The Courtauld Annual Report on Equality, Diversity, Inclusion 2023-24

Contents

About this Report 1

Note on Terminology 1

Context 2

About our student and staff populations 2

Student population 2

Staff population 3

Governing Board responsibilities for equality and diversity 4

Conclusion and forward look 4

Appendix 1: Student Population data (2021-22 HESA data): summary data 6

Appendix 2: EDI profile 8

About this Report

This report has been compiled with input from internal stakeholders across The Courtauld, including the Students' Union. It was considered by SMT on 18 November 2024 and subsequently by the Governing Board on 2 December 2024.

There is a wide range of data that is relevant to our commitment to equality, diversity and inclusion, including data on Gallery visitors (which encompasses our public programmes), our short courses, our volunteers and information on our research activities and exhibitions. As the first EDI report, for the 2023/24 year the report is more narrowly focussed on student and staff data. A wider and more inclusive approach to reflect the full range of our activities and stakeholders will be taken for 2024/25, following further dialogue on data collection and analysis.

Note on Terminology

This report adopts the terminology used through the data collection process which is overseen by the sector designated data body, HESA/JISC, to ensure consistency and clarity. As a community, The Courtauld welcomes dialogue on how language shapes

inclusive practice and different terminology may be used in internal communication with staff and students.

Context

This is the first stand-alone annual report on Equality, Diversity and Inclusion for The Courtauld. The purpose of the report is to provide an annual focus on our plans and progress towards our Strategic Priority (2024-29) of becoming a model of inclusion, accessibility and openness within the higher education sector. By publishing this report, we also comply with the specific duties to publish equality information and demonstrate compliance with the general equality duty (s. 149 Equality Act).

This report sits alongside our Access and Participation Plan (APP), the most recent version of which covers the period 2025/6 to 2028/9 and which has been submitted to the Office for Students (OfS) for approval. Once approved, the APP will be published on our website.

National staff and student data are published by HESA and provide a broader context for the sector. The OfS 2024 report on student outcomes relating to student characteristics is particularly helpful context for interpreting our data.

About our student and staff populations

Student population

This report uses published data relating to the 2021/22 academic year, a summary of which is provided in appendix 1. It should be noted that for some characteristics, HESA data only relates to home students. This is recorded in the relevant tables. There is reliable comparable data for the sector relating to age, sex, ethnicity and disability as these characteristics are both protected and are used in OfS core regulatory work. For the year in question, published data on religion and belief and gender identity is not available.

Our student population is primarily female (80%) and young (47% age 21 or under). Around 1% of our student population records a sex identity that is not male or female. Students from minoritised ethnic populations are under-represented (14% of our home student population). 27% of students report a disability. The socio-economic background of our home undergraduate student body is predominantly from higher managerial, administrative and professional occupations (61%).

Rates of disclosure regarding disability are highest amongst our undergraduate student population (37%), compared with postgraduate taught (22%) and postgraduate research (11%).

Across our student population, the most frequently recorded disability relates to mental health conditions (12%), followed by cognitive or learning difficulties (9%).

The ethnicity of our home student population varies across the different levels of study but is predominantly white with minoritised ethnic populations under-represented at all levels. Our undergraduate home population has the least ethnic diversity, with 85% of home students reporting an ethnic origin of 'white' followed by 9% 'mixed'. For our home taught postgraduate population, 80% of home students report an ethnic origin of 'white' followed by 12% 'mixed'. For postgraduate research students, 72% of our home students report an ethnic origin of 'white' followed by 10% 'asian'.

Staff population

Staff data with a census date of 1 December 2023 is provided in appendix 2.

The average age of an employee within the organisation is 43 years old. 2% of the organisation is over the age of 65. 8% of our employees employed on an academic contract are over the age of 61 and 14% are aged 21-30. There are a lower proportion of employees (4%) who are aged over 61 who are employed on a professional services contract, with the highest percentage (36%) of professional services employees aged 31-40. Our Commercial and Visitor Experience team have the highest percentage of employees who are over 61 (11%) and the majority are 40 or under (39% are 31-40, 33% are 21-30).

It is a predominantly female organisation (70%), reflected in our academic community (73% female), our professional services community (69% female) and our Commercial and Visitor Experience employees (72% female).

3% of staff report having a disability. Of those who reported a disability, the majority (37%) report a learning difference, followed by a long-term illness or health condition (25%) or a mental health condition (25%).

The ethnicity of our staff population is predominantly white (75%), followed by Asian or Asian British (9%). There is some variation across different staff groups.

63% of our staff population identified as heterosexual, followed by gay and bisexual (each 5%) and lesbian (1%) with a significant proportion (26%) either not known or preferring not to say.

31% of staff have shared their religion and/or belief across 11 options. 24% of staff did not specify or preferred not to say.

Governing Board responsibilities for equality and diversity

The Committee of University Chairs *Higher Education Code of Governance* sets out the expectations of governing bodies "to promote and develop a positive culture which supports ethical behaviour and equal, diverse and inclusive practices across the institution, including in the Board of Governors' own operation and composition".

The current composition of the Governing Board is 9 women and 13 men. We also collect information about age, ethnicity, sexuality and nationality but do not report this here due to small numbers. Recruitment to Board vacancies takes account of the need to address diversity as well as skills requirements, as one of the ways in which we actively seek to demonstrate our commitment to equality and diversity.

The Governing Board reviews and reports on The Courtauld's approach to equality, diversity and inclusion. During 2023/24, the Board has received regular reports on delivering an action plan following an internal audit in 2023. It also approved (in March 2024) a new Strategic Plan which sets the context for our EDI aspirations for the next five years. A report on the development of our Access and Participation Plan 2025/26 to 2028/9 was considered by the Board at its July 2024 meeting, following consideration and review through the academic governance structures.

Conclusion and forward look

The Courtauld remains strongly committed to equality, diversity and inclusion. This report provides a baseline of student and staff data. The following priority objectives have been identified for the coming year. A Steering Group will support The Courtauld's work and oversee the completion of these objectives, as well as the formulation of a five-year plan to support our strategic aims.

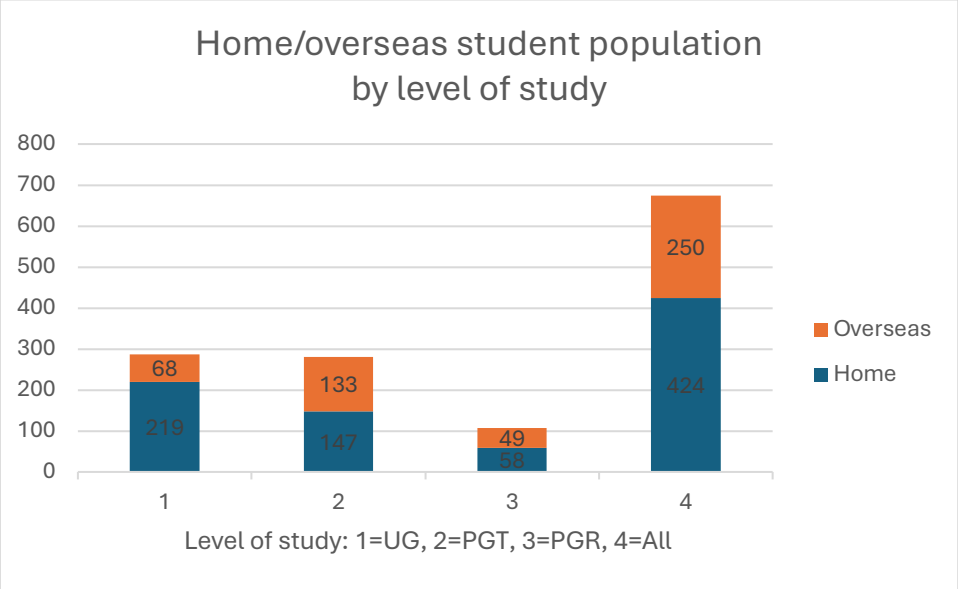
ACTION 1: The Courtauld should closely monitor all instances where students are at risk of not continuing, to optimise the support provided and understand how individual characteristics and needs may impact on the likelihood of continuation so that gaps can be narrowed.

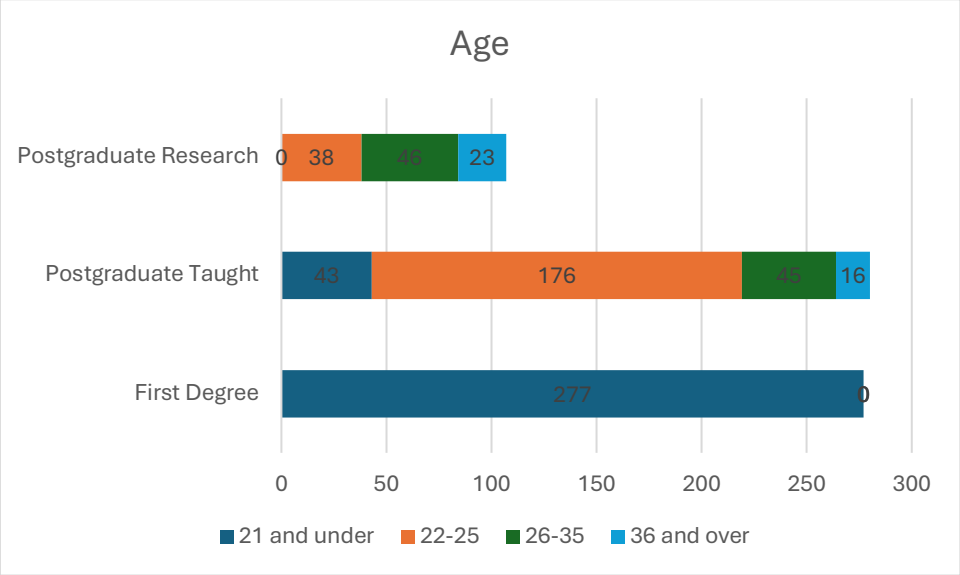
ACTION 2a: Review how data is collected from research students and investigate whether disclosure rates could be improved.

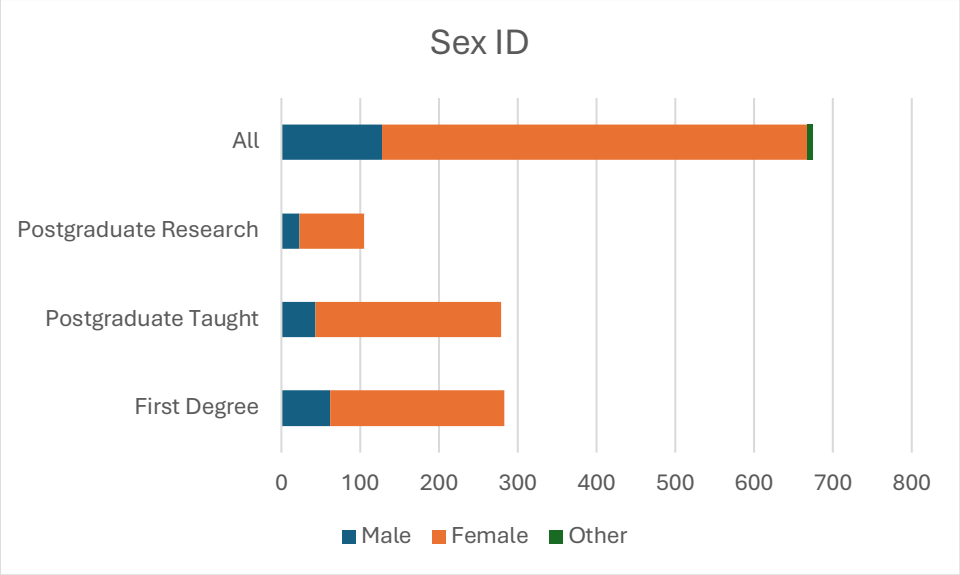
ACTION 2b: During the 2024/25 year and making use of the functionality of iTrent, staff will be encouraged to update their personal information including protected characteristics. We will then review whether there are further barriers to disclosure that need to be explored.

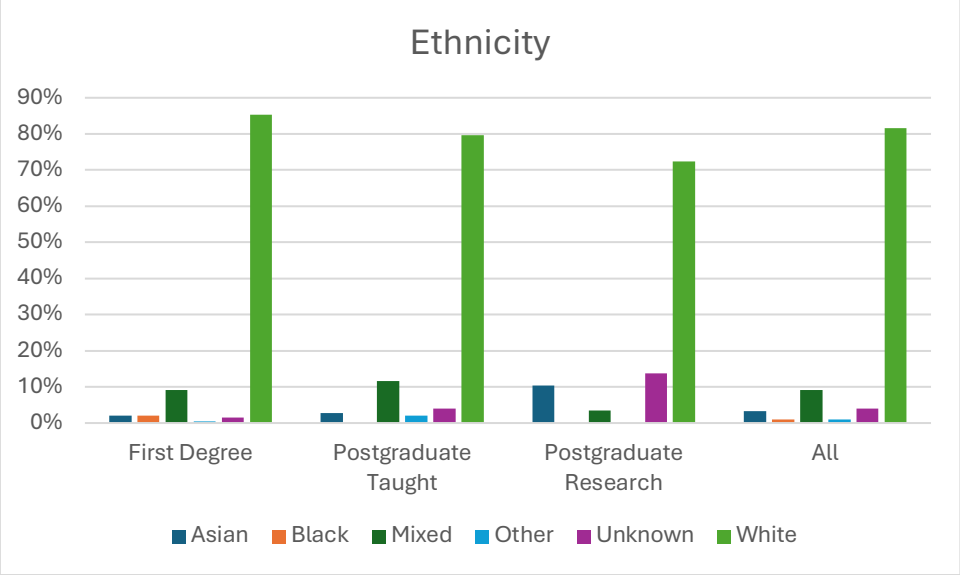
ACTION2c: In following through to improve disclosure rates, there should be a particular focus on capturing disability information for professional and CVE staff, alongside reviewing and highlighting the support available to staff with a disability.

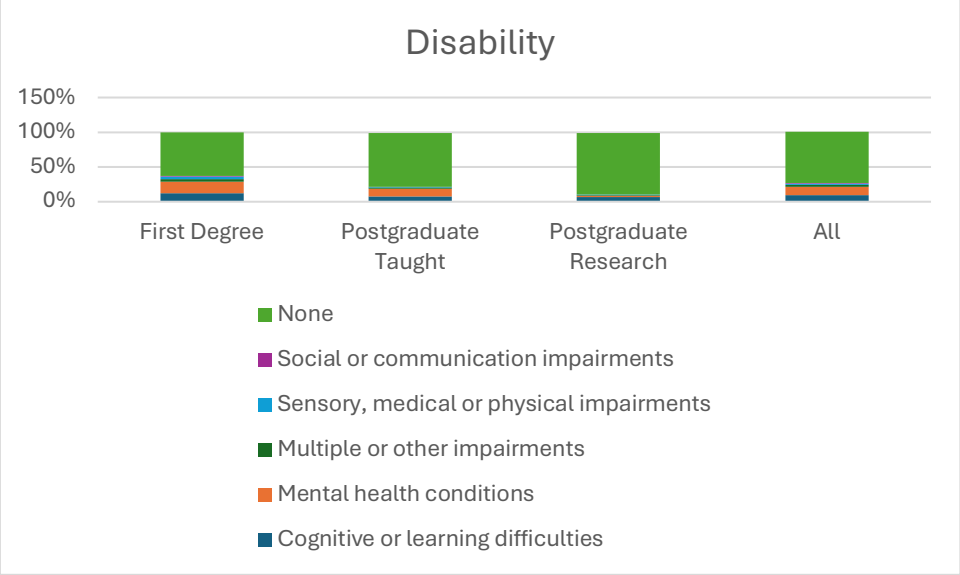
Appendix 1: Student Population data (2021-22 HESA data): summary data






Sex ID
All
Postgraduate Research
Postgraduate Taught
First Degree
0
100
200
300
400
500
600
700
800
Male
Female
Other


Ethnicity
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
First Degree
Postgraduate Taught
Postgraduate Research
All
Asian
Black
Mixed
Other
Unknown
White

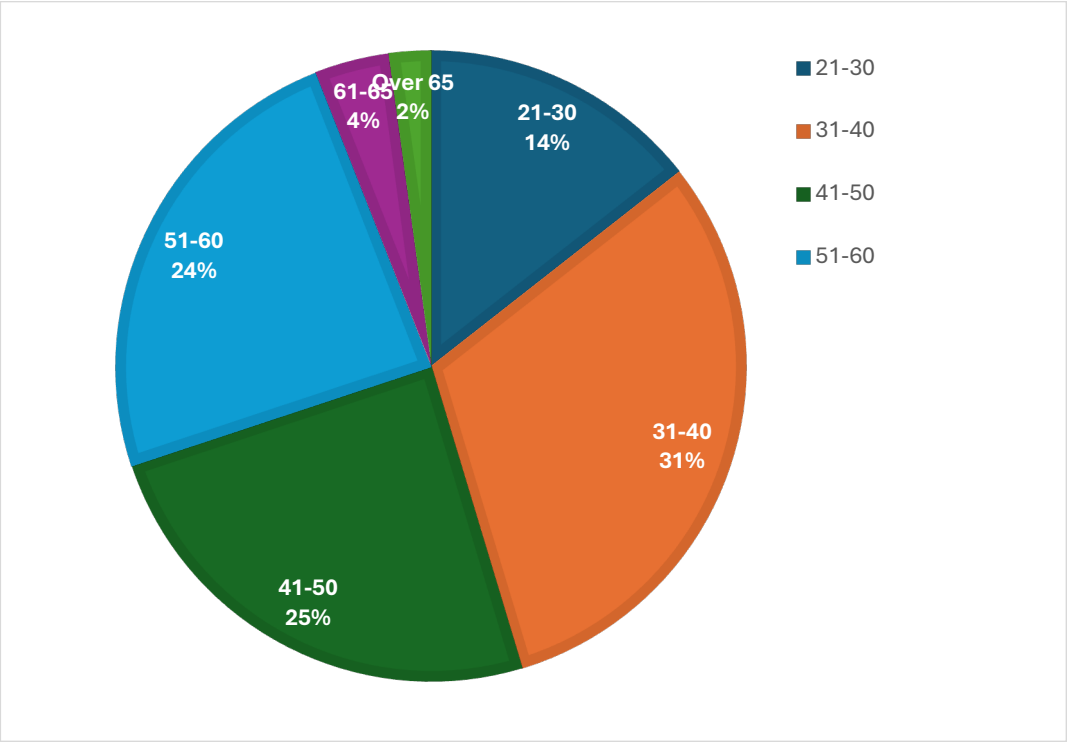

Disability
150%
100%
50%
0%
First Degree
Postgraduate Taught
Postgraduate Research
All
None
Social or communication impairments
Sensory, medical or physical impairments
Multiple or other impairments
Mental health conditions
Cognitive or learning difficulties

Appendix 2: EDI profile

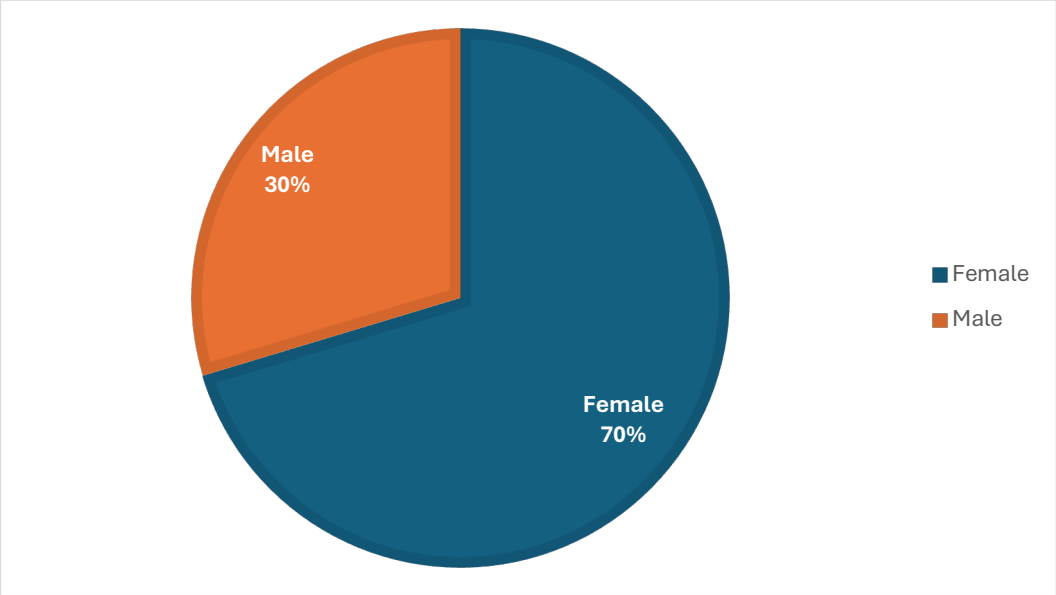
Staff data has been extracted as of 01 December 2023 and covers all permanent and fixed term employees (236).

Whole organisation

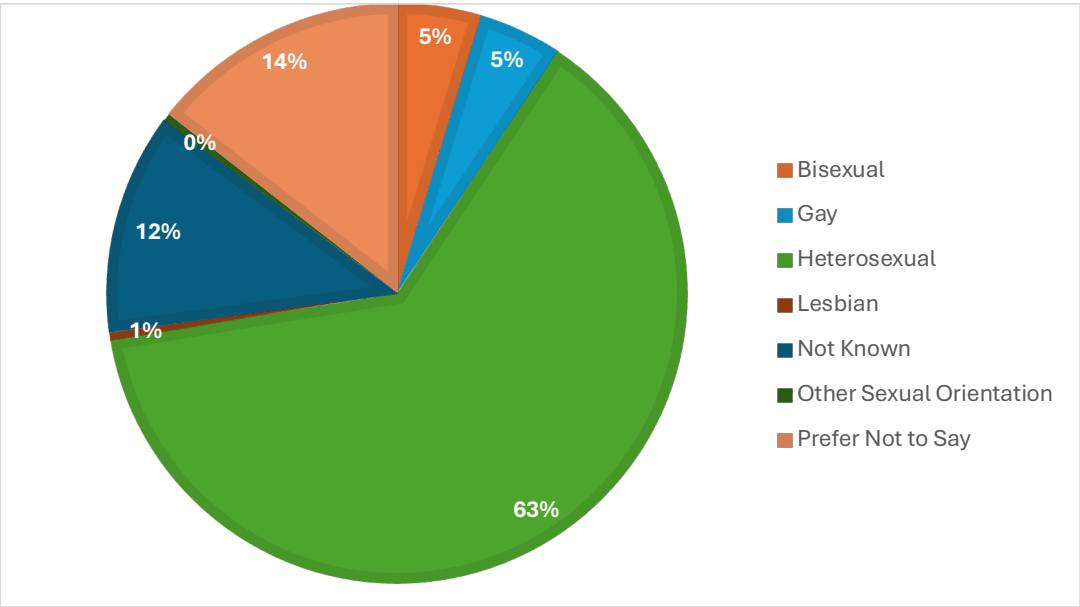
Age range



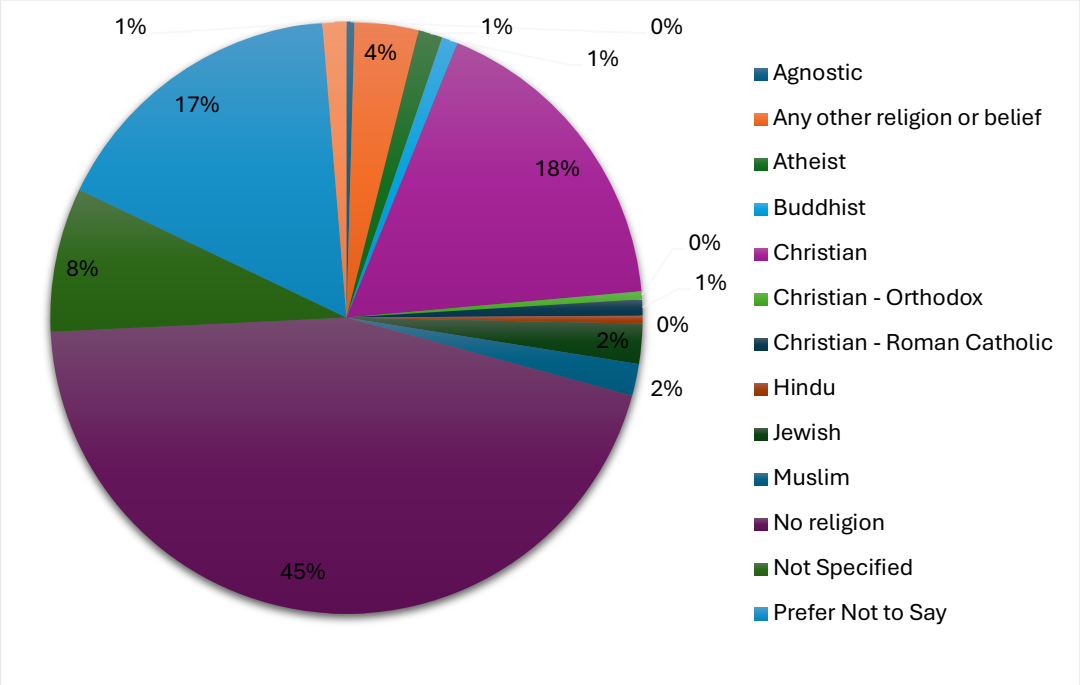
Gender



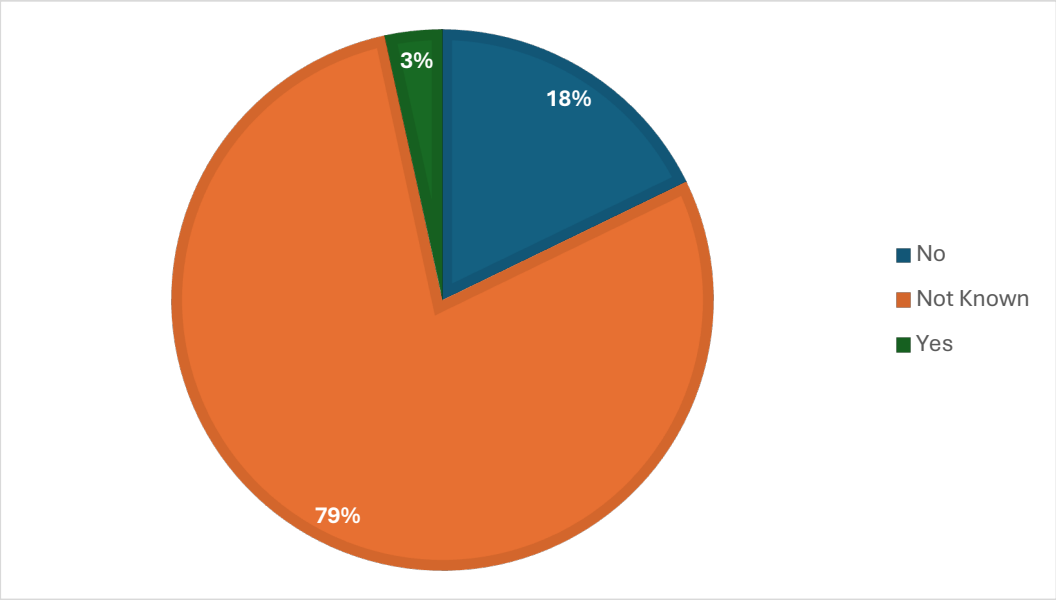
Sexual orientation



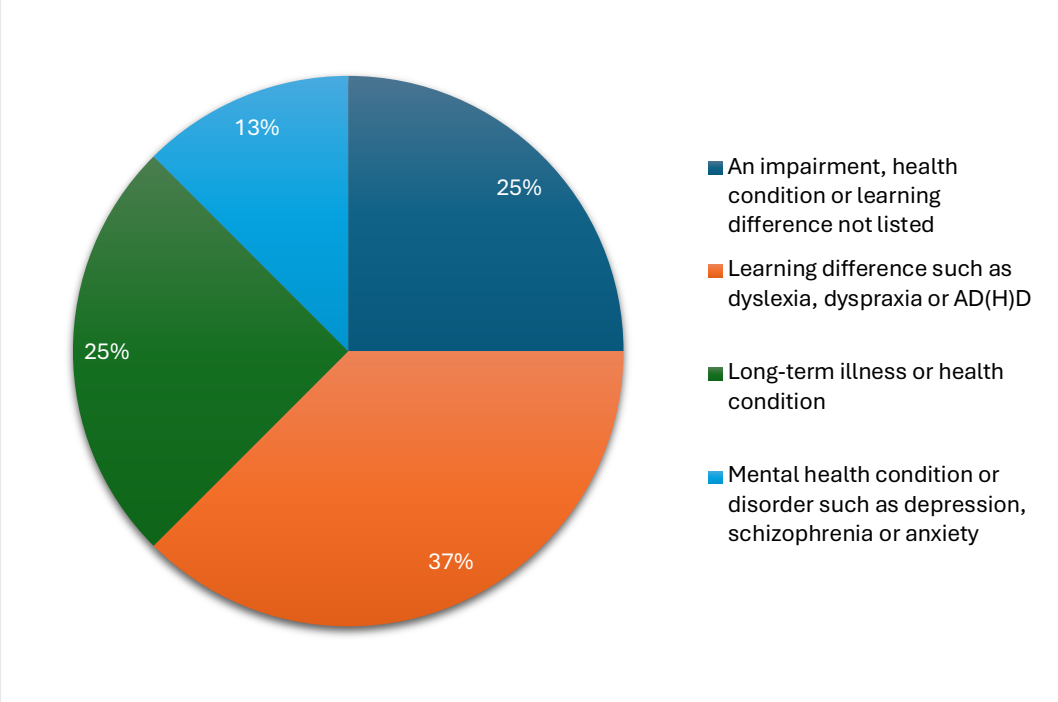
Religion



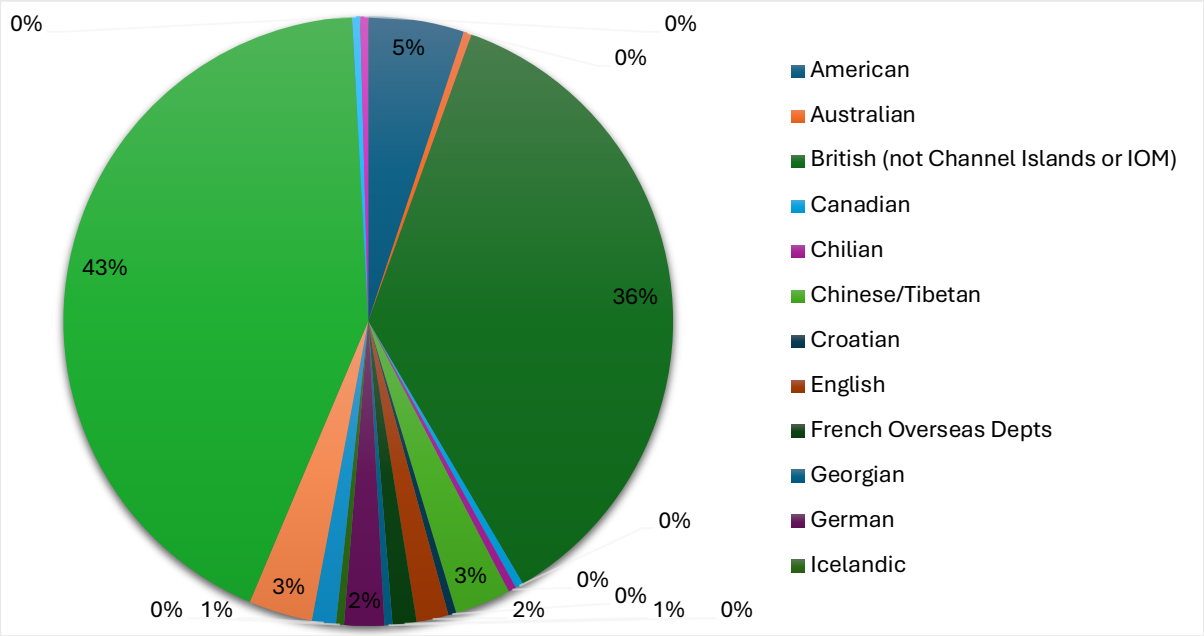
Declared as disabled



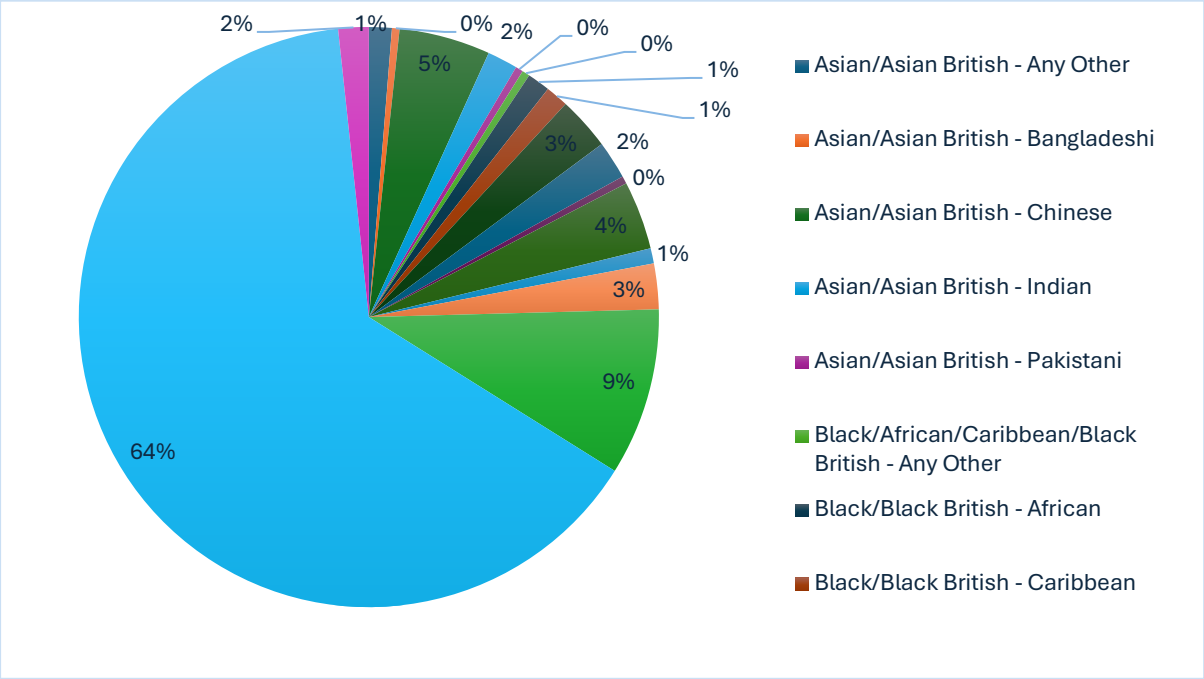
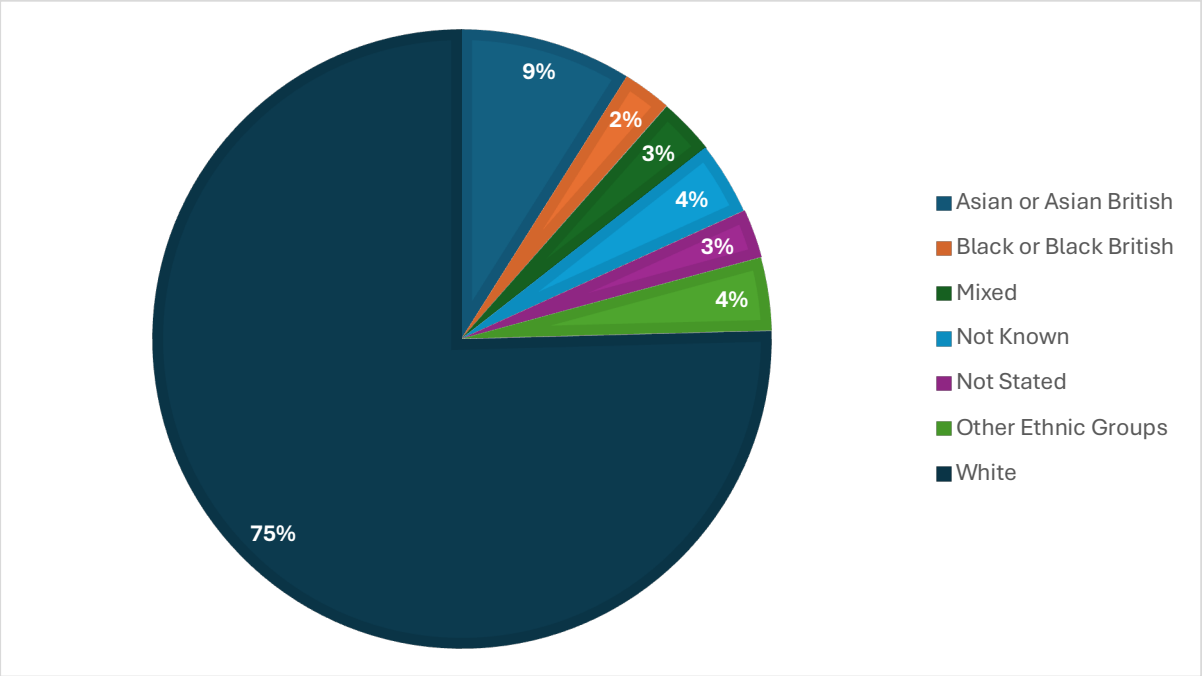
Disability type (of the 3% of staff who have declared)



Nationality



Ethnic Origin



Ethnic grouping