Dear

**Freedom of Information Response (Our Ref: K/20/244)**

Thank you for your Freedom of Information (FOI) request dated 1 July 2020, reference K/20/244.

Your request read:

1. A Has the university conducted an audit of the incidence of racism since the EHRC report on racism in UK universities was published on 23 October 2019?
   1.B If so, what were the findings?
   1.C Did the audit cover students and staff? If not, please specify who it covered.
   1.D If the university carried out such an audit prior to the EHRC report please state when it was conducted, who it included, and what the findings were.

2. A Given the EHRC inquiry report noted many black and minority ethnic students lack faith in formal university complaints procedures, what changes has the university since made to how it handles formal and informal student complaints of racism?
   2.B How has the university involved black and minority ethnic students in these reforms, and, specifically, how it handles student complaints of racism?

3. A Does the university provide scholarships specifically for black and minority ethnic students? If so, how many such scholarships have been provided in the last five years?
   3.B If the scholarships were introduced less than five years ago, please provide the stats since the start date.

4. A Does the university use the term black, Asian and minority ethnic (BAME) or black and minority ethnic (BME)?
   4.B Which ethnic groups does the university include in these terms?

5. A Since the EHRC inquiry report, has the university introduced new/further training for students and staff on racism? If so, please provide details.
   5.B Is this training specifically on racism or part of generic equality and diversity training?
   5.C Does this training cover institutional/structural racism?
   5.D If you have introduced new training for staff is it mandatory for all staff?

6. A Since the EHRC report has the university introduced training for staff on handling student disclosures of racism? (Please state whether you had such training in place before the EHRC report and if it is still provided.)
6.B If so, which (types of) staff have undertaken it?

7.A Did the university compile centralised records of a) student and b) staff formal complaints of racism prior to the publication of the EHRC report?
7.B If it did not, does it now compile centralised records of formal complaints of racism?

8. How does the university handle complaints by a) students and b) staff about anti-white bias and/or sentiment? Are such incidents counted as complaints of racism? (The EHRC includes such cases in its report last year.)

9. Given that the EHRC report flagged up the impact of racism on student mental health, what research and/or action has the university since conducted/taken to address the specific mental health needs of black and minority ethnic students?

10.A Do any BME counsellors work in the university’s counselling and/or student support service? (Please state whether they are full or part-time.)
10.B If so, what proportion of the counsellors are BME?
If the number of BME counsellors has changed since I last asked you about this on 29 July 2019 please state whether it has risen or fallen in full-time equivalent terms.
10.C Are BME students guaranteed the right to see a BME counsellor? Or can they request to see a BME counsellor? (Please specify which where relevant.)
10.D How many counsellors – both BME and white – have specific training in intercultural therapy? (Intercultural therapy is a form of psychotherapy aimed at benefiting culturally diverse groups. It recognises the importance of race, culture, beliefs, values, attitudes, religion and language in the life of the client.)

11.A Does the university have a mentoring scheme, or schemes, for black and minority ethnic students?
11.B If so when did it begin? Please make clear if this scheme has been introduced since 29 July 2019 when I last asked you
11.C To date, how many BME students have participated in the mentoring scheme?

12.A How has the university responded to the death of George Floyd (25 May 2020) and the Black Lives Matter movement, specifically student protests for universities to better address racism, institutional racism and the legacy of British imperialism and colonialism?
12.B What specific pledges has the university made as part of this response?"

The University of Leeds holds some of this information. For convenience, we have reformatted the numbering of your questions, and respond to them below.

1. Has the university conducted an audit of the incidence of racism since the EHRC report on racism in UK universities was published on 23 October 2019?
a. If so, what were the findings?

b. Did the audit cover students and staff? If not, please specify who it covered.

c. If the university carried out such an audit prior to the EHRC report please state when it was conducted, who it included, and what the findings were.

We have not conducted a specific audit since the EHRC report but refer you to our reply to question two below, which sets out the steps we have taken.

2. Given the EHRC inquiry report noted many black and minority ethnic students lack faith in formal university complaints procedures, what changes has the university since made to how it handles formal and informal student complaints of racism?

The University has recently published its Race Equality Framework, and this includes the following commitments:

- Review existing mechanisms for reporting and handling incidents of racial harassment and discrimination to ensure they are fit for purpose. This includes working to understand and address any potential barriers to BAME staff and students reporting, analysing data that allows us to evaluate and improve reporting, and ensuring complainants are kept informed throughout the process;

- Encourage reporting of racial harassment and discrimination, increase confidence and trust among staff and students that the procedure offers effective redress, and ensure that complainants are aware of their options, potential outcomes, and are supported.

The associated Race Action Plan, also has the following priority area:

- Providing effective reporting mechanisms and feedback on actions taken following reports of racial harassment or complaints (culture theme)

  a) How has the university involved black and minority ethnic students in these reforms, and, specifically, how it handles student complaints of racism?

The Race Action Plan sets out that “consultation has also been held with the Leeds11 staff equality network which represent BAME staff at the University.”

3. Does the university provide scholarships specifically for black and minority ethnic students?

   a. If so, how many such scholarships have been provided in the last five years?

   b. If the scholarships were introduced less than five years ago, please provide the stats since the start date.
We do not currently offer any scholarships particularly for students from Black and/or minority ethnic groups. However, there are scholarships that recognise the intersection that can occur between ethnicity and social disadvantage.

4. Does the university use the term black, Asian and minority ethnic (BAME) or black and minority ethnic (BME)?

The University previously used the term BME, but more recently has started to use BAME. Older documents on our webpages may show BME (such as some data reports or newsletters), whereas newer work (such as the new Race Equality Framework) will show BAME.

a. Which ethnic groups does the university include in these terms?

The University collects equality data from staff and students as required for reporting to organisations such as HESA. As per HESA codes, the University combines White and ‘Gypsy or Traveller’ responses to calculate the number of White staff/students, reports any responses of ‘Unknown’ or ‘I prefer not to answer’, and the remaining responses (Black - HESA codes beginning with 2-, Asian - HESA codes beginning with 3-, Mixed - HESA codes beginning with 4-, Other - HESA codes beginning with 5- or 8-) are used to calculate the number of BAME staff/students.

5. Since the EHRC inquiry report, has the university introduced new/further training for students and staff on racism?

a. If so, please provide details.

b. Is this training specifically on racism or part of generic equality and diversity training?

c. Does this training cover institutional/structural racism?

d. If you have introduced new training for staff is it mandatory for all staff?

We have not introduced specific training, however statements relating to racism have been included in the new Race Equality Framework. There is also a statement in the Race Action Plan:

“Confronting racism and progressing race equality

We know that racism and racial inequality are significant issues within Higher Education and we acknowledge that the University of Leeds has considerable issues to address and progress to make in this area. Our University cannot reach its full potential unless it can benefit from the talents of the whole population, and until individuals from all ethnic backgrounds can benefit equally from the opportunities it affords.

We also understand that racism is an everyday facet of UK society and that it manifests itself not only in overt discrimination, but also in subtle differences in actions, decisions and behaviours. We understand racism is a societal system of inequality which affects BAME staff and students – both on campus and in their everyday lives – and that in developing solutions to racial inequalities it is important these are aimed at long-term institutional culture
change. For this reason, we want to better understand the representation and experiences of our BAME staff and students in order to effectively address these inequalities and to build a strong sense of trust in our BAME community.

We recognise that whilst we are using the term “BAME”, experiences will be different between individuals, many of whom who will have multiple and interconnected identities. We also understand and appreciate that different groups within the BAME community will face different challenges that cannot be addressed through a ‘one-size-fits-all’ approach.

We also know that despite the mechanisms and policies already in place to report and address racial harassment and discrimination, there is work to be done to achieve our goal of creating a culture where all BAME staff and students feel safe, valued, and that they belong in every aspect of University life.

The University has now signed up to the Race at Work Charter and has adopted the five principles of the Race Equality Charter operated by AdvanceHE."

6. **Since the EHRC report has the university introduced training for staff on handling student disclosures of racism? (Please state whether you had such training in place before the EHRC report and if it is still provided.)**
   a. If so, which (types of) staff have undertaken it?

   We have not introduced specific training. However, via the “Draw the Line” campaign (see further information set out at question nine below) and our online tool for reporting hate crime, sexual assault and online harassment students can be supported and signposted to services as appropriate.

7. **Did the university compile centralised records of a) student and b) staff formal complaints of racism prior to the publication of the EHRC report?**
   a. If it did not, does it now compile centralised records of formal complaints of racism?

   Yes, we did and continue to do so

8. **How does the university handle complaints by a) students and b) staff about anti-white bias and/or sentiment? Are such incidents counted as complaints of racism? (The EHRC includes such cases in its report last year.)**

   Any complaint made to us about bias, sentiment, harassment, mistreatment or other inappropriate conduce based on race/ethnicity, would be handled as a complaint of racism.

9. **Given that the EHRC report flagged up the impact of racism on student mental health, what research and/or action has the university since**
conducted/taken to address the specific mental health needs of black and minority ethnic students?

The Equality Policy Unit recently shared support on their webpages: 
Student Support & Wellbeing  
Staff Mental Health & Wellbeing  
Universities Chaplaincy  
LUU Help & Advice  
UoL Equality  
Touchstone

Student Counselling and Wellbeing have set up a working group this summer to consider the needs of BAME students in more detail, and will be working with LUU and student groups to develop recommendations, in addition to the Equality Policy Unit.

Leeds University Union (LUU) have just completed and published a research project (which the University of Leeds was consulted on) looking at student mental health, and which contained specific focus and recommendations regarding BAME student mental health.

The “Draw the Line” campaign and Health and Wellbeing Ambassadors, both delivered by LUU in partnership with the University, are good examples of positive action. You can also find information on LUU’s response to Black Lives Matter on the LUU webpages. Please note that LUU is a charity which operates separately to the University of Leeds and as such is not subject to the FOI Act. However, you can contact LUU should you wish to explore this further.

10. Do any BME counsellors work in the university’s counselling and/or student support service? (Please state whether they are full or part-time.)
   a. If so, what proportion of the counsellors are BME?

Yes; 0.5 FTE (5% of counsellors)

11. If the number of BME counsellors has changed since I last asked you about this on 29 July 2019 please state whether it has risen or fallen in full-time equivalent terms.

The number has not changed.

12. Are BME students guaranteed the right to see a BME counsellor? Or can they request to see a BME counsellor? (Please specify which where relevant.)

Students can request to see a BAME counsellor and we would do our best to facilitate this, however we are not able to guarantee this. As outlined above, we currently employ 0.5 FTE BAME counsellors, and as such it may always not be possible to offer an appointment with a BAME counsellor, particularly where other requirements (such as gender) are requested at the same time.
13. How many counsellors – both BME and white – have specific training in intercultural therapy? (Intercultural therapy is a form of psychotherapy aimed at benefiting culturally diverse groups. It recognises the importance of race, culture, beliefs, values, attitudes, religion and language in the life of the client.)

The vast majority of counsellors have undertaken CPD in this area, but none have completed formal courses in intercultural therapy.

14. Does the university have a mentoring scheme, or schemes, for black and minority ethnic students?
   a. If so when did it begin? Please make clear if this scheme has been introduced since 29 July 2019 when I last asked you
   b. To date, how many BME students have participated in the mentoring scheme?

Yes. The Plus Programme team run a peer mentoring programme, to provide support to first year students from Black, Asian and other Minority Ethnic (BAME) background. The first-year students are matched with current second or third years who are from a BAME background. The mentoring is designed to support students with their transition to university and provide support throughout key stages of year one. The mentoring programme began in September 2018.

To date, 99 students have participated.

15. How has the university responded to the death of George Floyd (25 May 2020) and the Black Lives Matter movement, specifically student protests for universities to better address racism, institutional racism and the legacy of British imperialism and colonialism?
   a. What specific pledges has the university made as part of this response?

Please refer to the following sources:
- https://equality.leeds.ac.uk/initiatives/recent_activities/
- https://equality.leeds.ac.uk/about/epu-blog/blog-june-2020/
- https://forstaff.leeds.ac.uk/news/article/7116/Inside_Track_-_Sir_Alan_Langlands:_Taking_action_on_equality_and_inclusion.%E2%80%8AF
- University of Leeds Twitter account
- Equality Policy Unit Twitter account

As above, the University has signed the Race at Work Charter (approved by the Equality and Inclusion Board in February)

We hope this information is helpful. If you have any questions about this email, however, please do not hesitate to contact us on foi@leeds.ac.uk

If you are unhappy with the service you have received in relation to your request and wish to make a complaint or request a review of our decision, you can request an
Internal Review. Requests for Internal Review should be made in writing using the following contact information:

Post: Mr D Wardle  
Deputy Secretary  
The University of Leeds  
Leeds  
LS2 9JT

Email: foi@leeds.ac.uk

Requests for Internal Review should be submitted within 40 working days of receiving the University’s response to your request. Further information about how the University manages Freedom of Information requests and about our complaints procedure is also available on our website (www.leeds.ac.uk).

If you are not content with the outcome of the internal review, you have the right to apply directly to the Information Commissioner for a decision. Generally, the ICO cannot make a decision unless you have exhausted the review/complaints procedure provided by the University. The Information Commissioner can be contacted at: Information Commissioner’s Office, Wycliffe House, Water Lane, Wilmslow, Cheshire, SK9 5AF.

Kind regards

**Chloe Wilkins**  
Freedom of Information Officer

Secretariat  
University of Leeds