

## Addressing Differential Outcomes for BME Learners Working Group 19 December 2017, 2-5pm, Kingston University

### **Objectives of BME working group session**

Identify what works and is effective and what has been challenging

Share best practice and case studies

Outline overall aims of working group for forthcoming year

### **Meeting format**

3-4 meetings in the year

3-4 months between each meeting

Location flexible

**Break Away Group Topic 1a:** Challenges/ barriers when addressing differences in HE outcomes between ethnic groups?

- Access to information and break down of information
- Lack of inclusivity in curriculum
- Academic skill limitations e.g writing a first class essay
- Staff perceptions and explanations for lack of engagement – academic and non-academic (all need to have conscious bias training)
- Developing strategies around inclusive practice
- Fear of having ‘difficult’ conversations (what is the correct language?)
- Little accountability until cultural review

**Break Away Group Topic 1b:** What works when addressing differences in HE outcomes between ethnic groups?

- Personal tuition/mentoring/councillors (tackling imposter syndrome)
- Not presenting data as numbers and percentages but rather through visual representation
- Transition mentors scheme
- Writing groups
- Human library project
- Senior level staff working with students to dissect language
- Positive impact of bringing in someone from another institution to share best practice
- Establishing realistic preparatory steps for your institution instead of trying to match another institution or ‘run before you can walk’

## **Aims**

What do we want to achieve by the 4<sup>th</sup> meeting? What will be done in each and in-between each session?

- Produce a report/host a seminar on findings
- Have a set theme for each meeting

### **Topics & Theme Suggestions**

- Using HEFCE data to guide change
- Inclusive curriculum and what that means, case studies of how institutions have tackled addressed it
- Student and staff collaborations as a working group approach
- Guide for institutions on changing institutional culture – understanding starting point, who needs to be involved, what's in it for everyone?
- Benchmarking tool (i.e. flowchart/checklist) to establish the steps towards whole institution closing BME attainment gap from a whole-institution viewpoint (asking certain questions before coming up with a strategy like: Do you understand your attainment gap, etc.)

### **Working Group will Offer Members**

- A platform to share good practice
- Support in a non-competitive and safe environment
- Input and participation from a diverse range of organisations

### **Future Meetings**

*March Meeting – Hosted at UCL by Paulette Williams*

*Topic/Theme: Inclusive curriculum*

- Student and staff focused: both working together as equipped partners
- Bring a student
- Staff capability to address biases and teach an inclusive curriculum, equipping staff to have those conversations

*June/July Meeting – Hosted at University of Lincoln by Paulina Babuchowska*

*Topic/Theme: Institutional change and challenges in defining that*

- Looking at the journey towards whole institutional change to address differential outcomes for BME group

*Nov/Dec Meeting – Hosted at Sheffield Hallam University by Stella Jones-Devitt/Liz Austen*

*Topic/Theme: Production of a visual report, guide, conversational seminar by the group on the topic of addressing differential outcomes for BME learners*

### AOB/ Suggestions

- Expand the membership of the group (e.g. providing a taster session for non-NEON members at a discount)
- Establish an email forum for sharing updates and in-between meetings (e.g. An 'Addressing Differential Outcomes for BME Learners' jiscmail, using file store area on Jisc to share research and updates – How will this be facilitated)
- Invite a guest speaker to the final meeting