

Confirmed Minutes

Meeting:	Equality, Diversity and Inclusion Committee (EDIC)
Date:	23 February 2022
Time:	1 pm to 3 pm
Venue:	373 Euston Road, Room 304

M Jackson - Chair	Head of Equality, Diversity and Inclusion
Shabnam Karim	Finance Director
Sarah Bailey	Director, Centre for Student Engagement, Wellbeing and Success
Anna Krajewska*	Director of the Centre for Excellence in Teaching and Learning and Head of the School of Business and Accounting
Nandini Canoo	Senior Lecturer, EDI Academic Lead
Dr Nadia Michail	Disability and Wellbeing Manager
Eleonora Affronte	Academic Administrator
Charlayne Lewis-Thomas	Admissions Manager
Georgiana Ursachescu	Student Guild Executive
Carmin Wilkinson	Assistant Student Equality Society Leader
Antony Charles	People, Talent and Culture Manager
Lydia Hesketh	Head of Communications
Ramin Nassajpour	Finance and Internal Audit Manager
Arif Zaman	Senior Lecturer, Business
Joan O'Mahony	Director of Academic Development
Slawomir Grzybek - Secretary	Quality and Compliance Manager

In attendance

Sara Sackey	Success Champion, SEWS
Narmin Yousaf	Success Champion, SEWS
Abul Hashem	Peer Mentoring Coordinator, SEWS

1.0 Welcome and Apologies

* Denotes apologies.

M Jackson welcomed everyone to the meeting and, in particular, Carmin Wilkinson who was attending her first meeting of the EDIC.

2.0 Meeting of 8 December 2021

2.1 Unconfirmed Minutes 8 December 2021

The minutes of the December EDIC were agreed to be a true record of the meeting and approved by the committee.

2.2 Action Tracker/Matters Arising

2.2.1 Minutes of 10 February 2021

2.2.1.1 Item 5c refers

Update: Request sent. Awaiting advice on London Higher membership.

2.2.2 Minutes of 27 November 2021

2.2.2.1 Item 3 refers

Completed: Email request sent to Chair and Secretary of SALT 29/11/21. Action discussed again in December 2021 EDIC where it was agreed that A Krajewska, A Zaman and J O'Mahony would discuss

whether it would be more appropriate to discuss the matter in a WP Forum. A Krajewska, A Zaman and J O'Mahony subsequently agreed that no further action was required.

For approval

3.0 Dignity and Respect Policy

The committee received a reviewed version of the Dignity and Respect Policy together with a summary of changes made to the document.

M Jackson outlined the changes made and informed the committee that it was determined during the review that there was scope for merging the policy with our Harassment and Sexual Misconduct Policy, and that this is something that she would be considering in a subsequent review.

The committee noted the changes made and **approved** the Dignity and Respect Policy.

For discussion

4.0 Access and Participation Plan

4.1 OfS Condition A1 Action Plan and the updated Assessment of Performance

The committee received and noted the OfS Condition A1 Action Plan and the updated Assessment of Performance. M Jackson explained that based on updates received from the Action Leads, we remain compliant with the Action Plan.

M Jackson flagged highlights from the updated Assessment of Performance and the following points were noted:

- In 2019-20 progress was made in narrowing the continuation gap at both a sector and Institution level.
- There is no real correlation between disability and continuation rates at Bloomsbury Institute.
- Regardless of ethnic group, continuation rates are higher at a sector level than at Bloomsbury Institute.
- In 2019-20 progress was made in narrowing the attainment gap between White and BAME students at an Institution level.
- In 2019-20 the attainment gap between male and female students was lower at Bloomsbury Institute than at a sector level.

4.2 SEWS OfS Condition A1 Evaluation Report

M Jackson thanked S Bailey and her team for producing the report. She explained that it would be submitted (with observations from the EDIC) to the SMLT, Academic Committee and Board of Directors for consideration and action, and to the Student Staff Consultative Forum for information.

S Bailey explained that the report was produced in response to the Strategic Measures outlined in the OfS Condition A1 Action Plan. The report evaluates the effectiveness of using our predictive data analytics (Qlik Sense) as well as the impact of interventions carried out for students within our target groups, and also outlines the support available from the Disability and Wellbeing Office.

S Bailey explained that the report covers Semester 1 data for the September 2021 entrants, and provides comprehensive coverage of all the areas of activity undertaken within SEWS.

Strategic Measure 2: PAL scheme

A Hashem presented his section of the report, and the following points were noted:

- PAL sessions were well attended by BAME students.
- BAME students who attended PAL sessions were 13 percentage points more likely to submit their work when compared to the rest of the cohort.
- Black students who attended PAL sessions were 17 percentage points more likely to submit their work when compared to the rest of the cohort.
- IMD Q 1 and 2 students who attended PAL sessions were 22 percentage points more likely to submit their work when compared to the rest of the cohort.

A Hashem concluded that there was a positive correlation between PAL attendance and submission of work when compared with the rest of the cohort. He also stated that although it is impossible to consider the positive impact of the PAL scheme on students from the target groups in isolation of other contributing factors, it can be stated that the PAL scheme is an effective tool in closing the continuation gap.

C Wilkinson raised a comment related to the scheduling of the PAL sessions, pointing out that some of the sessions clash with regular classes. A Hashem reported that in scheduling the sessions he considers the timetables of the PAL Leaders as well as the targeted cohort of students to avoid any clashes. However, he invited C Wilkinson to contact him outside the meeting to discuss the matter further.

Strategic Measure 3: Predictive Data Analytics

S Sackey informed the Committee that 75% of students recruited in AY 2021-22 were from IMD Quintiles 1 and 2. Over $\frac{3}{4}$ of students within the IMD Quintiles, 1 and 2 were considered to be at medium to high risk of failing their module.

S Sackey explained that when compared to IMD Quantiles 1 and 2, the rest of the cohort were at a lower risk of failing their module with the majority being ranked medium to low risk. The data provided by Qlik Sense allowed the SEWS team to determine where their interventions were needed, and it was noted that the team performed 143 interventions with 108 targeted students from IMD Quintiles 1 and 2 in Semester 1.

N Yousaf informed the Committee that an improvement in the submission of work was noted for the students who received interventions. Although the impact was just below 5 percentage points, the slight improvement could be considered to demonstrate how interventions may motivate students to submit their work. It was noted that for the students outside Quintiles 1 and 2, the likelihood of submitting their work as a result of an intervention rose by just over 16 percentage points.

It was noted that the impact of interventions on the continuation gap for BAME students was positive and that the low-risk students and those who received interventions submitted their work with just a marginal difference.

The interim evaluation of the continuation gap for black students showed that with the level of interventions from SEWS the high-risk black students are nearly as likely to submit their work as their peers who were not subject to intervention and were not in a high-risk group.

The following queries were raised by the Committee:

- There was a query related to interventions reported, namely, whether they refer to any interventions or just those carried out after the automated email is sent out. It was noted that the number reported covers all forms of interventions other than the automated emails.
- It was noted that any interventions would cover not only engagement including submissions reminder but also wellbeing considerations.
- The Committee asked for clarification concerning the number of interventions presented in Table 6 and asked whether it captures all interventions or rather the number of students receiving the intervention. It was noted that the number represents the total number of interventions carried

out. The Committee recommended disaggregating the numbers. S Bailey informed the Committee that such disaggregation was included in the SEWS March 2022 Divisional Report.

- In Figures 9 and 30, clarification was sought as to who the standard submission students were. It was noted that the term refers to students outside the ones considered in the context of the continuation gap.
- Risk ratings have been used as a measure of/proxy for attendance (e.g. Figure 12), but given that the ratings are based on a number of measures (including engagement with the VLE and submissions) and not just attendance, it would be good to look also at attendance in isolation. It would also be good to provide an explanation as to how the risk ratings are calculated.
- It was suggested that to make the report more robust, the predicted values presented could be compared with the actual numbers of submissions. A lengthy discussion on the use of the predictive data software followed and the SEWS team attempted to explain the limitations around the use of Qlik Sense.
- It was noted that the reliability of the predictive data analytics would increase with the amount of data fed into Qlik Sense.
- The Committee recommended that the figures presented in the report be double-checked as there were some discrepancies noted.
- The Committee pointed out that some elements of evaluation have not been addressed namely, the impact of the PAL scheme from a disability perspective and the impact on attendance generally, attainment for BAME, Black and IMD Q1 and Q2 and evaluation of intervention by type.
- It was recommended that some contextual information be included in the report. This would help to clarify some apparent inconsistencies.

Strategic Measure 4: Disability and Wellbeing

N Michail presented her section of the report and flagged the following:

- 14% of September 2021 FY students declared a disability. This is in line with the sector where HESA reported 15% of students declaring at least one disability during the academic year 2020-21.
- Most of the students who declared a disability were enrolled on our LLB Law course (55%) followed by BM (27%) and AFM (18%).
- 30% of students have declared two or more impairments and mental health conditions, respectively.
- 80% of students who declared a disability were classified as BAME.
- Students with a disability are 6 percentage points less likely to submit their work than their peers with no known disability.
- 80% of students with a disability submitted their work. The Disability and Wellbeing Manager flagged that the cohort is very small and that the results need to be considered in that context.
- Various resources were created by the Disability Office to support students in providing their evidence. Missing evidence was noted as the main obstacle in the provision of support to students with a declared disability.

- Pastoral support would be provided to those students who declared a disability but failed to submit corroborating evidence that would make them eligible for a range of special arrangements.

Strategic Measure 5: Virtual Classroom

M Jackson explained that A Krajewska was unable to join the February EDIC but that she had advised that her report on Virtual Classrooms would form a part of the Overview Annual Course Evaluation Report due to be submitted to the March 2022 Quality Assurance and Enhancement Committee.

4.3 KPIs 2021-22

M Jackson presented the February 2022 KPI update report to the Committee and flagged that it includes the first report on Access and Participation Plan related indicators, namely KPIs 18a, 19a, 20a and 21a relating to our target groups, namely students from IMD Q 1 and 2, BAME students, black students and students with a known disability.

The KPIs February 2022 update was received and noted by the Committee.

4.4 Attainment Data 2018-19 to 2020-21: Summary Report

M Jackson flagged from the report that attainment gaps do exist, but progress is being made to eliminate them.

She highlighted the following:

- The attainment gap between White and BAME students in favour of White students has been decreasing.
- The attainment gap between White and Black students in favour of White students was reversed over the two years.
- Female students tend to achieve better outcomes than male students.
- Attainment gaps have emerged in favour of Young students in the last two years.
- Disability is no barrier to success at Bloomsbury Institute

The Attainment Data 2018-19 to 2020-21: Summary Report was received and noted by the committee.

For information

5.0 Mental Health and Wellbeing Policy

Student Guide to Mental Health and Wellbeing

M Jackson informed the committee that the Mental Health and Wellbeing Policy, and the Student Guide to Mental Health and Wellbeing were currently being reviewed. She thanked those who engaged with the review.

It was noted that the review was halted due to uncertainty around the impact of the change to our awarding body (in terms of their approach to Extension Requests and Mitigating Circumstances) and that it would be continued once clarification in that area was received.

6.0 Update from EDI Academic Lead

N Canoo informed the committee that her other commitments had taken took over in the past few weeks, however, she was engaging with the EDI agenda in the background and the results would be reported on in the next EDIC meeting.

7.0 Update from Disability and Wellbeing Manager

N Michail informed the committee that Bloomsbury Institute has become part of the London SMEs Business and Disability Forum. Every student of Bloomsbury Institute would be eligible to access the resources available through the Forum with the use of their institutional email address.

She further informed the committee that the TalkCampus contract is currently under review and that alternatives are also being explored.

Any Other Business

8.0 Any Other Business

A Zaman flagged that all Bloomsbury Institute staff and students are welcome to register for QAA's flagship Quality Insights Conference 2022 on Innovative Approaches to Quality, Assessment and Inclusion. The event would take place on Thursday 24 February and Friday 25 February.

Date and venue of next meeting

9.0 27 April 2022, 1 pm to 3 pm, Venue to be confirmed