RAEMS group

Progress so far

* RAEMS group (Retention and Achievement of Ethnic Minority Students) formed 2007

* University recognition of gap in attainment

* DMU part of a national trend:
  * ECU report 2010
  * NUS report 2011

"Attainment gap" between white and BME students achieving good honours degrees has increased during the six years of the report (2003/04 – 2008/09) from 17.2% to 18% with a 29% attainment gap between white and black students.

(ECU report 2010)

"many Black students enter further and higher education without the same academic skills…as their white peers"

A "significant minority" of the students (in the study) suggested that the teaching and learning environment could appear 'cliquey' 'isolating' 'hostile' or 'racist'
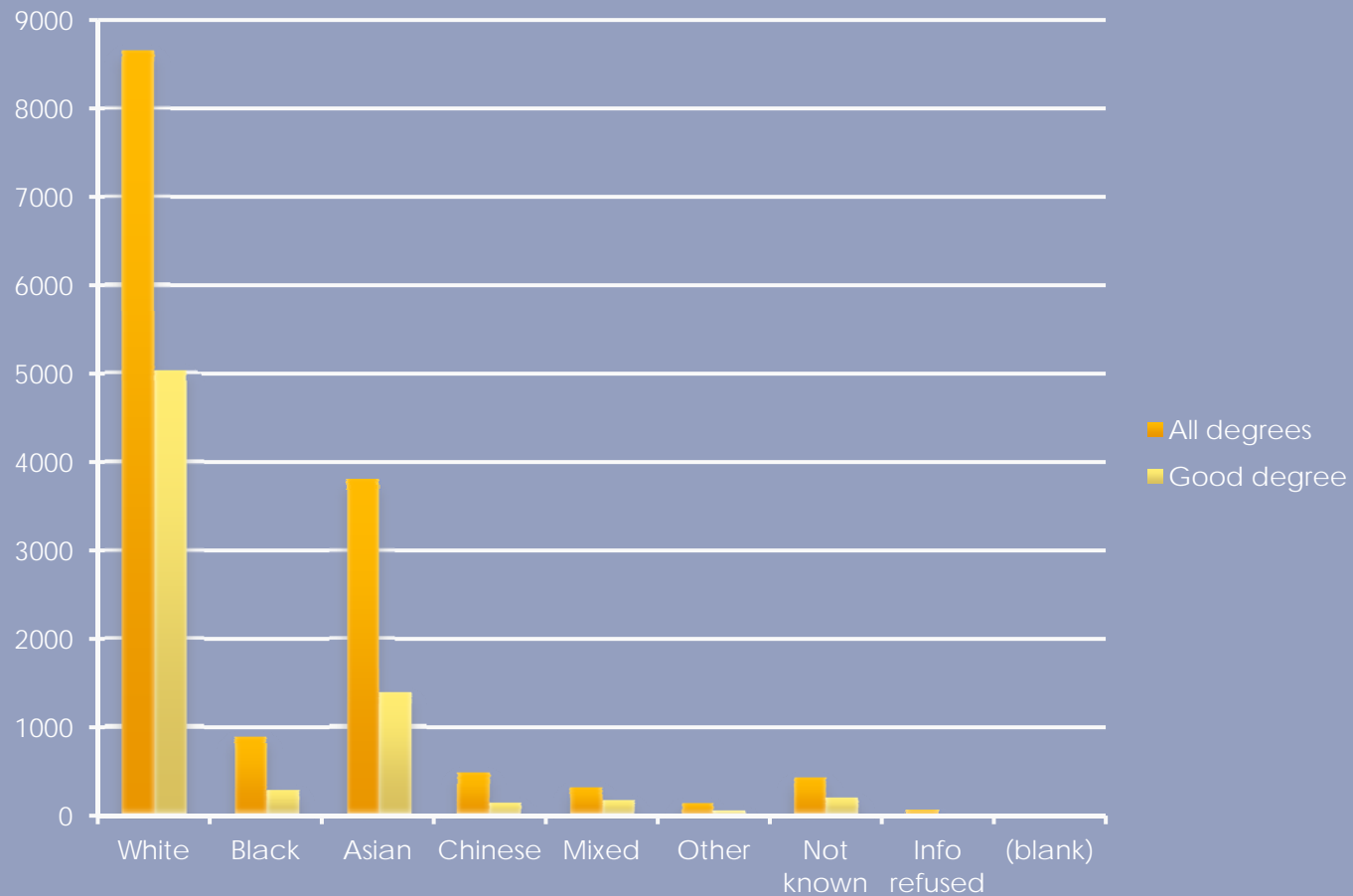
(NUS report 2011)

DMU "attainment gap"

2006/07 - 2009/10 data - all students, all faculties

Ethnicity	All degrees	Good degree	Proportion
White	8653	5039	58%
Black	888	289	33%
Asian	3815	1386	36%
Chinese	482	142	29%
Mixed	320	169	53%
Other	139	54	39%
Not known	428	200	47%
Info refused	63	29	46%
(blank)	3	1	33%
Total	14791	7309	49%

DMU "attainment gap"

2006/07 - 2009/10 data - all students aggregated up, all faculties
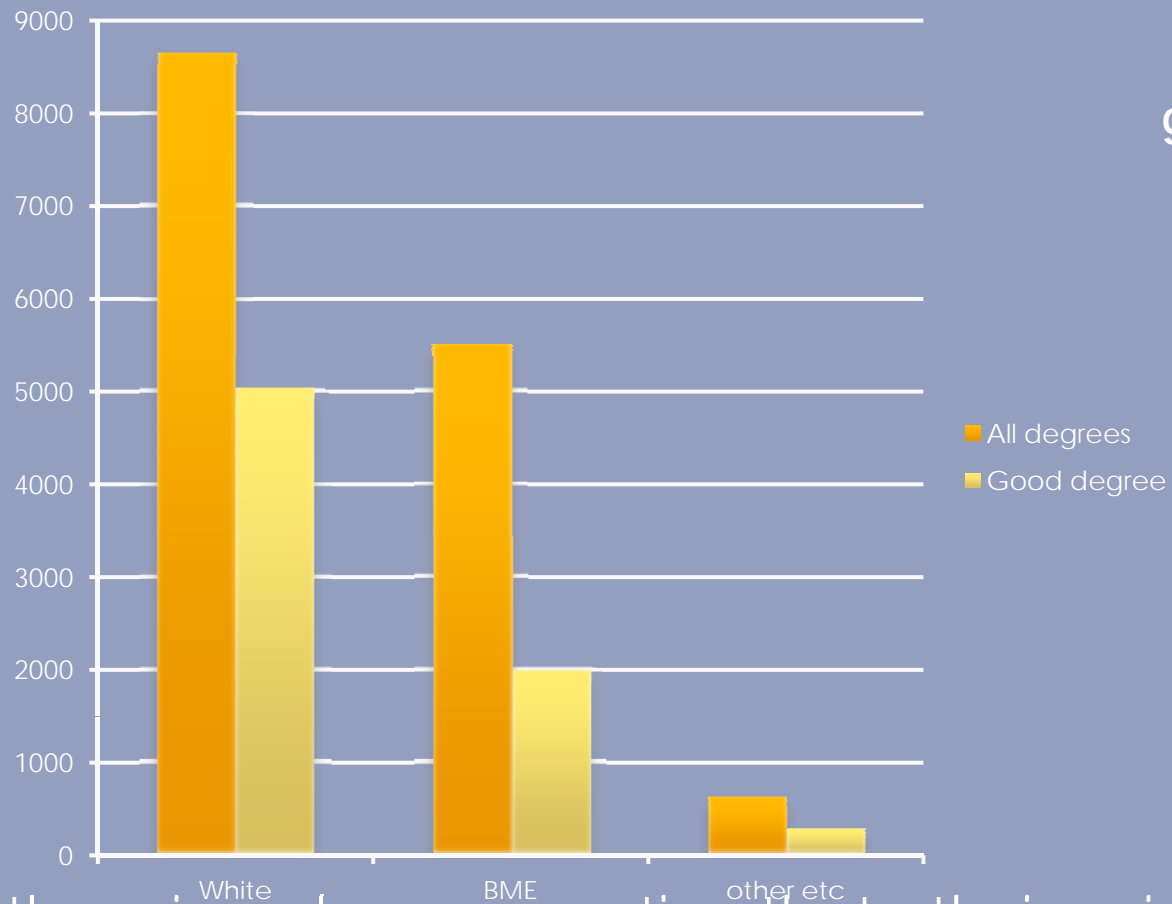
Students gaining good honours degree
Total = 49.42%
White = 58.23%
BME = 36.08%
Other = 44.87%

- All degrees
- Good degree

"…there is a clear suggestion that ethnic origin seems to be an indicator of degree classification."

RAEMS qualitative research

1. **Faculty-based focus groups**

    * Cross section from each faculty

    * Discussed experience of learning, teaching, studying at DMU in order to understand key issues of concern.

    * BME students felt that certain "dimensions" impacted upon degree attainment:

        * Way group work is used in teaching and assessment

        * Perceptions of favouritism amongst some staff

        * Absence of identification with DMU

        * Need for DMU to provide "safe places" for students to discuss concerns

RAEMS qualitative research

2. **Student union based focus groups**

   ∗ Self selecting groups/societies, e.g. African-Caribbean Society, Hindu Society, Krishna Society, Muslim Society, Sikh Society.

   ∗ Themes emerging from discussion included:

      ∗ Students positively engaged in their education

      ∗ University seen as potential agent for positive change

   But…

      ∗ Continuation of discrimination experienced elsewhere in education

      ∗ Stereotypes embedded within institutions

   Need for…

      ∗ Recognition of need and provision of specific support

      ∗ Allocation of resources to address specific issues

      ∗ Greater numbers of positive role models and need for affirmative action

DMU responses

* Executive accepted report and sought action

* PMBs provided with data to consider and take action

* Examples of current good practice in PMBs highlighted

* Engagement with other HEIs on research projects

* Funding for 4 Frontrunners to gather and analyse students' stories

* Dissemination events across the year