

Use of a Value Added Metric and an Inclusive Curriculum Framework to Address the Black and Minority Ethnic Attainment Gap

Report to the Office for Students

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1. Executive summary

The gap in attainment between White and Black and Minority Ethnic (BME) students is both a major and longstanding challenge for the whole of higher education in the UK. Kingston University's concerted institutional focus on addressing the BME attainment gap over the last few years has seen the gap reduce from 29 percentage points in 2011/12 to 13 percentage points in 2017/18. This successful approach is founded on two interconnected and innovative action-oriented interventions: a Value Added (VA) metric and the Inclusive Curriculum Framework (ICF).

The VA metric highlights differences in attainment which cannot be explained by student entry qualifications or subject of study by drawing on actual degree classifications for all UK graduates over the previous five years. It can be applied at all levels ranging from the whole institution to individual programmes. The ICF is a multi-dimensional framework which identifies intervention points where the principles of inclusivity can be enacted to ensure effective education. These intervention points include curriculum content, learning and teaching practices, assessment strategies, and feedback/feedforward mechanisms. The outcomes can be measured using student journey data including differential progression and attainment. As with the VA, this can also be applied at a range of levels.

The principal aim of this project was to see if these initiatives could be transferred to, and embedded within, other higher education institutions (HEIs), primarily to benefit BME students but potentially all students.

Five HEIs joined Kingston in this project (project period: March 2017 to September 2019). Two, the University of Hertfordshire and Wolverhampton University, had worked with Kingston previously and three others, University College London, De Montfort University and the University of Greenwich, joined the project at the outset. All were committed to addressing the attainment gap, but had different histories and were at different stages. In total over one million pounds was committed to this project by the Office for Students (OfS) and the partner HEIs.

The project has clearly established that the VA metric, presented in a dashboard, is both highly transferable and very effective in generating awareness of the BME attainment gap and discussions around it.

All the partners were very clear that, powerful though the dashboards were, to be effective they needed to be presented to staff in order to generate productive discussion about the attainment gap. These discussions could be sensitive and challenging, but done in the right way had proved very effective in bringing home the reality of the attainment gap at course level; cutting through the arguments about student deficit by controlling for entry qualifications and subjects of study; and engaging in productive discussion about the causes of the gap and actions which could be taken to address it – including more inclusive curricula.

The dashboards were variously expanded to incorporate any student characteristics for which we had data such as class, gender, age, disability or commuting. This allowed more detailed analysis of factors which might or might not be associated with differential attainment. For example, all the partners were able to demonstrate that gender and socio-economic background were, at most, minor factors in explaining differential attainment, and much less significant than ethnicity. This proved powerful in focusing discussions on the true causes of the BME attainment gap.

All the partners were enthusiastic about this approach and committed to continuing to update and use the VA dashboards.

The picture in terms of transferring the ICF was more nuanced. Whereas none of the partners had anything equivalent to the VA dashboard prior to the project, most had some form of inclusive curriculum approach. Thus,

while the VA was adopted in its entirety, the ICF was adapted to complement existing inclusive approaches. However, all the partners were of the view that using the ICF, or parts of it, had enhanced their work on inclusivity.

Student involvement has also been a key component of the project. All the partners have trained students to work with university staff to make curricula more inclusive. The exact roles and titles of these students has varied, but all the partners now advocate the use of students to critique and enhance curricula.

The outcomes and impact of the project was evaluated principally through a survey of staff at all the institutions at the start and finish of the project; a series of structured interviews with those involved in delivering the project; a review of institutional documentation; case studies of changes to curricula; and data on changes in VA scores, retention and progression of BME students.

While it is early to be conclusive there are already clear signs of a positive impact on students. Most importantly the VA score for all four of the partners who have reported has increased significantly between 2016/17 and 2017/18. The degree attainment of the BME students at these institutions is now very close to the average for all students across the UK, BME and White.

There is strong evidence that all the partners are embedding their approaches to addressing the attainment gap and using the VA and ICF in their monitoring, planning, quality assurance and training, thus ensuring its sustainability.

The staff surveys showed an increase in awareness of the BME attainment gap (7% of staff saying they had not heard of the gap in the final survey down from 25% in the first), an enthusiasm for the VA and ICF and examples of changes in practice as a result, although response rates overall were relatively low.

One of the subsidiary aims of the project was to enhance collaboration and the sharing of good practice between the partners. A successful, supportive, collaborative partnership between all six partners has enabled the establishment of a community of practice, with learning and good practice being shared and ideas exchanged well beyond the initial remit of the project. The partnership has also disseminated the results of the project through a project web site (www.closingtheattainmentgap.co.uk), an end-of-project conference and a special edition of the [Greenwich University Compass journal](#)¹.

On the strong evidence of the success of this project, our principal recommendation is that encouragement and support should be given to the wider dissemination of the VA and ICF across the sector together with the involvement of students in curriculum design and analysis.

¹ See <https://journals.gre.ac.uk/index.php/compass>

2. Introduction

The gap in attainment between White and Black and Minority Ethnic (BME) students is both a major and longstanding challenge for the whole of higher education in the UK. Kingston University's concerted institutional focus on addressing the BME attainment gap over the last few years, which has seen a substantial reduction in the gap, is founded on two interconnected innovative action-oriented interventions: a Value Added (VA) metric and the Inclusive Curriculum Framework (ICF).

The VA metric highlights differences in attainment which cannot be explained by student entry qualifications or subject of study, and can be applied at all levels ranging from the institution to individual programmes. The ICF is a multi-dimensional framework which identifies intervention points where the principles of inclusivity can be enacted to ensure effective education. These intervention points include curriculum content, learning and teaching practices, assessment strategies, and feedback/feedforward mechanisms. The outcomes can be measured using student journey data including differential progression and attainment. As with the VA, this can also be applied at a range of levels.

The principal aim of this project was to see if these initiatives could be transferred to and embedded in other higher education institutions (HEIs), primarily to benefit BME students but potentially all students.

Five universities joined Kingston University (KU) in this project. Two, the University of Hertfordshire and Wolverhampton University, had worked with Kingston previously, and three others: De Montfort University, University College London and the University of Greenwich joined the project at the outset. All were committed to addressing the attainment gap but had very different histories and were at different stages.

This report describes the overall approach to the project. This involved Kingston supporting the other partners to: develop detailed VA dashboards; disseminate these through institutional project teams; understand, adopt, adapt and disseminate the ICF, so that it could become an integral part of institutional approaches to teaching and learning; share case studies and other support materials to enable partners to test the roll out of the approach efficiently and effectively; identify how the VA and ICF could be integrated and embedded with other practices and procedures; and enhance collaboration between academic, professional and student communities and share good practice, particularly the training and use of students to enhance curricula

In this report, we set out how all the partners

- successfully developed VA dashboards and used these to promote constructive discussions about the BME attainment gap;
- adopted the ICF, but adapted it to fit their existing approaches on inclusivity; and
- used students to critique and enhance curricula in different ways.

The impact is evaluated using a variety of surveys, semi structured interviews, university and project documentation, case studies of curriculum changes, and changes in the VA scores for BME students.

Finally we highlight some key ingredients for success, if these initiatives are to be disseminated more widely to the sector.

3. Project Rationale and Approach

Although UK universities are achieving some success in attracting increasingly diverse undergraduate cohorts, there is compelling evidence that BME students are being awarded far fewer good degrees than their White counterparts, even when entry qualifications are taken into account. Of all UK domiciled graduates in 2017, 79.6% of White graduates received a first or upper second degree classification as compared with 66.0% of BME graduates, a difference of 13.6 percentage points. While this gap has closed a little in recent years, it remains a major challenge for higher education in the UK. (Advance HE 2018)

Kingston University's concerted institutional focus on addressing the BME attainment gap over the last few years has seen the gap reduce from 29 percentage points in 2011/12 to 13 percentage points in 2017/18 and further to 11 percentage points in 2018/19. This successful approach is founded on two interconnected innovative action oriented interventions: the Value Added (VA) metric and the Inclusive Curriculum Framework (ICF).

Kingston's VA metric highlights differences in attainment which cannot be explained by student entry qualifications or subject of study. The VA uses the actual degree outcomes of all UK domiciled students graduating across higher education in the last five years by subject of study and one of fifty entry qualification bands. This allows a statistically expected percentage of first or upper second degrees to be calculated for any cohort of students, which can then be compared with the actual attainment of that cohort (be it BME versus White; male versus female; commuting students versus non-commuting students etc.). Where attainment exceeds the 'expected' percentage, the VA score is proportionately above 1, and conversely where the outcome is below expectation the VA score is below 1. (Further information and tools related to the VA metric are available online².) Kingston has developed a dashboard in the Tableau data analytics application showing six years of VA scores by faculty, school, department and course group. The key success factor has been the simple visual presentation of the data down to course level. This has enabled myth-busting, focussed discussions with school and course teams, and opened the door to engaging staff in addressing the BME attainment gap.

The ICF is a key strategy to address the BME attainment gap but its principles are of benefit to all students. It is simple and practical, and at Kingston has been adopted as an institutional tool to support student success. Within the context of their VA scores, course teams are challenged to consider the extent to which their curriculum is:

- (i) accessible (conceptually and practically);
- (ii) reflects the needs of diverse students; and
- (iii) prepares students to contribute positively to a global and diverse economy.

Grounded firmly in an epistemological understanding of the social construction of knowledge, the multi-dimensional framework identifies intervention points at which the principles of inclusivity can be enacted to ensure effective education. These intervention points include curriculum content, learning and teaching practices, assessment strategies, and feedback/feedforward mechanisms and the review of outcomes – including differential progression and attainment. The framework centres diversity and inclusion as a key to good pedagogic practice to enhance students' learning and success. Its implementation is supported by staff development workshops, on-line resources and a student co-creation project. It is embedded in quality assurance processes, and addressed at validation and periodic reviews. The crucial success factor has been the way in which this framework has been adopted, using practical examples and discussions to de-mystify inclusivity, and allow people to see how the curriculum can be more inclusive by using both small and large interventions.

² <https://www.closingtheattainmentgap.co.uk/>

Consequently the VA score and the ICF are embedded in the fabric of the university, and outcomes are reviewed by the University Board through a Key Performance Indicator (KPI) that drives action and resources, and features in all risk management documents. Progress against the KPI is reported annually to the Senate, Senior Management Team (SMT) and the Board. The VA and ICF are also key parts of Quality Assurance and Planning processes.

The VA approach was initially developed to provide a quantitative focus for discussion of the BME attainment gap, but it has been developed to identify other areas of under-attainment including gender, class, age and disability. The ICF also reflects intersectionality and has a wide range of beneficiaries, with the first principle ensuring the university and its staff address the accessibility of the curriculum for all students, including students with disabilities and those with specific learning differences. The framework is grounded in a principle that diversity delivers benefits for all students.

Project aim

The principal aim of this project was to see if the two initiatives used successfully by Kingston, the VA and ICF, could be transferred to and embedded within five other HEIs, primarily to enhance BME student attainment but potentially to benefit all students.

The partners, and their motivations for joining the project

The five partners were all committed to addressing the BME attainment gap, but had somewhat different contexts, starting points and approaches. Two of the partners, Wolverhampton University and the University of Hertfordshire, had worked with Kingston previously on a Higher Education Academy (HEA) funded project, whilst the other three, University College London, the University of Greenwich and De Montfort University, joined at the outset of this project. The map below shows the project partner locations, and the student body table (Table 1) details total students by gender and UK-domiciled students by ethnicity for each of the partner universities.

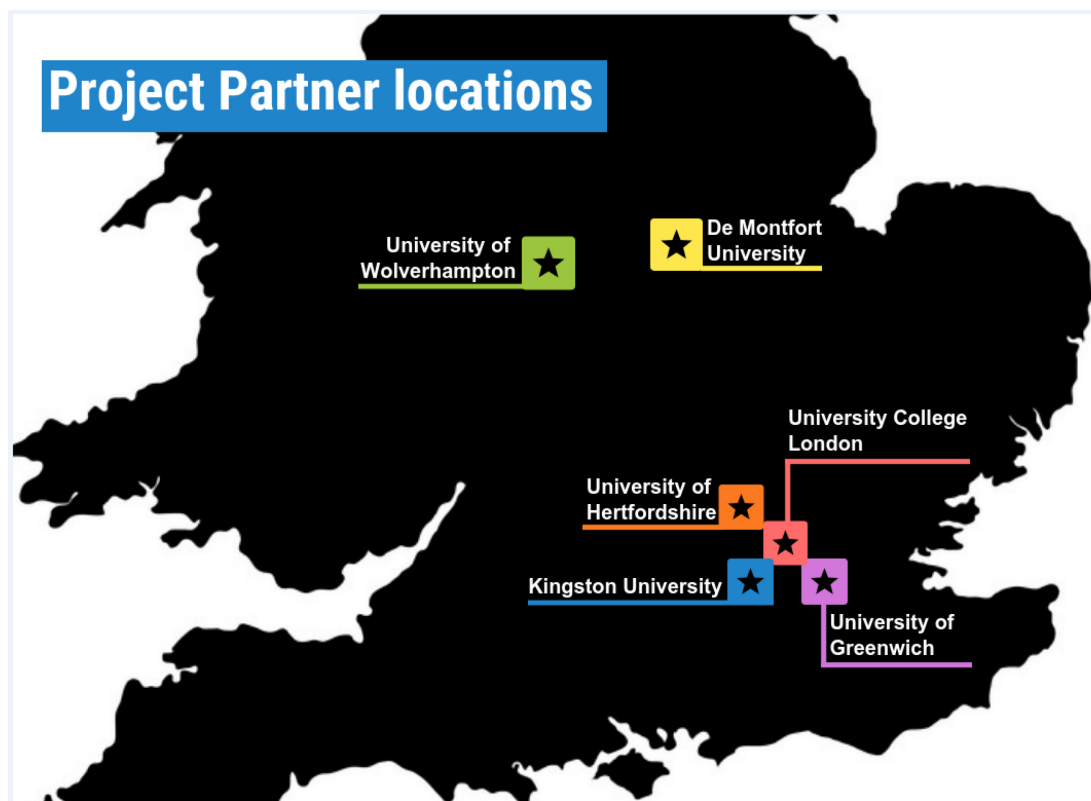


Table 1 – Student numbers for each partner by gender and ethnicity marker

	Number of students enrolled			Number of UK domiciled students (ethnicity markers)						
	Total	Female	Male	Total	White	Black	Asian	Mixed	Other	Unknown
De Montford University	25695	14220	11475	20,990	10,615	3,780	5,090	880	340	285
University of Greenwich	18805	11020	7785	15,265	7,770	2,955	3,070	765	460	245
University of Hertfordshire	24400	14030	10375	20,395	10,340	3,760	4,115	1,040	790	350
Kingston University	17630	10115	7455	14,670	6,595	2,915	3,225	940	825	170
University College London	40015	23370	16645	22,010	13,015	1,275	5,030	1,480	840	370
University of Wolverhampton	19630	12435	7190	18,625	9,970	3,505	3,580	990	355	225

The University of Hertfordshire (UH), Hatfield, Hertfordshire

In 2012 UH publicly announced an objective to reduce the BME attainment gap by 10 percentage points by 2014/15. Accountability had been determined at all levels to challenge all staff to accept responsibility for making a change to their own practice. By the start of this project, the university had made good progress, reducing the attainment gap by 7 percentage points. UH was also one of eight Institutions to receive the inaugural Bronze Race Equality Charter Mark, with a commendation for its inclusive curriculum work. The university’s BME student success working group is made up of students and staff from all schools, as well as the Students Union. Staff are keen to share practice and learn from other institutions, hence previous work on a HEA funded project with Kingston University and the University of Wolverhampton and the ambition to collaborate further.

The University of Wolverhampton (WLV), located on four campuses across the West Midlands, Shropshire and Staffordshire

WLV had been involved in a number of national initiatives relating to attainment, including Disparities in Student Attainment (DiSA), *What Works?* and the HEA-funded VA Methodology project with Kingston and Hertfordshire. During 2015/16, the former Attainment Champions Group was reconstituted to form a new University Attainment Group (UAG) with expanded membership. Following a review of the quality enhancement (QE) committees in the university, the remit of the UAG was widened to consider broader inclusivity issues and a new ‘Inclusive Pedagogy and Attainment’ Community of Practice (CoP). The remit is to promote the development of inclusive curricula, in line with WLV’s new Learning & Teaching Strategy. Collaboration in this project was seen as an opportunity to develop this work further.

De Montfort University (DMU), Leicester

The advancement of equality, including attainment, is intrinsic to the values, aspirations and mission of DMU. The DMU Student Retention and Attainment Strategy 2016-2020 sets out a comprehensive range of actions and principles to improve student outcomes. Specifically this includes increasing the proportion of students who successfully complete their studies within the normal period of enrolment; to increase the proportion of undergraduate students achieving good honours; and to reduce differences in outcomes associated with ethnicity, gender, age, mode of study, disability status or any other shared characteristics. Planned work that was seen as synergising with this project included developing BME peer mentoring and BME role models, positive and diverse imagery and communications, and ensuring personal tutors were accessible. DMU aimed to align project activity with its ongoing development of a Universal Design for Learning (UDL) – a framework that embeds inclusivity and supports students. UDL is a key tool at DMU and it was envisaged that following completion of the catalyst funded activities, UDL would adopt the learning and mainstream activity into future business as usual at DMU. DMU were also one of the first eight universities to achieve bronze in the Race Equality Charter.

University College London (UCL), London

UCL's Education Strategy 2016-21 commits to ensuring support to all students to achieve academic success, regardless of their backgrounds. The 'Connected Curriculum' framework for research-based education is a key tool supporting teaching staff to develop inclusive curricula, and to ensure that students are well-prepared for the challenges of their future lives and careers, regardless of background. The Office of the Vice-Provost (Education & Skills) was working in partnership with Student and Registry Services (including the Access team) and with the Equality, Diversity and Inclusion team to develop an action plan around differential attainment. This project was to be a key element within that plan. UCL also has a bronze award under the Race Equality Charter.

The University of Greenwich (UoG), located on three campuses in London and Kent

UoG's first strategic objective is to "Maximise the individual potential and satisfaction of students through outstanding learning and teaching". While there had been improvement in the overall performance of students, some populations, including males and some BME groups, were not attaining as well as others. The university invests in a range of approaches to improving teaching and learning, from teacher training of academic staff to investment in new learning technologies. Having reviewed the Kingston work it was concluded that this approach, with the VA score enabling a focus on the attainment gap and the ICF providing a range of tools to drive improvements in attainment, would enable the university to more effectively meet its strategic aim: ensuring that all students leave having achieved the maximum possible from their education. Greenwich is also involved in the JISC learning analytics project, and planned to review how the VA score could be included in the datasets used to predict student success. Curriculum innovations at course level are evidenced using short student surveys. Greenwich already had a review dashboard, developed using Tableau, which provides to course teams a wide range of metrics about their courses. It was planned to align the VA score with that dashboard to provide a single source of key performance data that could be used to drive improvement.

NESCOT was one of the original project partners. Unlike the other partners it is a further education college. It had been hoped that the VA and ICF could also be shown to be valuable in this wider context. However in the early stages of the project it became clear that the college had very few honours graduates and that the VA, as currently calculated, could not apply to foundation degrees, which are received by the vast majority of NESCOT graduates. NESCOT therefore withdrew from the project. The rest of the report, therefore, refers to the five partners and Kingston excluding NESCOT.

The approach to scaling up the VA and ICF initiatives

As previously stated, Kingston had already had experience of sharing inclusive approaches with WLV and UH as a result of HEA funding. Reflection on this earlier collaboration provided valuable lessons which shaped the methodology, the governance structures, the project plan and milestones. The scaling up for this project with six partners was only possible as a result of the Catalyst funding.

Through this project Kingston supported the other five partners in the following ways (as shown in Figure 1):

- I. Developing detailed VA dashboards from institution to course level, following existing templates and face-to-face training for planning/data teams;
- II. Disseminating, through institutional project teams, the dashboards and promoting debate with course teams about the BME (and other) attainment gaps and the action which might be taken to address them;

- III. Understanding, adopting, adapting and disseminating the ICF, so that it could become an integral part of the approaches to teaching and learning, and central to institutional quality assurance (QA) and QE processes and the implementation of other strategies, through training and coaching of institutional project teams;
- IV. Sharing case studies and other support materials to enable partners to test the roll out of the approach efficiently and effectively;
- V. Identifying how the VA (institutional project/planning and data teams) and ICF (institutional project teams/academic and registry) could be integrated with other practices and procedures to improve retention and success; and
- VI. Enhancing collaboration between academic, professional and student communities and sharing practices, particularly the training and use of student curriculum consultants.

As well as the support provided by Kingston, a second key element of the approach was to foster and encourage collaboration across the partners to enable good practice to be shared and disseminated amongst all partners. This enabled learning to be shared from additional activities and approaches employed across the six diverse Institutions.

Whilst Kingston provided consultancy input for both the VA and ICF methodologies, the five partners set up the necessary project management within their institutions to ensure the success of the project and its sustainability.

In terms of expected impacts and outcomes, the main medium term aim was to see an improvement in BME degree attainment and a reduction in the attainment gap across all the partners. Given the timescale of the project, however, it seemed unlikely at the outset that there would be much impact on degree outcomes before the 2020 graduates at the earliest. Nevertheless, we did expect to see:

- a. Changes in staff awareness and understanding of the attainment gap;
- b. Evidence of increased activity to address the gap, including case studies of changes to the curricula;
- c. Changes to university practices and procedures, and embedding attention to the attainment gap in the mainstream work of the institutions; and
- d. Possibly other improvements in student achievement, short of the final degree outcome, such as progression rates.

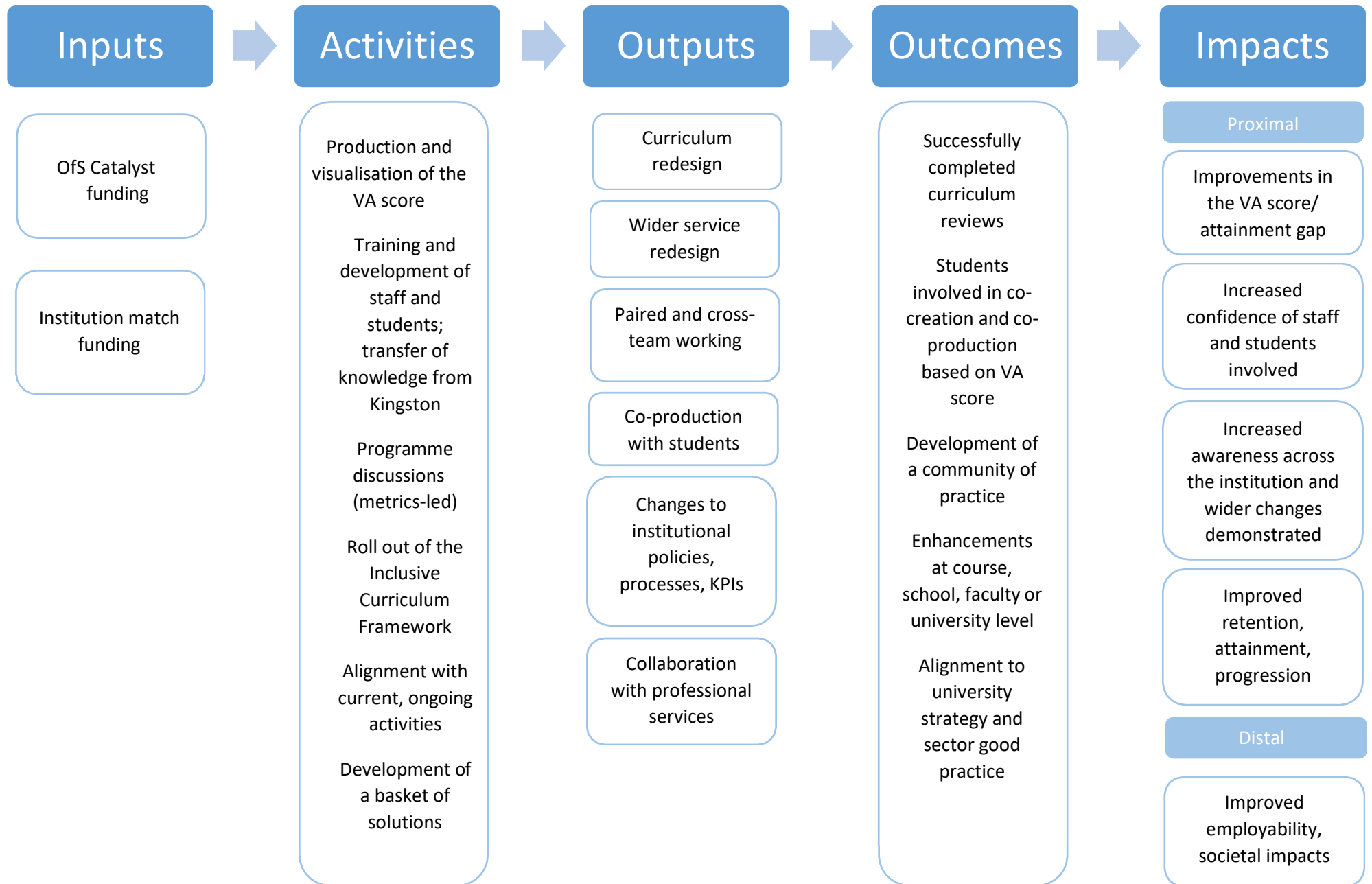
To track these impacts, we used the following methods and data sources:

- i. A survey open to all staff at all the partner universities at the outset of the project, and a final survey at the end of the project;
- ii. Questionnaires to those involved in the training on both the VA and ICF;
- iii. Structured interviews of
 - Technical staff devising the VA dashboards
 - Project leads
 - Others involved in delivering the ICF and VA to their colleagues in the partner institutions
 - Vice Chancellors or their nominated senior leads for the project;
- iv. Project and university documentation;
- v. A student networking event;
- vi. Case studies of curriculum changes; and
- vii. Data on changes in VA, progression and retention between 2016/17 and 2017/18

Where appropriate, all questionnaires had received ethics approval.

The evaluation plan is summarised in Appendix Five.

Figure 1: Logic chain describing the phases of the project



4. Outcomes and findings

The principal aim of this project was to see if the two initiatives used successfully by Kingston, the VA and ICF, could be transferred to and embedded within the partners, primarily to enhance BME student attainment but potentially to benefit all students. This section sets out:

- The extent to which the VA was developed and adopted by the partners and how it was then used;
- The extent to which the ICF was developed and adopted by the partners and how it was then used, including the employment of students to review curricula;
- The overall impact on staff attitudes and activity, university processes and procedures, and the VA, progression and retention statistics for BME students;
- The building of an effective collaboration between the partners;
- Dissemination of the results.

The starting point for this evaluation is the fact that all the project milestones were met.

4.1 Transferring and using the VA

i. *Developing the dashboards*

The first requirement was each partner to develop a VA dashboard which mirrored Kingston’s format, providing data down to course level. All the partners successfully achieved this, although some found it more straightforward than others, and all are committed to continuing to update the dashboards year on year.

All partners were offered a day’s training at Kingston, a copy of a ‘Prezi’ (an interactive visual presentation) describing the steps required to create the dashboards, the national data on student degree outcomes by entry qualifications etc., and a copy of Kingston’s complete Tableau dashboards. Follow-up support was also offered by phone and e mail. All the partner HEIs successfully produced Tableau dashboards which mirrored the Kingston format, however, there was considerable variation in the ease with which this was achieved.

All the technical leads were interviewed and asked about their experiences of developing the dashboard. The responses to a four way question ‘*How easy did you find it to develop the dashboards?*’ were as follows:

Very straightforward	Fairly straightforward (but some difficulties)	Quite complex
1	2	2

This variation was reflected in the time taken to develop the dashboards which ranged from 1 to 30 days.

The two partners who found the exercise ‘Quite complex’ both felt that while the description of the process was clear, there was a lack of detailed templates showing exactly what needed to go into each cell and the arithmetic for achieving this. Both talked of having to ‘reverse engineer’ the KU dashboard. The other three did not see this as a problem.

In one institution a student had supported the development of the dashboard, which had inevitably extended the time taken (though providing a valuable learning experience). Two technical leads had been unfamiliar with Access, and so had used Excel instead which, while working, had complicated the exercise.

All were of the view that, having created the dashboards, they had a valuable tool which could be rolled out more widely and would be very easy to update with annual data, requiring no more than a day or half a day.

Two of the partners had taken the attainment gap analysis a step further than the VA dashboards. While UCL found the VA dashboard valuable, because such a high proportion of UCL graduates receive a first or upper second degrees, the contrast between White and BME students tends to be less apparent. They have therefore additionally used data based on both the percentage of BME and White graduates receiving a first or an upper second degree and actual degree marks; this has demonstrated the gap between White and BME students more clearly. Greenwich (and Kingston) have developed module dashboards showing the difference between White and BME student scores for every module. While neither of these approaches can be based on national benchmarks, as is the VA, they have both been seen as valuable additional ways of highlighting and exploring particular areas of differential attainment.

ii. *Disseminating the VA and using it to drive discussion about the attainment gap*

Once the dashboards were available the essential requirement was to ensure that these were used to demonstrate the extent of the attainment gap down to course level, and to generate productive discussions about the causes of the gap and the actions which could be taken to address it.

a) Training on the use of the dashboards

The first stage was for Kingston staff to explain and demonstrate the dashboards in non-technical terms to groups of staff selected by each of the partners, with the exception of HU which had previously received this training as part of the earlier HEA project. Crucially, these sessions were also used to emphasise and explore how the dashboards could be used to generate productive discussions with colleagues. It was an absolute tenet of the Kingston approach that, valuable though the dashboards were, their effectiveness only came fully into play when they were presented to colleagues and used as a vehicle for exploring the causes of the attainment gap and the steps that might be taken to address it.

Feedback was then sought from participants, either online or through paper-based questionnaires, to gain an insight into their:

- Overall training experience;
- Levels of understanding; and
- Levels of confidence.

In total, there were 44 respondents from across UCL, De Montfort, Greenwich and Wolverhampton Universities.

'What can I say? It's been excellent. The most important thing has been the presentation of the VA methodology and how it can be a platform for conversations.'

Participants were asked to reflect on the clarity of explanation of the VA methodology; the demonstration of the dashboard's functionality; using it to identify differential attainment; and guidance given for presenting data to colleagues. All these elements were very well received, with 84% stating that, across the sessions, the training had been either excellent or good.

All the participants reported that as a result of the training, they had a clear understanding of the principles of the VA data calculation, with 90% stating they felt confident to explain VA scores to colleagues. It was evident that a key value of the tool to respondents was that it provided a measure based on empirical data, with 100% stating that they saw the VA tool as being valuable to opening conversations about the BME attainment gap.

'Seeing evidence in this way, is believing, (which is) necessary with a scientific background.'

'The tool uses facts to explain the attainment gap, which can be used to communicate the issue, and over time be used as a measure to demonstrate the effectiveness of remedial actions.'

As indicated, the VA metric appears to have given confidence to staff to use the data to open conversations with colleagues in relation to the BME attainment gap. Following the training, 90% stated that they felt confident in doing so.

'It shows really clearly where there is a BME/White attainment gap, that cannot be explained away by other variables, such as class and gender.'

Whilst the confidence level of participants in using the dashboard to identify differential attainment was high, with 59% very confident and 41% broadly confident, there were a few who felt that they would perhaps benefit from greater support to feel comfortable with: a) the technical aspects and b) the discussions on the BME attainment gap.

b) How did partners use the VA dashboard?

In order to establish how partners had disseminated the dashboard and how useful they had found it, semi-structured interviews were conducted with all project leads and others from each institution who had been most closely involved.

Two of the partners had used a small central team to demonstrate the VA and lead discussions with staff through a series of workshops, departmental meetings and, in one case, lunchtime sessions. The advantage of using the same individuals to spread the messages was seen in terms of consistency and the levels of knowledge about the attainment gap and the related research. Because of staff changes and absences this dissemination work had started relatively late in one of the institutions. Three partners had focused more on dissemination through dedicated faculty or departmental representatives or champions (ranging from 6 to 26 in number) who had time allocated specifically to this (and related work on student achievement including the inclusive curriculum). This was seen as offering some advantages in that these staff were able to become more familiar with specific departments, and thus tailor their approach more effectively. However, all agreed that these could be sensitive discussions with staff which needed expertise to be handled both delicately and authoritatively. The VA data (and module data) was used by some of the partners to specifically target those programmes with the greatest attainment gaps rather than taking a university-wide approach in the first instance.

Interviews were conducted with the project leads and others involved in disseminating the VA. The partners were universally enthusiastic about the effectiveness of the VA in highlighting the reality of the attainment gap and engaging staff in productive discussion about its causes and potential remedies, thus endorsing the fundamental claims made for the Kingston offer at the outset.

'The VA has been a game changer'

'The VA has been absolutely invaluable. It provides academic data which speaks to academics down to programme level and busts the urban myths'

The advantages of the VA, presented on a dashboard, were widely agreed as being:

- Bringing home the reality of the attainment gap and challenging the student deficit model with credible data which was hard to argue against. The VA was seen as a very effective tool in cutting through previous, often lengthy debates about data on the attainment gap and what the data was showing;
- Providing data down to programme level. One of the partners referred to the fact that despite six years of discussions about the attainment gap it had been hard to get the message through until the VA allowed a challenge at programme level and a 'step change' in constructive discussions;
- Opening the door to ask questions and develop constructive discussions, notwithstanding a generally perceived nervousness about discussing race. This was seen as fundamentally important to all the partners;
- Providing time series data, which helps to make a case even where student numbers are low;
- Very visual and engaging.

Despite this overwhelmingly positive view of the VA, all partners acknowledged that there continued to be some pockets of resistance, and some staff who would find every argument for the attainment gap not being related to race. There was also a concern to be careful in presenting this data so as not to appear to shift from a student deficit to a staff deficit model, or to be seen to be accusing staff personally of racism. Some also mentioned that the fact that the data was historic reduced its impact as staff wanted to know the position now.

4.2 Transferring and using the ICF

The picture with the transfer of the ICF was a little more complex. Whereas none of the partners had anything equivalent to the VA dashboard prior to the project, most had some form of inclusive curriculum approach. Thus while the VA was adopted in its entirety, the ICF was adapted to complement existing inclusive approaches

a) Training staff

The aim of these training sessions was to introduce the ICF to participants, and explore the extent to which it could be practically and systematically applied to supporting curriculum design within their own institutions. Partners could adopt or adapt the ICF whilst still promoting student involvement as part of the process. Feedback was then sought from participants, either online or through paper-based questionnaires, to gain their views on the:

- Overall training experience;
- Benefits of the ICF; and
- Student co-creation.

In total, there were 64 respondents from De Montfort, Greenwich and Wolverhampton Universities though not all respondents responded to all of the questions. Overall the ICF training was seen as being highly successful and effective: clarifying the underpinning concepts of the tool; introducing the various levels of its potential; considering how it could be utilised to stimulate conversations – and therefore change; embedding it in university processes; and exploring the relevance of student co-creation.

Participants were asked to describe their knowledge and understanding of inclusive curricula, before and post-training. Although 80% reported that they already had a reasonably good understanding of the topic beforehand, encouragingly, 78% still stated that these levels had increased fairly significantly as a result of the training. Following the training, almost all respondents stated that they felt at least moderately confident to use the tool to generate conversations with colleagues.

ADDRESSING THE BME ATTAINMENT GAP

'(The ICF) has the potential to ensure conversations move away from the 'personal' and to support positive change.'

'(The ICF) spells out more clearly what I have already pictured and (now) I have tools to implement the programme.'

'A good framework that can be populated by discipline-specific content.'

'It assists teaching and learning aspects of the student journey to effectively consider and implement equality and inclusivity within the curriculum, reflecting and acting on the needs of a diverse student population.'

From the open-ended responses received, there were three recurring benefits cited regarding the usefulness of the tool:

i) Identifying areas of improvement

It was mentioned on a number of occasions that the ICF helped academics to identify areas of improvement, from a teaching and learning perspective at the granular level.

ii) Supporting systematic change

At institution level, it was observed that the ICF could be of real value to a responsive university, wishing to support the journeys of a diverse student population, with the potential to embed it in their processes and procedures.

'It helps the university to understand how positive impacts of even small/moderate equality and inclusivity changes within the curriculum can influence outcomes and the need to develop structures: processes, procedures etc., to underpin this essential work to achieve degree success for all students.'

'(The ICF) provides a vehicle to start discussion and areas to consider to celebrate, develop and improve in relation to the student experience.'

'(The ICF) benchmarks all programmes... it is about awareness and having discussions, and it's going to make efficient changes.'

iii) Effectiveness to instigate discussion

Enabling the generation of focussed conversations was an important element of the functionality of this tool – and one that received considerable support.

'I like the idea of training students to participate in a co-creation of a curriculum.'

'I haven't yet had the opportunity, but (am) concerned about how I fully equip students to make comments/provide feedback.'

All respondents thought that the ICF tool would be useful for curriculum co-creation with students, though there were concerns expressed about the readiness of students to contribute, and the need for them to be properly prepared, so that they could actively participate with confidence.

b) How did partners use the ICF?

All partner leads and others involved in delivering the ICF were interviewed to determine how they had used the ICF. While all partners had made use of the ICF and were positive about its value, the way in which they had used it varied from institution to institution depending in part on the extent of their existing policies and practices relating

to an inclusive curriculum. The following summarises the approaches taken by the partner organisations and offers a key quote from a senior leader.

DMU: In October 2016 DMU launched the Universal Design for Learning (UDL) project. UDL Champions were appointed to support faculties and a template was created to focus attention on three dimensions:

- Flexible study resources
- Flexible ways to learn
- Flexible ways to show learning.

Staff were engaged in conversations about inclusion and accessibility of teaching, learning and assessment methods, models and presentation which were introduced due to the changes in the 'Disabled Student Allowance'. The methodology was introduced, recognising that all students had varying learning needs and this advancement would ensure that ALL students would benefit from this development.

At the start of the Catalyst project, given that staff were already viewing their modules through the lens of UDL, it was decided to mesh the ICF with UDL, reframing the second year of delivery as UDL Mark 2. The main focus was the taught curriculum (ICF levels: teaching, module and programme). At the start of the project DMU funded six academic roles, titled Fair Outcome Champions (FOCs), to support the delivery of the project. The role of the FOC was to generate enthusiasm for the project overall, support courses in reviewing their (VA) data and to collate good practice on inclusive curriculum. VA and module data were used to identify those courses and modules which were having the greatest impact on differential attainment, and these were required to use the Module Evaluation Plans (MEPs) and Programme Appraisal and Enhancement (PAEs) plans to create SMART actions and to monitor progress against targets.

'The ICF delivered through the UDL Mark 2 has made an important contribution. It is a conversation starter enabling staff to see how to make a difference to their practice at all levels.'

UCL: The institution had established a Liberating the Curriculum project, initiated by the student union and led by a working group. This had resulted in a radical rethink of some courses but it was not fully coherent or institution wide. Their starting point in expanding inclusive curriculum activity was to seek to capture and share examples of good practice across the university. They drew on the ICF, De Montfort's Universal Design for Learning and a meta-analysis of papers on inclusive curricula to develop the Inclusive Curriculum Health Check which features the three ICF principles.

All 82 undergraduate programmes were required to complete the Inclusive Curriculum Health checklist identifying good practice and preparing action plans for improvements. A 'how to' good practice guide has been compiled and the Inclusive Curriculum Health check has been incorporated into quality assurance processes.

'This project has enabled us to systematically collect evidence on the extent to which courses are delivering an inclusive curriculum.'

UH: The university had developed a Curriculum Design Toolkit in 2012 to help staff take a considered look at their curriculum in terms of their learning, teaching, assessment as well as the environments that they create. The toolkit has eight strands each with a set of principles of good practice. One of these strands is on good practice in inclusive teaching. Like the other strands, inclusive teaching contains a self-evaluation tool and small bite-size case studies. Staff are encouraged to question their own practice in relation to the protected characteristics and in light of performance data. Inclusive teaching was embedded in the Introduction to Learning and Teaching and the PG Certificate in Higher Education, and has been a light-touch feature of periodic review and validation.

At UH, the Learning and Teaching team delivered the Value Added metric and the inclusive practice as a package in workshops and discussions. As they already had the toolkit the ICF was presented alongside this, and staff were

encouraged to use whatever worked for them. Both models were presented as mechanisms for evaluation and enhancement. The ICF checklist was also adopted and over the summer of 2019 staff were asked to use the ICF checklist to improve the guided learning journey on the university's virtual learning environment (VLE), Canvas, ready for the new academic year.

'The ICF checklist is specific and helpful, provides a practical approach and directs staff to take appropriate action.'

WLV: The university had already developed an inclusive curriculum framework called the Universal Educational Design (UED). The aim was to support all students through three dimensions:

- Understanding the curriculum
- Engagement with the curriculum (drawing upon the UDL model)
- Demonstration of knowledge.

Kingston's ICF was used alongside the UED model in workshops, with two of its core principles, 'creating an accessible curriculum' and 'enabling students to see themselves in the curriculum', seen as being particularly helpful in demonstrating what was meant by ensuring students 'understand' the curriculum. The ICF was also valuable in helping academic staff to think about the different levels: the teaching and the module level but critically also taking a holistic view as to how these individual modules comprise a course.

'The ICF helped to reinforce the message that students experience a course not just a module so the visual was really helpful in subtly reframing each level.'

UoG: At the start of the project UoG did not have an institutional approach to inclusive curriculum though individuals took steps to improve their own practice. UoG used the VA, additional module data and student feedback to target courses where staff needed to review the curriculum. As they were at the start of the journey they felt the ICF and accompanying documents needed to be made more accessible for distribution to the academic community. They therefore synthesised the documentation, drawing upon the work of Bank & Bank and the material provided by the University of the Arts, to create '10 Dimensions of Inclusive Practice (IP)'. These were then presented, alongside the data, face to face with staff. They took the time to ensure staff understood that the kind of changes that they could make did not necessarily mean going through academic quality processes. Changes could be small, such as how they engaged with students in their classroom or how they composed groups, which staff really appreciated.

'The ICF helped us to conceptualise a model that works for us and which reflects the stage we are at on our journey. Without a doubt, the project has enabled us to challenge curriculum practice in an informed and strategic way – it has provided the ammunition we needed.'

4.3 Student involvement

A key element of project delivery was the involvement of students in all aspects of the work. As agreed in our project milestones, training was carried out for Student Union (SU) staff and officers in November 2017. This event was hosted by the Union of Kingston Students; 21 attendees from all project partner student unions took part and shared their institutional approaches to addressing the attainment gap. The afternoon was spent collaborating, networking and sharing good ideas, which attendees unanimously fed back as the most useful element of the day. All of the respondents felt more empowered to take action to help improve the BME attainment gap in their institutions after attending the day. Connections made on the day have continued at various sector SU events. A second student meeting was hosted by DMU in January 2019, where 16 student curriculum advisors/consultants representing each of the partner institutions met to share the work they had been undertaking at each of their respective institutions. They used the session to share good practice, consider the different activities they could engage with, and support

each other with guidance and tips, particularly for those institutions which were just establishing their student schemes.

Inclusive Curriculum Consultants

Central to Kingston's approach to the inclusive curriculum is the use of student Inclusive Curriculum Consultants (ICCs). Whilst the title and exact role of an ICC varies from institution to institution, one very positive outcome of the project has been the adoption by all the partners of some form of student curriculum consultants.

Inclusive Curriculum Consultants are undergraduate and postgraduate students who provide staff with diverse student perspectives. They use the ICF to review materials and discuss how a particular course, module or professional service area can work toward being more inclusive and accessible to a diverse student body. Participating in a consultation encourages staff to consider the student perspective and provides the opportunity to consolidate their understanding of the ICF. Most universities adopted an approach that involved students in the processes of designing and reviewing the curriculum, expressing the view that they had played a vital role. Appendix eight shows an overview of how students were included at the individual institutions, including information on the work they delivered and how the programmes were coordinated.

At Kingston, over 100 ICCs have been trained over the last three years and they are involved in a wide variety of work ranging from reviewing course materials such as assessment briefs and reading lists, to delivering training sessions and working collaboratively with professional staff to advise them on inclusive practices. Training was carried out by the Kingston ICC's at a number of partner institutions to help kick-start their programmes.

Several positive outcomes have been identified in the evaluation of the student programmes over the course of the project:

- Many course teams who have worked with the consultants have requested to collaborate with them repeatedly.
- Students who have worked as ICCs have reported going onto PhD programmes, Masters programmes, roles in equality in higher education, Student Union officer roles and roles in their preferred fields.
- Students who have worked as ICCs have reported feeling a greater sense of belonging to the university and have felt the role prepared them for professional opportunities after graduation.

4.4 Overall impact

To ultimately determine the success of this project, we will need to measure the difference it has made to Improving BME student outcomes and reducing the attainment gap. As was acknowledged at the outset of the project this data will not be fully available until at least the 2020/21 degree results, by which time two cohorts will have benefitted from the institutional changes being made. We can, however, also assess the project's impact so far in terms of:

- A. Initial data on student attainment together with student progression and retention, which was felt could in part act as a precursor of improved degree attainment;
- B. Changes in partner policies and procedures; and
- C. Changes in staff attitudes, understanding and activity.

A. Changes in value added, progression and retention data for BME students

Despite the newness of the project, we can already point to significant improvements in VA scores for BME students (Table 2). For all four of the partners who have reported data, the VA score for BME students has risen significantly

and is now close to 1. In other words BME students are attaining at almost the average level for all students across the UK who graduated over the last five years (achieving a VA score of 1 was the original Kingston KPI). This is a significant achievement. The table also illustrates another important aspect of the use of VA metrics – the focus on BME student attainment, rather than the attainment gap per se. The improvement in VA scores for BME students led to a reduction in the attainment gap for three of the partners but in the case of UH it has widened. UH saw the greatest improvement in BME attainment, but also the greatest improvement in White attainment. While the aim is to eliminate the unexplained attainment gap it would be perverse to focus solely on this and not recognise the improvements in BME student attainment. Part of the rationale of the ICF is that it improves the curriculum for all students and so an improvement in White student attainment could be related to the ICF. This is an area which perhaps justifies more detailed research.

Table 2: Institutional value added scores for White and BME UK domiciled graduates 2016/17 and 2017/18*

University	2016/17		2017/18	
	BME	White	BME	White
Greenwich	0.93	1.10	0.96	1.10
Wolverhampton	0.84	1.06	0.98	0.97
De Montfort	0.84	0.97	0.91	1.01
Hertfordshire	0.83	1.03	0.99	1.26
UCL	n/a	n/a	n/a	n/a

**2018/19 data not available at time of publication*

The VA and ICF have been used at Kingston for around six years and therefore their impact needs to be judged over this longer period. Between 2011/12 and 2018/19 the attainment gap has been reduced from 29 to 11 percentage points and the VA for BME students has risen from 0.72 to 0.95. Table 3 shows the VA scores for the four years from 2015/16 to 2018/19 which use the same national degree outcome benchmark data as Table 2. (The national benchmark data is updated periodically to reflect national shifts in the percentage of first and upper second degrees awarded). In 2017/18 there was a slight dip in the VA score for BME students for the first time since 2011/12. We believe we were able to identify the particular course which accounted for this and successfully address the problem. The VA score for BME students in 2018/19 has returned to a the rising trend.

Table 3: Institutional value added scores for White and BME UK domiciled graduates at Kingston University 2015/16 to 2018/19

Year	BME	White
2015/16	0.87	1.04
2016/17	0.95	1.07
2017/18	0.91	1.07
2018/19	0.95	1.09

The picture on progression and retention is less clear cut, but still broadly positive. Table 4 shows improvements in retention and in progression from Year 2 to Year 3, but a decline in three of the institutions for progression from Year 1 to Year 2 for BME students. It is not possible to understand these differences in progression without some detailed work.

Table 4: Progression and retention of White and BME UK domiciled students in 2016/17 and 2017/18

	16/17		17/18	
	BME %	White %	BME %	White %
Greenwich				
Year 1 to year 2	80.5	86.5	78.2	86.1
Year 2 to year 3	88.1	92.7	88.1	93.3
Retention in year following entry	82.6	87.4	85.0	87.0
Wolverhampton				
Year 1 to year 2	62.7	77.4	61.6	76.7
Year 2 to year 3	71.5	81.8	72.5	80.9
Retention in year following entry	78.5	83.5	80.1	83.8
De Montfort				
Year 1 to year 2	76.4	84.5	78.7	82.4
Year 2 to year 3	86.7	95.7	88.6	84.5
Retention in year following entry	83.2	87.1	85.4	86.7
Hertfordshire				
Year 1 to year 2	63.2	70.7	59.9	67.9
Year 2 to year 3	73.3	72.8	75.4	73.4
Retention in year following entry	na	Na	na	na
UCL	na	Na	na	na

B. Impact of the project on partner policies and procedures

If the focus on the VA and the ICF is to be sustained beyond the life of the project or the tenure of project leads then these initiatives need to be embedded in partner policies and procedures to become a regular part of an institution's practices. Figure 3 and Appendix 3 outline the various core initiatives of the project adopted by partners and their timing in terms of:

- Having a BME-specific focus;
- Incorporating value added scores; and
- Developing an inclusive curriculum.

Mapped against strategic indicators, this provides not only an overview of the current position (including pre-project achievements), but also shows the journey (through annual comparison), and the cumulative direct impact of the project itself.

It can be clearly seen that this project has had significant impact on the partner institutions, with the greatest frequency of change having been made in the areas of: annual monitoring, internal subject/periodic reviews, course dashboards, institutional education/teaching & learning (T&L) strategies, Access Agreements, guidance provided to directors of T&L and the development of course content in academic development workshops. Other indicator aspects are at varying stages of development, reflecting the evolutionary nature of the processes involved. (Detailed chart summaries for each of the partner institutions can be found in Appendix Six)

Behind the numbers

Whilst the overall numbers are impressive, to understand what this means and get a sense of what has really been achieved, we need to look at some examples.

Strategic Plan KPIs, Academic Board and Governors

'Closing the BME attainment gap' has been added to De Montfort, Greenwich and Kingston's strategic plans as a KPI; whilst Hertfordshire made presentations to their Chief Executives Group, Board of Governors and Academic Board, which now has it as a standing item on its agenda.

Annual monitoring and review

VA data has been included in course dashboards at UCL and Wolverhampton, where it is now included in the institution-wide Tableau. It is also a requirement for Wolverhampton course teams to include the VA score, and related commentary, as part of the annual course Academic Enhancement Plan. Hertfordshire's 'Annual monitoring and evaluation report' (AMER) now requires programme teams to report on VA scores, and identify actions to reduce the differentials. Greenwich's Annual Programme Review compares different dashboards provided by Planning & Statistics, including the National Student Survey, module evaluation and the VA dashboard, whilst the SCCs review the curriculum.

Inclusive Curriculum Framework

Whilst virtually all institutions have begun developing an inclusive curriculum, as discussed above, the partners have adopted and adapted the ICF in different ways. UCL, for example, has used it, to create their own Inclusive Curriculum Health Check (ICHC), which is included as a mandatory part of their Annual Student Experience Review (ASER).

Guidance and training

There is a very high instance of guidance being provided to Directors of Teaching and Learning, where some have been involved from the beginning, and/or been encouraged to attend regular meetings and discussions about VA and inclusive teaching. Most partners also now have BME attainment gap leads or champions with associated working groups.

Overall, the content of academic development workshops has been significantly adapted to respond to the challenge of closing the attainment gap, whilst one university purchased online unconscious bias training to ensure wider engagement and another is running additional VA dashboard training.

Figure 3: Changes in Documented Policies and Procedures across the Five Partners Pre 2016 to 2018/19

Change Indicators	Pre-2016			2016-18			2018-19			Overall Current Position			Cumulative Project Impact		
	BME	VA	ICF	BME	VA	ICF	BME	VA	ICF	BME	VA	ICF	BME	VA	ICF
Annual Monitoring	4				4	2		1	2	4	5	5	-	5	4
Validation Docs.	2		3					2		2	2	3	-	2	3
Internal Subject/ Periodic Reviews	4		2			1		1	1	4	1	4	-	1	4
Curric. Design Principles	2		3	1	1		1	1		4	2	3	2	2	-
Course/Programme Dashboards	2	1		4	4				1	6	5	1	4	4	1
BME Attainment Gap KPI Introduced	1									1	-	-	-	-	-
Institutional Ed./T&L Committee Terms of Reference/ Schedule of Business	1	1	1							1	1	1	-	-	-
Institutional Ed./T&L Strategy	1	1	1	3	4	3				4	5	4	3	4	3
Faculty Ed./T&L Committee Terms of Reference/ Schedule of Business				1			1	2	2	2	2	2	2	2	2
Faculty Ed./T&L Strategy				1	1	1	1	1	1	2	2	2	2	2	2
HR Strategy				2			1	1	1	3	1	1	3	1	1
Academic Progression & Promotion Strategy	1			1		1	1	1	1	3	1	2	2	1	2
Staff Recruitment Strategy				1			2	1	1	3	1	1	3	1	1
Access Agreement (for the next period)	1	1		4	3	2	1		1	6	4	3	5	3	3
Estates									1	-	-	1	-	-	1
Guidance Provided to Personal Tutors				2	1	1	1	1	1	3	2	2	3	2	2
Guidance Provided to Directors of T&L				4	4	4	1	1	1	5	5	5	5	5	5
Course Content of Academic Development Workshops	1	1	1	5	3	2		1	3	6	5	6	5	4	5

C. Changes in staff attitudes, understanding and activity

If the project is to achieve long term change then we need to change the understanding and the actions of our staff as they relate to students. The anecdotal evidence from the whole range of interviews about the shift in staff understanding of the attainment gap when presented with the VA, and the constructive discussions which ensued, is powerful. However we can also point to more direct evidence through case studies and an all staff questionnaire.

a) Case studies

All the partners have provided case studies of changes to make the curriculum more inclusive. These cover a wide range of initiatives from broadening reading lists to changing types of assessment to promoting group interaction. A number of examples are shown in Appendix seven and a full list is available on the Closing the Attainment Gap website³.

b) All staff survey

A baseline survey was open to all staff, academic and professional, in the six partner institutions to gauge their awareness of the attainment gap and its causes. A repeat survey was sent at the end of the project, which also included questions about staff exposure to the VA and ICF and any actions they had taken, or were planning, as a result.

Both surveys included staff at Kingston. In hindsight, we should have excluded Kingston staff, as the aim was principally to examine the impact on the five other partners. However the number of Kingston responses in both surveys was relatively small (Kingston number of responses – first survey 207 and second survey 61). The initial survey had 1466 responses in total spread across all the partner institutions.

However, despite several promptings, the final survey had fewer responses than the initial, 862, and the majority were from one institution. Because the project was finishing at the end of September this survey was sent out in August, which no doubt does much to explain the relatively poor response rate.

Given these numbers it is not possible to draw any firm conclusions from the survey. However we can say that those responses we did receive paint a positive picture. The final survey repeated questions in the initial survey about awareness of the attainment gap and its causes. It also had branching questions asking about the respondents' experience, if any, of the VA and ICF.

- *Awareness of the attainment gap*
In the first survey 25% of respondents said they had not heard of the BME attainment gap. In the final survey this had fallen to 7%.
- *Reasons for the attainment gap*
This was a complex question inviting respondents to score various factors on a scale of 1-8. There has been some change in views about the causes of the gap. In both surveys 'Family and employment pressures' were seen as the principal cause, but there has been a small shift away from the importance of 'student deficit' factors – 'lack of student engagement'; 'poor writing skills'; and 'entry qualifications' and a decrease in those saying racial bias was not at all a factor.

³ <https://closingtheattainmentgap.co.uk/>

'Overall, the data has spoken to the need for teams, groups and communities to work together on this. Pennies are dropping everywhere. Bravo colleagues! Thank you!'

'It shocked me that the previous approach while not intending to do so put the 'blame' on individual students rather than seeing patterns.'

'It shows that being aware of an issue/deficit allows for actions to be taken.'

'I became aware of the diverse needs of my students and how to address each student's needs without comprising the overall learning environment.'

'It made me more aware of the importance of watching for unconscious biases in my curriculum design and teaching, generally.'

'The Inclusive Curriculum training and sharing of good practice has prompted me to enhance some of my early-stage/introducing of the modules with students. I particularly feel positive and more confident about setting the tone earlier on in the L&T cycle.'

'Helped me consider how to respond to the attainment gap as a whole team approach and the need for ongoing creative enhancements to the curriculum.'

'Helped me change the structure of formal lectures to more interactive format.'

'I am not academic staff but embedding principles into support work etc.'

'I teach history. I amended my curriculum to include far more information on Africa which received a very positive response from students.'

- **Value of the VA**

Of all the respondents, 190, said they had received a briefing on the VA and 80% found this very or fairly significant in raising their awareness and understanding of the attainment gap. Only five respondents said it was of no significance.

- **Value of the ICF**

220 staff had had a briefing on the ICF of whom 85% said it was very or fairly useful in raising their understanding of the principles of an inclusive curriculum. Only four said it was of no use.

69% of these respondents said the briefing was very or fairly significant in enabling them to make practical changes to the curriculum or services to students. There were over 60 comments on practical changes introduced.

Developing effective collaboration

One of the subsidiary aims of the project was to enhance collaboration and the sharing of good practice between the partners. A successful, supportive, collaborative partnership between all six partners has enabled the establishment of a community of practice with learning and good practice being shared and ideas exchanged well beyond the initial remit of the project. As evidence of this all partners have given a commitment to continue meeting together every six months for the next two years.

Two webinars have been held to enable staff at partner organisations to share experience and good practice around a particular discipline. The first was hosted by UH in November 2018 to discuss attainment gaps within Business courses, while the second was hosted by UoG in April 2019 and focused on Nursing and Midwifery. Each webinar involved a presentation from the host institution, followed by contributions from partners with discussion time. The aim was to explore attainment gaps in these disciplines across the partner institutions, and to enable the sharing of good practice and common challenges.

Feedback from the webinars was positive - comments included:

'I enjoyed the contextual examples'

'has given me some ideas'

'very informative'

'really useful to hear examples which can be adapted to our own setting'.



Members of the project team with student representatives

4.5 Dissemination

This collaboration has also been used to further the dissemination of the project through a special edition of the Compass journal, a project web site and an end of project conference.

Table 4: Summary of further dissemination activity

Method	Numbers (direct)	Numbers (indirect)
Compass special edition (data as at 05.09.19)	4726 abstract reviews 1719 PDF downloads	n/a
Conference	136 attendees 220 registered and received link to project website	48 different organisations (in addition to the partners)
Project website (from launch on 16.09.19 to time of writing – 26.09.19)	211 unique users	295 separate sessions
Conferences and speaking engagements	Over 20 (reported throughout the project period)	Unknown

Compass

Compass is a peer reviewed journal of learning and teaching published by the University of Greenwich. In early 2018, the partners decided to produce a special edition of the journal entitled 'Creating conditions for student success – tools and frameworks that address student attainment gaps'. The aim was to accept a wide range of submissions while also disseminating the work of the Catalyst project. The journal was published in June 2019 with twelve articles, case studies and opinion pieces including at least one from each of the six partners in the project.

Table 4 shows the number of views for the articles within Compass. While we cannot tell which ones are unique views (ie one person may have looked at a number of articles), we can say that the abstracts have been viewed 4,726 times with 1,719 PDFs downloaded.

Web site

A project web site was created and launched on 16 September 2019, which provides a fuller briefing on the project, sharing about lessons learned, and examples of good practice including a number of practical case studies and resources including curriculum consultant job descriptions⁴. All the partners have committed to continuing to support this and keeping the site up to date for a further two years post project.

Conference

An end of project conference was held on 16 September in Central London to disseminate the learning from the project. This had contributions from all the partners and was attended by 136 delegates 79 of whom were from 48 organisations other than the six partners.

Project Conference – 16 September 2019



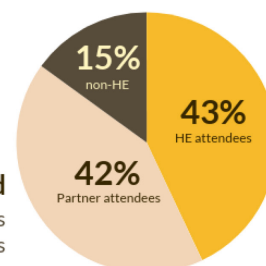
Closing the BME Attainment Gap conference

Attendance



136 people

attended
(with 208 signing up)



55 organisations were represented

58 attendees from Universities
20 attendees from non-HE organisations
56 attendees from partners

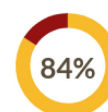
Impact



said they were likely or very likely to move forward with making their curriculum more inclusive



said they were likely or very likely to move forward with greater student involvement as an initiative



said they were likely or very likely to move forward with the value added score as an initiative



Scored 3/5 or more on "how useful did you find the conference"

⁴ <https://www.closingtheattainmentgap.co.uk/>

5. Learning and Recommendations

Using the VA dashboard

The project has clearly established that the VA dashboard is both highly transferable and very effective in generating awareness of the BME attainment gap and discussions around it. All the partners were enthusiastic about this approach and committed to continuing to update and use the VA dashboards.

While there were different views about the ease of generating the dashboard, all partners succeeded and saw updating annually as being straightforward. From their experience, if this approach is to be rolled out more widely across the sector, it is recommended to:

- A. Ensure those developing the dashboard are familiar with HESA data, Tableau and Access (though Excel could substitute for Access);
- B. Continue to offer a face-to-face training day, the Prezi and the KU dashboard, which were all seen as key;
- C. Provide an online forum to share experience and solutions;
- D. Possibly provide a more detailed technical guide (though only two of the five partners recommended this).

All the partners were very clear that, powerful though the dashboards were, to be effective they had to be presented to staff in order to generate productive discussion about the attainment gap. These discussions could be sensitive and challenging and while partners had approached them in slightly different ways, relying principally on a small central team or local champions, all were agreed that this required people with the right skills and knowledge. Done in the right way, these discussions had proved very powerful in

- Bringing home the reality of the attainment gap at course level;
- Greatly reducing arguments around the data, which for some partners had been a significant issue for some years;
- Cutting through the arguments about student deficit by controlling for entry qualifications and subjects of study;
- Engaging in productive discussion about the causes of the gap;
- Exploring actions which can be taken to address it – including more inclusive curricula;
- Creating a safe environment for conversations about race, and building the confidence of participants to engage in these discussions.

The availability of time series data to course level was seen as key.

Importantly, the dashboards were variously expanded to incorporate any student characteristics for which we have data, such as class, gender, age, disability or commuting. This allowed more detailed analysis of factors which might or might not be associated with differential attainment. For example, all the partners were able to demonstrate that gender and socio-economic background were, at most, minor factors in explaining differential attainment, and much less significant than ethnicity. This proved powerful in focusing discussions on the true causes of the BME attainment gap.

Three of the partners had also supplemented the VA. Because of the high percentage of all students obtaining a first or upper second class degree at UCL, they had also looked at the balance of firsts and upper seconds, and actual degree marks achieved by BME and White students, to identify the extent of the attainment gap. Greenwich and Kingston had developed dashboards for module scores. While neither of these data sets can be benchmarked, they were felt to have provided useful additional ways of identifying those areas requiring attention. For example, where there is a very different attainment gap for the same cohort of students on different modules it can prompt examination as to the differences in teaching or assessment.

All the partners described the impact of using the VA dashboards in terms such as 'game changing'. All agreed that the skills and time required to disseminate the dashboard effectively should not be underestimated and that pockets of resistance to the messages persist. Many staff were not comfortable in discussing race and care was needed to ensure that colleagues did not feel that a student deficit model was being replaced by a staff deficit model, or that they were being accused of being intentionally racist. One suggestion was that workshops might be offered on race and racism as well as unconscious bias.

Some staff who accepted there was a problem were frustrated with the lack of available solutions. The ICF was one very important response to this. Having used the VA to convince staff of the scale of the problem it was then possible to present the ICF as one valuable way of responding.

Because the VA is based on honours degrees it is not suitable for institutions, such as FE colleges, which award mostly foundation degrees. However, in principle, a similar metric could be developed for foundation degrees based on the pass, merit, and distinction classification. This is an area which could justify a pilot scheme.

Using the ICF

The picture in terms of transferring the ICF was more nuanced. As described earlier whereas none of the partners had anything equivalent to the VA dashboard prior to the project, most had some form of inclusive curriculum approach. Thus, while the VA was adopted in its entirety, the ICF was adapted to complement existing inclusive approaches. All the partners were of the view that using the ICF, or parts of it, had enhanced their work on inclusivity. There would seem no reason therefore not to encourage the wider dissemination of the ICF as a valuable contribution to the drive to improve inclusivity. Although the ICF does ideally need to be presented and explained, unlike the VA it does not require any staff with particular technical expertise to be implemented.

One welcome outcome of the project was the recognition by all the partners of the value of involving students in the work to develop more inclusive curricula although the scale, roles and titles of these groups of students varied. While there had been some sensitivities to overcome from some colleagues who initially resented the notion of students commenting on their courses, in all cases the results were seen as very successful. The wider use of students in the co-development of inclusive curricula is therefore a strong recommendation of the project.

The wider involvement of students is essential but is also more of a challenge. While we held some successful student union events, maintaining involvement for the full life of the project was more difficult, especially given the turnover of elected student representatives and, to some extent also, paid staff.

An inclusive curriculum is intended to benefit all students. An area for further research would be to explore in detail how both White and BME students responded to the ICF.

The challenges and benefits of six partner collaboration

This has been a complex project involving six institutions. Overall the collaboration has been successful at enabling learning and good practice to be shared, and ideas exchanged, well beyond the initial remit of the project. As mentioned already, the partners are committed to continuing to meet for two years after the end of the project. The range of partners has also enabled us to see that there are different ways of driving improvement in the attainment of our BME students. For example, the project was led variously by strategic planners, learning and teaching leads or equalities leads. Generally the focus on closing the attainment gap was embedded in larger institutional strategies to promote student success and remove barriers to achievement.

The scale and variety of the partnership did also create challenges. Gaining legal agreement from all six partners took some time. We had initially hoped to have a uniform approach to evaluation across the partners but we were not starting with a blank sheet. A delay in formal approval from OfS for starting the project meant that some training had taken place before evaluation methods had been fully agreed. Different partners also had different approaches to

delivering the VA and ICF and used different language to describe, for example, curriculum consultants or had other survey work in progress which we did not want to duplicate. As a result we recognised the need to introduce some flexibility including, for example, adding questions to an existing Race Equality Charter survey underway at DMU. We are pleased with the evaluation, however, and very confident about the overall success of the project, though aware that it does not have the neatness which we had first envisaged.

Gaining ethical approval for the range of evaluation was also a challenge, particularly where we needed to adjust questionnaires in the light of experience.

Identifying specifically the impact of the VA and ICF

We have described the enthusiasm among the staff at all the partner institutions for the VA and ICF and identified early signs of improvements in BME attainment. However, we cannot precisely measure the specific impact of either of these initiatives in isolation. All of the partners were already committed to addressing the attainment gap which is why they wished to join the project. Several had the Race Equality Charter. So the VA and ICF fitted into and, we believe, powerfully reinforced these efforts. Part of the perceived success of these approaches is that they have generated productive discussions about racial disadvantage which leads on to other actions such as unconscious bias training. It would be very hard, and perhaps not very desirable, to try to isolate these elements in some experimental way. However, as mentioned above, more work could be done to investigate and understand students' reaction to the ICF.

Recommendation

On the strong evidence of the success of this project our principal recommendation is that encouragement and support should be given to the wider dissemination of the VA and ICF across the sector together with the involvement of students in curriculum design and analysis.

Key ingredients for success

We are strongly of the view that the project, has demonstrated both the feasibility and value of spreading the VA and ICF to other HEIs. Although the different institutions delivered the project in different ways all agreed that the following were essential to success:

- **Top level buy-in.** Given the range of demands on HEIs it was the unanimous view that the transformation needed to ensure BME student success could only be achieved if clearly backed from the top. In all cases there was a sponsor at board level, and interviews confirmed their commitment and enthusiasm for the project.
- **An institution-wide approach.** Related to the importance of top level buy in was the need for an institution-wide approach. Some partners had had experience of initiatives to tackle the attainment gap involving one part of the institution, often led by Equalities teams, though, this approach had failed to impact on the institution overall. All parts of the institution, including professional staff, need to be involved for real progress to be made. This could be helped by incorporating the work on the attainment gap into wider institution-wide initiatives around equality and student success
- **Some dedicated resource.** Although introducing the VA and ICF is not inherently resource heavy, some dedicated resources are necessary to drive and sustain the initiatives. The Catalyst funding was key to providing the central support, as was co-ordination from Kingston and the project leads in the partners. The Catalyst funding also enabled some partners to bid for additional university funding on an annual basis.

- ***The technical skills to develop and maintain the VA.*** All the partners were able to develop VA dashboards, and were confident in their ability to continue to update these, though some found it harder than others at the outset. While not extensive, a core technical competence is essential to create and maintain the dashboards.
- ***The VA and ICF need to be presented face to face.*** This was a fundamental tenet of the Kingston approach, which has been fully endorsed by all the partners.
- ***Persistence.*** Change to something as embedded and longstanding as the BME attainment gap is not going to happen overnight. Given the other priorities on HEIs, some inevitable resistance, the scale of the organisations and the turnover of staff, persistence is essential.
- ***Student involvement.*** A significant outcome of the project was the development of dedicated student input to the review and creation of inclusive curricula, while wider student involvement through the local student unions was also a key component of the project.

6. Conclusions

The principal aim of this project was to see if the two initiatives used successfully by Kingston, the VA and ICF, could be transferred to, and embedded within, five other HEIs, primarily to enhance BME student attainment, but potentially to benefit all students. The five partner institutions represented a variety of sizes and types of institution from a Russell group institution to post-1992 universities, all of which were at different stages on the journey to tackle the BME attainment gap.

It is quite clear that the VA has been successfully developed by all the partners, mirroring the Kingston model. It has been seen as highly effective in highlighting the extent of the BME attainment gap, and generating constructive discussions with staff. As well as demonstrating the scale of the gap, the VA also enables the evaluation of interventions to enhance student success. It ensures a focus on the attainment of BME students, and not just the attainment gap (which is dependent on the attainment of White as well as BME students). Having developed the VA dashboards, all partners are intent on continuing to use and update them. There is therefore a strong case for promoting their adoption more widely across higher education. There was considerable interest in this at the September end-of-project conference, which was attended by 48 organisations other than the six partners.

To develop VA dashboards does require a degree of technical expertise. Some partners found this more demanding than others. We have made some suggestions as to how this could be facilitated in further roll-outs. The VA also requires regular purchase of HESA data, the cost of which might need to be explored if it is to be used more widely.

Presentations of the VA dashboards have been very effective in promoting discussions about attainment. The ICF is one powerful response to the question which then arises: What can we do to address the BME attainment gap?

The ICF has also been successfully adopted and adapted by all the partners, but the approaches have been more varied than the VA, as most already had some form of inclusive curriculum model. All the partners nevertheless felt that the ICF had enhanced their work on inclusivity. All the partners have produced case studies of changes to the curriculum. The flexibility of the ICF is arguably a positive characteristic, and should support its wider dissemination. While the ICF certainly needs to be presented and explained, its adoption does not require any technical expertise and there are no ongoing costs.

Student involvement has also been a key issue. All the partners have trained students to work with university staff to make curricula more inclusive. The exact roles and titles of these students has varied, but all the partners now advocate the use of students to critique and enhance curricula.

There is strong evidence that all the partners are embedding their approaches to addressing the attainment gap and using the VA and ICF in their monitoring, planning, quality assurance and training.

While it is early to be conclusive there are already clear signs of a positive impact on students. Most importantly the VA score for all four of the partners who have reported has increased significantly between 2016/17 and 2017/18. The degree attainment of the BME students at these institutions is now very close to the average for all students across the UK, BME and White.

All the partners are committed to continuing to develop their work on tackling the attainment gap in the next phase of the project, as outlined below.

DMU

DMU has invested funding for an additional two years, in the first instance, for the project to continue. The aim will be to expand the work of the project beyond the original 40 pilot programmes to encompass all programmes. In addition, and as a result of reflecting on their own evaluation, DMU will extend the work of the project beyond the curriculum and teaching and learning practices into reflecting on all aspects of university business and life. They will be aligning their work clearly with the Race Equality Charter work which will extend the decolonising element of teaching and learning across the institution, the staff and student landscapes. They are calling this new phase of work 'Decolonising DMU'.

UoG

In phase 2 UoG will be prioritising the following key activities:

- Roll-out of the VA dashboard augmented with continuation data as a tool for discussion for effective action and cultural change. There will continue to be a focus on closing the BME attainment gap, but other gaps, e.g. related to specific disabilities, commuter students, those from IMD areas identified as being deprived, will be identified and targeted.
- Wider adoption of the ICF tailored to the needs of students and staff.
- Strengthened collaboration with the Student Union who will manage the Student Curriculum Consultants of which there will be one per faculty.
- Agreed roles and responsibilities for the Department/School Champions and recognition for their action via the Balanced Academic Workload (BAW) system.
- Management of the project by a re-constituted Project Team including enhanced involvement of representative(s) from the BME staff network
- Evidence-gathering, analysis and dissemination including monitoring and sharing the outcome of interventions to modules with a large attainment gap in progression from Years 1 to 2 or attainment of a first or upper second class degree. A library of case studies will be developed to provide good practice guides to others.

WLV

At WLV, the value-added data are now available to all members of staff. From the 2019/20 academic year, all course teams are required to provide a commentary on their value-added results as part of the annual Academic Enhancement Planning process. In addition, the VA data are being used in conjunction with other university data on attainment to prioritise targeted activity to reduce the attainment gap.

These activities form the core Strategic Measures for success in the university's Access and Participation Plan 2020-2025. During 2019/20, the university will also be investigating the feasibility of calculating module-level attainment data.

UH

UH has set Access and Participation Plan targets associated with reducing and eliminating the attainment gap and has introduced specific targets of a VA score of at least 1.0 for BME students within each programme of study. This ensures that the work from the project is embedded and monitored for at least the next five years. The institution also plans on developing the VA dashboard to include module scores, learning from Greenwich and Kingston.

The work with BME student advocates is now embedded and fully funded by the university and following collaboration within the project, the Hertfordshire Student Union is working with De Montfort's Student Union to use VA scores to consider the impact and benefit of student union engagement (eg through societies or as student reps) on degree attainment.

UCL

UCL will be prioritising the following over the next two years:

- Integrating a requirement to demonstrate inclusivity in programme development processes;
- Working with student curriculum partners and rolling these out to all faculties;
- Rolling out unconscious bias training;
- Following up on actions from curriculum health checks; and
- Developing training on actions to address the attainment gap now that departments are on board.

All the partners have committed to continuing to meet for the next two years to share good practice.

Dissemination of the outcomes of the project has been through a special edition of the University of Greenwich Compass journal, a conference held in central London in September 2019 and a project web site which we will continue to update and develop.

On the strong evidence of the success of this project our principal recommendation is that encouragement and support should be given to the wider dissemination of the VA and ICF across the sector together with the involvement of students in curriculum design and analysis.

7. Appendices

1. Interview schedule summary
- 2 Evaluation plan summary
3. Documentation, policy and process changes – partner breakdown
4. Inclusive curriculum – case studies overview
5. Inclusive curriculum – student involvement overview
6. Project website overview
7. Project conference agenda
8. List of abbreviations

References

Advance HE (2018) *Equality in higher education: students statistical report 2018*, Advance HE

Appendix One – Interview schedule summary

Interview	Person	Institution
VA technical leads	Student Data Manager	UCL
	Data and Insight Manager (education)	UCL
	Information and Intel Manager	DMU
	Business Information Officer	UH
	Senior Planning Officer	WLV
	Deputy Head of Business intelligence and External Reports	WLV
	Senior Planning and Statistics Analyst	UoG
	Planning and Statistics Analyst (Strategic Planning)	UoG
VC or senior sponsor	Vice Chancellor	KU
	Chief Operating Officer	DMU
	Interim Deputy VC	DMU
	Provost and Deputy VC (Academic)	UoG
	Vice Chancellor	UH
	DVC Academic	WLV
	Director of Education Planning	UCL
Project Leads	Director of Student Achievement	KU
	Deputy Dean Health and Life Sciences	DMU
	Director of Strategic Planning	UoG
	Deputy Director of Learning and Teaching Centre	UH
	Dean College of Learning and Teaching	WLV
	Faculty Tutor Brain Sciences	UCL
	Head of Student Success Projects	UCL
Others	Strategic Programmes and Collaborations Manger	KU
	Dean	KU
	Research fellow	DMU
	Fair Outcome Champion	DMU
	Attainment Gap Project Co-ordinator	UoG
	Deputy Head of Department Family Care and Mental Health	UoG
	Dep director of academic quality assurance	UH
	Associate Dean (Learning and Teaching and Student Experience)	UH
	Associate Professor of equality in Learning and Teaching	WLV
	Director of student experience and employability	UoG
Additional interviews on Inclusive Curriculum Framework	Senior Lecturer in Midwifery	DMU
	Dean College of Learning and Teaching	WLV
	Director of student experience and employability	UoG
	Deputy Director of Learning and Teaching Centre	UH
	Faculty Tutor Brain Sciences	UCL

Appendix Two – Evaluation plan summary

	Evaluation element	Survey type
1	Key features of structures, systems and processes used to implement the project	Interviews with project leads
2	Value added score creation interviews	Interviews with teams that created the VA score at each institution
3	Value added Questionnaires: a. Feedback following initial training b. End of project – what have all those exposed to the VA done differently as a result?	Online/paper copies survey
4	ICF a. ICF questionnaire following training b. End of project – what have all those exposed to the ICF done differently as a result? c. Subject specific case study creation	Online/paper copies survey Case studies
5	Student Involvement a. Student consultants – evaluation of training of student consultants b. Student Union information sharing event	Student feedback forms Student feedback
6	Changes in institutional awareness a. Baseline questionnaire b. Repeat of baseline carried out at the end of the project	Online questionnaires
7	Changes to documentation, policies and processes	Template completed at two points by project leads
8	Stakeholder interviews a. VCs/nominees b. Other interested parties (two per institution)	Interviews
9	Quantitative data	Data template
10	Student Union questionnaires	Interviews

Appendix Three – Documentation, policy and process changes – partner breakdown

De Montfort University

Change	Indicators	Pre-2016			2016-18			2018-19		
		BME	VA	ICF	BME	VA	ICF	BME	VA	ICF
Annual Monitoring		○			○	■	■	○	■	■
Validation Docs.		○		○	○		○	○		○
Internal Subject/ Periodic Reviews		○		○	○		○			○
Curric. Design Principles				○			○			○
Course/Programme Dashboards										
BME Attainment Gap KPI Introduced										
Institutional Ed./T&L Committee Terms of Reference/ Schedule of Business					■			■		
Institutional Ed./T&L Strategy					■			■		
Faculty Ed./T&L Committee Terms of Reference/ Schedule of Business										
Faculty Ed./T&L Strategy										
HR Strategy								◆		
Academic Progression & Promotion Strategy								◆		
Staff Recruitment Strategy								◆		
Access Agreement (for the next period)								◆		
Estates										
Guidance Provided to Personal Tutors										
Guidance Provided to Directors of T&L								◆	◆	◆
Course Content of Academic Development Workshops					■			■	◆	◆
Starting Position/ Changes/ Newly set up	Reference to reducing the attainment gap.				Course content relates to diversity rather specifically BME • Freedom to Achieve Project Board • New PG Cert. T&L in HE - including reference to the UDL framework, and therefore de facto BAME students.			Closing the attainment gap added to the University's Strategic Plan as a KPI • Race Equality Committee • CPD not yet available, but People and Organisational Development Department is working on a suite of training around unlearning whiteness.		

Key:	
○	Pre- 2016
■	2016-18
◆	2018-19

Change Indicators	Pre-2016			2016-18			2018-19		
	BME	VA	ICF	BME	VA	ICF	BME	VA	ICF
Annual Monitoring					■	■		■	■
Validation Docs.			○			○			○
Internal Subject/ Periodic Reviews	○			○		■	○		■
Curric. Design Principles									
Course/Programme Dashboards				■	■		■	■	
BME Attainment Gap KPI Introduced	○			○			○		
Institutional Ed./T&L Committee Terms of Reference/ Schedule of Business	○	○	○	○	○	○	○	○	○
Institutional Ed./T&L Strategy	○	○	○	○	○	○	○	○	○
Faculty Ed./T&L Committee Terms of Reference/ Schedule of Business									
Faculty Ed./T&L Strategy									
HR Strategy								◆	◆
Academic Progression & Promotion Strategy	○			○			○	◆	◆
Staff Recruitment Strategy								◆	◆
Access Agreement (for the next period)	○	○		○	○		○	○	◆
Estates									
Guidance Provided to Personal Tutors				■			■		
Guidance Provided to Directors of T&L									
Course Content of Academic Development Workshops	○	○	○	○	○	○	○	○	○
Starting Position/ Changes/ Newly set up	Attainment Gap Steering Group (2013) • Inclusive Curriculum Group (Community of Practice) (2016) • Academic promotion includes evidence on work to address the BME gap in 2014			ICF mainstreamed into the Academic Framework in 2017 as a core approach • Task & Finish Workgroups, e.g. looking at Academic Skills, BTEC, Commuting etc. (2018) • Inclusive Guide to Personal Tutors (2017) • Targeting of course teams where a large attainment gap existed (2016)			Initial approval to proceed to validation (Chair and Clerk of Panel only) • Positive judgements relating to programme review made if clear evidence that the LTA strategies of the field are designed to deliver and assure the stated learning outcomes, and are consistent with the Revised Academic Framework (RAF), the Curriculum Design Principles and the ICF • Support for students aligns with the principles of the RAF, ICF, Curriculum Design and the Personal Tutor Scheme • ICF included in the Academic Framework Curriculum Design Principles • BME attainment gap not specified in the Terms of Reference of key committees, but included in their annual business schedules • Academic promotion includes evidence on work to address the BME gap • Introduction to Learning and Teaching, e.g. knowledge of student body and the gap and actions to take, including active learning, inclusive assessment • CPD programme – e.g. inclusive assessment (2018/19)		

Key:

- Pre- 2016
- 2016-18
- ◆ 2018-19

Change	Indicators	Pre-2016			2016-18			2018-19		
		BME	VA	ICF	BME	VA	ICF	BME	VA	ICF
Annual Monitoring		○			○			○		◆
Validation Docs.										
Internal Subject/ Periodic Reviews		○			○			○		◆
Curric. Design Principles				○	■	■	○	■	■	○
Course/Programme Dashboards		○			○	■		○	■	
BME Attainment Gap KPI Introduced										
Institutional Ed./T&L Committee Terms of Reference/ Schedule of Business					■			■		
Institutional Ed./T&L Strategy					■	■	■	■	■	■
Faculty Ed./T&L Committee Terms of Reference/ Schedule of Business					■			■	◆	◆
Faculty Ed./T&L Strategy								◆	◆	◆
HR Strategy										
Academic Progression & Promotion Strategy					■			■		
Staff Recruitment Strategy					■			■		
Access Agreement (for the next period)					■			■		
Estates										
Guidance Provided to Personal Tutors										
Guidance Provided to Directors of T&L					■	■	■	■	■	■
Course Content of Academic Development Workshops					■			■		◆
Starting Position/ Changes/ Newly set up	UCL Education Strategy	VA data included in course dashboards • Information on inclusive curriculum and their design principles added to training by the Arena Centre • Project co-leads recruited in July 2017 • BME Attainment Working Group • BME Attainment Leads			UCL's Inclusive Curriculum Health Check (ICHC), based on KU's ICF, included as a mandatory part of the Annual Student Experience Review (ASER) • New programme development processes have specific section relating to an IC • 3-yearly internal quality review process revised to address the performance and experience of differential cohorts of students (i.e. BME), and the inclusivity of the curriculum and learning experience in meeting the needs of the whole student cohort • Education Enhancement Meetings conducted annually for each Faculty to review the performance and experience of students using a number of metrics (e.g. NSS, progression, recruitment, attainment gap etc.). The meetings involve Faculty leadership, Arena Centre, Careers, VP Education Office and Digital Education • BME Attainment Faculty Leads • Arena Centre training for new staff.					

Key:	
○	Pre- 2016
■	2016-18
◆	2018-19

Change Indicators	Pre-2016			2016-18			2018-19		
	BME	VA	ICF	BME	VA	ICF	BME	VA	ICF
Annual Monitoring	○			○			○	◆	◆
Validation Docs.	○			○			○	◆	
Internal Subject/ Periodic Reviews	○			○			○	◆	
Curric. Design Principles							◆	◆	
Course/Programme Dashboards	○	○		○	○		○	○	◆
BME Attainment Gap KPI Introduced									
Institutional Ed./T&L Committee Terms of Reference/ Schedule of									
Institutional Ed./T&L Strategy				■	■	■	■	■	■
Faculty Ed./T&L Committee Terms of Reference/ Schedule of Business							◆	◆	◆
Faculty Ed./T&L Strategy				■	■	■	■	■	■
HR Strategy				■			■		
Academic Progression & Promotion Strategy									
Staff Recruitment Strategy							◆		
Access Agreement (for the next period)				■	■	■	■	■	■
Estates						■			■
Guidance Provided to Personal Tutors							◆	◆	◆
Guidance Provided to Directors of T&L				■	■	■	■	■	■
Course Content of Academic Development Workshops				■	■	■	■	■	■
Starting Position/ Changes/ Newly set up				Institutional Ed. T&L and Fac. Of Ed. Strategies in design stage • BAME Attainment Project Team meets monthly • Attainment Gap related events in Programme Leader and HoD programmes			Annual Planning Review relates to BME, VA and ICF • Academic Quality Unit (AQU) restructured, delaying the embedding of the VA and ICF, but BAME attainment gap to be fundamental to the new quality processes, including Module Review, Annual Programme Review and Portfolio Review • Annual Programme Review compares different dashboards provided by Planning & Statistics, including NSS, module evaluation and the VA dashboard • Student curriculum consultants reviewing the curriculum * BAME Attainment Gap Champions promoting developments for each department • BAME Attainment Gap one of the University's KPIs • Though not explicitly stated in the Terms of References, it is included in the business plan of outstanding agenda items • Estates aims to create an accessible, open and vibrant environment for all staff and students • CPD included in the Greenwich Opportunities in Learning and Development (GOLD) training organised by the Education Development Unit and HoDs and Prog. Leads training programme • Planning & Statistics have run additional VA dashboard workshops.		

Key:	
○	Pre- 2016
■	2016-18
◆	2018-19

Change Indicators	Pre-2016			2016-18			2018-19		
	BME	VA	ICF	BME	VA	ICF	BME	VA	ICF
Annual Monitoring					■			■	
Validation Docs.			○			○		◆	○
Internal Subject/ Periodic Reviews			○			○			○
Curric. Design Principles	○		○	○		○	○		○
Course/Programme Dashboards				■	■		■	■	
BME Attainment Gap KPI Introduced									
Institutional Ed./T&L Committee Terms of Reference/ Schedule of									
Institutional Ed./T&L Strategy					■	■		■	■
Faculty Ed./T&L Committee Terms of Reference/ Schedule of Business									
Faculty Ed./T&L Strategy									
HR Strategy				■			■		
Academic Progression & Promotion Strategy						■			■
Staff Recruitment Strategy									
Access Agreement (for the next period)				■	■	■	■	■	■
Estates									
Guidance Provided to Personal Tutors				■	■	■	■	■	■
Guidance Provided to Directors of T&L				■	■	■	■	■	■
Course Content of Academic Development Workshops				■	■	■	■	■	■
Starting Position/ Changes/ Newly set up	Had reference to inclusive teaching and requirement to comment according to their curriculum design toolkit, which included principles for inclusive teaching • Had a University published equality objective and Top Tips guidance for staff to help reduce the BME attainment gap.			Annual monitoring and evaluation report (AMER) template requires programme leaders to comment on VA scores - generally related to differences according to ethnicity • Tableau dashboard made available for all programme leaders with explicit reference to BME students and VA scores for students from different demographic groups • Strategic Business Unit (SBU) Planning Round highlighting key points of focus for the next academic year included 'Reduce the attainment gaps between different groups of students', reported through VA scores • ICF is not explicitly referenced within the strategic plan, but the word 'inclusive' is embedded as one of their five education objectives • One of the indicative metrics for Associate Professor criteria for Learning and Teaching is: 'Recognition of equality of opportunity in learning and student diversity' • Director or Deputy director of L&T heavily involved from the beginning, and Associate Deans L&T have attended regular meetings and discussions about VA and inclusive teaching • BME student success working group • Workshops on unconscious bias, inclusive teaching and VA inclusive practice • Intercultural awareness training • Inclusive teaching strand of the curriculum design toolkit within their PGCLTHE.			Programme teams must report on VA scores in their AMER and through periodic review, identifying actions to reduce the differentials • Reference to inclusive teaching and links to their curriculum design toolkit • Dashboards are available to all programme leaders and available via the Tableau data suite • From March 2019 Academic Board, the BAME attainment gap to be a standing item on its agenda • 2019-20 SBU Planning Round required units to ensure they commit to the priority of 'Promoting equality, diversity and inclusion', though not specific to students • Presentations to the Chief Executives Group (CEG) provided them with further guidance and raised the profile and importance of the work, which in turn led to presentations at Academic Board and to the Board of Governors • The University has purchased online unconscious bias training to ensure wider engagement, which is also available to students.		

Key:

- Pre- 2016
- 2016-18
- ◆ 2018-19

Wolverhampton University

Change Indicators	Pre-2016			2016-18			2018-19		
	BME	VA	ICF	BME	VA	ICF	BME	VA	ICF
Annual Monitoring	○			○	■		○	■	
Validation Docs.									
Internal Subject/ Periodic Reviews									
Curric. Design Principles	○			○			○		
Course/Programme Dashboards				■	■		■	■	
BME Attainment Gap KPI Introduced									
Institutional Ed./T&L Committee Terms of Reference/ Schedule of Business									
Institutional Ed./T&L Strategy				■	■		■	■	
Faculty Ed./T&L Committee Terms of Reference/ Schedule of Business									
Faculty Ed./T&L Strategy									
HR Strategy									
Academic Progression & Promotion Strategy									
Staff Recruitment Strategy									
Access Agreement (for the next period)				■	■		■	■	
Estates									
Guidance Provided to Personal Tutors									
Guidance Provided to Directors of T&L				■	■	■	■	■	■
Course Content of Academic Development Workshops				■	■		■	■	◆
Starting Position/ Changes/ Newly set up	What Works?' programme - Bridging the BME Attainment Gap (HEA project)			TEF Challenge Groups • Students' Union • Raising awareness of project and embedding the VA in institutional-level processes • Equality objectives added to the University's Strategic Plan • OfS Access and Participation Plan • Inclusive Pedagogy and Attainment Community of Practice (Sep 2016) open to all staff and students university-wide.			TEF subject submission part of the national pilot process • VA data included in the University-wide Tableau		

Key:	
○	Pre- 2016
■	2016-18
◆	2018-19

Appendix Four – Inclusive curriculum – case studies overview

JACS subject grouping	Case study title	URL link
Nursing and medical related subjects	Supporting female Muslim students in physiotherapy education	https://d68b3152cf5d08c2f050-97c828cc9502c69ac5af7576c62d48d6.ssl.cf3.rackcdn.com/documents/aboutkingstonuniversity/equality-diversity-and-inclusion/documents/Good%20Practice_Supporting%20female%20Muslim%20students%20in%20physiotherapy%20education.pdf
Social studies	Enabling students to see themselves and their backgrounds in their curriculum: a case study of the transformation of the teaching of Capitalism to students of Economics	https://d68b3152cf5d08c2f050-97c828cc9502c69ac5af7576c62d48d6.ssl.cf3.rackcdn.com/documents/aboutkingstonuniversity/equality-diversity-and-inclusion/documents/Good%20Practice_Teaching%20of%20Capitalism%20to%20students%20of%20Economics.pdf
Creative arts and design	Co-creating the Curriculum: Fine Art & Art History	https://d68b3152cf5d08c2f050-97c828cc9502c69ac5af7576c62d48d6.ssl.cf3.rackcdn.com/documents/aboutkingstonuniversity/equality-diversity-and-inclusion/documents/Good%20Practice_Co-creating%20the%20Curriculum%20Fine%20Art%20and%20Art%20History.pdf
Multiple case studies	Including Accounting & finance, Economics, Mass communications, Pharmacy and	https://wp.kingston.ac.uk/closingtheattainmentgap/wp-content/uploads/sites/29/2019/08/University-of-Hertfordshire-Inclusive-Curriculum-Case-Studies-Complete-set-v3.pdf

	Pharmaceutical Science and more	
Social studies	Diversity is being at the party. Inclusiveness is being invited to dance	https://www.gre.ac.uk/articles/public-relations/bme-attainment-gap-case-study-competition-winner
Geographical studies	Making students feel their voices are being heard: changing staff-student committee meetings	https://www.ucl.ac.uk/teaching-learning/case-studies/2018/dec/making-students-feel-their-voices-are-being-heard-changing-staff-student
Medicine and dentistry	Creating an inclusive curriculum in the UCL Medical School	https://www.ucl.ac.uk/teaching-learning/case-studies/2017/may/creating-inclusive-curriculum-ucl-medical-school-podcast
Education	Helping students know different cultural contexts of their classmates	https://www.ucl.ac.uk/teaching-learning/case-studies/2015/aug/helping-students-know-different-cultural-contexts-their-classmates

A full list can be found on the project website – <https://www.closingtheattainmentgap.co.uk/>.

Appendix Five – Inclusive curriculum – student involvement overview

Each of the partners involved students in curricula design in slightly different ways. The table below summarises some of these approaches in more detail.

Institution	Role title	Paid/funding	Recruitment	Training	Work delivered	Evaluation	Programme co-ordinator
Kingston University	Inclusive Curriculum Consultants	Yes – £9.01 per hour (excluding holiday pay), funded through access agreement	Application process with interviews	In depth workshops at start of programme and ongoing training throughout the year	<ol style="list-style-type: none"> 1. Reviewing course and module guides, assessment briefs, online materials and reading lists 2. Delivering training, speaking at conferences, staff sessions and workshops 3. Facilitating focus groups 4. Research and creating resources 5. Working with professional staff such as librarians 	Staff feedback on jobs completed. Consultants complete pre and post evaluation surveys and progression and outcomes tracked	Yes – staff member access funded role
De Montfort University	Student Curriculum Advisors	Yes students are paid Funded through university internship imitative	Application process with interviews (including team activity (2018/19) and presentation (2019/20)	First three weeks scheduled and independent training timetable	<ol style="list-style-type: none"> 1. Providing BME students' perspective on course materials 2. Collating BME student voice via small group sessions 3. Creating best practice curriculum co-creation guides 	Student interviews at three points during time in post (focusing on process and impact)	Yes – each student representative supervised by a named Fair Outcome Champion and scheme managed and supported by the project director and the university internship scheme
University of Greenwich	Curriculum Consultants	Yes – Project funding (£10 per hour)	CV and cover letter application with anonymous shortlisting. Interviews.	Student Union lead training on variety of relevant topics	<ol style="list-style-type: none"> 1. Running student training sessions 2. Reviewing course materials including handbooks, modules 	Termly reports to project team and attendance at monthly meetings	Yes – Student union representation co-ordinator

Institution	Role title	Paid/funding	Recruitment	Training	Work delivered	Evaluation	Programme co-ordinator
					guides and assessment briefs 3. Facilitating co-creation between staff and students 4. Delivering presentations and ad hoc tasks		
University of Hertfordshire	BME Student Advocates	Yes – £11.04/hr	Interviews in conjunction with SU	Unconscious bias, training from KU and public speaking training with Board member	1. Creating safe spaces for BME students to voice concerns, seek guidance and share experiences 2. Holding focus groups with BME students 3. Facilitating dialogue with staff members to address issues which may be faced by BME students in the schools 4. Working with staff to review module sites and critique curricula	End of job reports received from students and staff member. Awarded Hertfordshire Students' Union change maker of the year award	Yes – 0.2fte
Wolverhampton University	Senior Curriculum Consultants	Yes – funded by the project through the university's 'The	Application through 'The Workplace', followed by an interview	Training events at the start of the work (separate for Senior Curriculum Consultants and Curriculum Consultants)	In progress. Intention is for Curriculum Consultants to review course and module guides, assessment briefs,	To be completed after events (feedback from staff participants and the Curriculum Consultants)	No

Institution	Role title	Paid/funding	Recruitment	Training	Work delivered	Evaluation	Programme co-ordinator
	Curriculum Consultants	Workplace' initiative No. Consultants were part of the Students' Union 'Befrienders' initiative. This is being reviewed.			online materials and reading lists and offer a student's perspective on the language, level of understanding, etc.		

Appendix Six – Project website overview

The project website is at www.closingtheattainmentgap.co.uk/. Below are some screen shots of this website created to disseminate the project findings.



Kingston University's Vice-Chancellor, Steven Spier, shares why this project was of such importance to Kingston University, why the attainment gap should be a priority for the Higher Education sector, and some advice for other institutions thinking of embarking on this journey.

Using a value added metric and an inclusive curriculum framework to address the BME ATTAINMENT GAP

The gap in attainment between White and BME students is both a major and a longstanding issue for HE. Kingston University has used a Value Added (VA) metric and an Inclusive Curriculum Framework (ICF) to substantially reduce this attainment gap. The principal aim of this project was to see if these tools could be successfully transferred and embedded in other universities. The project has been a success. All five partners have not only adopted the VA and adapted the ICF, but are universally enthusiastic about their impact.

To find out more...



This website contains details on each of the initiatives and a host of engaging information on their application at each institution. This is done through case studies, videos and useful documents sharing ways you can get students involved in efforts to tackle attainment gaps and much more.



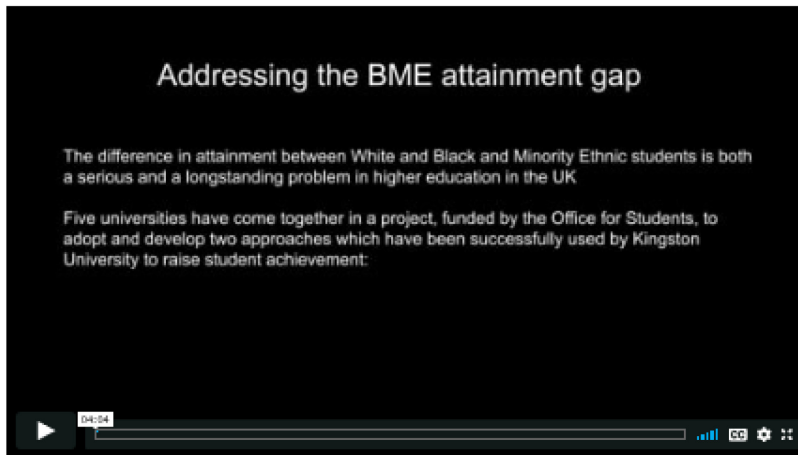
It is designed to be used either in sections, with bite sized information on a particular topic or picked up as a whole. So whether you have just 5 minutes or 5 hours, hopefully you will find something interesting and useful to browse.



BME ATTAINMENT GAP

The Project

 [Launch poster PDF >](#)



The Kingston University led collaboration was formed in September 2016 and successfully granted £499,956 worth of funding from the Office for Students under its [Catalyst Project fund](#) in March 2017. Working in partnership with five other partners, the collaboration sought to combine a wide mix of universities including a Russell group and a number from the London area to investigate the potential London effect on BME attainment. The institutions involved were University of Wolverhampton, University of Hertfordshire, De Montfort University, University of Greenwich and University College London.

The principal aim of the project was to see if the Kingston University developed Value Added score and Inclusive Curriculum Framework, which demonstrated high levels of success in addressing the BME attainment gap for Kingston, could be transferred to other institutions to address their BME attainment gaps.

The project was managed centrally at Kingston and was delivered by a team of specialists who conducted training and supported the roll-out of these initiatives at the partner institutions.

The cross-disciplinary project team met face to face every 2/3 months to share successes and learnings. The development of this community of practice led to the expansion of activities outside the project scope, including the [student curriculum consultant programme](#) and the delivery of a special edition of [Greenwich's Compass journal](#).

The collaboration institutions have agreed to continue this community of practice post-project, with project leads continuing to share ongoing good practice to address the attainment gap.

BME ATTAINMENT GAP



Using the Value Added Score to challenge the BME attainment gap

Using the Value Added score to influence change



While the BME attainment gap may be well known within the HE sector, the use of metrics is crucial in helping define the size of the gap and in assessing the success of interventions to address the gap.

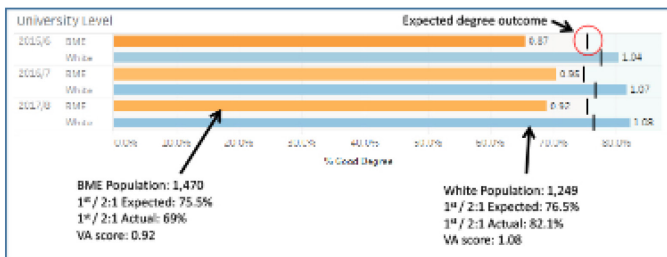
Kingston University has developed a value added metric which has proved to be a powerful way of measuring attainment gaps right down to course level. One of the two principal aims of this project was to determine the transferability of the VA methodology to other institutions.

What are Value Added scores?

Student degree attainment is closely related to a student's entry qualifications and subject of study. By controlling for both of these factors the Value Added (VA) metric exposes unexplained gaps in attainment.

VA scores are calculated by taking the actual degree outcomes for all UK domiciled graduates across the UK for the last five years, broken down by fifty entry qualification bands and subject of study. This allows us to calculate a probability that a given student will achieve a 1st/2:1 degree. Aggregating these probabilities produces an 'expected' percentage for any given cohort of students who should achieve a 1st/2:1 degree. If the cohort achieves this percentage, the VA score is 1.0. For percentage attainment above or below the expectation the VA score is proportionately greater or less than 1.0.

VA scores have been calculated at institution, faculty, school and course level. VA scores can also be used to demonstrate attainment gaps for any other student characteristics for which we have data such as gender, age, disability, socio economic group or commuting students. These are all presented on easily navigated Tableau dashboards which are accessible to all staff.



The Value Added Score: how to use the dashboards

Access the interactive video guide to using the value added data in Tableau and see the type of information that it is possible to generate and demonstrates the potential value having this information could be for your institution.

[Interactive video guide >](#)

BME ATTAINMENT GAP

Student Involvement



A growing body of research supports the theory that institutional cultures and academic curricula can create exclusive environments, 'othering' some students, thereby playing a significant role in differential attainment and specifically the BME attainment gap (Ross et al., 2018). Authentically collaborating and co-creating with students of all backgrounds allows institutions to create more accessible, representative and globally-relevant environments, increasing the sense of inclusion for students who may have otherwise felt excluded. This student participation is central to the projects approach to creating an inclusive culture and reducing the BME attainment gap.

Reference – Ross, F. Tatam, J. Hughes, A. Beacock, O. and McDuff, N. (2018) "The great unspoken shame of UK Higher Education": Addressing inequalities of attainment *African Journal of Business Ethics*, Vol. 12 No. 1, June 2018, 104-115

Involving Students in Curriculum Design and Review



An overview of Kingston's Inclusive Curriculum programme

Following the success of Kingston University's Inclusive Curriculum Framework (ICF), the Curriculum Consultant programme was developed to ensure students were involved in institutional change. Students who work as Curriculum Consultants use their own diverse lived experiences and Kingston University's ICF to collaborate with staff to create more accessible, meaningful and globally-relevant curricula at all levels of the institution. The consultants work with staff in a variety of ways to address potential barriers in the curriculum, including reviewing and feeding back on curriculum materials, co-developing curricula with staff, delivering workshops that encourage staff to reflect on their approaches to inclusion and providing forums for students and staff to discuss inclusion and (in) equality in university spaces. Staff are introduced to a range of student perspectives when they participate in a review or workshop with Curriculum Consultants. Now in its third year the programme continues to grow and has provided former consultants a unique opportunity to progress into graduate roles within Higher Education.

Student involvement in curriculum design

Most universities adopted an approach that involved students in the processes of designing and reviewing the curriculum, expressing the view that they had played a vital role. Here is an overview of how students were included at the individual institutions, with links to useful supporting materials:

+ [Kingston University](#)

Appendix Seven – Project conference agenda

09:30 – 10:00	Arrival and Registration
10:00 – 10:15	Welcome, project overview and outputs
10:15 – 10:35	Keynote Speaker Steven Spier, Kingston University
10:35 – 11:05	<p>Introducing the Value Added Score</p> <p>Kingston's VA metric highlights differences in attainment which cannot be explained by student entry qualifications or subject of study both of which are arguments used to explain the BME attainment gap. The VA uses the actual degree outcomes of all students graduating across higher education in the last five years by subject of study and one of fifty entry qualification bands to identify whether student groups achieve their predicted outcomes and the BME attainment gap. Delegates will gain an insight into how the VA is derived and how it was used at Kingston to generate changes in the BME attainment gap closing the gap from 29% in 2014/15 to 13% in 2017/18.</p>
11:05 – 11:25	<p>Introducing the Inclusive Curriculum Framework</p> <p>The Inclusive Curriculum Framework is a key strategy to address the BME attainment gap. It is simple and practical and at Kingston has been adopted as an institutional tool to support student success. Within the context of their VA scores, course teams are challenged to consider the extent to which their curriculum is (i) accessible (conceptually and practically) (ii) reflects the needs of diverse students and (iii) prepares students to contribute positively to a global and diverse economy. Delegates will gain an insight into how this multi-dimensional framework identifies intervention points at which the principles of inclusivity can be enacted to ensure effective education at Kingston University.</p>
11:25 – 11:45	Tea and coffee
11:45 – 13:00	<p>Applying the Value Added Metric and Inclusive Curriculum Framework at partner institutions</p> <p>This session enables delegates to gain an insight into the approach that each partner institution took to adopting the Value Added Metric and Inclusive Curriculum Framework.</p>
13:00	Lunch
14:00 – 15:00	<p>Student partnerships in addressing the BME attainment gap</p> <p>Student partnership is essential to the work of a university that is seeking to create an inclusive environment. In 2016 Kingston University introduced the Student Inclusive Curriculum Consultants to bring different student voices into curriculum design and delivery. Although not part of the original brief, all the partners have adapted this approach in varying ways. In this session, delegates will learn how student partnerships have been adopted by the partners and will be able to consider whether this approach could be used in their own institutions.</p>
15:00 – 15:45	<p>Parallel workshops (choose one):</p> <p>Generating and facilitating challenging conversations around race</p> <p>Conversations about race, racism and the academy are a common feature of the partners work to address the BME attainment gap. Delegates will hear how the partners navigated the challenging conversations and consider whether these approaches can be used in their own institutions.</p> <p>Making connections between the BME attainment gap and other agendas</p> <p>Eliminating the BME attainment gap requires sustained effort and this can only be achieved cost effectively if it is an integral part of the fabric of an institution. Delegates will gain an insight into how the work on the BME attainment gap has connected with other initiatives within the partner institutions to promote a holistic and sustainable way forward.</p> <p>Measuring impact</p> <p>With an increasing focus in the sector on student outcomes, the purpose of the project was to create change which positively impacted the BME attainment gap. Whilst it is not yet possible to identify final outcomes, there are a number of lead indicators which will provide delegates with useful evaluation measures, next steps and connections with other institutional activities to ensure the sustainability of focus beyond the project end.</p>
15:45 – 16:00	Room transition
16:00 – 16:30	<p>Student Panel</p> <p>A whole institutional approach to the BME attainment gap necessitates the involvement of students in all aspects of a higher education provider's work and at all stages of the student life cycle. This session begins with a statement on the role of students and student unions in addressing the attainment gap followed by a Q&A session. Delegates will be able to consider steps they can take to optimise student participation in their own institutions.</p>
16:30	Closing Plenary Kirsty Johnson, Office for Students

Appendix Eight – List of abbreviations

Abbreviation	Specific meaning
AMER	Annual Monitoring and Evaluation Report
AQU	Academic Quality Unit
ASER	Annual Student Experience Review
BAW	Balanced Academic Workload
BME	Black and Minority Ethnic
CDP	Curriculum Design Principles
CEG	Chief Executives Group
CoP	Community of Practice
DiSA	Disparities in Student Attainment
DMU	De Montfort University
Ed	Education
FE	Further Education
FOCs	Fair Outcome Champions
GOLD	Greenwich Opportunities in Learning and Development
HEA	Higher Education Academy
HEI	Higher Education Institute
HESA	Higher Education Statistics Agency
HoDs	Heads of Departments
HSU	Hertfordshire Students' Union
HU	Hertfordshire University
IC	Inclusive Curriculum
ICCs	Inclusive Curriculum Consultants
ICF	Inclusive Curriculum Framework
ICHC	Inclusive Curriculum Health Check
IP	Inclusive Practice
JACS	Joint Academic Coding System
KPI	Key Performance Indicator
KU	Kingston University
MEPs	Module Evaluation Plans
NSS	National Student Survey
OfS	Office for Students
PAEs	Programme Appraisal and Enhancement
PG	Postgraduate

Abbreviation	Specific meaning
PGCLTHE	Postgraduate Certificate in Learning and Teaching in Higher Education
QA	Quality Assurance
QE	Quality Enhancement
RAF	Revised Academic Framework
SBU	Strategic Business Unit
SMT	Senior Management Team
SU	Student Union
T&L	Teaching & Learning
TEF	Teaching Excellence Framework
UAG	University Attainment Group
UCL	University College London
UDL	Universal Design for Learning
UED	Universal Educational Design
UG	Undergraduate
UH	University of Hertfordshire
UK	United Kingdom
UoG	University of Greenwich
VA	Value Added
VC	Vice Chancellor
VLE	Virtual Learning Environment
WLV	University of Wolverhampton