

Student ethnicity: Addressing differential outcomes

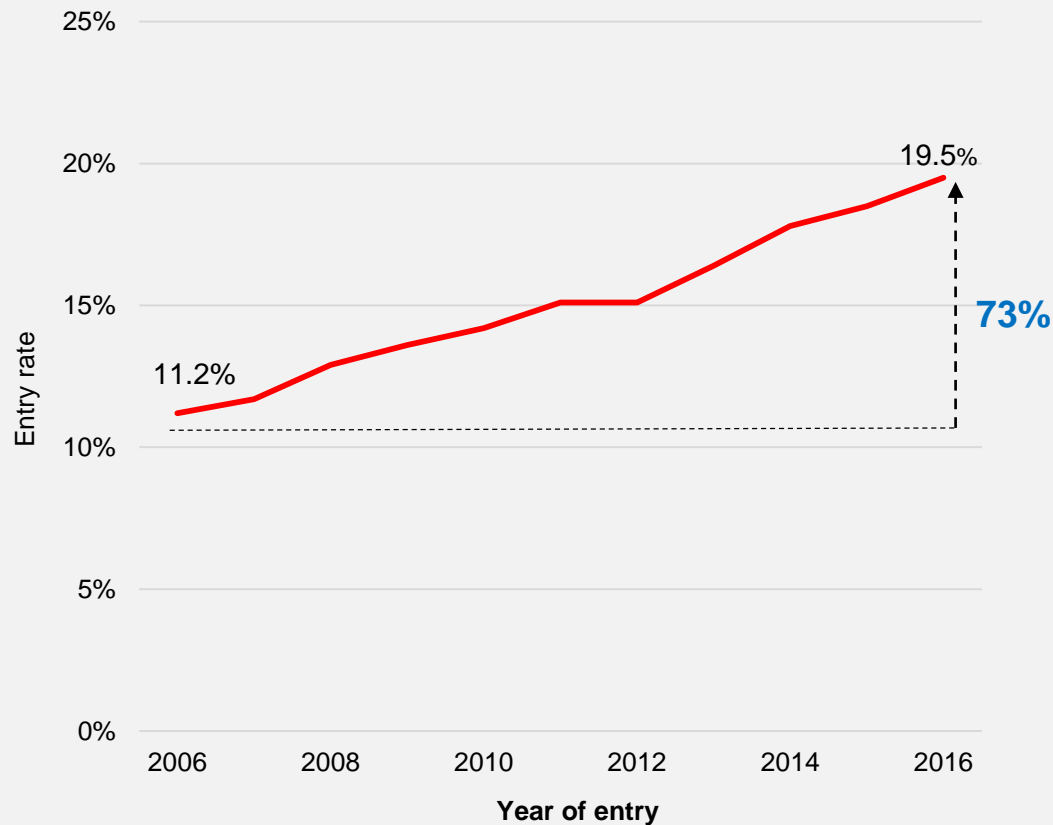
July 2017

Richard Shiner

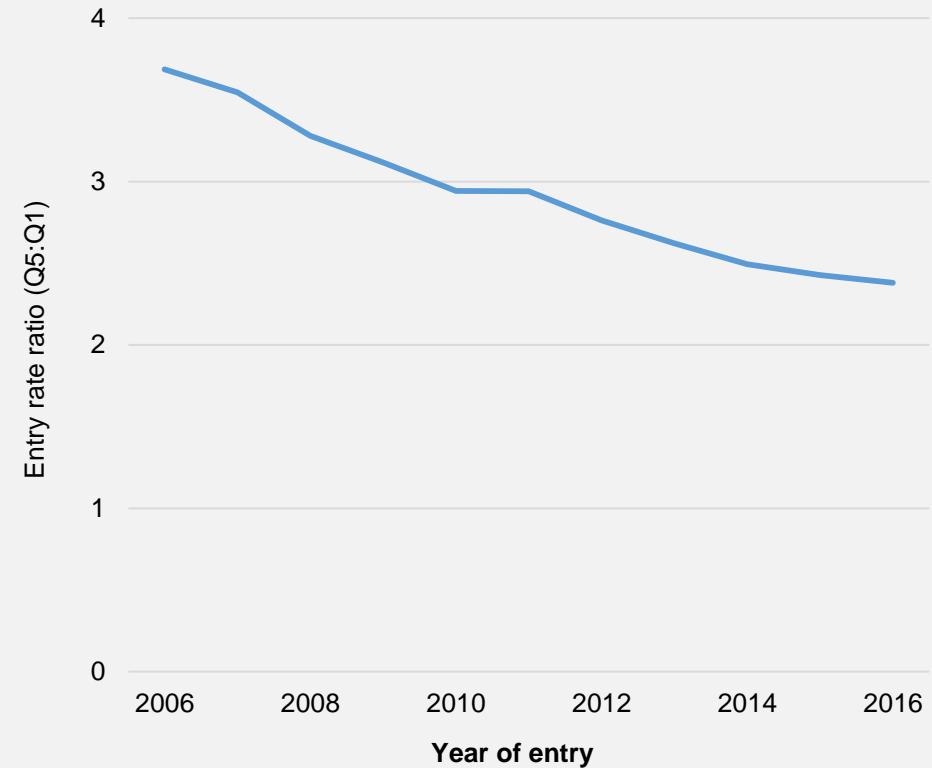
Head of Evidence and Effective Practice

Entry rates: The number of 18 year olds from low participation neighbourhoods has increased dramatically and the gap is narrowing

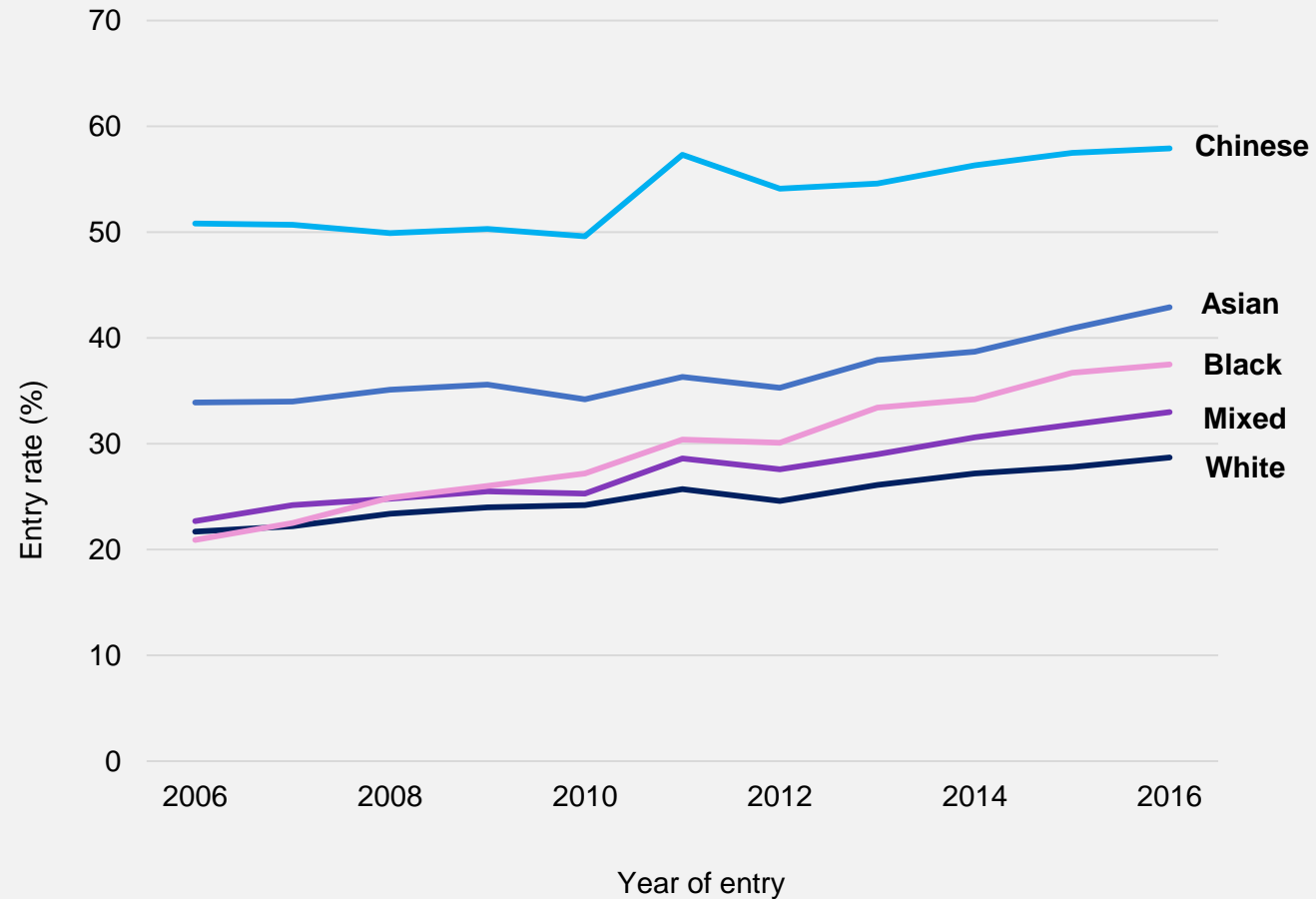
Entry rate among the most disadvantaged (POLAR3, Q1)



Difference in entry rate between most advantaged and most disadvantaged groups



Entry rate for 18 year old state school pupils in England by ethnicity

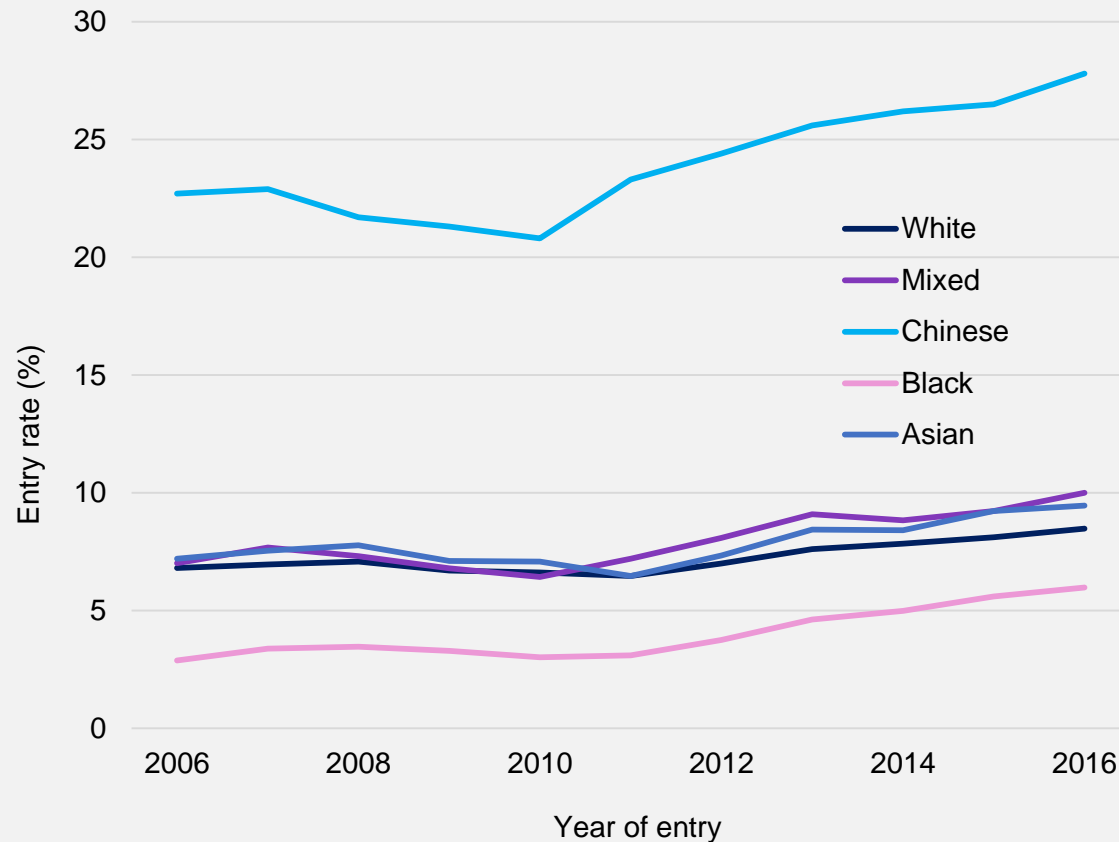


Persisting issues in access for BME students

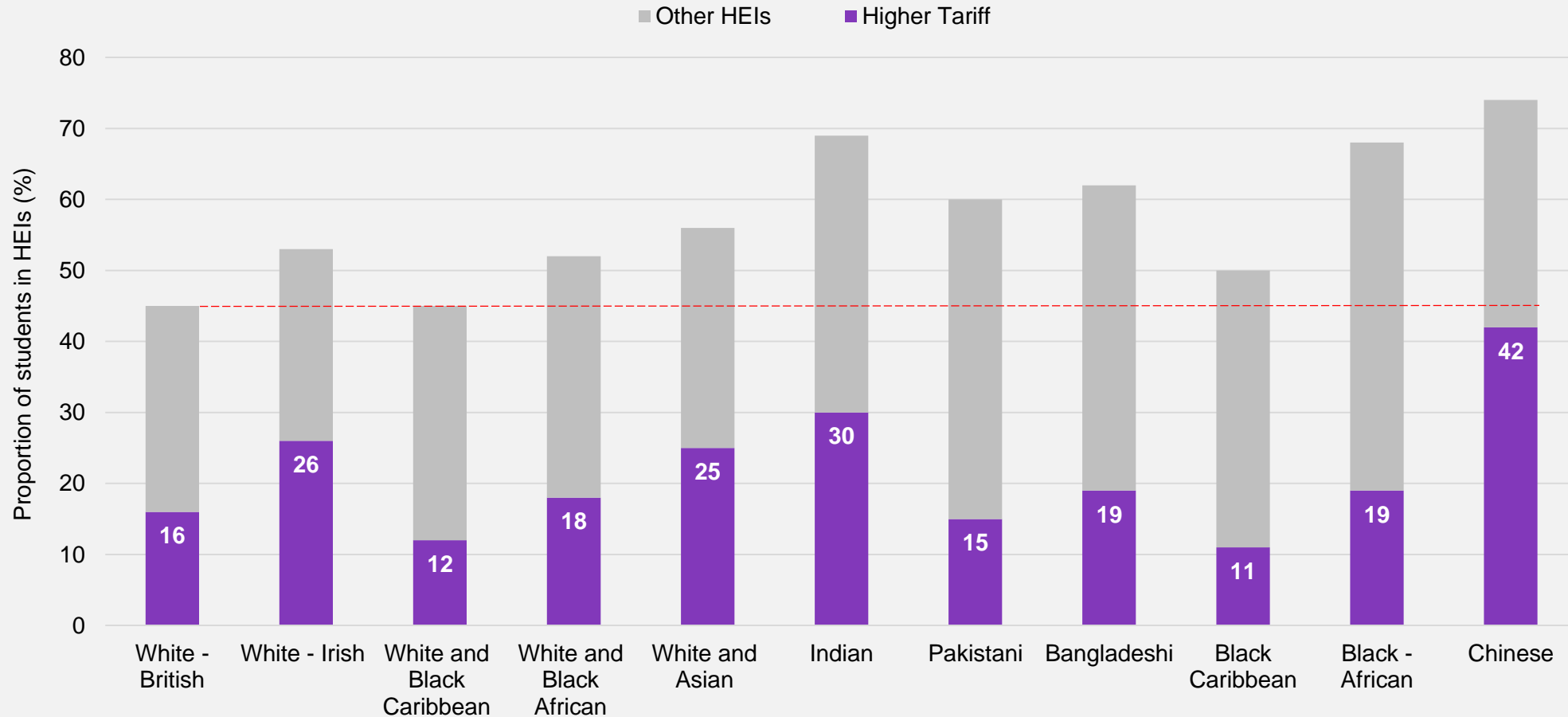


- Access to different **institution types**
- Entry rates varying between different ethnicities, masked by **the 'BME' label**
- **Mode of study**
- Participation in different **subject types**
- **Differential outcomes once in higher education**

Entry rate in higher tariff English institutions for 18 year old state school pupils by ethnicity



Proportion of students in sustained higher education by detailed ethnicity, 2014-15



Persisting issues in access for BME students

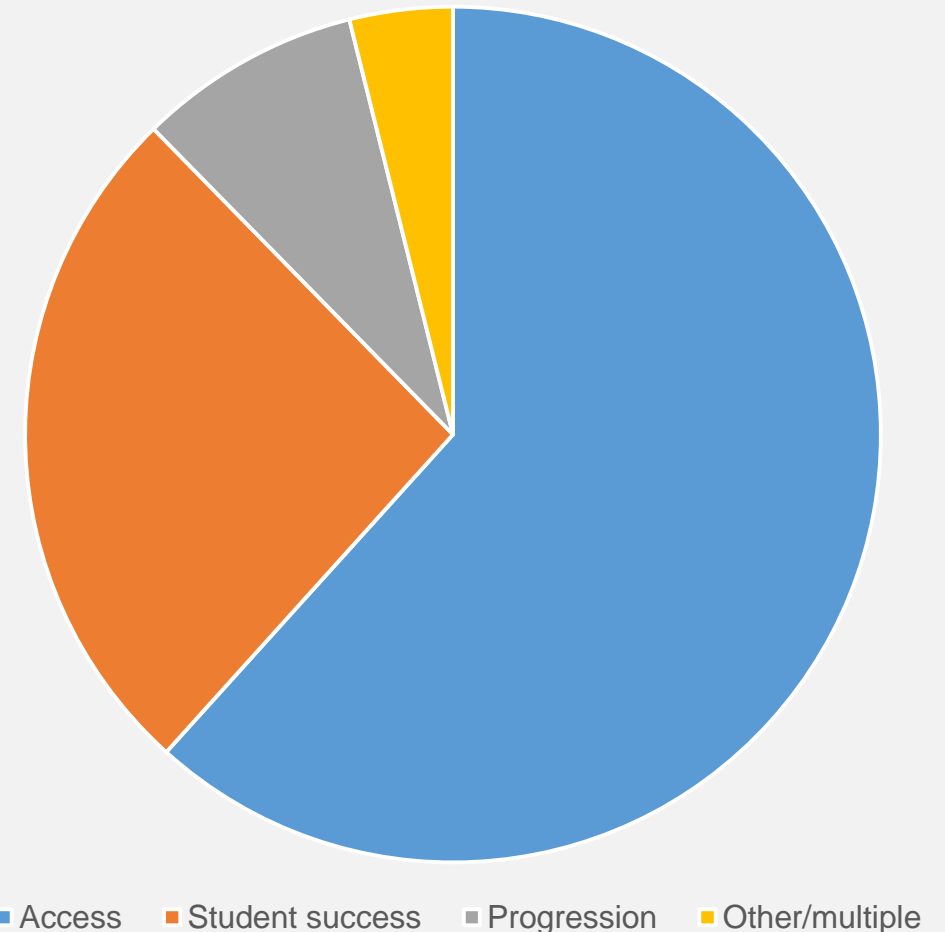


- In 2015-16, **15%** undergraduate **part-time** students were BME compared with **24% full-time**.
- In 2015-16, **50%** undergraduate **BME** students studied **Science** compared with **47% White**, however of the major ethnic groups, Caribbean students have fewest proportion studying Science (39%) and Chinese have the highest (57%); at undergraduate level.
- Lower rates of retention, degree outcomes and employment outcomes

Current sector position: 2017-18 access agreements

- 52% of institutions have a target relating to BME students
- Close to two thirds of these targets relate to access
- A number of institutions have a target relating to BME in conjunction with another measure

BME related targets across the lifecycle



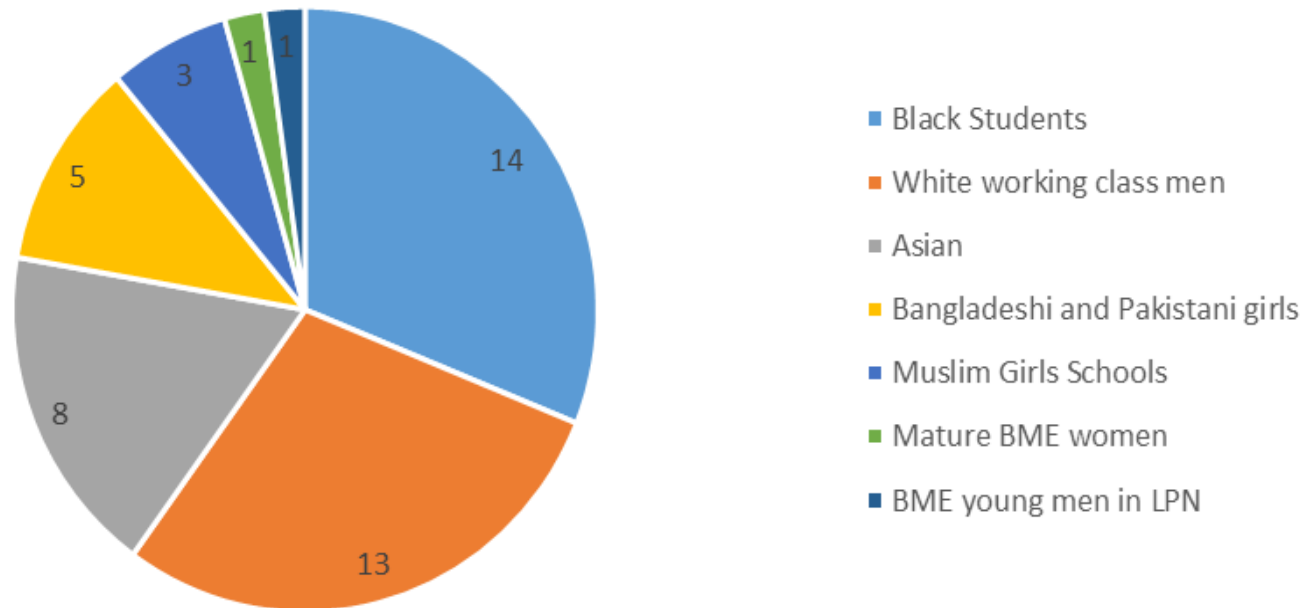
Current sector position: 2015-16

Monitoring



- In access targets, 2015-16 showed most progress in targets relating to BME access – with 82% showing progress.
- In success targets, 2015-16 showed most progress in targets relating to BME success and retention – 89% showed progress.
- Overall number of progression targets has increased however the majority of these have no specific target groups.

Equality and Diversity Programms for Underepresented BME Groups



- Of equality and diversity work, race and ethnicity was the protected characteristic with the third highest instances of targeted activities
- The majority of interventions focused on access and success/retention
- Of 142 interventions that were reported to us, 32 were targeted beyond BME

What more can be done to aid successful outcomes for BME students?



- Targeted approach
- Lifecycle approach
- Whole institution approach
- Collaborate
- Evaluate
- Raise attainment

Current OFFA project: 'Understanding the impact of targeted activities for BME students'



- OFFA is currently developing a research agenda around BME participation and success in higher education, due to be commissioned this year.
- Call for evidence – 17 submissions from 15 institutions and sector organisations.
- Some early findings – range of targeting, spread of activities across the life cycle, collaboration, institution facing activities, student involvement.
- Next steps...

Thanks for listening...

Group discussion: 20 minutes



- **Identify three main challenges when targeting students from under-represented ethnic groups**

Group discussion: 20 minutes

- **Considering these challenges, what are the possible solutions?**