

# **Kingston's Approach to Addressing Differential Attainment**

## **Presented By:**

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# Social Justice in Higher Education

- Widening Participation
- Less compelling evidence of transformation in institutional practice to accommodate a more diverse student body
- Little parity of educational outcomes (Richardson, 2008)
- Attainment Gaps (Broecke and Nicholls 2007; Equality Challenge Unit, 2015, 2016, 2017; HEFCE, 2015; OfS, 2018)
- Long-standing and pervasive

# Equality of Outcome? Gender/Disability/Race

Figure 9: The difference between the actual and modelled results for 2013-14 male graduates

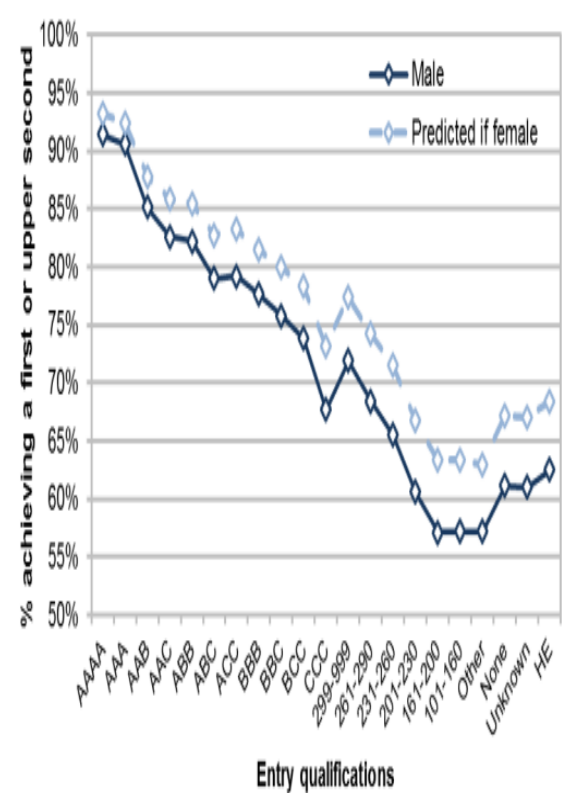
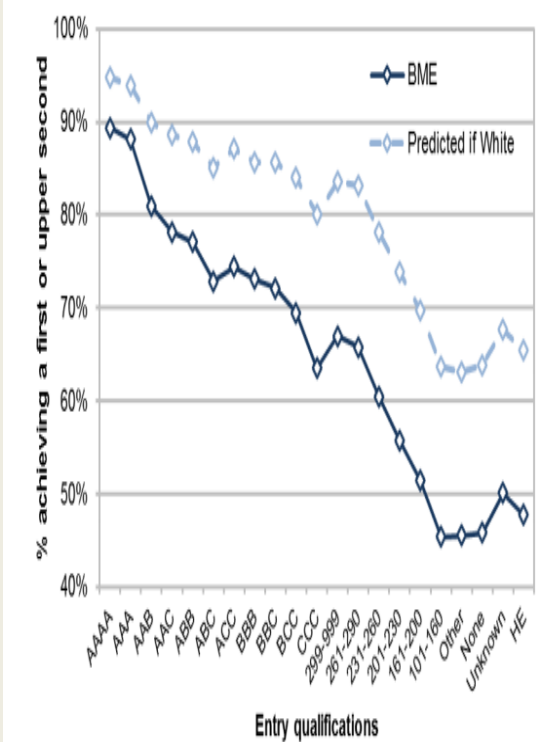


Figure 11: The difference between the actual and modelled results for 2013-14 disabled graduates



Figure 13: The difference between the actual and modelled results for 2013-14 BME graduates



Population: All graduates.

**Source:** HEFCE, 2015 Differences in degree outcomes: The effect of subject and student characteristics

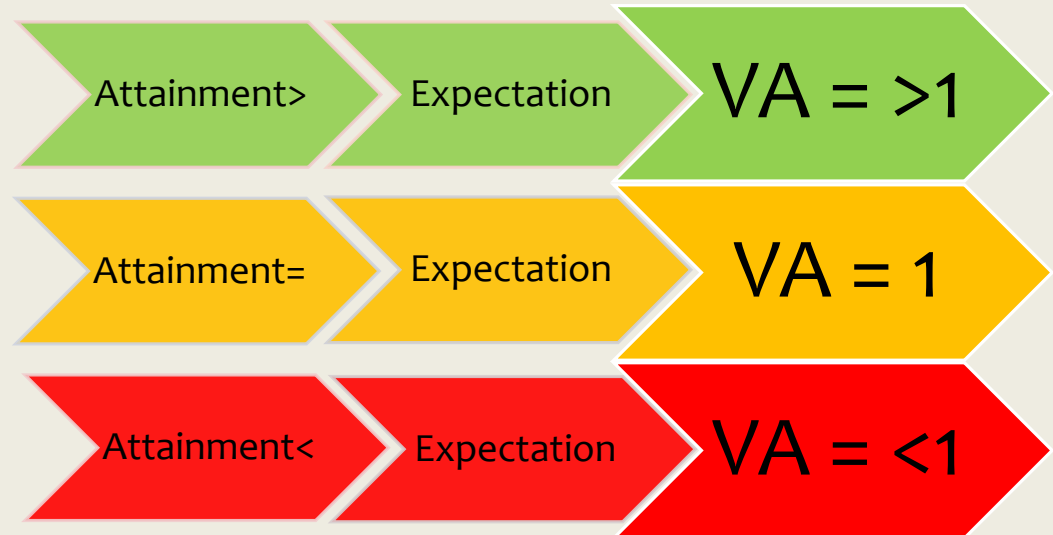
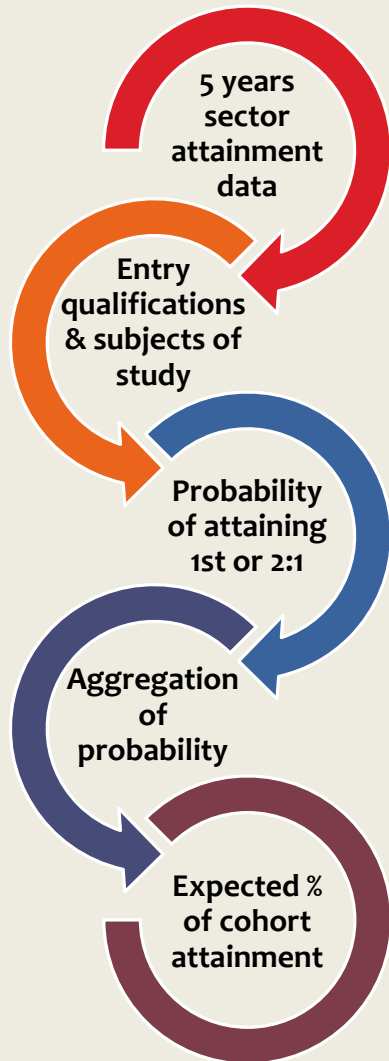
# Latest National Data

## Differential Outcomes: Ethnicity

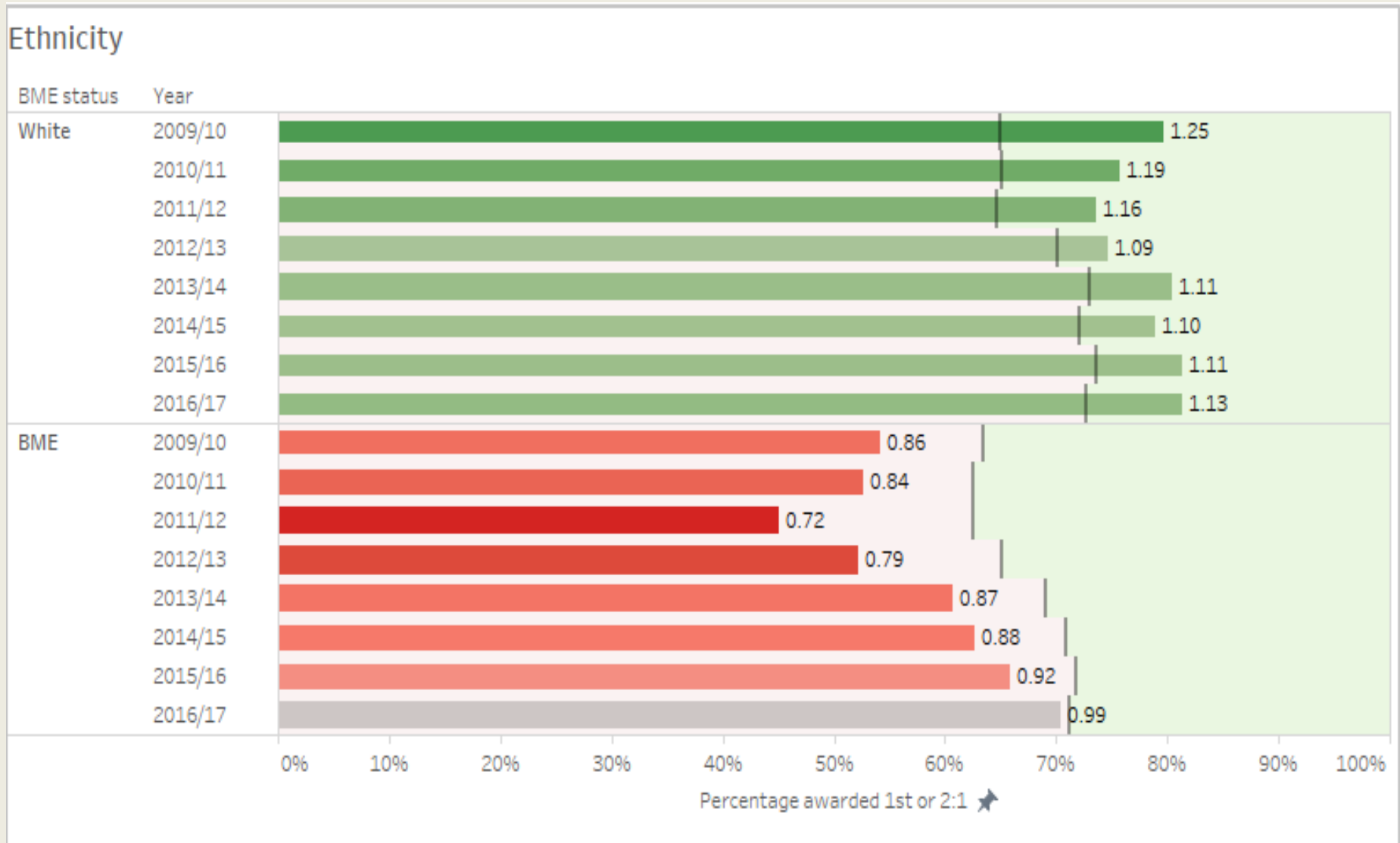
	First or upper second class degree	Reference (white)	Observed difference	Unexplained difference
White	82.2%	82.2%	-	-
Black	60.4%	82.2%	-21.8%	-17.3%
Asian	71.7%	82.2%	-10.5%	-9.5%
Mixed	75.4%	82.2%	-6.8%	-6.2%

Source: Office for Students, 2018 (based on outcomes of graduates who graduated in 2016-17)

# Measuring the Gap at Kingston : Value Added (VA)



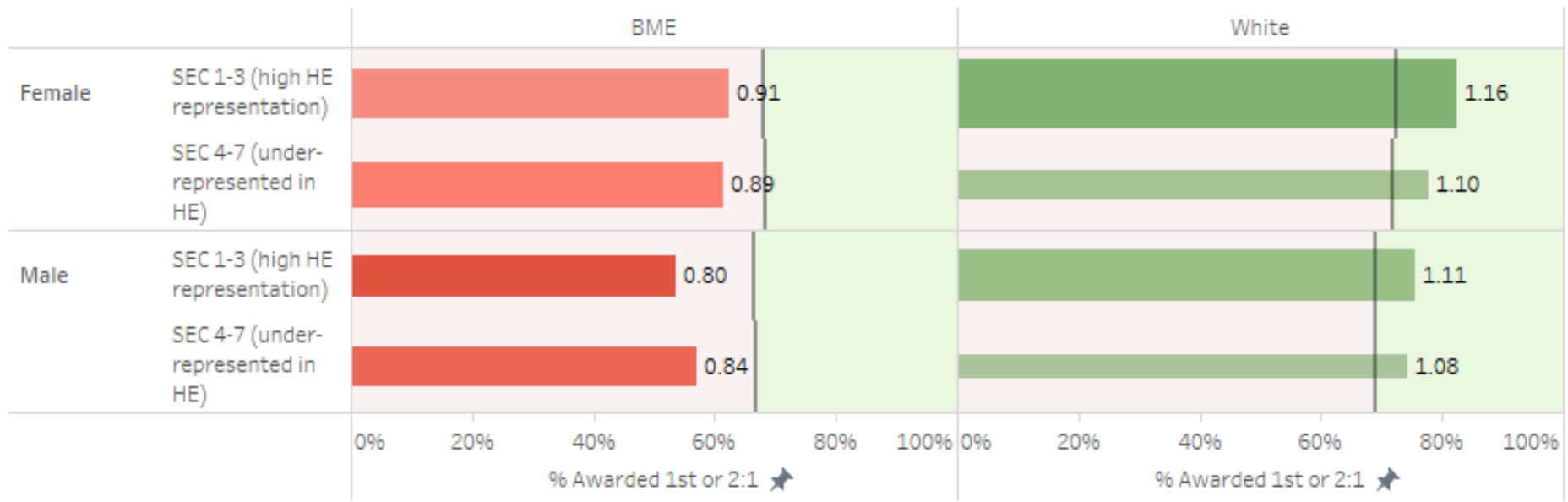
# Measuring Variable Attainment at Kingston



# Intersectional Differences in Value Added

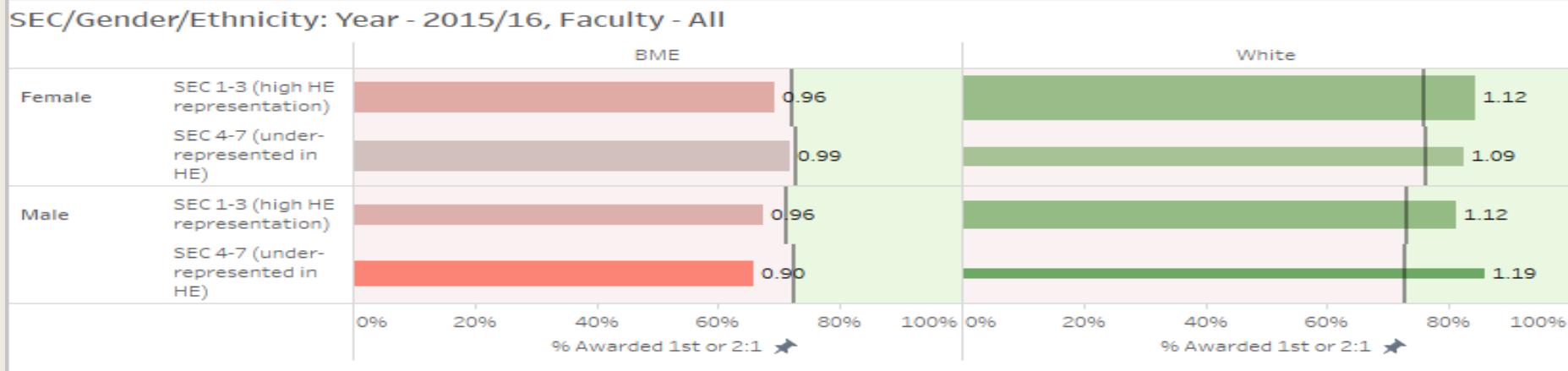
2011/12 – 2016/2017 All years – 8 years of data

SEC/Gender/Ethnicity: Year - All, Faculty - All

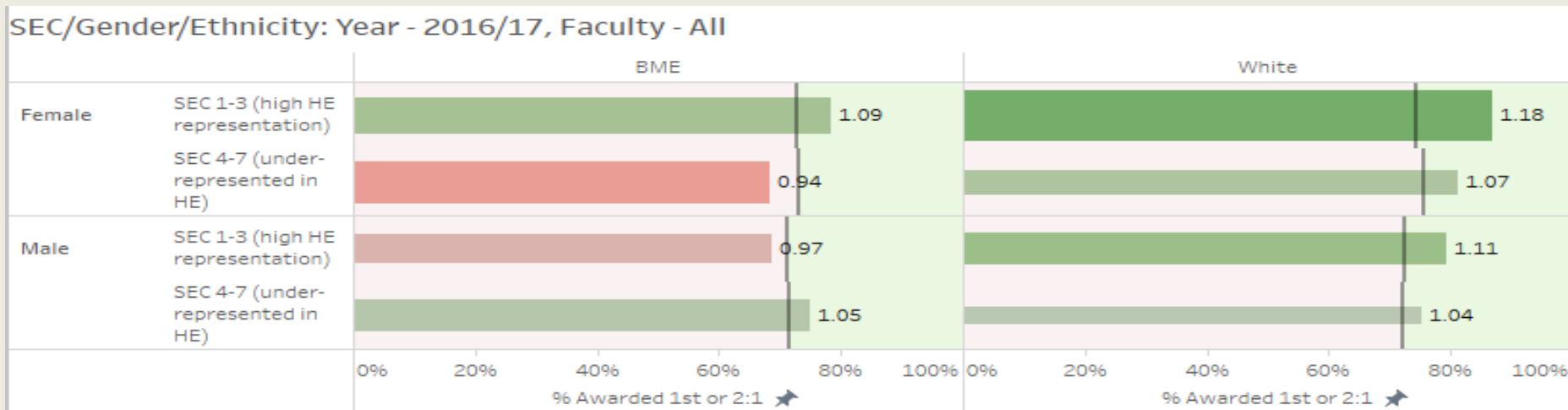


# Intersectional Differences in Value Added

2015/6



2016/7





# Moving away from the Student Deficit Model to institutional reflection

## “Fixing” the student

- Socio-economic background
- Entry qualifications (academic/ vocational)
- External responsibilities
- Residential choice
- First generation
- Lack of commitment

## “Fixing the fit”

Academic culture is not uniformly accessed or experienced.

..Students from ‘non-traditional’ backgrounds are disadvantaged by institutional cultures that place them as other...There is a need for initiatives to focus on ‘cultural’ aspects of the academy such as methods and styles of teaching and learning” (Read et. al., 2003: 275)

# Why?

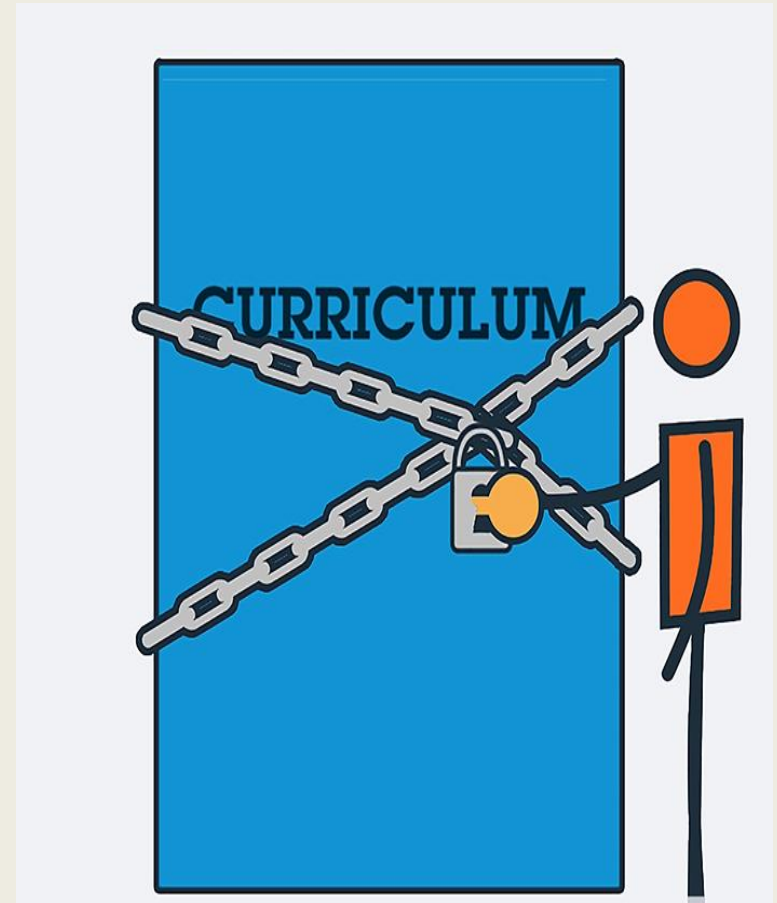
## Complex and multi-causal

- Lower satisfaction with user-friendliness of curricula/learning, teaching/assessment practices
- Relationships between staff and students and among students
  - Sense of ‘belonging’
  - Students need to feel supported and encouraged in their daily interactions
- Social/cultural/economic capital: networks and external support

Source: Mountford-Zimdars, A., Sabri, D., Moore, J., Sanders, J., Jones, S. and Higham, L. (2015)

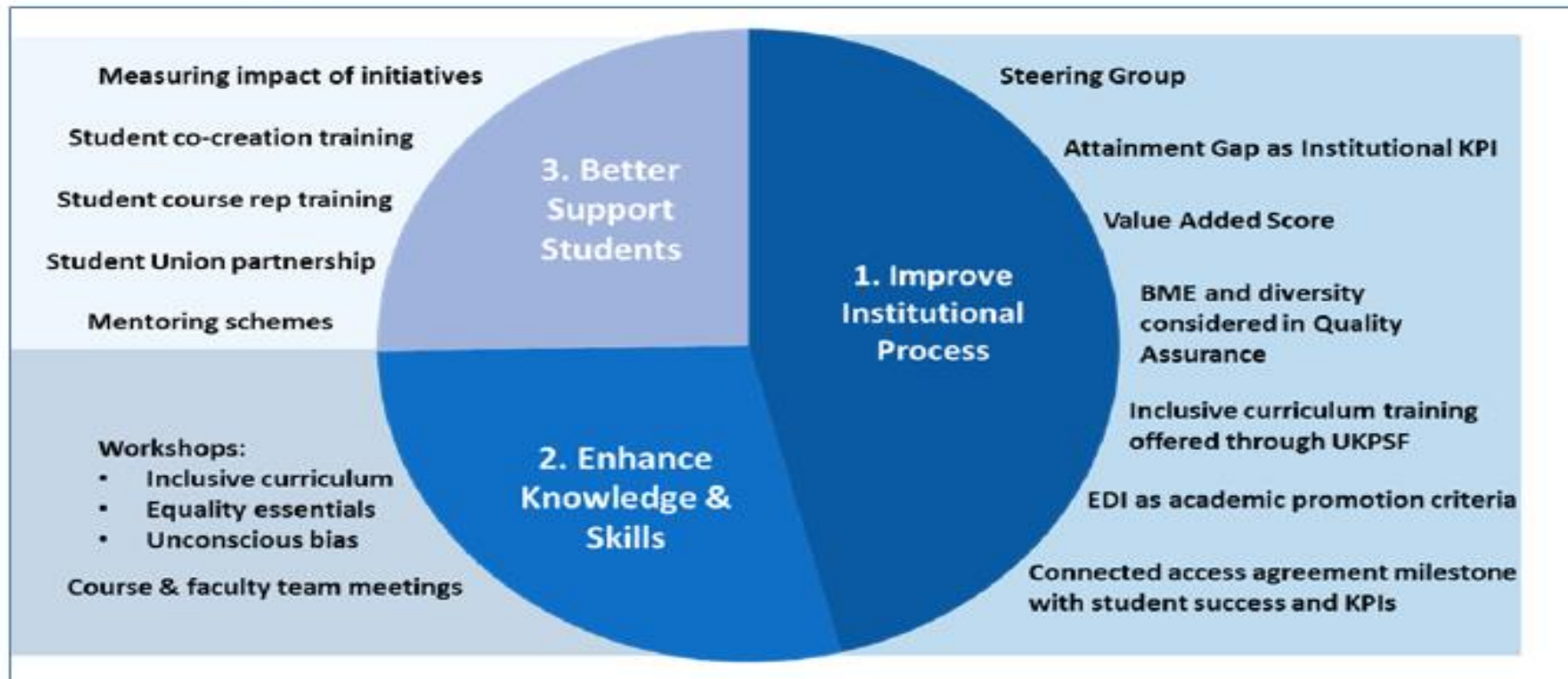
# Institutional Approach: Fixing “the fit”

1. Unpack how the functions/practice of the University (dis)advantage some students
2. Change institutional practice to ensure an equality of opportunity
3. ‘Up-skill’ students: ensuring that they have the right skills to succeed in Higher Education.



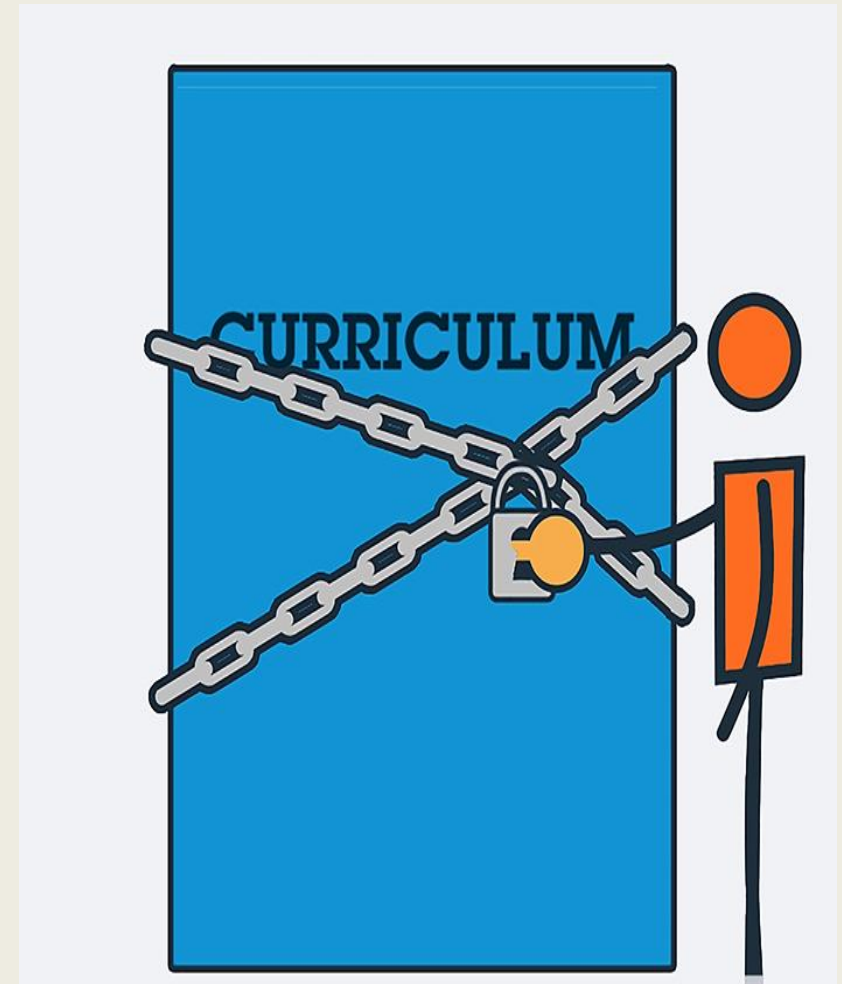
# Kingston's Approach

**Figure 4: The three elements of Kingston University's approach to closing the attainment gap**



# What is an inclusive curriculum?

“learning that is  
**meaningful,**  
**relevant** and  
**accessible** to all”  
(Hocking, 2010: 1)



# Inclusive Curriculum Framework

## High Level Principle

- Diversity has inherent value and offers best learning for all
- Curriculum not simply in terms of content, but in terms of 'engagement' (Barnett and Coate, 2005)
- Concept to Review

## Aligns (disparate) narratives of IC

1. Accommodation of students with disabilities and learning differences
2. Knowledge, power and privilege (exclusionary normative institutional practices in educational structures (Hughes, 2016))

Find out more [here](#)

# Kingston's Inclusive Curriculum Framework

## Our principles:


- 1) Create an accessible curriculum
- 2) Enable students to see themselves and their backgrounds reflected in the curriculum
- 3) Equip students with the skills to positively to and work in a global and diverse world

Find out more [here](#)

(McDuff and Hughes, forthcoming)



# Inclusive curriculum framework (McDuff & Hughes, 2015)

Teaching	Create an accessible curriculum	Enable students to see themselves reflected in the curriculum	Equip students with the skills to positively contribute to and work in a global and diverse environment
In the concept			
In the content (case study: question, discussion)			
In the delivery			
In the assessment			
In the feedback/forward			
In the review			



# Strategies going forward: case-studies of inclusive practice

## Content

### (Decolonisation/internationalisation of curriculum)

- Co-creating
- Alternative perspectives
- Auto-ethnographic strategies

## Learning and Teaching

- Reflective practice
- Work around understanding privilege/diversity amongst all students (UB)
- Strategies to encourage diverse group working
- Classroom based feedback strategies (PA)

## Assessment

- Peer-assisted marking panels
- Inclusive and authentic assessment
  - Debates not (just) essays
- Interventions to build assessment literacies (staff and students)

# Partnership to Co-creation

- Active **participation** in learning (Bovill, 2009, McCulloch, 2009)
- Teachers and students together act as the constructors of knowledge (Fraser and Bosanquet, 2006)
- “sustained, rather than a tokenistic basis” (Willis and Gregory, 2016: 4)

“**rejects** the idea that one party is positioned as the **producer** and the other as the **consumer** of knowledge.” (Willis and Gregory, 2016: 5)

# Co-creation in an Inclusive Curriculum

## Approaches to the Inclusive Curriculum

- Challenge the student deficit model
- Institutions need to change
- Enable students to see themselves and their backgrounds reflected in the curriculum (McDuff and Hughes, 2015)
- Challenge ‘silenced’ voices

## Co-creation of the Curriculum

- Challenge the deficit model of education

“it is the antithesis of the deficit model of education ‘where staff take on the role of enablers of disempowered students’ (Healey et. Al., 2014:15) (Willis and Gregory, 2016: 5)

- Education needs to change
- Enable students to become part of the learning process – bring their own experiences to ‘the party’

“I don’t have to leave myself at the door”  
(Kingston University Student)

# Curriculum Consultant Project

## Aims:

- Train students in the key principles of the Inclusive Curriculum Framework
- Students act as 'consultants' to offer advice to course teams on the inclusiveness of their module/course/programme
- Curriculum = engagement and not simply content (Barnett and Coate, 2005)
- Consultation extended to professional directorates



# Next steps

- ICF principles to inform multiple functions of the University
  - Curriculum consultants used to inform broader institutional functions
- Embed ICF in mainstream Learning and Teaching Enhancement offer
- Further in AME processes (inc. K-CEP)
- Evidence base for our APP to explore multiple differentials in progression and continuation



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