

Office for
Students

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OfS

**Supporting success for black,
Asian and minority ethnic
students**

Chris Millward

Director for Fair Access and Participation

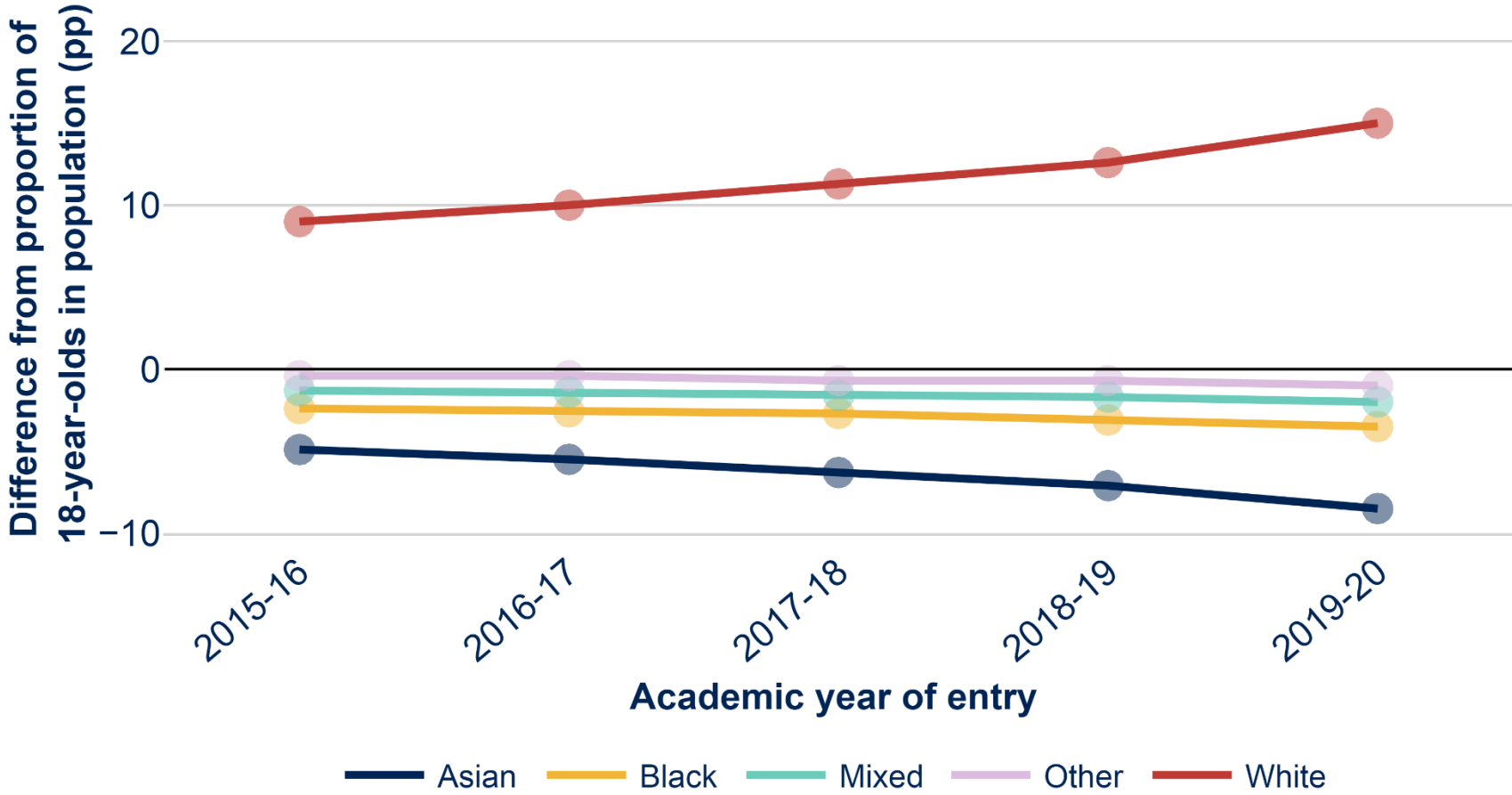
University College London

9 June 2021

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Gaps in the proportion of 18-year-olds entering full-time higher education compared with the population, by ethnic group



Groups above 0 are under-represented compared to the population

Note: All gaps are statistically significant at the 95% level.
Source: Access and participation dataset (March 2021).

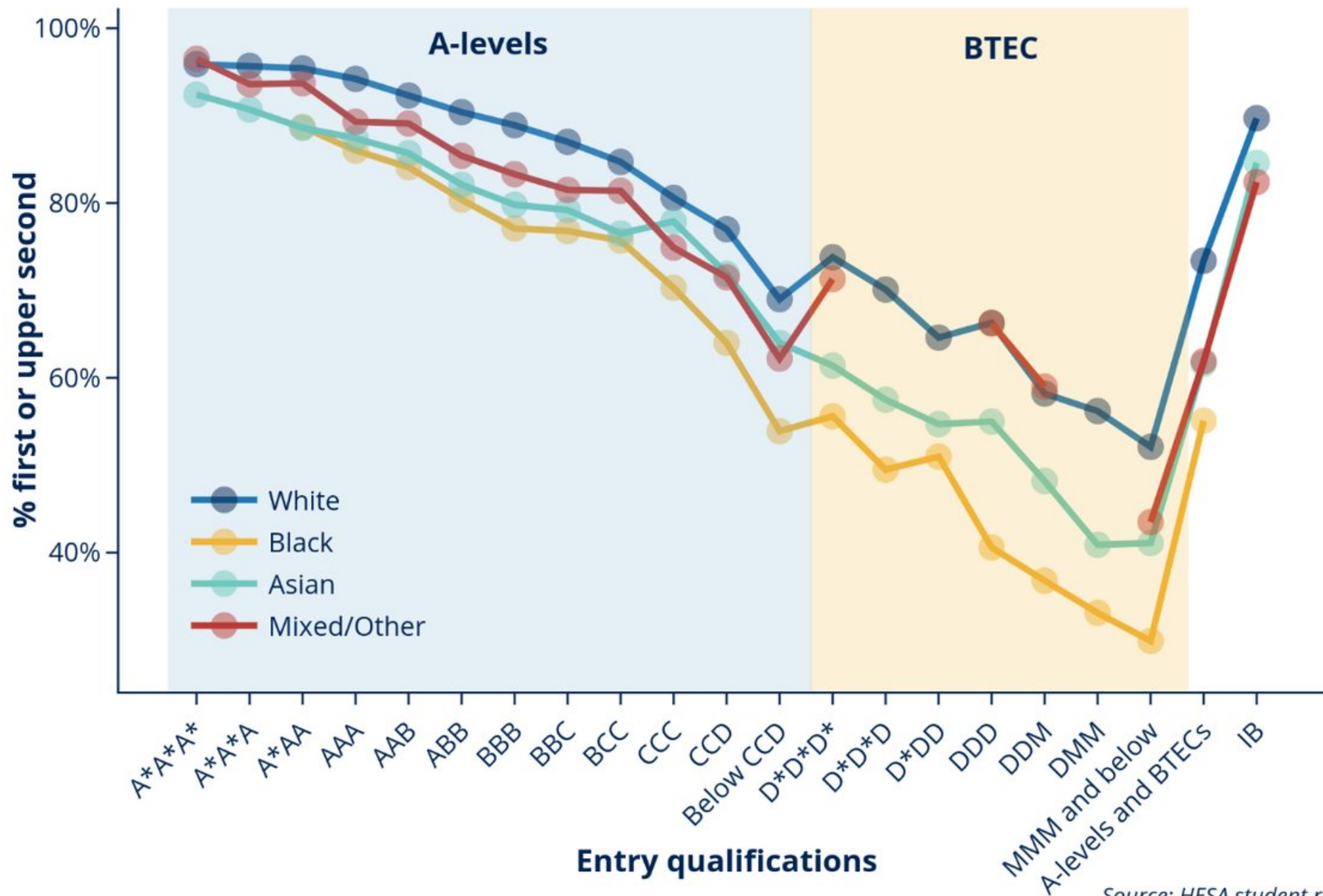


Differential outcomes - HEFCE research and analysis

- Higher Education and Beyond (2013)
- Differences in Degree Outcomes: Key Findings (2014)
- Differences in Employment Outcomes: Equality Characteristics (2015)
- Differences in Degree Outcomes: the effect of subject and student characteristics (2015)

See <https://discovery.nationalarchives.gov.uk> and updates to data at www.officeforstudents.org.uk/data-and-analysis/differences-in-student-outcomes/

Graduate attainment by entry qualification and ethnicity



Source: HESA student record

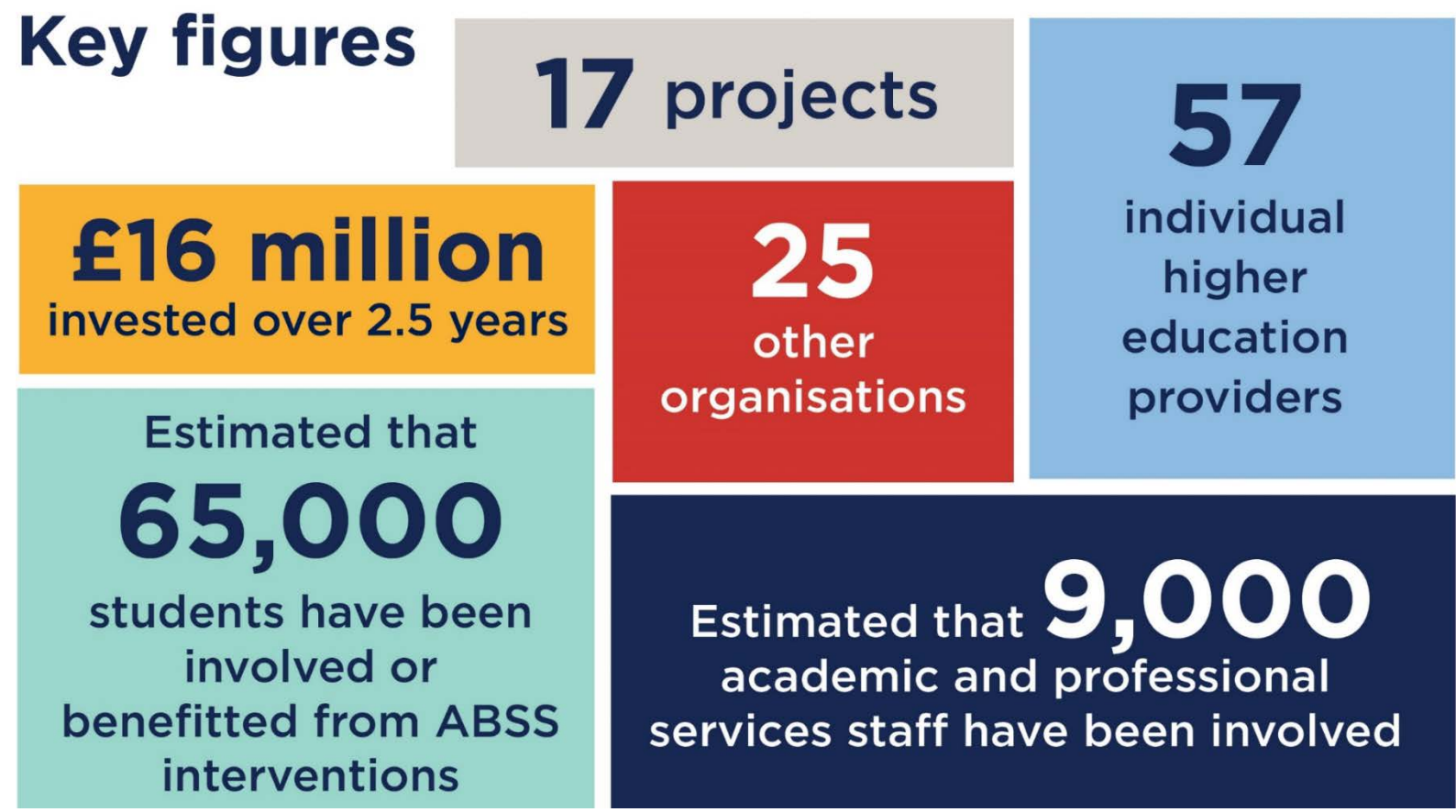
Causes of differences in student outcomes (2015)

- **Curricula and learning**, including teaching and assessment practices. Different student groups indicate varying degrees of satisfaction with the higher education curricula, and with the user-friendliness of learning, teaching and assessment practices.
- **Relationships between staff and students and among students**. A sense of ‘belonging’ emerged as a key determinant of student outcomes.
- **Social, cultural and economic capital**. Recurring differences in how students experience higher education, how they network and how they draw on external support were noted. Students’ financial situations also affect their student experience and their engagement with learning.
- **Psychosocial and identity factors**. The extent to which students feel supported and encouraged in their daily interactions within their institutions and with staff members was found to be a key variable. Such interactions can both facilitate and limit students’ learning and attainment.

(Mountford-Zimdars, Sabri, Moore, Sanders, Jones and Higham 2015)



Addressing barriers to student success (ABSS)





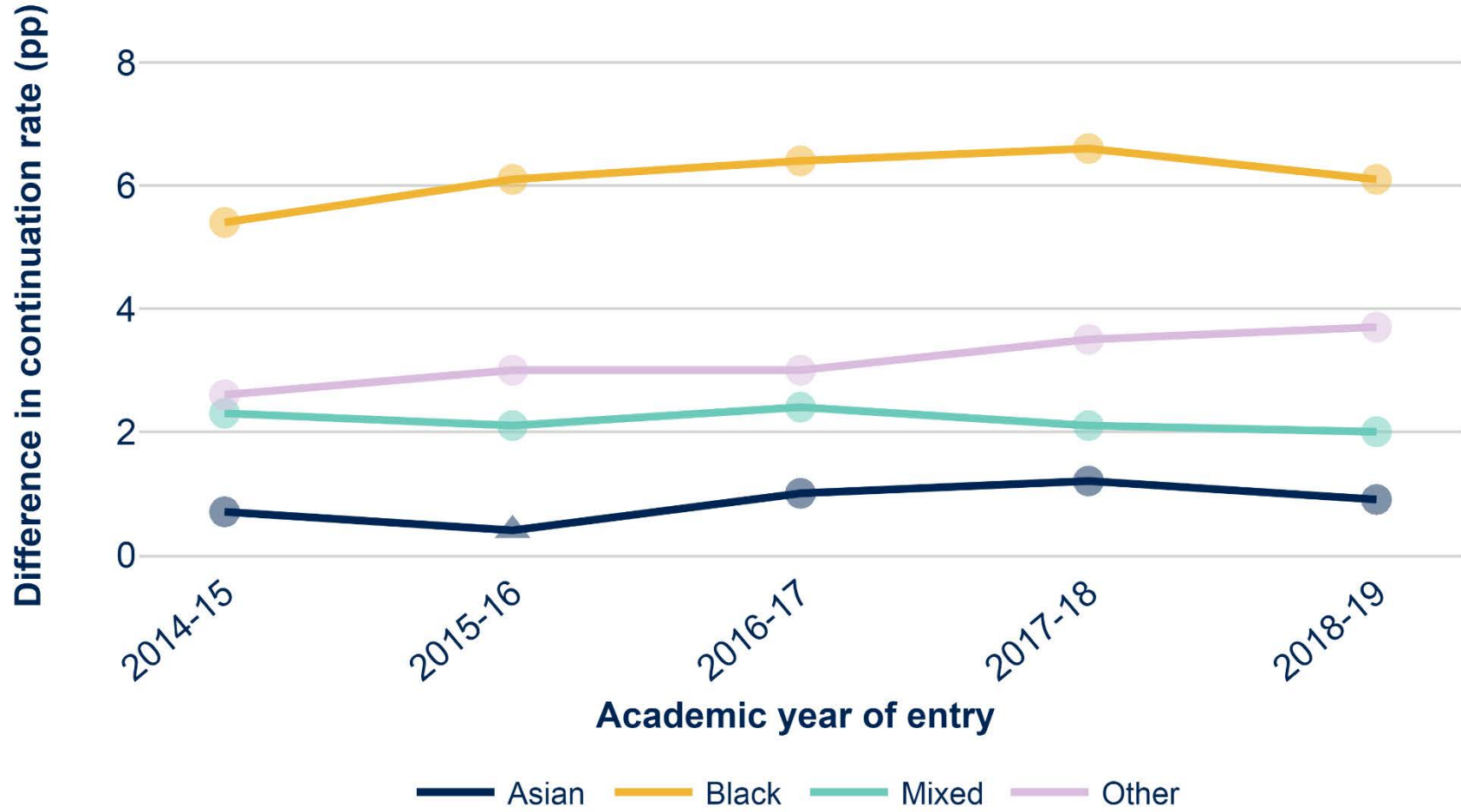
ABSS Case Studies

- Using a value added metric and an inclusive curriculum framework to address the black and minority ethnic awarding gap (Kingston, UCL, De Montfort, Greenwich, Hertfordshire, Wolverhampton)
- Levelling the playing field through work-based learning (Aston, BCU, City, Ulster)
- Scaling up active collaborative learning for student success (NTU, ARU, Bradford)
- Intervention for success (Huddersfield, Coventry, Lincoln, MMU)
- Improving progression rates to postgraduate taught study (Leeds, Manchester, Sheffield, Warwick, York)

See <https://www.officeforstudents.org.uk/advice-and-guidance/promoting-equal-opportunities/effective-practice/black-asian-and-minority-ethnic-students/examples/>



Gaps in full-time continuation rates between white students and students in other ethnic groups

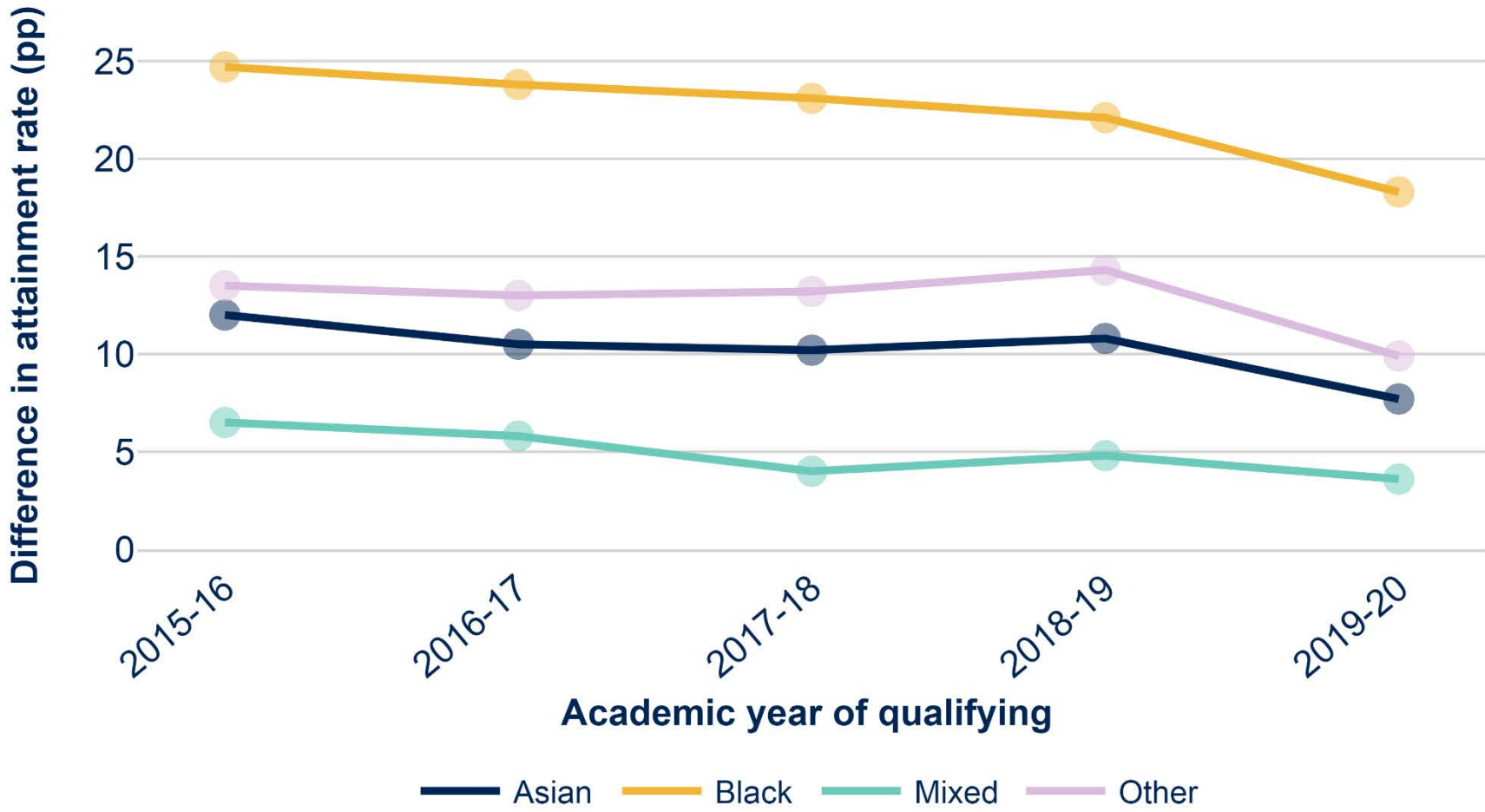


Black students have the **lowest** continuation rates of all ethnic groups.

Note: gaps that are statistically significant at the 95% level are indicated by circles, gaps that are not are represented by triangles.
Source: Access and participation dataset (March 2021).



Gaps in full-time attainment rates between white students and students in other ethnic groups



Black students have the **lowest** attainment rates of all ethnic groups.

Note: All gaps are statistically significant at the 95% level.
Source: Access and participation dataset (March 2021).

The Office for Students

‘Our regulatory framework enables the Director for Fair Access and Participation to develop a bold new approach to supporting social mobility, and equality and diversity, through higher education. ...We will be radical and ambitious to make sure we deliver on the promise of higher education as an engine for social mobility, and a gateway to a better life for those who undertake it.’

OfS Chair Sir Michael Barber, 2018



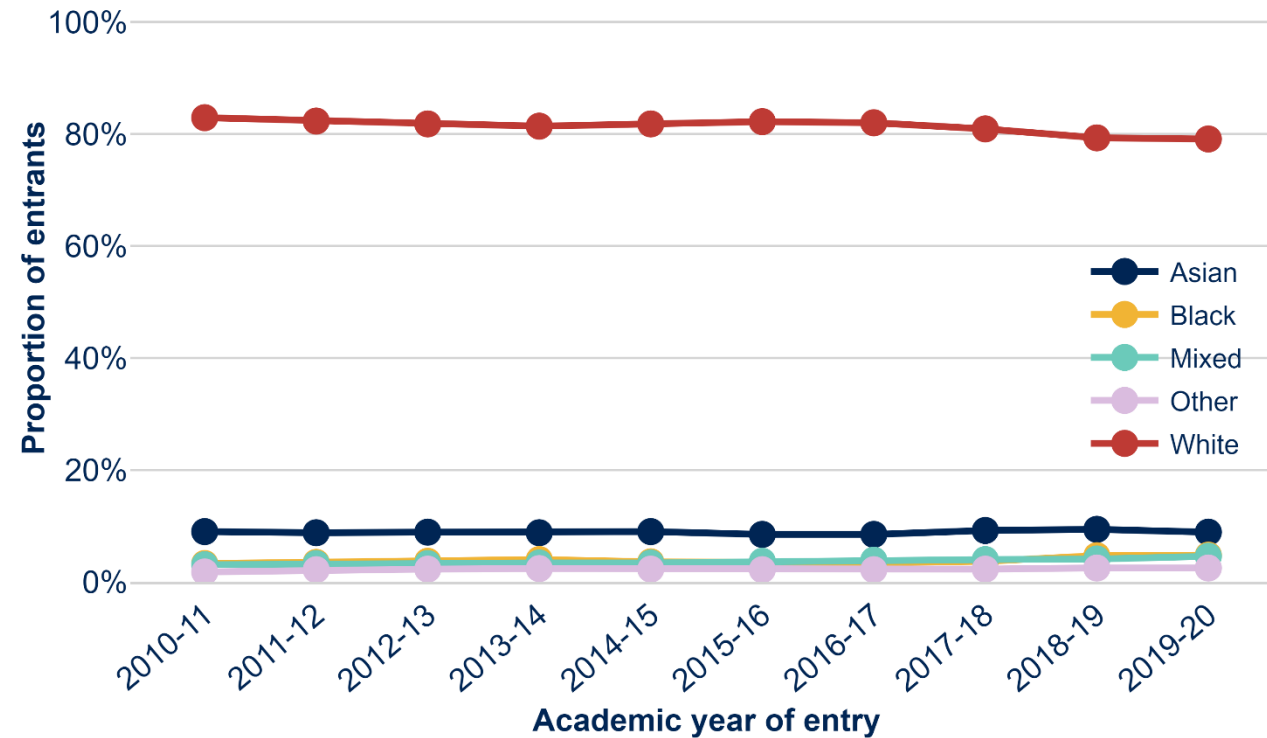
Access and Participation Plans from 2020-21

- Honest, rigorous and public analysis of gaps across the student lifecycle
- New objectives to reduce equality gaps by 2024-25
- Credible plans to deliver the objectives
 - Theory of change
 - Evidence-based measures
 - Investment underpinning the measures
 - Evaluation and continuous improvement
- Annual impact reports
- Institution level data (<https://www.officeforstudents.org.uk/data-and-analysis/access-and-participation-data-dashboard/>)
- Sector-wide sharing of evidence of ‘what works’ (<https://taso.org.uk>)

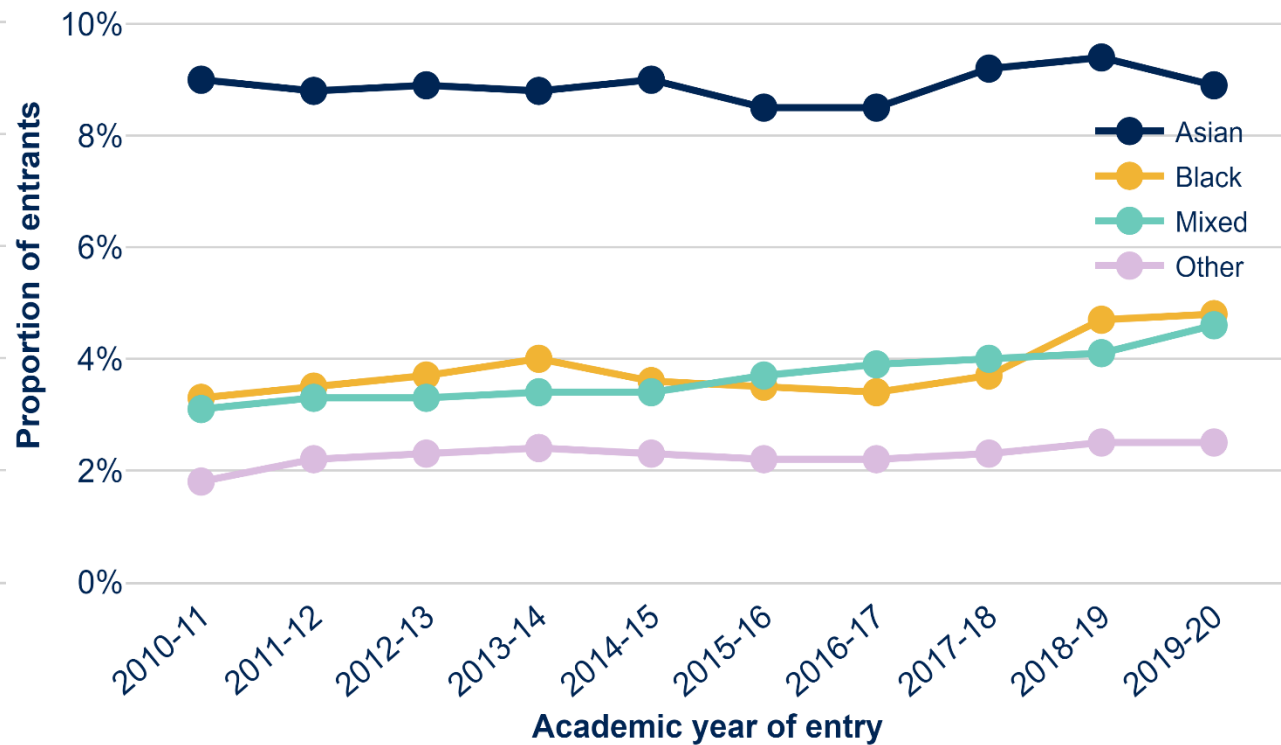


Entrants to postgraduate research courses

All ethnicities

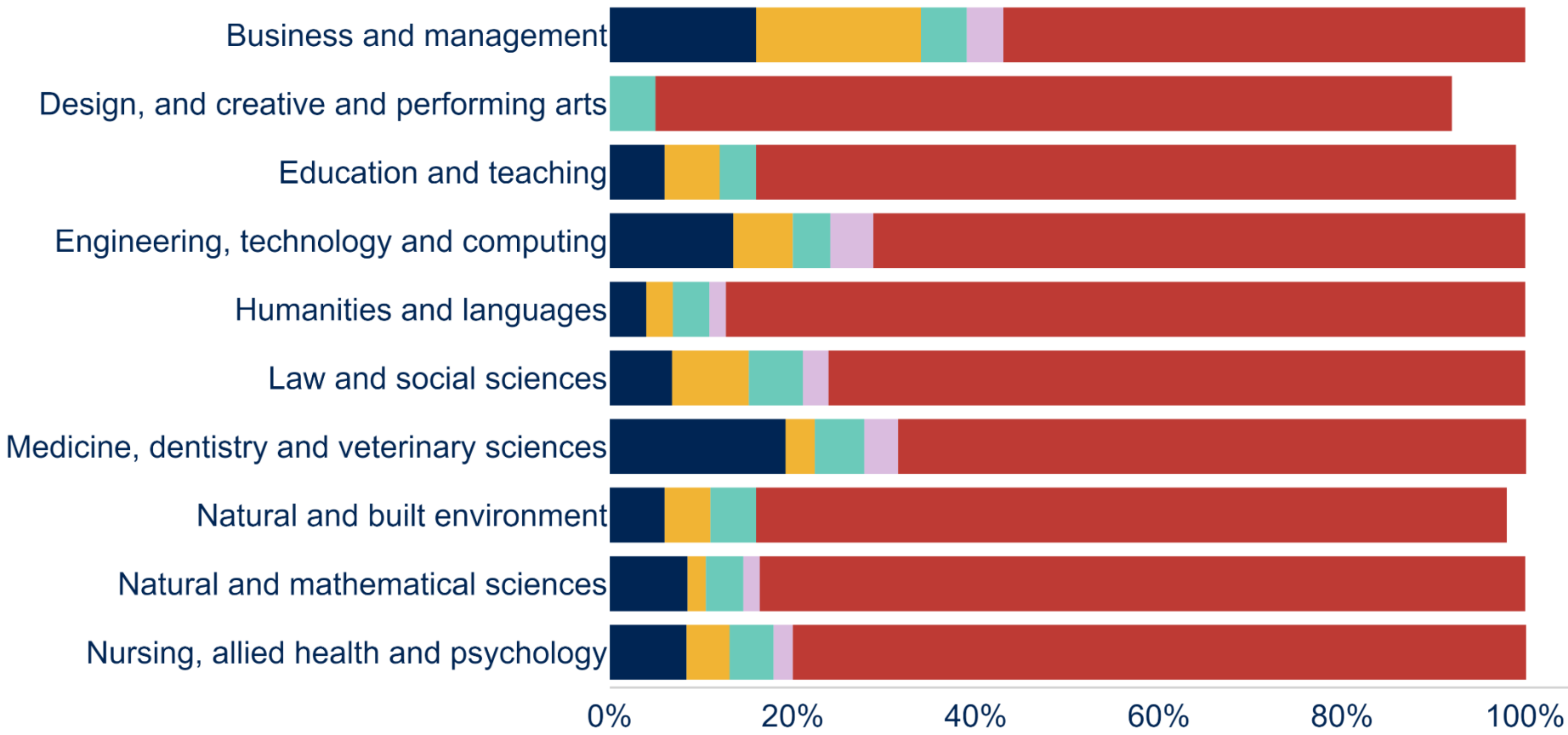


Excluding white





Entrants to postgraduate research courses in 2019-20 by ethnicity and broad subject area



Proportion of entrants

Asian Black Mixed Other White

Source: OfS Equality and Diversity dataset (June 2021).

Note: ethnic groups within subject areas where there are fewer than 23 entrants are not presented, meaning not all bars will sum to 100%





PGR funding competition

What's the issue?

- Underrepresentation of Black, Asian and minority ethnic students in PGR study (**17.2%**) when compared to undergraduate (**24.7%**) and taught postgraduate (**22.6%**) study.
- Supporting access and successful participation for Black, Asian and minority ethnic students is crucial – improve opportunities, increase flow of talent into academic careers, address attainment gaps

Our response

- OfS and Research England launched funding call in Oct 2020
- **Overall aim:** To improve access and participation for Black, Asian and minority ethnic groups in postgraduate research study



PGR funding competition

- High quality, diverse and innovative portfolio of projects that deliver and demonstrate activities across different types of providers, places, approaches, academic subjects, across Black, Asian or minority ethnic groups, and stages of the PGR student lifecycle.
- Engagement with Black, Asian and minority ethnic groups a fundamental aspect of the programme
- **£8 million** available overall, funding for up to **4 years**
- Expert panel to make recommendations for funding a portfolio of bids and to act as a steering group for the programme
- Independent evaluation of the programme
- Projects to start **Sep 2021**

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