



**Canterbury
Christ Church
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Exploring the Factors for Inequalities in Attainment Outcomes within Foundation Year Business and Law at CCCU – A Student Perspective

Dr Agnieszka J. Gordon , Cecile Tschirhart and Praja Rolfe

Christ Church Business School, Canterbury Christ Church University

Overview of the Foundation Year Course at CCBS

- ❑ Foundation year course is designed as an **access step for higher education** where students can develop basic skills required at undergraduate degree level.
- ❑ Course is taught at **four partner** institutions.
- ❑ Aims to help develop a **strong foundation of business knowledge, broaden industry knowledge** and enable students to progress to a related undergraduate degree.
- ❑ The course is aligned for Closing our Gap initiative and widening participation project.

Key issues

1. Low student engagement
2. High non submission rates on module assessments
3. Low attendance
4. Low student progression rates on course
5. Low first attempt passes across FY Modules.

Identified Reasons for Some of the Issues (Tschirhart and Etokakpan (2024))

- ❑ Incompatibility between course objectives and the assessments.
- ❑ Module content were observed to be above the Level 0.
- ❑ Module delivery required to be innovative to enhance the student engagement.
- ❑ Student demographics, location, challenges of work and caring responsibilities.
- ❑ Issues with the structure of the assessments.

Project Rationale

- ❑ Lack of research within CCCU about BAME Attainment Gap in the Foundation Year. Some of the internal reports focused on exploring BAME Attainment Gap from Level 4 to Level 6.
- ❑ CCCU has one of the most prominent ethnicity gaps across the sector (37.1% between White students and Black student and 14.9% between Asian, Mixed Heritage and Other Minoritised Ethnic students and White students). Interesting to see how this looks at FY.
- ❑ Exploring students' early experience at CCCU and develop a student support plan in supporting their transition to HE.
- ❑ Understanding the student expectation and experience and identifying potential gaps.
- ❑ All ethnic minorities will be considered in the study as we do have significant number of international students.

Research questions

1. What are the influencing factors in inequalities in attainment outcomes within foundation year students in Business and Law at CCCU?
2. What intervention mechanisms are currently deployed and what is the effectiveness of those interventions?
3. What best practices can be learned from other faculties and other higher education institutions?
4. What interventions can be deployed in reducing the inequalities in the attainment outcomes?

Q.1 What Are the Influencing Factors in Inequalities in Attainment Outcomes within Foundation Year Students in Business and Law at CCCU?

We are currently waiting for the ethics approval for our data collection. Findings will be published with our paper.



Q.2 What Intervention Mechanisms Are Currently Deployed?

- Module content and assessment change (including AI & VR, co-creation)
- Industry relevant teaching/guest lectures
- Interactive mode of teaching and **events** (with industry input)
- Relevance of teaching activities to assessments
- More efficient PAT support
- Check-in-Hub interventions and support
- Foundation Year Event and Research Project (with collaboration of Check In Hub and FY team) partially funded by internal Closing Our Gap Project



Q.2 What Is the Effectiveness of Those Interventions?

Module Name	2022/23 Average Module Mark	23/24 Average Module Mark	
Communication in Academic Skills in HE	47.77%	54.90%	7.1%
Contemporary Issues in Business Management and Marketing	41.49%	44.31%	2.8%
Contemporary Issues in Accounting	49.44%	54.57%	5.1%
Introduction to Law	45.64%	50.11%	4.5%
The Business Environment	46.74%	53%	6.3%
Individual Project	42.87%	50%	7.1%
Personal and Career Development	50%	49%	-1.0%
Contemporary Issues in Law	51%	46%	-5.0%
			3.4%

The average mark improved by 4.6 percentage points and it is 3.4 when including Law)

Q.2 What Is the Effectiveness of Those Interventions?

Module Name	22/23 NP (Including NS)	23/24 NP (Including NS)	
Communication in Academic Skills in HE	48.28%	32%	-16.3%
Contemporary Issues in Business Management and Marketing	65.12%	44%	-21.1%
Contemporary Issues in Accounting	61.40%	34.21%	-27.2%
Introduction to Law	69%	40%	-29.0%
The Business Environment	65%	37%	-28.0%
Individual Project	60.52%	41%	-19.5%
Personal and Career Development	68.42%	42%	-26.4%
Contemporary Issues in Law	55.56%	52%	-3.6%
			-21.4%

21.4 percentage point decrease, on average, in the number of students who did not pass including Non-Submissions.

Q.2 What Is the Effectiveness of Those Interventions?

Foundation Year Event in collaboration with:

- ❑ Management and Organisation team
- ❑ Careers and Enterprise team
- ❑ Check-in-Hub
- ❑ CCCU alumni
- ❑ External organisations:
 - NHS,
 - Eagle Lab
 - Discovery Park



Q.2 What Is the Effectiveness of Those Interventions?

Foundation Year – April 2024 - Student Feedback

Best thing about student experience at the Foundation Year Event

- Group activities
- Presentations from different people
- Award ceremony
- Engagement of everyone (students, academics, careers and enterprise team alumni, industry professionals)
- Networking

Least liked about the event

- Absences of the other students
- Forceful nature
- Food
- Frequent movement due to activities
- My reward



Q.2 What Is the Effectiveness of Those Interventions?

Foundation Year – April 2024 - Student Feedback

- ❑ Speakers – **60% of the students rated very satisfied** and 40% of the students rated somewhat satisfied.
- ❑ Content – **80% of the students rated very satisfied**, 10% somewhat satisfied and 10% neutral.
- ❑ Networking – **60% very satisfied**, 30% somewhat satisfied and 10% neutral
- ❑ Lunch – 60% very satisfied, 30% somewhat satisfied and 10% very dissatisfied
- ❑ Activities – **70% very satisfied** and 30% somewhat satisfied.
- ❑ Overall event – **70% very satisfied**, 20% somewhat satisfied and 10% neutral

Recommendations for future events

- ❑ Higher attendance of the students
- ❑ A reserved private space for the event with minimal distractions
- ❑ Higher level of interactions

Q.2 What Is the Effectiveness of Those Interventions?

Foundation Year – October 2024 - Student Feedback

- ❑ Overall satisfaction of the event – 60% of the students rated at 5/5 and 40% of the students rated at 4/5
- ❑ Alumni – 100% completely satisfied
- ❑ Content – 100% completely satisfied
- ❑ Networking – 100% completely satisfied
- ❑ Lunch – 80% completely and 20% mostly satisfied
- ❑ Team Building Activities – 100% completely satisfied
- ❑ Value of the information received at the event - 100% students ranked 5/5



Q.2 What Is the Effectiveness of Those Interventions?

Foundation Year – October 2024 - Student Feedback

Best things about student experience at the Foundation Year Event

- Getting to know Check In Hub
- Talking to first year students
- Alumni speech
- Getting to know others at the event

Likelihood of recommending this event to the friends who couldn't make it
60% students rated 10/10 and 40% students rated at 8/10



Q.3 What Best Practices Can be Learned from Other Faculties and Other Higher Education Institutions?

- We are open to have discussions with our Partner Institutions to understand the best practices that worked for them.
- Peer Assisted Study Support (PASS) sessions, small classes and tutorials
- One to one tutorials and feedback
- Student led one to one tutorials with academic staff
- Provide sufficient time for students to adjust to HE academic expectations and culture

Q.4 What Interventions Can be Deployed in Reducing the Inequalities in the Attainment Outcomes?

This will be answered once data analysis is complete.



Key Theories

Theories of **Cultural Capital** and **Habitus** (Bourdieu and Passeron 1977)

- ❑ Cultural Capital – Relational power based on individual behaviour and ways of speaking learned through interaction with the family and social institutions such as home and school, which is also can be linked to the social class.
- ❑ Privileged identity can be young, fulltime and familiar with the educational setting that are favoured the dominant groups in the UK (Jones *et al.*, 2020)
- ❑ Habitus – Individual behaviour established by cultural capital. Unique habitus of the university is the specific characteristics of its structure and functioning where it produces and reproduces institutional conditions, systems and environment, which ultimately contributes towards reproduction of relations between groups or social classes (Bourdieu and Passeron, 1990).

Research design

Ontological and Epistemological Position

Social constructivism:

Critical Realist Approach assumes that data is informative of nature of the world; however, it does not reflect the reality. It rather reflects on a personal perception of their world and their relationship with others (Willing, 2012). Therefore, we aim to capture both student perspective through their stories and broader social context.

Positioning of the Researchers

A reflexive log will be maintained throughout the study support our awareness of observations, biases and the impact of our own experience on data analysis.

Research Design

Participants

Recruiting participants maximum of ten from Foundation Year (2023-2024)
mix of best, middle and low performers.

Data Collection (Next Stage)

Semi structured are interviews to be conducted with the participants between January 25 and May 25. Interview structure was developed based on Academic, Social and Cultural Capital and Institutional Habitus relational concepts that are linked to belonging and success (Gale and Parker, 2014).

Key Concepts Considered in Data Collection

Sense of belonging

'Students' sense of being accepted, valued, included, and encouraged by others (teacher and peers) in the academic classroom setting and of feeling oneself to be an important part of the life and activity of the class. More than simple perceived liking or warmth, it also involves support and respect for personal autonomy and for the student as an individual.' (Goodenow, 1993b, p. 25)

- University experience
- Structural and social barriers
- Students' perception on ethnicity awarding gap
- Students' perception on interventions deployed by the university
- Engagement

Thank You and Questions

- ❑ Questions and Suggestions from others
- ❑ Anyone wants to collaborate?

Contact us aga.gordon@canterbury.ac.uk
praja.rolfe@canterbury.ac.uk



Questions for Partners – Menti - 68163925



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