



Equality Impact Assessment (EIA).

As part of the University's commitments in relation to the Equality Act 2010, we are legally bound to show "due regard" to the aims of the Public Sector Equality Duty (PSED) when making decisions and setting policies. This duty focuses on the need to pay due regard to:

- Eliminate discrimination, harassment and victimization
- Advance equality of opportunity between different groups, and
- Foster good relations between different groups.

It is therefore essential that consideration is given to the 9 protected characteristics identified in the Equality Act 2010 in regards to any change, with positive and negative impact identified. Change in this context refers to, but is not limited to the following: strategy development; projects and plans; initiatives, policy and procedure creation or amendment; restructure. Evidence of consideration should be logged accordingly, to be referred to in response to any potential legal challenge, whereby the university would be expected to justify their actions and decisions.

An Equality Impact Assessment (EIA) is a process designed to ensure that policies, practices and initiatives are fair, meet the needs of our staff and students and that they do not unlawfully discriminate against any protected characteristic.

An EIA should form part of any decision-making process and not be seen as an add-on at the final stage. Assessing impact early avoids wasted time and resource, as changes and mitigations can be applied at the outset of the journey, using reliable data and/or engagement with key groups to inform and guide the change. The Equality and Human Rights Commission (EHRC) are clear that engagement should be proportionate and relevant to the size of the organisation and the significance of decision.

It is imperative that the EIA is completed by the lead colleague responsible for the change in the university, to draw on their specialist knowledge and take ownership from the moment of conception, to the final decision and in regards to future monitoring. Further development will be required to record and measure original expectation, alongside possible further equality action.

The form on page 2 will enable you to reflect on the proposed change and assess the potential positive and negative impact from an equalities perspective on our university community.

Title of EIA:	Social Work Programmes (BA and MA) – curriculum review
Lead colleague and contact details:	Matthew.smith@cumbria.ac.uk

Step 1: Identify the proposed change e.g. strategy development; projects and plans; initiatives, policy and procedure creation or amendment; restructure
<p>This EIA focusses on the curriculum development of both the BA (Hons) and MA programmes in Social Work following feedback from Social Work England. The University of Cumbria has provided education and training for social workers since 2007. The subject group currently provides two pre-registration courses, the BA (Hons) Social Work and master's in social work.</p> <p>Upon qualification Social Work students achieving the BA degree, master's degree or a Post Graduate Diploma in Social Work may apply for registration with the regulator, Social Work England (S.W.E.), to practice as a qualified social worker. The BA (Hons) Programme has a capped limit of 25 places and the MA programme 15. The limit to the current places on both programmes relates to the number of placement opportunities that local employers can currently offer. The social work programme has catered for students looking to study and qualify as social workers from the local area as well as nationally. Geographically many of our students have been resident in Cumbria or within proximity to the county.</p> <p>Both programmes have previously relied upon potential students applying through the UCAS system. Information on the social work programmes would be accessible for potential applicants through publication of materials by the university and via the course web pages on the University's website. A range of activities are undertaken by the team in marketing the programme through the University's processes. These activities are applicant visit days (for those students who have been interviewed and made an offer), open days and ad hoc talks to local colleges and schools. These include colleges in the Lancaster area and more recently open days within the Lancaster Campus (where the programme is not currently run). However, there has been limited marketing activity undertaken by the team and a lack of a planned strategy in engaging with schools and colleges across the county and wider region.</p> <p>Following an inspection to the BA programme in 2022, and in anticipation of the inspection of the MA programme in May 2023 by the current regulator, Social Work England, an Equality and Diversity Steering Group subgroup has been appointed for Social Work members include a range of organisations (People First, Anti-Racism Cumbria (ARC)) and other internal specialist staff e.g. University of Cumbria Equality, Diversion and Inclusion Officer, and stakeholders with specialist knowledge for example disabilities.</p> <p>With reference to the changes the social work team have implemented, the aim is to ensure we address the issues highlighted by the regulator's report and conditions. The changes and plans suggested were approved by the regulator in February 2023. These will continue to be monitored and reviewed by the social work team and the regulator through the annual monitoring process of Social Work England and through the now established Social Work Advisory Board. (the structure of the Social Work advisory Board and reporting subgroups are attached as appendix 1).</p>

In summary the conditions of the regulator included:

- 1) The continuance of a Governance Structure that includes the programme team, employers, placement providers, people with lived experience of social care services and their carers and students.
- 2) That Equality, Diversity and Inclusion principles are central to the programme including taught content and assessments.
- 3) People with lived experience and professionals are involved at every level of the programme.
- 4) That recruitment and marketing policy is developed to encourage diversity amongst the student cohorts.

The Equality Impact Assessment outlines the strategies and actions undertaken to address the above points and reflects upon the impact that these are expected to have on the programme in terms of content, delivery and assessment and future student recruitment namely in the following areas which were implemented to meet the conditions of Social Work England.

- 1) Social Work Advisory Board (S.W.A.B.) to continue and involve local employers, placement providers, people with lived experience, lecturers, and students to provide advice and critical review of curriculum design and external processes such as marketing and recruitment strategies (Terms of Reference, Appendix 2)
- 2) The EDI (Equality, Diversity, and Inclusion) subgroup continues to meet to advise and critically review curriculum design, assessment and external processes and ensure Equality, Diversity and Inclusion principles are considered in all aspects of the programmes. (Appendix 3)
- 3) People with lived experience and Carers subgroup to inform the programme team on the inclusion of people with lived experience and carers within teaching, learning and assessment for students and other processes at all levels of the programmes. (Appendix 4)
- 4) A marketing and recruitment policy to be implemented to increase the student cohorts' diversity. (Appendix 5)

Step 2: Please reference sources of data/information, consultation, or individuals/groups you have identified to explore equalities impact

The approach adopted to address the issues above and implement the strategy across the two programmes are outlined below:

- 1) Social Work Advisory Board.

The professional lead for social work consulted with various groups in the establishing the governance structure for the programme, this included representatives from the local authority at the time (Cumbria County Council) namely Principle Social Workers, placement providers including

voluntary organisations, disability groups, anti-racist Cumbria and a LGBTQ+ group and the programmes people with lived experience and carers. This final group have a range of lived experience in terms of disability, mental health needs and carers.

The groups and people consulted agreed with the proposals and many expressed an interest in being involved with the plans for establishing The S.W.A.B. and/or subgroups. The first meeting was held in March 2022 and has continued to meet since this date, chaired by the subject groups' principal lecturer.

2) Equality, Diversity, and Inclusivity Subgroup

Initial discussion for the establishment of the group began in May 2022 with meetings beginning in June 2022 and which have been held regularly except for a period in 2023 due to staff illness. The meeting in May involved a Anti-Racist Cumbria, a LGBTQ+ group and the University's EDI lead. The first meetings focused on membership and agreement of the purpose and terms of reference which are available in the appendices here. The group's main purpose has been for advice, support, and critical review of processes within the programme and the review of learning materials and assessments to ensure EDI is incorporated in all modules on the programme and to offer suggestions where these could be increased as required.

3) People with lived Experience and Carers Subgroup

The programme had several people with people with lived experience and carers participating in the programme mainly through one module and within the interview process for applicants to the programme. People with lived experience and carers already participated within a group chaired by a lecturer from the team. The setting up of the group within the S.W.A.B. structure enabled people's experiences and knowledge to be more fully included within the programmes. Many of the people with lived experience have protected characteristics and their participation in the programme can assist in ensuring the voice of diverse groups is heard, but also has a say in recruitment, procedure, and elements of the programme from governance level to the review and co-production of materials (appendix 5)

4) Marketing and student cohort diversity.

The need for a strategic approach to marketing and recruitment is underlined by the reduction in the number of students accepting a place on the programme for the 2022/23 academic year. In total 14 students accepted a place on the BA(Hons) Programme down from 22 in the 2020/21 and 19 in 2021/22. The MA course has seen a slight increase in numbers from 11 in years 2020/21 and 2021/22 to 13 (2022/23) but there were insufficient numbers of master's students to run the programme this year (23/24).

The need to consider a targeted recruitment strategy to increase student numbers is apparent but also to consider how the course may be marketed to diverse and underrepresented groups in society as identified in the analysis of data relating to cohort diversity (see below). The social work

marketing and diversity strategy focusses upon the need to market the programme to ensure the programme is reflective of a diverse society. The strategy seeks to market the programme and recruit students from the following groups:

- Asian, Black, Mixed and Other
- Young Disadvantaged males
- Care Experienced or Care Leavers

Data has been collated from our recruitment and admissions team at the University of Cumbria (UoC), Cumbria Intelligence Observatory, the EDI Annual Monitoring Reports, Social Work England, The Office for Students UK, and Census Data. Data included below has been undertaken from 2019-2022 cohorts and 2022-23 cohort. Not all data has been able to be included due to low numbers of students which may make students identifiable from the data.

BA (Hons) Student Data

Student Diversity Data 2019-2022

Student data relating to the diversity of the BA (Hons) Programme from year of entry 2019/20 to July 2022 which was at the time of Social Work England reapproval visit and covering all three years of the programme showed 52 students were on roll. Of these students, 47 were white female students. There were low numbers of students who identified as black or brown. With respect to disability 8 students of the 52 reported a disability. The majority of students identified as heterosexual. From consideration of this data most students across the three cohorts on the BA programme are white and female. When comparing the student cohort against local and regional and national diversity data the student cohort does not represent a diverse student cohort.

Student Diversity comparisons with National and Regional Data

With respect to gender at the last census the population of Cumbria was 499,800 with a male population of 246,100 (49%) and female 253,700 (51%). (Cumbria Intelligence Observatory).

In comparison of population by ethnicity by birth the majority of people resident in Cumbria and are UK nationals is 476,000 (97.7%) with a population of UK non-nationals 11,000 (2.3%) (2011 census data). The number of people identifying as white British was 482,124 (96.5%). The remaining 3.5% identified their ethnicity as follows:

- 10,133 identified themselves as White: Other (2%)
- 2,504 identified themselves as Mixed / Multiple Ethnic Group (0.5%)
- 4,066 identified themselves as Asian / Asian British (0.8%)

- 579 identified themselves as Black / African / Caribbean / Black British (0.1%)
- 452 identified themselves as Other Ethnic Group (0.1%)

Given this percentage of 3.5% of people identifying as an ethnic minority, the last academic years percentage of students identifying as an ethnic minority is 3.8%. The newest intake of 14 students increased the diversity of the overall BA cohort with a percentage increase of the entire student cohort across the three years is 6.8% (2022/23 academic year). Though this statistic exceeds the population of all ethnic groups for Cumbria, nationally the percentage of ethnic minorities across the UK is 15% (Office of National Statistics). It is positive that the diversity of the student cohort in terms of ethnicity has changed positively and is more diverse this year to parity of national levels some action is required.

The percentage of students identifying themselves as Lesbian, Gay or Bisexual was 5.7% academic year 2021/22. This is higher than the national average of 3.1% for people over 16 from the census of 2021([Sexual orientation, UK - Office for National Statistics \(ons.gov.uk\)](https://www.ons.gov.uk/people-and-population/sexual-orientation)) The favourable comparison of student representation identifying as LGBTQ+ has been achieved through the application process rather than through a clear strategy of marketing the programme to diverse groups.

The percentage of people who report a disability in the UK stands at 22% across all age groups. The percentage of people of working age is 21% (42% by population of state pension age) <https://commonslibrary.parliament.uk/research-briefings/cbp-9602/> . In terms of the BA programme 15.8% of students for the most recent data (2018-2022 for the three cohorts) reported a disability. This equates to 5.2% below the national average. Within Cumbria the percentage of the workforce declaring a disability was 1.74% according to an Equality Impact Assessment undertaken by Cumbria County Council in 2018, however 37% of respondents did not declare a disability. The 2011 census identified 20.3% in Cumbria declared a disability. It was noted that there was an underrepresentation of disabled people in the workplace.

<https://www.cumbria.gov.uk/elibrary/content/internet/536/5901/6049/433131516.pdf>. It is noted that there are a considerable proportion of people who were disabled on the programme this is still below the national average for working age people.

Lastly mention has been made of the large gender variation on the programme. Currently of the 47 students on the programme at the start of the 2022/2023 41 are female. This is significantly lower than the male population of Cumbria (49%). Though social work has a high proportion of women engaged in the workforce (82.6%) with 17.3% identifying as male (Social Work in England: Emerging Themes, 2022). This is significantly lower than the male population of Cumbria (49%)<https://www.socialworkengland.org.uk/news/social-work-in-england-emerging-themes-report-launched/#:~:text=There%20are%2099%2C191%20social%20workers,worker%20in%20England%20is%2045>. This is a significant difference and an area in which any marketing and recruitment strategy would need to consider. It is noted that the data does not capture information relating to non-binary and trans people. Therefore, gap in the data will be fed back through university processes to request that this is collected in future years.

BA (Hons) Student Data 2022-23

The academic year 2022/23 has been a positive year for recruitment of students with the largest number of students recruited to the programme for 2 years. In total 19 students confirmed they would be attending the programme. Therefore, there are currently 18 students on the programme starting in September 2023 (level 4).

Cohort Diversity

Analysis of data of the three student year groups of the BA programme up to the end of the academic year (July 2023 including the graduating year group) shows the following diversity:

Gender: There were 50 students engaged on the programme the majority continue to be white women though there is an increase of males on the previous data set. .

Ethnicity: Of the students the majority as white. As is highlighted by this comparison, the student cohort within the programme is not diverse or reflective of modern society.

Disability: Just under 10% of students reported a disability.

Sexual Orientation: In the current cohort few students reported their sexual identity identified as Gay/Lesbian/Bisexual. Numbers have not been included so as to prevent possible identification.

The total number of the population of Cumbria who identify by ethnicity is small. Most of the population of Cumbria is predominantly white British at 95.4% and 2% as white other with 2.6% identifying as Black, Dual Heritage, Asian or other. Broadly speaking, two groups stand out as being underrepresented within the programmes (particularly the BA programme). These are Black and People of Colour and males. Students enrolled upon the programmes are predominantly female and white and from Cumbria as the cohort statistics indicate. Therefore, there is a need to consider a marketing and recruitment strategy that is aimed at Black and People of Colour populations and males. The team have been working with the Marketing Team within the University to address this as well as the EDI subgroup who will review any strategy and the Marketing and Recruitment subgroup of the Social Advisory Board (please see below). It should be noted that the development of a marketing and recruitment strategy focusing initially on these two groups should be considered as a long-term approach.

It is noted that the new cohort recruited through the year under review (though starting for the 2023/24 academic year) are more representative. The diversity of the three cohorts is still predominantly white and female, however there has been an increase in diversity. The percentage representation of black students on the course is 6% which is now greater than the population of Cumbria identifying as black, Dual Heritage Asian, or other. The male representation on the course has increased to 14% from 9.6%. Though there is a need to continue with a marketing and recruitment policy which seeks to recruit a more diverse student population, it is clear some improvement has occurred from the previous year and since 2018/19.

In terms of age the cohorts represent a positive balance of younger students continuing to study from college or school and between 18-21, returning students in their mid-20's and 30's seeking an alternative career and older students. There is clearly an increase in the number of males entering the course which is a target of the recruitment strategy.

In light of the analysis of the student cohort data and the areas identified where the programme needs to consider changing and adapt the marketing approach to appeal to and boost recruitment across the key social groups. It is noted that though the diversity of the group has increased across areas since 2022 this occurred without a clear strategy of marketing the programme to diverse groups. A clearer strategy would be beneficial for the programme to make it more equitable for a range of applicants seeking to study social work.

Step 3: Assessing the change in relation to potential impact on the universities diverse community					
	Acknowledge Potential Positive, Negative or Neutral Impact on Groups (please include relevant data if possible)	Action Plan: how will you mitigate or remove the potential negative impact and maximize the potential positive impact?			
		Action required	Person responsible	Target date	Progress to date
Age (consider older people, younger people, early-career researchers etc.)	Positive Of all students enrolled between 2019/20 - 2022/23 52 were on the BA and 33 on the MA programme.	To monitor and review regularly. Modules with the SW programmes address the developmental needs of a person over their life span.	SW Principal Lecturer Tracy Cowle and team	September 2024	The Office for Students UK state that around 30% of UK students are classed as mature students. Both the BA and MA have statistics above the

	<p>The breakdown of ages for BA = 14 aged 20 and below and 38 students were aged 21 years and above (i.e. mature students).</p> <p>The MA programme has all mature students with 17 aged 30 and below and 16 31 years and above.</p>				sector average (73.07% and 48.8% respectively).
Disability (including mental health and non-visible disability)	<p>Neutral/Positive</p> <p>The UoC has a student disability policy [Click here for student disability policy] And a team dedication to the assessment</p>	<p>Development of a specific marketing and recruitment plan for Social Work in line with analysis of existing data. Continue to monitor and review.</p> <p>New disabilities representative to participate in the EDI subgroup.</p>	SW Principal Lecturer Tracy Cowle and team	September 2024	In terms of both programmes the percentage of students with a disability this year is 14%. This has dropped slightly from 17% and 21%

	<p>of students with a disability who advice on finance and support: [Click here for student finance disability information]</p> <p>Students who have specific learning disabilities Students can also be referred to the UoC Occupational Health Partner for support and advice: [Click here for UoC Occupational Health Partner]</p> <p>NB: Jo Smith is currently doing an access audit on the accessibility of the website and webpages for the UoC currently.</p>				<p>for the previous year's intake for the Data for 2019-2022/23 provided by the Data Management Team at UoC. This equates to 5.2% below the national average. For those students with disabilities they Learning action plans are requested where consent is given to identify individual needs to support students. Within the placement preparation, adjustments and needs of students are considered</p>
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	<p>The EDI steering group has reviewed this document.</p>				<p>Learning and Teaching</p> <p>Students have had sessions led by people from the Expert by Experience steering group on different aspects of mental and physical disability, learning difficulties, ADHD/Autism and included carers perspectives also.</p> <p>Lectur co-produced with a representative from the EDI group and lecturer for</p>
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					<p>both programmes.</p> <p>Review of modules has focused on disability policy being introduced into HSWG4005, Anti-Disablist practice and personalization in HSWG4006, Undertaking Risk assessment with disabled people HSWG4010. Communicating with disabled people HSWG4007. Assessments for disabled adults HSWG5009 and Safeguarding Disabled Children HSWG5009</p>
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					<p>Module content will be reviewed by EDI group.</p> <p>UCSU have rejuvenated their Disabled and Neurodivergent Student network that students can access.</p>
<p>Gender reassignment (including Trans and non-binary people, gender identity and gender expression)</p>	<p>Neutral</p> <p>Within the UoC the percentage of students who do not identify with the gender they were assigned at birth has risen slightly from 0.6 (2019/20) to 1.7% (2021/22).</p> <p>All students have an</p>	<p>To monitor and review moving forward.</p> <p>Trans awareness has been embedded into first year modules and the Expert by Expert Steering Group will continue to diversify its membership to include trans members and trans allies.</p> <p>Trans members and allies to be welcomed to participate/co-produce learning materials.</p>	<p>SW Principal Lecturer Tracy Cowle and team</p>	<p>September 2024</p>	<p>Inclusion of learning materials within some modules (e.g. 4109 and HSWG4006 on gender identity)</p>

	<p>assigned personal tutor to support them throughout their studies. Policy below: [Click here for personal tutor policy]</p> <p>Students have access to other support as appropriate. Link to student support page: [Click here for student support page]</p> <p>The UoC does have an EDI policy [Click here for EDI policy]</p>				
Marriage and civil partnership	<p>Neutral</p> <p>This data is not collected</p>	Continue to be aware of any issues raised	SW Principal Lecturer Tracy Cowle and team	September 2024	

<p>Pregnancy and maternity (including adoption)</p>	<p>Neutral</p> <p>Specific data is not collected in this respect. The UoC has a student maternity, paternity and adoption policy: [Click here for student maternity, paternity and adoption policy]</p>	<p>Continue to monitor and review in line with student policies.</p> <p>All students who are pregnant will have support in undertaking maternity risk assessment</p>	<p>SW Principal Lecturer Tracy Cowle and team</p>	<p>September 2024</p>	<p>Student Pregnancy and Family Leave Policy has been recently reviewed and updated</p>
<p>Race</p>	<p>Positive</p> <p>Including the new for the BA/MA for 2022/23 of the 85 students we currently have: 12 students who identify as Black (BA 3, MA 9), 5 as Dual Heritage (all BA), 1 as Asian (MA), 66 as white (43 – BA, 23 – MA) and 1 student</p>	<p>Development of a specific marketing and recruitment strategy for Social Work to attract a wider diversity of students. Ongoing analysis of existing data set.</p> <p>However, it is positive that the diversity of the current student population in terms of ethnicity has increased this year overall from 2019/20 levels which were:</p> <p>Anti-Racism Cumbria has been working alongside the SW team and are members of the EDI subgroup and Social Work Advisory Board to help us review our curriculum and embed more race awareness and decolonialize our materials. Modules and learning plans continue to be scrutinized to ensure diverse groups are represented in materials.</p>	<p>SW Principal Lecturer Tracy Cowle and team</p>	<p>September 2024</p>	<p>In terms of increasing the student cohort diversity to parity of national levels some action is required in some respects (particularly regarding Asian students). It is noted that this growth has increased without a clear strategy of</p>

	<p>did not declare. As such the percentage increase of the entire student cohort is 18.8% (2022/23 academic year). This exceeds the population of all ethnic groups for Cumbria, and nationally the percentage of ethnic minorities across the UK is 15% (Office of National Statistics).</p>	<p>Implement and facilitate mutual support group for ABMO students within social work and the wider Institute of Health</p> <p>Implement and facilitate mutual support group for ABMO students within social work and the wider Institute of Health</p> <p>Social work students recently had training delivered by Multicultural Cumbria.</p> <p>The UoC is hosting a race and intersectionality conference in June this year 2023.</p> <p>EDI conference for social work and working with children and health and social care courses.</p> <p>Development of inclusive marketing materials that reflect the contribution of ABMO learners within a Social Work or care setting, Review of images used within the course pages of the programmes.</p>			<p>marketing the programme to diverse groups. A clearer strategy would be beneficial for the programme to make it more equitable for a range of applicants seeking to study social work.</p> <p>Staff and students now have access to an online programme tackling racism called Union Black. Undertaking Union Black for staff, written into PPDR reviews.</p> <p>The HE sector average for BAME students</p>
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					is 25.9% of the student population. Within the UoC BAME students whilst below the sector average has risen slightly from 8.4 to 9.2% between 2019/20 - 2021/22 (EDI Annual Monitoring).
Religion and belief (including those without religion or belief)	Neutral Within the UoC the majority of students report holding no religious beliefs 48%, Christianity is the highest 37.7%, Muslim 5.2%, Spiritual 1.6%, Other 1.5%, Hindu 0.8%, Buddhist 0.3%, Jewish 0.1%. 4.5% of students did not respond.	When students are approaching the point of going out on placement, they complete a profile which asks for any specific accommodations which need to be met. When on placement this is followed up in the Placement Learning Agreement Placement Handbook 2022 - 2023.pdf	SW Principal Lecturer Tracy Cowle and team	September 2024	The Social Work Advisory Board and Expert by Experience (also referred to as People with Lived Experience and Their Carers) groups are working in line with feedback from Social Work England to include a great range of diversity with

	<p>The university has multifaith spaces at all its sites and access to the chaplaincy team [Click here for information on chaplaincy team]</p>				<p>regards to religion and beliefs in the module contents and membership of the SWAB/EbE group.</p>
Sex	<p>Numbers of male students is increasing from low of 2018/19 described above.</p> <p>Address the gender gap within the Social Work programme, focusing on supporting the regional challenge aligned to Young Disadvantage Males (YDM)</p>	<p>Development of a specific marketing and recruitment plan for Social Work in line with analysis of existing data.</p> <p>Outreach content for Social Work is created to overcome the barriers facing YDM</p> <p>Specific Social Work YDM content is created across the student journey to enrolment aligned to the known YDM barriers, using and enhancing our University Contextual Admissions through this process.</p> <p>Inclusion of material from male social workers within marketing material</p> <p>Market integrated Foundation Year as a feeder to social work programmes for students not attaining tariff for entry</p> <p>Publication of use of PCF within marketing material and within invite to interview information.</p> <p>Development of inclusive marketing materials that reflect the contribution of male learners within a Social Work or care setting</p>	<p>SW Principal Lecturer Tracy Cowle and team</p>	<p>September 2024</p>	<p>M and R strategy employed to set contextual recruitment support to increase numbers.</p> <p>There has been an increase in the number of males engaged on the BA Social Work programme.</p>

Sexual orientation	Data analysis undertaken as above but due to small numbers not reported as it may lead to students being identified.	Development of a specific marketing and recruitment plan for Social Work in line with analysis of existing data.	SW Principal Lecturer Tracy Cowle and team	September 2024	The favorable increasing of student representation identifying as LGBTQ+ has been achieved through the application process rather than through a clear strategy of marketing the programme to diverse groups. UCSU have rejuvenated their LGBTQ+ Student network that students can access
Other Care Experienced Students	Positive We currently have no international students registered on the SW programmes.	Development of a specific marketing and recruitment plan for Social Work in line with analysis of existing data. There is support within the UoC for Care Leavers [Click here for Care Leavers information] And there are plans within the team to appoint a mentor within social work to	SW Principal Lecturer Tracy Cowle and team	September 2024	Data analysis undertaken as to the numbers of care experienced students who are engaged on the programme.

	<p>Every year since 2019/20 we have had 2 care leavers on the BA programme (although none on the MA). This year's intake sees one care leaver on each programme.</p>	<p>have responsibility for supporting care leavers and signposting to wider support.</p> <p>Data management been approached to update current numbers of care experienced young people registered on the programme where reported.</p> <p>UoC offer support to care experienced students including</p> <ul style="list-style-type: none"> • an entry package to get students started at university • a dedicated pre-entry and post-entry contact • an initial meeting with a key contact including an initial finance meeting, advice and guidance on applying and personal statements, which can be done via telephone • increased priority in being allocated a Cumbria Bursary for young care leavers who declare their status https://www.cumbria.ac.uk/about/community/care-leavers/ • Accommodation at all campuses 365 days a year • Additional PT meetings t care experienced students. 			<p>Due to small numbers not reported as it may lead to students being identified. However there are approximately 8-9% of students who have experience of care within the cohort.</p>
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Step 4: Next steps. Please consider:

- Is further monitoring/engagement required?
- How will you measure mitigation in regards to potential negative impact?
- How will you measure maximizing potential positive impact?
- When will you review this EIA?

Impact will be reviewed through analysis of retention, continuation, and achievement rates from 2023/2024 onwards within the Annual Monitoring Review comparing to previous years.

Review of Teaching Learning and Assessment materials through the EDI group.

Review of people with lived experience views on inclusion with core programmes.

Record of guest speakers kept to monitor

Step 5: Final review. Please confirm the lead colleague has reviewed this EIA and is satisfied it can be considered for final consultation/sign-off.

Name: Matthew Smith

Date: 24/01/24

Step 6: Institutional approval confirming that this EIA is satisfactory in terms of analysis, consultation and mitigation, acknowledging that future monitoring and review will be undertaken to assess actual impact.

Chair of Committee/Director of Institute/Head of Service: EDIW Monitoring Group

Date: 07/02/24