



EQUALITY & DIVERSITY FRAMEWORK

ANNUAL PROGRESS REPORT 2012

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1. Overview

1.1 Diversity Champions

The University continues to progress the priorities of its Equality and Diversity Framework 2010-2015. To help drive this agenda, in Autumn 2011, Executive Board nominated three of its members to serve as Diversity Champions for Race and Ethnicity, Disability, and Religion and Belief. Further Champions are to be nominated for other equality strands in 2012/13. The role of the Champions is primarily to raise awareness of the Framework's Objectives, liaise with relevant UAL Staff and Student networks and to attend or endorse appropriate initiatives on behalf of Executive Board.

1.2 Ofsted FE Inspection

In January 2012, the University of the Arts was inspected by Ofsted for its further education provision. It was awarded an 'Outstanding' grade for its promotion of equality and diversity. The Ofsted report stated:

"The university provides a very safe, harmonious and respectful environment for a diverse range of students. It actively and successfully works to widen participation of disadvantaged students in further and higher education."

1.3 Learning and Teaching and Cultural Capital

The Learning and Teaching Strategy has identified the following strategic objective for 2010-2015:

"Curriculum development will actively identify, recognise and value the cultural capital of all students." [Strategic Goals: Curriculum Development 2) iii]. This has resulted in various University projects including Learning and Teaching Day 2012 entitled 'Culture and Cultural Capital'; the new Teaching Awards that include selection criteria in relation to i) Excellent attainment across diverse groups of students and ii) Recognising the cultural capital of students; and also the 'Making a Difference Curriculum Development Bursaries' (£.2.5K) targeted at staff who are "interested in developing their curriculum to be more inclusive and valuing in a way that develops the cultural capital of all students".

1.4 Equality Impact Assessments (EIA)

Policies reviewed for their impact on people with protected characteristics over 2010-2012 included the UAL Estates function, Complaints (Students), Student Admissions Policy and Assessment Policy. Please see Diversity Team website for completed EIAs: www.arts.ac.uk/diversity/eiasandmonitoringreports

1.5 Equality and Diversity Leadership Group (EDLG)

The Equality and Diversity Leadership Group (EDLG) was formed in February 2011 to provide strategic-level leadership and direction on equality and diversity issues at the University, and to monitor and steer implementation of the University's Equality and Diversity Framework's Action Plan and Objectives. The new Chair of EDLG is the Deputy Rector of Strategic Development, Stephen Reid.

1.6 The Equality and Diversity Forum (EDF)

The Equality and Diversity Forum was formed in January 2011. It provides focused briefings on particular Equality and Diversity Framework objectives to stimulate discussion and feedback from internal and external stakeholders. It has met four times in the period 2010-April 2012 to focus on the following themes: 'Race, ethnicity and undergraduate degree classification at UAL', 'Supporting Transgender Students', 'Progressing Staff Ethnic Diversity' and 'Valuing Disabled Colleagues'. The Chair of the EDF is Mark Crawley, Dean of Students and Director of Widening Participation and Progression.

1.7 Equality and Diversity Training

The University launched its Managing Diversity Skills pilot in February 2012 with the aim to train 100 managers as part of the Key Staff Management Skills programme. The mandatory online diversity tool – ID=OGRAPHY continues to be developed in conjunction with external designers and aims to pilot in Autumn 2012. CLTAD has developed a pilot diversity module on its PG Cert programme for student teachers. E&D training continues for recruitment and student admissions.

2. Summary of Diversity Profiles by Equality Strand

Equality Strand	All Students ^[1]	All Staff ^[2]	Student Benchmark (HESA 2010/11 data)	Staff Benchmark (HESA 2010/11 data)
Age	% Undergraduate students who are Mature Students ^[3] : 2011/12: 32.78% 2010/11: 26.16%	16 - 20 0.0% 21 - 25 2.6% 26 - 30 10.4% 31 - 35 14.3% 36 - 40 13.1% 41 - 45 15.5% 46 - 50 16.3% 51 - 55 11.3% 56 - 60 9.4% 61 - 65 6.7% 66 + 0.5%	Home UG: 26% Mature students.	- 25 7% 26 - 30 11.8% 31 - 35 12.7% 36 - 40 13.1% 41 - 45 13.4% 46 - 50 13.1% 51 - 55 12.0% 56 - 60 10.2% 61 - 65 5.6% 66 + 1.2%
Caring Responsibilities	2011/12: 967 2010/11: 218	No Disclosures	Not available	Not available
Disability % Disclosed disability	2011/12: 16% 2010/11: 13%	2010/11: 3.3% 2009/10: 1.6%	Home students: London: 7% Art & Design: 21% HE Sector : 7%	London: 2% Art & Design: 1% UK HE Sector : 3%
Ethnicity (% Black or Minority Ethnic)	2011/12 (first year UG) 27% Home; 78% Intl; 10% EU = 38% total student population 2010/11 (all years) 25% Home; 79% Intl, 8% EU = 38% total student population	%BME 10/11 09/10 (inc ALs) UK 12% - Non EU 31% - EU 2% - 13% 14.8%	Home students: London: 53% Art & Design: 11% HE Sector – 18%	London – 24% Art and Design 4% HE Sector – 11%
Fee Status/ Nationality	2011/12 2010/11 Home: 57% 59% International: 29% 28%, EU: 14% 13%	10/11 09/10 UK 84% 84% Non EU 7% 6% EU 9% 10%	2010/11 UK HE: 83% 12% 5%	Not available
Gender	2011/12 2010/11 Female: 73% 74% Male: 27% 26%	10/11 09/10 Female: 55% 54% Male: 45% 46%	10/11ⁱ 57% 43%	10/11ⁱⁱ 54% 46%
Religion & Belief	2011-12 2010-11 No Religion 54% 56% Buddhist 3% 3% Christian 29% 31% Hindu 3% 2% Jewish 1% 1% Muslim 5% 5% Other Rel. 5% 2%	Number of staff who provided data on ESS: 2010/11: 426 2009/10: 46	Not available	Not available
Sexual Orientation	Not collected.	ESS Disclosures: 2010/11: 423 2009/10: 79	Not available	Not available
Class (SEC 4-7)	UG First year entrants 2011/12 – 33.4% 2010/11 – 33.9%	Not Collected	Not comparable.	Not available
Transgender	Not collected.	No Disclosures	Not available	Not available.

^[1] All % inc. FE, HE and Postgraduates at point of entry unless otherwise stated

^[2] All % include ALs and exclude unknowns/decline to answer unless otherwise stated

^[3] At undergraduate level mature students are classified as those aged 21 years or over at enrolment onto year one

3. The Equality Act 2010

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2.1 The General Dut

The Equality Act came into force in April 2010 applying a General Duty which requires organisations to give due regard to three General Aims:

- i) Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act 2010
- ii) Advance equality of opportunity between people from different groups, meaning to:
 - Remove or minimise disadvantages suffered by people due to their protected characteristics.
 - Meet the needs of people with protected characteristics.
 - Encourage people with protected characteristics to participate in public life or in other activities where their participation is low.
- iii) Foster good relations between people from different groups. This involves tackling prejudice and promoting understanding between people from different groups.

2.2 Public Sector Equality Duty

The Act also introduced a Public Sector Equality Duty (PSED) in September 2011 which subsequently requires higher education institutions to comply with three **Specific Aims**:

- i) To publish equality information by 31st January 2012 and at yearly intervals thereafter.
- ii) To publish at least one specific and measurable equality objective by April 2012 and then no later than every four years.
- iii) To publish the above information in a way that is accessible to the public.

In 2009-10, the University undertook statistical analysis, research and benchmarking with other higher education institutions and organisations, and consulted with over 600 students and Staff at the University. This culminated in the publishing of the University's equality information in the 'Equality and Diversity Framework 2010-2015' in September 2010.

Further equality information to demonstrate progress on the Framework and compliance with the PSED has been periodically published on the University's website and in advance of the 31st January 2012 PSED deadline. This is the second report of this kind.

In April 2012, an Addendum to the Framework was published, that prioritised seven objectives for action in 2012-15. These can be found in Section 4.

4. Equality and Diversity Framework: Public Sector Equality Duty Objectives 2012-2015.

A: General Duty Aim: To eliminate unlawful discrimination, harassment and victimisation		2011/12 Progress											
Objective 1: Ensure staff are aware of their responsibilities to eliminate unlawful discrimination, harassment and victimisation in relation to the Equality Act 2010.	Key Performance Indicator: By 2015: <ul style="list-style-type: none"> i. Train 2000 members of University staff on the Online Diversity Module – ID-OGRAPHY ii. Train 200 managers on the Managing Diversity Skills. iii. All staff involved in selecting or interviewing students are required to attend Fairness in Selecting Students iv. All staff who sit on staff recruitment panels are required to attend Managing Equality and Fairness in Selection. 	Two Equality and Diversity training programmes are being piloted during 2011/12: ‘Managing Diversity Skills’ and the all-staff online diversity programme ‘ID=OGRAPHY’ is being developed for launch in Autumn 2012. Diversity modules also form a part of the Effective Managers training and the University’s Welcome event.											
		<table border="1"> <thead> <tr> <th>Accumulative by 1st April 2012</th> <th>Staff trained</th> </tr> </thead> <tbody> <tr> <td>Fairness in Selecting Students</td> <td>461</td> </tr> <tr> <td>Managing Equality and Fairness in Selection</td> <td>1,066</td> </tr> <tr> <td>Managing Diversity Skills</td> <td>20</td> </tr> <tr> <td>PG Cert Diversity Module</td> <td>38 (Student Teachers)</td> </tr> </tbody> </table>		Accumulative by 1 st April 2012	Staff trained	Fairness in Selecting Students	461	Managing Equality and Fairness in Selection	1,066	Managing Diversity Skills	20	PG Cert Diversity Module	38 (Student Teachers)
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B: General Duty Aim: To advance equality of opportunity between people who share a protected characteristic and people who do not share it.		2011/12 Progress											
Objective 2: Increase the proportion of Black, Asian and Minority Ethnic (BAME) staff within senior management and academic professions across the University.	Key Performance Indicator: By 2015 <ul style="list-style-type: none"> i. To increase the percentage of BAME staff in grade 7 and above by at least 3%. ii. To increase percentage of BAME staff in academic professions by at least 3%. 	<table border="1"> <thead> <tr> <th>Grade 7 +</th> <th>2009/10</th> <th>2010/11</th> </tr> </thead> <tbody> <tr> <td>BAME</td> <td>7.7%</td> <td>6.6%</td> </tr> </tbody> </table>		Grade 7 +	2009/10	2010/11	BAME	7.7%	6.6%				
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BAME	10.9%	8.2%											

<p>Objective 3: Improve the rate of disability disclosure and provision of reasonable adjustments for Disabled staff across the University.</p>	<p>Key Performance Indicator: By 2015</p> <ul style="list-style-type: none"> i. To increase disability disclosure at recruitment and in employment through 'Employee Self Service'. ii. To ensure all disability disclosures trigger an invitation for reasonable adjustments to be discussed for feasibility with HR, with a target of 150 cases to be considered by 2015. 	<table border="1"> <thead> <tr> <th>Disability Disclosure on ESS</th> <th>2009/10</th> <th>2010/11</th> </tr> </thead> <tbody> <tr> <td>Number of staff</td> <td>55</td> <td>116</td> </tr> </tbody> </table> <p>Note: 164 staff anonymously disclosed a disability through the Disabled Staff Survey.</p>	Disability Disclosure on ESS	2009/10	2010/11	Number of staff	55	116																								
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<p>Objective 4: To increase the participation and achievement of Black, Asian and Minority Ethnic students at the University.</p>	<p>Key Performance Indicator: By 2015</p> <ul style="list-style-type: none"> i. A 0.5 point increase each year in the percentage of new home undergraduate entrants from BAME groups (27.3% in 2010/11). ii. A 1.0 point increase each year in the retention rate of home undergraduate students from BAME (79% BAME and 86% White in 2009/10). iii. Narrow the attainment gap between BAME and white students (differential of 22% in 2009/10). 	<table border="1"> <thead> <tr> <th>1st Year Entrants</th> <th>2010/11</th> <th>2011/12</th> </tr> </thead> <tbody> <tr> <td>BAME</td> <td>27.3%</td> <td>26.6%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Retention</th> <th>2009/10</th> <th>2010/11</th> </tr> </thead> <tbody> <tr> <td>White</td> <td>86%</td> <td>88%</td> </tr> <tr> <td>BAME</td> <td>79%</td> <td>81%</td> </tr> <tr> <td>Gap</td> <td>7%</td> <td>7%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Achievement</th> <th>2009/10</th> <th>2010/11</th> </tr> </thead> <tbody> <tr> <td>White</td> <td>73%</td> <td>77%</td> </tr> <tr> <td>BAME</td> <td>51%</td> <td>53%</td> </tr> <tr> <td>Gap</td> <td>22%</td> <td>24%</td> </tr> </tbody> </table>	1st Year Entrants	2010/11	2011/12	BAME	27.3%	26.6%	Retention	2009/10	2010/11	White	86%	88%	BAME	79%	81%	Gap	7%	7%	Achievement	2009/10	2010/11	White	73%	77%	BAME	51%	53%	Gap	22%	24%
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<p>Objective 5: Improve Disabled student satisfaction.</p>	<p>Key Performance Indicator</p> <ul style="list-style-type: none"> i. To eliminate the differential in NSS satisfaction rates between Disabled (excluding dyslexic) students and non-Disabled students by 2015. 	<table border="1"> <thead> <tr> <th></th> <th>2009-10</th> <th>2010-11</th> </tr> </thead> <tbody> <tr> <td>No disability</td> <td>61</td> <td>69</td> </tr> <tr> <td>Dyslexia</td> <td>64</td> <td>71</td> </tr> <tr> <td>Disability (excl. Dyslexia)</td> <td>64</td> <td>62</td> </tr> <tr> <td>Gap</td> <td>3%</td> <td>7%</td> </tr> </tbody> </table>		2009-10	2010-11	No disability	61	69	Dyslexia	64	71	Disability (excl. Dyslexia)	64	62	Gap	3%	7%															
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C: Foster good relations between people from different groups.		
<p>Objective 6: To meet the needs of students, staff and visitors who require quiet spaces.</p>	<p>Key Performance Indicator</p> <p>i. To ensure that by 2013, each University site has made suitable provision for students, staff and visitors who require access to a Quiet Space or private room for:</p> <ul style="list-style-type: none"> • Prayer or personal reflection • Rest due to pregnancy or disability • Breastfeeding and expressing milk • Other disability or health related requirements. 	<p>An audit of Quiet Spaces provision across the University has been undertaken, recommendations from which will be presented to Executive Board in the Summer Term 2012.</p>
<p>Objective 7: To achieve early resolution of student and staff complaints or allegations relating to discrimination through the offering of specialist mediation and conflict resolution services.</p>	<p>Key Performance Indicator:</p> <p>i. Introduce mediation and conflict resolution services for discriminatory incident cases by 2013.</p> <p>ii. Reduce number of Office of the Independent Adjudicator (OIA) and employment tribunal cases relating to discrimination.</p>	<p>A scoping exercise will take place in Summer-Autumn 2012 to identify possible ways of establishing mediation and conflict resolution services for discriminatory incidents.</p>

4. Equality Information Progress Reports 2012

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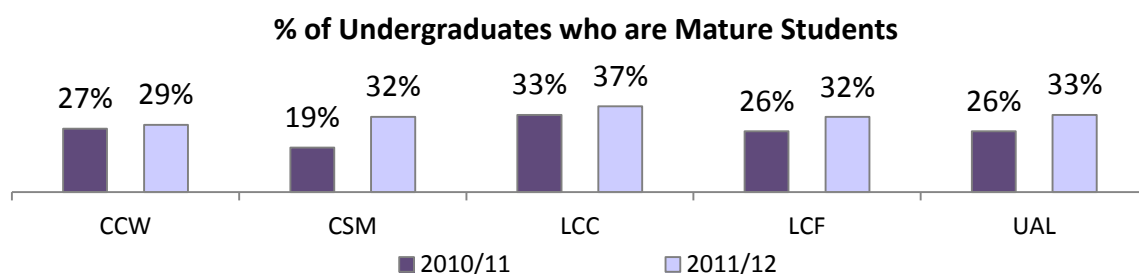
The following Progress Reports outline the equality information and actions that have been taken to advance the Equality and Diversity Framework 2010-15 for each equality strand. Where Framework objectives have been identified as a priority under the Public Sector Equality Duty, these – along with their Key Performance Indicators (KPI) have been highlighted in boxes for specific reference.

Age Progress Report

a) Student and Staff profile

Students:

- The proportion of mature students enrolling onto undergraduate degrees increased by 7% between 2010/11 and 2011/12.



Staff:

- The University continues to employ younger workers at a comparatively low rate; one member of staff was aged between 16 and 20 in 2010/11 compared to a sector average of 3.7%.¹
- In 2010/11 approximately 7% of staff were aged 60 or over, a drop of 1% on the previous year.

b) Progress on E&D Framework's 'Age' Objectives

- i) **Revise the University's procedures with respect to its duty of care to safeguard young people who study or participate in University outreach activities.**

Progress:

Ofsted assessed the University's arrangements for safeguarding young people as 'satisfactory'. The University has identified the need to improve consistency of implementation of some safeguarding procedures and commissioned an external review to support this work.

- ii) **Better promote policy, procedures and flexible working options with respect to the 'Right to Request' working beyond normal retirement age.**

Progress:

Employers can no longer use a default retirement age of 65 as a fair reason for dismissal and therefore the process of requesting to work beyond 65 is no longer applicable. Human Resources have undertaken the following steps in light of this change:

1. Amended the standard contract clause for new staff so there is no longer a retirement age.
2. Drafted a retirement policy to reflect the change in legislation.
3. Delivered pre-retirement workshops for staff. Some 26 members of staff attended pre-retirement workshops during 2010/11.

c) Age Projects and Initiatives:



Beauty of Age (LCF) explored the effects of 'non medical' vs. 'medical' approaches to the management of skin ageing in women over sixty. <http://www.fashion.arts.ac.uk/research/projects-collaborations/beautyofage/index.html>

From UAL website: A mature model on the LCF BA Catwalk 2010. Image Credit: Catwalking.com

¹ University of the Arts HR KPI Report 2010/11. Benchmarking Data: DLA Piper.

Caring Responsibilities Progress Report

a) Student and Staff Profile

Please see objective below.

b) Progress on E&D Framework's 'Caring Responsibilities' Objective:

i) Introduce caring responsibilities as a new equal opportunities monitoring category for students and staff

Progress for Students:

The 2010/11 Student Enrolment form included a question on caring responsibilities and was supported by leaflets (for staff and students) explaining why the information is collected. In the first year of collecting the data, a total of 218 students disclosed a caring responsibility, this increased to 967 in 2011/12

Caring Responsibilities	Child / children	Disabled partner / relative	Both	Other	Total
2011/12	332	54	10	571	967
2010/11	157	22	9	30	218

Progress for Staff:

A question has been added to the Employee Self Service system inviting staff to disclose caring responsibilities. Data available for 2010/11 showed no disclosures. Future initiatives to encourage disclosure may be tied into programmes of work relating to flexible working arrangements for staff with caring responsibilities.

* See also the PSED Objective 7 on Quiet Spaces provision that considers the caring responsibilities of breastfeeding mothers.

c) Caring Responsibilities Projects and Activities:



'The Tell Us About It' initiative led by LCF's Terry Finnigan, features the 'stories' of UAL graduates from diverse backgrounds, that have achieved academic excellence. The collection-so-far was archived at LCC in 2011. It includes work from student parents, please see image on right by Dale Allen and extracted from the reflective writing of Bumni Ogunsiji, Alumnus of MA screenwriting.

- Caring Responsibilities has been added as a specific category for consideration under the University Extenuating Circumstances procedures.
- Student Advice and Funding Team utilised the details held on student records to invite 326 students with caring responsibilities to attend information sessions and funding advice meetings.
- The Diversity Team website has been updated to include information for students with caring responsibilities, including links to financial support and external agencies.

Socio-Economic Class Progress Report

a) Student Profile

Class data is not collected on staff. Please see below objective for student class profile data.

b) Progress on E&D Framework's 'Class' Objectives

- i) To further increase the proportion of the Home student population from working class backgrounds, in all parts of the University. ²

Progress:

The proportion of first year undergraduates from working class backgrounds fell by 0.4% between 2010/11 and 2011/12. Whilst the proportion of first year undergraduate entrants fell by 5.8% in LCC, there were increases of 3.7% in CCW and 2.2% in LCF.

KPI: % Undergraduate entrants from NS-SEC 4-7	2011-12	2010-11
CCW	32.5%	28.8%
CSM	26.0%	26.1%
LCC	34.3%	40.2%
LCF	37.9%	35.7%
UAL	33.4%	33.9%

- ii) To ensure that Home students from working class backgrounds are retained, achieve and progress to successful careers, at the very least, at the same rates as students from other socio-economic classes.

Progress:

At the time of writing this report retention data for socio-economic class was not available.

National Arts Learning Network (NALN) Tracking, Analysis and Retention Project

The NALN Tracking and Analysis Project was established across the Colleges to increase the retention and achievement of students who have progressed to the University through NALN progression agreements. It provides access to extra tutorial sessions with an allocated tutor each term and signposting for students to the University's support services. The project also tracked students and analysed information from tutorial sessions to identify issues relating to retention and achievement. The project is ongoing.

Achievement – 2010/11 Undergraduate students

68% of students from working class backgrounds (SEC 4-7) were awarded a first / 2:1, compared to 74% of students from high socio-economic (SEC 1-3) backgrounds, which represented a narrowing of the gap by 1% on the previous year.

% awarded first / 2:1	CCW	CSM	LCC	LCF	UAL
High SEC (SEC 1-3)	77%	76%	67%	77%	74%
Low SEC (SEC 4-7)	71%	69%	64%	67%	68%

² 'Working class students' are those coming from NS-SEC (National Statistics Socioeconomic class data) groups 4-7

c) 'Widening Participation/Class' Examples of Projects 2010-12

The University's overall Widening Participation programme involves work with 2000 students in 50 schools and 25 FE Colleges. Each UAL College has its own programme of Widening Participation initiatives. Here are a few examples of projects delivered by the Central Widening Participation Team in collaboration with various University Colleges.

Portfolio Advice Day, December 2011

Managed and co-ordinated by the Central Widening Participation Team.

400 young people from 48 London schools colleges and sixth forms attended to create work in drawing workshops, look at current student portfolios and receive 1-1 advice from a UAL admissions tutor on how to improve or reorganise their portfolio. Subject areas covered included Fashion, 3D, Graphics, Photography and Fine Art.



Democracy by Design

Rolling project involving Camberwell College of Arts and the Parliament Education Service in September 2011. Managed and co-ordinated by the Central Widening Participation Team.

Involving 20 students from across South London who created graphic-based portraits of people in their own lives who they believe exemplify one or more chivalric virtues. The project culminated in an exhibition at Portcullis House in the Houses of Parliament.

Pin Sharp

Central Saint Martins and London College of Fashion, July 2011, Rolling project, managed and co-ordinated by the Central Widening Participation Team.

Involving 40 young people aged 17 – 25 interested in menswear design and making fashion photography. The 2-week course culminated in a fashion shoot involving all students in various professional roles.

Artist: Rianna Woods

Image supplied by

Central Widening Participation Team

I-dent, Late at Tate: Borders and Territories

Central Saint Martins and Tate Britain, June 2011, rolling project.

Managed and co-ordinated by the Central WP team.

50 students took part in a 10-week course exploring and challenging the notions of identity through fashion and jewellery design. This culminated in a fashion show curated by the students at Tate Britain and a further fashion show at the Pompidou Centre, in Paris.

Disability Progress Report

a) Student and Staff Profile

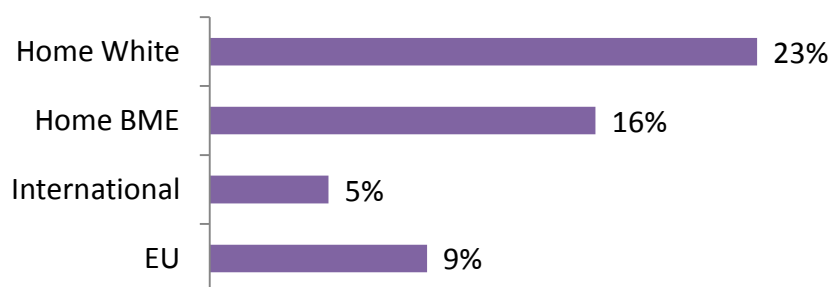
Total student population (all years/ levels/ fee status)

	CCW	CSM	LCC	LCF	UAL
2011/12	22%	18%	15%	12%	16%
2010/11	17%	13%	12%	10%	13%

Benchmark (home students): London: 7% | Art and Design: 21% | Higher Education Sector: 7%

2011/12 data shows increases in first year disclosure rates: 21% of first year home undergraduate students declared a disability at enrolment, an increase of 4% on the previous year. Analysis of disability disclosure rates combined with ethnic origin and student fee status indicates that home BME students have lower rates of disclosure than their white counterparts. As in previous years, disability disclosure rates amongst EU and International students continue to be significantly lower than home students.

**Disability Disclosure:
2011/12 First Year Undergraduates**

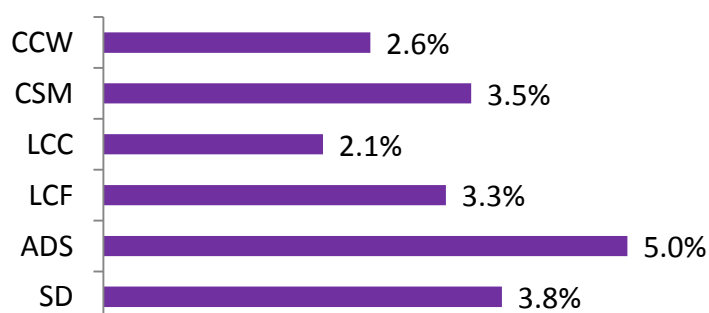


Staff: 3% of staff have disclosed a disability.

In 2010/11 a total of 116 staff had disclosed a disability through the University's 'Employee Self Service' system, this represents 3% of staff who answered the equal opportunities monitoring question.

Staff disability disclosure rates differ between colleges and directorates:

Staff Disability Disclosure rates - 2010/11



Sector benchmark: London: 2% | Art and Design: 1% | Higher Education Sector – 3%

b) Progress on E&D Framework's 'Disability' Objectives

Public Sector Equality Objective 3	Improve the rate of disability disclosure and provision of reasonable adjustments for staff across the University.
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Key Performance Indicator i)	Increase the percentage of disability disclosure at recruitment and through Employee Self Service
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Progress:

Following the further roll out of the Employee Self Service system in 2010/11, the proportion of staff that had responded to this question increased from 76% to 83%; 116 of whom had declared a disability.

Disability Disclosure	2009/10	2010/11
Number of staff	55	116

Sickness monitoring: Stress, debility and depression.

Information collected through sickness monitoring also indicates a high prevalence of mental health difficulties amongst staff (although not all will constitute a disability); 'stress, debility or depression' accounted for 32.3% of sickness absence in 2010/11, an increase of 13.1% on the previous year. Please see page 16 for details of the University's recent 'Well-Being Week' which aimed (in part) to address the impact of stress on staff.

Disability Disclosure through the 2012 Disabled Staff Survey

A survey of Disabled staff was carried out in January 2012. Of the 164 members of staff who disclosed a disability through the survey, 85% had **not** disclosed a disability via ESS (however, many had disclosed to their manager and other colleagues). The survey highlighted particular disparities in the disclosure rates for particular disabilities, for example:

- 39 staff disclosed a mental health condition through the Disabled Staff Survey, compared to 6 through ESS.
- 71 staff disclosed that they had dyslexia or another Specific Learning Difficulty via the Disabled Staff Survey, compared to 28 through ESS.

Equality and Diversity Forum 'Valuing Disabled Staff'

The Forum was an opportunity for Disabled staff, managers of Disabled staff and key stakeholders from across the University to discuss what work the University could undertake to promote equality and improve the experiences of Disabled staff. The Forum was an opportunity for participants to feedback on the draft 'Valuing Disabled Colleagues' guidance that is being developed by the Diversity Team.

Click here to view presentations from the 'Valuing Disabled Staff' forum:

<http://www.arts.ac.uk/diversity/diversityatual/equalityanddiversityforum/>

Key Performance Indicator ii)	Ensure all disclosures trigger an invitation for reasonable adjustments to be assessed confidentially with HR, with a target of 150 cases being processed by 2015.
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Progress:

The Valuing Disabled Colleagues Initiative

The Valuing Disabled Colleagues initiative aims to improve the University's arrangements for implementing reasonable adjustments for Disabled staff. A programme of work co-ordinated between the Diversity Team, HR, Health and Safety and Estates (with input from the University Student Disability Service where relevant) was initiated during 2011/12. This includes:

- **Development of draft 'Valuing Disabled Colleagues' Guides** which propose procedures to support staff and managers when considering reasonable adjustments.
- **Institutional Membership of the Employers Forum on Disability** which enables the University to access a dedicated helpline, an internal advocacy service, briefings, training, publications and online tutorials.

Further proposals are being developed in order to address the following areas:

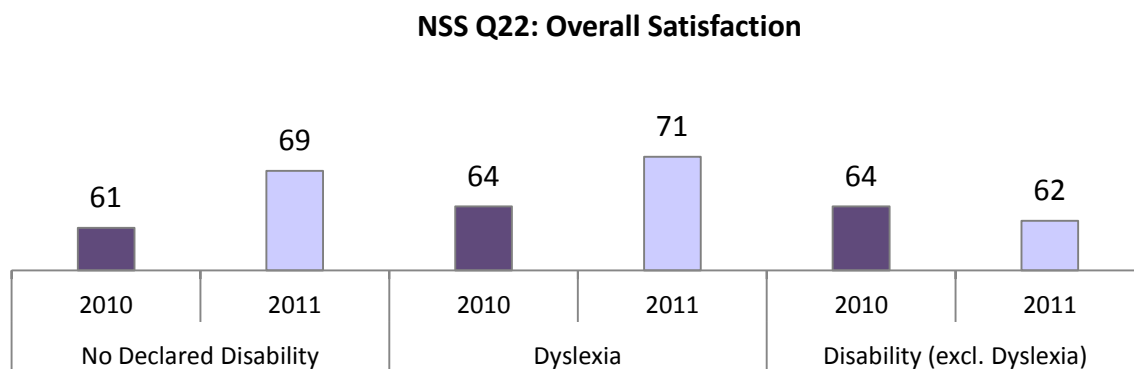
- **Securing and Publicising Funding** to aid Managers wishing to resource reasonable adjustments, including Access to Work (within 6 weeks of appointment), Departmental Budgets (first £300 of costs), and a Central Funding Scheme of £30,000.
- **Institutional Reasonable Adjustments**, including: Diagnostic Testing for Dyslexia, Counselling through the Employee Assistance Programme, Extending Assistive Software licences to all staff/IP users, developing an Equipment Loans Store/Preferred List of Suppliers with established service level agreements.
- **Disability Awareness Development:** improving competency in supporting Disabled staff through training, briefings and coaching for all Managers of Disabled staff and HR Consultants.

Public Sector Equality Objective 5	Improve Disabled student satisfaction
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Key Performance Indicator i)	Eliminate the differential in NSS satisfaction rates between Disabled (excluding dyslexia) students and non-Disabled students by 2015.
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Progress:

In 2011, the average score for NSS question 22 (Overall Satisfaction) at UAL was 69% for students with no declared disability, 71% for students with Dyslexia and 62% for students with a Declared Disability (other than dyslexia). The differential between Disabled students and students with no declared disability was 7% points in 2011, compared to 3% the previous year.



The University undertook a range of activities during 2010/11 and 2011/12 which aimed to improve the experiences of Disabled students, including:

- The University has started to move towards disability support services which are led from the centre and operate to consistent processes and standards. The Disability Service has begun to be strengthened and will work in close partnership with each College. Service level agreements are being drawn up for each College. (This work will be phased and is expected to be completed by end of the 2012-13 academic year).
- The planned structure aims to facilitate improved consistency, efficiency and accountability. Together these will add up to a greater professionalism in disability advice and support. This will be to the benefit of both students and staff.

In addition, the following initiatives were undertaken in 2011/12:

- The production of short films outlining the services offered by the University Disability Team, Mental Health and Counselling Services.
- Expanding the pool of mentors for students with mental health difficulties.
- Introducing an Applicant Support Questionnaire for Disabled candidates who have been offered a place.
- Appointment of a second Mental Health Adviser within the University Counselling, Health Advice and Disability Section.
- Disability Awareness Training for Estates and Facilities staff.

c) Disability Projects and Activities 2010-12

Deputy Rector Academic Appointed as UAL Disability Champion

Elizabeth Rouse's role as Disability Champion has involved providing leadership to the 'Valuing Disabled Colleagues' initiative, presenting at the Equality and Diversity Forum themed around supporting Disabled staff, spear-heading the Disabled Staff Survey and supporting the ongoing improvements in service provision for Disabled students across UAL.

Re-launch of the Disabled Staff Network

The Network aims to support Disabled staff through signposting, information and channelling feedback, promoting disability awareness initiatives and events, and sharing good practice amongst UAL. The network is now chaired by Annastacia Leythorne-Dean.

Staff Well-Being Week

19th – 23rd March 2012

The University Health and Safety team have organised a number of activities and events aimed at promoting staff well-being during the course of 2010/11 and 2011/12, culminating in a 'UAL Well-being week' in March 2012. Activities for staff included Yoga classes, a 'Know your Numbers' Screening with an Occupational Health Adviser, laughter workshops as well as time and stress management workshops.



Seeing is Believing

5th - 9th September, 2011, Lime Grove, LCF.

Claudette Davis- Bonnicks (LCF) worked in partnership with the Thomas Pocklington Trust to develop a week long pattern cutting and design course for blind and partially sighted students. The project involved LCF alumni and staff, and equipment was sourced from the RNIB to enable students to use sewing machines and other technical equipment to design and create their own pieces.

Image: Seeing is Believing participant, supplied by Claudette Davis – Bonnicks.

Arts & Mental Health: Inclusion and Exclusion

28 October 2011, Podium Theatre, LCC

Involved a screening of 'Thou Art', a film which explores the lives of artists in which mental health has played a major role. The film is a forceful statement about access, rights, links between mental health difficulties and creativity and resilience. It was followed by a panel discussion on related issues.

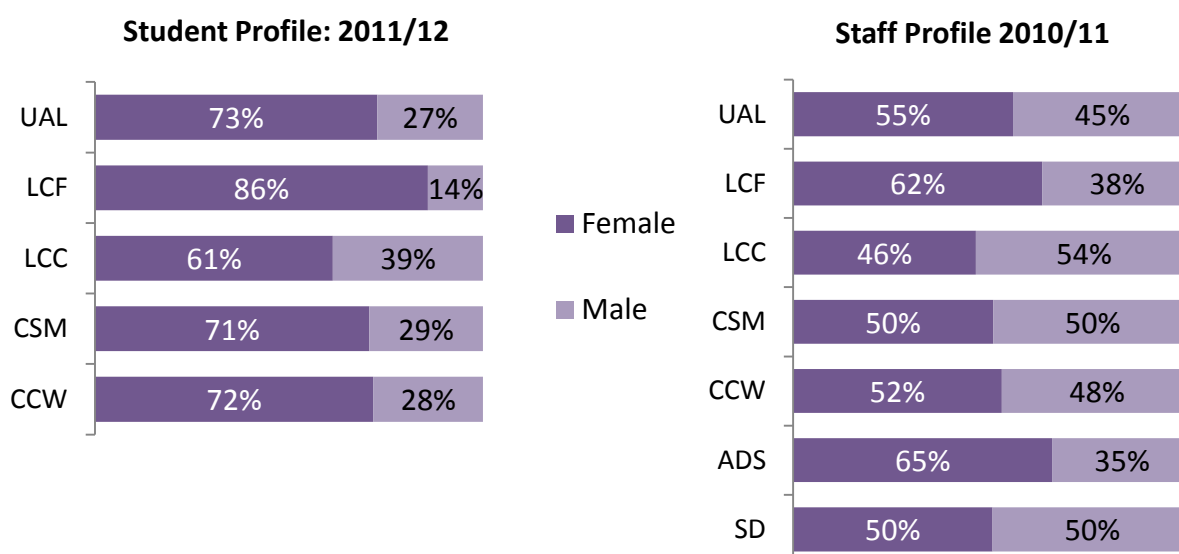
Berlin "British Shorts" film festival 2011 feature graduates of LCC's 2010 MA

Documentary Film.

Two graduates whose films deal with themes of disability; "Words that echo" by Alana McVerry and "Young, Deaf and CF" by Holly Cocker were selected to be showcased at the Berlin "British Shorts" film festival in February 2011.

Gender Progress Report

a) Student and Staff Profile



b) Progress on E&D Framework’s ‘Gender’ Objectives

i) Investigate gender differentials in Professorial Pay.

Progress on this objective:

The overall University Gender Pay Gap stood at 6.31% in 2011. This negative gap remains significant, however there is an identifiable 3-year trend of improvement. The University gender pay gap is now 2.18% less than it was in 2008.

	Female	Male	Total	% Pay Gap 2011	% Pay Gap 2010	% Pay Gap 2009	% Pay Gap 2008
University	1134	896	2030	-6.31%	-7.54%	-8.49%	-8.48%

For the first time since 2008, there are now no significant pay gaps in any grade. There has been improvement in the Professor group, which has seen a reduction of the pay gap of 0.75%, and it now stands at only 0.28%, continuing the 3 year trend.

The gaps at Head of College / Deputy Rector level and Dean / Director of Service / Research Director have returned to a non-significant level for the first time since 2009. Within grades 1 – 7 there remain no significant pay gaps although there is an increase in the positive pay gap at Grade 1, which is bringing this group close to the boundary of being significant. At grade 2 and 5 there has been a swing from negative to positive and positive to negative gaps respectively.

From August 2012 the University will implement a new Senior Staff Pay Structure, covering all staff on Individual contract, below executive board level. The Professorial group have been excluded initially while the work on Research careers is completed. This new structure identifies four salary bands (1 – Deans; 2 – Associate Deans and other Senior Academic Staff; 3 – Service Directors; 4 – Deputy Service Heads and other Senior Managerial / Professional Staff). Therefore the data referred to here is the last trend data for the senior individual contract groups as they currently stand. This report will be used to look at the equality of the new structure, and 2012 will set the base year.

d) Gender Projects and Activities 2010-12

Feminist Disco at Camberwell

8 September 2011, Camberwell Art College

As part of her Fine Art MA show, *Feminist Disco*, Rachael House invited guests to perform, DJ and speak, putting the 'disco' into 'discourse'. This included a presentation from Deborah Withers, using material from the Women's Liberation Music Archive.



Image supplied by Arts London Student Union

International Women's Day 2012 – SUARTS Exhibition

The UAL Students Union worked in partnership with LSE to host 'Doing It In Public'; an exhibition at the Student Union Gallery featured work that interpreted the theme of 'women in the public gaze'. The Student Union also toured UAL colleges to get students to declare themselves as feminists and created badges, bags and bunting.

Exhibition: Shelagh Cluett - Sculpture 1977–1980

December 2010, Chelsea Space

Chelsea Space, via the Shelagh Cluett Trust's archive, presented a series of sculptures and photographs made between the years of 1977 and 1980; a period of time that was the crux of the first national appreciation for Cluett's work.

Fifties, Fashion and Emerging Feminism (A Contemporary Response)

26 May – 21 September, Collyer Bristow Gallery, 4 Bedford Row, WC1R 4TF

Dr Wessie Ling participated in a group show with iconic John French prints, from the V&A Archive, alongside highlights from the Museum and Study Collection at Central Saint Martins College of Art and Design.

Orchid Male Cancer Awareness Week

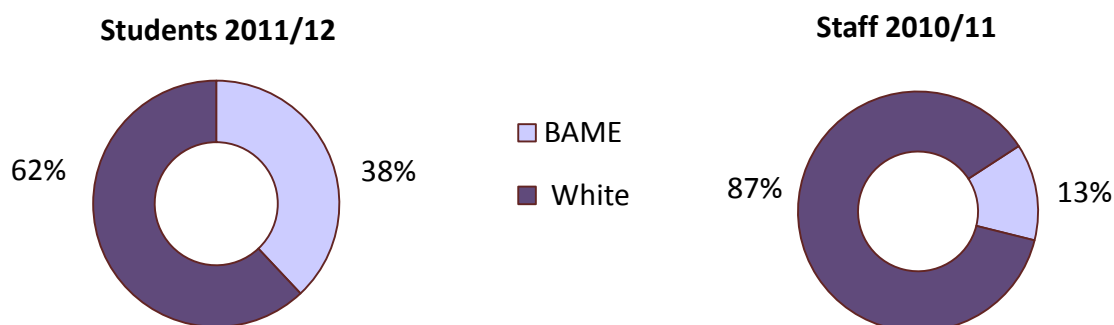
24 -29 Apr 2012

This year's winning T-Shirt was designed by BA (Hons) Fashion Illustration student Sasha Helim, and launched in House of Fraser stores across the UK.

Race Progress Report

a) Student and Staff Profile

Comparison of the overall student and staff profile indicates that there continues to be a significantly lower representation of Black and Minority Ethnic staff, compared to the student population.



Students: Black, Asian and Minority ethnic students account for:

- 25% of home students
- 78% of international students
- 8% of EU students
- 38% of the total student population

Benchmark (home students):

- London – 53%
- Art and Design - 11%
- Higher Education Sector – 18%

Staff: Black, Asian and Minority ethnic staff account for:

- 12% of UK staff
- 31% of non-EU staff
- 2% EU staff
- 13% of the total staff population.

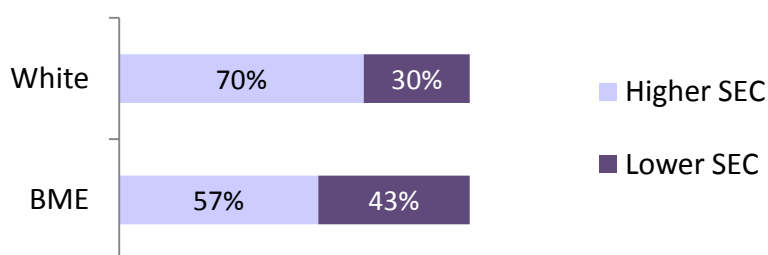
Benchmark:

- London – 24%
- Art and Design 4%
- Higher Education Sector – 11%

Student Profile: Cross Sectional Data: Ethnicity, and Social Class

First year undergraduate entrant data indicates that working class students tend to represent a higher proportion of Black and Minority ethnic students than their white counterparts.

2011/ 12 First year home undergraduates by ethnicity and social class



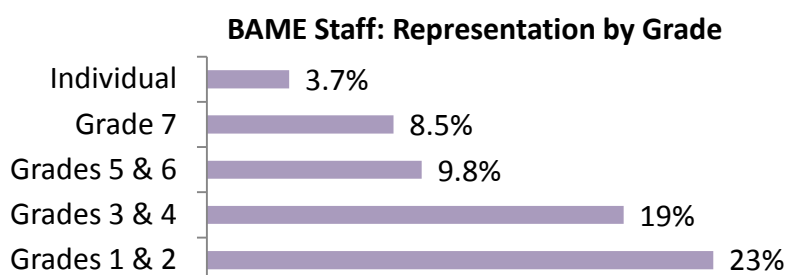
b) Progress on E&D Framework's 'Race' Objectives

Public Sector Equality Objective 2	Increase the proportion of Black, Asian and Minority Ethnic (BAME) staff within senior management and academic professions across the University.
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Key Performance Indicator i)	To increase the percentage of BAME staff in grade 7 and above by at least 3% by 2015.
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Progress:

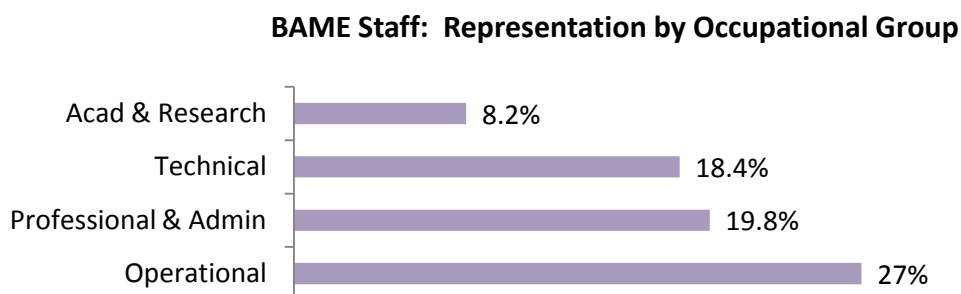
The number of BAME staff on grade 7 and above fell from 21 in 2009/10 to 18 in 2010/11, a drop of around 1% (from 7.7% to 6.6%).



Key Performance Indicator i)	To increase percentage of BAME staff in academic professions by at least 3% by 2015.
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Progress:

The proportion of academic staff from BAME backgrounds fell from 10.9% (n.168) in 2009/10 to 8.2% (n.121) in 2010/11.



Equality and Diversity Forum: Where's the positive in 'positive action'?

The 2011/12 Autumn term Equality and Diversity Forum explored possible strategies to address the persistent under-representation of staff from Black, Asian and Minority Ethnic backgrounds in academic and management roles. The Forum featured presentations from the Head of the Diversity Team, the Network of Black Professionals and the Equality Challenge Unit.

<http://www.arts.ac.uk/diversity/diversityatual/equalityanddiversityforum/>

BAME Mentoring Programme

A pilot mentoring programme has been launched in partnership with the Network of Black Professionals' Black Leadership Initiative. Mentors have been drawn from Management Teams of Academic Development Services and Strategic Development, and will mentor BAME staff from grades 5 – 7 from one of these rectorates. Mentees and Mentors will be required to undertake a day's induction training, a career development workshop and up to 8 hours of contact over a six month period.

Complaints and Disciplinary Action

Update Equality and Diversity Framework Objective for 2010-11 ii) Inquiry into occurrences of persistent disproportionate complaints and disciplinary Action involving BAME staff.

In 2009/10 well over half of all UAL disciplinary actions (n.11 out of 18) involved BME staff whilst their UAL staff profile was 17%. Further investigation found that the majority of these cases had occurred in Operations with 87.5% (n.7 out of 8) of cases involving BAME staff. As part of the Equality Impact Assessment (EIA) of Estates, a desktop review of disciplinary action cases was therefore conducted by the Diversity Team, HR and the Estates Business Support Unit.

The Inquiry discovered that in nearly three quarters of disciplinary cases in Facilities over the last three years there has been no ethnicity recorded (27 out of 37 cases), thus the remaining small data set of 10 cases needed to be treated with caution. Of these few cases, the Inquiry found that a wide range of 'misconduct' happened, in different locations, with different managers and so no particular patterns could be identified that could conclusively suggest bias or unfair treatment by particular persons.

A campaign to improve overall UAL equal opportunities data disclosure has therefore been proposed for 2012. Furthermore, in May 2012, HR conducted an EIA of their Complaints Policy and Procedures and have adapted the policy in response to feedback from the BAME Staff Network, GEMS.

In 2010/11, where ethnicity was known, the numbers of staff involved in disciplinary action and complaints across the University has fallen as has the general representation of BAME staff in these cases.

Summary of Outcomes	2010/11		2009/10	
	BAME	White	BAME	White
Involved in Disciplinary Action	6	7	11	9
Disciplinary Action upheld	5	4	10	7
Made a Complaint	4	9	7	18
Related to Discrimination / Harassment / Bullying	3	2	2	6

Public Sector Equality Objective 4	Increase the participation, retention and achievement of Black, Asian and Minority Ethnic (BAME) students at the University.
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Key Performance Indicator i)	A 0.5 point increase each year in the percentage of new home undergraduate entrants from BAME groups.
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Progress:

- The proportion of first year undergraduates from black and minority ethnic backgrounds fell by 0.8% between 2010/11 and 2011/12.

KPI: % Home UG Entrants from BAME groups	2011/12	2010/11
CCW	14.7%	14.9%
CSM	21.8%	20.2%
LCC	36.6%	38.9%
LCF	27.8%	28.2%
UAL Total	26.6%	27.3%

- **Progression from UAL FE to Undergraduate study 2009/10 – 2010/11**

Overall, 33% of White students and 32% of BME home students progressed from FE to undergraduate study in 2010/11. 9% of BME students progressed onto a UAL FdA course, compared to 4% of White students and 23% of BME students progressed onto BA courses, compared to 29% of White Students. Further analysis showed that 17% of Black students (Black African Caribbean, Black African, and ‘Other’ Black background) progressed onto a BA, indicating a significantly lower rate of progression for students from this particular ethnic group.

- **Ethnic diversity at post graduate level:** 14% of ‘home’ post graduate students came from black or minority ethnic backgrounds, compared to 26% of undergraduate students.

Key Performance Indicator i)	A 1.0 point increase each year in the retention rate of home undergraduate students from BAME groups.
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Progress:

- 81% of BAME students were retained in 2010/11, a 2% point increase on the previous year. The retention gap between white and BAME students remained consistent with the previous year, at 7%.

% Retained	CCW	CSM	LCC	LCF	UAL
White	92%	92%	82%	88%	88%
BME	86%	86%	75%	87%	81%

Year 1 – 3 retention.

UCPU established a proxy measure for retention over years 1 to 3 of first degree courses which estimated that 79% of students were retained from year 1 to year 3. Analysis of retention from years 1 to 3 by gender and ethnic group shows that male students from Black and Minority Ethnic groups are less likely to be retained than all other students from years 1 to 3 of a first degree course. Notably, only an estimated 43% of Black males were expected to be retained from years 1 to 3.³

³ ‘Retention rates from year 2- 3’ University Central Planning Unit Nicky Riley, November 2011

Key Performance Indicator i)	Narrow the attainment gap between BAME and white students.
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Progress

First Degree:

53% of BAME students were awarded a first / 2:1 in 2010/11 (an increase of 2% points on the previous year) compared to 77% of White students (an increase of 4% on the previous year). The differential in degree classification therefore stood at 24% in 2010/11, a 2 point increase on the previous year.

% awarded a first / 2:1	CCW	CSM	LCC	LCF	UAL
White	78%	78%	73%	77%	77%
BAME	50%	62%	50%	52%	53%
Gap	28%	16%	23%	25%	24%

Foundation Degree (FdA)

The data for foundation degree achievement at UAL shows achievement rates for White students are 19% points higher than BAME students, showing a slight reduction of the 22% point gap seen in the previous year.

% awarded distinction or merit plus	CCW	CSM	LCC	LCF	UAL
White	47%*	48%*	63%	56%	56%
BAME	50%*	72%*	35%	35%	37%
Gap	-3%	-24%	28%	21%	19%

*Figures come from small sample sizes

Foundation Diploma in Art and Design (FAD)

Analysis of achievement at Foundation Diploma level shows that home BAME students overall pass rates are similar to that of White students. However, white students are awarded the higher grades (merit or distinction) at a higher rate than BAME students. In 2010/11 32% of BAME students were awarded a merit or distinction, compared to 50% of white students, showing a widening of the 13% point gap seen in the previous year.

	Overall Pass		% Awarded Merit or Distinction	
	2010/11	2009/10	2010/11	2009/10
BAME	84%	84%	32%	33%
White	90%	89%	50%	46%
Gap	6%	5%	18%	13%

Race and Ethnicity Achievement Task group

The Race Achievement Task group was established in 2009/10 to tackle the issue of differential undergraduate degree classification at UAL between White Home students, Black and Minority Ethnic Home students and students who pay fees at the overseas rate. The programme consists of four strands of activity: longitudinal research with UAL course teams and students, led by Dr Duna Sabri, 'Retain, Achieve, Succeed' research projects, led by Dr Kate Hatton, 'Tell Us About It' student voice responses led by Terry Finnigan, Head of Widening Participation LCF and the 'Shades of Noir' project, led by Aisha Richards, Lecturer CSM.

Shades of Noir

Shades of Noir was progressed during 2011/12 through a series of college debates hosted by LCF, CCW and CSM. The sessions were structured around panel debates and break-out sessions during which participants discussed possible strategies to address the degree classification differential, and to promote cultural and ethnic diversity through art and design. The Shades of Noir programme will culminate in three 'Big Debates' hosted by colleges, and an exhibition featuring Black Alumni, entitled 'Happening to Be' which will take place in Autumn 2012 at CSM Kings Cross. The Shades of Noir website will also feature resources aimed at promoting cultural diversity within art and design education and creative practice. For further details see <http://www.arts.ac.uk/cltd/shadesofnoir/>

c) Race and Ethnicity Initiatives 2010 -12

Deputy Rector, Strategic Development appointed UAL Race Champion

In his role as Race Champion, Stephen Reid has provided leadership to the 'Progressing Staff Ethnic Diversity' initiative, founded and sponsored the Mentoring programme for BAME staff and attended 'Shades of Noir' college debates. He has also met with students, staff and University partners to identify practical ways of promoting race equality and cultural diversity across UAL.



Student Union celebrates Black History Month October 2011

As part of Black History Month 2011 the Student Union celebrated the cultural diversity of UAL students by hosting an exhibition themed around black identity, featuring work from students across the University from all disciplines. The private view featured a monologue performance by Raphael Siddique. The exhibition ran throughout October and into November.

Image supplied by Arts London Student Union

Yinka Shonibare, MBE in conversation with Tim Barringer

Monday 22 November 2010

In conjunction with the exhibition 'Before and After Modernism' Byam Shaw CSM, a conversation between Tim Barringer and Yinka Shonibare MBE took place during which the two discussed questions of recurrence in art and the appropriation and adaptation of cultural memes.

Carol Tulloch: 'The Birth of Cool: Style Narratives of the African Diaspora'

7th March 2011, Chelsea

Carol Tulloch (Reader at CCW and member of TrAIN) presented her research on the meaning and interpretation of black people's use of 'style narratives' and explored a range of issues on dress, black identities and transnational relations.

Digging Through the Rubble: Romani Women's Holocaust Testimony and What it Tells Us About History TrAIN & CCW DESIGN Open Lecture | 25 Jan 2012, Chelsea

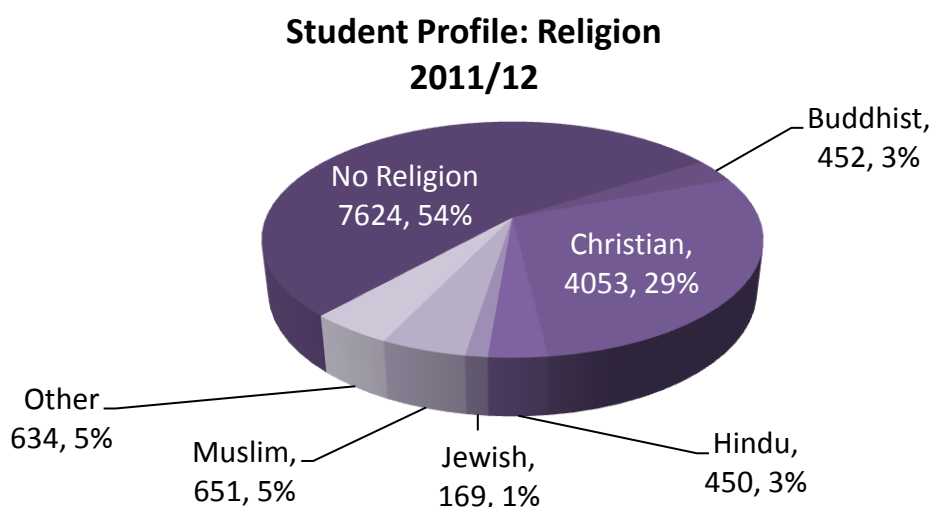
Ethel Brooks discussed her paper which focuses on Romani women's testimony found in the Visual History Archive of the USC Shoah Foundation Institute for Visual History and Education. She explored that which is often left untold in what Walter Benjamin has described as the "rubble-heap" that lies at the feet of the "Angel of History."



Image: United States Holocaust Memorial Museum, courtesy of J. Levy

Religion and Belief Progress Report

a) Student and Staff Profile



Staff:

By 2010/11 a total of 426 staff provided details of their religion or belief through the ESS system, a significant increase on the previous year when only 46 had disclosed. Of those who answered the question, 191 (45%) had no religious belief, or identified as atheist or agnostic; 178 (42%) identified as Christian; 45 (11%) identified as following other religions; 12 (3%) identified as following another philosophical belief (e.g. Environmentalist, Humanism, Darwinism).

b) Progress on Equality and Diversity Framework 'Religion and Belief' Objectives

Public Sector Equality Objective 6	To meet the needs of students, staff and visitors who require Quiet Spaces.
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Key Performance Indicator i)	Ensure each University site has made suitable provision for students, staff and visitors who require access to a Quiet Space or private room for prayer or personal reflection.
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In Spring 2012 The Diversity Team undertook an audit of Quiet Space provision across UAL. The audit highlighted the need to improve consistency in what is offered to students and staff who require a space for prayer or personal reflection, as well as requirements relating to health, disability or pregnancy. The Audit also wished to discern how well existing provision is communicated, publicised and managed locally.

It is proposed that the University introduces a consistent approach to meeting the needs of students, staff and visitors with regards to Quiet Spaces in accordance with the following model:

- A dedicated Quiet Space for personal reflection and prayer and a separate First Aid room which may also be used for disability/health related purposes and expressing milk / breastfeeding; *or*
- A multi-purpose room which can be used flexibly and is supported by room booking arrangements which are communicated to students, staff and visitors.

c) Religion and Belief Projects and Activities 2010-12

Head of London College of Fashion appointed Religion and Belief Champion.

Building on London College of Fashion's strong research and student engagement profile relating to religion and belief, Professor Frances Corner has worked closely with the Diversity Team, the University Chaplains and the Student Union to identify ways to promote religious literacy and improve provision of Quiet Spaces across the University.



CSM Hosts Artistic Jihad

4th April 2011, Platform Gallery, CSM

Muslim Student Art Exhibition organised by ISOC (UAL Islamic Student Society) and FOSISS

Over 200 student artists from across the UK submitted pieces to take part in the 'Artistic Jihad' exhibition, hosted by the Federation of Islamic Student Societies at CSM's Platform Gallery, Southampton Row.

<http://artisticjihad.com/bushra-abdulrahman/>

Image: Bushra – Abdul Rahman
Exhibited as part of Artistic Jihad, CSM, 2011.

Symposium: Mediating Modesty

Wednesday 15th June 2011, LCF, Conference Convener: Prof. Reina Lewis.

The symposium brought together speakers from cultural studies, anthropology, fashion studies and religious studies to discuss women's modest self presentation in the context of new forms of commerce, commentary, and community.

St Pauls Chaplaincy trip

Friday 24th February 2012, Organised by UAL Chaplaincy.

Students and staff from across UAL attended the Choral Evensong, a service of prayers, readings, psalms and canticles at St Paul's Cathedral. Over 60 students and staff attended the service, which was followed by drinks with the newly appointed Chaplain, Rev. William Whitcombe.

Worshipful Weavers award shrine designs

Nancy Thompson a final year weave student from CSM BA Textile Design course won the New Designers Worshipful Company of Weavers Weave prize. Nancy's work was inspired by 'shrines' she had built herself, using collections of objects relevant to her, based on ideas around South American religious shrines.

Sexual Orientation Progress Report

a) Student and Staff Profile

Of the 423 people who disclosed details of their sexual orientation on Employee Self Service, 39 (9%) identified as Lesbian, Gay or Bisexual.

Students are currently not asked to disclose their sexual orientation.

b) Progress on E&D Framework's 'Sexual Orientation' Objectives

Progress:

i) Provide information on the incidence of Homophobic Hate Crime and how to report it.

The Diversity Team have published information on-line advising students on reporting mechanisms, both through University procedures and through external agencies.

<http://www.arts.ac.uk/diversity/studentdiversity/lgbtstudents/homophobicbullyingharassmentandhatecrime/>

ii) Develop LGBT directory for students outlining the support and services available within the University and across London.

The Diversity Team have published information online covering key areas of interest for LGBT students and links to external online directories provided through London Lesbian and Gay Switchboard.

<http://www.arts.ac.uk/diversity/studentdiversity/lgbtstudents/>

iii) Initiative to encourage disclosure and extend equal opportunities monitoring to sexual orientation, ensuring that the collection, storage and extraction of data is restricted to limited personnel on the new HR online management system and preserves confidentiality at all times.

Sexual orientation monitoring was introduced for staff through the Employee Self Service system in 2009/10. By 2010/11 a total of 432 staff responded to the question, a significant increase from 78 disclosures the previous year. Of those who responded, 9% identified as lesbian, gay or bisexual, 76% as heterosexual, and 14% declined to answer. Interestingly, some 60 members of staff indicated that they 'Preferred not to say' when asked this Equal Opportunities monitoring question.

c) LGB/Sexual Orientation Key Projects and Activities 2010-12

Students host LGBT History Month exhibition

Student Union Exhibition space | February 2011 and 2012

Following on from the previous year's success, students from across UAL were invited to exhibit work. The private view took place on 13th February in the Blueprint Bar and included a presentation from the Movement For Justice Campaign.



LGBT History Month Logo Design

UAL wide project | March 2011

Organisers of LGBT History Month launched a competition for students to design the logo for LGBT History Month 2012, the theme of which tied into the London 2012 Olympics. The winning design (pictured left) was developed by Jenni Saarijarvi BA (Hons) Graphic & Media Design, LCC.

David McDiarmid: A Short History of Facial Hair

LCF, October 2011

Fashion Space Gallery hosted a film from graphics and fashion designer, David McDiarmid, narrating his life- story, sexual history, queer political activism and the life and times in 80's Australia in relation to HIV/AIDS.

Transgender Progress Report

a) Student and Staff Profile

Gender Identity was added to staff equal opportunities monitoring forms and Employee Self Service in 2009. As yet, no disclosures have been made by staff, although 1 'decline to answer' was recorded. Students are not asked to share details of their gender identity at enrolment.

b) Progress on E&D Framework's 'Transgender' Objectives

Progress:

i) **Develop a guidance document for staff and students to promote the interests and/or needs of transgender students and staff within the University.**

'Supporting Trans Students' Guide was developed in consultation with a wide range of staff across the University and aims to address the key concerns raised by trans students and staff working with them. The Guide was published in the Autumn term 2011.

- During 2011/12 one graduate has requested a change to their degree certificate to reflect their preferred gender identity.
- The Equality and Diversity Officer has delivered a briefing session to Student Advisors and has provided guidance to academic staff who are working with trans students, or students who are questioning their gender identity.

ii) **Develop a directory for students outlining the support and services available within the University and across London.**

The Diversity Team have developed a web page containing links to external agencies and the 'Information for Trans Students' document contains additional links and resources. The web-resources for Lesbian, Gay and Bisexual students include agencies which also work with Transgender people.

iii) **Undertake outreach initiatives to transgender staff (and students) to discern any specific needs.**

Trans students and staff working with them were invited to input into the development of the Guide. As yet, no Trans staff have self identified and participated in consultation on the development of guidance for students.

c) Trans Projects and Activities 2010-12

Equality and Diversity Forum: Supporting Trans Students.

May 16th 2011

The Forum on 'Supporting Trans Students' featured presentations from Dr Sara Davidmann, whose work as a photographer seeks to address themes of representation and expression of gender identity amongst Trans people. The Forum was an opportunity to raise awareness of the issues affecting trans students and consult on proposed mechanisms for co-ordinating support. Participants provided feedback on the Guide, which was published in Autumn 2011.



'Gender Diversity in Art and Design and Communication'

To support the launch of the 'Supporting Trans Students' Guide, webpages were developed highlighting the theme of gender diversity within art, design and communications. The webpage features work from Poppy Rosedecrbo (LCF) whose fashion designs deconstruct binary gender models; and Emily Ng (LCC) whose documentary film '**Girl Boy Life and Being Me,**' explores society's perception of transgender identities.

<http://www.arts.ac.uk/diversity/guidanceandotherresources/supportingtransstudents/genderidentityinartdesignandcommunication/>

Image: Poppy Rosedecrbo
BA Fashion Design and Marketing, LCF

6. Appendices

The appendices to this report are contained within an accompanying excel spreadsheet.

1: Staff Highlight Data:

(Headcount, Disciplinary Action, Complaints, Promotions, Length of service, Attrition and Turnover)

1. Age (Headcount, Promotions, Length of service, Attrition and Turnover)
2. Disability (Headcount, Disciplinary Action, Complaints, Promotions, Length of service, Attrition and Turnover)
3. Gender (Headcount, Disciplinary Action, Complaints, Promotions, Length of service, Attrition and Turnover)
4. Race (Headcount, Disciplinary Action, Complaints, Promotions, Length of service, Attrition and Turnover)
5. Religion and Belief (Headcount – ESS disclosure data)
6. Sexual Orientation (Headcount – ESS disclosure data)
7. Learning and development.
8. Participation on CLTAD courses.

2: Student Highlight Data:

1. Summary: First Year, Home Undergraduate student data 2010/11 and 2011/12 comparison
2. Student Population tables
 - I. Age
 - II. Caring Responsibilities
 - III. Socio-economic class
 - IV. Disability
 - V. Gender
 - VI. Ethnicity
 - VII. Religion
 - VIII. Student Fee Status
3. Graduate Destinations (Ethnicity)
4. Undergraduate degree attainment (Ethnicity and Socio-economic class)
5. Undergraduate degree retention
6. Academic Appeals

3: NSS Data

2011 NSS results disaggregated by age, disability, socio-economic class, ethnicity, gender.

4 – 9: College / deputy rectorate highlights

Equalities Monitoring data has been summarised for each college and deputy-rectorate with a view to discuss and disseminate through Equality and Diversity Sub Groups.

- 4: CCW
- 5: CSM
- 6: LCC
- 7: LCF
- 8: ADS
- 9: Strategic Development

7. Data Notes

Staff

- All staff profile data refers to 2010/11 population and is inclusive of Salaried and Hourly Paid / Associate Lecturers unless otherwise stated.
- Disaggregated data for Salaried and Hourly Paid / Associate Lecturers is available upon request from the Diversity Team.
- Recruitment data for 2010/11 was not available at the time of writing this report.
- Equal Pay data for 2010/11 was not available at the time of writing this report.
- 'Unknown' or 'blank' records are excluded from calculations of staff profiles unless otherwise stated.

Students:

- Student profile data refers to 2010/11, unless otherwise stated (i.e. for Caring Responsibilities and Religious belief).
- First year entrant data refers to 2011/12 enrolments, unless otherwise stated.
- 'Unknowns' excluded from data analysis unless otherwise stated.
- UCPU Achievement and Retention reports can be downloaded from the University Central Planning Unit WebPages at:
<http://www.arts.ac.uk/about/departments/ucpu/staff/planningandperformancedata/retentionachievement/>

Benchmark Institutions:

Two clusters of universities are used as benchmark institutions throughout this report. All benchmarking data was extracted from the higher education information database for institutions (HEIDI) on 20th April 2012 and refers to 2010/11 datasets.

Regional Benchmark institutions

Brunel University
The City University
The University of East London
The University of Greenwich
Kingston University
London Metropolitan University
London South Bank University
Middlesex University
The University of West London
The University of Westminster

Art and Design Specialist institutions

The Arts University College at Bournemouth
Courtauld Institute of Art
University for the Creative Arts
Cumbria Institute of the Arts
Edinburgh College of Art
University College Falmouth
Glasgow School of Art
Norwich University College of the Arts
Ravensbourne

^[1] All % inc. FE, HE and Postgraduates at point of entry unless otherwise stated

^[2] All % include ALs and exclude unknowns/decline to answer unless otherwise stated

^[3] At undergraduate level mature students are classified as those aged 21 years or over at enrolment onto year one

ⁱ Equality Challenge Unit Equality in Higher Education Statistical Report 2011- Student Data

ⁱⁱ Equality Challenge Unit Equality in Higher Education Statistical Report 2011 – Staff Data