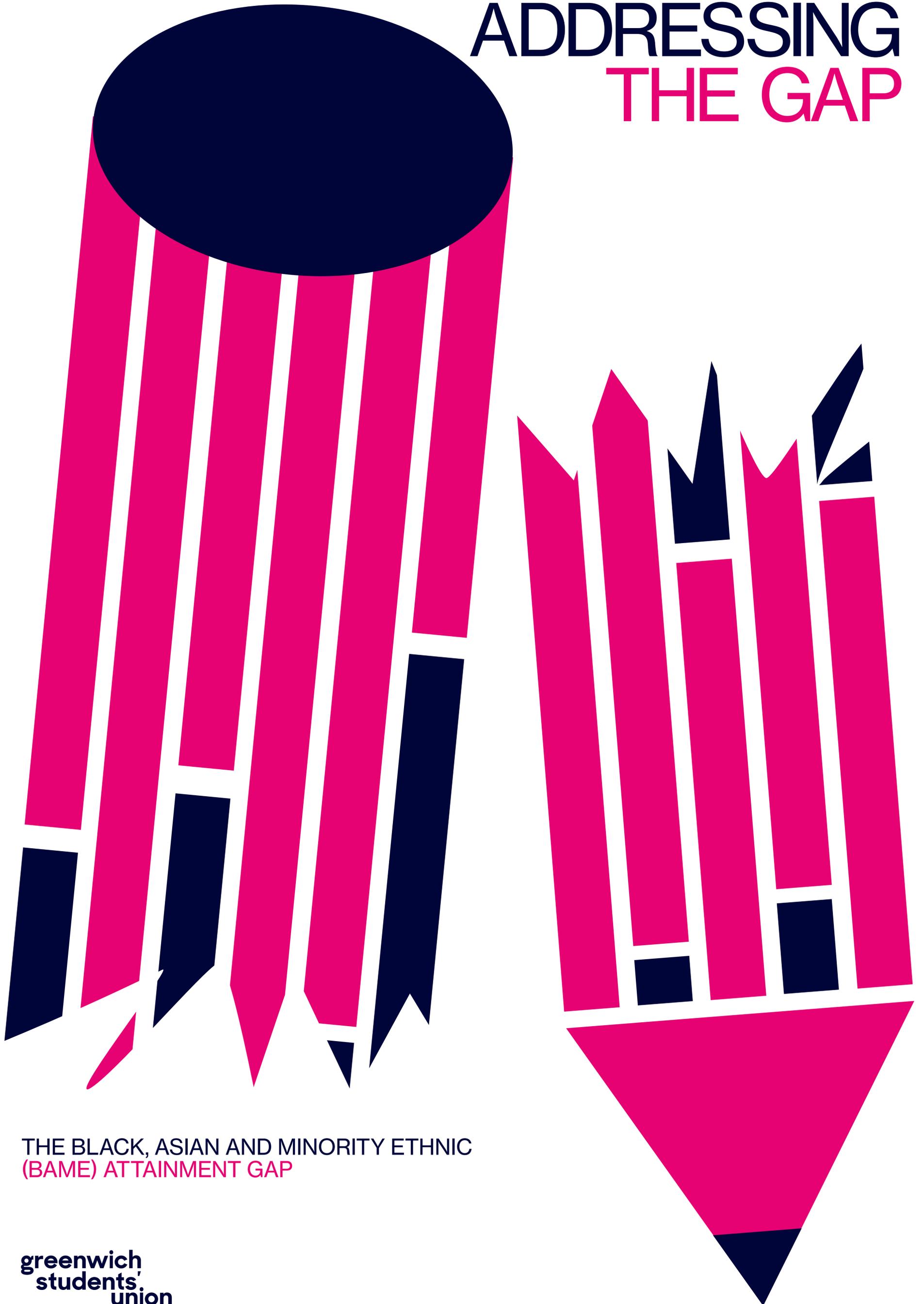
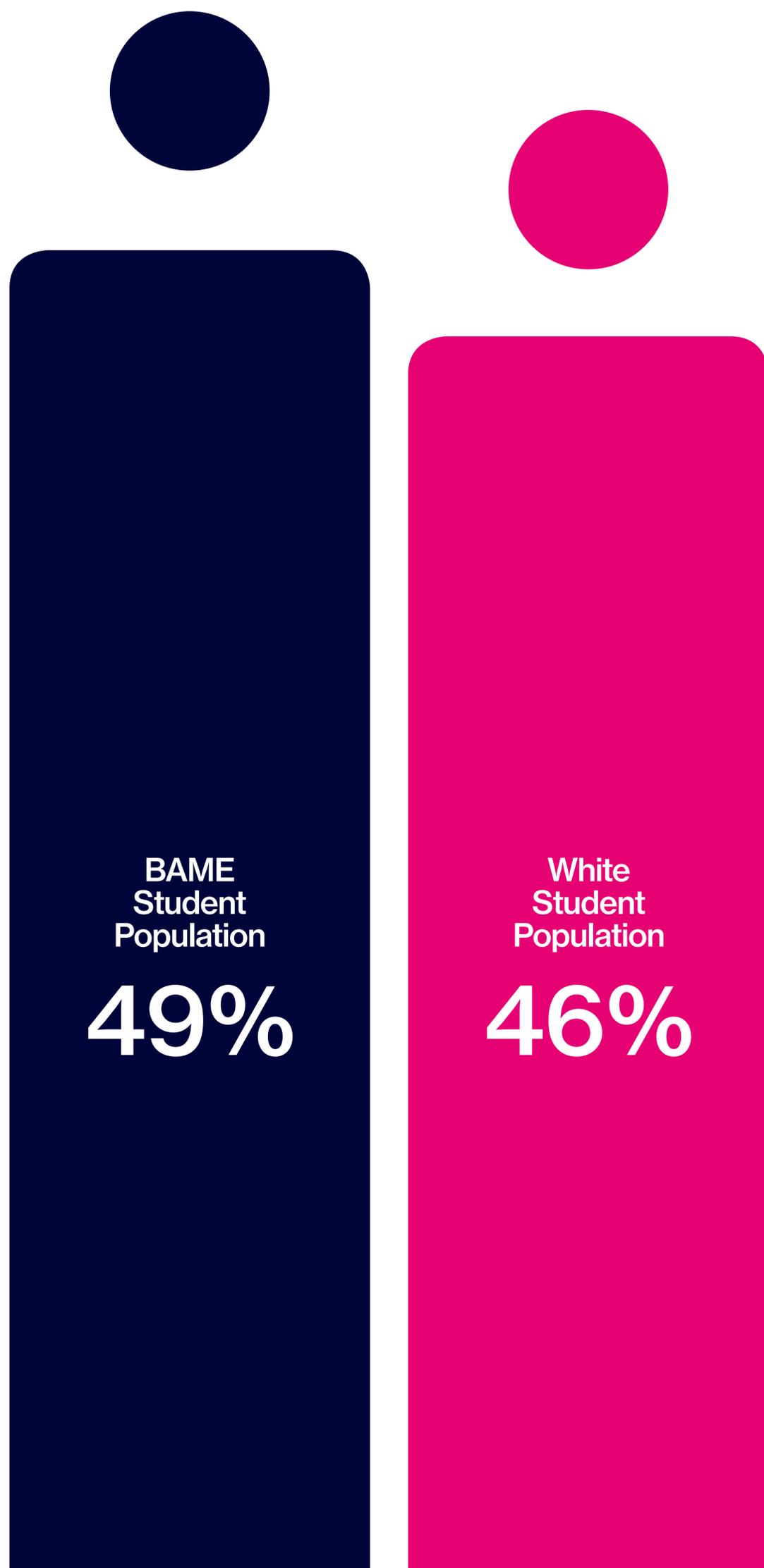


ADDRESSING THE GAP



THE BLACK, ASIAN AND MINORITY ETHNIC
(BAME) ATTAINMENT GAP

ADDRESSING THE GAP



This exhibition focuses on the attainment gap between Black, Asian and minority ethnic (BAME) students and White students.

The attainment gap is a nationwide issue in the Higher Education sector. The gap highlights a sometimes significant difference in achievement between different demographic groups.

Information on students' entry grades, expected degree classification and their overall degree classification is compared. When this data is analysed there is often a gap between the achievement of White and BAME students with the same entry grades; it is common to find that BAME students achieve lower than expected.

With a diverse community of students and staff at the University, everyone should have the opportunity to be supported to achieve their full potential. The attainment gap exists for many reasons but all of them can be addressed.

2017/2018

THE PROJECT AT GREENWICH

We are taking action to address the complex range of influences that affect the attainment gap. Many factors relate to the way a Higher Education institution behaves, such as ensuring there is a climate which is welcoming to all students and a curriculum which is relevant to all students.

To do this the University of Greenwich is a part of a national project which aims to address the Black, Asian and minority ethnic (BAME) attainment gap.

Spearheaded by Kingston University after they were awarded funding from the Higher Education Funding Council for England (HEFCE), the project focuses on increasing the number of students from BAME backgrounds who achieve a 'good' (1st or 2:1) degree and to develop accessible and inclusive resources.

Project Team

At Greenwich the phase one project team included a range of academic staff, Students' Union staff and Curriculum Consultants (who are also students).

The phase two team will move the project forwards.

KAREN BRYAN ACADEMIC SPONSOR (DEPUTY VICE CHANCELLOR)	STEPHANIE ROBINSON (INTERNAL COMMUNICATIONS)	CURRICULUM CONSULTANTS (STUDENTS' UNION)	ESTHER OLORUNSOMO (STUDENTS' UNION)
CLARE SAUNDERS (DIRECTOR OF LEARNING & TEACHING)	KARL MOLDEN & ELEANOR JARVIS DATA ANALYSTS (PLANNING AND STATISTICS)	HEATHER DOON (STUDENTS' UNION)	SIMON WALKER (FACULTY OF EDUCATION & HEALTH)
SIMON LEGGATT ACADEMIC LEAD (DIRECTOR OF STUDENT EXPERIENCE, FACULTY OF EDUCATION AND HEALTH)	SONIA SINGH (PLANNING AND STATISTICS)	ARUSHKA THEAGARAJAH (STUDENTS' UNION)	MANDY STEVENSON ACADEMIC LEAD (FACULTY OF EDUCATION & HEALTH)
SIMONE MURCH (EQUALITY, DIVERSITY & INCLUSION / HUMAN RESOURCES)	MOONLIE FONG-WHITTAKER PROJECT COORDINATOR (PLANNING AND STATISTICS)	ALESSIO PAPA (STUDENTS' UNION)	CHRISTINE COUPER PROJECT LEAD (PLANNING AND STATISTICS)

Curriculum Consultants

Curriculum Consultants can give the perspective of a student at the University, providing insights and personal experience.

Part of their role is to review materials such as course handbooks, module guides, assessment instructions and online materials sent to them by academics. They look at diversity in resources as well as learning practices and the benefits to lecture and seminar styles.

Antonela

"All courses can benefit from a curriculum consultation, especially since the goal is creating an inclusive material and reducing the attainment gap. Seeing Tutors working alongside students in order to create a change is the only solution for this nationwide problem. I also believe the focus should be on raising awareness and making sure all students know about the BAME attainment gap, no matter their ethnical background."

Angel

"I believe that by raising awareness of the BAME attainment gap and encouraging staff to look at their teaching materials in a new light can help to address issues around inclusive teaching in higher education. This project also has the ability to empower students to speak up and to work with their Lecturers in shaping their learning."

WHAT IS A VALUE ADDED SCORE? AND WHAT DOES IT TELL US?

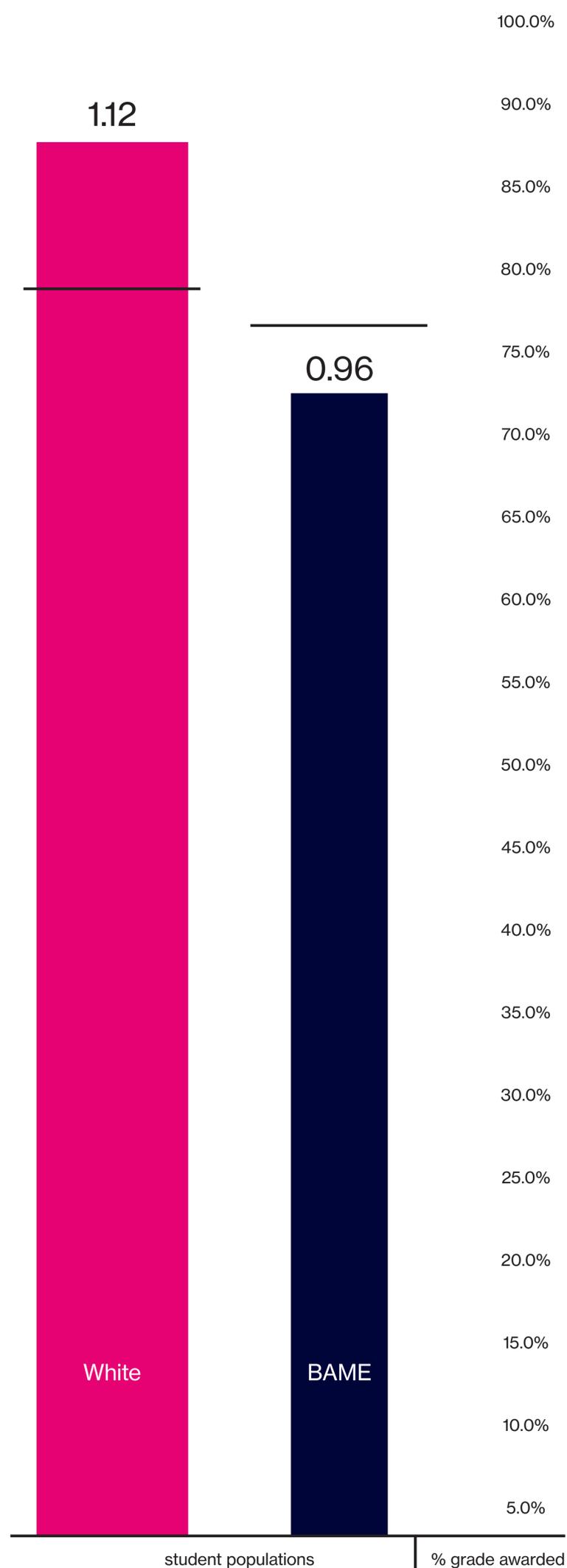
We can look at the gap in detail using the Value Added (VA) dashboard.

To understand the attainment gap a Value Added (VA) calculation is used. This uses students' entry qualifications and the subject studied to establish a sector wide expectation of achieving a good degree outcome. The national data is used to generate the expected probability for achieving a good degree outcome (1st or 2:1) for individual students.

By taking data for two groups of Greenwich students (White and BAME) and matching them with students across the country with equivalent entry qualifications studying the same subject, we can determine both the expected percentage and the actual percentage for each group.



VALUE ADDED BY STUDENT POPULATION



Graph Key

 The thickness of the bar represents the number of students.

 The percentages on the right indicate the achieved grades.

 The black line represents the expected grade.

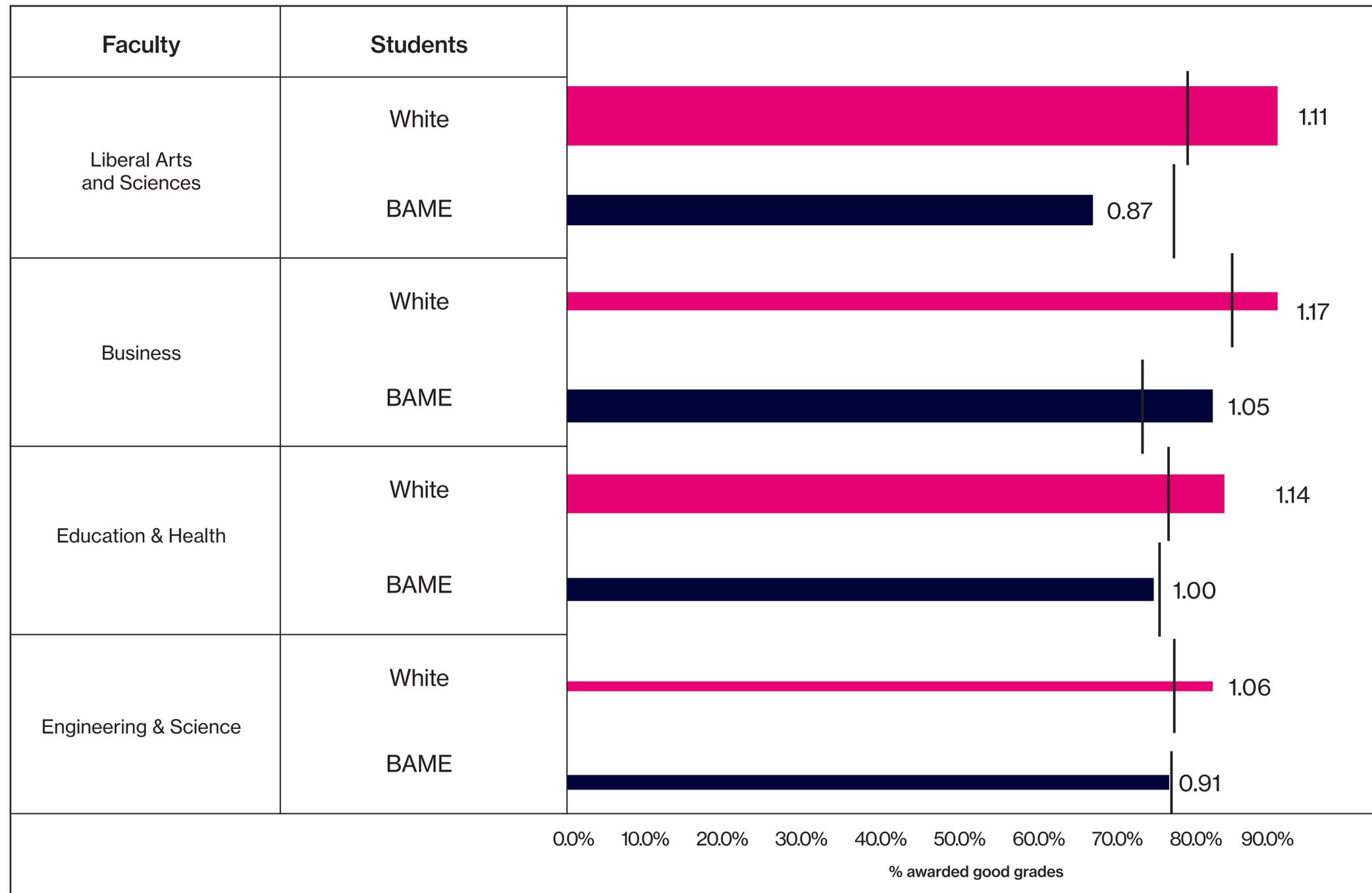
 The VA score is the number shown at the end of the bar.

 If the VA score is higher than 1.00 the students are exceeding the expected grade.

 If the VA score is below 1.00, the students are achieving lower than the expected grade.

 The attainment gap is the difference between the VA scores of White and BAME students.

VALUE ADDED BY FACULTY



We have data from the University of Greenwich for the last five years. This can be broken down in a number of ways with the dashboards concentrating on the faculty, department and course level as well as several other demographics.

Graph Key

- The thickness of the bar represents the number of students.
- The percentages on the right indicate the achieved grades.
- The black line represents the expected grade.
- The VA score is the number shown at the end of the bar.
- If the VA score is higher than 1.00 the students are exceeding the expected grade.
- If the VA score is below 1.00, the students are achieving lower than the expected grade.
- The attainment gap is the difference between the VA scores of White and BAME students.

WHAT IS A BAME CHAMPION?

Each Department will have at least one BAME Champion. This will be an Academic who will champion positive change within their Department, to promote use of the Inclusive Curriculum Framework

and raise awareness of the attainment gap. We asked the Champions to explain a bit about their role and what they hope to achieve in their Department.

What does being a BAME Champion mean to you?

Kenisha Linton (Human Resources & Organisation Behaviour BAME Champion):

"Being a Champion means that I am in a position to positively promote diversity and inclusion in higher education."

Gabriella Cagliesi (International Business & Economics BAME Champion):

"Being a BAME Champion provides me with an opportunity to identify, discuss in depth, disseminate information and contribute to design interventions that recognise diversity and that promote inclusiveness and equality of opportunities."

How would you explain the attainment gap to a student?

Kenisha Linton (Human Resources & Organisation Behaviour BAME Champion):

"BAME students are well represented in UK higher education institutions but their retention and attainment are significantly lower than that of White students."

The interrelatedness of different background variables means that there is no clear answer to the cause of the attainment gap. Therefore, further research is required."

Gabriella Cagliesi (International Business & Economics BAME Champion):

"The phrase 'BAME or ethnicity attainment gap' refers to the presence of two differences: the difference between expected good degree and achieved good degree, and the presence of a gap in these difference across ethnic groups."

In other words, when we measure the difference between expected and achieved results, and one group fares better than the other, then we say there is an attainment gap."

What do you plan do to within your Department to make it more inclusive?

Kenisha Linton (Human Resources & Organisation Behaviour BAME Champion):

"I believe that strategies designed to develop the institutional culture, curriculum and pedagogy will not only help to close the ethnicity attainment gap but also help to improve the attainment of all students."

We have involved students in the review and updating of our modules and assessment strategies.

We encourage students to interact with peers and academic staff through various social activities (such as the Business Breakfast, professional networking events, and creating a Business Student Society). Student engagement, both inside and outside of the classroom, is an area that we are also working with student representatives to find new interventions."

Gabriella Cagliesi (International Business & Economics BAME Champion):

"We have several initiatives. One is to be more present to local schools (normally local schools have BAME majority of students); we also have assessment and delivery of courses that pay attention to the gap."



THESE ARE THE 10 RECOMMENDATIONS FOR CREATING AN INCLUSIVE CURRICULUM:

- 1 Increase opportunities to assess students' prior knowledge.
- 2 Involve students in co-creating and evaluating the curricula.
- 3 Incorporate examples and content from a variety of cultures and groups to illustrate key concepts, principles, generalisations, and theories in their subject area or discipline. This includes visual material and imagery.
- 4 Encourage and provide opportunities for students to relate their studies to their personal experiences and perspectives.
- 5 Consider the differing cultural interpretations of language used in delivery and assessment.
- 6 Ensure case studies are drawn from a global perspective.
- 7 Ensure sufficient opportunities for social learning, for instance, small group discussions.
- 8 Deploy a range of assessment techniques.
- 9 Ensure variety in the form of feedback given to students, including verbal, written and audio feedback.
- 10 Use attainment data by demographics at subject assessment panels to identify actions at course level.



WHAT NOW?

The aim of this exhibition is to raise awareness of the BAME attainment gap, to let students know about the project and what is being done to address this issue.



- After attending this exhibition and learning a bit more about what's going on at Greenwich, please take this information away and pass it on.
- You could do some more research into the attainment gap and have a further look at the project on the University website.
- You could use it to start a discussion with friends or colleagues.
- You could talk to your Lecturers about the project, see how much they know, and maybe encourage them to contact the Curriculum Consultants via reps@gre.ac.uk
- You could find out who your department BAME Champion is and ask them what they're planning. Maybe you could get involved yourself!

