Leeds Trinity University

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Global Majority Leadership Programme 2026

Initial Outcomes Evaluation

Global Majority Leadership Programme 2026:Initial Outcomes

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Executive Summary

Between January and April 2026, Leeds Trinity University piloted a Global Majority Leadership Programme, aimed at closing gaps in graduate outcomes between white students and those from Global majority ethnicities. The programme was optional and open to students from levels 4 to 6 in any subject. Over nine in-person workshops, 19 participants engaged in a range of activities led by internal and external speakers, alumni, and Leeds Trinity staff from Global majority ethnicities. These included activities on leadership, identifying their goals and motivations, resilience and wellbeing. This report outlines findings from evaluation that took place during and shortly after the programme concluded and focuses on interim outcomes that may indicate positive progress towards successful graduate outcomes for participants.

Key Findings

- Participants rated their experience overall very positively, feeling that they had benefitted from the programme in terms of social connection, learning, and empowerment.
- The most consistently evidenced outcomes were in student confidence, feelings of ambition, and connectedness to an LTU community. There were indications of skills development, but students had not yet had opportunity to apply these skills to their career development.
- Patterns of engagement during the programme varied, with participants attending between 1 and 9 sessions. The main reason given for non-participation was 'other personal commitments' and several participants returned after multiple weeks of missed sessions. Students credited feeling welcomed and not 'forced' as important to their experience of the programme.
- There were measurable increases in both general self-efficacy and career confidence for students who completed pre and post programme surveys. Focus group comments indicate that students felt more confident to speak in front of others, to share their viewpoints, and to aim for challenging goals.
- Feelings of being part of a community at Leeds Trinity and feeling supported by the institution increased by the end of the programme. Student comments reinforce that feeling part of a community of peers was an important outcome and acted as an enabling mechanism for development of confidence and skills.
- Participants valued having workshop leaders who spoke from their own experiences of overcoming challenges and navigating the workspace as part of a minoritised group.
- Participants particularly valued the supportive approach of the organising team, feeling welcomed, supported and encouraged to fully participate. Students described a feeling of staff being invested in them, shown through personalised welcomes and offers of practical support, knowledge of their interests, and enthusiasm for their involvement. This approach was an important factor in encouraging student engagement, participation, and development of community.
- Participants made suggestions around reviewing the name of the programme, promoting it across the university, and extending content to include mentorship and professional experiences. These suggestions are included in the recommendations and appendix of this report.

Introduction

As part of Leeds Trinity University's 2024-25 to 2027-28 Access and Participation Plan (APP), it was identified that students from Black, Asian, Mixed and Other (ABMO) ethnicities at Leeds Trinity have lower rates of progression to graduate employment or equivalent compared to white students. This is a pattern also observed in other parts of the higher education and graduate employment sectors, though there is limited evidence about causes and what may be effective in supporting students.

To close the gaps in outcomes and to ensure that Leeds Trinity students from ABMO ethnicities are supported into positive graduate outcomes, an intervention strategy with four strands of activity has been developed. This evaluation looks at strand four; the Global Majority Leadership Programme. Drawing on examples of best practice across the sector, this programme ran for the first time at Leeds Trinity in 2026. This report presents outcomes from the evaluation of that pilot programme and makes recommendations for future delivery and evaluation. Ultimately, the programme is intended to ensure that those participating achieve positive graduate outcomes and that this leads to a closure of gaps in graduate outcomes at Leeds Trinity. These aims cannot be assessed within the timeframe of this report and therefore will be reported on at a later date.

Project Overview

There are some indications that providing BAME students with coaching/mentoring, work placements, network building, and assistance with application processes, may be beneficial to support positive graduate progression.[1] Programmes at other higher education institutions have also shown positive benefits on academic attainment and social engagement from student participation in 'Black leadership' programmes.[2] However, there are noted differences between outcomes for different ethnic groups and no one approach has yet demonstrated robust causal evidence of impact on graduate outcomes. The Global Majority Leadership Programme (GMLP) was designed to focus on community, skills development, and empowerment, as these areas were felt to be most relevant to Global majority students at Leeds Trinity. Students in our context already have access to professional experiences embedded in their degree programmes, and to support with application processes, but may not have extensive networks, opportunities to develop enhanced professional skills, and are in a minority within the university and their programmes.

Aims

The GMLP aims to provide ABMO students with support, training, and community to:

- Enhance graduate employability skills
- Increased participant sense of belonging at LTU
- Empower participants to identify and develop their career goals

[1] TASO (2026) *Evidence toolkit: Student access, success and progression.* Evidence toolkit: Student access, success and progression – TASO

[2] TASO (2024). *Final analysis report Institutional Data Use: Nottingham Trent University – Black Leadership Programme.* 2024-09_TASO_Institutional-Data-Use_NTU_ImpactEvaluation.pdf

2026 Delivery

Students were recruited in the Autumn semester of the 2025-26 academic year via a combination of direct communication to ABMO students, requests for recommendations from staff, and advertisements displayed around the Leeds Trinity campuses. 34 students initially expressed interest via an online form, with 14 confirming their interest and availability from this list and a further six joining via direct recruitment or recommendation. Participants had to meet the following criteria:

- Self-identify as being from global Majority backgrounds / ABMO (Asian, Black, Mixed Heritage, Other diverse ethnicity backgrounds)
- Be Leeds Trinity domestic undergraduate students
- Level 4, 5 or 6 students
- On any course that falls within the above criteria (not apprenticeships, MAs)
- Able to commit to participating in the sessions

As not all places were filled by the start of the programme, one student in level 3 was also admitted. During the programme, three students withdrew. Two of these attended one session, the other attended no sessions. All 20 students who started the programme are detailed below and these are all included in the pre-programme evaluation data, but post-evaluation activity only involved the 17 who remained on the programme in March.

	Level 3	**Level 4**	**Level 5**	**Level 6**	**Total**
Business and Law	1	3	0	2 *(1)**	**6**
Computing and Creative Industries	0	2	2	1	**5**
Education and Childhood	0	2 *(1)**	0	0	**2**
Health and Life Sciences	0	4	0	0	**4**
Social Sciences	0	2	0	1 *(1)**	**3**
Total	**1**	**13**	**2**	**4**	**20**

TABLE 1: GMLP STARTING PARTICIPANTS BY SCHOOL AND LEVEL OF STUDY

** indicates where a student withdrew during the programme*

Notably, the programme had a roughly even split of male and female students, which is unusual within access and participation activities, which tend to be female dominated regardless of ethnicity target population. However, this is broadly reflective of the split of female/male students in the ABMO population at LTU (53/47, 2025 registered students).

In 2026, the GMLP was a 9-week programme, delivered on consecutive Wednesdays between January and March, excepting a break around Eid. Sessions were delivered by internal and external facilitators, including staff, students, and alumni from Global majority ethnicities. Content included a mix of presentations and practical tasks for students. Some elements of the programme were developed specifically to enhance group relationships and build connections between participants. There was ongoing facilitation and support from the APP Events & Projects Coordinator, alongside a Leeds Trinity research student and the APP Student

Engagement and Projects Assistant, both from Global majority ethnicities. An outline of activities and attendance is detailed below:

Date	Theme	Attendance
14-Jan	Online Briefing	Optional session
21-Jan	Informal Introductory Session	11
28-Jan	Identity and Leadership	13
04-Feb	Communication & Influence	12
11-Feb	Social Capital	10
18-Feb	Career Development	4
25-Feb	Career Development	9
04-Mar	Growth Mindset	9
11-Mar	Wellbeing / Resilience	6
25-Mar	Next steps	10

TABLE 2: SESSION SCHEDULE AND ATTENDANCE

Attendance was mixed across the group. Excluding withdrawn students, 42% of participants attended three or fewer sessions (table 3). However, more than half of these were students who attended sessions initially, then missed several consecutive sessions, and then returned to attending. Attendance dipped particularly around the start and end of Ramadan, which many participants were observing, and this may account for some of the drop-off.

No. Sessions attended	**0**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**
No. Participants	1	2	3	4	2	1	2	3	0	2

TABLE 3: PARTICIPANT ATTENDANCE

Students were also asked about reasons for attendance/non-attendance in the post-programme survey. Six students responded to this question, with all indicating that 'other personal commitments' were the major reason for missing a session, with the session content and time commitment also being a less important but relevant factor for some students.

Evaluation Design

Evaluation of the project was designed based on a set of expected outcomes (below), which were developed through a theory of change-style mapping process. Expected outcomes were identified across four domains – three relate to outcomes for participants, one to participant and institutional outcomes. These outcomes were then used to map mechanisms for change, indicators of change, and to identify measurement approaches. Full details are in appendix i.

Student Personal Development	Increased confidence and empowerment Greater self-awareness and resilience Stronger sense of belonging
Student Career Readiness	Development of transferable graduate employability skills Enhanced career planning Expanded networks and access to role models

Student Career Impact	Positive graduate outcomes - Career progression, graduate level employment and/or further study Further development opportunities e.g. internships, mentoring
Building Community and Connection	Peer support and connection Shared learning across diverse backgrounds Contribution to a more equitable and inclusive university culture

TABLE 4: INTENDED OUTCOMES

The design and implementation of the evaluation was carried out in collaboration between the Leeds Trinity Impact and Evaluation Manager and the programme leads. This evaluation aligns with Leeds Trinity's principles of evaluation and has received ethical approval through Leeds Trinity's Research Ethics Committee (ref: 2024-FSSE-STA-0039).

Methods

A mix of qualitative and quantitative methods were used to assess progress against the expected outcomes.

Method	Details	Engagement
Pre-programme survey	Shared with participants the week prior to the first session, this survey looked at expectations, sense of belonging, general self-efficacy, career self-efficacy, career support, and behaviours to support employability. Scale questions were drawn from the Career Resources Questionnaire[3], with a focus on those dimensions identified as outcomes or mechanisms for this programme.	Completed by 15 participants, 2 later withdrew from the programme
Post-programme survey	Shared with participants following the final session, repeating scale questions from pre-programme survey on sense of belonging, general self-efficacy, career self-efficacy, career support, and behaviours to support employability. Also asked about attendance and overall assessment of the programme.	Completed by 6 participants, 5 of whom completed the pre-survey
Participant focus groups	Conducted following the final session in-person and online and facilitated by trained student researchers.	6 participated in an in-person focus group, 3 in an online focus group

TABLE 5: METHODS AND ENGAGEMENT

In addition to the above methods, students were asked for feedback following each session using a brief feedback form, and informal feedback was regularly sought by programme leads and facilitators. A debriefing session was held one month after the end of the programme to review initial findings and share interpretations. This was attended by all three programme facilitators,

[3] Hirschi, A., Nagy, N., Baumeler, F., Johnston, C.S., and Spurk, D. (2018). Assessing Key Predictors of Career Success: Development and Validation of the Career Resources Questionnaire. *Journal of Career Assessment,* vol. 26 (2), 338-358.

the Leeds Trinity APP Lead, and the Impact and Evaluation Manager. Insights from this meeting are included as context within this report where relevant.

Evaluation Outcomes

This report focuses on how and to what extent the project achieved its aims and intended outcomes. Findings are grouped by three of the four domains identified as intended outcomes: student personal development; student career readiness; and building community and connection. The fourth domain, career impact, involves tracking participant's long-term engagement with support, further career development opportunities, and graduate outcomes. These are not covered within the timeframe of this report.

Student Personal Development

In the programme intended outcomes, student confidence, empowerment, self-awareness, and resilience were identified as areas that might increase through both the activities delivered and the opportunities provided to network with peers and potential role models. We have used the concept of general self-efficacy, or the belief in competence to cope with a range of challenges, as a summary measure for these outcomes[4]. Interestingly, student responses in the pre-programme survey did not indicate that they had low general self-efficacy (figure 1).



FIGURE 1: GENERAL SELF-EFFICACY, PRE-PROGRAMME SURVEY, N=15

Despite appearing to have a broadly positive sense of self-efficacy at the start, there were still improvements in self-efficacy scores by the end of the programme. Only a small number of students (5) completed both surveys, but for these students there were increases in all areas (table 6), with all respondents being quite or extremely confident on all measures except question 6.

[4] Six-point scale, adapted from Chen, G., Gully, S. and Eden, D. (2001). Validation of a New General Self-Efficacy Scale. *Organizational Research Methods,* vol. 4(1), 62-83.

General self-efficacy	Pre	Post
1. How confident are you that you will be able to achieve most of the goals you have set for yourself?	3	4.4
2. How confident are you that you will accomplish difficult tasks?	3.8	4.6
3. In general, how confident are you that you can achieve outcomes that are important to you?	3.6	4.6
4. How confident are you that you will succeed at most any endeavour that you set your mind to?	3.8	4.4
5. How confident are you that you will successfully overcome many challenges?	3.6	4.6
6. When things are tough, how confident are you that you can still perform well?	3.4	4.2

TABLE 6: GENERAL SELF-EFFICACY, PRE AND POST PROGRAMME SCORES, N=5

Due to the above figures only reflecting a small proportion of participants, we cannot conclude from this data alone that there were improvements for all participants, or that the changes are the result of programme participation. However, these findings of positive change for some participants are supported by reflections from a range of students within focus groups that indicate improvement in student confidence and feelings of empowerment.

Focus group participants spoke about taking away key messages about empowerment, particularly as racialised students and professionals, feeling that 'empowerment' was a core facet of the programme. Students sometimes expressed this as feelings of believing in their career choices, their ability to 'aim higher', or feeling able to be more ambitious.

> *"[the speaker] was doing a job, he was in some sort of job in this country, and later on he found out that he can do more, and now he owns his own company. He's a manager, he's a CEO. So, [what I'll remember about] this programme, yeah, where I think I can do much, much more. So, I'm aiming high."*

Some students reflected that they had previously been self-limiting in their aspirations, or in sharing them, and felt more able to develop and communicate their ambitions. These feelings are particularly aligned to the self-efficacy questions presented in table 6 above and potentially may explain improvements in scores for some students following the programme.

Empowerment also came for some students through role modelling and seeing themselves in the experiences or character of speakers. For some, this connection was about race, but students also spoke about connecting with speakers because of age, where they came from, disability, or a particular life experience. Building a connection with a speaker, or a message, appeared to be a combination of feeling that speakers were talking from experience and sharing their authentic feelings, alongside also having opportunities to reflect on their own experiences and feelings as participants.

> *"I feel like that's the most important thing - everyone just being themselves and like bringing forth what they bring and from different walks of life. Like everyone here they've experienced different things but then hearing it from different people it's just..it's like kind of warm in a way that they have gone through difficulties as well but look, at the end of the day we are all here, we are at university, we're all doing something and we are all like continuing, still pushing forward"*

In focus groups, students discussed feeling that their confidence had improved through the programme and specifically their confidence in speaking around others. This was an area that, in the pre-programme survey, several students indicated they hoped would improve through programme participation.

> *"I would say in the past, I have not been the type to say anything in group situations; I tend to just sit back and mind my business, take some notes, go home, and not.....at the start I was quiet and I didn't say much and then as this programme progressed, I felt more confident to actually talk to other people."*

Participants cited the welcoming environment and the effort put in by programme facilitators as an enabling factor in developing their confidence to speak. This was, in part, about a friendly manner and interest from facilitators but participants also described the importance of the visible investment of facilitators. They felt that this was demonstrated by facilitators organising transport or providing basic resources like pens or refreshments. They described the importance of feeling like a 'cognitive load' was lifted that would have made attending more daunting.

> *"..since that cognitive load of 'okay I need to write these things' or remember this other thing and then say something. It was kind of like it stripped away all the barriers, and it was much more free for me to able to start speaking."*

Also important was knowing that there weren't 'expectations' from facilitators about how they engaged with the programme, which helped them to feel free to explore activity without pressure of performance.

> *"They didn't expect anything back from you. They have just welcomed you in, says come in, sit down, do you want a drink, do you want this, do you want that. They didn't expect anything in return from you. So, it just made you feel like these people are here for you, not like they want something from you. So, it just helped in a way."*

The opportunity to speak with peers who had previously been strangers and with external speakers was also noted as important for practising skills in communication and feeling comfortable in speaking openly with others. Some participants suggested that this element of practicing communication could be enhanced in future iterations of the programme, through providing opportunities to present or carry out team tasks, thereby building their speaking confidence and skills in different contexts.

In addition to general self-efficacy, participants were also asked questions about career confidence specifically (table 7). Here there were more modest improvements, with changes largely coming from some students moving from 'agree' to 'strongly agree' in some categories. Most of those completing the post survey were in level 4 and therefore further from considering post-HE careers, which may have had some impact on their responses.

Career confidence	Pre	Post
1. I am capable of successfully managing my career	4	4.4
2. When I set goals for my career, I am confident that I can achieve them	3.8	4.4
3. I believe that I can successfully manage career-related challenges	3.8	4.2
4. I can successfully develop my career	3.8	4.4

TABLE 7: CAREER CONFIDENCE, PRE AND POST PROGRAMME SCORES, N=5

In focus group discussions, some students did relate the skills and confidence that they had gained to professional contexts, but this link was not always made explicit. Speaking and communication skills was the main area where students made a direct link between programme skills and gaining a professional role. Leadership was also mentioned, though more in the context of how they could perform as professionals, rather than skills to gain a job. Application of skills and confidence to practical job application tasks, like writing CVs or understanding applications, was an area mentioned by several students as possible development for the programme, so it may be that having more opportunities for students to demonstrate their competencies could support greater improvements in career confidence.

Resilience was a potential outcome identified in the programme theory of change but, although this was mentioned by two participants, it was not language used by the majority in their reflections on the programme. This may be because most participants appear to have already been secure in their general self-efficacy, confidence, and belonging scores before the programme began. However, those who did mention resilience considered it an important aspect of the programme, particularly in relation to be from global majority ethnicities and racialised students and professionals.

> *"I'd say one of the main things [I'd remember about the programme] is resilience. Sometimes from the global majority background, we do things and we take it for granted and we don't give ourselves credit for the things that we've accomplished and the things that we have to go through every day, and this programme has brought it all to light. It's encouraged us and pushed us in a positive way and look you've achieved so much."*

Students were also very positive about the workshop focused on resilience, seeing it as valuable for supporting their ambitions and positive self-image. It may be that resilience is a skill that they feel they possess but nonetheless find ongoing support and development helpful.

Student Career Readiness

We will track 'career readiness', an annually collected self-reported measure of preparedness for progressing to employment, and graduate outcomes for all participants. However, these will not both be available until the year following the programme and potentially up to five years for some participants. In the interim, we asked participants about how they feel the programme has influenced their preparedness for future careers and questions relating to career support and clarity. These measures are associated with career satisfaction and included in models of career competencies (Hirschi et al., 2018), which can be an indication of how prepared students are to make a successful career transition. We also asked students about what skills they feel they have developed and what they will remember about the programme in six months, to get a sense of whether they have developed and applied any employability skills.

It is important to note that participants were all at different stages in their levels of study and career experience, with the majority in level 4. Consequently, although we might expect that the programme experience should better prepare students for pursuing graduate roles, they may not yet have been able to reflect on this in relation to personal professional goals or experiences. Career related outcomes were less frequently mentioned by participants as most important to them at the start of the programme, with communication confidence being more prevalent.

Career Clarity

A slight majority of participants were clear on their career goals before starting the programme, however many were uncertain or felt that they did not (figure 2).

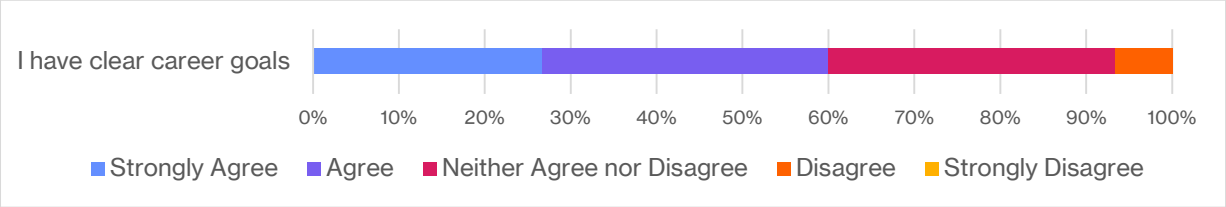


FIGURE 2: CAREER CLARITY, PRE-PROGRAMME SURVEY, N=15

Following the programme, there was a small increase overall, which was a result of one student feeling more certain. As indicated below, the majority of those who completed the post-survey were already clear on their career goals, with limited scope for increase.

Career clarity	Pre	Post
I have clear career goals	4.2	4.4

TABLE 8: CAREER CLARITY, PRE AND POST PROGRAMME SCORES, N=5

As noted by some participants, the GMLP did not offer insight into all careers that students were interested in, meaning that participants may not have had opportunity to test their certainty against new information or experiences gained during the programme. Participants did not necessarily see this as a weakness of the programme, recognising that they were a diverse group in career interests, stages, and programmes of study. They did suggest that additions, like coaching, breakout groups, or a staged approach to the programme, might allow more space for individual career exploration and particularly for action.

> *"I feel like it would be really good to have more, kind of, participation. Like, if we're going to get mentors and coaches in. Like maybe, if we did it over two semesters, the second semester could focus on 'okay, you've found your way and you know where you want to go, now it's some action.'"*

Social Career Support

Prior to participating in the programme, over half of students agreed that they received some sort of career social support (figure 3). However, many were uncertain, suggesting that this may be mixed in their social circles or they have not had discussions relating to career ambitions. The concept of 'support' may also vary across participants. Notably, peer career support decreased for those students completing pre and post surveys (table 8).

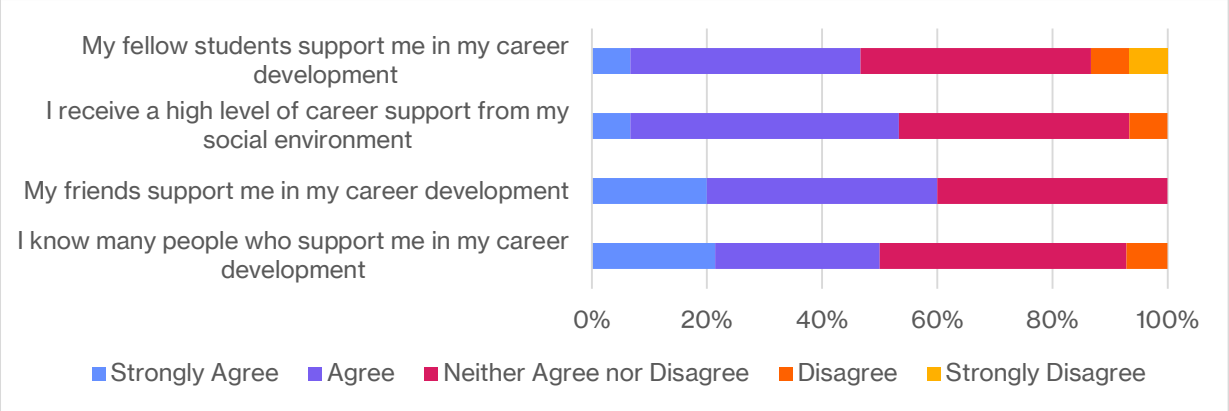


FIGURE 3: SOCIAL CAREER SUPPORT, PRE-PROGRAMME SURVEY, N=15

Social career support	Pre	Post
1. I know many people who support me in my career development	3	3.8
2. My friends support me in my career development	3.6	3.2
3. I receive a high level of career support from my social environment	3	3.2
4. My fellow students support me in my career development	2.6	2.4

TABLE 9: SOCIAL CAREER SUPPORT, PRE AND POST PROGRAMME SCORES, N=5

Student focus group comments provide some insight into these varied responses, with indications that the programme did contribute to support relevant to questions 1 and 3, but not to 2 and 4. Several students referenced feeling supported in their career progression, even beyond the programme, by the scheme coordinators and by the speakers. This feeling of support was developed through making formal connections, like adding speakers on LinkedIn, or through reflective conversations and direct offers of support from speakers and staff. However, although there were many comments about the positive atmosphere and connections between students on the programme, students did not talk about feeling supported by their cohort in relation to career ambitions and no students referenced finding others with the same career interests. As noted in previous sections, focus group participants discussed the potential for the programme to provide more practical opportunities to apply the knowledge and ambition they felt that they had developed. In many cases, they suggested that these practical opportunities could happen alongside their peers on the programme, which may provide opportunities for social support specifically linked to career ambitions.

Employability Skills Development

Participants in focus groups described several valuable skills they used during the programme, including listening, reflecting, sharing thoughts with others, celebrating achievements, and asking questions. They spoke about having a greater understanding of the challenges that they and others, particularly minoritised groups, may face in the workplace and about developing an appreciation of the importance of inclusive leadership. Several indicated that they felt more aware of the range of different career pathways available to them. Although students indicated feeling more confident and knowledgeable in some areas, they also spoke about the programme being like a 'jigsaw', where they had discovered or developed many valuable 'pieces' but didn't yet know how they would apply them to gain or succeed in a graduate role. They also reflected that, upon finishing the programme, they still felt that there was a challenge ahead of them in learning how to apply their new knowledge and confidence.

"I feel like it's just like applying the knowledge and knowing how to apply it. I actually was saying before that now we've got all the knowledge, it's kind of hard to like..I don't know about anybody else in here, but me myself like trying to apply it yourself, you don't know where to start, you don't know where to start looking or if you should take this step or if you should take that step"

Students provided several suggestions of how the programme might build on its existing content to provide opportunities for them to feel more confident and competent in applying their knowledge to practical scenarios (see appendix. II).

We asked students, before and after the programme, about the frequency of participating in activities that could be helpful in enhancing employability, with increases in several types of activity following the programme. The greatest increases in frequency were in taking steps to develop a skill and completing activities outside their comfort zone. These activities may have been ones completed during the programme, prompted by the programme, or entirely outside the programme.

Since [3 months previously] how often have you...	Pre	Post
1. ...tried to develop your professional network? e.g., connecting with people in your chosen field of work?	3.4	4
2. ...thought about what skills you would like to develop?	4.8	4.8
3. ...taken steps to develop a skill?	3.4	4.6
4. ...sought help with planning your career?	3.2	3.8
5. ...completing an activity that was outside your comfort zone?	3.6	4.8
6. ...celebrated your achievements?	2.6	2.8

TABLE 10: EMPLOYABILITY ACTIVITIES, PRE AND POST PROGRAMME SCORES, N=5

Comments made in focus groups indicate that some of these activities may have taken place as part of the programme specifically, where several students reflected that the way they had engaged, socially or with speakers, was both outside their usual comfort zone and an active attempt to improve their confidence. Increases in developing professional networks and in seeking help with career planning also align with the programme, as students spoke about professional connections with speakers, and about approaching them and programme coordinators with questions.

Three of the 17 participants had appointments with Graduate Outcomes Careers Advisors during the programme, with others continuing to engage with the Graduate Outcomes and Enterprise team after the programme, suggesting that activity was not entirely restricted to programme sessions. One student indicated that participating in the programme had encouraged them to explore what other career support was on offer:

"Well, I would say, those made me think like what else the university has to offer, because this is probably one of the best things I've done at university like this, so it's like I want to know what else they can do"

Although students may not yet have identified or applied the skills they have gained from the programme, this continuous engagement and increased relevant activity provides a strong basis for building on the knowledge they feel they have gained. There are also potential development points for embedding further application of skills into the GMLP.

Building Community and Connection

The GMLP was designed with the intention of creating connections between Global majority students at Leeds Trinity that might offer support and encourage a feeling of community. Responses to a question about community was among the lowest positive responses for questions in the pre-survey, suggesting that this was an area where the programme could offer value for students. Not feeling part of the community at Leeds Trinity did not equate to students feeling uncertain about their HE choices or place in HE.

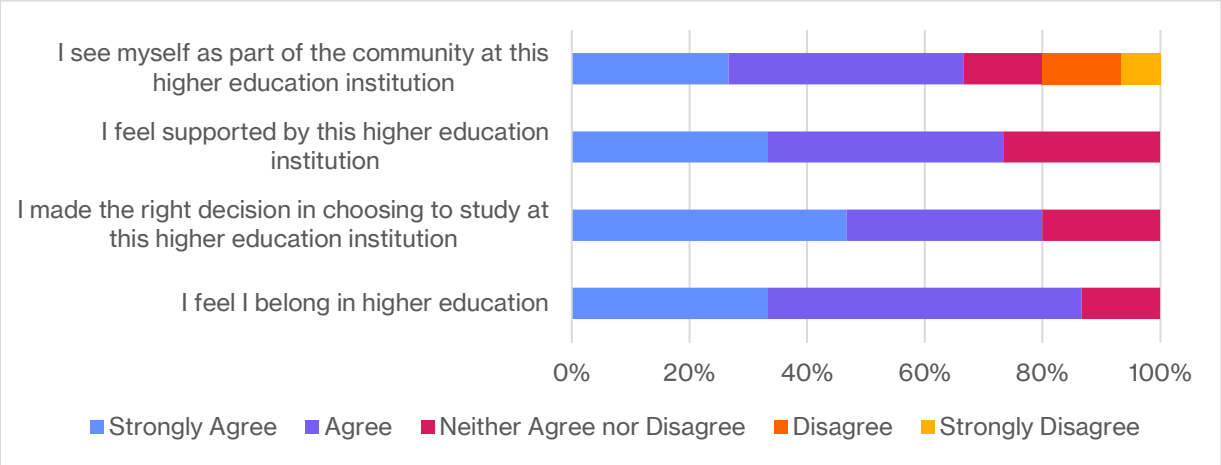


FIGURE 4: SENSE OF BELONGING, PRE-PROGRAMME SURVEY, N=15

Among students who filled out both surveys, there were notable increases in three of the four questions relating to belonging, particularly in terms of feeling supported by Leeds Trinity and seeing themselves as part of the Leeds Trinity community.

Belonging	Pre	Post
1. I feel I belong in higher education	4.2	4.6
2. I made the right decision in choosing to study at this higher education institution	4.4	4.4
3. I feel supported by this higher education institution	3.8	4.6
4. I see myself as part of the community at this higher education institution	3	3.6

TABLE 11: SENSE OF BELONGING, PRE AND POST PROGRAMME SCORES, N=5

In the focus groups and post-programme survey, comments indicated that the connections they had made were an important part of the programme for participants.

> *"[the coordinators] were really supportive as a team and the programme leaders, but alongside that, it's opened me up to a bigger network in terms of the students and the people that I was on the programme with, and we should, we would probably stay in touch, and if not, then we definitely would connect in the future"* (focus group)

> *"This is the first thing I have done with the uni that has truly helped me feel I am a part of the student community. It was great to get to know and work with students across different courses as we all had different perspectives"* (survey response)

In addition to student comments, programme coordinators also highlighted that friendship groups appeared to be forming between students who may not have met through their courses, and that the different stages of students meant that there were a variety of viewpoints, making for engaging discussion.

Considering these responses alongside responses to social career support, it appears that, at least immediately following the programme, that the benefits of the mixed groups and encouragement of connections, has been more immediately felt as social connection and being valued by the university, rather than specific social career support. However, this may be because of the varied subject and career interests of participants, which make it more difficult to share practical support, and because the value of this support for career development has not yet been tested.

Findings Summary

Findings from the surveys and focus groups indicate that the GMLP has been particularly successful in relation to building connection and supporting student confidence and empowerment. It is not yet possible to fully assess the impact of these interim outcomes on student career readiness and graduate outcomes but there are positive indications that, for some participants, there are increases in support, career planning, and engagement with career development activities which could be beneficial. There is some scope for development of the programme in terms of supporting specific career planning and connections, and in reinforcing feelings of confidence or skills within or with reference to professional contexts. A summary of findings thus far and links to intended outcomes is below. This does not include all outcomes for the programme, as students have also indicated outcomes around personal development, skills for their degree programmes, and personal enjoyment.

Theme	**Outcomes**	**Evidence**
Student Personal Development	Increased confidence and empowerment Greater self-awareness and resilience Stronger sense of belonging	Pre and post surveys show positive impacts on general self-efficacy and career confidence. Additionally, there were some positive impacts on belonging, particularly in relation to university community and feeling supported by Leeds Trinity. Participants reported having pushed themselves, feeling more confident around others, and reflecting positively on their skills, achievements, and potential. They also discussed feeling inspired and motivated by activities.
Student Career Readiness	Development of transferable graduate employability skills Enhanced career planning	Individual participants discussed enhancing their communication skills and making connections, which may

	Expanded networks and access to role models	support graduate progression. Some also provided examples of enhanced career planning in their ambitions, future planned development activities, and role considerations. Some participants have also continued to engage with careers support and development activities post-programme. However, participants indicated that there is further scope for more practical application of skills, connecting with supporters, and for consideration of subject-aligned career paths.
Student Career Impact	Positive graduate outcomes - Career progression, graduate level employment and/or further study Further development opportunities e.g. internships, mentoring	There are some initial indications that some students will participate in mentoring and internship opportunities, but this has not been formally evaluated. Participants will be tracked for future engagement with activities and graduate outcomes.
Building Community and Connection	Peer support and connection Shared learning across diverse backgrounds Contribution to a more equitable and inclusive university culture	Participants built positive connections with peers, deliverers and programme coordinators. Multiple supportive relationships have developed, though these are not yet specifically supporting with career development. Participants reflected on knowledge gained about inclusive leadership and equity, feeling these to be positive personal and professional experiences. Impacts on university culture have not been assessed through this evaluation.

Recommendations

For Programme Delivery

Specific recommendations from students have been included in appendix ii. The recommendations below are based on where survey results and student and staff comments indicate that there may be opportunities to enhance intended outcomes.

- Review the programme name and/or consider how the connections to leadership could be made more explicit to participants either before or during the programme. Several students felt that the programme was very relevant to leadership but that how content was framed or connected did not always reflect this.

- Include more opportunities for students to practice, demonstrate, or reinforce their knowledge or skills, particularly alongside their peers. Where appropriate, link this to a professional context or setting.
- Provide some additional space for students to explore and share their individual career interests, either within the programme or beyond. This may enable social connections that are more closely linked to feelings of career support. The 'mood board' activity was well received by students and appeared to provide this self-reflection.
- Explicit discussion of social career support, including students identifying who they could draw on or how they could develop sources of support, may be helpful.
- Continue in approaches that support participants to feel included and valued, such as supporting them with transport and resources, welcoming them individually to sessions, and positively encouraging their engagement.
- Continue in providing activity which students feel is specific and beneficial to them as minoritised students. Several students spoke about this being impactful because they were able to have conversations that weren't taking place elsewhere and these aspects made it clearer to them why the programme was targeted.

For Evaluation

- Some of the intended outcomes have not been evidenced within the timeframe of this evaluation and will likely take longer to assess. Follow-up evaluation activity, 6-12 months after the programme would give a better understanding of whether any changes in confidence and belonging persist and give time for students to be able to contextualise any skills development in relation to their career progression.
- Pre and post-survey completion could be embedded in application process/activity to support higher completion rates.
- Alternative or additional measures could be used to focus specifically on the application or development of specific competencies, potentially drawing on Leeds Trinity's Graduate Attributes and Skills framework. This could also be used to support participants' reflections on progress during the programme.
- Further exploration within focus groups/interviews of what students understand by social career support, resilience, and university community may help in interpreting these responses in future.
- Keep elements of qualitative evaluation and opportunities for students to contribute to developing the future of the programme, as this revealed the strongest elements in activity and appeared to help participants in feeling valued.

References

Chen, G., Gully, S. and Eden, D. (2001). Validation of a New General Self-Efficacy Scale. *Organizational Research Methods,* vol. 4(1), 62-83.

Hirschi, A., Nagy, N., Baumeler, F., Johnston, C.S., and Spurk, D. (2018). Assessing Key Predictors of Career Success: Development and Validation of the Career Resources Questionnaire. *Journal of Career Assessment,* vol. 26 (2), 338-358.

Appendix i: Outcomes, mechanisms and measurement approaches.

Primary outcome	Mechanisms	Indicators	Measurement approach
Increased confidence and empowerment	Participants practice a range of skills relevant to public and private demonstrations of confidence	Participants engage in relevant sessions AND feel that these sessions are engaging and relevant to them	Session attendance Session feedback from participants Staff reflections
	Participants reflect on their strengths and areas for development	Participants complete reflection tasks in sessions	Pre and post-survey question Session attendance Staff reflections
	Global majority staff and alumni participate in sessions and share their experiences	Participants identify relatable role models	Post-survey question Post-activity focus group question
	Participants reflect on career goals and how to support personal development	Participants set achievable career or personal development goals	Pre and post-survey question Post-activity focus group question
	Participants engage in social interaction and opportunities to learn about the experiences of peers and alumni	Participants make social and professional connections with peers and alumni	Post-survey question Post-activity focus group question
Greater self-awareness and resilience	Participants reflect on their strengths and areas for development	Participants complete reflection tasks in sessions	Session attendance Staff reflections
	Participants discuss and develop strategies to support these skills	Participants engage in relevant sessions AND feel that these sessions are engaging and relevant to them	Session attendance Session feedback from participants Staff reflections
Stronger sense of belonging	Participants engage in social interaction and opportunities to learn about the experiences of peers and alumni	Participants make social and professional connections with peers and alumni	Pre and post survey, using TASO scales Post-activity focus group question
	Students are supported and encouraged throughout by staff and deliverers	Participants report feeling valued as part of their experience	Post-activity focus group question

Development of transferable graduate employability skills	Participants engage in a range of skills-based activities related to career development	Participants feel their skills have improved Participants are able to demonstrate their skills during sessions	Session attendance Post-survey question Staff reflections
Enhanced career planning	Participants reflect on career goals and how to support personal development	Participants set achievable career or personal development goals	Post survey question Post-activity focus group question
	Participants feel motivated to set career goals	Participants report feeling motivated	Post-activity focus group question Session feedback from participants
Expanded networks and access to role models	Global majority staff and alumni participate in sessions and share their experiences	Participants identify relatable role models	Post-survey question Post-activity focus group question
	Participation in the programme enables arrangement of additional employability activities	Further development opportunities are identified Participants engage in further development opportunities	Post-activity survey Post-activity tracking (as part of other engagement activity)
	Participants meet students from different year groups and subjects with similar experiences, background or goals	Participants report making social connections	Post-activity focus group
Positive graduate outcomes - Career progression, graduate level employment and/or further study	Completion of programme	Participants report progression to a positive graduate outcome	Graduate Outcomes survey L6 Destinations
	Participation in the programme enables arrangement of additional employability activities	Further development opportunities are identified Participants engage in further development opportunities	Post-activity survey question Post-activity tracking (as part of other engagement activity)
Contribution to a more equitable and inclusive university culture	Shared learning across diverse backgrounds	Participants report feeling that they learned from peers Staff observe students	Post-activity focus group Staff reflections

		connecting across social groups	
	Participants meet students from different year groups and subjects with similar experiences, background or goals	Participants report making social connections	Post-activity focus group
	Activity is visible to staff and students as an example of inclusivity and equity at LTU	Participating staff and students feel positively about the programme and its impact	Post-activity focus group Participant retention Staff reflections

Appendix ii: Student recommendations

During focus groups, participants completed activities discussing what they would add, keep, or change about the programme. These suggestions have been combined with comments from surveys and from other comments made during the focus groups to provide a summary of participant suggestions for future implementation. Suggestions may be the comment of one or several participants – any dispute or difference of opinion is noted.

Add	Keep	Change
Round tables, so we can see each other during discussions. Different 'levels' (e.g. basic, advanced), so the programme can continue with practical experiences. More venues, like employers, or spaces relevant to the skills developed. Supported opportunity to communicate in front of others in a more formal way, potentially presentations or networking. Coaches or mentors. Practical activities. Breakout rooms for more focused career discussion or to talk about shared interests/stages. Go into teaching sessions to recruit, particularly PLTW. Speakers who can talk about disability, understanding neurodivergence (linked to being good leaders and self-awareness, both for those	Relaxed atmosphere. Chances to socialise/chat during breaks. Coordinators. Food – with halal meat options added. Pens, paper, anything needed to participate that they might not have. Help with travel. Recaps of previous sessions at the start. Akin, Pam, Seamus. Practical advice that can be applied quickly e.g. LinkedIn profile tips. Mix of speaking and practical activities – with maybe more practical activities. Speakers talking about their personal experiences. Specific reflections on race and challenges in being racialised in the workplace.	Move the programme to semester one, or have a rolling option for different people/years. Leadership name – some liked it (especially for CVs) but felt that the programme wasn't quite leadership or would need to make more explicit connections to leadership throughout. Mention empowerment as something students might get from participating, or use it to describe the programme. Loudspeaker session – didn't 'fit' for some participants in terms of the style or focus. Make it open to white students (one student) More variety of ethnicities and religions in speakers (student felt the focus was on Black and Asian). Make sessions about 90-120 minutes and don't stretch out sessions if not needed.

with disabilities/ who are neurodivergent and those learning more about others). Do practical activities alongside others e.g. CVs or building a LinkedIn profile. More variety of format, especially if a session is similar to the previous week. Recording of sessions or materials. More games and creative expression. Opportunities for specialist content linked to course or career.	Coordinators actively facilitate conversations and interactions. Opportunities to celebrate achievements and reflect on their successes in coming to university. Creative activities – vision board, bingo. Not forced activities – option to participate.	