

LEEDS  
ARTS  
UNIVERSITY  
EST. 1846

# Equality, Diversity and Inclusion Report

2018/19

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# Introduction

At Leeds Arts University we work collaboratively with our creative students and Students' Union to provide an environment where all have the opportunity to achieve their full potential.

This report provides an overview of our community and outlines staff and student data according to protected characteristics including age, ethnicity, disability, gender identity, religion and belief.

It also provides information about the relative performance of different student groups and highlights some of the initiatives and activities that were part of promoting equality, diversity and inclusion over the year.

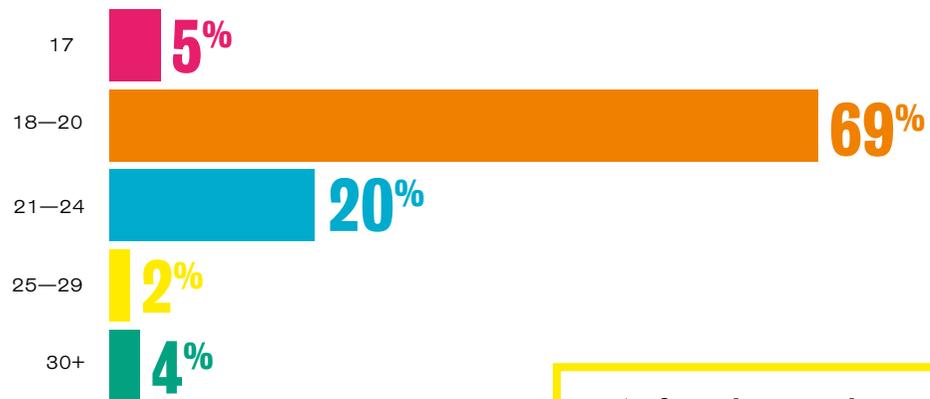
Over the coming year we look forward to embarking on our new Access and Participation Plan which describes in detail the ways we will further our Equality, Diversity and Inclusion work.

**Professor Dave Russell**  
Pro-Vice-Chancellor Student  
Experience and Resources



# About our students\*

## Age

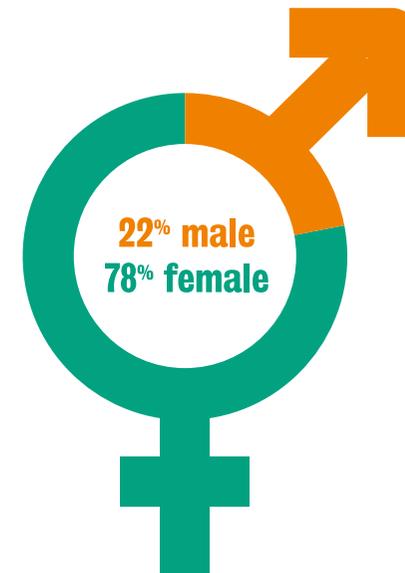


1% of students indicated that their gender identity is different to that assigned to them at birth.

## Ethnic origin

**83% white**  
**11% BAME**  
**6% unknown/refused**

## Gender

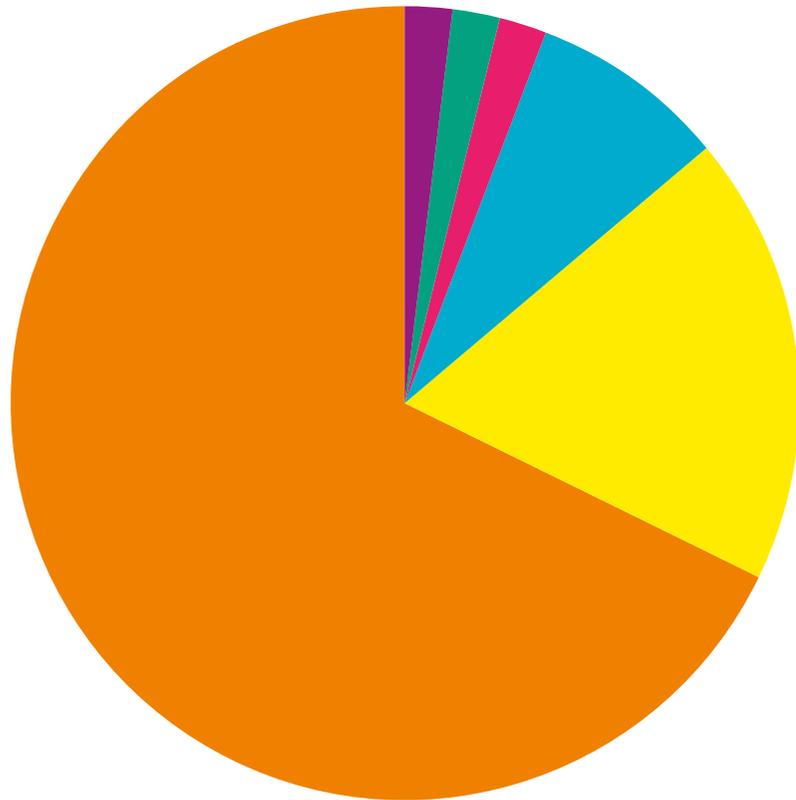


Promoting the arts as sustainable careers for under-represented groups remains key to our activities over the coming year.



\*Data relates to all students.  
Roundings to whole numbers applies throughout this report.  
Populations of fewer than 5 are not reported (Higher Education Statistics Agency methodology).

# Sexual Orientation\*

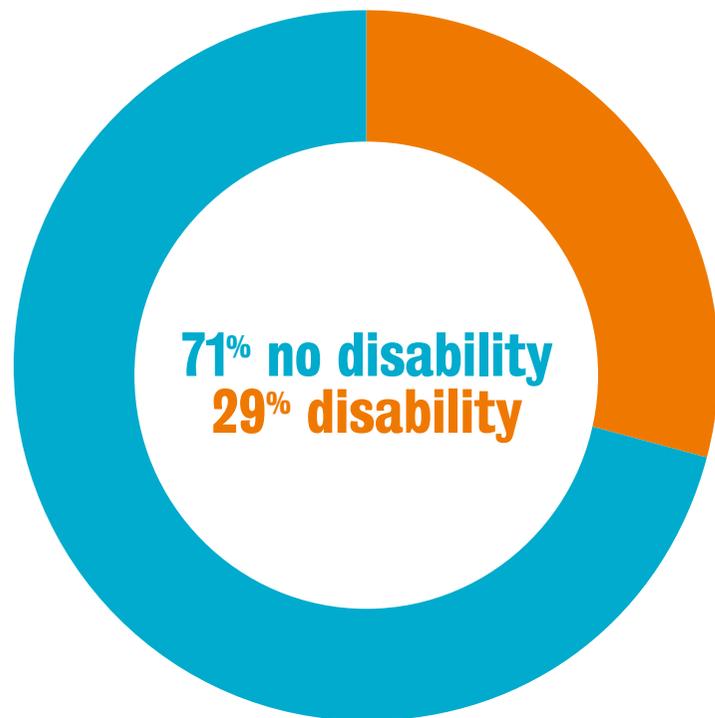


The percentage of higher education students declaring as heterosexual fell by 9%, and the percentage declaring as bi-sexual rose by 1%.

**67% heterosexual**  
**18% unknown/refused**  
**8% bisexual**  
**2% gay man**  
**2% gay woman/lesbian**  
**2% other**

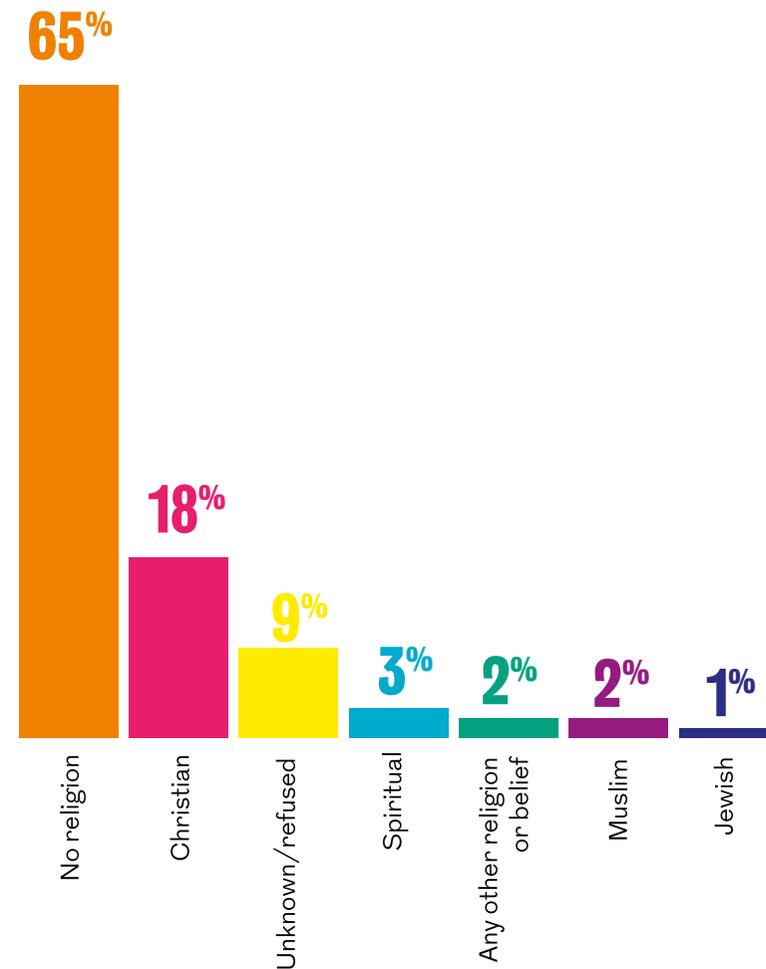
# Disability/Religion & Belief

## Disability\*



\*Data relates to all students.

## Religion & Belief\*\*

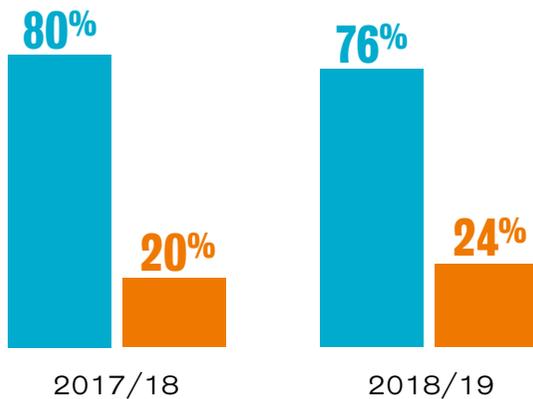


\*\*Data relates to home undergraduate students only.

# Disability

■ no declared disability  
■ declared disability

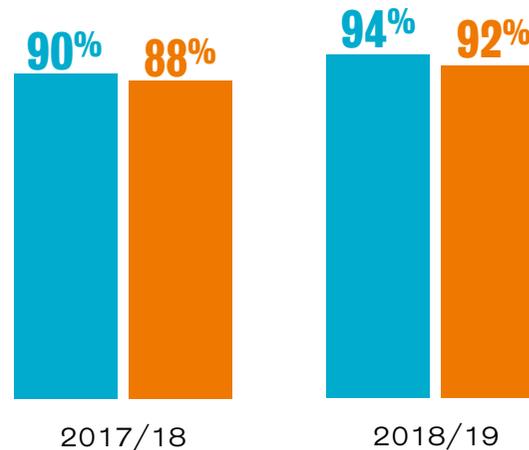
**% of students enrolling onto first-year undergraduate courses**



## Participation

The percentage of students who declared a disability when joining the University rose by 4%.

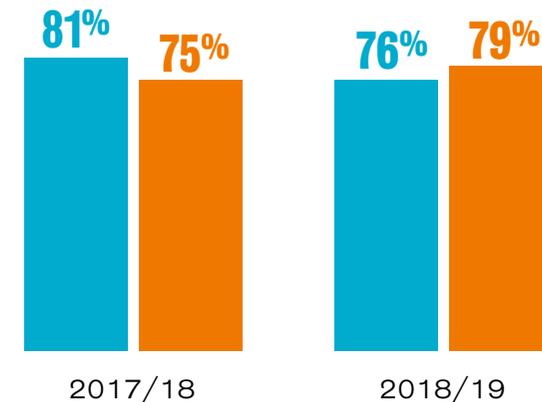
**% of students re-enrolling after their first year**



## Continuation

Continuation rates rose. Students with a declared disability had a continuation rate which was again 2% lower than students with no disability. Work to address the specific needs of those with a disability continues as a key theme for the coming year.

**% of students awarded a 1st or 2:1**



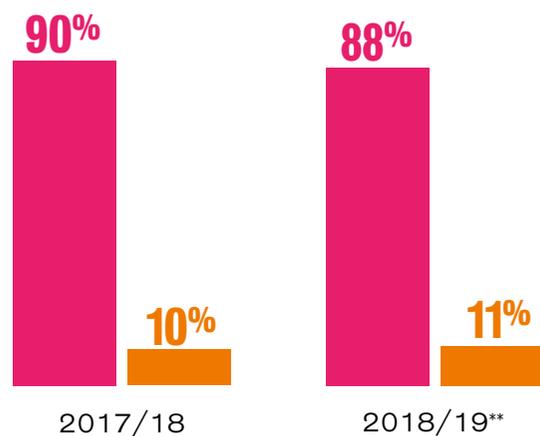
## Attainment

Attainment measures the proportion of students who achieve a 2:1 or 1st class honours degree. In 2018/19 the attainment of disabled students was 3% above that of students with no disability, and 4% higher than the previous year.

# Ethnic Diversity



**% of students enrolling onto first-year undergraduate courses**

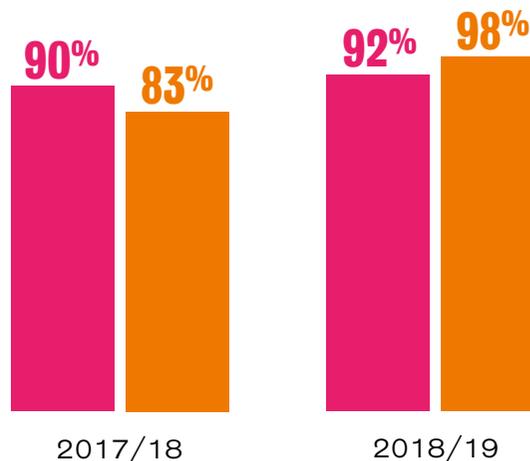


**Participation**

The BAME population increased by 1%.

**Participation continuation and attainment of BAME students are key areas of attention in our new Access and Participation Plan.**

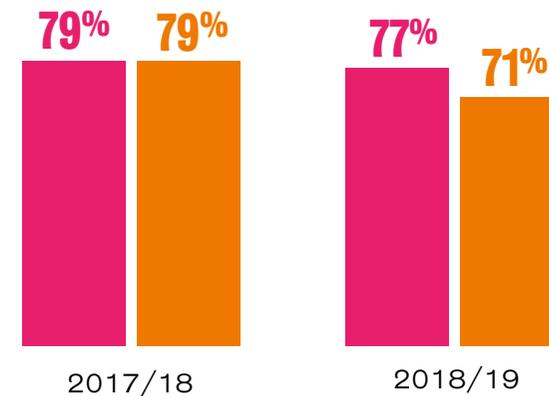
**% of students re-enrolling after their first year**



**Continuation**

The percentage of BAME students who re-enrolled after their first year was 6% higher than that of white students and 15% higher than the previous year.

**% of students awarded a 1st or 2:1**



**Attainment**

Attainment measures the proportion of students who achieve a 2:1 or 1st class honours degree. In 2018/19 the attainment gap between white and BAME students was 6% which was an increase of 6% from the previous year.

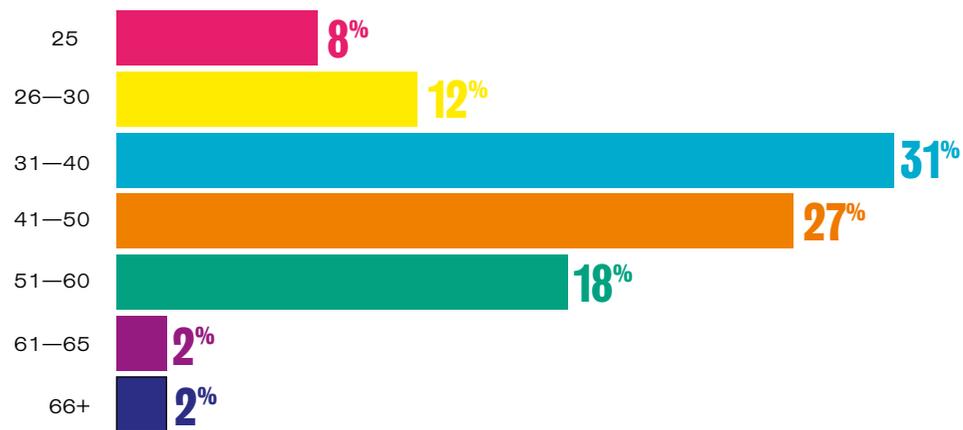
\*Data relates to home undergraduate students only.

\*\*In 2018/19 1% of students did not declare their ethnicity.

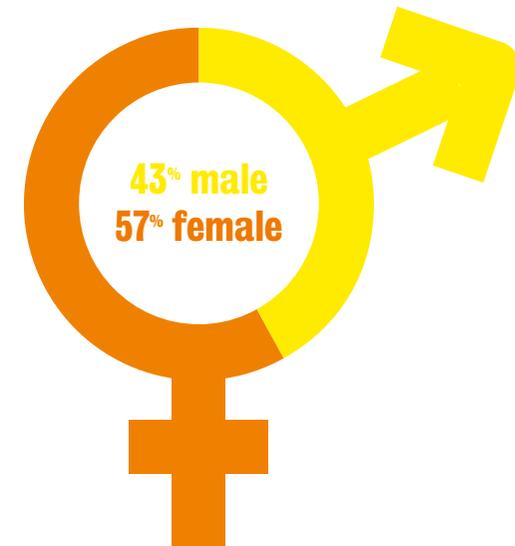
# About our staff

Our Board of Governors actively reviews and considers protected characteristics through the work of its Search and Nominations Committee.

## Age



## Gender



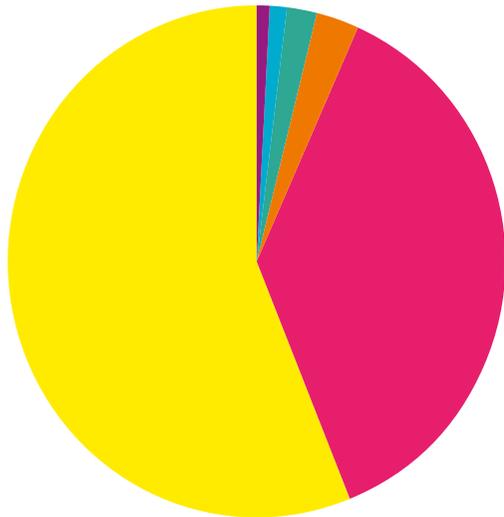
The percentage of male staff increased by 1%, as did the percentage of BAME staff.



## Ethnic Origin

92% white  
6% BAME  
2% unknown/refused

## Sexual Orientation



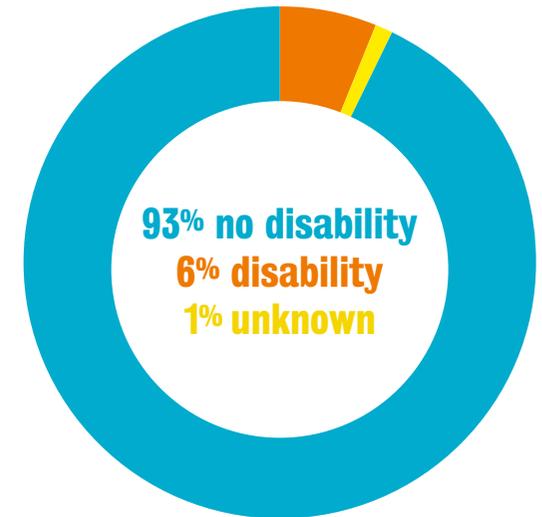
**56% heterosexual**  
**37% unknown/refused**  
**3% gay man**  
**2% bisexual**  
**1% gay woman**  
**1% other**

### Gender Pay Gap

Our mean pay gap for 2018/19 was 1.7%, which was substantially lower than the sector mean of 14.8% in 2017/18. Our median pay gap was 5.8% for 2018/19 which was also substantially lower than the sector median of 13.7% in 2017/18.



## Disability



The percentage of staff with a declared disability increased by 2%.

# Staff Training

**We strive to ensure that equality, diversity and inclusion are at the forefront of everything we do.**

**Our staff complete:**

- Equality and diversity refresher training on a tri-annual basis
- Safeguarding for Further Education refresher training on a tri-annual basis
- Refresher training on our obligation under the Prevent duty on a bi-annual basis.

**280 of our staff participated in different development activities related to equality, diversity and inclusion. These included:**

- Equality Impact Assessment Training
- Unconscious Bias Training
- Student Welfare Engagement Workshops
- Reasonable Adjustment Workshops
- Behaviours at Work Training
- Managing Sexual Harrassment Training
- Supporting Students with ADHD Training
- Equality Impact Assessment Workshops
- Equality, Diversity, Inclusion and the Research Excellence Framework 2021
- Sexual Harrassment Training



**280**

**staff participated in 77 different development activities related to equality, diversity and inclusion.**

**103**

**staff completed Equality and Diversity Essentials Training.**

**153**

**staff completed Prevent Training.**

# Celebrating diversity

## Make Your Future (Crafts Council Project 2016-19)



As part of a Crafts Council Project, the University worked with the School of Design at the University of Leeds to develop craft skills within the Art & Design curriculum, with a particular focus on woven and printed textiles. Our staff led CPD workshops for art and design teachers within the Leeds City Region Schools with high proportions of BAME pupils, and engaged with year 8 students in year 2 and 3 of the project.

## Magdalene Odundo Ceramics Exhibition



Our Progression team led a workshop at the Hepworth Gallery Wakefield as part of the learning programme related to 'The Journey of Things', a major exhibition of work by Kenyan born ceramic artist Madgalene Odundo OBE. The gallery and studio based workshop was open to Year 12 and 13 pupils from the Wakefield area who took part in drawing activities, and thought about how to design their own vessels that tell their personal stories.

## 'Shantona' Bangdaleshi Women's Group and Women's Lives Leeds Exhibition



Student ambassadors worked in partnership with the 'Shantona' Group of Bangdaleshi women who meet in Harehills, Leeds to create a collaborative 'Nokshi Kantha'; a traditional embroidered quilt indigenous to Bangladesh and West Bengal. Each participant's work was sewn together to form a collaborative piece of art. It was shown in the 'Women's Lives Leeds' exhibition to celebrate women's groups across the city.

## Popular Music Performance Course Leader appears on BBC Radio 2's the Blues Show



BMus (Hons) Popular Music Performance Course Leader and practicing musician, Dr Tom Attah, made his second appearance on BBC Radio 2's The Blues Show with Cerys Matthews. Tom joined Cerys to discuss women of the blues, featuring music by Bessie Smith, Memphis Minnie, Sister Rosetta Tharpe and Nina Simone.

## Artist commissioned to create new Feminist Public Sculpture



Leeds Arts University worked in collaboration with Rachel Reeves - Member of Parliament Leeds West, and Leeds City Council on a new public sculpture project to champion the achievements of women in the city of Leeds. Artist Pippa Hale's design, Ribbons, was chosen in response to the project which aims to redress the gender balance of public sculpture in an innovative way, celebrating the achievements of the women of Leeds.

## An adventure in audio description with MA students and Leeds Art Gallery



A successful event exploring the possibilities of using audio description in the gallery was held and curated by MA Curation Practices student Gill Crawshaw at Leeds Art Gallery. Gill has been researching the experiences of blind and partially sighted gallery visitors, talking to visually impaired people about their connections to and appreciation of artworks in the gallery. This research informed the curatorial event: an experiment with live audio description.

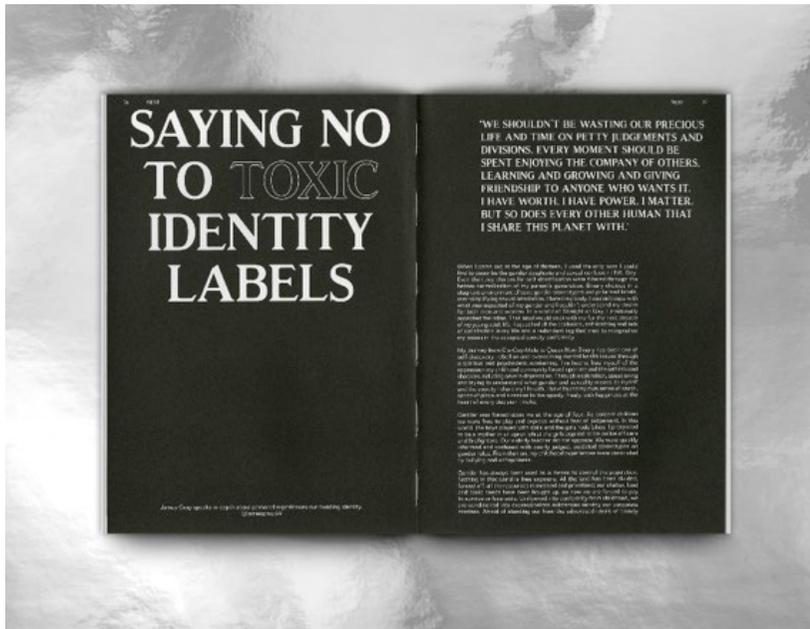
## MA student selected for photography project to celebrate women in parliament



To mark 100 years since some women achieved the right to vote, an all-female photography initiative is creating new portraits of all 209 women MPs, shot exclusively by female photographers.

MA Creative Practice student Kate Abbey was chosen to photograph Rachael Maskell, MP for York Central as part of the artist-led project to celebrate the centenary of women's suffrage and champion the visibility of women, particularly in environments that are still largely male-dominated.

## NEST 14: The Gender Issue



To celebrate LGBT History Month, the 14th issue of the University's student magazine, NEST, was The Gender Issue. This issue showcased student work from a broad range of individuals and perspectives with the intention of highlighting the importance of gender equality. With a successful launch event with over 200 attendees and 600 issues distributed, NEST magazine was featured on 'It's Nice That' website and the University website with an interview with the Editorial Officers. The Gender Issue was subsequently shortlisted in the Stack Awards for Student Magazine of the Year.

## LAU Art Fest - Black History Month 2018



The Students' Union and Afro Caribbean society hosted an exhibition of work to celebrate Black History Month. This exhibition showcased and celebrated the work of our students, and was hosted at the Corn Exchange in Leeds City Centre. The launch event saw music, dance, fashion and art celebrated by students from the University.

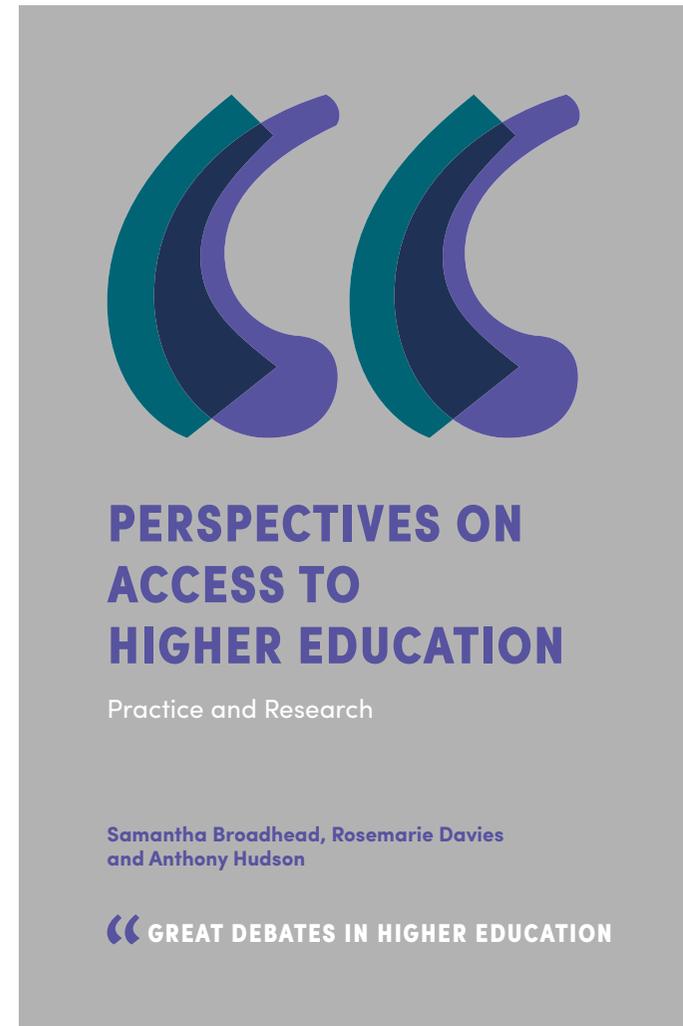
# Our research

Our research includes UK and international conference and parliamentary presentations, UK and international exhibitions and peer-referenced papers in journals and chapters in books.

## Publications/Presentations/Exhibitions

A sample of some of our published research that was carried out over the year around equality, diversity and inclusion themes:

- **Broadhead, S., Davies, R., and Hudson, A. (2019).** Perspectives on Access: Practice and Research. Bingley, Emerald Publishing. ISBN: 9781787569942 [lau.collections.crest.ac.uk/17467](http://lau.collections.crest.ac.uk/17467)
- **Broadhead, S. (2019).** Magdalene Odundo: The Journey of Things, found at <http://www.corridor8.co.uk/article/magdalene-odundo-the-journey-of-things/>
- **Wooley, D. (2019).** Consumed: Stilled Lives, solo exhibition, Blenheim Walk Gallery, Leeds Arts University, July-August 2019, and Blyth Gallery, Imperial College, London, October-November 2018.



- **Broadhead, S. and Baines, M.** (2019). The art of surviving and thriving- why do mature learners matter? Presenting a progression framework for mature learners in the arts. NEON Summit Day, University of Lancaster. 13-14 June 2019.
- **Norton, F.** (2019). Haptic Criticality, How can risk be deflected through the development of critical thinking with adult learners? European Society for Research in Education of Adults (ESREA) Prague. 16-18 May 2019.
- **Chambers, P.** (2019). Materialising dissent: Pussy riots, balaclavas, material culture and feminist agency. Association for Art History 2019 Annual Conference, Brighton. 4-6 April 2019.
- **Collins, D.** (2019). Swapping the Pleasures? Case study of a social practice artwork which encourages alternative performances of gender and alternative pleasure-dynamics within the social dancing of Kizomba. Fourteenth International Conference on The Arts in Society at Lisbon Polytechnic, Portugal. 19-21 June 2019.
- **Wadkin, G.** (2019). Walk, draw, make & a case study of collaborative practice, working to promote cross-curricular thinking and making skills within schools. Futurescan 4 Valuing Practice, University of Bolton. 23-24 January 2019.
- **Clark, M.** (2018). The Reluctant Learner. Educating Animators' Academic Conference 2018. Manchester Animation Festival & University Salford, Media City. 16 November 2018.
- **Baines, M.** (2019). 'Their defining moments: Identifying critical influences for progression into post compulsory education in the arts'. Forum for Access to Continuing Education Conference, Sheffield Hallam University. 3-5 July 2019.
- **Broadhead, S. & Baines, M.** Invited to present at the Art Craft and Design in Education All Party Parliamentary Group (APPG), Westminster 2019: Why do mature students in art and design matter? Chaired by Sharon Hodgson MP.