Enhancing the Attainment of BME Students: The HEA Strategic Development Grant Programme

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Presentation for HCU: Glasgow: April 2014
Presentation Outline

- Scope & Focus of the Programme
- Programme Evaluation: Approach & Methodology
- Emergent Findings
- Challenges: For the projects and evaluation
- What next? Questions for the future
Scope of the Programme (Focus & Topics)

- Induction and integration
- Academic writing
- Curriculum contents
- Assessment
- Identifying and following up at risk students
- Staff development
- Enabling staff to improve the engagement and integration of BME students
- Mentoring
1. Supporting the degree attainment of black and minority ethnic students within creative disciplines: University Arts College, Bournemouth.

2. Co-construction and collective understanding of assessment criteria on final year projects: University of Leeds.

3. Mobilisation of research knowledge for student success: Sheffield Hallam University.

4. Great Expectations: creating a positive environment to achieve positive outcomes: The Open University.
Institutional Partners (ii)

5. Reimagining attainment for all: enabling the success of BME students: University of Roehampton.

6. Disparities in student attainment: improving student attainment through an understanding of structures, spaces and people: Coventry University.

7. Writing beyond race?: students as partners in curriculum design: Kingston University.

8. Developing and evaluating the use of BME student mentoring as an intervention to narrow the attainment gap: University of Birmingham.
Communities of Practice are groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly.
Action Scenario Planning & Evaluation: ASPE
Benefits of ASPE

- Allows for a diversity of approaches
- Enables HEIs to capture a range of detailed data
- Facilitates initial identification of extant uncertainties & trends
- Aimed at prompting a range of outcome-based scenarios
- Assists in planning for an uncertain future
9 Stages of ASPE

1. Development of Institutional Evaluation Frameworks
2. Benchmark Analysis
3. Further Enhancement & Prioritization of Intervention for Change
4. Development of Bespoke Evaluative Methodologies
5. Iterative Intervention, Enactment, Evaluation & Enhancement
6. Institutional Level Analysis and Critique
7. Continual Enhancement, Rolling Out & Evaluation
8. Meta-Analysis & Critique
Emergent Findings: Theme 1: Ownership

Practical Matters…

- Co-development of activities
- Co-development of assessment
- Engagement with students
- Engagement with staff
- Bringing students and staff together
- Changing beliefs and behaviours

Questions Raised…

- Why is ownership important?
- How can we promote ownership?
- What aspects of ownership are most relevant / important?
- Who is ‘ownership’ important to?
Emerging Issues: Theme 2: Language

Influencing Factors…

- Labelling & ‘Grouping’
- Students use of language in coursework
- Language in assessment & feedback
- Responsibility – How to raise awareness without seeming to attribute ‘blame’
- Language & Understanding

Questions Raised…

- Why is language important?
- How do we know what is appropriate language?
- How can we promote the use of appropriate language?
- Is language more of an issue for some students than others?
- Is so why, where and when?
Challenges...

Institutional

- University processes and bureaucracy (ie ethical approval)
- Acting on findings
- Focusing and prioritising
- Evaluation
- Communication
- Resources / Resource allocation

Meta-Evaluation

- Variety of Institutions
- Methodological Alignment
- Maintaining institutional focus and motivation
- Planning and scheduling.
What Next? Methodologically / Practically

ASPE (Stage 5)

Enactment
Evaluation
Enhancement
Intervention
What Next? Questions for the future…

- What are the challenges across the Sector?
  - How do these challenges manifest themselves?
  - What are the lying causes of such challenges?
- What actions need to be taken?
- How can we as a Sector make sure that we develop a deeper understanding of the issues?
- How can we make sure that the student voice is heard?
- How can we improve practice as we move onwards?