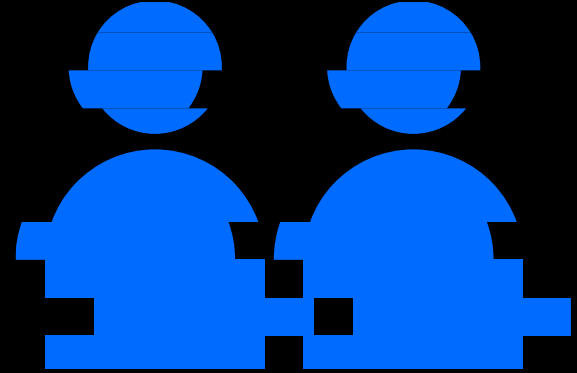


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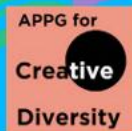
Making the Creative Majority

The All-Party Parliamentary Group for Creative Diversity



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MAKING THE CREATIVE MAJORITY



A report for the All-Party Parliamentary Group
for Creative Diversity on 'What Works' to support
diversity and inclusion in creative education and the
talent pipeline, with a focus on the 16+ age category.

The All-Party Parliamentary Group for Creative Diversity's (APPG) second research project focused on 'What Works' to support diversity and inclusion in creative education and the talent pipeline, with a focus on the 16+ age category.

The report identifies critical points for intervention for the creative industries, education providers and policymakers to ensure the UK's creative industries are inclusive and equitable.

The report is divided into four key areas:

- What is the problem
- Widening Participation
- Work Integrated Learning and Internships
- Apprenticeships

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Key Findings:

- Higher education, is the overwhelmingly dominant route into work in the creative economy. Yet efforts to widen participation and pathways into higher education are currently not resulting in a more diverse workforce.
- Although the 2022 cycle intake into creative degree was dominated by women, this is in sharp contrast to women's underrepresentation in key creative jobs.
- Managerial and professional middle class origin individuals make up over half of all applications, offers and acceptances on creative courses. Whilst routine and manual working-class origin students have worse applications to offers to acceptances ratios than any other social group.
- Ethnically diverse graduates are less likely to be in full-time employment and more likely to be unemployed in the creative economy than their white peers.
- Data on disability suggests positive news for diversity. Disabled students are better represented in creative subject courses compared to other subjects and have better employment outcomes.

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Work Integrated Learning and Internships

- Previous research, *Creative Majority*, identified internships, specifically those that are unpaid, as a central barrier to equity, diversity and inclusion.
- At the same time work experience can be a powerful intervention to support diversity in employment and employability.
- Recommendations in the report addresses this paradox by making the important distinction between 'open market' internships and forms of work experience that are integrated into formal education.
- Yet mechanisms for work-integrated learning to be effective are still not clear nor are there enough examples of scalable, sector wide, effective practices for creative courses.

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Resources

Download the full report –

<https://www.kcl.ac.uk/cultural/resources/reports/2023-making-the-creative-majority/full-report-2023-making-the-creative-majority.pdf>

How to Make the Creative Majority podcast –.

<https://www.arts.ac.uk/about-ual/teaching-and-learning-exchange/resources/academic-enhancement-resources>

Find out about Creative Shift -

<https://www.arts.ac.uk/about-ual/teaching-and-learning-exchange/academic-enhancement/creative-shift>



How do we make the creative majority? Episode 1:

Dr Joanna Abeyie MBE (Founder & Chief Executive Officer BLUE MOON)

Dr Natalie Wreyford (King's College London)

Prof. David O'Brien (The University of Manchester)