



# Royal College of Art

Postgraduate Art & Design

## Annual Equality Summary 2017/18

The Royal College of Art, in common with all other institutions of higher education, operates within a legal framework which sets obligations to:

- i. eliminate unlawful discrimination, harassment and victimisation;
- ii. advance equality of opportunity between people who do and do not share a protected characteristic;
- iii. foster good relations between people who do and do not share a protected characteristic.

These obligations are reinforced in the Higher Education Code of Practice which provides a framework within which university governing bodies should operate.

The College recognises that equality of opportunity and the promotion of diversity are not only ethically fundamental, they are crucial to its academic, social and commercial success. An inclusive environment provides an array of benefits, such as increased morale, an expansion of the range of skills and experiences available, and an enhanced ability to attract, support and retain talented staff and students from all backgrounds.

The RCA collates, monitors, reflects on and publishes equality information as part of the public sector equality duty of the Equality Act 2010. This report covers staff and students of the Royal College of Art for the academic year 2017/18. Staff statistics were taken as a 'snapshot' on 31 July 2018. Statistics on staff appointments are based on all staff who joined between 1 August 2017 and 31 July 2018.

During the 2017/18 academic year, the RCA's Equality and Diversity Committee was in the process of developing its new Equality Objectives. The objectives, and associated action plan, will be included in our 2018/19 Equality Summary.

## SECTION 1: Annual Summary of Equality Information 2017/18

### Ethnicity

#### a. Total Workforce

Table 1: Proportion of BME staff by main staff group <sup>1</sup>

Staff group	% BME staff in the workforce 2014/15	% BME staff in the workforce 2015/16	% BME staff in the workforce 2016/17	% BME staff in the workforce 2017/18
Academic	11.1%	13.9%	12.3%	10.7%
Full time academic	4.2%	12.1%	18.9%	18.4%
Part time academic	11.9%	12.1%	11.0%	8.2%
Non-academic	16.9%	14.6%	15.8%	19.6%

#### b. Total Student population

Within the RCA student population, BME students make up 42.4% of the 2017/18 cohort<sup>2</sup>. In 2017/18 there were students from 78 nationalities studying at the RCA.

Table 2: Proportion of BME students by fee status group

	% BME Students 2014/15	% BME Students 2015/16	% BME Students 2016/17	% BME Students 2017/18
Total student population	34.7%	37.9%	41.03%	42.4%

<sup>1</sup> The percentage is calculated as the total number in the population excluding those whose ethnicity is withheld or not disclosed.

<sup>2</sup> The percentage is calculated as the total number in the population excluding those whose ethnicity is withheld or not disclosed.

Home student population	16.4%	18.9%	15.1%	18.6%
EU student population	5.3%	9.5%	12.02%	9.6%
O/S student population	82.3%	87.3%	84%	81.1%

## Gender

### a. Total Workforce

Table 3: All staff by gender

	<b>2014/15</b>	<b>2015/16</b>	<b>2016/17</b>	<b>2017/18</b>
<b>Female</b>	49%	52.1%	52%	54.9%
<b>Male</b>	51%	47.9%	48%	45.1%

### b. Total Student population

Table 4: All students by gender

	<b>2014/15</b>	<b>2015/16</b>	<b>2016/17</b>	<b>2017/18</b>
<b>Female</b>	63%	63%	62%	65%
<b>Male</b>	37%	37%	38%	35%

### c. Staff Recruitment

The table below shows the profile of staff appointed by the College during the year.

Table 5: Staff appointments by gender

<b>All staff appointments</b>	<b>2014/15</b>	<b>2015/16</b>	<b>2016/17</b>	<b>2017/18</b>
<b>Female</b>	57.4%	68%	69.5%	64.4%

<b>Male</b>	42.6%	32%	30.5%	35.6%
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<b>Academic appointments</b>	<b>2014/15</b>	<b>2015/16</b>	<b>2016/17</b>	<b>2017/18</b>
<b>Female</b>	72.2%	50%	69.5%	66.7%
<b>Male</b>	27.8%	50%	30.5%	33.3%

<b>Non-academic appointments</b>	<b>2014/15</b>	<b>2015/16</b>	<b>2016/17</b>	<b>2017/18</b>
<b>Female</b>	51.2%	71.7%	69.5%	63.9%
<b>Male</b>	48.8%	28.3%	30.5%	36.1%

## Disability

### a. Total Workforce

Disability is a matter of self-definition, and this can make it hard to obtain meaningful comparative data. The 2015 national HE figure for declared disability was 4.2%.

Table 6: Staff by reported disability

	<b>2014/15</b>	<b>2015/16</b>	<b>2016/17</b>	<b>2017/18</b>
Staff: reporting a disability	13.6%	12.1%	13.4%	10.5%
Staff appointees: reporting a disability	1.64%	2.78%	2.82%	7.9%

**b. Total Student population**

Within the RCA student population 11.98% report a disability. The majority of those students (68.2%) reported a specific learning difficulty such as dyslexia/dyspraxia or attention deficit hyperactivity disorder (ADHD).

Table 7: Students by reported disability

	<b>2014/15</b>	<b>2015/16</b>	<b>2016/17</b>	<b>2017/18</b>
Students: reporting a disability	11.7%	17.7%	12.9%	11.98%

**Religion and Belief**

Table 8: All staff by religion

	<b>2014/15</b>	<b>2015/16</b>	<b>2016/17</b>	<b>2017/18</b>
Staff: No religion	46%	48.7%	49.6%	50.5%
Staff: Religion	24.9%	22.9%	23.4%	25.1%
Staff: Prefer not to say	29.1%	28.4%	27.0%	24.4%

**Sexual Orientation**

Table 9: All staff by sexual orientation

	<b>2014/15</b>	<b>2015/16</b>	<b>2016/17</b>	<b>2017/18</b>
Staff: Heterosexual	71.1%	72.7%	73.5%	72.1%
Staff: Gay & Lesbian	5.3%	4.9%	4.4%	5.1%
Staff: Bisexual	N/A	0.8%	0.8%	1.5%
Staff: Prefer not to say	23.4%	21.6%	21.1%	20.9%
Staff: Other				0.4%

## Appendix 1

Please note: In previous years data on sexual orientation has been exclusive of staff who have selected "other" so did the figures did not add up to 100%. Going forward "other" will be included in our reporting.