REF 2029
Research Excellence Framework

Code of Practice

Institution name: Leeds Arts University
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Part 1: Introduction

1. How the CoP supports the principles of:

- **Robustness**

  Higher Education academic staff can apply to be on a teaching and research contract through the Research Pathways Framework (first panel meeting 01 November 2022), which is a robust process and has 2 stages of approval. If their application is approved, staff are given research time and resource to carry out research. Those researchers who have been employed as research only are also considered through the Framework to ensure their aspirations are achievable and they are given resource to carry out their own independent research. This process is carried out consistently on an annual basis. The numbers of researchers identified with significant responsibility for research (SRR) (ACEMPFUN 3) and research only with research independence (ACEMPFUN 2) are noted on the HESA record and used to calculate the volume measure that is a proxy for research capacity (1).

- **Transparency**

  The Research Pathways Framework is available to all staff on the University's Research SharePoint. Links to the Framework are sent by the research department to HE academic staff on an annual basis when the call for applications is made and the Head of Research is available to any staff member to offer guidance (2).

  The Approved Code of Practice will be available on the University website in the research section. It will also be available on the staff Research SharePoint. The Research Office will send links to the Code of Practice to researchers on an annual basis. There will also be briefings during staff development sessions on the Code of Practice.

  Any researcher who is on leave will be told about the Code of Practice via email . If further information is required, the Research Office is available to provide researchers and their line managers guidance.

  Currently all the University's researchers are based in the UK. If the University were to employ researchers based outside of the UK, the Code of Practice and Research Pathways Framework would be made accessible to them on the University SharePoint and links sent to them by email. Any researcher based outside of the UK will be briefed on the Code of Practice remotely via Microsoft Teams.

  Relevant REF-related communication will be emailed directly to all appropriate staff by the Research Office

  The University provides accessibility software for reading and writing to all staff, which can be used to access, if required, the Framework, Code of Practice and REF-related communication. Any member of staff requiring these documents in an alternative format can email the Research Office who will supply copies tailored to their needs.

- **Equity and inclusion**

  The Research Pathways Framework, invites applications on an annual basis and the applications go through a two-stage panel approval process The Review Panel is the first stage and comprises a range of researchers from different disciplines and who also have different job roles and grades. This panel considers the Pathways application and the

corresponding Ethics statement and recommends these to the Final Approval Panel, which is the second stage, comprising the Head of Research, the Head of Human Resources and the Vice Chancellor. Applicants are informed about the outcome of the Review Panel and have an opportunity to appeal. Any appeals are considered by the Final Approval Panel who will make the final decision.
In the Research Pathways Framework different kinds of outputs are recognised and valued (for example, articles in peer-reviewed journals, book chapters, authored books, research reports, artefacts, creative projects, designs, digital videos, compositions and exhibitions). Applications are welcomed from staff both with and without a PhD, and those who consider themselves early career researchers (as defined by UKRI). Staff from small Units of Assessment are welcome. There is no restriction on the size of contract an applicant may have, however, they must be realistic in what they can achieve if their contract is less than 0.2 FTE.
Decisions are made on clear published criteria outlined in the Research Pathways Framework document (2). The process is in line with the tenets of the Declaration on Research Assessment (DORA). The people making decisions in the panels have been trained in equality, diversity and inclusion which is refreshed every three years (3).

As a small specialist institution, the University does not recruit contract or fixed-term researchers for specific funded projects. All research projects are undertaken by our current permanent researchers. All researchers at the University have research independence and have open-ended contracts as do the research enabling staff. There are no plans to change this during the current REF cycle as this approach protects staff from precarity.

The University has a large proportion of part-time researchers. They are supported from an EDI point of view by ensuring equitable access to career development, flexible working, representation, resources, promotion opportunities and employment security.
Part-time researchers have equal access to training and mentoring. The Research Office provides online resources and hybrid training and research dissemination events to support flexibility for part-time members of staff.

Part-time researchers are eligible to be members of the Research Committee and there have been many active members on part-time contracts. Members have an opportunity to shape the policies pertaining to research that are considered by that committee.

All part-time HE academic staff can apply for special responsibility for research through the Research Pathways Framework. Any feedback given during the annual review process considers the part-time nature of the researcher's contract and the time a researcher is expected to work is proportionate to the size of their contract. Part-time researchers are not restricted due to their contract size in applying for funds from the University's Research Budget, as long as their requests are reasonable and in line with the University's financial regulations.

The Research Pathways Framework has been designed to develop all academic staff including those who are part-time. For example, part-time academic staff can also apply to be supported for a PhD if they do not currently hold one. All academic staff, including those who are part-time, can request one-to-one advice from the Head of Research about their future careers opportunities. All academic staff have equal access to promotion and recognition through the professorial routes.

2. Contextualisation within Institutional Policies:

The University is a specialist creative institution where research is managed centrally and there are two potential Units of Assessment (UoA), one of which have very small numbers of researchers. The total number of researchers at the institution level is about 30. The FTE will be smaller as around 50% have fractional contracts. Around 75% of the researchers perceive themselves as early career. One of the challenges in creating a diverse research community is the low number of academics with particular protected characteristics in the pool from which researchers are drawn from. The majority of researchers are white females and approximately 21% of the researchers declare a disability. Collecting data related to protected characteristics in small groups is challenging because the data sets can identify individuals and are statistically insignificant. The Research Office through reflective practice aims to support an inclusive research community, drawing upon qualitative data collected from researchers, informal feedback from researchers and research-enabling staff's professional experience.

In order to mitigate any challenges, the strategy, people and research environment have been strategically developed to support all researchers and research-enabling staff in creating responsible research. The research budget also provides resources for researchers to connect with a wide range of stakeholders and collaborators, managed by clear and transparent processes. Inclusive practice by research-enablers and researchers is embedded into the University's research operational processes to gain ethical approval and to make budget requests. Training on aspects of research culture and practice is planned well in advance and is designed in different formats to meet the needs of all researchers.

The inclusivity and diversity of the University's research outputs are monitored through the Annual Research Report, where the various research outputs, research groups, contributions, collaborations and partnerships are recorded and evaluated to support progress made in the Strategy, People, and Research Environment (SRPE). To ensure that the REF 2029 submission is representative of the University's research the aim will be to ensure no more than five outputs will arise from the same substantive link in each UoA. If it is necessary that a substantive link is submitted more than five times then the rationale will be explained in the Statement of Representation (3.4.2, CKU Guidance) as part of the SPRE.

The University is a signatory of DORA and has responded to its underlying principles. In particular, the University makes criteria explicit in its recruitment processes. The Recruitment and Selection Procedure states that: "All applicants will be assessed objectively against the selection criteria and only applicants who meet all the essential criteria will be shortlisted". Furthermore, the University has stated that:

"We support our researchers by ensuring decisions made in our Research Pathways Panels and Professorial Boards that award resources or promotion are made using explicit criteria which do not include journal metrics and journal impact factors.

The University's Open Research Policy requires that researchers cite data and outputs created by others properly, and the Ethics Policy requires researchers to acknowledge all contributors to the research.

We promote a range of indicators to our researchers through training events and training films and encourage researchers to draw upon a breadth of quality indicators, such as peer review feedback and being a reference point for further research.

We encourage our researchers to think critically about metrics through our training events

and resources on open research, wherein we discuss the limitations of Journal Impact Factors and outline the benefits of peer review and other indicators of quality". (3)

3. Update on Actions Since REF 2021:

REF 2021 was the first time Leeds Arts University submitted to a research assessment exercise.

Action 1 from the previous EIA was to review the previous REF 2021 performance which identified issues in submitting 100% of eligible staff. This could be experienced as a burden for those staff who had fractional contracts and/or early career and/or had caring responsibilities and at the same time had no ambition to develop in the area of research.

Action 2 was to rewrite the Research Strategy and highlight the importance of equality, diversity and inclusion. The aims to create a diverse and inclusive research culture are clearly stated in the current strategy:

- Supporting an inclusive environment that produces high-quality, rigorous research that is open to all.
- Promoting a research culture that supports a diversity of people, institutions, ideas, methodologies, outputs and activities. (4)

As a result of this work additional actions were undertaken, these were:

- Creating a process called Research Pathways Framework for managing research that supports members of staff undertaking PhDs, ECRs and confident, active researchers.
- Facilitating more opportunities for development and internal research sharing events to support early career researchers.
- Writing an Open Research Policy, and embedding Research Integrity in the Ethics Policy in order to promote responsible research.
- Designing and researching operational processes and training sessions based on researchers' feedback so they become accessible to more people.

Part 2: Identifying Staff Contracts with Significant Responsibility for Research (SRR)

1. **Policies and Procedures:**

   - **Criteria for SRR**:

     The University's HESA staff record identifies all staff with significant responsibility for research as either research or research and teaching staff members. Clear criteria for SRR are documented as part of the Research Pathways Framework. Clear expectations of the role are communicated that are based on the aims of the Research Strategy. HE academic staff may apply through one of two pathways to be recognised as research active and be supported by the University for research activities:

     - Pathway 1 - Post-doctoral and/or well-established Researchers
     - Pathway 2 - Early Career Researchers.

     There is also a Pathway 3 for those who wish to undertake a PhD and this is managed through the CPD Framework (2).

   - **Decision-Making and Communication**:

     The call for applications to have significant responsibility for research is made on an annual basis, usually in December.

     HE academic staff may apply to a Pathway by submitting a 3-year future facing research development plan demonstrating how their research meets the Pathway expectations, evidence of how the plan meets the criteria for the Pathway applied for must be provided. There is an online template and ethics form available to complete.

     The deadline for applying to a Pathway is 31st January each year for research commencing from 1st August of the same year, plans should be submitted via an online template (URL is provided prior to circulation).

     All submitted research development plans are reviewed in a two-stage panel process. Both stages assess plans against the stated Pathway criteria and evidence expectations. Decisions are based on current contractual expectations, job-role responsibilities, and the time and resources made available for research. They are made on the basis of the applicant's three-year, future-facing plan rather than their past performance, output quality or volume, grant income or trajectory.

     For Pathway 1 the expectations are to produce a future three-year plan for developing research outputs, preparing for PhD supervision when the University has secured an awarding partner, bidding for research income, developing impact and contributing to the research environment.
     The criteria for making decisions about successful Pathway 1 plans are that they will:
     - lead to outputs that are recognised internationally as excellent in terms of originality,

significance and rigour and meet open access, ethical and research integrity requirements.
- develop the ability to supervise and assess a PhD candidate.
- develop experience of bidding for internal and external research funds.
- demonstrate how the resulting research could potentially be the basis of an impact case study.
- consider how to reach appropriate stakeholders (publics/communities/policy-makers/ practitioners) and draw upon an evidence base that demonstrates significant impact.
- contribute to the research environment within the University.
- engage with national and international academic communities that enhance the research base.

For Pathway 2 the expectations are to produce a future three-year plan for developing research outputs, developing impact and contributing to the research environment .

The criteria for making decisions about successful Pathway 2 plans are that they will :

- lead to outputs that are recognised internationally in terms of originality, significance and rigour and meet open access, ethical and research integrity requirements.
- demonstrate how the resulting research could potentially be the basis of an impact case study.
- consider how to reach appropriate stakeholders (publics/communities/policy-makers/ practitioners)
- contribute to the research environment within the University.
- engage with national and international academic communities that enhance the research base.

Feedback from the first panel is given if applicants are unsuccessful, after which there is the opportunity to appeal. Feedback to all applicants is given after the second panel.

- **Multiple Processes (if applicable)**:

Not applicable

2. **Staff, Committees, and Training:**

- **Roles and Responsibilities**:

Stage one: Review Panel is advisory comprising three senior researchers chaired by the Head of Research to review research development plans against criteria and make recommendations to a Final Approval Panel.

Stage two: Final Approval Panel Membership Vice-Chancellor, Head of Research, and Head of Human Resources who consider the recommendations made by the review panel and will also hear any appeals that have been made about the recommendations made.

All staff members on Research Pathway 1 and 2 submit a review of their research activity by the 1st July annually and they receive feedback by 1st August each year so it can inform their progress and the researcher's annual appraisal. The Research Framework also outlines how staff who are not progressing their plans may be removed from a research pathway.

The Head of Research will provide an anonymised overall summary of the feedback to the Research Committee for consideration and monitoring at the next available meeting. (2)

- **Training**:

Training: Panels include members who have received the Advance HE EDI training focused on REF. All members of the panels have undertaken EDI training that is refreshed every three years and recorded on their CPD record. Those who have not had REF focused training will be trained by an external provider through GuildHE/Research or trained by an internal member of staff who has been through the training.

3. **Appeals:**

Staff can appeal the Review Panel decision about SRR and/or RI by requesting in writing that the Final Approval Panel look at the application. This needs to be done within one week of receiving the initial decision from the Review Panel (which is not final until it is approved by the Stage Two panel). The applicant is asked to put their appeal in writing and email it to research@leeds-art.ac.uk. The applicant needs to explain why they think their application meets the stated criteria. Receipt of the appeal will be acknowledged by the Research Office and forwarded to the VC, the chair of the Final Approval Panel. The appeal will be considered by the Final Approval Panel though the Head of Research will withdraw from the decision having presented the reasons why the application was not recommended for approval. The decision of the remaining members is final. The decision will be communicated via email within one week of the Final Approval Panel's meeting. Applicants will be given feedback if they are successful or otherwise so they can develop their application if they wish to apply again in the next cycle.

4. **Equality Impact Assessment (EIA)**:

- **EIA Integration**:

100% of Category A staff were submitted to REF 2021 and deemed have SRR. This was seen as a burden for those members of staff who had small fractional contracts and/or work-related or personal responsibilities and had no interest in developing their research. Therefore, the Code of Practice 2029 employs the Research Pathways Framework, where HE academic staff can choose to apply to be supported for research.

The EIA carried out in 2025 (see Appendices) noted that learning differences are particularly prevalent relative to sector (17% of LAU research staff FTE vs 3% of design, creative and performing arts (DCPA) research and 1% of other sector staff). Therefore, this should be

considered when researchers have SRR, research independence and when Panels select outputs. This has implications for operational systems and training activities.

The age profile of research staff is broadly in line with DCPA staff at other providers (except for a higher proportion in the 41-45 band), though is slightly older compared to the university's teaching staff and sector research staff in other areas.

The gender profile of the university's research staff (69%/31% female/male FPE) is significantly different to all comparator groups, with the closest being the DCPA research group at other providers (52%/48% female/male).

Action 1) Aim, where practically possible, to have all Panels that are part of the decision-making process have a representative membership. For example, the Research Committee comprises researchers and research-enabling staff; researchers on fractional and full-time posts, people who identify as established researchers and ECRs, the gender balance is representative of the pool of researchers.

Action 2) Ensure there is support for people with learning differences and older researchers who have barriers to new technological processes (this may seem like perpetuating a stereotype, and many older people have no barriers to new technologies, however, there does seem to be a correlation based on the experiences of research enabling staff.

Part 3: Determining Research Independence

All researchers eligible for submission to REF 2029 Volume measure will be independent researchers. The University does not employ research assistants or PhD students to carry out research on behalf of other staff. Nor are staff directed by Senior Management or other academics to carry out specific research projects that will lead to outputs for REF 2029.

1. **Policies and Procedures**:

   - **Criteria and Evidence**:

     People with Research-only contracts (ACEMPFUN 2) demonstrate research independence through a wide range of indicators that are designed to be inclusive of researchers at different stages in their careers:

     - leading or acting as principal investigator or equivalent on an externally funded research project
     - holding an independently won competitively awarded fellowship where research independence is a requirement
     - acting as a co-investigator on an externally funded research project
     - leading a research group or a substantial work package
     - significant input into the design, conduct and interpretation of the research
     - have been employed to carry out independent research.

As many of the University's researchers are early career, research independence is mostly indicated by the last two criteria.

- **Decision-Making and Communication**:

  As in part 2

2. **Staff, Committees, and Training:**

   All staff on teaching and research and research only contracts are expected to carry out independent research. The University has designed an annual process, which was first implemented in 2022, that supports the independent research undertaken by researchers. This process has been described in Part 2. The Research Pathways Framework assures the University that staff with a significant responsibility for research and research independence have a 'significant input into the design, conduct and interpretation of the research'.

   Currently four academic staff are employed on research-only contracts. They are employed to carry out independent research. They also submit research plans to the Research Pathways Framework so they can be allocated resources. If they happen to be members of the Review Panel or the Final Review Panel, they are asked to leave the meeting when their application is being considered.

- **Roles and Responsibilities**:

  As in Part 2

- **Training**:

  As in Part 2

3. **Appeals:**

   Staff can appeal the Review Panel decision about research independence by requesting in writing that the Final Approval Panel look at the application. This needs to be done within one week of receiving the initial decision from the Review Panel (which is not final until it is approved by the Stage Two panel). The applicant is asked to put their appeal in writing and email it to research@leeds-art.ac.uk. The applicant needs to explain why they think their application meets the stated criteria. Receipt of the appeal will be acknowledged by the Research Office and forwarded to the VC, the chair of the Final Approval Panel. The appeal will be considered by the Final Approval Panel though the Head of Research will withdraw from the decision having presented the reasons why the application was not recommended for approval. The decision of the remaining members

is final. The decision will be communicated via email within one week of the Final Approval Panel's meeting. Applicants will be given feedback if they are successful or otherwise so they can develop their application if they wish to apply again in the future.

4. **Equality Impact Assessment (EIA)**:

- **EIA Integration**:

The number of people on research only contracts is less than five and so information about protected characteristics cannot be reported on without identifying individuals. Therefore, the numbers of researchers as a whole have been analysed and the actions that have been described in Part 2 would be applied to Research independence determination.

Part 4: Allocating Contracts to UoAs

1. **Policies and Procedures**:

1) Criteria and Evidence:

- Researchers in Unit of Assessment 32 will produce research from all aspects of the history, theory and practice of art and design, and disciplines where these relate to visual, material and spatial cultures.
- Researchers in Unit of Assessment 33 will produce research from all areas of music, drama, dance, theatre, performance, live and sonic art, film, television and screen studies.

Evidence will be found in the content of the Research Pathway application made by the individual.

2) Decision-Making and Communication:

The Final Approval Panel will normally assign individuals to Units of Assessment based on the content on their Research Pathways proposal. The criteria have been developed from the Panel Criteria and Working Methods (2019/20) and will be updated, if necessary, when the REF 2029 versions are published.

When researchers need to be allocated to a Unit of Assessment retrospectively, the Final Approval Panel will meet outside the Research Pathways cycle. They will use the same criteria noted above to assign researchers either Unit of Assessment 32 or Unit of Assessment 33.

Decisions will be communicated the Research Pathways applicants by email after the Final Approval Panel has convened and made their allocations.

2. **Staff, Committees, and Training:**

This is the same as in Part 2

3. **Equality Impact Assessment (EIA)**:

EIA Integration:

Due to the small numbers in the UoAs, it is challenging to report on data for protected characteristics as this will identify individuals. However, the Final Approval Panel considers the characteristics of the applicants and aims to be inclusive. It makes decisions based on the published criteria noted in the Research Pathways Framework. There is provision through the three Pathways for researchers from both UoAs to apply at any stage of their careers.

Part 5: Selecting outputs

1. **Policies and Procedures**:

- **Identifying substantive link to outputs**

The Research Coordinator, who is responsible for managing research outputs, will identify the pool of research outputs that are in scope for REF 2029. An initial check will be carried out to ensure they comply with Open Access requirements for each output type. Those which are not compliant will be omitted from the pool.

In partnership with Human Resources a substantive link between each output and the University will be identified and documented for audit purposes. The link will be made based on the following criteria:

- That the University enabled the research leading to an output that is first made publicly available during the output eligibility period.
- That there is a substantive link evidenced through an eligible employment relationship with an author (or equivalent) who has made a significant research contribution to the output.
- Eligible employment relationships are defined as: A minimum of 0.2 FTE for at least 12 months continuous employment (as defined by Section 210 of the Employment Rights Act 1996 (ERA 1996) by the HEI making the submission. Continuous employment may be demonstrated by a sequence of consecutive contracts and
- The Pathway role descriptor includes an explicit expectation of research activity (as distinct from scholarship) within the role. (5. Section 6.3.1,)

- The output must be first made publicly available at any point during the eligible employment.

Any outputs where a substantive link cannot be established will be omitted from the pool.

The Research Coordinator in consultation with Human Resources will document the initial creation of the output pool for audit purposes.

Further evidence for a substantive link will also be documented for audit purposes, including evidence of:

- Internal research support (for example, funding for research materials, technical or research support, conference attendance);
- Work in progress presentations (internally and externally);
- An external grant to support a relevant program of research (6.6, CKU Guidance)

- **Selecting outputs where the substantive link is via former staff:**

Outputs from former staff will be considered using the same criteria as current staff:

- That the University enabled the research leading to an output that is first made publicly available during the output eligibility period.
- That there was a substantive link evidenced through an eligible employment relationship with an author (or equivalent) who has made a significant research contribution to the output.

However, outputs where the substantive link occurred before the submitted output was made publicly available, will not be eligible for submission where the author was subject to compulsory redundancy (6.7.2, CKU Guidance). Therefore, outputs that were first made public after the contract was ceased due to compulsory redundancy will not be considered for selection.

- **Assigning outputs to UoA/s:**

The pool of outputs that comply with open access criteria and where a substantive link to Leeds Arts University has been established will be considered by the Selection Panel. For each submitting UoA, the Selection Panel will be notified by the Research Coordinator of the number of outputs required. This will be determined by the volume measure for each UoA, multiplied by 2.5 and rounded to the nearest whole number. [see Part 1 on HESA and volume measure]

The allocation of outputs will be based on each of the submitting UoA descriptors set out in Panel criteria and working methods. An interdisciplinary output can be submitted to two or more UoAs where a case can be made that it fulfils all UoAs' descriptors. The rationale for the allocation decisions will be documented for audit purposes.

- **Procedures for supporting diversity of outputs**

The pool of outputs reflects the diversity of the research preserved on the institutional repository (at the time of writing this Code approximately 50 per cent are non-traditional output types). Diverse outputs are recognized, valued and supported by the Research Pathways Framework, the Open Research Policy and Open Research Guidance.

Operational processes are driven by a range of labels that are used to support researchers when depositing outputs on the institutional repository. The labels are representative of a wide range of outputs, including traditional and non-traditional item types. Training and professional development activities also address the diversity of outputs.

Outputs submitted in British Sign Language (BSL) will be considered by the Selection Panel, if required the Panel may invite an expert in BSL to help inform the deliberations.

Due to the location, size and nature of Leeds Arts University it is unlikely that outputs will be submitted in Welsh or other recognised languages such as Scottish Gaelic, Scots, Ulster Scots, Irish, and Irish Sign Language. If this does occur the University will follow the Contribution to Knowledge and Understanding guidance (16.1 and 16.2).

Procedures for ensuring submissions are representative of the research undertaken within the submitting unit during the REF period: Outlining the processes that will be undertaken to ensure that submitted outputs are reflective of the research strategies and structures, the diversity of research outputs, and contributions, collaborations and partnerships of the submitting unit and the unit's research strategies.

The selection of outputs will be undertaken by the Selection Panel guided by a Terms of Reference in line with the University's Research Strategy (this covers all Units of Assessment due to the size of the institution), where the aims are:

- Supporting an inclusive environment that produces high-quality, rigorous research that is open to all.
- Promoting a research culture that supports a diversity of people, institutions, ideas, methodologies, outputs and activities.
- Nurturing transformative collaborations that lead to local, national and international research partnerships.
- Sharing our research with others, bringing about positive changes in culture, practice and society through public engagement and impact activities.

The Selection Panel will make their judgments based on published REF quality criteria, to select those outputs that show the highest possible quality. At the same time, they will ensure that the outputs are representative of the diversity of research outputs, contributions, collaborations and partnerships of the submitting units.

The Selection Panel will ensure there has been a significant research contribution by the author that has a substantive relationship to the University in multiple authored outputs. The Open Research Policy and the CRediT taxonomy will inform this decision-making process.

The Selection Panel will ensure the diverse range of research that has been preserved by the University's repository during the eligible time period is reflected in the submission.

To support the representativeness of the submission the selection process will strive to not include more than 5 outputs associated with one substantive link at UoA level. However, if there is an instance where this occurs, in order to meet the volume measure or to ensure the best quality research is represented, then the rationale will be explained in the Statement of Representation (3.4.2, CKU Guidance).

- **Policies and procedures and responsible research assessment practice**

The University, a signatory of the Declaration on Research Assessment (DORA), will direct the Selection Panel through its terms of reference to make its judgments in line with the University's commitment to, "For the purposes of research assessment all research outputs (including Artefacts, Compositions, Creative Projects ("Other"), Designs, Digital videos, Exhibitions, Films, Performances, datasets and software) in addition to research publications are valued by the University. A broad range of impact measures are employed to evaluate research including qualitative indicators of research quality, such as:

- Influence on policy and practice;
- Rigorous peer-review process;
- Peer-reviewed funding;
- Reviews of outputs from authoritative sources;
- Prizes or awards made to individual research outputs;
- Evidence that an output is a reference point for further research beyond the original institution". (Response to DORA)

2. **Staff, Committees and Training:**

- **Roles and Responsibilities**:

Due to the size of the University all panels are at the institution level rather than the UoA level.

After the staff consultation and drafting process, the Code will be considered by the Research Committee which will then recommend it to the Academic Board.

The Academic Board will recommend the Code of Practice for submission to the REF Team for final approval.

The Board of Governors will see the Code of Practice and a synopsis of final submission for information.

The Selection Panel will comprise the Research Coordinator who will advise on open access compliancy and number of outputs required per UoA and two senior researchers who can advise on the UoAs' contribution to knowledge and understanding. One additional member of the panel will be an external senior academic to provide critical oversight in the decision-making process. At this point the outcome of the Selection Panel will be advisory.

The function of the Selection Panel is to propose a draft submission to the Final Approval Panel regarding the submission of outputs for each UoA, including any reserved lists

required for outputs identified as double-weighed.

Final Approval Panel Membership comprises Vice-Chancellor, Head of Research, and Head of Human Resources who approve the recommendations made by the Selection Panel. The Terms of Reference for the Approval Panel will direct it to check that:

- the correct number of outputs have been assigned to each submitting UoA including any reserved outputs for those that have been identified by the Selection Panel for double-weighting.
- the submission is representative of the research undertaken in the University and any substantive link that has been proposed more than five times in each UoA is supported by a reasonable rationale.
- supports a diversity of outputs
- the highest quality possible research has been selected
- the outputs have a substantive link to the University
- the Code of Practice has been applied consistently across all UoAs and output types

If the Approval Panel identifies any issues of non-compliance, they can either amend the submission or request that the Selection Panel amends the submission so that it complies with REF Guidance and the University's Code of Practice.

At the point of making the final submission to the REF submission system the Research Office and submitter can make minor amendments if the number of required outputs for each UoA is different than anticipated, or if any unidentified open access issues become apparent.

- **Training**:

Training is the same as reported in Part 2 of this Code of Practice.

2. **Equality Impact Assessment (EIA)**:

- **EIA Integration**:

The EIA carried out in 2025 (see Appendices) noted that learning differences are particularly prevalent relative to sector (17% of LAU research staff FTE vs 3% of DCPA and 1% of other sector staff). Therefore, this should be considered when researchers are identified as having SRR, research independence and when Panels select outputs. This has implications for operational systems and training activities.

The age profile of research staff is broadly in line with design, creative and performing arts (DCPA) research staff at other providers (except for a higher proportion in the 41-45 band), though is slightly older compared to the university's teaching staff and sector research staff in other areas.

The gender profile of the university's research staff (69%/31% female/male FPE) is significantly different to all comparator groups, with the closest being the DCPA research group at other providers (52%/48% female/male).

1. Aim, where practically possible, to have all Panels that are part of the decision-making process have a representative membership. For example, the Research Committee comprises researchers and research-enabling staff; researchers on fractional and full-time posts, people who identify as established researchers and ECRs, the gender balance is representative of the pool of researchers.
2. Ensure there the submission is representative of the research undertaken in the University where the range of output types may include those that are not text-based. Ensure that those outputs made by people with learning differences and prefer to express their research through a diverse range of approaches are seen as valuable as traditional outputs.

Undertake a Mock REF and carry out further analysis on the Selection of Outputs.

Part 6: Appendices

Appendix 1: Equality Impact Assessment: Leeds Arts University REF 2029 Code of Practice

1. Introduction

This section sets out the purpose of the EIA, and who (role / committee) is responsible for the EIA.

The Head of Research as Chair of the Research Committee is responsible for the Equality Impact Assessment of the Code of Practice REF 2029. Decisions made by the Research Committee as regards recommending the Code of Practice are ultimately approved by the Academic Board.

Following on from the previous EIA of the Code of Practice in 2021, this EIA was undertaken in 2025 following two years of the implementation of the Research Pathways Framework and after the University had taken part in the People, Culture and Environment Pilot.
It considers the data related to the profiles of the University's research staff (those on Research or Research & Teaching contracts) in terms of protected characteristics. It includes comparison to the University's non-research teaching staff, and to research staff at other providers where possible. Data came from Jisc via the Heidi Plus platform, and the University's HESA staff records.

HESA Staff Record 2022/ 23-2023/24 Copyright Jisc 19th March 2025. Neither the Higher Education Statistics Agency nor HESA Services Limited can accept responsibility for any inferences or conclusions derived by third parties from data or other information obtained from Heidi Plus.

This data was used to consider the Code of Practice's impact on those with different characteristics and with different contracts and stage in career. In particular the following aspects of the Code of Practice are considered:

i) Having a significant responsibility for research
ii) The processes for deciding research independence
iii) Allocating eligible contracts to UoAs
iv) The selection of outputs and the appeals process

2. Background

This section sets out the wider context, including measures taken to embed equality, equity, diversity and inclusion in REF processes.

Within Leeds Arts University's Research Strategy 2023-2030 there are two key aims relating to EDI:

- Supporting an inclusive environment that produces high-quality, rigorous research that is open to all.

- Promoting a research culture that supports a diversity of people, institutions, ideas,

methodologies, outputs and activities.

The institution produces an EDI report and makes it publicly available on an annual basis. The report includes data about the demographics of staff. Data about researchers is not currently shown separately due to the scale of the institution. Where Units of Assessments are relatively small, there would be potential for individuals to be identified. However, data about the protected characteristics of the researchers are available to the research department.

On an annual basis, the Head of Research sends a report to the chair of the EDI Committee regarding the research that has involved EDI issues. This forms part of the EDI report.

The Research Pathways Framework has been created to ensure that staff can apply to be research active throughout their career stages (pathway 1 supports people with PhDs who have an active research profile, Pathway 2 are researchers who may not have a PhD or who have just achieved one and feel less confident in their research practice. Pathway 3 supports people undertaking a PhD through the University's CPD Qualifications procedure).

The Professorial Policy and Procedure take a similar approach in that people can apply for associate professor and professor via a range of routes (including by research, by teaching and learning, and by distinction in academic management/leadership). This means that staff can be recognised for their particular strengths, interests and career histories (4.4). The demographic breakdown of the University's professors and associate professors in 2023-24 shows that a pattern unlike other institutions, currently 83% female professors and associate professors, 16% have a declared disability and 100% are white. These numbers are small so can be volatile from year to year so for example in 2022-23, 33% identified as coming from a minoritised ethnicity background.

Both the pathways and the professorial processes are compliant with The Declaration on Research Assessment (DORA) (4.6). Research contributions are assessed on the merit of the research itself rather than journal-based metrics such as Journal Impact Factors. Decisions are made based on clear published criteria, which are made accessible to potential applicants. Currently the gender pay for researchers is Mean Ac Gender Pay gap -5.75% Median Ac Gender Pay Gap -7.69% where females have a slightly higher rate of pay.

The research team and all researchers employed by the University undertake mandatory Equality & Diversity Online Training (4.8). The Research Coordinator (the research enabling member of staff) undertakes the ARMA Certificate in Research Management (advanced), within which there is an EDI module. Members of REF selection panels include those with EDI training designed for research and REF selection.

The University has a range of policies and procedures that support all researchers in their employment (for example, Anti-Bullying and Harassment policy, Code of Conduct, EDI Policy, Equity in Employment Policy, Flexible Working Procedure, Grievance Procedure, Recruitment and Selection Procedure, Request for Regrading Procedure).

The Head of Research has been trained in equality impact assessment, and codes of practice and other policies are evaluated using equality impact assessment processes.

The University's Ethics Policy states that researchers should acknowledge the work of others

appropriately. Field workers who collect data or provide substantial technical support should be acknowledged for their work in any research outcomes prepared for public dissemination. Any sponsors of the research should also be appropriately acknowledged. Whilst the CRediT taxonomy does provide 14 contributor roles, these do not always cover the range of contributions which can be made to research within the arts discipline areas. Potential work needs to be done in creating a similar system for arts-based researchers. The research enabling member of staff is consistently acknowledged for their contributions to the Learning Returns research project.

Leeds Arts University research office (in collaboration with the IT department) developed apps to facilitate processes to access the research budget, days and ethical approval. When compared with the wider sector it can be seen that percentages of neurodiversity at Leeds Arts University are relatively high therefore the apps provide an easier way to access forms for all staff. Arising from this the Head of Research and Research Coordinator have written a case study to share externally on the University's ethics app for the UK Committee on Research Integrity (UKCORI). Feedback from researchers includes, "I found the process of accessing the relevant documents and responding to the questions straightforward and useful", "It prompted me to consider ethics holistically" and "It helped me organise my thoughts".

Another initiative has been to think about how practice researchers from different underrepresented groups can be supported to see themselves as practice researchers. This has been undertaken by a project, the Visiting Research Associates programme (VRA), that resulted in a public facing exhibition after a series of seminars and workshops. At least one of the VRAs has subsequently been accepted onto a funded PhD.

The research team collaborate on a regular basis with the Widening Participation team (the department responsible for access and participation), undertaking a longitudinal study into the experience of students from minoritized ethnicity backgrounds. The Head of Research is also a member of GoHigher West Yorkshire Black, Asian, and Ethnic Minority group, and has collaborated on research projects aligned with that group's mission as seen in the blogpost, *Reflecting on our own background to progress collaborative Systematic Review* - Go Higher West Yorkshire.

3. Scope

3.1. What is covered by the EIA (policies / practices), what is being reviewed and why, and which protected characteristics have been considered?

The Leeds Arts University REF 2029 Code of Practice is being reviewed as it sets out the processes for:

i) Having a significant responsibility for research – identified by the Pathways Research Framework;

ii) The processes for deciding research independence - identified by the Pathways Research Framework;

iii) The selection of outputs and the appeals process – undertaken by the Selection Panel and the Final Approval Panel.

All the protected characteristics were considered and where there were some numbers too low to report on, this was noted in the analysis. Of particular significance are the participation of ECRs and participation of part-time staff due to the University's particular context explained previously.

3.2. Who is potentially affected by the above policies / practices?

All research active staff on research only or teaching and research contracts through a transparent process for deciding who has SRR and research independence. The Selection of Outputs has been 'decoupled' from individuals; however, the University will ensure its REF 2029 submission is representative of the research undertaken in the eligible period.

3.3. The stages involved / interim EIAs undertaken.

The final EDI on the Code of Practice for REF2021 was considered, as this drove the changes in the management of research through the Research Pathways Framework.

Prior to writing the Code of Practice for REF 2029, an Equality Impact Assessment internal research quality exercise in 2025 report was produced.

The data underpinning the 2025 EIA was presented by the Data analyst at the Research Committee (18 June 2025) who considered its findings.

The Code of Practice was submitted for consideration on the staff development days in the summer of 2025. The Code of Practice will be considered at the Research Committee on 1 October 2025, prior to submission to Academic Board recommendation, before submission to REF 2029 for approval. The University does not recognise any trade unions.

4. Analyses

The section below provides a summary of any findings of interim EIAs, as well as findings of the final EIA. This includes any statistical analyses conducted where the data are of sufficient size to allow this.

4.1. Summary of 2025 EIA

i) For almost every characteristic, the full time equivalent (FTE) and full person equivalent (FPE) profiles were very similar, indicating that worked hours are proportionately distributed by characteristic. The only potential exception was in sexual orientation, where the straight/heterosexual proportion of FTE was 5 percentage points lower than the proportion of FPE, indicating a slight tendency for straight/heterosexual staff to be on fewer hours (in research) than other staff of different sexual orientations. However, there was also a slightly higher unknown proportion in FPE, which may account for the difference.

ii) The age profile of research staff is broadly in line with design, creative and performing arts (DCPA) research staff at other providers (except for a higher proportion in the 41-45 band),

though is slightly older compared to the University's teaching staff and sector research staff in other areas.

iii) The disability profile of the University's research staff is significantly different to the sector (up to 30 p.p. different in FTE), with there being a notable difference between teaching and research (7 p.p. by FTE). Learning differences are particularly prevalent relative to sector (17% of LAU research staff FTE vs 3% of DCPA and 1% of other sector staff). The large 'two or more conditions' category for the University's teaching-only staff prevents meaningful internal comparison of the individual categories.

iv) The ethnicity profile of the University's academic staff is similar between research and teaching, but significantly different to sector. This is mainly due to the University having very few Asian ethnic group staff (0% to 1% FTE, versus 5% to 16% in the rest of the sector) and more White ethnic group staff (92% to 94% FTE versus 75% to 87%), though a larger unknown proportion in the sector is also a factor.

v) The gender profile of the University's research staff (69%/31% female/male FPE) is significantly different to all comparator groups, with the closest being the DCPA research group at other providers (52%/48% female/male).

vi) The proportion of research staff with no religion is significantly higher than amongst teaching-only staff (75% vs 66% FPE).

vii) The proportion of research staff identifying as straight/heterosexual is significantly lower than amongst teaching-only staff (58% vs 69% FTE) - though this is likely due to the very significant difference in the Unknown proportion.

viii) Whilst there were no research staff recorded as taking any sort of parental leave, the proportion of teaching-only staff taking parental leave was very low (and thus the actual difference insignificant).

4.2. Findings of 2025 EIA

i) **Could or does the policy affect one or more equality target group(s) in a different way to other groups?** There is no identified way of the Code and its implementation impacting on any equality group in a different way to any other group. At this point in time, there are a larger proportion of females than in the Teaching only group and a lower proportion of males. This could be because those on Research only contracts are mostly female, this is a small group of four researchers so it is difficult to report on this group separately. The ethnicity profile of the University's academic staff is similar between research and teaching, but significantly different to sector, as the researchers mostly come from the pool of teaching staff it is difficult for the Code of Practice to have a positive effect on this. However, interventions have been put in place to improve the diversity of researchers in the long term.

ii) **Could or do different equality groups have different needs in relation to the policy?** Learning differences are particularly prevalent relative to sector (17% of LAU research staff FTE vs 3% of DCPA and 1% of other sector staff). This will be considered when researchers

have SRR, research independence and when Panels select outputs. This has implications for operational systems and training activities.

iii) **Does the policy actually or potentially contribute to or hinder the promotion of equality of opportunity?** The Code promotes equality of opportunity as all higher education academic staff are able to apply for a Research Pathway annually. Those on a Pathway receive individual written feedback once a year from the Head of Research that takes into account their individual plans, their contract size and their career stage. Bearing in mind that a high proportion have reported a learning difference, the Head of Research is available to talk through their feedback if requested. The Pathways enable people at different stages of their careers to engage with research as people propose their own individual research plans

iv) **Does the policy offer opportunities to promote equality?** The code is neutral in this regard

v) **Does the policy have due regard to the need to eliminate discrimination?** Yes, through reflective consideration through the Research Committee, the aim is to identify any discrimination and to put in actions to eliminate it.

vi) **Does the policy help foster good relations between different people when carrying out their activities?** The code is neutral in this regard.

4.3. Actions deriving from the analysis:

i) Aim, where practically possible, to have all Panels that are part of the decision-making process to have a representative membership. For example, the Research Committee comprises researchers and research-enabling staff; researchers on fractional and full-time posts, people who identify as established researchers and ECRs, the gender balance is representative of the pool of researchers.

ii) Ensure there is support for people with learning differences and older researchers who may have barriers to new technological processes (this may seem like perpetuating a stereotype, and many older people have no barriers to new technologies, however, there does seem to be a correlation based on the experiences of research enabling staff.

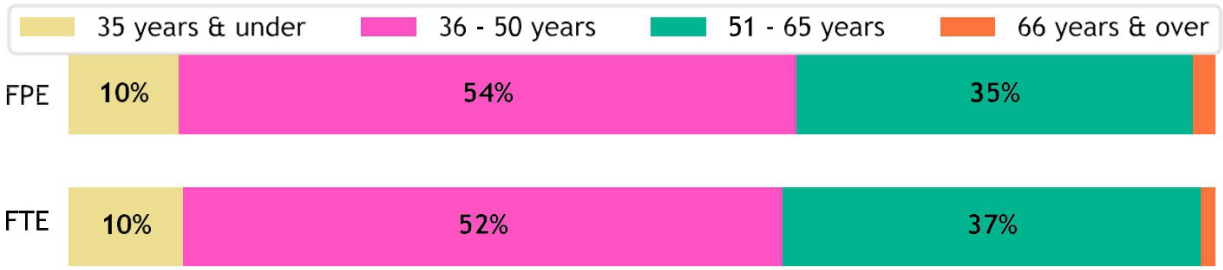
iii) Undertake a Mock REF and carry out further analysis on the Selection of Outputs.

5. Appended data sets

Age

Summary-level

Figure 1: LAU research staff metric profiles by age at 31 August (basic grouping), 22/23 and 23/24



Full Person Equivalent

Table 1: Staff FPE profiles by age at 31 August (basic grouping), 22/23 and 23/24

Age	LAU - Research	LAU - Teaching only	Sector - DCPA Research	Sector - Other Research
35 years & under	10%	25%	13%	27%
36 - 50 years	54%	52%	44%	44%
51 - 65 years	35%	22%	39%	26%
66 years & over	2%	1%	4%	3%

Full Time Equivalent

Table 2: Staff FTE profiles by age at 31 August (basic grouping), 22/23 and 23/24

Age	LAU - Research	LAU - Teaching only	Sector - DCPA Research	Sector - Other Research
35 years & under	10%	26%	13%	28%
36 - 50 years	52%	51%	45%	44%
51 - 65 years	37%	23%	39%	26%
66 years & over	1%	0%	3%	2%

Detailed-level

Full Person Equivalent

Table 3: Staff FPE profiles by detailed age, 22/23 and 23/24

Detailed Age	LAU - Research	LAU - Teaching only	Sector - DCPA Research	Sector - Other Research
25 years & under	0%	1%	1%	2%
26 - 30 years	4%	8%	4%	10%
31 - 35 years	6%	15%	9%	16%
36 - 40 years	13%	21%	13%	16%
41 - 45 years	25%	16%	13%	14%
46 - 50 years	15%	15%	18%	14%
51 - 55 years	15%	9%	17%	11%
56 - 60 years	15%	8%	14%	10%
61 - 65 years	4%	5%	7%	6%
66 years & over	2%	1%	4%	3%

Full Time Equivalent

Table 4: Staff FTE profiles by detailed age, 22/23 and 23/24

Detailed Age	LAU - Research	LAU - Teaching only	Sector - DCPA Research	Sector - Other Research
25 years & under	0%	2%	0%	2%
26 - 30 years	2%	8%	3%	10%
31 - 35 years	8%	16%	9%	16%
36 - 40 years	12%	20%	13%	17%
41 - 45 years	28%	16%	14%	14%
46 - 50 years	12%	16%	18%	14%
51 - 55 years	17%	10%	18%	11%
56 - 60 years	14%	8%	15%	9%
61 - 65 years	5%	5%	7%	5%
66 years & over	1%	0%	3%	2%

Disability

Summary-level

Figure 2: LAU research staff metric profiles by disability (basic), 22/23 and 23/24



Full Person Equivalent

Table 5: Staff FPE profiles by disability (basic), 22/23 and 23/24

Disability	LAU - Research	LAU - Teaching only	Sector - DCPA Research	Sector - Other Research
Known to have a disability	29%	35%	8%	6%
No known disability/unknown	71%	65%	92%	94%

Full Time Equivalent

Table 6: Staff FTE profiles by disability (basic), 22/23 and 23/24

Disability	LAU - Research	LAU - Teaching only	Sector - DCPA Research	Sector - Other Research
Known to have a disability	29%	36%	8%	6%
No known disability/unknown	71%	64%	92%	94%

Detailed-level

Full Person Equivalent

Table 7: Staff FPE profiles by detailed disability, 22/23 and 23/24

Detailed Disability	LAU - Research	LAU - Teaching only	Sector - DCPA Research	Sector - Other Research
Blind or have a visual impairment uncorrected by glasses	0%	0%	0%	0%
D/deaf or have a hearing impairment	0%	2%	0%	0%
Development condition that you have had since childhood which affects motor, cognitive, social and emotional skills, and speech and language	0%	0%	0%	0%
Learning difference	15%	11%	4%	1%
Long-term illness or health condition	2%	1%	1%	1%
Mental health condition, challenge or disorder	6%	7%	1%	1%
Physical impairment	0%	1%	1%	0%
Social/communication conditions	0%	1%	0%	0%
Two or more conditions	4%	10%	0%	0%
An impairment, health condition or learning difference not listed above	2%	2%	1%	1%
No known disability/unknown	71%	65%	92%	94%

Full Time Equivalent

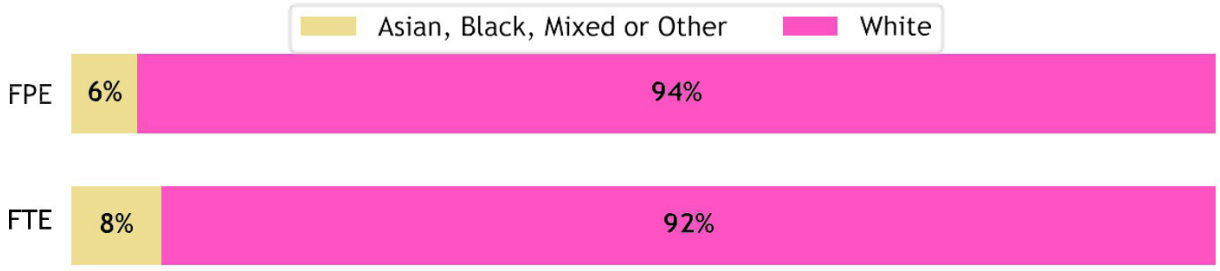
Table 8: Staff FTE profiles by detailed disability, 22/23 and 23/24

Detailed Disability	LAU - Research	LAU - Teaching only	Sector - DCPA Research	Sector - Other Research
Blind or have a visual impairment uncorrected by glasses	0%	0%	0%	0%
D/deaf or have a hearing impairment	0%	2%	0%	0%
Development condition that you have had since childhood which affects motor, cognitive, social and emotional skills, and speech and language	0%	0%	0%	0%
Learning difference	17%	11%	3%	1%
Long-term illness or health condition	2%	1%	1%	1%
Mental health condition, challenge or disorder	5%	7%	1%	1%
Physical impairment	0%	1%	1%	0%
Social/communication conditions	0%	1%	0%	0%
Two or more conditions	3%	11%	1%	0%
An impairment, health condition or learning difference not listed above	3%	2%	1%	1%
No known disability/unknown	71%	64%	92%	94%

Ethnicity

Summary-level

Figure 3: LAU research staff metric profiles by ethnicity (basic), 22/23 and 23/24



Full Person Equivalent

Table 9: Staff FPE profiles by ethnicity (basic), 22/23 and 23/24

Ethnicity	LAU - Research	LAU - Teaching only	Sector - DCPA Research	Sector - Other Research
Asian, Black, Mixed or Other	6%	7%	12%	22%
Unknown	0%	4%	8%	9%
White	94%	89%	80%	69%

Full Time Equivalent

Table 10: Staff FTE profiles by ethnicity (basic), 22/23 and 23/24

Ethnicity	LAU - Research	LAU - Teaching only	Sector - DCPA Research	Sector - Other Research
Asian, Black, Mixed or Other	8%	6%	12%	23%
Unknown	0%	4%	6%	9%
White	92%	90%	81%	68%

Detailed-level

Full Person Equivalent

Table 11: Staff FPE profiles by detailed ethnicity, 22/23 and 23/24

Detailed Ethnicity	LAU - Research	LAU - Teaching only	Sector - DCPA Research	Sector - Other Research
Asian	0%	1%	5%	14%
Black	4%	2%	2%	3%
Mixed	2%	3%	4%	3%
Other	0%	0%	2%	3%
Unknown/not applicable	0%	4%	8%	9%
White	94%	89%	80%	69%

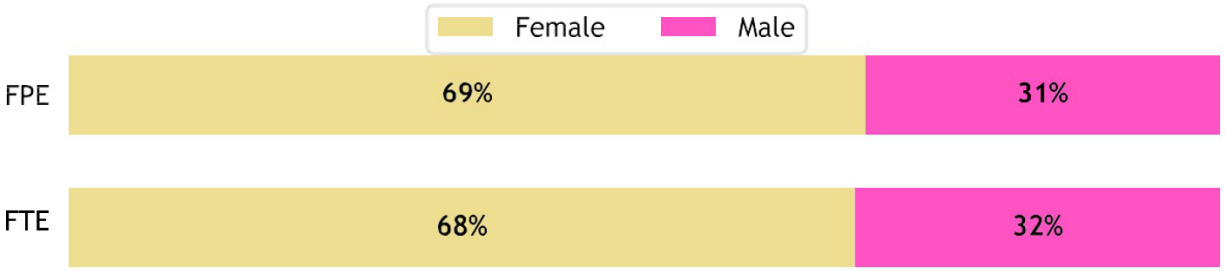
Full Time Equivalent

Table 12: Staff FTE profiles by detailed ethnicity, 22/23 and 23/24

Detailed Ethnicity	LAU - Research	LAU - Teaching only	Sector - DCPA Research	Sector - Other Research
Asian	0%	1%	5%	14%
Black	5%	2%	2%	3%
Mixed	3%	3%	4%	3%
Other	0%	0%	2%	3%
Unknown/not applicable	0%	4%	6%	9%
White	92%	90%	81%	68%

Gender

Figure 4: LAU research staff metric profiles by sex, 22/23 and 23/24



Full Person Equivalent

Table 13: Staff FPE profiles by sex, 22/23 and 23/24

Gender	LAU - Research	LAU - Teaching only	Sector - DCPA Research	Sector - Other Research
Female	69%	49%	52%	45%
Male	31%	50%	48%	55%
Other	0%	0%	0%	0%

Full Time Equivalent

Table 14: Staff FTE profiles by sex, 22/23 and 23/24

Gender	LAU - Research	LAU - Teaching only	Sector - DCPA Research	Sector - Other Research
Female	68%	45%	50%	44%
Male	32%	54%	49%	55%
Other	0%	0%	0%	0%

LAU-only Characteristics:

Religion

Figure 5: LAU research staff metric profiles by religion, 22/23 and 23/24

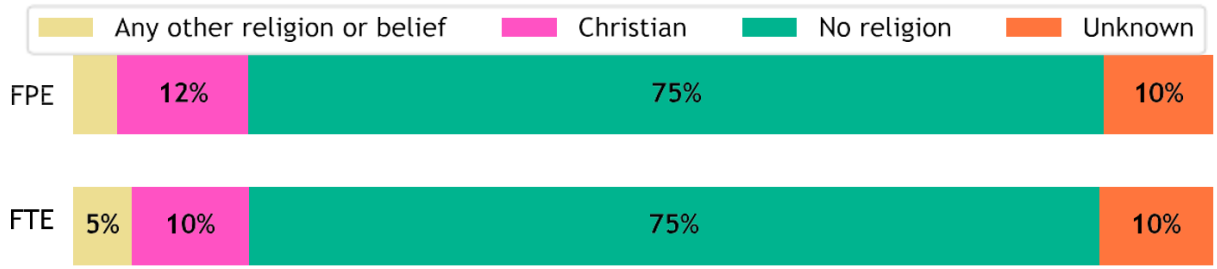


Table 15: Staff FPE profiles by religion, 22/23 and 23/24

Religion	LAU - Research	LAU - Teaching only
Any other religion or belief	4%	4%
Christian	12%	14%
Jewish	0%	1%
Muslim	0%	0%
No religion	75%	66%
Unknown	10%	14%

Table 16: Staff FTE profiles by religion, 22/23 and 23/24

Religion	LAU - Research	LAU - Teaching only
Any other religion or belief	5%	4%
Christian	10%	13%
Jewish	0%	1%
Muslim	0%	0%
No religion	75%	68%
Unknown	10%	15%

Sexual Orientation

Figure 6: LAU research staff metric profiles by sexual orientation, 22/23 and 23/24

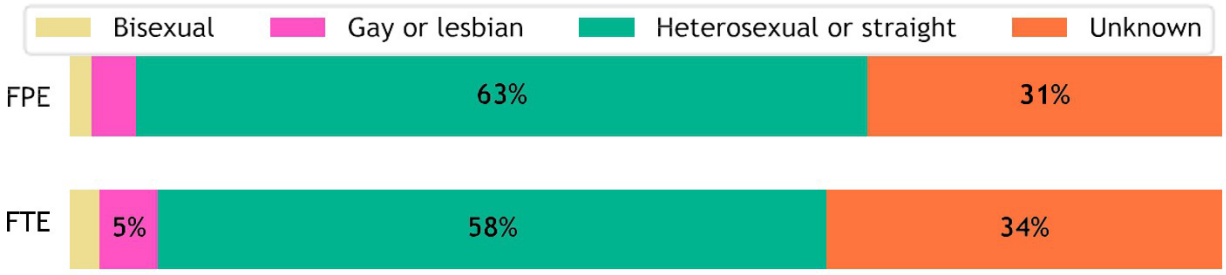


Table 17: Staff FPE profiles by sexual orientation, 22/23 and 23/24

Sexual Orientation	LAU - Research	LAU - Teaching only
Bisexual	2%	6%
Gay or lesbian	4%	5%
Heterosexual or straight	63%	68%
Other sexual orientation	0%	2%
Unknown	31%	19%

Table 18: Staff FTE profiles by sexual orientation, 22/23 and 23/24

Sexual Orientation	LAU - Research	LAU - Teaching only
Bisexual	3%	4%
Gay or lesbian	5%	6%
Heterosexual or straight	58%	69%
Other sexual orientation	0%	2%
Unknown	34%	20%

Parental Leave

Figure 7: LAU research staff metric profiles by parental leave, 22/23 and 23/24

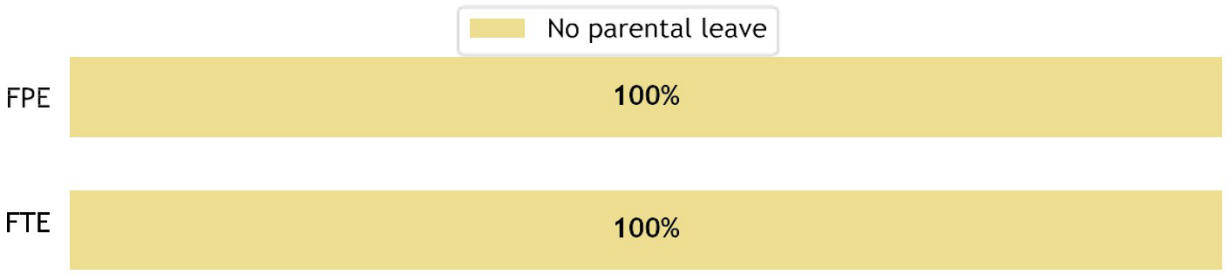


Table 19: Staff FPE profiles by parental leave, 22/23 and 23/24

Parental Leave	LAU - Research	LAU - Teaching only
No parental leave	100%	97%
Parental leave	0%	3%

Table 20: Staff FTE profiles by parental leave, 22/23 and 23/24

Parental Leave	LAU - Research	LAU - Teaching only
No parental leave	100%	97%
Parental leave	0%	3%

Appendix 2: Referenced material in the CoP

1. Volume Measure guidance: https://2029.ref.ac.uk/guidance/section-3-volume-measure-guidance/
2. The Research Pathways Framework
3. Declaration on Research Assessment (DORA): University's commitment to DORA'S Principles: https://www.leeds-art.ac.uk/research/declaration-on-research- assessment

4. Leeds Arts University Research Strategy 2023-2030: **https://www.leeds-art.ac.uk/research/research-strategy**
5. Contributions to Knowledge and Understanding (CKU) guidance: **https://2029.ref.ac.uk/guidance/section-4-contributions-to-knowledge-and-understanding-cku-guidance/**
6. Code of Practice guidance: **https://2029.ref.ac.uk/guidance/section-8-code-of-practice-guidance/**
7. Open Research Policy: https://leedsarts.sharepoint.com/sites/PublicUniversityDocuments/External%20Sharing%20Documents/Forms/University%20Document.aspx?id=%2Fsites%2FPublicUniversityDocuments%2FExternal%20Sharing%20Documents%2FRisk%20and%20Research%2FOpen%20Research%20Policy%5F1%2Epdf&parent=%2Fsites%2FPublicUniversityDocuments%2FExternal%20Sharing%20Documents%2FRisk%20and%20Research
8. Contributor Role Taxonomy (CRediT): **https://credit.niso.org/**