Evaluation plan: Manchester Metropolitan University - Staff Accountability Partnerships

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This is a comprehensive document that outlines the overall strategy and approach for evaluating an intervention. It is designed to align with and be linked to an Access and Participation Plan (APP) where relevant and appropriate and to give accountability to relevant staff and stakeholders within higher education providers (HEPs).

The evaluation plan should be developed collaboratively to ensure relevant perspectives are considered and will therefore involve input from practitioners, evaluators, and faculty staff, and should be signed off by a senior lead. It has been designed to inform the development of a research protocol - a detailed and specific document outlining a step-by-step guide to how each aspect of the evaluation will be carried out, including an analytical strategy. An example research protocol (template in TASO's resources) can be found here which details an evaluation of a curriculum reform intervention to address the ethnicity degree awarding gap. Depending on the capacity of individual HEPs, this evaluation plan may be shared internally or externally to support the development of the research protocol and subsequently to conduct the evaluation.

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Transforming Access and Student Outcomes in Higher Education

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Section 1: Evaluation objectives

This section covers the purpose of the evaluation and provides justification for its undertaking. The scope of the evaluation in terms of the causal pathways to be evaluated and the primary, secondary and exploratory research questions. This section states the evaluations specific objectives and hypotheses.

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Evaluation objectives

Purpose

This evaluation plan applies to the piloting of the staff accountability partnerships in the second semester of 2023-24. It adopts an exploratory method to establish whether these initial partnerships have contributed to the expected outcomes identified in the Theory of Change, and whether there were any unexpected outcomes and recommendations for improvement that need to be considered in future iterations of the programme.

This evaluation will be used to identify the justification for the continuation of the accountability partnerships into 2024-25 and beyond, with different staff roles within Manchester Metropolitan University (MMU). If findings from this pilot evaluation suggest the partnerships are beneficial then this will be disseminated to the University Executive Group (UEG) to request renewed resource to continue and build on the programme.

Scope

As this is a pilot, we have mapped intended outcomes into the primary and secondary research questions but remain open to the potential for unintended outcomes. We also want to understand process and implementation experiences in order to improve the efficiency and effectiveness of the programme in its subsequent iterations.

Research questions

Primary: the following research questions pertain to the ultimate objectives of the accountability partnerships with regards to their impact on the senior members of staff participating in the partnerships.

- Did participating in the accountability partnerships increase staff knowledge and appreciation of the diversity of MMU students' racialised experiences?
- Did participating in the accountability partnerships increase staff confidence to engage in conversation with and build relationships with students from diverse backgrounds?

- To what extent did participating in the accountability partnerships increase staff accountability and motivate them to address racialised inequalities for students at MMU?
- Did staff feel safe and supported throughout the process?
- What worked well and where could staff have used additional support?

Secondary: these mirror the primary research questions but for the students participating in the accountability partnerships.

- Did participating in the accountability partnerships increase students' knowledge and appreciation of racialised inequalities in higher education?
- Did participating in the accountability partnerships increase students' understanding of staff experiences of working in higher education and the policies underlying decision-making around student experiences?
- Did participating in the accountability partnerships increase students' confidence to engage in conversations and build relationships with senior staff?
- Did students feel safe and supported throughout the process?
- What worked well and where could students have used additional support?

Exploratory: the following research questions pertain to the implementation of the pilot:

- Could the programme's structure (e.g., the 2:1 student-to-staff ratio) or content (e.g., of the training sessions) be improved?
- Did staff and students actively and authentically engage with the programme?
- Were there unanticipated outcomes not captured in the core or enhanced Theories of Change for this intervention (e.g., additional opportunities for students to gain work experience within the institution, or negative consequences for students having to describe experiences of racism)?

> **Section 2: Intervention**
>
> *This section describes the intervention being evaluated, to enable replication, and is taken from the associated Enhanced Theory of Change (EToC).*

Intervention

Why was the intervention developed?

There is a persistent ethnicity degree awarding gap (EDAG) at MMU, which is currently 19.5% and 16.1% for Black and Asian students, respectively. There is a high-level structure and strategic approach to enhancing student experience and outcomes, but there is a lack of unit-level leadership within these. Work is happening to address this across the institution - for example under the overarching education strategy of the university there is an awarding gap working group and a series of related interventions – but these activities are compartmentalised, and for the most part, focused on students' contributions to awarding outcomes rather than staff. Access to institutional data shows a story that this can be attributed to culture issue within the institution, particularly amongst staff in terms of their understanding of the awarding gaps, their own accountability towards these and how they can contribute to their narrowing. At the institution level, the university has a strategic aim to develop a whole-institution approach to addressing racialised inequalities in degree outcomes by acquiring a 'critical mass' of anti-racist staff and fostering a culture of collective accountability.

The objective of the staff accountability partnership programme is to contribute to this overarching institution-level aim of acquiring critical mass and changing the culture at MMU by increasing staff awareness of racial inequalities and their role in contributing to and removing them. The partnerships centralise the student voice and diversity of student experiences.

What is the intervention?

The intervention comes within the scope of work of the interventions working group, which seeks to implement interventions to support institutional work on differential outcomes. The accountability partnerships are part of the [STRIVE 100 Programme: Rise](link) at MMU, a university-level intervention to enhance the student experience and academic success of first-year BAME students. The partnerships invite students from the STRIVE 100 programme to build a relationship with members of the senior leadership team (SLT; e.g., Heads of Department, Department Leads, Programme Leaders, Unit Leads). Initially, the intervention will be piloted with SLT members from within the Faculty of Business and Law and limited to students registered on the STRIVE 100 programme. The piloting of these partnerships in 2023-24 will inform the ongoing development of how these relationships are established and maintained as well as how they can be expanded across the university to (i) programme leads and year

tutors in 2024-25; (ii) new staff as part of the induction process / probation period in 2025-26; and (iii) Postgraduate Certification in Learning and Teaching in Higher Education (PGC LTHE) in 2026-27. The pilot in the School of Business and Law will start in the second semester of 2023-24.

The accountability partnerships combine reverse mentoring and mutual mentoring approaches to build reciprocal relationships between STRIVE 100 students and senior leaders. The purpose of the accountability partnerships is to reconnect senior leaders with the experiences of current students, and particularly BAME students, to provide them with the opportunity to learn about the diversity of student experiences first-hand, in a space built on mutual respect. Specifically, these partnerships aim to introduce predominantly white senior leaders to first-hand racialised experiences of students. By engaging in these partnerships and actively listening to BAME students' lived experiences, it is hoped that senior leaders will: (i) develop their understanding of racial inequalities in student experiences; (ii) allow them to reflect on these; and (iii) harness the influence they have in their current position to drive change.

Each SLT member of staff will be paired with two STRIVE 100 students. In total we expect to recruit 16 to 20 members of SLT and 32 to 40 STRIVE 100 students to form 16 to 20 tripartite groups. Led by the EPIB Departmental Education Lead, staff recruitment will take place via the Faculty Education Committee, asking each Head of Department (n = 4) within the Faculty to recruit four to five members of their SLT. STRIVE 100 students will be recruited by the STRIVE 100 Programme Manager. Both staff and students will complete a short application in which they describe their values, which will form the basis of the matching criteria to pair staff and student partners. Resources to create the application and matching process will be based on existing resources from the University Teaching Academy (UTA).

The staff and student partners will participate in two group-based **accountability partnership sessions** that bring together the two student partners, the staff partner, and a representative from MMU's Peer Assisted Learning (PALs) scheme method. Pairing two students to each member of staff allows SLT members to reflect on the students' experiences more generally as well as specifically within this first year of their studies at MMU. This approach also minimises risk to students (as these conversations are likely to be emotive, potentially requiring students to 'relive' previous experiences of racism or prejudice) and exposes staff to multiple student voices.

In addition to the two partnership sessions, staff will also participate in:
- A **pre-partnership workshop** prior to being matched to their student partners. This is an Ubuntu session based on the Human Library concept, which is fundamentally based on exploring values, principles, and bringing existing biases

to light. The workshop is intended to increase staff confidence to engage in the partnerships and to build relationships with students from diverse backgrounds. At the end of the workshop, staff will be asked to make a pledge regarding how they will use this experience to make a change in their behaviour.

- A **mini group-based coaching session** for three to four staff partners (depending on interest, availability and budget) that will support staff partners in working towards the pledge made during the pre-partnership workshop.
- A **reflective coaching session** to provide staff with the opportunity to reflect on their experience of the accountability partnership and embed what they have learned from this experience.
- Additional wellbeing support is available to staff on request via MMU's Hope services.

For student partners, there will be a **pre-partnership training session** to ensure that all participants are equipped with the necessary tools to make the most of the partnerships and to feel safe while doing so. Specifically, this session will include a necessary focus on safeguarding and signposting reporting processes, as well as discuss the opportunities that these partnerships present (e.g., networking opportunities, learning about senior leadership structures, influencing change and improving student experience, developing their own leadership skills) to ensure that these are mutually beneficial for all partnership participants. In between the two partnership sessions, the STRIVE 100 Programme Manager will conduct **'check-in' sessions** with the students to make sure that their wellbeing and development are being fully supported. Additional wellbeing and support needs will be provided on request to students via MMU's Health Ambassadors and Chaplaincy.

The partnerships will culminate in a face-to-face **celebration event** to which all staff and student partners will be invited. This event will highlight the successes of the programme as well as provide an opportunity for staff and student partners to engage with the evaluation of the pilot.

Who is the intervention for?

The pilot participants include first-year students from Black, Asian and minority ethnic (BAME*) backgrounds who are currently enrolled in the STRIVE 100 programme and senior leaders from the Faculty of Business and Law.

*Throughout this document we will use the acronym BAME to refer to these students. This is because it is a term that is commonly used and understood by those outside this space, however it is important to recognise that this is a heterogeneous group, and that

– where relevant – it is important to recognise the specific ethnic heritages of individual students.

Who is delivering the intervention?

The intervention will be co-led by the leader of the STRIVE 100 programme and the EPIB Departmental Education Lead. The recruitment of staff and students to the partnership will be coordinated by the EPIB Departmental Education Lead and the STRIVE 100 programme manager.

The staff pre-partnership workshop will be delivered by the leader of the STRIVE 100 programme and an external collaborator. The reflective coaching session will be delivered by [MA Consultancy](#). The partnership sessions will be facilitated by the EPIB Departmental Education Lead and the Director of Equality, Diversity and Inclusion. Additional support will be provided by UTA.

The pre-partnership training session for student partners will be delivered by the EPIB Departmental Education Lead and the Director of Equality, Diversity and Inclusion with input from the Student Peer-to-Peer Support Manager, and a LEED scholar. Additional support will be provided by PALs.

How is the intervention delivered?

The intervention's delivery through multiple formats is summarised below.

Staff:
- Pre-partnership workshop: face-to-face, 2-3 hour session, group-based.
- Mini group-based coaching session: online, 2 hours, small groups of three to four staff partners.
- Reflective coaching session: online, 2-3 hour session, group-based.

Students:
- Pre-partnership training session: online, 2-3 hours, group-based.
- 'Check-in' sessions: online and scheduled individually.

Both:
- 2 x Partnership sessions: online, 2 hours, tripartite groups of one staff partner and two student partners, as well as a representative from PALs.

Additionally, the STRIVE 100 group on the Slack platform and STRIVE 100 communications methods will be used to recruit participants.

Where is the intervention delivered?

The majority of the sessions will be delivered online and the face-to-face workshop for staff will take place at MMU (exact location to be confirmed).

How long is / how many times will the intervention be delivered?

The pilot of the staff accountability partnerships will take place over the second half of the 2023-24 academic year, starting with ethical approval for the intervention and recruitment. Given that the programme aims to build a sustainable approach to creating a 'critical mass' of anti-racist staff, the pilot will be followed by a phased roll-out of the programme to include additional roles (i.e., programme leads and year tutors in 2024-25, induction of new staff in 2025-26, and embedding the partnership paradigm into the PGC LTHE programme).

Within the initial pilot, there will be a single group of staff and students participating in the partnerships, all within the Faculty of Business and Law.

- Staff will participate in 1x pre-partnership workshop (Feb 2024), 2 group-based partnership sessions (Mar 2024, Apr 2024), 1x optional mini group-coaching session (Mar 2024), and one reflective coaching session (May 2024).

- Students will participate in 1x pre-partnership training session (Feb 2024), 2 group-based partnership sessions (Mar 2024, Apr 2024), and one 'check-in' session (between the two group-based partnership sessions, scheduled individually).

All participants will be invited to the final celebration event (Jun 2024).

Will the intervention be tailored?

In this initial pilot, the intervention will not be personalised beyond the values-based pairing of staff/student partners. The intention of this pilot is to explore the learning outcomes associated with participating in the partnerships and how these could be heightened through additional support or resources (such as coaching sessions) in their expanded form in 2024-25 and 2025-26.

How will the intervention be optimised?

The main risk for this intervention is the recruitment of SLT members from within the Faculty of Business and Law, as the intervention requires a significant degree of commitment. As such, recruitment will take place through the Faculty Education Committee and the Dean of Business School, asking each Head of Department to nominate four to five members of their SLT. Additional endorsement of the partnerships from the Pro Vice Chancellor (PVC) Education and the potential of including

participation in staff performance development reviews will add weight to the importance of this programme.

The Developing Education Excellence (DEE) project will also be used to increase visibility and resource the delivery of the intervention. DEE is a faculty wide initiative that enables colleagues on the Education, Pedagogy and Citizenship (EPC) pathway to receive up to 0.4FTE workload buy out to work on a DEE project. The Faculty of Business and Law has been awarded a two-year DEE project for 2023-24 to pilot a reverse mentoring scheme. This project is aligned with the staff development and support work package of the faculty strategy on addressing differential outcomes. This project will provide the basis for the accountability partnerships to be piloted in the Faculty of Business and Law. The accountability partnerships will adopt the reverse mentoring scheme and wrap around coaching for the senior leader being mentored by the two STRIVE 100 students, and the work will then be evaluated as accountability partnerships (with the DEE project as an integral part of that).

The senior leader being reverse mentored sets a pledge that they are accountable for to their STRIVE 100 students. Additionally, the pledges will be reviewed by the EDI delivery group and revisited in staff PDRs as part of an ongoing development process. The DEE intervention is optimised as it is enveloped into the accountability partnership work, receiving evaluation support and broader support from the STRIVE team and critical friend to the partnerships (Associate Professor and University Lead for Personal Tutoring at University of Leeds).

Section 3: Evaluation design

This section provides details on the recommended evaluation of the intervention, including the design of both impact evaluation and implementation and process evaluation, sample, outcome measures, and data collection.

Evaluation design

Methodological approach

Due to the limited number of partnerships to be established in the initial pilot, we have selected an exploratory approach that combines a variety of qualitative methods to identify whether participation in the relationships led to any of the intended outcomes identified in the Theory of Change. This approach will enable the evaluation team to identify whether there were additional, unintended outcomes associated with participating in the partnerships, as well as collect valuable information related to the process evaluation (e.g., participant engagement in the programme, communications around the partnerships and their purpose, the who/when/where of the sessions, and so on).

Impact evaluation

In addition to these observations, we will conduct interviews with staff and focus groups with student partners to understand experiences of engaging in the partnerships. Essentially, as this is an evaluation of a pilot, the scope of the impact evaluation is to gather *evidence of promise*[1] triangulating evidence from observations, interviews, and focus groups strengthens the conclusions that can be drawn from this evaluation and provides invaluable information to guide the implementation and evaluation of future iterations of the programme.

Specifically, we will use these methods to identify whether this intervention resulted in:
- An increase in staff knowledge and appreciation of students' diverse racialised experiences.
- An increase in staff confidence to engage in conversation and build relationships with students from diverse backgrounds.
- An increase in staff accountability and motivation to address racialised inequalities for students at MMU.
- An increase in students' knowledge and understanding of racialised inequalities in higher education.

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[1] Humphrey, Nedrum, Ashworth, Frearson, Buck & Kerr (Education Endowment Foundation (2016). Implementation and process evaluation (IPE) for interventions in educational settings: An introductory handbook. Education Endowment Fund.

- An increase in students' understanding of staff experiences of working in higher education and the policies underlying decision-making around student experiences.
- An increase in students' confidence to engage in conversation and build relationships with senior staff.

Implementation and process evaluation (IPE)

As this is an evaluation of the staff accountability partnership pilot, we will use an exploratory methodology to uncover intended and unintended outcomes, and feedback concerning the implementation of the programme. Understanding experiences of implementing the intervention will enable us to learn whether and how to adapt the programme in successive years while understanding the intended and unintended outcomes will be useful to secure buy-in and resource for future years' funding of the programme.

The IPE will primarily draw on reflections from delivery staff, as well as the interviews with staff and student focus groups. Specifically, the IPE will explore:

- Perceived impact (e.g., new opportunities for students through their relationship with a senior staff member, any negative impact on students or staff not identified in the initial risk assessment).
- Engagement in the intervention (e.g., did all staff and students enrolled in the programme actively engage in the group sessions, what were the quality of these interactions, etc.).
- Whether staff and students participating in the partnerships felt safe and supported throughout the delivery of the programme.
- What worked well and lessons learned (e.g., where staff and students could have used additional support, whether the number of group sessions was sufficient, whether the student-to-staff ratio was appropriate, etc.).

Data collection

Given that this is a pilot and that the sample of staff and students participating is relatively small, the evaluation will include three sources of qualitative data:

Staff interviews

Staff participating in the accountability partnerships will be asked to participate in short semi-structured interviews with staff managing the STRIVE 100 programme. As we expect 16 to 20 members of staff to partake in the accountability partnerships, we hope to recruit four or five of these participants to the interviews. The aims of the interviews will be twofold, firstly looking at how participating in the partnerships may have changed

their confidence, knowledge and motivation, followed by reflections on the delivery of the programme and where this could have been improved or made more effective. Interviews have been selected for use with this population as they are more likely to speak openly without the peer-pressure of their colleagues. Recruitment will be done through direct contact with those who participated in the accountability partnership programme (particular attention will be paid to any staff involved in partnerships that did not reach completion).

Student focus groups

We will use focus groups to explore students' experiences of the partnerships. In contrast to interviewing staff, focus groups have been selected to engage with students as they allow participants to build on one another's responses and support one another's ideas. These semi-structured conversations will allow students to describe whether participating in the partnerships contributed to their understanding of racialised inequalities and staff experiences of working in higher education, as well as their overall confidence in engaging in conversations and building relationships with senior staff. The discussion guide for this session will also ask students to reflect on the support that they received throughout the programme and any recommendations they might have for improvement. Recruitment will begin following the final group meeting and will highlight the benefits of participating both for the students involved and future generations of students and staff at MMU. The intended sample includes two focus groups, each with six to eight student partners.

Delivery staff reflections

Colleagues delivering the intervention will be asked to reflect on their observations of the training, coaching and group sessions to understand the perceived extent of engagement from staff and students, as well as any changes as the partnerships develop. These reflections will describe the frequency and quality of the interactions between staff and students and what contextual factors may have played into these (e.g., the number of people in the session, the ratio of staff to students, the location of the session, and so on). Essentially, these observations are a proxy measure of staff and student engagement in the sessions, as a way of determining whether a lack of impact is attributable to a lack of engagement rather than inappropriate intervention design. Delivery colleagues will also be asked to reflect on the content of their conversations with students after the 'check-in' meeting halfway through the intervention as well as their reflections from the interviews with staff post-intervention.

Future evaluations

If this pilot is successful, MMU intends to expand the coverage of the accountability partnerships beyond the School of Business and Law and the STRIVE 100 programme.

Future evaluations should build on the initial links explored in this pilot and examine how the changes in staff knowledge, motivation and confidence translate into behaviour changes in strategic decision making in the longer term.

To achieve this, future evaluations of the accountability partnership intervention should adopt a longitudinal approach that asks staff participating in the partnerships to identify how they will use what they have learned in their current roles and follow-up with these individuals at multiple time points to find out if they did indeed make these changes and, if not, what factors stopped them from doing so. Future evaluations may also track the indirect influence of the accountability partnership programme by considering the decisions made by participating senior leaders in the year following the programme, any evidence for change in the strategic direction of the school, the visibility of an anti-racist agenda, and so on.

The structure of the accountability partnerships also lends itself well to a difference-in-difference design where staff participating in the accountability partnerships could be compared to those not involved in any of the reverse mentoring programmes at MMU. The outcome being tracked over time would be measures of staff accountability in the annual review process, as this is embedded in some (but not all) MMU departments. Beyond staff, a similar approach could be used to measure the impact of the intervention on students' experiences and engagement through MMU's centralised student data tracking system, as this covers a wide array of student outcomes and the factors that contribute to these, including student engagement, attainment, belonging, and so on.

Sample selection

The IPE relies on the reflections and observations of colleagues delivering the intervention (Dr Iwi Ugiagbe-Green, Head of Interventions and Catherine Elliott, Senior Lecturer).

In addition to including colleagues delivering the intervention, there are two main target samples covered in this evaluation – the staff and students participating in the accountability partnerships. No exclusion criteria will be applied due to the exploratory nature of this pilot evaluation and the small number of potential participants (i.e., 32 to 40 students and 16 to 20 members of staff as the recruitment pool for focus groups and interview participants). Overall, the pilot evaluation expects to run two student focus groups (with roughly 6 to 8 participants in each group) and 4 to 5 interviews with staff.

Outcome measures and data collection

Tables 1 and 2 summarise the outcome measures, data sources and points of collection for each of the research questions addressed in the impact evaluation and IPE respectively.

- **Primary** – those related to changes in senior staff's knowledge, confidence, accountability, and motivation to address racialised inequalities for students at MMU, as these are the first link in the chain of outcomes leading to a reduction in the EDAG at MMU. Alongside this, primary questions around the structure and content of the programme from the perspective of participating staff.
- **Secondary** – those that measure changes in students' knowledge of racialised inequalities in higher education, staff experiences, and their confidence to build relationships with senior staff. Additionally, students will be asked to reflect on the implementation of the programme and how the partnerships may be improved.
- **Exploratory** – those that align specifically to the IPE (i.e., reviewing the structure, content and delivery of the intervention) and uncovering unidentified/unintended outcomes associated with participating in the partnerships.

Table 1. Research questions encompassed by the impact evaluation, methodological approach and target sample.

Type of Research question	Research question	Outcome measure / data source	Sample	Point of collection
Primary	Did participating in the accountability partnerships increase staff knowledge, understanding and appreciation of the diversity of MMU students' racialised experiences?	Staff interviews	Staff participating in accountability partnerships	Post-intervention
Primary	Did participating in the accountability partnerships increase staff confidence to engage in conversation with and build relationships with students from diverse backgrounds?	Staff interviews	Staff participating in accountability partnerships	Post-intervention
Primary	To what extent did participating in the accountability partnerships motivate staff to address racialised inequalities for students at MMU?	Staff interviews	Staff participating in accountability partnerships	Post-intervention
Secondary	Did participating in the accountability partnerships increase students' knowledge and understanding of racialised inequalities in higher education?	Student focus groups	Students participating in accountability partnerships	Post-intervention
Secondary	Did participating in the accountability partnerships increase students understanding of staff experiences of working in higher education and the policies underlying decision-making around student experiences?	Student focus groups	Students participating in accountability partnerships	Post-intervention

Secondary	Did participating in the accountability partnerships increase students' confidence to engage in conversation and build relationships with senior staff?	Student focus groups	Students participating in accountability partnerships	Post-intervention

Table 2. Research questions encompassed by the IPE, methodological approach and target sample.

Type of Research question	Research question	Outcome measure / data source	Sample	Point of collection
Primary	Did staff feel safe and supported throughout the process?	Staff interviews; delivery staff reflections	Staff participating in accountability partnerships; delivery team members	Post-intervention
Primary	What worked well and where could staff have used additional support?	Staff interviews; delivery staff reflections	Staff participating in accountability partnerships; delivery team members	Post-intervention
Exploratory	Were there unintended consequences or benefits for staff participating in the partnerships?	Staff interviews	Staff participating in accountability partnerships	Post-intervention
Secondary	Did students feel safe and supported throughout the process?	Student focus groups; delivery staff reflections	Students participating in accountability partnerships; delivery team members	Post-intervention; post-check-in sessions with students

Secondary	What worked well and where could students have used additional support?	Student focus groups	Students participating in accountability partnerships	Post-intervention; post-check-in sessions with students
Exploratory	Were there unintended consequences or benefits for students participating in the partnerships?	Student focus groups; delivery staff reflections	Students participating in accountability partnerships; delivery team members	Post-intervention; post-check-in sessions with students
Exploratory	Was the 2:1 student-to-staff ratio appropriate for generating meaningful relationships between participants?	Delivery staff reflections	Delivery team members	Post-intervention
Exploratory	Was the approach to matching staff and students and assigning them to partners appropriate in generating meaningful relationships between participants?	Delivery staff reflections	Delivery team members	Post-recruitment and partnership assignment; post-intervention
Exploratory	What was the quality of the interactions between staff and students in the group-based sessions? What enabled or blocked conversation?	Delivery staff reflections	Delivery team members	Post-group-based sessions
Exploratory	Did staff actively and authentically interact with students in the group sessions?	Delivery staff reflections	Delivery team members	Post-group-based sessions
Exploratory	Did students actively and authentically interact with students in the group sessions? What was the quality of these interactions?	Delivery staff reflections	Delivery team members	Post-group-based sessions

Exploratory	Did the intervention include the right combination of staff and students?	Delivery staff reflections	Delivery team members	Post-intervention
Exploratory	Did participants require additional support (e.g., asking follow-up questions or extra meetings) beyond the group-based sessions, pre-partnership workshops, and check-ins?	Delivery staff reflections	Delivery team members	Post-intervention
Exploratory	Was the delivery method (e.g., face-to-face, location, etc) appropriate for the group-based sessions, pre-partnership workshops, and check-ins?	Delivery staff reflections	Delivery team members	Key touchpoints – completion of each WP

Section 4: Project management

This section is designed to ensure relevant staff and stakeholders are held accountable for their involvement in the evaluation and that findings from the evaluation are disseminated internally (and externally) as appropriate. It should be used internally for HEPs to address issues such as buy-in and accountability and allows HEPs to provide a breakdown on the budget and resources needed to secure sign-off from senior stakeholders.

Project management of the evaluation

Evaluation stakeholders

List the key stakeholders the evaluation is designed for and how they will use the findings

Audience (Who are the audiences for the information from the evaluation?)	How evaluation findings will be used *(How can they apply new knowledge from the evaluation study?)*
PVC Education	Securing buy-in here will mean that the PVC can (and will) take the knowledge to UEG and argue for continued investment in the scheme. This is necessary given the ongoing human and financial resource required to facilitate the programme.
UEG & EDI strategy committee	These groups are interested in understanding 'what works' in addressing racialised inequalities. As key decision makers and power-holders, these groups also have the positionality to use this knowledge to effect change across the institution.
Dean & PVC Faculty of Business & Law	The Dean and PVC lead the faculty that will be hosting the pilot evaluation, so disseminating here is professional courtesy, but we anticipate that it will also be useful to maintain and grow relationships in the faculty, and to drive the buy-in for the programme.
Faculty of Business & Law Education Committee (FEC)	FEC is where everything concerning students' education is discussed. Disseminating through FEC will enable us to drive greater publicity and awareness of the staff accountability partnership. This is part of the longer-term workflow for cultural change in racialised inequalities in higher education