

Race Equality Charter Bronze ACTION PLAN

October 2025



Name of university	Luminate Education Group (comprising Leeds Conservatoire and University Centre Leeds)
Submission date	July 2025
Level of previous award (if relevant)	Bronze
Conferral date of previous award (if relevant)	
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Key priorities for future action

The self-assessment has identified key barriers and set out evidence-based actions with clear goals, responsibilities, timelines, and accountability. To ensure alignment, the REC action plan links directly to LC and UCLeeds' EDI Action Plans, the LEG EDI Strategy, and APP targets, consolidating existing and new actions informed by additional data.

The submission targets race equity in staff representation, the awarding gap, culture, and communication, responding to data and feedback showing areas where belonging and inclusion need improvement.

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LEG REC 8 key priorities

Priority No.	Key Priority:
1	Governance: Increase diversity across institutional and Group governance structures.
2	Inclusive culture: Develop and communicate a shared, holistic strategic vision that amplifies voice, aligns with the institution's values, and translates into everyday behaviours.
3	Policy: Strengthen ethnicity disclosure, diverse voices, and monitoring of EIAs to better inform policy changes.
4	Staff: Increase the proportion of minoritised ethnic colleagues across all areas and grades, through enhancements to the recruitment process and supporting career progression of existing colleagues.
5	Students: Support access and pathways into higher education for students from minoritised ethnic backgrounds.
6	Students: Narrow the attainment gap between students from minoritised ethnic backgrounds and White undergraduate students.
7	Students: Enhance the experiences of international students, through providing specific and culturally appropriate support.
8	Outreach: Work with external partners to aid in the development of diversity, inclusion and equitable changes relevant to our industries.

Priority 1 - Governance: To increase diversity across institutional and Group governance structures.

Action No.	Objective	Rationale / Evidence	Action	Success Measure	Responsibility	Start Date	Completion Date
1.1	To improve representation of diverse groups across the governance structures	There is currently a lack of diversity across committees and boards, and/or a lack of data relating to race and ethnicity to provide an accurate picture of representation	1.1a Launch data declaration project among committee/board members	Increased data available and centrally logged	HR Governance Team	June 2024	Sept 2027
			1.1b Promote wide-spread reach of Awards and Accolades Newsletter project to raise awareness of opportunities to increase diversity	Number and % of staff expression of interest for committees / Boards Diversity of members	Projects Team Committee/Board Chairs LMT members	Sept 2025	Sept 2028
1.2	To ensure appropriate monitoring and governance of work towards the REC action plan, including increasing the diversity of the REC Working Group	Whilst a structure is in place, there is a need to agree Governance and communication of progressive activity needed in order to retain Bronze and/or strive for Silver in the future. The survey results show a need to increase awareness and engagement of REC work across the institution. This is also evidence in assessing the profile of the REC Working Group, showing a need to increase diversity among its members. The LC EDI Action plan also shows there is a lack	1.2a Agree with Committee and Board Chairs the terms of reference relating to REC Work and regular monitoring / assurance reporting	Clear agenda and minuted evidence of EDI-related discussions across all committees and boards Clear lines of EDI assurance monitoring across relevant ToRs	HE Quality and Standards Committee/Board Chairs Governance Team	July 2024	Sept 2026
			1.2b Positively capitalise on existing working practices to build in a way that embeds	Clear lines of monitoring and reporting on EDI-related activity	HE Quality and Standards EDI Manager	Nov 2025	Sept 2029

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		of clarity in reporting and central tracking.	continuous improvement.	Greater staff awareness of work on race equity – survey / feedback			
			1.2c Clarify and transparently / openly share our statutory and internal reporting documents and reports internally, to collaboratively support all colleagues.	Committee / Board minutes e-newsletters analytics PowerBI user analytics SharePoint analytics REC Working Group membership	EDI Manager Group Director of HE Quality and Standards Access and Participation Research and Evaluation Manager Head of HE MIS	Jan 2026	Sept 2029
			1.2d Ensure there are clear and centralised records of all work, or understandings or where to access, connected to any provision, project or support that enhances EDI	Staff dev sessions e-newsletters analytics PowerBI user analytics SharePoint analytics	EDI Manager Group Director of HE Quality and Standards Access and Participation Research and Evaluation Manager Head of HE MIS	Jan 2026	Sept 2029
			1.2e Develop and launch a Comms plan including	Cecil analytics Website analytics	EDI Manager Group Director of HE Quality and Standards	Jan 2026	Sept 2027

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			showcasing (Xref Priority 2) Including, for example, Principal/Dean video	Staff feedback Student feedback			
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Priority 2 - Inclusive culture: To develop and communicate a shared, holistic strategic vision that amplifies voice, aligns with the institution’s values, and translates into everyday behaviours.

Action No.	Objective	Rationale / Evidence	Action	Success Measure	Responsibility	Start Date	Completion Date
2.1	To ensure appropriate training and development packages for all staff, including EDI Champions and advocates where appropriate	The REC self-assessment shows that staff are not fully aware of EDI work happening across the institution, although are up to date with mandatory training. The LC EDI Action Plan also indicates there is inconsistent offering of training	2.1a Review training available and share what training will be made available in the future, including how regularly staff are expected to participate.	Number and % of attendees / training completers LoD / SharePoint analytics Staff Feedback	EDI Team	Sept 2025	Sept 2027
			2.1b Enhance EDI training provision at LC, including a complete suite of EDI training and support packages, hosted on Learning on Demand	Launch of a consistent and sustainable mandatory EDI training package for all staff Numbers of staff completing training Staff feedback	EDI Manager LoD Team	Sept 2024	Dec 2025

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			2.1c Develop and deliver consistent, relevant, and sustainable training for all LC staff, that are fit-for-purpose and embed language of inclusion	Formalisation of launching additional ad-hoc training and support aimed at staff and students Completion numbers Staff feedback	EDI Manager	Sept 2024	Sept 2025
2.2	To reach all areas of the institution with information, advice, guidance, and training relating to promote inclusive culture	The REC survey results show a disparity of awareness relating to the work being done relating to EDI across the institution, and REC particularly, as well as missed opportunities to learn about people from different races, ethnicities and cultures.	2.2a Co-ordinate/harmonise resources and approaches to EDI across the Group at all levels – for greater consistency	Number and % of attendees / training completers LoD analytics Cecil analytics Staff Feedback	EDI Team Race Equality Staff Forum LoD Team	Jan 2026	Sept 2027
			2.2b Introduce and monitor local action plans from programme/service level through to LC/UCLeeds institutional action plans	Progress and completion rate of action plans, including impact measures	EDI Team EDI Manager Access and Participation Manager Campus SLT teams	Apr 2025	Ongoing monitoring annually
			2.2c Co-create of projects across departments that embed learning or produce new knowledges, practices, and	Number of mid- and large-scale projects delivered Number and % of staff and students	EDI Team LC EDI Manager	Dec 2025	Jan 2027

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			insights in realm of inclusion, diversity and equitable change for Performance and Creative Arts	engaging in projects Staff feedback Student feedback			
			2.2d Ensure new staff get appropriate induction and training about/into sanctuary efforts and be made aware of the institutions commitment to these issues has been recognised with a Sanctuary award.	LoD analytics Staff feedback Number and % of new staff completing induction module	EDI Team HR LoD Team Line Managers	Jan 2026	Sept 2027
			2.2e Develop training tools on LoD and Cecil site for all staff including transition to HE for sanctuary seeking students	LoD analytics Cecil analytics Staff feedback	EDI Team LoD Team Access and Participation Manager	Jan 2026	Sept 2027
			2.2f Review and promote resources available at cityofsanctuary.org	Cecil analytics Website analytics Staff feedback	EDI Team Access and Participation Manager	Jan 2026	Sept 2027
2.3 XRef action 3.2	To diversify voice as part of REC and EDI work that informs policy and action plan	The survey results show a need to increase awareness and engagement of REC work across the institution. This is also evidence in	Develop a student engagement and co-creation plan that supports student voice in policy decisions as well as	Shared plan of engagement mechanisms Increased feedback from	Deputy Head of HE Quality Student Engagement Manager (LC)	Apr 2025	Jul 2027

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		assessing the profile of the REC Working Group, showing a need to increase diversity among its members. The LC EDI Action Plan also identifies that staff and students feel disconnected from developments or changes to EDI.	inclusion in the REC Working Group.	students on policy proposals			
2.4	To work with all Staff to develop resources, insights and embed practices that advance inclusion, diversity, and equity.	The LC EDI Action Plan identifies that the approach to inclusion can look and feel reactive or inconsistent, and diversifying materials is often a siloed activity with no cohesion.	Produce an accessible bank of resources for staff and students that covers key topics and issues encountered across the Performance and Creative arts.	LoD analytics Cecil analytics Staff feedback	EDI Manager LoD Team Access and Participation Manager	Jan 2026	Sept 2027
2.5	To develop mechanisms of support that can enhance individuals or teams' objectives, working practices and capacity.	The LC EDU Action plan identifies that colleagues and students can feel unsupported in making changes & fear making changes that might result in dissatisfaction. Dissatisfaction / disquiet is aired in informal ad-hoc or reactive manner	Development of a support mechanism that is based on feedback, conversation, co-learning, and co-production, including both staff and student feedback mechanisms	Formalisation of this support mechanism function, particularly for gathering feedback and insight Usage targets for the bank of resource as: 50% of LC and Luminare Group HE services staff accessing the bank of resources by January 2026	EDI Manager	Sept 2025	Jan 2028

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				<p>95% of LC and Luminare Group HE services staff accessing the bank of resources by January 2027</p> <p>Greater amount of positive sentiment, as opposed to negative or neutral sentiments from staff feedback, targets for these to be as: 85% overall positive sentiment by January 2026 95% overall positive sentiment by January 2027</p>			
2.6	To co-create a visible, accessible, and strategic vision that resonates with both staff and students, and establish a common language around belonging, inclusion, and community.	Self-assessment as part of the UCLeeds EDI Action Plan shows the current strategy is top-down and not widely visible to stakeholders. In places feedback suggests the strategy is not widely known or applied. Feedback also suggests inclusion/widening participation feel like abstract concepts.	2.6a Host listening groups with students and staff to gather lived experiences and aspirations for inclusion.	<p>Number of sessions held</p> <p>Themes identified</p>	Access and Participation Manger	Sept 2025	Nov 2025
			2.6b Embed new, common language into onboarding and development (staff and students)	<p>Redrafted induction packs</p> <p>Session feedback</p>	Hiring Managers HR	Sept 2025	May 2026

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2.7	To launch and evaluate a pilot programme with Diversity and Inclusion Reps and equip Student Ambassadors at UCLeeds to be inclusive role models and advocates for community connection	The self-assessment has identified a need to enhance the diverse student voice, with no Diversity and Inclusion student roles at UCLeeds currently in place, unlike at LC. Whilst there are Student Representatives and Ambassadors, these do not have a specific focus in relation to EDI	2.7a Design role description and expectations for Diversity & Inclusion Reps	Number of roles created and approved	Access and Participation Manger Students' Union	Feb 2025	Sept 2025
			2.7b Launch recruitment and onboarding for D&I Reps.	Number of applications and appointments Successful onboarding Rep feedback	Access and Participation Manager Deputy Head of HE Quality	Sept 2025	Oct 2025
			2.7c Co-design a training module for all Ambassadors and D&I Reps focused on belonging, community and equity.	Number of training sessions / reps in attendance Pre- and post-confidence survey results	Access and Participation Manager EDI Team Student Engagement Team	Oct 2025	Dec 2025
			2.7d Create feedback and reflection mechanisms for Reps and Ambassadors to share insights and shape UCLeeds culture.	Regular feedback loop in place Engagement numbers Examples of change influenced	Access and Participation Manager Deputy Head of Quality	Nov 2025	Annual cycle of review
			2.7e Evaluate pilot to inform next steps.	Evaluation report, including outcomes and recommendations	Access and Participation Manager D&I Reps	May 2026	July 2026

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					EDI Champions		
2.8	To develop awareness raising and communication plans to promote the institutions' work in tackling inequality	The REC survey results and other informal staff and student feedback mechanisms show that large groups do not know what the institution is doing towards tackling inequality or the REC activity.	2.8a Develop a communications plan to raise awareness of the vision and integrate into everyday language	Increased visibility in published / circulated comms Increased response to calls to action Pulse survey to test understanding	Group Director of HE Quality and Standards Communications Team	Sept 2025	Mar 2026
			2.8b Showcase what the institution already does well: personal environment, staff-student connection, inclusive pedagogy	Increased numbers of circulated / published blogs, social posts, or events highlighting stories Further inclusion of EDI agenda items in committees / boards Inclusion in Staff Briefing / Update sessions	Communications Team All teams Student Ambassadors and / or D&I Reps Group Director of HE Quality and Standards	Oct 2025	Annual cycle of activity
2.9	To increase the opportunities to learn about people from other races, ethnicities and cultures – including	Ongoing self-assessment, as well as REC survey results, show that the institution could do better in providing opportunities to learn about and celebrate culture and diversity	2.9a Co-create an agreed calendar of key dates and embedded activities that can be shared cross-institutionally	Increased number of related communications, activities and events relating to different races,	EDI Team Access and Participation Manager Students Union	Sept 2025	Annual cycle of activity

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	celebrating festivals and traditions	further. The LC EDI Action Plan also identified a lack of consistent celebratory activities and shared voice		ethnicities and cultures			
			2.9b Co-create opportunities for knowledge sharing, celebration and awareness-raising tied to understandings of diversity and belonging within the Performance and Creative Industries, including a regular open EDI network meeting space for staff, students and occasionally partners or visitors can discuss topics around Performance and/or Creative Education and Industries.	<p>Number of activities, events and meetings facilitated</p> <p>Number and % of staff and students in attendance / engaging</p> <p>Diversity of those in the network</p> <p>Staff feedback</p> <p>Student feedback</p>	EDI Manager	Jun 2025	Jan 2027
			2.9c Seek to include people with lived experience in the development of learning opportunities for the wider community.	<p>Number of case studies shared</p> <p>Number of listening sessions facilitated</p> <p>Engagement analytics</p> <p>Increase diversity in learning opportunities available</p>	<p>EDI Team</p> <p>Group Director of HE Quality and Standards</p> <p>Access and Participation Manager</p> <p>D&I Reps</p> <p>Students Union</p>	Sept 2025	July 2027

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			2.9d Review how to further expand engagement in sanctuary initiatives by the non-refugee background student body. examine how to further involvement by the wider student body in sanctuary initiatives, including mentoring between non-sanctuary seeking and sanctuary seeking students	Diversity among mentors Number and % of students engaging in mentoring Student feedback	Access and Participation Manager	Dec 2025	Sept 2027
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Priority 3 - Policy: To strengthen ethnicity disclosure, diverse voices, and monitoring of EIAs to better inform policy changes.

Action No.	Objective	Rationale / Evidence	Action	Success Measure	Responsibility	Start Date	Completion Date
3.1	To reduce levels of undisclosed / unknown data relating to staff and student profiles	The institution's data shows a high volume of staff with nondisclosed data relating to race and ethnicity	3.1a Develop and launch a data disclosure project plan through iTrent	Reduced numbers and % of undisclosed / prefer not to say data against staff and student profiles Increased ethnicity data	People, Development and Culture EDI Team EDI Manager Access and Participation Research and	Jun 2025	Sept 2030

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				across staff and student profiles Accessible reports available to see oversight of staff diversity	Evaluation Manager Head of HE MIS		
			3.1b Review how to capture longer term data re: refugees and asylum seekers educational and career outcomes and manage the implications for developing provision.	Increased data reporting Reportable outcomes tracking	Access and Participation Manager Access and Participation Research and Evaluation Manager Head of HE MIS Group Director of HE Quality and Standards	Apr 2026	Sept 2028
3.2 XRef Action 2.3	To increase the strength of policy development through increased diversity of voice, from both staff and students, and monitoring of EIAs	Observation, internal practices, and self-assessment as part of REC has shown consultation in policy development is largely through committee and board structures, although progression is being observed among wider staff and students. However, there remains a need to increase engagement from cross-institution staff and students, as well as	3.2a Develop a staff and student engagement and co-creation plan that supports voice in policy decisions	Shared plan of engagement mechanisms Increased feedback from staff and students on policy proposals	Deputy Head of HE Quality Student Engagement Manager (LC)	Apr 2025	Jul 2027
			3.2b Provide training for policy authors in relation to EIAs as part of the review / development cycle	Training sessions and number of attendees Number of and quality EIAs	EDI Team Deputy Head of HE Quality	Sept 2025	July 2028

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		ensuring greater diversity in co-creation and consultation in policy development. Audits and self-assessment have shown evidence of robust frameworks and approaches embed EDI in policy, practice and values. Such frameworks and approaches should continue to be used to monitor training and policy development needs.		evidenced at each stage of policy approval process			
			3.2c Track EIA development throughout policy review / development process, including committee and board sign off	Number of and quality EIAs evidenced at each stage of policy approval process	EDI Team Deputy Head of HE Quality	Sept 2025	July 2028
3.3	To further develop new policy in relation to race equity as needed, including those around sanctuary support and bursary packages.	Audit as part of Place of Sanctuary assessments showed robust frameworks and approaches for policy development which embed EDI with assessors recommending these continue to be used for further policy development needs and associated training.	3.3a Develop sanctuary support and bursary policy, monitoring implementation	Policy implementation Uptake of support offered	Access and Participation Manager	Feb 2025	Sept 2027
			3.3b Develop sanctuary and training for staff relating to support for sanctuary seeking students, monitoring implementation	Training tools available on LoD, Cecil site for all staff including transition to HE for sanctuary seeking students	Access and Participation Manager	Aug 2025	Aug 2026

Priority 4 - Staff: To increase the proportion of minoritised ethnic colleagues across all areas and grades, through enhancements to the recruitment process and supporting career progression of existing colleagues.

Action No.	Objective	Rationale / Evidence	Action	Success Measure	Responsibility	Start Date	Completion Date
4.1	To increase diversity among	Existing project work and self-assessment shows a	4.1a Develop interview panels	Increased diversity of	HR	Jun 2024	Sept 2029

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	applications, shortlisting, and appointments in staff recruitment	differential in applications, shortlisting, and appointment of minoritised ethnic staff across LEG, LC and UCLeeds.	to incorporate diversity, allowing diversity of thought and reducing affinity bid	shortlisting and interview panel members Number, % and diversity of staff completing Safer Recruiter Training Diversity of applicants, shortlists and appointees	Hiring Managers		
			4.1b Encourage hiring managers to include wider team members in creating job descriptions to increase diverse applications	Diversity of applicants, shortlists and appointees Hiring manager feedback	HR / Resourcing Team Hiring Managers	Jun 2024	Sept 2029
			4.1c Enhance social media promotion relating to vacancies and the 'inclusive employer' brand	Diversity of applicants, shortlists and appointees Analytics Candidate feedback	HR / Resourcing Comms and PR Team	June 2024	Sept 2027
			4.1d Roll out of unconscious bias training among all staff, particularly LMT, hiring managers, and shortlisting /	Number, % and diversity of staff completing unconscious bias training	LoD Hiring managers EDI Team	Apr 2024	Sept 2028

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			interview panel members	Panel member feedback Candidate feedback Diversity of applicants, shortlists and appointees			
4.2	To increase career progression of staff from minoritised ethnic backgrounds	Evidence suggests a lack of perceived opportunity for career progression and a need to greater support those from diverse backgrounds to consider promotional opportunities within the organisation	4.2a Continue to develop and enhance the leadership development programme of accredited, non-accredited and lived experience training, at all levels including aspiring managers, responding to staff feedback	Number, % and diversity of staff participating in training opportunities Number, % and diversity of promotional appointees Staff feedback	People, Development and Culture EDI Team Race Equality Staff Forum Line managers	Sept 2023	July 2028
			4.2b Re-launch and evaluate the Developing Together Project, involving 1. Develop people and sectors, 2. Informal mentoring, and 3. Expanding networks.	Number, % and diversity of staff participating in opportunities Number, % and diversity of promotional appointees Staff feedback	People, Development and Culture EDI Team Race Equality Staff Forum	June 2023	July 2028

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				Charity / community feedback			
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Priority 5 - Students: To support access and pathways into higher education for students from minoritised ethnic backgrounds.

Action No.	Objective	Rationale / Evidence	Action	Success Measure	Responsibility	Start Date	Completion Date
5.1	To increase the number of minoritised ethnic students enrolling at LC - 18% of all LC enrolments from minoritised ethnic students by Sept 2031	The LC APP analysis, alongside REC analysis and ongoing review of internal data, shows that diversity at LC could be increased, although is reflective of the sector	5.1a Develop and implement a Schools and Colleges Partnership Scheme – a free, 3-year partner scheme providing dedicated access and curriculum support to schools and colleges.	Partner with a target 15 schools Number and % of students engaging from partner schools	Access and Participation Manager	Sept 2025	Sept 2028
			5.1b Further develop and promote the Leeds Junior Conservatoire – PreHE provision offering music tuition for 8-18 year olds	Number and % student profiles attending activities Number of activities delivered Number and diversity of practitioners part of the Network Post-activity survey	Head of LJC Access and Participation Manager	Sept 2025	Sept 2028

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			5.1c Deliver workshops on LC campus and in host setting – a variety of practical, curriculum linked workshops	<p>Number and % student profiles attending activities</p> <p>Number of activities delivered</p> <p>Number and diversity of practitioners part of the Network</p> <p>Post-activity survey</p>	Access and Participation Manager	Sept 2025	July 2030
			5.1d Review and enhance recruitment to the 3-day Monologue Bootcamp – a collaborative summer course with Guildhall School of Music & Drama for drama audition preparation	<p>Number and % student profiles attending activities</p> <p>Number and diversity of practitioners part of the Network</p> <p>Post-activity survey</p>	Access and Participation Manager	Sept 2025	July 2030
			5.1e Implement a Summer Music Academy – an intense, weeklong residential summer school for music applicants providing a UCAS point reduction on successful completion, and bursaries to eligible students	<p>Number and % student profiles attending activities</p> <p>Post-activity survey</p>	<p>Head of LJC</p> <p>Access and Participation Manager</p>	Dec 2025	July 2030
			5.1f Shakespeare in Schools Tour – an abridged adaptation	Number and % student profiles attending activities	Access and Participation Manager	Dec 2025	July 2030

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			of a Shakespearean text linked to the curriculum alongside acting and career workshops	Number and diversity of practitioners part of the Network Post-activity survey			
			5.1g Develop and roll out Teacher CPD Events and Ad Hoc support – Continuing Professional Development for teachers including sharing best practice in teaching music and drama, what LC can support schools with and support when developing new or updating school facilities	Number of events facilitated Number and diversity of practitioners part of the Network Post-activity survey	Access and Participation Manager	Dec 2025	July 2030
5.2	To raise aspirations and support progression to HE for young people from the least represented groups within HE who experience intersectional disadvantage (including sanctuary seekers and GTRSB), and	The UCLeeds APP analysis, alongside REC analysis and ongoing review of internal data, shows that targeted outreach that includes enhanced support, access pathways, and community partnerships can help mitigate risks to equality of opportunity, particularly	5.2a Further develop and relaunch the Step Ahead Programme – focussing on employability, skills, and self-efficacy – delivering to community groups, schools, colleges, and LEG FE students.	Number of events facilitated Number and % student profiles attending activities Number and diversity of practitioners part of the Network Post-activity survey	Access and Participation Manager	Oct 2025	Sept 2026

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	committing to increase applications for refugees and people seeking sanctuary by 3% by 2029	knowledge and skills, information and guidance, perceptions, and financial pressures related to HE	5.2b Develop and introduce a New Scholar's Programme focussed on the development of academic skills, collaborating with D&I Reps, Student Ambassadors, and trainee teachers	<p>Number of events facilitated</p> <p>Number and % student profiles attending activities</p> <p>Number and diversity of practitioners part of the Network</p> <p>Post-activity survey</p>	Access and Participation Manager	Oct 2025	Sept 2027
			5.2c Develop and roll out a Digital Literacy Module focussed on building knowledge and confidence with digital technologies, collaborating with D&I Reps, Student Ambassadors, and trainee teachers	<p>Number of events facilitated</p> <p>Number and % student profiles attending activities</p> <p>Number and diversity of practitioners part of the Network</p> <p>Post-activity survey</p>			
			5.2d Digital Immersion Summer School, providing insights into digital technologies linked to STEM7 skills and technical qualifications including HTQs and Foundation Degrees, collaborating with D&I Reps, Student Ambassadors, and trainee teachers	<p>Number of events facilitated</p> <p>Number and % student profiles attending activities</p> <p>Post-activity survey</p>			

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			5.2e Develop and have approved specific support package(s) and pre-entry work to applicants and students who are seeking sanctuary, working with local authority contacts to support students and their supporters by creating an educational pipeline from earliest entry in further education (Level 1)	Number and % student profiles enquiring, applying, and enrolling Number taking up support offer	Access and Participation Manager	Apr 2025	Sept 2025
			5.2f Develop and facilitate training for teaching, admissions and support staff on delivering educational services for intersectional disadvantaged students, including contextualised admissions	Number of training sessions facilitated Number and diversity of practitioners part of the Network Post-activity survey	Access and Participation Manager	Oct 2025	Sept 2027
			5.2g Enhance marketing activity and information, advice and guidance tailored to students seeking sanctuary, including the development of	Volume of resources Engagement / web analytics	Access and Participation Manager Marketing	Oct 2025	Sept 2026

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			resources and web content to address barriers.				
			5.2i Produce a case study on the UCL provision and work to help sanctuary seeking student progress, including student sharing of content.	Podcast series as part of Refugee Week 2025 Volume of resources Engagement / web analytics	Access and Participation Manager Marketing	Mar 2025	Sept 2027
			5.2j Ensure the UCLeeds website has a dedicated section with all the resources available to people seeking sanctuary and perhaps a selection of aspirational case studies.	Page set up and regular update on website, including analytics BlackBoard page and analytics CARE Support Package Launch and uptake	Access and Participation Manager Marketing Deputy Head of Digital Learning Development	Mar 2024	Sept 2025

Priority 6 - Students: To narrow the attainment gap between students from minoritised ethnic backgrounds and White undergraduate students.

Action No.	Objective	Rationale / Evidence	Action	Success Measure	Responsibility	Start Date	Completion Date
6.1	To improve degree outcomes for LC students from minoritised ethnic backgrounds, closing the gap in attainment outcomes for these students compared to their white	Data analysis as part of REC, LC APP, and ongoing internal assessment shows a gap in attainment rates. The APP data analysis specifically shows there is a gap	Further enhance and implement a role model coaching scheme considering intersectional characteristics including race and ethnicity. Including	Number and % of students engaging in coaching sessions Number of sessions facilitated	Access and Participation Manager Student Wellbeing Adviser –	Sept 2024	Sept 2028

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	counterparts, achieving a gap no greater than 5 percentage points by 2031-32.	in attainment rates between students from the minoritised ethnic backgrounds and white students. While data is extremely small, we are conscious of the national awarding gap, particularly for Black students, which is reflected in our context. The 4-year (2018-19 to 2021-22) aggregate gap is 13.2 percentage points, with attainment rates at 73.5% for students from the global majority, compared to 86.7% for white students.	6x30min coaching sessions with staff or alumni from a shared background characteristic, and using solution-focussed coaching methodologies in SMARTER target setting	Analysis of referrals vs self-sign Post-coaching surveying Student outcomes	Access and Participation		
6.2	To reduce the attainment gap between UCLeeds ethnically diverse students and white students attaining a first class or 2:1 degree by 2 percentage points per annum by 2029.	The data analysis as part of REC, UCLeeds APP, and ongoing internal monitoring shows students from ethnically diverse backgrounds are less likely to achieve a first class or 2:1 Degree classification compared with white students. Key risks wo equality of opportunity, identified	6.2a Develop and implement a holistic support programme for students from minoritised ethnic backgrounds across the first year of study.	Numbers and % of students engaging in support services Staff feedback Student feedback Student outcome data	Access and Participation Manager	Sept 2025	Sept 2027
			6.2b Review financial support and access to opportunities designed to ensure academic success,	Numbers and % of students accessing support Student feedback	Access and Participation Manager	Sept 2025	Sept 2027

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		in the APP, include insufficient academic support, insufficient personal support, poor mental health, and financial pressures. Focussing on these areas will help develop inclusive support and foster a sense of belonging and mattering.	including priority access to the Hardship Fund for students from minoritised ethnic groups and seekers of sanctuary, and other sources of support available such as travel fund, meal vouchers and the food bank.	Student outcome data			
			6.2c Redevelop resources and support for the development of student academic skills through the Digital Innovation Hub. This includes academic writing, academic integrity with AI, library tutorials and online skills programmes	BlackBoard page and analytics Numbers and % of students accessing support Student feedback Student outcome data Staff feedback	Access and Participation Manager Academic Librarian Deputy Head of Digital Learning Development Curriculum-bases student support staff	Sept 2025	Sept 2027
			6.2d Create inclusive and accessible teaching and learning by developing the language used in programme information, assessment resources, policies, and guidance, in addition to reviewing assessment	Blackboard page and analytics Numbers and % of students accessing support Student feedback Student outcome data Staff feedback	Group Director of HE Quality and Standards Head of Research and Learning Development	Sept 2024	Sept 2028

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			methods to be fair and authentic	NSS scores			
			6.2e Create a programme of relevant visiting speakers to talk to students about their own journey through education and/or employment, including alumni, and document through a podcast series.	Podcast engagement analytics Number of guest speaker sessions facilitated Number and diversity of practitioners part of the Network Numbers and % of students attending sessions / engaging with podcasts Student feedback Student outcome data Staff feedback NSS scores	Access and Participation Manager	Jan 2026	July 2029
6.3	To work towards overcoming cultural barriers to mental health support among students from minoritised ethnic backgrounds, particularly males	Internal and sectoral evidence shows barriers to accessing mental health support in some minoritised ethnic communities	Co-create different approaches to student support, to tackle stigma rather than promote services, for example raising awareness of symptoms and the potential severity of illness if symptoms are not treated.	Number and diversity of students engaged in co-creation work Resources created BlackBoard / engagement analytics Number, %, and diversity of students accessing student support services	Group Director of HE Quality and Standards Head of Student Support and Wellbeing Student Health and Wellbeing Manager	Jan 2026	Sept 2028

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					Counsellors and Mental Health Mentors		
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Priority 7 - Students: To enhance the experiences of international students, through providing specific and culturally appropriate support.

Action No.	Objective	Rationale / Evidence	Action	Success Measure	Responsibility	Start Date	Completion Date
7.1 Xref 3.1	To enhance our practices in relation to data, policy and support for international students, whether UKVI student sponsored or otherwise	UCLeeds have students on various non-sponsored visas and rights to remain, with a UKVI student sponsor licence granted in 2024. LC have had a UKVI student sponsor licence for some time. Data monitoring could be improved for non-sponsored students as well as the application of support and bursaries to sponsored and non-sponsored. LC's TEF measures showed non-UK students reported lower satisfaction in several areas including teaching and student voice, with lower rates of continuation and completion.	Continue to develop student record reports that clearly indicate international students – allowing analysis of home vs international as well as different international markets	Volume of and access to international specific PowerBI reports Accessibility of data relating to international students within existing reports	HE MIS HE Registry HE Marketing and Student Recruitment International Recruitment Team	Apr 2025	Sept 2027
7.2 Xref 2.9	To improve community cohesion between home and international		Develop and host roundtables and forums, both at individual campuses and	Number and volume of roundtables / forums facilitated	EDI Manager Access and Participation Manager	June 2026	Aug 2030

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	students, particularly sponsored students, bridging the gaps between diverse backgrounds		across HE, exploring international student experience, inclusive social spaces / activities, and teaching, learning and assessment.	Diversity of attendees	Deputy Head of HE Quality		
7.3 Xref Priority 2	To enhance the sense of belonging of minoritised ethnic international students		7.3a Create an information / training package for all staff and students, including embedding content around cultural background and biases, and creating a more inclusive environment	Engagement analytics Staff feedback Student feedback	EDI Manager Access and Participation Manager Group Student Health and Wellbeing Manager – International Lead	June 2026	Sept 2027
			7.3b Review of curriculum content, sources and assessments to encourage internationalisation of curriculum, which also enhances understanding of cultural differences	Validation process minutes and outcomes Volume and % of modifications Student feedback	Group Director of HE Quality and Standards Group Student Health and Wellbeing Manager – International Lead	Sept 2025	Sept 2029
7.4	To improve support for sponsored international students before arriving to the UK		Co-create integrated digital and in person support package	Review of existing materials	Group Student Health and Wellbeing Manager –	Sept 2025	Sept 2028

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			from pre-arrival to graduation, including Welcome packs, tailored info booklets per country, and review bursaries / hardship funding	Engagement analytics Student feedback	International Lead Access and Participation Manager Head of International Recruitment Deputy Head of Digital Learning Development		
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Priority 8 - Outreach: To work with external partners to aid in the development of diversity, inclusion and equitable changes relevant to our industries.

Action No.	Objective	Rationale / Evidence	Action	Success Measure	Responsibility	Start Date	Completion Date
8.1	To increase engagement with wider communities and partnerships to enhance EDI practices in the institution and across identified sectors and industries	Self-assessment in developing the LC EDI Action Plan showed there is limited visibility and engagement with external communities	8.1a Engage and work with wider communities and partnerships regionally and nationally to enhance inclusion, working practices and to mutually benefit Leeds Conservatoire and partnerships around the Creative and	Numbers of partnerships Thematic analysis of communities and partnerships engaging with	EDI Manager	Sept 2025	Sept 2029

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			Performance Industries.				
			8.1b Capitalise on existing partnerships and relationships existing across the wider Luminare Education group, to benefit the work and lives of our students and staff, particularly focusing on wellbeing, inclusion and enhancing capacity.				

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