

Race Equality Charter Application Feedback

A panel was recently convened to review your Race Equality Charter application and details of the result and key feedback from the panel is shared below. Please note that the below feedback is not exhaustive and panel assessments are made “in the round”.

Institution name:	London School of Hygiene and Tropical Medicine (LSHTM)
Level of award applied for:	Bronze
Result:	Award with Conditions
Award round:	July 2025
Overall comments	
A peer review Panel has reviewed this application and agrees that an Award should be conferred on the basis that Conditions are met. These Conditions concern assessment Criteria A and C and are outlined in the Conditions Request document on pages 4-8. Criterion A was narrowly missed. The supporting letter from the Director of LSHTM provides historical context and outlines the institutional connection to race equality work. However, the Panel concurs it lacks substantive detail on race equality initiatives being led at the senior level. While the letter highlights broader institutional efforts, it does not demonstrate a clear understanding of priority areas for development, particularly those identified on page 11 of the application. The EDI governance structure is outlined in Figure 1, but the connection between this structure and the Institution’s core values and strategic priorities appears fragmented to Reviewers. Although the Executive Team is involved in the Race Equality Team (RET) and has some oversight of policies and processes, the responsibility for implementing actions does not rest with them for most of the actions within the action plan. This raises apprehensions to the Panel about the level of senior buy-in and accountability within the governance framework. Equality networks such as LGBTQ+, Disability, Parents and Carers, and the Black Early Career Network (BECN) are staff-led. The application notes that BECN has a formal recognition route (p.14), which is a positive step. Additionally, internal funding has been made available for local-level EDI initiatives, with five projects funded since 2021, including those focused on race equality (p.15). However, the overall resourcing of EDI appears limited to the Panel, with funding primarily directed toward RET via the EDI budget. Beyond staff time and co-chair contributions, there is little detail on broader resource allocation. Nonetheless, academic promotion includes a dedicated EDI section supported by a clear rubric, which is commendable. The lack of equivalent recognition mechanisms for professional services (PS) staff and students creates an imbalance, but the Panel does note however that an action is in place (Action 1.7) to conduct a review for PS staff aligned to career development and recommends this is considered as part of that action. While the application lists the names and roles of RET members that have undertaken the self-assessment, the Panel finds it difficult to assess whether this is representative of the University. Reviewers request that further information is provided as part of the Conditions Request to provide a clearer picture of representation to the Panel. Plans to support race equality work within faculties and directorates are in place. Faculty-level EDI activities and budgets are managed locally, allowing tailored responses to specific needs (p.12). Each Faculty has its own EDI committee, which reports to the Faculty management group and feeds into the central EDI Committee (EDIC), facilitating the dissemination of good practice across the Institution. An independent review conducted in 2021 aimed to address discrimination and promote anti-racism. It made several recommendations, including strengthening leadership and governance, improving outcomes for racially minoritised groups, and enhancing complaints and reporting processes. The	

application states that these recommendations have been incorporated into business-as-usual activities, but it would be beneficial for the Panel to see more detail on the specific changes and initiatives that resulted (p.12).

Criterion B was met. It is evident to the Panel that RET has invested significant time and effort in analysing the data presented in the appendices of the application. The data is clearly laid out and accompanied by thoughtful analysis, offering insights into both strengths and limitations in relation to race equality across staff and student populations. The application includes candid reflections on survey findings, helping to uncover potential underlying factors contributing to disparities and inequities.

The student-inclusive culture survey and the Stay survey commissioned had reasonable response rates. However, the breakdown of responses is not clearly detailed beyond grouped percentages. While staff response rates are considered reasonable, the absence of collated student numbers limits the clarity of the overall picture for the Panel. Despite this, the findings are contextualised well within the broader institutional narrative, including LSHTM's international positioning and its engagement in global networks (p.12). Reviewers applaud the integration of the decolonisation work within the curriculum and research environment, which recognises the specific geopolitical and historical context of the institution and the field of global health, and seek to engage this issue through diverse strategies. The use of staff and student feedback in discussions around decolonising global health and the Black Lives Matter movement demonstrates a consistent and committed approach to advancing racial equity, which is commended by the Panel.

Policy development and review processes are consultative, involving relevant stakeholders including trade unions (p. 20). However, more detail on the frequency of these reviews would be beneficial to the Panel. Equality Impact Assessments are required for all policies submitted to decision-making forums, ensuring consideration of potential inequities affecting staff and students. Additionally, there is a mechanism for staff, students, and working groups to propose new policies—such as the development of a naming policy to address the cultural impact of colonial history (p. 20).

The University has undertaken an evaluation of its culture as it relates to race equality and inclusion. The application reflects on key areas such as guidance around festivals and traditions, the “My Name Is” campaign, and experiences of witnessing or reporting inappropriate race-related behaviours. While some areas for improvement are identified, others have already seen positive steps. There is also recognition that data collected during staff exit processes could be valuable in identifying disparities and improving retention. Notably, staff perceptions of the Executive Team’s effectiveness in addressing race equality appear to be lacking, highlighting a gap that has been earmarked for action within the action plan.

LSHTM demonstrates its capacity to explore intersecting inequalities by working closely with the Gender Equality Team (GET) and engaging with staff networks representing various protected characteristics. This approach helps to illuminate how overlapping identities influence experiences of race and racism within the University.

Finally, the application presents a clear and honest reflection on the key race equality priorities for the University. For staff, priorities include addressing disparities in progression pipelines, differences between permanent and fixed-term contracts, and barriers in recruitment and promotion that hinder advancement. These issues are noted across both academic and professional services staff, indicating a systemic challenge that LSHTM is actively working to address.

Criterion C was narrowly missed. The action plan presented is not yet sufficiently SMART (Specific, Measurable, Achievable, Relevant, Time-bound). While it does align with the University’s identified priorities—covering staff recruitment, retention and development, leadership and training, inclusive culture and representation, and student experience—many of the actions lack specificity and relevance. As a result, it is difficult for the Panel to clearly see how the University intends to make measurable progress on race equality over the course of the potential award period.

Some actions list individuals by name without clarifying their roles, which makes it harder for the Panel to assess accountability. Timeframes are also vague, with some actions set for completion by December 2028 but lacking interim milestones. The use of open-ended phrases like “ongoing” further

weakens the clarity and structure of the plan.

While the overall number of actions is concise, the Panel comments it is essential to demonstrate where resources will come from to support implementation. Without this, the feasibility of delivering the proposed actions remains uncertain.

Overall, while this outcome might come as a disappointment, it is intended to support the University's race equality work. It is clear from the application that good practice is being developed, and that the University is committed to working towards race equality. The Panel agrees that by meeting the Conditions outlined below, the University will be in a strong position to take its work forward.

Scores against criteria

A. Institution-wide commitment, involvement, ownership, and resourcing of race equality work.	Score: 2 - Narrowly missed. There are some areas requiring improvement to adequately address the criterion.
B. Candid identification of context-specific race equality issues and priorities.	Score: 3 - Satisfactory. The criterion is adequately addressed.
C. A comprehensive, evidence-based SMART action plan to improve race equality.	Score: 2 - Narrowly missed. There are some areas requiring improvement to adequately address the criterion.

Key next steps

Please respond to the Conditions Request below.

The Panel also suggest that better explanation of the overall student response rate to surveys with an overall aggregated explanation, as has been provided for the staff survey, would be helpful for future applications.

Good Practice Example

The Panel provided the following areas as good examples of practice:

- The ring-fencing of funding related to EDI activity and embedding the action plan allows for an increased representation in the research culture and makes changes to the cultural fabric of the organisation - whilst also allowing those working on research to receive appropriate award and accreditation.
- Academic promotions requiring EDI to be recognised in the appraisal rubric.

In particular, the Panel commends the following and asks the University if they would be prepared to provide a case study for others in the higher education sector to benefit from:

- The Decolonising case study, in particular for the Equipar Tool to support equitable partnerships.

Conditions Request

The panel has recommended that your application does not yet meet the criteria for an award and that conditions need to be met in order for an award to be conferred.

Details of the condition/s are outlined below. You are invited to provide further details on these conditions by confirming how they will be addressed during the lifetime of the award. This form should be submitted within eight weeks for review and approval by Advance HE; please complete this form and return it to racecharter@advance-he.ac.uk by 5pm on the deadline date.

There is no requirement to revise the original application and provide that alongside this document, however you can do so if this is considered beneficial. Applicants that receive awards are encouraged to publish their submissions on their own websites; please note that if you choose to publish your application, it should either be revised to address the conditions, or the completed conditions request form (outlining how you intend to address the conditions during the lifetime of the award) should be appended to the application prior to publication.

Date conditions requested:	19 September 2025	Deadline for completion:	14 November 2025
Conditions of Award			
<i>The panel deemed that your application has not yet met the following criteria:</i>			
• Criterion A: Institution-wide commitment, involvement, ownership, and resourcing of race equality work. • Criterion C: A comprehensive, evidence-based SMART action plan to improve race equality			
Specific issue(s) identified (why the criterion has not been met):		For completion by you – how will the conditions be met?	
		<i>Applicants - please outline how you will address (within the lifetime of the award) the issue(s) identified. Which postholder(s) is accountable for ensuring the issue(s) are addressed? What is the anticipated timeframe?</i>	
Criterion A • Evidence of leadership, commitment and senior buy-in The supporting letter from the Director of LSHTM provides historical context and outlines the institutional connection to race equality work. However, the Panel concurs it lacks substantive detail on race equality initiatives being led at the senior level. The Panel requests that the University assures itself		We acknowledge that in the lead up to our first REC submission there have been limited senior-led race equality initiatives. However, we are assured there is commitment and buy-in from senior leaders to progress race equity as a key leadership priority, ensuring that related initiatives are appropriately shaped, resourced, and championed moving forward.	

that there is commitment from senior leaders in shaping, resourcing, and championing race equality initiatives and there are senior-led actions, such as strategic decisions or policies implemented to advance race equality.	The recommendations from the independent review, commissioned by our Council in 2021, were compiled into an action plan and progressed to address discrimination and advance anti-racism and equality at LSHTM. This plan was approved by the Chair of LSHTM's Council and the Chair of Audit & Risk Committee. The Audit and Risk Committee subgroup, the Monitoring and Assurance Task and Finish Group, were established to scrutinise and monitor delivery of the action plan, and monthly progress updates were provided to the LSHTM Community. Notable actions that were delivered include an anti-racism training programme, developing targets for promotion rates of staff from RME backgrounds, provide microaggression and bystander interventions and make our reporting mechanism more prominent and accessible. The Council's People EDI committee continue to monitor this. There is commitment from the Executive Team in ensuring that EDI, and specifically race equity, is considered when making decisions on policy, process and practice. We have a refreshed focus on equality analysis through our equality impact assessment (EIA) process, and the Executive Team will not consider reports, policy or process changes, unless an EIA has been thoroughly conducted. The Chief Operating Officer co-chairs the Race Equity Taskforce (SAT) and is a member of our Executive Team. Progress on race equity alongside challenges are fed directly into executive by the COO. To ensure this ongoing and direct engagement, we have updated our Race Equality Taskforce Terms of Reference to include an Executive Team member as part of the core membership. Further, annual equality data is reported and discussed at our Executive and at our People EDI committee which is a subgroup of Council. These data and analyses highlight areas that require action for example the under representation of staff from RME groups at Professor level and Professional Services Staff grades 7,8 & 9 has been highlighted. The Executive Team recognise this is a systemic issue and targets have already been set in our People & Culture plan, for instance targets for both RME Associate Professors and Professors, of which the Director of HR (member of Executive Team) is responsible for overseeing.
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	Since 2021 LSHTM has been partnered with HDR UK Black Internship Programme. From 2025, the Pro-Director of Research and Academic Development has helped facilitate the ongoing partnership, securing faculty funding for three 2-month internships for Black heritage undergraduates in health data science placements. Although this scheme does not relate to current staff and students, it provides an opportunity to engage with all staff and students who meet the interns during their placements to hear about their experience and projects in the open seminar at the end of their placement. This initiative is championed and led by a member of our Executive Team and is a part of our ongoing efforts to tackle underrepresentation of Black people in the health data science sector. There are ongoing efforts to address ethnicity pay gaps led by senior leadership. Since 2021, we have committed to voluntarily report on our ethnicity pay gap, and more recently, reporting on intersectional pay gaps by sex and ethnicity. We have developed targeted actions to address these disparities including analysing starting salary data for new employees across different ethnic and gender groups to identify potential disparities, which we will evaluate within the award period. This work is overseen by the Director of HR. The Deans (part of our Executive Team) of our 3 faculties all Chair an EDI steering group and Faculty Management Group, where local and senior-led initiatives are designed and implemented. In this space they champion and progress race equity. This work is continuous and in November 2025 ITD Faculty Management Group launched the Faculty EDI fund, offering 3 awards of flexible funding of up to £10,000 to encourage an inclusive culture in ITD and help overcome barriers to career progression related to protected characteristics. Work across faculties is being refreshed with discussions underway to agree how race equity will further be championed at senior level across faculties. Race equality initiatives that are part of our ongoing decolonisation efforts are also led by members of the Executive Team. For example, the implementation of a Name and Naming Policy and Committee, developed as part of our commitment
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	to consider the role and impact of LSHTM's colonial history and to build a more inclusive environment in relation to names of our spaces and awards, is overseen and championed by the Pro-Director of Research and Academic Development. Feedback has been given to our Executive Team on the REC panel's comments and discussions are taking place on how to strengthen, champion and lead directly on race equity. We will review existing actions (i.e. 2.1) with the Executive Team in aim to make them SMARTer, stipulating how often briefings will take place and establishing mechanisms to monitor the outcome, impact and feedback following these sessions – including how senior leadership will act on any feedback given. Throughout the award period, our Executive Team will be accountable for ensuring existing actions are delivered and any arising issues are addressed. Throughout the award period we will seek to regularly gather both quantitative and qualitative data, in relation to staff confidence, in our efforts to tackle racial inequity so that this feedback can inform our senior-led actions moving forward. The RET and the EDI team will work with senior leadership teams to ensure there is meaningful and visible championing of race equality initiatives and senior-led actions to advance race equity.
Criterion A • Clear governance structure for and resourcing of EDI The EDI governance structure is outlined in Figure 1, but the connection between this structure and the Institution's core values and strategic priorities appears fragmented to Reviewers. The Panel requests that the University assures itself that race equality is embedded in institutional governance at the strategic level, and that senior leaders engage with staff and student voices from racially minoritised groups.	We are committed to strengthening the alignment between our EDI governance structures, core values, and strategic priorities. A recent EDI mapping exercise has provided a clearer picture of our institutional EDI landscape and consolidated many of our key priority actions, with race equity identified as a central focus. Our most recent EDI data report highlighted the continued underrepresentation of RME staff in senior positions and the importance of targeted action to address this imbalance. This report has been discussed and prioritised at the central EDI Committee, the Executive Team, and the People and EDI Committee (which is a subcommittee of our Council). This will be monitored closely by these committees. We have a student experience team that works closely with the EDI team. The Dean of Students holds a decolonisation session every year at welcome week for

all our new students. This session is interactive and encourages our students to engage and speak out on any practise that contradicts our work on race equity. This work is ongoing and is championed at senior levels. We will reinforce this work and ensure it is reported regularly at the above committees.

LSHTM has a well-resourced central EDI team with 5 permanent members of staff, whose remit is across staff and students. There are other EDI roles at LSHTM, who work closely with the EDI team, including the central HR EDI Officer who reports to the Director of HR, We also have colleagues based across both MRC Units, whose sole remit is EDI and where race equity has been an ongoing priority.

Other central teams across LSHTM have ongoing, dedicated resource to support with institutional commitments to EDI. The Project Management Office oversee the project management of LSHTM's People and Culture workstreams, which is a fundamental part of the EDI governance structure at LSHTM and includes work related to our Equality Charter Marks. Colleagues working in Business Change within PMO have dedicated resource to support the project management aspect of Equality Charter Mark submission rounds.

Work being led by the Head of EDI and Chief Operating Officer, is already underway to review our governance arrangements, with a view to clarifying reporting lines and ensuring that race equality considerations inform strategic discussions at the highest levels. We expect our reviewed EDI governance structure to be in place by the end of Spring Term 2026, and the Head of EDI will be accountable for ensuring that all structures provide a channel for staff and students from racially minoritised ethnic groups to engage directly with senior leaders.

Senior leaders are taking active steps to engage more systematically with staff and student voices from racially minoritised ethnic groups through established networks; our central EDI Committee, where the Race Equity Taskforce and our Equality networks including Black Early Career Network formally report, is chaired by an Executive member. As mentioned, our Decolonising work at LSHTM is overseen and led by the Dean of Students with regular engagement from senior colleagues with our students asking for their feedback and encouraging them to have robust debate on EDI and feeding back on how the curriculum could be

	more inclusive. Our central EDI Committee includes Equality network representatives, our Race Equality Taskforce, Gender Equity Taskforce, senior faculty staff and the Student Representative Council Vice President for Welfare and EDI and is the central mechanism whereby groups across LSHTM can directly feedback to the Executive Team on issues related to EDI, including race equity, which is a standing agenda item. The panel's comments have been helpful in prompting further reflection on how our governance structure connects with the institution's core values and strategic priorities. We will continue to monitor this alignment carefully, through existing People and Culture workstreams overseen by the Director of HR and Head of EDI, to ensure that our governance arrangements remain effective in driving forward our EDI objectives particularly prioritising the embedding race equity across all levels of the institution. This work will ensure that our governance structures not only reflect our strategic commitments but also amplify the lived experiences of our community, enabling more inclusive and accountable decision-making.
Criterion A Self-assessment undertaken by a representative team and informed by staff and students While the application lists the names and roles of RET members, the Panel find it difficult to assess whether the self-assessment undertaken is representative of the University. The University is requested by the Panel to ensure that the composition of the RET reflects the diversity of the Institution, particularly in relation to race and ethnicity, putting actions to address lack of representation in place if this is identified.	Our RET Terms of Reference currently require a periodic review of membership to ensure that it remains representative of LSHTM. Action 3.2 highlights an outcome to have a refreshed Terms of Reference and membership in 2026, this will include ensuring the composition of the RET reflects the diversity of LSHTM, in relation to race and ethnicity. Where there are gaps identified by the taskforce, actions will be developed such as staff callouts across communications channels. Moving forward, the taskforce will invite other equality network or committee members to meetings to ensure that they are engaging with any groups that are underrepresented within the taskforce itself. The Race Equity Taskforce co-chairs will be accountable for ensuring annual membership reviews are undertaken. The first review of membership is underway and in response to the panels feedback, we have carried out an equality monitoring exercise on our current SAT and can provide the following composition details: Gender: 35% Men

	• 38% Women • 27% Unknown Ethnicity or ethnic background: • 4% Arab or Arab British • 27% Asian or Asian British • 8% Black or Black British • 15% Mixed or multiple ethnic backgrounds • 12% White • 8% Any other background • 27% Unknown Identify as disabled: • 19% Yes • 54% No • 27% Unknown We will carry out this equality monitoring annually to ensure the SAT represents our RME staff (in 2024, 35% of LSHTM staff population are from RME groups 2024) and student population. Within our next REC submission, we will provide further detail on the composition of the self-assessment team. The relevant postholders within the central EDI team will be accountable for undertaking annual equality monitoring of the self-assessment team and providing feedback to the RET on any gaps identified, to support membership reviews and inform mitigating actions as outlined above (Action 3.2). We will have a refreshed RET membership addressing any underrepresentation by February 2026 (the middle of Spring term 25/26).
Criterion C <u>Specificity of actions and success measures</u> The Panel requests that the University reviews its Action Plan to ensure that actions are specific and that success measures are aligned to realise the intended impact of the actions. This Condition is based on the actions identified by the Panel below, please note that examples given are not	The panels feedback has motivated us to review the action plan. We recognise that our actions need to be SMARTer and translate into creating impact rather than further exploration. To this end we have met to discuss this and have agreed to hold a full day away day to work through the actions with action owners, scheduled for early January 2026. In the meantime, and in preparation, a small group from the RET and EDI team are reviewing the actions linking in with the action owners. We will ensure our actions are set out to create the best impact for race equity. In this comprehensive review of the REC action plan, further consultation with action owners will take place, including relevant Executive Team

exhaustive but are intended for illustration, so the action plan should be reviewed in its entirety: - Action 1.6 is focused on undertaking a review, and the measure is focused on increasing the percentage of RME staff on permanent contracts. Will there need to be additional actions after the review to set out a strategy for improvement based on what barriers are identified? - Similarly, with 4.8, the action is focused on information gathering and the intended outcome is a better understanding of the awarding gap and recommendations for improvements – what mechanisms will be used for evaluating the data gathered and what are the process and timeframes for development of a strategy to address any underlying issues identified? - For 2.2, the action is to evaluate the uptake of the BMEntor scheme, and the rationale is that it is not clear whether the scheme translates into leadership involvement. One of the outcome measures is increased uptake of BMEntor – if the evaluation finds that the scheme is not effective, then increasing uptake would not seem to be a useful outcome.	members, heads of departments and senior managers. We will work to fully understand and capture what is or is not feasible and to ensure outcomes are specific, realistic and will support us to meet our race equity targets. The role of our taskforce champions is to work collaboratively with action owners, providing a communication line and escalation point, to ensure that the work being done is progressing to meet the identified objective in the REC action plan. For any actions that require us to conduct a review or to evaluate an existing initiative, we will ensure the outcome of the review has appropriate sub-actions or project for the Race Equity Taskforce to address i.e. following Action 1.6, actions will be developed to address any barriers that are found. We will proactively work with relevant teams to develop possible actions as we undertake these reviews. Following the review in Action 2.2, outcome measures will be developed depending on what the evaluation of the BMEntor scheme shows. If the scheme shows that the scheme is successful in translating to leadership involvement, then the next aim would be to increase uptake. If results show that it is not translated, we will need to understand why this is and where this resource may be better placed to address the needs of the group. The Race Equity Taskforce co-chairs will be accountable for ensuring the action plan is reviewed and finalised by the end of January 2026.
Criterion C <u>Time-bound actions</u> The Panel suggests the timescales outlined in the action plan are too broad to facilitate effective project management/planning and that a more precise schedule or smaller annual milestones (e.g. indicating finish dates by quarter) would be beneficial. The University is asked to address timeframes, enhancing the detail of start and end points if appropriate and reviewing any actions that are classed as 'ongoing' to ensure that cyclical review points can provide regular updates throughout the duration of the award.	During the scheduled review of our action plan the Race Equity Taskforce will consult again with action owners, teams and departments to agree more specific finish dates and timelines for all actions. Each action has been allocated a RET champion who will be accountable for ensuring regular updates on each action can be reported back to the RET throughout the award period – to ensure tracking progress is efficient, the RET will work with action owners to breakdown actions into SMART sub-actions, wherever possible. The RET will conduct quarterly and annual action plan reviews and will plan meeting agendas in relation to action tracking in advance, in discussion with action owners, to ensure cyclical review points to measure progress and to

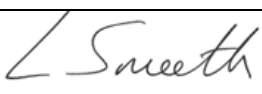
	establish a clear escalation route for any barriers to progress, such as inadequate resourcing, to ensure timely resolution and sustained accountability. The RET and EDI team will work with senior leaders to support their role in championing the agreed actions through their communications with the three Deans of Faculty, and with relevant teams and departments responsible for implementation. This has already included communications in October 2025 from the RET co-chairs to relevant departments, sharing the submission feedback from Advance HE, reinforcing LSHTM's commitment to engaging with the RET on progress updates, emphasising the time-bound nature of the actions and importance of engagement from action owning teams with the action plan review. RET members (RET champions) and action owners will be accountable for addressing action timeframes, initially by the end of January 2026. Action owning teams and RET champions will be responsible for providing regular updates on these timelines throughout the award period.
Criterion C Action Owners There are inconsistent approaches across the action plan of roles responsible for actions within the Taskforce Team. Some actions identify a team (for example, EDI Team BAU), some name individuals by name. The Panel recommends that these named individuals are reviewed to instead consider role titles to ensure that effective monitoring can take place over the course of the award if named individuals leave the University.	Within our action plan, taskforce champions are named individuals on the RET who are responsible for liaising with the action owners to understand progress on the action and reporting back to the RET. The 'responsibility' column is the department that will be implementing the action. Any named individuals within the action plan are action champions acting as a point of contact of the RET for action owners. If a current RET member leaves the group or LSHTM, the relevant actions will be reassigned to another RET member for consistent and continued monitoring. As we move forward with implementation and monitoring, we will further clarify roles within the RET to ensure effective oversight of the action plan. This will include assigning leads to champion each pillar of the plan, as well as designating subgroup leads or co-leads. We will instead include these role titles and job titles wherever possible, to provide clarity and ensure continuity in oversight and accountability for the REC action plan. Embedding the monitoring function within members' roles will help maintain consistency and continuity in the event of staff changes or departures, ensuring sustained progress against our objectives.

	As part of our scheduled action plan review, we will ensure postholder titles are added wherever possible to ensure accountability i.e. EDI Team BAU will change to the relevant postholder i.e. EDI Coordinator, EDI Officer. The RET Co-chairs will be responsible for ensuring roles and responsibilities in relation to actions are clarified and consistent by the end of January 2026.
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For completion by the Head of the applying unit

Head of University – I confirm acceptance of the condition/s set:

Name: Liam Smeeth

Signature: 

Date: 12/11/2025

(For completion by Advance HE) Advance HE Conditions Review

Confirmation of outcome:

Award Conferred ☐

Award not Conferred ☐

Review summary:

Review completed by:

Name	Signature	Position	Date
		Head of REC (or delegated nominee)	
		Senior Charters Assessment Manager (or delegated nominee)	

