

# ual:

## Student Equality, Diversity and Inclusion Report 2020/21



Image from online consent training module for students

## **Introduction**

This report provides an overview of the key developments taking place in 2020/21 to promote equality, diversity and inclusion (EDI) in relation to students at UAL. It also includes the latest data (December 2020) for different student characteristics. The Report has two parts:

### **Part 1 – Access and Participation Plan 2020/21 – 2024/25**

This provides a summary of the plan and the work being undertaken under the plan. It also includes the latest data in respect of those student characteristics that are the focus of the plan and indicates performance against the current plan targets and targets from the 2019/20 plan.

### **Part 2 – Other Protected Characteristics**

This provides the latest data for those protected characteristics under the Equality Act that are not covered by the Access and Participation Plan and an update of key developments in these areas.

### **Public Sector Equality Duty Objectives**

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. Since ethnicity is the Equality Act protected characteristic that is the key focus of the Access and Participation Plan (IMD and POLAR status are not protected characteristics) it is proposed that UAL's PSED Objective in respect of students should now be:

- Narrow differentials in participation and eliminate differentials in continuation and attainment of Black, Asian and minority ethnic (BAME) students compared with White students.

## **Report authors**

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Mark Crawley (Dean of Students) and Anna Attallah (Student Engagement Officer)

## **Part 1 - Access and Participation Plan 2020/21 – 2024/25**

The predominant focus of UAL's 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 one-year APP for 2019/20 and previous one-year Access Agreements.

### **APP Targets**

Under the Plan the university has set 12 EDI targets. These are:

#### **Indices of Multiple Deprivation (IMD) <sup>1</sup>**

- i. 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.
- ii. The gap in the continuation rate for students from Quintile 1 compared with Quintile 5 will be eliminated by 2023/24.
- iii. 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.
- iv. 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) <sup>2</sup>**

- v. 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.
- vi. The gap in the continuation rate for students from Quintile 1 compared with Quintile 5 will be eliminated by 2023/24.
- vii. The gap in the continuation rate for students from POLAR Quintile 2 compared with POLAR Quintile 5 will be eliminated by 2022/23.
- viii. 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.

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<sup>1</sup> IMD data uses Indices of Multiple Deprivation. IMD Quintile 1 is the most deprived 20% of areas in England, IMD Quintile 5 is the 20% most advantaged areas.

<sup>2</sup> POLAR data covers participation in HE. Quintile 5 is the areas with the highest rates of HE participation by young students and Quintile 1 has the lowest rates of HE participation by young students. 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. Approximately 45% of areas in London are classified as Quintile 5 compared to just 1.3% classified as Quintile 1. However, OfS insist that we have POLAR related targets.

### **Black, Asian and minority ethnic students**

- ix. To increase the proportion of new students from Black, Asian and minority ethnic groups from 30% in 2017/18 to 33% in 2024/25.
- x. The gap in the continuation rate for students from different ethnic groups will be eliminated by 2024/25.
- xi. The gap in the attainment rate for BAME students compared with white home undergraduate students will be eliminated by 2024/25.

### **Mature students**

- xii. To increase the proportion of new students age 21 to 24% in 2024/25.

### **APP EDI Commitments**

We have also been required to make 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 students with no known disability

Targets 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 students with no known disability

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.

### **APP Strategic measures**

The APP pulls together into a single document our existing strategies for diversifying our home student profile and for closing gaps in outcomes for students with different identities. In summary, these are:

**Access** - we will continue to work with selected schools, colleges and adult education organisations to develop awareness of art and design programmes and opportunities and improve attainment and application rates; this will be underpinned by fair and inclusive recruitment practices, including contextual admissions.

**Success** - we will continue to develop an inclusive curriculum and support, informed by the experiences and needs of our priority groups, and targeting specific programmes of study through our Academic Enhancement Model and the Blueprint formative assessment programme. This will be underpinned by developing staff diversity and capacity to deliver inclusive learning, teaching, assessment and support, and targeted student financial support.

**Progression** - will continue to be enhanced by using the Creative Attributes Framework, which recognises the importance of industry links and experience, and so develops the social capital of our priority groups.

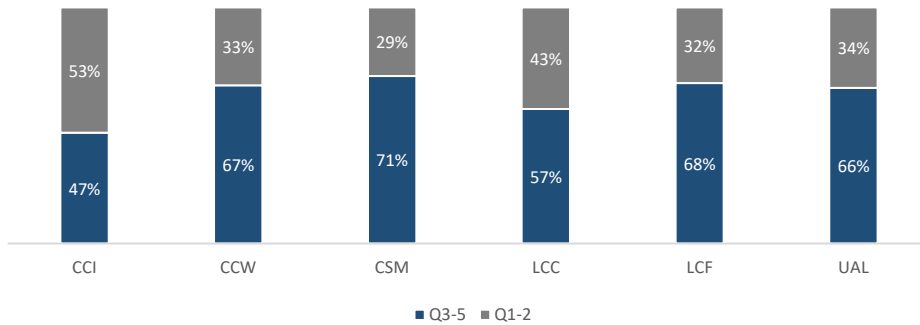
### **APP EDI Strategic Measures Evaluation Strategy**

Professor Liz Thomas has been commissioned as our evaluation lead and she is working with UAL evaluation leads for access, success and progression. New enhanced evaluation plans are being implemented this academic year.

# IMD

Index of Multiple Deprivation (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.

## IMD home undergraduates (all years)



66% of home undergraduate students are from a Q3-5 area, while 34% are from a Q1-2 area.

## First year home undergraduates from Q1-2 areas



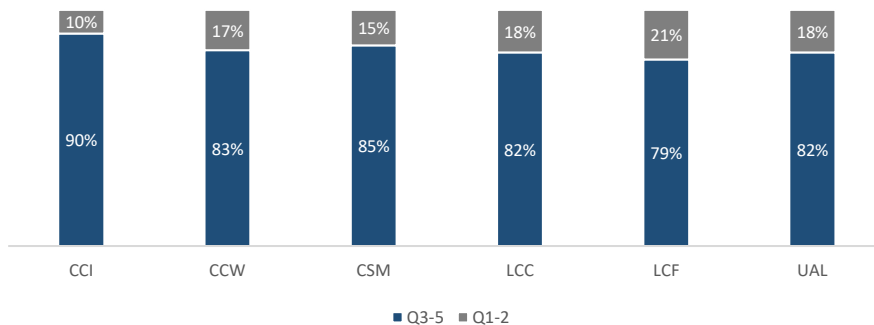
36% of first year home undergraduate students enrolling in 2020/21 are from higher deprivation areas quintiles 1 and 2 (Q1-2), an increase of 1% from previous year. **14.8% are from Q1 areas and 23.1% are from Q5 areas, giving a ratio of 1:1.56 between Q1 and Q5 students. This is behind our APP target for 2020/21 of a ratio 1:1.4.**

	2019/20	2020/21	+/- previous year
CCI	40%	64%	+24%
CCW	32%	36%	+4%
CSM	30%	30%	0%
LCC	45%	43%	-2%
LCF	34%	32%	-2%
UAL Total	35%	36%	+1%

# POLAR4

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. Approximately 45% of areas in London are classified as Quintile 5 compared to just 1.3% classified as Quintile 1. However, OfS insist that we have POLAR related targets.

## POLAR home undergraduates (all years)



82% of home undergraduate students are from a Q3-5 areas, while 18% are from Q1-2 areas.

## First year home undergraduates from Q1-2 areas

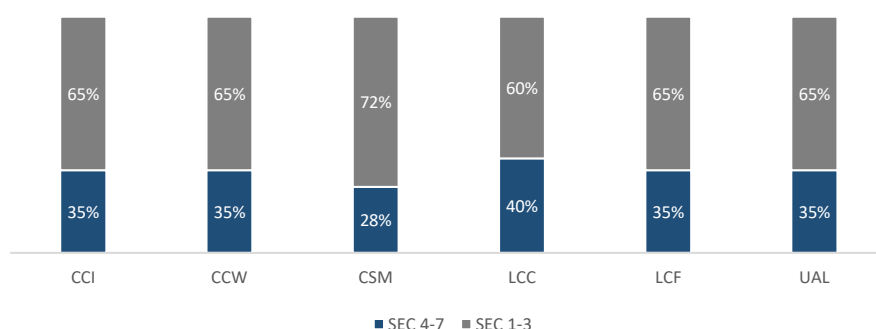


18% of first year home undergraduate students enrolling in 2020/21 are from quintiles 1 and 2 (Q1-2), an increase of 1% from the previous year. **This is a ratio of 1:4.55 of students from Q1-2 areas compared to students from Q3-5 areas and puts the university behind its APP target for 2020/21 of a ratio of 1:4.4.**

# SOCIO-ECONOMIC CLASS

Social class data for home undergraduate students is based on the occupation of the highest earning member of the student’s household. OfS have discontinued the focus on this measure from 2020/21 and it is not part of the current APP. However, it was a part of the UAL APP in 2019/20.

## Socio-economic class home undergraduates (all years)



35% of home undergraduate students are from a working class background (SEC 4-7). The profile of working class students (SEC 4-7) varies between colleges; ranging from 40% at LCC to 28% at CSM.

## First year home undergraduates from working class backgrounds (SEC 4-7)



36% of new students enrolling in 2020/21 are from working class backgrounds. **This is an increase of 1% but is 2 % points behind the 2019/20 APP target.**

	2019/20	2020/21	+/- previous year
CCI	25%	40%	+15%
CCW	34%	36%	+2%
CSM	27%	29%	+2%
LCC	41%	44%	+3%
LCF	37%	35%	-2%
UAL Total	35%	36%	+1%



# ETHNICITY

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 have moved to two levels of reporting on the ethnicity of our students. These are:

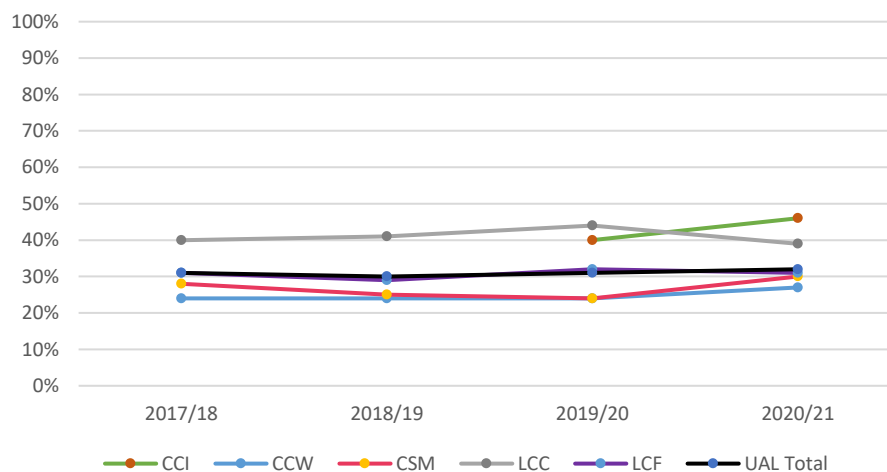
**Level 1** – the total proportion of students from Black, Asian and Minority Ethnic (BAME) groups

**Level 2** – a five way split showing the proportion of students from Asian, Black, Mixed, White and Other groups

## Access – home undergraduate Level 1 data

In 2020/21, 32% of first year home undergraduates are from BAME groups. **This is an increase of 1% from 2019/20 and puts the university ahead of its APP target for 2020/21 of 30.5%.**

## % first year home undergraduates from BAME backgrounds

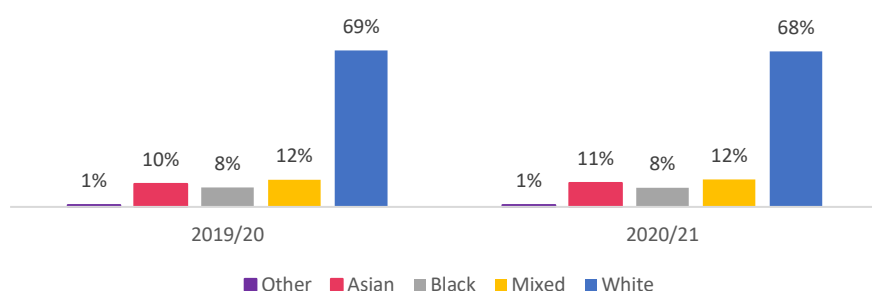


	2019/20	2020/21	+/- previous year
CCI	4 (40%)	6 (46%)	(+2) +6%
CCW	162 (24%)	199 (27%)	(+37) +3%
CSM	127 (24%)	180 (30%)	(+53) +6%
LCC	268 (44%)	286 (39%)	(+18) -5%
LCF	244 (32%)	242 (31%)	(-2) -1%
UAL Total	805 (31%)	913 (32%)	(+108) +1%

### Access – home undergraduate Level 2 data

The proportion of first year home undergraduate students who are White has fallen by 1% and the proportion of students who are Asian has risen by 1% between 2019/20 and 2020/21. The proportion of students from other ethnic groups has remained consistent.

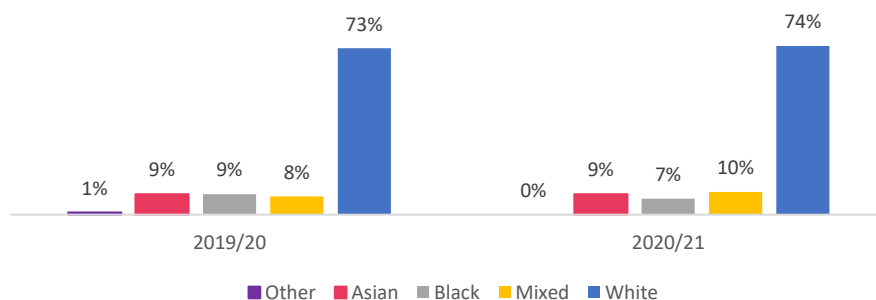
#### First-year home undergraduates



### Access – home postgraduate taught Level 2 data

The proportion of home students from a BAME group has fallen from 27% to 26%. The mixed ethnic group increased by 2% from the previous year, while the proportion of black students saw a decrease of 2%.

#### Home PG student profile



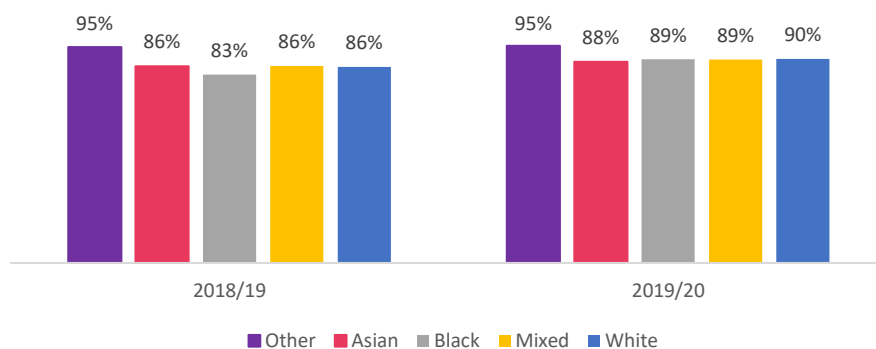
### Success – Continuation – home undergraduate Level 2 data

Continuation rates for students from all ethnic backgrounds saw an increase from the previous year, apart from Other students which remained at 95%, the highest continuation rate for any group. The biggest increase was for Black students, from 83% to 89%.

**All minority ethnic groups have higher continuation rates than our APP target for 2019/20 (88.5%) with the exception of Asian students (88%).**

The gap between the lowest and highest group reduced from 12 % points to 7 % points. **For continuation from 2020/21 to 2021/22 our APP target is for the gap between the lowest and highest group to be no more than 4 % points.**

### Home UG students continuing after year 1



### Success – Attainment – home undergraduate Level 1 data

There was an increase in the proportion of both White and BAME students being awarded a 1<sup>st</sup> or 2:1 in 2019/20.

**The proportion of BAME students being awarded a 1<sup>st</sup> or 2:1 (74.4%) was 12.4 % points ahead of our APP target for 2019/20 (62%).**

The increase in the proportion of White students being awarded a 1<sup>st</sup> or 2:1 was 1 % point higher than the increase for BAME students, widening the awarding gap by 1 % point to 15.9%.

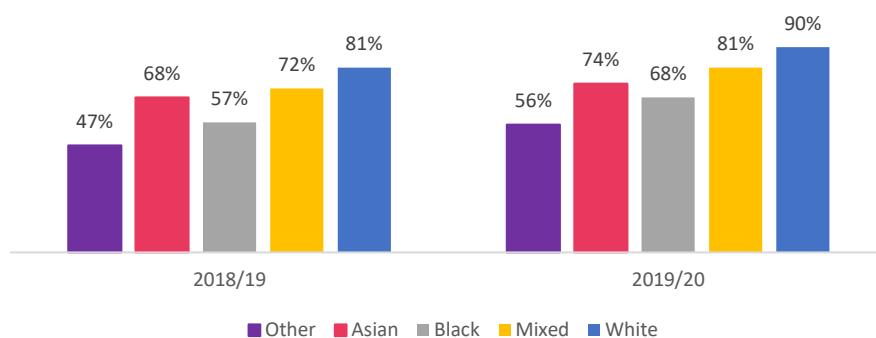
**For 2020/21 our APP target is for the attainment gap to be no more than 9 % points.**

The differences between White and BAME first degree student attainment vary by college.

Attainment 2019/20	White	BAME	Awarding Gap	Comparison with previous year
CCW	93.0%	81.2%	11.8%	Gap narrowed by 5.6%
CSM	90.7%	80.0%	10.7%	Gap increased by 0.1%
LCC	90.7%	73.4%	17.3%	Gap increased by 5.9%
LCF	86.5%	67.3%	19.2%	Gap increased by 1.6%
UAL Total	90.3%	74.4%	15.9%	Gap increased by 1.0%

### Success – Attainment – home undergraduate Level 2 data

Home students from all five ethnic groups saw an increase in attainment between 2018/19 and 2019/20.



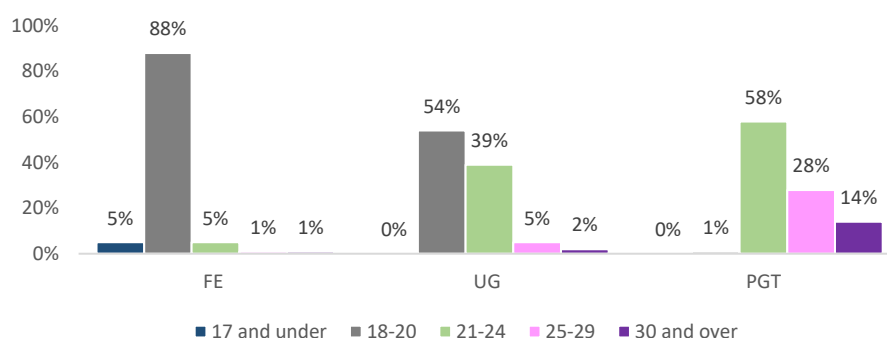
2019/20	Other	Asian	Black	Mixed	White
CCW	66.7%*	82.5%	68.0%	87.8%	93.0%
CSM	66.7%*	84.4%	73.3%	80.0%	90.7%
LCC	42.9%*	67.9%	68.0%	87.7%	90.7%
LCF	60.0%*	68.0%	66.7%	68.0%	86.5%
UAL Total	55.6%*	74.2%	68.0%	81.3%	90.3%

\*The population is less than 10

**Anti-racism and diversity**

Extensive work is currently being undertaken at UAL with regards to our anti-racism strategy, led by the Director of Human Resources, who is the University's Race Champion. A separate report detailing the full extent of this work will be available from February 2021.

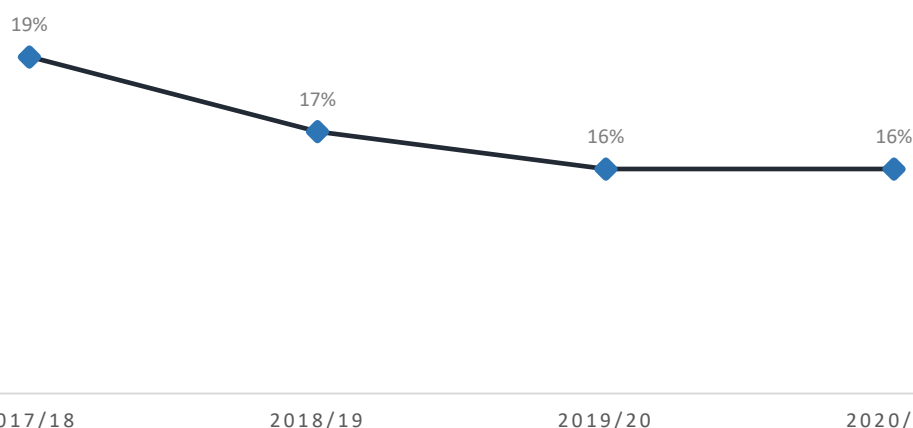
# AGE



The majority of UAL students are aged between 18-24. The overall age profile of students has been consistent for several years and there are no significant variations between colleges.

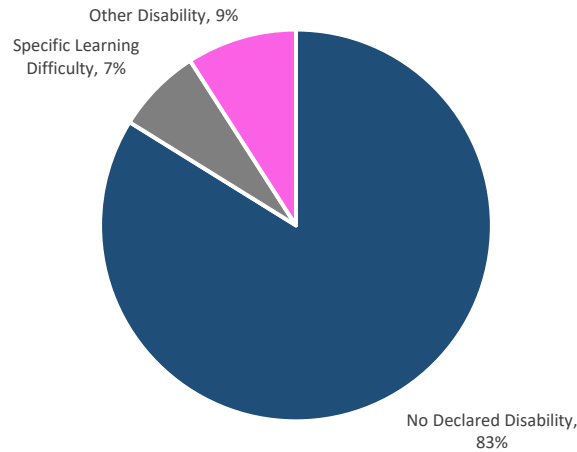
## Mature students – First year, home, undergraduate students aged 21 or over at enrolment

There was a decline in the number of mature students enrolling onto first year undergraduate degrees following the introduction of higher fees in 2012/13. In 2020/21 the proportion of mature students remained consistent at 16%, in comparison to the previous year. **This puts the university 5.5 % points behind the APP target for 2020/21 of 21.5%.**



	CCI	CCW	CSM	LCC	LCF	UAL
Mature Students	36%	18%	12%	17%	14%	16%

# DISABILITY



16% of students have declared a disability, which remained consistent from the previous year. CCW and CSM have the largest proportion of disabled students (20%), whilst LCF has the lowest (14%).

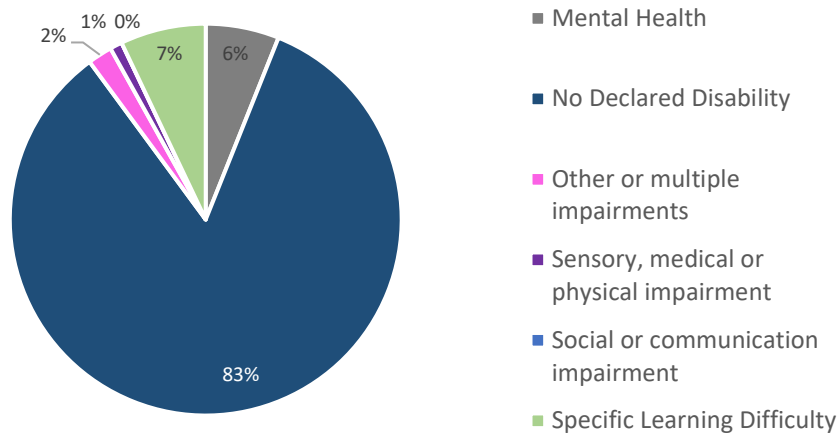
	CCI	CCW	CSM	LCC	LCF	Total UAL
Specific Learning Difficulty	6%	9%	10%	6%	6%	7%
Other Disability	9%	11%	10%	10%	8%	9%
No declared disability	85%	80%	80%	85%	86%	83%
Total declared disability	15%	20%	20%	16%	14%	16%

## Disabled student profile by fee status

There are considerable variations in disability disclosure rates when taking fee status into account. Overall, 29% of home students have a declared disability (13% have a specific learning difficulty and 16% have another disability), compared to 12% of EU students and 5% of international students.

	No declared disability	Specific Learning Difficulty	Other Disability	Total declared disability
Home	71%	13%	16%	29%
EU	88%	6%	6%	12%
International	95%	2%	3%	5%
Grand Total	83%	7%	9%	16%

## Disability – 6-way split



From the chart we can see that specific learning difficulties are the most represented disability but this is closely followed by mental health.

## Disabled student profile by college

At college level the proportional splits align fairly closely with the overall UAL rates.

	CCI	CCW	CSM	LCC	LCF	Total UAL
Mental Health	1%	6%	6%	6%	4%	6%
No Declared Disability	85%	80%	80%	85%	86%	83%
Other or multiple impairments	5%	3%	2%	2%	2%	2%
Sensory, medical or physical impairment	1%	1%	1%	2%	1%	1%
Social or communication impairment	3%	1%	0%	0%	0%	0%
Specific Learning Difficulty	6%	9%	10%	6%	6%	7%



## Disabled student profile by fee status

There are considerable variations in disability disclosure rates when taking fee status into account. Overall, 13% of home students declare a specific learning disability, compared to 6% of EU students and 2% of international students. Notably, 9% of home students declared a mental health condition.

	Mental Health	No Declared Disability	Other or multiple impairments	Sensory, medical or physical impairment	Social or communication impairment	Specific Learning Difficulty
Home	9%	71%	4%	2%	1%	13%
EU	3%	88%	2%	1%	0%	6%
Overseas	2%	95%	1%	1%	0%	2%
Grand Total	6%	83%	2%	1%	0%	7%

## Improving inclusion for disabled students

Rapid changes in teaching and assessment practice in response to the pandemic simultaneously accelerated progress in respect of inclusive practice and created new barriers for disabled students. UAL has worked hard to anticipate and respond to disabled students' needs in a number of ways:

- New guidance on [Inclusive Core Practice](#) for Online and Blended Teaching was developed in summer 2020. This includes several key adjustments that address the needs of disabled students.
- The impact of online learning and assessment on disabled students' experience and progression will be evaluated in the spring term, in line with the requirements of the Disabled Students' Commission report, [Three Months to Make a Difference](#)' (Advance HE, July 2020).
- 'Social distancing and accessibility' training was provided to front-of-house staff in autumn 2020 and UAL's [Online Access Guides](#) were updated accordingly.

## Specialist support and services for disabled students

A Coronavirus Adjustments and Support Questionnaire was launched for students in September 2020 by the Student Health Advice Service and the Disability Service. Support and adjustments have been put into place for 73 disabled students through this process, many of whom were not previously known to be disabled.

Full diagnostic assessments for Specific Learning Differences (e.g. dyslexia) have to take place face-to-face. The Disability Service supported students on the basis of a positive initial screening in summer term 2020. Since August they have been able to offer online Interim Evaluation of Needs as an alternative to diagnostic assessments. IEOs provide sufficient evidence for students to access Disabled Students Allowances funding.

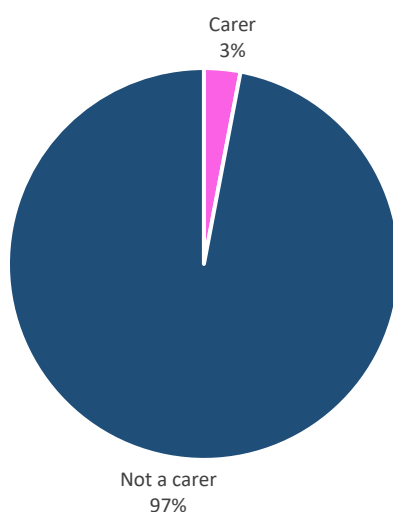
## **Part 2 – Other Protected Characteristics**

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

# CARING RESPONSIBILITIES

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Of students that have confirmed whether they have caring responsibilities 3% (269 students) told us that they were a carer. 55% (11,413 students) of students caring responsibility status were unknown – of these 1% (285) told us that they preferred not to share this information, these students were excluded from the overall calculation.



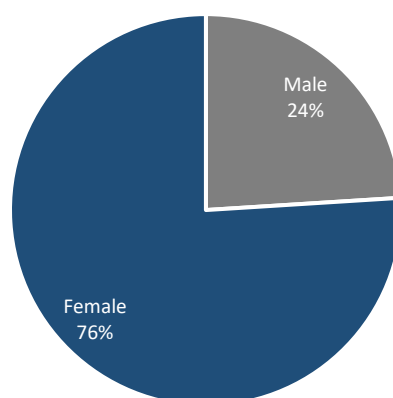
	CCI	CCW	CSM	LCC	LCF	UAL
Student with caring responsibilities	3	69	76	57	64	269

## WHAT ARE WE DOING?

Student Advisers, the University Health Adviser and the Dean of Students’ Office continue to work with students and staff to provide guidance and support for student carers and parents. This includes a study adjustments process, so students who are pregnant and/or with caring responsibilities can successfully pursue their studies.

# GENDER

76% of UAL students identified as female and 24% identified as male. The University introduced additional options for gender in 2015/16, and in 2020/21 7 students identified their gender as 'other' and 39 students identified as non-binary.



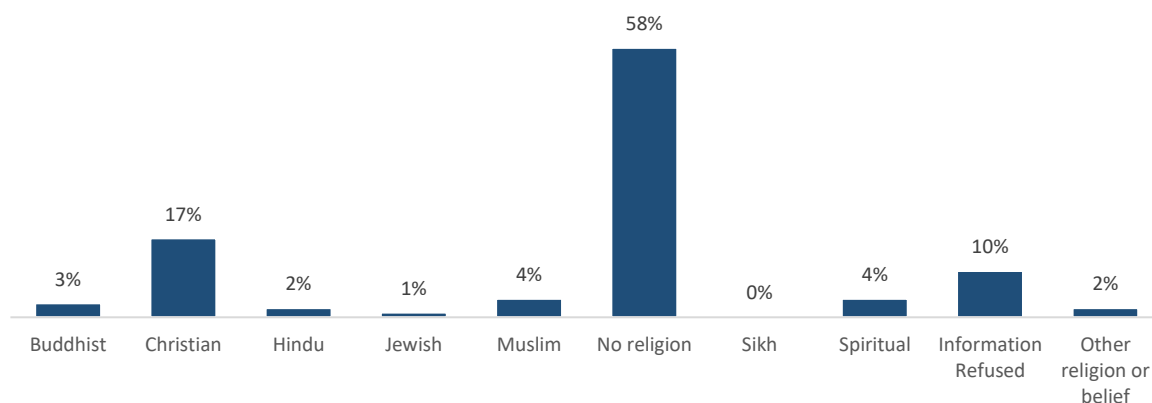
	CCI	CCW	CSM	LCC	LCF	UAL
Female	44%	77%	71%	70%	84%	76%
Male	56%	23%	28%	30%	16%	24%

## WHAT ARE WE DOING?

The key focus of our work on gender equality for students has been the prevention of harassment and gender based violence. This has included promoting a positive consent culture and raising awareness of support both within and outside the University. Consent training for students, developed with the rape and sexual abuse support charity Rape Crisis and Arts SU, has now been taking place for 3 years. These sessions aim to start a conversation between students about what sexual consent means and challenge myths surrounding sexual violence. They are led by trained facilitators, who inform students about consent, consent myths and how to tackle rape culture through a mixture of information and interactive activities.

In 2020, extensive work was undertaken to develop an online sexual consent training module. The module was developed in consultation with Rape Crisis and Arts SU. Work was also undertaken with an accessibility specialist to ensure that the accessibility requirements are to the highest specifications, including complying fully with the Web Content Accessibility Guidelines version 2.1 AA standard. The digital consultancy we worked with commented that UAL's was the most accessible university module they have ever been commissioned to create. The training was launched in the autumn term 2020 and can be accessed [here](#).

# RELIGION AND BELIEF



33% of students identify as having a religious belief, of which 17% of students identify as Christian. There are equal proportions identifying as Muslim or Spiritual; each group representing 4% of the student population. 3% of students identify as Buddhist, 2% identify as Hindu, 1% identify as Jewish.

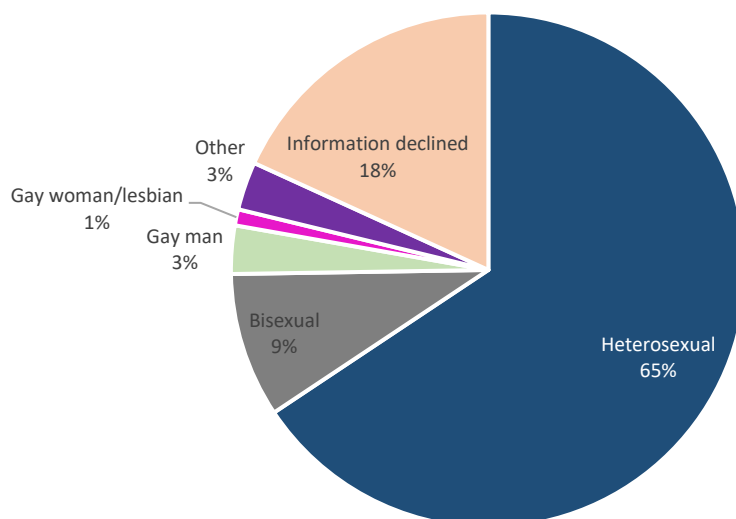
	CCI	CCW	CSM	LCC	LCF	UAL
Buddhist	4%	2%	3%	3%	3%	3%
Christian	15%	15%	15%	16%	20%	17%
Hindu	2%	1%	2%	2%	3%	2%
Jewish	0%	1%	1%	0%	1%	1%
Muslim	7%	4%	4%	4%	3%	4%
No religion	56%	60%	58%	58%	57%	58%
Sikh	0%	0%	0%	0%	1%	0%
Spiritual	1%	4%	5%	4%	3%	4%
Information declined	13%	11%	12%	10%	8%	10%
Other religion or belief	3%	2%	1%	2%	1%	2%

## WHAT ARE WE DOING?

Our Chaplains work as faith advisers across all faiths and beliefs and our Quiet Spaces on each college site are available for prayer and reflection. The Religion, belief and faith identities in teaching and learning community of practice explores 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 involves staff from across the University. The University Secretary and Registrar has recently become Executive Board Faith and Belief Champion and has brought together a group to support this role.

# SEXUAL ORIENTATION

16% of UAL students identify as LGBTQ+



	CCI	CCW	CSM	LCC	LCF	UAL
Heterosexual	70%	61%	60%	67%	71%	65%
Bisexual	5%	11%	10%	10%	7%	9%
Gay man	1%	2%	5%	2%	4%	3%
Gay woman/lesbian	5%	2%	1%	2%	1%	1%
Other	5%	3%	4%	3%	3%	3%
Information declined	15%	21%	20%	16%	14%	18%

## WHAT ARE WE DOING?

Significant work has been undertaken in recent years to ensure UAL is an inclusive environment for LGBTQ+ students and this work is ongoing, despite COVID-19 and moving online for many of our activities. Stonewall suspended the Equality Index Assessment for 20/21 and we are currently awaiting next steps from Stonewall.

In the 2019 Stonewall Equality Index assessment the university achieved a maximum 17 out of 17 score in the student section, contributing significantly to the rise of 230 places in the Index. In their role as LGBTQ+ Champion, the PVC and Head of College LCC is working with students and staff to continue to promote and support LGBTQ+ led events and activities across the University.

# TRANS /GENDER IDENTITY

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1.0% (209) students identify with a gender different to that assigned at birth. This is consistent with previous years' data. The gender identity question gives an indication of the trans community at UAL, but does not necessarily include students who identify as non-binary. 1.4% (287) students declined to provide information on trans/gender identity.

	CCI	CCW	CSM	LCC	LCF	UAL
Gender is different to that assigned at birth	3	71	53	42	40	209

## WHAT ARE WE DOING?

Significant work has been undertaken in recent years to ensure UAL is an inclusive environment for Trans and non-binary students and this work is ongoing, including providing support for name changes on university systems. In their role as LGBTQ+ Champion, the PVC and Head of College LCC is working with students and staff to continue to promote and support LGBTQ+ led events and activities across the University

# DATA NOTES AND REFERENCES

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## **2020/21 Student recruitment and profile data**

Provided by the University Central Planning Unit.

Data extracted from the student record system in December 2020. Blank, unknown and prefer not to say responses have been excluded.

## **Student attainment and continuation data**

UCPU Attainment Report and UCPU Retention and Continuation Report 2019/20, available on the [AQSC Papers page](#). Contact: Chris Lloyd-Bardsley