Enhanced Theory of Change (EToC)
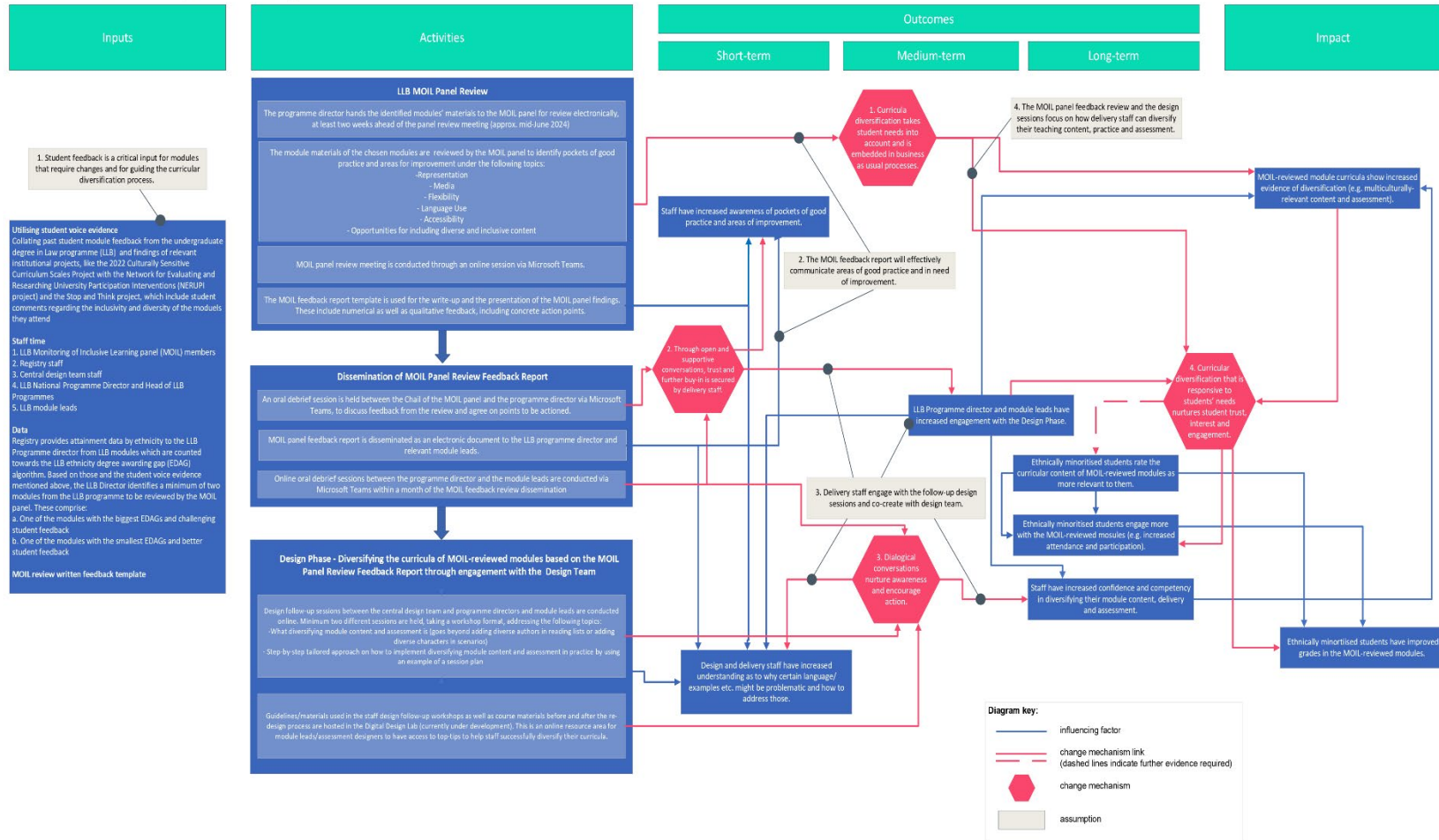
University of Law – Monitoring of Inclusive Learning (MOIL) Panel

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Inputs	Activities	Outcomes			Impact
		Short-term	Medium-term	Long-term	

1. Student feedback is a critical input for modules that require changes and for guiding the curricular diversification process.

Utilising student voice evidence
Collating past student module feedback from the undergraduate degree in Law programme (LLB) and findings of relevant institutional projects, like the 2022 Culturally Sensitive Curriculum Scales Project with the Network for Evaluating and Researching University Participation Interventions (NERUPI project) and the Stop and Think project, which include student comments regarding the inclusivity and diversity of the modules they attend

Staff time
1. LLB Monitoring of Inclusive Learning panel (MOIL) members
2. Registry staff
3. Central design team staff
4. LLB National Programme Director and Head of LLB Programmes
5. LLB module leads

Data
Registry provides attainment data by ethnicity to the LLB Programme director from LLB modules which are counted towards the LLB ethnicity degree awarding gap (EDAG) algorithm. Based on those and the student voice evidence mentioned above, the LLB Director identifies a minimum of two modules from the LLB programme to be reviewed by the MOIL panel. These comprise:
a. One of the modules with the biggest EDAGs and challenging student feedback
b. One of the modules with the smallest EDAGs and better student feedback

MOIL review written feedback template

LLB MOIL Panel Review
The programme director hands the identified modules' materials to the MOIL panel for review electronically, at least two weeks ahead of the panel review meeting (approx. mid-June 2024)

The module materials of the chosen modules are reviewed by the MOIL panel to identify pockets of good practice and areas for improvement under the following topics:
- Representation
- Media
- Flexibility
- Language Use
- Accessibility
- Opportunities for including diverse and inclusive content

MOIL panel review meeting is conducted through an online session via Microsoft Teams.

The MOIL feedback report template is used for the write-up and the presentation of the MOIL panel findings. These include numerical as well as qualitative feedback, including concrete action points.

Dissemination of MOIL Panel Review Feedback Report
An oral debrief session is held between the Chair of the MOIL panel and the programme director via Microsoft Teams, to discuss feedback from the review and agree on points to be actioned.

MOIL panel feedback report is disseminated as an electronic document to the LLB programme director and relevant module leads.

Online oral debrief sessions between the programme director and the module leads are conducted via Microsoft Teams within a month of the MOIL feedback review dissemination

Design Phase - Diversifying the curricula of MOIL-reviewed modules based on the MOIL Panel Review Feedback Report through engagement with the Design Team
Design follow-up sessions between the central design team and programme directors and module leads are conducted online. Minimum two different sessions are held, taking a workshop format, addressing the following topics:
- What diversifying module content and assessment is (goes beyond adding diverse authors in reading lists or adding diverse characters in scenarios)
- Step-by-step tailored approach on how to implement diversifying module content and assessment in practice by using an example of a session plan

Guidelines/materials used in the staff design follow-up workshops as well as course materials before and after the re-design process are hosted in the Digital Design Lab (currently under development). This is an online resource area for module leads/assessment designers to have access to top-tips to help staff successfully diversify their curricula.

1. Curricula diversification takes student needs into account and is embedded in business as usual processes.

4. The MOIL panel feedback review and the design sessions focus on how delivery staff can diversify their teaching content, practice and assessment.

Staff have increased awareness of pockets of good practice and areas of improvement.

2. The MOIL feedback report will effectively communicate areas of good practice and in need of improvement.

2. Through open and supportive conversations, trust and further buy-in is secured by delivery staff.

LLB Programme director and module leads have increased engagement with the Design Phase.

3. Delivery staff engage with the follow-up design sessions and co-create with design team.

3. Dialogical conversations nurture awareness and encourage action.

Design and delivery staff have increased understanding as to why certain language/ examples etc. might be problematic and how to address those.

MOIL-reviewed module curricula show increased evidence of diversification (e.g. multiculturally-relevant content and assessment).

4. Curricular diversification that is responsive to students' needs nurtures student trust, interest and engagement.

Ethnically minoritised students rate the curricular content of MOIL-reviewed modules as more relevant to them.

Ethnically minoritised students engage more with the MOIL-reviewed modules (e.g. increased attendance and participation).

Staff have increased confidence and competency in diversifying their module content, delivery and assessment.

Ethnically minoritised students have improved grades in the MOIL-reviewed modules.

Diagram key:
— influencing factor
— change mechanism link (dashed lines indicate further evidence required)
⬡ change mechanism
▭ assumption

1- Click to view large version of diagram

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ENHANCED THEORY OF CHANGE UNDERPINNING NARRATIVE
VERSION
Version 3 – March 2024 Contributors: Morag Duffin, Rebecca Harland, Anna Hunter, Janet Wright, Rachel Driscoll, and Emma Seagreaves Facilitators: Panagiota Sotiropoulou (Advance HE) and Kierra Bunting (Staffordshire University)
NAME
Monitoring of Inclusive Learning (MOIL) Panel: Tailoring business as usual to contribute toward the development of diversified curricula

WHY IS THE INTERVENTION BEING RUN?

The intervention is run as part of an overarching initiative to diversify the curricula at the University of Law. It focuses on using existing processes and procedures to embed the curricular diversification in business as usual, rather than making it an 'add-on' activity. It seeks to explore and unpack how an existing process, the Monitoring of Inclusive Learning (MOIL) panel, can be used to diversify the curricula and improve ethnically minoritised students' attainment.

In general, the creation of law curricula (whether stipulated by regulators or not) is challenging in terms of inclusiveness as legal content is in nature based on precedent and thereby can replicate historical inequalities. It also reflects an antiquated system with a historic lack of diversity and therefore underrepresentation remains generally and/or in senior roles within the profession. This presents significant challenges when trying to understand and address unexplained degree awarding gaps.

This initiative is evidence-based, utilising institutional survey data (e.g. the National Student Survey (NSS), the Graduate reflections section of the Graduate Outcomes survey, and the internal 'First Impressions' survey). Data from collaborative research projects are also used -e.g. the 'Black, Asian and minority ethnic (BAME) Student Survey' delivered internally by students on the paid roles of Diversity and Inclusion Advocates and the 2022 Culturally Sensitive Curriculum Scales Project with the Network for Evaluating and Researching University Participation Interventions (NERUPI). The NERUPI findings are particularly important in driving the thinking process for this intervention. Both the quantitative and qualitative results demonstrated that BAME and, particularly Black students, experience their curricula as less culturally sensitive than white students. While NSS data shows that BAME students report lower satisfaction with some aspects of their courses, NERUPI findings suggested that increasing the culturally sensitivity of the curricula may reduce those satisfaction gaps; however, the findings pointed that it may be more important that academics are enthusiastic and approachable than their curricula being culturally sensitive. Developing culturally sensitive curricula, though, was shown to be important, as those support BAME and white students' interest in their course, even when controlling for students' perceptions of the quality of students' relationship with their teachers. Course interest was defined as engagement with their subject and has been shown in a

variety of other studies to be associated with a wide range of positive educational processes and outcomes. The analysis found that five positive aspects of culturally sensitive curricula predict students' interest, namely diversity representation, positive depictions of diversity, module content which challenges power and inclusive classroom interactions.

Finally, a range of external resources covering areas such decolonising the curriculum (specifically in the legal context) and understanding the particular challenges of inequalities within the law profession have also been used (e.g. Campbell et al., 2022; TASO, 2022; 2023).

References

Campbell, P. et al. (2022) *Evaluating the racially inclusive curricula toolkit in HE.* Available at: https://player.flipsnack.com/?hash=OTc1OUFBRkY4RDYrMTlhZDB3NDhhNg%3D%3D&p=14

TASO (2022) *The impact of curriculum reform on the ethnicity degree awarding gap.* Available at: https://s33320.pcdn.co/wp-content/uploads/Full-report-the-impact-of-curriculum-reform-on-the-ethnicity-degree-awarding-gap.pdf

TASO (2023) *Approaches to addressing the ethnicity degree awarding gap. Contextualising the landscape and developing a typology.* Available at: https://taso.org.uk/news-item/new-report-tackling-the-ethnicity-degree-awarding-gap/

WHO IS THE INTERVENTION FOR?

The main beneficiaries are intended to be students from ethnically marginalised backgrounds, particularly Black and Asian students, who have been identified from institutional data as priority groups and who show the largest Ethnicity Degree Awarding Gaps (EDAGs).

Delivery staff will be indirect beneficiaries, as they will receive assistance from the design team through follow-up meetings that will:

- Use dialogue to share and review the MOIL feedback report and help colleagues identify both pockets of good practice and areas of improvement in modules; and
- Provide practical recommendations on how to diversify curricula, using specific lesson plans as concrete examples.

WHAT IS THE INTERVENTION?

The intervention will be piloted in the undergraduate degree in Law (LLB) programme, and will include the following steps:

- Registry provides attainment data by ethnicity to the LLB Programme director from LLB modules which are counted towards the LLB ethnicity degree awarding gap (EDAG) algorithm.
- LLB Programme Director reviews registry data, past student module feedback from the LLB programme, and findings of relevant institutional projects, like the 2022 Culturally Sensitive Curriculum Scales Project with NERUPI and the annual Stop and Think project, which gather students' reflections and experiences related to the inclusivity and diversity of the modules they attend both in terms of content and delivery from the relevant staff members. Based on those, the programme director identifies a minimum of two modules to be reviewed by the MOIL panel. These comprise:
  - One of the modules with the biggest EDAGs and challenging student feedback
  - One of the modules with the smallest EDAGs and less challenging student feedback
- The programme director then hands the identified modules' materials to the MOIL panel for review electronically, at least two weeks ahead of the panel review meeting.
- The module materials of the chosen modules will be reviewed by the MOIL panel to identify pockets of good practice and areas for improvement under the following topics:
  - Representation
  - Media
  - Flexibility
  - Language Use
  - Accessibility
  - Opportunities for including diverse and inclusive content.

- Existing relevant data might be used to complement the MOIL review process, such as the regression analysis findings from the NERUPI project, according to which diversity representation, positive depictions of diversity, module content which challenges power and inclusive classroom interactions are the five aspects of culturally sensitive curricula which predict students' interest.

- The existing MOIL feedback report template will be used for the write-up and the presentation of the MOIL panel findings. This includes qualitative feedback under each one of the six topics mentioned above, and the outlining of concrete action points.

- Before the written report is shared, the chair of the MOIL panel will hold a dialogic feedback meeting with the programme director. This will include setting mutually agreed action points with target dates for completion.

- The written report is circulated to the LLB programme director, as well as the module leads, whose modules were reviewed by the MOIL panel.

- Oral debrief sessions take place between the programme director and the aforementioned staff.

- After the oral debrief sessions, all resulting resources are forwarded to the Design team, who are in charge of working with the Programme Director and module leads to incorporate the actions and feedback from the MOIL report into the updated module curricula for the next academic year, during the Design Phase. This involves collaborative work in the form of online workshops/meetings.

- At the end of the Design Phase, updated curricula will be in place for launch in the next academic year.

- At the end of this pilot, the overall process will be reviewed and updated as necessary for scaled-up and optimised implementation (i.e., being applied to new modules from across different programmes, following a rolling cycle).

WHO IS DELIVERING THE INTERVENTION?

- **Registry team** - Expertise in data analysis to provide breakdown of EDAG and other student performance indicators by module and demographic group.
- **LLB MOIL panel members** - There are currently 30 members of the MOIL team. Panels are organised at the beginning of the academic year and team members indicate which panels they are available to participate in. Attendance is generally high. Team members represent different areas and specialisms from across the university. The key members include the Academic Practice Advisor (MOIL Chair), Pro-Vice Chancellor (PVC) Diversity, Inclusion and Students, and the Director of Academic Enhancement.

Areas and specialisms represented are:

- Student voice (including the Diversity and Inclusion Advocates)
- Design and Assessments
- Library and Study Skills
- Equality, Diversity, and Inclusion (EDI) and Widening Participation
- Student's Union

Membership is voluntary, although some areas are approached specifically to ensure appropriate representation. The membership is rolling and people can volunteer to join at any point, without a fixed formal call point. Training for MOIL panels is provided by the Academic Enhancement Team and new members may shadow their first panel.

The MOIL panel review process starts with the MOIL chair assigning materials (from the identified modules) to be reviewed by the panel members. In doing so, the Chair is mindful of utilising members' expertise accordingly (e.g. a Widening Participation specialist and Head

of Design and Assessment were looking at the same materials in advance, then an EDI colleague and a student etc). One unit from each module is reviewed by all panel members, so that everyone has reviewed one unit in common.

- **Central design team** (e.g. Director of Design & Assessment and Academic Manager – Design and Production) - Expertise in supporting centralised design of teaching resources and assessments. The design team provides training for module leads.
- **LLB National Programme Director and Head of LLB Programmes** - Expertise in the delivery of centrally-designed law programmes.
- **LLB module leads** - Experience in the design or updating of centrally-designed LLB modules. Module leads are lecturers/senior lecturers with the additional responsibility for updating/designing a particular module. Module leads receive training on design from the central design team and guidance from National Programme Director and Head of LLB Programmes.

HOW IS THE INTERVENTION DELIVERED?

The intervention starts with the Registry team providing attainment data by ethnicity from all LLB modules in an online format to the LLB Programme Director. For the current pilot, this will be data from the 2022-23 academic year, which will be handed out to the Programme Director in March 2024.

Following this, the LLB Programme Director will identify the modules to be reviewed by the MOIL panel, based on a combination of:

- The registry data
- Past student module feedback
- Relevant institutional project findings from the 2022-23 academic year.

The Programme Director will make their decision by the end of April 2024.

Based on the Director's decision, identified module materials will be handed to the MOIL panel for review electronically at least two weeks ahead of panel meeting, so by the end of May 2024.

The MOIL panel review meeting will be conducted on 17 June 2024 through an online session taking place as part of an annual rolling schedule. Within this meeting, the MOIL panel members will agree upon qualitative feedback and concrete action points relevant to each one of the six areas used for the module reviews. Before the final write-up of the MOIL panel feedback and recommendation, an oral debrief session will be held between the Chair of the MOIL panel and the programme director via Microsoft Teams to discuss based on the identified feedback from the review and agree on points to be actioned. This should take place by the end of June 2024.

After this meeting, the Chair of the MOIL panel will compile the feedback report for each one of the modules reviewed in an electronic document within a month of the panel review meeting (by middle of July 2024), using the designated Word template developed. This document will identify areas of good practice and in need of improvement, providing clear recommendations/action points in relation to

how curricula for these modules could be further diversified. This document will eventually be disseminated as an electronic document to the LLB programme director and relevant module leads.

Debrief sessions between the programme director and the module leads will be conducted via Microsoft Teams within a month of the MOIL feedback review dissemination, so that all debrief sessions are concluded by end of August 2024.

After the debrief sessions, all resulting resources (i.e., MOIL panel review feedback and meeting minutes from the debrief sessions between the programme director and module leads who modules were reviewed) will be forwarded to the Design team, who will oversee working with the Programme director and module leads to incorporate the actions and feedback from the MOIL report into the updated module curricula for next year, during the Design Phase. The Design Phase comprises design follow-up sessions with programme directors and module leads conducted online within a month of the debrief sessions (so that all follow-up sessions are concluded by end of September 2024). A minimum of two different sessions will be delivered by the Design team, taking a workshop format, focusing on the following areas:

- What diversifying module content and assessment is (e.g. goes beyond adding diverse authors in reading lists or adding diverse characters in scenarios)
- Step-by-step tailored approach on how to implement diversifying module content and assessment in practice by using an example of a session plan.

Guidelines/materials used in the staff design follow-up workshops as well as course materials before and after the re-design process will be hosted in the Digital Design Lab (currently under development). This will be an online resource area for module leads/assessment designers to have access to top-tips to help staff successfully diversify their curricula.

Staff whose modules were reviewed will have to update their curricula based on both the MOIL panel feedback review recommendations and the Design follow-up sessions. This will be the second semester of the 2024-25 academic year for Spring semester modules or the first semester of 2025-26 academic year for Fall semester modules.

WHERE IS THE INTERVENTION DELIVERED?

The intervention is delivered in all University of Law campuses. The multi-campus nature of the University of Law, which includes many hybrid and remote workers, requires adequate IT infrastructure for business to be conducted online. The MOIL panel uses the Microsoft Teams platform for meetings.

HOW MANY TIMES WILL THE INTERVENTION BE DELIVERED? OVER HOW LONG?

MOIL panels will meet monthly across the academic year for all programmes at the University. The key date for the next LLB review panel is 17 June 2024.

After the end of the intervention pilot in its current format for the LLB programme, evaluation findings will be used to determine whether the intervention is feasible and how it can be further tailored for a wider roll-out, highlighting elements that work well as well as areas in need for improvement. Depending on the results of the pilot, the intervention will be rolled out to additional programmes in 2025-26 until all programmes across all University of Law campuses have participated in the MOIL review.

WILL THE INTERVENTION BE TAILORED?

The MOIL panel review is tailored for each programme and modules within it. The National Programme Director chooses the modules for review using the data provided by Registry, student module feedback and relevant institutional project findings. The MOIL panel provides general recommendations for the programme, as well as specific and tailored recommendations for each module. The module leads then implement the recommendations tailored for their particular modules with the support and guidance from the central design team through follow-up design workshops.

The follow-up design sessions/workshops for these particular modules will be used to inform design work for other modules within the LLB programme with similar context/topics. The learning will also be shared across other programmes with similar modules, for example the Postgraduate Diploma in Law (the Law conversion course for students with a degree in another discipline).

After the end of the intervention' pilot in its current format for the LLB programme, evaluation findings will be used to determine whether this is fit-for-purpose for wider roll-out, highlighting elements that work well as well as areas in need for improvement.

HOW WILL IMPLEMENTATION BE OPTIMISED?

Staff whose materials will be subject to MOIL review (e.g. programme director, module leads) need to be 'warmed up' to why diversifying the curricula is important and how their engagement with the entire MOIL process will help them to improve their practices and achieve the institutional commitments of diversifying the curricula and improve the continuation, completion and ethnicity degree awarding gaps of Black and Asian student. For this reason, employing timely communications is key (e.g. potential for roadshows for different programmes to raise awareness among staff about institutional priorities related to EDAG and the role of MOIL as a means to achieving those). Messaging should be tailored to academic staff audiences for their buy-in (e.g. how diversifying the curriculum will enhance and empower their practice as well as increased student's academic success).

MOIL panel staff workload allocation needs to allow them time to:

- Conduct thorough reviews of the identified module materials, providing clear feedback and action points.
- Facilitate follow-up debrief sessions with programme director and module leads.

MOIL panel and Design staff need to have protected time to create synergies to make useful guidelines and follow-up design sessions to help delivery staff understand what diversified curricula are and how they can implement these in practice. Similarly, delivery staff workload allocation needs to allow them to devote time to the debrief and the follow-up design sessions.

The MOIL review and follow-up debrief and design sessions will be optimised by focusing on how to diversity both teaching and learning materials, as well as assessment and teaching practices. The assessment design project (currently formalised), which focuses on making assessment design more inclusive, will be another project closely linked to the follow-up design sessions.

For future iterations of the initiative, teaching observations could take place to ensure that the diversified curricula are implemented in practice (i.e., monitoring if module leads' teaching and learning practices align with the institutional guidelines around their

academic/pedagogic duties). Learning walks (a process whereby another staff member – e.g. line manager, designer- goes in a session to observe and then provides the instructor with feedback) has been identified as a good existing process that could be used for this purpose because it has been unanimously agreed that even with the best design, if staff do not implement it, there will be no change.

WHO ARE THE KEY ACTORS / STAKEHOLDERS?

- **Registry team**
    - Key data is provided by Registry to the LLB programme director to identify target modules for the MOIL panel review.
- **MOIL panel members** – A list of current members and roles as follows:

Academic Practice Developer (MOIL Chair), Director of Academic Enhancement & Research, Academic Manager – Design & Production, Students' Union Co-Presidents, Academic colleagues and Widening Participation (WP) Champions (academic staff with time allocated to WP work), Director of Library Service, PVC Diversity, Inclusion and Students, Head of Access and Student Success and colleagues from the WP Team, EDI Team, Design and Assessments Team and Student Diversity and Inclusion Advocates according to availability.

- **Central design team**: Director of Design & Assessment, Head of Design and Assessments and Academic Manager – Design and Production
- **LLB National Programme Director**
    - As programme directors are the conduit between the MOIL and delivery staff, it is critical they are on board with overall changes, but also their specific recommendations/actions from MOIL report (as they cascade this information across their remit).
- **LLB Module leads** – Module leads are lecturers/senior lecturers with the additional responsibility for updating/designing a particular module.

CHANGE MECHANISMS

Change mechanism 1

- Curricula diversification takes student needs into account and is embedded in business-as-usual processes.
    - Embedding EDI principles into the curriculum (rather than "tacking on" or "tick-boxing") promotes an inclusive learning environment and pedagogies (Fuentes, Zelaya, and Madsen, 2021).
    - By taking a student-centred approach to curriculum design, by incorporating their feedback and co-creating with learners, curriculum changes can better take student needs into account (Brooman, Darwent, and Pimor, 2015).

Change mechanism 2

- Through open & supportive conversations, trust and further buy-in is secured by delivery staff.
    - Well-led conversations can be an effective catalyst and professional development strategy for learning, growth and change in educational leaders (Healy, Ehrich, Hansford, and Stewart, 2001).

Change mechanism 3

- Dialogical conversations nurture awareness and encourage action.
    - Dialogical conversations enhance awareness and prompt action by facilitating open discussions. In these dialogues, individuals gain a deeper understanding of diverse viewpoints and experiences, contributing to collective problem-solving. This heightened understanding leads to more informed and active responses to organisational challenges (Raelin, 2012).

Change mechanism 4

- The MOIL review results in curricular diversification that is responsive to ethnically minoritised students' needs, which in turns nurtures ethnically minoritised students' trust, interest and engagement.
  - Culturally sensitive curricula significantly relate to course interest. Specifically, two dimensions of cultural sensitivity (Diversity Represented and Challenge Power) mediate the effects of ethnicity on course interest. Therefore, ensuring curricula are diverse and critical may support ethnically minoritised students' engagement, potentially contributing to reducing the ethnicity degree awarding gaps (Thomas and Quinlan, 2022).
  - Evidence shows that incorporating inclusive learning practices and content into courses and assessment can improve diverse student groups' engagement, belonging, retention and ultimately academic success (Thomas, 2016).

References for all change mechanisms

Brooman, S., Darwent, S., and Pimor, A. (2015). The student voice in higher education curriculum design: is there value in listening?. *Innovations in education and teaching international*, *52*(6), 663-674.

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Healy, L., Ehrich, L. C., Hansford, B., and Stewart, D. (2001). Conversations: a means of learning, growth and change. *Journal of Educational Administration*, *39*(4), 332-345.

Raelin, J. A. (2012). Dialogue and deliberation as expressions of democratic leadership in participatory organizational change. *Journal of Organizational Change Management*, *25*(1), 7-23.

Thomas, D.S.P., and Quinlan, K.M. (2022). Reimagining curricula: effects of cultural (in)sensitivity of curricula on racially minoritised students' engagement. *Studies in Higher Education, 48*(2), 283-298.

Thomas, L. (2016). Developing inclusive learning to improve the engagement, belonging, retention, and success of students from diverse groups. In M. Shah, A. Bennett, and E. Southgate (Eds.), *Widening higher education participation* (pp. 135-159). Chandos Publishing.

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ASSUMPTIONS

Assumption 1

- The intervention assumes that student feedback is a critical input for identifying modules that require changes and for guiding the curricular diversification process.
  - Feedback has a critical role for higher educational professional educators in improving outcomes and guiding curricular changes (Haughney, Wakeman & Hart, 2020).
  - Internal findings from Stop & Think and NERUPI research project provide recommendations from students on which modules or topics they believe need to be reviewed and on what changes should be made.

Assumption 2

- It is assumed that the variety of expertise brought in by the various MOIL panel members will facilitate richer feedback provided through the MOIL review feedback template, which will clearly identify areas of good practice and in need of improvement.
  - Collaborative curriculum design can enhance professional learning (Xethakis, 2018) and has shown to lead to impactful educational initiatives (Valiente Bermejo, Eynian & Scotti, 2022).
  - Internal anecdotal evidence of previous working relationships shows that collaboration between staff with different areas of expertise leads to successful educational development and planning. For example, collaborations between the EDI, library and Registry teams has had a positive impact in the development of the Access and Participation Plan and the Academic Language Guide.

Assumption 3

- There is an assumption that the open and supportive conversations nurtured by the MOIL feedback debrief sessions and the design follow-up sessions will encourage delivery staff to co-create with the design team through establishing trusting relationships, raising awareness and encouraging curricular diversification action.
  - Previous institutional evidence shows that getting buy-in from academic staff across different campuses in curriculum-based and/or student feedback interventions is maximised by having open, relatively informal, personalised contact between the design and delivery staff (e.g. gaining buy-in for the institutional Access and Participation Plan). Also, previous feedback from the delivery staff mentioned that just getting the written MOIL feedback report back without the debrief session was intimidating.

Assumption 4

- The intervention assumes that if the MOIL panel feedback review and the design sessions focus on how delivery staff can diversify their teaching content, practice and assessment, this will lead to curricula that are meaningfully diversified (ie multiculturally-relevant).
  - Professional development for academic colleagues can improve their teaching and pedagogic practice (Kennedy, 2016). These changes, over time, may lead to positive student outcomes (Meiers & Ingvarson, 2005).
  - Internal anecdotal evidence showed that Widening Participation champion training for academic staff has resulted in the latter's better understanding of student demographics and needs, resulting in positive changes in their teaching delivery.

References for the assumptions

Haughney, K., Wakeman, S., & Hart, L. (2020). Quality of feedback in higher education: A review of literature. *Education Sciences*, *10*(3), 60.

Kennedy, M. M. (2016). How does professional development improve teaching?. *Review of educational research*, *86*(4), 945-980.

Meiers, M., & Ingvarson, L. (2005). Investigating the links between teacher professional development and student learning outcomes.

Valiente Bermejo, M. A., Eynian, M., Malmsköld, L., & Scotti, A. (2022). University–industry collaboration in curriculum design and delivery: A model and its application in manufacturing engineering courses. *Industry and Higher Education*, *36*(5), 615-622.

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WHAT IS THE EVALUATION AIM?

The overall aim of the evaluation of the LLB MOIL panel review is to determine the impact of this pilot initiative in:

a) improving ethnically minoritised students' engagement and attainment in the reviewed modules

b) diversifying the curricular content of the reviewed modules.

As a secondary consideration, this evaluation will also look at whether or not delivery staff's awareness, confidence and competence in diversifying their module curricular and teaching practices has improved before and after their engagement with the MOIL process. Finally, as this is a pilot intervention, the evaluation will also seek to understand if the intervention is feasible and appropriate in its current format, particularly focusing on how this can be further tailored before a wider roll-out.

WHAT ARE THE EVALUATION QUESTIONS?

The main research questions for this evaluation are:

- Do ethnically minoritised students engage more and perform better in the MOIL-reviewed modules compared to modules not included in the intervention with similar profiles?
- Does the intervention result in diversified curricula of the reviewed modules?
- Has delivery staff's awareness, confidence and competence in diversifying their curricula and teaching practices improved before and after engaging with the intervention?
- Is the delivery of the intervention feasible within the intended timeline and the resources currently allocated?
- Are there ways to improve the efficiency of the intervention before it is scaled up?

WHAT METHODOLOGY ARE YOU USING?

A mixed-methods design will be used for this evaluation.

Firstly, a difference-in-difference design will be followed, comparing ethnically minoritised students' engagement and performance in the MOIL-reviewed modules to ethnically minoritised students' engagement and performance in modules with similar EDAG, feedback and student profile that will not be MOIL-reviewed.

Secondly, a comparative document analysis will be used to assess to what extent and in what ways have the MOIL-reviewed modules curricula been diversified, comparing their module handbooks and assessment materials before and after the intervention.

Finally, reflective journal entries will be used to gain evidence around staff's individual benefits (e.g. increased awareness, confidence and competence in diversifying curricula, increased engagement of delivery staff in the design process etc.) as well as the perceived fitness and feasibility of the intervention for its purpose, including suggestions on how the intervention can be improved for future iterations and a wider roll-out.

RISKS AND LIMITATIONS

RISK AND LIMITATION	MITIGATION
Resistance to Change: Academic and administrative staff may resist the proposed changes due to comfort with the status quo, leading to poor implementation fidelity.	- Implement **pilot changes** in a controlled environment to demonstrate potential benefits and learn from any resistance encountered. - Involve staff through **stakeholder engagement** during the planning and decision-making process to foster ownership and reduce resistance. - Employ **change management** practices (or provide training to equip relevant colleagues with these skills) to help staff understand the benefits of the changes and equip them with skills to adapt.
Resource Constraints: There may be limited financial, human, or time resources to fully implement the recommendations from the MOIL panel.	Conduct a thorough **resource assessment** and create a strategic plan that prioritises activities based on available resources.
Insufficient Training: Staff may not be adequately trained or prepared to incorporate diverse perspectives into the curriculum effectively.	Offer comprehensive **professional development** programs focused on diversifying curricula, developing cultural competencies, and inclusive teaching practices.

	• Provide **accessible, asynchronous training, guidance and resources** via online Digital Design Lab that can be accessed at any time of staff's convenience
Lack of Engagement: There is a risk that students and staff may not engage with the redesigned curriculum as expected, which could undermine the intervention's goals.	• Actively **involve students and staff** in curriculum development and to ensure the changes meet their needs and interests re: diversification. • Articulate existing and establish new channels for ongoing **feedback opportunities** to understand and address areas where engagement, or expected impact is lacking. • **Run awareness campaigns** (by campus and institutionally) about the benefits and opportunities presented by the new curriculum.
Inadequate Monitoring: Without rigorous monitoring and evaluation frameworks, it may be difficult to track progress and measure the impact of the curriculum changes.	• Schedule regular check-in points and **reporting on progress** to maintain transparency and accountability. • Use of evaluation plan.

Unaccounted Stakeholder Differences: The theory may not account for the diverse needs and perspectives of different stakeholder groups, such as the unique contexts of different campuses and their student groups' needs.	• Develop and implement strategies that are specifically **tailored to address the unique contexts** of different campuses and student groups. • Allow appropriate **flexibility** in the ways in which the intervention is implemented across different contexts to cater to varying needs.
Policy and/or Professional, Statutory and Regulatory Bodies (PSRB) Changes: Educational policies at the institutional, local, or national levels could change, as well as the stipulations put in place by PSRBs, affecting the implementation of the intervention.	• Ensure staff are up-to-date with policy and PRSB changes and able to implement these in a timely manner. • Ensure university contacts who engage with PSRBs or have influence over policy are able to feed back implications of policy or guidance changes.