

BAME Awarding Gap Project Update

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Presentation Overview



1. Context & background
2. Project strands
3. Challenges
4. Looking forward
5. Data update
6. Impact of pandemic on the gap
7. Student engagement
8. Resources & training
9. BAME Awarding Gap Staff Fund
10. Q&A



- 2017 – 2019 part of an OfS funded/match-funding consortium project led by Kingston (inc. DeMontfort, Hertfordshire, Greenwich and Wolverhampton)
- Established in OVPESA, now in Student Success in Access and Widening Participation Office
- Shift from attainment gap to awarding gap
- Initially adopted/adapted initiatives from Kingston i.e. ICHC, Student Curriculum Partners and implemented own initiatives such as establishment of BAME Awarding Gap Faculty Leads, developing Science of Inclusion training which is focused on student interactions
- Initial stages focused on awareness raising and understanding of the gap at UCL – focused on using an evidence based approach

Data (2017)

- Establishing method of analysis – trying VA approach
- Initial analysis and awareness raising of the gap
- Disseminating data

Data (Now)

- More granular and nuanced understanding – First class gap
- Embedding data into Tableau dashboard
- Extent of variability across faculties and between ethnic groups
- Understanding of impact of other factors on the gap
- Impact of the pandemic on the gap
- Analysis is ongoing

Project strands

Embedding project institutionally (2018)

- Set-up of Project Working Group with representation from across UCL including Arena, EDI, SU
- Development of ICHC and awarding gap inclusion in ASER and IQR process

Embedding project institutionally (Now)

- Continued involvement in Race Equality Roadshows
- Feeding into Race Equality Charter submission and Race Equality Implementation Group
- Commitments to close gap in Dean's pledges
- New programme development approval also includes a question on inclusive curriculum
- Return of ICHC in 2021/22 ASER
- [Set-up of BAME Awarding Gap Staff Fund](#)

Project strands

Faculty Leads (2018)

- Initial recruitment of [Faculty Leads](#) – coverage across most faculties but not all
- Raising awareness of the project
- Understanding local gaps
- Supporting staff to complete ICHC
- Developing local action plans
- Initial activities and interventions i.e. events, focus group with students to collect more qualitative data about student experience

Faculty Leads (Now)

- Focus on interventions
- Supporting staff with curriculum change i.e. development of new modules, curriculum workshops
- Coverage across all UCL faculties
- Project is embedded locally i.e. on relevant committee agendas
- Maintaining profile of project

Project strands

Student engagement (2018)

- Pilot of [Student Curriculum Partners Scheme](#) via [Student Quality Reviewers](#) process with SU/Arena
- Qualitative research with students as a project centrally and via Faculty Leads

Student engagement (Now)

- Scale up of the Student Curriculum Partners Scheme
- Launch of the BAME Awarding Gap Student Fund in collaboration with UCL ChangeMakers
- Continued engagement and collaboration with SU

Project strands

Resources & training (2018)

- [Establishment of project webpages](#)
- [Launch of resource bank](#)

Resources & training (Now)

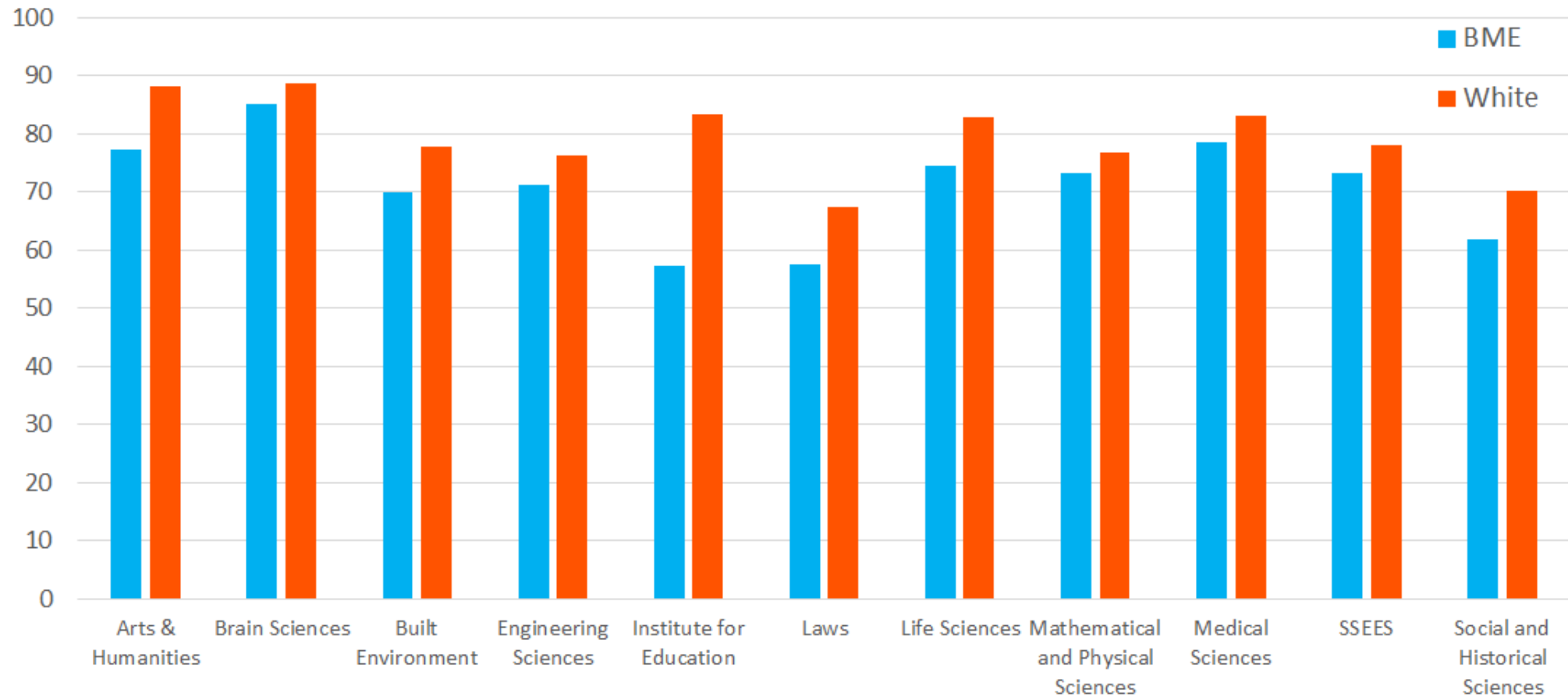
- [BAME Awarding Gap Staff Toolkit](#)
- Refresh of resource bank & internal case studies (Sep 2021)
- Build of Science of Inclusion training on UCL Extend
- Jason Arday's lecture and workshop: '[Engaging pedagogically with race & racism in HE](#)'

- Engagement of staff in some areas – including those in leadership roles
- Engagement of UK BAME students in focus/discussion groups and as Student Curriculum Partners - though has improved and Student Fund will help even more
- Developing an inclusive education not always seen as a priority when there are many competing priorities: BAME Awarding Gap needs to be on every teaching committee and SSCC so that there is regular discussion at programme/faculty level and progress can be discussed with students.
- Some programmes seem to find it more difficult than others to see how they can make their programme more inclusive – there is support for this from the project via the Toolkit of resources and through the SCP scheme.

We have made progress...

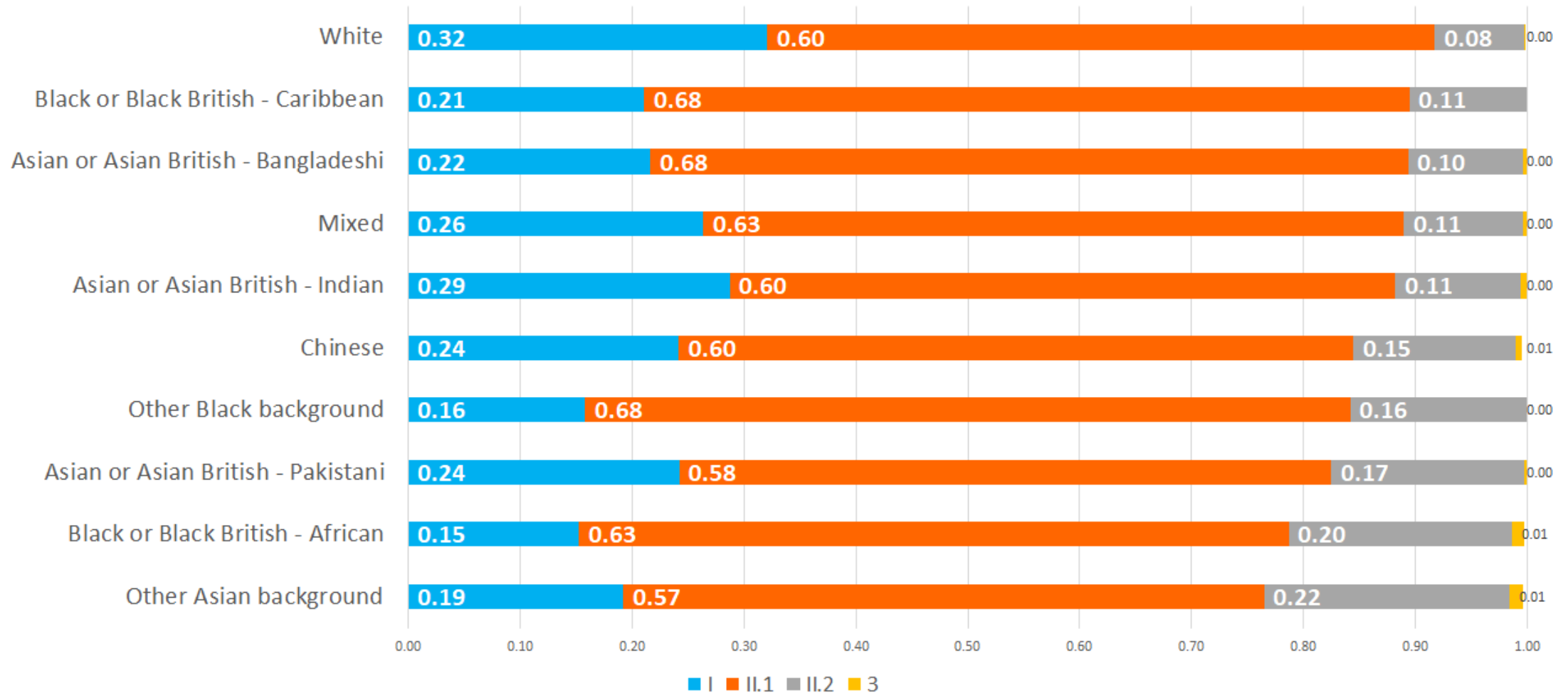
- For the first time we have Faculty BAME Leads in every Faculty and we have found when working together with the Vice Dean EDI their role is more effective
- The BAME Awarding Gap is understood by senior leadership at UCL and Deans and there is a strong commitment to eliminate by 2024
- There is a groundswell of support and **action** at the individual programme level to develop a more ethnically inclusive education – which will benefit all students – though this is not 100% at the moment.
- There is great work going on in some areas of UCL and funding for more interventions
- Engagement across the staff and student body will be key to eliminating the gap.

How big is the "BAME" awarding gap?



About **5 percentage points** in the last 4 years across all UCL UK-domicile undergraduates

How does the gap vary by ethnicity?



Most of the gap in the "good" degree is in the proportion awarded firsts, significant variation across detailed ethnic groups

Why/ when does the gap appear?



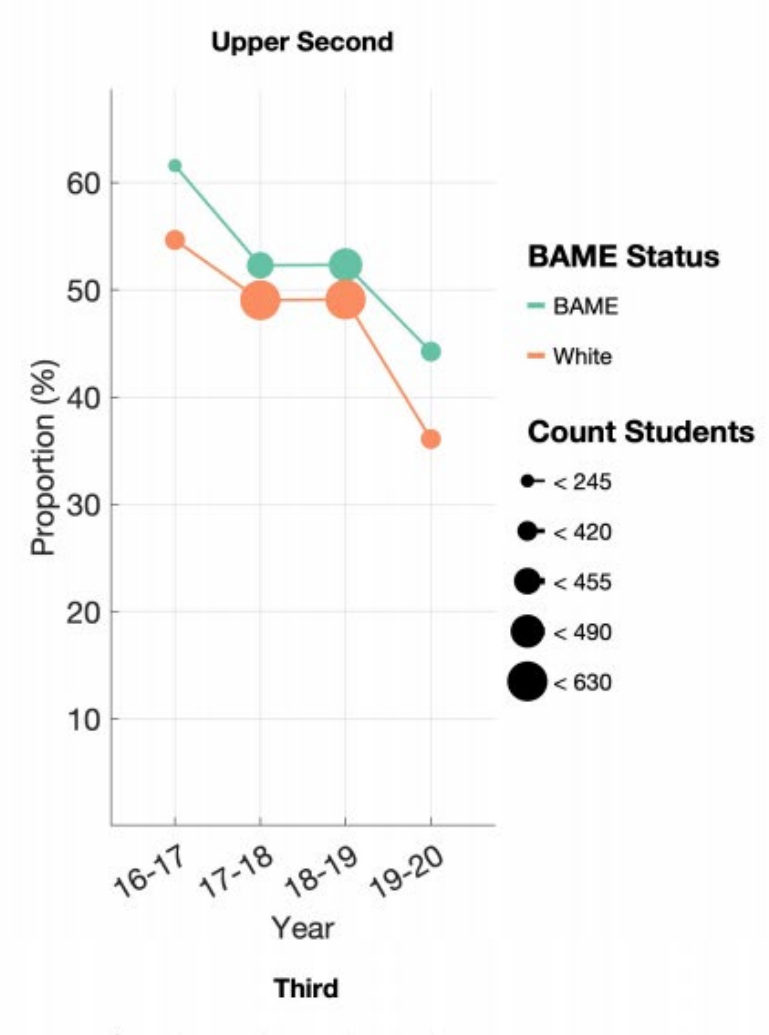
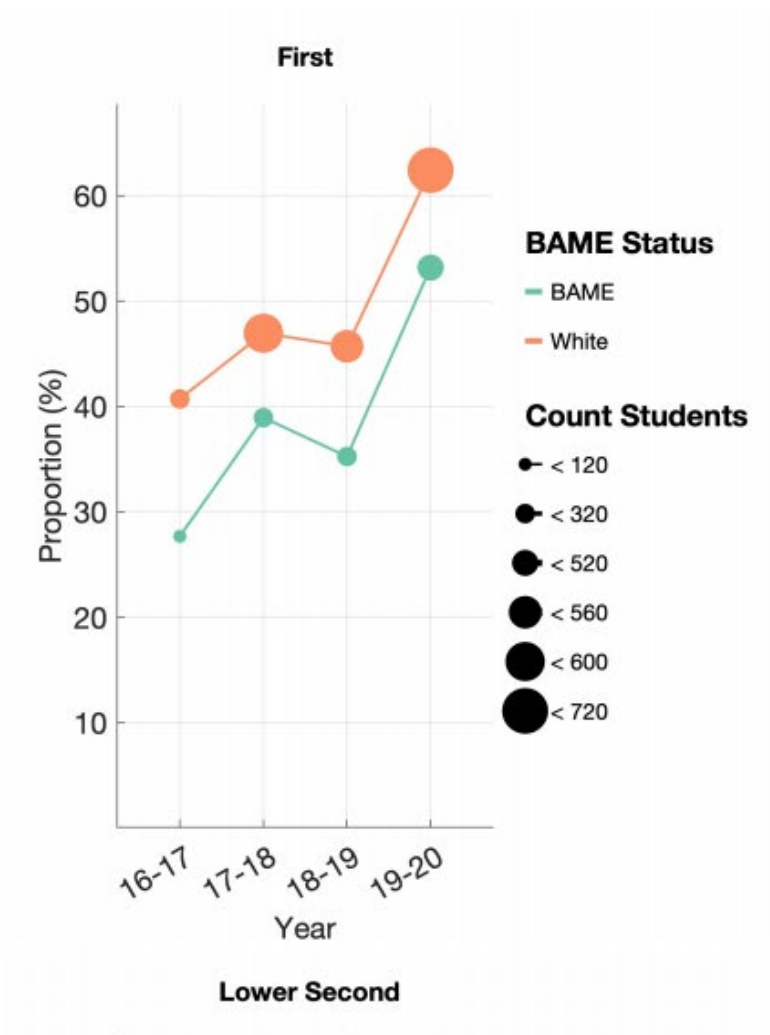
- The gap appears **at the end of first year assessments** already, and becomes slightly larger over the duration of the degree programme
- A detailed study in one programme found that the gap existed in mandatory modules, meaning that choice of modules was probably a secondary factor in explaining the gap
- **Less than half of this gap** is due to differences in incoming qualifications, choice of programme and socioeconomic factors.

Impact of Covid (mitigations) on gap

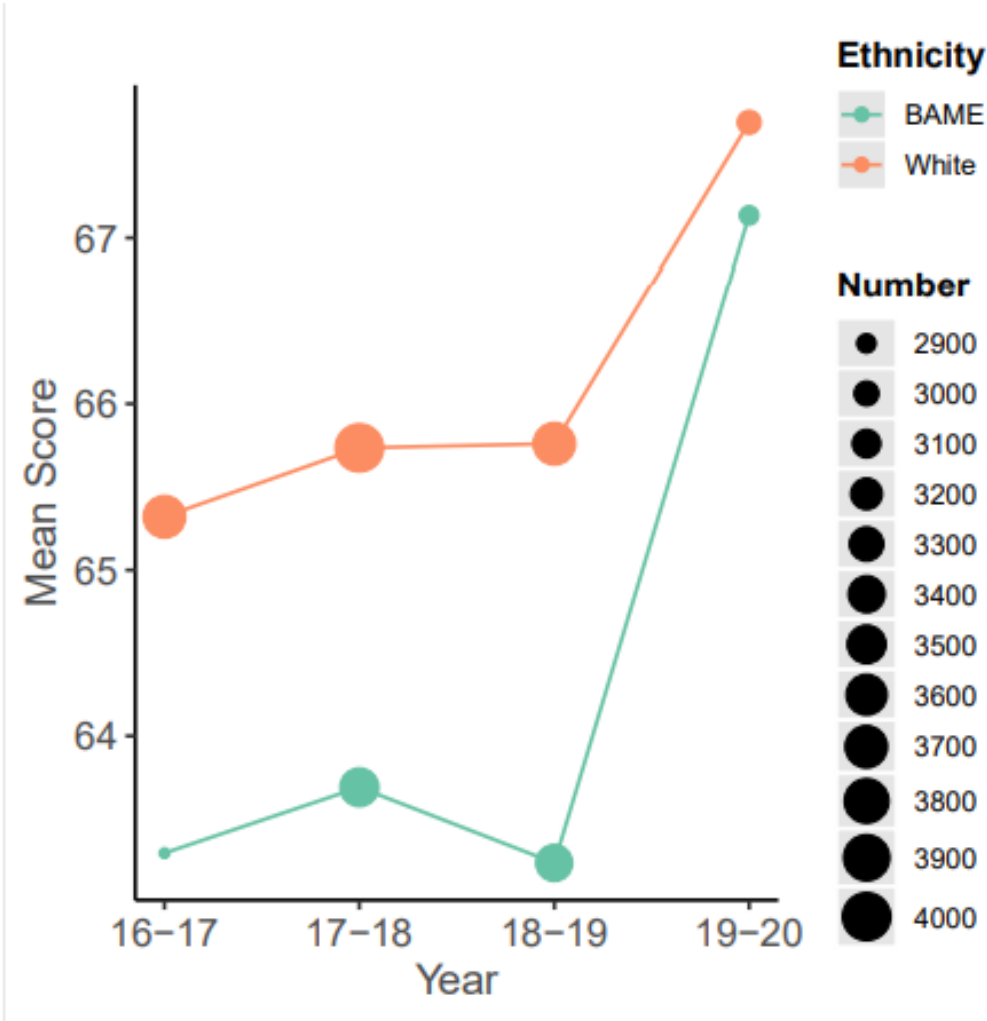


- The pandemic and the lockdowns have affected BAME people more than others, and in particular, London was one of the epicentres of the first wave (March 2020) during which UCL went online.
- UCL mitigations – in terms of assessments, some **reduction in number PLUS the No-Detriment Policy** in 2019/20 academic year
- We produced a report analysis the effects of these mitigations – note that this **doesn't capture the effects of online teaching and learning** as this was mostly completed by March 2020.

The awarding gap in "good" degrees fell to about 1 pp



The gap in average module marks also fell



- The move to online assessment and the subsequent change in assessment design may have helped to reduce the gap. Some modules also saw a reduction in the number of assessments which may have helped.
- Non-continuation rates also fell, particularly for Black students, which may be linked to the different style of assessments.
- Call for action – getting inside the black box of change in assessments/ enacting policy changes in line with these lessons learned.

Student Curriculum Partners Pilot 2018-19

- Based on Kingston's Student Curriculum Consultants scheme
- Involved students looking at the inclusivity of course materials in small groups using supporting guidance framework – identifying areas of good practice and enhancement
- Embedded in the wider Student Quality Reviewers in partnership with SU/Arena – students work up to 20 hours/paid a stipend
- Piloted two approaches: first-hand experience of the content vs same disciplinary background
- Opportunity to see which version of the scheme worked best/lessons learned
- Outcomes: changes to group work, anonymising Moodle forums, changes to assessment
- Postponed in 2019-20 due to pandemic

Student Curriculum Partners Scheme 2020-21

- Scale up of the scheme: 25 students across 5 programmes in 4 faculties
- Identified programmes based on ICHC submissions
- Students reviewing modules they have taken
- Wrapping up scheme for this year with a couple of meetings pending
- Some student thoughts on taking part available online!
- If you are interested in being involved in 2021/22, please do let us know

Student Curriculum Partners Scheme 2020-21

Staff comments on the SCP experience: Linguistics

“First, let’s get some worries out of the way: while the idea of having students look in detail at a particular aspect of one’s module might seem threatening, the overall process was very friendly and collaborative. Again, contrary to fears that one might have, the process was also not onerous at all.

The results in the case of linguistics can be described as a friendly nudge to do better in some areas and positive reinforcement to keep doing well what we are doing well. In particular, the students noticed that in some of our first year modules we can make even more use of the knowledge and experience of our very diverse students (we have many overseas students who are speakers of historically completely unrelated languages). We plan to diversify examples used at the early stages of instruction away from standard English (convenient because it is also the lingua franca of instruction) and to less prestigious varieties of English and our students’ native languages. This will hopefully allow them to identify more strongly with the content of the classes and to reflect critically on the social dimensions of language use.”

Student Curriculum Partners Scheme 2020-21

Student comment on the SCP experience: Linguistics

“Within this role, we reviewed the materials of two modules in the Faculty of Brain Sciences BA Linguistics, examining the use of English language, inclusive terminology, diversity of assessment types, among other aspects of the course. We identified and reported on current good practices and points to consider to allow for more inclusivity, specifically in relation to race and ethnicity. Overall I found the work as a Student Curriculum Partner to be incredibly rewarding and fun, as this has been an opportunity to think outside of the box and make my course more adapted to all students.”

Student comment on the SCP experience: Geography

“Being from an underrepresented group from UCL, I feel like I was able to make an actual impact on the studies of future student from a similar background as me, avoiding feelings of ‘imposter syndrome’”

[BAME Awarding Gap Student Fund](#)

- This year launched a new student fund in collaboration with [UCL ChangeMakers](#)
- Funded 2 projects: B-Asia magazine & Maintaining Participation at UCL Medical School: The Step Beyond Widening Participation
- Student blog post and video explaining projects available to view!
- We will be running the fund again next academic year – dates to follow

Science of Inclusion

- Online training for student-facing staff which consists of three modules
 1. Introduction to bias
 2. Stereotypes & micro-behaviours
 3. Privilege & meritocracy
- Built on UCLeXtend and completed initial testing
- Refining content with latest research & information
- Pilot in Term 1



Resource bank & case studies

- Refreshing resource bank for launch in Term 1 2021-22
- Compiling internal case studies
- If you are doing work to close the gap – please let us know!



About the fund

- £250k funding available to deliver intervention projects (up to 3 years) to close programme level awarding gaps
- Staff can bid for up to a maximum of £25,000 per project over a 3-year period
- Applications for funding are assessed against 8 criteria inc. measurable outcomes, evidence/rationale, student-centred etc.
- Can be used to buy-out staff time, not create new posts
- Intervention focused, only 10% of funding can be allocated to research costs

BAME Awarding Gap Staff Fund



Projects funded in first cycle

Belonging and overcoming adversity:
supporting BAME students in the
transition to university and
throughout their courses

Neuroscience, Physiology and
Pharmacology

BAMEhack: a scalable staff-student
collaboration to reveal BAME
stakeholders in academic disciplines
to help delivery of inclusive
curriculum content

Biochemical Engineering

Gaps in personal tutoring provision

Biochemical Engineering

Spaces of risk in built environment
education: navigating risk taking
amongst BAME UG students through
workshops, mentoring and
collaboration

Bartlett

Next funding cycle

- Q&A session for staff on Friday 2 July 13:00 – 14:00, [joining details available online](#)
- If you would like to discuss your proposal in advance of submitting please get in touch
- Next deadline Monday 6 September 2021

Thank you for listening!

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