

# **UOB: CLOSING THE AWARDING GAP**

The Access & Participation Plan and the central role of co-creation

Abbi Bainton-James

Assistant Director, Student Diversity & Inclusion

Ife Grillo

Student Inclusion Officer (Race and Ethnicity)

# 2020-2024 APP Priorities

1. Narrowing of the gap in intake between Q1 and Q5 students from 10:1 to 6:1 by 2024-25;
2. Contributing to the national agenda of increasing the number of students from Q1 entering higher education;
3. Increasing the number of Black students enrolling at the University of Bristol significantly by 2024- 25;
4. Increasing the number of Asian students enrolling at the University of Bristol significantly by 2024- 25;
5. Increasing the number of mature students enrolling at the University of Bristol by 2024-25
6. Narrowing the gap in continuation rates between young and mature students from 9% to 5% by 2024-25;
7. Narrowing the gap in continuation rates between non-disabled students and those with mental health conditions from 7% to 3.5% by 2024-25;
8. Narrowing the attainment gap between BAME and White students from 7% to 1% by 2024-25;
9. Closing the gap in progression rates between disabled and non-disabled students by 2024/25.

# 2025-2029 APP Priorities

- 1 – Increase proportion of students from lower socio-economic groups
- 2 – Increase proportion of Black and Asian students
- 3 – Maintain the proportion of mature students
- 4 – Narrow gap in completion rates of students with declared MH vs. No disability
- 5 – Narrow gap in completion between mature vs. young students
- 6 – Narrow attainment gap mature vs. Young students
- 7 – Narrow attainment gap lower vs. Higher socioeconomic background
- 8 – Narrow attainment gap Global Majority vs. White students
- 9 – Narrow gap in progression rates between declared MH vs. No disability

# New APP Activity

Full breakdown of *all activity* (incl. existing and expanded) in the APP

## Strategy 7: Attainment for global majority students

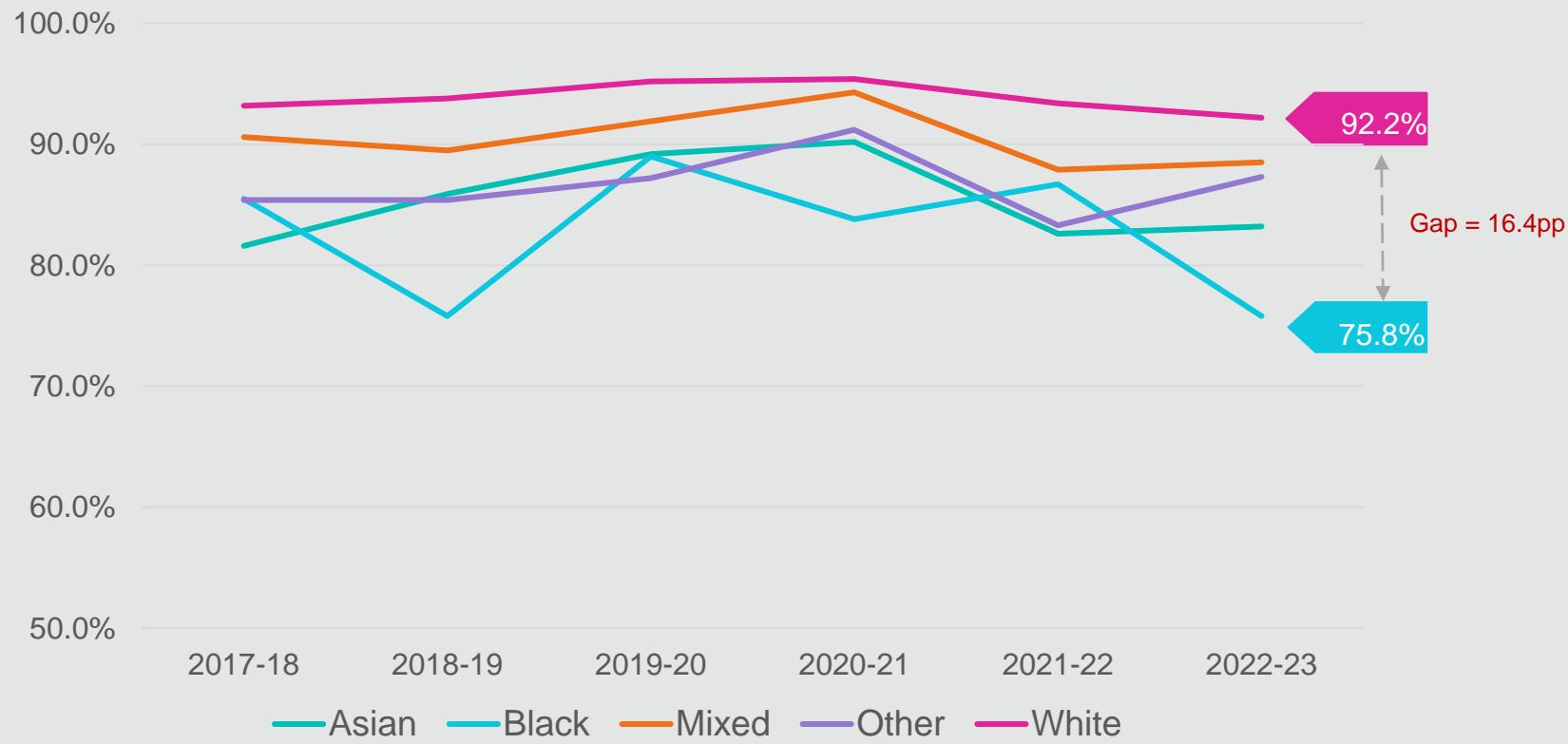
New activity – Build on belonging@Bristol outreach co-created with the Race Inclusion Advocates

New activity – Staff training and development in inclusive pedagogies

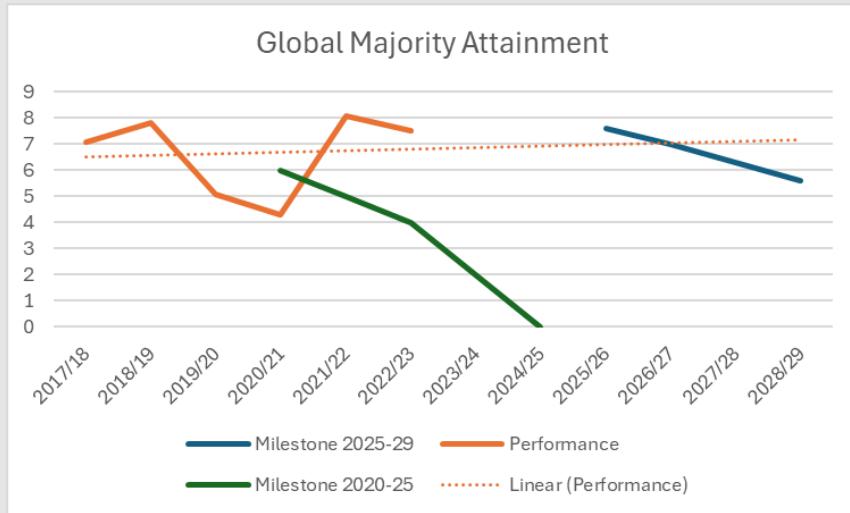
# Staff Training

- Ringfencing APP resource to employ a lecturer focused on inclusive pedagogy and upskilling the academic workforce – Based in Bristol Institute for Teaching and Learning (BILT).
- Anti-Racism training for Professional Services and Academic staff teams, co delivered by Ife and our Assistant Director for Student EDI strategy.

# Scene Setting: The Awarding Gap to Date



# 2025-29 To narrow the attainment gaps between global majority students and white students



	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29
Milestone 2025-29									7.6	7	6.3	5.6
Performance	7.1	7.8	5.1	4.3	8.1	7.5						
Milestone 2020-25					6	5	4	2	0			

# Race Inclusion Advocates



Paid by the University to:

- Understand the **lived experiences** of Black, Asian, Arab, Latine, Mixed/Multiple Ethnic Students
- Use their skills and experience to consult staff on how to **improve services**
- **Co-Create and develop inclusive activities** that help foster a sense of belonging
- **Challenge the University** on the work it does to be anti-racist institution

# What has been the focus of the RIA work



- Developing skills associated with changemaking instead of just relying on lived experience
- Less focus on 'How do we get more of group X to use service Y more?' and more focus on the broader issues
- Advocates delivering less events and contributing more to the 'less sexy work of EDI'
- How we tackle Racism and Hate Crimes- Resolution
- Understanding racialisation in mental health – Wellbeing
- Supporting Students in their course – Economics
- Improving students experience in halls – Student Communities Communities
- Supporting LGBT Students of Colour– Inclusion



# Impact of the RIA Programme

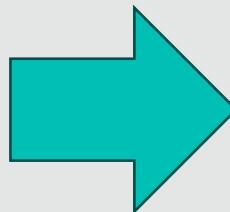
- 100% of students said they gained skills through being on the programme. There was a 45% increase in student's confidence in speaking in front of a crowd in a formal setting and a 34% increase in student's ability to use data-driven arguments.
- 92% of students said being an advocate helped improve their sense of belonging at university.
- 100% of students felt that being an RIA gave them tangible skills they could take forward post-university.
- 100% of staff said it improved their knowledge of the issues facing global majority students.
- 94% of Staff said were able to immediately make changes and improvements based on RIA feedback

# Belonging Fund

- The Belonging Fund is a funding opportunity open to all students from Global Majority backgrounds to support student-led, unique and innovative efforts to improve the sense of belonging and community among a specific cohort of students.
- The purpose of the Belonging Fund is to recognise that students know better than the university regarding how to improve their sense of belonging.
- While we should ensure all our events are more inclusive and not pass on the responsibility of building belonging to our students, it's important to recognise how nuanced their needs are and provide more targeted support.
- We are currently funding seven BF Projects, decided by RIAs

# **New Horizons Belonging Programme**

- Access to inspiring role models and speakers
- Events to develop social, living, academic, and professional networks
- Skills workshops
- Safe spaces to engage in meaningful conversations about race and racism and share experiences.
- Building students relationship with the city
- Black Specific Programme



- **Building Community**
- **Building Connection**
- **Improving Mattering.**
- **Improving Psychological Safety**

# **How do these interventions link together?**

- The RIA programme is for students looking to do strategic partnership work to improve the university for global majority students
- The Horizons programme is for all global majority students looking to build connection, find community, and develop their skills
- The Belonging Fund meets the nuanced needs of specific cohorts within the global majority group, recognising the uniqueness of their identities
- The Antiracism in Practice Staff Training upskills services and ensure we take a whole institutional approach to antiracism

# QUESTIONS

[bristol.ac.uk](http://bristol.ac.uk)

