

Kingston's Approach to the BME Attainment Gap

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Head of Equality, Diversity and Inclusion,

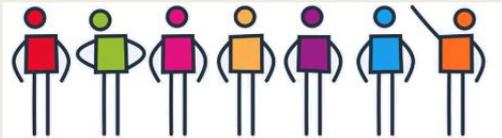
Directorate for Student Achievement

Kingston's Approach: Diversity as Inherent Value

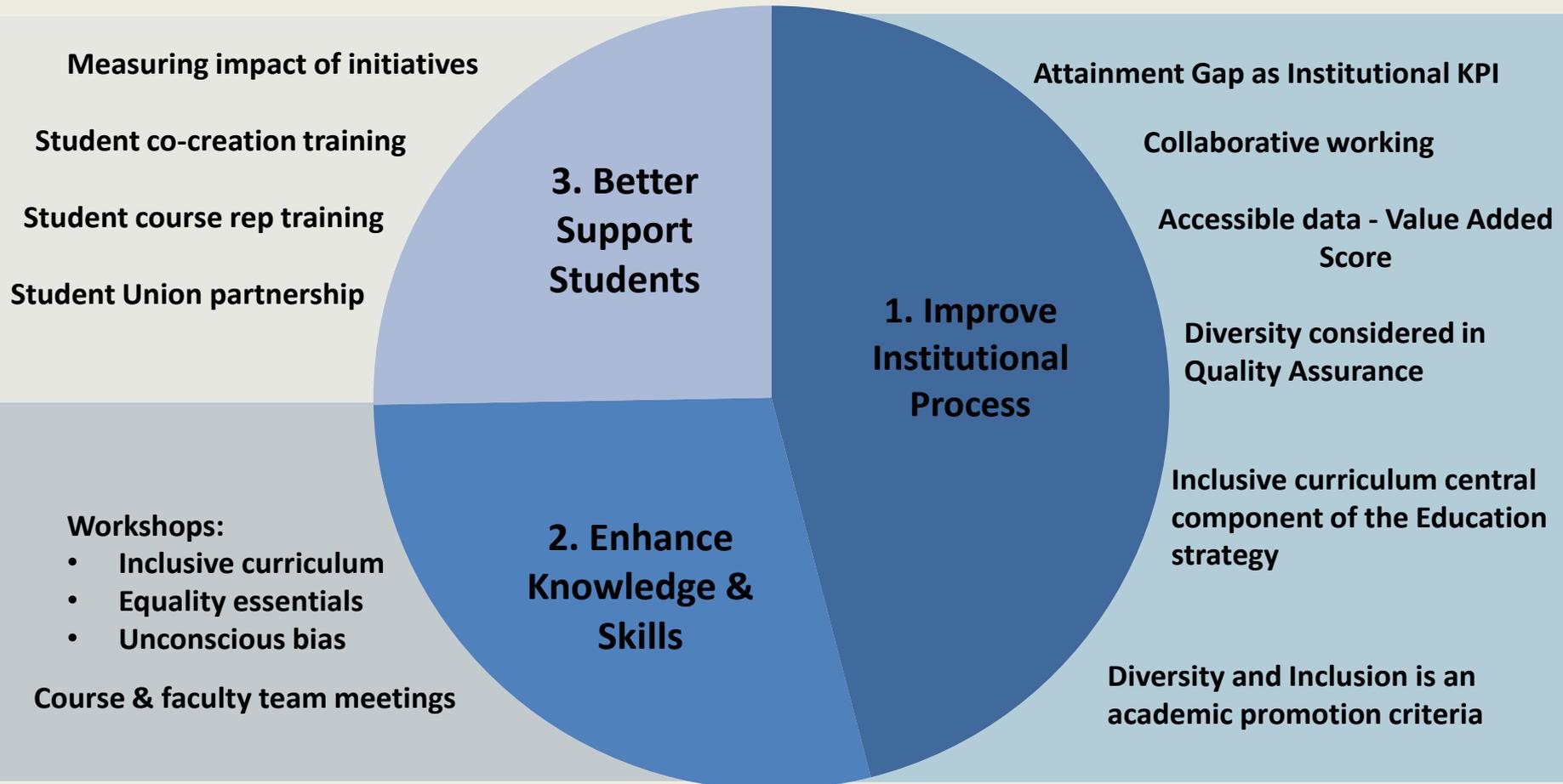
“A university is an educational institution. Our business is about knowledge. That means that we all have to learn... And we will learn more from those people, those ideas, and those phenomena that we do not know, than from those we know only too well....**We need to pursue this diversity of people and ideas to increase the quality of our core business** – which is to learn. Only in this way....can we really meet our responsibility to our students” (Chris Brink, 2008)

Kingston's Institutional Approach

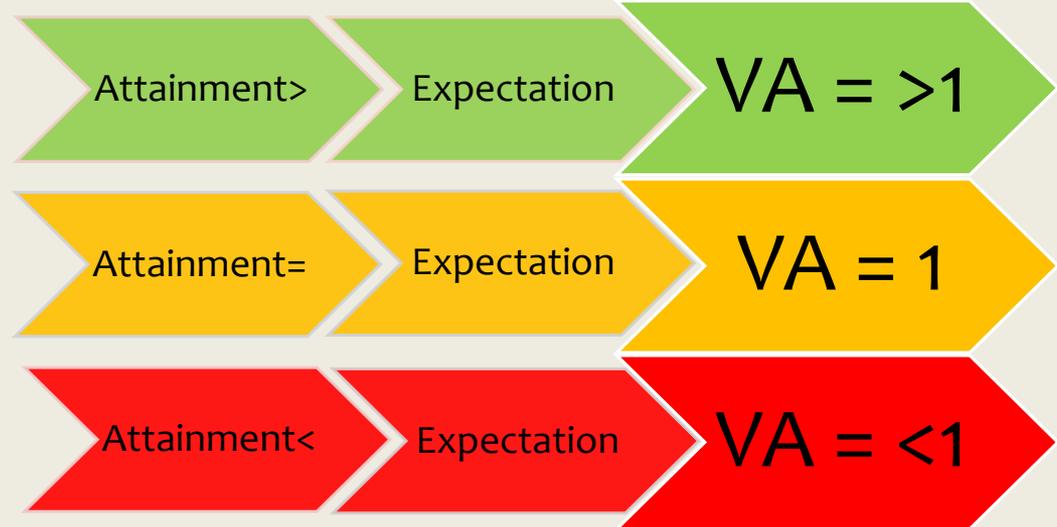
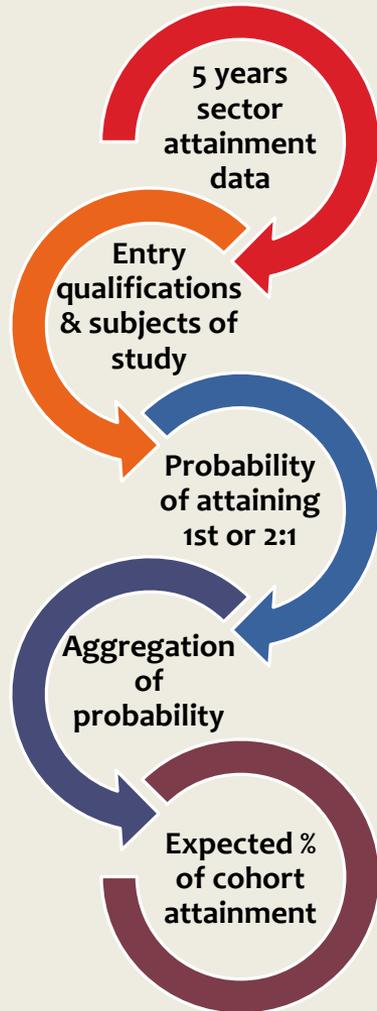
- Move away from the student deficit model
- Top down and bottom up
- Distributed leadership
- Mainstreaming



Kingston's Approach



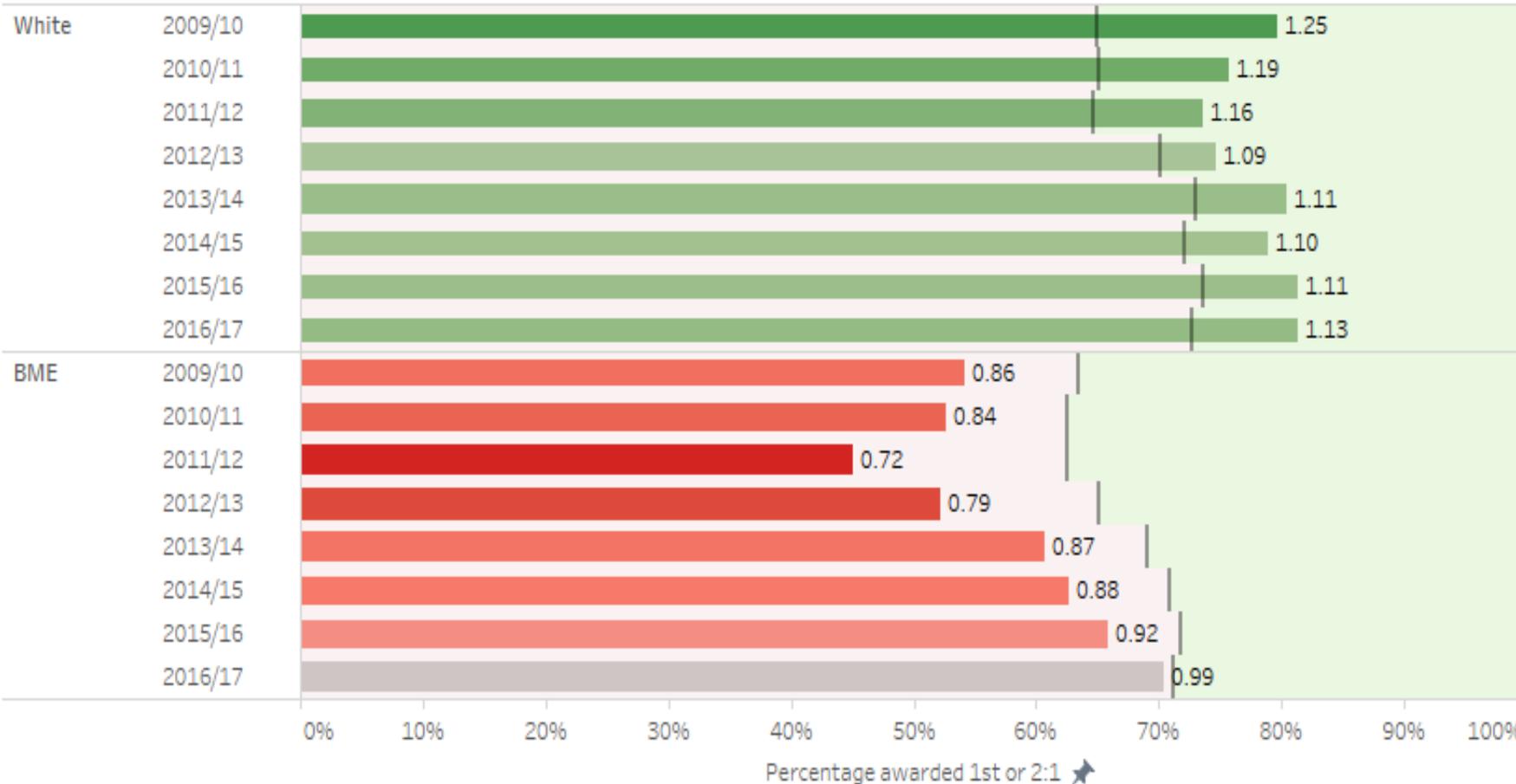
Measuring the Gap: Value Added (VA) score



Value Added Improvements

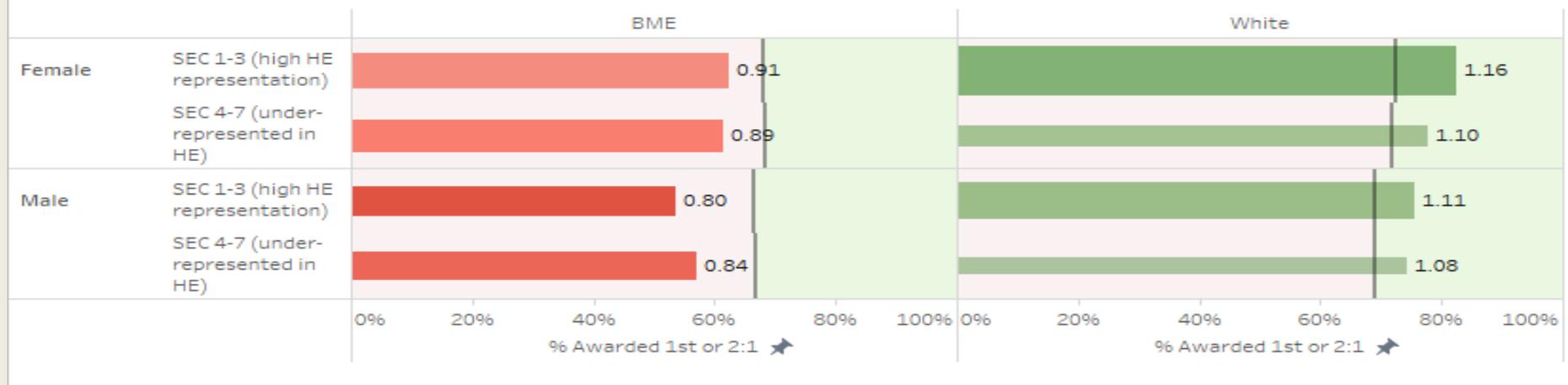
Ethnicity

BME status Year

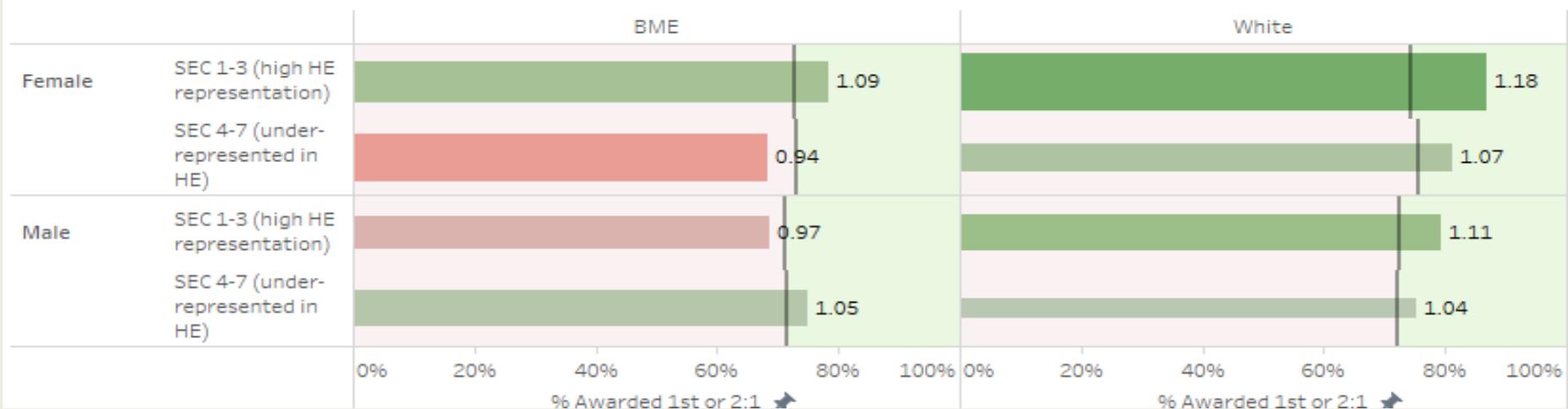


Ethnicity/Gender/SEC Class: VA

SEC/Gender/Ethnicity: Year - All, Faculty - All



SEC/Gender/Ethnicity: Year - 2016/17, Faculty - All



Principles of the Inclusive Curriculum Framework

- 1) Create an accessible curriculum
- 2) Enable students to see themselves and their backgrounds reflected in the curriculum
- 3) Equip students with the skills to positively to and work in a global and diverse world

Teaching	Create an accessible curriculum	Enable students to see themselves reflected in the curriculum	Equip students with the skills to positively contribute to and work in a global and diverse environment
In the concept			
In the content (case study: question, discussion)			
In the delivery			
In the assessment			
In the feedback/forward			
In the review			

Find out more [here](#)

Kingston's Inclusive Curriculum Framework

- Roadmap
- Aligns disparate narratives of inclusive education
- Multi-dimensional
- Concept to Review
- Moves principle into practice

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Involving students Student Curriculum Consultant Programme

Rationale

- Acknowledge the benefits of co-creation and the central role that students can play in curriculum design

What do they do?

- Are trained and supported by the EDI unit to provide course teams with diverse student perspectives.
- Use the Inclusive Curriculum Framework to review course materials
- Discuss how a particular course or module can work toward being more inclusive and accessible to our diverse student body.
- Participate in a consultative process with academic staff