



# Using a value added metric and an inclusive curriculum framework to address the black and minority ethnic attainment gap

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- ✓ Project aims to extend the **Value Added (VA) metric** and **Inclusive Curriculum Framework (ICF)** currently used to address the **black and minority ethnic (BME) attainment gap** at Kingston University, and share good practice amongst partner institutions.
- ✓ **Staff will be trained** to make best use of the VA methodology and ICF using face to face training and multimedia resources.
- ✓ The collaboration will **provide the sector with systematic and strategic initiatives** to address the gap by: i) **validating initiatives** recognised by the sector as good practice through Key Partners (KPs), ii) **replicating methodologies and training staff in KPs**, iii) **transmitting and embedding** these in existing institutional mechanisms and Quality Assurance, iv) identifying the conditions which need to be in place to ensure these initiatives contribute to student success, v) identifying KPs' initiatives that can enhance the VA and ICF.
- ✓ Primary **beneficiaries are BME students** across 6 diverse institutions with **secondary benefits for other students with attainment gaps**.

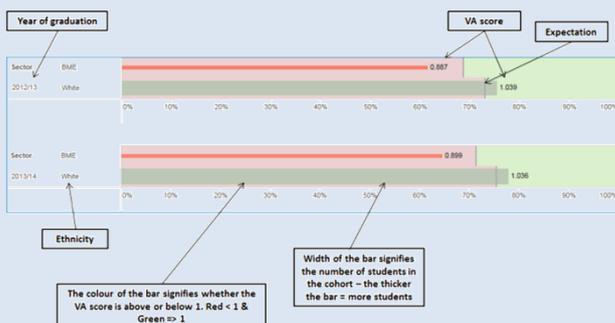
## Value Added explained

- The VA metric **highlights differences in attainment** which cannot be explained by student entry qualifications or subject of study.
- This moves discussions **beyond the student deficit model** leading to **effective action and cultural change**.
- The VA can **equally be used for other characteristics, such as gender, age, socio-economic status** etc.
- The metric is **calculated by taking the actual degree outcomes** of all students graduating across HE **in the last five years by subject of study** and one of fifty entry qualification bands. This allows a statistically expected percentage of 1st and 2.1 degrees to be calculated for any cohort of students which can then be compared with the actual attainment of that.
- Where the **attainment exceeds or falls below the 'expected'** the **VA score is proportionately above or below 1**.
- Kingston has developed a **Tableau dashboard showing VA scores** for White and BME students over the last six years by faculty, school and course. This has proved a very **powerful way of engaging staff** in constructive discussions about the gap and ways to address it.



## Inclusive Curriculum Framework

- The ICF is the **institutional approach** to building inclusivity from **'concept to review'**.
- The principles of inclusivity are embedded within all aspects of the academic cycle from the **development and revitalisation of curricula**, through the practice of **teaching and learning**, to the **process of assessment** and finally full circle to **programme review, modification and revalidation**.
- **Inclusivity** is treated as an **ongoing measure of quality assurance and enhancement**.
- The Framework **applies a set of principles to the dimensions of learning and teaching** to ensure success for **all students** through a curriculum that is **accessible, reflects students' background** and prepares them to **positively contribute to a global and diverse workplace**.



## Story so far

- ✓ Synergies with existing inclusive curriculum initiatives at partner institutions have been identified.
- ✓ Partners have created own VA score and area of focus have been identified (internally and across partnership).
- ✓ Creation of knowledge pool within collaboration enabling sharing of information and good practice across institutions.
- ✓ Base-line survey carried out to inform project evaluation.