

ual:

Equality, Diversity and Inclusion

Annual report 2024

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



Contents

03 Introduction	25 How we operate
06 What and how we teach	27 Progress report and updates
08 Progress report and updates	33 Fulfilling the Public Sector Equality Duty
11 Who we teach	
14 Progress report and updates	
19 Our knowledge and influence	
21 Progress report and updates	

Introduction

What and how we teach

Who we teach

Our knowledge
and influence

How we operate

Fulfilling the Public
Sector Equality Duty

Introduction

Introduction

What and how we teach

Who we teach

Our knowledge
and influence

How we operate

Fulfilling the Public
Sector Equality Duty

Equality, diversity and
inclusion are critical
to everything we do
at University of the
Arts London.

As an institution and as a community we have a shared social purpose: generating and inspiring the creativity the world needs for a better future. For us, that better future is one in which diversity is celebrated, prosperity is more equally shared, and creativity is a force for mutual understanding in inclusive societies.

Our work to improve equality and inclusion and celebrate the diversity of our staff, student and local communities is not something we do simply because of our legal obligations under the Equality Act, or the requirements placed on us by our regulator, the Office for Students. This work is core to everything we stand for.

That is why in 2023 UAL committed to embedding social purpose including the values that power our equality, diversity and inclusion (EDI) work into everything that we do. In 2024, we have brought operational responsibility for EDI under the leadership of our Chief Social Purpose Officer, to ensure the work of improving our organisation is integrated and coordinated.

A companion piece, [Equality, Diversity and Inclusion Data report](#), is published alongside this report with detailed data on our staff and student population over time, including information on our awarding, progression and retention gaps. The 2 reports should be read in conjunction.

Introduction		About this report	
What and how we teach		This report is structured around the 4 pathways identified in the UAL strategy and delivery plan.	This is a shift in the way UAL thinks about EDI. We are expanding the reach and ambition of our approach, which has historically focused on representation, progression and cultural inclusion for staff and students. That work is vital and must continue.
Who we teach		It identifies the EDI work underway already, the progress achieved and the ways in which we need to go further to maximise UAL’s positive impact as we:	
Our knowledge and influence			However, we also need to consider the way our curriculum (what and how we teach) affects how our alumni lead in the world after they leave UAL. Will they be champions of equality, diversity and inclusion wherever they go and how can we best support them to be so? We need to consider, track and improve the impact of our research, our knowledge exchange and our advocacy work on equality, diversity and inclusion inside and outside UAL. And we need to expand the way we think about our operating model: getting EDI right for staff is critical, but we can also have equality impact, for better or worse, through the money we spend in our supply chain. We need to consider our financial footprint as part of our ambition to maximise UAL’s positive impact on equality, diversity and inclusion.
How we operate			We are in a period of transition to this new, purpose-driven approach to EDI. Therefore, the maturity of our reporting varies across the 4 pathways. In some areas, we have long-standing data collection and reporting, established programmes of work, and are making measurable progress. In others we are at a far earlier stage in our journey of embedding EDI in our operating model and there is limited data or monitoring. For these pathways we are able to report more informally and qualitatively but aim to improve this over time.
Fulfilling the Public Sector Equality Duty	<ul style="list-style-type: none">■ update what and how we teach so that all students have an outstanding student experience and develop the skills needed to make a difference in the world■ expand who we teach, so that more learners can access a creative education■ increase the impact of our knowledge and influence to solve societal challenges■ improve how we operate and role model the change we want to see.		UAL submitted its first application to the Race Equality Charter (REC) in July 2024 and was successfully awarded the REC Bronze Award in December 2024. The REC requires a whole institution approach to EDI; commitments are therefore included in the relevant sections below.

- Introduction
- What and how we teach**
- Who we teach
- Our knowledge and influence
- How we operate
- Fulfilling the Public Sector Equality Duty

What and how we teach

Introduction	
What and how we teach	
Who we teach	Update what and how we teach so that all students have an outstanding student experience and develop the skills needed to make a difference in the world.
Our knowledge and influence	
How we operate	Equality, diversity and inclusion lens
Fulfilling the Public Sector Equality Duty	As a teaching-led university, the majority of the impact UAL has is through our alumni, as they take what they have learned out into the world. When concepts like equality, diversity and inclusion permeate our curricula, our students take these principles into their future lives with ripple effects through the creative industries and on to the culture and cohesion of the societies in which they live.

Key programmes

- Integrating our Principles of Climate, Racial and Social Justice into our curricula and quality processes.
- Supporting staff and students with managing conflict in learning spaces.
- Changemakers Initiative to offer our students the opportunity to directly influence their learning experience.
- Ensuring our digital tools and materials are accessible.

Data sources

Data is now held on the maturity of each course with regard to the Principles of Climate, Racial and Social Justice. Courses are logged on a 4-stage hierarchy from Baseline to Shift. Currently there is no structured data collected on the content of student briefs and the extent to which they focus on or include EDI considerations.

- Introduction
- What and how we teach**
- Who we teach
- Our knowledge
and influence
- How we operate
- Fulfilling the Public Sector
Equality Duty

Progress report and updates

Introduction			
What and how we teach	Principles of Climate, Racial and Social Justice	Managing Conflict in Learning Spaces	Changemakers Initiative
Who we teach	<p>This programme has been developed to embed 5 Climate, Racial and Social Justice Principles into curricula across UAL with an accompanying framework for tracking progress. To support the update of this approach, Student Climate Advocates and an Educational Developer are now based at the Teaching and Learning Exchange, with Curriculum Developers across each college working alongside course leaders. 81 courses are now at the highest ‘Shift’ level in the Framework for Climate, Racial and Social Justice and the programme has been embedded much more fully into our academic validation processes.</p>	<p>Following staff feedback on the challenges that comes with management of freedom of expression in learning spaces, the Teaching and Learning Exchange are leading on a project to create guidance and provide support resources for this area. Community voice is important to ensure the guidance is tailored and effective. A series of consultation sessions are being held to hear from our staff and to create a best practise space for sharing materials.</p>	<p>Changemakers is a collaborative initiative which empowers students to work in partnership with programmes and departments to help staff reimagine racial and social justice and embed it into the curriculum.</p> <p>Changemakers engage in projects that foster inclusive practices, influence curricula, and amplify diverse voices. They do this by leading creative, collective projects inspired by themes of decolonial and liberation frameworks to change the landscape of academia in their college and in industry.</p>
Our knowledge and influence			
How we operate			
Fulfilling the Public Sector Equality Duty			

Introduction
What and how we teach
Who we teach
Our knowledge and influence
How we operate
Fulfilling the Public Sector Equality Duty

Academic Enhancement team: Sharing learning on Decolonising Curriculum

Academic Enhancement support colleagues across UAL to develop inclusive teaching, learning and industry practices that are compassionate and equitable. The team and collaborators have developed a range of activities, tools and resources covering pedagogy, curriculum, assessment and best practise sharing to support our staff, students, and the wider community in promoting social justice within higher education. Recent examples include course case studies on reducing awarding gaps and the Inquilab Reading Group podcast. These resources are being used across UAL and the sector and can be viewed on the [Academic Enhancement resources webpage](#).

In September 2024, the Academic Enhancement team hosted [Decolonising Acts: A Practice, Research and Pedagogy Symposium](#). This celebrated and explored work in the area of decoloniality at UAL, featuring presentations from five guest speakers from across the University. The team also hosted 10 ‘Decolonising Writing’ workshops with 290 students and staff in Autumn 2024.

Accessible digital tools and materials

UAL recognise that accessibility is everybody’s responsibility and in the context of digital resources that we provide for our students, it is about ensuring that everyone can access learning. We have provided articles, guides and training to support our staff to create or adapt their learning materials to make them more accessible. We also have dedicated local Digital Learning teams who offer advice, support and bespoke training to staff on the platforms used at UAL and how to design accessible teaching materials.

We offer a range of assistive technology from software to apps to help our staff and students to work as effectively as possible. This includes resources to support reading and writing including dictation, text-to-speech and software for mind mapping and converting documents into accessible formats. Advice, resources and awareness sessions are also provided to support our community on our available tools and training resources.

The Disability Student Service regularly run training sessions for student-facing staff on how to support our disabled and neurodivergent students. Sessions range from introductory level awareness on disability equality to specific workshops on D/deaf awareness, neurodiversity and mental health. The team currently have 21 sessions planned and have trained 112 staff so far in the year 2024/25.

- Introduction
- What and how we teach
- Who we teach**
- Our knowledge and influence
- How we operate
- Fulfilling the Public Sector Equality Duty

Who we teach

Introduction	Strategy commitment	Key programmes	Data sources
What and how we teach	Expand who we teach so that more learners can access a creative education.	<ul style="list-style-type: none">■ Access Strategy.■ Scholarships and bursaries programmes.■ Research and Knowledge Exchange programmes that include experimental or community-based learning.■ Access and Participation Plan including: contextual admissions, outreach, progression and retention programmes including academic, financial and pastoral support.	We collect and monitor a wide range of data on our students’ characteristics, from the start of their journey when they apply to UAL through to their outcomes as graduates. We collect diversity data on participants in our formal Outreach programmes; we are provided with data on applicants by UCAS; and we collect a wide range of diversity data in line with HESA guidelines. Graduate outcomes for Home students are reported to us by the UK government’s Graduate Outcomes Survey.
Who we teach	Equality, diversity and inclusion lens		
Our knowledge and influence	The question of who we teach is foundational for UAL’s ambitions on EDI. It is central to our ambition that creative learners of every background should be able to study and thrive at UAL. We need to be forensic in understanding and removing the barriers that hold some students back and lead to less equitable outcomes.		
How we operate			
Fulfilling the Public Sector Equality Duty			The accompanying data report contains summary data on a range of students’ protected characteristics and their progression through UAL.

Introduction	Student data summary		
What and how we teach	<p>Our community is diverse and complex. We value understanding its distinct characteristics so we can build a creative education environment that works for all our students.</p> <p>Further student data is available in the EDI Data report.</p>	<ul style="list-style-type: none">■ We have increased the proportion of new UK based undergraduate students from Black, Asian and minority ethnic (B.A.M.E.) groups (39%). This is 12% higher than the higher education sector overall. The Home undergraduate continuation gap from different ethnic groups has remained stable (7%). The B.A.M.E. to White degree awarding gap has decreased slightly (12%).■ The proportion of new UK based undergraduate students aged 21 or over has increased slightly compared to last year (14%), but there remains a gap to the Access and Participation Plan (APP) target.■ 18% of all students declare as disabled (29% of UK based students). The gap in continuation rates has decreased and remains in favour of students who do not declare as disabled. Students with declared disabilities continue to have higher degree awarding levels than students with no declared disabilities.	<ul style="list-style-type: none">■ The proportion of students who are female has seen a slight 1% decrease from 2023/24 to 76% this year. This is significantly higher than the overall higher education sector figure of 57%.■ There has been an increase in students declaring they have no religion or belief (60%).■ 23% of students identified as LGBTQ+, an increase from 22% in 2023/24.■ 2.6% of students have declared that they identify with a gender different to the sex assigned at birth. This has continued to increase every year since 2020/21.
Who we teach			
Our knowledge and influence			
How we operate			
Fulfilling the Public Sector Equality Duty			

- Introduction
- What and how we teach
- Who we teach**
- Our knowledge
and influence
- How we operate
- Fulfilling the Public
Sector Equality Duty

Progress report and updates

Introduction
What and how we teach
Who we teach
Our knowledge and influence
How we operate
Fulfilling the Public Sector Equality Duty

Access and Participation Plan (APP)

Our new Access and Participation Plan sets out how we will improve equality of opportunity for under-represented groups to access, succeed in and progress from higher education.

Detailed work for our Access and Participation Plan has concluded that our key equal opportunities risks are:

- Students from areas with the most deprivation (i.e. Index of Multiple Deprivation (IMD) Q1-2 areas). Risks relate to access, completion and achievement.
- Students from Black, Asian and minority ethnic groupss in general and Black students in particular. Risks relate to access, completion and achievement.
- Disabled students, especially those with mental health conditions and multiple disabilities. Risks relate to completion.

UAL has created a set of interventions that focus on improving access, on-course and progression for APP target groups. These interventions incorporate our existing UAL actions and initiatives, for example, our Insights and Creative Shift programmes, and our bursary and hardship support.

In 2024/25 there are 773 students at UAL who have progressed to the University via the Insights programme. 61% of students on the 2024/25 Insights Autumn-Winter programme were from B.A.M.E. groups.

The interventions also cover some new actions, such as a bespoke disability support service, contextual admissions for our pre-degree offering, and more workshops and continuing professional development (CPD) opportunities for teachers.

As part of our APP, we also ensure fair and inclusive recruitment practices. This includes Contextual Admissions (CA) decisions, where students from the least advantaged backgrounds are assessed in terms of potential, rather than according to strict academic criteria. We have made significant progress in the impact of CA in the last 2 years. In 2023/24, for the first time ever in the development of our contextual admissions process, statistically, an applicant was more likely to be made an offer if they have a CA-flag and this has continued into the academic year 2024/25.

Under our APP, we aim to improve continuation and degree awarding gaps through developing inclusive curriculum and student support, informed by the experience and needs of our priority groups and targeting specific programmes of study. This is underpinned by developing staff diversity and capacity and targeted student financial support of £10.6 million, an increase of £4.9 million since 2021/22.

Introduction		
What and how we teach		
Who we teach	This work has been reinforced since summer 2022 by the Student Experience Framework and has been informed through a renewed focus on conversations with students. It focuses on:	Alongside the above, we have also created an additional set of interventions that aim to improve structures and governance at UAL. This will include establishing an APP steering board, APP working groups, and improving student representation and engagement with this work. This will facilitate more consistent evaluation, enhance our interventions and move away from localised pilots towards a University wide roll-out.
Our knowledge and influence	<ul style="list-style-type: none">■ freeing up academic staff to spend more time with students	
How we operate	<ul style="list-style-type: none">■ ensuring courses are appropriately resourced and managed	
Fulfilling the Public Sector Equality Duty	<ul style="list-style-type: none">■ identifying and intervening early where student attendance and engagement are poor■ developing our Teaching and Learning Strategy■ improving the digital infrastructure for students and timetabling.	

Access Strategy

As part of delivering the University Strategy we are developing a new Access Strategy to improve access to UAL education nationally and internationally. The new Access and Participation Plan is an OfS requirement and focuses on widening access to and success in undergraduate full-time in-residence study by UK based students; however, we wish to go further and consider the access challenges facing, for example, international students, postgraduate students and those from marginalised groups such as offenders. A first iteration of the Access Strategy will be considered by Executive Board in April 2025.

Introduction			
What and how we teach			
Who we teach	<p>For 2024/25 we have introduced new measures to further improve access to support for disabled students. This includes reducing requirements for students to provide evidence relating to their disability and further investing in our specialist support work provision. We are also continuing to pilot a new approach to mainstreaming inclusive practices to reduce the need for individual adjustments.</p>	<p>The key focus of our work on gender equality for students continues to be the prevention of harassment and gender-based violence. This includes promoting a positive consent culture and raising awareness of support both within and outside the University. We are now reviewing our training for staff and students, reporting systems and approaches to responding to reports, to ensure we meet the new OfS Condition of Registration on Harassment and Sexual Misconduct which will come into force on 1 August 2025.</p>	<p>We have initiated a project to further develop our network of Chaplains and Faith Advisors, including advisor support for non-religious world views and other beliefs protected under the Equality Act. We have Multi-faith Rooms at College sites, designed to be used for prayer, personal reflection or meditation.</p>
Our knowledge and influence			
How we operate			
Fulfilling the Public Sector Equality Duty	<p>We are mapping our provision against new sector best practice guides including the Disabled Student Commitment and the University Mental Health Charter. In our new APP we commit to monitor and ensure the continuation gap between disabled students and students with no declared disability is no greater than 2 percentage points.</p>		<p>Our Religion and Belief Forum involves staff and students. The group is brought together by UAL's Religion and Belief Champion.</p>

Introduction
What and how we teach
Who we teach
Our knowledge and influence
How we operate
Fulfilling the Public Sector Equality Duty

LGBTQ+ inclusion

Significant work has been undertaken in recent years to ensure UAL is an inclusive environment for LGBTQ+ students. The University LGBTQ+ Champion has worked with students and staff to continue to promote and support LGBTQ+ led events and activities across the University. In June 2024, UAL was named University of the Year at the Queer Student Awards.

Trans and Non-Binary Inclusion Guidance for Students developed by the EDI team and published in Spring 2023 will be reviewed and updated this year following consultation with students. This builds on significant work that has been undertaken in recent years to ensure UAL is an inclusive environment for trans and non-binary students.

- Introduction
- What and how we teach
- Who we teach
- Our knowledge and influence**
- How we operate
- Fulfilling the Public Sector Equality Duty

Our knowledge and influence

Introduction	Strategy commitment	Key programmes
What and how we teach	Increase the impact of our knowledge and influence to solve societal challenges.	<ul style="list-style-type: none">■ Research Strategy, including Decolonising Arts Institute.■ Programmes of public and community engagement in person and online.■ Campaigning and advocacy work.
Who we teach		
Our knowledge and influence	Equality, diversity and inclusion lens	
How we operate	Equality, diversity and inclusion are challenges for the whole of society, not ones that only exist on our campuses. UAL is a hub for world-leading art and design research, a sector-leader in knowledge exchange and a cultural community where we programme hundreds of events and generate millions of online impressions for staff and student work every year. To maximise our positive impact on equality, diversity and inclusion in the world around us, we need to leverage our knowledge and influence to secure change.	Data sources
Fulfilling the Public Sector Equality Duty		<p>We only collect and monitor a limited amount of information about our knowledge and influence. We collect data on research and knowledge exchange income and many individual projects will have their own evaluation or impact monitoring.</p> <p>We collect some information about audiences for our public and community engagement both in person and online. We aim to improve this data collection and monitoring over time to ensure we are maximising the reach and impact of our activities. Information on impact is not collated at University level.</p>

- Introduction
- What and how we teach
- Who we teach
- Our knowledge and influence**
- How we operate
- Fulfilling the Public Sector Equality Duty

Progress report and updates

Introduction			
What and how we teach			
Who we teach			
Our knowledge and influence	<p>UAL launched its Black Creatives Hub in May 2024, an innovative online space dedicated to showcasing and celebrating the exceptional talents, achievements and contributions of our Black creative community, including staff, students and alumni.</p>	<p>Transforming Collections: Art UK partnership</p> <p>UAL partnered with Art UK in October 2024 to spotlight the work of artists who have been historically underrepresented in UK collections. This groundbreaking collaboration has led to the addition of 10 new artists being featured on the Art UK platform, bringing forward voices and stories that have long been overlooked.</p>	<p>Art UK has also added 10 artists who were not previously represented on the platform, as well as 65 new artwork records and a total of 76 new images. This has been carried out in collaboration with 13 arts institutions and collections, increasing the visibility and accessibility of artworks in public collections.</p>
How we operate	<p>It provides a collective platform where UAL’s Black community can showcase their work, research and achievements as well as share information about resources, opportunities and events to empower Black creatives across the UK.</p>	<p>The partnership has been inspired by research undertaken at UAL’s Decolonising Arts and Creative Computing Institutes as part of the Transforming Collections project. Art UK launched the showcase with 6 articles, including curations from Transforming Collections researchers that feature works from the 19th century up until the 1990s.</p>	<p>The Transforming Collections Project ran from April 2021 to January 2025. The project also hosted 'Museum x Machine x Me,' a week-long public programme taking place across Tate Britain and Tate Modern in October 2024 to mark the Transforming Collections project as it drew to a close. This programme invited visitors to engage with the research, artworks and software that have been developed throughout the project, exploring how technology can help challenge, complicate and enrich existing collections data.</p>
Fulfilling the Public Sector Equality Duty	<p>The Hub responds to the underrepresentation of the Black community across creative industries, existing alongside the University’s wider anti-racism work and ongoing efforts to dismantle systemic racism within the arts.</p>		

Introduction
What and how we teach
Who we teach
Our knowledge and influence
How we operate
Fulfilling the Public Sector Equality Duty

Curated Showcase collections

UAL Showcase, launched in 2020, was renamed in January 2024 to reflect its role as an always-on global platform for creativity. The platform continues to work with industry professionals to curate Showcase collections of graduate work and share the collections on their own social media channels. Curated collections include:

- Being Seen, curated by Queer Britian
- Looking Forward, Looking Back, curated by esea contemporary
- Disabling Barriers, curated by Unlimited.

Supporting parents and carers

UAL’s pioneering move to offer equal parental leave marks a significant milestone in the higher education sector, aligning with contemporary family dynamics and earning recognition in The Times Higher Education and winning a UHR Award for its progressive stance. As a result, many other universities reached out to us for guidance in setting up similar initiatives.

This innovation reflects UAL’s commitment to fostering inclusive work environments conducive to modern family structures. This work shone a light on the needs of parents within UAL, bringing about the launch of the UAL Parents and Carers Network in September 2022. Hearing from our network members has been an essential part of gathering feedback and informing decision making in this area.

A handbook for parents returning to the workplace is being developed as well as offering focussed coaching. UAL also joined the Employers for Carers programme in November 2024, providing free resources and support to carers in the workplace who we know manage complex home and worklife balances.

Following feedback from our community, we made improvements to better support student parents and carers and make our guidance clearer and easier to understand. We launched a revised Student Parent and Carer Support package in October 2023, which includes updates to our Children on Site Policy, additional nursing facilities at our sites and clearer guidance for setting up a Parenthood and Caring Support Agreement (PCSA) with Student Services.

Introduction	Creative Shift	
What and how we teach	In December 2024, <u>Creative Shift</u> and the Outreach team hosted the third year of ‘Inside Track’, welcoming students who have come through UAL’s Insights programme to support their transition into the University. The 2024 event took place at Snap.Inc London, the technology company known for developing Snapchat, a multimedia messaging app.	Creative Shift and Insights teamed up to support students throughout their academic journey in an intervention which responds to UAL’s Access and Participation Plan and acknowledges that not everyone has equal opportunity in higher education. <u>Insights</u> is UAL’s outreach programme, supporting young people to get into UAL. Creative Shift acknowledges the barriers that exist for students from underrepresented backgrounds in higher education and in the creative industries.
Who we teach		
Our knowledge and influence		
How we operate		
Fulfilling the Public Sector Equality Duty	The event focused on the importance of building communities as well as balancing varied commitments. As part of the conversation, 2 UAL graduates shared their experiences, highlighting the benefits of engaging in Creative Shift’s extracurricular programmes to connect with like-minded individuals and foster their sense of community, both at university and within the creative industries.	

- Introduction
- What and how we teach
- Who we teach
- Our knowledge and influence
- How we operate**
- Fulfilling the Public Sector Equality Duty

How we operate

Introduction	Strategy commitment	Key programmes	
What and how we teach	Improve how we operate and role model the change we want to see.	<ul style="list-style-type: none">■ <u>UAL awarded Bronze Award for Race Equality Charter</u>, only the 58th University to achieve this.■ Regular updates on 30% B.A.M.E. staff representation target and sharing best practice in online resources.■ Continued work of the staff and student Building Access Advisory Group.■ Procurement and purchasing reforms.	<ul style="list-style-type: none">■ A higher proportion of UAL staff have declared themselves disabled (13.3%) than the sector benchmark (7.2%). Over half of disabled staff (53.6%) state they have a learning difference, such as dyslexia, dyspraxia and/or AD(H)D.
Who we teach			
Our knowledge and influence	Equality, diversity and inclusion lens		<ul style="list-style-type: none">■ A higher proportion of UAL staff identify as lesbian, gay, bi and other non-straight sexual orientations (LGBTQ+, 13.8%) than the sector benchmark (6.1%).
How we operate	Because we care deeply about equality, diversity and inclusion, we want UAL to be an open, welcoming, diverse community for our staff. We also want to think carefully about the equality impact of the way we spend money, whether that be on buildings, fabrics or commercial services.	Staff data summary	<ul style="list-style-type: none">■ Declaration rates for staff equalities monitoring data has increased each year, though remains low for Hourly Paid Lecturers compared to salaried staff.■ The lowest declaration rate is for caring responsibilities (64%) which is an optional field on the iTrent Employee Self-Service system. Staff Survey 2024 response rates shows 35.9% of staff have caring responsibilities compared to 13.3% recorded through iTrent.
Fulfilling the Public Sector Equality Duty	However, we also know that these things matter for the student experience too. Diverse staff representation ensures that students experience inclusive role models, enriching their education. Applying EDI principles to procurement, purchasing and building management helps create equitable access, mitigate biases and show our students how they can choose to behave when they take up leadership positions in later life. Only when EDI is incorporated in every aspect of our operating model can we be sure we are role-modelling the change we hope our students will lead in the world.	<ul style="list-style-type: none">■ The proportion of B.A.M.E. staff at UAL (25.5%) is higher than the higher education sector benchmark (17.5%). Further data analysis shows B.A.M.E. staff are concentrated at Grades 5 and below. The Race Equality Charter Action Plan sets out commitments to increase B.A.M.E staff representation at higher grades and to benchmark data against comparator institutions.	Data relating to how we operate from our supply chain and non-staff spending is immature and not yet available to report on. Further student data is available in the <u>EDI Data report</u> .

- Introduction
- What and how we teach
- Who we teach
- Our knowledge and influence
- How we operate**
- Fulfilling the Public Sector Equality Duty

Progress report and updates

Introduction
What and how we teach
Who we teach
Our knowledge and influence
How we operate
Fulfilling the Public Sector Equality Duty

Refreshed Staff Charter

Creating an inclusive culture is central to how we operate and in 2024 we undertook a review of our existing Staff Charter, which sets out what we expect from staff and what they can expect from how they are managed. We have made our statement on respect and diversity stronger and clearer to support an inclusive culture. We have begun some data gathering on social class, initially for Apprenticeship Programmes and want to build on this. The new Staff Charter has been widely promoted, including in our revamped New Staff Welcome.

Management expectations

We developed new management expectations to more clearly state what we expect from our managers and leaders. We have strengthened our Art of Management Programme to ensure robust training is in place to support each expectation. We have a clear expectation that managers and leaders create an inclusive environment. This is embedded in our expectations on recruitment, development, coaching and change.

Menopause support

UAL once again supported World Menopause Day and continued to support our Menopause Community of Support. Our intranet menopause resource was refreshed to include more links to the experience of being Black, a demographic underrepresented in media depictions of menopause. We also include links which cover the experience of LGBTQ+ people and UAL Libraries all have a menopause collection of books. Strengthening our support will be an area of focus for 2025/26 as we prepare for new duties under the Employment Rights Bill, including menopause action plans.

The menopause resource is part of the EDI Learning Hub on the University's staff intranet. The Hub provides resources to support learning on EDI topics including anti-racism, parents and carers and positive action.

Introduction
What and how we teach
Who we teach
Our knowledge and influence
How we operate
Fulfilling the Public Sector Equality Duty

Sharing and analysing staff survey results with an intersectional lens

We pioneered a new approach to analysing the results of our annual Staff Survey, setting up deep dives into the data and presenting these to our staff network groups and Champions Forums. These deep dives allow us to identify the intersection between different protected characteristics (such as age and disability), hone our survey action planning and shape the agendas of our networks and forums. A third full staff survey was launched in November 2024 and the deep dives will be repeated, benefiting from new technology to allow greater analysis of open text comments.

Since 2023, UAL has pledged to donate £2 to the Student Hardship Fund, which supports students with family income below £55,000, for every colleague who completes the annual Staff Survey. The 2024 survey raised over £6,700 for the fund.

Continuing the 30% B.A.M.E. staff representation target

The Anti-Racism Action Plan, published in April 2021 set the target for the University to have at least 30% B.A.M.E. staff representation by July 2024¹. The completion rate for staff race and ethnicity data on the iTrent Employee Self-Service system increased from 76.7% (Spring 2022) to 95.7% (July 2024).

In May 2021, our data system reported 22.8% B.A.M.E. staff representation. This increased to 29.3% in July 2024, a total increase of 6.5 percentage points. By December 2024, we had achieved 29.7% B.A.M.E. staff representation and 95.8% completion rate for race and ethnicity data. Case studies of good practice initiatives towards the target have been published internally on microaggression training, inclusive recruitment and staff coaching.

Our Race Equality Charter (REC) Action Plan has recommitted to the target by setting out to:

- achieve the 30% B.A.M.E. staff representation target within all areas of the University.
- increase the overall percentage of B.A.M.E. Academic staff on Individual Contracts by 3 percentage points from 17% to 20% through a focus on progression through Grade 6 and Grade 7 roles.
- increase the percentage of B.A.M.E. Professional, Technical and Operational staff on Individual Contracts by 3% points from 15% to 18%, with a focus on progression through Grades 5, 6 and 7.
- improve strategic workforce planning to ensure we are able to identify and develop a diverse group of high potential staff.

1 The 30% B.A.M.E. staff target is for salaried staff who have declared either their ethnicity or ‘prefer not to say’ on iTrent Employee Self Service (ESS). The dataset excludes staff for whom no ethnicity data has been given.

Introduction
What and how we teach
Who we teach
Our knowledge and influence
How we operate
Fulfilling the Public Sector Equality Duty

EDI training for staff

There are 2 mandatory EDI eLearning modules for all staff. As of January 2025:

- 91.9% of current staff have completed the EDI Foundation training
- 80.3% of current staff have completed the online Anti-Racism Development Programme.

UAL also provides 3 optional EDI eLearning modules that all staff can access: Breaking Bias, Disability Inclusion and Disability Inclusion for Managers.

Our external supplier, The Diversity Trust, continues to deliver the workshop element of the Anti-Racism Development Programme, both in-person and online. Over 50% of UAL’s salaried staff have now attended. Participant feedback shows the training is valued and has led to case studies used in the session being updated.

The EDI team continues to deliver content for the Inclusive Management suite, part of The Art of Management Programme for line managers. The suite includes Inclusive Management Fundamentals workshop and Inclusive Management Roundtable discussions on trans and non-binary inclusion and disability and neurodiversity.

Inclusive facilities

We recognise the importance of providing safe and comfortable spaces for students, staff and visitors to use for purposes such as prayer, personal reflection or wellbeing requirements. We have made improvements to our Quiet Spaces, adding more spaces and expanding usage guidelines. UAL sites now have a Multi-faith Room, Wellbeing Room or a multi-purpose Multi-faith and Wellbeing Room.

In July 2023, UAL became the second London university to introduce Changing Places facilities on campus. Standard accessible toilets meet the needs for many disabled people, but not all. The additional facilities and larger space available in a Changing Places toilet (CPT) provide better support for people who use large complex equipment or require assistance from others to change with privacy and dignity. As of January 2025, we now have CPTs at Wimbledon College of Arts, London College of Fashion and London College of Communication. We are working on adding more CPTs to the rest of our sites.

Introduction
What and how we teach
Who we teach
Our knowledge and influence
How we operate
Fulfilling the Public Sector Equality Duty

Building Access Advisory Group

The Building Access Advisory Group, created in early 2022, meets regularly to discuss access issues across all UAL sites with the aim of helping UAL to deliver built environments that are inclusive by design. The group is made up of students and key staff stakeholders, ranging from roles in Estates and Facilities to those with a focus on disability inclusion. Conversations include how we create and maintain our spaces as well as generating new and innovative ways of providing accessible spaces.

New approach and adjustments to student disability support

The student Disability Service implemented a new approach in June 2024 to remove the requirement to provide medical or diagnostic evidence of a condition prior to student registration with them. This has removed a key barrier to students accessing the support they may need promptly in their student journey. Disability Advisers continue to meet with students to discuss their Individual Support Agreement. This new approach also allows staff to put support and adjustments in place earlier. It also aligns with the latest sector advice about disability inclusion and will give UAL greater flexibility to support students’ needs.

Workplace adjustments review

Following staff feedback, we started a review of our current workplace adjustments process. This forms part of the work in improving employee experience of our disabled and neurodivergent staff. Our aim is to produce a clear, consistent and streamlined process that is informed by the needs of our community. Stakeholder consultation has enabled us to determine areas of improvements around the clarity of the process, the communication strategy, data collection of adjustment requests and training and support for line managers.

Our intranet page has seen a refresh with improved accessibility of information and clearer guidelines. The workplace adjustments process is being embedded into our training for line managers to improve confidence and to enable adjustments to be implemented earlier. We look forward to continuing with our actions to improve the process and to reduce barriers at UAL as we strive to create an inclusive working environment.

Introduction
What and how we teach
Who we teach
Our knowledge and influence
How we operate
Fulfilling the Public Sector Equality Duty

Building purpose into our purchasing and procurement

The choices we make about what we buy are a critical part of how we create value. As part of an organisational objective to reduce unnecessary purchases, a cross-functional team involving colleagues from Finance, Data, Communications, HR and the Social Purpose Lab will work to influence budget holder mindsets and behaviours. Reforms implemented so far include new social value screening questions into the supplier onboarding process and the decision-making framework for purchasing managers.

The UAL Procurement Team is working with Slave-Free Alliance (SFA) to address modern slavery and human rights risks in the University’s supply chain. They have recommended we make detailed assessments of high-risk high-spend parts of our supply chain, map suppliers who are selling to multiple people across UAL to identify efficiency and social value opportunities and incorporate best practices into tender processes.

Strengthening EDI and access governance

Undertaking the Race Equality Chater self-assessment process and updated Access and Participation Plan in Summer 2024, UAL identified the need to strengthen our EDI governance and will be creating a University EDI-Access Committee in 2025.

The committee will oversee all EDI activities across the University including the implementation of the Race Equality Chater Action Plan. Consultation on the governance structure took place with College EDI committees and staff network groups through Champions Forums between Autumn 2024 and Spring 2025.

- Introduction
- What and how we teach
- Who we teach
- Our knowledge and influence
- How we operate
- Fulfilling the Public Sector Equality Duty**

Fulfilling the Public Sector Equality Duty

- Introduction
- What and how we teach
- Who we teach
- Our knowledge and influence
- How we operate

Fulfilling the Public Sector Equality Duty

The Public Sector Equality Duty (PSED) is part of the Equality Act 2010, which replaced all prior equality legislation with a single legal framework. The 9 protected characteristics under the Equality Act 2010 are: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

Over the course of 2025, we aim to update the University’s Public Sector Equality Duty Strategy, developing strategic objectives and action plans across all 4 of the University’s impact pathways. Our current PSED Strategy is not structured around these pathways. Nevertheless, it is vital that while we transition to a new model we continue to make progress on, and report on, our existing objectives in the relevant format. This report therefore concludes with updates and information on progress towards our existing agreed PSED objectives. This repeats much of the main reporting but in a way that will be more familiar to those colleagues, students and stakeholders who have engaged with these objectives and/or previous EDI reports.

The Public Sector Equality Duty requires UAL to have due regard for:

- eliminating unlawful discrimination
- advancing equality of opportunity between people who have a protected characteristic and people who do not
- fostering good relations between people who have a protected characteristic and people who do not.

This report and the accompanying EDI Data report 2024 contribute to the fulfilment of UAL’s specific duties in the Public Sector Equality Duty by:

- publishing information annually that demonstrates our performance in the area of equality
- publishing equality objectives
- publishing UAL’s gender pay gap.

- Introduction
- What and how we teach
- Who we teach
- Our knowledge and influence
- How we operate
- Fulfilling the Public Sector Equality Duty**

Progress against PSED staff objectives

PSED Objective (for staff)	Progress and activity in 2024
Improve representation of B.A.M.E. staff, particularly in academic and senior management roles.	<ul style="list-style-type: none">■ The proportion of all B.A.M.E. staff has increased from 22% in 2022 to 25.5% in 2024.■ The proportion of B.A.M.E. staff in the Academic job family has increased from 20.2% in 2022 to 22.5% in 2024.■ UAL received the Race Charter Equality Bronze Award in December 2024.■ A new target has been set to increase the proportion of B.A.M.E. staff on an Individual Contract by 3 percentage points for both Professional, Technical and Operational (PTO) and Academic career families.
Embed an inclusive and accessible working environment for disabled and neurodivergent staff, coordinating workplace adjustments promptly, efficiently and with care and providing disability and neurodiversity training to all staff.	<ul style="list-style-type: none">■ Following analysis of Staff Survey 2023 results and consultation with the Disabled and Neurodiverse Staff Network and Trade Unions, workplace adjustments process and guidance was updated and published internally in Autumn 2024.■ In November/December 2024, UAL ran a communications campaign and programme of events for the first time to mark Disability History Month.■ UAL is a member of the Business Disability Forum.■ UAL is Disability Confident Committed Employer, which was renewed in 2024.■ UAL continues to make disability and neurodiversity e-learning and e-resources available to all staff.

Introduction

What and how we teach

Who we teach

Our knowledge and influence

How we operate

Fulfilling the Public Sector Equality Duty

PSED Objective (for staff)	Progress and activity in 2024
Embed a culture of respect where all staff feel safe and where bullying, harassment and inappropriate behaviour are properly addressed and eliminated.	<ul style="list-style-type: none">■ Tell Someone system for reporting bullying, harassment and discrimination has been reviewed and updated to improve reporting by protected characteristics.■ A refreshed Staff Charter and new Line Manager Expectations was published in November 2024.■ A provider has been procured to pilot Active Bystander training in 2025.■ UAL's Governance team started work in 2024 to develop clearer guidance and resources around freedom of expression at UAL.
Embed a culture of inclusion for our diverse community including LGBTQ+ staff where people feel valued and safe to be themselves.	<ul style="list-style-type: none">■ UAL staff and students took part in Pride in London, UK Black Pride and Bi Pride UK.■ UAL won 2 awards to the Queer Student Awards in June 2024.■ London College of Fashion (LCF) hosted the Trans in the City Awards 2024.
Embed a culture of inclusion and respect where staff feel safe to practice their religion and/or belief.	<ul style="list-style-type: none">■ UAL's Community Calendar was launched in September 2024, providing a unified visual identity to mark religious festivals and other awareness days in staff and student communications.

Introduction

What and how we teach

Who we teach

Our knowledge and influence

How we operate

Fulfilling the Public Sector Equality Duty

Progress against PSED student objectives

PSED Objective (for students)	Progress and activity in 2024
Improve the representation, continuation and awarding of students from B.A.M.E. groups.	<ul style="list-style-type: none">■ The new Access Strategy, Race Equality Charter Action Plan, Access and Participation Plan and Student Experience Framework focuses on tackling inequality in respect of ethnicity.■ The proportion of B.A.M.E. first year home undergraduate students has increased from 33% in 2022/23 to 38% in 2024/25.■ The continuation gap across the 5 ethnicity categories has fallen from 8 percentage points in 2021/22 to 7 percentage points in 2023/24.■ The awarding gap across the 5 ethnicity categories has fallen from 24 percentage points in 2021/22 to 15 percentage points in 2023/24.
Embed a culture of inclusion for our student community including LGBTQ+ students where people feel valued and safe to be themselves.	<ul style="list-style-type: none">■ UAL staff and students took part in Pride in London, UK Black Pride and Bi Pride UK.■ UAL won 2 awards to the Queer Student Awards in June 2024.■ UAL partnered with Trans in the City to launch the Student Ambassador scheme and host the 2024 Gala Awards at LCF.

Introduction

What and how we teach

Who we teach

Our knowledge and influence

How we operate

Fulfilling the Public Sector Equality Duty

PSED Objective (for students)	Progress and activity in 2024
Embed an inclusive and accessible learning environment for our disabled and neurodivergent students.	<ul style="list-style-type: none">■ We have introduced new measures to further improve access to support for disabled students, including reducing requirements for students to provide disability evidence and further investing in our specialist support work provision.■ We continue to pilot a new approach to mainstreaming inclusive practices to reduce the need for individual adjustments.■ Our student disability team have delivered training to 112 staff members on support for disabled and neurodivergent students.
Embed a culture of respect where all students feel safe and where bullying, harassment and inappropriate behaviour are properly addressed and eliminated.	<ul style="list-style-type: none">■ We are reviewing our training for staff and students, reporting systems and approaches to responding to reports, to ensure we meet the new OfS Condition of Registration on Harassment and Sexual Misconduct which will come into force on 1 August 2025.

Equality, Diversion and Inclusion
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Canvas: [Equality, Diversity and Inclusion \(EDI\) for staff](#)