

**University Management Team
Student Equality, Diversity and Inclusion Forum
Chair's Minutes of the fifth meeting held on 30 March 2022**

M16/22 Minutes of the previous meeting

The minutes of the previous meeting held on 19 January 2022 were confirmed as a true and accurate record.

M17/22 Matters arising (not elsewhere on the agenda)

The forum confirmed that all actions had been addressed or were in hand or addressed elsewhere on the agenda. In particular the following was noted: -

M03/22. It was confirmed that the action for the Vice President Education (VPE) had been completed but a verbal update would be provided at the next forum meeting. Action completed.

M04/22. It was confirmed that the Head of HE Schools Engagement was working with Digital Services and HR to arrange for the Equality, Diversity, and Inclusion page to have links to the forum minutes and details of the University's commitments/ pledges. CO has discussed the GDPR issues with the Records Manager. The relevant Adobe software to ensure compliance with the legislation would be installed and the site will be operational from mid-April 2022. Action ongoing.

M04/22. It was confirmed the CO had shared the link to the Student EDI Action Plan with the forum. Action completed.

M06/22. It was confirmed the VPE action to confirm APP funding arrangements for the SU with the DoEE was ongoing. Head of HE Schools Engagement was in the process of completing this with SU representative. Action ongoing.

M08.1/22. It was confirmed the change of terminology had been agreed with immediate implementation, but it would take some time to feed through all reports. Action completed.

M08.2/22. It was confirmed the BIMi Officer had circulated a table to the Forum which showed the data for the combinations of male and young and female and mature student groups. Action completed.

M18/22 Chairs Matters

With no representation from the SU who were attending the NUS Liberation Conference, it was agreed the Officer would ask the SU for a written update on the Student EDI Action Plan. **Action:** CO to request a written update from the SU on the Student EDI Action Plan

M19/22 Student Matters and Student Voice Update from Students' Union –SU Representatives

No update.

M20/22 Access and Participation Plan (APP) 20/21 To receive an update on the conditions set on our APP by OfS

The Head of HE Schools Engagement (HHESE) provided the following update:

20.1 The HHESE has been working with BIMi to pull together a spreadsheet which identifies APP objective data sets. These will be sent to Deaneries and Subject Leaders to identify where all programmes are against each APP objective. This will all be hosted on the [Student Success Best Practice Hub](#).

20.2 Theory of Change data sets were due after Easter for subjects to review and to be able to identify outputs this will impact on APP objectives and milestones. This will include, for example, data from learning development tutorial records, MyEngagement (previously Learn), employability data and student assignment data.

20.3 [Stepping into University](#) will be launched in April. It features a number of student round table discussions and student videos. The contexts and nuances of coming to University are discussed and it provides support and guidance for students on how they will be supported in their first year. It will fit into student communications and the new Vice Chancellor was very impressed with it.

20.4 The new Head of Careers and Employability was appointed last week, and will begin on 6 June 2022. They have significant experience and expertise in developing links, networks, and opportunities with employers.

20.5 A SU APP Student Voice Forum has been established; the first meeting took place on 4 March 2022. The aim of the forum is to support student's awareness of the APP and the student completion of their aspect of the monitoring report. Between now and the next meeting HHESE will put together a questionnaire for students on what they understand to be available on the Student Hub. There is a lot of information on there to support student's continuation if they know it is there.

20.6 The HHESE is in the process of a variation change to the APP from BAME to black students. It is still being discussed with the OfS but may need to be delayed to match the new APP timeline of September 2023. This is also coinciding with a financial change they also want to make at the same time.

20.7 There have been further developments on the Student Best Practice Hub with the addition of case studies and a case study platform from Subject Leader meetings in January and February.

20.8 Working on raising awareness of the APP data sets and where there are gaps. All gaps in our APP need to close by 2025 to 0%. Most recently, the Good Degree data for ethnicity identified a decrease from 21% in 2019/20 to 16% in 2020/21. The APP milestone for 2020/21 was 15% so we are close to being on track. The next data sets are due out in May, and these will be the Graduate Outcomes.

M21/22 Staff Networks

To receive a verbal update from network representatives:

21.1 Disability network

No update.

21.2 GEM network

a) The Network representative noted that they had held an International Women's day photoshoot of all women in the network, both GEM members and GEM Ally members. They profiled female members of the network, built external profiles and links within the community.

b) The network has just launched their GEM Allyship Working Group where GEM Ally members are together to discuss how they, as allies, can make a difference to the experience of GEM staff and students. It would be useful to have a good mix of allies from all areas of the University so that the voices of the GEM community can be amplified effectively, therefore any support or commitment from the SEDIF would be gratefully received.

c) The network is working on different networks within the working group to push forward different agendas. Catering have very kindly offered to do a tasting session for different cultural food types that they would then look to introduce to the different food outlets on campus. In the approach to Ramadan the network will also be raising awareness through GEM platforms.

21.3 LGBT+ network

For LGBT history month there were a series of events, as well as some student reps from the SU which all were well attended. They looked at things such as LGBT History stories, an inclusive training workshop and a pronoun badge making workshop. There is some further development progressing which will include a workshop as part of C@N-DO for inclusive learning and teaching practices for LGBT+ students, especially aimed at staff who perhaps are not LGBT+ themselves or why they may feel awkward at implementing certain strategies in a way that does not alienate students. This should hopefully run in the summer for the first time.

21.4 Women's network

The network held an International Women's Day event. Group participants came along and joined together in the Hide and looking to have more of those events during the year. The network is now looking at supporting Learning at Work week, including activities from all of the networks and for all of the networks to be involved which will evidence a strong EDI focus. Learning at Work week was confirmed as w/c 13 June 2022.

M22/22 Internal diversity information Undergraduate Student Achievement Data Report 2020-21

The Forum received the paper [SEDI04/22](#), UG Achievements Final Sit 2020-21: Faculty by ethnicity group report. The BIMi Officer confirmed the report identified the different groups within GEM and highlighted the big difference between White, Asian, Black, and other students, particularly White (82.7%) and Black (61.1%) students for % good degrees. The report generated a lengthy discussion between forum members and a number of key points were identified:

- a) It was asked if the failed rates data included students who had deferred through mitigation and/or students who had submitted work and failed or failed to submit any work. It was felt it was important to know this information as it would help Programme/Subject teams to work out why they could be failing. The BIMi Officer was unsure of this and would look into it for the next meeting.
- b) In order to add some context to the data it would be helpful to clarify where the gaps in the data were within programme, Faculties, and ethnic groups. One thing that was becoming more apparent was that students within the GEM community are increasingly affected by different challenges and experiences. The support and strategies required for effective resolution will be different for some of the community groups. You can start to see where some of those gaps are but would need to look deeper into the programme level outcomes. The Forum would also appreciate if there was differentiation data between home and international students.

- c) Members of the Forum discussed how this presented a clunky view rather than the more specific data that was needed by putting students into a racial category. For example, within the Asian category, an Indian student may have very different needs to a student from China. It was felt it would be better to have very specific data that was qualitative rather than quantitative on programmes and groups. The BIMI Officer confirmed the programme level data was available. The issue was the further you delved down into the data, the more you would be at risk of identifying individual people on programmes and the data can almost become meaningless and less significant. The current data as presented gives a broader picture across programmes.
- d) There was significant discussion about what programme teams should do with the identify, how they could identify solutions and was there support available in how to make best use of the data. It was identified that there were already wider conversations and events happening across the University, such as the Decolonising Education – Learning, Teaching and Assessment (DELTA) working group led by Head of Academic Practice (Staff Development). Two forum colleagues from FAST were involved in a specific research proposal, working with students on a Health programme, talking to them about how they prepare for coming to University and how they can engage with our style of learning, for example, Harvard referencing, essay writing etc. They would also be open to colleagues inviting them to the programmes so they could work with them to identify where some of their challenges lay. There was also lots of other support in the C@N-DO framework. There were also a couple of case studies available on the [Best Practice Hub](#) which could help with strategies. A pertinent point from colleagues was the current restrictiveness of the workload model. It could be that where students may require additional resources and support, how could this reality be resourced. It was suggested that there needed to be discussion at UMT and/or institutional level if this is to be a priority and we have to allocate resource. It was agreed the Chair of the Forum would take this to UMT (see action in section M24/22). **Action: BIMI Officer** To clarify the distinction between fail rates in the Undergraduate Student Achievement Data 2020/21.

M23/22 Update of meetings relevant to EDI

23.1 Disability Coordinators meeting (Dean Sheldrick)

- a) These meetings happen on a bi-monthly basis and the last meeting was held in the last few days. The Additional Needs Manager (ADM) was leaving the University but hoped the meetings would continue to be productions as there would still be ongoing actions. The meetings

raised some interesting points which could be relevant to this forum. Recently had a University Mental Health Day which was very successful and had high levels of engagement, particularly the interactive stalls and external services that were set up. There is a growing need for support for students with mental health difficulties therefore it is important we have this holistic range of services.

- b) There was an update from ASSIST which said the move to semesterisation had changed dates of exam periods and they were having to process exam adjustments including additional locations.
- c) The meeting also considered things that could be done to support our students better, including how we make sure we acknowledge student disability and student support needs early on which is linked to Project Clover. Making sure we are asking early on, what support needs the students have and signposting them to our support teams so we can register them as a disabled student as soon as possible. They are developing and sharing best practice between Faculty representatives.
- d) The last meeting had representation from the SU. They have been working on a number of exciting projects. Now have 150 people trained as Carer Champions throughout the University and British Sign Language (BSL) sessions continue to run. There are a number of events coming up for our disabled students which include 1 April 2022, 10am-2pm, an Autism event which includes a range of services happening in the Learning Hub, and on 26 April 2022, 10am-2pm, a transition fair for disabled students in the Owls Nest. Please spread the word and support if you can.
- e) Other discussions in the meeting included reasonable adjustments for recording sessions for students. It is causing a few conversations around the level of interaction within sessions and whether something is a purely delivered lecture. It's not always agreed that a lecture can be recorded either. Reviewing wording and clarity around the recommendation to have sessions recorded which may be a reasonable adjustment or why sometimes it might not be appropriate. Members of the SEDI forum would agree that the recording of lectures would be problematic and would hope that the decision is that it would not be included as an appropriate adjustment by ASSIST. As a lecturer, we would have to get the consent of every student in the session in order to record their voice and that stifles the other students from wanting to talk which in turn affects their student experience. It is about getting balance right. The ADM confirmed it wasn't quite as simple as deploying a note taker as it is done through their Disabled Student Allowance which might be

funded through a third party. It is a recommendation that where possible sessions can be recorded which is fed into the AIR. Need to better inform students that where they have that recommended adjustment, it might not always be possible to do it.

23.2 Staff Equality & Inclusion Forum

- a) Members of the SEDI forum were interested to know how training in relation to student disciplinary panel was fed down or out to the people who would be interested in volunteering as it hadn't fed its way down to people at programme level yet. It was suggested that there should be people in the Staff Equality & Inclusion forum who could take this back to programme level in their Faculty but there appears to be a breakdown in communication. Claire would check that the minutes were going onto the forum website so people could then access and read for themselves.
- b) The Forum was due to take another snapshot of staff data for the gender pay gap and ethnicity data. They are also going to be doing a focus on declarations of ethnic data within U4BW which will be advertised shortly for staff to complete. Staff can opt for 'prefer not to say' rather than not completing it as the University has to publish its data each year.
- c) It was felt that there was lots going on within the forum, but they needed additional resource to be able to put more effort into it.

Action: HR Forum Representative to check that the minutes from the Staff Equality & Inclusion Forum are available on the forum website.

M24/22 Matters referred to or from UMT:

M24.1. The Chair will refer to UMT the concerns of the Forum regarding workload issues when dealing with inclusivity in programmes that have high numbers of GEM students and issues identified through the student data. This could also include additional time required for PAT roles with students with disabilities. It is a wider view of inclusivity, not limited just to ethnicity. **Action:** Chair to refer to UMT.

M24.2. The Chair will refer to UMT the concerns of the Forum in understanding why international students are not included in the laptop offer. Further detail can be found in M25/22 (b). **Action:** Chair to refer to UMT.

M24.3. While not specifically referred from UMT, the Chair wished to pass on that Union Black, the Santander online programme was continuing, and it was to be recommended that all staff complete the training.

M25/22 Any Other Business

- a) The Head of Academic Practice (Staff Development) was looking to run a whole day event on DELTA, showcasing practical interventions and developing recommendations for the University. Would the Forum recommend an appropriate date in either July or September. The Forum voted and it was confirmed early September would be the preference. The Chair would pass this on to Shirley.
- b) When researching the gaps in our award data, some students had raised concerns that they were disappointed not to be included in the laptop offer. It had only been after joining the University that they had been told the offer was only for home students. They would recommend how the wording could be improved on the University website as it makes international students feel they are being discriminated against. The Chair would refer this to UMT to ask why international students are not included in the laptop offer and is an action under M24.2. It was also suggested that we try to make sure agents are giving the right advice to potential students.
- c) The Chair of the Forum would like to thank two members of the Forum for all of their support and contributions to this Forum and to the University as they both leave.

M26/22 Availability of papers

All of the papers were declared as open.

M27/22 Dates of Meetings for 2021/22

All meetings are on Wednesday at 10 am to 11.30 am, unless indicated otherwise, as follows: -

- 22 June 2022 (2.00pm to 3.30pm)

In addition, the remaining dates of Events for 2021/22 are as follows: -
Student Characteristics – disability Wednesday 22 June 2022 - 3.30pm to 4.30pm.

M28/22 Reserved Business

There was no reserved business to report.

Confirmed Minutes: 8 April 2022

Student Equality Diversity and Inclusion Forum - Action list from the meeting held on 30 March 2022

Reference	Person(s) responsible	Action	Date	Update on outcomes
M18/22	Committee Officer	CO to request a written update from the SU on the Student EDI Action Plan.	22 June 2022	Update at meeting
M22/22 (a)	BIMI Officer	To clarify the distinction between fail rates in the Undergraduate Student Achievement Data 2020/21	22 June 2022	Completed Clarification was provided as follows: - <ul style="list-style-type: none"> The fail rates do include those students that have deferred. The percentage of good degrees is the number of 1st and 2:1 classification out of all degrees awarded (excluding fails, ordinary and interim awards). The percentage of distinctions and merits is the number of distinctions and merits out of all degrees awarded (excluding fails). Any exam boards occurring after 12th November or results not entered onto the student records system by this date will not be included in the data.
M23/22 (a)	HR Forum Representative	To check that the minutes from the Staff Equality & Inclusion Forum are available on the forum website.	22 June 2022	Completed See link below: https://www.northampton.ac.uk/about-us/governance-and-management/management/equality-and-diversity/
M24.1/22	Chair	To refer to UMT the concerns of the Forum regarding workload issues.	22 June 2022	Completed: UMT considered the action from the forum on 5 th April 2022 and the results of the discussion are: <ul style="list-style-type: none"> That the proposal would need to be costed, including specific evidence of need, and that it is too late for implementation of any recommendation for the 22/23 academic year as planning is too far advanced. It will, however, be added to those issues being considered by a group looking at workload planning going forward.

M24.2/22	Chair	To refer to UMT to find out why international students appear not to be included in the laptop offer	22 June 2022	<p>Completed: UMT considered the action from the forum on 5th April 2022 and the results of the discussion are:</p> <ul style="list-style-type: none"> The current home undergraduate offer is funded through the APP, and this is not available to international students. International students are already supported through scholarships and International Recruitment report that replacing part of these scholarships with a laptop would seriously impact negatively on recruitment. Marketing have checked all mentions of the laptop offer and confirm that it does not appear in any communications to international students and although it does note on the university web site that it is only available to home students this is relevant and appropriate.
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