

Developing and Embedding a Diversity and Inclusion Staff Development Programme to Improve Academic Outcomes for Open and Online Students from Traditionally Disadvantaged Backgrounds

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Abstract

Research and practice show inequitable outcomes for students from traditionally disadvantaged backgrounds compared to students from backgrounds of privilege (Awan, 2020, Rai & Simpson, 2023, Richardson, 2015, Richardson et al., 2020). Closing student awarding gaps is a problem across the sector (Universities UK, 2022). Student success for all students regardless of background is inextricably linked with staff understanding of diversity and inclusion. Most organisations have required their staff to undergo diversity and inclusion professional development for many years. But is this professional development still appropriate for 2023 and beyond? How does staff training translate into a more diverse and inclusive student learning experience that improves retention and student outcomes?

In the Faculty of Wellbeing, Education and Language Studies at the Open University UK, we developed and implemented an equity, diversity and inclusion strategy that included a forward-facing and aspirational professional development programme to tackle racism and discriminatory behaviour and to promote diversity and inclusion for our students. The programme is called 'Unlearn and Learn', acknowledging that staff might need to 'unlearn' what was previously appropriate and 'learn' how to be allies and how to agitate to affect change. In under two years, we have run 90 sessions across various topics including gender, disability, race, and ethnicity which 689+ unique staff have attended. As a result, we have developed knowledge and understanding amongst staff, contributing to positive changes in practice.

The success of the programme can partially be attributed to creating a learning community that is a safe space for staff to expose their lack of understanding or knowledge of difficult issues, where they are able to ask awkward questions and not be judged, and where they can learn to improve their own practice and the student experience. In the first year, most sessions were delivered by external experts. In the second year, this was flipped, and most sessions were run by internal staff, presenting their own research or staff from diverse backgrounds who are experts by experience. This approach reduced costs, increased local relevance and the combination of internal and external speakers enhanced credibility and attracted more delegates.

Keywords: Student outcomes, higher education, professional development, awarding gap, EDI, Theory of Change, online distance education

1. Introduction

1.1 Inequitable student outcomes in the United Kingdom

'Equality and students' is a priority area in Higher Education in the United Kingdom (UK) (Office for Students, 2023, UUK, 2023b). In the UK, there are four Nations: England, Northern Ireland, Scotland, and Wales. Across all Nations, research and practice show inequitable outcomes for students from traditionally disadvantaged backgrounds compared to students from backgrounds of privilege (Awan, 2020, Rai & Simpson, 2023, Richardson, 2015, Richardson et al., 2020). This is when students from backgrounds of privilege have higher academic outcomes compared to students from traditionally disadvantaged backgrounds. These are called awarding gaps and occur across the entire student journey, for example module retention and achievement, progression from one module to the next, completing or achieving a qualification, and progressing into highly skilled employment or additional higher education. The data at all levels (UK sector, institutional, faculty, programme or module) show us that there are inequitable academic outcomes. Closing student awarding gaps is a challenge across the UK sector (Universities UK, 2022).

In the UK, particular attention has been drawn to the following protected and special characteristics where student outcomes are inequitable, and we find statistically significant and meaningfully significant awarding gaps:

- Ethnicity
- Disability (including Mental Health in the UK)
- Socio-economic background
- Gender identification

Each Nation has its own funding council that analyses and monitors awarding gaps, working with the sector to improve outcomes for all students and to close awarding gaps. Gaps are often analysed as a percentage point difference between one group of students and another. For example, Black students compared to white students, students who declare mental health distress compared to students with no mental health distress, students who reside in lower socio-economic areas compared to students who reside in the wealthiest areas, or students who are transgender compared to students who are not. For example:

- Group A has 200 students (Ethnicity A)
- Group B has 1000 students (Ethnicity B)
- 61% of group A complete and pass a qualification (122 students out of 200)
- 80% of group B complete and pass the same qualification (800 students out of 1000)
- To calculate the percentage point gap between group A and group B take 80% subtract 61% = 19 percentage points
- The awarding gap in this example is 19 percentage points

It is also important to report awarding gaps by cohort size to know how many students are impacted by the inequity. From the example above:

- If the outcomes were equitable, both groups would have a completion and pass rate of 80%
- The awarding gap is 19 percentage points
- If the gap did not exist, in Group A 160 students out of 200 (80%) would have completed and passed the qualification.

- In reality, 122 students completed and passed (61%). Therefore, if you subtract 122 (Group A who completed and passed) from 160 (the number of students who would have passed if 80% completed and passed as per group B), you have 38 students who would have completed and passed if the gap did not exist.

For groups where the cohort numbers are small, qualitative research should be used alongside quantitative analysis (Office for Students, 2023a). The student voice is essential for understanding both their life experiences and their study experience and is particularly important and helpful in understanding how an institution can better support students to achieve equitable outcomes.

Historically, awarding gaps were often not considered when analysing and discussing student success, and if they were, the responsibility for achieving or not achieving was placed on the student. In some cases, it was believed that because a student was from a particular background they did not achieve, and the role of the institution was irrelevant. This is deficit model thinking. More recently thinking and the framing of awarding gap challenges has shifted and researchers and institutions are asking ‘what can we do better to improve outcomes for students from traditionally disadvantaged backgrounds?’, taking responsibility within the institution. In 2018, in England, the Office for Students introduced Access and Participation Plans (APP) for all registered English Higher Education institutions that wanted to increase student fees (Bolton & Lewis, 2023). Each provider agreed with the Office for Students what targets it would set and what actions it would take to address inequitable outcomes.

1.2 Addressing inequitable students outcomes at the Open University UK

The Open University UK (OU UK) prides itself on its open access policies, being open to students with any level of prior educational qualifications and from any and all backgrounds. For years, the OU UK has worked hard to support students to achieve to the best of their abilities, regardless of their prior learning and living experiences. Like other UK HEIs, the OU UK reports inequitable outcomes and has structures in place to address the challenges presented by awarding gaps. The University’s Pro Vice Chancellor Students’ unit (PVC Students) houses an Access, Participation and Success (APS) subunit which is responsible for producing the University’s Access and Participation Plan (APP). A central Data and Student Analytics team produces data that is used not only for reporting to external stakeholders, but also to the central PVC Students and to faculties. Each faculty works with the PVC Students APS team to agree annually the actions it is going to take to address the specific needs within the faculty.

In 2021, the Faculty of Wellbeing, Education and Language Studies (WELS) co-created an Equality, Diversity & Inclusion (EDI), Access, Participation & Success (APS) and Accessibility plan for 2021 – 2024. The plan included a staff aspect (EDI), a student aspect (APS), and ‘accessibility’ to better support students with additional needs. The plan’s vision for the faculty was: ‘authentic, sustainable structures of equity are rooted in who we are and what we do, enabling students and staff to thrive and achieve to the best of their abilities’. The plan was developed in collaboration with faculty colleagues and was a call to action for all WELS staff. External sector, OU-wide and faculty drivers and data informed the creation of a heat map that identified urgent areas, emerging areas, satisfactory areas and good practice for the faculty over the next three years. There was a focus on staff as it was acknowledged that if staff are not able to work to the best of their abilities in a

supportive, equitable, diverse and inclusive environment, then they may find it challenging to support students to achieve to the best of their abilities.

The faculty plan acknowledged that each staff member has a unique lived experience that must be reflected and respected. As a faculty, there were different levels and kinds of experience and knowledge across different

aspects of APS, EDI and accessibility. The plan articulated the best way to approach the change that was needed was with an open mind, knowing it is okay to be uncomfortable and to ask questions, co-creating with students and working collaboratively across the faculty and University. Each member of the faculty was responsible and accountable for achieving the plan’s vision. To achieve this, staff development was agreed as a priority and funding was secured through PVC Students APS centrally and through the Faculty Executive.

2. Methodology

2.1 Setting up the ‘Unlearn and Learn’ programme

Since its inception in 1969, The Open University UK has promoted educational opportunity and social justice under the mission to be open to all people, places, methods and ideas. Equality, diversity and inclusion principles are not new to the University. For the past 50 years, staff have been undertaking professional development courses in EDI. But is what has been taught over the last 50 years still appropriate for today? What do EDI and APS mean for students now? We needed to understand what it means for our students and their study experience and for our staff and their working experiences. The new WELS programme was designed and implemented under the name ‘Unlearn and Learn’ to promote the idea that we have to unlearn some of what we have been taught about equality, equity and anti-racist and anti-discriminatory behaviour, and learn what is appropriate for today.

2.2 Year one

The WELS plan set out a ‘three schools one faculty’ approach to EDI with a desire to address change in a comprehensive manner. The programme needed to not only consider the challenges and the opportunities, but also needed to facilitate action required to impact systemic inequalities. To attract and engage as wide a range of staff as possible, a four-pronged approach was taken (see figure 1). First, training options were considered for different staff roles such as the Faculty Executive, academic staff writing curriculum and assessment, lecturers delivering tutorials, faculty administrators and other academic-related roles. Second, using the heat map, topic areas were prioritised and a plan was set out across the three years. In the first year, key areas included ethnicity, student mental health and socio-economic background. In addition, a series of workshops about care-experienced students and a webinar on students in prison were delivered. Third, the skills required to affect change were considered: allyship, advocacy, liberating the curriculum, inclusive assessment and feedback, and being a change agent. Workshops on Theory of Change were also delivered to upskill staff on how to evaluate EDI interventions. Fourth, a variety of session types and length were offered ranging from one hour drop in sessions to multi-day workshops, from webinars, to expert seminars, music workshops, a mini-conference and introductory sessions providing much time for questions and discussion.

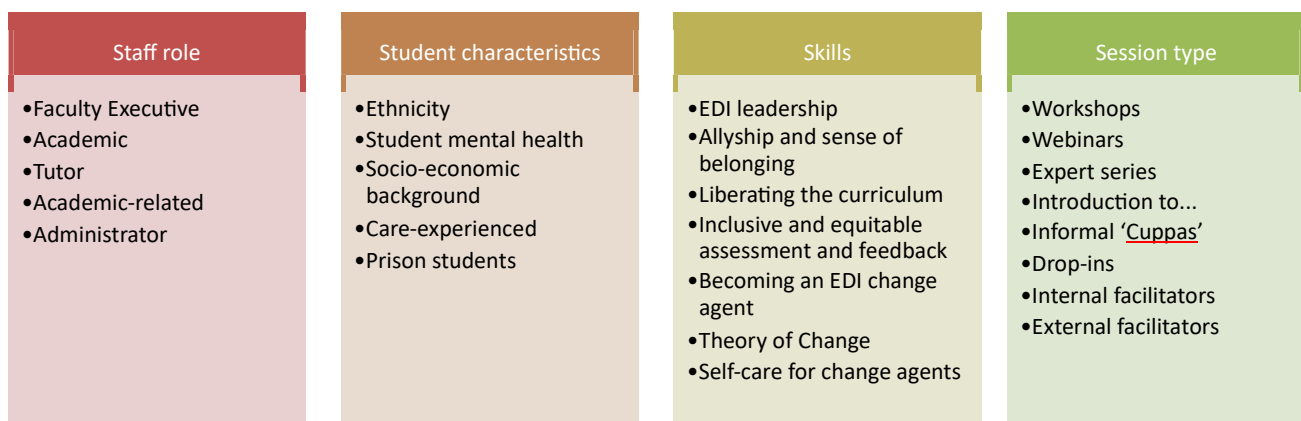


Figure 1: Four pronged approach to ‘Unlearn and Learn’

The design and implementation of the staff development programme was the responsibility of the Academic Lead for Access, Participation and Success supported by a senior manager and an administrator. The overarching aim was to provide events to help staff gain the skills and confidence to promote EDI in their work. It was imperative that the programme encouraged staff to think of each student as a whole human with a unique lived experience. All sessions were designed to be safe spaces where staff could ask questions and explore their own knowledge.

For some of the topics, we engaged with external experts to bring credibility into the faculty and to the 'Unlearn and Learn' programme. For example, Advance HE, a leading British professional membership organisation promoting excellence in higher education, provided a programme of events on EDI leadership and EDI in Learning, Teaching and Assessment. Professor Jason Arday delivered a series of workshops on Allyship that were tailored to the faculty. A former prison student delivered a session sharing her experiences. Within the faculty, we drew upon staff to deliver expert seminars in areas such as student mental health, inclusive curriculum, and intersectionality, providing a specific faculty-focus. This four-pronged approach (staff role, student characteristic, skills, session type) and mixing external and internal facilitators provided a breadth and depth so most staff could attend sessions that genuinely interested them.

The programme was designed to build a solid foundation in the faculty that could establish authentic, sustainable structures of equity. In the first year, 39 events ran with more than 340 staff attending. Of those, more than 235 were unique delegates.

2.3 Year two

Following year one, there remained a need for focused staff development, there continued to be a strong commitment (as well as a requirement) to improving student outcomes, and a robust infrastructure to support a programme of events was already in place. Year two of the 'Unlearn and Learn' programme was initially based on participant feedback, as well as gaps in knowledge outstanding from the initial year of the programme. Staff feedback indicated that there was a benefit in revisiting some topics in more depth, as well as sharing the information with a wider audience across some areas. Responding to staff feedback in such a nuanced way would inevitably require monetary investment and in some cases, specific expertise external to the institution. At a time where budgetary commitments were being curtailed across several areas of work, it became apparent that committing to such an investment was a challenge.

The solution to this therefore, was to harness internal expertise. This took the form of sharing and disseminating scholarship and research activity, expert lived experience from both students and staff, as well as raising awareness of APS work across the faculty and making the data on inequitable student outcomes more visible. This enabled staff at all levels to understand the experiences of traditionally disadvantaged students and consider what individual contributions could be made across all roles within the organisation to contribute to the agenda of inclusion, diversity, equality, and equity. In taking this approach it was discovered that there is in fact a wealth of scholarly activity taking place across the faculty with a very clear focus on improving teaching and learning. 'Unlearn and Learn' provided an opportunity to share that work within a supportive and collegiate environment, and amongst staff who have a shared vision for change and improvement of students outcomes.

In year two, 51 events were held with more than 810 delegates. Of those delegates, more than 450 were unique. In addition, in year two, following on the success of year one, the faculty ran a week-long WELS EDI Festival that included 15 events attended by more than 647 people, of which 283 were unique.

3. Discussion

3.1 Evaluating the programme

For work funded through the Access and Participation Plan (Office for Students, 2023a) there is a requirement that the 'Unlearn and Learn' series is evaluated. The framework used is the Theory of Change (TASO, 2023) which facilitates better understanding of the delivery of 'Unlearn and Learn' in the context of The Open University. As part of this process, the aim of the series and what changes are looking to be made as a result of delivery of the sessions are considered. Also considered is investment in the series in terms of time and resources, and what is desired to be achieved in the short term and long term. Therefore, the measurable effects (things we will in fact achieve and what we hope to achieve) were considered and a realistic ambition of the anticipated impact was articulated, including what improvement in positive impact hoped to be seen on inequitable student outcomes.

One of the mechanisms used to capture direct feedback from participants is a survey. Participants are asked to complete the online survey at the end of each session attended. This process captures information about participant experience of the session, what participants intend to change in their work life as a result of attending the session, and what other areas of equality, diversity and inclusion development the participant would benefit from. Other areas of evaluation are the number of sessions delivered, number of attendees (including unique attendees), as well as one's role within the organisation. The collated quantitative data provides information relating to the level of staff engagement and gives an indication of what sessions attract a larger audience. The qualitative data often provides a rich narrative which enables a more nuanced response to training and development needs. Year on year the full evaluation is shared across the faculty and is available to all colleagues.

3.2 What are the benefits of 'Unlearn and Learn'?

What worked well?

Participant engagement increased by over one hundred percent from the first year of delivery, more than doubling the number of attendees. Not only did the series grow in momentum over time, but the team worked closely with the marketing and communications department regarding advertising in the faculty newsletter and setting up a repository of information in a dedicated APS webpage. Messaging about the series was also amplified by the Equality, Diversity, Inclusion and Accessibility (EDIA) Champions, targeting particular staff groups where sessions were of direct relevance.

Collaboration with the Black, Minority Ethnic staff network and the PRIDE staff network enabled crossinstitutional reach. It also facilitated better engagement and understanding of the expert lived experience that otherwise would not have been achievable within the institution.

There was benefit in recording some sessions and being able to later signpost colleagues to the content. Where a session is recorded, however, it is necessary to remind participants at the beginning of each session. The recording is then stopped so learning can be consolidated freely in the plenary discussion. It is important to note that some sessions are not recorded due to the sensitive nature of some topics. In some cases this can be at the request of the speaker, but some sessions are reserved for non-recorded discussion.

Sessions delivered by students were extremely well received. One session was attended by a senior accessibility colleague who valued the candid and first-hand feedback of the student's lived experience. This discussion reflected on the student's needs around reasonable adjustments (Equality Act, 2010) and reflected on the practicalities of navigating university process. The outcome of this session was far reaching in that it led to consultation with the EDIA Champions (including students) on a university wide initiative aimed at improving accessibility.

Feedback from participants tells us that sessions are most effective and impactful where there are actionable insights and learning to be had. A framework for contributors was developed to enable clear messaging about the purpose of each session:

- **Cuppa** - an introduction to an EDI and/or APS related topic. An informal session with an opportunity for participants to have discussion around the topic.
- **Expert Seminar** - Expert by experience or evidence based. Delivery of an EDI and/or APS related topic. We encourage participants to pose questions in advance of, and within the session.
- **Workshop** - Facilitation of a workshop on an EDI or APS related topic. Participants should be given an opportunity to discuss the topic in smaller groups as well as with the wider group of participants.

Taking this approach ensures that participants take actionable insights away from the session and are able to better understand how to apply this learning in practice. The approach also encourages development of empathy towards student issues whilst supporting professionals in their own work practices. 'Unlearn and Learn' helps to navigate EDI related issues and gain knowledge of *good practice* as it relates to one's own institutional structures and beyond.

What didn't work?

Although it was great to deliver 51 sessions in the academic year, this is a significant commitment where one person is designated as having session hosting responsibility. Going forward, an adjusted delivery style has been designed to free up more time around other commitments, leaving alternate weeks free where there are no sessions. Another way to address this might be to distribute this element of the work amongst a team of colleagues.

The series trialled evening sessions, intended to give more opportunities for colleagues to access the sessions given the varied working patterns across the institution. Although colleagues did attend the sessions, the change did not bring about a significant increase in attendees, particularly not in the teaching community as envisaged. Feedback will continue to be sought regarding providing sessions outside of core working hours.

Lower return rates for surveys in 22/23 were seen compared to the previous academic year (the expectation being to complete a survey after each session). This could be attributed to survey fatigue or even time within busy work schedules, particularly where participants attend more than one session. However, the qualitative data received is very valuable and has provided excellent insight.

Due to budgetary constraints, the series drew heavily on internal staff expertise. This provided an opportunity to really interrogate areas of EDI in the context of OU learning and teaching. Whilst there was great benefit in this approach, and there will be significant benefit in continuing this practice, there is also acknowledgement that external expertise and alternative perspective is equally valuable. This coming year will see a combination of both approaches.

4. Recommendations for the development of an 'Unlearn and Learn' EDI programme 4.1

Strategic Approach

To make best use of resources, it is important to start by analysing your institutional data to determine where you have the greatest challenges and can make the most impact. This includes looking at any quantitative data regarding student outcomes to determine whether you have any inequitable gaps in your outcomes. For example, are white students achieving at higher rates than Black students? Are students with mental health difficulties being retained at lower rates to students who have no known disabilities? Are students with lower prior educational qualifications achieving at lower rates than students with higher levels of prior educational qualifications? It is equally important to analyse qualitative data. For example, is your institution receiving high levels of complaints from particular groups of students who are experiencing discrimination or feel invisible? Do student satisfaction survey results point to challenges for particular groups of students from traditionally disadvantaged backgrounds compared to those from privileged backgrounds? Do findings from student focus groups identify key challenges for your institution? Not only is it important to consider inequitable outcomes and student experience, but also to consider the cohort size of groups to determine how many students might be adversely affected. It is important to note that volume (number) of students experiencing adverse impact does not determine whether intervention/attention is required or not, as every single student issue is important.

Once the key areas of challenge have been determined, it is then important to prioritise which areas could benefit most from staff development. Once the priority areas have been agreed, a programme can be built.

Additional strategic questions to consider when building the programme include:

1. In what ways can the leadership team demonstrate commitment to EDI training and development?
2. Which staff groups would benefit from what types of training?
3. What skills do staff need to cultivate an inclusive, anti-discriminatory culture? It may be useful to do a skills audit. This can help identify skills gaps and who can deliver some of the events.
4. Is it possible to set EDI objectives for all staff?

Operational questions include:

1. Location
 - a. Are sessions to be online or in-person or hybrid?
 - b. What physical spaces and resources are available at what cost?
 - c. What online platforms are available?
2. Timings
 - a. What times of day or days of the week would attract most staff?
 - b. Is it better to block out whole and half days or to run sessions that are an hour long?
 - c. How frequently should sessions be run?

4.2 Operational recommendations

Communication between the programme lead and the administrator

Clear communication between the 'Unlearn and Learn' programme lead and the administrator is critical. Regular check-ins to discuss programme development, schedule, costings, feedback etc., help ensure the programme targets the priority areas and is manageable. It is recommended to create a calendar using spreadsheet software. The calendar can set out unavailable times such as holidays, weekends, and peak periods. It will allow the programme to be balanced across the year and repeat sessions set out in a timely manner.

Communication between the trainers and the programme lead or administrator

Working with trainers and vendors requires clear communication and strong organisational skills. Ensure the vendor knows exactly what is being asked to be delivered. In turn, ensure what the vendor needs to deliver their session is known well in advance. It is also worth undertaking technical run throughs, particularly with external trainers/presenters who may not be familiar with institutional software or hardware. In some cases, it would be beneficial to provide media training or links to effective presentation resources.

Being clear from the outset will streamline communication. Some areas for consideration include:

- Date
- Title and an abstract/short description of maximum 100 words
- Being recorded or not being recorded?
- Available only to delegates, or to be shared with a particular group, across the institution, or externally?
- Is there a cap on the number of delegates?
- Length of time of presentation
- Length of time of questions and answers
- Pre-reading or preparation required by delegates
- Use of breakout rooms
- Payment requirement and details

Creating a form for vendors to provide this information upfront helps to ensure a good session is delivered, expectations are met and payment is correct.

Promoting the events

Promoting the events well leads to a more engaged and open-minded audience. There is a careful balance to strike between good outreach and not bombarding staff with emails and other forms of promotion. In WELS we used a faculty newsletter, emails to all staff, an internal faculty calendar, our faculty EDI intranet pages and colleague dissemination. Word of mouth was an effective method to promote events.

Gaining and ensuring ongoing staff commitment

First and foremost it is important to set realistic expectations, especially in year one. Consider your resources: expertise, time and finances. What is actually possible to deliver? Starting out, attendance is likely to be small

and grow by word of mouth as it evolves into a cultural norm. This can take time. In order to achieve staff commitment, make the sessions meaningful by delivering sessions they want to attend. In addition to sharing theory, share actions. Ensure staff can leave knowing what they can do differently as a result of being in the session. Begin with a few high-quality sessions. Offer events that include interactivity and space and time for discussion. It may be that less than 10 or 20% of staff are initially interested. Instead of spending time trying to persuade the additional 80 or 90% of staff to engage, develop the 10 to 20% of hyper-engaged staff, who are likely to be influencers, into allies. For staff who are influencers in an organisation, take time to explain the programme, gain their support, and develop them into allies as well. As your programme grows, really listen to students, staff, and delegates so that you can improve the offerings. With an open mind and agile systems, it is possible to adapt and provide options tailored to delegates. A generic offering is unlikely to attract high numbers. And finally, likely to be *the* key in getting staff commitment to a programme, is providing safe spaces for them to ask questions and show vulnerabilities, a way to learn without intrepidation.

In summary:

- Set realistic expectations within your expertise, time and finances
- Make it meaningful: offer sessions staff want to attend
- Start small with high-quality
- Engage staff influencers as allies
- Listen to your students, staff and delegates
- Be agile: adapt and provide options
- Create safe spaces

In the words of two delegates: “THANK YOU: You're really inspiring and make me feel comfortable to reflect and engage” and “Thank you so much! I really appreciated the focus on action - not just principles, but ideas for what to actually do.”

4.4 Evaluating and enhancing the ‘Unlearn and Learn’ programme

One of the best ways to improve an ‘Unlearn and Learn’ programme is feedback from the delegates. Using an online feedback form at the end of the session before staff leave is one of the most effective ways to gather feedback. A short form with a few key questions is recommended such as:

1. How would you evaluate today’s session? [Great, really glad I attended; Good, there was something in it for me; Ok use of my time; Could have been better; Wasn’t for me]
2. What will you do differently in your work as a result of today’s session?
3. What feedback, if any, would you give the presenters?
4. Are there any other topics you would like to see covered at future ‘Unlearn and Learn’ events?

The qualitative feedback can be rich and incredibly useful. For example:

“I greatly enjoyed the session and it is a shame that we had to rush through the final slides and limit questions. Perhaps a longer session next time?”

“Give plenty of time to get into and stay in breakout rooms, some time was wasted.”

“I enjoyed the presentation, but it was hard to listen for so long with no slides or visual focus. Key points on a PowerPoint would have been appreciated to reinforce messages.”

Moving forward with this feedback, the next year of the 'Unlearn and Learn' programme will aim to be more supportive to the vendors in their event preparation, such as by providing a guidance document, covering presentation, PowerPoint, and accessibility advice. Timings of events and activities will be considered more, such as adding extra time for breakout room activities. This in turn will aim to make the sessions more accessible and supportive to attendees as well, allowing more time to engage, discuss, and reflect.

5. Conclusions

The best way to summarise the impact of the 'Unlearn and Learn' programme is through staff quotes:

"Thoroughly enjoyed the presentation style - it was formal where it was needed, but informal in places too, which fostered a really welcoming and pleasant environment to learn about important topics."

"These two sessions have been the best workshops I've attended. An excellent balance of evidence-informed, practical things to take forward, and acknowledgement of the challenges around discussing and trying to implement EDI change / being open to being uncomfortable and making mistakes. The idea of the control/influence model combined with the practical tips has encouraged me to think about what I can do proactively, instead of waiting for management/leadership to tell me what to do. I've been thoroughly inspired and would like to say a massive thank you to the presenters."

"I want to now always think about my own positionality in the materials that I'm producing in an endeavour to appreciate better the positions and complex intersections of those coming from very different backgrounds."

"As a new Associate Lecturer I didn't really know whether I should be mentioning to my students who have declared a disability, that I am aware of this. I have just emailed each student individually offering support. Today I learned that I can mention this specifically to those who have declared something to the university."

This work is ongoing and the learning for ourselves is infinite. It will take time to measure the impact quantitatively in student outcomes and to measure direct causality is impossible, but the qualitative feedback from staff, such as the quotes above, indicate that the culture is changing, and staff are pro-actively unlearning and learning in order to create a more inclusive learning experience for students from traditionally disadvantaged backgrounds.

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