



The Lincoln Equality of Attainment Project (LEAP)

Annual Review and Action Plan

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Executive Summary

The interdisciplinary LEAP project was formally launched by the University of Lincoln (UoL) in the 2018-19 academic year to examine the differential student outcomes (commonly referred to as degree attainment gaps) frequently observed among some groups of undergraduates and particularly in terms of ethnicity, disability, gender and socio-economic background. Vivaly, LEAP seeks to provide advice on how differential attainment might be addressed through research-informed and evidence-based changes to curriculum design and teaching and assessment practices. The work of the LEAP project is intended to make contributions to UoL's progress towards the realisation of its targets set out in its Access and Participation Plan (APP) in terms of student success.

For its initial phase, 2019-2020, the primary focus of LEAP was to explore BAME differential student outcomes at School and/or programme level. The purposes were to discover the practices that enable or hinder BAME students from having equal opportunities to achieve their full potential, to make recommendations on new initiatives to be implemented, to identify areas (i.e. prioritised Schools or programmes) where these initiatives could be piloted to achieve the greatest impact on raising BAME student success, and to narrow or eradicate existing BAME differential student outcomes where these occur.

In past academic year, the LEAP project reached twelve Schools and eight programmes across the university's four Colleges. In total, 34 students including 24 BAME students, 15 staff from the senior leadership team, the Student Union, the Library, the Race Equality Charter team, pre-identified programmes and 71 undergraduate course representatives took part in LEAP's individual interviews, focus groups and an open-ended survey. This was undertaken in parallel with a systematic analysis of institution student attainment data and National Student Survey results. The quantitative and qualitative evidence collected have informed the production of the Inclusive Assessment Checklist presented in Appendix A.

The scope of the LEAP project extended considerably as it progressed. The nationally acclaimed 'Student as Producer' initiative was successfully embedded through three Undergraduate Research Opportunities Scheme (UROS) projects. These are currently being led by six undergraduate students from diverse national, ethnic and socio-economic backgrounds to examine BAME differential student outcomes from their own unique and invaluable perspectives. A LEAP community of practice was established and expanded with over 30 proactive members and a Microsoft Teams site was launched in September 2019 which remains active for sharing resources and access to external opportunities and providing a safe environment for open discussions on student experience and success in association with ethnicity and a range of other protected characteristics.

Key lessons learned from LEAP's extensive internal and external consultation and its first-year of full-time operation are summarised as follows:

- Strong leadership at all levels is a key factor. The LEAP project has received strong leadership support from UoL's senior leadership team, which frequently facilitated the project lead's initiation of uneasy communications with Colleges, Schools, the SU and relevant professional services departments on race, ethnicity and differential outcomes (attainment gaps). Strong leadership also helped the project lead to access essential institutional data for developing

university-specific understanding of existing differential outcomes and identifying prioritised Schools and programmes to be reached.

- Encouraging School engagement was challenging but still imperative for undertaking evidence-informed activities to collectively address BAME differential student outcomes. Throughout the LEAP project's first year cycle, the formation of an informal LEAP community bringing together interested stakeholders (e.g. CDoEs, staff representatives from the SU, library and PBI, and self-volunteered programme leaders) has offered an enduring dimension to internal consultation and establishment of relationships. But proactive engagement and long-term commitment at School level need to be considered equally, if not more, important and impactful in terms of collectively working to address attainment gaps in an evidence base and sharing 'what works' and 'what does not'.
- For the benefit of developing more racially diverse and inclusive curriculum, academic staff's, as well as students', awareness of existing BAME differential student outcomes need to be promoted, and the importance of addressing them could be better communicated if through clear and consistent messages from university senior leaders, College leadership teams, and Schools. LEAP's extensive consultation and qualitative data collected show that there was a lack of awareness among the staff and students interviewed. The level of staff and student awareness of the University-, School- or programme- differential outcomes (specific gaps) was even lower. Amongst most of staff and students interviewed, uncertainty and a lack of confidence prevailed when their insights into this topic were consulted.

In the 2020-21 academic year, the primary focus of the LEAP project will continue to address differential student outcomes in relation to ethnicity, improving BAME students' academic experience at UoL, and supporting their success. This will include assisting Schools and staff therein in the process of planning and taking actions to provide more racially diverse and inclusive curriculum. Other aspects of the LEAP project, including supporting the evaluation of Lincoln International Business School's (LIBS) Inclusive Curriculum project and exploring differential student outcomes in terms of gender, disability and socio-economic background, will be attended to as required.

In order to move the project forward, the following recommendations are proposed with an acknowledgement that some relevant work had already been initiated by colleagues across the university. Importantly, how project risks identified (Page 17) are mitigated will have a decisive influence on the success of the LEAP Action Plan 2020-21, with the most significant potential risks associated with failure to receive long-term commitment from senior leadership, commitment from the prioritised Schools and insufficient project resources.

- Recommendation 1 (Organisation): Communicating UoL's strong leadership and commitment to addressing the BAME attainment gap in a clear and consistent manner.
 - To nominate a member of staff in each School as the 'School BAME Student Success Champion' to share School's good practices, to collaborate with LEAP, and to feed back to Schools
 - To create and maintain a standing item in each School's planning and in Teaching and Learning priorities regarding supporting BAME student success and addressing the gap
- Recommendation 2 (Organisation): Collectively developing, disseminating and embedding a Racially Inclusive Curriculum Toolkit to provide resources on relevant policies, key concepts, literature, and examples of good professional practices.

- To identify key sections to be included in the Toolkit (e.g. unpicking 'eurocentrism and 'whiteness' in the context of curriculum; indicators of inclusive assessment practices), and to clearly communicate accountability and responsibility to Colleges/Schools/departments/teams in terms of their individual contribution to the development of the Toolkit
- To provide opportunities for students (BAME students in particular) to be able to contribute to the development of the Toolkit
- This work will be part of the university "Decolonisation of the curriculum" working group
- Recommendation 3 (Organisation): Further disseminating the LEAP project among staff and students and other good work undertaken within UoL in relation to race equality.
 - To launch a website collating and promoting all the initiatives in relation to race equality, inclusion and diversity, including the LEAP project
 - To host a university-wide event (digital) in September 2020 for disseminating the LEAP project
- Recommendation 4 (Prioritising Schools): Raising staff and student awareness, changing culture and improving staff cultural competence within the Schools prioritised. To launch the Improving BAME Student Success Education Programme in each prioritised Schools:
 - Creating a safe environment (e.g. coffee meetings, seminars, online platforms) for staff to openly and safely talk about race, racism and differential student outcomes
 - Promoting a transparent and respectful student and staff discussion: is the use of 'attainment gap' acceptable for future conversations in the School? If not, what is a more acceptable alternative?
 - Offering opportunities for a delivery of LEAP introduction and presentation
 - Scrutinising School- and programme- level attainment gap data from Dashboard and making sure all teaching staff and personal tutors are well aware of the evidence
 - Hosting explicit discussions on what racially 'inclusive curriculum' means locally and practically; and developing an agreement on concrete areas to be collectively improved as a School
 - Understanding experiences of BAME students and consulting them on perceived barriers to their attainment
 - Providing resources and trainings for developing staff's cultural competency
- Recommendation 5 (Prioritising Schools): Prioritising Schools to locally deliver an Assessment Literacy workshop to improve staff and student assessment literacy with a view to promoting inclusivity in assessment. Materials for the workshop are recommended to be included in the Toolkit as per Recommendation 2
- Recommendation 6 (Organisation - Educational Material): Developing online materials for staff and students covering anti-racism and cultural competency. This project will link up with the LIBS Cultural Competency microcredential work and share material/delivery. It will only be possible with additional resource in the team, or rely on colleagues to develop materials.

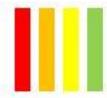
Project Review 2019-20 (Y0)

The interdisciplinary LEAP project was officially launched by UoL in January 2019 to examine the differential student outcomes frequently observed among some groups of undergraduates and particularly in terms of ethnicity, disability, gender and socio-economic background. The UoL has a strong strategic commitment to creating a culturally diverse community where different ideas, values and beliefs are acknowledged, valued and respected equally and embedded into all the core business within the university. LEAP embodies this position within the institution's mission and strives to help the university better understand its own context-specific reasons why differential student outcomes exist and persist. Vivaly, LEAP seeks to provide advice on how differential attainment might be addressed through research-informed and evidence-based changes to curriculum design and teaching and assessment practices. LEAP also makes contributions to UoL's progress towards the realisation of its student success targets set out in its Access and Participation Plan (APP).

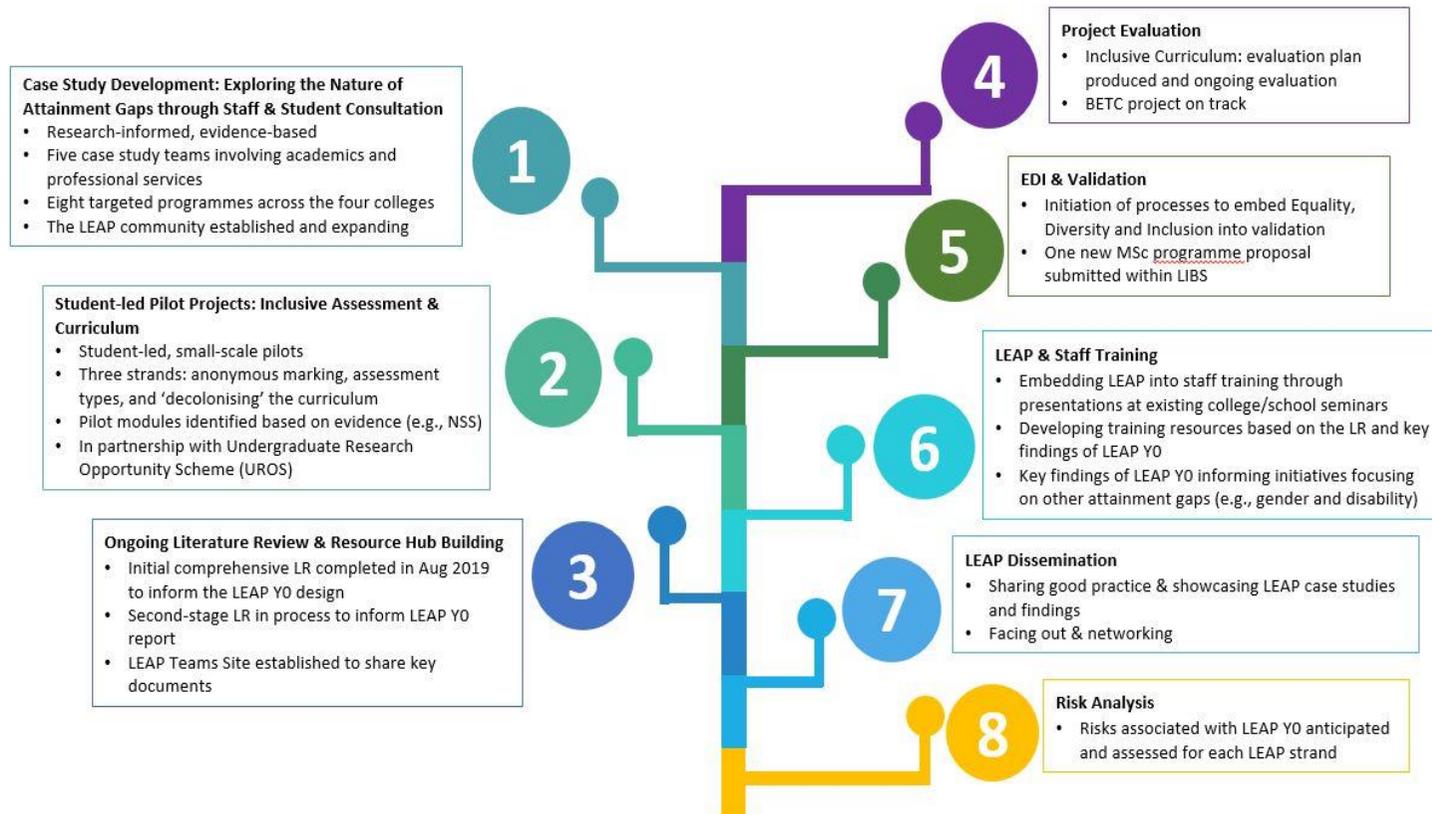
The overview of the LEAP Action Plan 2019-20 (Figure 1) was submitted to and approved by TEGS in October 2019. It presents the eight strands to be implemented across the university in Y0 and details specific activities to be carried out for individual strand.

To achieve its aims, the LEAP project brings a mixed-method approach to its work. Quantitative student data from the university's central data team offers the opportunity to examine differences in student academic performances across Colleges, Schools and programmes. Qualitative data collected by a combination of techniques enables LEAP to explore in more depth student and staff perceptions and experiences of where barriers exist and how good practices can be shared to ensure all students have equal opportunities to achieve their full potential.

FIGURE 1: OVERVIEW OF LEAP ACTION PLAN 2019-20



LEAP Action Plan Year 0 2019-2020



Performance

This section reviews and summarises what LEAP has done in relation to its Strand targets set in September 2019. Whilst an overview of the progress LEAP had made between July 2019 and June 2020 is presented in Figure 2, targets, milestone activities and key accomplishments within each LEAP strand are detailed in Table 1.

FIGURE 2: OVERVIEW OF LEAP STRANDS AND KEY ACCOMPLISHMENTS 2019-20

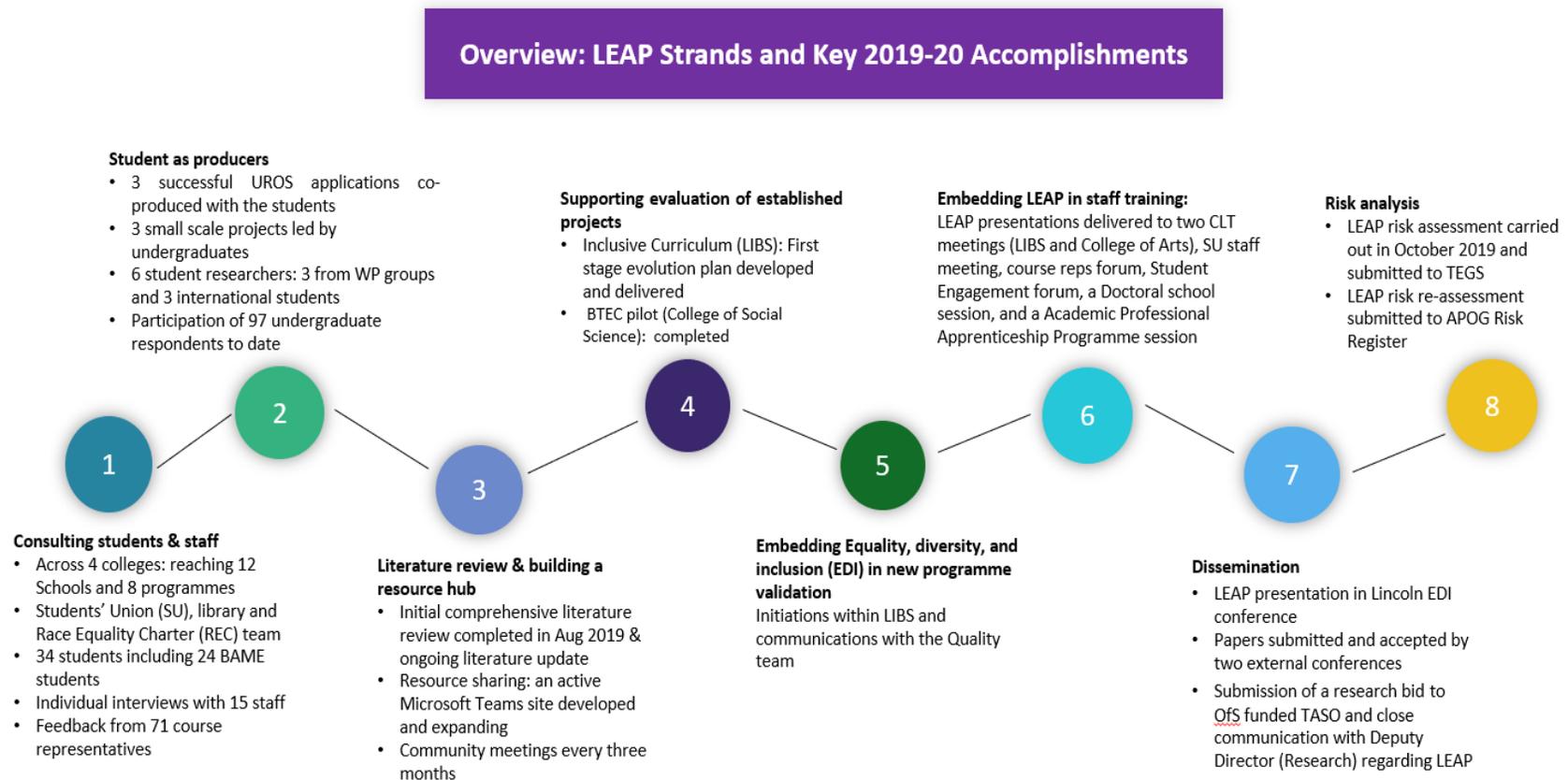


TABLE 1: LEAP STRAND, TARGET AND KEY ACCOMPLISHMENTS IN 2019-20

LEAP Strand and Target	Key Accomplishment versus Strand Target			Additional Delivery																			
<p style="text-align: center;">1</p> <p>Exploring differential student outcomes</p> <p>Target 1.1: Engaging and consulting <u>five pre-identified case study teams</u> to explore the nature of differential student outcomes in relation to ethnicity</p> <p>Target 1.2: Conducting interviews/focus groups within the <u>eight prioritised programmes</u> where widest and narrowest attainment gaps existed</p> <p>Target 1.3: Starting to establish research-informed, evidence-based understanding of existing differential</p>	<p>Target 1.1 and 1.2:</p> <ul style="list-style-type: none"> Ethics approval obtained Extensive internal networking with five identified case study teams, with conduction of 15 staff interviews, 18 BAME student interviews, and a qualitative questionnaire to which 19 Pharmacy students (9 were BAME students) responded: 			<ul style="list-style-type: none"> Consultation with Head of Student Wellbeing Consultation with Course reps and received feedback from 71 course reps <u>Additional Schools or programmes</u> reached: 																			
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="531 651 762 748">Case Study Team</th> <th data-bbox="762 651 1262 748">Who were engaged and consulted</th> <th data-bbox="1262 651 1430 748">Performance versus target</th> </tr> </thead> <tbody> <tr> <td data-bbox="531 748 762 886">Students' Union (SU)</td> <td data-bbox="762 748 1262 886"> <ul style="list-style-type: none"> Chief Executive; Head of Student Voice and Insight; Leaders: VP & VP Education; Student Voice and Insight team </td> <td data-bbox="1262 748 1430 886">Target met</td> </tr> <tr> <td data-bbox="531 886 762 1019">Race Equality Charter (REC) team</td> <td data-bbox="762 886 1262 1019"> <ul style="list-style-type: none"> Equalities Manager Former REC officer Former Head of Equality, Engagement and Development </td> <td data-bbox="1262 886 1430 1019">Target met</td> </tr> <tr> <td data-bbox="531 1019 762 1154">Senior Leadership Team</td> <td data-bbox="762 1019 1262 1154"> <ul style="list-style-type: none"> DVC Student Development and Engagement All College Directors of Education (CDoEs) </td> <td data-bbox="1262 1019 1430 1154">Target met</td> </tr> <tr> <td data-bbox="531 1154 762 1386">Library</td> <td data-bbox="762 1154 1262 1386"> <ul style="list-style-type: none"> Dean of Student Learning Development and University Librarian Academic Writing Support Manager Maths and Statistics Centre Manager </td> <td data-bbox="1262 1154 1430 1386">Target met</td> </tr> </tbody> </table>	Case Study Team	Who were engaged and consulted	Performance versus target	Students' Union (SU)	<ul style="list-style-type: none"> Chief Executive; Head of Student Voice and Insight; Leaders: VP & VP Education; Student Voice and Insight team 	Target met	Race Equality Charter (REC) team	<ul style="list-style-type: none"> Equalities Manager Former REC officer Former Head of Equality, Engagement and Development 	Target met	Senior Leadership Team	<ul style="list-style-type: none"> DVC Student Development and Engagement All College Directors of Education (CDoEs) 	Target met	Library	<ul style="list-style-type: none"> Dean of Student Learning Development and University Librarian Academic Writing Support Manager Maths and Statistics Centre Manager 	Target met	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1472 761 1598 850">College</th> <th data-bbox="1598 761 1892 850">School/programme</th> </tr> </thead> <tbody> <tr> <td data-bbox="1472 850 1598 1179" style="text-align: center;">LIBS</td> <td data-bbox="1598 850 1892 1179"> LEAP presentation delivered in one CLT meeting <u>One additional programme reached:</u> Intercultural Transition Programme (Department of Marketing and Tourism) </td> </tr> <tr> <td data-bbox="1472 1179 1598 1401" style="text-align: center;">Social Science</td> <td data-bbox="1598 1179 1892 1401"> Narrowing BAME differential student outcome included in college focuses <u>Four Schools</u> researched: </td> </tr> </tbody> </table>		College	School/programme	LIBS	LEAP presentation delivered in one CLT meeting <u>One additional programme reached:</u> Intercultural Transition Programme (Department of Marketing and Tourism)	Social Science	Narrowing BAME differential student outcome included in college focuses <u>Four Schools</u> researched:
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<p>student outcomes associated with ethnicity</p>	<p>Eight prioritised programmes</p>	<p>Five prioritised programmes were engaged through extensive staff and student consultation (e.g. interviews, focus groups, meetings):</p> <ul style="list-style-type: none"> • Master of Pharmacy (School of Pharmacy) • BA Creative Advertising (School of Design); • BSc Biomedical Science (School of Life Sciences); • Foundation Year Studies (Foundation Studies Centre); • BSc Psychology (School of Psychology) • BA Interior Architecture and Design (School of Design) <p>Three prioritised programmes were not engaged as planned:</p> <ul style="list-style-type: none"> • BSc Logistics Management (Department of Strategy and Enterprise) • BA Accountancy and Finance (Department of Accountancy, Finance and Economics) 	<p>Target partially met:</p> <p>Six out of eight prioritised programmes were engaged</p> <p>Two prioritised programmes (highlighted) were not engaged</p>	<table border="1" data-bbox="1472 191 1890 748"> <tr> <td></td> <td>Law Education Health and Social Care Social and Political Sciences</td> </tr> <tr> <td>Science</td> <td>School of Pharmacy</td> </tr> <tr> <td>Arts</td> <td>LEAP presentation delivered in CLT meeting</td> </tr> <tr> <td></td> <td><u>One</u> additional programme reached: Film Production (School of Film and Media)</td> </tr> <tr> <td></td> <td><u>One</u> school research: School of Fine and Performing Arts</td> </tr> </table> <ul style="list-style-type: none"> • LEAP presentation to and consultation with the Widening Participation (WP) community of practice: key messages summarised (Appendix B) and shared with the LEAP community • A workshop with 9 Design students to discuss a more student-acceptable phrase alternative to 'attainment gap' 		Law Education Health and Social Care Social and Political Sciences	Science	School of Pharmacy	Arts	LEAP presentation delivered in CLT meeting		<u>One</u> additional programme reached: Film Production (School of Film and Media)		<u>One</u> school research: School of Fine and Performing Arts
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<p style="text-align: center;">2</p>	<p>Target 2.1</p> <ul style="list-style-type: none"> • Three projects co-designed with the six student leads • A wide range of areas covered to 'decolonise' the curriculum and student experience: <ul style="list-style-type: none"> ▪ <i>assessment practices</i>: assessment types, assessment fairness 		<ul style="list-style-type: none"> • Presentations delivered by two projects' student leads to the LEAP community 											

<p>Student as producers: student-led projects</p> <p>Target 2.1: empowering students to 'decolonise' the curriculum</p> <p>Target 2.2: involving pre-selected modules /programmes</p> <p>Target 2.3: establishing collaboration of UROS and OfS Mental Health project</p>	<ul style="list-style-type: none"> ▪ <i>first-year transitional challenges</i>: comparing self-perceived transitional challenges by ethnicity and exploring influences on academic achievement in UoL and mental health ▪ <i>international students' transitioning experiences at UoL</i>: influences on academic performance and effectiveness of peer support <p>Target 2.2</p> <table border="1" data-bbox="531 495 1442 959"> <thead> <tr> <th data-bbox="531 495 989 561">Focused modules/programmes and Schools</th> <th data-bbox="989 495 1442 561">Schools Actually Engaged</th> </tr> </thead> <tbody> <tr> <td data-bbox="531 561 989 727"> Project 1: <ul style="list-style-type: none"> • Pharmacy 302 &301 (School of Pharmacy) • Research Process 3: Design Exegesis (School of Design) </td> <td data-bbox="989 561 1442 727">All programmes in School of Education</td> </tr> <tr> <td data-bbox="531 727 989 829"> Project 2: <ul style="list-style-type: none"> • MChem Chemistry (School of Chemistry) </td> <td data-bbox="989 727 1442 829">Students from multi Schools (Schools to be specified when data collection completes at end of June 2020)</td> </tr> <tr> <td data-bbox="531 829 989 959"> Project 3: <ul style="list-style-type: none"> • BSc Events Management (Department of Tourism and Events Management) </td> <td data-bbox="989 829 1442 959">Intercultural Transition Programme (Department of Marketing and Tourism)</td> </tr> </tbody> </table> <p>Target 2.3:</p> <ul style="list-style-type: none"> • Three successful UROS applications • Ethics approval obtained • Effective partnership established with OfS Mental Health project 	Focused modules/programmes and Schools	Schools Actually Engaged	Project 1: <ul style="list-style-type: none"> • Pharmacy 302 &301 (School of Pharmacy) • Research Process 3: Design Exegesis (School of Design) 	All programmes in School of Education	Project 2: <ul style="list-style-type: none"> • MChem Chemistry (School of Chemistry) 	Students from multi Schools (Schools to be specified when data collection completes at end of June 2020)	Project 3: <ul style="list-style-type: none"> • BSc Events Management (Department of Tourism and Events Management) 	Intercultural Transition Programme (Department of Marketing and Tourism)	<ul style="list-style-type: none"> • Regular supervision meetings with the student leads • Two projects processed as planned and one project deferred due to the impact of COVID-19
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<div style="text-align: center;">  <p>3</p> </div> <p>Literature Review & Resource Hub Building</p>	<p>Target 3.1</p> <ul style="list-style-type: none"> • First stage comprehensive LR completed in August 2019 • LR presented to the LEAP community in September 2019 • External activities attended and notes/summaries shared with the LEAP community 									

<p>Target 3.1: carrying out a systematic review of literature on differential learning outcomes to inform LEAP</p> <p>Target 3.2: establishing a hub to share resources</p>	<ul style="list-style-type: none"> Numerous conferences and webinars attending to learn good practice from other institutions <p>Target 3.2:</p> <ul style="list-style-type: none"> A Microsoft Teams Site established to share key resources and external activities (e.g. conferences, webinars) LEAP community meetings every three-month to share resources and key updates 	
<p>4</p> <p>Project Evaluation</p> <p>Target 4: supporting evaluation of Inclusive Curriculum project at LIBS and BTEC Pilot project at College of Social Science</p>	<p>Target 4:</p> <ul style="list-style-type: none"> A detailed evaluation plan developed for the Inclusive Curriculum project BETC project on track 	
<p>5</p> <p>Target 5: initiation of processes to embed Equality, diversity and inclusion (EDI) in new programme validation</p>	<p>Target 5:</p> <ul style="list-style-type: none"> A new MSc programme proposal submitted within LIBS Meetings and initial discussions between with LIBS colleagues and the Quality team with regard to embedding EDI An action plan produced by LIBS in response to Advance HE review to promote EDI in curriculum (Appendix C) 	
<p>6</p> <p>Embedding LEAP in staff training</p>	<p>Target 6.1</p> <ul style="list-style-type: none"> LEAP presentation delivered at CLT meetings for two colleges: College of Arts and LIBS <p>Target 6.2:</p>	<p>LEAP presentations delivered in:</p> <ul style="list-style-type: none"> SU staff meeting in December 2019 Widening Participation community of practice bringing

<p>Target 6.1: delivering LEAP presentations at College and School level</p> <p>Target 6.2: exploring opportunities to embedding LEAP resources into staff training and development</p>	<ul style="list-style-type: none"> • Providing regular feedback to CDoEs via LEAP community meetings and emails • Initial discussions with the Programme Manager for HEA recognition to explore potential ways to embed LEAP recourses into CPD and the university's internal HEA programme; • Extensive communications with Jasper Shotts (Head of LALT) to explore opportunities 	<p>together professional staff across departments</p> <ul style="list-style-type: none"> • The Student Engagement forum • A Doctoral School session in February 2020 • A session for the internal Academic Professional Apprenticeship Programme which is for staff new to teaching in HE
<p>7</p> <p>LEAP dissemination</p> <p>Target 7: disseminating LEAP internally and facing out</p>	<p>Target 7:</p> <ul style="list-style-type: none"> • LEAP presentation delivered in Lincoln's first EDI conference • Paper accepted by 2020 Forum for Access and Continue Education (FACE) Annual Conference • Paper accepted by Researching, Advancing & Inspiring Student Engagement (RAISE) 2020 conference • Reposition the LEAP profile in LHERI website • A research bid submitted to OfS funded Transforming Access and Student Outcomes in Higher Education (TASO) 	<p>LEAP profile increased through extensive negotiations with TASO Deputy Director (Research)</p>
<p>8</p> <p>Risk Analysis</p> <p>Target 8: assessing critical risks attached to LEAP's strands and 2019-20 targets</p>	<p>Target 8:</p> <ul style="list-style-type: none"> ▪ LEAP risk assessment carried out in October 2019 (Appendix D) 	<p>New LEAP risk assessment carried out and reported to APOG risk registrar</p>

Key Lessons Learned

This section communicates challenges encountered by the project lead during the process of engaging prioritised Colleges, Schools, professional services, UoL staff and students in the LEAP project and key lessons learned after a comprehensive review of the project's 2019-20 cycle, with an intention of discovering opportunities for future improvement and moving the project forward in next academic year.

1. **Strong leadership at all levels is a key factor.** The LEAP project has received strong leadership support from UoL's senior leadership team, which facilitated the project lead's initiation of uneasy communication with Colleges, Schools, the SU and relevant professional services departments on race, ethnicity and differential outcomes (the attainment gaps). Strong leadership also provided the project lead with access to PBI Dashboards where essential institutional data, such as student attainment data and the number of BAME students by Colleges and Schools, is available for developing university-specific understanding of existing differential outcomes and prioritising Schools and programmes to be reached.
2. **Encouraging School engagement was challenging but still imperative for undertaking evidence-informed activities to collectively address differential student outcomes in terms of ethnicity.** Throughout the LEAP project's first year cycle, the formation of an informal LEAP community bringing together interested stakeholders (e.g. CDoEs, staff representatives from SU, library and PBI, and self-volunteered programme leaders) has offered an enduring dimension to internal consultation and establishment of relationships. One key lesson learned is that proactive engagement and long-term commitment at School level should be considered equally, if not more, important and impactful in terms of collectively working to address attainment gaps in the evidence base and sharing evidence on 'what works' and 'what does not'. In 2019-20 academic year, the difficulty of engaging some pre-identified programmes/departments (e.g. red in Table 1) has resulted in adjustment to project delivery (e.g. targeted modules/programmes for Strand 2 student-led projects versus actual programmes and Schools engaged).

It was more challenging to establish effective working relationships and have meaningful dialogues with Schools where relatively noticeable BAME differential student outcomes (attainment gaps) had been frequently observed. Nevertheless, the widespread sense of hesitation, lack of confidence, low motivation, or reluctance to take part in conversations and initiatives on addressing BAME attainment gap presents unique opportunities for the LEAP project to identify prioritised actions for next year.

3. **For the benefit of developing more racially diverse and inclusive curriculum, academic staff's, as well as students', awareness of existing BAME differential student outcomes should be promoted; and the importance of addressing them could be better communicated if through clear and consistent messages from university senior leaders, College leadership teams, and Schools.** LEAP's Strand 1 work showed that there was a lack of awareness among the staff and students interviewed. The level of staff and student awareness of the University-, School- or programme- specific differential outcomes (specific gaps) was even lower. Staff with previous working experience in schools and Further Education (FE) felt more comfortable to discuss BAME differential outcomes and more confident share how the notion of 'inclusive curriculum' was reflected in their professional practices. Library, the REC team, the SU and senior leaders were more willing to be engaged in uneasy conversations on race and the BAME attainment gap. Amongst most of staff and students interviewed, uncertainty and a lack of confidence prevailed when their insights into this issue were consulted.

Moving Forward: Action Plan 2020-21

Based on the review of LEAP's strengths and weakness in the 2019-20 academic year and key lessons learned from its first-year cycle, action focuses were identified and developed, with an acknowledgment that some relevant activities had already been initiated by colleagues across the university. The resulting Action Focus (Table 3) sets out a set of discrete activities which will form the basis of the LEAP project's prioritised implementation over the next academic year.

For clarity and coherence, the action focuses identified are categorised into two parts: organisation and prioritising Schools (listed in Table 2) that the LEAP project strives to deeply collaborate with in next academic year in order to make good progress on reducing BAME attainment gaps with a focus on inclusive curriculum and pedagogical practices. The Schools are listed based on evidence-based reflection on two important aspects:

- wide BAME differential student outcomes were observed in PBI's most recent *Attainment - Ethnicity 2019/20 Reporting for Our APP Targets* dataset
- there were adequate number of BAME students according to PBI's recent report, with a view to maximising the impact of proposed activities to be implemented

TABLE 2: LEAP 2020-21 PRIORITISED SCHOOLS FOR IMPROVING BAME STUDENT ATTAINMENT

School Prioritised	No. of BAME students 2018-19	Observed BAME Attainment Gap 2018-19 (White vs BAME*) <i>*Date relates to UG, UK domiciled and FT students only</i>	Relevant College	UoL Access and Participation (APP) Target by 2020/2021
School of Pharmacy	21	-24.5%	Science	11%
School of Sport and Exercise Science	6	-49.1%	Social Science	11%
Department of Accountancy, Finance and Economics	17	-39.4%	LIBS	11%
Department of Strategy and Enterprise	16	-24.3%	LIBS	11%
Lincoln School of Film and Media	12	-20.1%	Arts	11%
Observed University Average BAME Attainment Gap 2018-19: -14.3% with a total number of 249 BAME students				

TABLE 3: LEAP ACTION FOCUS 2020-21

Overall Objectives:

- To raise staff awareness of differential learning outcomes and enhance their understanding of the BAME student experience and local attainment data
- To develop context-specific action plans at College and School level in order to better support BAME student success in an innovative and effective manner
- To collectively develop, disseminate and embed a Racially Inclusive Curriculum Toolkit with a significant contribution from students (BAME students in particular)
- To promote student engagement and obtain positive student feedback
- To develop a set of educational resources to raise understanding of anti-racism and improve cultural competency across the campus

	Action Focus	Relevant LEAP Strand	Proposed Activity	Measure	Leads	Timeline
Organisation	Communicating UoL's strong leadership and commitment to addressing the BAME attainment gap in a clear and consistent manner	1, 2, 5, 6, 7 & 8	1. Each School to nominate an interested member of academic staff as the School ' BAME Student Success Champion ' to: <ul style="list-style-type: none"> ▪ collect information on relevant initiatives within Schools and disseminate them ▪ provide timely feedback to Schools ▪ take in part in LEAP meetings and conversations, and facilitate BAME student consultation <p>(Note: Where appropriate, members of the existing LEAP community will be requested to support regular communication with the School Champions nominated.)</p>	Engagement: no. of meetings / communication with LEAP	HoSs /SDoTLs and LEAP	Nomination and Delegation: end of August 2020 Other: throughout the 2020-21 academic year
			2. To create and maintain a standing item in each School's planning and Teaching & Learning (T & L) priorities regarding progress on addressing the BAME gaps	Timely report to School		
	Collectively developing, disseminating and embedding a Racially Inclusive Curriculum Toolkit	3, 6, 7	3. To identify key sections to be included in the Toolkit; and to clearly communicate accountabilities and responsibilities to Colleges/Schools/departments/teams	The LEAP webpage disseminating good practices within Schools	The production of the Toolkit	All relevant teams in the university, such as THE Quality, SU, LEAP/LHERI, nominated School champions/SDoTLs,

			<p>about individual contribution to the development of the Toolkit.</p> <p><i>(Note: The existing LEAP community will be consulted on Toolkit content and will be requested to make contributions to the initial development of the Toolkit where appropriate. In addition, LEAP principles will be reviewed and updated by the community before being added to the Toolkit.)</i></p>		LALT, etc. To report to the Decolonisation Working Group (TW)	
	Further disseminating the LEAP project and other good work undertaken in UoL in relation to race equality, diversity and inclusion	3, 6, 7	<p>4. To launch a website collating and promoting all the initiatives in relation to race equality, inclusion and diversity, including the LEAP project</p> <p>5. To host a university-wide event (digital) in September 2020 for disseminating the LEAP project</p> <p><i>(Note: Support from the existing LEAP community will be needed in order to successfully host the LEAP event as per Item 5)</i></p>	<p>Successfully launch of the website</p> <p>Timely and successfully hosting the LEPA event</p>	<p>The website: Eleanor Glanville Centre</p> <p>LEAP digital dissemination event: LEAP with sufficient support from LHERI, the senior leadership team and other relevant teams</p>	LEAP digital dissemination event: end of September 2020
Prioritising Schools	Awareness raising, cultural changing & improving staff cultural competency	1, 2, 6, & 7	<p>6. Each prioritised school to launch the Improving BAME Student Success Education Programme:</p> <ul style="list-style-type: none"> ▪ creating opportunities (e.g. coffee meetings, seminars, online platforms) for staff and students to openly, transparently and safely talk about race, racism and differential student outcomes (specific attainment gaps), discipline-acceptable terminologies, and what 'inclusive curriculum' means locally and practically ▪ offering opportunities for LEAP introduction and presentation ▪ improving staff awareness of local BAME differential student outcomes, 	<p>Successful delivery of the concrete areas (in terms of inclusive curriculum) collectively agreed</p> <p>Positive student feedback from module evaluation</p> <p>Improved BAME student experience and success (module marks)</p>	HoSs/SDoTLs/nominated champions/PLs and LEAP	End of 2020-21 academic year

			such as scrutinising School- and programme- level attainment gap data from Dashboard, taking steps to make sure all teaching staff and personal tutors are well aware of the evidence, and understanding experiences of BAME students and consulting them on perceived barriers to their attainment;			
			<p>7. The prioritising Schools to deliver the Assessment Literacy workshop to students and relevant programme staff to address BAME student differential outcomes from the assessment perspective; (Note: Materials for the workshop are recommended to be included as part of the Toolkit as per Recommendation 3)</p>			
Organisation: Education	Awareness raising and education	1, 2, 6, & 7	<p>8. To develop a set of online materials including videos and resources collated from external to the university, for delivery as an anti-racism and cultural competency package. Appropriate learning outcomes will be created and the package will be suitable for both staff and students, potentially with engagement between groups</p>	<p>Improved staff and student understanding of anti-racism and increase cultural competency</p> <p>Positive engagement and feedback with users</p>	LEAP team (additional person power required) plus LEAP group	October 2020 through to July 2021

Risk Assessment 2020-21

Based on the assessment of the LEAP Action Plan 2020-21, identified risks without action and/or adequate resources are as following.

In a short term:

- failure to identify an interested and dedicated BAME Student Success Champion in each School (Risk 1)
- failure to establish effective relationships with the Schools prioritised (Risk 2)
- failure to be offered a safe and welcoming environment for launching the Improving BAME Student Success Education Programme in the prioritised Schools (Risk 3)
- failure to engage staff *and* students within the prioritised Schools in 'honest' conversations on race, racist and differential outcomes (the attainment gaps) (Risk 4)
- failure to identify collectively agreed areas to be improved in each of the prioritised Schools, with a view to promoting inclusion and diversity in curriculum and pedagogical practices (Risk 5)
- failure to deliver LEAP presentations to the Schools prioritised (Risk 6)
- failure to successfully roll out the proposed Assessment Literacy Workshop in each of Schools prioritised (Risk 7)

In a medium term:

- failure to maintain regular contact with School BAME Student Success Champions delegated (Risk 8)
- failure to secure adequate resources for LEAP to develop the proposed Assessment Literacy workshop (Risk 9)
- failure to collect robust data on the Assessment Literacy Workshop for evaluating its impact at end of 2020-21 (Risk 10)
- failure to act on the concrete areas that have been collectively agreed within the prioritised Schools (Risk 11)
- failure to secure sufficient commitment and/or resources to successfully produce the Toolkit (Risk 12)

Note: 'Failure to' includes 'doing the wrong thing', 'doing it badly' or being 'unable to do it on time'.

Figure 3 presents the identified risks (as numbered above) based on their likelihood and impact in relation to completing the proposed Action Plan 2020-21, with robustness and rigor and within the anticipated timeline. Those that fall into the red are of high anticipated risks and should receive particular attention and monitoring.

FIGURE 3: RISK ASSESSMENT FOR LEAP ACTION PLAN 2020-21

Likelihood	Very Likely				R7, R9
	Likely			R3, R4	R11, R12
	Possible			R5, R6	R1, R2, R8
	Not Likely			R10	
		Very Little	Minor	Major	Critical
		Impact			

Appendices

Appendix A: LEAP Inclusive Assessment ‘Checklist’: Informed by 2019/20 (Y0) Data

Introduction

In order to assist University of Lincoln (UoL) staff in examining their assessment design and practices for inclusion and equality issues, a ‘checklist’ has been produced to cover the most immediate aspects on a basis of the quantitative and qualitative evidence collected by the LEAP project during Year 0 (from October 2019 and March 2020). The primary research question was:

In terms of supporting academic success of students from all backgrounds, what has been done well (good practice) and less well (barriers) by your course/you/your team?

Whilst the ‘checklist’ to follow is intended as a practical guide to make contributions to UoL’s steady progress towards well imbedding Equality, Diversity and Inclusion (EDI) into curriculum and assessment, it is not an all-inclusive list and was developed from a perspective of Black, Asian, and minority ethnic (BAME) attainment gaps which has been the primary mission of LEAP’s Year 0 work. Staff who are involved in student assessment are recommended to consider some of the listed aspects where possible to make feasible adjustment to existing assessment. Also they are strongly encouraged to create an alternative approach, with student input where appropriate, to cater to their individual contexts.

Methodology

The quantitative data underpinning this ‘checklist’ was compiled by the project lead from the PBI Dashboards for the LEAP project, including UoL’s National Student Survey (NSS) results for academic years 2018/19 and 2019/20. It is important to note that statistical tests were not conducted to demonstrate whether differences in proportions between different student groups’ NSS responses are statistically significant or not. But we endeavour to carry out appropriate statistical tests in future when the nature of available NSS data supports us to do so.

Table 1 below presents assessment and feedback related NSS results which are compared against ethnicity. Key messages conveyed this table include:

- Whereas the 2018 NSS data shows that students from BAME backgrounds were less likely than their white peers to feel satisfied about assessment and feedback, the situation became the opposite in 2019.

- Whilst the 2019 NSS data shows that students from the BAME backgrounds were more likely than their white peers to feel satisfied about assessment and feedback, this pattern does not apply to all the four sub-areas.
- More specifically, the ‘BAME NSS gaps’ in relation to *the criteria used in marking have been clear in advance* and *marking and assessment has been fair*, albeit being narrower, persist in both year’s NSS results.

The qualitative data informing this ‘checklist’ was the assessment-relevant perceptions from the participants of LEAP focus groups, individual interviews and an opened-ended questionnaire. A total of 105 participants were engaged, including:

- 18 BAME students who were from three of the four Colleges
- 10 academic staff from all the four colleges, four SU colleagues and two Library colleagues
- 71 course representatives

NSS Question	UoL Overall		White		BAME		White vs BAME	
	2018 (N= 2328)	2019 (N= 2562)	2018 (N= 2029)	2019 (N= 2257)	2018 (N= 284)	2019 (N= 294)	2018	2019
Assessment and Feedback	75.0%	70.4%	75.5%	70.3%	72.2%	71.3%	3.3%	-1.0%
8. The criteria used in marking have been clear in advance.	74.9%	67.9%	75.6%	68.0%	70.0%	67.4%	5.7%	0.7%
9. Marking and assessment has been fair.	75.5%	70.9%	76.2%	71.2%	70.4%	68.7%	5.8%	2.5%
10. Feedback on my work has been timely.	73.0%	69.8%	73.1%	69.3%	72.5%	74.2%	0.6%	-4.9%
11. I have received helpful comments on my work.	76.8%	73.1%	76.9%	72.9%	75.6%	75.2%	1.3%	-2.3%

Inclusive assessment 'checklist'

Checklist Items	Exemplar Quotes from LEAP Participants
<p>1. DIVERSITY of ASSESSMENT TYPES:</p> <p>1.1 Do current assessment methods provide innovative and diverse opportunities for students from various backgrounds to best demonstrate their achievement of intended learning outcomes?</p> <p>1.2 Are current assessment types the most appropriate for intended learning outcomes? And why do you (not) believe so?</p>	<p><i>I think the diversity of assessment, is important. And the fact that we use a range of different assessment types, we do have quite a lot of formal exams, and unseen mid-examinations, but we also use power point presentations, poster presentations, case reports, practical laboratory skills.</i></p> <p><i>We have got a variety of things. For example, we have presentation, essay, infographics...So I feel it [assessment] is inclusive enough because everyone can show what they are good at. There must be something in all the sorts of assessment that they feel comfortable to do.</i></p> <p><i>Some people really doing well on presentations; some people do really well on posters. Some people are really good at reading reports. Other people do really well on exams. They are usually...a minority of themselves, but there are some people... So it's about giving them the broad opportunity to develop the skills that they need for the path that they want to take in future.</i></p>
<p>2. BALANCE</p> <p>2.1 Is the number of assessment points balanced so that students are not over or under assessed?</p> <p>2.2 If formative assessment opportunities are offered, is the distribution of marks between formative and summative assessment balanced?</p>	<p><i>It means that there's many lower steak assessments rather than one higher steak assessment at the end of the module. Then we have a lab practical experiment assessment that is three hours in the lab, open book so they can bring in their coursework or formative assessments.</i></p> <p><i>It is assessment heavy, too heavy, and we are cutting it... So we have two 60 credit modules a year, half of them is the exam and the other half is a portfolio of written work, coursework, placements...We have 108 assessments in across four years. There should be about 40-50.</i></p> <p><i>Just cut the coursework down to a reasonable level. If we have a piece of coursework that is weighted 50% with the exam weighting 50%, maybe two 25%. But not loads of little 3% or 4% weighted ones. A 50% coursework and then a 50% exam also did not work either because I have</i></p>

	<i>not learned anything from the coursework. There is no point.</i>
<p>3. FLEXIBILITY</p> <p>3.1 Is it possible to offer a choice of two or three assessment methods when appropriate, to promote learner autonomy and to allow students from different backgrounds or with different learning styles to perform to the best of their potential (ensure alternative assessment methods use the same accessible assessment criteria)?</p>	<p><i>For me, I think that is so much better because you are researching something yourself; you are looking through a piece of paper, looking at some interesting information and reference it; you are writing all the bits and pieces down either on laptop or by hand as you are researching it...To me, it sounds so much more inclusive.</i></p> <p><i>You can look at videos... read or possibly go in and actually ask a lecturer trying to say 'oh, sure. Let me try to show you a best example' and etc. You've got so many different ways of demonstrating learning than being turned around and told: 'right, this is the information going to be examined. Go read'. That's I would say probably what it is'</i></p> <p><i>Probably that we could let the students do more independent, open ended research for the lab-based stuff...It would be lovely to give them a wider range that they could go out and investigate something that they are interested in.</i></p>
<p>4. TRANSPARENCY</p> <p>4.1 Are <u>all</u> students informed of expected assessment tasks at the outset so that they can have most possible time to raise any questions and to plan their learning?</p> <p>4.2 Is it clear to <u>all</u> students how different types of assessment or formative assessments will facilitate their achievement of the learning outcomes?</p>	<p><i>We tell them in advance, they know what assessments they are, they know how long they are, how many hours it should take to work out...If it's a completely new assessment there is a draft assessment hand-in, we tell them when feedback is available and how it will be marked, who is going to mark it, how it's going to be second marked, who is leading it and then this new assessment framework is why we are asking it, how you will get feedback and all the rest of it</i></p>
<p>5. ASSESSMENT SUPPORT</p> <p>5.1 Are <u>all</u> students well-supported to get ready for their assessments?</p> <p>5.2 What are existing assessment support opportunities? Are these opportunities clear to <u>all</u> students?</p>	<p><i>My big thing is that I like being fair to everyone and being fair to everyone doesn't mean giving people advantages, it means that everyone faces the same thing, it might be the same disadvantage. I'm not really that keen on having different assessment types for students, my preference would be we provide ample support so that those with disabilities have sufficient support so that they can compete on equal terms. It would be before the assessment... Things like that are important.</i></p>

<p>5.3 Are existing assessment support opportunities designed with a good awareness of student diversity?</p> <p>5.4 If some students need additional assessment support, where can they access it and who should they contact?</p>	<p><i>We have to think about students with different styles and of different qualifications... Students who have had rote learning within certain types of secondary institutions can find that they don't fully understand concepts.</i></p> <p><i>For me it means that everyone has the same opportunity, not necessarily that the people who find it more difficult will get the same grade as those who don't. If everyone started getting the same grade when there is a clear difference in people's ability, it raises the question of 'what is that grade worth'. Everybody should have the same opportunity to do well and we need to support them.</i></p>
<p>6. STUDENT ENGAGEMENT</p> <p>6.1 Where possible, can opportunities be offered to allow students to draw on their individual backgrounds (e.g., cultural or ethnic backgrounds), values and goals when undertaking assessment tasks?</p> <p>6.2 To what extent that student were meaningfully engaged in assessment design and assessment evaluation?</p> <p>6.3 Are self or peer assessment opportunities offered to help students from <u>all</u> backgrounds develop understanding and confidence of making academic judgement?</p>	<p><i>This conversation is absolutely helping me understand why my curriculum is so White. Because if I'm creating projects for students and that determines the way that they work. But I don't specify, I never specify the race of people we talking to. Because I want them to be speaking to age groups, rather than races, and I fear that if I start saying 'This brief is to talk about Black people', or 'BAME people, I'm talking to the BAME audience'. Am I going to have to start specifying 'Now we're talking to White people'?</i></p> <p><i>It [the meeting this participant attended before] was about EDI and a discussion about a bunch of quotes that students had produced. One of them was about faith and religion and as part of that it said that a lot of the material in university courses is very secular and doesn't bring in much information about faith...But in some cases, there is not a place for individual difference to have an impact.</i></p> <p><i>I think one of the problems we have, and one of the limits to that [engaging students in assessment design] is we don't have the infrastructure to support that. So even if we had two content lectures and another lecture all about designing these processes, or even a bunch of seminars, that's an enormous ask on staff workload and the physical estates of the institution. We have ambitions but they are limited by resources.</i></p>

	<p><i>We encourage all of the tutors on the course to...everybody sees students one to one, at least a couple of times a year, each year. And they talk about their goals, about their career, ambitions, about whether they're looking for further study... and really trying to tailor our advice to... well these are the things that you can help you make that pathway more likely. I think because when you start to make it personal to people, and make it about them, and I think that helps.</i></p>
<p>7. CLARITY and ACCESSIBILITY</p> <p>7.1 Are the learning outcomes and assessment criteria clear to <u>all</u> students?</p> <p>7.2 Is the assessment language equally accessible for students from different backgrounds, for example, for those whose first language is not English or who did not have A-levels qualifications?</p> <p>7.3 Is it clear to <u>all</u> students where to access learning materials and resources?</p>	<p><i>Our course is not clear enough on assessment details and requirements.</i></p> <p><i>We are provided with few past examples of assignments to aid essay structure and writing.</i></p>
<p>8. CONSTRUCTIVE FEEDBACK</p> <p>8.1 Is constructive feedback provided to help further student learning?</p> <p>8.2 Is a feedback structure agreed within the course team and consistently applied?</p> <p>8.3 To what extent that students, especially those from disadvantaged groups, were engaged in meaningful discussions about the feedback they received?</p>	<p><i>We have sit-down feedback. So we do have personal tutors turning around to give sort of discussions about it. But it is mainly about how we felt or why we think we failed. They don't have the paperwork in front of them...You don't get the constructive feedback about what answers or why you went wrong on the questions. I found it more helpful if I can see where I have gone wrong. At this moment of time, I had no clue what happened with the exam papers because I don't get to see them after they being marked...It happens to all of my modules.</i></p> <p><i>Sometimes feedback is not helpful. They just say something general like 'you did well' then give me 80%. But at least tell me where the other 20% go? This is not specific. Most of the students would know more about which area, if we did, will give us more marks.</i></p>

Our feedback is generalised. Similar comments were copied and pasted to many students.

They never ask about the feedback which is quite interesting. They never... So you sort of assume that they're happy with it. And occasionally, someone might say, I really would like a 58 not at 56 but generally nobody really comments on it at all and we also say you know, if you want to talk to us about the feedback let us know and we'll go through it with you, so if, on occasion they don't understand it, we'll go through it with them

Appendix B:

Summary notes: Staff perceptions of differential outcomes



The notes below summarise the main points and ideas identified during the Widening Participation (WP) Community of Practice round-table discussion led by LHERI Research Fellow/ LEAP project lead Xiaotong Zhu.

**Note: Some points are highlighted because they are also reflected in the data collected from LEAP student focus groups and staff interviews. The term 'attainment gap' was used at the time of discussion. A 30-minute presentation on LEAP was delivered ahead of the discussion to familiarise attendants (mainly staff) with the topic and its wider background. Approximately 20 members of staff were engaged in the well-facilitated discussion.*

1. Why attainment gaps exist and persist?

- 1.1 Complexity in relation to identity: Intersectionality -- overlap with different groups, e.g. BAME, disability, POLAR
- 1.2 Course content is not reflective of the group
- 1.3 Students don't identify with the label nor are they aware of the 'attainment gap' or 'differential outcome' topic, and therefore don't engage with targeted support
- 1.4 Students don't feel like they need/ want support
- 1.5 Staff reluctant to engage in conversations on sensitive issues - worried about getting it wrong and upsetting/offending

2. What could the University do to narrow attainment gaps?

- 2.1 Recruiting an appropriate number of staff in proportion to the diversity of the student population
- 2.2 Considering choices of assessment methods - being able to choose dissertation or exam? Could students be offered a choice of methods (in conversation with their tutor)?

Xiaotong Zhu (XZ) note: this does not mean offering a more creative type of assessment to all students. Rather, it means offering choice and flexibility in assessment modes to assess the same learning outcomes in different ways. No need to be grouped as 'BAME' or 'disabled' or 'deprived', all students can choose an assessment that allows them to best demonstrate their acquisition of the learning outcomes. This is advocated by Waterfield and West (2006) as the 'inclusive approach' to assessment. The two authors argue the assessment approach of this kind 'does not compromise academic standards but rather improves the chances for students to fairly demonstrate their acquisition of the learning outcomes' (p.19).

2.3 Better supporting students for assessment

2.4 Focusing more on student strengths and less on deficits

XZ note: Students have a lot to offer, for example through peer mentoring, peer assessment, peer feedback, co-teaching or student as researcher. But they also need appropriate levels of training and support beforehand, which is line with the point 2.3.

2.5 Diversifying the city, for example by providing food and more culturally-specific facilities which cater to diverse preferences and needs

2.6 Having a system (e.g. Dashboard) to flag up programmes or modules where students from the traditionally disadvantaged groups experiencing difficulties

XZ note: LEAP staff interviews also revealed that navigating relevant data on Dashboards is sometimes not straightforward. Also, information on student profile (e.g., ethnicity, gender) is only accessible to a small number of staff within each School and Programme. An impact evaluation on Dashboard has recently been completed by Head of LHERI and findings of that report are helpful.

2.7 Diversifying teaching and support resources culturally

2.8 Offering personalised welcome packs for staff and students with a specialised homepage on Blackboard

3. What could you do to narrow the gaps?

3.1 Raising awareness of inclusion more widely

3.2 Raising awareness of attainment gaps specifically in relation to School- or Programme- level context

XZ note: This is in line with the point 2.6.

4. How can you be supported by the university to narrow the gaps?

4.1 Having a “widening participation” department for the whole University

4.2 Enabling proactive interventions by tracking WP students through their student journey

4.3 Continuation of ‘pupil premium’ tracking and support from schools to give staff more information on individual student circumstances.

References:

Waterfield, J. and West, B. (2006). *Inclusive assessment in higher education: A resource for change*. Plymouth: University of Plymouth.

Appendix C: Embedding Equality, Diversity, and Inclusion (EDI) in the Curriculum: An Action Plan by Lincoln Business International School

EDI in the Curriculum - Advance HE Review

Farhan Ahmed and Hanya Pielichaty

AdvanceHE comments	Overview	Our recommendations
<p>Royal Conservatoire of Scotland – Embedding equality and diversity into UG Curriculum</p>	<ul style="list-style-type: none"> • Arts, music and media production and education based university • Based on the HEA Scotland Embedding Equality and Diversity in the Curriculum Strategic Enhancement Plan • Holistic curriculum review • Developed staff capacity to lead • Pilot of initiatives in select programmes conducted first • Seeking to embed sustainability equality throughout • Case study – lessons learnt (p10) – selected: <ul style="list-style-type: none"> ○ Provide students with space to explore their individual experiences ○ Student partnership agreements with the SU to ensure equality and diversity 	<ol style="list-style-type: none"> 1. Conduct a pilot with select programmes – perhaps with LEAP based Programme Leaders 2. Utilise the Advance HE <i>Embedding equality, diversity and inclusion in the curriculum: A programme standard</i> guidance documentation from (2010) 3. Work closely with the SU and develop a Lead for Equality and Diversity 4. Have a ‘critical friend’ externally to review our processes and practices <p>N/B. There is scope for UoL to pioneer case studies linked to this and assist in an update of the above document which is nine years old.</p>
<p>University of Kent https://www.kingston.ac.uk/aboutkingstonuniversity/equality-diversity-and-inclusion/our-inclusive-curriculum/inclusive-curriculum-framework/</p>	<ul style="list-style-type: none"> • Undertook an audit of modules <ul style="list-style-type: none"> ○ 17 modules reviewed ○ Two student focus groups ○ Module Coordinator questionnaire • Including a focus on the inclusivity and specificities of reading lists • Toolkit webpage to be launched in 2019 from the library 	<ol style="list-style-type: none"> 1. We should look to have a Diversity Award as part of the Staff Merit Awards and the SU Awards 2. As part of the pilot look at modular level diversity aspects including readings lists/guest speakers/field visits/case studies used/language/assessment foci

	<ul style="list-style-type: none"> • Development of in-house skills • Creating their own Diversity Mark Award for 19/20 	3. Links to be formulated between: The Inclusive Curriculum Consultants within LIBS and the CoSS Intern
Kingston University	<ul style="list-style-type: none"> • Inclusive Curriculum Framework at Kingston <ol style="list-style-type: none"> a) Aims: Values, Supports and Reflects Principles: <ol style="list-style-type: none"> 1. Accessible curriculum 2. Enable students to see themselves reflected in the curriculum 3. Equip students with skills to positively contribute to society • The framework links to six 'prompts' for course teams and module leads to ensure inclusive curriculum: <ol style="list-style-type: none"> a) Concept b) Content c) Learning and Teaching d) Assessment e) Feedback f) Review • They have developed (from 2015 onwards) a 'Kingston approach' 	<ol style="list-style-type: none"> 1. Develop a UoL Inclusive Curriculum Framework 2. The new framework should eventually be utilised by the UoL validation process 3. Have a specific UoL Inclusive Curriculum Framework website 4. Develop a University of Lincoln approach which connects to our values, heritage and principles (charters)
London School of Economics	<ol style="list-style-type: none"> 1. Have an Inclusive Education Action Plan – introduced in 2019/20 <ol style="list-style-type: none"> a. Five areas of activity: <ol style="list-style-type: none"> i. Academic mentoring ii. De-biasing staff development 	<ol style="list-style-type: none"> 1. To develop a UoL Inclusive Education Action Plan to be the 'guide/toolkit' to sit underneath the Inclusive Curriculum Framework 2. Seek to work with HR centrally to offer training and staff development

	<ul style="list-style-type: none"> iii. Inclusive Practice iv. Decolonising the curriculum v. Embedding study skills 	<ul style="list-style-type: none"> 3. Need for an Inclusivity and Diversity Academic Lead ('champion') centrally to manage projects 4. Develop academic mentoring opportunities
<p><u>Top five general recommendations for UoL</u></p> <ul style="list-style-type: none"> 1. Engage 'critical friend(s)' to work with UoL to develop this further 2. Develop a UoL Inclusive Curriculum Framework (the philosophy and ethos) 3. Develop a UoL Inclusive Education Action Plan to be the 'guide/toolkit' to sit underneath the Inclusive Curriculum Framework 4. Need for an Inclusivity and Diversity Academic Lead and an SU Lead ('champion') centrally to manage projects/guide projects 5. Have a Diversity Award as part of the Staff Merit Awards and the SU Awards 		

Appendix D: LEAP Risk Analysis

Risk Assessment

Based on the assessment of all the LEAP strands, identified risks are:

LEAP Strand 1:

- failure to actively engage students from the targeted programmes, especially those from the traditionally disadvantaged backgrounds (e.g., Black and mature), within the anticipated time frame for developing and producing the case studies (Risk 1);
- staff turnover leading to failure to keep the LEAP strands on track (Risk 2);
- failure to get *all* the collected data ready before April 2020 for the production of the final report (Risk 3); The anticipated number of staff interview and student focus group is listed in the table below. A large volume of qualitative data will be collected, which requires resources for data processing, analysis and reporting.

Case Study Team	Anticipated No. of Staff Interviews (Each individual interview is approx. one hour)	Anticipated No. of Student Focus Groups (Each focus group is approx. one hour)
SU	4 (possibly 2 additional from Student Wellbeing)	2 (possibly 1 additional from Student Wellbeing)
REC	2	N/A
The Senior Leadership Team	5	N/A
Targeted programmes (N=8)	2 (minimum)*8=16	1*8=8
Library	3	1
Anticipated Total	30-32	11-12

- failure to foster a safe research environment in which staff and students feel free to share their views on equality, diversity and inclusion (Risk 4);

LEAP Strand 2

- failure to make sustainable changes in curriculum and assessment in accordance with the findings of the student-led projects (Risk 5);
- failure to provide the student-researchers with appropriate level of support to manage their pilot projects, to establish and maintain effective relationship with staff involved, and to make a balance of their studies and the projects (Risk 6);

LEAP Strand 4

- failure to proceed the project evaluation as planned due to other workloads such as teaching (Risk 7);

LEAP Strand 5 & 6

- failure to demonstrate impact on staff knowledge of and attitude toward the attainment gaps, especially in relation to ethnicity/race (Risk 8);

LEAP Strand 7

- failure to secure sufficient recourses for external networking (e.g, attending external events) and for holding dissemination events (e.g., organising an conference within the university at the end of Year 0 or beginning of Year 1) (Risk 9);

Note: 'Failure to' includes 'doing the wrong thing', 'doing it badly' and 'unable to do it on time'...

The diagram below presents the identified risks (as numbered above) based on their likelihood and impact assessment in relation to completing the LEAP strands with robustness and rigor within the anticipated timeline. Those fall into the Red zone are of high anticipated risks and will receive particular attention and monitoring.

Likelihood	Very Likely				R3
	Likely			R5, R7	R9
	Possible			R2, R4, R6	R1
	Not Likely			R8	
		Very Little	Minor	Major	Critical
		Impact			