

Race Equality Charter Bronze application form

REDACTED SUMMARY

Applicant information



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)	
Contact name	Dr Joanne Tyssen
Contact email	Joanne.Tyssen@luminate.ac.uk
Contact telephone	07785556126

Section	Words used
An overview of the university and its approach to race equality activity	3055
An assessment of the university's race equality context	5928
Action plan*	
Appendix 1: Survey and consultation data*	
Appendix 2: Data tables*	
Appendix 3: Glossary*	
Overall word count	8983

As can be seen in the table above, additional word count of 983 words has been used, notably in Section 2 do provide a full assessment of our race equality context across both Leeds Conservatoire and University Centre Leeds.

This was following approval of an additional 1000 words as shown in this email confirmation:

Updated Race Equality Charter Bronze Application Form

From: [Race Charter](#)
To: [Joanne Tyssen](#)
Subject: RE: REC application word count
Date: 08 April 2025 13:42:38
Attachments: [image002.png](#)

CAUTION: This email originated from outside of the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Dear Jo,

I can confirm that the forthcoming application from Luminate has been granted a **1000 word** extension for its forthcoming application.

Please include this email at the beginning of the application, and state clearly on the word count table where the additional words have been used.

Kind regards,

Kate

Kate Allott

Race Equality Charter Team

E racecharter@advance-he.ac.uk

www.advance-he.ac.uk
Innovation Way, York Science Park
Heslington, York, YO10 5BR

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

Word count = 3055

1. Letter of endorsement from the head of the university



03 July 2025

Luminate Education Group Application to the Race Equality Charter – Bronze award

Dear Race Equality Panel Members

We are writing to wholeheartedly endorse Luminate Education Group's application for the Race Equality Charter, concerning Leeds Conservatoire and University Centre Leeds as our two higher education providers.

Luminate Education Group's purpose is: "to collectively transform lives through inspirational education, training and support for all." We will achieve this by; giving our students the best chance; creating a supporting culture; and overcoming diversity barriers.

As Chairs of the Group Equality, Diversity and Inclusion Committee and Leeds Conservatoire's Equality, Diversity, Inclusion, Access and Participation Committee, we are committed to leading organisations which place inclusivity, respect, and empowerment at the centre of our values.

As Luminate Deputy CEO (and CEO Designate), I (Bill Jones), lead on EDI at the Group and have always ensured that it is central to its mission, values, strategies, and operations.

As Vice Principal, I (Patsy Gilbert) began my career at Leeds Conservatoire by founding the *Elevate* initiative—empowering and promoting women (gender-expansive definition) across the organisation, where they are significantly underrepresented. I've worked nationally and internationally to embed inclusive practices through leadership-driven cultural change and by developing initiatives as a supportive ally to underrepresented communities. I'm currently developing the *Let's Talk* initiative to increase the number of Black and Brown creatives in leadership roles across Leeds' cultural organisations.

Together, we promote a whole-institution approach to race equity, grounded in our EDI Charter Pledge. We focus on creating a culture where everyone feels valued, included, and empowered to thrive—whether learner, colleague, stakeholder, or partner. We pledge to:

- Champion EDI as central to educational excellence, recognising that diverse lived experiences and perspectives are vital to preparing students for life, work, and active citizenship in a complex world;
- Embed inclusive, relational, and restorative practice across our institutions and professional services, aligned with our strategic objectives;
- Address systemic inequalities by actively listening to and amplifying voices across our communities;



- Promote wellbeing through our five pillars (financial, physical, mental, social, and organisational) and ensure fairness in recognition, reward, and opportunity;
- Foster a healthy, high-performing workforce by supporting inclusive leadership through professional development, career pathways, and inclusive recruitment and retention;
- Create psychologically safe spaces that empower people to speak up and contribute to a culture of belonging and shared accountability;
- Model our shared values—Kindness, Enjoyment, Passion, Ownership, Collaboration, and Creativity—in all we do, inside and outside the classroom, and uphold them in expected and rewarded behaviours.

Our Race Equality Charter application has been an ambition for several years, co-created through a multidisciplinary, whole-institution approach. It outlines eight priority areas for race equity and has support from stakeholders across the institution, including the Executive and Senior Leadership Team at Luminate Education Group. The application presents an honest self-assessment and a bold commitment to action, addressing root causes to drive meaningful change.

We are dedicated to the effective implementation of the REC action plan, and the Executive and Senior Leadership Team has committed to allocating resources to support it. All actions have been approved through our Committee and Board structure, with progress monitored through robust governance.

We stand fully behind our commitment to race equity and the REC action plan, confident in our ability to foster a supportive, inclusive community at Leeds Conservatoire and University Centre Leeds.

Yours faithfully

Handwritten signature of Bill Jones in black ink.

Bill Jones
Deputy CEO and CEO Designate
Luminate Education Group
Chair Group EDI Committee

Handwritten signature of Patsy Gilbert in black ink.

Patsy Gilbert
Vice Principal
Leeds Conservatoire
Chair EDI, Access & Participation Committee

With full support from:

Handwritten signature of Rebecca Fores in black ink.

Rebecca Fores
Dean of HE, University Centre Leeds

Handwritten signature of Prof. Joe Wilson in black ink.

Prof. Joe Wilson
Principal, Leeds Conservatoire

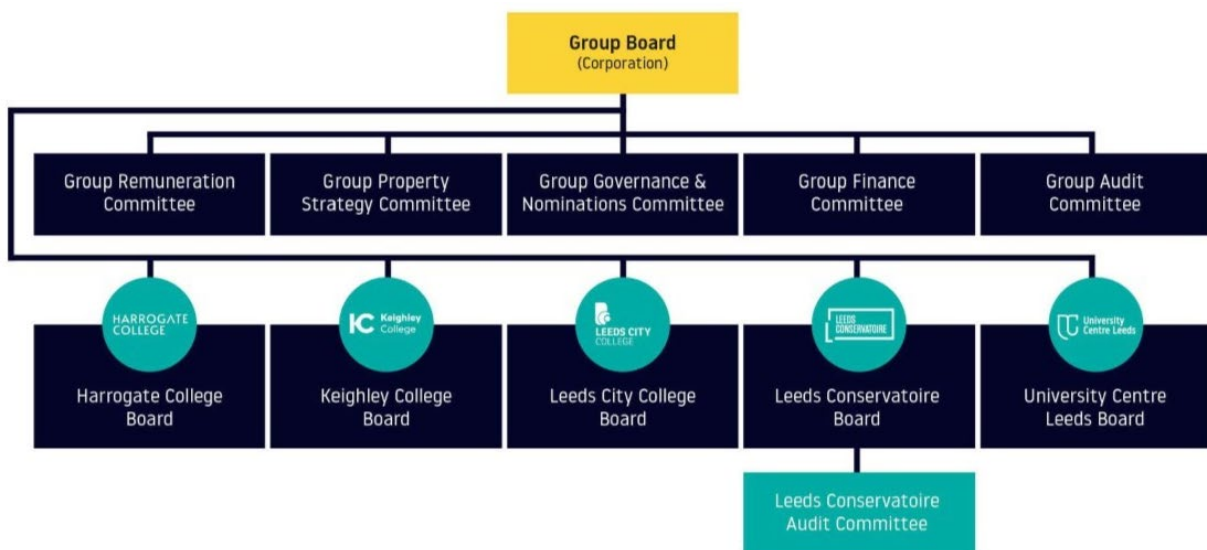
2. Governance and recognition of equality, diversity and inclusion work

2.1 Governance Structures

Luminate Education Group (formerly Leeds City College FE Corporation) was incorporated on 1 April 2009 following the dissolution of Leeds Thomas Danby College, Leeds College of Technology, and Park Lane College Leeds and Keighley. The Group Board of Governors operates under the Instrument and Articles of Government, statutory instruments that outline the corporation's constitution, operations, and decision-making. The Group includes Harrogate College, Keighley College, Leeds City College, University Centre Leeds (UCLeeds), and Leeds Conservatoire (LC). Each has a board of governors responsible for implementing strategic priorities.

LC is a separate legal entity with its own Audit Committee and Board, but it is governed through the Group's structure. The Memorandum and Articles of Association of LC and a Group Scheme of Delegation define its relationship with LEG and LC Board membership.

Figure 1: Luminate Governance Structure



The LC and UCLeeds Board's constitution provides for the appointment of a minimum of eight members from a range of different backgrounds, who each bring individual experiences and skillsets that are crucial to the effectiveness and success of the group and its member organisations.

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Figure 2: Leeds Conservatoire Governance Structure

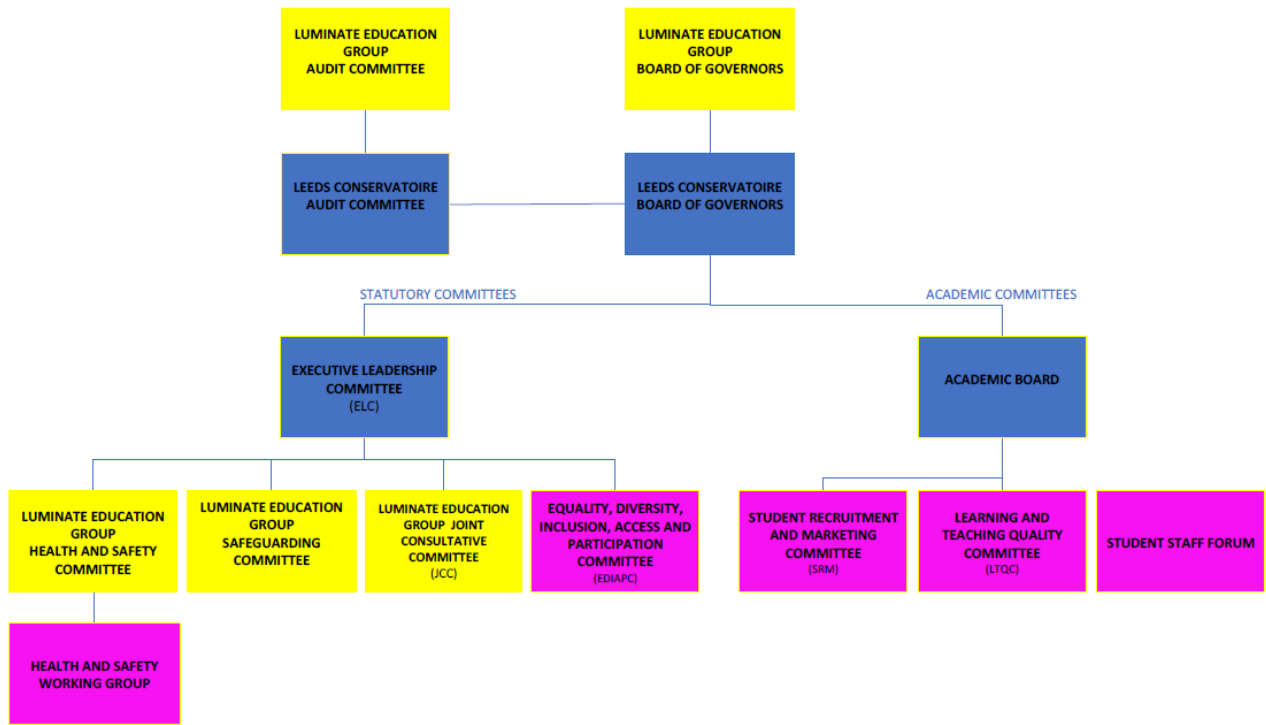
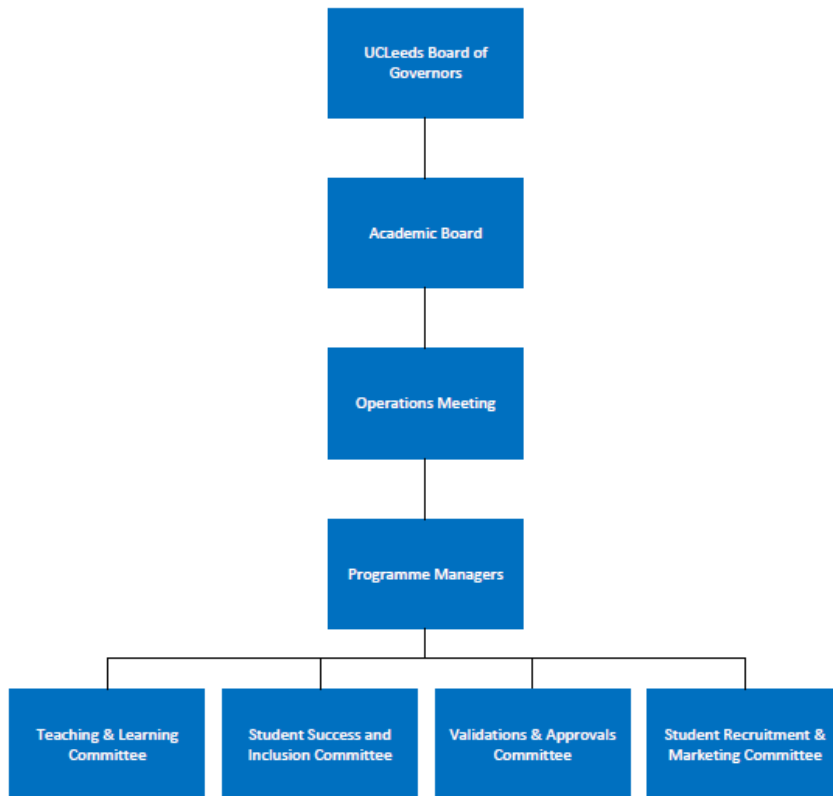


Figure 3: UCLeeds Governance Structure



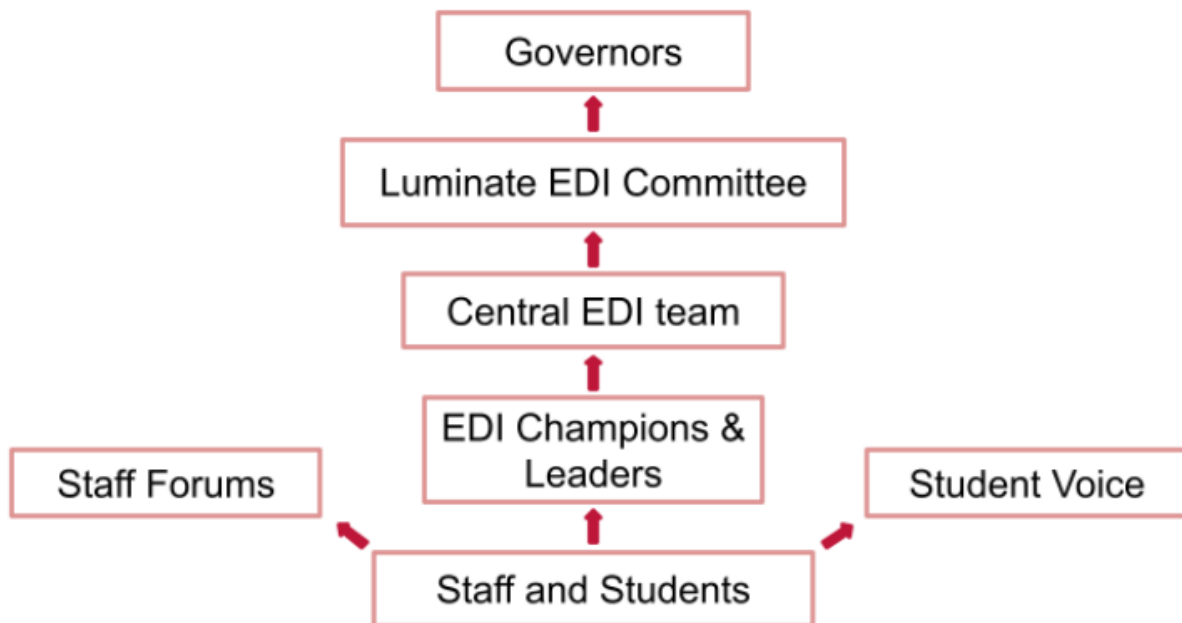
2.2 Embedding of EDI in governance structure

Both LC and UCLeeds align with LEG's EDI objectives, Race Equality Roadmap, APPs, and OfS requirements. Progress is tracked through EDI Committees, Academic Boards, LC's ELT, and reports to Boards of Governors.

Since 2019, LEG has expanded its EDI work from a two-person Leeds City College team to a Group-wide service. The central team collaborates across departments, supporting Staff Forums and a network of EDI Champions who raise concerns, share best practice, and help lead initiatives.

In 2022, the EDI structure was reformed to enhance delivery. A Group Head of EDI was appointed to lead a three-person central team. LC has a dedicated two-person team, managed by the Vice Principal with oversight from the Group Head of EDI and reporting to the Deputy CEO.

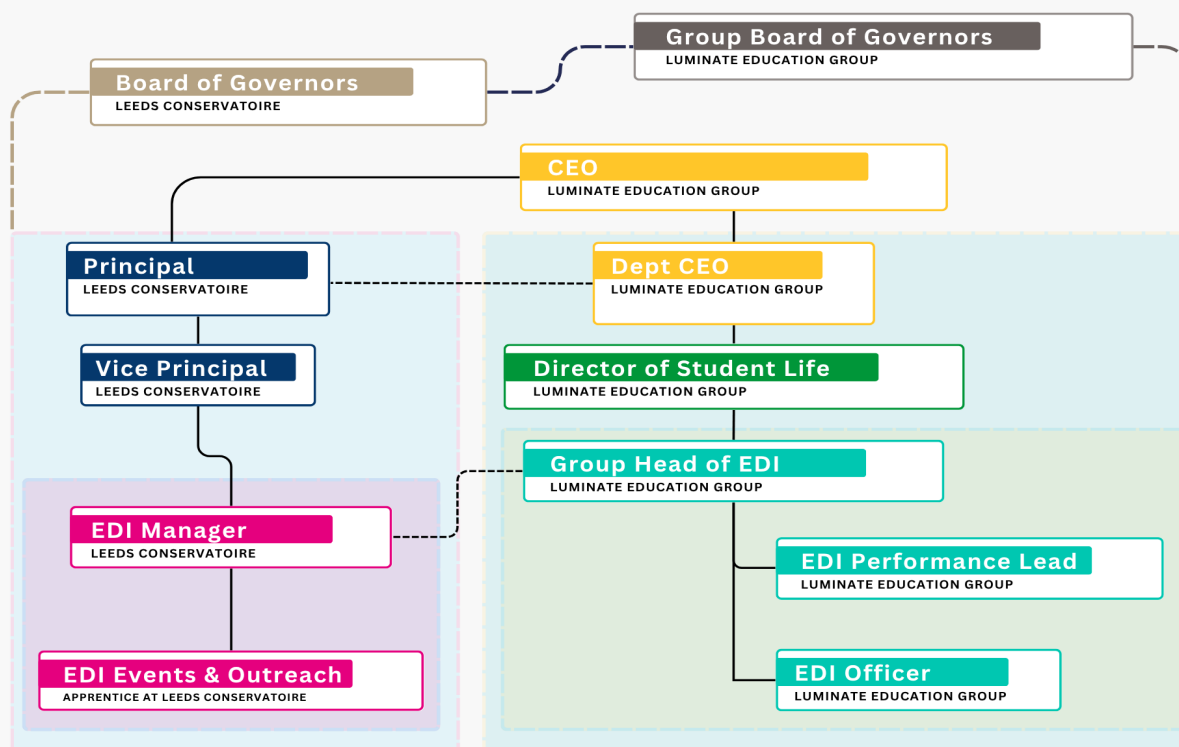
Figure 4: LEG EDI Structure



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Figure 5: EDI Team Structure Chart



Luminate Education Group (LEG) takes a strategic approach to EDI, led by governors and senior leadership, with input from staff and students. The Group EDI Committee, chaired by the EDI link governor, monitors progress and drives long-term aims.

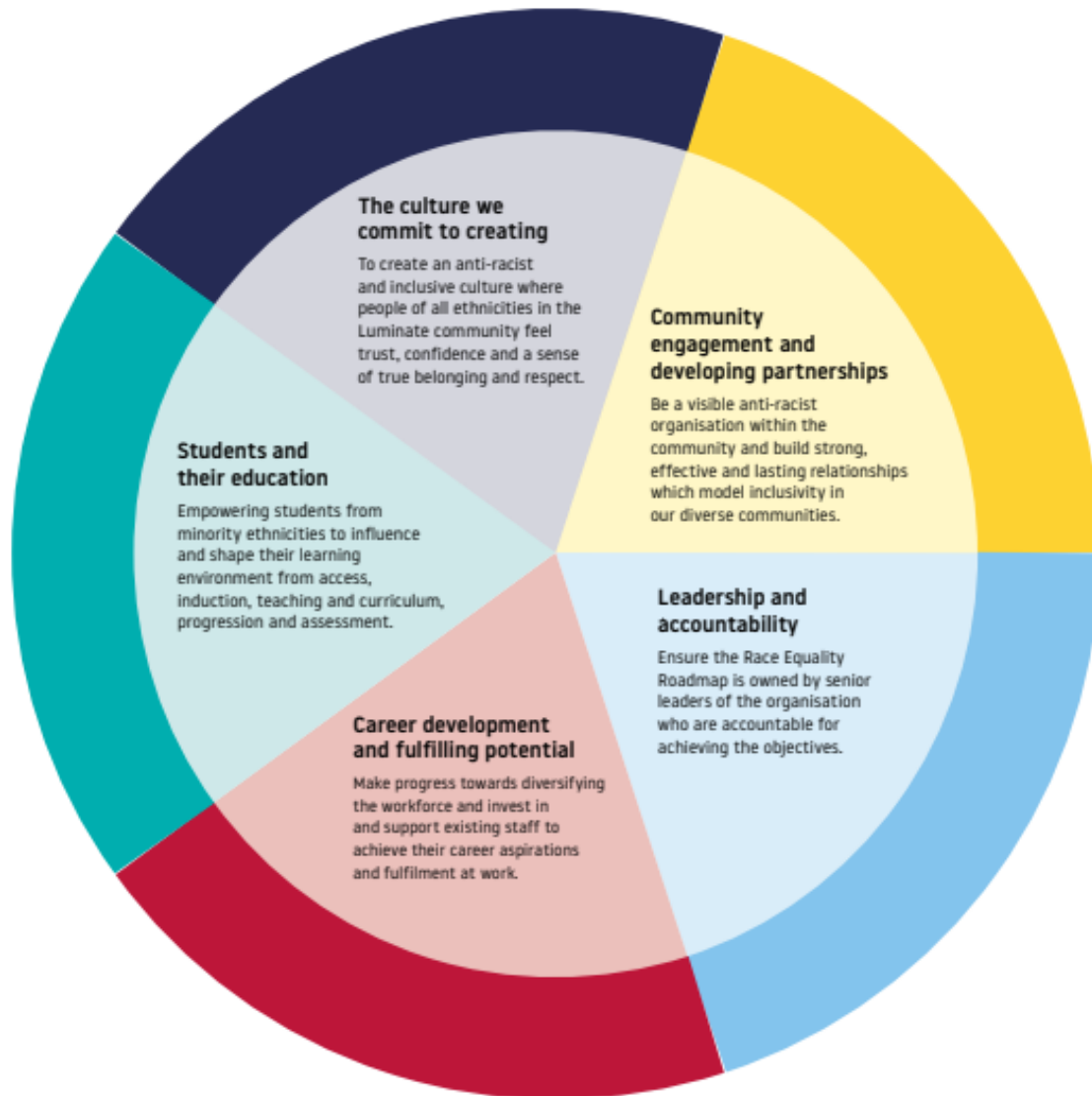
EDI teams work with Careers, Student Engagement, Safeguarding, Wellbeing, and HR on policy, EIAs, accreditations, staff development, and strategic alignment. EDI Champions and Leaders support inclusion through campaigns and training, while Staff Forums offer safe spaces and influence decisions.

Chaired by the Deputy CEO & Executive Principal, the EDI Committee oversees priorities, data, risk, compliance, and culture. At LC, the EDIAPC, led by the Vice Principal, delivers inclusive practice and APP objectives.

In response to George Floyd's death, LEG launched the Race Equality Roadmap, part of its Equality Objectives, co-created with staff and the Race Equality Staff Forum. It is delivered by leadership and sponsored by the Group Director of People, Culture and Development.

Figure 6: LEG Race Equality Roadmap ambitions

Plan covers 5 key ambitions:



2.3 Diversity in Leadership

A lack of diversity in leadership roles across LEG and LC has been recognised for some time, though limited data makes it difficult to fully assess the current picture. Since 2020–21, as part of the Race Equality Roadmap (RER), ELT and SLT, working with the Race Equality Staff Forum, have committed to widening opportunities for people of colour to progress into leadership roles within LEG.

A co-created Leadership Development Programme was launched, with an initial review in December 2021 highlighting participant feedback such as:

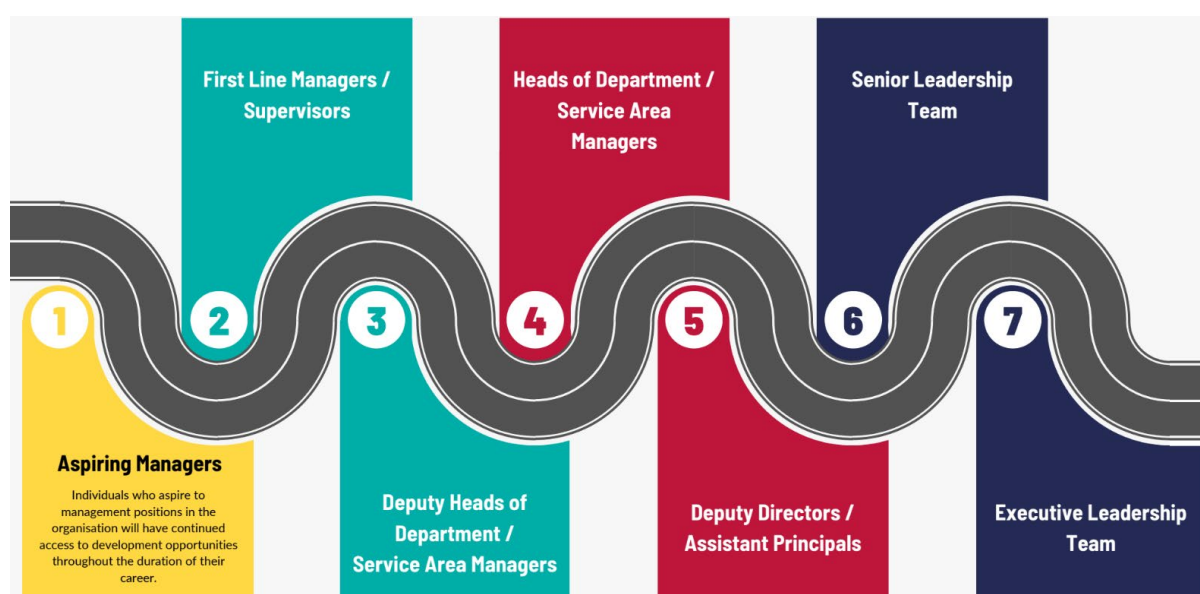
- “refuge”

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- “safe space”
- “key to unlocking barriers”
- “improved confidence”
- “created more focus and self-belief”
- “progress towards dreams/goals”
- “allowed space to realign focus”
- “explore what next”

Commonly perceived barriers to leadership diversity were reviewed, with proposed solutions and commitments identified. To build on this work, a Leadership and Management Development Roadmap was introduced in 2023–24 to further support career progression into leadership roles within the Group.

Figure 7: Leadership and Management Development Roadmap 2023-24

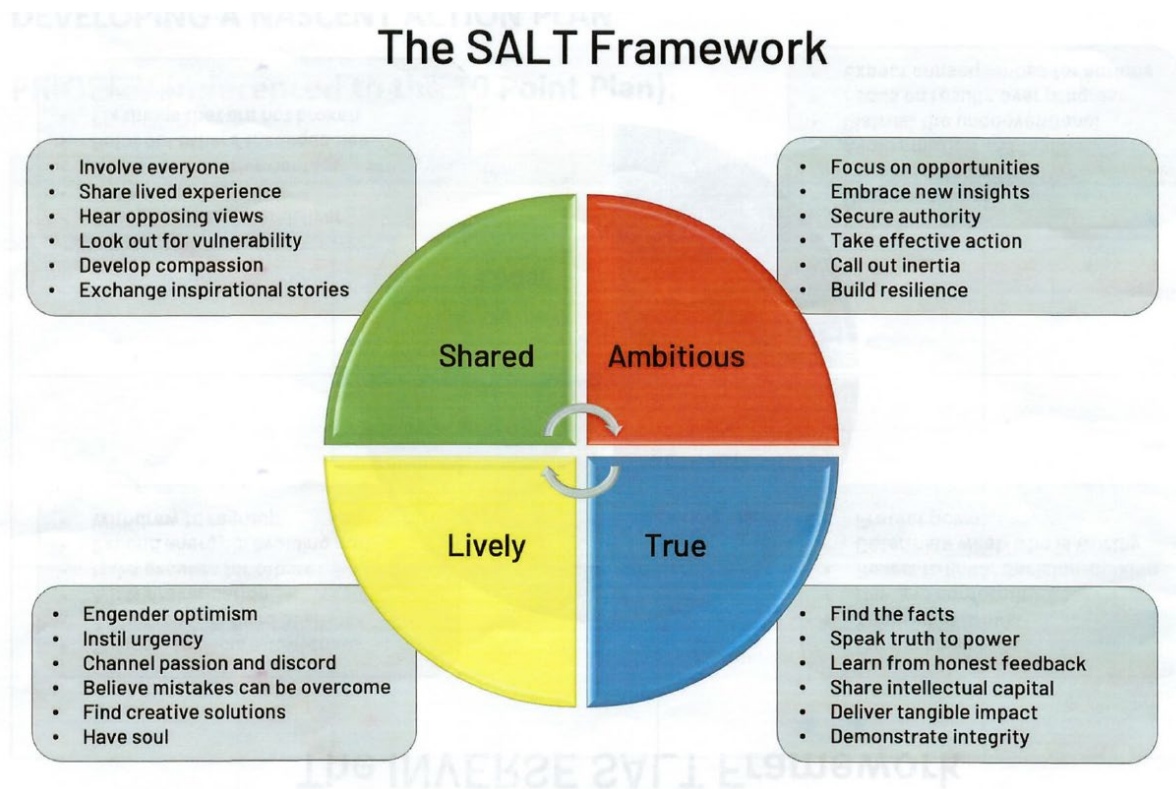


This includes accredited (e.g. apprenticeships), non-accredited (e.g. in-house / facilitated workshop sessions), and live experience (e.g. action learning sets and live projects) learning programmes appropriate to each stage of development.

To strengthen its commitment to an inclusive culture and improve progression for minoritised ethnic staff, LEG became an affiliate member of the [Black Leadership Group](https://blackleadershipgroup.com/)¹(BLG), who act as an enabler and critical friend. Using their 10 Point Plan Diagnostic Toolkit, LEG audited antiracist practice to drive deep cultural change. A Group-wide Anti-Racism Training Event on 30 April 2024 involved all senior leaders, examined staff data, shared lived experiences, agreed starting points, and proposed a framework for progress.

¹ <https://blackleadershipgroup.com/>

Figure 8: SALT Framework for anti-racist leadership development at LEG



Staff members participating in the REC Staff Survey also recognise there is work still to do:

“UCLeeds is actively promoting race equality through inclusive policies, diverse curriculum development, and staff training. Further progress could be made by enhancing representation at leadership levels and strengthening support networks for students from diverse backgrounds”.

2.4 Actions

Table 1: REC actions relating to governance

Action No.	Summary of REC Objective / Action (Governance)
1.1 a-b	Improve representation of diverse groups across the governance structures
1.2 a-e	Ensure appropriate monitoring and governance of work towards race equity

3. Local involvement and accountability

We aim to embed a whole-provider approach to EDI, ensuring all parts of the organisation understand their role in achieving institutional EDI goals, including race-related objectives. Strategic direction is set through governance, while operational delivery is led by local action plans and task groups. EDI is a standing item at team, committee, and institutional levels, with Annual Reviews assessing progress.

The structure includes Heads of Department (academic and services) within the Luminate Management Team (LMT), managed by Directors (SLT) reporting to ELT. Heads are accountable for budgets, departmental performance, and delivery against strategic priorities, including EDI. Progress is tracked through reviews and assurance reports.

They also act as role models in academic and service leadership, promoting institutional values and supporting staff development.

3.2 LC

Our validating partner has praised our EDI work in annual reviews, recognising our commitment to challenging norms and embracing diversity. A key initiative is our Open Channel events, where staff and students share EDI-related experiences through panels.

In 2020, we launched an EDI Change Project, leading to the 2021 Change Report, which now guides sustainable priorities at LC. We introduced student diversity reps for under-represented groups, who contribute to the EDI and Access and Participation Committee and meet regularly with the EDI Manager to inform inclusive practice.

As part of our 2025–28 Access and Participation Plan (APP), we will continue evaluating work with target groups, including minoritised ethnic students, through a framework overseen by the EDIAPC and reviewed before publication.

3.3 UCLeeds

Departmental accountability for race equality is built into committee and board structures, especially through Annual Reviews. Heads of Department assess their team's contributions to the Luminate EDI strategy, share examples, and set future goals. These reviews track progress for at-risk groups and inform institutional EDI and REC action plans, with outcomes reported to key governance bodies.

We are committed signatories of the GTRSB into HE Pledge, focusing on data, culture, outreach, and inclusion. Recognised nationally as a Place of Sanctuary, we support refugees and asylum seekers through inclusive curriculum design and targeted HE progression support informed by ESOL student feedback.

Figure 9: Images from Place of Sanctuary Awards June 2023



Both these projects now sit with the Access and Participation Team, part of the Quality and Standards Directorate, who regularly report on progress made and providing Academic Board and Board of Governance with assurance reports to ensure impact monitoring and accountability at the local level.

3.4 Actions

Table 2: REC actions relating to culture

Action No.	Summary of REC Objective / Action (Accountability)
2.1 a-c	Ensure appropriate training and development packages for all staff
2.2 a-f	Reach all areas of the institution with information, advice, guidance, and training
2.5	Develop mechanisms of support that can working practices

4. Race Equality Charter self-assessment process

4.1 The REC Working Group

A REC Working Group was first established in 2022, continually growing to comprise 13 members representing key areas of the institution. Current working group membership

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and organisation roles are shown in Table 3 below. Some members were nominated due to their roles whilst others volunteered due to an interest in this space. Directors, Heads and Managers as part of the working group were able to allocate and monitor workload appropriately to support execution of any duties and for attendance at meetings as required.

Table 3: REC Working Group members

TABLE REDACTED

The group reported progress, outcomes, and recommendations to LC's EDIAPC and the Group EDI Committee, enabling further support, collaboration, and commitment.

The Group Director of HE Quality and Standards also reported on self-assessment, application progress, and future race equality plans across LC, UCLeeds, and LEG's committee and board structure, including both Boards of Governors.

The working group was 69% female, 77% White, and 92% full-time staff (see Table 4). While broader diversity was hoped for, partial representation from minoritised groups was achieved through collaboration with the Chair of the Race Equality Staff Forum. The REC Staff Survey indicated limited awareness of ongoing race equity work, highlighting the need for improved communication and promotion to strengthen future REC Working Group diversity.

Table 4: REC Working Group profile

REC Working Group (SAT)			
	Minoritised ethnic background	White	Total
Sex			
Male	0	4	4
Female	3	6	9
Nationality			
UK	2	11	13
Non-UK	0	0	0
Contract			
Full Time	3	9	12
Part Time	0	1	1
Flexible	0	0	0
Grade			
Spot Point	0	5	5
Grade G	0	0	0
Grade F	2	2	4
Grade E	0	1	1
Grade D	2	0	2
Grade C or below	0	0	0
Student Representation	0	1	1

4.2 The self-assessment process

In 2021–22, LEG reaffirmed its commitment to racial equality with a five-year anti-racism plan, including training on discrimination and bias, and developing an inclusive, anti-racist curriculum. This shaped the Race Equality Roadmap, led by the Race Equality Staff Forum, focusing on culture, leadership, staff development, curriculum, and partnerships, while encouraging self-reflection.

Following Bronze Investors in Diversity status and re-accreditation, LEG is working toward Silver. The 2024 interim report noted progress in restorative practices and strategy but highlighted gaps in data and leadership accountability. In response, LEG revised EDI leadership objectives, updated policies, and set measurable goals.

UCLeeds joined the REC SSRI Design Group in 2023, committing to the Race Equality Charter Pilot, alongside other national frameworks like TEF and the Student Minds Charter, reinforcing race equality as a cross-institutional priority.

Internal REC consultation

In December 2024, staff and student surveys using the REC framework were launched and promoted via UCLeeds Weekly e-Update, LC comms, the VLE, and student reps. Reminders in Feb and April 2025 led to 48 staff responses (10.5% response rate; 8.3% minoritised ethnic background, 0.9% of total staff), including 34 from LC and 14 from UCLeeds.

Eighteen students responded (0.8% rate; 12 from minoritised ethnic backgrounds, 0.5% of student headcount), with 2 from LC and 16 from UCLeeds. Low response rates were anticipated due to survey fatigue. A new Student Surveying and Engagement Policy is in development, and the Quality Team is expanding student voice methods to improve participation.

At UCLeeds, 10 of 55 student reps contributed feedback via forums, alongside insights from quality assurance processes (e.g., Induction and End of Year Surveys, NSS, Award Committees). Race equity feedback also came from EDI committees, the Race Equality Staff Forum, Investors in Diversity, the APP, and TEF submissions.

Externality

In preparation for and carrying out the self-assessment, and ensuring triangulation to ensure REC work is evidence-informed, internal consultation has also been supported with research and sector-wide consultation externally. Appendix 4 provides a summary of the early and external events taking place in the lead up REC application, including considerations towards self-assessment.

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4.3 The Future

The REC Working Group will meet regularly, currently proposed as termly, to provide assurance on delivery of the action plan. Theories of change will guide monitoring and evaluation to ensure impact measures effectively evidence progress and inform ongoing work. Governance structures support ongoing oversight of EDI and REC activity via EDI committees, Academic Boards, and Boards of Governors, with the Working Group held accountable. The EDI team and Group Director of HE Quality and Standards, including Access and Participation leadership, will oversee implementation and tracking.

Following submission, membership will be reviewed to include relevant action holders and senior leaders, with open calls for wider participation. Annual reviews will assess workload and provide continued support and training.

REC actions will be embedded in local team plans, monitored through line manager check-ins, appraisals, and assurance reports. The Group Director of HE Quality and Standards will include REC monitoring in departmental performance reviews.

A strengthened communications plan will promote visibility and a whole-provider approach. Updates will be shared by REC leads, EDI Chairs, or senior leaders via newsletters, events, social media, the VLE, and pop-up stalls.

Student co-creation will be supported through roundtables and forums with any interested parties including Student Representatives.

4.4 Actions

Table 5: REC actions relating to the future of LEG's REC

Action No.	Summary of REC Objective / Action (REC Future)
1.2a	Agree terms of reference relating to REC Work
1.2c	Clarify and transparently / openly share reporting documents and reports
2.3	Develop a student engagement and co-creation plan that supports student voice

Section 2: An assessment of the university’s race equality context

Word count = 5928

1. Description of the university and its context

Across the Group there are 30,000 learners across LEG, of which 2235 are HE students (1262 at LC and 973 at UCLeeds). There are over 2000 staff at LEG (approximately 400 academic staff at LC and UCLeeds).

1.1 Leeds Conservatoire (LC)

LC is a specialist music and drama education provider and member of Conservatoires UK. It was established in 1965 as Leeds Music Centre, before becoming known as the City of Leeds College of Music in 1971, then Leeds College of Music (LCoM) in 1993. Leeds College of Music became a wholly-owned subsidiary of Luminare Education Group in 2011 and in 2020, LCoM became Leeds Conservatoire, reflecting expertise and specialist approach to music and dramatology training.

The current LC provision is full-time only, with 2024-25 student numbers at 1262, split by department as:

Table 6: LC student numbers by academic department

LC Academic School	No. of students 2024-25	
	Undergraduate	Postgraduate
Music Production and Events	267	0
Popular Music and Voice	399	38
Music and Education	309	0
Drama	232	17
Total	1207	55

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1.2 University Centre Leeds (UCLeeds)

UCLeeds is a college-based HE provider and has been delivering high quality HE provision since 1997, previously through the forerunner colleges mentioned in Section 1 - 2.1. During this time we have maintained a focus on vocational provision.

The current UCLeeds provision is mainly full-time undergraduate but does also include some part-time and apprenticeship provision. 2024-25 student numbers were 973 split by department as:

Table 7: UCLeeds student numbers by academic department

UCLeeds Academic Dept	No. of students 2024-25	
	Undergraduate	Postgraduate / ProfGrad
Animal Management	32	0
Creative Arts	295	28
Education, Health and Law	226	96
Enterprise, Innovation and Technology	267	1
Provision at Keighley College	28	0
Total	848	125

Until academic year 2020-2021 there was a steady growth in HE numbers to around 300 in total, but since then there has been a year-on-year reduction in total student numbers.

1.4 Overview of local population and context

When comparing institutional data with Leeds 2021 Census and West Yorkshire 2021 Census data, from the Office for National Statistics (ONS), it appears the staff and student populations are comparative, on the whole, with the local population.

Table 8: Institutional vs census demographic data

	West Yorkshire Census 2021	Leeds Census 2021	LC Staff	LC Students	UCLeeds Staff	UCLeeds Students
White	76.6%	79%	71.8%	78.9%	55%	58%
Minoritised ethnic background	23.4%	21%	6.6%	18%	5.5%	41.5%
Unknown / prefer not to say			21.6%	3.1%	39.4%	1.8%

LC's staff and student populations are mostly White, reflecting local demographics, but high "unknown" and "prefer not to say" responses limit diversity analysis. UCLeeds has a more diverse student body, though gaps in staff data hinder comparisons.

About 40% of staff live over 40 miles away, including many fractional and specialist staff. In 2023–24, 31% disclosed as non-UK nationals. LC students mostly relocate to Leeds, with 10% international. UCLeeds students largely commute locally, with only 5% in student accommodation.

Community engagement is strengthened through partnerships, including:

- Collaboration with the National Opera Society on Diverse Voices
- Work with Black Lives in Music to address industry racism
- Lectures on Black American Music and race
- Projects with Gypsy, Roma and Traveller communities, in partnership with Leeds GATE

Our outreach work with schools and colleges also typically involves those with high proportions of minoritised ethnic learners, ensuring specific, tailored information, advice and guidance around studying HE.

2. Development, evaluation and effectiveness of policies

As part of our ongoing commitment to strengthening EDI, we are introducing a new layered model to bring greater clarity, cohesion, and consistency to how EDI is embedded in daily practice. The aim is to simplify and support staff through three clear components:

- EDI Charter (the why)
 - outlines our shared commitment to EDI and reflects lived experiences of staff and students (See Appendix 5 for the draft Charter);
- EDI Tools / Framework (the how)
 - practical guide with toolkits and examples to support eg Inclusive recruitment, curriculum, leadership, engagement, and EIAs;
- EDI Policy (the what)
 - clarifies responsibilities and sets out expectations.

This model directly supports the Group EDI Strategy (2024–2027) and helps deliver its six strategic themes: Clarity, Cohesion, Communication, Engagement, Insight, and Development.

2.1 Policy development and approval

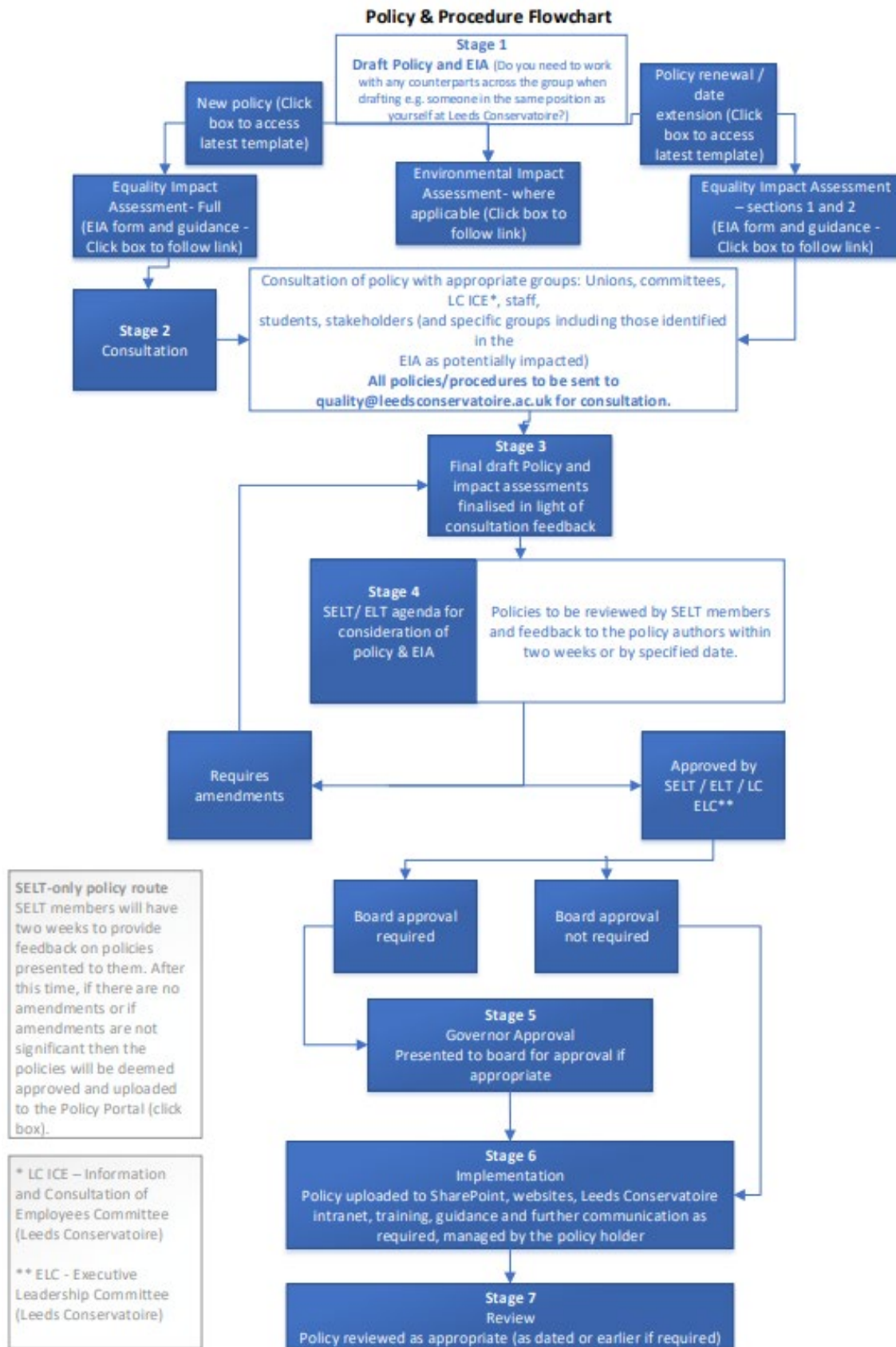
LEG has a well-established policy development and governance framework, including robust consultation, and recommendation and approval through appropriate committees and boards, including Academic Board, the Senior and Executive

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Leadership Team (SELT), and Boards of Governors. The Policy Management Framework (PMF) provides a structured approach to managing obligations and compliance risks, including recording of Equality Impact Statements (EIAs).

Figure 10: LEG Policy Development workflow



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EIAs are approved by the EDI team and involve reviewing data, identifying potential negative impacts, and outlining mitigation. Policy authors are encouraged to collaborate with the EDI team throughout development and consultation.

Student consultation in policy development has typically taken place via Student Representatives and the Students' Union. Enhancements are being made to widen student partnership, including the use of Chat platforms, forums, VLE consultation spaces, and directed, non-biased questions to support feedback.

2.2 Policy monitoring and evaluation

All policies contain a regular review date whereby the process above is undertaken fully. Examples of EDI-related policies that have been reviewed and/or implemented in the last two years include:

- Disability Support Policy
- Family Friendly Policy
- Gender Identity Policy
- Freedom of Speech Code of Conduct
- HE Support to Study Policy
- Student Pregnancy Policy

The internal and validating partner audit processes with validating partners are undertaken periodically and include a full review and evaluation of policies. Further to this, validating partners are also updated on an annual basis regarding the introduction of any new policies and changes made to existing ones through the Annual Review process.

The EDI team will be reviewing how EDI is embedded in policies and practices, as part of their layered model approach to construct a robust, sustainable framework as a foundation for group-wide policies and practices. This is due to take place over 2025/26 following audits, consultations and workshops.

2.3 Staff recruitment

Ongoing recruitment reviews at LEG have led to actions improving diversity and equity, such as diversifying interview panels, team-written job specs, inclusive language, clearer criteria, and broader promotion.

The 2024–27 People Strategy commits to inclusive recruitment, recognising the link between workforce diversity and student success. Policies align with the Equality Act 2010 and are shaped by the Race Equality Staff Forum. Standard practices include anonymous shortlisting, dual reviewers, clear HR contacts for adjustments, and regular job content reviews promoted on diverse boards.

These changes raised minoritised ethnic representation from 15.7% to 31.2% at application and 8.2% to 21.3% at appointment. Next steps include expanding panel diversity, enhancing outreach, collecting feedback, and delivering bias training.

2.4 Student recruitment

We do not collect race or ethnicity data at application to prevent bias. All applicants are assessed individually, with flexibility for those showing potential or relevant experience, including contextualised offers. To reduce access barriers, appropriate support or reasonable adjustments are offered to applicants from underrepresented groups. Ongoing work focuses on improving the admissions journey by enhancing data collection to identify and address access or outcome gaps.

2.5 Actions

Table 9: REC actions relating to policy development and monitoring

Action No.	Summary of REC Objective / Action (Policy)
3.1 a-b	Reduce levels of undisclosed / unknown data
3.2 a-c	Enhance policy development through increased diversity of voice and monitoring of EIAs
3.3 a-b	Develop new policy in relation to race equity
7.1	Enhance practices in relation to international students

3. Culture, inclusion and belonging

Our ethos and culture are built on EDI, including principles which underpin how we behave, how we are with each other, and our expectations of the people we meet. We monitor culture via staff surveys, consultations, and Investors in Diversity reviews, informing local action plans and driving continuous improvement across the group.

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Figure 11: LEG underpinning principles

 <p>We don't sit on the fence</p> <p>As an organisation, we don't shy away from issues; we're not passive supporters. Every day, we go out of our comfort zones to challenge ourselves, and others, on the systematic prejudices that exist and how we move forward. We believe that if you don't stand firmly against discrimination, you are part of the problem.</p>	 <p>We live and breathe EDI</p> <p>Like us, our member organisations live and breathe EDI and go way beyond statutory requirements to push out historical boundaries and systematic barriers for our staff, students and apprentices. While each member champions their own approach to EDI, we come from a unified stance on our values and inclusivity, and the commonality is that we never stop trying to learn and improve.</p> <p>Together, we have the pace and power to mobilise communities and make the world a bit better.</p>	 <p>We value difference</p> <p>We value difference and we recognise that we need a diverse range of perspectives, experiences and personalities to innovate, deliver better outputs, and maximise the potential of our students and communities.</p> <p>We want to improve the diversity of our staff to better reflect our students, and we actively encourage applications from underrepresented groups. We embed inclusion into our practices when recruiting staff, and in all our dealings with stakeholders.</p>
 <p>Everyone deserves great opportunities</p> <p>We create academic and social opportunities for every young person and adult, and value the diversity of their ethnicity, gender, sexual identity, disability, religion and social background. We actively welcome stateless young people and adults, refugees and asylum seekers, and people living in poverty.</p> <p>We choose to work with people who share our values, who treat others fairly, and with respect and dignity. Consciously and subconsciously, this weaves into how our students, apprentices and staff behave with others and positively influence their communities.</p>	 <p>Constructing curriculums that reflect our students</p> <p>Equality, diversity and inclusion are integrated into our learning schemes and experiences, curriculum planning, and delivering teaching, learning and assessment.</p> <p>We are actively decolonising curriculums and reconstructing them to better reflect and celebrate our Luminate communities.</p>	 <p>Using an authentic voice</p> <p>Our vision is to create learning environments where everyone feels valued, safe and can fulfil their potential. Where they can use their voice authentically. To achieve this, we hold ourselves accountable to high standards of behaviour and we seek to amplify the voices of those marginalised in society.</p> <p>We have a board, groupwide EDI committee and EDI policy governed by the Equality Act 2010, that direct us to achieve our vision safely, consistently, and in accordance with the law. It must be followed by all our members, visitors and sub-contractors.</p> <p>We have over 60 equality champions within the group and provide every opportunity for our people to become active allies of underrepresented groups. There are staff forums dedicated to race equality, disability and neurodiversity, LGBT+ and working carers.</p>
 <p>Calling out discrimination</p> <p>There is no neutral space when it comes to discrimination at Luminate Education Group. While we always look for the learning opportunity rather than a punitive one, we do not tolerate individual's beliefs and values being manifested in a way that intimidates, humiliates or creates a hostile or degrading learning or working environment.</p> <p>We actively challenge behaviour which is inconsistent with our values.</p>	 <p>We listen and we learn</p> <p>We promote positive experiences and relational warmth as a key feature in our organisations, and draw on practice informed by restorative approaches, to improve emotional wellbeing and mental health.</p> <p>This promotes a culture of mutual respect and ensures the voices of both our people and students are captured and listened to in any decision-making process. We are not a rigid workforce in any sense; our starting point is always 'why', with a goal of learning and personal growth from negative situations.</p>	 <p>Community comes first</p> <p>We seek to work with ethical and sustainable organisations, and develop relationships with diverse and local businesses, to invest in community economic growth and wellbeing. Our procurement processes and employer engagement expect a strong values base and commitment to EDI. We actively build relationships with voluntary organisations and charities and seek to give something back through social action.</p>

Key achievements and progress against LEG's EDI Objectives include:

Figure 12: Key achievements and progress against LEG EDI Objectives



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LC detail their strategic aims relating to equity as aiming to:

Figure 13: LC Strategic Aims: Equity

STRATEGIC AIMS EQUITY

We aim to

- Create an inclusive working and learning environment, where everyone's background and experience is respected and championed
- Give proactive support to those who experience disadvantage or discrimination
- Recognise diversity as a core strength of the conservatoire – in our curriculum, recruitment and retention, our approach to teaching and learning, and in our buildings and services
- Commit to the de-centering of dominant cultures within our curriculum
- Use our influence in national and international networks to contribute to the EDI agenda across the whole of the education, music and performing arts industries
- Ensure students and staff feel safe - physically, artistically and emotionally

The LC EDI Action Plan 2025-28 will compliment work already established and underway to embed EDI values in all that we do. There are five key themes:

1. Support;
2. Training and development;
3. Belonging and celebration;
4. Outreach and partnerships; and,
5. Sustainable practices.

The new focus will include an EDI Amplify Network - building on Open Channel events to co-create with students and staff and foster inclusive environments.

The UCLeeds Strategic Plan 2023-2026 also details their commitment to creating positive experience for all:

Figure 14: UCLeeds Strategic Priority: Inclusive Practice

Inclusive Practice

Creating positive experiences for all

We will continue to grow a culture which is inclusive, and one which values and respects the diversity of our students and staff. We will continue to provide opportunities for wider access into HE or higher skills programmes whilst providing enhanced and tailored support for our students.

We will continue to cultivate transformational relationships through honest, personable and contactable staff practices. We will prioritise a sense of belonging, ensuring our students and staff feel included and that they matter, within a vibrant and diverse learning community.

We will continue to enhance our student attributes and produce great graduates/practitioners who are employable in

their respective sectors. Our staff and students' wellbeing will be at the forefront of our processes and practices and we will endeavour to do what we can to support our students' mental wellbeing through the challenges that come with studying.

We will continue to value and respect our staff and support their wellbeing. We want our staff to feel happy to come into work each day and have extensive and progressive careers with us.

We will adopt an open mindset and encourage students to do the same. We will motivate them to become confident, courageous individuals who are not averse to grasping opportunities.

EDI Champions from academic and professional service areas foster a community of practice that promotes positive change and aligns local actions with Group-wide objectives. Their remit includes:

- Leading projects guided by the EDI Committees
- Providing feedback loop on EDI matters
- Consulting Student Unions on student-impacting initiatives

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Champions are currently reviewing training materials, aiming to launch an updated suite in 2025/26.

Belonging is also supported through staff-led networks, which provide connection, amplify staff voice, and contribute to events and policy development.

Figure 15: Staff-led networks at LEG



The Race Equality Forum drives the Race Equality Roadmap and holds leaders accountable to its goals. It envisions a culturally cohesive Group where everyone feels respected, safe, and supported to thrive. Its aims include:

- Supporting career development for minoritised ethnic staff
- Celebrating diversity through events and campaigns
- Providing a safe space to share challenges and seek support

The Race Equality Allies Network promotes open discussions on race, privilege, and allyship through workshops, events, and staff-student engagement.

The Students' Union expanded Diversity Reps to represent Global Majorities, contributing to student council and EDIAPC.

3.1 Staff culture

The People Strategy 2024-27 describes our approach to developing and sustaining an inclusive culture, through which we aim to listen to, respond and empower colleagues, whilst utilising data and insight to shape operational priorities and strategies for success, through a restorative and relationship approach to change management.

3.1.1 REC Survey

Belonging

Despite low response rates, the REC Survey identified areas to improve belonging and connectedness, despite recent restructures, leadership shifts, and a campus move.

Findings show 80% of minoritised ethnic staff feel highly respected, with the rest moderately respected. However, only 20% felt extremely connected to colleagues, and none felt extremely valued (80% felt well valued). Lower-grade staff across all ethnicities reported weaker connectedness, possibly due to centralised services and fractional contracts at LC.

While most staff felt comfortable being their authentic selves, results suggest more can be done to build inclusive, connected environments.

Figure 16: LC Staff responses to ‘How comfortable do you feel being your full authentic self at Leeds Conservatoire?’



Figure 17: UCLeeds Staff responses to ‘How comfortable do you feel being your full authentic self at University Centre Leeds?’



“I find UCLeeds to be a welcoming and inclusive community, where staff and students are encouraged to be their authentic selves but also respectful of others”.

Of those responding only somewhat comfortable or slightly uncomfortable, 8/9 were of White (English/Welsh/Scottish/Northern Irish/British) background. Other potential indicators for those are gender identity or religion, however this is not conclusive.

Culture and climate

“I feel that Leeds Conservatoire is on a trajectory to develop and grow in the space of race equality and continues to succeed on this path. I

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feel that race, gender, culture and ethnicity is very well celebrated and colleagues embrace each other well”.

“UCL does a good job of recognising different cultures and races in newsletters, bulletins, and marketing campaigns, as well as providing training encouraging and promoting better understanding of race related issues”.

Although some positive comments, the REC survey results show a need for priority action in relation to communication and raising awareness of the work we are doing towards racial equality.

Figure 18: LC Staff understanding of work being done to tackle race inequality:



Figure 19: UCLeeds Staff understanding of work being done to tackle race inequality:



There is some indication that awareness of institutional EDI work may relate to staff grade, with lower-grade respondents showing less understanding. These staff are likely less involved in committees or boards where such work is discussed, highlighting the need for improved cross-institutional communication. This aligns with qualitative feedback noting gaps in awareness and engagement.

“I am aware of some of the activities happening around advancing race equality, but this tends to be more as observations in committees or seeing diary entries in other people's calendars....”

There was evidence from the survey to show that there is a need for more opportunities to learn about people from different races, ethnicities and cultures. 76% of LC staff and 71% of UCLeeds respondents felt there were only sometimes or rare opportunities.

This mirrored their thoughts on how we acknowledge festival and traditions of different cultures, with some positive examples identified:

“We are very good at making allowances for religious festivals, opening up extra rooms for prayer for example and ensuring staff understand any extra support that may be required. We also work well with refugees, being Sanctuary accredited and having good links with RETAS and performing outreach work. The library has some excellent resources, both fiction and non-fiction, on the topic of refugees. We also ran Race Equality Week last year which had good engagement”.

However, just below 30% of staff felt this is done either ‘not so well’ or ‘not at all’. These views were shared across staff groups regardless of race and ethnicity.

“I believe there is a genuine effort to make everyone feel included and that they belong. The only thing I would say could help taking this further and to create a sense of unity, would be to create opportunities for students and staff to come together more often and experience other religion’ traditions/celebrations”.

More work is needed to foster inclusive team culture, leadership, and development, especially for lower-grade staff who felt less safe giving feedback. Still, most agreed leaders encourage idea-sharing: 76% at LC and 82% at UCLeeds said this happens “always” or “frequently.” Many felt confident their line manager would support them and action would be taken if they faced racial discrimination or abuse.

Most REC survey respondents had not experienced or witnessed discomfort at work due to race or ethnicity, though two LC staff members, one White, one from a minoritised background, did report such experiences. Some staff were unsure how to report discrimination or harassment, highlighting a need for clearer communication and awareness.

A small number felt limited in development opportunities or lacked progression discussions with line managers. Some found appraisals unhelpful, possibly linked to high numbers of fractional roles. Still, 62% of LC and 93% of UCLeeds staff agreed it is a good place to work, aligning with internal staff survey trends.

3.1.2 Other feedback

The 2023–24 Staff Survey showed strong EDI support, with 96% of staff confident in our commitment. Job satisfaction (94%), peer support (98%), and line manager support (94%) were high, reflecting a positive culture. However, trust in leadership

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communication was notably lower among Bangladeshi staff (43%). While 98% reported effective teamwork and strong peer relationships, 50% of White: Other and Pakistani staff, and 60% of Bangladeshi staff, felt career progression opportunities were limited.

3.2 Student culture

3.2.1 REC Survey

Belonging

As with staff, and despite very low response rates, the REC Survey results show there are improvement opportunities in relation to a sense of belonging and connectedness across both institutions.

Most student survey respondents were very positive about the sense of belonging and connectedness with peers and staff:

“I really like that on STEM we have a really diverse staff group. It is a great feeling to be from Central - Eastern Europe and have a highly qualified lecturer from my area. Also, it is good to see lecturers from Africa, to be able to ask questions from any one of them without a fear of misunderstanding the interest even though I have sometimes issues as a second language English speaker do not use the right words to the situation, but still been understood. I like that in our group there are a few different cultures and backgrounds, and we all work together and all help each other.....”

REC survey data shows that minoritised ethnic students do feel high or moderate levels of respect but 33% of student respondents only felt somewhat or quite connected to students and staff at the institution; all from minoritised ethnic groups.

There were also incidents of student respondents (n=5) stating they felt they sometimes, frequently or always felt they had to act differently because of their race or ethnicity, with two students stating they felt slightly uncomfortable being their full authentic self (both of whom were of White (English/Welsh/Scottish/Northern Irish/British) background).

Culture and climate

Reflecting staff, student responses show a need to improve communication and raise awareness of the work we are doing in relation to racial inequality. Generally, there are mixed levels of understanding about the work currently being done, with some stating they have only slight or no understanding of what the institution is doing to tackle racial inequality. There are mixed feeling regarding the opportunities available to learn about people from different races, ethnicities and cultures and how well the institution acknowledges festivals and traditions from different cultures.

Student examples of where this has been done include our recent International Day and Refugee Week celebrations, involving cultural displays, henna, podcasts by sanctuary

seekers, poetry, Ukrainian student art exhibition, and the 'Bringing People Together Through Music' June Jam Festival.

Figure 20: Images from LEG 2025 International Day and Refugee Week celebrations



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Some students (n=3) said that in the last 12 months, they had experienced or witnessed a situation at the institution where they had felt uncomfortable because of race or ethnicity, two from a minoritised ethnic background. Some students reported that they would not know where and how to report if they witnessed or were personally subjected to discrimination, harassment or abuse. While most were extremely or quite confident, a small few had low confidence that the appropriate investigative and/or disciplinary action would be taken if they reported discrimination, harassment, or abuse.

More positively there was a strong sense that students feel that leaders and tutors create an environment where everyone feels safe to speak up:

Figure 21: LC Student responses to the creation of an environment where everyone feels safe to speak up:



Figure 22: UCLeeds Student responses to the creation of an environment where everyone feels safe to speak up:



Students generally feel staff always or frequently encourage everyone to share ideas in teaching sessions. However, there is still some further room for improvement, including in reference to only 50% of respondents scoring 'extremely' when asked if they are likely to recommend the institution as a good place to study.

3.2.2 Other feedback

Student Representative Roundtables have highlighted that students view the institution as highly supportive of EDI, with clear strategic intent for continued progress. Students welcomed both past improvements and future plans to make student voice mechanisms more inclusive, recognising the institution's commitment to student partnership. The diverse student population at UCLeeds is seen as a key strength.

3.3 Actions

Table 10: REC actions relating to culture, inclusion and belonging

Action No.	Summary of REC Objective / Action (culture, inclusion and belonging)
2.3	Diversify voice as part of REC and EDI work (Xref Action 3.2)
2.4	Work with all staff to develop resources, insights and embed practices
2.6 a-b	Co-create a vision and establish a common language
2.7 a-e	Launch and evaluate a pilot programme with Diversity and Inclusion Reps
2.8 a-b	Develop awareness raising and communication plans
2.9 a-d	Increase the opportunities to learn about people from other races, ethnicities and cultures
7.2	Improve community cohesion between home and international students
7.3	Enhance the sense of belonging of international students

4. Staff context

All data in this application reflects the position as of January 2025. Benchmarks used include local minoritised ethnic population figures (21% Leeds; 23.4% West Yorkshire) and UK HEI averages, aiming for aspirational targets despite the institutions' smaller size.

Table 11: Overall staff numbers 2025

	No. of staff 2024-25		
	LC	UCLeeds	Professional Services
Total	347	109	79

From the REC Staff Survey:

“It does feel like there could be more racial diversity in the staff”.

Minoritised ethnic staff recruitment rose from 8.2% to 21.3%. However, ‘not stated’ ethnicity responses also rose (3.3% to 7.4%), limiting clarity. In response, a ‘Sharing Who We Are’ data disclosure project has been launched, aiming to improve data quality and create a more inclusive workplace, and enabling positive action and targeted recruitment.

Applications from minoritised ethnic candidates increased from 15.7% to 31.2%. Yet, a conversion gap remains: 12.9% for White applicants versus 5.6% for minoritised ethnic groups.

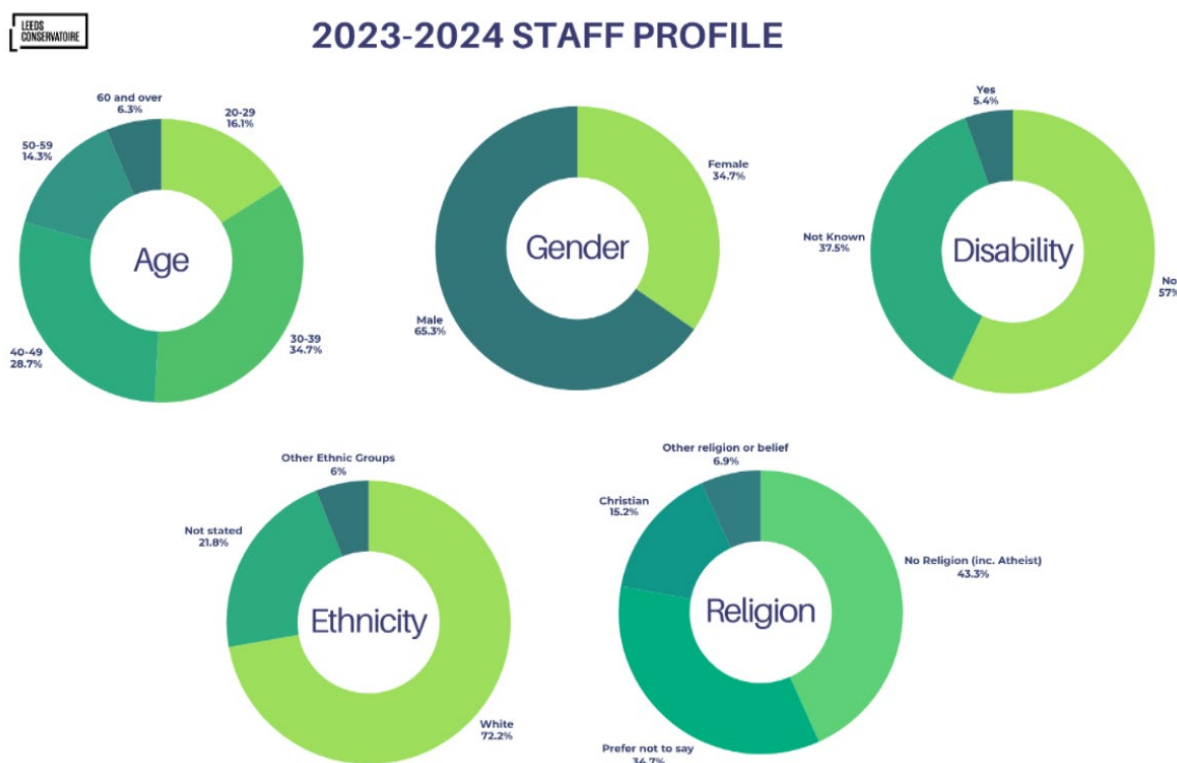
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Table 12: Application, shortlisting and appointment rates for minoritised ethnic staff 2023/24

Role type	% minoritised ethnic applicants	% shortlisted	% appointed
LC academic roles	29.1%	18.5%	23.3%
UCLeeds academic roles	54.7%	47.6%	47.8%
LC professional services roles	17%	11.6%	5.9%
UCLeeds professional services roles	55.9%	40.7%	22.2%

Understanding intersectionality is limited by low disclosure rates, making detailed analysis difficult. Actions include improving infrastructure and evidence to better evaluate and address intersectional inequalities. LC internal data for 2023–24 was available, though some categories remain hard to define due to low response rates.

Figure 23: LC 2023-24 Staff Profile:



Low numbers of total staff, departmental personnel, and a lack of disclosed data make it difficult to report data by School / Directorate or grade, as this would risk personally identifying staff. As such, these rows have been omitted from the data tables and is not available for more granular analysis as part of this self-assessment.

4.1 Academic Staff

Academic staff focus on teaching, with no research funding or REF outcomes.

Minoritised ethnic academic staff increased from 18.2% to 34.5%, notably among Asian or Asian British (0% to 7.5%) and Black or Black British: African (0% to 9.4%) appointments. Despite this, numbers remain low compared to White British staff, who made up 56.6% of appointments in 2023-24. The non-UK academic population also grew from 13.7% to 30.2%.

At LC, staff diversity closely mirrors the student population, unlike UCLeeds where students are more diverse and staff data has higher unknowns, complicating analysis.

Academic staff by contact type

Minoritised ethnic staff on fixed-term contracts rose slightly from 10% to 11.1%, representing small numbers. Permanent contract diversity stayed nearly flat with a 0.2% increase, despite making up over 97% of academic contracts.

Most academic staff (over 75%) work part-time or variable hours, mainly due to fractional specialist music roles at LC. Non-disclosed ethnicity rates increased from 18.5% to 26.2%. Minoritised ethnic representation grew more among full-time staff (3.7% to 7.2%) than part-time (6.4% to 6.5%). Non-UK academic staff rose sharply, especially full-time (11.1% to 54.2%).

Academic promotion data is not centrally collected due to low numbers and privacy risks. Internal reviews highlight progression gaps for diverse staff and have led to actions such as improving Race Equality Forum links, encouraging leadership outreach, and offering leadership development and interview training.

4.2 Professional / Support Services Staff

Minoritised ethnic professional/support staff increased from 5.9% to 9%. However, headcount is in single figures and remain markedly low compared to White English, Welsh, Scottish, NI: British (which stood at 71.3% (n=47) of professional services appointments in 2023-24). The non-UK professional services population increased from <1% to 12%.

Professional staff by contact type

Over the past three years, professional staff on fixed-term contracts have made up a very small portion of the workforce (n≤5). High levels of undisclosed ethnicity data, rising from 12.1% to 17.9%, especially among part-time/variable hours staff, making analysis of race equity progress difficult.

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Due to low numbers and disclosure rates, data by job family has been omitted to protect anonymity. No formalised progression routes exist in professional, technical, or operational roles and data is unavailable. As with academic roles, internal reviews highlight the need for improved progression support for staff from diverse backgrounds.

4.3 Staff membership

Data is not centrally collated in terms of staff protected characteristics relating to the below, and so no detailed data is included in Appendix 2:

- Membership of Council, Senate and institutional and faculty/directorate Senior Leadership Team;
- Membership of key decision-making bodies and committees.

However, summary data can be provided:

Table 13: HE-only Heads of Department and SLT members

Heads of Department (LMT)			
	Minoritised ethnic background	White	Total
Sex			
Male	1	4	5
Female	0	6	6
Nationality			
UK	1		10
Non-UK	0	1	1
Senior Leadership Team (Directors and above)			
	Minoritised ethnic background	White	Total
Sex			
Male	0	1	1
Female	0	4	4
Nationality			
UK	0	0	5
Non-UK	0	0	0
Executive Leadership Team			
	Minoritised ethnic background	White	Total
Sex			
Male	0	1	1
Female	0	0	0
Nationality			
UK	0	1	1
Non-UK	0	0	0

Please see Section 1 - 2.3 for further discussion on diversity in leadership and action being taken.

Whilst staff representation on decision-making committees and Boards has a larger headcount, it is observed that there is no greater diversity among members. Up until 2022-23, we did not collect protected characteristic data from Governors and data is not reportable other than people of colour making up less than 10%.

4.4 Actions

Table 14: REC actions relating to staff

Action No.	Summary of REC Objective / Action (staff)
4.1 a-d	Increase diversity in staff recruitment (Xref Action 3.1)
4.2 a-b	Increase career progression of staff from minoritised ethnic backgrounds

5. Student context

Small cohort sizes limit detailed analysis of student outcomes although we draw on meaningful evaluation undertaken as part of the APP, for example. To improve data consistency, both institutions replaced multiple admissions and student records systems in 2023-24. This will enhance reporting accuracy, though small ethnic group sizes may still limit detailed reporting.

Table 15: Total student numbers

	2024-2025	2023-24	2022-23	2021-22
LC	1262	1409	1473	1581
UCLeeds	973	989	1115	1286
Total	2235	2398	2588	2867

Table 16: Minoritised ethnic student populations

	% minoritised ethnic		
	2023-24	2022-23	2021-22
LC	11.9%	11.1%	11.8%
UCLeeds	35%	32%	38%

Non-UK student numbers at LC have increased from 5.3% to 11.5%, driven by growth in international students (Tables 33 & 37). The proportion of minoritised ethnic students has stayed stable at LC but dropped by 3pp at UCLeeds. This decline reflects the end of a previous agency partnership enrolling over 100 Bangladeshi students.

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We have used regulatory Office for Students (OfS) dashboard data from the APP to deepen understanding of student ethnicity and inform future action.

Figure 24: LC OfS size and shape dashboard ethnicity breakdown

Ethnicity

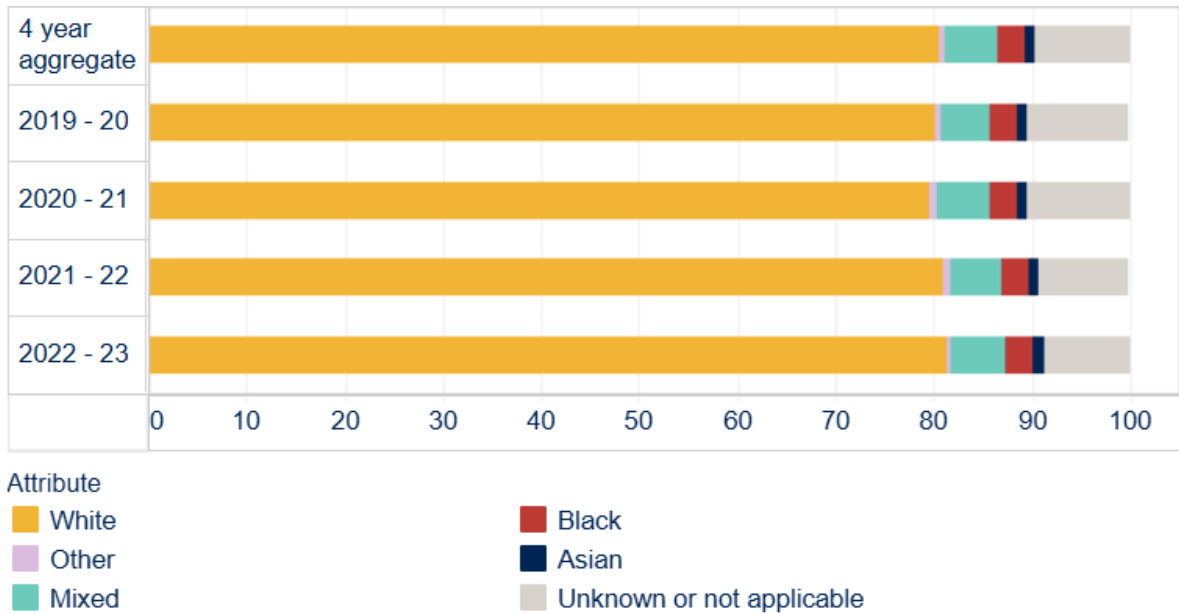
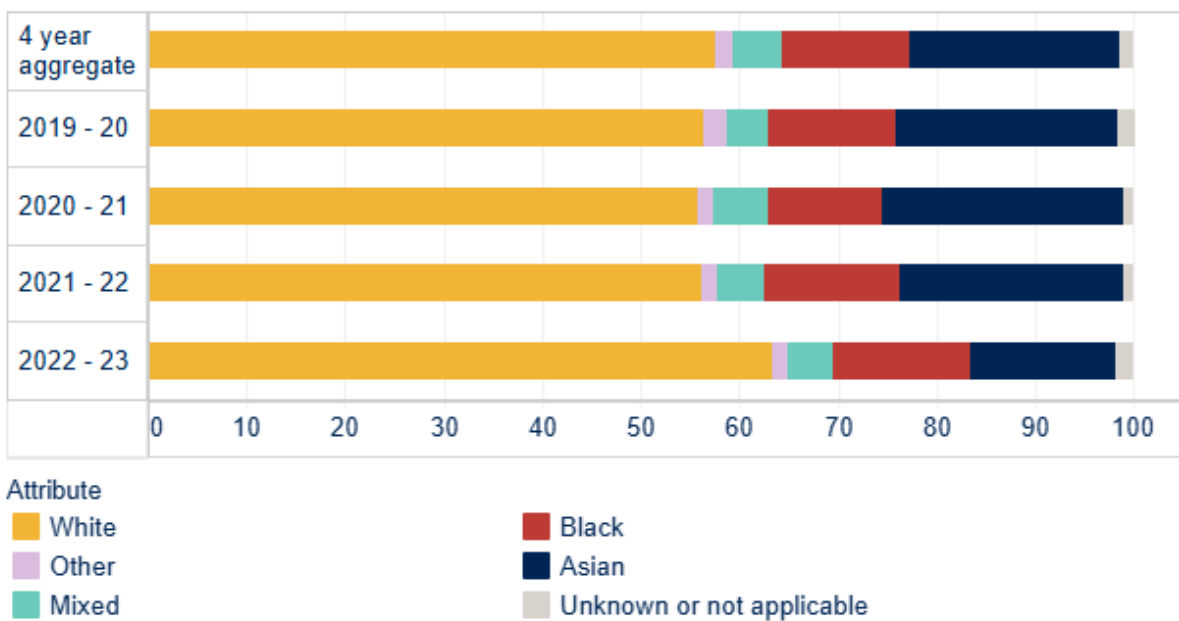


Figure 25: UCLeeds OfS size and shape dashboard ethnicity breakdown

Ethnicity



Analysing intersectional student characteristics is difficult due to data gaps and low reporting, which risks breaching confidentiality. New systems and enhanced infrastructures will improve data collection and enable deeper exploration of intersectional inequalities, while considering GDPR.

5.1 Undergraduate

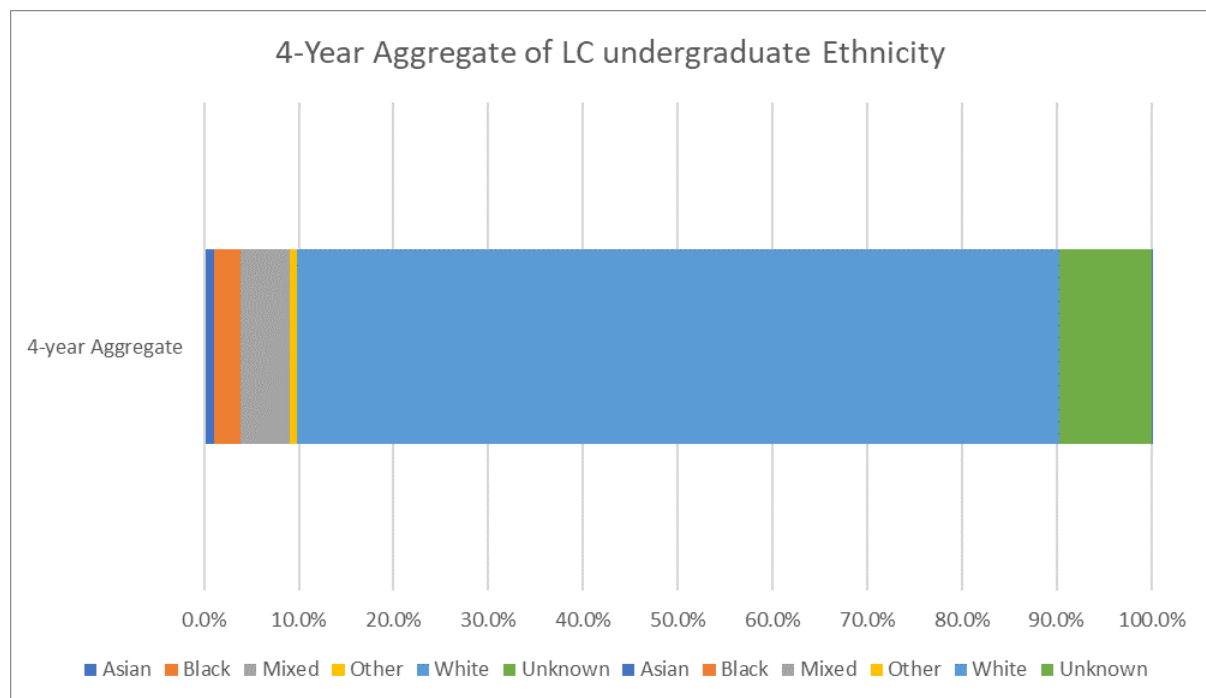
5.1.1 Student profile

UCAS collects ethnicity data for applicants, but we only receive it once an applicant accepts an unconditional firm offer. This limits access to application-stage ethnicity data and so not available for this application.

At LC, non-UK applications rose from 10.4% to 13.4%, with accepted offers increasing from 7.6% to 9.2%. At UCLeeds, non-UK applicants remained low (1.35–1.6%) due to only being granted Probationary Student Sponsor Licence status in July 2024. Accepted applications from minoritised ethnic groups increased at LC (9% to 12.4%) and UCLeeds (43.4% to 45.4%), though 45–50 UCLeeds applicants annually do not disclose ethnicity.

LC's APP 2025–28 data shows consistently low intake from minoritised ethnic students, 10.7% across 2018–22. Due to small cohorts, data for some ethnicities is suppressed, limiting detailed analysis.

Figure 26: LC UG OfS size and shape dashboard ethnicity breakdown



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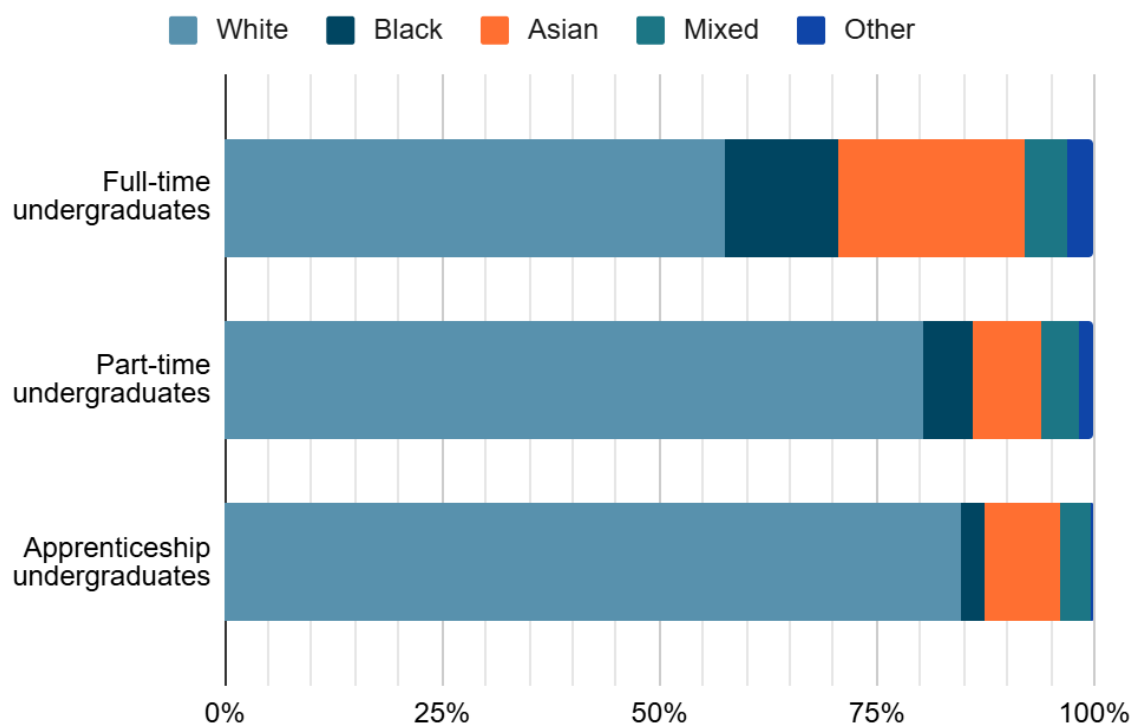
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LC's specialist provision shapes its data context and informs planned action to work with similar providers and external partners to promote the cultural and economic value of the arts to underrepresented communities. Partnerships with Black Lives in Music and South Asian Arts UK support this goal. LC will take a whole-lifecycle approach, recognising how diverse staffing and inclusive curricula influence students' sense of belonging from pre-enrolment through to study.

UCLeeds' 2025–28 APP is illustrated to reflect student profile.

Figure 27: UCLeeds UG OfS size and shape dashboard ethnicity breakdown

Ethnicity 4 year aggregate 2019-20 to 2022-23



UCLeeds has committed to raising aspirations and increasing HE progression for underrepresented and intersectionally disadvantaged groups, through targeted outreach, access pathways, and community partnerships.

Ethnicity-based admissions analysis via tariff points is not included, as entry requirements were consistent across institutions. LC used a 96-point tariff across all UG provision, while UCLeeds did not apply tariff points until 2024-25 due to the vocational nature of its applicants. Therefore, the tariff-based admissions data table was omitted.

Figure 28: Sample UCLeeds entry requirements pre-UCAS tariff point offer

	Typical offer	Minimum Offer
UCAS Tariff Points	64 Points	48 Points
A Levels:	2xD grades one of which to be in a relevant subject	1xE grade in a relevant subject
BTEC L3 Diploma or Extended Diploma:	MP, MPP grade in relevant subjects	PP, PPP grade or a Subsidiary Diploma with an E grade in relevant subjects
T Levels	In a relevant subject	
Access to HE Diploma:	Overall pass with 60 credits, with 24 credits to be at a Merit grade in a relevant subject	Overall pass with 60 credits in a relevant subject

5.1.2 Student outcomes

Continuation and completion

At LC, continuation rates rose from 86.6% (2021–22) to 96.7% (2023–24), though ethnicity breakdowns are limited. OfS data for 2021–22 shows slightly higher continuation for minoritised ethnic students (90.7%) than White students (89%). Non-UK students improved to 97.6% by 2023–24. Gender showed the largest gap. Completion rates declined slightly, with BA Music withdrawals linked to personal or financial reasons. A 2023 Retention Taskforce now tracks and addresses trends via department plans.

At UCLeeds, continuation remains strong, Foundation Degrees are 8.1pp above OfS thresholds; Top-ups and apprenticeships also exceed benchmarks. TEF 2023 found no major gaps by ethnicity or domicile. Completion gaps persist but are below national levels: 14.3% for minoritised ethnic students. REC data shows a 6.7pp completion gap in 2023–24 between White and minoritised students. Retention and achievement gaps have narrowed, but continuation remains a concern (4.5pp). Early interventions target key withdrawal causes, including health, finances, and academic failure.

Attainment

At LC, both the REC data (Table 34) and APP data analysis also shows there is a gap in attainment rates between students from the minoritised ethnic and white students.

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From 2018–19 to 2021–22, the gap was 13.2pp, with attainment at 73.5% for global majority students versus 86.7% for White students.

At UCLeeds, awarding gaps persist at Foundation and Level 6 degrees, especially at higher classifications (Merit, Distinction, 1st, and 2:1). APP data shows the gap narrowed from 9.5% (2021–22) to 5.5% (2023–24), but remains larger than other gaps. OfS data reveals major disparities: 31.4pp for Asian students, 35.7pp for Black students, and 17.9pp for Mixed students, well above national averages. UCLeeds has set three attainment targets and attributes lower overall attainment to its foundation and top-up degree focus.

Figure 29: UCLeeds attainment gap as presented in APP 2025-2028

4-year aggregate Ethnicity Attainment Gap compared with white and other ethnic groups			
Indicator	UC gap	National average gap	Difference
Asian	31.4	8.6	22.8
Black	35.7	20.2	15.5
Mixed	17.9	3.8	14.1
Total non-white	28.3	10.8	17.5

To address these gaps, we are decolonising and diversifying the curriculum and exploring alternative assessment methods. These efforts are monitored through learning and teaching committees, validation/modification processes, and are part of the ongoing REC action plan.

UCLeeds continues to address intersectional barriers to support access. In 2023–24, 67.5% of counselling users were White British and 8.7% other White, aligned with overall demographics. However, Asian (8.75% vs. 13.4%) and Black (2.5% vs. 11.5%) students were underrepresented in accessing support. Efforts now focus on reaching those not engaging with support, whether due to readiness, reluctance, or unmet needs. New strategies target mental health awareness, resilience, and smoother transitions into HE. A holistic approach supports inclusive learning, self-advocacy, and belonging.

5.2 Postgraduate

5.2.1 Student profile

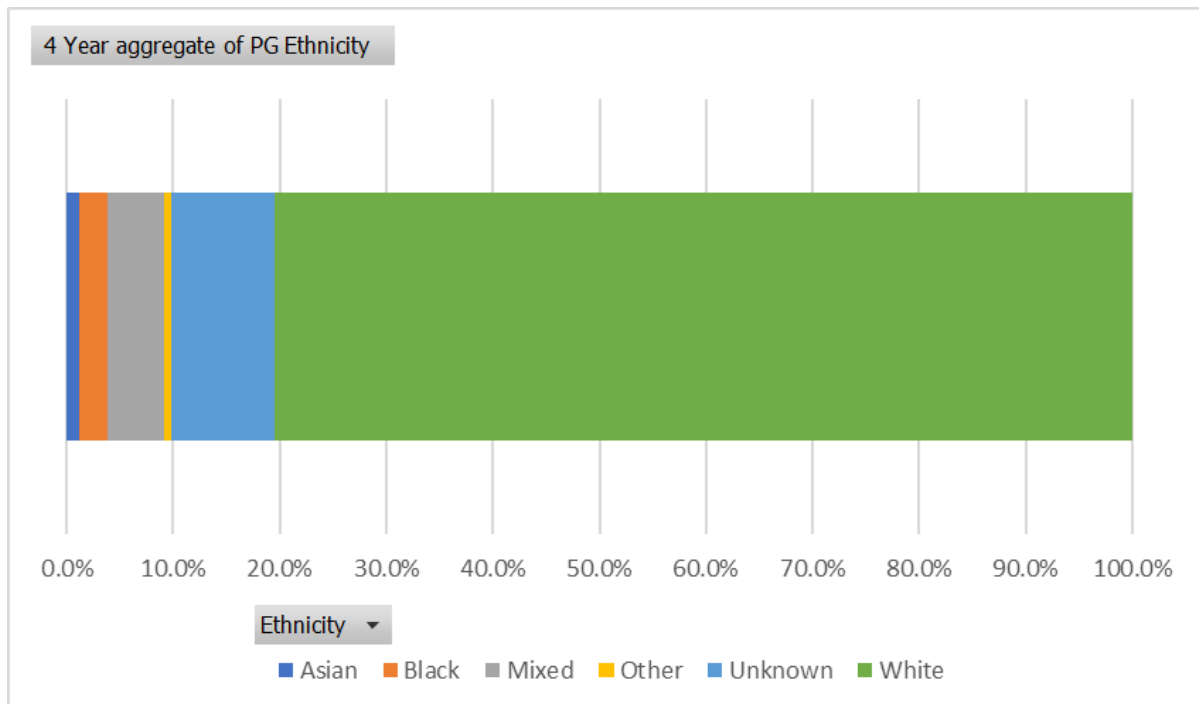
UCAS collects ethnicity data for PG applicants, but institutions only receive it once an applicant accepts an unconditional firm offer. This limits access to application-stage data by ethnicity. As a result, this application cannot refer to overall data about numbers of applications by race or ethnicity.

The postgraduate (PG) provision at LC has gradually developed with student numbers increasing gradually over the last three years (from 52 in 2021-22 to 79 in 2023-24) (Table 35). The PG student population is notably more diverse than the UG population

with 51.9% from minoritised ethnic backgrounds in 2021-22, 38.2% in 2022-23 and 34.2% in 2023-24. Most of these students are Chinese (44.2%; 27.3%; and 29.1%). There have been no PG students at LC from Bangladeshi, Pakistani, Black-African, or Black Caribbean backgrounds in the three-year period and only one Black-Other student.

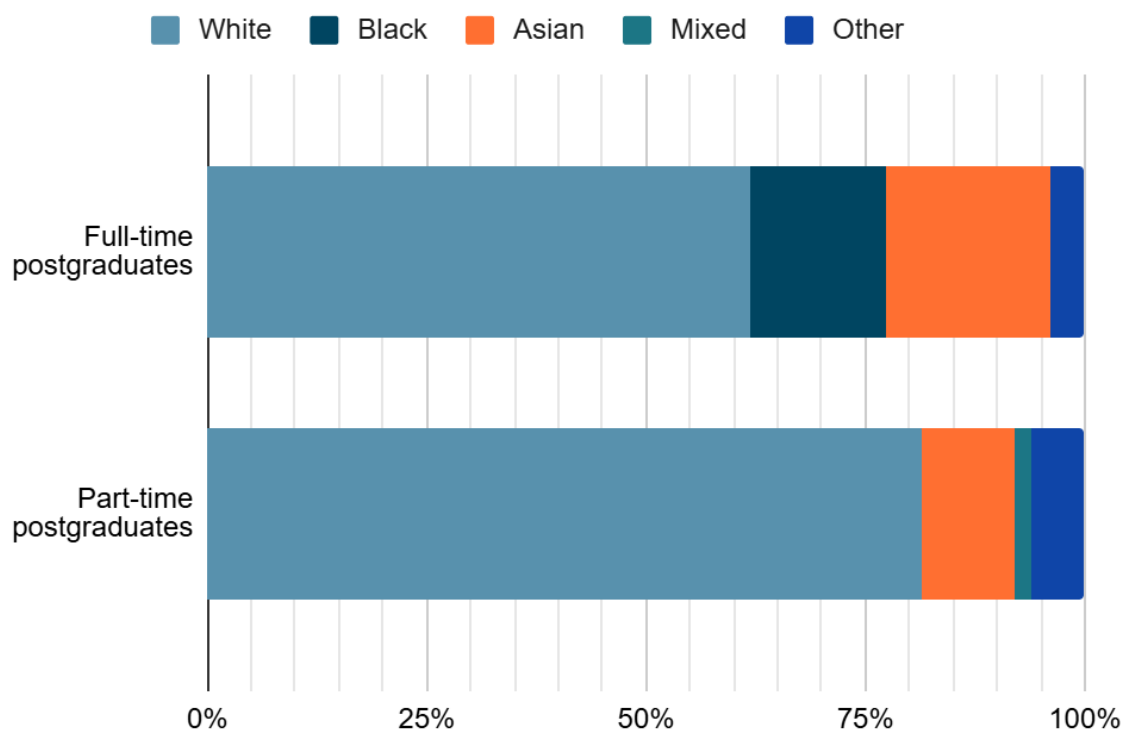
To support institutional understanding of student profiles, the OfS size and shape dashboard, used in institutional APP data sets, provides further insights into student ethnicity.

Figure 30: LC PG OfS size and shape dashboard ethnicity breakdown



PG provision at UCLeeds is small (fewer than 40 students per year), and no students have yet been sponsored under the UKVI licence. Table 35 shows PG students are less diverse than UG (17% vs. 40.9% minoritised ethnic), reflecting broader sector trends in the subjects offered.

Figure 31: UCLeeds PG OfS size and shape dashboard ethnicity breakdown



5.2.2 Student outcomes

Low numbers of minoritised ethnic PG students make reporting difficult. At LC, completions were 2 in 2021–22, 1 in 2022–23, and 3 in 2023–24. At UCLeeds, PG completion rates appear low across all ethnicities, but many students still have six months remaining, so current figures (Table 38) do not reflect true completion outcomes. Future actions will improve reporting accuracy while safeguarding privacy due to small cohorts. Annual reviews show strong overall completion rates, exceeding sector norms, except for PGCE at UCLeeds, where some students leave early for full-time teaching roles.

5.4 Actions

Table 17: REC actions relating to students

Action No.	Summary of REC Objective / Action (students)
5.1 a-g	Increase the number of minoritised ethnic students enrolling at LC
5.2 a-j	Raise aspirations and support progression to HE for young people from the least represented groups who experience intersectional disadvantage
6.1	Improve degree outcomes for LC students from minoritised ethnic backgrounds
6.2 a-e	Reduce the attainment gap between UCLeeds ethnically diverse students and white students
6.3	Work towards overcoming cultural barriers to mental health support
7.4	Improve support for sponsored international students

6. 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.

Table 18: 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.

Section 3: Action plan

1. Action plan

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.	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	Clear lines of monitoring and reporting on	HE Quality and Standards EDI Manager	Nov 2025	Sept 2029

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		The LC EDI Action plan also shows there is a lack of clarity in reporting and central tracking.	in a way that embeds continuous improvement.	EDI-related activity 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	Cecil analytics	EDI Manager	Jan 2026	Sept 2027

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			Comms plan including showcasing (Xref Priority 2) Including, for example, Principal/Dean video	Website analytics Staff feedback Student feedback	Group Director of HE Quality and Standards		
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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	EDI Manager LoD Team	Sept 2024	Dec 2025

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				Staff feedback			
			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	Number of mid- and large-scale projects delivered	EDI Team LC EDI Manager	Dec 2025	Jan 2027

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			knowledges, practices, and insights in realm of inclusion, diversity and equitable change for Performance and Creative Arts	Number and % of staff and students 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	To diversify voice as part of REC and EDI work that	The survey results show a need to increase awareness and engagement of REC work	Develop a student engagement and co-creation plan that supports student	Shared plan of engagement mechanisms	Deputy Head of HE Quality	Apr 2025	Jul 2027

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XRef action 3.2	informs policy and action plan	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 identifies that staff and students feel disconnected from developments or changes to EDI.	voice in policy decisions as well as inclusion in the REC Working Group.	Increased feedback from students on policy proposals	Student Engagement Manager (LC)		
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	EDI Manager	Sept 2025	Jan 2028

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				<p>bank of resources by January 2026</p> <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,	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	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	<p>Redrafted induction packs</p> <p>Session feedback</p>	Hiring Managers HR	Sept 2025	May 2026

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	inclusion, and community.	participation feel like abstract concepts.	development (staff and students)				
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	May 2026	July 2026

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					D&I Reps		
					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 –	Ongoing self-assessment, as well as REC survey results, show that the institution could do better in providing opportunities to learn about and celebrate	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	Sept 2025	Annual cycle of activity

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	including celebrating festivals and traditions	culture and diversity further. The LC EDI Action Plan also identified a lack of consistent celebratory activities and shared voice	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.	ethnicities and cultures Number of activities, events and meetings facilitated Number and % of staff and students in attendance / engaging Diversity of those in the network Staff feedback Student feedback	Students Union 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.	Number of case studies shared Number of listening sessions facilitated Engagement analytics Increase diversity in learning opportunities available	EDI Team Group Director of HE Quality and Standards Access and Participation Manager D&I Reps Students Union	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	Evaluation Manager		
				Accessible reports available to see oversight of staff diversity	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.	<p>Podcast engagement analytics</p> <p>Number of guest speaker sessions facilitated</p> <p>Number and diversity of practitioners part of the Network</p> <p>Numbers and % of students attending sessions / engaging with podcasts</p> <p>Student feedback</p> <p>Student outcome data</p> <p>Staff feedback</p> <p>NSS scores</p>	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.	<p>Number and diversity of students engaged in co-creation work</p> <p>Resources created</p> <p>BlackBoard / engagement analytics</p> <p>Number, %, and diversity of students accessing student support services</p>	<p>Group Director of HE Quality and Standards</p> <p>Head of Student Support and Wellbeing</p> <p>Student Health and Wellbeing Manager</p>	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.				

Appendix 1: Survey and consultation data

1. LC Staff

Table 19: Staff survey response rates – Leeds Conservatoire		
	All staff headcount 2024-25 and % of total staff	Respondents and % response rate of staff group
Minoritised ethnic background	23 (6.6%)	3 (13%)
White	249 (71.8%)	31 (12.4%)
Prefer not to say	75 (21.6%)	0
Total Staff	347	34 (9.8%)

1.1.1 LC Staff Survey Report

Leeds Conservatoire Staff Race Equality Survey

34 Responses

14:02 Average time to complete

Active Status

1. How much respect do you feel people at Leeds Conservatoire show you? (e.g., colleagues, staff in other departments, leaders/managers)

High level of respect	22
Moderate level of respect	10
Some level of respect	2
Slight level of respect	0
No respect	0



2. How connected do you feel to colleagues/staff at Leeds Conservatoire?

Extremely connected	9
Quite connected	19
Somewhat connected	4
Slightly connected	2
Not at all connected	0



3. How valued do you feel as a member of Leeds Conservatoire?

Extremely valued	4
Well valued	19
Somewhat valued	10
Slightly valued	1
Not at all valued	0



4. How appreciated do you feel for the work you do at Leeds Conservatoire?

Extremely appreciated	3
Well appreciated	19
Somewhat appreciated	10
Slightly appreciated	2
Not appreciated	0



5. How often do you feel you need to act differently because of your race or ethnicity while working at Leeds Conservatoire?

Always	0
Frequently	0
Sometimes	2
Rarely	7
Never	25



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6. How comfortable do you feel being your full authentic self at Leeds Conservatoire?

● Extremely comfortable	12
● Quite comfortable	16
● Somewhat comfortable	3
● Slightly comfortable	3
● Not at all comfortable	0



7. How comfortable would you feel calling out a person showing racist behaviours at Leeds Conservatoire? (e.g., challenging as and when someone makes an inappropriate or racist joke, discriminates another person because of their race, etc.)

● Extremely comfortable	11
● Quite comfortable	14
● Somewhat comfortable	6
● Slightly comfortable	3
● Not at all comfortable	0



8. How confident do you feel that leaders/managers and other colleagues at Leeds Conservatoire will call out racially inappropriate behaviours?

● Extremely confident	14
● Quite confident	14
● Somewhat confident	5
● Slightly confident	1
● Not at all confident	0



9. How comfortable do you feel discussing race-related topics with colleagues within your department?

● Extremely comfortable	6
● Quite comfortable	23
● Somewhat comfortable	4
● Slightly comfortable	0
● Not at all comfortable	1



10. How confident are you that colleagues at Leeds Conservatoire can have an open and honest conversation with each other about race?

● Extremely confident	5
● Quite confident	17
● Somewhat confident	8
● Slightly confident	3
● Not at all confident	1



11. How much do you understand about what Leeds Conservatoire is doing to tackle racial inequality impacting people who work and study here?

High level of understanding	7
Moderate level of understanding	11
Some level of understanding	9
Slight level of understanding	6
No understanding	1



12. How often do you feel you get the opportunity to learn about people from different races, ethnicities and cultures while working here?

Always	2
Frequently	6
Sometimes	15
Rarely	11
Never	0



13. How well do you think festivals and traditions from different cultures are acknowledged at Leeds Conservatoire?

Extremely well	4
Very well	6
Somewhat well	17
Not so well	6
Not at all	1



14. How comfortable do you feel in asking Leeds Conservatoire to celebrate your cultural festivals?

Extremely comfortable	9
Quite comfortable	13
Somewhat comfortable	6
Slightly comfortable	4
Not at all comfortable	2



15. How comfortable do you feel in asking Leeds Conservatoire for support or to accommodate your needs so that you can celebrate your cultural festivals or traditions?

Extremely comfortable	13
Quite comfortable	9
Somewhat comfortable	9
Slightly comfortable	2
Not at all comfortable	1



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16. Do you believe that social events/activities organised by Leeds Conservatoire are welcoming to everyone irrespective of race or ethnicity?

● Yes	25
● Maybe	8
● No	1



17. In the last 12 months, have you experienced or witnessed a situation at Leeds Conservatoire where you have felt uncomfortable because of race or ethnicity?

● Yes	2
● Neutral	3
● No	29



18. We would like to hear your thoughts on Leeds Conservatoire's commitment to advancing race equality in higher education. Specifically, what do you think Leeds Conservatoire is doing well and/or what do you think needs improving.

33
Responses

[Update](#)

Latest Responses

"Commitment in actions is what is needed and is gaining traction"

"I love that different cultures holidays are celebrated and reflected in the me..."

"I would like to be an ally to colleagues who have different cultural celebratio..."

3 respondents (9%) answered **race equality** for this question.



19. How well do you feel that leaders/managers and colleagues at Leeds Conservatoire create an environment where everyone feels safe to speak up?

● Extremely well	7
● Very well	13
● Somewhat well	12
● Not so well	2
● Not at all	0



20. How comfortable do you feel providing feedback to your line manager?

Extremely comfortable	21
Quite comfortable	9
Somewhat comfortable	1
Slightly comfortable	1
Not at all comfortable	2



21. How often do leaders encourage everyone to share ideas in meetings?

Always	11
Frequently	15
Sometimes	8
Rarely	0
Never	0



22. If you experienced racial discrimination, bullying or abuse, how confident do you feel that your line manager would support you and take appropriate action?

Extremely confident	24
Quite confident	7
Somewhat confident	3
Slightly confident	0
Not at all confident	0



23. If you witnessed or were personally subjected to discrimination, harassment or abuse, would you know where and how to report the incident?

Yes	24
Neutral	7
No	3



24. If you reported discrimination, harassment, or abuse on the basis of race or ethnicity, how confident are you that the appropriate investigative and/or disciplinary action would be taken?

Extremely confident	13
Quite confident	13
Somewhat confident	8
Slightly confident	0
Not at all confident	0



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25. How often do you feel that there are opportunities for you to develop within your role?

Always	4
Frequently	11
Sometimes	16
Rarely	3
Never	0



26. How often does your line manager make time to discuss your personal and professional development and progression?

Always	7
Frequently	13
Sometimes	9
Rarely	4
Never	1



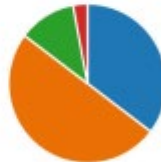
27. How useful do you find the annual appraisal process?

Extremely useful	4
Quite useful	12
Somewhat useful	7
Slightly useful	6
Not at all useful	5



28. How likely are you to recommend Leeds Conservatoire as a good place to work?

Extremely likely	12
Quite likely	17
Somewhat likely	4
Slightly likely	1
Not at all likely	0



29. Broad Ethnic Group

Black, Asian, or other ethnic min...	3
White	31
Prefer not to say	0



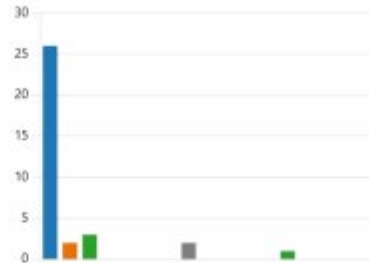
30. Sub-Ethnicity Group

Black	1
Asian	1
Mixed	1
Gypsy, Traveller, or Roma ethnic ...	0
Other	31



31. Individual Community Group

White - English/Welsh/Scottish/...	26
White - Irish	2
Any other White background	3
Gypsy, Traveller or Roma ethnic ...	0
Boaters and Showmen Commun...	0
Asian/Asian British - Bangladeshi	0
Asian/Asian British - Chinese	0
Asian/Asian British - Indian	2
Asian/Asian British - Pakistani	0
Any other Asian background	0
Black/African/Caribbean/Black B...	0
Black/African/Caribbean/Black B...	0
Any other Black/African/Caribbe...	1
Mixed/Multiple ethnic groups - ...	0
Mixed/Multiple ethnic groups - ...	0
Mixed/Multiple ethnic groups - ...	0
Any other Mixed/Multiple ethni...	0



32. Role Type

Management	7
Academic	4
Support	23



33. LEG Pay Grade

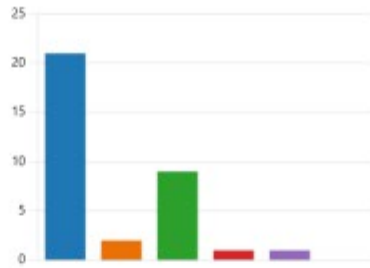
Real living wage	0
Grade 3 (A on LEG)	0
Grade 4 (B on LEG)	0
Grade 5 (C on LEG)	0
Grade 6 (D / E on LEG)	0
Grade 7 (E / F on LEG)	1
Grade 8 (F / G on LEG)	0
Grade 9 (spot 40/41 on LEG)	0
Grade 10 (spot 42-45 on LEG)	0
Grade 11 (spot 46-50 on LEG)	0
Grade 12+ (spot 51+ on LEG)	0
Other	33



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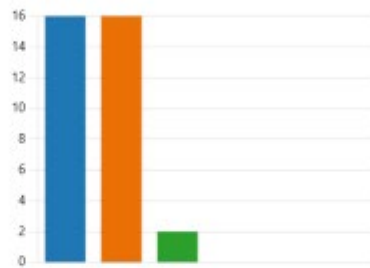
34. Contract Type

● Full time, full year	21
● Full time, reduced year	2
● Part time, full year	9
● Part time, reduced year	1
● Casual	1
● Temporary	0



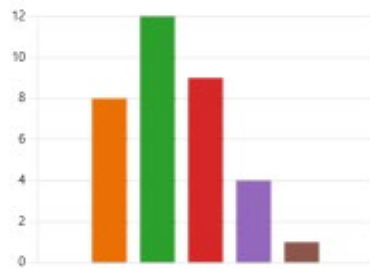
35. Gender

● Male	16
● Female	16
● Non-binary	2
● Transgender	0
● Other gender identities	0
● Prefer not to say	0



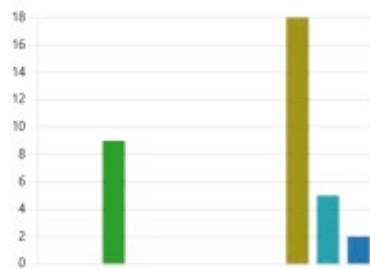
36. Age

● 18-24	0
● 25-34	8
● 35-44	12
● 45-54	9
● 55-64	4
● 65-74	1
● 75 and older	0



37. Religion

● Protestantism	0
● Catholicism	0
● Christianity	9
● Judaism	0
● Islam	0
● Buddhism	0
● Hinduism	0
● Inter/Non-denominational	0
● No religion	18
● Other	5
● Prefer not to say	2



1.1.2 LC Staff Survey Qualitative Comments

Table 20: LC Staff thoughts on our commitment to advancing race equality	
Minoritised ethnic staff	
I am aware of some of the activities happening around advancing race equality, but this tends to be more as observations in committees or seeing diary entries in other people's calendars rather than seeing other things happening in practice around the conservatoire.	
LC tries to raise awareness of different cultures e.g. in Café bar has menus for Chinese New year etc. This shouldn't be limited to specific times & celebrations. It should be the norm to have a variety of culture whether food/music - students & staff from all backgrounds are not as visible across the board. There are groups for BAME communities but they appear to operate in a silos.	
Tackling staffing issues needs more thought and work. There isn't enough concern or planning going into fixing this problem.	
I have seen the EDI manager's attempts at improving equality, but not witnessed enthusiasm from others in involving themselves.	
Commitment in actions is what is needed and is gaining traction	
White staff	
I feel Leeds Conservatoire is very good at promoting and demonstrating the values of race equality and provides a space for this to be open and free as a Higher Education provider.	
Ability to have open conversations	
It is the most inclusive place i have worked to date	
It does feel like there could be more racial diversity in the staff.	
Moving in the right direction	
The diversity of staff would need to change to feel safe for all.	
not sure of any improvements	
I feel the Conservatoire is extremely inclusive and open - encourages honest discussions amongst staff	
I feel that it is being pushed too much and it is now going the other way. Everyone should be treated equally and I feel it is going the other way. Need some balance	
I feel that Leeds Conservatoire is on a trajectory to develop and grow in the space of race equality and continues to succeed on this path. I feel that race, gender, culture and ethnicity is very well celebrated and colleagues embrace each other well.	
I see a fair amount of info in Principal Comms on this subject	
Increasing the diversity of guest lecturers and external professional guests over a number of years has improved, developing international relationships/partnership as part of international recruitment. There could be greater resource put into catering for and supporting international students and integrating them into the wider student body.	
More staff development	
I love that different cultures holidays are celebrated and reflected in the menu on offer in the cafe.	

2. UCLeeds Staff

Table 21: Staff survey response rates– University Centre Leeds		
	All staff headcount 2024-25 and % of total staff	Respondents and % response rate of staff group
Minoritised ethnic background	6 (5.5%)	1 (16.7%)
White	60 (55%)	12 (20%)
Prefer not to say	43 (39.4%)	1 (2.3%)
Total Staff	109	14 (12.8%)

Updated Race Equality Charter Bronze Application Form

2.1.1 UCLeeds Staff Survey Report

University Centre Leeds Staff Race Equality Survey

14 Responses

16:56 Average time to complete

Active Status

1. How much respect do you feel people at UCLeeds show you? (e.g., colleagues, staff in other departments, leaders/managers)

High level of respect	8
Moderate level of respect	6
Some level of respect	0
Not really a level of respect	0
No respect	0



2. How connected do you feel to colleagues/staff at UCLeeds?

Extremely connected	3
Quite connected	9
Somewhat connected	2
Not really connected	0
Not at all connected	0



3. How valued do you feel as a member of UCLeeds?

Extremely valued	4
Well valued	7
Somewhat valued	3
Under valued	0
Not at all valued	0



4. How appreciated do you feel for the work you do at UCLeeds?

Extremely appreciated	3
Well appreciated	7
Somewhat appreciated	3
Under appreciated	1
Not at all appreciated	0



5. How often do you feel you need to act differently because of your race or ethnicity while working at UCLeeds?

Always	0
Frequently	1
Sometimes	0
Rarely	4
Never	9



6. How comfortable do you feel being your full authentic self at UCLeeds?

● Extremely comfortable	6
● Quite comfortable	5
● Somewhat comfortable	3
● Slightly uncomfortable	0
● Not at all comfortable	0



7. How comfortable would you feel calling out a person showing racist behaviours at UCLeeds? (e.g., challenging as and when someone makes an inappropriate or racist joke, discriminates another person because of their race, etc.)

● Extremely comfortable	5
● Quite comfortable	7
● Somewhat comfortable	0
● Slightly uncomfortable	2
● Not at all comfortable	0



8. How confident do you feel that leaders/managers and other colleagues at UCLeeds will call out racially inappropriate behaviours?

● Extremely confident	6
● Quite confident	4
● Somewhat confident	3
● Slightly unconfident	1
● Not at all confident	0



9. How comfortable do you feel discussing race-related topics with colleagues within your department?

● Extremely comfortable	10
● Quite comfortable	3
● Somewhat comfortable	1
● Slightly uncomfortable	0
● Not at all comfortable	0



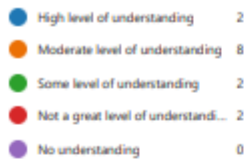
10. How confident are you that colleagues at UCLeeds can have an open and honest conversation with each other about race?

● Extremely confident	5
● Quite confident	4
● Somewhat confident	4
● Slightly unconfident	1
● Not at all confident	0



Updated Race Equality Charter Bronze Application Form

11. How much do you understand about what UCLeeds is doing to tackle racial inequality impacting people who work and study here?



12. How often do you feel you get the opportunity to learn about people from different races, ethnicities and cultures while working here?



13. How well do you think festivals and traditions from different cultures are acknowledged at UCLeeds?



14. How comfortable do you feel in asking UCLeeds to celebrate your cultural festivals?



15. How comfortable do you feel in asking UCLeeds for support or to accommodate your needs so that you can celebrate your cultural festivals or traditions?



16. Do you believe that social events/activities organised by UCLeeds are welcoming to everyone irrespective of race or ethnicity?

● Yes	11
● Maybe	3
● No	0



17. In the last 12 months, have you experienced or witnessed a situation at UCLeeds where you have felt uncomfortable because of race or ethnicity?

● Yes	1
● Neutral	0
● No	13

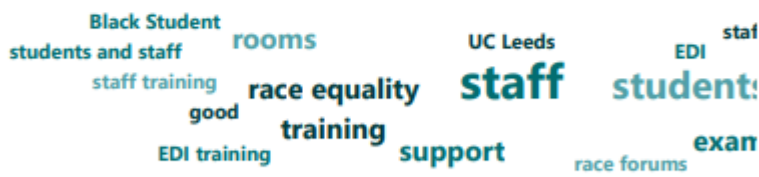


18. We would like to hear your thoughts on UCLeeds' commitment to advancing race equality in higher education. Specifically, what do you think UCLeeds is doing well and/or what do you think needs improving.

14
Responses

Latest Responses
 "UCL does a good job of recognising different cultures and races in newsletter..."
 "I am not that aware of what is being done."
 "n/a"

5 respondents (36%) answered **staff** for this question.



19. How well do you feel that leaders/managers and colleagues at UCLeeds create an environment where everyone feels safe to speak up?

● Extremely well	6
● Very well	3
● Somewhat well	3
● Not so well	2
● Not at all	0



Updated Race Equality Charter Bronze Application Form

20. How comfortable do you feel providing feedback to your line manager?

Extremely comfortable	9
Quite comfortable	4
Somewhat comfortable	1
Slightly uncomfortable	0
Not at all comfortable	0



21. How often do leaders encourage everyone to share ideas in meetings?

Always	5
Frequently	6
Sometimes	3
Rarely	0
Never	0



22. If you experienced racial discrimination, bullying or abuse, how confident do you feel that your line manager would support you and take appropriate action?

Extremely confident	12
Quite confident	2
Somewhat confident	0
Slightly unconfident	0
Not at all confident	0



23. If you witnessed or were personally subjected to discrimination, harassment or abuse, would you know where and how to report the incident?

Yes	12
Neutral	2
No	0



24. If you reported discrimination, harassment, or abuse on the basis of race or ethnicity, how confident are you that the appropriate investigative and/or disciplinary action would be taken?

Extremely confident	10
Quite confident	3
Somewhat confident	1
Slightly unconfident	0
Not at all confident	0



25. How often do you feel that there are opportunities for you to develop within your role?

Always	1
Frequently	6
Sometimes	6
Rarely	1
Never	0



26. How often does your line manager make time to discuss your personal and professional development and progression?

Always	4
Frequently	6
Sometimes	4
Rarely	0
Never	0



27. How useful do you find the annual appraisal process?

Extremely useful	0
Quite useful	7
Somewhat useful	2
Not very useful	4
Not at all useful	1



28. How likely are you to recommend UCLeeds as a good place to work?

Extremely likely	8
Quite likely	5
Somewhat likely	1
Slightly unlikely	0
Not at all likely	0



29. Broad Ethnic Group

Black, Asian, or other ethnic min...	1
White	12
Prefer not to say	1



30. Sub-Ethnicity Group

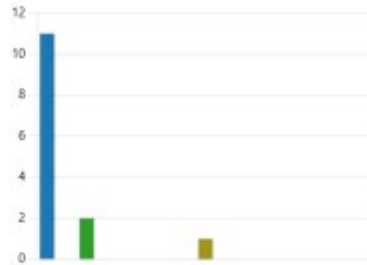
Black	0
Asian	1
Mixed	0
Gypsy, Traveller, or Roma ethnic ...	0
Other	13



Updated Race Equality Charter Bronze Application Form

31. Individual Community Group

● White - English/Welsh/Scottish/...	11
● White - Irish	0
● Any other White background	2
● Gypsy, Traveller or Roma ethnic ...	0
● Boaters and Showmen Commun...	0
● Asian/Asian British - Bangladeshi	0
● Asian/Asian British - Chinese	0
● Asian/Asian British - Indian	0
● Asian/Asian British - Pakistani	1
● Any other Asian background	0
● Black/African/Caribbean/Black B...	0
● Black/African/Caribbean/Black B...	0
● Any other Black/African/Caribbe...	0
● Mixed/Multiple ethnic groups - ...	0
● Mixed/Multiple ethnic groups - ...	0
● Mixed/Multiple ethnic groups - ...	0
● Any other Mixed/Multiple ethni...	0



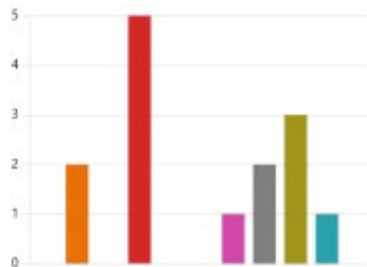
32. Role Type

● Management	6
● Academic	1
● Support	7



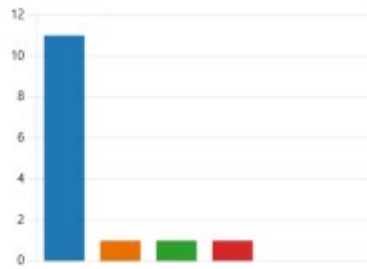
33. LEG Pay Grade

● Real living wage (was LC2)	0
● Grade A (was LC3,LC4)	2
● Grade B (was LC5)	0
● Grade C (was LC6)	5
● Grade D (was SO1)	0
● Grade E (was SO2)	0
● Grade F (was LM1)	1
● Grade G (was LM2)	2
● Spot point 40-47	3
● Spot point 48-55	1
● Spot point 56+	0



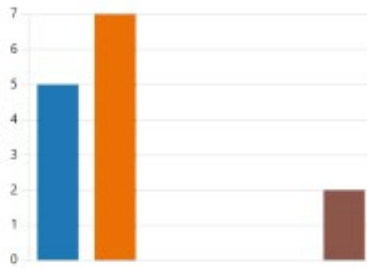
34. Contract Type

Full time, full year	11
Full time, reduced year	1
Part time, full year	1
Part time, reduced year	1
Casual	0
Temporary	0



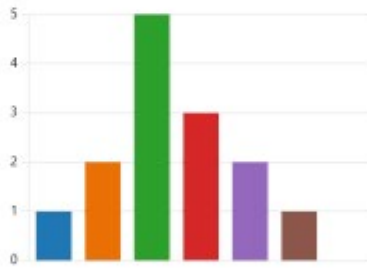
35. Gender

Male	5
Female	7
Non-binary	0
Transgender	0
Other gender identities	0
Prefer not to say	2



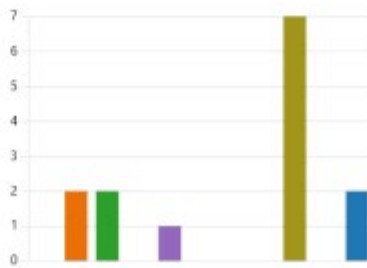
36. Age

18-24	1
25-34	2
35-44	5
45-54	3
55-64	2
65-74	1
75 and older	0



37. Religion

Protestantism	0
Catholicism	2
Christianity	2
Judaism	0
Islam	1
Buddhism	0
Hinduism	0
Inter/Non-denominational	0
No religion	7
Other	0
Prefer not to say	2



Updated Race Equality Charter

Bronze Application Form

2.1.2 UCLeeds Staff Survey Qualitative Comments

Table 22: UCLeeds Staff thoughts on our commitment to advancing race equality
Minoritised ethnic staff
<p>UCLeeds has demonstrated a commitment towards advancing race equality in HE, for example diversifying the curriculum, looking into sanctuary support packages, the race forums that is available through Luminate.</p> <p>I believe UCLeeds has made progress in improving staff representation, but there is still room for further enhancement. It is a little better now than when I first started.</p>
White staff
<p>UCLeeds is actively promoting race equality through inclusive policies, diverse curriculum development, and staff training. Further progress could be made by enhancing representation at leadership levels and strengthening support networks for students from diverse backgrounds.</p> <p>I find UC Leeds to be a welcoming and inclusive community, where staff and students are encouraged to be their authentic selves but also respectful of others.</p> <p>The only area I can see for improvement would be for greater publicity of cultural events and festivals as these sometimes seem to rather muted.</p> <p>More acknowledgement of celebrations / special events from various cultural calendars - nothing this week for holocaust memorial day despite it being the 80th anniversary.</p> <p>UCL do a fantastic job of breaking down race related barriers and celebrating everybody's individuality. I see this in newsletters, posters, training sessions, seminars, events and in many different everyday activities.</p> <p>There are two particular examples that stand out to me. The first was a session in the 2024 HE Research Festivals called "Amplifying Black Student Voices Through Design: Reflections on a Creative Study. This was delivered by a student discussing some of the issues and obstacles experienced by a black female, and how they were overcome. It was a fascinating and insightful talk that was well received by the entire audience.</p> <p>The second was an internal EDI training session that broke from the normal format of EDI training, and instead focussed on practical, everyday examples of what EDI really means, how we can all identify where people aren't being treated equally (no matter how small an issue), and what we can all do to acknowledge and change that. It was a really engaging and interactive session and I learned nearly as much from the input from other delegates as I did from the tutor who did a fantastic job of getting contributions from everybody in the room.</p> <p>I believe there is a genuine effort to make everyone feel included and that they belong. The only thing I would say could help taking this further and to create a sense of unity, would be to create opportunities for students and staff to come together more often and experience other religion's/traditions' celebrations.</p> <p>I am not that aware of what is being done.</p> <p>I think UC is a welcoming and tolerant environment. I have no doubts about our ability to deal with overt acts of discrimination. With structural and less explicit issues, I think there is will but sometimes a lack of resourcing holds us back so it is great to see us going for this charter. I don't think this is unique to UC but I worry some people approach EDI initiatives from a defensive position - trying to prove they haven't done anything wrong/are following the rules, which limits buy in to some approaches. There needs to be an acceptance that the milieu of the UK is going to mean we can improve without internalising or individualising this as personal criticism. We are very good at making allowances for religious festivals, opening up extra rooms for prayer for example and ensuring staff understand any extra support that may be required. We also work well with refugees, being Sanctuary accredited and having good links with RETAS and performing outreach work. The library has some excellent resources, both fiction and non-fiction, on the topic of refugees. We also ran Race Equality Week last year which had good engagement.</p> <p>I think UC Leeds does try but I do not believe the efforts are really authentic - there is still a culture of white dominance.</p> <p>UCL does a good job of recognising different cultures and races in newsletters, bulletins, and marketing campaigns, as well as providing training encouraging and promoting better understanding of race related issues.</p>

3. LC Students

Table 23: Student survey response rates – Leeds Conservatoire		
	All student headcount 2024-25 and % of total students	Respondents and % response rate of student group
Minoritised ethnic background	227 (18%)	2 (0.9%)
White	996 (78.9%)	0
Prefer not to say	39 (3.1%)	0
Total Students	1262	2 (0.2%)

Updated Race Equality Charter Bronze Application Form

3.1.1 LC Student Survey Report

Leeds Conservatoire Student Race Equality Survey

2 Responses

08:06 Average time to complete

Active Status

1. How much respect do you feel people at Leeds Conservatoire show you? (e.g., lecturers, fellow students, other staff you come into contact with)

High level of respect	0
Moderate level of respect	2
Some level of respect	0
Slight level of respect	0
No respect	0



2. How connected do you feel to staff at Leeds Conservatoire?

Extremely connected	0
Quite connected	1
Somewhat connected	1
Slightly connected	0
Not at all connected	0



3. How valued do you feel as a member of Leeds Conservatoire?

Extremely valued	0
Well valued	0
Somewhat valued	2
Slightly valued	0
Not at all valued	0



4. How often do you feel you need to act differently because of your race or ethnicity while studying at Leeds Conservatoire?

Always	0
Frequently	1
Sometimes	1
Rarely	0
Never	0



5. How comfortable do you feel being your full authentic self at Leeds Conservatoire?

Extremely comfortable	0
Quite comfortable	2
Somewhat comfortable	0
Slightly comfortable	0
Not at all comfortable	0



6. How comfortable would you feel calling out a person showing racist behaviours at Leeds Conservatoire?
(e.g., challenging as and when someone makes an inappropriate or racist joke, discriminates another person because of their race, etc.)

Extremely comfortable	0
Quite comfortable	1
Somewhat comfortable	1
Slightly comfortable	0
Not at all comfortable	0



7. How confident do you feel that staff (e.g. lecturers) at Leeds Conservatoire will call out racially inappropriate behaviours?

Extremely confident	1
Quite confident	0
Somewhat confident	1
Slightly confident	0
Not at all confident	0



8. How comfortable do you feel discussing race-related topics with other students on your course?

Extremely comfortable	0
Quite comfortable	0
Somewhat comfortable	1
Slightly comfortable	1
Not at all comfortable	0



9. How confident are you that students at Leeds Conservatoire can have an open and honest conversation with each other about race?

Extremely confident	0
Quite confident	0
Somewhat confident	1
Slightly confident	1
Not at all confident	0



10. How much do you understand about what Leeds Conservatoire is doing to tackle racial inequality impacting people who work and study here?

High level of understanding	0
Moderate level of understanding	0
Some level of understanding	1
Slight level of understanding	0
No understanding	1



Updated Race Equality Charter Bronze Application Form

11. How often do you feel you get the opportunity to learn about people from different races, ethnicities and cultures while studying here?

Always	0
Frequently	0
Sometimes	1
Rarely	0
Never	1



12. How well do you think festivals and traditions from different cultures are acknowledged at Leeds Conservatoire?

Extremely well	0
Very well	0
Somewhat well	1
Not so well	1
Not at all	0



13. How comfortable do you feel in asking Leeds Conservatoire for support or to accommodate your needs so that you can celebrate your cultural festivals or traditions?

Extremely	0
Quite comfortable	0
Somewhat comfortable	1
Slightly comfortable	1
Not at all comfortable	0



14. How comfortable do you feel in asking Leeds Conservatoire to celebrate your cultural festivals?

Extremely	0
Quite comfortable	0
Somewhat comfortable	1
Slightly comfortable	1
Not at all comfortable	0



15. How comfortable do you feel in asking Leeds Conservatoire for support or to accommodate your needs so that you can celebrate your cultural festivals or traditions?

Extremely	0
Quite comfortable	0
Somewhat comfortable	1
Slightly comfortable	1
Not at all comfortable	0



16. Do you believe that social events/activities organised by Leeds Conservatoire are welcoming to everyone irrespective of race or ethnicity?

● Yes	1
● Maybe	1
● No	0



17. How comfortable do you feel to suggest ideas for events, activities, and/or programmes that value different cultures, traditions or approaches?

● Extremely	0
● Quite comfortable	0
● Somewhat comfortable	1
● Slightly comfortable	1
● Not at all comfortable	0



18. In the last 12 months, have you experienced or witnessed a situation at Leeds Conservatoire where you have felt uncomfortable because of race or ethnicity?

● Yes	1
● Neutral	0
● No	1



19. We would like to hear your thoughts on Leeds Conservatoire's commitment to advancing race equality in higher education. Specifically, what do you think Leeds Conservatoire is doing well and/or what do you think needs improving.

2
Responses

Latest Responses
"Asian people"

"I think in some areas we do celebrate diversity in race. However I don't think..."

20. How well do you feel that staff (e.g. lecturers) at Leeds Conservatoire create an environment where everyone feels safe to speak up?

● Extremely well	0
● Very well	1
● Somewhat well	1
● Not so well	0
● Not at all	0



Updated Race Equality Charter Bronze Application Form

21. How comfortable do you feel providing feedback to your lecturer?

● Extremely comfortable	0
● Quite comfortable	1
● Somewhat comfortable	1
● Slightly comfortable	0
● Not at all comfortable	0



22. How often do lecturers encourage everyone to share ideas in meetings?

● Always	2
● Frequently	0
● Sometimes	0
● Rarely	0
● Never	0



23. If you experienced racial discrimination, bullying or abuse, how confident do you feel that your line manager would support you and take appropriate action?

● Extremely confident	1
● Quite confident	1
● Somewhat confident	0
● Slightly confident	0
● Not at all confident	0



24. If you witnessed or were personally subjected to discrimination, harassment or abuse, would you know where and how to report the incident?

● Yes	0
● Neutral	1
● No	1

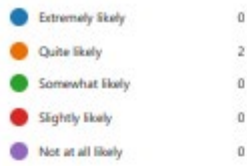


25. If you reported discrimination, harassment, or abuse on the basis of race or ethnicity, how confident are you that the appropriate investigative and/or disciplinary action would be taken?

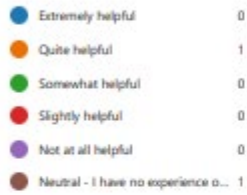
● Extremely confident	0
● Quite confident	1
● Somewhat confident	0
● Slightly confident	1
● Not at all confident	0



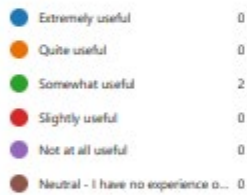
26. How likely are you to recommend Leeds Conservatoire as a good place to study?



27. How helpful do you think the student support services at Leeds Conservatoire are to you?



28. How useful do you find the extra-curricular activities or additional programmes at Leeds Conservatoire?



29. How comfortable are you approaching tutors with questions or queries about the course?



30. Broad Ethnic Group



Updated Race Equality Charter Bronze Application Form

31. Sub-Ethnicity Group

● Black	1
● Asian	0
● Mixed	1
● Gypsy, Traveller, or Roma ethnic ...	0
● Other	0



32. Individual Community Group

● White - English/Welsh/Scottish/...	0
● White - Irish	0
● Any other White background	0
● Gypsy, Traveller or Roma ethnic ...	0
● Boaters and Showmen Commun...	0
● Asian/Asian British - Bangladeshi	0
● Asian/Asian British - Chinese	0
● Asian/Asian British - Indian	0
● Asian/Asian British - Pakistani	0
● Any other Asian background	0
● Black/African/Caribbean/Black B...	0
● Black/African/Caribbean/Black B...	0
● Any other Black/African/Caribbe...	1
● Mixed/Multiple ethnic groups - ...	1
● Mixed/Multiple ethnic groups - ...	0
● Mixed/Multiple ethnic groups - ...	0
● Mixed/Multiple ethnic groups - ...	0
● Any other Mixed/Multiple ethni...	0



33. Level of study

● Foundation Year	0
● Level 4	1
● Level 5	1
● Level 6	0
● Masters / PGCE	0



34. Gender

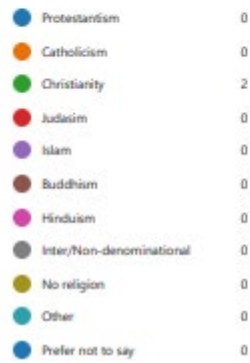
● Male	1
● Female	1
● Non-binary	0
● Transgender	0
● Other gender identities	0
● Prefer not to say	0



35. Age



36. Religion



3.1.2 LC Student Survey Qualitative Comments

Table 24: LC Student thoughts on our commitment to advancing race equality	
Minoritised ethnic students	
I think in some areas we do celebrate diversity in race. However I don't think it is extended throughout the whole uni. For example in play choices I've noticed that the POC actors get roles based on their race/race has to be linked to their character. Which to me feels like I'm seen as just a tool being able to do plays which have these roles in, and I'm not given the same opportunity to get a role as my peers.	
White students	
None available	

4. UCLeeds Students

Table 25: Student survey response rates – University Centre Leeds		
	All student headcount 2024-25 and % of total students	Respondents and % response rate of student group
Minoritised ethnic background	391 (41.5%)	10 (2.6%)
White	564 (58%)	6 (1.1%)
Prefer not to say	18 (1.8%)	0
Total Students	973	15 (1.65)

Updated Race Equality Charter Bronze Application Form

4.1.1 UCLeeds Student Survey Report

University Centre Leeds Student Race Equality Survey

16 Responses

19:01 Average time to complete

Active Status

1. How much respect do you feel people at UCLeeds show you? (e.g., lecturers, fellow students, other staff you come into contact with)

High level of respect	9
Moderate level of respect	6
Some level of respect	1
Not really a level respect	0
No respect	0



2. How connected do you feel to staff at UCLeeds?

Extremely connected	7
Quite connected	4
Somewhat connected	5
Not really connected	0
Not at all connected	0



3. How valued do you feel as a member of UCLeeds?

Extremely valued	8
Well valued	5
Somewhat valued	3
Under valued	0
Not at all valued	0



4. How often do you feel you need to act differently because of your race or ethnicity while studying at UCLeeds?

Always	1
Frequently	1
Sometimes	1
Rarely	2
Never	11



5. How comfortable do you feel being your full authentic self at UCLeeds?

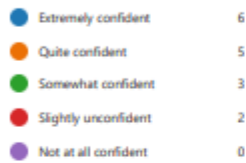
Extremely comfortable	8
Quite comfortable	3
Somewhat comfortable	3
Slightly uncomfortable	2
Not at all comfortable	0



6. How comfortable would you feel calling out a person showing racist behaviours at UCLeeds? (e.g., challenging as and when someone makes an inappropriate or racist joke, discriminates another person because of their race, etc.)



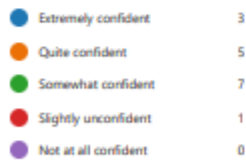
7. How confident do you feel that staff (e.g. lecturers) at UCLeeds will call out racially inappropriate behaviours?



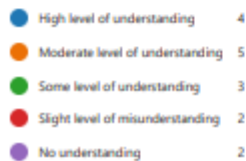
8. How comfortable do you feel discussing race-related topics with other students on your course?



9. How confident are you that students at UCLeeds can have an open and honest conversation with each other about race?



10. How much do you understand about what UCLeeds is doing to tackle racial inequality impacting people who work and study here?



Updated Race Equality Charter

Bronze Application Form

11. How often do you feel you get the opportunity to learn about people from different races, ethnicities and cultures while studying here?

Always	7
Frequently	3
Sometimes	3
Rarely	3
Never	0



12. How well do you think festivals and traditions from different cultures are acknowledged at UCLeeds?

Extremely well	2
Very well	2
Somewhat well	9
Not so well	2
Not at all	1



13. How comfortable do you feel in asking UCLeeds to celebrate your cultural festivals?

Extremely comfortable	5
Quite comfortable	1
Somewhat comfortable	5
Slightly uncomfortable	4
Not at all comfortable	1



14. How comfortable do you feel in asking UCLeeds for support or to accommodate your needs so that you can celebrate your cultural festivals or traditions?

Extremely comfortable	5
Quite comfortable	4
Somewhat comfortable	5
Slightly uncomfortable	1
Not at all comfortable	1



15. Do you believe that social events/activities organised by UCLeeds are welcoming to everyone irrespective of race or ethnicity?

Yes	11
Maybe	5
No	0



16. How comfortable do you feel in asking UCLeeds for support or to accommodate your needs so that you can celebrate your cultural festivals or traditions?

● Extremely comfortable	6
● Quite comfortable	3
● Somewhat comfortable	5
● Slightly uncomfortable	1
● Not at all comfortable	1



17. In the last 12 months, have you experienced or witnessed a situation at UCLeeds where you have felt uncomfortable because of race or ethnicity?

● Yes	2
● Neutral	2
● No	12



18. We would like to hear your thoughts on UCLeeds' commitment to advancing race equality in higher education. Specifically, what do you think UCLeeds is doing well and/or what do you think needs improving.

16
Responses

Latest Responses
"unsure"

"Having diverse range of students is a good start for UCLeeds, they can do e..."
"My class is all white."

4 respondents (25%) answered **Good** for this question.



19. How well do you feel that staff (e.g. lecturers) at UCLeeds create an environment where everyone feels safe to speak up?

● Extremely well	10
● Very well	2
● Somewhat well	4
● Not so well	0
● Not at all	0



Updated Race Equality Charter

Bronze Application Form

20. How comfortable do you feel providing feedback to your lecturer?

Extremely comfortable	9
Quite comfortable	4
Somewhat comfortable	3
Slightly uncomfortable	0
Not at all comfortable	0



21. How often do lecturers encourage everyone to share ideas in meetings?

Always	10
Frequently	4
Sometimes	2
Rarely	0
Never	0



22. If you experienced racial discrimination, bullying or abuse, how confident do you feel that your line manager would support you and take appropriate action?

Extremely confident	8
Quite confident	6
Somewhat confident	2
Slightly unconfident	0
Not at all confident	0



23. If you witnessed or were personally subjected to discrimination, harassment or abuse, would you know where and how to report the incident?

Yes	10
Neutral	4
No	2

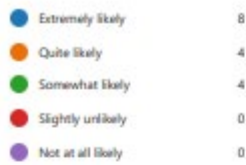


24. If you reported discrimination, harassment, or abuse on the basis of race or ethnicity, how confident are you that the appropriate investigative and/or disciplinary action would be taken?

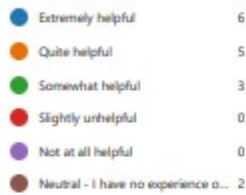
Extremely confident	5
Quite confident	4
Somewhat confident	7
Slightly unconfident	0
Not at all confident	0



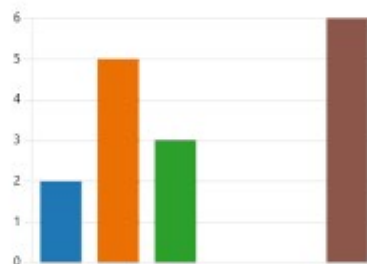
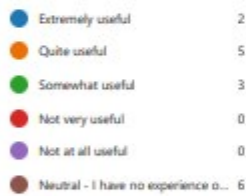
25. How likely are you to recommend UCLeeds as a good place to study?



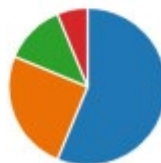
26. How helpful do you think the student support services at UCLeeds are to you?



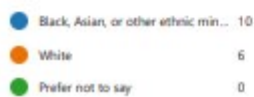
27. How useful do you find the extra-curricular activities at UCLeeds?



28. How comfortable are you approaching tutors with questions or queries about the course?



29. Broad Ethnic Group



Updated Race Equality Charter Bronze Application Form

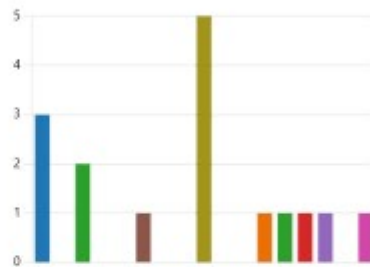
30. Sub-Ethnicity Group

Black	2
Asian	7
Mixed	2
Gypsy, Traveller, or Roma ethnic ...	0
Other	5



31. Individual Community Group

White - English/Welsh/Scottish/...	3
White - Irish	0
Any other White background	2
Gypsy, Traveller or Roma ethnic ...	0
Boaters and Showmen Commun...	0
Asian/Asian British - Bangladeshi	1
Asian/Asian British - Chinese	0
Asian/Asian British - Indian	0
Asian/Asian British - Pakistani	5
Any other Asian background	0
Black/African/Caribbean/Black B...	0
Black/African/Caribbean/Black B...	1
Any other Black/African/Caribbe...	1
Mixed/Multiple ethnic groups - ...	1
Mixed/Multiple ethnic groups - ...	1
Mixed/Multiple ethnic groups - ...	0
Any other Mixed/Multiple ethni...	1



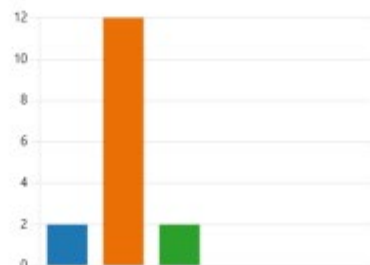
32. Level of study

Foundation Year	1
Level 4	6
Level 5	7
Level 6	2
Masters / PGCE	0

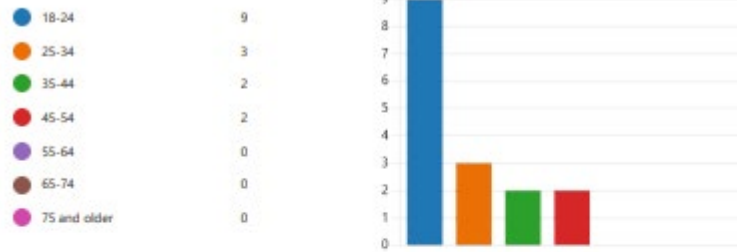


33. Gender

Male	2
Female	12
Non-binary	2
Transgender	0
Other gender identities	0
Prefer not to say	0



34. Age



35. Religion



4.1.2 UCLeeds Student Survey Qualitative Comments

Table 26: UCLeeds Student thoughts on our commitment to advancing race equality

Minoritised ethnic students

I dont currently have many thoughts, the comfort for me has been there from the start, ive never had a think about it because it was already there

Nothing to improve

Students who struggle to communicate in English, have anxiety or mental health issues should be taken more seriously when they explain their struggles or why they are unhappy during their course.

I cant think of anything off the top off my head right now.

It's doing very well

All students treat equally in HE department and gave best support and guidance. In courses they should facilitate students with practical opportunities to learn through real work experience with a specific guide lines.

More conversations about the topic

Having diverse range of students is a good start for UCLeeds , they can do events related to different cultures so students can get to know each other and their culture

White students

I am very confident that UCLeeds is doing amazing regarding race or tradition. The tutors or people i have met, i find are happy with learning about race or tradition as a way of showing respect, or understanding better, or just simply having an idea of it. I'm very happy with it.

I really like that on STEM we have a really diverse staff group. It is a great feeling to be from Central - Eastern Europe and have a highly qualified lecturer from my area. Also it is good to see lecturers from Africa, to be able to ask questions from any one of them without a fear of misunderstanding the interest even though I have sometimes issues of as a second language English speaker do not use the right words to the situation, but still been understood. I like that in our group there are a few different cultures and backgrounds, and we all work together and all help each other. Myself I am a Christian, but my best friend from my previous group is a Muslim group mate. I feel UC Leeds is a good place to learn never mind your race or faith or your country of origin.

How they help resolve racial issues needs to be looked at.

My class is all white.

Appendix 2: Data tables

STAFF

Due to small numbers of non-UK and staff who identified as being from a minoritised ethnic background at LC, the staff data are subject to a degree of volatility. 'Aggregated' (Agg) refers to the average of three years' worth of data. Fractional figures have been rounded to the nearest full number when representing headcount or nearest decimal place when representing proportionality.

Low numbers of total staff, those in specific areas, and those disclosing as being from minoritised ethnic backgrounds make it difficult to report data by School / Directorate or grade, as this would risk personally identifying applicants and staff. As such, these rows have been omitted from all staff data tables.

Similarly, data is not centrally collated in terms of staff protected characteristics relating to either of the below, with anecdotally known non-reportable low numbers that would risk personal identification of staff:

- Membership of Council, Senate and institutional and faculty/directorate Senior Leadership Team;
- Membership of key decision-making bodies and committees.

No data or analysis is included in this application as a result.

ACADEMIC STAFF

LC and UCLeeds (LEG) do not centrally collect profile data relating to academic promotions as the numbers are far too low (less than 10 on average each year) and risk personally identifying staff. Policy also maintains applicants are not asked to declare any protected characteristics at application stage for academic promotion. As such, this data is not available and so the data table has been omitted from the application.

2021-22 staff data for UCLeeds is unavailable due to significant changes in structure across FE, HE and service departments during that period. This has resulted in challenges extracting, unclean data, and inaccuracies in reporting.

Table 27: Academic staff by contract type								
LEEDS CONSERVATOIRE								
	Fixed				Permanent			
Year	2023-2024	2022-2023	2021 - 2022	Agg	2023-2024	2022-2023	2021 - 2022	Agg
Ethnicity								
White	0	6	2	3	202	200	212	205
Other Ethnic Group	0	1	1	1	19	17	18	18

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Not Stated	3	3	2	3	61	43	52	52
UK and non-UK status								
UK	2	3	8	4	238	230	244	237
Non-UK	1	2	2	2	44	40	38	41
UNIVERSITY CENTRE LEEDS								
	Fixed				Permanent			
Year	2023-2024	2022-2023	2021 - 2022	Agg	2023-2024	2022-2023	2021 - 2022	Agg
Ethnicity								
White	4	1	Not avail	3	43	47	Not avail	45
Other Ethnic Group	1	0	Not avail	1	5	3	Not avail	4
Not Stated	1	0	Not avail	1	33	37	Not avail	35
UK and non-UK status								
UK	0	0	Not avail	0	20	22	Not avail	22
Non-UK	6	1	Not avail	4	61	65	Not avail	63

The recruitment systems used at LC and UCLeeds (LEG) were different up until January 2025, meaning data available is not comparative across both institutions. Data on nationality was not collected at recruitment stage for UCLeeds applicants and appointees, and so no data is available in relation to UK / Non-UK for applications, shortlisting, or appointees over the data period.

Table 28: Applications, shortlist and appointments made in recruitment to academic posts

LEEDS CONSERVATOIRE												
	Applications				Shortlisted				Appointed			
	23-24	22-23	21-22	Agg	23-24	22-23	21-22	Agg	23-24	22-23	21-22	Agg
Ethnicity												
Arab	1	0	0	1	0	0	0	0	0	0	0	0
Asian or Asian British – Bangladeshi	1	0	0	1	0	0	0	0	0	0	0	0
Asian or Asian British – Pakistani	2	0	0	1	1	0	0	1	1	0	0	1
Black or Black British - African	2	1	1	1	0	0	0	0	0	0	0	0
Black or Black British – Caribbean	2	5	3	3	0	1	0	1	0	0	0	0
Chinese	6	4	2	4	2	0	0	2	1	0	0	1
Gypsy or Traveller	1	1	2	1	1	1	0	1	1	1	0	1
Mixed - White and Asian	3	4	1	3	2	0	1	1	2	0	1	1
Mixed - White and Black African	0	0	1	1	0	0	0	0	0	0	0	0
Not Known	0	2	2	1	0	1	1	1	0	1	0	1
Other Asian Background	2	1	0	1	1	0	0	1	0	0	0	0
Other Ethnic Background	2	1	4	2	1	1	3	2	1	0	1	1
Other Mixed background	8	2	11	7	2	0	4	2	1	0	2	1
Prefer not to say	16	6	6	9	4	0	3	2	4	0	0	1
White	103	6	104	71	40	3	54	61	19	2	23	44

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UK and non-UK status												
UK	116	191	110	139	45	100	57	67	24	43	24	30
Non-UK	33	33	27	31	9	14	9	11	6	4	3	4
UNIVERSITY CENTRE LEEDS												
	Applications				Shortlisted				Appointed			
	23-24	22-23	21-22	Agg	23-24	22-23	21-22	Agg	23-24	22-23	21-22	Agg
Ethnicity												
Arab or Arab British	3	3		3	1	2		2	0	0		0
Asian/Asian British: Bangladeshi	1	0		1	1	0		0	0	0		0
Asian/Asian British: Chinese	1	3		2	0	1		1	0	0		0
Asian/Asian British: Indian	9	1		5	5	0		3	1	0		1
Asian/Asian British: Pakistani	13	7		10	7	1		4	2	0		1
Asian/Asian British: Other Asian Background	4	5		5	1	0		1	0	0		0
Black or Black British: African	14	10		22	9	2		6	5	0		3
Black or Black British: Caribbean	2	0		1	1	0		1	1	0		1
Black or Black British: Other Black Background	0	0		0	0	0		0	0	0		0
Multiple Ethnic Groups: White and Asian	0	0		0	0	0		0	0	0		0
Multiple Ethnic Groups: White and Black African	0	0		0	0	0		0	0	0		0
Multiple Ethnic Groups: White and Black Caribbean	1	3		2	1	0		1	1	0		1
Multiple Ethnic Groups: Other Multi Ethnic Groups	0	1		1	0	0		0	0	0		0
Other Ethnic Group: Any Other Ethnic Group	3	1		2	1	1		1	1	1		1
White: English/Welsh/Scottish/Northern Irish/British	44	62		54	32	29		31	11	13		22
White: Gypsy or Irish Traveller	0	0		0	0	0		0	0	0		0
White: Irish	0	1		1	0	0		0	0	0		0
White: Roma	0	0		0	0	0		0	0	0		0
White: Other White Background	7	11		9	3	2		3	0	0		0
Prefer not to say	4	5		5	1	3		2	1	1		1

PROFESSIONAL STAFF

In August 2022 HE Marketing and Student Recruitment became a central shared service. Similarly, in August 2023, a Quality and Standards central shared service was introduced, whereby a single quality assurance infrastructure is facilitated. This resulted in what is now 79 staff members (26 in Marketing and Student Recruitment; 53 in Quality and Standards) moving from department roles and remits circled to either LC or UCLeeds to become Group professional service staff with their data considered among LEG's rather than either LC or UCLeeds. These staff, do however, have HE-specific

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remits servicing only LC and UCLeeds and so have been included in the data reporting and analysis of this REC application.

Other professional services staff included in this data are those not in HE-shared services but have LC or UCLeeds specific remits, such as Research and Learning Development. LEG-wide shared services, such as ITSS and HR, are not included in this data as they are not HE-specific staff.

Low numbers of total staff in professional services, and those disclosing as being from minoritised ethnic backgrounds make it difficult to report data by job family, as this would risk personally identifying applicants and staff. As such, the 'professional, technical and operational staff by job family' data table has been omitted from this application.

There are currently no formalised routes for progression in professional, technical and operational teams. Progression would be the usual recruitment process for a vacancy and some progression happens across service / directorate across the whole Group. Data relating to applications and success rates for professional, technical and operational staff progression is therefore not available and so no data table or analysis is included.

Table 29: Professional, technical and operational staff by contract type								
Year	Fixed				Permanent			
	2023-2024	2022-2023	2021 - 2022	Agg	2023-2024	2022-2023	2021-2022	Agg
Ethnicity								
White	2	0	4	2	98	79	58	78
Other Ethnic Group	1	0	0	1	7	7	9	17
Not Stated	4	3	0	2	23	6	10	13
UK and non-UK status								
UK	3	2	4	3	87	92	75	85
Non-UK	4	1	0	2	41	23	2	22

Table 30: Applications, shortlist and appointments made in recruitment to professional, technical and operational posts												
LEEDS CONSERVATOIRE												
	Applications				Shortlisted				Appointed			
	23-24	22-23	21-22	Agg	23-24	22-23	21-22	Agg	23-24	23-24	22-23	Agg
Ethnicity												
Arab	2	4	1	2	0	0	0	0	0	0	0	0
Asian or Asian British – Bangladeshi	11	2	1	5	1	0	0	1	0	0	0	0
Asian or Asian British – Pakistani	5	14	9	9	0	0	1	1	0	0	0	0
Black or Black British – African	14	5	7	9	2	1	1	1	0	0	0	0
Black or Black British – Caribbean	1	10	2	4	0	0	0	0	0	0	0	0
Chinese	12	1	5	6	0	0	1	1	0	0	0	0

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Gypsy or Traveller	5	18	8	10	3	3	0	2	1	0	0	1
Mixed - White and Asian	3	7	8	6	1	1	3	2	0	0	0	0
Mixed - White and Black African	5	2	4	4	3	0	2	2	0	0	1	1
Mixed – White and Black Caribbean	0	7	2	3	0	0	0	0	0	0	0	0
Not Known	5	0	2	2	0	0	0	0	0	0	0	0
Other Asian Background	2	13	4	6	0	0	0	0	0	0	0	0
Other Ethnic Background	5	2	2	3	0	1	2	1	0	0	0	0
Other Mixed background	14	4	4	17	4	0	0	1	1	0	0	1
Prefer not to say	14	8	6	24	7	2	2	4	1	1	0	1
White	397	16	14	418	100	6	5	37	31	3	2	12
UK and non-UK status												
UK	425	380	372	392	111	129	145	128	31	32	33	32
Non-UK	70	95	53	73	10	13	10	11	3	3	1	2
UNIVERSITY CENTRE LEEDS												
	Applications				Shortlisted				Appointed			
	23-24	22-23	21-22	Agg	23-24	22-23	21-22	Agg	23-24	22-23	21-22	Agg
Ethnicity												
Arab or Arab British	8	3		6	1	0		1	0	0		0
Asian/Asian British: Bangladeshi	2	2		2	0	0		0	0	0		0
Asian/Asian British: Chinese	16	3		10	2	1		2	0	0		0
Asian/Asian British: Indian	29	7		18	2	2		2	0	0		0
Asian/Asian British: Pakistani	23	13		18	3	0		2	0	0		0
Asian/Asian British: Other Asian Background	6	3		5	0	0		0	0	0		0
Black or Black British: African	20	8		14	1	1		1	0	0		0
Black or Black British: Caribbean	5	0		3	1	0		1	1	0		1
Black or Black British: Other Black Background	0	0		0	0	0		0	0	0		0
Multiple Ethnic Groups: White and Asian	4	0		2	3	0		2	0	0		0
Multiple Ethnic Groups: White and Black African	1	1		1	0	0		0	0	0		0
Multiple Ethnic Groups: White and Black Caribbean	1	0		1	1	0		1	0	0		0
Multiple Ethnic Groups: Other Multi Ethnic Groups	3	0		2	0	0		0	0	0		0
Other Ethnic Group: Any Other Ethnic Group	2	5		4	1	2		2	0	0		0
White: English/Welsh/Scottish/Northern Irish/British	81	40		61	28	19		24	16	7		12
White: Gypsy or Irish Traveller	0	0		0	0	0		0	0	0		0
White: Irish	1	0		1	1	0		1	0	0		0
White: Roma	0	0		0	0	0		0	0	0		0
White: Other White Background	12	12		12	6	3		5	2	2		2
Prefer not to say	16	5		11	4	1		3	2	0		1

STUDENTS

Due to small numbers of non-UK students who identified as being from a minoritised ethnic background, the student data are subject to a degree of volatility. 'Aggregated' (Agg) refers to the average of three years' worth of data. Fractional figures have been rounded to the nearest full number when representing headcount or nearest decimal place when representing proportionality.

UG

Table 31: Students at undergraduate level by ethnicity and UK / non-UK status												
LEEDS CONSERVATOIRE												
Ethnicity												
	Minoritised ethnic background				White				% Minoritised ethnic background			
	23-24	22-23	21 - 22	Agg	23-24	22-23	21 - 22	Agg	23-24	22-23	21 - 22	Agg
Accepted new applications	62	43	54	53	439	437	491	456	12.4	9.1	9.0	10.2
Total Enrolled Students	158	157	180	165	1172	1261	1349	1261	2.8	2.1	2.3	2.4
UK and Non-UK status												
	Non-UK				UK				% Non-UK			
	23-24	22-23	21 - 22	Agg	23-24	22-23	21 - 22	Agg	23-24	22-23	21 - 22	Agg
New Applications	421	310	297	342.7	2718	2565	2568	2617	13.4	10.8	10.4	11.5
Accepted new applications	365	471	565	467	46	36	39	40	9.2	7.6	7.6	8.1
Total Enrolled Students	105	95	86	95	805	1416	1522	1248	11.5	6.3	5.3	7.7
UNIVERSITY CENTRE LEEDS												
Ethnicity												
	Minoritised ethnic background				White				% Minoritised ethnic background			
	23-24	22-23	21 - 22	Agg	23-24	22-23	21 - 22	Agg	23-24	22-23	21 - 22	Agg
Accepted new applications	286	282	345	304	344	427	397	389	45.4	39.8	43.4	42.9
Total Enrolled Students	425	431	520	459	636	633	695	655	39.5	40.5	42.8	40.9
UK and Non-UK status												
	Non-UK				UK				% Non-UK			
	23-24	22-23	21 - 22	Agg	23-24	22-23	21 - 22	Agg	23-24	22-23	21 - 22	Agg
New Applications	25	21	26	57	1962	1801	1561	1775	1.3	1.3	1.6	3.1
Accepted new applications	8	4	1	4	699	778	790	756	1.1	0.5	0.1	0.6
Total Enrolled Students	11	3	1	5	1064	1061	1214	1113	1	0.3	0.1	0.5

Data relating to admissions via tariff points and any difference by ethnicity has not been included in this application as there are no noticeable differences in entry requirements across each institution. The data is not available and so the data table relating to *Undergraduate application success rates by tariff point* has been omitted from Appendix 2 and no analysis included here. All LC programmes had an entry tariff point of 96 points

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during the data period. Up until the September 2024 application cycle, UCLeeds were not applying tariff points to admissions decisions. This was due to the wide-ranging nature of vocational qualifications typical UCLeeds applicants enter with.

Table 32: Undergraduate continuation rates								
LEEDS CONSERVATOIRE								
Ethnicity								
	Minoritised ethnic background				White			
	23-24	22-23	21 -22	Agg	23-24	22-23	21 -22	Agg
% Continued			90.7				89	
UK and Non-UK status								
	Non-UK				UK			
	23-24	22-23	21 -22	Agg	23-24	22-23	21 -22	Agg
% Continued	97.6	93	94.2	95.2	91.8	92	86.6	90.1
UNIVERSITY CENTRE LEEDS								
Ethnicity								
	Minoritised ethnic background				White			
	23-24	22-23	21 -22	Agg	23-24	22-23	21 -22	Agg
% Continued	88.5	89.3	83.7	76.4	93	87	84	86
UK and Non-UK status								
	Non-UK				UK			
	23-24	22-23	21 -22	Agg	23-24	22-23	21 -22	Agg
% Continued	88.9	100	100	96.3	85.3	87.3	78.1	83.6

Table 33: Undergraduate completion rates								
LEEDS CONSERVATOIRE								
Ethnicity								
	Minoritised ethnic background students				White students			
	23-24	22-23	21 -22	Agg	23-24	22-23	21 -22	Agg
% Completed	91.8	92.5	100	94.8	95.3	98.1	97.8	97.1
UK and Non-UK status								
	Non-UK				UK			
	23-24	22-23	21 -22	Agg	23-24	22-23	21 -22	Agg
% Completed	98.1	97.6	96.6	97.4	95.3	96.9	91.1	94.2
UNIVERSITY CENTRE LEEDS								
Ethnicity								
	Minoritised ethnic background students				White Students			
	23-24	22-23	21 -22	Agg	23-24	22-23	21 -22	Agg
% Completed	82.8	85.4	84.7	84.3	89.5	88	84	87.2
UK and Non-UK status								
	Non-UK				UK			
	23-24	22-23	21 -22	Agg	23-24	22-23	21 -22	Agg
% Completed	89	100	100	96.3	86.5	86.3	82	84.9

Table 34: Degree awarding for students at undergraduate level

LEEDS CONSERVATOIRE								
Ethnicity								
	Minoritised ethnic background students				White students			
	23-24	22-23	21 -22	Agg	23-24	22-23	21 -22	Agg
% 1st	18.9	23.1	20	20.1	25.9	30.8	31.3	29.3
% 2:1	37.7	38.5	35	37.1	50.4	25.5	46.6	40.8
% 2:2	3.2	13.5	15	10.6	16.4	14.7	12.2	14.4
% 3rd	1.9	1.9	1.7	1.8	2.6	1.3	2.1	2
% Ordinary	0	0	5	1.7	0	0	0.8	0.3
UK and Non-UK status								
	Non-UK				UK			
	23-24	22-23	21 -22	Agg	23-24	22-23	21 -22	Agg
% 1st	34.3	37.5	50	40.6	25.3	30.8	30.7	28.9
% 2:1	40	65.6	71.4	58.9	52.0	52.0	46.9	50.3
% 2:2	17.1	12.5	10.7	13.4	16.1	15.5	14.1	15.3
% 3rd	2.9	0	7.1	3.3	3.2	1.6	1.8	2.2
% Ordinary	0	0	3.6	1.2	0	0	0.5	0.2
UNIVERSITY CENTRE LEEDS								
Ethnicity								
	Minoritised ethnic background students				White students			
	23-24	22-23	21 -22	Agg	23-24	22-23	21 -22	Agg
% Pass	34	37	37	36	33	27	31	33.7
% Merit	13	9	10	10.7	18	18	14	16.7
% Distinction	5	5	4	4.7	14	12	6	10.7
% 1st	4	3	2	3	5	9	11	8.3
% 2:1	11	11	9	10.3	14	13	16	14.3
% 2:2	13	9	14	12	8	9	11	9.3
% 3rd	10	5	5	6.7	3	1	3	2.3
% Ordinary	9	1	1	3.7	4	1	0	1.7
UK and Non-UK status								
	Non-UK				UK			
	23-24	22-23	21 -22	Agg	23-24	22-23	21 -22	Agg
% Pass					33	31	34	32.7
% Merit					16	15	13	14.7
% Distinction					11	9	5	8.3
% 1st					5	7	7	6.3
% 2:1					13	13	13	13
% 2:2					10	9	12	10.3
% 3rd					5	3	4	4
% ordinary					6	1	0	2.3

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PG

Whilst the central service for managing PG applications for HE providers, UCAS, includes mandatory questions about ethnicity, this data is used for monitoring and reporting purposes. However, unlike data pertaining to, for example, care experienced or carers, UCAS do not share ethnicity data with the institution until the applicant has accepted an offer as unconditional firm choice. For PG cohorts specifically, the numbers are so low it makes reporting particularly challenging. As a result, this application cannot refer to overall data about numbers of applications by race or ethnicity.

Table 35: Students at postgraduate taught level by ethnicity and UK / non-UK status												
LEEDS CONSERVATOIRE												
Ethnicity												
	Minoritised ethnic background				White				% Minoritised ethnic background			
	23-24	22-23	21-22	Agg	23-24	22-23	21-22	Agg	23-24	22-23	21-22	Agg
Accepted applications												
Enrolled	27	21	27	25	52	34	25	37	34.2	38.2	51.9	42.4
UK and Non-UK status												
	Non-UK				UK				% Non-UK			
	23-24	22-23	21-22	Agg	23-24	22-23	21-22	Agg	23-24	22-23	21-22	Agg
Applications	215	151	125	163.7	149	124	147	140	59	55	46	53.3
Accepted applications	42	34	23	33	37	53	48	46	53.2	39.1	32.4	41.6
Enrolled	24	23	16	21	29	51	35	38	45	31	31	36
UNIVERSITY CENTRE LEEDS												
Ethnicity												
	Minoritised ethnic background				White				% Minoritised ethnic background			
	23-24	22-23	21-22	Agg	23-24	22-23	21-22	Agg	23-24	22-23	21-22	Agg
Accepted applications	114	43	48	68	67	49	61	59	35.3	37.7	38.1	37.0
Enrolled	5	12	5	7	31	39	32	34	13.9	23.5	13.5	17
UK and Non-UK status												
	Non-UK				UK				% Non-UK			
	23-24	22-23	21-22	Agg	23-24	22-23	21-22	Agg	23-24	22-23	21-22	Agg
Accepted applications	1	11	2	4.7	189	103	124	138	0.5	19.3	1.6	41.9
Enrolled	0	0	0	0	36	51	37	41	0	0	0	0

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Table 36: Degree awarding for students at postgraduate taught level								
LEEDS CONSERVATOIRE								
Ethnicity								
	Minoritised ethnic background students				White students			
	23-24	22-23	21 -22	Agg	23-24	22-23	21 -22	Agg
% Completed					94	97.9	94.7	
UK and Non-UK status								
	Non-UK				% Non-UK UK			
	23-24	22-23	21 -22	Agg	23-24	22-23	21 -22	Agg
% Completed	100	100	100	100	100	88.4	96.9	95.1
UNIVERSITY CENTRE LEEDS								
Ethnicity								
	Minoritised ethnic background				White students			
	23-24	22-23	21 -22	Agg	23-24	22-23	21 -22	Agg
% Completed		61	50			26	38	
UK and Non-UK status								
	Non-UK				% Non-UK UK			
	23-24	22-23	21 -22	Agg	23-24	22-23	21 -22	Agg
% Completed		N/A	N/A			27.5	35.1	

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Appendix 3: Glossary

Table 37: Glossary	
Abbreviation / Acronym / Terminology	Description
APP	Access and Participation Plan – setting out how we will improve equality of opportunity for students from disadvantaged backgrounds to access, succeed in, and progress from HE.
BlackBoard	UCLeeds' student learning management system, or virtual learning environment, which allows us to manage content related to teaching, learning, assessment and student support, communication with students, online learning, and course administration.
BLG	Black Leadership Group – a not-for-profit organisation focussed on challenging systemic racism and promoting Black leadership in the UK, of which LEG are affiliate members.
CBHE	College-based Higher Education – HE courses delivered in further education colleges rather than traditional universities, of which UCLeeds is classed.
Cecil	Communication Exchange for Collaboration, Information and Liaison – the LEG staff intranet, built in Microsoft SharePoint, and including all information and directories, communications, news, and policies.
CEO	Chief Executive Officer – the most senior member of staff within the organisation, responsible for the overall direction and performance of the organisation.
CSR	Corporate Social Responsibility – in our context we have begun to move towards using 'Community and Social Responsibility' in recognition of our community and public-service based model of social responsibility and integrating social and environmental concerns into our operations and interactions with stakeholders.
D&I Rep	Diversity and Inclusion Representative – an elected or appointed student with a responsibility to make heard the voices of students, specifically relating to protected characteristics and/or students at risk of inequality, and promote their experiences, thoughts and opinions.
DSA	Disabled Students' Allowance – a UK-based grant supporting students with disabilities or long-term health conditions cover extra study-related costs.
EDIAPC	Equality, Diversity, Inclusion, Access and Participation Committee - actively promoting and enabling the equality of opportunity and the celebration of diversity throughout the conservatoire, and to ensure that the conservatoire meets its statutory requirements with regard to equality, diversity and inclusion, with specific reference to the protected characteristics defined under the 2010 Equality Act.
ELT	Executive Leadership Team – the most senior members of staff at the organisation, responsible for setting the overall strategic direction and ensuring we achieve our goals.
ESOL	English for Speakers of Other Languages – referring to English language courses designed for adults whose first language is not English.
FE	Further Education - any study or training undertaken after secondary school that is not classed as HE (eg a degree).
Foundation Degree	Level 5 vocational higher education qualification, equivalent to the first two years of a Bachelor's degree.
GATE	Gypsy and Traveller Exchange - grassroots organisation led by Gypsy and Traveller people in partnership with others across the region.

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GDPR	General Data Protection Regulation - European Union law designed to protect the personal data and privacy of individuals, and applies to organisations that collect or process personal data.
GHWY	Go Higher West Yorkshire - a partnership of 13 Higher Education (HE) providers, working collaboratively to reduce long-standing inequalities in access and success in HE.
GTRSB	Gypsy, Traveller, Roma, Showmen and Boaters - a collective term used to refer to a number of diverse groups, often with overlapping histories and cultures.
IMD	Index of Multiple Deprivation - a statistical tool used in the UK to measure relative levels of deprivation in small areas.
iTrent	HR and payroll portal for all staff, to update their personal information, review payslips, input sicknesses and for managers and employers to manage annual appraisals.
JCC	Joint Consultative Committee - a formal body where management and employee representatives (often including trade unions) meet to discuss and consult on workplace issues.
LC	Leeds Conservatoire – small specialist provider of music and drama HE provision.
LEG	Luminate Education Group - a group of education providers in Yorkshire delivering education in further and higher education settings. Made up of Leeds City College, Keighley College, Harrogate College, Leeds Sixth Form, Pudsey Sixth Form, University Centre Leeds and University Centre Leeds.
LJC	Leeds Junior Conservatoire – run by Leeds Conservatoire, a space for musicians aged 8-18 from Yorkshire and the North, every Saturday in term time, short courses during the year.
LMT	Luminate Management Team – a group of budget holders at LEG made up of Heads of Department, Directors, Principals/Deans, and Executives.
LoD	Learning on Demand - in-house learning and development platform as well as new starter induction and mandatory training.
L&OD	Learning and Organisational Development – a department part of the People, Development & Culture directorate and offers training and development opportunities for all staff across the organisation.
LTQC	Learning and Teaching Quality Committee - advises the Academic Board on the assurance and enhancement of learning, teaching, assessment, research/knowledge exchange, Technology Enhanced Learning, academic support and all aspects of the academic student experience.
NEON	National Education Opportunities Network - professional organisation supporting those involved in widening access to HE.
NSS	National Student Survey - an annual, independent survey conducted in the UK to gather final-year undergraduate students' opinions on their higher education experience.
PGCE / ProfGrad	Post Graduate Certificate in Education / Professional Graduate - a postgraduate qualification that prepares individuals for a teaching career, particularly in the post-compulsory education and training sector.
PMF	Policy Management Framework - provides a structured approach and template for policy development, review and approval across the Luminate Education Group, and enables the group to effectively manage its obligations and compliance risks.
RER	Race Equality Roadmap – a five-year commitment, developed by the Luminate Race Equality Forum, that aims to dismantle structural barriers to inclusion, engagement and progression, leading to a more just organisation for everyone.

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SALT	Shared, Ambitious, Lively and True – an institutional strategic approach to inclusive cultures in leadership development.
SLT	Senior Leadership Team – group of Directors across the organisation that are responsible for strategic direction and management, usually also core budget holders.
Space	Student learning management system or virtual learning environment, for students at LC, to manage their information, upload assignments, gain help or assistance from student wellbeing or technology enhanced learning and share feedback.
SRM	Student Recruitment and Marketing Committee - oversee applications and admissions to HE programmes and to set and monitor recruitment targets throughout the cycle.
SSRI	Small, Specialist and Research Institutions - HE providers that focus on specific areas of study and often conduct in-depth research.
Student Representatives	Students elected by their peers to represent their course group or an area of activity within the institution.
SU	Students' Union - a student-led organisation that represents and supports students at a university or college.
TEF	Teaching Excellence Framework - a national scheme run by the Office for Students (OfS) that aims to encourage HE providers to improve and deliver excellence in the areas that students care about the most: teaching, learning and achieving positive outcomes from their studies.
Top-Up	A Level 6 qualification that allows students with existing Level 5 qualifications, like a Foundation Degree or Higher National Diploma (HND), to earn a full Bachelor's degree.
ToRs	Terms of Reference - the scope and limitations of the committee or board.
TUNDRA	Tracking Underrepresentation by Area - an area-based measure of young participation in higher education at age 18 or 19 for state-funded mainstream school1 students in England.
UCAS	Universities and Colleges Admissions Service - UK-based organization that manages the application process for students applying to undergraduate courses at universities and colleges.
UCLeeds	University Centre Leeds – college-based HE provider of vocational subjects at degree level and including apprenticeships.
UKVI	United Kingdom Visas and Immigration - responsible for making millions of decisions every year about who has the right to visit or stay in the country, with a firm emphasis on national security and a culture of customer satisfaction for people who come here legally.
UUK	Universities United Kingdom - the collective voice of 141 universities, working with the government and HE sector to champion UK HE.
VLE	Virtual Learning Environment - a software-based platform that supports and enhances teaching and learning experiences, often used in educational settings (Space at Leeds Conservatoire and BlackBoard at UCLeeds).
WAHEN	World Access to Higher Education Network - the professional, global organisation established to support equitable access and success in HE.

Appendix 4: Externality in self-assessment

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In preparation for and carrying out the self-assessment, and ensuring triangulation to ensure REC work is evidence-informed, internal consultation has also been supported with research and sector-wide consultation externally. Appendix 4 provides a summary of the early and external events taking place in the lead up REC application, including considerations towards self-assessment.

Organisation	Activity / Meeting
Advance HE	Developing a Race Equality Charter for SSIs and CBHE
Black Leadership Group	Anti-Racism Training Event and Race Equity at LEG
Leeds Trinity University	Race, Equality and Social Justice Conference
Leeds Trinity University	Black Lives Matter: Accountability, Transparency, Action Revisited
Leeds Trinity University	Islamic Society presents: Islamophobia – The Causes and Cures
Universities UK and Leeds Trinity University	Race Institute x UUK: Webinar series: 1 - Anti-Racist leadership from the top: University executives challenging the status quo 2 – Early career professionals: Agents of change in anti-racist leadership 3 - Today's students, tomorrow's Vice-Chancellors: Anti-racist leaders in the making 4 – Mentoring as a bridge for anti-racists leadership
Advance HE	Small, Specialist, and Research Institutions REC Pilot
Advance HE	Small, Specialist, and Research Institutions Equalities Network
Go Higher West Yorkshire (GHWY)	Addressing race inequality in higher education
GHWY	Decolonising the Curriculum Network
GHWY	Supporting GRT young people in West Yorkshire: regional multi-agency forum meeting
GHWY and Leeds GATE	Supporting Gypsy, Roma & Traveller Young People in West Yorkshire
Friends, Families and Travellers	Gypsy and Traveller Cultural Awareness
University of Sussex	Supporting Gypsy, Roma and Traveller Towards or Into Higher Education
Bucks New University	Taking the GTRSBIntoHE Pledge: A Practical Workshop
WAHEN & NEON	World Access to HE Day – Is there an equity crisis? HE Access and Success to 2030

Appendix 5: Draft EDI Charter 2025

At LEG, we are committed to creating a culture where everyone feels valued, included and empowered to thrive whether they are a learner, a colleague or other stakeholder or partner. As such, the EDI Charter will include our pledge to:

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- **Champion equality, diversity and inclusion** as core to educational excellence, recognising that diverse lived experiences and perspectives are essential to preparing students for life, work and active citizenship in a complex world.
- **Embed inclusive, relational and restorative practice** across our member institutions and professional services, guided by our strategic objectives and priorities.
- **Address systemic and structural inequalities** by actively listening to and amplifying voices across our communities, tackling barriers to access, belonging and progression.
- **Promote wellbeing** through our five pillars (financial, physical, mental, social and organisational) and ensure fairness in recognition, reward, and opportunity.
- **Foster a healthy and high-performing workforce** by supporting colleagues to grow, practice and lead inclusively, through meaningful professional development, career progression pathways, and inclusive recruitment and retention practices.
- **Create psychologically safe spaces**, empowering people to speak up and contribute to a culture of belonging and shared accountability.
- **Model our shared values** of Kindness, Enjoyment, Passion, Ownership, Collaborative, and Creative in all that we do, both inside and outside the classroom, and uphold them in the behaviours we expect and reward.

Together, we will continue to work as a positive civic influence in the regions we serve, ensuring that inclusion is not just a goal, but a way of being that shapes who we are and how we lead.