

## BAME Forum Sector Policy Update 2: January 2020

### Reports and Guidance

#### **Students as Partners Guide: Student Engagement Through Partnership (December 2019)**

Advance HE

<https://www.advance-he.ac.uk/knowledge-hub/students-partners-guide-student-engagement-through-partnership>\*

\*Your institution must be an Advance HE Member In order to access the resource

#### “Definitions and Language

Several terms have emerged to capture the work of student-staff collaboration in higher education, including ‘co-creation’, ‘students as partners’ and ‘pedagogical partnership’. A widely cited definition of such partnership is:

*“a collaborative, reciprocal process through which all participants have the opportunity to contribute equally, although not necessarily in the same ways, to curricular or pedagogical conceptualisation, decision making, implementation, investigation, or analysis.”*

(Cook-Sather, Bovill & Felten 2014, pp. 6 – 7).

Partnership is understood not as an outcome but rather as a process by which student engagement is developed through the practice of student-staff collaboration. Partnership is a form of student engagement, but whilst all partnership is student engagement, not all student engagement is partnership (Healey, Flint & Harrington 2014). As Figure 1 illustrates, engagement is experienced in a range of different forms of collaboration, with partnership as a specific way of students and students, or students and staff, working together. Yet within any given partnership project or initiative, partners may find themselves working at various points along this continuum during different stages. For example, staff may need to inform students about how the university of wider higher education system is structured and operates, such as the quality assurance processes, and how these may constrain what is possible. Yet at another point in the same project, the students may be entirely in control, such as designing student engagement activities.”

#### **Equality, Diversity and Inclusion in Research and Innovation: UK Review (December 2019)**

UK Research and Innovation (UKRI) and Advance HE

<https://www.ukri.org/files/final-edi-review-uk/>

“UK Research and Innovation (UKRI) commissioned Advance HE to review equality, diversity and inclusion (EDI) challenges and interventions in the research and innovation (RI) sector. This review examines the UK context only (a concurrent review examines the international context).

A review of literature, both academic and ‘grey’, and responses to a Call for Evidence were used to address the following five research questions:

- Previous work – which organisations have previously reviewed and explored the key challenges for EDI in the R&I landscape?
- What works? – among interventions implemented by organisations comparable to UKRI, which have proven effective, or less effective, and why?
- Measuring success – how is the effectiveness of EDI interventions measured and are there methods that are particularly useful for the R&I landscape?
- Enhancing data and disclosure – how can EDI data capture and disclosure rates in the R&I landscape be improved?
- Who is leading? – which organisations are leading in terms of EDI in R&I?

### Focus on gender and general EDI

A large proportion of sources focuses on gender (or sex) equality, with most aimed at women, or EDI in general (for example, information related to identity characteristics is removed before job applications are reviewed). A smaller proportion of sources discussed other characteristics, such as age, disability or socio-economic status, as the primary target of interventions.”

## **News and Articles**

### **The BAME attainment gap is not the fault of BAME students**

*Times Higher Education, 5<sup>th</sup> December 2019*

<https://www.timeshighereducation.com/opinion/bame-attainment-gap-not-fault-bame-students>

“Asking BAME students to spend significant amounts of time helping universities decolonise the curriculum is far from the ideal situation, says Daniel Akinbosede.

It is difficult to be in UK higher education and be unaware of the black, Asian and minority ethnic (BAME) attainment gap. There have been numerous studies conducted, reports written and interventions trialled, yet it feels as though we are still decades away from closing it.

Many people still deny institutional responsibility, clinging to the ‘deficit model’ that puts the blame squarely on BAME students’ perceived lower entry grades and poorer socio-economic circumstances. Thankfully, this is now widely recognised as false. Data from the Higher Education Statistics Agency and the Office for Students show that the gap exists even when grades and wealth are controlled for.”

### **White bias shouldn’t deter BAME women researchers**

*Eastern Eye, 18<sup>th</sup> December 2019*

<https://www.easterneye.biz/white-bias-shouldnt-deter-bame-women-researchers/>

“Asian academics said women pursuing STEM subjects should not be deterred despite analysis revealing white researchers are more likely to receive funding for their research than ethnic minorities.

Analysis of data from seven UK research councils last month showed that when compared to BAME researchers, white academics are nearly 59 per cent more likely to be awarded funding. Findings also showed that the average research grant given to white researchers is more than £100,000, when compared to what is awarded to ethnic minorities.”

### **I didn’t think university was for an Irish Traveller like me**

*BBC News, 18<sup>th</sup> December 2019*

[https://www.bbc.co.uk/news/newsbeat-50726940?intlink\\_from\\_url=https://www.bbc.co.uk/news/topics/cmwj4z64323t/higher-education&link\\_location=live-reporting-story](https://www.bbc.co.uk/news/newsbeat-50726940?intlink_from_url=https://www.bbc.co.uk/news/topics/cmwj4z64323t/higher-education&link_location=live-reporting-story)

“According to UCAS, only 70 students identify as Gypsy, Roma or Traveller (GRT) in the UK were accepted into university last year, compared to 350,000 nationally.

The Office for Students suggests the barriers which limit these groups from accessing higher education include:

- Cultural barriers such as mobility, language, cultural norms and identities;
- Material barriers such as poverty, inadequate housing, homelessness and access to healthcare;
- Discrimination in schools, higher education and the media;

- Bullying and racism;
- Parental lack of knowledge and experience of the UK education system.”

**Sheffield University to roll out training on ‘micro-aggressions’**

*The Telegraph, 13<sup>th</sup> January 2020*

<https://www.telegraph.co.uk/news/2020/01/13/sheffield-university-roll-training-micro-aggressions/>

“Sheffield University is rolling out training for students on ‘micro-aggressions’ such as asking Japanese students about sushi and confusing banana with plantain.

The Russell Group institution said that it wanted students to challenge “subtle but offensive comments” directed at their black, Asian and minority ethnic peers.

The university pointed to examples of micro-aggressions that were highlighted by the students’ union campaign, such as asking “Why are you frying a banana?” when it is in fact plantain and saying “That raw fish stuff... Japanese culture is weird.”

... Professor Koen Lamberts, president and vice-Chancellor of Sheffield University, said: “We think it’s important to be open and honest about racism, which is why we listened to our students and worked closely with our Students’ Union and our BME committee to develop the Race Equality Champion roles to change the way people think about racism.””