



Process (blue bar) | **Impact** (red bar)

Staff:

- Senior leadership buy-in
- SSA teams' resources (time and capacity)
- Coaches training
- Referral scheme relevant training (e.g. empathetic listening) for School staff
- Staff time to engage with referral scheme

Students:

- Mentors' training and reimbursement
- Student buy-in
- Student time to engage with referral scheme and SSA

Other:

- Script for telephone calls
- Contact lists
- Learner analytics data (attendance & assessment marks throughout Y1 Semester 1, plus HESA ethnicity marker)
- Protocol for targeting and prioritising students
- Shared Customer Relationship Management (CRM) system and/or access for unified data
- Online booking system for SSA activities

Referral Scheme

- Monitor learner analytics to create student priority list in risk of failing
- School staff phone/email all priority list students to check-in & make direct referrals to SSA, wellbeing or other relevant support (includes staff explaining mitigating circumstances –MC-)
- Follow-up calls if students agree for School staff to check progress towards end of Semester 2

SSA

Use data and list provided by School to triage incoming support requests to the following initiatives:

- 1:1 Academic Success Coaching
- Get Ahead Together (peer-mentoring for transition to university support)

SSA also provides the following support services, with which referred students might engage at a later stage:

- Future Talent Programme (support for securing placement/internship)
- Finalist Futures: Step-Up to Final Year (return from placement support to help with academic outcomes)

Referral Scheme and SSA staff in collaboration with central professional services teams

- Working group with key members
- Monitoring, evaluating and reporting of all activities

- Priority list of students with low attendance and assessment marks is created for each School
- All priority list students contacted by School staff by week 5-6 of Semester 2
- All students who requested a meeting with School staff have had their meeting by the same timeframe
- Students are informed and signposted to support available that is relevant to them (including MC, SSA & other support)
- List with student details who have been referred to SSA is shared by School staff with SSA staff
- SSA triages all directly referred students on the list, sending meeting invitations for the support initiative relevant to each one of the referred students
- The percentage of referred students engaging with SSA initiatives is monitored.
- The number of follow-up calls responded to by students who gave permission to School staff to check in on their progress is monitored.
- The percentage of Black and South Asian students accessing further SSA support (broken down by overarching activity and/or session) is monitored
- The number of working group meetings conducted is monitored alongside relevant resources produced and how this have been used for action planning (e.g reports, publications, oral updates)

Staff:

- Increased understanding of students' needs and how to respond to those in a personalised manner
- Increased awareness of support services available
- Increased awareness of minority ethnic students' experiences, as well as systemic barriers to their engagement
- Increase in quality and timely staff-student interactions

Ethnically minoritised students:

- Increased awareness of skills and opportunities that will enhance their academic studies and grades.
- Greater sense of institutional support and belonging
- Increased self-efficacy in their ability to succeed in their studies
- Increased autonomy and entitlement to access university services (e.g. SSA and other support) and tutor time
- Increased timely assessment submissions and reduction in resubmissions and capped marks
- Increased engagement with SSA and other support activities
- Increased awareness of MC applications and relevant successful submissions
- Reduction in number of upheld appeals.

- Ethnically minoritised students who have engaged with the referral scheme and/or the SSA activities have better degree awards than those who have not
- Ethnically minoritised students who engaged with the referral scheme and/or the SSA activities have increased continuation and completion rates
- Reduction in the white-BAME ethnicity degree awarding gaps by 2027/28.
- Loughborough University provides enhanced student experience for ethnically minoritised students.
- Loughborough University develops an anti-racist culture and a reputation of the institution that 'meets students where they are and helps them succeed in their studies'.

8
Rationale & Assumptions

- Ethnically minoritised students with low average marks and low engagement/attendance are not engaging with and benefitting from the university support systems, because they feel what they have to offer is not relevant to them and/or they do not know how to access those.
- Through 1:1 personalised contact from their School, ethnically minoritised students will feel more valued/supported, and will engage with the support systems that are available to them and relevant to their needs.
- The support to which Ethnically minoritised students will be signposted by the referral scheme and the activities offered by the SSA meet the students' personalised needs (ie students find them useful).
- Ethnically minoritised students will feel safe to share their experiences in support service contexts.
- Ethnically minoritised students who access support will be empowered to believe in themselves and their abilities, understanding what they need to do to perform well in their studies and will thus engage more and perform better.
- Through increased access to support, ethnically minoritised students' attendance and assessment marks will improve. With this increased academic engagement and success, in turn degree awards will also improve.
- Ethnically minoritised students will apply and implement learning from the referral scheme and/or the SSA and embed these skills into their educational experience independently across time.