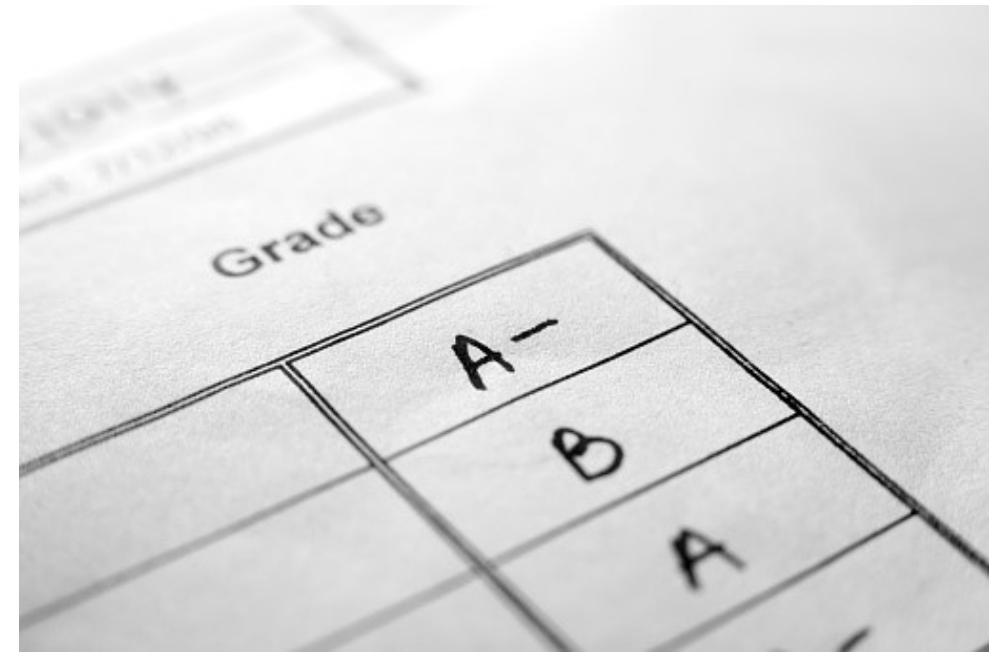


Non-submission of assessments – the impact on the BAME attainment gap

Alison Loddick & Kate Coulson

Learning Development – University of Northampton



Mentimeter questions

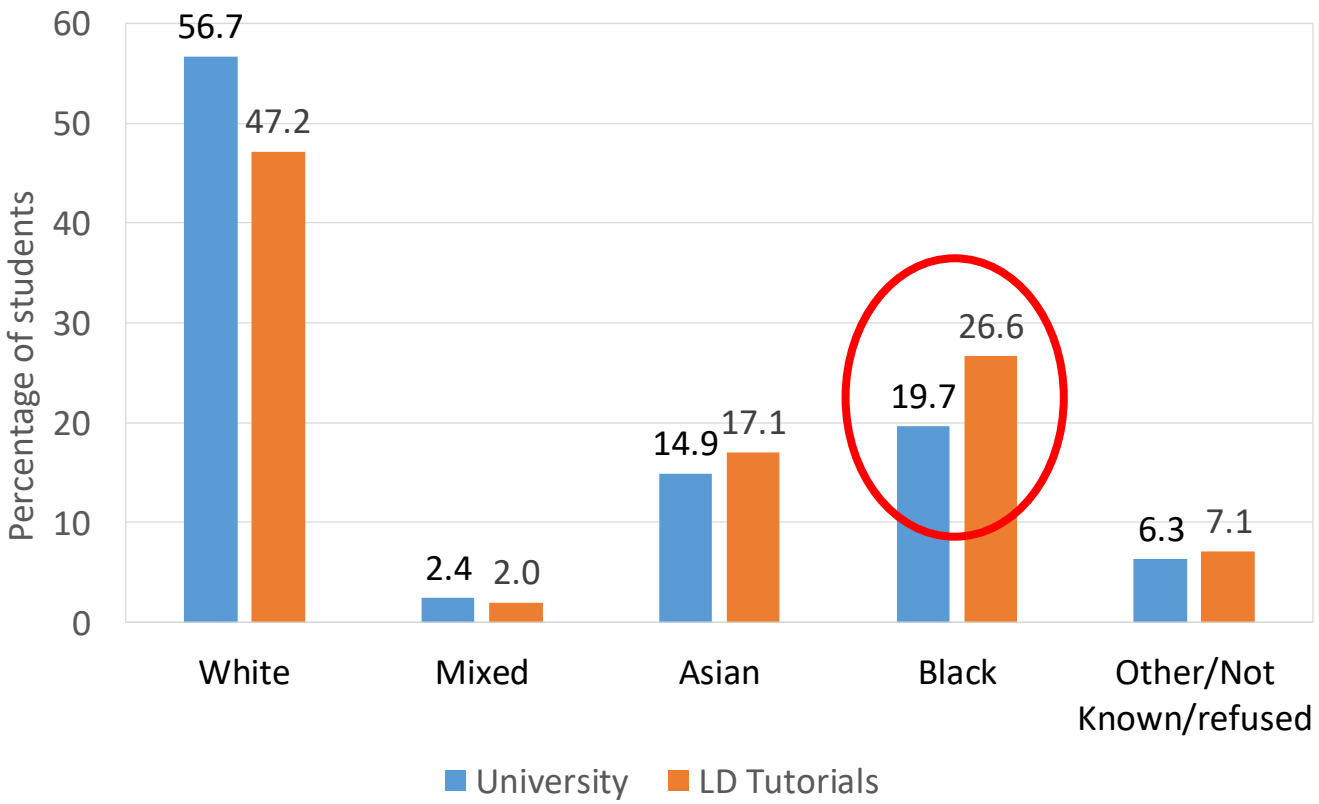
<https://www.menti.com/12re393th3>

Voting Code: **6234 8531**

BAME attainment gap

When comparing the percentage of students with a first-class or upper-second class honours degree, there is a thirteen per cent attainment gap between White students and Black, Asian and Minority Ethnic students (BAME)

(Universities UK and National Union of Students, 2019).



Black student see Learning Development more and we make a big impact

Ethnic Background	No Tutorial	Tutorial	Difference
Asian	51.5	56.9	5.4
Black	40.9	49.9	9.0
Mixed	48.2	54.8	6.6
White	54.7	60.8	6.1

Aim

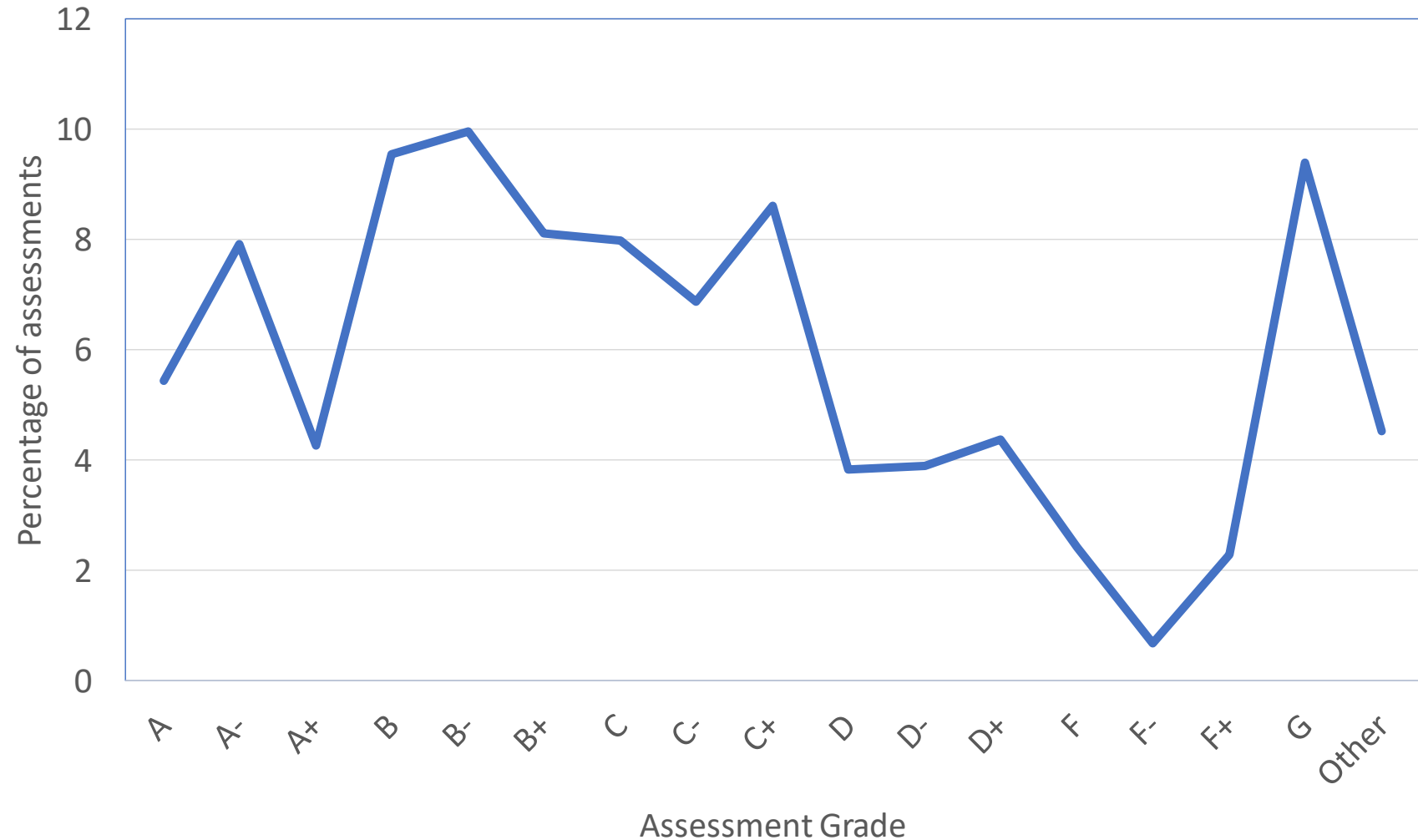
- Some previous analyses when examining three course showed high number of G grades – student non-submission
- We decided to examine this across the university to see if this related to the BAME gap

Data

- Four years of undergraduate academic assessment and student data was analysed 2015/16 – 2018/19.
- The first assessment results for each assignment were analysed
- This was 406,221 assessments from 23,838 students
- Students not taught from the university campus were excluded from the research

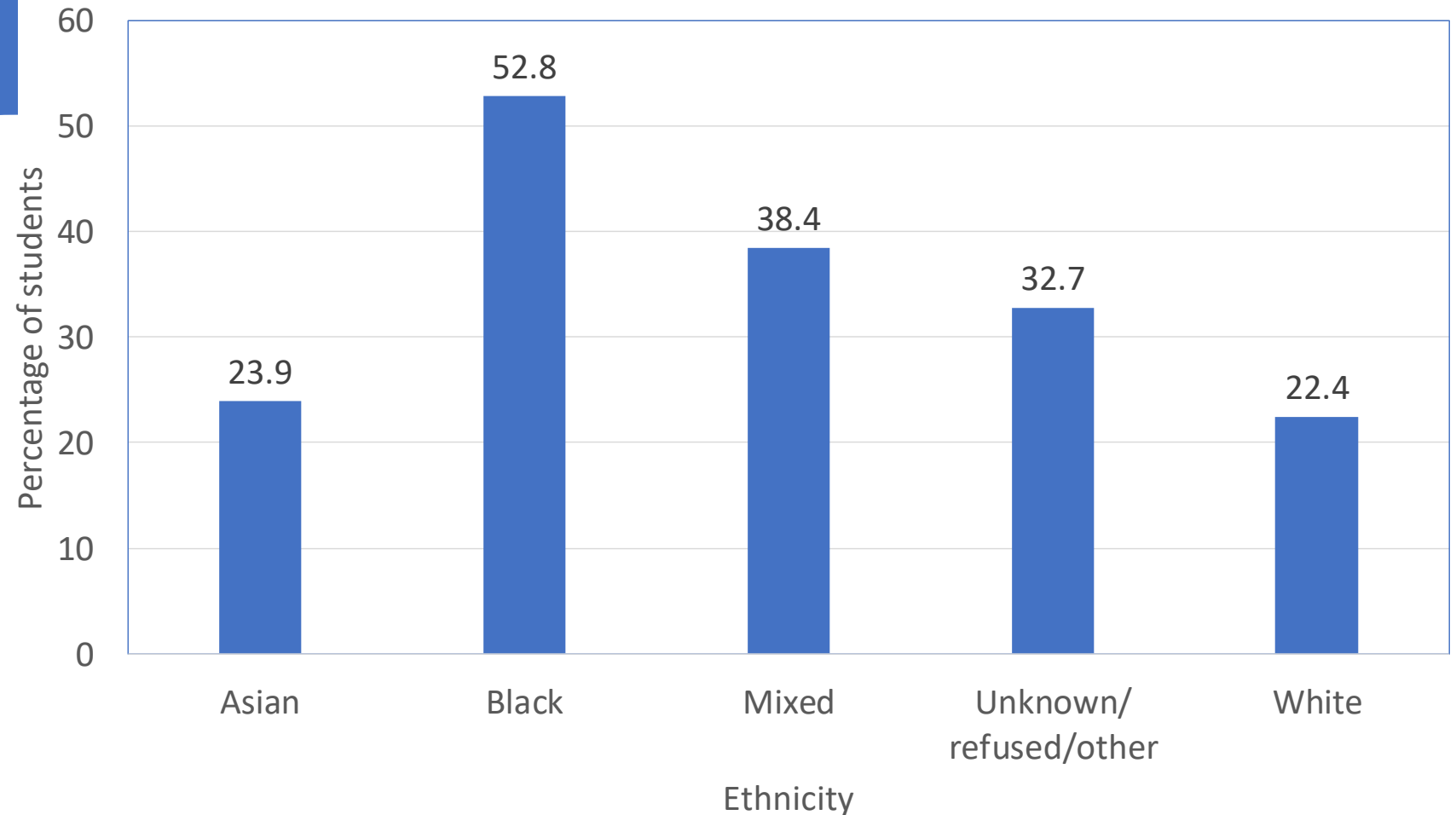
Nearly 10 % of assignments were G Grades (non-submission) including exams – 2015/16- 18/19

Percentage of assessment by grade - 2015/16 - 2018/19



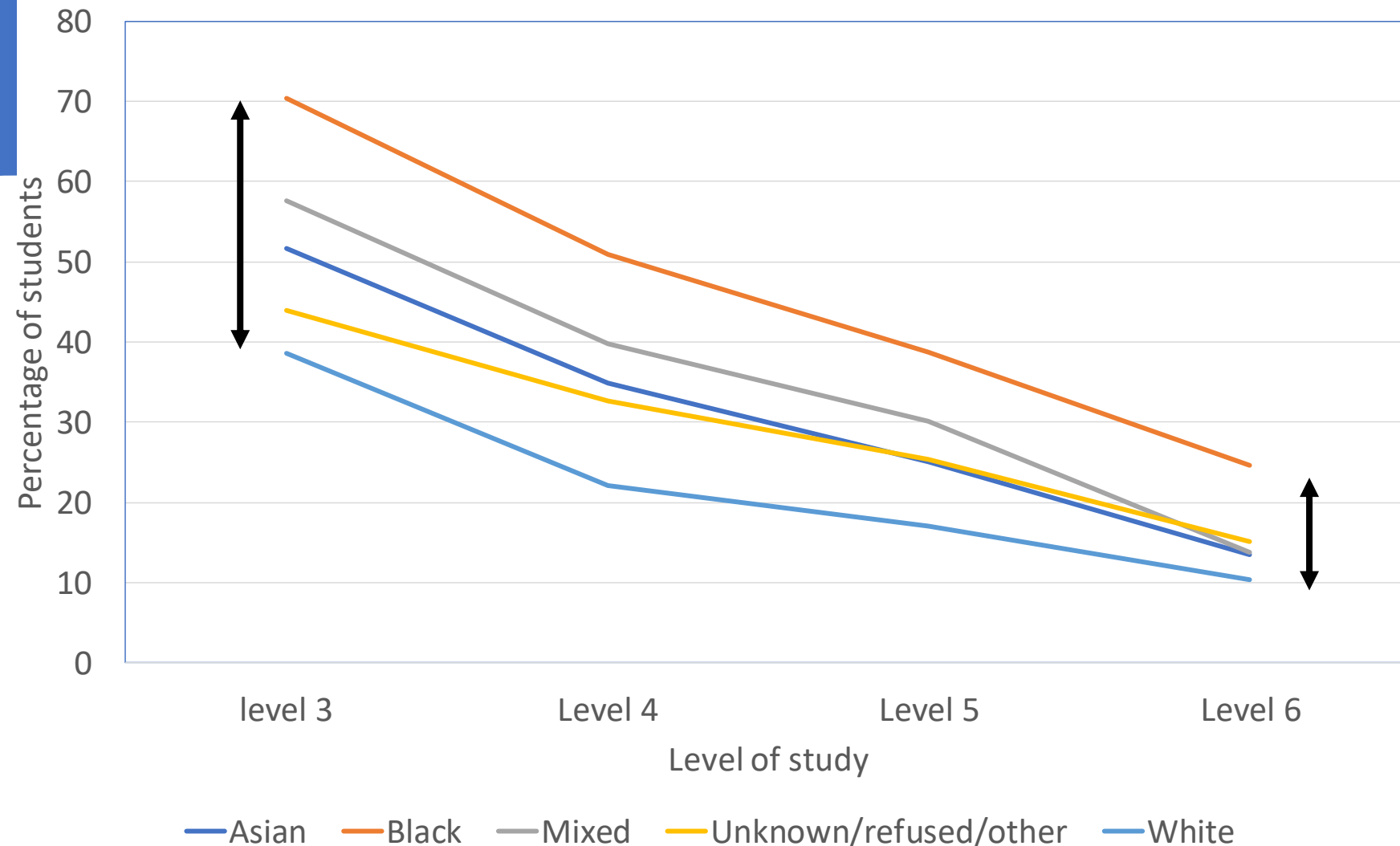
More than half of black students have not submitted at least one assignment

Percentage of students who had a G grade across all years of their studies by ethnicity 2015/15 - 2018/19



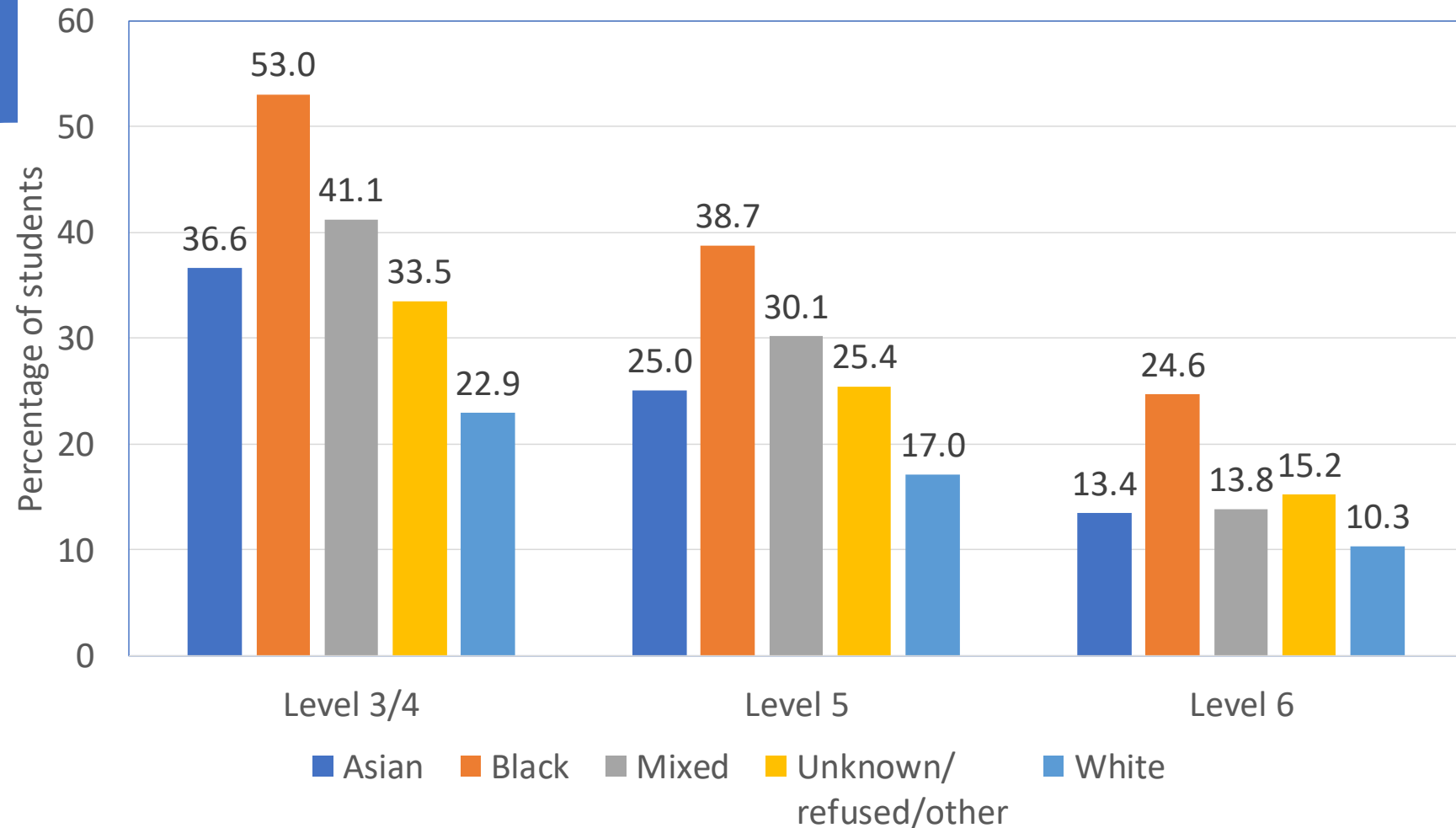
The proportion of students with a G grade reduce by level of study. There is a larger ethnicity gap of G Grades at level 3 than at level 6

Proportion of students with a G grade in a level of study by ethnicity



G-grades decline by levels. Black students always have more than double the G-grades of white students

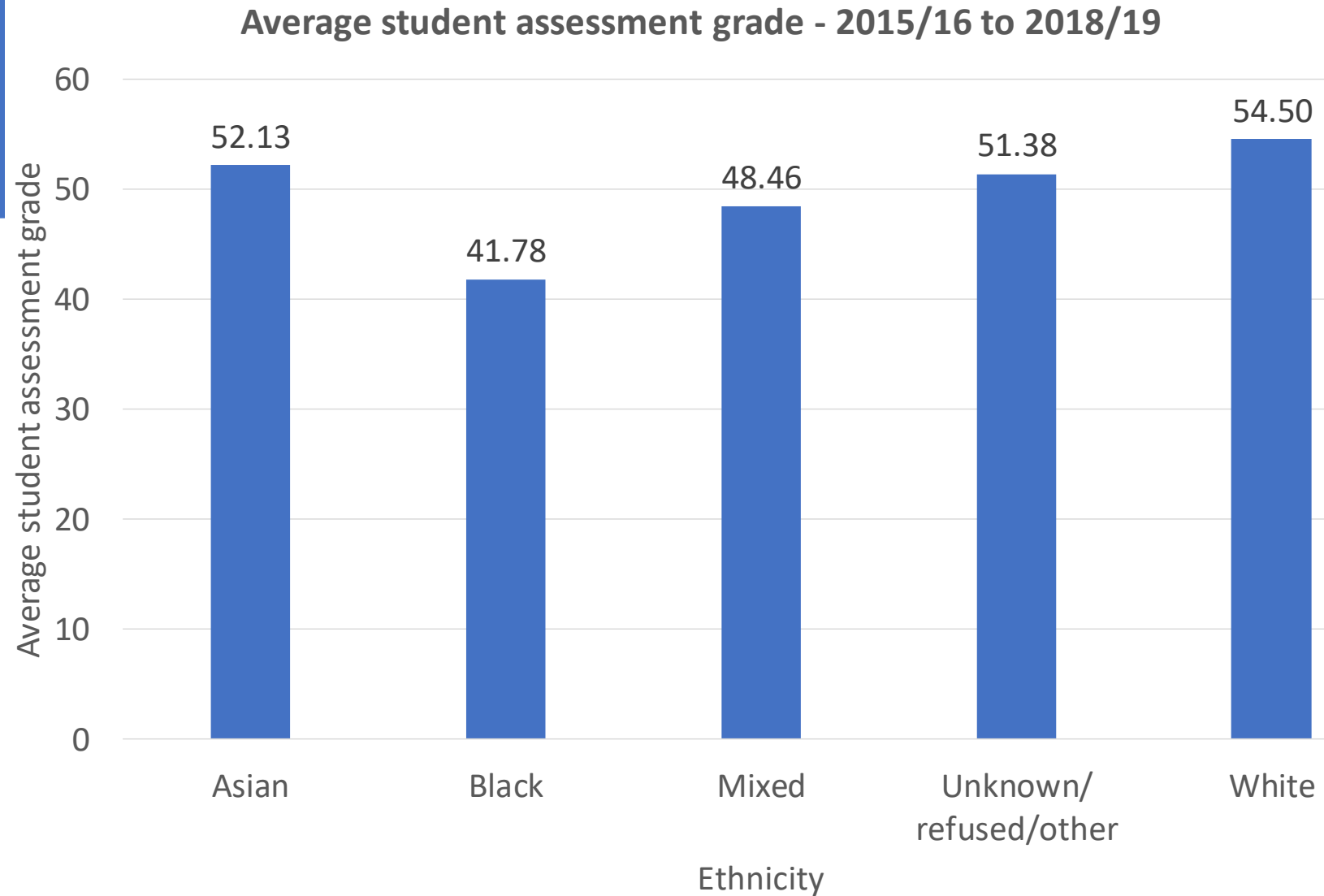
Percentage of students with a G grade by ethnicity and level - 2015/16 - 2018/19



Understanding the impact on grades



Thirteen per cent average assessment difference between white and black students



The gap in students' average assessment grade between white and black students is halved when removing G-grades

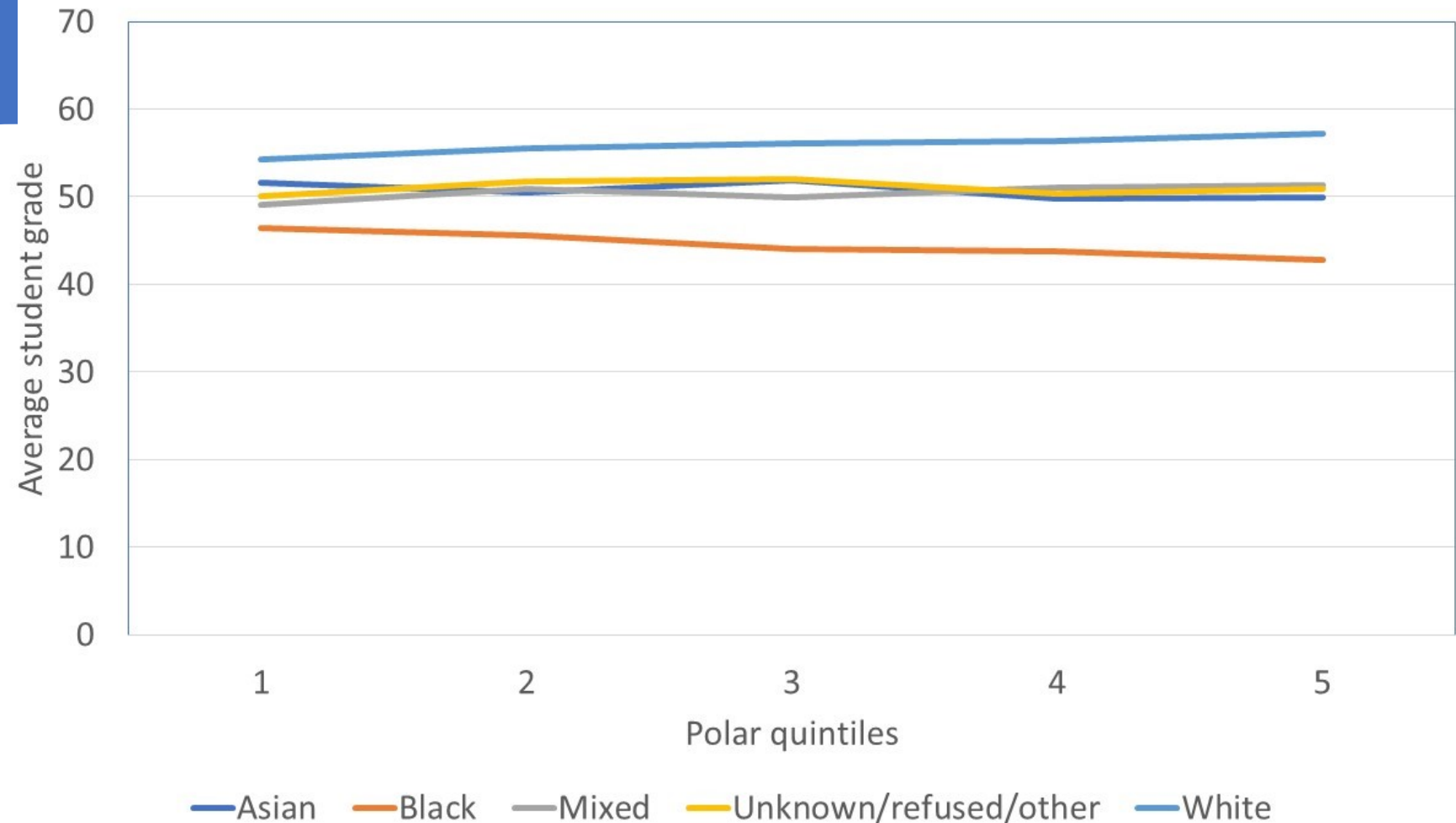
Level of Study	Ethnicity	Average student assessment grade			Gap between Black and White students	
		No G-grade in level	At least one G grade	All students	All student average assessments	Only students with out G grade assessment
level 3 or 4	Asian	58.55	31.49	48.44	13.9	6.0
	Black	54.35	28.14	40.14		
	Mixed	58.71	29.56	46.26		
	Unknown/refused/other	60.07	33.53	51.03		
	White	60.39	33.33	54.03		
level 5	Asian	60.07	34.73	53.68	10.1	5.2
	Black	55.89	32.30	46.66		
	Mixed	60.15	32.31	51.59		
	Unknown/refused/other	60.67	33.53	53.63		
	White	61.08	35.94	56.74		
level 6	Asian	60.23	35.85	56.94	8.3	5.2
	Black	56.75	33.42	50.96		
	Mixed	60.78	39.29	57.79		
	Unknown/refused/other	60.96	32.57	56.61		
	White	61.97	35.94	59.25		

Some faculties have bigger/smaller gaps but follow a similar picture

Faculty	Level of study	Gap between Black and White students	
		All student average assessments	Only students with out G grade assessment
Art, Science and Technology	Level 3 or 4	19.2	8.6
	Level 5	13.8	8.3
	Level 6	9.6	5.7
Business and Law	Level 3 or 4	13.4	7.0
	Level 5	11.5	6.5
	Level 6	11.4	7.5
Education and Humanities	Level 3 or 4	16.5	5.0
	Level 5	9.7	3.9
	Level 6	8.4	4.8
Health and Society	Level 3 or 4	10.8	5.3
	Level 5	7.7	3.7
	Level 6	5.5	4.3
Joint Honours	Level 3 or 4	13.9	4.9
	Level 5	10.8	6.9
	Level 6	6.8	4.2

As expected white students average grade goes up as the quintiles go up - However, for black students it is reverse

Average student grade by polar quintiles and ethnicity - 2015/16-2017/18



So what.....



Now over to you...

- In breakout rooms please discuss the following and add your group comments to the Padlet: <https://uon1.padlet.org/katecoulson/AttainmentGap>
1. What could you do with this data to support your students?
 2. How could other specialist teams support you in this work?
 3. Is there anything you can add to our findings?
 4. What other information would you like to know?

Summary

- Any questions?
- If you would like to contact us, please email
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Alison.Loddick@Northampton.ac.uk