

FACE [www.weareface.uk](http://www.weareface.uk)

**“Launched summer 2020, the goal of FACE is to embed culture and diverse perspectives into the curriculum. FACE demands acknowledgement of the contribution of Black culture and creativity, to history, society and of course to fashion.”**



FACE: 70 members nationwide. Institutions including, Edinburgh, Northumbria. Leeds, Manchester, Liverpool John Moores, Ulster, Nottingham, Derby, Cardiff, Kingston, CSM, London College of Fashion, Royal College of Art, Chelsea, Southampton, Brighton, Falmouth

# FACE

Formed to challenge the lack of Black and Brown academics in the system, which directly impacts the experience of all young creatives but especially Black and Brown students

**“Recruitment of Black staff is directly linked to the recruitment of Black students.”**

**A diverse teaching staff benefits ALL students.”**

## **Compelling the NSS to act NOW**

**FACE require the NSS (National Student Survey) to include culture, diversity and equality in their assessment criteria. While these aspects of learning are omitted in the evaluation metrics, race remains ignored. Engage [here](#)**

# FACE Excellence Prize with Graduate Fashion Forum 2021



The image is a screenshot of a Vogue article page. At the top left is a hamburger menu icon. In the center is the 'VOGUE' logo. At the top right is a 'SUBSCRIBE' button. Below the logo is a 'RUNWAY' category label. The main content area features a large photograph of two models in a field, wearing dark, layered garments with intricate details. To the right of the photo is the article title: 'Meet the Founders of the UK's Black Excellence Prize— And Its First Winner Joy Julius'. Below the title is a horizontal line, followed by the author's name 'BY SARAH MOWER' and the date 'June 22, 2021'.

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## Meet the Founders of the UK's Black Excellence Prize— And Its First Winner Joy Julius

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BY SARAH MOWER  
June 22, 2021

# Campaign *See my FACE*

- Survey of  $n= 881$  students from over 50 different institutions. Four questions, answered on a Likert scale (a rating of one to five) evaluated answers to the following...

**I was taught by a diverse, unbiased and inclusive teaching body.**

**I felt my academic progression was impartial, unbiased and equal.**

**I felt able to study a diverse, unbiased and inclusive curriculum.**

**I felt part of a diverse, unbiased and inclusive culture.**

## **Degree attainment**

- 81% of white students received a first or 2.1.
- 68% of students labelled BAME received a first or 2.1
- This illustrates a -13% attainment gap.
- However, when BAME is broken down for transparency we can see the gap widening to
- -19% for students of Caribbean heritage.
- -23% for students of African heritage.

# Campaign *See my FACE*

- We also asked...
- “Please add any further insight into your lived experience as a student in relationship to “Race”. How, for example has “Race” impacted (if at all) your ability to study?
- 480 students responded
- Four main themes are documented

# Theme 1: How do we experience our race?

- In a white environment, race difference is experienced as a highly visible aspect of identity in higher education, bringing with it a cargo of discomfort and injustice involving reduced mentoring, less resources and less tutor interest.
- Meanwhile white students, rarely noticing their race or the privileges it confers, did not equate whiteness with struggle.

## Theme 2: My learning has been curated through a white lens

- Fear that grades would be affected if white/non-minoritised academics didn't "understand", compromised approach, output and confidence for minoritised students.
- Industry racism is ignored, leaving minoritised students with the stressful responsibility to educate others including staff.
- White/non-minoritised learners are also dissatisfied with the lack of knowledge from academics and flag up race equality learning and knowledge as an obvious anti-racist tool for future proofing the industry .

## Theme 3: The absence of Black and Brown academics

- Lack of any relationship with a Black or Brown/minoritised academic who understands, leaves minoritised students feeling unsupported, resulting in anxiety, isolation and distress.
- The lack of academic cultural competency is also seen when white/non-minoritised peers are not challenged by white/non-minoritised academics for behaviours including appropriation.



## Theme 4: Aggression – the observed behaviours of white teachers and students.

- Rude and uncooperative teaching environments; outright racial slurs and offensive verbal utterances with white/non-minoritised academics repeatedly protected by the system,
- Minoritised students assess damage to their mental health and wonder if they can complete their education.

FACE have come to the view that student surveys that omit to ask race-aware and race-equality questions create false positives.

To spell it out: it is only when race questions are included as specifics, that the psychological and educational deficit for minoritised learners is clearly exposed.

*Pascal Matthias co-founder FACE senior teaching fellow Southampton University*

# Race-ignorance and racism to hide in plain sight

- The planned new iteration of the Teaching Excellence Framework, to the extent that it draws on national data, bakes in this problem. Scrutiny of student outcomes, even when split by demographic, cannot shed a light on the lived learning experience of Black and Brown
- In facilitating institutional opportunity to comment on, or produce their own evidence, pertaining to disparity between different student groups to address race-inequality and racism, this system presides over indirect exposure of the problem and less effective regulation.

Unless the criteria for teaching excellence explicitly includes 'decolonisation and broader cultural perspectives' as a measurable - the TEF is redundant when tackling questions on diverse teaching.

Without a question about 'quality of teaching diverse, varied subjects in positive and diverse teaching environments' included within the TEF and directly taken from the NSS there is no mechanism to measure qualitative data in relation to the EDI agenda.

*Andrew Ibi, Co founder FACE, Programme Leader Liverpool John Mores University, Visiting Professor Middlesex*

By transforming student 'loans' for most, into a working-life-long graduate tax, the latest changes to the Student Loan Repayment Threshold will disproportionately affect Black students because education for minoritised students does not equate to income parity.

Reinforcing the racial wealth gap, will effectively put an education cap on race.

- *Sharon Lloyd, Co founder FACE, Course Leader Solent University & DEI Co-Chair British Beauty Council*

- Ends