# **Race Equality Charter (REC) Institutional Self-Assessment Team (ISAT) Working Group on Learning and Teaching**

**Terms of reference**

**Background**

This working group has been established to consider learning and teaching practice from a race lens at Lancaster University, in support of its application for the [Race Equality Charter](https://www.advance-he.ac.uk/equality-charters/race-equality-charter#applying) bronze award in 2024. It aims to identify and analyse current practice, with a view to identifying areas of good practice and areas where the University can improve its practices so that BAME students are given equal support, opportunities and voices within the institution, to improve their degree and progression outcomes.

**Objectives**

This working group is concerned with the student experience at Lancaster University with particular reference to **learning and teaching**. It will review the institutional infrastructure: strategies, processes, initiatives and practice that are currently in place with the aim of ensuring that institutional racism is eradicated and does not prevent students from diverse backgrounds benefiting equally from the educational opportunities offered by the University.

Through hearing the student voice, it will consider the **effectiveness** of existing strategies and will aim also to identify areas in which current processes are inadequate or absent, with a view to working towards removing institutional and cultural barriers that stand in the way of BAME students and staff.

While obtaining the REC Charter Mark is an important outcome, the group will seek to enhance good institutional practice for all groups of students at the University.

**Issues to be explored**

The working group will focus on the following four aspects of learning and teaching as identified by the REC:

* Access, student progression and awarding
* Diversity of the curriculum
* Classroom experience
* Graduate Employability

Further areas may be explored in due course to enhance institutional understanding of the BAME student experience.

**Methods**

* Collaborate with the data group – requesting data and interpretation of access information in order to identify areas in which BAME students are under-represented; and progression, awards and post-qualification routes information to identify areas in which BAME students or appear to be less successful
* Undertake a mapping exercise of initiatives that are underway at programme, departmental, faculty and institutional levels to address student racial diversity, including efforts to support curriculum diversity and enhance the progression, award and employability of BAME students .
* Undertake focus groups with BAME students to assess their classroom experience and suggest interventions which may improve this across the University.
* Influence University-wide activity on curriculum transformation and inclusive practice to ensure the recommendations from this sub-group/REC ISAT are connected and inform the strategic approach.

**Outputs**

1. Report to REC ISAT on findings of analyses
2. Recommendations to REC ISAT on improving the BAME student learning and teaching experience as a result of the activity of this group.

**Schedule/reporting**

* Sub-group to meet monthly and report to each REC ISAT.
* Chair to report to Ram/Steve – every 3 months

**Membership:**

Bruce Bennett (Chair)

Mutty Dad

Nonhlanhla Dube

Angelo Kindundu

Jasmine Lasfar

Paulette Nhlapo

Nimisha Noby

Sabiha Patel

Jude Rowley

Mariam Sidat

Elaine Taylor

Nicola Wylie