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

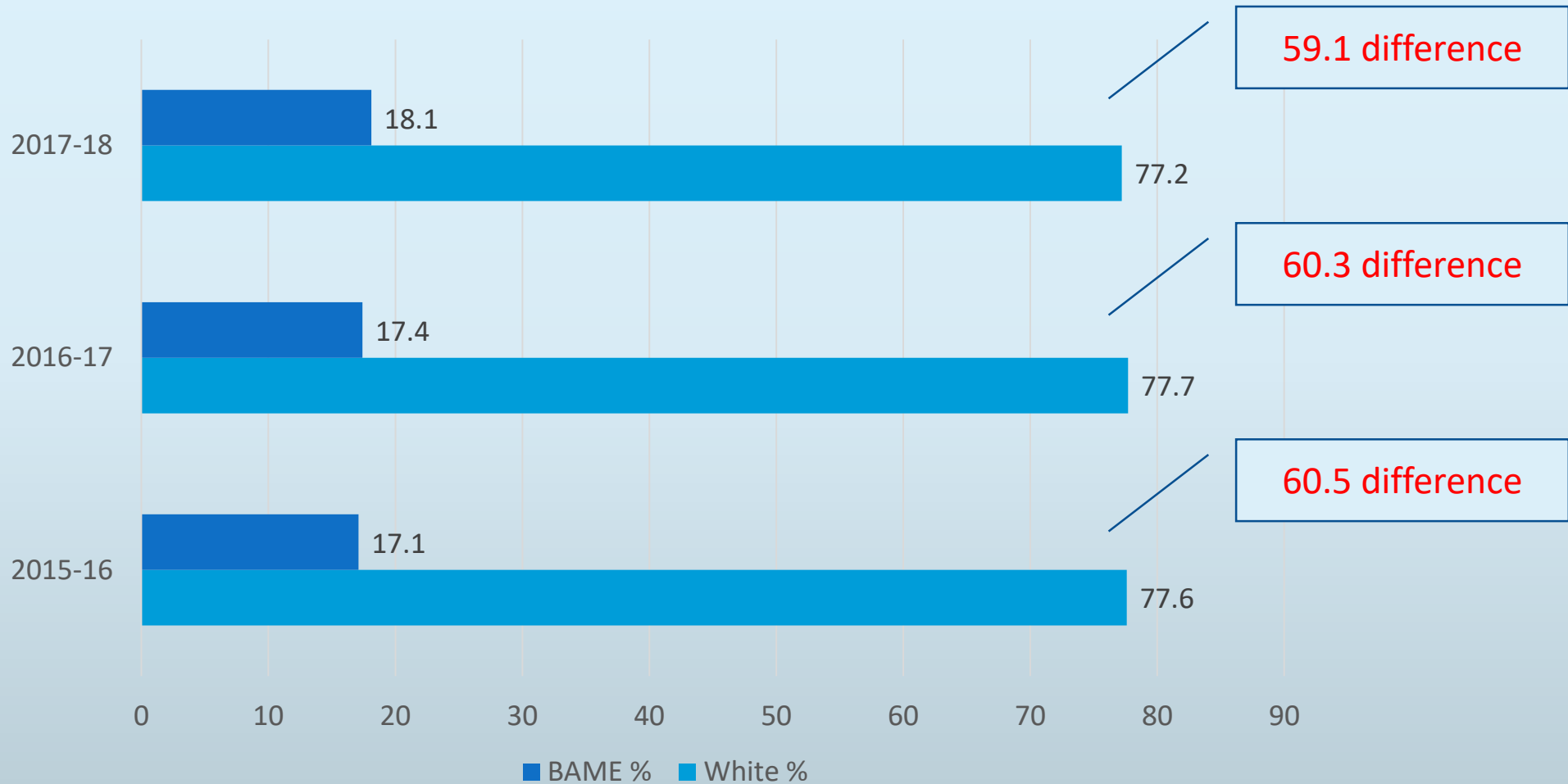
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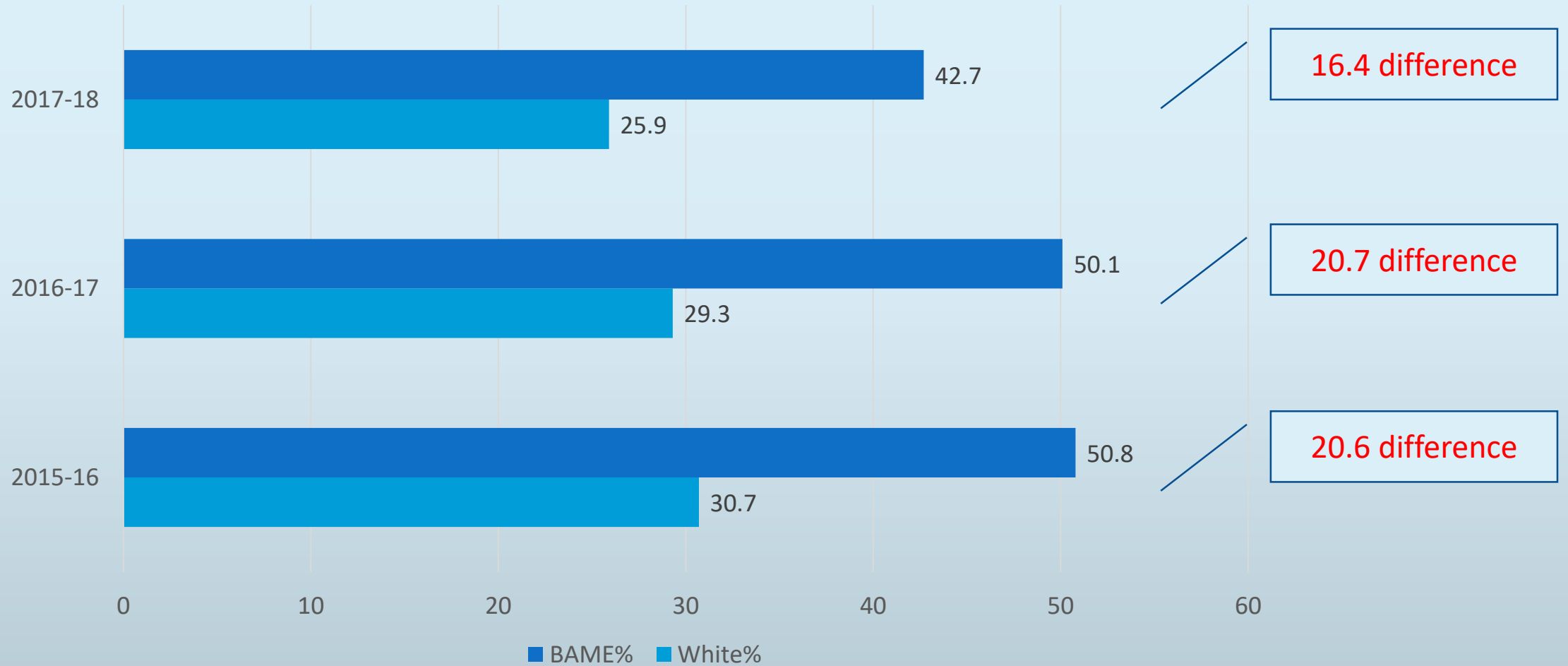
Professor Susan Smith, Leeds Beckett University



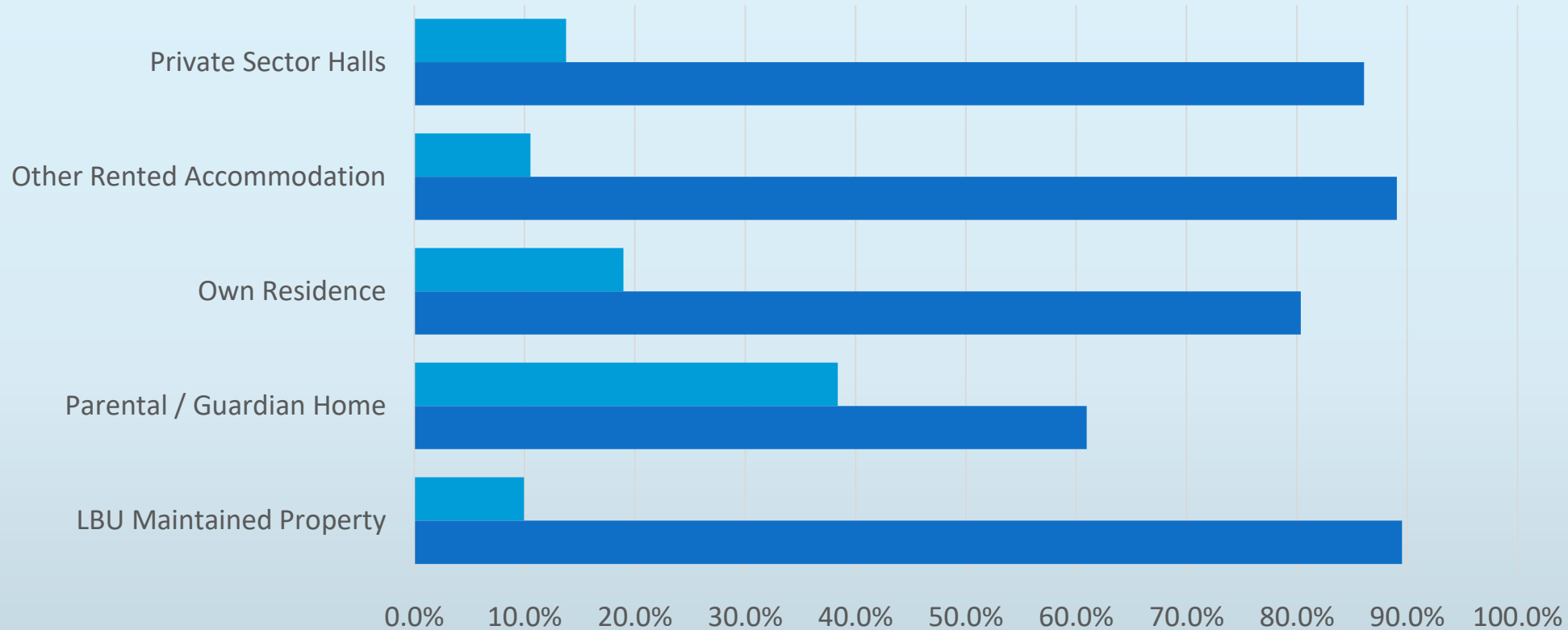
# Proportion of BAME to Home Students



# Student Attainment – Good Honours



# Accommodation 2017-18



	LBU Maintained Property	Parental / Guardian Home	Own Residence	Other Rented Accommodation	Private Sector Halls
■ BAME	9.9%	38.4%	19.0%	10.5%	13.8%
■ White	89.5%	61.0%	80.4%	89.1%	86.1%

Breakdown is within accommodation type



# Differential achievement – the bottom line

Percentage Firsts and 2.1s	White Students			BAME Students		
	2015/16	2016/17	2017/18	2015/16	2016/17	2017/18
<b>Leeds Beckett University</b>	68.8%	70.3%	73.9%	47.9%	49.9%	57.2%
<b>Nationally</b>	78.4%	79.6%	80.9%	63.4%	66.0%	67.7%

# 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

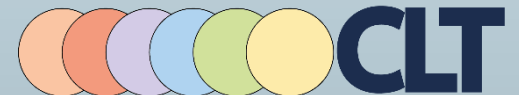
# What might you do? Curriculum

- 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<sup>st</sup> years and 3<sup>rd</sup> years
- Storage
- Online resources
- Hand in of assessments
- Cultural capital/ alumni lectures/ events
- Group work
- Late comer expectations

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