

RIBA Education Statistics

2018/19

Report prepared for the RIBA by
Mirza & Nacey Research

2020

RIBA

Education Statistics

2018/19

The RIBA Education Department conducts an annual survey of schools of architecture; this data establishes key facts about architectural education in the UK. Collection of accurate data is essential for any professional organisation; this survey allows the RIBA to understand trends in this sector, and forms the basis for responses to government, media, and other bodies. This document describes the results of the survey for 2018-19, comparing results with figures for the last five years.

We would like to thank all heads of architecture and departmental administrators for responding so positively to this year's survey, and for providing all the detailed information we require. We are pleased to report that, with one understandable exception, all UK RIBA validated schools participated in this year's survey.

We have become used to seeing student numbers expanding year by year. This year's rise in the number of new entrants to Part 1 courses is the largest rise ever recorded, increasing entrants by more than 10 per cent. Another all-time high is the number of students from outside the UK entering Part 2. At both Parts 1 and 2, the number of EU students new to the course has increased.

The number of female students at all levels of study continues to rise, this year 53 per cent of applicants and 52 per cent of new entrants to Part 1 are female. We are starting to see a widening of ethnic diversity, with the number of students who are not white gradually rising in the last five years at all levels of study.

The first Apprentices are appearing in the statistics; 12 entered Part 1 courses and 23 Part 2. In the 2018/19 statistics, one School received apprentice new entrants at Part 1 and three Schools for Part 2. Clearly this new form of study is in its infancy and we will continue to monitor to see how it impacts student numbers in the coming years.

This year's survey has built on the initial analysis of geographic flow to include students at both Part 1 and Part 2. There seems to be less mobility in some regions compared with others, while students are more likely to remain in the same region between Part 1 and Part 2.

Finally, this foreword is being written against the background of a global health crisis, and with the UK completing the transition period to finally leave the EU on the last day of 2020. Both these events are likely to impact on the next years of this survey - although in ways we cannot yet predict.

David Gloster
RIBA Director of Education

Joanna Parry
RIBA Head of Professional Education

Summary

Validated Schools

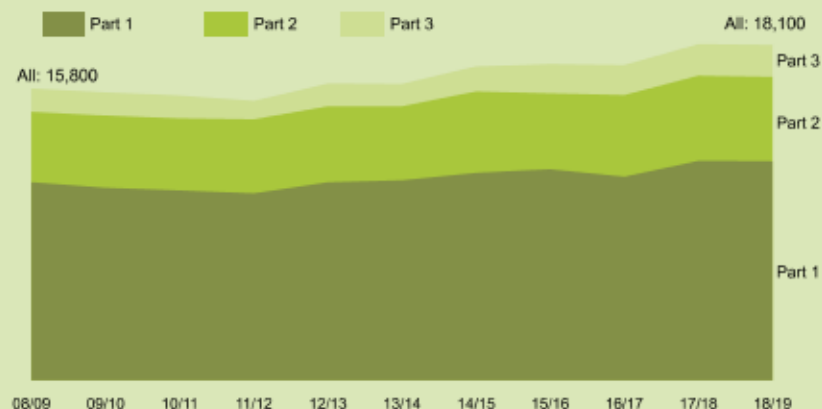
46
Schools of
Architecture

24,400
Applications
to Part 1

4,400
New entrants
to Part 1

2,200
New entrants
to Part 2

All Students studying Architecture



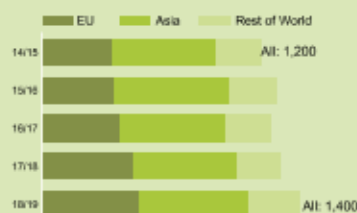
New entrants Part 1



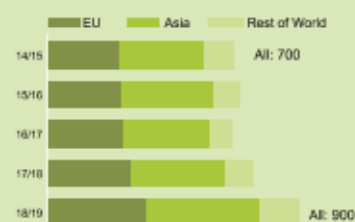
Part 2



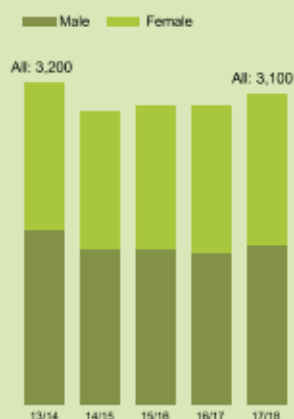
New entrants from outside the UK Part 1



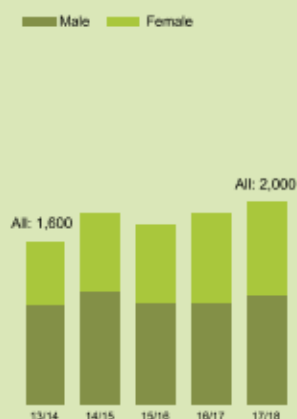
Part 2



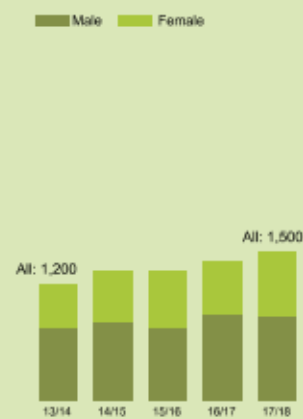
Examination passes Part 1



Part 2



Part 3



Contents

RIBA Education Statistics 2018/19

Introduction	2
Geographic movement of students	5
Applications	6
Entry qualifications	6
New entrants to Part 1	7
New entrants to Part 2	10
Students of all academic years	13
Age of new entrants	14
Examination results	15
Progression of female students	17
Ethnic group of students	18
Staffing	19
Disability	20
Mental health	21

Table A1: Number of Schools offering architecture courses, 2017/18 and 2018/19

Type of course	number of Schools	
	2017/18	2018/19
Part One:		
Validated courses	45	45
Candidate courses	1	2
Part Two:		
Validated courses	44	42
Candidate courses	1	1
Part Three:		
Validated courses	32	31
Candidate courses	0	0

All validated Schools of Architecture provided information for this report. We are grateful to all responding Schools for their continuing help with this survey.

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Geographic movement of students

A new question about the geographic mobility of Part 1 new entrants was introduced into last year's survey, this has been extended to include Part 2 new entrants this year. The majority of students who live in the North, South West, Wales, Northern Ireland and Scotland study for Part 1 in the same geographic region as their home. A majority of students who are in these regions at the end of Part 1, together with students living in London, then continue to remain in the same region to study for Part 2.

Part 2 students are more likely to study very locally (within 5 miles of their home) than Part 1 students. But they are also more likely to study further away (over 150 miles) than Part 1 students.

Figure 1: Average distance between home and School, new entrants to Part 1, 2018/19

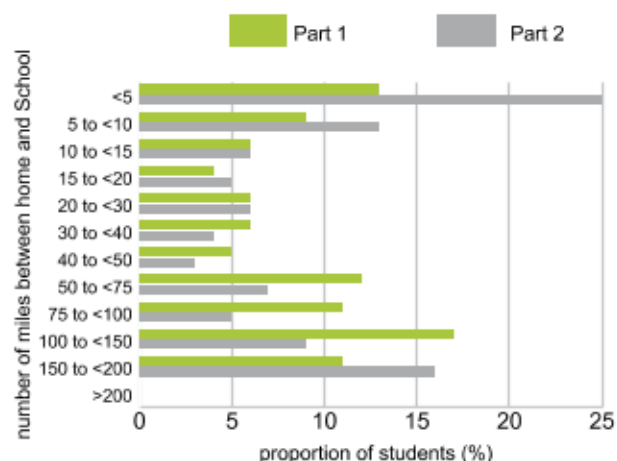
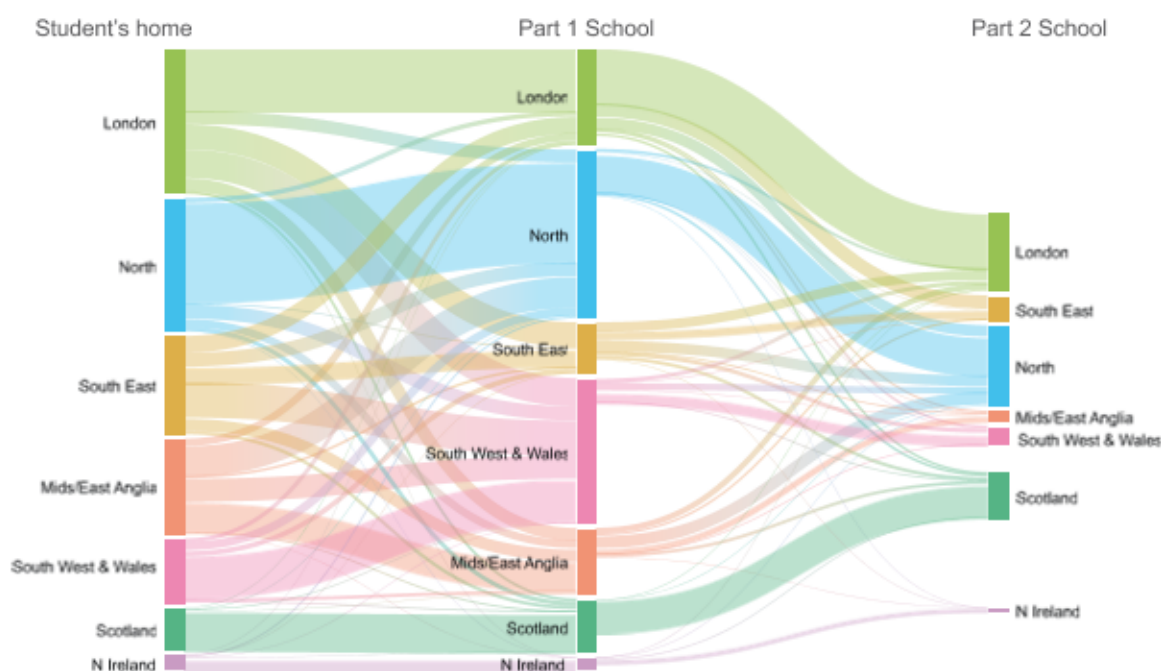


Figure 2: Average distance between home and School, new entrants to Parts 1 and 2, analysed by location of School, 2018/19



Figure 3: Geographic movement of students between the location of the student's home (left), location of the Part 1 School (centre) and Part 2 School (right), 2018/19 (incomplete sample)



Applications

More than 24,000 applications were received by Schools of Architecture for courses commencing in October 2018. This is the equivalent of 5.6 applications per place filled. The number of applications is higher than the previous year but lower than the year before.

Table 1: Applications to Part 1 in 2018/19

Type of course	number of applications	number of entrants*	average number of applications per place filled
Full-time	23,912	4,213	5.7
Part-time	67	29	2.3
Candidate courses	400	100	4.0
TOTAL - All courses	24,379	4,342	5.6

* This refers to the number of entrants to Part 1 to the Schools which provided data on the number of applications and is less than the total number of entrants to Part 1 for all Schools given in Table 2.

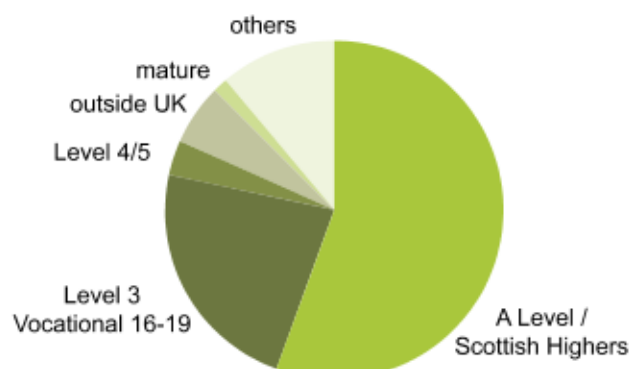
Table 2: Applications to Part 1, 2014/15 to 2018/19 (validated courses only)

Type of course	2014/15		2015/16		2016/17		2017/18		2018/19	
	number	per cent	number	per cent	number	per cent	number	per cent	number	per cent
Full-time	23,606	99.9	24,210	99.8	24,891	99.6	23,098	99.5	23,912	99.7
Part-time	34	0.1	58	0.2	103	0.4	108	0.5	67	0.3
TOTAL - All courses	23,640	100	24,268	100	24,994	100	23,206	100	23,979	100

Entry qualifications

More than half (56 per cent) of new entrants entered with A-Levels, Scottish Highers or International Baccalaureate. These remain the most popular entry qualifications. Level 3 qualifications (including vocational 16-19) were the next most popular type of entry, accounting for 23 per cent of new entrants. Three per cent entered with Level 4 or 5 and 2 per cent of new entrants were mature candidates. Six per cent entered with an overseas qualification.

Figure 4: Qualifications of new entrants to Part 1, 2018/19



New entrants to Part 1

The number of students entering RIBA validated Part 1 architecture courses has increased by 11 per cent compared with the previous year. Numbers have been rising consistently for a long period, but the 2018/19 rise is larger than ever before. A total of 4,420 students entered in 2018/19.

The proportion of female students on validated courses is 52 per cent, this proportion continues to rise and is 1 percentage point higher than the previous year.

The number of direct new entrants to the second year of Part 1 validated courses is 401.

Table 3: New Entrants to Part 1 in 2018/19

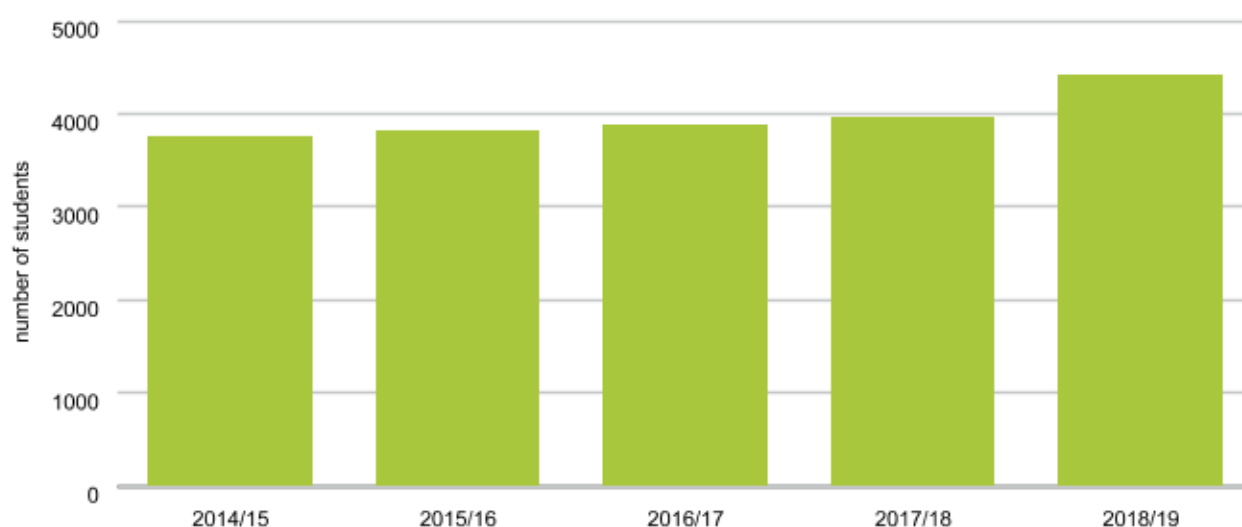
Type of course	number of all entrants	per cent	number new 2 nd year
Full-time	4,391	97.1	397
Part-time*	29	0.6	4
Candidate courses	100	2.2	0
TOTAL - All courses	4,520	100	401

* includes 12 Apprentice new entrants (Level 6)

Table 4: New entrants to the first year of Part 1, 2014/15 to 2018/19 (validated courses only)

Type of course	2014/15		2015/16		2016/17		2017/18		2018/19	
	number	per cent	number	per cent	number	per cent	number	per cent	number	per cent
Full-time	3,736	99.7	3,780	99.2	3,841	98.9	3,962	99.2	4,391	99.3
Part-time	12	0.3	31	0.8	42	1.1	33	0.8	29	0.7
TOTAL - All courses	3,748	100	3,811	100	3,883	100	3,995	100	4,420	100

Figure 5: New entrants to first year Part 1, trends over the last five years (validated courses only)



New entrants to Part 1 (continued)

Figure 6: New entrants to Part 1 2017/18 (validated courses only)

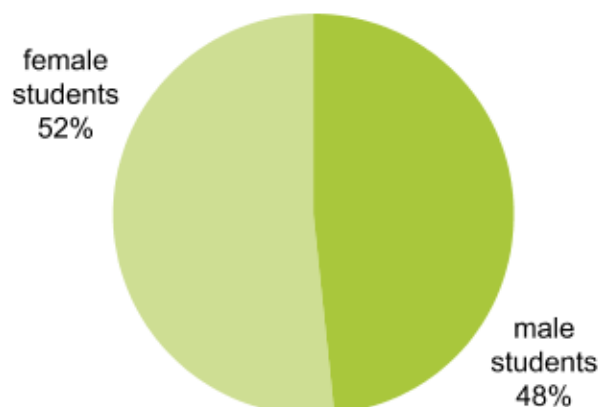


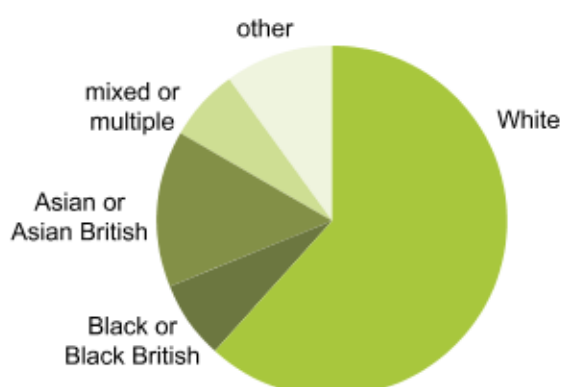
Table 5: Female new entrants to first year Part 1 in 2018/19

Type of course	number	per cent of all entrants
Full-time	2,267	51.6
Part-time	10	34.5
Candidate courses	55	55.0
TOTAL - All courses	2,332	51.6

Table 6: Female new entrants to first year Part 1, 2014/15 to 2018/19 (validated courses only)

Type of course	2014/15		2015/16		2016/17		2017/18		2018/19	
	number	per cent of all entrants	number	per cent of all entrants	number	per cent of all entrants	number	per cent of all entrants	number	per cent of all entrants
Full-time	1,709	45.7	1,866	49.4	1,939	50.5	2,030	51.2	2,267	51.6
Part-time	5	41.7	12	38.7	13	31.0	13	39.4	10	34.5
TOTAL - All courses	1,714	45.7	1,878	49.3	1,952	50.3	2,043	51.1	2,277	51.5

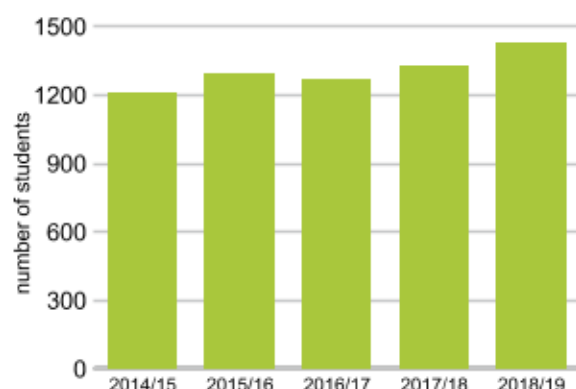
Figure 7: Ethnic origin of UK new entrants to first year Part 1, 2017/18



Excluding where ethnic origin was not known or not recorded, the UK student intake at the 42 Schools able to provide information is 62 per cent white. Fourteen per cent are Asian or Asian British, 7 per cent black or black British, 7 per cent are mixed or multiple ethnic groups. Another 10 per cent are from other ethnic backgrounds.

New entrants to Part 1 (continued)

Figure 8: New entrants from outside the UK to first year Part 1, trends over the last five years (validated courses only)



While the *proportion* of students entering Part 1 from outside the UK remains at around one third, the *number* of new entrants from outside the UK continues to increase. The 2018/19 figure of 1,431 is the highest ever recorded.

Most of this increase is accounted for by many more students coming from the EU, whose numbers are 24 per cent higher than in the previous year. The number of students from elsewhere, in particular Asia, is almost identical to the previous year's figure.

Note: all Schools provided data for Figure 5 and Table 7 but not all Schools were able to provide data for Figures 6 and 7, so totals and trends may not match.

Figure 9: Origin of new entrants from outside the UK to first year Part 1, 2018/19 (validated courses only)

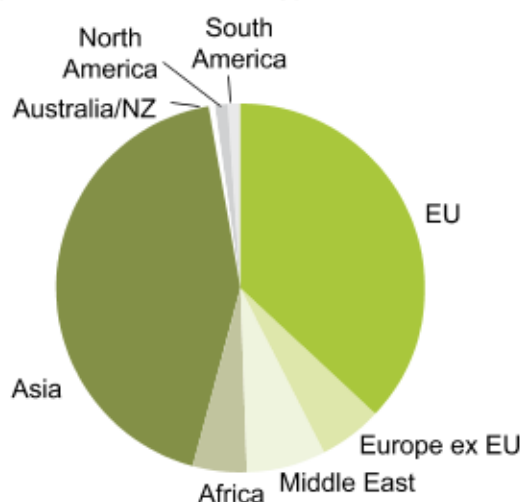


Figure 10: New entrants from outside the UK to first year Part 1 by area of origin, trends over last five years (validated courses only)

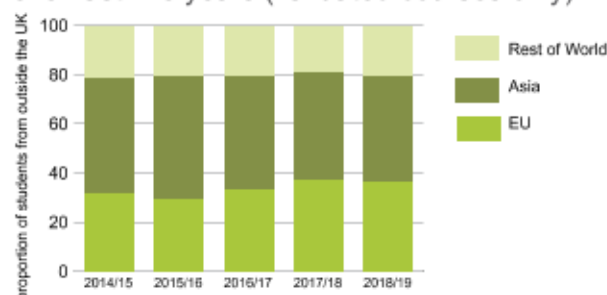


Table 7: New entrants from outside the UK to first year Part 1, 2014/15 to 2018/19 (validated courses only)

Type of course	2014/15		2015/16		2016/17		2017/18		2018/19	
	number	per cent of all entrants	number	per cent of all entrants	number	per cent of all entrants	number	per cent of all entrants	number	per cent of all entrants
Full-time - EU	450	12.0	433	11.5	484	12.6	489	12.3	604	13.8
- outside EU	777	20.8	859	22.7	788	20.5	834	21.0	827	18.8
Part-time - EU	0	0.0	5	16.1	4	9.5	3	9.1	0	0
- outside EU	0	0.0	0	n/a	1	2.4	1	3.0	0	0
TOTAL - All courses	1,227	32.7	1,297	34.0	1,277	32.9	1,327	33.2	1,431	32.4

Note: all Schools provided data for Figure 5 and Table 7 but not all Schools were able to provide data for Figures 6 and 7, so totals will not match.

New entrants to Part 2

The number of students entering RIBA validated Part 2 courses in 2018/19 is 2,302. This is 6 per cent higher than the previous year, one of the fastest rates of increase ever recorded. The proportion of new entrants to Part 2 who are female is 47 per cent, 2 percentage points higher than the figure recorded in the previous year.

Table 8: New entrants to Part 2 in 2018/19

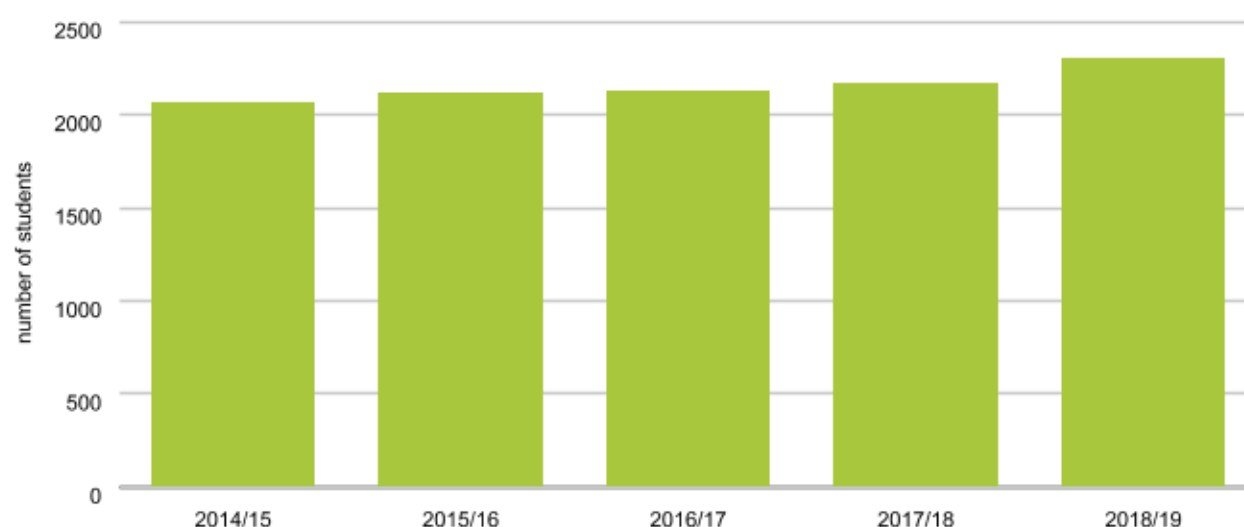
Type of course	number	per cent of all entrants
Full-time	2,205	94.2
Part-time*	97	4.1
Candidate courses	38	1.6
TOTAL - All courses	2,340	100

* includes 23 Apprenticeship new entrants (Level 7)

Table 9: New entrants to Part 2, 2014/15 to 2018/19 (validated courses only)

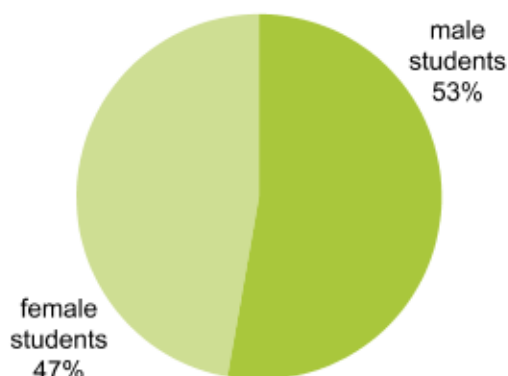
Type of course	2014/15		2015/16		2016/17		2017/18		2018/19	
	number	per cent	number	per cent	number	per cent	number	per cent	number	per cent
Full-time	2,003	97.3	2,037	96.0	2,010	94.4	2,055	94.8	2,205	95.8
Part-time	55	2.7	85	4.0	120	5.6	112	5.2	97	4.2
TOTAL - All courses	2,058	100	2,122	100	2,130	100	2,167	100	2,302	100

Figure 11: New entrants to Part 2, trends over the last five years (validated courses only)



New entrants to Part 2 (continued)

Figure 12: New entrants to Part 2 2018/19 (validated courses only)



A significant majority (73 per cent) of students who enter Part 2 have a UK first degree; another 6 per cent have a UK second degree. Four per cent enter with a European degree while 10 per cent have a qualification from outside Europe.

Table 10: Female new entrants to Part 2 in 2018/19

Type of course	number	per cent of all entrants
Full-time	1,042	47.3
Part-time	43	44.3
Candidate courses	17	44.7
TOTAL - All courses	1,102	47.1

Figure 13: Qualifications of new entrants to Part 2, 2018/19

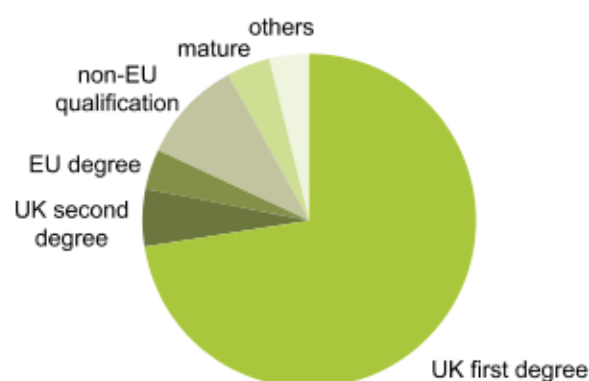
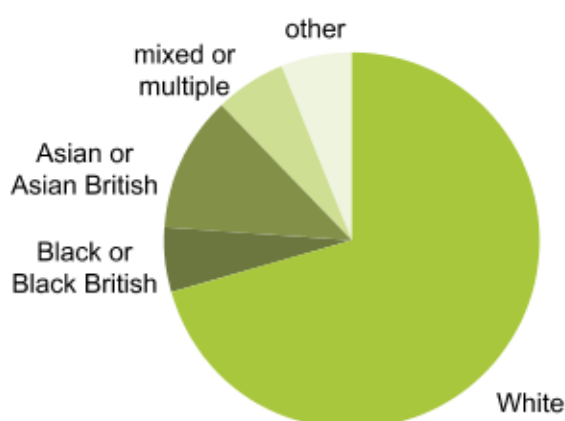


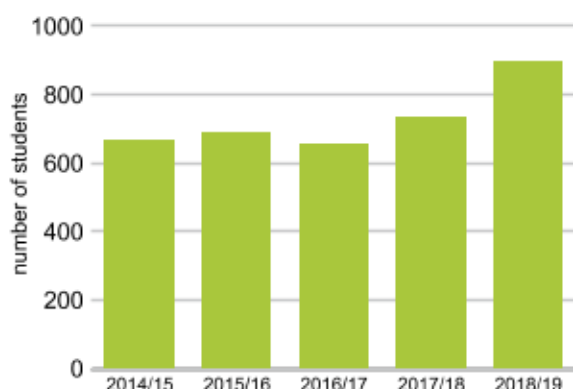
Figure 14: Ethnic origin of UK new entrants to first year Part 2, 2018/19



Excluding new entrants whose ethnic origin is not known, at Part 2 the UK student intake is 71 per cent white; 12 per cent are Asian or Asian British; and 6 per cent black or black British. Six per cent are of mixed or multiple origin and a further 6 per cent are from an other ethnic background.

New entrants to Part 2 (continued)

Figure 15: New entrants from outside the UK to first year Part 2, trends over the last five years (validated courses only)



There has been a substantial increase of 22 percent in the number of new entrants to Part 2 courses from outside the UK. This rise has also led to a rise in the proportion of students from outside the UK, which has increased from 34 per cent in 2017/18 to 39 per cent.

There are more students entering Part 2 from both the EU and from the rest of the world; both numbers are the highest recorded.

Note: all Schools provided data for Figure 12 and Table 11 but not all Schools were able to provide data for Figures 13 and 14, so totals and trends may not match.

Figure 16: Origin of new entrants from outside the UK to first year Part 2, 2018/19 (validated courses only)

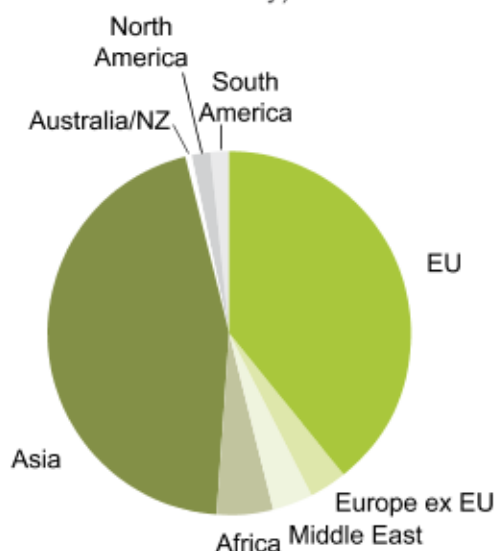


Figure 17: New entrants from outside the UK to first year Part 2 by area of origin, trends over last five years (validated courses only)

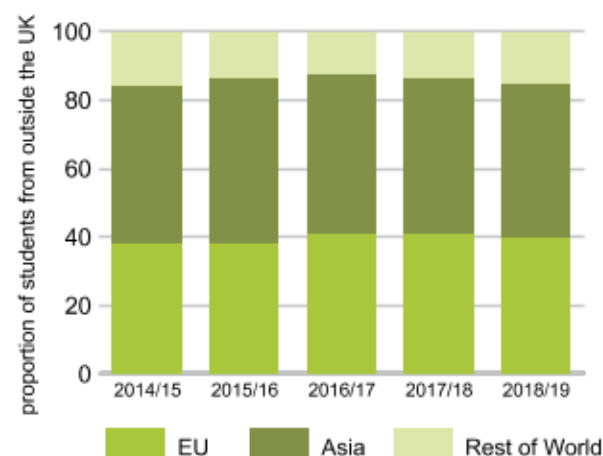


Table 11: New entrants from outside the UK to first year Part 2, 2014/15 to 2018/19 (validated courses only)

Type of course	2014/15		2015/16		2016/17		2017/18		2018/19	
	number	per cent of all entrants	number	per cent of all entrants	number	per cent of all entrants	number	per cent of all entrants	number	per cent of all entrants
Full-time - EU	282	14.1	301	14.8	260	12.9	260	12.7	324	14.7
- outside EU	379	18.9	383	18.8	379	18.9	463	22.5	567	25.7
Part-time - EU	5	9.1	4	4.7	19	15.8	9	8.0	4	4.1
- outside EU	0	0.0	3	3.5	0	0.0	2	1.8	3	3.1
TOTAL - All courses	666	32.4	691	32.6	658	30.9	734	33.9	898	39.0

Note: all Schools provided data for Figure 12 and Table 11 but not all Schools were able to provide data for Figures 13 and 14, so totals will not match.

Students of all academic years

About 16,400 students are studying architecture at Part 1 and Part 2 (validated courses). This is a very similar number to the previous year, in spite of the rising number of new entrants measured at both Parts 1 and 2. About 4 per cent of students are undertaking part-time courses, similar to the previous year.

Table 12: Students of all years in 2018/19

Type of course	number	per cent of all students
Full-time	15,773	93.0
Part-time	619	3.6
Candidate courses	570	3.4
TOTAL - All courses	16,962	100

Figure 18: All students, 2018/19 (validated courses only)

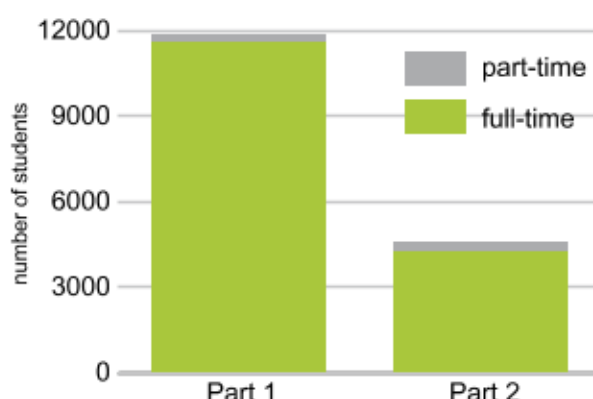
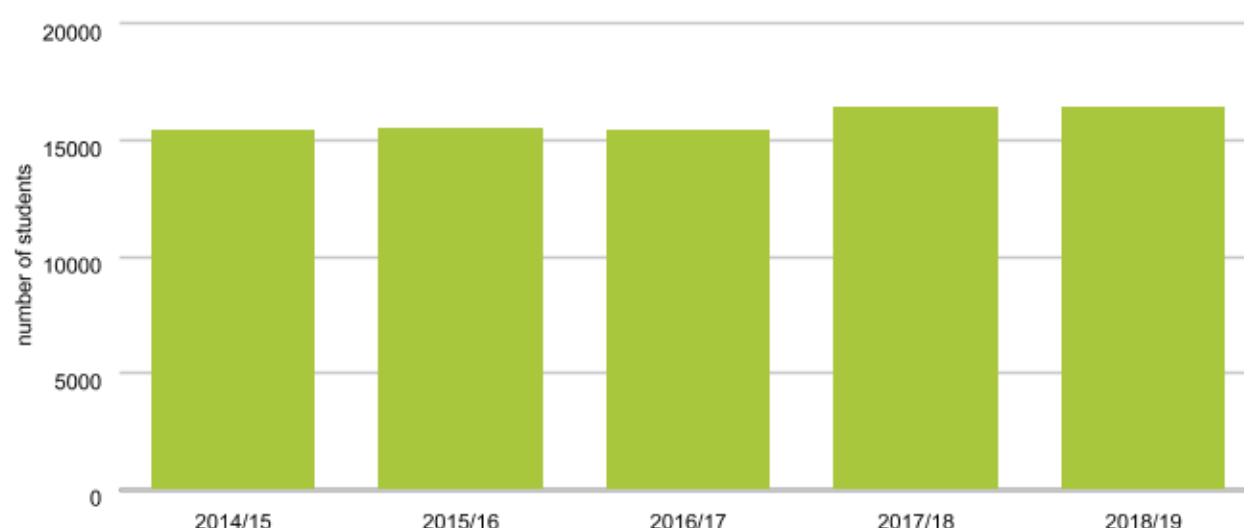


Table 13: Students of all years, 2014/15 to 2018/19 (validated courses only)

Type of course	2014/15		2015/16		2016/17		2017/18		2018/19	
	number	per cent	number	per cent	number	per cent	number	per cent	number	per cent
Full-time	14,910	96.5	14,995	96.6	14,741	95.7	15,769	95.9	15,773	96.2
Part-time	543	3.5	528	3.4	664	4.3	668	4.1	619	3.8
TOTAL - All courses	15,453	100	15,523	100	15,405	100	16,437	100	16,392	100

Figure 19: Students of all years, trends over the last five years (validated courses only)



Age of new entrants

Part 1

More than three quarters of students enter the first year of the Part 1 course at ages 18, 19 or 20. The median age of entry into a Part 1 course is the age of 19 years.

Figure 20: Age of New Entrants to Part 1 courses 2018/19 (validated courses only)

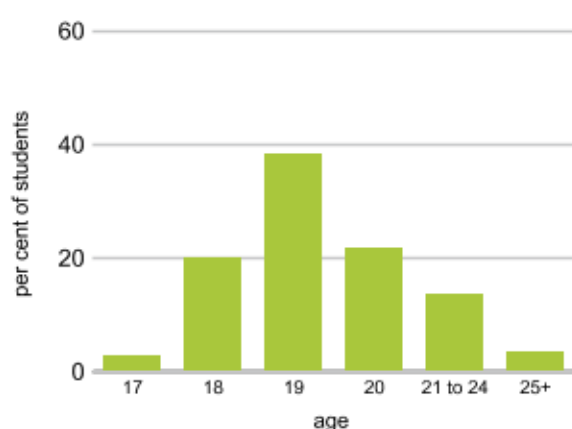


Table 14: Age of New Entrants to Part 1 courses 2018/19

Age at entry	number	per cent of all entrants
Validated courses		
17	126	2.9
18	853	19.5
19	1631	37.3
20	924	21.1
21 to 24	587	13.4
25+	154	3.5
Candidate courses		
all ages	102	2.3
TOTAL - All courses*	4,377	100

* Note: not all Schools were able to provide data for the age of new entrants, so total may not match with figures in previous tables

Part 2

Two thirds of new entrants are aged 23, 24 or 25 when they enter Part 2. There is a slightly wider range of ages at which students enter Part 2 than is the case for entry into Part 1.

Figure 21: Age of New Entrants to Part 2 courses 2018/19 (validated courses only)

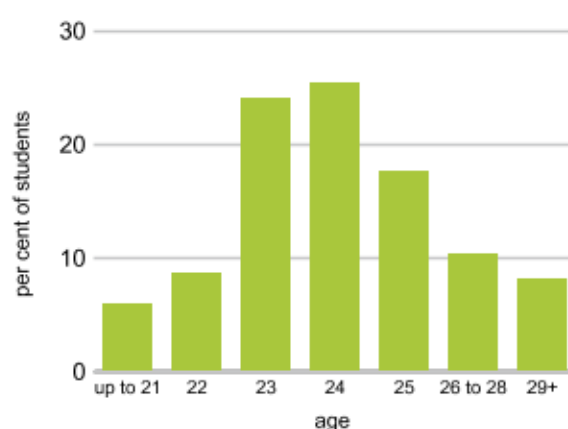


Table 15: Age of New Entrants to Part 2 courses 2018/19

Age at entry	number	per cent of all entrants
Validated courses		
up to 21	123	5.9
22	180	8.6
23	504	24.0
24	534	25.4
25	370	17.6
26 to 28	217	10.3
29+	173	8.2
Candidate courses		
all ages	0	0
TOTAL - All courses*	2,101	100

* Note: not all Schools were able to provide data for the age of new entrants, so total may not match with figures in previous tables

Examination results

These figures refer to examinations taken during the academic year 2017/18. A total of 1,499 students passed Part 3 exams in 2017/18. The long-term rising trend continues, the 2017/18 figure is almost 100 higher than the previous year's result. Indeed, numbers passing examinations are higher than the previous year for all stages. The number passing Part 1 is the highest in four years while the number passing Parts 2 and 3 are the highest on record.

Examination pass rates were 91 per cent at Part 1, 95 per cent at Part 2, and 87 per cent at Part 3.

Figure 22: Examination results, 2017/18 (validated courses only) (* see note below)

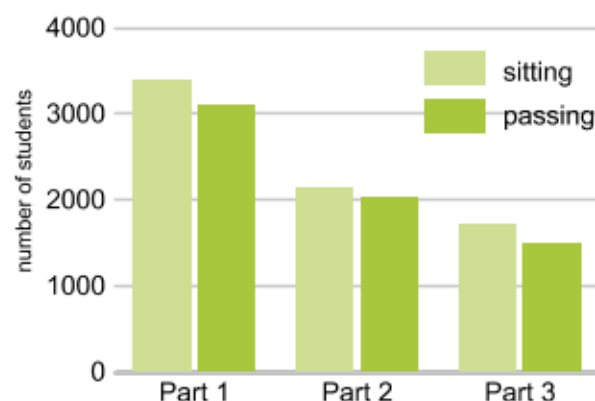
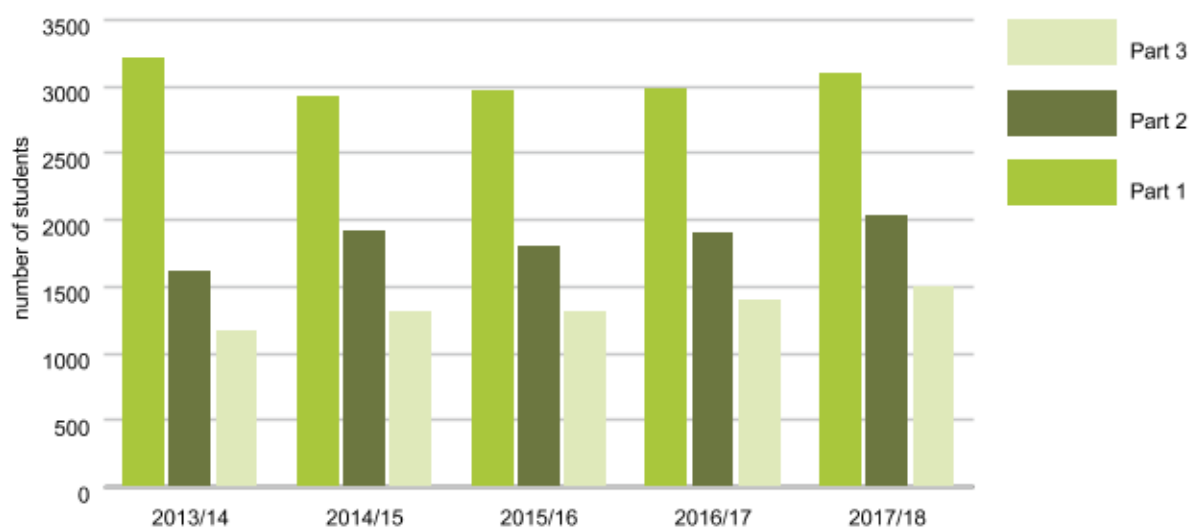


Table 16 Students passing examinations, 2013/14 to 2017/18 (validated courses only)

Type of course	2013/14			2014/15			2015/16			2016/17			2017/18		
	Part 1	Part 2	Part 3	Part 1	Part 2	Part 3	Part 1	Part 2	Part 3	Part 1	Part 2	Part 3	Part 1	Part 2	Part 3
TOTAL - All courses	3,209	1,620	1,166	2,925	1,914	1,309	2,973	1,801	1,308	2,978	1,904	1,405	3,098	2,032	1,499

Figure 23: Examination passes, trends over the last five years (validated courses only)



Examination results (continued)

Table 17: Examination results 2017/18

Type of course	Part 1			Part 2			Part 3		
	sat	pass*	pass rate (%)	sat	pass*	pass rate (%)	sat	pass*	pass rate (%)
Validated courses	3,404	3,098	91.0	2,135	2,032	95.2	1,725	1,499	86.9
Candidate courses	82	79	96.3	27	26	96.3	0	0	n/a
TOTAL - All courses	3,486	3,177	91.1	2,162	2,058	95.2	1,725	1,499	86.9

Note: Information provided by 45 Schools only at Part 1, 44 Schools at Part 2, and 28 Schools at Part 3

Table 18: Examination pass rates, male and female students, 2017/18

Stage of course	male students		female students	
	no. of passes	pass rate, %	no. of passes	pass rate, %
Part 1	1,587	88.3	1,511	89.5
Part 2	1,101	93.5	931	94.6
Part 3	852	85.9	647	88.3

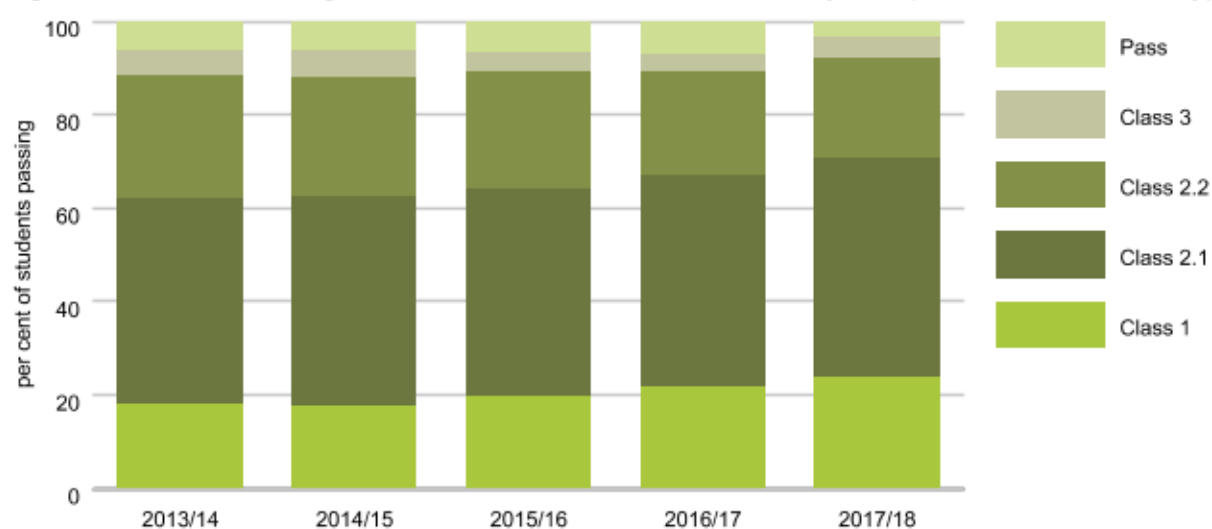
Note: Information provided by 45 Schools only at Part 1, 44 Schools at Part 2, and 28 Schools at Part 3

Table 19: Examination grades achieved, 2017/18 (validated courses only)

Part 1		Part 2	
Grade	per cent of passes	Grade	per cent of passes
Class 1	24.0	Distinction	31.5
Class 2.1	46.8	Commendation	37.5
Class 2.2	21.3	Pass	31.0
Class 3	4.5		
Pass	3.4		
TOTAL	100	TOTAL	100

Note: Information provided by 43 Schools only at Part 1 and 41 Schools at Part 2.

Figure 24: Examination grades Part 1, trends over the last five years (validated courses only)



Progression of female students

In this comparison of cohorts of students over time we assume that students take Part 1 finals in Year 3, Part 2 finals in Year 6 and Part 3 finals in Year 7 of their seven year education.

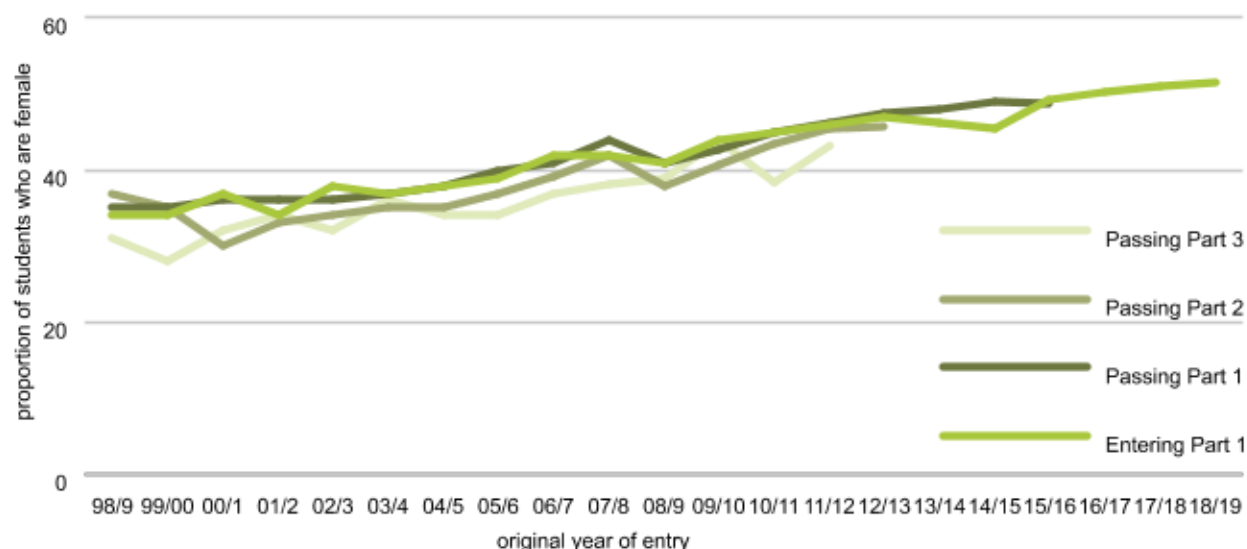
Historically the figures suggest a female drop-out rate of about 2 to 3 percentage points between Parts 1 and 2, and another 2 to 3 percentage points between Parts 2 and 3. The relationship between the proportion of female students applying and entering Part 1 is very close in most years.

The figures show that there has been a long-term rise in the proportion of female students at all stages. Female students now out-number male students amongst applicants and new entrants to Part 1. The proportion of female students has increased markedly amongst students entering Part 2, where 47 per cent are female. And amongst students passing Part 3, the proportion of female students has increased to 43 per cent, having been below 40 per cent in all but one of the previous years.

Table 20: Female students as a percentage of all students (validated courses only)

	original year of entry to Part 1														
	04/05	05/06	06/07	07/08	08/09	09/10	10/11	11/12	12/13	13/14	14/15	15/16	16/17	17/18	18/19
Applications to Part 1	36	38	42	43	42	44	45	46	47	46	48	50	51	51	53
Entering Part 1	38	39	42	42	41	44	45	46	47	46	46	49	50	51	52
Passing Part 1	38	40	41	44	41	43	45	46	47	48	49	49			
Entering Part 2	36	37	40	41	37	41	43	45	44	45	47				
Passing Part 2	35	37	39	42	38	41	44	46	46						
Passing Part 3	34	34	37	38	39	44	39	43							

Figure 25: Trends in the progression of female students (validated courses only)



Ethnic group of students

This analysis excludes students whose ethnic group is not known and is not provided by all Schools. The proportion of new entrants to Part 1 who are white is 62 per cent and the proportion of white students then rises with each consecutive stage; 71% of new entrants to Part 2 are white, as are 85% of students passing their Part 3 examination.

The information has been analysed to track cohorts of students. The analysis suggests the proportion of students who are white has decreased over time, at Part 1 and Part 2. This decrease has been most significant in the last five years. The proportion of students passing Part 3 who are white has changed at a slower pace.

Definitions:

White - British, Irish or any other White background.

Black or Black British including Caribbean, African or any other black background.

Asian or Asian British - Indian, Pakistani, Bangladeshi or any other Asian background.

Mixed or Multiple - White and Black African, White and Black Caribbean, White and Asian or any other mixed background.

Other - Chinese or any other ethnic group.

Table 21: Ethnic group of students 2018/19

	White	Black or Black British	Asian or Asian British	Mixed or Multiple	Other
Applications Part 1*	53.6	8.3	17.7	5.8	14.7
Entering Part 1	61.8	7.3	14.4	6.8	9.7
Passing Part 1	62.3	7.6	13.4	5.2	11.5
Entering Part 2	70.8	5.7	11.7	5.8	6.0
Passing Part 2	73.0	5.9	10.6	4.7	5.7
Passing Part 3	85.1	1.5	6.5	1.8	5.2

Note: The information was provided by 33 Schools for Applications, 42 Schools for Part 1, 39 for Part 2, and 31 Schools for Part 3. The incomplete sample may influence results. Figures exclude numbers supplied where origin is 'not known'.

* several Schools provided data which included a substantial number of students as 'not known'. The total 'not known' accounts for over 75 per cent of Applications, but far smaller proportions of students at Parts 1, 2 and 3. The analysis is therefore compiled from 'known' data. Due to the very large number of 'not known' Applicants, this figure is unlikely to be representative of the true picture.

Table 22: Ethnic group of students at different stages of study (validated courses only)

	per cent of students who are White														
	04/05	05/06	06/07	07/08	08/09	09/10	10/11	11/12	12/13	13/14	14/15	15/16	16/17	17/18	18/19
Applications to Part 1					76	68*	75	61*	54*	49*	56*	58*	55*	60*	54*
Entering Part 1	79	79	78	79	77	76	76	73	71	64	68	68	66	61	62
Passing Part 1	86	85	81	81	78	83	81	75	78	73	70	67	62		
Entering Part 2	84	79	84	83	83	81	78	79	78	73	70	71			
Passing Part 2	83	86	84	83	82	82	81	76	76	75	73				
Passing Part 3	88	83	87	85	89	88	90	88	85						

Note: From 2015/16, for all stages of study we have excluded 'not known'. Data may appear different from previous data published in older statistical reports.

* a large number of applicants is recorded as 'Other'. Typically about 75 per cent or more of applicants' ethnic origin are not known so these figures are unlikely to be representative of the true picture.

Staffing

1,843 staff are employed in the validated Schools of Architecture. This is the full-time equivalent figure (FTE). Almost three quarters of these are teaching staff. Compared with last year the number of full-time teaching staff is higher but the numbers of part-time teaching and support staff are lower. The total number of staff employed remains higher than in all but one of the previous years.

Averaged across all Schools, the student to teaching staff ratio is 11.7, a figure which has remained stable for the past three years.

Figure 26: Teaching staff, full-time equivalent, 2018/19

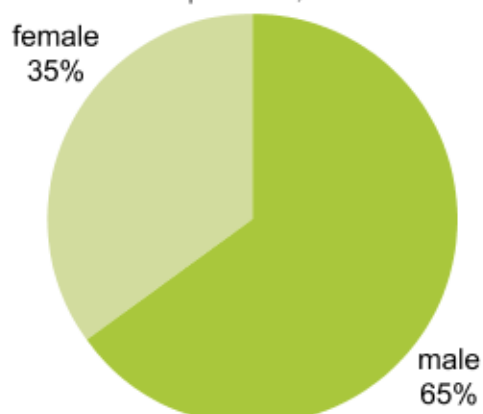


Table 23: Staffing numbers, full-time equivalent, 2018/19

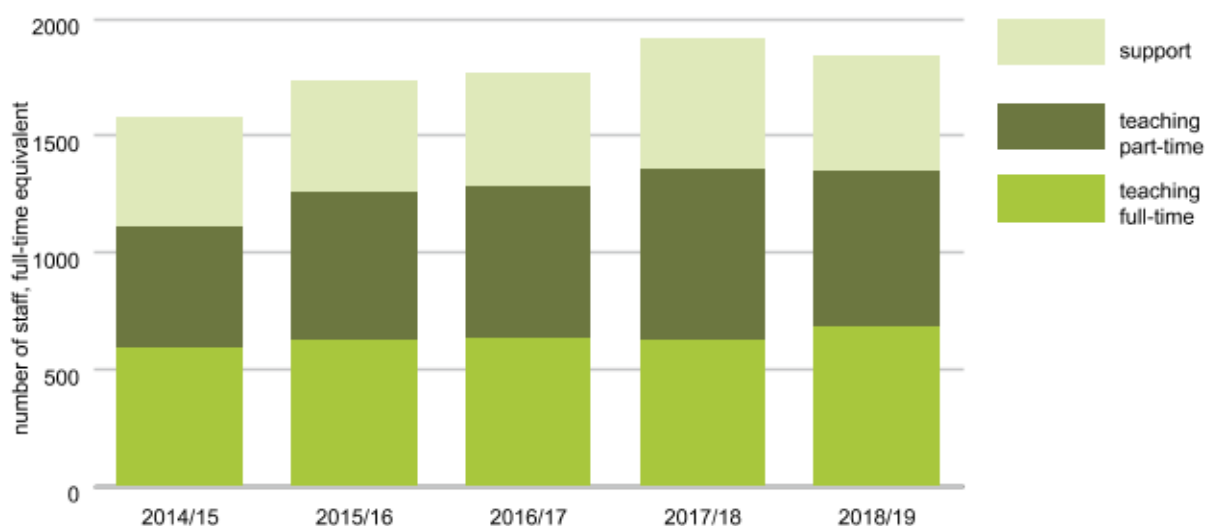
Type of course	Teaching Staff			Support Staff	
	full-time	part-time (contract)	part-time (hourly paid)	full-time	part-time
Validated courses	688	287	371	386	111
Candidate courses	9	14	13	11	5
TOTAL - All courses	697	301	384	397	116

Table 24: Staffing numbers, full-time equivalent, 2014/15 to 2018/19 (validated courses only)

Type of course	2014/15		2015/16		2016/17		2017/18		2018/19	
	number	per cent	number	per cent	number	per cent	number	per cent	number	per cent
Teaching full-time staff	594	37.7	624	35.9	631	35.7	623	32.4	688	37.3
Teaching part-time staff	514	32.6	638	36.8	655	37.1	738	38.4	658	35.7
Support staff	469	29.7	474	27.3	481	27.2	559	29.1	497	27.0
TOTAL - All staff	1,577	100	1,736	100	1,767	100	1,920	100	1,843	100
Student to teaching staff ratio*	13.8		12.1		11.8		11.9		11.7	

* calculated by dividing the number of students of all years (table 13) where part-time students count as 0.6 FTE by the number of teaching staff FTE.

Figure 27: Staffing numbers, trends over the last five years (validated courses only)



Disability

Ten per cent of students have disclosed a disability. This is a slightly higher proportion than recorded in previous years. The largest source of disability remains a learning impairment.

The number of students who have disclosed a disability has increased long-term, the rate of increase is higher in 2018/19. Learning impairment remains the most significant disclosed disability, and there are now more students with multiple disabilities than in previous years.

Figure 28: Students with a disclosed disability, 2018/19

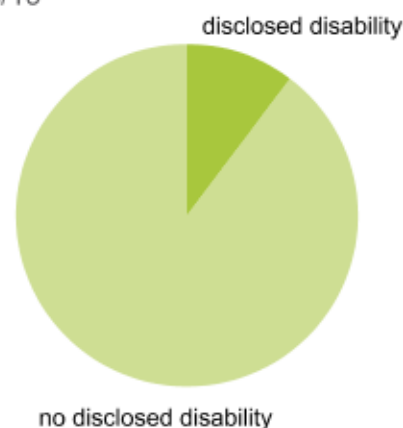


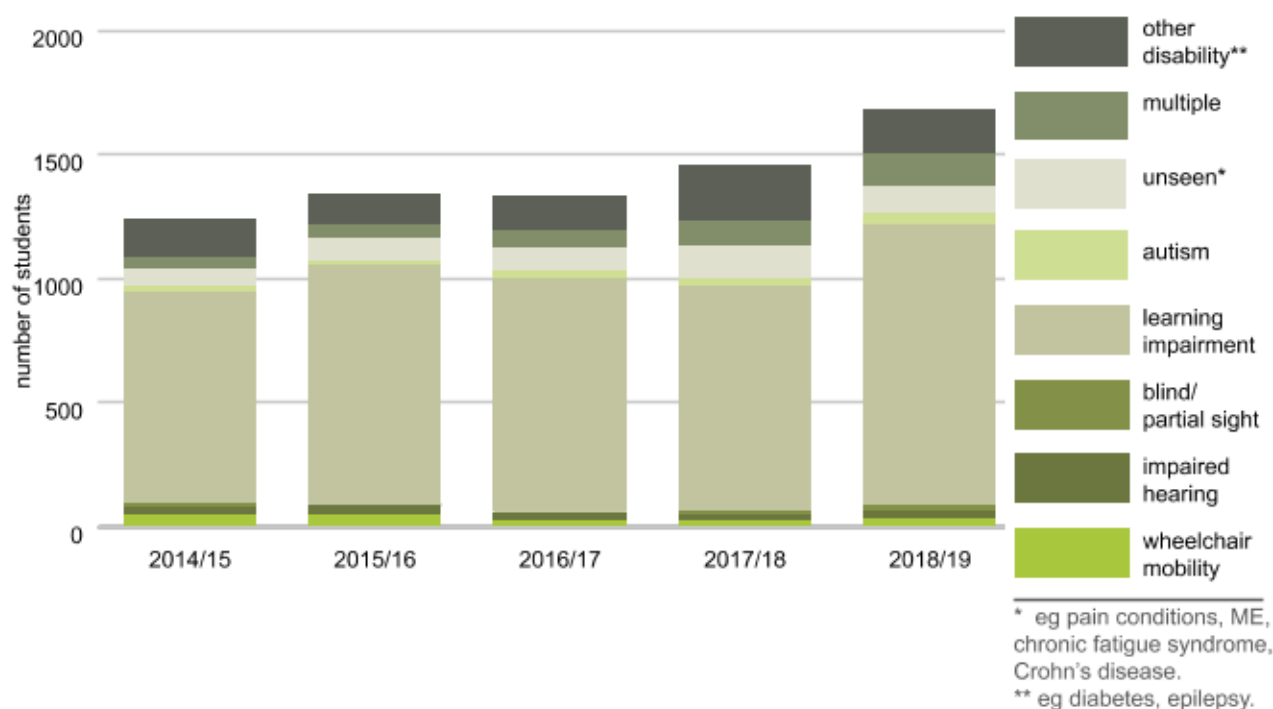
Table 25: Students with a disclosed disability, 2018/19

Type of course	number of students with a disclosed disability								all students with disability	percentage of ALL students
	wheelchair/mobility	impaired hearing	blind/partially sighted	learning impairment	autism	unseen*	multiple	other disability**		
Validated courses	32	35	17	1,131	47	124	130	180	1,696	10.3
Candidate courses	1	1	0	21	2	6	0	1	32	5.6
TOTAL - All courses	33	36	17	1,152	49	130	130	181	1,728	10.2

* for example pain conditions, ME, chronic fatigue syndrome, Crohn's disease.

** for example diabetes, epilepsy.

Figure 29: Number of students with a disclosed disability, trends over the last five years (validated courses only)



Mental Health

About 2 per cent of students have a disclosed mental health issue. The total number of students with a disclosed mental health issue has increased by 51 per cent since the previous year and more than tripled over five years.

These increases may reflect greater awareness of reporting and efforts to create a climate which makes it less difficult for students to disclose this information.

Table 26: Students with a disclosed mental health issue, 2018/19

Type of course	number	per cent of all students
Validated courses	394	2.4
Candidate courses	7	1.2
TOTAL - All courses	401	2.4

Figure 30: Students with a disclosed mental health issue, 2018/19

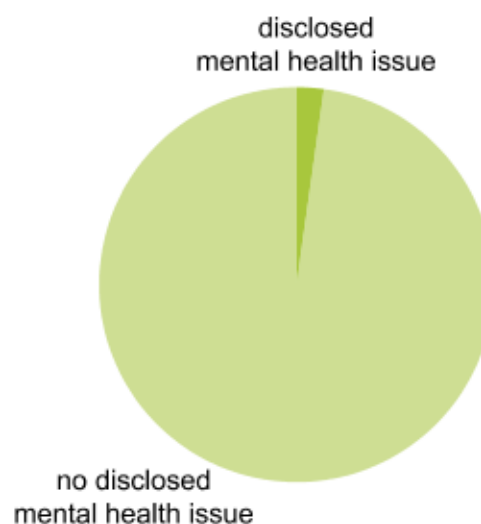
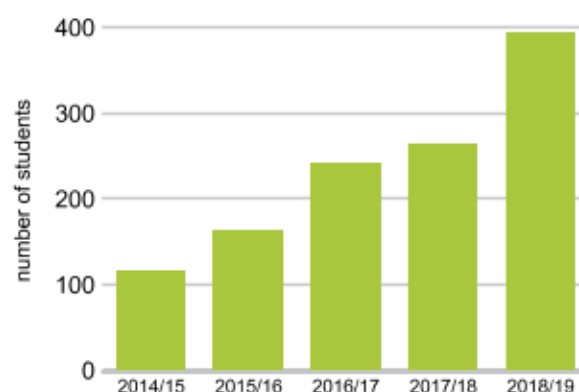


Figure 31: Number of students with a disclosed mental health issue, trends over the last five years (validated courses only)



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