had a negative impact on BAME colleagues.

**Item 4: Proportion of REF FTE who are Early Career Researchers (ECRs)**



Item 5 shows that BAME colleagues included in our REF FTE cohort are more likely to be defined as an Early Career Researcher (ECR) (10.2%) compared with White colleagues (6%). The number of ECRs at the institution has increased significantly in 2020/21. At the same time, representation of colleagues from BAME communities has also increased.

We are known for EDI-related research leadership which has profound, positive impacts on communities (16/54 REF Impact Case Studies were concerned with significant EDI topics). Several of these were directly related to race equity: ‘Caribbean Carnival Cultures’, ‘Challenging Racialised Inequalities and Exclusion in Football’, ‘Sustainable Development of Water Quality Infrastructure’, ‘Mainstreaming Unarmed Approaches to Civilian Peace-Keeping’. We will continue to build on this research practice and recognise that we must also embed the learning from this research into our own policies and practices. This has led to the consideration of academic associates in both teaching and learning and research as outlined below.

Our Schools are committed to raising the profile of, and supporting, research related to race. All our Schools have research KPIs addressing EDI, monitored by Directors of Research. We actively encourage and support colleagues with protected characteristics to apply for QR funding, and award QR funding to those colleagues when their project proposals meet funding criteria.

Moving towards REF 28, we recognise that as we seek to enhance the research environment at the University, we must continue to address disparities between colleagues from BAME communities and the white community, as we continue to address disparities between men and women.

We need to recognise and promote the wider contribution we make through our research.

- *Anonymous colleague of colour*

**Table 5.7: Academic Employment Function of Academic staff at Leeds Beckett**

	2017/18		2018/19		2019/20		2020/21	
	FTE	FTE%	FTE	FTE%	FTE	FTE%	FTE	FTE%
Academic Contract that is neither teaching nor research	7.1	0.7%	5.9	0.6%				
Research Only	6.3	0.6%	2.1	0.2%	2.6	0.3%	5.2	0.6%
Teaching and Research	881.1	88.7%	864.9	88.9%	869.6	92.0%	883.0	93.7%
Teaching Only	98.6	9.9%	99.9	10.3%	73.2	7.7%	54.3	5.8%

**Table 5.8: Proportion of colleagues with Significant responsibility for research by BAME and White**

	Proportion of colleagues with significant responsibility for research		REF FTE with significant responsibility for research	
	2019/20	2020/21	2019/20	2020/21
BAME	45.9%	44.9%	54.0	59.2
White	41.5%	39.1%	308.6	290.7
Not Known	32.3%	35.0%	5.3	6.8

Case Study: [Dr Mohammad Taleghani, Senior Lecturer, Leeds School of Arts](#)

Dr Taleghani is a senior lecturer in the Leeds School of Arts and an early career researcher. He was awarded £5K from the Equity and Inclusion Fund, which was made possible by Research England after presenting his proposal to colleagues in our Research and Enterprise service.

Dr Taleghani would like to express his thanks for this generous grant as it allowed him to continue his research into environmental issues in the city, with a particular focus on racialised minority communities and the health of different age groups, including older adults and people with disabilities.

Dr Taleghani said, "I wanted to thank you for your support during last months, and the generous grant. As part of my grant, I designed a poster for a billboard, ext is in 5 languages).

*My research is about environmental issues in cities. This funding allowed me to purchase data loggers to measure 1) air pollution, 2) air temperature, and 3) noise pollution. I designed a poster for a billboard, which was installed in Hyde Park area of Leeds for 2 weeks. I am also designing a 6-page report on air pollution for public (with a very basic language), and it is translated into Chinese, Arabic, Indian, Farsi, and Braille (for blind people). It is in the final stage of the layout, and it will be uploaded into our university library website for public."*

**Table 5.9: Proportion of colleagues with Significant responsibility for research by Ethnicity**

	Proportion of colleagues with significant responsibility for research		REF FTE with significant responsibility for research	
	2019/20	2020/21	2019/20	2020/21
Other	67.4%	51.2%	8.7	7.7
Mixed	46.9%	50.6%	8.2	9.7
Asian	43.4%	43.0%	24.5	27.3
Black	40.8%	42.6%	12.6	14.5
White	41.5%	39.1%	308.6	290.7
Not Known	32.3%	35.0%	5.3	6.8

**Table 5.10: Proportion of colleagues with Significant responsibility for research by Ethnicity and UK and non-UK**

	Proportion of colleagues with significant responsibility for research		REF FTE with significant responsibility for research	
	2019/20	2020/21	2019/20	2020/21
Other UK	68.2%	71.4%	3.0	5.0
White non-UK	59.5%	56.3%	50.7	52.0
Mixed UK	42.9%	52.9%	7.0	9.0
Asian non-UK	38.9%	44.6%	6.8	7.6
Black UK	41.7%	43.7%	10.6	11.5
Asian UK	45.5%	42.4%	17.7	19.7
Black non-UK	36.4%	39.0%	2.0	3.0
Not Known non-UK	54.5%	37.5%	1.2	1.2
White UK	39.2%	36.6%	257.9	238.7
Not Known UK	28.9%	34.5%	4.1	5.6
Other non-UK	67.1%	33.5%	5.7	2.7
Mixed non-UK	100.0%	32.1%	1.2	0.7

**Table 5.11: Proportion of colleagues who are Early Career Researchers by BAME and White**

	Proportion of colleagues who are early career researchers		REF FTE for colleagues who are early career researchers	
	2019/20	2020/21	2019/20	2020/21
BAME	2.5%	10.2%	3.0	13.4
White	2.0%	6.0%	15.2	45.0
Not Known				

**Table 5.12: Proportion of colleagues who are Early Career Researchers by Ethnicity and UK and non-UK**

	Proportion of colleagues who are early career researchers		REF FTE for colleagues who are early career researchers	
	2019/20	2020/21	2019/20	2020/21
Other non-UK		33.5%		2.7
Mixed UK	12.3%	23.5%	2.0	4.0
Asian non-UK		11.7%		2.0
White non-UK	3.5%	9.4%	3.0	8.6
Black UK		7.3%		1.9
Asian UK	2.6%	6.0%	1.0	2.8
White UK	1.9%	5.6%	12.2	36.4
Black non-UK				
Mixed non-UK				
Not Known UK				
Not Known non-UK				
Other UK				
<b>Grand Total</b>	<b>2.1%</b>	<b>6.5%</b>	<b>18.2</b>	<b>58.4</b>

## 5f Support given to early career researchers

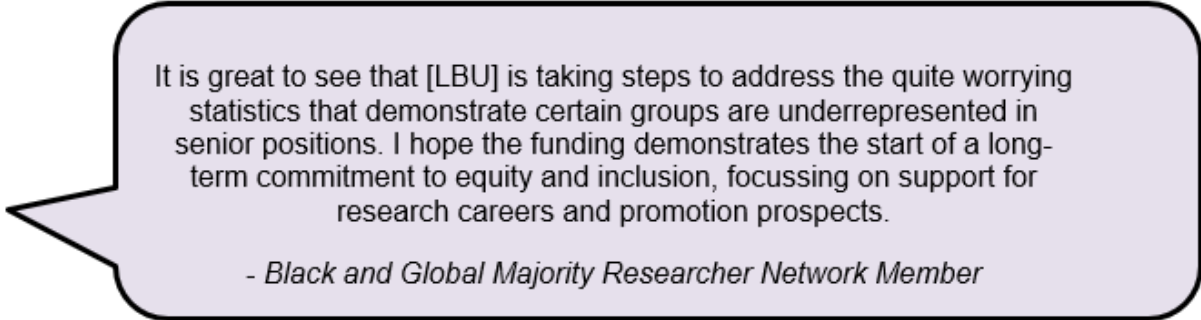
ECR colleagues have been supported with new initiatives in recent years, with a focus on intersectionality and improved ethnic diversity in our pipeline. In 2022 we allocated £150K from Research England into three projects comprising of an Equity and Inclusion Research Fund, a Black and Global Majority Researcher Network and a Researcher Development CPD Programme with Advance HE.

Early Career Researchers are defined as academic colleagues who are at the beginning of their career or in junior roles, namely Lecturer (Grade 7) or Senior Lecturer (Grade 8). We also recognise that the term could also be extended to include those who are embarking upon research after having focussed on teaching and learning previously.

**Table: 5.13 ECR Support**

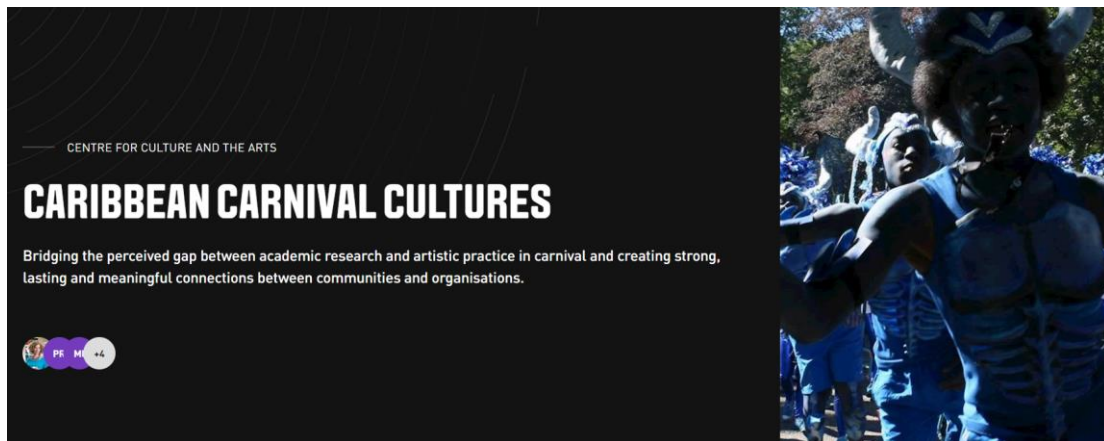
Initiative	Number of BAME ECRs
Equity and Inclusion Research Fund	9 (60%)
Researcher Development Programme	10 (33%)
BGMRN Membership	25

The Researcher Development Programme delivered by Advance HE consisted of four workshops and two action learning sets, focusing on developing the necessary skills for researchers to develop research impact and increase their research profile.



The BGMRN launched in May 2022 with a virtual symposium featuring BAME academics and ECR colleagues from across the region. During its inception the network was coordinated by a part-time development coordinator on a fixed term contract.





*Caribbean Carnival Culture Project website, 2020*

## 5g Profile-raising opportunities

We have an annual calendar of events and are proud to take part in national celebrations to honour the accomplishments of Black people and Black communities in every area of endeavour. Throughout 'Black History Month' we specifically reflect on Black history, but also look at the work being done by academics, students, staff and alumni at the university.

During Black History Month, we host events, public lectures and podcasts to celebrate Black History. In recent times our Annual Race Lecture has focused on '*White lies*' (2016, Professor David Gillborn), '*Sustaining change in workplace race equality*' (2017, Roger Kline), '*African heritage in classical music*' (2018, Shirley Thompson OBE), '*Decolonising the curriculum*' (2019, Amatey Doku), '*Race and racism in the age of Covid*' (2020, Professor Nicola Rollock), and '*Beyond Covid? Decolonising the workplace, education, health and social care*' (2022).



Leeds Beckett University

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...

Yesterday, a new bridge honouring the legacy of David Oluwale officially opened in Leeds. Spanning the River Aire between Sovereign Street and Water Lane, the bridge is the culmination of a long-term partnership project between [Leeds City Council](#) and the David Oluwale Memorial Association of which Dr Emily Zobel Marshall, Reader in Postcolonial Literature at Leeds Beckett, is co-chair.

Dr Emily Zobel Marshall said: "The new David Oluwale Bridge is deeply symbolic. It represents a bridging between our present and our future as a city. It is a physical emblem of our commitment to confront historic institutional failings and prejudices which led to the death of an innocent man, as well as a representation of renewal; of our commitment to aim for a future where people from all cultural and economic backgrounds are made to feel safe and welcome in Leeds."

 Leeds City Council

[#Leeds](#) [#LeedsBeckett](#) [#leeds2023](#) [#culture](#) [#change](#)  
[#equality](#) [#inclusion](#) [#diversity](#)



English LeedsBeckett Retweeted



Jonathan Pryor @Jonathan\_Pryor · 23 Oct 2022

...

Today we unveiled a second permanent blue plaque for David Oluwale. The racist theft & vandalisms of previous plaques amplified David's story around the city. We must remember David's persecution in life, & learn from it to continue to make our city a better place for all.



*David Oluwale Blue Plaque unveiling with Dr Emily Zobel Marshall*

Our Centre for Race, Education and Decoloniality (CRED) challenges everyday racism and structural race inequalities in education through research, evidence-based practice and the professional development of pre-service teachers nationally and internationally. Since 2020 CRED has hosted an annual seminar series, bringing together academics, students, teachers and practitioners.

LBU also hosts the 'Talking Race' podcast which explores the roots of race. The podcast, established in 2020 engages with scholars, professionals and activists.

Raising the Profile of AR - for the last two years, the University has supported National Stephen Lawrence Day events organised by UCU and the VC referred to it in one of his newsletters [National Stephen Lawrence Day | Leeds Beckett University](#) and [Remembering Stephen Lawrence | Leeds Beckett University](#).



*Annual Black Heritage walks as part of the Cultural Crossings Level 6/Postcolonial Writing Module with historian Joe Williams and Dr Emily Zobel Marshall.*

An audit has shown that we have a history of honorary degree recipients, news, events, guest speakers and events that demonstrate our BAME students and staff are well represented and have impact.



The Chief Executive of the Shantona Women's Centre, Nahid Rasool, has received an Honorary Doctorate from Leeds Beckett University

*Sharon Watson, Artistic Director of Phoenix Dance Theatre, will be awarded an Honorary Doctorate of Arts on Tuesday 16 July. Sharon gained an MA in Performance Art from Leeds Beckett University in 2009.*



*Sharon Watson – 16<sup>th</sup> July 2019*



*Adama Bah – 17<sup>th</sup> July 2019*

*Adama Bah, a lifelong advocate for responsible tourism in West Africa will be awarded an Honorary Doctorate of the University on Wednesday 17 July. Adama is an alumnus from the university's MSc in Responsible Tourism Management course.*



*Jason Pitter, QC – 19 July 2022*

*Barrister Jason Pitter QC was awarded an Honorary Doctor of Law from Leeds Beckett University for his service to public life.*

*Jason was born in Chapeltown, Leeds and his upbringing shaped his experiences of community and helped to form his career ambitions.*

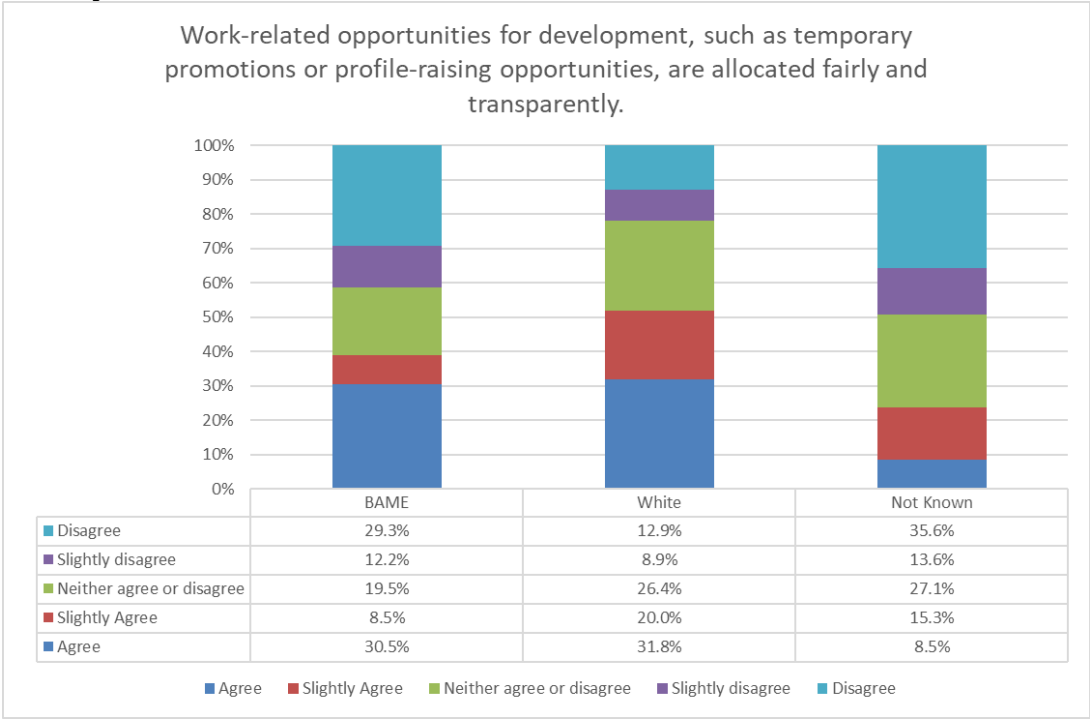
*He is the current Deputy Head of New Park Court Chambers in Leeds and in 2018 was appointed as Recorder. In 2014, he was appointed Queen's Counsel where he undertakes a broad range of cases including homicide, organised and regulatory crime, and fraud, and was the first black barrister to each of those posts on the North Eastern Circuit.*

*Jason is also a Bencher at Gray's Inn, London and a member of the Bar Council's Equality and Diversity Committee where he advises on social mobility and race. Speaking of his Honorary Doctorate, Jason said:*

*"Growing up in Chapeltown during the politically tense climate of the 80s exposed me to the shared community experience of inequality. It was those experiences, both positive and negative, that shaped my understanding of community, social justice and made a significant part of my career ambitions in law.*

*"I hope being awarded this Honorary Doctorate shows others that you can be successful and still be considerate of the plight of others. I also hope to inspire those who feel that their starting point in life will limit their finishing position."*

**Figure 5.10: Work-related opportunities for development - Colleague Survey**



# 6. Professional and support staff: recruitment, progression and development

## 6a Professional and support staff recruitment

Overall LBU are seeing consistent and improving attraction of applications, shortlisting, and appointment from BAME individuals for professional and support staff roles. However, the numbers involved are small and focus needs to be given to drop out rates at both shortlisting and appointment stage.

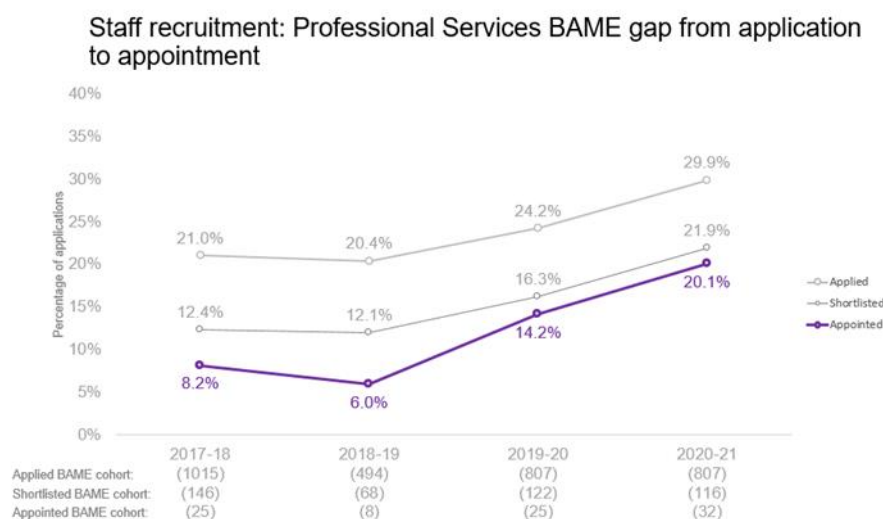
**UK/EU Candidates:** It was not possible to separate by UK/EU due to this data not being routinely collected as part of our application forms.

**Applications:** There has been an increase in applications from BAME candidates from 2018/19 to 2020/21. The application rates for BAME candidates are higher than the local demographics (21%, 2021 census).

**Shortlisting:** We see a smaller proportion of those BAME candidates shortlisted, however since 2018/19 the proportion has increased with a slight reduction in 2020/21. This reduction could have been due to changed recruitment practices during the pandemic.

**Appointments:** BAME appointment rates have fluctuated and are of relatively low numbers, however there is an improving trend emerging from 2018/19 through to 2020/21.

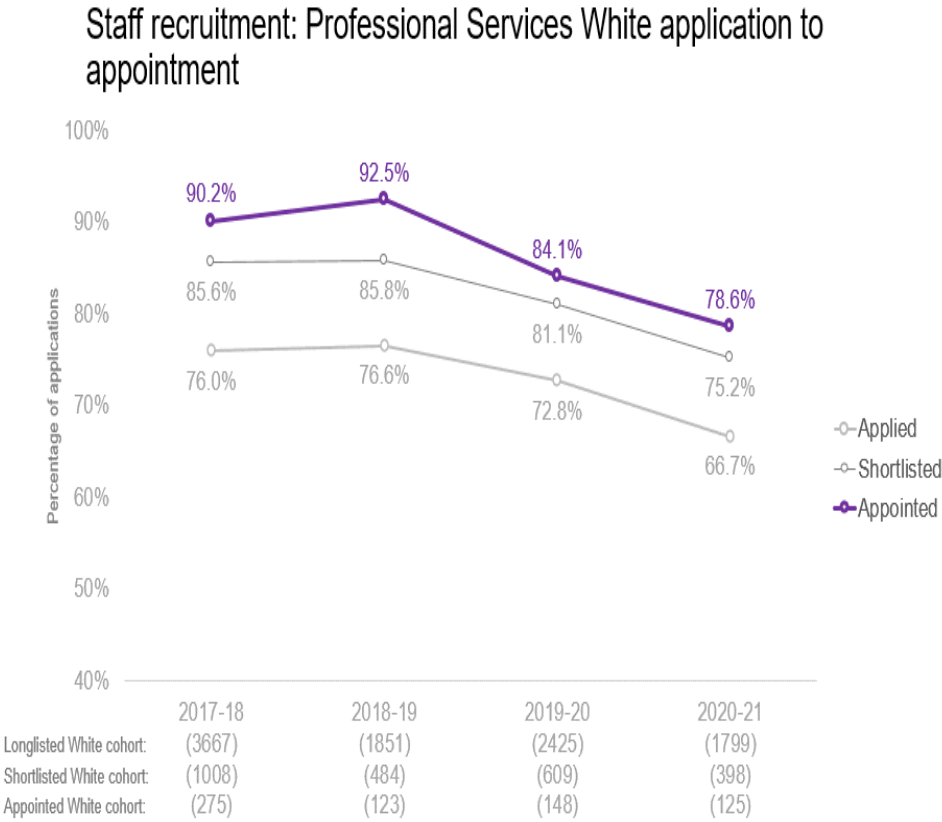
**Figure 6.1: Trends of BAME staff recruitment for PS roles**



**Table 6.1 Professional Services recruitment by gender – 2017-18 to 2020-21**

	BAME Application %	BAME Shortlisted %	BAME Appointed %	BAME Applications	BAME Shortlisted	BAME Appointed
Male	26.7%	18.5%	13.7%	1,497	217	40
Female	21.5%	12.8%	9.8%	1,613	234	47
Not known	6.8%	0.0%		13	0	0

**Figure 6.2: Trends of White staff recruitment for professional and support roles**





**Table 6.2: Professional and support roles recruitment by school and service area from 2017/18 to 2020/21**

	BAME Application %	BAME Shortlisted %	BAME Appointed %	BAME Applications	BAME Shortlisted	BAME Appointed
Financial Services	44.2%	31.6%	28.6%	34	6	2
School of Built Environment, Engineering and Computing	29.9%	25.2%	23.7%	206	35	9
IT Services	33.3%	25.7%	22.6%	195	48	14
Cares	37.8%	25.8%	20.8%	311	64	10
Leeds Business School	19.0%	13.6%	19.2%	90	12	5
School of Events, Tourism and Hospitality Management	19.3%	15.0%	18.2%	35	6	2
Carnegie School of Sport	18.2%	10.7%	17.9%	97	11	5
Carnegie School of Education	23.7%	16.7%	14.8%	159	20	4
Library and Student Services	21.2%	12.3%	12.6%	547	68	21
School of Humanities and Social Sciences	23.8%	12.5%	12.0%	150	12	3
Leeds Law School	21.3%	11.8%	11.5%	96	9	3
University Research and Enterprise Office	25.8%	17.7%	8.7%	173	32	4
External Relations	16.1%	10.0%	7.9%	156	23	3
School of Health	24.8%	15.3%	7.4%	142	20	2
Business Engagement	16.7%	8.5%	7.1%	52	6	1
University Recruitment	27.3%	12.4%	7.1%	392	31	4
Centre for Learning & Teaching	18.2%	10.6%	6.7%	29	5	1
Human Resources	24.0%	16.2%	5.0%	97	11	1
Estates	22.4%	12.1%	4.3%	63	11	1
University Secretary's Office	24.9%	19.6%	3.4%	150	27	1
Sport and Active Lifestyles	11.6%	5.0%	3.3%	81	8	2
Leeds School of Arts	10.3%	6.3%	0.0%	27	5	0
Quality Assurance Services	27.3%	7.1%	0.0%	12	1	0
Strategic Insight and Business Analysis	17.4%	0.0%	0.0%	4	0	0
Vice Chancellor's Group	25.0%	0.0%	0.0%	3	0	0

BAME Professional and Support staff in our REC survey raised concerns around our current recruitment practices being out of date and the fairness of these practices.

More insight is required on staff data and advice needed about how to address and improve EDI issues that are identified from the data through recruitment. This seems to be an area where we lack skills and capacity to support addressing the issues rather than just diagnosing the problems. *-Anonymous colleague*

The use of selective placements of adverts to encourage a diverse applicant group, plus a review of language used.  
*- Anonymous colleague*

We have very rigid and old-fashioned methods of recruitment, especially the application process... These do not help us and do not help applicants in many ways, including diversity.  
*- Anonymous colleague*

We have some standard recruitment practices in place that aim to promote fair recruitment, these standard recruitment practices include:

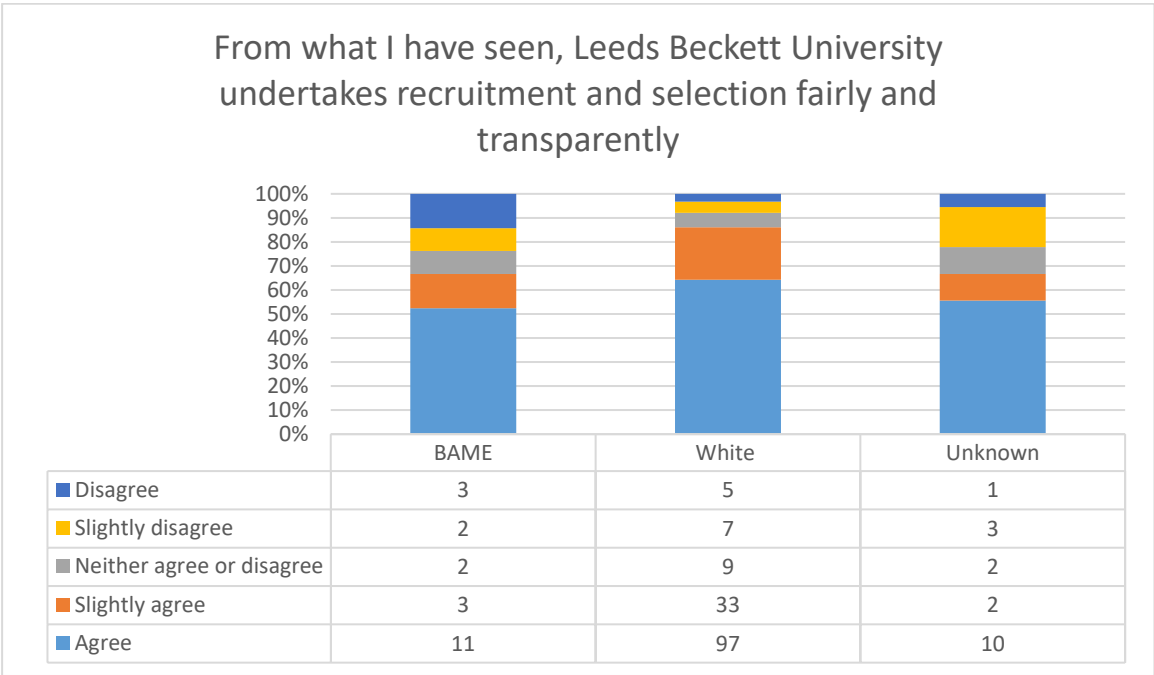
- Open advertising
- Standardised job descriptions and person specifications
- Scoring templates
- Scoring undertaken by a panel independently, before coming together to discuss the merits of each applicant and agree a consensus
- Happy to discuss flexible working
- Disability Confident Employer
- Mandatory and monitored recruitment and selection training which includes a specific unconscious bias module
- Composition of panel guidance which includes consideration of panel diversity

However, we acknowledge that there are many more innovative practices that can and will be explored to address greater race equality in our recruitment and selection.

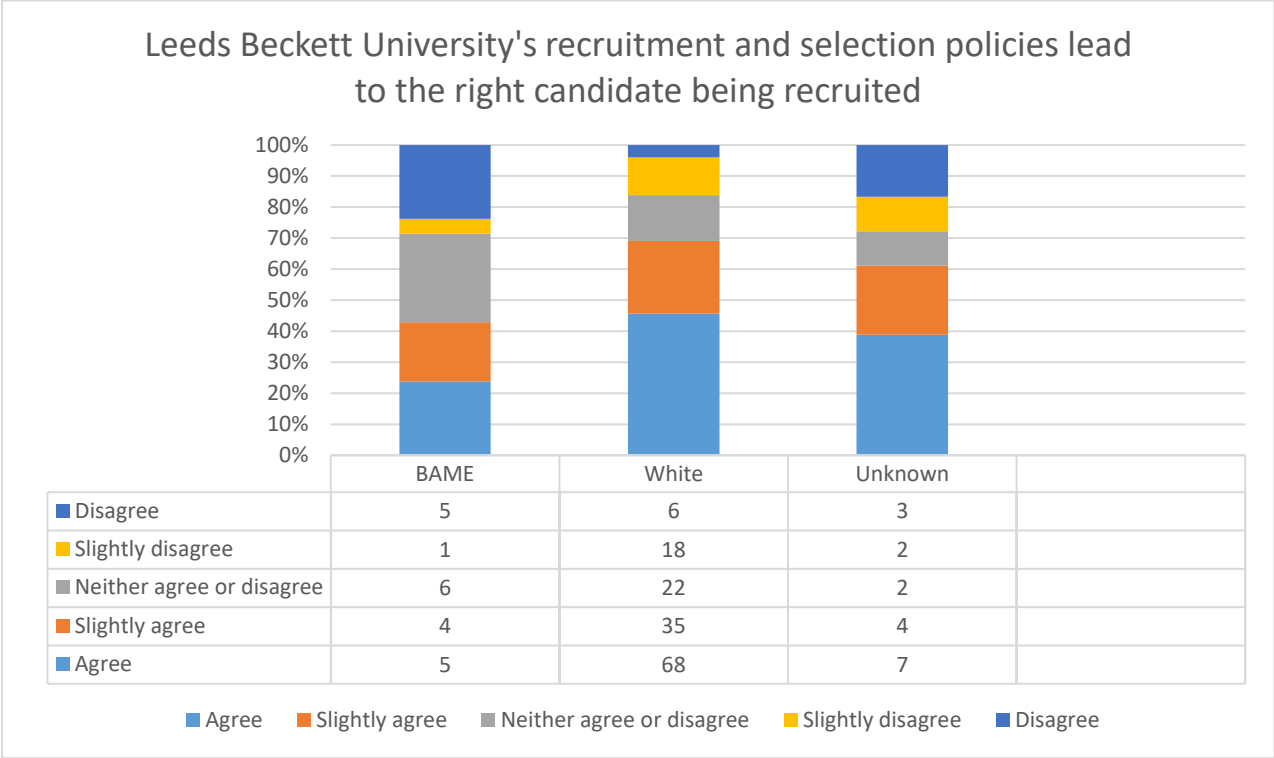
The REC survey shows BAME professional and support staff respondents (52.4%) find their experience to be less fair and transparent than White PSS respondents (64.2%).

White PS respondents (45%) are more likely to agree that the recruitment and selection policies lead to the best candidates being recruited, compared to (28.3%) BAME PS respondents.

**Figure 6.3: Fair recruitment and selection question taken from the REC colleague survey**



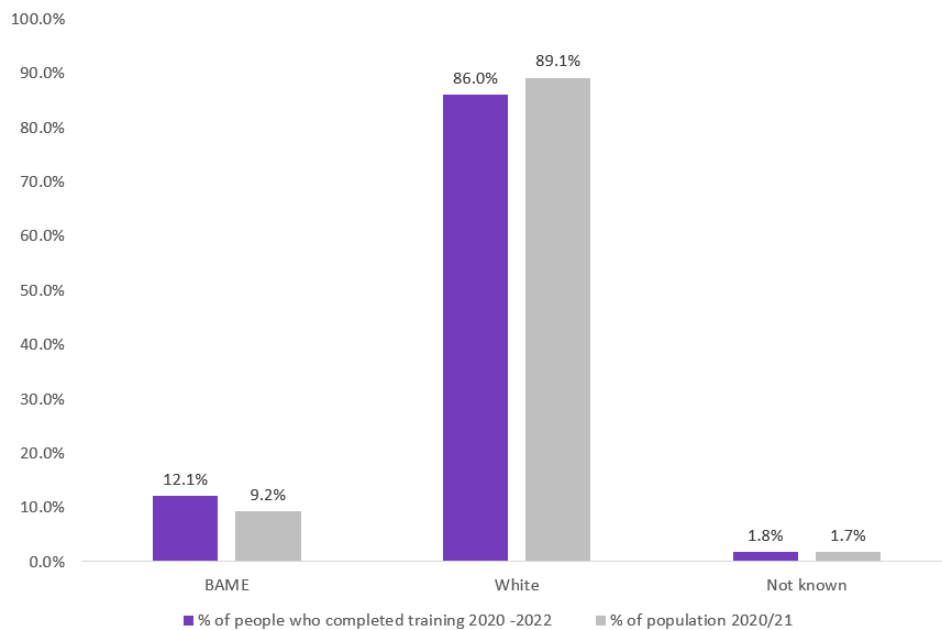
**Figure 6.4: Recruitment and selection policy question taken from the REC colleague survey**



## 6b Training

An overview of training available is detailed in section 5b. In 2018/19 there was a decrease in BAME staff attending career development and leadership training. This however increased in subsequent years. We have My Development (learning platform) which supports personal and professional development for all levels. Colleagues can choose from a variety of learning options inc. face to face, videos etc. and it provides opportunities for all.

**Figure 6.5: Training completion by BAME and White**

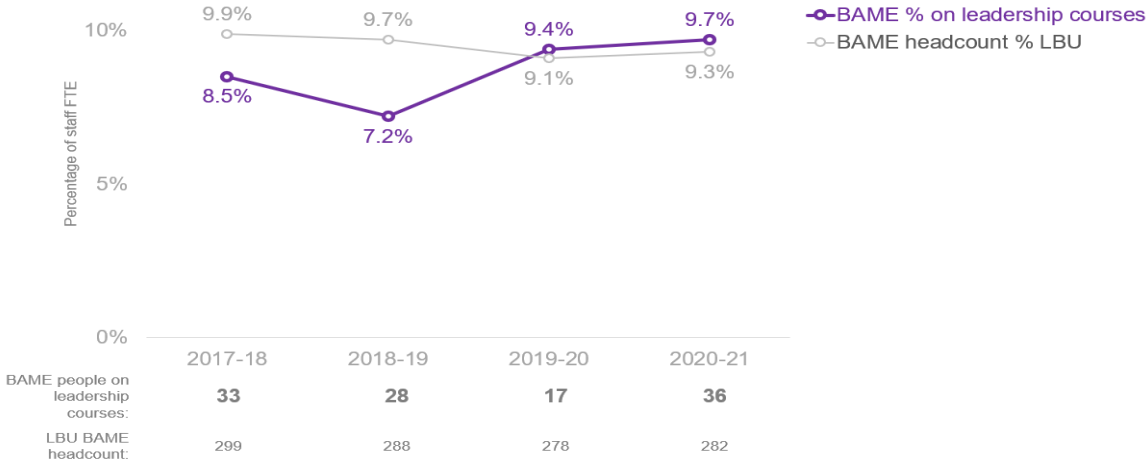


The screenshot shows the LBU My Development learning platform. At the top left is the LBU logo. To the right are navigation links for Home, My Development, and Find Development, along with a Course Search bar. Below this is a 'Find learning' section with a dropdown menu set to 'All Colleagues' and a search box. A 'Filters' section on the left shows 'Development type' set to 'Courses'. The main content area displays 5 items, sorted alphabetically. The items are:

- On Campus: Taking Control of Your Career
- Online and On Campus: Work-Life Balance
- Online: Fierce Conversations: An Introduction
- Online: Making hybrid working work for you
- Online: Making Your Voice Count

### My Development E-Learning

**Figure 6.6: BAME representation on leadership courses – PS colleagues**



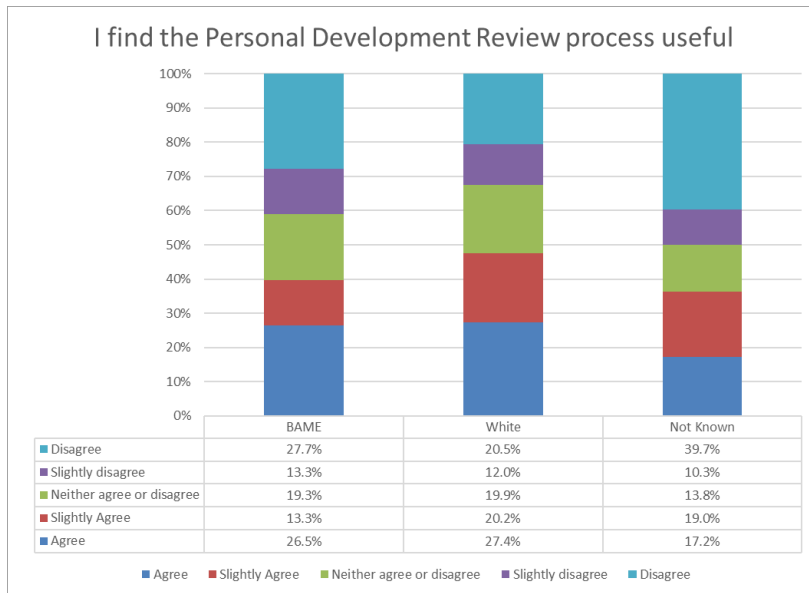
**Table 6.3: Number of completions for EDI related topics – 2020 – 2022 – PS Colleagues**

Course	Number of Completions	% of the population who completed the course in 3 year period
Introduction to EDI	560	39.6
Micro-behaviours	87	31.2
Advancing BAME inclusion	86	6.1
Insiders and Outsiders	75	5.3
Inclusive Decision Making	48	3.4
Neurodiversity	43	3
Inclusive Leadership	38	2.7

## 6c Appraisal/development review

The appraisal/development review process outlined in 5c applies to PS colleagues and academic colleagues.

**Figure 6.7: I find the PDR process useful – colleague survey**



## 6d Professional and support staff promotions

There are a number of different options available to PS staff to aid their progression, these include:

- Applications for vacancies advertised at the same or higher grade
- Temporary secondments
- The regrading procedure either led by the individual or management led (open to all roles up to Grade 8, after 12 months in post)
- Project opportunities
- Taking on additional responsibilities (with appropriate allowance)

Most progression takes place through internal vacancy rather than the regrade process.

**Table 6.4: Regrade for professional and support staff in 2018/19**

2018-19	Approved	Not approved	Total	Percentage of applications	Success Rate
BAME	n/a	n/a	0	n/a	n/a
White	1	1	2	66.7%	50%
Unknown	n/a	1	1	33.3%	0%

**Table 6.5: Regrade for professional and support staff in 2019/20**

2019-20	Approved	Not approved	Total	Percentage of applications	Success Rate
BAME	3	n/a	3	17.6%	100%
White	10	4	14	82.4%	71.4%
Unknown	n/a	n/a	0	n/a	n/a

**Table 6.6: Regrade for professional and support staff in 2020/21**

2020-21	Approved	Not approved	Total	Percentage of applications	Success Rate
BAME	2	n/a	2	40%	100%
White	3	n/a	3	60%	100%
Unknown	n/a	n/a	0	n/a	n/a

The REC survey indicated more concern around a need to provide development opportunities rather than the regrade process itself:

A more formal career progression process is needed for professional staff, and it needs to take into account equity of opportunity to develop for people from minority backgrounds.  
- Anonymous colleague

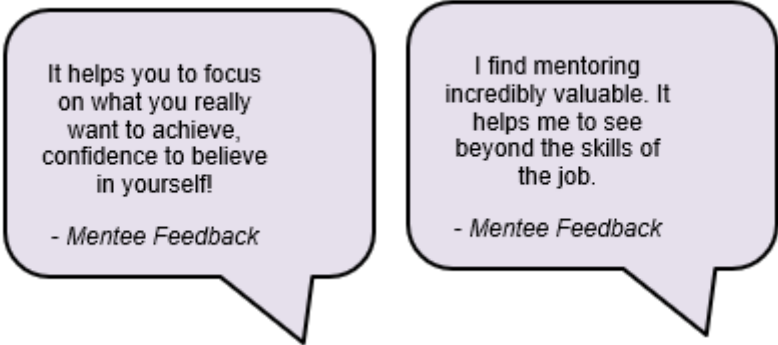
There should be greater planning for long-term progression and development.  
- Anonymous colleague

Provide development, shadowing, secondment, training and mentoring opportunities to expand the pool of future promotion candidates from minority backgrounds. and development.  
- Anonymous colleague

We have a strong coaching and mentoring offer in place as detailed in 5b which is open for both professional and support staff and academic staff. In July 2020, a further strand of the coaching and mentoring offer was developed ‘Diversity Mentoring’.

Diversity Mentoring was developed as an initiative to support with career progression. Initially the programme was open to all, however feedback suggested that a more targeted approach in line with protected characteristics would be more beneficial, as well adopting a more flexible approach to the structure of mentoring arrangements.

Diversity Mentees have shared that they have found the mentoring valuable to aid progression and build confidence:



**Table 6.7 Diversity Mentees accessing programme 2021 onwards**

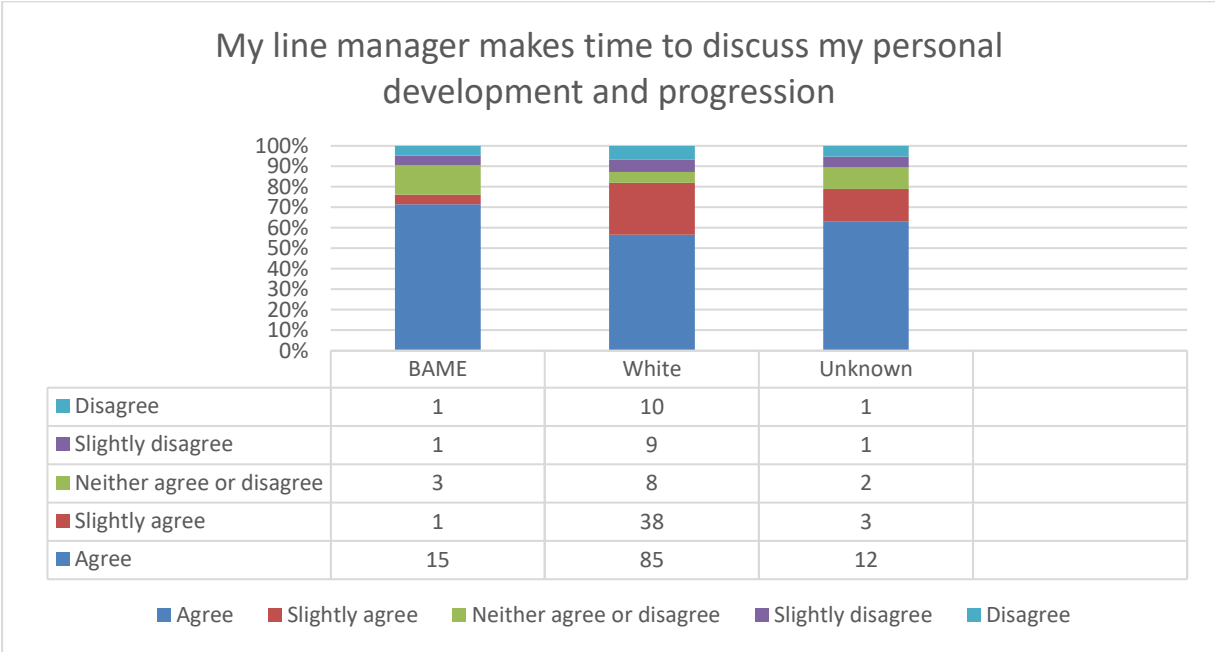
	Gender		Ethnicity		Staff Group	
	Female	Male	BAME	White	Academic	Professional staff
	4	2	4	2	3	3
Total	6		6		6	

**Table 6.8 Diversity Mentors supporting the programme 2021 onwards**

	Gender		Ethnicity		Staff Group	
	Female	Male	BAME	White	Academic	Professional staff
	13	2	1	14	7	8
Total	15		15		15	



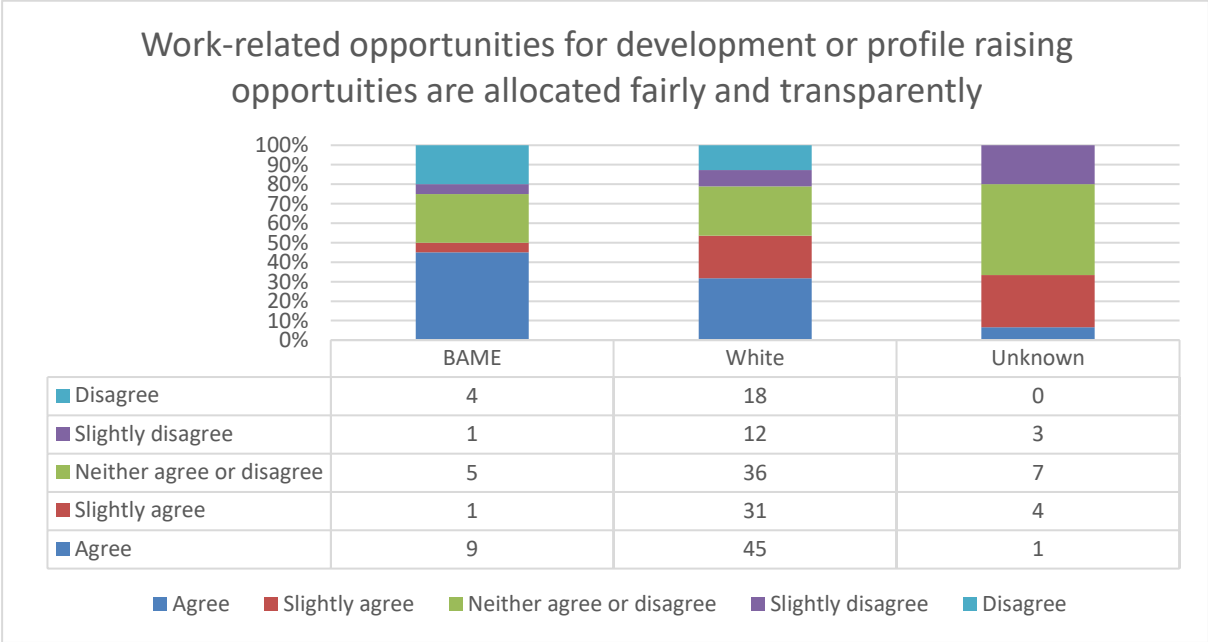
**Figure 6.8: Personal development and progression question taken from the REC colleague survey**



The REC survey shows BAME professional and support staff respondents (68.8%) are more likely to agree that their line managers make time to discuss their personal development and progression than White respondents (56.2%).

However, both BAME and White respondents do not agree that work-related opportunities for development are allocated fairly and transparently – see table below.

**Figure 6.9 Development or profile-raising opportunities question taken from the REC colleague survey**



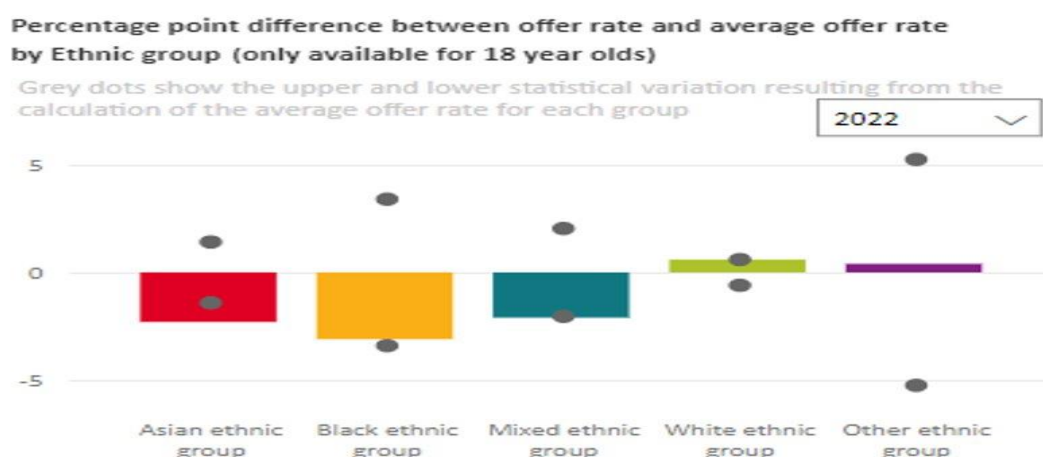
# 7. Student pipeline

## 7a Admissions

Admissions criteria at LBU begin from the principle that applicants with appropriate qualifications and/or relevant professional or other experience who can be expected to benefit from a programme of study will be admitted to a programme on a fair and equitable basis. Our admissions policy outlines this commitment.

The school level student admissions data by ethnicity shows applications vs acceptance, however, our application data when compared with offer rate data provided by UCAS shows that the majority of BAME students who apply are admitted onto courses at the average offer rates. The below table shows that there is a difference to the average offer rate for the Asian ethnic group which needs further understanding. We are a predominantly regional recruiter (map 7.3).

**Figure 7.1: UCAS data showing % difference between offer rates by ethnic group**



The average offer rate for BAME applicants from Asian, Black & Mixed ethnicity backgrounds is lower than the institutional average. Therefore, they are less likely to receive an offer than White applicants.

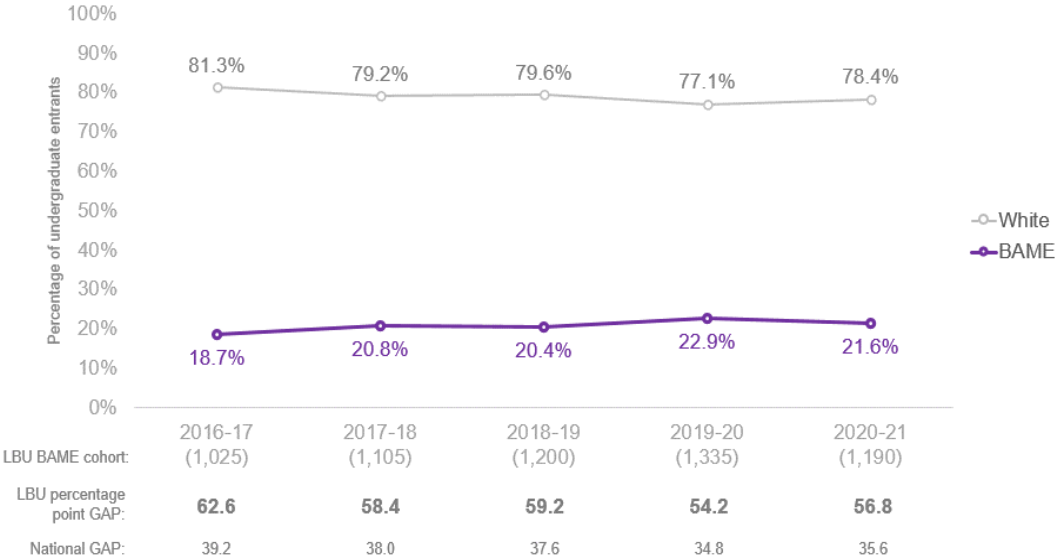
Our UG population is becoming more diverse, with increasing percentages for all broad BAME UK groups (Asian UK = 8.9% to 10.8% since 2017-18; Black UK = 3.7% to 4.1% since 2017-18; Mixed UK = 3.9% to 4.3% since 2017-18; Other UK = 0.8% to 0.9% since 2017-18).

Some Schools are more White than the LBU average (74%) = Sport = 84%; Arts = 81%; Humanities = 82%).

All other ethnic groups fall into the statistical confidence parameters, and as such it is hard to identify whether there is a difference or not, with the exception of the Asian ethnic group.

Table 7.2 shows our gap on BAME undergraduates represents approximately 20% of our undergraduate population during the last five years. There are minor fluctuations, but the 20% figure is stable. Although it is also a higher figure than the national average, further work is required to understand and narrow the gap.

**Figure 7.2 Percentage of BAME and White undergraduate entrants**

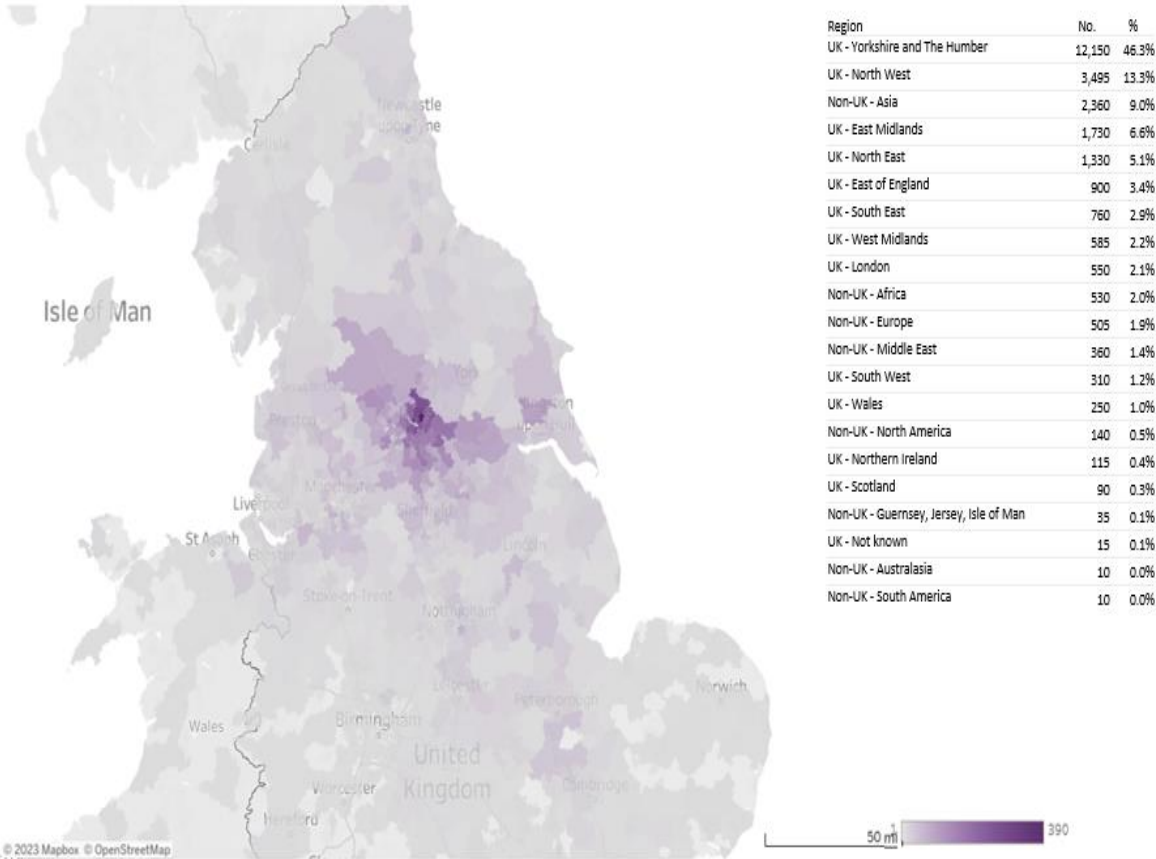


In comparison to the Leeds census data, we are attracting above the average proportion of BAME students. However, it should be acknowledged that our admissions are from students throughout West Yorkshire.

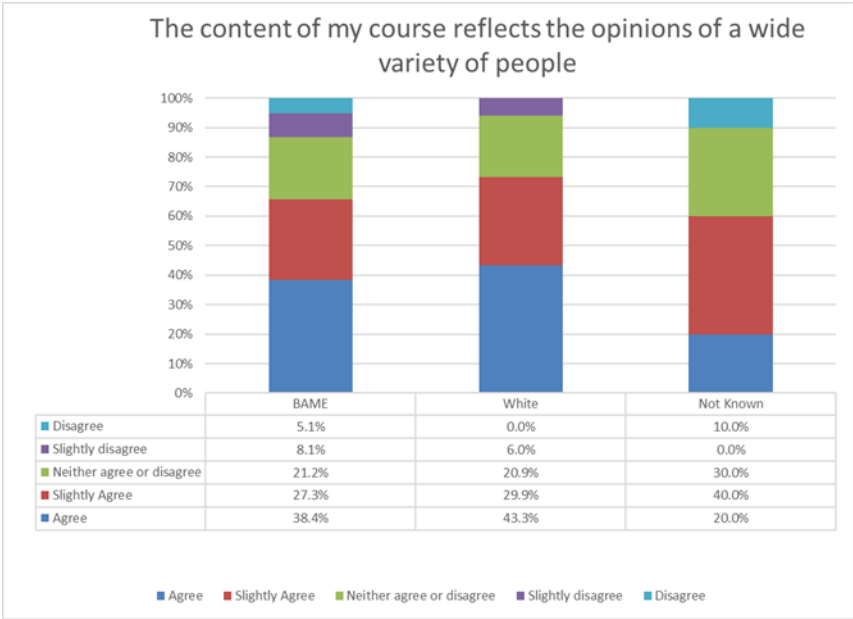
The local and regional population’s demographics show that our largest single ethnic minority group comes from the South Asian population, yet Leeds itself also has a significant Black population, and this group is underrepresented in our student population.

The map below shows the residence of our student population at the point of application.

**Figure 7.3: Student population place of residence on application.**



**Figure 7.4: The content of my course reflects the opinions of a wide variety of people – student survey**



**Table 7.1: UG students by ethnicity and School**

		17-18		18-19		19-20		20-21	
		No.	%	No.	%	No.	%	No.	%
<b>University</b>	Asian, Non-UK	31	0.2%	38	0.2%	127	0.7%	242	1.3%
	Asian, UK	1654	8.9%	1721	9.6%	1838	10.4%	1964	10.8%
	Black, Non-UK	18	0.1%	12	0.1%	23	0.1%	46	0.3%
	Black, UK	682	3.7%	670	3.7%	686	3.9%	750	4.1%
	Mixed, Non-UK	7	0.0%	19	0.1%	31	0.2%	38	0.2%
	Mixed, UK	726	3.9%	723	4.0%	750	4.2%	779	4.3%
	Not Known, Non-UK	722	3.9%	403	2.3%	223	1.3%	60	0.3%
	Not Known, UK	129	0.7%	155	0.9%	128	0.7%	107	0.6%
	Other, Non-UK	38	0.2%	109	0.6%	198	1.1%	270	1.5%
	Other, UK	145	0.8%	148	0.8%	162	0.9%	156	0.9%
	White, Non-UK	72	0.4%	132	0.7%	212	1.2%	261	1.4%
	White, UK	14393	77.3%	13786	77.0%	13325	75.3%	13440	74.2%
	<b>Total</b>	<b>18617</b>	<b>100.0%</b>	<b>17916</b>	<b>100.0%</b>	<b>17703</b>	<b>100.0%</b>	<b>18113</b>	<b>100.0%</b>
<b>Carnegie School of Education</b>	Asian, Non-UK	13	0.7%	4	0.3%				
	Asian, UK	190	10.3%	189	12.8%	157	15.4%	176	19.9%
	Black, Non-UK	6	0.3%	1	0.1%			1	0.1%
	Black, UK	42	2.3%	31	2.1%	26	2.6%	24	2.7%
	Mixed, Non-UK	2	0.1%	3	0.2%	3	0.3%	4	0.5%
	Mixed, UK	46	2.5%	44	3.0%	33	3.2%	26	2.9%
	Not Known, Non-UK	18	1.0%	6	0.4%	1	0.1%	2	0.2%
	Not Known, UK	17	0.9%	12	0.8%	5	0.5%	4	0.5%
	Other, Non-UK	22	1.2%	20	1.4%				
	Other, UK	14	0.8%	14	0.9%	15	1.5%	9	1.0%
	White, Non-UK	49	2.7%	28	1.9%	18	1.8%	11	1.2%
	White, UK	1,418	77.2%	1,125	76.2%	760	74.7%	626	70.9%
	<b>Total</b>	<b>1,837</b>	<b>100.0%</b>	<b>1,477</b>	<b>100.0%</b>	<b>1,018</b>	<b>100.0%</b>	<b>883</b>	<b>100.0%</b>

Postgraduate students on the Race, Education and Decolonial Thought MA gathered together from various parts of the country to hear presentations and engage in discussion around racism, white supremacy and the decolonising of education in the course's first annual conference, Decol Dubs 2022.



▲ Dr Jon Tan, Dr Kayyta Raghunandan and Professor Vini Lander with postgraduate students from the MA Race, Education and Decolonial Thought course

*CRED, 2021*

**Table 7.1: UG students by ethnicity and School (CONT).**

		17-18		18-19		19-20		20-21	
		No.	%	No.	%	No.	%	No.	%
<b>Carnegie School of Sport</b>	Asian, Non-UK			2	0.1%	5	0.2%	11	0.5%
	Asian, UK	136	5.2%	114	4.8%	117	5.2%	114	5.0%
	Black, Non-UK							2	0.1%
	Black, UK	74	2.8%	64	2.7%	55	2.5%	70	3.1%
	Mixed, Non-UK	2	0.1%	4	0.2%	4	0.2%	4	0.2%
	Mixed, UK	121	4.6%	109	4.6%	110	4.9%	110	4.8%
	Not Known, Non-UK	46	1.8%	32	1.4%	18	0.8%	4	0.2%
	Not Known, UK	9	0.3%	7	0.3%	6	0.3%	7	0.3%
	Other, Non-UK							1	0.0%
	Other, UK	11	0.4%	11	0.5%	8	0.4%	9	0.4%
White, Non-UK	2	0.1%	11	0.5%	25	1.1%	36	1.6%	
White, UK	2,213	84.7%	2,005	85.0%	1,889	84.4%	1,922	83.9%	
<b>Total</b>	<b>2,614</b>	<b>100.0%</b>	<b>2,359</b>	<b>100.0%</b>	<b>2,237</b>	<b>100.0%</b>	<b>2,290</b>	<b>100.0%</b>	
<b>Leeds Business School</b>	Asian, Non-UK	11	0.4%	12	0.4%	66	2.3%	124	4.3%
	Asian, UK	353	11.6%	317	11.1%	330	11.7%	364	12.5%
	Black, Non-UK	2	0.1%	3	0.1%	3	0.1%	7	0.2%
	Black, UK	128	4.2%	119	4.2%	122	4.3%	122	4.2%
	Mixed, Non-UK	1	0.0%	6	0.2%	10	0.4%	8	0.3%
	Mixed, UK	125	4.1%	112	3.9%	117	4.1%	130	4.5%
	Not Known, Non-UK	227	7.5%	122	4.3%	62	2.2%	14	0.5%
	Not Known, UK	12	0.4%	14	0.5%	15	0.5%	12	0.4%
	Other, Non-UK	12	0.4%	26	0.9%	48	1.7%	66	2.3%
	Other, UK	28	0.9%	21	0.7%	25	0.9%	29	1.0%
White, Non-UK	9	0.3%	32	1.1%	58	2.1%	62	2.1%	
White, UK	2,128	70.1%	2,080	72.6%	1,973	69.7%	1,967	67.7%	
<b>Total</b>	<b>3,036</b>	<b>100.0%</b>	<b>2,864</b>	<b>100.0%</b>	<b>2,829</b>	<b>100.0%</b>	<b>2,905</b>	<b>100.0%</b>	
<b>Leeds Law School</b>	Asian, Non-UK	1	0.1%	2	0.3%	4	0.5%	4	0.5%
	Asian, UK	156	22.2%	165	21.6%	183	22.2%	176	20.4%
	Black, Non-UK							5	0.6%
	Black, UK	32	4.6%	42	5.5%	34	4.1%	41	4.8%
	Mixed, Non-UK							1	0.1%
	Mixed, UK	32	4.6%	40	5.2%	40	4.8%	32	3.7%
	Not Known, Non-UK	47	6.7%	23	3.0%	16	1.9%	6	0.7%
	Not Known, UK	4	0.6%	3	0.4%	5	0.6%	9	1.0%
	Other, Non-UK			14	1.8%	21	2.5%	30	3.5%
	Other, UK	9	1.3%	7	0.9%	8	1.0%	11	1.3%
White, Non-UK	1	0.1%	5	0.7%	11	1.3%	12	1.4%	
White, UK	420	59.8%	462	60.6%	504	61.0%	536	62.1%	
<b>Total</b>	<b>702</b>	<b>100.0%</b>	<b>763</b>	<b>100.0%</b>	<b>826</b>	<b>100.0%</b>	<b>863</b>	<b>100.0%</b>	
<b>Leeds School of Arts</b>	Asian, Non-UK			10	0.4%	20	0.7%	25	0.9%
	Asian, UK	140	5.0%	137	5.0%	146	5.3%	135	4.9%
	Black, Non-UK			4	0.1%	9	0.3%	9	0.3%
	Black, UK	72	2.6%	76	2.8%	96	3.5%	83	3.0%
	Mixed, Non-UK	1	0.0%	3	0.1%	7	0.3%	10	0.4%
	Mixed, UK	132	4.7%	118	4.3%	135	4.9%	135	4.9%
	Not Known, Non-UK	128	4.6%	83	3.0%	39	1.4%	8	0.3%
	Not Known, UK	14	0.5%	17	0.6%	14	0.5%	16	0.6%
	Other, Non-UK			2	0.1%	11	0.4%	14	0.5%
	Other, UK	21	0.8%	28	1.0%	27	1.0%	31	1.1%
White, Non-UK	4	0.1%	21	0.8%	47	1.7%	57	2.1%	
White, UK	2,271	81.6%	2,227	81.7%	2,229	80.2%	2,211	80.9%	
<b>Total</b>	<b>2,783</b>	<b>100.0%</b>	<b>2,726</b>	<b>100.0%</b>	<b>2,780</b>	<b>100.0%</b>	<b>2,734</b>	<b>100.0%</b>	
<b>Leeds School of Social Sciences</b>	Asian, Non-UK	2	0.1%			1	0.0%	7	0.3%
	Asian, UK	160	7.8%	192	9.2%	217	10.3%	223	10.3%
	Black, Non-UK							2	0.1%
	Black, UK	58	2.8%	58	2.8%	65	3.1%	65	3.0%
	Mixed, Non-UK	1	0.0%			2	0.1%	3	0.1%
	Mixed, UK	82	4.0%	95	4.6%	88	4.2%	97	4.5%
	Not Known, Non-UK	46	2.2%	25	1.2%	15	0.7%	4	0.2%
	Not Known, UK	10	0.5%	7	0.3%	7	0.3%	3	0.1%
	Other, Non-UK	2	0.1%	6	0.3%	18	0.9%	20	0.9%
	Other, UK	16	0.8%	19	0.9%	23	1.1%	18	0.8%
White, Non-UK	1	0.0%	7	0.3%	15	0.7%	23	1.1%	
White, UK	1,667	81.5%	1,676	80.4%	1,666	78.7%	1,697	78.5%	
<b>Total</b>	<b>2,045</b>	<b>100.0%</b>	<b>2,085</b>	<b>100.0%</b>	<b>2,117</b>	<b>100.0%</b>	<b>2,162</b>	<b>100.0%</b>	

		17-18		18-19		19-20		20-21	
		No.	%	No.	%	No.	%	No.	%
<b>School of Built Environment, Engineering and Computing</b>	Asian, Non-UK	2	0.1%	1	0.1%	11	0.5%	24	1.1%
	Asian, UK	231	13.1%	256	13.9%	286	13.8%	304	13.7%
	Black, Non-UK	3	0.2%	2	0.1%	6	0.3%	12	0.5%
	Black, UK	84	4.8%	83	4.5%	78	3.8%	89	4.0%
	Mixed, Non-UK					1	0.0%	1	0.0%
	Mixed, UK	41	2.3%	59	3.2%	71	3.4%	79	3.6%
	Not Known, Non-UK	115	6.5%	56	3.1%	38	1.8%	14	0.6%
	Not Known, UK	19	1.1%	21	1.1%	21	1.0%	22	1.0%
	Other, Non-UK	1	0.1%	24	1.3%	77	3.7%	110	5.0%
	Other, UK	21	1.2%	22	1.2%	24	1.2%	21	0.9%
	White, Non-UK	2	0.1%	5	0.3%	11	0.5%	17	0.8%
White, UK	1,242	70.5%	1,307	71.2%	1,441	69.8%	1,526	68.8%	
<b>Total</b>	<b>1,761</b>	<b>100.0%</b>	<b>1,836</b>	<b>100.0%</b>	<b>2,065</b>	<b>100.0%</b>	<b>2,219</b>	<b>100.0%</b>	
<b>School of Cultural Studies and Humanities</b>	Asian, Non-UK					2	0.3%	3	0.5%
	Asian, UK	35	4.8%	38	5.3%	36	5.3%	37	5.8%
	Black, UK	15	2.1%	18	2.5%	19	2.8%	20	3.1%
	Mixed, Non-UK							1	0.2%
	Mixed, UK	34	4.7%	28	3.9%	33	4.9%	27	4.2%
	Not Known, Non-UK	27	3.7%	15	2.1%	9	1.3%		
	Not Known, UK	8	1.1%	5	0.7%	4	0.6%	2	0.3%
	Other, Non-UK			15	2.1%	18	2.7%	17	2.7%
	Other, UK	3	0.4%	3	0.4%	1	0.1%	2	0.3%
	White, Non-UK	1	0.1%	4	0.6%	3	0.4%	3	0.5%
	White, UK	607	83.2%	591	82.4%	550	81.5%	525	82.4%
<b>Total</b>	<b>730</b>	<b>100.0%</b>	<b>717</b>	<b>100.0%</b>	<b>675</b>	<b>100.0%</b>	<b>637</b>	<b>100.0%</b>	
<b>School of Events, Tourism and Hospitality Management</b>	Asian, Non-UK	1	0.1%	3	0.4%	7	1.0%	21	3.3%
	Asian, UK	20	2.1%	17	2.2%	18	2.5%	17	2.7%
	Black, Non-UK	1	0.1%			2	0.3%	1	0.2%
	Black, UK	32	3.3%	25	3.2%	30	4.1%	26	4.1%
	Mixed, Non-UK			1	0.1%	2	0.3%	3	0.5%
	Mixed, UK	35	3.6%	30	3.8%	30	4.1%	31	4.8%
	Not Known, Non-UK	31	3.2%	17	2.2%	8	1.1%	5	0.8%
	Not Known, UK	10	1.0%	24	3.1%	12	1.7%	5	0.8%
	Other, Non-UK			1	0.1%	1	0.1%	4	0.6%
	Other, UK	4	0.4%	3	0.4%	2	0.3%	1	0.2%
	White, Non-UK	1	0.1%	5	0.6%	12	1.7%	17	2.7%
White, UK	833	86.1%	660	84.0%	600	82.9%	510	79.6%	
<b>Total</b>	<b>968</b>	<b>100.0%</b>	<b>786</b>	<b>100.0%</b>	<b>724</b>	<b>100.0%</b>	<b>641</b>	<b>100.0%</b>	
<b>School of Health</b>	Asian, Non-UK	1	0.0%	4	0.2%	11	0.5%	23	0.8%
	Asian, UK	233	10.9%	296	12.9%	348	14.3%	418	15.0%
	Black, Non-UK	6	0.3%	2	0.1%	3	0.1%	7	0.3%
	Black, UK	145	6.8%	154	6.7%	161	6.6%	210	7.6%
	Mixed, Non-UK			2	0.1%	2	0.1%	3	0.1%
	Mixed, UK	78	3.6%	88	3.8%	93	3.8%	112	4.0%
	Not Known, Non-UK	37	1.7%	24	1.0%	17	0.7%	3	0.1%
	Not Known, UK	26	1.2%	45	2.0%	39	1.6%	27	1.0%
	Other, Non-UK	1	0.0%	1	0.0%	4	0.2%	8	0.3%
	Other, UK	18	0.8%	20	0.9%	29	1.2%	25	0.9%
	White, Non-UK	2	0.1%	14	0.6%	12	0.5%	23	0.8%
White, UK	1,594	74.5%	1,653	71.8%	1,713	70.4%	1,920	69.1%	
<b>Total</b>	<b>2,141</b>	<b>100.0%</b>	<b>2,303</b>	<b>100.0%</b>	<b>2,432</b>	<b>100.0%</b>	<b>2,779</b>	<b>100.0%</b>	

**Table 7.2 Applications and Acceptances data - ethnic group, tariff points (School Level)**



		2018				2019				2020				2021			
		Applications		Acceptances		Applications		Acceptances		Applications		Acceptances		Applications		Acceptances	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
BAME UK	High points (180+)	134	2.5%	17	1.4%	95	1.6%	10	0.7%	98	1.7%	13	1.1%	127	2.2%	21	1.8%
	Medium points (100-179)	2339	43.1%	469	37.4%	2320	40.2%	408	29.7%	2538	44.8%	469	38.3%	2901	49.8%	546	47.7%
	Low points (<100)	1333	24.6%	322	25.7%	1758	30.5%	482	35.1%	1359	24.0%	323	26.4%	1243	21.3%	227	19.8%
	No points/not known	1616	29.8%	445	35.5%	1596	27.7%	473	34.5%	1670	29.5%	419	34.2%	1556	26.7%	350	30.6%
<b>BAME UK Total</b>		<b>5422</b>	<b>20.3%</b>	<b>1253</b>	<b>18.8%</b>	<b>5769</b>	<b>21.9%</b>	<b>1373</b>	<b>21.1%</b>	<b>5665</b>	<b>22.2%</b>	<b>1224</b>	<b>20.1%</b>	<b>5827</b>	<b>20.9%</b>	<b>1144</b>	<b>20.3%</b>
White UK	High points (180+)	986	5.0%	167	3.3%	521	2.7%	81	1.7%	598	3.2%	75	1.7%	893	4.3%	140	3.4%
	Medium points (100-179)	10924	55.0%	2620	51.6%	9661	50.7%	2031	43.3%	10429	56.5%	2083	47.2%	12421	60.2%	2299	55.7%
	Low points (<100)	4020	20.2%	1144	22.5%	5244	27.5%	1513	32.3%	3697	20.0%	1039	23.6%	3315	16.1%	729	17.7%
	No points/not known	3938	19.8%	1150	22.6%	3613	19.0%	1062	22.7%	3739	20.3%	1212	27.5%	4010	19.4%	958	23.2%
<b>White UK Total</b>		<b>19868</b>	<b>74.4%</b>	<b>5081</b>	<b>76.4%</b>	<b>19039</b>	<b>72.4%</b>	<b>4687</b>	<b>72.1%</b>	<b>18463</b>	<b>72.3%</b>	<b>4409</b>	<b>72.6%</b>	<b>20639</b>	<b>73.9%</b>	<b>4126</b>	<b>73.4%</b>
Not known UK and Not UK	High points (180+)	3	0.2%	3	0.9%	2	0.1%	0	0.0%	3	0.2%	0	0.0%	2	0.1%	0	0.0%
	Medium points (100-179)	58	4.1%	14	4.4%	43	2.9%	8	1.8%	42	3.0%	13	2.9%	52	3.6%	10	2.8%
	Low points (<100)	21	1.5%	6	1.9%	21	1.4%	7	1.6%	26	1.8%	11	2.5%	23	1.6%	3	0.8%
	No points/not known	1337	94.2%	295	92.8%	1425	95.6%	430	96.6%	1349	95.0%	420	94.6%	1384	94.7%	341	96.3%
<b>Not known UK and Not UK Total</b>		<b>1419</b>	<b>5.3%</b>	<b>318</b>	<b>4.8%</b>	<b>1491</b>	<b>5.7%</b>	<b>445</b>	<b>6.8%</b>	<b>1420</b>	<b>5.6%</b>	<b>444</b>	<b>7.3%</b>	<b>1461</b>	<b>5.2%</b>	<b>354</b>	<b>6.3%</b>
<b>Grand Total</b>		<b>26709</b>	<b>100.0%</b>	<b>6652</b>	<b>100.0%</b>	<b>26299</b>	<b>100.0%</b>	<b>6505</b>	<b>100.0%</b>	<b>25548</b>	<b>100.0%</b>	<b>6077</b>	<b>100.0%</b>	<b>27927</b>	<b>100.0%</b>	<b>5624</b>	<b>100.0%</b>

#### Carnegie School of Education

		2018				2019				2020				2021			
		Applications		Acceptances		Applications		Acceptances		Applications		Acceptances		Applications		Acceptances	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
BAME UK	High points (180+)	9	2.7%	2	2.3%	13	3.7%	4	4.1%	12	3.2%	2	2.1%	15	3.8%	3	2.9%
	Medium points (100-179)	167	49.9%	27	31.0%	149	42.6%	30	30.6%	177	46.9%	38	40.0%	185	47.2%	33	32.4%
	Low points (<100)	73	21.8%	19	21.8%	103	29.4%	33	33.7%	84	22.3%	24	25.3%	72	18.4%	22	21.6%
	No points/not known	86	25.7%	39	44.8%	85	24.3%	31	31.6%	104	27.6%	31	32.6%	120	30.6%	44	43.1%
<b>BAME UK Total</b>		<b>335</b>	<b>19.0%</b>	<b>87</b>	<b>23.5%</b>	<b>350</b>	<b>22.0%</b>	<b>98</b>	<b>29.3%</b>	<b>377</b>	<b>23.2%</b>	<b>95</b>	<b>27.5%</b>	<b>392</b>	<b>22.5%</b>	<b>102</b>	<b>29.1%</b>
White UK	High points (180+)	60	4.3%	7	2.6%	31	2.6%	2	0.9%	45	3.7%	5	2.0%	110	8.3%	20	8.2%
	Medium points (100-179)	769	54.9%	133	48.5%	614	50.8%	104	44.4%	647	53.1%	101	41.4%	755	56.8%	113	46.5%
	Low points (<100)	255	18.2%	56	20.4%	279	23.1%	61	26.1%	207	17.0%	42	17.2%	159	12.0%	38	15.6%
	No points/not known	318	22.7%	78	28.5%	285	23.6%	67	28.6%	320	26.3%	96	39.3%	306	23.0%	72	29.6%
<b>White UK Total</b>		<b>1402</b>	<b>79.6%</b>	<b>274</b>	<b>74.1%</b>	<b>1209</b>	<b>75.9%</b>	<b>234</b>	<b>69.9%</b>	<b>1219</b>	<b>74.9%</b>	<b>244</b>	<b>70.5%</b>	<b>1330</b>	<b>76.2%</b>	<b>243</b>	<b>69.2%</b>
Not known UK and Not UK	High points (180+)	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	3.1%	0	0.0%	0	0.0%	0	0.0%
	Medium points (100-179)	1	4.0%	0	0.0%	5	15.2%	0	0.0%	2	6.3%	0	0.0%	0	0.0%	0	0.0%
	Low points (<100)	0	0.0%	1	11.1%	0	0.0%	0	0.0%	1	3.1%	0	0.0%	2	8.3%	2	33.3%
	No points/not known	24	96.0%	8	88.9%	28	84.8%	3	100.0%	28	87.5%	7	100.0%	22	91.7%	4	66.7%
<b>Not known UK and Not UK Total</b>		<b>25</b>	<b>1.4%</b>	<b>9</b>	<b>2.4%</b>	<b>33</b>	<b>2.1%</b>	<b>3</b>	<b>0.9%</b>	<b>32</b>	<b>2.0%</b>	<b>7</b>	<b>2.0%</b>	<b>24</b>	<b>1.4%</b>	<b>6</b>	<b>1.7%</b>
<b>Grand Total</b>		<b>1762</b>	<b>100.0%</b>	<b>370</b>	<b>100.0%</b>	<b>1592</b>	<b>100.0%</b>	<b>335</b>	<b>100.0%</b>	<b>1628</b>	<b>100.0%</b>	<b>346</b>	<b>100.0%</b>	<b>1746</b>	<b>100.0%</b>	<b>351</b>	<b>100.0%</b>

#### Carnegie School of Sport

		2018				2019				2020				2021			
		Applications		Acceptances		Applications		Acceptances		Applications		Acceptances		Applications		Acceptances	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
BAME UK	High points (180+)	5	1.2%	0	0.0%	6	1.4%	1	0.9%	8	1.7%	2	1.5%	16	3.4%	6	5.8%
	Medium points (100-179)	198	45.9%	46	40.4%	182	43.2%	46	39.3%	206	44.2%	57	43.8%	225	47.6%	49	47.6%
	Low points (<100)	116	26.9%	26	22.8%	141	33.5%	39	33.3%	131	28.1%	38	29.2%	118	24.9%	21	20.4%
	No points/not known	112	26.0%	42	36.8%	92	21.9%	31	26.5%	121	26.0%	33	25.4%	114	24.1%	27	26.2%
<b>BAME UK Total</b>		<b>431</b>	<b>12.4%</b>	<b>114</b>	<b>11.4%</b>	<b>421</b>	<b>12.4%</b>	<b>117</b>	<b>12.7%</b>	<b>466</b>	<b>14.1%</b>	<b>130</b>	<b>14.3%</b>	<b>473</b>	<b>13.2%</b>	<b>103</b>	<b>12.2%</b>
White UK	High points (180+)	135	4.6%	34	3.9%	121	4.3%	26	3.4%	101	3.8%	21	2.8%	143	4.8%	31	4.4%
	Medium points (100-179)	1723	58.7%	485	56.3%	1557	54.8%	374	48.6%	1556	58.0%	378	51.2%	1852	62.3%	426	60.1%
	Low points (<100)	576	19.6%	181	21.0%	735	25.9%	235	30.5%	588	21.9%	184	24.9%	551	18.5%	115	16.2%
	No points/not known	502	17.1%	161	18.7%	426	15.0%	135	17.5%	438	16.3%	156	21.1%	426	14.3%	137	19.3%
<b>White UK Total</b>		<b>2936</b>	<b>84.5%</b>	<b>861</b>	<b>85.8%</b>	<b>2839</b>	<b>83.5%</b>	<b>770</b>	<b>83.8%</b>	<b>2683</b>	<b>81.2%</b>	<b>739</b>	<b>81.0%</b>	<b>2972</b>	<b>82.9%</b>	<b>709</b>	<b>84.2%</b>
Not known UK and Not UK	Medium points (100-179)	6	5.7%	2	6.9%	4	2.9%	0	0.0%	8	5.1%	3	7.0%	1	0.7%	0	0.0%
	Low points (<100)	1	0.9%	1	3.4%	0	0.0%	0	0.0%	1	0.6%	1	2.3%	1	0.7%	0	0.0%
	No points/not known	99	93.4%	26	89.7%	134	97.1%	32	100.0%	147	94.2%	39	90.7%	138	98.6%	30	100.0%
<b>Not known UK and Not UK Total</b>		<b>106</b>	<b>3.1%</b>	<b>29</b>	<b>2.9%</b>	<b>138</b>	<b>4.1%</b>	<b>32</b>	<b>3.5%</b>	<b>156</b>	<b>4.7%</b>	<b>43</b>	<b>4.7%</b>	<b>140</b>	<b>3.9%</b>	<b>30</b>	<b>3.6%</b>
<b>Grand Total</b>		<b>3473</b>	<b>100.0%</b>	<b>1004</b>	<b>100.0%</b>	<b>3398</b>	<b>100.0%</b>	<b>919</b>	<b>100.0%</b>	<b>3305</b>	<b>100.0%</b>	<b>912</b>	<b>100.0%</b>	<b>3585</b>	<b>100.0%</b>	<b>842</b>	<b>100.0%</b>

#### Leeds Business School

		2018				2019				2020				2021			
		Applications		Acceptances		Applications		Acceptances		Applications		Acceptances		Applications		Acceptances	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
BAME UK	High points (180+)	26	2.4%	2	1.0%	16	1.4%	0	0.0%	7	0.7%	1	0.5%	10	0.9%	0	0.0%
	Medium points (100-179)	486	44.3%	77	37.7%	450	39.1%	72	28.1%	489	45.6%	79	38.0%	622	54.3%	122	57.3%
	Low points (<100)	323	29.5%	72	35.3%	414	36.0%	104	40.6%	323	30.1%	70	33.7%	305	26.6%	53	24.9%
	No points/not known	261	23.8%	53	26.0%	270	23.5%	80	31.3%	253	23.6%	58	27.9%	208	18.2%	38	17.8%
<b>BAME UK Total</b>		<b>1096</b>	<b>24.4%</b>	<b>204</b>	<b>19.1%</b>	<b>1150</b>	<b>27.3%</b>	<b>256</b>	<b>25.0%</b>	<b>1072</b>	<b>27.2%</b>	<b>208</b>	<b>21.7%</b>	<b>1145</b>	<b>24.2%</b>	<b>213</b>	<b>22.3%</b>
White UK	High points (180+)	143	4.6%	25	3.2%	39	1.4%	4	0.6%	39	1.5%	6	0.9%	76	2.3%	8	1.2%
	Medium points (100-179)	1842	59.8%	406	51.6%	1483	53.7%	283	43.7%	1598	61.1%	314	48.5%	2220	67.6%	392	59.4%
	Low points (<100)	710	23.1%	214	27.2%	918	33.2%	270	41.7%	656	25.1%	194	29.9%	639	19.5%	151	22.9%
	No points/not known	385	12.5%	142	18.0%	323	11.7%	91	14.0%	321	12.3%	134	20.7%	347	10.6%	109	16.5%
<b>White UK Total</b>		<b>3080</b>	<b>68.5%</b>	<b>787</b>	<b>73.6%</b>	<b>2763</b>	<b>65.6%</b>	<b>648</b>	<b>63.4%</b>	<b>2614</b>	<b>66.3%</b>	<b>648</b>	<b>67.5%</b>	<b>3282</b>	<b>69.3%</b>	<b>660</b>	<b>69.0%</b>
Not known UK and Not UK	High points (180+)	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	0.3%	0	0.0%
	Medium points (100-179)	6	1.9%	2	2.6%	2	0.7%	0	0.0%	7	2.7%	2	1.9%	10	3.2%	0	0.0%
	Low points (<																

Leeds Law School

		2018				2019				2020				2021			
		Applications		Acceptances		Applications		Acceptances		Applications		Acceptances		Applications		Acceptances	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
BAME UK	High points (180+)	10	2.4%	1	0.9%	7	1.4%	0	0.0%	3	0.7%	0	0.0%	10	2.1%	1	1.7%
	Medium points (100-179)	218	52.7%	45	41.3%	228	45.4%	39	37.1%	221	52.0%	38	46.3%	292	62.1%	39	65.0%
	Low points (<100)	109	26.3%	25	22.9%	187	37.3%	44	41.9%	114	26.8%	26	31.7%	110	23.4%	17	28.3%
	No points/not known	77	18.6%	38	34.9%	80	15.9%	22	21.0%	87	20.5%	18	22.0%	58	12.3%	3	5.0%
<b>BAME UK Total</b>		<b>414</b>	<b>34.0%</b>	<b>109</b>	<b>32.9%</b>	<b>502</b>	<b>33.2%</b>	<b>105</b>	<b>28.6%</b>	<b>425</b>	<b>33.0%</b>	<b>82</b>	<b>27.8%</b>	<b>470</b>	<b>32.4%</b>	<b>60</b>	<b>23.2%</b>
White UK	High points (180+)	48	6.5%	6	3.0%	15	1.6%	1	0.4%	20	2.5%	1	0.5%	28	3.0%	3	1.7%
	Medium points (100-179)	459	62.4%	131	64.9%	523	56.7%	108	46.8%	531	66.8%	107	56.9%	627	67.5%	121	67.2%
	Low points (<100)	151	20.5%	43	21.3%	293	31.8%	89	38.5%	149	18.7%	44	23.4%	166	17.9%	31	17.2%
	No points/not known	77	10.5%	22	10.9%	91	9.9%	33	14.3%	95	11.9%	36	19.1%	108	11.6%	25	13.9%
<b>White UK Total</b>		<b>735</b>	<b>60.3%</b>	<b>202</b>	<b>61.0%</b>	<b>922</b>	<b>61.0%</b>	<b>231</b>	<b>62.9%</b>	<b>795</b>	<b>61.7%</b>	<b>188</b>	<b>63.7%</b>	<b>929</b>	<b>64.0%</b>	<b>180</b>	<b>69.5%</b>
Not known UK and Not UK	Medium points (100-179)	4	5.7%	0	0.0%	4	4.6%	3	9.7%	1	1.4%	2	8.0%	2	3.8%	2	10.5%
	Low points (<100)		0.0%		0.0%	1	1.1%	0	0.0%	1	1.4%	1	4.0%	1	1.9%	0	0.0%
	No points/not known	66	94.3%	20	100.0%	82	94.3%	28	90.3%	67	97.1%	22	88.0%	50	94.8%	17	89.5%
<b>Not known UK and Not UK Total</b>		<b>70</b>	<b>5.7%</b>	<b>20</b>	<b>6.0%</b>	<b>87</b>	<b>5.8%</b>	<b>31</b>	<b>8.4%</b>	<b>69</b>	<b>5.4%</b>	<b>25</b>	<b>8.5%</b>	<b>53</b>	<b>3.7%</b>	<b>19</b>	<b>7.3%</b>
<b>Grand Total</b>		<b>1219</b>	<b>100.0%</b>	<b>331</b>	<b>100.0%</b>	<b>1511</b>	<b>100.0%</b>	<b>367</b>	<b>100.0%</b>	<b>1289</b>	<b>100.0%</b>	<b>295</b>	<b>100.0%</b>	<b>1452</b>	<b>100.0%</b>	<b>259</b>	<b>100.0%</b>

Leeds School of Arts

		2018				2019				2020				2021			
		Applications		Acceptances		Applications		Acceptances		Applications		Acceptances		Applications		Acceptances	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
BAME UK	High points (180+)	24	4.7%	2	1.4%	17	3.5%	2	1.4%	17	3.7%	4	3.5%	12	2.4%	2	1.8%
	Medium points (100-179)	225	43.9%	60	42.3%	194	39.8%	49	33.6%	225	49.2%	46	40.0%	262	51.4%	58	50.9%
	Low points (<100)	105	20.5%	27	19.0%	132	27.0%	40	27.4%	108	23.6%	27	23.5%	97	19.0%	21	18.4%
	No points/not known	158	30.9%	53	37.3%	145	29.7%	55	37.7%	107	23.4%	38	33.0%	139	27.3%	33	28.9%
<b>BAME UK Total</b>		<b>512</b>	<b>13.9%</b>	<b>142</b>	<b>13.4%</b>	<b>488</b>	<b>13.9%</b>	<b>146</b>	<b>13.9%</b>	<b>457</b>	<b>13.1%</b>	<b>115</b>	<b>12.5%</b>	<b>510</b>	<b>14.7%</b>	<b>114</b>	<b>15.1%</b>
White UK	High points (180+)	197	6.7%	47	5.4%	109	4.0%	18	2.1%	148	5.3%	24	3.2%	118	4.4%	16	2.8%
	Medium points (100-179)	1543	52.9%	446	51.3%	1343	48.9%	349	41.5%	1589	57.2%	365	48.7%	1601	59.7%	326	56.9%
	Low points (<100)	590	20.2%	161	18.5%	702	25.6%	233	27.7%	514	18.5%	164	21.9%	397	14.8%	87	15.2%
	No points/not known	589	20.2%	216	24.8%	591	21.5%	240	28.6%	526	18.9%	196	26.2%	564	21.0%	144	25.1%
<b>White UK Total</b>		<b>2919</b>	<b>79.0%</b>	<b>870</b>	<b>81.8%</b>	<b>2745</b>	<b>78.2%</b>	<b>840</b>	<b>79.8%</b>	<b>2777</b>	<b>79.7%</b>	<b>749</b>	<b>81.6%</b>	<b>2680</b>	<b>77.1%</b>	<b>573</b>	<b>76.1%</b>
Not known UK and Not UK	High points (180+)	1	0.4%	1	2.0%	2	0.7%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	Medium points (100-179)	16	6.0%	4	7.8%	5	1.8%	2	3.0%	6	2.4%	2	3.7%	12	4.2%	1	1.5%
	Low points (<100)	3	1.1%	0	0.0%	2	0.7%	0	0.0%	6	2.4%	2	3.7%	3	1.0%	0	0.0%
	No points/not known	245	92.5%	46	90.2%	268	96.8%	64	97.0%	237	95.2%	50	92.6%	271	94.8%	65	98.5%
<b>Not known UK and Not UK Total</b>		<b>265</b>	<b>7.2%</b>	<b>51</b>	<b>4.8%</b>	<b>277</b>	<b>7.9%</b>	<b>66</b>	<b>6.3%</b>	<b>249</b>	<b>7.1%</b>	<b>54</b>	<b>5.9%</b>	<b>286</b>	<b>8.2%</b>	<b>66</b>	<b>8.8%</b>
<b>Grand Total</b>		<b>3696</b>	<b>100.0%</b>	<b>1063</b>	<b>100.0%</b>	<b>3510</b>	<b>100.0%</b>	<b>1052</b>	<b>100.0%</b>	<b>3483</b>	<b>100.0%</b>	<b>918</b>	<b>100.0%</b>	<b>3476</b>	<b>100.0%</b>	<b>753</b>	<b>100.0%</b>

School of Built Environment, Engineering and Computing

		2018				2019				2020				2021			
		Applications		Acceptances		Applications		Acceptances		Applications		Acceptances		Applications		Acceptances	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
BAME UK	High points (180+)	14	2.4%	4	2.5%	4	0.6%	1	0.6%	12	1.9%	0	0.0%	10	1.6%	4	2.7%
	Medium points (100-179)	227	39.3%	49	30.4%	258	40.4%	51	28.2%	281	43.4%	50	33.3%	315	51.6%	67	45.6%
	Low points (<100)	153	26.5%	33	20.5%	196	30.7%	57	31.5%	163	25.2%	42	28.0%	140	23.0%	25	17.0%
	No points/not known	184	31.8%	75	46.6%	180	28.2%	72	39.8%	192	29.6%	58	38.7%	145	23.8%	51	34.7%
<b>BAME UK Total</b>		<b>578</b>	<b>27.8%</b>	<b>161</b>	<b>29.1%</b>	<b>638</b>	<b>29.0%</b>	<b>181</b>	<b>29.2%</b>	<b>648</b>	<b>30.6%</b>	<b>150</b>	<b>27.1%</b>	<b>610</b>	<b>25.3%</b>	<b>147</b>	<b>29.0%</b>
White UK	High points (180+)	56	4.1%	11	3.2%	25	1.8%	3	0.9%	32	2.5%	4	1.2%	44	2.7%	5	1.6%
	Medium points (100-179)	705	52.0%	148	42.5%	631	45.6%	107	31.5%	655	50.3%	103	31.8%	983	60.0%	147	47.9%
	Low points (<100)	290	21.4%	82	23.6%	406	29.3%	102	30.0%	340	26.1%	96	29.6%	337	20.6%	69	22.5%
	No points/not known	304	22.4%	107	30.7%	323	23.3%	128	37.6%	274	21.1%	121	37.3%	274	16.7%	86	28.0%
<b>White UK Total</b>		<b>1355</b>	<b>65.2%</b>	<b>348</b>	<b>62.9%</b>	<b>1385</b>	<b>63.0%</b>	<b>340</b>	<b>54.9%</b>	<b>1301</b>	<b>61.5%</b>	<b>324</b>	<b>58.5%</b>	<b>1638</b>	<b>67.9%</b>	<b>307</b>	<b>60.6%</b>
Not known UK and Not UK	Medium points (100-179)	11	7.5%	2	4.5%	11	6.3%	2	2.0%	9	5.4%	1	1.3%	9	5.5%	1	1.9%
	Low points (<100)	5	3.4%	0	0.0%	4	2.3%	1	1.0%	5	3.0%	2	2.5%	6	3.6%	0	0.0%
	No points/not known	130	89.0%	42	95.5%	159	91.4%	95	96.9%	153	91.6%	77	96.3%	150	90.9%	52	98.1%
<b>Not known UK and Not UK Total</b>		<b>146</b>	<b>7.0%</b>	<b>44</b>	<b>8.0%</b>	<b>174</b>	<b>7.9%</b>	<b>98</b>	<b>15.8%</b>	<b>167</b>	<b>7.9%</b>	<b>80</b>	<b>14.4%</b>	<b>165</b>	<b>6.8%</b>	<b>53</b>	<b>10.5%</b>
<b>Grand Total</b>		<b>2079</b>	<b>100.0%</b>	<b>553</b>	<b>100.0%</b>	<b>2197</b>	<b>100.0%</b>	<b>619</b>	<b>100.0%</b>	<b>2116</b>	<b>100.0%</b>	<b>554</b>	<b>100.0%</b>	<b>2413</b>	<b>100.0%</b>	<b>507</b>	<b>100.0%</b>

School of Events, Tourism and Hospitality Management

		2018				2019				2020				2021			
		Applications		Acceptances		Applications		Acceptances		Applications		Acceptances		Applications		Acceptances	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
BAME UK	High points (180+)		0.0%		0.0%		0.0%		0.0%	2	1.9%	0	0.0%	1	0.8%	0	0.0%
	Medium points (100-179)	43	43.0%	13	43.3%	29	36.3%	2	6.3%	37	34.9%	5	20.8%	21	16.8%	5	26.3%
	Low points (<100)	19	19.0%	5	16.7%	26	32.5%	11	34.4%	24	22.6%	8	33.3%	38	30.4%	4	21.1%
	No points/not known	38	38.0%	12	40.0%	25	31.3%	19	59.4%	43	40.6%	11	45.8%	65	52.0%	10	52.6%
<b>BAME UK Total</b>		<b>100</b>	<b>12.2%</b>	<b>30</b>	<b>12.1%</b>	<b>80</b>	<b>11.7%</b>	<b>32</b>	<b>15.2%</b>	<b>106</b>	<b>14.4%</b>	<b>24</b>	<b>11.2%</b>	<b>125</b>	<b>17.1%</b>	<b>19</b>	<b>12.0%</b>
White UK	High points (180+)	20	3.1%	3	1.5%	10	1.9%	1	0.6%	15	2.7%	3	1.9%	34	6.0%	5	4.1%
	Medium points (100-179)	353	54.1%	107	52.7%	284	53.0%	65	41.7%	272	49.3%	69	43.4%	266	47.2%	44	36.4%
	Low points (<100)	169	25.9%	51	25.1%	161	30.0%	54	34.6%	154	27.9%	43	27.0%	133	23.6%	40	33.1%
	No points/not known	111	17.0%	42	20.7%	81	15.1%	36	23.1%	111	20.1%	44	27.7%	131	23.2%	32	26.4%
<b>White UK Total</b>		<b>653</b>	<b>79.4%</b>	<b>203</b>	<b>82.2%</b>	<b>536</b>	<b>78.7%</b>	<b>156</b>	<b>74.3%</b>	<b>552</b>	<b>74.8%</b>	<b>159</b>	<b>74.0%</b>	<b>564</b>	<b>77.3%</b>	<b>121</b>	<b>76.6%</b>
Not known UK and Not UK	Medium points (100-179)	1	1.4%	0	0.0%		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%
	Low points (<100)	1	1.4%	0	0.0%	1	1.5%	0	0.0%	1	1.3%	1	3.1%	1	2.4%	0	0.0%
	No points/not known	67	97.1%	14	100.0%	64	98.5%	22	100.0%	79	98.8%	31	96.9%	40	97.6%	18	100.0%
<b>Not known UK and Not UK Total</b>		<b>69</b>	<b>8.4%</b>	<b>14</b>	<b>5.7%</b>	<b>65</b>	<b>9.5%</b>	<b>22</b>	<b>10.5%</b>	<b>80</b>	<b>10.8%</b>						

School of Health

		2018				2019				2020				2021			
		Applications		Acceptances		Applications		Acceptances		Applications		Acceptances		Applications		Acceptances	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
<b>BAME UK</b>	High points (180+)	27	2.1%	1	0.5%	24	1.8%	1	0.4%	24	1.7%	4	1.4%	34	2.3%	3	1.2%
	Medium points (100-179)	447	35.3%	74	36.8%	501	36.7%	64	25.8%	522	37.2%	102	36.4%	629	42.9%	110	42.6%
	Low points (<100)	230	18.1%	49	24.4%	292	21.4%	69	27.8%	226	16.1%	46	16.4%	231	15.8%	40	15.5%
	No points/not known	564	44.5%	77	38.3%	547	40.1%	114	46.0%	630	44.9%	128	45.7%	571	39.0%	105	40.7%
<b>BAME UK Total</b>	<b>1268</b>	<b>27.4%</b>	<b>201</b>	<b>24.7%</b>	<b>1364</b>	<b>29.2%</b>	<b>248</b>	<b>27.8%</b>	<b>1402</b>	<b>28.7%</b>	<b>280</b>	<b>29.1%</b>	<b>1465</b>	<b>26.7%</b>	<b>258</b>	<b>26.4%</b>	
<b>White UK</b>	High points (180+)	124	4.0%	13	2.2%	104	3.4%	18	2.9%	111	3.4%	6	1.0%	207	5.5%	34	5.1%
	Medium points (100-179)	1439	46.3%	271	46.6%	1372	44.6%	283	45.9%	1579	48.6%	262	41.9%	1898	50.7%	340	51.1%
	Low points (<100)	430	13.8%	78	13.4%	577	18.7%	109	17.7%	398	12.3%	92	14.7%	319	8.5%	62	9.3%
	No points/not known	1116	35.9%	219	37.7%	1025	33.3%	207	33.5%	1159	35.7%	266	42.5%	1317	35.2%	229	34.4%
<b>White UK Total</b>	<b>3109</b>	<b>67.2%</b>	<b>581</b>	<b>71.5%</b>	<b>3078</b>	<b>65.8%</b>	<b>617</b>	<b>69.2%</b>	<b>3247</b>	<b>66.4%</b>	<b>626</b>	<b>65.0%</b>	<b>3741</b>	<b>68.1%</b>	<b>665</b>	<b>68.1%</b>	
<b>Not known UK and Not UK</b>	High points (180+)	2	0.8%	2	6.5%		0.0%		0.0%	1	0.4%	0	0.0%	1	0.3%	0	0.0%
	Medium points (100-179)	7	2.8%	0	0.0%	9	3.8%	0	0.0%	5	2.1%	1	1.8%	7	2.4%	2	3.7%
	Low points (<100)	5	2.0%	2	6.5%	4	1.7%	3	11.1%	3	1.3%	2	3.5%		0.0%		0.0%
	No points/not known	237	94.4%	27	87.1%	221	94.4%	24	88.9%	229	96.2%	54	94.7%	278	97.2%	52	96.3%
<b>Not known UK and Not UK Total</b>	<b>251</b>	<b>5.4%</b>	<b>31</b>	<b>3.8%</b>	<b>234</b>	<b>5.0%</b>	<b>27</b>	<b>3.0%</b>	<b>238</b>	<b>4.9%</b>	<b>57</b>	<b>5.9%</b>	<b>286</b>	<b>5.2%</b>	<b>54</b>	<b>5.5%</b>	
<b>Grand Total</b>	<b>4628</b>	<b>100.0%</b>	<b>813</b>	<b>100.0%</b>	<b>4676</b>	<b>100.0%</b>	<b>892</b>	<b>100.0%</b>	<b>4887</b>	<b>100.0%</b>	<b>963</b>	<b>100.0%</b>	<b>5492</b>	<b>100.0%</b>	<b>977</b>	<b>100.0%</b>	

School of Humanities and Social Sciences

		2018				2019				2020				2021			
		Applications		Acceptances		Applications		Acceptances		Applications		Acceptances		Applications		Acceptances	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
<b>BAME UK</b>	High points (180+)	19	2.8%	5	2.4%	8	1.0%	1	0.5%	13	1.8%	0	0.0%	19	3.0%	2	1.6%
	Medium points (100-179)	328	47.7%	78	38.0%	329	42.4%	55	28.9%	380	53.4%	54	38.6%	350	54.9%	63	49.2%
	Low points (<100)	205	29.8%	66	32.2%	267	34.4%	85	44.7%	186	26.1%	42	30.0%	132	20.7%	24	18.8%
	No points/not known	136	19.8%	56	27.3%	172	22.2%	49	25.8%	133	18.7%	44	31.4%	136	21.4%	39	30.5%
<b>BAME UK Total</b>	<b>688</b>	<b>15.2%</b>	<b>205</b>	<b>17.1%</b>	<b>776</b>	<b>17.2%</b>	<b>190</b>	<b>17.4%</b>	<b>712</b>	<b>17.1%</b>	<b>140</b>	<b>15.3%</b>	<b>637</b>	<b>14.8%</b>	<b>128</b>	<b>15.6%</b>	
<b>White UK</b>	High points (180+)	203	5.5%	21	2.2%	67	1.9%	8	0.9%	87	2.7%	5	0.7%	133	3.8%	18	2.7%
	Medium points (100-179)	2091	56.8%	493	51.6%	1854	52.0%	358	42.1%	2002	61.1%	384	52.5%	2219	63.3%	390	58.4%
	Low points (<100)	849	23.1%	278	29.1%	1173	32.9%	360	42.3%	691	21.1%	180	24.6%	614	17.5%	136	20.4%
	No points/not known	536	14.6%	163	17.1%	468	13.1%	125	14.7%	495	15.1%	163	22.3%	537	15.3%	124	18.6%
<b>White UK Total</b>	<b>3679</b>	<b>81.2%</b>	<b>955</b>	<b>79.5%</b>	<b>3562</b>	<b>78.8%</b>	<b>851</b>	<b>78.1%</b>	<b>3275</b>	<b>78.7%</b>	<b>732</b>	<b>80.1%</b>	<b>3503</b>	<b>81.6%</b>	<b>668</b>	<b>81.5%</b>	
<b>Not known UK and Not UK</b>	High points (180+)		0.0%		0.0%		0.0%		0.0%	1	0.6%	0	0.0%		0.0%		0.0%
	Medium points (100-179)	6	3.6%	4	9.5%	3	1.6%	1	2.1%	4	2.3%	2	4.8%	11	7.1%	4	16.7%
	Low points (<100)	4	2.4%	0	0.0%	1	0.5%	0	0.0%	4	2.3%	1	2.4%	1	0.6%	0	0.0%
	No points/not known	156	94.0%	38	90.5%	180	97.8%	47	97.9%	165	94.8%	39	92.9%	142	92.2%	20	83.3%
<b>Not known UK and Not UK Total</b>	<b>166</b>	<b>3.7%</b>	<b>42</b>	<b>3.5%</b>	<b>184</b>	<b>4.1%</b>	<b>48</b>	<b>4.4%</b>	<b>174</b>	<b>4.2%</b>	<b>42</b>	<b>4.6%</b>	<b>154</b>	<b>3.6%</b>	<b>24</b>	<b>2.9%</b>	
<b>Grand Total</b>	<b>4533</b>	<b>100.0%</b>	<b>1202</b>	<b>100.0%</b>	<b>4522</b>	<b>100.0%</b>	<b>1089</b>	<b>100.0%</b>	<b>4161</b>	<b>100.0%</b>	<b>914</b>	<b>100.0%</b>	<b>4294</b>	<b>100.0%</b>	<b>820</b>	<b>100.0%</b>	

## 7b Undergraduate student body

When we examine the offer rates for BAME UG applicants, they are lower than our average offer rate but within the bounds of statistical significance. The only exception to that is our offer rate for Asian applicants, which is statistically significant and lower than our average offer rate.

The data includes all student population at UG levels of study, the number of students from BAME populations has increased over the four-year period. Some of that increase is the result of larger numbers of international students. However, the figure for UK based students from BAME populations shows that this has also continued to increase, accounting for around 20% of the student population.

**Table 7.3: Black, Asian and Minority Ethnic Student Populations compared to White (whole institution)**

Row Labels	17-18		18-19		19-20		20-21	
	No.	%	No.	%	No.	%	No.	%
Asian, Non-UK	31	0.2%	38	0.2%	127	0.7%	242	1.3%
Asian, UK	1654	8.9%	1721	9.6%	1838	10.4%	1964	10.8%

Black, Non-UK	18	0.1%	12	0.1%	23	0.1%	46	0.3%
Black, UK	682	3.7%	670	3.7%	686	3.9%	750	4.1%
Mixed, Non-UK	7	0.0%	19	0.1%	31	0.2%	38	0.2%
Mixed, UK	726	3.9%	723	4.0%	750	4.2%	779	4.3%
Other, Non-UK	38	0.2%	109	0.6%	198	1.1%	270	1.5%
Other, UK	145	0.8%	148	0.8%	162	0.9%	156	0.9%
White, Non-UK	72	0.4%	132	0.7%	212	1.2%	261	1.4%
White, UK	14393	77.3%	13786	76.9%	13325	75.3%	13440	74.2%
Not Known, Non-UK	722	3.9%	403	2.2%	223	1.3%	60	0.3%
Not Known, UK	129	0.7%	155	0.9%	128	0.7%	107	0.6%
<b>Grand Total</b>	<b>18617</b>	<b>100.0%</b>	<b>17916</b>	<b>100.0%</b>	<b>17703</b>	<b>100.0%</b>	<b>18113</b>	<b>100.0%</b>

	17-18		18-19		19-20		20-21	
	No.	%	No.	%	No.	%	No.	%
Arab, Non-UK	31	0.2%	101	0.6%	190	1.1%	264	1.5%
Arab, UK	48	0.3%	53	0.3%	60	0.3%	62	0.3%
Asian or Asian British - Bangladeshi, Non-UK					1	0.0%	2	0.0%
Asian or Asian British - Bangladeshi, UK	118	0.6%	122	0.7%	153	0.9%	195	1.1%
Asian or Asian British - Indian, Non-UK	17	0.1%	21	0.1%	73	0.4%	154	0.9%
Asian or Asian British - Indian, UK	323	1.7%	307	1.7%	313	1.8%	287	1.6%
Asian or Asian British - Pakistani, Non-UK	2	0.0%	1	0.0%	4	0.0%	9	0.0%
Asian or Asian British - Pakistani, UK	1,030	5.5%	1,114	6.2%	1,186	6.7%	1,290	7.1%
Black or Black British - African, Non-UK	14	0.1%	8	0.0%	16	0.1%	28	0.2%
Black or Black British - African, UK	498	2.7%	481	2.7%	491	2.8%	544	3.0%
Black or Black British - Caribbean, Non-UK	2	0.0%	1	0.0%	3	0.0%	3	0.0%
Black or Black British - Caribbean, UK	144	0.8%	144	0.8%	143	0.8%	149	0.8%
Chinese, Non-UK	4	0.0%	6	0.0%	24	0.1%	29	0.2%
Chinese, UK	49	0.3%	37	0.2%	41	0.2%	37	0.2%
Mixed - White and Asian, Non-UK	1	0.0%	8	0.0%	11	0.1%	16	0.1%
Mixed - White and Asian, UK	182	1.0%	209	1.2%	227	1.3%	218	1.2%
Mixed - White and Black African, Non-UK			1	0.0%	2	0.0%	2	0.0%
Mixed - White and Black African, UK	112	0.6%	111	0.6%	114	0.6%	113	0.6%
Mixed - White and Black Caribbean, Non-UK	3	0.0%	2	0.0%	1	0.0%	2	0.0%
Mixed - White and Black Caribbean, UK	299	1.6%	278	1.6%	277	1.6%	298	1.6%
Other Asian background, Non-UK	8	0.0%	10	0.1%	25	0.1%	48	0.3%
Other Asian background, UK	134	0.7%	141	0.8%	145	0.8%	155	0.9%
Other Black background, Non-UK	2	0.0%	3	0.0%	4	0.0%	15	0.1%
Other Black background, UK	40	0.2%	45	0.3%	52	0.3%	57	0.3%
Other ethnic background, Non-UK	7	0.0%	8	0.0%	8	0.0%	6	0.0%
Other ethnic background, UK	97	0.5%	95	0.5%	102	0.6%	94	0.5%
Other mixed background, Non-UK	3	0.0%	8	0.0%	17	0.1%	18	0.1%
Other mixed background, UK	133	0.7%	125	0.7%	132	0.7%	150	0.8%
White, Non-UK	72	0.4%	132	0.7%	212	1.2%	261	1.4%
White, UK	14,393	77.3%	13,786	76.9%	13,325	75.3%	13,440	74.2%
Information refused, Non-UK	3	0.0%	7	0.0%	14	0.1%	15	0.1%
Information refused, UK	96	0.5%	143	0.8%	123	0.7%	107	0.6%
Not known, Non-UK	719	3.9%	396	2.2%	209	1.2%	45	0.2%
Not known, UK	33	0.2%	12	0.1%	5	0.0%		
<b>Grand Total</b>	<b>18,617</b>	<b>100.0%</b>	<b>17,916</b>	<b>100.0%</b>	<b>17,703</b>	<b>100.0%</b>	<b>18,113</b>	<b>100.0%</b>

All schools have seen an increase in both BAME UK and BAME Non UK student populations, although the schools which have the highest BAME student populations are LBS (22.2%, actual number 645 BAME UK and 7.1%, actual number 205 BAME Non-UK), BEEC (22.2%, actual number 493 BAME UK and 6.6%, actual number 147 BAME Non-UK) and the SOH (27.5%, actual number 765 BAME UK and 1.5%, actual number 41 BAME Non-UK). This position is also reflective of the academic colleague population in these schools as outlined in section 4a.

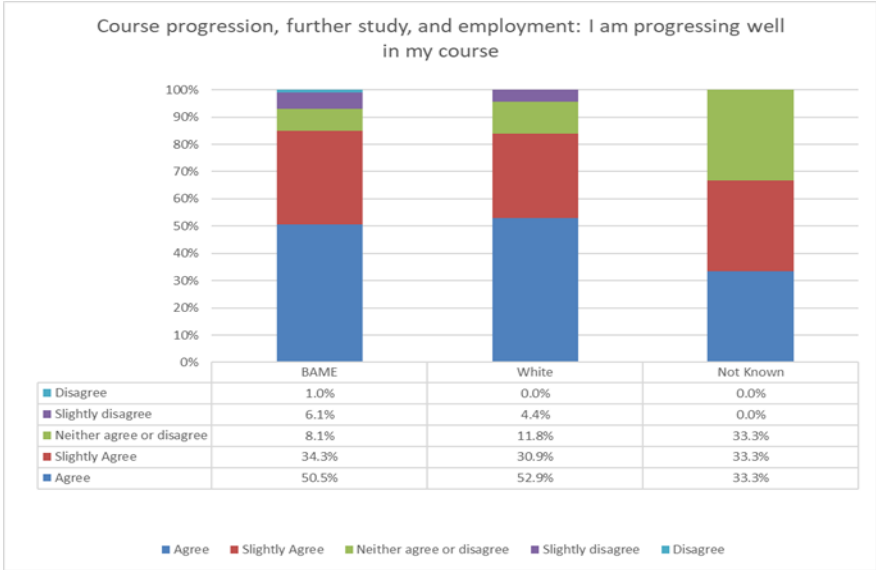
Our work to advance workforce profiles, access of data and the inclusive self-assessment tool will support schools to understand their over or underrepresentation and take meaningful action to influence change in the schools' populations.

### 7c Course progression

The data shows minor continuation gaps at an overall level. These were recognised by OfS in our last APP as being statistically insignificant and agreed we should focus our attention on concerns such as the attainment gap.

The data does show larger gaps at levels 4 and 5 and we don't have national comparators to help us understand if we are unusual in this. We monitor this and also whether our focus on improving continuation supports BAME students.

**Figure 7.5: Course progression – student survey**



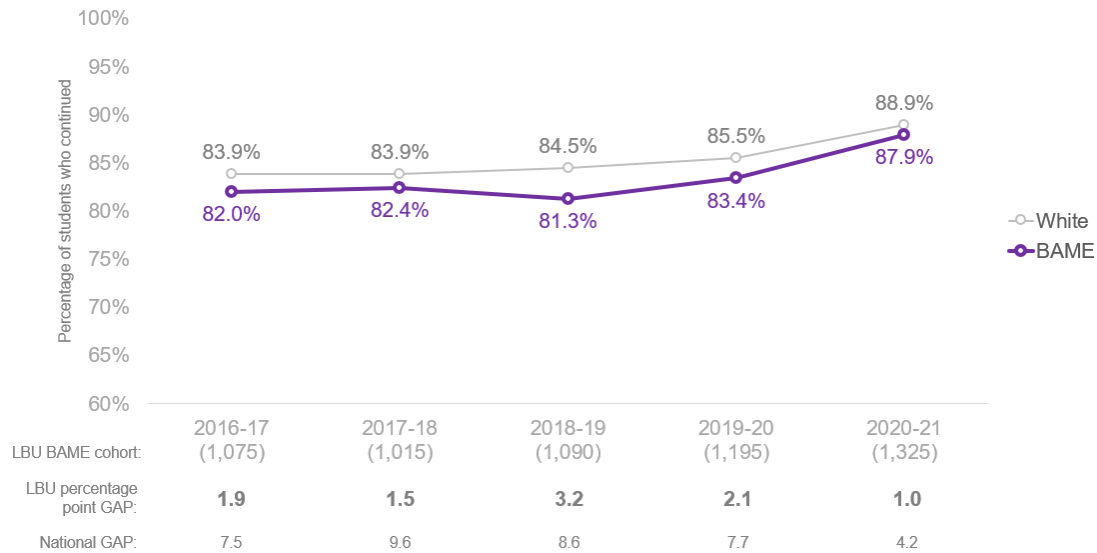
The data across a four-year period for the continuation rates for different ethnic groups. We note that two of the years in question were significantly affected by the global Covid 19 pandemic, and that situation impacts on the results for 2020/21 and 2021/22.

## OUR SIR BOB MURRAY CBE SCHOLARS



Sir Bob Murray Scholarship Fund Recipients

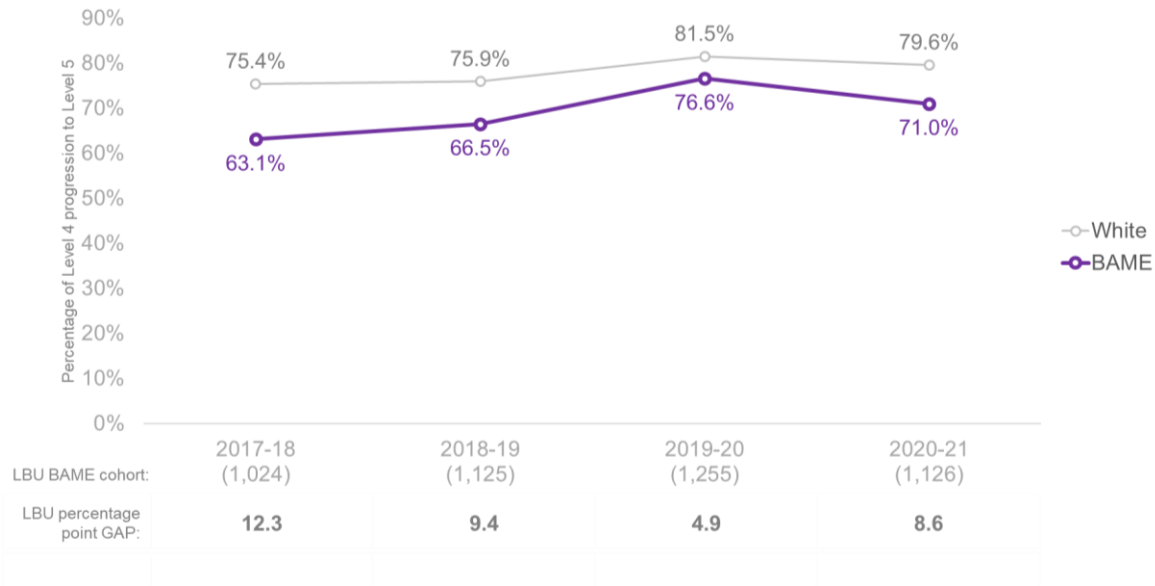
Figure 7.6: UG Continuation rates by race and ethnicity from 2016-2021 – all levels



I think LBU attracts a much more diverse group of students than other institutes, which is something I greatly appreciate. Being an affordable and open possibility with a diverse range of teaching subjects, I believe it is essential to keep it diverse.

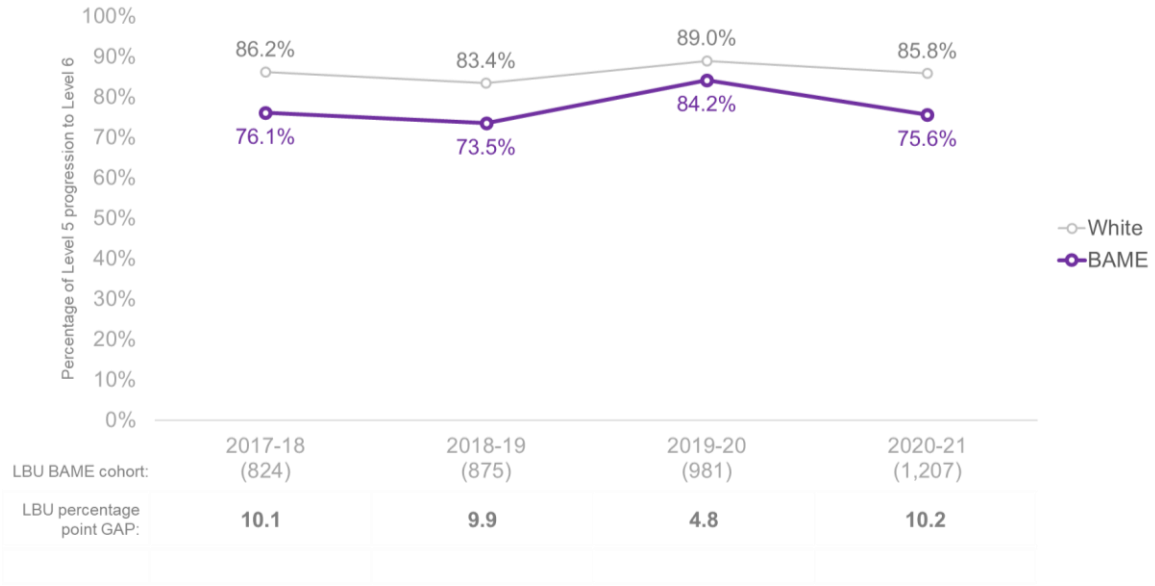
- *Anonymous student*

**Figure 7.7: Level 4 Continuation**



At level 4 the gap of BAME students continuing to level 5 has increased for BAME students from 4.9% in 2019/20 to 8.6% in 2020/21.

**Figure 7.8: Level 5 Continuation**



**Table 7.4 – Continuation by School / BAME**

University		2017-18				2018-19				2019-20				2020-21			
		Continued		Did not continue		Continued		Did not continue		Continued		Did not continue		Continued		Did not continue	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
<b>BAME</b>	UK	1634	83.1%	333	16.9%	1795	81.5%	408	18.5%	2129	87.1%	314	12.9%	2127	86.5%	331	13.5%
	Non-UK	16	88.9%	2	11.1%	124	92.5%	10	7.5%	282	91.6%	26	8.4%	382	91.0%	38	9.0%
<b>Not known</b>	UK	181	87.0%	27	13.0%	114	93.4%	8	6.6%	51	86.4%	8	13.6%	55	83.3%	11	16.7%
	Non-UK	235	91.1%	23	8.9%	111	86.7%	17	13.3%	24	80.0%	6	20.0%	8	100.0%		0.0%
<b>White</b>	UK	6959	87.8%	968	12.2%	7248	86.5%	1134	13.5%	7736	89.4%	919	10.6%	7426	89.1%	905	10.9%
	Non-UK	29	96.7%	1	3.3%	44	91.7%	4	8.3%	53	82.8%	11	17.2%	56	90.3%	6	9.7%
<b>Grand Total</b>		<b>9054</b>	<b>87.0%</b>	<b>1354</b>	<b>13.0%</b>	<b>9436</b>	<b>85.6%</b>	<b>1581</b>	<b>14.4%</b>	<b>10275</b>	<b>88.9%</b>	<b>1284</b>	<b>11.1%</b>	<b>10054</b>	<b>88.6%</b>	<b>1291</b>	<b>11.4%</b>

**Carnegie School of Education**

		2017-18				2018-19				2019-20				2020-21			
		Continued		Did not continue		Continued		Did not continue		Continued		Did not continue		Continued		Did not continue	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
<b>BAME</b>	UK	95	93.1%	7	6.9%	107	84.3%	20	15.7%	126	89.4%	15	10.6%	145	91.8%	13	8.2%
	Non-UK					1	50.0%	1	50.0%	1	100.0%		0.0%	1	100.0%		0.0%
<b>Not known</b>	UK	2	100.0%		0.0%	3	100.0%		0.0%	2	100.0%		0.0%	5	100.0%		0.0%
<b>White</b>	UK	360	93.3%	26	6.7%	377	90.2%	41	9.8%	373	92.6%	30	7.4%	356	91.3%	34	8.7%
	Non-UK	1	100.0%		0.0%	1	100.0%		0.0%					1	100.0%		0.0%
<b>Grand Total</b>		<b>458</b>	<b>93.3%</b>	<b>33</b>	<b>6.7%</b>	<b>489</b>	<b>88.7%</b>	<b>62</b>	<b>11.3%</b>	<b>502</b>	<b>91.8%</b>	<b>45</b>	<b>8.2%</b>	<b>508</b>	<b>91.5%</b>	<b>47</b>	<b>8.5%</b>

**Carnegie School of Sport**

		2017-18				2018-19				2019-20				2020-21			
		Continued		Did not continue		Continued		Did not continue		Continued		Did not continue		Continued		Did not continue	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
<b>BAME</b>	UK	175	75.4%	57	24.6%	168	82.4%	36	17.6%	173	80.5%	42	19.5%	183	81.7%	41	18.3%
	Non-UK	2	100.0%		0.0%	3	75.0%	1	25.0%	8	88.9%	1	11.1%	15	93.8%	1	6.3%
<b>Not known</b>	UK	26	89.7%	3	10.3%	14	87.5%	2	12.5%	4	100.0%		0.0%	6	100.0%		0.0%
<b>White</b>	Non-UK	10	76.9%	3	23.1%	4	66.7%	2	33.3%	2	100.0%		0.0%	2	100.0%		0.0%
	UK	1173	84.7%	212	15.3%	1161	85.0%	205	15.0%	1209	88.4%	158	11.6%	1180	88.8%	149	11.2%
<b>White</b>	Non-UK	4	100.0%		0.0%	11	91.7%	1	8.3%	12	75.0%	4	25.0%	10	71.4%	4	28.6%
	UK																
<b>Grand Total</b>		<b>1390</b>	<b>83.5%</b>	<b>275</b>	<b>16.5%</b>	<b>1361</b>	<b>84.6%</b>	<b>247</b>	<b>15.4%</b>	<b>1408</b>	<b>87.3%</b>	<b>205</b>	<b>12.7%</b>	<b>1396</b>	<b>87.7%</b>	<b>195</b>	<b>12.3%</b>

**Leeds Business School**

		2017-18				2018-19				2019-20				2020-21			
		Continued		Did not continue		Continued		Did not continue		Continued		Did not continue		Continued		Did not continue	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
<b>BAME</b>	UK	319	79.8%	81	20.3%	305	76.6%	93	23.4%	399	86.7%	61	13.3%	408	88.1%	55	11.9%
	Non-UK	4	80.0%	1	20.0%	27	96.4%	1	3.6%	73	91.3%	7	8.8%	96	87.3%	14	12.7%
<b>Not known</b>	UK	36	81.8%	8	18.2%	16	94.1%	1	5.9%	8	80.0%	2	20.0%	7	100.0%		0.0%
	Non-UK	77	95.1%	4	4.9%	37	86.0%	6	14.0%	7	58.3%	5	41.7%	3	100.0%		0.0%
<b>White</b>	UK	1028	88.8%	130	11.2%	1099	84.6%	200	15.4%	1171	90.4%	124	9.6%	1116	91.3%	106	8.7%
	Non-UK	4	100.0%		0.0%	4	80.0%	1	20.0%	5	83.3%	1	16.7%	6	85.7%	1	14.3%
<b>Grand Total</b>		<b>1468</b>	<b>86.8%</b>	<b>224</b>	<b>13.2%</b>	<b>1488</b>	<b>83.1%</b>	<b>302</b>	<b>16.9%</b>	<b>1663</b>	<b>89.3%</b>	<b>200</b>	<b>10.7%</b>	<b>1636</b>	<b>90.3%</b>	<b>176</b>	<b>9.7%</b>

**Leeds Law School**

		2017-18				2018-19				2019-20				2020-21			
		Continued		Did not continue		Continued		Did not continue		Continued		Did not continue		Continued		Did not continue	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
<b>BAME</b>	UK	136	81.0%	32	19.0%	157	82.6%	33	17.4%	172	86.4%	27	13.6%	169	89.4%	20	10.6%
	Non-UK	1	100.0%		0.0%	14	93.3%	1	6.7%	20	87.0%	3	13.0%	29	100.0%		0.0%
<b>Not known</b>	UK	8	88.9%	1	11.1%	8	88.9%	1	11.1%	4	100.0%		0.0%	6	75.0%	2	25.0%
	Non-UK	19	86.4%	3	13.6%	10	90.9%	1	9.1%	4	100.0%		0.0%				
<b>White</b>	UK	257	87.7%	36	12.3%	283	89.6%	33	10.4%	354	91.0%	35	9.0%	350	90.7%	36	9.3%
	Non-UK	2	100.0%		0.0%	2	100.0%		0.0%	4	80.0%	1	20.0%	2	100.0%		0.0%
<b>Grand Total</b>		<b>423</b>	<b>85.5%</b>	<b>72</b>	<b>14.5%</b>	<b>474</b>	<b>87.3%</b>	<b>69</b>	<b>12.7%</b>	<b>558</b>	<b>89.4%</b>	<b>66</b>	<b>10.6%</b>	<b>556</b>	<b>90.6%</b>	<b>58</b>	<b>9.4%</b>



### Leeds School of Arts

		2017-18				2018-19				2019-20				2020-21			
		Continued		Did not continue		Continued		Did not continue		Continued		Did not continue		Continued		Did not continue	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
<b>BAME</b>	UK	206	80.2%	51	19.8%	241	80.9%	57	19.1%	256	86.2%	41	13.8%	222	83.1%	45	16.9%
	Non-UK	1	100.0%		0.0%	21	100.0%		0.0%	33	94.3%	2	5.7%	37	92.5%	3	7.5%
<b>Not known</b>	UK	35	89.7%	4	10.3%	24	92.3%	2	7.7%	11	73.3%	4	26.7%	9	75.0%	3	25.0%
	Non-UK	50	89.3%	6	10.7%	17	81.0%	4	19.0%	1	100.0%		0.0%	1	100.0%		0.0%
<b>White</b>	UK	1277	86.5%	200	13.5%	1361	85.9%	223	14.1%	1448	88.4%	190	11.6%	1343	88.6%	172	11.4%
	Non-UK	8	88.9%	1	11.1%	13	92.9%	1	7.1%	11	84.6%	2	15.4%	14	93.3%	1	6.7%
<b>Grand Total</b>		<b>1577</b>	<b>85.8%</b>	<b>262</b>	<b>14.2%</b>	<b>1677</b>	<b>85.4%</b>	<b>287</b>	<b>14.6%</b>	<b>1760</b>	<b>88.0%</b>	<b>239</b>	<b>12.0%</b>	<b>1626</b>	<b>87.9%</b>	<b>224</b>	<b>12.1%</b>

### School of Built Environment, Engineering and Computing

		2017-18				2018-19				2019-20				2020-21			
		Continued		Did not continue		Continued		Did not continue		Continued		Did not continue		Continued		Did not continue	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
<b>BAME</b>	UK	161	88.0%	22	12.0%	191	77.0%	57	23.0%	237	83.2%	48	16.8%	251	85.4%	43	14.6%
	Non-UK	2	100.0%		0.0%	27	96.4%	1	3.6%	85	96.6%	3	3.4%	112	93.3%	8	6.7%
<b>Not known</b>	UK	14	82.4%	3	17.6%	9	81.8%	2	18.2%	7	87.5%	1	12.5%	8	80.0%	2	20.0%
	Non-UK	43	97.7%	1	2.3%	23	95.8%	1	4.2%	6	85.7%	1	14.3%	1	100.0%		0.0%
<b>White</b>	UK	473	88.1%	64	11.9%	490	87.2%	72	12.8%	486	87.1%	72	12.9%	472	82.5%	100	17.5%
	Non-UK	1	100.0%		0.0%	2	100.0%	1	100.0%	6	100.0%		0.0%	5	100.0%		0.0%
<b>Grand Total</b>		<b>694</b>	<b>88.5%</b>	<b>90</b>	<b>11.5%</b>	<b>740</b>	<b>84.7%</b>	<b>134</b>	<b>15.3%</b>	<b>827</b>	<b>86.9%</b>	<b>125</b>	<b>13.1%</b>	<b>849</b>	<b>84.7%</b>	<b>153</b>	<b>15.3%</b>

### School of Events, Tourism and Hospitality Management

		2017-18				2018-19				2019-20				2020-21			
		Continued		Did not continue		Continued		Did not continue		Continued		Did not continue		Continued		Did not continue	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
<b>BAME</b>	UK	40	72.7%	15	27.3%	45	88.2%	6	11.8%	47	79.7%	12	20.3%	39	81.3%	9	18.8%
	Non-UK					3	100.0%		0.0%	11	91.7%	1	8.3%	16	72.7%	6	27.3%
<b>Not known</b>	UK	8	100.0%		0.0%	5	100.0%		0.0%	2	100.0%		0.0%	2	50.0%	2	50.0%
	Non-UK	4	100.0%		0.0%	2	50.0%	2	50.0%	2	100.0%		0.0%				
<b>White</b>	UK	319	85.3%	55	14.7%	303	84.9%	54	15.1%	268	84.5%	49	15.5%	254	84.4%	47	15.6%
	Non-UK	1	100.0%		0.0%	2	100.0%		0.0%	6	85.7%	1	14.3%	6	100.0%		0.0%
<b>Grand Total</b>		<b>372</b>	<b>84.2%</b>	<b>70</b>	<b>15.8%</b>	<b>360</b>	<b>85.3%</b>	<b>62</b>	<b>14.7%</b>	<b>336</b>	<b>84.2%</b>	<b>63</b>	<b>15.8%</b>	<b>317</b>	<b>83.2%</b>	<b>64</b>	<b>16.8%</b>

### School of Health

		2017-18				2018-19				2019-20				2020-21			
		Continued		Did not continue		Continued		Did not continue		Continued		Did not continue		Continued		Did not continue	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
<b>BAME</b>	UK	256	89.5%	30	10.5%	296	87.3%	43	12.7%	371	91.4%	35	8.6%	416	89.1%	51	10.9%
	Non-UK	5	100.0%		0.0%	10	90.9%	1	9.1%	17	85.0%	3	15.0%	33	94.3%	2	5.7%
<b>Not known</b>	UK	21	87.5%	3	12.5%	15	100.0%		0.0%	7	87.5%	1	12.5%	9	81.8%	2	18.2%
	Non-UK	14	87.5%	2	12.5%	7	100.0%		0.0%	2	100.0%		0.0%	1	100.0%		0.0%
<b>White</b>	UK	731	88.7%	93	11.3%	793	88.1%	107	11.9%	955	90.9%	96	9.1%	993	89.5%	117	10.5%
	Non-UK	3	100.0%		0.0%	5	100.0%		0.0%	1	50.0%	1	50.0%	3	100.0%		0.0%
<b>Grand Total</b>		<b>1030</b>	<b>88.9%</b>	<b>128</b>	<b>11.1%</b>	<b>1126</b>	<b>88.2%</b>	<b>151</b>	<b>11.8%</b>	<b>1353</b>	<b>90.9%</b>	<b>136</b>	<b>9.1%</b>	<b>1455</b>	<b>89.4%</b>	<b>172</b>	<b>10.6%</b>

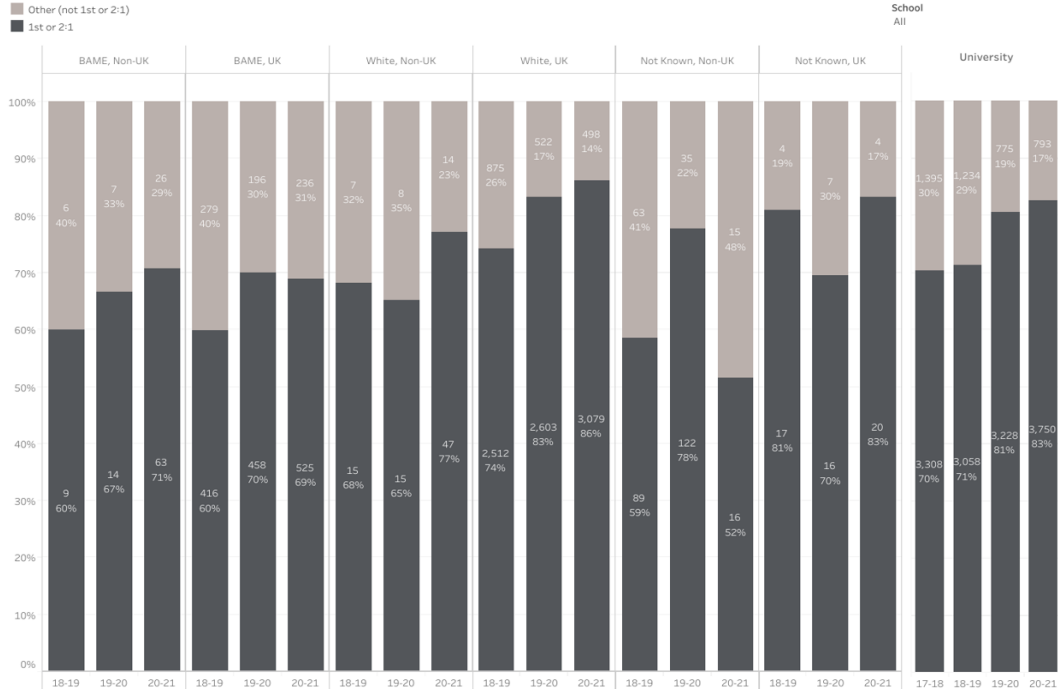
### School of Humanities and Social Sciences

		2017-18				2018-19				2019-20				2020-21			
		Continued		Did not continue		Continued		Did not continue		Continued		Did not continue		Continued		Did not continue	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
<b>BAME</b>	UK	246	86.6%	38	13.4%	285	81.9%	63	18.1%	348	91.3%	33	8.7%	294	84.5%	54	15.5%
	Non-UK	1	50.0%	1	50.0%	18	81.8%	4	18.2%	34	85.0%	6	15.0%	43	91.5%	4	8.5%
<b>Not known</b>	UK	31	86.1%	5	13.9%	20	100.0%		0.0%	6	100.0%		0.0%	3	100.0%		0.0%
	Non-UK	18	81.8%	4	18.2%	11	91.7%	1	8.3%								
<b>White</b>	UK	1341	89.8%	152	10.2%	1381	87.4%	199	12.6%	1472	89.9%	165	10.1%	1362	90.4%	144	9.6%
	Non-UK	5	100.0%		0.0%	6	100.0%		0.0%	8	88.9%	1	11.1%	9	100.0%		0.0%
<b>Grand Total</b>		<b>1642</b>	<b>89.1%</b>	<b>200</b>	<b>10.9%</b>	<b>1721</b>	<b>86.6%</b>	<b>267</b>	<b>13.4%</b>	<b>1868</b>	<b>90.1%</b>	<b>205</b>	<b>9.9%</b>	<b>1711</b>	<b>89.4%</b>	<b>202</b>	<b>10.6%</b>

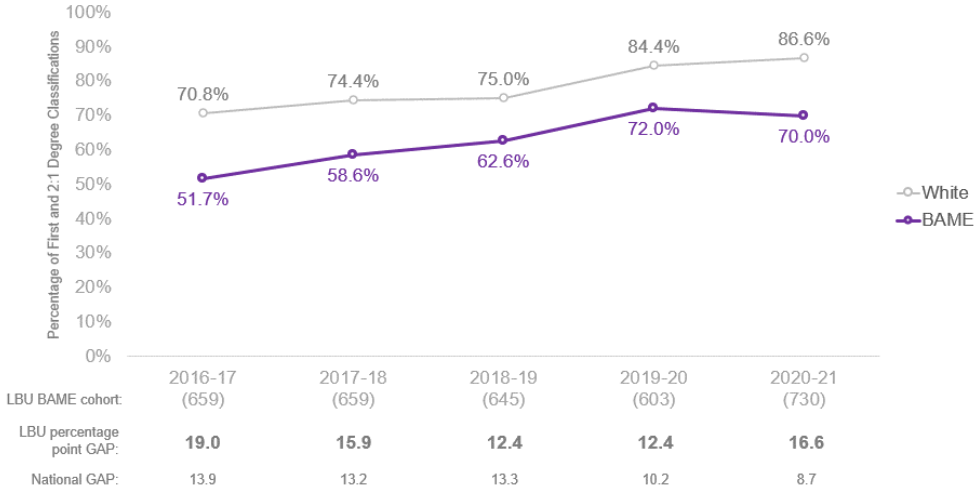
## 7d Attainment

Attainment gaps had been closing but increased in 2020-21 which was linked to the pandemic. LBU gap is higher than the national gap. Gaps exist for all broad BAME UK groups. School cohort numbers are small, and therefore data can be volatile but the institutional gaps are replicated in most Schools.

**Figure 7.9: Attainment Gap Data 2018-2021 BAME, UK and Non-UK**



**Figure 7.10: Student attainment gap by ethnicity**



The percentage of final degree classifications at first and 2:1 show an attainment gap where White students are achieving better degree classifications. The overall BAME attainment gap in 2020/21 is 16.6% which is higher than the national average attainment gap.

When split out into UK and Non-UK we can see that in 2020/21 69% of UK BAME students achieved a first or 2:1 degree classification compared to 86% of UK White students. Likewise, in 2020/21 63% of non-UK BAME students achieved a first or 2:1 degree classification compared to 77% of UK White students.

**Table 7.5 – Attainment by BAME by University /School level**

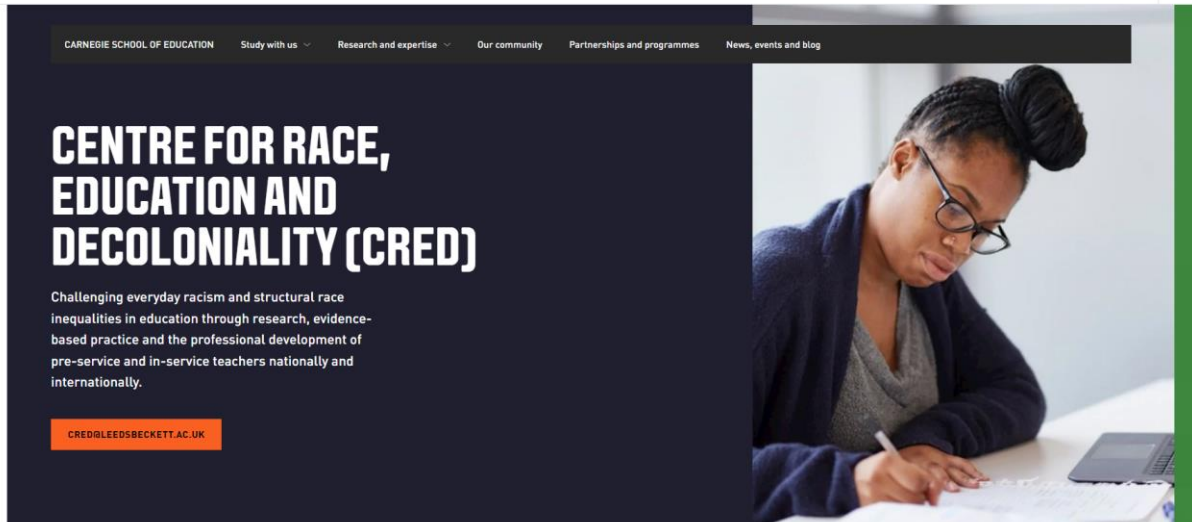
University			17-18		18-19		19-20		20-21	
			No.	%	No.	%	No.	%	No.	%
Asian, Non-UK	1st or 2:1		6	42.9%	3	100.0%	2	40.0%	21	77.8%
	Other (not 1st or 2:1)		8	57.1%			3	60.0%	6	22.2%
Asian, UK	1st or 2:1		194	55.3%	227	59.6%	243	67.5%	272	67.3%
	Other (not 1st or 2:1)		157	44.7%	154	40.4%	117	32.5%	132	32.7%
Black, Non-UK	1st or 2:1		8	88.9%	1	33.3%	3	75.0%	3	60.0%
	Other (not 1st or 2:1)		1	11.1%	2	66.7%	1	25.0%	2	40.0%
Black, UK	1st or 2:1		55	42.6%	66	54.1%	76	64.4%	92	64.3%
	Other (not 1st or 2:1)		74	57.4%	56	45.9%	42	35.6%	51	35.7%
Mixed, Non-UK	1st or 2:1		1	50.0%	2	66.7%	2	50.0%	7	77.8%
	Other (not 1st or 2:1)		1	50.0%	1	33.3%	2	50.0%	2	22.2%
Mixed, UK	1st or 2:1		133	72.7%	97	61.8%	116	77.9%	134	76.1%
	Other (not 1st or 2:1)		50	27.3%	60	38.2%	33	22.1%	42	23.9%
Other, Non-UK	1st or 2:1		3	37.5%	3	50.0%	7	87.5%	32	66.7%
	Other (not 1st or 2:1)		5	62.5%	3	50.0%	1	12.5%	16	33.3%
Other, UK	1st or 2:1		11	45.8%	26	74.3%	23	85.2%	27	71.1%
	Other (not 1st or 2:1)		13	54.2%	9	25.7%	4	14.8%	11	28.9%
White, Non-UK	1st or 2:1		7	63.6%	15	68.2%	15	65.2%	47	77.0%
	Other (not 1st or 2:1)		4	36.4%	7	31.8%	8	34.8%	14	23.0%
White, UK	1st or 2:1		2732	73.9%	2512	74.2%	2603	83.3%	3079	86.1%
	Other (not 1st or 2:1)		965	26.1%	875	25.8%	522	16.7%	498	13.9%
<b>Grand Total</b>	<b>Total</b>		<b>4428</b>	<b>100.0%</b>	<b>4119</b>	<b>100.0%</b>	<b>3823</b>	<b>100.0%</b>	<b>4488</b>	<b>100.0%</b>

			17-18		18-19		19-20		20-21	
			No.	%	No.	%	No.	%	No.	%
<b>Carnegie School of Education</b>	Asian, Non-UK	Other (not 1st or 2:1)	1	100.0%						
	Asian, UK	1st or 2:1	22	64.7%	43	78.2%	27	67.5%	31	66.0%
		Other (not 1st or 2:1)	12	35.3%	12	21.8%	13	32.5%	16	34.0%
	Black, Non-UK	1st or 2:1	1	100.0%						
	Black, UK	1st or 2:1	3	100.0%	2	66.7%	3	75.0%	2	50.0%
		Other (not 1st or 2:1)			1	33.3%	1	25.0%	2	50.0%
	Mixed, Non-UK	1st or 2:1							2	100.0%
	Mixed, UK	1st or 2:1	5	100.0%	6	75.0%	8	100.0%	7	87.5%
		Other (not 1st or 2:1)			2	25.0%			1	12.5%
	Other, Non-UK	Other (not 1st or 2:1)	1	100.0%						
	Other, UK	1st or 2:1			2	100.0%	1	100.0%	2	100.0%
		Other (not 1st or 2:1)	1	100.0%						
	White, Non-UK	1st or 2:1			1	100.0%			1	100.0%
	White, UK	1st or 2:1	192	95.0%	161	86.6%	187	91.7%	167	92.3%
		Other (not 1st or 2:1)	10	5.0%	25	13.4%	17	8.3%	14	7.7%
<b>Carnegie School of Sport</b>	Asian, UK	1st or 2:1	16	47.1%	9	33.3%	13	48.1%	7	53.8%
		Other (not 1st or 2:1)	18	52.9%	18	66.7%	14	51.9%	6	46.2%
	Black, UK	1st or 2:1	3	27.3%	4	28.6%	1	11.1%	6	66.7%
		Other (not 1st or 2:1)	8	72.7%	10	71.4%	8	88.9%	3	33.3%
	Mixed, Non-UK	1st or 2:1			1	50.0%			1	100.0%
		Other (not 1st or 2:1)			1	50.0%				
	Mixed, UK	1st or 2:1	10	34.5%	15	53.6%	17	63.0%	11	52.4%
		Other (not 1st or 2:1)	19	65.5%	13	46.4%	10	37.0%	10	47.6%
	Other, UK	1st or 2:1	1	50.0%	3	60.0%	1	100.0%		
		Other (not 1st or 2:1)	1	50.0%	2	40.0%				
	White, Non-UK	1st or 2:1	1	50.0%	1	100.0%	5	100.0%	2	50.0%
		Other (not 1st or 2:1)	1	50.0%					2	50.0%
	White, UK	1st or 2:1	385	56.5%	353	61.7%	346	71.0%	390	74.4%
		Other (not 1st or 2:1)	297	43.5%	219	38.3%	141	29.0%	134	25.6%
	<b>Leeds Business School</b>	Asian, Non-UK	1st or 2:1	4	57.1%	1	100.0%			8
		Other (not 1st or 2:1)	3	42.9%					4	33.3%
Asian, UK		1st or 2:1	51	60.0%	50	66.7%	46	76.7%	60	78.9%
		Other (not 1st or 2:1)	34	40.0%	25	33.3%	14	23.3%	16	21.1%
Black, Non-UK		1st or 2:1			1	100.0%				
		Other (not 1st or 2:1)							1	100.0%
Black, UK		1st or 2:1	6	27.3%	15	65.2%	15	71.4%	19	65.5%
		Other (not 1st or 2:1)	16	72.7%	8	34.8%	6	28.6%	10	34.5%
Mixed, Non-UK		1st or 2:1			1	100.0%	1	33.3%	1	100.0%
		Other (not 1st or 2:1)					2	66.7%		
Mixed, UK		1st or 2:1	31	93.9%	20	87.0%	16	84.2%	27	84.4%
		Other (not 1st or 2:1)	2	6.1%	3	13.0%	3	15.8%	5	15.6%
Other, Non-UK		1st or 2:1	1	25.0%	1	33.3%	2	100.0%	13	76.5%
		Other (not 1st or 2:1)	3	75.0%	2	66.7%			4	23.5%
Other, UK		1st or 2:1	4	100.0%	8	100.0%	4	100.0%	5	100.0%
White, Non-UK	1st or 2:1	4	66.7%	6	46.2%	8	57.1%	11	57.9%	
	Other (not 1st or 2:1)	2	33.3%	7	53.8%	6	42.9%	8	42.1%	
White, UK	1st or 2:1	452	77.7%	404	78.4%	392	88.5%	516	91.2%	
	Other (not 1st or 2:1)	130	22.3%	111	21.6%	51	11.5%	50	8.8%	

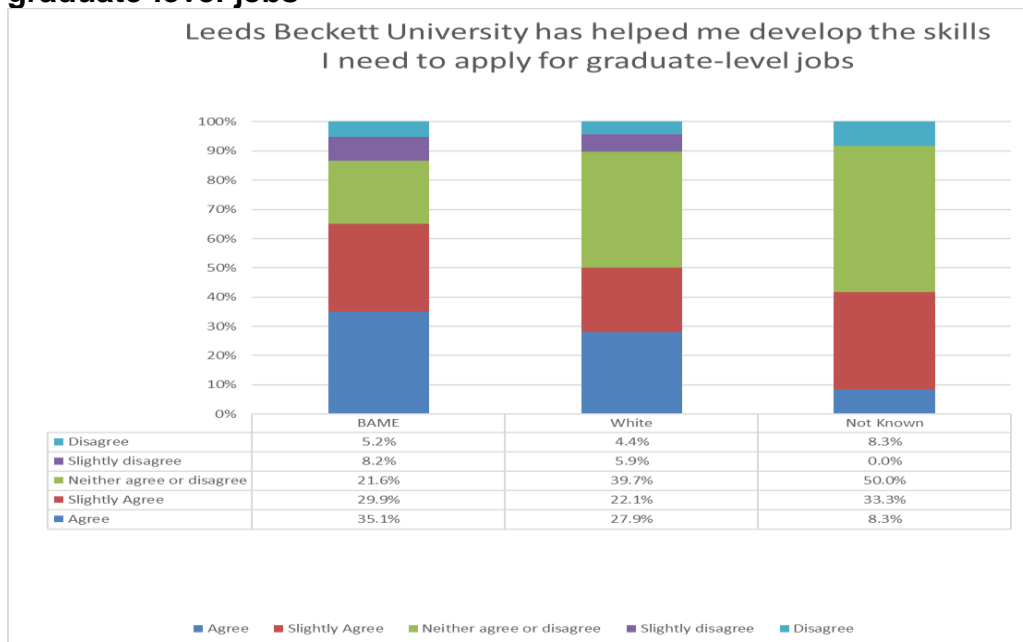
			17-18		18-19		19-20		20-21	
			No.	%	No.	%	No.	%	No.	%
<b>Leeds Law School</b>	Asian, Non-UK	1st or 2:1	1	100.0%					1	100.0%
		Other (not 1st or 2:1)								
	Asian, UK	1st or 2:1	14	35.9%	19	61.3%	28	63.6%	14	50.0%
		Other (not 1st or 2:1)	25	64.1%	12	38.7%	16	36.4%	14	50.0%
	Black, UK	1st or 2:1	3	50.0%	2	20.0%	3	75.0%	6	66.7%
		Other (not 1st or 2:1)	3	50.0%	8	80.0%	1	25.0%	3	33.3%
	Mixed, UK	1st or 2:1	3	75.0%	3	33.3%	6	54.5%	3	42.9%
		Other (not 1st or 2:1)	1	25.0%	6	66.7%	5	45.5%	4	57.1%
	Other, Non-UK	1st or 2:1			1	50.0%	1	100.0%	1	33.3%
		Other (not 1st or 2:1)			1	50.0%			2	66.7%
	Other, UK	1st or 2:1	1	25.0%	1	100.0%			2	50.0%
		Other (not 1st or 2:1)	3	75.0%					2	50.0%
	White, Non-UK	1st or 2:1			1	100.0%			1	50.0%
Other (not 1st or 2:1)		1	100.0%					1	50.0%	
White, UK	1st or 2:1	70	68.0%	82	63.1%	88	80.7%	100	86.2%	
	Other (not 1st or 2:1)	33	32.0%	48	36.9%	21	19.3%	16	13.8%	
<b>Leeds School of Arts</b>	Asian, Non-UK	1st or 2:1			1	100.0%	1	33.3%	7	87.5%
		Other (not 1st or 2:1)					2	66.7%	1	12.5%
	Asian, UK	1st or 2:1	9	34.6%	14	58.3%	19	51.4%	23	71.9%
		Other (not 1st or 2:1)	17	65.4%	10	41.7%	18	48.6%	9	28.1%
	Black, Non-UK	1st or 2:1					1	50.0%	2	66.7%
		Other (not 1st or 2:1)			1	100.0%	1	50.0%	1	33.3%
	Black, UK	1st or 2:1	8	53.3%	4	66.7%	14	66.7%	13	72.2%
		Other (not 1st or 2:1)	7	46.7%	2	33.3%	7	33.3%	5	27.8%
	Mixed, Non-UK	1st or 2:1							1	33.3%
		Other (not 1st or 2:1)	1	100.0%					2	66.7%
	Mixed, UK	1st or 2:1	27	75.0%	12	60.0%	28	87.5%	26	72.2%
		Other (not 1st or 2:1)	9	25.0%	8	40.0%	4	12.5%	10	27.8%
	Other, Non-UK	1st or 2:1							1	50.0%
		Other (not 1st or 2:1)							1	50.0%
	Other, UK	1st or 2:1	1	33.3%	6	75.0%	5	83.3%	6	66.7%
		Other (not 1st or 2:1)	2	66.7%	2	25.0%	1	16.7%	3	33.3%
White, Non-UK	1st or 2:1	2	100.0%	1	100.0%	1	50.0%	14	87.5%	
	Other (not 1st or 2:1)					1	50.0%	2	12.5%	
White, UK	1st or 2:1	459	74.2%	429	75.9%	473	84.6%	532	86.6%	
	Other (not 1st or 2:1)	160	25.8%	136	24.1%	86	15.4%	82	13.4%	
<b>School of Built Environment, Engineering and Computing</b>	Asian, Non-UK	1st or 2:1					1	50.0%	2	100.0%
		Other (not 1st or 2:1)	2	100.0%			1	50.0%		
	Asian, UK	1st or 2:1	35	67.3%	29	65.9%	31	73.8%	36	65.5%
		Other (not 1st or 2:1)	17	32.7%	15	34.1%	11	26.2%	19	34.5%
	Black, Non-UK	1st or 2:1	3	100.0%			1	100.0%	1	100.0%
		Other (not 1st or 2:1)			1	100.0%				
	Black, UK	1st or 2:1	6	40.0%	13	59.1%	10	76.9%	10	83.3%
		Other (not 1st or 2:1)	9	60.0%	9	40.9%	3	23.1%	2	16.7%
	Mixed, Non-UK	1st or 2:1					1	100.0%		
	Mixed, UK	1st or 2:1	7	77.8%	7	70.0%	11	100.0%	15	88.2%
		Other (not 1st or 2:1)	2	22.2%	3	30.0%			2	11.8%
	Other, Non-UK	1st or 2:1	1	100.0%	1	100.0%	4	100.0%	14	77.8%
		Other (not 1st or 2:1)							4	22.2%
	Other, UK	1st or 2:1	1	33.3%	1	33.3%	3	100.0%	5	71.4%
		Other (not 1st or 2:1)	2	66.7%	2	66.7%			2	28.6%
	White, Non-UK	1st or 2:1			1	100.0%			3	100.0%
	White, UK	1st or 2:1	234	85.1%	217	81.3%	281	92.7%	335	90.3%
		Other (not 1st or 2:1)	41	14.9%	50	18.7%	22	7.3%	36	9.7%

			17-18		18-19		19-20		20-21	
			No.	%	No.	%	No.	%	No.	%
<b>School of Events, Tourism and Hospitality Management</b>	Asian, Non-UK	1st or 2:1	1	100.0%	1	100.0%			2	100.0%
	Asian, UK	1st or 2:1	1	33.3%	2	66.7%	2	33.3%	3	75.0%
		Other (not 1st or 2:1)	2	66.7%	1	33.3%	4	66.7%	1	25.0%
	Black, Non-UK	1st or 2:1	1	100.0%			1	100.0%		
	Black, UK	1st or 2:1			4	80.0%	3	100.0%	2	28.6%
		Other (not 1st or 2:1)	6	100.0%	1	20.0%			5	71.4%
	Mixed, Non-UK	1st or 2:1							1	100.0%
	Mixed, UK	1st or 2:1	5	71.4%	4	36.4%	5	100.0%	6	100.0%
		Other (not 1st or 2:1)	2	28.6%	7	63.6%				
	Other, UK	1st or 2:1					1	100.0%	1	100.0%
		Other (not 1st or 2:1)	1	100.0%	1	100.0%			4	100.0%
	White, Non-UK	1st or 2:1			1	100.0%				
	White, UK	1st or 2:1	134	73.2%	96	70.6%	136	84.5%	160	90.9%
		Other (not 1st or 2:1)	49	26.8%	40	29.4%	25	15.5%	16	9.1%
<b>School of Health</b>	Asian, Non-UK	1st or 2:1							2	100.0%
	Asian, UK	1st or 2:1	29	69.0%	36	50.0%	42	79.2%	60	73.2%
		Other (not 1st or 2:1)	13	31.0%	36	50.0%	11	20.8%	22	26.8%
	Black, Non-UK	1st or 2:1	3	75.0%						
		Other (not 1st or 2:1)	1	25.0%						
	Black, UK	1st or 2:1	20	52.6%	17	56.7%	15	55.6%	20	66.7%
		Other (not 1st or 2:1)	18	47.4%	13	43.3%	12	44.4%	10	33.3%
	Mixed, Non-UK	1st or 2:1							1	100.0%
	Mixed, UK	1st or 2:1	16	66.7%	13	72.2%	12	85.7%	16	72.7%
		Other (not 1st or 2:1)	8	33.3%	5	27.8%	2	14.3%	6	27.3%
	Other, Non-UK	1st or 2:1	1	100.0%					1	100.0%
	Other, UK	1st or 2:1	1	33.3%	1	33.3%	4	66.7%	3	50.0%
		Other (not 1st or 2:1)	2	66.7%	2	66.7%	2	33.3%	3	50.0%
	White, Non-UK	1st or 2:1			1	100.0%	1	50.0%	7	87.5%
		Other (not 1st or 2:1)					1	50.0%	1	12.5%
	White, UK	1st or 2:1	301	78.4%	291	77.4%	271	83.9%	313	86.9%
		Other (not 1st or 2:1)	83	21.6%	85	22.6%	52	16.1%	47	13.1%
<b>School of Humanities and Social Sciences</b>	Asian, Non-UK	Other (not 1st or 2:1)	2	100.0%						
	Asian, UK	1st or 2:1	17	47.2%	25	50.0%	35	68.6%	38	56.7%
		Other (not 1st or 2:1)	19	52.8%	25	50.0%	16	31.4%	29	43.3%
	Black, UK	1st or 2:1	6	46.2%	5	55.6%	12	75.0%	14	56.0%
		Other (not 1st or 2:1)	7	53.8%	4	44.4%	4	25.0%	11	44.0%
	Mixed, Non-UK	1st or 2:1	1	100.0%						
	Mixed, UK	1st or 2:1	29	80.6%	17	56.7%	13	59.1%	23	85.2%
		Other (not 1st or 2:1)	7	19.4%	13	43.3%	9	40.9%	4	14.8%
	Other, Non-UK	1st or 2:1							2	28.6%
		Other (not 1st or 2:1)	1	100.0%			1	100.0%	5	71.4%
	Other, UK	1st or 2:1	2	66.7%	4	100.0%	4	80.0%	3	75.0%
		Other (not 1st or 2:1)	1	33.3%			1	20.0%	1	25.0%
	White, Non-UK	1st or 2:1			2	100.0%			4	100.0%
	White, UK	1st or 2:1	505	75.7%	479	74.8%	429	80.0%	566	84.6%
		Other (not 1st or 2:1)	162	24.3%	161	25.2%	107	20.0%	103	15.4%

Whilst we have done a lot of work on decolonising the curriculum through inclusive course design, inclusive assessment strategies and anti-racism frameworks, it is felt that this needs to be thoroughly embedded throughout the institution to ensure we have an ethnically diverse curriculum, and action to revise our learning, teaching, and assessment strategies.



**Figure 7.11: LBU has helped me to develop the skills I need to apply for graduate-level jobs**



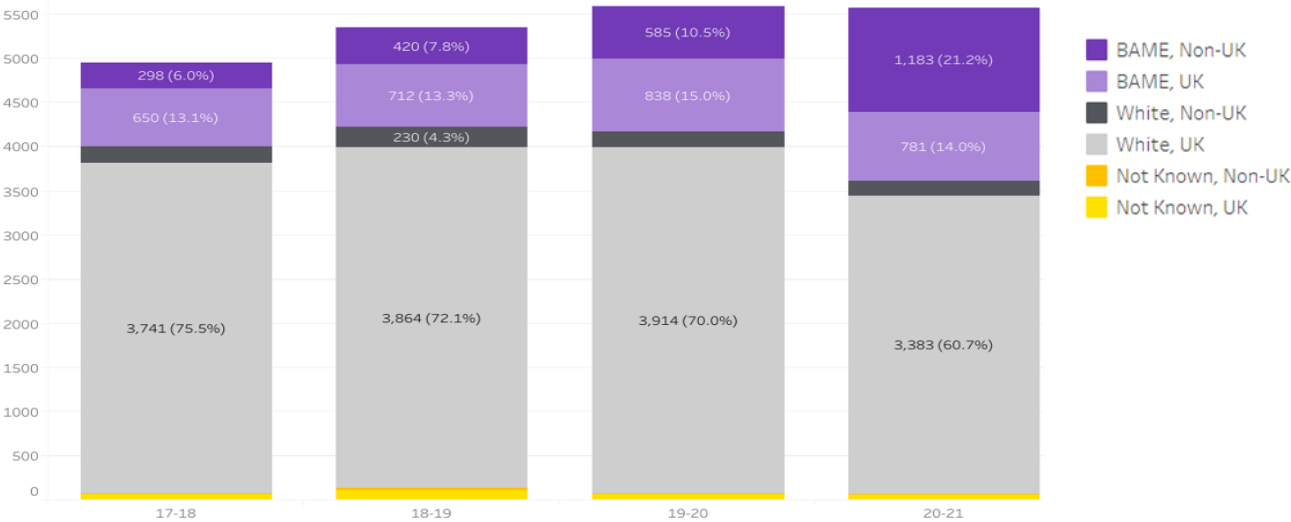
## 7e Postgraduate Pipeline

We recognise that from PGT to PGR is the pipeline that also leads to academic employment. If BAME students are not involved at the higher levels of study (7 and 8), that pipeline of potential BAME applicants to become academic staff members is impacted.

During the data analysis for REC, we found that we were unable to provide figures which detail the continuation and completion of our PGT and PGR students. We therefore do not know if there is a differential rate of completion of programmes for these populations defined by ethnic category, and as such whether there is a problem to address.

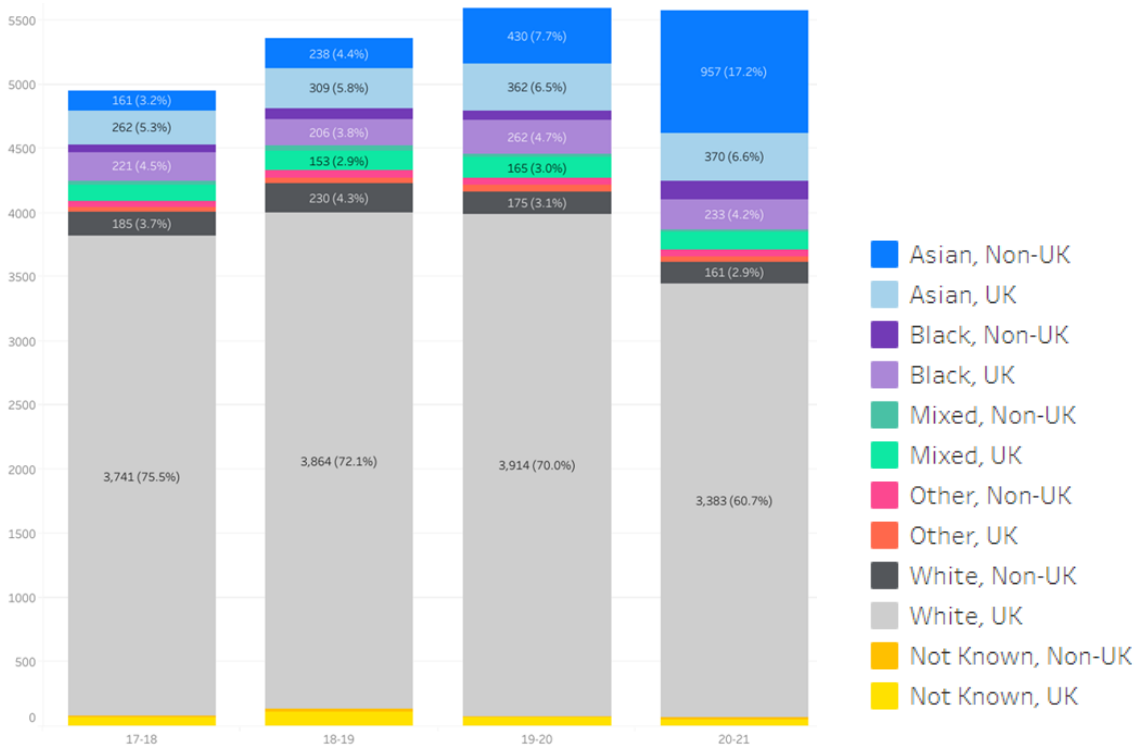
Graph 7.13 below shows our population data for all postgraduate students (PGT and PGR). This data shows a significant increase in the proportion of BAME population at PG levels. This is due to a greater increase in non-UK BAME students rather than UK BAME students.

**Figure 7.12: PG Population by Ethnicity 2017-2021**



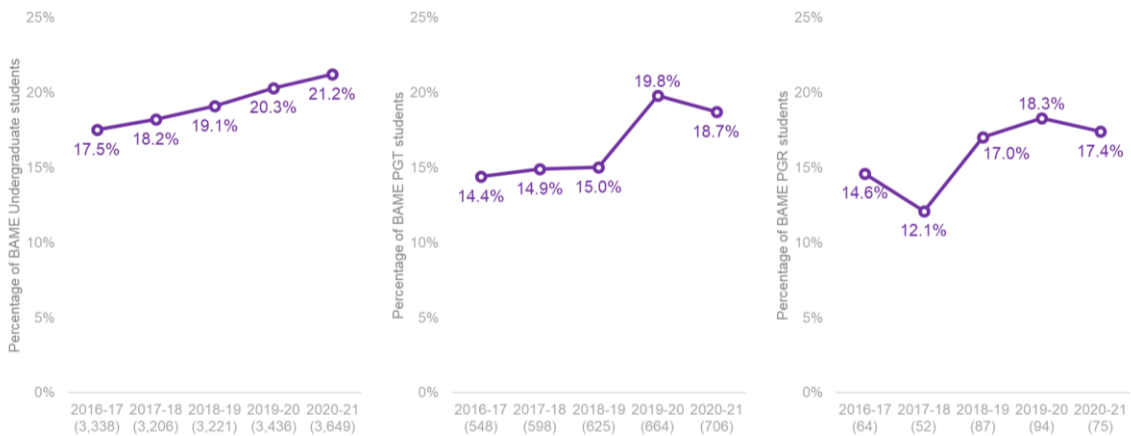


**Figure 7.13: PG Population by Ethnicity – detailed breakdown 2017-2021**

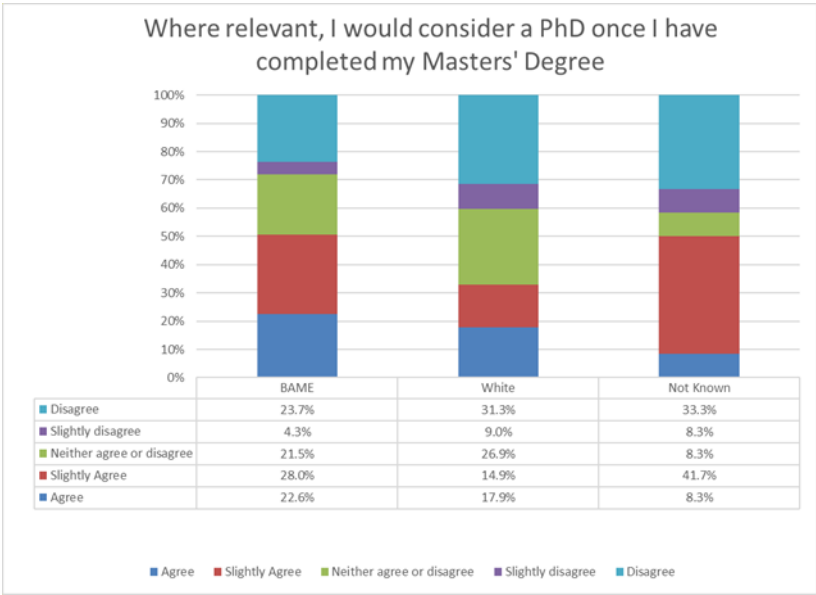


Graph 7.14 shows the split of ethnic groups who make up the PG population over the last four years. The data is consistent that our PG BAME population has increased due to Non-UK students, particularly the Asian group which grew from 7.7% in 2019/20 to 17.2% in 2020/21.

**Figure 7.14: Student Pipeline from UG to PGT to PGR**



**Figure 7.15: Student Pipeline from UG to PGT to PGR**



**7f Postgraduate employment**

72.8% of Non-UK BAME students were gaining better graduate outcomes of highly skilled employment or further study compared to 64.4% of Non-UK White students in 2019/20.

For school level postgraduate employment outcomes data by ethnicity, most schools show an overrepresentation of UK White students gaining better graduate outcomes than UK BAME students, with the exception to LSA and CSS.

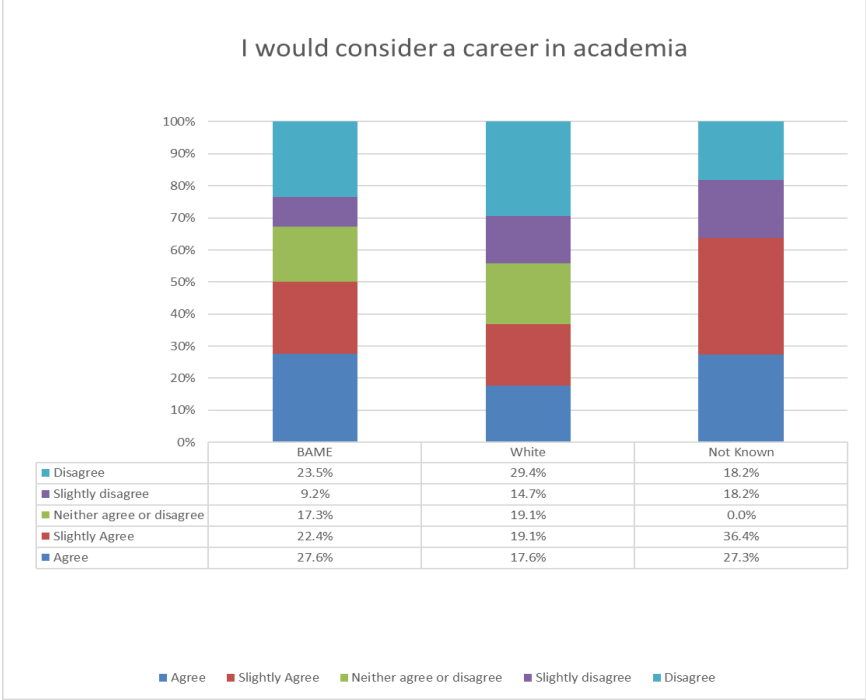
Other internal research undertaken by the CLT has showed that BAME students are less likely to engage with enhancement and placement opportunities than White students. Consequently, we have introduced opportunities for BAME ambassadors (student representatives who speak on behalf of their cohorts) and BAME mentors.

**Table 7.6: Postgraduate Employment Outcomes by UK and Non-UK BAME and White Group**

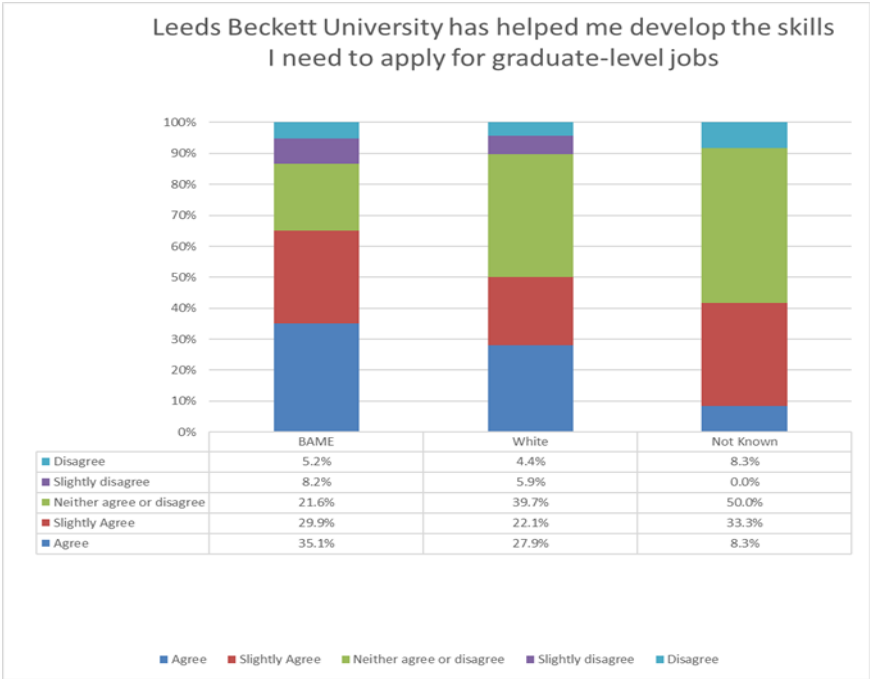
	2017-18				2018-19				2019-20			
	Highly skilled employment or further study		Not in highly skilled employment or further study		Highly skilled employment or further study		Not in highly skilled employment or further study		Highly skilled employment or further study		Not in highly skilled employment or further study	
	#	%	#	%	#	%	#	%	#	%	#	%
BAME, Not UK Domiciled	67	75.3%	22	24.7%	50	74.6%	17	25.4%	75	72.8%	28	27.2%
BAME, UK Domiciled	326	63.7%	186	36.3%	353	65.4%	187	34.6%	343	67.7%	164	32.3%
Not Known, Not UK Domiciled	84	73.0%	31	27.0%	35	66.0%	18	34.0%	43	71.7%	17	28.3%
Not Known, UK Domiciled	17	85.0%	3	15.0%	11	68.8%	5	31.3%	25	73.5%	9	26.5%
White, Not UK Domiciled	35	71.4%	14	28.6%	43	79.6%	11	20.4%	38	64.4%	21	35.6%
White, UK Domiciled	2086	73.2%	762	26.8%	1853	70.9%	759	29.1%	1679	73.3%	612	26.7%
<b>University</b>	<b>2615</b>	<b>72.0%</b>	<b>1018</b>	<b>28.0%</b>	<b>2345</b>	<b>70.2%</b>	<b>997</b>	<b>29.8%</b>	<b>2203</b>	<b>72.1%</b>	<b>851</b>	<b>27.9%</b>

The above table shows that over time there has been a reduction in the gap between graduate outcomes of the UK White and UK BAME students. However we still see (from our 2019/20 data) a 5.6% difference in UK White students gaining better graduate outcomes of highly skilled employment or further study.

**Figure 7.16: I would consider a career in academia – Student Survey Data**



**Figure 7.17: LBU has helped me to develop the skills I need to apply for graduate level-jobs – Student Survey Data**



## 8. Teaching and learning

### 8a Course content/syllabus

LBU strongly believes that what a student learns (curriculum), how that student learns (pedagogy), and how they are assessed (outcomes) are essential tools in making our programmes more welcoming to BAME candidates, to closing the award gap and to fixing the 'leaky' pipeline.

We have a long history of developing our curriculum with inclusivity and equity at its heart (e.g., the Cross-Cultural Capability requirement for all programmes from c. 2008 onwards); and one of our 3 graduate attributes is the development of a global outlook across a student's period with us. The graduate attributes are identified and highlighted in every course and module. Course leaders have to think about how they bring the wider world into the course and, in most cases, there are specific references to race/ethnic diversity and difference.

One potential issue with 'Global Outlook' is that it does not necessarily cover race and ethnicity within our own UK population;

<https://teachlearn.leedsbeckett.ac.uk/guides/learning-and-teaching-guidance/course-design/design-a-new-course/graduate-attributes/global-outlook/> )



*Global event, 2023*

I have experienced a lot of seminars about race and EDI within academia and I know there is a lot of research going on at present around these issues within the School and in the wider community. – *Anonymous student of colour*

It appears to be a white majority at LBU, whether that is true or not I do not know. That's certainly how it feels (including white staff). In my entire degree I have been taught by two lecturers from ethnic minority backgrounds and met very few BAME students on my course. – *Anonymous student of colour*

When you are the only person of colour in the room, how can you be made to feel comfortable? Especially when you are alienated. I do not always feel comfortable going to lectures as sometimes my concerns are dismissed.

*Anonymous student of colour*

### [Click Here for Anti-Racism Framework Complete pdf](#)

This framework was developed through a research project commissioned by the NEU and supported by internal funding from Newcastle University. The project was led by Professor Heather J Smith (PI, Newcastle University) and Professor Vini Lander (Co-I, Leeds Beckett University) with research support provided by Marsha Garratt. The research project undertook a global literature review into anti-racism in teacher education which informed the development of a survey open to all initial teacher education providers in England. The survey was shared via UCET and NASBTT to capture all University and school centred providers. We worked with partners (Centre of Race Education and Decoloniality; Show Racism the Red Card; Universities of Sanctuary; BAME Ed Network; NEU; NALDIC) as consultants, co-producers and disseminators. The framework was devised in light of the findings of the global literature review and survey analysis.



*Anti-Racism Framework launch, 2022*

<https://www.leedsbeckett.ac.uk/news/2022/06/ma-red-students-showcase-their-research-for-the-annual-conference/>

## 8b Teaching and assessment methods

Developing from the work on cross cultural capability and Graduate Attributes we have been reflective about the effectiveness of those interventions, leading to our current 'Inclusive Course Design Tool'. The Tool requires all course teams to reflect annually about the processes and practices of their programmes, putting equity and inclusion at its heart. Within the Tool are flagged questions which may help to address and reduce our BAME student award gap, identified in Section 7c. The Tool is now undergoing its second

iteration, and we will continue to evaluate its effectiveness as a means to diversify the curriculum and to ensure that all students can see themselves reflected in what and how they learn.

We also have an inclusive assessment guide to ensure that colleagues are empowered to think differently about what knowledge and skill means, and to develop new ways of helping students to show what they know and what they can do.

The risk with the tools and guides is that the former might just become a tick box exercise, and the latter might simply be ignored.

The Teach Learn website run by our colleagues in CLT brings together a wide range of resources for inclusive academic practice, including those relating to race and decolonising the curriculum. These resources and events are actively promoted through emails and linked as part of the ICDT. Staff are encouraged to engage to improve their students' experience and support their diversifying cohorts, but there is work still to do to fully embed diversity across all our subject domains.

Some subject groups and course teams are models of good practice. For example, colleagues in Social Work have implemented their own anti-racism training for their educators and EDI training for anyone who sits on their student admissions panel. New curricula in Humanities subjects make diverse ethnic experience very visible – and assessment encourages empathetic identification. (In Postcolonial Writing, for instance, students are asked to respond to texts they are reading by writing letters to characters).

Over the last 5 years we have supported 273 colleagues to achieve HEA fellowships at various levels. HEA fellowship status demands that colleagues demonstrate their practice as reflective practitioners. Part of being reflective is to be self-aware about practices which might exclude some of their students, including those from multiple ethnic backgrounds. This process also allows the institution to identify areas of good practice that can be shared through internal events and conferences with others.

Nonetheless, we are mindful that there is a variety of practice and commitment across the institution. While some course teams, in the process of validation, make their EDI commitments a focal point of the course development, others are less certain about how to do so. Course design templates in their current format make no mention of inclusivity at the level of either curriculum or pedagogy.

At curriculum level, many (but not all) colleagues have engaged with the Decolonising the Curriculum movement, which involves awareness of how a curriculum might be perceived as (or actually be) white in presumption and intention.

When students justifiably ask: 'Why is my curriculum so white?' we have to be able to respond appropriately. We have initiated a project to scan reading lists and recommend a wider range of possible resources so that all students are able to see themselves represented both inside the curriculum as subjects and

beyond the curriculum as experts in the field. They have provided diverse reading lists for all subject areas and guides on best practice in diverse reading lists and how to search for inclusive resources.

Alongside the resource base, the inclusive assessment tool was designed to give colleagues the confidence to assess in different ways - i.e., not to assume that traditional modes of assessment (exam, essay) are always the best way to find out what a student knows or can do, or how they might best apply their knowledge. This is a matter of academic confidence too: colleagues who have themselves been taught and assessed in traditional ways have to be helped to see the value of alternative assessment modes, and to have the confidence to try newer methods for themselves. CLT has led multiple workshops and DEAP conference sessions on innovative and varied approaches to assessment, including a 2-hour online workshop on innovative assessment showcasing best practice from across the institution in November 2022, and there is a bank of resources for colleagues to access. (See for example, Dr Jessica Van Horsen's short video presentation on the 'unessay' available at <https://web.microsoftstream.com/video/b791635f-5197-4d39-99d1-2ca45f7d215f> alongside the CLT assessment pages. Across the various subject domains there is now an array of possible assessment modes – from podcast to performance, from creative writing to news day, from live brief to law clinic, which supplement the more traditional offer that is also part of the curriculum.

A rare upside of the pandemic was a more 'can-do' attitude among colleagues and accelerated the use of technology for both delivery and assessment. The university was mindful during the pandemic that digital poverty was a real barrier to student success across ethnicities and was likely to affect BAME students disproportionately because of the other intersections that exist alongside ethnic background. It made significant sums available to support students to buy necessary technology (e.g. a grant/voucher system for computers), increased its subscriptions to electronic resources and increased access numbers to otherwise limited-access programmes/apps, so that as far as possible, no-one would lose out. This work has continued with support now focussing on the cost-of-living crisis, with rent freezes on university accommodation and subsidised hot meals daily in the canteens. Nonetheless, the pandemic did stall some of our progress towards a more racially diverse student cohort, and we believe, from general population evidence, that we were not able to fully mitigate its effects on our BAME student groups.

We have also noted an increase in overseas BAME students. To better support these students a new long thin online module has been introduced to support all international students' transition into UK higher education and the implementation of global engagement officers, all recruited from Leeds Beckett Alumni.



## 8c Academic confidence

To build the confidence of our academic staff and to share good practice in race equality in our learning and teaching, we have held a number of events about race, ethnicity and academic practice, open to all staff.



The poster features a purple background on the left with white text and a black and white portrait of Tré Ventour-Griffiths. The right side shows a photograph of a modern building with a rusted metal facade. The Leeds Beckett University logo is in the top right corner.

**"Subnormal"** How a 1960s Education Scandal Gives a Human Context for Neurodivergence while Black  
Presented by Tré Ventour-Griffiths

Q&A Discussion and Lunch  
Tuesday 24<sup>th</sup> May 2022  
11:30 – 13:00  
Room 313, The Rose Bowl  
Portland Way, Leeds LS1 3HB

Please RSVP via [Eventbrite](#)

Event, 2022

These include a Forum on decolonising our LBU curriculum, exploring the power imbalance and disadvantage that non-diverse curricula perpetuate; held online this attracted 72 staff from across the LBU community in January 2020. The talks were all provided by staff from within the institution.



The screenshot shows the top navigation bar with 'Study', 'International', 'Research', and 'We are Beckett'. Below is a purple header with 'TEACHING AND LEARNING' and sub-navigation for 'Guides', 'Excellent academic practice', 'Your development', and 'Help and support'. The main title 'DECOLONISING THE CURRICULUM' is in large white letters. Below the title, the page is updated as of 07 Dec 2022. The main text reads: 'Decolonising the curriculum actively requires us to consider, and then address, how the values, thinking, beliefs and practices that frame our curriculum might perpetuate white, westernised power and history and position anything non-European and not white as inferior.' It then explains that this means providing an accurate portrayal of history and tools to identify colonial hierarchies, and that decolonising goes beyond adding diverse scholars to reading lists, involving the creation of space and resources for dialogue.

While we recognise the potential 'tokenism' of Black History Month, we have supported its continued celebration to ensure we continue to mark publicly Black and Minoritised ethnic contributions to our culture. There has been an annual race lecture

since 2015 (an action from our first REC application). Colleagues in HSS and in CRED have led on Black History Month events which have included author events, public lectures, and student-focused activity. In 2022, events included a public event with the poet/novelist Fred D'Aguar and poet Shivane Ramlochan. Novelist Jaspreet Kaur did a reading and facilitated a writing masterclass for students. The race lecture was a symposium of multiple voices of colour reflecting on the potential Decolonisation of the Workplace in the wake of Covid and there were guest lectures on the history of African and Caribbean people in the UK and on the 'white' school's effect on Black teachers.

The panel requested greater clarity on research work within the University that might be relevant to the EDI agenda. The following provides three examples, rather than the full range of relevant activities. The creation of academic associates, mentioned above, would seek to draw on this expertise in the development our EDI work.

### **The Centre for Race, Education and Decoloniality (CRED)**

CRED is a research centre working in partnership with the Carnegie School of Education. It focusses on challenging everyday racism and structural race inequalities in education through research, evidence-based practice, and the professional development of pre-service and in-service teachers nationally and internationally.

It was established in 2017 and is led by Vini Lander, Professor of Race and Education.

CRED is a valuable part of our research landscape and Prof Vini Lander has been a senior supporter and member of the REC SAT. CRED regularly host reflection and development sessions with guest speakers focussing on race equity, which have an open-invitation policy for LBU students and colleagues.

### **The Obesity Institute**

The Obesity Institute is an interdisciplinary venture. It brings together academics with policy makers, practitioners, and people living with or at risk of obesity and their families and carers. Together, they co-produce innovative person-centred advances in obesity locally, nationally, and internationally. The institute is specifically focussed on health equality and has a strong intersectional focus, with specific recognition of cultural diversity within communities and the impact on health outcomes. Saeeda Bashir is the Principal Consultant and recently hosted the institute's one year anniversary on World Obesity Day (4th March 2023) to present the findings from the institute's Patient and Public Involvement and Engagement Hub: 'Obesity Voices'

which strives to empower those least heard with lived experience of discrimination and intersectional disadvantage, including racism.

### **Race Equality in Sport**

Professor Thomas Fletcher is globally recognised for his work into the South Asian diaspora, race equality and social justice in sport, leisure, and events. This work has significantly influenced and shaped local and national policy development. He has undertaken race equality work on behalf of the England and Wales Cricket Board, Sport Wales, UK Sport, African Caribbean Engagement in Cricket charity and Yorkshire Cricket Foundation. Findings from his work into South Asian communities for the England and Wales Cricket Board (ECB) and Yorkshire Cricket Foundation helped underpin the ECB's South Asian Engagement Action Plan. In 2022 he worked as an independent evaluator of the Sport-England funded ACE programme Charity, and as an advisor to Lord Kamlesh Patel, then Chair of the Yorkshire County Cricket Club (YCCC).

His work has been at the core of debates concerning racism in cricket. In 2021, former professional cricketer, Azeem Rafiq, cited this work in his race-discrimination case against YCCC. The work was later cited in various Department of Culture Media and Sport hearings, debated in the House of Commons, and helped underpin outcomes of the Independent Commission for Equity in Cricket Report (2023). Fletcher is currently part of a UK and Ireland consortia, funded by an Arts and Humanities Research Council and Irish Research Council large grant, exploring online hate (including racism) in the context of football.

## 9. Action Plan (Revised Version - July 2023)

Section Reference: 2: The Self-Assessment Process								
Action Reference	Issue Identified and Rationale	Objective/ Aim and Action	Action to address issues	Success Criteria	Timeframe		Overall Responsibility	Operational Action Owner
					Start	End		
2.1	The REC SAT must remain active and focussed to oversee the operationalisation of this Action Plan and prepare for re-accreditation.	To review the membership of the REC SAT in preparation for the next stages of the SAT's journey. To contribute to Charters Mark Network.	Review and refresh SAT membership.  REC SAT will form part of the University's new Charters Mark Network.	Membership reflects a balance of lived experience and operational responsibility.  Membership is engaged and attend 75% of meetings.	July 2023	Annual reviews scheduled for award anniversary 2024-2027	Pro Vice Chancellor, Research and Innovation	Associate Director of EDI
2.2	Schools/Services need to implement their own EDI Action Plans with a specific focus on race equality to facilitate meaningful change.	For each area to have its own specific EDI Action Plan, including race equality objectives (in conjunction with the ISAT).	Communicate an expectation that each School/Service must create their own plan. Reports into EDI committee	All Schools/ Services will have a specific EDI Plan with KPIs informed by data (e.g Tableau), scrutinised by UET and, in aggregate, by the Board of Governors.	Jan 2024	Annual reviews coincide with Business Planning 2024-2027	UET	Deans and Directors  Local EDI Groups/ Committees

2.3	A robust programme of race-specific events and observances will reinforce LBU's commitment to race equality throughout each year to students and colleagues.	To commit to deliver an annual programme of events and initiatives to showcase and promote diverse ethnic identities and race equality.	High quality internal and external events to be planned with students, colleagues and guests as part of a rolling programme	Annual EDI Calendar published and communicated. e.g Annual Race Lecture, Black History Month, South-Asian Heritage Month, Interfaith Week have aligned activities. Attendance of diverse audiences at events	April 2023	Annual planning cycle April 2024-2027	██████████, Deputy Vice Chancellor, Resources	██████████, Director of External Relations  Central EDI Team
2.4	Colleague Equality Networks would benefit from being supported to 're-launch' themselves to enhance their impact, visibility, and opportunities for collaboration (including the Race Forum).	To enhance the impact of our colleague equality networks, through improved time allocation, new steering groups and strategic support.	EDI Team to meet with all existing network chairs to support them to enact these changes.	All networks have an elected chair, revised Terms of Reference, time allocation agreements and a schedule of meetings published and communicated.	July 2023	Jan 2024 (relaunch)  Annual reviews of networks continue Sep 2024-2027	██████████, Associate Director of EDI	██████████, EDI Coordinator  Network Chairs
2.5	The groups working on action plans need to be rationalised in to one overall network to reduce duplication of effort.	To maximise output and collaboration between the Athena Swan SAT and REC SAT.	Establish a new Charters Mark Network with a revised Terms of Reference as part of the EDI governance structure.	Increased intersectional focus on REC and Athena Swan actions.  Reduced duplicate activities.	June 2023	September 2023	██████████, Pro Vice Chancellor, Research and Innovation  ██████████, Associate Director of EDI	Athena Swan SAT  REC SAT

2.6	Further investigation is required to understand our student and workforce data.	To create more capacity for analysis and consistent reporting of findings.	Recruit to Grade 7 Strategic Insight Manager Post (intersectional EDI Data Analyst)	Increased focus and capacity on deep-dive student and workforce data analysis.	July 2023	September 2023	Deputy Vice Chancellor, Resources	Director of SIBA
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**Section Reference: 4: Staff Profile**

Action Reference	Issue Identified and Rationale	Objective/ Aim and Action	Action to address issues	Success Criteria	Timeframe		Overall Responsibility	Operational Action Owner
					Start	End		
4.1	Schools/Services need to understand and respond to their local workforce data, including data relating to the race and ethnicity of their staff at all levels. This will enable all areas of LBU to feel empowered to address the issues in their own areas.	To provide robust workforce profile data to all Schools/Services in the form of an EDI Data Dashboard to enable focussed analysis of the size, shape and diversity of their local workforce.	Schools/Services will receive access to their live Data Dashboard and be supported to analyse it with regard to racial diversity by HR and new post in Strategic Insight and Business Analysis (SIBA).	All School/Services access their EDI Data Dashboards and use this to inform their EDI Action Plans (in conjunction with the ISAT). Workforce profile used for budgeting and planning purposes.	July 2023	Quarterly reviews of networks continue July 2024-2027	Executive Director of HR ██████████ Director of SIBA	Deans and Directors HR Data and Insights Manager
4.2	BAME colleagues have a disproportionate turnover rate, specifically in Professional Services. Exit Survey data when analysed through a race-lens could help to identify further issues and inform local action.	To better understand the qualitative experience of BAME leavers by further investigating exit questionnaire data by race.	Analyse qualitative and quantitative exit questionnaire data by protected characteristic.  Further analysis of race-related data from the exit questionnaire.	Equality monitoring questions revised within the exit questionnaire.  Reduced number of racialised minoritised colleagues leaving LBU.	July 2023	Annual reporting to School/Ser vice level EDI groups and the REC SAT 2024-2027	Executive Director of HR ██████████ Director of SIBA  Deans and Directors	██████████ Associate Director of Employee Relations  HR Services Manager

4.3	The data that we collect relating to the ethnicity of colleagues involved in Grievances and Disciplinary (including informal stages) needs to be strengthened to allow for meaningful analysis.	To develop robust processes to collate data on grievance and disciplinarys to encourage organisational learning and more regular analysis.	Analyse grievance, disciplinary, capability and informal case processes by protected characteristic, including race.	New tracking method to accompany grievance and disciplinary processes capturing equality monitoring data, including race. Data to be reported to the FSR Committee on a quarterly basis.	New tracking method to be implemented in the ER Team by July 2023.	Annual reporting against baseline data thereafter	██████████, Executive Director of HR ██████████, Associate Director of Employee Relations ██████████, Director of SIBA	██████████, Employee Relations Manager ██████████, HR Data and Insights Manager SIBA Analyst
4.4	The cohort of Dignity and Respect Advisors must remain engaged to respond to colleagues in need of support.	Further recruitment, training, and support for a racially diverse cohort of dignity and respect advisors distributed evenly across Schools/Services.	To manage and maintain a cohort of Advisors and continue to provide ongoing development and training to them to support them in their role.	Recruitment campaign to maintain a cohort of 25 advisors (2025).  4 X further development sessions delivered to the cohort per year, including peer support and EDI and anti-racism knowledge.	April 2024	Quarterly development throughout 2024-2027  Further recruitment 2025/2026	██████████, Executive Director of HR	██████████, EDI Manager
4.5	The BAME membership of our decision-making Boards and committees is disproportionately low.	To increase the representation of BAME colleagues on all decision-making Boards and Committees	Review and address membership lists, accompanied by a new recruitment campaign.	BAME membership of all Boards and Committees is 20% minimum, with local arrangements explored where this is not yet possible (e.g. co-opted members from the Race Forum).	Sep 2023	Sep 2026	University Registrar and Secretary	██████████, Deputy Secretary ██████████, Associate Director of EDI

4.6	Board of Governors does not reflect the racial diversity of the University community or the Leeds City Region.	To reduce the likelihood of racial bias and structural barriers within the Governor selection process.	Trial new methodologies, which use technology to broaden the field of BAME applicants and evaluate effectiveness.	Increased applications from BAME candidates. Improved appointment rate of BAME candidates. BAME representation above sector benchmark.	Oct 2024	Oct 2025	University Registrar and Secretary	██████████, Deputy Secretary ██████████, Deputy Director of HR
4.7		To improve outcomes for BAME candidates who would like to join the Board of Governors but may not have the specific experience of Board working.	Offer candidates early career development opportunities to gain non-executive experience and insight into the workings of a Board in a complex organisation.	75% of opportunities offered are taken by BAME candidates in Leeds.  Improved rate of Governor applications from BAME candidates.	October 2024	Oct 2025		██████████, Deputy Secretary
4.8	Pay gap information, including the ethnicity pay gap data must be acknowledged and addressed as part of the commitment to increasing race equality in our workforce.	To calculate, analyse and communicate our pay gap information to internal and external stakeholders, including the ethnicity pay gap.	A new pay gap report will be produced and communicated widely, including a specific action plan to reduce the ethnicity pay gap.	Full Pay Gap report containing Gender, Disability and Ethnicity pay gap information is published externally each year.	March 2023	Sept 2024 and annual reporting thereafter	██████████, Executive Director of HR	██████████, EDI Coordinator ██████████, HR Data and Insights Manager



Section Reference: 5: Academic Staff Recruitment, Progression and Development								
Action Reference	Issue Identified and Rationale	Objective/ Aim and Action	Action to address issues	Success Criteria	Timeframe		Overall Responsibility	Operational Action Owner
					Start	End		
5.1	The allocation of work may not be fair or is perceived to be disproportionately burdening <b>BAME</b> colleagues compared to their white peers.	Ensure university workload allocation framework is in place to promote equity, transparency, and fairness across the university in workload allocation for academics.	Universal Workload Allocation Framework is designed and implemented for use across all Schools, designed by HR.	All Schools are confident using their Workload Allocation Framework tools consistently. Improved REC Survey response regarding workload allocation from BAME academics.	Sep 2023	Oct 2023	Deans and Directors ██████████ Deputy Director of HR	██████████ Associate Director of Employee Relations
5.2	Specific, targeted and timely intervention is required to address the recruitment and progression of BAME academics evidenced in our workforce data.	To improve the success rate of BAME applicants in our recruitment processes. To improve the retention and progression of BAME academics.	Develop and pilot positive action approaches with Schools who will be undertaking significant recruitment drives.	Improve interview to appointment rates for BAME academics by 5% by 2026.	Dec 2023	July 2024  Continual activity thereafter	Executive Director of HR  Deans and Directors	Associate Director of EDI ██████████ HR Services Manager
5.3	Our recruitment policies and processes are not resulting in an increased representation of BAME colleagues joining or progressing through the University.	To review end-to-end recruitment practices and identify opportunities to modernise whilst maintaining quality standards.	To review implement recommended changes to the recruitment process (e.g. community advertising).	Review findings are reported to the Charters Mark Network and EDI Committee with recommendations.	Dec 2023	Feb 2024  Annual review thereafter	Deputy Director of HR	Recruitment Manager ██████████ EDI Manager

5.4		To increase the racial diversity of our recruitment panels with consistency of practice.	Review and amend recruitment policy on panel composition to increase BAME representation.	New procedural guidance launched and rolled out across all Schools.				
5.5		To better understand the barriers and opportunities for BAME academic colleagues in the employee lifecycle.	Track and analyse applicant progression and outcomes to map and understand career routes for BAME academic colleagues.	Report to Academic Board produced with recommendations for targeted interventions.  Debrief with Promotions Committee.	Dec 2023	Dec 2024  Annual review thereafter	██████████, Deputy Director of HR	██████████, HR Services Manager  ██████████ HR Data and Insights Manager
5.6	An annual EDI Training Plan should be in place with specific modules relating to racial identity and responding to racism in HE.	To provide a high-quality programme of EDI training with specific components on race and racism to the university community.	Plan and publish an EDI Training Programme with specific race-related content and communicate this to all stakeholders.	Strategic and consistent EDI Training Programme published and communicated.  MyDevelopment booking system in use.	Jan 2024	Jan 2025  Annual activity thereafter	██████████, Executive Director of HR	██████████ Organisational Development Business Partner  ██████████ EDI Manager
5.7		To ensure that learning and development activity is being consistently accessed and completed.	Conduct Training Needs Analysis Survey with all Schools/Services as part of the ISAT.	Training Needs Analysis conducted with all schools and analysed by EDI Manager.  All external providers identified and tendered.	May 2024	July 2024		

<p><b>5.8</b></p>	<p>There are insufficient academic colleagues who identify as BAME within the Diversity Mentor cohort.</p> <p>Bespoke mentoring to support BAME academics in their career progression could address wellbeing and progression success.</p>	<p>To review the Diversity Mentoring Scheme and ensure it is reflective of BAME academic colleagues specific needs.</p>	<p>Identify potential mentoring pilot project to be implemented to support specific career development.</p>	<p>BAME colleagues represent 50% of Diversity Mentor cohort.</p> <p>Specific career development interventions piloted in 2 or more Schools.</p>	<p>July 2025</p>	<p>July 2026</p>	<p>██████████ Associate Director of EDI</p>	<p>██████████, Leadership and Learning Manager</p>
<p><b>5.9</b></p>	<p>BAME academic colleagues may not be having quality PDR conversations with their managers to aid them in their career progression.</p>	<p>To better understand the experience of racially minoritised academic colleagues in their employment with us.</p>	<p>Analyse PDR completion rate by Protected Characteristic, specifically the intersectionality of race and gender.</p>	<p>Focussed support delivered to Managers to equip them to engender productive working relationships with their direct reports.</p>	<p>July 2023</p>	<p>Quarterly</p>	<p>██████████, Deputy Director of HR</p>	<p>██████████, Organisational Development Business Partner</p>
<p><b>5.10</b></p>	<p>BAME academic colleagues are not being promoted proportionately.</p>	<p>To identify career development support that could improve promotion outcomes for BAME academics.</p>	<p>Consult HEIs in North East EDI Network to identify best practice concepts. Evaluate effectiveness of interventions annually.</p>	<p>Increased promotion of BAME academics at SL, Reader and Professorial level.</p>	<p>Sep 2023</p>	<p>Sep 2026</p>	<p>██████████, Deputy Director of HR</p>	<p>██████████, Leadership and Learning Manager</p>

5.11	ECRs from BAME backgrounds are not well represented throughout the academic pipeline.	To understand the structural barriers that are preventing progression. To allocate funding to support further cohorts of ECRs through the Equity and Inclusion Research Fund with a focus on BAME participation.	Deliver Equity and Inclusion Research Fund allocation process each year, only to 24/25 then review, using Research England fund.	12 recipients per year with 50% BAME participation. Include what reached over last few years. Change to 12.	June 2023	June 2024- June 2027	██████████, Pro Vice Chancellor, Research, and Innovation	██████████ Associate Director of Research, and Innovation
5.12	The Black and Global Majority Researcher Network will require sustained resource support to strengthen and grow. Support using RE funding to 24/25, then look at what else is needed for longer term.	To promote and maintain a vibrant research community of BAME academics at all stages of their career with LBU.	Support the network to re-establish itself and recruit new members, with coherent governance arrangements in place, and a member of staff to coordinate activities	Minimum of 1 event annually  Quarterly or bi-annual networking and peer support activity.  Published communications of outcome from members.	Sep 2023	Sep 2027		

5.13	Research England funding can be used to commission BAME academics to further research the experience of our students and colleagues regarding race equity at LBU.	To increase institutional understanding of specific issues affecting our	Fund 3 X commissioned research projects that support strategic and intersectional aims of the Charter Marks specifically focussing on race equity.	Projects commissioned in July 2023.  Outcomes reported to UET, EDI Committee and Charter Mark Network.	Oct 2023	July 2024		
5.14	Colleague engagement with institution-wide EDI activity could be improved.  Institution-wide EDI events and activities are important to reinforce race equity.	To increase colleague attendance and participation in institution-wide panel discussions, events and celebration activities.	Review levels of engagement for 2023-2024 events and establish new targets by Protected Characteristic including race.	Improved participation and attendance from across the University.  Visible support and presence offered by Senior Leaders (Deans, Directors, UET).	Oct 2023	Dec 2025	UET  Associate Director of EDI  Director of External Relations	Central EDI Team  Central Comms Team

**Section Reference: 6: Professional and Support Staff Recruitment, Progression and Development**

Action Reference	Issue Identified and Rationale	Objective/ Aim and Action	Action to address issues	Success Criteria	Timeframe		Overall Responsibility	Operational Action Owner
					Start	End		
6.1	Our recruitment policies and processes are not resulting in an increased representation of BAME colleagues joining or progressing through the University.	To review end-to-end recruitment practices and identify opportunities to modernise whilst maintaining quality standards.	To review implement recommended changes to the recruitment process (e.g. community advertising).	Review findings are reported to the Charters Mark Network and EDI Committee with recommendations.	Dec 2023	Feb 2024  Annual review thereafter	Deputy Director of HR	Recruitment Manager, EDI Manager

6.2		To increase the racial diversity of our recruitment panels with consistency of practice.	Review and amend recruitment policy on panel composition to increase BAME representation.	New procedural guidance launched and rolled out across all Services.				
6.3		All services feel confident in applying a positive action framework to their local recruitment activity aimed at reducing racial disparities.	Deliver education and resource building sessions locally in Services to aid a consistent understanding and rollout of a Positive Action Framework.	New Positive Action Framework rolled out to all services.	Jan 2024	April 2024	██████████, Executive Director of HR	██████████, Associate Director of EDI.
6.4	The institution would benefit from better understanding the perceptions that BAME communities have of LBU as an employer in the region.	To improve our recruitment practices in response to the perceptions and needs of racially diverse local communities.	Commission new research with community stakeholders from the Leeds Anchors Institute. Engage local communities via the EDI Calendar of Events.	Research published and findings communicated to internal stakeholders.  LBU attendance and participation in community EDI activities, e.g. Remembering Oluwale	Dec 2023	March 2024	██████████, Executive Director of HR	██████████ Deputy Director of HR  Central EDI Team

6.5	An annual EDI Training Plan should be in place with specific modules relating to racial identity and responding to racism in HE.	To provide a high-quality programme of EDI training with specific components on race and racism to the university community.	Plan and publish an EDI Training Programme with specific race-related content and communicate this to all stakeholders.	Strategic and consistent EDI Training Programme published and communicated.  MyDevelopment booking system in use.	Jan 2024	Jan 2025  Annual activity thereafter	██████████, Deputy Vice Chancellor, Resources	██████████ Organisations Development Business Partner  ██████████, EDI Manager
6.6		To ensure that learning and development activity is being consistently accessed.	Conduct Training Needs Analysis Survey with all Schools/Services as part of the ISAT.	Training Needs Analysis conducted with all schools and analysed by EDI Manager.  All external providers identified and tendered.	May 2024	July 2024	Associate	██████████ EDI Manager
6.7	There are insufficient PS colleagues who identify as BAME within the Diversity Mentor cohort. Bespoke mentoring to support BAME PS colleagues in their career progression could address wellbeing and progression success.	To review the Diversity Mentoring Scheme and ensure it is reflective of BAME academic colleagues specific needs.	Identify potential mentoring pilot project to be implemented to support specific career development.	BAME colleagues represent 50% of Diversity Mentor cohort (20 of 40).  Specific career development interventions piloted in 2 or more Schools.	July 2025	July 2026	██████████, Associate Director of EDI	██████████ Leadership and Learning Manager  Lead Dean (to be confirmed as a co-sponsor)

6.8	BAME PS colleagues may not be having quality PDR conversations with their Managers to aid them in their career progression.	To better understand the experience of racially minoritised academic colleagues in their employment with us.	Analyse PDR completion rate by Protected Characteristic, specifically the intersectionality of race and gender.	Focussed support delivered to Managers to equip them to engender productive working relationships with their direct reports.	July 2023	Quarterly	Deputy Director of HR	Organisational Development Business Partner
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**Section Reference: 7: Student Pipeline**

Action Reference	Issue Identified and Rationale	Objective/ Aim and Action	Action to address issues	Success Criteria	Timeframe		Overall Responsibility	Operational Action Owner
					Start	End		
7.1	Further analysis of the admissions data is required to better identify and respond to racial disparities within access (e.g STEC vs A-Level).	To conduct a deep dive in to domestic and international admissions data by Protected Characteristic with a focus on ethnicity and offer likelihood.	Develop and implement a monitoring tool to identify access and offer trends.  Ensure consistent use of Tableau dashboards to inform APP monitoring.	Tableau dashboards in use across all Schools and monitored against the baseline data and sector benchmarking.  Racial disparities identified and addressed by APP Scrutiny Committee to improve access.	Sep 2023	Sep 2024	Deputy Vice Chancellor,  Pro Vice Chancellor, University Recruitment and Global Partnerships	of Admissions  <b>SIBA analyst</b>
7.2	Local Black British applicants are underrepresented in our admissions figures.	To increase applications from local Black communities in the Leeds City Region and West Yorkshire.	Design and deliver targeted interventions, including outreach activities to local Black populations in West Yorkshire.	To reduce the access gap between White and BAME students, in accordance with the <b>APP</b> .	Aug 2023	Continuous activity	Director of SIBA	Associate Director of Marketing and UK Student Recruitment



7.3	Local South-Asian British applicants are underrepresented in admission figures.	To increase applications from local South Asian communities in the Leeds City Region and West Yorkshire.	Design and deliver targeted interventions, including outreach activities to local SA populations in West Yorkshire.					SIBA analyst
7.4	Schools need to understand their own racial disparities and align it to the outcomes of their local ISAT activity.	To address racial disparities at a School-level.	Schools to use the ISAT and EDI Data Dashboard to identify and address race-related disparities in their student intakes.	All Schools have their own EDI Action Plan which includes actions to address racial disparities in access.  Published in accordance with APP Scrutiny Committee arrangements.	Jan 2024	Dec 2026  Reviewed annually thereafter	██████████ Deputy Vice Chancellor, ██████████  ██████████ Director of SIBA	Deans  ██████████ ██████████ Head of Admissions  Central EDI Team  SIBA analyst
7.5	Further research is needed to understand the Degree Awarding Gap between White and BAME students.	To better understand the degree-awarding gaps across all Schools and tailor bespoke interventions to address this.	Research coordinated to further understand the degree awarding gap and recommend actions.	Degree awarding gap reduced for all BAME groups (White and Asian from 19 pp in 2020/21 to 5 pp in 2024/25). White and Black students from 22 pp from 2020/21 to 9 pp in 2024/25), White and ethnic minority students from 17 pp in 2020/21 to 5 pp in 2024/25.	Oct 2023	Dec 2023		SIBA Analyst

7.6	The ICDT needs to be fully embedded in to course design and accreditation across the University, with a specific focus on race equality.	To ensure the ICDT is being implemented appropriately in the course design and accreditation journey.	Deans to support Course Directors to ensure ICDT is measured and documented.	ICDT evidenced in use across all levels of study. ICDT success stories communicated as part of the DEAP Conference series annually.	June 2024	June 2024  Annually thereafter (continuous activity).		██████████, Director of the Centre for Learning and Teaching  Deans
7.7	Further research is needed to understand the Degree Awarding Gap between White and BAME students.	To establish a doctoral bursary aligned to CRED to investigate causes and mitigations for the degree-awarding gap.	Bursary assigned to enable a PhD student to further research the degree awarding gap at LBU.	PhD research project undertaken and delivered.	Sep 2024	June 2027	██████████, Pro Vice Chancellor, Research, and Innovation	██████████, Director of CRED  ██████████ ██████████ Dean of Carnegie School of Education
7.8	PGR and PGT student data could be strengthened in order to aid meaningful analysis with regard to race.	To develop a robust system to collect and monitor relevant data beyond basic population categories for PGR and PGT students.	Create and publish a Tableau data dashboard	Analysis by protected characteristic completed.  New Tableau data dashboard in use.	Sep 2023	Sep 2024  Annually thereafter	██████████, Pro Vice Chancellor, Research, and Innovation  ██████████ Director of SIBA	SIBA Analyst

7.9	Targeted bursaries could attract and encourage domestic PGR candidates.	To develop and advertise research bursaries of any topic, specifically targeted towards BAME candidates.	Fund 7 X research bursaries.	7 funded bursaries recruited to.  Community engagement and communication activity promoting the opportunities.	May 2024	July 2024	██████████, Pro Vice Chancellor, Research, and Innovation	Deans  ██████████ Associate Director of Research and Innovation
7.10	Action Plan needs to be aligned with the APP to strategically address race-related disparities in student access, continuation, and progression.	Alignment of REC into the regulatory APP actions relating to student access, continuation, and progression.	AAP Chair to ensure monitoring arrangements are put in place to encompass REC actions as part of the APP.	Cross membership of Equality Charter Mark Network and APP committee.  New operational action tracker in use.	Sep 2023	Oct 2023.  Annual continuity until 2027	██████████, Deputy Vice Chancellor, Resources	██████████, Associate Director of EDI ██████████ ██████████, Director of Marketing  ██████████, Director of Business Engagement, Employability and Careers

7.11	There is a disproportionate progression gap for BAME students across all Schools.	To reduce the BAME progression gap across our diverse School's and disciplines.	<p>To conduct School specific data analysis to explore BAME progression gap by population across our Schools (including Go data and Career Readiness Survey (CRS). Ensuring we develop an understanding of School focused challenges.</p> <p>To ensure Careers Team and Schools are aware of School specific targets, through integration into School Planning.</p> <p>To develop and deliver 'targeted' careers interventions across our diverse Schools and the distinct needs of their respective students (informed by data analysis).</p>	<p>Schools understand and respond to their ethnicity and progression data in real time.</p> <p>School specific initiatives developed and delivered founded on a depth of understanding of our data and intelligence. Connecting BAME students to targeted initiatives as well as exclusive and inclusive opportunities (as below).</p> <p>Medium term impact measures – Career Readiness status and progression survey (finalists).</p> <p>Reduction of progression differentials across subject disciplines.</p>	Sept 2023	Sept 2024 and reviewed annually	<p>██████████ Deputy Vice Chancellor, Education</p>	<p>Deans</p> <p>██████████ Director of Business Engagement, Employability and Careers</p> <p>██████████ ██████████ Head of Student Recruitment and Outreach</p>
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7.12	Graduate employment – Graduate Outcomes data indicates that our BAME students are experiencing a progression gap. Indicating real or perceived barriers to progression.	To improve graduate outcomes for BAME students and ensure that racial disadvantage is reduced.	<p>Careers Service implementation and development of ‘inclusive’ and ‘exclusive’ careers support to address progression gap, inclusive of Experiential Learning engagement and development.</p> <p>Further student focused research into real or perceived barriers to progression to inform service development; and co-create impactful initiatives.</p> <p>Collaboration with employers to support inclusive recruitment practice.</p>	<p>Reduction of progression gap for BAME students as indicated through our APP targets and publication of Graduate Outcomes Data.</p> <p>Engagement of BAME students and graduates with career development activities.</p> <p>Short- and Medium-term impact measures for targeted and exclusive careers education activity – e.g., increase in confidence, efficacy and positive action.</p>	Sept 2023	Reviewed annually with associated action plan	<p>██████████ PVC Business Engagement/</p> <p>██████████ Director of Business Engagement, Employability &amp; Careers</p>	<p>██████████ Head of Careers &amp; Employability Services</p>
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<b>Section Reference: 8: Teaching and Learning</b>								
<b>Action Reference</b>	<b>Issue Identified and Rationale</b>	<b>Objective/ Aim and Action</b>	<b>Action to address issues</b>	<b>Success Criteria</b>	<b>Timeframe</b>		<b>Overall Responsibility</b>	<b>Operational Action Owner</b>
					<b>Start</b>	<b>End</b>		
<b>8.1</b>	The ICDDT must continue to be strategically embedded in to teaching and learning design and delivery.	To encourage Course Teams to reflect on inclusive practice and race equality routinely and meaningfully.	Schools to direct reflection activities for Course Teams to engage with meaningful pedagogical review of work.	Course teams report on their reflection to local EDI Committees/Groups to aid future planning on an annual basis.	July 2023	Continuous	Deputy Vice Chancellor, Education	Director of the Centre for Learning and Teaching
<b>8.2</b>		To ensure the ICDDT continues to be used appropriately and in all Schools and is embedded in the learning culture. To Review and update tool in accordance with Charter Mark work	Quality assurance tracker of ICDDT use to be designed and implemented.	Consistent and high quality ICDDT audits being used by all Course Teams in all Schools. Deans and Quality Assurance Committee are assured that the tool is being used consistently.	Sep 2023	Sep 2024		
<b>8.3</b>		Course design validation process does not adequately emphasise or reward the EDI agenda.	To enhance the validation process to reflect EDI agenda as a core component, including anti-racism.	Course validation processes amended to emphasise the importance of EDI and enhancing the student experience	Enhanced course design validation process launched and in use.	Aug 2023		

8.4	Efforts to decolonise the curriculum should be culturally and strategically championed as vital to race equality at the University.	To place an emphasis on promoting and expanding our resources on Decoloniality in teaching and learning at an institutional level.	Best practice relating to inclusive curricula will form part of DEAP 2024 Conference.	Enhanced DEAP 2024 Conference content on inclusive curricula and anti-racism in the classroom.	July 2024	July 2024		██████████, Director of the Centre for Learning and Teaching
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