Equality, Diversity and Inclusion Report 2017

Placing equality, diversity and inclusivity at the core of what we do
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At UAL, we work collectively to promote equality, diversity and inclusion for all students and staff. By working in partnership with Arts SU and our diverse student community, we aim to create an environment where all students and graduates reach their full potential. This report offers an insight into some of the initiatives that have taken place this year, thanks to the commitment of staff and students from across the university.

Mark Crawley,
Dean of Students

Image credits

Front cover: Asiah Ali (Alys Tomlinson)
Page 12: Hi-Vis Magazine
Page 17: Pride in London 2017 (Camila Gloriso)

Data sources

Pages 6–7: Student data – UAL student database (January 2017)
Page 8: Student participation and attainment benchmarking data – University Central Planning Unit (2017)
2017 highlights at a glance

LGBTQ+ 2017
A major programme of events and exhibitions to celebrate the work of LGBTQ+ students, staff and alumni.

Breaking Bias
More than 800 staff have undertaken training on unconscious bias through our e-learning module, Breaking Bias.

Mental wellbeing
Major enhancement in student mental health support.

Diaspora Pavilion
A partnership with the International Curators Forum on the Diaspora Pavilion at the Venice Biennale.
Introduction

This report provides an overview of the key initiatives undertaken during 2017 to promote equality, diversity and inclusion in relation to students at UAL. It includes student demographic data for age, caring responsibilities, disability, gender, ethnicity, religion, sexual orientation, gender identity and socio-economic class.

Under the provisions of the Equality Act (2010), universities are required to set Public Sector Equality Duty (PSED) objectives and report on progress against these objectives every year. This report provides an update on our PSED objective in relation to students. A further update on staff objectives will be available in spring 2018.

PSED objective: Narrow differentials in participation, continuation and attainment of home black, Asian and minority ethnic (BAME) students.

KPI: By 2022 the percentage of first degree home BAME students achieving a 1st or 2:1 will be the same as for first degree home white students.
All about our students

**Age**
- 1% ≤17
- 44% 18–20
- 41% 21–24
- 10% 25–29
- 5% 30+

19% of first year home undergraduates are mature students

**Fee status**
- 49% home
- 16% EU
- 35% international

**Ethnic origin**
- 42% black, Asian & minority ethnic
- 58% white

**Religion**
- 1% Jewish
- 2% Hindu
- 4% Muslim
- 4% spiritual
- 4% other religion or belief
- 5% Buddhist
- 25% Christian
- 54% no religion

**Social class**
- 33% low socio-economic class
- 67% high socio-economic class
Gender

25% male
75% female

students identify with a gender different to that assigned to them at birth

228

Sexual orientation

85% heterosexual
5% bisexual
5% other
4% gay man
1% gay woman/lesbian

Disability

10% specific learning difficulty

83% no declared disability
7% other disability

Caring responsibilities

702

students have caring responsibilities for a child or family member
Ethnic diversity

How are we doing?

Student participation, continuation and attainment rates are in line with, or above, sector averages. We’ve seen an increase in the number of BAME students enrolling on undergraduate degree courses over the past four years. Differentials in continuation rates (students continuing from year 1) have narrowed, however white students continue to be awarded a 1st or 2:1 at a higher rate than BAME students.

Student profile summary

42% of students are from a black, Asian or minority ethnic background.

BAME students account for:

- 29% of home/UK students
- 11% of EU students
- 85% of international students

PSED objective: Narrow differentials in participation, continuation and attainment of home black, Asian and minority ethnic (BAME) students.
**Participation**

In 2016/17, 31% of first-year home (UK) undergraduate students were from a BAME background, and 69% were from a white background. We recruit a higher proportion of BAME students than the UK average (21%) and other creative art and design specialist institutions (15%). However, our ethnic profile is lower than other London-based institutions (52%).

**Continuation**

Continuation rates refer to the percentage of first year students who go on to re-enrol the following year (including those who are repeating). 86% of BAME home students and 87% of white students re-enrolled after their first year.

The continuation gap between BAME students in 2016/17 was 1%, a decrease of 1.5% on the previous year.

**Attainment**

In 2015/16, 54% of BAME home students attained a 1st or 2:1 in their undergraduate degrees, compared to 74% of white students. The UAL attainment gap stands at 20%, compared to 18% in other creative art and design specialist institutions.

**KPI:** By 2022 the percentage of first degree home BAME students achieving a 1st or 2:1 will be the same as for first degree home white students.
2017 highlights

Promoting race equality

UAL Attainment Programme: Learning for All

The UAL Attainment Programme: Learning for All was established in October 2016 to address the attainment gaps for BAME, international and low socio-economic class students. Throughout 2017, the programme has been joining up university policy, infrastructure and monitoring mechanisms to better support student attainment. It has also been further enhancing the curriculum and teaching practices, in partnership with students and through an improved staff development offer.

Highlights include:

- The creation of a new online resource that is helping staff to understand the factors causing differential outcomes for students. This draws together some of the latest research findings from the higher education sector and from UAL researchers.

- The introduction of a four-step process that is supporting staff to address attainment differentials in their areas of practice, through informed interventions. As part of this, staff are being encouraged to share good practice for the benefit of all students at UAL.

- Increased promotion of existing diversity and inclusion training, and the introduction of two new workshops for UAL staff: Decolonising the Curriculum, by visiting fellow Dr Gurnam Singh, and Inclusive Attainment, attended by more than 300 members of staff.

- Academic and Library staff working with Arts Students’ Union as part of Liberating the Curriculum. This included an event series for ‘Working through the gaps’, during which students and staff shared experience and ideas to address attainment gaps.

- The ‘Tell Us About It’ archive has been digitised, through the work of Shades of Noir and Aisha Richards, and is now hosted on the new Shades of Noir education site.
We partnered with the International Curators Forum to present *Diaspora Pavillion* and *Beyond the Frame*. Twenty emerging British artists and curators from racially and culturally diverse backgrounds have taken part. The artists produced works that were showcased in the Diaspora Pavillion exhibition at the Palazzo Pisani a Santa Marina during the 2017 Venice Biennale.

*Shades of Noir* has continued to play a significant role in the university’s work around equality and social justice this year, hosting a range of events and debates for students and staff. *Shades of Noir* founder, Aisha Richards, has also worked with Dr. Deborah Gabriel (Black British Academics) to undertake audits of course handbooks and deliver workshops with course teams, with the aim of developing a more inclusive and diverse curriculum.

We believe in shaping a creative industry sector that represents the diverse communities we live in. By collaborating with staff, students and industry leaders, *Careers and Employability* strives to support UAL students who are underrepresented in this sector. It offers student-led programmes, mentorships, paid internships, awards, talks and work-based experience.

*Library and Academic Support Services* (LASS) is working with Arts Students’ Union to develop culturally representative library collections, host wellbeing events, and enhance orientation events for international students. We aim to offer academic support in an inclusive and accessible way to all students, with a particular aim of addressing inequalities in degree attainment experienced by Black, Asian and minority ethnic students.
Students of BA Fashion Journalism (LCF) and BA Journalism (LCC) have collaborated to produce Hi-Vis, a zine born out of a desire to react against what students felt was a lack of visibility of diverse models, designers, writers and make-up artists. The zine is a creative celebration of fashion, young voices and London in 2017. Available from the LCC Zine Collection.
Next steps

Changing Mindsets
HEFCE-funded project

UAL secured HEFCE Catalyst funding at the start of 2017 for a Changing Mindsets project that aims to narrow attainment gaps by reducing stereotype threat and implicit bias as barriers to students’ success. For the project, UAL are working in partnership with University of Portsmouth, Canterbury Christ Church University, University of Brighton and University of Winchester.

Throughout 2017/18, a series of student and staff workshop-based interventions are taking place at UAL, designed to build a growth mindset; the belief that ability develops through effort and by embracing challenge. Developing a growth mindset has a profound motivational impact on learners and on staff expectations of learners, and has shown to contribute to closing attainment gaps.

UAL Attainment Network and Conference

A new UAL Attainment Network is bringing staff expertise and experience together to identify and promote actions and interventions to address attainment differentials. The new network includes representatives from each UAL academic programme and technical, leadership and student support teams.

The network will be meeting each term to work through the four steps to addressing attainment, and the work of the network will culminate in UAL’s first Attainment Conference in the summer of 2018.

The Attainment Conference will offer staff updates on sector and UAL-wide attainment research, and provide a platform for sharing good practice identified through the Attainment Network.
Disability

We have worked in partnership with Arts Students’ Union to enhance support and promote inclusive learning and teaching for disabled students, including students with mental health difficulties.

This year we have:

- Invested an additional £250k in counselling and mental health support.
- Developed training and guidance for staff to promote awareness of inclusive teaching methods.
- Updated university policy on additional time for assessments.
- Delivered Mental Health Awareness Training, Disability Equality Training and Student Services Briefings to UAL administrative and teaching staff, with the aim of all staff being trained by 2019.

In addition, Arts SU has produced a Mental Wellbeing zine with advice on avenues of support from the university and a variety of other sources.

Library and Academic Support Services

SensusAccess has been implemented by Library Services, enabling students to create their own accessible copy from a wide range of text formats. Four assistive software packages are being rolled out: Read and Write Gold, Mindview, Dragon and Inspiration, and IT Services is installing these as standard on all Library and Learning Zone machines. A requirement for accessibility is now embedded into all library procurement processes. UAL-wide Academic Support has collaborated with Arts SU and the Counselling and Mental Health Services to provide sessions on mental wellbeing.
Gender

Prevention of Harassment and Sexual Violence

The Prevention of Harassment and Sexual Violence project aims to improve the way we respond to and prevent harassment and sexual violence experienced by students. Delivered in partnership with the Arts Students’ Union, our work is in response to the findings of the Universities UK Taskforce examining harassment and violence against women.

During 2017 we have:

- Developed guidance outlining the support available for students who have experienced harassment or sexual violence.

- Introduced clear and accessible ways of reporting an incident, which enables students to report anonymously through the online ‘Tell Someone’ form, or speak in confidence to a member of the Counselling and Student Health Service.

- Developed training and resources for staff to support them in responding to disclosures.

- Launched a campaign to raise awareness of students’ rights and responsibilities in relation to sexual consent, and inform students and staff of the support available at the university.

In addition, Arts SU has delivered consent workshops with students, with the aim of opening up discussion about sexual consent and raising awareness of the support available to them.

LCF Orange Label project

LCF worked with the UN Trust Fund to End Violence against Women, on ‘The Orange Label Project’ – a campaign to raise awareness of violence against women. The project engaged audiences of young people from across the world, who were invited to create a piece of work to mark the 20th anniversary of the Trust.

Feminist Internet

Feminist Internet is a movement concerned with building an equal and just internet for all. It started as part of UAL Futures, an initiative bringing staff, students and industry partners together across disciplines to address the social issues they care about. Feminist Internet is supported by UAL’s Careers and Employability team.
Gender identity and sexual orientation

In 2016, Natalie Brett was appointed UAL’s first Executive Board Champion for LGBTQ+ equality and has been working with students and staff to support new initiatives, events and projects throughout 2017. This year we have hosted a series of events and exhibitions to celebrate the work of LGBTQ+ students, staff and alumni, with a particular focus on sharing previously untold stories and highlighting the experiences of historically marginalised groups.

Major events have included Sara Davidmann’s ‘Ken. To be destroyed’ exhibition at LCC, EJ-Scott’s Museum of Transology at LCF, a talk by Mike Jackson, co-founder of Lesbians and Gays Support the Miners, at CSM, and Lily Waite’s ‘I Will Hold Your Gaze’ at Chelsea.

The ‘Museum of Transology’ was the largest display of trans artefacts and photographic portraiture ever displayed in the UK. Curated by EJ-Scott, the exhibition featured photography by Bharat Sikka and Sharon Kilgannon, films by Fox Fisher and Lewis Hancox, and behind-the-scenes footage from Born Risky by Grayson Perry.

Shades of Noir panel debate ‘Queer Bodies’ explored issues of representation and misrepresentation affecting queer people of colour. The Queer Bodies zine, featuring essays, interviews and ‘terms of reference’ from the event, is available in UAL libraries.

UAL took part in the Pride parade in a beautiful, open-topped bus, filled with 30 staff and students. UAL sashes and flags were worn and waved on and off the bus as other staff, family and friends joined the biggest LGBTQ+ parade in the UK. This was our second year on the Pride parade and it was a great opportunity for students and staff to celebrate together.

‘I Will Hold Your Gaze’ celebrated the work of trans and non-binary students from across UAL. The exhibition, curated by Lily Waite (BA Painting, Camberwell), explored ideas of gender, race, sexuality and gender identity, and provided an authentic insight into the lives of trans and non-binary individuals.
Religion, belief and faith identities

In 2016, Professor Reina Lewis established a community of practice with the aim of exploring the ways in which religion, belief and faith identities are understood and impact on teaching and learning within art, design and communication at UAL. The work of the group is supported by UAL’s Religion and Belief Champion, Professor Frances Corner.

The group meets once a term, bringing together staff from across the university to present research, discuss their creative practice and share ideas about how to better understand religious diversity within higher education. The group explores questions of religion, belief and faith identities (including secular identities) in its broadest sense, not only in relation to formal membership of religions, and with an understanding of how faith identity intersects with other social identities, e.g. gender, ethnicity, sexual orientation and class.

The group aims to:

• Create opportunities for staff to discuss religion, belief and faith identities in relation to their academic and creative practice.

• Create a space for open conversation about the way services can be inclusive and accessible to students from diverse faith backgrounds.

• Share examples of course content, projects/assignments, and student and staff work that explore religion, belief and faith identities.

• Map academic research relating to religion, belief and faith identities undertaken by staff and students at UAL.

The community of practice has a blog and is working with library services to develop a subject guide, enabling staff and students to access research and resources relating to religion, belief and faith identities across a range of subject areas.
Socio-economic class

Outreach

The UAL Outreach team works with partner schools and colleges with high proportions of students from socio-economic classes 4-7. Students are invited to join the UAL Insights programme, promoting and supporting progression to higher education. Our partnerships with schools and colleges are vital. By working together, we can encourage young people to explore the range of study and career paths open to them. Collaborations with a range of cultural organisations and initiatives help us to bring together a diverse range of creative expertise and resources for our programmes and projects.

Academic Support

Academic Support provides assistance to Insights students from the point of acceptance of a UAL place. Each college Academic Support team includes Widening Participation-focused teaching and administrative staff.

Careers and employability

The Careers and Employability team has a particular focus on students whose parents/guardians have not completed a university degree. It offers mentoring, graduate internships and events to help students gain employment and progress in the creative industries.
More information

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