The attainment and experience of our LBU BAME students - what do colleagues and student perspectives tell us? (and what can we do about it?....)

NUCCAT
10.5.19
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Proportion of BAME to Home Students

- **2015-16**: BAME % = 17.1, White % = 77.6
  - Difference: 60.5
- **2016-17**: BAME % = 17.4, White % = 77.7
  - Difference: 60.3
- **2017-18**: BAME % = 18.1, White % = 77.2
  - Difference: 59.1
Student Attainment – Good Honours

<table>
<thead>
<tr>
<th>Year</th>
<th>BAME%</th>
<th>White%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-16</td>
<td>30.7</td>
<td>50.8</td>
</tr>
<tr>
<td>2016-17</td>
<td>29.3</td>
<td>50.1</td>
</tr>
<tr>
<td>2017-18</td>
<td>25.9</td>
<td>42.7</td>
</tr>
</tbody>
</table>

16.4 difference
20.7 difference
20.6 difference
Accommodation 2017-18

Breakdown is within accommodation type

<table>
<thead>
<tr>
<th>LBU Maintained Property</th>
<th>Parental / Guardian Home</th>
<th>Own Residence</th>
<th>Other Rented Accommodation</th>
<th>Private Sector Halls</th>
</tr>
</thead>
<tbody>
<tr>
<td>BAME</td>
<td>9.9%</td>
<td>38.4%</td>
<td>19.0%</td>
<td>10.5%</td>
</tr>
<tr>
<td>White</td>
<td>89.5%</td>
<td>61.0%</td>
<td>80.4%</td>
<td>89.1%</td>
</tr>
</tbody>
</table>

CLT
# Differential achievement – the bottom line

<table>
<thead>
<tr>
<th>Percentage Firsts and 2.1s</th>
<th>White Students</th>
<th>BAME Students</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Leeds Beckett University</strong></td>
<td>68.8%</td>
<td>70.3%</td>
</tr>
<tr>
<td><strong>Nationally</strong></td>
<td>78.4%</td>
<td>79.6%</td>
</tr>
</tbody>
</table>
What prompted this project?

• BAME students arriving at the University with similar grades to white UK students leave with significant lower attainment

• Students from ethnic minority backgrounds obtain poorer degree results than white students even when controlling for prior attainment, age, gender and discipline (Broecke and Nicholls, 2008)
Key literature

• Greater levels of “cross-racial” interaction had positive effects on students’ openness to diversity, cognitive development and self confidence. (Chang et al, 2006).

• The importance of developing an inclusive curriculum supporting the retention and success of BME student cannot be understated. (Singh, 2011; Cotton et al 2010).
Approach

• Mixed methods: primarily qualitative,
• Review and critique of the literature identifying factors which impact on BME student achievement
• Analysis of activity audit, Race Equality Action Plan and Race Charter Mark data
• Analysis of achievement data and identification of 5 selected courses- (resit rates, living at home, retention rates, placement rates)
• Course document analysis
• Interview Course Directors and key others
• Semi structured student focus groups
• Action Plan
Emergent issues from review of course documentation

• Lack of clarity about assessment approaches. Lack of visibility of the inclusiveness element of the graduate attribute for global outlook
• Reading lists and resource lists
• Lack of explicit placement strategy- access, opportunity and diversity
• Lack of clarity over “sense of belonging”, expectations for all at first year, induction as transition etc.
Emergent issues from thematic analysis of interviews - (staff)

- Inclusive curricula- overly “white curricula”
  “let’s interrogate our curricula....” “dehumanises those left out....”
- Unconscious bias awareness
- The important role of induction as transition to learning @Level 4
- The proportion of BAME students on the course
- Opportunity to share values in a safe learning space – foster critical thinking to allow issues to be explored. The benefits of cross racial mixing.
- Facilitate integration, learning and social opportunities via the teaching and learning approach- collaborative learning
- Assessment: inclusive, formative, scaffolded
- Review anonymous marking
Emergent issues from thematic analysis of interviews - (students)

• Strongly influenced by family when choosing a degree programme
• Failure to distinguish between home BAME students and international students - making assumptions on the basis of appearance and name
• Inclusive assessment - formative assessment
• A curriculum that values the diverse backgrounds of students
• The critical mass and the student voice
• Placement opportunities for BAME students
• Feeling of marginalisation and lack of confidence - induction/social life
• Collaborative learning - group work
• Different help-seeking behaviours
• Anonymous marking where possible
Early priorities for action

• Integrated into Race Charter Action Plan
• The student voice
• Generating a curriculum working group
• Inclusive assessment working group
• Why is my curriculum white? (work with SU)
• Maximising placement opportunities for BAME students
• Establish unconscious bias training for staff
The future

• Practice sharing and dissemination
• BAME students success stories - especially the student experience, the curriculum, employment and placements. A black/ BAME student guide.
• Peer to peer support, buddying
• Working with the students to inform curricular change
• Explore progression to post graduate study
• Work with schools to facilitate better teacher understanding of black pupils’ academic self concept is developed
From our Alterline project....

• We need to be more skilled and systematic in coping with incidences of racism
• All students should be encouraged to make the university aware of caring and working responsibilities
• Look to the city “X is a city where everyone is welcome...”
• Schemes for PG study/ networks for black and BAME students? – pan University
• Review the recruitment of black staff
What might you do? Curriculum

• Help course teams interrogate their course data and their reading and resource lists
• Think about more inclusive course design- use different contexts for case studies
• Safe environments to ask questions- online?
• Encourage all students to seek support - design frequent, early, formative assessment opportunities
• Think about a more inclusive first year experience? Induction as transition for all to encourage early mixing and social integration
• How do you allocate groups and work in student groups? Think about if self selection is a good idea
• How are your colleagues enhancing a sense of belonging?
What might you do? Infrastructure

- Provide clear information and advice at application stage to ensure expectations are clear
- Pre approval mandatory checklist for inclusive practice
- Facilitate an easier course transfer process
- Find BAME student success stories for recruitment material
- BAME student ambassadors in courses (SU)
- Review products on offer in student shops
- Think about anonymous marking...
- Early embedded academic advisor meetings
- What about a “whiteness audit” by black students, of buildings and services in order to get a full picture?
- Make the black student attainment gap a KPI
- Signpost them to resources especially for academic integrity and plagiarism- skills self assessment
Commuting students: to do…

• Dwell space
• Timetabling for 1\textsuperscript{st} years and 3\textsuperscript{rd} years
• Storage
• Online resources
• Hand in of assessments
• Cultural capital/ alumni lectures/ events
• Group work
• Late comer expectations
References


