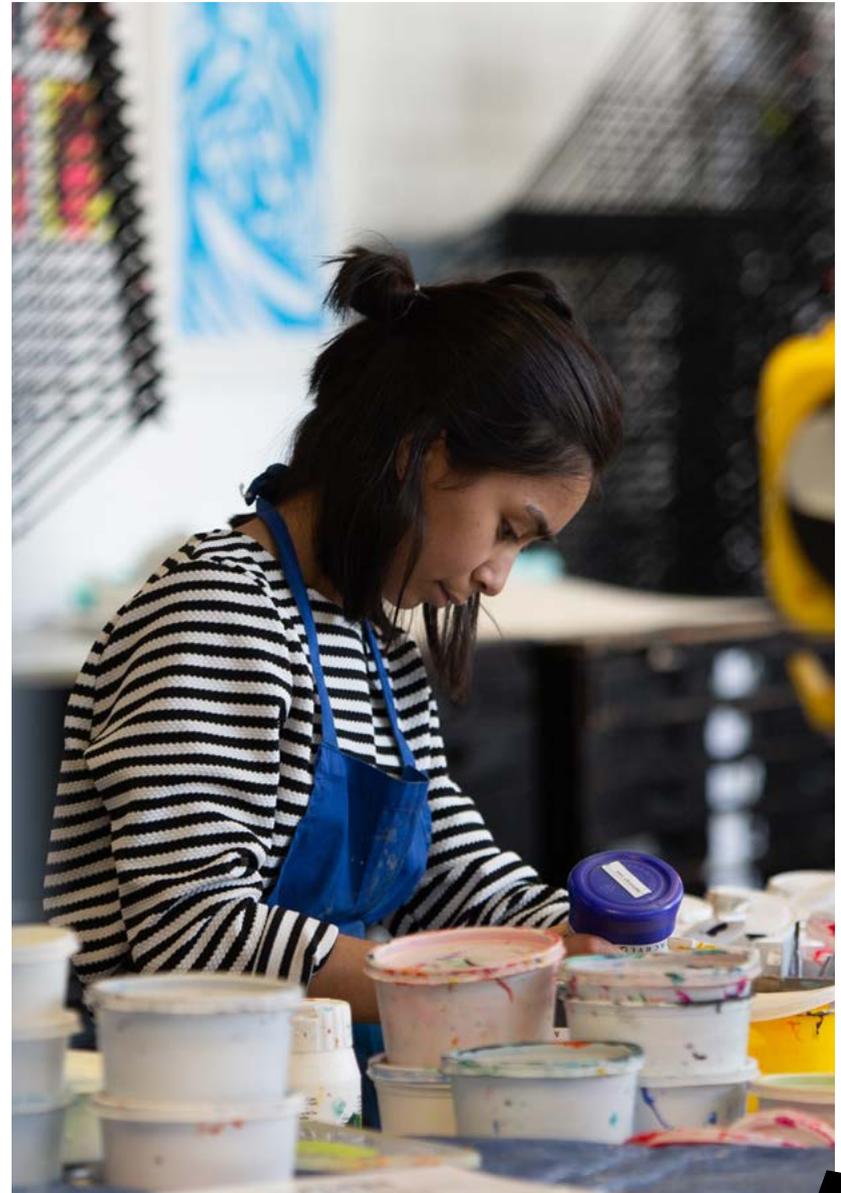


Equality, Diversity and Inclusion Report

2019/20

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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 progressing our Access and Participation Plan which describes in detail the ways we will further our work on Equality, Diversity and Inclusion.

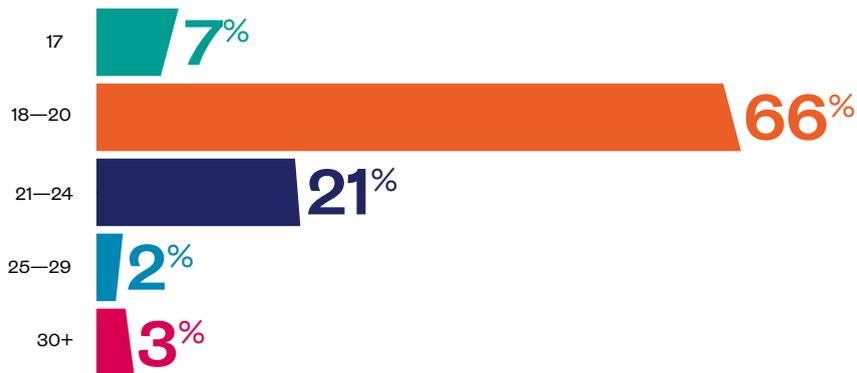
Professor Dave Russell

Pro-Vice-Chancellor Student Experience
& Resources

About our students*

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

Age



Gender



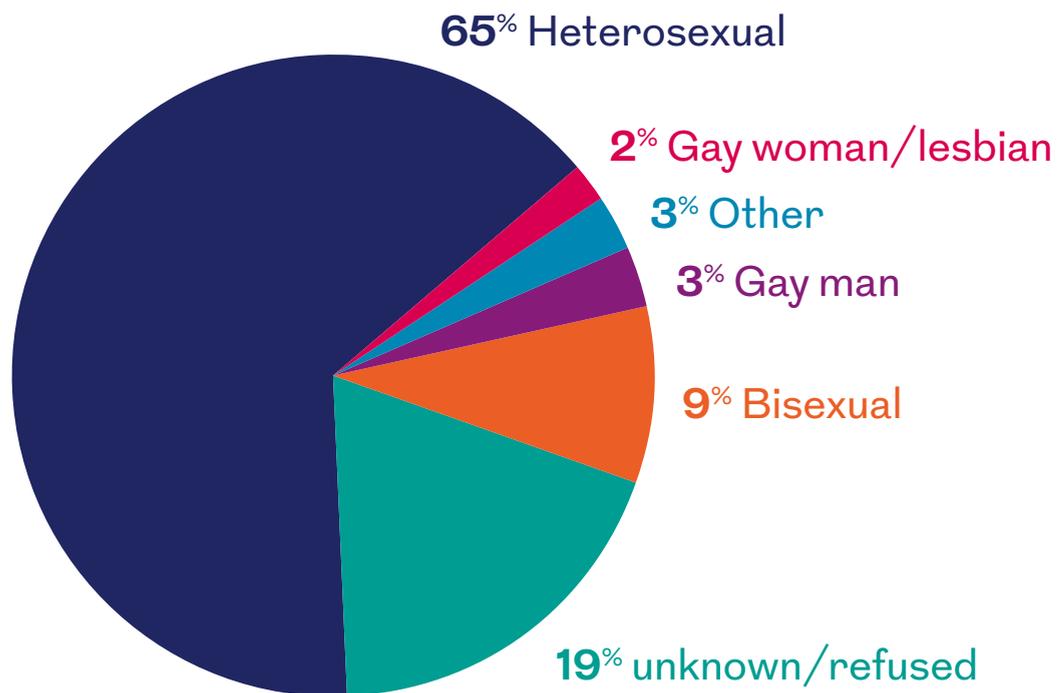
Ethnicity



1% of higher education students answered 'No' to the question "Is your gender identity the same as the gender you were originally assigned at birth?"

*Data relates to all students. Figures throughout this report are rounded to whole numbers, therefore totals may not equal 100%. Populations of fewer than 5 students are not reported.

Sexual Orientation*



The percentage of students identifying as heterosexual was lower than the previous year (67%), while the percentage identifying as bisexual, a gay man or of another orientation increased by one percentage point each.

Disability*



Religious Belief**



*Data relates to all students.

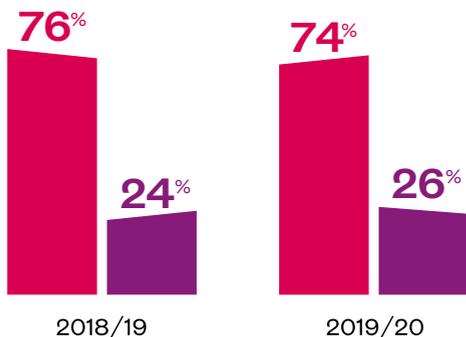
**Data relates to higher education students only. Terminology is based on Higher Education Statistics Agency categories.

The Student Experience



Disability*

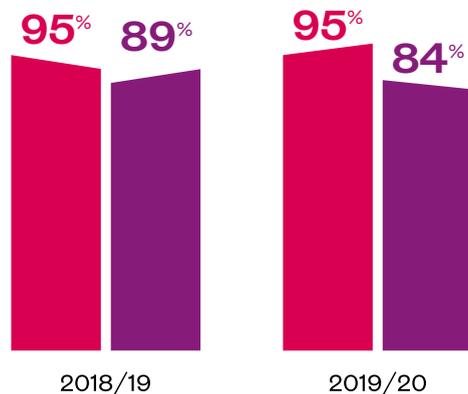
Participation



% of students enrolling onto first year undergraduate courses

The percentage of students who declared a disability when joining the University rose by 2 percentage points.

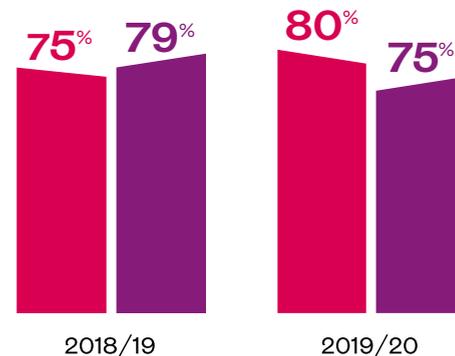
Continuation



% of students re-enrolling after their first year

Students declaring a disability had a lower continuation rate than students not declaring a disability. Work to address the specific needs of those declaring a disability is a priority for the coming year.

Attainment



% of students awarded a first or 2:1 degree classification

The proportion of students with a declared disability who achieved a 2:1 or above fell by 4%.

The Student Experience

White
Black, Asian and other ethnic minorities

Ethnicity*

Addressing the experience of ethnic minority students is a key area of work and is described in our Access and Participation Plan.

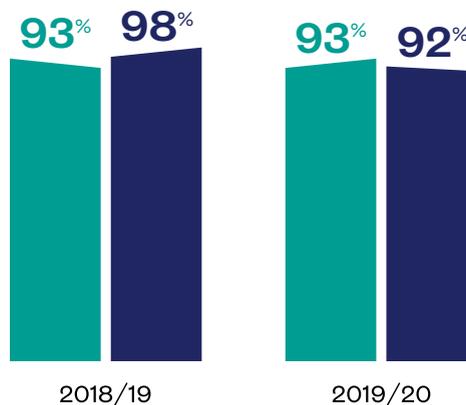
Participation



% of students enrolling onto first year undergraduate courses

The percentage of students from Black, Asian and other ethnic minorities fell. Increasing the participation rate of ethnic minority students is a specific target in our new Access and Participation Plan.

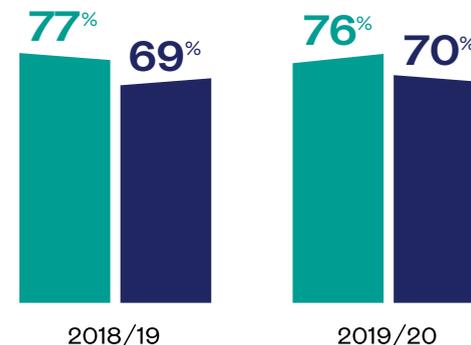
Continuation



% of students re-enrolling after their first year

The percentage of Black, Asian and other ethnic minority students who re-enrolled after their first year was lower than that of white students, having been higher the previous year.

Attainment



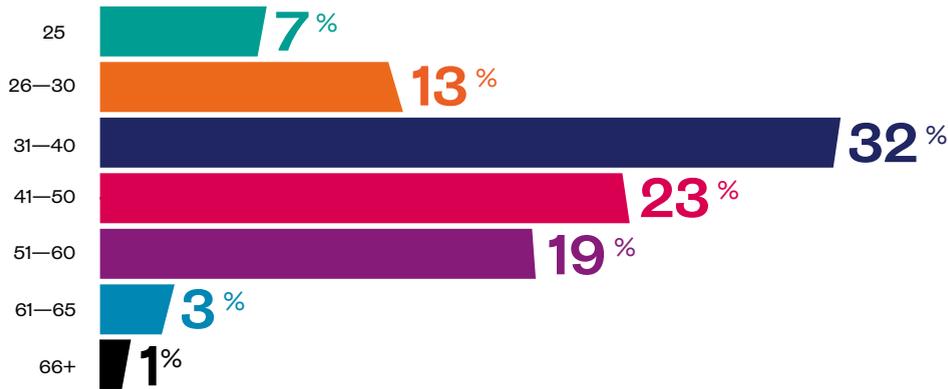
% of students awarded a first or 2:1 degree classification

In 2019/20, a greater proportion of white students were awarded a 2:1 or above than Black, Asian and other ethnic minority students, though the gap was smaller than 2018/19.

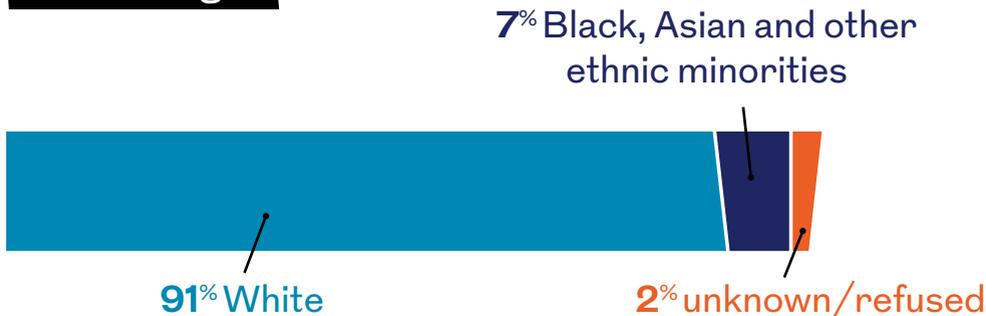
*Data relates to home undergraduate students only. **In 2018/19 1% of students did not share details of their ethnicity.

About our staff

Age



Ethnic Origin



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

Gender



The percentage of female staff increased by 3%, and the percentage of staff from a Black, Asian and ethnic minority background increased by 1%.

About our staff

Gender pay gap

Our mean pay gap for 2019/20 was **3.98%**, which remains substantially lower than the sector mean of **13%** in 2018/19.

Our median pay gap was **5.7%** for 2019/20 which was also substantially lower than the sector median of **13%** in 2018/19.*

*The statutory requirement to report was suspended by the government in March 20 by HM Government and only 119 institutions in England and Wales uploaded data for the reporting period as opposed to 126 the previous year. Terminology is based on Higher Education Statistics Agency categories

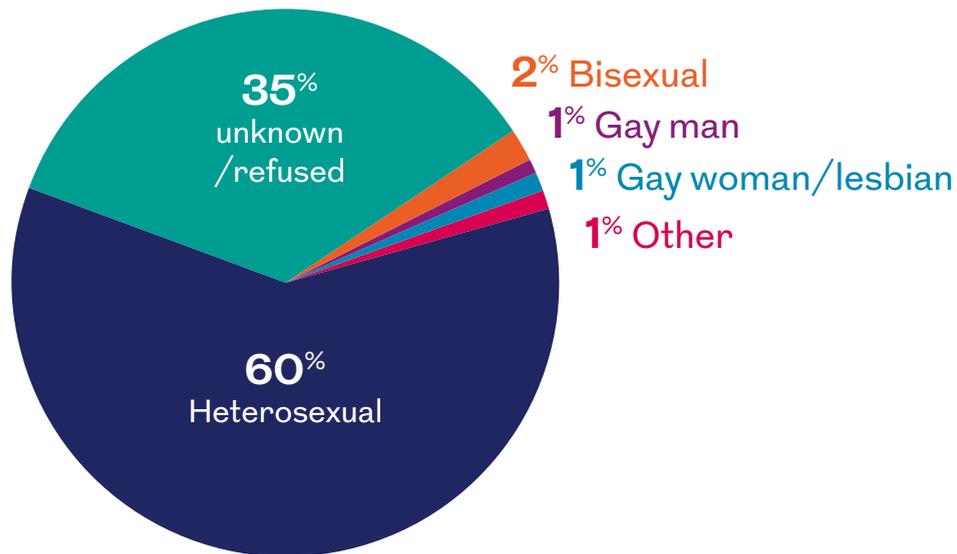
Disability

89% No declared disability

10% Declared disability

1% Prefer not to say

Sexual Orientation



Staff Training

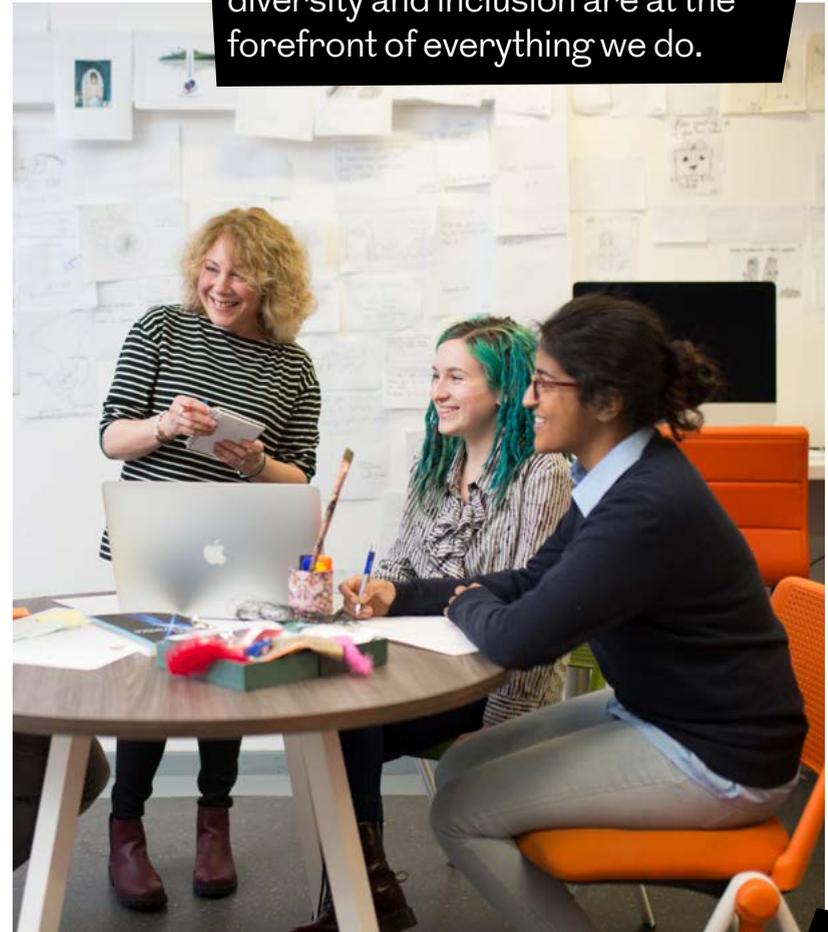
Our staff complete:

- 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.

327 staff completed 91 different equality, diversity and inclusion related training events including:

- Prevent Duty & Upholding the Principles of Freedom of Speech Workshop
- Behaviours at Work Workshops
- Designated Safeguarding Lead training
- Gambling Awareness Briefing
- Handling Student Complaints Training
- Managing Myself and Others
- Manager Training in Mental Health
- Training in Mental Health First Aiders
- Training on Autism
- Responding to Sexual Violence
- Safe Recruitment in Education
- Stress Busting

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



Celebrating Diversity

These pages include a selection of activity celebrating diversity that took place during 2019/20: as the images show, face to face events were replaced by virtual activity from March 2020.



Primary School Council focuses on Climate Change

The Progression team worked with Bankside Primary School Council, focusing on young people communicating the issues of climate change. The pupils were learning about the climate crisis in class, and supported by the Progression team and student ambassadors they created tote bags with illustrations that highlighted aspects of the climate emergency. Bankside Primary School is situated in Harehills, Leeds and has a population of 81% English as an additional language (EAL) pupils, with 54% of pupils at the school being of Black, Asian, and minority ethnic backgrounds.

Aspire I-gen workshops in response to Janet Rawlins Exhibition

Two groups of students from the Aspire I-gen Opportunity Centre took part in a workshop to create learning resources for children. They took part in a creative writing workshop linked to the Janet Rawlins exhibition of fabric collages on display in the Vernon Street Gallery. The workshop introduced students to a new environment, helped them focus on creative writing and developed their resilience.



Work by Jodie Cutting, photo by Natalie Ayres

LGBT+ History Month celebrated by LGBTQIA+ community and LAU Union

To mark LGBT+ History Month, Leeds Arts Union and Spectrum Society celebrated the University's LGBTQIA+ community with a showcase of students' work at the Leeds Corn Exchange. An evening of performance art and music launched *Queer Identity*, a week-long exhibition of painting, film and photography exploring the theme of queer identity. Guests at the event noted the vulnerability of the subjects and the solidarity of feeling experienced by the contributors and audience alike.



Photo by Alex Mitchell.

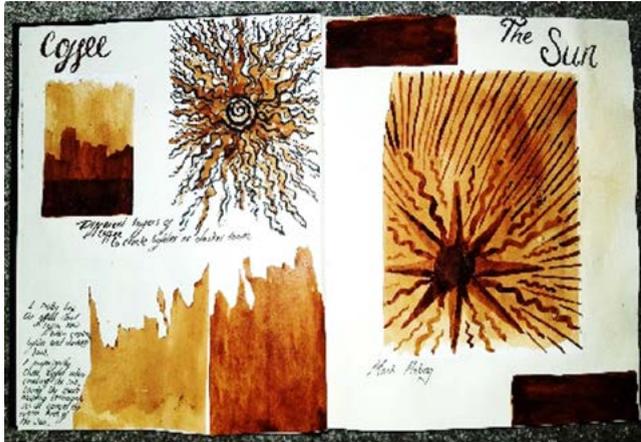
BAME students celebrate exhibition success

Leeds Arts Union, in collaboration with the African Caribbean Society, exhibited at the Leeds Corn Exchange to celebrate the work of the University's BAME student community. Over 30 students and alumni from a broad range of courses showcased their work in the exhibition. Aderice Palmer-Jones, President of Leeds Arts Union said: "As part of my presidential manifesto, I committed to encourage the representation of BAME students at our University. Members of the University's African Caribbean Society told me that they wanted more opportunities to share their work with a wider audience. The result was a vibrant and well-received exhibition celebrating creatives of colour with a wonderful display of talent and cultural diversity.



Student artwork placed in St Georges Crypt

David Moss, an Access to HE student at the University, has found a permanent home for his end of year work at St George's Crypt, a charity in Leeds working with the homeless and vulnerable, and people suffering from addiction. David's work, entitled 'JEZ 44', is a life-sized plaster clothing sculpture of a homeless person exhibited at the Access to HE final year show. During his research for the work, David made a connection with St George's Crypt, displaying their leaflets alongside his work at the show. Afterwards he approached them to see if they were interested in housing the sculpture, which is now on display in the entrance to St George's Crypt.



Work by a Summer School participant.

Development of summer online engagement

An entirely online Summer School was developed by the Progression team in collaboration with Student Ambassadors. The activity aimed to support students from underrepresented groups with experiences and information regarding the creative arts, studying these subjects at further and higher education, and careers in the creative industries. Held over four days at the end of July, access to the online activity then remained open till the end of August to allow for asynchronous access and interaction with the team. This enabled a more flexible engagement for students without constant access to the internet or devices.



Contribution to Yorkshire-wide lockdown creativity initiative for vulnerable young people

Two creative activity postcards designed by the Progression team were selected for inclusion in a Yorkshire-wide initiative led by the creative training organisation IVE to distribute 8000 bags of creative materials to vulnerable young people across the region during lockdown. Activity development was supported by training from child development specialists and bags were distributed by social workers and foster carers. The Bags of Creativity included activity postcards, an array of art, craft and design materials for creative exploration and play, and more unusual items to spark the imagination from a silver space blanket to brightly coloured chiffon scarves.

Our Research

Exhibitions



Installation shot by Hamish Irvine.

Creature Design: ex femina

This exhibition drew together the research-practice of Rosemary Chalmers, Course Leader in Comic and Concept Art at Leeds Arts University, alongside internationally renowned concept artists Terryl Whitlatch, Brynn Metheney, Kate Pfeilschieter and Iris Compitet. The exhibition inquired into women's experience, understanding and practice of Creature Design as a distinct discipline, drawing on science, art and design. Image shows Ecogon by Gaiagames, Rosemary Chalmers, ex femina exhibition 2019.



Installation shot by Hamish Irvine.

scripted for a wayward narrator

Samra Mayanja, who studied for her Foundation Diploma at Leeds Arts University and whose recent research explores the Ugandan film industry, exhibited 'scripted for a wayward narrator'. The exhibition constructed fictional narratives about two members of the artist's family and their roads to death and exile, drawing from online archival material. Audience contributions were invited and the exhibition provided a space for contemplation. Image from scripted for a wayward narrator, Samra Mayanja, 2019.

Practice focused Research

Three Leeds Arts University researchers have chapters published in the Palgrave Macmillan publication: 'Practice-Focused Research in Further Adult and Vocational Education: Shifting Horizons of Educational Practice, Theory and Research' (2000). Edited by Professor of Vocational Education, Margaret Gregson and Associate Professor Learning and Teaching Patricia Spedding of the University of Sunderland Centre for Excellence in Teacher Training (SUNCETT), Faculty of Education and Society.

- **Broadhead, S.** 2020. 'Non-traditional students and Practical Wisdom: A perspective from a practitioner-researcher'.
- **Norton, F.** 2020 'Developing Critical Thinking and Professional Identity in the Arts Through Story'.
- **Baines, M.** 2020 'Their Defining Moments: Identifying Critical Influences that Prompted Progression into Post compulsory Education in the Arts'.

Research consultation focusing on the Black and Ethnic minority student experience

In March and April 2019, a project was carried out exploring BAME student experience at Leeds Arts University. This was conducted in response to gaps in engagement, achievement and retention between BAME and white students. A consultation with students was managed by two postgraduate students from BAME backgrounds in order to create a safe space where participants would be able to talk freely about their experiences. Recommendations from the consultation included among others specialist training for staff to recognise and deal with racist incidents, a forum to discuss these issues regularly, and more work on display by diverse artists and students. An action plan is being developed to implement these recommendations."

Broadhead, S., Bale, I., Case, K., Hussain, M. & Woolley, D. 2020. Exploring the Black and Ethnic Minority (BAME) Student Experience Using a Community of Inquiry Approach. Widening Participation and Lifelong Learning. 22 (1) pp.112-131(20). DOI: <https://doi.org/10.5456/WPLL.22.1.112>

Research on Mature Student Experience

Professor Sam Broadhead and Progression Manager Martell Baines hosted a Mature Students Matter in art, craft and design event presenting their research to Access educators and mature students.

- **Broadhead, S.** 2020. Mature students matter: The impact of the research development fellowship in accessing art and design education. *Education Sciences*. 10(2) DOI: <https://doi.org/10.3390/educsci10020031>
- **Broadhead, S.** 2020. 'Mature students matter in art and design education', John P Egan (ed.) *Proceedings of Adult Education in Global Times*, Vancouver, University of British Columbia: pp. 75-81. ISBN 978-0-920056-53-0.
- **Broadhead, S. and Baines, M.** 2020. 'How can HEIs attract greater numbers of mature learners?' Neon Summit: National Education Opportunities Network (NEON), London Higher, Tavistock House, Tavistock Square, London: 14 May 2020 [online due to Covid-19 pandemic].
- **Broadhead, S. and Baines, M.** 2019. 'The motivations and capacities of mature students in art and design higher education.' Presentation to NEON Mature Learner Working Group, University of Leicester: Wednesday 30 October 2019.
- **Broadhead, S.** 2019. 'Mature graduates and visual culture learning communities in Covid-19 pandemic.' The International Conference on Arts, Culture and Education 2020 at Sichuan Fine Arts Institute, China, 27-29 November 2020.
- **Broadhead, S.** 2019. 'What Eliza and Jake did next: Learning beyond Access to Higher Education art and design?' ESREA Access, Learning Careers and Identities Network. University of Coimbra, Portugal. [Including charring sessions]
- Invited speaker, **Broadhead, S.** 2020. Finding our place in the world through art and design at NSEAD's conference *Voices, Value and the Visual Arts* along with 5 mature graduates from Leeds arts University. This was an online opening event on 26th June 2020 with 104 attendees.
- **Broadhead, S.** 2019. 'Contextualising Access education within a history of radical pedagogy'. *Adult Education 100: Reflections & Reconstructions*, The Standing Conference of University Teaching and Research in the Education of Adults (SCUTREA), Conference. University of Nottingham, 2-4 July 2017:23-29.

Wider research and articles

- **Attah, T.** 2020. To make purple, you need blue: Prince as embodiment of the postmodern blues aesthetic. In: Prince and Popular Music Critical Perspectives on an Interdisciplinary Life. Bloomsbury Academic, London. ISBN 9781501354656
- **Barker, G.** 2020. 'Is it to feel each limb grow stiffer, is it to realise the full potential of a life?' Tracey Journal Special Edition on Drawing Matters.
- **Whittaker, R.** (2020). What have we done? How not to be complicit in racism. Found at: <https://wonkhe.com/blogs/what-have-we-done-how-not-to-be-complicit-in-racism/15/06/2020>.

Invited talks

- **Attah, T.** (2020). Discovering the Blues: Paul Oliver and the world of blues research. Think Human Festival - Festival of humanities and social sciences, Oxford Brookes, University. 7 February 2020, <https://twitter.com/BrianWard222/status/1225875430487527424>
- **Whittaker, R.** (2020). Leadership: who are the leaders and what are their responsibilities? Wonkhe @ Home: Black Lives Matter: Taking action to tackle racism across HE, with Amatey Doku, 8 July 2020.