

Focus on the Poetry: Exploring BAME Learner Engagement with New Work-Based Learning Reading

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Abstract

This work around equality, diversity and inclusion is an auto ethnography of own teaching and learning practices especially centred around critical incidents arising from self-generated efforts to improve BAME learner engagement and achievement.

It particularly explores and maps out teaching and learning practices deployed longitudinally and analyses those critical incidents relating to andragogy and decolonisation of the HE curriculum for learners on a business and management related degree apprenticeship.

It discusses BAME student engagement and achievement through the lens of critical race theory, critical management and some reading transaction concepts hailing from Rosenblatt (1994-2018).

The work will also highlight new training and development themes for all academic staff to help with future offers for improving BAME learner engagement and attainment. The work potentially suggests new ways forward for HE staff recruitment and training development tactics as these too might help Higher Education institutions work towards meeting diversity and inclusion aims around BAME staff recruitment and progression. This work uniquely provides insight for improving BAME learner engagement from the perspective of a BAME Senior Lecturer and one who is more comfortable with a black British afro Caribbean identity than one of BAME. The work hopes to reveal some of the more deep-seated obstacles and

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previously unrevealed themes around BAME achievement and attainment barriers as well as highlighting potential opportunities in work-based learning situations for learners. The aim is to open dialogue around the institutional, cultural and pedagogy/ andragogy barriers that either limit or enable BAME student attainment. Interestingly it also links the analysis, conclusion, and recommendations to BAME staff recruitment and progression practices, as these might also be linked. Ultimately it expands the lecturer's toolbox for decolonising the curriculum.