

## Addressing the BAME Outcome Gap: The Importance of Evaluation and Research

The outcome gap between students from different backgrounds has now been accepted as a real and urgent issue for the HE sector. However, strategies for addressing this remain underdeveloped and solutions are not straightforward. To better understand the BAME outcome gap and to support constructive work towards real solutions, this series of three linked events will focus on the broader cultural issues within the academy which are at the heart of the outcome disparity for some BAME students and look at some examples of best practice in the sector. This event will focus on curriculum change with Nona McDuff OBE talking about the Inclusive Curriculum Framework and Dave Thomas exploring a culturally sensitive curriculum scale as a framework to assess the impact of curriculum change.

◆ **1.45 Virtual coffee & registration**

◆ **2.00 Welcome**

**Annette Hayton, NERUPI Convenor**

◆ **2.05 Closing the gap through an institutional approach to the inclusive curriculum**

**Nona McDuff OBE, Solent University Southampton**

Within higher education, inclusion of students from all backgrounds is vital for social mobility and economic development. By simplifying and 'sense making' complex and abstract perspectives of equality and inclusion into rubrics for best practice, the Inclusive Curriculum Framework (ICF) can have practical utility in all discipline contexts. This presentation offers a unique way of looking at awarding gaps; illustrates how the work to embed inclusivity in teaching needs to be part of an institutional approach to reduce the BAME/other awarding gaps; and explains how the Inclusive Curriculum Framework has been utilised to bring about innovation in practice.

◆ **2.45 Break**

◆ **3.00 Culturally sensitive Curricula Scales as new tools for evaluating students' perceptions of the cultural sensitivity of the curriculum**

**Dave Thomas, University of Kent**

At a time of growing and deepening political, economic and social unrest, the landscape of higher education is changing. Students and staff across the sector are calling for a more culturally sensitive curriculum and the moral imperative to resolve systemic inequalities that shape experiences and outcomes has become even more important. Directives from the Office for Students to reduce attainment disparities have seen universities develop detail strategies to meet these objectives. Drawing on findings from empirical research and references to case studies, Dave Thomas here proposes a culturally sensitive curriculum scale as an evidence-based framework to assess the impact of a more culturally sensitive curriculum in promoting richer interaction between students and teachers, engaging racially minoritised students' interest and increased effort, and subsequently positively influencing the BAME outcome gap.

◆ **3.40 Introduction to the Workshop**

◆ **3.50 Workshop Discussion Groups**

◆ **4.40 Feedback from Groups**

◆ **5.00 Close**