Black Leadership Group

Making the most of an ethnically diverse Britain

About Us

Black Leadership Group

Our mission
Eradicate racism.

Our vision
An antiracist culture at the core of all aspects of UK life, education and work, including equity of access to the employment market.

Our purpose
We exist to challenge systemic racism for the benefit of all *Black communities and the wider UK society as a whole, to be the authoritative voice of Anti-racism in F/HE, schools, public, voluntary and private sectors and to further the interests of people from ethnically diverse backgrounds who share a lived experience of the effects of racism.

BLG uses 'Black' as an inclusive definition for people from ethnically diverse backgrounds who share a lived experience of the effects of racism.

BLG Beliefs

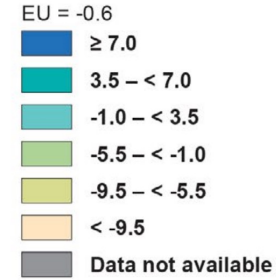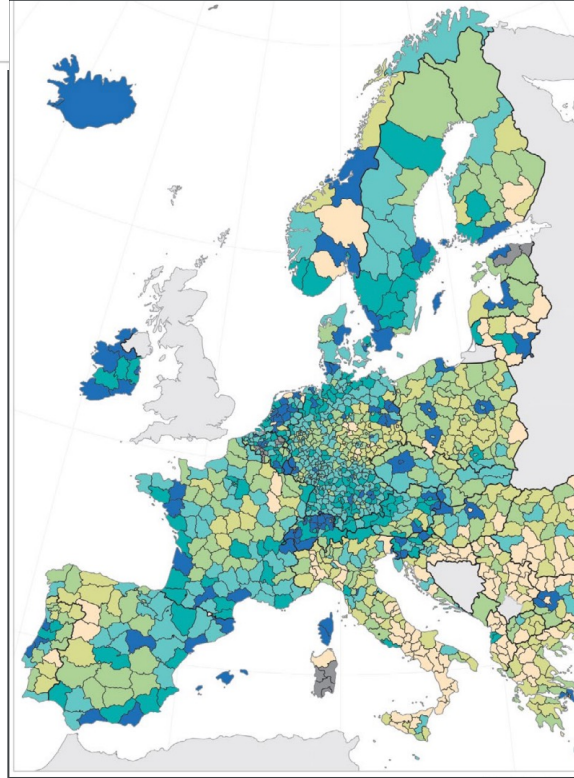Every individual has the right to live a fulfilling life.

For as long as systemic racism exists, everyone's potential will be held back.

An anti-racist education helps people to define and challenge themselves, widen their experience and shape their world.

An anti-racist HE system unlocks the full potential of all individuals, organisations and communities.

All the people in the world

Each country's size represents the size of the population in 2018.
Each square (▪) represents 500,000 people.
All 15,266 squares show where the world's 7.633 billion people live.

By Max Roser for OurWorldinData.org – the free online publication on the world's largest problems and how to make progress against them.

Population data from the United Nations Population Division
Version 3 (October 2018)   Licensed under CC-BY

Our World in Data

This is reflected in national and regional demographic change.

Map 1.4: Crude rate of total population change, 2020
(per 1 000 persons, by NUTS 3 regions)

EU = -0.6

- ≥ 7.0
- 3.5 – < 7.0
- -1.0 – < 3.5
- -5.5 – < -1.0
- -9.5 – < -5.5
- < -9.5
- Data not available

5   *Eurostat Regional Yearbook 2022*

Increasing Ethnicity is 'baked into' Post-Brexit Britain
It will be as ethnically diverse as the US is today

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UK's diversity density
Post-Brexit Heat and Dispersal Map

Key: Ethnic density as a % of population

0.04 - 0.20
0.21 - 0.30
0.31 - 0.40
0.41 - 0.50
0.51 - 0.60
0.61 - 0.70
0.71 - 1.00
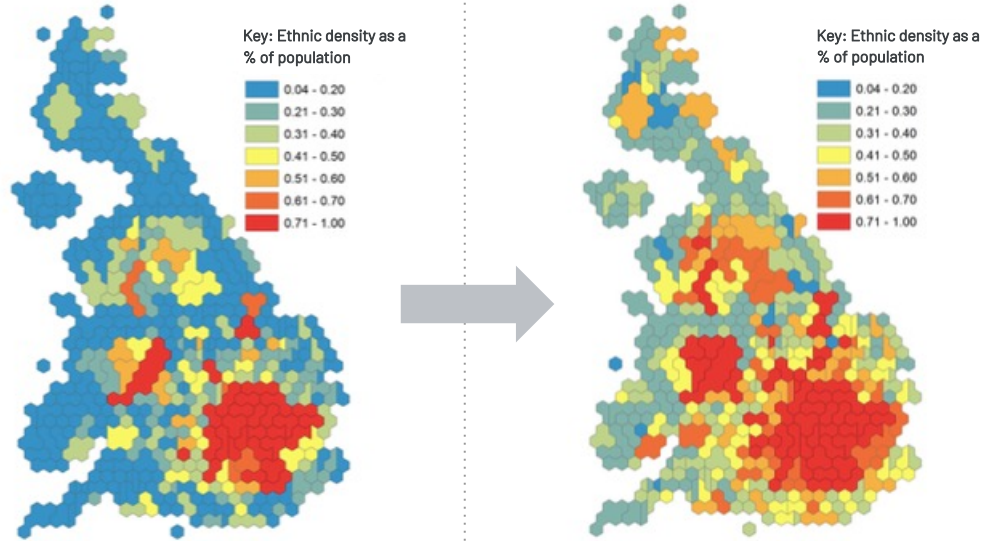
In 2016

In 2061
Brexit Scenario

©BFELG UK Ltd

University of Leeds
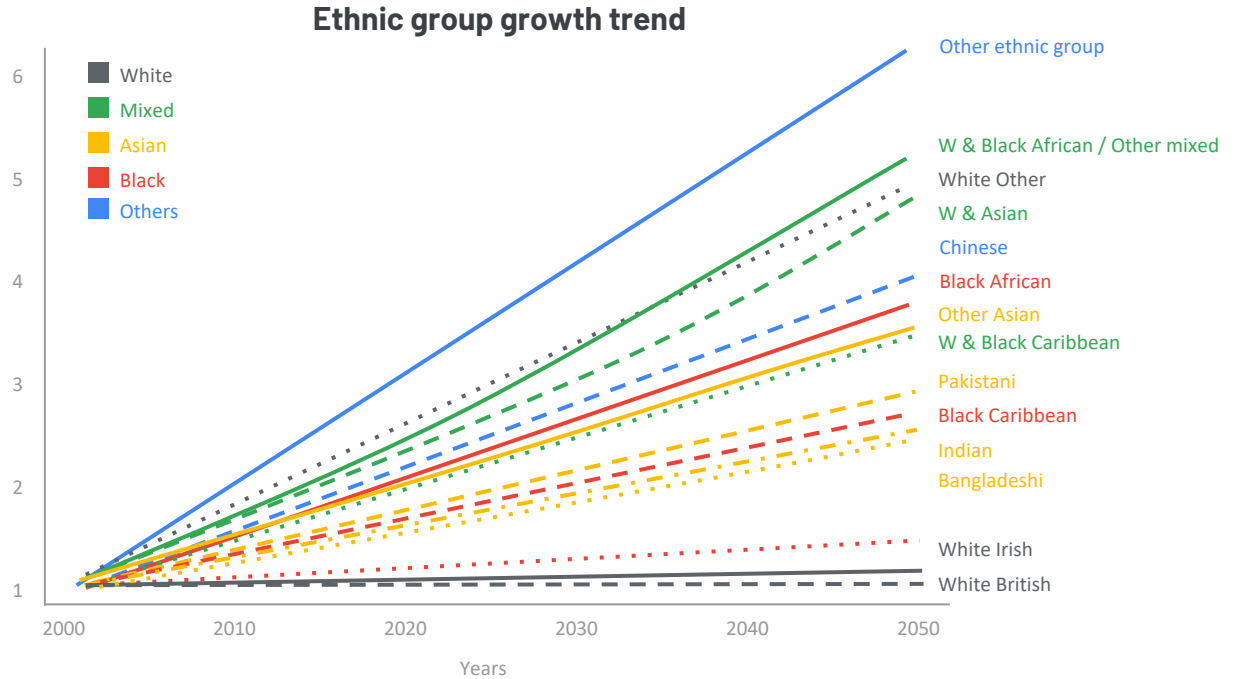
UK population growth will come from *Black groups

The Future of the UK's
Ethnic Group Populations
at National and Local Scales

Ethnic group growth trend

Relative change
compared to 2001

Legend:
- White
- Mixed
- Asian
- Black
- Others

Line labels (right side, top to bottom):
- Other ethnic group
- W & Black African / Other mixed
- White Other
- W & Asian
- Chinese
- Black African
- Other Asian
- W & Black Caribbean
- Pakistani
- Black Caribbean
- Indian
- Bangladeshi
- White Irish
- White British

Years (x-axis): 2000, 2010, 2020, 2030, 2040, 2050

ONS

THE
CONSUMER
EQUA£ITY
EQUATION

WHY BRANDS SHOULD CARE ABOUT ETHNICITY
AND WHY IT MATTERS FOR BUSINESS SUCCESS

WPP

The UK's ethnic minority groups will:

- double to almost **27%** of the UK adult population by 2061.

- possess a disposable income of **£252 billion** in 2023.

- represent a cumulative disposable income of **£3 trillion** by 2031, increasing to **£16 trillion** by 2061.

WPP, Ogilvy Consulting, Group M: 'Consumer Equality Equation Report – Why Brands Should Care About Ethnicity'

Ethnically diverse companies perform better too.

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Likelihood of financial performance above national industry median, by diversity quartile, %

Ethnic diversity

Top quartile	58
Bottom quartile	43

+35%

Gender diversity

Top quartile	54
Bottom quartile	47

+15%

Gender and ethhnic diversity combined

Top quartile	53
All other quartiles	40

+25%

Source: McKinsey Diversity Database

McKinsey & Company

'Diversity Wins', McKinsey & Company

THE TIME FOR TALKING IS OVER. NOW IS THE TIME TO ACT.
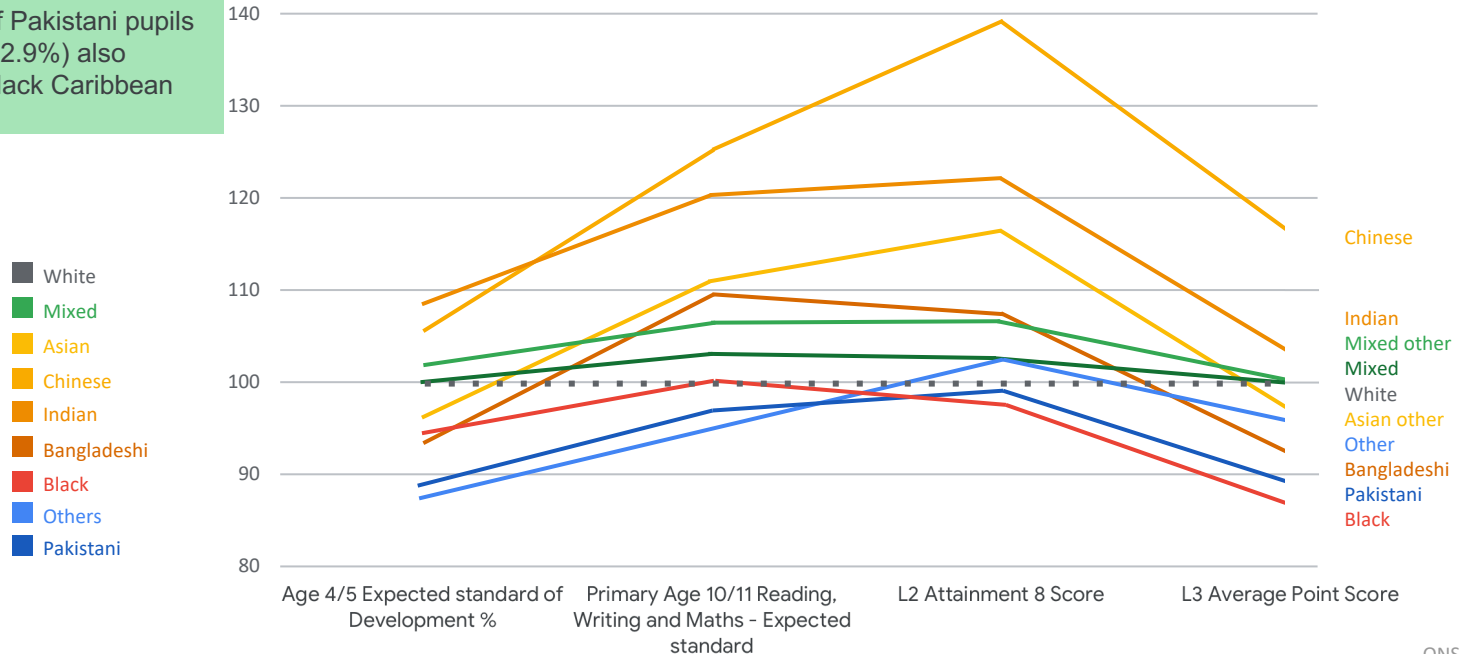
Race in the workplace

The McGregor-Smith Review
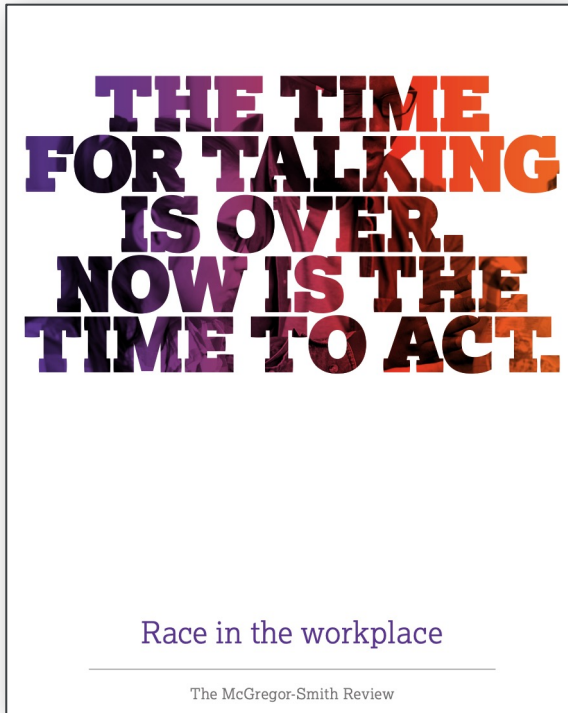
"The potential benefit to the UK economy from full representation of BME individuals across the labour market, through improved participation and progression, is estimated to be

£24 billion a year,

which represents 1.3% of GDP."

The McGregor-Smith Review: 'Race in the workplace'.'

10

Most *Black groups improve educational attainment relative to White students to 16, but....

Chinese pupils have very high attainment, with 76.3% gaining Grade 5 or above in English and maths GCSEs. Indian pupils exceed the overall performance of Asian pupils on average, as 64.1% meet this standard, while at the other end of the spectrum only 41.3% of Pakistani pupils did so. Black African pupils (42.9%) also perform more strongly than Black Caribbean pupils (26.5%) – *TASO.*

Attainment at different stages in *Black students' education relative to White students (Index=100)

Legend:
- White
- Mixed
- Asian
- Chinese
- Indian
- Bangladeshi
- Black
- Others
- Pakistani

Right-hand labels: Chinese, Indian, Mixed other, Mixed, White, Asian other, Other, Bangladeshi, Pakistani, Black

X-axis: Age 4/5 Expected standard of Development % | Primary Age 10/11 Reading, Writing and Maths - Expected standard | L2 Attainment 8 Score | L3 Average Point Score
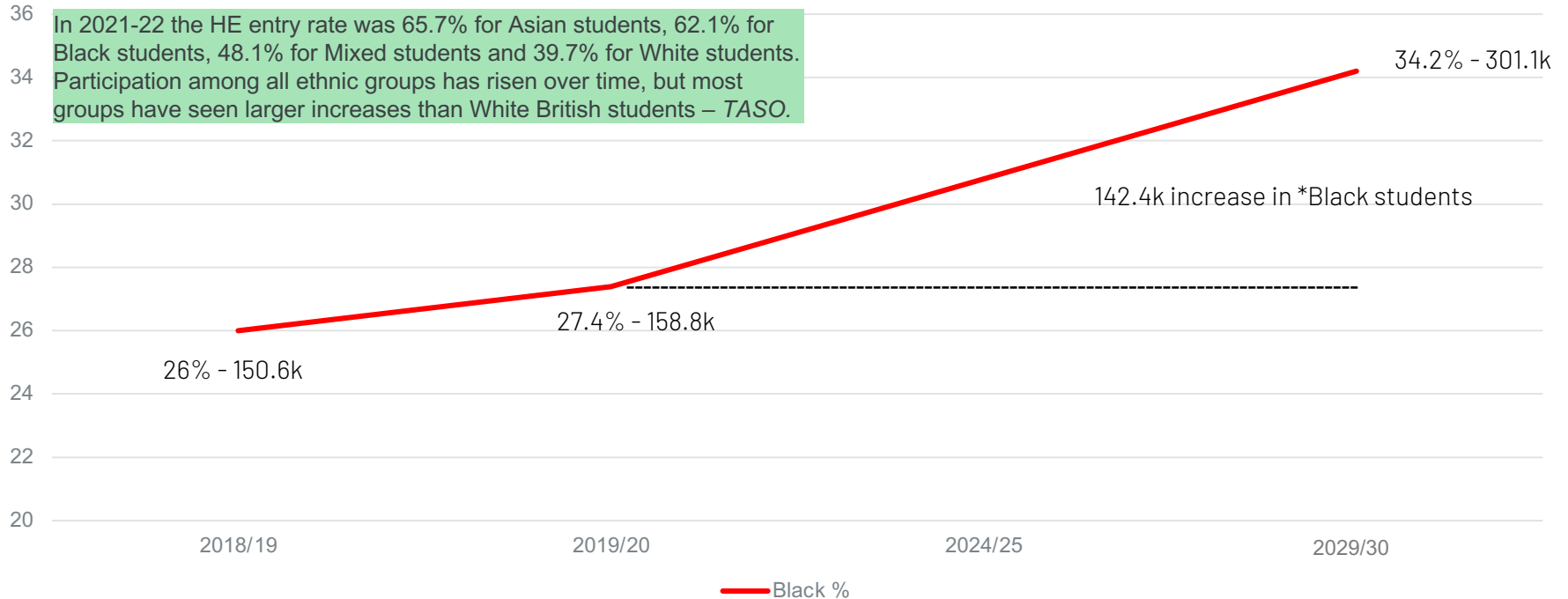
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Projected growth in *Black HE students 2019/20 – 2029/30 (UK)

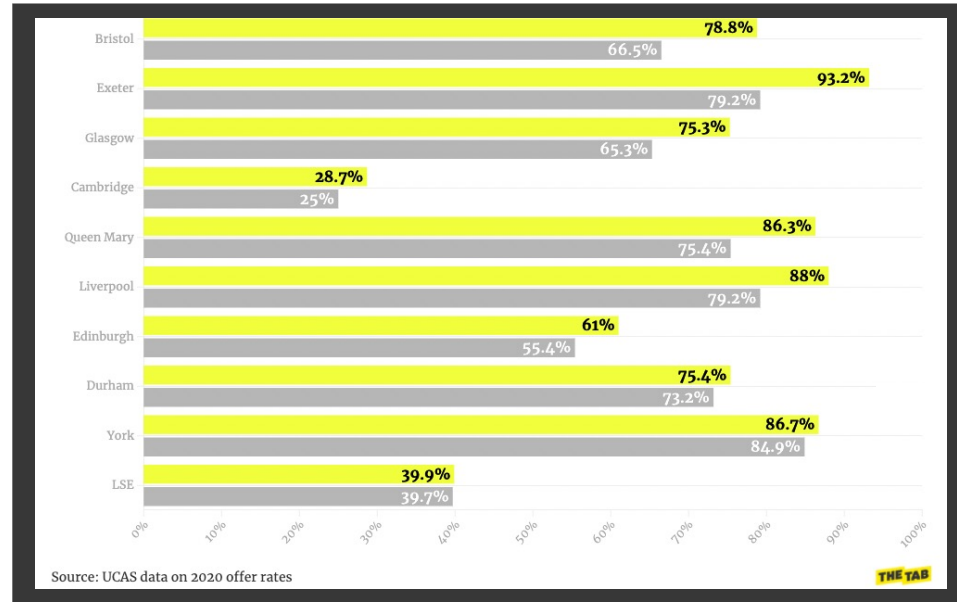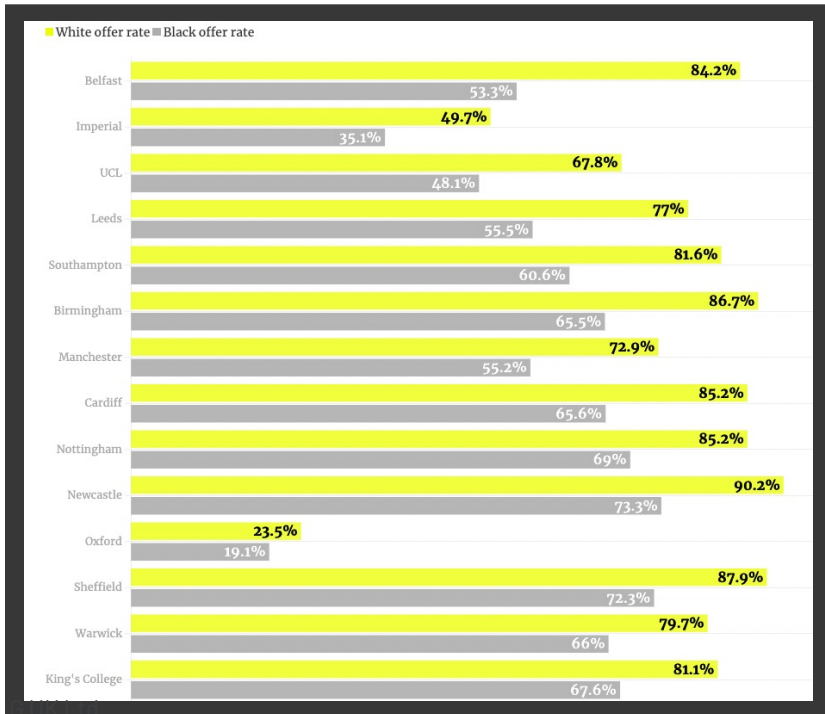## By 2030, more than 1 in 3 of UK-domiciled HE students will be *Black

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Projected change in HE Participation Rates in UK – 2015/16 to 2029/30

In 2021-22 the HE entry rate was 65.7% for Asian students, 62.1% for Black students, 48.1% for Mixed students and 39.7% for White students. Participation among all ethnic groups has risen over time, but most groups have seen larger increases than White British students – *TASO.*

34.2% – 301.1k

142.4k increase in *Black students

27.4% – 158.8k

26% – 150.6k

| 2018/19 | 2019/20 | 2024/25 | 2029/30 |

Black %

Entry into Higher Tariff HEIs

Despite recent progress, *Black students are still less likely to gain places at Russell Group Universities

In 2020-21, 40.7% of Chinese students progressed to a high tariff HEP. This compares to 13.2% of Black African students and 5.4% of Black Caribbean students. Indian students had higher progression rates (22.3%) than Bangladeshi (15.6%) or Pakistani (9.8%) students. White British students (10.3%) outperform a number of other ethnic groups on this measure, in contrast to HE participation overall – *TASO.*

Left chart: White offer rate ■ Black offer rate

University	White offer rate	Black offer rate
Belfast	84.2%	53.3%
Imperial	49.7%	35.1%
UCL	67.8%	48.1%
Leeds	77%	55.5%
Southampton	81.6%	60.6%
Birmingham	86.7%	65.5%
Manchester	72.9%	55.2%
Cardiff	85.2%	65.6%
Nottingham	85.2%	69%
Newcastle	90.2%	73.3%
Oxford	23.5%	19.1%
Sheffield	87.9%	72.3%
Warwick	79.7%	66%
King's College	81.1%	67.6%

University	White offer rate	Black offer rate
Bristol	78.8%	66.5%
Exeter	93.2%	79.2%
Glasgow	75.3%	65.3%
Cambridge	28.7%	25%
Queen Mary	86.3%	75.4%
Liverpool	88%	79.2%
Edinburgh	61%	55.4%
Durham	75.4%	73.2%
York	86.7%	84.9%
LSE	39.9%	39.7%

Source: UCAS data on 2020 offer rates

THE TAB

©BFELG...

Although UCAS declaration rates are higher among White students and students of mixed ethnicity, research has found that people from BAME backgrounds are more likely to experience poor mental health but less likely to access support - *UCAS*.

Black students more likely to engage in studies - but still attain lower degrees, study finds

Attainment gap at universities should be investigated further, report says

**Why do black students quit university more often than their white peers?**

Black students are 1.5 times more likely to drop out than their white and Asian counterparts. Understanding why is vital

Report condemns racism in UK's 'racially segregated' student housing

More than half of Black students said they had been victims of racism while living in halls of residence

BLACK, ASIAN AND MINORITY ETHNIC STUDENT ATTAINMENT AT UK UNIVERSITIES: #CLOSINGTHEGAP
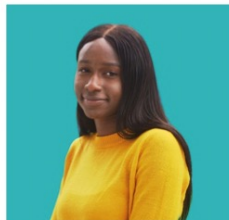
Black graduates 'shut out' of academic science and technology careers

Royal Society report shows white students twice as likely as black students to achieve top Stem degrees

Black applicants least likely to be offered PhD places

Black and minority ethnic academics less likely to be professors and earn less than white colleagues, analysis finds

'These figures lift the lid on the race pay gaps in universities,' union leader says

# *Black students are still less likely to complete their studies

Despite recent progress, all *Black groups have lower continuation and completion rates

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Both continuation and completion rates for entrants from a minority ethnic background are lower than for white entrants, but they vary for different ethnic groups. The completion rate of entrants from a minority ethnic background in 2016-17 was 3.8% lower than for white students (86.0% v 89.8%). However, this trend is reversed for part-time students, with students who started their course in 2014-15 from minority ethnic groups having a completion rate of 49.3% compared with 47.2% for white students - *OfS.*

Continuation

Completion

Legend: Asian, Black, Mixed, Other, White

OfS
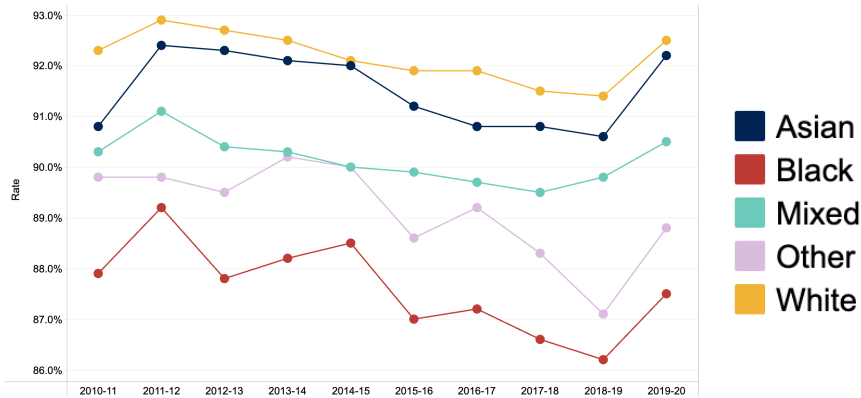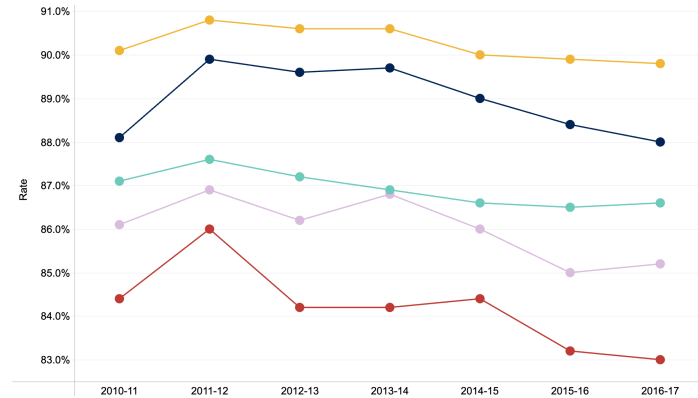
Significant Awarding Gaps still persist for *Black groups

An overall awarding gap of 10% for all minority ethnic groups; nearly 20% for black students

The attainment rate of qualifiers from minority ethnic backgrounds in 2020-21 was 9.6% lower than for white students (76.1% v 85.7%). This gap has gradually decreased from 18.9% in 2010-11. Specifically, the attainment rate of black students was much lower than for white students (67.3% v 85.7%, 18.4% lower in 2020-21). Progression rates for students from minority ethnic backgrounds were also lower – *OfS*.

Attainment
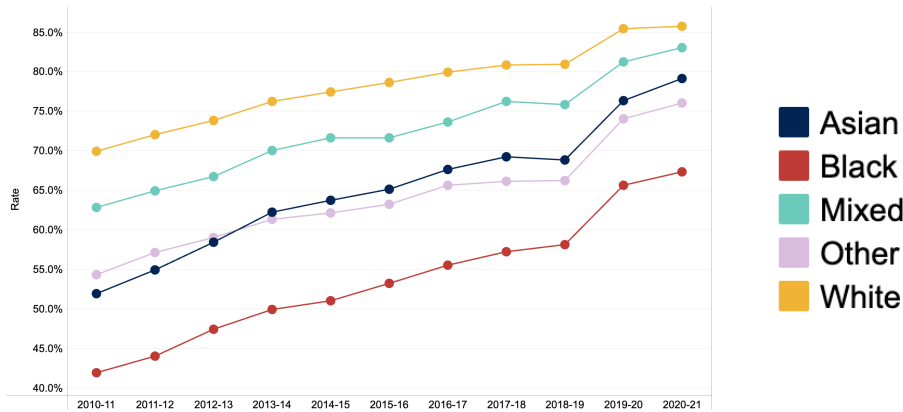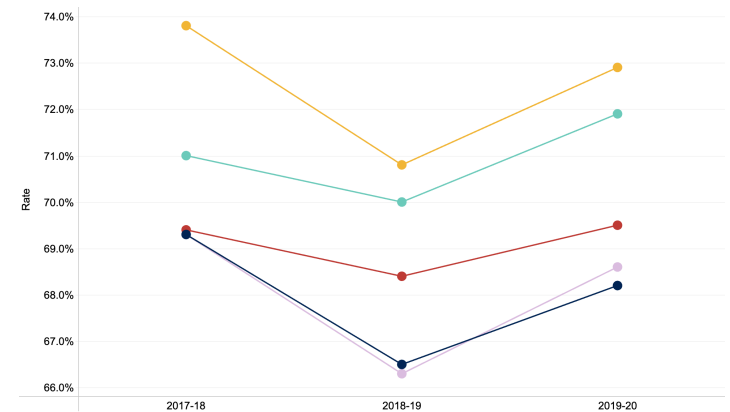
Legend: Asian, Black, Mixed, Other, White

Progression

OfS

Degree Classification

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Degree Classification by Ethnicity (2019/20)

Codiroli Mcmaster (2021) uses more recent national administrative data from 2019/20 and explores degree awarding by ethnicity. They find that 87.1% of white graduates received a first or 2:1 compared with 77.2% of BAME graduates, representing a degree awarding gap of 9.9% – *TASO.*

Legend: White, Black, Asian, Mixed, Other

Categories: !st Class, Upper 2nd Class(2.1), Lower 2nd Class (2.2), 3rd Class/Pass, Unclassified

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DfE

Graduate Employment

Regardless of qualification level, *Black employment rates are lower than their White peers

Employment rates by highest qualification (2019/20)

Legend:
- White
- Mixed
- Asian
- Black
- Others
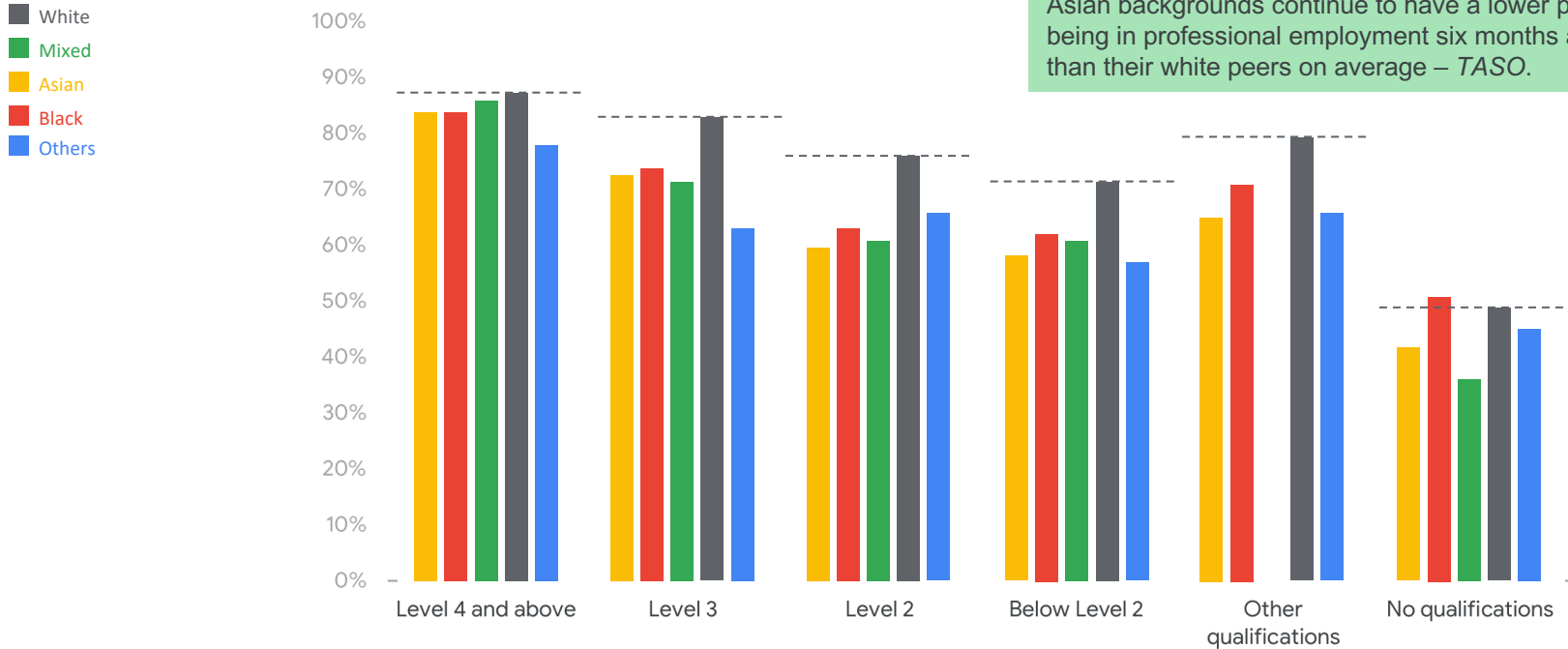
After controlling for degree subject, degree classification and socioeconomic background, female Russell Group graduates from Bangladeshi, Pakistani, Black African and Any other Asian backgrounds continue to have a lower probability of being in professional employment six months after graduation than their white peers on average – *TASO*.

Categories: Level 4 and above, Level 3, Level 2, Below Level 2, Other qualifications, No qualifications

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DWP

Graduate Average Earnings

A majority of *Black groups have lower average earnings than their White peers

Ethnicities broadly fall into low average earners (Pakistani, Caribbean, Bangladeshi, White and Black Caribbean and any other Black background), middle average earners (White, African, White and Black African and any other mixed/multiple ethnic background) or high average earners (Chinese, Indian, White and Asian or Any other Asian background) – *TASO*.

Average Earnings after graduation (£) 2019/20

Legend:
- White
- Mixed
- Asian other
- Chinese
- Indian
- Bangladeshi
- Black Caribbean
- Black Other
- Black African
- All
- Pakistani

Years after graduation

1 year, 3 years, 5 years, 10 years

DWP
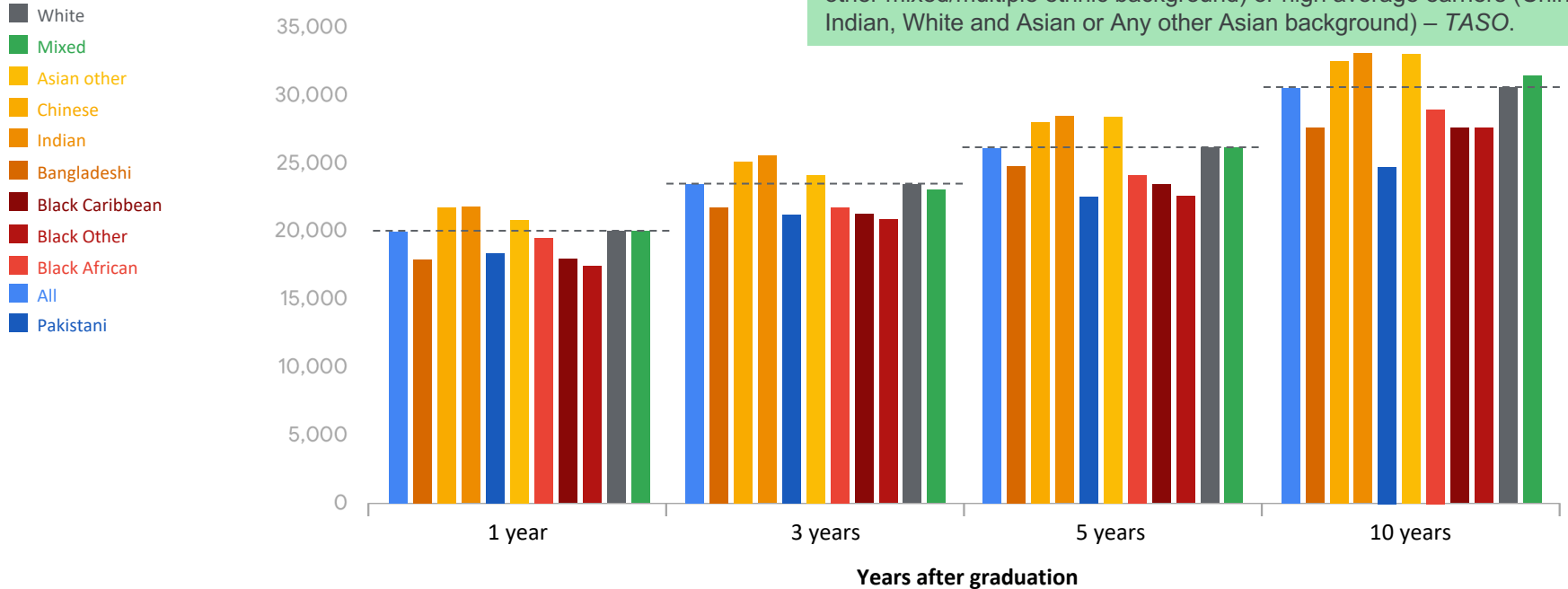
HE Workforce, Leadership and Governance

An inverse relationship between the profile of students and the HE workforce, leadership & governance

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Comparison of HE Students, Workforce & Governance (%) – 2019/20
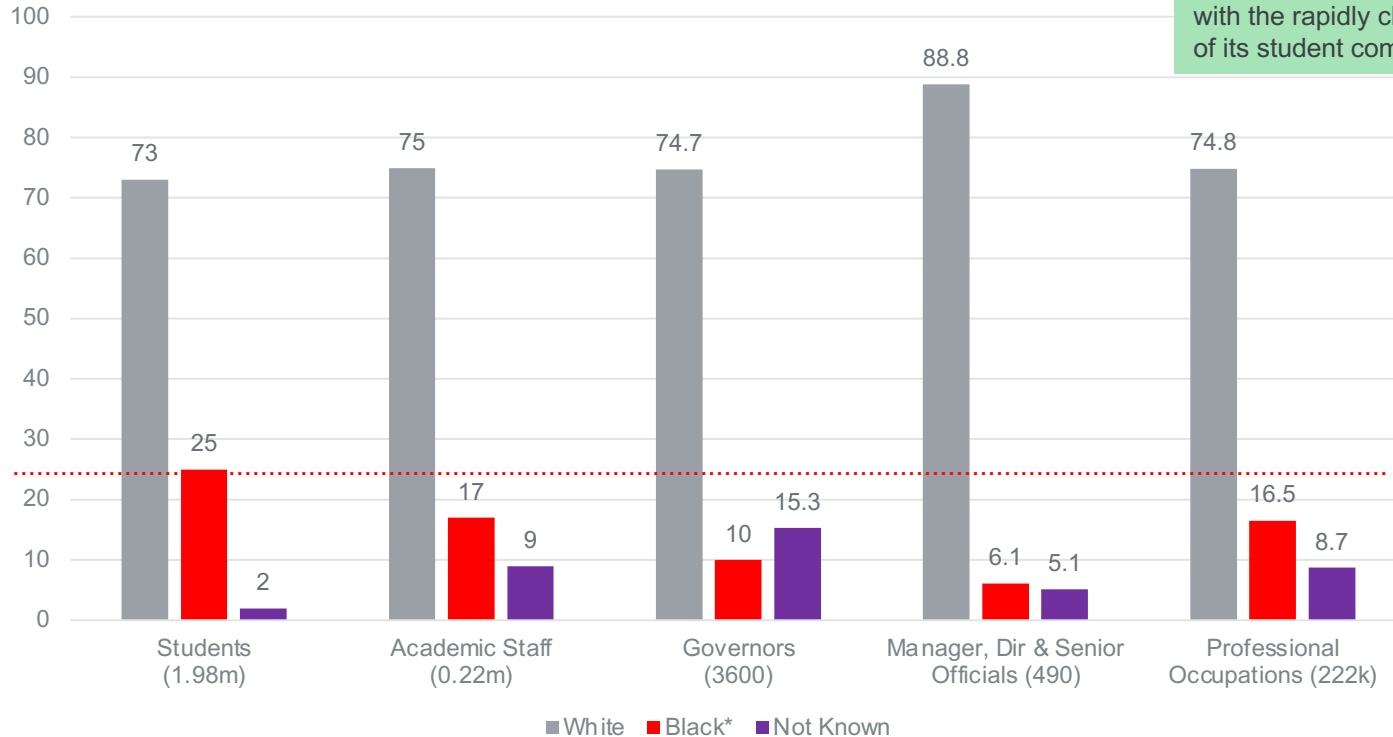
It is clear that the HE workforce in England is increasingly out of kilter with the rapidly changing ethnic profile of its student communities – *BLG*.

% of students from Black communities

	Students (1.98m)	Academic Staff (0.22m)	Governors (3600)	Manager, Dir & Senior Officials (490)	Professional Occupations (222k)
White	73	75	74.7	88.8	74.8
Black*	25	17	10	6.1	16.5
Not Known	2	9	15.3	5.1	8.7

■ White ■ Black* ■ Not Known

HESA

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Greater social consciousness

Increased inequalities

Increasing transparency

Urbanisation

Automation

Megacities

Technological change

Ethnicity

Cultural convergence & increasing extremism

Impact of Covid-19

Climate Change

Increased individual agency

Demographic Change

Healthier & sicker

Environment Sustainability

Dynamic Populations

Crumbling social cohesion

21st Century Skills for an increasingly diverse world

Fluency of ideas, originality, cognitive diversity and adjusting to others' experiences and actions
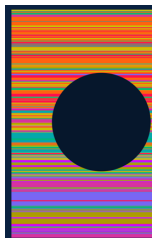
nesta

The future of UK skills: employment in 2030

21st century skills

These skills, abilities and types of knowledge are used heavily in occupations that have the best chance of growing. They show that workers will need a mix of social and cognitive skills, sometimes called 21st century skills.

Top social skills include teaching (instructing), adjusting to others' actions (co-ordination), assessing others' performance (monitoring) and providing motivation (management of personnel resources). Top cognitive skills include coming up with multiple ideas (fluency of ideas), deriving novel solutions (originality) and understanding new information (active learning).

Top 20 skills, abilities & knowledge

1. Judgment and Decision Making
2. Fluency of Ideas
3. Active Learning
4. Learning Strategies
5. Originality
6. Systems Evaluation
7. Deductive Reasoning
8. Complex Problem Solving
9. Systems Analysis
10. Monitoring
11. Critical Thinking
12. Instructing
13. Education and Training
14. Management of Personnel Resources
15. Coordination
16. Inductive Reasoning
17. Problem Sensitivity
18. Information Ordering
19. Active Listening
20. Administration and Management

| Skill |
| Ability |
| Knowledge |

The 7 Cs

Communication
Collaboration
Creativity & Innovation
Computer & Digital Literacy
Curiosity & Autonomy
Critical Thinking & Problem Solving
Cultural Competence

BLG 10 Point Plan - HE

Curriculum

01
Radical revision of HE curricula and qualifications
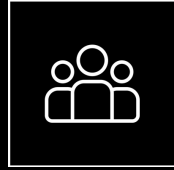
Culture

02
Antiracism central
to CPD

03
Institutions publish
data annually

04
Organisations and Partners
publish data annually

05
Advisory groups
led by experts

Climate

06
Recruitment processes
redress imbalances

07
Quality systems spotlight
race equality

08
Statutory bodies
incorporate race equality
assessments

09
Best practice
Anti-racism frameworks

Communication

10
Positive collaborations
and messaging

Higher Education Anti-Racism Toolkit (HEART)
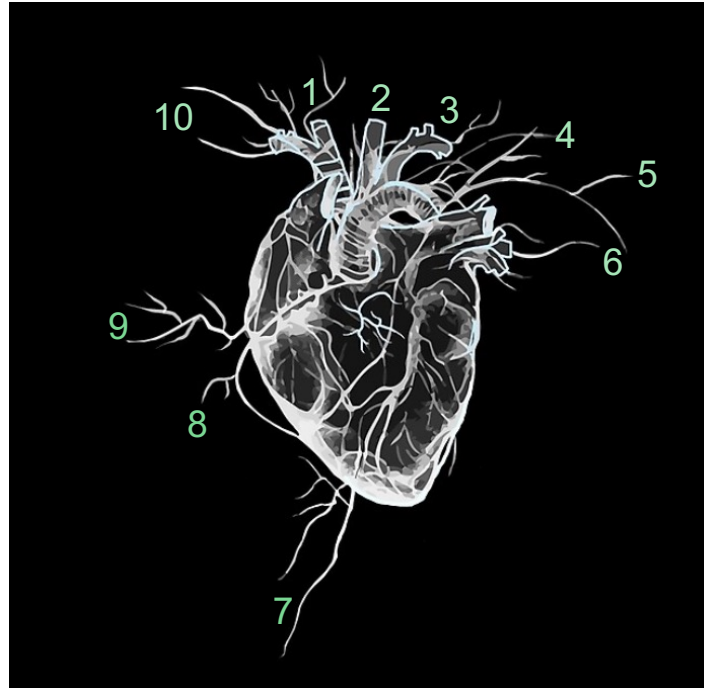
"Given the undisputable evidence of the disparities faced by *Black groups throughout the HE Student Life Cycle, our conclusion is that whilst a great deal of thought may well be focused towards addressing the challenges, we believe it requires both hearts and minds"- *BLG.*

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➢ How do quality processes evaluate the effectiveness of pedagogy and curriculum practice in preparing students for an increasingly ethnically diverse society?

➢How does quality reporting assess the impact of actions taken to address racism and any student retention, continuation and attainment gaps?

➢How do quality processes evaluate the presentation of diverse cultural perspectives across all disciplines through use of appropriate discussion and naturally occurring opportunities that address misconceptions, and align with anti-racist principles?

The SALT Framework

Shared
- Involve everyone
- Share lived experience
- Hear opposing views
- Look out for vulnerability
- Develop compassion
- Exchange inspirational stories

Ambitious
- Focus on opportunities
- Embrace new insights
- Secure authority
- Take effective action
- Call out inertia
- Build resilience

Lively
- Engender optimism
- Instil urgency
- Channel passion and discord
- Believe mistakes can be overcome
- Find creative solutions
- Have soul

True
- Find the facts
- Speak truth to power
- Learn from honest feedback
- Share intellectual capital
- Deliver tangible impact
- Demonstrate integrity

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The INVERSE SALT Framework

Separate
- Struggle to secure consensus
- Accommodate fixed positions
- Allow prevarication
- Make excuses for others
- Expend energy in avoiding hurt
- Withdraw to regroup

Aggressive
- Pursue an agenda
- Know what is best
- Demand conformity
- Resort to linear decision-making
- Determine what/who is worthy
- Protect power

Loose
- Over promise, under deliver
- Make hasty decisions
- Avoid constructive conflict
- Point out others' inadequacies
- Fix things that are not broken
- Game play

Tetchy
- Dislike ambiguity
- Reserve judgement
- Avoid emotion and feeling
- Distrust the unconventional
- Focus on results over progress
- Expect consequences for actions

Representation in 105 English HEIs

B.A.M.E

Students 32%
Academics 17.2%
Professors 10.4%
Governors 11%
Executives 4%

Black

Students 9.5%
Academics 2.7%
Professors 0.7%
Governors 2.6%
Executives 1%

Principles

1. Proportional representation of B.A.M.E students and staff in academic, governance and leadership positions.

2. The principle of equity in student experience.

3. The strategic initiatives by institutions to reduce awarding gaps, root out systemic racism and improve inclusion.

Ethnic Representation Index

Institution	BAME Students (%)	BAME Academics (%)	BAME Professors (%)	BAME Governors (%)	BAME Executives (%)	BAME Award Gap (%)	BAME Cont. Gap (%)	NSS Teaching BAME Gap (%)	NSS Assessment BAME Gap (%)	NSS Academic Support BAME Gap (%)	BAME Access Gap (%)	BAME Access Gap Ratio	Anti Racism Strategy	Decol. Scheme	REC Member	REC Bronze Award
n University	34.5	14.6	10.8	[low]	0.0	15.0	1.9	0.1	0.1	2.9	27.6	2.6	Y	Y	Y	N
rsity	74.0	26.1	14.9	[low]		6.0	-4.0	-1.5	-0.2	-1.1	59.6	3.1	N	Y	Y	N
versity	10.9	7.2	11.9	[low]	0.0	5.0	4.0	No Data	No Data	No Data	8.0	1.5	N	Y	N	N
City University	50.5	16.7	18.3	[low]		13.1	-1.7	-3.3	-3.4	-2.6	37.1	1.9	N	Y	Y	N
eteste University	3.1	3.5	[low]	[low]	0.0	No Data	No Data	No Data	No Data	No Data	-7.7	-0.7	N	Y	N	N
h University	16.0	14.5	11.9	[low]		20.0	-1.0	-3.7	-3.1	-3.6	12.3	2.3	N	Y	N	N
rsity London	70.7	36.3	30.9	[low]	6.7	12.0	0.0	-3.6	-0.6	-2.9	33.3	0.8	Y	Y	N	N

<u>Data sources:</u> *The Higher Education Statistics Agency* **(HESA),** *the Office for Students* **(OfS),** *the Universities and Colleges Admissions Service (* **UCAS** *), the Office for National Statistics (* **ONS** *) and Freedom of Information Requests (* **FOIs** *) made to all universities listed.*

Map of Affiliates

National:
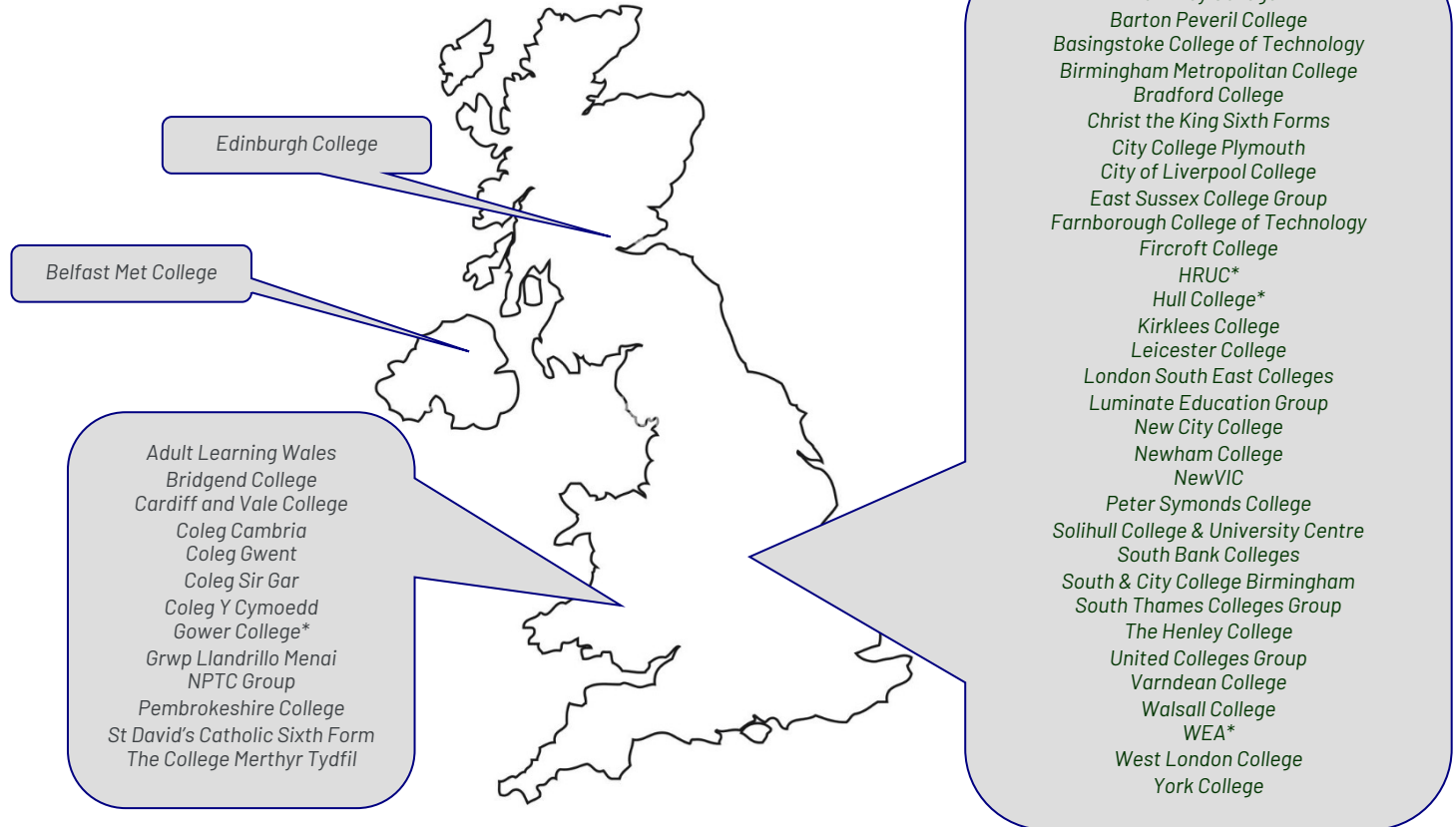*CDN*
ETF
FE Associates
Jisc
Morgan Hunt
Peridot

School MAT:
The Elliot Foundation
*The Vine Trust**

Voluntary Sector:
Voluntary Action Doncaster
BCVS

*Awaiting confirmation

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Edinburgh College

Belfast Met College

Adult Learning Wales
Bridgend College
Cardiff and Vale College
Coleg Cambria
Coleg Gwent
Coleg Sir Gar
Coleg Y Cymoedd
*Gower College**
Grwp Llandrillo Menai
NPTC Group
Pembrokeshire College
St David's Catholic Sixth Form
The College Merthyr Tydfil

*Barnsley College**
Barton Peveril College
Basingstoke College of Technology
Birmingham Metropolitan College
Bradford College
Christ the King Sixth Forms
City College Plymouth
City of Liverpool College
East Sussex College Group
Farnborough College of Technology
Fircroft College
*HRUC**
*Hull College**
Kirklees College
Leicester College
London South East Colleges
Luminate Education Group
New City College
Newham College
NewVIC
Peter Symonds College
Solihull College & University Centre
South Bank Colleges
South & City College Birmingham
South Thames Colleges Group
The Henley College
United Colleges Group
Varndean College
Walsall College
*WEA**
West London College
York College

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| Thank you

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