



Can hybrid support help
to narrow the gap?

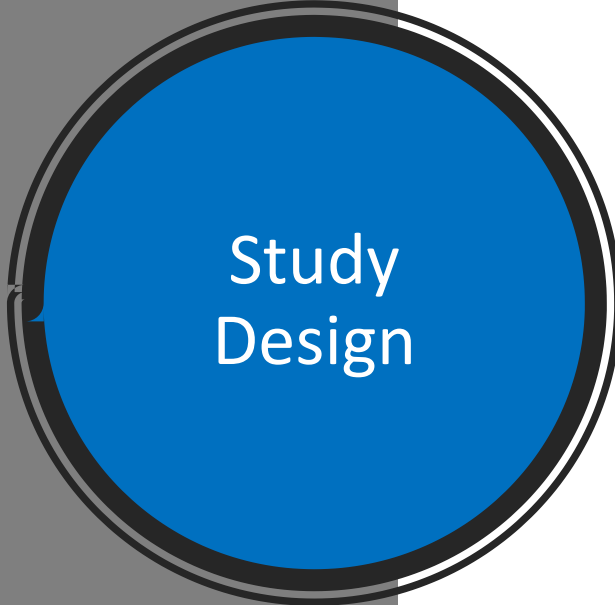
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Background

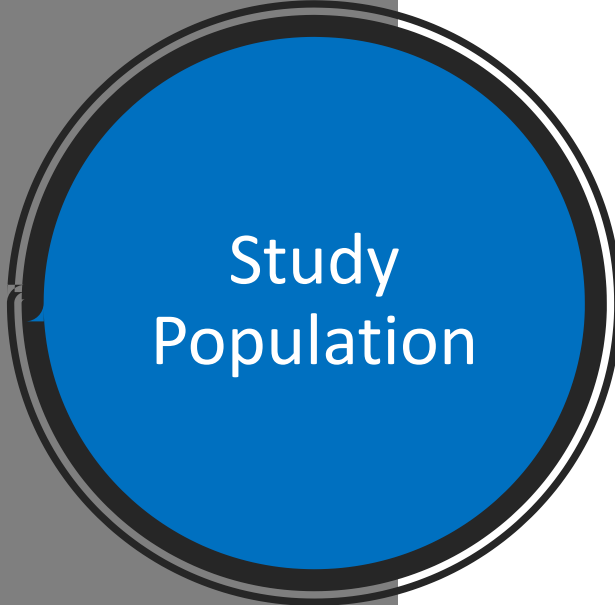
The Awarding Gap

- Differences in attainment are widely observed between UK domiciled white students and those of UK domiciled Black, Asian and minority ethnic (BAME) groups.
- In 2018/19, 81.4% of white students were awarded 'good' (1st/2:1) degrees, compared to 68% of BAME students, with the gap extending to 22% for Black students (AdvanceHE, 2020).
- Increased awareness has resulted in improvements in inclusive practice but inequalities in student experience are still evident.
- Inclusive learning, teaching and assessment
 - ✓ Improve institutional culture
 - ✓ Enhance knowledge and skills of staff
 - ✓ **Provide better support for students**



Study Design

- Participants were students in the Science, Engineering and Computing Faculty at Kingston University
- Preliminary study in December 2019, using hard copy questionnaires
- Follow up study with an online questionnaire distributed by email to students in December 2020
- Questions captured demographic data (course, year group, gender, ethnicity and commuter status) and awareness, experience and preferences of academic support when preparing for assessment
- Focus groups, led by student partners, aimed to capture a more comprehensive view of student members' preferences (McKenna, 2017)
- Descriptive statistics and percentages were analysed and comparisons were made between ethnic groups (chi-square tests and t-tests)

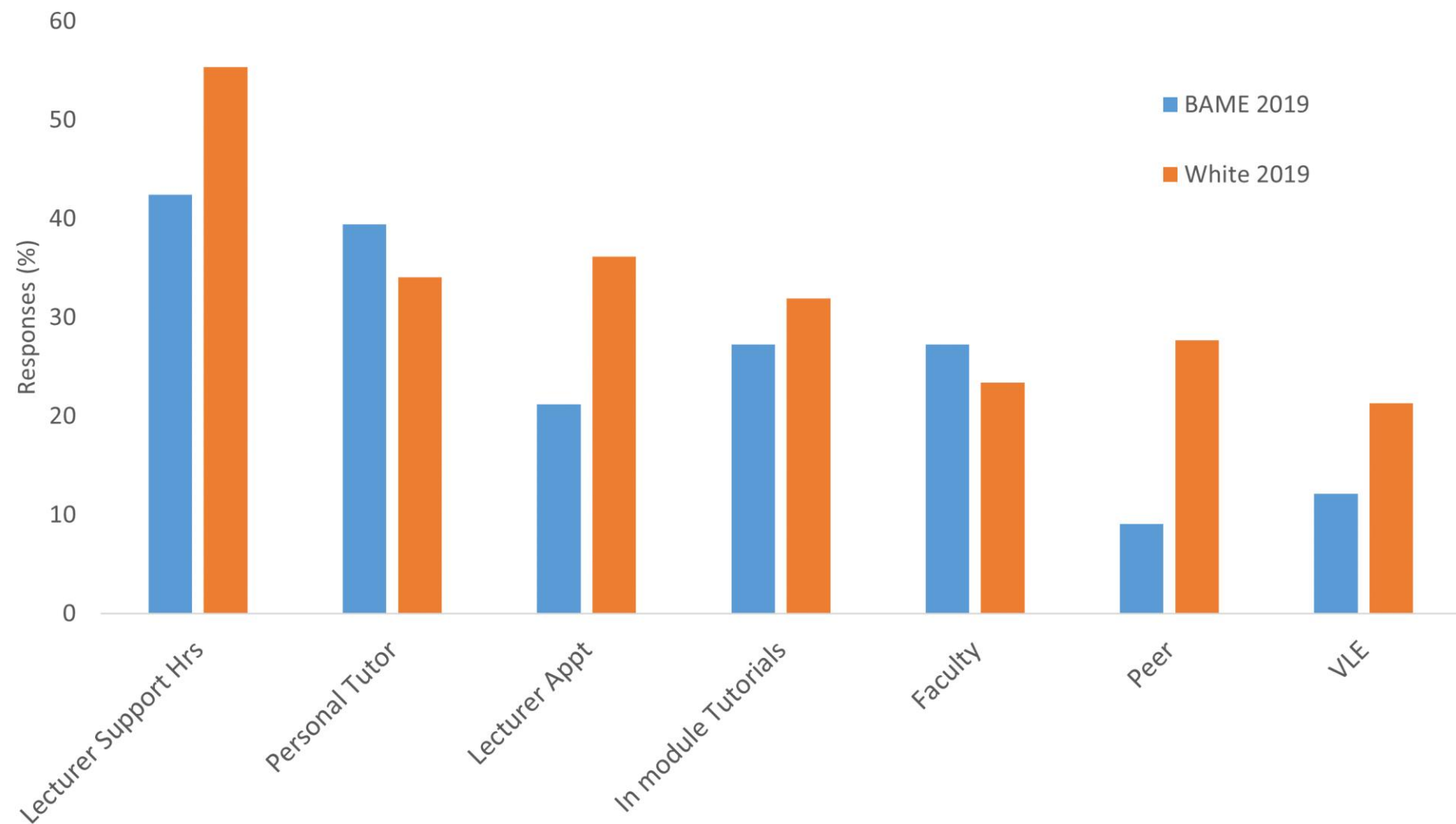


Study Population

- A total of 170 students (114 female, 52 male) completed the online survey. 80 students (44 female, 36 male) completed the pilot study
- 43% reported their ethnicity as white and 57% reported their ethnicity as Black, Asian, mixed or minority ethnicities (BAME)
- 83% of respondents were age 25 years or under, with 38% studying at Level 4, 16% Level 5 and 27% Level 6
- 77% of the BAME students and 61% of the white students reported that they commuted to University
- Average journey times were significantly greater for BAME students (87mins vs 57mins)

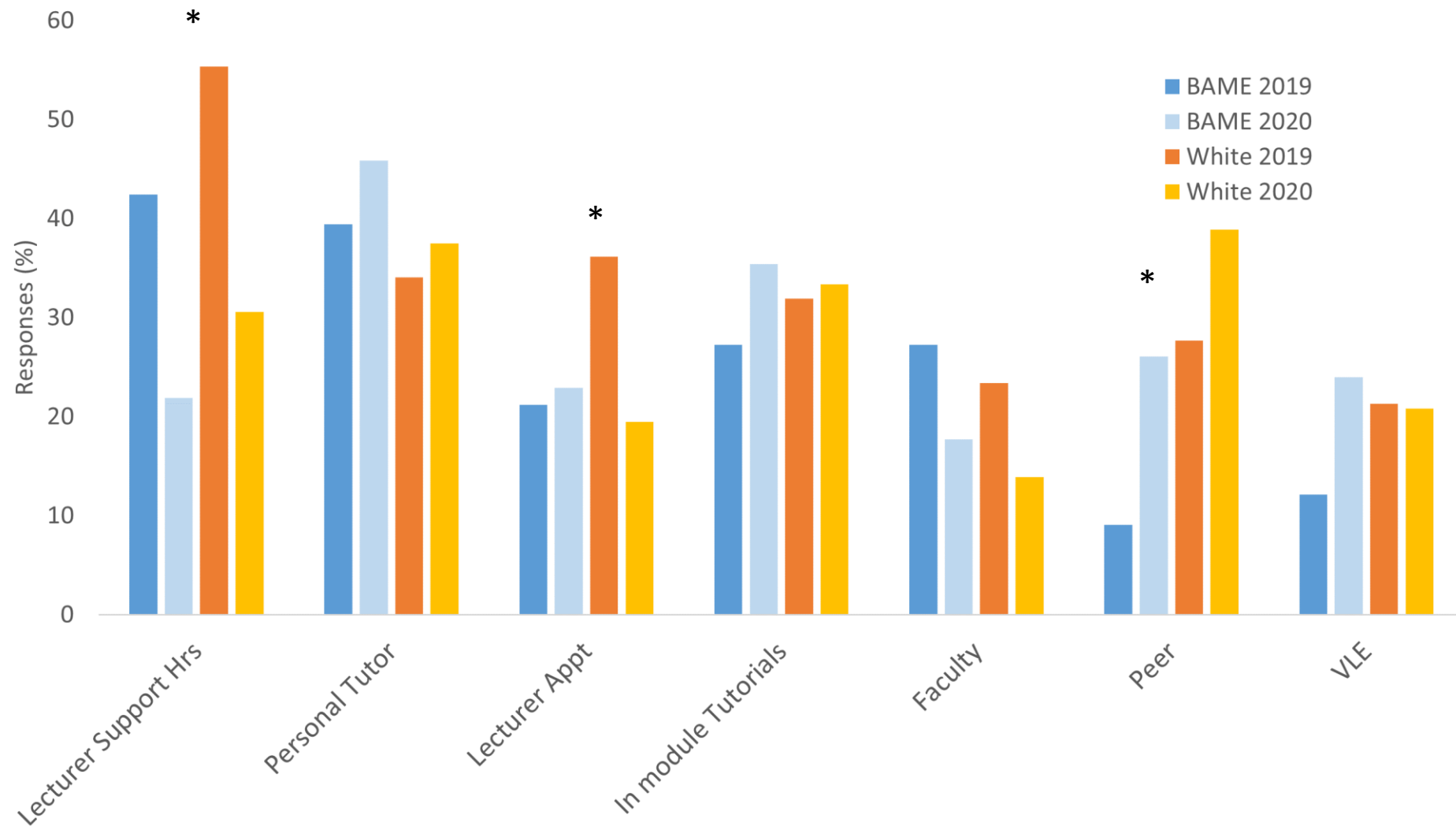
Results

Use of Support



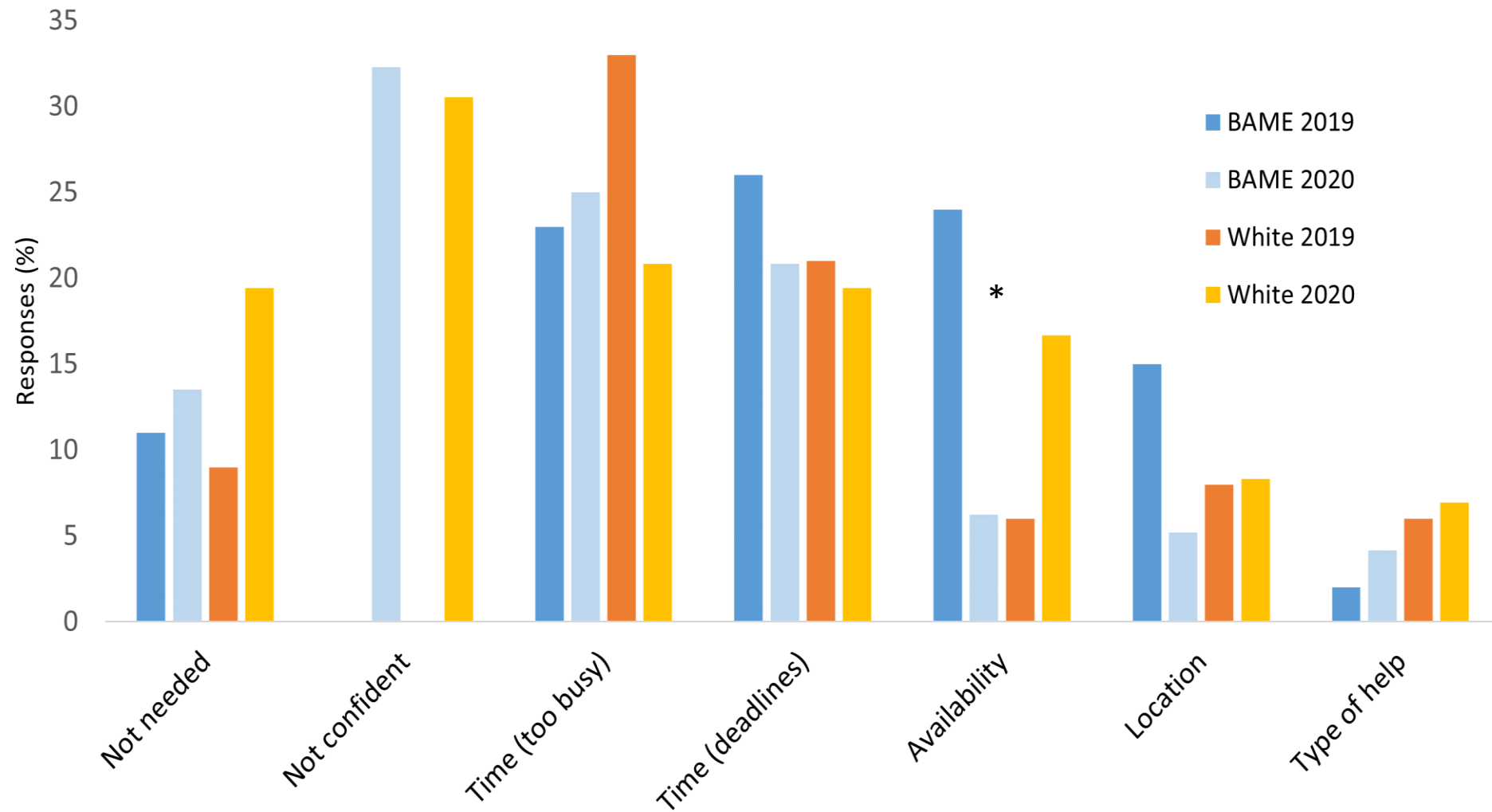
Results

Use of Support



Results

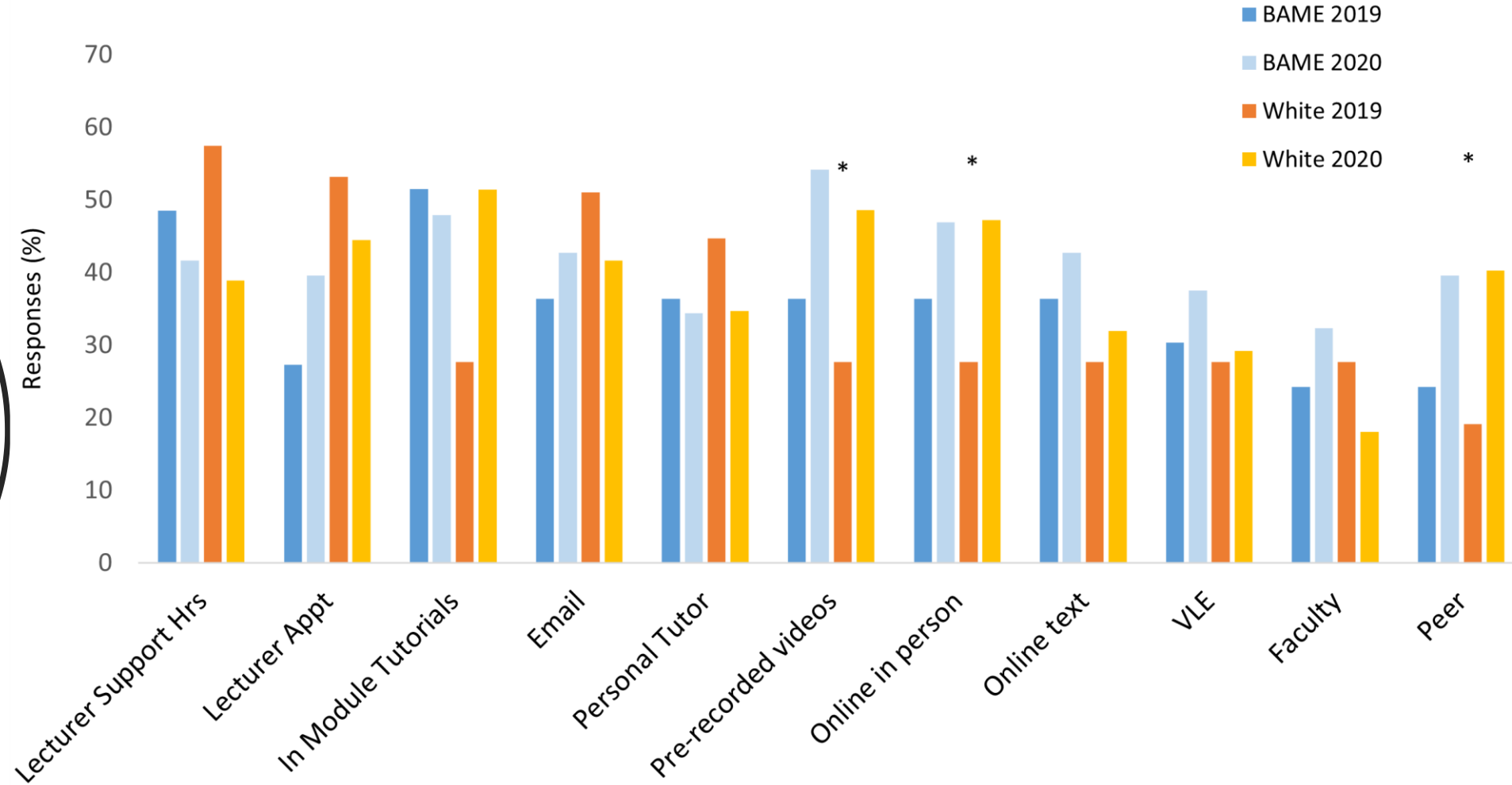
Reasons for not accessing support



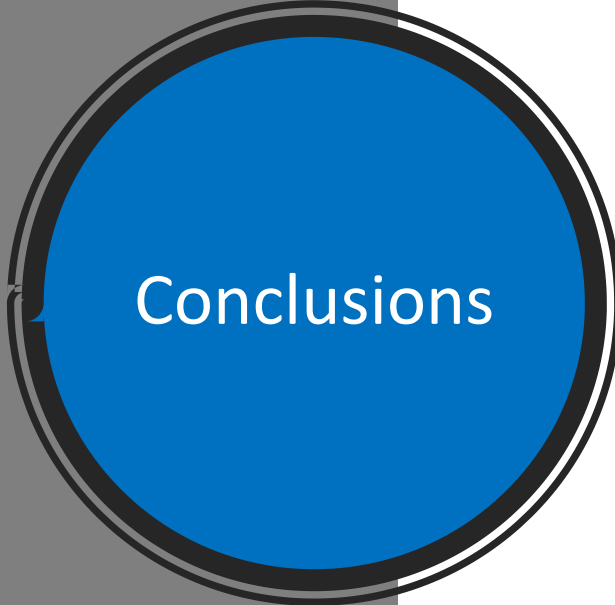
* Significant difference between 2019 and 2020, $p < 0.05$

Results

Student Preferences



* Significant difference between 2019 and 2020, $p < 0.05$



Conclusions

- Strategies employed to support remote learning could improve inclusivity of academic support. Future blended delivery should evaluate and address the impact for all students, including digital access.
- Positive relationships with staff are vital for inclusive and accessible academic support. Institutions should work to equip staff with skills and knowledge regarding available support.
- Students value a variety of academic support strategies to suit their learning style and personal needs. Collaboration with students can help to ensure that support is appropriate and relevant.



Any
Questions?

Thank you for listening!

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References

AdvanceHE (2020) Equality in Higher Education: statistical report 2020 [online]. Available at: https://s3.eu-west-2.amazonaws.com/assets.creode.advancehe-document-manager/documents/ecu/2018-06-ECU_HE-stats-report_students_v5-compressed%20%281%29_1579781967.pdf

McKenna, C. (2017). Hearing student views through focus groups: creating spaces for dialogue. The Education Blog. LSE, online at <http://blogs.lse.ac.uk/education/2017/05/09/hearing-student-views-through-focus-groups-creating-spaces-for-dialogue/>