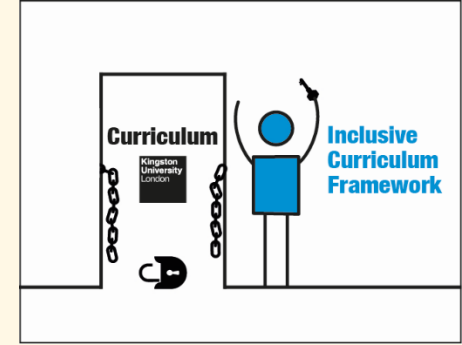


# Using student curriculum partnerships as a strategy to address the BME attainment gap: examples from a variety of Higher Education institutions in the UK

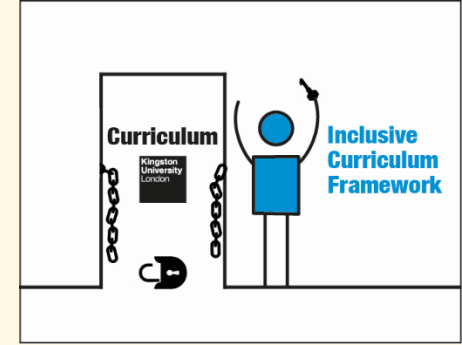


Kamal Mohamad (Kingston Union of Students),

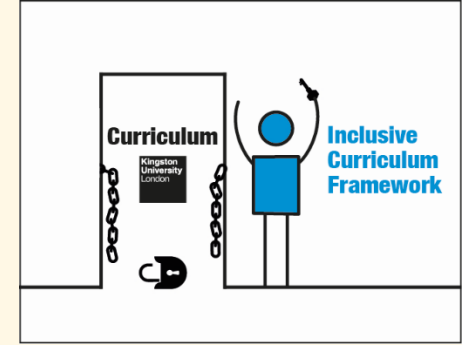
Dr Annie Hughes (Kingston University), Nona McDuff (Kingston University),  
Dr Phil Gravestock (University of Wolverhampton), Dr Bernadette Gregory  
(De Montfort University) and Dr Mandy Stevenson (Greenwich)

# Aims of the Workshop

1. Examine the role that student curriculum partnerships (SCP) can play in creating a more inclusive higher education
2. Introduce the Student Curriculum Consultants Programme at Kingston University
3. Explore how this model has been adapted across partner institutions as part of an OfS-funded project.
4. Examine how the concept of SCP could work in your institutions and how it would differ from traditional student partnership models.

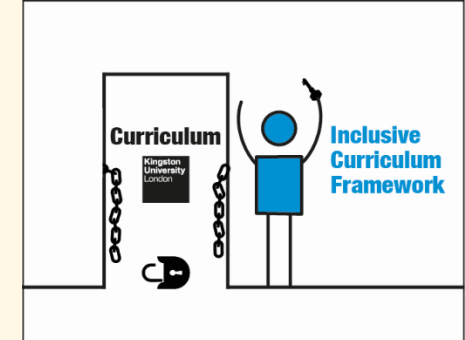


# Programme



- |                               |  |
|-------------------------------|--|
| <b>11.45-11.50 (5 mins)</b>   | The BME attainment gap and key debates   |
| <b>11.50-11.55 (5 mins)</b>   | Co-creation, student partnerships and inclusive curricula  |
| <b>11.55-12.05 (10 mins)</b>  | Inclusive Curriculum Consultants Project at Kingston   |
| <b>12.05-12.20 (15 mins)</b>  | The ICC initiatives in partner Universities: De Montfort University, University of Greenwich and the University of Wolverhampton |
| <b>12.20-12.30 (10 mins)</b>  | How would the ICC Programme translate into your institution?   |
| <b>12.30- 12.40 (10 mins)</b> | Discussion and Summary   |

# What is the BME attainment gap?



## Attainment

White students 79.6%

BME students 66.0%

Gap: 13.6 percentage points

\*decrease from 15 percentage points

## Intra BME % Point Gap

Black African 24.9

Black Caribbean 20.8

Chinese 4.5

Mixed 5.0

Asian Indian 5.1

\*measured in % of students gaining a 1<sup>st</sup>/2i degree  
Source: ECU Statistical Report 2018

## Non-continuation

All students 7.6%

Black students 11.4%

Asian students 9.4%

White students 6.9%

## Graduate Outcomes Unemployed (6 month after graduating)\*\*

### Ethnicity

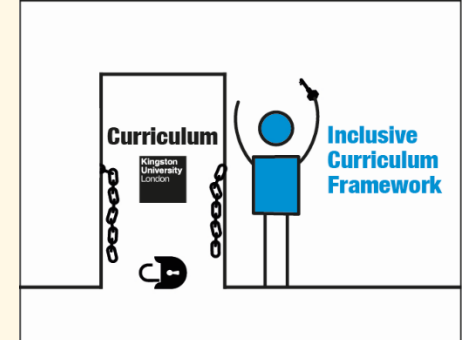
BME 7.3%

White 3.9%

Source: Advance HE, 2018 Statistical Report (entrants in 2015-16)

\*\*Entered HE in 2015/16

# Unexplained Differences



Source: HEFCE, 2015 Differences in degree outcomes: The effect of subject and student characteristics

Figure 9: The difference between the actual and modelled results for 2013-14 male graduates

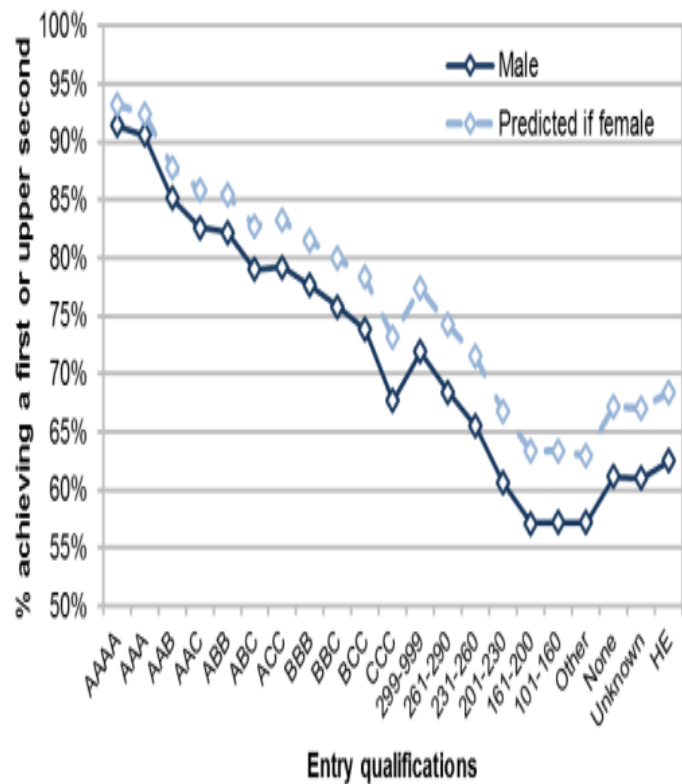
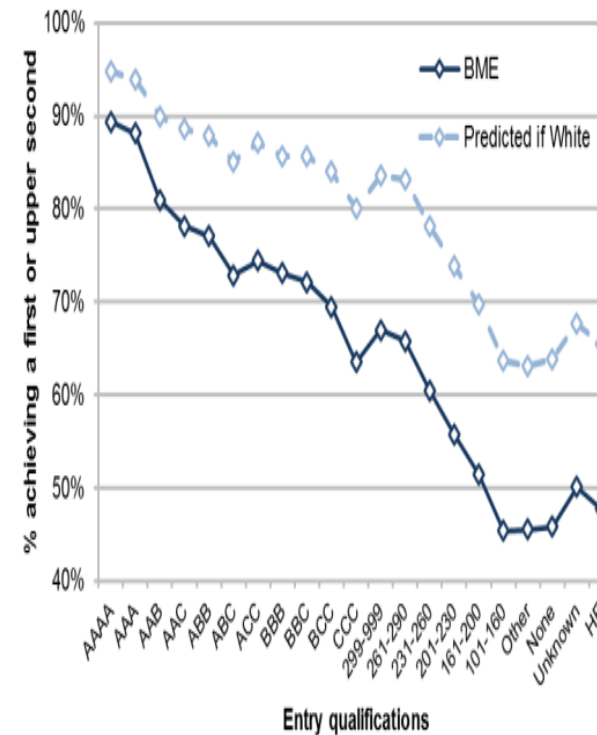


Figure 11: The difference between the actual and modelled results for 2013-14 disabled graduates

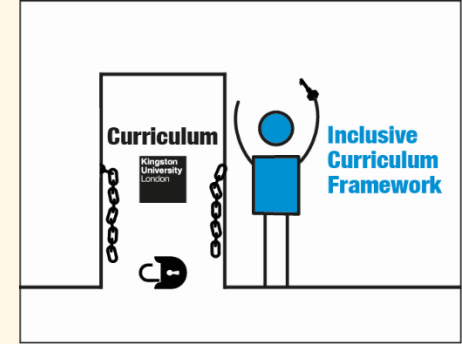


Figure 13: The difference between the actual and modelled results for 2013-14 BME graduates



Population: All graduates.

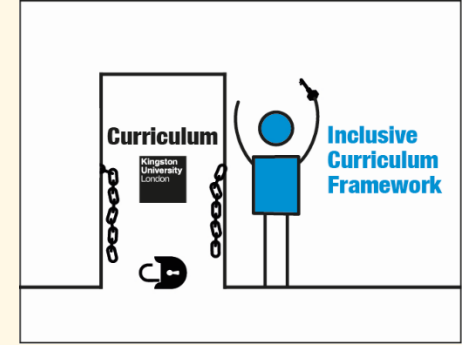
# OfS Modelling



|       | First or upper second class degree | Reference (white) | Observed difference | Unexplained difference |
|-------|------------------------------------|-------------------|---------------------|------------------------|
| White | 82.2%                              | 82.2%             | -                   | -                      |
| Black | 60.4%                              | 82.2%             | -21.8pp             | -17.3pp                |
| Asian | 71.7%                              | 82.2%             | -10.5pp             | -9.5pp                 |
| Mixed | 75.4%                              | 82.2%             | -6.8pp              | -6.2pp                 |

Source: OfS, 2019

# Why?

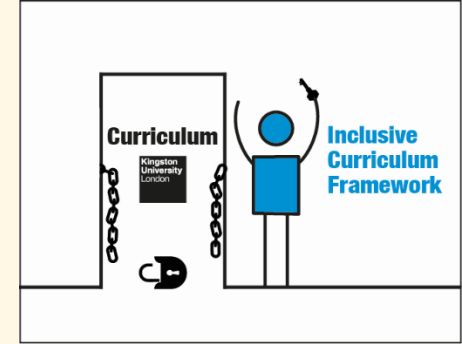


- Lower satisfaction with user-friendliness of curricula/learning, teaching/assessment practices
- Relationships between staff and students and among students
  - Sense of ‘belonging’
  - Students need to feel supported and encouraged in their daily interactions
- Social/cultural/economic capital: networks and external support

Source: Mountford-Zimdars, A., Sabri, D., Moore, J., Sanders, J., Jones, S. and Higham, L. (2015) Causes of differences in student outcomes, Report to HEFCE by King’s College London, ARC Network and The University of Manchester

“Academic culture is not uniformly accessed or experienced.  
..Students from ‘non-traditional’ backgrounds are disadvantaged by institutional cultures that place them as other...a need for initiatives to focus on ‘cultural’ aspects of the academy such as methods and styles of teaching and learning” (Read et. al., 2003:275)

# Kingston's Inclusive Curriculum Framework



## Our principles:

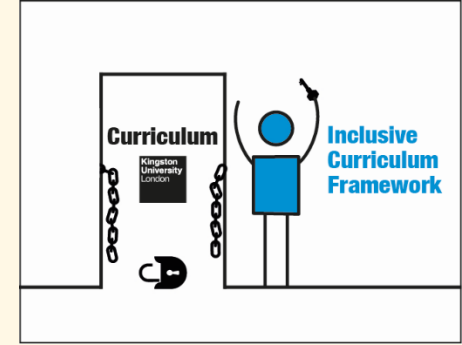
- 1) Create an accessible curriculum
- 2) Enable students to see themselves and their backgrounds reflected in the curriculum
- 3) Equip students with the skills to positively to and work in a global and diverse world

Find out more [here](#)

| Teaching   | Create an accessible curriculum | Enable students to see themselves reflected in the curriculum | Equip students with the skills to positively contribute to and work in a global and diverse environment |
|--|---------------------------------|---|---|
| In the concept                                       |                                 |   |   |
| In the content<br>(case study: question, discussion) |                                 |   |   |
| In the delivery                                      |                                 |   |   |
| In the assessment                                    |                                 |   |   |
| In the feedback/forward                              |                                 |   |   |
| In the review  |                                 |   |   |



# Co-creation in Higher Education

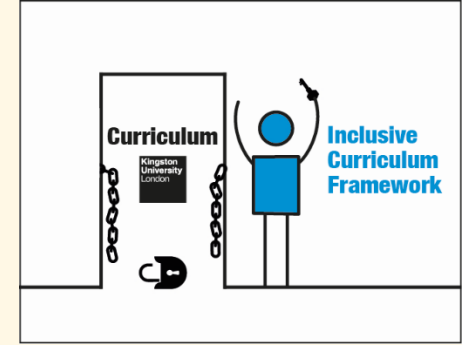


Teachers and students together act as the constructors of knowledge (Fraser and Bosanquet, 2006)

“sustained, rather than a tokenistic basis” (Willis and Gregory, 2016: 4)

“**rejects** the idea that one party is positioned as the **producer** and the other as the **consumer** of knowledge.” (Willis and Gregory, 2016: 5)

# Co-creation in an Inclusive Curriculum



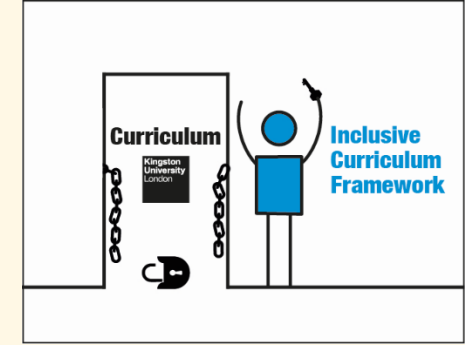
## Approaches to the Inclusive Curriculum

- Challenge the student deficit model
- Institutions need to change
- Enable students to see themselves and their backgrounds reflected in the curriculum (McDuff and Hughes, 2015)
- Challenge ‘silenced’ voices

## Co-creation of the Curriculum

- Challenge the deficit model of education
  - “it is the antithesis of the deficit model of education ‘where staff take on the role of enablers of disempowered students’ (Healey et. Al., 2014:15) (Willis and Gregory, 2016: 5)
- Education needs to change
- Enable students to become part of the learning process – bring their own experiences to ‘the party’
- “I don’t have to leave myself at the door”

# Student Curriculum Consultants Project

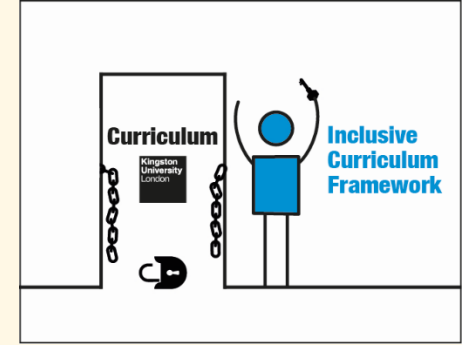


## Aims:

- Allow students to be involved in the development of curriculum
- Train students in the principles of the Inclusive Curriculum Framework
- Students work with academic staff to enact the principles
- Share their voices and perspectives

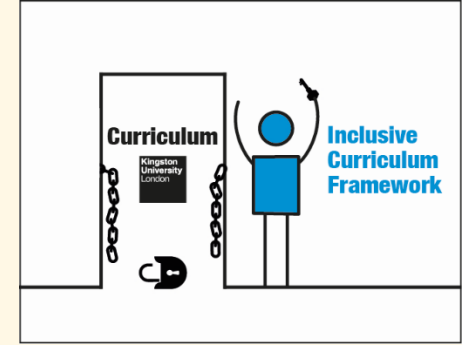
**ADD PICTURES OF  
CURRICULUM  
CONSULTANTS**

# Kingston Examples



# Wolverhampton

HABEN



Greenwich University

De Montfort University