CLOSING OUR GAP

STRATEGIC FRAMEWORK

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Canterbury Christ Church University

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We believe passionately in the power of education to transform lives. This is central to our University's mission. We also value our friendly and inclusive community of students and staff, preparing individuals to contribute to a just and sustainable future.

Our commitment to every student, each other, and indeed wider society, means we have a responsibility to promote equal opportunities for all, to embrace diversity, and ensure we are inclusive and diverse in all we do.

The BAME attainment gap brought into sharp focus the progress we need to make in this critical area. A lot of work has been undertaken to date, but there is much more we all need to do across all areas of the University.

The Senior Management Team recognises the importance and urgency of this work and has approved our Closing Our Gap Framework to guide the University through both short and long-term change. The work highlighted in this framework demonstrates our commitment to change and eradicating racial inequalities at Canterbury Christ Church University and the wider community. Through this work, we will work collaboratively with our students to ensure that students from BAME backgrounds are given the opportunity to achieve their potential and career aspirations.

We ask that every colleague in the University actively engages with the framework, continues to find solutions on behalf of our students and each other, and is a leader for positive and lasting change.

Thank you.

PROFESSOR RAMA THIRUNAMACHANDRAN, VICE-CHANCELLOR AND PRINCIPAL

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INTRODUCTION

The Black, Asian and Minority Ethnic (BAME) attainment gap is a significant concern for Canterbury Christ Church University and the higher education sector.

At Canterbury Christ Church University (CCCU) we have a great reputation for attracting students from a BAME background, with BAME students accounting for 25% of the student population. The University recognises the perils of homogenising such a diverse group of students and therefore, further scrutiny of our data has highlighted that the largest gap is observed between Black students and White students. In the 2018/19 academic year, our Black students accounted for 13% of the overall student population and therefore, the work described in this framework focuses on institutional changes that we can make to ensure that our Black students experience an inclusive and diverse education that fosters a sense of belonging and allows them to reach their potential.

The work and activities associated with Closing Our Gap are complex and varied, therefore in order to organise our thinking and planning, a strategic framework has been developed. The framework has been designed to embed the University's *Learning and Teaching Strategy*,[#] existing commitments in our *Access and Participation Plan 2020/21-2024/25*,[*] and incorporates the recommendations outlined in the *Universities UK and NUS joint report*.[†] The framework provides a clear overview of the work with associated timescales and will be used to track and monitor over time. Through consultations with staff and students across the institution, we have identified work strands that have been grouped under three categories: **Culture, Curriculum and Community.**

www.canterbury.ac.uk/learning-and-teaching-enhancement/docs/Learning-and-Teaching-Strategy-2015-2022.pdf

* www.canterbury.ac.uk/outreach/docs/Access-and-Participation-Plan-20-25.pdf

† www.universitiesuk.ac.uk/policy-and-analysis/reports/Documents/2019/bame-student-attainment-uk-universities-closing-the-gap.pdf

1. CULTURE

The University is committed to creating an environment that celebrates diversity in which our core values are reflected.

2. CURRICULUM

The University is committed to developing diverse and inclusive curricula that are representative and reflective of the staff and student body.

3. COMMUNITY

The University is committed to developing a friendly, inclusive and professional community that fosters good relationships and a sense of belonging in which everyone is heard and respected.

Each activity within the Closing Our Gap framework sits within one or more of the above work strands and has been allocated a key code in recognition of the need to ensure that we are adopting best practice, incorporating CCCU values and meeting our targets. For instance, staff development workshops such as the Let's Talk About Race workshops covers L1, L5, L8 (University's Learning and Teaching Strategy), A3-A6 (University's Access and Participation plan) and U2-U3 (Universities UK and NUS report), details can be found in Appendices 1 and 2. Through research we will adopt an evidence-based approach, engage with external networks, and draw on and disseminate best practice. Through the work outlined below, we aim to implement a holistic and integrated University approach to reducing the attainment gap between Black students and White students through collaboration, professional development and procedural changes. The target audience for the framework is staff, a student version is in development.

CLOSING OUR GAP STRATEGY ROADMAP 2020-2022:

CULTURE

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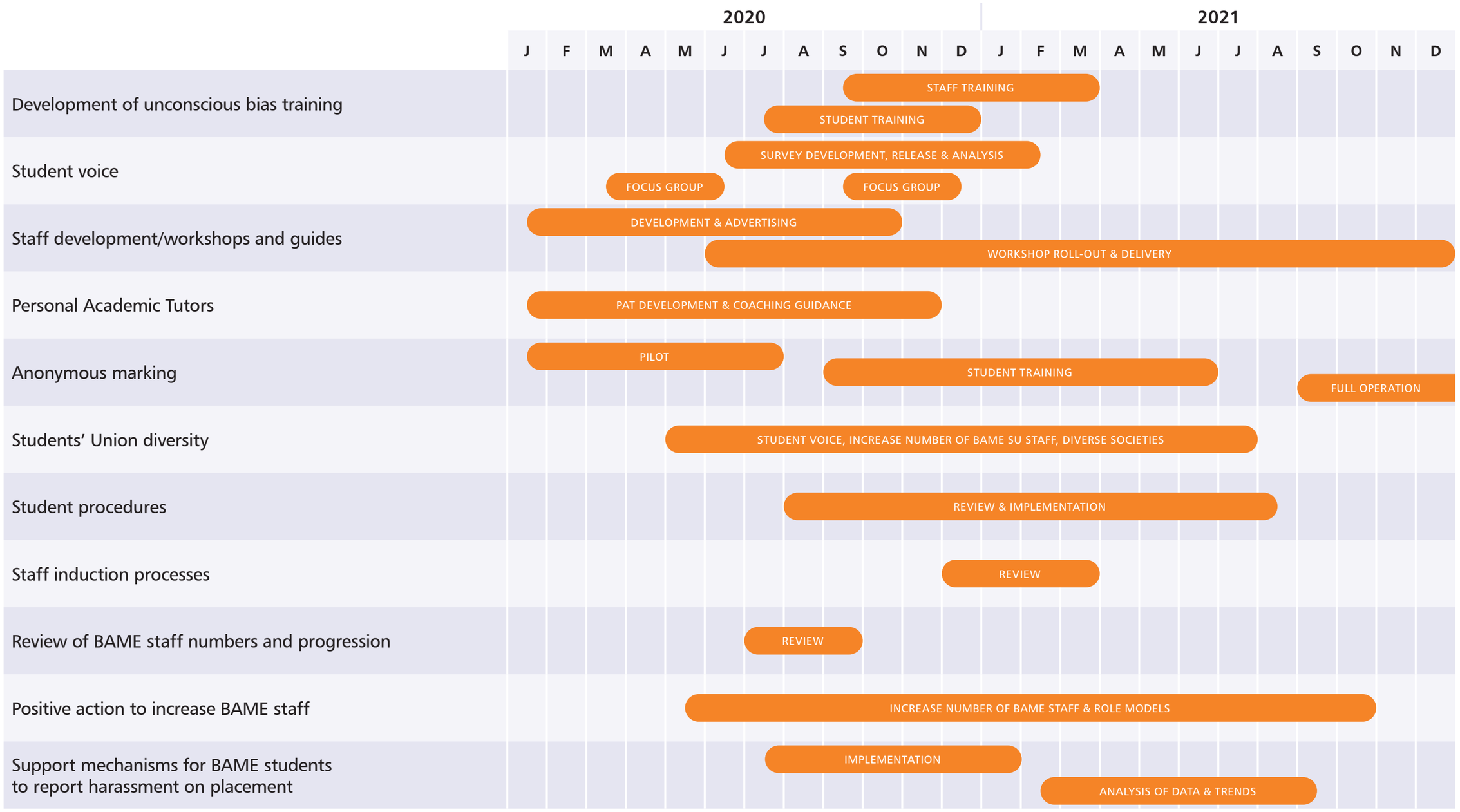

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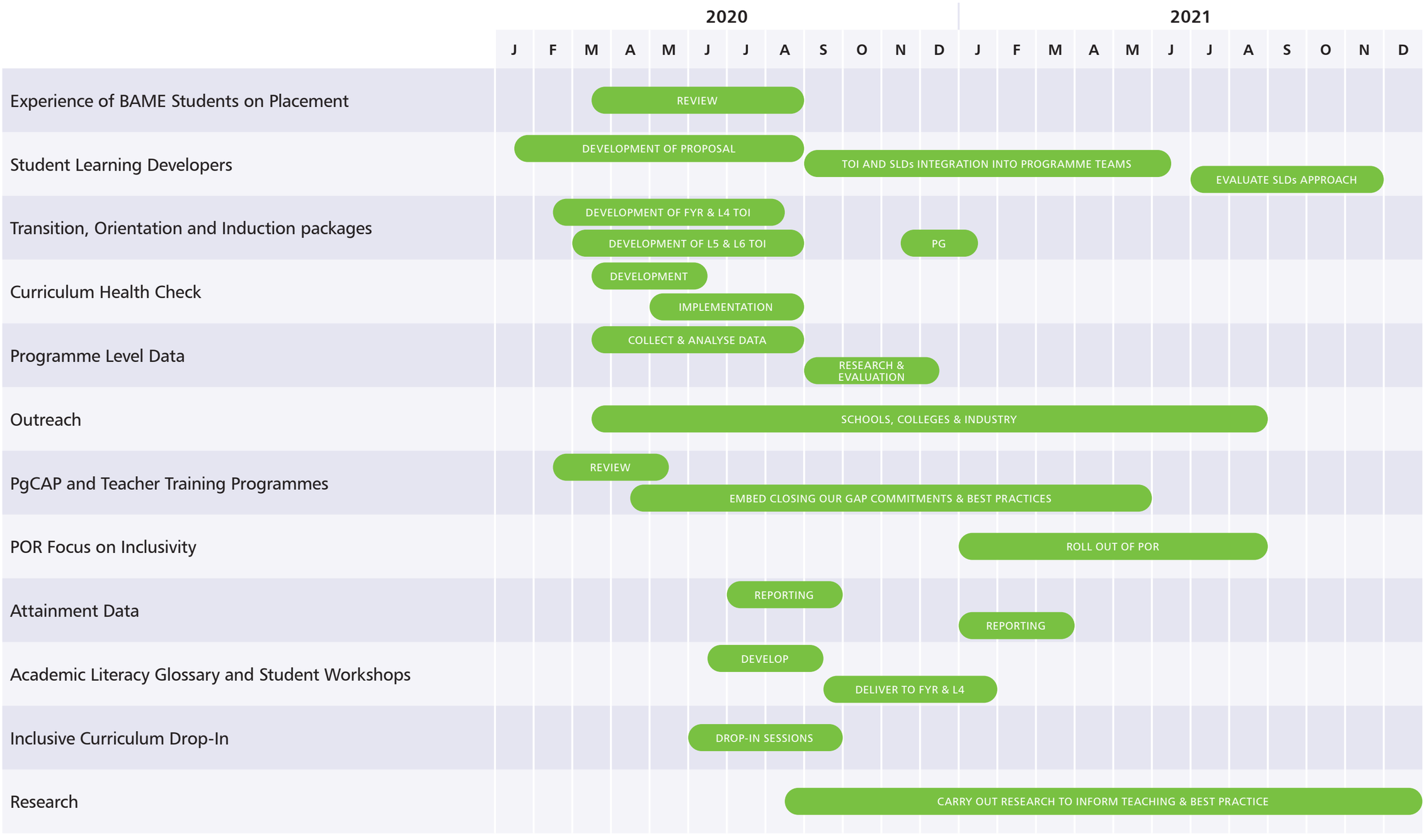

CLOSING OUR GAP STRATEGY ROADMAP 2020-2022:

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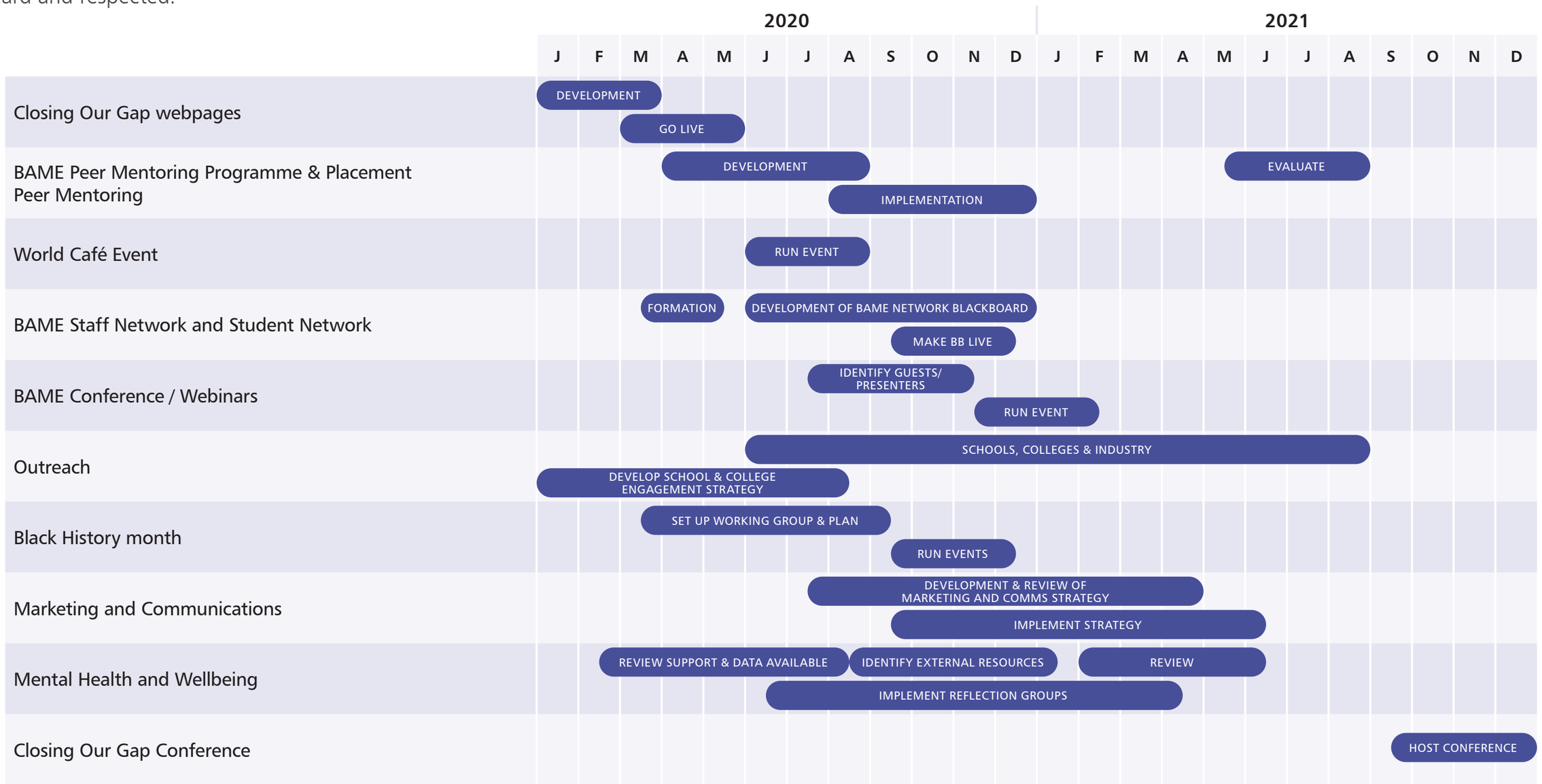

APPENDIX 1

Codes used to link the work outlined in the Closing Our Gap framework and key targets/commitments.

Canterbury Christ Church University Learning and Teaching Strategy

L1	Educating the whole person
L2	Students as partners in learning
L3	Outstanding learning, teaching and assessment practices
L4	Supporting success for all students
L5	Flexible and responsive learning environments
L6	Building learning communities
L7	Curriculum design for transformation
L8	International and global citizenship
L9	An integrated approach to graduate employability

Universities UK and NUS 2019 report recommendations

U1	Providing strong leadership
U2	Having conversations around race
U3	Developing racially diverse and inclusive environments
U4	Getting the evidence and analysis the data on the attainment gap
U5	Understanding what works

Canterbury Christ Church University Access and Participation Plan

A1	Commission research into the experience of Black students at Canterbury Christ Church University in order to focus programmes and other developments appropriately; this will enable us to gather narrative evidence pre- and post-intervention.
A2	Continue development of targeted pre-arrival, transition and induction work for Black students and care-leavers.
A3	Ensure personal academic tutoring guidance and support allows all staff to support the needs of Black students.
A4	Ensure we maintain an evidence-based approach to our work by focusing staff development and learning and teaching events with themes pertinent to target groups.
A5	Ensure we report all student outcomes data to meet the needs of this Plan (e.g. Black student data separately from AME student data).
A6	In all areas of curriculum development, require programme teams to utilise 'curriculum health check' tools adopted from Kingston University; subsequent to this work we will further develop research-informed resources and activities.
A7	Review the introduction of anonymous marking (where appropriate), instigated in 2019/20, and the effect on target groups using module evaluation and attainment data in conjunction with qualitative data in accordance with our logic-chain approach.
A8	Many of our Black students are currently taking professional programmes in the Faculty of Health and Wellbeing; we need to consider the experience of students on placement and assess how best to manage the student experience within the workplace learning environment.
A9	Peer Mentoring will continue with a revised model connected to targeting of at-risk groups and impact evaluation methodology.
A10	Peer observation and review of teaching with a specific focus on inclusivity to assure the classroom experience is meeting the needs of the target groups.

APPENDIX 2

Mapping of framework activity
against key targets and commitments.

		Learning and Teaching Strategy									Access and Participation Plan										Universities UK & NUS 2019 Report Recommendations				
		L1	L2	L3	L4	L5	L6	L7	L8	L9	A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	U1	U2	U3	U4	U5
CULTURE	Development of Unconscious Bias Training	■					■					■										■			
	Student Voice		■	■		■		■		■	■			■	■	■		■						■	■
	Staff Development/Workshops and Guides	■				■			■				■	■	■	■		■				■	■		
	Personal Academic Tutors	■		■	■	■	■	■				■	■										■		
	Anonymous Marking										■						■							■	■
	Students' Union Diversity		■		■		■		■			■											■	■	
	Student Procedures				■			■			■			■					■					■	
	Staff Induction Processes												■	■					■						
	Revew of BAME staff numbers and progression						■		■		■										■			■	■
	Positive Action to Increase BAME Staff						■		■		■										■			■	■
	Support mechanisms for BAME Students to Report Harassment on Placement				■													■							
		L1	L2	L3	L4	L5	L6	L7	L8	L9	A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	U1	U2	U3	U4	U5
CURRICULUM	Experience of BAME Students on Placement									■	■				■			■						■	■
	Student Learning Developers	■		■	■			■				■													
	Transition, Orientation and Induction Packages	■	■	■	■		■	■				■	■										■		
	Curriculum Health Checks							■								■							■		
	Analyse Programme level data										■			■	■		■							■	■
	Outreach						■	■	■	■													■		
	PGCAP and Teacher Training Programmes			■	■											■									
	POR focus on inclusivity	■	■	■	■	■	■	■				■		■		■				■			■		
	Attainment data										■				■	■	■							■	■
	Academic literacy glossary & student workshops				■			■	■			■		■					■				■		
	Inclusive Curriculum drop-in							■								■									
	Research			■							■				■	■	■							■	■
		L1	L2	L3	L4	L5	L6	L7	L8	L9	A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	U1	U2	U3	U4	U5
COMMUNITY	Closing Our Gap webpages		■				■			■		■						■					■		
	BAME Peer Mentoring Programme		■				■			■		■						■					■		
	World Café Event						■		■						■							■	■		
	BAME Staff Network and Student Network		■				■		■									■	■			■	■		
	BAME conference/webinars	■					■															■			
	Outreach						■	■	■	■												■	■		
	Black History Month	■					■		■													■			
	Marketing and Communications						■															■			
	Mental Health and Wellbeing	■			■																				
	Closing Our Gap conference		■	■			■	■			■			■		■							■	■	■