

SUB STRATEGY:

EQUITY, SOCIAL

JUSTICE AND

BELONGING

STRATEGY

2022 - 2026





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On the strategy header note details of:

Executive

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2022- 2026 Version 1

Alternative formats, such as large print, audio, languages other than English can be requested from the Office for Institutional Equity.

Scope:
This strategy is applicable to all students: undergraduate, postgraduate, Apprentices, full or part-time, international, main and partner campuses. This strategy applies to all our staff whether permanent, fixed term full-time or part-time across all roles in the institution.

INTRODUCTION

Our vision is to develop a culture within our University that is founded in respect, compassion and social justice in a way which delivers equity so that all who study, work and engage with the University are able to thrive. The values-based approach we adopt is significant in that it recognises the importance of difference and celebrates it. The impact of our approach to equity, social justice and belonging will be felt by the communities, organisations and industries that we work with and with whom our graduates engage as they enter their professional lives.

The purpose of this strategy is to ensure that an institutional approach to eliminating inequity of all kinds within the University, whether structural, deliberate or implicit, is established and embedded and that this approach is owned by all colleagues. The imperative nature of ensuring all our students are able to succeed is a professional and a moral obligation. Our strategy will support our students and our colleagues to thrive individually and collectively in a way which demonstrates to them that they matter. This strategy supports a culture of solidarity and service for the common good in line with our Catholic heritage and the Catholic Social Teachings. Our vision is aligned to the notion of education as a tool which not only affects individual cognitive change but also as a contributor to the 'collective transformation of human activity' (Lotz-Sisitka et al, 2015:75). This strategy is a roadmap to ensure equity across all areas of our institution, for the benefit of our colleagues and our students. Whilst this strategy identifies the broad aims of our approach it is accompanied by an Implementation Plan that sets out the key steps to achieving this.

At Leeds Trinity University, we have a vision that seeks to take us beyond our public duty equality, diversity and inclusion (EDI) requirements, and this is why our strategic approach sets out an agenda of equity, social justice and belonging (ESJ&B). Whilst EDI agendas have delivered change, this has often been incremental and in some instances has defaulted to assimilating the inclusion of people into existing norms or anachronistic expectations of what higher education should be. Through our ESJ&B agenda we celebrate

difference, and view change as an integral part of our professional and institutional practice. Our recognition that institutional change can benefit us all, is a shift that our University has begun through its non-deficit approaches, and we will continue to develop this more formally through an holistic framework to social justice.

The establishment of the Office for Institutional Equity (OIE) is indicative of the importance of this agenda to our institution; it is a key mechanism that will support us in embedding our organisational values and ensuring alignment to the strategic plan. Equity is a priority. The ESJ&B Strategy is a roadmap for the work of the OIE but reaches out into all facets of institutional life. Our practices will be evidence-informed through academic research in the fields of social justice and equity as well as through internal evaluations and sectoral evidence. Our progress will be measured against key performance indicators and monitored to ensure we avoid inertia and remain accountable.

Our intention is that our colleagues and students will thrive as we work together to embed social justice approaches to our environment, learning and teaching, and staff experience. The way we work together as colleagues, and the value we place on equity in the workplace is critical to the student experience and to inculcating a strong individual and collective sense of belonging. Our approach will help us to: attract colleagues and retain them; to show our student body that the institution values multiple perspectives and backgrounds; and that across all services in the institution we are confident that we have a representative workforce. This strategy demonstrates the key strategic ambition and the challenges that need to be met in order to achieve our goals.

At Leeds Trinity University we place equity at the centre of our approach; it is integral to our aspiration to ensure that Leeds Trinity is a place where all our people thrive. This strategy sets out how we will achieve our ambition to become an institution that is known for its engaging, fulfilling and inspirational opportunities that are united by the fundamental principle of social justice.

CONTEXT

At Leeds Trinity University equity, social justice and belonging are integral to our values. Despite this, as with the higher education sector at large, there are deep and persistent inequities which we are working to eliminate. Stratification in continuation rates, attainment, progression and satisfaction amongst our students; as well as gender and ethnicity pay gaps between our colleagues indicate that whilst progress has been made there is still work to be done. The Office for Students (OfS) clearly sets out the requirements of all higher education providers to ensure that students from all backgrounds are able to succeed.

The University's Access and Participation Plan and Race Equality Action plan are key levers in our work to ensuring compliance and improvement and this strategy aligns with these documents to ensure synergy with existing equity agendas and to embed evaluative practice into all areas of equity work. Over the next four years we will also instigate the process of application to achieve further charter marks for our equity work. We will pay attention to ensuring that our policy and practice recognise disabled staff and students and that we begin to lead in the area of awareness and advocacy for our neurodivergent colleagues and students. Whilst compliance is essential we are motivated by our moral obligation to the success and wellbeing of our community.

This strategy is a living document which has appropriate measures of success that are both monitored through the existing governance structures and are evaluated so that we understand 'what works'. Our work will be informed by our colleagues' research as well as from sectoral research and evidence.

The University will adopt a Social Justice Framework approach, which incorporates a 'Curriculum for Social Justice' a key objective in the Learning, Teaching and Academic Experience. This curriculum design model will ensure that our pedagogic practices are underpinned by equity, wellbeing and reflect global and varied perspectives.

We will work collaboratively in developing our Social Justice Framework so that it positively influences society locally, regionally and on a global scale. Social Justice sits in parallel with the sustainable development goals (SDGs) and the framework will be designed to speak to the SDGs.

Our institutional values promote an environment where everyone feels part of our community, irrespective of their differences, protected characteristics or identities. We respect and value all people and recognise that our approach to support difference will require us to reconsider and constantly review our practices to ensure that respect and value is demonstrable for all our colleagues and students and that they are supported in celebrating these differences. We uphold the principle of dignity.

The values-based, anti-oppressive approach that we adopt, will contribute to the transformative experience that we offer our students, individually and collectively. The anti-racism statement that the University upholds will be enacted through our social justice framework. This in turn will impact on the societal influence that our graduates make in their personal and professional lives. Our students will leave the university to enter further study, careers or enterprise where they will be advocates for equitable practices that benefit both their professions and society as well as enriching their own lives. Our Graduate Attributes incorporate the values of Social Justice, Social Responsibility and Inclusivity.



Our colleagues' sense of belonging to the institution will be underpinned by knowing that they matter and that their voices play an integral part in shaping equitable practices. Our Equity Networks along the Students' Union will play a pivotal role in gathering ideas, participating and leading consultation on issues pertaining to equity and in promoting and delivering events relating to equity and social justice. We recognise and encourage our student and staff networks to engage with external networks to further the causes of social justice, equity and belonging. The Equity Networks will be enablers of the strategy insofar as they will act as advocates for strategic change through the lens of their network positionality.

Whilst the Office for Institutional Equity acts as an overarching enabler in the success of the strategic goals, every individual within the institution has a role to play in ensuring the collaborative progress in this work and this is embedded through the performance and development approach as identified in our People and Culture strategy. We all have a role to play in embedding these principles by inculcating a culture where our colleagues feel a strong sense of pride and belonging because they are valued as their authentic selves. The values-based approach in the People and Culture strategy will work in synergy with the Social Justice Framework in order that every colleague can determine and understand their role in embedding the approach.

The impact of our approach, which reflects our institutional mission and values, will distinguish us in the sector as an institution leading in social justice, equity and belonging and will therefore attract people, be they here to study or to work, who are committed to investing in a socially-just society.

GOVERNANCE

The University ensures that progress is monitored through its committee and governance structures and that any behaviours that do not accord with our expectations of all individuals, are dealt with appropriately under its Dignity at Work and Study Policy. In keeping with our duties we will continue to engage and confer with our community and to monitor and act upon equality data.

Our Strategy applies to all individuals who study with, work for or visit us and to those who are more broadly associated with Leeds Trinity University. It includes our staff, students (both in Leeds and in our partner institutions) governors, alumni, visitors, contractors, suppliers and partners - including apprenticeship employer partners. This is regardless of race, ethnicity or nationality, age gender, gender identity or reassignment, sexual orientation, disability, religion or belief, pregnancy or maternity status, marriage and civil partnership status or socioeconomic background. Our strategy also takes into consideration under-represented groups in higher education and seeks to recognise those who are care-experienced as a group who require protection of their characteristics and opportunities to achieve equitable and socially just outcomes.

Several University Committees share responsibility for the monitoring and governance of the implementation plan; the Equality, Diversity and Inclusion Committee, and the Equity Networks, ensure that new evidence and analysis continues to inform our practice. The Equity Networks will continue to be sponsored by an Executive Lead and our Network Chairs will, as part of their role, be associated directly with the Office for Institutional Equity, to ensure that the voices of those in protected characteristic groups are elevated. Further Equity Networks will be established to reflect the Faith and Belief groups within the institution (EDI report recommendation, 2022) and a Neurodivergence Network will also be established to recognise, support and celebrate our Neurodivergent colleagues. Our Equity Networks will work in partnership where appropriate with the Students' Union, in particular the liberation officers in sharing common interests and campaigns.

This strategy does not stand alone, it is dependent on its relationship with all the institutional sub-strategies and their engagement with the equity and social justice values of the institution; these are explicitly referenced in each of the strategies. Over the next four years, our shared commitment to embedding measures to reduce inequality will be demonstrated in the narrowing and elimination of gaps; student success across a range of metrics; student satisfaction across all demographics; through our increased partnership with community and employers as aligned to our nationally recognisable hub for equity work and through our successful recruitment and retention of a diverse workforce.

The ESJ&B Strategy is a living document which requires individual ownership to facilitate change, but accountability must be ensured through the deliberative structures. The implementation plan for the strategy will incorporate actions from different areas of the institution aligned where appropriate to a theory of change model to ensure the monitoring and evaluation of these actions are embedded and reported through existing governance processes, associated with the relevant committees rather than as standalone areas of work. The Equality, Diversity and Inclusion Committee has overall responsibility for the ongoing development of the Strategy and associated Implementation Plan.

The Executive and Board have overall responsibility for legal compliance and for championing the ESJ&B Strategy across their areas of influence. Our progress towards meeting the targets set out in our Implementation Plan will be monitored and reported on an annual basis to the Equality, Diversity and Inclusion Committee and to the Board of Governors. The in-year updates on progress will be reported as a standing item across all committees.

OUR PUBLIC DUTY

The Equality Act 2010 is the legal framework which provides the prime legislative basis under which this strategy operates. The Public Sector Equality Duty (created under the Equality Act 2010) came into force on 5 April 2011 and requires public bodies and others carrying out public functions to have due regard to the need to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct that is prohibited by the Act;
- advance equality of opportunity between people who share a relevant protected characteristic and those who do not;
- foster good relations between people who share a protected characteristic and those who do not.

‘Due regard’ requires the University to ensure that decision making incorporates these three aims, for example in our relationship as an institution in involving colleagues in our consultations; ensuring that in our decision-making processes we have reviewed and evaluated proposals and policy making through an equity lens. A critical part of ensuring these considerations are met, will be through Equality Impact Assessments (EIA) of all critical decisions and this process will be established as part of the strategy implementation.

Whilst we take ‘due regard’ as a baseline in our approach, as an institution we will not solely work to compliance with the Equality Act (2010) but we will seek to actively support and promote the conditions which lead to embedded equity, social justice and belonging. Policies to support the advancement of equity have been developed in recent years and this approach will continue (e.g. Gender Identity Policy; Menopause Policy). Leeds Trinity University is fully aware of its duty to advance equality of opportunity and diversity in all aspects of our community life and work. However, our approach goes beyond our duty and gives additional focus to those people where the data, both qualitative and quantitative, shows us there is a greater distance to travel in ensuring equitable experiences and outcomes are achieved; this will ensure that the actions that we take produce gains for all.

Race equity work remains critical in redressing the imbalance in who benefits most from higher education. As an anti-racist institution our anti-racist statement asserts our intention to intensify the work we undertake to promote race equity. Our metrics continue to demonstrate that race equity is the area in which we need to continue to progress with urgency to eliminate the more significant inequalities within our institution. This is not to say that we will not advocate across all areas of inequity; we recognise the importance of intersectionality but the emphasis on race equity requires deliberate, immediate, and sustained attention. Students of colour are less likely to be awarded good honours degrees, less likely to achieve good graduate outcomes and their sense of belonging to institutions is also less positive.

The recent Advance HE/HEPI Student Academic Experience Survey 2022, showed that there is a 15-percentage point difference in how students rate their feelings of belonging (White students – 61% – feel this positively, while for other student groups, the sense of belonging is significantly less evident: Asian: 48%; Black 46%; Chinese 46%; mixed: 53%; and Other 43%) (Hillman, 2022). Our work to address belonging, building on the work of Shakir (2022), will seek to address this institutionally.

In addition to our Public Duty under the Equality Act 2010, the University has a duty under the Human Rights Act 1998 (HRA) not to act incompatibly with rights under the European Convention for the Protection of Human Rights and Fundamental Freedoms (the Convention) and to promote freedom of speech. Whilst freedom of speech is an integral part of critical thinking and ‘respectful debate and conversation helps us challenge discrimination, get rid of intolerance and harmful attitudes, and build strong, positive communities’; it has in some instances been used to perpetuate division. Freedom of expression may lose the protection of Article 10 of the European Convention on Human Rights (ECHR) if it is ‘used to abuse the rights of others, for example by inciting hatred’; our Freedom of Speech Policy and Dignity at Work and Study Policy support this.

OUR VISION AND PRIORITIES



Strategic Goal 1:

Equitable access, experience and outcomes for students.

Our Challenge: to ensure that our student access, continuation, attainment, progression and graduate outcomes data reflects our commitment to equity and social justice and that it is not unfairly stratified by students' background, location or protected characteristics.

- Outreach, access and application processes are aligned to the commitments of our institutional Access and Participation Plan and are informed by principles of fairness and transparency.
- Race Equity Charter Plans are updated and implemented to support embeddedness of racial equity across the institution.
- Disability, neurodivergence and wellbeing are considered in all policy development and substantive changes to practice.
- Data informed approaches, both quantitative and qualitative inform our understanding and action relating to eliminating inequitable gaps in the various facets of our students experience and outcomes. University, School and Programme level plans will be underpinned by ownership, understanding and acting on the data.
- Our practices and processes are reviewed from an equity perspective to ensure that the cultural differences and protected characteristics of our students are recognised (e.g. complaints, extenuating circumstances, assessment patterns).
- Our Curriculum for Social Justice will ensure that our students receive a rounded education which incorporates multiple perspectives and is underpinned by curriculum design which supports mental wellbeing through appropriate scaffolding, stretch and challenge. The values-based approach will encourage retention through an environment of collaboration community and belonging



Strategic Goal 2:

Belonging and an environment which reflects a thriving community.

Our Challenge: An environment that supports all of those who engage with us to feel that they belong, that they matter, and that they have a valuable contribution to make.

Our approach to staff and student belonging will recognise students' identities in a way which supports them to be their authentic selves; this in turn will support self-confidence, self-efficacy, autonomy and collaboration. Encouraging opportunities for connection with others in ways which demonstrate respect, equity and integrity; including in community engagement. Our Catholic values of dignity of the human person support our approach to ensuring people are visibly included.

Our events calendar promotes opportunities to celebrate and recognise the dates of significance as advocated by our Equality Networks and Students' Union liberation officers.

- Our transition and induction processes are designed to support the navigational capital of our students and their sense of belonging to Leeds Trinity University.
- Our policies and strategies recognise that our students and colleagues may require adaptations or alternative support to succeed, and this is reviewed through the process of our Equality Impact Assessments. These considerations mean that our community is considered rather than marginalised.
- The value of all our colleagues is demonstrated by approaches that support their ambitions as aligned to the strategic direction of the institution and PDR process. Stratification of roles progression and pay is monitored and addressed in relation to protected characteristics so that colleagues see representation at all levels of the institution.
- Our estate and services are accessible and meet the requirements of our disabled and neurodivergent learners.
- We encourage and support an environment conducive to the good mental health and wellbeing that students need to succeed in their higher education and that staff need to succeed in their work.

Strategic Goal 3:

A Social Justice framework that embeds social justice across all areas of our work.

Our Challenge: To ensure that all our colleagues and students can be successful, we require a collective approach to embed equity and belonging and to ensure that our structures and processes are informed through the lens of social justice.

Our framework responds to our metrics in a way that is structural, recognising that to eliminate our continuation and awarding gaps and our ethnicity and gender pay and retention gaps we have to move proactively in a way which moves beyond small amendments to our practice. Our institutional values motivate us to work in solidarity and service in an inclusive way and the framework will embed these values to ensure that both our policies, practices and curricula align with these principles.

A social justice framework will be developed to review and embed practices that recognise difference, and which moves us away from the sectoral norm of the homogeneity of success, to a model in which all people rise. The framework will unite us in our common purpose of student success in a way that is underpinned by a values-based approach that recognises difference and the valuable contribution of every individual. The framework will impact and be owned by all areas of the institution. The relationships with our community, partners and region are critical to our social justice approach; the realisation of our commitment to externality is a core component of collaborative and transformative education.

- Curriculum for Social Justice aligned to a model of decolonial relational pedagogy (see the Learning and Teaching and Academic Experience Strategy).
- Learning Spaces and an environment that promote inclusion and belonging of all colleagues and learners in both their work, study and faith environments.

- Policies and practices are reviewed to ensure that fairness and equity are approached in a way that supports social justice.
- An interdisciplinary research group focused on supporting the knowledge and evidence base of our social justice work will serve several key outcomes; supporting our research culture to promote opportunities for social justice research to be undertaken and disseminated; provide us with opportunities for global relationships that support the SDGs in relation to equity; and providing co-creation opportunities for colleagues and students to work on research which impacts on subjects which support the institution and their research aspirations.
- A social justice framework will speak to our community relationships; aligned to knowledge exchange (KE), the pursuit of University of Sanctuary status and the Access and Participation Plan; our contribution to our region will be evident in our relationships, contribution and voluntary activity as delivered by colleagues and students.





Strategic goal 4:

Improving race equity literacy and an understanding of all protected characteristic groups so as to provide the conditions for staff and student success.

Our Challenge: To ensure that all colleagues are race literate and understand how their practice can support an anti-racist environment. That all colleagues recognise how inequity exists within their area of practice and how they can mitigate against it. That all colleagues are aware and understand protected characteristics and their legal duties as per the Equality Act (2010).

- Evidence informed mandatory and elective continual professional development will be reviewed and developed to ensure relevance and currency.
- Collaborative events delivered throughout each year to ensure awareness and accountability.
- PDR targets related to equity and social justice and targets collated at school level to understand the focus of practice and development.
- Research dissemination from both internal and external colleagues to promote debate and conversation around approaches to achieving and embedding equitable practice.
- Embedding, monitoring and evaluating change to ensure strong governance of equity issues.

Education and Experience	People and Sustainability	Research, Impact and Innovation	Careers and Enterprise
<p>Belonging is embedded in plans for outreach, transition and induction.</p> <p>A calendar of inclusion events which students co-create enhances the student experience and their sense of community and belonging.</p> <p>A curriculum which is situated in social justice and recognises the value of difference is established across all disciplines through the curriculum for social justice model.</p> <p>A global approach which values worldwide perspectives and approaches to learning, teaching and culture is embedded within the curriculum and extra-curricula student experience.</p> <p>Teaching involves transformative and critical pedagogic approaches that encourage deep learning/absorption/flow to support mental wellbeing and self purpose.</p> <p>Transition into and through the university recognises difference, it is structured, purposeful and collaborative.</p>	<p>A values-based approach to staff recruitment, appraisal and promotion ensures that equity and social justice are integral to our ways of working.</p> <p>Equity work is valued and rewarded through appropriately defined recognition.</p> <p>We will eliminate gender and ethnicity pay gaps over the period of the strategy.</p> <p>Our students and colleagues will recognise their contribution and potential in ensuring that their practices are socially-just and therefore contribute to sustainable futures.</p> <p>Mandatory and Elective CPD programmes will be developed and revised and will be a requirement of the P&D process.</p>	<p>Our 'Research Culture' promotes the equity agenda in supporting opportunities for our colleagues and their research in the area of equity to develop.</p> <p>Equity, social justice and belonging initiatives are evidence informed and evaluated so we understand 'what works'.</p> <p>Our research informs our practices and knowledge internally and externally as we become known for our expertise in interdisciplinary research in the field of social justice, inclusion and race equity.</p> <p>We recognise the under-representation of students of colour on post-graduate programmes and support progression through a PhD scholarship.</p>	<p>Our graduate outcome gaps inform our approach to developing programmes which support the success of students who are less likely to be offered graduate level roles (e.g. targeted Leadership and networking events).</p> <p>Our students are inculcated in a social justice approach which informs their practice, this is articulated through their career passport.</p> <p>Our students develop self-efficacy and autonomy and successfully connect with others in ways which demonstrate respect, equity and integrity.</p> <p>Our Apprenticeships and Work-based Learning offer incorporates through its tripartite reviews a clear strand of equity discussions which ensure our students are converse in the expectations of the applied nature of a social justice approach within the context of their professional roles.</p>

Whole Institution Approach: Underpinned by the values of our Catholic faith foundation being a compassionate, respectful and inclusive community that embraces equity and social justice we will work together in the goal of ensuring that each and every person can thrive. Our commitment to our students and our colleagues will be one that is underpinned by social justice in a way that it permeates every area of our institution; collectively and in togetherness is the only way that we can work to eliminate the gaps that are a representation of inequity.

Stakeholders, enabling infrastructure and services

We will work with all stakeholder groups – students, colleagues the community, employers and professional bodies – to provide opportunities which progress the equity, social justice and belonging agenda. Our metrics will demonstrate to us whether we are making sufficient progress and our consultations with equity networks and the Students' Union will help us understand the felt and lived experience. Regulatory requirements, including OfS specified baselines, such as the Access and Participation Plan need to be reframed. The regulatory requirements in addition to our public duty and critically our moral duty to our students and colleagues is fundamental in ensuring that this strategy is founded on the basis of a whole institution approach. This strategy requires our infrastructures and services to work holistically in accessible and clear ways, with transparency and clear lines of accountability.

Measures of Success

Underpinned by the values of our Catholic faith foundation, our principles of dignity, respect, social justice and equality are lived out and in all that we do; being a compassionate, respectful and inclusive community that embraces diversity; acting with integrity and transparency and encouraging dialogue and collaboration.

Key Performance Indicators/Measures of Success

Equity Social Justice and Belonging - KPIs	Current Position	Year 1 2022/2023	Year 2 2023/2024	Year 3 2024/2025	Measure 2024/25	Outcome 2026
<p>Embeddedness of the Values based approach</p> <p>Embed the Leeds Trinity Values based approach to social justice into the staff recruitment, induction and P&D process; to set out and maintain the expected values of the institution in relation to professional practice.</p> <p>Leaders who role model and seek to listen, deepen their understanding of equity, and contribute to supporting the equality networks in advocating equity.</p> <p>One of the variables of the Values that sit within the social justice definition (e.g. solidarity)</p>	<p>The Values based approach has been approved in the People and Culture strategic plan as well as in the Equity, Social Justice and Belonging Strategy.</p> <p>The starting point of this approach is 0% across all measures, although this is not reflective of colleagues' understanding of social justice.</p>	<p>Undertake an audit with colleagues to understand what they perceive to be social justice.</p> <p>Use focus groups to understand the ways in which social justice is enacted and perceptions of how it could be embedded across the institution.</p> <p>Develop a institutional definition of social justice and its pertinence to each area of the institution.</p> <p>Ensure Executive team are aligned to an Equality Network and raise issues and advocate on their behalf.</p>	<p>Recruitment includes values based questions that speak to social justice. Develop a standard question bank for this purpose.</p> <p>P&D forms include reference to social justice and colleagues are required to have a social justice target.</p>	<p>Progression and promotion requires evidence that speaks to the social justice target with P&D.</p> <p>Review of Social Justice activity as identified in P&D.</p> <p>Departments/schools develop a Social Justice statement that speaks to their area from a staff and a student perspective.</p>	<p>100% of P&D have social justice goals by 2024/25.</p> <p>100% of colleagues understand the relationship between their role and social justice by 2024/25 (stage 2 audit).</p> <p>100% of leadership teams have submitted the social justice statements for their respective areas and provide associated examples of evidence in practice. (2023-2025)</p> <p>Retention of colleagues in protected characteristics is improved by (2025)</p> <p>100% of Equality Networks have an Executive Lead and this is identified in their University Profile pages.</p>	<p>BY 2026 a values based approach fully embedded, this will have been evaluated to understand impact.</p> <p>Improved ownership of the values of the institution. A culture where equity is lived as a core principle</p> <p>Stronger recruitment and retention of colleagues in protected characteristic groups.</p>
Level 4-5 Progression Rate does not demonstrate stratified outcomes.	78%	84%	85%	88%	90%	92%

Equity Social Justice and Belonging - KPIs	Current Position	Year 1 2022/2023	Year 2 2023/2024	Year 3 2024/2025	Measure 2024/25	Outcome 2026
Reduce awarding gap for students classified as 'BAME' .	Eliminate the awarding gap (proportion of degree awards that are 1st and 2:1 classification) between BAME and white ethnicity students. There has been an increase in the awarding gap in 2021/2022	8%	4%	3%	2%	0%
Eliminate the progression gap for BAME students relative to white ethnic group.				2%	1%	0%
Eliminate ethnicity and gender pay gaps Pay Gap (mean)	The institution is regularly monitoring the pay gaps which are not consistent. Eliminate the pay gaps between male and female colleagues and between BAME and white colleagues.	Gender mean 14.5% BAME mean 1.1%	10% 1%	6% 0%	4% 0%	Gender Zero BAME Zero
<i>Athena Swan recognition</i>	The institution has not instigated this work.	Gather the team who will lead the Athena Swan. Training through Advance HE for leads. Notify Advance HE of intention to apply.	Begin data monitoring in line with requirements.	Staff focus groups to be held and recommendations made. Policy change as appropriate.	Confidence in the data and the narrative results in the preparation of an Athena Swan application.	Athena Swan bronze award application submitted and a successful outcome achieved (by 2026)
<i>Race Equality Charter (REC) Silver</i>	Currently on Bronze. Progress against the action plan requires review.	January, visit from Advance HE in relation to Silver. <i>Improve Leadership understanding and action in addressing race inequity and equity for colleagues and students in protected characteristics.</i>	Strengthen governance to advance racial equity: Embed a formal governance framework that includes Council and its sub-committees, Executive Team and external auditors to oversee progress. Ensure college ESJ&B issues are brought to committees as a standing item, have clear and transparent remit (which distinguishes central and local focus).	Maintain and build upon the race equity work including through the implementation of the curriculum for social justice. Develop institutional modules linked to race equity and public sector provision.	All public service modules have access to the 10 credit race equity module and uptake of this module is monitored on an annual basis with the goal of 100% of students on these programmes undertaking the additional credit.	Institutional recognition for race equity work through Advance HE Silver Award (2026)

Equity Social Justice and Belonging- KPIs	Current Position	Year 1 2022/2023	Year 2 2023/2024	Year 3 2024/2025	Measure 2024/25	Outcome 2026
<i>Diversity champion – Seek recognition for work to support LGBTQIA+</i>	Gender Identity Policy approved; LGBTQ+ Staff Equality Network.	Review of requirements for application to external charter marks. Review safe environments criteria and include a reporting tool which monitors the proportion of LGBTQIA+ staff and students who have reported incidents related to their sexuality/gender through the report and support package.	Ensure policy documents and supporting resources are visible on the intranet and internet as appropriate. Ensure that heteronormativity is considered as part of the curriculum for social justice.	Embed an annual plan to reflect the celebratory events of the LGBTQIA+ community. Embed wellbeing questions for staff and students within regular staff and student barometer surveys.		Begin application process for external recognition.
<i>Disability Confident Employer</i>	Currently signed up as a disability confident employer.				Ensure Level 3 status is achieved and maintained.	Level 3 Disability Confident employer.
<i>Actively participate in sector initiatives which support our student communities (for example those which map against school pupil premium such as Armed Forces Covenant; Care Leavers Charter; The Pledge (for GRTSB) ; University of Sanctuary).</i>	Armed Forces Covenant is in progress. We are not currently signed up to the Pledge .	Sign up to Armed forces Covenant.	Implement the appropriate level of support and submit application to charters as approved by Executive.	Produce support guides and advocacy amongst colleagues for these groups of students.	Leeds Trinity is signed up to each of these charters /covenant. Increase in student numbers from each of these groups (measure to be derived from regional Pupil premium ratios in these groups).	Active membership to each of these charters.

The term BAME is used for the purposes of the KPIs because this is how the data has been collected in relation to the Office for Students requirements. The University recognises the problematic use of this term as highlighted by the the Commission on Race and Ethnic Disparities which recommended that the government stop using the term BAME.

One of the recommendations in the final report on COVID-19 disparities, published in December 2021, was to refer to ethnic minority groups individually, rather than as a single group. This was supported by research commissioned by the Race Disparity Unit (RDU), which found that people from ethnic minorities were 3 times more likely to agree than disagree that the term 'BAME' was unhelpful.

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