



THE UNIVERSITY OF
SYDNEY



University of
East London



BASES Heads of Department Forum 2024: Embedding EDI

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Overview

1. *Setting the scene (Kotryna)*
2. *University of East London Attainment Gap Case Study (Romanda)*
3. *Summary tips (Kotryna)*
4. *Discussion (everyone)*

All opinions, varied perspectives, and concerns should be heard and respected by everyone

Stay mindful of the impact your words may have on others

Chatham House Rule

Decolonising = Diversifying



Equity, Diversity and Inclusion
Advisory Group



Physics

Medicine

Geography

Nursing

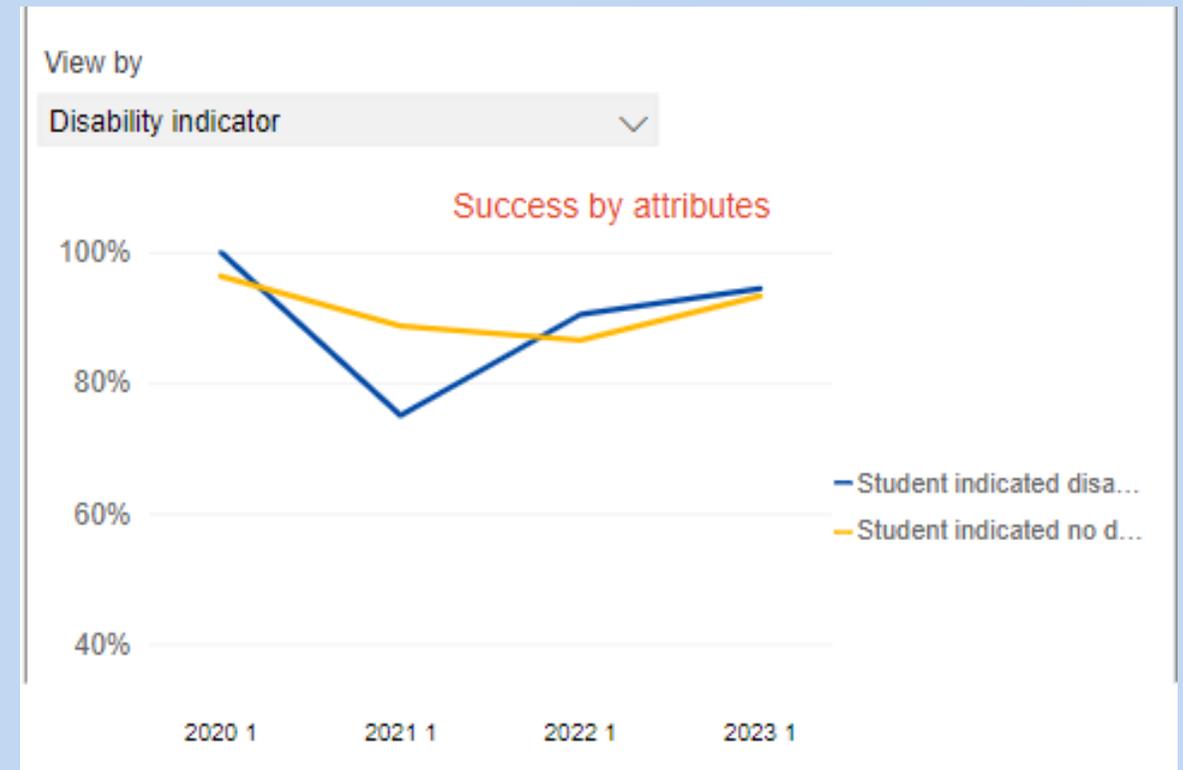
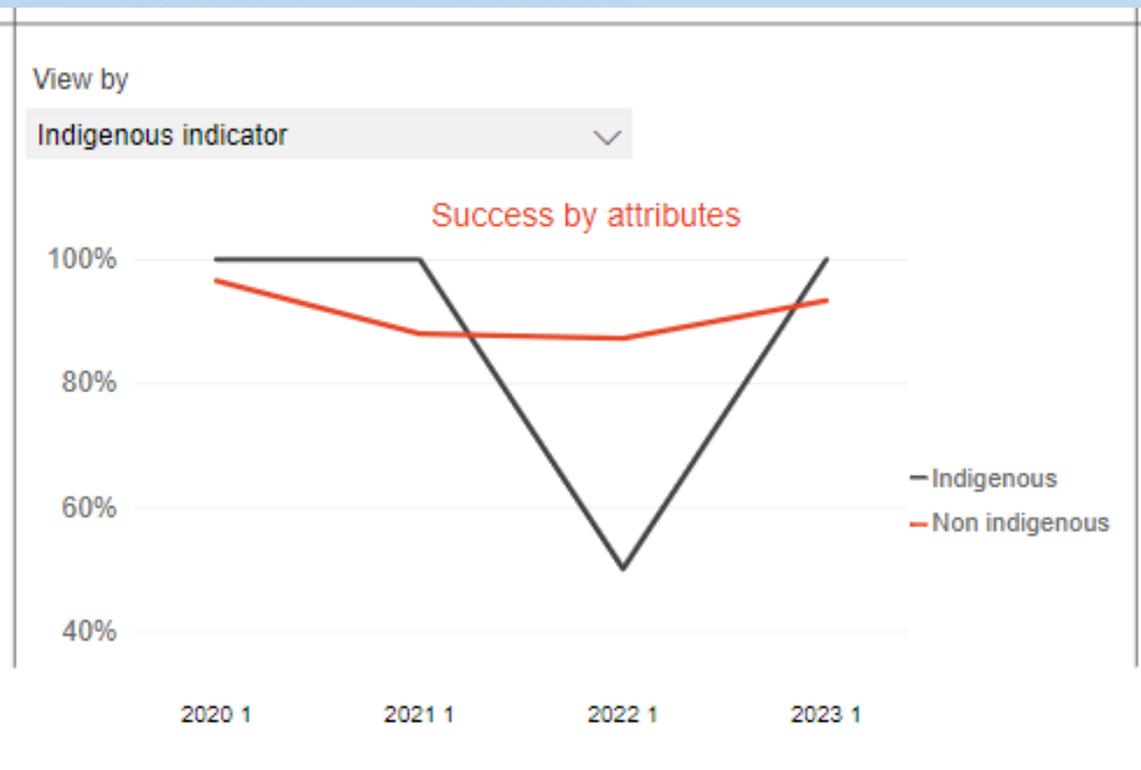
*Sport and Exercise
Science(?)*

Source: University of Southampton

Setting the Scene: Attainment Gap

A gap in achievement between subgroups of students, especially on basis of socioeconomic status, ethnicity, gender, special educational needs or disability

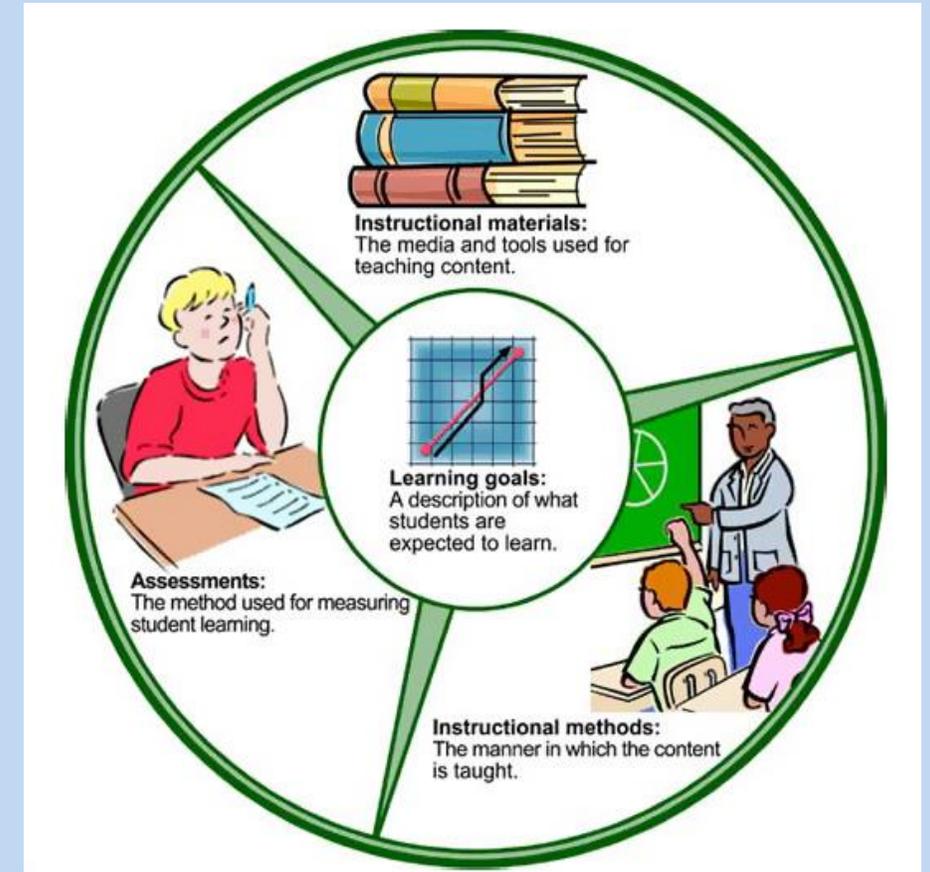
"Knowing your students and unit"



Setting the Scene: Universal Design for Learning

Diversity is the norm

- ▶ Learners: who are they?
- ▶ Goals: what do you aim to achieve?
- ▶ Barriers: what are the barriers in the learning environment?
- ▶ Solutions to remove barriers
- ▶ Next step: examine the solutions





University of East London: Case Study

The Attainment Gap: What is it? How are we lowering it? How lowering it can translate to sports science?

Background

The University of East London (UEL) commissions through the access and participation plan (APP) a range of interventions developed to address gaps in access to university, success at the university and progression to employment of students from under-represented backgrounds.

The Impact and Evaluation team supports the project leads of APP interventions in designing, evaluating and analysing data in order to gauge the impact of the interventions on the student's success and progression.

A banner with the text "E G A I" in yellow letters on a dark background. The banner is slightly out of focus and appears to be part of a larger display or event.

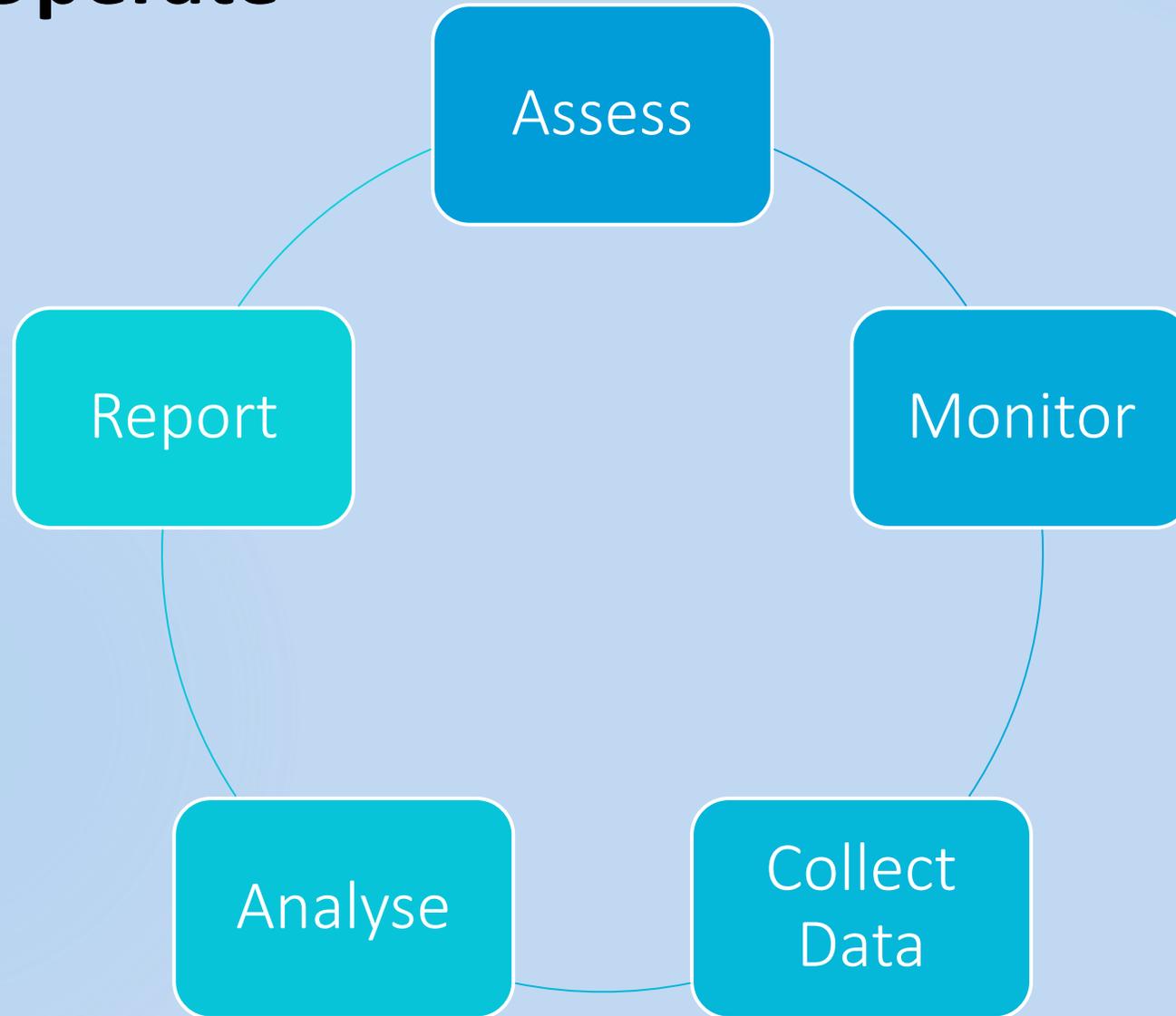
What are Access and Participation Plans (APPs)?

All students, from all backgrounds, and with the ability and desire to undertake higher education:

1. Are supported to access, succeed in, and progress from, higher education.
2. Receive a high quality academic experience, and their interests are protected while they study or in the event of provider, campus or course closure.
3. Are able to progress into employment or further study, and their qualifications hold their value over time.
4. Receive value for money.



How We Operate



What We Do



COLLABORATE



EVALUATE



CELEBRATE



Collaborate - 25



SMART Bursaries	SMILES	Office for Institutional Equity	Ambassadors	IAG
Mental Health Projects	Accessible Course Design and Assistive Tech	UEL Internships	Employability Project	MyFeedback
Coaching For Success	Beyond Adversity	Digital First Aid	School and Colleges	Volunteering
	Living and Learning Communities	Young Independent Students	Pre-Entry Programmes	

Evaluate



Tools used:

- Microsoft Teams Forms/Interviews
- NERUPI Framework
- Theory of Change/Logic Model
- Civitas

- Ensure APP groups are targeted and impacted positively
- Ensure proportionate strategies
- Ensure evidence-based research
- Utilize surveys, focus groups, and face to face interviews, case studies
- Qualitative and Quantitative Research
- Ethical Approval

Case Study – Pre-Entry

Student 1: 'It is very academic and helps one to get fully ready for University courses. You have an idea of what to expect when you start your degree courses and the tutors are well experienced, the teaching went smoothly. You go away with something to reflect on after each class.'

Student 2: Thank you all for your support, I am very thankful for the knowledge and confidence that has been instilled in me during completing this course.

A main aim of the Pre-Entry Programmes is to offer places to HE applicants who would otherwise have been denied because of qualification status. The pre-entry courses at UEL are preparatory in nature, but also act as an entry qualification for many degree courses.

- **129** students used this service between 1st October 2022 and August 2023 with 88% of the students passing the programme.
- **90** people, who would not otherwise have received an offer from UEL, were given unconditional offers.
- **129** students were given the opportunity to study a short course at university and now have the opportunity to receive ongoing advice and guidance
- **18** people who did not pass eligibility tests received Matrix accredited guidance from the IAG team
- **115** Masters level students attended skills sessions

Case Study – SMILES SPORT



Equity, Diversity and Inclusion
Advisory Group

Student 1: 'I think it's impacted me in a lot of different ways. So I suppose from an angle of me becoming a mentor, I've learned a lot of skills watching them. They're very professional and they have cough points, you know, do you know the difference between the fact that they are member of staff and mentor and and that line is is very clear, but it's not clear so much that you feel awkward. And so I think that has helped me because sometimes I can be over friendly. so I can see where that line is a lot more clear now and time management as well. It was always very much structured and sense where we've got 45 minutes. And again I would go over. So I'm very clear now and that's helped me a lot in other way areas of my life. You know in work and even friendships you know.'

Student 2: 'So a lot of the pass classes were about, you know, the content revising the content of our classes. So we would go over muscles and you know, different types of things we need to know for our exams. One to one sessions would probably be more about advice, so you know things like applying for my masters or what I should do for career or you know how I improve my LinkedIn page. Many times I had felt that, but they would just, you know, they were fun. And they're professional and and they just, they're just really good at what they

The SMILES mentoring project is student centred and staff supported. This is designed to target the transition and learning gaps in and through higher education and sports employment in general. It further works to mitigate and reduce attrition from the programme by building an inclusive and sustainable support network for students in partnership with other students.

SMILES has been instrumental in reducing the non-continuation gap in our AMOW population by 7% in 2018-2019, our attainment gap for white and black full-time students by 8% and has further reduced the young and mature full-time student participation gap by 2% in 2018-2019(project data evaluation).

- **162** students engaged with SMILES Programme during the 22/23 academic year.
- 37% White or White-British or White – Irish, 28% Black or Black British or African, 13% Asian/Asian, 6% Mixed Background, 6% Other Ethnic Background and 4% Other Mixed or Multiple Ethnic Background, took part in the SMILES project.

Feedback interviews conducted by SMILES participants colleagues showed that student participants gained high level industry experience including self-confidence, academic skills such as referencing, academic writing, and leadership skills through mentoring, which was valuable for boosting academic grades.

How can this help within Sports?

- Representation Matters
- Chance to develop skills in chosen field
- Networking and building connections
- Academic support
- Supporting students as they transition into career



Summary

- ***Representation:***
 - Casual staff and guest speakers (if-and-when possible)
 - Case studies, visuals, examples
 - Curriculum topics, readings, research topics
- ***Available help and assistance:***
 - ***Professional staff***
 - ***BASES Resources (Members-only)***
 - ***Athena Swan Advisors and Critical Friends***
 - ***EDI Resources***
 - ***TSES***
 - ***Position statements and Expert Statements (public)***
- ***Environmental Barriers and Diverse Needs***
- ***"Shout outs" for staff and casual***

Thanks to EDI AG Members



Nia Evans (PG rep)



**Emily Hansell
(PG Rep)**



Romanda Dillon



**Richard
Buscombe**



Laura Johnson



Sanjoy Deb



**Tori Sprung
(She/Her)**



John Fernandes



**Kiara Lewis (Board
EDI Champion)**



**Ian Wilson (CEO;
EDI Champion)**



**Kotryna Fraser
(Chair)**





We welcome questions
and suggestions



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