Student Attainment Project

Derby's Student Attainment Project

- Institutional context.

- Our approach.

- Considerations for the future.

University of Derby – Institutional Context

Widening participation and improving social mobility are at the heart of the University of Derby's mission and our core strategic objectives.

- 19.6% of our full-time undergraduates are UK-domiciled from BME backgrounds;

- nearly 20% of our full-time, first degree undergraduates are from the lowest HE participation neighbourhoods (often first in family);

- 13% of our undergraduates declared a disability with 10% of undergraduate students in receipt of Disabled Students' Allowance (DSA);

- 29% of our undergraduates are mature students;

- a quarter of our undergraduates study part-time (minority mode of delivery), with around half of these students studying through our online provision.

University of Derby – Success

- Teaching Excellence Framework – Gold.

- 54th in the Guardian University League Tables 2018.

- Top 20 for teaching quality in the UK in The Times and Sunday Times Good University Guide 2017.

- HEA Global Teaching Excellence Award 2017 – Finalist.

- In 2016 we became the first UK University to achieve a European quality kite mark from the European Association of Distance and Teaching Universities receiving their OpenUp Education quality label for our MOOCs.

- Derby is one of the government identified 'Opportunity Areas', the University is working with strategic partners to improve social mobility and enable young people to reach their full potential.

- Leading the HEFCE funded Derbyshire & Nottinghamshire Collaborative Outreach Programme, working with eight FEC and HEI partners to deliver transformative collaborative outreach activity.

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Derby's Student Attainment Project

We aim to close the good honours attainment gap between BME and non-BME students undertaking their first degree.

- At Derby the BME attainment gap has halved from 28.2% in 2011/12 to 14.7% in 2015/16.

- During this period good honours attainment has increased for all students and by 25 percentage points for BME students.

  (Figures based on home, EU and international full and part-time undergraduates; HESA data 2011/12 to 2015/16.)
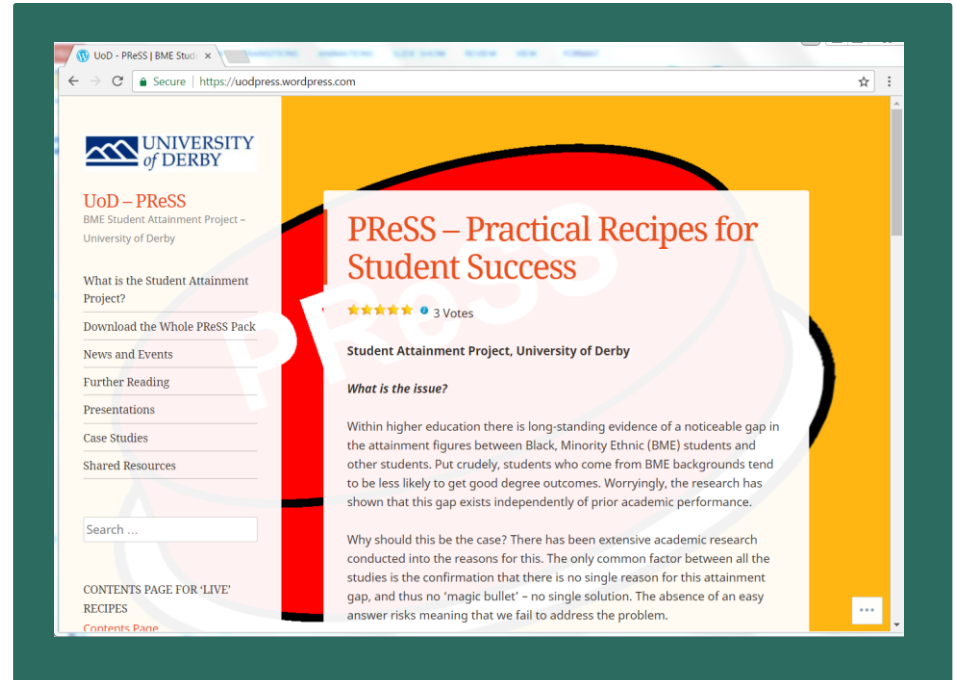
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Sensitivity: Internal

Derby's Student Attainment Project - Methodology

- Develops work of the Disparities in Student Attainment Project (DISA) www.wlv.ac.uk/disa
- **Core elements**:
    - Data driven – module analysis
    - A range of interventions across the different domains:
        - o Curricula and learning
        - o Relationships
        - o Cultural and social capital
        - o Psychosocial and identity
    - No magic bullet
    - Post-racial, inclusive approach.

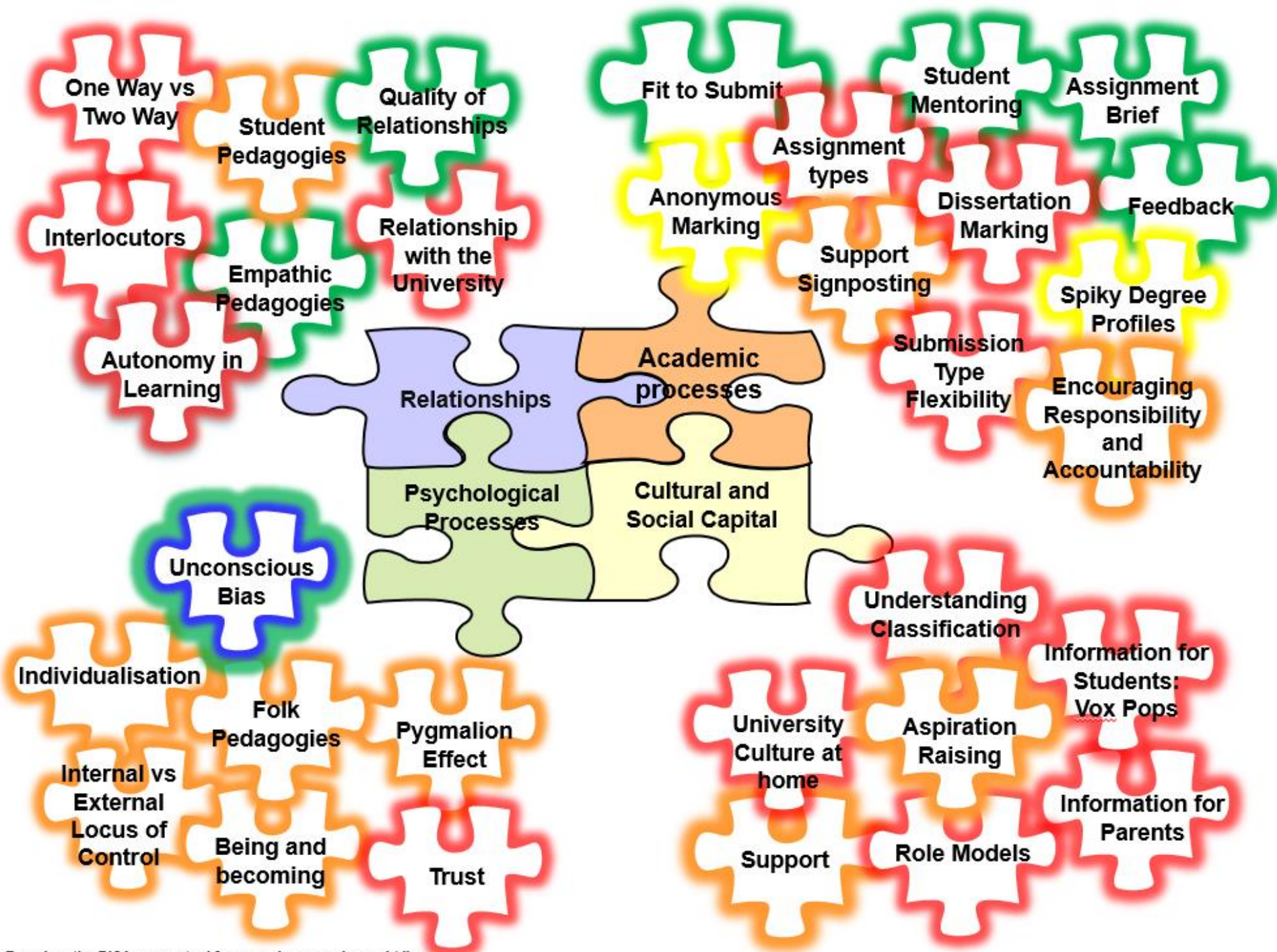# Derby's Student Attainment Project - Approach

- Steering Group - established September 2012

- Explore our data

- Programme Health Checks

- PReSS

- Evaluation and Case Studies

- Communication through conferences and workshops

- Feeds into key University of Derby strategies and deliberative committees.

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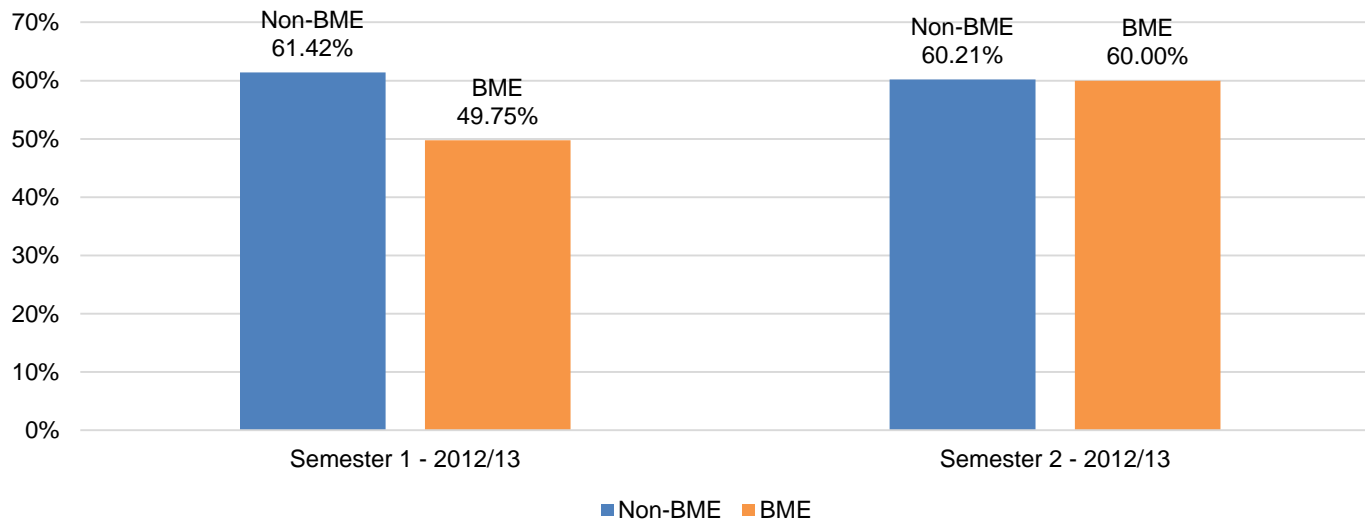Based on the DISA conceptual framework: www.wlv.ac.uk/disa

Case Study - Roadmap to Success

- BA (Hons) Education Studies Degree
- Including: Assignment Briefing, Fit to Submit Checklist and Tutorial Stations

BA (Hons) Education Studies Degree – Average Grades, Understanding and Managing the Behaviour of Learners Module

Semester One - 41 students including 8 from BME and 33 from Non-BME backgrounds.
Semester Two - 36 students including 4 from BME and 32 from Non-BME backgrounds.

Case Study undertaken by: Ang Davey, Kath Headley and Helen Wilson, 2013.

HEFCE Catalyst Fund: Addressing Barriers to Student Success SAP2

Scaling up Derby's Student Attainment Project 1 (SAP1) approach to…

1. Work with Southampton Solent University and the University of West London, to validate that the adoption of the SAP1 approach can deliver similar benefits in other institutions.

2. Extend the SAP1 methodology so as to target attainment gaps in other contexts (for example: gender; disability; socio-economic background) in order to assess its efficacy in these contexts.

3. Provide evidence as to the optimal means of ensuring the sustainability of outcomes within institutions.

For the future

- One question for us has been, when would be best to mainstream the Student Attainment Project work?

- Our Student Attainment Project approach focuses on inclusive teaching practice, it supports the operationalisation of our institutional approaches including for example, our:
    - Learning and Teaching Strategy
    - Assessment and Feedback Strategy
    - Student Experience Framework.

- Engagement with academic colleagues through the SAP2 provides a good opportunity to:
    - reinforce links to our institutional approaches
    - discuss and explore approaches to addressing differential outcomes for students.

- Learning from the evaluation of the SAP2 to inform our future approach.

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Any questions?

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