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, graduates and staff members reach their full potential.

2018 has seen intensive equalities work take place across the University. This report highlights some of these important developments, and we look forward to continuing to place equality, diversity and inclusivity at the core of what we do.”

Mark Crawley, Dean of Students
2017 highlights at a glance

Academic Enhancement Model (AEM) was established to provide focused, course-level support to address attainment differentials and enhance students’ experiences at UAL. Each College has an AEM Lead and the work is coordinated by the Teaching and Learning Exchange.

Attainment Conference

Prevention of harassment and sexual violence

The University and Students’ Union have worked in partnership to prevent harassment affecting students and to raise awareness of students’ rights and responsibilities in relation to sexual consent.

LCF Year of the Woman

LCF Year of the Woman has been a year-long programme of activity to celebrate the centenary of Women’s Suffrage in the UK, including events, art projects and exhibitions.

Pride 2018

Staff, students, partners and family members attended the annual UAL presence at the Pride in London parade, with the University organising a float, DJ, T-shirts and branded vehicle.
Introduction

This report provides an overview of the key initiatives undertaken for our students during 2018 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 Objectives and report on progress against these objectives each year.

- Narrow differentials in participation, continuation and attainment of black, Asian and minority ethnic (BAME) students.
  
  **KPI:** by 2022 the percentage of first degree home BAME students achieving a first or 2:1 will be the same as for first degree home white students.

- Improve the representation of staff from BAME backgrounds, particularly in academic and senior roles.

- Ensure that where required, workplace adjustments for disabled staff are implemented within eight weeks.
About our students

Ethnicity

- 47% BAME
- 53% White

Gender

- 76% Female
- 24% Male

Age

- 1% 17 and under
- 43% 18 – 20
- 41% 21 – 24
- 10% 25 – 29
- 5% 30+

Religion

- 23% Christian
- 4% Buddhist
- 4% Hindu
- 2% Jewish
- 4% Muslim
- 4% No religion
- 4% Spiritual
- 4% Other religion or belief

22% of first year home undergraduates are mature students
About our students

Sexual orientation

- Bisexual: 7%
- Heterosexual: 83%
- Gay man: 4%
- Gay woman/lesbian: 1%
- Other: 5%

Caring responsibilities

- 717 students with caring responsibilities

Fee status

- Home: 47%
- EU: 37%
- International: 15%

Socioeconomic class

- Higher SEC: 68%
- Lower SEC: 32%

Disability

- 9% Specific learning difficulty
- 84% No declared disability
- 7% Other disability
Ethnic diversity

Student participation, continuation and attainment rates are in line with, or above sector averages. We’ve seen an increase in BAME students enrolling on undergraduate degree courses over the past four years. Whilst continuation rates for all students have increased, white students are 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

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

In 2017/18 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 Creative Art and Design Specialist Institutions (14%), however, we recruit a lower proportion of BAME students than other London-based Institutions (58%).

Continuation rates refer to the percentage of first year students who go on to re-enrol the following year (including those who are repeating). Continuation rates for students from white backgrounds and students from BAME backgrounds increased by 2% between 2016/17 and 2017/18.

In 2017/18 62% of BAME home students were awarded a 1st or 2:1 in their undergraduate degrees, compared to 79% of white students. The UAL attainment gap stands at 17%, compared to an average of 20% for students on Creative Art & Design courses across the UK higher education sector.
2018 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 gap for BAME, international and low socio-economic class students. Throughout 2018, 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.

The Academic Enhancement Model (AEM) was established to provide focused, course-level support to address attainment differentials and enhance students’ experiences at UAL. Each College has an AEM Lead and the work is coordinated by the Teaching and Learning Exchange.

Dr Duna Sabri completed her longitudinal study into student identity, experience and attainment at UAL, and rolled out a wide-ranging package of staff development sessions on inclusive curriculum, formative assessment, industry engagement and micro-affirmations.

The OfS funded Changing Mindsets completed its first year of research, and evolved into UAL Creative Mindsets; a series of workshops for staff and students that aims to reach 46% of Year 1 students and 300 staff across UAL.

The UAL Attainment Network programme culminated in the 2018 UAL Attainment Conference, attended by 150 staff from across the university.

Arts SU and the UAL Teaching and Learning Exchange collaborated on the production of a staff-student zine entitled Decolonising the Arts Curriculum: Perspectives on Higher Education. Over 1000 hard copies have been distributed to date across the university and sector, and the online version has been disseminated widely via Twitter.

Dr Gurnam Singh, Visiting Fellow in Race and Education, continued to support and enrich this work as a critical friend, and contributed to a video series on critical pedagogy.

The first cohort of Teaching Within (a scheme delivered by Shades of Noir to diversify the UAL teaching community established by Aisha Richards, Founder of Shades of Noir) graduated from their PgCert.

In 2017-18, 39 participants studied the Inclusive Teaching and Learning staff development unit, which continues to be the highest self-selecting unit.
2018 highlights
Promoting race equality

UAL Attainment Programme: Learning for All
Next steps

Through 2018-19, Decolonising the Arts Curriculum is engaging staff and students in a university wide series of exhibitions and events, which is surfacing and generating new content and discussion about how our various disciplines are being and can be further decolonised.

The Teaching and Learning Exchange are establishing a new permanent Attainment Team. This new team will build on current work to increase the pace of change in relation to our attainment differentials. This work is a key part of the UAL’s Academic Strategy (led by the DVC).

Dr Duna Sabri is carrying out an interview based study to help develop and clarify strategy in relation to the next phase of the work to close attainment gaps at UAL. This work will ensure that the new attainment team have a focused agenda to address when they are appointed.

UAL has also joined the Advance HE ‘Closing Attainment Gaps Project’ to share and learn about good practice from the sector.

UAL are hosting a sector wide Teaching Platform Conference on Attainment on 5 February 2019 which is open to colleagues from across the sector.
2018 highlights
Promoting race equality

CSM ‘Open Dialogue’
Central Saint Martins Graphic Communication Design programme invited Kelly Walters, a visiting practitioner from the University of Connecticut, to curate a series of open dialogue events involving students of African-Caribbean descent from across UAL, resulting in an exhibition. The exhibition highlighted the shared complexities of race, identity politics, gender stereotypes, sexuality and religious views present within the African-Caribbean community alongside art making practices.

African-Caribbean, Asian and African Art in Britain Archive Reading Group
Led by Rahul Patel and supported by Gustavo Grandal Montero, in collaboration with UAL Academic Support, the reading group welcomes students of any course and any academic level. The readings represent critical arguments, and relate to important exhibitions, publications and other interventions in Black British art in the 1980s.

Shades of Noir
Shades of Noir, led by Aisha Richards, continues to provide a vast array of opportunities for students and staff to influence change in relation to social justice and equality at UAL and within other creative institutions. This year, the Shades team has published six Terms of Reference zines, including: ‘Reimagining the Mixed Race Experience’, ‘Ethics: Preserving Voices Vulnerable to Erasure’ and ‘Higher Power: Religion, Faith, Spirituality and belief’, the full range of Shades of Noir zines can be accessed through the website.

International Food and Drink Festivals
Accommodation Services partnered with the Language Centre and Students’ Union to deliver a number of international focused events including the International Food & Drink festivals. Offering a rich cultural experience through international cuisine, music, drink, dance and entertainment, these events are open to all students at each college and are always fully booked with hundreds of students attending.
The Dean of Students, Head of Counselling and Student Health and the Head of the Disability Service work in partnership with the Students’ Union to enhance support and promote inclusive learning and teaching for disabled students, including students with mental health needs. Developments this year have included:

- Making online submission mandatory (which is more accessible) for work up to 5,000 words long.

- The Disability Service Inclusive Learning and Teaching Project has produced guidance and training on a range of aspects of teaching practice and course organisation, including ways of ensuring the environment is “mentally healthy.”

- We now have the equivalent of 21 FTE full-time mental health professionals in the Counselling team.

- The Students’ Union and the University worked in partnership for University Mental Health Week.

- The UAL policy on deadline extensions was reviewed in partnership with the SU, to make the process easier for those encountering mental health issues.

- To date, 1000 plus staff have participated in training related to supporting students.
**Gender**

**Prevention of Harassment and Sexual Violence**

The University and Students’ Union have worked in partnership to prevent all forms of harassment affecting students and to raise awareness of students’ rights and responsibilities in relation to sexual consent.

Throughout the course of the year we have worked with Rape Crisis South London to develop guidance for and training for staff, and introduced the ‘Tell Someone’ online reporting platform which provides students with a clearer means of reporting harassment and accessing support.

**LCF Year of the Woman**

LCF Year of the Woman has been a year-long programme of activity to celebrate the centenary of Women’s Suffrage in the UK and the passing of the 1918 Representation of the People Act.

The programme included ‘Processions’, where LCF and UAL Chair of Art in the Environment, Lucy Orta, worked with residents at HMP Downview to produce banners as part of a nationwide mass-participation art project. It also included panel debates and pop up performances inspired by historical and global feminist issues. LCF also invited 20 renowned and emerging artists to each create an image which was embroidered onto a handkerchief by LCF technicians, inspired by a 1912 handkerchief embroidered by women suffragettes who were imprisoned at Holloway Prison.
Exhibitions and Displays

During 2018 UAL continued to support exhibitions and events led by LGBTQ+ artists and academics, including ‘After Butt’ and ‘Shame on you: Theorising shame, pride and community in contemporary culture’, both at Chelsea. Displays and exhibitions take place in all the library spaces, throughout the year, but also in support of particular events such as LGBT History Month.

UAL Pride 2018

Throughout the pride season UAL celebrated by distributing rainbow badges across all college campuses – a collaboration between the student and staff LGBTQ+ networks. Around 120 staff, students, partners and family members attended the annual Pride in London parade with many more cheering them on. The university organised a float, DJ, t-shirts, branded vehicle and freebies to celebrate UAL’s strong LGBTQ+ community.
Religion and belief

Community of Practice: Religion, belief and faith identities in teaching and learning

UAL has 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. Led by Prof. Reina Lewis, the group explores questions of religion, belief and faith identities (including secular identities) in its broadest sense, and with an understanding of how faith identity intersects with other social identities. The group involves staff from across the university and is supported by the University’s Religion and Belief Champion, Prof. Frances Corner. As part of the Community of Practice, staff present research, discuss their creative practice and share ideas about how to better understand religious diversity within higher education.

Library Services has worked with the community of practice 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. The Religion and Belief guide is designed to bring together, on one platform, a collection of resources that span across many different subject areas.

Frances Corner, in her role as UAL Champion for Religion and Belief, also supports Faith and Fashion events, led by Professor Reina Lewis. The Faith and Fashion: LGBTQ sexualities and religious cultures (in late 2017) explored how the styled body figures in the relationship between religion, ethnicity, spirituality, and sexualities. The event featured contributions from Asad Dhunna, founder of the Big Gay Iftar, the Reverend Sally Hitchiner, founder and Director of Diverse Church, a ground-breaking movement of online communities of over 700 LGBT Christians throughout the UK and Ireland, and Dr Sarah-Jane Page, from Aston University, co-author with Andrew Kay-Tuck Yip of Religious and Sexual Identities: A Multi-faith Exploration of Young Adults.
Socio-economic class

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. To achieve this, the Insights post-16 programmes operate at three points throughout the academic year: the Exploration Spring Schools, Specialisation Summer Schools and Progression Autumn/Winter Schools.

Academic Support teams based in Colleges include staff with shared and specific responsibilities for supporting students from widening participation backgrounds. Pre-enrolment programmes aim to help entrants who are the first in their family to attend university to feel prepared and supported. For all students, Academic Support Online provides 24/7 accessible resources and easy booking of in-person support: individual academic support tutorials and a wide range of inclusive activities are designed and timed for diverse needs and circumstances, from mature learners events, through workshops exploring different learning cultures and perspectives, to café-style sessions building academic confidence and a sense of belonging.

The Careers and Employability team has a particular focus on supporting students who are underrepresented in the creative and cultural sectors. The team’s programmes are inclusive and accessible to students who may face barriers to participation. In addition, the team run a number of initiatives for students underrepresented in the creative industries. These include graduate internship programmes, a student collective that aims to support students’ progression into the creative industries, work-based learning projects, international exchanges, a podcast and a rolling programme of talks, events and visits.
Socio-economic class

NYLON Exchange Programme

The NYLON Exchange Programme is a collaboration between UAL and Jay-Z’s Shawn Carter Foundation, which provides a chance for students from London and New York to work together on collaborative projects and live briefs created by UAL and the Shawn Carter Foundation. Working with designers from Vault 49 (a creative design agency based in New York run by two former LCC alumni) the aim of the exchange is to diversify student experiences by giving them the opportunity to explore brand new creative territories. The project is open to UAL students who are first in their family to go to University. Continuing the legacy of building and providing educational, cultural and creative opportunities for students in New York and London, the NYLON exchange will once again take place in 2019.

My Brother’s Keeper / Obama Foundation project

For the first time this year, UAL partnered with My Brother’s Keeper (an initiative of the Obama Foundation) on a cultural exchange project, which took place over the summer of 2018. My Brother’s Keeper works in the USA to address persistent opportunity gaps facing boys and young men of colour. The aim of the project was to empower and prepare participants (UAL students and My Brother’s Keeper’s scholars) to become future leaders in the global creative sector.
Staff data and highlights

Alongside our work with students, we have a number of staff initiatives looking across protected characteristics, as well as caring responsibilities. To provide further context of our commitment to equality, diversity and inclusion at UAL, we’ve included a snapshot of our staff data and progress as benchmarked by the Higher Education sector.
### Staff data and highlights

#### Sexual orientation

- **Heterosexual**: 87%
- **Gay man/lesbian**: 6%
- **Bisexual**: 3%
- **Other**: 2%

#### Caring responsibilities

- **341** staff with caring responsibilities

#### Disability

- **89%** No declared disability
- **4%** Specific learning difficulty
- **7%** Other disability

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### Highlights

- Overall percentage of BAME staff continues to increase, currently standing at 19% with 12.6% and 7% in academic and senior roles respectively.
- Disability disclosure rates increased by 6.8% since 2011/12 to 11.1%, this is more than twice the HE sector average.
- Over a fifth of academic staff (21.5%) are now ‘International (non-UK), this is an increase of 2.1% from 2015/16.
- Female representation in senior roles has increased to 52.6% and the gender pay gap is below HE sector average at 5.6% (mean) and 7.1% (median).
- The UAL Executive Board has Diversity Champions for LGBTQ+, Disability and Neurodiversity, Race, and Religion and Belief.
- UAL’s bespoke unconscious bias training, Breaking Bias was launched in Spring 2016 and is now a requirement for all staff to complete.
- The Diversity team’s programmes, Breaking Bias and Selecting the Best training, and the BAME Panelist Pool initiative for interviews, were recognized by HEFCE as examples of ‘sector leading and innovative practice in advancing equality and diversity’ in spring 2017.