

# Call for expressions of interest

# The Anti-Racist Curriculum Project: Workshop and Resource Development

Building on the sector-wide commitment to tackle racism in Scottish higher and further education, QAA Scotland and AdvanceHE are working together with the tertiary sector to develop and curate resources, learn from current practice, and recognise best practice both in Scotland and beyond.

## Background: Phase 1 (2020-21)

[Phase 1 of the project (2020-21)](https://www.advance-he.ac.uk/anti-racist-curriculum-project) was funded by the Scottish Funding Council (SFC) and managed by AdvanceHE, building on the excellent work of the SFC-funded [Tackling Racism on Campus project](https://www.advance-he.ac.uk/tackling-racism-campus). Four priority areas were identified:

* Terms of inclusion
* Current and best practice
* Curriculum considerations
* Student and staff experience.

Phase 1 resulted in a range of resources, created by a cross-sector Working Group, which you can find on the [AdvanceHE website](https://www.advance-he.ac.uk/anti-racist-curriculum-project/project-guide). The resources constitute a guide to getting started on this vital work, and include considerations of language, curriculum development, approaches to teaching, student engagement, allyship and more.

## Phase 2 (2021-22)

Phase 2 of the project (2021-22) will be managed by QAA Scotland as a major component of the current Enhancement Theme, Resilient Learning Communities. The aims of Phase 2 are:

* To facilitate discussions about developing anti-racist curricula in particular discipline areas (arts, humanities and social sciences; science, technology, engineering and maths; medicine, dentistry, nursing, midwifery, and allied healthcare);
* To facilitate discussions with a network of academic developers across a range of providers;
* To share practice and develop resources based on the above discussions;
* To pilot and evaluate resources produced in Phase 1;
* To make recommendations for the continuation of the project in 2022-23.

**About the Enhancement Theme**

[Enhancement Themes](https://www.enhancementthemes.ac.uk/en/home) aim to improve the learning experience of students studying within the Scottish higher education sector. The sector achieves this by identifying and agreeing a specific area to work on (known as a Theme). The Themes encourage higher education institutions (HEIs), staff and students to work together to develop new ideas and models for innovation in learning and teaching. Each Theme also allows the sector to share and learn from current and innovative national and international practice.

The 2020-23 Theme is [*Resilient Learning Communities.*](https://www.enhancementthemes.ac.uk/resilient-learning-communities/collaborative-clusters/resilient-academic-leadership-an-exploration-within-the-principal-fellows-network-scotland) This Theme will focus on meeting the changing needs and values of an increasingly diverse student community in a rapidly changing external environment.

Enhancement Themes are intentionally broad, allowing HEIs and students’ associations to support projects that align with their strategic priorities. Alongside institutional work, QAA Scotland manages sector-wide projects. The Anti-Racist Curriculum will be a key sector-wide project managed by QAA Scotland as part of Resilient Learning Communities.

## Workshop and resource development

As part of Phase 2 of this project, QAA Scotland invites expressions of interest from individuals interested in supporting the Anti-Racist Curriculum Project by **designing and delivering one of two online workshops**, each in a different broad subject area, along with related resources that can be published once the workshop is complete.

The **purpose of the workshops** is to build on the work of Phase 1, engaging staff and students in discussion about how they might use the resources in the [Guide](https://www.advance-he.ac.uk/anti-racist-curriculum-project/project-guide). Workshops should be interactive, rather than heavily presentational, and should result in practical and actionable ideas that participants can take back to their institutions.

The **audience for the workshops** should include staff directly involved in teaching, along with those in teaching leadership positions (programme leaders, directors of learning and teaching, Vice-Deans, Vice Principals, etc.). However, as enabling curriculum change requires support from across an institution, the audience should encompass senior managers and directors of services including human resources and IT. We would also expect student engagement to be at the heart of this work.

The **purpose and audience for the related resources** are the same as those for the workshops. They should offer practical and actionable ideas as to how to use the resources in the Guide. These resources may be developed as part of the workshops but should be understandable and useable by people who did not participate.

The two broad subject areas are:

* Science, technology, engineering and maths (STEM subjects)
* Medicine, dentistry, nursing, midwifery, and allied healthcare

### Required activities and outputs

* Design and plan a workshop in accordance with the purpose and audience outlined above
* Deliver the planned workshops, engaging with students and staff at a range of higher and further education institutions
* Develop related resources in accordance with the purpose and audience outlined above
* Write a short evaluation of the work in line with the [evaluation of the wider Enhancement Theme](https://www.enhancementthemes.ac.uk/evaluation-of-the-enhancement-themes)
* Provide regular reports to QAA Scotland on progress
* Attend (or otherwise report to) meetings of the project Executive Group and the [Theme Leaders Group](https://www.enhancementthemes.ac.uk/about-enhancement-themes/how-the-themes-are-managed#:~:text=The%20Theme%20Leaders'%20Group%20(TLG,of%20staff%20and%20a%20student.)
* Proactively seek opportunities to promote and disseminate the resources, such as attendance at conferences (including the [2022 Enhancement Conference](https://www.enhancementthemes.ac.uk/resilient-learning-communities/qaa-enhancement-conference)) and events.

QAA Scotland will provide support to the individual contracted. Such support may include:

* Hosting workshops on Zoom or Teams; managing their promotion and registration; organising live captioning; chairing breakout rooms; note-taking
* Visual design and proofreading of resources
* Guidance relating to the evaluation of the wider Enhancement Theme
* Support with promoting and disseminating the resources.

Dr Alison Eales (a.eales@qaa.ac.uk) will be the main point of contact.

### Required skills, knowledge and experience

Applicants must be able to provide strong evidence of the following:

* An understanding of the importance of developing anti-racist approaches in higher and further education
* Experience of designing and delivering online workshops, with a strong focus on accessibility and inclusion
* Experience of developing practical resources
* Communication skills: the ability to engage with people working in a wide range of institutions and roles
* Organisation and time management skills; the ability to work alone and produce high quality work to deadline.

Residence in Scotland is not essential, but the successful applicant may have to demonstrate that they are legally entitled to work in the UK (please refer to [government guidance](https://www.gov.uk/prove-right-to-work) as necessary).

### Fee

### The fee for this work will be £1020, calculated on the basis of three days’ work at a daily rate of £340.

### The fee is inclusive of VAT, travel and subsistence, and will be paid in instalments upon satisfactory progress in delivering the work.

**Application process and timeline**

Please complete the application form provided in Appendix 1 and send to ARCadmin@qaa.ac.uk no later than 1700 GMT on 25 February 2022. Expressions of interest submitted in any other format, or after the deadline, will not be considered.

Applications will be assessed and scored by a team from QAA Scotland based on the strength of the evidence relating to the required skills, knowledge and experience and the proposed approach to the work. We will also aim to ensure that the individuals contracted to undertake this work represent a range of institutions.

The timeline for the project is as follows:

|  |  |
| --- | --- |
| **Activity** | **Deadline** |
| Application deadline | 25 February 2022 |
| Applications assessed and scored | 11 March 2022 |
| Successful applicant notified | 14 March 2022 |
| Contract issued | 1 April 2022 |
| *Interim reporting deadlines will be incorporated into the contract* *once agreed between the successful applicant and QAA Scotland* |
| Final report received | 30 June 2022 |

## Get in touch

For more information, or if you have any questions, please email ARCadmin@qaa.ac.uk.

# Appendix 1: Application Form

## Contact details

|  |  |
| --- | --- |
| Title |  |
| Name |  |
| Preferred pronouns |  |
| E-mail address |  |
| If you would prefer that we use an alternative contact method or have any accessibility requirements in relation to this application, please indicate here. |  |

## Skills, knowledge and experience

Please use the table below to provide evidence of your skills, knowledge and experience in each of the following areas. **Please do not exceed 500 words in any one box.**

|  |  |
| --- | --- |
| An understanding of the importance of developing anti-racist approaches in higher and further education |  |
| Experience of designing and delivering online workshops, with a strong focus on accessibility and inclusion |  |
| Experience of developing practical resources |  |
| Communication skills: the ability to engage with people working in a wide range of institutions and roles |  |
| Organisation and time management skills; the ability to work alone and produce high quality work to deadline |  |

## Your approach to the workshop and resource development

Please indicate your broad subject area:

Choose an item.

Please summarise here your initial thoughts about how you would approach this work. We are not looking for a detailed project plan, but rather a sense of how you might structure your workshop and what kinds of resources you think would be most valuable in your context.

**Please do not exceed 500 words in this box.**

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## Data protection statement

All of the information collected in this form is necessary for the process of contracting for the work required. We will use the information provided by you on this form for these purposes only. We will treat all personal information with the utmost confidentiality and in line with current data protection legislation.

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