

# TAKE THE *LEAP*

March 2016

## Unconscious Bias training

Following the success of the Leadership Conference in November which focussed on Unconscious Bias, we have organised some more staff development sessions. These are to ensure that we all recognise and minimise any unconscious bias in our approach to the recruitment and teaching of students. The sessions are therefore open to all staff involved in these processes. The following dates and times have been scheduled, and you are now invited to select one workshop from the following dates and times and then book through My View using Bias as the keyword

<b>Workshop 1</b>	Fri 29/04/2016	9.00-12.00	(Stoke)
<b>Workshop 2</b>	Fri 29/04/2016	1.30-4.30	(Stoke)
<b>Workshop 3</b>	Wed 04/05/2016	9.00-12.00	(Stafford)
<b>Workshop 4</b>	Wed 04/05/2016	1.30-4.30	(Stafford)
<b>Workshop 5</b>	Fri 20/05/2016	9.00-12.00	(Stoke)
<b>Workshop 6</b>	Fri 20/05/2016	1.30-4.30	(Stoke)

## Proposed qualitative research to listen to the BAME student voice

During semester1, our BAME Advocates had a number of learning conversations with students to try to gain an insight into any pertinent issues which could then trigger further discussion (e.g. at the BAME Focus and Steering Groups). These conversations happened in different ways, for example, some were 1:1s whereas others were through talking with groups of students. The learning conversations provided a small sound-bite of the views of some of our BAME students, and one of the recommendations from the BAME Advocates was that we should commission a small-scale cross-institutional research study to hear more of the BAME student voice. Just to report then that this process is now underway, with the ADU working in partnership with the School of Education. It is proposed that this research would be qualitative rather than quantitative in nature so that we could gain a more in-depth insight into:

- approaches to study,
- any barriers encountered
- the extent of the access to study support (and from whom)
- the underlying expectations of the student experience within a Higher Education setting

Hopefully this research project will start in March and be completed by the end of December 2016.



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### **BAME Community Advocate Role**

Just to let you know that at the start of semester 2, Mehwish Javid was appointed as an additional BAME Advocate within the University.



The primary focus of Mehwish's role is to identify and share information with staff and students on potential Community-based BAME role-models. In addition to sourcing a list of possible BAME speakers, Mehwish will be helping to develop a series of 'Inspired Futures' filmed interviews with BAME community-based role-models. It is intended that these will become a set of sustainable resources accessible to students and staff.

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### **Diversifying Academic Leadership**

Two of our BAME advocates, Louis Martin (Business Education and Law) and Mani Das Gupta (Health Sciences) have managed to secure places on the LFHE's (Leadership Foundation in Higher Education) new Diversifying Academic Leadership course and have already attended two out of the three days. As part of this course, Louis and Mani will each be undertaking a BAME-focussed project. Louis' project will focus on developing a module for Law students on effectively using the language of Law, and Mani will be examining how BAME students can be encouraged to access academic support.

### **BAME Focus Group**

The BAME Focus group has now met three times during this academic year and the topics which have been covered include:

- The in-Faculty/Service work of the BAME Advocates
- Peer Mentoring
- Inclusive practice
- Learning conversations
- Staff development

Importantly, a standing agenda item within every meeting is 'The Student Voice', giving all students who attend the opportunity to raise issues relevant to the work of the group.

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