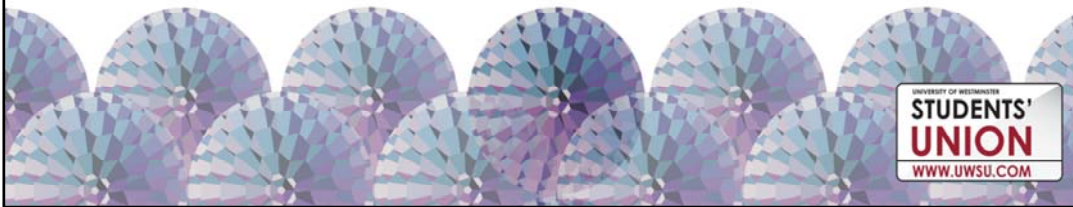


Tackling the BME Attainment Gap



Objectives of the conference

- Look at some of the evidence produced on the black attainment gap
- Look at possible steps that you can take to tackle the issue individually and collectively



What is the Attainment Gap?

At university level the degree attainment gap is the difference between the proportion of white graduates who obtained a first class honours or upper second honours and the proportion of BME graduates who achieved the same level.

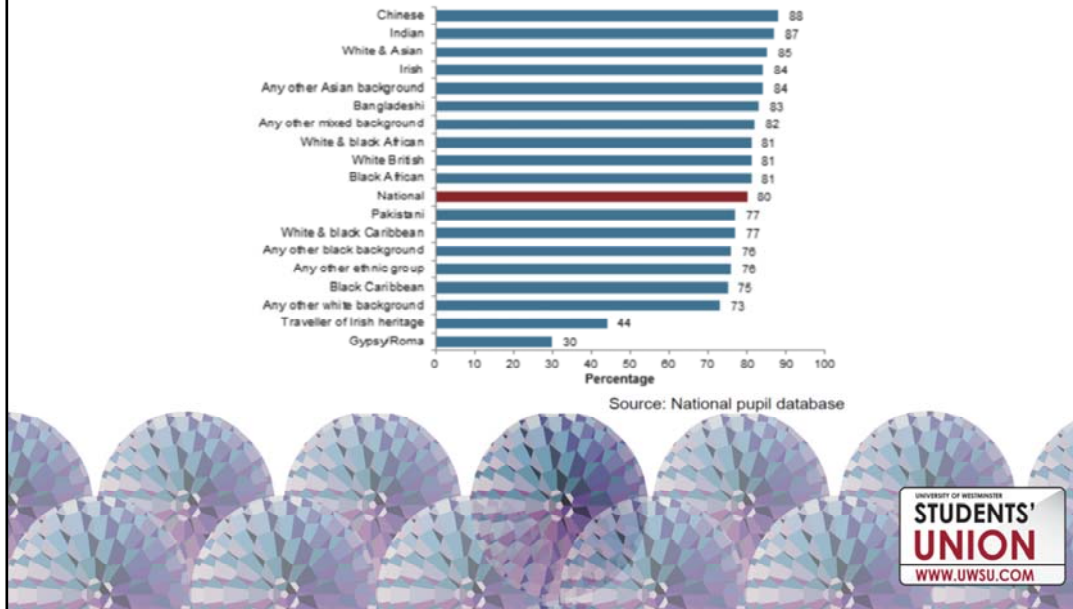


Equalities & Challenge Unit say that they: support universities and colleges to build an inclusive culture that values the benefits of diversity, to remove barriers to progression and success for all staff and students, and to challenge and change unfair practices that disadvantage individuals or groups. [The biggest differences are found by ethnic background.](#)

At secondary level **Percentage of BME students achieving: 5+ GCSE A*-C or equivalent by ethnic group and gender: 2003-2013**

At primary level it's the numbers achieving level 4 at National curriculum assessments at key stage 2

**Figure 16: Percentage of pupils achieving level 4 or above in reading, writing and mathematics by ethnicity
England, 2015 (state-funded schools)**



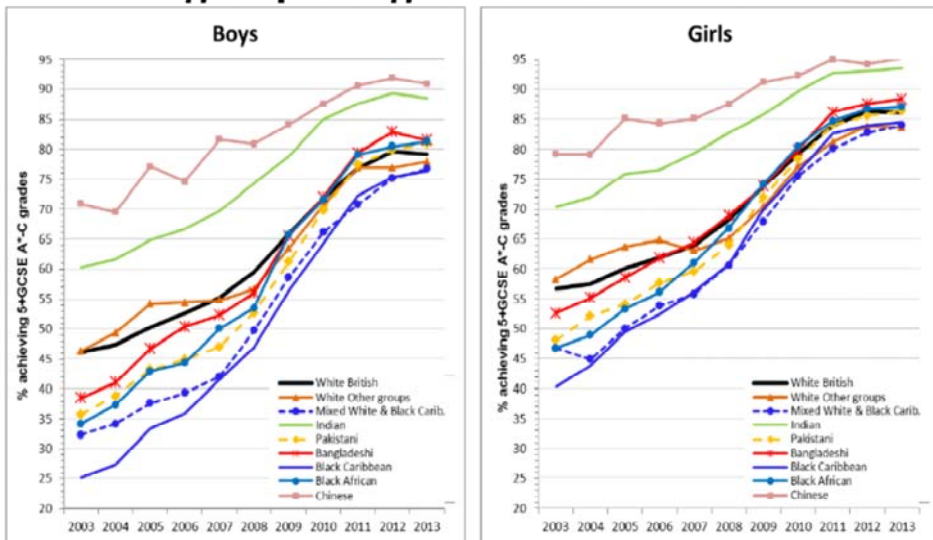
Attainment at age 11 continues to vary between different ethnic groups. Chinese pupils remain the highest achieving group. The percentage of Chinese pupils achieving level 4 or above in all of reading, writing and mathematics is 8 percentage points above the national average. The attainment gap between Chinese pupils and the national average has narrowed by 2 percentage points since 2014.

Pupils from a black background remain the lowest performing major group, but they are now only just behind the national average. 79% of pupils from a black background achieved level 4 or above in all of reading, writing and mathematics; an increase of 2 percentage points since 2014.

Attainment of the other major groups remains broadly similar to the national average.

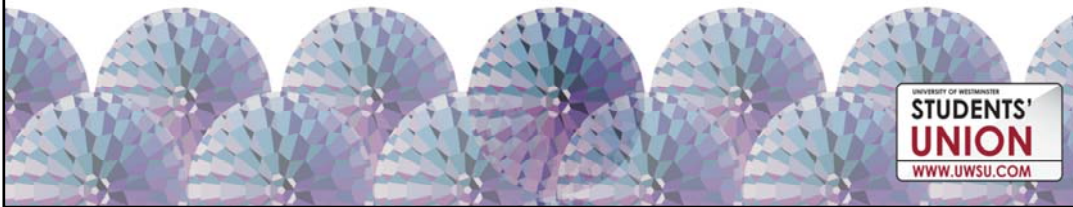
Within the more detailed ethnic groupings, pupils from an Indian background are the highest performing group in reading, writing and mathematics (87%), only marginally behind Chinese pupils. In reading, writing and grammar, punctuation and spelling, attainment at level 4 or above is broadly similar for Indian and Chinese pupils. However in mathematics, Chinese pupils outperform Indian pupils (96% of Chinese pupils achieve level 4 or above in mathematics compared to 92% of Indian pupils).

Percentage 5+ GCSE A*-C or equivalent by ethnic group and gender: 2003-2013



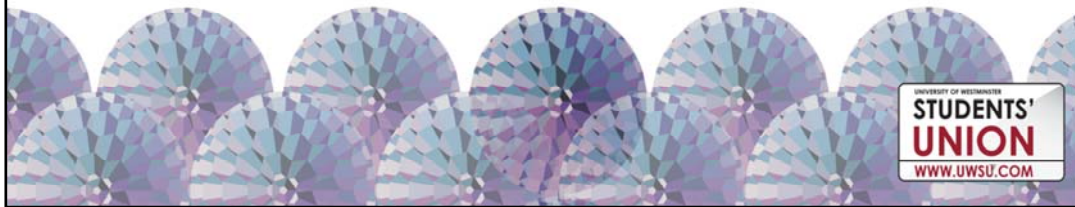
In 2012/13, 57.1% of UK-domiciled BME students received a top degree, compared with 73.2% of White British students – a gap of 16.1%.

This degree attainment gap has remained nearly static over the last ten years



Variations depending on ethnic Group

- **64.4%** of Indian students were awarded a top degree (a degree attainment gap of **8.8%**)
- **63.9%** of Chinese students (a gap of **9.3%**)
- **54.2%** of Pakistani students (a gap of **19.0%**)
- **43.8%** of Black Other students (a gap of **29.4%**)



The gap differs significantly when the minority ethnic category is broken down. For example, in 2012/13

Variations depending on subject

- The BME degree attainment gap is narrower for those studying science, engineering and technology (SET) subjects
- Compared with students studying non-SET subjects.



Notably, the BME degree attainment gap is narrower for those studying science, engineering and technology (SET) subjects than those studying non-SET subjects. It is possible that part of this might be explained by differences in assessment types. It is possible that part of this might be explained by differences in assessment types.

Race for Equality (NUS Research)

The narrative of not “fitting in” is strong amongst UK black students. This is attributed to a range of factors including:

- the low numbers of BME staff
- the perception that they are expected to leave their identity at the classroom door
- that their lecturers are “blind” to colour
- that the curriculum does not reflect diverse interests
- misaligned mutual expectations between staff and students particularly prevalent for students from under-represented groups in HE.



Lets Identify the barriers

Break into groups and work on the following areas

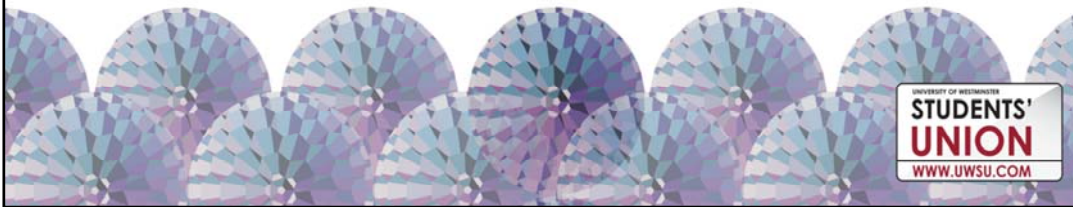
Not fitting in”

Lack of black staff in institutions

Curriculum is not representing diversity

Assessment and feedback

Identify FIVE tangible ways these impacts are felt by students



Possible Solutions?

Identify at least ONE thing you/your school/Union can do in order to tackle each barrier raised.

Try and be specific and realistic with your ideas!

