UNIVERSITY OF LIVERPOOL

Student Success Innovation Fund
Criteria

Background

The University of Liverpool has committed to an ambitious programme of closing inequities wherever they may exist on campus. In, *Tackling Racial Harassment: Universities Challenged. A University of Liverpool Response,* we've set out how we'll promote more equitable cultures on campus. In, our anti-racism action plan, every member of SLT has adopted a race equality action through the PDR process.   In building on our existing Access and Participation Plan, the Student Success Framework builds in explicit targets in supporting the success of our Black Asian and Minority Ethnic students. It does so across three areas:

Academic success: that all students have the chance to have an educational experience which enables them to achieve their full potential.

Personal success: that all students experience a welcoming and supportive environment which prioritises well-being and belonging.

Future success: that all students have the opportunity to build their intellectual, social and cultural capital for the future.

These interlocking strategies, which aim to fundamentally alter our approach to equality on campus, require both institutional action and local approaches in departments, schools, faculties, and professional service areas. The difficulty is while we can assess the effectiveness of our processes, we can survey on our cultures, and we can measure our award gaps, we don't definitively know what is driving student award, experience, and employment gaps.

As UUK and NUS make clear there are no quick fixes to award gaps[1], there are overlapping social and economic causes[2], and gaps may manifest in lack of joined up structures, organisational focus, and cultural norms within an institution[3].

What we're funding

In order to close these gaps, it's up to teams across the University of Liverpool to find out what works. To do that, we are allocating up to **£1,000** per project for teams within departments, schools, faculties, or professional service areas to trial an intervention, or provide evidence-based recommendations for an intervention based on new insight, which contributes to closing award, experience, or employment gaps, for, and in partnership with, Black Asian and Ethnic Minority students.

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[1] https://www.universitiesuk.ac.uk/policy-and-analysis/reports/Documents/2019/bame-student-attainment-uk-universities-closing-the-gap.pdf

[2] https://s3.eu-west-2.amazonaws.com/assets.creode.advancehe-document-manager/documents/ecu/ethnicity-gender-and-degree-attainment-project-final-report_1571753634.pdf

[3] https://s3.eu-west-2.amazonaws.com/assets.creode.advancehe-document-manager/documents/ecu/improving-degree-attainment-bme_1578655185.pdf

It is important interventions are built on data or insight which points toward specific local or institutional challenges. Bids will be expected to either demonstrate how new insight can support more effective action or how action can be taken from existing insight. As gaps in student award, experience, and outcomes, manifest differently in different places it's likely the interventions will be different but this might involve (but not be limited to):

- Running focus groups to produce evidence-based recommendations

- Evaluating existing service/provision through focus groups

- Commissioning research/insight where <u>data or insight does not currently exist</u>

- Recruiting student ambassadors or trialling new student ambassador activity

- Evaluating or incentivising participation in a University service

- Designing or introducing targeted activities

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Any intervention should primarily be concerned with using data to close gaps in awards, experience, or employment, for specific groups of Black Asian and Minority Ethnic students. We expect bidders to be specific which gaps and which group of students within this demographic are being engaged with this scheme.

In addition, projects should be:

- Deliverable before 31st October 2021

- Contain an evaluation methodology which allows findings to be widely shared

- And/or have the potential to be scaled up, or continued, in some form.

- Built on either local or institutional data, or national research.

- Not exceed a cost of **£1,000**

Eligibility

We acknowledge that student award, personal, and future success, can be supported at every level of the University so we welcome bids from teams within:

- Departments
- Schools
- Faculties
- Professional Service Departments (and teams within departments)

Funding cannot be allocated for

- Routine activity including those associated with teaching preparation or programme development.

- Projects that already take place within a staff member's existing core responsibilities.

- Internal staffing costs

- Purchasing of equipment

Application Process

Deadline for applications is 12:00 on 19th April where they will be assessed by a panel of cross-University staff and a student officer from Liverpool Guild of Students. Any questions, and completed applications, should be emailed to James Coe at J.Coe@liverpool.ac.uk

Further Reading

The University of Liverpool Access and Participation Plan: https://www.liverpool.ac.uk/media/livacuk/about/APP2020-25.pdf

Office for Students Data Dashboards: https://www.officeforstudents.org.uk/data-and-analysis/access-and-participation-data-dashboard/

Tackling racial harassment universities challenged: https://www.equalityhumanrights.com/en/publication-download/tackling-racial-harassment-universities-challenged

Tackling racial harassment universities challenged a University of Liverpool Response: https://www.liverpool.ac.uk/media/a4-equality-and-human-rights-commission-2110.pdf

NSS Results 2020: https://www.officeforstudents.org.uk/advice-and-guidance/student-information-and-data/national-student-survey-nss/get-the-nss-data/#datafiles

HEPI edited by Hugo Dale-Rivas *The white elephant in the room: ideas for reducing racial inequalities in higher education*: https://www.hepi.ac.uk/wp-content/uploads/2019/09/The-white-elephant-in-the-room-ideas-for-reducing-racial-inequalities-in-higher-education.pdf

HESA Graduate Outcomes Survey: https://www.hesa.ac.uk/data-and-analysis/graduates/activities

Degree Attainment Gaps Advance HE: https://www.advance-he.ac.uk/guidance/equality-diversity-and-inclusion/student-recruitment-retention-and-attainment/degree-attainment-gaps

Graduate Labour Market Statistics: https://explore-education-statistics.service.gov.uk/find-statistics/graduate-labour-markets

NUS/UUK: *Black, Asian and Minority Ethnic student attainment at UK universities*: #closingthegap: https://www.universitiesuk.ac.uk/policy-and-analysis/reports/Pages/bame-student-attainment-uk-universities-closing-the-gap.aspx