

## BME Male Students, Role Modelling for Retention and Progression

Dr Zahida Shah, [Zahida.shah@solent.ac.uk](mailto:Zahida.shah@solent.ac.uk)

Sarah Tarby, [sarah.tarby@solent.ac.uk](mailto:sarah.tarby@solent.ac.uk)



# Study Background

The focus of our research was to identify whether students would benefit from Role Modelling.

“Teaching by example and learning by imitation”

*Dake and Taylor (1997)*







The literature:  
Key areas

## Challenging Access

*Blake-Beard S, Murrell A, Thomas D, (2016) "Unfinished Business: The Impact of Race on Understanding Mentoring Relationship", Organizational Behaviour, July 2006*

## Retention and Mentoring

*LaVant B, Anderson J, Tiggs J, (2003) "Retaining African American men Through Mentoring Initiatives", New Directions for Student Services, EBSCO Publishing 2003*


## Mentoring as Informal Teaching

*Leonard D, (2001) "Using Mentoring and Storytelling to Transfer Knowledge in the Workplace", Journal of Management Information Systems, June 2001*

Absence of a male role model and its negative impact on young men growing up.


*James, E (2014) 'Mentoring is what young men crave, without realising it' Guardian Online 28 June 2014*





Explaining the BME attainment Gap:  
According to Singh (2009)

“... however appealing it might be to identify one single major cause that could explain the BME attainment gap, all the evidence points to a complex range of differently connected factors being at play such as: previous educational experiences; curriculum content and design; teaching, learning and assessment approaches; the learning environment; and direct and indirect racism.”  
(p24)



# Why?


2 key reasons:

1. Student needs
2. Institutional requirements





## **Student Perspective**

- Yassar Khan Case Study (ZS)
  - Reflected on our mentoring programme (ST)
  - Reflected on our visiting speaker programme (ZS: Sprinkles ST : James Welsh)
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## Retention, Enterprise and Employability

Professional representatives from BME Business Sector “Male” to act as Role Models for SSU  
“London Male students”


Widening participation (ZS)







## Methodology (ZS)

- **Mixed Methods: Qualitative and Quantitative, Survey, case studies**
  - **Sampling: Purposeful and opportunistic**
  - **Preliminary Findings:**
- 



**Analysis:**

**Questionnaire Responses**



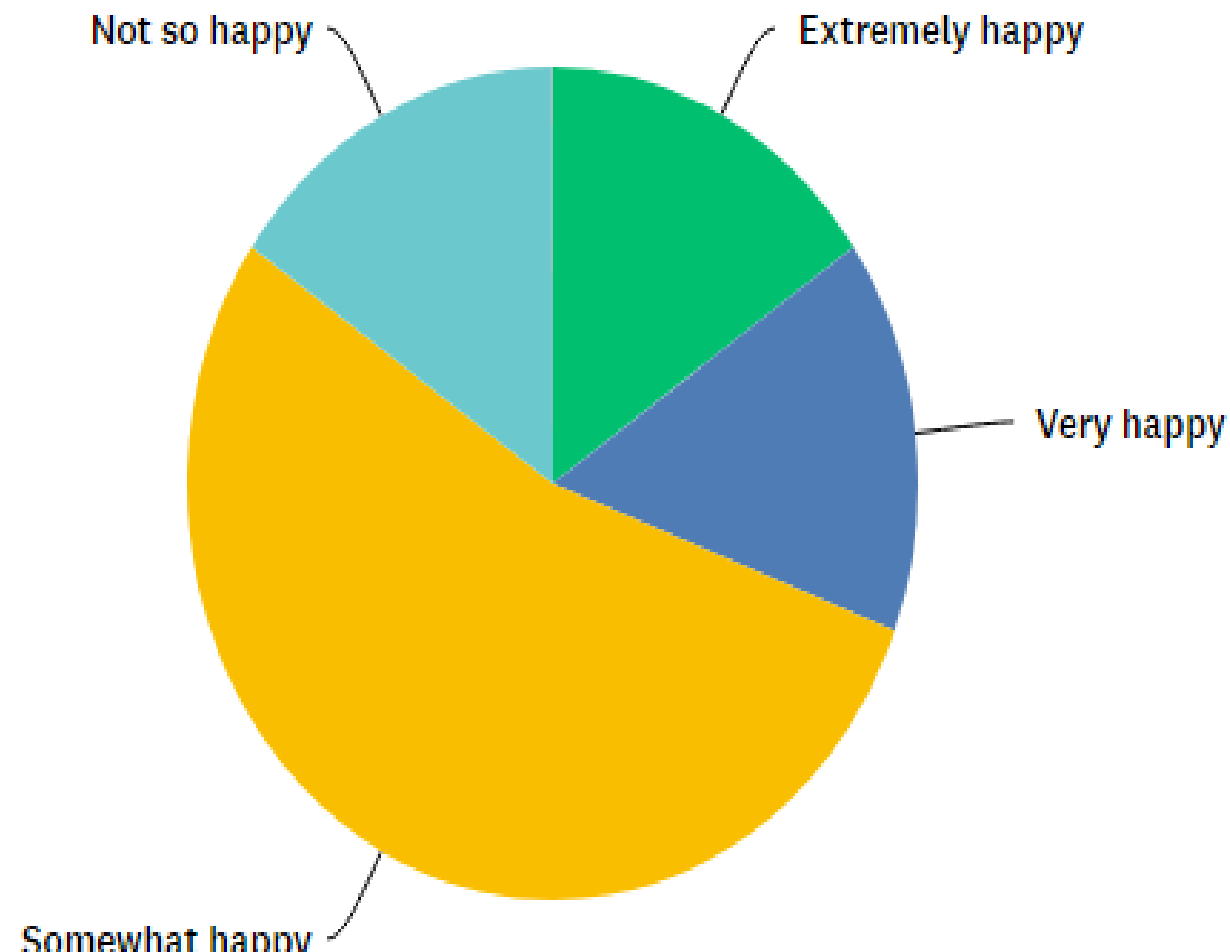
Q5

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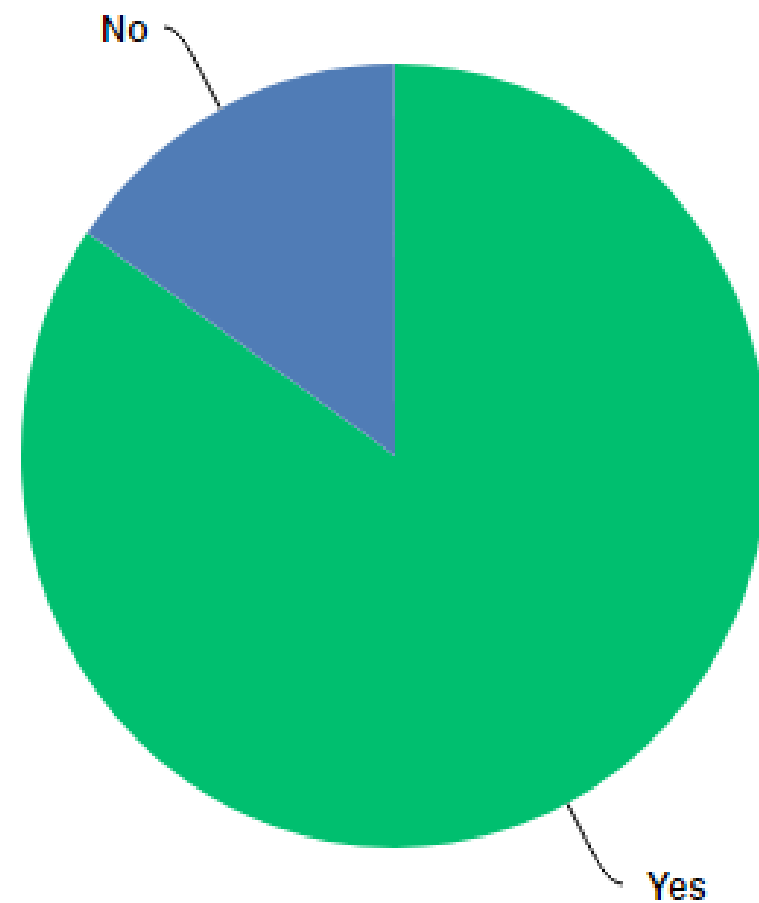
# How happy are you with the teaching and pastoral support you receive at the University?

Answered: 13 Skipped: 2



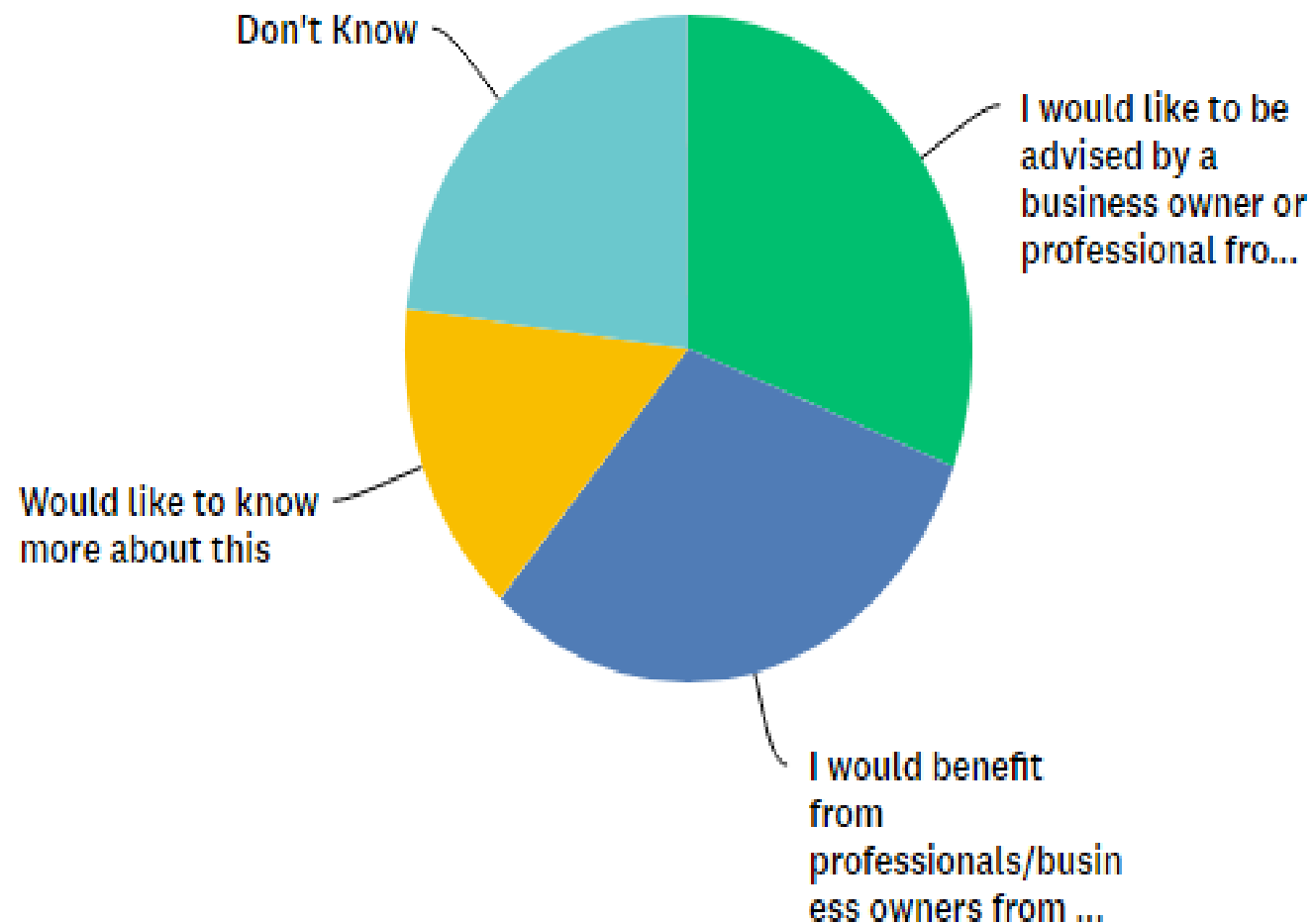
Would appropriate role modelling affect your choice for remaining and progressing at Southampton Solent University?

Answered: 13 Skipped: 2



# If 'yes' to Q6, please explain how

Answered: 13 Skipped: 2





Conclusions:

Initial findings

Further research

SSU supporting this

External funding will be sought



*References:*

*Blake-Beard S, Murrell A, Thomas D, (2006) "Unfinished Business: The Impact of Race on Understanding Mentoring Relationship", Organizational Behaviour, July 2006*

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*James, E (2014) 'Mentoring is what young men crave, without realising it' Guardian Online 28 June 2014*

**University of Derby (2017) HEFCE Catalyst Fund: Addressing Barriers to Student Success  
Student Attainment Project 2(2017)**

*Singh, G (2009) 'A Synthesis of research evidence. Black and minority ethnic (BME) students' participation in higher education: improving retention and success.'*

