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Birmingham City University (BCU)
and University for the Arts London (UAL):

Ethnic Representation Index

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Executive Summary

It is over four years since Universities UK published its report uncovering “institutional racism” in British universities. Higher education promised to do more. The purpose of the Ethnic Representation Index (ERI) – launched in 2022 – is to create a consistent methodology and agreed metrics to measure progress, while examining belonging and inclusion among Black, Asian and Minority Ethnic (B.A.M.E) staff and home students¹.

This document builds on last year’s Index, to provide a more holistic overview of representation across the sector in the 2022-2023 academic year. The Index does not include international students.

The Index’s third iteration reveals that progress has been made. B.A.M.E representation among university staff, for instance, has become more proportional to students. Disparities in the university experience between B.A.M.E students and their White peers has considerably narrowed. This is very encouraging. However, problems sadly remain when it comes to rising ethnicity pay gaps, student awarding gaps, and B.A.M.E representation among senior university executive board members. This is less encouraging.

Nevertheless, the authors of this report believe further swift progress can be made. Our aspiration in measuring universities in a league table-style format is to show institutions how they can learn from the best approaches and make swift progress together, and we are heartened to see previously poorly-performing institutions climbing the league table.

The ERI can be viewed interactively [here](#).

For universities in England, the headline findings from this year’s report are as follows:

Home Students

- The proportion of B.A.M.E students at undergraduate, postgraduate taught level, and research level increased this year by 0.4, 1.4 and 0.2 percentage points, respectively. Total representation at each level is 33.3%, 26.9%, and 22.5%.
- Among Black students, in particular, there was a slight increase in numbers studying at undergraduate and postgraduate taught levels of 0.1 and 0.2 percentage points, respectively, while Black representation at postgraduate research level remained the same. Total representation at each level is 9.6%, 8.6% and 7.4%.
- Roughly 20% of universities have a B.A.M.E student population of 50% or more, and 35% of universities have a B.A.M.E student population of over 40%.
- The access gap ratio (B.A.M.E student representation relative to the local community) is positive. B.A.M.E enrolment exceeds regional B.A.M.E populations at 91% of universities, with students by and large reflective of local demographics.

Staff

- The average ethnicity pay gap, which measures the average gap across all university staff, including academic and professional services staff, increased to 6% (from 5.6%)
- Over the past year, B.A.M.E representation has on average increased among academics (to 20.2%), professors (to 15.1%) senior managers (to 9.1%), professional services staff on lower grades (to 20.2%) and governors (to 17.5%). However, B.A.M.E representation has fallen among executive board members (from 7.7% to 7%).

¹ The ERI examines data from home students only i.e. those resident and “settled” in the UK

- Among Black staff, in particular, representation among academics (3.7%), professors (1.6%), senior managers (1.5%), professional services staff on lower grades (6.7%), and governors (4.8%) increased from last year. However, Black representation among executive board members fell to 0.7% from the previous Index (a 50% decrease).
- 52 universities surveyed have received a Race Equality Charter (REC) award. Among them, 75% increased the proportion of B.A.M.E academic staff relative to students, and 65% increased the proportion of Black academics relative to students.

Outcomes

- The B.A.M.E awarding gap (the difference between the number of White and B.A.M.E students awarded a first class or 2:1 degree) was on average 14.1%, a 1.8 percentage point increase. Moreover, for Black students the gap increased from 19.3% to 21.6%.
- According to National Student Survey (NSS) data, B.A.M.E students, on average, report a less positive experience than White peers (a disparity of between 0.3% and 0.5%). By contrast, Black students on average tend to report a more positive experience than White peers (-1.7% for teaching, -1.7% for assessment, -0.2% for academic support).
- B.A.M.E graduates are less likely to progress into employment or further study after completing their degree than White peers, though this marks an improvement of 0.4 percentage points this year. Black students, by contrast, are 0.9 percentage points less likely to progress into employment or further study than White peers.
- The disparity in continuation rates between B.A.M.E and White students (the proportion of students who continue their studies into a second year) was 1.3 percentage points. The disparity in completion rates between B.A.M.E and White students (the proportion of students who can be tracked through to the end of their qualification) was 2.7 percentage points.
- For Black students, the disparity in the continuation rate was 2.5 percentage points, while the disparity in the completion rate was 4.5 percentage points.

For universities in Scotland, the headline findings from this year's report are as follows:

- The proportion of B.A.M.E students at undergraduate level (11.6%) is surpassed at postgraduate level (14.1%) and at postgraduate research level (16%). In England, by contrast, the B.A.M.E student population tends to decrease at postgraduate level.
- The B.A.M.E awarding gap (the difference between the number of White and B.A.M.E students awarded first class or 2:1 degrees) is 12.1%, up from 10.3% the previous year. Among Black students the awarding gap increased from 20.2% to 39%.
- Average B.A.M.E representation increased among academics (to 15.4%), remained unchanged among professors (12.2%), decreased slightly among senior managers (to 3.2%), increased among professional services staff on lower grades (9%), increased slightly among governors (to 8.1%), and increased among executive board members (to 4.2%), the latter a 2.9 percentage point increase.
- Black representation increased among academics (to 2.5%), professors (to 1.6%), senior managers (to 0.4%), professional services staff on higher grades (to 1.3%), governors (to 2.9%), but remained at 0% among executive board members.
- The average ethnicity pay gap was 1.9%, to the disadvantage of B.A.M.E staff.

The Ethnic Representation Index (ERI)

The Ethnic Representation Index (ERI) was designed to help universities make progress to address institutional racism. The ERI captures data on the representation and experience of Black, Asian and Minority Ethnic (B.A.M.E) staff and students in higher education in England and Scotland. It measures and appraises performance across a range of metrics.

The Index is based on four principles:

1. Proportional representation of B.A.M.E students and staff in academic, professional services, governance and leadership positions.
2. The principle of equity in student experience, opportunities and outcomes.
3. Student populations as a reflection of social mobility in the location in which the institution is based.
4. The strategic initiatives by institutions to root out systemic racism and improve inclusion.

As with previous reports, the significant disparities between Black and B.A.M.E group outcomes (e.g. with respect to student experience), means two indexes are presented: a B.A.M.E Index and a more specific Black Index. We have built both with the indicators listed below, grouped into 3-categories: staff, students and outcomes.

- The “student” category covers representation at every academic level: undergraduate, postgraduate taught, and postgraduate research, along with data on B.A.M.E student populations relative to the regional B.A.M.E population in which a university is based.
- The “staff” category covers proportional representation among academics, professional services staff, executive board members, and governors, along with data on ethnicity pay gaps.
- The “outcomes” category covers average student completion, award, progression and continuation data, and compares data for B.A.M.E and Black students. In addition, it presents National Student Survey (NSS) data that covers the 2022-23 academic year without presenting information on its statistical significance.

For each Index, we have created a red-amber-green (RAG) ranking system, which invites universities to consider relative performance on equity, representation, and outcomes as it relates to ethnicity. Each data point for a university is presented in the Index². Data from institutions in England and Scotland are analysed separately.

This year we have incorporated the use of ‘arrows’ on each data field. The arrows show whether institutions have improved or not on each measure, when comparing this year’s Index data to the previous year’s (an up arrow indicates that an institution has improved, a down arrow indicates it has got worse, and an equals sign indicates where an institution has stayed the same). Rather than simply looking at raw figures, the direction of these arrows is dictated by the same calculations that determine the RAG ratings on the dashboard as a comparison of this year against last year. A fuller definition along with the data sources used to populate the rankings are provided in [Appendix D](#).

² The ERI can be viewed interactively here:
<https://url.uk.m.mimecastprotect.com/s/BUNoCA9D8sY2rOPFGf6UGnC3T?domain=public.tableau.com>

Observations from the Ethnic Representation Index (ERI)

Below, we have provided more detail for each category: students, staff, outcomes.

Students

i. Student demographics and access

On average, the proportion of B.A.M.E students at undergraduate level is 33.3%, a slight increase of 0.4 percentage points from last year. Moreover, 23 universities in England (more than 21%) have a B.A.M.E student population of over half, while 33% of universities in England have a B.A.M.E student population of more than 40%. The B.A.M.E student population also increased slightly at postgraduate taught level (26.9%) and postgraduate research level (22.5%), increases of 1.4 and 0.2 percentage points, respectively.

14 universities have a Black student population of over 20%. London South Bank has the highest (27.7%). Numbers of Black students in English universities increased. There was, for instance, a slight proportional increase in the student population at undergraduate level (9.6%) and postgraduate taught level (8.6%), a 0.1 and 0.2 percentage point increase, respectively. The proportion of Black postgraduate research students (7.4%) remained unchanged.

With respect to the access gap and access gap ratio, universities performed generally well.³ This year's Index found that B.A.M.E enrolment exceeded regional B.A.M.E populations at 91% of universities. This is an increase of 1 percentage point from last year, reflecting the continued success of university access programmes.

Among Black students, however, data obtained from UCAS shows more work needs to be done. The Black offer gap, for instance, remains persistently high. 63% of universities analysed in England are less likely to make Black students an offer to study when they have the same entry profile as other applicants, no change from the previous year.

Staff category

ii. Academic and Professional Services presentation

The Index finds average B.A.M.E student representation at undergraduate level (33.3%), postgraduate level (26.9%), and postgraduate research level (22.5%) is not matched by B.A.M.E representation among academics (20.2%) or professors (15.1%). Nor does B.A.M.E representation among professional services staff reflect the student body. On average, 9.1% of senior managers are B.A.M.E, while 20.2% of professional services staff (below Spine Point 30) and 14.3% of professional services staff (at or above Spine Point 30) are B.A.M.E.

That said, we are encouraged by the fact that the proportion of B.A.M.E staff is more reflective of the B.A.M.E student body than the previous Index. And when it comes to Black representation there are encouraging signs, too. Average Black student representation is 9.6% at undergraduate level, 8.6% at postgraduate level, and 7.4% at postgraduate research level. By contrast, 6.7% of professional services staff on lower grades, 3.7% of academics, 1.6% of professors, and 1.5% of senior managers are Black, each an increase on the previous Index.

³ Two metrics are provided in the Index: the Access gap and the Access gap ratio. The latter is employed for future ranking calculations and the former for information. The Access gap ratio represents the ratio of the BAME/ Black Access gap relative to the regional BAME/ Black composition. As ethnic diversity varies regionally in England, these metrics assess university ethnic compositions as a reflection of the ethnic compositions of the local area in which they are based

⁴ Calculations are based on prescribed approaches universities use.

Progress narrowing the ethnicity pay gap has been less encouraging⁴. The gap skews toward White staff by 6% on average, an increase of 0.4 percentage points from the previous Index. The most significant gaps were at the University for the Creative Arts (27.4%) and City University London (20.5%). This is disappointing and more work needs to be done.

iii. Governor and Executive board member representation

B.A.M.E representation among governors increased to 17.5%, a 3.6 percentage point increase from last year's Index and a 7.4 percentage point increase over two years. The University of the Arts London has the largest B.A.M.E representation among governors, at 39.1%. In addition, the number of Black governors increased by 0.8 percentage points to 4.8% overall. Manchester Metropolitan University recorded the highest representation (18.5%). These are encouraging figures, though the numbers do not yet reflect the undergraduate population.

Less encouraging, however, are figures for B.A.M.E representation among executive board members, which fell on average from 7.7% to 7%. Similarly, representation among Black executive board members fell to 0.7%, a decline of approximately 50%. Senior leaders set the strategy for universities, including on issues related to race and representation, so this is particularly disappointing. The University of East London recorded the highest B.A.M.E representation among executive board members, at 44.4%.

Outcomes category

iv. Student outcomes

According to NSS data, B.A.M.E students tend to be less satisfied with the university experience than White peers. However, these figures improved last year. There is a 0.5 percentage point difference for teaching, 0.3 percentage points for assessment, and 0.4 percentage points for academic support, an improvement from 2.6, 2.2 and 1.2 percentage points, respectively. Among Black students, the overall student experience is on average slightly better than for White students (-1.7% for teaching, -1.7% for assessment, and -0.2% for academic support). Universities should be proud of what they have achieved.

Less encouraging is the B.A.M.E awarding gap (the difference between the proportion of White students and B.A.M.E students awarded a first class or 2:1 degree). There is an average gap of 14.1%, up from 12.3%. Indeed, 16% of universities in the Index had a B.A.M.E awarding gap of over 20%, while 76% of universities had a gap of over 10%. The universities with the lowest B.A.M.E awarding gaps were the University of Durham (1.3%), the University of Bath (1.9%), and the University of Oxford (2.4%). Among Black students, the gap is even greater, now 21.6%, up from 19.3% in the previous Index, with 50% of universities recording an awarding gap of over 20% for Black students. The universities with the lowest gaps are the University of Durham (1.5%), Imperial College (2.6%), and the University of Oxford (4.6%).

In addition, Black and B.A.M.E students tend to be less likely to continue with their degrees. The continuation gap between B.A.M.E students and White peers (the proportion of students who continued their studies into a second year) is on average 1.3% for B.A.M.E students and 2.5% for Black students, a decrease from the previous Index. Among B.A.M.E students, two universities had continuation gaps of over 10%, Bath Spa University (12.2%) and St George's University of London (12.2%). The biggest gaps reported for Black students were at St. George's University of London (17.4%) and St. Mary's University of Twickenham (13.9%).

In addition, B.A.M.E and Black students tend to be less likely to complete their degrees than White peers. Universities, on average, reported a completion gap of 2.7% and 4.5%, respectively. Universities with the biggest completion gaps for B.A.M.E students include the University of Suffolk (16.8%), the University of Buckingham (11.3%), and St. Mary's University of Twickenham (11.2%). Universities with the biggest completion gaps for Black students include the University of Buckingham (18.5%), St. Mary's University Twickenham (17.4%), and Falmouth University (16.6%).

The progression gap (the percentage difference between B.A.M.E or Black graduates and their White peers in professional employment or further study 15 months after a qualification has been awarded) is 2.5% for B.A.M.E students and 0.9% for Black students. Nearly 10% of English universities included in the Index have a progression gap of more than 10%, with the University of Suffolk and the University of Buckingham reporting the highest gaps at 19.4% and 16.3%, respectively. A summary of student outcome gaps is presented in figure 1.

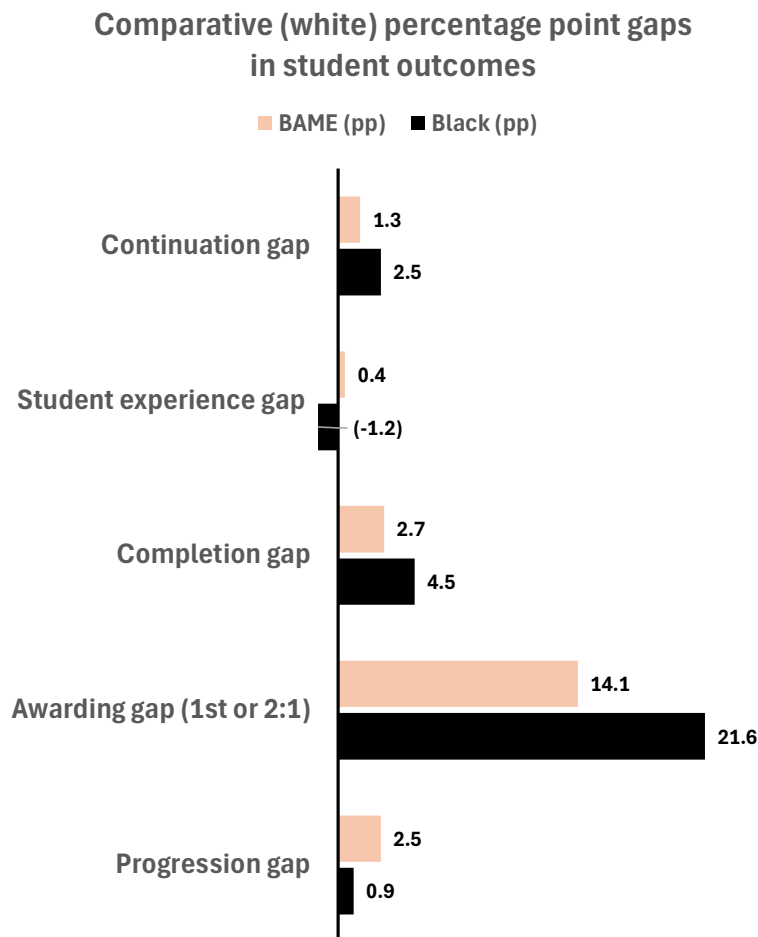


Figure 1. Summary of average outcomes for B.A.M.E and Black students (%)

Observations from universities in Scotland

Statistics on B.A.M.E staff representation at Scottish universities is generally more positive than in England. B.A.M.E students comprise 11.6% of the student body at undergraduate level in Scotland. This is reflected by the proportion of B.A.M.E academics (15.4%) and professors (12.2%). However, this parity is not reflected at higher levels of management and governance. Only 3.2% of senior managers and 8.1% of governors are B.A.M.E. Indeed, the proportion of B.A.M.E senior managers fell slightly this year. Nor is the proportion reflected at executive level where B.A.M.E executive board members comprise only 4.2% of the total. However, the latter figure does reflect a 2.9 percentage point increase from the previous Index. Similarly, Black staff also tend to reflect the proportion of Black students, who comprise 2.2% of students at undergraduate level. For instance, 2.5% of academic staff, 1.6% of professors, and 2.9% of governors are Black. But this parity is not reflected at senior levels either. 0.4% of senior managers are Black (though this represents a 100% increase from last year's Index), while no executive board members in Scotland are Black. In Scotland, the ethnicity pay gap is narrower than for English universities, but still 1.9% to the detriment of B.A.M.E staff.

In addition, in Scotland, we see an increase in the proportion of B.A.M.E students as we ascend through levels of academic progression. 11.6% of undergraduate students in Scotland are B.A.M.E and the proportion increases at postgraduate level (14.1%) and postgraduate research level (16.2%). The same can be said for Black students, who comprise 2.2% of the student body at undergraduate level, 3.8% of students at postgraduate level, and 5.8% of students at postgraduate research level. In English universities B.A.M.E representation tends to decrease among students at postgraduate and postgraduate research levels. Disappointingly, however, three quarters of Scottish universities have a B.A.M.E awarding gap of over 10%. Moreover, 81% of Scottish universities have a Black awarding gap of over 25%.

The fourth domain: engagement with the anti-racism agenda

Besides those outlined above (staff, student, outcomes), the Index includes a fourth category: universities' engagement with initiatives to tackle racism and promote inclusion within higher education. The importance of this indicator cannot be overstated. It signals the intention of a university leader to tackle racism and inequalities, a problem that demands considered thought and strategy. Moreover, the initiatives provide a structured, expert-informed way to approach that work. This includes external accountability, which demonstrates a university's commitment to transparency and enables students and others to scrutinise the work.

Our report finds 63% of universities surveyed have a decolonisation initiative (the process of freeing an institution from the cultural or social effects of colonialism), while 35% have a specific anti-racism strategy. Moreover, 70% of universities have signed up to Advance HE's Race Equality Charter with 52 institutions receiving an award (Bronze and Silver) at the time of writing.⁵ The Charter is a banner of inclusivity and anti-racism and provides a way for institutions to reflect on institutional and cultural barriers that face ethnic minority staff and students.

Of the 52 universities that have achieved an REC award, 77% improved the proportion of B.A.M.E academic staff relative to students, but the gap widened for 19% of holders. For professors, 48% of REC award holders increased the proportion of B.A.M.E professorial staff relative to students, but the gap widened for 38.5% of holders. In addition, 65% of REC award holders increased the proportion of Black academics relative to students, but the gap widened for 27% of holders. For Black professors, approximately the same number of award holders (~40%) increased and decreased the proportion of staff relative to students.

⁵ <https://www.advance-he.ac.uk/equality-charters/race-equality-charter>

Interestingly, the picture is varied for professional services staff. For professional services senior management, the proportion of B.A.M.E staff relative to B.A.M.E students decreased in 54% of REC award holders and increased for 31% of holders. For professional services staff on lower grades, the proportion of B.A.M.E staff increased in 42% for REC award holders, decreasing in 29%. For Black professional services staff at Senior Management, medium, and lower grades, the proportion of staff relative to Black students decreased by 44%, 29% and 38% respectively for REC award holders. Increases were noted at 35%, 23% and 27% respectively. Nevertheless, the findings of the Index suggest universities holding REC awards have increased representation among B.A.M.E and Black academic staff, though representation for professorial staff showed a mixed picture. These are encouraging signs, especially for academic representation.

Conclusion

This year's Ethnic Representation Index shows that progress has been made addressing the issue of B.A.M.E staff representation as a reflection of the student body and the disparity in student experience between B.A.M.E students and White peers. Nevertheless, there are significant problems to address when it comes to ethnicity pay gaps, student awarding gaps, and B.A.M.E representation at executive level. Figures 2 and 3 (below) highlight the various levels of underrepresentation within the sector, though there are signs of improvement from the previous Index. While it is good to see B.A.M.E and Black staff representation increase, the ethnicity pay gap increased, too. Universities evidently need to do more to ensure the progression of B.A.M.E staff is reflected in fair financial remuneration. It is our hope that further progress will be made in each area highlighted, and urgently where universities are poorly performing.

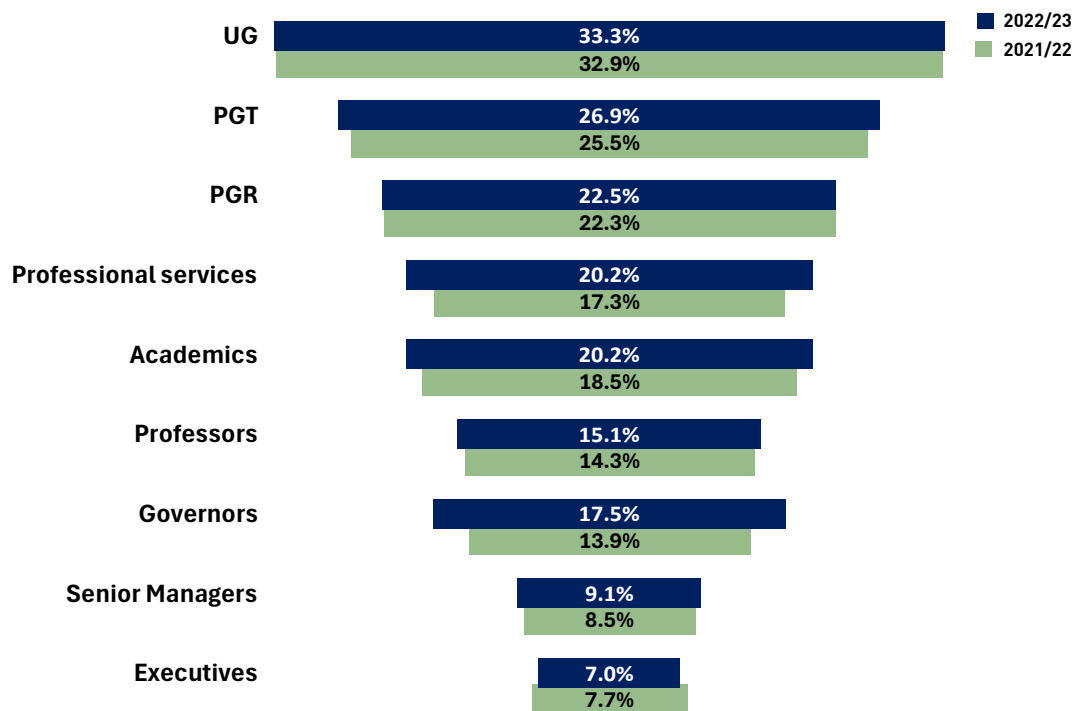


Figure 2. B.A.M.E representation across students, staff and governor levels

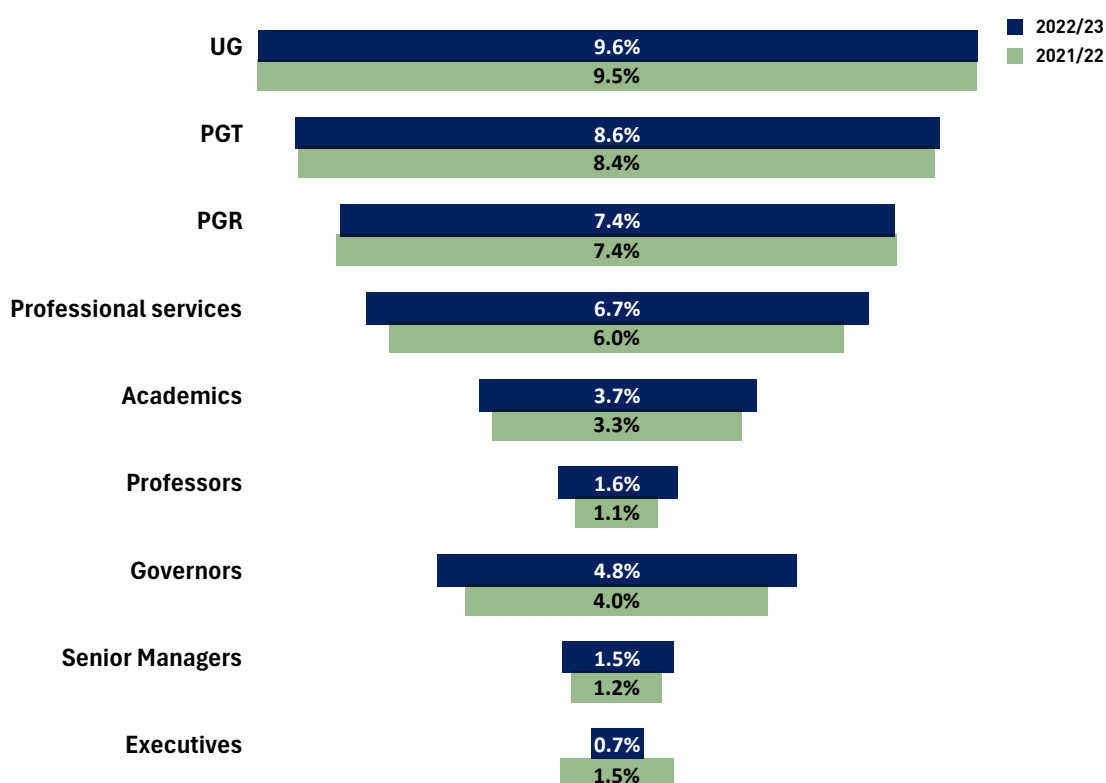


Figure 3. Black representation across students, staff and governor levels

The ERI overall ranking shows the University of Essex is the only university to have achieved a top 25% ranking across all three categories (staff, students and outcomes), with the University of Worcester, St Mary's University Twickenham, Leeds Art University and Hartpury University all within the bottom 25% on all three categories. See [Appendix E](#) for weightings and [Appendix B](#) for methodology.

The Index is designed to help universities better understand how they are performing against standard diversity and inclusion metrics over time, and whether programmes and initiatives put in place to tackle barriers faced by B.A.M.E students and staff are achieving their aims. By benchmarking performance against other universities, it is hoped the Index will encourage more collaboration. Those falling behind could have much to learn from universities in England and Scotland succeeding in tackling gaps in representation, access and outcomes.

It is still the case that the Index, though comprehensive, remains incomplete. Not all universities publish the relevant diversity and inclusion data needed, and Freedom of Information requests were used again this year to populate some of the Index. A more open commitment to change across the higher education sector, supported by the transparent publication of data, would do much to reassure B.A.M.E students and staff.

Appendix A

Categories and indicators – Student

Metric as a percentage	Justification
B.A.M.E/Black access gap ratio	Indicative of university admission of B.A.M.E/Black applicants
Black Offer Rate Gap*	Indicative of university 'selective admission' processes for B.A.M.E/Black applicants
B.A.M.E/Black students at undergraduate, post-graduate taught and post-graduate research	The proportion of B.A.M.E/Black staff relative to B.A.M.E/Black students is an important indicator for belonging

*An additional metric is included in the Black Index only, entitled the 'Black offer rate'. This is the university offer rate for Black applicants, less the average sector offer rate for all applicants with the same entry profile, for 18-year-old applicants only. Student offer rate data is provided by UCAS in disaggregate form (Black, White and a range of minority groups), however this is not grouped by B.A.M.E. As such, only the data for Black students was employed for this analysis. Key technical information on this gap can be viewed at [UCAS website](#).

Categories and indicators – Staff

Metric as a percentage	Justification
B.A.M.E/Black Academics, Professors, Governors, Executives, Senior management, professional services staff below Spine Point 30 and professional services staff at and above Spine Point 30	The proportion of B.A.M.E/Black staff relative to B.A.M.E/Black students is an important indicator for belonging
B.A.M.E/Black governor	Representation of B.A.M.E/Black governors as a proportion of B.A.M.E/Black student population
B.A.M.E/Black Executives	Representation of B.A.M.E/Black executives as a proportion of B.A.M.E/Black student population
Ethnicity Pay Gap	Difference in average pay for B.A.M.E/Black relative to White staff

Categories and indicators – Outcomes

Metric as a percentage	Justification
NSS Teaching B.A.M.E/Black Gap	Satisfaction indication for B.A.M.E/Black students relative to White students
NSS Assessment B.A.M.E/Black Gap	
NSS Academic Support B.A.M.E/Black Gap	
B.A.M.E/Black Award Gap	Indication of academic outcomes
B.A.M.E/Black Progression Gap	
B.A.M.E/Black Completion Gap	
B.A.M.E/Black Continuation Gap	

Appendix B

Methodological notes

Associated data was obtained from the following sources: 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. Student data is for home students only.

For each table, a blank square represents that no data was submitted to HESA or OfS for that specific indicator. In this case, moving the cursor over the specific blank square will indicate 'No data'.

HESA's Rounding Methodology states that percentages should not be possible if they are fractions of a small group of people (fewer than 22.5). As such, where any data from the Higher Education Statistics Agency (HESA) does not meet this threshold, a 'low' value is assigned. This assignment applies even if the value submitted to HESA is zero, which is true of numerous institutions.

All data presented in the tables detail the percentage values per indicator for each institution. RAG flags visually present the relativity based on ethnic composition and metric thresholds. For indicators on academic, professorial, executive and governor composition, the RAG flags are presented relative to student composition.

Examples include:

- A red flag where academic composition is less than the student composition by more than 5%, an amber flag where composition is between 0.1% and 4.9%, and a green flag where composition of academics is equal or greater than the student composition.
- RAG flags for the awarding and continuation gaps, and for NSS data are based on standard deviations for each metric. Amber for variations between 0% to the first standard deviation and red above the first standard deviation. Green for values that are equivalent or above.
- RAG flags for the ethnicity pay gap are set at $\pm 2\%$ for green flags, an amber flag between $\pm 2.1\%$ and $\pm 6\%$, and a red flag above $\pm 6.1\%$.
- Where institutions have initiatives such as a decolonisation scheme, this is flagged in green, otherwise as red.
- The thresholds for RAG flags per indicator are detailed in [Appendix C](#) and a guide for using the interactive ERI dashboard is provided in [Appendix D](#).

Lastly, each institution is assigned an overall RAG rating for each of the 3-categories: staff, students, outcomes. The list of indicators used for the overall rating is detailed in [Appendix E](#). For the staff category, four indicators are used, with the highest weights assigned to academic and senior management representation. For the students category, weights are assigned for the ratio between students and academic staff (an indicator for the Offer Rate gap was assigned weighting for the Black Index only). Lastly, for the outcomes category, six indicators are used for the overall ranking, with the awarding gap given the highest weighting. Other indicators include all three NSS indicators (weighted least in this category) as well as completion and progression. Continuation is not weighted for the overall category rank given the significant overlap with completion. However, the continuation indicator is presented in the Index to provide information on the complete student journey.

Within each category, a 'green' flag has been given to the top 25% institutions, a 'red' flag to the bottom 25%, and an 'amber' flag to the middle 50%. Each ERI overall category ranking is built on data for listed key indicators (see [Appendix E](#)) which has been normalised using Z-scores and weighted to reflect the significance of each measure to the Index.

Appendix C

Reference 2021-22

Indicator	Description	RAG flag thresholds
B.A.M.E/Black Students Data source: HESA*	Percentage of B.A.M.E/ Black UG students	No RAG used
B.A.M.E/Black Academics Data source: HESA*	Percentage of B.A.M.E/ Black UG students relative to all UG students by Full Person Equivalent (FPE)	A red flag is given where the academic composition is less than the student composition by more than 5%, an amber flag if the composition is between 0.1% and 4.9% less and a green flag if the composition of academics is equal or greater than the student composition.
B.A.M.E/Black Professors ** Data source: HESA*	Percentage of B.A.M.E/ Black UG students relative to all UG students by Full Person Equivalent (FPE)	
B.A.M.E/Black governors Data source: HESA Purchased Data***	Percentage of B.A.M.E/ Black governor members	
B.A.M.E/Black Executives Data source: via Freedom of Information Request	Percentage of B.A.M.E/ Black executive members	
B.A.M.E/Black Senior Managers Data source: HESA Purchased Data***	Percentage of B.A.M.E/ Black Senior Managers	
B.A.M.E/Black Professional Services staff below Spine Point 30 Data source: via Freedom of Information Request	Percentage of B.A.M.E/ Black Professional Services staff below Spine Point 30	
B.A.M.E/Black Professional Services staff at, and above, Spine Point 30 Data source: via Freedom of Information Request	Percentage of B.A.M.E/ Black Professional Services staff at, and above, Spine Point 30	
Ethnicity pay gap Data source: via Freedom of Information Request	Average difference in pay between B.A.M.E staff and White staff.	RAG flags for the ethnicity pay gap are set at $\pm 2\%$ for green flags, an amber flag between $\pm 2.1\%$ and $\pm 6\%$, and a red flag above $\pm 6.1\%$.

Indicator	Description	RAG flag thresholds
B.A.M.E/Black Award Gap Data source: Office for Students APP Monitoring Dataset**	Percentage difference between B.A.M.E/Black and white students in achieving 1st and 2:1	A green flag is given where the B.A.M.E/Black student rate is higher than or equivalent (0%) to White student equivalent, amber for variations between 0% to the first standard deviation and red above the first standard deviation.
B.A.M.E/Black Continuation Gap Data source: Office for Students APP Monitoring Dataset**	Percentage difference between B.A.M.E/Black and white students continuing their study one year and 14 days after they started	B.A.M.E standard deviations (6.3% award gap and 3.3% continuation gap and 3.4% completion gap and 5.8% progression gap);
B.A.M.E/Black Completion Gap Data source: Office for Students APP Monitoring Dataset**	Percentage difference between B.A.M.E/Black and White students completing a higher education qualification	Black standard deviations (8.1% award gap and 4.1% continuation gap and 4.6% completion gap and 6.8% progression gap);
B.A.M.E/Black Progression Gap Data source: Office for Students APP Monitoring Dataset**	Percentage difference between B.A.M.E/Black and White students in professional employment, or further study, 15 months after a qualification has been awarded	
NSS Teaching B.A.M.E/Black Gap Data source: Office for Students TEF Dataset **	Satisfaction difference for B.A.M.E/Black students relative to white students	A red flag is given for scores above the first standard deviation, amber for variations between 0% and the first standard deviation and green for equivalent (0%) and above.
NSS Assessment B.A.M.E/Black Gap Data source: Office for Students TEF Dataset **	Satisfaction difference for B.A.M.E/Black students relative to white students	B.A.M.E standard deviations (3.7% teaching; 6.3% assessment and 3.7% support);
NSS Academic Support B.A.M.E/Black Gap Data source: Office for Students TEF Dataset **	Satisfaction difference for B.A.M.E/Black students relative to white students	Black standard deviations (3.9% teaching; 7.4% assessment and 4.5% support)
B.A.M.E/Black Access Gap Data source: Office for Students APP Monitoring Dataset**	Percentage of new UG entrants relative to its regional community	A red flag is given for negative scores and a green flag for all positive values.

Indicator	Description	RAG flag thresholds
Black Offer Rate Gap Data source: UCAS	HEI Offer Rate for Black Applicants less the Average Sector Offer Rate for all applicants with the same entry profile. This is for 18-year-old applicants only.	A red flag is given for scores less than -2%, amber between -0.1% to -1.9% and green to scores at 0% and above.
Relative B.A.M.E/Black Access Gap ratio Data source: Regional populations: ONS , Entrants: HESA Purchased Data	The Access gap ratio detailed represents the ratio of the B.A.M.E/Black Access gap relative to the regional B.A.M.E/Black composition.	A red flag is given for negative scores, whilst all positive scores are marked green.
Anti-Racism strategy Data source: via Freedom of Information Request	Institution strategy to tackle racism	Where institutions have a university-wide anti-racism or decolonisation initiative, they are given a green flag, otherwise they are given a red flag.
Decolonisation scheme Data source: via Freedom of Information Request	University/Departmental initiative	
REC member Data source: Advance HE	Institution signed up to the Advance HE Race Equality Charter	Institutions that are REC members or have a REC Bronze Award are given a green flag, otherwise they are given a red flag.
Bronze Award REC Data source: Advance HE	Award for Race Equality Charter	

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+ NSS results for these years was the only offer from the Office for Students

** Professor indicates a member of staff holding a contract which aligns with the Universities and Colleges Employers Association (UCEA) contract level 5A 'Professor'. This level indicates a senior academic appointment which may carry the title of Professor, but which does not have departmental line management responsibilities.

Appendix D

ERI dashboard guidance

We have developed a new interactive dashboard for this year's Ethnic Representation Index. We hope it proves straightforward to navigate, but we have outlined some of the general functionality and a few hints and tips below:

- The ERI dashboard will default to the new 2024 B.A.M.E. index for English providers upon loading and will show data for all metrics.
- The three columns immediately adjacent to the institution's name indicate the overall RAG rating that has been assigned in the staff, students and outcomes categories.
- The Black Ethnic Representation Index will appear by switching the ethnicity filter at the top of the screen from B.A.M.E to Black using the drop-down option.
- The Table View filter can help limit the amount of data you see on the screen. Although the default is to show all data (Full Table), you will have the option to see data for each category (staff, students, outcomes, initiatives), or to see just the category RAG ratings (Quick View).
- You can use the provider filter to search for specific institutions or use the country and / or region filter to change the results that are presented on screen.
- The provider type filter allows you to switch to show small specialist institutions.
- The year filter lets you see the results of the ERI published in 2023 and 2022.
- You can change the sort order of the dashboard by clicking on any of the columns and choosing to sort in ascending or descending order.
- For added context, click the 'view averages' button to see the average for each metric. This will recalculate based on the filters you apply. Click on the 'Back to ERI Dashboard' to return to the main dashboard screen.
- This year we have incorporated the use of 'arrows' on each data field. The arrows show whether institutions have improved or not on each measure, when comparing this year's Index data to the previous year's (an up arrow indicates that an institution has improved, a down arrow indicates it has got worse, and an equals sign indicates where an institution has stayed the same). Rather than simply looking at raw figures, the direction of these arrows is dictated by the same calculations that determine the RAG ratings on the dashboard as a comparison of this year against last year.

We can take the Academics (%) measure as an example, to clarify what is behind each dashboard element:

- The Academics (%) column displays the percentage of B.A.M.E. Academic staff (or black Academic staff, depending on how the ethnicity filter has been set) at each institution.
- The RAG rating is set by calculating the difference between B.A.M.E. (or black) Academic staff and B.A.M.E. (or black) students as a means of assessing how well the student population is reflected in its staff.
- The arrows compare the results of the RAG rating calculation for this year and last year and are set according to whether an institution has got better or not.

It's worth noting that some measures, such as ethnicity pay gap, have some additional complexity as the RAG rating does not follow a linear scale. For this specific measure, a gap between -2 and 2 is green and either of side of that will move through amber and red. This non-linear scale will similarly be reflected in the direction of the arrow that's applied. As an example, an institution with an Ethnicity Pay Gap that goes from 3 (amber) in 2023 to -1 (green) in 2024, a difference of 4, will have an up arrow to indicate improvement. Another institution with an Ethnicity Pay Gap that goes from 1 (green) in 2023 to -3 (amber) in 2024, also a difference of 4, will have a down arrow to reflect the move from green to amber.

- The dashboard contains a lot of data, so we recommend viewing it on a larger screen.
- If you are using a mobile device, we recommend viewing the dashboard in landscape mode.

The interactive Index can be viewed [here ERI 2024](#).

Appendix E

ERI overall category rank weightings

Category	Metric	Weighting (%)	
		B.A.M.E	Black
Staff	Academics	7.5	7.5
	Professors	5	5
	Governors	5	5
	Senior Managers	7.5	7.5
Students	Access Gap Ratio	10	5
	Academic to student ratio	7.5	7.5
	Senior Management to student ratio	7.5	7.5
	Offer Rate Gap	n/a	5
Outcomes	Awarding Gap	15	15
	Completion Gap	10	10
	Progression Gap	10	10
	NSS Teaching Gap	5	5
	NSS Assessment Gap	5	5
	NSS Support Gap	5	5

ual:



BIRMINGHAM CITY
University