

Attainment

MIND THE GAP

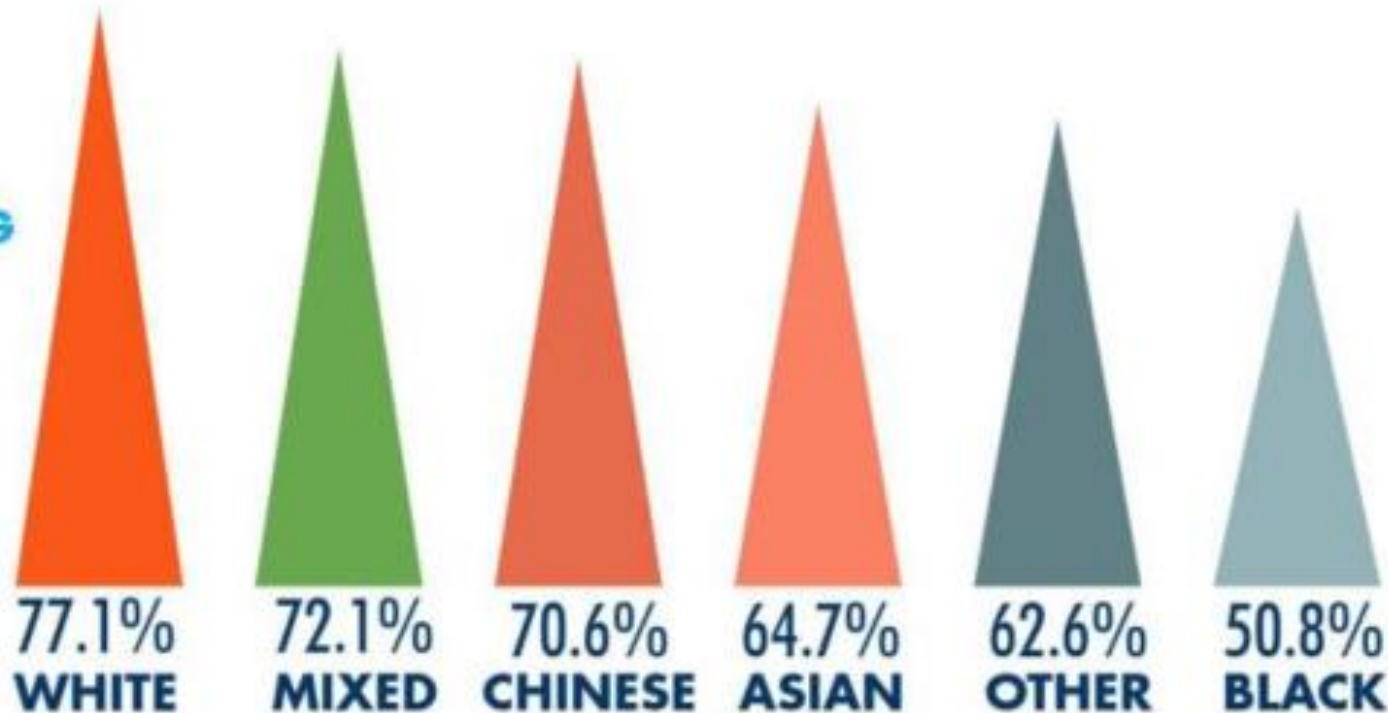
Sharon Bertram

I'm interested in the attainment gap. My interest lies with my own experience of being in education as a student, an educator and being a parent. You could say the attainment gap is the main reason why I first stepped into education. My experience of being aware of in many cases how a black British child can go through their whole educational life experience starting well in infant school but then by the time they get to junior school to secondary school things change and the attainment gap widens.

This at risk of following on into Higher Education that can negatively affect a student's progress.

THE ATTAINMENT GAP BETWEEN WHITE AND BLACK STUDENTS WAS **26.3% POINTS**

STUDENTS
QUALIFYING
WITH A
FIRST/2:1
DEGREE



11: UK domiciled first degree undergraduate qualifiers with a First/2:1 degree by ethnic group, 2014-15



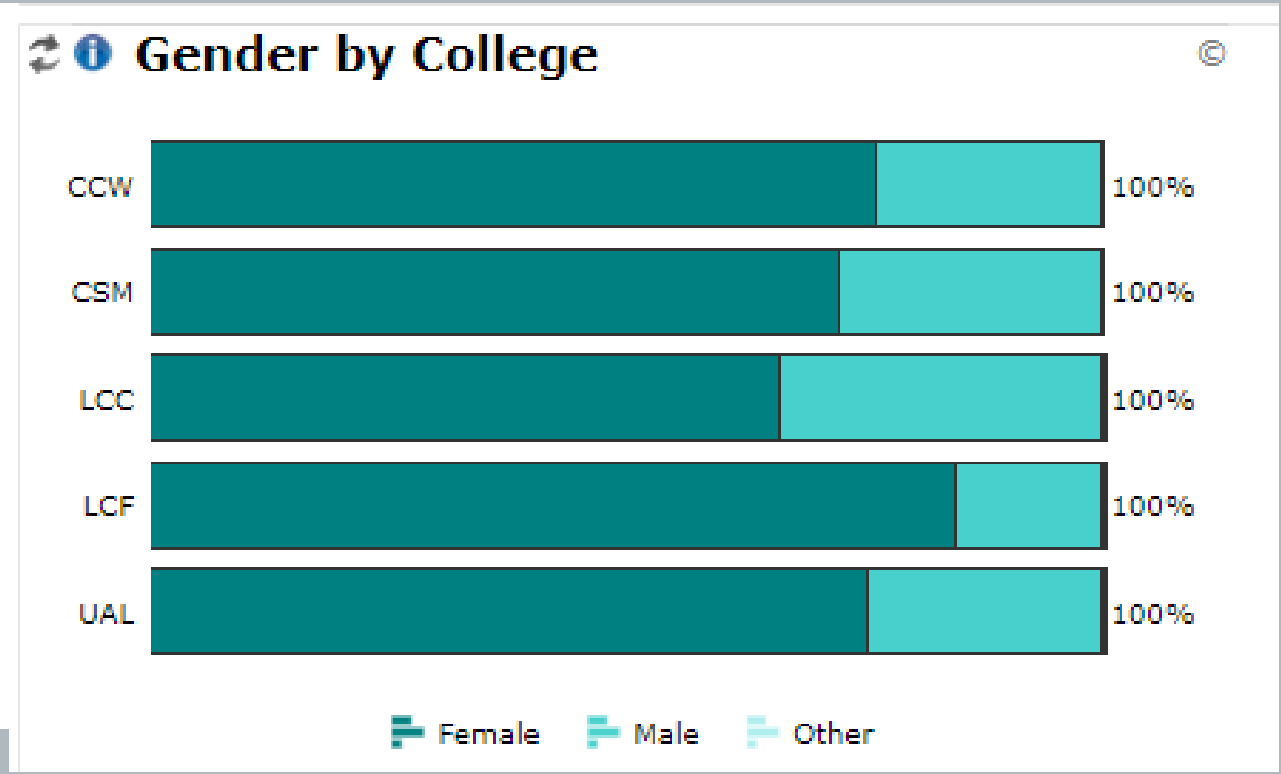
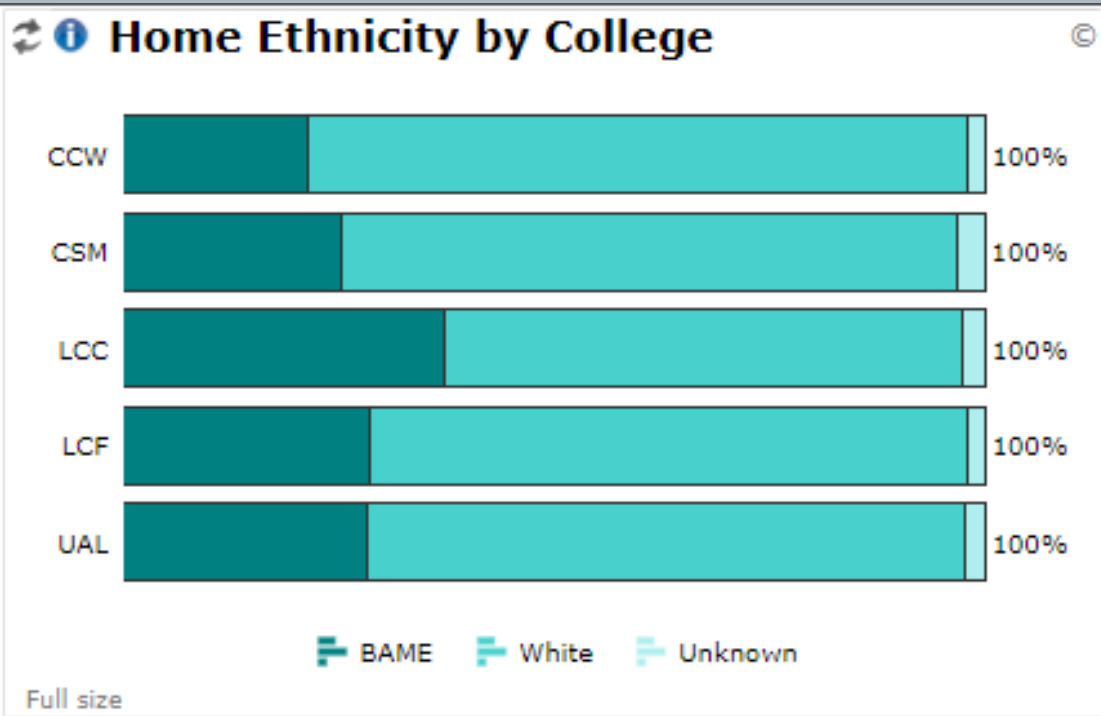
Equality Challenge Unit

#ECUstats

ECU (2016), Equality in higher education statistical report 2016 - weighted by full person equivalent

<http://shadesofnoir.org.uk>

UAL DASH BOARD



UAL DASH BOARD

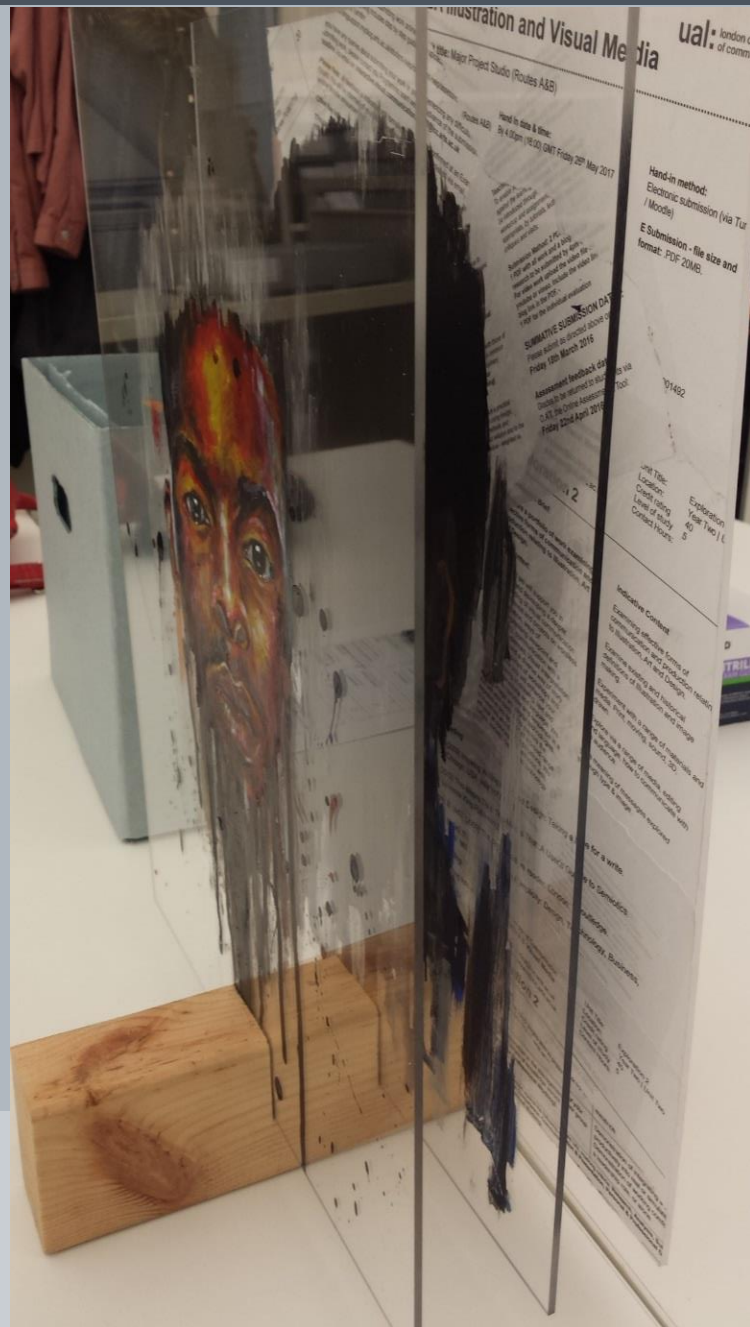
A HIGHER PROPORTION OF WHITE MALE STUDENTS QUALIFIED WITH A **FIRST/2:1 DEGREE** THAN BLACK MALE STUDENTS



75.4%
**OF WHITE
MALE
STUDENTS**



48.5%
**OF BLACK
MALE
STUDENTS**



The student Experience

I am interested in interviewing students on their being within university and how their experience affects their disposition to attain.

Artwork: Reflections 2017
by Ehigie Agiomaby
BA illustration and Visual Media

objectives

- I am interested in the transition from FE to HE and how that effect the attainment gap.
- What can be done to address the attainment gap at a deeper level?
- What action now need to take place to fulfil the research?
I may possibly produce short film or podcast of student experience.

Inclusive practice is one of the ways to address the attainment gap in art and design education. In the HEA report figures show that 73% of white home students who achieve 2:1 or first compared to 53% BME home students who achieve 2:1 or a First. Data from UAL dashboard shows that CCW Camberwell Chelsea and Wimbledon has the lowest figure of BAME students with 21.65% across the UAL campuses.

Use this checklist to reflect on how to embed the principles of inclusivity in all aspects of the academic cycle.

Content: to what extent does your programme curriculum	Programme meets all criteria	Programme meets some criteria	No evidence on our programme	Please give a brief statement explaining how this is being met and what actions will be taken to improve in this area.
Create opportunities to discuss different perspectives within and outside the UK related to ethnic diversity				
Use material that explores different data, models and theories related to ethnic diversity – even within an historical context				
Have reading lists and resources that contain a diverse range of authors including those from different ethnicities, from outside the UK and from non-academic sources where relevant				
Develop students' critical thinking and awareness of different perspectives on issues relating to diversity in ethnicity, culture and nationality				
Allow students to gain an understanding of how different factors e.g. social, economic, ethnicity influence outcomes and perspectives				

UCL inclusive curriculum health check

Is an interesting and good intervention for staff, looking at curriculum content, assessment and learner support.

https://www.ucl.ac.uk/teaching-learning/sites/teaching-learning/files/ucl_inclusive_curriculum_healthcheck_2018.pdf

Inclusive Practices, Inclusive Pedagogies

Learning from Widening
Participation Research in Art
and Design Higher Education

Edited by Dipti Bhagat and Peter O'Neill



Inclusive Practices, Inclusive Pedagogies.

Through Widening participations and outreach projects have been one way of addressing the attainment gap. an avenue I'm considering to review in terms of developing ideas and strategies toward a project.

Literature review plan

- I will continue to read and research, and review Duna Sabri's Longitudinal report.
- Attended the Attainment Workshop hosted by Lucy Panesar
- Attended the Attainment Conference.
- Participate with Creative Mindset program.