

Black and minority ethnic student success: addressing the attainment gap

Gary Loke, Head of Policy

Equality Challenge Unit

Advancing equality and diversity in further and higher education

About Equality Challenge Unit



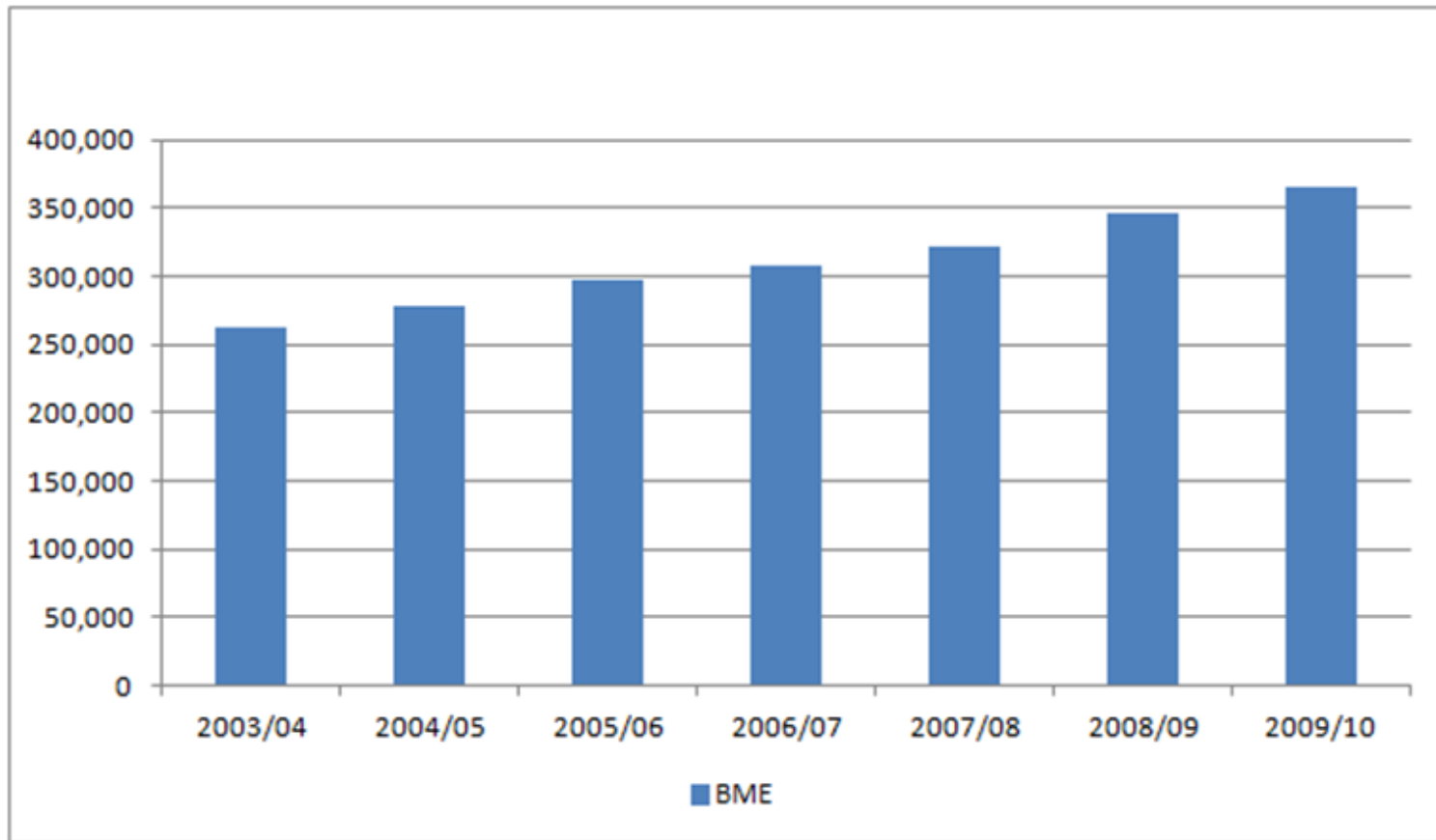
- = UK higher education sector organisation
- = Funded by the 4 UK higher education funding Councils, Universities UK and GuildHE

Advancing equality and diversity in further and higher education

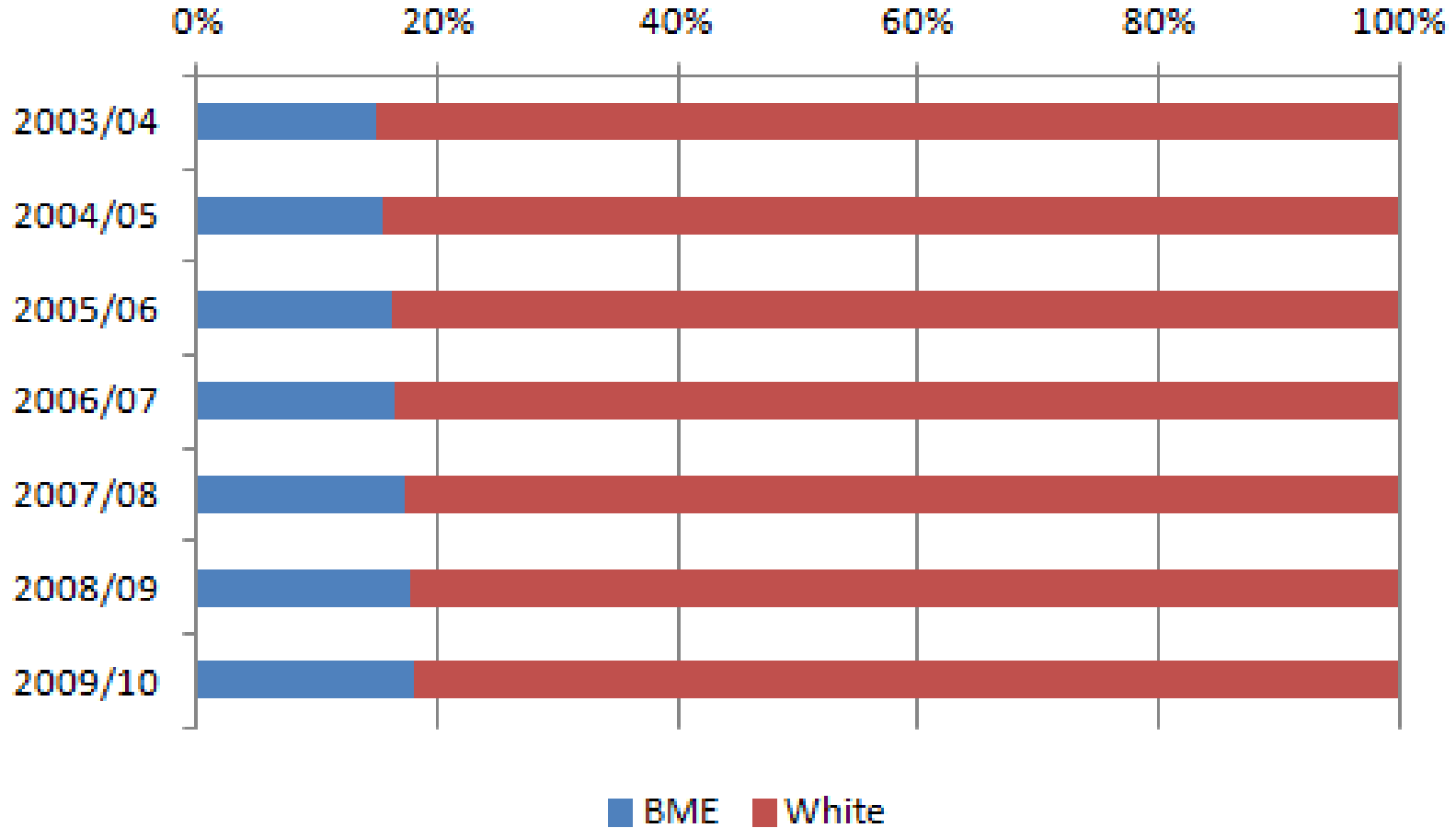
Terminology

- = Black and minority ethnic (BME)
- = UK domicile
- = Degree classification

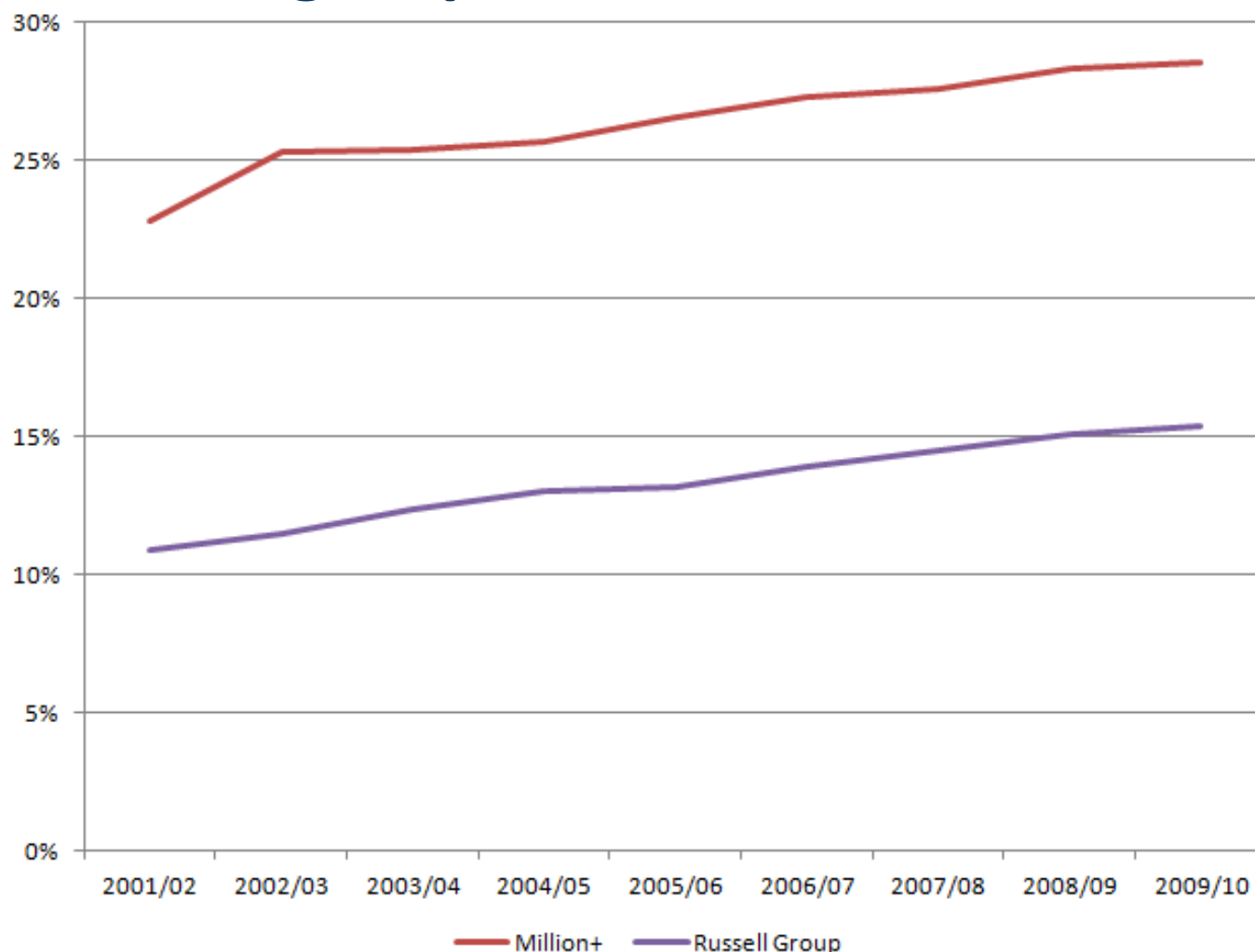
UK-domiciled BME students by academic year



UK domiciled students by academic year and ethnicity



First year UK-domiciled BME students by mission group

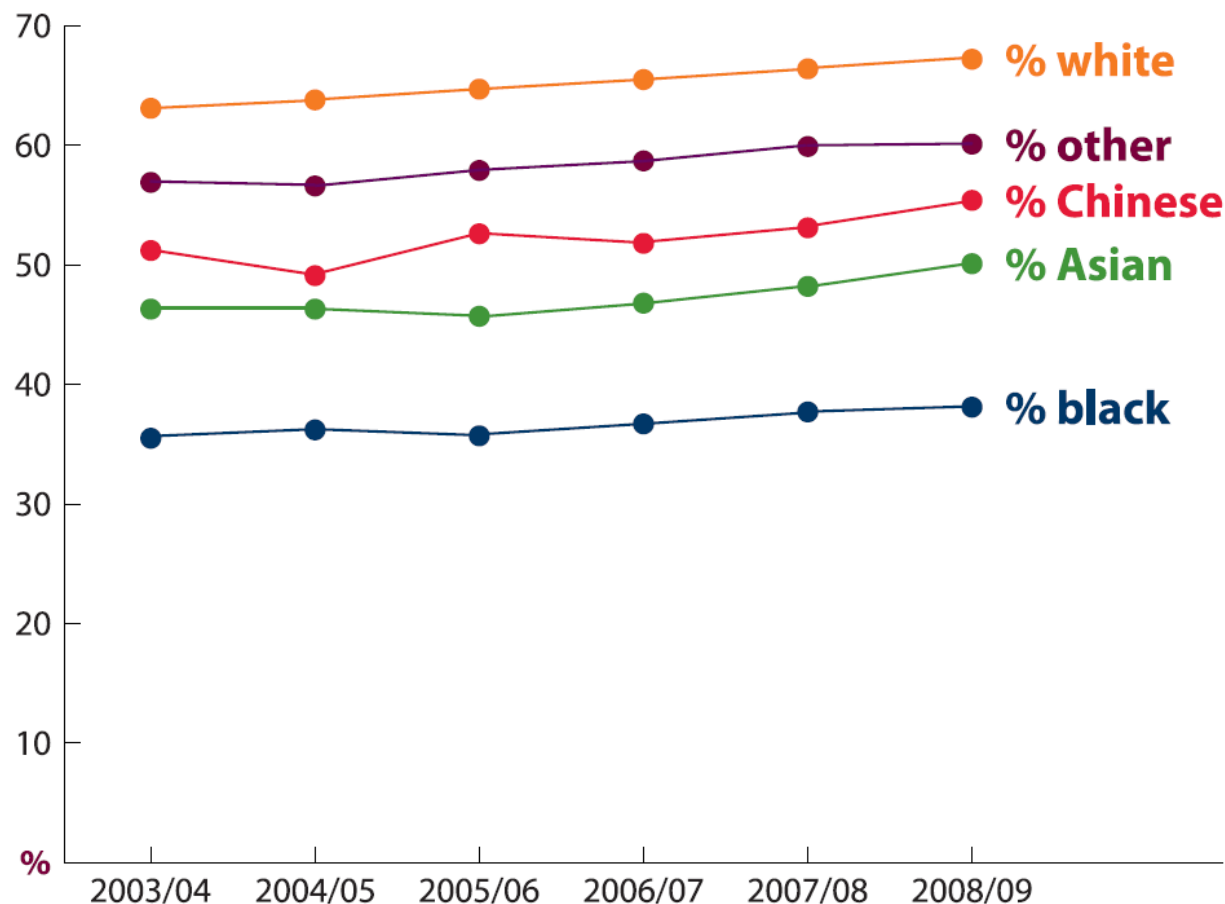


Degree classification



Equality Challenge Unit

UK-domiciled first degree undergraduate qualifiers obtaining a first or upper second class honours degree by academic year and ethnicity



Source: ECU publication 'Equality in higher education: Statistical report 2010.'

Advancing equality and diversity in further and higher education

Systemic barrier

- = Controlled for other factors - Broecke and Nicholls (2007)
- = Ethnicity, Gender and Degree Attainment Project (EGDA) by ECU and the Higher Education Academy
- = No simple answer but unlikely to be reducible to single knowable factor
- = Sector response variable
- = **Important to not apply a deficit model**

What does one do in the face of such data?



- = Monitoring quantitative information not enough
- = Qualitative research
- = Action learning to change culture
- = Worked with HEA and 15 HEIs to explore

Thematic actions



Equality Challenge Unit

Theme	Aims/Outcomes	Activities/Outputs
Data collection and action	Build knowledge	Collect/interrogate data and disseminate findings
Research	Build understanding and evidence base; also research capability	Undertake institutional, pedagogical, experiential research
Learning, teaching, assessment and student support	Change practice	Pilot, implement and/or evaluate interventions
Perceptions and understandings	Change institutional culture and individual behaviours	Engage and develop staff, managers and students
Institutional infrastructure and governance	Embed degree attainment in reporting/delivery structures to monitor and sustain progress	Change reporting/delivery structures
Institutional policy	Embed degree attainment in policy to change institutional culture	Change policy(ies)

Source: ECU and HEA publication 'Improving the degree attainment of black and minority ethnic students.'
 Advancing equality and diversity in further and higher education

Data collection and action



- = Enhanced understanding of data
- = More detailed breakdown
- = Data sharing
- = Distributed action

Qualitative data and action

- = Understanding what made some students attain
- = Understanding motivation
- = Student satisfaction – resulting in changes to teaching and learning practice
- = Working with staff to understand/challenge perceptions
- = Student feedback – ie. mono-cultural curriculum; changing study space

Resources

- = <http://www.ecu.ac.uk/publications/equality-in-he-stats-10>
- = <http://www.ecu.ac.uk/publications/ethnicity-gender-and-degree-attainment-report>
- = <http://www.ecu.ac.uk/publications/improving-attainment-of-BME-students>

Contact



gary.loke@ecu.ac.uk

Advancing equality and diversity in further and higher education