

# How access agreements engage with research to support BME student success:

Widening Participation Conference: HE: Transforming lives through life-wide learning?, 27-  
28 April 2016, Milton Keynes











*attainment gap, a review of the  
literature and a more detailed*







***“A profound cynicism is at the core of dominator culture wherever it prevails in the world. At this time in our lives, citizens around the world feel touched by death-dealing cynicism that normalizes violence, makes war and tells us peace is not possible”***

***(hooks, 2003: 11).***

*experiences and views of BME students on peer mentoring, as well as, their general experiences of being a BME student there will be a website dedicated to supporting the success of BME students.. followed by a website for academics and other staff on how to better support BME*  
**[2015-16 access agreement]**

*group, led by the Vice Principal (Education), has been meeting to review relevant quantitative data, develop a strategy for obtaining fresh*

*about their experiences, (via a series of **focus groups conducted by trained BME student researchers** dedicated BME student attainment officer has been recruited to lead on the project... We expect these will focus around the themes of learning, teaching and assessment; awareness raising; and improving the*

**[2016-17 access agreement]**

*attainment differentials will continue and will include analysis of assessment type, student **survey***

**[2016-17 access agreement]**

*and to address any disproportionate impacts relating to appeals, particularly relating to Asian male students. This will be done through data analysis and **focus group work**, and the implementation will be carried out by Registry working in partnership with academic schools and with the Student*

**[2016-17 access agreement]**