

Learning and teaching and its role in narrowing the gap

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Framework

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Sector position – Good Honours attainment gaps

(Data from Heidi+ last accessed 29.11.18)

BME:

Study Mode	2013/14	2014/15	2015/16	2016/17
Overall	-15pp	-15pp	-15pp	-14pp
FT	-14pp	-14pp	-14pp	-13pp
PT	-31pp	-29pp	-29pp	-30pp

Male:

Study Mode	2013/14	2014/15	2015/16	2016/17
Overall	-5pp	-4pp	-4pp	-5pp
FT	-6pp	-5pp	-5pp	-5pp
PT	0pp	1pp	2pp	2pp

Disability:

Study Mode	2013/14	2014/15	2015/16	2016/17
Overall	-2pp	-1pp	-1pp	-2pp
FT	-2pp	-1pp	-1pp	-1pp
PT	-3pp	-3pp	-3pp	-4pp

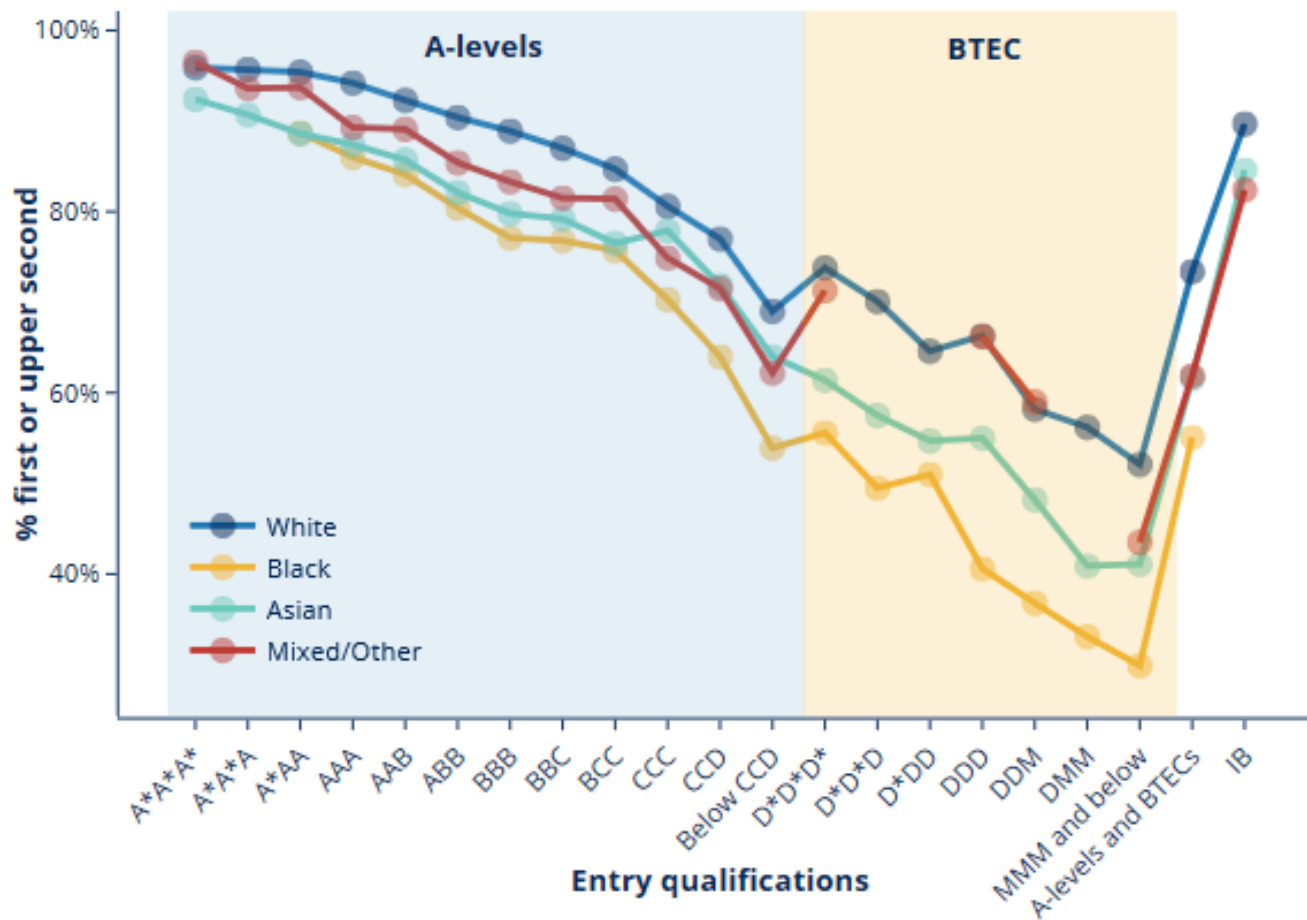


Other considerations

- Age
- Mode of study *e.g* PT/FT
- POLAR quintiles
- Commuter students
- First in family students
- Carers
- Intersectionality



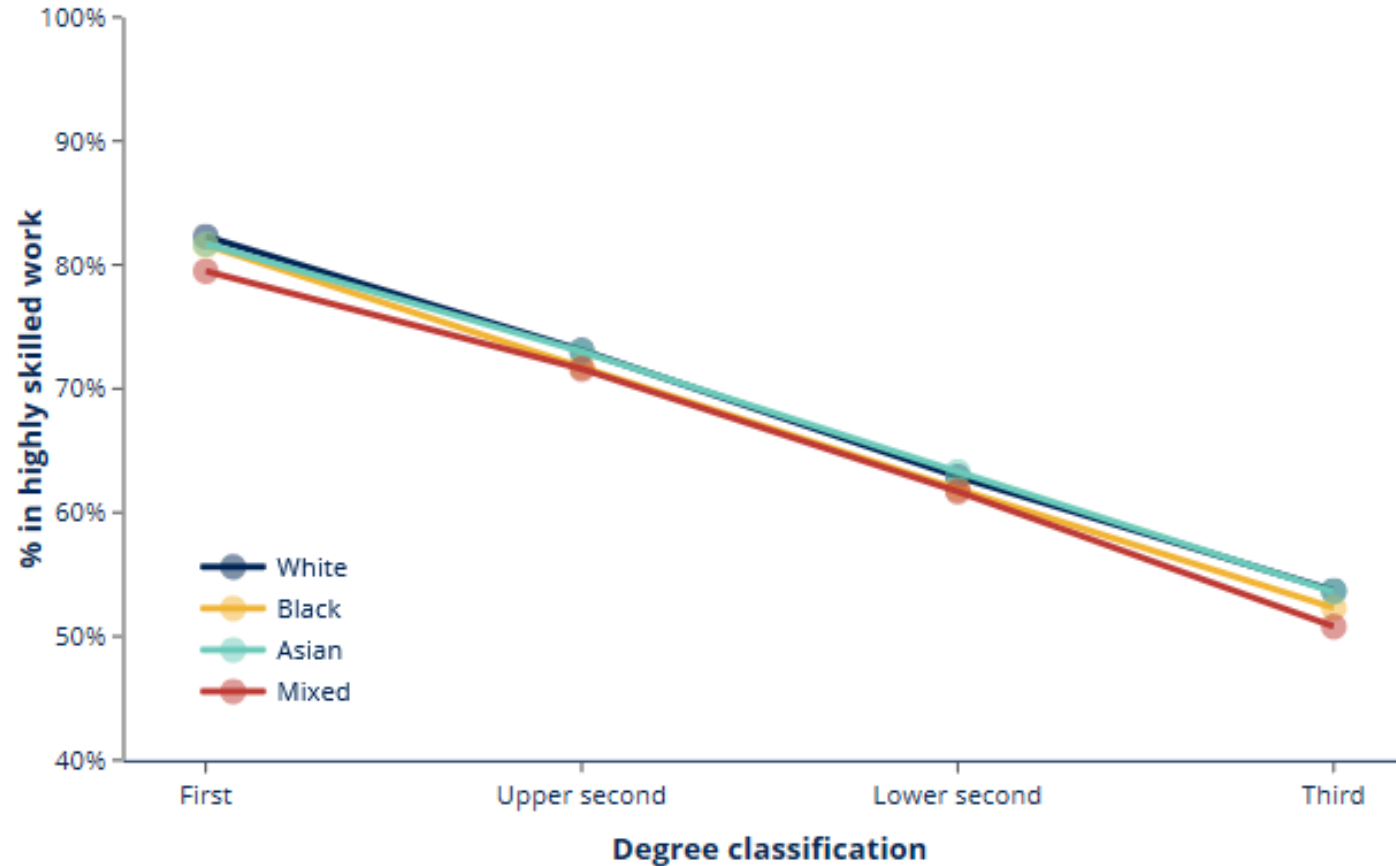
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Degree Outcomes

	First or Upper Second Class Degree	Reference (White)	Observed Difference	Unexplained difference
White	82.2%	82.2%	-	-
Black	60.4%	82.2%	-21.8pp	-17.3pp
Asian	71.7%	82.2%	-10.5pp	-9.5pp
Mixed	75.4%	82.2%	-6.8pp	-6.2pp

Source:
<https://www.officeforstudents.org.uk/data-and-analysis/differences-in-student-outcomes/ethnicity/>
 last accessed 24.01.19



Employment Outcomes

Ethnicity	In highly skilled employment or further study	Reference (White)	Observed Difference	Unexplained difference
White	73.8%	73.8%	-	-
Black	68.7%	73.8%	-5.1pp	-0.9pp
Asian	71.6%	73.8%	-2.2pp	-1.9pp
Mixed	70.6%	73.8%	-3.2pp	-1.3pp

Source:
<https://www.officeforstudents.org.uk/data-and-analysis/differences-in-student-outcomes/ethnicity/>
 last accessed 24.01.19



Institutional approach to Inclusive Practice at UoD

- Golden threading through Academic Staff Development Programme
- Themed workshops & events
- Mandatory E & D event for all staff on annual basis
- Developed set of free online inclusive practice resources for all staff
- HEFCE/OfS Student Attainment Projects 1 & 2
- Consideration of attainment gaps at programme level through QA
- Institutional learning from research outcomes informs policy and strategy e.g. Institutional Attainment Policy to make projects sustainable



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Some Published Literature

- Singh, 2011

‘....all the evidence points to a complex range of differently connected factors being at play such as: previous educational experiences; curriculum content and design; teaching, learning and assessment approaches; the learning environment; and direct and indirect racism.’

- Arday, 2018

‘....calls for more culturally inclusive practice in the mental health and wellbeing services that universities offer, finding that the study’s BME participants desired greater diversification in service staff’

- Neves and Hilman, 2018

- ‘ BME students were less likely to report (sic) satisfaction or *value for money and learning gain*’



OfS Student Attainment Project 2 – SAP 2



- 3 HE Providers
- Builds on SAP 1 (University of Derby)
- Range of interventions led by academic staff across all three HEPs:
 - ✓ Fit to submit checklist
 - ✓ Understanding the assignment/exam
 - ✓ Understand your students
 - ✓ Study skills for successful students
 - ✓ Top tips for academic writing



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Research Outcomes from SAP 2

- No one single factor was responsible for driving disparities in student attainment
- No magic bullet in terms of intervention
- Success of interventions impacted by degree of student engagement
- Academic approach needs to be tailored to the student profile (e.g. Blackboard, video, face to face contact)
- Some customization is helpful to ensure relevance is understood by students



Any questions?



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Snakes and ladders Activity

In small groups:

1. Consider how your institution assists students in their learning journeys & how this might be enhanced:
 - Ladders = opportunities that help students progress
 - Snakes = challenges that students have to overcome that could hold them back from achieving
2. Identify 2 or 3 challenges that students may face in their learning and recommend approaches that mitigate these.
3. Share some examples of existing good practice from your own institutions.

References

- <https://www.officeforstudents.org.uk/data-and-analysis/differences-in-student-outcomes/ethnicity/> last accessed 24.01.19
- Arday (2018) calls for more culturally inclusive practice in the mental health and wellbeing services that universities offer, finding that the study's BME participants desired greater diversification in service staff.
- Broecke and Nicholls (2007) investigated the relationship between prior attainment and the likelihood of gaining classes of degree
- Neves, J., & Hilman, N. (2018). *Student Academic Experience Survey*. York: Advance HE. Retrieved 11.01.18, from <https://www.hepi.ac.uk/wp-content/uploads/2018/06/STRICTLY-EMBARGOED-UNTIL-THURSDAY-7-JUNE-2018-Student-Academic-Experience-Survey-report-2018.pdf>
- Singh, G. (2011). *Black and minority ethnic (BME) students' participation in higher education: improving retention and success: A synthesis of research evidence*. York: Higher Education Academy.