



Learning
Enhancement and
Innovation Bids
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GEM AWARD GAP AT UON

*Exploring the Experiences of South Asian Descent
Students and the Factors that Impact on their Grades at
University of Northampton*

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FACULTY: *FBL*

SUBJECT AREA:
*BUSINESS SYSTEMS &
OPERATIONS*



FACULTY: *FAST*

SUBJECT AREA:
*JOURNALISM, MEDIA
& PERFORMANCE*



FACULTY: *FAST*
SUBJECT AREA:
COMPUTER SCIENCE/TECHNOLOGY

Overview of the Project – a Longitudinal Study on GEM Award Gap at the University of Northampton

- **Phase 1.1 - Overall BAME attainment gap and experiences**
- **Key objectives**
- **Research Methodology**
 - Interviews with 11 Academics
 - 2 Focus groups with Undergraduate students

Overview of the Project – a Longitudinal Study on GEM Award Gap at the University of Northampton

- **Phase 1.2 - Black African descents**
- Key objectives
- Research Methodology
 - Interviews with 9 Academics
 - 2 Focus groups with Academics
 - 2 Focus groups with Undergraduate students

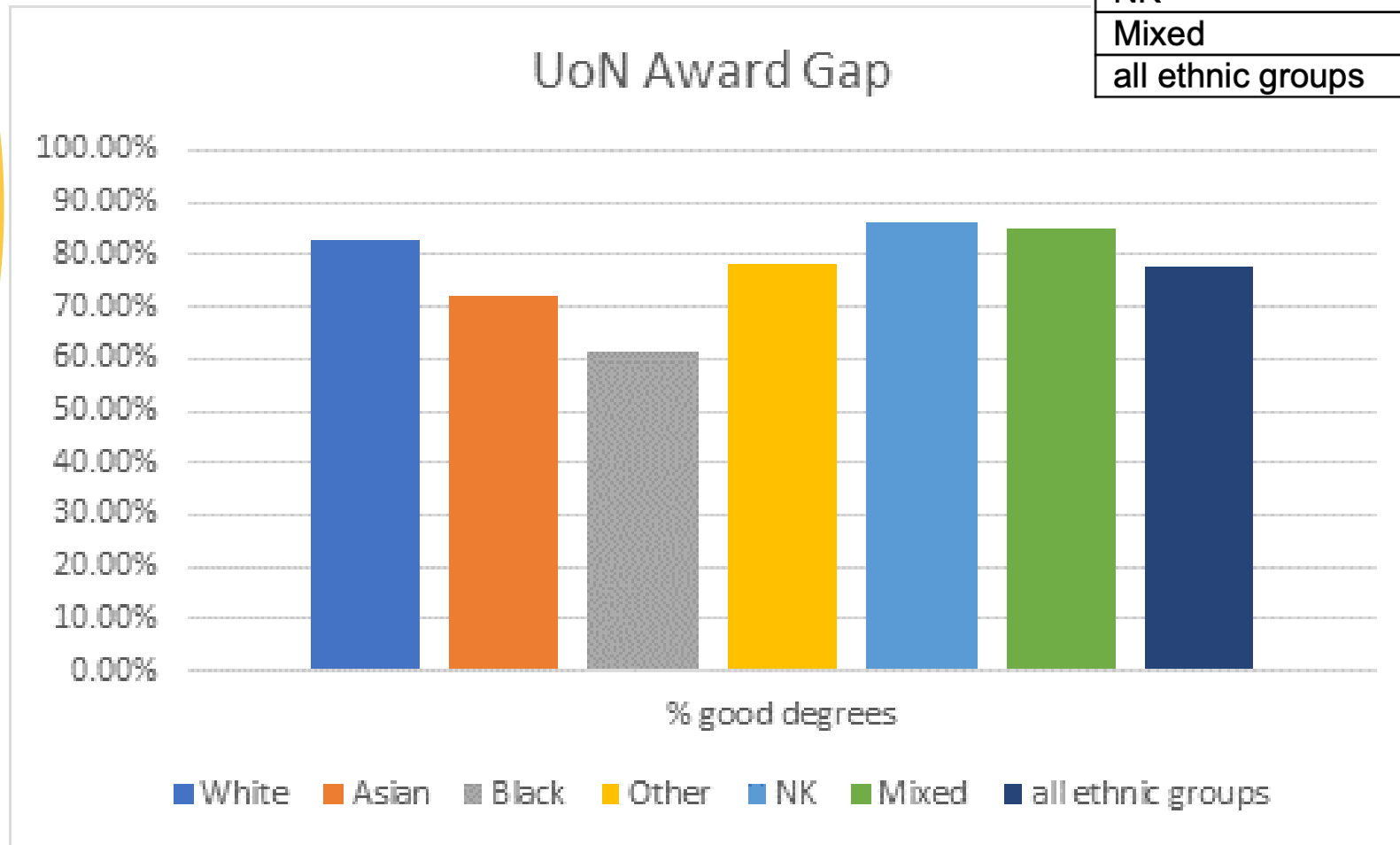
Overview of the Current Project - a Longitudinal Study on GEM Award Gap at UoN

- **Phase 1.3 - South Asian descents**
- Key objectives
- Research Methodology
 - Focus group with Undergraduate students

UoN Award Gap

ethnic group
White
Asian
Black
Other
NK
Mixed
all ethnic groups

% good degrees
82.70%
72.10%
61.10%
78.20%
85.90%
85%
77.50%



Comparison of Phase 1 and Phase 2 Data

Tell us about your experience as a student of African descent at the University of Northampton.

- **Have you experienced racism, emotional, psychological and any other forms of discrimination? Please define your answer?**
- **How well do you feel that you fit in with other students on the course?**



Key Observations and findings

- Similar to Black students, South Asian descent Students are not a homogenous group and Attainment gap is different amongst various South Asian subgroups
- Unlike Black Students, South Asian Students feel very much included in class discussions, group activities and supported by their tutors on some programmes.
- Both Black and South Asian descents find it difficult to relate to the large proportion of course content and references used on some programmes. However, this does not seem to be of concern to the South Asian descent students.
- A lack of Black staff representation making it difficult to comfortably talk with staff who can relate. However, majority of South Asian students in general feel uncomfortable to talk about negative experiences.
- Unlike Black descent students, most of the South Asian descent students did not express of racial discrimination within the University. However, there were instances of such encounters within the local community outside the University.
- Prior learning experience negative impact on learning, leading to lack of confidence

Key Observations and findings

- Links between working to survive, family responsibilities, socio-economic background and effects of commuting on attainment.
- Lack of personal and social support structures, both South Asian and African descent students
- Academic support services very helpful to those who see them, however, some find it difficult to engage
- Phase 1.2 revealed concerns for 'Too cool for school' attitude, sit in 'clicks' as perceived challenges to engage in a lot of cases with Black descent students. However, individuals and clicks of South Asian descents are usually seen as supporting each other in their studies and they feel tutors give them opportunity to engage in activities.

Breakout Group Activity (10 mins)

- *What are the challenges you face as a tutor with South Asian students (in terms of engagement, achievement, retention, interaction, classroom participation, intellectual capabilities, attendance, attitude, receptiveness to your teaching, background)?*
- *How has this impacted on your practice and curriculum design?*
- *In your opinion, what kind of policies or strategies could be implemented by the university to improve South Asian students' attainment?*



Padlet activity and Action Planning (10 mins)

Now is your opportunity to propose practical solutions and action plan for your specific subject groups.

With South Asian students in mind, please add your answers to the padlet

- *Is there an awarding gap on my programme?*
- *Do I know my students' need and learning styles?*
- *Where do I start and what do I need to do now?*
- *What skills do I need to develop to start and move this forward? How will I develop those skills?*
- *What other support do I need from the institution, if any?*
- *What are the success factors and how do I measure them?*

https://uon1.padlet.org/patrice_seuwou1/2j63l1t26eb7rvpq

Open discussion & Conclusion

- The University of Northampton has made HE's world top 30 for tackling inequality. However, are we transformative enough to provide life-changing and positive transformative experiences for both our Black and South Asian descent students?
- In order for us to keep moving forward as an institution, all changemakers should acknowledge that there is “still” a problem and embrace strategies for the implementation of effective solutions.
- *We are an educational institution after all, let us continue educating ourselves & each other, understand our past, thus continuing to shape our present and future.*





2019/20

<https://mypad.northampton.ac.uk/uonattainmentgap/>

2018/19

<https://mypad.northampton.ac.uk/blackattainment/>

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THANK
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