

ual:

Ethnic Representation Index 2023

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In 2020, a report by Universities of UK, an industry body, uncovered 'institutional racism' in British universities. Complaints about racism on campus had been downplayed and ignored. Black, Asian and Minority Ethnic (B.A.M.E) representation among staff and senior leaders did not reflect the student body. Universities promised to do more to root out racism. This year's Ethnic Representation Index (ERI), an annual appraisal of progress made by universities to do so, shows much more needs to be done, and fast. Universities are missing opportunities to take meaningful action. Progress, where made, is too piecemeal and too slow.

The Ethnic Representation Index first launched last year. It was designed to create a consistent methodology and agreed metrics to measure the progress universities are making to tackle racism, while examining belonging and inclusion among B.A.M.E students and staff. This document builds on last year's Index, including additional indicators to provide a more holistic overview of representation across the sector in the 2021-2022 academic year. The Index does not include international students.

For instance, we have included data on the ethnic composition of professional services staff, data on the proportion of B.A.M.E senior managers in academic and professional services positions, and data on the gap in progression between White and B.A.M.E students in areas such as professional employment and further study fifteen months after graduation. In addition, the ethnicity pay gap metric is updated to include the average difference between White and B.A.M.E staff. Most importantly, the Index has been expanded to include Scottish universities and specialist institutions.

The purpose of the Index is to encourage change, and the positive progress made by some institutions is proof it can be done. Our aspiration is that by measuring universities against each other in a league table-style format, universities can learn from the best approaches and make swifter progress together.

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

Students

- Roughly a quarter of universities have a B.A.M.E student population of 50% or more. A third of universities have a B.A.M.E student population of more than 40%.
- At 95% of universities, Black students are less likely to be made an offer to study when they have the same entry profile as other applicants.
- The access gap ratio (B.A.M.E student representation relative to the local community) is narrow, suggesting students tend to reflect the demographics of local populations and that university access schemes are succeeding.

Staff

- The average B.A.M.E representation among academics (18.5%), professors (14.3%), senior managers (8.5%), professional services staff on lower grades (17.3%), governors (13.9%) and executives (7.7%) falls short of average B.A.M.E student representation at undergraduate level (32.9%), postgraduate taught level (25.5%) or postgraduate research level (22.3%).
- The average Black representation among academics (3.3%), professors (1.1%), senior managers (1.2%), professional services staff on lower grades (6%), governors (4%) and executives (1.5%) falls short of average Black student representation at undergraduate level (9.5%), postgraduate taught level (8.4%) and postgraduate research level (7.4%).
- The average ethnicity pay gap is 5.2%¹ to the disadvantage of B.A.M.E staff. The ethnicity pay gap relates to the average gap across all staff employed by the university (academic and professional services). Calculations are based on prescribed approaches universities use to determine the gender pay gap.

Outcomes

- According to National Student Survey (NSS) data, Black and B.A.M.E students have, on average, a worse university experience than their White peers.
- The difference in the percentage of students who finish their degrees at a university between B.A.M.E students and White students is 2.4%. However, the completion rate is even lower for Black students, with a 4.9% disparity.

¹ Of the 71 universities that provided data via freedom of information request

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- The average difference in the number of White students and B.A.M.E students who receive first-class or 2:1 degrees is 12.3%. At some universities, this gap is even bigger, with differences exceeding 20%.
- For Black students, the awarding gap is even greater, with an average gap of 19.3%, and with 10% of universities reporting a gap of over 30% for Black students.
- At a number of universities, B.A.M.E awarding gaps persist despite institutional commitments to anti-racism strategies and curriculum decolonisation.
- The progression gap, which measures the percentage difference between White students and B.A.M.E/Black students in terms of professional employment or further study 15 months after they receive a qualification, is on average 2.9%. However, at more than 11% of universities, this gap is greater than 10%.

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 (10.8%) is surpassed at postgraduate level (12.7%) and postgraduate research level (16.5%). In England, by contrast, the B.A.M.E student population tends to decrease at postgraduate level.
- In Scotland, the B.A.M.E student population (10.8% undergraduate, 12.7% postgraduate taught, 16.5% postgraduate research) tends to reflect the proportion of B.A.M.E academic staff (13.8%) and professors (12.2%). However, this was not reflected among senior management, including senior managers (3.9%) and governors (8%).
- The Black student population (2%) tends to be reflected among academic staff (1.9%), professors (1.5%) and governors (2.7%). However, this parity was not reflected among senior management, with Black senior managers representing 0.2% of the total.
- Similar to B.A.M.E students, the average proportion of Black students represented at postgraduate teaching (3.3%) and postgraduate research (6.0%), demonstrated an increased representation concurrent with increased academic level.
- Slightly over half the sixteen (16) Scottish universities indexed have an awarding gap of over 10% for B.A.M.E students.
- Eleven of the sixteen Scottish universities indexed have an awarding gap of over 11% for Black students.
- The average ethnicity pay gap in Scotland was 1.3% to the disadvantage of B.A.M.E staff, though significantly less than in England (5.6%).

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For small specialist institutions, the headline findings from this year's report are as follows:

- In England, the composition of B.A.M.E students in small specialist universities is 15.4% for undergraduate students, 14% at postgraduate taught level, and 12.4% at postgraduate research level.
- For Black students, the average representation of the student body is 3.8% for undergraduate students, 2.9% at postgraduate taught level, and 2% at post-graduate.
- Proportionally fewer B.A.M.E students enrol at small specialist universities relative to other universities.
- For governors, B.A.M.E (18.5%) and Black (7.8%) representation is higher than larger universities by 33% and 86% respectively.

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The Ethnic Representation Index (ERI)

The Ethnic Representative Index was designed to help universities make progress addressing institutional racism. Our aim is to create a tool that will both inspire, and put pressure on, universities to act. The ERI captures the university representation and experience of Black, Asian and Minority Ethnic (B.A.M.E) students and staff in higher education institutions in England and Scotland. It measures and appraises performances across a range of metrics.

The interactive Index can be viewed here [ERI 2023 Published](#)². A guide for using the interactive ERI dashboard is provided in [Appendix B](#).

We have selected these metrics with four principles in mind:

- 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 an institution is based.
- 4 The strategic initiatives by institutions to root out systemic racism and improve inclusion.

Last year's Index has been updated to include additional metrics, providing a more detailed and comprehensive picture. For instance, among staff, the proportion of B.A.M.E senior managers in academic and professorial positions is included, as well as ethnic representation among professional services personnel, including those on JNCHES scale² spine points above 30 and less than 30. An indicator for the ethnicity pay gap (i.e. the average difference in pay between White and B.A.M.E staff) has also been included this year. For students, the Index now includes the gap in Progression between White and B.A.M.E students: the relative likelihood of being in professional employment or further study 15 months after graduation. Finally, the Index has been expanded this year to include data for Scottish universities and specialist universities.

Given the significant discrepancies between Black and B.A.M.E group outcomes, this report presents both a B.A.M.E Index and a more specific Black Index. Both Indexes are built on indicators listed in Table 1 grouped into 3-categories: staff, students and outcomes.

The 'staff' category covers proportional representation across academics, professional services, executives, and governors. It also captures information on ethnicity pay gaps.

² Joint Negotiating Committee for Higher Education Staff

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The 'student' category covers student representation at every academic level: undergraduate, postgraduate taught and research. It also captures information on B.A.M.E students relative to the regional B.A.M.E population in which the university is located.

The 'outcomes' category presents average student completion, award, progression and continuation data and compares this to the same data for B.A.M.E and Black students. It also presents NSS data that covers the 2021-22 academic year without presenting any information on its statistical significance. Information on the NSS methodology can be viewed [here](#).

For each Index, we have created a red-amber-green (RAG) ranking system. This method invites universities to consider relative performance on equity, representation, and outcomes as it relates to ethnicity. A fuller definition and data sources used to populate the rankings are provided in [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](#) ¹.

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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	

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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 Statistic 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 A](#) and a guide for using the interactive ERI dashboard is provided in [Appendix B](#).

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 C](#). For the staff category, four indicators are used, with the highest weights assigned to academic and senior management representation. For the students category, weights

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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 C](#)) which has been normalised using Z-scores and weighted to reflect the significance of each measure to the Index.

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Observations from the Ethnic Representation Index (ERI)

This section includes data compiled for staff, students and outcomes, as well as observations from anti-racism initiatives. Each university's data, across each indicator, is presented in the Index with a visual red, amber or green rating (RAG rating). This allows university leadership teams to understand at a glance where they are succeeding and where more work is needed. Data from universities in England and Scotland is analysed separately. Specialist universities are captured in the Index, though small specialist universities (populations of less than 2,000 students) are detailed separately in the Index.

The interactive Index can be viewed here [ERI 2023 Published](#)[‡]. A guide for using the interactive ERI dashboard is provided in [Appendix B](#).

Student category

i. Student demographics and access

The proportion of B.A.M.E students at undergraduate level is 32.9% on average across the universities included in the Index. It is 25.5% at postgraduate taught and 22.3% at postgraduate research level. A total of 25 universities in England have a B.A.M.E population of 50% and more (roughly a quarter of all higher education institutions in England). A third (33%) of universities have a B.A.M.E population of more than 40%.

Aston University has the highest proportion of B.A.M.E students (78.1% of its student population). Five other universities have a student population where more than 70% are B.A.M.E. They include City University of London (75.8%), SOAS University of London (74.6%), Brunel University (74%), the University of Bradford (73.8%) and Queen Mary University of London (72.7%). At postgraduate taught level, three universities have a B.A.M.E population exceeding 50%, including Brunel University (53.8%), the University of West London (53%) and London Metropolitan University (52.7%). For postgraduate research students, several universities have a population of over 50% B.A.M.E, including London Metropolitan University (56.6%), SOAS University of London (55.7%), the University of Bradford (53.1%) and the University of East London (50.6%).

For Black students, average representation at undergraduate level is 9.5%, postgraduate taught level 8.4%, and postgraduate research level 7.4%. The University of East London has the largest Black undergraduate cohort as a proportion of its total student population (29%). 14 additional universities have a Black student population of over 20%. At postgraduate taught level, London South Bank University has the largest population of Black students (29.6%). At London Metropolitan University and the University of East London respectively, 35% and 31.6% of their postgraduate research level students are Black.

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On the access gap and access gap ratios, universities perform generally well.³ This year's Index demonstrates that B.A.M.E enrolment has increased at approximately 90% of universities covered by this Index. This is a welcome finding, one that reflects the success of university access and participation programmes, and the civic roles they play in the towns, cities and regions in which they are based.

However, for Black students, data obtained from UCAS shows more work needs to be done. The Black offer rate gap 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. While this is an improvement on last year's figure (78%), it is still unacceptably high.

For small specialist universities in England (grouped as universities with a student population of 2,000 or less), the average composition of B.A.M.E students is 15.4% for undergraduate students, 14% at postgraduate taught level and 12.4% at post-graduate research level. For Black students, the average representation of the student body is 3.8% for undergraduate students, 2.9% at postgraduate taught level and 2% at post-graduate research level. Proportionally fewer B.A.M.E students enrol at small specialist universities.

Staff category

ii. Academic and Professional Services presentation

The Index finds average B.A.M.E student representation at undergraduate level (32.9%), postgraduate taught level (25.5%), and postgraduate research level (22.3%) does not match B.A.M.E representation among academics (18.5%) or professors (14.3%). For example, as outlined in the previous section, Aston University has the highest proportion of B.A.M.E students (78.1%). However, only 15% of its professorial staff, and 30% of its academic staff, are B.A.M.E.⁴

Across the sector in England, representation among academic staff does not reflect the Black student body either. Average Black representation at undergraduate level is 9.5%, postgraduate taught level 8.4%, and postgraduate research level 7.4%. However, on average, only 3.3% and 1.1% of professors are Black.

The same is true for B.A.M.E representation among professional services staff. On average, 8.5% of senior managers are B.A.M.E, while 17.3% of professional services staff below Spine Point 30 and 12.2% of professional services staff above Spine Point 30, are B.A.M.E. This is reflected across the sector, even among universities with sizeable B.A.M.E populations. At Brunel University, for instance, 74% of students

³ Two metrics are provided: 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 B.A.M.E/ Black Access gap relative to the regional B.A.M.E/ 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 At Aston University, B.A.M.E representation among academic staff has increased by four percentage points since 2019/20. This is a positive development but falls well short of reflecting the B.A.M.E student body.

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are B.A.M.E, but only 14.3% of senior managers are B.A.M.E. At City University London, B.A.M.E students account for 75.8% of the student body, while only 11.8% of senior managers are B.A.M.E.⁵

The under-representation problem is even greater among Black staff. While 9.5% of student populations in the universities covered in this report are Black, only four universities had a population of academic staff that exceeded this. They are the University of East London, London South Bank University, the University of Bedfordshire and Buckinghamshire New University. The largest Black professorial composition can be found at SOAS University of London (7%), displacing Derby, which held this accolade in last year's Index.

The average ethnicity Pay gap in England, obtained via Freedom of Information requests, shows a disparity between B.A.M.E and White staff. Pay skews towards White staff, on average, by 5.6%. The ethnicity pay gap relates to the average gap across all staff employed by the university (academic and professional services). Calculations are based on prescribed approaches universities use to determine the gender pay gap.

The most significant ethnicity Pay gap was at Liverpool Hope University (26.3%). There were also relatively large gaps at Queen Mary University (20.2%), Kingston University (17%), Brunel University (16.25%), Cranfield University (15.8%) and Goldsmiths College (15.7%). In contrast, the University of Lancaster reported a -10.7% gap in favour of B.A.M.E staff, as did Edge Hill University (-8.4%), University of Essex (-8.34%) and Liverpool John Moores University (-7.33%). For small specialist institutions in England, the average ethnicity pay gap is 1.8% in favour of White staff.

iii. Governor and Executive representation

As outlined above, the average B.A.M.E undergraduate population across all universities in England is 32.9%. However, average representation among governors is only 13.9%. This is approximately a four-percentage point increase from last year's reported Index (2019/20 AY) but still highly unrepresentative. Among executives, B.A.M.E representation is 7.7%, a single percentage point increase from last year's report. Not all universities provided comparable data for their executives. Of the 59 universities that did provide information, only two universities had an ethnic composition that reflected the ethnic composition of their students. Universities with a diverse number of executives included University of East London (33.3%), SOAS University of London (30.4%), and the University of Suffolk (28.6%).⁶

While Black students make up 9.5% of the student population in the English universities covered in this report, the average representation among governors is 4%, a 2.1 percentage point increase from last year's reported Index. Among executives, Black representation is 1.5%, and

⁵ the University of Bradford scores similarly poorly on this metric

⁶ Manchester Metropolitan University and Birmingham Newman University also scored well on this metric.

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has barely changed since last year's reported Index (1.4%). Universities with the highest Black executive representation are SOAS University of London (17.4%) and Leeds Trinity University (16.7%).

For small specialist institutions, B.A.M.E governors accounted for 18.5% of the total. This is 33% higher than for governing boards at other universities. Similarly, Black governors compose 7.8% of positions at small specialist universities, which is 86% higher than for other universities. Black executive representation at small specialist institutions (1.6%) is similar to representation at other universities. However, B.A.M.E executive representation (5.6%) is much lower than at other universities (7.7%).

Outcomes category

iv. Student outcomes

According to NSS data, B.A.M.E and Black students tend to be less satisfied with the university experience than their White peers. The average difference in student experience was, to the disadvantage of B.A.M.E students, 2.6% for teaching, 2.2% for assessment and 1.2% for academic support. The same is true for Black students, whose experience (1.2% for teaching, 0.2% for assessment, 0.4% for academic support) was marginally worse than their White peers. As stated earlier in this report, the data is presented as published without any judgement on the statistical significance.

The B.A.M.E awarding gap (the difference between the number of White students awarded first-class or 2:1 degrees compared to the number of B.A.M.E students) was, on average, 12.3% for B.A.M.E students at universities in England. Approximately 65% of universities surveyed had a B.A.M.E awarding gap of over 10% for B.A.M.E students, while 10% of universities had a gap of more than 20%. The worst performing universities include Canterbury Christ Church university (29.5%), Birmingham City University (25.4%) and the University of Worcester (25.4%). The most significant improvement was at the University of Sunderland, which narrowed its awarding gap from 26% in last year's Index to 6.3% this year.⁷ One university had a gap favourable to B.A.M.E students: Imperial College (1.6%).⁸

For Black students, the awarding gap is even larger, at an average of 19.3%. In England, approximately 75% of universities have an awarding gap of over 10%, with 35% of universities reporting a gap of over 20% and 10% of universities with a gap of more than 30%. The worst performing university on this metric was the University of Worcester, whose awarding gap was 46%. Additional poor performers include Falmouth University (43%) and Canterbury Christ Church University (37.1%). Some universities reported significant improvements, including Birmingham Newman University, whose awarding gap narrowed from

⁷ The University of Suffolk made a similar improvement, from 22% in last year's Index to 7% in this year's.

⁸ The best performing universities on the B.A.M.E awarding gap (<3%) include the University of Durham, Roehampton University and Teesside University.

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40% in last year's Index to 16.3% in this year's. By contrast, Falmouth University's gap has grown, from 30% to 43%. Only two universities are at parity or better when it comes to the awarding gap for Black students: the University of Suffolk and Teesside University.

B.A.M.E and Black students tend to be less likely to complete their degree, with universities reporting an average completion gap of 2.4%. That said, for B.A.M.E students, there were only two universities with completion gaps of over 10% (the University of Bedfordshire and Newman University). 15% of universities were at parity or had a completion gap favourable to B.A.M.E students, including the University of Lincoln (-3.9%) and Liverpool John Moores University (-3.3%). For Black students, the average gap is 4.9%, with 10% of universities reporting completion gaps of over 10%, including Birmingham Newman University and Roehampton University, both with gaps of 17.5%. In addition, 10% of universities had a gap favourable to Black students, including the University of Suffolk and Edge Hill University (both at -3.9%).

Black and B.A.M.E students tend to be less likely to continue with their degree. The continuation gap (the percentage difference between B.A.M.E/Black and White students continuing their study one year and 14 days after they started) is on average 2.3% for B.A.M.E students and 3.1% for Black students at English universities. For B.A.M.E students, five universities had continuation gaps of over 10%. They are Leeds Trinity University (14.5%), Bishop Grosseteste University (13.4%), University of Suffolk (12%), the University of Buckingham 11.9% and Bath Spa University (11%). The gap is largest for Black students at the University of Cumbria (17.3%) and Leeds Trinity University (15.5%).

Meanwhile the progression gap (the 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) is 2.9%. Around 11% of English Universities included in this report have a progression gap of more than 10%, with University of Bedfordshire and University of Bradford the highest at 18% and 17.3% respectively. For Black students the progression gap is 1.9%.

The most concerning observation from the Index relates to the outcomes category, where the student journey is captured. For B.A.M.E students, once at university, the average gap on the continuation of their studies is 2.3%. The gap for B.A.M.E students is 2.4%. Progression into professional employment or further study stands at 2.9%. Also, while at university, the B.A.M.E student experience, as reflected in the difference in NSS results relative to White students, ranges between 1.2% (NSS Academic support), 2.2% (NSS Assessment) and 2.6% (NSS Teaching). However, the most striking statistic is the awarding gap which stands at 12.3%. While there is an argument for the statistical significance of gaps of 2.3% (continuation), 2.4% (completion), 2.9% (progression), and the NSS gaps, there is clearly an unexplained significant gap for awards (12.3%). A summary is provided in Figure 1.

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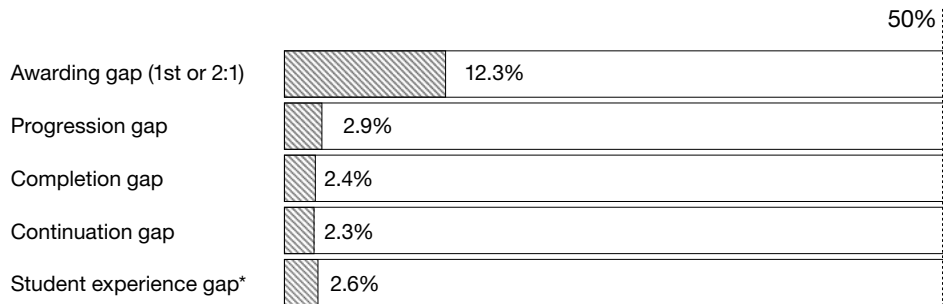
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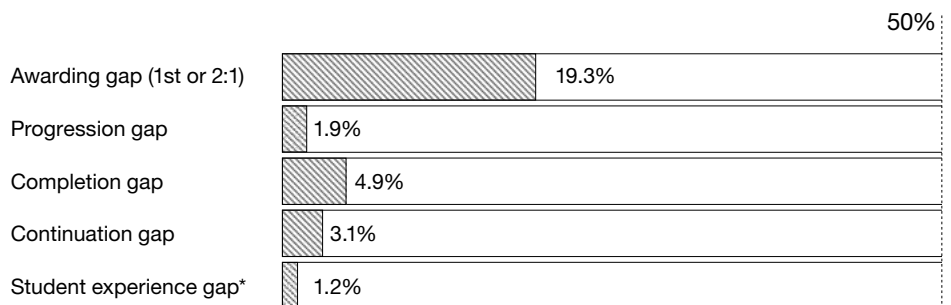
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Figure 1 Summary of average outcomes for B.A.M.E students



A similar observation can be made for Black students. The experience of Black students at university (NSS indicators), on average, is on par with White students. 0.4% gap for NSS Academic support, 0.2% gap for NSS Assessment and 1.2% for NSS Teaching. The continuation of study for Black students shows a 3.1% gap relative to White students, a completion gap of 4.9% and a progression gap of 1.9%. However, the Award gap is 19.3%, another significantly stark gap. A summary is provided in Figure 2.

Figure 2 Summary of average outcomes for Black students



There are several universities which score relatively well on student journey and experience (a gap of less than 5%), yet poorly on their awarding gaps (a gap of up to 20%). For Black students, the awarding gap is sometimes even greater. Indeed, in some instances, Black students have a better overall experience than their White counterparts, but an awarding gap of over 45% persists. The University of Worcester is one such instance. One explanation that has been floated is that B.A.M.E/ Black students are entering these institutions with poorer entry results (A-Levels, BTEC, etc.), making it more likely they will graduate with poorer degrees. However, there is strong evidence to suggest an awarding gap persists even when B.A.M.E students obtain better A-Level results than their White peers, and if the effects of entry grades and wealth are naturalised ^{7,9} Similarly, other findings ⁷ show that B.A.M.E students consistently receive lower grades than White students, even after controlling for factors such as entry qualification.

*NSS – Teaching, Assessment and Academic Support

9 Karan S. Rana, Fatehma Begum, Hannah Bartlett; Bridging the BAME Attainment Gap: Student and Staff Perspectives on Tackling Academic Bias, Front. Educ., 06 May 2022, Volume 7

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Observations from universities in Scotland

The picture for B.A.M.E students is generally more positive in Scottish universities than at universities in England. For example, 10.8% of students at undergraduate level in Scotland are B.A.M.E and on average, the proportion of B.A.M.E staff reflects this. 13.8% of academic staff and 12.2% of professors are B.A.M.E. This parity, however, was not reflected in higher levels of management and governance. Only 3.9% of senior managers and 8% of governors are B.A.M.E. Black staff also reflect the proportion of Black students. 2% of students at undergraduate level are Black. 1.9% of academic staff, 1.5% of professors and 2.7% of governors are Black. That said, only 0.2% of senior managers are Black.

Moreover, in Scotland, the ethnicity pay gap is narrower than it is at English universities. However, a pay gap of 1.3% does still persist, with the biggest discrepancy recorded by the Glasgow School of Art (11.2%). By contrast, the biggest gap in favour of B.A.M.E staff was reported by the University of Dundee (-5.6%).

Scottish universities tend to score poorly on the awarding gap metric. Half of Scottish universities have an awarding gap of over 10.3% for B.A.M.E students. The biggest gap is recorded by the Glasgow School of Art (28%). Over three quarters (80%) of Scottish universities report considerable awarding gaps for Black students, including Glasgow School of Art (78%), the University of Stirling (57.3%), and the University of Aberdeen (31.5%). By contrast, Abertay University has an awarding gap of -30.6% in favour of Black students.

The proportion of B.A.M.E students in Scotland tends to increase at higher levels of academic progression. For instance, 10.8% of undergraduate students in Scotland are B.A.M.E. The proportion increases to 12.7% at postgraduate level and 16.5% at postgraduate research level. This is true for Black students, too, who comprise 2% of students at undergraduate level, 3.3% of students at postgraduate level, and 6% of students at postgraduate research level. In England, by contrast, B.A.M.E compositions tend to decrease with academic progression.

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The fourth domain – engaging with the anti-racism agenda

In addition to the three categories outlined above (student, staff, outcomes), the Index takes into account a fourth area of activity: engagement with initiatives to tackle racism and promote inclusion. This indicator signals the intention of a university's leaders to tackle racism. The initiatives provide structured, expert-informed ways to approach that work. Some also include external accountability, which demonstrate a university's commitment to transparency and enabling students and others to scrutinise anti-racism work.

58% of the Universities included in this report have a decolonisation initiative, while approximately 35% have a specific anti-racism strategy. A total of 78 universities have signed up to [Advance HE's Race Equality Charter \(REC\)](#) [‡] with 37 achieving Bronze at the time of writing. The Charter is a banner of inclusivity and anti-racism and provides a way for institutions to reflect on institutional barriers facing ethnic minority staff and students.

Nevertheless, the findings of this Index suggest engagements in such initiatives do not guarantee inclusion or improved outcomes for B.A.M.E staff and students. Several universities covered in the report have a decolonisation initiative, an anti-racism strategy and a REC award, while their graduate award gap remains in the bottom half of the Index. One example is De Montfort University, recently awarded a Silver for its latest REC submission. It has awarding gaps of 13.7% for B.A.M.E students and 25.4% for Black students.

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This report is an update and expansion on last year's Index. It includes a broader set of staff positions and student outcomes, which allows for a more comprehensive understanding of how B.A.M.E students and staff are faring across universities in England and, for the first time, in Scotland. The Index has recorded some positive improvements.

B.A.M.E representation among governors and executives has improved slightly. English universities are performing well on their access gap and access gap ratio metrics. B.A.M.E enrolment has increased in 90% of the universities covered, with community engagement and access and participation programmes reaping rewards. Some universities have improved their performance from last year - in some instances significantly - which suggests efforts are being made at an individual level to improve outcomes and representation. The inclusion of Scottish universities has yielded positive results too. The proportion of B.A.M.E students at postgraduate level, and academic staff, tends to reflect the B.A.M.E student population.

Nevertheless, much more work needs to be done. There are persistently large gaps between B.A.M.E students and senior staff in terms of representation, and large discrepancies on the awarding gap metric are of particular concern. In particular, the Black offer rate gap remains unacceptably high, with 63% of universities in England less likely to make Black applicants an offer to study when they have the same entry profile as other applicants. In all, only two universities were rated 'green' across all three categories, among the top 25% of universities in each category. They are the University of Leicester and Teesside University.

An area of further concern is the disparity in performance between the first three categories in the Index (staff, students, outcomes) and the fourth (engagement in anti-racism initiatives). The Index suggests many universities engaging with, and recognised for, their anti-racism efforts are performing poorly when it comes to staff representation, pay, student awarding gaps, and so forth. Further explanation for this disparity is required.

The Index is designed to help universities understand how well they are performing over time. By benchmarking performance against other universities, it is hoped the Index will encourage more collaborative working. Those falling behind have much to learn from universities in England and Scotland scoring highly or who, at a rapid rate, are improving their performance.

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A small number of universities have, indeed, improved their performance from last year's Index. But slow, piecemeal change is not enough. If the institutional racism described by Universities UK in 2020 is to be solved, then all universities will need to do more, faster. They will need to work together too. They must join forces if they are to solve issues such as pay, progression and attainment, as they have already done in areas such as access.

This Index, though greatly expanded, remains incomplete. Not all universities publish the relevant data needed. Freedom of Information requests were required this year and last to populate some of the Index. The publishing of transparent data would signal a more open commitment to change and would do more to reassure B.A.M.E students and staff.

Appendix A

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 (5.9 % award gap and 3.6% continuation gap and 3.0% completion gap and 5.7% progression gap); Black standard deviations (8.9% award gap and 4.7% continuation gap and 4.7% completion gap and 7.3% 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	
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 (4.6% teaching; 5.4% assessment and 4.1% support); Black standard deviations (6.5% teaching; 5.6% assessment and 5.7% 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	
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.
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.

Indicator	Description	RAG flag thresholds
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.

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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 2023 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 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.
- 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 2023 Published](#) [†].

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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:

arts.ac.uk/ethnicrepresentationindex ↗

camberwell college of arts | central saint martins | chelsea college of arts | london college of communication | london college of fashion | wimbledon college of arts



arts.ac.uk