



Addressing differences in student progression and attainment: lessons learnt so far.

Julia Davies (ARES), Adam O'Rourke (ADBE), Sarah Lawther (CADQ).

The workshop

Agenda for this session:

- Introduction to Success for All.
- ARES: gender differences in study habits, raising male progression and attainment.
- ADBE: blended student learning approach to curriculum design and delivery (BTEC and BME student attainment).
- Discussion and questions.

Introduction to Success for All

- What is meant by differences in progression and attainment?
 - The ethnicity degree attainment gap is measured as: *“(percentage of UK-domiciled white first degree undergraduate qualifiers achieving a first/2:1) – (percentage of UK-domiciled BME first degree undergraduate qualifiers achieving a first/2:1)”* (ECU, 2014, p12).
- Equality and diversity groups: gender, age, ethnicity, disability, and at NTU, socio-economic disadvantage (widening participation). Also BTEC and international students.
- Intersectionality.
- Data reports are available on the [Success for All SharePoint](#).
- Data reports at course level on COGNOS.

Why is this important?

- OFFA – annual targets to reduce progression and attainment gaps (gender, ethnicity, socio-economic disadvantage).
- Higher Education White Paper: Success as a Knowledge Economy; teaching excellence, social mobility and student choice, 16 May 2016.
 - More competition
 - Informed choice
- *“The Government wants to **double the proportion of people from disadvantaged backgrounds entering higher education by 2020**, compared to 2009, and **increase the number of black and minority ethnic (BME) students going into higher education by 20% by 2020.**”*
- Teaching Excellence Framework
- *“...we think that teaching excellence should be recognised by providing for the best providers to **maintain their tuition fees in line with inflation.**”*

CREATING THE UNIVERSITY OF THE FUTURE



We aim to “*continue to be a **destination of choice for an increasingly diverse group** of students and professionals*”, and to “*continue to **address differences in attainment** between and obstacles to equal access to opportunities across all student groups*” (Creating the University of the Future: Creating Opportunity)

Improving the student experience for all students.

Understanding and addressing differences

- Teaching, learning and assessment.
- Every day relationships with tutors and peers.
- Cultural and social capital.
- Psycho-social factors (such as student resilience and confidence).
- Seeking support.
- Institutional racism and unconscious bias.
- Motivation and aspirations.
- Early identification of 'at risk' students.
- Identifying what works.

"No single cause has been found to solely explain why there is a gap"
(Richardson, 2013, p11)

"What works in one context may not always work in another"
(Thomas, 2012), (Cousin and Cureton, 2012)

- **Multi- intervention approach**
- **Solutions tailored to your own context and resources**

"The evidence points to a complex range of differently connected factors"
(Singh, 2009, p24)



Gender differences in study habits, raising male progression and attainment

Julia Davies

School of Animal, Rural and Environmental Sciences

The Workshop

Agenda for this section:

- Identified differences between male and female HE students.
- Outline of our study into male/female achievement 2014/15 at ARES.
- The results of the project 2015/6 –lessons learnt so far.
- What next?

Higher education

UK's university gender gap is a national scandal, says thinktank

Report calls for efforts to recruit more male students, including a 'take our sons to university day'

Sally Weale Education correspondent

Thursday 12 May 2016 00.01 BST



Student > Getting Into University

Young, white men not performing as well as women in higher education, says Hepi report

Head of Ucas warns rich and poor gap 'will be eclipsed' by gender gap 'within a decade'

Aftab Ali Student Editor | Wednesday 11 May 2016 | 1 comment



Headlines of the HEPI report published on 12th May, 2016

- Male recruitment to HE is much lower than female.
- Non-progression rates are higher for males.
- Achievement of good degrees is lower for males.

Recruitment: 5/6 HEIs have more females than males

43% of the UG population at NTU is male.

At the School of Animal, Rural and Environmental Sciences only 32% of UG students are male.

Should we target our recruitment to encourage male applications?

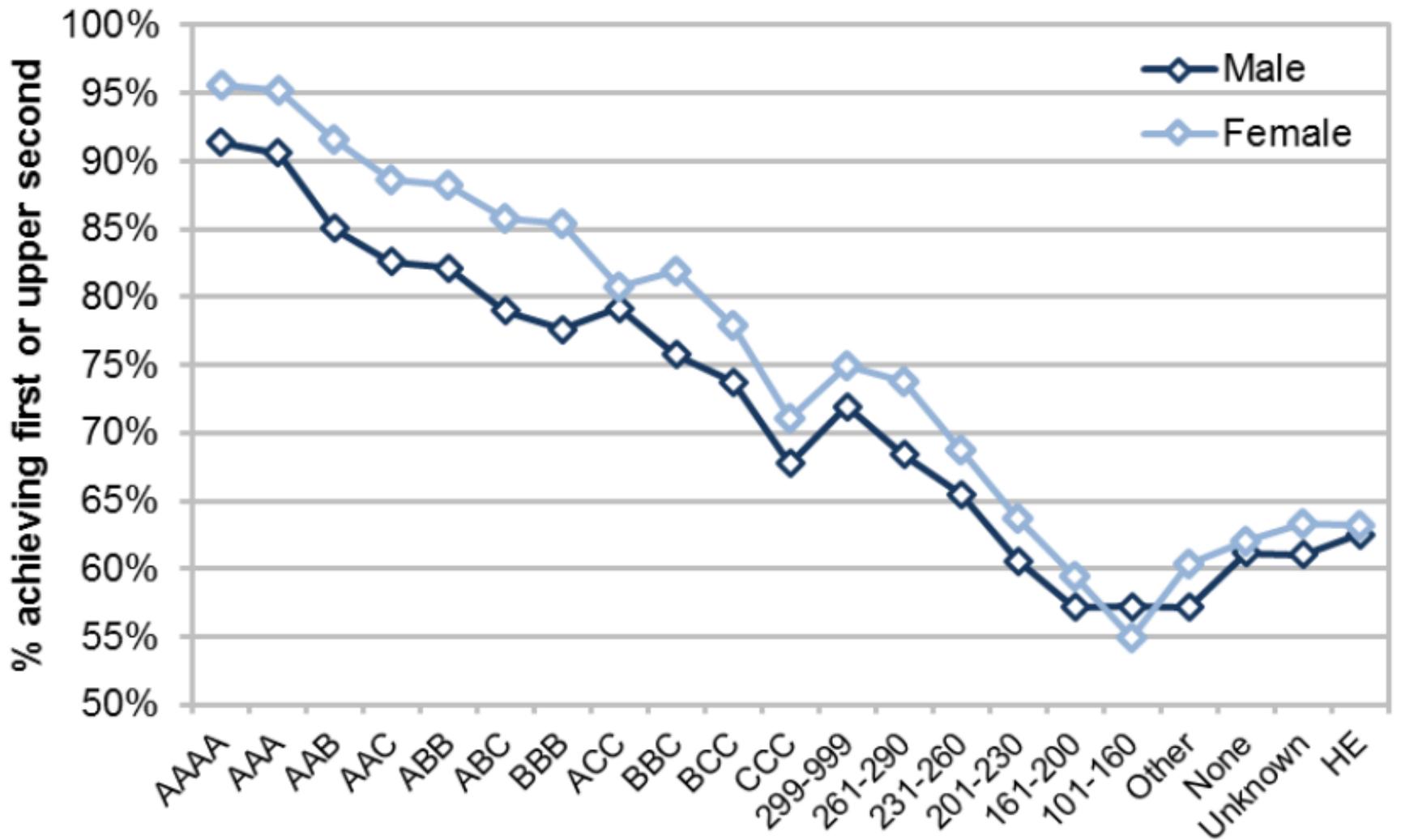
Evidence of an achievement gap between male and female students

UK: The difference between achievement of good degrees is **4%**, 73% of female graduates in 2014/15 compared with 69% of male graduates.

For some disciplines the discrepancy is greater than for others –in Geography, Earth and Environmental Sciences the difference is **14%** (Hillman and Robinson, 2016).

ARES: Difference in achievement of good degrees between males and females in ARES was **14%** in 2014/5.

2013-14 graduates by sex, entry qualification and degree classification



Source: HEFCE, 2015²

Reported gender differences in HE study (references supplied)

- Males are less likely to participate in HE and less likely to complete their degrees than females.
- Males study for fewer hours each week than females.
- Males are less likely to be flexible in their study habits and they prefer group work.
- Males are reported to be less likely to say they are enjoying their course and more likely to say they find work difficult.
- Males are more likely to overestimate their degree outcomes than females who are more likely to worry about their work.

Gender differences in attitudes to support and additional opportunities

- Males are less aware than females of self-development opportunities.
- Females report greater need of, and interest in using support services.
- Females rate support as more important than males.
- Females are more likely to apply for, receive and respond to extra-curricular tuition than males.

Attendance and engagement

- Males are more likely to be disengaged with their course and less likely to attend sessions than females.
- Male student academic performance is more likely to be affected by attendance.
- Males are less likely to spend time on independent study than females.
- Males are less likely to submit formative assessments than females.

Intervention and observations at ARES during 2014/5 (narrowing the gap project)

Original plan 2014/15, small study of three courses:

- Identification of 'at-risk' students.
- One to one tutorials in addition to the small group tutorial system.

BSc Geography final year achievement 2014/15 following intervention

	2011/12		2012/13		2013/4		2014/15	
	M	F	M	F	M	F	M	F
Total student no	15		28		37		31	
1st		1	2		3	3	1	2
2.1	2	3	6	5	7	6	11	8
2.2	3	4	10	2	8	5	5	2
3rd	1	1	1		2		1	
Ord			1		1			
Ref								
Dip HE			1		2		1	
WD								
No.	6	9	21	7	23	14	19	12
% Good degrees	40%		46%		51%		71%	
% Good degrees by gender	33%	44%	38%	71%	43%	64%	63%	83%
Gender Gap good degrees	-11		-33		-21		-20	
% Pass	100%		93%		92%		97%	
% pass by gender	100%	100%	90%	100%	87%	100%	95%	100%
Gender Gap Pass	0		-10%		-13%		-5%	

Intervention provided during 2015/16 informed by the project

- Further developed opportunities for group work (taking part in the DELITe project and use of media in class).
- Targeted support in the form of one to one tutorials as part of the group tutorial structure, identifying those who need SSS as early as possible.
- Planned for our formative assessments to link directly to the summative assessments.

Development of the project 2015/16

We were keen to investigate the characteristics of male students at ARES so that effective intervention could be deployed.

We surveyed all 1100 undergraduate students asking them questions about their approach to study.

In addition to the survey we are also interrogating data in the School to investigate male and female differences in:

- Submission of formative assessments
- Attendance

Linking both to:

- Progression
- Achievement of good degrees

Early findings of the survey:

- *Males study for fewer hours each week than females*

Our survey indicates that males spend less time studying each week than females but this difference is not significant.

- *Females report greater need of, and interest in using Student Support Services.*

Our survey showed little difference between the anxiety levels experienced by males and females and they appear to know how to contact SSS, and have accessed SSS, equally.

NB: 22% of the respondents were male where 32% of all UG students are male so a lower proportion engaged in the survey than females and we might assume that those who responded were likely to be the most engaged.

Findings from data gathered about approach to formative assessment

- *Males are less likely to submit formative assessments than females.*

Across the School there is a significant difference between the proportion of male and female students undertaking formative assessments.

- 75% females undertake formative assessments
 - 61% of males
- (assessment submissions 1340)

What next?

The HEPI report

“..helping male students more should also mean altering pedagogy to take full account of perceived differences in the way men and women study and learn” (Hillman and Robinson, 2016, p47).

However the authors conclude that there is a shortage of solutions to resolve the issue.

Intervention planned for 2016/7

Tutorial system changes – a much more personalised tutorial system, structured around individual meetings.

Manage the transition to HE.

Target students to engage in additional support.

Focus on increasing the submission of formative assessment.

Summary of DHLE data for ARES 2014/15

	Graduate Prospects	Average Salary
Males	61.7%	£19,000
Females	48.2%	£17,000

Despite not achieving as well, more males are employed in graduate posts and they are likely to have higher salaries!

So should we also focus on improving the graduate prospects of our females?

Blended student learning approach to curriculum design and delivery (BTEC and BME student attainment).

Dr. Adam O'Rourke

Context:

This presentation compares two pieces of research carried out within SADBE

Civil Engineering

Narrowing the Gap project
2014/15

Architectural Technology

Success for All project
2015/16

Presentation Aim:

To highlight and test two differing philosophies and practices that attempt to improve the **progression** and **attainment** of BTEC and BME students with a focus on the latter.



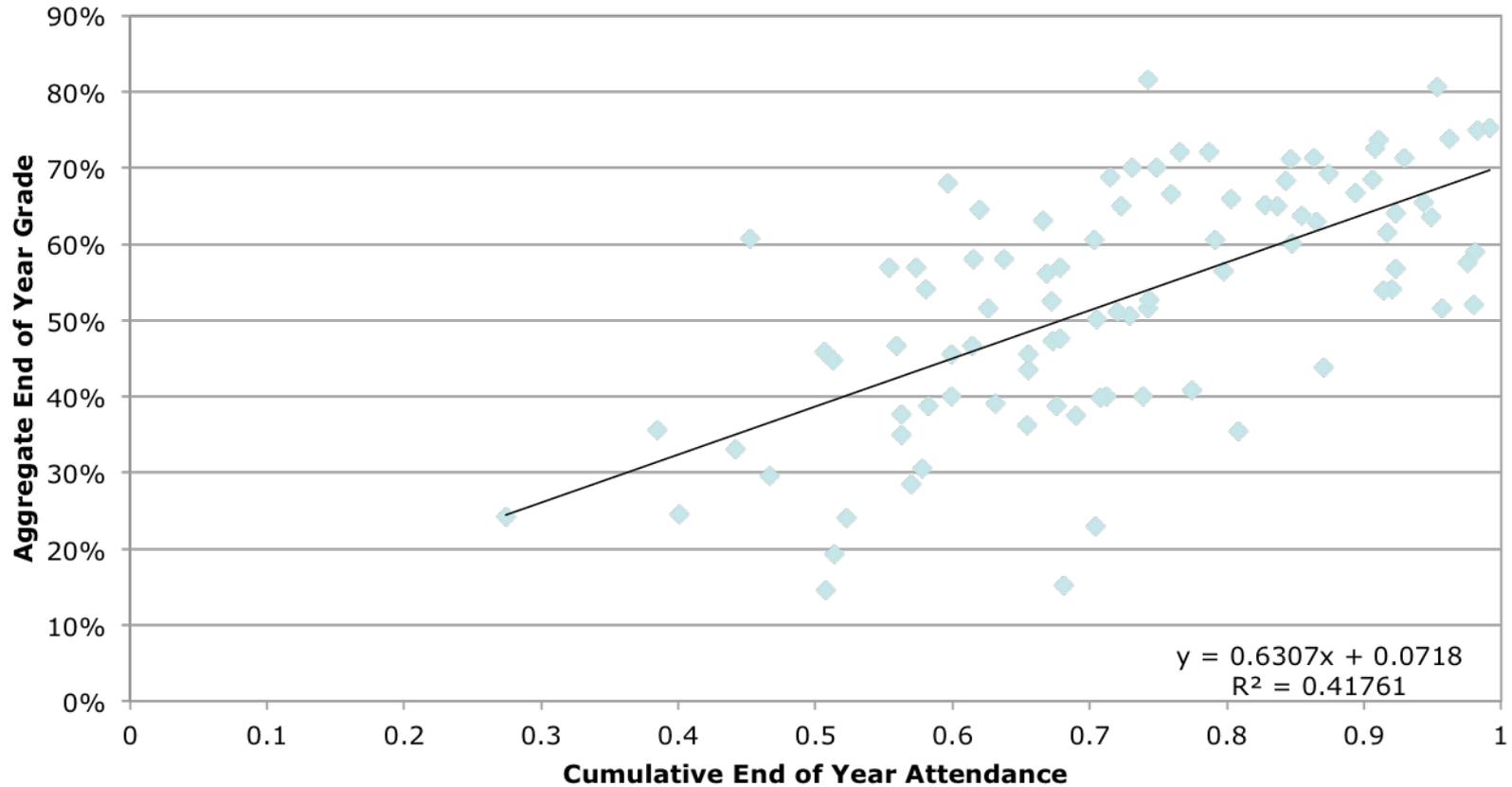
Project 1:

Narrowing the Gap project

2014/15

“Attendance Monitoring of Year 1 Civil Engineering Students and Associated Pastoral Support”

Attendance vs. End of Year Grade:



Results:

Overview of School Data

Equality Group	Progression		Degree classification	
	Overall	Controlling for UCAS tariff	Overall	Controlling for UCAS tariff
BME	Less likely to progress to year 2	Less likely to progress to year 2	Less likely to gain a First Class or 2:1	Less likely to gain a First Class or 2:1
WP	Less likely to progress to year 2	No statistical evidence of any difference	Less likely to gain a First Class or 2:1	Less likely to gain a First Class or 2:1

Project 2:

Success for All project
2015/16

**“An Evaluation of a Blended Student Learning Approach
Within the Context of BTEC and BME Student Attainment”**



Methodology:

Focusing on series of interventions on the
BSc (Hons) Architectural Technology.

The development of an integrated curriculum focussed on studio based learning.

The creation of a dedicated studio space for use exclusively by Architectural Technology students.

The adoption of a series of soft interventions to promote course and student identity

Integrated Curriculum:

LEVEL 4

Technology & Design studio 1

- 1 .Vertical studio project 10%
2. Structures 20%
3. Small scale 30%
4. House extension 40%

Construction Technology 1

- 1 .Technical portfolio 25%
2. E-Test – Examination 30%
3. House extension 45%

Integrated Design & Coms 1

- 1 .Portfolio 25%
2. Presentation Skills 30%
3. House extension 45%

Architecture in Context - AT

- 1 .Blog 40%
2. Academic writing 60%

Architectural Science and Building Engineering

- 1 .Labs 50%
2. Report 50%

LEVEL 5

Technology & Design studio 2

- 1 .Vertical studio project 10%
2. CV & Portfolio 20%
3. Refurbishment 30%
4. Multi-storey Commercial 40%

Construction Technology 1

- 1 .Technical portfolio 25%
2. E-Test – Examination 30%
3. Multi-storey Commercial 45%

Integrated Design & Coms 2

- 1 .House Extension 25%
2. Residential field trip 30%
3. Multi-storey Commercial 45%

Planning Development & Surveying

- 1 .Surveying & Regs 30%
2. Development 40%
3. Evaluation & Law 30%

Contract Admin: Control and finance

- 1 .Exam 50%
2. Coursework 50%

LEVEL 6

Technology & Design studio 3

- 1 .Vertical studio project 10%
2. Major Study Project 90%

Construction Technology 3

- 1 .Technical portfolio 40%
2. Major Study Project 60%

Integrated Design & Coms 3

1. Multi-storey Commercial 40%
2. Major Study Project 60%

Research Project

- 1 .Project Proposal 30%
2. Research Document 30%
3. Major Study Project 40%

Professionalism and Employability

- 1 .Built for life 30%
2. Team Working 40%
3. Professional profile 30%

40CP

20CP

20CP

20CP

20CP

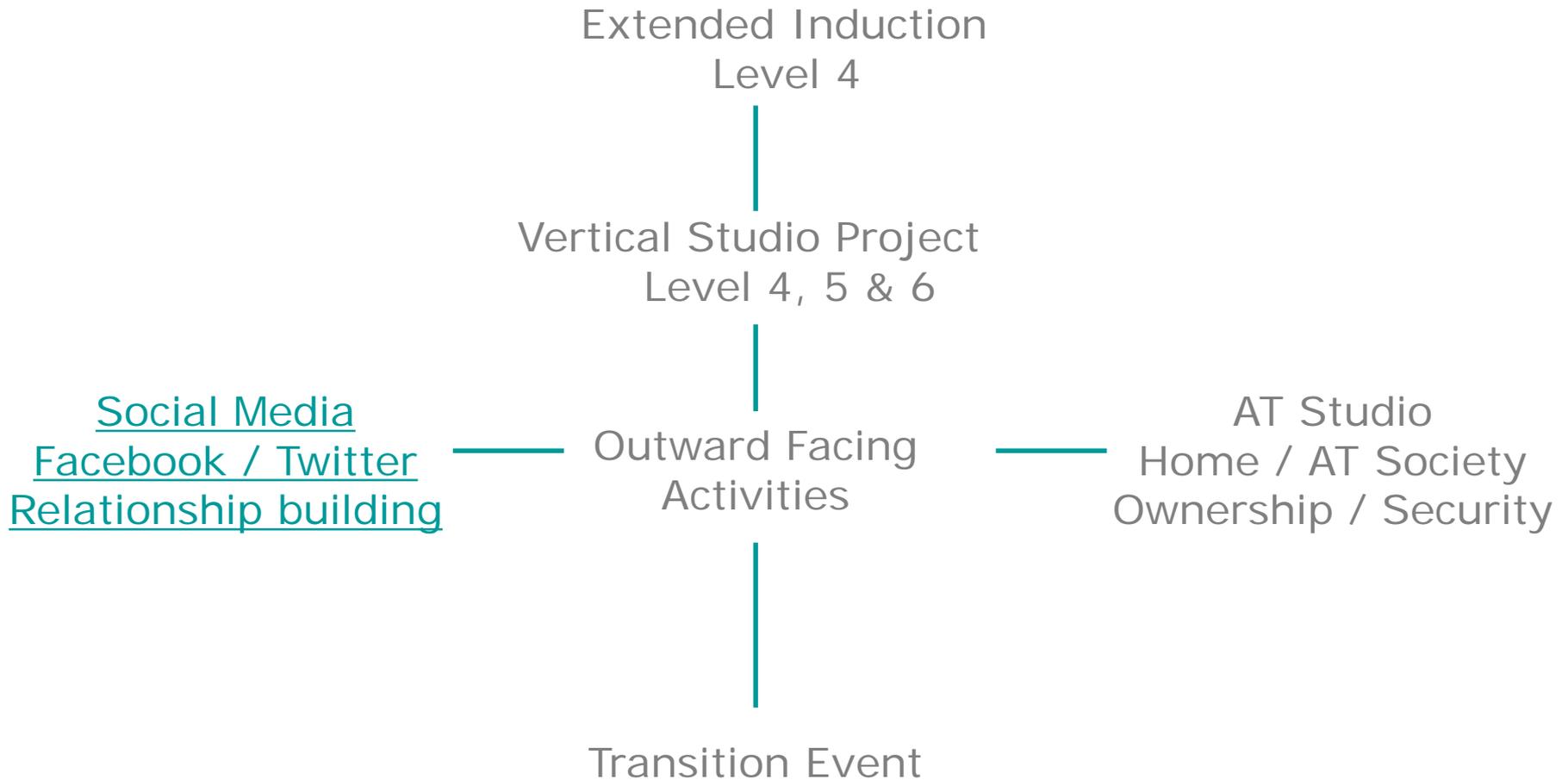


Dedicated Studio:



19 May 2016

Soft Intervention – Identity:



Evaluation:

Quantitative

- Comparing the **performance, progression, attainment** and **engagement** data for the target cohort on the BSc Architectural Technology course over the last five years will form the basis of the first part of the analysis
- The data will then be compared with the equivalent data sets for a **comparable course** within the school

Qualitative

- A series of **questionnaires** focusing upon the current student **experience** to identify if there is any difference in the opinions expressed between the target group and the rest of the cohort.

Conclusion:

Project 1 —
Narrowing the Gap project

LOW ENTRY QUALIFICATIONS

=

LOW ENGAGEMENT

=

LOW ACHIEVEMENT

Project 2 —
Success for All project

What is different?
Blended learning & Soft
Interventions

What has Changed?
Dedicated Studio & Learning
Methodology

What Next?

QUESTIONS

Where can I find out more?

- Contact your Success for All School Lead:
 - Julia Davies (ARES), Adam O'Rourke (ADBE), Christine Hardy (A&D), Lloyd Pettiford (A&H), Belinda Ferguson (ED), Melanie Currie (NBS), Jo Boylan-Kemp (NLS), Sam Murphy (SSS), Karen Moss and Jon Tepper (S&T).
- Sign up for the [Success for All Newsletter](#).
- Visit the [Success for All SharePoint](#).
- Upcoming events (book through CADQ events):
 - 25 May, Practical solutions to engaging all students (Nathan Ghann and Donna Carty).
 - 8 June, Understanding disparities in progression and attainment workshop.
 - 15 September, TILT BTEC Symposium.
- Unconscious Bias Toolkit
The Equality, Diversity and Inclusion team online Unconscious Bias toolkit.
For access to the module please contact [Amanda Dury](#).

Surgeries today

11.15 am – 12.15 pm	Sam Murphy (Social Sciences)
11.15 am – 12.15 pm	Sarah Lawther (CADQ)
2.00 pm – 2.30 pm	Adam O'Rourke, Hilary Ainley, Bhavna Solanki (ADBE)
3.00 pm – 3.30 pm	Adam O'Rourke, Hilary Ainley, Bhavna Solanki (ADBE)
3.30 pm – 4.30 pm	Sam Murphy (Social Sciences)

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