

Using Qualitative and Quantitative data to inform our support for Black, Asian and Minority Ethnic (BAME) Students

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Introductions

- Both in new posts at the university- 15 months in!
- Posts were created to support our APP strategic development
- **Kordel**- Manager of the Transitions team – supporting students who are struggling or thinking of leaving
- **Heather** – Research to inform our WP initiatives, and the evaluation of all WP activity (access, success, progression)



Presentation Content

1. **Context: Edge Hill University and our APP**
2. **Our BAME APP Targets**
3. **Our institutional approach to supporting our WP student groups (working groups)**
4. **Our Theory of Change and Logic Model Approach**
5. **Quantitative data** (*what data we use and how we analyse it*)
6. **Qualitative data** (*what data we collect, why we gather it, method and analysis*)
7. **How we use this data** (*action planning/logic modeling*)
8. **Our next steps: we've only just begun!**
9. **Activity**



Context- Edge Hill University

- Rural campus university in Lancashire
- 35 minute train journey from Liverpool
- Edge Hill University (EHU) has been a champion of widening participation since its establishment in 1885 as the country's first women's teacher training college.
- EHU have always attracted and supported a diverse student body with over 70% of students having one or more WP characteristic.
- Across all of our courses at Edge Hill our BAME student population is 1,386. This drops to 719 BAME students for OFS countable courses (17/18 data). Our entire BAME student population is made up of
 - 686 Asian students,
 - 311 Black African/Caribbean
 - 57 Chinese students
 - 273 mixed race
 - 58 who describe themselves as 'other Ethnic'.



Our BAME APP Targets

Our institutions five-year Access and Participation Plan (APP) includes five targets, two of these are specifically related to BAME students:

1. Increase the percentage of BAME students from the current 7.1% to 10.1% by 2024/25.
2. Reduce the attainment gap between Black students and White students by 50% by 2024/25 and 100% by 2030/31.

In addition to these targets we have four strategic aims and sub-aims, several of which are in response to our gaps in BAME access, success and progression.

1. Improve our understanding of the gap in entry rates for BAME students and develop programmes of activity to address them. Increasing BAME student population from 7% to 10% by 2024/25.
2. Reduce the attainment gap for students from underrepresented groups; this includes 1) between Black students and White students by 50% by 2024/25 and 100% by 2030/31, and 2) between Asian students and White students by 50% by 2024/25 and 100% by 2030/31.
3. **Undertake more granular analysis of the sub-sections of BAME students to gain a greater understanding of any intersectional gaps that exist around gender and at course/departmental/faculty level and work to reduce those gaps.**



Our institutional approach to supporting our WP student groups (working groups)

- Working groups for each WP student group are being created
- Practitioners (outreach, success and progression), research and evaluation support, academic staff input.
- Each working group feeds into an institutional level APP working group.
- Each working group work together to develop a theory of change model and logic model of student support. The Logic Models work as active action plans- they are evidence informed (so data is required!) and evaluation methodologies are embedded within the activity at this planned stage.
- The end goal will be a highly detailed Logic Model explaining ALL activity for that student group (including access, success/retention and progression work, who is doing this work and when) with evaluation methods embedded within this.



Step 1: Theory of Change Workshop

- ToC workshops enable us to work backwards from 'our ultimate outcome' rather than jumping straight in to planning activities.
- These workshops involve all relevant practitioners, academic staff with an interest in that area (who have links with our working groups).
- Using A3 worksheets and post it notes, together we move between these 4 questions

- 1) **Ultimate Outcome/Goal** *What is the overarching problem we're trying to solve? What is the expected outcome?*
- 2) **How will we know that we've succeeded?** *What does success look like? What will students know, feel and understand?*
- 3) **What are the underlying causes of the problem(s)?** *Behaviours, culture, attitudes and engagement?*
- 4) **What could solutions to these problems look like?** *Starting to think of activities/ programmes /initiatives*

UTLIMATE OUTCOME/GOAL

What is the overarching problem we're trying to solve?
What is the expected outcome?

(Creating a more diverse and inclusive environment for all staff and students.
Eliminating gaps in access, Success + Progression for BAME students.

How will we know that we've succeeded?

What does success look like?
What will students know, feel, understand?
How will we measure and evaluate our impact?

What are the underlying causes of the problem(s)?

- Behaviours
- Culture
- Attitude
- Engagement

What could solutions to these problems look like?

BAME Theory of Change Workshop Example



ULIMATE OUTCOME

To utilise our students' voice more effectively to create a more diverse environment for staff and students at EHU. To eliminate the gaps in access, success and progression for BAME students at EHU

OUTCOMES- how will we know we've succeeded?

<u>SHORT TERM</u>	<u>SHORT TERM</u>	<u>Short term</u>	<u>MEDUIM TERM</u>	<u>MEDUIM TERM</u>	<u>MEDUIM TERM</u>	<u>LONG TERM</u>	<u>Long Term</u>	<u>LONG TERM</u>
Increase staff understanding of BAME student experiences from an access, success and progression perspective	Identify areas of best practice and areas for improvement around BAME access, success and progression and encourage discussion between faculties and courses	BAME students feel confident and comfortable working with staff to overcome access, success and progression barriers and feel they have their voices heard	BAME students arrive at EHU feeling empowered, with a sense that they belong, and that they are in the right place for them.	The wider community (local teachers, social workers, influencers etc) view EHU as a diverse University	BAME students and staff will want and feel able to take part in activities in the university community e.g. the SU	BAME students feel able to succeed on course and feel confident in accessing relevant support services if needed.	EHU has an increased visually diverse staff and student body with more BAME staff and students choosing EHU	BAME students feel confident to apply for graduate roles with high profile employers and graduate outcomes gaps reduce.

Assumptions: What do we see as the underlying causes of these problems?

Lack of cultural understanding and awareness across the institution about issues BAME students and staff may face	Difficulties gaining reliable data to give a picture of BAME student experience across all faculties and on different courses	BAME student voice is missing from what we do at the university	Misconceptions about EHU in the wider community between external stakeholders.	Lack of marketing about support services on offer at EHU to students about where to gain support when needed	Lack of facilities available at EHU to support a diverse student and staff body e.g. catering, prayer room and split gender sports sessions	A lack of visual BAME role models on EHU campus due to a lack of students and staff members who are BAME.	Students struggle to identify their brilliant life skills they have acquired through their experience (resilience etc) when applying for jobs/other opportunities.	BAME students lack confidence regarding their career and progression.
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Strategies: What could solutions to these problems look like?

Staff training to support deeper cultural awareness amongst all staff body. BAME staff networking group	Using evaluation and research methods to find out more about individual BAME student experiences	Building links with local communities to increase representation and diversity on campus	Year-round events to celebrate diversity e.g. not just black history month	Work with Elevation Network to raise confidence of BAME students in relation to their graduate outcomes	Incorporate the BAME Student Voice into what we do	Improve facilities for BAME students	Create a BAME Ambassador and Alumni Programme with a focus on employability and promoting the University at pre-entry level
<p><i>Student led staff training around BAME issues</i></p> <p><i>Compulsory face-face equality and diversity training for all new staff focussing on real-life case studies to increase cultural awareness</i></p>	<p><i>Ensure our practice is informed by both national best practice, but also internal research and evaluation. Ensure BAME student and staff voices will always be used to guide our activities by setting up focus groups etc to ensure different</i></p>	<p><i>Work with the SU and faculties to ensure that a diverse programme of events on campus are delivered year round</i></p> <p><i>Work with local communities to increase offering of events and celebrations</i></p>	<p><i>Diversify campus food options design a split gender prayer room with open access, female only blocks in halls, female only gym sessions, build links with local communities to capitalise on their faith facilities etc</i></p>	<p><i>Establish an EHU BAME Student and Staff Ambassador scheme</i></p> <p><i>Develop a programme whereby EHU BAME Alumni are invited to talk to our current students about their success/ experience and how to articulate their skills and qualities that will make them valuable to employers.</i></p>			

Step 2: Evidence Gathering to inform our strategy

(How do we know what support our students want/need? How do we know what works?)

Secondary Sources of evidence/ research	Primary Qualitative Data	Primary Quantitative Data	Secondary Quantitative Data	What information is missing? What else do we need to know?
Reports (NUS, UUK etc)	E-Journal	N/A	Tableau (Internal data source)	Detailed analysis of data within Tableau
Academic Research (journal articles)	Elevation Networks Research		National student Survey (NSS)	Open, honest conversations with BAME students about their experiences at EHU
Knowledge shared at WP conferences/ events			TEF Metrics	

Qualitative Data

- BAME Working Group Theory of Change Model- great ideas, but missing student voice!
- What did we know already? My E-Journal/Elevation Networks report
- Lack of targeted research with our WP student groups= lack of specific knowledge/evidence/insights from OUR students reflecting directly upon their identity, culture and socio-demographic characteristics rather than their broader student experience
- Positive action was needed!



Focus Groups: Our Approach



- Reena Kaur (our WP BAME, Family and Communities Officer) and I consulted with our wider BAME working group regarding organising focus groups with our BAME students
- We decided to host 3 focus groups with BAME students (2 lunchtime slots, 1 twilight slot)
- A focus group schedule of questions was created that echoed the themes of the Theory of Change model so that student voice could be fed into this. We added additional questions to ask students their views of the acronym 'BAME' and some questions around accessing university to unpick their journeys to becoming students at Edge Hill.



1) Ideal' University (ultimate outcome/outcomes section of ToC)

- *What would your lecturers/seminars be like?*
- *What services would be available to you? (accommodation, chaplaincy, careers)*
- *What would the staff be like?*
- *What conversations would the university be having with its students?*
- *What would the Students Union be doing?*
- *What would you be doing after you graduated?*

2) Barriers to this 'ideal' (assumptions section of ToC)

- *What do you think is the biggest barrier to us getting there?*
- *What other barriers are stopping us?*
- *Do you think the biggest barrier is cultural (the way the university feels, acts, behaves) or do you think its structural (policies, physical buildings/lack of certain facilities etc), or a mixture of both?*

3) What do you want us to do? (strategies section ToC)

- *Let's try and prioritise first of all- what would be the 3 key things you'd want to see the university do first?*
- *What else could we do?*
- *What could the Students Union do?*
- *What could you do as students?*

- We honestly and openly targeted BAME students directly (students who have opted in to be contacted about research opportunities) and broadly using social media and internal marketing/communications. We were explicit and truthful in this targeting (APP, OFS)
- Engagement was high- over 60 students contacted us to take part (46 students within 24 hours!)
- If students wanted to take part they were sent an information sheet to read before they agreed to participate.
- Prior to the focus group beginning, Reena and I introduced our roles, we reiterated why we were having this focus group (OFS, APP's, BAME national statistics regarding HE access, success and progression)
- We showed the OFS student facing APP video
- We asked students to give signed consent to the Focus Group being audio recorded (as explain in the information sheet)

ARE YOU A BLACK, ASIAN OR ETHNIC MINORITY STUDENT?

We're running focus groups so you can tell us about your experiences at Edge Hill.

Interested? Contact Reena Kaur:
✉ kaurr@edgehill.ac.uk



‘Access and participation plans’

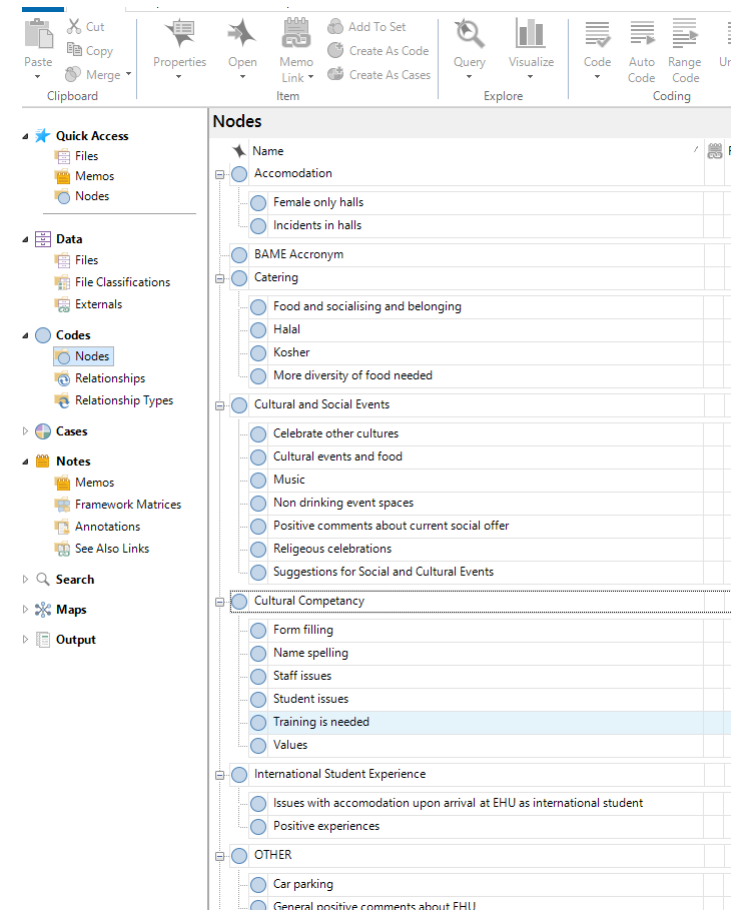
Practical findings- lessons learnt

- Being honest and bold about why you're targeting a specific student group (OfS, APP) worked well and resulted in really engaging and interesting conversations.
- Students explained how they appreciated the opportunity to have these conversations so openly- one focus group lasted over 2 hours!
- Each student was aware they'd be offered a £10 Amazon Voucher for taking part, and that there would be an informal 'pizza and chat' session before the focus group began- this worked well and made the focus group less formal.
- Signed consent (link to student administration data- means less demographic questions need to be asked, permission to contact for further research opportunities, and request to keep the student updated with progress).
- Nodding and smiling- body language is important to capture.
- Importance of 'anecdotes' and letting the students talk with each other.
- Postgraduate and undergraduate student dynamics.
- We ended the focus group with 'next steps' and the ways that students can be involved in this work moving forward- students appeared to appreciate this and several have been in touch since to get involved.



Analysing the Focus Group Data

- Focus group audio recordings were transcribed.
- Transcriptions analysed thematically by hand and in NVIVO.
- Core themes emerged repeatedly across all three focus groups in addition to smaller sub-themes.
- The analysis and reporting of findings took into consideration other factors beyond ethnicity (gender, age, religion, living on/off campus etc- BAME students are not a homogenous group!)



NVIVO

Emerging key themes and findings

- 29 students took part in 3 focus groups
- Extremely rich data collected!
- Core themes across all 3 focus groups:
- **BAME acronym**
- **Diversifying Campus Catering** (halal, kosha foods)
- **Cultural (in)competency- education is needed for both students and staff** (names, stereotypes/assumptions, race/religion, form filling)
- **External image of the university** (marketing materials etc.)
- **Diversity amongst staff**
- **Widening cultural opportunities** (non-drinking spaces, diverse music, more cultural events)



Quantitative Data

Where are we now' – and what actions are required to get us 'where we need to be'?

Increasing BAME student population from 7% to 10% by 2024/25'

(Edge Hill University, 2019,p.10)



Brief overview of Tableau

- Tableau is software that hosts data from from various data sources – such as management information systems – e.g student record systems – in our case - Elucian
- Tableau is also used by OfS for their data sets and can be accessed on their website
- <https://www.officeforstudents.org.uk/data-and-analysis/access-and-participation-data-dashboard/guide-to-the-access-and-participation-data-resources/>



METHODOLOGY

- The top line of data was explored – e.g 70% of undergraduates are white in Ethnicity
- Then applied the question ‘What is the demographic of the 30% non-white student population?’
- Peel away layers from top line to show trends or patterns in data;
 - By comparing overall year data over a 4year period from 2015 -19
 - By comparing faculty data over the 4 years; then by department and course
 - By looking for any trends or patterns in numbers of ethnic groups in each cohort,
 - By applying the various factors that could possibly impact on attainment (award achieved) i.e. Course, Entry Qualification, age, disability, polar quintile, IMD etc
 - Where any of the above factors predominant in just the BAME body of students, or were the factors prevalent across all ethnic groups in showing an indicator in less attainment rates – e.g. Entry Qualification ‘BTEC’ students

Issues, problems and pitfalls

- Ensure you have a clear definition of what you are looking for – consider the wider context for your own institution
- Ethnicity not always broken down into subgroups but grouped as BAME or Non-BAME
- Beware of rabbit holes – keep to the remit of the project
- Don't be frightened of small numbers – there is still information that can be gleaned
- Ensure that raw data source is as accurate as it can be, and becomes the 'single point of truth'
- The numbers only give part of the story – need to cross reference with qualitative data and discussions with academics, students etc



Other quant data sources

- NSS – national student survey used as a benchmark for student satisfaction on academic and non-academic experiences
- TEF metrics – we analysed these to look at to consider the positive, negative and neutral responses to identify areas of good practice and areas for improvement
- Both sources have been created as workbooks in Tableau

BAME Data- Our Next steps

- Reporting on the findings to senior leaders (formal presentation of findings followed by the launch of our report)
- Potential follow up survey r.e focus groups (to target students who did not want to take part in focus group)
- Quant data next steps: identify departments for further investigation into reasons for lack of progression, retention and attainment
- Feeding all findings into our Theory of change model (shown earlier)
- Using all of this information to produce our action plan of student support for BAME students (Logic Model) in a workshop with all relevant stakeholders - professionals services, academic staff, SU, students.



Step 3: Action Planning /Logic Modelling

SITUATION: *Where are we now and where do we want to be?*

INPUTS *What resource inputs do we need? What staff members/teams will be involved? What physical/online infrastructures/facilities will we need access to?*

ACTIVITIES *Specifically, what activities /initiatives/programmes are going to take place or be delivered to bring about the desired change(s)? Who are these activities for? What year group? Pre/Post Entry? Who is going to delivery this? When (year 1-5 of APP?)*

WHAT RESEARCH/EVIDENCE UNDERPINS THIS ACTIVITY? *What internal evidence do we have that this works (if the programme is already running), what external reports, journal articles, primary/secondary data do we have access to that suggest an initiative like this will work?*

PLANNED EVALUATION METHODS/EVALUATION TYPE *(OFS standards of evidence)*

SHORT MEDUIM AND LONG TERM IMPACTS *Specifically, what do we want to see improve? Increased/improved behaviour, knowledge, skills, understanding etc. We can split this into short term, medium term and long term if required.*

STATISTICAL IMPACTS *X% change, what are the measurable effects of this work? What are the fundamental intended change(s) occurring as a result of the programme activities in the University, community, workplace etc? This can be a cumulative effect of multiple programmes/activities, or the statistical impacts we expect one individual programme to have.*

Draft Care Leaver Logic Model (still in development)

Situation	Inputs	Activities	Activity Target Group	Research and Evidence Underpinning Activity	Evaluation Type (design to be fully developed)	Short Term Outcomes	Medium Term Outcomes	Long Term Outcomes	Statistical Impacts
<p>Our aim is for EHU to be a flagship university for Care Leaver Student Support. The gap between Care Leaver students and their peers will be closed at every stage of the student lifecycle, so that physical and emotional barriers are diminished.</p> <p>EHU currently have a limited offer that is not well advertised (due to limited physical resources and a limited web-presence). A range of departments and staff are engaged with working with Care Leaver Students, but a more joined up and integrated approach is required.</p>	<p>WP Outreach Officer</p> <p>Transitions Team, including a dedicated Care Leaver Student point of contact</p> <p>Evaluation and Research Support</p> <p>Careers Service</p> <p>Academic Staff</p> <p>Accommodation Team</p> <p>Well-being Team</p> <p>Marketing Team</p> <p>Student Ambassadors</p> <p>IT – website support</p> <p>Space on EHU campus to host events and activities</p> <p>Academic Registry- funding sources for students to access such as the Student Opportunity Fund</p> <p>Funding for events/student ambassador training/costs for alumni visits etc</p>	<p>ACCESS</p> <p>Develop a physical resource pack to give to care leaver students and their supporters.</p>	Pre-Entry	<p>Learning and Work Institute with Department for Education; 'Supporting Looked After Young People and Care Leavers in Further Education' (p15): http://www.nnecl.org/resources/supporting-looked-after-young-people?topic=guides-and-toolkits</p> <p>OFFA (now OFS); 'Topic Briefing – Care Leavers' (outreach and transition support section); http://webarchive.nationalarchives.gov.uk/20180511112414/https://www.offa.org.uk/universities-and-colleges/guidance/topic-briefings/topic-briefing-care-leavers/</p> <p>NNECL; 'Looked After Young People and Care Leavers Toolkit – Learning and Work'; http://www.nnecl.org/resources/looked-after-young-people-and-ca?topic=guides-and-toolkits</p>	Type 1	A bespoke resource pack being co-produced with current care leaver students.	Students and supporters engage with the resource pack and find it useful.	Increased % of referrals from supporters to EHU.	% increase in applications and conversions
	<p>Parent/Carer Event 'Supporting the Supporters' -enhance EHU's collaboration between pre-entry Care Leaver Students, their supporters and Local Authorities and ensure our offer is clearly communicated.</p>	Pre-Entry	<p>Department for Education (March 2019); 'Principles to guide higher education providers on improving care leavers access and participation in HE', https://www.gov.uk/government/publications/principles-to-guide-higher-providers-on-improving-care-leavers-access-and-participation-in-he/principles-to-guide-higher-education-providers-on-improving-care-leavers-access-and-participation-in-he</p> <p>Bristol Inter-disciplinary Group for Education Research (13 June 2018); 'Six factors supporting success for care leavers in higher education'; https://blogs.uwe.ac.uk/education/six-factors-supporting-success-for-care-leavers-in-higher-education/</p> <p>We have previously delivered a event 'Empowering Practitioners Conference' with other Lancashire HEI's to support social workers and other professionals who support children in care and Care Leavers. The event will now be held annually based on positive feedback from attendees.</p>	Type 2	Events continue to take place, are well attended, and gain pre and post event evaluation feedback.	Maintaining and developing relationships with supporters.	(see statistical impacts)	Increased % of students declaring their Care Leaver Status on arrival to EHU	
	<p>Continue to collaborate with North West universities to provide Care Leaver Students with the IAG they require to attend HE.</p>	Pre-Entry	<p>Learning and Work Institute (Charlotte Robey, Nicola Aylward and Harriet Pickles); 'Localised approaches to supporting care leavers' (March 2017); https://www.learningandwork.org.uk/wp-content/uploads/2017/05/Localised-approaches-report-final-draft-revised.pdf</p> <p>Become (2012); 'Open Doors, Open Minds' report; https://www.becomecharity.org.uk/media/1130/open_doors_open_minds_small.pdf</p>	Type 2 and HEAT	Good attendance and positive immediate feedback at all of the NW events.	Repeat attendance at events.	Greater knowledge of the North West HE offers for care leavers students.	Increased care leaver attendance on outreach programmes	
	<p>Continue Care Leaver Student campus visits for students and their supporters that clearly explain exactly what support available at EHU and what they can expect on arrival.</p>	Pre-Entry	<p>The Guardian (2018) There's a lot of Stigma. Why do so few care leavers go to university?'; https://www.theguardian.com/education/2018/oct/31/theres-a-lot-of-stigma-why-do-so-few-care-leavers-go-to-university</p> <p>Dr N. Harrison (UWE Bristol); 'Moving on Up' report; http://www.nnecl.org/resources/moving-on-up-report?topic=guides-and-toolkits</p> <p>Department for Education (March 2019); 'Principles to guide higher education providers on improving care leavers access and participation in HE', https://www.gov.uk/government/publications/principles-to-guide-higher-providers-on-improving-care-leavers-access-and-participation-in-he/principles-to-guide-higher-education-providers-on-improving-care-leavers-access-and-participation-in-he</p>	Type 2	Campus visits take place and immediate feedback is positive	Students who choose EHU arrive understanding the range of support available to them.	Students who require support actively engage with the range of available opportunities available at EHU.		
	<p>Improve and advertise links with national agencies (such as Standalone, Care Leaver Covenant).</p>	Pre-entry and all years of EHU students	<p>Department for Education (March 2019); 'Principles to guide higher education providers on improving care leavers access and participation in HE', https://www.gov.uk/government/publications/principles-to-guide-higher-providers-on-improving-care-leavers-access-and-participation-in-he/principles-to-guide-higher-education-providers-on-improving-care-leavers-access-and-participation-in-he</p>	Type 1	EHU getting the Stand-Alone pledge, and Care Leaver Covenant	Prospective students are aware of quality of the support EHU offer	EHU are recognised as a university that supports Care Leaver Students well through their whole student journey		
	<p>Guaranteed place on summer residential programme for Care Leaver Students.</p>	Pre-entry Post 16	<p>NNECL (2013); 'Supporting Care Leavers in FE and HE'; http://www.nnecl.org/resources/nnecl-supporting-care-leavers-in?topic=guides-and-toolkits</p>	Type 2	Increased applications from care leavers.	Care leaver students attending the residential increases.	Positive feedback from the residential.		
	<p>SUCCESS and PROGRESSION</p> <p>Kickstart welcome event with academic support/transitions study skills.</p>	Year 1 – on arrival	<p>Harrison, N. (2017) Moving on up Report- http://www.nnecl.org/resources/moving-on-up-report?topic=guides-and-toolkits CLS usually significantly lower KS4 attainment, on average and lower degree outcomes than other students- perhaps focus on study skills to bridge this gap. 19% of respondents did not feel that their transition into HE was a smooth process, with a further 18% giving a neutral answer-</p>	Type 2- 6 monthly Survey to Care Leaver students to track their knowledge and	Students attend the event and provide positive	Students are aware of and engage with the transitions team. Positive feedback is received	A feeling of belonging and a sense of community amongst care	Increased retention of care leaver students	

Any Questions?



Activity

Secondary Sources of evidence/ research	Primary Qualitative Data	Primary Quantitative Data	Secondary Quantitative Data	What information is missing? What else do we need to know?	How can we gather this information/ evidence?
What secondary evidence/ research do you have access to that can help you strategically plan your support for this student group?	What internal qualitative data/reports about your students do you have access to that can help you understand the WP student group you want to support at your university?	What internal quantitative data/reports about your students do you have access to that can help you understand the WP student group you want to support at your university?	What secondary numerical sources of data can you utilise to help plan your support for this student group at your university?	What data/ information do you need that you don't currently have that will help you strategically support this student group at your university?	What can you do to gather this data/ information/ evidence? Why is this data appropriate ?