

What works in access, retention and success?

KU Case study:

Closing outcome gaps for BAME learners

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What is the BAME attainment gap?

- The difference in the proportion of UK domiciled BAME and white students who attain a 1st and 2:1 degree.
- Persistent over time and virtually universal across the HE sector.
- Of all those UK domiciled students graduating in 2013 across the UK **71.4%** of White students achieved a 1st or 2:1 compared with **53.8%** of BME students

How has the sector responded?

- A number of HEIs have made addressing outcome gaps for BAME learners a priority
- Key sector agencies, including OFFA, HEFCE and the HEA are increasingly bringing their focus onto the BAME attainment gap

How has Kingston University responded?

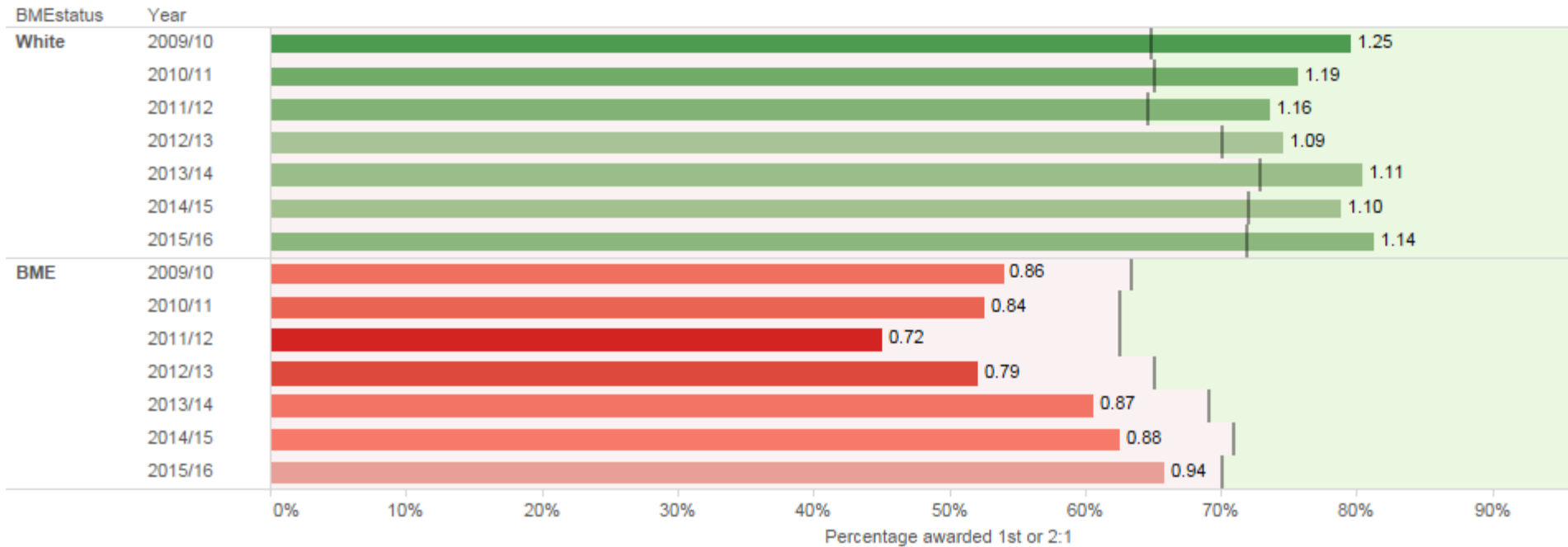
- An institutional Key Performance Indicator (KPI) to raise the BAME Value Added score to 1.0 by the end of the 2018/19 academic year
- An action plan to achieve the above
- A research and evaluation framework to measure progress

Value Added

- Our principle measure of progress in relation to BAME attainment
- Takes account of a student's prior entry qualifications and subject of study
- Shows whether students with particular characteristics are more or less likely to achieve the expected outcome

Value Added - example

Ethnicity



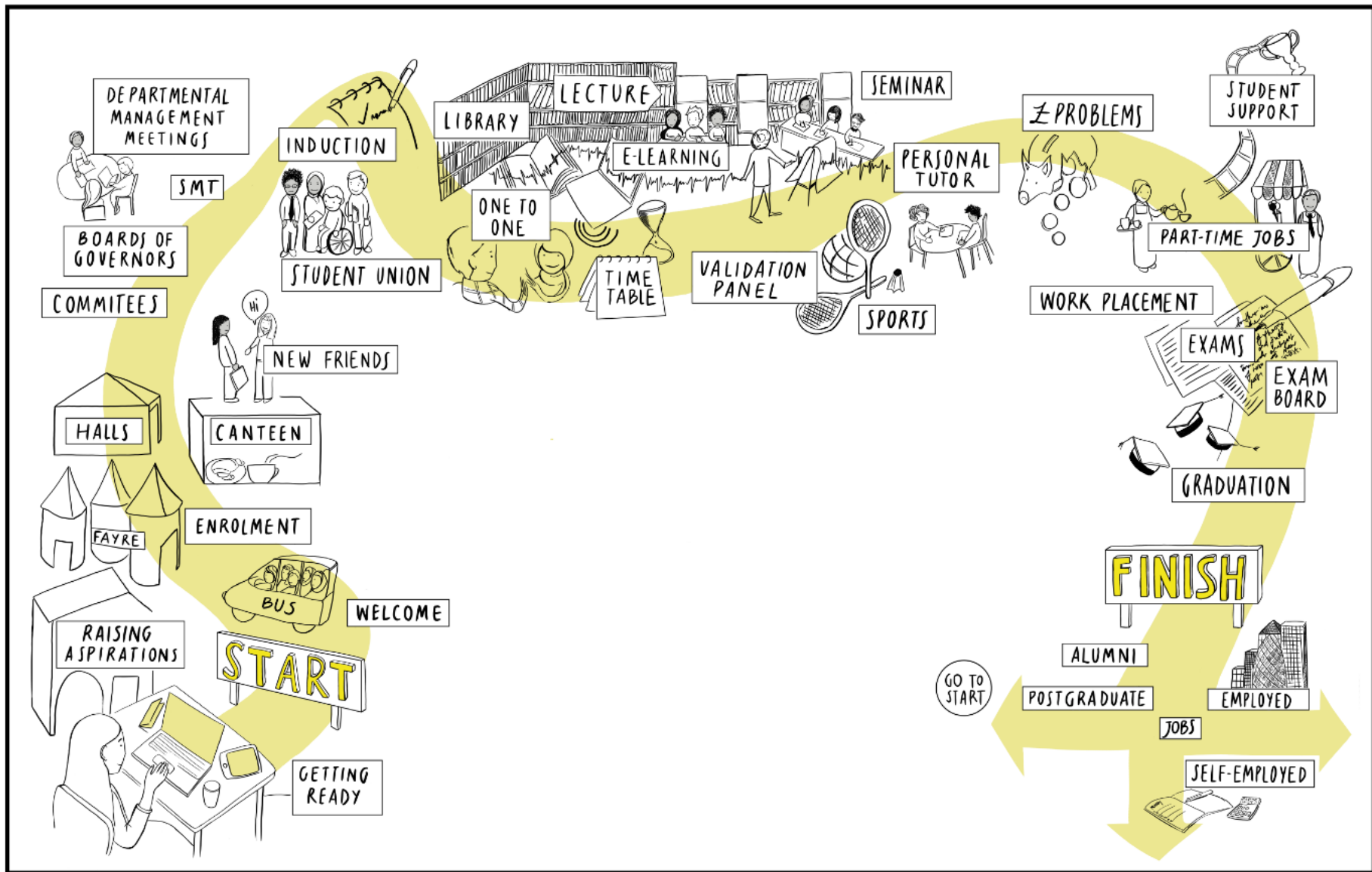
% Awarded 1st or 2:1 for each Year broken down by BMEstatus. Color shows AggValueAdded. Size shows sum of Sum_ApportionedPopulation. The marks are labeled by AggValueAdded. The data is filtered on ReportAggregation, which keeps Ethnicity.

Causes: explanation or myth?

- Lower entry qualifications
- Subjects chosen
- Alternative entry routes
- Socio-economic background
- Part-time work
- Family pressure

Kingston's Approach

- Consultations with students and staff
- An achievement plan containing key initiatives that seek to improve:
 - Knowledge and skills of staff
 - Support for students
 - Evaluation processes



Students

- Compact Scheme – access and transition
- Student Ambassadors and Connectors
- Academic skills support
- Academic multi-cultural and diversity programme
- Beyond Barriers mentoring
- Employability Coaching

Staff and institution

- Equality essentials (online module)
- Unconscious bias training
- Inclusive Curriculum Framework
- Network of Equality Champions – task and finish groups focused on particular ideas:
 - ‘I’m an Immigrant’ project
 - Video/audio introductions (to aid pronunciation of student names)

Progress

- BAME attainment gap has narrowed from **29%** in 2012/13 to **15%** in 2015/16 (**-14%**)
- Proportion of BAME students obtaining graduate employment has increased from **80.9%** in 2011/12 to **91.9%** in 2015/16 (**+11%**).
- VA score has increased from **0.72** in 2012/13 to **0.94** in 2015/16

Task (in small groups):

- Discuss interventions that could be introduced at your own institutions to help close the BAME attainment gap.
- Consider both institutional changes and student support.
- Remember to think about the whole student journey.
- Identify potential challenges you might encounter and suggest some solutions.
- What is one radical yet practical action you can take to bring about the change you want to see?

Q&A



If you have any other questions you would like to ask please contact Karen:

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