

ual:

# Equality, Diversity and Inclusion

Annual report 2021/22

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



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# Executive summary

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# Executive summary

The Staff and Student EDI reports provide information regarding progress towards our agreed equality objectives. They include a summary of key staffing data from the academic year 2021/22 and student data from December 2022.

Our 2021/22 annual reports reflect how we have navigated the challenges we have faced during the past year, but also highlight our outstanding achievements and ambitious plans across our staff and student communities.

This year, we:

- Supported the development and implementation of our sector-leading Equal Parental Leave provision.
  - Published our first suite of Trans and Non-Binary Inclusion Guidance to support staff.
  - Designed and developed the Anti-Racism Development Programme in line with the Anti-Racism Action Plan (ARAP).
- Delivered ‘Getting Positive Action Right’ training to all Human Resources staff to support delivery of the Black, Asian and Minority Ethnic (B.A.M.E) 30% staff representation target from our ARAP.
  - Made significant progress towards reviewing the entire workplace adjustments process to improve the experience of staff.
  - Began development of an EDI Foundation Module for students.
  - Launched a comprehensive EDI Learning Hub to support the anti-racism development programme and further learning on EDI issues.
  - Reviewed and redeveloped our EDI external webpages to better represent our EDI work.

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Comments on the staff data

- The age profile of the staff population at UAL differs slightly from the benchmarks, with more colleagues in the 26 to 35 (26.7%) and 36 to 45 categories (28.4%) compared to the industry benchmarks of 24.7% and 27.5% respectively.
- The disabled staff population of 8.8% is higher than the industry benchmark of 6%.
- The sex profile of our staff differs slightly from the industry benchmark (54.2%), with us having more female staff (59.6%).
- LGBTQ+ staff make up a substantially larger portion of our population at 9.2% compared to the industry benchmark of 3.7%. The heterosexual staff disclosure rate of 40.9% is below the industry benchmark of 45.8%.
- Fewer staff declared a religion or belief (18.7%) compared to the industry benchmark (23.8%), and we recorded more unknown responses (53.3%) than the industry benchmark (51.2%).

Comments on the student data

- 34% of home undergraduate students enrolling in December 2022 are from higher deprivation areas, which is the same as last academic year. The ratio between students from most deprived to least deprived areas is 1:2, which is behind the APP target for 2022/23 of 1:1.2.
- Continuation rates among home undergraduate students have fallen, with the most substantial reductions in IMD (Index of Multiple Deprivation) quintiles 1 (most deprived) and 4 (less deprived). The continuation gap between most deprived and least deprived areas increased to 7%, which is above the APP target for 2022/23 of 1%.
- Home undergraduate students from the most deprived areas show a drop in attainment rates compared to the previous academic year. The gap in attainment rates between the most deprived and least deprived areas increased from 8% to 12%, which is below the APP target for 2021/22 of 13%.
- 33% of home undergraduate students enrolled in December 2022 have shared a B.A.M.E identity, which is an increase of 2% compared to last academic year.
- 23% of home postgraduate taught students enrolled in December 2022 have shared a B.A.M.E identity, which is a decrease of 4% compared to last academic year.
- The Ethnicity Attainment Gap for undergraduate students awarded a first or 2:1 remained the same as last year at 11% in favour of white students.
- The age profile of our undergraduate population remained the same as previous years, but the proportion of students between the ages of 21 and 24 enrolled in postgraduate taught courses increased by 5% for December 2022 compared to last academic year.
- 15% of students declared a disability in December 2022, which is a reduction of 3% compared to last academic year.
- 313 students confirmed that they have caring responsibilities; the caring responsibilities of a substantial proportion of enrolled students is unknown.
- 76% of all students are female; 24% are male.
- 29% of all students identify as having a faith or belief in December 2022, a reduction of 2% from last academic year. 12% of those declaring identify as Christian.
- 21% of all students identify as LGBTQ+ in December 2022, which is an increase of 2% from last academic year.
- 487 students identify with a gender different to the gender assigned at birth, which is a 1% increase from last academic year.

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**Our duties under the Equality Act 2010**

The Equality Act 2010 replaced all prior equality legislation to provide a single legal framework to protect the rights of individuals and advance equality of opportunity for all. The nine protected characteristics under the Equality Act 2010 are: age, disability, sex, gender reassignment (gender identity), race, sexual orientation, religion or belief, marriage and civil partnership, and pregnancy and maternity.

The reports include staff and student profile data for the following protected characteristics:

- Age
- Disability
- Sex
- Gender reassignment (gender identity)
- Race
- Sexual orientation
- Religion or belief

The reports also include data on our staff and students who have disclosed caring responsibilities as we consider this to be an equality issue. Due to association with someone protected by the Equality Act 2010 because of their age or disability, people with caring responsibilities are also protected from discrimination.

**Our objectives under the Public Sector Equality Duty**

The Public Sector Equality Duty (PSED) requires public sector organisations like UAL to consider how policies or decisions affect people who have protected characteristics named under the Equality Act 2010. To comply with the PSED, public sector organisations must have due regard for:

- Eliminating unlawful discrimination
- Advancing equality of opportunity between people who have a protected characteristic and people who do not
- Fostering good relations between people who have a protected characteristic and people who do not.

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# Staff report

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# Staff headline data

	2019/20	2020/21	2021/22	Industry benchmarks <sup>1</sup>
<b>Age</b>				
25 and under	17.1%	15.9%	3.7%	5%
26 to 35	25.7%	26.1%	26.7%	24.7%
36 to 45	22.8%	23.7%	28.4%	27.5%
46 to 55	19.7%	19.6%	22.6%	24.4%
56 to 65	11.8%	11.7%	15%	15.7%
66 and over	2.9%	2.9%	3.6%	2.7%
<b>Disability</b>				
Disabled	7.4%	7.2%	8.8%	6%
Not disabled	37.5%	36.2%	43.5%	94%
Unknown	55.1%	56.6%	47.7%	0% <sup>2</sup>
<b>Carer status</b>				
Carer	8.2%	7.5%	8.7%	N/A
Not a carer	3.3%	2.3%	1.8%	N/A
Unknown	88.5%	90.3%	89.6%	N/A
<b>Gender</b>				
Yes	N/A	N/A	0.4%	N/A
No	N/A	N/A	21.2%	N/A
Unknown	N/A	N/A	78.4%	N/A

	2019/20	2020/21	2021/22	Industry benchmarks <sup>1</sup>
<b>Sex</b>				
Female	61.5%	62.2%	59.6%	54.2%
Male	38.5%	37.8%	40.4%	45.8%
<b>Sexual orientation</b>				
LGBQ+	6.5%	6.8%	9.2%	3.7%
Heterosexual	33.5%	32.6%	40.9%	45.7%
Unknown	60.1%	60.6%	49.9%	50.5%
<b>Race and ethnicity</b>				
B.A.M.E	12%	12.1%	16.1%	15.1%
White	38.3%	37%	45.9%	78%
Unknown	49.7%	50.8%	38%	6.9%
<b>Religion and belief</b>				
Religion	15.4%	15.1%	18.7%	23.8%
No religion	22.4%	22.1%	28%	25%
Unknown	62.2%	62.8%	53.3%	51.2%

1 All industry benchmarking data was collected from the Advance HE ‘Equality in Higher Education: Staff Statistical Report 2022’.

2 Published disability data from the above source does not contain ‘Unknown’ data rates.



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# Pay gap reporting by protected characteristics

Gender	2018	2019	2020	2021	2022
Mean pay gap	+7.2%	+6.1%	+8.3%	+8%	+0.01%
Median pay gap	+7.9%	+7.6%	+7%	+5.2%	+2.39%
Mean bonus pay gap	-0.8%	+11.2%	+22.3%	+28%	N/A
Median bonus pay gap	-5.3%	+10.6%	+15.4%	+3.1%	N/A

(‘+’ in favour of male employees)

Race and ethnicity	2018	2019	2020	2021	2022
Mean pay gap	+18.3%	+14.5%	+15.5%	+12.1%	+7.4%
Median pay gap	+16.6%	+13.4%	+12.3%	+9.9%	+7.9%
Mean bonus pay gap	+27.2%	+33.5%	+18.5%	N/A	N/A
Median bonus pay gap	+28.6%	+27.6%	-9.4%	N/A	N/A

(‘+’ in favour of white employees)

Disability	2018	2019	2020	2021	2022
Mean pay gap	+12.8%	+8.3%	+8.3%	+8%	+6.6%
Median pay gap	+12.4%	+9.8%	+5.4%	+5.4%	+3%
Mean bonus pay gap	-8.4%	-4%	-1.5%	N/A	N/A
Median bonus pay gap	-17.2%	-27.2%	-0.9%	N/A	N/A

(‘+’ in favour of employees not declared disabled)

Sexual orientation	2018	2019	2020	2021	2022
Mean pay gap	-0.1%	-2.6%	-5.2%	-3.6%	-3%
Median pay gap	-2.3%	-2.3%	+2.3%	0%	-0.3%
Mean bonus pay gap	-8.4%	-4%	-1.5%	N/A	N/A
Median bonus pay gap	-17.2%	-27.2%	-0.9%	N/A	N/A

(‘+’ in favour of heterosexual employees)

Religion and belief	2018	2019	2020	2021	2022
Mean pay gap	-6.3%	-7.5%	-5.6%	+5.1%	+5.4%
Median pay gap	-2.7%	-2.6%	-2.6%	+3.4%	+5.4%
Mean bonus pay gap	-0.7%	-6.1%	+4.8%	N/A	N/A
Median bonus pay gap	+4.5%	+9.5%	+1%	N/A	N/A

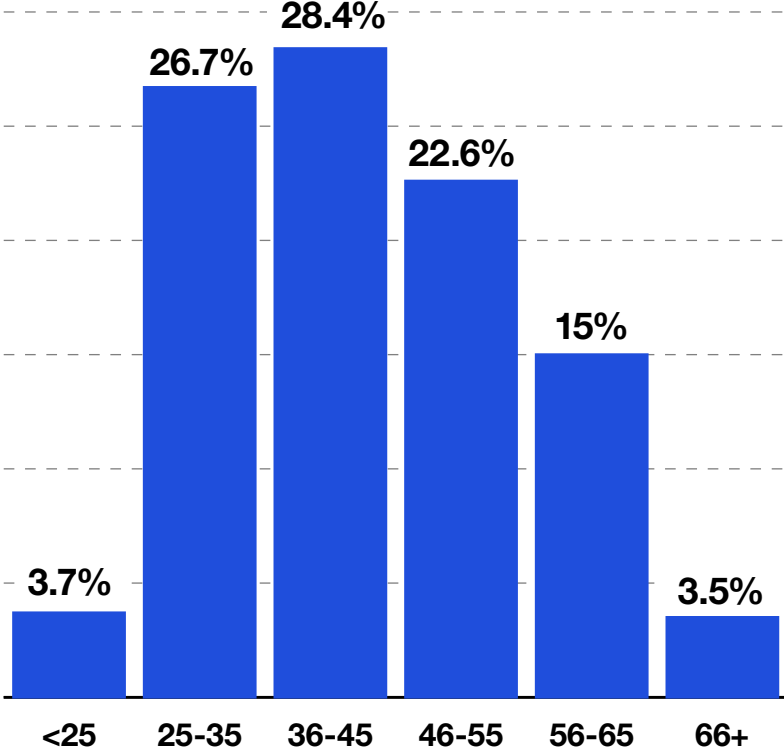
(‘+’ in favour of employees with no religion or belief)

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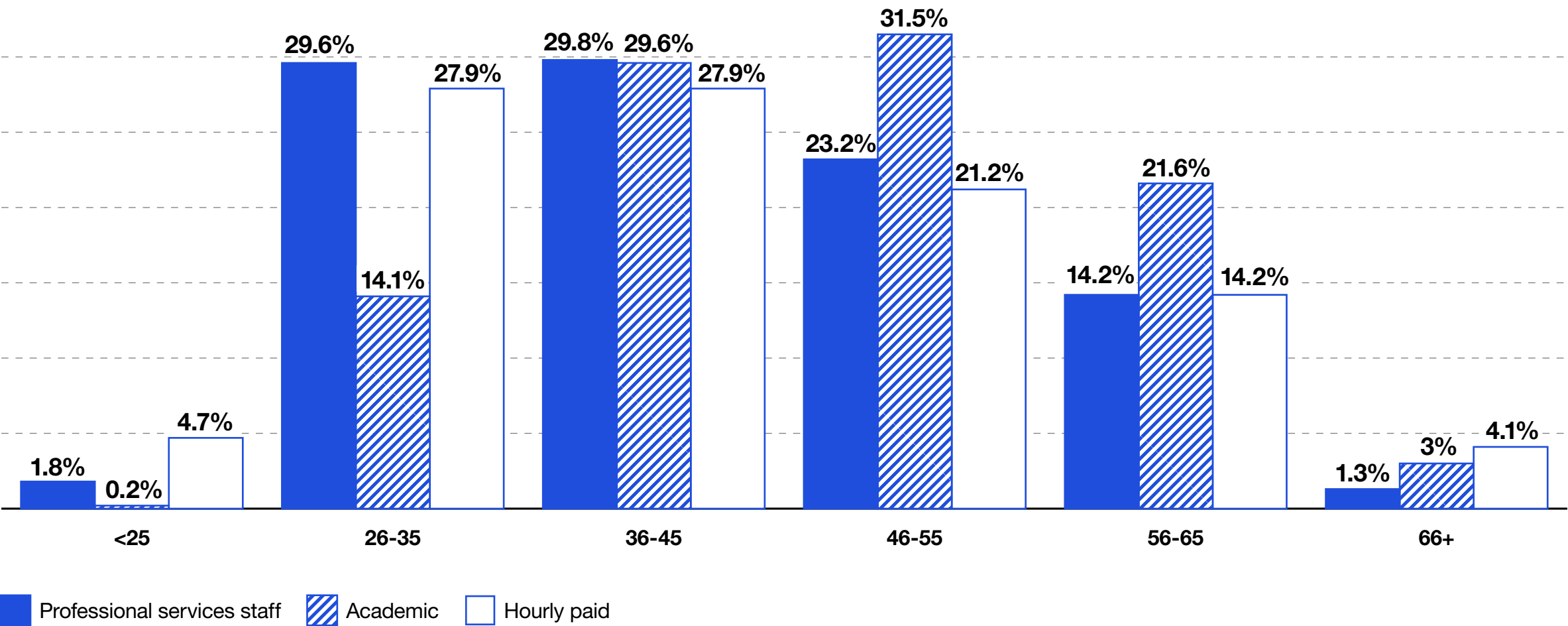
# Staff headline data 2021/22

## Age

Age distribution of all staff



Age distribution of all staff by career family

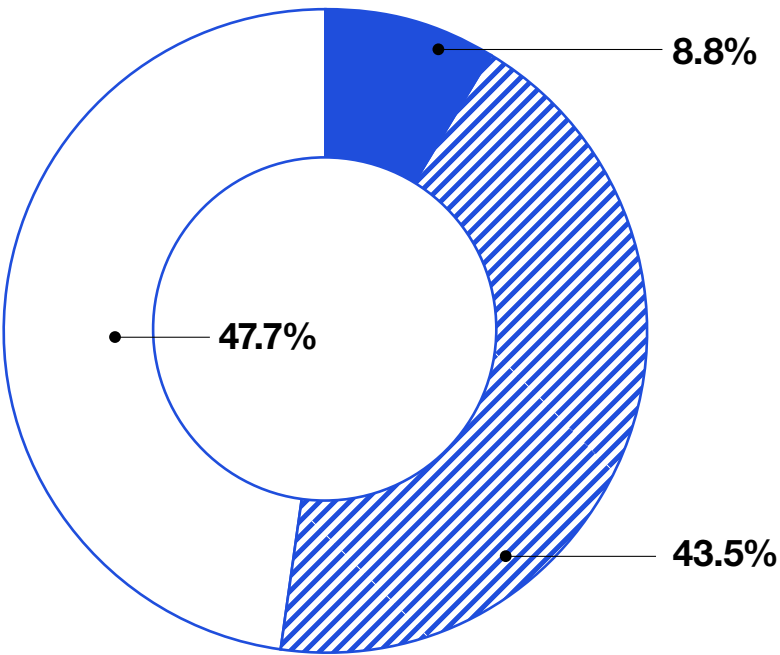


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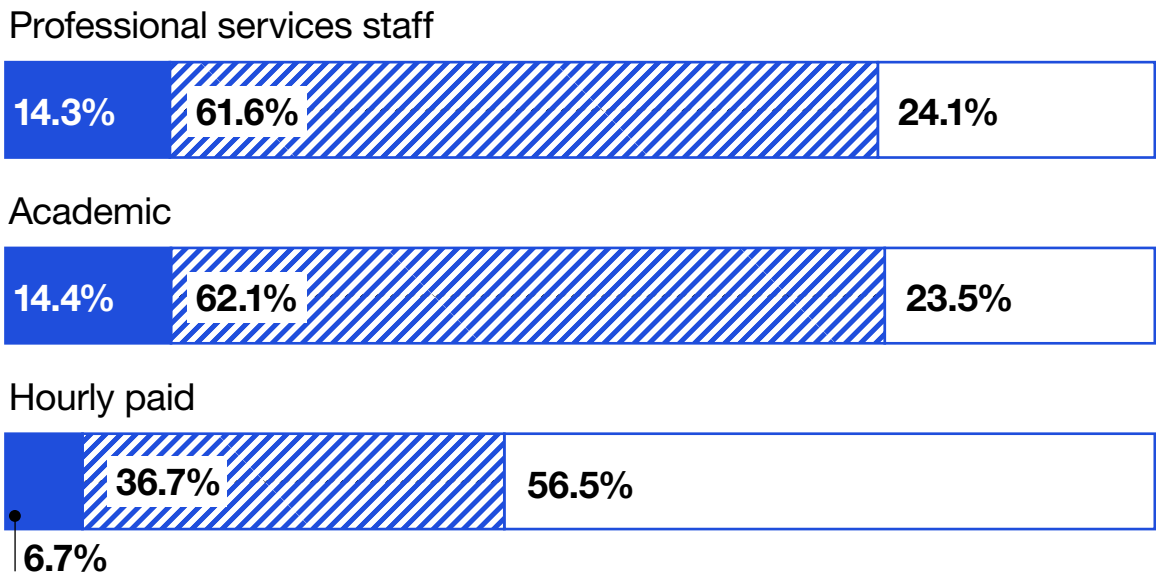
Disability

- Disabled
- Not disabled
- Unknown

Staff disability declaration



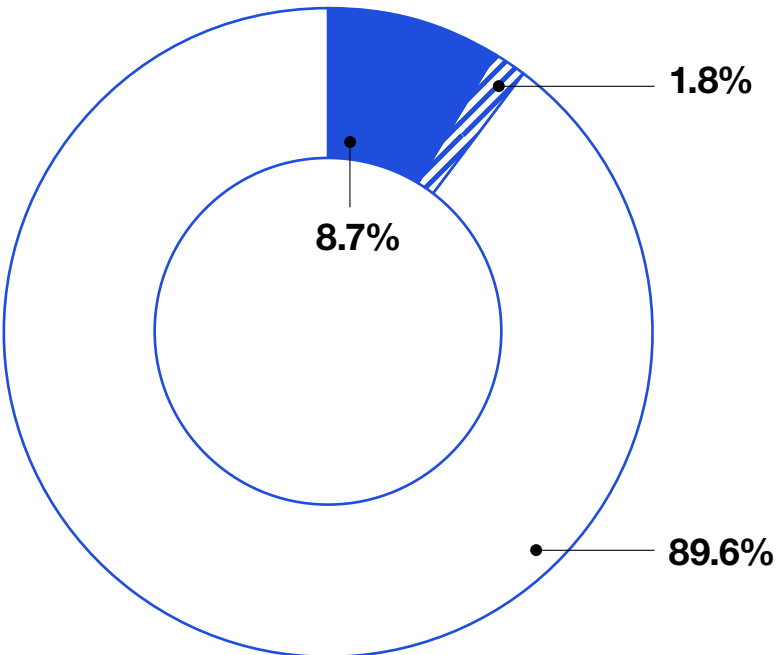
Staff disability declaration by career family



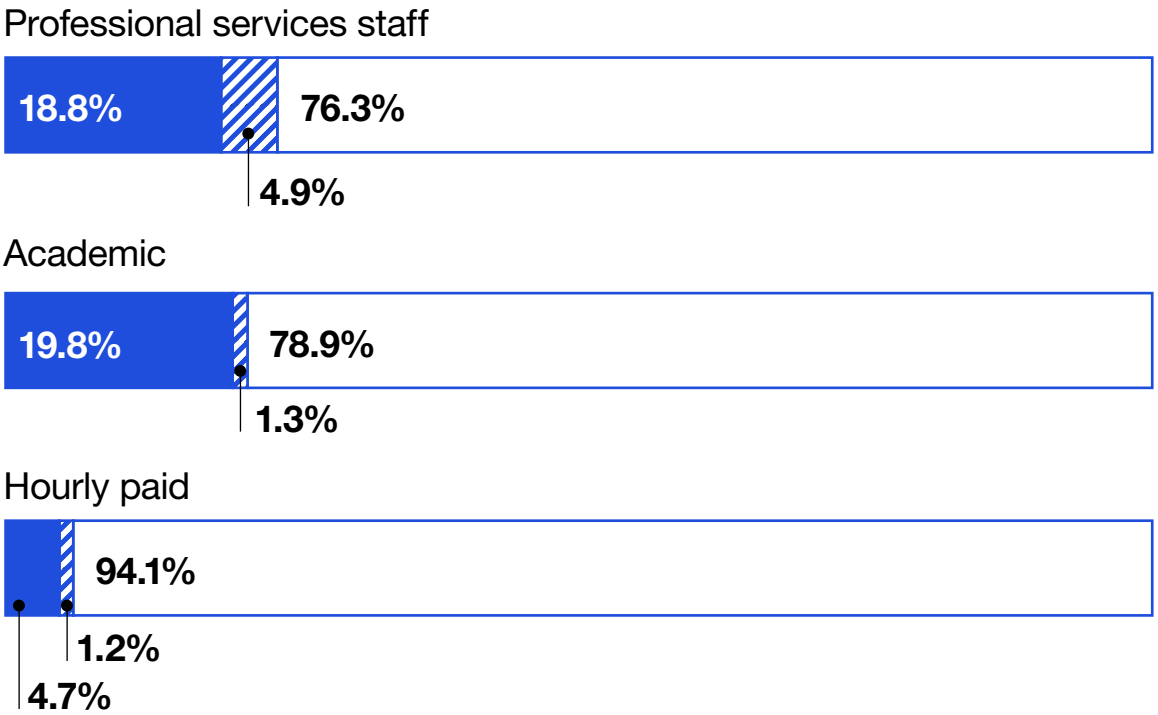
Caring responsibilities

- Carer
- Not a carer
- Unknown

Total staff carer status



Staff carer status by career family



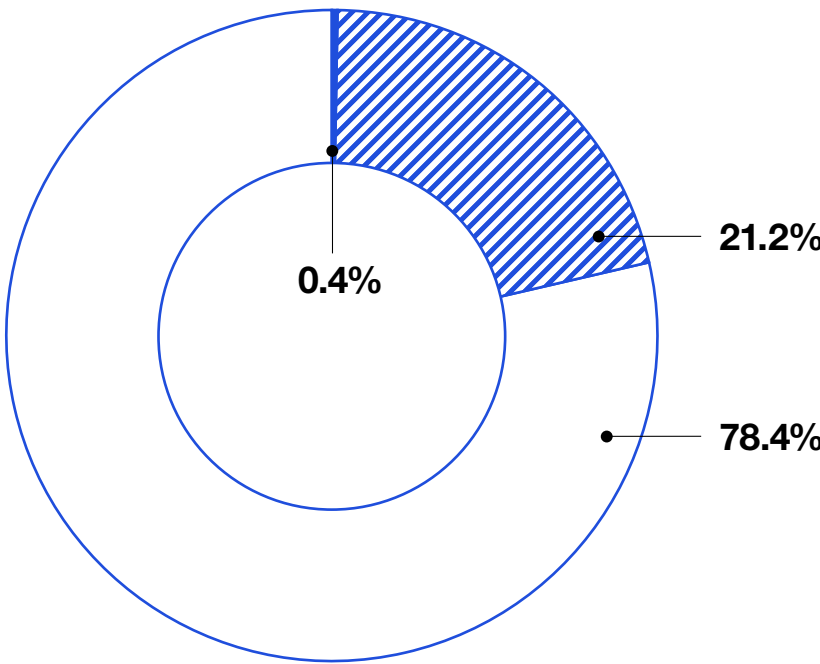
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Staff headline data 2021/22

Gender

- Yes
- No
- Unknown

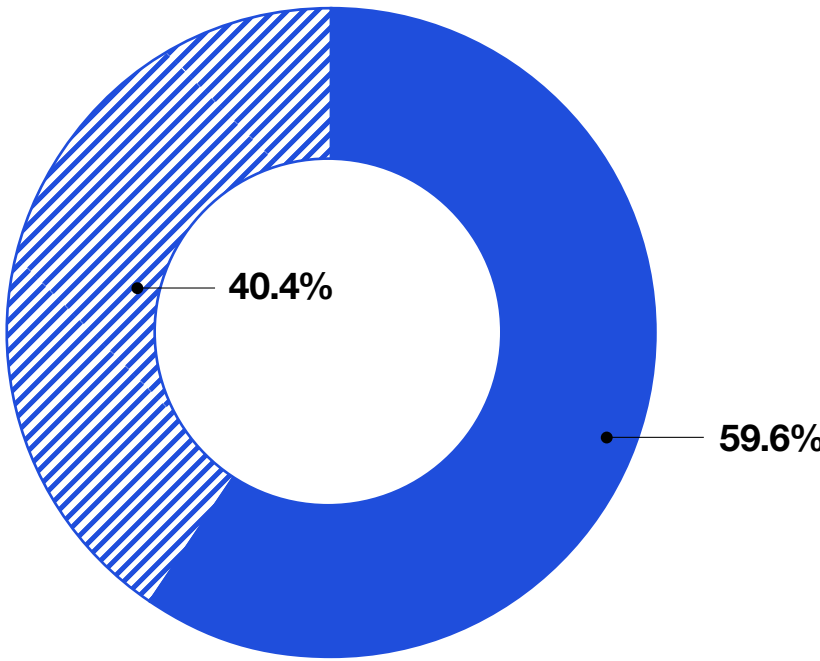
Response distribution to the question  
‘Do you identify as trans?’ from salaried staff



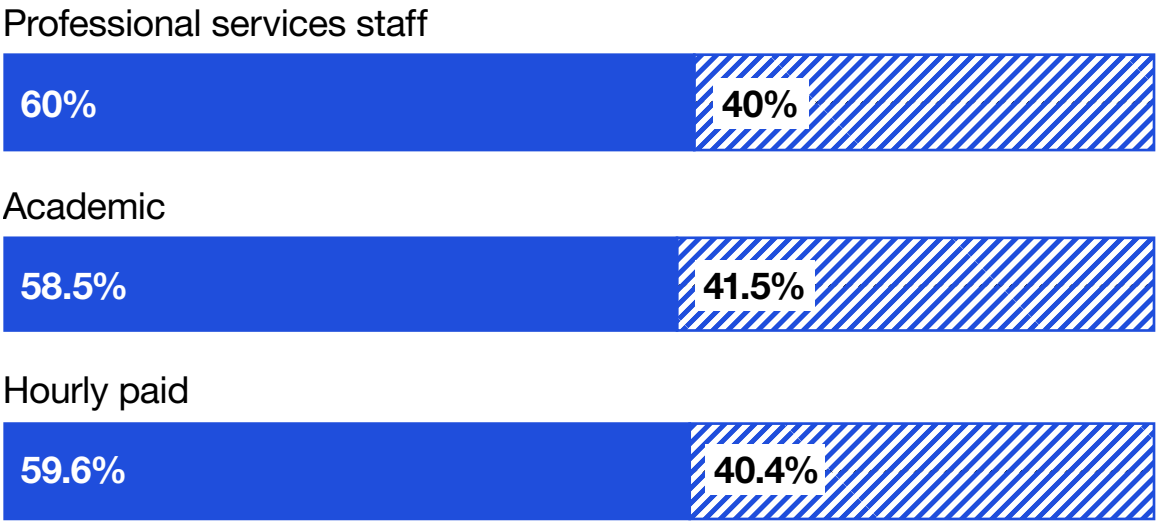
Sex

- Female
- Male

Total staff sex distribution

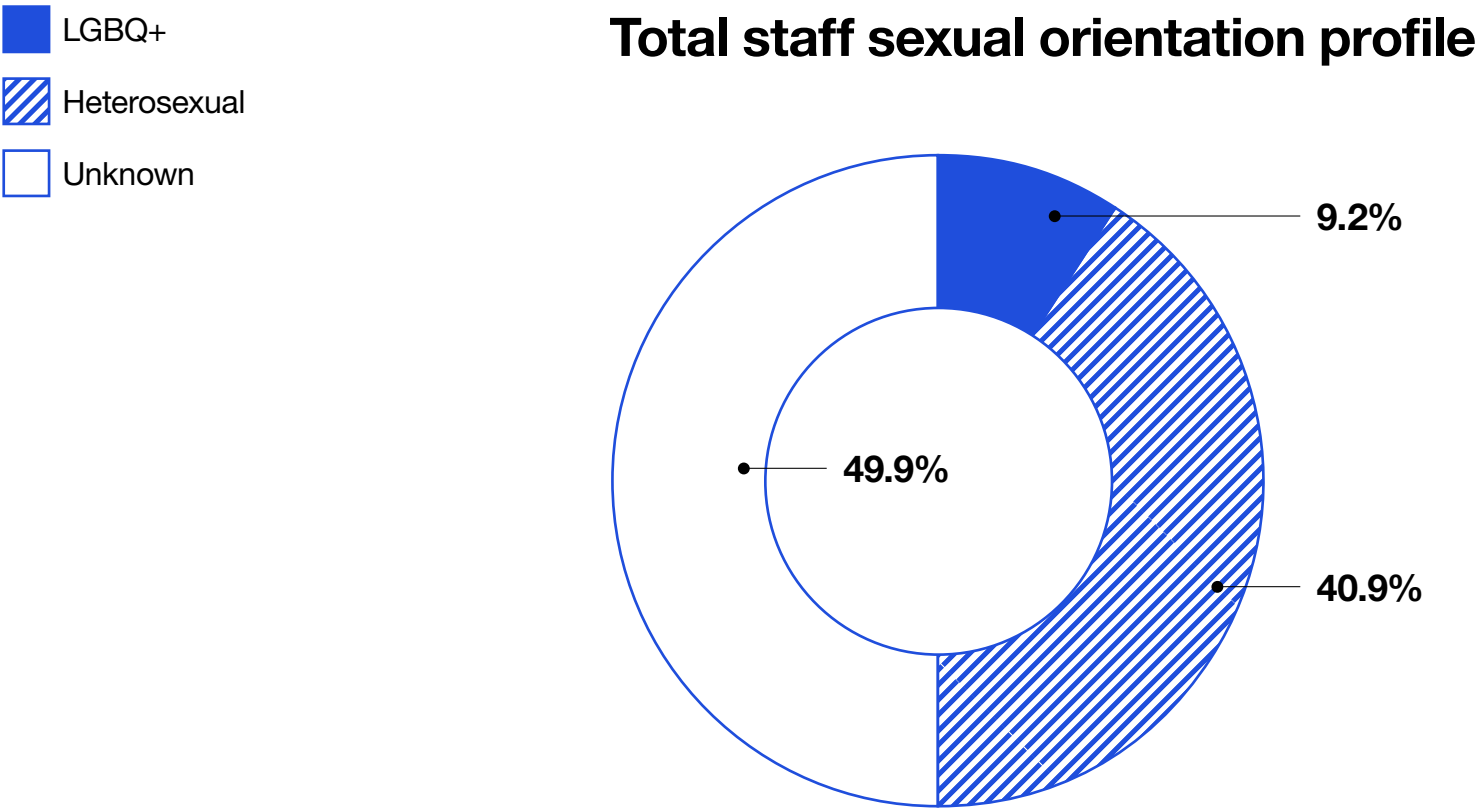


Staff sex distribution by career family

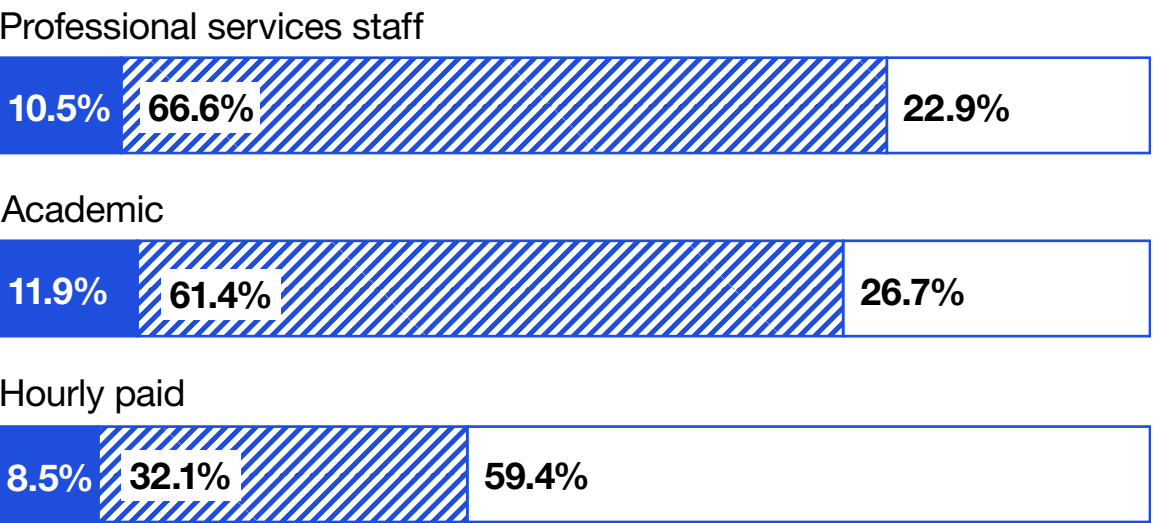


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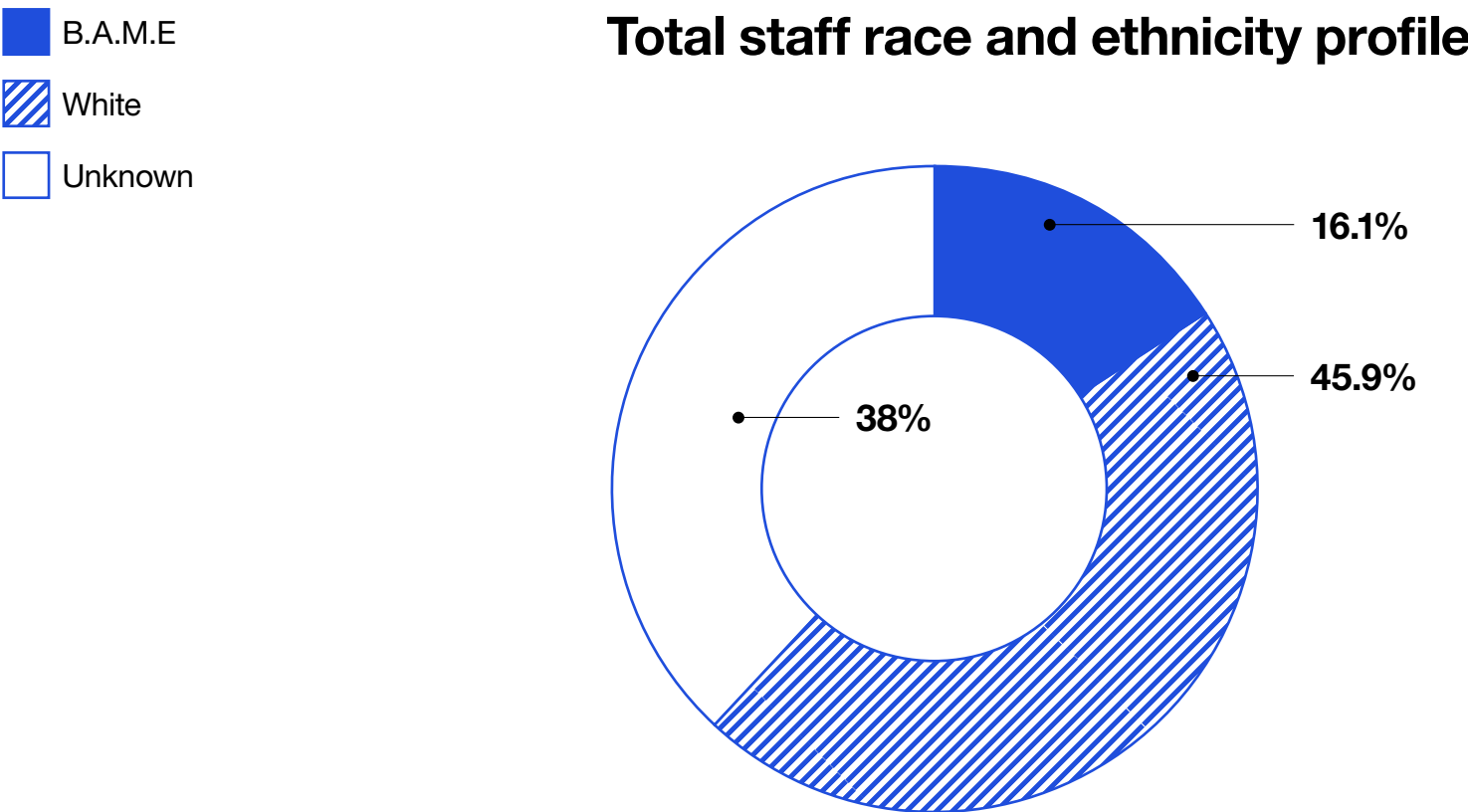
Sexual orientation



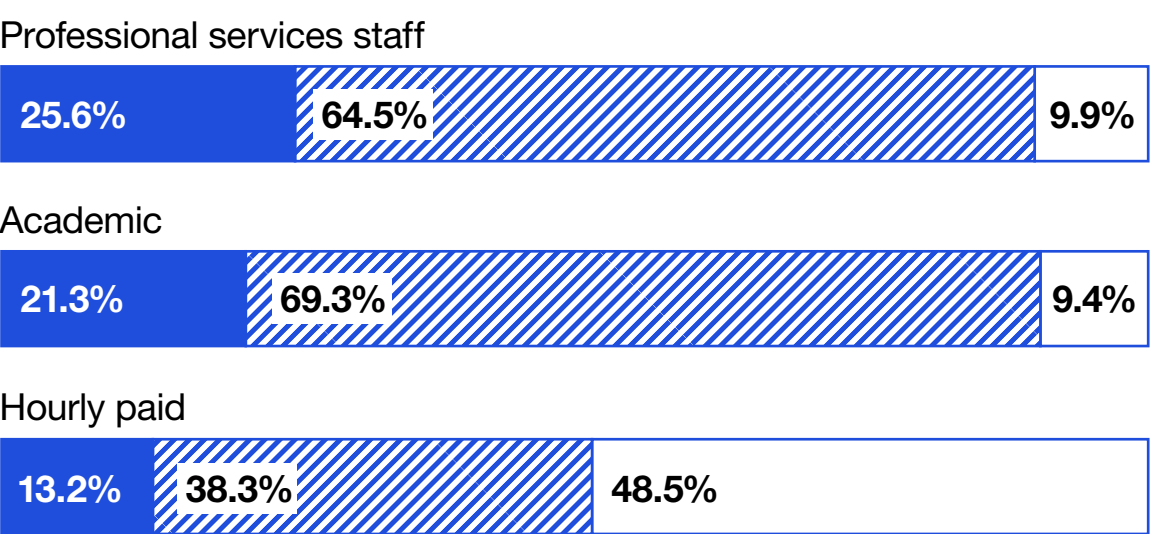
Staff sexual orientation profile by career family



Race and ethnicity



Staff race and ethnicity profile by career family

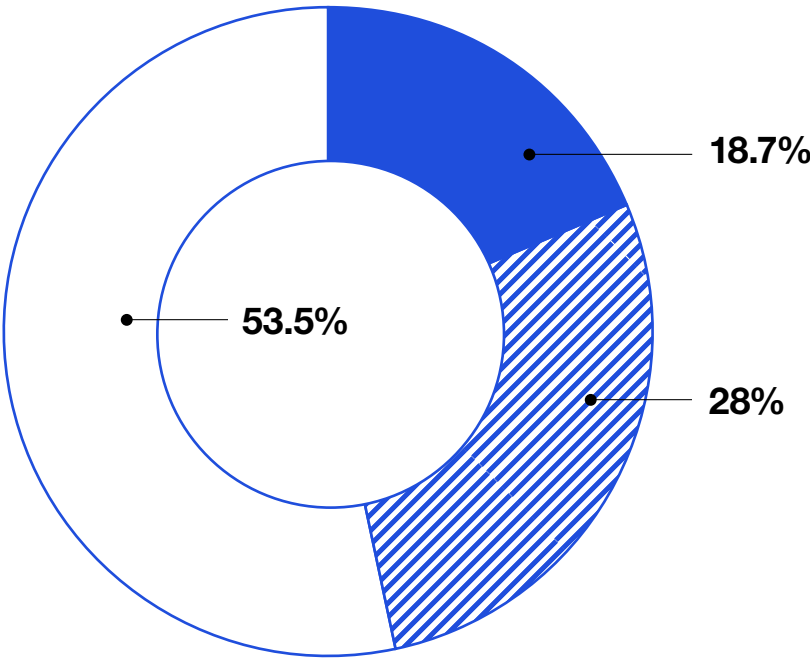


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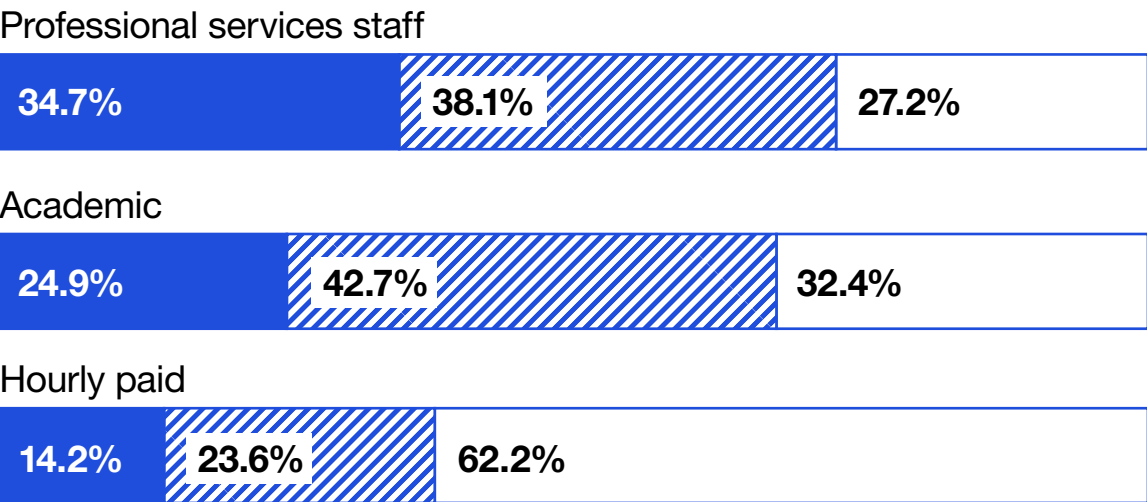
# Religion and belief

- Religion and/or belief
- No religion and/or belief
- Unknown

Total staff religion and belief profile



Staff religion and belief profile by career family



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# Access and Participation Plan 2020/21-2024/25

The predominant focus of our EDI objectives is the University’s 5-year Access and Participation Plan (APP), which we have agreed with the Office for Students (OfS). The plan builds on the 1 year APP for 2019/20 and previous 1 year Access Agreements. In 2022 the OfS revised APPs for 2023/24, but the plan remains valid 2020-2025.



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# APP targets

Under the plan, the University has set 12 EDI targets. These are:

## Indices of Multiple Deprivation (IMD)

1. The ratio gap of new students from Quintile 1 compared with Quintile 5 will narrow from 1:1.5 in 2017/18 and be eliminated in 2024/25.
2. The gap in the continuation rate for students from Quintile 1 compared with Quintile 5 will be eliminated by 2023/24.
3. The gap in the attainment rate for students from Quintile 1 compared with Quintile 5 will be reduced from 17% points in 2017/18 to 6% points in 2024/25.
4. The gap in the attainment rate for students from Quintile 2 compared with Quintile 5 will be reduced from 12% points in 2017/18 to 6% points in 2024/25.

## Participation of Local Areas (POLAR)

5. The ratio gap of new students from Quintiles 1-2 compared with Quintiles 3-5 will narrow from 1:4.6 in 2017/18 to 1:3.2 in 2024/25.
6. The gap in the continuation rate for students from Quintile 1 compared with Quintile 5 will be eliminated by 2023/24.

7. The gap in the continuation rate for students from POLAR Quintile 2 compared with POLAR Quintile 5 will be eliminated by 2022/23.
8. The gap in the attainment rate for students from Quintile 1 compared with Quintile 5 will be reduced from 15% points in 2017/18 to 4% points in 2024/25.

## Black, Asian and Minority Ethnic students

9. To increase the proportion of new students from Black, Asian and Minority Ethnic groups from 30% in 2017/18 to 33% in 2024/25.
10. The gap in the continuation rate for students from different ethnic groups will be eliminated by 2024/25.
11. The gap in the attainment rate for Black, Asian and Minority Ethnic students compared with white home undergraduate students will be eliminated by 2024/25.

## Mature students

12. To increase the proportion of new students aged 21 or over to 24% in 2024/25.

## APP EDI commitments

We have also made commitments in respect of other absolute gaps in outcomes. We have committed to narrowing gaps in progression to graduate level employment or further study between:

- IMD quintiles
- POLAR quintiles
- Ethnic groups
- Disabled students and non-disabled students

Target setting here has been delayed as the baseline source of data has switched from 6 months post-graduation (DLHE) to 15 months post-graduation (HESA Graduate Outcomes survey).

We have also committed to eliminating current very narrow gaps in continuation and attainment between:

- Mature and younger students
- Disabled students and non-disabled students

For care leavers we have committed to ensuring that rates of access remain good and that equal outcomes continue in respect of continuation and attainment.

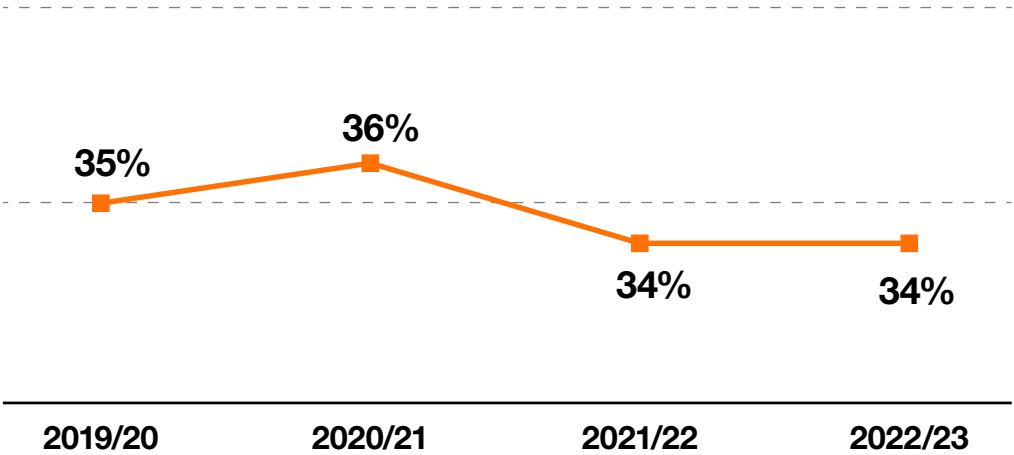
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# Index of Multiple Deprivation (IMD)

## Year 1 home undergraduate students

IMD is a measure of deprivation for areas in the UK. Quintiles 1 and 2 (Q1-2) are the less advantaged areas, quintiles 3 to 5 (Q3-5) are the more advantaged areas.

### Access

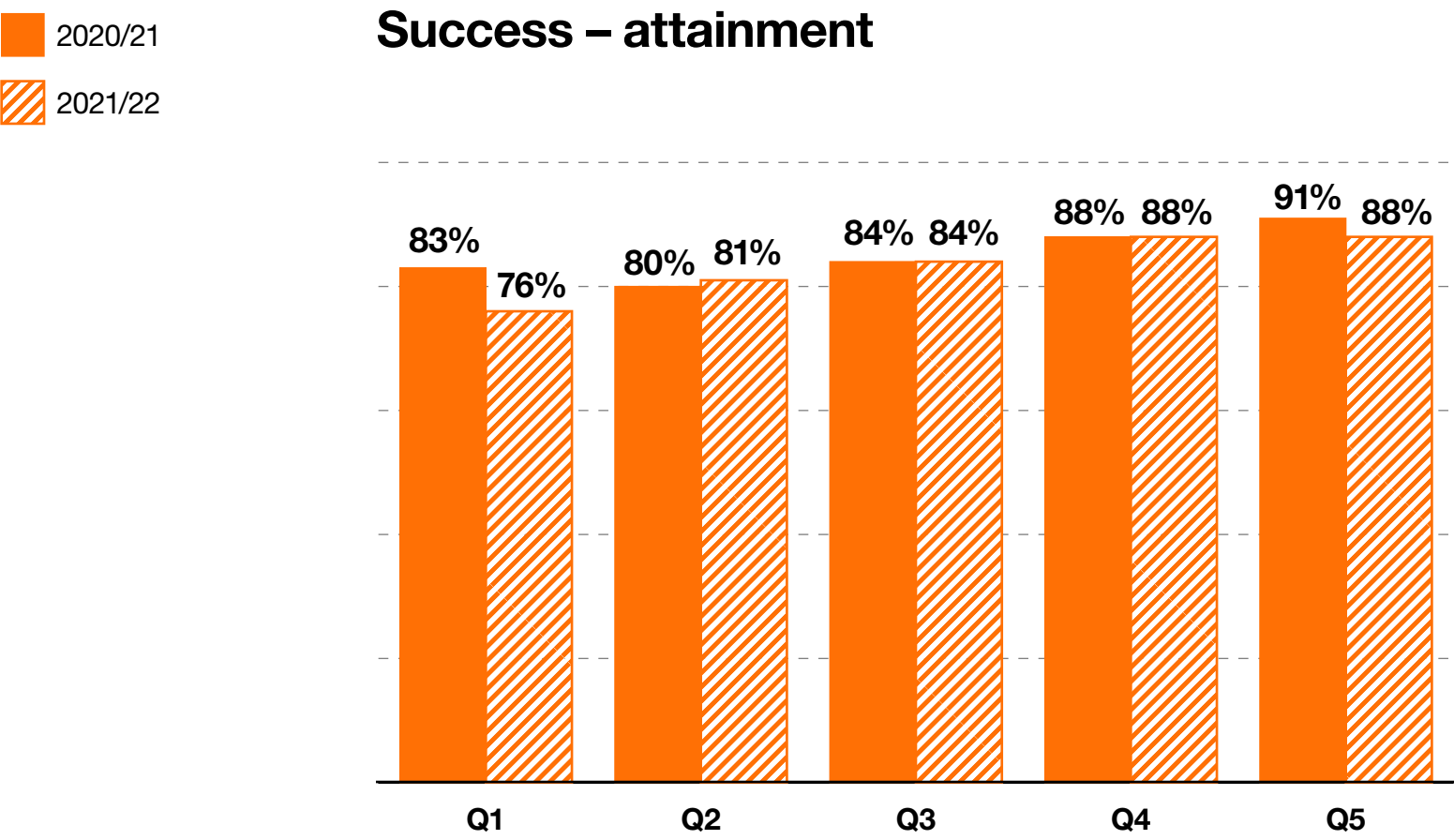
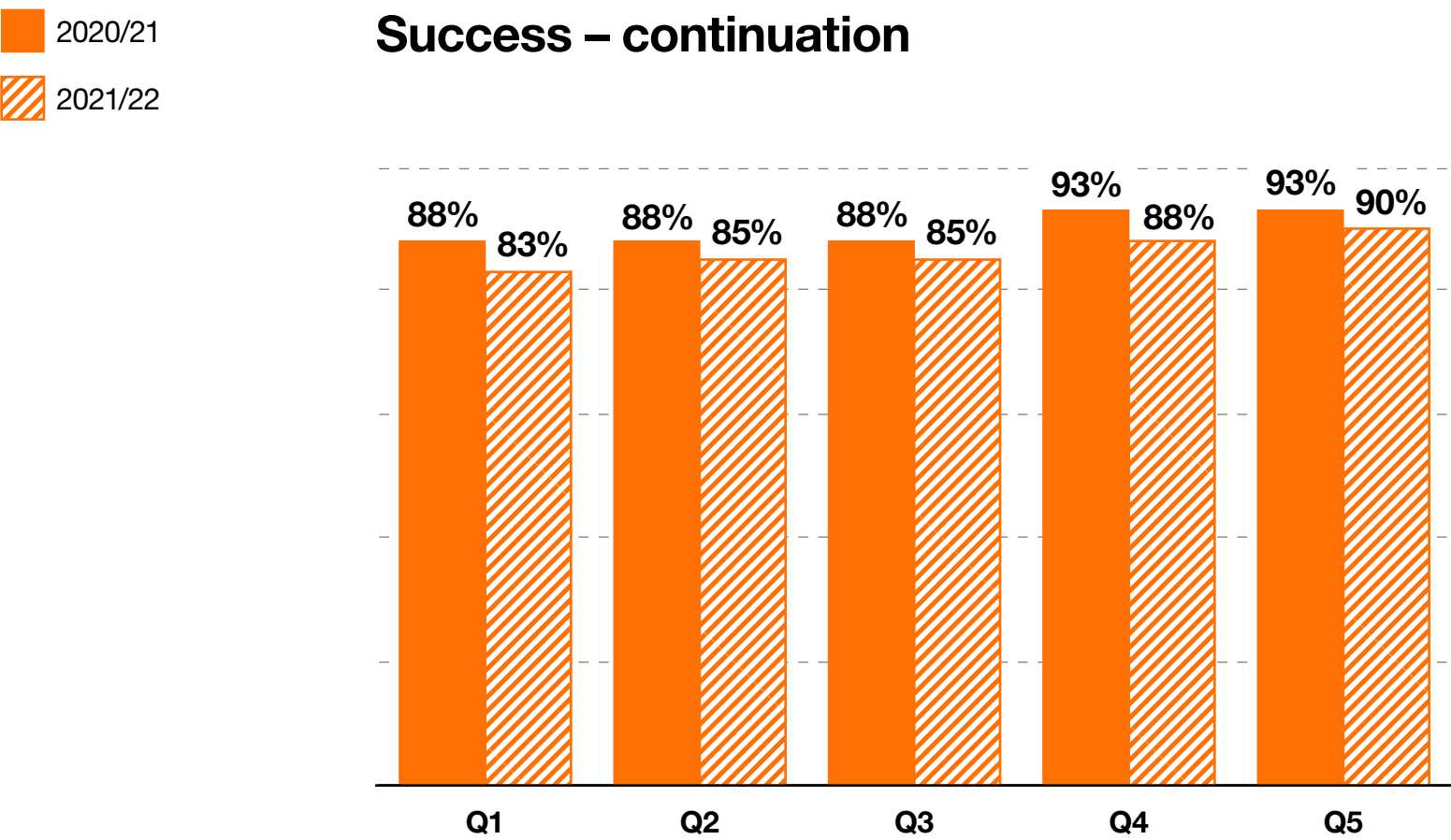


### Year 1 home undergraduates from Q1-2

	2021/22	2022/23	+/- previous year
CCI	41% (12)	48% (11)	+7% (-1)
CCW	35% (274)	34% (264)	-1% (-10)
CSM	34% (208)	30% (156)	-4% (-52)
LCC	36% (270)	38% (267)	+2% (-3)
LCF	30% (244)	33% (274)	+3% (+30)
Total UAL	34% (1008)	34% (972)	0% (-36)

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# Index of Multiple Deprivation (IMD) Year 1 home undergraduate students



## IMD continuation by college 2021/22

	IMD Quintile				
	1	2	3	4	5
CCI	*	*	*	*	*
CCW	84%	86%	83%	88%	88%
CSM	92%	93%	91%	91%	94%
LCC	77%	81%	81%	80%	89%
LCF	84%	83%	86%	91%	90%

\*The population is less than 10

## IMD attainment by college 2021/22

	IMD Quintile				
	1	2	3	4	5
CCI	*	*	*	*	*
CCW	80%	82%	89%	88%	87%
CSM	88%	91%	84%	96%	90%
LCC	74%	81%	82%	85%	89%
LCF	63%	71%	79%	84%	85%

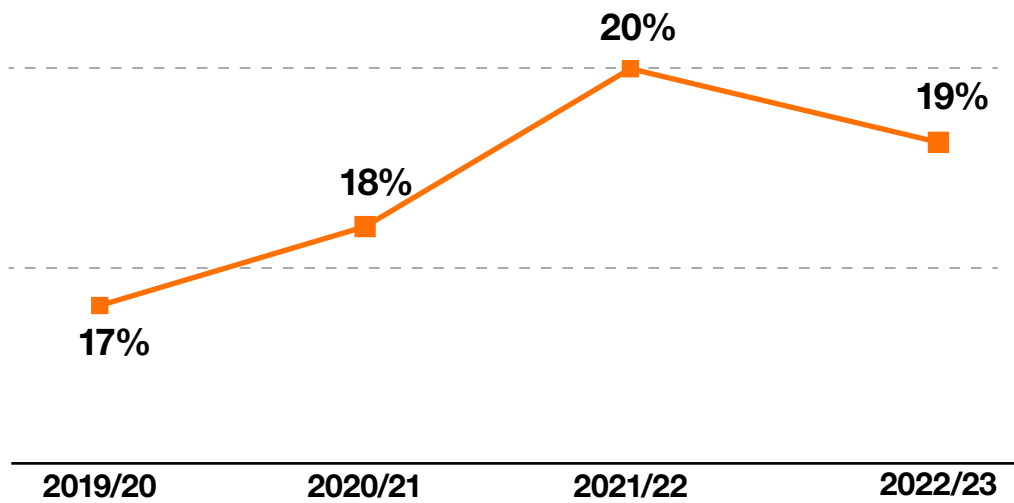
\*The population is less than 10

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# Participation of Local Areas (POLAR4) Year 1 home undergraduate students

Participation of Local Areas (POLAR4) was developed to identify the different rates of participation in higher education by young students in different areas of the UK. POLAR quintiles 1 and 2 (Q1-2) are the areas with the lower rates of participation. Note, there are major challenges with POLAR data for London, which has much higher levels of participation in HE than other parts of the UK. 36% of areas in London are classified as Quintile 5 compared to just 8% classified as Quintile 1. However, OfS insist POLAR related targets are retained.

## Access

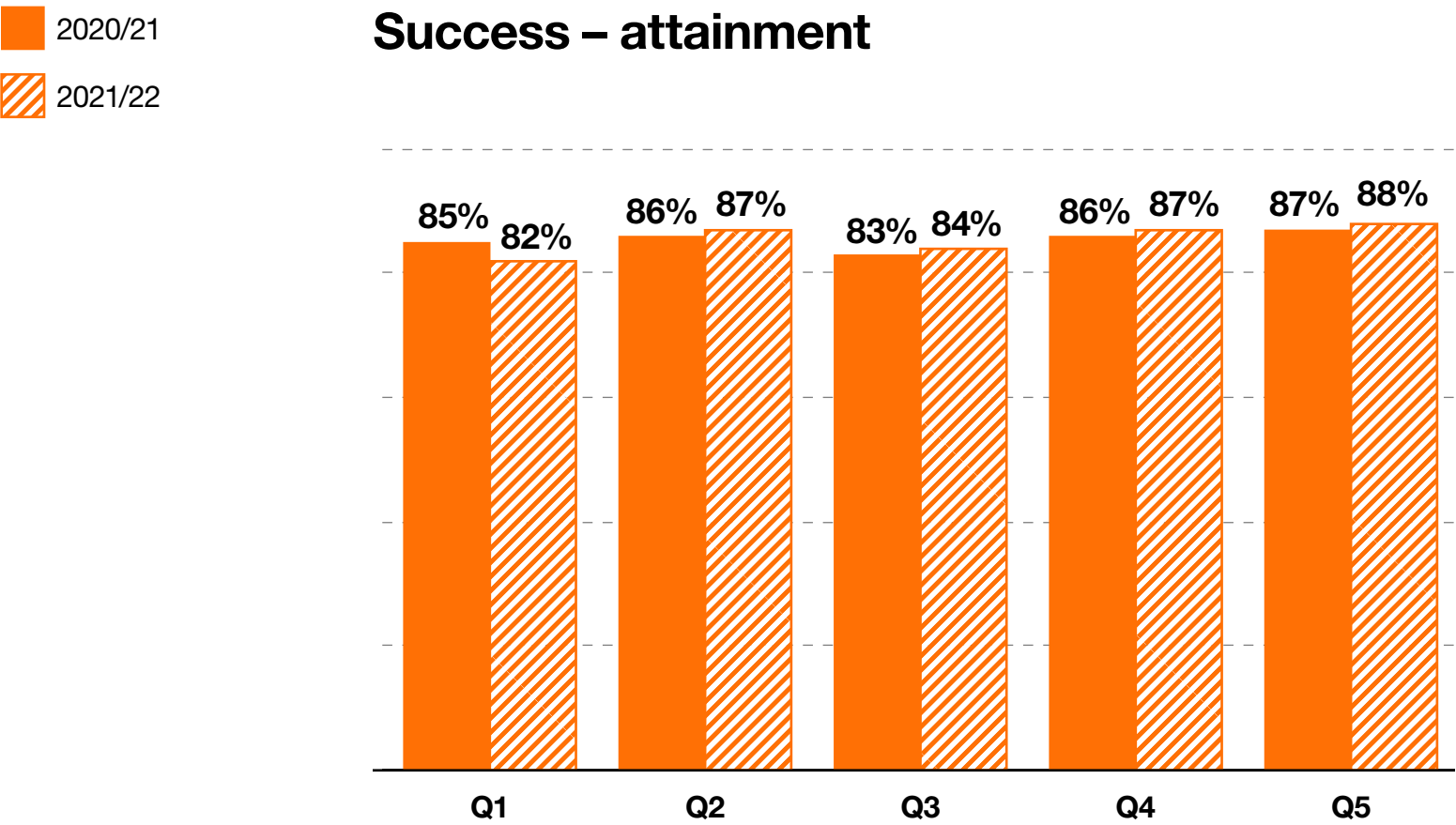
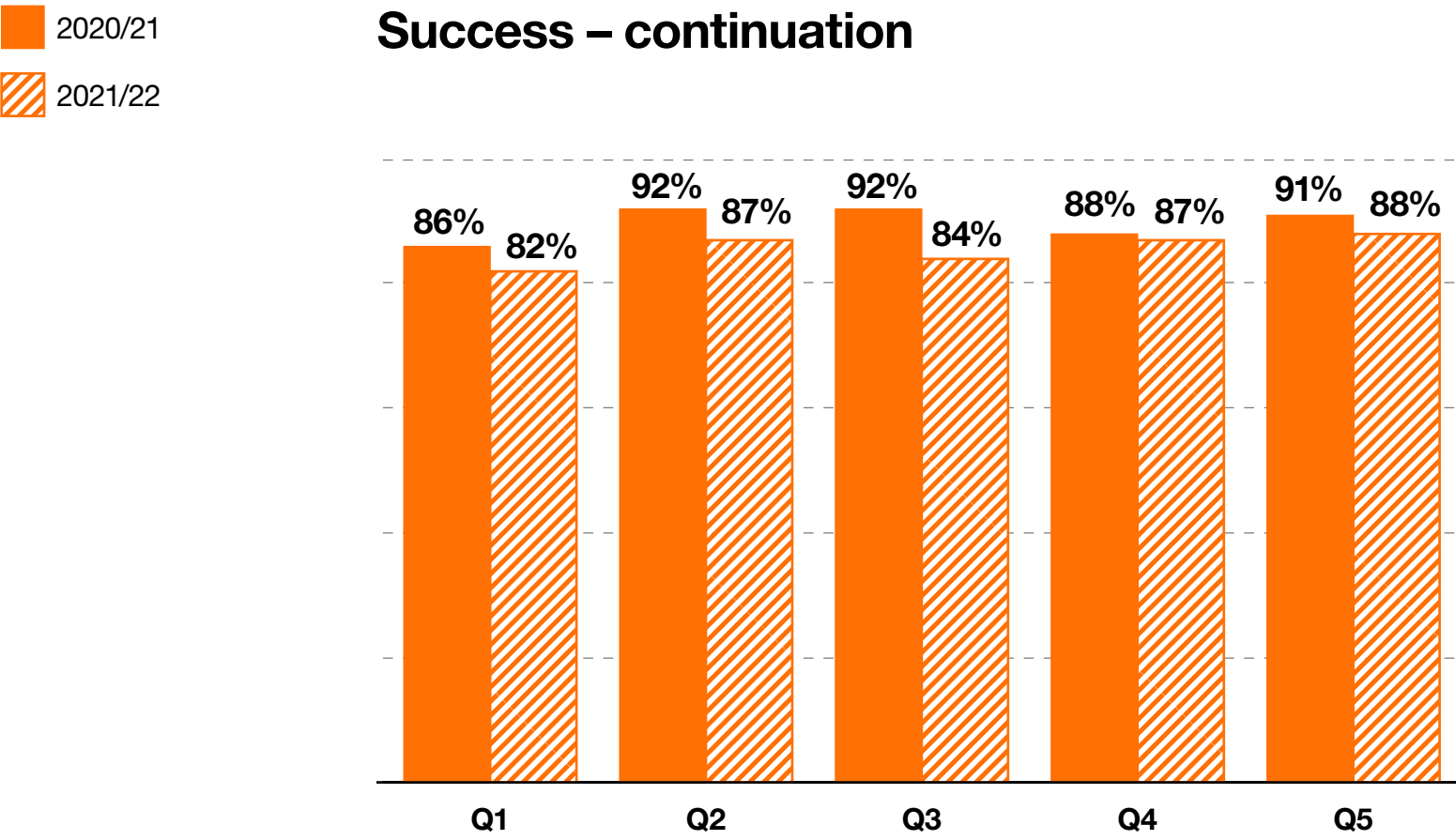


## Year 1 home undergraduates from Q1-2

	2021/22	2022/23	+/- previous year
CCI	11% (3)	9% (2)	-2% (-1)
CCW	18% (147)	19% (147)	+1% (0)
CSM	17% (106)	15% (77)	-2% (-29)
LCC	21% (154)	19% (136)	-2% (-18)
LCF	23% (199)	21% (172)	-2% (-27)
Total UAL	20% (609)	19% (534)	-1% (-75)

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# Participation of Local Areas (POLAR4) Year 1 home undergraduate students



POLAR continuation by college 2021/22

	POLAR4 Quintile				
	1	2	3	4	5
CCI	*	*	*	*	*
CCW	79%	87%	83%	84%	88%
CSM	98%	92%	89%	92%	93%
LCC	79%	84%	77%	82%	84%
LCF	79%	86%	88%	90%	88%

\*The population is less than 10

POLAR attainment by college 2021/22

	POLAR4 Quintile				
	1	2	3	4	5
CCI	*	*	*	*	*
CCW	87%	89%	90%	83%	85%
CSM	89%	94%	97%	85%	89%
LCC	73%	88%	82%	80%	86%
LCF	78%	66%	75%	81%	83%

\*The population is less than 10

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# Ethnicity

## Year 1 home undergraduate students

As part of our commitment to becoming an anti-racist institution, the University has reviewed the way it presents data on the ethnicity of our students to seek to reduce erasure of identity in our reporting. As a result, we moved to two levels of reporting on the ethnicity of our students.

These are:

- Level 1 – the total proportion of students from Black, Asian and Minority Ethnic (B.A.M.E) groups
- Level 2 – a five-way split showing the proportion of students from Asian, Black, Mixed, White and ‘Other’ groups

### Access – home undergraduate level 1

#### Percentage of year 1 home undergraduates from B.A.M.E backgrounds

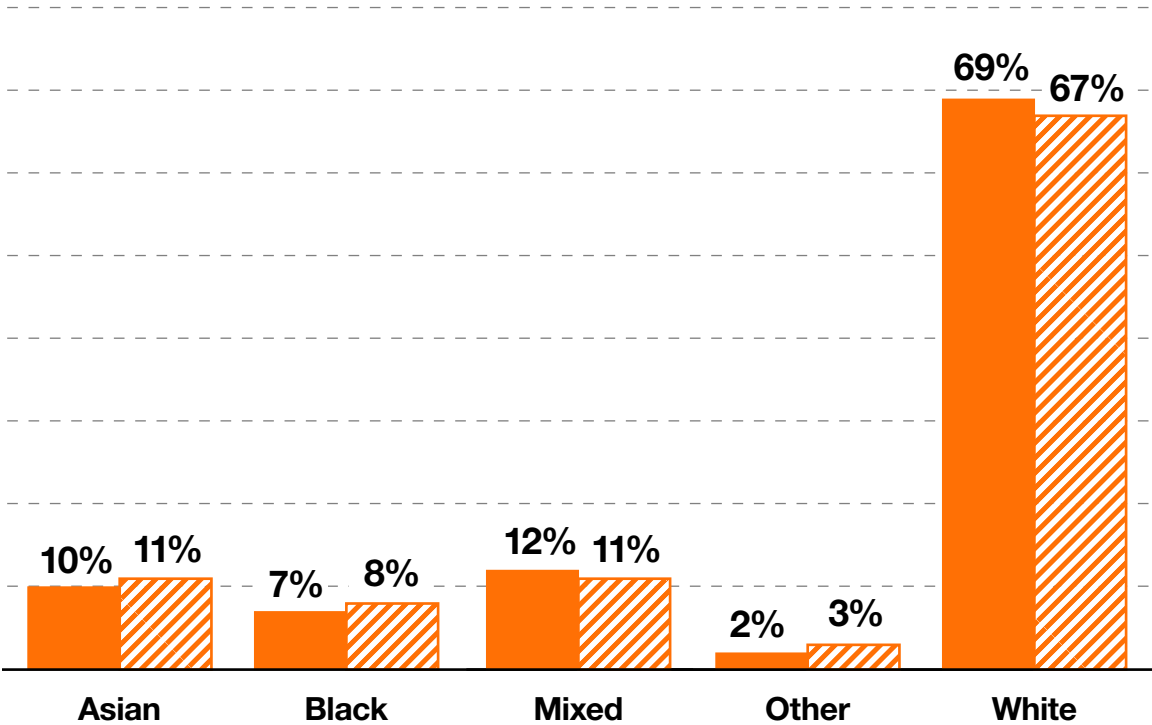
	2021/22	2022/23	+/- previous year
CCI	50% (14)	58% (14)	+8% (0)
CCW	28% (235)	25% (216)	-3% (-19)
CSM	29% (193)	33% (192)	+4% (-1)
LCC	39% (311)	43% (329)	+4% (18)
LCF	29% (265)	32% (288)	+3% (23)
Total UAL	31% (1018)	33% (1039)	+2% (21)

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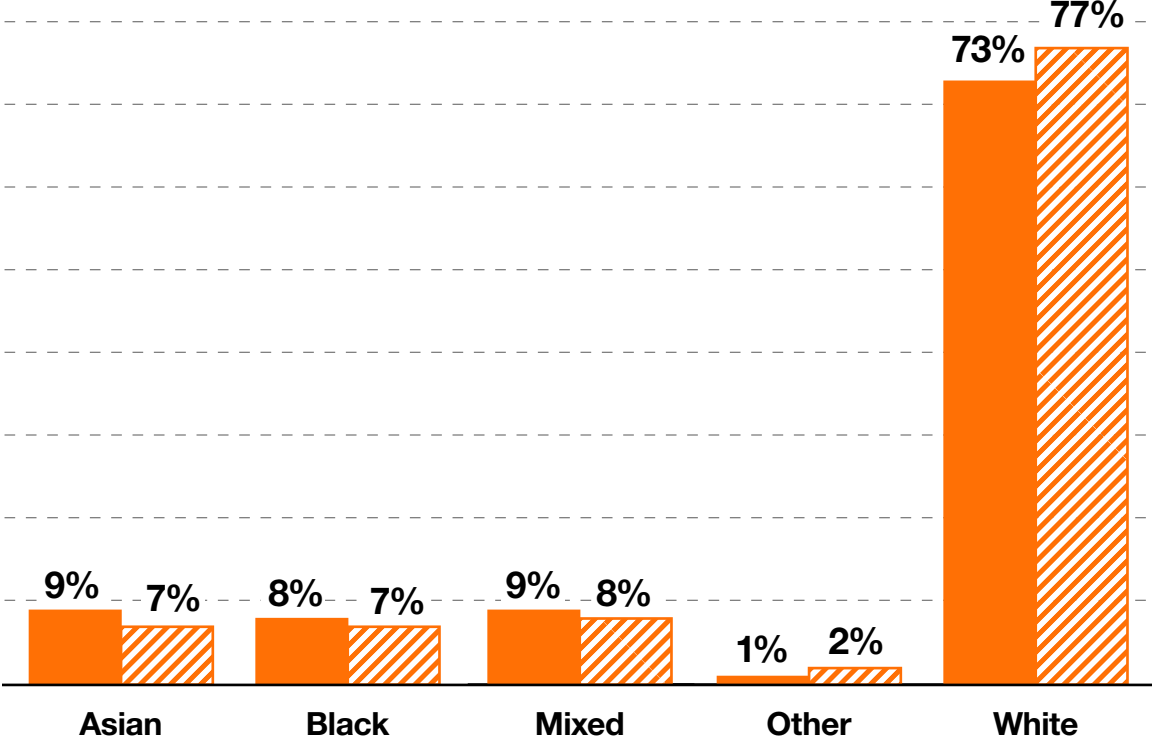
# Ethnicity



Access – year 1 home undergraduate level 2



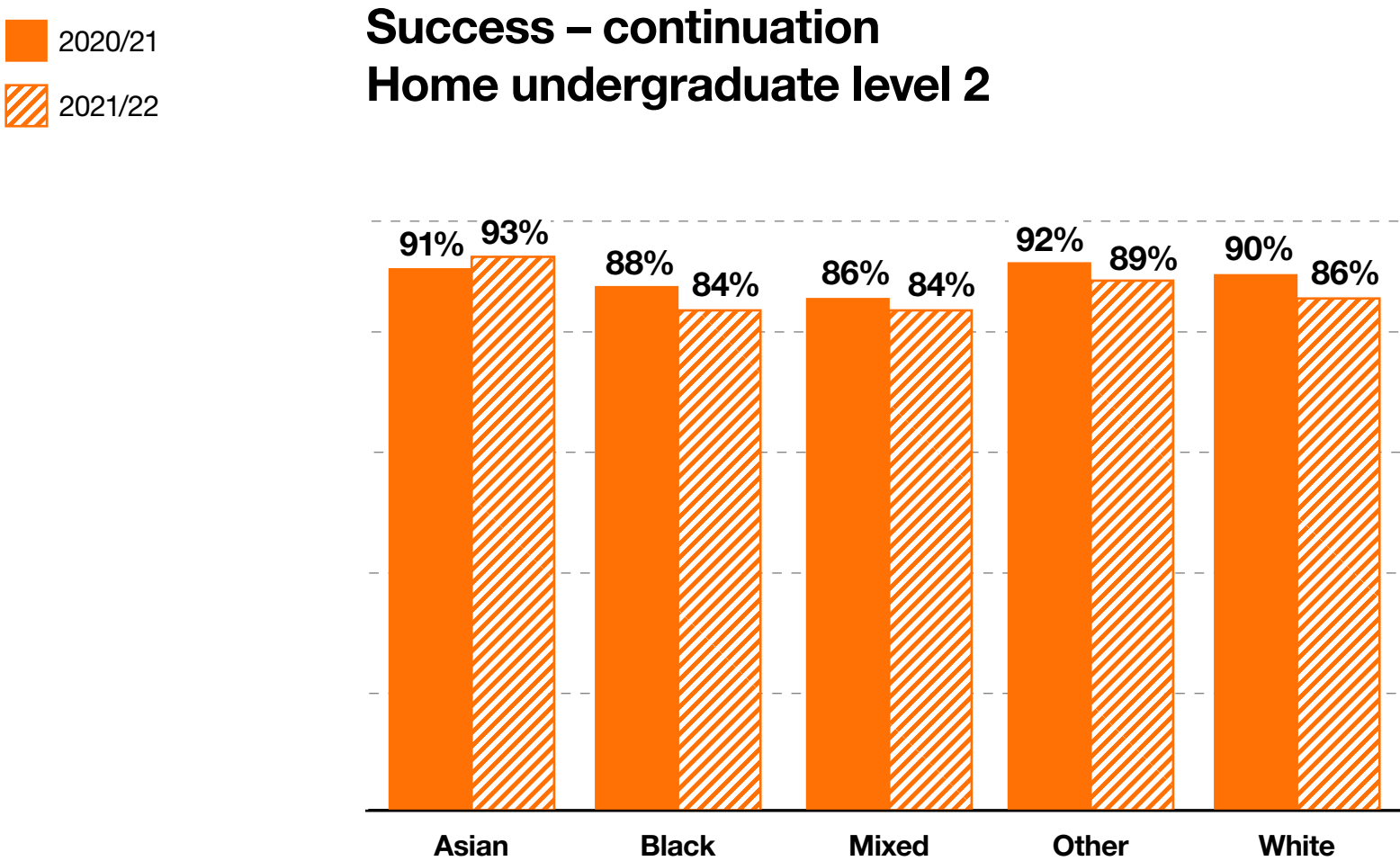
Access – year 1 home postgraduate taught level 2





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# Ethnicity



## Success – attainment Home undergraduate level 1

### White and B.A.M.E attainment gap 2021/22

	White	B.A.M.E	Attainment gap	Comparison with previous year
CCI	*	*	*	*
CCW	88%	79%	9%	Gap narrowed by 3%
CSM	92%	87%	5%	Gap narrowed by 3%
LCC	87%	75%	12%	Gap narrowed by 1%
LCF	84%	68%	16%	Gap increased by 4%
Total UAL	87%	76%	11%	No change in gap

\*The population is less than 10

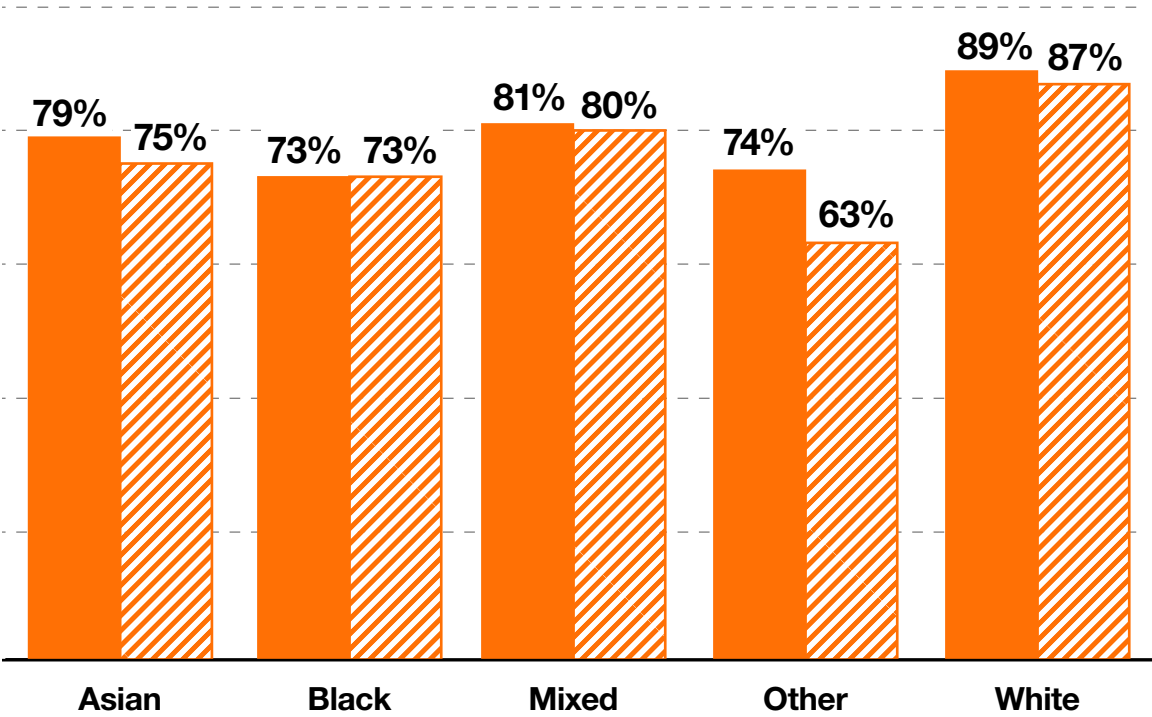


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# Ethnicity



Success – attainment  
Home undergraduate level 2



Attainment 2021/22

	Asian	Black	Mixed	Other	White
CCI	*	*	*	*	*
CCW	73%	85%	81%	*	88%
CSM	93%	74%	89%	*	92%
LCC	70%	78%	80%	*	87%
LCF	67%	61%	75%	*	84%
Total UAL	75%	73%	80%	63%	87%

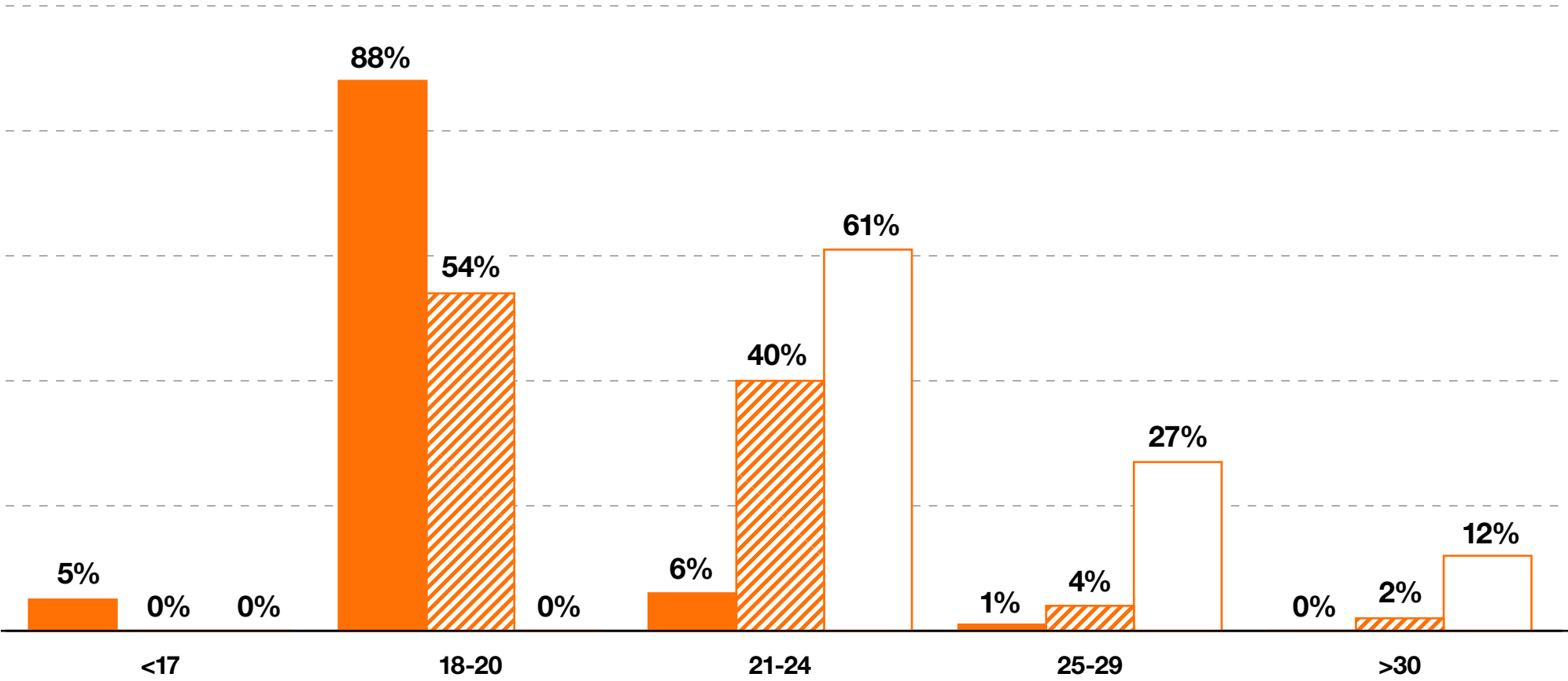
\*The population is less than 10

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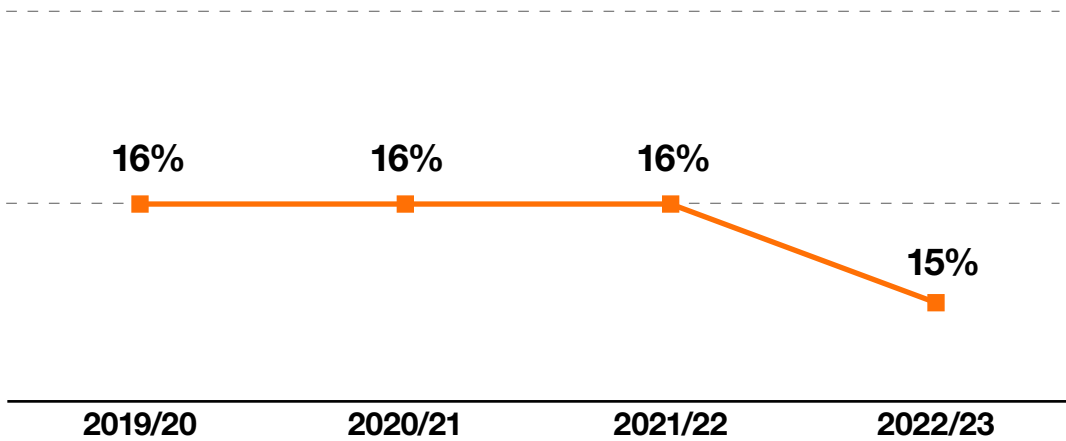
# Age

- Further Education
- Undergraduate
- Postgraduate Taught

Age, all students – December 2022



Mature students – first year, home, undergraduate students aged 21 or over at enrolment

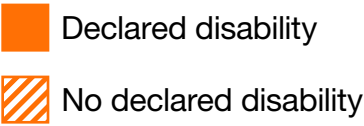


Percentage of mature students

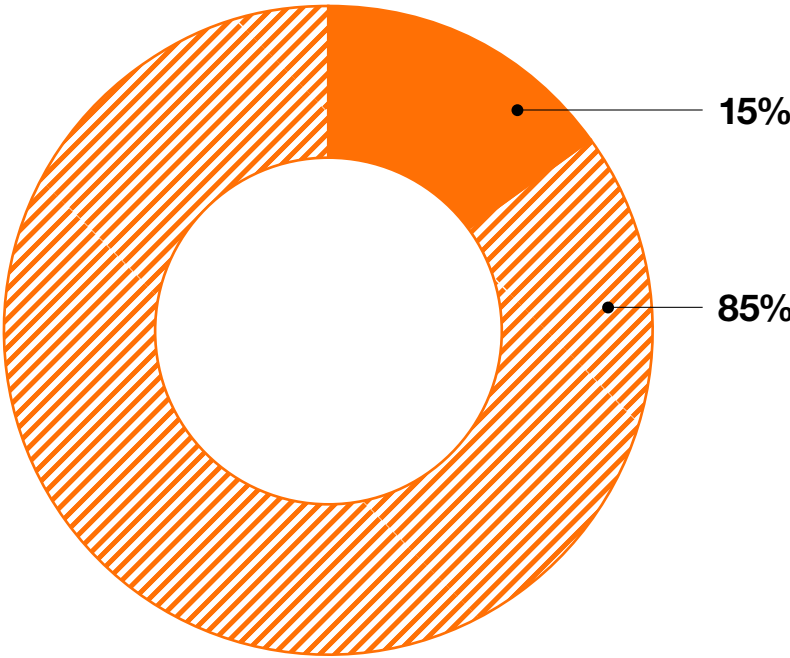
	CCI	CCW	CSM	LCC	LCF	Total UAL
Mature Students	21%	18%	17%	15%	13%	15%

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# Disability



Declared disability, all students – December 2022



Declared disability by college

	CCI	CCW	CSM	LCC	LCF	Total UAL
No declared disability	86%	84%	82%	87%	87%	85%
Declared disability	14%	16%	18%	13%	13%	15%

Disabled student profile by fee status

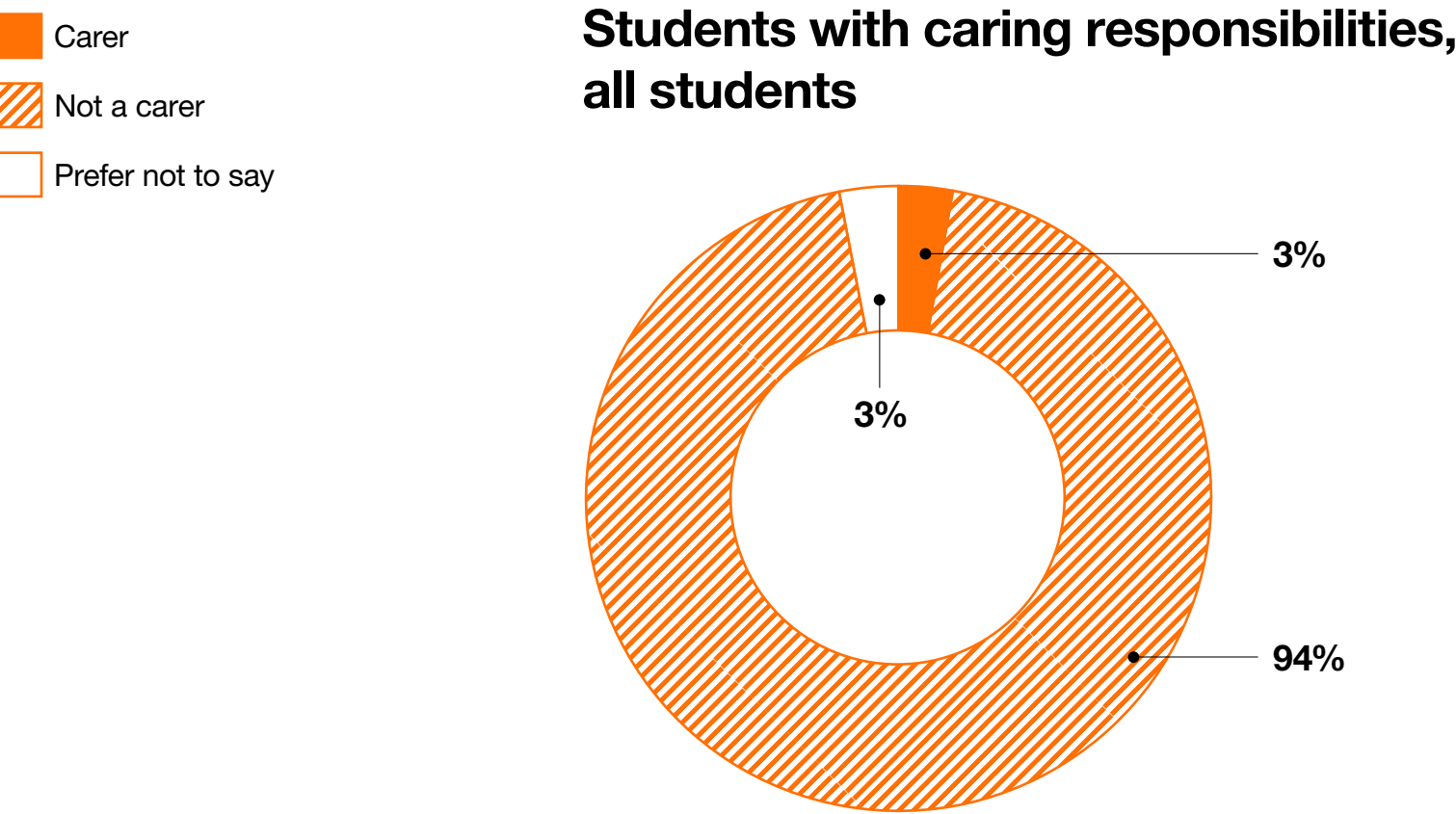
	Home	EU	International	Total UAL
No declared disability	75%	86%	95%	85%
Declared disability	25%	14%	5%	15%

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# Other protected characteristics

This section of the report provides the latest data (December 2022) and key developments for those protected characteristics under the Equality Act that are not covered by the Access and Participation Plan.

## Caring responsibilities



### Students with caring responsibilities by college

	CCI	CCW	CSM	LCC	LCF	UAL
Student with caring responsibilities	*	82	89	75	66	313

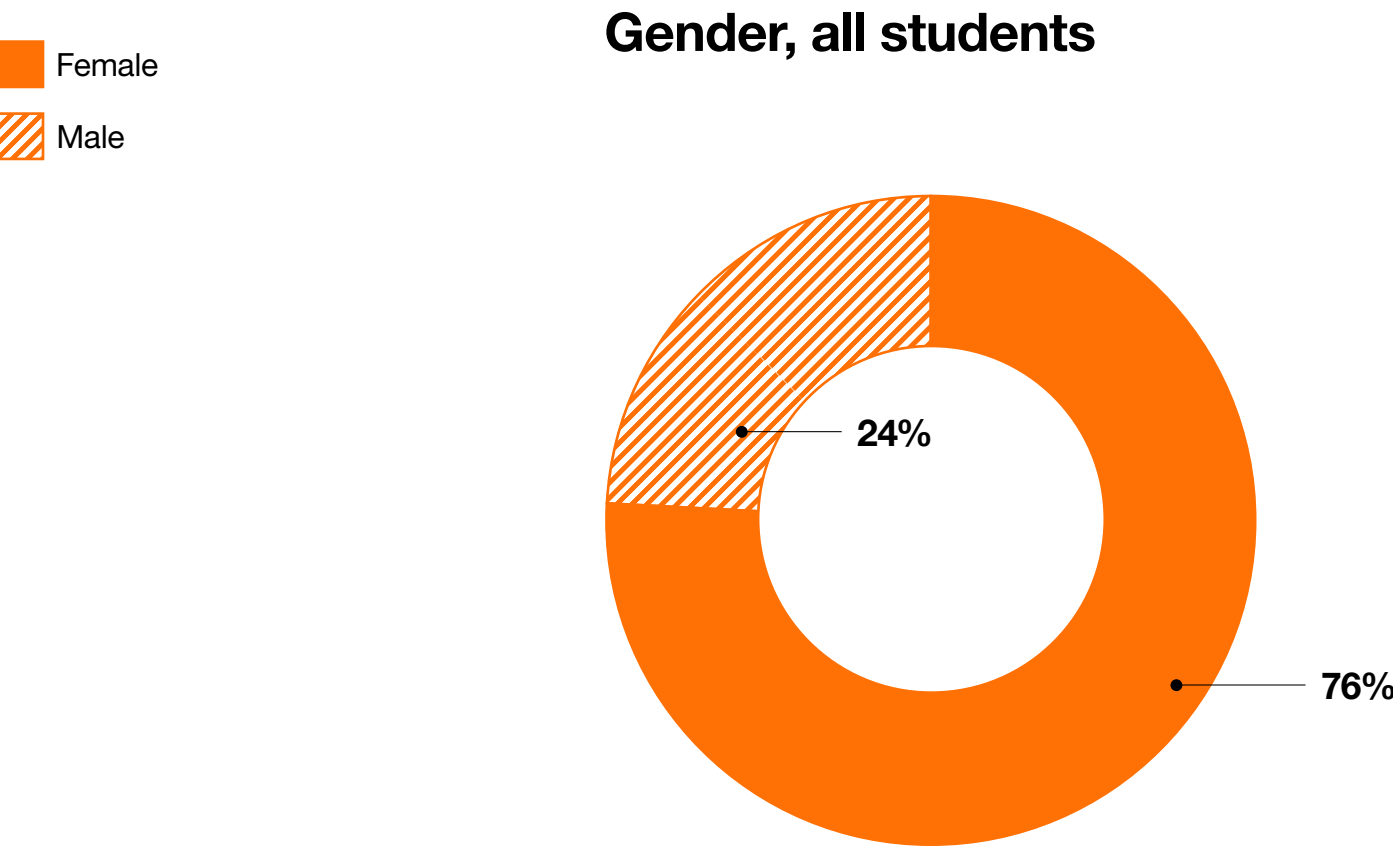
\*The population is less than 10

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Other protected characteristics

Gender

The University introduced additional options for gender in 2015/16, and in December 2022 32 students identified as ‘Other’ and 126 students identified as non-binary. These students are included in the calculation and together make up less than 1% of the student population and are not plotted on the chart.



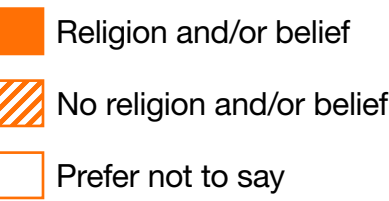
Gender by college

	CCI	CCW	CSM	LCC	LCF	Total UAL
Female	63%	78%	71%	71%	83%	76%
Male	36%	22%	28%	29%	16%	24%

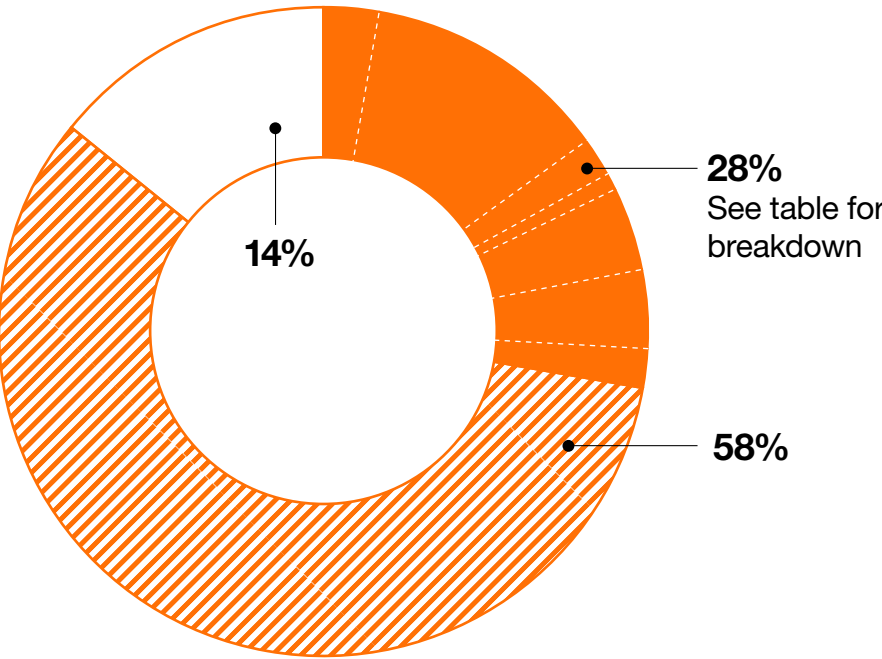
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Other protected characteristics

Religion and belief



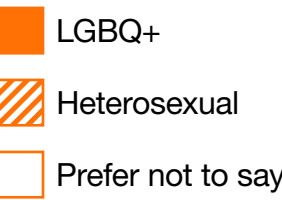
Religion and belief, all students – December 2022



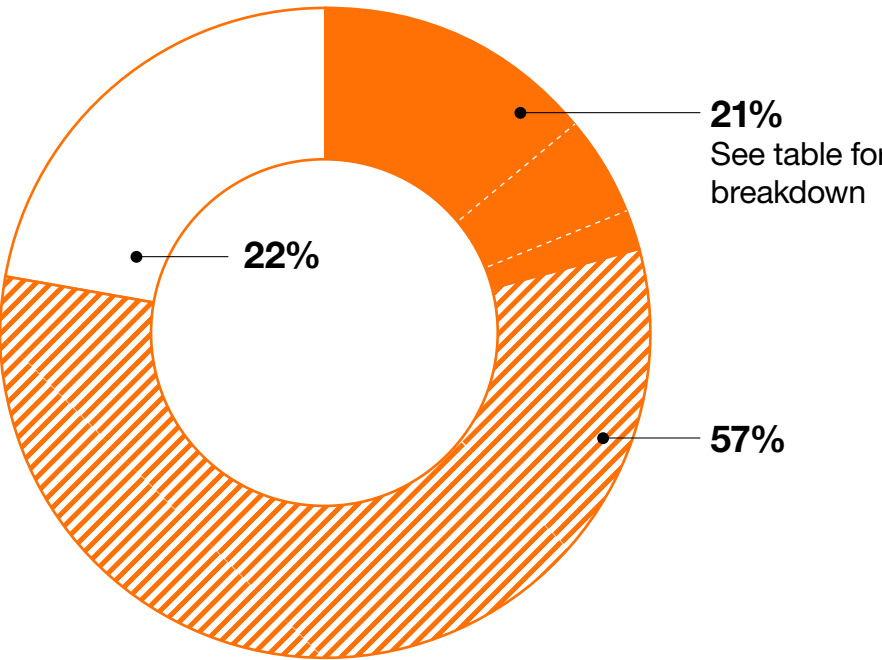
Religion and belief by college

	CCI	CCW	CSM	LCC	LCF	Total UAL
Buddhist	3%	3%	3%	3%	4%	3%
Christian	7%	10%	11%	11%	15%	12%
Hindu	1%	2%	2%	2%	4%	2%
Jewish	1%	1%	1%	0%	1%	1%
Muslim	5%	4%	4%	4%	3%	4%
Sikh	1%	0%	0%	0%	1%	0%
Spiritual	3%	4%	5%	4%	4%	4%
Any other religion or belief	1%	2%	2%	2%	1%	2%
No religion	65%	60%	55%	59%	56%	58%
Prefer not to say	13%	14%	16%	13%	11%	14%

Sexual orientation



Sexual orientation (LGBQ+), all students – December 2022



Sexual orientation (LGBQ+) by college

	CCI	CCW	CSM	LCC	LCF	Total UAL
Bisexual	0%	4%	3%	3%	3%	14%
Gay or lesbian	0%	1%	2%	1%	2%	5%
Other sexual orientation	0%	1%	1%	1%	0%	2%
Heterosexual or straight	1%	13%	12%	14%	17%	56%
Prefer not to say	0%	6%	6%	6%	5%	22%

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Other protected characteristics

Trans status

Students who have responded that their gender is different to that assigned at birth by college – December 2022

	CCI	CCW	CSM	LCC	LCF	Total UAL
Gender is different to that assigned at birth	*	149	147	95	89	487

\*The population is less than 10

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# Appendix



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# Appendix

## Note on data and methodology

For protected characteristics data where staff have ‘not stated’ or have chosen the ‘prefer not to say’ option, the data has been combined in the report, under the category ‘unknown’. The fields were combined to streamline the data and its presentation.

Hourly-paid staff have been included in analyses contained within this report, since hourly-paid staff constitute a large proportion of our staff. When considering how hourly-paid contracts are issued and how the contracts are processed, it was agreed with the Data and Systems Team that a 14-month window was the most efficient and cohesive way to collate the data associated with these contracts, as this matches the duration that records are retained on HR systems.

ArtsTemps was established as a separate employer in the academic year 2021/22 and therefore ArtsTemps employees were removed from the hourly-paid contracts dataset for 2021/22.

Gender identity declaration rates are so low as to be identifiable from surveyed results.

In the student report, ‘attainment gap’ and ‘awarding gap’ are both used to describe the difference between the proportion of students from one group awarded a first class or upper second degree, compared with another group. In avoidance of deficit approaches to the barriers facing marginalised students, UAL uses the term ‘awarding gap’ in order to keep the focus on the ways in which institutions are awarding degrees inconsistently. However, in our Access and Participation Plan ‘attainment’ is used, so we have preserved that language where appropriate.

## Aggregations

Within this report we have used the widely recognised term Black, Asian and Minority Ethnic (B.A.M.E). We acknowledge that whilst this acronym has long been used to identify minoritised non-white ethnicities in the UK, use of the term is contentious, reductive and one that does not take account of the different ethnic, religious, cultural, and societal experiences of those grouped together under this umbrella designation. Consequently, while it may be convenient for reporting purposes, the failure to recognise the inherent heterogeneity of those identified as B.A.M.E can inadvertently mask the true extent of inequalities faced by some ethnic groups when reported as part of a B.A.M.E collective. The complexity associated with this heterogeneity therefore needs to be fully considered when reflecting on some of the findings presented within this report.

The difficulty in using non-aggregated responses in the survey analysis is that numbers are not only low but may not be useful to analyse.

ual:

For further information, visit  
[arts.ac.uk/about-ual/equality-and-diversity](https://arts.ac.uk/about-ual/equality-and-diversity) ↗

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